



ADDENDUM  
REGULAR MEETING OF THE  
TORONTO CATHOLIC DISTRICT SCHOOL BOARD  
PUBLIC SESSION

Joseph Martino, Chair

Nancy Crawford, Vice Chair

Thursday, October 21, 2021

7:00 P.M.

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<b>8. Notices of Motions</b>	
<b>8.a. From Trustee Rizzo regarding Parent/Volunteer Access to Enter School Buildings</b>	1 - 2
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<b>17. Matters recommended by Statutory Committees of the Board</b>	
<b>17.a. From the Special Education Advisory Committee (SEAC):</b>	14 - 16
1. Updated Policy on Safe Schools Policies S.S.01 and S.S.12; and	
2. Inquiry from Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to SEAC Meetings	
<b>20. Reports of Officials Requiring Action of the Board of Trustees</b>	
<b>20.h. Amendment to the report from the Governance and Policy Committee: Update to Policy on Electronic Participation in meetings of the Board, Committees of the Board, and the Committee of the Whole Board Policy T.19 (Refer Item 20a)</b>	17 - 19

**22. Listing of Communications**

**22.c. From the Special Education Advisory Committee: Approved  
Minutes of the Meeting Held September 15, 2021**

20 - 42



*Maria Rizzo  
Trustee Ward 5*

*E-mail: Maria.Rizzo@tcdsb.org*

*Voicemail: 416-512-3405*

**To:** Regular Board Meeting, October 21, 2021

**From:** Maria Rizzo, Trustee Ward 5

**Subject:** Notice of Motion – Parent/Volunteer Access to Enter School Buildings

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**MOVED BY:** Maria Rizzo, Toronto Catholic District School Board

**SECONDED BY:** Markus de Domenico, Toronto Catholic District School Board

**WHEREAS:** TCDSB is committed to creating school communities focused on the success, mental health and well-being of all students, including safe environments for all during COVID-19;

**WHEREAS:** Parental involvement and engagement in a child's school contributes to student success;

**WHEREAS:** Parent volunteers are a great resource to school communities and enhance educational experiences;

**WHEREAS:** Parents should have the opportunity to be involved in their child's school;

**WHEREAS:** The TCDSB values and recognizes that parents/volunteers enhance the learning experiences of students and strengthen school and community partnerships;

**WHEREAS:** Parents volunteering is an opportunity to model and promote the value of caring and contributing citizens within our school communities;

**WHEREAS:** Parents and members of parent council are not currently allowed to enter the school buildings for any reason and many typical volunteer opportunities are lost, and;

**WHEREAS:** TCDSB aims to apply uniform protocols on parent admittance across the system to allow equitable and safe parent access to schools.

**BE IT RESOLVED THAT:** Fully vaccinated parents/volunteers who have completed Covid-19 screening survey be permitted to enter the school building with proper PPE upon the discretion of the school administration by arrangement.

**BE IT FURTHER RESOLVED THAT:** Parent councils may meet virtually or in schools for their meetings as per safety protocols including proof of vaccination, ability to socially distance, wearing PPE etc.

**BE IT FURTHER RESOLVED THAT:** TPH be requested to assist in formulating public health guidelines, protocols, and procedures for parent access to school buildings.

**Maria Rizzo**  
**Trustee, Ward 5**

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CPIC

CATHOLIC  
PARENT  
INVOLVEMENT  
COMMITTEE



# Toronto Catholic Parent Involvement Committee 2020/2021 Annual Report

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Catholic Education Centre  
80 Sheppard Avenue East  
North York, ON M2N 6E8

## TO OUR STAKEHOLDERS

A parent involvement committee of a board shall achieve its purpose by,

- (a) providing information and advice on parent engagement to the board;
- (b) communicating with and supporting school councils of schools of the board; and
- (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 612/00, s. 27 (2).

### Strategic Highlights

Toronto Catholic Parent Involvement Committee (CPIC) continued to build awareness around CPIC's role. We continued to work on improving communications with Catholic School Parent Councils (CSPCs), Trustees and Staff, to create an information conduit, so that information can flow in both directions. In improving communication, we can continue supporting our CSPCs and parents by advocating through making recommendations. We also engaged in Policy consultations and TCDSB Staff presentations, listening and allowing members to give their perspective from a parent's point of view on all board matters.

### Financial Highlights

With the move to virtual meetings via zoom for the 2020/2021 school year operational expenses were minimal. Our largest expenditure was for promotional items purchased as part of a planned parent conference from the previous year. Instead as Covid-19 continued to restrict face to face events CPIC had to cancel speakers and take back deposits.

### Operating Highlights

With changes to our election process, our first CPIC Election was held where CSPC Chairs voted for their CPIC Representative. This was a great opportunity to enhance the relationship between CSPCs and CPIC. We will continue to use the CPIC Elections as an opportunity to increase engagement with the CSPCs as they have a role in the selection of their CPIC Representative for their ward.

The 2020/2021 school year saw all CPIC meetings move to a virtual format via zoom. We livestreamed all CPIC meetings on YouTube for the public to view. The hope was by watching parents at the CPIC table, we would create confidence in our stakeholders by showing that parents have a voice to advocate for the needs of parent engagement and student achievement and hopefully inspired additional parents to join CSPCs and CPIC.

This year also included the support of the Board Recording Secretary. Having CPIC agendas and minutes compiled and distributed through E-Scribe continues to bring CPIC closer to the same standards followed as all meetings of the Board.

## Going Forward

CPIC will continue to grow its parent resources. We will continue to work with OAPCE Toronto in joint ventures. We will look forward to hosting a face-to-face parent conference with speakers and workshops if the opportunity presents itself. We will continue to support CSPCs and parents to find their voice in parent engagement.

In the end our goal is to increase parent engagement and make every parent contribution count. Reflecting on the parable The Feeding of the Five thousand, *“Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?”* John 6:9, many of us focus on the great miracle that Jesus performed however if not for the small contribution of this person how would Jesus have fed the masses. We need to make our parents aware that small contributions are welcomed and needed, if we do, we may have many larger impacts in our school communities.

Thank you,

Joe Fiorante  
Toronto CPIC Chair

## CPIC STRUCTURE & MEMBERSHIP

### Voting Members:

- 15 Elementary Parent Members: elected by Ward CSPC Chairs (two-year term)
- 3 Secondary Parent Members: elected by Ward Cluster CSPC Chairs (one-year term)
- 3 Community Representatives: appointed by the Committee (one-year term)

### Non-Voting Members:

- Trustee representative(s)
- Director of Education or designate
- Liaison Officer to the TCDSB

ELEMENTARY SCHOOL PARENT MEMBERS		
Ward	Name/School	Attendance
1	Jennifer Di Francesco (St. Eugene)	7/8
2	Vacant	
3	Joe Fiorante (St. Jane Frances)	8/8
4	A.J. Hepburn (St. Mark)	4/8
5 East	Santhosh Peter Valavi (St. Gabriel)	3/8
5 West	Daniel Oliveira (St. Conrad)	5/8
6	Gus Gikas (St. Mary of the Angels)	8/8
7	Dan Kajioka (St. Victor)	5/8
8 East	Rose-Maria Fraser (St. Bredan)	5/8
8 West	Charmaine von Vulte(St. Bartholomew) <sup>3</sup>	6/8
9	Jennifer Traer (St. Mary) <sup>1</sup>	0/2
10	Ivana Calabria-Pantaleo (St. Fidelis)	7/8
11 North	Ben Xavier (St. Gerald) <sup>2</sup>	0/3
11 South	Isabel Starck (St. Bonaventure)	5/8
12	Anthony Antonucci (St. Ursula)	7/8
(1) Resigned January 2021 (2) Resigned February 2021 (3) Resigned September 2021		
SECONDARY SCHOOL PARENT MEMBERS		
Ward Clusters	Name/School	Attendance
West (1,2,3,4)	Milva Romano (Monsignor Percy Johnson)	7/8
Central (5,6,9,10)	Annalisa Crudo-Perri (Chaminade)	7/8
East (7,8,11,12)	Vacant	
COMMUNITY MEMBERS		
Position	Name/School	Attendance
OAPCE	Katie Piccininni (St. Clement)	7/8
The Angel Foundation for Learning	John Yan/Emmy Szekeres-Milne	6/8
Let's Get Together	Alison Canning	7/8
TRUSTEE REPRESENTATIVES AND TCDSB STAFF		
Position	Name	Attendance
Trustee Rep	Garry Tanuan, Trustee, Ward 8	7/8
Trustee Rep Alternative	Norm Di Pasquale, Trustee, Ward 9	7/8
Director of Education Designate	John Wujek, Superintendent	4/4
Parent Engagement Office	Manuela Sequeira, Coordinator	8/8
Communication Officer	Jessica Dalinda, Supervisor	8/8
Recording Secretary	Sarah Pellegrini	8/8



## OFFICERS & MEETINGS

### CPIC OFFICERS

Position	Name/Ward	Term Ending
Chair	Joe Fiorante (Ward 3)	October 2022
Vice-Chair	Jennifer Di Francesco (Ward 1)	October 2021
Secretary	Daniel Oliveira (Ward 5 West)	October 2021
Treasurer	Gus Gikas (Ward 6)	October 2021
Events Coordinator	Isabel Starck (Ward 11 South)	October 2021
Digital Coordinator	Dan Kajioka (Ward 7)	October 2021

### MEETINGS

A parent involvement committee shall meet at least four times in each school year. O. Reg. 612/00, s. 40 (1).

Toronto CPIC holds 8 meetings per school year, scheduled usually on the 3rd Monday of every month. Meetings are not scheduled in the months of March, July, and August. All meetings are open to the public and any parent or guardian, at the Chair's discretion, may comment on the subject under discussion, but only members can vote. For the 2020/2021 school year all CPIC meetings were held virtually via Zoom and broadcast live on YouTube for public viewing.

2020/2021 Meeting Schedule	
Meeting Number	Date
1/Inaugural	Monday, November 9 <sup>th</sup> , 2020
2	Monday, December 14 <sup>th</sup> , 2020
3	Monday January 18 <sup>th</sup> , 2021
4	Monday, February 22 <sup>nd</sup> , 2021
5	Monday, April 19 <sup>th</sup> , 2021
6	Monday, May 17 <sup>th</sup> , 2021
7	Monday, June 14 <sup>th</sup> , 2021
8	Monday, September 27 <sup>th</sup> , 2021

## SUBCOMMITTEES

A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee. O. Reg. 612/00, s. 41 (1)

In-between scheduled meetings more focused work occurs with the use of subcommittees. Every CPIC Member is expected to serve on at least one subcommittee. The following subcommittees were formed and met during the year:

### **Executive Officers Standing Subcommittee**

To co-ordinate and manage the activities of CPIC between Meetings and of the Committee.

### **Budget & Priority Setting Standing Subcommittee**

Devise and propose budget and disbursement targets for CPIC based on approved budget from the previous year as well as in-year monitoring.

### **Conference & Events Standing Subcommittee**

Responsible for the planning and execution of any Committee-planned events such as; workshops, forums and/or conferences.

### **Communications & Parent Resource Standing Subcommittee**

Responsible for curating and cycling content on CPIC digital channels and updating CPIC's resources and material roster.

### **CSPC Workshops Subcommittee**

To review dates and topics of Parent In-Service Plan from the Parent Engagement Office and offer counsel.

### **Parent Reaching Out (PRO) Grants Subcommittee**

To determine an equitable process of distributing the 2020/2021 Parent Reaching Out (PRO) Grants funding.

### **International Languages Elementary Subcommittee**

To participate in Stakeholder Consultation of Policy S.P.05 International Elementary Languages (ILE) Draft Policy.

### **Age-Appropriate Placement Subcommittee**

To participate in Stakeholder Consultation of Policy S.P.03 Age-Appropriate Place: Curriculum and Program Supports.

### **EPAN, Equity & Accessibility Subcommittee**

The goal is to increase parent engagement in E-PAN schools as well as marginalized communities across TCDSB through eliminating racial and social disparities and addressing accessibility barriers by integrating equity work to ensure equitable program and policy outcomes.

### **Elections Subcommittee**

To review the election process, to determine if the election process will remain virtual and to offer any other suggestions.

## RECOMMENDATIONS

A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 612/00, s. 47 (1)

At CPIC meetings issues of concern from parents as it relates to CSPCs and parent engagement at our schools and from the Board overall are discussed. Periodically, in support of our mandate, official recommendations in the form of motions are made to the appropriate level.

### RECOMMENDATIONS MADE TO THE DIRECTOR OF EDUCATION

The use of electronic communication has increased substantially during the Covid-19 pandemic school year, and we want all CSPC to have to have the equal opportunity to communicate to their communities.

- ✓ CPIC recommend to Staff and then the Board of Trustees that: TCDSB CSPC's be given appropriate access to School Messenger so that they can create communications to go out to the School Community in the similar respect that CSPC's have access to School Cash Online. The process should (like School Cash Online) allow the CPSC to create the communication and then be reviewed by the administration before it is sent out.
  - ✓ Received staff report and moving forward with process

# ACTIVITIES & HIGHLIGHTS

## TCDSB Board Policy Consultations and Presentations

- CPIC participated in several consultations and presentations throughout the 2020/2021 school year
- Policy S.P.05 International Elementary Languages (ILE) Draft Policy.
- Policy S.P.03 Age-Appropriate Place: Curriculum and Program Supports.
- Overview of Toronto Catholic District School Board (TCDSB) Human Rights and Equity Advisor (HREA) Office and Equity Initiatives
- 2021-2022 Budget Consultation
- Acceptable Use Policy
- De-streamed Grade 9 Mathematics for September 2021
- Student Census Presentation
- Multi-Year Strategic Plan
- Overview of The Angel Foundation of Learning

## Parent Reaching Out (PRO) Grant

- Ontario PICs were involved in making decisions on Parent Reaching Out (PRO) Grant allocations to Boards. CPIC reviewed the process and found an equitable method to distribute funding received by the TCDSB.

## Partners

- Engaged in joint advocacy with OAPCE Toronto.
- Sent joint letter to the Director of Education and Chair of the Board from CPIC and OAPCE with regards to In-Class and Virtual Transfers.

## Ministry of Education

- Toronto CPIC participated in virtual meetings held by staff from the Ministry of Education throughout the year and with PICs across Ontario to discuss items that impacted parent engagement.

## Building PIC Relationships

- Toronto CPIC attended meetings held by PICs for PICs across Ontario. OPICC was formed to deliver joint recommendations to the Minister of Education.

## FINANCIAL SUMMARY

**The Province of Ontario through the Ministry of Education currently provides boards with \$5,000 annual base funding and 17 cents per student to fund its Parent Involvement Committee.**

For the 2020/2021 CPIC was received a grant of \$19,771.00, with a carryover of \$52,001.36 from previous year, we had a total of \$71,772.36.

CPIC has a policy where we allocate our yearly budget into two categories:

- 60% for Meeting & Operations: Supports the day-to-day work of the Committee through our meetings, including member expenses and supplies.
- 40% for Parent Engagement Projects: Supports events that benefit different constituencies of parents across the school Board including speakers, materials and refreshments for attendees.

### 2020/2021 Budget Summary: (from September 1, 2020 to August 31, 2021)

	Meetings/Operations	Events/Projects
Childcare	\$ 0.00	\$ 0.00
Member Mileage/Transportation	\$ 0.00	\$ 0.00
Printing & Supplies	\$ 270.56	\$ 0.00
Events Promotion	\$ 0.00	\$ 10,817.21
Refreshments	\$ 0.00	\$ 0.00
Speakers	\$ 0.00	(\$ 3,500.00)
Telecommunications	\$ 1,065.75	\$ 0.00
Consulting	\$ 0.00	\$ 0.00
<b>TOTAL</b>	<b>\$ 1,336.31</b>	<b>\$ 7,317.21</b>

Due to COVID-19 restrictions and virtual meetings minimized operational expenses GSN and surplus budget reserves could not be utilized. Therefore, carry forward to 2021/2022 budget will be \$63,118.84

## APPENDIX & THANKS

### LEGISLATED PURPOSE

The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being

### WHY WE EXIST

The Toronto Catholic Parent Involvement Committee is the legislated parent voice at the Toronto Catholic District School Board for parents of students in TCDSB schools.

### MISSION

To improve student academic achievement and the emotional, spiritual and physical well-being of students by supporting, encouraging and enhancing meaningful parent engagement.

CPIC focuses on system-level matters affecting more than one school.

On behalf of CPIC and TCDSB, I would like to thank each of our Committee Members for the time, participation and input they provided throughout the 2020/2021 school year. Thanks to all the Catholic School Parent Councils, Parents, Community Organizations, Trustees and TCDSB staff that supported CPIC throughout the year.



REPORT TO

REGULAR BOARD

## RECOMMENDATIONS TO BOARD FROM THE SPECIAL EDUCATION ADVISORY COMMITTEE

*"I can do all things through him who strengthens me."  
Philippians 4:13*

Created, Draft	First Tabling	Review
September 20, 2021	October 21, 2021	Click here to enter a date.
Sophia Harris, Recording Secretary Skeeter Hinds-Barnett, Assistant Recording Secretary		
<h3>RECOMMENDATION REPORT</h3>		

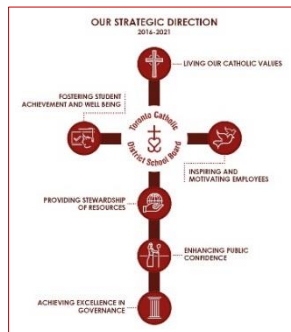
**Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

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*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



Brendan Browne, PhD  
Director of Education

A. Della Mora  
Associate Director, Academic Services and Chief Operating Officer

D. Boyce  
Associate Director of Facilities, Business and Community Development

R. Putnam  
Chief Financial Officer and Treasurer



## **A. EXECUTIVE SUMMARY**

This report provides the Board of Trustees with recommendations from the Special Education Advisory Committee.

*The cumulative staff time required to prepare this report was 0.5 hour*

## **B. PURPOSE**

The purpose of this report is to provide the Board of Trustees with recommendations from the Special Education Advisory Committee.

## **C. BACKGROUND**

1. On September 15, 2021, the Special Education Advisory Committee met.
2. At that meeting, recommendations to the Board of Trustees were proposed.

## **D. EVIDENCE**

The Special Education Advisory Committee met on September 15, 2021 and motions regarding Agenda Item 13d) *Updated Policy on Safe Schools Policies S.S.01 and S.S.12* and Item 19c) *Inquiry From Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to SEAC Meetings*, were approved by a majority vote as per the Minutes of that meeting included under *Communication* on the Order Page.

## **E. STAFF RECOMMENDATION**

The Special Education Advisory Committee recommend to the Board of Trustees that the following be approved:

1. That the Policy updates to Safe Schools Policies S.S.01 and S.S.12 be approved with the proposed amendment:

In Safe Schools Policy S.S.12 (Fresh Start reported in Regulations 4 of the Policy) that Principals be required to notify parents of their rights of appeal

in writing similar to the suspension and expulsion legislations (**Updated Policy on Safe Schools Policies S.S.01 and S.S.12**)

2. That Staff review the timing of the monthly SEAC meetings in relation to the Board meetings in order to bring information in a timely manner from SEAC to the Board of Trustees (**Inquiry From Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to SEAC Meetings**)



REPORT TO

REGULAR BOARD

**AMENDMENT TO THE REPORT FROM THE GOVERNANCE AND POLICY COMMITTEE: UPDATE TO POLICY ON ELECTRONIC PARTICIPATION IN MEETINGS OF THE BOARD, COMMITTEES OF THE BOARD, AND THE COMMITTEE OF THE WHOLE BOARD POLICY T.19**

*Behold, how good and how pleasant it is for brethren to dwell together in unity – Psalms 133:1 KJV*

Created, Draft	First Tabling	Review
October 21, 2021	October 21, 2021	
Paul Matthews, General Legal Counsel		

**RECOMMENDATION REPORT**

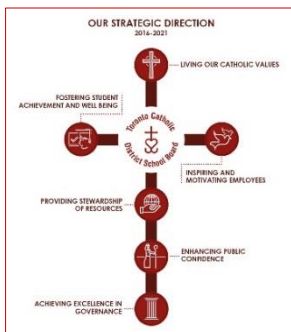
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Associate Director of Facilities, Business and  
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R. Putnam  
Chief Financial Officer and  
Treasurer

## **A. EXECUTIVE SUMMARY**

A report from the Governance and Policy Committee recommending approval of Policy T.19 Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board is on the agenda of tonight's Board meeting.

There is an omission in the policy that needs to be rectified. The following amendments to the policy are required Pursuant to Ontario Regulation 463/97:

1. A member of a Board must be physically present in the meeting room for at least three regular meetings of the Board during each 12 month period beginning November 15, 2022; and
2. Regulations 2, 4 and 5 of the policy need to be qualified by a regulation that provides that those regulations come into force effective November 15, 2022.

The effect of the amendments to the policy described above is that until November 15, 2022, there is no legal requirement for the Chair, Vice-Chair, Director of Education or designate or any Trustee to be physically present in the Board room for a meeting of the Board or of a Committee until November 15, 2022.

*The cumulative staff time required to prepare this report was 0.5 hours.*

## **B. PURPOSE**

There is an omission in the policy that needs to be rectified. The following amendments to the policy are required Pursuant to Ontario Regulations 463/97:

1. A member of a Board must be physically present in the meeting room for at least three regular meetings of the Board during each 12 month period beginning November 15, 2022; and
2. Regulations 2, 4 and 5 of the policy need to be qualified by a regulation that provides that those regulations come into force effective November 15, 2022.

The effect of the amendments to the policy described above is that until November 15, 2022, there is no legal requirement for the Chair, Vice-Chair, Director of

Education or designate or any Trustee to be physically present in the Board room for a meeting of the Board or of a Committee until November 15, 2022.

### **C. RECOMMENDATION**

That the Update to Policy on Electronic Participation in Meetings of the Board, Committees of the Board, and the Committee of the Whole Board Policy T.19 be amended by the Board of Trustees as described below.

1. A member of a Board must be physically present in the meeting room for at least three regular meetings of the Board during each 12 month period beginning November 15, 2022; and
2. Regulations 2, 4 and 5 of the policy need to be qualified by a regulation that provides that those regulations come into force effective November 15, 2022.

## OUR MISSION

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# **MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION**

**HELD WEDNESDAY, SEPTEMBER 15, 2021**

### **PRESENT:**

#### **Trustees:**

N. Crawford  
A. Kennedy - Virtual

#### **Non-Voting Trustee:**

M. de Domenico - Virtual

#### **External Members:**

George Wedge, Chair  
Melanie Battaglia, Vice Chair - Virtual  
Geoffrey Feldman - Virtual  
Lori Mastrogiuseppe - Virtual  
Tyler Munro  
D. Nightingale - Virtual  
Wendy Layton - Virtual

#### **Staff:**

N. Adragna  
M. Caccamo  
V. Cocco  
A. Coke  
A. Della Mora  
C. Fernandes  
M. Gendron  
R. Macchia  
M. Meehan  
J. Mirabella  
R. Putnam  
D. Reid

P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary

**3. Roll Call and Apologies**

Trustee Di Giorgio, Michelle Da Costa, Mary Pugh and Lisa McMahon were absent.

**4. Approval of the Agenda**

MOVED by Trustee Crawford, seconded by Tyler Munro, that the Agenda, as amended to include the Addendum and Item 19c) Inquiry from Trustee Crawford regarding the 2022 Calendar of Board Meetings in relation to the SEAC Meetings, be approved.

On the Vote being taken, the Motion was declared

CARRIED

**5. Declarations of Interest**

There were none.

**6. Approval and Signing of the Minutes**

MOVED by Geoffrey Feldman, seconded by Lori Mastrogiuseppe, that the Minutes of the Meeting held June 9, 2021 be approved.

On the Vote being taken, the Motion was declared

CARRIED

**7. Delegations**

MOVED by Tyler Munro, seconded by Trustee Crawford, that Item 7a) be adopted as follows:

- 7a) From Paolo De Buono regarding Making the Safe Schools Report Safer** received.

On the Vote being taken, the Motion was declared

CARRIED

**9. Notices of Motion**

MOVED by Melanie Battaglia, seconded by Deborah Nightingale, that Item 9a) be adopted as follows:

- 9a) From Melanie Battaglia, representative of Autism Ontario regarding Exclusion Tracking and Reporting** will be considered at the October 20, 2021 SEAC Meeting:

WHEREAS: The mission of the Toronto Catholic District School Board (TCDSB) is to be an inclusive learning community uniting home, parish and school and rooted in the love of Christ;



WHEREAS: Autism Ontario, Association for Ontarians with Disabilities Act (AODA), Inclusion Action Ontario, Advocacy Resource Center for the Handicapped (ARCH) Disability Law and many other organizations and associations in Ontario supporting students with special education needs and/or disabilities (“special needs students”) and their families have repeatedly raised concerns about the frequency of special needs students being excluded under section 265(1)(m) of the Education Act (a “formal exclusion”) and/or what are frequently referred to as soft exclusions where student hours of attendance are restricted or are requested to stay home for a number of days, including without limitation for off school premises field trips (“soft exclusions”);

WHEREAS: The Ministry of Education’s “Enrolment Register Instructions for Elementary and Secondary Schools” has since the 2018/19 school year required school boards to maintain Exclusion records for “audit purposes” (pages 23 and 24), including the following information:

- Documentation that shows the reason for the exclusion;
- Documentation of successful notification of the exclusion and the response between the School Board and the pupil (if the pupil is an adult) or the pupil’s parent or guardian;
- Documentation of the plan (signed by the principal) to re-integrate the pupil into the education system;
- Documentation of communication with other parties involved with re-engaging the pupil (e.g. social agencies); and
- Data on the number of students who have been excluded during the school year (including the name of student, Ontario Education Number (OEN), length of exclusion, and reason for exclusion).

WHEREAS: SEAC recommended to the Board and the Board affirmed the request for a report that would include summary information of Exclusions on March 27, 2019 and to date no report has been presented to SEAC, over 2.5 years later (“reporting delay”);

WHEREAS: The Ministry of Education has placed new limits on the suspension and expulsion of students in grade 3 and below effective this school year

(2021/2022) and Exclusions may be used as a method to circumvent these Ministry limits on administrator authority; and

WHEREAS: It is clear from the extensive reporting delay that the TCDSB does not have the ability to systematically monitor Exclusions to ensure appropriate use, meet the Ministry's audit expectation as outlined in the "Enrolment Register Instructions for Elementary and Secondary Schools" document or collect data to compile any reliable reports surrounding the use of Exclusions for SEAC or the board in a timely manner.

BE IT RESOLVED THAT:

- SEAC recommend to the Board that the attendance system be updated to track all Exclusions, including formal and soft exclusions as previously defined;
- SEAC further recommend to the Board that the Progressive Discipline Application be updated to keep records associated with both types of Exclusions as required for a Ministry audit and those records should also be kept in a Student's Ontario Student Record (OSR);
- SEAC further recommend to the Board that a policy be created that will instruct staff on the appropriate use of Exclusions, record keeping and appeal provisions; and
- SEAC further recommend reporting of both types of Exclusions in the Annual Safe Schools report and it indicate the numbers of special needs students affected along with total students.

MOVED by Tyler Munro, seconded by Melanie Battaglia, that Item 9b) be adopted as follows:

- 9b) From Tyler Munro, representative of Inclusion Action in Ontario (IAO) regarding Promotion of Inclusive Practices in the Multi-Year Strategic Plan will be considered at the October 20, 2021 SEAC Meeting:**

WHEREAS: The mission of the TCDSB is to be an Inclusive learning community, uniting home, parish and school and rooted in the love of Christ;

WHEREAS: An “Inclusive” school board is one that focuses on educating all students in regular classrooms and delivering necessary services and accommodations to special needs students in a regular classroom at their students’ local school and in their local community. Those boards operate few or no special segregated classrooms (ISP classes);

WHEREAS: Pope Francis and Catholic Social Teachings strongly support the establishment and operations of Catholic Schools following the “Inclusive” model:

- ‘An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.’ – Pope Francis;
- “An education in the fullness of humanity should be the defining feature of Catholic schools” – Pope Francis;
- “Putting the entire person at the centre of education” - Pope Francis;
- “Orienting educational work towards the margins, social margins and existential margins through service, encounter and welcome.” – Pope Francis;
- "Education is an inclusive movement. An inclusion that goes towards all the excluded: those for poverty, for vulnerability due to wars, famines and natural disasters, for social selectivity, for family and existential difficulties," – Pope Francis;
- Vatican City, Feb 20, 2020 / 10:08 am (CNA)- Pope Francis called for an educational revolution Thursday, telling the Congregation for Catholic Education that more effort needs to be made to accelerate the inclusiveness of education;
- FRATELLI TUTTI Encyclical Letter Pope Francis writes: [98]I would like to mention some of those “hidden exiles” who are treated as foreign bodies in society. Many persons with disabilities “feel that they exist without belonging and without participating”. Much still prevents them from being fully enfranchised. Our concern should be not only to care for them but to ensure their “active participation in the civil and ecclesial community. That is a demanding and even tiring process, yet one that will gradually contribute to the formation of consciences capable of acknowledging each individual as a

unique and unrepeatable person”. I think, too, of “the elderly who, also due to their disability, are sometimes considered a burden”. Yet each of them is able to offer “a unique contribution to the common good through their remarkable life stories”. Let me repeat: we need to have “the courage to give a voice to those who are discriminated against due to their disability, because sadly, in some countries even today, people find it hard to acknowledge them as persons of equal dignity”; and

- “Defense of the right to life implies the defense of all other rights that enable the individual with the disability to achieve the fullest measure of personal development of which he or she is capable. These include the right to equal opportunity in education, in employment, in housing, and in health care, as well as the right to free access to public accommodations, facilities, and services.” US Catholic Bishops Statement on Disability (2016).

WHEREAS: Thirty (30) years of extensive research supporting accommodating special needs student within regular classrooms has shown, with an Inclusive approach:

- The special needs student does the same or better academically in an Inclusive classroom;
- Academically all students do better in Inclusive classrooms;
- Teachers become more effective educators by broadening their teaching skills which benefit all students in Inclusive settings;
- Students learn to interact socially and accept those who are not like them, those who are different;
- Special needs students learn to interact with their peers in a typical accommodated, class setting and this eases the transition into adult life, making them more productive members of society. An artificial segregated setting can never achieve this and discourage accommodation in accordance with the Ontario Human Rights Code; and
- Monies can be diverted from expensive segregated programs, bussing and underutilized assets to training staff, hiring frontline staff supporting students in regular classrooms and hiring support staff.

WHEREAS: Nineteen (19) of the sixty (60) English language school boards (32%) in Ontario promote the use of Inclusive classrooms and operate no or only a few Intensive Support Program (ISP) classes for a limited number of Identifications;

WHEREAS: Twelve (12) of the twenty-nine (29) English Language Catholic School Boards (41%) in Ontario promote the Inclusive classroom and operate no or only a few ISP classes for a limited number of Identifications;

WHEREAS: New Brunswick, which has similar student enrollment levels as TCDSB, prohibits by law the segregation of any student due to a disability. New Brunswick has been a global leader in Inclusive education for 35 years;

WHEREAS: Most school boards that promote Inclusive classrooms achieve similar or superior results on standardized testing when compared to geographically overlapping boards that segregate special needs students, some by significant amounts. Renfrew Catholic District School Board (DSB) Education Quality and Accountability Office (EQAO) scores are 19% higher than Renfrew DSB. Hamilton-Wentworth Catholic DSB EQAO scores are 16% higher than Hamilton-Wentworth DSB. Of note Hamilton-Wentworth Catholic DSB has been operating without ISP classes as we know them for over 50 years;

WHEREAS: There is a presumption by TCDSB staff at all levels that the current ineffective and expensive parallel model of special education is best suited for a special needs student. This presumption is made without benefit of reviewing research or having experience in Inclusive school boards. Parents and advocates who request an Inclusive placement for a student are dismissed without serious consideration of the request and they are often subject to significant pressure from staff to consent to a segregated placement recommendation;

WHEREAS: There are few, if any, accommodations provided to students in ISP classes that could not be provided in a regular class if staff were trained and supported to provide those accommodations; and

WHEREAS: Promoting Inclusive Education is consistent with our Catholic values, modern pedagogy research and practices, the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the laws and court rulings of

Canada and Ontario. It is more cost effective than a segregated approach and helps all students reach their potential.

**THEREFORE BE IT RESOLVED:** That SEAC recommend to the Board that a senior team be put together to develop a pilot project or plan that identifies key deliverable and goals for each year in order to promote Inclusive placements for special needs students that are currently or likely to be placed in ISP classes to be included in the Multi-Year Strategic Plan (MYSP) being prepared. As part of the MYSP SEAC suggests the senior team:

- Provide a modern definition of Inclusion in an education setting that will be posted prominently on the board's website, on related documents and shared with staff;
- Consult with experts in Inclusive Education, Inclusive school boards, SEAC, review research and review available plans for transitioning a board to an Inclusive model;
- Develop a general strategy for preparing staff, departments and the board to support a transition to an Inclusive model;
- Identify and prioritize policies and procedure documents than need to be updated to reflect a change to an Inclusive model of education, including the Special Education Plan; and
- Identify groups of students that will be transitioned to the Inclusive model each year, the staff groups that will educate and support them and the training they will need.

MOVED by Geoffrey Feldman, seconded by Tyler Munro, that Item 9c) be adopted as follows:

- 9c) From Geoffrey Feldman, representative of Ontario Disability Coalition regarding Recommendation that Multiple Exceptionalities (ME) Staff use Clear Mouth Shields** will be considered at the October 20, 2021 SEAC Meeting:

**WHEREAS:** The mission of the TCDSB is to be an Inclusive learning community uniting home, parish and school and rooted in the love of Christ;

**WHEREAS:** An “Inclusive” school board is one that focuses on educating Special Needs Students who have difficulty with hearing or communication unless they see the complete face and lips of the Staff Member;

**WHEREAS:** The TCDSB is expected to deliver the necessary services and accommodations to all students;

**WHEREAS:** The Holland Bloorview Kids Rehabilitation Staff have had approved the use of a Clear Mouth Shield made by ClearMask™ it is a transparent Face Mask used by the hospital teaching staff with multiple exceptionality children and youth who need to view the complete face for full communication and learning;

**WHEREAS:** Students who are Deaf or Hard of Hearing or lack communication ability will benefit and become more intently involved when being instructed etc. by ME Staff who communicate through facial expressions and mouth movement; and

**WHEREAS:** TCDSB should accommodate all students by using all supports needed to communicate and instruct students.

**THEREFORE BE IT RESOLVED:** That SEAC recommend to the Board that the responsible staff member research the fully transparent, anti-fog masks available to help healthcare providers and essential workers to protect themselves, communicate better, and ease confusion manufactured by ClearMask and make them available to all school staff who wish to use this clear mask shield to fully communicate, instruct, etc. with students who rely upon the full facial expressions that include lip movement to enable them to provide full and inclusive education.

## **10. Consent and Review**

The Chair reviewed the Order Page and the following Items were held:

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of September 15, 2021 – Deborah Nightingale;
- 11b) Develop/Review Special Education Advisory Committee Annual Agenda/Goals for 2021-2022 – Deborah Nightingale;

- 11c) Special Education Plan Review - Action Plan for 2021-2022 – Deborah Nightingale;
- 13a) Safe Schools Annual Report 2020-2021 – Melanie Battaglia;
- 13b) Response to Motion Regarding Individual Education Plan (IEP) Completion – Melanie Battaglia;
- 13c) Special Education Superintendent Update - September 2021 – Deborah Nightingale;
- 19a) Inquiry from Geoffrey Feldman, representative of Ontario Coalition Disability, regarding "Thank you" to the Angel Foundation for Learning for their support to TCDSB families through their Food for Kids Student Home Nutrition Grocery Card Program – Geoffrey Feldman;
- 19b) Otis-Lennon School Ability Test (OLSAT) Testing Update (Verbal) - Maria Meehan, Superintendent of Special Services – Deborah Nightingale; and
- 19c) Inquiry from Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to SEAC Meetings.

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that the Item not held be received.

On the Vote being taken, the Motion was declared

CARRIED

**ITEM NOT HELD AS CAPTURED IN ABOVE MOTION**

- 20a) Pending List as at September 15, 2021**



**11. Annual Calendar**

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 11a) be adopted as follows:

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of September 15, 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 11b) be adopted as follows:

- 11b) Develop/Review Special Education Advisory Committee Annual Agenda/Goals for 2021-2022** received

Melanie Battaglia left the virtual room at 8:02 p.m.

On the Vote being taken, the Motion was declared

CARRIED

**N.B: The following goals were suggested for the 2021-2022 School Year:**

1. Continued work on the Special Education Plan;
2. To increase Committee membership;
3. To “Covid-proof” Testing, Individual Education Plans (IEPs) and Identification Placement Review Committees (IPRCs) processes that are essential to identifying and supporting our special education students;
4. Increased depth of knowledge of Toronto Catholic District School Board (TCDSB) budget processes and advocating for Special Education needs;
5. That SEAC make recommendations to Board regarding goals for the following year that are deemed important for the Director of Education to pursue as they relate to students with special needs and the Special Services Department in the Spring of the school year; and
6. To strengthen political advocacy for special education needs for our Board and other Boards in Ontario.

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 11c) be adopted as follows:

**11c) Special Education Plan Review - Action Plan for 2021-2022** received

On the Vote being taken, the Motion was declared

**CARRIED**

**13) Reports of Officials for Information by the Board/Other Committees**

MOVED by Tyler Munro, seconded by Deborah Nightingale, that Item 13a) be adopted as follows:

**13a) Safe Schools Annual Report 2020-2021 received**

Trustee Kennedy joined the virtual meeting at 8:37 p.m.

On the Vote being taken, the Motion was declared

CARRIED

Trustee Crawford left the horseshoe at 8:57 p.m.

Melanie Battaglia returned to the virtual meeting at 8:58 p.m.

The Chair declared a 10-minute recess.

The meeting resumed with George Wedge in the Chair. The attendance list remained unchanged.

MOVED by Tyler Munro, seconded by Nancy Crawford, that the agenda be reopened to add Item 13d) Updated Policy on Safe School Policies S.S.01 and S.S.12.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Nancy Crawford, that Item 13b) be adopted as follows:

- 13b) Response to Motion Regarding Individual Education Plan (IEP) Completion** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Tyler Munro, that Item 13c) be adopted as follows:

- 13c) Special Education Superintendent Update - September 2021** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 13d) be adopted as follows:

- 13d) Updated Policy on Safe Schools Policies S.S.01 and S.S.12** that SEAC recommend to Board that the Policy updates to Safe Schools Policies S.S.01 and S.S.12 be approved with the proposed amendment.

MOVED in AMENDMENT by Tyler Munro, seconded by Deborah Nightingale, that SEAC recommend to Board that:

1. The time for the appeal process in Safe Schools Policy S.S.12 (Fresh Start reported in Regulation 4 of the Policy) be changed from three schools days to ten school days; and
2. In Safe Schools Policy S.S.12 (Fresh Start reported in Regulations 4 of the Policy) that Principals be required to notify parents of their rights of appeal in writing similar to the suspension and expulsion legislations.

Deborah Nightingale requested that the Question be split.

On the Vote being taken, Part 1 of the Motion was declared

FAILED

On the Vote being taken, Part 2 of the Motion was declared

CARRIED

On the Vote being taken, the Motion, as amended, was declared

CARRIED

**19. Inquiries and Miscellaneous**

MOVED by Trustee Kennedy, seconded by Deborah Nightingale, that Item 19a) be adopted as follows:

- 19a) From Geoffrey Feldman, representative of Ontario Coalition Disability regarding "Thank you" to the Angel Foundation for Learning for their support to TCDSB families through their Food for Kids Student Home Nutrition Grocery Card Program** received and that the following excerpt from the Angel Foundation for Learning’s email be highlighted:

“COVID has affected everyone. The Angel Foundation is pleased to have been able to pivot our strategies to continue to support TCDSB families and students to ensure no one is left behind. Since the second COVID shutdown this past April, we have been able to direct close to \$2 million in support to TCDSB families through both our Food for Kids Student Home Nutrition Grocery Card Program, and our Safe Return to School initiative”.

MOVED in AMENDMENT by Trustee Crawford, seconded by Deborah Nightingale, that the Item be referred to Staff for a thank you letter to be sent to the Angel Foundation for Learning on behalf of SEAC.

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Motion, as amended, was declared

CARRIED

MOVED by Tyler Munro, seconded by Trustee Kennedy, that Item 19b) be adopted as follows:

- 19b) Otis-Lennon School Ability Test (OLSAT) Testing Update (Verbal) - Maria Meehan, Superintendent of Special Services** received

Time for business expired.

The Chair called for a 15-minute extension, as per article 12.6 of the By-law.

On the Vote being taken, the extension was approved.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Deborah Nightingale, that Item 19c) be adopted as follows:

- 19c) From Trustee Crawford regarding 2022 Calendar of Board Meetings in relation to the SEAC Meetings** received and referred to Staff for a review of the monthly SEAC Meetings in relation to the Board meetings and that the recommendation be made for the meetings to be held one week earlier.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Crawford, that SEAC recommend to Board that Staff review the timing of the monthly SEAC meetings in relation to the Board meetings in order to bring information in a timely manner from SEAC to the Board of Trustees.

On the Vote being taken, the AMENDMENT was declared

CARRIED

On the Vote being taken, the Motion, as amended, was declared

CARRIED

Wendy Layton left the virtual meeting at 11:21 p.m.

Time for business expired.

The Chair called for a 10-minute extension to facilitate further discussions on purposes important to SEAC.

On the Vote being taken, the extension was not approved.

**21. Adjournment**

MOVED by Tyler Munro, seconded by Trustee Kennedy, that the meeting be adjourned.



On the Vote being taken, the Motion was declared

CARRIED

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SECRETARY

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CHAIR



# Special Education Superintendent Update

September 2021



The Special Services department continued to provide support and services to students throughout the summer months.



A **credit course**, *Dynamics of Healthy Relationships*, was offered during July for secondary students with Autism in grades 10, 11, 12 who are working towards the Ontario Secondary School Diploma. The course focused on understanding individual and group factors that contribute to healthy relationships, exploring self-concept and interpersonal relationships, practicing strategies for developing and maintaining relationships with friends, family, and community members. This course gave students an opportunity to connect with students who share similar experiences, participate in cooperative learning, and engage with learning specific to their needs.

Through consultation with the Autism Team, two **Board Certified Behaviour Analysts** supported students engaged in summer programs.



Our TCDSB **Social Workers** were privileged to be a part of the team delivering back-to-school gear to our students. Thank you to the Toronto Argonauts for their generous donation of 75 backpacks filled with school supplies.



The TCDSB clinical team of Social Workers and Psychology Service Providers offered **counselling services** to students and responded to situations of crisis over the summer months.

The clinical team also worked in collaboration with the *Focus on Youth* program to provide training to key youth leaders to facilitate **daily social-emotional wellness activities** with student campers during the *Focus on Youth* TCDSB summer camp program.

The Continuing Education **summer school programming** included emotional wellness activities prepared in collaboration with the mental health team.

The Mental Health Team prepared **professional development workshops** for the system for a mentally-healthy return to school. Resources included:

- A 90-minute webinar on mental health for staff with key messages for supporting the mental health of ALL students by focusing on the foundational building blocks of **creating a mentally-healthy classroom** and school through Welcoming, Including, Understanding students and Promoting wellness. A message of hope and gratitude was shared with all staff (<https://youtu.be/1j7Os5hupG4>). Included were also resources for teachers to implement brief and simple social-emotional strategies with students upon return to school, virtually or in person from **School Mental Health Ontario (SMHO)**.
- A 30-minute workshop on the **Student Re-Engagement Kit** for teachers to implement evidence-based, brief, social-emotional, wellness activities for the first 21 days of school.
- In collaboration with Safe Schools, the team helped develop a webinar on **Anti-Human Trafficking** shared with all school staff.
- St. Anne educators were provided with an opportunity to engage in a professional development workshop on **Social-Emotional Learning**, with a focus on the Student Re-Engagement Kit for implementation in the classroom with remote learners during the first 21 days back to school.
- Here is a sample of a one-week calendar of activities:

September 13 - 17				
Our Catholic community is stronger when we are able to recognize and value the God-given talents and strengths of others, focusing on seeing the good in them.				
Monday Sept. 13th	Tuesday Sept. 14th	Wednesday Sept. 15th	Thursday Sept. 16th	Friday Sept. 17th
Virtual Field Trip: Breathing Strategies: Early Years Primary Junior Intermediate Senior	Daily Check-in (All)  That's Me (All)  Take Five Breathing (All)	Emotion Charades (P, J, I)  Two-minute Mindfulness (All)  Based on your students' learning needs, select an SMHO read aloud video. (Elem.)	What Comforts You? (All)  Giving Thanks (All)  Finding Calm: Forest Visualization (2 min. Video) (Junior/Int/Senior)	Tense & Relax (All)  The Book of Gratitude (All)  Stretch In Your Chair (All)

**Supporting Your Child/Teen With Return to School**

Thought to you by TCDSB Mental Health Services, Fall 2021

**As you support your child or teen with return to school, please know that the starting point is your child's individual and unique needs to ensure their well-being.**

**Connect with School Staff**  
Educator's and other school staff have an important role to play in your child's well-being. Reach out to your child's teacher(s) to share information, discuss concerns, and/or make requests about supports your child may need. If needed, educators can connect you and your child with support professionals such as Child & Youth Workers, Guidance Counsellors, Chaplains, Social Workers, and Psychologists.

**QUALITY TIME WITH CARING ADULTS**  
A healthy relationship with positive caring adults is one of the most well-being. During times of change or stress, these connections help them feel safe and secure. Try to spend distraction-free time with your child, accepting even if it's just a few minutes at a time. Playing or walking together, sharing a hobby, or just hanging out will provide opportunities for your child to connect with you. To make the most of these opportunities, acknowledge their feelings. This supports well-being and connection and makes it more likely that your child will return to school with their problems and concerns (St. Charles, MacKenzie). Consider also how you can support your child's relationship with other caring adults, such as school staff, extended family members, neighbours, or other members of your community.

**Take Care of Yourself**  
Taking care of your self is essential for you to best support your child's well-being. Your well-being will help improve your energy levels, and ability to cope with challenges. Help your family, friends, your parish, and other members of your community for support. Consider how you can support your well-being through your parish, friends, family, or other caring adults. Consider also how you can support your child's relationship with other caring adults, such as school staff, extended family members, neighbours, or other members of your community.

**PLAY**  
Start your morning with a positive routine. Whether it's music, stretching, movement, or anything else that brings joy, play, and laughter are important. Encourage your child to play with their friends and family.

**QUESTIONS/COMMENTS**  
Contact Mental Health Services with any questions, comments, or suggestions.  
Mental Health Services, PHD, C. Psych, Child & Adolescent Health Services, St. Charles, MacKenzie, 2021  
Email: [mental-health@tcdsb.ca](mailto:mental-health@tcdsb.ca)

**Daily Routine**  
Establish a routine for your child's return to school. This can help them feel more comfortable and confident. Encourage your child to play with their friends and family.

**MORE RESOURCES BY TYPE:**  
• [Learning Activities \(All ages\)](#)  
• [Reading Lists \(All ages\)](#)  
• [Digital Resources \(All ages\)](#)  
• [Mental Health Support \(All ages\)](#)

**Mental Health Support:**  
• [Mental Health Support \(All ages\)](#)  
• [Mental Health Support \(All ages\)](#)  
• [Mental Health Support \(All ages\)](#)

**Infographic for parents and families** to support a mentally-healthy return to school for all is available on the TCDSB website: **Supporting Your Child/Teen With Return to School.**

