

**Professional Support Services Review  
Recommendations and Status**

<b>Communication</b>		
	<b>Recommendation</b>	<b>Status</b>
1	Expand on and leverage existing print and online resources, and outreach approaches.	Underway
2	Implement a basic electronic feedback system for school board approved interpreters.	Information provided to Parent Engagement Office. A review of Interpreter Services is underway.
3	Enhance information regarding the full inventory of PSS services with parents.	Information available on TDSB website has been reviewed and upgraded.
4	Enhance and develop accessible resources.	Underway, including use of social media.
5	Continue to conduct outreach sessions in the community.	Completed and ongoing
6	Engage parents during the school year to understand what they are interested in learning.	Completed and ongoing
<b>Service Delivery</b>		
	<b>Recommendation</b>	<b>Status</b>
7	Explore opportunities for systems, roles or process to facilitate access to up-to-date information regarding community resources and expected roles.	Completed. An ongoing review of community resource information as it relates to the various PSS groups will continue.
8	Develop a shared inventory of services for access by TDSB staff and relevant community providers.	Completed

9	Create intra-agency protocols to provide a streamlined and coordinated approach to meet the urgent needs of students	Completed. Increased access to services through partnership with Ministry of Children and Youth Services, Ministry of Health and Long Term Care and Hospital for Sick Children.
10	Consider incorporating a case manager role or responsibility across SST stakeholders to liaise with community partners	Underway
11	Clarify the criteria for conducting formal psychology assessments versus providing informal insights to support educators	Completed. Psychology staff have reviewed and revised their role and communication with educators.
12	Establish expectations, accountabilities, mechanisms, and communication protocols for PSS staff, administrators, and educators regarding PSS service delivery.	Completed and ongoing communication with key stakeholders about service roles and expectations.
13	Within PSS, provide clarification on optimizing PSS roles to meet the needs of students and families.	Completed. PSS Chiefs have communicated with their staff and met with other staff groups to explain role, answer questions and look for collaborative opportunities.
14	The complementary roles of psychology and social work in meeting the needs of individuals with mental health and substance issues.	Completed. The Chiefs of Psychology and Social Work have met to review roles and align service priorities.
15	Assess the current prioritization approach for completing psychology assessments for students with gifted support needs.	Underway. Psychology Staff working with Special Education partners to review this area.
16	Evaluate student attendance management resourcing based on accurate data metrics to ensure capacity can effectively meet demand.	Completed. Social Work and Attendance Chiefs have reviewed metrics and system capacity.
17	Explore initiatives or processes to improve consistency of service delivery at the Board level while allowing for flexibility across quadrants, areas, and families of schools.	Completed. Each PSS grouping reviewed their service delivery model taking into consideration the issues raised.
18	Clarify or develop TDSB's framework for School-based Mental Health	Completed and ongoing through the work of

	services to better understand the structure and human resources required.	Children and Youth Mental Health Strategy.
19	Develop a consistent model to enable evidence-informed practice.	Completed. All PSS groups include an evidence-based approach as part of their work.
20	Explore the feasibility for a TDSB-wide mechanism to evaluate PSS staff and educators in meeting the needs of students.	Initial work completed. Need to engage Union partners and Employee Services in next steps.
<b>Service Allocation</b>		
	<b>Recommendation</b>	<b>Status</b>
21	Review the resource allocation formula and explore the feasibility of an alternate operational model.	Completed. Allocation reviewed and where possible changes have been made to allocation model.
22	Establish a TDSB resource model, including common definitions and expectations around resource allocation to support planning.	A common model of allocation for all PSS is not possible, but clarification of factors involved has been completed.
23	Leverage service utilization metrics to inform planning for the next school year.	Completed and ongoing in annual staff allocation planning process.
24	Increase transparency of methodology used to allocate PSS resources across the TDSB staff.	Completed, allocation criteria for the different services have been developed and communicated to a variety of system and school partners.
<b>Role of PSS within TDSB and Broader Communities</b>		
	<b>Recommendation</b>	<b>Status</b>
25	Enhance TDSB mechanisms for PSS input into relevant areas of broader TDSB policy, program and curriculum development.,	Underway, PSS staff participate in a number of system and quadrant initiatives.
26	Increase practical training opportunities for educators beyond information sessions.	Ongoing. PSS groups are offering more in depth training opportunities and engaging in coaching sessions with educators and other school-based

		staff
27	Create forums or workshops for parents to enhance education.	Completed and ongoing.
28	Enable educators and PSS staff to provide timely input on TDSB initiatives to inform the TDSB when prioritizing programming.	Ongoing, PSS staff participate on a number of committees and initiatives that relate to their area of expertise.
29	Increase awareness around decision-making by providing information on programming decisions from a leadership level.	Underway
30	Incorporate literature and research review as new TDSB-wide policies and programming are developed.	Underway. PSS staff have provided relevant research and literature to system wide initiatives that they are involved with.
31	Assume a leadership role within the province to enable knowledgeable educators to effectively manage the holistic needs of students.	Underway. A number of PSS staff are involved in teaching classes at a variety of University Teacher Education Programs.
32	Provide mentorship programs to recently graduated teachers working in the TDSB.	Ongoing, actively involved in the New Teacher Program.
33	Collaborate with Ontario teacher colleges to potentially inform the curriculum to increase educator's special education capacity.	Underway. PSS staff have made contact with a number of Universities to offer their perspective in their areas of expertise.
<b>Data Collection and Management</b>		
	<b>Recommendation</b>	<b>Status</b>
34	Use data to inform service planning and explore the strategic balance of both preventative and supportive programs.	Ongoing, the focus for this year in PSS is "Priming Children for Success" which is a focus on prevention while maintaining their role of supporting individual students.
35	Adopt valid, standardized and timely approaches to track data on services	Completed. Each service reviewed the metrics

	provided and wait lists.	necessary for their work.
36	Incorporate a standardized and timely approach and tools to capture the service volumes and other activities performed by each service.	Initial steps taken to develop a plan to upgrade data base functionality.
37	Establish a workload measurement system to capture service utilization to inform resource planning.	Initial steps taken to develop a plan to upgrade data base functionality.