

Directives for Care and Treatment Education Programs (CTEP)

2025-26

Ministry of Education

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NOTICE:

Some of the elements and proposals set out in this Directive 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 Directive should be considered subject to such regulations, if and when made.

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Introducing Care and Treatment Education Programs (CTEP)

*Note: Terminology used throughout this document can be found in **Appendix 1: Terminology**.*

Starting in the 2025-26 school year, Care and Treatment Education Programs (CTEP) are Education Programs for students who cannot attend school because of their primary need for care and/or treatment. School boards (henceforth “boards”) may also use CTEP funding to deliver board-run care and/or treatment supports for the 2025-26 school year while they continue to explore appropriate partnerships.

CTEP is the outcome of a modernization review of the Education and Community Partnership Program, informed by feedback from stakeholders from across the province.

Beginning in the 2025-26 school year, the Ministry of Education (“ministry”) is reconfiguring the previous Education and Community Partnership Program funding into the following two new separate components of the Complex Supports Allocation:

- 1. Education and Community Partnership Programs (ECPP) Component:** Provides critical supports for Education Programs for students that have been court-ordered into a youth justice secure or open custody/detention facility, adult custodial facility serving youth, or for students court-ordered into Syl Apps Youth Centre or attending the provincial Child and Parent Resource Institute (CPRI) program.¹ Funding to boards for these programs will be provided through a table amount set out in the Core Education (Core Ed) regulation based on their 2024-25 funding amounts and programs. In-year program changes will be considered on a case-by-case basis allowing for the ministry to adjust funding. Additional details can be found in the [Directives for Education and Community Partnership Programs \(ECPP\), 2025-26](#).
- 2. Care and Treatment Education Programs (CTEP) Component:** Provides Education Programs for students who have a primary need for care and/or treatment. Funding for these programs will be provided through a formula-based approach for all boards. Additional details can be found below in these Directives.

¹ All previous components that made up former divested programs have been moved into the table amount for the new ECPP component.

The new CTEP aims to improve student outcomes, enhance access and the quality of Education Programs, reduce administrative burden, and provide greater flexibility to boards to meet changing student needs and local priorities. **Appendix 2: Comparison Chart** at the back of these directives will summarize some key changes under the new approach.

For more information, please refer to the [Technical guide for school boards, 2025-2026](#).

Overview

Purpose of Directives

These Directives set out the criteria, responsibilities and requirements related to CTEP for Ontario's school boards ("boards"). They are created in accordance with the Core Ed Funding ("Core Ed") regulation under the authority of Ontario's [Education Act](#).

Each year, the ministry will review the CTEP process and update the Directives as required. These Directives may be amended from year to year at the sole discretion of the government.

Boards are responsible for familiarizing themselves with these Directives. For additional clarification about the CTEP component, boards should contact their ministry regional office (see **Appendix 3: Regional Office Contact Information**).

Funding

Close-out ECPP Applications: Finalizing 2024-25 ECPP Expenses

The deadline to submit 2024-25 ECPP Close-Out ECPP Applications is July 11, 2025.

The ministry will be providing boards with pre-populated close-out applications for the 2024-25 school year. These applications are meant to finalize the 2024-25 school year for ECPP.

Boards are asked to pay close attention to all sections and ensure all information is accurate. Boards should refer to the instructions released for the 2024-25 school year titled ["Instructions for Completing the Application Form for Regular and Divested Educational Programs: Education and Community Partnership Programs \(ECPPE\) 2024-2025"](#).

Once the ministry reviews and finalizes the applications, approved amounts from these applications will be used to update the 2025-26 CTEP table amounts in the Core Ed funding regulation.

The 2025-26 Funding Model

CTEP is a component of the Complex Supports Allocation in the Special Education Fund (SEF) which is part of Core Ed Funding. The CTEP funding model is designed to provide all boards with the flexibility required to address the changing needs of their students within varying community and/or regional contexts across the province.

CTEP funding is made up of the following two amounts:

1. CTEP Base amount

For the 2025-26 school year, each board receives a base amount of the higher of either:

- a) \$300,000; or,
- b) their approved 2024-25 ECPE care and treatment application amount plus applicable adjustments as set out in the Core Ed Funding regulation.

2. CTEP Per Pupil amount

The CTEP Per Pupil amount is calculated as follows:

$$\$3.70 \times \text{Average Daily Enrolment (ADE)}$$

Leveraging Partnerships and Maximizing Efficiencies

Boards are responsible for finding the most efficient ways to use education funding and are encouraged to work together to deliver education services collaboratively.

The ministry acknowledges that boards need flexibility to address local realities. In some cases, this will mean prioritizing current partnerships, seeking new opportunities, or changing current programs to meet local student needs.

When developing CTEP programs, boards are responsible for collaborating and seeking partnership opportunities with other boards, whenever possible, to avoid duplication and to seek regional efficiencies.

Boards are encouraged to ensure that additional efforts are made to share information about their current CTEP offerings with coterminous or nearby boards to:

- a. ensure improved access for students from multiple boards to care and/or treatment programs
- b. explore opportunities for collaboration in the delivery of CTEP education programs
- c. partner in programs to avoid possible duplication in the same region, where unwarranted
- d. share costs to optimize the use of public funds

In cases where finding an agency partner is not possible, the board may opt to deliver and fund both the education and care/treatment components of a CTEP. Boards should document and keep records of steps taken to secure agency partners and make such records available to the ministry upon request.

In accordance with [O. Reg. 193/10 \("Restricted Purpose Revenues", section 5\)](#), any unspent CTEP funding at the end of the school year will be diverted to the larger SEF deferred revenue envelope.

Eligibility Criteria

Who is eligible for CTEP funding?

The ministry provides CTEP funding to all boards in Ontario to deliver Education Programs for students who cannot attend school because of their primary need for care and/or treatment. Boards may also use CTEP funding to deliver board-run care and/or treatment supports for the 2025-26 school year while they continue to explore appropriate partnerships. Examples of the types of needs that students in a CTEP may have include, but are not limited to:

- highly complex needs requiring care and/or treatment
- physical or mental health needs requiring care and/or treatment
- mental health or psychiatric needs
- severe emotional and behavioural needs
- addictions
- be at high risk of being in conflict with the law (community-based, non-custodial care and/or treatment programs)

What expenses are eligible?

Boards can spend CTEP funding on the following eligible expenses:

- the salary of the teachers and related employee benefits (excluding summer Education Programs)*
- the salary of the educational assistants, when applicable, and related employee benefits
- the salary and related employee benefits for a liaison/administrator
- the purchase of instructional supplies, classroom furniture and equipment to support the CTEP

Note: *CTEP summer programs are funded at the continuing education rate.

Board-Run CTEP Services Expenses for 2025-26:

CTEP Services should be delivered by Facilities, funded by the Ministry of Children, Community and Social Services or the Ministry of Health.

Boards must first attempt to find services provided by agencies and document such attempts. However, in cases where no partnership opportunities with CTEP Facilities exist, boards may opt to implement board-run CTEP Services directly for the 2025-26 school year while they continue to explore appropriate partnerships. In this case, additional eligible expenses include:

- the salary of health professionals, regulated social service professionals and paraprofessionals, and related employee benefits

While the Ministry is responsible for policy that directs the allocation of funding to boards, boards are responsible for providing programs and services to students in CTEP and determining the appropriate allocation of funds do so while keeping within the terms of the [Education Act](#) and other relevant regulations and these directives. This flexibility in resource allocation is with the boards as they are in the best position to respond to local needs when setting budget priorities and determining what programs and services are needed to meet the needs of their students. To that end, boards are being provided with flexibility to decide how CTEP funds are allocated to programs based on local need.

Other Eligible Expenses Outside of CTEP Funding:

As it relates to accommodation expenses for programs operating in a board space, funding is provided through the School Operations Allocation of the **School Facilities Fund**.

Where applicable, boards may use their **Student Transportation Fund** to provide the transportation that they have authority to provide through that fund.

Calculating Enrolment

Boards are responsible for keeping accurate records of enrolment and attendance for both data and funding purposes to be eligible for the Education and Community Partnership Program (ECPP) and the Care and Treatment Education Programs (CTEP) Operations component within the School Operations Allocation.

The full-time equivalent (FTE) reported for a student in a CTEP Education Program must be supported by timetables, student education maps (*formerly known as education plans*), and attendance records.

It is the responsibility of the designated Supervisory Officer of the board to confirm the FTE of students in a CTEP Education Program. It is recognized that enrolment can fluctuate with temporary highs and lows. Enrolment should be calculated based on the following criteria:

- students are enrolled in the CTEP Education Program and must have a primary need for care and/or treatment
- the Education Program is composed of both instructional and care and treatment activities wherein both the teaching Education Program staff and CTEP Services staff are working with the students at the same time
- calculating the number of students in an CTEP 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 [the Enrolment Register Instructions for Elementary and Secondary Schools](#).
- the FTE may be reported by adding the number of days of attendance of all the students in the CTEP Education Program and dividing it by the number of instructional days in that month
- students aged 21 and over on December 31, 2025, are not included in the enrolment reported
- for boards that have CTEP that are combined panels (i.e., including both elementary and secondary students), boards should maintain records of FTE for each panel necessary for Education Finance Information System (EFIS) reconciliation

For more information, please refer to the [Technical guide for school boards, 2025-2026](#).

Enrolment Register

Students in a CTEP are considered pupils of the board (POB). Boards must accurately report these students on enrolment registers.

Pupils in CTEP will not be funded on the Elementary and Secondary Schools Enrolment Register for the duration of their participation in the CTEP program, including during transition periods. Boards are to **assign an "N" code with 0.0 FTE to students in a CTEP**.

As these students are POBs, they should continue to have access to board resources and activities while participating in a CTEP and during transition periods (e.g., grad coaches, guidance counsellors, attendance counsellors, and other paraprofessionals, access to board computer login, account, online learning platform, school teams, after-school-activities, where possible).

Students participating in a CTEP will be treated as “shared pupils” and attendance at the CTEP should be tracked under the CTEP Board School Identification (BSID). Upon a pupil's full and complete transition back to their home school, normal attendance coding should resume.

Other Education Opportunities:

If a student in a CTEP meets board eligibility and is taking Continuing Education, they would be recorded as a “Pupil of the Board” and added to the Continuing Education Enrolment Register.

For more information, please refer to the [Enrolment Register Instructions](#).

Essential Elements of the Education Program

Boards provide the educational component (“Education Program”) while facilities provide the care and/or treatment services (“CTEP Services”). For CTEP to be effective it is key that boards understand the essential elements of the Education Program, including the need to foster a strong collaborative model at the staff and program level; and considerations about how to develop an Education Program, including instruction and intervention; assessment, evaluation and reporting on educational achievement; cultural relevance and the importance of transition planning.

Collaboration and Planning

Education programs must be designed to recognize the primacy of the care and/or treatment needs of students and both should be provided daily. As such, CTEP is based on a collaborative model for sharing responsibilities between boards and approved facilities, as deemed appropriate by boards.

CTEP Services and Education Program staff must work together, building on and complementing each others' experiences and skills to help provide positive education outcomes for students who otherwise cannot attend school.

Education Program staff must plan and work in collaboration with CTEP Services staff, and the board's multi-disciplinary teams (MDTs) should be used to ensure consistent

and continuous support for students in CTEP to assist them in achieving their education and care and/or treatment outcomes.

Joint planning, which should include students, parents/guardians, and MDTs, should be used to develop customized student education maps (formerly known as education plans) for each student in an Education Program. The Education Program should be interwoven with the care and/or treatment services provided by the CTEP.

This collaborative approach, informed by the strengths and needs of the student, enhances both education and care and/or treatment outcomes. When a student has an Individual Education Plan (IEP), their student education map should align with the academic goals of their IEP and any social emotional goals.

Instruction and Intervention

Education Program staff should review their existing student education maps and transition plans to ensure they align with the elements listed below and to determine which enhancements should be added or updated accordingly. Education Program staff are obligated to ensure that processes are in place to protect personal information and comply with legal obligations, respecting the collection and retention of personal information.

- CTEP 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 the particular student
- learning resources should be available to CTEP students, including technology-enabled learning such as e-learning, where appropriate
- the Education Program is based on the [Ontario Curriculum](#) and/or board determined alternative programs
- to develop, deliver and support the effectiveness of the program, CTEP education staff should have relevant knowledge, classroom teaching experience and an understanding of the unique needs of students in CTEP. All efforts should be made to assign teachers in these programs who have at minimum the Special Education Part One Additional Qualification
- the use of accommodations, modifications and/or alternative programming must be reflected in the student education map which should align with the student's most recent Individual Education Plan (IEP) should they have one. The IEP is in the student's Ontario Student Record (OSR) from their sending

school. Where a student has equipment and/or devices outlined in the IEP and/or student education map, including previously approved Specialized Equipment Amount (SEA) equipment/devices, this equipment and/or device must be made available to the student

- the education staff has access to:
 - current curriculum and related policy documents, resource guides, and professional learning materials to support the planning and delivery of the CTEP Education Program
 - professional learning activities provided by the board
 - appropriate training led by CTEP Services staff, to support the unique needs of the students in the CTEP
- board principals and superintendents responsible for CTEP Education Programs work with and provide support and guidance to board staff assigned to the CTEP Education Program on a regular basis

Class Size

[O. Reg 298: Operation of Schools-General](#) sets out the maximum class sizes for self-contained classrooms.

If the CTEP has a stated care and/or treatment purpose that aligns to what is described in [O. Reg 298: Operation of Schools-General](#) for self-contained classrooms (e.g., learning disabilities, hearing impaired, blind, deaf, developmental disabilities, speech and language disorders, physical handicaps, intellectual disabilities, aphasic, autistic) the CTEP is expected to follow that class size maximum.

If the CTEP has a stated care and/or treatment program purpose of students at high risk of being in conflict with the law (community-based non-custodial), the CTEP is expected to follow a class size maximum of 8 (*which is half the maximum class size for self-contained classrooms*)².

If the CTEP has a stated care and/or treatment purpose that does not align to the regulation, nor is community-based non-custodial (e.g., unhoused youth, substance abuse, suicide prevention, etc.), then it is up to the board and facility to determine an appropriate class size (up to a maximum of 16) taking the following factors into consideration:

² Note: Community-based youth justice programs that existed prior to 2025-26 and had a negotiated MOU, may continue to use the PTR in the MOU as their maximum class size if all parties agree.

- the overall needs of the CTEP Services as they relate to the Education Program
- the opinion of CTEP Services staff about care and/or treatment requirements
- the rules found in the [Education Act](#), governing the maximum enrolment in self-contained classes for pupils

Students in a CTEP classroom should have a primary need for care and/or treatment that matches the stated purpose of the CTEP (e.g., if the CTEP is for students with physical disabilities as their primary need, the classroom should not also include students admitted to CTEP for a different care and/or treatment purpose)³.

Assessment, Evaluation and Reporting on Educational Achievement

Assessment, evaluation, and reporting of academic achievement for students in CTEP Education Programs will be informed by:

- Ministry policies and procedures including [Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1-12, 2010](#) and [all addenda, \(collectively Growing Success\)](#)
- [Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 \(2013\)](#),
- [Consideration for Program Planning](#). This includes an understanding that in any program setting, students may demonstrate a wide range of strengths, needs, interests and lived experiences. An effective student education map that is culturally relevant, recognizes lived experience, outlines the strengths, and needs of each student and provides for individualized programming should be developed for all students in CTEP Education Programs. See **Appendix 4: Student Education Maps and Transition Plan Components** for a list of elements that should be included
- 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 CTEP Education Program, including, but not

³ Note: where a student has been admitted to a CTEP for a primary need but has multiple exceptionalities, that shall not have bearing on the class size maximum. Class size maximums are based on the stated care and/or treatment purpose of the CTEP, not the individual students in attendance.

limited to, Provincial Report Cards and the Ontario Student Transcripts (OST). This process 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 Directives

It is expected that, when possible, students in the CTEP will participate in large scale assessments set by the Ministry, the Education Quality and Accountability Office (EQAO) or board, including the Ontario Secondary School Literacy Test (OSSLT). Boards offering CTEP 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.

Transition Planning

Transitions are a normal part of a CTEP and may include transitioning back to the home school, an alternative education program or work, community living or post-secondary destinations. Students may also transition into and out of a CTEP or between different CTEP on more than one occasion.

Students in CTEP may do gradual transitions (e.g., 2 days in home school, 3 days in CTEP). CTEP Services and Education Program staff are expected to work together to design a transition plan and timetable that supports gradual transitions for as long as is needed for the student to make a full successful transition. The student will continue to be recorded with the "N" code on the [Elementary and Secondary Schools Enrolment Register](#) until a full and complete transition to the home school is complete.

Transition planning supports and improves the continuity of education and programs and services for students. Personalized and precise transition plans reflect student agency, lived experience, strengths, needs, and interests, such as:

- elements of the transition planning include sharing of information in accordance with these Directives, regular communication with parents/guardians and gradual integration and reintegration, where appropriate. The transition plan should be stored in a way that ensures confidentiality.
- educational strengths, interests and needs are identified through student voice and culturally relevant assessment procedures before entrance to the CTEP Education Program where possible. A variety of structures and supports may need to be considered to facilitate successful integration of students into and out of a new setting.

- transition plans should be developed and monitored by MDTs, which may include but are not limited to, parents/guardians, the student (where appropriate), educators, CTEP Services staff and community service partners.
- when a student enters or exits a CTEP, the teacher should have access to information about each student's education needs and, as appropriate, attend a multi-disciplinary transition planning meeting.
- 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 CTEP Education Program
- 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, if possible and appropriate. Until this transition period is completed, the student should remain on the attendance tracker of the Education Program as well as be coded "N" on the [Elementary and Secondary Schools Enrolment Register](#). If the student should regress during the transition period, the student may return to the Education Program fully.
- students may be transitioned back to the home school as a result of being demitted from a CTEP because they did not attend as per the attendance policy outlined by the CTEP. In such cases, this information needs to be included in the transition plan so the board can re-engage the student.
- 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](#).

See **Appendix 4: Student Education Maps and Transition Plan Components** for a list of elements that should be included in the transition plan.

Roles and Responsibilities

Ministry Responsibilities

The ministry is responsible for providing the CTEP Directives and supporting board understanding of these directives.

The ministry will continue to collect data on programs to support continuous program improvement that meets the education needs of students in a CTEP and improves educational outcomes.

The ministry will monitor CTEP as a key component of accountability, ensuring that programs are effective, compliant, and supportive of student achievement.

Board Responsibilities

Boards are responsible for assigning board staff to Education Programs. To help protect the health and safety of those in congregate care settings, board staff who work in CTEP are expected to comply with all applicable government directives, including those related to public health and workplace safety at the facilities in which CTEP are operated.

Teachers

Due to the unique circumstances of CTEP Education Programs, teachers will perform the following duties, in addition to those set out in the [Education Act](#) and its regulations:

- develop the student education map for each student in co-operation with CTEP Services staff and staff of any previous or receiving school and assess student academic progress to inform individualized program planning and support

- provide individualized education programming and differentiated instruction/assessment for each students in accordance with Ministry policies and resources (e.g. [*Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition covering Grades 1-12, 2010*](#) and [*all addenda, \(collectively Growing Success\)*](#))
- maintain records related to student attendance, following the attendance policies outlined by the CTEP and where necessary facilitate the demission of a student from a CTEP and back to the home school if the student fails to attend the CTEP as per the attendance policy
- share information about the student from any previous board , as appropriate and in accordance with privacy and confidentiality policies and legislation, with staff of the CTEP Services (e.g., strengths, needs, successful approaches, unsuccessful strategies)
- act as an education representative on a multidisciplinary team
- provide CTEP Services' staff with information which may assist in making decisions pertaining to discharge from the CTEP Services as appropriate and in accordance with privacy and confidentiality policies and legislation
- develop and implement transition plans for students entering and exiting an Education Program in co-operation with CTEP Services staff, staff of any previous or receiving school, students, and families
- collect information about the student from the CTEP Services staff upon exiting the Education Program, and share and discuss, with staff of any receiving board as part of the transition plan
- facilitate transitions by maintaining close relationships with any previous school and/or board
- participate in a collaborative manner in ministry monitoring, as requested

Educational Assistants

Educational Assistants (who may also be called teaching assistants or behavior teaching assistants) may perform the following duties, in addition to those set out in the [*Education Act*](#):

Under direction of the classroom teacher:

- facilitate student learning individually and in small groups

- support the classroom environment with programming that includes social skills and/or self-regulation skills
- implement the techniques, strategies and language as demonstrated by the classroom teachers
- document, monitor and report to the teacher on program implementation
- carry out informal assessment activities to assist the teacher in developing individual student profiles
- assist with tracking of student data
- implement the student education map and transition plan in collaboration with the teacher
- attend meetings with the MDT as required

Supervisory Officer or Designate

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

- negotiation of an MOU, if applicable
- annual review of the MOU, if applicable
- managing the program budget
- liaising with CTEP facilities, if applicable
- presenting students to CTEP facilities for admission consideration
- participating in collaborative discussions and plan of care meetings
- assisting with transitions of students into, and out of, a CTEP and assisting with the discharge process
- resolving conflicts as set out in the MOU, if applicable
- working with the student and family to re-engage in education, if the student has been demitted from the CTEP as a result of failure to attend
- conducting teacher evaluations

- facilitating professional learning for staff
- informing EDU regional offices of any changes

Memorandum of Understanding (MOU)

Most CTEPs will be delivered in partnership with a facility providing the CTEP Services. In such instances, the parties must enter into an agreement by signing a Memorandum of Understanding (MOU). These Directives provide some guidance for consideration as to the terms of the agreement.

Boards should consult with their legal counsel when entering into agreements with CTEP Facilities.

See **Appendix 5: Memorandum of Understanding CTEP Program Checklist** for a list of components that should be considered when developing an MOU.

The Protection of Privacy

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

Any collection, use or disclosure of personal information by 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 \(FIPPA\)*](#)

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

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

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

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

[Provincial Offences Act \(POA\)](#)

[Youth Criminal Justice Act \(YCJA\)](#)

When applicable, the 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.

Boards should be aware that CTEP Facilities may also be subject to legislation respecting the protection of privacy and the collection, use and disclosure of personal information.

Boards should consult with their legal counsel respecting compliance with applicable legislation.

The Protection of Confidentiality

Boards must ensure that all documents in the OSR, including the OST, the Ontario Secondary School Diploma, and the student education map (including the transition plan), do not disclose that a student was in a CTEP, where participation in the CTEP would indicate that the student was a young person in conflict with the law.

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 a CTEP.

CTEP Education Program staff shall request the OSR be transferred to the Education Program for every student in a timely manner. The principals or administrators responsible for transition and records should contact the sending/receiving principal to share and document student information, where possible/appropriate, while awaiting the physical transfer of student records. All efforts need to be made to get the student's student education map started while maintaining strict confidentiality.

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

In accordance with [Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2024](#), the Ontario Secondary School Diploma is issued by the last board to hold the OSR.

The [Youth Criminal Justice Act](#) (YCJA) and the [Provincial Offences Act](#) (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:

- that the student is or was a young person in conflict with the law
- 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 CTEP which has custody of the OSR must ensure that the entry is altered appropriately or deleted from the OSR.

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

Changes to an Education Program

Boards and Facilities are required to contact the appropriate regional office or ministry contact to notify them of any CTEP Education Program changes, including the creation of new programs, program changes and/or closures. Boards must keep internal records of any program changes and be able to provide this information to the ministry if requested.

Boards are responsible for making funding decisions and changes to their CTEP Education Programs within their allotted CTEP allocation. Boards may also use other SEF funding, as well as other non-enveloped Core Ed funding amounts to support the programs.

Should a CTEP Education Program close, boards are expected to ensure continued access to education programming for students. This could include the student transitioning back to the community home school, an alternative education program or work, community living or post-secondary destination or to a different CTEP.

Board School Identification (BSID)

New BSID numbers are required in the following scenarios:

- if there is a new program (agency partner or board-run)
- if there is a new CTEP Service Facility for the program
- if there is a change in treatment or in the student population served
- if there is a complete change of panel (i.e., from elementary to secondary or from secondary to elementary)

All BSIDs for CTEP, should now be marked as **'T'** for the school special condition type field in OnSIS. Boards must ensure that their programs are marked with the correct school special condition type and rectify any discrepancies.

For any program which was previously designated with a **"J"** as an ECPP but is now a CTEP, boards are required to manually change the school special condition type field to **"T"** in OnSIS.

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

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

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

If the program closes, the BSID must be retired (not to be used again). However, if a site location closes, but other classrooms/locations continue to operate under that same BSID, the BSID would remain open.

In addition, boards are required to review all previous ECPP (now CTEP and ECPP) BSIDs to ensure they are open and active, otherwise, these BSIDs are required to be retired within OnSIS.

Information Management and Reporting

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 directives.

Please note:

- the Ministry is authorized under 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
- the board 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
- boards must comply with the Ministry's on-going need and requirements to collect information about students in CTEP 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](#)
- the board shall also provide any information requested by the ministry respecting the Education Program, including, but not limited to, filling out forms for monitoring, as needed

Online Report Back

Boards are required to submit a CTEP Online Report Back to the ministry at the end of each school year. The report will provide the ministry with information regarding each board's CTEP expenditures, student-level data, and program details.

Boards are encouraged to include as much detail as possible in the report as information will contribute to the continued improvement and modernization of CTEP and the Special Education Fund.

For more information and to access the report for CTEP, see the [Funding for Education and Community Partnership Programs \(ECP\), and Care and Treatment Education Programs \(CTEP\) 2025-26](#) website.

Appendix 1: Terminology

Throughout this document:

“Board-run Program” programs wherein the board funds and delivers both the education and care and/or treatment components of the CTEP for the 2025-26 school year while they continue to explore appropriate partnerships.

“Core Ed” stands for Core Education Funding and provides most of the operating revenue for publicly funded school boards.

“CPRI” stands for Child and Parent Resource Institute program.

“CTEP” stands for Care and Treatment Education Programs and refers to programs for students who cannot attend school due to their primary need for care and/or treatment.

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

“CTEP Facility” is a facility which is approved, designated, established, licensed or registered by the Government of Ontario, or otherwise deemed appropriate by the board.

“CTEP Services” are care and/or treatment services provided by a CTEP Facility.

“ECP” stands for Education and Community Partnership Programs and refers to Education Programs for youth that have been court-ordered into a youth justice secure or open custody/ detention facility, adult custodial facility serving youth, the Syl Apps Youth Centre or for students attending the provincial Child and Parent Resource Institute (CPRI) program.

“IEP” is the Individual Education Plan and refers to the written document that outlines the special education programs, accommodations, and services a board will provide to a student.

“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](#).

“Student Education Map” (formerly known as education plans) is a written working document describing the CTEP education program and the learning that will be provided to and undertaken by an individual student.

Appendix 2: Comparison Chart

| Key Element | Previous Approach (2024-25 & Prior) | NEW Approach (Starting in 2025-26) | Key Changes |
|----------------------|--|---|---|
| Name | Education and Community Partnership Program (ECPP) | Care and Treatment Education Program (CTEP) | New and distinct name for the care and/or treatment programs. |
| Purpose | <p>Provided funding to the limited number of boards already delivering Education Programs to students who could not attend school due to their primary need for care, treatment and/or rehabilitation services.</p> <p>Program changes or new programs required ministry approval.</p> | Provides funding to all boards to deliver Education Programs for students who cannot attend school due to their primary need for care and/or treatment. | All boards are given the funding and flexibility to implement Education Programs for students whose primary needs are for care and/or treatment. |
| Funding Model | <p>Funding was allocated to boards based on approval of applications (3 types listed below) to renew existing programs, including:</p> <ol style="list-style-type: none"> 1. Regular ECPP Program 2. Enhanced Education and Treatment (EET) ECPP (<i>provided school-based education and care and treatment supports</i>) 3. Divested Program ECPP (<i>legacy programs</i>) | <p>Funding is allocated to all boards based on a formula composed of two amounts:</p> <p>1. CTEP Base amount: the higher of either: a) \$300,000; or, b) their approved historical 2024-25 ECPP care and treatment amount.</p> <p>2. CTEP Per Pupil amount (\$3.70 x Average Daily Enrolment (ADE)).</p> <p>Unspent funds can be used for any special education supports in future years.</p> | <p>CTEP funding is allocated to all boards based on a formula rather than on Minister approval of applications for multiple program types.</p> <p>Unspent funds can be used for any special education supports in future years.</p> |

| Key Element | Previous Approach (2024-25 & Prior) | NEW Approach (Starting in 2025-26) | Key Changes |
|-------------------------------------|--|---|--|
| Enrolment Registers | Students were not permitted to be added to the Elementary and Secondary Schools Enrolment Register if they were participating in an ECPP, including during transition periods. | Boards must keep students on the Elementary and Secondary Schools Enrolment Register as pupils of the board (POB). However, boards will not be funded for their enrolment when they are participating in a CTEP, including during transition periods. Boards are to assign an "N" code with 0.0 FTE in OnSIS to students in CTEP. | Students in a CTEP now remain on the Elementary and Secondary Schools Enrolment Register, can access home school resources, and can also benefit from gradual transitions. |
| New Programs | The ministry did not accept applications for new programs. | Boards are allowed to create new programs and/or change the existing programs focus to meet local needs and priorities within their CTEP allocation and other non-enveloped funding available. | New programs are now possible without requiring prior approval from the ministry. |
| Program Changes and Closures | Boards were required to submit a program change request form subject to ministry approval. | Boards are asked to notify the appropriate ministry staff when making program changes or closures. | Boards are no longer required to seek approval from the ministry for new programs, program changes and/or closures. |
| Reporting | Annual program application process. | Boards must submit an annual report on program details to the ministry. | New annual online report back tool for boards. |

Appendix 3: Regional Office Contact Information

For additional information pertaining to Education Programs, contact the regional office lead in your area.

| Region | Education Officer | Boards |
|----------------------|---|---|
| Centre Region | <p>Jennifer Brown Jennifer.Brown5@ontario.ca (705) 241-0070 (Provincial Lead - ENG)</p> <p>Michele Reaume michele.reaume@ontario.ca (705) 717-8867</p> | <ul style="list-style-type: none"> • Dufferin-Peel Catholic District School Board • Halton Catholic District School Board • Halton District School Board • Peel District School Board • Simcoe County District School Board • Simcoe Muskoka Catholic District School Board • Trillium Lakelands District School Board • York Catholic District School Board • York Region District School Board |
| East Region | <p>Marie-Christine Lemenchick marie-christine.lemenchick@ontario.ca 343-996-3375 (Provincial Lead - FR)</p> <p>Michel Bédard michel.bedard@ontario.ca (613) 851-0186</p> <p>Glenda Stevenson glenda.stevenson@ontario.ca (613) 698-3851</p> | <ul style="list-style-type: none"> • Algonquin and Lakeshore Catholic District School Board • Catholic District School Board of Eastern Ontario • Conseil des écoles publiques de l'Est de l'Ontario • Conseil scolaire de district catholique de l'Est Ontarien • Conseil scolaire de district catholiques du Centre-Est de l'Ontario • Durham Catholic District School Board • Durham District School Board • Hastings and Prince Edward District School Board • Kawartha Pine Ridge District School Board • Limestone District School Board • Ottawa Catholic District School Board • Ottawa-Carleton District School Board • Peterborough Victoria Northumberland & Clarington Catholic District School Board • Renfrew County Catholic District School Board • Renfrew County District School Board • Upper Canada District School Board |

| Region | Education Officer | Boards |
|----------------|--|--|
| North Region | Northeast | |
| | <p>Christiné Misch christine.misch@ontario.ca (705) 497-6888</p> <p>Marc Lauzon (FR) marc.lauzon2@ontario.ca (705) 564-4297</p> | <ul style="list-style-type: none"> • Algoma District School Board • Conseil scolaire de district catholique des Aurores boréales • Conseil scolaire de district catholique des Grandes Rivières • Conseil scolaire de district catholique du Nouvel-Ontario • Conseil scolaire de district catholique Franco-Nord • Conseil Scolaire de district du Grand Nord de l'Ontario • Conseil scolaire de district du Nord-Est de l'Ontario • District School Board of Ontario North East • Huron-Superior Catholic District School Board • Near North District School Board • Nipissing-Parry Sound Catholic District School Board • Northeastern Catholic District School Board • Rainbow District School Board • Sudbury Catholic District School Board |
| | Northwest | |
| | <p>Catherine McCready catherine.mccready@ontario.ca (807) 476-5399</p> | <ul style="list-style-type: none"> • Keewatin-Patricia District School Board • Kenora Catholic District School Board • Lakehead District School Board • Northwest Catholic District School Board • Rainy River District School Board • Superior North Catholic District School Board • Superior-Greenstone District School Board • Thunder Bay Catholic District School Board |
| Toronto Region | <p>Melissa Weyland Melissa.Weyland@ontario.ca (416) 302-5435</p> <p>Pauline Faubert (FR) pauline.faubert2@ontario.ca (416) 325-2633</p> | <ul style="list-style-type: none"> • Conseil scolaire Viamonde • Conseil scolaire catholique MonAvenir • Toronto Catholic District School Board • Toronto District School Board |

| Region | Education Officer | Boards |
|-------------|---|--|
| West Region | <p>Joy Antoniuk joy.antoniuk@ontario.ca 226-377-8483</p> <p>Sherry Bortolotti sherry.bortolotti@ontario.ca (226) 268-2640</p> <p>Marie-Pierre L'Arrivée (FR) Marie-Pierre.L'Arrivee@ontario.ca (437) 533-2956</p> | <ul style="list-style-type: none"> • Avon Maitland District School Board • Bluewater District School Board • Bruce-Grey Catholic District School Board • Brant Haldimand Norfolk Catholic District School Board • Conseil scolaire Catholique Providence • District School Board of Niagara • Grand Erie District School Board • Greater Essex County District School Board • Hamilton Wentworth Catholic District School Board • Hamilton Wentworth District School Board • Huron Perth Catholic District School Board • Lambton Kent District School Board • London District Catholic School Board • Niagara Catholic District School Board • St. Clair Catholic District School Board • Thames Valley District School Board • Upper Grand District School Board • Waterloo Catholic District School Board • Waterloo Region District School Board • Wellington Catholic District School Board • Windsor Essex Catholic District School Board |

Appendix 4: Student Education Maps and Transition Plan Components

Note: Every student attending CTEP must have both a customized Student Education Map and Transition Plan created for them. The following checklist indicates the required information.

| Information to be included | Student Education Map | Transition Plan |
|---|-----------------------|-----------------|
| Student Information | | |
| 1. Name | ✓ | ✓ |
| 2. Date of Birth | ✓ | ✓ |
| 3. Grade | ✓ | ✓ |
| 4. OEN | ✓ | ✓ |
| 5. Exceptionality (ies) | ✓ | ✓ |
| 6. Admittance and Discharge Date | ✓ | ✓ |
| 7. Name of Previous School and Board, if applicable | ✓ | ✓ |
| Ontario Student Record (OSR) Information | | |
| 1. Date Requested | ✓ | |
| 2. Date Received | ✓ | |
| 3. Sending School | ✓ | ✓ |
| 4. Receiving School | | ✓ |
| Student Profile | | |
| 1. IEP Information, where appropriate | ✓ | |
| 2. Psycho-educational assessment <ul style="list-style-type: none"> Results of Diagnostics (incl. date, source) | ✓ | ✓ |
| 3. Behaviours Affecting Safety | ✓ | |
| 4. SEA Equipment | ✓ | |
| 5. Learning Skills | ✓ | ✓ |
| 6. Strengths and Areas for Improvement | ✓ | |
| 7. 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 | Student Education Map | Transition Plan |
|--|-----------------------|-----------------|
| Considerations for Educational Program | | |
| 1. Current achievement levels | ✓ | |
| 2. Priorities, Goals and Outcomes: academic, SEL (strengths and needs), learning skills | ✓ | ✓ |
| 3. Work habits/Readiness to learn | ✓ | |
| 4. Learning preferences and needs | ✓ | |
| 5. Culturally responsive considerations | ✓ | ✓ |
| 6. Interests | ✓ | |
| 7. Considerations for instructional and assessment strategies | ✓ | |
| 8. Transition Plan Summary: summary of intake meeting, home school contact log, MDT consultation meetings, summary of discharge meeting | ✓ | ✓ |
| 9. Summary of Student Progress: intake and discharge, contact information, recommendations to receiving school | ✓ | ✓ |
| Considerations for a Transition Plan | | |
| 1. Academics: programming (e.g., literacy, numeracy, IEP), grade level, relevant notes | ✓ | ✓ |
| 2. Strategies to address social/emotional strengths, need and goals | | ✓ |
| 3. Strategies to support academic needs | | ✓ |
| 4. Log of Multi-Disciplinary Team (MDT) consultations and student transitioning meeting dates | ✓ | ✓ |
| 5. Summary of intake and discharge meeting | ✓ | ✓ |
| 6. Recommendations to receiving school | | ✓ |
| 7. Relevant Plans (e.g., safety plan, behavior plan, prevalent medical conditions plan, communication plan, personal care plan, specialized transportation plan) | ✓ | ✓ |
| 8. Transition goals and the supports and actions needed to achieve the goals | | ✓ |
| 9. Roles and responsibilities | | ✓ |

| Information to be included | Student Education Map | Transition Plan |
|---|-----------------------|-----------------|
| 10. Timelines for the implementation and or completion of each of the identified actions | | ✓ |
| 11. General recommendations for success in home school, post-secondary, workplace or community pathways | | ✓ |
| 12. Contact information (Education Program staff and CTEP Services staff) while maintaining confidentiality | | ✓ |

Appendix 5: Memorandum of Understanding

CTEP Checklist

Managing Partnerships

The MOU is the written agreement between the board and the CTEP facility that is required by the annual Core Ed regulation. In accordance with the annual Core Ed regulation, an Education Program provided by the board 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 the [Education Act](#) and Core Ed regulation. The Core Ed regulation sets out the minimum mandatory components of the MOU:

- 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
- the responsibilities of the board and the facility
- the number of student spots in the program

Boards are required to submit signed MOUs to the Ministry only upon request.

Due to the close relationship between CTEP Services staff and Educational Program staff, comprehensive discussions about philosophies, policies, staffing arrangements and services provided by the CTEP facility should take place. The results of these discussions should contribute to the development of the MOU and help to avoid misunderstandings later.

MOUs must 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 must include plans for implementation, reporting, policies, and procedures to support students during full or partial school closures, or during any other periods of remote learning.

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

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 service needs of the students are established. It is the responsibility of the CTEP facility to provide adequate and appropriate space for the Education Program.

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

- sufficient space for the provision of support from CTEP Services staff
- support for the teacher(s) (e.g., technology, materials, classroom resources, professional development days)
- adequate additional space for any necessary supervisory staff
- any applicable collective agreements
- sufficient, washroom facilities
- proper building maintenance
- appropriate insurance
- access to adequate playground or gymnasium, resource centre and other facilities
- any costs related to leasing of space
- connectivity/internet access capabilities and appropriateness of online learning for each individual student
- termination provisions including grounds for termination and terms for notice of termination
- approach to remote learning and treatment in times of extended interruption to conventional in-person learning
- roles and responsibilities of all partners

Occasionally, issues may develop between the board and the CTEP Services staff. A comprehensive, student-centered process for resolving conflict should be agreed upon in advance by the CTEP facility and the board and should be included as a part of the MOU. Any conflicts should be discussed and negotiated between CTEP Education Program staff and CTEP Services staff then escalating to board level/facility 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, although they cannot impose a resolution.

Managing Board-run CTEP Services in 2025-26

Boards may opt to implement board-run CTEP Services directly for the 2025-26 school year while they continue to explore appropriate partnerships. Board-run CTEP Services, where boards hire health professionals, regulated social service professionals and/or paraprofessionals directly to provide the care and/or treatment component of a CTEP program, do not require a written agreement (MOU) as there is no facility partnership to manage. Nevertheless, when planning for a board-run CTEP, the following should be considered and set out in advance:

- criteria for admission and discharge of students transitioning to and from the program
- sufficient space for the provision of support from health professionals, regulated social service professionals and/or paraprofessionals
- support for the teacher(s) (e.g., technology, materials, classroom resources, professional development days)
- adequate additional space for any necessary supervisory staff
- any applicable collective agreements
- sufficient, accessible washroom facilities nearby
- proper building maintenance
- appropriate insurance
- access to adequate playground or gymnasium, and other facilities
- any costs of leasing a space, if applicable
- connectivity/internet access capabilities and appropriateness of online learning for each individual student
- approach to remote learning and treatment in times of extended interruption to conventional in-person learning
- roles and responsibilities of all staff
- assessment and evaluation of the program

Board:

| Alignment with Ministry of Education Directives for Care and Treatment Education Programs (CTEP), 2025-26 | Memorandum of Understanding Checklist | Amendments to the 2025-26 MOU |
|---|---------------------------------------|-------------------------------|
| Programs and Services | | |
| Heading and Introduction | | |
| a. Names of CTEP Facility and board | | |
| b. Name of Act under which the CTEP Facility is licensed, approved, or established (where applicable) | | |
| c. Profile of students served, admission processes, referral sources, catchment area, location of Education Program (address) | | |
| d. Geographic area to be served | | |
| e. 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 board and the CTEP Facility align. | | |
| CTEP Service Responsibilities | | |
| a. Set out criteria for admission and discharge of students entering to and from the CTEP 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 CTEP Services (care and/or treatment) to be provided daily and during the hours of instruction in the Education Program. Note: care and/or treatment must be provided daily. | | |
| d. Provide confirmation that the CTEP Facility will hire and pay the salaries of the CTEP Services staff | | |
| e. Set out the number and type of professionals required to provide the CTEP Services needed by the student during the Education Program (Designate the name and title of the person responsible for the supervision of CTEP 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 student 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 CTEP Facility | | |
| i. Confirmation that CTEP Services will maintain security. | | |
| j. Confirmation of connectivity/internet access as appropriate | | |

| Alignment with Ministry of Education Directives for Care and Treatment Education Programs (CTEP), 2025-26 | Memorandum of Understanding Checklist | Amendments to the 2025-26 MOU |
|---|---------------------------------------|-------------------------------|
| Board Responsibilities | | |
| a. Confirmation that the board will assign teacher(s) and teaching assistant(s), if needed and approved, for the provision of the Education Program | | |
| b. Confirmation that the board will supervise the Education Program staff | | |
| c. Confirmation that the board will provide furniture, equipment and instructional supplies, as needed; | | |
| d. Confirmation the board will transfer equipment purchased for the use of a student in compliance with the Special Equipment Amount (SEA) Directives | | |
| e. Provide that the board will develop a schedule for operating the Education Program with the CTEP 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 students in the Education Program in keeping with the OSR Directives and as set out elsewhere in these Directives | | |
| 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 Directives and all applicable laws. | | |
| 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 student education maps 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. | | |

| Alignment with Ministry of Education Directives for Care and Treatment Education Programs (CTEP), 2025-26 | Memorandum of Understanding Checklist | Amendments to the 2025-26 MOU |
|--|--|--------------------------------------|
| 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 CTEP 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 CTEP Services. | | |
| l. Establishing procedures for transfer of a student to and from an Education Program | | |
| m. Listing the criteria and process for removing a student 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, care 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. | CTEP Services: <input type="checkbox"/> Board: <input type="checkbox"/> | |
| Additional Information: | | |