

ADMINISTRATIVE PROCEDURES

SUBJECT: EDUCATION PROGRAMS – EDUCATION AND COMMUNITY PARTNERSHIP PROGRAM (ECPP) FACILITIES
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BACKGROUND

The Lambton Kent District School Board is committed to the success and well-being of every child and youth.

The Ministry of Education, through legislative grants, provides opportunities for school boards to enter into education agreements with government-approved care, treatment, custodial and correctional facilities. The Lambton Kent District School Board is an approved district school board that is able to provide an Education and Community Partnership Program (ECPP).

The Ministry of Education is committed to supporting all students, so they have the skills to succeed in school and life. As an integrated part of Ontario's education system, the Education and Community Partnership Program (ECPP):

- Provides critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services; and
- Facilitates transitions to future educational success.

ECPPs are collaborative partnerships between Ontario district school boards and government-approved facilities such as children's mental health agencies, hospitals, or youth detention centres. District school boards provide the educational component ("Education Program") while facilities provide the care and/or treatment or rehabilitation ("ECPP Services"). Children and youth in these programs may have:

- Special Education Needs
- Physical or mental health needs requiring them to be hospitalized
- Possible or diagnosed mental health or psychiatric needs
- Severe emotional and behavioural needs
- Addictions and/or
- Be in conflict with the law or at risk of being in conflict with the law

PURPOSE OF AN ECPP PROGRAM

The government of Ontario expects all students to attend school. Where a student has special education needs, these needs should be accommodated through programs and services offered through the school board/school. **An ECPP is only for students who cannot attend their regular school because of their primary need for care, treatment, and/or rehabilitation services.** For more information, please refer to [Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide, 2017](#)

Students attending an ECPP are among our most vulnerable learners and may be at risk of not completing elementary and/or secondary education. Although these students have primary needs other than education,

the Ministry recognizes that maintaining continuity of education during periods of care, treatment, and/or rehabilitation complements and supports treatment objectives and improved life outcomes for students.

Education programs must be designed to recognize the primacy of the care, treatment, and/or rehabilitation needs. **Treatment and education must both be provided daily.** Education Program providers are expected to schedule no less than 50% of the day towards providing education. **During periods of transition in and out of the ECPP, the daily delivery requirement for both treatment and education portions may differ.** Accordingly, ECPPs are based on a collaborative model for sharing responsibilities between the school board and the ECPP Facility. The school board provides the educational programming and the ECPP Facility provides the care, treatment and/or rehabilitation services.

[Ministry of Education: Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\) 2024-2025](#)

APPROVED FACILITIES WITHIN THE LAMBTON KENT DISTRICT SCHOOL BOARD

APPROVED FACILITY	ASSIGNED HOME SCHOOL
CHOICES	Elementary – H.W. Burgess Public School Secondary – Wallaceburg District Secondary School
LINCK– Secondary	John McGregor Secondary School
St. Clair Child and Youth	Elementary – Lakeroad Public School Secondary – Northern Collegiate Institute and Vocational School

ROLES AND RESPONSIBILITIES

Supervisory Officer or Designate (System Coordinator of Student Support Services/Well-Being):

- Selection of teaching staff
- Conduct the necessary performance appraisals
- Ensure the students are registered on the appropriate ECPP Facility register
- Manage the program's budget
- Develop and adhere to an admission and transition procedure in accordance with the Ministry of Education's most current Guidelines for Approval and Provisions of **EDUCATION AND COMMUNITY PARTNERSHIP PROGRAM (ECPP)**;
- Support Educators to provide programs for students with special needs
- Facilitate staff learning opportunities
- Liaise with partner agency and facility staff
- Negotiate of the MOU
- Assist with conflict resolution to the agreement for the ECPP program
- Chair the ECPP Referral Committee meetings
 - Email school teams with the acceptance into ECPP or recommendations for possible next steps
- Be invited to Plan of Care meetings
- Ensure collaboration with the person responsible for supervision of ECPP involved in the Education Program in order to support the most effective outcomes for children and youth
- Make application for programs in care, treatment, custody and correctional facilities to the Ministry of Education in collaboration with appropriate community facilities; and,

- Establish the committee to review the admission and transition procedure for students.
- Administrator of all ECPP programs
- signatory on ECPP Applications (Projected and Annual), Board Request for Program Changes after Approval Form and Program Cancellation Form

ECPP – LKDSB Mental Health Lead

- **Attend ECPP Referral committee meetings**
- **Support Program Vice Principal and ECPP staff with Suicide protocol if LKDSB social worker is unavailable**
- **Support Return to Learn meetings**
- **Facilitate staff learning opportunities**
- Liaise with partner agency and facility staff
- Engage in the creation/update of the ECPP Memorandum of Understanding
- Assist with conflict resolution as outlined in the ECPP procedure
- Ensure collaboration with the person responsible for supervision of ECPP involved in the Education Program in order to support the most effective outcomes for children and youth;
- **Be invited to Plan of Care Meetings**

ECPP School Site Administrator

- Monitor the Education Program and staff
- Communicate with educational staff all relevant school and district information, including professional development activities and staff meetings
- Authorize the granting of Secondary School credits in collaboration with the System Coordinator of SSS/W-B
- Attend ECPP committee meetings
- Support coordination of transition into and out of the program
- Attend student meetings and plan of care meetings
- Support program staff during support and safety plan implementation
- Ensure debriefing occurs after significant escalation
- Support staff in following LKDSB protocols
- Communication with the Superintendent and/or System Coordinator of SSS/WB as appropriate
- Duties as assigned by the Superintendent of SSS/WB or System Coordinator of SSS/WB.

ECPP Education Program Teachers:

Due to the unique circumstances of Education Programs, teachers assigned to ECPP Education Programs may perform any or all of the following duties in addition to those set out in the [Education Act](#):

Prior to Intake

- Review the referral package and connect with the homeschool to gather any information that is missing or requires clarification
 - Collect information about the student from any previous school and/or school board and share it, as appropriate and in accordance with privacy and confidentiality policies and regulations, with staff of the ECPP Services (e.g., strengths, needs, successful approaches, unsuccessful strategies)

- Connect with the incoming student and family to welcome them to the program, answer any initial questions, offer a tour and set up intake meeting

Intake

- The intake meeting should include the youth, homeschool, ECPP teacher and treatment provider, any service providers, social work, and the System Coordinator of Student Support Services/Well-Being and/or ECPP Vice Principal.
 - The System Coordinator of Safe Schools and The Mental Health Lead should be invited as appropriate.
 - **The homeschool must attend all meetings for the youth, while in program**
- In collaboration with the youth, homeschool, family and ECPP services staff, develop the education plan for each student to set goals and assess student academic progress so as to inform individualized program planning and support
- Review the support and safety plan
- Establish a tentative plan for transition for the youth
- Ensure the youth is registered with the ECPP clerk and enrolled in courses

During Program

- Provide individualized programming and differentiated instruction for each student for at least 50 % of the school day in accordance with Ministry of Education policies and resources
- Maintain records related to student attendance in Aspen and according to the MOU
 - Use board provided cell phone for daily contact with youth not in attendance at program to foster engagement, welcoming and belonging.

Where necessary, facilitate the demission of a student from the ECPP program

- Provide ECPP Services' staff with information which may assist in making decisions pertaining to discharge from the ECPP Services as appropriate and in accordance with privacy and confidentiality policies and regulations
- Facilitate transitions by maintaining close relationships with any previous school and/or school board
- Act as an education representative on a multidisciplinary team should there be one
- Coordinate 4–6-week meetings for youth, dependent on attendance, level of engagement and goal achievement.
- Coordinate 3-month plan of care meetings for youth in program
- Provide ECPP Services' staff with information which may assist in making decisions pertaining to discharge from the ECPP Services as appropriate and in accordance with privacy and confidentiality policies and regulations
- Develop transition plans for students entering and exiting an Education Program in co-operation with ECPP Services staff and staff of any previous or receiving school
- participate in a collaborative manner in ministry monitoring as requested, including:

- the pre-population of information in the monitoring report template and
 - organizing visits for observation of the site including available evidence of program practices, and outcomes including school documents (e.g., samples of instruction and intervention, assessment, evaluation and reporting and transition planning) and samples of students' work
- Maintain BMS training and actively follow BMS principles, regularly debriefing incidents, updating support and safety plans and proactively planning for student success.
 - Actively engage in host school staff meetings and professional development opportunities unless otherwise assigned
 - Reporting as outlined in growing success in accordance to the Ministry of Education and LKDSB policies

Transitioning Student

- Schedule a transition meeting with the homeschool, family, agencies, social work and relevant board staff including the System Coordinator of safe schools (as appropriate).
- Develop a transition plan that allows the student to have opportunities to both practice skills learned in program at their homeschool and reflect on how the visits are progressing and make improvements.
- Transition plans should be developed to provide a successful re-integration of the student back to the homeschool. This requires active engagement from the homeschool and gradual planning that could be over a few weeks to a few months.
- Transition plans should outline a gradual release of responsibility and assign roles and timelines where the homeschool responsibility for the success of the youth increases as the transition timeline progresses.
- The student remains on the ECPP register until the student fully transitions back to the homeschool
- Ensure the support and safety plan are communicated with the homeschool
- Once the transition is complete, notify the ECPP clerk to demit the student.
 - Ensure all appropriate records are filed in the OSR and the OSR is signed and dated

Educational Assistant

Educational Assistants (may also be called teaching assistants or behavior teaching assistants) will perform any or all of the following duties, in addition to those set out in the Education Act:

Under direction of the classroom teacher:

- facilitate student learning individually and in small groups
- support the classroom treatment environment with programming that includes social skills and effective behavior intervention strategies
- implement the techniques, strategies and language as demonstrated by the classroom teachers
- document, monitor and report to the teacher on program implementation
- carry out informal assessment activities to assist the teacher in developing individual student profiles
- assist with tracking of student data
- implement the student education plan and transition plan in collaboration with the teacher
- attend meetings with the Multi-Disciplinary Team as required

- Must maintain BMS training, actively following support and safety plans, implement positive and proactive strategies, and debriefing after all safety plan incidents
- Actively engage in host school staff meetings and professional development opportunities unless otherwise assigned

LENGTH OF PLACEMENT IN AN ECPP EDUCATION PROGRAM

A placement at an ECPP Education Program supports students as they focus on their primary need for care, treatment, and/or rehabilitation services and as such, placements could be expected to range between a few weeks to a maximum of 12 months, unless permission is granted by the Superintendent of Education – Student Support Services/Well-being. Schools are expected to remain actively involved with the youth for the entirety of their placement in the ECPP Education Program to ensure a successful transition back to the regular day school setting. Team meetings will happen at a minimum of every 4-6 weeks dependent on level of engagement of the youth, attainment of goals, and attendance. Plan of Care meetings will occur every 3 months, The home school is expected to participate in all meetings for the youth while in program. For the duration of their ECPP Education Program placement, students are removed from the regular day school register and placed on the ECPP register. Upon completion of the transition process from the ECPP Education Program, students will be registered on the home school register. During the transition, students remain registered at ECPP transitioned.

REFERRAL TO THE ECPP EDUCATION PROGRAM

ECPP Education Programs are only for children and youth who cannot attend schools because of their primary needs for care, treatment, and/or rehabilitation services provided by ECPP Services. A placement at an ECPP Educational Program may be appropriate for a student for whom the School Based Team has explored an exhaustive list of strategies and supports available to them within the classroom and at the school. The SBT, through consultation with board-level supports (e.g., Coordinator of Student Support, ABA Specialists, Psychoeducational Clinicians, and Social Workers), believe that the youth would be best supported for a brief term of additional supports offered by the ECPP classroom and meets the criterion for admission. **A member of the Referral Committee must support the referral for the referral to be submitted for review. Referrals that are not signed by the family and without consent for disclosure will not be reviewed.**

ADMISSION TO AN ECPP EDUCATION PROGRAM

ECPP Education Program placement requests are determined by the committee. Giving consideration to the youth's educational needs and their primary need for care, treatment, and/or rehabilitation services, the committee determines the eligibility of youth for the program. In addition to the eligibility criterion, available space in the ECPP Education Program, current youth in program and conditions or legal considerations are factors for determining if a youth is accepted into program at that time.

The Memorandum of Understanding states the specified number of students served and number of classes available for each ECPP Education Program Committee:

- Superintendent of Education - Student Support Services/Well-Being;
- System Coordinator of Student Support Services/Well-Being;
- Mental Health Lead, Supervisor of Social Work
- System Coordinator - Equity, Diversity Inclusion, & Justice
- System Coordinator – Safe Schools
- Manager of Psychological Services;
- Mental Health Leader/Supervisor of Social Work and,
- Mental Health Lead Agency Designate

Guests

- ECPP Program Vice Principal
- School Coordinator
- Referring School Principal

Who May Submit a Referral:

- Principal,
 - with the support of an ECPP Committee Member
- ECPP partners through LKDSB social work and school team

Essential Components of ECPP Education Programs

With the appropriate modifications and accommodations, many of the policies and resources for publicly funded schools are relevant to the ECPP Education Program.

Due to the unique needs of students in ECPPs, the ministry has identified three areas for the education component of an ECPP:

- Instruction and Intervention; and,
- Assessment, Evaluation, and Reporting on Educational Achievement
- Transition Planning

See Section D of the [Ministry of Education: Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\) 2024-2025](#) for specific information.

The ECPP Education Program is based on the [Ontario Curriculum](#). Instruction is differentiated based on the strengths, interests, and needs of each child or youth and delivered in a flexible and often individualized manner. Whenever possible, they are coordinated and integrated with the facility's management and treatment programs. They are designed to maximize the educational outcomes for all students.

TRANSITIONS FROM AN ECPP EDUCATION PROGRAM

Student transitions to their home school are expected to occur at the beginning of the new term/semester Plan of Care meeting or at a time most appropriate to meet the needs of the child (i.e., natural break). An extended stay at the ECPP Education Program may be considered if the SBT determines this as the best option for the child. Final approval for an extension shall be granted by the System Coordinator of Student Support Services/Well-Being.

See section D3 of the [Ministry of Education: Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\) 2024-2025](#) for specific information on Transition Planning.

MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding (MOU) is established for each ECPP Education Program. The MOU is the formal agreement between the school board and the ECPP Facility/Services. The mandatory components of the MOU include:

- A staffing plan that sets out the number of teachers and educational assistants to be employed by the school board for the purposes of the Education Program
- The responsibilities of the school board and the ECPP Facility
- The number of places in the Education Program for children and youth; and
- The Memorandum of Understanding ECPP Checklist (attached)

FUNDING

A child or youth in an Education Program must not be recorded as a pupil of a school board and is not eligible for funding, on either a full-time or part-time basis, as a pupil of the school board. These children and youth must be reported for funding purposes only on the register of the Education Program.

See Section K I of the [Ministry of Education: Guidelines for Approval and Provision of an Education and](#)

[Community Partnership Program \(ECPP\) 2024-2025](#)

PERSONAL INFORMATION

Any collection, use, or disclosure of personal information by school boards in connection with the OSR is subject to the purposes and limitations set out in sections [266](#) and s. [266.3](#) of the [Education Act](#). Subsection [266\(2\)](#) of the Education Act also provides that consent may be obtained for the use or disclosure of personal information not already provided for by s. [266\(2\)](#).

Collection, use, and disclosure of personal information are also subject to other applicable legislation, which may include:

- [Child, Youth and Family Services Act](#);
- [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#);
- [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#);
- [Occupational Health and Safety Act](#);
- [Personal Health Information and Protection Act, 2004 \(PHIPA\)](#);
- [Provincial Offences Act \(POA\)](#);
- [Youth Criminal Justice Act \(YCJA\)](#);
- When applicable, the school board must also consult the [Ontario Student Record \(OSR\) Guideline \("OSR Guideline"\)](#) issued by the Ministry of Education; and,
- [A Guide to Privacy and Access to Information in Ontario School \(January 2019\)](#) issued by the Information and Privacy Commissioner of Ontario might also be of assistance.

CONFIDENTIALITY

School boards must also ensure that all documents in the OSR, including the OST, the Ontario Secondary School Diploma and the Education Plan (including the transition plan), do not disclose that a child or youth was in an ECPP Education Program.

Education Program staff shall request the OSR be transferred to the Education Program for every child and/or youth in a timely manner.

Education Staff with the ECPP Education Program will ensure that they obtain and securely transfer the OSRs from any previous schools to Education Programs and from Education Programs to a board in situations where a student transitions back to a board.

Implementation Date: June 13, 2001

Revised: March 10, 2004, June 3, 2008, April 3, 2012, August 26, 2018, and October 23, 2023, August 28, 2024

References:

[Education Act, R.S.O. 1990, c. E.2](#)

[Ministry of Education: Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\) 2024-2025](#)