

**Joint Educational Planning and Support
for Children and Youth in Care:
Cross-Ministry Guidelines**

**Ministry of Education
and
Ministry of Children and Family Development**

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1. Introduction

The health and well-being of children and youth in care is the shared responsibility of many community partners. In addition to family and community involvement, two significant means of support for children and youth in care are the education system and the child welfare system. Both the Ministry of Education (MEd), through public and independent schools, and the Ministry of Children and Family Development (MCFD) are committed to working together on the shared goal of using a process for consistent and continuous support for children and youth in care in achieving their learning outcomes. This approach is consistent with the province's "Strong, Safe, and Supported: A Commitment to BC's Children and Youth" initiative, a primary focus of which is enhanced coordination and cross-ministry work.

Rationale

Educational Experiences of Children Under a Continuing Custody Order, an MCFD report released in December 2007, estimated that 31% of children under a continuing custody order successfully finished their education within six years of entering Grade 8. This compares with an 81% completion rate for all other students. The vulnerability of children under Continuing Custody Orders is further illustrated by the significant proportion of them reported as having special needs.

Children and youth in care may have medical or developmental issues that can affect their ability to learn. In addition, children and youth who need to come into the care of MCFD or a delegated Aboriginal agency may be experiencing very stressful events in their lives, such as family breakdown, moving on or off reserve, separation from siblings, and so on. Transitions in living environment and/or school can have potentially significant impacts on these children and youth as learners and on their educational outcomes.

Strong benefits accrue to children and youth in care when those responsible for their care operate as a team and communicate about the child/youth's strengths, talents, needs and educational progress in order to direct the educational program "toward the development of the child's personality, talents and mental and physical abilities to their fullest potential" (UN Convention on the Rights of the Child).

Therefore, information sharing among all persons working with children and youth in care, transition planning, and ongoing collaboration in individual student programming are of critical importance and have been identified for intensified focus so that children and youth in care can experience enhanced school outcomes and community success.

Purpose of the guidelines

The Ministry of Children and Family Development and the Ministry of Education, in consultation with regional representatives and public and independent school system representatives, have worked to create cross-ministry guidelines that will improve information sharing, strengthen practice and joint planning, and promote effective communication among educators, school-based teams, child welfare workers, caregivers and family members.

Joint Educational Planning and Support for Children and Youth in Care: Cross-Ministry Guidelines is provided to assist educators, child welfare workers and caregivers in responding to the significant transitions for children and youth in care: changing living arrangements, including coming into foster care, or moving to a different school. The guidelines also apply to children and youth in care who do not experience major transitions throughout the course of the school year, including those who experience periods of increased vulnerability and difficulty as they grow and mature.

The guidelines address the need to establish and implement an information-sharing process that can help child welfare workers, educators and caregivers in their efforts to provide continuity and stability, and nurture a sense of belonging in educational programming for children and youth in care. The goal of this type of intervention and support is to help the child or youth develop personal resiliency by putting in place the appropriate protective factors (see Appendix A) that will position him or her for greater success in school.

Positive working relationships already exist regionally between delegated child welfare workers and their education counterparts; these guidelines are therefore provided to support ongoing collaboration and ensure clarity in information-sharing practices and planning. In doing so, the guidelines will help child welfare workers and educators determine appropriate goals and necessary supports and monitor ongoing student progress and educational outcomes for children and youth in care.

The guidelines build on existing legislation on the rights of children and youth in care, and on existing standards for educational planning and follow-up within both ministries and apply to both public and independent schools (see Appendix B: *Child, Family and Community Service Act* - Section 70, Appendix C: CIC Standard 11, Appendix D: Aboriginal Operational and Practice Standards and Indicators (Standards 2 & 3), Appendix E: Permanent Student Record Order and Appendix F: Student Records Order).

Who are children and youth in care?

Children and youth in care can be any age up to 19 years and from any ethnic or socio-economic group, and can come into care with the Ministry of Children and Family Development (MCFD) or a delegated Aboriginal agency for many different reasons and under different legal statuses.

The legal status of a child or youth and the legal rights of the parent(s) differ according to the type of MCFD care or custody agreement. For example:

- Special Needs Agreements and Voluntary Care Agreements provide for day-to-day care of the child or youth with caregiver(s) and allow the parent(s) to retain control over the child/youth's personal information and decision-making about the child/youth's health care and education.
- When a child or youth is in permanent care of MCFD or a delegated Aboriginal agency through a Continuing Custody Order, parental rights to make decisions about the health care and education of the child or youth are transferred to the child/youth's new legal guardian, a director under the *Child, Family and Community Service Act* (CFCSA). The director then delegates the authority to make decisions pertaining to the health care and education of the child or youth to the child welfare worker, while caregiver(s) provide the day-to-day care for the child or youth.

(For more information about the different types of care and custody agreements, see Appendix G: Care and Custody Under the CFCSA).

The authority to make decisions about a child/youth's daily activities and needs depends on the type of care or custody agreement that is in place. In some cases, the child/youth's caregiver(s) are able to make some decisions; however, depending on the child/youth's legal status, either the parent(s) or the child welfare worker can be the legal guardian and therefore the decision-maker for the child or youth. For example, under a Continuing Custody Order, the child welfare worker signs waivers for school field trips, while under Voluntary Care Agreements or Special Needs Agreements, the parent(s) sign the waivers.

These guidelines apply to all children and youth in care, regardless of their specific legal status, or whether they are enrolled in public or independent schools.

2. Guiding Principles

The following principles underpin these guidelines:

- The needs of the child or youth are paramount in all processes and planning.
- Children and youth in care participate in making decisions that affect them according to their ability to communicate their views, including their personal hopes and dreams for the future.
- A strengths-based approach is the foundation for support.
- Consistency and stability are of critical importance.
- Whenever possible and appropriate, children and youth in care remain in their current school.
- Information is shared within a framework of respect, trust and confidentiality.
- For Aboriginal and all children and youth in care, individual cultural heritage and community connections must be considered.
- Consultation and collaboration among the people with knowledge relevant to the child or youth are essential to the development of shared goals to enhance learning and improve outcomes.
- Implementing transition plans for children and youth in care takes place in a timely manner.
- Families and children are entitled to timely and appropriate decisions and services that are based on consideration of the child/youth's well-being and that are in his or her best interests.

3. The Guidelines

All children and youth in care benefit from collaborative planning and information sharing by the people who work with them to:

- identify a mutually agreeable process to communicate regularly about student progress and success
- review the educational component of the Child’s Plan of Care and Individual Education Plan (if applicable), and adjust the educational program plan as necessary
- discuss observations of the child/youth’s adjustment and progress with regard to school life and learning
- discuss joint actions that can be taken to support the child or youth if he or she is not adjusting and meeting his or her responsibilities as a member of the school community.

In addition, this approach particularly benefits children and youth in care who experience significant transitions over the course of the school year. Significant transitions can include:

- the child or youth transferring to a different school, or
- the child or youth experiencing changes in his or her living arrangements, including coming into care, a change in foster placement (and/or child welfare worker), or returning to live with family or parent(s).

These transitions can be a result of very stressful events in the child/youth’s life, such as family breakdown, moving on or off reserve, separation from siblings, and so on, and can have potentially major impacts on the child or youth in care as a learner.

Collaborative planning

Joint planning processes that require the ongoing collaboration of child welfare workers, school staff, caregiver(s) and parent(s) will ensure consistent and continuous support for children and youth in care in achieving their learning outcomes generally, but particularly when they are experiencing significant transitions. Collaborative, inter-agency work is the best way to address the multiple and complex needs of children and youth in care.

For example, when a child or youth experiences a transition to a new school district, planned placement will include consultation with the placing child welfare worker, staff from the receiving school district, the caregiver(s), staff from other service agencies involved with the child or youth, and the child or youth, according to his or her abilities (see Appendix H for an example of an agreement). Responsibilities are assigned to members of the child’s “care team,” including welcoming the child or youth to his or her new school and assisting the child or youth in developing a sense of belonging (see Appendix I for examples of school-based strategies).

It is of critical importance that there is frequent, open and honest communication among all adults working with the child or youth. In addition, although the members of the team may come and go, it is essential that the child or youth experience team transitions seamlessly.

Information sharing

Collaborative planning may require the sharing of information among child welfare workers, school staff, caregivers(s) and parent(s). While it is essential to use procedures to protect children and youth against the risk of unauthorized access, collection, use or disposal of their personal information, joint planning requires clear and honest discussion about the needs and strengths of the child or youth.

When sharing information about children and youth in care it is important to remember that educators and child welfare workers share a common goal: to maximize each child/youth's learning potential. To help achieve this goal, educators can share with child welfare workers who are the child/youth's guardian any information that can be shared with a parent, while child welfare workers can share with educators the level of detailed information necessary to ensure the child/youth's well-being when participating in school-based planning for children and youth in care.

Child welfare workers must manage the sharing of information within the parameters of existing *Child, Family and Community Services Act (CFCSA)* and *Freedom of Information and Protection of Privacy Act (FOIPPA)* legislation, which governs the release of information regarding a child or youth in care.¹

Information can be shared both verbally and in written form, based on existing local practices. Information to be shared includes, but is not limited to, relevant information from:

- medical professionals (e.g., child and youth mental health clinician, doctor, pediatrician, psychologist, psychiatrist, psychometrist) about conditions that affect the child's or youth's learning or attendance
- the child/youth's MCFD or delegated Aboriginal agency file, including relevant education and health information from the Child's Plan of Care, and information on any external supports, such as tutors or child or youth care workers, that may affect educational outcomes or student attendance
- the school files, including report cards, Individual Education Plan (IEP), school-based assessment reports, and minutes from school-based team meetings.

The means of information sharing to support collaborative planning include, but are not limited to:

¹ A more detailed explanation of the requirements for confidentiality and the disclosure of information under these acts is available to social workers in *Confidentiality and Disclosure of Information*, at http://icw.mcf.gov.bc.ca/manuals/docs/cfdev/cfs/confid_disclosure_info.pdf.

- in-person individual or team meetings
- teleconferencing or weekly phone calls
- mid-term updates
- written or email reports
- home visits.

Roles and responsibilities

Here is an overview of the actions to be taken by the individuals responsible for the child/youth's care and education when a child or youth in care is experiencing a transition in school or living arrangements. (**Note:** For more detail on individual roles and responsibilities, see the collaborative planning and information sharing checklists in Appendix J: Change in School and Appendix K: Change in Living Arrangement.)

As appropriate, the **child welfare worker, caregiver(s) and/or parent(s)** are responsible for:

- informing school staff as to the change in the child/youth's circumstances
- reviewing the child/youth's strengths and needs with school staff
- sharing relevant information and strategies from the Child's Plan of Care (CPOC) developed to address those needs
- attending collaborative planning meetings, including school-based team and IEP meetings
- discussing with school staff the individualized support and education planning needed for ongoing student progress and improved outcomes
- conducting a file review and giving school staff a list of MCFD or delegated Aboriginal agency–provided services, community-based services accessed by the child or youth, and, where known, any school-based services accessed by the child or youth
- signing necessary release forms for schools to share information needed to enhance planning for the child or youth
- consulting with school staff to determine needs and provide the child or youth with the necessary materials, clothes and supplies to participate fully in the school program
- engaging the child or youth fully in all planning and decision-making processes
- when a school move is necessary, contacting the old and new schools and helping facilitate a smooth transition.

School staff are responsible for:

- with the child welfare worker, caregiver(s) and/or parent(s), developing and implementing a plan for continuity of services in order to support the child or youth in:
 - developing or retaining a personal sense of belonging, security and acceptance (e.g., connection to Aboriginal support staff and programs, or other cultural opportunities)
 - meeting the expectations of the educational program, and
 - achieving his or her learning outcomes
- taking time to get to know the child or youth and develop mutual understanding and respect
- introducing the child or youth to the culture of the school, recognizing the impact on him or her of having to adjust to new circumstances
- when necessary, arranging for timely transfer of school records, files and information
- conducting a file review and giving the child welfare worker, caregiver(s) and/or parent(s) a list of current school-based services accessed by the child or youth, and where known, MCFD/delegated Aboriginal agency–provided services or community-based services accessed by the child or youth
- assigning a school-based “adult mentor or champion” for the child or youth (including, where appropriate, an Aboriginal family support worker) and advising the child welfare worker, caregiver(s) and/or parent(s) on the role of this person and how to support him or her
- establishing an ongoing communication plan with the parent(s), caregiver(s) and child welfare worker, as appropriate.

Useful tools and resources

- Form 1704 with inclusions (e.g., recent report cards, transcripts, and/or Individual Education Plan[s])
- Counselling, learning assistance/resources, Student Learning Plan, tutors, extra-curricular interests and needs, including school clubs or sports
- School agenda, home and school communication book, weekly phone call, email, fax
- Home visits

Child welfare worker/caregiver(s)/parent(s) and school staff are jointly responsible for:

- collaborating to provide the supports and/or resources necessary for smooth transitions of any kind
- developing and implementing a plan to support the child/youth’s needs in the home, school and community, and monitoring and revising the plan as needed
- integrating the child/youth’s views in planning and decision-making, according to his or her abilities

- consulting each other regarding the use of positive approaches, policies or strategies, such as restitution or other positive behaviour support, in response to such concerns as:
 - school attendance
 - behaviour
 - compliance with the school code of conduct
- ensuring that all parties receive copies of report cards, secondary school transcripts, or other relevant documents that may be useful in planning and monitoring the child/youth's progress and planning for his or her future success
- discussing strategies for building relationships and focusing on the child/youth's development of skills, knowledge and a positive attitude with a strong belief in self and others
- reviewing the child/youth's plan and progress on a regular basis (such as during established school reporting periods) to monitor the child/youth's progress and amend the plan as needed
- documenting all ongoing communications.

Additional strategies for everyone to consider

- Coordinate so that the caregiver(s) have specific strategies to reinforce school-related tasks at home and the school knows the specific strategies being used in the home and/or community (e.g., homework requirements, school trip policies, and leisure activities in the community).
- Use positive behaviour supports, including promising practices referenced in *Focus on Suspension: Resource Guide for Schools*, available at http://www.bced.gov.bc.ca/specialed/docs/suspension_resource.pdf.
- Provide regular ongoing communication to build positive relationships; don't call the home or school only when things are not going well.
- Schedule quarterly consultation between MCFD or delegated Aboriginal agency staff and the school principal to monitor the child/youth's progress.

5. Collaborative Planning: A Case Study

The following hypothetical case involves a family who accesses a range of MCFD services. It illustrates some of the actions and responsibilities listed above, and the possible flow of inter-agency planning and collaboration.

Aiden

Six-year-old Aiden has a strong desire to learn to read and a wonderful sense of humour, and expresses love for his family. However, he experiences extreme behaviour difficulties. He refuses to co-operate with his mother, often going on the attack with the intent to physically hurt his infant sibling. Aiden also demonstrates significant delay in acquisition of pre-reading skills (he does not yet know the alphabet) and is unable to cope with being in the classroom because of his persistent physical acting out. He experiences frustration so intensely that he is moved to emotional breakdowns involving screaming, kicking (often putting holes in walls and bruising people in close proximity) and foul language, necessitating significant interventions to help him stabilize.

Towards the end of Aiden's year in Grade 1, his mother, Meena, who has bipolar disorder and herself experiences extreme frustration and inability to cope, moved the family to a new community to be closer to her brother, Jay. Meena has entered into a Voluntary Care Agreement under the CFCSA so that her infant son can be safe and she can focus on stabilizing her own mental health.

Aiden has been referred for assessment at the Complex Development and Behavioural Conditions Clinic in his area, which will assess him for possible Fetal Alcohol Spectrum Disorder (FASD).

One strategy for supporting Aiden is to emphasize information sharing and collaboration among all the adults caring for and working with him. Aiden's care team now includes:

- those who are working together to implement a supportive living environment in the new community, including:
 - Aiden's biological mother and uncle
 - his caregivers (foster mother and father)
 - the child welfare worker;
- those who are working together to implement a supportive school and learning environment, including:
 - the classroom teacher
 - the resource teacher, if applicable
 - a school-based champion (the school librarian has agreed to develop a friendly, trusting relationship with Aiden)
 - the school principal
 - the educational assistant, if applicable.

In addition to the home and school care team members listed above, there is a role for the staff of the Complex Development and Behavioural Conditions Clinic following Aiden's assessment. This includes, for example, inviting the child welfare worker, caregivers and school staff to a meeting to discuss recommendations for behavioural strategies to be used both at school and in the home by members of Aiden's care team.

As a result of his family's move to a new community, Aiden is beginning Grade 2 at a new school. Aiden's new caregivers register him in the new school for the fall. His child welfare worker has facilitated meetings with the caregivers and the school. Staff of the new school have connected with Aiden's old school for the timely transfer of records and to gain insight into Aiden's strengths and needs. In order to maintain continuity, the librarian at the new school has agreed to take on the role of Aiden's school-based champion.

Discussion

As is the case for all children and youth in care, Aiden's care team is responsible for informing the new school as to the custody arrangements, contact information, and specific strengths and needs of the child or youth who is new to the school. The school is responsible for orienting the parent(s), caregiver(s) and child or youth to its community, and for making sure that all relevant records are requested. The principal can ensure timely information sharing and transition planning by calling the sending school and talking to staff involved with the child or youth to identify his or her strengths, likes and dislikes, and needs for support and programming.

It is vital to understand that a change in caregiver(s) and child welfare worker and/or the process of registration in a new school represents the beginning of a new relationship. When caregivers meet with school staff and are present in school life, the resulting interactions and communication are of significant value to the child or youth. When there is a relationship between the school and the child/youth's caregivers, information about the child/youth's sense of belonging and adjustment to his or her social and learning environment can be monitored and addressed in an ongoing, positive and timely manner.

One year later

Aiden is now seven years old. His reading proficiency is approaching grade-level and he has learned coping strategies so that he can control his outbursts at school. He has developed a trusting relationship with the school librarian.

However, after having Aiden spend the school year with caregivers through a Voluntary Care Agreement, and then having Aiden live at home for the summer, Meena has realized that she cannot cope. Over the summer, Aiden's behaviour has once again become violent and Meena's illness has not been resolved. The delegated child welfare worker

has determined that Aiden's younger brother is now in danger of physical harm as the home situation escalates.

The child welfare worker ends the Voluntary Care Agreement and, after all other options have been explored, Aiden comes into care through a court process that eventually leads to a Continuing Custody Order. Arrangements have been made to maintain his placement at his current school for Grade 3. School staff have requested another referral for a behavioural assessment and continuation of his counselling therapy.

Aiden now has a new child welfare worker and new caregivers. The child welfare worker and caregivers are responsible for updating the school as to the change in Aiden's living arrangements and the traumatic transition Aiden has experienced (i.e., his perception of the permanent loss of his mother and brother).

The school is responsible for welcoming Aiden's new caregivers and providing a means for input into his educational planning. The school-based team will include strategies obtained from the Provincial Outreach Program for FASD in the development of Aiden's IEP.

Aiden still enjoys spending time with his Uncle Jay. The child welfare worker advises the school that having Meena's brother, Jay, available, offering a steady connection with family, is a protective factor for Aiden, providing him with a sense of continuity and comfort through his time of loss.

Aiden's school-based champion has invited him to continue helping her tidy up tables and chairs after school one day a week, giving them a chance to have some one-on-one time to talk about the books he is reading and how he is doing in school. The child welfare worker has facilitated an arrangement with the school and caregivers for Uncle Jay to pick Aiden up on Thursdays after his visit to the school library.

As well, because Aiden often talks about sports with his school-based champion, the school has paired Aiden with an older student who is an excellent basketball player, in order for him to have a positive role model and to build on his interest in sports. They will play basketball together at lunch hour at least once a week.

6. Common Terms

A number of the terms used in these guidelines have specific meanings depending on the context of either the child welfare system or the educational system. These terms are defined below to help ensure clarity and to support a collaborative response to educational planning for children and youth in care among education partners.

Aboriginal child: defined in the *Child, Family and Community Service Act* (CFCSA) as a child:

- who is registered under the *Indian Act* (Canada);
- who has a biological parent who is registered under the *Indian Act* (Canada);
- who is a Nisga'a child;
- who is under 12 years of age and has a biological parent who
 - is of Aboriginal ancestry, and
 - considers himself or herself to be Aboriginal; or
- who is 12 years of age or over, of Aboriginal ancestry, and considers himself or herself to be Aboriginal.

Aboriginal community: for the purposes of these guidelines, “Aboriginal community” is defined more broadly than the definition under the CFCSA. A child’s Aboriginal community is one to which the child has a connection through culture, heritage or descent. It includes the community or communities with which the child identifies and/or the Aboriginal communities that identify with a specific child/youth.

Aboriginal ancestry (student of): for the purposes of Ministry of Education funding, a school-age student who has self-identified as being of Aboriginal ancestry (First Nations, status, or non-status; Métis; or Inuit). Aboriginal identification must be made on a voluntary basis.

Aboriginal Education Programs and Services: include Aboriginal language and culture programs, Aboriginal support services, and other Ministry of Education approved Aboriginal programs. (For more information, see the instructions on [Form 1701](#).)

Adult Dogwood: the B.C. Adult Graduation Diploma. In the Adult Graduation Program, 20 credits are needed for graduation. This is different from the regular graduation program, which requires 80 credits for graduation. To be eligible for the Adult Dogwood, students must be at least 19 years of age, and must take at least three of their courses leading towards graduation as an adult. Information about this option for graduation is available at http://www.bced.gov.bc.ca/adult_graduation/.

adult mentor/champion: a person who takes a friendly interest in the child or youth.

The role of the mentor is to provide positive reinforcement, a nurturing and friendly attitude, a source of acceptance and sense of belonging, and encouragement to try new activities and take on challenges, and to focus on pride and respect. This individual interacts regularly with the child or youth, demonstrates interest in his or her accomplishments and needs, and talks with relevant school staff about any concerns.

attachment: a sense of connectedness and belonging with significant adults and peers.

Attachment is built on the desire for inclusion and affection from others. Research indicates that the attachment relationship with a significant adult is the foundation for subsequent learning about relationships, including with siblings, peers, teachers and lifelong partners. Children with secure attachments are found in research to be more adaptable, independent and emotionally expressive. It is within the context of secure attachments that children have the opportunity to experience:

- security – an assurance of protection and safety
- self-esteem – the need to value oneself
- autonomy – the need to be self-determining, to have some freedom
- belonging – the need to love and be loved and accepted.

bonding: the concern and love for the child by the parent, and for the parent by the child.

Bonding is the emotional connection between the child and parent and is the foundation for attachment, which involves friendship and trust based on commitment.

caregiver (MCFD/delegated Aboriginal agency): a person with whom a child is placed by a director under the CFCSA and who, by agreement with the director, has assumed responsibility for the child's day-to-day care (e.g., a foster parent).

care provider (MCFD/delegated Aboriginal agency): a person who cares for a child under one of the "out-of-care" living arrangements available under the CFCSA, including Sections 8, 35(2)(d) and 41(1)(b).

care team: not a program or a type of service. Rather, it is a process of collaborative inter-agency teaming which is focused on improving the lives of children, youth and families who have multiple, complex needs. As such, the care team is a vehicle for integrated case management.

case manager/school-based case manager: leads a collaborative process that assesses, plans, implements, coordinates, monitors and evaluates the options and services required to meet the needs of a child or youth in care. Case management is characterized by advocacy, communication and resource management, and promotes quality and effective interventions and outcomes.

child: a person under 19 years of age; includes a youth.

child or youth in care: a child or youth who is in the custody, care or guardianship of a director. (See Appendix G: Care and Custody Under the CFCSA.) When a child or youth is in permanent care, the director becomes sole guardian and guardianship responsibilities are assumed by a delegated child welfare worker.

Child's Plan of Care (CPOC): an action-based planning tool for children and youth in care that is used to identify specific developmental objectives based on continuous assessments of the child/youth's evolving needs and the outcomes of previous decisions and actions. Care plans are completed by the child/youth's child welfare worker with the involvement of the child or youth, his or her family and extended family, the caregiver(s), service providers, other significant people in the child's life, and the Aboriginal community if the child is Aboriginal.

collaboration: an interactive process in which a number of people with particular expertise come together as equals to generate an appropriate program or process, or find solutions to problems.

culture: the customary beliefs, social norms and traits of a racial, religious or social group that may also consist of a set of shared attitudes, values, goals and practices.

delegated Aboriginal agency (delegated Aboriginal child and family service agency): an organization that provides culturally appropriate services for Aboriginal children and families, and whose child welfare workers have delegated authority under the *Child, Family and Community Service Act* to provide child welfare services, including responses to suspected child abuse and neglect.

delegated child welfare worker: a person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and neglect.

director: a person designated by the Minister of Children and Family Development under the *Child, Family and Community Service Act*. The director may delegate any or all of his or her powers, duties and responsibilities under the Act.

Dogwood Certificate: a Dogwood Certificate is granted by the Ministry of Education to students who meet the British Columbia secondary school graduation requirements.

education program: an organized set of learning activities designed to enable students to develop to their potential and acquire the knowledge, skills and attitudes needed to contribute to a healthy society.

formal supports: resources within or outside the community that obtain their funding through either public (provincial or federal government) or private sources for specific, agreed-upon purposes. Formal supports provide individuals within and across all communities with professional public and private services in many domains, including health, education and emergency public services.

Individual Education Plan (IEP): written records that document the individualized planning processes for students with identified special educational needs. Individualized planning is a continuous and integrated process of instruction, assessment, evaluation, decision-making and reporting. The requirements for an Individual Education Plan (IEP) are legislated. IEP development is undertaken by a school-based team in consultation with the parent(s) and/or caregiver(s).

informal supports: natural resources or “helpers” within the community that are not typically funded by government and that are part of or result from available resources and capacities within the community (e.g., Scout Leader, coach, etc.).

internal assets/external assets: internal assets are those factors within the young person that shape and affect their ability to trust, grow and learn. External assets are provided by the family, school and community. Young people develop positive habits, attitudes and a worldview that influence lifelong behaviour in response to *external assets*, such as family support and belonging/usefulness, and a feeling of personal relevance and importance in the community.

interventions: practices, plans, strategies and support(s) that facilitate learning and address a child/youth’s needs.

Kith and Kin Agreement (CFCSA, s. 8): an “out-of-care” alternative to MCFD or delegated Aboriginal agency guardianship. A director may make a written agreement with a person who (a) has established a relationship with a child or has cultural or traditional responsibility toward a child; and (b) is given care of the child by the child’s parent. The agreement may provide for the worker to contribute to the child’s support while the child is in the person’s care. These agreements are also referred to as “Kin and Other Agreements.”

Plan for Independence: a plan for a youth who is going to be transitioning out of care at the age of 19.

protective factors: the determinants and/or conditions present in the individual or family/community that enhance resiliency and serve to decrease the chance that a child or youth will engage in risky behaviours. Risk factors and protective factors are often organized into five categories: individual, family, school, peer group and community.

resiliency: a human ability to recover quickly from disruptive change or misfortune without being overwhelmed or acting in dysfunctional or harmful ways. The notion of resiliency arises out of studies on vulnerability. It is known that resiliency develops even when there are adverse circumstances and multiple risk factors; therefore, this area of study approaches child development from the point of view of addressing vulnerability by fostering strengths. These strengths change over time, and are enhanced by protective factors in the individual, family, community and environment.

school-age student: a person between the age of five by December 31 of the current calendar year, and 19 on or after July 1 of the current school year.

school-based team: an ongoing team that can include the child welfare worker, caregiver(s), family members, and school-based personnel. A school-based team functions as a problem-solving group to assist classroom teachers in developing and implementing instructional and management strategies, and to coordinate support resources for students within the school.

School Completion Certificate: recognizes the achievements of students who are not following the pathway of high school graduation. Transcripts are issued showing all successfully completed credit and non-credit Grade 10–12 courses. School Completion Certificates can be awarded upon finishing school in June or at another point in the school year. Information about this program and procedures for reporting and generating an official transcript is available at <http://www.bced.gov.bc.ca/graduation/completion/>.

significant adult: an adult who engages in a caring, supportive and long-term relationship with a child or youth.

special needs (MCFD/delegated Aboriginal agency): a child with special needs has documented significant impairment associated with an ongoing physical, cognitive, communicative and/or emotional/behavioural condition that requires specialized care and support. One criterion for making a Special Needs Agreement (SNA) is that the child has special needs.

special needs (MEd.): in BC public and independent schools, a student with special needs is a student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has exceptional gifts or talents. Detailed information about services for students with special needs is available at <http://www.bced.gov.bc.ca/specialed/>.

stability and continuity of lifelong relationships: the basic need in all children and youth for continued or new relationships with family and significant people in their lives, including extended family and community connections. Children and youth who have this need met have an increased potential for developing meaningful relationships with others into adulthood. This includes relationships with parents, siblings, extended family, friends, caregivers and others who have a connection to the child or youth through family, culture, faith, identity or community.

Stability and continuity of lifelong relationships is a primary consideration in planning and providing services for children and youth. All services should promote stability and continuity of lifelong relationships by:

- promoting and facilitating regular ongoing contact with those significant to the child or youth;

- maintaining or, where required, developing enduring and stable living arrangements for the child/youth as quickly as possible;
- minimizing disruption of caregivers or care providers; and,
- fitting services to meet the child/youth's age, developmental level, and sense of time.

Student Learning Plan (SLP): a student learning plan set out in the Career and Personal Planning 8 to 12 Integrated Resource Package (1997) educational program guide.

transition: the passage of a child or youth from one environment to another. It can be expected at key points in the child/youth's development from childhood to adulthood.

transition planning: the preparation, implementation and evaluation required to enable children and youth in care to make major transitions during their lives (e.g., from home or pre-school to school; from class to class; from school to school; from school to post-secondary education, community or work situations; from home to alternative care arrangements; and at age 19, leaving care to live in the community).

visibility in the community: the amount of contact a child or youth has with community members, including family members, neighbours, schools, public health nurses, agencies, and others who are aware of the presence of a child or youth in that community and who have an interest in his or her safety and well-being.

vulnerable (at-risk) child or youth: a child or youth who is situated such that he or she could be:

- physically or emotionally hurt, and/or
- easily influenced or tempted into self-destructive actions, and/or
- susceptible to failure and loss of self-esteem.

youth agreement: an agreement between a youth 16–18 years of age and MCFD or a delegated Aboriginal agency. The youth is *not* in care and the parent(s) remains the guardian. Youth agreements provide residential, educational or other support services, and financial assistance through a Plan for Independence that could include finding a safe place to live, having basic living and health needs met, getting reconnected with school and/or family, job readiness training, and addictions and mental health treatment.

youth: a person who is 16 years of age or over, but under 19 years of age.

7. Tools and Resources for the Child/Youth's Care Team

The remainder of this document provides tools and resources for the child/youth's care team in its work to share information, plan collaboratively, and monitor the child/youth's educational progress:

- Appendix A: Protective Factors
- Appendix B: CFCSA Section 70
- Appendix C: Child in Care Standard 11 (MCFD)
- Appendix D: AOPSI Standards 2 and 3
- Appendix E: Permanent Student Record Order (MEd)
- Appendix F: Student Records Order (MEd)
- Appendix G: Care and Custody Under the CFCSA
- Appendix H: Out-of-District School Placements
- Appendix I: Strategies to Support Children and Youth in Care in the School Environment – Quick Reference for School Staff
- Appendix J: Collaborative Planning and Information Sharing Checklist: Change in School
- Appendix K: Collaborative Planning and Information Sharing Checklist: Change in Living Arrangement

Appendix A: Protective Factors

Protective factors are those supports and actions that position children and youth for success in school and the community. The following table outlines some examples of information sharing that will enhance protective factors.

Role of caregiver(s), child welfare worker(s), family member(s)	Role of principal/vice-principal, classroom teacher(s), school-based case manager, counsellors
<i>Protective Factor: Interest and involvement in education and community life</i>	
<ul style="list-style-type: none"> • Participate in school-based team transition meetings and parent-teacher meetings, and be involved in school life. • Foster participation in the community (Little League, Big Brothers/Sisters, etc.). 	<ul style="list-style-type: none"> • Consult with caregiver(s)/child welfare worker(s) about the educational needs and program of the child or youth (e.g., appropriate program and placement). • Encourage all parent(s) to engage in the planning process (e.g., those who may be or appear to be hesitant or upset). • Match interests and talents to opportunities within the school and community (extra-curricular activities and clubs).
<i>Protective Factor: Awareness of the child/youth's specific developmental, cultural, and individual strengths and needs</i>	
<ul style="list-style-type: none"> • Provide pertinent information that is unique to the child/youth's needs and strengths when discussing educational programming. • Provide opportunities for the child or youth to continue to be connected to his or her individual culture and community. 	<ul style="list-style-type: none"> • Liaise with the sending/receiving school (as per the Permanent School Record – Form 1704). • Establish a plan to meet the short-term needs for belonging and acceptance, and the long-term need to support educational outcomes; this may include development of an IEP and/or participation in Aboriginal language or cultural programs as appropriate. (See Appendix I for suggested interventions and strategies.)
<i>Protective Factor: Joint assessment and planning for children's/youth's needs and shared accountability among caregivers, family members and relevant support professionals</i>	
<ul style="list-style-type: none"> • Child welfare worker shares relevant aspects of the Child's Plan of Care (CPOC) to align school-based collaborative planning with the broad goals for the child/youth's future. 	<ul style="list-style-type: none"> • Establish clear timelines for review and/or revision of goals and strategies. • Focus discussion at scheduled parent/teacher interviews on aligned school-based collaborative plans, and review IEP if applicable. • Consider alternative pathways to graduation for youth when all other strategies have been attempted.

Role of caregiver(s), child welfare worker(s), family member(s)	Role of principal/vice-principal, classroom teacher(s), school-based case manager, counsellors
<i>Protective Factor: Timely records/information sharing</i>	
<ul style="list-style-type: none"> • Share information from relevant reports relating to the well-being of the child or youth. 	<ul style="list-style-type: none"> • Share report cards and concerns with caregiver(s). • Conduct appropriate school-based assessment and reporting.
<i>Protective Factor: Consistency and stability</i>	
<ul style="list-style-type: none"> • Maintain positive ongoing communication with the school-based team and the child or youth. 	<ul style="list-style-type: none"> • Appoint an adult mentor/champion to check in frequently with the child or youth and advocate for his or her needs and participation in and enjoyment of school life.
<i>Protective Factor: Development of Resiliency</i>	
<ul style="list-style-type: none"> • Model optimism and hardiness when difficulties arise, and state belief in the child/youth's future. • Ensure that the child or youth knows the adult is aware of his or her strengths and gifts, and convey to the child or youth through consistent positive feedback his or her importance in relationships. 	<ul style="list-style-type: none"> • Help the child or youth recognize and evaluate his or her automatic thoughts, help to explain the occurrence of events, "decatastrophize" circumstances, and provide opportunities for control over events (e.g., input into rules and discussion about consequences, opportunities to master skills and knowledge). • Teachers help students view themselves in a positive light by providing "quiet availability, fundamental positive regard and simple sustained kindness" (Higgins, 1994).

Appendix B: *Child, Family and Community Service Act*, Section 70

Section 70 (1) of the *Child, Family and Community Service Act* states that children in care have the following rights:

- (a) to be fed, clothed and nurtured according to community standards and to be given the same quality of care as other children in the placement;
 - (b) to be informed about their plans of care;
 - (c) to be consulted and to express their views, according to their abilities, about significant decisions affecting them;
 - (d) to reasonable privacy and to possession of their personal belongings;
 - (e) to be free from corporal punishment;
 - (f) to be informed of the standard of behaviour expected by their caregivers and of the consequences of not meeting their caregivers' expectations;
 - (g) to receive medical and dental care when required;
 - (h) to participate in social and recreational activities if available and appropriate and according to their abilities and interests;
 - (i) to receive the religious instruction and to participate in the religious activities of their choice;
 - (j) to receive guidance and encouragement to maintain their cultural heritage;
 - (k) to be provided with an interpreter if language or disability is a barrier to consulting with them on decisions affecting their custody or care;
 - (l) to privacy during discussions with members of their families, subject to subsection (2);
 - (m) to privacy during discussions with a lawyer, the representative or a person employed or retained by the representative under the *Representative for Children and Youth Act*, the Ombudsman, a member of the Legislative Assembly or a member of Parliament;
 - (n) to be informed about and to be assisted in contacting the representative under the *Representative for Children and Youth Act*, or the Ombudsman;
 - (i) to be informed of their rights, and the procedures available for enforcing their rights, under
 - (i) this Act, or
 - (ii) the *Freedom of Information and Protection of Privacy Act*.
- (2) A child who is removed under Part 3 is entitled to exercise the right in subsection (1) (l), subject to any court order made after the court has had an opportunity to consider the question of access to the child.
- (3) This section, except with respect to the Representative for Children and Youth as set out in subsection (1) (m) and (n), does not apply to a child who is in a place of confinement.

Appendix C: Child in Care Standard 11 (MCFD)

The Ministry of Children and Family Development’s child in care standard for assessing, developing and implementing a plan of care promotes well-being and the best possible outcomes for the child or youth.

CIC STANDARD 11: ASSESSMENTS AND PLANNING FOR A CHILD IN CARE	
STANDARD STATEMENT	<p>Immediately and within a maximum of 30 days of a child coming into care:</p> <ul style="list-style-type: none"> • complete an initial assessment of the child’s needs • begin an initial plan of care for the child, and • address the child’s health needs and urgent developmental needs. <p>Within six months of the child coming into care, complete a full assessment and written plan of care with the involvement of the child, the family and extended family, the Aboriginal community if the child is Aboriginal, the caregiver, and any significant person involved in the child’s care or life.</p> <p>Complete assessments and develop and implement a plan of care that promotes the child’s well-being and achieves the best possible outcomes in the following areas:</p> <ul style="list-style-type: none"> • health, emotional, spiritual and behavioural development • educational and intellectual development • culture and identity • family, extended family and social relationships • social and recreational involvement • social presentation and development of self-care skills related to assuming successful independent functioning, and • placement. <p>Review the child’s plan of care:</p> <ul style="list-style-type: none"> • at least every 90 days while the child is in care • more frequently based on the child’s developmental needs or if specified in the plan • if circumstances arise that make a review necessary • when there is a change in the overall goal, and • in preparation for the child leaving care. <p>If required, based on the review, revise the child’s plan of care.</p>
INTENT	<p>The intent of this standard is to ensure that every child who comes into care has a plan of care that:</p> <ul style="list-style-type: none"> • is holistic, current and relevant to the child’s unique circumstances and needs • reflects ongoing significant changes in the child’s development, and • takes into account the child’s family and community situation. <p>The plan of care:</p>

CIC STANDARD 11: ASSESSMENTS AND PLANNING FOR A CHILD IN CARE	
	<ul style="list-style-type: none"> • reflects and is responsive to ongoing assessments of the child’s needs • ensures that services in place for the child support the overall goal and are focused on the best outcomes for the child, and • is developed in collaboration with the child, family, extended family and cultural community. <p>The child’s plan of care is a “living document” that is reviewed regularly or as significant circumstances change. The documentation accurately reflects the current needs of and goals for the child and the services in place to support them.</p>
REFERENCES	<ul style="list-style-type: none"> • <i>Child, Family and Community Services Act (CFCSA): s.33.2(1)(b), s.35(1), s.42.1(5)</i> • <i>Adoption Act</i> • Practice Standards and Guidelines for Adoption • Council on Accreditation (COA): S5.2.05, S21.2.04, S21.2.05 • Service Delivery Agreement between MCFD and the Public Guardian and Trustee of B.C. • UN Convention on the Rights of the Child
POLICY	<p><u>Developing an initial written plan of care</u> Immediately, or within a maximum of 30 days of a child coming into care, assess the child’s needs and develop an initial plan of care that includes:</p> <ul style="list-style-type: none"> • the overall goal for the child, including establishing stable and ongoing living arrangements (e.g., return to parent or extended family) • contact with the child’s parent, siblings, family, extended family, community and others involved with the child • a description of the services required to implement the plan of care • health care needs and appointments • where the child will attend school, including, wherever possible, strategies to ensure that the child can attend the same school • maintaining the child’s involvement in social, recreational and spiritual instruction and activities. <p><u>Developing a plan of care</u> Within six months of a child coming into care, complete a thorough assessment of the child’s needs and develop and implement a written plan of care that promotes the best possible outcomes for the child within the following developmental domains:</p> <ul style="list-style-type: none"> • health, emotional, spiritual and behavioural development • educational and intellectual development • culture and identity • family, extended family and social relationships • social and recreational involvement • social presentation and development of self-care skills related to assuming successful independent functioning, and

CIC STANDARD 11: ASSESSMENTS AND PLANNING FOR A CHILD IN CARE

- placement.

When appropriate and consistent with the child's best interests, invite and support the participation of significant people in the child's life in developing a plan of care, including:

- the child
- the child's parents, family, extended family and community
- if the child is Aboriginal, a member of his or her Aboriginal community
- the child's caregiver
- an advocate for the child, and
- proposed care providers, caregivers or adoptive parents.

When developing a plan of care, ensure that the child in care:

- has health care needs met, including medical, dental, optical and hearing examinations
- is enrolled in a school, vocational or skills training program, or specialized educational program that meets the child's individual needs where he or she is of school age
- has a cultural plan, if the child is Aboriginal
- has consistent opportunities to participate in available and appropriate social and recreational activities according to individual abilities and interests
- has the appropriate autonomy, support and guidance to develop a positive identity, spiritual beliefs, and understanding of his or her cultural and ethnic heritage
- has opportunities to develop and enhance social skills and presentation,
- receives effective treatment and therapeutic support for persistent emotional and behavioural problems, and
- is cared for in a smoke free environment.

Reviewing a plan of care

At least every 90 days while a child is in care, complete a review of the child's written plan of care that includes:

- an assessment of whether the plan of care is effective in achieving the overall goal, particularly in relation to the child's need for stability and continuity of lifelong relationships
- a review of whether the services provided are effective in meeting the goals identified in the plan of care.

If required, based on the review, revise the child's plan of care.

Comprehensive review of a plan of care

Complete a comprehensive review of a child's plan of care every six months, or more frequently based on the child's developmental needs or if specified in the plan.

CIC STANDARD 11: ASSESSMENTS AND PLANNING FOR A CHILD IN CARE	
	<p>Complete a comprehensive review of a plan of care by:</p> <ul style="list-style-type: none"> • involving the child, and wherever possible the child’s family and other significant people in the child’s life, in the review of the plan • reviewing the outcomes for the child within the developmental domains • ensuring the services in place for the child address the child’s needs as identified in those domains • determining whether the services in place for the child address the child’s overall goal, including the child’s need for stability and continuity of lifelong relationships. <p>After the comprehensive review of the child’s plan of care, if the overall goal for the child has changed, or if the services needed to address the goal have changed, document these changes on the child’s written plan of care.</p>
ADMINISTRATIVE PROCEDURES	<p>The current assessment and planning tools for a child in care include:</p> <ul style="list-style-type: none"> • the Looking After Children Assessment and Action Record and Comprehensive Plan of Care (LAC), used when a child is in: <ul style="list-style-type: none"> – continuing custody of a designated director – care under s.29 of the Family Relations Act, and – long-term care under the Adoption Act • the Comprehensive Plan of Care Assessment and Planning Guide for Children in Care (CPOC), used when a child is in care by agreement, interim order or temporary order. <p>Consistent with his or her best interests, keep copies of the child’s assessments and plans of care in his or her file.</p> <p>Give copies or parts of the plan of care to:</p> <ul style="list-style-type: none"> • the child • the caregiver • the parent • members of the family who are involved in the child’s care • the representative from the Aboriginal organization involved in the child’s care or plan, and • any other person who plays a role in the child’s care.
ADDITIONAL INFORMATION	<p>Health Supports for Children in Care and Youth Agreements: http://www.mcf.gov.bc.ca/foster/pdf/health_supports_cic.pdf</p> <p>Dental Benefits for Children in Care and Youth Agreements: http://www.mcf.gov.bc.ca/foster/pdf/cic_dental_guide.pdf</p> <p>Orthodontic Benefits for Children in Continuing Custody Consent Forms for Aboriginal Children for Non-Insured Health Benefits</p>
KEY DEFINITIONS	

STANDARD 2

Development of a Comprehensive Plan of Care

When assuming responsibility for a child in care the social worker develops a Comprehensive Plan of Care.

Social Work Practice:

Before commencing a Comprehensive Plan of Care the social worker will:

- review the goals and services of all previous Plans of Care;
- review the legal status of the child;
- determine the level of guardianship authority required to provide services;
- determine the extent of the family's involvement.

Timeline

The social worker ensures:

- an initial plan of care is developed within thirty (30) days of the child coming into care;
- a Comprehensive Plan of Care for a child is developed within six (6) months of a child coming into care.

Principles of the Plan of Care

The social worker develops a Comprehensive Plan of Care that:

- identifies the child's Band/affiliation, cultural group or Aboriginal community;
- meets the needs and capabilities of the child;
- ensures the physical and emotional safety of the child throughout the time the child is in care;
- establishes the family and community's involvement and continued rights and shared responsibilities for the child's health, education and spiritual development;
- promotes the child's existing relationships with siblings, family and community;
- is founded on a thorough understanding of the child's family history and current circumstances gathered through contact with a previous social worker, caregiver, family member and any significant persons in the child's life;
- acknowledges and respects the child's right to privacy;
- encompasses the views of the child and all the participants.

Assessment

The Comprehensive Plan of Care assesses:

- current functioning;
- the needs of the child;
- services required to meet the needs of the child;
- services and placements of the child while in care.

Participants

The social worker organizes a Comprehensive Plan of Care meeting that involves the following participants:

- the child over the age of twelve (12) years;
- members of the child's family, as identified by the child, unless one or more of the family members cannot be located or it is determined that it would not be in the child's best interest to include the person(s);
- service providers currently providing support or services to the child and the caregivers of the child;
- any person who has an important relationship with the child as identified by the child;
- any designated representative identified by the social worker, child or the child's family from the child's Band/cultural group or Aboriginal community.

Written Plan of Care

The social worker ensures that the meeting produces a written Comprehensive Plan of Care for the child that is distributed to the appropriate participants. The Comprehensive Plan of Care is based on all the information gathered from the participants, and includes:

- an assessment of the child's needs;
- a summary of the information presented;
- a long-term goal for the child;
- a description of the services to be provided and the names of the service providers;
- the goals of the services and time frames;
- a statement of the reasons why the services are being provided;
- a description of the evaluation process for each service;
- the date and place of the review;
- a provision for access to family, friends, community, and culture (including language, history, and traditional practices);
- approval of the supervisor.

References: CFCSA: s.2 (d), s.3 (a), s.4 (f), s.70 (1)(b)(c)
AOPSI: Guardianship Practice Standard #4 Supervisory Approval Required for Guardianship Services

STANDARD 3

Monitoring and Reviewing the Child's Comprehensive Plan of Care

The Comprehensive Plan of Care is monitored to determine the progress toward goals, the continued safety of the child, the effectiveness of the services, and/or any barrier to services.

Social Work Practice:

The social worker gathers information from the child, parents, caregivers and service providers regarding:

- the child's progress;
- changes in the child's needs;
- changes in the family situation;
- the effectiveness of the plan in meeting the needs of the child;
- changes required to overcome barriers to achieving the service goals or to meet a change in the child's circumstances.

Timelines for Reviews

The Comprehensive Plan of Care is reviewed regularly, including:

- every six months – the social worker, in concert with the family, caregivers and service providers, reviews all aspects of the Plan of Care and identifies the necessary changes and updates;
- any time there is a change in circumstances for the child.

The worker ensures the monitoring process includes home visits.

References: CFCSA: s.2 (d), s.3 (a), s.4 (f), s.70 (1)(b)(c), s.33.2 (1)(b), s.35 (1), s.42.1 (5)
AOPSI: Guardianship Practice Standard #4 Supervisory Approval Required for Guardianship Services

Appendix E: Permanent Student Record Order (MEd)

Authority: School Act, sections 79 (3) and 168 (2)

Ministerial Order 190/91 (M190/91)	Effective August 14, 1991
Amended by M108/96	Effective February 19, 1996
Amended by M298/97	Effective August 18, 1997
Amended by M321/04	Effective September 1, 2004
Amended by M235/07	Effective September 18, 2007

Interpretation

1. In this Order

"**board**" includes a francophone education authority,

"**Form 1704**" means the most recent Ministry of Education form 1704 entitled "Permanent Student Record",

"**IEP**" means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

"**Permanent Student Record**" means a record that includes the following:

- (a) Form 1704, completed in accordance with the Ministry of Education "Permanent Student Record Completion Instructions," which are effective at the time of completion,
- (b) the student progress reports for the two most recent years, or a copy of the Transcript of Grades, issued by the Ministry of Education, and
- (c) where letter grades are not set out in a student progress report for a student in grade 4, 5, 6, or 7, a written record of those letter grades.

"**Student Learning Plan**" means the student learning plan set out in the Career and Personal Planning 8 to 12 Integrated Resource Package (1997) educational program guide.

What student records must be kept?

2. A board must ensure that each record established and maintained for a student pursuant to section 79 (3) of the *School Act* includes

- (a) the Permanent Student Record and
- (b) a student file that contains
 - (i) all documents listed as inclusions on Form 1704,
 - (ii) a copy of the student's current Student Learning Plan, if any, and
 - (iii) a copy of the student's current IEP, if any.

Retention Period

3. Subject to section 4 (1), a board must retain the Permanent Student Record of a student for 55 years from the date the student withdraws or graduates from school.

Document Transfers

4. (1) A board must transfer the Permanent Student Record, the current Student Learning Plan, if any, and the current IEP, if any, for a student, on receipt of a request from the board where the student is enrolled, to that board.

(2) Where a former student of a board is enrolled in an independent school or an educational institution outside the Province and the board receives a request from that independent school or educational institution, the board must transfer the current Student Learning Plan, if any, the current IEP, if any, and a copy of the Permanent Student Record of the student to that independent school or educational institution.

Available at <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m190-91.pdf>

Appendix F: Student Records Order (MEd)

Authority: *Independent School Regulation*, section 9
Inspector's Order 1/07 (I 1/07).....Effective October 10, 2007

Interpretation

1. In this order

“**board**” means a board as defined in the *School Act*,

“**Form 1704**” means the most recent Ministry of Education Form 1704 entitled
“Permanent Student Record”;

“**IEP**” means an Individual Education Plan as defined in Ministerial Order 41/91, the
Educational Standards Order;

“**Permanent Student Record**” means a record that includes the following:

- (a) Form 1704, completed in accordance with the Ministry of Education
“Permanent Student Record Completion Instructions” that are effective at the
time of completion,
- (b) the student progress reports for the two most recent years, or a copy of the
Transcript of Grades, issued by the Ministry of Education, and
- (c) where letter grades are not set out in a student progress report for a student in
grade 4, 5, 6 or 7, a written record of those letter grades.

“**Student Learning Plan**” means a student learning plan set out in the Career and
Personal Planning 8 to 12 Integrated Resource Package (1997) educational program
guide.

Student Records

2. An authority must ensure that each record established and maintained under
section 9(1) of the *Independent School Regulation* includes:
 - (a) the Permanent Student Record; and
 - (b) a student file that contains
 - (i) all documents listed as inclusions on Form 1704,
 - (ii) a document, in the form required by the inspector, verifying the
information about the student's parent or guardian in respect of students
eligible for funding,
 - (iii) a copy of the student's current Student Learning Plan, if any, and
 - (iv) a copy of the student's current IEP, if any.

Examination of Student Records

3. (1) A student and the parents of a student of school age are entitled,
 - (a) on request and while accompanied by the principal or a person
designated by the principal to interpret the records, to examine all
student records kept by an authority pertaining to that student, and
 - (b) on request and on payment of the fee, if any, charged under subsection
(2), to receive a copy of any student record that they are entitled to
examine under paragraph (a).
- (2) An authority may, for any copies of student records provided under
subsection (1)(b), charge a fee that does not exceed the cost to the
authority of providing the copies.

Retention Period

4. Subject to sections 5(1) and 5(3), an authority must retain the Permanent Student Record of a student for 55 years from the date the student withdraws or graduates from school.

Document Transfers

5. (1) An authority must transfer the Permanent Student Record, the current Student Learning Plan, if any, and the current IEP, if any, for a student, on receipt of a request from
 - (i) the authority where the student is enrolled, to that authority, or
 - (ii) the board where the student is enrolled, to that board.
- (2) Where a former student of an authority is enrolled with an educational institution outside of the Province and the authority receives a request from the educational institution, the authority must transfer the current Student Learning Plan, if any, the current IEP, if any, and a copy of the Permanent Student Record of the student to that educational institution.
- (3) Within 60 days of the closure of an independent school, the authority operating the school must transfer to the inspector the Permanent Student Record of any student that has not been forwarded to another authority or board in British Columbia.

Student Records Disclosure

6. (1) Every authority must, in its written procedures established under section 9 of the Independent School Regulation, permit the student record kept by the authority for a student or child to be disclosed to a person who is planning for the delivery of, or delivering, health services, social services or other support services to that student or child.
- (2) Subject to any other legal authority or requirement that authorizes or requires disclosure, any person who receives information from a student record pursuant to subsection (1), must not disclose that information to any other person except for the purposes of delivering or planning the delivery of the services referred to in subsection (1).

Available at <http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf>

Appendix G: Care and Custody Under the CFCSA

	Legal Status	Powers and Duties of the Director
Care Physical care and control of the child.	Voluntary Care Agreement: Section 6	The parent may delegate to the director as much of the parent's authority as guardian of the child's person as is required to give effect to the agreement: Section 6(2).
	Special Needs Agreement: Section 7	The parent may delegate to the director as much of the parent's authority as guardian of the child's person as is required to give effect to the agreement: Section 7(2).
	Agreement with a Child's Kin and Others: Section 8	The director ensures that an agreement is made to transfer the child's care from the child's parent to the care provider, and if necessary, approve financial support for the child's care.
	Care of a child until an order is made at the presentation hearing: Section 32	To authorize a health care provider to examine the child and to consent to necessary health care, if critical: Section 32(2) To consent to the child's participation in routine school, social or recreational activities: Section 32(5). While the director has many of the substantive rights of the guardian of the child's person, guardianship is neither formally nor fully removed from the parent.
Custody Includes care and guardianship of a child.	Interim Order: Section 35(2)(a)	To consent to health care, to make necessary decisions about the child's education and religious upbringing, and to exercise any other rights and carry out any other responsibilities of a guardian of the child's person, except the right to consent to the child's adoption: Section 47(1). *The court may order that the parent retain certain rights, in the child's best interests: Section 47(3).
	Interim custody to a person other than a parent under the director's supervision: Section 35(2) (d)	The director supervises the child in the living arrangement according to the terms of the accompanying supervision order. The person with the custody of the child is responsible for the child's care and guardianship, except for any rights retained by the parent according to the court order.
	Temporary custody to a person other than a parent under the director's supervision: Section 41 (1) (b)	The director supervises the child in the living arrangement according to the terms of the accompanying supervision order. The person with the custody of the child is responsible for the child's care and guardianship, except for any rights retained by the parent according to the court order.

	Legal Status	Powers and Duties of the Director
	Temporary Custody Order: Section 41(1)(c)	To consent to health care, to make necessary decisions about the child's education and religious upbringing, and to exercise any other rights and carry out any other responsibilities of a guardian of the child's person, except the right to consent to the child's adoption: Section 47(1). *The court may order that the parent retain certain rights, in the child's best interests: Section 47(3).
	Continuing Custody Order: Sections 49(4) or (5); Section 41(1)(d); and <i>Family Relations Act</i> , Section 29	The director has all the rights, duties and responsibilities of a guardian of the child's person, including the right to consent to the child's adoption: Section 50.
	Section 54.1 Transfer custody of a child in the continuing care of the director to a person who is not the child's parent.	The director is involved in the planning and assessment process. Once the order is granted, the custody of the child is transferred from the director to the care provider. The director may provide financial assistance after transfer of custody.

Appendix H: Out-of-District School Placements

MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT AND SCHOOL DISTRICTS

OUT OF DISTRICT SCHOOL PLACEMENTS

PURPOSE

The purpose of this document is to provide a set of procedures to be followed when children are moved from one school district to another due to action of the Ministry of Children and Family Development.

STATUTORY OBLIGATIONS

The parties recognize the statutory requirements of the Ministry of Children and Family Development (MCFD) to place children into residential settings to comply with orders of the Court.

The School Act states that any person who is of school age and who is resident in the School District is entitled to an educational program provided by the Board of that School District.

PRINCIPLES

1. All children are equally entitled to appropriate care and education.
2. The intent of this protocol is for staff of MCFD, school districts and other appropriate service providers to operate in a manner, such that successful planning for the child is the paramount consideration.
3. The focus of this protocol is planning for the child.
4. Placements should be based on the needs of the child. The preferred placement for a child is his/her home community.
5. The constructive and timely sharing of information is essential to sound planning.

DEFINITIONS

Care Plan: A comprehensive plan for the care and support of a child.

District: School District

New District: The School District into which placement of the child is being considered.

Emergency Placement: The placement of a child, who is in the care of MCFD and/or subject to the provisions of a bail or probation order into a residential placement, in circumstances where prior consultation and convening of a Care Plan Meeting are not possible.

Placing Region: The MCFD Region making a residential placement outside the child's current School District and includes the placing social worker or placing probation officer.

Exit Planning: A process in which the placing region notifies the current School District of the plan to move the child to assist in the transfer of essential information from the current District to a new District.

ACKNOWLEDGEMENT

- 1.0 Prior to placing a child outside his/her current School District, the placing region will ensure that all local resources have been exhausted.

PLANNED PLACEMENT

- 2.0 Where a planned placement out of District is to occur, the new School District, appropriate agencies and MCFD services in the new District will be consulted regarding the availability of services to support the placement. Where possible, Exit Planning will occur with the current District.

THE CARE PLAN

- 3.0 A Care Plan meeting is a meeting arranged by the placing social worker or probation officer, held to establish the viability and coordination of services for a placement of a child in a new school district or community, other than their own.
- 3.1 The Care Plan meeting should include the placing social worker and/or placing probation officer, a representative of the new School District, caregiver, any other agency and MCFD services likely to be involved with the child, and, wherever appropriate, the parents and/or child. In some communities, the local Child and Youth Committee may provide a convenient and appropriate vehicle for developing the Care Plan.
- 3.2 Individuals from all agencies participating in the Care Plan Meeting are to meet the following expectations:
 - provide full information regarding the child necessary to develop a Care Plan;
 - provide accurate and current information about programs and services available;
 - if unable to provide the optimum service, suggest alternative services which might meet or address the child's needs;
 - explain what services would be provided if the child were to be placed in the community;
 - agree to and specify a case manager for the child.

- 3.3 To ensure prompt decision making and to avoid children remaining without services for any protracted length of time, Care Plan Meetings should be held prior to a child being placed in a community. (When a child has had to be placed on an emergency basis, see point 4.4 below.)
- 3.4 The placing region may decide to place a child in a community regardless of available resources, if this seems to be the best placement for the child. The placing region cannot, however, expect services beyond those already offered at the Care Plan Meeting.

EMERGENCY PLACEMENTS

- 4.1 Any placement made on an emergency basis is made “without prejudice” to long term planning or to the Care Plan. (That is, an emergency placement shall not be used as a rationale for a continued long term placement in a community.)
- 4.2 Immediately after an emergency placement, the placing social worker or probation officer will communicate the name and relevant circumstances of the child to any agency and/or MCFD service in the host community likely to be impacted by the placement.
- 4.3 Where a child has been placed on an emergency basis and the placing region wishes the child to continue in the host community, a meeting to determine a care plan must be initiated within 14 days after the initial placement of the child.
- 4.4 Prior to the Care Plan Meeting, services from other agencies or MCFD services may be provided in the host community as appropriate. There cannot be an expectation by the placing region that such services will be provided prior to the Care Plan being developed. Such services, however, will not be withheld unreasonably.

May, 1999
Updated November, 2001

Appendix I: Examples of Strategies to Support Children and Youth in Care in the School Environment – Quick Reference for School Staff

Elementary (K–7)	Middle School/Secondary School (6–12)
<p>Affective Domain – building trust and belonging (e.g., promoting friendships, visibility/engagement):</p> <ul style="list-style-type: none"> • Provide time for other children to get to know the new student; consider partnering the student with a new special buddy each day for a week so he or she gets to know a variety of children and so that the welcoming process is a shared responsibility in the class. • Arrange some one-to-one time for the teacher and new student so that the teacher can establish rapport. • Arrange time for the teacher to welcome the child’s caregiver(s) to the classroom community. • Talk to the new student about opportunities to join in at the school level (school clubs, sports and helper jobs). • Assign another staff member (teacher of the same grade or next grade, learning assistance/special education teacher, principal/vice principal, school counsellor, etc.) to get to know the student and provide contact every day. • Provide the new student’s caregiver(s) with information about community organizations that other children in the school are involved in (e.g., soccer league, girl guides, scouts, SPCA, etc.). • Help the child or youth focus on the positive elements of his or her life and understand that change is normal and not necessarily a result of any action of the child or youth. It may be that the adult(s) could not cope or needed change for reasons unrelated to the child or youth. 	<p>Affective Domain – building trust and belonging (e.g., promoting friendships, visibility/engagement):</p> <ul style="list-style-type: none"> • Provide time for other students to get to know the new student; consider striking a “welcome committee” whose members could include older students, student council representatives and/or mentor students placed in the same classes with the new student; the purpose is for the new student to get to know a variety of people and for the welcoming process to be a shared responsibility in the school community. • Arrange some one-to-one time for the teachers and new student so that all can establish rapport. • Talk to the new student about opportunities to join in at the school level (school clubs, sports and helper jobs). • Assign another staff member as an adult champion (teacher of the same grade or next grade, learning assistance/special education teacher, principal/vice principal, school counsellor, etc.) to get to know the student and provide a contact every day. • Provide the new student’s caregiver(s) with information about community organizations that other children in the school are involved in (e.g., soccer league, girl guides, scouts, SPCA, etc.). • Help the child or youth focus on the positive elements of his or her life and understand that change is normal and not necessarily a result of any action of the child or youth. It may be that the adult(s) could not cope or needed change for reasons unrelated to the child or youth.

Elementary (K–7)	Middle School/Secondary School (6–12)
<p>Intellectual Domain – ensuring appropriate teaching/learning opportunities:</p> <ul style="list-style-type: none"> • Complete a file review to establish learning strengths and needs; ask the child to state his or her own strengths and identify an area for further development. • Speak to the child welfare worker and caregiver(s) about the child’s strengths, needs and challenges. • Ensure continuity of programming when the child has accessed specialized school level services such as Learning Assistance, ESL, counselling, a Student Learning Plan, gifted programs, and Aboriginal language and culture programs. • Communicate with the child about how she or he is doing after a period (two to three weeks) of adjustment; this could take the form of an interim report or a simple interview to affirm the child’s efforts and focus on the ongoing goals for him or her. • Because the child is vulnerable, reconsider the use of suspension as a disciplinary measure. Instead consider restitution principles (www.realrestitution.com) and/or culturally sensitive/relevant practices to address negative behaviours. 	<p>Intellectual Domain – ensuring appropriate teaching/learning opportunities:</p> <ul style="list-style-type: none"> • Complete a file review to establish learning strengths and needs; ask the student to state his or her own strengths and identify an area for further development. • Speak to the child welfare worker and foster family about the student’s strengths, needs and challenges. • Ensure continuity of programming when the student has accessed specialized school level services such as Learning Assistance, ESL, counselling, Student Learning Plan, gifted programs, and Aboriginal language and culture programs. • Communicate with the student about how she or he is doing after a period (two to three weeks) of adjustment; this could take the form of an interim report or a simple interview to affirm the student’s efforts and focus on the ongoing goals for him or her. • Ensure that the student knows his or her options with respect to graduation – BC Public schools offer program completion in a variety of ways: Distributed Learning, Applied Skills in Training, School Completion Certificate. • Because the student is vulnerable, reconsider the use of suspension and expulsion as a disciplinary measure. Instead, consider restitution principles (www.realrestitution.com) and/or culturally sensitive/relevant practices to address negative behaviours (e.g., non-attendance).

<p>Graduation: N/A</p>	<p>Graduation: The student may have gaps in course completion and may need to know about future options for graduation. This information and planning ahead will help the student to maintain optimism and have concrete plans about his or her future.</p> <p>Students begin working on their graduation requirements in Grade 10. In order to graduate, they must complete specified courses and write at least five provincial exams. Students have choice and flexibility in how they meet the remaining requirements. All students must demonstrate they have met the following requirements:</p> <ul style="list-style-type: none">• Personal Health – maintain a personal health plan and participate in at least 150 minutes per week of moderate to vigorous physical activity, in addition to PE10.• Community Connections – participate in at least 30 hours of work experience and/or community service and describe what was learned.• Career and Life – complete a transition plan and present significant accomplishments. <p>Adult students (19 years and older) may finish the courses necessary for receiving their regular Dogwood Diploma, or may work towards the BC Adult Graduation Diploma (also known as the Adult Dogwood). Courses are also offered through colleges in BC and the LearnNowBC website); please contact your local college for more information or visit the Ministry of Advanced Education website: http://www.aved.gov.bc.ca/abe/.</p> <p>In the adult program, 20 credits are needed for graduation. This is different from the regular graduation program, which requires 80 credits for graduation. To be eligible for the Adult Dogwood, the student must be at least 19 years of age, and</p>
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	<p>must take at least three of his or her courses leading towards graduation as an adult.</p> <p>All students receiving the School Completion Certificate Program credential will be issued transcripts showing all successfully completed credit and non-credit Grade 10–12 courses. Information on this option is found at http://www.bced.gov.bc.ca/graduation/completion</p> <p>Further information on graduation requirements and options is available at http://www.bced.gov.bc.ca/graduation/grad-transitions/welcome.htm.</p> <p>Prescribed Learning Outcomes are found in the Graduation Transitions Program Guide, available at http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf.</p> <p>Distributed Learning: Students in Grades 10–12 can take one or all of their courses through the distributed learning model. Information is available at the LearnNowBC website: http://www.learnnowbc.ca/.</p> <p>The Advancement Via Individual Determination (AVID) program is a pilot study and not widely available. However, if available in the student’s district, it offers key opportunities to develop interests and work towards a post-secondary plan of action. This program targets students considered to be “academically in the middle,” helps them work towards improving their academic records and supports them in planning and preparing for post-secondary studies. Information is available at http://www.bced.gov.bc.ca/avid.</p>
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Appendix J: Collaborative Planning and Information Sharing Checklist: Change in School

The checklists in Appendix J and Appendix K outline the roles and responsibilities recommended to enhance information-sharing and planning for children and youth in care who are experiencing a transition:

- Appendix J: transition to a different school
- Appendix K: change in living arrangements.

Checklist for Collaborative Planning and Information Sharing When a Child or youth in Care Changes Schools				
Team member(s) responsible	Required actions	Pending	Date completed	Signature
Child welfare worker	Inform the principal (or designate) and appropriate school staff at the receiving school of the incoming child/youth's circumstances and individual needs.			
	Work collaboratively with the sending school to support a successful school transition.			
Child welfare worker and caregiver(s)	Consult with the school to determine any specific supplies that are required for the child/youth's classes and provide them as soon as possible.			
	Update and maintain all of the child/youth's records: contact information of family members, caregiver(s), child welfare worker and emergency contact.			
Receiving school principal	Contact the sending school's principal to share information about the child/youth's individual needs.			
Receiving school staff	Contact the sending school and request school files (indexed to student's PEN). Note: Form 1704 and inclusions (recent report card, attendance records, IEP, transcripts) can be faxed, with originals to follow by mail, as per Ministerial Order M190/91. Complete a file review of faxed material to:			

Checklist for Collaborative Planning and Information Sharing When a Child or youth in Care Changes Schools				
Team member(s) responsible	Required actions	Pending	Date completed	Signature
	<ul style="list-style-type: none"> determine what services to coordinate for the child or youth (e.g., Student Learning Plan, Counselling, LA/Resource [special educational services]) understand the child/youth's strengths, interests and needs (i.e., identify and provide opportunities for extracurricular involvement, learn about the child/youth's personality style, etc.). 			
	Make short-term plans to ensure a smooth transition into the new school setting, such as identifying a mentor to help the child or youth settle into his or her new environment.			
	Provide additional learning resources, as needed, to help the child or youth achieve educational goals.			
Child welfare worker, caregiver(s), and school staff	Provide and sign any necessary release forms for the previous and new schools to share information to enhance planning for the child or youth.			
	Determine needs for support to stabilize the child/youth's comfort and compliance with routines: <ul style="list-style-type: none"> take time to orient and welcome the child or youth and family to the school to establish a sense of belonging familiarize the child or youth with the new school's code of conduct speak directly to classroom teacher(s) about homework and upcoming field trips familiarize themselves and the child or youth with sign-in/sign-out procedures, and attendance expectations familiarize themselves and the child or youth with 			

Checklist for Collaborative Planning and Information Sharing When a Child or youth in Care Changes Schools				
Team member(s) responsible	Required actions	Pending	Date completed	Signature
	opportunities to be included in school clubs and other extracurricular activities.			
	Immediately following registration at the new school: <ul style="list-style-type: none"> • discuss the child/youth's needs and past strategies and practices • identify and provide the individualized supports and resources the school determines necessary to ensure a successful transition (e.g., IEP or SLP, and the Child's Plan of Care).* 			
	Document ongoing communications (e.g., log of phone calls, meeting notes, checklists, letters, email, etc.)			
	Other considerations:			

* These supports are in addition to those commonly available to students on an as-needed basis (e.g., counselling, mentoring, peer support). A meeting of a school-based team, including child welfare worker(s) and caregiver(s), is an effective means to support this step.

Appendix K: Collaborative Planning and Information Sharing Checklist: Change in Living Arrangement

The checklists in Appendix J and Appendix K outline the roles and responsibilities recommended to enhance information-sharing and planning for children and youth in care who are experiencing a transition:

- Appendix J: transition to a different school
- Appendix K: change in living arrangements, including coming into care, a change in foster placement (and/or child welfare worker), or returns to live with family of origin.

Checklist for Collaborative Planning and Information Sharing When a Child or youth in Care Changes Living Situations				
Team member(s) responsible	Required actions	Pending	Date completed	Signature
Child welfare worker	Immediately inform school staff of change in the child/youth's living situation, including any change in the child/youth's legal status and its implications for members of his or her care team.			
	Work collaboratively to support a successful transition for the child or youth to the new living situation.			
Child welfare worker and caregiver(s)	Consult with the school to determine any specific supplies (equipment, clothing such as gym strip and supplies) that are required for the child/youth's classes and provide them as soon as possible.			
	Update and maintain all records: contact information of /family members, caregiver(s), child welfare worker, and emergency contact information.			
Child welfare worker and school staff	Give information to the new caregiver(s) to support their ability to provide continuity and compliance with existing school routines (homework, attendance, extra-curricular school or community involvement, etc.) and to help provide stability for the child or youth during this transition.			

Checklist for Collaborative Planning and Information Sharing When a Child or youth in Care Changes Living Situations				
Team member(s) responsible	Required actions	Pending	Date completed	Signature
Child welfare worker, caregiver(s), and school staff	Sign/provide necessary release forms to share information that will be needed to enhance planning for the child or youth.			
	For a child or youth brought into care for the first time, develop short-term plans to ensure a smooth transition for him or her (e.g., identifying a mentor to help the child or youth adjust to new living situation, counselling, peer support, and other services).			
	Discuss the child/youth's needs and education planning required to support this or her successful transition to the new caregivers.			
	Discuss with school staff their observations of the child/youth's adjustment and progress with regard to school life and learning: <ul style="list-style-type: none"> • Is there evidence of peer support? Belonging? • Is the child or youth completing school work? • Is the child or youth meeting his or her educational goals? • Are the current supports (school and home) effective? • If the child or youth is not meeting his or her responsibilities as a member of the school community, what joint actions can be taken to support the child or youth? 			
	Invite community members who have a relationship with the child or youth into the framework of support in a more formal way (i.e., to provide access to leisure activities and school events, such as family read-in or after-school sports activities).			
	Document ongoing communication (e.g., log of phone calls, meeting notes, checklists, letters, email, etc.).			

Checklist for Collaborative Planning and Information Sharing When a Child or youth in Care Changes Living Situations				
Team member(s) responsible	Required actions	Pending	Date completed	Signature
	Other considerations:			

