

RATIONALE:

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. Information sharing among all persons involved, transition planning (pretransfer and exit), and ongoing collaboration and support are of critical importance so that the children and youth in care can experience successful school outcomes and community connections.

PROCESS:

1. Definition of Children and Youth in Care (CIC):

Children and Youth in Care (CIC) refers to all children up to 19 years where temporary or permanent custody is with the Ministry of Children and Family Development (MCFD) or with a Delegated Aboriginal Agency (DAA). DAA is 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.

The legal status of a child or youth and the legal rights of the parent(s) differ according to the type of Care Agreement or Custody Order.

- 1.1 Special Needs Agreements and Voluntary Care Agreements provide for the 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 regarding the child/youth's health care and Care Agreements (Voluntary Care Agreement or Special Needs Agreement) provide for day-to-day care etc.
- 1.2 Custody Orders (Interim, Temporary or Continuing Custody Order) allow the director under the Child, Family and Community Service Act (CFCSA) to exercise guardianship responsibilities such as consenting to health care and making necessary decisions about the child/youth's education. When a child or youth is in care under a CFCSA custody order, the director delegates the authority to make decisions pertaining to the health care and education of the child or youth to the child welfare worker, while the caregiver(s) are authorized to provide day-to-day care for the child or youth.

2. CIC Agencies:

- 2.1 Ministry of Children and Family (MCFD)
- 2.2 Knucwentwecw Society - DAA for Secwepmec communities – Tsq'escen' (Canim Lake), T'exelc (Williams Lake First Nation), Xat'sull (Soda Creek), Stswecem'c/Xgat'tem (Canoe Cr/Dog Creek Band)
 - 2.3 Child protection
 - 2.4 Temporary Custody of Children
 - 2.5 Permanent Guardianship of children in continuing custody

2.6 Support Services for families

2.7 Voluntary Care Agreements

3. Denisiqi - DAA for Tsilqhot'in communities – Tsideldel (Alexis Creek Band), Yunesit'in Government (Stone Band), Tl'esqox (Toosey Band), Xení Gwet'in First Nation (Nemiah), ?Esdilagh (Alexandria Band), Ulkatcho First Nation (Anahim Lake)

3.1 Within Denisiqi's Guardianship Delegation

- 3.1.1 Denisiqi provides legal guardianship services to children under a Continuing Custody Order (CCO) who were under the Director with the Ministry of Child and Family Development (MCFD) when granted a CCO. This is in addition to the services delivered under the Voluntary Services Delegation.

3.2 Voluntary Services

- 3.2.1 In addition to Guardianship Services, Denisiqi Delegated Services Team continues to provide:

- 3.2.2.2 Support Service Agreements for families seeking Respite Foster Care and Childcare Subsidy Referral for Social Needs
- 3.2.2.3 Non-Protection Voluntary Care Agreements (when a parent is temporarily unable to be there)
- 3.2.2.4 Special Needs Agreements (for children requiring specialized care) and.
- 3.2.2.5 Financial support to a friend/relative caring for a child under the Extended Family Program
- 3.2.2.6 Denisiqi Social Workers will provide, promote, and support opportunities for the child to maintain positive attachments with family or origin and connections with Tsilhqot'in or Ulkatchot'en heritage, spiritual beliefs, and identity.

4. Three Corners Health - T'exelc (Williams Lake First Nation), Xat'sull (Soda Creek), Stswecem'c/Xgat'tem (Canoe Cr/Dog Creek Band)

4.1 Family Connections program

4.2 Youth counselling

5. Cariboo Friendship Society

5.1 Support of Urban Aboriginal Families

5.2 Family Visitation Program for families with children in care

5.3 Advocacy for parents with child and youth mental health, housing, etc.

6. Cariboo-Chilcotin Métis Association

6.1 Métis Child and Family Service

6.1.1 Advocacy work within Family Court

6.1.2 Emergency support with shelter, food, and clothing

6.1.3 Family intervention, family safety, cultural programming

6.2 Aboriginal Supported Child Development

6.2.1 Support for students in school settings

6.2.2 Support for families when dealing with schools, doctors, and other community professionals.

7. Community Based Services

7.1 Williams Lake First Nation

7.1.1 Circle of Strength Coordinator works directly with Knucwentwecw Society to support Children in Care.

3. School Responsibilities:

All Staff:

- 1.3 taking time to get to know the child/youth and developing mutual understanding and respect.
- 3.2 introducing the child/youth to the culture of the school.
- 3.3 recognizing the impact of having to adjust to new circumstances and considering the impact of any previous traumatic experiences.
- 3.4 being trauma aware and integrating trauma-informed practice in their everyday work.
- 3.5 integrating the child/youth's views in planning and decision-making, according to their abilities.
- 3.6 ensuring attendance policies are followed and enacted promptly and follow up is in place for students who are absent from school for an extended period of time - 2 days or more.
- 3.7 establishing an ongoing communication plan with the parent(s), caregiver(s) and child welfare worker, as appropriate.

School Principal or CIC Designate:

1. Ensuring custody information for all students is current and accurate.
2. Regular communication with child welfare workers and care providers to ensure awareness of changes to custodial arrangements for students.

3. Developing and implementing a plan for continuity of services with child welfare workers, parents, and caregivers in order to support the child/youth in:
 - 3.1. developing or retaining a personal sense of belonging, security, and acceptance (e.g., connection to Aboriginal support staff and programs, or other cultural opportunities)
 - 3.2. meeting the expectations of the educational program
 - 3.3. developing social, and emotional skills
 - 3.4. achieving their learning outcomes.
4. Student progress monitoring and reporting
5. Collaborating to provide the supports and/or resources necessary for smooth transitions of any kind.
6. Collaborating in the development and implementation of the Care Plan to support the child/youth's needs etc.
7. Assigning a school-based "adult mentor" or school-based case manager (CIC Monitor) for the child/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 provide support (principal, school children in care contact, counsellor)

4. Identifying Children and Youth in Care:

1. It is the responsibility of child welfare worker and caregivers to inform the school staff of any changes in the child/youth's circumstances including being placed in or out of care.
 - 1.1. Schools need to ensure open communication exists with care providers and the school is provided with current lists for all students in care arrangements.

5. Student Enrollment and Tracking:

1. When students in care are enrolled or become in care while enrolled at school ensure their custodial status is adjusted under the student details screen when students are no longer "in care" ensure the demographic data is adjusted as well.

The following custodial conditions identify students in MyEd as CIC.

- 1.1. Student > Details > Who has custody: Cont. Custody Ord., Foster Home, Guardianship Worker, Other Custody, Social Worker, Temp. Custody Ord.

6. Monitoring and Reporting:

MyEd BC is the primary location for monitoring and reporting Children and Youth in Care.

Student Identification

In MyEd BC student filters “CIC” and “CIC – Association” have been created to allow users to search for students either in care or with an open file. Students are defined as “CIC” in the filter menu if the contact with parental status is represented from MCFD or DAA. “CIC – Association” provides all students with one or more contacts represented by MCFD or DAA, but not in the parent capacity.

Monitoring

1. Attendance including both absences and lates need to be monitored at a minimum weekly. Further follow-up and parent/caregiver contact is required if a student misses 2 or more days.
2. Review academic progress at each reporting period.
3. Regular (minimum bi-weekly) check-ins with the classroom teacher(s) to receive updates on academic, emotional, and social development.
4. Monthly face-to-face check-ins with students by school admin or CIC designate for school.

Reporting

MyED BC notes will be used to document monitoring of attendance, academic progress, emotional / social development, caregiver / guardian contact, and general notes.

Entry Requirements:

1. Set journal category to CIC and make note private.
2. No personal details about child.
3. Include details about attendance or academic progress: days missed, lates, courses and marks.
4. Focus on actions and follow up.

Review:

1. Journal extracts will be completed monthly from MyEd to ensure monitoring is occurring for all CIC students.
2. District level reports will be provided monthly on attendance and achievement for CIC as a group.