



# JOINT PROTOCOL FOR STUDENT ACHIEVEMENT (JP SA)

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## A Coordinated Response in Eastern Ontario

Akwesasne Child and Family Services  
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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## INTRODUCTION

The Joint Protocol for Student Achievement (JPSA) is a protocol for school boards and children's aid societies (societies) to use to support the academic success and well-being of students in care or students receiving services from societies to facilitate school transfers and ensure access to educational supports and programs. The Ministry of Education and the Ministry of Children, Community, and Social Services launched the JPSA in 2015 following input from educators, societies, and youth formerly in care.

This protocol outlines the scope of important collaborative practices and processes, as follows:

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

Updates made to the JPSA in 2024 reflect discussions with school board leaders, MCCSS partners, and child welfare partners.

These updates to the 2024 version include, but are not limited to:

- Considerations for Indigenous, Black, racialized, Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer or Questioning, and Intersex (2SLGBTQI+) students and communities, and the provision of identity-based, culturally responsive and trauma-informed supports, as needed;
- New programs and grants, such as EDU's Transportation and Stability Supports for Children and Youth in Care, and the Indigenous Graduation Coach program and the Graduation Coach Program for Black Students that include Black and Indigenous Youth in Care;
- References to provincial legislation and guidelines, such as the *Child, Youth and Family Services Act, 2017* (CYFSA), the 2021-2022 Enrolment Register Instructions, and Ontario's Quality Standards Framework to Improve the Quality of Care for Children and Young Persons in Licensed Residential Settings (2020);
- New provisions under Part X of the CYFSA that relate to information sharing and consent; and Reports and recommendations from the Office of the Chief Coroner.

The *Joint Protocol for Student Achievement (JPSA)* details the commitment of seven (7) Boards of Education and five (5) Children's Aid Societies (see list of partners below), to establish and implement the processes and policies in this document. The JSPA goal is to support student achievement and well-being, from entrance to exit, for students and families 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).

**Participating Partners:**

- ☐ Akwesasne Child and Family Services
- ☐ 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

**SCOPE OF THE JPSA**

The JPSA will apply to the following children and youth, also referred to in this document as “a student” or “the student”, or “students”, provided consent is obtained, as per the **Information Sharing** section:

- ☐ those in the care of a society through a court order or by voluntary agreement (e.g., extended society care\*, interim society care\*, temporary care and custody order\* or a temporary care agreement\*);
- ☐ those receiving voluntary or court-ordered services from a society in the community (e.g., voluntary services, a supervision order\*, customary care arrangements\*, or through a Voluntary Youth Services Agreement\*).

Note: terms marked with an Asterix (\*) are defined in the glossary on Page 36.

**GOALS AND OBJECTIVES**

This template is intended to help societies and school boards create or enhance local protocols to improve the educational success and well-being of students in public schools or alternative education programs\* by providing a framework for:

1. Enhanced working relationships, including ongoing collaborative practices and processes that support knowledge exchange and communication within the context of all applicable legislation and regulations;
2. Clarified roles and responsibilities of partnering societies, schools and school boards, including the engagement of parents/legal guardians, caregivers, Elders, representatives of a child's Indigenous community and diverse communities (e.g. Indigenous, Black, racialized, and 2SLGBTQI+\*);
3. A strength-based, trauma-informed, culturally safe\*, responsive and equitable educational approach that acknowledges the diverse needs and intersectional identities of students.

## GUIDING PRINCIPLES

- All students—including those who are Indigenous and/or have special needs, or are Black, racialized, 'Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer or Questioning, Intersex' (2SLGBTQI+)—and their families, caregivers\* and/or parents/legal guardians should:
  - Be welcomed and treated with dignity and respect by all parties;
  - Be valued for their individual strengths and diverse needs;
  - Be involved in decisions that affect them and their views and wishes be given due weight in accordance with the age and maturity of the child, unless they cannot be ascertained
  - Be supported by societies, school boards, and school/community partners who share the responsibility of supporting academic success and well-being;
  - Have timely access to all available opportunities and appropriate academic supports including integrated cultural and language supports and community representatives as required.
- Services should be provided in a way that reflects a commitment to equity, diversity, and inclusion and takes into account a child's race, ancestry, place of origin, colour, ethnic origin, citizenship, family diversity, disability, creed, sex, sexual orientation, gender identity and gender expression, as per [Part 1.\(2\)3.iii, \*Part 1.\(2\)3.iii of the Child, Youth and Family Services Act, 2017 \(CYFSA\)\*](#).
- For Indigenous students, where matters of jurisdiction and the provision of services appear to be in conflict, all parties should strive to respect the spirit of Jordan's Principle\* whereby all First Nations students are able to access the products, services and supports they need, when they need them.
- For First Nation, Inuit and Métis children and youth, services should be provided in a manner that recognizes their cultures, heritages, traditions, connections to their communities and the concept of extended family, as per [Part 1 \(2\).6 of the Child, Youth and Family Services Act, 2017 \(CYFSA\)](#). Confidentiality beyond the information sharing described in this protocol or otherwise permitted or required by law must be respected to reduce stigmatization and protect the privacy of students in care\* or receiving services (see [Information Sharing](#)).

## ROLES AND RESPONSIBILITIES OF SCHOOL & SOCIETY POINT PERSON

### 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 a student identified by the society 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 Realizing Educational Achievement for Children/Youth\* (REACH) Team and an Education Success Plan\* (ESP), are made available to eligible students.
- Liaise with the previous school, Society Point Person, and other appropriate partners 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, and long-term education and career/life planning.
- ☐ Monitor the student's educational progress including attendance to ensure that the student receives the support they require.
- ☐ Inform the student and parent/legal guardian or caregiver of supports and opportunities available to the student, including formal and informal mentorships, cooperative education courses, Ontario Youth Apprenticeship Programs (OYAP), internships, part-time work, job shadowing, educational supports (e.g., mental health, well-being, culturally responsive, trauma-informed, and other available programs).
- ☐ 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 ESP, reporting student achievement to caregivers, Attendance Counsellor and Society Point Person).

### **REACH Team and ESP Responsibilities**

- ☐ Work with the Society Point Person and other 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 support.

### **Responsibilities when a REACH Team and/or ESP is not established**

For students identified on the society list but without a REACH Team or ESP, the School Point Person is responsible for monitoring these students' educational progress and ensuring the student receives the supports they need and/or providing the Society Point Person and/or caregiver with information to ensure students receive the supports they need, as part of the school's regular processes. They should maintain communication with the Society Point Person as appropriate and in accordance with legislation, regulation, and the necessary consents.

### **The Society Point Person**

The Society should designate a Society Point Person who will be the primary contact at the society level for all processes involving the student. The Society Point Person could be the Education Liaison or the student's caseworker, depending on local needs. The roles and responsibilities of the Society 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 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 developing, implementing, monitoring, and reviewing 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 ESP.
- ☐ Ensure the alignment of programming and supports provided by society, the school and board.
- ☐ Identify and suggest to the REACH Team the participation of other supporting partners, with input from the parent/legal guardian or caregiver and student, such as community 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 Society Point Person's 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 student or parent/legal guardian about establishing a REACH Team to support the student.

## INFORMATION SHARING

A society may disclose personal information about a student in the care of or receiving services from the society to a school board or school administrator regarding students for the purpose of supporting and improving educational success and well-being, provided consents are in place where required.

Information should be disclosed in a timely manner to authorized persons 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, Youth and Family Services Act, 2017 (CYFSA)*, the *Youth Criminal Justice Act (YCJA)* and the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

In most circumstances, information sharing will require consent, as follows:

- ☐ A student who is capable of providing consent to disclose their personal information must give express consent to the disclosure of their information. A student is capable of providing consent if they are able to understand the information that is relevant to deciding whether to consent and they are able to appreciate the reasonably foreseeable consequences of giving or withholding consent.
- ☐ For capable students who are under 16, a substitute-decision maker may also provide consent for the student on their behalf.
- ☐ Where a student is not capable of providing consent, consent to disclose their personal information may be provided by their substitute decision maker:
- ☐ The decision of a capable student to give, withhold or withdraw consent to the society to disclose personal information will always prevail over a conflicting decision by the substitute decision maker. In addition, the substitute decision maker may only give, withhold or withdraw consent on behalf of 16- or 17-year-olds if the student has authorized them in writing to act as their substitute decision maker.
- ☐ It is the responsibility of the society to advise the school board when a student is in care and to obtain any consent needed to initiate this protocol and to provide the board with a copy of this consent or confirm the terms of the consent it has obtained.
- ☐ The Society Point Person\* or Society Lead should provide the parent/legal guardian\* and the student with information about any limitations as well as the potential benefits and risks of consenting to the sharing of information between the society and the school so that the parent/legal guardian and the student are reasonably informed before giving or withholding consent.
- ☐ There may be other circumstances in which a society and a school board/school are authorized to share information under applicable legislation and regulations, and nothing in this protocol is intended to interfere or limit such authorized disclosure. For example, under [Section 292 of the CYFSA](#) there are circumstances where a service provider may without consent, disclose personal information collected for the purpose of providing a service; for example, to contact a relative, friend or potential substitute decision maker in the case of an emergency and to assess, reduce or eliminate a risk of serious harm. Another example is where information must be reported in accordance with the duty to report that a child is in need of protection under [Section 125 of the CYFSA](#).

## The Process for Information Sharing

Personal information about students should be safeguarded and information sharing should only be for authorized purposes. Society and school boards should work together to communicate regularly and provide training on information sharing processes to close communication gaps and enable consistent information sharing. Delays in sharing information and documentation can affect a student's ability to access vital supports and can put their educational success and well-being at risk. Societies and school boards should customize the below information sharing process as needed with the recognition that the number of students and local needs of societies and school boards vary and

there is not a one size fits all approach to information sharing. For example, information regarding students in care can be shared with school boards through a list of students.

The process for sharing information is as follows:

1. The Society Lead should provide the designated School Board Lead\* with the necessary information regarding each student eligible for support under this protocol who are registered with that school board after consent is obtained. The limits or restrictions on the consent for the society to disclose personal information to the school board should be provided. The list should include each student's given name and surname, date of birth, gender, and Ontario Education Number, and the name of the school the student currently attends or most recently attended;
2. Societies should consider sharing information about a student's race, ancestry, place of origin, and other factors at the time of school registration, and any other time as needed thereafter, as outlined in Part I, s. 1(2) para 3.iii of the CYFSA, which states that services should take these factors into account (see **guiding principles**). This information would facilitate school transfers and the identification of customized supports;
3. The School Board Lead should verify with the Society Lead the listed names against the names of students registered in the board and ensure the student is registered in one school only. The School Board Lead should then 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 should facilitate the release of the following information to the Society Point Person, including but not limited to:
  - ☐ Report cards and attendance records, including absences (excused/ unexcused/ persistent);
  - ☐ Credits and community involvement hours to date (for secondary school students);
  - ☐ Individual Education Plan & Identification, Placement and Review Committee documents;
  - ☐ Ontario Secondary School Literacy Test & Education Quality Accountability Office\* results;
  - ☐ Information within the Ontario Student Record (OSR)\* necessary to support the student.

### Local Customization

The parties may wish to customize the protocol with the following information:



- ☐ The process for notifying the parties and all other relevant institutions including Indigenous bodies (e.g., the Kinoomaaadzwini Education Body), in a timely manner where there is change in consent related to information sharing;
- ☐ Local board policies/procedures around sharing attendance data, including processes outlined in the Enrolment Register;
- ☐ An agreement that includes specific dates or timelines for sharing information (e.g., when the list of students eligible for support under JPSA will be sent and when information will be updated throughout the school year);
- ☐ Safety planning processes and procedures, with particular consideration given to developing individualized safety plan in cases where there is a known safety concern for a student;
- ☐ An appendix of useful or frequently used forms and templates (e.g., REACH Meeting template).

## Best Practices



- ☐ Meet regularly throughout the year to discuss progress and information sharing needs, and clearly define roles.
- ☐ The use of a consent form created by the society or the school board to obtain consent to disclose personal information from students in writing, and ensure that the consents are consistent with Part X of the CYFSA.
- ☐ Providing consent has been confirmed, Individual Pathways Plan (IPP)\* can be shared with the Principal or School Point Person to help align available school and community programs with the students' pathways towards future careers.
- ☐ Use the guiding principles from Ontario's early years pedagogy ([How Does Learning Happen?](#)) to build a bridging strategy when a young child in care is in transition between childcare and the first year of Kindergarten.

## ADMINISTRATIVE PROCESSES

The parties should implement efficient administrative processes to support students who are registering in a new school as a result of one or more of the following circumstances:

- ☐ A graduation from elementary to secondary school;
- ☐ A change in residence or placement that necessitates a change in school;
- ☐ Registration of a student who is not currently in school, or returning to school after a prolonged absence or returning from a special program;
- ☐ A transfer from a federally operated or First Nation-operated school to a provincially-funded school or vice-versa;
- ☐ Or any other need that is identified by the student or the REACH team (school board and CAS)

Where possible, school boards should access transportation and stability supports to allow students who are changing residences to remain in their existing school (see [Planning for Student Achievement](#)). Where a change is necessary, thoughtful integrated planning between societies and school boards should occur to help facilitate a successful transition for the student. Providing as much stability as possible for a student is a common goal and attempts need to be made to minimize the number of transitions.

## School Transfer Process

A positive initial experience at a new school sets the stage for a student's academic success and well-being. The parties should follow the steps below to ensure that school transfers are completed in a timely and efficient manner.

- ☐ The School Board Lead should provide the Society Lead with a checklist of documentation for registration on an annual basis and any updates within the school year.
- ☐ For students in the care of a society, the Society Point Person should contact the previous school for relevant documentation, and the receiving school to register the student. Where appropriate, the Society Point Person can delegate this action to the guardian or caregiver.
- ☐ For students receiving services from a society, the Society Point Person should support the parent/legal guardian or caregiver in registering the student, if appropriate.

### Considerations for Indigenous Students

- ❖ If the family and/or student self-identify as First Nation, Métis, or Inuit, consideration should be given, and consent sought as to whether a Band Liaison or representative from their community should be involved in administrative processes.
- ❖ If a student is transitioning between a federally operated or First Nation operated school to a provincially funded school or vice versa, a member of the community, school and REACH team\* should be involved in administrative processes.
- ❖ The Society Point Person should contact the education sector Band Liaison for transfers between a provincially funded school and a First Nation-operated/federally funded school.
- ❖ If a student who is part of the Anishinabek Education System transfers schools, a representative from the Kinoomaadziwin Education Body\* and the REACH team should be involved in the administrative process.

- Consideration should be given by societies as to what representatives should be involved in administrative processes based on a student's race, ancestry, place of origin, and other factors, as outlined in s.1.(2) 3.iii of the CYFSA (see **Guiding Principles**).
- If a student is new to a school board, the parent/legal guardian, the society, or the caregiver, as appropriate, should provide the administrators with documentation to meet the enrolment requirements. If the required documentation cannot be provided at the time of registration, EDU encourages school boards, the principal, and/or administrators to consider alternative options (e.g. attestation letter by local children's aid society) and following up on outstanding documentation at a later date in order to prevent a delay of the student attending school.
- A planning meeting should be scheduled by the new school and should occur within five school days of the school's receipt of registration information. If applicable, a student's most recent Report Card, Individual Education Plan (IEP) and Individual Pathways Plan (IPP) should be shared so the receiving school can better support the student. The student may wish to participate in the meeting and should be invited as appropriate, considering age, developmental level, and cognitive capabilities.
- After the planning meeting, if attendance at school is not achieved within the next five school days, the dispute resolution process should be initiated (See **Dispute Resolution**).
- Whenever possible during the transition process, a student should remain in their home school (the school holding the student OSR) without interruption to attendance. In cases where a student cannot remain in their home school, interim bridging strategies must be implemented by the home school to ensure educational continuity.
- School transfers and registration should be monitored so the student's attendance, safety and well-being are accounted for. A consistent Society Point Person and trusted support person or caring adult (e.g., families, guardians, etc.) should be closely involved, working with the School Point Person.
- When a student for whom special education equipment was purchased moves to a new school, the equipment must move with the student, unless in the opinion of a new school board it is not practical to

move the equipment (see [Special Education Funding Guidelines \(SEA\)](#)).

- For students transferring in and out of an Education and Community Partnership Program (ECPP)\*— formerly ‘Care and/or Treatment, Custody and Correctional (CTCC) Programs’— school boards should reference EDU’s [Guidelines for Approval and Provision of an Education and Community Partnership Program 2024-25](#) for information about transitions, the transfer of information and confidentiality.

## School Board Enrolment

Enrolment and attendance at school is critical for student learning.<sup>1</sup> [Ontario Regulation 298 of the Education Act](#) requires a student of a school board to attend classes punctually and regularly. School boards are asked to ensure children and youth in care and receiving services from children’s aid societies continue to be enrolled and attending school when they may be experiencing other changes in their lives including changes in residences. To encourage regular attendance, school boards will ensure that students, their parents, guardians, caregivers, and the Society Point Person are informed about the school’s policy on attendance. Parents, guardians, or caregivers (which may include the Society Caseworker or Society Point Person) are responsible for communicating planned pupil absences or lateness to the school on a timely basis. For students with identified/prior attendance concerns, school staff, and Society Workers should consider developing an attendance plan with the student. For information on attendance see [Planning for Student Achievement](#).

Boards and schools are reminded of their responsibilities before and after a student is removed from the register due to prolonged student absences, as outlined in the annual [Enrolment register instructions | ontario.ca](#).

## Best Practices



- Arrange a time for students to take a tour of the new school and to meet a guidance counsellor prior to the first day of classes.
- Hold transition planning meetings well before the new school year so students can register for courses and avoid delays at the beginning of the school year.
- If a student is not in the care of a society but receives services from a society, the Society Point Person may, if appropriate, offer to provide support to the parent/legal guardian in setting up an appointment for school enrollment when registering the student.
- Base a student’s placement and timetable on their strengths, needs, and interests.
- Involve Black Graduation Coaches\*, Indigenous Graduation Coaches\*, Indigenous Education Leads\* and/or Education Liaisons\* in school transfer processes to align services and programs available to students.
- If a student is not in the care of a society but receives services from a society, the Society Point Person may, if appropriate, offer to provide support to the parent/legal guardian in setting up an appointment for school enrollment when registering the student.

<sup>1</sup> As a general rule, children in care should not be charged fees to enroll. Boards may wish to refer to [Section 47 and 49\(6\) of the Education Act](#) for further details. Boards are also reminded of their responsibility to ensure no student who is in Canada unlawfully is denied access to enroll in a school. [Policy/Program Memorandum No. 136](#) (“Clarification of Section 49.1 of the *Education Act*: Education of Persons Unlawfully in Canada”) provides further clarification.

- ☐ If a student is not in the care of a society but receives services from a society, the Society Point Person may, if appropriate, offer to provide support to the parent/legal guardian in setting up an appointment for school enrollment when registering the student.
- ☐ Base a student's placement and timetable on their strengths, needs, and interests.
- ☐ Involve Black Graduation Coaches\*, Indigenous Graduation Coaches\*, Indigenous Education Leads\* and/or Education Liaisons\* in school transfer processes to align services and programs available to students.
- ☐ Include information about current credits in progress and any accumulated community involvement hours when transfers take place mid-semester.
- ☐ For students in Grades 7 to 12, planning at the initial registration meeting should reference the Ministry policy Creating Pathways to Success (2013).
- ☐ If concerns with attendance, the board Attendance Counsellor must be involved.

## PLANNING FOR STUDENT ACHIEVEMENT

### The Realizing Educational Achievement for Children/Youth (REACH) Team

A REACH Team is a circle of caring adults who support the academic success and well-being of a student. Provided appropriate consents are in place, a REACH Team must be offered to every student who has been identified by the society to the school board, as outlined in **Information Sharing**. A strength-based, trauma-informed, culturally safe, responsive and equitable approach should be central to all educational planning. A REACH Team is meant to be a proactive and preventative support offered to all eligible (in care or receiving services from the society) students not only to those experiencing challenges.

If the student or the legal guardian opts not to have a REACH Team, the Principal or School Point Person should monitor the student's educational progress and well-being, and if appropriate consents are in place, provide the Society Point Person and the parent/legal guardian or caregiver with updates as part of the school's regular processes.

Opting out of a REACH Team does not preclude the student from accessing other supports offered by the school (e.g., student success teachers\*, Indigenous or Black Graduation Coaches, Attendance Counsellor, and any other board supports) or the society (e.g., tutoring, mentoring, cultural supports) or asking for a REACH Team later in the year.

The REACH Team should include, at a minimum:

- ☐ The student, as appropriate to their age, developmental level, and cognitive capabilities;
- ☐ The parent/legal guardian and/or caregiver as appropriate;
- ☐ The School Point Person;
- ☐ The Society Point Person.

Depending on the circumstances of the student, and student input, the REACH Team may also include at different points in time:

- ☐ Staff members of a cross-panel elementary school team or a secondary school Student Success Team\* or other school/board staff and educational supports as appropriate, including school-board mental health professionals, Education System Navigators\*, Indigenous or Black Graduation Coaches, or special education staff;
- ☐ The Education Liaison of the society, who supports students, society and board staff, and caregivers in responding to ongoing changes to educational services and navigating and coordinating supports;
- ☐ Other identified community partners, as needed, (e.g., cultural advisers, community Elders/Knowledge Keepers/Senators, mental health professionals, youth workers, youth justice workers, Student Family Advocates\*,
- ☐ A caring adult or mentor nominated by the student (e.g., family friend, mentor);
- ☐ A representative from any of a child's communities of First Nations, Inuit, or Métis peoples or the Board Indigenous Lead if the student self-identifies as First Nation, Métis, or Inuk;
- ☐ A representative from the Kinnoomaadziwin Education Body (if the student is part of the Anishinabek Education system).

The team should be interdisciplinary and reflective of the student's identity— and, as relevant, inclusive of educators and community members/staff from organizations that work locally with Indigenous, Black, racialized and 2SLGBTQI+, youth to identify and support the provision of appropriate services.

Any time a child/youth experiences adversity, disruption or a change of environment, thoughtful planning must occur to ensure that the transition is a successful one. All students have the right to feel safe, respected and accepted in their school environment.

### **Responsibilities of the REACH Team:**

- ☐ Support academic achievement and well-being, and identify learning needs, by creating an Education Success Plan and/or by supporting the implementation of a student's Individual Pathways Plan (IPP), Individual Education Plan\* (IEP)
- ☐ Celebrate the student's accomplishments.
- ☐ Promote mental health, well-being and facilitate student involvement in extra-curricular activities, community programs, and employment opportunities.
- ☐ Coordinate educational supports and collaborate with other resources across the education and child welfare systems, as needed (e.g. Ontario Education Championship Teams, Youth in Transition Workers).
- ☐ Ensure student voice is included and prioritized during all REACH mtgs.
- ☐ Monitor and promote regular school attendance and promote continuity and stability within the education system.
- ☐ Provide creative and innovative opportunities for youth who for whatever reason are unable to attend a regular school program (i.e. students who are incarcerated)
- ☐ Identify options and solutions to overcome any barriers to student well-being and success in consultation with the student.

The Reach Team's responsibilities are described in more detail in the subsections that follow:

- ☐ Meetings
- ☐ The Education Success
- ☐ Plan Pathways Planning
- ☐ School Attendance
- ☐ Providing Continuity for the Student within the Education System
- ☐ Community Supports and Extra-Curricular Activities
- ☐ Promoting Student Mental Health and Well-Being
- ☐ Quality Standards for Education & Collaboration with Residential Licensed Providers
- ☐ Collaborative JPSA Training between school boards and CAS employees, when possible

## Meetings

REACH Team meetings should:

- ☐ Occur within the first month of a student's registration at school or the student's entry into care; Take place at least twice a year, and as requested by members (including the student), to develop, implement, and review the ESP and/or the IPP, IEP;
- ☐ Be student-centered, strength-based, solution-focused, culturally responsive\*, safe and trauma-informed.
- ☐ Align, where possible, with existing school reporting periods and the Society Point Person's and/or caseworker's meetings with the student and the parent/legal guardian or caregiver;
- ☐ Include important documents required by schools, school boards and societies, to make informed decisions;
- ☐ Be followed by communication between team members and follow-up, as needed with parents/guardian/caregivers and/or a key liaison person in the residential licensed setting.

The Principal, the School Point Person or the Society Point Person should notify the REACH Team of and may request to meet and discuss academically relevant changes in a student's life i.e. residence, health, mental health or behaviour; issues with attendance; pathways or transition planning; academic accomplishments or challenges, or any requests from the student or parent/guardian/caregiver to meet, with as much notice as possible.

## The Education Success Plan (ESP)

Students who consent to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan (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 well-being of students. It is intended to be outcome based, culturally safe, responsive, trauma informed\*, focused on solutions, and built on the student's strengths and needs. The plan aligns and augments other plans such as the IEP, the IPP, and where relevant, the Society Plan of Care\*, but it does not replace them.

The REACH Team supports the development and implementation of the ESP, as well as strategies required to support the plan. The ESP should be developed/amended within one month of the student's start in a school, or as needed throughout the year, with consent. The plan should:

- ☐ Outline the services and supports needed, including any specific special education program\* needs or needs for alternative learning programs, or school-based mental health supports, to enable the student to achieve their identified goals and educational outcomes;
- ☐ Identify whether or not an IEP exists, either at the current or previous school board;

- ☐ Identify the relevant society and school personnel who have responsibility for the ESP;
- ☐ Provide mechanisms that enable partners to communicate and take joint action, based on their knowledge, expertise, and experience, to support the student's learning and well-being;
- ☐ Include opportunities to celebrate the accomplishments of the student; and Support [Education and career planning](#) pathways planning.

Access to the ESP should be limited to the REACH Team and other relevant personnel that are identified in the ESP or authorized by the REACH Team with appropriate consents. The ESP must be placed in the students' OSR.

### Pathways Planning to Post-Secondary Destinations

As recommended in the [Blueprint for Fundamental Change to Ontario's Child Welfare System](#), teachers, society caseworkers, caregivers and guardians should have ongoing discussions with students about career plans and post-secondary options starting at an early age. The importance of career planning is reinforced in EDU's [Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools: Policy and Program Requirements, Kindergarten to Grade 12 \(2013\)](#).

The REACH Team should support the student's IPP (career goals) by linking it to opportunities in the ESP and collaborating with the Ontario Education Championship Teams\*, post-secondary institutions, businesses, and the community to explore careers and life goals and to ensure the student is prepared for post-secondary options. All available programs that support post-secondary access should be considered, including the Post-secondary Application Fee Reimbursement Program, the Living and Learning Grant\*, and the Registered Education Savings Plan\* (RESP) the society may have for the student.

The REACH Team should also assist in identifying opportunities to prepare the student for entry into the workforce through, where appropriate, alternative education and learning programs, community placements, formal and informal mentorships, internships, co-operative education courses, part-time work, job shadowing, dual credits, apprenticeship courses, Ontario Youth Apprenticeship Programs (OYAP), Pathseekers summer credit program in healthcare, Specialist High Skills Major\* (SHSM), and other available programs.

### School Attendance

Research and anecdotal evidence indicate that students in care are more likely than other students to miss school because of suspensions, delays in school placements, expulsions, refusal or reluctance to attend, or health issues. The REACH Team should determine strategies to support educators, society caseworkers, and parents/legal guardians or caregivers in promoting students' regular attendance, developing attendance plans, identifying students who are at risk of leaving school, and minimizing disruptions in school programming.

For example:

- ☐ When there are early signs that a student is at risk of being suspended, expelled or of withdrawing from school, the School Point Person should notify the REACH Team and the Society Point Person to seek a resolution of the situation to prevent this from occurring;
- ☐ When a student has withdrawn from school or is absent for extended periods, the REACH Team should develop a transition plan including necessary supports to facilitate the student's return to school;

- When a student is in and out of hospital/medical care or treatment, including for mental health reasons, the REACH team should assess the processes and supports required, including options for alternative programming and school-based mental health supports.

As necessary, school board Attendance Counsellors\*, Student Success teachers, school-based mental health professionals, including social workers, and other caring adults are consulted. A wrap-around approach to supporting this youth is critical.

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” \(October 17, 2018\)](#) as well as relevant school board policies and the school’s progressive discipline plan. REACH Team members should review the resource guide for school and system leaders [‘Supporting Bias-Free Progressive Discipline in Schools’](#) to support early prevention intervention practices that support positive student behaviour.

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 return to school, the REACH Team may need to institute an alternative planning process that involves:

- Defining the presenting issue, sharing information and ideas, and exploring possible solutions;
- Predicting the likely consequences of each suggested solution;
- Choosing a solution, developing a plan of action, and following up on the agreed-upon plan.

The REACH Team, in collaboration with other school personnel, can explore an alternative, adapted, innovative and/or creative home support program such as and not limited to the [Supervised Alternative Learning \(SAL\)\\*](#), on-line learning or home instruction. If one of these processes does not lead to timely access to school supports and/or programs for the student, the Society Lead should consult with the School Board Lead to determine the most appropriate next steps, which may include:

- Consultation with other appropriate society/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 society, and any other relevant parties.

Information shared at a case conference must be in accordance with any necessary consents, and may include but is not limited to:

- Previous transition and/or attendance plans;
- Documentation on which the decision about the issue in question was based;
- Current relevant assessments held by both the school and the society (e.g., recent report cards, current IEP);
- Relevant content from the OSR (see note below);
- 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.

Note: Section 266 of the Education Act protects the OSR as a whole. Access to individual documents that are required to be filed in the OSR (for example, a student’s report card or IEP) does not require a special consent that references the OSR. It is only if access to the entire OSR is required that a consent specific to the OSR would be needed.

If these steps do not produce a satisfactory resolution, see [Dispute Resolution](#).

## Providing Continuity for the Student within the Education System

At times, students in care may move outside the catchment area of the school they are attending. When this happens:

- ☐ The Society Point Person should inform the principal of the situation and request a meeting with the REACH Team to identify the impact of the change in residence and to help determine next steps based on the best interests of the student;
- ☐ The REACH Team should carefully consider the preferences of the student and where applicable inform the student of all processes, supports and programs available;
- ☐ The student should be at the centre of their care and given the ability to influence their care based on their knowledge of themselves and the situation.
- ☐ If it is determined that it is in the best interests of the student to continue in the current school, the REACH Team should identify options and solutions to facilitate the placement;
- ☐ The parties should work together within the framework of existing policies, procedures and programs (e.g. Transportation and Stability Supports for Children and Youth in Care, etc.) and cost-sharing options to address the financial aspects of maintaining the student in their current school;
- ☐ If it is determined it is in the best interests of the student to move to a new school, the REACH Team should work with the new school and board to facilitate a seamless transition (see **School Transfer Process**) by ensuring that all knowledge about the student is appropriately transferred, and that any supportive connections between the student and the community are maintained.
- ☐ The REACH Team should also support the transition and integration of students in an Education and Community Partnership Program (ECPP) with the ECPP education staff and ECPP agency staff.

## Community Supports and Extra-Curricular Activities

The REACH Team should:

- ☐ Explore alternate sources of funding including but not limited to Jordan's Principle, Champions for Kids, Good Samaritan Fund, CCAC (Coordinated Access) and OCBe (Ontario Child Benefit Equivalent Funds for any student in care).
- ☐ Support, encourage, and facilitate the student's participation in extra-curricular activities during or after school in the community, including athletic/recreational activities and identity-based/culturally responsive, trauma-informed supports, as well as tutoring, mentoring, coaching, and land-based learning opportunities;
- ☐ Provide Indigenous students with options to take Indigenous language classes and learn about their history and culture;
- ☐ Conduct assessments of local supports and services including those available within societies and schools, to determine if and when other community supports/programs and partners need to be involved to support the student's academic success and well-being;
- ☐ Make equitable programming and culturally appropriate supports available to Indigenous students, 2SLGBTQI+, Black and racialized students, as a means of addressing disparities and disproportionalities in the child welfare system;

- For students in care, the appropriate level of delegation of signing authority should be determined by the society for school-related matters, such as experiential learning opportunities, class trips, cultural experiences, transportation arrangements, access to student records and, communication to support student success and well-being.

### **Promoting Student Mental Health and Well-Being**

Children and youth receiving services from societies may face the same challenges related to mental health and well-being as other students. However, they often face additional issues, including placements out of their home, trauma from experiences of child abuse and neglect, loss, difficult socio-economic circumstances and living semi- or fully independently. They may be more likely to experience anxiety and depression as a result of these circumstances.

Schools are ideal settings for well-being and mental health promotion, prevention and early intervention. Educators and caring adults play a key role in ensuring that students have necessary wrap-around support both inside and outside the school setting. Schools are strongly encouraged to assign a specific advocate to a youth. This advocate can be anyone that the youth identifies with within the building. Regular check-ins with this advocate should be scheduled to ensure support.

The REACH Team should ensure that students are aware of and have access to:

- Student mental health resources that provide students with tools for self-care and seeking help, such as Student Mental Health Ontario's online resources;
- School Board Mental Health Professionals, who can assess and ensure supports are in place at school and refer students to a children and youth mental health agency or adult mental health supports (if the student is over 18 years of age) if necessary;
- Supports for students, as per the Safe Schools Legislation, who experience bullying, discrimination, harassment and/or racism, which have been connected to negative mental health outcomes;
- Local supports and services that promote student well-being, including those that are culturally relevant and reflect the student's identity. This could include mental health and culturally relevant supports provided by Indigenous, Black, racialized, and newcomer organization.

### **Quality Standards for Education & Collaboration with Residential Licensees (or Person Designated by the Licensee)**

Educators, including school administrators, teachers and REACH Team members, should maintain regular communication with licensed residential service providers, such as group homes and foster care homes, to coordinate educational supports, monitor school attendance, enhance academic success. The Reach team should work to remove barriers to positive conditions for learning and student well-being in licensed residential settings and schools.

Ongoing collaborations between key partners should align with:

- Conditions to support educational success as outlined in [Ontario's Quality Standards Framework: A Resource Guide to Improve the Quality of Care for Children and Young Persons in Licensed Residential Settings \(framework\)](#) ; and,
- Obligations under [Part IX of the CYFSA](#) and its associated regulations (O.Reg 155/18 and 156/18) as established for residential licensed providers.

## JPSA Collaborative Training for REACH Team, Societies, Boards, Schools and Parents/ Guardians/ Caregivers

It is strongly encouraged that training be offered to both school board personnel and society employees. This collaborative approach should encourage questioning, sharing and understanding between partners. Training materials should be relevant and accessible to diverse communities (Indigenous, Black, racialized, and 2SLGBTQI+), and should promote an understanding of both the education and child welfare sector.

Training resources for staff and the Reach Team could include:

- ☐ An overview of the JPSA and the roles of the Reach Team and society/school board personnel;
- ☐ Background information on supporting students in care/receiving services from societies and their unique challenges, including:
  - The mental health, emotional, social, cultural, and educational challenges and risks faced by students, including intergenerational trauma, racism, bullying, human trafficking, uncertain immigrational status, and multi-intersectional and developmental needs;
  - Diversity, trauma-informed, culturally responsive and safe resources and practices, particularly in relation to Indigenous, and racialized students to address bias, systemic barriers and discrimination;
  - First Nation, Métis and Inuit histories, cultures, and traditions

Training resources for parents, guardians, caregivers, and students could include:

- ☐ Student and parent friendly materials outlining the benefits of the JPSA, the Reach Team, the ESP and associated supports;
- ☐ Information on setting goals and expectations, creating supportive homework environments, and planning for post-secondary education and/or entry to the workforce.

### Best Practices



- ☐ Create a comfortable environment in REACH Team meetings so the student can self-advocate and communicate with the school.
- ☐ Leverage the resources currently available at schools to support students.
- ☐ Assign a REACH Team member who works at the school to follow up with students regularly for 1:1 check- ins and ensure students are connected with a caring adult.
- ☐ Maintain regular communication with the Board Indigenous Education Lead and local community through the board Indigenous Education Council. \*
- ☐ Consider holistic planning that includes reviewing health, mental health and well-being assessments, risk identification/mitigation, childcare, early intervention services, prevention and development services that are culturally safe, responsive, trauma-informed and support the continuity of care to at least age 21.
- ☐ Proactively identify interventions and preventative measures at early onset of any challenges to keep students on track to achieving their goals and maintaining well-being.
- ☐ Involve parents/legal guardians, caregivers, and staff when planning for transitions back from suspensions and expulsions.

- Establish early and ongoing regular communications with a key contact person identified by the licensed residential setting, hospitals, treatment centres and/or closed custody facilities to support learning and well-being.
- Organize opportunities for community partners to meet the student, members of the REACH Team, or other school and board staff who will be supporting the student.

## DISPUTE RESOLUTION

If disagreements arise between societies and schools or school boards, partnering societies and school boards should use dispute resolution strategies to lead to positive educational outcomes for students. The following dispute resolution process may be used to identify solutions for individual cases and at the system level. This process is not intended to be an appeal or a legal process and can be adapted to address local concerns, needs or culture. School boards and partnering societies may also wish to seek legal advice on whether their dispute resolution process complies with applicable laws and policies.

**Step 1:** Society Point Person & School Point Person should be first level of dispute resolution authority.

**Step 2:** If a dispute is not satisfactorily resolved within 10 school days, the matter should be referred to the identified Society Lead and the identified School Board Lead.

**Step 3:** If the dispute continues to be unresolved within another 10 school days, the matter should be further referred to the following staff listed below at a higher level (and may possibly include the authorized signatories of this protocol):

(Insert name of society)

(Insert society position)

(Insert name of society)

(Insert society position)

(Insert name of school board)

(Insert school board position)

(Insert name of school board)

(Insert school board position)

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

## MONITORING AND EVALUATION OF THE PROTOCOL

The protocol should be reviewed by all signing parties every two years, to ensure that it is responsive to each party's needs and is an effective vehicle for realizing the goals of the protocol.

## Best Practices



- Identify a process to remind current staff and inform new staff about the procedures and strategies to be followed and to facilitate ongoing, consistent implementation.
- Society and School Board Leads should regularly review the responsibilities of participants identified in the protocol with school principals, society managers, caseworkers, and supervisors, and other key senior staff, including at the beginning of each school year.

## DESIGNATION OF SOCIETY/SCHOOL BOARD LEADS

A designated lead from each society and school board should be identified to facilitate effective cooperation between societies 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.

The designated Society Leads who are the primary contacts:

Name of Society	Title of Society Lead Position
Akwesasne Child and Family Services	
CAS of the United Counties of Stormont, Dundas and Glengarry	
FCS of Lanark, Leeds and Grenville	
FCS of Renfrew County	
Valoris for Childrens and Adults of Prescott-Russell	

The designated School Board Leads who are the primary contacts:

Name of School Board	Title of School Board Lead Position
Catholic District School Board of Eastern Ontario (CDSBEO)	
Conseil des écoles catholiques du Centre-Est (CECCE)	
Conseil des écoles publiques de L'Ontario (CEPEO)	
Conseil scolaires de district catholique de l'Est Ontarien (CSDCEO)	
Renfrew County Catholic District School Board (RCCDSB)	
Renfrew County District School Board (RCDSB)	
Upper Canada District School Board (UCDSB)	

**Best Practices**

- ☐ If concerns arise, Society Point Persons, Society Leads\* or Education Liaisons\* can also work with societies and School Board Leads and persons to understand the concerns within each organization and to support a resolution.
- ☐ Societies and school boards should be aware of each organization's procedures and mandates. Societies and school boards should have a process in place to ensure transfer of knowledge and information about the protocol in the event of staff transitions.
- ☐ Society and School Board Leads should regularly review the responsibilities of participants identified in the protocol with school principals, society managers, caseworkers, and supervisors, and other key senior staff.

## SIGNATORIES

We, the signatories of the partnering children's aid societies and school boards, agree to the roles, responsibilities, and processes outlined in this protocol to support student achievement for children and youth in the care of or receiving services from societies, from kindergarten to Grade 12. We will champion this protocol and the principles it espouses within our organizations.

### Akwesasne Child and Family Services

Valerie Cree-Cook, Acting Director, DCS Valerie Cree-Cook  
 Name and Title of Authorized Signatory Signature  
613-  
valerie.cree-cook@akwesasne.ca 575-5020 Dec 13, 2024  
 Email and Phone Number Date

### Catholic District School Board of Eastern Ontario (CDSBO)

Brent Bovaird, Superintendent of Safe Schools B. Bovaird  
 Name and Title of Authorized Signatory Signature  
brent.bovaird@cdsbo.on.ca 613-258-7757 April 29, 2024  
 Email and Phone Number Date

### Children's Aid Society of the United Counties of Stormont, Dundas & Glengarry

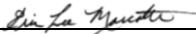
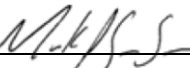
Rachel Daigneault, Executive Director R. Daigneault  
 Name and Title of Authorized Signatory Signature  
Rachel.Daigneault@cwcas.ca April 26, 2024  
 Email and Phone Number Date

### Conseil des écoles catholiques du Centre-Est (CECCE)

Marie-France Paquette, Surintendante de l'éducation M. Paquette  
 Name and Title of Authorized Signatory Signature  
paquema@ecolecatholique.ca 20-08-2024  
 Email and Phone Number Date

### Conseil des écoles publiques de l'Ontario (CEPEO)

Claude Camirand - Surintendant de l'éducation C. Camirand  
 Name and Title of Authorized Signatory Signature  
claudio.camirand@cepeo.on.ca 23-04-2024  
 Email and Phone Number Date

**Conseil scolaire de district catholique de l'Est Ontarien (CSDCEO)**Sophie Robitaille, Surintendante adjointe de l'éducation*Name and Title of Authorized Signatory*sophie.robitaille@csdceo.org (613) 675-4691, p. 287*Email and Phone Number**Signature*Le 27 juin 2024*Date***Family and Children's Services of Lanark, Leeds and Grenville**Erin Lee Marcotte, Executive Director*Name and Title of Authorized Signatory*erinlee.marcotte@fcsllg.ca, 613-498-2100*Email and Phone Number**Signature*April 24, 2024*Date***Family and Children's Services of Renfrew County**Jennifer White, Executive Director*Name and Title of Authorized Signatory*jennifer.white@fcsrenfrew.on.ca*Email and Phone Number**Signature*September 23, 2024*Date***Renfrew County Catholic District School Board (RCCDSB)**Mark Searson, Director of Education*Name and Title of Authorized Signatory*mark.searson@rccdsb.ca*Email and Phone Number**Signature*April 17, 2024*Date***Renfrew County District School Board (RCDSB)**Kristin Riddell, Superintendent of Education, Program Services*Name and Title of Authorized Signatory*riddellk@rcdsb.on.ca, 613-735-0151 x3327*Email and Phone Number**Signature*June 27, 2024*Date*

**Upper Canada District School Board (UCDSB)**

Jeremy Hobbs, Executive Superintendent of Business Services

*Name and Title of Authorized Signatory*

jeremy.hobbs@ucdsb.on.ca, 613-342-0435 x 1126

*Email and Phone Number*



*Signature*

May 21, 2024

*Date*

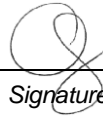
**Valoris for Children and Adults of Prescott-Russell**

Caroline Granger, Executive Director

*Name and Title of Authorized Signatory*

cgranger@valorispr.ca, 613-673-5148 x 4710

*Email and Phone Number*



*Signature*

June 11, 2024

*Date*

## APPENDIX A: CONTACT SHEET

School boards and societies should distribute this form yearly to ensure contact information for signatories, the Reach Team, and other important contacts, remain up to date.

NAME & TITLE	AFFILIATION	CONTACT INFORMATION	DATE OF LAST UPDATE
<i>Insert name and title of contact person</i>	<i>School Board/Society/School/Community organization, etc.</i>	<i>Include emails and telephone numbers</i>	<i>Insert date that contact information was provided</i>

## APPENDIX B: STUDENT INFORMATION, REGISTRATION AND TRANSITION PROFILE SHEET

This form should be filled out during the REACH Mtg and subsequently updated at each REACH meeting:

Student Information Sheet Supporting Education Success Planning Process			
NAME:		ADDRESS:	
DOB:		OEN #:	
PHONE:			
CAS WORKER:		EMAIL:	
		PHONE/CELL:	
PARENT /CAREGIVER :		EMAIL:	
		PHONE/CELL:	
SIBLINGS: (in home and bio)			
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 : (Technology /Personnel)		

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 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.*

Date: \_\_\_\_\_

Witness Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX C: 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

## JOINT PROTOCOL FOR STUDENT ACHIEVEMENT 2024

CREDIT SUMMARY (secondary) / or ACADEMIC ACHIEVEMENT	YES / NO	CREDITS ACHIEVED TO DATE / or GRADUATION REQUIREMENTS (secondary)	
COMMUNITY INVOLVMENT 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

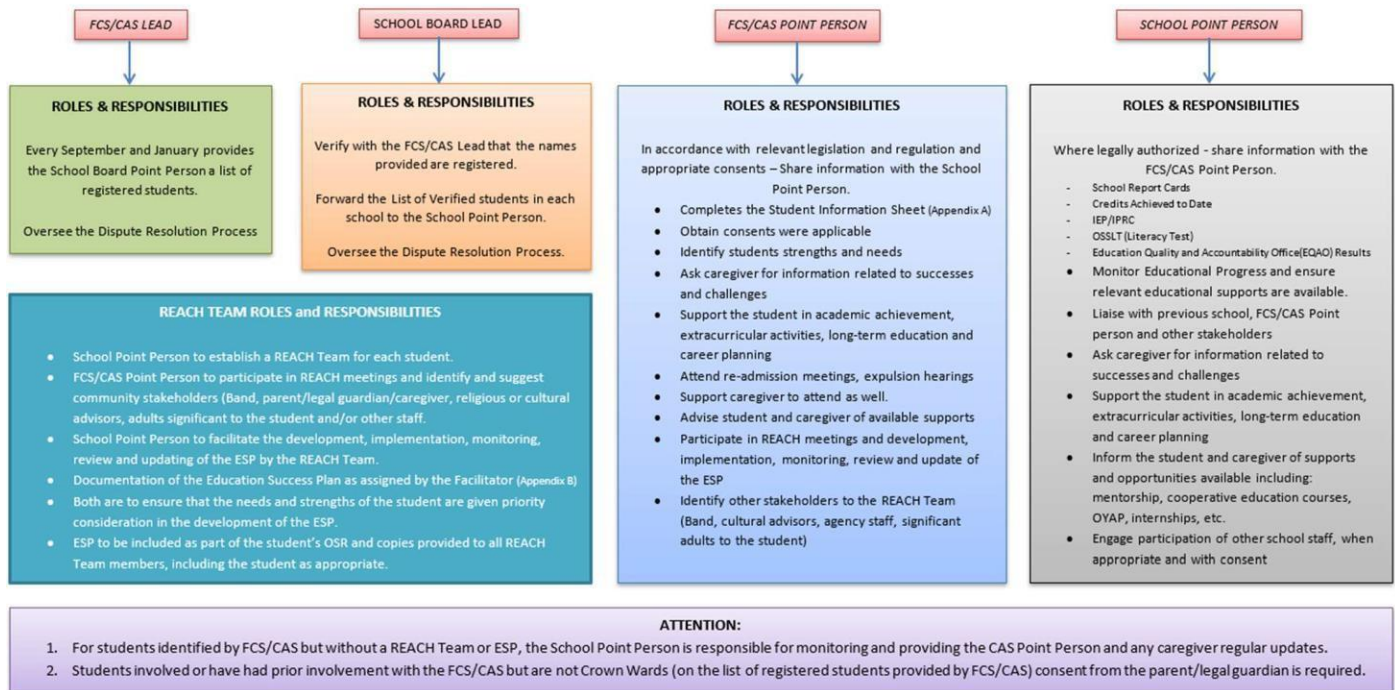
**Date:** \_\_\_\_\_

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	te new information w	en added to the ESP	
	❖ Identify and	date new information w	en added to the ESP	

## APPENDIX C: JPSA – REACH RESPONSIBILITIES CHART:



## JPSA – REACH TEAM ROLES &amp; RESPONSIBILITIES CHART



## APPENDIX D: JOINT PROTOCOL FOR STUDENT ACHIEVEMENT 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 E: RESILIENCY



### WHAT IS RESILIENCE?

Most commonly, the term resilience has come to mean an individual's ability to overcome adversity and continue their 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 their 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

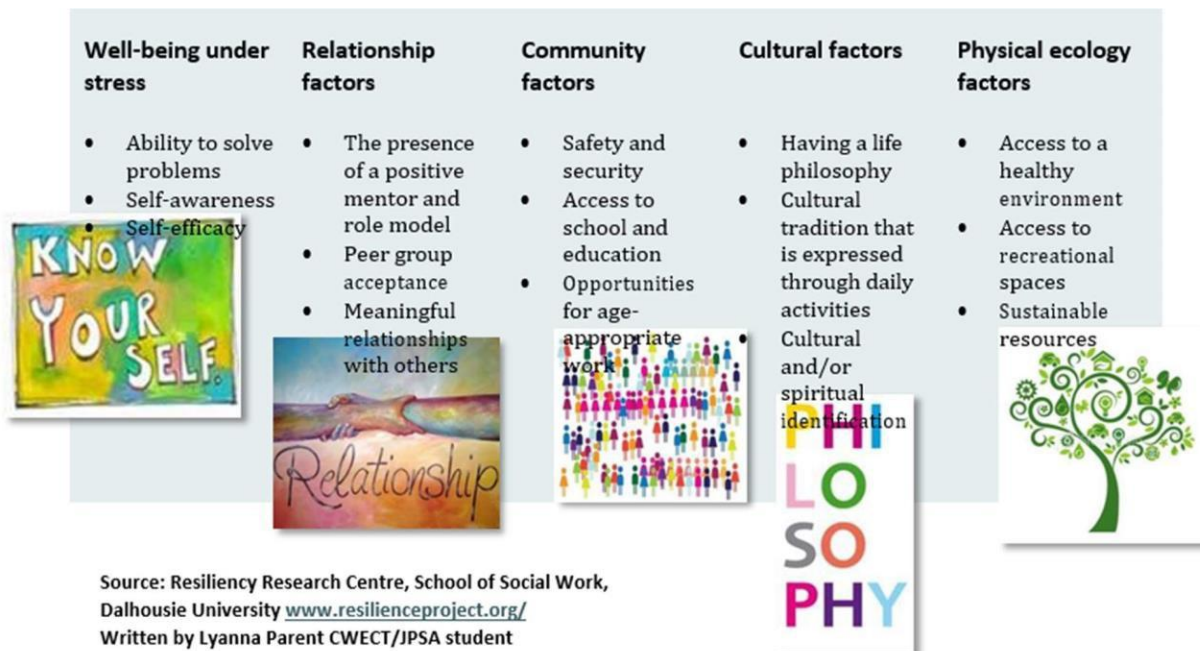
- Meaningful rites of passage with an appropriate amount of risk
- Tolerance of high-risk and problem behavior
- Safety and security
- Perceived social equity
- Access to school and education, information, and learning resources

## 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 ( [Resilience Alliance - Publications](#) publications)



## APPENDIX F: JOINT PROTOCOLS

- [Community VTRA Protocol: Violence Threat Risk Assessment](#)
- [Police and School Board Protocol: A Collaborative Response to Keeping Our Students Safe](#)
- [A Collaborative Response for Children and Families in Crisis \(SPIRR\)](#)

**APPENDIX G: GLOSSARY**

Alternative Education Programs	Alternative education programs referred to in this document include programs implemented by school boards and/or education partners designed to support and re-engage students.
Attendance Counsellor	District school boards appoint one or more school attendance counsellors who are responsible for enforcing compulsory school attendance. School attendance counsellors work with school staff, parents, students and community partners to support student attendance.
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, Youth and Family Services Act, 2017 (CYFSA)	Ontario Legislation governing certain services for children and families, including child welfare services. Replaced the Child and Family Services Act when it came into force in April 2018.
Culturally Responsive	An approach, practice or education that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity.
Cultural Safety	Cultural safety in education, in this document, acknowledges the impacts of colonization, oppression, and systemic racism on Indigenous students and that over time, these have created significant inequities. Cultural safety is intended to look at creating levels of cultural awareness and finding positive approaches to analyze and build on reflective practices to shift the balance of power. Indigenous peoples should feel safe and accepted in terms of their cultural identity, behaviors, and lifestyles and should not feel judged, marginalized, challenged, or harmed as a result of their interactions with services providers through programs and support services
Customary Care	For the purpose of the Child, Youth and Family Services Act (CYFSA) customary care means the care and supervision of a First Nations, Inuk or Métis child/youth by a person who is not the child/youth's parent, according to the custom of the child/youth's band or First Nations, Inuit or Métis community. The child/youth is not in the care of a society.
Education and Community Partnership Program (ECPP)	The Education and Community Partnership Program (ECPP) (formerly Care and/or Treatment, Custody and Correctional Programs) is for students who cannot attend school due to their primary need for care, treatment or due to a court order. These are collaborative, integrated programs wherein the school board provides the educational component, and the facility provides the care, treatment or youth justice services. ECPP programs are sometimes referred to as Section 23 programs. This is a reference to Section 23 of the Grants for Student Needs which provides the regulatory parameters for the provision of an ECPP program.

Education Quality & Accountability Office (EQAO)	<p>An independent organization that conducts the following provincial assessments: Primary (Grade 3) and Junior (Grade 6) assessments of student achievement in reading, writing, and mathematics.</p> <p>Grade 9 assessments of student achievement in mathematics.</p> <p>The Grade 10 Ontario Secondary School Literacy Test (OSSLT).</p>
Education Success Plan (ESP)	<p>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 society. The ESP includes and augments but does not replace plans such as the Individual Education Plan (IEP) and the Individual Pathways Plan (IPP).</p>
Education Systems Navigator	<p>Education System Navigators (employed by First Nation Education Authorities and Tribal Councils) provide support to students and their families by removing barriers and improving access to education and other support services while students attend secondary school in urban settings. Education System Navigators assist students within the justice system, addiction centers and mental health facilities into education related programs, and support students as they transition between First Nation/Federally-operated schools and Provincially-funded schools.</p>
Education Liaison	<p>The Education Liaison program, launched in 2017-18, is designed to improve the educational outcomes of children and youth in care by coordinating educational services and building capacity within societies to support educational outcomes. Each of the 50 societies across Ontario receives targeted funding to support an Education Liaison.</p>
Extended Society Care	<p>A child/youth in extended society care has been found by a court to be in need of protection and has been placed in the care of a society by court order. The placement is not time limited. The Society is obligated to carry out the rights and responsibilities of a parent for the purpose of the child's care. Formerly referred to as Crown wardship.</p>
Graduation Coach (Black)	<p>A Black Graduation Coach provides intensive, culturally-responsive support to Black students to address systemic barriers to achievement and support the success and well-being of Black students.</p>
Graduation Coach (Indigenous)	<p>An Indigenous Graduation Coach supports Indigenous students in obtaining an Ontario Secondary School Diploma by facilitating access and referrals to academic supports and community resources. A Coach also provides relevant supports to Indigenous students as they transition from federally-funded/First Nation-operated schools to provincially-funded secondary schools as well as into post-secondary education, training or labour market opportunities.</p>
In Care	<p>A child/youth is in care if they have been assigned to the care of a society due to protection concerns. This could occur by way of a court order or temporary care agreement. The society 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.</p>

Indigenous Education Council	Since 2007, the Ministry of Education has set the expectation that district school boards establish formalized processes or committees, such as Indigenous Education Councils (IECs), to develop relationships with their Indigenous communities, share information, identify promising practices for supporting Indigenous students, and undertake the collaborative work of implementing programs and initiatives to support Indigenous students
Indigenous Education Lead	<p>The Indigenous Education Lead is critical in supporting programs and initiatives aimed at supporting the academic success and well-being of Indigenous students, closing the achievement gap between Indigenous students and all students, as well as assisting in building the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.</p> <p>The Indigenous Education Lead supports the school board in its engagements with Indigenous communities, partners, and organizations to co-develop and implement the Board Action Plan on Indigenous Education.</p>
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 their 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.
Interim Society Care	A child/youth in interim society care has been found to be in need of protection by a court and has been placed by the court in the care of a society for a time- limited period. This placement is subject to review by the court before the time period expires. The society has the rights and responsibilities of a parent for the purpose of the child's care. Formerly referred to as Society wardship.
Jordan's Principle	Jordan's Principle is a 'child-first principle' intended to ensure that First Nations children do not experience denials, delays, or disruption of services ordinarily available to other children due to jurisdictional disputes.
Kinoomaadziwin Education Body	The Kinoomaadziwin Education Body (KEB) is the statutory corporation established by the 23 Participating Anishinabek First Nations to support First Nation delivery of education programs and services related to the Anishinabek Education System (AES), and the central liaison between the 23 Participating Anishinabek First Nations and Ontario on education matters.
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 society, although the placement is supervised by a society. There may be an order placing the child/youth in the care and custody of the caregiver subject to supervision by the society or the placement may be voluntary.
2SLGBTQI+	Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer or Questioning, and Intersex
Living and Learning Grant	Youth between the ages of 21-24 who have left the care of a society may be eligible for the Living and Learning Grant. Students are considered for the LLG when they submit a full-time OSAP application. The grant currently provides approximately \$2,000 per semester (\$116.28 x the number of weeks in the student's study period) of full-time study to a maximum of \$6,000 per year for a maximum of four years.
Ontario Child Benefit Equivalent (OCBE)	OCBE funding is provided to societies to support increased access to educational, social, cultural and recreational opportunities for children and youth in care and in customary care (ages 0 -17 inclusive), as well as a savings and financial literacy program that enables older youth (ages 15 – 17 inclusive) to save money to help them transition successfully to independent living. Funds are placed by societies into savings accounts for eligible youth aged 15-17 who are in care and customary care or a Voluntary Youth Service Agreement, to help build their financial assets.
Ontario Education Championship Team	The Ontario Education Championship Teams for Children in Extended Society Care are funded through the Ministry of Colleges and Universities. Teams are composed of partnerships among local school boards, societies, postsecondary institutions and Employment Ontario service providers to support youth in and leaving care to complete secondary school and transition to postsecondary education, training or employment. Formerly referred to as Crown Ward Education Championship Teams (CWECT).
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 <i>Education Act</i> 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 or decision-making responsibility for the child/youth.
REACH Team	A group responsible for developing and implementing a plan to support and promote the educational success of a student in the care of, or receiving services from, a society. The team includes a variety of school, school board, and society personnel, other relevant personnel, and the student, as appropriate for his/her age, developmental level, and cognitive capabilities.

Ready, Set, Go Guide	The core features of the new policy and the Ready, Set, Go (RSG) program provides strengthened accountability for societies with respect to preparing youth to successfully exit their care, including requiring societies to provide more intensive support working with youth from the age of 13. Increased age of eligibility for supports and services to the youth's 23rd birthday. Increased financial supports for eligible youth leaving care to enhance safety and stability. Additional financial support for eligible youth pursuing post-secondary education, training or Apprenticeships/Skilled Trades. Detailed operating requirements and checklists for preparing youth for transition and individualized work with youth, through the RSG Guide, to identify their strengths and areas that require support and development and measure progress during the RSG program.
School Point Person	A person designated by the School Board Lead or principal who is the primary contact at the school level for all processes involving the student, where the student has been identified as per the Information Sharing section of the JPSA and consent has been received.
Society Lead	A person in every society who is identified to facilitate effective cooperation between societies 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
Society Point Person	A person designated by the society who is the primary contact at the society level for all processes involving the individual student.
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 (the Individual Education Plan) containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.
Residential Plan of Care	A plan developed by a residential licensee (which may be a society) for a child placed in a licensed residential setting. The plan of care is intended to be a roadmap that outlines the child's needs and identifies the services and supports required to meet those needs, support progress towards their goals, and enhance their overall outcomes.
Specialist High Skills Major (SHSM)	An SHSM is a Ministry of Education approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.
Student Family Advocate	The Student and Family Advocates (SFA) offer community-based and culturally relevant advocacy supports to Black students and families in the Greater Toronto Area, Ottawa and Hamilton. They work directly with families and students to develop individual strategies to overcome barriers when navigating school processes and systems.

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.
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 extra attention and support for students who are at risk of not graduating.
Supervised Alternative Learning (SAL)	Supervised Alternative Learning (SAL) is a program designed to re-engage students of compulsory school age (14-17 years old) with serious attendance issues, where other strategies have not been effective. Students in SAL are excused from compulsory attendance by the board SAL Committee to participate in one or more approved activities in an individualized SAL Plan. The SAL Plan may include credit courses or other activities such as volunteering, counselling, training, employment. A primary contact (school staff person) contacts the student at least every 30 calendar days
Supervision Order	A court order that provides for the oversight by a society of a child/youth's placement in the home of their parent or in the home of a person who is not the child's parent. These orders generally impose terms and conditions relating to the child's care and supervision.
School Point Person	A person designated by the School Board Lead or principal who is the primary contact at the school level for all processes involving the student, where the student has been identified as per the Information Sharing section of the JPSA and consent has been received.
Temporary Care Agreement	A written agreement between a society and a person who is temporarily unable to care adequately for a child in the person's custody providing for the society to have care and custody of the child/youth for a specified period of time. A child who is 12 or older must be a party to this agreement. A temporary care agreement may be made for a period of up to 6 months and can be extended to a maximum total period of 12 months. Under the agreement, the parent/legal guardian may maintain certain parental rights. Any party may terminate a temporary care
Temporary Care and Custody Order	A court order that places a child/youth in the temporary care and custody of a society during an adjournment period., before the court has made a finding that the child is in need of protection.
Transportation and Stability Supports for Children and Youth in Care	A program that provides funding to provincially-funded district school boards to safeguard supports that enable greater stability for children and youth in care during times of instability and transition.

Temporary Care and Custody Order	A court order that places a child/youth in the temporary care and custody of a society during an adjournment period., before the court has made a finding that the child is in need of protection.
Trauma-Informed Approach	A trauma-informed lens necessitates that a person be aware of trauma's impacts when working with children. Trauma-informed approaches focus on the strengths of children rather than their faults and help them to establish and achieve goals that they may not have the courage to set for themselves.
Voluntary Youth Services Agreement (VYSA)	If a 16–17-year-old is in need of protection and cannot be adequately protected at home or in their current living situation, and there are no safe options with family or friends, they may enter into an agreement with a society for services and supports, including a housing option that is safe and appropriate. This is called a Voluntary Youth Services Agreement (VYSA). When entering a VYSA, the youth is eligible for a number of supports which may include living arrangements, financial and social supports. The society will work with the youth to develop a Voluntary Youth Services (VYS) Plan that will outline the different supports available to them.