

School Notification

[Click here for a district-by-district of where to send this completed form.](#)

This is to notify the school district that the below named child has been: <input type="checkbox"/> Newly placed <input type="checkbox"/> Returned home <input type="checkbox"/> Changed placement			
Date: _____			
To: _____			
From:	_____	_____	_____
	DCYF WORKER'S NAME	EMAIL	PHONE

	DCYF ADDRESS		
RE:	_____	_____	_____
	STUDENT'S NAME	DATE OF BIRTH	GRADE LEVEL
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).			
<input type="checkbox"/> The above named student is in the legal custody of DCYF and is temporarily placed at the following location:			
CAREGIVER'S NAME		PHONE	TYPE OF PLACEMENT
ADDRESS			<input type="checkbox"/> Foster care <input type="checkbox"/> Relative <input type="checkbox"/> Other:
<input type="checkbox"/> The above named student is in the legal custody of DCYF and the child has moved (or will be moving) to a new placement at the following location:			
CAREGIVER'S NAME		PHONE	
TYPE OF PLACEMENT		ANTICIPATED DATE OF MOVE	
<input type="checkbox"/> Foster care <input type="checkbox"/> Relative <input type="checkbox"/> Other:			
ADDRESS			
<input type="checkbox"/> The above named student has been returned to parent / guardian care:			
<input type="checkbox"/> Legal custody regained by parent / guardian or <input type="checkbox"/> Legal custody retained by DCYF		PARENT / GUARDIAN(S) NAME(S)	
ADDRESS		PHONE	
<input type="checkbox"/> 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.			
<input type="checkbox"/> The above named student is in the legal custody of DCYF and continues to reside in the parental home:			
PARENT / GUARDIAN(S) NAME(S)		PHONE	
ADDRESS			
<input type="checkbox"/> School transportation to be arranged at new address to maintain education stability			
NAME		PHONE	
ADDRESS			
<input type="checkbox"/> Child / youth to be un-enrolled from school as of _____ (date).			

Copy of the court order is attached.

Best Interest Determination Participants:

- Representative from Neighborhood School
 Representative from School of Origin

- Parent
 Caregiver

- Caseworker
 Youth

School Selection: A Checklist for Decision Making

	School of Origin Considerations		Local Attendance Area School Considerations
<input type="checkbox"/>	Continuity of instruction <i>Student is best served due to circumstances that look to his or her past</i>	<input type="checkbox"/>	Continuity of instruction <i>Student is best served due to circumstances that look to his or her future</i>
<input type="checkbox"/>	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>	<input type="checkbox"/>	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>
<input type="checkbox"/>	Academic strength <i>The child's academic performance is weak, and the child would fall further behind if he/she transferred to another school.</i>	<input type="checkbox"/>	Academic strength <i>The child's academic performance is strong and at grade level, and the child would likely recover academically from a school transfer.</i>
<input type="checkbox"/>	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>	<input type="checkbox"/>	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>
<input type="checkbox"/>	Personal safety of the student <i>The school of origin has advantages for the safety of the student.</i>	<input type="checkbox"/>	Personal safety of the student <i>The local attendance area school has advantages for the safety of the student.</i>
<input type="checkbox"/>	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>	<input type="checkbox"/>	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>
<input type="checkbox"/>	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 his/her 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"/>	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 his 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/fostercareselection_wa.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