



Education and Community Partnership Program (ECP)

Date: 2010 11 24 / 2016 05 24 / 2023 05 30

Administrative Procedures

1. Responsibilities

- 1.1 Superintendent of Education Responsible for Special Education will:
 - 1.1.1 Be responsible for the overall implementation and operation of educational programs within care treatment and correctional facilities as directed by the Ministry of Education.
- 1.2 The Principal of Special Education will:
 - 1.2.1 Ensure that students eligible for the Autism Transitional Classroom have a diagnosis of an Autism Spectrum Disorder or other Pervasive Developmental Disorder made by a qualified registered psychologist. Students must be eligible to attend Junior Kindergarten or a higher grade.
 - 1.2.2 Provide temporary, very intensive support, assessment and training while working in partnership with educational professionals in the home school.
 - 1.2.3 Implement a process to aid children to successfully transition to their home school.
 - 1.2.4 Ensure that students are referred to the program by Linck (Child and Family Consultants, Psychologist), Chatham-Kent Children's Treatment Centre, the St. Clair Catholic District School Board and/or the Lambton Kent District School Board.
 - 1.2.5 Monitor that the maximum number of students at any one time in the program is six. Decisions for admission are based on the need to develop target skills that are essential for the student's adjustment to a classroom environment. The educational program and materials must resemble special education teaching strategies.
 - 1.2.6 Maintain a collaborative, multidisciplinary approach is used to develop programs that address both the treatment and educational needs of the pupils. The types of facility professionals vary and may include child and youth workers, social workers, therapists, and psychologists.
 - 1.2.7 Support programming by the educational staff in educational and community partnerships programs through Board resources and in-service opportunities.



- 1.2.8 Collaborate with the transportation department to provide transportation from home to school, and from school to home for this specialized program.
 - 1.2.9 Ensure the Ontario Student Records (O.S.R.) of pupils enrolled in ECPP programs are maintained at the site of the educational and community partnership program.
 - 1.2.10 Report pupil enrolment in ECPP programs to the Ministry of Education according to the total number of pupils in classes of teachers employed by the school.
- 1.3 The Teacher will:
- 1.2.1 Create an individual education plan which draws on educational objectives from the Early Years, and/or Grades One, Two or Three of the Ontario Curriculum, where appropriate.
 - 1.2.2 Collaborate as a member of the treatment team.
 - 1.2.3 Assess, plan, and implement the academic program on a regular basis.
 - 1.2.4 Meet Board and Ministry guidelines and integrate these into the treatment plan.
 - 1.2.5 Deliver an individualized educational program on all school days according to the local school year calendar.
 - 1.2.6 Write the educational program so that a “typical” educational assistant or other special education resource staff member with no prior knowledge of treatment principles or techniques can learn to implement them.
 - 1.2.7 Provide programs that meet the child’s learning needs in ways that are either compatible with, or do not disrupt the teaching of other children in the classroom.
 - 1.2.8 Maintain daily attendance records.
 - 1.2.9 Track and record pupil attendance at the ECPP facility. A pupil placed in a partial re-entry program remains full-time on the register of the ECPP program until full re-entry is achieved. It is the responsibility of the ECPP teacher to track and record pupil attendance at the ECPP facility and the receiving school during the period of partial re-entry.
 - 1.2.10 Transition students into their home schools through the use of a detailed transition plan in place.
 - 1.2.11 Meet weekly with a multidisciplinary team to update student progress and refine transition plans. Members of this team include staff from Linck (registered Psychologist and/or Child and Family Consultants) and School Board Staff (Special Education Consultant, Speech Language Pathologist and BCBA). Parents/guardians and staff from the receiving school are included as discharge dates are identified and transition plans are formed.



- 1.2.12 Discuss transition planning upon the child's entry to the Autism Transitional Classroom.
- 1.2.13 Inform parents that placement is short term, ideally two years or less.
- 1.2.14 Target skills required for successful integration into a school environment.
- 1.2.15 Provide intensive planning collaboratively with all partners six months prior to discharge from the Autism Transitional Classroom.
- 1.2.16 Schedule staff from the receiving school to observe and receive coaching and modeling support to work directly with the student. Emphasis is on the development of skills in applied behavioural analysis strategies and to gain an understanding of the student's individualized curriculum.
- 1.2.17 Schedule staff from the Autism Transitional Classroom to visit the receiving school to assist in developing the student's schedule and to support the arrangement of the physical environment.

2. Expectations

- 2.1 Transition planning is an integral component of the program for pupils returning to the school system. Transition planning follows the development of a collaborative, written re-integration plan developed by the multidisciplinary team, including parents/legal guardian and community school, as appropriate.
- 2.2 ECPP programs provide services for students unable to attend regular or special education classes. The program aims to identify the specific needs of the child and family, develop a treatment plan that will help to address those needs and then successfully reintegrate the child into a regular classroom.
- 2.3 Provide support to the receiving school with regard to training needs.
- 2.4 Access the services of the board's Applied Behaviour Analysis Specialist to provide a bridge between the Autism Transitional Classroom and the receiving school.
- 2.5 Provide on-going support following the transition to the receiving school.

3. Referral and Admission

- 3.1 To be eligible to attend the educational and community partnership program, a pupil is admitted to the facility program through its admissions process. Each facility is guided by its own orientation and admissions process. Admission to the program is continuous throughout the school year.
- 3.2 Pupils who are admitted to an educational and community partnership program are



not registered students of the Board. ECPP pupils are clients of the facility providing the educational and community program.

4. Additional Information

- 4.1 The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations, and practices.

Definitions

Section 23 - Education and community partnership programs were formerly referred to as Section 23 classes in the education system and day treatment programs in the mental health system.

Funding - Under the provisions of Section 23 of the Ministry of Education General Legislative Grant Regulation 287/98, the Board may provide educational programs in community-based care, treatment, or custodial facilities for school-aged pupils who, for various reasons, are unable to attend regular community schools. The educational programs, including educational personnel, are funded by the Ministry of Education subject to Ministry approval of annual legal agreements between the Board and the facilities which provide care, treatment, or custodial services. All other resources are provided by the partnering facility.

Essential Elements of ECPP Education Program - Due to the unique needs of students in ECPP programs, the Ministry has identified four essential elements for these programs. The four essential elements are:

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

References

Education Act and Regulations

Special Education: A Guide for Educators (2001)

Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP) 2022-23

- a) These Guidelines consolidate and replace the following documents: Guidelines For Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2016-17
- b) Policy/Program Memorandum No. 85 – Educational Programs for Pupils in Government Approved Care and/or Treatment Facilities
- c) Guidelines for Approval and Provision of Care and/or Treatment, Custody and Correctional (CTCC) Programs 2017-18