

**Success in School for Children and Youth
in Care (SIS):
PROVINCIAL PROTOCOL FRAMEWORK**

LEARNING SUPPORT TEAM HANDOUT



Learning Support Teacher for Inclusive Education

As the member of the Learning Support Team organizing and facilitating the Success in School Meetings, you play a key role. Your responsibility is following through with the roles and responsibilities of the school point person as indicated in the protocol.

You are the key person contacted that a student in care is attending or transitioning to your building. You will be a helpful resource to the classroom teacher in welcoming, understanding and programming for the student.

It is essential for students in care to have a team in place that shares important information that will lead to student success. This is arranged through the setting up of Success in School planning meetings.

In setting up these meetings, there are packages for each member of the Success in School team. It is helpful that each member receives their information package prior to the initial meeting and brings a perspective sheet with them in order to share their perspective. This ensures that everyone has something to share and helps start the conversation around the areas where the student requires more support.

It is also critical that the student is involved in this sharing and planning. This may look differently depending on the level of understanding and comfort. Older students should work with someone to complete some student perspective information, attend most to the meetings, and be a part of the planning. Younger students may talk through perspective sheets with a trusted adult who will share their thoughts and ideas with the team.

Package contents:

This package includes various pieces of information about Success in School and working together to support students in care, tip sheets, and information sheets.

We have included the following documents in this package:

- Success in School: Provincial Protocol Framework
- Roles and Responsibilities
- Provincial data guiding this work
- Tips for School Leadership teams
- Child Intervention 101
- Education 101
- Engaging Positively with Young People in Care
- Working Together Successfully
- Tips for Helping Young People to Advocate for Themselves
- Enhancing Success in Schools: An Adult Perspective
- Documents needed for Success in School Plan for students who do not require an IPP
 - Contact and Responsibility Agreement, Part 1
 - Success in School Plan, Part 2
 - Success in School Action Plan. Part 3
- Documents needed for Success in School Plan for students who do require an IPP
 - Individual Program with Success in School Plan

Success in School: Provincial Protocol Framework

Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF) is a joint initiative between Alberta Education and Children and Youth Services (CYS) to support children and youth in care.

Currently, educational achievement results for children and youth in care lag behind those for the general student population. Significantly more children and youth in care drop out of school, do poorly on 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.

Education and CYS work together at the local level with the child/youth, their caregivers and other appropriate partners to share information and create a Success in School plan that allows the whole team to be involved in decision-making and planning to support school success for children and youth in care.

Core Values:

- Children and youth in care must be valued, accepted, cared for, supported, and treated with dignity and respect. They should not be stigmatized or labeled.
- Confidentiality must be maintained and the dignity of children and youth in care must be preserved.
- Aboriginal children/youth in care as well as those from other ethnic and multicultural groups, receive the cultural supports they need for success in school.
- Children and youth in care require access to appropriate supports to succeed in school.
- Children and youth in care have the right to be involved in decisions that affect them, as appropriate to their age, developmental status and cognitive ability.
- The needs of the children and youth in care must be central to all planning and plans must be individualized according to each child/youth' s unique situation.
- The core team and all partners are important, valued and respected and share responsibility to support success in school for children and youth in care.

Roles and Responsibilities

School Point Person's Role	Caseworker's Role
<p>Before the initial Success in School meeting:</p> <ul style="list-style-type: none"> • If the student is new, work with the caregiver or caseworker to obtain information (i.e., student's performance, strengths and needs from staff at the previous school). • Work to find a placement and program for this student. This information is communicated to the caseworker and caregiver. • Work collaboratively with the caseworker to make an initial contact with the caregiver (group home/foster parent) and others that are important in the student's life and may be members of the core learning team. • Work with teaching staff/ paraprofessionals /administrators within the school to identify the learning team and work with the caregiver, caseworker and/or other service providers and the student to identify other core team members external to the school. Gather input for use in determining potential goals/strategies to increase success in school. • Discuss the success plan development process with the student and encourage them to actively participate as part of the team. • Schedule the core team meeting in sufficient time to complete the success plan within 8 weeks of the student's enrolment in school. <p>Success in Schools Plan meeting:</p> <ul style="list-style-type: none"> • Team introductions (share names, role they play in the student's life, their hopes for the student in the coming year). • Student (caseworker or caregiver if the student is not present) gives his/her story, and talks about what his/her goals are for the coming year including academic, social, activity, work experience or other areas of participation in the school community. He/she also identify concerns he/she has (what doesn't work for him/her, fears, etc.) so that team 	<p>Before the initial Success in School meeting:</p> <ul style="list-style-type: none"> • Caseworker contacts school point person to register child/youth in school and provide basic information (i.e., the previous school program, placement, contact information and identification of special needs, relevant assessment data as well as caregiver information, and contact information for any service providers that should be included as part of the core team). • Discuss the success plan development process with the student and encourage them to actively participate as part of the team. • Discuss the success plan development process with the student and encourage them to actively participate as part of the team. • Assist with scheduling to meet with the core team in sufficient time to complete the success plan within 8 weeks of the student's enrolment in school. <p>Success in Schools Plan meeting:</p> <ul style="list-style-type: none"> • Meet for and participate in Success in School Plan creation • Meet with the learning team members at least twice during the school year to review progress toward goals identified in the Success in School Plan, to problem solve, to identify accomplishments and/or to identify effective practices to celebrate and make modifications to the plan, as required. • Inform the caregiver and school of impending moves or changes to in-care status and request that the

members can ensure the student is comfortable and feels supported.

- All team members provide their perspectives on goals to assist the student to be successful at school during the school year.
- The team identifies the most important 2 or 3 goals – those goals that make the most significant impact on creating success for the student and to develop one or two strategies that are reasonable, doable and directly focused on achieving the goal or outcome they are designed to address (check with the student and caregiver to ensure they feel their issues, concerns or perspectives have been included in the goal and strategy development)
- Once goals and strategies have been identified, the team members create measures and targets and provide evidence or progress or goal attainment. Then the team agrees on the methods that will be used to collect evidence and the frequency with which this data will be collected.
- Team members discuss communication strategies and determine the methods to be used to communicate student progress, accomplishments to celebrate, and problem resolution for issues that arise.
- A meeting date to review implementation of the plan is set with core team members.

school provides a progress report prior to the student moving schools.

- Transition meetings are planned and facilitated through the school point person or caseworker to maximize success and minimize adjustment difficulties.
- Students, caregivers and other core team members are engaged in transition planning along with caseworkers and school point persons/staff.

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.
- 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 that indicate:

- **Children and youth in care often feel stigmatized, labeled and disconnected.**
- **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.
- **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.
- **Placements impact school outcomes:** Changes to placements of children/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 that indicate:

- Quality early learning experiences support future school success
- Mobility, 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

For more information:

<http://education.alberta.ca/admin/crossministry/ppf.aspx>

Success In School For Children and Youth In Care

Making the Provincial Protocol
Framework work for you....

Tips For School Leadership Teams

Compared to the general student population, children and youth in care are less likely to graduate from high school, often do poorly on Provincial Achievement Tests, and may fall farther behind in school or drop out as they get older. Research indicates they are also more likely to be suspended and expelled from school, have gaps in school attendance and exhibit special learning needs or challenges. Working with caseworkers, caregivers and the students themselves, educators can have a significant impact on improving results for young people in provincial government care through joint planning and implementing strategies for success.

The Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF) is a joint initiative between Alberta Education and Children and Youth Services to support improved school outcomes and high school completion for children and youth in provincial government care. The

initiative supports and aligns with the Minister of Education's priority to increase broad-based supports for at-risk children and youth and improve high school completion rates; and the Minister of Children and Youth Services' focus on improving outcomes for children and youth in care.

School leadership teams, such as principals, assistant principals, point persons, inclusion specialists, guidance counselors and Aboriginal liaison staff have a critical role in helping all school staff members understand the unique needs of children and youth in care, and promoting educational programming that supports all students to succeed. School leadership teams work with school staff to support young people in care to be successful in school and, ultimately, in life. For additional information, visit www.education.alberta.ca/ppf.

“ Youth in Care Say...

■ *“There is nothing someone in care wants more than to feel normal and belong, and to make mistakes that any other young person might, without the threat of being moved yet again. There are a lot of pressures for us to be perfect, and it seems even more intense when we're dealing with a bunch of other issues in our lives.”*

■ *“Switching schools is never easy. Please get to know me and allow time for me to adjust before deciding if you need to do an assessment to see where I am at.”*

■ *“Without making it too obvious, pull me aside and talk to me. Ask me what I need or want, rather than trying to guess. Tell me what I am doing right and ask how things are going. It may take a while for me to trust everyone.”*





UNDERSTANDING THE CIRCUMSTANCES OF CHILDREN AND YOUTH IN CARE:

When children and youth in care speak about their school experiences, many share that they feel stigmatized, labelled and disconnected. As with other students, they also say they want to succeed in school and have adults in their lives who care, support, mentor and advocate for them. School leadership teams set the tone for a caring school atmosphere. With adults in their lives demonstrating understanding, realistic expectations and compassion for them, students in care experience increased success in school and in life.

Young people are not typically in control of the decision to be taken into care. The accompanying changes in their living situation can be extremely upsetting and disorienting, and often result in a move to a new school. School leaders who expedite the transfer of student records and recent assessment results are a major support when students in care must change schools. Youth in care said it is

frustrating to repeat assessments each time they change schools and living situations, and they would like a way for the assessments and information about coursework and requirements for graduation to follow them more easily. Children and youth in care have said they would like to have time to adjust to the new setting before new assessments are conducted.

Each young person has unique strengths, needs, desires and dreams. Children and youth in care said they want teachers to set the bar high for them and have the same expectations as they have of other students. They want to be acknowledged for their strengths, given help when it is needed and treated in the same manner as other students. They also acknowledged that when there are challenges to overcome, they appreciate discreet support and accommodations to help them through the difficulties.



How Can I Support Educational Success for Young People in Care?

WORK WITH STAFF TO:

- Identify one or more caring adults in the school who can commit to regularly touching base with students in care to ensure their school experience is going well, and help them to focus on their strengths and abilities.
- Ensure students are involved in their educational plan by building upon short- and long-term goals and identifying strengths and needs.
- Make positive phone calls to caseworkers and caregivers, celebrate successes and, where appropriate, set up positive contracts for school success with the child or youth in areas such as attendance, behaviour and/or achievement.
- Encourage and support positive relationships with peers in and out of school.
- Plan ahead for transition times and offer additional support if needed. For example, consider having a “buddy” for a new student, who will show the student around the school and share time with her or him at recess, lunch and other times. When appropriate, you may consider allowing the student to move to the next class a few minutes before the rest of the students when hallways are less crowded.
- Make sure that when a new student in care is registered, as much information as possible is gathered to help with planning and academic continuity, such as past academic achievement, enrolled courses, assessments and any special programming needs. Since neither the caseworker nor the caregiver may have this educational program information, school staff may need to call the previous school to expedite the transfer of student records and get preliminary information prior to the arrival of the records.
- Ensure young people in care participate in school field trips and extra-curricular activities by contacting the caseworker or caregiver if there is a question about obtaining required fees or consents.
- Encourage staff to help students to proactively talk with an adult that they trust about any issues or problems they are encountering in order to self-advocate.
- Include information about the PPF during staff meetings and as professional development at the beginning of each school year.
- Find alternatives to suspension and expulsions, such as allowing students to work at school, but removed from the other students, or consider having the student work in an alternate classroom or site that provides special assistance.

WORK WITH AND SUPPORT POSITIVE RELATIONSHIPS BETWEEN ALL TEAM MEMBERS, INCLUDING CASEWORKERS, CAREGIVERS, SUPPORT PERSONNEL AND SCHOOL STAFF:

- Become knowledgeable about the unique needs of children and youth in care and make student success a priority within the school community.
- Support the work of the PPF initiative and ensure that core team members are supported and encouraged to work together positively.
- Facilitate participation of teaching staff in collaborative core team meetings.
- Host a get-together with local agencies that serve children, youth and families to connect and share information about roles and responsibilities.
- Build trust by sharing successes through notes, phone calls and e-mails and provide time to listen to each other and share in a safe and respectful environment.
- Where appropriate, share relevant information about significant experiences in the young person's life, past assessments, school experiences, critical incidents and medical diagnosis so the team can better understand difficult behaviours or emergent needs.
- Share information about current or prior behavioural needs that may pose a risk to the young person in care or someone else.
- Decide on a problem-solving process in case of conflict or difficulty within the team.
- Determine other community resources that can be accessed to support the young person.
- To ensure smooth transitions, agree on a process to inform each other about personnel changes.
- Evaluate progress regularly and work on issues or conflicts that may occur.
- Reduce the number of meetings whenever possible by combining the collaborative team meetings with other meetings such as student/parent/teacher conferences, program planning discussions or reviews.
- Set aside time on a regular basis to celebrate achievements of the students and the core team.
- Ensure that Aboriginal students, and those from other cultures, have the cultural supports they need.
- Encourage the use of the principles of Alberta's approach to collaborative practices based on wraparound principles to support the work of the team.

www.education.alberta.ca/wraparound

MESSAGE FROM THE SCHOOL LEADERSHIP TEAM TO CASEWORKERS AND CAREGIVERS:

Our school leadership team employs multiple strategies to ensure that all of our students are provided with a high quality education within an environment that is caring, respectful and safe for everyone. We want to work with you to make sure that your children and youth—our students—are successful by meeting regularly, providing needed supports and helping with transitions as needed. Please share enough information with us about the student to allow us to effectively support, supervise and provide an appropriate educational program for the young person we jointly care about and serve.

Child Intervention 101

Child Intervention 101 is intended to describe the Child Intervention system for individuals who may not be familiar with how this particular system serves young people in Alberta. Additional information can be obtained from the people who work within the Child Intervention system and on the Government of Alberta website. The information contained in this document is based on the Child Intervention system in 2011 and, as with all human services, may evolve as the needs of children, youth and families change over time.

Child intervention service delivery in Alberta

Under the direction of the Minister of Children and Youth Services, child intervention programs and services are provided to children, youth and families from local offices in 10 Child and Family Services Authorities (CFSAs) and 18 Delegated First Nation Agencies (DFNAs).

Visit www.child.alberta.ca for more information about or to find the CFSA or DFNA office nearest you.

Child intervention programs and services offered by Children and Youth Services

Child intervention services address issues that affect the safety and well-being of children and youth such as abuse, neglect, family violence, and addictions. The programs and services focus on supporting families to be healthy so that children grow up in safe and nurturing homes. Parents and guardians are responsible for caring for their children; however, if they are not willing or able to provide a safe and secure home for their children, it is the mandate of Children and Youth Services (CYS) to intervene under the *Child, Youth and Family Enhancement Act* (CYFEA).

Reports of child abuse or neglect are screened by an intake caseworker. This is followed by consultation with a casework supervisor, and the report may be referred for further assessment or investigation. If the reporter is a professional involved with the family they will receive a courtesy call back, once the report has been assessed. The details of a specific case cannot be disclosed due to the confidentiality provisions of CYFEA.

CYS offers a range of voluntary and mandatory programs to support safe and healthy children, youth and families. See www.child.alberta.ca for a complete listing.

Examples of situations where CYS may intervene include situations when:

- A child has been physically, sexually or emotionally abused, or is at risk of abuse by the parent, or the parent does not protect the child from abuse.
- A child has been neglected by the parent.
- A child has been subjected to cruel and unusual treatment or punishment by the parent, or the parent fails to protect the child from cruel and unusual treatment or punishment.
- A child's parent is deceased and arrangements have not been made for the care of the child.
- The parents' whereabouts are unknown.

Frequently Asked Questions?

If I think a child or youth is in need of intervention services, when and who do I call?

The law states that any person who has reasonable and probable grounds to believe that a child is in need of intervention must report the matter to CYS. All Albertans, including educators, are required by law to report concerns, or may ask for information about child abuse and neglect by contacting their local CFSA, DFNA, or by calling the **Child Abuse Hotline at 1-800-387-5437 (KIDS)**. The responsibility to report cannot be delegated to, or absolved by another person, including your supervisor.

What does it mean when a child or youth is in care?

"In care" or "in the custody of the Director" means that CYS has care and custody of the child or youth either through a custody agreement with the parents or guardians or through a court order. The caseworker may sub-delegate some of these responsibilities to a person or agency that provides day-to-day care of the child such as a foster parent or group home. CYS can remain involved with a young person up to the age of 22.

If a student is living with a grandparent or aunt, are they in care?

A child or youth may be in care and placed with a grandparent, aunt or other relative who has been approved as a foster home or kinship care home. However, not every child living with an extended family member is in care. The Provincial Protocol Framework (PPF) point person in each school will either have information about or can call the CFSA to inquire about which students are in care with CYS.

Can a student receive services from CYS and not be in care?

A child or youth can receive support services while remaining in the parental home under a Supervision Order or a Family Enhancement Agreement with Guardian. Emancipated youth may receive services under an Enhancement Agreement with Youth or a Support and Financial Assistance Agreement. In most "not in care" cases, the parents retain legal guardianship until the child is age 18, regardless if the child or youth is living with the parent or not.

What is a Delegated First Nation Agency (DFNA) and what do I need to know about working with the staff?

CYS recognizes First Nation, Métis, and Inuit community roles in the delivery of child intervention services on-reserve. A DFNA is an agency of professionals that have the delegated authority and responsibility to provide intervention services on reserve. Through agreements, CYS provides delegations of authority authorizing DFNAs to provide culturally appropriate intervention services within the geographic boundaries of the reserve. Indian and Northern Affairs Canada funds the DFNAs for providing these services.

It is important for partners to respect the cultural needs of Aboriginal children, youth and families. Partners should ensure that the DFNA caseworker is consulted about appropriate cultural protocols and supports specific to each child, youth and family. It is important to participate in cultural awareness training and seek assistance from cultural workers who may be available within your organization.

If a student in care is Aboriginal, or from another cultural background, how can CYS help with providing cultural supports?

CYS recognizes the importance of supporting Aboriginal children and youth in care. Case plans include special consideration and planning for students who are Aboriginal, or from other cultures, to ensure that the student's cultural heritage is respected and preserved. It will be important to draw upon the resources of all community, school, CFSA and DFNA partners to support the child's identified cultural needs.

How do I know who the student's caseworker is?

The school point person in each school will be provided with, or will have access to, information regarding the child or youth's caseworker and caregiver. In circumstances where the caseworker is located in another region, he, she, or a courtesy caseworker, will be available for core team meetings.

Caseworkers may not be available when you call because they are out of the office at court, appointments or on home visits. Always leave a voice message or, if urgent, press "0" to ask for a backup caseworker or supervisor. For after-hours emergencies call the **Child Abuse Hotline at 1-800-387-5437 (KIDS)**.

What information can a caseworker share about a child or youth in care?

CYS' involvement with a child, youth and family is confidential and information must be maintained and handled in a professional manner. The CYFEA allows for the sharing of information that is in the best interests of the young person; for example, information that supports day-to-day care and educational programming. However, in cases of a recent apprehension or other crisis intervention, the caseworker may have limited information regarding the child and family.

Is there money available to support more than the basic needs of students in care?

In addition to providing for the basic needs of a child or youth in care, other allowances are available for school and extracurricular fees, recreational activities, and other programs and services that may be needed by the student. Contact the caseworker for information regarding available funds.

Why are students in care sometimes moved suddenly from school?

A student in care may be moved to a different residence and/or school, or returned home for a number of reasons including a placement breakdown, protection concerns, or a court order. At times, the need to move a child may be beyond the control of the caseworker, and the move may happen suddenly. However, whenever possible, the caseworker will advise and work with the school and caregiver to jointly plan a smooth transition for the student.

Education 101

Education 101 is intended to describe Alberta's education system for individuals who may not be familiar with how this particular system serves young people in Alberta. Additional information can be obtained from the people who work within the education system and on the Government of Alberta website. The information contained in this document is based on the education system in 2011 and, as with all human services, may evolve as the needs of children, youth and families change over time.

What is the structure of education in Alberta?

- The *School Act* is the foundation for education in Alberta. The Alberta Programs of Study outline the learner outcomes for students in the public system.
- Education is provided through school authorities overseen by the Government of Alberta through the Ministry of Education.
- Alberta's public education system includes public, separate, francophone and charter schools that are governed by elected school boards.

Go to Alberta Education at <http://education.alberta.ca/> for more information.

Who is eligible for public education in Alberta?

- Children and youth are legally required to attend school from ages 6 to 16. School boards may set their own minimum age requirements for entering school; many allow students to enter Grade 1 if they are 6 years old by March 1 of the current school year. Some determine that the student must be 6 by September 1 or December 31 of the school year.
- Public education in Alberta is provided free of charge to students who are under 19 years of age, meet certain citizenship requirements and whose parents reside in Alberta. School authorities may provide education for students who are under 20 years of age as of September 1st.
- Kindergarten refers specifically to the education program for children, less than 6 years of age, in the year prior to Grade 1. Kindergarten is part of a broad, co-ordinated system of local and provincial programs referred to as Early Childhood Services (ECS). Parents may choose to have their child participate in an ECS program but it is not mandatory for children to attend a program prior to Grade 1.
- To find out more about available ECS programs in your area, please contact your local school authority. For more information about ECS programming, please visit <http://education.alberta.ca/parents/ecs.aspx>

What choices do parents, foster caregivers and guardians have for education in Alberta?

■ Parents, guardians and foster caregivers have a variety of choices for educating their children in Alberta. The Alberta government supports choice in education to facilitate meeting the needs of students and the community. Parents may choose to educate their children with a public, separate, Francophone or charter school authority, or with a private school, or they may choose to educate them at home, supervised by a school authority. General information for parents and caregivers is available at <http://education.alberta.ca/parents.aspx>

■ School authorities, including charter schools, may offer a range of programs to meet the needs of their students. This may include outreach programs, on-line education, locally developed courses, alternative programs, virtual schools, specialized language, sports, arts or faith-based programs, as well as other programs that the local school board has determined will meet the needs of their students and the community.

■ Children and youth are educated based on joint decisions between families, schools and other professionals. For some students, their educational needs are met in grouped programs based on specific needs, for others it means participating in class with their age peers and having instruction within the Alberta Programs of Study. For others, it's a combination of the two experiences.

■ Private schools are another option and may charge tuition and other fees as required. Private schools may follow the Alberta Programs of Study and employ certificated teachers or they may follow a curriculum of their own choosing and may or may not hire certificated teachers. These differences are then reflected in the level of funding from and accountability to the government.

What is available for younger children?

■ Parents are a child's first and most important teacher, but other early learning opportunities may take place in a variety of settings outside the home. What young children learn at this stage will have a major impact on successful learning experiences in school, their personal development and future participation in society. School authorities, private ECS operators and community-based organizations may provide programs to give children early experiences in socialization, literacy, language development and numeracy in a play-based environment. To find out more about programs in your area, contact your local school, Child and Family Services Authority or Family and Community Support Services office.

■ Children with a disability or delay may need extra supports to be successful in preschool or kindergarten. There are choices available and parents should explore the options to choose the one that best meets the needs of their child or family. For more information on Early Childhood Services visit <http://education.alberta.ca/admin/special/ecs.aspx>

■ Children with special education needs may require additional supports, accommodations and adaptations to ECS programming. Eligibility for ECS special education programming is based on an assessment that shows the child's need for educational programming and support. This assessment may have to be completed by a psychologist, occupational therapist, speech-language pathologist or other professional. If you are concerned your child may have a disability or delay, please contact your family doctor, Alberta Health Services <http://www.healthlinkalberta.ca/default.htm> or, 1-866-408-5465, your local school authority, or private ECS operator. For more information please see:

Early Childhood Programming for Special Needs http://education.alberta.ca/media/1176475/2010-aug_fs-elb-programmingsn.pdf

Disability/Delay Fact Sheet: Where can Parents go for help?
<http://education.alberta.ca/media/1231917/fselbdelayordisability.pdf>

What is Special Education?

■ There are many opportunities for students who have special needs. Special education refers to the education of all students and children identified with mild, moderate or severe disabilities, or as gifted and talented. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.

■ Alberta Education's *Setting the Direction for Special Education* initiative and the Government of Alberta's *Action on Inclusion* recognize inclusive education as essential for meeting the learning needs of all students. Inclusive educational supports may be provided in a regular classroom, a separate class with specialized supports or a combination of the two based on the needs of the child and the collaborative decisions by those involved with the student. In some cases, education is provided through alternative programs or specialized schools.

■ Quality instruction, with a focus on the unique needs of each child, rather than setting, is the key to success. Decisions related to the placement of children are best made on an individual basis, in a way that maximizes their participation in the experience of schooling. Parents of students with special education needs may have options to send their child to a designated special education private school. The Government of Alberta provides additional funding to the operators of these schools, but the operators retain the right to charge parents a tuition fee.

How do students access services?

■ Every student is the responsibility of a public or separate school board. Residency is based on geography and religion. Students are considered to be residents of the area in which their parent(s) or guardian(s) normally reside. A student can only claim one place of residency.

■ Where there is a separate school district established in the area, children with a parent of the same faith as the separate board, whether Protestant or Roman Catholic, are residents of and the responsibility of that separate school board. All other children are considered residents of the local public school board.

■ Schools are required to enroll students residing within their designated attendance boundaries. Students residing within the attendance area must be accepted for enrollment in that school if there is a suitable program and have priority over students residing outside the attendance area if there are insufficient resources and facilities to accommodate both.

■ Parents may want their children to attend a school outside of their attendance area or board jurisdiction, but they may have to pay for or arrange their own transportation.

■ Some services may be more challenging to access in some areas of the province due to levels of availability of specialists and resources as well as distance from larger municipalities.

What programming and instruction is delivered in Alberta?

- The Alberta Programs of Study, established and mandated at the provincial level, identify the outcomes for all subject-area courses and programs and apply to all students at all grade levels.
- At the school level, planning involves decisions about how Programs of Study can best be implemented with particular groups of students and with individuals.
- School authorities have the responsibility to provide instructional programs for students to meet the provincial high school completion requirements and prepare for entry into the workforce or post secondary studies.
- Schools are to ensure that students understand personal and community values, and the rights and responsibilities of citizenship, while they develop the capacity to pursue learning throughout their lives. More information can be found at <http://education.alberta.ca/department/policy/standards/goals.aspx>

What are the roles of students, teachers and parents?

Everyone, including parents, students, educators, the community, business and government, has an important and co-operative role to play in public education. Roles include:

- **Students** assume responsibilities and follow the code of conduct of their school; complete their homework and assignments; contribute to a caring, respectful and safe climate in their school; and make choices about their learning and career paths.
- **Teachers** provide instruction; foster and encourage students to achieve learning expectations; stay up-to-date on curriculum and teaching methods; evaluate and provide results to students, parents and the board; maintain discipline and a caring and safe climate in their classroom and school; and engage partnerships with students, parents, guardians and foster caregivers.
- **Parents and Caregivers** foster a positive attitude toward learning; make sure their children come to school ready to learn; make decisions regarding their children's education, including choice of schools and programs; help their children to develop good study habits; and maintain positive and ongoing communication with teachers and the school.

How is public education funded in Alberta?

Government education funding is distributed in three categories:

1. Base Funding: A set dollar amount for every student enrolled by September 30th of the school year is provided to the school authorities. After this date, no further funds are provided.

2. Additional Funding for Differential Factors: These funds are allocated according to the student population that a jurisdiction serves and the unique jurisdictional and environmental factors where a school board operates. Funding is provided to the school authority based on a profile of historic circumstances, such as numbers of severe special needs students and not on the actual numbers from year-to-year. The dollars are neither targeted for specific students nor for prescribed services such as teacher assistants or transportation, but instead the school authority has the responsibility to determine and address the needs of all students within available resources.

Additional student population funding allocations range from just over a \$1,000 dollars for every self-identified First Nation, Métis or Inuit student, and students who are learning the English language, to amounts ranging from a few to several thousand dollars per student, depending on the special needs

category and the district historic profile. For students with mild or moderate disabilities, school authorities must meet the needs of these students using the base funding as no additional dollars are allocated for this level of need. Currently students are "coded" in special needs categories according to Alberta Education criteria.

3. Targeted funding to address specified outcomes: Targeted funding for provincial initiatives is allocated for specific priority programs as determined by Alberta Education.

With the exception of targeted funding, government does not specify how school boards should spend their funds. It is the responsibility of locally elected school board trustees to use their funds effectively to address local needs. In some school authorities, funds are allocated to schools where site-based decisions are made according to the school's population and priorities, and considering available resources within the school authority. Specialized services may be more difficult to access in some areas of the province or are only available during specific times.

What is Alberta Education's role with children and youth who are in the care of Alberta Children and Youth Services?

Educators can have a significant impact on improving results for young people in provincial government care by working with caseworkers, caregivers and the students themselves, to plan and implement strategies for success. Compared to the general student population, children and youth in care tend to do poorly on Provincial Achievement Tests, often fall farther behind in school, may drop out as they get older, and are less likely to graduate from high school. The Provincial Protocol Framework outlines the expectations for educators, caseworkers, caregivers and other partners working with children and youth in care in school. More information about the Framework can be found at <http://education.alberta.ca/admin/crossministry/ppf.aspx>

What information can educators share in order to support success in school for students?

- Educators are expected to report student progress and achievement to the students and their parents or guardians.
- Legislative and policy provisions affirm that school staff, caseworkers and service providers can share relevant and necessary information to collaboratively support and provide programming for students.

Are there alternatives to suspension and expulsion?

If a student is having difficulty demonstrating appropriate behaviour in school, it is important to work with the student's team to consider alternatives to suspension and expulsion. Examples may include students working at school, but removed from the other students, or having the student work in an alternate classroom or at a site that can provide special assistance. For students who need time to adjust to a new setting or home, consider the advisability of transitioning with a partial school day or practice bus rides to help the student cope with the new setting or bus route. Parameters around suspensions and expulsions are outlined in the *School Act*.

It should be noted that expulsion requires a process that is determined by the *School Act*. It only occurs after a student has been suspended, the principal has submitted a written report outlining the circumstances to the board, and the board has agreed to expel the student. Parents and guardians have a role to play in the expulsion process, including the right to make presentations to the board and the right to request a review of a decision to expel. Expulsion is not simply that the school has provided advice to the student about withdrawing from school or a school statement about not returning to school, but is the result of a formal process involving the school, the board and the student, which describes the student's rights and the board's offer of another educational program. School jurisdictions that expel students are required to provide another education program for expelled students for the balance of that school year.

What is the Attendance Board?

In most cases, truancy problems are resolved at the local school level where students, parents and school board employees can work together before there is a need to involve the provincial Attendance Board. It is worth noting that attendance at school is a shared responsibility of students, parents and schools. When a truancy problem cannot be resolved locally, school boards may refer the matter to the provincial Attendance Board.

The Attendance Board conducts a hearing into why a student is not attending school. Members of the Attendance Board are appointed by the Minister of Education and may include parents, lawyers, members of the general public, retired educators, business people and other professionals.

The Attendance Board has the same powers as the Court of Queen's Bench to summon witnesses and obtain information and records. On the hearing date, a panel of the attendance board inquires into the nature and extent of the issues or problems, services being provided, and possible options or strategies to encourage the student's regular attendance at school. The panel reviews the evidence and testimony of witnesses before deciding on the best course of action and issuing a verbal order.

Truancy is often the first visible sign of a number of problems a student may be experiencing. In many cases, there is a need for a collective and sometimes innovative approach. Although directives to the student and parents that the student must be sent to and attend school are key actions in most cases, these are not the only solutions. The panel may direct the student to an alternate education program, course or student program, or make other rulings it considers appropriate in the circumstances. For example, it may direct that the student be assessed or become involved in counselling, or could impose a monetary penalty on the parent. The matter may also be reported to the Child and Family Services Authority when the panel has a protection concern. In exceptional circumstances where a student, parent or other party fails to obey an order of the Attendance Board, the order may be filed with the Court of Queen's Bench for further action.

School Act at: http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

Guide to Education: ECS to Grade 12 at: <http://education.alberta.ca/media/832568/guidetoed.pdf>

Success In School For Children and Youth In Care

Engaging Positively With Young People In Care

Engaging positively with children and youth in care is essential for the Success in School for Children and Youth in Care Initiative – Provincial Protocol Framework. The values, outcomes and achievements of the initiative are supported by a core team. The core team highlights the young person's importance, and the belief in his or her future success in school and in life.

Core team members include caseworkers, caregivers, a school point person, the classroom teacher, the young person and any other guardian of the young person. Together, the members of the core team help promote success in school by reinforcing the importance of an education, positive peer groups, and connection to supportive adults in the lives of young people in care. Building relationships and increasing communication between members are key components of the core team. Collectively, the team can draw out the voice of the young person during team meetings, and individually, members can engage the young person to develop personal, positive and supportive relationships.

Relationship building with adults is crucial because these are the types of relationships that have been called into question in the first place. Trust needs to be re-established. This will only occur over time, through repeated positive relationships with trustworthy adults in the lives of young people in care.

"Youth at school who feel good, perceive meaningful attachment to adults, and possess a sense of belonging are also more likely to feel engaged, to work harder, and to be involved in activities in and outside of school time." – Janis Whitlock. 2003. "Fostering School Connectedness" in ACT for Youth Upstate Centre of Excellence Research Facts and Findings.

"Feelings of worth can flourish only in an atmosphere where individual differences are appreciated, mistakes are tolerated, communication is open, and rules are flexible - the kind of atmosphere that is found in a nurturing family." – Virginia Satir, U.S. family therapist and author.



Youth in Care Say...

- *"Make us feel important and take an interest in our lives."*
- *"You need to be 'real' in order for us to want to talk to you."*
- *"Without making it too obvious, pull me aside at some point and talk to me. Ask me what I need, rather than trying to guess."*
- *"There are a lot of adults in my life that I'm 'supposed' to talk to and trust. But that's not the same as trusting someone ... just because of who they are."*
- *"Even though I want to blend in, I want to stand out ... not for being in foster care, but for being special, funny and interesting."*



How Can I Support Educational Success for Young People in Care?

RELATIONSHIP BUILDING:

■ Use humour.

Kind-spirited humour goes a long way with young people. It shows that you can relax and enjoy life and relationships. Find things to laugh about together. Some young people like telling jokes, and pre-teens and teenagers enjoy learning how to use humour appropriately in social situations. Laughing at yourself and your own mistakes shows humility and makes you seem real and more approachable.

■ Make appropriate, professional self-disclosures.

Personal disclosures such as stories about your pet, favourite sports team or personal passions create opportunities to talk in general and can help identify common interests.

■ Invest time and attention in the young person when no crisis is happening.

Then, if a crisis arises, your assistance will be welcomed.

■ Talk about all areas of the young person's life such as friends, school, interests, activities and culture.

The young person has much more going on in their life than being a child or youth in care.

- **Help young people in care develop healthy boundaries about how much personal information they share with others.**

Although abuse or neglect is often implied if in care, be wary of asking for personal information about the past that is not necessary to developing a meaningful relationship.

- **Engage the young people in discussions about how to achieve their goals.**

Young people often have semi-developed goals for their future. Even if you believe their dream is far-fetched (e.g., playing in the NHL, becoming a singer or movie-star), help break down their goals into smaller, more manageable tasks that get them involved at school or in the community. (e.g., joining a hockey team, arranging voice lessons, taking a role in a school play).

- **Help the young person make connections between current schoolwork and their hopes and dreams.**

- **Avoid making assumptions.**

Making assumptions about how the young person feels or what she wants will disrupt your relationship.

- **Talk with the young person in terms of future success**

Use clear language to communicate your expectation that he will graduate from high school and pursue post-secondary education or work training.

- **Avoid lecturing.**

Respectfully point out how her choices or actions may get in the way of goals she has set for herself.

- **Be honest and upfront. Keep your promises.**

There is a lot of unavoidable bureaucracy that young people in care have to deal with, so keep it simple and do what you say you will.

- **Find ways to offer support without making the young person stand out.**

Young people in care want to blend in and be treated like everyone else.

TEAM MEETINGS :

- **Prior to the first team meeting, explain the purpose of the meeting and who will be there.**

Focus on the positive intent of the meeting.

- **Ask the young person if there is anyone they want to invite to the team meeting as personal support.**

Think outside the box in terms of who may have a strong connection with the young person, such as a former teacher or coach. Acknowledge possible feelings of powerlessness on the part of the young person about the people who will attend the team meeting. Understand that there may be relationships with some of the adults in their lives that impact their sense of trust in this process.

- **Look for opportunities to build on their strengths.**

Keep the Success in School Plan focused on positives. If the young person is excelling in a subject area, find out if she would be willing to assist a peer or younger students in that subject.

- **Use challenges as a learning opportunity.**

Talk about personal motivation, changing interests, and where to get assistance in achieving goals.

■ **As a team, remember to stay on task**

Ask, "How can we more fully support this child?" and "What are we doing that is going to make a difference?"

■ **Don't give up.**

Many youth in care express appreciation later on in life for adults that 'hung in with them' during difficult times in their lives.

■ **Work together to identify who can provide additional support.**

This is particularly important if a young person is struggling in a subject area.

■ **Develop a plan with the young person about managing stressful situations.**

The plan should include identifying warning signs and early intervention strategies.

■ **Arrange a meeting between a young person and the appropriate cultural liaison for the school, when appropriate.**

A cultural liaison person can help to support the young person in connecting to their heritage or may be aware of other supports available.

■ **Talk with the young person about his experience of safety at school and in the community.**

Help him to find ways of dealing with issues related to bullying, racism or negative peer pressure.

■ **Identify who in the school will go out of their way to check in with the young person on a regular basis. This person should look for opportunities to make the young person feel special and unique.**

This includes greeting her in the hall, making suggestions about ways to get involved in school activities, or asking for her help with school tasks. Consider the potential of the full school team, including teachers, teaching assistants, principals, coaches, office assistants, counselors, and school volunteers.

■ **Invite the young person to participate in school activities or events.**

Don't assume that the young person knows about the opportunities to get involved. The young person in care may lack the self-esteem to take the initiative to try out or join.

■ **Be innovative in developing opportunities for participation.**

You might find a new group, club or sports team at the school that appeal to the young person (for instance, a book club reading the latest teenage book series). What are the untapped possibilities for this young person at this school?

■ **Ensure the young person has various outlets for expression.**

Some examples are counseling, art supplies, access to music or musical instruments, sports, and notebooks or a journal.

Success In School For Children and Youth In Care

Working Together Successfully

WORK TOGETHER TO SUPPORT EACH OTHER:

One measure of successful core team collaboration is evident when the child or youth in care is adapting and thriving in school and in life. Creating a successful core team takes time, effort and commitment. The relationships that we create are strongest when built upon trust, knowledge and common goals. Everyone involved is impacted in a positive way through the creation of powerful relationships and collaborations. Such relationships are critical for helping young people in care.

The student's strengths, needs, hopes and dreams help to determine who should participate in collaborative team meetings. Team members surrounding the young person in care can include a variety of people such as the caseworker, caregiver(s), families, school point person, school principal, counsellor, classroom teacher and others as appropriate. Some students may wish to include a person they feel close to as part of their team, such as a trusted teacher, support staff, coach, friend or community member. By helping children and youth in care in a positive and proactive way, the team is not only helping to prevent crises in their lives but also helping the students become independent, capable, confident individuals who experience success in school and in life.

The following strategies are based on research and successful practices and are intended to assist communities and teams as they plan together to help young people in care.

BUILD STRONG RELATIONSHIPS:

- Host a get-together with local agencies that serve children, youth and families to connect and share information about roles and responsibilities.
- Talk with each other and learn about your partners' work. Confirm your joint commitment to collaborate in helping students in care be successful in school.
- Agree to involve and listen to young people in care, and set goals and objectives with them.
- Evaluate progress regularly and work on issues or conflicts that may occur.
- Build trust by sharing successes through notes, phone calls, e-mails, etc., and by meeting regularly to celebrate those successes.

SHARE INFORMATION:

- Talk about information sharing issues and constraints ahead of time.
- Discuss your roles and mandates in regards to sharing information. The cross-sector Information Sharing Guideline (<http://infosharing.gov.ab.ca/home/publications.cfm>) is an excellent resource for the team as members work to understand and resolve information sharing questions.
- Share information about the strengths and challenges of the young person in care from each person's or system's perspective. Determine methods to share information on an ongoing basis.
- Sharing information about past assessments, school experiences, critical incidents and medical diagnosis is critical for supporting appropriate school programming decisions. Such information can also help to provide supports for the young person at home and in the community.
- Where appropriate, share information about significant experiences in the young person's life so the team can better understand difficult behaviours or emergent needs.
- To ensure appropriate levels of supervision and protection of all, it is important to share current or prior behavioural needs that may pose a risk to the young person in care or someone else.
- Discuss other community resources that can be accessed to support the young person.
- Inform the team about any caseworker or caregiver change and provide contact information.

PREPARE THE STUDENT IN CARE FOR TEAM MEETINGS:

- Have a trusted adult talk with the student in care prior to the collaborative team meeting to explain the purpose of the meeting and reinforce that this a meeting to plan for the student's success. Remind the student that his input to the meeting is important to help make school a positive experience.
- Ask the young person about aspects of school she likes and about her challenges with school. Ask about her hopes and goals and how the team can help with achieving those goals.
- Ask the young person to think about what he would like the team members to know about him and to think of any questions he might have for the team. The young person may want to put this in writing or ask an adult to pose the questions on his behalf.

Keep Meetings Positive and Student Centred

BEGINNING THE MEETING:

- Consider having refreshments or a simple snack for the team to share to help make the atmosphere more relaxed and informal. The student might like to help prepare the snack as a contribution to his meeting.
- Consider the purpose of the meeting and invite only those who are necessary. Having too many adults can be overwhelming for students or create an atmosphere of discomfort for them and/or their caregivers. Larger numbers of participants contributes to length of the meeting and reduces opportunities to speak.
- Take time to introduce each member of the team. When meeting for the first time, have each member tell a bit about themselves and their relationship with the student. Ensure the young person knows who everyone is and their role in helping with her success.
- Talk about the purpose of the meeting; describe everyone's roles at the meeting and the process that will be followed, including who is chairing, who will keep notes and who will act as timekeeper.
- Before the meeting, ask if there are cultural protocols that need to be followed and allow time for this in the meeting process.

ENGAGING THE YOUNG PERSON:

- Remind the team that the meeting is about the strengths, hopes and needs of the student in care, and about determining how the team will work together to help the young person achieve his goals.
- Encourage the young person to talk about her hopes, dreams and goals for her education and school-related activities. Be sure to listen and ask questions for clarification without reacting negatively or challenging what she is saying. Focus on the positive.
- Encourage team members to share information about the strengths and talents of the child or youth. Young people have said it helps knowing there are trustworthy adults who care about them and recognize their strengths and interests. Helping the young people by reflecting their strengths back to them builds resiliency, self esteem and enhances those strengths.

PLANNING FOR TEAM SUCCESS:

- Share contact information and various ways of reaching each team member to ensure ease of communication.
- Record decisions and agreed-upon actions of the team including who is responsible to follow up with each action. Provide copies to each team member after the meeting.
- At the end of the first meeting, set future meeting dates, when applicable. Delegate a team member to arrange the meeting logistics and send reminders to the rest of the team. This task could be completed by a support staff person.
- Allow time at the end of the meeting for questions or comments and to thank everyone for participating.
- When possible, combine the collaborative team meetings with other meetings such as student/parent/teacher conferences or Individual Program Plan (IPP) discussions to reduce the number of meetings. Caseworkers could arrange for concurrent plan discussions to occur immediately prior to, or after the school success meeting for the convenience of those involved. School staff would typically not be involved in these discussions.

CELEBRATE SUCCESSSES:

- Make time at least once a year for the team to celebrate successes. In a relaxed setting, review the year's accomplishments and discuss suggestions for the future. Take time to celebrate the successes of the students and the good work of the team.
- Some acknowledgement of successes may be as simple as a note or a phone call, while other celebrations could involve a small gift or going out together for a special event.
- Events such as completing high school deserve special recognition and the celebration of success should be a collaborative effort of the team. Some regions host a lunch or dinner with guest speakers where they take the opportunity to honour each young person in care who has graduated with a special ceremony. Other regions give a gift of significance to the young person, including a cultural component where applicable, such as involvement of elders or a gift of an eagle feather or blanket. Youth in care should be supported by their caregivers and caseworkers to attend their high school graduation events as any other graduating student.

Success In School For Children and Youth In Care

Tips For Helping Young People To Advocate For Themselves

Decisions that directly affect children and youth in provincial government care are made through the core team, which includes caseworkers, caregivers, a school point person, the classroom teacher, the student and any other guardian of the student. As these decisions are being made, it is important for a child or youth in care to be able to advocate on their own behalf by expressing their perceptions, preferences, concerns, and opinions.

Assisting children and youth in care to self-advocate in educational or other settings is important. While there are many reasons why this is so, there are two reasons that stand out.

The first is that including the young person's input leads to better decisions, which have a greater likelihood of being successful. No one else has as complete or direct knowledge of the young person's history, including their successes and failures, worries and concerns, or hopes and aspirations, as they do themselves. These are all important considerations that can inform decisions. In addition, the young person's participation in arriving at a decision, even if it is an outcome with which they disagree, increases the chances of them supporting the process.

Secondly, involving youth in decision-making enhances the maturity and development of the young person. The ability to make responsible decisions is a gradual and learned process that takes time and practice. Most youth in family settings have regular and gradual experiences in which they can practice decision-making and taking on additional responsibility for self-determination as their capacity develops. This natural process is often hindered for youth in care. Not only do many of these young people have disadvantages that interfere with the process of maturation, they often perceive the child intervention and/or education systems as unfriendly, intrusive and disempowering. To counteract these effects, it is important to provide youth in care with structured, supported occasions to participate in and practice decision-making.



Youth in Care Say...

■ *"Please make decisions with me when you can; that is MY life in that file folder. I might not always like the decisions you make, even when they are for my safety, but the more involved I am and the more control I have, the better I will feel."*

■ **"My Voice," a poem by Grace-Anne Timmins**

*My voice is a powerful wave
That crashes through cities and towns
It is a ray of sunshine That breaks through
darkness It isn't always spoken It can
be written, or shown through a facial
expression My voice provides leadership,
A comforting home for those who feel
misunderstood Or a place for people to
disagree with me No one can shake it from
me No one can make me stop using it This
is my opinion, expression, emotion and
experience You can ignore it if you like
But you will never be able to mute it*

<http://www.youthnewsletter.net/pdf/YICNewsletter2009.pdf>



How Can I Support Educational Success for Young People in Care?

- Give the young person a clear message that you support him, and that he has the right to be heard. Work with the young person to identify other support persons who can also help him.
- Advise the young person that it is alright for her to ask to have a support person in the core team meeting or other decision-making forums, and help the young person decide who she might like this to be.
- Support the young person in focusing on his strengths, abilities and resources in being able to help himself and overcome obstacles.
- Help the young person to see decision-making as a process and not a onetime event.
- Inform the young person of the process for making, influencing and appealing decisions.
- Encourage her not to give up if she is unhappy with a decision.
- Explain to the young person that in some instances, he has a right and responsibility to participate in the decision-making process, but may not have a right to decide.
- Assist the young person in developing her thoughts about what she wants, and the reasons why. It might help her to put it in writing to organize her thoughts.
- Offer to assist the young person to see the consequences of what he is asking for and if asked, provide your opinion. Be careful not to override the young person or to pressure him to accept your views.
- Do not do anything in public to undermine or discount the young person's wishes or desires. Speak with her in private if you feel she really needs to reconsider her views.
- Offer to role play what the young person wants to say. You can model by first taking the role of the youth and then give him the chance to practice.
- Help the young person anticipate how she would respond or what she might say if the adults do not understand or disagree with her requests.
- Help the young person anticipate that he may be asked to compromise, which is part of responsible decision-making. Assist the young person to identify if there are some aspects of his desires or wishes he would give up or change, and under what conditions.
- Model and coach these strategies with other adults who work with young people to build their capacity to assist young people in care with effective self-advocacy.

Contact and Responsibility Agreement:

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

Indicate who will be contacted in the following circumstances:

<p>* Celebration of successes and accomplishments: <i>(e.g. School based awards, special events, class performances, extra-curricular recognition, academic or social accomplishments)</i></p>	
<p>School personnel will contact:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Parent (if applicable) <input type="checkbox"/> School Point Person <input type="checkbox"/> Others (Case worker) </p>	
<p>* Change in child status or placement with ACYS: <i>Review of the Success in School Plan or Transition Plan may be indicated</i></p>	
<p>CFSA staff will contact:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Parent (if applicable) <input type="checkbox"/> School Point Person <input type="checkbox"/> Others </p>	
<p>* Sudden change in school status (e.g. suspension or expulsion, special education placement): <i>Review of the Success in School Plan may be indicated</i></p>	
<p>School will contact:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker </p>	<p>Caseworker will contact (as appropriate):</p> <p> <input type="checkbox"/> Parent (if applicable) <input type="checkbox"/> Others </p>
<p>* Emergent school events: <i>(e.g. permission for field trips, IPP meetings)</i></p>	
<p>School will contact:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker </p>	<p>Authority assigned to:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker </p>
<p>* Emergent school events: <i>(e.g. Fee payments, permission for field trips, assessments, special reports, IPP meetings)</i></p>	
<p>School will contact:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker </p>	<p>Authority assigned to:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker </p>
<p>Day to Day school events: <i>(class and school events, homework, daily attendance, typical child development)</i></p>	
<p>School will contact:</p> <p> <input type="checkbox"/> Caregiver <input type="checkbox"/> Caseworker </p>	
<p>Signatures of those involved and dates: <i>At initial development and each subsequent review (preplanned emergent)</i></p>	
<p>Core team:</p>	

Other supporting people:

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 support success: (check if applicable and list appropriate support people)

need Aboriginal representation 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

Describe briefly:

Attendance (attach record)

acceptable problems

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

No Yes If yes, please provide details:

Attachments (indicate applicable documents attached)

- | | |
|--|--|
| <input type="checkbox"/> Attendance Record | <input type="checkbox"/> Timetable/course list |
| <input type="checkbox"/> Individual Program Plan | <input type="checkbox"/> Report Card |
| <input type="checkbox"/> Delegation of Authority | <input type="checkbox"/> Other documents |

Review summary: (minimum two reviews, add other sections as necessary)

Date:

- exceeding achieving not achieving expectations
- Adjustment to action plan required. See attached amendments

Successes:

Challenges and plans to address them:

Date:

exceeding achieving not achieving expectations

Adjustment to action plan required. See attached amendments

Successes:

Challenges and plans to address them:

Next Success in School Plan review: (or as needed due to transition or challenges)

Date: **Time:** **Location:**

Date: **Time:** **Location:**

Transition plan (as required): Purpose, new core team, contingency arrangements, etc.

Success in School Action Plan for:

Date of Plan:

Objectives (suggest holistic view)	Current Level	Target	Support Arrangements	Target Met (date)
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)				

INDIVIDUAL PROGRAM with Success in School PLAN

School Year

2012-2013

Date Created:

Chinook's Edge School Division

4904 50 Street

Innisfail, Alberta T4G 1W4

School Name: _____

Student Information

Name:		Alberta Ed. Code:	
D.O.B (mm/dd/yy):		Placement:	
Chronological Age:		AB. Ed. Student I.D.:	
Gender:			
ACYS Status:		Foster parent(s)/ Guardian:	
CFSA Office Manager:			
Caseworker: (Name and contact information: Fax, Telephone, Email address)		Phone(s):	
CFSA Office: (Name, Address)		Address:	

-----Confirmation Signatures and Initialed Review Dates -----

The program plan for this student has been developed and reviewed by the following individuals. Please have all individuals sign at the first meeting and initial at review dates to show agreement with the information contained with this individual program plan.

CORE TEAM MEMBERS	Name	Signature	Creation/ Review Dates		
Caseworker					
Caregiver/Group Home					
Other Guardian(s)					
Student (if applicable)					
Teacher(s)					

Name:

Date Modified: 06/24/12

Support Staff					
IPP Coordinator/ School Point Person					
Principal/Designate					
Others support 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:					
School Program Description					
Behaviour Support Plan is attached (if appropriate) <input type="checkbox"/>					
Attendance (attach record)	<input type="checkbox"/> Acceptable		<input type="checkbox"/> Problems		
Suspension or expulsion: (fixed term or permanent exclusions in past year)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, please provide details:		
Attachments (indicate applicable documents attached)					
<input type="checkbox"/> Attendance Record		<input type="checkbox"/> Timetable/course list			
<input type="checkbox"/> Delegation of Authority		<input type="checkbox"/> Report Card			
<input type="checkbox"/> Other		<input type="checkbox"/> Other			

Additional information can be recorded on page 10.

Name:

Date Modified: 06/24/12

Schools Attended/ Placement/Grades/Years	Year	Previous Services/ Service Accessed

Background Information
Medical Diagnosis and Conditions Impacting Schooling:
Medications:
Disabilities:
Assistive Technology:

Areas of Strength (positively impact learning)	Areas to Develop (related to current goals)

Name:

Date Modified: 06/24/12

Specialized Assessments

(Administered by specialized personnel such as psychologist, OT, PT, SLP, etc.)

Date	Assessment Tool	Assessed By	Summary of Findings

Current Levels of Performance

Date	Assessment Tool	Summary of Findings

Name:

Date Modified: 06/24/12

Grade level of Achievement Reporting information

- Adapted Programming (graded curriculum)
 Modified Programming (non-graded curriculum)

If students modified programming does not follow a graded curriculum, indicate category of each goal and achievement level relative to each goal category:

- **Foundation skills** (e.g., communications, classroom behavior, gross and fine motor skills)
 Goals achieved: All Most Some None Not Applicable

- **Academic readiness skills** (e.g., readiness skills to prepare student for learning outcomes in the programs of study in Grade1 and subsequent grade levels)
 Goals achieved: All Most Some None Not Applicable

- **Life skills** (e.g., skills that will assist the student in developing independence in the home, school, community)
 Goals achieved: All Most Some None Not Applicable

Coordinated Support Services (staff, agencies, specialists, etc.)

Name:

Date Modified: 06/24/12

Instructional Accommodation/Resources	Assessment Accommodations/Procedures

Planning for Transition

Name:

Date Modified: 06/24/12

Long Term Goal	#	Individuals Responsible
<i>Social (friendship, behaviour, relationships, emotional ,etc.)</i>		
Short Term Objective(s):	Assessment Procedures (formal /informal)	Progress Review
Current level:		
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:

Name:

Date Modified: 06/24/12

Accommodations and strategies to support objectives

Name:

Date Modified: 06/24/12

Long Term Goal	#	Individuals Responsible
<i>Academic (Course work, subject areas, future goals)</i>		

Short Term Objective(s):	Assessment Procedures (formal /informal)	Progress Review
Current level:		
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:

Name:

Date Modified: 06/24/12

Accommodations and strategies to support objectives

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Long Term Goal	#	Individuals Responsible
<i>Physical (Health and well-being, sports, nutrition, healthy choices)</i>		
Short Term Objective(s):	Assessment Procedures (formal /informal)	Progress Review
Current level:		
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:

Name:

Date Modified: 06/24/12

Accommodations and strategies to support objectives

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Long Term Goal	#	Individuals Responsible
<i>Cultural (Creative, spiritual, heritage language and culture)</i>		

Short Term Objective(s):	Assessment Procedures (formal /informal)	Progress Review
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Current level:

		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:
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		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:
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Name:

Date Modified: 06/24/12

Accommodations and strategies to support objectives

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Long Term Goal	#	Individuals Responsible
<i>Other (Special Interests, unique needs, personal pursuits)</i>		

Short Term Objective(s):	Assessment Procedures (formal /informal)	Progress Review
Current level:		
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:
		<input type="checkbox"/> Exceeding <input type="checkbox"/> Achieving <input type="checkbox"/> Not Achieving Expectations <input type="checkbox"/> Adjustment to action plan required. See attached amendments Successes: Challenges and plans to address them:

Name:

Date Modified: 06/24/12

Accommodations and strategies to support objectives

[Empty yellow box for accommodations and strategies]

Name:

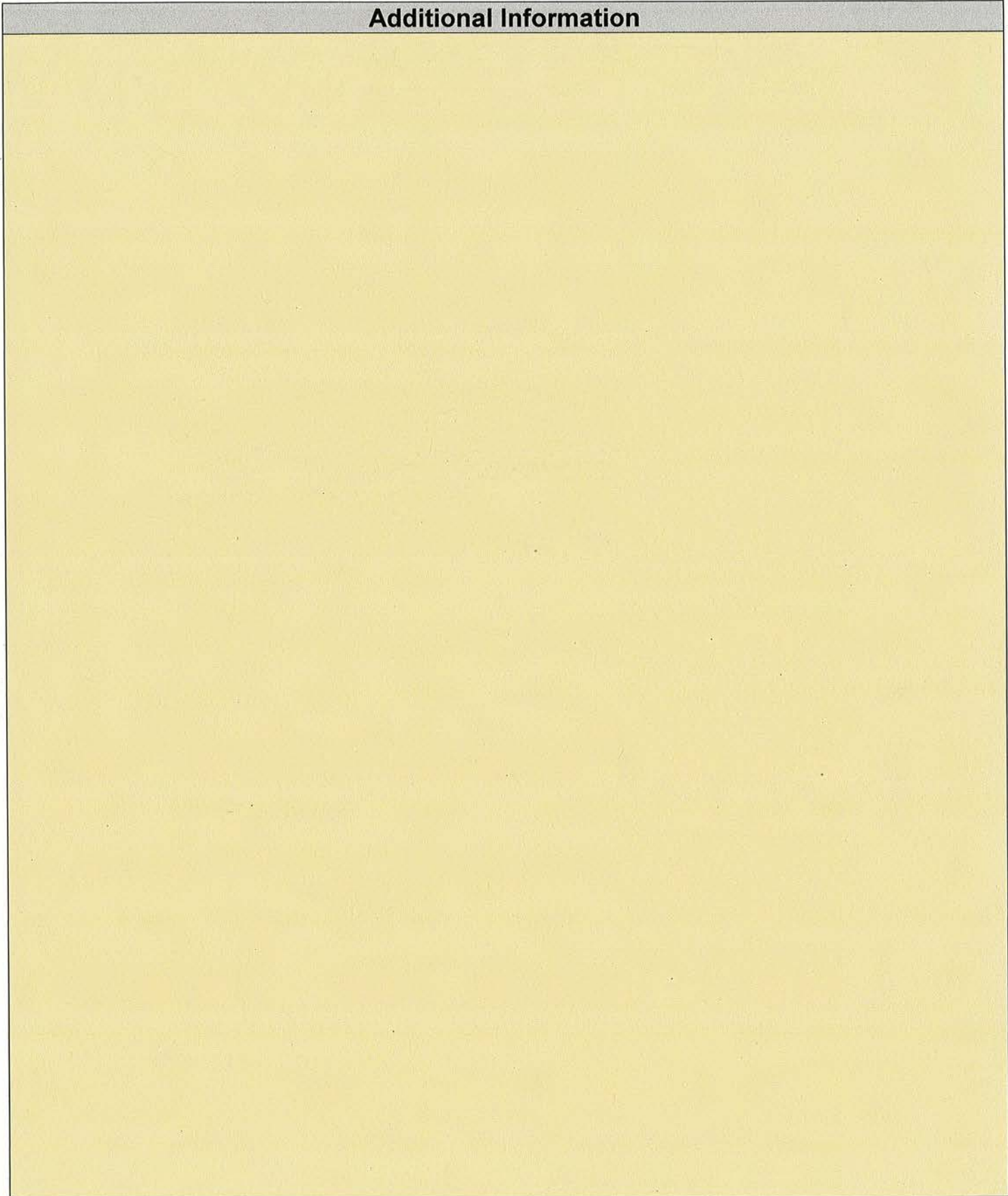
Date Modified: 06/24/12

Summary and Recommendations	
Goals and Objectives Achieved	Strategies and Resources that Were Successful / Unsuccessful
Goals and Objectives Requiring Ongoing Focus	Support Services Required

Name:

Date Modified: 06/24/12

Additional Information



Name:

Date Modified: 06/24/12