

Joint Protocol for Student Achievement: JPSA



Effective September 2016

Joint Protocol for Student Achievement

A Collaborative Response to Increasing Positive Outcomes for Students



Catholic District School Board of Eastern Ontario (CDSBEO),
Children's Aid Society of the United Counties of Stormont, Dundas & Glengarry,
Conseil des écoles catholiques du Centre-Est (CECCE),
Conseil des écoles publiques de l'Ontario (CEPEO),
Conseil scolaire de district catholique de l'Est Ontarien (CSDCEO),
Family and Children's Services of Lanark, Leeds and Grenville,
Family and Children's Services of Renfrew County,
Renfrew County Catholic District School Board (RCCDSB),
Renfrew County District School Board (RCDSB),
Upper Canada District School Board (UCDSB),
Valoris for Children and Adults of Prescott-Russell

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I. INTRODUCTION

The *Joint Protocol for Student Achievement (JPSA)* details the commitment of seven (7) Boards of Education and four (4) Children's Aid Societies (see list of partners below), to establish and implement the processes and policies in this document. Its goal is to support student achievement and well-being, from entrance to exit, for those eligible for supports under this protocol. The document reflects a merging of the JPSA processes, policies, and practices with those outlined in the Crown Ward Education Championship Team's previous Partnering for Student Success agreement (2014).

Authoring partners:

- Catholic District School Board of Eastern Ontario (CDSBEO),
- Children's Aid Society of the United Counties of Stormont, Dundas & Glengarry,
- Conseil des écoles catholiques du Centre-Est (CECCE),
- Conseil des écoles publiques de l'Ontario (CEPEO),
- Conseil scolaire de district catholique de l'Est Ontarien (CSDCEO),
- Family and Children's Services of Lanark, Leeds and Grenville,
- Family and Children's Services of Renfrew County,
- Renfrew County Catholic District School Board (RCCDSB),
- Renfrew County District School Board (RCDSB),
- Upper Canada District School Board (UCDSB),
- Valoris for Children and Adults of Prescott-Russell

The JPSA comes into effect in September 2015, pending signatories' final approval, and with implementation pending completion of training.

II. RATIONALE

In our society, the welfare of children/youth is everybody's responsibility; the protection of children/youth becomes the responsibility of Children's Aid Societies, (also called Family and Children's Services in specific areas covered by this protocol), when children are in need of protection or family assistance.

Education makes a significant contribution to the development and well-being of children/youth, to their perceptions of self and others, and to their future access to employment and life opportunities. Education broadens perspectives, reverses negative cycles, and moderates trauma. Education is a significant pathway towards adulthood, employment, improved economic circumstances, better coping strategies for coping, and effective participation in community life.

Research indicates that many children/youth in care experience low levels of educational achievement, often the consequence of traumatic early-life experiences and further compounded by the disruption, trauma, and insecurity associated with entering into CAS care. These children/youth who share a common experience of not being able to live with their parents and who frequently present as troubled are all Ontarians' children. Ontario's CASs assume the responsibility to provide the protection and care that is the right of every child/youth. Ontario's schools assume the

responsibility to provide these special children/youth with an education that maximizes their life opportunities and encourages them to realize their potential.

The children/youth of families supported by CASs may also require special consideration if they are to reach their educational and social potential. For a variety of reasons, these families require, or have requested, direct CAS assistance and support to cope with their life circumstances and/or to prevent/address the deterioration of their family unit. The children/youth involved can present as troubled, and have a right to services and educational experiences that promote their participation and improve their performance, help them maximize their life opportunities and realize their potential.

“Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students’ prospects for learning, growing, and fully contributing to society. Barriers may be related to gender, race, ethnic origin, religion, socio-economic background, physical or mental ability, sexual orientation, or other factors.”

(Equity and Inclusive Education in Ontario: Guidelines for Policy Development and Implementation: Realizing the Promise of Diversity, 2009: Ontario Ministry of Education)

The partners/parties represented by the signatories of this document are jointly committed to the

Ministry of Education’s vision for an equitable and inclusive education system. Further, these parties accept a joint responsibility to adhere to the JPSEA, which outlines collaborative practices and processes to support the educational success and the overall well-being of the children and youth described below, from their entrance into the education system to their exit.

The protocol will apply to children and youth in the care of a CAS through a court order or by voluntary agreement (i.e., children/youth with crown ward or society ward status or under a temporary care order or agreement). The protocol will also apply to children and youth receiving voluntary or court-ordered services from a CAS in the community (e.g., voluntary services, supervision orders, or customary care arrangements). For students in the second group, when the CAS perceives a need for assistance under this protocol, it will refer those students for whom the parent/guardian or customary caregiver has provided applicable and valid consent, permitting the CAS and the school/school board to exchange information.



The Joint Protocol for Student Achievement promotes effective working relationships and efficient, clear communication processes between the people who advocate on behalf of children under CAS care and/or influence, and the people who educate that population of Ontario's children/youth.

Expectancy theory tells us that if we expect great things, they will be achieved. We know that to be successful, children/youth need someone to believe in them, but they also need someone who will advocate on their behalf, and others who will put the supports in place to help them succeed. We expect great outcomes.

The JPSA will help our community organizations, children/youth and families, CAS and Boards of Education to join together and give real meaning to the reality "it takes a village to raise a child."

Together we can make it happen!

III. PURPOSE

The JPSA sets the foundation for effective communication and a collaborative working relationship among local Boards of Education and CASs. It provides a context within which all parties and their staff can work together to improve educational outcomes and personal wellness for children/youth in the care of, or receiving services from, CAS.

When circumstances may require a child/youth to receive services from CAS, or be taken into the care of CAS, the CAS staff, caregivers and school board staff have to share a common purpose to work in partnership to address the child/youth's needs.

Historically, these children/youth have faced barriers and significant challenges. The ability to minimize the impact of the negative factors in their lives is contingent on several factors: of particular importance is the ability to stabilize the placement, or home, and the school environments. Through partnership in this stabilization, the CASs and Boards of Education provide children/youth with the necessary foundation for academic and social success.

IV. SCOPE OF THE JPSA

This protocol outlines collaborative practices and processes to support the educational success of children and youth in Kindergarten to Grade 12. The protocol will apply to the following children and youth, also referred to in this document as "student(s)".

Collaborative practices and processes include:

- information-sharing processes between the CASs, school boards, and schools consistent with applicable legislation and regulations;
- administrative processes to support a student transitioning into or out of a school or school board;
- planning for student achievement, including the establishment of Realizing Educational Achievement for Children/youth (REACH) Teams to support and promote the educational achievement of students in the care of, or receiving services from CASs and the development of Education Success Plans;
- dispute resolution processes between CASs and school boards, including timelines for dispute resolution before escalation;

- the monitoring and evaluation of the protocol, including a formal review of the protocol every two years; and
- establishment of roles and responsibilities for the school board lead, the CAS lead, the School Point Person, and the CAS Point Person.

V. GOALS AND OBJECTIVES

The Joint Protocol for Student Achievement is an agreement between participating partners to:

1. improve the educational achievement of children/youth in the care of, or receiving services from, a CAS and to value the inclusion of the child/youth in the development of an educational plan through active participation;
2. establish and nurture a collaborative relationship between all parties and to adopt collaborative practices and processes that support knowledge exchange and open dialogue, particularly through transitional periods and academic success for students in the care of, or receiving services from, a CAS within the context of all applicable legislation and regulations;
3. enhance the working relationships and communication between CASs and school boards in order to promote the well-being of children/youth in the care of, or receiving services from, a CAS, and assist these students to recognize and reach their full potential through both education and work experiences;
4. establish and nurture a collaborative relationship by which CASs, school boards, and schools promote educational success, encourage an understanding of mutual roles and responsibilities (including engagement of parents/legal guardians and caregivers); and
5. establish and maintain effective local protocols and interagency agreements by providing the required time and resources to do so.

VI. GUIDING PRINCIPLES

- Children/youth in the care of, or receiving services from, a CAS, their families and caregivers must be welcomed, valued, accepted and supported, as well as treated with dignity and respect by all parties.
- Confidentiality beyond the information sharing described in this protocol, or otherwise permitted or required by law, must be respected to reduce the stigmatization of children and youth in the care of, or receiving services from, a CAS.
- Children/youth in the care of, or receiving services from, a CAS will have access to available opportunities and appropriate supports to succeed in school, including cultural supports as required. All sectors must be responsive to the individual needs of each child/youth and provide the conditions and interventions needed to help them succeed.

- Children/youth in the care of, or receiving services from, a CAS and their families and caregivers will be involved in decisions that affect them. Children/youth will participate in the development of their educational pathways, including secondary and post-secondary planning, as appropriate for their age, developmental level, and cognitive capabilities.
- The strengths and needs of children and youth in the care of, or receiving services from, a CAS must be central to all education planning, and plans must be individualized for each child/youth. Every child/youth possesses strengths that an educational setting can maximize. A strength-based approach, and flexibility of processes, are the tools to ensure that the needs of children/youth in the care of, or receiving services from, a CAS are met when developing educational solutions for them. Operations, both within and across organizations, must assume a child/youth-centred focus on communication and service planning.
- CASs, school boards, and school partners, as well as caregivers and/or parents/legal guardians are important, valued and respected, and share the responsibility to support success in school for children/youth in the care of, or receiving services from, a CAS.
- Every child/youth is entitled to a safe and caring learning and living environment. Stability in home and school placements improves educational outcomes and promotes well-being for children/youth in the care of, or receiving services from, CASs.

The JPSA respects the internal policies, processes, and lines of communication within each of the partner organizations.

The purpose of the JPSA is to ensure *collaborative* processes and practices within the working relationships and communications between local CASs and Boards of Education.



VII. ELEMENTS OF THE JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

1. Information Sharing
2. Administrative Processes
3. Planning for Student Achievement
4. Dispute Resolution
5. Monitoring and Evaluation of the Protocol

i. INFORMATION SHARING

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without consent.

The sharing of relevant information between the CAS, as the child/youth's legal guardian, and the school often helps to develop shared responsibility for promoting the best educational and wellness outcomes for the child/youth.

A CAS may disclose information to a board or school staff regarding a student's involvement with a CAS for the purpose of supporting and improving the student's wellness and educational achievement. Information should be disclosed to authorized persons (as defined by legislation such as Ontario Student Record (OSR) guidelines, etc.) on a need-to-know basis, and in accordance with all applicable legislation and regulations, including, but not limited to: the Education Act, the Child and Family Services Act, the Municipal Freedom of Information and Protection of Privacy Act, and the Youth Criminal Justice Act.

Information sharing will require different levels of consent based on varied circumstances:

- **Students in the care of a CAS:** A CAS may exchange personal information with school boards respecting children/youth in its care (i.e., children /youth with crown ward or society ward status and those under a temporary care order or agreement);
- **Students receiving services from a CAS:** A CAS and a school board must obtain the consent of the parents/legal guardians or customary caregiver before exchanging information if a child is receiving protection services but is not in the CAS's care.
- **For all cases when a student is over 12 years of age:** Students age 12 or older must be asked to provide consent, if capable of providing a valid consent.

It is the responsibility of the CAS to advise the school board when a student is in its care, to obtain any consent needed to initiate the protocol, and to provide the board with a copy of this consent or confirm the terms therein.

The CAS Point Person or Lead must provide the parent/legal guardian, and may provide the student age 12 or older, with information about the potential benefits and risks of consenting to the sharing of information between the CAS and the school; the parent/legal guardian, and the student when applicable, will be reasonably informed before giving or withholding consent.

There may be other circumstances in which a CAS and a board/school are authorized to share information under applicable legislation and regulation. Nothing in this protocol is intended to interfere or limit such authorized disclosure. For example, a person must report information in

accordance with the Duty to Report when a child is in need of protection under section 72 of the Child and Family Services Act. Where there is reason to believe that a person is at risk for self-harm, or there is reliable cause to believe a person may do harm to others, one must share relevant information, with or without consent. However, the individual shall be advised with whom the information was shared, as required by law. For example:

- Information regarding whether the student has been the subject of a Community Violence Threat Risk Assessment (VTTRA). For more information regarding consent and threat assessment, refer to the school boards' Safe Schools protocols on their websites; and
- Information about a safety concern the student presents for fellow students and/or staff, for example, as a result of involvement with the Youth Criminal Justice Act.

With consent, as stipulated above, psychological reports conducted outside of the school may be shared, in whole or in part, with the school/board psychologist. While consent to disclose is not required by the originator of the report, his/her involvement in the sharing may be requested. Sharing of third party information falls within the parameters of the JPSA outlined above.

Notwithstanding applicable legislation and regulations, *this Joint Protocol for Student Achievement recognizes the educational value of information-sharing*, with appropriate consent, between CASs and boards of education and, specifically, among the partners of this document. All parties agree to offer full disclosure of relevant information relating to the educational, behavioural, and wellness needs of children/youth in the care of, or receiving services from, CASs. All parties also agree to disclose only information that pertains to the purpose of the sharing.

Further, the ability to make informed educational and well-being decisions depends on access to timely, relevant information. JPSA partners agree to obtain information beyond the capabilities of data management systems, whenever possible, and to share that information in a timely, efficient manner.



a. THE PROCESS FOR INFORMATION SHARING

The collecting and monitoring of educational outcomes and achievements for individual students should be ongoing. Information sharing should be appropriate and relevant to the support of educational achievement and well-being.

The process for sharing information is as follows:

1. The CAS lead will provide the designated school board lead with a list of students registered with that board and eligible for support under this protocol, including the limits or restrictions on consents. The list will give each student's given name and surname, date of birth, gender, Ontario Education Number, and the name of the school the student attends.
2. The school board lead will verify, with the CAS lead, the listed names against the names of students registered in the board.
3. The school board lead will forward the list of verified students in each school to the applicable principal or School Point Person.
4. Where legally authorized, the principal or School Point Person will facilitate the release of information to the CAS Point Person, including but not limited to the following:
 - school report cards;
 - credits achieved to date (for a secondary school student);
 - individual Education Plan (IEP) and Identification, Placement, and Review Committee (IPRC) documents;
 - Ontario Secondary School Literacy Test (OSSLT) results
 - Education Quality and Accountability Office (EQAO) results.

Green Light	Yellow Light	Red Light
Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:	In any of the following circumstances obtain more information and/or get advice from supervisor or the board lawyer:	Information can NEVER be shared under the following circumstances:
<ul style="list-style-type: none">• Imminent threat to health/safety can be shared with appropriate partners (police, medical).• With written, informed consent.• To avert or minimize imminent danger to the health/safety of any person.• To report a child who might be in need of protection under the Child and Family Services Act (*See Child Protection School Handbook).• By order of the Court.	<ul style="list-style-type: none">• Consent is not provided, or is refused, but where there may be a health or safety issue for any individual or group(s).• When a professional code of ethics may limit disclosure.• To cooperate with a police and/or a child protection investigation.	<ul style="list-style-type: none">• There is a legislative requirement barring disclosure.• No consent is given and there is no need to know or no overriding health/safety concerns.• Consent is given, but there is no need to know or overriding health/safety concern.

b. SIGNING AUTHORITY (GENERAL) FOR CHILDREN AND YOUTH IN CARE

The JPSA recognizes that there is a shared responsibility between the CAS worker and the caregiver (foster parent, group care staff, etc.) for a child/youth in the care of the CAS. As legal guardian for the child/youth, the worker is assigned responsibility to sign consents for the following:

- release of information;
- access to student records;
- conducting assessments;
- overnight school trip authorization (unless otherwise authorized by individual CAS agencies);
- when a child/youth is travelling out of the province or out of the country, the worker provides a travel letter clearly outlining the following:
 - ✓ the identity of the child/youth including name, date of birth, province of birth and citizenship of the child/youth;
 - ✓ the identity of the adult with whom the child/youth is travelling and the relationship of the adult to the child/youth;
 - ✓ the legal status of the youth; and,
 - ✓ the travel schedule with respect to dates leaving the province or country and the return dates.
- authority for media involvement as per CAS policy;
- transportation arrangements where costs are incurred; and
- medical care (including medication)

The caregiver (foster parent, group care staff, etc.) has delegated signing authority for the purposes of

- planned absences from school;
- participation in experiential learning opportunities associated with chosen pathways;
- same-day school trip authorization;
- overnight trips if a previous agreement is in place between CAS and caregiver.



ii. ADMINISTRATIVE PROCESS

Any time a child/youth experiences a change in environment, thoughtful planning must occur to ensure that the transition is a successful one.

A student's positive initial experience at a new school sets the stage for his/her school engagement and future success. Prompt registration and placement into appropriate educational programs is critical to school success. JPSA parties recognize that all transitions for a student occur more smoothly when there is adequate time for communication and planning.

Although some transitions are a part of childhood development, many related to children/youth in the care of, or receiving services from, a CAS occur as a result of circumstances beyond the control of the children/youth, the schools, or CAS. Whenever students experience change in environments from one home placement to another, or from one school to another, thoughtful planning between CASs and school boards helps to facilitate successful transitions for students.

The JPSA partners recognize this and agree that providing as much stability as possible for a student is a common goal. To that end, JPSA partners agree to work to minimize the number of transitions. Prior to any decision regarding school transfer, and as an integral part of the planning process, JPSA partners will consider options for a student to remain in his/her existing school to promote stability and continuity within the educational setting.

Transitions include (but are not limited to):

- registration in a new school (including first entry to school);
- transition from elementary to secondary school;
- transition from secondary to post-secondary institution;
- return from a special program or placement (e.g. Section 23);
- discharge from a lengthy hospital stay;
- a change in the student's residence that necessitates a change in schools; and
- a change in the student's residence that necessitates transportation so that the student can remain in the same school.

a. SCHOOL TRANSFER PROCESS

The following considerations apply to a student's transition from one educational setting to another:

- if a student in the care of a CAS transfers to a new school, the CAS Point Person will contact the receiving school to arrange for registration for the student. Where appropriate, the CAS Point Person can delegate this action to the caregiver;
- if a student is not in the care of a CAS, but receives services from a CAS, the CAS Point Person will offer to provide support to the parent/legal guardian in setting up the appointment and when registering the student, if appropriate;
- either before, or at the time of registration, the parent/legal guardian, the CAS, or the caregiver, as appropriate, will provide the principal with the required information needed for registration;
- a planning meeting will be scheduled by the school within five school days of the school's receipt of the necessary registration information. The student may wish to participate in the meeting and will be invited as appropriate, considering age, developmental level, and cognitive capabilities.

The CASs and the boards of education recognize that all transitions for children/youth occur more smoothly with adequate time, communication, and planning. They also recognize that it is in the child/youth's best interest to participate in a school program as soon as possible.

Therefore:

- after the initial meeting, if attendance at school is not achieved within the next five school days, bridging strategies (e.g., e-learning and alternative placement) must be implemented in the interim to ensure educational continuity. If neither of these options occur within the five-school-day window, to the satisfaction of both school board and CAS, the dispute resolution process will be initiated;
- whenever possible during the transition process, a student should remain in his/her original school without interruption to school attendance. In cases where a student cannot remain in his/her original school, bridging strategies (e.g., home instruction) must be implemented in the interim to ensure educational continuity; and
- should the status of the child/youth (including transportation) change at any time, the CAS will inform the school in writing.

IMPLEMENTATION CONSIDERATIONS

In the event that the family and/or student self-identify as First Nation, Metis, or Inuit, consideration should be given, and consent sought, as to whether a representative from their community/band should be involved in administrative processes.

If a student or family has ties to, or identifies with a particular ethnic or linguistic community, consideration should be given to what type of additional representation may be appropriate to be involved in administrative processes.

For students in Grades 7 to 12, pathways planning should be discussed at the initial registration meeting and Education Success Plan (ESP) meeting.

Class placement for elementary students, or course availability for secondary school students, may be affected by various factors (e.g., class size, collective agreements). Wherever possible, arrangements should be made to accommodate the student by providing a placement and timetable based on the student's strengths, needs, and interests. When a student is in the care of a CAS, the appropriate level of delegation of signing authority for school-related matters may be determined by the CAS. School-related matters may include authorization for experiential learning opportunities (e.g., class trips), access to students records, and transportation arrangements.



JPSA ACTIVATION CHART

Definition of Students affected by the JPSA protocol:

Children and youth in the care of a CAS through a court order or by voluntary agreement (i.e., those who are Crown wards, society wards, or under a temporary care order or agreement)

Children and youth receiving voluntary or court-ordered services from a CAS in the community (i.e., voluntary services, a supervision order, or customary care arrangements) for whom the parent/guardian or customary caregiver has provided a consent, which has not been withdrawn, permitting the CAS and the school/school board to exchange information.

Event / Timeline	Key Tasks	Support Network
<p>Student home placement (parental/adoptive/foster) has changed and the student remains within current school boundaries</p> <p>As soon as possible – within 5 working days</p> <p>Where possible REACH team to convene regarding ESP at CAS worker's 7 and 30 day mandatory visit</p>	<ul style="list-style-type: none"> - CAS caseworker notifies student's current school administrator (with consents where appropriate) - School administrator to activate REACH team - REACH team (including student where appropriate) to meet to review impact of home placement on ESP - REACH team determines if any adjustments to ESP is required - Depending upon circumstances, both at home and at school, REACH team to determine if remaining in current school placement (with the input from the student) is appropriate (family, custody concerns, social, peer concerns, bullying concerns, increased need for supports) - REACH team members to support outcomes and facilitate implementation 	<ul style="list-style-type: none"> - Student (can participate in REACH team – 12+) - CAS Caseworker - Parents/ Guardians (where appropriate) - School Administrator / Point Person - CAS Point Person - Student Success / Guidance - Significant adult as determined by student in ESP (where appropriate) - Other school/board staff as outline in the ESP
<p>Student home placement (parental/adoptive/foster) has changed and the student is outside of current school boundaries</p> <p>As soon as possible – within 5 working days</p>	<ul style="list-style-type: none"> - CAS caseworker notifies student's current school administrator (with consents where appropriate) - School administrator to activate REACH team - REACH team (including student where appropriate) to meet to collaborate and determine if it is possible to remain at current school placement - REACH team to assist in facilitating a transition to a new school placement if it is determined that current school placement cannot be maintained (distance, student choice, etc.) - REACH team to determine if any adjustments to ESP is required - REACH team members to support outcomes and facilitate implementation - If student transfers to another school placement, student along with caseworker to fill out Appendix A which is brought to new school placement - With consent, current School Administrator / School team to assist receiving school with the timely enrollment of the student 	<ul style="list-style-type: none"> - Student (can participate in REACH team – 12+) - CAS Caseworker - Parents/ Guardians (where appropriate) - School Administrator / Point Person - CAS Point Person - Student Success / Guidance - Significant adult as determined by student in ESP (where appropriate) - Other school/board staff as outline in the ESP - Receiving School Administrator / Point Person

Note Regarding Dispute Resolution: See JPSA protocol under Dispute Resolution if dispute is not satisfactorily resolved in 15 school days.

b. TIMELINES

Given that it is only upon registration that a receiving school makes a request for the Ontario Student Record (OSR), the CAS worker/parent/legal guardian must attempt to supply the following information items prior to the initial meeting:

- most recent report card;
- copy of the IEP;
- previous copy of ESP (if applicable);
- consent form for external reports (psycho-educational, psychological, etc.);
- a copy of the birth certificate;
- consent to contact the previous school;
- for attendance in Catholic elementary schools, proof of eligibility is required (baptismal certificate);
- information about whether the student is expelled from another school board;
- information regarding a safety concern to self or others, including involvement through the Criminal Justice Act, Violence Threat Risk Assessment and/or Suicide Prevention, Intervention and Risk Review (SPIRR);
- court orders regarding the custody of the child/youth, if available, along with an admission letter advising that the child/youth is in the care of the CAS, and includes any access that is permitted with parents and/or other family members, where applicable;
- *see “INFO Sharing Chart” under “Information Sharing”, for further information.*

A child/youth’s previous school history, current or recent past behavioural, emotional, or academic challenges, special or high needs, Section 23 past or potential involvement, and other extenuating circumstances (VTRA/SPIRR/YCJ as indicated above) complicate immediate school entry or return to the home school. Therefore, JPSA partners may expeditiously request additional documentation and/or additional resource personnel to facilitate the provision of appropriate educational programs and services. Together, JPSA partners will determine the further information necessary, the appropriate expertise required, and the responsibility for the necessary consents, and meetings.

iii. PLANNING FOR STUDENT ACHIEVEMENT

The Joint Protocol for Student Achievement partners recognize the importance of encouraging and supporting students in activities that maximize their learning potential, encourage their well-being, promote success in both elementary and secondary education settings, as well as in future pursuits of postsecondary education and training. To facilitate a collaborative approach between the CAS and school board partners in this JPSA, and to support the educational success of students, partners agree to establish the following:

- Realizing Educational Achievement for Children/Youth Team (REACH Team), and
- Educational Success Plans (ESP)

a. THE REACH TEAM

A REACH Team, **separate and distinguishable from existing Teams (e.g., Student Success Teams in secondary schools)**, must be offered to every student who has been identified by the CAS to the school board, and who has acquired appropriate consents as outlined in the Information Sharing section.

If a student is under the age of 12 and receiving services from a CAS, but not in the care of a CAS, the CAS must obtain the consent of the parent/legal guardian for the student to receive support from the REACH Team.

If a student is age 12 or older, the CAS must obtain consent from the student to receive support from the REACH Team.

A REACH Team is a proactive and preventive measure to support students before greater needs arise, and to support students who may be experiencing academic challenges. The School Point Person, the CAS Point Person, the student, the parent/legal guardian, and other stakeholders or community members, should discuss the benefits of establishing a REACH Team prior to implementation.

If the parent/legal guardian and/or a student age 12 or older, declines a REACH Team, the principal or School Point Person should monitor the student's well-being and educational progress. With appropriate consents in place, the School Point Person/principal is to provide the CAS Point Person and the parent/legal guardian or caregiver with information on academic progress as part of the school's regular processes. Declination of a REACH Team does not preclude the student from accessing other supports offered by the school (e.g. student success teachers) or the CAS (e.g. tutoring supports), or requesting a REACH Team later in the year.

THE REACH TEAM:

- The student, as appropriate to his/her age, developmental level, and cognitive capabilities;
- the School Point Person;
- the CAS Point Person;
- the parent/legal guardian and/or caregiver as appropriate.

In addition, depending on the needs and circumstances of the student and student input on who is important to him/her, the REACH Team may also include the following, at different points in time:

- other school staff, as appropriate, based on the circumstances of the student (e.g. special education, student services staff);
- other identified stakeholders as needed, based on the circumstances of the student and the school/community (e.g. cultural adviser, community Elder, mental health professional, youth worker, youth justice worker);
- a representative from the First Nation, Metis, or Inuit community/Band if the student self-identifies as First Nation, Metis, or Inuit;
- an advocate nominated by the student (e.g. youth group member, family friend, mentor); and/or
- cross-panel members of a school team (elementary) and the Student Success Team (secondary GR 7-12).

The responsibilities of the REACH Team include:

- meeting to develop, implement, and review the ESP at least **twice per year**, and as needed/requested by members;
- identifying the student's learning strengths and needs in the ESP, and supporting the implementation of the strategies required to support the student's educational achievement and well-being;
- supporting specific special education needs of the student;
- determining if, and when, other community supports/programs and stakeholders need to be involved to support the student's success and well-being;
- communicating with other REACH Team members between meetings, as needed;
- identifying and implementing opportunities to celebrate the accomplishments, milestones, and successes of the student in order to provide him/her with ongoing encouragement;
- identifying options and solutions to help maintain continuity of educational supports for the student in case of a change of residence and/or school;
- supporting the student's pathway planning, as outlined in his/her Individual Pathway Plan (IPP). This support includes identifying opportunities in the ESP, and collaborating with Crown Ward Education Championship Teams, post-secondary institutions, businesses, and the community, to explore post-secondary options with the student;
- ensuring that the student is encouraged to plan and prepare for entry to post-secondary studies, training, or the workforce;
- supporting, encouraging, and facilitating the student's academic achievement, extra-curricular participation, education, career plans, and general well-being;
- supporting the student in exploring and pursuing his/her career goals through the following:
 - ✓ Formal and informal mentorships;
 - ✓ Cooperative education courses; and
 - ✓ Ontario Youth Apprenticeship Programs (OYAP), internships, part-time work, job shadowing, educational supports and post secondary exploration opportunities or other available programs.

A REACH Team will meet a minimum of two times per year to develop and review the Education Success Plan. Additional REACH Team meetings may occur, as requested by REACH Team members, including the student.

A REACH Team meeting must occur within the first month of the student's registration at the school, or the student's entry into care.



REACH TEAM MEETINGS

- Where possible, REACH meetings are to be aligned with existing school reporting periods, and the CAS Point Person meetings (and/or caseworker meetings), with the student and the parent/legal guardian or caregiver, to minimize disruptions;
- REACH meetings to be collegial, positive, student-centred, strength-based solution-focused, and culturally responsive;
- the student is involved in decision making as appropriate to his/her age, developmental level, and cognitive capabilities.

The principal/School Point Person or the CAS Point Person notifies the REACH Team of, and may request a meeting to discuss, any changes or required supports, including but not limited to:

- an academically relevant, or wellness-related change, in residence, health, mental health, or behaviour;
- an escalation of any behavioural issues;
- the need for pathways or transition planning;
- academic or well-being outcomes that are contrary to the goals outlined in the student's education Success Plan;
- a request by the student.

b. THE EDUCATION SUCCESS PLAN (ESP)

The REACH Team will offer students referred to this protocol with the opportunity to have an individualized ESP. The ESP is a written plan that outlines services and supports, and identifies key people and their roles for promoting the educational success and the well-being of a student in the care of, or receiving services from, a CAS. The plan includes and augments, but does not replace other plans, such as the Individual Education Plan (IEP) and the Individual Pathways Plan (IPP).

- The Joint Protocol for Student Success recognizes that some students may require Special Education services. These services typically refer to supports such as assistance with instructional programming, personal care, and/or behavioural management, and may involve additional human resources support such as an Educational Assistant.

The Individual Education Plan (IEP) developed to address Special Education needs is distinct and separate from the ESP outlined in this protocol. The ESP is distinct from other existing plans that may support educational success for students, such as the CAS Plan of Care, or the Individual Education Plan (IEP) mentioned above. However, the ESP should build on the supports and elements of plans that are already in place. **The ESP must be developed/amended within one month of the student's start in the school, or as needed throughout the year, with consent.**

The Education Success Plan (ESP)

- Promote the student's educational achievement;
- be outcome based, focused on solutions, and built on the student's strengths and needs;
- outline the services and supports needed to enable the student to achieve his/her identified goals to the best of his/her ability and to improve his/her educational outcomes;
- contribute to stability for the student and minimize disruptions in school placement (including when there is a change in residence);
- include, but not replace or duplicate, an IEP, if appropriate;
- identify the relevant CAS and school personnel who have responsibility for the ESP;
- provide mechanisms that enable stakeholders to communicate and take joint action, based on their knowledge, expertise, and experience, to support the student in his/her learning.
- include opportunities to celebrate the accomplishments and successes of the student;
- support the student's pathways planning, as identified in the student's "All About Me" portfolio (K-6), for example, or the Individual Pathways Plan (Grades 7-12), including opportunities for apprenticeship training, college, community living, university, or the workplace.

Access to the ESP is limited to the REACH Team and other relevant personnel, identified in the ESP or authorized by the REACH Team with appropriate consents.

c. PATHWAYS PLANNING

For students to experience success in school and life, it is essential for them to plan their individual pathways and identify opportunities to make successful transitions to an initial post-secondary destination. In keeping with the policies outlined in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools: Policy and Program Requirements, Kindergarten to Grade 12* (2013), students, beginning in Kindergarten, will capture their developing sense of themselves in an "All About Me" portfolio for students in Kindergarten to Grade 6 and in a web-based Individual Pathways Plan (IPP) for those in Grades 7 to 12.

In keeping with the Youth Leaving Care Working Group's recommendations in the *Blueprint for Fundamental Change to Ontario's Child Welfare System*, teachers, CAS caseworkers, and caregivers should have ongoing discussions with students about career plans and options, starting from an early age, and should be supportive of students exploring and pursuing their career goals through formal and informal mentorships, cooperative education courses, Ontario Youth Apprenticeship Programs (OYAPs), internships part-time work, job shadowing, educational supports, post secondary exploration programs, and other programs.

The transition from school to work, post-secondary destinations, or to community living can be particularly challenging for children/youth in the care of, or receiving services from CASs, and/or for children/youth with specific needs.

The REACH Team has the responsibility to support the student's pathways planning as outlined in his/her IPP. This support includes identifying opportunities in the Education Success Plan and collaborating with Crown Ward Education Championship Teams, post-secondary institutions, businesses, other work-place environments, and the community, to explore post-secondary options for the student.

d. MINIMIZING DISRUPTIONS TO SCHOOL ATTENDANCE

Research and anecdotal evidence indicate that students in care are more likely than students not in care to miss school because of suspensions, delays in school placements, expulsions, and refusal or reluctance to attend. Absenteeism is often a precursor to students leaving school, so attendance rates deserve special attention. The Joint Protocol for Student Achievement partners agree that students benefit from adult support to maintain regular school attendance.

To minimize disruptions to school attendance, the REACH Team will assume a leadership role in determining strategies and implementing processes to support educators, CAS caseworkers, and parents/legal guardians or caregivers in promoting students' regular attendance at school, identifying students at risk of leaving school, and minimizing disruptions in school programming.

- When there are early signs that a student is involved in ongoing progressive discipline concerns, or when there are significant and increasing attendance issues, there will be REACH Team involvement prior to the escalation of concerns.
- When a student is absent for extended periods, regardless of the cause, the REACH Team will develop a transition plan to support the student's return to school. The plan may include a referral to a Board designated Attendance Counsellor for support.

In implementing interventions and/or strategies, the REACH Team should follow the procedures outlined in Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour" (December 5, 2012) as well as relevant school board policies and the school's progressive discipline plan.

In the event that a student's previous school history and/or current or recent serious behavioural, emotional, or academic challenges contravene school and/or school board policies and prevent a timely school entry, the REACH Team will engage in an alternative planning process that involves the following:

- defining the presenting issue;
- sharing information and ideas;
- generating and exploring possible solutions, including alternative or adapted home support programs;
- predicting the likely consequences of each suggested solution;
- deciding on an action plan; and
- following up on the agreed action with all stakeholders.

The REACH Team, in collaboration with other school personnel, can explore an alternative or adapted home support program while the alternative planning process is underway. If this process does not lead to timely access to school supports and/or programs for the student, the CAS Lead must consult with his/her supervisor, the School Board Lead and the school Superintendent responsible, to determine the most appropriate next steps, which may include the following:

- consultation with other appropriate CAS/school board personnel to seek input on next steps;
- a case conference that includes the REACH Team, staff from the school board, the school, the CAS, and any other relevant parties who could contribute to a timely and positive outcome for the student. Information shared at a case conference must be in accordance with any necessary consents, including consents regarding the disclosure of content from the Ontario Student Record (OSR), and may include but is not limited to:
 - previous transition plans;
 - documentation, if the current issue is based on poorly substantiated historical data;
 - current relevant assessments held by both the school and the CAS (e.g., report cards);
 - relevant content from the Ontario Student Record (OSR);
 - the most recent record of behaviours or academic challenges;
 - options that would result in an entry/transition resolution;'
 - possible alternative programming and services that could be offered to the student while a resolution is found.

If these steps do not produce a satisfactory resolution, the situation will be referred to the dispute resolution process (see Dispute Resolution).

e. PROVIDING CONTINUITY FOR THE STUDENT WITHIN THE EDUCATION SYSTEM

The JPSA partners are committed to understanding, identifying and eliminating barriers that may have an impact on, or limit, a child/youth's ability to be successful educationally or socially, or that may have a negative effect on the well-being of the child/youth. At times, a student in the care of a CAS may move to a home outside the catchment area of the school he/she attends. When this occurs, the school board may provide the student with the option of remaining at the current school, if the student wishes, and the CAS endorses, that option.

To reduce barriers that may have a negative impact on the student's ability to succeed, the relevant CAS and school board will work together, through the REACH Team, so that:

- stability is maintained for the student within the education system;
- accumulated knowledge about the student at the current school is not lost, and is appropriately transferred to the new school;
- supportive connections between the student and his/her community are maintained.

Recognizing that the "parents" of students with crown ward status are the citizens of Ontario and that, therefore, the school catchment area for these students extends province-wide, when a student in the care of a CAS is placed in a foster/group home outside the school catchment area, the CAS Point Person will inform the principal of the situation.

The principal and the CAS will work together to develop an appropriate response:

- The School Point Person must request a meeting of the REACH Team, including the student (if he/she is able to participate based on age, developmental level, and cognitive capabilities), to identify the impact of the change in residence and help determine next steps (e.g., the best school placement, transportation support) based on the best interests of the student;
- the REACH Team will carefully consider the relationships with others developed in the current school, the connectedness of the child/youth to their current community, and the preferences of the student;
- if it is determined that it is in the best interest of the student to continue in the current school, the REACH Team should identify options and solutions to facilitate this placement;
- transportation can become a barrier when a youth is placed or re-placed in a home outside the school catchment area. To minimize this barrier, and to facilitate education stability if transportation is required, the parties should work together to find ways within the framework of existing policies, procedures, and cost-sharing options to address the financial aspects of maintaining the student in his/her current school;
- if the REACH Team determines, in consultation with the student, that it is in the student's best interest to move to a new school, the REACH Team will work with the new school to ensure a seamless transition, and continued educational stability, for the student. (see School Transfer Process).

Part of a seamless transition, in these circumstances and others, is the timely completion and transfer of relevant data. The CASs and Boards of Education have a mandated responsibility to plan, document, review, and track the educational journey of children/youth. The school system achieves this through the provincial report card and, in some cases, through the Individual Education Plan (IEP). These documents are kept in a student's Ontario School Record (OSR).

- The CAS achieves this through the development of a Plan of Care that includes an educational dimension. The completion of the Ontario Looking after Children's (ONLAC's) Assessment and Action Record also supports this process.
- The CASs' and Boards of Education's processes focus on ensuring that the child/youth's planning is individualized with the goal of optimizing his/her opportunities to achieve educational success and personal well-being. The child/youth is encouraged to participate in this planning process, thereby providing input for his/her future goals. Both processes are critical for those children/youth who demonstrate a risk of non-achievement and/or early school leaving.

JPSA partners recognize that the Education Success Plan (ESP) developed under the umbrella of JPSA support for a child/youth in the care of, or receiving support from, a CAS, becomes an integral part of that student's journey towards educational success and personal wellness. Therefore, the Education Success Plan (ESP) will be placed in the OSR to support seamless transitions and to provide consistency of service.

iv. DISPUTE RESOLUTION

CAS and school board partners should use dispute resolution strategies to lead to positive educational outcomes for students. However, periodically, disagreements may arise between CASs and schools or school boards. The following dispute resolution process, is used to identify solutions for individual cases at the system level. This process is not intended to be an appeal or legal process.

DISPUTE RESOLUTION PROCESS

Step 1: The CAS Point Person and School Point Person should be the first level of dispute resolution authority.

Step 2: If the dispute is not satisfactorily resolved within fifteen (15) school days, the matter will be referred to the identified CAS lead and the identified school board lead. (See Designation of CAS/School Board Leads.)

Step 3: If the dispute continues to be unresolved within another ten (10) school days, the matter will be referred further to a higher level by contacting the designated Education and Child Welfare Supervisors (i.e. Designated Superintendent of Education and /or Director of Services for CAS.) If the situation remains unresolved, the involvement of the authorized signatories of this protocol may be possible.

- Disputes that have an immediate impact on the student's educational success or pathway goals should be resolved within ten (10) days.
- All disputes and resolutions should be documented and the records retained for reference.

v. MONITORING AND EVALUATION OF THE PROTOCOL

The protocol will be reviewed by all signing parties to ensure that it is responsive to each party's needs, and is an effective vehicle for realizing the Goals and Objectives of the protocol (see Goals and Objectives).

Quantitative and qualitative measures should be determined at the local level, be used to evaluate the protocol, and serve as the basis for revisions. Examples of educational outcome measures include EQAO results, high school credit accumulation, and high school graduation rates.

The protocol to be formally reviewed every two years.



a. TRAINING

To promote students' educational achievement and personal wellness, school board and CAS personnel must look for ways to facilitate appropriate sharing of resources and related training. Such sharing encourages CAS caseworkers', parents/legal guardians', and caregivers' understanding of how to advocate for, and support, students' educational success with topics that may include information on setting goals and expectations; creating supportive homework environments; and options and supports for post-secondary education, training, and apprenticeship opportunities that are available to students. Sharing also encourages teachers', school staff, and school board personnels' understanding of the challenges faced by students in the care of, or receiving services from, a CAS, by including topics addressing mental health, emotional wellness, social challenges, and cultural issues.

WORKING TOGETHER

The Boards of Education and CASs will:

- monitor the implementation of this JPSA agreement within their organizations;
- participate and share in the joint training of the JPSA;
- school boards will share updated educational policies pertaining to the scope of the JPSA with partnered CAS agencies to this protocol;
- partnered CAS agencies will share updated policy and procedures pertaining to the scope of the JPSA with regional school boards;
- continue to be active members on the Crown Ward Education Championship Teams.

Shared resources and training best serves the common clients of CASs and Boards of Education as they strive to achieve academic success and personal wellbeing in their lives. Specifically, to ensure seamless use of language, procedures, and processes, training for the implementation of the Joint Protocol for Student Achievement must be a joint venture between CAS and Board of Education participants.

DESIGNATION OF CAS/SCHOOL BOARD LEADS

At the beginning of each school year, a designated lead from each CAS and school board will be identified to facilitate effective cooperation between CASs and school boards for all processes related to the implementation of this protocol. The responsibilities of the designated leads include, but are not limited to: ensuring implementation of the protocol; ensuring appropriate collection and dissemination of information; protecting personal privacy; intervening when requested where procedures are not followed or organizational barriers are identified; and developing strategies to address these barriers.

b. ROLES AND RESPONSIBILITIES OF SCHOOL AND CAS POINT PERSONS

The School Point Person

The school board lead or principal should designate a School Point Person, who will be the primary contact at the school level for all processes involving students identified by the CAS with appropriate consents (see Information Sharing). The School Point Person could be the principal depending on local needs. The roles and responsibilities of the School Point Person include the following:

General Responsibilities:

- monitor the educational progress of each student and ensure that all relevant educational supports outlined in this protocol, including a REACH Team and an ESP, are made available to eligible students;
- liaise with the previous school, CAS Point Person, and other appropriate stakeholders to obtain and share relevant information needed to support the student's educational success, while ensuring confidentiality and obtaining appropriate consents;
- ask the parent/legal guardian or caregiver for relevant information about the student's academic successes and challenges;
- support the student, and facilitate support from the parent/legal guardian or caregiver in academic achievement, extracurricular activities, in long-term education and career/life planning;
- inform the student, and parent/legal guardian or caregiver, of supports and opportunities available to the student, including formal and informal mentorship, cooperative education courses, Ontario Youth Apprenticeship Programs (OYAP), internships, part-time work, job shadowing, educational supports, and other available programs; and
- engage the participation of other school staff, when appropriate and with consent (e.g., supporting student success, preparing for a REACH Team meeting, developing and implementing the Education Success Plan, reporting student achievement to caregivers and CAS Point Person).

REACH Team and ESP Responsibilities:

- Work with the CAS Point Person and appropriate partners to establish a REACH Team for the student (see REACH Team);
- Support and facilitate the development, implementation, monitoring, review, and updating of the ESP by the REACH Team;
- Encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP;
- Ensure that the needs and strengths of the student are given primary consideration in the development of the ESP;
- Monitor the student's educational progress to ensure that the student receives the support he/she requires;
- For students identified on the CAS list but without a REACH Team or ESP, the School Point Person is responsible for monitoring these students' educational progress and providing the CAS Point Person and/or caregiver with information to ensure these students receive the supports they need, as part of the school's regular processes.

The CAS Point Person

The CAS should designate a CAS Point Person, who will be the primary contact at the CAS level for all processes involving the student. The CAS Point Person could be the student's caseworker, depending on local needs. The roles and responsibilities of the CAS Point Person should include the following:

General Responsibilities:

- liaise with the previous school, the new School Point Person, and other appropriate partners to obtain and share relevant information needed to support the student's educational success, in accordance with relevant legislation and regulation and appropriate consents;
- provide the School Point Person with information to help identify the student's strengths and needs in order to facilitate educational programming with appropriate consents;
- ask the parent/legal guardian or caregiver for relevant information about the successes and challenges of the student;
- support the student, and facilitate support from the parent/legal guardian or caregiver in academic achievement, extracurricular activities, and in long-term education and career planning;
- attend re-admission meetings or expulsion hearings, supporting the parent/legal guardian or caregiver to attend as well, as required;
- advise the parent/legal guardian and/or student about the available supports for student achievement, and, if authorized by the parent/legal guardian, act as their liaison with the relevant School Point Person regarding access to these supports.

REACH Team and ESP Responsibilities:

- participate in REACH Team meetings and in the development, implementation, monitoring, review, and updating of the ESP;
- encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP;
- ensure that the needs and strengths of the student are given primary consideration in the development of the ESP;
- identify and suggest to the REACH Team the participation of other supporting stakeholders, with input from the parent/legal guardian or caregiver and student, such as Band representatives, cultural advisers, contracted agency staff, and adults significant to the student, as appropriate.

RESPONSIBILITIES WHEN A REACH TEAM IS NOT ESTABLISHED

Where the necessary consent is not provided for a School Point Person or REACH Team involvement, the CAS Point Person responsibilities include the following:


- assist and encourage the student to advocate for his/her own needs in school or the parent/legal guardian to advocate for the student's needs in school;
- maintain communication with the School Point Person, as appropriate and in accordance with legislation, regulation, and the necessary consents;
- initiate an annual discussion with the student and/or parent/legal guardian, about establishing a REACH Team to support the student.

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APPENDIX A: STUDENT INFORMATION, REGISTRATION AND TRANSITION PROFILE SHEET

 Student Information Sheet <i>Supporting the Education Success Planning Process</i>			
NAME:		ADDRESS:	
DOB:		OEN #:	
PHONE:			
CAS WORKER:		EMAIL:	
		PHONE/CELL:	
PARENT /CAREGIVER :		EMAIL:	
		PHONE/CELL:	
SIBLINGS: <i>(in home and bio)</i>			
PREVIOUS SCHOOL ATTENDED:			
COMMUNITY AGENCY INVOLVEMENT	YES / NO		
PREVIOUS "CARING ADULT"			
SAFETY CONCERNS (personal/community)	YES / NO		

ACADEMIC INFORMATION			
CURRENT GRADE / COURSES		Individual Education Plan (IEP):	YES / NO
ASSESSMENTS:	YES/NO	LITERACY REQUIREMENTS COMPLETED:	YES/NO
COMMUNITY INVOLVEMENT HOURS		ATTENDANCE CONCERNS	YES / NO
HIGH SCHOOL – CREDITS ACHIEVED TO DATE:		ACADEMIC SUPPORTS : <i>(Technology /Personnel)</i>	

ABOUT ME	
RELEVANT HEALTH AND MEDICATIONS	
MY INTERESTS	MY AREAS OF STRENGTH
MY AREAS OF NEED AND CHALLENGE	OTHER THINGS TO KNOW ABOUT ME
Consent: <i>I understand that this information will be used for the planning and provision of educational services, that I may revoke my consent at any time, and that this information will be treated confidentially.</i>	
Student Signature: _____	Date: _____
Witness Signature: _____	Date: _____



APPENDIX B:

JPSA STUDENT EDUCATION SUCCESS PLAN



DATE CREATED: _____ REVIEW DATE(S): _____

STUDENT'S AREAS OF STRENGTH:		
STUDENT'S AREAS OF GROWTH:		
STUDENT'S LIFE GOALS:		
SCHOOL:	PROGRAM/GRADE:	
PRINCIPAL/VP:	TEACHERS / COURSES:	
STUDENT IDENTIFIED "CARING ADULT"	PARENTS/GUARDIANS:	
SCHOOL POINT PERSON:	CAREGIVERS/FOSTER PARENTS:	
Health / Mental health support services?	YES: <i>(indicate supports)</i>	NO
Receiving special supports or resources at school because of physical / emotional / behavioural or other learning-related difficulties	YES: <i>(indicate supports and interventions)</i>	NO
Receiving any educational support or tutoring outside of school	YES: <i>(indicate supports and interventions)</i>	NO
Involved in extracurricular activities at school and/or in the community	YES <i>(specify)</i>	NO
Part-time employment / CO-OP	YES <i>(indicate employer and average hours worked per week)</i>	NO

❖ Identify and date new information when added to the ESP

IDENTIFIED EXCEPTIONALITY	YES / NO	IEP ATTACHED	YES / NO
INDIVIDUAL PATHWAYS PLAN (secondary)	YES / NO	IPP ATTACHED	YES / NO
ALL ABOUT ME (elementary)	YES / NO	ALL ABOUT ME ATTACHED	YES / NO
CREDIT SUMMARY (secondary) / or ACADEMIC ACHIEVEMENT	YES / NO	CREDITS ACHIEVED TO DATE / or GRADUATION REQUIREMENTS (secondary)	
COMMUNITY INVOLVEMENT HOURS TO DATE (secondary)	/40 hrs	ATTENDANCE CONCERNS	YES / NO

SUSPENSIONS: <i>(indicate the nature of the suspensions)</i>	FOLLOW UP / INTERVENTIONS:

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) / COURSE	YES / NO
---	----------

ASSESSMENTS <i>(list any relevant educational, medical/health, psychological, speech-language, OT and/or behavioural assessments)</i>	DATE

❖ Identify and date new information when added to the ESP

Date: _____

SHARED ACTION PLAN				
NAME:			SCHOOL YEAR:	
Goal (date goal set)	Strategy (action to be taken)	Persons Supporting Strategy	Projected Completion Date	Review Date



- ❖ Identify and date new information when added to the ESP
- ❖ **Copy of ESP Action Plan to be shared with participating attendees**

APPENDIX C:

JPSA STUDENT EDUCATION SUCCESS PLAN MEETING RECORD

NAME:		DATE:
SCHOOL:		GRADE:
CONSENT SIGNED:	YES /NO	

ATTENDEES:

NAME	AGENCY /ROLE	EMAIL	PHONE

REGRETS:

NAME	AGENCY /ROLE	EMAIL	PHONE

NEXT MEETING DATE: _____

LOCATION: _____

APPENDIX D: JPSA STUDENT BOOKLET “It’s ALL about YOU”

It's **ALL** about **YOU**

J.P.S.A.

Joint Protocol for Student Achievement

INSIDE:

- PLANNING FOR YOUR SUCCESS**
What is a REACH team, who is involved, and how does it help me achieve success at school and beyond?
- WHAT IS THE JPSA?**
How the protocol supports students supported by, receiving services from or in the care of CAS.
- SCHOOL MOVES**
Minimizing school disruption (moves), improving my attendance and how the JPSA and REACH team can support me.
If I need to change schools what is the process?
- INFORMATION SHARING**
What happens to my information and who has access to it? What happens when I give my consent?



PLANNING FOR YOUR SUCCESS

YOUR EXPERIENCE shapes **YOUR EDUCATION SUCCESS PLAN**

You may wonder who and what is involved in your success at school and beyond. There are people in your life who recognize the importance of encouraging and supporting you.

They help to maximize your learning potential and promote success in elementary and high school settings, as well as future pursuits you may have to attend university, college, apprenticeship programs or even from school to work. Who are these people?

They are called the **REACH TEAM**

**IT'S ALL ABOUT YOU,
YOUR EXPERIENCE,
YOUR EDUCATION,
YOUR SUCCESS**

What does REACH stand for? REACH means Realizing Educational Achievement for Children/Youth. It is a proactive and precautionary team there to support you **BEFORE** greater needs arise. They are also there to help you if you are struggling in school.

Who is a part of your REACH Team? You are the key person in your REACH team and can attend the meetings (as appropriate and as you are able to). People included at minimum is:

- a school point person, such as a guidance teacher, or resource teacher,
- a CAS point person, such as your worker and
- your parent, legal guardian or caregiver (as appropriate)

Someone who is interested or concerned in your future can also be a part of your REACH team. This can include a mentor, family friend, youth group leader or a representative from a cultural group you identify with, such as First Nation, Metis, Inuit.



PLANNING FOR YOUR ACHIEVEMENT

WHAT IS INVOLVED IN YOUR REACH TEAM MEETINGS?

PLANNING FOR YOUR SUCCESS AT SCHOOL AND BEYOND

The meetings with your REACH team should be held a minimum of two times per school year, or should occur at the beginning of the first month of your registration to a new school placement. The purpose of these meetings is to review and develop an **EDUCATION SUCCESS PLAN (ESP)**. For your success the REACH team can meet as many times as required to develop and implement the ESP. These meetings should be focused on **YOU** and should involve finding solutions to any problems you are having. Things that should be discussed at this meeting are: a change in where you are living, success and challenges, academic programming and your dreams and goals for the future. At these meetings you and your REACH team should also discuss if there is a need for **transition or pathways** planning and any other requests by you that will support your success at school.

WHAT IS AN EDUCATION SUCCESS PLAN (ESP)?

An **Education Success Plan** or **ESP** is a document that outlines the services and supports that you have access to, as well as the people involved in your success. It is reviewed regularly in your REACH team meetings and only the REACH team members and specific people you designate in the ESP can see the plan. The ESP should promote your achievements, be outcomes based, include your strengths and needs, and outline services needed to enable you to achieve your goals. The ESP will contribute to stability and minimize disruptions in school placement, even when there is a change in your residence. The ESP will identify which members of the REACH team are responsible which outcomes in the ESP, and enables them to communicate and take action on your behalf. The ESP includes opportunities to celebrate the accomplishments of **YOU!**

INFORMATION SHARING



WHAT IS IT AND WHY DOES IT MATTER TO YOU?

CAS may disclose information to a school board or staff member about your involvement with CAS. The goal is to support you and improve your educational achievement.

There are different levels depending on your situation with CAS.

In the care of CAS (In Care)

CAS may exchange personal information with school boards regarding children and youth in CAS care

Receiving services from CAS (including temporary care agreements)

CAS and the school board must obtain the consent of parents/legal guardians before exchanging information, if the student is receiving protection services but not in CAS's care.

For all cases where the student is over the age of 12

Students over the age of 12 must be asked to provide consent, if they are capable of providing a valid consent.

What happens when your consent is given to share information?

The CAS lead will provide the school board with a list of students eligible for support from the protocol and the schools they attend. The list will give the student's name, surname and date of birth.

The school board will verify with CAS the list of names

The school board lead will forward the list of verified student in each school to the Principal or the school's point person. The Principal and/or the school point person will arrange to release pertinent information to CAS.

What kind of information would they be sharing?

- Report cards
- Individual Education Plans
- Number of credits earned to date
- Course enrollment
- EQAO Results (GR 3, GR 6)
- OSSLT Results (literacy test)



MINIMIZING DISRUPTIONS TO SCHOOL

PROVIDING CONTINUITY WITHIN THE EDUCATION SYSTEM

It can happen that a student in the care of CAS may move outside of their current school boundaries. When this happens the school board will attempt with CAS to arrange for the student to remain at their current school. The goal is to maintain stability for students in the education system. The accumulated knowledge of a student at their current school can be lost if a student is attends a new school and the information is not transferred to the new school. A student may have significant supports and connections with their current school and community that are contributing to the student's success.

WHAT HAPPENS WHERE THERE IS A CHANGE IN A STUDENT'S HOME LOCATION?

What a student in the care of CAS is placed in a home outside the school boundaries, the CAS point person should inform the school Principal of the situation. They should work together to develop an appropriate response. The school point person would request a meeting with the REACH team (including the student) to identify the impact of the change in residence and help to determine the next steps. The REACH team should carefully consider the preferences of the student. If it is determined that the student remain in their current school placement the REACH team will identify options to maintain the student in their current school. If it is determined that it is best to move to a new school, the REACH team will work with the new school to ensure a positive transition and stability. If transportation is required, the school board and CAS will work together to find ways within the framework of procedures to address financial aspects of maintaining a student in their current school.

HOW DOES CHANGING SCHOOLS WORK?

A positive initial experience at a new school is a major factor in school engagement and future success. Timely school registration is critical to a student's academic success. Transitions occur more smoothly when there is proper timing, planning and communication. Transitions are a part of "growing up" and some things are beyond a student's control. The REACH team is there to support you and they understand that the common goal is to provide stability.

THERE ARE DIFFERENT SITUATIONS THAT YOU MAY BE INVOLVED IN THAT YOU NEED TO PLAN FOR

- Registering in a new school
- Moving from elementary to high school
- A change in your residence that would necessitate a change in schools
- A change in your residence that require transportation to stay in the same school

YOU AND YOUR ATTENDANCE

HOW THE REACH TEAM CAN WORK WITH YOU TO KEEP YOU IN CLASS



Did you know that students in the care of CAS are more likely to miss school than any other type of student? This is usually due to suspensions, delays in school placements after a move and meetings with workers. The REACH team responsibility is to help cut down on missed class. The REACH team can help determine and implement strategies to promote regular school attendance.

Sometimes when a student's previous or current behaviours or actions violate the school board's policies and prevent a timely school entry the REACH team may need an alternative planning process that involves

- Defining the presenting issue
- Sharing information and ideas
- Exploring possible solutions
- Predicting the likely consequences of each suggested solution
- Choosing a solution and developing a plan of action
- Following up on the agreed action

(While alternative planning is underway the REACH team in collaboration with other school board and CAS personnel may explore alternative programming.)

Information that may be shared at a planning and placement meeting include:

- Previous transition plans
- Documentation relevant to the current situation
- Relevant assessments and documentation (behavioural assessments, report cards, treatment service plans, etc.)
- Relevant documentation from the student's OSR





SCHOOL MOVES: THE PROCESS TO TRANSFER SCHOOLS

If you're a child in the care of CAS transferring to a new school, your CAS worker will contact the new school to arrange registration.

If you are not a child in the care of CAS but are still receiving services from CAS, your CAS worker will offer to provide support to you and your parent/legal guardian in setting up a meeting to transfer schools.

At the time of your registration meeting your parent/legal guardian and/or your CAS worker will provide the receiving school's Principal with the required information needed to register at the new school. Ask your worker to help you fill out the Student Information Sheet found in the JPSA protocol. (Appendix A) The school should schedule a meeting within five school days upon receiving the necessary registration information. You can participate in this meeting if you are able to do so.

DISPUTE RESOLUTION

WHEN PROBLEMS ARISE

Disagreements can arise between CAS and the schools and school boards.

What happens when that occurs?

Partnering members should use dispute resolution strategies to lead to positive educational outcomes for the student.

Dispute resolution strategies are used to identify solutions for individual cases and disputes that may occur at the system level.

Disputes have an immediate impact on a student's educational success and are generally resolved within ten school days.

The CAS point person and the school point person are the first level of dispute resolution authority.

If the dispute is not satisfactorily resolved within fifteen school days, the matter should be referred to the school board and CAS leads. If the dispute continues to remain unresolved for another ten school days, the matter should be further referred to senior personnel within each organization (CAS and School Boards)

Documentation, records and resolution should be retained for future reference and review.



IN PARTNERSHIP WITH THE CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO, CONSEIL DES ÉCOLES PUBLIQUES DE L'EST DE L'ONTARIO, CONSEIL DES ÉCOLES CATHOLIQUES DU CENTRE-EST, CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DE L'EST ONTARIEN, RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD, RENFREW COUNTY DISTRICT SCHOOL BOARD AND THE UPPER CANADA DISTRICT SCHOOL BOARD ALONG WITH THE CHILDREN'S AID SOCIETY OF STORMONT, DUNDAS & GLENGARRY, FAMILY AND CHILDREN'S SERVICES OF LANARK, LEEDS AND GRENVILLE, VALORIS FOR CHILDREN AND ADULTS OF PRESCOTT RUSSELL AND FAMILY AND CHILDREN'S SERVICES OF RENFREW COUNTY

APPENDIX E : JPSA ACTIVATION CHART



JPSA ACTIVATION CHART

Definition of Students affected by the JPSA protocol:

Children and youth in the care of a CAS through a court order or by voluntary agreement (i.e., those who are Crown wards, society wards, or under a temporary care order or agreement)

Children and youth receiving voluntary or court-ordered services from a CAS in the community (i.e., voluntary services, a supervision order, or customary care arrangements) for whom the parent/guardian or customary caregiver has provided a consent, which has not been withdrawn, permitting the CAS and the school/school board to exchange information.

Event / Timeline	Key Tasks	Support Network
<p>Student home placement (parental/adoptive/foster) has changed and the student remains within current school boundaries</p> <p>As soon as possible – within 5 working days</p> <p>Where possible REACH team to convene regarding ESP at CAS worker's 7 and 30 day mandatory visit</p>	<ul style="list-style-type: none"> - CAS caseworker notifies student's current school administrator (with consents where appropriate) - School administrator to activate REACH team - REACH team (including student where appropriate) to meet to review impact of home placement on ESP - REACH team to determine if any adjustments to ESP is required - Depending upon circumstances both at home and at school, REACH team to determine if remaining in current school placement (with the input from the student) is appropriate (family, custody concerns, social, peer concerns, bullying concerns, increased need for supports) - REACH team members to support outcomes and facilitate implementation 	<ul style="list-style-type: none"> - Student (can participate in REACH team – 12+) - CAS Caseworker - Parents/ Guardians (where appropriate) - School Administrator / Point person - CAS point person - Student Success / Guidance - Significant adult as determined by student in ESP (where appropriate) - Other school/board staff as outline in the ESP
<p>Student home placement (parental/adoptive/foster) has changed and the student is outside of current school boundaries</p> <p>As soon as possible – within 5 working days</p>	<ul style="list-style-type: none"> - CAS caseworker notifies student's current school administrator (with consents where appropriate) - School administrator to activate REACH team - REACH team (including student where appropriate) to meet to collaborate and determine if it is possible to remain at current school placement - REACH team to assist in facilitating a transition to a new school placement if it is determined that current school placement cannot be maintained (distance, student choice, etc.) - REACH team to determine if any adjustments to ESP is required - REACH team members to support outcomes and facilitate implementation - If student transfers to another school placement, student along with caseworker to fill out Appendix A to bring to new school placement - With consent, current school administrator /school team to assist receiving school with the timely enrollment of the student 	<ul style="list-style-type: none"> - Student (can participate in REACH team – 12+) - CAS Caseworker - Parents/ Guardians (where appropriate) - School Administrator / Point person - CAS point person - Student Success / Guidance - Significant adult as determined by student in ESP (where appropriate) - Other school/board staff as outline in the ESP - Receiving school administrator / point person
<p>Note Regarding Dispute Resolution: See JPSA protocol under Dispute Resolution if dispute is not satisfactorily resolved in 15 school days.</p>		



APPENDIX F:

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT ACTIVATION STEPS

Step 1

- CAS worker informs School Administrator student is registering and/or transitioning to or from a school and/or home placement

Step 2

- Student with CAS worker/guardian to complete Appendix A and is registered at school within 5 school days

Step 3

- Seek consent from student 12+ / guardian to share information from profile sheet (Appendix A)

Step 4

- Student attends school or alternative programming within 5-15 school days

Step 5

- REACH team convenes to develop Education Success Plan, within 30 days. When possible, this will coincide with CAS worker visit

Step 6

- Education Success Plan created and revised with student input

Step 7

- REACH team to meet twice per academic year, or as needed/ requested by student or REACH team member

Step 8

- Education Success Plan updated as required, or when placement changes (home/school)



APPENDIX G:

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT GENERAL CONSENT

Consent to Obtain and/or Release Information

Student Name: _____	D.O.B. (mm/dd/yy): ____/____/____
School: _____	Student ID: _____

I, _____, give my consent for the following person/agency:

Name of Person/Agency: _____
Street Address: _____
City/Prov./Postal Code: _____
Phone Number: _____

☐ **to obtain** (specify information) _____ **from:**

Name of Person/Agency: _____
Street Address: _____
City/Prov./Postal Code: _____
Phone Number: _____

☐ **to release** (specify information) _____ **to:**

Name of Person/Agency: _____
Street Address: _____
City/Prov./Postal Code: _____
Phone Number: _____

I understand

- (a) The period of consent will terminate one year from the date it was granted (date indicated below)
- (b) The nature and purpose for which this information is being obtained/released/exchanged
- (c) This information will be used for the planning and development of the Education Success Plan through the REACH team
- (d) That I may revoke my consent at any time
- (e) This information will be treated confidentiality

Signature: _____ Relationship to Student: _____

Phone #: _____ Date: _____

Witness Signature: _____ Witness Phone: _____

My initials here _____ indicate that consent has NOT been provided.

GLOSSARY OF TERMS



TERM	DEFINITION
CAS Lead	A person in every CAS who is identified to facilitate effective cooperation between CASs and school boards for all processes related to the implementation of this protocol. The responsibilities of the designated leads include, but are not limited to: ensuring implementation of the protocol; ensuring appropriate collection and dissemination of information; protecting personal privacy; intervening when requested where procedures are not followed or organizational barriers are identified; and developing strategies to address these barriers.
CAS Point Person	A person designated by the CAS who is the primary contact at the CAS level for all processes involving the individual student.
Caregiver	A person providing care to a child/youth in an out-of-home setting. There are two main categories of caregivers: those in family-based, out-of-home settings and those in institutional out-of-home settings. Family-based out-of-home settings may include foster homes and kinship care homes. Institutional out-of-home settings may include group homes.
Child and Family Services Act (CFSA)	Legislation governing the provision of child welfare services in Ontario.
Crown Ward	A child/youth who has been placed in the permanent care of a CAS. The CAS has the responsibility to care for the child/youth.
Education Quality And Accountability Office (EQAO)	<p>An independent organization that conducts the following provincial assessments:</p> <ul style="list-style-type: none"> • Primary (Grade 3) and Junior (Grade 6) assessments of student achievement in reading, writing, and mathematics • Grade 9 assessments of student achievement in mathematics • the Grade 10 Ontario Secondary School Literacy Test (OSSLT)
Education Success Plan (ESP)	A written plan that outlines services and supports and identifies key people and their roles, for promoting the educational success of a student in the care of, or receiving services from, a CAS. The ESP includes and augments, but does not replace, plans such as the Individual Education Plan (IEP) and the Individual Pathways Plan (IPP).

TERM	DEFINITION
Formal Customary Care	The care and supervision of a First Nation child/youth in need of protection, by a person who is not the child/youth's parent, according to the custom of the child/youth's Band or Native community. The child/youth is not in the care of a CAS.
In Care	A child/youth is in care if he/she has been assigned to the care of a CAS due to protection concerns. This could occur by way of a court order or temporary care agreement. The CAS has the rights and responsibilities of the parent. The child/youth is placed in an out-of-home placement through kinship care, foster care, or group care.
Individual Education Plan (IEP)	A written plan describing the specific educational program and/or services required by a particular student, based on an assessment of the student's strengths and needs that affect his/her ability to learn and demonstrate learning.
Individual Pathways Plan (IPP)	The primary planning tool that students create and use as they proceed through school towards their initial postsecondary destination. All students in Grades 7 to 12 have a web-based IPP, which they review and revise at least twice a year.
Kinship Care	Care of a child/youth by members of the child/youth's family or community who have been approved as foster parents for a child/youth.
Kinship Service	An arrangement whereby a child/youth resides with a relative, or community member, to prevent an admission into care. The child/youth is not in the care of a CAS, although the placement is supervised by a CAS. There may be an order placing the child/youth in the care and custody of the caregiver subject to supervision by the CAS, or the placement may be voluntary.
Ontario Student Record (OSR)	An official record for each student that contains achievement results, credits earned, diploma requirements completed, and other information relevant to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information and protection of privacy legislation.
Parent/Legal Guardian	A person who is a biological parent, an adoptive parent, or a person who, under a written agreement or court order (which could include voluntary services, supervision orders, and customary care arrangements), has custody of the child/youth.

TERM	DEFINITION
Postsecondary Pathways	The five possible destinations for students after secondary school: apprenticeship training, community living, work, college, and university.
REACH Team	A group responsible for developing and implementing a plan to support and promote the educational achievement of a student in the care of, or receiving services from, a CAS. The team includes a variety of school, school board, and CAS personnel, other relevant personnel, and the student, as appropriate for his/her age, developmental level, and cognitive capabilities.
School Board Lead	A person in every school board who is identified to facilitate effective cooperation between CASs and school boards for all processes related to the implementation of this protocol. The responsibilities of the designated leads include, but are not limited to: ensuring implementation of the protocol; ensuring appropriate collection and dissemination of information; protecting personal privacy; intervening when requested where procedures are not followed or organizational barriers are identified; and developing strategies to address these barriers.
School Point Person	A willing person designated by the school board lead, or principal, to be the primary contact at the school level for all processes involving the student. The student has been identified, as per the Information Sharing section of the Joint Protocol for Student Achievement, and consent has been received.
Society Ward	A child/youth who has been placed in the temporary care of a CAS.
Special Education Program	An educational program that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.
Special Education Services	Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.
Student Success Leader	A senior staff person in every school board funded by the Ministry of Education who is responsible for coordinating Student Success initiatives.
Student Success Teacher	A designated teacher in every secondary school who is tasked with tracking the progress of students at risk of not graduating, providing direct support/instruction to students to help them improve their achievement, and working with parents, the broader school, and the local community to improve outcomes for struggling students.

TERM	DEFINITION
Student Success Team	A team in each secondary school that includes the principal, the Student Success Teacher, a guidance counsellor, and a special education teacher. The team identifies, and provides additional support, for students who are at risk of not graduating.
Supervision Order	A court order that provides for CAS oversight of a child/youth in the home of his/her parent, or in the home of a person who is not the child's parent.
Temporary Care Agreement	A written document voluntarily signed by a child/youth's parent/legal guardian and the child/youth (if 12 years of age or older) providing for a CAS to have care and custody of the child/youth for a specified period of time (not exceeding 12 months). Under the agreement, the parent/legal guardian may maintain certain parental rights.
Temporary Care and Custody Order	A court order that places a child/youth in the temporary care and custody of a CAS during an adjournment period.



APPENDIX I:

RESILIENCY



WHAT IS RESILIENCE?

Most commonly, the term resilience has come to mean an individual's ability to overcome adversity and continue his or her normal development. However, the RRC (Resilience Research Centre) uses a more ecological and culturally sensitive definition. Dr. Michael Ungar, Principal Investigator with the RRC, has suggested that resilience is better understood as follows:

“In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways.”

This definition shifts our understanding of resilience from an individual concept, popular with western-trained researchers and human services providers, to a more culturally embedded understanding of well-being. Understood this way, resilience is a social construct that identifies both processes and outcomes associated with what people themselves term well-being. It makes explicit that resilience is more likely to occur when we provide the services, supports and health resources that make it more likely for every child to do well in ways that are meaningful to his or her family and community.

A MULTIDIMENSIONAL MODEL OF RESILIENCE

There are many factors associated with resilience. Some of the more common aspects of successful navigation and negotiation for well-being under stress include the following:

- assertiveness
- ability to solve problems
- self-efficacy
- ability to live with uncertainty
- self-awareness
- a positive outlook
- empathy for others
- having goals and aspirations
- ability to maintain a balance between independence and dependence on others
- appropriate use of or abstinence from substances like alcohol and drugs
- a sense of humour
- a sense of duty (to others or self, depending on the culture)

RELATIONSHIPS FACTORS

- parenting that meets the child's needs
- appropriate emotional expression and parental monitoring within the family
- social competence
- the presence of a positive mentor and role models
- meaningful relationships with others at school, home, and perceived social support
- peer group acceptance

COMMUNITY FACTORS

- opportunities for age-appropriate work
- avoidance of exposure to violence in one's family, community, and with peers
- government provision for children's safety, recreation, housing, and jobs when they are at the appropriate age to work
- meaningful rites of passage with an appropriate amount of risk
- tolerance of high-risk and problem behavior
- safety and security
- perceived social equity
- access to school and education, information, and learning resources

CULTURAL FACTORS

- affiliation with a religious organization
- tolerance for different ideologies and beliefs
- adequate management of cultural dislocation and a change or shift in values
- self-betterment
- having a life philosophy
- cultural and/or spiritual identification
- being culturally grounded by knowing where you come from and being part of a cultural tradition that is expressed through daily activities

PHYSICAL ECOLOGY FACTORS

- access to a healthy environment
- security in one's community
- access to recreational spaces
- sustainable resources
- ecological diversity (<http://www.resilience.org> publications)

Well-being under stress

- Ability to solve problems
- Self-awareness
- Self-efficacy

Relationship factors

- The presence of a positive mentor and role model
- Peer group acceptance
- Meaningful relationships with others

Community factors

- Safety and security
- Access to school and education
- Opportunities for age-appropriate work

Cultural factors

- Having a life philosophy
- Cultural tradition that is expressed through daily activities
- Cultural and/or spiritual identification

Physical ecology factors

- Access to a healthy environment
- Access to recreational spaces
- Sustainable resources



Source: Resiliency Research Centre, School of Social Work,
Dalhousie University www.resilienceproject.org/
Written by Lyanna Parent CWECT/JPSA student

APPENDIX J:

SCHOOLS LISTED BY BOARD COVERED BY THE JPSA PROTOCOL CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

SCHOOL	ADDRESS	PHONE NUMBER
Bishop Macdonell Elementary	300 Adolphus Street Cornwall, ON K6H 3S6	613-933-6739
Holy Cross Catholic School Elementary	521 Clothier Street West Kemptville, ON K0G 1J0	613-258-7457
Holy Name of Mary Catholic School Elementary	110 Paterson Street Almonte, ON K0A 1A0	613-256-2532
Holy Trinity Catholic Secondary School Secondary	18044 Tyotown Rd Cornwall, ON K6H 5R5	613-936-0319
Immaculate Conception Catholic School Elementary	600 McConnell Avenue Cornwall, ON K6H 4M1	613-932-3455
Iona Academy Elementary	20019 King's Road Williamstown, ON K0C 2J0	613-347-3518
J.L. Jordan Catholic School Elementary	294 First Avenue Brockville, ON K6V 3B7	613-342-7711
Mother Teresa Catholic School Elementary	1035 Concession Street Russell, Ontario K4R 1C7	613-445-3788 1-888-263-2715
Notre Dame Catholic High School Secondary	157 McKenzie Street Carleton Place, ON K7C 4P2	613-253-4700
Our Lady of Good Counsel Catholic School Elementary	52 Dickinson Drive Ingleside, ON K0C 1M0	613-537-2556

Pope John Paul II Catholic School Elementary	3818 Legault Road Hammond, ON K0A 2A0	613-487-3075 1-888-921-2252
St. Andrew's Catholic School Elementary	17283 County Road 18 St. Andrews West, ON K0C 2A0	613-932-6592
St. Anne Catholic School Elementary	607 Surgenor St. Cornwall, ON K6J 2H5	613-933-4615
St. Columban's Catholic School Elementary	323 Augustus Street Cornwall, ON K6J 3W4	613-933-3113
St. Edward Catholic School Elementary	51 Bedford St. Westport, ON K0G 1X0	613-273-2926
St. Finnan's Catholic School Elementary	220 Main Street Alexandria, ON K0C 1A0	613-525-4274
St. Francis de Sales Catholic School Elementary	43 Russell St. East Smiths Falls, ON K7A 1G2	613-283-6101
St. Francis Xavier Catholic High School Secondary	1235 Russell Rd. Hammond, ON K0A 2A0	613-487-2913 1-888-416-2373
St. Francis Xavier Catholic School Elementary	74 Church St. Brockville, ON K6V 3X6	613-342-0510
St. Gregory Catholic School Elementary	176 Townline Road West Carleton Place, ON K7C 3P7	613-257-8468
St. James the Greater Catholic School Elementary	5 Catherine Street Smiths Falls, ON K7A 3Z9	613-283-1848

St. John Bosco Catholic School Elementary	12 Durham Street Brockville, ON K6V 7A4	613-498-0656
St. John Catholic High School Secondary	2066 Scotch Line Rd. Perth, ON K7H 3C5	613-267-4724
St. John Catholic School Elementary	34 Wilson St. East Perth, ON K7H 1L6	613-267-2865
St. Joseph Catholic School Elementary	235 Georgiana St. Gananoque, ON K7G 1M9	613-382-2361
St. Joseph Catholic School Elementary	80 County Road #1, Main St. Toledo, ON K0E 1Y0	613-275-2353
St. Joseph Catholic Secondary School Secondary	1500A Cumberland St. Cornwall, ON K6J 5V9	613-932-0349
St. Jude Catholic School Elementary	5355 Highway 34 Vankleek Hill, ON K0B 1R0	613-678-5455
St. Luke Catholic High School Secondary	4 Ross Street Smiths Falls, ON K7A 4L5	613-283-4477
St. Mark Catholic School Elementary	420 McAuley Rd. Prescott, ON K0E 1T0	613-925-4342
St. Mary Catholic High School Secondary	40 Central Avenue Brockville, ON K6V 4N5	613-342-4911
St. Mary Catholic School Elementary	37 Main St. Chesterville, ON K0C 1H0	613-448-2158

St. Mary Catholic School Elementary	4 Hawthorne Avenue Carleton Place, ON K7C 3A9	613-257-1538
St. Mary-St. Cecilia Catholic School Elementary	28 Shea Drive Morrisburg, ON K0C 1X0	613-543-2907
St. Matthew Catholic Secondary School Secondary	822 Marlborough St. N. Cornwall, ON K6H 4B4	613-930-9928
St. Michael Catholic High School Secondary	2755 Highway 43 Kemptville, ON K0G 1J0	613-258-7232
St. Patrick Catholic School Elementary	1001 Heritage Dr. Rockland, ON K4K 1R2	613-446-7215 1-888-240-8602
St. Peter Catholic School Elementary	1811 Second St. East, Cornwall, ON K6H 6P1	613-933-1007
St. Thomas Aquinas Catholic High School Secondary	1211 South Russell Rd. Russell, ON K4R 1E5	613-445-0810 1-877-559-7729

CONSEIL DES ECOLES PUBLIQUES DE L'EST ONTARIO

SCHOOL	ADDRESS	PHONE NUMBER
École élémentaire et secondaire publique L'Équinoxe	412, rue Pembroke Ouest Pembroke, ON K8A 5N6	613- 732-1525
Campus CEFEO Cornwall	610, avenue McConnell Cornwall, ON K6H 4M1	613-932-3376
École secondaire publique L'Héritage	1111, chemin Montréal Cornwall, ON K6H 1E1	613-933-3318
École élémentaire publique Rose des Vents	1650, 2e Rue Est Cornwall, ON K6H 2C3	613-932-4183
École élémentaire publique Terre des Jeunes	33, rue Lochiel Est Alexandria, ON K0C 1A0	613-525-1843
Centre d'éducation et de formation de l'Est ontarien (CEFEO)	750, rue Principale Casselman, ON K0A 1M0	613-764-1941
Campus CEFEO Casselman	750, rue Principale Casselman ON K0A 1M0	613-764-7332
Campus CEFEO Hawkesbury	429, rue Abbott 0 J-P.D. Hawkesbury, ON K6A 2E2	613-632-4100
Campus CEFEO Rockland	2303, rue Laurier Rockland, ON K4K 1K4	613-446-1685
École élémentaire publique Carrefour Jeunesse	927, rue St-Jean Rockland, ON K4K 1P4	613-446-1248
École élémentaire publique De la Rivière Castor	100, rue Maheu, Embrun, ON K0A 1W0	613-443-2226
École élémentaire et secondaire publique L'Académie de la Seigneurie	731, rue des Pommiers Casselman, ON K0A 1M0	613-764-0550

École secondaire publique Le Sommet	894, boulevard Cécile Hawkesbury, ON K6A 3R5	613-632-6059
École élémentaire publique Nouvel Horizon	433, boulevard Cartier Hawkesbury, ON K6A 1V9	613-632-8718

CONSEIL DES ECOLES CATHOLIQUES DU CENTRE-EST

SCHOOL	ADDRESS	PHONE NUMBER
Académie catholique Ange-Gabriel	1515, promenade Kensington Brockville, ON K6V 6H9	613- 345-5914
Centre scolaire catholique Jeanne-Lajoie, pavillon élémentaire	1255, rue Pembroke Ouest Pembroke, ON K8A 5R3	613- 732-8302
Centre scolaire catholique Jeanne-Lajoie, pavillon secondaire	1257 rue Pembroke Ouest Pembroke, ON K8A 5R3	613-735-3948
École élémentaire catholique J.-L.-Couroux	10, avenue Findlay Carleton Place, ON K7C 4K1	613-521-0607
École élémentaire catholique Saint-Guillaume	5750, ch. Buckland Vars, ON K0A 3H0	613- 745-5981
École élémentaire catholique Sainte- Marguerite-Bourgeoys	306 rue Read Merrickville, ON K0G 1N0	613-521-4213
École élémentaire catholique Sainte-Thérèse- d'Avila	9575, ch. Marionville Marionville, ON K4R 1E5	613-745-0282
École élémentaire catholique de la Découverte	866, av. Scala Cumberland, ON K4A 4T6	613-744-5894

CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DE L'EST ONTARIEN

SCHOOL	ADDRESS	PHONE NUMBER
École élémentaire catholique Elda-Rouleau	115, rue Sandfield Alexandria, ON K0C 1A0	613 525-1281
École élémentaire catholique Embrun	Pavillon Saint-Jean 1045, rue Notre-Dame	613 - 443-2850
Pavillon La Croisée	1215, rue Saint-Augustin Embrun, ON K0A 1W0	613 443-4881
École élémentaire catholique La Source	17095, chemin McLean Moose Creek, ON K0C 1W0	613 538-2401
École élémentaire catholique Marie-Tanguay	1500, boulevard Holy Cross Cornwall, ON K6H 2X1	613 938-9337
École élémentaire catholique Notre-Dame	420, 15e Rue Ouest Cornwall, ON K6J 3K5	613 932-1594
École élémentaire catholique Notre-Dame -du-Rosaire	9, Concession Ouest Crysler, ON K0A 1R0	613 987-2034
École élémentaire catholique Paul VI	500, rue Principale Est Hawkesbury, ON K6A 1A9	613 632-2734
École élémentaire catholique Sacré-Coeur	2233, rue Dollard Bourget, ON K0A 1E0	613 487-2734
École élémentaire catholique Saint-Albert	116, rue Principale Saint-Albert, ON K0A 3C0	613 987-2157
École élémentaire catholique Saint-Grégoire	50, rue Home Vankleek Hill, ON K0B 1R0	613 678-2126

École élémentaire catholique Saint-Isidore	20, rue de l'École Saint-Isidore, ON K0C 2B0	613 524-2945
École élémentaire catholique Saint-Jean- Baptiste	35, rue Longueuil, L'Orignal, ON K0B 1K0	613 675-4878
École élémentaire catholique Saint-Joseph, (Russell)	1008, chemin Russell Nord Russell, ON K4R 1G7	613 445-2947
École élémentaire catholique Saint-Joseph, (Wendover)	3250, rue Principale Wendover, ON K0A 3K0	613 673-5276
École élémentaire catholique Saint-Mathieu	3155, chemin Gendron Hammond, ON K0A 2A0	613 487-2404
École élémentaire catholique Saint-Paul	260, rue Main Plantagenet, ON K0B 1L0	613 673-4880
École élémentaire catholique Saint-Viateur	205, chemin Limoges Limoges, ON K0A 2M0	613 443-1976
École élémentaire catholique Saint-Victor	38, rue Saint-Paul Alfred, ON K0B 1A0	613 679-4373
École élémentaire catholique Sainte-Félicité	1647, rue Landry Clarence Creek, ON K0A 1N0	613 488-2890
École élémentaire catholique Sainte-Lucie	17337, rue Dow R.R.1 Long Sault, ON K0C 1P0	613 932-9493
École élémentaire catholique Sainte-Trinité	879, rue Saint-Joseph Rockland, ON K4K 1C2	613 446-5128

École élémentaire catholique de Casselman	215, rue Laurier, Casselman, ON K0A 1M0	613- 764-2855
Pavillon Sainte-Euphémie		
Pavillon Saint-Paul	133, rue Laurier, Casselman, ON K0A 1M0	613- 764-2960
École élémentaire catholique de l'Ange-Gardien	Second Line Road North Lancaster, ON K0C 1Z0	613 347-2728
École secondaire catholique Embrun	1276, rue Saint-Jacques Embrun, ON K0A 1W0	613 443-2186
École secondaire catholique L'Escale	1535, avenue du Parc Rockland, ON K4K 1C3	613 446-5169
École secondaire catholique La Citadelle	510, avenue McConnell Cornwall, ON K6H 4M1	613 933-0172
École secondaire catholique Le Relais	100, rue McNab Saint-Eugène, ON K0B 1P0	613 674-2145
École élémentaire catholique Curé-Labrosse	5050, rue Fatima Saint-Eugène, ON K0B 1P0	613 674-2145
École élémentaire catholique Du Rosaire	2410, chemin du Lac Saint-Pascal-Baylon, ON K0A 3N0	613 488-2494
École secondaire catholique Le Relais	100, rue McNaB Alexandria, ON K0C 1A0	613 525-3315
École secondaire catholique de Casselman	778, rue Brébeuf Casselman, ON K0A 1M0	613 764-2991

École secondaire catholique de Plantagenet	6150, Chemin de Comté 17 Plantagenet, ON K0B 1L0	613 673-5124
École secondaire catholique régionale de Hawkesbury	572, rue Kitchener Hawkesbury, ON K6A 2P3	613 632-7055

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL	ADDRESS	PHONE NUMBER
St. John XXIII	75 Edey St. Arnprior, ON K7S 1B9	613-623-2828
St. Joseph's	324 John St. N. Arnprior, ON K7S 2P6	613-623-2347
St. John Bosco	99 Peter St. Barry's Bay, ON K0J 1B0	613-756-2616
St. Joseph's	12629 Lanark Rd. Calabogie, ON K0J 1H0	613-752-2808
St. Anthony's	2 McCarthy St. Chalk River, ON K0J 1J0	613-589-2775
George Vanier	2782 Dafoe Rd. Combermere, ON K0J 1L0	613-756-3708
St. Mary's	33110 D Hwy 17 Deep River, ON K0J 1P0	613-584-3567
St. Michael's	5346 Queen St. E. Douglas, ON K0J 1S0	613-649-2254

St. James	70 Wellington St. Eganville, ON K0J 1T0	613-628-2927
St. Andrew's	131 Queen St. Killaloe, ON K0J 2A0	613-757-3113
Cathedral	200 Isabella St. Pembroke, ON K8A 5S7	613-732-8054
Holy Name	299 First Ave. Pembroke, ON K8A 5C3	613-732-2248
Our Lady of Lourdes	535 Irving St. Pembroke, ON K8A 2V2	613-732-4633
Our Lady of Sorrows	19 Mohns Ave. Petawawa, ON K8H 2G7	613-687-5918
St. Francis of Assisi	22 Leeder Lane Petawawa, ON K8H 0B8	613-687-4167
Our Lady of Fatima	228 Mason Ave. Renfrew, ON K7V 3Y3	613-432-4351
St. Thomas the Apostle	41 Bolger Lane Renfrew, ON K7V 2M9	613-432-3137
Our Lady of Grace	52 Grace St. Westmeath, ON K0J 2L0	613-587-4837
Valleycrest Pembroke	362 Carmody St. Pembroke, ON K8A 4G2	613-732-9349 x259

Valleycrest Renfrew	41 Bolger Lane Renfrew, ON K7V 2M9	613-432-7936 X346
Bishop Smith Catholic High School	362 Carmody St. Pembroke, ON K8A 4G2	613-735-5496
Bishop Smith Alternate School	222 Church Street Pembroke, ON K8A 4K9	613-735-5865
Columbus House	73 Renfrew Street Pembroke, ON K8A 5R7	613-732-2133
St. Joseph's High School	835 First Street Renfrew, ON K7V 4E1	613-432-5846
St. Joseph's High Alternate School	290 Veteran Memorial Blvd. Renfrew, ON K7V 2R8	613-432-4042

RENFREW COUNTY DISTRICT SCHOOL BOARD

SCHOOL	ADDRESS	PHONE NUMBER
Admaston Public School	182 Stone Road Renfrew, ON K7V 3Z5	613-432-5577
A.J. Charbonneau Public School	225B Baskin Drive West Arnprior, ON K7S 0E3	613-623-6512
Beachburg Public School	20 Cameron Street Beachburg, ON K0J 1C0	613-582-3528
Central Public School	140 Munroe Avenue East Renfrew, ON K7V 3K4	613-432-3627
Champlain Discovery Public School	390 Bell Street Pembroke, ON K8A 2K5	613-735-6575
Cobden Public School	16 Cowley Street Cobden, ON K0J 1K0	613-646-2271
Eganville Public School	259 Jane Street Eganville, ON K0J 1T0	613-628-2606
Herman Street Public School	15 Herman Street Petawawa, ON K8H 1W1	613-687-2457
Highview Public School	320 Herbert Street Pembroke, ON K8A 2Y4	613-732-8761
Killaloe Public School	100 Queen Street Killaloe, ON K0J 2A0	613-757-2091
Mackenzie Community School	87 Brockhouse Way Deep River, ON K0J 1P0	613-584-3361

Madawaska Public School	25272 Highway #60 Madawaska, ON K0J 2C0	613-637-2939
McNab Public School	1164 Stewartville Road Arnprior, ON K7S 3G8	613-623-5746
Palmer Rapids Public School	116 Burnt Bridge Road Palmer Rapids, ON K0J 2E0	613-758-2202
Pine View Public School	2321 Petawawa Boulevard Pembroke, ON K8A 7G7	613-687-2519
Queen Elizabeth Public School	100 Veterans' Memorial Boulevard Renfrew, ON K7V 2R6	613-432-4845
Renfrew Collegiate Intermediate School	184 Bonnechere Street South Renfrew, ON K7V 1Z5	613-432-4858
Rockwood Public School	11588 Round Lake Road Pembroke, ON K8A 0K8	613-732-3789
Sherwood Public School	39 St. Francis Memorial Drive P.O. Box 580 Barry's Bay, ON K0J 1B0	613-756-2432
Valour School	19 Leeder Lane Petawawa, ON K8H 0B8	613-687-2121
Walter Zadow Public School	79 Ottawa Street Arnprior, ON K7S 1X2	613-623-4235
Westmeath Public School	502 Graham Street Westmeath, ON K0J 2L0	613-587-4596

Whitney Public School	6 Galeairy Lake Road Whitney, ON K0J 2M0	613-637-2171
Arnprior District High School	59 Ottawa Street Arnprior, ON K7S 1X2	613-623-3183
Fellowes High School	420 Bell Street Pembroke, ON K8A 2K5	613-735-6858
Mackenzie Community School	87 Brockhouse Way Deep River, ON K0J 1P0	613-584-3361
Madawaska Valley District High School	341 John Street Barry's Bay, ON K0J 1B0	613-756-3048
Opeongo High School	1990 Cobden Road Douglas, ON K0J 1S0	613-735-7587
Renfrew Collegiate Institute	184 Bonnechere Street South Renfrew, ON K7V 1Z5	613-432-4858
Valour School	19 Leeder Lane Petawawa, ON K8H 0B8	613-687-2121
Arnprior Continuing Education	59 Ottawa Street Arnprior, ON K7S 1X2	613-623-4189
Pembroke Continuing Education	480 Mary Street Pembroke, ON K8A 5W9	613-732-8105
Petawawa Continuing Education	1121 Victoria Street Petawawa, ON K8H 2E4	613-687-2231

Renfrew Continuing Education	220 Carswell Street Renfrew, ON K7V 2G4	613-432-3156
Arnprior PAL	15 Edward Street South Arnprior, ON K7S 2N3	613-623-7024
Barry's Bay Satellite School	19512 Opeongo Line Barry's Bay, ON K0J 1B0	613-756-5067
Pembroke PAL	480 Mary Street Pembroke, ON K8A 5W9	613-732-8740
Renfrew PAL	220 Carswell Street Renfrew, ON K7V 2G4	613-432-3156

UPPER CANADA DISTRICT SCHOOL BOARD

SCHOOL	ADDRESS	PHONE NUMBER
Almonte & District High School	126 Martin Street North, Almonte, ON K0A 1A0	613-256-1470
Arklan Community Public School	123 Patterson Cres., Carleton Place, ON K7C 4R2	613-257-8113
Athens District High School	21 Church Street Athens, ON K0E 1B0	613-924-2618
Beckwith Public School	1523 9th Line of Beckwith Carleton Place, ON K7C 3P2	613-253-0427
Benson Public School	4005 James St. Cardinal, ON K0E 1E0	613-657-3095
Bridgewood Public School	850 Nick Kaneb Drive Cornwall, ON K6H 0G4	613-932-5318
Brockville Collegiate Institute	90 Pearl Street East, Brockville, ON K6V 1P8	613-345-5641
Caldwell Street Public School	70 Caldwell Street Carleton Place, ON K7C 3A5	613-257-1270
Cambridge Public School	2123 Route 500 W Embrun, ON K0A 1W0	613-443-3024
Carleton Place High School	215 Lake Avenue West Carleton Place, ON K7C 1M3	613-257-2720
Centennial '67 Public School	7 Henderson Street Spencerville, ON K0E 1X0	613-658-3114
Central Public School	200 Amelia Street Cornwall, ON K6H 0A5	613-932-0857

Char-Lan District High School	19743 County Road 17 Williamstown, ON K0C 2J0	613-347-2441
Chesterville Public School	38 College St Chesterville, ON K0C 1H0	613-448-2224
Chimo Elementary School	11 Ross Street Smiths Falls, ON K7A 4V7	613-283-1761
Commonwealth Public School	166 Pearl Street Brockville, ON K6V 1R4	613-345-5031
Cornwall Collegiate V.S.	437 Sydney Street Cornwall, ON K6H 3H9	613-932-8360
Drummond Central School	1469 Drummond School Rd. Perth, ON K7H 3C8	613-267-4789
Duncan J. Schouler P. S	41 McGill Street Smiths Falls, ON K7A 3M9	613-283-1367
Eamer`s Corners Public School	2258 Pitt Street Cornwall, ON K6K 1A3	613-933-0644
Front Of Yonge Elem. School	1504 County Road 2 Mallorytown, ON K0E 1R0	613-923-5284
Gananoque Secondary School	175 William Street South Gananoque, ON K7G 1S8	613-382-4741
General Vanier –TR Leger	1500 Cumberland Street Cornwall, ON K6J 4K9	613-933-9626
Glen Tay Public School	155 Harper Road Perth, ON K7H 3C6	613-267-1909

Glengarry District High School	212 Main Street North Alexandria, ON K0C 1A0	613-525-1066
Iroquois Public School	66 Lakeview Drive Iroquois, ON K0E 1K0	613-652-4580
Kemptville Public School	215 Reuben Cres. Kemptville, ON K0G 1J0	613-258-2206
Laggan Public School	20345 Glenelg Road Dalkeith, ON K0B 1E0	613-525-3112
Linklater Public School	300 Stone Street Gananoque, ON K7G 1Y8	613-382-3689
Lombardy Public School	596 Highway 15 Lombardy, ON K0G 1L0	613-283-0860
Longue Sault Public School	13 Bethune Street Long Sault, ON K0C 1P0	613-534-2415
Lyn Public School	38 Main Street East Lyn, ON K0E 1M0	613-345-1242
Maple Grove Elementary School	151 George Street Lanark, ON K0G 1K0	613-259-2777
Maxville Public School	15 Alexander Street Maxville, ON K0C 1T0	613-527-2195
Maynard Public School	21 Stewart Drive Prescott, ON K0E 1T0	613-925-4291
Meadowview Public School	9234 Addison- Greenbush Rd Addison, ON K0E 1A0	613-924-2880

Merrickville Public School	306 Drummond Street East Merrickville, ON K0G 1N0	613-269-4951
Montague Public School	1200 Rosedale Road South Smiths Falls, ON K7A 4S6	613-283-6426
Morrisburg Public School	16 Second Street Morrisburg, ON K0C 1X0	613-543-3166
Naismith Memorial P. S.	260 King Street Almonte, ON K0A 1A0	613-256-3773
Nationview Public School	3045 County Road 1 South Mountain, ON K0E 1W0	613-989-2600
North Dundas D.H.S.	12835 Highway # 43 Chesterville, ON K0C 1H0	613-448-2328
North Elmsley Elem. School	209 County Road 18 Perth, ON K7H 3C7	613-267-1371
North Grenville D.H.S	2605 Concession Road, Kemptonville, ON K0G 1J0	613-258-3481
North Stormont Public School	57 Cockburn Street, Berwick, ON K0C 1G0	613-984-2061
Oxford-On-Rideau Public School	50 Water Street Oxford Mills, ON K0G 1J0	613-258-3141
Pakenham Public School	109 Jeanie Street Pakenham, ON K0A 2X0	613-624-5438
Perth & District Collegiate	13 Victoria Street Perth, ON K7H 2H3	613-267-3051

Pineview Public School	8 George Street Athens, ON K0E 1B0	613-924-2055
Plantagenet Public School	635 Water Street Plantagenet, ON K0B 1L0	613-673-5414
Pleasant Corners Public School	4099 Highway # 34 Vankleek Hill, ON K0B 1R0	613-678-2030
Prince Of Wales Public School	210 Pearl Street West Brockville, ON K6V 4C8	613-342-3718
Queen Elizabeth Elem. School	80 Wilson Street East Perth, ON K7H 1M4	613-267-2702
R. Tait McKenzie Public School	175 Paterson Street Almonte, ON K0A 1A0	613-256-8248
Rideau Centennial Elementary	2761 Highway 15 Portland, ON K0G 1V0	613-272-2209
Rideau District High School	251 Main Street Elgin, ON K0G 1E0	613-359-5391
Rideau Vista Public School	9921 Highway # 42 Westport, ON K0G 1X0	613-273-2842
Rockland District High School	1004 St. Joseph Street Rockland, ON K4K 1P6	613-446-7347
Rockland Public School	999 Giroux Street Rockland, ON K4K 1C2	613-446-4552
Rothwell-Osnabruck School	1 College Street Ingleside, ON K0C 1M0	613-537-2454

Roxmore Public School	16279 Fairview Drive Avonmore, ON K0C 1C0	613-346-5502
Russell High School	982 North Russell Road Russell, ON K4R 1C8	613-445-2659
Russell Public School	14 Mill Street Russell, ON K4R 1A6	613-445-2190
S. J. McLeod Public School	5449 County Road 26 Bainsville, ON K0C 1E0	613-347-2648
Seaway District High School	2 Beach Street Iroquois, ON K0E 1K0	613-652-4878
Smiths Falls D.C.I.	299 Percy Street Smiths Falls, ON K7A 5M2	613-283-0288
South Branch Elementary School	2649 Concession Road Kemptville, ON K0G 1J0	613-258-1919
South Crosby Public School	1 Halladay Street Elgin, ON K0G 1E0	613-359-5933
South Edwardsburg P. S	8 Second Street Johnstown, ON K0E 1T1	613-925-4183
South Grenville District High	1000 Edward Street North Prescott, ON K0E 1T0	613-925-2855
St. Lawrence Secondary School	1450 Second Street East Cornwall, ON K6H 5Z8	613-933-8410
Sweet's Corners Elem. School	276 Lyndhurst Road Lyndhurst, ON K0E 1N0	613-928-2777
Tagwi Secondary School	16750 Highway # 43 Avonmore, ON K0C 1C0	613-346-2122

The Stewart School	7 Sunset Blvd. Perth, ON K7H 0A1	613-267-2940
Thousand Islands Elem School	101 King Street W Landsdowne, ON K0E 1L0	613-659-2216
Thousand Islands Sec. School	2510 Parkedale Avenue Brockville, ON K6V 3H1	613-342-1100
Toniata Public School	24 Scafe Avenue Brockville, ON K6V 2A4	613-342-6310
Vanier Public School	40 Vanier Drive Brockville, ON K6V 3J5	613-342-8081
Vankleek Hill Collegiate Inst	5814 Highway 34 Vankleek Hill, ON K0B 1R0	613-678-2023
Viscount Alexander P. S	1401 Dover Road Cornwall, ON K6J 1V6	613-932-4131
Wellington Elementary School	920 Boundary Street Prescott, ON K0E 1T0	613-925-2803
Westminster Public School	29 Central Avenue Brockville, ON K6V 4N6	613-345-5552
Williamstown Public School	19754 County Road 17 Williamstown, ON K0C 2J0	613-347-3461
Winchester Public School	547 Louise Street South Winchester, ON K0C 2K0	613-774-2607
Wolford Public School	2159 County Road 16 Merrickville, ON K0G 1N0	613-283-6326

APPENDIX K: SIGNATORIES TO THE PROTOCOL

