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Tikinagan

Child & Family Services



CHILDREN & YOUTH IN CARE DAY 2024

BE THERE FOR KIDS IN CARE

Resource Guide for Educators
3 Lesson Plans for Ontario Curriculum

TIKINAGAN.ORG



1-800-465-3624



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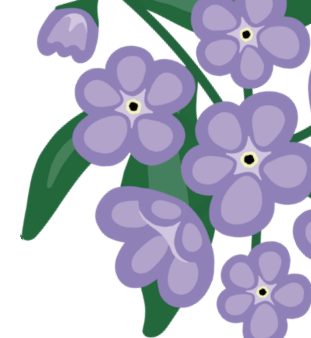
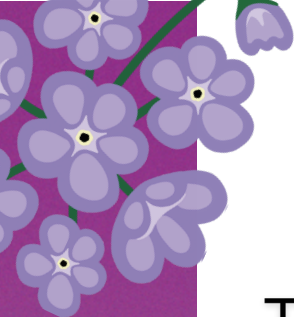


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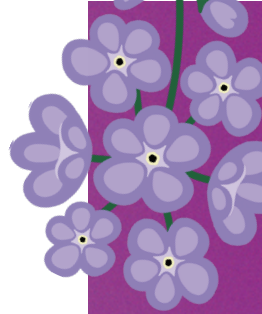
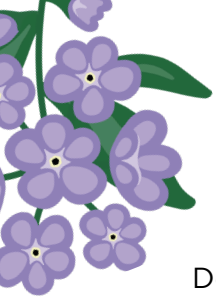
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Dear Reader,

The journey for current and former children and youth in care requires strength, bravery, and resilience in the face of adversity. Children and Youth in Care Day is an opportunity to show our children in care that our community is here for them, we hear them and that we are a part of their Circle of Care.

Tikinagan shares the sacred responsibility held by parents, extended family and community members to care for children. When a child comes into care, it is important for each child to be part of a network of caring people. Every person who has an interest in the care of a child is asked to become a member of the child's Circle of Care.

Children and Youth in Care Day is an opportunity to acknowledge children and youth in and from care for their strengths and unique identities. This day allows agencies like Tikinagan to build better networks of support by increasing participation of community members and partners so that children and youth in and from care feel supported and thrive. It also helps to destigmatize views about children and youth in and from care by increasing awareness and understanding with the public.

Within our 30 First Nation communities, our youth in care experience not only a change in home, but sometimes a change in community. This May we want to show our children and youth that we support them and that we are here when and where they need us.

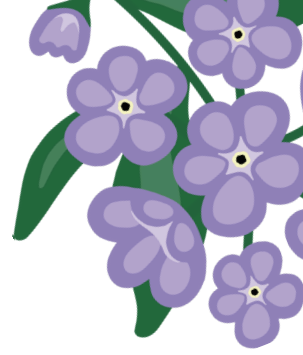
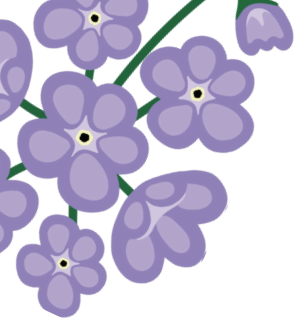
In this package:

- History of Children and Youth in Care Day
- About Tikinagan Child & Family Services and Children's Aid Society
- Duty to Report
- What is Abuse?
- Contest Posters
- Lessons provided by Tikinagan Child & Family Services
- Other Resources

Respectfully,

Tikinagan Child and Family Services





Children and Youth in Care Day History

For years children and youth in and from care dealt they weren't being listened to. Despite feeling silenced, ignored and what many youth in care call "the boot," children and youth continue to speak up about the struggles they faced in the foster care.

The idea was simple! Raising awareness and let other youth in and from care, along with anyone else, know how their voices could be heard. Youth would then organize and hold public hearings at Queen's Park to speak directly to "our parent" about aging out of care, and how it could be better.

But we need more than that. Every child and youth deserves to feel and know that we are loved and cared for. We are vulnerable youth and need more than a system of policies for this to happen. Let us be vulnerable together, so we can strengthen our relationship, better our futures and have a better understanding of one another. Only then will we experience what it means to be part of a "good family."

Youth need to succeed in life the best they can. In order for this to happen, we all need support. We need to feel ready to transition into adulthood with all the necessary support and knowledge.



2024
MARKS THE 10TH
ANNIVERSARY OF
CHILDREN &
YOUTH IN CARE
DAY!



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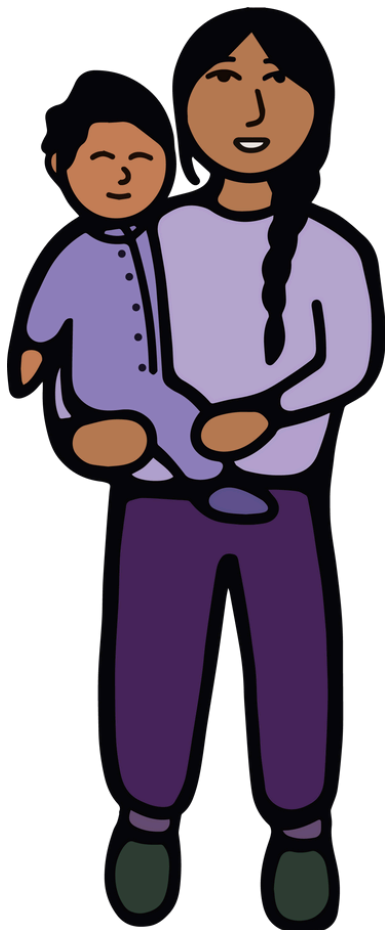
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ABOUT Ontario Children and Youth in Care Day

Children and Youth in Care Day was proclaimed by the government of Ontario to recognize the enormous contributions children and youth in and from care make to the Province. The day recognizes their strength, bravery, and resilience in the face of adversity.

Children and Youth in Care Day is a reminder that children and youth in and from care require allies, advocacy, support, and collaboration to help them reach their full potential. Children and youth in care are children and youth who live in kin, foster, and group homes because of conditions that make it unsafe for them to live with their primary caregivers. There are approximately 12,000 children and youth in care in Ontario and an average of 800 youth transition to adulthood and independent living every year.



WHY ENGAGE Students in Ontario Children and Youth in Care Day?

This important day was created because of the tireless efforts of young people in and from care and the recognition from government that they needed a day every year to have their voices heard and not forgotten.

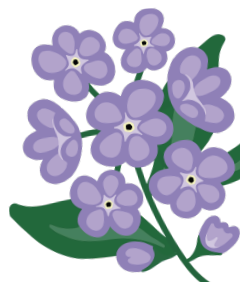
The day was proclaimed provincially in the Children and Youth in Care Day Act, 2014, and it is an opportunity to recognize the contributions of current and former youth in care to the province, as well as reduce stigma and acknowledge their strength, bravery, and resilience in the face of adversity.

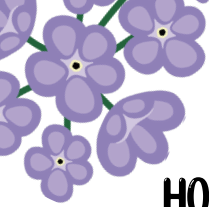
This campaign is about sharing the stories of young people with experience in the care network and reminding community, government, and service providers that these young people continue to need critical supports. They cannot be forgotten.

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HOW TO BE THERE FOR KIDS IN CARE

Like the forget-me-not flower, children and youth in and from care are resilient and adaptable. We all have a role to play when it comes to ensuring young people with experience with the Ontario child welfare system have access to the support they need to thrive and succeed. These are just some of the ways you can show up for children and youth in and from care in your community.

MENTOR

Kids in care are often missing strong, supportive adult relationships.

TUTOR

Kids in care graduate at much lower rates than their peers. Become a tutor for a child or youth in care and help raise their level of educational achievement.

VOLUNTEER

There are lots of other ways to donate your time and talents to benefit children and youth in care, including as a driver, board member, or helping with special events.

FOSTER

Kids across the province need foster caregivers to offer homes that support their identities, connections, and well-being. Be there to care.

LEARN

Most of us do not know what it means to be in care. Educate yourself and learn more so you can help support children and youth in your community.

ADVOCATE

Tell your local Member of Provincial Parliament that you want kids in care to have the supports and services they need.

SHARE

Join us on May 14 to celebrate the achievements and highlight the needs of kids in care. They need our voices.

WORK

There are many opportunities to apply your skills and experiences in the child welfare sector.



Resources for children and youth in care

How We Stay Safe: Coming into care with Tikinagan Child & Family Services, is a 24-page resource that will help young readers gain an understanding of the changes that may occur while transitioning into care and recognize safe and unsafe behaviours.



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Child & Family Services

HOW WE STAY SAFE Coming into care with Tikinagan Child & Family Services



It could also mean having a belly full of food or spending time with the people you love.

Adults help take care of you. This could be your parents, your kookum, an auntie, a brother, a sister, or even trusted friends outside the family.



When home is unsafe you might have to stay somewhere else for a while.

Not every kid needs to leave home because it is unsafe.

There can be other reasons why you might need to leave home too.



Sometimes it's hard for adults to keep your home or other places safe.

No one is allowed to hurt you by hitting, punching, or kicking you.

This includes both kids and adults.



In a foster home, you will meet new people and maybe new kids.

You will have a new room and a new bed.

You will have different routines, maybe even have new foods to try and new clothes to wear too.



DOWNLOAD THE DIGITAL COPY HERE!

print copies available soon

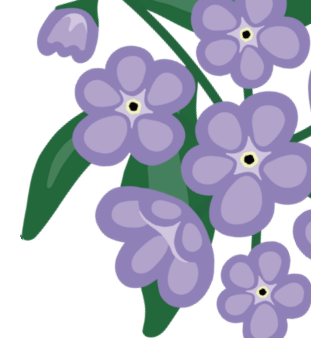


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Grades 1 to 3

CURRICULUM AREA

Social Studies

BACKGROUND INFORMATION

Every family has different roles, relationships, and responsibilities. All people should be treated with respect, regardless of their roles, relationships, and responsibilities.

LEARNING EXPECTATIONS

- Demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities.
- Use the social studies inquiry process to investigate ways of life and relationships with the environment.
- Compare social constructs.

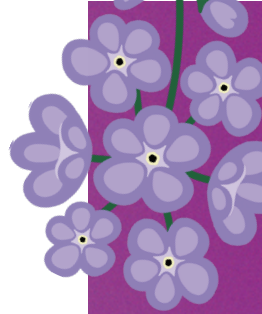
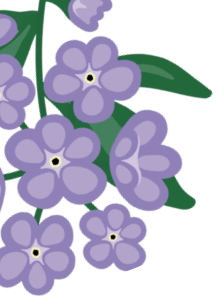
ASSESSMENT

Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives.

LESSON

- Roles and responsibilities of children and youth in and out of care differ drastically.
- Describe ways in which these roles and responsibilities can differ.
- Analyze some of the general ways in which being raised in different environments can alter development.
- Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self
- How and why do people's roles and responsibilities change as they encounter new situations and develop relationships with different people? How do people's various roles and responsibilities help shape who they are?





GRADES 1 to 3 (continued)

THOUGHTS

- A person's roles, responsibilities, and relationships change over time and in different situations.
- Their own roles, responsibilities, and relationships play a role in developing their identity.
- All people are worthy of respect, regardless of their roles, relationships, and responsibilities.

ACTIVITY IDEAS

Families can be connected in many ways, it can be biology, adoption, marriage, or even strong emotional bonds. Families can look very different from each other, but all family members usually love and care for each other very much.

Have students draw a picture of their family and ask what they do to make them feel safe and loved. "Family" can mean different things for students, so have them think about extended family, Elders, neighbours, Aunties, Uncles, Kookums, and Shoomas, and more.

Complete the 'My Family' worksheet on page 14.

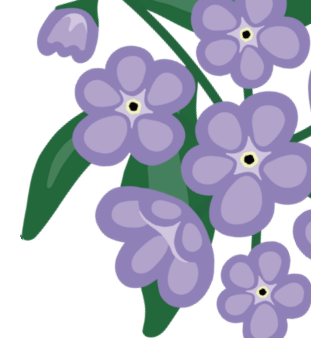
BLOOM'S TAXONOMY

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

MULTIPLE INTELLIGENCES

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Bodily/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic





Grades 4 to 6

CURRICULUM AREA

Social Studies

BACKGROUND INFORMATION

Our environment can play a large role in shaping who we become.

LEARNING EXPECTATIONS

Formulate questions to guide investigations into ways in which daily life differs from the lives of young people who have never been in care or were in care vs young people who are in or have previously been in care.

ASSESSMENT

Compare social organization (e.g., social classes, general political structure, inherited privilege, the community connections, bias)

LESSON

Describe some of the ways in which life could differ for young people who have never been in care in care vs young people who have.

Sample questions:

“What kind of educational opportunities are granted to children in or have been in care vs children that are not and have never been in care? Is there a difference in educational resources? Educational outcomes?”

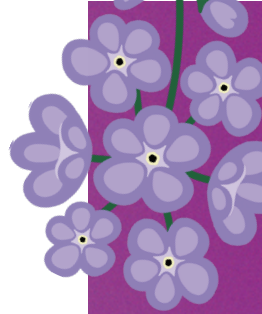
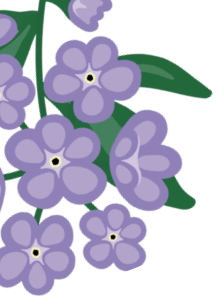
“How did traditional ways of parenting and community interactions with children influence differ in the lives of young people in care vs young people not in care?”

“What about recreational opportunities such as sports?”

Cultural connection and awareness? How does this compare to how you learn about these things?”

(e.g., wealthy, poor, urban, rural... with reference to family life, education, leisure time and recreation, responsibilities, work)





Grades 4 to 6 (continued)

ACTIVITY IDEAS

Read the poem “Forget Me Not” by Lewis-Pearl, a former kid in care (Activities For Youth section).

Once you’ve finished the poem, reflect on the meaning of the poem and what you think the author is trying to say. Then, either write a paragraph describing these findings, or create your own poem about your own experiences. This can include your family, culture, opportunities, struggles or any other information that makes you who you are.

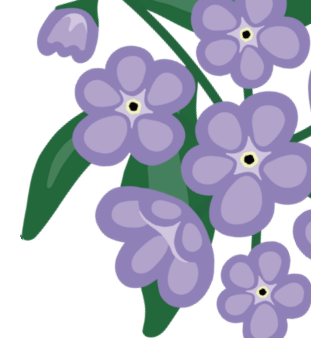
BLOOM’S TAXONOMY

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

MULTIPLE INTELLIGENCES

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Bodily/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic





Grades 7 to 12

CURRICULUM AREA

Social Studies

BACKGROUND INFORMATION

Statistics show that individuals who did not grow up in care experience better outcomes later in life than those who did grow up in care.

LEARNING EXPECTATIONS

Formulate questions to guide investigations into some of the issues and challenges.
Generate “solution finding” ideas

ASSESSMENT

Gather and organize information and data from various sources to investigate issues and challenges associated with balancing environmental stewardship.

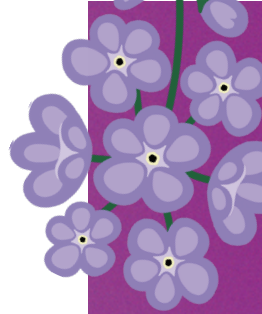
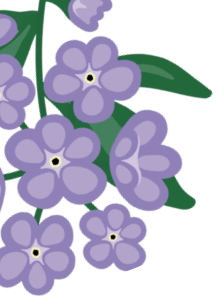
LESSON

What types of services could children in care be provided to assist in better overall outcomes?

Example:

- (Mental health/medical, education supports, recreation supports etc)
- Who could best provide those services?
- Who should be consulted around the provision of such services?
- What are the most important issues facing people with disabilities?
- What levels of government need to be involved in addressing these issues?
- What does each level of government need to do?
- Which services should be provided by government and which by community groups or family members?
- What services are needed to support the physical and mental health of Indigenous youth?
- Who needs to be consulted when developing a strategy to address this issue?
- How would you decide which community groups are best suited to provide these services?”





Grades 7 to 12 (continued)

ACTIVITY IDEAS

Watch the Video “Understanding Child Welfare in Ontario: It might surprise you”
Use the following QR code to access the video.



Alone or in a group generate “solution finding” ideas for what types of services can be provided to assist in better overall outcomes and make a mind map showing your idea’s.

Participate in the ‘Give our Youth a Voice’ contest in the Activities For Youth section.

BLOOM’S TAXONOMY

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

MULTIPLE INTELLIGENCES

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Bodily/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic





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Activities FOR YOUTH



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Story ABOUT MY FAMILY



My name is _____

I am

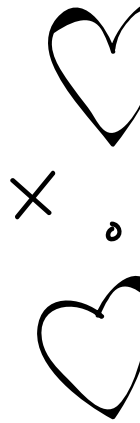
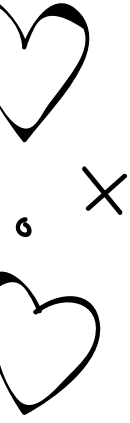


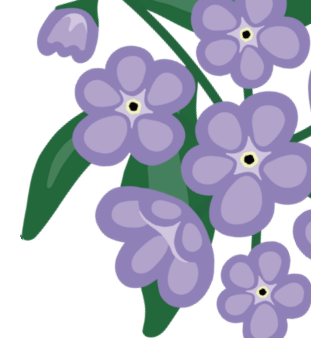
years old

WHO IS IN YOUR FAMILY?

My favourite thing to DO WITH my family is...

Draw your Family Here!





A POEM: FORGET ME NOT

Written by David Lewis-Peart

I've grown through some tough things,
 No doubt,
 Survived in spite of
 Thrived and made light of heavy,
 Lifted through concrete and kept steady going.
 Paving my own way.
 Laid roots. Bloomed.
 Put feet to ground and planted in impossible odds.
 But I wasn't alone.
 I was first shown that odds were meant to be beat.
 I was believed in, poured into, and encouraged on by those who didn't
 count me out.
 Those that took me in.
 Those that took their time.
 People who gave me space to define what blossoming meant for me.
 Who reminded that success isn't determined by history, but by a
 commitment to not forgetting.
 It's no mystery, the flowers that grow are the ones you remember to water.
 Forget. Me. Not.





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Paper Family Fun

Every family is different, some big, some small. Some traditional, some non-traditional. Use our paperdoll worksheet to create your family in honour of Children and Youth In Care Day!

Step 1: Pick the pieces you want to use for your family.

Step 2: Colour the pieces.

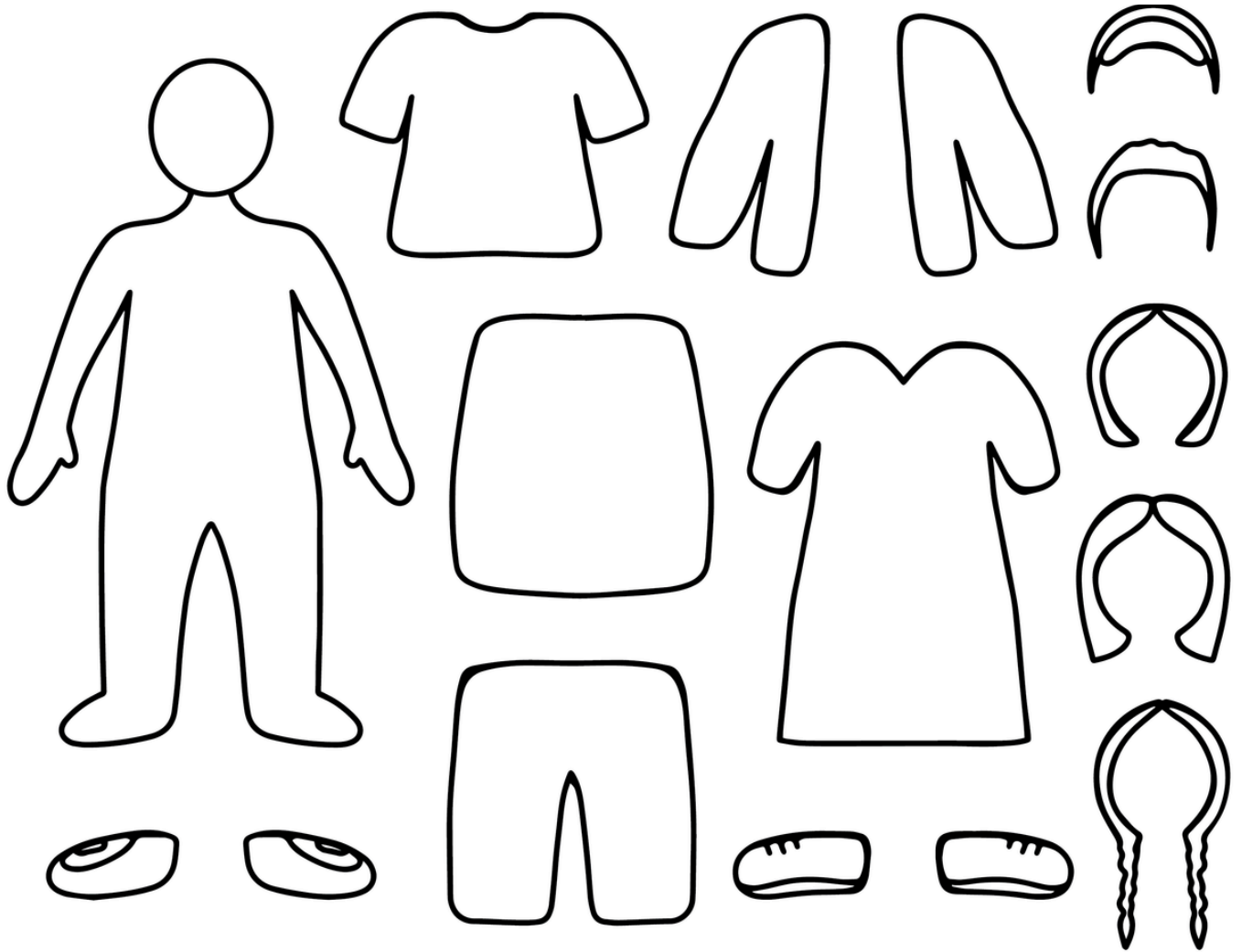
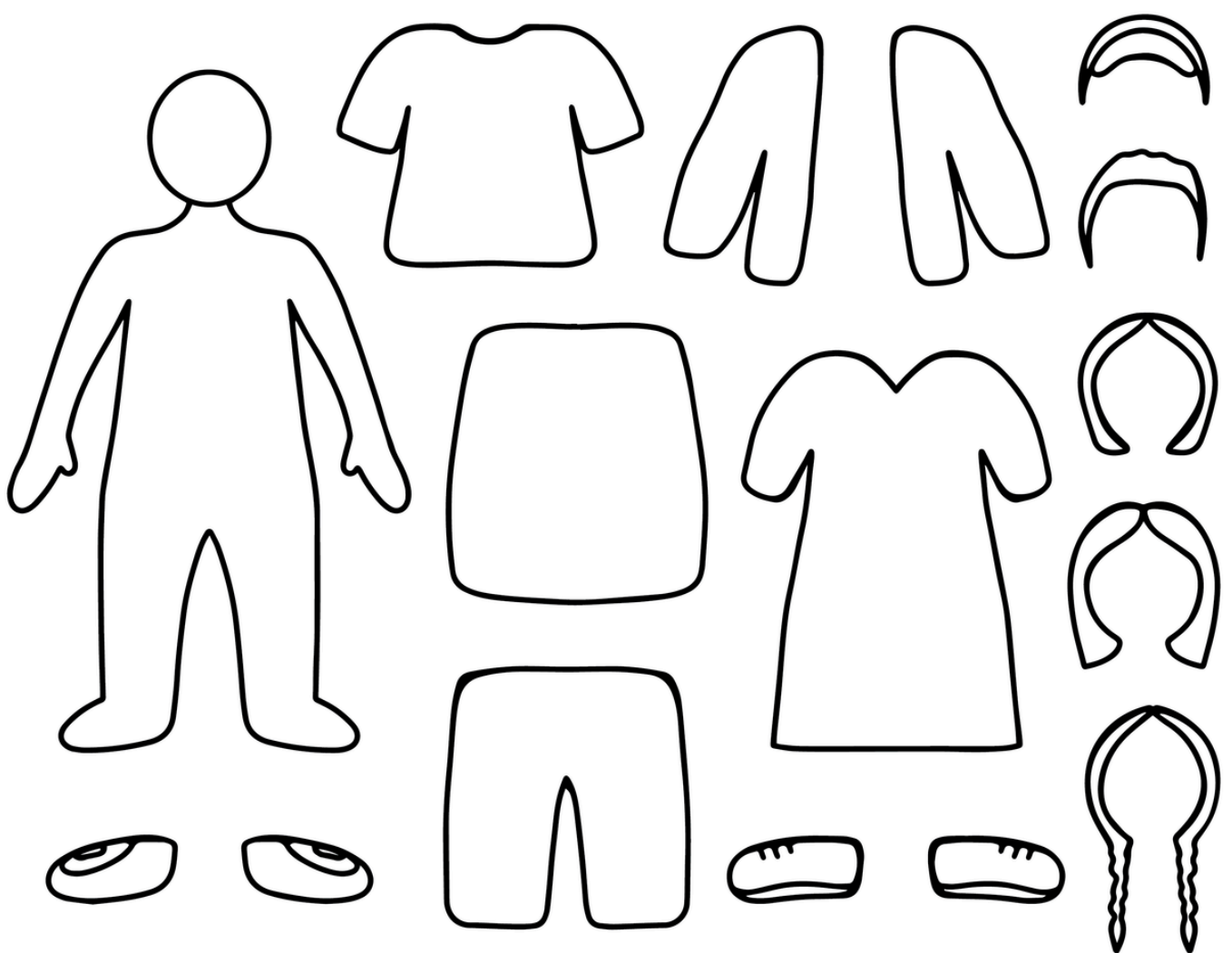
Step 3: Cut out the pieces.

Step 4: Glue it all together!



Want to share your final artwork? Have a grown up send your masterpiece to communications@tikinagan.org and we'll share your work on our social media!





May 14th

CHILDREN AND YOUTH IN CARE DAY

B R H E L P T Y I N C A R E N
X B G S F R I E N D S Y H M X
P Q W A C K L I G Y L S S P I
Y X I Y L S G F A Z D P J Z U
S A D V O C A T E U X R L E N
Y G K A N U I Y I G Y O P U C
E P V F H I K N G L N U M M O
G C P S S D K U S W K D O Q M
M K S U F T V V N P K J Q H M
E A I P O K R Y A I I Q U F U
A Q Y P S S O E H L Q R U A N
S K U O T X L P N C C U E M I
B F Z R E Y O S J G Y B E I T
Z O N T R E V I Z E T Y F L Y
R J J R V V E O P P K H G Y V

Community

Friends

Incare

Proud

Advocate

Inspire

Family

Foster

Strength

Support

Unique

Help

Love

May



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Tikinagan
 Child & Family Services

In partnership
 with



Ontario Association of
 Children's Aid Societies

GIVE OUR YOUTH A VOICE!

Sunday, May 14th is Children and Youth In Care Day.

We're looking for stories from our current or former youth in care from our 30 First Nations. We want to know how they paved their own way, laid roots, and bloomed. We also want to celebrate those who believed in them, poured into, and encouraged them.

We are looking for submissions, including:

- Written stories
- Videos
- Paintings/Drawings
- Comics
- Photograph stories
- Audio stories

Alternatively, youth can submit a written, audio or visual completing the phrase: "As a child/youth in care, I feel.. I think... I want ... I hope..."

All participants will receive \$25 gift!

Submissions can be sent to
communications@tikinagan.org

Deadline June 14, 2024

1-800-465-3624



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Other Resources

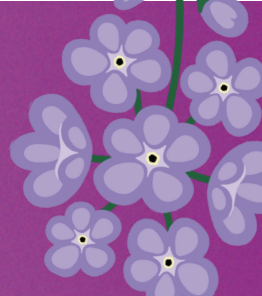
Have a concern?
1-800-465-3624



1-800-465-3624



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Information ABOUT Duty to Report



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Tikinagan provides family support and intervention services for families who are experiencing difficulties, and works to help these families find the resources needed to overcome their difficulties. Whenever possible, we work to help children and families stay together, and to help parents care for their children.

We have a moral obligation to protect our children from harm, so that they can live in safety and grow up to become our community's leaders.

Every adult in Ontario has a legal obligation to report known or suspected child abuse or neglect to a Children's Aid Society. Tikinagan Child and Family Services is the Children's Aid Society for First Nations children in our catchment area (see Our Communities), so if you know or suspect that a child is being abused, call us right away at 1-800-465-3624, 24-hours a day, 7 days a week here at Tikinagan. All calls are confidential. If your concern is not immediate or you don't have access to a phone, you may also make a report using our confidential online reporting form found on our website.

We're always available to talk about your concerns, and the information you give us, including your identity, will remain confidential whenever possible.

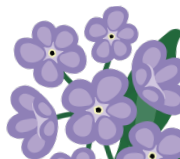
YOU DON'T NEED TO BE SURE!

If you suspect that a child is being abused or neglected, call us. It is our job to investigate.



Privacy and Duty to Report

The document called "Yes, You Can. Dispelling the Myths About Sharing Information with Children's Aid Societies" jointly released by the Office of the Information and Privacy Commissioner of Ontario and the Office of the Ombudsman and directed at professionals who work with children and youth, is a critical reminder that a call to a Children's Aid Society is not a privacy violation when it concerns the safety of a child or youth. In fact, professionals who work with children and youth have a special responsibility, as stated in the Child, Youth and Family Services Act, to protect the safety and wellbeing of children and youth.





OVERREPORTING OF INDIGENOUS AND AFRICAN CANADIAN FAMILIES IN CHILD WELFARE

The Ontario Association of Children's Aid Societies acknowledges that both Indigenous and African Canadian children and youth are overrepresented in child welfare due to systemic racism. Research indicates that many professionals overreport families based on stereotypes around racial identities. The overrepresentation of Indigenous children and youth is due to the historical injustices perpetrated against First Nation, Inuit, and Métis communities by the Canadian government and provincial child welfare systems. These injustices include residential schools and the Sixties Scoop. These colonial legacies have resulted in community impairment, intergenerational trauma, and the overrepresentation of Indigenous children in child welfare. The Ontario child welfare sector has unanimously agreed to prioritize Reconciliation with Indigenous communities through nine key commitments, including reducing the number of Indigenous children in care. The commitments made by the Ontario

child welfare sector represent an acknowledgement that it must do better, be held accountable to results, and work in a framework that recognizes and supports Reconciliation with Indigenous communities. The overrepresentation and inequity in outcomes for African Canadian families engaged with child welfare agencies is due to colonialism and systemic racism. African Canadian children are twice as likely to be reported to a Children's Aid Society but are actually no more likely than any other group of children to experience child maltreatment. In partnership with the Ontario African Canadian community and through the One Vision One Voice program, OACAS is taking steps to create a more equitable child welfare system by recognizing the role that systemic racism and colonialism plays in the overrepresentation of African Canadian families in the child welfare system. Stereotypes around poverty can also lead to overreporting. While poverty is a risk factor for children and youth, it is not a cause of child maltreatment.



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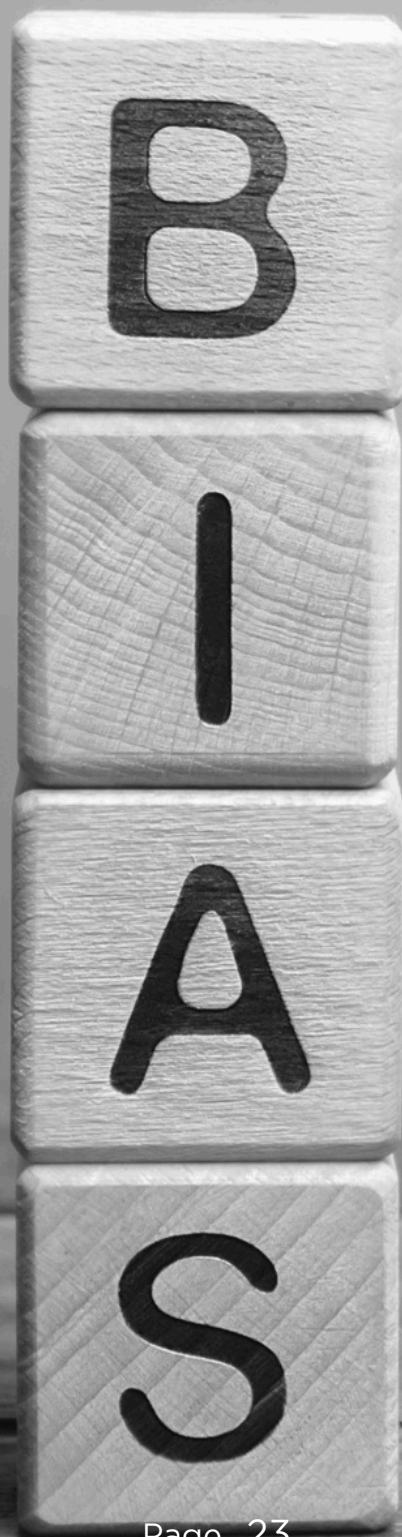


HOW TO CHECK YOUR BIAS

Because they are an integral part of a child’s life, it is critical that all teachers and education professionals understand overrepresentation in the child welfare system and how it occurs.

Teachers and education professionals need to be aware of personal and systemic biases and stereotypes that may impact a decision to call a Children’s Aid Society. To check their biases, teachers and education professionals are encouraged to “flip it.” In other words, would they call if the individual was a white, affluent child?

Teachers and education professionals need to be aware of family and cultural differences. Factors such as ethnicity, religion, family structure, and history influence family practices. Child-rearing practices vary across families and cultures. There are various parenting practices that are not concerning but may differ from their own. Behaviours of African Canadian children and youth in response to microaggressions from teachers, racial bullying by peers, or marginalization in the schools are sometimes incorrectly seen as reflecting issues within the home.

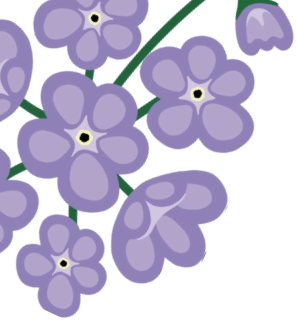


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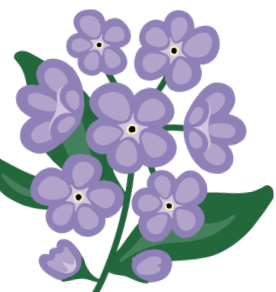
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Information ABOUT Neglect, and Physical, Sexual, and Emotional Abuse Consider the Facts

- Neglect is a key factor in 89% of the children who receive services from Children's Aid Societies. Their families are struggling with chronic issues such as trauma, extreme financial stress, mental health, and addiction.
- There were over 16,000 reports of children and youth victims who experienced violence by a family member in Canada in 2014.
- 32% of Canadians have suffered child abuse (physical abuse, sexual abuse, exposure to intimate partner violence) in their lives.³
- 20% of Canadians were sexually abused as children.
- Over 95% of child sexual offenders are people children know and trust, not strangers.
- On any given night in Canada, 3,491 women and their 2,724 children sleep in shelters because it isn't safe at home.



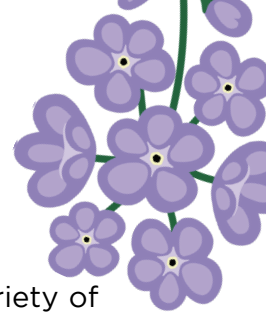
Definition of Abuse

Child abuse occurs when a caregiver, family member, or community caregiver, including teachers, child care staff, and coaches, having charge of the child commits an act of aggression against the child and the child is harmed. This harm may be physical, sexual, or emotional in nature. Child neglect can be more difficult to assess, as harm caused by the absence of something is not always readily apparent. It can be caused by the failure of parents or caregivers to meet a child's basic needs, including food, shelter, clothing, education, supervision, medical care, and safe surroundings. Poverty is recognized as a risk factor in abuse and neglect cases, but it does not cause abuse and neglect. Children are also abused or neglected in families with higher socio-economic status. Most parents do not intend to hurt their children. And it doesn't mean that they don't love their children. It may mean that they need help and support to ensure their children are safe. The community, which includes Children's Aid Societies, has a responsibility to help.

Types and Signs of Abuse and Neglect

To learn more about the types and signs of neglect and abuse, including physical, sexual, emotional, exposure to domestic violence, abandonment and separation, and caregiver incapacity, visit OACAS's website. To learn about the signs of abuse and neglect click here. It is also important to remember that there are parenting practices that are not dangerous but may differ from a teacher or education professional's own parenting practices. To learn more about how referrals can lead to the overrepresentation of African Canadian families in the child welfare system, click here. To learn more about the overrepresentation of Indigenous families and African Canadian families in the child welfare system, click here.





RESPONDING TO A CHILD OR YOUTH WHO MAKES A DISCLOSURE

The decision to report concerns to a Children's Aid Society can be based on a variety of factors, including observations of possible child abuse and neglect (see previous section for types and signs of abuse and neglect) or a disclosure from a child or youth. If a child or youth discloses to a teacher or education professional that they are experiencing abuse or neglect, the teacher should:

- Talk with the child or youth in private. The teacher/education professional should limit distractions and provide the child or youth with full attention.
- Explain their role. The teacher/education professional should tell the child or youth that they will help. They should not promise to keep the disclosure secret.
- Listen carefully. The teacher/education professional should allow the child or youth to tell their story. They should remember that they do not have to prove the abuse or verify it.
- Acknowledge the child or youth's situation and feelings.
- Commend the child or youth. The teacher/education professional should tell the child or youth that they did the right thing and let them know the abuse is not their fault.
- Believe the child or youth. The type of response children or youth get upon disclosure can determine whether they will continue to disclose and get help. If a child or youth receives a positive response to their disclosure, it is more likely they will reach out again for help when needed.
- Record the disclosure using the child or youth's words. The teacher/education professional should take the time to make notes as accurately as possible.
- Respect the child or youth's privacy. Teachers/education professionals should not share disclosure details with colleagues. Respecting a child or youth's privacy does not interfere with a teacher or education professional's duty to report their concerns to a Children's Aid Society.

Information ABOUT THE REPORTING PROCESS FOR EDUCATIONAL PROFESSIONALS

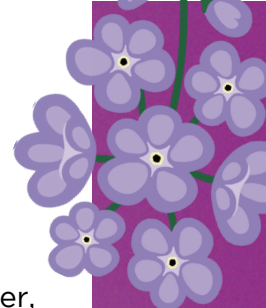
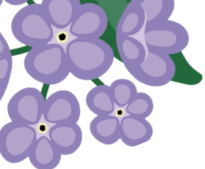
If teachers/education professionals see or have reason to believe a child or youth up to the age of 16 is in need of protection or is at risk of harm, they are legally required to call their local Children's Aid Society. (Generally, agencies are either called a Children's Aid Society or Family and Children's Services.) A child protection worker is available to answer their call 24 hours a day, 365 days a year. The phone numbers for Children's Aid Societies across Ontario are available on the OACAS website.

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THE REPORTING PROCESS

If the teacher/education professional believes the child or youth is in immediate danger, they should call police as well as their local Children's Aid Society.

When the decision has been made to call a Children's Aid Society, teachers/education professionals should not consult or advise a parent or caregiver, as this may jeopardize the child or youth's safety. The Children's Aid Society will advise the teacher regarding any consultation with the parent.

- Teachers/education professionals do not have to be sure about concerns of child abuse or neglect to report concerns to the Children's Aid Society; they are asked to use their best judgement.
- Teachers/education professionals are not to undertake any investigation of the concerns. It is not their role or responsibility to determine whether abuse or neglect has occurred. Children's Aid Societies are responsible for investigating and assessing the need for protection or involvement.
- Teachers/education professionals who have a concern must call a Children's Aid Society directly themselves. They are not permitted to delegate their legal duty to report to any other person.
- While confidentiality cannot be assured when making a report to a Children's Aid Society, concerns regarding the identification of the reporter should be shared with the Children's Aid Society.
- A teacher/education professional's duty to report is ongoing. Even if a teacher/education professional has made a previous report, they must continue to make reports if they believe a child or youth still requires protection.
- Teachers/education professionals are required to report concerns even if the information has been shared with them in confidence.
- Teachers/education professionals should keep detailed notes about the circumstances informing their concerns.
- Teachers/education professionals should also remember that child-rearing practices vary across cultures. There are different parenting practices that are not dangerous but may differ from the teacher's own parenting practices.
- Child protection workers will ask for information about the child or youth concerned, including their family name, address, date of birth, and other children in the household.
- Teachers/education professionals will also be asked to provide information about the person alleged to have caused the concern, including name, relationship to the child or youth, address, phone number, place of work, as well as that person's current whereabouts. The child protection worker will want to know the teacher's specific concerns and how they became aware of them.
- The child protection worker will also ask about the functioning of the child or youth and family, the child and family's support network, the family's ethnic origin, first language, and religion, and whether the child and family is Indigenous.





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Tikinagan
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NOODAWISHINAAM OSHKINIIGIWAG ("HEAR US YOUTH")

Noodawishinaam Oshkiniigiwig ("Hear Us Youth") is Tikinagan's Youth Team of experts. Our youth are a resource.

They have knowledge about youth culture, living in their communities or an urban centres and how to interact with their peers. We tap into these expertise, skills, and hear their ideas how we can make Tikinagan Child & Family Services better for children, youth, and families.

We are growing and still accepting youth to to join the team! Encourage your students to sign up to earn their community service hours.



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