

Kenora-Rainy River Districts Child & Family Services
Anishinaabe Abinoojii Family Services
Northwestern Ontario Métis Child & Family Services
Tikinagan Child & Family Services
Weechi-it-te-win Family Services
Rainy River District School Board
Keewatin-Patricia District School Board
Kenora Catholic District School Board
The Northwest Catholic District School Board
Conseil scolaire de district catholique des Aurores boréales

Joint Protocol for Student Achievement (JPSA)



2023

The educational attainment of children and youth in care is significantly lower than that of the general school population. The Ministry of Children, Community and Social Services (MCCSS) 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.

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

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

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

The Ministries recognize that Societies have the authority to communicate with schools about the education of children and youth in their care. However, for those children and youth who are receiving services from a Society in the community, both the Society and the school need the consent of the parent(s) or legal guardian(s) in order for the Society and the school to exchange information about the student's education and to link students with educational supports.

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INTRODUCTION

The jurisdiction of the Kenora-Rainy River Districts Child and Family Services (KRRDCFS) is set by geographic boundaries and Service Agreements with neighboring First Nation, Métis, and Inuit child welfare agencies. It is bounded by the Manitoba border on the west; Red Lake and Sioux lookout to the north; English River to the east; and the American border to the south.

Anishinaabe Abinoojii Family Services (AAFS) provides mandated protection services to children 0-18, through the Ministry of Children, Community and Social Services, along with our three devolved service agencies, to 13 of the 14 Treaty #3 North First Nations and their members on and off reserve in the district to:

Animakee Wa Zhing #37
Asubpeeschoseewagong Netum Anishinabek
Iskatewizaagegaan #39 Independent Nation
Migisi Sahgaigan First Nation
Naotkamegwanning First Nation
Northwest Angle #33 First Nation
Northwest Angle #37 First Nation
Obashkaandagaang First Nation
Obishikokaang First Nation (Protection Services from Tikinagan CFS)
Ochiichagwe'Babigo'ining First Nation
Wabaseemoong Independent Nation
Shoal Lake #40 First Nation
Wabauskang First Nation
Wabigoon Lake Ojibway Nation
Wauzhushk Onigum Nation

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

Tikinagan Child and Family Services serves a large geographic area, which includes 30 First Nations, as well as Pickle Lake, Savant Lake and Allanwater. On January 30, 2020, Tikinagan’s Ministry designated jurisdiction expanded to the City and District of Thunder Bay for children/families who are members of, or identify with, First Nations affiliated with Tikinagan.

First Nation communities served include:

Aroland First Nation*	Muskrat Dam First Nation
Bearskin Lake First Nation	Neskantaga First Nation
Cat Lake First Nation	Nibinamik First Nation
Deer Lake First Nation	North Caribou Lake First Nation
Eabametoong First Nation	North Spirit Lake First Nation
Fort Severn First Nation	Pikangikum First Nation
Kasabonika Lake First Nation	Poplar Hill First Nation
Keewaywin First Nation	Sachigo Lake First Nation
Kingfisher Lake First Nation	Sandy Lake First Nation
Kitchenuhmaykoosib Inninuwug	Ojibway Nation of Saugeen
Koocheching First Nation	Slate Falls First Nation
Lac Seul First Nation**	Wapekeka First Nation
Marten Falls First Nation	Wawakapewin First Nation
McDowell Lake First Nation	Webequie First Nation
Mishkeegogamang First Nation	Wunnumin Lake First Nation

**Aroland First Nation is within the jurisdiction of the Children's Aid Society of the District of Thunder Bay. Tikinagan provides child protection services to Aroland under an agreement with the Thunder Bay CAS.*

*** Lac Seul First Nation is within the jurisdiction of Kenora-Rainy River Districts Child and Family Services. Tikinagan provides child protection services to Lac Seul under an agreement with Lac Seul and KRRCS.*

In addition to the Ministry designated jurisdiction, Tikinagan also has agreements with Kenora-Rainy River Districts Child and Family Services to provide protection services to “children and families of the Treaty Nine and Five First Nations” in Atikokan, Dryden, Ear Falls, Fort Frances, Ignace, Kenora, Rainy River, Red Lake and Sioux Lookout. Tikinagan has a service office in each First Nation community as well as Sioux Lookout, Dryden, Kenora, Ignace, Red Lake, and Thunder Bay.

Tikinagan provides service through its “Mamow Obiki-ahwahsoowin” service model which means “Everyone Working Together to Raise Our Children”. Mamow Obiki-ahwahsoowin is a community-based approach to the inherent jurisdiction of First Nations to look after their children. Within the Mamow Obiki-ahwahsoowin service model, everyone in the community has a role to play in ensuring the protection and well-being of children.

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

As mandated by the Rainy Lake Tribal Chiefs in March 1982, Weechi-it-te-win Family Services Inc. was founded as an “Anishinaabe Alternative” to mainstream child welfare practices with a continued vision and commitment to the revitalization of a system of care that is rooted in customary, traditional and cultural values of the Anishinaabe members of Treaty #3.

Weechi-it-te-win Family Services Inc. provides Intake and Investigation services along with Resource Support Services to its 10 member First Nations which includes, children’s mental health, capacity building, Training, Education Liaison Support, Youth in Transition and YIT Housing support while direct in-house resourcing by our Community Support Technicians who are overseen by Naaniigaan Abinoojii Manager. These services are available to members of the ten First Nations residing in the Kenora/Rainy River District in Northwestern, Ontario. In accordance with the original vision of our founding fathers, Weechi-it-te-win Family Services Inc., operates under a decentralized, bi-cultural model of services and accordingly, child welfare services through service agreements and family preservation funding has been devolved to each of the ten First Nations and as such, these services are delivered at the community, by the community. which include (Community Care Supervisors, Child in Care Workers, Alternative Care Workers, Family Counselors, Parent Workers, Family Preservation Workers and Secretaries).

The First Nations communities affiliated with Weechi-it-te-win Family Services are:

Anishinaabeg of Naongashing First Nation

Big Grassy First Nation

Couchiching First Nation

Lac La Croix First Nation

Mitaanjigamiing First Nation

Naicatchewenin First Nation

Nigigoonsiminikaaning First Nation

Rainy River First Nations

Seine River First Nation

And their band members, or those eligible for registration as a status Indian and Band membership with these First Nations if they reside within the Municipalities of Kenora, Fort Frances, Rainy River, Atikokan, or surrounding unorganized areas.

Northwestern Ontario Métis Child & Family Services is a child welfare agency working to protect and ensure the safety and well-being of Métis children, youth, adults, Elders, and their families residing in Northwestern Ontario.

This protocol also covers the following school boards that provide educational programming for the following communities and First Nations within the jurisdiction of the boards in Northwestern Ontario.

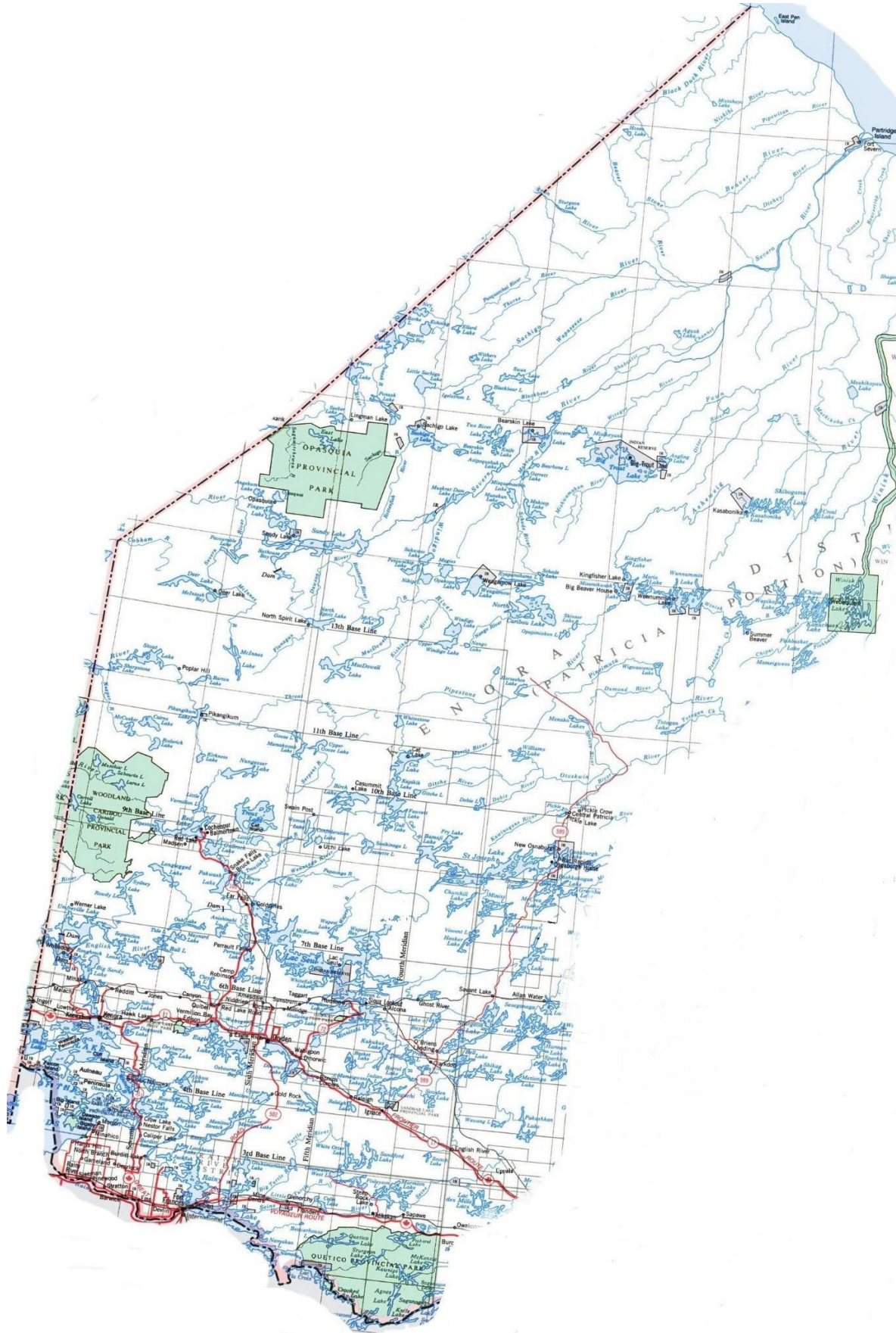
- Conseil scolaire de district catholique des Aurores boréales – Red Lake, Dryden and Ignace
- Rainy River District School Board – Rainy River, Emo, Stratton, Nestor Falls, Fort Frances, Mine Centre and Atikokan
- Kenora Catholic District School Board – Kenora, Keewatin and Red Lake
- Keewatin-Patricia District School Board – Upsula, Ignace, Pickle Lake, Savant Lake, Sioux Lookout, Ear Falls, Red Lake, Dryden, Sioux Narrows, Keewatin and Kenora
- The Northwest Catholic District School Board – Fort Frances, Barwick, Atikokan, Dryden and Sioux Lookout

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

The Joint Protocol for Student Achievement (JPSA) details the commitment of Kenora-Rainy River Districts Child & Family Services, Anishinaabe Abinooji Family Services, Tikinagan Child & Family Services, Northwestern Ontario Métis Child & Family Services, Rainy River District School Board, Keewatin-Patricia District School Board, Kenora Catholic District School Board, The Northwest Catholic District School Board, Conseil scolaire de district catholique des Aurores boréales, Weechi-it-te-win Family Services, 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 JPSA came into effect on *February 1, 2016*.

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

Approximate Geographic Boundary



SCOPE OF THE JPSA

This protocol outlines collaborative practices and processes to support the educational success of children and youth in kindergarten to Grade 12. The protocol will apply to the following children and youth, also referred to in this document as “a student” or “the student”, provided consent is obtained, as per the Information Sharing section:

- children and youth 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 under a temporary care agreement*);
- children and youth receiving voluntary or court-ordered services from a society in the community (e.g., voluntary services, a supervision order*, or customary care arrangements*, or through a Voluntary Youth Services Agreement*)

Note: terms marked with an asterisk (*) are defined in the glossary.

GOALS AND OBJECTIVES

This protocol is intended to help societies and school boards create or enhance local protocols to improve the educational success and well-being of students in public schools or alternative education programs* by providing a framework for:

1. Enhanced working relationships, including ongoing collaborative practices and processes that support knowledge exchange and communication within the context of all applicable legislation and regulations;
2. Clarified 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. 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 should:
 - 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 should 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 should 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 should 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.\(2\)3.iii 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).
- In addition to providing educational supports, we all share a responsibility to protect children from harm. *Ontario's Child, Youth and Family Services Act* (CYFSA 2017) provides for protection for these children. Section 125 of *the Act* states if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall immediately report the suspicion and the information on which it is based to a society; *The Act* explains what must be reported to a Society. It includes physical, sexual and emotional abuse, neglect, and risk of harm. See Appendix 1.

ROLES AND RESPONSIBILITIES OF SCHOOL AND SOCIETY POINT PERSON

The School Point Person

The School Board Lead or Principal should designate a 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 School Point Person could be the principal depending on local needs. 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 identified on the Society list but 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 should designate a Society Point Person who will be the primary contact at the society level for all processes involving the student. The Society Point Person could be the Education Liaison or the student's caseworker, depending on local needs. 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 in order to facilitate educational programming with appropriate consents.
- Ask the parent/legal guardian or caregiver for relevant information about the successes and challenges of the student.
- Support the student and facilitate support from the parent/legal guardian or caregiver in academic achievement, extracurricular activities, and long-term education and career planning.
- Attend 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 of providing 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 16, 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**.

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

- 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 125 of the CYFSA](#).

The Process for Information Sharing

Personal information about students should be safeguarded and information sharing should only be for authorized purposes. Society and school boards should 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. Societies and school boards should customize the below information sharing process as needed with the recognition that the number of students and local needs of societies and school boards vary and there is not a one size fits all approach to information sharing. For example, information regarding students in care can be shared with school boards through a list of students.

The process for sharing information is as follows:

1. The Society Lead should provide the designated School Board Lead* with the necessary information regarding each student eligible for support under this protocol who are registered with that school board after consent is obtained. The limits or restrictions on the consent for the society to disclose personal information to the school board should be provided. The list should include each student's given name and surname, date of birth, gender, and Ontario Education Number, and the name of the school the student currently attends or most recently attended;
2. Societies should 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 would facilitate school transfers and the identification of customized supports;
3. The School Board Lead should verify with the Society Lead the listed names against the names of students registered in the board and ensure the student is registered in one school only. The School Board Lead should then forward the list of verified students in each school to the applicable Principal or School Point Person*;

4. Where legally authorized, the principal or School Point Person should 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.

Best Practices



- Meet regularly throughout the year to discuss progress and information sharing needs, and clearly define roles.
- Create templates and forms for the society to obtain consent to disclose personal information to school boards from students in writing, and ensure that the consents are consistent with Part X of the CYFSA.
- Providing consent has been confirmed, Individual Pathways Plan (IPP)* can be shared with the Principal or School Point Person to help align available school and community programs with the students' pathways towards future careers.
- Use the guiding principles from Ontario's early years pedagogy ([How Does Learning Happen?](#)) to build a bridging strategy when a young child in care is in transition between child care and the first year of Kindergarten.

ADMINISTRATIVE PROCESSES

The parties should 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 should access transportation and stability supports to allow students who are changing residences to remain in their existing school (see **Planning for Student Achievement**). Where a change is necessary, thoughtful integrated planning between societies and school boards should 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 need to 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 should follow the below steps to ensure that school transfers are completed in a timely and efficient manner.

- The School Board Lead should provide the Society Lead with a checklist of documentation for registration on an annual basis and any updates within the school year.
- 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.

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

- For students receiving services from a society, the Society Point Person should 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 should be given, and consent sought as to whether a Band Liaison or representative from their community should 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* should be involved in administrative processes.
 - ❖ The Society Point Person should 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 should be involved in the administrative process.
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- Consideration should 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**).
 - If a student is new to a school board, the parent/legal guardian, the society, or the caregiver, as appropriate, should provide the administrators with documentation to meet the enrolment requirements. If the required documentation cannot be provided at the time of registration, EDU encourages school boards, the principal, and/or administrators to consider alternative options (e.g. following up on outstanding documentation) in order to prevent a delay of the student attending school.
 - A planning meeting should be scheduled by the new school 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) should be shared so the receiving school can better support the student. The student may wish to participate in the meeting and should be invited as appropriate, considering age, developmental level, and cognitive capabilities.
 - After the planning meeting, if attendance at school is not achieved within the next five school days, the dispute resolution process should be initiated (See **Dispute Resolution**).
 - Whenever possible during the transition process, a student should remain in 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 should 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.) should 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 in the opinion of a new school board it is not practical 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 should

- 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 of a school board 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 should consider developing an attendance plan with the student. For information on attendance see [Planning for Student Achievement](#).

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

Best Practices

- Arrange a time for students to take a tour of the new school and to meet a guidance counsellor prior to the first day of classes.
- Hold transition planning meetings in the summer so students can register for courses and avoid delays at the beginning of the school year.
- 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 enrolment 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.
- For students in Grades 7 to 12, planning at the initial registration meeting should reference the Ministry policy [Creating Pathways to Success \(2013\)](#).
- If concerns with attendance, consider involving the board Attendance Counsellor.

See Appendix 3 - Administrative Flowchart

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, as outlined in **Information Sharing**. A strength-based, trauma-informed, culturally safe, responsive and equitable approach should be central to all educational planning. A REACH Team is meant to be a proactive and preventative support offered to all eligible students not only to those experiencing challenges.

It is recommended that 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 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 should 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 should 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, First Nation Education Counsellors, 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 Kinooomaadziwin Education Body (if the student is part of the Anishinabek Education system).

The team should 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 Pathways Plan (IPP), Individual Education Plan* (IEP), or 'All About Me Portfolio'
- 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.

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 should:

- Occur within the first month of a student's registration at school or the student's entry into care;
- 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, IEP;
- Be student-centred, strength-based, solution-focused, culturally responsive*, safe and trauma-informed.
- Align, where possible, with existing school reporting periods 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 should notify the REACH Team of and may request to meet and 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 should 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 intended 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 should be 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 (See Appendix 4).

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 should have ongoing discussions with students about career plans and post-secondary options starting at an early age. The importance of 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 should 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 should be considered, including the Post-secondary Application Fee Reimbursement Program, the Living and Learning Grant*, and the Registered Education Savings Plan* (RESP) the society may have for the student.

The REACH Team should 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 should determine 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 should 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 should 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 should assess the processes and supports required, including options for alternative programming and school-based mental health supports.

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 should 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 should review the resource guide for school and system leaders '[Supporting Bias-Free Progressive Discipline in Schools](#)' to support early prevention 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 should 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 may move outside the catchment area of the school they are attending. When this happens:

- The Society Point Person should inform the principal of the situation and 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 should carefully consider the preferences of the student and where applicable inform the student of all processes, supports and programs available;
- The student should 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 should identify options and solutions to facilitate the placement;
- The parties should 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 should 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 should 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 should:

- 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 should 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 should 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, should 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 should work to remove barriers to positive conditions for learning and student well-being in licensed residential settings and schools.

Ongoing collaborations between key partners should 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 should 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 should be relevant and accessible to diverse communities (Indigenous, Black, racialized, and 2SLGBTQI+), and should promote an understanding of both the education and child welfare sector.

Training resources for staff and the Reach Team could 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 could 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.

Best Practices

- Create a comfortable environment in REACH Team meetings so the student can self-advocate and communicate with the school.
- Leverage the resources currently available at schools to support students.
- Assign a REACH Team member who works at the school to follow up with students regularly for 1:1 check-ins and ensure students are connected with a caring adult.
- 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

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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 societies and schools or school boards, partnering societies and school boards should use dispute resolution strategies to lead to positive educational outcomes for students. The following dispute resolution process may be used to identify solutions for individual cases and at the system level. This process is not intended to be an appeal or a legal process and can be adapted to address local concerns, needs, or culture. School board and partnering societies may also wish to seek legal advice on whether their dispute resolution process complies with applicable laws and policies.

Step 1: Society Point Person and School Point Person should be the first level of dispute resolution authority.

Step 2: If the dispute is not satisfactorily resolved within 10 school days, the matter should be referred to the identified Society Lead and the identified School Board Lead. (See [Designation of Society/School Board Leads](#))

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

Bill Leonard Executive Director Kenora- Rainy River Districts Child & Family Services	Barry Smith Executive Director Anishinaabe Abinooji Family Services
Thelma Morris Executive Director Tikinagan Child and Family Services	Laurie Rose Executive Director Weechi-it-te-win Family Services
Heather Campbell Director of Education Rainy River District School Board	Christy Radbourne Director of Education Keewatin-Patricia District School Board
Nicole Kurtz Director of Education Kenora Catholic District School Board	Jackie Robinson Director of Education The Northwest Catholic District School Board
Mireille Major-Levesque Directrice de l'éducation Conseil scolaire de district catholique des Aurores boréales	Theresa Stenlund Executive Director Northwestern Ontario Métis Child & Family Services

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

MONITORING AND EVALUATION OF THE PROTOCOL

The protocol should 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. (See [Goals and Objectives](#))

Quantitative and qualitative measures should be determined at the local level and should be used to evaluate the protocol and serve as the basis for revisions. Individual educational outcome measures should 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 measure to evaluate processes include assessing the number of case planning meetings and how many youth attended those meetings.

The protocol should be formally reviewed every two years.

DESIGNATION OF SOCIETY/SCHOOL BOARD LEADS

A designated lead from each Society and school board should be 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.

The designated Society Leads who are the primary contacts:

<p>Ramona Sawatzky Director of Services Kenora-Rainy River Districts Child & Family Services ramona.sawatzky@krrcfs.ca</p>	<p>VACANT Anishinaabe Abinoojii Family Services</p>
<p>Bill Kuzemczak Director of Services Tikinagan Child and Family Services billk@tikinagan.org</p>	<p>Michelle Strachan Developmental Support Services Manager Weechi-it-te-win Family Services michelle.strachan@weechi.ca</p>

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The designated School Board Leads who are the primary contacts:

<p>Beth Fairfield Superintendent of Education Rainy River District School Board elizabeth.fairfield@rrdsb.com</p>	<p>Chantal Moore Superintendent of Education for Special Education Keewatin-Patricia District School Board chantal.moore@kpdsb.on.ca</p>
<p>Jamey Robertson Superintendent of Education Kenora Catholic District School Board jrobertson@kcdsb.on.ca</p>	<p>Kim Anderson Superintendent of Education Northwest Catholic District School Board kanderson@tncdsb.on.ca</p>
<p>Alexandra Mauro Direction de service Bien-être et inclusion Conseil scolaire de district catholique des Aurores boréales amauro@csdcab.on.ca</p>	

SIGNATORIES

We, the signatories of the partnership 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.

Kenora-Rainy River Districts Child & Family Services

Bill Leonard

Executive Director



Signature

Date

Anishinaabe Abinoojii Family Services

Vacant

Executive Director


Signature

Date

Tikinagan Child and Family Services

Thelma Morris

Executive Director



Signature

Date

Weechi-it-te-win Family Services

Laurie Rose

Executive Director

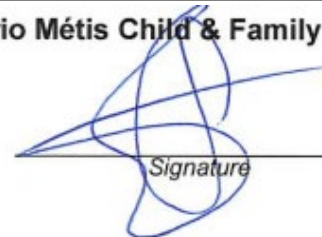

Signature

Date

Northwestern Ontario Métis Child & Family Services

Theresa Stenlund

Executive Director


Signature

Date

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

Rainy River District School Board

Heather Campbell


Signature

Date

Director of Education

Keewatin-Patricia District School Board

Christy Radbourne



Signature

Date

Director of Education

Kenora Catholic District School Board

Nicole Kurtz

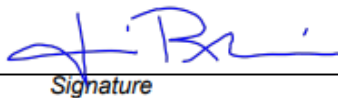

Signature

Date

Director of Education

The Northwest Catholic District School Board

Jackie Robinson

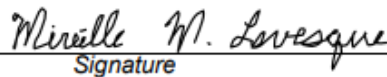

Signature

Date

Director of Education

Conseil scolaire de district catholique des Aurores boréales

Mireille Major-
Levesque


Signature

Date

Directrice de l'éducation

APPENDIX: 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
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

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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)	<p>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).</p>
Education Systems Navigator	<p>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.</p>
Education Liaison	<p>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.</p>
Extended Society Care	<p>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.</p>
Customary Care	<p>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.</p>
In Care	<p>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.</p>

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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.
Kinooomaadziwin Education Body	The Kinooomaadziwin 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.

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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 x 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 (CWECT).
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.

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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.

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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.

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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

Appendix 1: Child Abuse and Neglect Reporting Protocol; Protocol for Reporting and Investigating Alleged Physical and/or Sexual Abuse of a Student by a Board Employee

Reporting and Investigation of Allegations made of Child Abuse and Neglect

Preamble

The procedures stated in this protocol reflect, and should be interpreted in the light of, a commitment by the parties to collaborate to ensure that child welfare services are delivered in a manner that respects the rights and professional obligations of all parties. The parties agree that the overriding principle shall be the provision of child protection services in a manner that is least intrusive and disruptive to children.

The parties agree that it is considered best practice for the child to be interviewed at the school, as the school is a safe and familiar environment for the child. The principal or designate will make every reasonable effort to allow the interview to happen at the school.

The Agency may involve a police officer as a member of the investigation team. In cases of Weechi- it-te-win Family Services, a member of the First Nation child protection team shall also be involved as a member of the investigation team, as part of the Customary Care model.

Child

For purposes of child protection under the CYFSA (2017), a child is a person who is under 18 years of age.

Youths who are 16 to 17 years old who are not the subject of an order under Part III are not the subject of child abuse investigations. Allegations regarding abuse of these persons are more appropriately handled by police. **However, if the school is aware that the 16 to 17 year old has younger siblings, the school is also required to notify the Agency due to potential child protection issues regarding the siblings.**

Duty to Report

Any individual acting in a professional capacity who has reasonable grounds to believe that a child is or may be in need of protection must report this information immediately. A failure to report where there are "reasonable grounds to suspect" that a child is in need of protection can lead to a conviction of an offence which is subject to a fine of up to \$1,000. A failure to comply with the CYFSA (2017) is a defined ground of professional misconduct under the *Ontario College of Teachers Act 1996*.

When a referral is made to the Agency and it is determined that an investigation is warranted due to actual harm caused to a child by omission or commission, Police Services will be contacted by the Agency when appropriate.

Confidentiality

The Agency will withhold the name of the reporting individual. The law does not require parents to be given the name of the reporter, nor is the name of the reporter included in the Child Abuse Register. However, the reporter's name cannot be kept confidential where their testimony is required in Court and/or records belonging to the Agency are subpoenaed to court.

School Procedures

Every call received by the Agency is coded accordingly to the Ontario Child Welfare Eligibility Spectrum. In situations where a teacher, school administrator, professional support person or other Board personnel have reasonable grounds to suspect that a child is in need of protection, the person shall **immediately** report the suspicion and the information on which it is based to the Agency in the jurisdiction that child normally resides. For children who reside on one of the ten First Nations, please contact the First Nation Community Care Program. This is in accordance with Weechi-it-te- win Family Services' Devolution Model, whereby all child welfare services are First Nation based, with Child Protection Services coordinated and conducted with the First Nation Community Care Program Team. In addition, the following communities also offer a devolved service model for Child Protection and Prevention Services: Wabaseemoong Child Welfare Agency (Whitedog), Kitapinoonjiiminaanik Family Services (Grassy) and Shawendaasowin Family Services (Whitefish Bay).

As well, this person shall complete a Child Protection Reporting Form (Appendix B) and immediately submit it to the principal. Note:

- a) Consultation with the Agency is available in situations where the employee is unsure of whether the circumstances constitute reasonable grounds to suspect. In such a consultation, the individual would explain a situation without giving names or other identifying data. The consultation would not constitute a referral or require any follow-up by the agency.
- b) The individual who suspects that a child is in need of protection has a personal and/or professional duty to report directly to the Agency; that **duty cannot be delegated** to or assumed by anyone else, including a principal, professional support staff or senior administrator. The individual may request the presence of any of these staff members while making the report to the agency.
- c) The circumstances in which a child may be in need of protection may require an individual to exercise considerable judgement. The individual may wish to discuss the situation with a principal or designate. Consultation should be available. **However, consultation shall not remove the reporting obligation from the individual or impede the timeliness of the report.**
- d) The suspecting person may need to ask questions of the child or parent to clarify information. **Questioning should occur only to the point where the person involved has a reasonable suspicion that the child is in need of protection.** Any further questioning constitutes investigation and is the responsibility of the Agency.
- e) There is an on-going duty to report if there are reasonable grounds to suspect that a child is in need of protection.

Agency Procedures

Whenever a report is made to the Agency requiring an investigation, investigating workers shall follow the following procedures:

- a) The worker will contact the principal or designate prior to arriving at the school. The investigating worker will:
 - i. Identify themselves by name;
 - ii. Inform the school whether a collaborative team approach involving a police officer and/or Family Service Worker and/or First Nation Child Protection Team Member will be used to investigate the referral;
 - iii. Advise the school of the time the investigating worker or team will arrive;
 - iv. Request a private meeting space.
- b) When arriving at the school, the worker will:
 - i. Stop at the school office and present Agency identification to the principal or designate;
 - ii. Request background information from the school personnel who made the referral;
 - iii. Request to interview the child, and siblings if they attend the same school. In the event that the child's statement needs to be videotaped, the child will be taken to an appropriate facility.
- c) Before interviewing the child(ren), the investigating worker:
 - i. Will contact and seek the consent of the legal guardian(s) prior to the interview, encouraging them to attend at the school, or advise the principal or designate that the best interests of the child requires the interview to occur without the prior knowledge and in the absence of the legal guardian(s). This decision will be made by the individual workers or team in consultation with the principal or designate.

Note: In all situations where an interview proceeds without the prior knowledge and participation of the legal guardian(s), the Agency worker will be responsible for contacting the legal guardian(s) before the child returns home on the same day when circumstances permit or as soon thereafter as possible. The work will clarify with the principal or designate the timelines involved.
 - ii. Shall consult with the principal or designate regarding having an adult support person to be present at the school interview if this is deemed to be in the best interest of the child. Participation shall be in a supportive role only.
 - iii. Should the principal or designate not approve the request to interview the child on school property or if the investigating worker or team believes that an alternative environment is more conducive to interviewing the child(ren), the investigating worker must apprehend the child or obtain parental/guardian consent to remove the child from the school.

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- d) If information and/or evidence indicates a child is in need of protection during the investigation at the school, the investigation worker:
 - i. May apprehend the child;
 - ii. Will immediately contact the principal or designate, if the child is apprehended;
 - iii. Will contact the principal or designate as soon as possible if the child will be taken from the school to a place of safety (typically for a medical examination and later to a Foster Home);
 - iv. Will inform the child's legal guardian(s) of the apprehension or involvement before the end of the school day when possible.

- e) When a child is apprehended, the worker will:
 - i. Advise the principal or designate before the commencement of the next school day whether the child will be in class that day or if the child will be transferring to another school.
 - ii. Arrange a transfer to another school with the principal if a transfer is deemed necessary. The worker will give careful consideration to maintaining continuity in school placement.
 - iii. Immediately advise the school of the child's alternative living arrangement (foster home, relatives) and identify any part of the safety plan that involves the school.
 - iv. Inform the parents/guardians that an apprehension of their child has taken place. Reasonable effort will be made to ensure that this notice shall occur before the child returns home.

- f) If the child is to remain at home and it is determined that protection concerns exist, the worker:
 - i. Will make every attempt to contact the legal guardians of the child(ren) before the child returns home the same day in those instances where the legal guardians are not notified prior to the interview.
 - ii. Will include the school as a resource for the child. The investigating worker will ask the school to inform the Agency of any information that would indicate that the risk to the child has increased or decreased. The investigating worker will identify these indicators in writing to the school.
 - iii. In the event that the Agency terminates its involvement with a family where the child remains at home and where consents have been attained, the worker may inform the school in writing that the file has been closed and request the school to inform the Agency of any changes in the circumstances that would believe to increase the risk to the child(ren).

- g) If the investigation team determines that protection concerns do not exist, the worker will advise the school of this finding.

- h) In all cases, the Agency, upon obtaining the appropriate consents from the parents/guardians, shall notify the school in writing when a child ceases to be involved with the Agency.

Allegations Made Against a School Board Employee

- a) When an Agency receives a report that a teacher, support staff or other school board employee is suspected of conduct in the school environment which places a child in need of protection, the Agency will notify the principal or supervisor when it is determined that an investigation is required. The principal or supervisor will notify the Superintendent of Education. In situations where a principal is suspected of such conduct, the Superintendent of Education/Supervisory Officer will be notified directly.
- b) When an Agency receives a report that a teacher, support staff or other school board employee is suspected of conduct in their personal life away from the school environment which places a child in need of protection, the Agency will notify the principal or supervisor when it is determined that an investigation is required. The principal or supervisor will notify the Superintendent of Education. In situations where a principal is suspected of such conduct, the Superintendent of Education/Supervisory Officer will be notified directly.
- c) A staff person or volunteer who has made a report regarding a specific situation and is not satisfied with the response may contact the Superintendent of Education/Supervisory Officer directly.
- d) The Superintendent of Education/Supervisory Officer will advise the staff member of the allegation and investigation. The school board will undertake appropriate measures to ensure the safety of any other alleged or potential victims through whatever means deemed appropriate, including interim suspension of the employee or removal from the school setting.
- e) Notwithstanding section 18(1)(b), *Regulation Made Under the Teaching Profession Act*, a teacher shall not report to a fellow teacher that an allegation or disclosure has occurred. This procedure is designed to secure the safety of the student, to ensure that the rights of the victim and the accused person are protected and to prevent possible destruction of evidence. School board staff and volunteers are expected to be supportive of a student who has come forward, and will respect and protect the confidentiality of the disclosure within legal confines. Only staff who need to know and who will in no way jeopardize the investigation will be informed of the disclosure.
- f) The school board will provide access to any relevant information within legal confines.
- g) In instances involving school personnel, it must be remembered that the school board has two key areas of responsibility:
- i. Acting in “loco parentis” for the children registered within their school system.
 - ii. Serving as the employer of the person who is the alleged abuser. It is the employer’s determination whether the accused employee shall be relieved of duties or re-assigned during an investigation. The Agency may advise the employer in this regard.
- h) Where a situation involving a staff person is reported to an Agency or the police, and they decide not to pursue the matter, the matter may be reviewed by the

Superintendent of Education/Supervisory Officer in order to establish whether further action is warranted.

- i) The Superintendent of Education/Supervisory Officer will be responsible for ensuring that an internal investigation of circumstances is conducted and that appropriate measures have been taken to ensure the safety of the child(ren) at risk. The investigation and course of action shall be coordinated in consultation with the investigating agency and the police.

Appendices

Appendix A –“Reporting Child Abuse and Neglect: It’s Your Duty Your responsibilities under the Child, Youth and Family Services Act, 2017” (Content from Brochure)

Introduction

Ontario’s Child, Youth and Family Services Act (CYFSA 2017) provides for a broad range of services for families and children, including children who are or may be victims of child abuse or neglect.

Section 125 of the CYFSA states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children’s aid society (society). The CYFSA defines the phrase “child in need of protection” and explains what must be reported to a society. It includes physical, sexual and emotional abuse, neglect, and risk of harm.

The duty to report applies to any child who is, or appears to be, under the age of 16 years. On January 1, 2018, Ontario raised the age of protection from 16 to 18. A professional, or member of the public, who is concerned that a 16-or 17-year-old is or may be in need of protection may, but is not required to, make a report to a society and the society is required to assess the reported information. [CYFSA, s. 125(4)]

This brochure summarizes reporting responsibilities under Ontario’s *Child, Youth and Family Services Act*. It is not meant to give specific legal advice. If you have questions about a given situation, you should consult a lawyer or the children’s aid society.

Duty to Report Child in need of Protection

If a person who performs professional or official duties with respect to children, has reasonable grounds to suspect harm, the person shall immediately report the suspicion and the information on which it is based to a society. Harm is defined as:

1. The child has suffered physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. failure to adequately care for, provide for, supervise or protect the child, or
 - ii. pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually abused or sexually exploited.
5. The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, the treatment on the child's behalf.
6. The child has suffered emotional harm, demonstrated by serious,
 - i. anxiety,
 - ii. depression,
 - iii. withdrawal,
 - iv. self-destructive or aggressive behaviour, or
 - v. delayed development,

and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.

7. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
8. There is a risk that the child is likely to suffer emotional harm and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to prevent the harm.
9. The child suffers from a mental, emotional or developmental condition that, if not remedied,

10. could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is younger than 12 and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to treatment.
13. The child is younger than 12 and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

Ongoing Duty to Report

1. A person who has additional reasonable grounds to suspect harm described shall make a further report even if the person has made previous reports with respect to the same child.
2. You must report directly.

What are "reasonable grounds to suspect?"

It is not necessary for you to be certain a child is or may be in need of protection to make a report to a society. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need in order to decide to report.

Penalty for Failure to Report

Professionals and officials have the same duty as the rest of the public to report their suspicion that a child is or may be in need of protection. However, the CYFSA recognizes that people working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. Any professional or official who fails to report a suspicion is liable on conviction to a fine of up to \$5,000, if they obtained the information in the course of their professional or official duties. Reporting is not mandatory in the case of 16- and 17- year-olds and the offence/penalty provisions don't apply. [CYFSA s.125 (5), (8), (9)]

Teachers, early childhood educators, school principals, social workers, counsellors, youth and recreation workers, education assistants, and operator or employee of a childcare centre or provider of licensed childcare have a duty to report. Although the information reported may be confidential or privileged, and no action for making the report shall be made against you for reporting (unless you act maliciously or without reasonable grounds for the suspicion).

The society will investigate the information. The society has the responsibility and authority to investigate allegations and to protect children. The society may involve the police and other community agencies. All societies provide emergency service 24 hours a day, seven days a week.

A children's aid society worker may, as part of the investigation and plan to protect the child, involve the police and other community agencies.

How to Contact a Children's Aid Society

Check the telephone directory for the office closest to you. In some communities, the children's aid society is known as "family and children's services". The emergency pages in most Ontario telephone directories have the number to call to report to a children's aid society.

All the children's aid societies/family and children's services have emergency service 24 hours a day, so that you can call anytime.

For More Information

Contact your local children's aid society or family and children's services. If you suspect that a child is or may be in need of protection, contact a children's aid society immediately. Your co-operation is vital to making Ontario's child protection system work.

Appendix B – Child Protection Reporting Form

REPORTING SUSPECTED CASES OF CHILDREN IN NEED OF PROTECTION

This form is to be completed and fully communicated to the Agency by the person reporting the suspicion of a child in need of protection. A copy is to be kept in a confidential file, separate from the OSR, in the school office.

BACKGROUND INFORMATION

Student's Name:

D.O.B:

MMM/DD/YYYY

School Name:

DATE:

MMM/DD/YYYY

Reported to the Agency by:

Name of the Agency:

Name of Contact Person:

Information Supporting the Allegation of a Child in Need of Protection:

SIGNATURES

Employee

Principal/Designate

Reported by:

Position:

Follow-up Information:

FOR SCHOOL USE ONLY

Appendix 2: Consents

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT



Anishinaabe Abinoojii
Family Services



Tikinagan Child & Family Services



**CONSENT TO RELEASE AND OBTAIN
INFORMATION
and/or Access to Students on School Property**

I, _____, _____,
(Print Name) (Specify Self, Parent/Guardian)

hereby consent to release the following information compiled within the records of **the Agency**:

- Reason for Service
- Risk Issues
- Service Plan
- Other: _____

to _____
(Educational Facility)

I also give consent to **the Agency** to obtain the following information from the aforementioned service provider:

- Ontario School Record (OSR)
- Attendance Report
- Assessment Report and Recommendations
- Goals and Progress
- Parental Involvement
- Other: _____

I also give consent to authorize employees of **the Agency** to have access to the person (client) named below at the school, for the following purposes:

The specified information in respect of _____
(Client's Name)

is to be exchanged for the purpose of provision and coordination of services.

This consent is valid from the date of signing indicated below until
or earlier if withdrawn in writing by the undersigned.

The undersigned understands the nature of this consent and is signing the consent voluntarily.

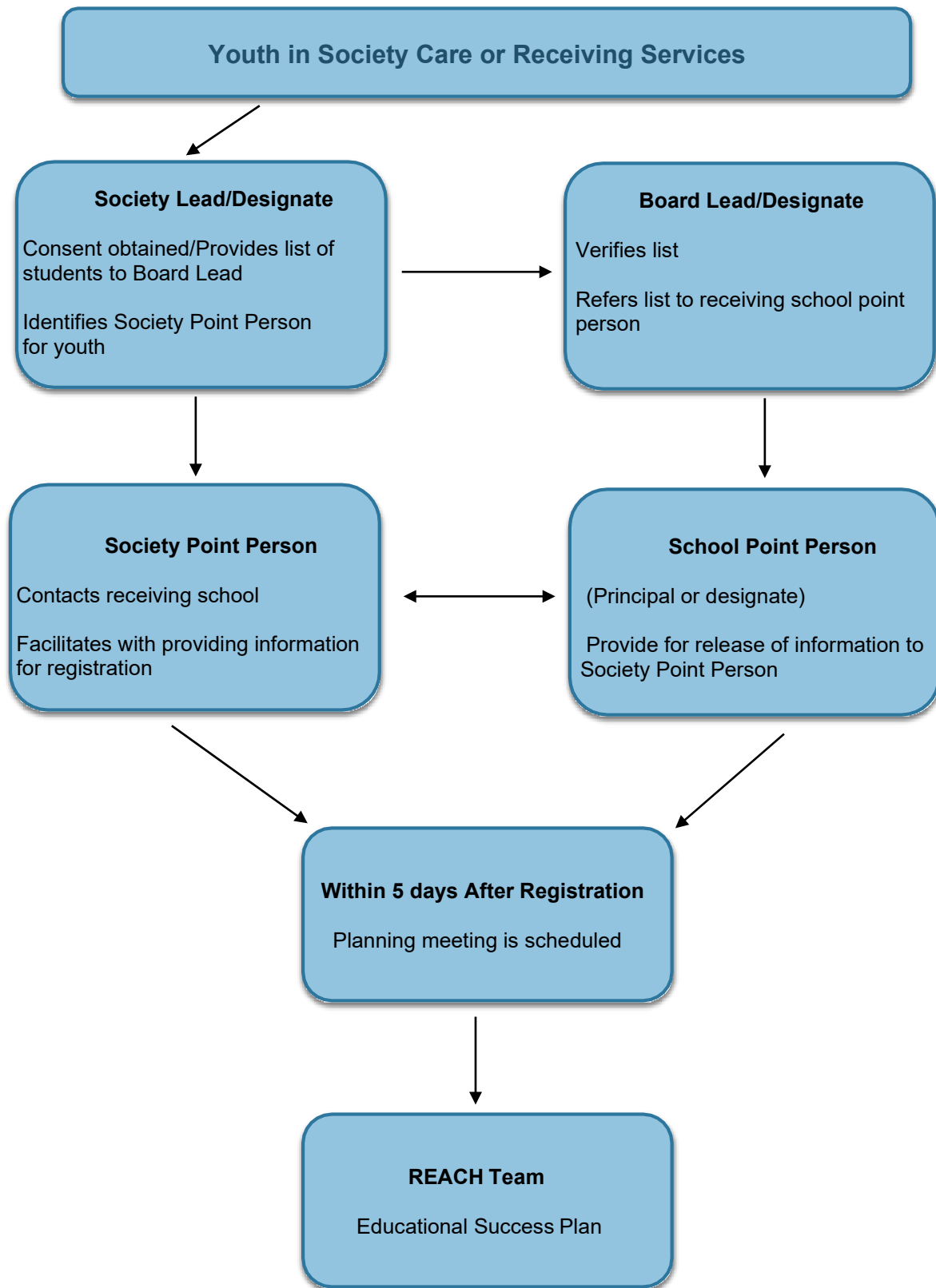
Witness

Signature

Date

Appendix 3: Administrative Flow Chart

Administrative Processes



Appendix 4: Educational Success Plan



Conseil scolaire
de district catholique des
Aurores boréales.ca



EDUCATION SUCCESS PLAN

Date (MMM/DD/YYYY):

Student Information	
Student's Legal Name:	
Student's Preferred Name (if different from legal name):	
Date of Birth (MMM/DD/YYYY):	Gender:
Address:	
Phone Number(s):	
Current Grade:	OEN:
School Name:	
School Phone Number:	
School Year:	Term/Semester:

Instructions:

This page is intended as information only. It is not required to be completed at each REACH Team meeting. Complete and attach the Education Success Plan Summary following each REACH Team meeting.

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

“The ESP should be developed/amended within one month of the student’s start in the school, or as needed throughout the year, with consent.” (JPSA, The Educational Success Plan (ESP))

Sources of Information for Consideration:

OSR IEP IPP/All About Me	Student Parent/Guardian School Staff	The Agency Staff Other Support Person Other
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Distribution:

OSR Documentation
Folder The Agency File

EDUCATION SUCCESS PLAN SUMMARY

Meeting #: _____ Date: _____

REACH Team Members in Attendance	
School Point Person:	The Agency Point Person:
Student:	Parent/Legal Guardian:
Other School Staff:	Stakeholder(s)/Advocate(s):

Student Strengths/Interests/Needs
Action Required (What can we do to support the student’s needs?)

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

Person(s) Responsible (Include school-based and community-based supports)
Timeline
Progress

Next Meeting Date: _____

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