

Success in School for Children and Youth in Care

PROVINCIAL PROTOCOL FRAMEWORK

APPENDICES To support implementation

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Responsibilities and Procedures by Roles

Caseworker

<p>Prior to Registration</p>	<ul style="list-style-type: none"> ● Ask for information related to previous school attendance, name of school, community school is located within, grade, whether the child or youth has special needs. ● Inform school point person of child/youth in care who will be coming and provide as much information , including grade/program placement, assessment data (e.g. psychological assessments) that would be useful to the school in determining placement and program/services and that respect the child/youth’s right to privacy related to trauma or abuse . <ul style="list-style-type: none"> ○ (** days notice as outlined in the Regional Agreement) ● initiate process to procure birth certificate if not available.
<p>During Registration</p>	<ul style="list-style-type: none"> ● Provide information regarding needs of the child/youth in care to the school point person and caregiver prior to school entrance, ideally in a face to face interaction whenever possible. ● Meet with school point person and caregiver and any other pertinent people to determine who should participate in development of the Success Plan. ● If necessary, ensure educational placements and arrangements are made until a core team meeting can be convened to develop the children and youth in care’s “Success in School Plan”. ● If placement into school is not immediate, collaborate with the caregiver and child/youth in care to provide support while awaiting school placement.
<p>Success Plan</p>	<ul style="list-style-type: none"> ● Meet together as part of the “core team” to develop a holistic Success Plan that incorporates academic, social, behavioural (includes attendance), cultural, emotional and recreational /physical interests, strengths and needs of the child or youth. ● School point person will act as lead to facilitate discussion and completion of the plan. ● Ensure child/youth voice and choice is encouraged. If the child/youth is unable or wishes not to be part of the group discussion, the caseworkers, caregivers and others who know the child will accurately represent and advocate for their interests and needs in developing the plan. ● In the spirit of partnership, all parties share information that is critical to developing a workable plan, focused on the holistic needs of the child/youth in care. ● All parties in the core team share responsibility for implementation of the Success Plan. ● When the child or youth in care has identified special needs, the Success Plan will be incorporated into any Individual Program Plan (IPP) developed

	<p>for the child/youth.</p> <ul style="list-style-type: none"> ● If the school and/or the caseworker are unable to agree related to suggested strategies to support the success of the child/youth, the team will consult with the District and/or the CFSA point person for assistance. ● In addition to the initial planning meeting, members of the core team will meet a minimum of two additional times in the school year to discuss progress, adjustments and challenges in the Success Plan. As much as possible, these meetings will coincide with the existing school reporting periods and occur approximately every three months, as required by casework standards of practice. ● Each member of the core team will sign and retain a copy of the Success Plan.
Implementation	<ul style="list-style-type: none"> ● Review report cards and any interim reports/communication from the school and request a meeting if there are concerns about progress or issues requiring resolution. ● Respond to requests for support from caregiver, school or child/youth about school or other accomplishments or challenges. ● Attend emergent meetings required to address concerns in addition to the two regular meetings with the school staff and caregiver. ● Communicate with the school and the caregiver as determined in the Success Plan related to any changes in the child/youth status.
Celebration	<ul style="list-style-type: none"> ● Participate, upon request, in events/activities that foster meaningful celebration, recognize and reinforce accomplishments - minimum at each Success Plan review point and others as agreed (e.g. School award, special event participation). ● The more significant the accomplishment, the more important it is for all to celebrate together. e.g. High School Graduation ● The school and caregiver will inform the caseworker of noteworthy events as determined in the Success Plan. e.g. Chosen for a sports team, school awards for academics/attendance/attitude, performing in fine arts, admirable project completion.
Issues Resolution	<ul style="list-style-type: none"> ● Work collaboratively with school point person to Investigate alternatives to suspension/expulsion. ● Engage in collaborative problem solving to find solutions to emergent issues such as: (with suggested timelines in brackets) <ul style="list-style-type: none"> ○ Potential suspension (same day) ○ Potential expulsion (same day) and hearing procedures ○ Attendance issues (within 3 days) ○ Risk of course/grade failure (within 7 days) ○ Social interaction problems (e.g. bullying, fighting) (within 7 days) ○ Injury/illness at school (same day as needed) ● Support the youth and caregiver in any suspension/expulsion cases.

	<p>NOTE: Conflict Resolution:</p> <ul style="list-style-type: none"> ● The resolution process is to be used when either the processes as agreed to in the Regional Agreement are not being followed or there are challenges for the involved parties in fulfilling their desired actions because they lack the appropriate authority to make particular determinations and need the assistance of senior staff within their respective organizations to facilitate or make the determination of the feasibility or advisability of the proposed strategies or actions. ● The core team will contact and involve the School District and/or the Regional CFSA/DFNA Point Person when: <ul style="list-style-type: none"> ○ Communication is compromised between the caseworker and school-based staff, including the school point person. ○ Systemic/organizational practices or policies cause barriers to addressing the needs of children and youth in care requiring intervention from senior organization staff. ○ Strategies the core team wants to initiate at the school level are beyond the purview of the school or casework staff to arrange necessitating the authority of senior organization staff to intervene in decisions.
Transitions	<ul style="list-style-type: none"> ● Inform the caregiver and school of impending move or change of in-care status as soon as possible. Request the school provide a progress report for the receiving school that provides contact, program and placement information. ● Determine the location of the new placement and consider the feasibility of leaving the child/youth in the current school until a natural break. ● Participate in transition meetings as arranged. ● Involve the parent/guardian in this process when appropriate.. ● If the child/youth is aging out of public school, work with the school and the youth to facilitate transition to continue working to complete high school requirements. ● If the youth in care has finished high school, work with the youth, caregiver and the school to facilitate the transition to post secondary school or the work force as the youth planned. ● Ensure the youth is aware of the opportunities of the Advancing Futures Bursary Program and encourage the youth to participate. ● Participate with the core team to facilitate the smooth transition for the child/youth into the next stage.
Other	<ul style="list-style-type: none"> ●

School Point Person

Prior to Registration	<ul style="list-style-type: none"> ● Upon notification that a child or youth in care will be attending the school, establish a date for registration as quickly as possible. ● Request contact information and program information from the caseworker re the previous school and follow up with the previous school to gather information and begin cumulative record transfer process. ● Determine school placement/programming needs based on shared information including assessment data in the case of children or youth with special needs. ● Elicit assistance of the District Point Person or other staff as appropriate.
During Registration	<ul style="list-style-type: none"> ● Initiate the welcoming process and procedures agreed upon for the child/youth in care and the caregiver (and/or parent/guardian if appropriate). ● Determine school placement needs based on shared information from the caseworker and previous schools. ● If necessary, assist in the development of a temporary educational arrangement for the child/youth, until a school placement is secured. ● Meet with caseworker and caregiver to determine who should be involved on the core team to develop the Success Plan.
Success Plan	<ul style="list-style-type: none"> ● Meet together as the “core team” to develop a holistic Success Plan that incorporates academic, social, behavioral (includes attendance), cultural, emotional and recreational /physical interests, strengths and needs of the child or youth. ● School Point Person will act as lead to facilitate discussion and completion of the plan. ● Ensure child/youth voice and choice is encouraged. If the child/youth is unable or wishes not to be part of the group discussion, the caseworkers, caregivers and others who know the child accurately represent and advocate for their interests and needs in developing the plan. ● In the spirit of partnership, all parties share information that is critical to developing a workable plan, focused on the holistic needs of the child/youth in care. ● All parties in the core team share responsibility for implementation of the Success Plan.
Implementation	<ul style="list-style-type: none"> ● Contact caregiver or caseworker as specified in the Success Plan to share accomplishments or resolve challenges needing intervention. ● Ensure caregiver and/or caseworker receives report cards and interim communication about the child/youth and the school. ● Review report cards and regularly request information from other school staff related to attendance, accomplishments, marks, and attitudes in order to determine the need for or to identify topics for joint meetings.
Celebration	<ul style="list-style-type: none"> ● Develop and participate in events/activities that foster meaningful

	<p>celebration, recognize and reinforce accomplishments - minimum at each Success Plan review point and others as agreed (e.g. School award, special event participation).</p> <ul style="list-style-type: none"> ● The more significant the accomplishment, the more important it is for all to celebrate together. e.g. High School Graduation. ● The school and caregiver will inform the caseworker of noteworthy events as determined in the Success Plan. e.g. Chosen for a sports team, school awards for academics/attendance/attitude, performing in fine arts, admirable project completion.
<p>Issues Resolution</p>	<ul style="list-style-type: none"> ● Work collaboratively with the core team to Investigate alternatives to suspension/expulsion. ● Engage in collaborative problem solving to find solutions to emergent issues such as: <ul style="list-style-type: none"> ● Potential suspension: same day ● Potential expulsion: same day and hearing procedures ● Attendance issues: within 3 days ● Risk of course/grade failure: within 7 days ● Social interaction problems (eg bullying, fighting): within 7 days ● Injury/illness at school: same day as needed. ● Support the youth and caregiver in during suspension/expulsion cases. <p>NOTE: Conflict Resolution:</p> <ul style="list-style-type: none"> ● The resolution process is to be used when either the processes as agreed to in the Regional Agreement are not being followed or there are challenges for the involved parties in fulfilling their desired actions because they lack the appropriate authority to make particular determinations and need the assistance of senior staff within their respective organizations to facilitate or make the determination of the feasibility or advisability of the proposed strategies or actions. ● The core team will contact and involve the School District and/or the Regional CFSA/DFNA Point Person when: ● Communication is compromised between the caseworker and school-based staff, including the school point person. <ul style="list-style-type: none"> ○ Systemic/organizational practices or policies cause barriers to addressing the needs of children and youth in care requiring intervention from senior organization staff. ○ Strategies the core team wants to initiate at the school level are beyond the purview of the school or casework staff to arrange necessitating the authority of senior organization staff to intervene in decisions.
<p>Transitions</p>	<ul style="list-style-type: none"> ● Work with the caseworker to determine the feasibility of maintaining the current school placement or delaying a change in schools until a natural school break. ● Work collaboratively with the caseworker to facilitate a smooth transfer of child/youth to new school. ● Support the child/youth through the school move. Eg appropriate good-byes, gather school materials, etc. ● Arrange for transition meeting with new school staff and core team.

	<ul style="list-style-type: none"> ● If youth is aging out of public school, ensure the youth and caseworker is aware of opportunities to complete high school in other institutions and facilitate registration. ● If youth is graduating from High School, provide advice and career counselling related to registration and transition to post secondary studies or the work world as appropriate for the youth. ● Ensure the youth is aware of the opportunities afforded through the Advancing Futures Bursary Program. ● Participate in transition meetings as requested.
Continuous improvement	<ul style="list-style-type: none"> ● At commencement of each school year, the School point person will review the Regional Agreement and communicate to school staff about their responsibilities for supporting success in school for children/youth in care.

Other Core Team Members

Success Plan	<ul style="list-style-type: none"> • Meet together as the “core team” to develop a holistic Success Plan that incorporates academic, social, behavioral (includes attendance), cultural, emotional and recreational /physical interests, strengths and needs of the child or youth. • School Point Person will act as lead to facilitate discussion and completion of the plan. • Ensure child/youth voice and choice is encouraged. If the child/youth is unable or wishes not to be part of the group discussion, the caseworkers, caregivers and others who know the child accurately represent and advocate for their interests and needs in developing the plan. • In the spirit of partnership, all parties share information that is critical to developing a workable plan, focused on the holistic needs of the child/youth in care. • All parties in the core team share responsibility for implementation of the Success Plan.
Implementation	<ul style="list-style-type: none"> • Attend any emergent meetings required to address concerns in addition to the two regular meetings with the school staff and caregiver. • Contact the school and/or the caseworker if problems emerge with addressing the needs of the child/youth and request a meeting with the core team.
Celebrations	<ul style="list-style-type: none"> • Attend celebration events as appropriate • Attend meetings called as a result of emergent issues requiring amendments to the Success Plan or actions by the core team as needed.
Transitions	<ul style="list-style-type: none"> • Participate in transition planning to ensure maintenance of supports in new school location as needed. • Participate in transition meetings as required.
Other	<ul style="list-style-type: none"> •

Caregivers

Prior to Registration	<ul style="list-style-type: none"> ● Request information about the needs of the child/youth that will help with determining the right placement/program/courses for the child. ● Provide input regarding school options. ● Prepare child/youth in care for school admission by sharing information about the school and plans for transportation, etc.
During Registration	<ul style="list-style-type: none"> ● Share information about the needs of the child/youth in care, and about his/her performance in the previous school including any special needs, programs and the classroom grade/course placement /completions with the school. ● Complete all required school forms and arrange for payment of school fees and purchase of educational supplies as needed. ● Accompany the child/youth in care to school, at least for the first day or schedule a meeting with the teacher(s), to register him/her and to help him/her to settle in. ● Make appointment with school and caseworker to develop Success Plan.
Success Plan	<ul style="list-style-type: none"> ● Meet together as part of the “core team” to develop a holistic Success Plan that incorporates academic, social, behavioral (includes attendance), cultural, emotional and recreational /physical interests, strengths and needs of the child or youth. ● School Point Person will act as lead to facilitate discussion and completion of the plan. ● Ensure child/youth voice and choice is encouraged. If the child/youth is unable or wishes not to be part of the group discussion, the caseworkers, caregivers and others who know the child accurately represent and advocate for their interests and needs in developing the plan. ● In the spirit of partnership, all parties share information that is critical to developing a workable plan, focused on the holistic needs of the child/youth in care. ● All parties in the core team share responsibility for implementation of the Success Plan.
Implementation	<ul style="list-style-type: none"> ● Contact caseworker and the school if needing support for child/youth in meeting Success Plan goals. ● Review report cards and any interim reports/communication from the school and respond/communicate with the case worker as needed. ● Attend any emergent meetings required to address concerns in addition to the two regular meetings with the school staff and caregiver.
Celebrations	<ul style="list-style-type: none"> ● Develop and participate in events/activities that foster meaningful celebration, recognize and reinforce accomplishments - minimum at each Success Plan review point and others as agreed (e.g. School award, special event participation). ● The more significant the accomplishment, the more important it is for all to celebrate together. e.g. .High School Graduation. ● Inform the caseworker of noteworthy events as determined in the Success Plan. e.g. Chosen for a sports team, school awards for

	academics/attendance/attitude, performing in fine arts, admirable project completion.
Issues Resolution	<ul style="list-style-type: none"> • Engage in collaborative problem solving with other members of the team as issues arise. • Contact the social worker/principal if you feel the problem identified is not being resolved within the team.
Transitions	<ul style="list-style-type: none"> • Work with the caseworker and the school to prepare the child/youth for the pending move. • Participate in transition meetings as arranged. • Support the child/youth in their return home or into another learning opportunity. • Participate in core team meetings in support of the child/youth through this change in status. • Help the youth take advantage of other learning opportunities through Advancing Futures Bursary as appropriate.
Other	<ul style="list-style-type: none"> •

Child/Youth

Prior to Registration	<ul style="list-style-type: none"> ● May provide information regarding previous/current school attendance, including grade level/ courses and what supports he/she needs to be successful. ● May provide information related to the best way to introduce him/her to this class and whether a preliminary meeting with the teacher(s) would be useful.
During Registration	<ul style="list-style-type: none"> ● Provide information about his/her needs and select courses etc. as appropriate to the grade and developmental abilities.
Success Plan	<ul style="list-style-type: none"> ● Invited to participate, as a valued member of the “core team” to develop a holistic Success Plan that incorporates academic, social, behavioural (includes attendance), cultural, emotional and recreational /physical interests, strengths and needs of the child or youth. ● School point person will act as lead to facilitate discussion and completion of the plan. ● Encouraged to use voice and choice within this process. If the child/youth is unable or wishes not to be part of the group discussion, the caseworkers, caregivers and others who know the child accurately represent and advocate for their interests and needs in developing the plan. ● In the spirit of partnership, all parties share information that is critical to developing a workable plan, focused on the holistic needs of the child/youth in care. ● All parties in the core team share responsibility for implementation of the Success Plan.
Implementation	<ul style="list-style-type: none"> ● Tell one of the adults on the core team what is working, not working for him/her at school ● Help to find solutions to problems that arise as appropriate ● Attend and participate in meetings about the Success Plan, challenges or successes.
Celebrations	<ul style="list-style-type: none"> ● Tell the caregiver, caseworker and/or the teacher/point person at the school about accomplishments or challenges they should help the child/youth celebrate or resolve.
Transitions	<ul style="list-style-type: none"> ● Participate in the selection of courses if appropriate. ● Has opportunity to say good-bye to classmates and teacher(s). ● Participate in transition meetings as appropriate to developmental abilities.
Other	

Organization Point Person

Oversight of implementation	<ul style="list-style-type: none"> • Ensure the Regional Protocol Agreement is in place and being followed. ie. Staff are aware of and adhere to procedures; staff are reporting progress of children/youth in care for aggregated data collection as outlined in regional agreement. • Intervene when requested by the school, caseworker, caregiver or child/youth when procedures are not followed or if organizational barriers are identified requiring senior management involvement to resolve. • Ensure collection of data related to Success Plan completion and school outcomes to monitor aggregate information related to children/youth in care success and progress in school is gathered and included in progress reports. • Monitor achievement of children and youth in care related to aggregated data reported by the ministries. eg PAT, High School Course completion rates, Grade Level of Achievement, etc.
Issues Resolution	<ul style="list-style-type: none"> • Intervene when requested by the school, caseworker, caregiver or child/youth when procedures are not followed or if organizational barriers are identified requiring senior management involvement to resolve. • Work collaboratively to overcome organizational barriers or help school staff and caseworkers to reach agreement on strategies to meet the needs of the child/youth in care. • Adjudicate disputes that cannot be resolved at the site level.
Celebrations	<ul style="list-style-type: none"> • Ensure the Regional Agreement has processes for celebrating successes of children and youth in care. • The CFSA will have processes to acknowledge high school graduation, above and beyond the usual school celebrations, of any youth in care who reaches that milestone. • Ensure the Regional Agreement has processes for addressing emergent challenges to the success of children and youth in care.
Transitions	<ul style="list-style-type: none"> • Ensure the Regional Agreement has transition processes to facilitate changes of schools or situations for children and youth in care. • Intervene when requested by the school, caseworker, caregiver or child/youth if organizational barriers to smooth transitions or to maintenance of a stable school placement are identified requiring senior management involvement to resolve. • Work to overcome organizational barriers or help school staff and caseworkers to reach agreement on strategies to address the transition to or out of school. • Work to overcome organizational barriers or help school staff and caseworkers to reach agreement on strategies to address school stability issues.
Continuous improvement	<ul style="list-style-type: none"> • At the end of August of each year, the CFSA/DFNA point person will review the Regional Agreement and communicate to case managers about their responsibilities for supporting success in school for

	<p>children/youth in care.</p> <ul style="list-style-type: none">• Annually (or more frequently as required), the CFSA/DFNA and school authority point persons will review the responsibilities as outlined in the PPF and Regional Agreements to school principals, CFSA managers and supervisors, DFNA directors and other key senior staff.• Annually (or more frequently as required), the ministry AE and ACYS point persons will discuss the PPF and Regional Agreements with the CEOs/Directors and superintendents through established communication mechanisms and procedures to facilitate implementation of the PPF and Regional Agreements.• School point person and caseworkers will report successes and challenges with implementing the Regional Agreement at the local level with a view toward continuous improvement of our collaborative efforts on behalf of children and youth in care.
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Definitions:

CFSA/DFNA Point person – the individual(s) designated within each CFSA and DFNA to support the Success in School for Children in Care initiative at a regional level. (See Appendix H)

Caregiver – the person(s) caring for the children and youth in care (i.e. foster parent, group home staff, extended family, etc.)

Caseworker – the CFSA or DFNA staff managing the children and youth in care’s file.

Child in care - children and youth in care as defined by the *Child Youth and Family Enhancement Act* (see Appendix C and Section 1.6).

Core Team – The School point person, homeroom teacher (as appropriate), caseworker, caregiver(s), child/youth in care, and other guardians (as appropriate).

Delegated First Nations Agency (DFNA) – an on reserve agency delegated by Alberta Children and Youth Services to deliver child intervention services under the *Child, Youth and Family Enhancement Act*.

“Delegation of Authority” form – a *Child Youth and Family Enhancement Act* form indicating the child/youth in care’s legal status (i.e. Custody Agreement, Temporary Guardianship Order, Permanent Guardianship Order, etc.), and the authorities that have been delegated to the caregiver by the Director.

Partners – key individuals involved with the educational success of the children and youth in care i.e. the ‘core team’, and service providers from Health, Mental Health, Solicitor General, AADAC, Office of the Child and Youth Advocate, contracted agencies, child’s mentor, Elder, extended family, etc.

Provincial Protocol Framework (PPF) - will guide the working relationships between School Authority and CFSA/DFNA front-line staff and provide the foundation for the development of Regional Agreements across Alberta.

Regional Agreement (RA)- an agreement reached between the Regional CFSA, DFNAs and School Authorities, and any other partners they identify that will customize the provincial protocol to the local needs of the children and youth in care. The RA will detail local procedures that will ensure that School Authority and CFSA/DFNA staff work together with the children and youth in care, their caregivers and other appropriate partners, to share information and engage in joint decision-making supporting success in school for children and youth in care.

School point person (PP) – the individual designated within each school to be the primary contact for children and youth in care in that school.

Success in School Plan – An individualized plan for each child and youth in care in school designed to promote the child/youth’s success in school completed by the core team and other partners as appropriate.

Acronyms:

AHS – Alberta Health Services

ACYS – Alberta Children and Youth Services

AE – Alberta Education

CEO - Chief Executive Officer

CFSA – Child and Family Services Authority

DFNA – Delegated First Nations Agency

ECS – Early Childhood Services

FCSS – Family and Community Support Services

MOU- Memorandum of Understanding

PAT- Provincial Achievement Tests

PPF- Provincial Protocol Framework

PUF – Program Unit Funding (through Alberta Education)

RA – Regional Agreement

Child Youth and Family Enhancement Act

Matters to be considered (relevant excerpts bolded)

2 If a child is in need of intervention, a Court, an Appeal Panel and **all persons who exercise any authority or make any decision under this Act relating to the child must do so in the best interests of the child** and must consider the following as well as any other relevant matter:

- (a) the family is the basic unit of society and its well-being should be supported and preserved;
- (b) the importance of **stable, permanent and nurturing relationships** for the child;
- (c) the intervention services needed by the child should be provided in a manner that ensures the **least disruption to the child**;
- (d) **a child who is capable of forming an opinion is entitled to an opportunity to express that opinion on matters affecting the child, and the child's opinion should be considered by those making decisions that affect the child**;
- (e) the family is responsible for the care, supervision and maintenance of its children and every child should have an opportunity to be a wanted and valued member of a family, and to that end
 - (i) if intervention services are necessary to assist the child's family in providing for the care of a child, those services should be provided to the family, insofar as it is reasonably practicable, in a manner that supports the family unit and prevents the need to remove the child from the family, and
 - (ii) a child should be removed from the child's family only when other less disruptive measures are not sufficient to protect the survival, security or development of the child;
- (f) subject to clauses (e) and (g), if a child has been exposed to domestic violence within the child's family, intervention services should be provided to the family in a manner that supports the abused family members and prevents the need to remove the child from the custody of an abused family member;
- (g) any decision concerning the removal of a child from the child's family should take into account the risk to the child if the child remains with the family, is removed from the family or is returned to the family;
- (h) if it is not inconsistent with protecting the survival, security or development of a child who is in need of intervention, and appropriate community services are available, the child or the child's family should be referred to the community for services to support and preserve the family and to prevent the need for any other intervention under this Act;

(i) any decision concerning the placement of a child outside the child's family should take into account

(i) the benefits to the child of a placement within the child's extended family;

(ii) the benefits to the child of a placement within or as close as possible to the child's home community,

(iii) the benefits to the child of a placement that respects the child's familial, cultural, social and religious heritage,

(iv) the benefits to the child of stability and continuity of care and relationships,

(v) the mental, emotional and physical needs of the child and the child's mental, emotional and physical stage of development, and

(vi) whether the proposed placement is suitable for the child;

(j) the provision of intervention services is intended to remedy or alleviate the condition that caused the child to be in need of intervention;

(k) intervention services are most effective when they are provided through a collaborative and multi-disciplinary approach;

(l) if a child is being provided with care under this Act, the child should be **provided with a level of care that is adequate to meet the needs of the child** and consistent with community standards and available resources;

(m) if a child is being provided with care under this Act, **a plan for the care of that child should be developed** that

(i) addresses the child's need for stability, permanence and continuity of care and relationships, and

(ii) in the case of a youth, addresses the youth's need for preparation for the transition to independence and adulthood;

(n) a person who assumes responsibility for the care of a child under this Act should endeavour to make the child aware of the child's familial, cultural, social and religious heritage;

(o) there should be no unreasonable delay in making or implementing a decision affecting a child;

(p) if the child is an Aboriginal child, the uniqueness of aboriginal culture, heritage, spirituality and traditions should be respected and consideration should be given to the importance of preserving the child's cultural identity.

CHILD YOUTH AND FAMILY ENHANCEMENT ACT Legal Authorities

In care:

- **Custody Agreement with a Guardian:** the caseworker will obtain written consent from the child's parent or guardian to assume responsibility for school enrollment of the child.
- **Custody Agreement with a Child:** the caseworker will obtain consent from the child and the child's parent/guardian to assume responsibility for school enrollment of the child.
- **Temporary Guardianship Order(TGO):** caseworker has the authority to proceed with school enrollment of the children and youth in care but should notify the parent/guardian of the enrollment and seek their support.
- **Interim Custody:** the caseworker has the authority to proceed with school enrollment of the children and youth in care but should notify the parent/guardian of the enrollment and seek their support.
- **Permanent Guardianship Order (PGO):** caseworker has the authority to proceed with school enrollment of the children and youth in care.
- **Apprehension Order or an extension of an existing court order:** the matter may be unresolved through the court process and parent/guardian involvement may be necessary.

Not in care:

- **Supervision Order:** the parent/guardian has the responsibility for school enrollment. This may be subject to the terms of the Supervision Order.
- **Enhancement Agreement:** the parent/guardian has the responsibility for the child's school enrollment.

School Act – Alberta Education (relevant excerpts)

The *School Act* (January 1, 2007) sets out the legal parameters that govern the education of students in Alberta. The following sections are of particular relevance to children and youth in care:

Right of access to education

8(1) Every individual

(a) who at September 1 in a year is 6 years of age or older and younger than 19 years of age, and

(b) who is

(i) a Canadian citizen,

(ii) lawfully admitted to Canada for permanent residence,

(iii) a child of a Canadian citizen, or

(iv) a child of an individual who is lawfully admitted to Canada for permanent or temporary residence is entitled to have access in that school year to an education program in accordance with this Act.

(2) A board may permit an individual

(a) who at September 1 in a year is younger than 6 years of age or older than 18 years of age, and

(b) who complies with subsection (1)(b), to have access in that year to an education program in accordance with this Act.

Compulsory education

13(1) An individual who

(a) is eligible to be enrolled in a school,

(b) at September 1 in a year is 6 years of age or older, and

(c) is younger than 16 years of age,

shall attend school.

(2) A board may establish an attendance area for a school.

(3) A resident student of a board who resides in the attendance area for a school

(a) shall be enrolled in that school if a program offered in the school is suitable for the student in the opinion of the board, and

(b) shall be given priority over a student who does not reside in the attendance area if there are insufficient resources and facilities to accommodate both students in the opinion of the board.

(4) A board shall make all reasonable efforts to ensure that a student who is a resident student of the board or who is enrolled in a school operated by the board attends school.

(5) Notwithstanding subsection (1), a student is excused from attending school on a day on which the school is open if

(a) the student is unable to attend by reason of sickness or other unavoidable cause,

(b) the day is recognized as a religious holiday by the religious denomination to which the student belongs,

(c) the principal of the school has suspended the student from school and the suspension is still in effect,

- (d) the student has been expelled from a school and has not been given permission to enroll in another school, or
- (e) the board or, if the student is enrolled in a private school or resides in an unorganized territory, the Minister
 - (i) determines that the parent of the student has shown sufficient cause as to why the student should not be required to attend school, and
 - (ii) excuses the student from attending school for a prescribed period of time.

(6) Where a student is excused from attendance at school under subsection (5)(e), that student is excused from attendance at school only during the period of time prescribed by the board or the Minister, as the case may be.

Enforcing school attendance

14(1) In this section,

- (a) "attendance officer" means the superintendent or any other individual designated by the board as an attendance officer;
- (b) "judge" means a judge of the Provincial Court;
- (c) "order" means an order given under this section by a judge or a justice of the peace.

(2) If an attendance officer has reasonable and probable grounds to believe that a student is not attending school in accordance with section 13, the attendance officer may do any or all of the following:

- (a) enter, during school hours,
 - (i) any building or premises other than a dwelling place, and
 - (ii) if authorized by an order under subsection (3), a dwelling place,where the attendance officer has reason to believe the student may be found or employed;
- (b) send the student the attendance officer suspects of being truant home or to school and accompany the student for that purpose;
- (c) deal with the student in accordance with the rules prescribed by the board.

(3) If

(a) an attendance officer has reasonable and probable grounds to believe that a student who is not attending school as required under this Act is located in a place or premises, including a dwelling place, or

(b) a student does not comply with a proper direction given by an attendance officer,

the attendance officer may act under subsection (4).

(4) If subsection (3) applies, the attendance officer may make an ex parte application to a judge or, if a judge is not reasonably available, to a justice of the peace for either or both of the following orders:

(a) if the judge or justice of the peace is satisfied that the student may be found in the place or premises, an order authorizing the attendance officer named in the order to enter the place or premises without force and search for the student;

(b) an order requiring the student to comply with the directions of the attendance officer.

(5) On hearing an application under this section, the judge or justice of the peace, as the case may be, may grant the order applied for subject to any terms or conditions that the judge or justice of the peace considers appropriate in the circumstances.

Attendance at school

15(1) Where

(a) a student who is required to attend a school under section 13 does not attend school, and

(b) attempts to enforce school attendance under section 14 have, in the opinion of the board, not been effective,

the board of which the student is a resident student or that operates or supervises the school in which the student is enrolled may refer the matter to the Attendance Board.

(2) Where a student who is required to attend a school under section 13

(a) is enrolled in a private school, and

(b) does not regularly attend that private school,

and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

Attendance Board

Duties re hearings

126(1) An Attendance Board may hear a matter referred to it pursuant to section 15 respecting the failure of a student to attend school as required under this Act.

(2) Before referring a matter respecting the attendance of a student to the Attendance Board, a board shall ensure

(a) that the student has been advised by the board or the attendance officer of the student's duty to attend school in accordance with section 13, and

(b) that all reasonable efforts have been made by the board or the attendance officer to enforce the student's attendance at school.

(3) Before referring a matter respecting the attendance of a student to the Attendance Board, the person responsible for the operation of a private school shall ensure

(a) that the student has been advised by that person of the student's duty to attend school in accordance with section 13, and

(b) that all reasonable efforts have been made by that person to enforce the student's attendance at school.

1988 cS-3.1 s108;1990 c36 s32

Matters governing hearings

127(1) For the purpose of conducting a hearing before the Attendance Board, the following apply:

(a) notice in writing of the date, time, place and purpose of the hearing shall be served on the parent, on the student who is the subject of the hearing, if the student is capable of understanding the situation, and on any other person the Attendance Board directs at least 10 days before the commencement of the hearing;

(b) the Attendance Board has, with respect to the holding of a hearing, the same power as is vested in the Court of Queen's Bench for the trial of civil actions

(i) to summon and enforce the attendance of witnesses,

(ii) to compel witnesses to give evidence on oath or otherwise, and

(iii) to compel witnesses to produce documents, records and things;

(c) the Attendance Board may require a board or a person responsible for the operation of a private school to produce to the Attendance Board, prior to a hearing, copies of all reports, statements, correspondence or other documents or things relating to the matter being heard;

(d) if a person fails to attend, to answer questions or to produce an item as required under clause (b) or (c) or subsection (2) or (3), the Attendance Board may apply

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to the Court of Queen's Bench for an order committing that person for contempt in the same manner as if that person were in breach of an order or judgment of that Court;

(e) the Attendance Board shall receive any evidence presented to it that is relevant to the matter being heard;

(f) the rules of evidence applicable to judicial proceedings do not apply;

(g) all oral evidence received shall be taken down in writing or recorded by electronic means;

(h) all the evidence taken down in writing or recorded by electronic means and all documentary evidence and things received in evidence at a hearing form the record of the proceeding;

(i) a person on whom notice of the hearing is served and the person's counsel or agent are entitled to examine the record;

(j) the Attendance Board may from time to time adjourn matters that are before the Board;

(k) a hearing shall be held in public;

(l) notwithstanding clause (k), a hearing or any portion of it may be held in private if, in the opinion of the Attendance Board, it is in the public interest to do so;

(m) a person who is likely to be affected by a hearing before the Attendance Board is entitled

(i) to appear before the Attendance Board,

(ii) to be represented by counsel or an agent, and

(iii) to make representations to the Attendance Board;

(n) a witness attending a proceeding before the Attendance Board may be paid the same fees and allowances as a witness summoned to attend at the Provincial Court unless otherwise prescribed in the regulations;

(o) notice of every order together with a copy of the written reasons for it, if any, shall promptly be sent to

(i) a person on whom notice of the hearing was served, and

(ii) any person that the Attendance Board considers is substantially affected by it.

(2) The Attendance Board may require the student or a parent of the student, or both, to attend proceedings before the Attendance Board.

(3) Any person other than the student and a parent of the student who, in the opinion of the Attendance Board, has knowledge of the matter before the Attendance Board is a compellable witness in proceedings before the Attendance Board.

(4) Notice under this section may be served personally on the person required to be served or by being sent to that person by registered or certified mail.

Suspension

24(1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal

(a) the student has failed to comply with section 12, or

(b) the student's conduct is injurious to the physical or mental well-being of others in the school.

(2) A teacher may suspend a student from one class period.

(3) A principal may suspend a student

(a) from school,

(b) from one or more class periods, courses or education programs, or

(c) from riding in a school bus.

(4) A principal may reinstate a student suspended under subsection (2) or (3).

- (5)** When a student is suspended under subsection (3), the principal shall
- (a) forthwith inform the student's parent of the suspension,
 - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
 - (c) if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
- (6)** If the student is not to be reinstated within 5 school days after the date of the suspension, the principal shall
- (a) forthwith inform the board of the suspension, and
 - (b) report in writing to the board all the circumstances respecting the suspension and the principal's recommendations,
- and the student remains suspended until the board has made a decision under subsection (8).
- (7)** The principal may recommend that the board expel the student if
- (a) the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 12, or
 - (b) the student's conduct is injurious to the physical or mental well-being of others in the school.
- (8)** The board shall within 10 school days after the date of the suspension
- (a) reinstate the student, or
 - (b) expel the student from school in accordance with section 25.
- (9)** Before the board makes a decision under subsection (8), the student and the student's parent may make representations to the board with respect to the principal's recommendation to expel the student.

Expulsion

- 25(1)** On considering the report provided to it under section 24(6)(b) and any representations made to it under section 24(9), the board may expel the student if
- (a) the principal has recommended that the board expel the student, and
 - (b) the student has been offered another education program by the board.
- (2)** An expulsion must be for a period of more than 10 school days.
- (3)** When a student is expelled under this section, the board shall forthwith notify, in writing, the student's parent, and the student if the student is 16 years of age or older,
- (a) of the expulsion, and
 - (b) of the right to request a review under section 124.
- (4)** The board may re-enrol a student who has been expelled.

Early childhood services program

- 30(1)** A board or, with the approval of the Minister, a person may provide an early childhood services program to
- (a) a child who, as of September 1, is younger than 6 years of age, if the parent of the child agrees, or
 - (b) a student, if the parent of the student and the board are of the opinion that the program will benefit the student.

(2) A person or board that provides an early childhood services program may charge fees in respect of the program from the parent of a child referred to in subsection (1)(a) who attends the program.

(3) If a child referred to in subsection (1)(a) attends a program under this section, the child is not, by reason of attending that program,

(a) a resident student of the board, or

(b) entitled to any of the rights or benefits given to a student under this Act.

(4) The Minister may make regulations respecting early childhood services programs.

Resident Student

44(1) Subject to this section, a student is a resident student of the board of the district or division, as the case may be, in which the student's parent resides.

(2) For the purposes of this section and section 51,

(a) a student who is in the care of a foster parent under the *Child, Youth and Family Enhancement Act* is deemed to be a resident student of the board of the district or division in which the foster parent resides, unless subsection (5) applies

(5) A director under the *Child, Youth and Family Enhancement Act* may deem a student to be a resident student of a board that represents the faith of the student if

(a) the student is in the care of a foster parent under the *Child, Youth and Family Enhancement Act*,

(b) The faith of the student, whether Protestant or Roman Catholic, differs from the faith of the foster parent, and

(c) The foster parent resides in an area served by both a public and a separate school district or division.

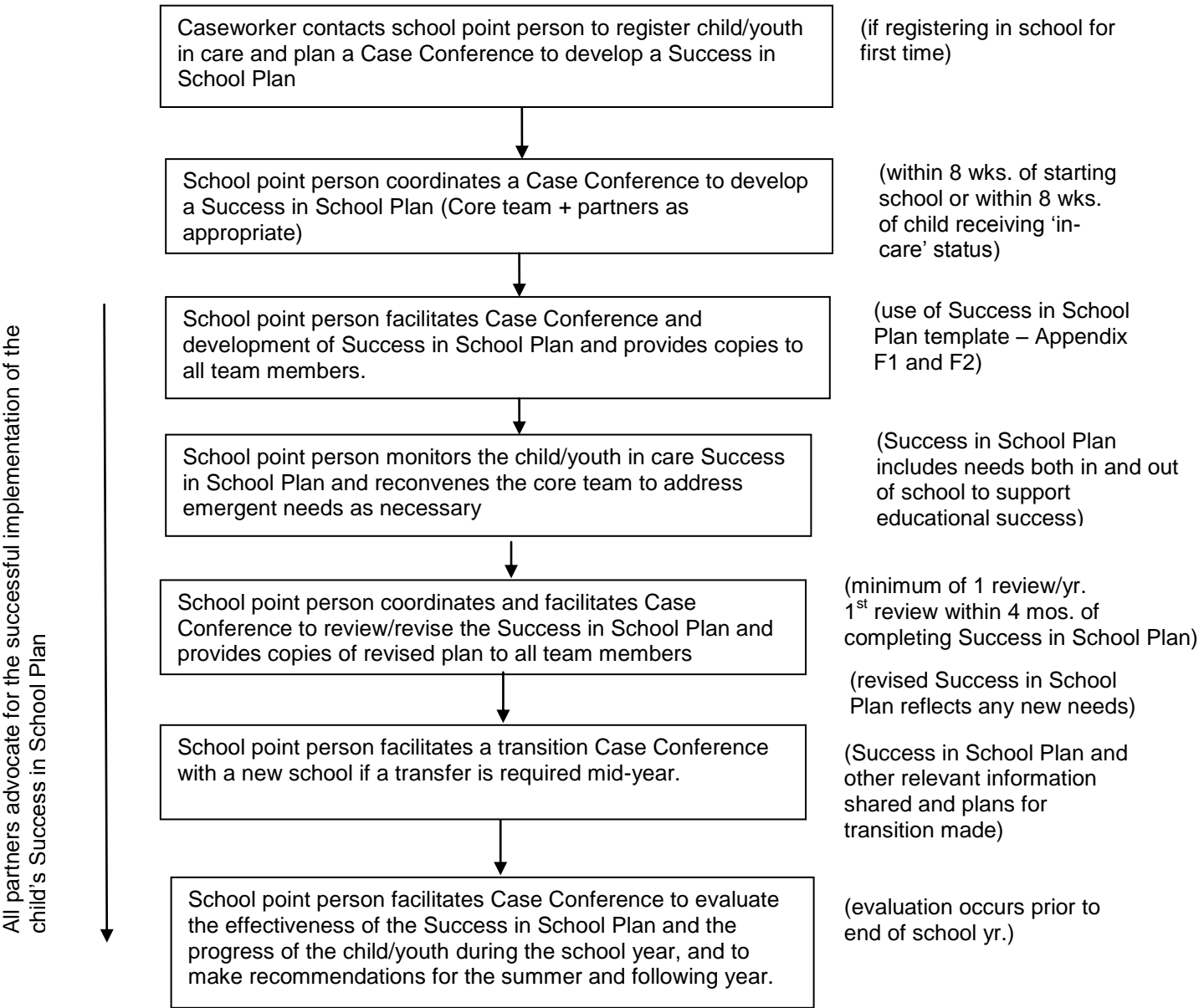
Safe and Caring Schools

Section 45(8) of the *School Act* highlights the importance of providing a safe and caring environment for students.

A Board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviors.

Success in School Plan for Children/Youth in Care

Process for development, review and evaluation of the Success in School Plan



Core Team – School point person, classroom teacher (as appropriate), caseworker, caregiver, other guardians, and child/youth in care where developmentally appropriate

Sample Template SUCCESS IN SCHOOL Plan

Child/Youth's Name:	Date of Birth:
School Year:	Grade:
ACYS Status:	
School:	CFSA Office:
Name:	
Address:	
Telephone:	
Teacher:	School point person:
Caseworker:	CFSA Office Manager:
Date of Success in School Plan:	

CORE TEAM:

(include contact information)

Classroom Teacher:
School point person:
Caseworker:
Caregiver/Group Home:
Other legal guardian(s):
Others supporting success: (check if applicable and list appropriate support people)
<input type="checkbox"/> need Aboriginal representation <input type="checkbox"/> need interpreter: language: _____
Young Person's aspirations, and views of needs/supports/mentor required:
Young Person's interests, hopes, dreams, friends/important people and activities:

Educational Needs: (check all that apply)

Generally achieves at above below grade level

No identified Special Educational Needs Special Needs identified

Assessment : Undergoing Awaiting Concerns Apparent

Individual Program Plan in place Receiving supports/modification/accommodations

Describe briefly:

Attendance (attach record)

acceptable problems

Describe:

Suspension or expulsion: (fixed term or permanent exclusions in past year)

No Yes If yes, please provide details:

Attachments (indicate applicable documents attached)

Attendance Record

Timetable/course list

Individual Program Plan

Report Card

Delegation of Authority

Other documents, describe:

Contact and Responsibility Agreement:

Communication between the individuals involved with _____ will be guided by the following procedures depending on the circumstance.

Indicate who will be contacted in the following circumstances:

*Celebration of successes and accomplishments: (eg. school based awards, special events, class performances, extra curricular recognition, academic or social accomplishments)	
School personnel will contact: <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker <input type="checkbox"/> parent (if applicable) <input type="checkbox"/> others:	
*Change in child status or placement with ACYS: <i>Review of the Success in School Plan or Transition Plan may be indicated</i>	
CFSA staff will contact: <input type="checkbox"/> Caregiver <input type="checkbox"/> Parent (if applicable) <input type="checkbox"/> School point person <input type="checkbox"/> others:	
*Sudden change in school status (eg suspension or expulsion, special education placement): <i>Review of the Success in School Plan may be indicated</i>	
School will contact: <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker	Caseworker will contact (as appropriate): <input type="checkbox"/> parent (if applicable) <input type="checkbox"/> others
*Critical incident at school: (eg. injury, attendance/academic crisis, severe behaviour/safety incident) <i>Review of the Success in School Plan may be indicated</i>	
School will contact: <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker	Caseworker will contact (as appropriate): <input type="checkbox"/> parent (if applicable) <input type="checkbox"/> others
*Emergent school events: (eg. fee payments permissions for field trips or assessments, special reports)	
School will contact: <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker	Authority assigned to: <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker
*Day to Day school events: (class and school events, homework, daily attendance, typical child development)	
School will contact: <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker	
Signatures of those involved and dates: At initial development and each subsequent review (preplanned/emergent) Core Team: Other supporting people:	

Success in School Action Plan for _____

Date of Plan: _____ Review Dates: _____

Domain: (suggest wholistic view)	Current Situation (adjust at each review)	Support Arrangements (What, who, when)	Successes/results
Social (friendship, behaviour, relationships, emotional)			
Academic (course work, subject areas, homework, future goals)			
Physical (health and well-being, sports, nutrition, healthy choices)			
Cultural (creative, spiritual, heritage language and culture)			
Other (special interests, unique needs, personal pursuits)			

Role of the school point person (one per school)

The school point person will act as the primary contact, champion for all children and youth in care within the school, and assist and monitor the educational success of each child and youth in care during the school year. As a member of the core team, the school point person will coordinate and work with the core team and other partners as appropriate, to promote the educational achievement of children and youth in care. Ideally, this person will have:

- an education system background,
- skills to develop and monitor a success plan for children and youth in care,
- knowledge of how to access appropriate supports to address their needs, and be supportive of them and
- the ability to work collaboratively in cross-sector teams.
- Note: Although not every school will have children/youth in care in attendance each year, all schools will have an identified point person in case of registration.
- Some responsibilities may be assigned by the point person to be carried out by more than one individual according to their knowledge, skills, professional designation and expertise, as well as the circumstance of the partners and the child or youth.

Specific Role:

Reporting to the Principal, the school point person will:

- Act as the primary school-based contact for colleagues and other agencies involved with the child/youth.
- Ensure that staff within the school are made aware of the needs of children and youth in care.
- Keep a current roster of the children and youth in care attending the school.
- Organize and facilitate a minimum of two (2) case conferences/year for each child and youth in care, for the development, review and evaluation of the child/youth's Success in School Plan.
- Determine if the child or youth in care meets the special education criteria for AE and respond according to district policy, including IPP development.
- Ensure that new children/youth in care receive the support they require in their new environment, as identified in the Success In School Plan.
- If specified in the Success In School Plan, identify a person within the school who will make a personal connection with the child/youth in care to act as a mentor and provide ongoing support throughout the year.
- Promote the child/youth's involvement in after school/extra curricular activities.
- Attend relevant meetings regarding the child/youth in care and intervene at an early stage if underachievement or emerging difficulties, including unexcused absences, arise.
- Ensure that at times of transition there is a coordinated link with the receiving school.
- Report achievement information to the school authority point person related to children/youth in care, including achievement of Success in School Plan outcomes, PAT results, grade level placement, course completion as determined by the school authority.

Role of the CFSA/DFNA point person

The CFSA/DFNA point person will act as the primary contact, champion and advocate for all children and youth in care and will be responsible for assisting with and monitoring the children and youth in care educational success and for supporting the PPF initiative within the region/agency. Ideally the CFSA/DFNA point person will:

- be in a Supervisory or Management level position
- support and understand interdisciplinary collaborative teamwork,
- be knowledgeable about addressing the specialized needs of children and youth in care
- have skills and strategies to foster positive working relations with school authority staff.

Specific Role:

Reporting to the CEO/Director, the CFSA/DFNA point person will:

- Foster and promote the success of the PPF initiative within the CFSA/DFNA.
- Monitor and evaluate the effectiveness of the PPF Regional Agreement and update the CEO/Director to determine if revisions are necessary.
- Ensure CFSA celebration of high school completion and other significant accomplishments for children and youth in care i.e. provincial sports championships, special school awards, etc.
- Ensure all CFSA/DFNA caseworkers and supervisors are familiar with the PPF Regional Agreement and strategies to support school success for children and youth in care.
- Communicate the responsibilities related to the PPF and Regional Agreement to case managers, supervisors, and senior managers at least once each year.
- Monitor placement stability for children and youth in care.
- Promote access to the Advancing Futures Bursary by children and youth in care.
- Provide each school point person with a list of all children and youth in care attending each school, identifying Aboriginal status, within the first week that school commences and whenever required throughout the school year.
- Communicate with the school authority point person, as required, to promote positive working relationships and assist in resolving challenges that may arise regarding supporting school success for children and youth in care.
- Assist in systemic advocacy for supports required for the children and youth in care.
- Assist in the monitoring and evaluation process of the progress and achievements of children and youth in care and ensure that they each have a Success in School Plan.
- Provide a school code list of main schools in the area or the on line link to every regional office.

Role of the School Authority point person

The school authority point person will act as the primary contact, and champion for all children and youth in care. Additionally they are responsible for assisting with and monitoring the educational success of children and youth in care and for supporting the PPF initiative within the school authority. Ideally the school authority point person will:

- be in a supervisory or management level position
- support and understand interdisciplinary collaborative teamwork,
- be knowledgeable about addressing the specialized needs of children/youth in care
- have skills and strategies to foster positive working relations with CFSA/DFNA staff.

Specific Roles:

Reporting within the school authority to the Superintendent, the school authority point person will:

- Foster and promote the success of the PPF within the school authority.
- Monitor and evaluate the effectiveness of the PPF Regional Agreement and update the superintendent to determine if revisions are necessary.
- Communicate with the CFSA/DFNA point person as required, to promote positive working relationships and assist in resolving challenges that may arise regarding supporting school success for children and youth in care.
- Assist the school point persons and principals in arranging for special educational supports required for the children and youth in care in the Success in School Plan.
- Ensure children and youth in care take Provincial Achievements Tests if appropriate
- Assist in monitoring and evaluating the progress and achievement of children and youth in care and ensure they each have a Success in School Plan as agreed to.
- Ensure all district principals and special needs coordinators are familiar with the PPF regional agreement and effective school strategies for children and youth in care by communicating the responsibilities related to the PPF and Regional Agreement minimally once each year.
- Collect achievement information from the schools related to children/youth in care to determine the success of each cohort, including PAT results, grade level placement, course completion as determined by the school authority.
- Report challenges to supporting Success in School Plans and implementation of the Regional Agreements that require Ministry level attention to the AE and ACYS ministry point persons.

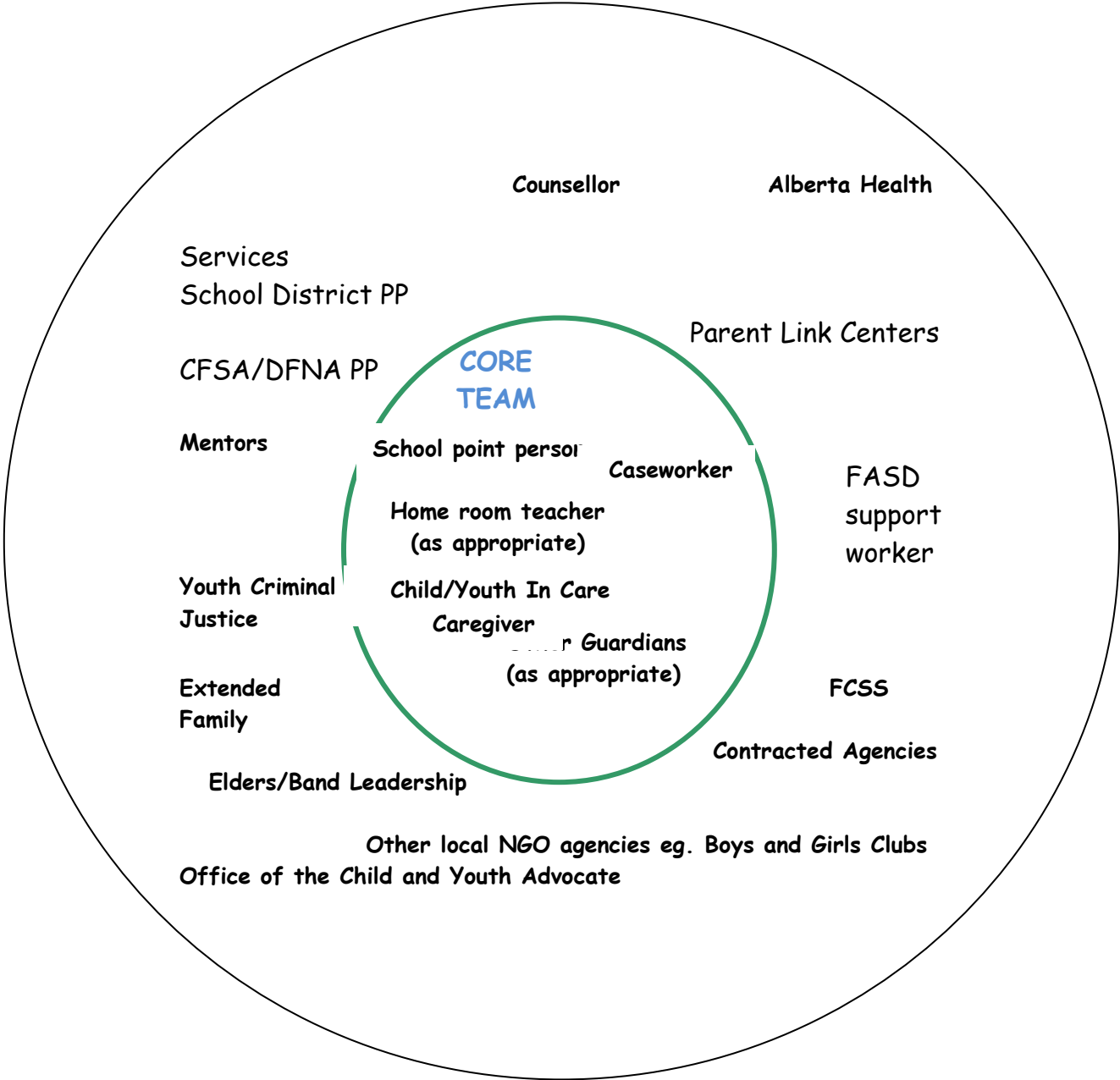
Role of the AE and ACYS Ministry point persons

The ministries of AE and ACYS share responsibility for educational success of children and youth in care. As such, they have a role to play in supporting and monitoring the work at the front-line school and neighborhood level as well as school district and regional CFSA level.

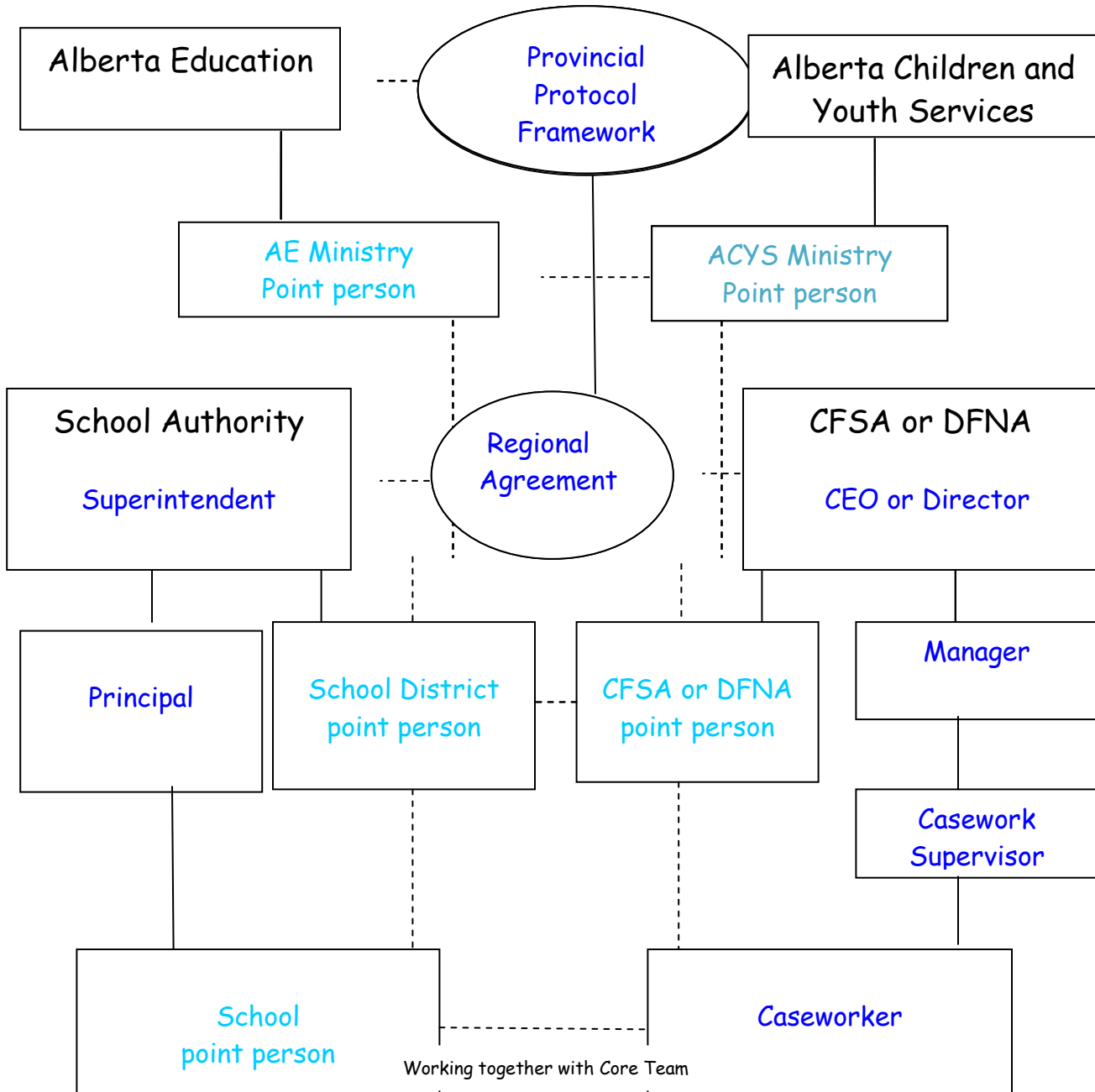
Specific Roles:

- Monitor ministry actions related to the PPF and champion effective responses to the needs of children and youth in care.
- Collect and analyze data from the CFSA/DFNA Regions, School Authorities, and from the AE/ACYS Memorandum of Understanding related to school experiences of children and youth in care in Alberta.
- Receive communication from and take action with the School District and CFSA/DFNA Regional Point persons related to challenges and effectiveness of the PPF and Regional Agreements requiring ministry action to address.
- Support School Authorities and CFSA/DFNAs to foster school success for children and youth in care by:
 - communicating promising, research based practices and strategies to School Authorities and CFSA/DFNAs.
 - advising ministry staff about promising, research-based practices and strategies to share with School Authorities and CFSA/DFNAs.
 - ensuring the PPF and other support materials are available electronically on the ministry websites.
 - helping other ministry staff to support the field and front line work.
 - facilitating mechanisms and policies that support continuous attendance in school and minimize disruptions in school attendance, such as Attendance Board processes, policies that promote alternatives to suspension and expulsion, and promising practice identified in research.
 - taking action on identified issues hindering effective implementation of the PPF and Regional Agreements at the local level.
 - working together to resolve emergent issues that arise.

Core Team and Partners Working Together for SUCCESS in SCHOOL for Children/Youth In Care



Point Person Positions



Information to be provided to the school point person and caregiver by the caseworker

- Child/youth in care's Delegation of Authority
- Information regarding the child's caregiver
- The child/youth's Aboriginal status
- Assessments and known emotional/behavioral/learning needs
- Health information
- Relevant family information
- Known previous school experience
- Proof of Citizenship status (provide one):
 - Birth certificate
 - Canadian passport
 - Canadian citizenship certificate
 - Permanent residence card
 - Parent's work permit or study permit
 - Refugee Protection Claimant document

Transitioning from School to Work

(from Alberta Employment and Immigration)

In today's rapidly changing labour market, now more than ever, young people are facing increasingly complex decisions when choosing education, training and career paths. A strong commitment to career development is a factor to increasing high school completion rates as well as achieving easier, faster, more successful youth transitions to further learning and work.

Government's commitment to career development helps youth discover their talents and aspirations, explore and choose occupations and jobs, and effectively pursue various pathways throughout their education and work life.

Alberta Employment and Immigration

Alberta Employment and Immigration (AE&I), through its Employment and Training programs and services, provides opportunities for youth to make successful transitions from school to work, unemployment to employment and from one career path to another.

Youth Connections is a service designed to prepare young people for learning and work by providing them with career and employment assistance.

Labour Market Information Centres (LMICs) are located throughout the province. They are multi-media resource centres with an extensive range of information to help Albertans make career, learning and work decisions.

Youth Connections

Youth Connections is a program designed for:

- young Albertans, age 16 to 24, who are unemployed or under-employed, have left school early or have not continued on to post-secondary education.
- youth still in school who need help to prepare for a career.

Youth are referred or self-referred to a Youth Connections site. Services provided may include:

- Career and employment planning and counselling
- Workshops relating to resumé preparation, job search, interview skills and labour market information
- Access to computers, faxes, copiers and telephones to help apply for work
- Job shadowing, work experience and workplace training.
- Assistance in connecting to work and learning opportunities
- Information on education and training options

Staff provide clients with the appropriate services based on individual needs.

Youth may be referred to other AE&I programs and services beyond those that are provided within the Youth Connections site. Youth Connections staff may also refer to other community services such as addictions counselling, food banks and crisis lines.

For more information:

Click: www.youthconnections.gov.ab.ca

Call: Career information Hotline at 1-800-661-3753.
Edmonton: 780-422-4266

Come in: Visit the Youth Connections website to locate the office nearest you.

Labour Market Information Centres

Alberta's LMICs are multi-media resource centres with an extensive range of career and employment related print and electronic resources and information to help make career, learning and work decisions.

LMICs also include access to Career Cruising: an interactive career guide to help you explore career options, make education decisions and track your progress. Located in Alberta Service Centres and Canada-Alberta Service Centres across the province, LMICs have books, magazines, newspapers, software and audio/video materials about:

- occupations
- education programs (post-secondary, private providers, apprenticeship)
- job search techniques
- industry specifics
- career planning
- education planning
- life planning (e.g. personal management, financial planning)
- entrepreneurship
- labour market trends and forecasts

Staff at LMICs will also provide:

- guided assistance to find, use and understand materials
- information and referral to department programs, including workshops and career and employment counselling
- access to student funding

LMICs are equipped with computers, phones, fax machines and photocopiers for work search purposes.

To access this service:

Click: www.employment.alberta.ca/lmic

Call: Career Information Hotline 1-800-661-3753
In Edmonton 780-422-4266

Come in: Canada-Alberta Service Centres and Alberta Service Centres are located throughout the province. Visit www.employment.alberta.ca/offices or call 310-0000 toll-free to reach the nearest centre.

For more information:

Click: www.alis.alberta.ca

The Foundational Work

The summary findings of consultation and research leading to the development of the *Provincial Protocol Framework* (PPF) includes:

Provincial data findings that indicate:

- Significantly more children and youth in care drop out of school, do poorly on provincial achievement tests, fall farther behind in school as they get older, and are less likely to graduate from high school, compared to students in the general population.
- According to baseline data from 1997-2007, after 3 years of entering Grade 10, on average less than 20% of children and youth in care complete high school, and after 5 years of entering grade 10, on average less than 30% complete high school. A higher percentage of youth in care drop out of school, although the return rate is about the same as all students in Alberta. These results are evident beginning with grade 3 Provincial Achievement Tests that indicate that children and youth in care achieve the acceptable standard at lower rates than all grade 3 students. The results for children and youth in care indicate that this gap between achievement of acceptable standard on Provincial Achievement Tests widens further at grade 6 and again at grade 9.
- The baseline provincial data indicates that over 50% of children and youth in care have an assigned special education code as determined by Alberta Education criteria.

Consultation with children and youth in care and stakeholder groups revealed:

- **Children and youth in care often feel stigmatized, labeled and disconnected.** They want to succeed in school; want adults in their lives who care, support, mentor and advocate for them; and want to have a voice in decisions affecting them. Children and youth in care want to be treated like every other child, and to be shown love, dignity, and respect.
- **Children and youth in care have special academic, emotional and behavioral needs** as a result of their circumstances, which are often compounded by pressures of adolescence such as negative peer groups, cliques, bullying, discrimination, racism, alcohol/drugs, teen pregnancy, and Fetal Alcohol Spectrum Disorder. Schools may not be equipped to meet the needs of children and youth in care or manage the behavior they may present. Additional supports such as tutors, teacher assistants, remedial help, life skills, literacy, mentors, trades/vocational training, work experience, cultural supports and extra curricular activities are not always available. Current casework focuses primarily on the ongoing safety and permanency needs of the child/youth in care.

➤ **A lack of teamwork, information sharing, communication, and planning** among caseworkers, school staff, and caregivers contributes to poor school results for children and youth in care. Improved coordination and collaboration is needed between the partners. Children and youth in care need consistent, caring, positive adults working together to support them. Supporting adults require adequate information regarding the needs of the child/youth in care to ensure appropriate strategies are utilized.

➤ **Placements impact school outcomes:** Changes to placements of children and youth in care often lead to school changes, feelings of disconnection and a lack of stability that adversely affects success in school. Youth residing in independent living situations frequently have a reduced focus on education, which may contribute to school dropout.

A review of current literature indicates:

- Quality early learning experiences, support future school success.
- Placement changes, resulting in school moves, impacts high school completion.
- Strong literacy skills support school achievement.
- Grade retention is linked to lower school completion rates.
- Parent involvement in school supports school success.
- Prevention of child maltreatment promotes success in school.
- Positive engagement with school correlates to academic achievement.
- Youth in care may require additional time to complete high school.