Ontario ⬤

Directives for Education and Community Partnership Programs (ECPP)

2025-26

Ministry of Education

Spring 2025

Une publication équivalente est disponible en français sous le titre suivant: Les programmes de partenariats pour l'éducation avec les établissements communautaires (PPEEC), Directives pour 2025-26.

This publication is available on the [Funding for Education and Community Partnership Programs (ECPP), and Care and Treatment Education Programs (CTEP) 2025-26](#) website.

ISBN: 978-1-4868-8811-5

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.

Table of Contents

Introducing the New Education and Community Partnership Programs (ECPP)

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

Starting in the 2025-26 school year, Education and Community Partnership Programs (ECPP) are for education programs when a student cannot attend school because they 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 those attending the provincial Child and Parent Resource Institute (CPRI) program.

The new **ECPP is the outcome of a modernization review of the previous approach to the Education and Community Partnership Program,** informed by feedback from sector partners 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 component 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, the Syl Apps Youth Centre, or for those 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 Funding ("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 below in these Directives.

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 in the *[Directives for Care and Treatment Education Programs (CTEP), 2025-26](#)*.

---

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

The implementation of the new ECPP aims to improve student outcomes, enhance access and the quality of Education Programs, reduce administrative burden, and provide greater flexibility to boards to better 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 ECPP 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 reviews the ECPP process and updates 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 ECPP 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 (ECPP) 2024-2025".*

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

The 2025-26 Funding Model

ECPP is a component of the Complex Supports Allocation in the Special Education Fund (SEF) which is part of Core Ed Funding. Boards receive their 2024-25 ECPP application amount for youth justice and adult custodial programs plus the Syl Apps Youth Centre program and the provincial CPRI program adjusted for 2025-26 labour-related increases. In-year program changes will be considered on a case-by-case basis allowing for the ministry to adjust funding.

While the ministry provides funding for the Education Programs in an ECPP, partner ministries (e.g., Ministry of Children, Community and Social Services, Ministry of Health or the Ministry of the Solicitor General) allocate funding to the facilities that provide rehabilitation and/or treatment services for students participating in the ECPP.

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

Eligibility Criteria

Who is eligible for ECPP funding?

ECPP provides funding to boards that were already delivering Education Programs to students who cannot attend school because they 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 those attending the provincial CPRI program.

Boards are expected to **maintain** their current ECPP education programs and level of support. Requests for new programs from any board or changes to existing programs will be considered on a case-by-case basis and are subject to ministry approval.

What expenses are eligible?

Boards can spend ECPP 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, where warranted
- the purchase of instructional supplies, classroom furniture and equipment

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

Other expenses outside of ECPP funding

As it relates to accommodation expenses for programs operating in a board space, funding is provided to boards 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 Care and Treatment Education Programs (CTEP) Operations component within the School Operations Allocation.

The full-time equivalent (FTE) reported for a student in an ECPP 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 an ECPP. 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 ECPP Education Program and must have a primary need for rehabilitation and/or treatment

- the Education Program is composed of both instructional and rehabilitation and/or treatment activities wherein both the teaching Education Program staff and ECPP Services staff are working with the students at the same time

- 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 ECPP 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

- where an ECPP has combined panels (i.e.., including both elementary and secondary students), boards should maintain records of FTE for each panel necessary for Education Financial Information System (EFIS) reconciliation

For more information on these allocations, please refer to the *Technical guide for school boards, 2025-2026.*

Essential Elements of the Education Program

Boards provide the educational component ("Education Program") while facilities provide the rehabilitation and treatment services ("ECPP Services"). For ECPP 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 treatment and rehabilitation needs of students and should both be provided daily. As such, ECPP is based on a collaborative model for sharing responsibilities between boards and government-approved facilities.

Education Program staff, employed directly by boards, carry out the responsibility to provide the academic program. ECPP Services staff, employed by the facilities, carry out the responsibility to deliver rehabilitation and treatment supports.

ECPP 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 ECPP Services staff, and board's multi-disciplinary teams (MDTs) should be used to ensure consistent and continuous support for students in ECPP to assist them in achieving their education and rehabilitation outcomes.

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

This collaborative approach, informed by the strengths and needs of each student, enhances both education and rehabilitation outcomes. When a student had an Individual Education Plan (IEP) prior to attending an ECPP, their student education map should include and reflect the information about academic and social emotional goals outlined in their IEP.

Instruction and Intervention

Education Program staff should review 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.

- ECPP students should receive instruction based on individual strengths, interests, needs and cultural relevance. 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 ECPP students, including technology-enabled learning such as e-learning, where appropriate

- the ECPP Education Program is to be based on the [Ontario Curriculum](#) and/or board determined alternative programs

- 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. All efforts should be made to assign teachers in these programs who have at least 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. For students who have an IEP, it would be 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, where possible and permitted

- the education staff has access to:

  o current curriculum and related policy documents, resource guides, and professional learning materials to support the planning and delivery of the ECPP Education Program

  o professional learning activities provided by the board

  o appropriate training led by ECPP Services staff, to support the unique needs of the students in the ECPP

- board principals and superintendents responsible for ECPP Education Programs work with and provide support and guidance to board staff assigned to the ECPP Education Program on a regular basis

The Pupil Teacher Ratio (PTR)

Due to the unique needs of its students, and the congregated nature of its setting, ECPP Education Programs do not fall under the authority of [O. Reg. 132/12](#) on class size. Instead, to ensure the safety of students and staff in the program and foster a

positive learning environment, boards must weigh several factors to determine the appropriate PTR for an ECPP.

In determining the PTR, boards will take the following factors into consideration:

- the overall needs (including safety) 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 the *Education Act*, governing the maximum enrolment in self-contained classes for pupils

Assessment, Evaluation and Reporting on Educational Achievement

Assessment, evaluation and reporting of academic achievement for students in ECPP 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)*

- *Considerations 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 ECPP 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 ECPP, including, but not 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 ECPP 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 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.

Transition Planning

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 education destinations. Students may also transition into and out of an ECPP or between different ECPP on more than one occasion.

Transition planning supports and improves the continuity of education 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 ECPP directives, regular communication with parents/guardians and gradual integration and reintegration into community settings, where appropriate. The transition plan should be stored in a way that ensures confidentiality of student information

- educational strengths, interests and needs are identified through student voice and culturally relevant assessment procedures before entrance to the ECPP 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 educational 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, ECPP Services staff and community service partners

- 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

- 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

- 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. The ministry does not permit a student to be added to the Elementary and Secondary Schools Enrolment Register if they are participating in an ECPP including during transition periods

- in the case of CPRI, identify if the student is being transitioned back to the home board as a result of being demitted from an ECPP because they did not attend as per the attendance policy set out in the Memorandum of Understanding (MOU). In such cases, the home board must have this information included in the transition plan so the receiving board can re-engage the student

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

  o *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

  o *Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs*

  o *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)*

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 ECPP Directives and supporting board understanding of these directives. The ministry is also responsible for the consideration of new programs on a case-by-case basis, as well as in-year requests for changes to existing programs, to meet student needs.

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

The ministry will monitor ECPP 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 ECPP settings, board staff are expected to comply with all applicable government directives, including those related to public health and workplace safety at the facilities in which ECPP are operated.

Teachers

Due to the unique circumstances of ECPP 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, customized for each student in co-operation with ECPP Services staff and staff of any previous or receiving school and assess student academic progress so as to inform individualized program planning and support

- provide individualized education programming and differentiated instruction/assessment for each student 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 set out in the MOU and where necessary facilitate the demission of a student from CPRI or Syl Aps, and back to the home board if the student fails to attend the Provincial ECPP as per the attendance policy

- share information about the student from any previous school and/or board, as appropriate and in accordance with privacy and confidentiality policies and legislation, with staff of the ECPP Services (e.g., strengths, needs, risks, successful approaches, unsuccessful strategies)

- act as an education representative on a multi-disciplinary team

- 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 legislation

- develop and implement transition plans for students entering and exiting an Education Program in co-operation with ECPP Services staff, staff of any previous or receiving school, students and families/guardians

- collect information about the student from the ECPP Services staff upon exiting the Education Program, and share and discuss, with staff of any receiving school and/or 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) will 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 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 Officers or Designates

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

- negotiation of the MOU

- annual review of the MOU

- managing the program budget

- liaising with ECPP facilities

- conducting teacher evaluations

- facilitating professional learning for board staff

- presenting students to the provincial CPRI program, for admission consideration

- participating in collaborative discussions and plan of care/case management meetings

- assisting with transitions of students into, and out of, an ECPP and assisting with the discharge/transfer process

- resolving conflicts as set out in the MOU

- signatory on Board Request for Program Changes Form and Program Cancellation Form

- working with the student and family/guardian to re-engage in education, if the student has been demitted from CPRI or Syl Apps, as a result of failure to attend

Enrolment Register

A student in an ECPP should not be recorded as a pupil of a board on the Elementary and Secondary Schools Enrolment Register.

However, if a student in an ECPP meets board eligibility and is taking secondary level Continuing Education credit courses, literary & numeracy, or Adult Indigenous Language programs, they would be recorded as "Pupils of the Board" for OnSIS and added to the Continuing Education enrolment register.

Students in an ECPP who want to participate in other Continuing Education board programs, such as summer learning programs are eligible to do so. However, they would not generate funding for attending the course.

Note: in combined programs, records must be kept for elementary and secondary full-time equivalent (FTE) separately.

Please see the [Enrolment Register Instructions](#) for more details.

The Protection of Privacy

Throughout these directives 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 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 various privacy and confidentiality requirements in 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 ECPP 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

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 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

- the name of any youth justice or correctional facility or other justice programming that could link them to the justice system

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.

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 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 student that attends or attended an ECPP may request that the ECPP Services be identified.

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 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 begin the student's student education map while maintaining strict confidentiality.

The board that provides the ECPP Education Program must establish procedures for obtaining and securely transferring OSRs when a student transitions.

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

Memorandum of Understanding (MOU)

An ECPP must be delivered pursuant to an agreement between the board and the ECPP Facility. These Directives provide guidance for consideration as to the terms of the agreement.

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

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

Education Program Changes and Closures

Program Changes

Boards and Facilities are required to contact the appropriate regional office or ministry contact, to discuss any new programs or changes to existing ECPP. Changes requiring notice to the regional office lead include:

- staffing adjustments
- fluctuations in the number of students attending
- any proposed amendments to the MOU
- the possibility of and/or actual termination of the MOU by either party
- the possibility of entering a new MOU

- location change of the ECPP
- significant changes to the ECPP

Program changes will be considered on a case-by-case basis by the ministry. Following discussion with the regional office lead, additional information may be required. This may include completion of a *Board Request for Program Changes* signed by the Superintendent.

Program Closures

The ministry is committed to supporting all students, so that they have the skills to succeed in school and in life.

Boards must notify the appropriate ministry regional office to discuss any possible closure of an ECPP. Where a board can no longer maintain an ECPP, the board may request ministry permission to have another board take over the program (as long as the other board agrees).

The Ministry is encouraging boards to collaborate and seek a mutual agreement among themselves to ensure continued access to education for students in ECPP.

Board School Identification (BSID)

New BSID numbers are required in the following scenarios:

- if there is a new ECPP 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 ECPP should be marked as **'J'** 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.

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 ECPP
- if the board changes (may include a location change), but the program otherwise remains the same

If the ECPP 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 ECPPs as part of the mandatory annual OnSIS data collection process collected at the end of each school year (e.g., Ontario Education Number (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 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

Online Report Back

Starting in 2025-26, boards are required to submit an ECPP Online Report Back to the ministry at the end of each school year. The report will provide the ministry with information of each board's ECPP 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 modernization of ECPP and the Special Education Fund.

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

Appendix 1: Terminology

Throughout this document:

"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 youth who cannot attend school due to their primary need for care and/or treatment.

"ECPP" 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.

"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.*

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

"ECPP Services" are treatment and rehabilitation services provided by a ECPP Facility

"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](#).

"Rehabilitation" includes both youth justice open and secure custody/detention settings and adult correctional settings.

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

"Syl Apps" stands for Syl Apps Youth Centre and is a forensic mental health facility serving youth from all over Ontario.

Appendix 2: Comparison Chart

Key Element	Previous Approach (2024-25 & Prior)	NEW Approach (Starting in 2025-26)	Key Changes
Purpose	Provided funding to the limited number of boards delivering Education Programs to students who could not attend school due to their primary need for care, treatment and/or rehabilitation services.	Provides funding to the boards already delivering Education Programs to children and 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.	Provides 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.
Funding Model	Funding was allocated to boards based on annual approval of applications (3 types listed below) to renew existing programs, including: 1. Regular ECPP 2. Enhanced Education and Treatment (EET) ECPP (*provided school-based education and care and treatment supports*) 3. Divested Program ECPP (*legacy programs*)	Boards receive their 2024-25 ECPP approved application amount for youth justice and adult custodial programs plus the Syl Apps Youth Centre program and the provincial Child and Parent Resource Institute (CPRI) program adjusted for 2025-26 labour-related increases. These amounts will be subject to in-year changes as outlined in these directives.	ECPP funding is allocated to eligible boards based on an annual table amount rather than by Minister approval of applications for multiple program types.
New Programs	The ministry did not accept applications for new programs.	Boards can propose the creation of new programs if a new youth justice secure or open custody/detention facility or provincial facility were to open. Requests will be considered on a case-by-case basis by the ministry.	New programs are now possible if a new youth justice secure or open custody/detention facility or provincial facility were to open, pending ministry approval.

Key Element	Previous Approach (2024-25 & Prior)	NEW Approach (Starting in 2025-26)	Key Changes
Program Changes and Closures	Boards were required to submit a program change request form subject to ministry approval.	Program changes: Boards are required to submit a program change request form subject to ministry approval. Program closures: Where a board can no longer maintain an ECPP, the board with responsibility for the ECPP must request ministry permission to have another board take over the program so long as the new board agrees to assume responsibility for the ECPP partnership. Boards are encouraged to collaborate and seek a mutual agreement among themselves to ensure continued access to education for students in ECPP.	Boards must request ministry permission for a program closure and coordinate a transfer of responsibility for the ECPP to another board, to avoid disruption to students' education.
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	School Boards/School Authorities
Centre Region	Jennifer Brown Jennifer.Brown5@ontario.ca (705) 241-0070 (Provincial Lead - ENG) Michele Reaume michele.reaume@ontario.ca (705) 717-8867	• **Dufferin-Peel 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	Marie-Christine Lemenchick marie-christine.lemenchick@ontario.ca 343-996-3375 (Provincial Lead - FR) Michel Bédard michel.bedard@ontario.ca (613) 851-0186 Glenda Stevenson glenda.stevenson@ontario.ca (613) 698-3851	• **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** • **Durham District School Board** • **Hastings and Prince Edward District School Board** • **Limestone District School Board** • **Kawartha Pine Ridge District School Board** • **Peterborough Victoria Northumberland & Clarington Catholic District School Board** • **Ottawa Catholic District School Board** • **Renfrew County Catholic District School Board** • **Renfrew County District School Board** • **Upper Canada District School Board**

Region	Education Officer	School Boards/School Authorities
North Region	**North East**	
	Christiné Misch christine.misch@ontario.ca (705) 497-6888 Marc Lauzon (FR) marc.lauzon2@ontario.ca (705) 564-4297	• **Algoma DSB** • **CS de district catholique des Grandes Rivières** • **CS de district catholique du Nouvel-Ontario** • **CS de district catholique Franco-Nord** • **CS de district du Grand Nord de l'Ontario** • **CS de district du Nord-Est de l'Ontario** • **DSB Ontario North East** • **Huron-Superior Catholic District School Board** • **Near North District School Board** • **Nipissing-Parry Sound Catholic District School Board** • **Rainbow District School Board** • **Sudbury Catholic District School Board**
	North West	
	Catherine McCready catherine.mccready@ontario.ca (807) 476-5399	• **Keewatin-Patricia District School Board** • **Kenora Catholic District School Boar** • **Lakehead District School Board** • **Rainy River District School Board** • **Thunder Bay Catholic District School Board**
Toronto Region	Melissa Weyland Melissa.Weyland@ontario.ca (416) 302-5435 Pauline Faubert (FR) pauline.faubert2@ontario.ca (416) 325-2633	• **Toronto Catholic District School Board** • **Toronto District School Board** • **Conseil scolaire Viamonde** • **Conseil scolaire catholique MonAvenir**

Region	Education Officer	School Boards/School Authorities
West Region	Joy Antoniuk joy.antoniuk@ontario.ca 226-377-8483 Sherry Bortolotti sherry.bortolotti@ontario.ca (226)268-2640 Marie-Pierre L'Arrivée (FR) Marie-Pierre.L'Arrivee@ontario.ca (437) 533-2956	• **Avon Maitland District School Board** • **Brant Haldimand Norfolk Catholic District School Board** • **Bluewater District School Board** • **Conseil scolaire Catholique Providence (Marie-Pierre)** • **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** • **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**

Appendix 4: Student Education Maps and Transition Plan Components

Note: Every student attending an ECPP 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	✓	✓
Ontario Student Record (OSR) Information		
1. Date Requested	✓	
2. Date Received	✓	
3. Sending School	✓	✓
4. Receiving School		✓
Student Profile		
1. IEP Information	✓	✓
2. Psycho-educational assessment ○ 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 ○ Safety ○ Behaviour Plans ○ Medical Conditions ○ Personal Care ○ Communication ○ Plan of Care (POC) ○ Specialized Transportation	✓	✓

Information to be included	Student Education Map	Transition Plan
Considerations		
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 strategies and assessments	✓	✓
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	✓	✓
10. Academics: programming (e.g., literacy, numeracy, IEP), grade level, relevant notes	✓	✓
11. Strategies to address social/emotional strengths, need and goals	✓	✓
12. Strategies to support academic needs	✓	✓
13. Log of Multi-Disciplinary Team (MDT) consultations and student transitioning meeting dates	✓	✓
14. Summary of intake and discharge meeting	✓	✓
15. Recommendations to receiving school		✓
16. Relevant Plans (e.g., safety plan, behavior plan, prevalent medical conditions plan, communication plan, personal care plan, specialized transportation plan)	✓	✓
17. Transition goals and the supports and actions needed to achieve the goals		✓

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

Appendix 5: Memorandum of Understanding ECPP Checklist

MOUs for ECPP Education Programs

The MOU is the written agreement between the board and the ECPP 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 MOU 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.

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

Due to the close 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, annually at a minimum. The results of these discussions should contribute to the development of the MOU and help to avoid conflict/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 that may force the closure of classrooms or schools. MOUs must include plans for implementation, reporting, policies, and procedures to support students during any period of remote learning. MOUs must also plan for individual interruptions to conventional in-person learning, such as periods of medical isolation, required behavioural interventions, non associations with peers, or other personal reasons that prevent a student from attending the classroom for extended periods of time.

ECPP 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, all parties should discuss the location, size, and type of classroom(s) 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 ECPP 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 ECPP Services staff, including determination of where ECPP Services staff will be located (e.g. within or outside of a classroom)

- support for the teacher(s) (e.g., technology, materials, classroom resources, professional development days)

- adequate additional space for any necessary supervisory staff/storage/equipment

- any applicable collective agreements

- sufficient, accessible washroom facilities

- proper building maintenance

- appropriate insurance

- joint health and safety inspections

- access to adequate playground or gymnasium, resource centre and other facilities

- the costs of leasing the 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

- a commitment to cooperation in providing continuity of education in the event of termination of the MOU, including any transfer of responsibility for the education program to another board as well as an 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 ECPP Services staff. A process for resolving conflict should be agreed upon in advance by the ECPP Facility and the board and should be included as a part of the MOU. Any conflicts should be discussed and negotiated between ECPP Education Program staff and ECPP 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, both parties' respective ministry contacts should be notified and may assist on a case-by-case basis, although they cannot impose a resolution.

District Board:

Alignment with Directives for Education and Community Partnership Programs (ECPP), 2025-26	Memorandum of Understanding Checklist	Amendments to the 2025-26 MOU
ECPP Programs and Services		
Heading and Introduction		
a. Names of ECPP Facility and board		
b. Name of Act under which the ECPP Facility is licensed, approved, established, or continued (where applicable)		
c. Learning portrait of students 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 board and the ECPP Facility align.		
ECPP Service Responsibilities		
a. Set out criteria for admission and discharge of students 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 student 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 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 ECPP Facility		
i. Confirmation that ECPP Services will maintain security.		
j. Confirmation of connectivity/internet access as appropriate		
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 Specialized Equipment Allocation (SEA) Directives		
e. Provide that the 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 students in the Education Program in keeping with the OSR Guidelines 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		
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 transition plans where appropriate.		
h. Confirmation of a multi-disciplinary approach to all planning for each student in the Education Program, including 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 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 during 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: ☐ Board: ☐	
Additional Information:		