

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT 2024

Ontario 

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INTRODUCTION

The Joint Protocol for Student Achievement (JPSA) has been developed to support the unique circumstances and educational needs of children and youth involved with the child welfare system. It is an agreement between school boards and children's aid societies (societies) to support the academic success and well-being of students in care, or students receiving services from societies, to facilitate school transfers and to ensure access to educational supports and programs. It outlines the scope of important collaborative practices and processes, such as:

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

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 trauma, 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."

The Joint Protocol for Student Achievement (JPSA) details the commitment of **Brant Haldimand Norfolk Catholic District School Board, Conseil Scolaire Catholique Mon Avenir, Conseil Scolaire Viamonde, Grand Erie District School Board, Hamilton- Wentworth Catholic District School Board, Hamilton-Wentworth District School Board, Child and Family Services of Grand Erie, Catholic Children's Aid Society of Hamilton, Hamilton Child and Family Support and Ogwadenedeo**, also referred to in this document as "the parties", to establish and implement the following processes and policies to support academic success and well-being for Kindergarten to Grade 12 students who are eligible for supports under this protocol. The JPSA comes into effect on September 3, 2024.

SCOPE OF THE JPSA

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

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

Note: terms marked with an asterix (*) are defined in the glossary on Page 24.

GOALS AND OBJECTIVES

To help societies and school boards improve the educational success and well-being of students in public schools or alternative education programs* through a framework that:

1. Enhances working relationships, including ongoing collaborative practices and processes that support knowledge exchange and communication within the context of all applicable legislation and regulations;
2. Clarifies roles and responsibilities of partnering societies, schools and school boards, including the engagement of parents/legal guardians, caregivers, Elders, representatives of a child's Indigenous community and diverse communities (e.g. Indigenous, Black, racialized, and 2SLGBTQI+*);
3. Supports children and youth involved with the child welfare system to achieve their full potential through a strength-based, trauma-informed, culturally safe*, responsive and equitable educational approach that acknowledges the diverse needs and intersectional identities of students.

GUIDING PRINCIPLES

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

ROLES AND RESPONSIBILITIES OF SCHOOL & SOCIETY POINT PERSON

The School Point Person

The school principal, or a designate, will be the School Point Person, who will be the primary contact at the school level for all processes involving a student identified by the society with appropriate consents (see **Information Sharing**). The roles and responsibilities of the School Point Person include the following:

General Responsibilities

- Monitor the educational progress of each student and ensure that all relevant educational supports outlined in this protocol, including a Realizing Educational Achievement for Children/Youth* (REACH) Team and an Education Success Plan* (ESP), are made available to eligible students.
- Liaise with the previous school, Society Point Person, and other appropriate partners to obtain and share relevant information needed to support the student's educational success, while ensuring confidentiality and obtaining appropriate consents.
- Ask the parent/legal guardian or caregiver for relevant information about the student's academic successes and challenges.
- Support the student and facilitate support from the parent/legal guardian or caregiver in academic achievement, extracurricular activities, and long-term education and career/life planning.
- Monitor the student's educational progress including attendance to ensure that the student receives the support they require.
- Inform the student and parent/legal guardian or caregiver of supports and opportunities available to the student, including formal and informal mentorships, cooperative education courses, Ontario Youth Apprenticeship Programs (OYAP), internships, part-time work, job shadowing, educational supports (e.g., mental health, well-being, culturally responsive, trauma-informed, and other available programs).
- Engage the participation of other school staff when appropriate and with consent (e.g., supporting student success, preparing for a REACH Team meeting, developing, and implementing the ESP, reporting student achievement to caregivers, Attendance Counsellor and Society Point Person).

REACH Team and ESP Responsibilities

- Work with the Society Point Person and other appropriate partners to establish a REACH Team for the student (see **REACH Team**).
- Support and facilitate the development, implementation, monitoring, review, and updating of the ESP by the REACH Team.
- Encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP.
- Ensure that the needs and strengths of the student are given primary consideration in the development of the ESP.
- Monitor the student's educational progress to ensure that the student receives support.

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

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

The Society Point Person

The Society Point Person will be the primary contact at the society level for all processes involving the student. The Society Point Person could be the student's caseworker or the Education Liaison. The roles and responsibilities of the Society Point Person should include the following:

General Responsibilities

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

REACH Team and ESP Responsibilities

- Participate in REACH Team meetings and in developing, implementing, monitoring, and reviewing the ESP.
- Encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP.
- Ensure that the needs and strengths of the student are given primary consideration in the ESP.
- Ensure the alignment of programming and supports provided by society, the school and board.
- Identify and suggest to the REACH Team the participation of other supporting partners, with input from the parent/legal guardian or caregiver and student, such as community representatives, cultural advisers, contracted agency staff, and adults significant to the student, as appropriate.

Responsibilities when a REACH Team is not established

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

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

INFORMATION SHARING

A society may disclose personal information about a student in the care of or receiving services from the society to a school board or school administrator regarding students for the purpose of supporting and improving educational success and well-being, provided consents are in place where required. Information should be disclosed in a timely manner to authorized persons on a need-to-know basis and in accordance with all applicable legislation and regulations, including but not limited to the *Education Act*, the *Child, Youth and Family Services Act, 2017 (CYFSA)*, the *Youth Criminal Justice Act (YCJA)* and the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

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

- A student who is capable of providing consent to disclose their personal information must give express consent to the disclosure of their information. A student is capable to provide consent if they are able to understand the information that is relevant to deciding whether to consent and they are able to appreciate the reasonably foreseeable consequences of giving or withholding consent.
- For capable students who are under 12, a substitute-decision maker may also provide consent for the student on their behalf.
- Where a student is not capable of providing consent, consent to disclose their personal information may be provided by their substitute decision maker:
- The decision of a capable student to give, withhold or withdraw consent to the society to disclose personal information will always prevail over a conflicting decision by the substitute decision maker. In addition, the substitute decision maker may only give, withhold or withdraw consent on behalf of 16- or 17-year-olds if the student has authorized them in writing to act as their substitute decision maker.
- It is the responsibility of the society to advise the school board when a student is in care and to obtain any consent needed to initiate this protocol and to provide the board with a copy of this consent or confirm the terms of the consent it has obtained.
- The Society Point Person* or Society Lead should provide the parent/legal guardian* and the student with information about any limitations as well as the potential benefits and risks of consenting to the sharing of information between the society and the school so that the parent/legal guardian and the student are reasonably informed before giving or withholding consent.

- There may be other circumstances in which a society and a school board/school are authorized to share information under applicable legislation and regulations, and nothing in this protocol is intended to interfere or limit such authorized disclosure. For example, under [Section 292 of the CYFSA](#) there are circumstances where a service provider may without consent, disclose personal information collected for the purpose of providing a service; for example, to contact a relative, friend or potential substitute decision maker in the case of an emergency and to assess, reduce or eliminate a risk of serious harm. Another example is where information must be reported in accordance with the duty to report that a child is in need of protection under [Section 25 of the CYFSA](#).

The Process for Information Sharing

Personal information about students will be safeguarded and information sharing will only be for authorized purposes. Society and school boards will work together to communicate regularly and provide training on information sharing processes to close communication gaps and enable consistent information sharing. Delays in sharing information and documentation can affect a student's ability to access vital supports and can put their educational success and well-being at risk. The process for sharing information is as follows:

1. After consent is obtained, the Society Lead will provide the designated School Lead with the necessary information regarding the student register with that school who is eligible for support under this protocol. The limits or restrictions on the consent for the society to disclose personal information to the school board will be provided;
2. Societies will consider sharing information about a student's race, ancestry, place of origin, and other factors at the time of school registration, and any other time as needed thereafter, as outlined in Part I, s. 1(2) para 3.iii of the CYFSA, which states that services should take these factors into account (see [guiding principles](#)). This information will facilitate school transfers and the identification of customized supports;
3. Where legally authorized, the principal or School Point Person will facilitate the release of the following information to the Society Point Person, including but not limited to:
 - Report cards and attendance records, including absences (excused/ unexcused/ persistent);
 - Credits and community involvement hours to date (for secondary school students);
 - Individual Education Plan & Identification, Placement and Review Committee documents;
 - Ontario Secondary School Literacy Test & Education Quality Accountability Office* results;
 - Information within the Ontario Student Record (OSR)* necessary to support the student.
4. Each school board/agency will use their own consent forms, ESP documents and all relevant school board documents (e.g. Safety Intervention Plans, Behaviour Support Plans, IEP, transition plans).
5. If there is a change in consent related to information sharing, all relevant parties and institutions, including Indigenous bodies, will be notified in a timely manner.
6. In order to meet the mandate of the two French-language school boards, the Conseil Scolaire Catholique Providence and the Conseil Scolaire Viamonde, in the regions of Hamilton-

Wentworth and Haldimand-Norfolk regions, all documentation sent to English-language school boards will be translated into French within a reasonable timeframe to ensure that messages and events are current.

ADMINISTRATIVE PROCESSES

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

- A graduation from elementary to secondary school;
- A change in residence or placement that necessitates a change in school;
- Registration of a student who is not currently in school, or returning to school after a prolonged absence or returning from a special program
- A transfer from a federally operated or First Nation-operated school to a provincially-funded school or vice-versa.

Where possible, school boards will access **Transportation and Stability Supports*** ([2023-24 Priorities and Partnerships Funding \(PFF\) Memorandum 2023: B05 \(gov.on.ca\)](#)) to allow students who are changing residences to remain in their existing school. (see **Planning for Students Achievement**). Where a change is necessary, thoughtful integrated planning between societies and school boards will occur to help facilitate a successful transition for the student. Providing as much stability as possible for a student is a common goal and attempts will be made to minimize the number of transitions.

School Transfer Process

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

- The Society Lead will provide necessary documentation for registration on an annual basis and any updates within the school year that will support planning for student success.
- For students in the care of a society, the Society Point Person should contact the previous school for relevant documentation and the receiving school to register the student. Where appropriate, the Society Point Person can delegate this action to the guardian or caregiver.
- For students receiving services from a society, the Society Point Person will support the parent/legal guardian or caregiver in registering the student, if appropriate.
- **Considerations for Indigenous Students**
 - ❖ If the family and/or student self-identify as First Nation, Métis, or Inuit, consideration will be given, and consent sought, as to whether a Band Liaison or representative from their community will be involved in administrative processes.
 - ❖ If a student is transitioning between a federally operated or First Nation operated school to a provincially funded school or vice versa, a member of the community, school and REACH

team* will be involved in administrative processes.

- ❖ The Society Point Person will contact the education sector Band Liaison for transfers between a provincially funded school and a First Nation-operated/federally funded school.
 - ❖ If a student who is part of the Anishinabek Education System transfers schools, a representative from the Kinoomaadziwin Education Body* and the REACH team will be involved in the administrative process.
- Consideration will be given by societies as to what representatives should be involved in administrative processes based on a student's race, ancestry, place of origin, and other factors, as outlined in s.1.(2) 3.iii of the CYFSA (see **guiding principles**).
 - When a student is new to a school board, the parent/legal guardian, the society, or the caregiver, as appropriate, will provide the administrators with documentation to meet the enrolment requirements. If the required documentation cannot be provided at the time of registration, school boards, the principal, and/or administrators will consider alternative options (e.g. following up on outstanding documentation) to prevent a delay of the student attending school.
 - A planning meeting will be scheduled by the new school as soon as possible when a move is pending and should occur within five school days of the school's receipt of registration information. If applicable, a student's Individual Education Plan (IEP) and Individual Pathways Plan (IPP) will be shared so the receiving school can better support the student. The student may wish to participate in the meeting and will be invited as appropriate, considering age, developmental level, and cognitive capabilities.
 - After the planning meeting, if attendance at school is not achieved within five school days of the student's relocation to the school's catchment, the dispute resolution process can be initiated (See **Dispute Resolution**).
 - Whenever possible during the transition process, a student will remain in their home school (the school holding the student OSR) without interruption to attendance. In cases where a student cannot remain in their home school, interim bridging strategies must be implemented by the home school to ensure educational continuity.
 - School transfers and registration will be monitored so the student's attendance, safety and well-being are accounted for. A consistent Society Point Person and trusted support person or caring adult (e.g., families, guardians, etc.) will be closely involved, working with the School Point Person.
 - When a student for whom special education equipment was purchased moves to a new school, the equipment must move with the student, unless the move is to another school board and it is deemed impractical to move the equipment. (see [Special Education Funding Guidelines](#)).
 - For students transferring in and out of an Education and Community Partnership Program (ECP)*—formerly 'Care and/or Treatment, Custody and Correctional (CTCC) Programs'—school boards will reference EDU's '[Guidelines for Approval and Provision of an Education and Community Partnership Program 2021-22](#)' for information about transitions, the transfer of information and confidentiality.

School Board Enrolment

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

Boards and schools will be mindful of their responsibilities before and after a student is removed from the register due to prolonged student absences, as outlined in the annual [Enrollment Register Instructions](#)

If a student is not in the care of a society but receives services from a society, the Society Point Person may, if appropriate, offer to provide support to the parent/legal guardian in setting up an appointment for school enrollment when registering the student.

- Base a student's placement and timetable on their strengths, needs, and interests.
- Involve Black Graduation Coaches*, Indigenous Graduation Coaches*, Indigenous Education Leads* and/or Education Liaisons* in school transfer processes to align services and programs available to students.
- Include information about current credits being worked on and any accumulated community involvement hours when transfers take place mid-semester.
- Include information about current credits being worked on and any accumulated community involvement hours when transfers take place mid-semester.
- For students transitioning to a new school, planning at the initial registration meeting will reference the Ministry policy *Creating Pathways to Success* (2013).
- If there are concerns with attendance, involve the board Attendance Counsellor.

¹ As a general rule, children in care should not be charged fees to enrol. Boards may wish to refer to [Section 47 and 49\(6\) of the Education Act](#) for further details. Boards are also reminded of their responsibility to ensure no student who is in Canada unlawfully is denied access to enrol in a school. [Policy/Program](#)

[Memorandum No. 136](#) ("Clarification of Section 49.1 of the *Education Act*: Education of Persons Unlawfully In Canada") provides further clarification.

PLANNING FOR STUDENT ACHIEVEMENT

THE REALIZING EDUCATIONAL ACHIEVEMENT FOR CHILDREN/YOUTH (REACH) TEAM

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

An initial discussion with the School Point Person, the Society Point Person, the student, the parent/legal guardian and other partners or diverse community members will take place to discuss the benefits of establishing a REACH Team prior to implementation.

If the student (or their substitute decision maker) opts not to have a REACH Team, the Principal or School Point Person will monitor the student's educational progress and well-being, and if appropriate consents are in place, provide the Society Point Person and the parent/legal guardian or caregiver with updates as part of the school's regular processes. Opting out of a REACH Team does not preclude the student from accessing other supports offered by the school (e.g., student success teachers*, Indigenous or Black Graduation Coaches, Attendance Counsellor, etc.) or the society (e.g., tutoring, mentoring, cultural supports) or asking for a REACH Team later in the year.

The REACH Team will include, at a minimum:

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

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

- Staff members of a cross-panel elementary school team or a secondary school Student Success Team* or other school/board staff and educational supports as appropriate, including school-board mental health professionals, Education System Navigators*, Indigenous or Black Graduation Coaches, or special education staff;
- The Education Liaison of the society, who supports students, society and board staff, and caregivers in responding to ongoing changes to educational services and navigating and coordinating supports;
- Other identified community partners, as needed, (e.g., cultural advisers, community Elders/Knowledge Keepers/Senators, mental health professionals, youth workers, youth justice workers, Student Family Advocates*);
- A caring adult or mentor nominated by the student (e.g., family friend, mentor);

- A representative from any of a child's communities of First Nations, Inuit, or Métis peoples or the Board Indigenous Lead if the student self-identifies as First Nation, Métis, or Inuk;
- A representative from the Kinoomaadziwin Education Body (if the student is part of the Anishinabek Education system).

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

Responsibilities of the REACH Team:

- Support academic achievement and well-being, and identify learning needs, by creating an Education Success Plan and/or by supporting the implementation of a student's Individual Education Plan* (IEP), specialized services documents (e.g. Safety Intervention Plan, Behaviour Support Plan, Transition Plan) and an Individual Pathways Plan (IPP).
- Promote mental health, well-being and facilitate student involvement in extra-curricular activities, community programs, and employment opportunities.
- Coordinate educational supports and collaborate with other resources across the education and child welfare systems, as needed (e.g. Ontario Education Championship Teams, Youth in Transition Workers).
- Monitor and promote regular school attendance and promote continuity and stability within the education system.
- Identify options and solutions to overcome any barriers to student well-being and success in consultation with the student;
- Celebrate the student's accomplishments.
- Consideration within the meetings the use of Transportation and Stability Supports funding.

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

- Meetings
- The Education Success Plan
- Pathways Planning
- School Attendance
- Providing Continuity for the Student within the Education System
- Community Supports and Extra-Curricular Activities
- Promoting Student Mental Health and Well-Being
- Quality Standards for Education & Collaboration with Residential Licensed Providers
- JPSA Training

Meetings

REACH Team meetings will:

- Occur within the first month of a student's registration at school or the student's entry into care;

- The principal, vice principal, or their designate (school point person) will initiate and plan the REACH team meetings in collaboration with the Society point person.
- Take place at least twice a year, and as requested by members (including the student), to develop, implement, and review the ESP and/or the IPP;
- Be student-centred, strength-based, solution-focused, culturally responsive*, safe and trauma-informed.
- Align, where possible, with existing school reporting periods (or when there is an identified need) and the Society Point Person's and/or caseworker's meetings with the student and the parent/legal guardian or caregiver;
- Include important documents required by schools, school boards and societies, to make informed decisions;
- Be followed by communication between team members and follow-up, as needed with parents/guardian/caregivers and/or a key liaison person in the residential licensed setting.

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

The Education Success Plan (ESP)

Students who consent to have a REACH Team will be offered the opportunity to have an individualized Education Success Plan (ESP). The ESP is a written plan that outlines services and supports and identifies key people and their roles for promoting the educational success and well-being of students. It is to be outcome based, culturally safe, responsive, trauma informed*, focused on solutions, and built on the student's strengths and needs. The plan aligns and augments other plans such as the IEP, the IPP, and where relevant, the Society Plan of Care*, but it does not replace them.

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

- Outline the services and supports needed, including any specific special education program* needs or needs for alternative learning programs, or school-based mental health supports, to enable the student to achieve their identified goals and educational outcomes;
- Identify whether or not an IEP exists, either at the current or previous school board;
- Identify the relevant society and school personnel who have responsibility for the ESP;
- Provide mechanisms that enable partners to communicate and take joint action, based on their knowledge, expertise, and experience, to support the student's learning and well-being;
- Include opportunities to celebrate the accomplishments of the student; and

- Support [education and career](#) pathways planning in the student's 'All About Me' portfolio (K–6) or IPP (Grades 7–12).

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

Pathways Planning to Post-Secondary Destinations

As recommended in the [Blueprint for Fundamental Change to Ontario's Child Welfare System](#), teachers, society caseworkers, caregivers and guardians will have ongoing discussions with students about career plans and post-secondary options starting at an early age. As per Ready, Set Go Guide; Education Addendum, pathways planning for youth in extended society care will be ongoing beginning at the age of 13 to assist young people in identify and navigate education related supports to help them achieve their educational goals. Career planning is reinforced in EDU's [Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools: Policy and Program Requirements, Kindergarten to Grade 12 \(2013\)](#), which requires all students to capture their developing sense of themselves in an "All About Me" portfolio (Kindergarten to Grade 6) and in a web-based IPP (Grades 7 to 12). The REACH Team will support the student's IPP by linking it to opportunities in the ESP and collaborating with the Ontario Education Championship Teams*, post-secondary institutions, businesses, and the community to explore careers and to ensure the student is prepared for post-secondary options. All available programs that support post-secondary access will be considered, including the [Ontario Postsecondary Application Fee Reimbursement Program | ontario.ca](#) the [Living and Learning Grant - Student Loans and Grants, Post-Secondary Student Support Program \(sac-isc.gc.ca\)](#) for Indigenous youth, and the [Registered Education Savings Plan \(RESP\) - Canada.ca](#) the society may have for the student.

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

School Attendance

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

For example:

- When there are early signs that a student is at risk of being suspended, expelled or of withdrawing from school, the School Point Person will notify the REACH Team and the Society Point Person to seek a resolution of the situation to prevent this from occurring;

- When a student has withdrawn from school or is absent for extended periods, the REACH Team will develop a transition plan, including necessary supports, to facilitate the student's return to school;
- When a student is in and out of hospital/medical care or treatment, including for mental health reasons, the REACH team will assess the processes and supports required, including options for alternative programming and school-based mental health supports.
- When students, 18 years of age, have withdrawn from school and would like to re-engage in completing their OSSD, they would be eligible to complete their credits at a high school according to what is best for the student's academic paths, their social integration and their well-being.

As necessary, school board Attendance Counsellors*, Student Success teachers, school-based mental health professionals, including social workers, and other caring adults can be consulted.

In implementing interventions and/or strategies, the REACH Team will follow the procedures outlined in [Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour" \(October 17, 2018\)](#), as well as relevant school board policies and the school's progressive discipline plan. REACH Team members will review the resource guide for school and system leaders '[Supporting Bias-Free Progressive Discipline in Schools](#)' to support early preventative intervention practices that support positive student behaviour.

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

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

The REACH Team, in collaboration with other school personnel, can explore an alternative or adapted home support program including [Supervised Alternative Learning \(SAL\)*](#) 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 Society Lead will consult with the School Board Lead to determine the most appropriate next steps, which may include:

- Consultation with other appropriate society/school board personnel to seek input on next steps;
- A case conference that includes the REACH Team, staff from the school board, the school, the society, and any other relevant parties.

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

- Previous transition and/or attendance plans;
- Documentation on which the decision about the issue in question was based;

- Current relevant assessments held by both the school and the society (e.g., recent report cards, current IEP);
- Relevant content from the OSR (see note below);
- The most recent record of behaviours or academic challenges;
- Options that would result in an entry/transition resolution;
- Possible alternative programming and services that could be offered to the student while a resolution is found.

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

If these steps do not produce a satisfactory resolution, see **Dispute Resolution**.

Providing Continuity for the Student within the Education System

At times, students in care, or receiving services from a Society, may move outside the catchment area of the school they are attending. When this happens:

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

Community Supports and Extra-Curricular Activities

The REACH Team will:

- Support, encourage, and facilitate the student's participation in extra-curricular activities during or after school in the community, including athletic/recreational activities and identity-based/culturally

responsive, trauma-informed supports, as well as tutoring, mentoring, coaching, and land-based learning opportunities;

- Provide Indigenous students with options to take Indigenous language classes and learn about their history and culture;
- Conduct assessments of local supports and services including those available within societies and schools, to determine if and when other community supports/programs and partners need to be involved to support the student's academic success and well-being;
- Make equitable programming and culturally appropriate supports available to Indigenous students, 2SLGBTQI+, Black and racialized students, as a means of addressing disparities and disproportionalities in the child welfare system;
- For students in care, the appropriate level of delegation of signing authority will be determined by the society for school-related matters, such as experiential learning opportunities, class trips, cultural experiences, transportation arrangements, access to student records and, communication to support student success and well-being.

Promoting Student Mental Health and Well-Being

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

Schools are ideal settings for well-being and mental health promotion, prevention and early intervention. Educators and caring adults play a key role in ensuring that students have necessary wrap-around supports both inside and outside the school setting.

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

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

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

Educators, including school administrators, teachers and REACH Team members, will maintain regular communication with licensed residential service providers, such as group homes and foster care homes, to coordinate educational supports, monitor school attendance, enhance

academic success. The Reach team will work to remove barriers to positive conditions for learning and student well-being in licensed residential settings and schools.

Ongoing collaborations between key partners will align with:

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

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

School boards, schools, and societies will develop and share training materials to provide training opportunities on the JPSA to their staff, the REACH team, new staff or members joining the team, as well as to students, parents, caregivers, and guardians. Training materials will be relevant and accessible to diverse communities (Indigenous, Black, racialized, and 2SLGBTQI+), and will promote an understanding of both the education and child welfare sector. Societies and school boards will have a process in place to ensure transfer of knowledge and information about the protocol in the event of staff transitions. Society and School Board Leads will regularly review the responsibilities of participants identified in the protocol with school principals, society managers, caseworkers, and supervisors, and other key senior staff.

Training resources for staff and the Reach Team will include:

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

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

- Student and parent friendly materials outlining the benefits of the JPSA, the Reach Team, the ESP and associated supports;
- Information on setting goals and expectations, creating supportive homework environments, and planning for post-secondary education and/or entry to the workforce.
- Create a monitoring binder or an electronic folder for each student where they track their goals, attendance and accomplishments.

- Maintain regular communication with the Board Indigenous Education Lead and local community through the board Indigenous Education Council. *
- Consider holistic planning that includes reviewing health, mental health and well-being assessments, risk identification/mitigation, childcare, early intervention services, prevention and development services that are culturally safe, responsive, trauma-informed and support the continuity of care to at least age 21.
- Proactively identify interventions and preventative measures at early onset of any challenges to keep students on track to achieving their goals and maintaining well-being.
- Involve parents/legal guardians, caregivers, and staff when planning for transitions back from suspensions and expulsions.
- Establish early and ongoing regular communications with a key contact person identified by the licensed residential setting to support learning and well-being.
- Organize opportunities for community partners to meet the student, members of the REACH Team, or other school and board staff who will be supporting the student.
- Establish early and ongoing regular communications with a key contact person identified by the licenced residential setting to support learning and well-being.

DISPUTE RESOLUTION

If disagreements arise between the parties, dispute resolution strategies will be used to lead to positive educational outcomes for students. Societies and school boards will be aware of each organization's procedures and mandates. The Society Point Persons, Society Leads* or Education Liaisons* can also work with societies and School Board Leads and persons to understand the concerns within each organization and to support a resolution.

The following dispute resolution process will be used to identify solutions for individual cases and at the system level. This process is not an appeal or a legal process.

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

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

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

(Insert name of society)

(Insert society position)

(Insert name of society)

(Insert society position)

(Insert name of school board)

(Insert school board position)

(Insert name of school board)

(Insert school board position)

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

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 of the protocol. Society and School Board Leads will regularly review the responsibilities of participants identified in the protocol with school principals, society managers, caseworkers, and supervisors, and other key senior staff, including at the beginning of each school year.

Quantitative and qualitative measures will be determined at the local level and will be used to evaluate the protocol and serve as the basis for revisions. Individual educational outcome measures will be monitored as well including measures such as the Education Quality and Accountability Office (EQAO) results, high school credit accumulation, suspension and expulsion data, attendance, and high school graduation. Examples of measures to evaluate processes include assessing the number of case planning meetings and how many youth attended those meetings. The protocol will be formally reviewed by all parties every two years.

DESIGNATION OF SOCIETY/SCHOOL BOARD LEADS

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

The designated Society Leads who are the primary contacts:

Education Liaison
Catholic Children's Aid Society of Hamilton

Education Liaison
Hamilton Child and Family Supports

Education Liaison
Child and Family Services of Grand Erie

Education Liaison
Ogwadeni:deo

The designated School Board Leads who are the primary contacts:

Safe, Inclusive and Engaging Schools Lead
Brant Haldimand Norfolk Catholic District
School Board

Superintendent of Education
Grand Erie District School Board

Superintendent of Education
Conseil scolaire catholique Mon Avenir

Superintendent of Safe Schools
Hamilton-Wentworth Catholic District School Board

Superintendent of Education
Conseil scolaire Viamonde

Superintendent of Student Achievement
Hamilton-Wentworth District School
Board

SIGNATORIES

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



Michael McDonald, Director of Education
Brant Haldimand Norfolk Catholic District School Board

Date: 11/20/2024

Michael McDonald

JoAnna Roberto, Director of Education
Grand Erie District School Board

Date: 09/17/2024

JoAnna Roberto

Donna Zan, Executive Director
Catholic Children's Aid Society of Hamilton

Date: 10/04/2024

Donna Zan

Sara Goff, Director Permanency & Resource
Hamilton Child and Family Supports

Date: 09/16/2024

Sara Goff

Sally Johnson, Executive Director
Child and Family Services of Grand Erie

Date: 09/25/2024

Sally Johnson

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

Date: 10/23/2024

David Hansen

Nicole Mollot, directeur de l'éducation
Conseil scolaire catholique Mon Avenir

Date: 11/14/2024

Nicole Mollot

Sheryl Robinson-Petrazzini, Director of Education
Hamilton-Wentworth District School Board

Date: 10/23/2024

Sheryl Robinson-Petrazzini

Michel Laverdière, Interim Director of Education
Conseil scolaire Viamonde

Date: 10/17/2024

Michel Laverdière

Karen Hill, Executive Director
Ogwadeni:deco

Date: 10/31/2024

Karen Hill, Executive Director

APPENDIX A: CONTACT SHEET

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

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

APPENDIX B: GLOSSARY

Alternative Education Programs	Alternative education programs referred to in this document include programs implemented by school boards and/or education partners designed to support and re-engage students.
Attendance Counsellor	District school boards appoint one or more school attendance counsellors who are responsible to enforce compulsory school attendance. School attendance counsellors work with school staff, parents, students and community partners to support student attendance.
Black Graduation Coach	A Black Graduation Coach provides intensive, culturally-responsive support to Black students to address systemic barriers to achievement and support the success and well-being of Black students.
Caregiver	A person providing care to a child/youth in an out-of-home setting. There are two main categories of caregivers: those in family-based, out-of-home settings and those in institutional out-of-home settings. Family-based out-of-home settings may include foster homes and kinship care homes. Institutional out-of-home settings may include group homes.
Child, Youth and Family Services Act, 2017 (CYFSA)	Ontario Legislation governing certain services for children and families, including child welfare services. Replaced the Child and Family Services Act when it came into force in April 2018.
Culturally Responsive	An approach, practice or education that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity.
Cultural Safety	Cultural safety in education, in this document, acknowledges the impacts of colonization, oppression, and systemic racism on Indigenous students and that over time, these have created significant inequities. Cultural safety is intended to look at creating levels of cultural awareness and finding positive approaches to analyze and build on reflective practices to shift the balance of power. Indigenous peoples should feel safe and accepted in terms of their cultural identity, behaviors, and lifestyles and should not feel judged, marginalized, challenged, or harmed as a result of their interactions with services providers through programs and support services.
Customary Care	For the purpose of the <i>Child, Youth and Family Services Act (CYFSA)</i> customary care means the care and supervision of a First Nations, Inuk or Métis child/youth by a person who is not the child/youth's parent, according to the custom of the child/youth's band or First Nations, Inuit or Métis community. The child/youth is not in the care of a society.

Education and Community Partnership Program (ECPP)	The Education and Community Partnership Program (ECPP) (formerly Care and/or Treatment, Custody and Correctional Programs) is for students who cannot attend school due to their primary need for care, treatment or due to a court order. These are collaborative, integrated programs wherein the school board provides the educational component, and the facility provides the care, treatment or youth justice services. ECPP programs are sometimes referred to as Section 23 programs. This is a reference to Section 23 of the Grants for Student Needs which provides the regulatory parameters for the provision of an ECPP program
Education Quality & Accountability Office (EQAO)	<p>An independent organization that conducts the following provincial assessments:</p> <ul style="list-style-type: none"> • Primary (Grade 3) and Junior (Grade 6) assessments of student achievement in reading, writing, and mathematics. • Grade 9 assessments of student achievement in mathematics. • The Grade 10 Ontario Secondary School Literacy Test (OSSLT).
Education Success Plan (ESP)	A written plan that outlines services and supports and identifies key people and their roles for promoting the educational success of a student in the care of, or receiving services from, a society. The ESP includes and augments but does not replace plans such as the Individual Education Plan (IEP) and the Individual Pathways Plan (IPP).
Education Systems Navigator	Education System Navigators (employed by First Nation Education Authorities and Tribal Councils) provide support to students and their families by removing barriers and improving access to education and other support services while students attend secondary school in urban settings. Education System Navigators assist students within the justice system, addiction centers and mental health facilities into education related programs, and support students as they transition between First Nation/Federally-operated schools and Provincially-funded schools.
Education Liaison	The Education Liaison program, launched in 2017-18, is designed to improve the educational outcomes of children and youth in care by coordinating educational services and building capacity within societies to support educational outcomes. Each of the 50 societies across Ontario receives targeted funding to support an Education Liaison.
Extended Society Care	A child/youth in extended society care has been found by a court to be in need of protection and has been placed in the care of a society by court order. The placement is not time limited. The society is obligated to carry out the rights and responsibilities of a parent for the purpose of the child's care. Formerly referred to as Crown wardship.
In Care	A child/youth is in care if they have been assigned to the care of a society due to protection concerns. This could occur by way of a court order or temporary care agreement. The society has the rights and responsibilities of the parent. The child/youth is placed in an out-of-home placement through kinship care, foster care, or group care.

Indigenous Education Council	Since 2007, the Ministry of Education has set the expectation that district school boards establish formalized processes or committees, such as Indigenous Education Councils (IECs), to develop relationships with their Indigenous communities, share information, identify promising practices for supporting Indigenous students, and undertake the collaborative work of implementing programs and initiatives to support Indigenous students
Indigenous Education Lead	The Indigenous Education Lead is critical in supporting programs and initiatives aimed at supporting the academic success and well-being of Indigenous students, closing the achievement gap between Indigenous students and all students, as well as assisting in building the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions. The Indigenous Education Lead supports the school board in its engagements with Indigenous communities, partners, and organizations to co-develop and implement the Board Action Plan on Indigenous Education.
Indigenous Graduation Coach	An Indigenous Graduation Coach supports Indigenous students in obtaining an Ontario Secondary School Diploma by facilitating access and referrals to academic supports and community resources. A Coach also provides relevant supports to Indigenous students as they transition from federally-funded/First Nation-operated schools to provincially-funded secondary schools as well as into post-secondary education, training or labour market opportunities.
Individual Education Plan (IEP)	A written plan describing the specific educational program and/or services required by a particular student, based on an assessment of the student's strengths and needs that affect their ability to learn and demonstrate learning.
Individual Pathways Plan (IPP)	The primary planning tool that students create and use as they proceed through school towards their initial postsecondary destination. All students in Grades 7 to 12 have a web-based IPP, which they review and revise at least twice a year.
Interim Society Care	A child/youth in interim society care has been found to be in need of protection by a court and has been placed by the court in the care of a society for a time-limited period. This placement is subject to review by the court before the time period expires. The society has the rights and responsibilities of a parent for the purpose of the child's care. Formerly referred to as Society wardship.
Jordan's Principle	Jordan's Principle is a 'child-first principle' intended to ensure that First Nations children do not experience denials, delays, or disruption of services ordinarily available to other children due to jurisdictional disputes.
Kinoomaadziwin Education Body	The Kinoomaadziwin Education Body (KEB) is the statutory corporation established by the 23 Participating Anishinabek First Nations to support First Nation delivery of education programs and services related to the Anishinabek Education System (AES), and the central liaison between the 23 Participating Anishinabek First Nations and Ontario on education matters.

Kinship Care	Care of a child/youth by members of the child/youth's family or community who have been approved as foster parents for a child/youth.
Kinship Service	An arrangement whereby a child/youth resides with a relative or community member to prevent an admission into care. The child/youth is not in the care of a society, although the placement is supervised by a society. There may be an order placing the child/youth in the care and custody of the caregiver subject to supervision by the society or the placement may be voluntary.
2SLGBTQI+	Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer or Questioning, and Intersex
Living and Learning Grant	Youth between the ages of 21-24 who have left the care of a society may be eligible for the Living and Learning Grant. Students are considered for the LLG when they submit a full-time OSAP application. The grant currently provides approximately \$2,000 per semester ($\$116.28 \times$ the number of weeks in the student's study period) of full-time study to a maximum of \$6,000 per year for a maximum of four years.
Ontario Child Benefit Equivalent (OCBE)	OCBE funding is provided to societies to support increased access to educational, social, cultural and recreational opportunities for children and youth in care and in customary care (ages 0 -17 inclusive), as well as a savings and financial literacy program that enables older youth (ages 15 – 17 inclusive) to save money to help them transition successfully to independent living. Funds are placed by societies into savings accounts for eligible youth aged 15-17 who are in care and customary care or a Voluntary Youth Service Agreement, to help build their financial assets.
Ontario Education Championship Team	The Ontario Education Championship Teams for Children in Extended Society Care are funded through the Ministry of Colleges and Universities. Teams are composed of partnerships among local school boards, societies, postsecondary institutions and Employment Ontario service providers to support youth in and leaving care to complete secondary school and transition to postsecondary education, training or employment. Formerly referred to as Crown Ward Education Championship Teams (CWEECT).
Ontario Student Record (OSR)	An official record for each student that contains achievement results, credits earned, diploma requirements completed, and other information relevant to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. These records are protected by the <i>Education Act</i> and freedom of information and protection of privacy legislation.
Parent/Legal Guardian	A person who is a biological parent, an adoptive parent, or a person who under a written agreement or court order (which could include voluntary services, supervision orders, and customary care arrangements) has custody of or decision-making responsibility for the child/youth.

REACH Team	A group responsible for developing and implementing a plan to support and promote the educational success of a student in the care of, or receiving services from, a society. The team includes a variety of school, school board, and society personnel, other relevant personnel, and the student, as appropriate for his/her age, developmental level, and cognitive capabilities.
Ready, Set, Go	The Ready Set Go (RSG) program launched in 2023, replacing the Continue Care & Support for Youth (CCSY) program. RSG aims to provide youth transitioning out of care with the supports needed to transition successfully from care to adulthood.
Registered Education Savings Program	RESPs are a special savings account for a child's education after high school. Societies are required to establish for eligible children in care, and youth in a Voluntary Youth Services Agreement if they elect to join the program, and to support planning for the pursuit of post-secondary education or training. Societies are required to use funds to establish RESPs for eligible children and youth, as follows: \$160 per month for eligible children in care who are under the age of six; and \$60 per month for eligible children and youth in care aged six through 17.
School Board Lead	A person in every school board who is identified to facilitate effective cooperation between societies and school boards for all processes related to the implementation of this protocol. The responsibilities of the designated leads include but are not limited to: ensuring implementation of the protocol, ensuring appropriate collection and dissemination of information, protecting personal privacy, intervening when requested where procedures are not followed or organizational barriers are identified, and developing strategies to address these barriers.
School Point Person	A person designated by the School Board Lead or principal who is the primary contact at the school level for all processes involving the student, where the student has been identified as per the Information Sharing section of the JPSA and consent has been received.
Society Lead	A person in every society who is identified to facilitate effective cooperation between societies and school boards for all processes related to the implementation of this protocol. The responsibilities of the designated leads include but are not limited to: ensuring implementation of the protocol, ensuring appropriate collection and dissemination of information, protecting personal privacy, intervening when requested where procedures are not followed or organizational barriers are identified, and developing strategies to address these barriers.
Society Point Person	A person designated by the society who is the primary contact at the society level for all processes involving the individual student.
Special Education Program	An educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan (the Individual Education Plan) containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.

Residential Plan of Care	A plan developed by a residential licensee (which may be a society) for a child placed in a licensed residential setting. The plan of care is intended to be a roadmap that outlines the child’s needs and identifies the services and supports required to meet those needs, support progress towards their goals, and enhance their overall outcomes.
Specialist High Skills Major (SHSM)	An SHSM is a Ministry of Education approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.
Student Family Advocate	The Student and Family Advocates (SFA) offer community-based and culturally relevant advocacy supports to Black students and families in the Greater Toronto Area, Ottawa and Hamilton. They work directly with families and students to develop individual strategies to overcome barriers when navigating school processes and systems.
Student Success Leader	A senior staff person in every school board funded by the Ministry of Education who is responsible for coordinating Student Success initiatives.
Student Success Teacher	A designated teacher in every secondary school who is tasked with tracking the progress of students at risk of not graduating, providing direct support/instruction to students to help them improve their achievement, and working with parents, the broader school, and the local community to improve outcomes for struggling students.
Student Success Team	A team in each secondary school that includes the principal, the Student Success Teacher, a guidance counsellor, and a special education teacher. The team identifies and provides extra attention and support for students who are at risk of not graduating.
Supervised Alternative Learning (SAL)	Supervised Alternative Learning (SAL) is a program designed to re-engage students of compulsory school age (14-17 years old) with serious attendance issues, where other strategies have not been effective. Students in SAL are excused from compulsory attendance by the board SAL Committee to participate in one or more approved activities in an individualized SAL Plan. The SAL Plan may include credit courses or other activities such as volunteering, counselling, training, employment. A primary contact (school staff person) contacts the student at least every 30 calendar days.
Supervision Order	A court order that provides for the oversight by a society of a child/youth’s placement in the home of their parent or in the home of a person who is not the child’s parent. These orders generally impose terms and conditions relating to the child’s care and supervision.

Temporary Care Agreement	A written agreement between a society and a person who is temporarily unable to care adequately for a child in the person's custody providing for the society to have care and custody of the child/youth for a specified period of time. A child who is 12 or older must be a party to this agreement. A temporary care agreement may be made for a period of up to 6 months and can be extended to a maximum total period of 12 months. Under the agreement, the parent/legal guardian may maintain certain parental rights. Any party may terminate a temporary care agreement at any time.
Temporary Care and Custody Order	A court order that places a child/youth in the temporary care and custody of a society during an adjournment period, before the court has made a finding that the child is in need of protection.
Transportation and Stability Supports for Children and Youth in Care	A program that provides funding to provincially-funded district school boards to safeguard supports that enable greater stability for children and youth in care during times of instability and transition.
Trauma-Informed Approach	A trauma-informed lens necessitates that a person be aware of trauma's impacts when working with children. Trauma-informed approaches focus on the strengths of children rather than their faults and help them to establish and achieve goals that they may not have the courage to set for themselves.
Voluntary Youth Services Agreement (VYSA)	If a 16–17-year-old is in need of protection and cannot be adequately protected at home or in their current living situation, and there are no safe options with family or friends, they may enter into an agreement with a society for services and supports, including a housing option that is safe and appropriate. This is called a Voluntary Youth Services Agreement (VYSA). When entering a VYSA, the youth is eligible for a number of supports which may include living arrangements, financial and social supports. The society will work with the youth to develop a Voluntary Youth Services (VYS) Plan that will outline the different supports available to them