GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Policy: ECPP: Education and Community Partnership Program

Reference No: P-AD-25

The GECDSB believes in providing quality educational programs for all of our students. School-aged students who have care, treatment and/or rehabilitation services and are admitted to government-approved agencies are entitled to receiving the Ontario curriculum while equally recognizing their care, treatment or rehabilitation needs.

The GECDSB is committed to partnering with local government approved agencies to provide Memorandum of Agreements, which comply with the Ministry of Education's *Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP)* and are agreed upon by the agency and the GECDSB.

As an integrated part of Ontario's education system, the Education and Community Partnership Program (ECPP) (formerly known as Care and/or Treatment, Custody and Correctional (CTCC) Programs):

- provides critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services and
- facilitate transitions to future educational success.

ECPPs are voluntary collaborative partnerships between Ontario district school boards and government-approved facilities such as children mental health agencies, hospitals or youth detention centres. District school boards provide the educational component ("Education Program") while facilities provide the care and/or treatment or rehabilitation (ECPP Services").

Regulation: ECPP: Education and Community Partnership Programs

Reference No: R-AD-25

1.0 Preamble

The educational program in an Education and Community Partnership Programs (ECPP) facility provide students who are unable to attend regular or Special Education classes within a community school because of their need for specialized care, treatment or rehabilitation. These students may be admitted to a government approved care, treatment or rehabilitation facility.

The Greater Essex County District School Board has partnerships with many local government approved agencies to provide classroom educational programs. These programs are designed to address the students' individual academic, social and emotional needs, provide stabilization and treatment, and assist the home school in developing education plans/programs upon discharge. Each student is on an individualized and flexible program with respect to academics, program length and transition options.

The GECDSB provides the educational program and the ECPP facility provides the care, treatment or rehabilitation services for students.

Although the care, treatment, or rehabilitation facility sets the overall goals and objectives for the provision of services, the GECDSB believes that co-operative planning is essential in developing programs to meet the needs of students and that learning can only be accomplished through the co-operative development of individual plans for each student.

2.0 Essential Elements of the Educational Program

2.1 Instruction and intervention

- Is based on the Ontario Curriculum
- Is individualized and differentiated based on needs which may require accommodations, modifications and/or alternative programing.
- Uses appropriate student learning resources
- Recognizes the multi-disciplinary approach
- Is based on all Ministry and board related materials, professional activities, and training within the board and by facility.
- Supported by the Principal and Superintendent who provide guidance to the teachers

2.2 Assessment, evaluation, and reporting on educational achievement

- Ministry's Growing Success documents and GECDSB's Policy and Regulation – Assessment, Evaluation & Reporting documents are to be followed
- All educational programming is to follow the set of beliefs embedded in the Ministry's Special Education in Ontario K-12 Policy and Resource Guide (2017) document.

- Assessments are to be completed transitioning to and from the ECPP.
- All assessments and evaluation results are to be shared with parent/guardian.
- Students are to participate in provincial tests/assessments, when possible.
- All privacy and confidential measures are to be followed, for example, Ontario Student Record (OSR) Guidelines, Ontario Student Transcripts, etc.
- All academic achievement report cards will be inserted into the OSR.
- The Ontario School Records (OSR) of students enrolled in ECPP programs are maintained at designated ECPP site under the direction of the Principal and are secured by the teachers.

2.3 Transition planning

- There is an expectation of personalized and precise transitions to and from the ECPP.
- All privacy and confidential measures are to be followed.
- Program alternatives may need to be considered.
- Multi-disciplinary teams are to develop transition plans.
- Transition plan is to be stored in the OSR.
- Student to remain on the ECPP/educational program register until the exit transition plan is fully implemented. The student cannot be on the register of the ECPP/educational program and the register of the home school at the same time.

3.0 Memorandum of Agreement

At the request of a government-approved care, treatment or rehabilitation facility located within its jurisdiction, the School Board may enter into a written agreement to provide educational programs to support the facility. The written agreements must comply with the Ministry of Education's current publication of the *Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP)*.

A memorandum of agreement will be established by the GECDSB and the government approved facility to ensure that the following aspects of the educational program are addressed:

- Overview
- Terms of agreement
- Responsibilities of school board
- Responsibilities of ECPP facility
- Joint responsibilities
- Staffing and staff selection
- Conflict Resolution

4.0 Transportation

Transportation of students from their homes to and from the ECPP day program will be provided by Windsor-Essex Student Transportation.

Permission to transport students participating in short term co-operative education programs or short term integration opportunities to community schools must be pre-approved by ECPP/educational program principal as well as the Superintendent.

5.0 Funding

The educational programs, including educational personnel, are funded by the Ministry of Education subject to Ministry approval of annual legal agreements between the School Board and the facilities which provide care, treatment or rehabilitation services. All other resources are provided by the partnering facility.

6.0 Referral/Admission

To be eligible to attend the educational program in an ECPP, a student must first be admitted to the facility program by its admissions board. Each facility is guided by its own orientation and admission process. Admission to the program is continuous throughout the school year.

7.0 Educational Program

A collaborative multi-disciplinary approach is used to develop programs that address both the treatment and educational needs of the students. The types of ECPP professionals and paraprofessionals may vary and may include child and youth counsellors/workers, social workers, therapists, psychologists, psychiatrists, and medical personnel.

The teacher, as a member of the treatment team, is responsible for the educational assessment of and program planning and implementation for students. The academic programs are flexible and individualized, meet School Board and Ministry guidelines and are integrated with the treatment plan. Every effort is made to maintain as regular an academic program as possible. Credit courses are offered at the secondary school level. Summer programs may be offered by the facility.

Support for educational staff in ECPP is provided through School Board resources and in-service opportunities offered.

8.0 Roles and Responsibilities

8.1 Superintendent of Education with responsibilities of ECPP:

- responsible for the overall implementation and operation of educational programs within care, treatment and rehabilitation agencies.
- to ensure that staffing guidelines are applied and that the data submitted to generate grants is accurate.
- development, implementation and annual negotiations of the contract agreements between the board and facilities.

8.2 Principal is responsible for:

- The duties and responsibilities of a Principal as outlined by the Ministry of Education and School Board policies and regulations;
- supervision and evaluation of teachers and the program;
- collaborative facilitation of in-service for the teaching staff;
- management of the educational program budget;
- liaison between the School Board, facility partners and the Ministry of Education in matters pertaining to ECPP programs;
- preparation of reports as required by the Ministry of Education for ECPP grant approvals;

- consultation with referral sources within and outside the School Board regarding referrals to ECPP programs;
- tracking of all students attending ECPP programs; and,
- provision of support for the enrolment and successful re-entry of ECPP students.

8.3 Teacher is responsible for:

- the duties and responsibilities of a teacher as outlined by the Ministry of Education and School Board policies and regulations;
- provision of educational programs for students in accordance with Ministry of Education and School Board policies and regulations;
- completion of Individual Education Plans (IEPs) for all students;
- collaborative involvement with the facility multi-disciplinary team;
- participation in appropriate in-service provided through the School Board and the facility;
- act as a member of a diagnostic, assessment, and treatment team;
- provide ECPP staff with information regarding the school system which may assist in making decisions pertaining to discharge, program development, and relevant contacts;
- develop educational programs (in co-operation with the staff of the facility and staff of the receiving school) for students who may be returning to their local schools;
- provide and interpret information to school officials based upon the findings of the staff of the facility, and,
- collaborative development of transition plans for students returning to the home school.

9.0 Re-entry/Transition Planning

Re-entry planning is an integral component of the program for students returning to the school system or proceeding to post-secondary education, job training or employment. Wherever possible, transition plans include re-integration of student into home school. When this is not possible, effort is made to set up partial integration into a school local to the facility. If a student is transitioning to a new school (other than the one they came from), the administrative procedure Transition of Students with High Needs must be followed.

Until this transition time is completed, usually a few weeks to a few months, the student shall remain on the facility register, since this provides protection for the child/youth in case of regression. ***A student shall not be included on the register of the ECPP/education program and the register of a day school at the same time.***

Elements of the transition plan may include gradual integration, with sharing of documentation and records (in keeping with the OSR Guidelines) and regular communication with parents/guardians and agencies.

The Ontario Student Record (OSR) shall be obtained from the school last attended by the student and kept at the facility while on their rolls and returned to the home school only after transition has been complete. Additionally, and subject to the Municipal Freedom of Information and Protection of Privacy Act, GECDSB should share pertinent diagnostic assessments as they engage in the admission/demission process with respect to care, treatment or rehabilitation.

Elements of the transition plan may include gradual integration, with sharing of documentation and records (in keeping with OSR Guidelines) and regular communication with parents/guardians and facilities.

The OSR shall be obtained from the school last attended by the student and kept at the designed facility while on their rolls. Additionally, and subject to the Municipal Freedom of Information and Protection of Privacy Act, GECDSB should share pertinent diagnostic assessments as they engage in the admission/demission process with respect to care, treatment, or rehabilitation. Report cards regarding the student's educational progress while attending an educational program in the facility must become part of the OSR.

10.0 Attendance

10.1 Daily attendance

Daily attendance records are maintained by the teacher. A student placed in a partial re-entry program remains full-time on the register of the ECPP/educational program until full re-entry is achieved. It is the responsibility of the teacher to track and record student attendance at the ECPP/educational facility and the receiving school during the period of partial re-entry.

10.2 Short term - under 15 days (refer to AP-AD-52)

If the stay in a treatment facility is anticipated to be less than 15 days, the student should remain on the register of the sending school. Attendance in an ECPP classroom will be indicated by a PG code on the attendance register. This includes a student who is admitted to the Rotary House program. The exception will be a student who is in the program on a count day (October 31 and March 31) – that student will be retired from the school register. In these circumstances, there will not be a request for the OSR.

11.0 Personal Information of Children and Youth

This section is taken from the *Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP)*

Any collection, use or disclosure of personal information by school boards in connection with the OSR is subject to the purposes and limitations set out in 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)
Ontario Student Record (OSR) Guideline

The Guide to Ontario Legislation Covering the Release of Students' Personal Information (revised: June 2011) issued by the Information and Privacy

Commissioner of Ontario might also be of assistance.

ECPP Facilities may also be subject to legislation respecting personal information.

12. Confidentiality

This section is taken from the *Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP)*

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

Therefore, every principal will ensure that NO information within the OSR discloses:
(a) that the child or youth is or was a young person in conflict with the law; or
(b) the disposition of any proceedings brought under the YCJA or the POA.

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

School boards must also ensure that all documents in the OSR, including the OST, the Ontario Secondary School Diploma and the education plan (including the transition plan), do not disclose that a child or youth was in an ECPP.

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

It is strongly recommended that school boards designate one or more schools to act as the credit gaining institution so that the OSR, the OST and other documents in the OSR do not reveal that the child and/or youth was in an ECPP. If another method of granting credits is used, the school board must ensure that such method will not result in revealing that the child and/or youth was in an ECPP.

ECPP Education Program staff shall request the OSR be transferred to the Education Program for every child and/or youth in a timely manner.

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

13.0 Information management and reporting to the Ministry of Education

GECDSB will ensure that appropriate protocols and procedures for gathering and storage of all documentations are in place and mandatory annual OnSIS data collection process to be followed. The board will provide any information to support Ministry yearly monitoring visits.

Additionally, the board will report student enrollment in ECPP programs according to the total number of students in classes of teachers employed. All changes to Memorandums of Understanding, staffing, etc will also be reported to the Ministry.

Ministry of Education is authorized to collect personal information for purposes of research and statistical collection and is to comply with respect to collection and retention.