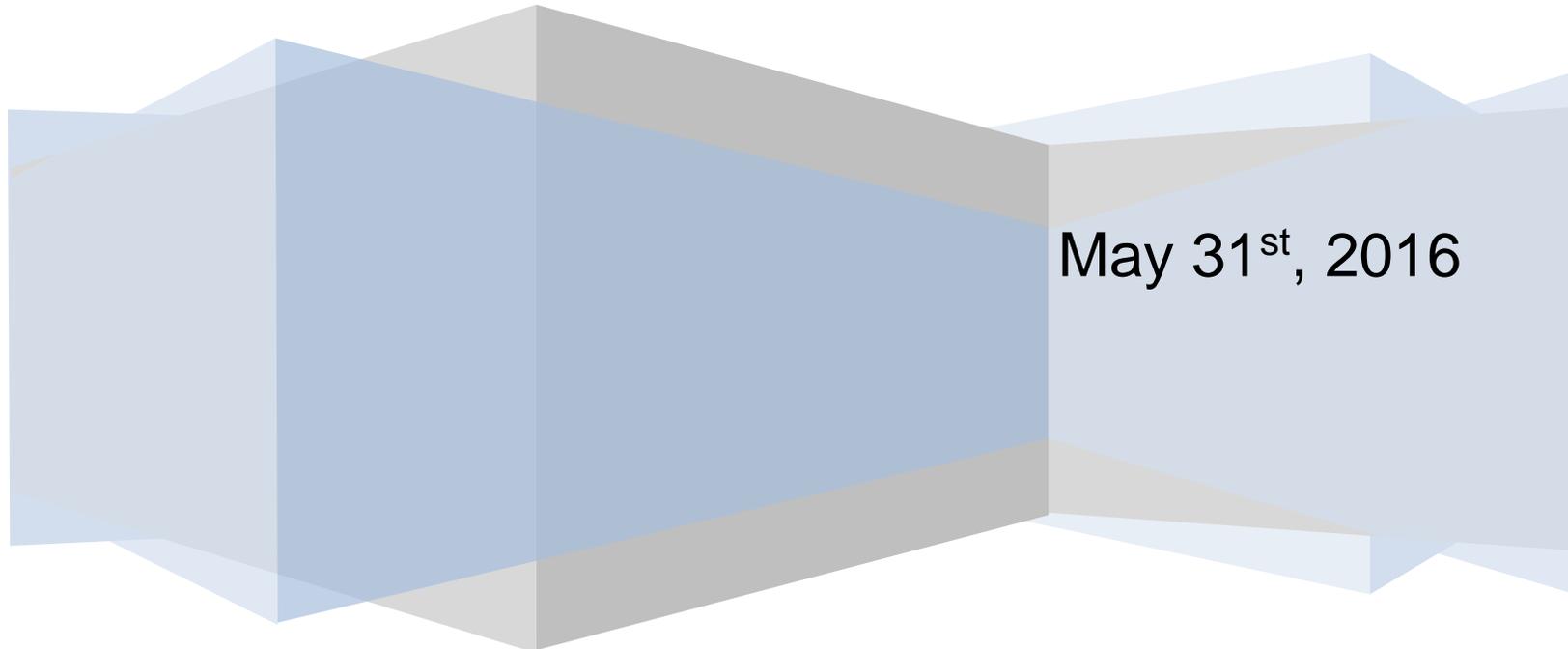


**Family & Children's Services Niagara  
District School Board of Niagara  
Niagara Catholic District School Board  
Conseil scolaire Viamonde  
Conseil scolaire de district catholique Centre Sud**

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



**May 31<sup>st</sup>, 2016**

## Preface

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

In order to support School Boards and CAS in this important work, MCYS and EDU jointly established an External Working Group of educators, CAS representatives, and youth formerly in care to assist in developing a provincial protocol template.

The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering CAS and School Boards in their efforts to enable Kindergarten to Grade 12 students who are a ward of the Crown, former ward of the Crown receiving services from a CAS or a youth subject to Renewed Youth Support services to benefit from the learning opportunities and supports available in schools and to achieve academic success.

In Niagara, there exists a strong collaboration between FACS Niagara, local Boards of education, and post-secondary institutions that has effectively improved upon the educational achievements of children and youth in care. We believe in an integrated approach and have developed protocols to guide our efforts and services in order to support continued improvements.

The ministries recognize that CAS have the authority to communicate with schools about the education of children and youth in their care – i.e., those who are Crown Wards, Society Wards, or under a temporary care order or agreement.

For the purpose of the Niagara JPSA protocol, supports are offered to eligible children and youth on an individual basis who are a ward of the Crown, former ward of the Crown receiving services from a CAS or a youth subject to Renewed Youth Support services and attending Kindergarten to Grade 12. Applicable statutory consents shall be sought where limited information is disclosed and to establish a Realizing Educational Achievement for Children/youth (REACH) Team and Education Success Plan (ESP).

The JPSA protocol includes five key elements:

- **Information disclosure processes** between FACS Niagara, and School Boards;
- **Administrative processes** to support a student transitioning into or out of a school;
- **Planning for student achievement**, including:
  - establishment of a REACH Team to support and promote the educational achievement of the student;
  - development of an individualized ESP;
- **Collaborative resolution process** between FACS Niagara and School Boards for arising concerns related to this protocol, its outlined processes, and roles and responsibilities;
- **Monitoring and evaluation of the protocol**, including a formal review of the protocol every two years.

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## INTRODUCTION

The Joint Protocol for Student Achievement (JPSA) details the commitment of Family & Children's Services Niagara, the District School Board of Niagara, the Niagara Catholic District School Board, the Conseil scolaire Viamonde, and the Conseil scolaire de district catholique Centre Sud also referred to in this document as "the parties", to establish and implement the following processes and policies to support student achievement for Kindergarten to Grade 12 students who are eligible for supports under this protocol. The Niagara JPSA is effective on May 31<sup>st</sup>, 2016.

## FAMILY & CHILDREN'S SERVICES NIAGARA (FACS NIAGARA)

Family and Children's Services (FACS) is a multi service organization which has offered a wide range of child welfare services to the Niagara region since 1898.

As the local Children's Aid Society, Family and Children's Services is the legally mandated agency for the provision of child protection services to the Niagara region. Services include the timely and comprehensive response to reports of child maltreatment, a wide range of services designed to support children and families in their own homes, the provision of foster care and renewed youth services and a full range of adoption services.

As a multi service agency, FACS Niagara operates a fully accredited Family Counseling Centre which includes the delivery of Adult Protective Services, Parent Support programs, Child Care Centers and Ontario Early Years programs.

## DISTRICT SCHOOL BOARD OF NIAGARA

The District School Board of Niagara is committed to providing students with a quality public education that inspires and empowers them to pursue and achieve their dreams. The Board provides a wealth of innovative and engaging programs to all learners. We firmly believe that all children can learn and work tirelessly to reach every single student we are fortunate enough to serve.

The Board also recognizes that important learning also takes place outside the classroom. Whether it happens at home, with friends or out in the community, new life experiences continually shape the way students view and interact with the world. As such, the DSBN values its partnerships. Working with parents, business, community organizations and government allows students to take full advantage of the wide range of rich and vibrant opportunities available to them.

The DSBN is the largest public school board in the Niagara region. Our dedicated staff serve the educational needs of over 36,000 students each day. The Board is governed a Board of eleven elected Trustees who have all committed themselves to supporting an environment where students can thrive.

## **NIAGARA CATHOLIC DISTRICT SCHOOL BOARD**

The Niagara Catholic District School Board provides quality education within the Niagara Peninsula in collaboration with parents, agencies and the community at large.

The mission of the Niagara Catholic School Board as a Catholic community of learners, is to nurture an enriching Catholic Learning Community for all to reach their full potential and become living witnesses of Christ.

## **CONSEIL SCOLAIRE VIAMONDE**

### **La vision**

Un Conseil et des écoles dédiés aux élèves et offrant une formation :

- influencée par des valeurs éducatives orientées vers l'éthique, l'engagement et l'effort, la générosité et le partage, et le respect de la diversité culturelle;
- où les processus d'apprentissage et les compétences visées sont d'une excellente qualité et susceptibles de rendre les élèves aptes à actualiser leur projet de vie dans une société moderne;
- où le personnel est outillé afin de participer activement à créer les conditions optimales à notre réussite collective.

### **L'inclusion au Conseil scolaire Viamonde**

- Dans nos communautés scolaires inclusives, nous respectons et valorisons chaque apprenant dans son cheminement. Nous nous engageons à mettre en place les conditions et les moyens nécessaires en classe pour assurer l'épanouissement de chaque apprenant et pour maximiser leur contribution active à l'école et à la société.
- Nos communautés d'apprentissage professionnelles, enrichies par l'expérience collective, actualisent un modèle de différenciation pédagogique par un continuum de services et d'approches pédagogiques. La collaboration professionnelle favorise la création d'un environnement sain et sécurisant pour chaque apprenant.

## **CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE CENTRE SUD**

The Conseil scolaire de district catholique Centre-Sud firmly believes that the ultimate goal of French-language Catholic schools is to prepare students for the challenges of modern life while respecting Catholic and human values, without ever ceasing to ensure the influence of the French language and the franco-ontarian culture. This protocol takes into account the right of French families to receive services in French under the French Language Services Act. CAS is responsible for the delivery of welfare services for children under the Child and Family Services Act and the French Language Services Act.

The requirement to provide services in French is enshrined in the core provisions of the Child and Family Services Act. The parties recognize the importance of promoting the wellbeing and academic success of students by encouraging working relationships based on cooperation. Each party recognizes the cultural diversity of francophone communities from the Niagara Region. Therefore, support shall follow a tailored approach to language and culture.

## SCOPE OF THE JPSA

This protocol outlines collaborative practices and processes to support the educational success of children and youth on an individual basis attending school from Kindergarten to Grade 12, who are a ward of the Crown, former ward of the Crown receiving services from a CAS or a youth subject to Renewed Youth Support services referred to in this document as “eligible student”.

Collaborative practices and processes for eligible students include:

- Information-disclosure processes with School Boards, and schools consistent with applicable legislation and regulation;
- Administrative processes to support an eligible student transitioning into or out of a school;
- Planning for the eligible student’s achievement, including establishment of Realizing Educational Achievement for Children/youth (REACH) Teams to support and promote the educational achievement of students and the development of Education Success Plans;
- Collaborative resolution processes when applicable, between FACS Niagara and School Boards;
- Monitoring and evaluation of the protocol, including a formal review of the protocol every two years;
- Establishment of roles and responsibilities for the School Board Lead, the FACS Niagara Lead, the School Point Person, and the FACS Niagara Point Person.

## GOALS AND OBJECTIVES

This protocol is intended to assist FACS Niagara and School Boards to:

- Improve the educational achievement of eligible students attending Kindergarten to Grade 12;
- Provide a framework for collaborative practices and processes that supports knowledge exchange, open dialogue, and academic success for eligible students within the context of all applicable legislation and regulations;
- Enhance the working relationships and communication between FACS Niagara and School Boards in order to promote the well-being of eligible students and assist these students to recognize and reach their full potential through both education and work experiences;
- Establish and nurture a collaborative relationship by which FACS Niagara, School Boards, and schools promote educational success as well as an understanding of mutual roles and responsibilities, including engagement of foster parents and caregivers;
- Establish and maintain a local JPSA and maintain current joint protocols between FACS Niagara and School Board signatories of this protocol.

## GUIDING PRINCIPLES

- Eligible students and their foster parents or caregivers, must be welcomed, valued, accepted, supported, and treated with dignity and respected by all parties.
- Eligible students will have access to available opportunities to succeed in school and available and appropriate supports, including cultural supports as required.
- Eligible students and their foster parents or caregivers will be involved in decisions that affect them. Children and youth will participate in the development of their educational pathway as appropriate for their age, developmental level, and cognitive capabilities.
- The strengths and needs of eligible students must be central to all education planning, and plans must be individualized for each child or youth. A strength-based approach shall be used in developing solutions for all children and youth.
- CAS/FACS Niagara, School Boards, and school partners, as well as foster parents or caregivers are important, valued, and respected and share the responsibility to support success in school for eligible students.
- Where a student within the Niagara Region is in the care of another Children's Aid Society and the child or youth is not under the supervision of FACS Niagara, the provisions of this agreement shall be determined in consultation with the child or youth's own Children's Aid Society.
- Options shall be considered for an eligible student to remain in his/her existing school, prior to a decision to transfer the eligible student, in order to promote stability and continuity within the educational setting.

## ELEMENTS OF THE JPSA

Five key elements in the local protocol are essential to achieving the goals and addressing the required scope of an effective protocol to support eligible students to achieve their highest educational potential:

- **Information Disclosure**
- **Administrative Processes**
- **Planning for Student Achievement**
- **Collaborative Resolution Process**
- **Monitoring and Evaluation of the Protocol**

## INFORMATION DISCLOSURE

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

FACS Niagara shall exchange limited personal information respecting eligible students with School Boards of Education for the purpose of initiating JPSA supports.

There may be other circumstances in which FACS Niagara and School Boards are authorized to disclose information under applicable legislation and regulation, and nothing in this protocol is intended to interfere or limit such authorized disclosure. For example, information may be reported in accordance with the duty to report that a child is in need of protection under section 72 of the Child and Family Services Act.

### The Process for Information Disclosure

The collecting and monitoring of educational outcomes and achievements of individual eligible students is an on-going process. Information disclosure shall only be for the purposes of supporting educational achievement as appropriate and relevant.

The process for disclosing information for eligible students is as follows:

1. The FACS Niagara Lead (or designate) will provide the School Board Leads with the identity of eligible students to receive JPSA supports, pursuant to this protocol on an individualized basis including: OEN#, child's name, gender, DOB, age, legal status, grade level, school name, School Board, and service manager. Whenever possible eligible student names will be disclosed as close to the start of each school year in order to initiate supports early on.
2. Where a student becomes eligible during the school year, FACS Niagara shall advise the School Board and provide the applicable statutory consents needed to initiate the protocol. FACS Niagara Lead and School Board Leads will subsequently update their respective JPSA lists.
3. The School Board Lead will verify with the FACS Niagara Lead (or designate) the names of eligible students against the names of students registered in the Board.
4. The School Board Lead will forward the names of verified eligible students in each school to the applicable Principal or designate.
5. The Principal or School Point Person shall facilitate the release of the following information regarding eligible students to FACS Niagara, including but not limited to:
  - School report cards;
  - Credits achieved to date (for a secondary school student);
  - 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.

## ADMINISTRATIVE PROCESSES

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

Although some transitions are a part of childhood development, many related to children and youth who are a ward of the Crown, former ward of the Crown receiving services from a CAS or a youth subject to Renewed Youth Support services occur as a result of circumstances beyond the control of the child/youth, school, or FACS Niagara. The parties agree that providing as much stability as possible for an eligible student is a common goal and that attempts need to be made to minimize the number of transitions. Options shall be considered for an eligible student to remain in his/her existing school, prior to a decision to transfer the eligible student, in order to promote stability and continuity within the educational setting, provided the school agrees that this is in the best interest of the eligible student.

Whenever an eligible student experiences a change in environment from one home placement to another or from one school to another, thoughtful planning between FACS Niagara and School Boards shall help facilitate a successful transition for the eligible student. Such transitions may include:

- Registration in a new school;
- Moving from elementary to secondary school;
- A change in the eligible student's residence that necessitates a change in schools;
- A change in the eligible student's residence that necessitates transportation so that the eligible student can stay in the same school

### School Transfer Process

The following considerations apply to an eligible student that is transitioning from one educational setting to another:

- Where an eligible student requires a change in school, the FACS Niagara Child Protection Worker shall contact the receiving school to arrange for an initial meeting regarding the transfer. This initial meeting may be attended by a FACS Child Protection Worker or designate in accordance with existing School Board and FACS Niagara Protocols, and the eligible student should they wish to participate and it is appropriate, considering age, developmental level, and cognitive capabilities;
- At this initial meeting, the Principal will review all relevant information and will determine if their school is able to offer a program most beneficial to the eligible student;
- Should the initial school be determined not to be a suitable placement, the School Board Lead will work with the Principal and FACS Niagara to determine the best alternative;
- At or following the initial meeting, the school Principal will continue with the registration process;
- Either before or at the time of registration, FACS Niagara Child Protection Worker shall disclose to the Principal required student information for eligible students.

- After registration, if attendance at school is not achieved within the next **five** school days, the collaborative resolution process shall be initiated (see **Collaborative Resolution**).
- Whenever possible during the transition process, an eligible student shall remain in his/her original school without interruption to school attendance. In cases where an eligible student cannot remain in his/her current school, bridging strategies (e.g., Home Instruction, Alternative Education Program or other educational support) must be implemented in the interim to ensure educational continuity.
- In the event that the family and/or eligible student self-identify as First Nation, Métis, or Inuit, or having an indigenous affiliation, consideration shall be given and applicable statutory consents sought as to whether a representative from their community shall be involved in registration processes.
- If an eligible student has ties to or identify with a particular ethnic or linguistic community, consideration shall be given to what type of additional representatives may be appropriate to be involved in registration processes.

## PLANNING FOR STUDENT ACHIEVEMENT

The importance of encouraging and supporting students in activities that maximize learning potential and promote success in both elementary and secondary education settings is critical to future pursuits of postsecondary education and training. To facilitate a collaborative approach between partnering FACS Niagara and School Boards and to support the educational success of eligible students, the following shall be established for an eligible student where supported by the applicable statutory consent.

- REACH Team
- Educational Success Plan (ESP).

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

A REACH Team is intended to be a proactive and preventive measure to support eligible students before greater needs arise, as well as support those who may be experiencing academic challenges.

A REACH Team shall be offered to eligible students that have been identified by FACS Niagara to the School Board.

If a potential eligible student refuses a REACH Team, the Principal or School Point Person shall continue to provide information on academic progress as part of the school's regular processes. Refusal of a REACH Team does not preclude the potential eligible student from accessing other supports offered by the school, FACS Niagara or asking for a REACH Team later in the year.

The REACH Team shall include, at a minimum:

- The School Point Person;
- The FACS Niagara Child Protection Worker;
- The foster parent or caregiver as appropriate;
- The eligible student, as appropriate to his/her age, developmental level, and cognitive capabilities.

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

- Other school staff as appropriate, based on the circumstances of the eligible student (e.g., special education and/or student services staff);
- Other identified stakeholders as needed, based on the circumstances of the eligible student and the school/community (e.g., cultural adviser, community Elder, mental health professional, youth worker, youth justice worker);
- A representative from the First Nation, Métis, or Inuit community if the eligible student self-identifies as First Nation, Métis, or Inuit or having an indigenous affiliation;
- An advocate nominated by the eligible student (e.g. youth group member, family friend, mentor);
- Members of a cross-panel school team (elementary) or of the Student Success Team (secondary).

The responsibilities of the REACH Team include:

- Meeting 2-4 times per year, normally to be aligned with school reporting periods and in special circumstances as requested by REACH Team members, including the eligible student to develop, implement, or revise the ESP;
- Noting the eligible student's learning strengths and needs in the ESP and supporting the implementation of identified strategies required to support the eligible student's educational achievement;
- Supporting specific special education needs of the eligible student;
- Suggesting if and when other community supports/programs and stakeholders need to be involved to support the eligible student's success;
- Communicating with other REACH Team members between meetings, as needed;
- Identifying and implementing opportunities to celebrate the accomplishments, milestones, and successes of the eligible student in order to provide him/her with on-going encouragement;
- Suggesting options and solutions to help maintain continuity of educational supports for the eligible student in case of a change of residence and/or school;
- Supporting the eligible student's pathway planning as outlined in his/her Individual Pathway Plan (IPP) or "All About Me" Portfolio. This support includes identifying opportunities in the ESP and collaborating with Crown Ward Education Championship Teams, post-secondary institutions and other relevant programs supporting students;
- Encouraging the eligible student to plan and prepare for entry to post-secondary studies, training, or the workforce;
- Supporting, encouraging, and facilitating the eligible student's academic achievement, extra-curricular participation, and education and career plans;
- Supporting the eligible student in exploring and pursuing his/her career goals through the following: formal and informal mentorships, cooperative education courses, Ontario Youth Apprenticeship Programs (OYAP), internships, part-time work, job shadowing, educational supports, and other available programs.

REACH Team meetings shall:

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

The Principal/School Point Person or the FACS Niagara Point Person shall notify the REACH Team of, and may request to meet and discuss, any changes or required supports.

## The Education Success Plan (ESP)

Eligible students who agree to engage with a REACH Team shall be offered the opportunity to have an individualized ESP. The ESP is a written record, as a result of a REACH Team meeting, that may include relevant information and action plans (including services and supports and the identification of key people and their roles) for the purpose of supporting and promoting the educational success of the eligible student. The ESP will be developed/ revised as appropriate, at each REACH Team meeting and at consensual subsequent meetings as needed throughout the year.

The ESP is distinct from other existing plans that may support educational success for eligible students, such as FACS Niagara Plan of Care, or the Individual Education Plan (IEP) in the case of eligible students with special education needs. However, the ESP shall build on the supports and elements of plans that are already in place. The ESP is a dynamic document that is monitored, reviewed and held by REACH Team members. Access to the ESP may be provided to other appropriate personnel when authorized by the REACH Team with applicable statutory consent.

The ESP is not to be housed in the eligible student's Ontario Student Record (OSR).

The Education Success Plan (ESP) is intended to:

- Promote the eligible student's educational achievement;
- Be outcome based, focused on solutions, and build on the eligible student's strengths and needs;
- Outline the services and supports needed to enable the eligible student to achieve his/her identified goals and improve educational outcomes;
- Contribute to stability for the eligible 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;
- Provide mechanisms that enable stakeholders to communicate and take joint action, based on their knowledge, expertise, and experience, to support the eligible student in his/her learning;
- Include opportunities to celebrate the accomplishments and successes of the eligible student;
- Support the eligible student's pathways planning as identified in the student's "All About Me" portfolio (K–6) or Individual Pathways Plan (Grades 7–12), including opportunities for apprenticeship training, college, community living, university, or the workplace.

## Pathways Planning

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

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

### **Minimizing Disruptions to School Attendance**

The parties agree that students benefit from adult support to maintain regular school attendance.

To minimize disruptions to school attendance, the REACH Team shall support educators, FACS Niagara Child Protection Workers, foster parents and caregivers in promoting eligible students' regular attendance at school, identifying eligible students who are at risk of leaving school, and minimizing disruptions in school programming.

The REACH Team, in collaboration with other school personnel, will support and encourage any alternative or adapted home support program while the school/Board alternative planning process is underway. If this process does not lead to timely access to school supports and/or programs for the eligible student, the FACS Niagara Lead will consult with the School Board Lead to determine the most appropriate next steps.

### **Providing Continuity for the Student within the Education System**

At times, an eligible student may move to a home outside the catchment area of the school he/she attends.

FACS Niagara and School Boards shall work together with REACH Team members (if applicable), so that:

- Stability is maintained for the eligible student within the education system;
- Accumulated knowledge about the eligible student at the current school is not lost, and is appropriately transferred to the new school;
- Supportive connections between the eligible student and his/her community are maintained;
- Where it is determined that it is best for the eligible student to remain in the current school, the REACH Team shall provide supports as appropriate to facilitate the placement;
- Where it is determined that the eligible student is to move to another school/program, the REACH Team shall work with the new school to ensure a seamless transition.

## Training

The signatories of this protocol commit to on-going training and disclosure of relevant and appropriate resources to promote the eligible student's educational achievement. School Boards and FACS Niagara personnel shall facilitate appropriate disclosure of resources and related training to:

- Enhance CAS caseworkers', foster parents, and caregivers' understanding of how to advocate for and support the eligible student's educational success including topics related to setting goals and expectations, creating supportive homework environments, options and supports for postsecondary education, training, and apprenticeship opportunities that are available to eligible students;
- Enhance teachers, school staff, and school Board personnel understanding of how to support eligible students when faced with mental health, emotional, social, cultural, and educational issues and challenges;
- Remind current staff and inform new staff on an annual basis of the procedures, strategies and roles and responsibilities associated with this protocol to facilitate on-going, consistent implementation.

## COLLABORATIVE RESOLUTION

Periodically, collaborative resolution strategies may need to be implemented to achieve positive educational outcomes for eligible students. The following collaborative resolution strategy will normally be used to identify solutions for individual cases and to address systemic issues. This process is not intended to be an appeal or a legal process.

Step 1: The FACS Niagara Point Person and School Point Person will normally be the first level of collaborative resolution authority.

Step 2: Where the issue is not satisfactorily resolved within 15 school days, the matter will normally be referred to the identified FACS Niagara Lead and the identified School Board Lead.

Step 3: If the issue continues to be unresolved within another 10 school days, the matter shall be further referred to the appropriate supervisory personnel.

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

Appropriate supervisory personnel associated with the protocol signatories will monitor the protocol on an on-going basis. Every two years the protocol will be formally reviewed and evaluated to ensure that it is responsive to each party's needs and is an effective vehicle for realizing the Goals and Objectives of the protocol. Any signatory or designate may initiate this review outside of the formal review process.

Quantitative and qualitative measures shall be used to evaluate the protocol and serve as the basis for revisions and shall be determined by appropriate supervisory personnel associated with the protocol signatories.

## **ROLES AND RESPONSIBILITIES OF SCHOOL BOARD AND FACS LEADS**

A designated lead from FACS Niagara and each School Board shall be identified on an on-going basis to facilitate effective cooperation between FACS Niagara 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.

## **ROLES AND RESPONSIBILITIES OF SCHOOL BOARD AND FACS NIAGARA POINT PERSON**

### **The School Point Person**

The School Board Lead or Principal shall designate a School Point Person, who will be the primary contact at the school level for all processes involving an eligible student (see [Scope of the JPSA](#)). The School Point Person could be the Principal depending on local needs. The roles and responsibilities of the School Point Person include the following when applicable:

#### **General Responsibilities**

- Monitor the educational progress of each eligible 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, FACS Niagara Point Person, and other appropriate stakeholders to obtain and share relevant information needed to support the eligible student's educational success, while ensuring confidentiality and obtaining applicable statutory consent.
- Ask FACS Niagara and the foster parent or caregiver for relevant information about the eligible student's academic successes and challenges.
- Support the eligible student and facilitate support from the foster parent or caregiver in academic achievement, extracurricular activities, and long-term education and career/life planning.
- Inform the eligible student and foster parent or caregiver of supports and opportunities available to the eligible student, including formal and informal mentorship, cooperative education courses, Ontario Youth Apprenticeship Programs (OYAP), internships, part-time work, job shadowing, educational supports, and other available programs.
- Engage the participation of other school staff when appropriate and with applicable statutory consents (e.g., supporting student success, preparing for a REACH Team meeting, developing and implementing the Education Success Plan, reporting eligible student achievement to foster parents or caregivers and FACS/CAS Point Person).

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

- Work with the FACS Niagara Point Person and appropriate partners to establish a REACH Team for the eligible student (see [Scope of the JPSA](#)).
- Support and facilitate the development, implementation, monitoring, review, and updating of the ESP by the REACH Team.
- Encourage the participation of the foster parents or caregiver in the development and implementation of the eligible student's ESP.
- Ensure that the needs and strengths of the eligible student are given primary consideration in the development of the ESP.
- Monitor the eligible student's educational progress to ensure that the eligible student receives the support he/she requires.

### **The FACS Niagara Point Person**

FACS Niagara shall designate a FACS Niagara Point Person, who will be the primary contact at the FACS Niagara level for all processes involving the eligible student. The FACS Niagara Point Person could be the eligible student's child protection worker, depending on local needs.

The roles and responsibilities of the FACS Niagara Point Person shall 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 eligible student's educational success, in accordance with relevant legislation and regulation and applicable statutory consent.
- Provide the School Point Person with information to help identify the eligible student's strengths and needs in order to facilitate educational programming with applicable statutory consent.
- Provide the School Point Person relevant information about the successes and challenges of the eligible student.
- Support the eligible student and facilitate support from the foster parents or caregiver when applicable in academic achievement, extracurricular activities, and long-term education and career planning.
- Attend readmission meetings or expulsion hearings, supporting the foster parent or caregiver to attend as well, as required.

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

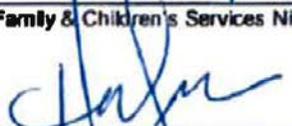
- Participate in REACH Team meetings and in the development, implementation, monitoring, review, and updating of the ESP.
- Encourage the participation of the foster parents or caregiver in the development and implementation of the eligible student's ESP.
- Ensure that the needs and strengths of the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

## SIGNATORIES

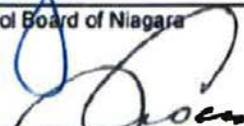
We, the signatories of the partnering Family and Children’s Services Niagara and School Boards, agree to the roles, responsibilities, and processes outlined in this protocol to support student achievement for all eligible students in the care of FACS Niagara, from Kindergarten to Grade 12. We will champion this protocol and the principles it espouses within our organizations.

  
\_\_\_\_\_  
Family & Children’s Services Niagara

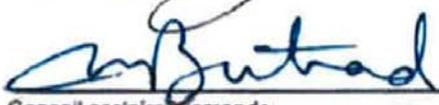
May 31/16  
(Insert Date)

  
\_\_\_\_\_  
District School Board of Niagara

May 31/16  
(Insert Date)

  
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Niagara Catholic District School Board of Niagara

May 31/16  
(Insert Date)

  
\_\_\_\_\_  
Conseil scolaire Diamonde

2016-2-26  
(Insert Date)

  
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Conseil scolaire de district catholique Centre Sud

3/06/16  
(Insert Date)

## APPENDIX: GLOSSARY

<b>CAS/FACS Lead</b>	A person in every CAS who is identified to facilitate effective cooperation between CASs 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.
<b>CAS/FACS Point Person</b>	A person designated by the CAS who is the primary contact at the CAS level for all processes involving the individual eligible student.
<b>Caregiver</b>	A person providing care to a child/youth in an out-of-home setting. There are two main categories of caregivers: those in family-based, out-of-home settings and those in institutional out-of-home settings. Family-based out-of-home settings may include foster homes and kinship care homes. Institutional out-of-home settings may include group homes.
<b>Child and Family Services Act (CFSA)</b>	Legislation governing the provision of child welfare services in Ontario.
<b>Crown Ward</b>	A child or youth who has been placed in the permanent care of a CAS. The CAS has the responsibility to care for the child/youth.
<b>Education Quality And Accountability Office (EQAO)</b>	An independent organization that conducts the following provincial assessments: <ul style="list-style-type: none"><li>• Primary (Grade 3) and Junior (Grade 6) assessments of student achievement in reading, writing, and mathematics</li><li>• Grade 9 assessments of student achievement in mathematics</li><li>• The Grade 10 Ontario Secondary School Literacy Test (OSSLT)</li></ul>
<b>Education Success Plan (ESP)</b>	A written plan that outlines services and supports and identifies key people and their roles for promoting the educational success of an eligible student. The ESP includes and augments but does not replace plans such as the Individual Education Plan (IEP) and the Individual Pathways Plan (IPP).
<b>Former Ward of the Crown</b>	A Crown ward status must be terminated by order of the court. Either the CAS or the youth (aged 16-17yrs) may request the termination.
<b>JPSA Eligible Student</b>	For the purposes of the JPSA, an eligible student refers to any student attending school from Kindergarten to Grade 12 who is a ward of the Crown, former ward of the Crown receiving services from a CAS or a youth subject to Renewed Youth Support services.

<b>In Care</b>	A child/youth is in care if he/she has been found in need of protection pursuant to the provisions of the CFSA Act. This could occur by way of a court order or temporary care agreement. The CAS 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. Under the provisions of the CFSA, the parent retains the rights to direct the child's education for children in the "temporary custody/care" of CAS.
<b>Individual Education Plan (IEP)</b>	A written plan describing the specific educational program and/or services required by a particular student, based on an assessment of the student's strengths and needs that affect his/her ability to learn and demonstrate learning.
<b>Individual Pathways Plan (IPP)</b>	The primary planning tool that students create and use as they proceed through school towards their initial postsecondary destination. All students in Grades 7 to 12 have a web-based IPP, which they review and revise at least twice a year.
<b>Kinship Care</b>	Care of a child/youth by members of the child/youth's family or community who has been approved as foster parents for a child/youth.
<b>Ontario Student Record (OSR)</b>	An official record for each student that contains achievement results, credits earned, diploma requirements completed, and other information relevant to the education of the student. Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. The Education Act and Freedom of Information and Protection of Privacy Act (FIPPA) protect these records.
<b>Parent/Legal Guardian</b>	A person who is a biological parent, an adoptive parent, or a person who under a written agreement or court order (which could include voluntary services, supervision orders, and customary care arrangements) has custody of the child/youth.
<b>Post-Secondary Pathways</b>	The five possible destinations for students after secondary school: apprenticeship training, community living, work, college, and university.
<b>REACH Team</b>	A group responsible for developing and implementing a plan to support and promote the educational achievement of an eligible student. The team includes a variety of school, School Board, and CAS personnel, other relevant personnel, and the eligible student, as appropriate for his/her age, developmental level, and cognitive capabilities.
<b>Renewed Youth Services</b>	An 18yr old youth who was formerly a ward of the Crown and is subject to Renewed Youth Services from a CAS.
<b>School Board Lead</b>	A person in a School Board who is identified to facilitate effective cooperation between CASs and School Boards for all processes related to the implementation of this protocol.
<b>School Point Person</b>	A person designated by the School Board Lead or Principal who is the primary contact at the school level for all processes involving the eligible student.

<b>Special Education Program</b>	An educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.
<b>Special Education Services</b>	Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.
<b>Student Success Leader</b>	A senior staff person in every School Board funded by the Ministry of Education who is responsible for coordinating Student Success initiatives.
<b>Student Success Teacher</b>	A designated teacher in every secondary school who is tasked with tracking the progress of students at risk of not graduating, providing direct support/instruction to students to help them improve their achievement, and working with parents, the broader school, and the local community to improve outcomes for struggling students.
<b>Student Success Team</b>	A team in each secondary school that includes the Principal, the Student Success Teacher, a guidance counsellor, and a special education teacher. The team identifies and provides extra attention and support for students who are at risk of not graduating.
<b>Ward of the Crown</b>	A child or youth who has been placed in the permanent care of a CAS. The CAS has the responsibility to care for the child/youth.