

11.5 6C: Collaborative Planning and Information Sharing Checklist: Change in School

The checklists in 6C and 6D outline the roles and responsibilities recommended to enhance information- sharing and planning for children and youth in care who are experiencing a transition:

- 6C: transition to a different school.

Checklist for Collaborative Planning and Information Sharing When a Child or Youth in Care Changes Schools				
Team Member(s)	Required actions	Pending	Date Completed	Signature
Child welfare worker	Inform the principal (or designate) and appropriate school staff at the receiving school of the incoming child/youth's circumstances and individual needs.			
Child welfare worker and caregiver(s)	Work collaboratively with the sending school to support a successful school transition.			
Receiving school principal	Update and maintain all of the child/youth's records: contact information of family members, caregiver(s), child welfare worker and emergency contact.			
Receiving school staff	Contact the sending school's principal to share information about the child/youth's individual needs.			
	Contact the sending school and request school files (indexed to student's PEN). Note: The Permanent Student Record (Form 1704) and inclusions (recent report card, attendance records, IEP, transcripts) can be faxed, with originals to follow by mail, as per Ministerial Order M190/91. Complete a file review of faxed material to: <ul style="list-style-type: none"> determine what services to coordinate for the child or youth (e.g., counselling, LA/Resource [special educational services]) understand the child/youth's strengths, interests and needs (e.g., identify and provide opportunities for extracurricular involvement, learn about the child/ youth's personality style, etc.). 			
	Make short-term plans to ensure a smooth transition into the new school setting, such as identifying a mentor to help the child or youth settle into their new environment.			
	Provide additional learning resources, as needed, to help the child or youth achieve educational goals.			

Checklist for Collaborative Planning and Information Sharing When a Child or Youth in Care Changes Schools

Team Member(s)	Required actions	Pending	Date Completed	Signature
Child welfare worker, care-giver(s), and school staff	Provide and sign any necessary release forms for the previous and new schools to share information to enhance planning for the child or youth. If the child or youth has been a subject of a student safety matter this should be included as part of the planning.			
	<p>Determine needs for support to stabilize the child/youth's comfort and compliance with routines:</p> <ul style="list-style-type: none"> • Take time to orient and welcome the child or youth and family to the school to establish a sense of belonging • familiarize themselves and the child or youth with the new school's code of conduct • speak directly to classroom teacher(s) about homework and upcoming field trips • familiarize themselves and the child or youth with sign- in/sign-out procedures, and attendance expectations • familiarize themselves and the child or youth with opportunities to be included in school clubs and other extracurricular activities. 			
	<p>Immediately following registration at the new school:</p> <ul style="list-style-type: none"> • Discuss the child/youth's needs and past strategies and practices • Identify and provide the individualized supports and resources the school determines necessary to ensure a successful transition (e.g., IEP or SLP, and the Care Plan). ¹ 			
	Document ongoing communications (e.g., log of phone calls, meeting notes, checklists, letters, email, etc.)			
	Other considerations			

¹ These supports are in addition to those commonly available to students on an as needed basis (e.g., counselling, mentoring, peer support). A meeting of a school-based team, including child welfare worker(s) and caregiver(s), is an effective means to support this step.