

Draft Special Education Advisory Committee

Minutes

December 10, 2012

A meeting of the Special Education Advisory Committee was convened at 7:05 p.m. on Monday, December 10, 2012, in the Fifth Floor Executive Meeting Room, 5050 Yonge Street, Toronto, Ontario, with Steven Lynette presiding.

The following committee members were present: Diana Avon, Clovis Grant, Richard Carter, Heather Breckenridge, Steven Lynette, Gal Koren, Paul Cross, Olga Ingrahm, Yama Arianfar, Phillip Sargent, Jean-Paul Ngana, Nancy Turner Wright, Debra Hayden, Trustee Howard Kaplan and Trustee Sam Sotiropoulos.

Regrets were received from Ginny Pearce, Dr. Robert Gates, Loris Bennett, Tammy Simon, Christina Buczek, and Trustee John Hastings

The following alternate members were present: Najia Shafi, Nora Green, Michelle Brick and Aline Chan.

The following staff members were present: Sandy Spyropoulos, Cindy Burley, David Johnston, Margo Ratsep and Ken Jinkinson.

1. Approval of the Agenda and Identification of New Business

Clovis Grant moved: **That the agenda be approved.**

The motion was carried.

2. Declarations of Possible Conflict of Interest

None declared.

3. Confirmation of the Minutes of November 12, 2012

Nora Green moved: **That the minutes of the SEAC meeting held on November 12, 2012 be confirmed.** The motion was carried.

4. Delegations and/or Presentations

There were no presentations.

5. Business Arising from the Minutes

(i) Concerns of a TDSB Parent [Page 2, Item 4(a)]

David Johnston indicated he would address this topic in his report.

(ii) Transition Planning – Development Services Ontario [Page 3, Item 13(b)]

In Ginny Pearce's absence, this item is postponed to the January meeting.

6. Membership Changes

Steven Lynette welcomed Michelle Brick, the new Alternate Representative for Learning Disabilities Association (Toronto).

Toronto Chapter President for the Tourette Syndrome Foundation, David Coll notified SEAC that his organization is currently seeking a new representative for SEAC.

On motion of Clovis Grant, the Special Education Advisory Committee **RECOMMENDS that Aline Chan be appointed as the North East Community Representative on the Special Education Advisory Committee.**

7. 2013 SEAC Meeting Dates

Dates for SEAC meetings could not be considered. SEAC will meet next on January 7, 2012. Concern was raised regarding conflicts that arose when Board Committee meetings and SEAC meetings were scheduled for the same day. It was decided that the trustee members would take the concerns to Board.

8. Trustee Report

Trustee Kaplan reported on several matters currently being addressed by the Board, which prevented the board from completing its organization and scheduling of meetings for 2013. SEAC members asked to be apprised regarding any issues being addressed which may impact on special education programs.

9. Chief Academic Officer's Report

Sandy Spyropoulos presented a report (see page 4) to the Committee.

Sandy Spyropoulos sought input from members of SEAC to establish a consultation meeting with Maureen McKenna regarding Inclusion, in the new year.

10. System Superintendent's Report

Cindy Burley presented a report (see page 7) to the Committee.

11. Professional Support Services Report

David Johnston presented a report (see page 12) to the Committee.

12. Correspondence received by the Chair

- Email dated December 10th, 2012 from Chief Academic Officers Roula Anastasakos and Sandy Spyropoulos re: SEAC representation at consultation session on TDSB School Climate Survey.
- Letter dated December 10, 2012 from Chief Academic Officer Sandy Spyropoulos inviting SEAC Participation in the Review of Community Advisory Committees.
- Email dated November 28, 2012 from Toronto Family Network re: Toronto Star article on Student Stress.

- Letter dated November 21, 2012 to Minister of Education Laurel Broten from Upper Canada DSB SEAC re: a proposed addition to the Ontario Health curriculum, and support for making Special Education preparatory courses mandatory for all Ontario teacher colleges.
- Letter dated November 7, 2012 to Minister of Education Laurel Broten from Renfrew County DSB re: the inadequate funding of Special Education.

13. Reports/Updates from Representatives on TDSB and Other Committees

(i) SEAC/PIAC Working Group

Clovis Grant reported that Jean Paul Ngana will take the lead in SEAC's collaboration with the Parent Involvement Advisory Committee (PIAC) Special Education Working Group.

14. Local SEAC Association Reports

(a) Down Syndrome Association of Toronto (DSAT)

Richard Carter presented a report to the Committee.

15. Election of Chair and Vice-Chair

This item is postponed to the February meeting, after the Board's organizational meeting.

16. New Business

- (i) Sandy Spyropolous invited SEAC participation in the Review of Community Advisory Committees. Paul Cross volunteered to represent SEAC.
- (ii) SEAC expressed interest in a staff presentation on how the ASD Team serves the needs of students with Autism Spectrum Disorder in schools.

17. Adjournment

At 9:20 p.m., Phillip Sargent moved: **That the meeting be adjourned.**
The motion was carried.

Steven Lynette
Chair

Special Education Advisory Committee Chief Academic Officer's Report

December 10, 2012

PARENT INFORMATION NIGHTS ON THE INDIVIDUAL EDUCATION PLAN (IEP) AND THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

On Tuesday November 20th the Special Education Department hosted two information nights for parents outlining the processes involved with the IEP and the IPRC. Approximately 120 people were in attendance at these sessions held in the East and West regions. Parents went out of their way to extend their appreciation for the information that was shared and the opportunity to ask questions and to engage department staff in conversation. These information nights will be repeated on Tuesday January 15th. It is worth noting that TDSB has offered these sessions annually for the past 8 years and they continue to be popular.

PREPARATION FOR THE ANNUAL IPRC (REVIEW) PROCESS

On Thursday November 22 Special Education Department staff presented in-service to MARTs and A/CLs regarding the upcoming IPRC (Review) process. The session outlined Ministry and TDSB expectations, roles and responsibilities, time lines, paperwork and helpful tracking procedures. Reviews begin in December/January of each school year to accommodate the needs of Grade 8 students moving to Grade 9 and to ensure that their special education status is clear before decision-making for secondary school has to be finalized. Reviews continue in the February to April time period for all other students. The significant number of exceptional students in TDSB requires careful planning and preparation for the annual Review process which is why we get such an early start.

INCLUSION UPDATE

The following links are now available on the internal and external TDSB website and include the information received at the Special Education Inclusion Town Hall Meetings, the General Delivery Mailbox and the Inclusion Hotline.

Internal: <http://tdsbweb/site/ViewItem.asp?siteid=100&menuid=41120&pageid=34482>

External:

<http://www.tdsb.on.ca/site/ViewItem.asp?siteid=10428&menuid=41121&pageid=34483>

This information will inform our staff as they continue to consider what inclusive environments could look like. We have asked our Research Department to provide us with a literature review on Inclusion and a review of other jurisdictions.

REVIEW OF COMMUNITY ADVISORY COMMITTEES

At the Board meeting on November 21, 2012, a motion was passed to review all the Advisory Committees including PIAC and SEAC and present a report to Board in April 2013. As such, an ad hoc workgroup is being formed and critical to the success of this initiative is the involvement of one CAC member from each of the ten CACs, one PIAC member and one SEAC member from PIAC and SEAC respectively. Also joining the workgroup will be representatives from the trustees and staff. The purpose of this group is to design the consultation process and steer the review of the CACs. A representative from SEAC was sought to sit on this workgroup. The first meeting will be on **Tuesday, January 8, 2013 at 6:30 pm. at 5050 Yonge Street.**

STAFF ALLOCATION

In accordance with the May 21, 2008 decision by Board for SEAC to receive reports on trends and issues related to program delivery, I am reporting to SEAC on the trends and issues related to delivery of intensive support programs for students with special needs as we begin to allocate staff for 2012-13. Each year the Board approves the special education teacher allocation. The department allocates approximately:

Elem – 1679.0

Sec – 568.0

For a total of 2247 teachers

Total Support Staff – 2490

Each year we determine **drivers** that will guide the staff allocation process. A number of drivers that have been in place for the last several years will remain for 2012-13.

Equity – access to programs and services as much as possible in home schools and ISPs as close to home as possible.

Inclusion—needs-based distribution of elementary Community-Based Resource Model.

(CBRM) and Secondary Resource allocation to support students in their home schools.

Clustering—minimum 2, preferably 3 ISPs of the same or similar exceptionality in one location, to provide opportunities for mutual professional support and enhanced innovative programming and program viability. Where possible, programs for students with a developmental disability will be in clusters of 3 ISPs or in pods of 6 ISPs. Clustering of ISPs will ensure a flow through for students at the same school as they transition between divisions.

Needs-Based Decision-Making—staff allocations generated by criteria-referenced formulae and in turn, adjusted minimally to reflect school-based considerations

Decentralization—allowances have been made for local flexibility, collaborative decision-making with Family of Schools' (FOS) Superintendents of Education (SOEs) and needs based allocations.

Accommodation—special education ISP programs/classes are a key part of the school community and will not be moved out of a school to accommodate the expansion of other programs, such as full day kindergarten or French programs (extended or immersion). In rare cases where the movement of a program is necessary, the program will not be moved without adequate available alternative programs nearby.

Finding Efficiencies—build capacity, move toward consistency in practices and communication.

Minimizing Transitions—where possible, program location decisions have been made to minimize the number of students who would have to transition to another school due to the move or closure of a program.

Facility/Program Alignment—the need to align both existing and new facilities to specific ISP program requirements, in order to maximize access to appropriate facilities that promote student success.

As in the past three years, we will be reviewing trend data around individual class sizes and determining future program locations. We will also be reviewing how we determine base allocation for support staff for secondary resource. Further information will be shared with you in January.

SUPREME COURT OF CANADA DECISION IN “MOORE VS. BC”

The Education Law eBulletin from Shibley Righton LLP, November 2012 was distributed and the implications for school boards in Ontario were discussed as mentioned in the article.

SCHOOL CLIMATE SURVEY-CONSULTATION

The Accepting Schools Act (Bill 13) requires school boards to conduct school climate surveys of students, parents, and staff at least once every two years.

This school year students in Grades 4-6 will be completing the school climate surveys; elementary schools that participate in the TDSB’s student school climate survey will also be inviting all of their staff and parents to complete the Ministry’s school climate surveys.

One representative from SEAC is asked to attend a consultation session to provide input about the TDSB’s School Climate survey and the implementation of the survey to students in Grades 4 to 6. This session is taking place on **Tuesday, January 15, 2013 at 6:00 pm at 5050 Yonge Street in Committee Room A.**

HIGH SCHOOL TO POST SECONDARY EDUCATION FOR STUDENTS WITH ASPERGER’S CONFERENCE

On December 7, 2012 a well-attended conference was held downtown with speakers that included Louie Papathanasakis Principal at Agincourt CI who spoke about the supports in place at his school to help students with special needs reach their full potential and transition successfully into post-secondary education.

MINISTRY OF EDUCATION SPECIAL EDUCATION UPDATE, OCTOBER 2012

SEAC was provided with a copy of this document for their review.

WISHING YOU ALL A HAPPY HOLIDAY AND ALL THE VERY BEST FOR THE COMING NEW YEAR!

System Superintendent

SEAC Report

Submitted by Cindy Burley

December 12, 2012

Professional Development for Special Education Teachers

On November 29, we held Part 2 of our session for new MARTs/ACLs/CLs and HSP teachers. The focus was on the IPRC reviews and other special education processes.

Professional Development for Central Special Education Staff

On December 6, Central Special Education staff participated in a session on effective strategies for supporting students with autism spectrum disorder. Specifically, the focus was on use of visual schedules, use of first-then, use of the universal no, etc.

Human Rights Settlement Follow-up

The TDSB agrees to the following definitions and understandings:

- “active assistance to communicate” refers to a speaker’s audience, or substitute, such as a teacher or a special needs assistant, being involved in the construction of the message to be communicated. Active assistance to communicate refers to the facilitation of communication. Examples of active assistance to communicate, include but are not limited to, constructing yes or no and multiple choice questions for response by the speaker or monitoring the item indicated using a letter board to construct words or sentences;

“students with complex communication needs” means students of the TDSB who, because they have limited vocal language expression, require an augmentative and alternative method of communication that may depend on ongoing active assistance to communicate and includes students who:

- a. communicate using a PicSyms, Picture Exchange Communication System, letter or other kind of symbol board;
 - b. communicate using auditory scanning;
 - c. communicate by responding to yes or no and multiple choice questions framed by another individual;
 - d. communicate with facial expressions, gestures, body language and/or signs; and/or
 - e. communicate with a speech generating device but may need assistance with navigation to consistently and successfully impart messages.
- The TDSB recognizes that students with complex communication needs can think, feel, communicate, and learn under a teacher’s guidance. Placement decisions for all students, including users of Augmentative and Alternative Communication (“AAC”), must be based on the individual student and not on the category of disability.

- The TDSB recognizes the students with complex communication needs, as defined above, may require active assistance to communicate.
- Where a student has complex communication needs and uses strategies, system(s), and/or tool(s) to communicate that have been developed under the supervision and/or prescription of a registered speech language pathologist with experience in AAC, the TDSB agrees that consultation should take place between the TDSB speech language pathologist and prescribing speech language pathologist (with parent consent) and school team and parents regarding the use of communication strategies, system(s) and/or tool(s) agreed to in consultation for his/her language, literacy and education growth.
- The TDSB confirms and acknowledges that it currently employs and/or contracts with speech language pathologists with expertise in AAC to advise it as to the accommodation needs of students who rely on AAC. These professionals provide support as appropriate and act as a resource to TDSB staff, including on: assessment and instructional strategies; the modification of educational materials; the creation of communication displays; and the programming of communication devices to appropriately accommodate the educational needs of students with complex communication needs. Their appropriate recommendations will be incorporated into the Individual Education Plan of students with complex communication needs.

The above understandings are implemented through the ongoing interaction among staff with expertise in AAC as they provide support and act as a resource to TDSB staff. Appropriate recommendations are incorporated into students' IEPs.

A final recommendation from the minutes of settlement is as follows:

- The TDSB will consider how to provide information sharing and skill demonstration comparable to “imbedded professional consultation and modelling” when publicly-funded professionals are not available and where the student’s family does not provide the needed training.

This professional consultation and modelling is supported by Procedure 575: Access to School by Third Party Professionals which allows for the involvement of professionals, for example, with AAC expertise to support TDSB staff in their work with students with complex communication needs.

As previously reported to SEAC, on September 16, 2011, all TDSB Speech-Language Pathologists attended a session on Augmentative and Alternative Communication that was presented by Jennifer Kent-Walsh, Associate Professor, Department of Communication Sciences and Disorders, University of Central Florida. Dr. Kent-Walsh has done extensive teaching, research and writing in this field and her unique background as a classroom teacher and a Speech-Language Pathologist provided a unique perspective and background upon which to speak authoritatively on this topic. In addition to her teaching position, she is also Regional Coordinator, Florida Alliance for Assistive Services & Technology and Consulting Clinical Supervisor, Communication Disorders Clinic, University of Central Florida. This was a most informative session that enhanced the understanding of AAC systems for Speech-Language Pathologists as they assist students in developing communication skills, and work with teachers and classroom assistants to help their understanding as they program for the needs of our AAC students.

Target Ten

Throughout the fall, each school has continued their work on the Special Education Component of the Board Improvement Plan. Each school is targeting approximately ten students with special education needs to support in the EQAO process, through key transitions or to promote more inclusive practices. Schools have just completed their online Target Ten submissions and Special Education staff will be analyzing this data to support the schools and the system as a whole.

Secondary Newsletter

See attached.

What's Up?

Special Education in our Secondary Schools

October 29, 2012
Volume 1, Issue 1

To Modify or Not to Modify: That is the Question

Did You Know?

You can increase your school's credit accumulation rate through modifications.

Did You Know?

All secondary courses can be modified (with the exception of the OSSLC).

Which students should be considered for modifications?

Students who had an IEP in grade 8 or students who were transferred to grade 9. Most significantly, students who are receiving a mark of 40-47 in any course so far this term/semester.

Key Questions to Consider:

Are all appropriate accommodations being implemented and well-used by the student and his/her teachers? Is the student engaged in learning a majority of the Specific Expectations for each Overall Expectation?

When does one consider modifications?

Modifications are considered when subject-based work and on-going assessments reveal that, even with appropriate accommodations and supports, students with IEPs

are not demonstrating achievement of the expectations and are earning marks in the range of 40-47. The recommendation to modify must be considered through the SST process.

Maintaining the Credit's Integrity: What Can and Cannot Be Modified?

- Selected Overall and/or Specific Expectations can be modified in terms of their breadth or depth and other measures of complexity;
- Some Specific Expectations considered to be "minor" expectations can be deleted altogether.

As a general rule, very few Overall Expectations can be omitted entirely from a course. Of those Overall Expectations that may be modified, the student must meet most of the Overall Expectations of a specific course, to be eligible for the credit.

What teachers cannot modify without placing the credit in jeopardy:

The final decision as to whether or not a credit will



be granted is made by the principal, and is determined by a number of factors, including judgments about the degree of complexity of the modified expectations, and the number of expectations through which the student has demonstrated achievement in the course. Some important considerations are as follows:
Expectations cannot be modified if doing so would jeopardize the student's ability to succeed in the next course; i.e. the modification does not undermine its status as a prerequisite.

Inside this issue:

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Let's All Give Credit where Credit is Due!

Try this link to the Modifications Document:

http://tdsbweb/webdocuments/Special_Education/docs/Modifications%20Introduction%20and%20all%20subjects.pdf

The IEP Summary Form: What Everyone Should Know!

What methods does your school use to ensure that all subject teachers are aware of each student's need for accommodations and modifications?

An IEP Summary form was introduced to the web-based IEP application this past September. This form captures specific sections of the IEP and displays them as a two page summary. It is designed to provide all subject teachers with an overview of the information necessary to program plan, assess, evaluate and most importantly effectively implement each student's accommodations.

A Self-Advocacy Tool As Well

The IEP Summary form can also be given to students to assist them in advocating for their needs with their various teachers. In addition, the IEP Summary form can be printed in June to share the annual review comments with parents.

How To Access the IEP Summary Form

There is no additional work required by teachers to create this form. The application automatically captures the identified sections from completed IEPs. The summary is accessed as one of the print options in the web-based IEP.

The sections of the IEP that are incorporated into the summary are:

- Student Information
- Reason for Development of the IEP
- Subjects, Courses or Alternative Programs to which the IEP applies
- Profile of Strengths and Needs
- Accommodations
- Individualized Equipment
- TDSB Human Resources
- TDSB IEP Team Members

- June Review comments from the Log of Parent/Student Consultation (for use at the end of June)

It must be noted that the complete IEP, including modified and alternative programming is available for viewing and updating within the SAP web-based application.

All teachers noted on the IEP are expected to be familiar with its full contents and to implement the strategies outlined.

Did You Know ...?

- **Read and Write Gold** is an effective tool to support the OSSLT. It is available to be downloaded onto all school computers and for home use, as well. Here's the link:
<http://tdsbweb/site/ViewItem.asp?siteid=100&menuid=35764&pageid=30240>
- **Many of your Special Education questions** are answered in the Toronto District School Board Special Education Report, published every July. Here's the link:
http://www.tdsb.on.ca/wwwdocuments/parents/special_education_2/docs/Spec%20Ed%20Rpt%20July%202012%20Final.pdf

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SEAC Report
Professional Support Services
December 10, 2012

Response to PSS Review
Highlights
Phase 1

INTRODUCTION

In Phase 1, 16 recommendations were acted on by the end of June 2012. Not all the work could be completed by that time, but significant progress has been made in many areas. Some of the actions in this phase were foundational and were required prior to additional work being completed in Phases 2 and 3.

A summary of the actions undertaken is outlined in the “Recommendations Action Plan” (Appendix B). This report highlights some of the specific accomplishments in each of the 5 theme areas. Recognizing that not all recommendations would have equal impact, we felt it necessary to provide some additional information on a number of recommendations that have particular importance to our services and will shape our delivery as we move forward. Considering the ambitious timelines that were reflected in the “Recommendations Action Plan”, the completion of these tasks were dependent on the energy and commitment of a number of PSS staff. Difficult questions were asked and necessary discussions were held as we reflected on many facets related to the delivery of our services.

Communication

The recommendations that were identified in Phase 1 have been used to develop a detailed plan with the Communications and Public Affairs staff. As part of a comprehensive plan that is being developed to revise the existing TDSB website, Phase 1 recommendations to expand and leverage existing materials will be completed within the new framework and platform. While this is underway over the next several months, work on print materials will continue to progress in partnership with C&PA staff. All materials will be ready to launch with the new website.

Service Delivery

This critical area of the review included a number of recommendations that has forced staff to look both inward and outward.

The work being done to coordinate our efforts with outside partners and resources (a strength identified by Deloitte), has contributed to enhanced services. Building on relationships that had been established, we have worked collaboratively with the Ministry of Children and Youth Services staff and with MCYS-funded agencies to develop protocols for priority access to services for TDSB students and families (Mental Health supports for identified students as well as for those in our SAL programs).

The other significant highlight in this area is the inventory that was collected and is being organized. This inventory involved over 1000 submissions from PSS staff. The participation of the PSS staff was overwhelming positive and reflects the pride that they have in their work. The submissions reflected contributions from all services: Child and Youth Services (362); Social Work and Attendance (293); Psychology (201); Speech-Language Pathology (139); and, Occupational Therapy, Physiotherapy (59). These submissions included: presentations, trainings, professional development; a large number of groups on a wide variety of topics and issues; classroom and whole-school based initiatives and projects. This data is currently being collated and will be presented to reflect the impact of these services on a system-wide basis.

Service Allocation

The formulae used by each service to allocate their staff resources have been identified as an area in need of review. Each service has identified their own factors that need to be considered when allocating staff. The authors of the Final Report recommended that a single, standard

formula for all groups be considered. The merits of this were discussed, but it became clear that such a formula could not be applied to the different services in PSS. For example, the Speech-Language staff place an emphasis on the early years, while system-wide support for Low-Incidence students, staff and programs is the hallmark of Occupational Therapy and Physiotherapy. As a result, it became readily apparent in allocating these services, different factors have to be considered.

All individual services have reviewed their staff allocation formula, and the factors that contribute to their formula. In some cases, changes were made and additional information has been incorporated.

On a local school level, central staff assigned to schools will work with school administrators to describe their services, and all services will post on their web-sites information relating to the factors that are considered in assigning staff to schools.

Role of PSS in TDSB and Broader Communities

The authors of the Final Report recognized the important role played by PSS within the TDSB and in other communities and encouraged increased participation by PSS staff in these sectors. As a result of these comments, PSS staff have been involved in an increasing number of TDSB and external activities. For example, since the release of the Final Report there has been increased involvement by; CYS staff on the Positive School Climate Committee; Social Work staff on an external work group on “Timely and Equitable Access”, OT/PT Chief on an external Health Committee (“Toronto Child and Family Network”); and, PSS has been invited to join the “Child and Youth Advisory Table” being organized by the Toronto Central Local Health Integration Network.

Data Collection and Management

The Final Report raised concerns about the data that is available to PSS staff in supporting its work. PSS is committed to delivering services that are data driven and recognizes the importance of having access to current, relevant and reliable data in order to accurately reflect the work of staff. At the present time we are limited by our data management system. Meetings have taken place with staff in Information Technology and Special Education about the viability of moving to the SAP-CRM data management system. These discussions have been informative and encouraging. A financial commitment has been allocated in order to facilitate this. A move to SAP-CRM will reduce the workload of staff, will increase accountability, enhance data capabilities, and streamline process with Special Education and other Board systems and departments. With the ground-breaking work completed by Special Education, it is apparent that PSS can take advantage of this opportunity and benefit from the enhanced capabilities of this system.

<p align="center">PHASE 1 Completion Date–June 2012 Recommendation</p>	<p align="center">RESPONSIBILITY</p>	<p align="center">ACTIONS TAKEN</p>	<p align="center">INVOLVEMENT OF KEY STAKEHOLDERS IN ACTION PLAN</p>
<p>Service Delivery</p> <p><i>Explore opportunities for systems, roles or process to facilitate access to up-to-date information regarding community resources and expected roles</i></p> <p><i>Develop a shared inventory of services for access by TDSB staff and relevant community providers</i></p> <p><i>Create intra-agency protocols to provide a streamlined and coordinated approach to meet the urgent needs of students</i></p>	<p>PSS Chiefs</p> <p>All PSS Staff</p> <p>PSS Chiefs</p>	<ul style="list-style-type: none"> • A review of community resource information, as it relates to their services and resources, has been completed and updated resource information has been created. • Alternative ways of providing access to relevant, current information with respect to programs and resources connected with PSS staff are being implemented (e.g. bookmarks with relevant information, fact sheets with relevant resources, service pamphlets with key resources). • As part of the Action Plan developed with Communications and Public Affairs, a way of enabling all Principals quick access to the 211Toronto service is being reviewed. • Access to ASPIRE has been provided to PSS Chiefs which enhances sharing of information regarding partnerships and approved community presentations. • With support from the Web Team, an online survey was completed by PSS staff. This resulted in over 1000 submissions. This includes all professional development/ training, groups, and special school-based programs and initiatives. This data is being inputted and collated into an acceptable format and mapping of the data is being explored. • The TDSB has developed a protocol for accessing the Ministry of Children and Youth Services school-based mental health workers that creates a pathway to priority access to these services for our students. • Developed and monitored priority access procedures and service delivery for SAL students in conjunction with MCYS agencies. • PSS is now represented at a recently established advisory table with Toronto Central LHIN to co-ordinate access to services for children and youth in Toronto. 	<p>Web Team</p> <p>Ministry of Children and Youth Services -Toronto Region Office</p> <p>Toronto Central LHIN -Children and Youth Advisory Table</p>

<p align="center">PHASE 1 Completion Date–June 2012 Recommendation</p>	<p align="center">RESPONSIBILITY</p>	<p align="center">ACTIONS TAKEN</p>	<p align="center">INVOLVEMENT OF KEY STAKEHOLDERS IN ACTION PLAN</p>
<p><i>Consider incorporating a case manager role or responsibility across SST stakeholders to liaise with community partners</i></p> <p><i>Clarify the criteria for conducting formal psychology assessments versus providing informal insights to support educators</i></p>	<p>PSS Chiefs</p> <p>Psychology Chiefs</p>	<ul style="list-style-type: none"> In consultation with Partnership Office, developed and reviewed partnerships in compliance with PR570. A joint labour-management committee has been established to review the development of partnership agreements in the Board. Approval was given to develop language that will be included in the updated SST manual. A role description, outlining functions and guidelines for a Case Manager will be incorporated into the SST pending confirmation at the next SST steering committee meeting. Through the SST process, Psychology staff are reviewing guidelines with school staff that will provide clarity and joint decision making around decisions related to formal Psychological assessments and informal suggestions, recommendations on individual students. 	<p>Partnership Office</p> <p>Special Education</p>
<p>Service Allocation</p> <p><i>Review the resource allocation formula and explore the feasibility of an alternate operational model</i></p> <p><i>Establish a TDSB resource model, including common definitions and expectations around resource allocation to support planning</i></p> <p><i>Leverage service utilization metrics to inform planning for the next school year</i></p>	<p>PSS Chiefs</p> <p>PSS Chiefs</p> <p>PSS Chiefs</p>	<ul style="list-style-type: none"> Each service has conducted a review of their allocation formula as well as reviewing models used in other large urban School Boards. Criteria for service allocation have been shared with staff who will review with school administrators when discussing service priorities at the beginning of each school year. While a common PSS resource model is not practical or feasible due to the differences in staff allocation (central vs. regional vs. quadrant based), service (assessment, counselling, consultation, training) and role (consultants, school-based, early intervention), it is hoped that increased understanding of allocation factors will bring greater clarity to this issue. Service utilization metrics are a factor in service planning and staff allocation. 	

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<p align="center"><i>Increase transparency of methodology used to allocate PSS resources across the TDSB staff</i></p>	<p align="center">PSS Chiefs</p>	<ul style="list-style-type: none"> • These data metrics are used to inform planning and will be considered along with other factors identified by each service. • A communication plan has been developed that includes attendance at FOS meetings, and presenting a description of the allocation variables for each service on their websites. 	
<p>Role of PSS within TDSB and Broader Communities</p> <p align="center"><i>Enhance TDSB mechanisms for PSS input into relevant areas of broader TDSB policy, program and curriculum development</i></p>	<p align="center">PSS Chiefs</p>	<ul style="list-style-type: none"> • Increased involvement of PSS staff within quadrant, system and community initiatives/committees/projects has occurred. Both ongoing committee involvement and short term participation on work groups and special projects have included front line PSS staff. 	
<p>Data Collection and Management</p> <p align="center"><i>Use data to inform service planning and explore the strategic balance of both preventative and supportive programs</i></p> <p align="center"><i>Adopt valid, standardized and timely approaches to track data on services provided and wait lists</i></p>	<p align="center">PSS Chiefs</p> <p align="center">PSS Chiefs</p>	<ul style="list-style-type: none"> • Data collection forms have been reviewed, modified and distributed which will provide enhanced information for program service planning and delivery. • A review has been completed by each service of the key data, relevant literature, and the service specific roles as they relate to the continuum of supports that are being offered. Ongoing discussions have identified initiatives, projects and professional learning that that will shape future departmental plans and programs. • A review of service statistics gathered has been completed. • Due to the different roles of each service, a standard approach, while recommended, is not practical. However, each staff group will identify key metrics for tracking their services. 	

<p align="center">PHASE 2 Completion Date– December 2012 Recommendation</p>	<p align="center">RESPONSIBILITY</p>	<p align="center">NEXT STEPS</p>	<p align="center">INVOLVEMENT OF KEY STAKEHOLDERS IN ACTION PLAN</p>
<p>Communication</p> <p><i>Enhance information regarding the full inventory of PSS services with parents</i></p>	<p>Selected PSS Staff</p>	<ul style="list-style-type: none"> Information will be developed by each PSS staff group that will be made available and shared with parents that provides details on the range of services available for students and parents. 	<p>Communications Planning</p>
<p>Service Delivery</p> <p><i>Establish expectations, accountabilities, mechanisms, and communication protocols for PSS staff, administrators, and educators regarding PSS service delivery</i></p> <p><i>Within PSS, provide clarification on optimizing PSS roles to meet the needs of students and families</i></p> <p><i>The complementary roles of psychology and social work in meeting the needs of individuals with mental health and substance issues</i></p> <p><i>Assess the current prioritization approach for completing psychology assessments for students with gifted support needs</i></p> <p><i>Evaluate student attendance management resourcing based on accurate data metrics to ensure capacity can effectively meet demand</i></p>	<p>PSS Chiefs</p> <p>PSS Chiefs</p> <p>PSS Chiefs and Selected Staff</p> <p>Psychology Chiefs</p> <p>Attendance/Social Work Staff</p>	<ul style="list-style-type: none"> Clarity around expectations and processes related to PSS services will be provided in consultation with key system partners. PSS staff will identify their key roles and distinct responsibilities as they provide services to students and families. As part of the process described above, Psychology and Social Work staff are meeting to clarify their complementary roles in the area of mental health and addictions. Psychology staff have begun working with Special Education partners to review the assessment framework for students considered for gifted screening. Social Work and Attendance staff will review the current delivery of attendance services and will use available data to assess need and address system capacity 	<p>Communications School Administrators/Educators</p> <p>Special Education</p> <p>Planning, ONSIS, Research</p>

<p align="center">PHASE 2 Completion Date– December 2012 Recommendation</p>	<p align="center">RESPONSIBILITY</p>	<p align="center">NEXT STEPS</p>	<p align="center">INVOLVEMENT OF KEY STAKEHOLDERS IN ACTION PLAN</p>
<p>Role of PSS within TDSB and Broader Communities</p> <p><i>Increase practical training opportunities for educators beyond information sessions</i></p> <p><i>Create forums or workshops for parents to enhance education</i></p> <p><i>Enable educators and PSS staff to provide timely input on TDSB initiatives to inform the TDSB when prioritizing programming</i></p> <p><i>Increase awareness around decision-making by providing information on programming decisions from a leadership level</i></p> <p><i>Incorporate literature and research review as new TDSB-wide policies and programming are developed</i></p>	<p>PSS Chiefs and Selected Staff</p>	<ul style="list-style-type: none"> • Each PSS staff group will review the training currently available for educators and explore the feasibility of providing additional service in this area. • The possibility of increasing the number of workshops for parents will be explored by PSS staff and other key system partners. • PSS staff are interested in exploring opportunities that would increase their input into quadrant, regional and system-wide initiatives and will explore ways of facilitating this direction. • PSS Chiefs and staff will examine ways of creating a feedback mechanism that enables participation and information sharing that reflects a PSS perspective. • Research and literature that is available from relevant PSS staff groups will be made available to TDSB staff involved in policy, program and procedure development. 	<p>Board Partners</p> <p>Model Schools for Inner Cities, Parent Academies Guidance</p> <p>Special Education</p> <p>Administrative Council</p>
<p>Data Collection and Management</p> <p><i>Use data to inform service planning and explore the strategic balance of both preventative and supportive programs</i></p> <p><i>Adopt valid, standardized and timely approaches to track data on services provided and wait lists</i></p>	<p>PSS Chiefs</p> <p>PSS Chiefs</p>	<ul style="list-style-type: none"> • This goal continues the work undertaken in Phase 1 and recognizes the ongoing nature of this recommendation as shifts in service delivery are considered. • Furthering the work that has begun in Phase 1, it is expected that PSS staff groups will have identified relevant metrics and that the data will be used to provide increased specificity in addressing service needs. 	<p>Information Technology</p>

<p align="center">PHASE 3 Completion Date–June 2013 Recommendation</p>	<p align="center">RESPONSIBILITY</p>	<p align="center">NEXT STEPS</p>	<p align="center">INVOLVEMENT OF KEY STAKEHOLDERS IN ACTION PLAN</p>
<p>Communication</p> <p><i>Enhance and develop accessible resources</i></p> <p><i>Continue to conduct outreach sessions in the community</i></p> <p><i>Engage parents during the school year to understand what they are interested in learning</i></p>	<p>Selected PSS Staff</p> <p>Selected PSS Staff</p> <p>PSS Chiefs</p>	<ul style="list-style-type: none"> • Staff have begun to develop a range of resource material in each PSS service that will enhance and support their work with parents and educators. • All PSS staff groups will continue to reach out to community groups. Additional ways of connecting with partners will be explored. • Over the next school year, PSS staff will engage parents and solicit input into topics that would be of interest to this group. PSS staff will continue to attend resource fairs and Trustee Ward meetings in order to gather information in this area. 	<p>Web Team</p> <p>Model Schools for Inner Cities, Parent Academies, Parent Involvement Advisory Committee</p>
<p>Service Delivery</p> <p><i>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</i></p> <p><i>Clarify or develop TDSB's framework for School-based Mental Health services to better understand the structure and human resources required</i></p> <p><i>Develop a consistent model to enable evidence-informed practice</i></p> <p><i>Explore the feasibility for a TDSB-wide mechanism to evaluate PSS staff and</i></p>	<p>PSS Chiefs</p> <p>PSS Chiefs</p> <p>PSS Chiefs and Selected Staff</p> <p>PSS Chiefs and Selected Staff</p>	<ul style="list-style-type: none"> • The PSS Chiefs will conduct a review of their service delivery model and look for alternative models that should be considered. Each staff group will ensure that any service delivery model is accessible, responsive, accountable and flexible. • The literature review on research and service delivery conducted by Dr. Wilson identifies several models related to School-based Mental Health. These will be reviewed in the context of the TDSB environment and larger Mental Health initiatives. • All PSS staff groups will remain committed to an evidence-based practice model and will continue to incorporate this into service planning and delivery. • During the next school year, PSS staff will work 	<p>Special Education</p> <p>Health and Mental Wellbeing Committee</p> <p>Part of larger Board Initiative, Drummond Report</p> <p>Employee Services, Consumer Satisfaction</p>

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<p><i>educators in meeting the needs of students</i></p>		<p>on developing a mechanism that provides PSS administrators an understanding of the ongoing and developing needs of students and families.</p>	<p>Survey</p>
<p>Role of PSS within TDSB and Broader Communities</p> <p><i>Assume a leadership role within the province to enable knowledgeable educators to effectively manage the holistic needs of students</i></p> <p><i>Provide mentorship programs to recently graduated teachers working in the TDSB</i></p> <p><i>Collaborate with Ontario teacher colleges to potentially inform the curriculum to increase educator’s special education capacity</i></p>	<p>Chiefs, Selected Staff</p> <p>Chiefs, Selected Staff</p> <p>Chiefs, Selected Staff</p>	<ul style="list-style-type: none"> • PSS Chiefs and staff are interested in enhancing their current leadership across the Province in this area. PSS Chiefs and staff will continue to teach classes and lead sessions at a number of Universities and will make recommendations that supports increased awareness of the needs of children and adolescents in Teacher Education Programs. • For a number of years, PSS staff have actively supported the New Teacher Program at the TDSB. Over the next school year, we will look at new ways of enhancing our relationship. • As has been stated in an earlier goal, PSS Chiefs will use their contacts in Teacher Education Programs and with the Ministry of Colleges, Universities and Training to seek an enhanced curriculum that addresses the full range of student needs. Students from 5 different universities were provided with supervised internships at the TDSB in 2011/2012 and will continue in 2012/2013. 	<p>Identify key partners, Professional Colleges</p> <p>New Teacher Program</p> <p>Ministry Colleges, .Universities and Training, Universities with Teacher Education Programs</p>