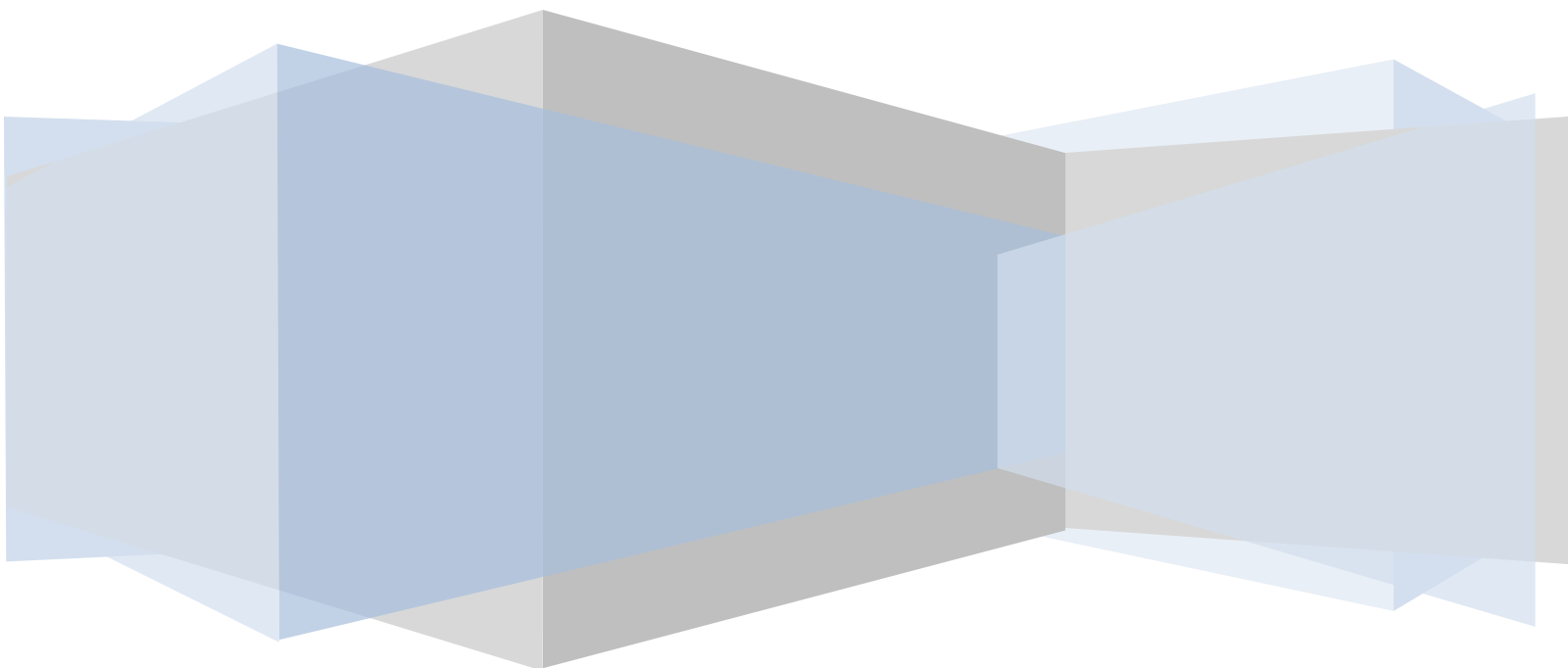


**North Eastern Ontario Family and Children Services,
District School Board Ontario North East,
Northeastern Catholic District School Board,
Conseil scolaire public du Nord-
le Conseil scolaire catholique de district des Grandes
Rivières and Kunuwanimano Child and Family
Services**



template.

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

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) or the parent/guardian of the student.

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INTRODUCTION

The Joint Protocol for Student Achievement (JPSA) details the commitment of North Eastern Ontario is District School Board Ontario North East, le Conseil scolaire catholique de district des Grandes Rivières, le Conseil scolaire public du Nord- , and Northeastern Catholic School Board 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.
-

to families for protecting children or for the prevention of circumstances requiring the

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;

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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

THE PROCESS FOR INFORMATION SHARING

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.

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

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 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

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, s0F Q104 Tbs0F n capabC

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

include opportunities to celebrate the accomplishments and successes of the student;

support the pathways planning as identified in the 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 (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 Blueprint for , 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 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 Services child care worker, and parents/legal guardians or caregivers in promoting 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 .

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 progressive discipline plan.

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

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

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MONITORING AND EVALUATION OF THE PROTOCOL

The protocol will be reviewed by all signing

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

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 providing the Child Protection Services child care worker and/or caregiver with information to ensure students

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

success, in accordance with relevant legislation and regulation and appropriate consents.

Provide the principal or designate with informat 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

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 sta

Responsibilities when a Team is not established

Where the necessary consent is not provided for a principal or designate or Team involvement, the responsibilities include the following:

Assist and encourage the student to advocate for his/her own needs in school or the

;

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

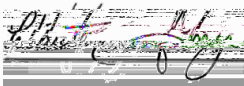


Director of Services - NEOFACS

January 17th, 2022



January 12, 2021



2 déc. 2021



Digitally signed by Lesleigh Dye

APPENDIX: GLOSSARY

Child Care Worker	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.
Caregiver	A person providing care to a child/youth in an out-of-home setting. There are two main categories of caregivers: those in family-based, out-of-home settings and those in institutional out-of-home settings. Family-based out-of-home settings may include foster homes and kinship care homes. Institutional out-of-home settings may include group homes.
Child and Youth Family Services Act (CYFSA)	Legislation governing the provision of child welfare services in Ontario.
Extended Society Care	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.
Education Quality And Accountability Office (EQAO)	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 Grade 9 assessments of student achievement in mathematics the Grade 10 Ontario Secondary School Literacy Test (OSSLT)
Education Success Plan (ESP)	A written plan that outlines services and supports and identifies key people and their roles for promoting the educational success of a student in the care of, or receiving services from, a 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).
Formal Customary Care	The care and supervision of a First Nation child/youth in need of protection, The child/youth is not in the care of a Child Protection Services.
In Care	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

**Individual
Education Plan
(IEP)**

A written plan describing the specific educational program and/or services required by a particular student, based strengths and needs that affect his/her ability to learn and demonstrate learning.

**Individual
Pathways Plan
(IPP)**

The primary planning tool that students create and use as they proceed through school towards their initial postsecondary destination. All students in Grades 7 to 12 have a web-based IPP, which 151,PP

School Principal or designate 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,

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.

