

Ministry of Education

Guidelines for
Approval and Provision of an
Education and Community
Partnership Program
(ECPP)

2023-24

This publication supersedes the Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP), 2022-23

NOTICE:

Some of the elements and proposals set out in this Guideline can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this Guideline should be considered subject to such regulations, if and when made.

Une publication équivalente est disponible en français sous le titre suivant: Lignes directrices d'approbation et de fourniture pour le programme de partenariats pour l'éducation avec les établissements communautaires (PPEEC), 2023-24.

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

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A. Education and Community Partnership Program (ECPP) Updates for 2023-24

The Ministry of Education is inviting school boards to submit applications to renew existing ECPPs. In order to provide more effective ways to support students and streamline the application process, the ministry will be:

- Continuing the practice started last year of providing school boards with prepopulated 2023-24 ECPP application forms. School boards with no program changes will only be required to verify information and provide their 2023-24 projected costs. School boards that have ECPP program changes (e.g., new facility partner, expanded Education Programs) will update the application form accordingly. Further information will be made available on the [Education and Community Partnership Program \(ECPP\) website](#).
- Removing the requirement for school boards to file the October / Fall submission, to allocate funding to boards based on one application cycle (March/Spring) rather than two per year (previously in Spring and Fall/October), to reduce administrative burden.

B. Introduction

The Ministry of Education is committed to supporting all students, so they have the skills to succeed in school and in 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 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

The ministry will continue to collect data on programs to support continuous program improvement, meet the education needs of students enrolled in an ECPP, and improve educational outcomes.

C. Purpose of ECPP

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.** 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. In Enhanced Education and Treatment (EET) Education Programs, ECPP staff who are employed directly by school boards carry out the responsibility to provide treatment. ECPP Services and Education Program staff bring their experience and skills to work together for positive educational outcomes for students.

Educators who work in ECPPs are expected to consider the care, treatment and/or rehabilitation needs of the students in the program. ECPP Education Program staff must work jointly with ECPP Services staff. Joint planning and multi-disciplinary teams should be used to ensure consistent and continuous support for students in ECPPs to assist them in achieving their education and care, treatment and/or rehabilitation outcomes.

In particular joint planning and multi-disciplinary teams (MDTs) should be used to develop education plans for each student in an Education Program. In both preparing and applying these education plans, the Education Program often becomes interwoven with the treatment services provided by the ECPP Services, or school board staff in an EET Program. This collaborative approach, informed by the strengths and needs of the student, enhances both education and care, treatment and/or rehabilitation outcomes.

The Ministry of Education is committed to ensuring that students across Ontario receive a consistent approach to remote learning in times of extended interruption to conventional

in-person learning, such as when public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools.

During full or partial school closures, or under any other periods of remote learning, it is crucial to keep students engaged in their learning. In these situations, remote learning should be reflected in the education plan. Where it is in the best interest of the student, the student may be returned to the home board to access the board programs and services including online or remote learning options.

There are online learning courses available for download by school boards in the Virtual Learning Environment.

D. The Essential Components of 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 essential components for the education component of an ECPP:

1. Instruction and Intervention
2. Assessment, Evaluation and Reporting on Educational Achievement
3. Transition Planning

D.1 Instruction and Intervention

- a. ECPP students should receive instruction based on individual strengths, interests and needs. Academic achievement should be considered in the context of prior academic achievement as well as ongoing assessment of the Education Program for that student.
- b. Learning resources should be available to students in ECPP Education Programs, including technology-enabled learning such as e-learning, where appropriate. [TVO/TFO](#)
- c. The ECPP Education Program is based on the [Ontario Curriculum](#) and/or school board determined alternative programs and/or courses. Instruction is differentiated based on the strengths, interests and needs of each child or youth.
- d. In order to develop, deliver and support the effectiveness of the program, ECPP education staff should have relevant knowledge, classroom teaching experience and an understanding of the unique needs of students in ECPPs. While not a requirement, **all efforts should be made to assign teachers in these programs with at least Part One of the Special Education Specialist Qualification.**

- e. The use of accommodations, modifications and/or alternative programming must be reflected in the education plan. The strategies for instruction should recognize the benefits of the multi-disciplinary approach.
- f. The education staff has access to and use:
 - i. Current curriculum and related policy documents, resource guides, and professional learning materials to support the planning and delivery of the ECPP Education Program;
 - ii. Professional learning activities provided by the school board; and
 - iii. Appropriate training led by ECPP Facility staff or, in the case of EET Education Programs, ECPP staff hired by the school board, to support the unique needs of the students in the ECPP.

Principals and superintendents responsible for ECPPs Education Programs work with, and provide support and guidance to, school board staff assigned to the ECPP Education Program on a regular basis.

D.2 Assessment, Evaluation and Reporting on Educational Achievement

- a. Assessment, evaluation and reporting of educational achievement for students in ECPP Education Programs will be as consistent as possible with, and informed by, the Ministry of Education policies and procedures including [*Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1-12, 2010*](#) and [*Growing Success, The Kindergarten Addendum, 2016 \(collectively Growing Success\)*](#).
- b. Teachers use practices and procedures in keeping with current Ministry of Education direction including fundamental principles in *Growing Success* so that assessment, evaluation, and reporting are valid and reliable and lead to the improvement of education outcomes for all students in ECPP Education Programs.
- c. [*Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 \(2013\)*](#), describes a set of beliefs, based on research, that should guide all program planning for students enrolled in an Education Program. When planning education programs, teachers should pay particular attention to the following:
 - 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 learning or productivity needs.
 - 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 all students.
 - vii. Equity/Fairness is not sameness. Use of the word equity is more appropriate.

- d. In any program setting, students may demonstrate a wide range of strengths, interests and needs. Teachers should plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that they can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction, where appropriate and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs. An education plan outlining the strengths and needs of each student and providing for individualized programming should be developed for all students in ECPP Education Programs. **See Appendix 1: Education Plan and Transition Plan Checklist for a list of elements that should be included in the Education Plan.**
- e. Evidence-based screening and assessment tools should be used for all students upon entry to and exit from the Education Program to confirm or inform the education plan and transition plan for that student.
- f. Information about learning and achievement gathered through on-going assessment, and evaluation results should be shared on a continuous basis with the student and parents/guardians.
- g. It is expected that, when possible, students in the ECPP will participate in large scale assessments set by the Ministry of Education, the Education Quality and Accountability Office (EQAO) or school board, including the Ontario Secondary School Literacy Test (OSSLT). School boards offering ECPPs will work with EQAO and the student's home school or credit granting school to make appropriate arrangements for the preparation and administration of the assessment including ordering materials and determining the location for writing the assessment.
- h. Policies and procedures regarding access to and retention, storage, use, transfer and disposal of documentation related to the educational history and progress of a student in an ECPP Education Program, including, but not limited to, Provincial Report Cards and the Ontario Student Transcripts (OST), must comply with s. 266 and s.266.3 of the *Education Act*, the [Ontario Student Record \(OSR\) Guideline](#) and with the other requirements set out in these Guidelines.
- i. Complete student records, including achievement of elementary curriculum expectations, secondary credits earned and documentation regarding work completed toward secondary credits, will be inserted into the OSR for the student upon exiting an ECPP Education Program. Please refer to section **H: Confidentiality** for further information.

D.3 Transition Planning

ECPPs support students with their education during times of need for care, treatment or rehabilitation. Transitions are a normal part of an ECPP and may include transitioning back to the community day school, an alternative education program or work, community living or post-secondary destinations. Transitions may take a few weeks or a few months. Students may also transition into and out of an ECPP on more than one occasion.

Effective planning is especially important for students transitioning into or out of ECPP Education Programs. School board and ECPP Services staff must plan and facilitate effective transitions so that students receive both continuous education and ECPP Services with minimal disruption when they enter or exit an ECPP. Personalized and precise transition plans reflect the strengths, interests and needs of each child or youth and provide the foundation for successful transition experiences. Effective transition planning supports and improves the continuity of education and programs and services for students.

See Appendix 1: Education Plan and Transition Plan Checklist for a list of elements that should be included in the Transition plan.

- a. Elements of the transition planning include sharing of information in accordance with these Guidelines (see **G: Personal Information of Students**, **H: Confidentiality** and **I: Information Management and Reporting to the Ministry of Education**), regular communication with parents/guardians and gradual integration and reintegration, where appropriate. The transition plan should be stored in the OSR folder.
- b. Educational strengths, interests and needs are identified through appropriate assessment procedures, where possible, before entrance to the ECPP Education Program. A variety of structures and supports may need to be considered to facilitate successful integration of students into and out of a new setting (e.g., phased integration back to the community day school).
- c. Transition plans should be developed and monitored by multidisciplinary teams, which may include but are not limited to, parents/guardians, the student (where appropriate), educators, ECPP Services staff and community service partners, to address the strengths, interests and needs of the students and to support a seamless transition into and out of the ECPP.
- d. When a student enters or exits an ECPP, the teacher should have access to information about each student's education needs and, as appropriate, attend a multi-disciplinary transition planning meeting.
- e. Where the multi-disciplinary staff of the Education Program and the ECPP services staff agree that the student no longer has a primary need for ECPP Services, the Education Program and the ECPP Services staff should work co-operatively with community agencies and the school to create a transition plan for the successful transition of the student. Engagement with the receiving school should take place as early as possible in the transition planning process.
- f. School boards may also have local policies which set out procedures and timing for the transfer between remote learning and in class learning. ECPP

program staff should discuss re-entry with the home school to determine an appropriate time to transfer. Appropriate time to transfer would be at scheduled times and/or at natural school breaks (e.g., start of year, semester, term, after scheduled holiday break, etc.).

- g. The student is supported by both the Education Program staff and Services staff during the transition period into the appropriate school or post-secondary setting through informal liaison, if possible and appropriate. Until this transition period is completed, the student should remain on the attendance tracker of the Education Program. If the student should regress during the transition period, the student may return to the Education Program. The Ministry of Education does not permit a student to be added to the enrolment register if they are participating in an ECPP program.

School boards are encouraged to refer to the following resources in planning a transition plan:

- [Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide, 2017](#) regarding Early Identification, Assessment and Transition Planning (Part C) and the Individual Education Plan (Part E).
- [Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 \(2013\)](#)
- [Policy/Program Memorandum No. 140: Incorporating Methods of Applied Behaviour Analysis \(ABA\) into Programs for Students with Autism Spectrum Disorders \(ASD\)](#)

Additional resources, practices and samples to support transition planning processes and plans may be found in:

[Effective Practices for Students with Autism Spectrum Disorder, 2007](#)

E. Roles and Responsibilities

To help protect the health and safety of those in congregate care settings, board staff who work in ECPPs are expected to comply with all applicable Government directives, including those related to public health and workplace safety at the facilities in which ECPPs are operated.

E.1 Teacher

Due to the unique circumstances of ECPP Education Programs, teachers will perform any or all of the following duties, in addition to those set out in the *Education Act*:

- a. 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;
- b. 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 \(2013\)](#));
- c. Maintain records related to student attendance;
- d. 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);
- e. Act as an education representative on a multidisciplinary team;
- f. 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;
- g. 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;
- h. 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;
- i. Facilitate transitions by maintaining close relationships with any previous school and/or school board and;
- j. Participate in a collaborative manner in Ministry monitoring as requested, including:
 - i. The pre-population of information in the monitoring report template and
 - ii. 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.

E.2 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:

- a. Facilitate student learning individually and in small groups;
- b. Support the classroom treatment environment with programming that

- includes social skills and effective behavior intervention strategies;
- c. Implement the techniques, strategies and language as demonstrated by the classroom teachers;
- d. Document, monitor and report to the teacher on program implementation
- e. Carry out informal assessment activities to assist the teacher in developing individual student profiles;
- f. Assist with tracking of student data;
- g. Implement the student education plan in collaboration with the teacher; and
- h. Attend meetings with the Multi-Disciplinary Team as required.

E.3 Supervisory Officer or Designate

The Supervisory Officer (or a designate) of the school board should ensure collaboration with the person responsible for supervision of ECPP Services involved in the Education Program in order to support the most effective outcomes for students. This may include:

- a. Negotiation of the MOU;
- b. Managing the program budget;
- c. Liaising with ECPP facilities;
- d. Conducting teacher evaluations;
- e. Facilitating professional learning for staff;
- f. Presenting students to ECPP Facilities for admission consideration;
- g. Participating in collaborative discussions and plan of care meetings;
- h. Assisting with transitions of students into, and out of, an ECPP and assisting with the discharge process;
- i. Resolving conflicts as set out in the MOU; and
- j. Signatory on ECPP Applications (Projected and Annual), Board Request for Program Changes after Approval Form and Program Cancellation Form.

F. Memorandum of Understanding (MOU)

Enhanced Education and Treatment (EET) Programs

EET programs are programs wherein the Ministry provides funding to the school board to deliver both education and care and/or treatment components of the ECPP. In these programs, boards are not required to enter into an agreement with an ECPP Facility and may hire paraprofessionals directly.

If a board does choose to enter into an agreement with an ECPP facility, these Guidelines may provide some guidance for consideration as to the terms of the agreement. Regardless, school boards are required to take on all the responsibilities set out below for both school boards and ECPP Facilities, with necessary modifications to any agreements entered into.

School boards should consult with their own legal counsel when entering into agreements with ECPP Facilities.

Education Programs Requiring an MOU

The Memorandum of Understanding (“MOU”) is the written agreement between the school board and the ECPP Facility that is required by the annual Grants for Student Needs (GSN) – Legislative Grants (GSN Regulation).

In accordance with the annual GSN Regulation, an education program provided by the board under an agreement with a facility is a qualifying education program only if the board has entered into a written agreement with the facility and has satisfied the other conditions set out in s. 23(2) and (3) of the regulation. The GSN Regulation sets out the minimum mandatory components of the MOU:

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

School boards are required to submit signed MOUs to the Ministry of Education only upon request.

The MOU outlines the roles and responsibilities of, and the relationship between, the school board and the ECPP Facility.

Due to the relationship between ECPP Services staff and Educational Program staff, comprehensive discussions about philosophies, policies, staffing arrangements and services provided by the ECPP Facility should take place. The results of these discussions should contribute to the development of the MOU.

MOUs should include planning for a consistent approach to remote learning and treatment in times of extended interruption to conventional in-person learning, such as public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools. MOUs should include plans for implementation, reporting, policies and procedures to support students during full or partial school closures, or under any other periods of remote learning remote learning.

ECPP Services staff and ECPP Education Program staff should discuss plans to enable the transition of students from in-person classroom-based learning to remote /virtual learning with minimal disruption in both learning and treatment.

School boards should consult [PPM 164: Requirements for Remote Learning](#) in preparing their MOUs.

When planning an 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 education and ECPP needs of the students are established. It is the responsibility of the ECPP Facility to provide adequate and appropriate space for the Education Program. The Education Program may be located within an ECPP Facility, or in an accommodation leased elsewhere in the community, including at a school of the school board, as best meets the needs of the students in the Education Program.

When planning for an Education Program, the following should be considered:

- a. Sufficient space for the provision of support from ECPP Services staff
- b. Support for the teacher(s) (e.g., technology, materials, classroom resources, professional development days)
- c. Adequate additional space for any necessary supervisory staff
- d. Any applicable collective agreements
- e. Sufficient, accessible washroom facilities located appropriately nearby
- f. Proper building maintenance
- g. Appropriate insurance
- h. Access to adequate playground or gymnasium, resource centre and other facilities
- i. The costs of leasing the space
- j. Connectivity/internet access capabilities and appropriateness of online learning for each individual student
- k. Termination provisions including grounds for termination and terms for notice of termination
- l. Approach to remote learning and treatment in times of extended interruption to conventional in-person learning
- m. Roles and responsibilities of partners.

Occasionally, issues may develop between the school board and the ECPP Services staff. A process for resolving conflict should be agreed upon in advance by the ECPP Facility and the school board and should be included as a part of the MOU. Conflict should be discussed and negotiated between ECPP Education Program staff and ECPP Services staff escalating to board level/agency level supervisors. Occasionally, issues may develop that cannot be resolved successfully in this manner. When this occurs, regional field office staff should be notified and may assist on a case-by-case basis.

The following serves as a guide for the components of the MOU.

School boards and ECPP Facilities should consult with their own legal counsel when preparing an MOU.

Components of a MOU between a School Board and a ECPP Facility

<p>Heading and Introduction</p>	<ul style="list-style-type: none"> a. Names of ECPP Facility and school board b. Name of Act under which the ECPP Facility is licensed, approved, established, or continued (where applicable) c. Profile of children and youth served, admission processes, referral sources, catchment area, location of Education Program (address) d. Geographic area to be serviced e. Pupil teacher ratio, total number of spaces in the Education Program f. Duration of MOU, timelines for review of MOU, procedure for termination and expiry of MOU g. How the philosophy of the school board and the ECPP Facility align
<p>ECPP Services Responsibilities</p>	<ul style="list-style-type: none"> a. Set out criteria for admission and discharge of children and youth transitioning to and from the ECPP Facility b. Provide a description of the physical space, equipment, furnishings that will be provided for the appropriate accommodation of the Education Program c. Provide a description of the nature and frequency of ECPP Services to be provided during the hours of instruction in the Education Program. Note: treatment must be daily. d. Provide confirmation that the ECPP Facility will hire and pay the salaries of ECPP Services staff e. Set out the number and type of professionals required to provide the ECPP Services needed by the children and youth during the Education Program (Designate the name and title of the person responsible for the supervision of ECPP Services staff) f. Confirmation that a treatment plan, plan of care or case management plan and safety plan will be developed for each child or youth in the Education Program g. Include a copy of the site plan of the physical location of the Education Program h. Confirmation that a timetable for the Education Program will be retained on file at the ECPP Facility i. Confirmation that the ECPP Services will maintain security j. Confirmation of connectivity/internet access as appropriate

<p>School Board Responsibilities</p>	<ul style="list-style-type: none"> a. Confirmation that the school board will assign teacher(s) and teaching assistant(s), if needed and approved, for the provision of the Education Program b. Confirmation that the school board will supervise the Education Program staff c. Confirmation that the school board will provide furniture, equipment and instructional supplies, as needed d. Confirmation the school board will transfer equipment purchased for the use of a student in compliance with the <u>Special Equipment Amount (SEA) Guidelines</u> e. Development of a schedule for operating the Education Program with the ECPP Services f. Provision for professional development for Education Program staff, including training in Crisis Prevention g. Provision for assessment and evaluation of the Education Program h. Provision for maintaining the Ontario Student Records (OSRs) of students in the Education Program in keeping with the OSR Guidelines and as set out elsewhere in these Guidelines i. Provision for maintaining a daily attendance record j. Provision of a description of the nature of the Education Program to be provided during the hours of instruction k. Collection of data and reports to the Ministry of Education as required l. Participate in the Ministry of Education monitoring process
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<p>Mutual Responsibilities</p>	<ul style="list-style-type: none"> a. Establishing a comprehensive conflict resolution process b. Maintaining confidentiality of personal information as required by these Guidelines c. Provision for the implementation of the <i>Occupational Health and Safety Act</i> as it relates to both parties d. Provision for, maintaining and replacing equipment, including in remote/virtual settings, as needed. e. Confirmation that a policy for all staff on violence prevention and a professional code of conduct will be developed f. Ensure that, when appropriate, safety plans are developed and incorporated into the student’s Education Plan or other plans as required for students g. Provision and implementation of processes and mechanisms to safeguard all staff and students in the Education Program h. Confirmation of a multi-disciplinary approach to all planning for each student in the Education Program, including Integrated Transition Plans, where appropriate i. Identifying name, title and contact information of the person responsible for supervision of the Education Program and the ECPP Services and their roles, respectively j. Provision for the planning of transition to and from schools, other programs, the workplace, the community or post-secondary education, as appropriate k. Provision for the design, review and evaluation of the Education Program, including the integration of ECPP Services. l. Establishing procedures for transfer of a student to and from an Education Program m. Listing the criteria and process for removing a child or youth from the Education Program for safety or other reasons n. Establishing grounds for termination and provision of notice to terminate o. Keeping an inventory of the equipment/furniture provided and owned by either party in the event of closure p. Planning for the appropriate and seamless transitioning of students should one party provide notice of termination per the MOU q. Approach to remote learning and treatment in times of extended interruption to conventional in-person learning during full or partial school closures, or under any other periods of remote learning r. Confirmation that protocols related to appropriate use and supervision when students have access to the internet for education and/or treatment are in place s. Ensuring the signatures of officials authorized to sign on behalf of each party are obtained
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See Appendix 2: 2023-24 MOU Checklist indicating elements to be included.

G. Personal Information of Students

Throughout these Guidelines there are numerous references to collaboration between the Education Program staff and the ECPP Services staff.

Any collection, use or disclosure of personal information by school boards in connection with the Ontario Student Record (OSR) is subject to the purposes and limitations set out in section 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 is also subject to other applicable legislation, which may include:

[*Child, Youth and Family Services Act, 2017 \(CYFSA\)*](#)

[*Freedom of Information and Protection of Privacy Act \(FIPPA\), 2022*](#)

[*Health Care Consent Act, 1996*](#)

[*Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\), 2021*](#)

[*Occupational Health and Safety Act \(OHSA\), 2022*](#)

[*Personal Health Information and Protection Act, 2004 \(PHIPA\)*](#)

[*Provincial Offences Act \(POA\), 2021*](#)

[*Youth Criminal Justice Act \(YCJA\), 2023*](#)

When applicable, the school board must also consult the [*Ontario Student Record \(OSR\) Guideline \(“OSR Guideline”\)*](#) issued by the Ministry of Education.

[*A Guide to Privacy and Access to Information in Ontario Schools, 2019*](#) issued by the Information and Privacy Commissioner of Ontario might also be of assistance.

School boards should be aware that ECPP Facilities may also be subject to legislation respecting personal information.

School boards should consult with their own legal counsel respecting compliance with applicable legislation.

H. Confidentiality

The YCJA and the POA generally prohibit the identification of young persons or release of any other information pertaining to youth in conflict with the law. This is intended to promote rehabilitation by avoiding stigmatization or premature labelling of the young person.

Therefore, every principal will ensure that **NO** information within the 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 YCJA or the POA.

If an entry in an OSR does disclose such information, the principal of the school or the ECPP which has custody of the OSR must ensure that the entry is altered appropriately or deleted from the OSR.

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 student was in an ECPP.

If the ECPP Services are not governed by the provisions of the YCJA or the POA, an adult who attends or attended an ECPP or the parent/guardian of a child or youth that attends or attended an ECPP may request that the ECPP Services be identified.

School boards must designate one or more schools to act as the credit granting institution so that the OSR, the OST and other documents in the OSR do not reveal that the student was in an ECPP.

ECPP Education Program staff shall request the OSR be transferred to the Education Program for every student in a timely manner.

The school board that provides the Education Program must establish procedures for obtaining and securely transferring OSRs from any previous schools to an ECPP and from an ECPP to a board in situations where a student transitions back to a board.

In accordance with [Ontario Schools K-12 Policy and Program](#), the diploma is issued by the last school board to hold the OSR

I. Information Management and Reporting to the Ministry of Education

1. School boards are responsible for ensuring that the appropriate protocols and procedures are in place for the gathering and storage of all relevant documentation in accordance with the applicable legislation and other requirements set out elsewhere in these Guidelines.
2. The Ministry of Education is authorized under paragraph 5 of s. 8.1(1) (5) of the Education Act to collect personal information, directly or indirectly, for purposes of research and statistical activities that relate to education that are conducted by or on behalf of the Ministry.

3. The Ministry is obligated to ensure that it has processes in place to protect personal information and to comply with its legal obligations respecting the collection and retention of personal information.
4. School boards must comply with Ministry of Education's on-going need and requirements to collect information about students in ECPP Education Programs as part of the mandatory annual OnSIS data collection process collected at the end of each school year (e.g., OEN, Grade, admission and demission dates, student achievement). Detailed instructions regarding the OnSIS process are posted on the password protected [OnSIS website](#).
5. The school board shall also provide any information requested by the Ministry respecting the Education Program, including filling out the Monitoring Template. Ministry Regional Office staff monitor programs on a minimum three-year cycle. Templates are shared prior to the monitoring site visit for completion and discussion during the monitoring site visit. These or additional requests for data may occur at any time.

J. Approval and Funding

These Guidelines are subject to the annual GSN Regulation that governs the funding of ECPP Education Programs for the 2023-24 school year (i.e., September 1, 2023 – August 31, 2024) including summer school, if made.

A student in an ECPP Education Program should not be recorded as a pupil of a school board for funding purposes. Please see the [enrolment register instructions](#) for more details. Please note that in combined programs, records must be kept for elementary and secondary FTE separately.

Application Process for 2023-24

The Ministry of Education is inviting school boards to submit applications to renew existing ECPPs. School boards will be provided with a prepopulated program application form and those with no program changes will only be required to verify information and provide their 2023-24 projected costs. School boards that have ECPP program changes (e.g., new facility partner, expanded Education Programs) will update the application form accordingly. Further information will be made available on the Education and Community Partnership Program (ECPP) website.

J.1 Funding

ECPP funding is provided by the Ministry of Education and partner ministries funding ECPP Facilities (e.g., Ministry of Children, Community and Social Services, Ministry of Citizenship and Multiculturalism, Ministry of Health or the Ministry of the Solicitor General). Funding for school boards that are approved

to provide an Education Program during the school year (excluding summer Education Programs) are funded through the GSN Regulation for:

- a. The salary of the teachers and related employee benefits. Note: ECPP summer programs are funded at the continuing education rate only;
- b. The salary of the educational assistants, when applicable, and related employee benefits;
- c. The salary and related employee benefits of a liaison/administrator, where there are a minimum of 16 FTE teachers from September – June;
- d. For summer ECPPs, the salary and related employee benefits of a summer liaison/administrator where there are a minimum of 16 FTE summer teachers (July-August);
- e. An additional amount per 1.0 teacher, liaison/administrator and educational assistant in respect of the expenditure incurred by the school board for administrative, consultative and supervisory services and for the purchase of instructional supplies; Teacher \$2,666, Liaison/Administrator \$2,666 and EA \$1,302. For part-time staff or summer school programs the amounts will be pro-rated. Note: there are no part-time liaison/administrators. This amount can be used to purchase bus tickets to support transportation for students to and from the program; school boards may fund the transportation they have authority to provide using their Student Transportation Grant as referenced in the transportation section of the [Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide, 2017](#);
- f. In new and/or expanded Education Programs only, a start-up amount for classroom furniture and equipment. This amount shall not exceed \$3,523 unless the school board obtains Ministry approval;
- g. In EET Programs only, the salaries and related employment benefits of health professionals, regulated social service professionals and paraprofessionals;
- h. Education Programs provided in summer will be pro-rated for their length of operation; and
- i. In Divested programs only, Operating Expenditures and Capital Expenditures (must provide details for the expenditure(s) per the application form). Note: See glossary for a definition of divested programs.

J.2 Funding of Teachers

Ministry approval for funding of teachers in Education Programs is primarily based on the number of students and their attendance in the ECPP Education Program as reported by the school board.

In exceptional circumstances only, funding for teachers may also be based on a number of other factors, including:

- a. The mandate of the ECPP Services and the total number of students currently being served and/or currently in an admission/discharge process with the ECPP Facility who could benefit from education;
- b. The attendance patterns evidenced in any previous annual MOU between the school board and the ECPP Facility;
- c. Short-term enrolment fluctuations in the number of students in the ECPP Education Program;
- d. An indication of the amount of time during the hours of instruction of the ECPP Education Program required for ECPP Services;
- e. A comprehensive analysis of the educational needs of the students in the ECPP Education Program; and
- f. The nature of the multi-disciplinary program and service delivery.

J.3 Funding of Educational Assistants

In unique situations only, where careful analysis of the Education Program and ECPP service delivery indicates that it cannot be delivered appropriately for a particular grouping of students without greater individualization, a request may be submitted with the Program Approval Package for funding of a teaching assistant. Responsibilities of teaching assistants are set out in the *Education Act* and teaching assistants cannot fill the role of ECPP Services staff in the provision of treatment and/or care.

J.4 Funding of Liaison/Administrators

Various staffing arrangements could accommodate the provision of some administrative, assessment or liaison functions. There may be a need for **one full time non-teaching position for every 16 FTE teachers in regular ECPPs (September-June)**. There may be a need for one summer full time non-teaching position for every 16 summer FTE teachers (July-August). There is no funding for part-time liaison/administrator positions. There may also be **exceptional** circumstances whereby special consideration is given to a school board that requires additional staffing supports. These requests should be included in the Program Approval Package and supported by evidence.

J.5 Calculating Enrolment

It is recognized that enrolment can fluctuate with temporary highs and lows. Enrolment should be calculated based on the following criteria:

- a. Students are enrolled in the ECPP Education Program and must have a primary need for care, treatment and/or rehabilitation;
- b. The Education Program is composed of both instructional and treatment/rehabilitation activities wherein both the teaching Education Program staff and ECPP Services staff are working with the children or youth at the same time;
- c. Calculating the number of students in an ECPP Education Program shall be determined in the same manner as calculating enrolment of pupils in schools. The calculation of full-time and part-time FTE should be done in the same manner as is done for pupils as set out in any enrolment register instructions for schools for 2023-24 that may be issued;
- d. The FTE may be reported by adding the number of days of attendance of all the students in the ECPP Education Program and dividing it by the number of instructional days in that month.
- e. Students aged 21 and over on December 31, 2023 are not included in the enrolment reported in the Program Approval Package for 2023-24.
- f. For boards that have ECPP programs that are combined panels e.g., including both elementary and secondary students, boards should maintain records of FTE for each panel necessary for EFIS reconciliation.

School boards are responsible for keeping accurate records of enrolment and attendance for funding purposes. The FTE reported for a student in an ECPP Education Program must be supported by timetables, education plans, and attendance records and must be reported on the Application Form.

It is the responsibility of the designated Supervisory Officer of the school board to confirm the FTE of students in an ECPP Education Program. The Ministry of Education regional office lead must be kept informed of fluctuations in the number of students in the ECPP Education Program on a timely basis. When there is a change in numbers which is not temporary, it may be necessary to decrease staffing.

J.6 Education Program Details

The school board must indicate whether the Education Program is designed for students to attend:

- a. For an average of 210 minutes or more per day
- b. For an average of less than 210 minutes per day
- c. On an independent study basis defined as an arrangement by which a student studies independently, but under the supervision of a teacher
- d. A combination of the above (please specify)
- e. Other (please specify)

J.7 Determining Pupil Teacher Ratio (PTR)

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

- The overall needs of the ECPP Services as they relate to the Education Program;
- The opinion of ECPP Services staff about ECPP treatment requirements;
- The rules found in R.R.O. 1990, O. Reg. 298 (Operation of Schools – General), s. 31 governing the maximum enrolment in self-contained special education classes for pupils of the board.

J.8 Base School Operations Amount

In calculating the Base School Operations Amount, please refer to the Ministry's [Education Funding webpage for 2023-24](#).

For the purposes of this calculation, Education Programs that are operated in a space owned by a school board are treated in the same manner as Continuing Education.

K. Transportation

Section 190 of the *Education Act* provides the legislative authority for school boards to transport pupils. School boards are authorized to transport a person who is otherwise qualified to be a resident pupil of the school board to and from various facilities set out in s. 190(3) of the *Education Act*.

Funding for the Transportation and Stability Supports Program for children and youth in care is available to school boards through an application process. The program provides transportation and/or supports to benefit the stability and well-being of students in the care of a children's aid society or receiving services when they experience a transition such as a change in residence. District school boards are expected to work with relevant agencies (e.g., children's aid society) to identify eligible students, determine appropriate transportation options and complete the reports (including the application). Conditions include:

- Student is in the care of a children's aid society (including Indigenous children's aid societies) or receiving services.
- Student has experienced a change in residence which impacts their ability to attend their current ECPP program and they are not eligible for other transportation supports (e.g., student has been placed in a residence outside the geographic boundary of the district school board and will not have access to the ECPP program without this funding).
- Transportation is only temporary until a more natural transition time to minimize disruption to the student's learning when a student is required to

change schools or program due to the change in residence. This may include: the end of the semester, the end of the school year, enrollment in a new ECPP program closer to the residence or transition (whichever is shorter).

Application materials are sent to each district school board to complete and submit. If there is any question about eligibility, district school boards and partners are expected to continue contacting the Ministry for approval to provide transportation to specific students under this program on a case-by-case basis. If there are any questions, contact the Ministry of Community, Children and Social Services through the CYIC@ontario.ca email address and a member of the children and youth in care team will respond.

L. Changes After an Education Program has been Approved

School boards are required to contact the appropriate Ministry of Education regional office to discuss any changes to the ECPP Education Program that might occur, or they hope to make, after the initial Ministry approval. Changes requiring notice to the regional office lead include:

- a. Staffing adjustments;
- b. Fluctuations in numbers of students attending;
- c. Any proposed amendments to the MOU;
- d. The possibility of and/or actual termination of the MOU by either party;
- e. The possibility of entering into a new MOU;
- f. Location change of the ECPP;
- g. Significant changes to the ECPP; or
- h. Pupil-Teacher ratio

School boards must notify regional offices if there is no attendance in a program after two weeks. Program changes will be considered on a case-by-case basis by the Ministry. In the short term, every effort should be made to have ECPP education staff support other ECPP education staff. Where there are no other ECPP programs in the board, staff should support special education students in the home board until a final decision is made by the Ministry of Education. Where the educators are no longer needed for the ECPP, every effort should be made by the school board to absorb the educational staff into the school board's staffing complement.

Following discussion with the regional office lead, additional information may be required.

This may include completion of an *ECPP Cancellation Form* or *Board Request for Program Changes after Approval Form* signed by the Superintendent. Approved funding is for specific ECPPs and does not remain with the board if there is a closure. Any request for reallocation of funds requires Ministry approval and must not involve a new ECPP in years when the Ministry is not accepting applications for new programs. Required information includes:

In the case of a Program Closure:

- i. The rationale and a detailed explanation of the closure
- ii. A transition plan for the students in the ECPP
- iii. A communication plans for all students and their parents/guardians
- iv. Plans for the educational staff re-assignment

In situations where a program closure results in the board losing a liaison/administrator position (e.g., moving from 16 FTE teachers to 15 FTE teachers), the Ministry will continue to fund the liaison/administrator position until the end of the school year. The board will not be funded in the following year unless it has the qualifying number of teachers (i.e., 16 per liaison/administrator).

In the case of Program Changes after Approval including Requests for Reallocation, information on the originally approved ECPP and the proposed re-allocated ECPP must be provided. Information to be provided includes:

- i. Program information (e.g., board name, partnering ECPP Facility and site location, panel, treatment focus, geographical area that was/will be served, pupil-teacher ratio)
- ii. Demand for program (including # of students to be served and panel)
- iii. Communication plan to /parents/guardians and children and youth
- iv. Transition plan for students in the ECPP
- v. Plan for teacher/educational assistant re-assignment
- vi. The rationale and a detailed explanation of the change and reallocation request

Once the regional office reviews the form and is satisfied, it will be submitted to the Special Education/Success for All Branch for consideration and approval. Additional information may be required prior to final approval.

For re-allocation of funds, if the Ministry approves the re-allocation, an amended Application Form for Education Programs: Education and Community Partnership Program (ECPP) Facilities will be required. Subsequent Program Renewal Applications to the Ministry should include an updated Application Form, which reflects any approved changes made to the program.

M. Board School Identification (BSID)

New BSID numbers are required in the following scenarios:

- If there is a new Agency (facility services partner) for the program;
- If there is a change in treatment/student population served;
- If there is a complete change of panel (i.e., from elementary to secondary or from secondary to elementary).

New BSIDs are *not* required under the following scenarios:

- If the panel is expanded, but there are no other changes to the ECPP.
- If the board changes (may include a location change), but the program otherwise remains the same.

If the location of an ECPP changes, the Regional Office should be notified, changes made in application and OnSIS, but should not result in a new BSID for the program.

If the program closes, the BSID must be retired (not to be used again).

Note: if a site location closes, but other classrooms/locations continue to operate under that same BSID, the BSID would remain open.

Regional office staff will request new BSID numbers on behalf of the board, when required. Board Staff should notify OnSIS when a program closes and a BSID number retirement is required.

N. Regional Office Contact Information

For additional information pertaining to Education Programs, contact the regional office lead in your area. Regional office contact information is available on the [Education Finance Information System \(EFIS\) website](#).

O. Terminology

Throughout this document:

“ECPP” stands for Education and Community Partnership Program and refers to the ECPP Services and Education Program.

“ECPP Facility” is a facility which is approved, designated, established, licensed or registered by the Government of Ontario.

“ECPP Services” are care, treatment and/or rehabilitation services provided by a ECPP Facility or, in the case of EET Education Programs, by the school board.

“Divested programs” are programs that existed prior to the creation of Education Programs. They remain distinct from current Education Programs as they are funded differently and have their own renewal application form. All other provisions set out in these Guidelines remain applicable.

“Education Plan” is a written working document describing the ECPP education program and the learning that will be provided to and undertaken by an individual child or youth. The Education Plan identifies learning expectations that align with the relevant curriculum (Ontario curriculum or Board alternative) and are informed by the strengths, needs and interests of the individual student. Accommodations or modifications and connections to assessment and evaluation may also be features of an Education Plan.

“ECPP Education Program” is the educational component provided to students receiving ECPP Services as a primary need within the ECPP. Education Programs are currently governed and funded by annual regulations made under the *Education Act*.

“EET” is Enhanced Education and Treatment, an Education Program in which school boards may directly hire regulated health professionals to provide ECPP Services in the Education Program.

“Ministry” is the Ministry of Education.

“Ontario Curriculum” is all documents setting out the Ontario curriculum for elementary and secondary school posted on the Ministry of Education [website](#).

“Rehabilitation” includes both custody and corrections.

Appendix 1: Education Plan and Transition Plan Components

Note: All students must have an individualized Education Plan (EP) and a transition plan for entry and exit to and from the ECPP. The following checklist indicates the minimal elements that should be included.

Information to be Included	Education Plan	Transition Plan
Student Information		
<input type="checkbox"/> Name	✓	✓
<input type="checkbox"/> Date of Birth	✓	✓
<input type="checkbox"/> Grade	✓	✓
<input type="checkbox"/> OEN	✓	✓
<input type="checkbox"/> Exceptionality(ies)	✓	✓
<input type="checkbox"/> Admittance and Discharge Date	✓	✓
<input type="checkbox"/> Name of Previous School and School Board	✓	
OSR Information		✓
<input type="checkbox"/> Date Requested	✓	
<input type="checkbox"/> Date Received	✓	
<input type="checkbox"/> Sending School	✓	✓
<input type="checkbox"/> Receiving School		✓
Student Profile		
<input type="checkbox"/> IEP Information	✓	
<input type="checkbox"/> Psycho-educational assessment -Results of Diagnostics	✓	(Date, Source Results)
<input type="checkbox"/> Behaviours Affecting Safety	✓	
<input type="checkbox"/> SEA Equipment	✓	
<input type="checkbox"/> Learning Skills	✓	✓
<input type="checkbox"/> Strengths and Areas for Improvement	✓	
<input type="checkbox"/> Relevant Plans <ul style="list-style-type: none"> - Safety - Behaviour Plans - Medical Conditions - Personal Care - Communication - Plan of Care (POC) - Specialized Transportation 	✓	✓

Information to be Included	Education Plan	Transition Plan
Considerations for Educational Program		
- Current Achievement Levels	✓	
- Priorities, Goals and Outcomes: academic, SEL (strengths and needs), LS skills (noted above)	✓	✓
- Work Habits/Readiness to Learn	✓	
- Learning Styles /Preferences and Needs	✓	
- Interests	✓	
- Considerations for Instructional Strategies and Assessments	✓	
- Transition Plan Summary: summary of intake meeting, community school contact log, MDT consultation meetings, summary of discharge meeting	✓	✓
- Summary of Student Progress: Intake and Discharge, contact information, recommendations to receiving school	✓	✓
Considerations for a Transition Plan		
- Academics: Programming (e.g., literacy, numeracy, IEP) Grade Level, Relevant Notes	✓	✓
- Social Skills/Behaviour: Strengths and Goals		✓
- Strategies to Support Academic/Social Needs		✓
- Log of Multi-Disciplinary Team (MDT) Consultations and Student Transitioning Meeting Dates	✓	✓
- Summary of Intake and Discharge Meeting	✓	✓
- Recommendations to Receiving School		✓
- Relevant Plans (e.g., safety plan, behavior plan, prevalent medical conditions plan, communication plan, personal care plan, specialized transportation plan)	✓	✓
- Transition goals and the supports and actions needed to achieve the goals		✓
- Roles and responsibilities		✓

Information to be Included	Education Plan	Transition Plan
- Timelines for the implementation and or completion of each of the identified actions		✓
- General recommendations for success in home school, post-secondary, workplace or community pathways		✓
- Contact information (Education Program staff and ECPP Services staff) while maintaining confidentiality		✓

Appendix 2: 2023-24 Memorandum of Understanding ECPP Program Checklist

Please only submit your MOU to your regional office if requested

District School Board:		
Alignment with Ministry of Education Guidelines for Approval and Provision of Education and Community Partnership Program (ECPP) Programs 2023-24 Guidelines	Memorandum of Understanding Checklist	Amendments to the 2023-24 MOU
ECPP Programs and Services		
Heading and Introduction		
a. Names of ECPP Facility and school board		
b. Name of Act under which the ECPP Facility is licensed, approved, established, or continued (where applicable)		
c. Profile of children and youth served, admission processes, referral sources, catchment area, location of Education Program (address)		
d. Geographic area to be serviced		
e. Pupil teacher ratio, total number of spaces in the Education Program		
f. Duration of MOU, timelines for review of MOU, procedure for termination and expiry of MOU		
g. How the philosophy of the school board and the ECPP Facility align.		
ECPP Service Responsibilities		
a. Set out criteria for admission and discharge of children and youth entering to and from the ECPP Facility		
b. Provide a description of the physical space, equipment, furnishings that will be provided for the appropriate accommodation of the Education Program		
c. Provide a description of the nature and frequency of ECPP Services (care, treatment and/or rehabilitative) to be provided daily and during the hours of instruction in the Education Program. Note: treatment must be provided daily.		
d. Provide confirmation that the ECPP Facility will hire and pay the salaries of the ECPP Services staff		
e. Set out the number and type of professionals required to provide the ECPP Services needed by the children and youth during the Education Program (Designate the name and title of the person responsible for the supervision of ECPP Services staff.)		

f. Confirmation that a treatment plan, transition plan, plan of care or case management plan and safety plan will be developed for each child or youth in the Education Program		
g. Include a copy of the site plan of the physical location of the Education Program		
h. Confirmation that a timetable for the Education Program will be retained on file at the ECPP Facility		
i. Confirmation that ECPP Services will maintain security.		
j. Confirmation of connectivity/internet access as appropriate		
School Board Responsibilities		
a. Confirmation that the school board will assign teacher(s) and teaching assistant(s), if needed and approved, for the provision of the Education Program		
b. Confirmation that the school board will supervise the Education Program staff		
c. Confirmation that the school board will provide furniture, equipment and instructional supplies, as needed;		
d. Confirmation the school board will transfer equipment purchased for the use of a student in compliance with the Special Equipment Amount (SEA) Guidelines		
e. Provide that the school board will develop a schedule for operating the Education Program with the ECPP Services		
f. Provision for professional development for Education Program staff, including training in Crisis Prevention		
g. Provision for assessment and evaluation of the Education Program		
h. Provision for maintaining the OSRs of children or youth in the Education Program in keeping with the OSR Guidelines and as set out elsewhere in these Guidelines		
i. Provision for maintaining a daily attendance record		
j. Provision of a description of the nature of the Education Program to be provided during the hours of instruction		
k. Collect data and report to the Ministry as required		
l. Participate in the Ministry of Education monitoring process.		
Mutual Responsibilities		
a. Establishing a clear and detailed conflict resolution process		
b. Maintaining confidentiality of personal information as required by these Guidelines		

c. Provision for the implementation of the Occupational Health and Safety Act as it relates to both parties		
d. Provision for, maintaining and replacing equipment, including in remote/virtual settings, as needed.		
e. Confirmation that a policy for all staff on violence prevention and a professional code of conduct will be developed		
f. Ensure that, when appropriate, safety plans are developed and incorporated into Education Plans for or other plans as required.		
g. Provision and implementation of processes and mechanisms to safeguard all staff and students in the Education Program including integrated Transition Plans where appropriate.		
h. Confirmation of a multi-disciplinary approach to all planning for each student in the Education Program, including Integrated Transition Plans, where appropriate		
i. Identifying name, title and contact information of the person responsible for supervision of the Education Program and the ECPP Services and their roles, respectively		
j. Provision for the planning of transition to and from schools, other programs, the workplace, the community or post-secondary education, as appropriate		
k. Provision for the design, review and evaluation of the Education Program, including the integration of ECPP Services.		
l. Establishing procedures for transfer of a student to and from an Education Program		
m. Listing the criteria and process for removing a child or youth from the Education Program for safety or other reasons.		
n. Planning for the appropriate and seamless transitioning of students should one party provide notice of termination per MOU		
o. Keeping an inventory of the equipment/furniture provided and owned by either party in the event of closure		
p. Approach to remote learning and treatment in times of extended interruption to conventional in-person learning during full or partial school closures, or under any other periods of remote learning.		
q. Confirmation that protocols related to appropriate use and supervision when students have access to the internet for education and/or treatment are in place		
r. Ensuring the signatures of officials authorized to sign on behalf of each party are obtained		

Signatures		
Ensuring the signatures of officials authorized to sign on behalf of each party obtained.	ECPP Services: <input type="checkbox"/> District School Board: <input type="checkbox"/>	
Additional Information:		