



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Educational Services

- Programs and Curriculum

Regulation Code: ES-3.8.1

Regulation: SPECIAL EDUCATION – EDUCATION AND COMMUNITY PARTNERSHIP PROGRAMS (ECPP)

Policy Code Reference: ES-3.8

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This Administrative Regulation is written in accordance with the guiding principles in Board Policy No. ES-3.8, Special Education, and specifically 1.6.

Education programs are provided in Education and Community Partnership Programs (ECPP) in keeping with Ministry of Education direction and funding. These programs may be offered in conjunction with the appropriate supports from agencies, government institutions and/or facilities licensed under the various Ministries such as Health and Long-Term Care, and/or Children, Community and Social Services. Support for these programs is provided by the Superintendent of Education with responsibility for Special Education, Mental Health and Well-being, or designate.

1. Each Education and Community Partnership Program will have an admission/demission procedure. Such procedures will be in accordance with the Ministry of Education guidelines. Development of the procedure will be in consultation with appropriate facility staff, the Superintendent, or designate, host principal, and other Board staff, as appropriate.
2. Any admission procedures required for ECPP classrooms shall be developed by the Superintendent, or designate, the facility director, and/or administration, as assigned.
3. Programming support for KPRDSB educational staff in ECPP classrooms shall be provided through Board resources.
4. Transportation shall be provided, in accordance with Board policy. It shall continue to be the responsibility of the agency/ECPP classroom site to arrange for transportation of students to the educational program.

5. Role of Host Principal

The host principal shall be responsible for:

- 5.1 daily implementation and operations of program;
- 5.2 daily program issues, such as Health and Safety, Safe Schools, Crisis Response Procedures;
- 5.3 selection of teaching staff;
- 5.4 including KPRDSB educational staff who work in the ECPP classroom, in school professional learning opportunities;

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5.5 teacher and KPRDSB support staff performance appraisals; and

5.6 management of program budget.

6. Role of Superintendent of Education with responsibility for Special Education, Mental Health and Well-being, or Designate

The Superintendent, or designate, shall be responsible for the supervision of all facility programs with regard to:

6.1 management of overall program budget;

6.2 liaison with agencies/facilities;

6.3 ensuring professional learning opportunities for KPRDSB ECPP educators;

6.4 conflict resolution relevant to the agreements with partner agencies and stakeholders;

6.5 negotiation of educational agreements with ECPP agencies; and

6.6 ensuring that processes are in place to ensure the privacy and confidentiality of student information.

7. Role of the Teacher

The teacher assigned to the educational program for a ECPP classroom shall:

7.1 provide educational programs for students in accordance with Ministry of Education and Board policy and administrative regulations;

7.2 work co-operatively with agency/facility staff;

7.3 complete personal Education Plans and transition plans for all students in the program;

7.4 perform the duties and responsibilities of a teacher as outlined by the Ministry of Education, the Ontario College of Teachers, and the Board's policies and administrative regulations; and

7.5 participate in appropriate professional learning provided through the Board, and, as appropriate, through the agency/facility.

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8. Integration Opportunities for Students

It is anticipated that students exiting from ECPP programs will do so through a planned integration program first in the host school and then in the home school, if appropriate.

9. KPRDSB Students Transitioning from ECPP Programs: Role of the Home School Principal

- 9.1 participate in case conference transition meetings for students;
- 9.2 provide for the re-integration and return to the home school; and
- 9.3 ensure programming supports for students.

Established: April 27, 2000

Revision Dates: October 22, 2015

February 3, 2020

March 5, 2021