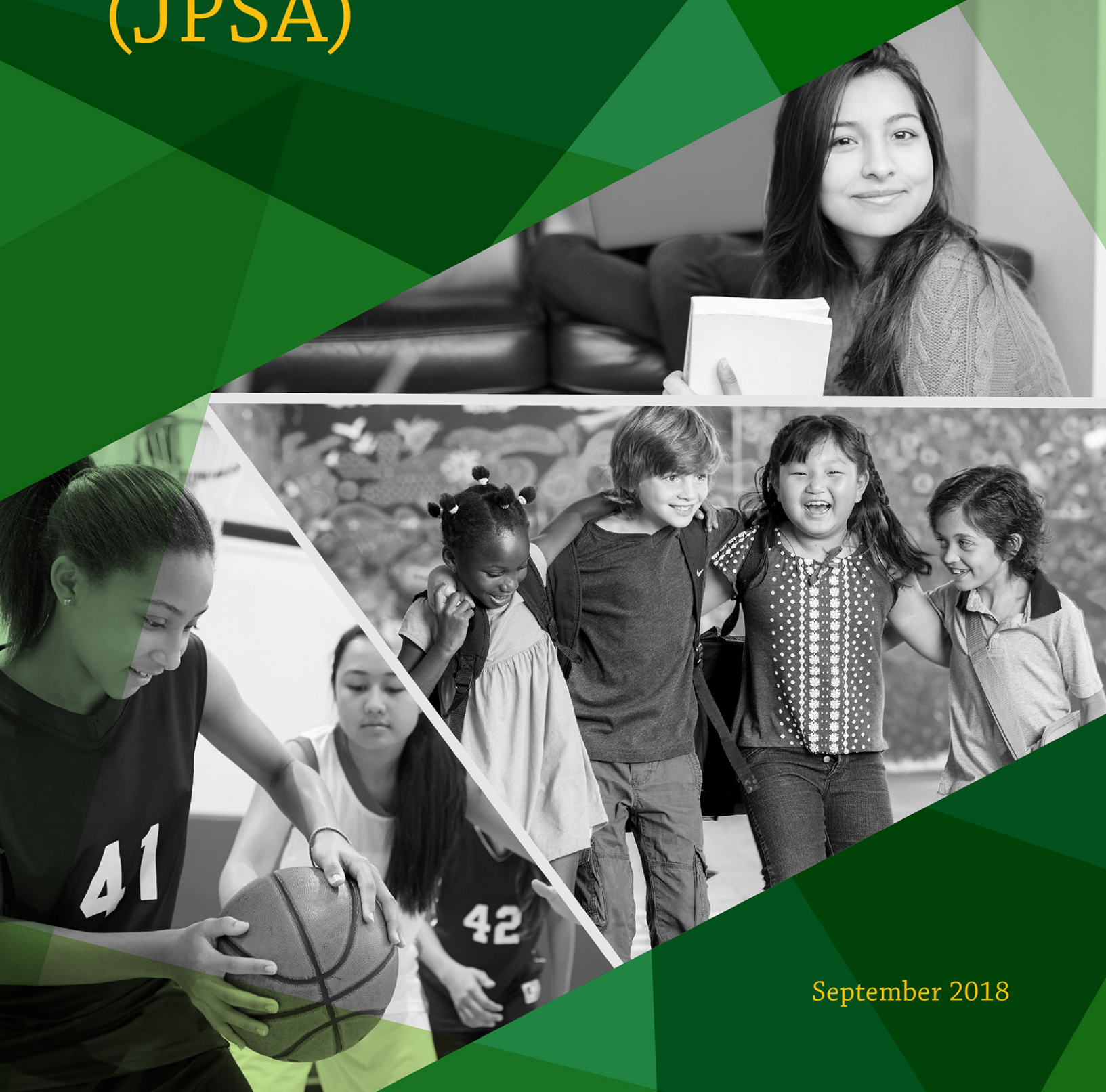


Joint Protocol for Student Achievement (JPSA)



September 2018

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1. INTRODUCTION

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), 46 per cent of Ontario students who are in extended society care graduated from high school in 2012-13. Though not directly comparable due to differences in methodologies, the provincial rate of students graduating within five years of starting high school was 83 percent in 2012-13.

Children and youth involved in the child welfare system encounter numerous barriers to school success, and often experience academic, social, emotional, and behavioural challenges. They may be dealing with abuse, neglect and other protection issues, and the emotional and spiritual consequences of being separated from their families, friends and communities. These issues often result in frequent residential changes and movement among schools. This instability may make it difficult for children and youth to focus on their studies as they adjust. One of the recommendations of the Blueprint for Fundamental Change to Ontario's Child Welfare System¹ was to provide "support, including transportation, to allow children and youth to stay in their schools of origin if this is the best option for them."

Research and anecdotal evidence indicates that students involved in the child welfare system are more likely than the general student population to miss school because of suspensions, delays in school placements, expulsions, or refusal or reluctance to attend. Extensive absenteeism is a known precursor of students leaving school early.

The **Joint Protocol for Student Achievement (JPSA)** has been developed to support the unique circumstances and educational needs of children and youth involved in the child welfare system. It contains procedures to minimize disruptions to school attendance and ensure timely access to supports that maximize learning potential and promote student achievement.

The JPSA is effective as of September 4, 2018.

1.1 Goals and Objectives

The purpose of the JPSA is to support the educational success and wellbeing of children and youth involved in the child welfare system, and to help them reach their full potential. This supports the realization of *Achieving Excellence: A Renewed Vision for Education in Ontario*.²

It provides a framework for collaborative practices, and clarifies the roles and responsibilities of

¹ Final Report of the Youth Leaving Care Working Group (2013). Blueprint for Fundamental Change to Ontario's Child Welfare System.

² Ontario Ministry of Education (2014). *Achieving Excellence: A Renewed Vision for Education in Ontario*. Toronto, ON: Queen's Printer for Ontario.

the following School Boards and Child Welfare Authorities:

School Boards	Child Welfare Authorities
• Brant Haldimand Norfolk Catholic District School Board • Conseil scolaire catholique MonAvenir • Conseil scolaire Viamonde • Grand Erie District School Board • Hamilton-Wentworth Catholic District School Board • Hamilton-Wentworth District School Board	• Brant Family and Children's Services³ • Catholic Children's Aid Society of Hamilton • The Children's Aid Society of Haldimand and Norfolk • The Children's Aid Society of Hamilton • Ogwadeni:deo

The JPSA is also applicable to children and youth involved with other Child Welfare Authorities in Ontario who attend public schools in the communities served by these organizations.

1.2 Guiding Principles

The following principles will guide the parties and assist them in carrying out their roles and responsibilities:

- ***Child and Youth Focused*** – Children and youth involved in the child welfare system will be supported to achieve their full potential. A strength-based approach will be used in developing individualized solutions for all students.
- ***Inclusive*** – Children, youth, and their families/caregivers will be welcomed, valued, accepted, supported, and treated with dignity and respect by all parties. Services will be accessible and responsive to students regardless of cultural, language, socio-economic, sexual orientation and religious backgrounds.
- ***Confidential*** – Children, youth, and their families/caregivers will have their privacy and confidentiality respected, in accordance with applicable legislation and regulations.
- ***Prompt and Effective Supports*** - Children and youth will be given timely access to available and appropriate opportunities and supports to succeed in school.
- ***Participatory Decision-Making*** – Children and youth will be involved in decisions that affect them, and will participate in the development of their educational pathway, as appropriate for their age, developmental level, and cognitive capabilities.

³ Brant Family and Children's Services will comply in principle with the JPSA but is awaiting endorsement from the Mississaugas of the New Credit First Nation before adding their signature to the protocol (section 9).

1.3 Elements of the JPSA

The collaborative practices and processes outlined in the JPSA are grouped into the following sections:

- Eligibility
- Consent
- Information sharing
- Administrative processes
- Planning for student achievement
- Dispute resolution processes
- Monitoring and evaluation

The roles and responsibilities of the parties, as well as a glossary of terms and acronyms can be found in the appendices.

2. ELIGIBILITY

This protocol is applicable to children and youth in Kindergarten to Grade 12 who are:

- **In Care** of a Child Welfare Authority through a court order or voluntary agreement (i.e., extended society care, interim society care, temporary care agreement);
- Part of a **Customary Care Arrangement** with a First Nations community; or
- Receiving **voluntary or court-ordered services** from a Child Welfare Authority (i.e., voluntary services, supervision order).

2.1 List of Students Eligible for the JPSA

The Child Welfare Lead will provide the School Board Lead with a list of all children and youth **“in care”** of the Child Welfare Authority at least twice a year (by the end of the first week of March and the first week of October). This list of students eligible for the JPSA will include the following information:

- Student’s name
- Date of birth
- Child Welfare Authority (legal guardian)
- JPSA consent

The School Board Lead will verify with the Child Welfare Lead the names of students registered in the School Board, and will maintain a master list of students who are eligible for the JPSA.

The School Board's master list will include the following:

- Student's name
- Ontario Education Number (OEN)
- Date of birth
- Name of school attending
- Child Welfare Authority (legal guardian)
- JPSA consent

The School Board Lead will forward the list of verified students in each school to the applicable School Point Person.

3. CONSENT

The JPSA will require different levels of informed consent based on varied circumstances, as follows:

- **students age 12 or older** capable of providing informed consent must be asked to do so, in accordance with the *Child, Youth and Family Services Act*;
- in cases where a student does not have the capacity to provide informed consent, a Child Welfare Authority:
 - may exchange personal information with School Boards respecting children and youth **in care**;
 - must obtain written consent from the **customary caregiver** or **parents/legal guardians** of children receiving voluntary or court-ordered services.

3.1 Process for Obtaining Consent

It is the responsibility of the Child Welfare Authority to obtain informed consent for the JPSA. The Child Welfare Point Person will:

- a. determine if the student is capable of providing a valid consent (as appropriate to his/her age, developmental level, and cognitive capabilities), and if the request for consent is in the best interests of the child;
- b. provide the student (over 12 years old) and the parent/legal guardian with information about the potential benefits and risks of consenting to the sharing of information between the Child Welfare Authority and the School Board, so that the student and the parent/legal guardian are reasonably informed before giving, withholding or revoking consent;

- c. obtain written consent needed to initiate the protocol; and
- d. provide the School Board with a copy of the written consent.

The informed consent form will confirm the scope of consents obtained (i.e. information, services, etc.), and will be kept in the student's Ontario Student Record (OSR) and in the child welfare files.

4. INFORMATION SHARING

A Child Welfare Authority may disclose information to a School Board about a student's involvement with a Child Welfare Authority 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, including but not limited to the *Education Act*, the *Child, Youth and Family Services Act*, and the *Municipal Freedom of Information and Protection of Privacy Act*.

Where legally authorized, the School Point Person will facilitate the release of the following information to the Child Welfare Point Person:

- most recent provincial report cards and progress reports;
- credits and community hours achieved to date (for secondary school students);
- Individual Education Plan (IEP) and Identification, Placement and Review Committee (IPRC) documents;
- Ontario Secondary School Literacy Test (OSSLT) results;
- Education Quality and Accountability Office (EQAO) results; and
- other assessments administered by the School Board.

There may be other circumstances in which a Child Welfare Authority and a School Board 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 services under the *Child, Youth and Family Services Act*.

5. ADMINISTRATIVE PROCESSES

The parties agree that providing as much stability as possible for students involved in the child welfare system is a common goal. Attempts will be made to minimize the number of school transitions, in order to promote stability and continuity within the educational setting. Such transitions may include:

- registration in a new school;
- moving from elementary to secondary school;
- a change in the student's residence that necessitates a change in schools; and
- a change in the student's residence that necessitates transportation so that the student can stay in the same school.

Although transitions are a part of normal childhood development, many related to students involved in child welfare system occur as a result of circumstances beyond the control of the student, school, or Child Welfare Authority.

Options should be considered for the student to remain in his/her existing school, if this is in the student's best interests. The needs of students identified as members of a particular Indigenous, ethnic or linguistic community should also be considered.

5.1 School Registration and Transfer Process

If a student in the care of a Child Welfare Authority transfers to a new school, the Child Welfare Point Person should contact the receiving school to arrange for registration for the student. Where appropriate, the Child Welfare Point Person can delegate this action to the caregiver.

If a student is part of a customary care arrangement or receives voluntary or court-ordered services from a Child Welfare Authority, the Child Welfare Point Person should offer to provide support to the parent/legal guardian in setting up the appointment and when registering the student, if appropriate.

Either before or at the time of registration, the parent/legal guardian, the Child Welfare Authority, or the caregiver, as appropriate, should provide the principal with the required information needed for registration and special programming, accommodations and supports. For children in care, the Child Welfare Point Person will be responsible for completing a copy of the **Pre-Registration Information Form**, in collaboration with the child or youth. This form will provide preliminary planning information regarding the student's education program, and will be placed in the OSR. (A copy of the form can be found in Appendix D).

A **planning** meeting should be scheduled by the school and should occur within **five (5) school days** 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 planning meeting, once mitigating and/or special circumstances have been taken into consideration, if attendance at school is not achieved within the next **five (5) school days**, the dispute resolution process should be initiated (see section 7).

The timelines identified are maximum periods to ensure that any challenges are addressed

promptly. All efforts should be made to minimize disruptions to school attendance, in accordance with the Ministry of Education's policies regarding attendance.

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, transitioning strategies must be implemented to ensure educational continuity.

6. PLANNING FOR STUDENT ACHIEVEMENT

To support and promote the educational achievement of students, **REACH (Realizing Educational Achievement for Children/Youth) Teams** and **Educational Success Plans (ESPs)** should be offered to every student who is child welfare involved, with appropriate consents as outlined in section 3.

6.1 REACH Team

The REACH Team is intended to be a proactive and preventive measure to support students. It is recommended that an initial discussion with the School Point Person, the Child Welfare Point Person, the student, the parent/legal guardian and other stakeholders take place to discuss the benefits of establishing a REACH Team prior to implementation.

If informed consent for a REACH Team is not provided for a particular student, the School Point Person should monitor the student's educational progress, and if appropriate consents are in place, provide the Child Welfare Point Person and the parent/legal guardian or caregiver with information on academic progress as part of the school's regular processes.

Refusal of a REACH Team does not preclude the student from accessing other supports offered by the school (e.g. student success teachers) or the Child Welfare Authority (e.g. tutoring supports) or asking for a REACH Team later in the year.

REACH Team Membership

The REACH Team should be comprised of:

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

In addition, depending on the needs and circumstances of the student, the REACH Team may also include, as appropriate:

- other school staff (e.g., special education and/or student services staff);
- other identified stakeholders (e.g., cultural adviser, community Elder, mental health professional, youth worker, youth justice worker);
- a representative from the Indigenous 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); and
- members of a cross-panel school team (elementary) or the Student Success Team (secondary).

REACH Team Responsibilities

The responsibilities of the REACH Team include:

- identifying the student's learning strengths and needs, and supporting 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;
- identifying and implementing opportunities to celebrate the student's accomplishments, milestones, and successes;
- identifying options and solutions to help maintain attendance and ensure continuity of educational supports, when there is a change of residence and/or school; and
- facilitating the student's academic achievement, extra-curricular participation, and education and career plans (i.e., exploring postsecondary options, formal and informal mentorships, cooperative education courses, apprenticeship programs, internships, part-time work, job shadowing, educational supports, etc.).

REACH Team Meetings

A minimum of two REACH Team meetings per year should be held. The initial REACH Team meeting should occur within the **first month** of the student's registration at the school or the student's entry into care. Additional REACH Team meetings may be held, as requested by any of the REACH Team members, including the student, to discuss the ESP, required supports, and/or academically relevant changes in residence, health, mental health, or behaviour.

REACH Team meetings should:

- be aligned with existing school reporting periods and the Child Welfare Authority Point

Person's meetings (and/or child protection worker meetings) with the student and the parent/legal guardian or caregiver, in order to minimize disruptions;

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

6.2 The Education Success Plan (ESP)

The Education Success Plan (ESP) is an individualized plan that outlines services and supports required to promote student's educational achievement, and identifies key people and their roles and responsibilities. It is **distinct** from other existing education and child welfare plans. It is intended to augment but not replace the supports and elements of plans that are already in place.

Students with consent should be offered the opportunity to have an ESP. The ESP should be developed/amended within **one month** of the initial REACH Team meeting or as needed throughout the year, with consent. The plan should:

- build on the student's strengths, accomplishments and successes;
- be outcome based and focused on solutions;
- 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 Welfare Authority 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;
- support the student's pathways planning, including opportunities for apprenticeship training, college, community living, university, or the workplace.

The ESP will be kept in the documentation section of the student's OSR. Access to the ESP should be limited to the REACH Team and other relevant personnel.

6.3 Minimizing Disruptions to School Attendance

To minimize disruptions to school attendance, the REACH Team should determine strategies and implement processes that promote students' regular attendance at school, identify students who are at risk of leaving school, and minimize disruptions in school programming.

The REACH Team, in collaboration with relevant school personnel, should develop a plan of action where there are:

- early signs that a student is at risk of being suspended or expelled or of dropping out of school;
- extended periods of absenteeism; and/or
- behavioural, emotional, or social issues that contravene board policies.

If the plan of action does not lead to timely access to school supports and/or programs for the student, the Child Welfare Lead should consult with the School Board Lead to determine the most appropriate next steps (e.g., case conferences and consultations with other School Board and Child Welfare personnel).

6.4 Providing Continuity for Students within the Education System

When a student is placed in a home outside the catchment area of the school he/she attends, the Child Welfare Point Person will inform the School Point Person or principal of the situation. The REACH Team or other structure in place within the School Board will work together to develop an appropriate response to ensure 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, if a school change must occur;
- supportive connections between the student and his/her community are maintained.

The School Point Person will request a meeting of the REACH Team, including the student (as appropriate to his/her age, developmental level, and cognitive capabilities), to identify the impact of the change in residence and help determine next steps (e.g., the most appropriate school placement, transportation support) based on the best interests of the student.

The REACH Team will 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 REACH Team will identify options and solutions to facilitate the placement.

Transportation will be provided by the School Board if no existing transportation routes are available, as per the eligibility criteria for *Children and Youth In Care (CYIC) Transportation Funding*:

- To allow a student to remain in their home school **on a temporary basis** until a more natural transition time;
- **When an in-year change of residence results in a change in school.** This would also include when a change of residence occurs in the final year before a transition year (e.g.,

in final year before a transition between primary and secondary school or within final year of graduation from secondary school);

- **The student wishes to remain in his/her home school and it is in the best interest of the student** to remain in the home school based on relevant factors (e.g., strong supportive relationships in home school; risk to student achievement and/or well-being posed by changing schools in-year; feasibility and safety of transportation from new residence to home school; a specific program/activity that contributes to a CYIC's well-being is only available at a home school, etc.);
- The **best interest** decision is made **collaboratively** amongst the school board, education liaison or other Child Welfare representative, student, caregiver, and other relevant key stakeholders; and
- The cost of transportation is reasonable (based on comparative regional costs, mode of transport, distance, etc.).

If it is determined by the REACH Team, in consultation with the student, that it is in the student's best interests to move to a new school, the REACH Team will work with the new school to ensure a seamless transition and continued educational stability for the student (see section 5.1 - School Registration and Transfer Process).

7. DISPUTE RESOLUTION

Periodically, disagreements may arise between Child Welfare Authorities and School Boards. For disputes that have an immediate impact on the student's educational success, an intermediary solution must be implemented within **ten (10) school days** by the REACH team or other structure in place within the School Board. The following dispute resolution process will 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.

- Step 1: The Child Welfare Point Person and School Point Person will be the first level of dispute resolution authority.
- Step 2: If the dispute is not satisfactorily resolved within fifteen (15) school days, the matter will be referred to the Child Welfare Lead and the School Board Lead (see Appendix A).
- Step 3: If the dispute continues to be unresolved within another ten (10) school days, the matter will be further referred to the staff of the respective School Board and Child Welfare Authority listed in the table below.

School Board	Child Welfare Authority
Director of Education Brant Haldimand Norfolk Catholic District School Board	Director of Service Brant Family and Children's Services
Superintendent of Education Conseil scolaire catholique MonAvenir	Director of Child Welfare Services Catholic Children's Aid Society of Hamilton
Superintendent of Student Services Conseil scolaire Viamonde	Director of Service The Children's Aid Society of Haldimand and Norfolk
Superintendent of Education Grand Erie District School Board	Director of Children's Services The Children's Aid Society of Hamilton
Superintendent of Safe Schools Hamilton-Wentworth Catholic District School Board	Manager of Service Ogwadeni:deo
Superintendent of Learning Services: Specialized Services Hamilton-Wentworth District School Board	

All disputes and resolutions should be documented, and the records retained for reference.

8. 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 achieving the goals and objectives of the protocol.

The protocol should be formally reviewed every two years. During the review process, the signatories will share quantitative and qualitative measures to evaluate the protocol and serve as the basis for revisions. Examples of educational outcome measures may include EQAO results, high school credit accumulation, and high school graduation rates.

9. SIGNATORIES



Chris N. Roehrig

Chris N. Roehrig, Director of Education
Brant Haldimand Norfolk Catholic District School Board

Date: 08/03/2018

David Hansen

David Hansen, Director of Education
Hamilton-Wentworth Catholic District School Board

Date: /04/2018

Rocco Gizzarelli

Rocco Gizzarelli, Executive Director
Catholic Children's Aid Society of Hamilton

Date: 28/03/2018

Manny Figueiredo

Manny Figueiredo, Director of Education
Hamilton-Wentworth District School Board

Date: 5/04/2018

André Blais

André Blais, Director of Education
Conseil scolaire catholique MonAvenir

Date: 5/04/18

Darryl DeRoches

Darryl DeRoches, Acting Director
Ogwadeni:deo

Date: 09/04/2018

Martin Bertrand

Martin Bertrand, Director of Education
Conseil scolaire Viamonde

Date: 15/05/2018

Dr. Bernadette Gallagher

Dr. Bernadette Gallagher, Executive Director
The Children's Aid Society of Haldimand and Norfolk

Date: 26/02/2018

B. Blancher

Brenda Blancher, Director of Education
Grand Erie District School Board

Date: 17/05/2018

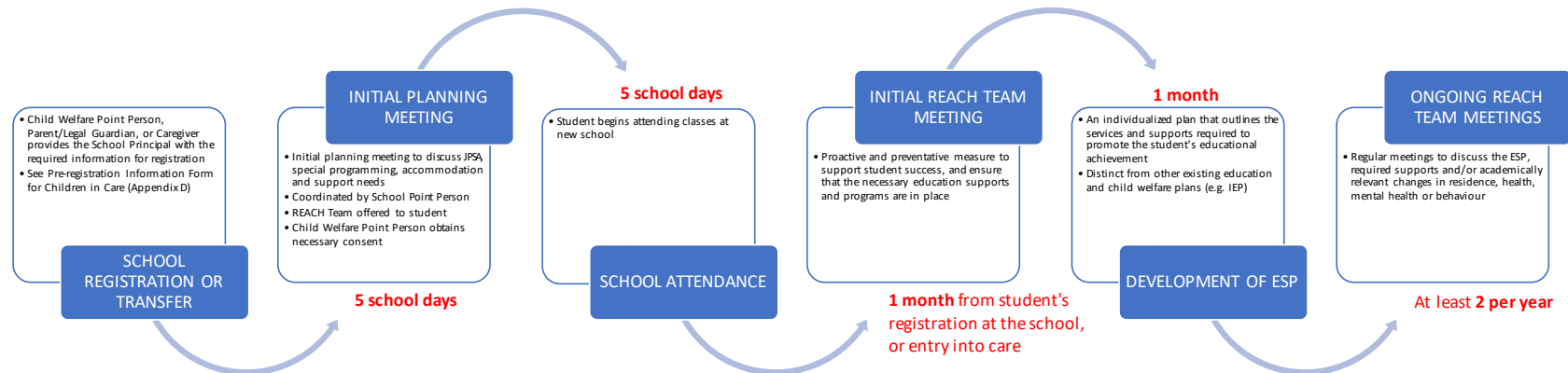
Mary Meyer

Mary Meyer, Interim Executive Director
The Children's Aid Society of Hamilton

Date: 23/02/18

Brant Family and Children's Services will comply in principle with the JPSA but is awaiting endorsement from the Mississaugas of the New Credit First Nation before adding their signature to the protocol.

APPENDIX A: FLOW CHART



The timelines identified are maximum periods to ensure that any challenges are addressed promptly.
If these timelines are not met, then the **dispute resolution** process should be initiated (See section 7 of JPSA).

APPENDIX B: LEAD ROLES & RESPONSIBILITIES

The “Lead” is the primary representative of a Child Welfare Authority or School Board who has been identified to facilitate the implementation of the JPSA in their organization. The responsibilities of the designated Leads also include but are not limited to 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 following table contains a list of the designated Leads for each of the parties.

School Board	Child Welfare Authority
Superintendent Brant Haldimand Norfolk Catholic District School Board	Manager of Children’s Services Brant Family and Children’s Services
Gestionnaire des services cliniques en travail social et en santé mentale Conseil scolaire catholique MonAvenir	Service Director Catholic Children’s Aid Society of Hamilton
Superviseure clinique en travail social Conseil scolaire Viamonde	Child Welfare Supervisor The Children’s Aid Society of Haldimand and Norfolk
Mental Health Lead/Principal Leader Program Grand Erie District School Board	Manager of Children’s Services The Children’s Aid Society of Hamilton
Manager of Social Work Services Hamilton-Wentworth Catholic District School Board	Manager of Service Ogwadeni:de
Assistant Manager of Social Work Services Hamilton-Wentworth District School Board	

APPENDIX C: POINT PERSON ROLES & RESPONSIBILITIES

The “Point Person” is the individual designated by the Child Welfare Authority (e.g. child protection worker) or School Board (e.g. principal) to be the primary contact for all processes involving the individual student.

	School Board	Child Welfare Authority
General Responsibilities	• Monitor the educational progress of each student and ensure that all relevant educational supports outlined in this protocol, including a REACH Team and an ESP, are made available to eligible students • Liaise with the previous school, Child Welfare Point Person, and other appropriate stakeholders to obtain and share relevant information needed to support the student’s educational success • 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 mentorships, cooperative education courses, apprenticeship programs, internships, part-time work, job shadowing, educational supports, etc. • Engage the participation of other school staff when appropriate and with informed consent (e.g., supporting student success, preparing for a REACH Team meeting, developing and implementing the ESP, reporting	• Obtain informed consent • 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 • Provide the School Point Person with information to help identify the student’s strengths and needs in order to facilitate educational programming • 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 • 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 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

	School Board	Child Welfare Authority
	student achievement to caregivers and Child Welfare Point Person)	
REACH and ESP	• Work with the Child Welfare Point Person and appropriate partners to establish a REACH Team for the student • Support and facilitate the development, implementation, monitoring, and review 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 • Monitor the student's educational progress to ensure that the student receives the support he/she requires	• Participate in REACH Team meetings and the development, implementation, monitoring, and review 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 • With input from the student and parent/legal guardian or caregiver, identify and suggest to the REACH Team the participation of other stakeholders, such as Band representatives, cultural advisers, contracted agency staff, and adults significant to the student
When a REACH Team has not been established	• Monitor the student's educational progress and provide the Child Welfare Point Person and/or caregiver with information to ensure student receives the supports he/she needs, as part of the school's regular processes	• 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 • Maintain communication with the School Point Person as appropriate and in accordance with legislation, regulation, and the necessary informed consents • Initiate an annual discussion with the student or parent/legal guardian about establishing a REACH Team to support the student

APPENDIX D: PRE-REGISTRATION INFORMATION FORM FOR CHILDREN IN CARE

Principal's Name: _____

School Name: _____

School Phone: _____ School FAX: _____

Date of Registration Meeting: _____

*****This form with student details is not to be copied without the permission of the Child Welfare Authority.*****

Note: This form has been prepared by the agency worker, in collaboration with the child, to provide **preliminary** planning information regarding the child's education program, and should be placed in the Ontario Student Record.

Part A - Student Details

Student's Legal Name:

Student's Date of Birth: (day/month/year)

Current Grade Level:

Previous School:

Previous School Board:

Names of other biological/step siblings in this school:

Date of most recent admission to care:

Child Welfare Authority Details (check appropriate agency box)

- ☐ Brant Family and Children's Services
- ☐ Catholic Children's Aid Society of Hamilton
- ☐ Ogwadeni:de
- ☐ The Children's Aid Society of Haldimand and Norfolk
- ☐ The Children's Aid Society of Hamilton

Name of Child Protection Worker:

Telephone Contact Number:

Caregivers *as designated by Child Welfare Authority*

Caregiver Name	Indicate Caregiver Role (choose 1)	Telephone Contact
	▪ Kin Placement ▪ Foster Home ▪ Group Home	

Part B – Student Strengths, Interests, Identities, Preferences			
What important things do you want people to know about this student’s strengths, interests, identities, and learning preferences?			
	Yes	No	Unsure
Has this student been Identified through the IPRC process?			
If “yes”, what is the identification?			
Does this student have an Individual Education Plan (IEP)?			
Has this student been placed in a specialized learning environment (e.g. self-contained, or Section classroom)?			
Does this student have a Safe Intervention Plan (SIP)?			
Has this student ever received English Language Learner/English as a Second Language (ELL/ESL) support?			
Has this student fulfilled the Literacy Graduation requirement?			
Has this student fulfilled the Community Involvement Graduation requirement?			
Is the student currently receiving supports for any of the following: medication, behaviour, physical health, emotional well-being, mental health, communication?	If “yes” to any of these supports, please provide additional details:		

Part C – Access Details		
List all persons with signing authority for this student. (Full Name of Persons)	Authority (choose one) - Kin - Foster Parent - Child Protection Worker	
	No	Yes
Are there other agencies or volunteer services (e.g. volunteer drivers) involved with this child?		If “yes”, list agencies:
Are there restrictions related to parental/family access to this child?		If “yes”, please discuss at the time of intake.

APPENDIX E: GLOSSARY

Caregiver	A person providing care to a child or 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 Welfare Authority (also known as Children's Aid Society and Family & Children's Services)	A Child Welfare Authority is a provincially mandated not-for-profit organization that helps to protect infants, children and youth who are experiencing abuse or are at risk of experiencing abuse, physically, sexually, emotionally or through neglect or abandonment. The activities and purpose of a child welfare authority are set out in the <i>Child, Youth and Family Services Act</i> .
Child, Youth and Family Services Act (CYFSA)	Legislation governing the provision of child welfare services in Ontario.
Continued Care and Support for Youth (CCSY)	A voluntary service agreement signed between a youth aged 18 to 21 years and the Child Welfare Authority that identifies services and supports that will be provided by the Child Welfare Authority to the youth. The youth is not considered a child in care but eligible for ongoing services throughout the agreement.
Customary Care	The care and supervision of a First Nation child or youth in need of protection, by a person who is not the child or youth's parent, according to the custom of the child or youth's Band or Native community. The child or youth is not in the care of a Child Welfare Authority.
Education Success Plan (ESP)	A written document that outlines services and supports, and identifies key people and their roles for promoting the educational success of a student involved in the child welfare system. The ESP includes and augments but does not replace plans such as the IEP and the IPP.
Extended Society Care (formerly called Crown Ward)	A child or youth who has been placed in the permanent care of a Child Welfare Authority. The Child Welfare Authority has the responsibility to care for the children and youth.
Identification, Placement and Review Committee (IPRC)	A committee made up of School Board personnel that makes decisions about whether or not a child or youth should be identified as having special needs or exceptionalities and the appropriate placement for that child or youth. The goal of the committee meetings is to ensure that the student has the support and resources necessary to be successful and to reach his/her full potential.

In Care	A child or youth is in care if he/she has been assigned to the care of a Child Welfare Authority. This could occur by way of a court order or temporary care agreement. The Child Welfare Authority has the rights and responsibilities of a parent. The child or youth is placed in an out-of-home placement through kinship care, foster care, or group care.
Individual Education Plan (IEP)	A written plan describing the specific educational program and/or services required by a particular student, based on an assessment of the student's strengths and needs that affect his/her ability to learn and demonstrate learning.
Individual Pathways Plan (IPP)	The primary planning tool that students create and use as they proceed through school towards their initial postsecondary destination. Students in Grades 7 to 12 have a web-based IPP, which they review and revise at least twice a year.
Interim Society Care (formerly called Society Ward)	A child or youth who has been ordered by court into the care and custody of Child Welfare Authority for a specified period of time. There is a plan in place to reunite the family.
Kinship In Care	Care of a child or youth by members of the child or youth's family or community who have been approved by a Child Welfare Authority as foster parents for a child or youth.
Kinship Service	An arrangement whereby a child or youth resides with a relative or community member to prevent an admission into care. The child or youth is not in the care of a Child Welfare Authority, although the placement is supervised by a Child Welfare Authority. There may be an order placing the child or youth in the care and custody of the caregiver, subject to supervision by the Child Welfare Authority, or the placement may be voluntary.
Lead	A representative of a Child Welfare Authority or School Board who has been identified to facilitate the implementation of the JPSA in their organization. The responsibilities of the designated Leads also include but are not limited to 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.
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/legal guardians (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 <i>Freedom of Information and Protection of Privacy legislation</i> .

Parent/Legal Guardian	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 or youth.
Parties	The children and youth who are eligible for the JPSA, their parent(s) and/or legal guardian(s), and the 11 signatories of this agreement (i.e., Child Welfare Authorities and School Boards serving Brant, Haldimand and Norfolk, Hamilton-Wentworth, the Six Nations of the Grand River, and Mississaugas of the New Credit First Nation).
Point Person	A person designated by the Child Welfare Authority or School Board to be the primary contact for all processes involving the individual student.
Postsecondary Pathways	The five possible destinations for students after secondary school: apprenticeship training, community living, work, college, and university.
REACH Team	A group responsible for developing and implementing a plan to support and promote the educational achievement of a student in the care of, or receiving services from, a Child Welfare Authority. The team includes a variety of School Board and Child Welfare Authority personnel, other relevant personnel, and the student, as appropriate for his/her age, developmental level, and cognitive capabilities.
School Day	A day on which school is in session.
Special Education Program	An educational program that is based on and modified by the results of continuous assessment and evaluation. It includes a plan containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.
Special Education Services	Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.
Student Success Leader	A senior staff person in every School Board funded by the Ministry of Education who is responsible for coordinating Student Success initiatives.
Student Success Teacher (SST)	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.

Supervision Order	A court order that provides for the oversight of a child or youth in the home of his/her parent or in the home of a person who is not the child's parent.
Temporary Care Agreement (TCA)	A written document voluntarily signed by a child or youth's parent/legal guardian and the children and youth (if 12 years of age or older) providing for a Child Welfare Authority to have care and custody of the child or 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 (Interim Order)	A court order that places a child or youth in the temporary care and custody of a Child Welfare Authority during an adjournment period.
Voluntary Youth Services Agreement (VYSA)	A voluntary agreement signed between a youth aged 16 or 17 and the Child Welfare Authority that identifies services and supports that will be provided by the Child Welfare Authority to the youth. The youth is not considered a child in care but is eligible for full services throughout the agreement.

APPENDIX F: ACRONYMS

CYFSA	Child, Youth and Family Services Act
ESP	Education Success Plan
EQAO	Education Quality and Accountability Office
IEP	Individual Education Plan
IPP	Individual Pathways Plan
IPRC	Identification, Placement and Review Committee
JPSA	Joint Protocol for Student Achievement
OSR	Ontario Student Record
OSSLT	Ontario Secondary School Literacy Test
REACH	Realizing Educational Achievement for Children/Youth
SST	Student Success Teacher
TCA	Temporary Care Agreement



The Children's Aid Society
OF HAMILTON
La Société d'aide à l'enfance
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