

Please put
your name
and school
district in
the chat.



Foster Care Liaison and Building Point of Contact Training 2025-2026 School Year



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Image by Ken Haines from Pixabay

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)



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A background image of a classroom with several children. In the foreground, a young girl with dark hair and a yellow shirt has her hands raised high in the air, looking up with an excited expression. Behind her, another girl with long dark hair is visible, also looking towards the front. The image is overlaid with a semi-transparent yellow filter.

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

Equity Statement

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



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Participant Review



What is one curiosity you have for today's training?



State and Federal Laws



Acronyms, Acronyms, Acronyms

ESSA – Every Student Succeeds Act

BIDM – Best Interest Determination Meeting

BPOC – Building Point of Contact

CEDARS – Comprehensive Education Data and Research System (at OSPI)

CWA – Child Welfare Agency

DCYF – Department of Children, Youth and Families (Child Welfare in WA)

FAFSA – Free Application for Federal Student Aid

FamLink – DCYF's data information system

IDEA – Individuals with Disabilities Education Act

IEP – Individualized Education Plan

LEA – Local Education Agency

OSPI – Office of the Superintendent of Public Instruction

PII – Personally Identifiable Information

RCW – Revised Code of Washington

SOO – School of Origin

504 – Civil Rights law that ensures students with disabilities have equal access to educational opportunities



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

2008

Fostering Connections to
Success and Increasing
Adoptions Act

2013

Uninterrupted
Scholars Act

2015

Every Student
Succeeds Act



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.

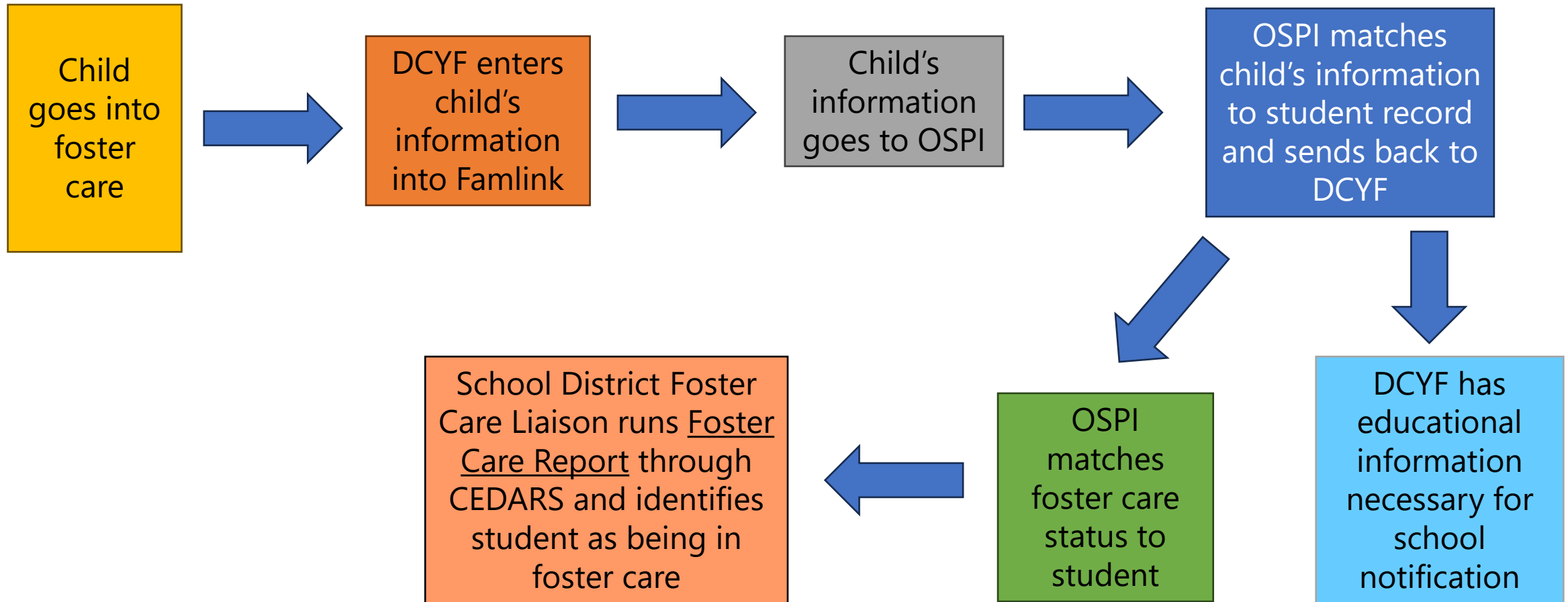
Caretakers/parents need access to school records.

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



Do you have
access to the
CEDARS Foster
Care Report?

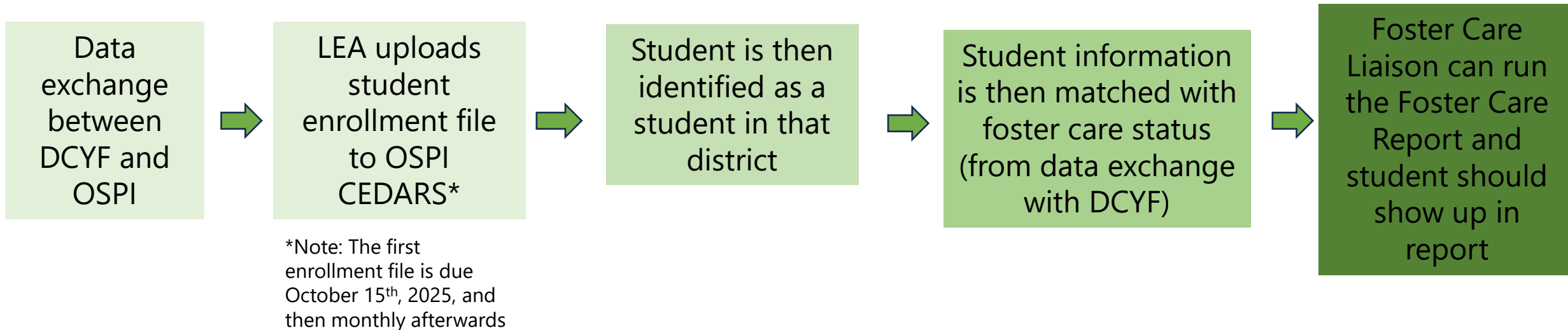


Image by [Gerd Altmann](#) from [Pixabay](#)



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CEDARS Foster Care Report



State and Federal Laws

- Every school district is required to designate a Foster Care Liaison.
- [RCW 28A.320.148](#)
- Students remain in school of origin unless there is a determination that it is not in their best interest.
- [RCW 74.13.631](#)
- Students in foster care are entitled to immediate enrollment, even without documents normally required.
- [RCW 28A.225.330](#)
- Schools/OSPI must collaborate with Child Welfare Agencies.
- [RCW 28A.225.360](#)

These are federal education laws and Washington state has codified these into state law as well.

All schools must follow these provisions.



Every school district is required to designate a Foster Care Liaison

Identify students in foster care in the school district.

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

Manage and document best-interest determinations.

Facilitate immediate enrollment and the transfer of records.

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

Develop and coordinate transportation procedures and transportation for students.

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

Each K-12 public school in the state must establish a building point of contact in each elementary school, middle school, and high school.

RCW 28A.320.148



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

Building Point of Contacts

Building a Support Structure

- ✓ Work closely each week with the school district Foster Care Liaison to identify the students in foster care in the building.
- ✓ Connect with student and build a relationship with them.
- ✓ Check students' account regularly to see if there are any outstanding fees and fines and let the district Foster Care Liaison know.
- ✓ After school activities – make sure students are able to continue if possible.
- ✓ School pictures – ensure they have the opportunity to participate.
- ✓ Counseling – if beneficial to student, line up supports.
- ✓ College Prep – Scholarships and FAFSA
- ✓ Attendance & Discipline
 - Monitor
 - Implement supports
 - Inform Foster Care Liaison



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.

Regional
Ed Lead

Foster Care Liaisons Contacts

Do you need to update your liaison contact information? Please fill out the update form below. Please only update your contact information if there has been a change to your contact.

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

Update Your Liaison Contact Information Contact Foster Care for a full list

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

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

Update Your Building Point of Contact Information Contact Foster Care for a full list

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

School

- Any -

School District

- Any -

Apply

Reset



Image by Gerd Altmann from Pixabay

How many schools did you attend from
Kindergarten to 12th grade?



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School of Origin

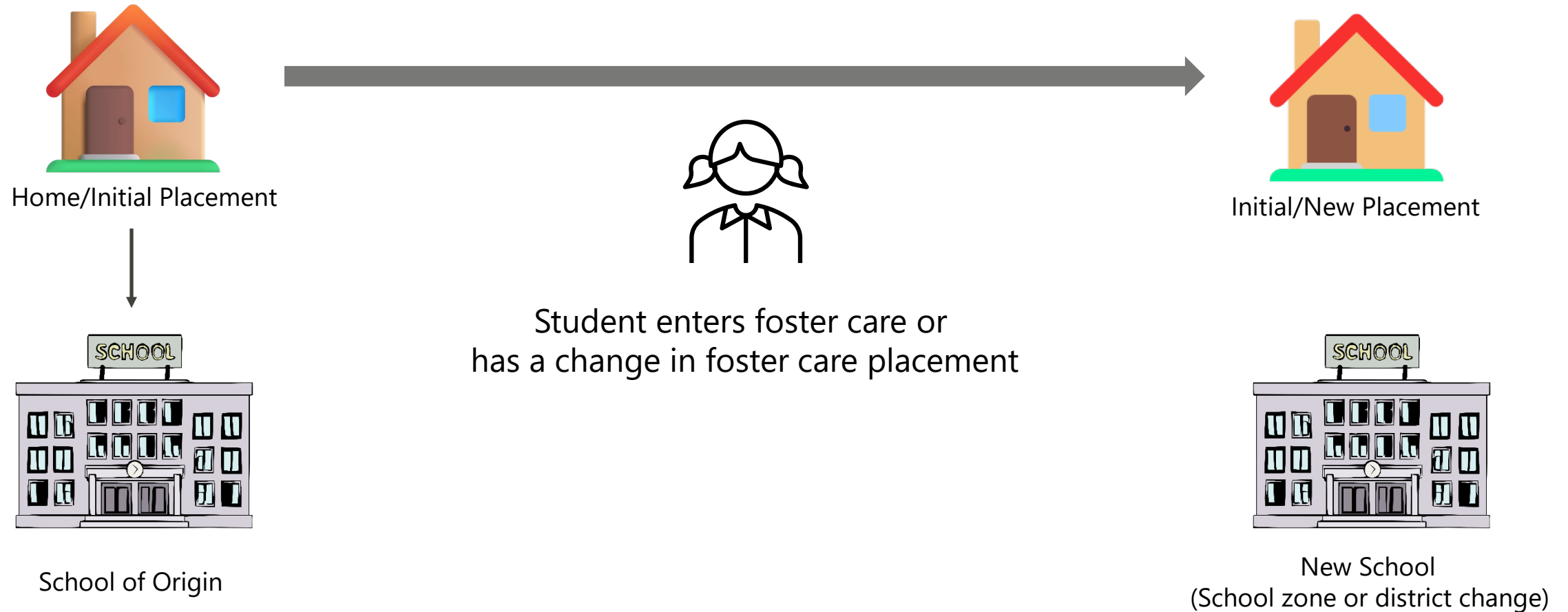
School in which the student is enrolled at the time of a placement change.

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

This includes LEA preschool and designated feeder schools.



School of Origin - Continued



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 collaboratively to schedule Best Interest Determination.
- ✓ Student remains in their school of origin until the Best Interest Determination is made.



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 ☐ Foster care ☐ Relative ☐ Parent ☐ Other:

ANTICIPATED DATE OF MOVE

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
☐ Continuity of instruction <i>Student is best served due to circumstances that look to their past</i>	☐ Continuity of instruction <i>Student is best served due to circumstances that look to their future</i>
☐ Age and grade placement of the student <i>Maintaining friends and contacts with peers is critical to the student's meaningful school experience and participation.</i>	☐ Age and grade placement of the student <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>
☐ Academic strength <i>The student's academic performance is weak, and the student would fall further behind if transferred to another school.</i>	☐ Academic strength <i>The student's academic performance is strong and at grade level, and the student would likely recover academically from a school transfer.</i>
☐ Distance of the commute and its impact on the student's education and/or special needs <i>The advantages of remaining in the school of origin outweigh any potential disadvantages presented by the length of the commute.</i>	☐ Distance of the commute and its impact on the student's education and/or special needs <i>A shorter commute may help the student's concentration, attitude, or readiness for school.</i>
☐ Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i>	☐ Personal safety of the student <i>The local attendance area school has advantages for the safety of the student.</i>
☐ Student's need for special instruction <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>	☐ Student's need for special instruction <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>
☐ Length of anticipated stay in a temporary shelter or other temporary location <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>	☐ Length of anticipated stay in a temporary shelter or other temporary location <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

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



Best Interest Determination

A Best Interest Determination is a collaborative meeting between schools, child welfare, and other relevant parties in a student's life to determine whether it is in the best interest of the student to remain in their school of origin or change schools.

- 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.
- **Fair and unbiased** decision-making process.
- **Prioritizes the well-being and educational** success of each student.
- Must be held **prior to changing school placement**.
- Best interest determination meetings should be **made as quickly as possible** to prevent educational discontinuity for the student.
- 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.
- 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 (districts share cost and responsibility).



Thoughts?

What should be considered in determining if remaining at the school of origin is in the best interest of a child in foster care?

- Connections at school of origin.
- Projected duration of out-of-home placement.
- Child's academic, developmental, & socialization needs.
- How a school change will affect learning or credit attainment (educational stability).
- Safety of the child.
- Toll of commute, distance, and time of travel to/from school on student.

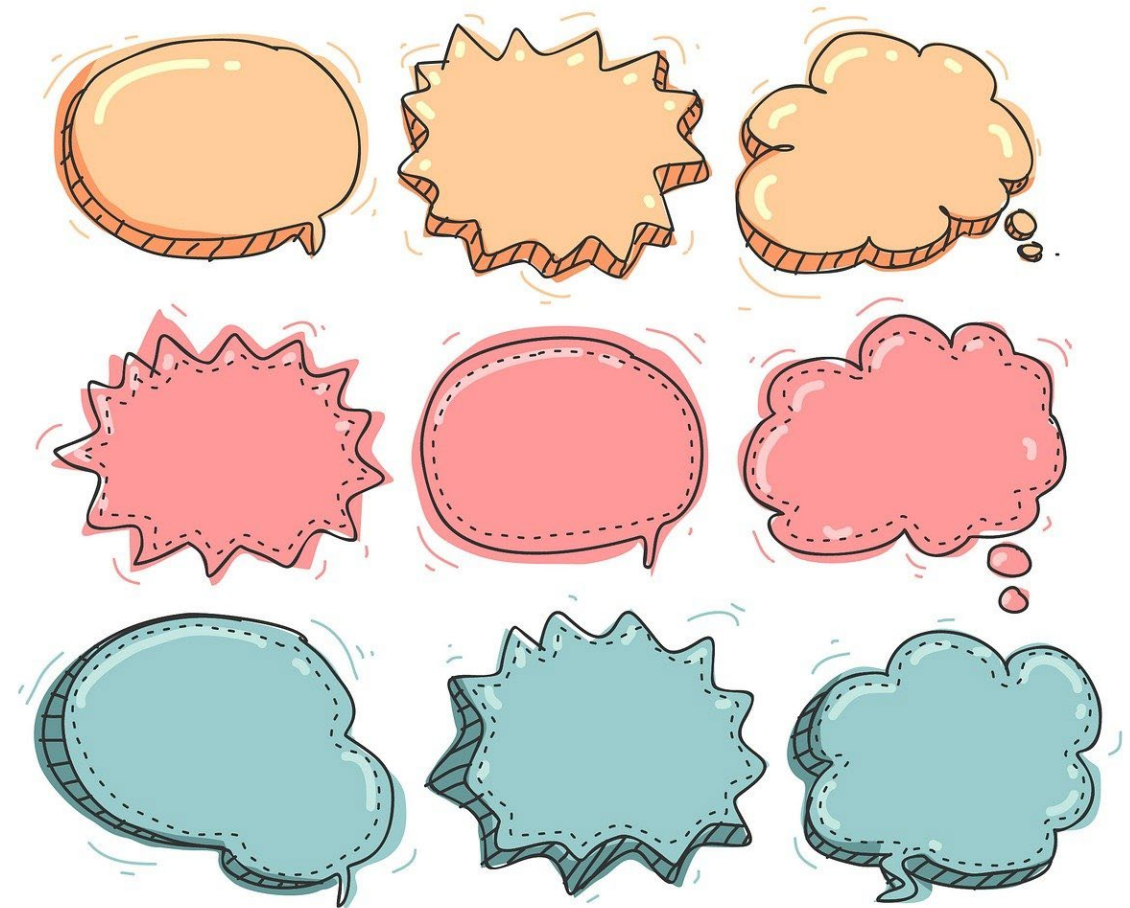


Image by [pencil parker](#) from [Pixabay](#)



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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



Department of Children, Youth, and Families Regional Structure



WASHINGTON STATE
Department of
Children, Youth, and Families



Schools/OSPI must collaborate with Child Welfare Agencies.



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DCYF Regional Education Leads

Region 1

Bobbi Lloyd
Bobbi.Lloyd@dcyf.wa.gov

Region 4

Donna LaFrance
Donna.LaFrance@dcyf.wa.gov

Region 2

Monica Jenkins
Monica.Jenkins@dcyf.wa.gov

Region 5

Dawn Flammang
Dawn.Flammang@dcyf.wa.gov

Region 3

Wryan Young
Wryan.Young@dcyf.wa.gov

Region 6

Heather Lawhead-Hug
heather.lawhead-hug@dcyf.wa.gov

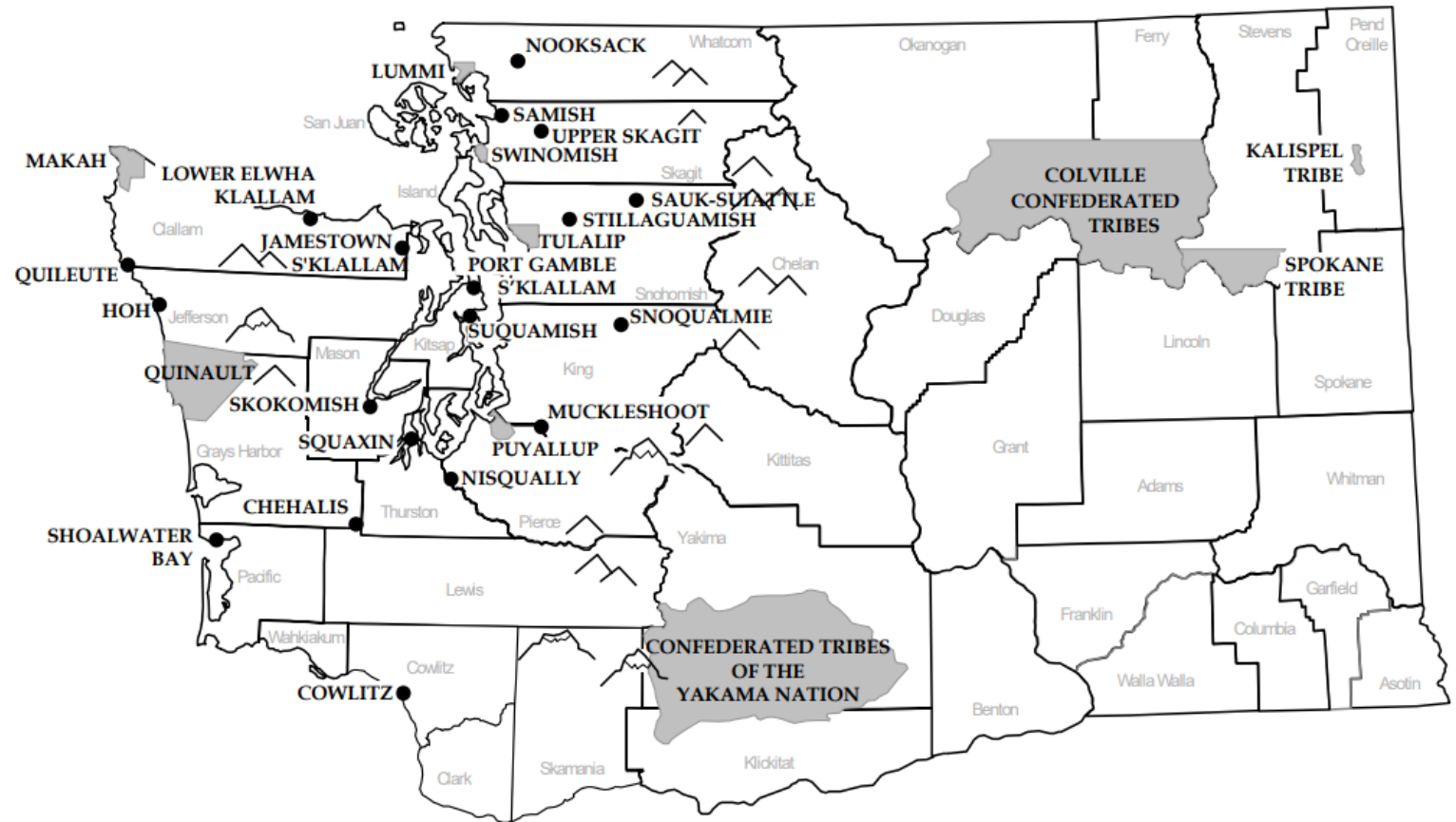


Washington State Tribal Child Welfare

DCYF Website - [Indian Child Welfare | Washington State Department of Children, Youth, and Families](#)

Contact list for Indian Child Welfare can be found here - [Tribal Indian Child Welfare Social Services Directors and Staff Contact Information](#)

FEDERALLY RECOGNIZED TRIBES OF WASHINGTON STATE



Do children in care have to attend public school, or can they be home schooled, attend a private school, or alternative school?

Per [WAC 110-148-1525](#):

“Home schooling, private schooling, and alternative learning experience instruction are prohibited for all children in the care and custody of the department, unless approved by a court ruling.”

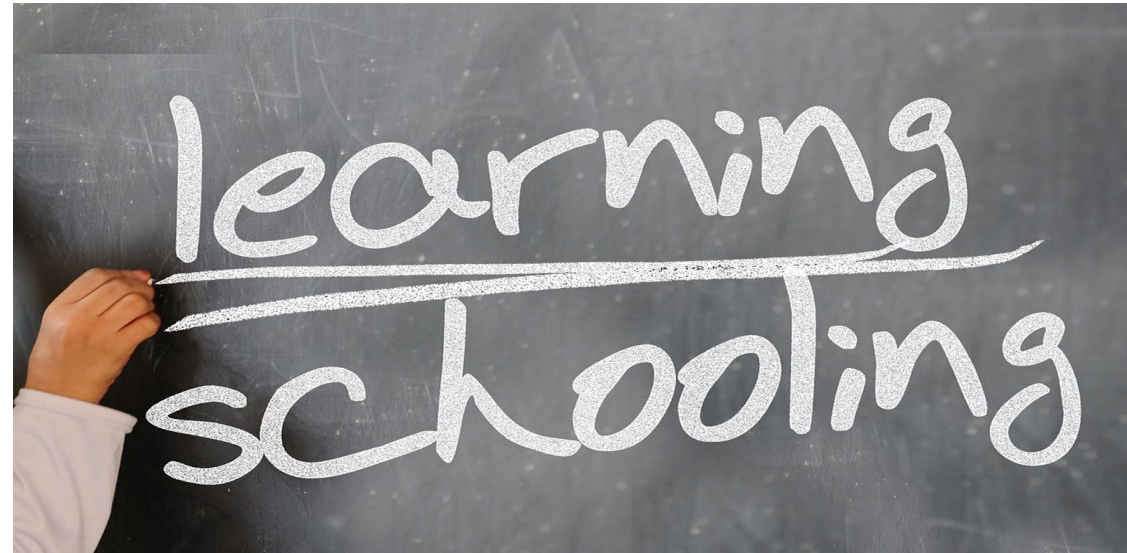


Image by Gerd Altmann from Pixabay



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



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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 ([RCW 28A.225.350](#)).
- [RCW 28A.225.350](#) (8)(a) *If the student's care placement changes to an area served by another school district, and it is determined to be in the best interest of the student to remain in the school of origin, the school district of origin and the school district in which the student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the school districts are unable to agree upon an apportionment method, the responsibility and costs for transportation shall be shared equally between the districts.*
- 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 or 360-522-3117

Regional Transportation Coordinators

Serving districts in ESD 112 & 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 & 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 ESD 105, ESD 123, & N. Central ESD 171

[Dan Payne](#)

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

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 Northeast Washington ESD 101

[Eric Engle](#)

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



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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



Special Education

Special Education students can also be foster care students

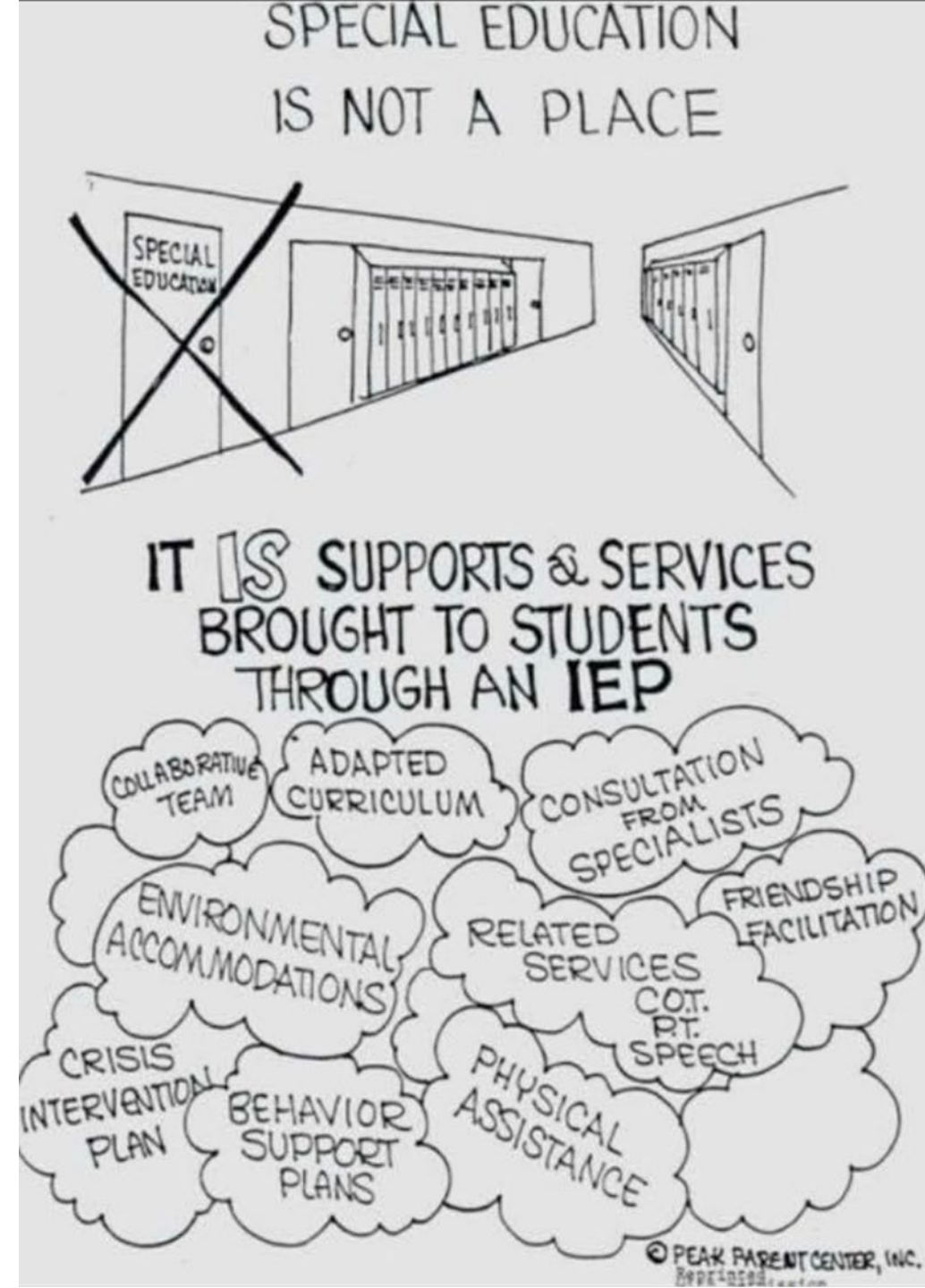
Foster care students can also be special education students

They are both protected by federal laws

They go hand in hand to better support the student



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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

Joint OSPI/DCYF Guidance - [Special Education What is an IDEA Parent Factsheet](#)

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

Is there a foster parent/caregiver?

If no

Is there a court appointed Educational Decision Maker?

If no

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

If yes

The foster parent is the educational decision maker.

If yes

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

If yes

The birth/adoptive parent is the educational decision maker.



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Parent Education Rights

Parent Education Rights: Decision-Making, Participation & Records Access

Tip Sheet for NYC Caseworkers

Legal Center for Foster Care & Education



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Parent Education Rights: Decision-Making, Participation & Records Access

INTRODUCTION:

Parents have a clear and important role in the education of their children, which continues when their children are in foster care. Parents' education rights can be broken down into three types of rights:

- (1) Educational decision-making
- (2) Participation in educational meetings, and
- (3) Access to a student's school records.

Parents are presumed to have all three types of rights, unless specifically limited by a statute or court order. Below, we will provide a deeper explanation about the differences between these types of education rights for parents of children in foster care.

Education Decision-Making

- The person who holds education decision-making authority has the right to make educational and special educational decisions for children.
- This is typically presumed to be the parent, even when a child is in the custody of the child welfare agency, in the absence of a determination that someone else has been granted those rights.
- For a child in foster care, foster parents are typically empowered to make day-to-day decisions—like signing field trip permission slips or signing a child up for extracurricular activities—under the “reasonable and prudent parent standard.”
- However, the education decision-maker for the child still retains the right to make major education decisions. For example, the education decision-maker should be notified of any disciplinary action and invited to participate in any disciplinary conference or hearing on behalf of the student.
- In the special education context, the person with education decision-making rights:
 - Must give written consent for evaluations and for special education services to begin/end
 - Is a member of the Individualized Education Program (IEP) team
 - Must receive notice of the meetings and be given every opportunity to participate in the development of the IEP that lists the special education and related services the child will receive
 - Has the authority to agree with or to object to the IEP team's proposal and to request mediation or a special education hearing to resolve disputes.



Attorneys in Schools

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
- Program through – [Office of Civil Legal Aid \(OCLA\)](#)
- [Legal Representation for Students in Foster Care FAQ](#)



Image by [Mohamed Hassan](#) from [Pixabay](#)



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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)

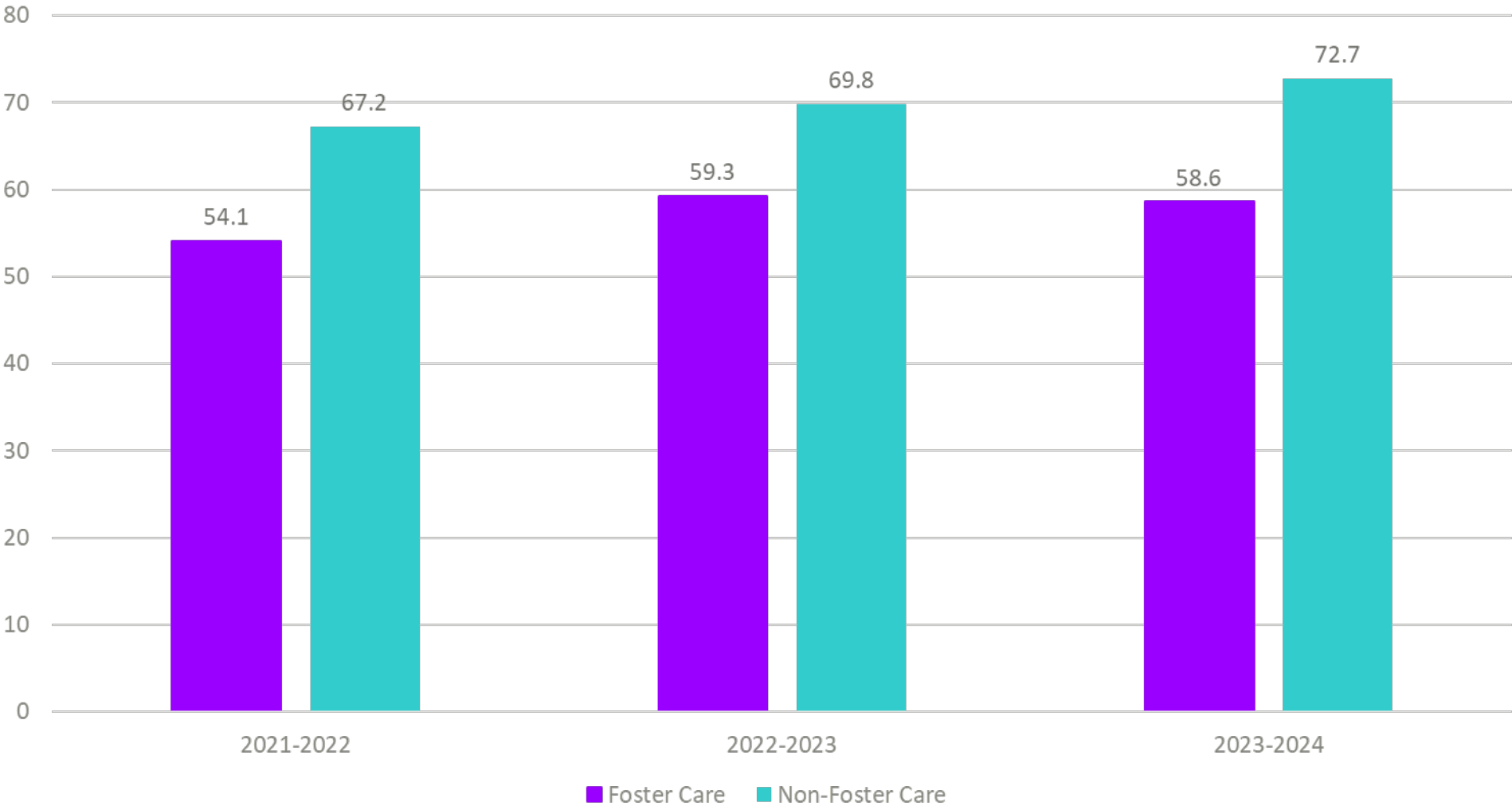


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Attendance

Figure reads: Between the 2021 and 2024 school years, students in foster care attended school regularly between 10.5 and 14.1 percentage points lower than students not in foster care.

Office of Superintendent of Public Instruction defines regular attendance as the percentage of students with an average of fewer than 2 absences per month.



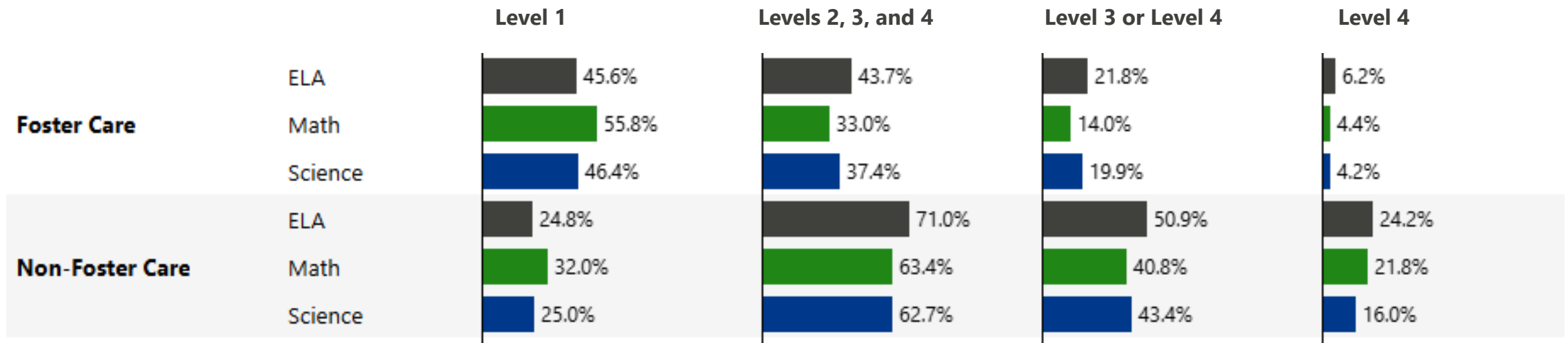
Assessments 2024-2025

Level 1: Indicates the student showed below grade-level knowledge.

Level 2 or above: Indicates the student showed foundational grade-level knowledge.

Level 3 or above: Indicates the student showed consistent grade-level knowledge and is on track for college-level learning without needing remedial classes.

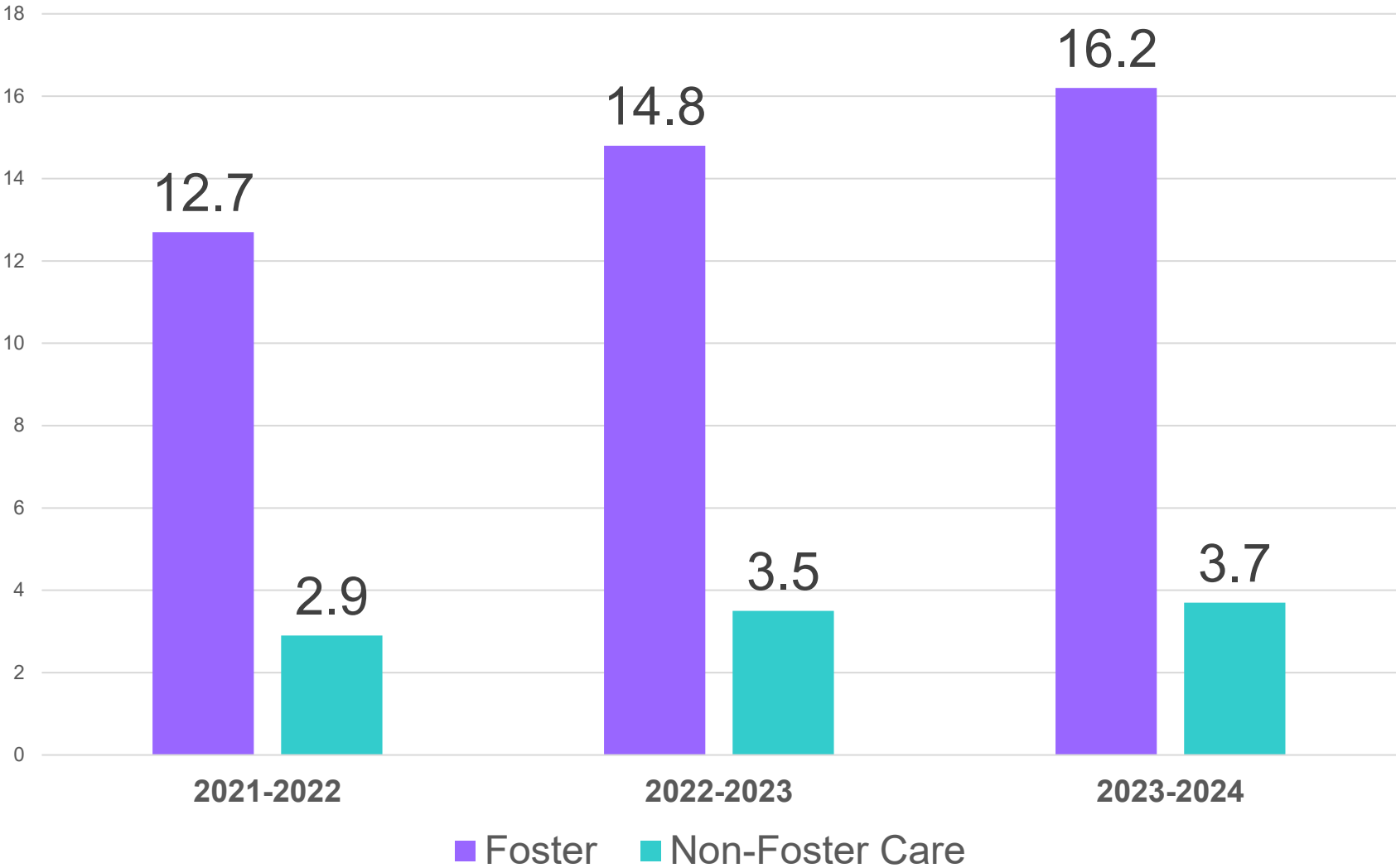
Level 4: Indicates the student showed advanced grade-level knowledge.



Discipline Rates

Figure reads: Between the 2021 and 2024 school years, students in foster care had higher discipline rates than their non-foster care peers between 9.8 and 12.5 percentage points.

Office of Superintendent of Public Instruction defines discipline as the percentage of students who are excluded in response to a behavioral violation.



Notes on Discipline

- School mobility and interruption in services can contribute to behaviors.
- Behavior is communication.
- Caregiver and DCYF need to be at any disciplinary meetings.
- “Many of the behaviors we shame, criminalize, and discipline are actually responses to trauma.”
- Please review Section J, pages 32-33, of the [ED Non Regulatory Guidance for Foster Care](#) for how LEA’s can address disproportionate discipline of students in foster care.

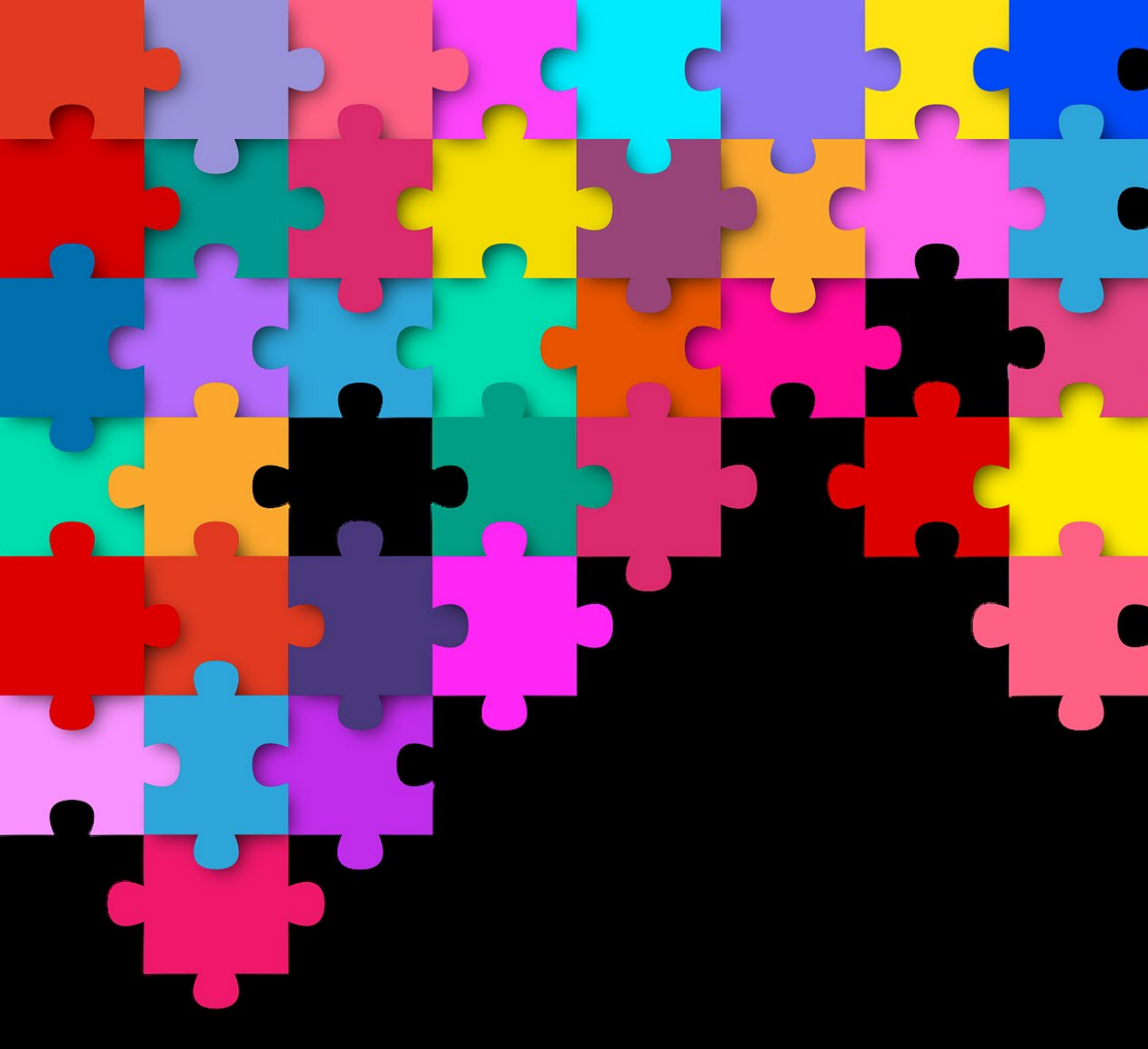


Image by [Stefan Schwehofer](#) from [Pixabay](#)

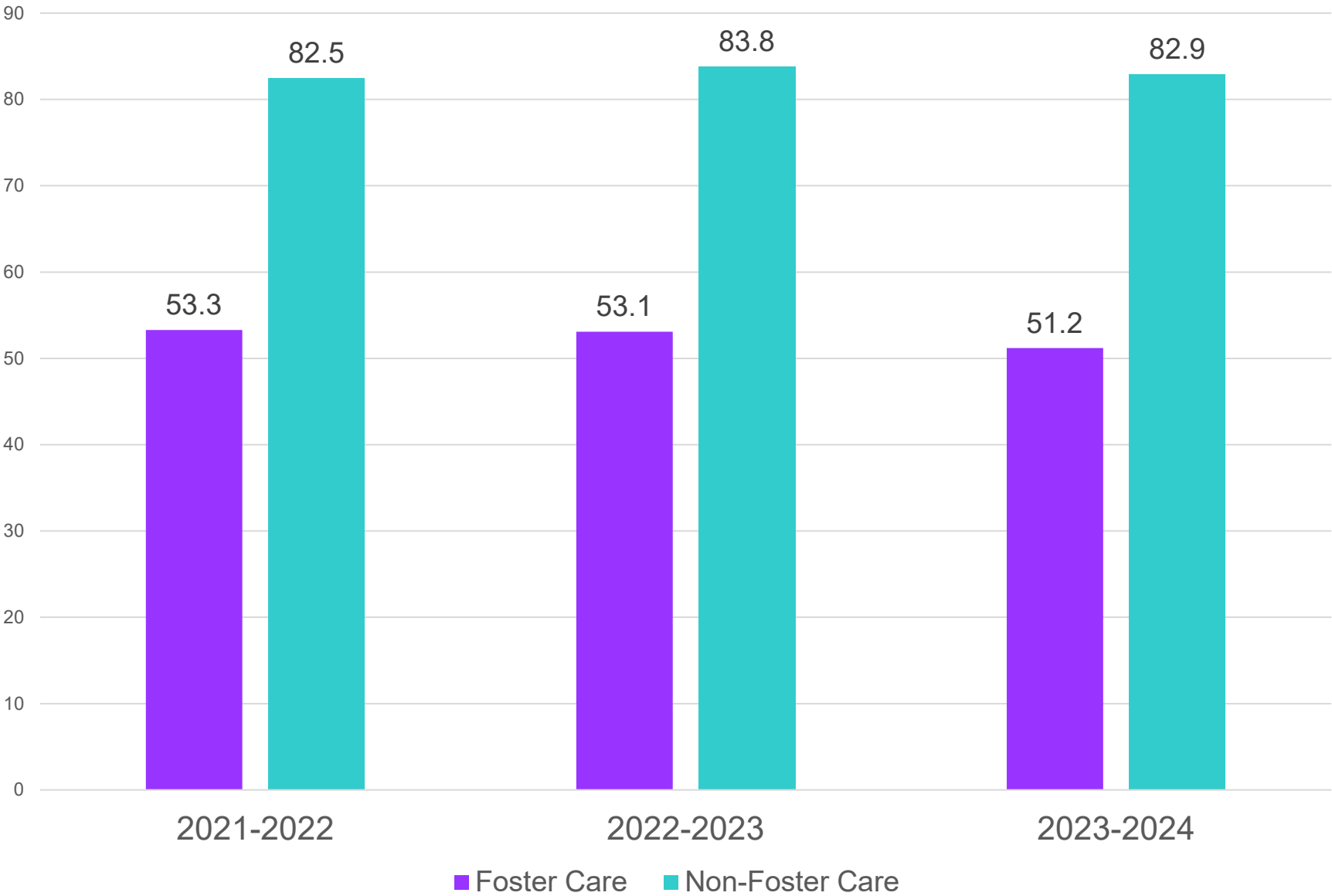


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Graduation Rates

Figure reads: Between the 2021 and 2024 school years, students in foster care graduated at between 29.2 and 31.7 percentage points lower than students not in foster care.

Office of Superintendent of Public Instruction defines graduation as the percent of students who graduated in four years.



US Department of Education and Department of Health and Human Services – Non-Regulatory Guidance

Education Stability — Legal Center for Foster Care & Education – Summary and highlights of the guidance



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Ensuring Educational Stability and Success for Students in Foster Care

Non-Regulatory Guidance



November 2024



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.

Just-in-Time Funding – A program that provides funding for youth in foster care to explore interests and engage in their communities, such as uniforms, instruments, and tutoring.

Note: Treehouse advocates can not serve as educational liaisons



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Foster Care Resources and Training

- ❖ Find Foster Care Liaison
- ❖ Find Building Point of Contact
- ❖ Look at State and Federal Requirements
- ❖ Find information on Post-Secondary resources
- ❖ View Toolkits and additional resources



OSPI Foster Care Meetings

Foster Care Regional Meetings

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

Foster Care Office Hours

Third Wednesday of every month
from 10:00 am to 11:00 am



Upcoming Trainings

HearMeWA

Monday, November 17th from 11:00 a.m. to 12:00 p.m. register via [Zoom](#)

HearMeWA is a free youth-centered crisis-response program that meets youth safety and well-being needs by linking them to existing support systems. This program is available statewide and provides support to youth 24/7/365. It offers an app, text, chat, website, and phone line, and serves youth up to the age of 25. The program is created by the WA State Attorney General's Office. We are committed to being antiracist, trauma-informed, and youth-centered in the services we offer. Youth and youth-serving organizations are at the center of this program and help inform the work that we do. Trained crisis counselors will field all calls.

CEDARS Training

Tuesday, November 18th from 10:00 a.m. to 11:00 a.m. register via [Zoom](#)

If you are a new liaison or need a refresher, we are offering a training on CEDARS! In this training you will learn the basics of CEDARS, tips and tricks, how to access and run a CEDARS report and how to identify foster care students



Upcoming Trainings Continued

Best Interest Determination Meetings

Wednesday, December 3rd from 10:00 a.m. to 11:00 a.m. register via [Zoom](#)

If you would like clock hours please register on [PdEnroller](#)

Best Interest Determinations Meetings are required when a foster care student has a home placement change. These meetings are to determine the best interest of whether the student should stay in the school of origin or move to another school based on placement. This training will be presented by the OSPI Foster Care team who will also be reviewing the Best Interest Determination Toolkit. There will be time for problem-solving and questions from attendees.

DCYF Dependency Process and Programs Overview

Tuesday, December 9th from 10:00 a.m. to 11:30 a.m. register via [Zoom](#)

Partners from DCYF will come to share a high-level overview of CPS and the Dependency Process. Come to learn what happens beyond mandatory reporting in the child welfare system, how child welfare programs work, and how to partner with child welfare to support children and families.



Contact us anytime!

Stacey Klim

OSPI Foster Care Program Supervisor

Stacey.Klim@k12.wa.us

564-999-1939 (Cell)

Savanna Cavalletto

OSPI Foster Care Program Specialist

Savanna.Cavalletto@k12.wa.us

564-669-1467 (Cell)



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