

11.3 Collaborative Planning and Information Sharing Checklist: Change in Living Arrangement

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:

- **6D:** change in living arrangements, including coming into care, a change in foster placement (and/or child welfare worker), or returns to live with family of origin.

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



**Checklist for Collaborative Planning and Information Sharing When
a Child or Youth in Care Changes Living Situations**

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



For more information, please see:

- [Joint Educational Planning and Support for Children and Youth in Care](#)
- [An Act respecting First Nations, Inuit and Métis children, youth and families](#)
- 11.1 Principles of Support for CYIC
- 11.2 Who are CYIC?
- 11.3 Checklist for CYIC
 - 11.3.1 Required Care Plan (for Students with Continuing Custody Orders)
- 11.04 MyEd Procedure for Child and Youth in Care
- 11.5 Reporting Child Abuse and Neglect