

**North Eastern Ontario Family and Children Services,  
District School Board Ontario North East,  
Northeastern Catholic District School Board,  
Conseil scolaire public du Nord-Est de l'Ontario,  
le Conseil scolaire catholique de district des Grandes  
Rivières and Kuuwanimano Child and Family  
Services**

# **Joint Protocol for Student Achievement (JPSA)**



2021

## Preface

The educational attainment of children and youth in care is significantly lower than that of the general school population. According to the Ontario Association of Children's Aid Societies (OACAS), in 2012–13 approximately 46 per cent of Ontario's youth in Extended Society Care, Interim Society Care graduated from high school, while Ontario's overall high school graduation rate was 83 per cent. The Ministry of Children and Youth Services (MCYS) and the Ministry of Education (EDU) are committed to improving the educational outcomes of children and youth in the care of, or receiving services from, Child Protection Services.

In order to support school boards and Child Protection Services in this important work, MCYS and EDU jointly established an External Working Group of educators, Child Protection Service representatives, and youth formerly in care to assist in developing a provincial protocol template.

The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between Child Protection Services and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a Child Protection Service to benefit from the learning opportunities and supports available in schools and to achieve academic success.

Child Protection Services and school boards are strongly encouraged to work together to develop joint local protocols or amend existing protocols as soon as possible in order to maximize coordination of students' educational supports in their region. Child Protection Services and school boards may consider using the existing Ontario Education Championship Team (OECT) platform to identify their protocol partners.

The JPSA is a model protocol intended to outline the scope of important collaborative practices and processes to guide Child Protection Services and school boards as they develop and implement local protocols to support the educational success for students in the care of, or receiving child protection services. Child Protection Services and school boards that already have protocols in place should use existing protocols and update them if necessary to ensure that all elements of the JPSA are included.

Support identified within the JPSA can be offered to the following children and youth in Kindergarten to Grade 12:

- children and youth in the care of a Child Protection Services (e.g. Extended Society Care, Interim Society Care);
- children and youth receiving voluntary or court ordered services from Child Protection Services in the community (e.g. voluntary services, supervision order, customary care arrangement) for whom the parent/guardian/customary caregiver has provided consent, permitting the Child Protection Service and the school/school board to exchange information.

The ministries recognize that Child Protection Services have the authority to communicate with schools about the education of children and youth in their care – i.e., those who are in Extended Society Care, Interim Society Care, or under a temporary care order or agreement. However, for those children and youth who are receiving services from Child Protection Services in the community, both the Child Protection Service and the school need the consent of the parent(s) or legal guardian(s) in order for the Child Protection Service and the school to exchange information about the student's education and to link students with educational supports outlined in this

template.

Consent is sought where information is shared and supports are offered to students:

- to disclose information regarding a student's involvement with Child Protection Services;
- to establish a Realizing Educational Achievement for Children/youth (REACH) Team and/or Education Success Plan (ESP).

Depending on the circumstances, consent may be provided by:

- the Child Protection Service (where the student is in the care of Child Protection Service)
- the parent/legal guardian (where the student is receiving services from Child Protection Service);
- the student (in all cases where the student is over 12 years of age).

The JPSA includes five key elements:

- **information sharing processes** between Child Protection Services, school boards and schools;
- **administrative processes** to support a student transitioning into or out of a school;
- **planning for student achievement**, including:
  - establishment of a REACH Team to support and promote the educational achievement of the student
  - development of an individualized ESP
- **dispute resolution processes** between Child Protection Services and school boards, including timelines for dispute resolution before escalation;
- **monitoring and evaluation of the protocol**, including a formal review of the protocol every two years.

The JPSA also outlines roles and responsibilities for Child Protection Services and School Boards.

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## INTRODUCTION

The Joint Protocol for Student Achievement (JPSA) details the commitment of North Eastern Ontario Family and Children's Services is also referred to in this document as the "Child Protection Services". District School Board Ontario North East, le Conseil scolaire catholique de district des Grandes Rivieres, le Conseil scolaire public du Nord-Est de l'Ontario, and Northeastern Catholic School Board also referred to in this document as "the parties", to establish and implement the following processes and policies to support student achievement for Kindergarten to Grade 12 students who are eligible for supports under this protocol.

### ***Further foundational principles of this protocol are as follows:***

- Every student is entitled to learn to the best of his or her ability.
- Every student is entitled to a safe and caring learning environment.
- Safety is a precondition for learning.
- Children/youth in care must be active participants in their educational planning for both high school and post-secondary education.
- All sectors are responsive to the individual needs of each child/youth and provide the conditions and interventions needed to help them succeed.
- Improved educational outcomes for children/youth are achieved by addressing operations both within and across organizations with a focus on communication and service planning.
- Improved educational outcomes for children/youth in care are best achieved when the child/youth experiences stability in home and school placements.
- Flexibility of processes ensures that the needs of the child/youth are considered.
- Promotion of a mutual climate of cooperation, professional respect and goodwill amongst and between all parties.
- The Partnering Agreement, through its implementation respects the internal policies, processes and lines of communication within each of the organizations.
- Effective and meaningful school-community relationships are an essential component of an equitable and inclusive school system.
- Strengthened relationships between the Ministries of Education and Children and Youth Services lead to improved educational outcomes for children/youth and the appropriate transfer of relevant information

## SCOPE OF THE JPSA

This protocol outlines collaborative practices and processes to support the educational success of children and youth in Kindergarten to Grade 12. The protocol will apply to the following children and youth in care of Child Protection Services through a court order or by voluntary agreement (ie. those who are in Extended Society Care, Interim Society Care, or under a temporary care order or agreement) or to children and youth receiving services from, but not in the care of Child Protection Services only under the following circumstances:

- the student's family is receiving the services of Child Protection Services and, in the assessment of Child Protection Services, addressing the educational needs of the learner is required to address protection concerns related directly to the student that fall above the intervention line pursuant to the Ontario Child Welfare Eligibility Spectrum or would meet the criteria associated with CYFSA 35 (1) (c) "provide guidance, counselling and other services

to families for protecting children or for the prevention of circumstances requiring the protection of children” AND

- the required consent from the parent(s) and youth, if 12 years of age or older, are in place AND
- the need is subsequently recognized by both the education and child welfare sectors.

Collaborative practices and processes include:

- information-sharing processes between Child Protection Services, First Nation Communities, school boards, and schools consistent with applicable legislation and regulation;
- administrative processes to support a student transitioning into or out of a school;
- planning for student achievement, including establishment of Teams to support and promote the educational achievement of students and the development of Education Success Plans;
- dispute resolution processes between Child Protection Services and school boards, including timelines for dispute resolution before escalation;
- monitoring and evaluation of the protocol, including a formal review of the protocol every two years;
- establishment of roles and responsibilities for the school board and the Child Protection Services.

## GOALS AND OBJECTIVES

This protocol is intended to help Child Protection Services and school boards to:

1. improve the educational achievement of children and youth in the care of, or receiving services from Child Protection Services;
2. provide a framework for collaborative practices and processes that supports knowledge exchange, open dialogue, and academic success for students in the care of, or receiving services from Child Protection Services within the context of all applicable legislation and regulations;
3. enhance the working relationships and communication between Child Protection Services and school boards in order to promote the well-being of children and youth in the care of, or receiving services from, Child Protection Services and assist these students to recognize and reach their full potential through both education and work experiences;
4. establish and nurture a collaborative relationship by which Child Protection Services, school boards, and schools promote educational success as well as an understanding of mutual roles and responsibilities, including engagement of parents/legal guardians and caregivers;
5. establish and maintain effective local protocols.

## GUIDING PRINCIPLES

- Children and youth in the care of or receiving services from Child Protection Services, and their families and caregivers, must be welcomed, valued, accepted, supported, and treated with dignity and respect by all parties.
- Confidentiality beyond the information sharing described in this protocol or otherwise permitted or required by law must be respected to reduce the stigmatization of children and youth in the care of, or receiving services from, Child Protection Services (see [Information Sharing](#)).
- Children and youth in the care of, or receiving services from, Child Protection Services will have access to available opportunities to succeed in school and available and appropriate supports, including cultural supports as required.
- Children and youth in the care of, or receiving services from, Child Protection Services and their families and caregivers will be involved in decisions that affect them, and children and youth will participate in the development of their educational pathway as appropriate for their age, developmental level, and cognitive capabilities.
- The strengths and needs of children and youth in the care of, or receiving services from, Child Protection Services must be central to all education planning, and plans must be individualized for each child/youth. A strength-based approach should be used in developing solutions for all children and youth.
- Child Protection Services, school boards, and school partners, as well as caregivers and/or parents/legal guardians, are important, valued, and respected and share the responsibility to support success in school for children and youth in the care of, or receiving services from, Child Protection Services.

## ELEMENTS OF THE JPSA

Five key elements in the local protocol are essential to achieving the goals and addressing the required scope of an effective protocol to support students in the care of, or receiving services from, Child Protection Services to achieve their highest educational potential:

- **Information Sharing**
- **Administrative Processes**
- **Planning for Student Achievement**
- **Dispute Resolution**
- **Monitoring and Evaluation of the Protocol**

## INFORMATION SHARING

Child Protection Services may disclose information to a board or school staff regarding a student's involvement with Child Protection Services for the purpose of supporting and improving the student's educational achievement. Information should be disclosed to authorized persons on a need-to-know basis and in accordance with all applicable legislation and regulations (e.g., including but not limited to the Education Act, the Child & Youth Family Services Act, and the Municipal Freedom of Information and Protection of Privacy Act).

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

- **Students in the care of Child Protection Services:** Child Protection Services may exchange personal information with school boards respecting children and youth in its care (i.e., Extended Society Care, Interim Society Care, and those under a temporary care order or agreement);
- **Students receiving services from Child Protection Services:** Child Protection Services and a school board must obtain the consent of the parents/legal guardians or customary caregiver before exchanging information if a child is receiving protection services but is not in the Child Protection Services care;
- **For all cases when a student is over 12 years of age:** Students age 12 or older must be asked to provide consent, if capable of providing a valid consent.
- It is the responsibility of Child Protection Services to advise the board when a student is in its care and to obtain any consent needed to initiate the protocol and to provide the board with a copy of this consent or confirm the terms of the consent it has obtained.
- Child Protection Services and board/school should provide the parent/legal guardian and the student with information about the potential benefits and risks of consenting to the sharing of information between the Child Protection Services 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 Child Protection Services and a board/school are authorized to share information under applicable legislation and regulation, and nothing in this protocol is intended to interfere or limit such authorized disclosure. For example, information may be reported in accordance with the duty to report that a child is in need of protection under section 125 of the Child and Youth Family Services Act.



## THE PROCESS FOR INFORMATION SHARING

The collecting and monitoring of educational outcomes and achievements of individual students should be ongoing. Information sharing should only be for the purposes of supporting educational achievement as appropriate and relevant.

### STUDENT ENTERING CARE OF CHILD PROTECTION SERVICES:

#### *Procedures for Child Protection Services*

- All efforts will be made to notify the child's school principal or designate by telephone or in person within the same day of the change of guardianship.
- No later than 5 business days, the child care worker must inform the principal or designate in writing of the student's change of guardianship.
- The child care worker must coordinate conferences with the key school personnel (as identified by the principal or designate), the child/youth, the Child Protection Services caregiver, the parent where appropriate and any other key persons who could inform and support the process; the first formal case conference must be held within 30 days of involvement with Child Protection Services. However, should the student be known by Child Protection Services to have significant emotional, behavioral or learning issues then all efforts to notify the school within the same day of the change of guardianship should be made and planning to occur as deemed necessary.
- Encourages and facilitates the youth's attendance and participation.
- The child care worker or his/her designate attends the conference;
- Provides any available necessary supporting documentation. Assists with the establishment of educational goals.
- Identifies resources available through Child Protection Services that assist in supporting the goals set.
- Works with the school personnel to ensure implementation.

#### *Procedures for School/Board Employees*

- The principal or designate must inform all appropriate student support staff of his/her status within one day or as promptly as possible.
- Once the change of custody is received in writing, the student information system will be updated to indicate new custody/guardianship/access.
- Assists the child care worker in the coordination of the conference and the identification of key school personnel.
- The principal or designate attends the conference.
- Provides any available necessary supporting documentation.
- Facilitates the establishment of educational goals.
- Identifies resources available through the school system.
- Works with Child Protection Services personnel to ensure implementation.
- Provide Child Protection Services with copy of the child's most recent report card and IEP.

## **CHANGE IN RESIDENCE AND/OR CARE SITUATION:**

### *Procedures for Child Protection Services*

- All efforts will be made to notify the child's school principal or designate by telephone or in person within the same day of the change of residence.
- No later than 5 business days, the child care worker must inform the principal or designate in writing that the student has changed guardianship/or residence.
- The child care worker will advocate for the child to remain in the same school and address transportation issues where appropriate.

### *Procedures for School/Board Employees*

- The principal will advocate for the student to remain in the same school and arrange appropriate transportation, where possible.
- The principal will inform student support staff of his/her change in residence or care situation.

## **ATTENDANCE:**

### *Procedures for Child Protection Services*

- If attendance issues exist the child care worker will work cooperatively with the principal or designate and the Attendance Counsellor.
- It is the foster parents and/or the child care worker's responsibility to corroborate the student's attendance on a regular basis.

### *Procedures for School/Board Employees*

- As soon as there is a concern regarding attendance the principal or designate must inform the child care worker and/or foster parents and refer the student to the Attendance Counsellor.

## **SCHOOL RETENTION:**

### *Procedures for Child Protection Services*

- The child care worker or his/her representative and foster parents are expected to attend the re-entry meeting if the suspension is more than five days.

### *Procedures for School/Board Employees*

- The principal or designate will initially notify the caregiver who will be asked to pick the child up and will be notified in writing of the suspension.
- The principal or designate will notify the student's child care worker of the suspension within the same day.
- Homework for the duration of the suspension will be provided.
- The principal or designate will coordinate a re-entry meeting if the suspension is more than five days.

**THIRD PARTY REPORTS:**

*Procedures for Child Protection Services*

Third party reports may be shared with the school where appropriate and with proper consent.

*Procedures for Board Employees*

Third party reports may be shared with student support staff where appropriate

**POLICE RECORDS:**

*Procedures for Child Protection Services*

Where appropriate and with proper consent; the child care worker may share police records with the school; (specifically with regards to issues of safety for those in Extended Society Care, and Interim and Temporary Care Agreement).

*Procedures for Board Employees*

Where appropriate the principal or designate will share police records with student support staff including teachers.

## ADMINISTRATIVE PROCESSES

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

Although some transitions are a part of childhood development, many related to a child/youth receiving protection services occur as a result of circumstances beyond the control of the child/youth, school, or Child Protection Services. The parties agree that providing as much stability as possible for a student is a common goal and that attempts need to be made to minimize the number of transitions. Options should be considered for a student to remain in his/her existing school, prior to a decision to transfer the student, in order to promote stability and continuity within the educational setting.

Whenever a student experiences a change in environment from one home placement to another or from one school to another, thoughtful planning between Child Protection Services and school boards should help facilitate a successful transition for the student. Such transitions may include:

- registration in a new school or alternative learning program;
- moving from elementary to secondary school or alternate learning environment;
- a change in the student's residence that necessitates a change in schools or alternate learning environment;
- a change in the student's residence that necessitates transportation so that the student can stay in the same school.

### School Transfer Process

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

- If a student in the care of Child Protection Services transfers to a new school, the Child Care worker will contact the receiving school to arrange for registration for the student. Where appropriate, the Child Care worker can delegate this action to the caregiver.
- Either before or at the time of registration, the parent/legal guardian, Child Protection Services, or the caregiver, as appropriate, will provide the principal with the required information needed for registration.
- A planning meeting will be scheduled by the school as soon as reasonably possible of the school's receipt of the necessary registration information. The student may wish to participate in the meeting and should be invited as appropriate, considering age, developmental level, and cognitive capabilities.
- After the initial 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 his/her original school without interruption to school attendance. In cases where a student cannot remain in his/her original school, the school and agency will collaborate on appropriate and feasible bridging strategies that will be implemented in the interim to ensure educational continuity.

## Signing Authority

As legal guardian for the child/youth in the care of Child Protection Services, the child care worker is assigned responsibility to sign consents for:

- Release of information
- Access to student records
- Conducting of assessments
- Changes to student course selection
- Authority for media involvement as per Child Protection Services policy
- Transportation arrangements where costs are incurred
- Sign consents i.e. for immunizations, school trips outside district
  
- \*\*The child care worker provides the school with all the appropriate information as outlined on the "School Admission" form.

The caregiver - Foster parent, group care staff has delegated signing authority for the purpose of:

- Planned absences from school
- School trip authorization (within district only)
- Participation in experiential learning opportunities associated with chosen pathway

## PLANNING FOR STUDENT ACHIEVEMENT

The parties recognize the importance of encouraging and supporting students in activities that maximize their learning potential and promote success in both elementary and secondary education settings as well as future pursuits of postsecondary education and training. To facilitate a collaborative approach between partnering Child Protection Services and school boards and support the educational success of students, the following should be established:

- The Team
- Educational Success Plan (ESP)

### The Team

A Team must be offered to every student that has been identified as in care with Child Protection Services to the school board, with appropriate consents as outlined in the Information Sharing section.

If a student is age 12 or older, Child Protection Services must obtain consent from the student to receive support from the Team.

The Team is intended to be a proactive and preventive measure to support students before greater needs arise, as well as support students who may be experiencing academic challenges. It is recommended that an initial discussion with the principal or designate, the Child Protection Services child care worker, the student, the parent/legal guardian and other stakeholders or community members take place to discuss the benefits of establishing a Team prior to implementation.

If a Team is refused by the parent/legal guardian and/or a student age 12 or older, who consented to be on a list provided to the school, the principal or designate should monitor the student's educational progress and if appropriate consents are in place, provide the Child Protection Services child care worker and the parent/legal guardian or caregiver with information on academic progress as part of the school's regular processes. Refusal of a Team does not preclude the student from accessing other supports offered by the school (e.g. student success teachers) or from Child Protection Services (e.g. tutoring supports) or asking for a Team later in the year.

The Team should include, at a minimum:

- the school principal or designate;
- the Child Protection Services child care worker;
- Education Liaison;
- the parent/legal guardian and/or caregiver as appropriate;
- the student, as appropriate to his/her age, developmental level, and cognitive capabilities.

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

- other school staff as appropriate, based on the circumstances of the student (e.g., special education and/or student services staff);

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

The responsibilities of the Team include:

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

A minimum of two Team meetings per year should be held to develop and review the Education Success Plan. Additional Team meetings may be held, as requested by Team members, including the student. A Team meeting should occur within the first month of the student's registration at the school or the student's entry into care. Team meetings should:

- where possible, be aligned with existing school reporting periods and the student's Plan of Care

with Child Protection Services in order to minimize disruptions;

- be collegial, positive, student-centred, strength-based, solution-focused, and culturally responsive;
- involve the student in decision making as appropriate to his/her age, developmental level, and cognitive capabilities.

The principal or designate or the child care worker should notify the Team of, and may request to meet and discuss, any changes or required supports, including:

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

### **The Education Success Plan (ESP)**

Students with consent and who agree to have a Team should be offered the opportunity to have an individualized ESP. The ESP is a written plan that outlines services and supports and identifies key people and their roles for promoting the educational success of a student in the care of, or receiving services from Child Protection Services. The plan includes and augments but does not replace other plans such as the Individual Education Plan (IEP), the student's Plan of Care and the Individual Pathways Plan (IPP). The ESP should be developed/amended within one month of the student's start in the school, or as needed throughout the year, with consent.

The ESP is distinct from other existing plans that may support educational success for students, such as the Child Protection Services Plan of Care, or the Individual Education Plan (IEP) in the case of students with special education needs. However, the ESP should build on the supports and elements of plans that are already in place.

The Education Success Plan (ESP) is intended to:

- promote the student's educational achievement;
- be outcome based, focused on solutions, and build on the student's strengths and needs;
- outline the services and supports needed to enable the student to achieve his/her identified goals and improve educational outcomes;
- contribute to stability for the student and minimize disruptions in school placement (including when there is a change in residence);
- include but not replace or duplicate an IEP, if appropriate;
- identify the relevant Child Protection Services and school personnel who have responsibility for the ESP;
- provide mechanisms that enable stakeholders to communicate and take joint action, based on their knowledge, expertise, and experience, to support the student in his/her learning;



- include opportunities to celebrate the accomplishments and successes of the student;
- support the student's pathways planning as identified in the student's "All About Me" portfolio (K–6) or Individual Pathways Plan (Grades 7–12), including opportunities for apprenticeship training, college, community living, university, or the workplace.

Access to the ESP should be limited to the Team and other relevant personnel that are identified in the ESP or authorized by the Team with appropriate consents.

## Pathways Planning

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

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

The Team should have the responsibility to support the student's pathways planning as outlined in his/her IPP. This support includes identifying opportunities in the Education Success Plan and collaborating with Ontario Education Championship Teams, postsecondary institutions, businesses, and the community to explore postsecondary options for the student.

## Minimizing Disruptions to 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, or refusal or reluctance to attend. Absenteeism is often a precursor to students leaving school, so attendance rates deserve special attention. The parties agree that students benefit from adult support to maintain regular school attendance.

To minimize disruptions to school attendance, the Team should determine strategies and implement processes to support educators, Child Protection Service's child care worker, and parents/legal guardians or caregivers in promoting students' regular attendance at school, 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 or expelled or of dropping out of school, the school principal or designate should notify the Team to seek a resolution of the situation to prevent this from occurring;
- When a student has dropped out or is absent for extended periods, the Team should develop a transition plan to support the student's return to school.

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

In the event that a student’s previous school history and/or current or recent serious behavioural, emotional, or academic challenges contravene school and/or school board policies and prevent a timely school entry, the Team may need to institute an alternative planning process that involves:

- defining the presenting issue;
- sharing information and ideas;
- generating and exploring possible solutions;
- predicting the likely consequences of each suggested solution;
- choosing a solution and developing a plan of action; and
- following up on the agreed action.

The Team, in collaboration with other school personnel, can explore an alternative or adapted home support program while the alternative planning process is underway. If this process does not lead to timely access to school supports and/or programs for the student, the Child Protection Services child care worker should consult with the school board lead to determine the most appropriate next steps, which may include:

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

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

## Providing Continuity for the Student within the Education System

At times, a student in the care of Child Protection Services may move to a home outside the catchment area of the school he/she attends. When this happens, the school board should, if at all possible, arrange for the student to remain at the current school, if desired by the student. To reduce barriers that may have a negative impact on the student's ability to succeed, Child Protection Services and school board should work together, including through the Team, so that:

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

When a student in the care of Child Protection Services is placed in a home outside the school catchment area, the Child Protection Services child care worker should inform the principal of the situation. The principal and the child care worker should work together to develop an appropriate response that includes the following:

- The principal or designate should request a meeting of the Team, including the student (if he/she is able to participate based on age, developmental level, and cognitive capabilities), to identify the impact of the change in residence and help determine next steps (e.g., the best school placement, transportation support) based on the best interests of the student.
- The Team should carefully consider the preferences of the student.
- If it is determined that it is in the best interests of the student to continue in the current school, the Team should identify options and solutions to facilitate the placement.
- If transportation is required, the parties should work together to find ways within the framework of existing policies, procedures, and cost-sharing options to address the financial aspects of maintaining the student in his/her current school.
- If it is determined by the Team, in consultation with the student, that it is in the student's best interests to move to a new school, the Team should work with the new school to ensure a seamless transition and continued educational stability for the student (see [School Transfer Process](#)).

## Training

To promote the student's educational achievement, school board and Child Protection Services should look for ways to facilitate appropriate sharing of resources and related training to improve child care workers', parents/legal guardians', and caregivers', First Nation Communities and/or Band Representatives understanding of how to advocate for and support the student's educational success. The focus of these resources and training may include information on setting goals and expectations, creating supportive homework environments, and options and supports for postsecondary education, training, and apprenticeship opportunities that are available to students.

Topics for resources and related training for teachers, school staff, and school board personnel can include the mental health, emotional, social, cultural, and educational issues and challenges faced

by students in the care of, or receiving services from, Child Protection Services as they strive to achieve academic success.

## DISPUTE RESOLUTION

Periodically, disagreements may arise between Child Protection Services and school/boards. Child Protection Services and school boards should use dispute resolution strategies to lead to positive educational outcomes for students. The following dispute resolution process is 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.

Step 1: The Child Protection Services child care worker and school principal or designate should be the first level of dispute resolution authority.

Step 2: If the dispute is not satisfactorily resolved within 15 school days, the matter should be referred to the identified Child Protection Services child care supervisor and the identified school board personnel.

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 CAS)

\_\_\_\_\_  
(Insert CAS position)

\_\_\_\_\_  
(Insert name of CAS)

\_\_\_\_\_  
(Insert CAS position)

\_\_\_\_\_  
(Insert name of school board)

\_\_\_\_\_  
(Insert school board position)

\_\_\_\_\_  
(Insert name of school board)

\_\_\_\_\_  
(Insert school board 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 for reference.

## **MONITORING AND EVALUATION OF THE PROTOCOL**

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

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

The protocol should be formally reviewed every two years.

## ROLES AND RESPONSIBILITIES OF SCHOOL AND CHILD PROTECTION SERVICES POINT PERSON

### Principal or designate

The school principal or designate will be the primary contact at the school level for all processes involving a student identified by Child Protection Services with appropriate consents (see [Information Sharing](#)). The roles and responsibilities of the principal or designate:

#### *General Responsibilities*

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

#### *Team and ESP Responsibilities*

- Work with the Child Protection Services child care workers and appropriate partners to establish a Team for the student (see [Team](#)).
- Support and facilitate the development, implementation, monitoring, review, and updating of the ESP by the Team.
- Encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP.
- Ensure that the needs and strengths of the student are given primary consideration in the development of the ESP.
- Monitor the student's educational progress to ensure that the student receives the support he/she requires.

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

- For students identified by Child Protection Services as being in care but without a Team or ESP, the principal or designate is responsible for monitoring these students' educational progress and providing the Child Protection Services child care worker and/or caregiver with information to ensure students receive the supports they need, as part of the school's regular processes.

### **The Child Protection Service's Child Care Worker**

Child Protection Services will assign a child care worker to each student in care and they will be the primary contact at Child Protection Services for all processes involving the student. The roles and responsibilities of the child care worker should include the following:

#### *General Responsibilities*

- Liaise with the previous school, the new school principal or designate, 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 principal or designate 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 readmission 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 principal or designate regarding access to these supports.

#### *Team and ESP Responsibilities*

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



*Responsibilities when a Team is not established*

Where the necessary consent is not provided for a principal or designate or Team involvement, the child care worker'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 principal or designate as appropriate and in accordance with legislation, regulation, and the necessary consents;
- Initiate an annual discussion with the student or parent/legal guardian about establishing a Team to support the student.
- Inclusion of other important participants as determined by student or parent/legal guardian
- Take into considerations other types of learning environments

## SIGNATORIES

**We, the signatories of NEOFACS, Kunuwanimano Child and Family Services 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 Child Protection Services, from Kindergarten to Grade 12. We will champion this protocol and the principles it espouses within our organizations.**

\_\_\_\_\_  
(Insert name and title of authorized signatory of child protection service)

\_\_\_\_\_  
(Insert Date)

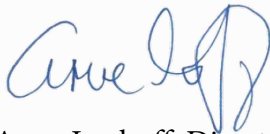


Director of Services - NEOFACS

January 17th, 2022

\_\_\_\_\_  
(Insert name and title of authorized signatory of child protection service)

\_\_\_\_\_  
(Insert Date)



Anne Iserhoff, Director of Services, KCFS

January 12, 2021

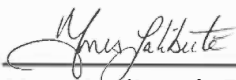
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(Insert Date)



Sylvie Petroski, Directrice de l'éducation, CSCDGR

2 décembre 2021

\_\_\_\_\_  
DATE



Yves Laliberté, Directeur de l'éducation, CSPNE

2 déc. 2021

\_\_\_\_\_  
DATE



Tricia Stefanic Weltz, Director of Education, NCDSB

2021 12 01

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DATE



Digitally signed by Lesleigh Dye  
Date: 2021.12.01 11:11:13 -05'00'

December 1, 2021

Lesleigh Dye, Director of Education, DSBONE

\_\_\_\_\_  
DATE

## APPENDIX: GLOSSARY

<b>Child Care Worker</b>	The assigned Child Care Worker (employed by Child Protection Services) is responsible to carry out the legal requirements as set out in the Child and Youth Family Services Act as they relate to duties as legal guardian for children and youth in care of Child Protection Services. They are designated as the primary contact for all processes involving the individual student.
<b>Caregiver</b>	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.
<b>Child and Youth Family Services Act (CYFSA)</b>	Legislation governing the provision of child welfare services in Ontario.
<b>Extended Society Care</b>	A child/youth who has been placed in the permanent care of a Child Protection Services. The Child Protection Services has the responsibility to care for the child/youth.
<b>Education Quality And Accountability Office (EQAO)</b>	An independent organization that conducts the following provincial assessments: <ul style="list-style-type: none"><li>• Primary (Grade 3) and Junior (Grade 6) assessments of student achievement in reading, writing, and mathematics</li><li>• Grade 9 assessments of student achievement in mathematics</li><li>• the Grade 10 Ontario Secondary School Literacy Test (OSSLT)</li></ul>
<b>Education Success Plan (ESP)</b>	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 Child Protection Services. The ESP includes and augments but does not replace plans such as the Individual Education Plan (IEP) and the Individual Pathways Plan (IPP).
<b>Formal Customary Care</b>	The care and supervision of a First Nation child/youth in need of protection, by a person who is not the child/youth's parent, according to the custom of the child/youth's Band or Native community. The child/youth is not in the care of a Child Protection Services.
<b>In Care</b>	A child/youth is in care if he/she has been assigned to the care of Child Protection Services due to protection concerns. This could occur by way of a court order or temporary care agreement. Child Protection Services 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.

<b>Individual Education Plan (IEP)</b>	A written plan describing the specific educational program and/or services required by a particular student, based on an assessment of the student's strengths and needs that affect his/her ability to learn and demonstrate learning.
<b>Individual Pathways Plan (IPP)</b>	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.
<b>Kinship Care</b>	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.
<b>Kinship Service</b>	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 Child Protection Services, although the placement is supervised by Child Protection Services. There may be an order placing the child/youth in the care and custody of the caregiver subject to supervision by Child Protection Services or the placement may be voluntary.
<b>Ontario Student Record (OSR)</b>	An official record for each student that contains achievement results, credits earned, diploma requirements completed, and other information relevant to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information and protection of privacy legislation.
<b>Parent/Legal Guardian</b>	A person who is a biological parent, an adoptive parent, or a person who under a written agreement or court order (which could include voluntary services, supervision orders, and customary care arrangements) has custody of the child/youth.
<b>Postsecondary Pathways</b>	The five possible destinations for students after secondary school: apprenticeship training, community living, work, college, and university.
<b>Team</b>	A group responsible for developing and implementing a plan to support and promote the educational achievement of a student in the care of, or receiving services from, Child Protection Services. The team includes a variety of school, school board, and Child Protection Services personnel, other relevant personnel, and the student, as appropriate for his/her age, developmental level, and cognitive capabilities.

<b>School Principal or designate</b>	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 Joint Protocol for Student Achievement and consent has been received.
<b>Interim Society Care</b>	A child/youth who has been placed in the temporary care of Child Protection Services.
<b>Special Education Program</b>	An educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.
<b>Special Education Services</b>	Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.
<b>Student Success Leader</b>	A senior staff person in every school board funded by the Ministry of Education who is responsible for coordinating Student Success initiatives.
<b>Student Success Teacher</b>	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.
<b>Student Success Team</b>	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.
<b>Supervision Order</b>	A court order that provides for the oversight of a child/youth in the home of his/her parent or in the home of a person who is not the child's parent.
<b>Temporary Care Agreement</b>	A written document voluntarily signed by a child/youth's parent/legal guardian and the child/youth (if 12 years of age or older) providing for Child Protection Services to have care and custody of the child/youth for a specified period of time (not exceeding 12 months). Under the agreement, the parent/legal guardian may maintain certain parental rights.

**Temporary Care and Custody Order** A court order that places a child/youth in the temporary care and custody of Child Protection Services during an adjournment period.

