

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 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](#) (Part F. Other Programs and Services-Educational Programs for Students in Government Approved Care and/or Treatment, Custody, and Correctional Facilities)

Students attending an ECPP are among our most vulnerable learners and are 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 these children and youth.

Education programs must be designed to recognize the primacy of the care, treatment, and/or rehabilitation needs. **Treatment, as a primary need, must be provided daily, other than when a student may be transitioning out of the ECPP.** Education must also be provided daily.

[Ministry of Education:-Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECPP\) 2023-2024](#)

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

System Coordinator of Student Support Services/Well-Being:

- Assist in the 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)**;
- Assist and provide support for programs for students with special needs;
- Facilitate staff learning opportunities;
- Liaise with partner agency and facility staff;
- Negotiate annual agreements with ECPP Facilities to provide treatment programming;
- Assist with conflict resolution to the agreement for the ECPP program;
- Chair the admission and transition ECPP Committee 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.
- Administration of ECPP sites
- Liaise with First Nation partners

ECPP Program Administrator:

- Monitor the Education Program and staff;
- Communicate with educational staff all relevant school and district information, including professional development activities;
- Authorize the granting of Secondary School credits;
- Attend ECPP committee meetings
- Support coordination of transition into and out of the program
- Liaise with First Nation partners; and
- Duties as assigned by the System Coordinator.

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](#):

- Develop the education plan for each student in co-operation with ECPP Services staff and staff of any previous or receiving school and assess student academic progress so as to inform individualized program planning and support;
- Provide individualized education programming for each student in accordance with Ministry of Education policies and resources (e.g. Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1-12, 2010 and Growing Success, The Kindergarten Addendum, 2016 (collectively Growing Success and Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013));
- Maintain records related to student attendance;
- 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);
- Act as an education representative on a multidisciplinary team should there be one;
- 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;

- Collect information about the student from the ECPP Services staff upon exiting the Education Program
 - Share, discuss, and transmit as part of the transition plan with staff of any receiving school and/or school board;
- Facilitate transitions by maintaining close relationships with any previous school and/or school board and;
- Participate in a collaborative manner in Ministry monitoring as requested, including:
 - The pre-population of information in the monitoring report template and
 - Organizing the day 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.

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, as a guideline. 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. Plan of Care team meetings will happen at a minimum of every 3 months and the home school is expected to participate. For the duration of their-ECPP Education Program placement, students are removed from the regular school register and placed on the ECPP register. Upon transition from the ECPP Education Program, students will be registered on the home school register. During the transition, students are registered at ECPP until fully 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.

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 is a factor.

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

Committee Composition:

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

Who May Submit a Referral:

- Principal and/or,
- ECPP Partners.

PLAN OF CARE MEETINGS

Prior to entry into an ECPP Education Program, a Plan of Care intake meeting will be held. Plan of Care meetings will include:

- System Coordinator of Student Support Services/Well-Being;
- Program Administrator or designate;
- Administration of Home School;
- Staff from ECPP Education Program, including education and treatment staff;
- Family of the student; and
- All community partners involved with the student.

During the initial Plan of Care meeting, an Education Plan, a Treatment Plan and a Transition Plan will be established. Each of the above plans will be updated as appropriate and will be reviewed at the three-month, six month and twelve-month Plan of Care (discharge/transition) meetings.

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.

ECPP Education Programs should be individualized and have three essential components:

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

See Section D of the [Guidelines for Approval and Provision of an Education and Community](#)

[Partnership Program \(ECP\) 2023-2024](#) for specific information.

The ECP 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 ECP 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 ECP 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 [Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECP\) 2023-2024](#) for specific information on Transition Planning

MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding (MOU) is established for each ECP Education Program. The MOU is the formal agreement between the school board and the ECP 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 ECP Facility;
- The number of places in the Education Program for children and youth; and
- The Memorandum of Understanding ECP 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 [Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECP\) 2023-2024](#) for specific information.

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 ECP 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 ECP 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

References:

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

[Guidelines for Approval and Provision of an Education and Community Partnership Program \(ECP\) 2023-2024 for specific information.](#)