

Guidelines

For Educational Programs for Students
In Government Approved Care and/or
Treatment, Custody and Correctional (CTCC)
Facilities

2014-15



Une publication équivalente est disponible en français sous le titre suivant : Lignes directrices concernant les programmes d'éducation destinés aux élèves dans les établissements de soins, de traitement, de services de garde et de services correctionnels approuvés par le gouvernement, 2014-2015

This publication is available on the [Ministry of Education's website](#).

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A. Purpose

These Guidelines are designed to provide direction to school boards regarding the approval and delivery of educational programs for students who are clients of a government approved Care and/or Treatment, Custody and Correctional (CTCC) facilities.

These Guidelines consolidate and replaces the following documents:

- a) GUIDELINES 2005-06 For Approval of Educational Programs for Pupils In Government Approved Care and/or Treatment, Custody and Correctional Facilities
- b) Policy/Program Memorandum No. 85 – Educational Programs for Pupils in Government Approved Care and/or Treatment Facilities
- c) Ministry of Education Essential Elements for Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities (February 2009)

B. Sharing of Personal Student Information

Throughout these Guidelines there are numerous references to collaboration, in the best interests of the students, between the school board employees providing the education programs and the staff members working at the facility providing the care, treatment, or rehabilitation. To this end, any collection or disclosure of personal information by school boards that is recommended in these Guidelines is subject to the limitations set out in section 266 of the Education Act and in the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). Some of the protections of the Youth Criminal Justice Act may also apply.

Prior to actually sharing this sensitive personal information, school boards must ensure that the appropriate protocols, collection and use statements, as well as consent forms have been reviewed so that they reflect the requirements of these acts. When sharing personal information, only that amount of information pertaining to the purpose of the sharing may be disclosed. Additional information on the interaction between the Education Act and MFIPPA, can be found in [*A Guide to Ontario Legislation Covering The Release of Student's Personal Information \(revised: June 2011\) published by the Information and Privacy Commissioner.*](#)

C. Provision of Educational Programs in Care and/or Treatment, Custody and Correctional (CTCC) Facilities

A school board may enter into a written agreement with a government approved CTCC facility, within its jurisdiction, to provide educational programs for those students who cannot attend local schools because of their need for care, treatment or rehabilitation. A school board shall employ one or more qualified teachers to provide such educational programs in the facility.

Where a school board and a government approved care and/or treatment facility enter into an agreement for the provision of an educational program, the facility must provide one or more suitable classrooms for the educational program, as well as the necessary support staff to maintain the CTCC programs, as required, while the student is in the educational program.

The Ministry of Education believes that the education goals of school-age students should continue to be supported when they are required to attend government approved facilities for care, treatment or rehabilitative purposes. As far as possible, these students should attend regular or special education classes in local schools. However, in cases where students cannot attend local schools because of their need for care, treatment or rehabilitation, suitable educational programs which recognize the primacy of the care, treatment and rehabilitation needs may be provided by the school board within the program. It is a fundamental belief that all students can succeed when giving the appropriate supports. Educators that work in CTCC educational programs cannot do this in isolation. Arrangements for the provision of such educational programs should be developed jointly by the staff of these agencies and school board personnel.

CTCC education programs are based on a collaborative model between the school board and the facility. The school board provides the educational programming and the facility provides the care, treatment and/or rehabilitation outcomes.

As such, joint planning and multi-disciplinary teams should be used to ensure consistent and continuous support for student in these programs in achieving their learning and care, treatment and/or rehabilitation outcomes.

Supervision, guidance and learning can only be accomplished through the co-operative development of individual plans for each student. In both preparing and applying these plans, education often becomes interwoven with the social and medical programs provided.

Students in CTCC education programs may be among the most vulnerable and at risk of not completing elementary and/or secondary education. Although some of the students served within these programs have primary needs other than education, there is recognition and agreement that maintaining continuity of education during periods of care, treatment and/or rehabilitation complements and supports treatment objectives and supports improved life outcomes.

Research also indicates that the education that these students receive not only impacts learning outcomes, but positively impacts behavior, self-management of mental health issues, peer and familial relationships, and long-term prognosis for sustainable transitions to adulthood and personal autonomy. Educational outcomes of these students are also influenced by the skills and experience of both facility and education staff working in these programs (Gharabaghi, 2012).

CTCC education programs have been the focus of numerous reports and reviews over the past several years. These reviews have identified that while there are a number of effective

programs and promising practices, more can be done to move the system forward towards a stronger focus on student achievement, well-being, equity, accountability and collaboration. These revised Guidelines will be reviewed and updated on an annual basis, providing the Ministry with the medium to support the transformation of CTCC education programs in the coming years.

D. The Essential Elements of CTCC Education Programs

While the students who access these programs are not “pupils of the board” for funding purposes, these programs are still delivered by the board, and do not operate in a vacuum. With the appropriate modifications, many of the policies and resources for day schools are relevant to these programs.

In addition, due to the unique needs of these students, the Ministry has identified four essential elements for these programs. The four essential elements are:

1. Assessment, Evaluation and Reporting on Student Achievement
2. Instruction and Intervention
3. Transition Planning
4. Information Management and Reporting to the Ministry of Education

These elements provide the conditions to improve student achievement; reduce gaps in student achievement; and increase public confidence in the publicly funded education system. These elements also provide the framework for Ministry monitoring of programs. The elements are as follows:

1. Assessment, Evaluation and Reporting on Student Achievement

- a. It is expected that assessment, evaluation and reporting of learning and achievement for students in CTCC programs will be consistent with and informed by Ontario Ministry of Education policies, and procedures detailed in *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1-12, 2010*. [Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1-12, 2010.](#)
- b. Teachers use practices and procedures outlined in the fundamental principles in *Growing Success* to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students.
- c. *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (Draft 2011)* describes a set of beliefs, based in research, that should guide all educational program planning for students enrolled in CTCC education

programs. When planning educational programs, teachers pay particular attention to these beliefs, which are as follows:

- i. All students can succeed.
- ii. Each student has his or her own unique patterns of learning.
- iii. Successful instructional practices are founded on evidence-based research, tempered by experience.
- iv. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- v. Classroom teachers are the key educators for a student's literacy and numeracy development.
- vi. Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- vii. Fairness is not sameness.

In any program setting, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

- d. The appropriate assessment should occur upon admission and demission to the CTCC education program to confirm or inform the education plan and transition plan for that student.
- e. Information about student learning and achievement gathered through on-going assessment, and evaluation results should be shared on a continuous basis with students and parents/guardians.
- f. It is expected that students will participate in board or Provincial tests/assessments as determined by the Ministry of Education or school board.
- g. Policies and procedures regarding access to as well as retention, storage, use, transfer and disposal of documentation related to the educational history and progress of a student, including but not limited to Provincial Report Cards and the Ontario Student Transcripts (OST), must comply with the provisions of The Ontario Student Record (OSR) Guideline and Section H of these Guidelines.
- h. A complete record of student achievement, including achievement of elementary curriculum expectations, secondary credits earned and documentation regarding work completed toward secondary credits will be provided upon demission from the program.

2. Instruction and Intervention

- a. Students receive instruction based on individual strengths and needs, student achievement and wellbeing.
- b. In order for students to access the Ontario curriculum appropriate learning resources should be available to students.
- c. The education program is based on the Ontario Curriculum or board determined alternative education program and/or course. Instruction is differentiated based on students' strengths and needs.
- d. The use of accommodations, modifications and/or alternative programming is reflected in the education plan.
- e. The strategies for instruction recognize the benefits of the multidisciplinary approach.
- f. The education staff have access to and use:
 - a) curriculum and related policy documents, resource guides, professional learning materials etc. to support their planning and delivery of the education program;
 - b) professional development activities provided by the school board; and
 - c) appropriate training led by the facility to support the unique needs of their students.
- g. Consideration is given to staff with relevant knowledge, classroom teaching experience and understanding of the unique needs of students in CTCC education programs to develop, deliver and support the effectiveness of the programs.
- h. The principals and superintendents responsible for CTCC education programs work with and provide support and guidance to staff assigned to the facility on a regular basis.

3. Transition Planning

- a. Effective transition planning is important for all students, especially for students transitioning into or out of CTCC education programs. School board and facility staff plan and facilitate effective transitions so that students receive continuous programs and services with a minimum of disruption when they are admitted to and/or demitted from CTCC education programs. Personalized and precise student transition plans reflect the individual students' strengths and needs and provide the foundation for successful transition experiences. Effective transition planning supports increased student achievement and well-being and improve the continuity of programs and services for students.
- b. Elements of the transition planning include gradual integration, with sharing of documentation and records (in keeping with the OSR Guidelines) and regular communication with parents.

- c. The educational strengths and needs are identified through appropriate assessment procedures, where possible, before admission to the CTCC education program. Various educational alternatives may need to be considered when supporting integration of students into a new educational setting.
- d. Transition plans are to be developed and monitored by multidisciplinary teams, which may include but are not limited to, parents/guardians, students (where appropriate), educators, facility staff and community service partners, to address the students' strengths and needs and support a seamless transition into and out of the CTCC education program.
- e. Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions. The transition plan must be stored in the OSR folder.
- f. When a student enters into a CTCC educational program, the teacher from the CTCC educational program has access to information about each student's education plan and needs and, as appropriate, attends a transition planning meeting with the day school that the student is transitioning from.
- g. When a student leaves a CTCC educational program and enters into a day school, the receiving teacher(s) has access to information about each student's education plan and needs and, as appropriate, attends a transition planning meeting with the CTCC education staff to inform program planning and delivery in the regular school system.
- h. Where the multi-disciplinary staff in the facility agree, and on-going assessment indicates the student's readiness, admission to a school of a board may be appropriate. The facility and the school board providing the educational program shall work co-operatively with community agencies and the receiving school to create a plan for the successful transition of the student.
- i. The students are supported by CTCC education staff during the transition period from the facility into the appropriate school-based program or post-secondary setting through informal liaison, if possible and appropriate. Until this transition time is completed, usually a few weeks to a few months, the student shall remain on the program register, since this provides protection for the student in case of regression. A student shall not be included on the register of the program and the register of a day school at the same time.

Resources, practices and samples to support transition planning processes and plans may be found in *Transition Planning: A Resource Guide, 2002* and *Individual Education Plans: A Resource Guide, 2004*, and *Effective Practices for Students with Autism Spectrum Disorder, 2007*.

4. Information Management and Reporting to the Ministry of Education

- a. The appropriate protocols and procedures are in place for the gathering and storage of all relevant documentation.
- b. The confidentiality of personal information is protected by section 266 of the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Youth Criminal Justice Act*, depending upon the location and type of information. Refer to the section H of these Guidelines for more details regarding the privacy obligations of CTCC education programs.
- c. Data from CTCC education programs is collected as part of the programs approval process. Specific information regarding data requirements and deadlines associated with the program approvals process are included in the [Program Approval Package for 2014/15](#).
- d. In addition, the Education Statistics and Analysis Branch collects information from these programs as part of the annual OnSIS data collection process. Detailed instructions regarding the process are posted on the password protected OnSIS website.
- e. The information requested through the Ministry of Education monitoring process is provided as requested at the time of the monitoring visit by staff from the Regional Offices of the Ministry of Education.

E. Role and Responsibilities

1. Teacher

Due to the unique circumstances of CTCC education programs, teachers may be required to perform any or all of the following duties:

- a. Collect information about the student from the school and/or school board and transmit it to staff of the facility
- b. Act as a member of a diagnostic, assessment, and treatment team
- c. Provide care and/or treatment, custody and correctional staff with information regarding the school system which may assist in making decisions pertaining to discharge, program development, and relevant contacts
- d. Develop transition plans for students who may be returning to their local schools in cooperation with the staff of the facility and staff of the receiving school
- e. Provide and interpret information to school officials based upon the findings of the staff of the facility
- f. Participate in Ministry monitoring as requested
- g. Facilitate transitions by maintaining close relationships with the home school.

2. Supervisory Officer

The Supervisory Officer of the school board (or a designate) and the director of the facility will communicate as required to ensure that the needs of each student are being met as effectively as possible. Additional roles and responsibilities of the Supervisory Officer (or a designate) are outlined in the *Education Act*.

F. Memorandum of Understanding

The Memorandum of Understanding is the formal agreement between the school boards and the facility that is required by the Grant regulation. It outlines the roles, responsibilities and relationship of the school board and the facility.

Due to the relationship between facility staff and educational staff, full and frank discussions about philosophies, policies, staffing arrangements and care and/or treatment, custody and correctional programs should take place. These discussions should lead to the development of the Memorandum of Understanding.

School boards and agencies should consult with their own legal counsel when preparing their agreements.

When planning a CTCC education program, the location, size, and type of classroom(s) should be discussed by all parties as early in the process as possible, and as soon as the needs of the students to be served and their educational requirements are established. It is the responsibility of the CTCC facility to provide adequate and appropriate classroom(s) for the educational program. The educational program may be located within the facility, or in an accommodation leased elsewhere in the community, including a school of the school board, as best meets the needs of the students.

When planning for the educational program, the following should be considered:

1. sufficient space for the provision of support from care and/or treatment, custody and correctional services staff
2. support for the teacher(s)
3. adequate additional space for any necessary supervisory staff
4. sufficient, accessible washroom facilities
5. proper building maintenance
6. appropriate insurance
7. access to adequate playground or gymnasium, resource centre and other facilities
8. the costs of leasing the space

Where conflicts develop between educators and CTCC personnel, it is anticipated that they will be resolved through the normal consultation process among the professional staff involved. Occasionally, however, issues may develop that cannot be resolved successfully in this manner.

A process for resolving conflict should be agreed upon in advance by the facility and the school board and should become a part of the Memorandum of Understanding.

Regulation 120/13 (Grants for Student Needs) sets out the mandatory components of the Memorandum of Understanding. Which are:

1. A Staffing Plan that sets out the number of teachers and teacher assistants to be employed by the school board for the purposes of the program.
2. The responsibilities of the school board and the facility.
3. The number of student places in the program.

The following serves as a guide for additional components of the Memorandum:

Components of a Memorandum of Understanding for CTCC Programs	
Heading and Introduction:	<ul style="list-style-type: none"> a. names of facility and school board b. name of act under which the facility is licensed c. type of clientele, referral sources, catchment area, location of program (address) d. geographic area serviced by facility e. pupil teacher ratio, total number of students f. duration of agreement, timelines for review or termination of agreement g. philosophy of CTCC program in conjunction with the school board's educational program h. procedure for termination of contract
Facility Responsibilities	<ul style="list-style-type: none"> a. criteria for admission and demission to the facility b. description of what will be provided for the appropriate accommodation of the educational program c. description of nature and frequency of care, treatment or therapeutic support services to be provided during school hours d. confirmation that the facility will hire and pay the salaries of facility staff e. name and title of person responsible for the supervision of the facility staff f. confirmation that treatment plan, plan of care or case management plan will be developed for each student. g. copy of site plan (physical location) h. description of the facility component of the program i. confirmation that a timetable for the educational program will be retained on file at the facility j. confirmation that the facility will maintain security
School Board Responsibilities	<ul style="list-style-type: none"> a. assign teachers and educational assistants for the provision of the educational program b. supervise the educational program and staff c. apply the appropriate school board's collective agreement (s) d. provide furniture, equipment and instructional supplies e. schedule for the operation of the educational program within the facility

Components of a Memorandum of Understanding for CTCC Programs	
	<ul style="list-style-type: none"> f. provide professional development for educational staff g. assess and evaluate the educational program h. maintain the students' OSR in keeping with the <i>OSR Guidelines</i> i. maintain daily attendance records j. description of educational program
Mutual Responsibilities	<ul style="list-style-type: none"> a. establish conflict resolution process b. maintain confidentiality c. interpret and implement the <i>Occupational Health and Safety Act</i> as it relates to both parties named in the agreement d. provide and maintain equipment e. develop a violence prevention policy and a code of conduct f. multi-disciplinary planning of student's program g. identify roles of educational and facility supervisory personnel h. plan and co-ordinate transition process to and from facility educational program to community schools i. design, review and evaluate individual programs j. establish procedures for transfer to and from an facility to a local school k. determine criteria and process for the removal of a student from the education program
Signatures:	<ul style="list-style-type: none"> a. signatures of signing officials of each party required

G. Funding

1. Grants for Student Needs

The Grants for Student Needs provides the regulatory basis for funding educational programs provided by school boards for students who are in CTCC education programs.

School boards that have a CTCC program approved by the Ministry of Education will be reimbursed under the provisions of the Grants for Student Needs 2014-15 for:

- a) the salary of the teacher and related employee benefits;
- b) the salary of the educational assistant, if applicable, and related employee benefits;
- c) an additional amount per teacher and educational assistant in respect of the expenditure incurred by the school board for administrative, consultative and supervisory services for the purchase of instructional supplies; and
- d) an amount for the approved portion of the expenditure for a facility's classroom furniture and equipment. This amount is a one-time only, start-up grant for new and/or expanded programs.

A student in a CTCC educational 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 students must be reported only on the program attendance register.

2. Funding of Teachers

Approval of the number of teachers is based on pupil enrolment and attendance as reported by the school board. Educational staffing decisions are based on a number of factors, in addition to pupil enrolment, including:

- a) the mandate of the facility and the total number of clients currently being served and/or currently in an admission/demission process with respect to care and/or treatment, custody and correction who require education;
- b) the attendance patterns evidenced in any previous annual agreement(s) between the school board and the facility;
- c) short-term enrolment fluctuations;
- d) an indication of the amount of time during the school day required for care or treatment activities;
- e) a comprehensive analysis of the educational needs of the students;
- f) the nature of the multi-disciplinary service delivery; and
- g) the need for cost effectiveness and fiscal accountability.

3. Funding of Educational Assistants

In unique situations, where careful analysis of the delivery of the total program indicates that the education component cannot be delivered appropriately for a particular grouping of students without greater individualization, request should be submitted with the Program Approval Package for funding of an educational assistant position.

It must be stressed that an educational assistant is employed only for educational purposes under the direction of a teacher and must not be confused with the need for an addition to care and/or treatment, custody and correctional staffing. Support staff must be allocated and funded by another ministry to fulfil the various facility mandates and to address the primary care and/or treatment, custody and correctional needs of these students.

4. Funding of Administrators/Liaison

Various staffing arrangements may accommodate the provision of some administrative, assessment or liaison functions. The Ministry of Education recognizes there may be a need for one full time non-teaching position where there are 16 full time equivalent teaching positions. In addition to this, there may be exceptional circumstances where by special consideration is given to a school board that requires additional staffing supports. These requests should be included in the Program Approval Package.

5. Calculating Enrollment

It is recognized that enrollment can fluctuate with temporary highs and lows. The grant amount for staffing these programs will be based on student enrollment. Student enrollment should be calculated based on the following criteria:

- a) Students must be enrolled in the CTCC educational program;
- b) An educational program is composed of both instructional and blended activities. Blended activities occur when both the teaching and facility staff are working with students at the same time. The educational program will not include student withdrawal where the student is under the exclusive supervision of facility staff.
- c) Students aged 21 and over by December 31 of the current year shall not be included in the enrolment reported in the grant applications.
- d) A CTCC student's enrollment status shall be determined in the same manner as students in day schools. The calculation of full-time, half-time and part-time FTE should be done in accordance with the *2014/15 Enrolment Register Instructions for Elementary and Secondary Schools*.
- e) The FTE may be reported by adding the number of days of attendance of all the students and dividing it by the number of instructional days in that month.

School boards are responsible for keeping accurate records of enrolment and attendance for grant purposes. The FTE reported for a student must be supported by student timetables, teacher timetables or education plans and attendance and reported on the Application Form.

It is the responsibility of the designated supervisory officer of the school board to confirm the FTE of students who receive education within an facility. Where numbers warrant, it may be necessary to increase or decrease staffing during the school year, provided that the change is not a temporary high or low point.

6. Determining Pupil Teacher Ratio (PTR)

In calculating the PTR, the Ministry will take the following factors into consideration:

- the overall needs of the facility as they relate to educational programming.
- the opinion of facility staff about treatment requirements.
- provisions in Reg. 298, Section 31 of the *Education Act*.

7. Base School Operations Amount

CTCC educational programs operating in a school board-owned space are eligible for Base School Operations Amount.

In calculating the Base School Operations Amount, please refer to the *Technical Paper on Education Funding for 2014/15*.

For the purposes of this calculation CTCC educational programs that are operated in a school board-owned space are treated in the same manner as Continuing Education.

H. Confidentiality: Record Keeping

The facility in which the students are receiving their education may be governed by different pieces of privacy legislation such as the *Personal Health Information Protection Act*, the *Youth Criminal Justice Act* and the *Provincial Offences Act (Part VI)*. Section 266 of the *Education Act* (Pupil Records) and the *Municipal Freedom of Information and Protection of Privacy Act* also must be complied with. When attempting to determine the privacy obligations of a particular facility, school boards should ensure that the correct sources have been reviewed.

The *Youth Criminal Justice Act (YCJA)* prohibits the identification of young persons in conflict with the law. This is intended to promote rehabilitation by avoiding stigmatization or premature labelling of the young person. Subsection 110(1) of the *YCJA* prohibits the publication of the name of a young person or any other information related to a young person, if it would identify them as a young person dealt with under the *YCJA*.

Therefore, every principal will ensure that no OSR discloses

- (a) that the student is or was a young person in conflict with the law; or
- (b) the disposition of any proceedings brought under the *Youth Criminal Justice Act*.

If an entry in an OSR does disclose such information, the principal of the school or the educational program in which the student is enrolled must ensure that the entry is altered appropriately or deleted from the OSR.

School boards must also ensure that all documents, including the Ontario Student Transcript and the Ontario Secondary School Diploma, do not disclose that a student was in an education program in a CTCC facility. In cases where the facility is not governed by the provisions of the *YCJA*, the adult student or parent of a student may request that the CTCC facility be identified.

It is recommended that the school board providing the education program designate a school(s) to act as the credit granting institution so that the OSR, the OST and other applicable documents do not reveal the fact that the student was in a CTCC program.

The school board that provides the education program must establish procedures for obtaining and securely transferring the OSR within the timelines specified in the OSR Guidelines.

The OSR should be requested by the school board offering the education program in the CTCC facility.

I. Transportation

Section 190 of the *Education Act* provides the legislative authority for school boards to transport students. Although students attending school in care and/or treatment, custody and

correction facilities are not students of the school board, sub-section 190(3) allows school boards to transport a person who is qualified to be a resident pupil of the school board to and from the following types of facilities:

- A centre classified as a Group K hospital under the *Public Hospitals Act*,
- A facility designated under the *Developmental Services Act*,
- A psychiatric facility designated under the *Mental Health Act*,
- A place where an agency approved under subsection 8(1) of Part 1 (Flexible Services) of the *Child and Family Services Act* provides child development service, a child treatment service, or a child and family intervention service,
- A supported living group residence under the *Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008*.

J. Regional Office Staff Contact Information

For additional information pertaining to CTCC programs, contact the Regional Office staff in your area. Regional Office staff contact information is available [here](#).

Appendix One- Key Dates for CTCC Program Administration

Month	Activity
January/ February	Memo sent to school boards re program approvals for 2014-15.
February/ March	Applications to renew all programs submitted electronically to the attention of the relevant Regional Manager at the Ministry of Education Regional Office. <ol style="list-style-type: none"> 1. <i>Signed Application Summary Page;</i> 2. <i>Application for Education Programs: Care and/or Treatment, Custody and Correctional Facilities (Excel Application Form);</i> and
April	Targeted approval of applications
May	OnSIS data submission for March 31 st due by May 31 st .
August	Electronic Copies of MOU must be submitted to the Ministry no later than August 31st.
September	OnSIS Year-end data submission due by September 30 th .
November	<ul style="list-style-type: none"> • Confirmation by school boards of actual salaries, benefits and enrolment. • Possibility of staff reduction
December	OnSIS data submission for October 31 st due by December 31 st .