

Webinar Agenda

- ▶ Welcoming Remarks with Terri Jaffe
- ▶ Opening with Rosary Spence
- ▶ Remarks from NCFST Executive Director, Jeffrey Schiffer
- ▶ Presentation with Children's Services Supervisor, Courtney Dorion
- ▶ Remarks from Senior Supervisor of Cultural Programs, Terri Jaffe
- ▶ Remarks from Community Member, Jama Maxie
- ▶ Remarks from Director of Quality Assurance & Decolonization, Mark Atanasoff
- ▶ Question & Answer
- ▶ Closing with Rosary Spence

Children Services

NCFST WEBINAR PRESENTATION

COURTNEY DORION



Our Mission

Native Child and Family Services of Toronto strives to provide for a quality of life, well being, caring and healing for our children and families in the Toronto Native community. It does this by creating a service model that is culture-based, respecting the values of Native peoples, the extended family and the right to self-determination.

Seven Grandfather Teachings

THE SEVEN GRANDFATHER TEACHINGS



"We want to take back our education and teach our history, our language and our culture. We have begun to tell our story – our history – and we want to tell it in our own words to the world, so that this will never happen to any of the other nations in the world."

- Shirley Williams, Residential School Survivor

- ▶ We all have *WISDOM*
- ▶ Have the *COURAGE* to speak
- ▶ Speak the *TRUTH*
- ▶ *HONESTY* is the best policy
- ▶ *RESPECT* the opinion of others
- ▶ *LOVE* and support one another
- ▶ Exercise *HUMILITY* when sharing

Long Term Children Service Teams

There are two long term children service teams at NCFST, with a total of twelve workers. This group of dynamic workers support and ensure the wellbeing of children in care and youth transitioning out of care.

Children Service Workers support children who reside in care with customary care parents, children living with kin, children who reside in alternative care placements, and youth living independently.

Children Service Workers collaborate with First Nation communities, birth-parents and extended family members, holistic services, and various collaterals to ensure all children and youth are supported with their physical, mental, and spiritual wellbeing.

Admission Types

- ▶ Types of admission into care and/or legal status:
- ▶ Temporary Care Agreement – children are in care by way of an agreement with the society and their parents. This is a voluntary agreement and is not before the courts.
- ▶ Temporary Care Order – children have been brought to a place of safety and the matter is before the courts. NCFST requests temporary care and custody of the child while protection concerns are addressed.
- ▶ Extended Society Care [with or without access] – the child is placed in the permanent care and custody of NCFST [for purpose of adoption or long term care]
- ▶ Customary Care Agreement – the child is in care by way of an agreement with the parents, First Nation, the child, and NCFST. This agreement is voluntary and not before the courts.
- ▶ Continued Care and Support for Youth [CCSY] – at the age of 18 years old children in care are entitled to CCSY allowance and benefits. This agreement lasts until 21 years of age.
- ▶ Voluntary Youth Service Agreement [VYSA] – this is a voluntary agreement supported by the OCL's office for children aged 16 and 17 years old where a protection concern is identified.

*** All appropriate permanency options should be explored for children in care of NCFST ***

Building Relationships

Entering care is very hard on children and youth, it is important that children service and child and family wellbeing workers take time to build relationships with the children and youth.. Take time to learn about their likes, dislikes, how school is going, who their friends are, future goals, etc...

In addition to building relationships with our children and youth, it is equally important to develop relationships with their alternate caregivers, First Nation communities, and birth family members. Members of a child or youth's care team play a vital role in their lives and must be included as a part of the team.

It is important when working with babies, children, youth, and caregivers that we practice the Seven Grandfather Teachings.

Ministry Standard Visits & Monthly Visits

7 Day Visit

- To be completed within 7 days of a child's admission into care or change of placement
- Must take place where the child lives
- Worker must meet privately with the child
- Worker must review Rights and Responsibilities, and complaints procedure

30/90 Day Visits

- 30 Day visit must take place within 30 days of coming into care or change of placement
- 30 Day visit must be in person, and a private visit needs to occur
- Ministry standard visits must be every 90 Days
- 90 Day visits must occur in the child's home with a private visit and review of R&R's

Monthly Visits

As mentioned, ministry standard is a child must be seen every 90 days however, it is NCFST's best practice that CSW and CFWW visit with their children and youth on a monthly basis.

Monthly visits allow for workers to develop supportive and positive relationships with the children and youth in our care.

These visits can be in the community or in the home.

Plan of Care

Following provincial standards, plans of care must be reviewed and documented within 30 days of a child coming into care or a change of placement, then again within 90 days, 180 days, and then every 6 months after that.

Unless there is a safety concern or no access order, plan of care meetings are typically held at our office with the worker, alternative caregiver, child, and should include birth-parents, First Nation, and other professionals who support the child.

A plan of care reviews the following dimensions which are important to the child's wellbeing:

- ▶ Health, Identity, Education, Family and Social Relationships, Emotional and Behavioral Development, Social Presentation, Self Care, Culture, Permanency Plan, and Post Care Planning.

Social History writing requirements

A Child's Story

- ▶ A Social History tells the child's story – this document captures the life of a child prior to and while in care. This is updated on an annual basis. The story is written by the worker with input from the child, caregiver, and family members, and includes the milestones and events that are important to the child both individually and in relation to their family and alternate caregivers.
- ▶ The initial document is completed within 60 days of a child coming into care, and update on a yearly basis.
- ▶ A Social History includes information on the child's development, education information, health and sexuality, birth parents and extended family members, First Nation, and Culture.
- ▶ A Social History is also important in those circumstances that the end of a child's journey in our care involves adoption – the information is provided to the adoptive parents and is required as part of the documentation prepared for legal finalization of the adoption.

Culture

All children have the right to learn about and explore their culture in a safe and supportive way. Our goal is to provide access to cultural practices that will promote healing and resilience, strengthen connections to the community, deepen relationships, and provide children with a strong sense of identity.

Our workers take time to develop fulsome culture plans specific to each child and their First Nation.

Culture is a dimension in the plan of care and the following elements are included or considered:

- ▶ We identify the child's community, provide information on their community, and find a contact person for their community
- ▶ We explore opportunities for the child to develop a relationship with an Elder; network of support [community members, extended family, etc...]
- ▶ Through the child and their family, we learn about the Cultural ceremonies, activities, and events they have been a part of; customs and language; traditional foods; music and creative life
- ▶ We help the child find a "Resource person" – someone who supports a child's individual culture. This person could be from their community, from a Friendship Centre, or extended family member.

Access Visits

NCFST has an Access Department with workers who support families during visits.

Access for a child with their family [immediate, extended, or community members] should happen, at the latest, within 72 hours of the child coming into care.

In the rare case where a child is in care without access to a parent by way of a court order, or because the parent is not available, we work to arrange access to siblings, and others familiar to the child. We place emphasis on connecting children as quickly as possible to extended family in these circumstances.

Depending on the individual situation, access visits may take place at our office, in the home, or in the community, and they vary in level of supervision.

Ensuring Overall Wellbeing of Children and Youth in Care

Children Service Workers work diligently to ensure all essential needs of a child in care are met, these include medical needs, dental and eye care, mental health support, and education.

For youth transitioning out of care there is financial support, and access to youth services which support with housing, budgeting, education, and support with employment.

Additional Supports

Education Liaison –

This worker reports to a children service supervisor and specifically works to support a child in care or youth's academic journey

Native Youth Resource Centre (NYRC) –

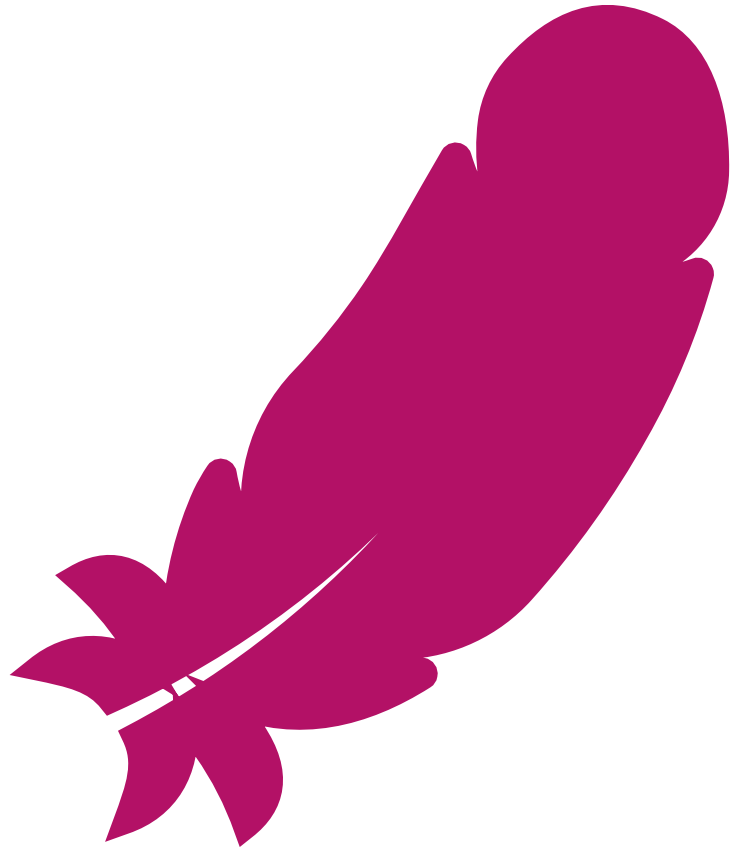
The youth services which include youth in transition worker, life skills programs, employment support, housing workers, and cultural supports

Culture Team –

This team provides cultural resource workers, supports with teachings and ceremonies

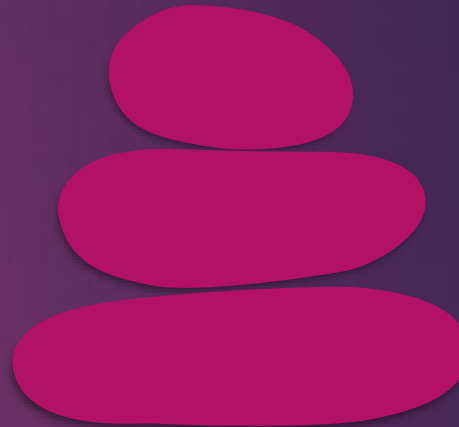


Terri Jaffe

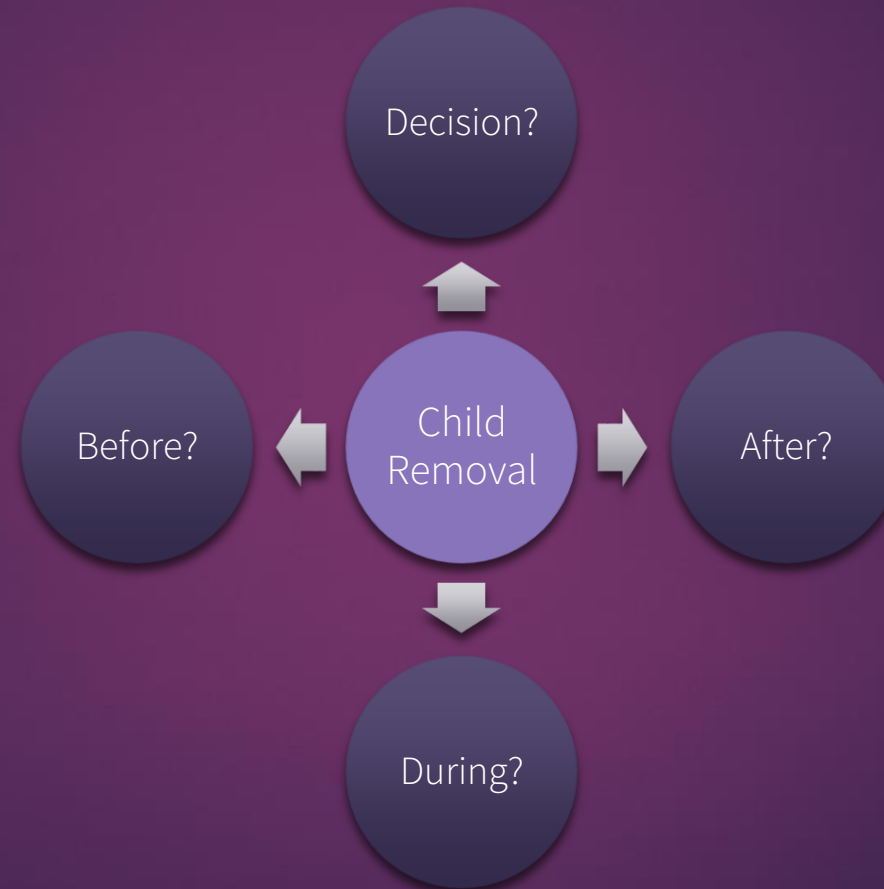


Jama Maxie

Mark Atanasoff



The Child Removal Intervention is the Focus of Reform



Reform Pillars

Community
Programs as a
System

Reducing Children in Care
(Improving Community Level Outcomes)

Family Networks
to Thrive

Reducing Crisis
(Empowering Families & Natural Supports)

Indigenous
Child Welfare
Reform

Reducing Trauma
(Maximizing opportunities to provide child
welfare services on a collaborative Basis)

Community

Indigenous Child Welfare Reform Details



Mandates



QUESTION & ANSWER



Migwetch