

# CHILD PROTECTION PROTOCOL

**BETWEEN:**



**THE CHILDREN'S AID SOCIETY  
OF HALDIMAND & NORFOLK**  
70 TOWN CENTRE DRIVE, TOWNSEND, ONTARIO  
(519) 587-5437

**AND**



**THE CHILDREN'S AID SOCIETY OF BRANT**  
70 CHATHAM ST., BRANTFORD, ONTARIO  
(519) 753-8681

**AND**



**THE GRAND ERIE DISTRICT SCHOOL BOARD**  
349 ERIE AVE., BRANTFORD, ONTARIO  
(519) 756-6301

**AND**



**THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT  
SCHOOL BOARD**  
322 FAIRVIEW, BRANTFORD, ONTARIO  
(519) 756-6369



Developed with the support of  
*Schools and Communities Working Together*, Brant-Haldimand-Norfolk  
Student Support Leadership Initiative

Revised March, 2012

## **Guiding Principles**

1. Children in care of the Children’s Aid Society (CAS) have unique needs and challenges that require the collaborative effort of both the CAS and the local Boards of Education to meet their full potential.
2. Both the CAS and local Boards of Education share some common objectives, including a commitment to:
  - a) ensuring that all children have the opportunity to achieve to their educational potential;
  - b) making continuity of school placement a priority, wherever possible;
  - c) actively involving the multi-disciplinary team of all service providers;
  - d) openly communicating and sharing information in transitioning children to new schools and at the various stages of educational planning following admission;
  - e) ensuring that educational planning is a dynamic process that has regular and ongoing reviews to ensure the plan is working effectively and that the child is meeting with success.

This Child Protection Protocol addresses-

1. Child Protection Investigations
2. Transitions/School Registration
3. Case Management
4. School-Based CAS Workers

### **1. Child Protection Investigations**

1. Where it is suspected or alleged that a child is in need of protection (Appendix “A” – *Child in need of Protection*, Child and Family Services Act), the person having the concern shall immediately inform the Principal and make a telephone referral to the local CAS (see Appendix “B” - *Duty to Report*). Upon making contact with the CAS, school personnel shall record the name of the intake worker and the date and time of the report in the *Child Protection Protocol Duty to Report* (Appendix “C-1”).
2. Following a referral by the school that a child is suspected to be in need of protection, the CAS shall initiate an investigation to determine if the child requires protective services. The CAS will notify the school of the investigation plan, location, assigned worker and whether the police will be involved.

3. When an allegation is made against an employee or volunteer of the Board of Education, the CAS Director of Service or designate will immediately notify the appropriate Superintendent of Education. At the conclusion of an investigation, the CAS will forward an Outcome Letter to the employee/volunteer with a copy to the Facility Administrator (school principal or appropriate department supervisor) outlining the results of the investigation. The Children's Aid Society and School Board will fully cooperate during all phases of the investigation. The investigation and Outcome Letter will be completed as expeditiously as possible, generally within 30 days.
4. Upon arrival at school, the investigating CAS worker shall produce proper identification and complete the "*Record of CAS School Visits*" log (Appendix "C-2"). The Principal will make the student, and the person who made the report to the CAS, available for interview by the investigating worker.
5. The school will provide a private room for the interview with the student. The investigating worker will ask the student if he/she wishes another adult present during the interview. The adult must be informed that he/she could be called at a later date to corroborate the interview, if the proceedings go to Court.
6. At the request of the investigating worker and at the discretion of the student, the Principal, operating in the role of a parent, may be asked to be present at the interview. However in the course of an investigation, the CAS has the authority to interview the student without the presence of a parent or the Principal. In fact, the CAS investigating worker does not require any consent to conduct an investigation.
7. The school shall not inform the parent(s)/guardian(s) of the referral unless authorized to do so by the investigating worker as parental contact could jeopardize or obstruct the investigation. It is the responsibility of the CAS to advise parents/guardians about the investigation involving their child. In the event that the timing of the investigation prevents the child from returning home at the usual time, the CAS will advise parents/guardians of their child's whereabouts promptly. It is also the CAS investigating worker's responsibility to inform the referral source of the outcome of the investigation as soon as possible after completion.
8. The first duty of CAS is the protection and care of the child(ren) during its investigation. Detailed information about a case may be needed in order to move forward with an investigation, especially when court action is required. Pursuant to Standard #4 of the Child Protection Standards in Ontario "there is an obligation for the Administrator ...to cooperate with the investigation including ...facilitating a full and complete investigation including ensuring that staff and children are available for interviews by the Children's Aid Society and/or police and making available all records and other documents pertinent to the investigation of the abuse allegations". Every effort will be made to protect the confidentiality of all participants in order to facilitate a positive relationship between school staff and families. However, confidentiality cannot be guaranteed.

## **2. Transitions/School Registration**

Any time a child experiences a change in environment from one home placement to another or one school to another, thoughtful proactive planning must occur to ensure that the transition is a successful one for the child. These transitions include:

- a change in the child's living environment
- new registrations
- changing elementary or secondary schools
- graduating from elementary to secondary school
- returning from a Special Education or Section 23 Program

The following *Best Practice Guidelines* (Appendix "D") will facilitate improved transitions:

1. Many children under the care of the CAS may be able to quickly make the transition to a new school without the need for extensive transition planning. The CAS worker will contact the Principal prior to registration and together a decision will be made about whether a more in-depth transition planning meeting/case conference is required. Students registering in a school after an apprehension or foster placement change may be subject to registration delays pending gathering of essential information and/or a case conference. The Principal shall endeavour to expedite the process, generally within 3 days.
  - At the Children's Aid Society, the CAS worker should be the initial key person although this role may be designated to a foster parent or group home staff after the initial contact. At the Board of Education, the Principal of the school should be the key person, or his/her designate (e.g. Vice-principal, Guidance Staff, Learning Resource Teacher). System Resource Staff from the School Board may be invited to participate in the process. The CAS worker as the legal guardian, or the foster parent acting as agent, has the responsibility to be the signing authority at the time of registration.
2. The CAS worker will provide the Principal with any known or available information needed for registration on a *Pre-Registration Information Form*(Appendix "E") including:
  - Strengths and areas of success
  - Academic history (IPRC, IEP, credits, etc.)
  - Current interventions including medications
  - Risk and Safety Factors
  - Contact information
3. When it is determined that a written transition plan is required, a plan should be jointly developed by the CAS worker and school which:
  - identifies the recommended resources and supports for the child and how to secure these resources
  - includes a contingency plan for behaviour problems, potential suspensions or other issues that may arise

- includes a specific integration plan, if less than full time registration is recommended
- establishes a schedule of review meetings which should align with the plan of care
- establishes a communication plan among all parties.

### **3. Case Management**

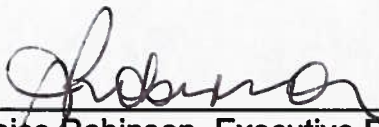
1. The CAS worker is responsible for providing the school with necessary consents to release information.
2. The CAS worker will provide the school with regular updates regarding the plan of care and any changes in the child's status, caregiver, worker, or residence.
3. The school must notify the CAS worker regarding caregiver concerns, serious discipline matters, disclosures, awards/achievements, or other concerns.
4. When inappropriate behaviour occurs, all parties will work together guided by the *Progressive Discipline and Promoting Positive Student Behaviour* policies and procedures of the respective school board. Appendix G
5. In case of conflict between the parties, the Principal/designate and the CAS supervisor/manager will work to resolve the matter. Unresolved matters will be referred to the Superintendent of Education/CAS Director of Service.

### **4. School Based CAS Workers**

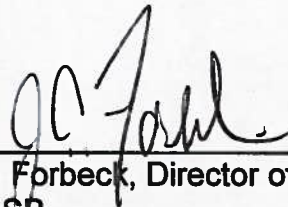
1. Historically in the City of Brantford, the Brant CAS, in cooperation with both the Brant Haldimand Norfolk Catholic District School Board and the Grand Erie District School Board, has placed child welfare workers in selected schools to better serve the needs of children, families, schools, and the community. The Brant CAS has expressed an interest in expanding this model to other schools in both the Catholic and Public boards. A working committee comprised of staff and administrators from Brant CAS, BHNCDNB and GEDSB met during 2010-2011 to develop clarity regarding *School Based CAS Workers-Roles and Responsibilities*.\* These best practices specific to each school board (Appendix "F") provide details regarding:
  - Role Definitions
  - Confidentiality
  - Communication
  - Record Keeping and Sharing Space
  - Introducing School Based CAS Workers in a new location
2. Requests to have a school-based CAS worker within a school must be submitted to the Superintendent of Education.

\*Discussions are currently ongoing with the Children's Aid Society of Haldimand-Norfolk regarding school-based CAS workers in their jurisdiction.

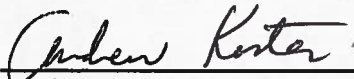
Signatures:



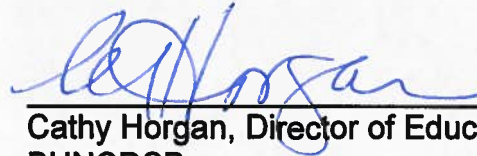
Janice Robinson, Executive Director  
Haldimand & Norfolk CAS



John Forbeck, Director of Education,  
GEDSB



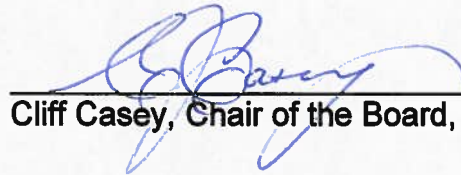
Andrew Koster, Executive Director  
Brant CAS



Cathy Horgan, Director of Education,  
BHNCD SB



Rita Colver, Chair of the Board, GEDSB



Cliff Casey, Chair of the Board, BHNCD SB

Date APRIL 30, 2012

## **APPENDICES**

<b>Appendix “A”</b>	<b>Definition of a Child in Need of Protection</b>
<b>Appendix “B”</b>	<b>Duty to Report</b>
<b>Appendix “C-1”</b>	<b>CAS Log Book – Record of Calls to CAS</b>
<b>Appendix “C-2”</b>	<b>Record of CAS School Visits</b>
<b>Appendix “D”</b>	<b>Best Practices Guidelines</b>
<b>Appendix “E”</b>	<b>Pre-Registration Information Form</b>
<b>Appendix “F”</b>	<b>School Based CAS Workers-Roles and Responsibilities</b>

## Child in Need of Protection

## Appendix A

According to Section 37(2) of the Child and Family Services (amended) Act 1999, a child is in need of protection where:

- (a) The child has suffered physical harm, inflicted by the person having charge of the child or caused by that person's
  - (i) failure to adequately care for, provide for, supervise or protect the child, or
  - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
- (b) There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
  - (i) failure to adequately care for, provide for, supervise or protect the child, or
  - (ii) pattern of neglect in caring for, providing for, supervising or protecting the child.
- (c) The child has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child.
- (d) There is a risk that the child is likely to be sexually molested or sexually exploited as described in clause (c).
- (e) The child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, the treatment.
- (f) The child has suffered emotional harm, demonstrated by serious,
  - (i) anxiety, (ii) depression, (iii) withdrawal, (iv) self-destructive or aggressive behaviour, or (v) delayed development,and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (f.1) The child has suffered emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv), or (v) and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to remedy or alleviate the harm.
- (g) There is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv), or (v) resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child;
- (g.1) There is a risk that the child is likely to suffer emotional harm of the kind described in subclause (f) (i), (ii), (iii), (iv), or (v), and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, services or treatment to prevent the harm.
- (h) The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
- (i) The child has been abandoned, the child's parent has died or is unavailable to exercise his or her custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the child's parent refuses or is unable or unwilling to resume the care and custody of the child.
- (j) The child is less than twelve years old and has killed or seriously injured another person or caused serious damage to another person's property; services or treatment are necessary to prevent a recurrence; and the child's parent or the person having charge of the child does not provide, or refuses or is unavailable or unable to consent to, those services or treatment.
- (k) The child is less than twelve years old and has, on more than one occasion, injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child, or because of that person's failure or inability to supervise the child adequately, or
- (l) The child's parent is unable to care for the child and the child is brought before the court with the parent's consent and, where the child is twelve years of age or older, with the child's consent, to be dealt with under Part III of the Child and Family Services Act.



## Duty to Report

## Appendix B

According to Section 72 of the Child and Family Services (amended) Act 1999,

- (1) Despite the provisions of any other Act, if a person, including a person who performs profession or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall forthwith report the suspicion and the information on which it is based to a society:

*The Act then details all of the conditions outlined in Appendix A, Child in Need of Protection.*

- (2) A person who has additional reasonable grounds to suspect one of the matters set out in subsection (1) shall make a further report under subsection (1) even if he or she has made previous reports with respect to the same child.
- (3) A person who has a duty to report a matter under subsection (1) or (2) shall make the report directly to the society and shall not rely on any other person to report on his or her behalf.
- (4) A person referred to in subsection (5) is guilty of an offence if,
  - (a) he or she contravenes subsection (1) or (2) by not reporting a suspicion; and
  - (b) the information on which it was based was obtained in the course of his or her professional or official duties.
- (5) Subsection (4) applies to every person who performs professional or official duties with respect to children including,
  - (a) a health care professional, including a physician, nurse, dentist, pharmacist and psychologist;
  - (b) a teacher, school principal, social worker, family counsellor, priest, rabbi, member of the clergy, operator or employee of a day nursery and youth and recreation worker;
  - (c) a peace officer and a coroner;
  - (d) a solicitor; and
  - (e) a service provider and an employee of a service provider.
- (6) In clause 5(b), “youth and recreation worker” does not include a volunteer.
- (6.1) A director, officer or employee of a corporation who authorizes, permits or concurs in a contravention of an offence under subsection (4) by an employee of the corporation is guilty of an offence.
- (6.2) A person convicted of an offence under subsection (4) or (6.1) is liable to a fine of not more than \$1,000.
- (7) This section applies although the information reported may be confidential or privileged, and no action for making the report shall be instituted against a person who acts in accordance with this section unless the person acts maliciously or without reasonable grounds for the suspicion.
- (8) Nothing in this section abrogates any privilege that may exist between a solicitor and his or her client.

### 72.1

- (1) A society that obtains information that a child in its care and custody is or may be suffering or may have suffered abuse shall forthwith report the information to a Director.
- (2) In this section and sections 73 and 75, “to suffer abuse” when used in reference to a child, means to be in need of protection within the meaning of clause 37(2) (a), (c), (e), (f), (f.1) or (h).

SCHOOL \_\_\_\_\_

Appendix C-1

**Child Protection Protocol**  
**Duty to Report**  
**Record of Call to Children's Aid Society**

<b>Date</b>	<b>Time</b>	<b>CAS Intake Worker</b>	<b>School Staff Making the Report</b>

\*\*ONE REPORT PER PAGE

PRINCIPAL TO RETAIN THIS RECORD IN CAS LOG BOOK FILE

SCHOOL\_\_\_\_\_

Appendix C-2

## Record of Children’s Aid Society School Visits

DATE	TIME IN	CASE WORKER	PURPOSE OF VISIT	TIME OUT	SIGNATURE

PRINCIPAL TO RETAIN THIS RECORD IN THE CAS LOG BOOK FILE

Appendix D

**Best Practice Guidelines**  
**School Registration and Transitions of Students in the Care of the Children’s Aid Society and**  
**Boards of Education**

**Parties to this agreement:**

- Children’s Aid Society of Hamilton
- Catholic Children’s Aid Society of Hamilton
- Children’s Aid Society of Haldimand and Norfolk
- Children’s Aid Society of Brant
- Grand Erie District School Board
- Brant Haldimand Norfolk Catholic District School Board
- Hamilton-Wentworth Catholic District School Board
- Hamilton-Wentworth District School Board

**Introduction:**

The above named Children’s Aid Societies and Boards of Education support the development of best practice guidelines that will facilitate a planned and timely registration process for children in the care of the Society. The Society and Boards of Education support children and youth remaining in their home school whenever possible and reasonable for a child. Any time a child experiences a change in environment from one home placement to another or one school to another, thoughtful planning must occur to ensure that the transition is a successful one for the child. This applies to:

- Children newly admitted to the care of the Society,
- Children who may relocate to another community school during their period of care with the Society due to a change in foster/group home placement.
- Children graduating from elementary to secondary school
- Children who are transitioning from a Section 23 or Alternate program.
- Children experiencing a change in living arrangement.

**Guiding Principles:**

The Parties to this agreement share a common objective including a commitment to:

- Recognizing that being “in care” often creates labels or stigmas, and that many children are bright, socially well-adjusted individuals and children in care often just want to be “normal.”
- Recognizing the unique emotional needs of crown wards.
- Ensuring that all children are registered in school as soon as possible in order to maintain the continuity of their educational experience;
- Ensuring that all children have the opportunity to achieve their educational potential;
- Making continuity of school placement a priority, wherever possible;
- Actively involving the multi-disciplinary team of all service providers;
- Openly communicating and sharing information when transitioning children to new schools and at the various stages of educational planning following admission.

**Pre-Registration Information Form – For Children in the Care of the Children’s Aid Society  
(Hamilton, Hamilton Catholic, Brant, Haldimand Norfolk)**

**Principal’s Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Phone Number:** \_\_\_\_\_

**School/Board Fax Number:** \_\_\_\_\_

**Date of Registration meeting set with school:** \_\_\_\_\_

\*\*\* This form is not to be copied without the permission of the Children’s Aid Society\*\*\*

**The intent of this form is to provide preliminary planning information regarding the child’s education program and should be placed in the Ontario Student Record.**

**Part A**

Student’s Legal Name: _____		Date: _____	
Are there other biological/step siblings in this school? Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> Names: _____			
Student’s d.o.b. (d/m/y) _____		Current Grade Level: _____	
Date of most recent admission to care: _____			
Aboriginal Ancestry: _____		Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/>	
If yes: Status <input type="checkbox"/> Non-Status <input type="checkbox"/>		Inuit <input type="checkbox"/> Metis <input type="checkbox"/>	
Student’s Legal Status: _____			
Crown Ward <input type="checkbox"/> Society Ward <input type="checkbox"/> Temporary Care and Custody <input type="checkbox"/> Temporary Care Agreement <input type="checkbox"/>			
**** Refer to second page for descriptors****			
Previous School _____		Previous School Board: _____	
Name of Caregivers as designated by C/CAS: _____			
Contact No: _____		Kin Placement <input type="checkbox"/> Foster Home <input type="checkbox"/> Group Home <input type="checkbox"/>	
Name of Children’s Aid Worker: _____		Ext. _____	
Name of Supervisor: _____		Ext. _____	
Contact Number: _____			

**Part B**

<b>Programming Needs</b>			
Has this student been <i>Identified</i> through the <i>IPRC</i> process?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
If yes, what is the identification? _____			
Has this student been placed in a specialized learning environment (eg. self-contained or section classroom)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Is this student on an <b>Individual Education Plan (IEP)</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Does the student have ESL/ELL needs:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Has the student completed the OSSLT requirement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

**Part C**

**Special Needs**

Does the student have specific needs due to any of the following:			
Medication	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Behaviour	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Physical Health	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Emotional	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

Mental Health Yes  No  Unsure   
Communication Yes  No  Unsure

If you answered yes to any of the above, please explain \_\_\_\_\_

## Part D

### General Information

1. Do foster parents have signing authority for this student? (eg. Class trips, permission forms)

Yes  No  If **no**, please identify who should be contacted:

2. Does regular communication to and from home and school take place through the foster home? Yes  No  If **no**, please identify who should school being communicating with:

3. Are there other agencies or volunteer services involved with this child (eg. Volunteer drivers)?

Yes  No

If yes, please explain:

4. Is it known if the parents or any other person could represent a threat to the child, school personnel or the safety of others?

Yes  No  Unknown

If "yes", please explain at the time of intake.

5. Are there restrictions related to parental/family access to this child?

Yes  No

If "yes", please explain at the time of intake.

6. Is this the child's first admission to care? Yes  No

If no, how long has the child been in care?

7. Other comments/relevant information:

#### Society workers need to be notified when:

Child makes a disclosure

Child is suspended or another serious discipline measure is taken

There is a meeting i.e. IPRC, meeting to discuss behaviour/academic performance

There are any concerns with the caregiver of the child

There are any outstanding achievements/awards etc.

Other concerns (mental health issues, behaviour issues, suspicious activities etc.)

#### School needs to be notified when there are changes in the child's status, caregiver, worker or residence

#### List of Descriptors:

**Temporary Care Agreement:** Voluntary contractual arrangement with caregivers where the Society agrees to care for a child for a temporary period not to exceed 12 months. The child is not in need of protection. Parents maintain their legal rights however can appoint a Society representative including a foster parent to sign school documents (e.g. permission slips, report cards). In the absence of appointing the Society as the legal guardian the parent's authorization is required. The Society should always be the first point of contact.

**Temporary Care and Custody:** A child has been brought before the court via a Protection Application. The court orders temporary care and custody to the Society during the periods of adjournment. No final order of status has been made. The Children's Aid Society has sole parental rights unless a court orders otherwise.

**Society Ward:** The Court finds a child in need of protection and makes a final order placing the child in Society care on a temporary basis-not to exceed 12 months for children 0-6 years, or 24 months for children 6-16 years. The Children's Aid Society has sole parental rights unless a court orders otherwise.

**Crown Ward:** A child whose parents have no parental rights. The child is a permanent ward with the Children's Aid Society until the age of 18.

# **Grand Erie District School Board**

**Appendix F-1**

## **School Based CAS Workers – Roles and Responsibilities**

### **Rationale-**

The Grand Erie District School Board and the Children's Aid Society of Brant (CAS) have worked together since 1994 to have CAS workers based in selected schools. This arrangement has been advantageous to both the board and the CAS. Presently, the CAS is looking to expand the number of schools in which they have CAS workers placed to include a number of schools in the north end of Brantford. A meeting was organized between CAS workers and Grand Erie Staff to talk about how to work together in the schools to provide the best service and support to our students and families. This group identified role definition, confidentiality, consent, communication, record keeping and the sharing of space as areas where we need to have some agreement and understanding. This document aspires to outline the group's ideas around best practices in these areas.

### **Role Definition-**

GEDSB has professional staff assigned to each school to support student, families, staff. These professionals include Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Native Counselors, Psychological Services, Social Workers, and Communication Services (Speech-Language Pathologists, Communicative Disorders Assistants). Each of these disciplines has a clearly defined role in the school. The School based CAS worker brings a unique expertise and mandate pertaining to the delivery of child welfare services. This role can help enrich the support to schools and encourage a closer and more collegial working relationship between the two organizations.

### **The School Based CAS Worker's Role-**

The school based CAS worker is guided by the child welfare mandate as legislated under the Child and Family Services Act. He/she will carry a caseload of families who have been referred to CAS for services. These services may include individual counseling with children, support for families, referrals to community resources and support/therapy groups. In addition, the CAS worker is available to school staff for consultation in situations where there may be a concern that a child is being neglected, harmed or may be harmed. These consultations are dealt with in the same manner that a phone call to the intake department would be- documented and entered into the CAS database when identifying information is provided. If the school based CAS worker is unavailable a call should be placed immediately to the covering CAS worker and if this is unsuccessful to the CAS central intake. Reports must always be made in a timely manner and school staff should not delay making a report because the school based CAS worker is unavailable.

## **Confidentiality-**

The CAS worker is an employee of the CAS **not** of GEDSB. As such, there are limits to what information can be shared between GEDSB staff and the school based CAS worker. Information pertaining to a child at risk may always be openly shared, in fact, must be shared under the duty to report legislation. However, any information about a child and/or family that does not directly pertain to a child being harmed or neglected can only be shared with the written consent of the family. With the CAS worker being located in the school it is likely that GEDSB staff and the CAS worker would have more open communication than if the school staff had to call into the agency to share information. As a result, standard practice will be for the CAS worker to consult with the family regarding their wishes about information sharing between the school and the CAS. If the parent agrees, the CAS worker will obtain consent to disclosure information which will allow open communication between the CAS and the GEDSB. A copy of this form will be provided to the school administration. A separate disclosure form is required to access information from GEDSB support staff. This practice will provide protection for the rights of the family as well as the GEDSB and CAS staff.

The school based CAS worker is available for consultation about children or families where there is a concern about potential abuse or neglect. If a GEDSB staff member is uncertain about whether a report should be made to CAS he/she can consult with the CAS worker without giving identifying information about the family. The CAS worker will then determine if the information warrants a report to the CAS.

## **Communication-**

### **With Children and Families-**

It is essential that the school based CAS worker identifies him/herself as a CAS worker, not a school social worker. As the CAS worker is located in the school, it is quite possible that children and families may assume they are the school social worker employed by the board. School social workers and school based CAS workers provide different services and are under different mandates. This should be explained to the family. If GEDSB staff is directing a family to the school based CAS worker they must explain to the family that the individual is an employee of the CAS.

### **With Student Support Staff-**

There exists the potential for overlap in service delivery between Grand Erie staff supporting the school and the school based CAS worker. Therefore, communication is essential. The school based CAS worker must have an understanding of the existing supports in the school. Each school has its own support team. To increase communication, the CAS worker will be provided with names and contact information for the support staff for his/her school. When support for a family/child is shared between the school based CAS worker and Grand Erie support staff, a discussion to define roles should take place. Consent should be obtained from the family before this discussion. The school administration should inform the CAS worker of any support staff working with the child.

School support staff attends the school each month for a resource team meeting. If there is a child being presented at team who is an open file to the CAS the school could consider inviting the school based CAS worker to attend for the discussion of that child. The school must contact the parent to get his/her permission for the CAS worker to attend the team meeting. The CAS worker should only be present for the part of the meeting pertaining to the child with whom he/she is involved.



The school based CAS worker may run groups in the school for the children on his/her caseload. Child and Youth Workers (CYW) employed by the board also run groups in schools. If a school based CAS worker is interested in offering a group, he/she should consult with the CYW for that school.

Support for families is provided by the GEDSB school social worker. If a parent presents to school administration requesting support for their family or child, the administrator must determine whether to call the school social worker or direct the parent to the school based CAS worker. If the school administrator is concerned that the child is at risk of abuse or neglect then she should refer to the CAS. If there is no evidence that the child is at risk of harm from the parent or anyone else then a call should be made to the school social worker. CAS staff work under a child welfare mandate. While they also provide support to families, there are other agencies in the community which provide support as well and may be more appropriate. The school social worker can be consulted by the administrator if guidance is needed around the best agency to support a family in crisis.

### **Record Keeping and Sharing Space-**

Appropriate space for counseling and parent meetings is at a premium in many schools within the GEDSB. While the school based CAS worker will be assigned space, he/she will often be out in the community providing service. The school based CAS worker will store his/her files in a locked filing cabinet in this assigned area. The school secretary should have a key to the CAS worker's space. The CAS worker will make efforts to tell the school secretary when his/her space will be empty. The CAS worker should keep his/her workspace clear of confidential documents. This will allow Grand Erie support staff and others to use this space when it is not being used by the CAS worker. First priority should be given to the CAS worker, but hopefully by adhering to these guidelines the space can be shared.

### **Introduction of a CAS worker into a new school-**

When it is decided a CAS worker will be located in a school, this information should be presented to the staff. The CAS worker and school social worker could present at a staff meeting to define roles and answer questions about service delivery. The school administration, new school based CAS worker and any other pertinent GEDSB staff could be presented with a copy of this document as a guideline.

### **Internet/telephone cabling**

Access to the internet or phone within a school must be discussed with the principal. If additional internet/telephone cables are required to provide confidential access by the school based CAS worker, the principal shall discuss this need with the School Superintendent. Costs associated with enhanced cabling will be paid by the CAS.

## **Brant Haldimand Norfolk Catholic District School Board**

**Appendix F-2**

### **Partnership agreement between Children's Aid Society of Brant and Brant Haldimand Norfolk Catholic District School Board**

#### **Rationale-**

The Brant Haldimand Norfolk Catholic District School Board has a working partnership with the Children's Aid Society of Brant (BCAS). The partnership is advantageous to both the Board and the BCAS and we would like to continue to work together. Presently, the BCAS is looking at expanding the number of schools in which they have BCAS workers placed. A meeting was organized between BCAS workers and Brant Haldimand Norfolk Catholic District School Board staff to talk about how to work together in the schools to provide the best service and support to our students and families as well as Brant Haldimand Norfolk Catholic District School Board staff. This group has decided that role definition, confidentiality, consent, communication, record keeping and the sharing of space are areas where we need to have some agreement and understanding. This document aspires to outline the group's ideas around best practices in these areas.

#### **Role Definition-**

Brant Haldimand Norfolk Catholic District School Board schools have system staff to support student, families and staff. These include Child and Youth Workers, a consulting psychologist, Social Workers, Speech and Language pathologists, Behaviour Therapist, STARS program staff and System Special Education Resource Teachers. The school-based BCAS worker brings a unique expertise and mandate to deliver child welfare services. This role can help enrich the support to schools and encourage a closer and more collegial working relationship between the two organizations.

#### **The school based CAS workers role-**

The school-based CAS worker (BSW minimal training) is guided by the child welfare mandate as legislated under the Child and Family Services Act. He/she will carry a caseload of families who have been referred to BCAS for services. These services may include individual counseling with children, support for families, referrals to community resources and support/therapy groups. In addition, the BCAS worker is available to school staff for consultation in situations where there may be a concern that a child may be at risk of harm or neglect. These consultations are dealt with in the same manner that a phone call to the intake department would be - documented and entered into the BCAS database when identifying information is provided. If a Brant Haldimand Norfolk Catholic District School Board staff member is uncertain about whether a report should be made to BCAS, he/she can consult with the BCAS worker without giving identifying information about the family. The BCAS worker will then determine if the information warrants a CAS report. If the school-based BCAS worker is unavailable a call should be placed immediately to the covering BCAS worker and, if this is unsuccessful, to the BCAS central intake. Reports must always be made in a timely manner and school staff should not delay making a report because the school-based BCAS worker is unavailable.

## **Confidentiality-**

The CAS worker is an employee of the Brant CAS **not** of the Brant Haldimand Norfolk Catholic District School Board. As such, there are limits as to what information can be shared between BHNCDSB staff and the school-based CAS worker. Information pertaining to a child at risk may always be openly shared, in fact, must be shared under the duty to report legislation, however, any information about a child and/or family that does not directly pertain to a child being harmed or neglected can only be shared with the written consent of the family. With the CAS worker being located in the school, it is likely that Brant Haldimand Norfolk Catholic District School Board staff and the CAS worker would have more open communication than if the school staff had to call into the agency to share information. As a result, standard practice will be for the CAS worker to consult with the family regarding their wishes about information sharing between the school and the CAS. If the parent agrees the CAS worker will obtain a disclosure of information from the parent who will allow open communication between the CAS and the Brant Haldimand Norfolk Catholic District School Board. A copy of this form will be provided to the school administration. A separate disclosure form is required to access information from Brant Haldimand Norfolk Catholic District School Board specific to support staff. This practice will provide protection for the rights of the family as well as the Brant Haldimand Norfolk Catholic District School Board and CAS staff.

The school-based CAS worker is available for consultation about children or families where there is a concern about potential abuse or neglect. If a BHNCDSB staff member is uncertain about whether a report should be made to CAS he/she can consult with the CAS worker without giving identifying information about the family. The CAS worker will then determine if the information warrants a report to the CAS.

## **Communication-**

### **With Children and Families-**

It is essential that the school-based CAS worker identifies him/herself as a CAS worker not as a Board social worker. As the CAS worker is located in the school, it is quite possible that children and families may assume they are the school social worker employed by the Board. Board social workers and school-based CAS workers provide different services and are under different mandates. This should be explained to the family. If Brant Haldimand Norfolk Catholic District School Board staff is directing a family to the school-based CAS worker, they must explain to the family that the individual is an employee of the CAS.

### **With Student Support staff-**

There exists the potential for overlap in service delivery between Brant Haldimand Norfolk Catholic District School Board staff supporting the school and the school-based CAS worker. Therefore, communication is essential. The school-based CAS worker must have an understanding of the existing supports in the school. Each school in Brantford has its assigned support team. To increase communication, the CAS worker will be provided with names and contact information for the support staff for his/her school. When support for a family/child is shared between the school-based CAS

worker and Brant Haldimand Norfolk Catholic District School Board support staff a discussion to define roles should take place. Consent should be obtained from the family before this discussion. The school administration should inform the CAS worker of any support staff working with the child.

The school-based CAS worker may run groups in the school for the children on his/her caseload. Child and Youth Workers (CYW) employed by the Board may run groups in schools. If a school-based CAS worker decides to run a group, she should consult with the social workers assigned to that school.

Support for families is provided by the Brant Haldimand Norfolk Catholic District School Board school social worker. If a parent presents to school administration requesting support for her family or child, the administrator must determine whether to call the school social worker or direct the parent to the school-based CAS worker. If the school administrator is concerned that the child is at risk of abuse or neglect then she should refer to the CAS. If there is no evidence that the child is at risk of harm from the parent or anyone else then a call should be made to the school social worker. CAS staff work under a child welfare mandate. While they also provide support to families, there are other agencies in the community which provide support as well and may be more appropriate. The school social worker can be consulted by the administrator if guidance is needed around the best agency to support a family in crisis.

### **Record Keeping and Sharing Space-**

While the school-based CAS worker will be provided with a confidential space, he/she will often be out in the community providing service. The school secretary should have a key to the CAS worker's office. The school-based CAS worker will store his/her files in a locked filing cabinet in his/her office. The CAS worker will make efforts to tell the school secretary when his/her space will be empty. The CAS worker should keep his/her workspace clear of confidential documents. This will allow Brant Haldimand Norfolk Catholic District School Board support staff in need of appropriate space to use the office when it is not being used by the CAS worker. First priority should be given to the CAS worker, but hopefully by adhering to these guidelines the space can be shared. Telephone and internet costs will be provided by the school board and invoiced to BCAS for payment.

### **Introduction of a CAS worker into a new school-**

When it is decided a CAS worker will be located in a school, this information should be presented to the staff. The CAS worker and school social worker could present at a staff meeting to define roles and answer questions about service delivery. The school administration, new school-based CAS worker and any other pertinent Brant Haldimand Norfolk Catholic District School Board staff could be presented with a copy of this document as a guideline.

### **Behaviour Management-**

If the Brant CAS receives a call or referral from a parent of a student within a school in the Brant Haldimand Norfolk Catholic District School Board, the CAS worker will determine if it is a behaviour management issue related to a school staff member. If determined to be a behaviour management issue, the CAS will refer the issue to the Superintendent of Education of the school.

Progressive Discipline and Promoting Positive Student Behaviour Policies and Procedures

Brant Haldimand Norfolk Catholic District School Board:

Student Discipline Policy and Administrative Procedures:  
[http://www.bhncdsb.ca/files/policies/student\\_discipline\\_20026.pdf](http://www.bhncdsb.ca/files/policies/student_discipline_20026.pdf)

Grand Erie District School Board:

Progressive Discipline and Promoting Positive Student Behavior Policy

Progressive Discipline and Promoting Positive Student Behavior Procedure