

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA JUNE 7, 2023

George Wedge (Chair)
Easter Seals Ontario

Tyler Munro
Inclusion Action in Ontario
Representative

**Geoffrey Feldman
(Vice Chair)**
Ontario Disability Coalition



Deborah Nightingale
Association for Bright Children

Melanie Battaglia
Autism Ontario

MULTI-YEAR STRATEGIC PLAN
2022 - 2025
IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope

Ivona Novak
Easter Seals Ontario (Alternate)

Richelle De Belchior
Community Representative

Mary Pugh
VOICE for Hearing Impaired

Lisa Mason
Community Representative

TRUSTEE MEMBERS
Frank D'Amico
Angela Kennedy
Maria Rizzo

Lori Mastrogiuseppe
Fetal Alcohol Spectrum
Disorder (FASD)



MISSION

*The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Skeeter Hinds-Barnett, 416-222-8282 Ext. 2298
Assistant Recording Secretary: Sasha Stephenson, 416-222-8282 Ext. 2298

Dr. Brendan Browne
Director of Education

Nancy Crawford
Chair of the Board

Terms of Reference for the Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) shall have responsibility for advising on matters pertaining to the following:

- (a) Annual SEAC planning calendar;
- (b) Annual SEAC goals and committee evaluation;
- (c) Development and delivery of TCDSB Special Education programs and services;
- (d) TCDSB Special Education Plan;
- (e) Board Learning and Improvement Plan (BLIP) as it relates to Special Education programs, Services, and student achievement;
- (f) TCDSB budget process as it relates to Special Education; and
- (g) Public access and consultation regarding matters related to Special Education programs and services.

SEAC shall also make recommendations to Board pertaining to these matters, in order to improve the lives of students with Special Education Needs and their families.

N.B: The following goals were suggested for the 2022-2023 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.

Land Acknowledgement

Out of our deep respect for Indigenous peoples in Canada, we acknowledge that all Toronto Catholic District School Board properties are situated upon traditional territories of the Anishinabek (a-ni-shna-bek), the Haudenosaunee (hoh-Dee-noh-Shoh-nee) Confederacy, and the Wendat peoples. We also acknowledge the land covered by Treaty 13 is held by the Mississaugas of the Credit First Nation and Toronto is subject to The Dish with One Spoon covenant. We also recognize the contributions and enduring presence of all First Nations, Métis, and Inuit people in Ontario and the rest of Canada.

La Reconnaissance du Territoire

Nous témoignons du plus grand respect pour les Peuples autochtones au Canada et nous avons à cœur de souligner que tous les immeubles du Toronto Catholic District School Board sont situés sur les terres traditionnelles de la Nation Anishinabek, de la Confédération de Haudenosaunees et des Wendats. Il est également important de noter que le territoire visé par le Traité 13 est celui des Mississaugas de la Première Nation Credit et que celui de Toronto est protégé par l'accord d'« un plat à une cuillère ». Nous tenons également à rappeler la présence pérenne et l'importance des contributions des Premières Nations, des Metis et des Inuits en Ontario, et dans tout le Canada.

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AGENDA

THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

George Wedge, Chair

Geoffrey Feldman, Vice Chair

Wednesday, June 7, 2023

7:00 P.M.

Pages

1. Opening Prayer
2. Land Acknowledgement
3. Roll Call and Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval and Signing of the Minutes of the Meeting held May 10, 2023 1 - 9
7. Delegations
8. Presentations
9. Notices of Motion
10. Consent and Review
11. Annual Calendar Items
- 11.a Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of June 7, 2023 10 - 14

- 11.b Develop draft Special Education Advisory Committee (SEAC)
Annual Goals for Next School Year - Committee Members

12. Reports of Officials for Information by the Board/Other Committees

- 12.a Special Services Superintendent Update - June 2023 15 - 30

13. Consideration of Motions for Which Previous Notice has been Given

14. Unfinished Business

15. Matters Referred/Deferred to the Committee by the Board and Other Committees

From the May 10, 2023 Special Education Advisory Committee Meeting

- 15.a From Claudine Munroe, Director, Special Education and Success for All Branch regarding Special Education Advisory Committee (SEAC) Questions from Meeting Held Wednesday, March 8, 2023 31 - 35

15.b Inquiry From Tyler Munro Regarding:

What are the expectations of teaching staff to apply Differentiated Instruction and Universal Design for Learning when planning and conducting lessons? How much training do staff receive to develop these skills? Have all teaching staff been trained? If not, is there a plan to accomplish this and how far along is it? How is this monitored?

15.c Inquiry From Tyler Munro Regarding:

The College of Psychologists of Ontario (CPO) Standards require “Members working as employees must make best efforts to ensure that their work setting adheres to the *Standards of Professional Conduct (2017)* in the planning, delivery, supervision and billing practices of all psychological services provided”. What does the TCDSB’s Psychology department consider an appropriate setting when delivering services and meeting with parents to discuss their child? Would there be exceptions to this? Please elaborate on exceptions if any.

15.d Inquiry From Tyler Munro Regarding:

When Principals are preparing staff assignments for the next school year, how much emphasis is placed on considering the teacher qualifications (Additional Qualification courses etc...) or other experiences when the Principal knows there will be a student with a disability in the class?

15.e Inquiry From Deborah Nightingale regarding Gifted Programs for 2023 - 2024

16. List of Communications

17. Association Reports

18. Inquiries and Miscellaneous

19. Pending List

20. Adjournment

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

HELD WEDNESDAY, MAY 10, 2023

PRESENT:

Trustees:

F. D'Amico
A. Kennedy - Virtual

External Members:

G. Wedge, Chair
G. Feldman, Vice-Chair
R. De Belchior
L. McMahon - Virtual
T. Munro
D. Nightingale

Staff:

A. Della Mora
R. Putnam
C. Fernandes
M. Meehan
M. Caccamo
V. Cocco
M. Gendron
P. Klim-Conforti
R. Macchia
D. Reid
P. Stachiw

S. Hinds-Barnett, Acting Recording Secretary
S. Stephenson (Assistant Recording Secretary)

External Guest:

Alasdair Robertson (Parliamentarian)

3. **Roll Call and Apologies**

Apologies were extended on behalf of Melanie Battaglia and Lori Mastrogiuseppe. Trustee Rizzo and Mary Pugh were absent.

4. **Approval of the Agenda**

MOVED by Tyler Munro, seconded by Richelle de Belchior, that the Agenda, as amended to include the Addendum and the following Items, be approved.

Inquiries from Tyler Munro regarding:

18a) What are the expectations of teaching Staff to apply Differentiated Instruction and Universal Design for Learning when planning and conducting lessons? How much training do Staff receive to develop these skills? Have all teaching Staff been trained? If not, is there a plan to accomplish this and how far along is it? How is this monitored;

18b) The College of Psychologists of Ontario (CPO) Standards require that “Members working as employees must make best efforts to ensure that their work setting adheres to the *Standards of Professional Conduct (2017)* in the planning, delivery, supervision and billing practices of all psychological services provided”. What does the TCDSB’s Psychology department consider an appropriate setting when delivering services and meeting with parents to discuss their child? Would there be exceptions to this? Please elaborate on exceptions if any;

18c) When Principals are preparing Staff assignments for the next school year, how much emphasis is placed on considering the teacher qualifications (Additional Qualification courses etc...) or other experience when the Principal knows there will be a student with a disability in the class; and

Inquiry from Deborah Nightingale regarding:

18d) Gifted Programs for 2023-24.

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 Deborah Nightingale, seconded by Geoffrey Feldman, that the Minutes of the Meeting held April 12, 2023 be approved.

On the Vote being taken, the Motion was declared

CARRIED

8. **Presentations**

MOVED by Deborah Nightingale, seconded by Richelle de Belchior, that Item 8a) be adopted as follows:

- 8a) **Leaping into Kindergarten – V. Cocco, Chief Social Worker, M. Gendron, Chief, Mental Health Wellbeing Strategy & R. Macchia, Chief of Individual Placement Review Committees (IPRC) and Assessment** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Tyler Munro, that Item 8b) be adopted as follows:

- 8b) **Ministry Funding Overview – Ryan Putnam, Chief Financial Officer and Treasurer** received.

Time for business expired.

It was the will of the Assembly to extend the time by 15 minutes, as per unanimous consent and the Toronto Catholic District School Board's (TCDSB) By-law, Article 12.6, to complete debate on the Item.

On the Vote being taken, the Motion was declared

CARRIED

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 May 10, 2023 – Richelle de Belchior;
- 11b) Report from the Informal Working Group to Toronto Catholic District School Board (TCDSB) Special Education Advisory Committee (SEAC) Meeting on May 10, 2023: Specialized Equipment and Special Education Board Improvement and Equity Plan Overview – Richelle de Belchior;
- 11c) Graduation Statistics 2021-2022 – Deborah Nightingale;
- 12a) Special Services Superintendent Update – May 2023 – Deborah Nightingale;
- 15a) Toronto Catholic District School Board (TCDSB) Bullying Prevention and Intervention Policy S.S.11 Consultation Process – Michael Caccamo, Superintendent of Nurturing our Catholic Community and Safe Schools – Deborah Nightingale;
- 16a) From Claudine Munroe, Director, Special Education and Success for All Branch regarding Special Education Advisory Committee (SEAC) Questions from Meeting Held Wednesday, March 8, 2023 – Deborah Nightingale;

Inquiries from Tyler Munro regarding:

- 18a) What are the expectations of teaching Staff to apply Differentiated Instruction and Universal Design for Learning when planning and conducting lessons? How much training do Staff receive to develop these skills? Have all teaching Staff been trained?

If not, is there a plan to accomplish this and how far along is it? How is this monitored;

- 18b) The College of Psychologists of Ontario (CPO) Standards require that “Members working as employees must make best efforts to ensure that their work setting adheres to the *Standards of Professional Conduct (2017)* in the planning, delivery, supervision and billing practices of all psychological services provided”. What does the TCDSB’s Psychology department consider an appropriate setting when delivering services and meeting with parents to discuss their child? Would there be exceptions to this? Please elaborate on exceptions if any;
- 18c) When Principals are preparing Staff assignments for the next school year, how much emphasis is placed on considering the teacher qualifications (Additional Qualification courses etc...) or other experience when the Principal knows there will be a student with a disability in the class; and

Inquiry from Deborah Nightingale regarding:

- 18d) Gifted Programs for 2023-24.

The Chair declared a 10-minute recess.

The meeting resumed with George Wedge in the Chair with no change to the attendance.

11. Annual Calendar Items

MOVED by Richelle de Belchior, seconded by Deborah Nightingale, that Item 11a) be adopted as follows:

- 11a) Special Education Advisory Committee (SEAC) Annual Calendar (Draft) as of May 10, 2023** received.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Richelle de Belchior, seconded by Deborah Nightingale, that Item 11b) be adopted as follows:

- 11b) Report from the Informal Working Group to Toronto Catholic District School Board (TCDSB) Special Education Advisory Committee (SEAC) Meeting on May 10, 2023: Specialized Equipment and Special Education Board Improvement and Equity Plan Overview** received.

MOVED in AMENDMENT by Deborah Nightingale, that SEAC recommend to Board that the Special Education Plan be provided to Staff for review and improvement.

Deborah Nightingale withdrew the Amendment.

MOVED in AMENDMENT by Richelle de Belchior, seconded by Deborah Nightingale, that the Item be received and referred to Staff.

On the Vote being taken, the AMENDMENT was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Richelle de Belchior, that Item 11c) be adopted as follows:

- 11c) Graduation Statistics 2021-2022** received.

On the Vote being taken, the Motion was declared

CARRIED

12. Reports of Officials for Information by the Board/Other Committees

MOVED by Richelle de Belchior, seconded by Tyler Munro, that Item 12a) be adopted as follows:

12a) Special Services Superintendent Update – May 2023 received.

Time for business expired.

MOVED by Richelle de Belchior that time be extended by 15 minutes to complete debate on the Item.

There was no seconder.

On the Vote being taken, the Motion was declared

CARRIED

15. Matters Referred/Deferred to the Committee by the Board and Other Committees

MOVED by Deborah Nightingale, seconded by Richelle de Belchior, that Item 15a) be adopted as follows:

15a) Toronto Catholic District School Board (TCDSB) Bullying Prevention and Intervention Policy S.S.11 Consultation Process – Michael Caccamo, Superintendent of Nurturing our Catholic Community and Safe Schools received.

Lisa McMahon did not vote/respond.

Quorum was lost.

Trustee Kennedy joined the virtual meeting at 10:49 p.m.

PRESENT:

Trustees: F. D’Amico
A. Kennedy - Virtual

External Members: G. Wedge, Chair
G. Feldman, Vice-Chair

R. De Belchior
 L. McMahon
 T. Munro
 D. Nightingale

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Deborah Nightingale, seconded by Richelle de Belchior, that the remaining Agenda Items be deferred to the June 7, 2023 Special Education Advisory Committee Meeting.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS CAPTURED IN THE ABOVE MOTION

- 16a) Communication from Claudine Munroe, Director, Special Education and Success for All Branch regarding Special Education Advisory Committee (SEAC) Questions from Meeting Held Wednesday, March 8, 2023;

Inquiries from Tyler Munro regarding:

- 18a) What are the expectations of teaching Staff to apply Differentiated Instruction and Universal Design for Learning when planning and conducting lessons? How much training do Staff receive to develop these skills? Have all teaching Staff been trained? If not, is there a plan to accomplish this and how far along is it? How is this monitored;
- 18b) The College of Psychologists of Ontario (CPO) Standards require “Members working as employees must make best efforts to ensure that their work setting

adheres to the *Standards of Professional Conduct (2017)* in the planning, delivery, supervision and billing practices of all psychological services provided”. What does the TCDSB’s Psychology department consider an appropriate setting when delivering services and meeting with parents to discuss their child? Would there be exceptions to this? Please elaborate on exceptions if any;

- 18c) When Principals are preparing Staff assignments for the next school year, how much emphasis is placed on considering the teacher qualifications (Additional Qualification courses etc...) or other experiences when the Principal knows there will be a student with a disability in the class; and

Inquiry from Deborah Nightingale regarding:

- 18d) Gifted Programs for 2023-24.

20. Adjournment

MOVED by Tyler Munro, seconded by Geoffrey Feldman, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

CARRIED

SECRETARY

CHAIR

SEAC Annual Calendar

Month	Annual Activities/Topics	Board Events/Deadlines
September	<ul style="list-style-type: none"> - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) - Develop or review SEAC annual Agenda/Goals - Annual Safe Schools Report - Special Education Plan Review 	<ul style="list-style-type: none"> - FASD Awareness Day – September 9
October	<ul style="list-style-type: none"> - Special Education Plan Review: <ul style="list-style-type: none"> o Early Identification Procedures and Intervention Strategies o The Identification, Placement, and Review Committee (IPRC) Process and Appeals o Education and Other Assessments o Individual Education Plans (IEP) - Review of SEAC Calendar - S.O. Updates - Association Reports (if any) 	<ul style="list-style-type: none"> - Autism Awareness (Canada) - Child Abuse Prevention Awareness - Learning Disabilities Awareness - World Mental Health Day (October 10) - EQAO Preliminary Results for Gr. 3 and 6 and OSSLT - Reports on Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education - Engagement and Governance Supports Discussion Guide
November	<ul style="list-style-type: none"> - Special Education Plan Review <ul style="list-style-type: none"> o Roles and Responsibilities o Categories and Definitions of Exceptionalities o Provincial and Demonstration schools in Ontario o Transportation for Students with Special Education Needs 	<ul style="list-style-type: none"> - Down Syndrome Awareness (first week) - EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)

SEAC Annual Calendar

	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Professional Learning Plan</i> 	<ul style="list-style-type: none"> - <i>Engagement and Governance Supports Discussion Guide</i> - <i>ONSIS report on identified students</i> - <i>Year End for School Board Financial Statements</i> - <i>Multi-Year Strategic Plan (MYSP)</i>
December	<ul style="list-style-type: none"> - <i>Special Education Plan Review:</i> <ul style="list-style-type: none"> o <i>The Board's Consultation Process</i> o <i>Coordination of Services with Other Ministries or Agencies</i> o <i>Special Education Plan Checklist</i> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>SEAC Elections (Inaugural)</i> - <i>SEAC Elections: Chair & vice-Chair (Annual)</i> - <i>SEAC Mass and Social</i> 	<ul style="list-style-type: none"> - <i>International Day of Persons with Disabilities (December 3)</i> - <i>Human Rights Day (December 10)</i> - <i>Independent review of assessment and reporting</i>
January	<ul style="list-style-type: none"> - <i>Special Education Plan Review:</i> <ul style="list-style-type: none"> o <i>The Board's General Model for Special Education</i> o <i>Special Education Placements Provided by the Board</i> - <i>Review of Draft SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> 	<ul style="list-style-type: none"> - <i>Bell Let's Talk Day (late January)</i> - <i>Grade 9 EQAO Testing takes place in Secondary Schools</i> - <i>Long Term Accommodation Program Plan (ongoing)</i>

SEAC Annual Calendar

	<ul style="list-style-type: none"> - <i>Review of Policy: S.P.01 Special Education Programs and Services (next review January 2023)</i> - <i>Reviews of Policy: A.23 Special Education Advisory Committee (next review January 2024)</i> - <i>Priority Budget Setting Discussion (effective January 2020)</i> 	
February	<ul style="list-style-type: none"> - <i>Special Education Plan Review:</i> <ul style="list-style-type: none"> o <i>Special Education Staff</i> o <i>Staff Development</i> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Annual Accessibility Report</i> - <i>Multi-year Accessibility Plan/AODA-Updates</i> - <i>Mental Health Annual Report</i> - <i>AFSS Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</i> 	<ul style="list-style-type: none"> - <i>Psychology Awareness Month</i> - <i>New term begins in Secondary semestered Schools</i> - <i>Report Cards are distributed (Elementary and Secondary)</i> - <i>Parent-Teacher Conferences</i>
March	<ul style="list-style-type: none"> - <i>Special Education Plan Review:</i> <ul style="list-style-type: none"> o <i>The Parents' Guide to Special Education</i> o <i>Specialized Health Support Services in School Settings</i> o <i>The Board's Special Education Advisory Committee</i> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Safe Schools Committee Update</i> 	<ul style="list-style-type: none"> - <i>Easter Seals Awareness Month</i> - <i>World Down Syndrome Day – March 21</i> - <i>National Social Work Week (1st week)</i> - <i>CYW & EA Appreciation Day (first Monday)</i>

SEAC Annual Calendar

	<ul style="list-style-type: none"> - <i>Mental Health Advisory Council Update</i> - <i>Budget Approval Updates</i> 	<ul style="list-style-type: none"> - <i>Ontario Secondary School Literacy Test (OSSLT)</i>
April	<ul style="list-style-type: none"> - <i>Special Education Plan Review:</i> <ul style="list-style-type: none"> ○ <i>Multi-Year Accessibility Plan</i> ○ <i>Protocols for Partnership with External Agencies</i> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Financial Report as at January, 2023 (GSNs)</i> - <i>Graduation Statistics for Students with Special Education Needs Update</i> - <i>Update to Special Education Programs for 2023-2024</i> - <i>Budget Approval Updates</i> 	<ul style="list-style-type: none"> - <i>Autism Awareness Day – April 2</i> - <i>ONSIS report on identified students</i>
May	<ul style="list-style-type: none"> - <i>Special Education Plan Review:</i> <ul style="list-style-type: none"> ○ <i>Specialized Equipment</i> ○ <i>Special Education Board Improvement and Equity Plan Overview</i> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>March 31st Special Education student count</i> - <i>Student Grants 2023-2024</i> - <i>PRO Grants Application Update</i> - <i>Budget Approval Updates</i> 	<ul style="list-style-type: none"> - <i>Children's Mental Health Week (first week)</i> - <i>Speech, Language & Hearing Awareness</i> - <i>Megan's Walk</i> - <i>Budget Consultation</i> - <i>EQAO Assessment</i>

SEAC Annual Calendar

June	<ul style="list-style-type: none"> - <i>Review of SEAC Calendar</i> - <i>S.O. Updates</i> - <i>Association Reports (if any)</i> - <i>Budget approval update</i> - <i>Status of PRO Grant application</i> - <i>Develop draft SEAC Goals for next school year</i> 	<ul style="list-style-type: none"> - <i>World Sickle Cell Day – June 19</i> - <i>National Deaf Blind Awareness</i> - <i>EQAO Grade 3 and 6 Testing</i>
July		<ul style="list-style-type: none"> - <i>School Board Submits to the Ministry a balanced Budget for the following year</i> - <i>Annual Special Education Plan Checklist and Plan updates to the Ministry of Education</i>
August		



SPECIAL SERVICES

SUPERINTENDENT UPDATE

JUNE 2023



MENTAL HEALTH TEAM

The Mental Health Team supported the mental health of students throughout the system with the following activities:

- The Mental Health Action Team is a student-led mental health initiative that currently involves about 75 elementary and 25 secondary schools. Participating schools have been involved in implementing local mental health activities at their schools.
- As a celebration of this initiative, the Mental Health Action Team Symposium was held on May 24, 2023 with over 120 students from Grades 7-12 participating. Keynote speaker, Antony McLean led students to reflect upon their own mental health and how to support others, focusing on themes of empathy and courage. Toronto Public Health nurses partnered with TCDSB to deliver an interactive workshop to students. Spoken word artist, Wali Shah led students to experiment with creative writing as an art form that they can use to express their ideas and use as a coping strategy. Students also participated in a mindful movement activity.





- In collaboration with Equity and other departments, the Mental Health Team delivered several professional development sessions on 2SLGBTQ+ to educators across the system, reaching over 100 educators. These workshops provided resources and tips for educators to better support the well-being of students identifying as 2SLGBTQ+.
- Several parent information workshops were held in May including Supporting Your Child Through Anxiety with over 300 parents participating live. A recording of the session has been sent to the additional 700 families who registered for the event.
- A workshop on How to Help a Friend was facilitated for 100 elementary students (Grades 6-8) at the Safe Schools Symposium where students learnt the 5 golden rules on how to be there for their friend and respect personal boundaries and connect with caring adults. This workshop was adapted from the Mental Health Literacy lesson plans from School Mental Health Ontario.

SPECIAL OLYMPICS

This year's Elementary City Track and Field meet was held on May 24 at Varsity Stadium. One of the highlights for the spectators was cheering on over 230 Special Olympic Athletes who participated in an 80m run.

ASPIRE TRACK AND FIELD MEET

James Cardinal McGuigan Catholic High School is hosting the Aspire Track and Field meet on June 13 at York University. The meet is growing annually and will welcome 10 schools and their student athletes from their Intensive Support Programs. The day will feature students competing in events that they have been training for in anticipation of the meet. The meet will be supported by student leaders from the TCDSB Catholic Student Leadership Impact Team (CSLIT) and from James Cardinal McGuigan secondary school.

Happy Retirement

Congratulations to our two Special Services Retirees!

Peter Stachiw, Chief of Autism and Don Reid, ECPP Principal



St. Paul calls each of us to:

"lead a life worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, making every effort to maintain the unity of the Spirit in the bond of peace." ~Ephesians 4:1-4

Peter and Don, thank you for your leadership and your commitment to service of our students. Thank you for your living your vocation daily in alignment with St. Paul's calling, serving students with special needs and their families with love and patience. Blessings for a wonderful retirement!



SPECIAL SERVICES ACTION PLAN

2023 TO 2026

The Toronto Catholic District School Board (TCDSB) recognizes the barriers that face students with disabilities and special education needs. Our learning communities are called to affirm the worth and dignity of every student. We recognize the powerful opportunity to create spaces where strengths are identified, and opportunities are met with a strong commitment to nurturing individual learning, growth, and success.



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Shared Message from the DIRECTOR & CHAIR of the Board



Dear Toronto Catholic District School Board Community,

We are pleased to share our Special Services Action Plan (SSAP) for 2023-2026, which caters to the unique needs of students with disabilities and special education needs throughout the Toronto Catholic District School Board (TCDSB). Over the past few years, due to the pandemic, our students have faced even greater disparities, resulting in barriers to access and service deficits. Our commitment to addressing these challenges remains resolute, and we strive to provide every student within Toronto Catholic with opportunities and supports to excel, flourish, and thrive.

We are committed to providing a Christ-centered education to every student, and to strengthening communication, aligning our services internally, reducing waitlists, and enhancing instructional effectiveness through Universal Design for Learning (UDL) and Differentiated Instruction (DI). We also prioritize the professional development of our staff to ensure these commitments are effectively implemented.

We firmly believe that every student should have equal access to the necessary supports and services they need to succeed, and we are fully dedicated to making this a reality. Our commitment to this principle is rooted in our shared Catholic Values and the teachings of the Gospel, which drive us to promote equity, accessibility and justice in all aspects of our work.

At Toronto Catholic, we are fortunate to have a talented team of educators and support staff who are committed to eliminating ableism and changing negative beliefs about people with disabilities. We strongly believe that every student has the potential to flourish, and our goal is to create a safe and inclusive learning environment that encourages and fosters their academic growth and personal development.

Together, we can make a positive impact on the academic success of students with disabilities and special education needs. By working in harmony with TCDSB families and our community members, we endeavour to foster a welcoming and supportive learning environment that accommodates and empowers all learners, not just for today, but also for the future.

Sincerely,

Dr. Brendan Browne
Director of Education

Nancy Crawford
Chair of the Board

Nurturing Our Catholic Community

"Therefore encourage one another and build up each other, as indeed you are doing"

1 Thessalonians 5:11

As a Catholic learning community, we are called through the gospels to be people of faith, hope, and love. The TCDSB Pastoral Plan invites us to journey with one another with eyes of faith and hope, hearts of kindness and love, and minds of justice and peace. With this in mind, we are called to seek and respond to the image of Christ in each person we meet, and to grow daily in our love of God and neighbour. Together we work to nurture our faith-filled communities to be places of acceptance and belonging for all members.

Pope Francis, in his Message for the International Day of Persons with Disabilities, December 3, 2022, invites us to, **"journey together and to listen to one another... there can be no us and them, but a single us, with Jesus Christ at the center, where each person brings his or her own gifts and limitations."**



Purpose of the SSAP

But Jesus called for them and said, "Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs."

Luke 18:16

The TCDSB recognizes the barriers that face students with disabilities and special education needs. Our learning communities are called to affirm the worth and dignity of every student. We recognize the powerful opportunity to create spaces where strengths are identified, and opportunities are met with a strong commitment to nurturing individual learning, growth, and success.

To support students with disabilities and special education needs, the TCDSB is focussed on a commitment to continuous improvement, to create a more accessible experience of special services support. We do so with a commitment to intentional actions that will make learning more accessible for students and engage families in meaningful ways to optimize our collaborative work so that students can reach their full potential. We are committed to understanding and supporting each individual learner with special education needs, and further, to working with their families as collaborators in the process. Together, we aim to celebrate individual incremental steps toward success, honour the dignity of each individual, and acknowledge the importance and meaningful purpose of individual goals and achievements.

The Special Services Action Plan (SSAP) is grounded in equity-focussed, asset-based approaches through which each student is honoured as a unique learner, communication among stakeholders is emphasized, and a commitment to improved service excellence is a focus.

Alignment of the SSAP

Multi-Year Strategic Plan (MYSP)

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.

The Special Services Action Plan is rooted in the TCDSB Multi-Year Strategic Plan (MYSP) and is well-aligned with articulated goals in each of the three areas of focus, Learning, Equity, and Well-Being. These goals include:

LEARNING

Continue to develop a Christ-centered learning organization in pursuit of knowledge, innovation and responsiveness.

EQUITY

Apply Catholic social justice to nurture a community focussed on equity, diversity, inclusion, anti-racism, anti-oppression.

WELL-BEING

Strengthen an environment rooted in Gospel values that nurtures hope and well-being.

Equity Action Plan (EAP)

"Whoever welcomes you welcomes me, and whoever welcomes me welcomes the one who sent me."
– Matthew 10:40

The TCDSB EAP offers a scripture-centered vision of inclusion that guides our path forward as we contemplate our commitment to every member of our community. "Scriptural accounts of Jesus provide a constant witness of his inclusiveness. Jesus welcomed all people into the Kingdom of God and sought out the marginalized. The social teachings of the Catholic Church promote a society founded on justice and love, in which all persons possess inherent dignity as children of God and are to be welcomed and treated equitably. We strive to achieve a fair and inclusive school climate where all members of the school community feel welcomed, safe, nurtured, and experience an authentic sense of belonging.

Mental Health Action Plan (MHAP)

"I am able to do all things through Him who strengthens me."
– Philippians 4:13

Our Mental Health Action Plan will guide our collective work to nurture the well-being and mental health of all students. We look to Jesus' example and guidance, in all areas of development—physical, mental, spiritual, and social. Our hope for our students is that they have every opportunity to thrive in all areas of development, flourishing with positive mental health and resilience.

Structure of the SSAP

“As God’s chosen ones,
holy and beloved, clothe
yourselves with compassion,
kindness, humility, meekness,
and patience.”

Colossians 3:12

The SSAP is a living document that will be responsive to system needs and informed by continuous improvement and data analysis. The focus of the plan is to improve our communication with stakeholders, create more consistent alignment of services and programs across the system, and improve classroom instructional practices for students with special education needs.

Within our SSAP we state our three areas of commitment and relevant actions. The number of actions does not capture the full depth and scope of the work and focus within each area. We have provided the operational actions and indicated which departments will be accountable for carrying out the actions. Each action has its own monitoring framework tied to the expected outcome anticipated.

In some cases, the areas of commitment may be revisited over several years and annual reports will provide updates on the relevant progress. This action plan is designed to guide programs, services, and initiatives and inform us about continuous improvement. It does not provide the day-to-day details. Report back data will be provided annually and will inform next steps toward the stated commitments.

In support of the SSAP, the Special Services staff provides services for students through a multi-disciplinary approach. Implementation and system processes are guided by teams of support staff, teachers, social workers, speech and language pathologists, psychology services providers, social workers, and Board-Certified Behaviour Analysts (BCBA), and audiologists. These teams support our special education teachers, classroom teachers, school administrators, system leaders, and work directly with families and community agencies to support student learning and well-being.



Commitments and Monitoring

1

We will enhance and strengthen special services communications to continue to support all stakeholders.

2

We will refine internal alignment of programs and services while reducing waitlists.

3

We will increase the use of Universal Design for Learning (UDL) and Differentiated Instruction (DI) in order to increase instructional effectiveness to support students with accommodations and IEPs.



COMMITMENT #1

We will enhance and strengthen special services communications.

Actions & Monitoring

ACTIONS:

- A. Refine resources and communications to parents to accompany forms and invitations to explain the process for special services meetings (e.g., Case Conference, SBST, SBSLT, IPRC)
- B. Where special needs have been identified, we will further support newcomer families in collaboration with the Orientation Centre.
- C. Increase collaborations with community agencies to support TCDSB families with the exchange of information and resources. For example, continue to foster our partnership agreement with TAIBU, a community organization that specializes in black mental health supports, and other identity-affirming and disability-focussed agencies and organizations.
- D. Continue to develop and provide meaningful and informative presentations for parents/guardians as part of our Special Services Parent Information Series.
- E. Review the Special Education Plan website and redesign it to become more user-friendly and AODA compliant.

MONITORING:

- Creation of an IPRC infographic that is AODA compliant, featuring accessible language, demonstrating what families can expect at a meeting, by end of 2023 - 2024.
- IPRC infographic will be available in different languages appropriate to school communities, to support newcomer families by the end of 2023-2024. Other relevant communications identified by special services will also be translated into various languages by the end of 2024-2025.
- Within one week of arrival to TCDSB, newly registered families with identified needs for special services supports will be contacted by a member of the special services staff.
- Continue to collect feedback from parents/guardians who attend the Special Services Parent Information Series about their experiences of the utility of the presentations.
- Work with communications to redesign the Special Education Plan website, to be completed no later than August 31, 2024.

Expected Outcomes

By the end of the Academic Year 2023-2024

By creating better communication methods in terms of information exchange, accessibility, and language supports for families who attend Case Conferences, SBSTs, SBSLTs, or IPRCs, we expect to provide TCDSB families with an efficient and improved experience via metrics associated with timelines between registration and contact, and perceptions of quality of service via ongoing survey collection at IPRC meetings throughout the board.

Accountability: Special Services, Communications, Orientation Center

COMMITMENT #2

We will refine internal alignment of programs and services while reducing waitlists.

Actions & Monitoring

ACTIONS:

- A. In collaboration with IT, select and implement a special services case management system.
- B. We will centralize waitlists and centralize triaging by introducing a holistic screening tool designed to address student need priorities while waiting for other formalized assessments. The screening tool will also include Early Reading screening to align with the Right to Read and TCDSB's Early Reading Strategy.

MONITORING:

- The case management system will be live and training plans for users are implemented by September 2024 with project completion no later than August 31, 2025.
- By October 2023, all students on the waitlist will have been centrally screened. Beginning November 2023, any who are being considered for referral (e.g., Social Work, Psychology or Speech and Language) will be screened. In collaboration with the Research Department, we will monitor the screening process by selecting two samples of families to share their experiences with the screening service. One random sample of families who were on the waitlist prior to September 2023 and a second, later random sample of families who have been waitlisted after October 2023 but before February 2024. Feedback gathered from these two groups will inform us quickly about how effective the centralized screening process is working.



Expected Outcomes

By the end of the Academic Year 2023-2024

We expect to have qualitatively improved waitlist experiences for our TCDSB families to ensure triaged services are being instituted rapidly. By the end of the Academic year 2025, we will have instituted a Case Management System that will enhance the alignment of special services.

Accountability: Special Services, Information Technology (IT), Research

COMMITMENT #3

We will increase the use of Universal Design for Learning (UDL) and Differentiated Instruction (DI) in order to increase instructional effectiveness to support students with accommodations and IEPs.

Actions & Monitoring

ACTIONS:

- A. In collaboration with the Curriculum department, we will provide educators with professional development for both elementary and secondary panels on UDL and DI. Within this training, we will provide evidence-based practices to inform the better use of accommodations and to support student learning supporting a variety of initiatives and programs such as (but not limited to) de-streaming (grades 7-12) and integration of assistive technology tools and strategies.
- B. Provide professional learning to leverage the use of applied behaviour analysis (ABA) strategies to support classroom management, self-regulation, differentiated learning, and accommodations in the classroom.
- C. Contribute to the AODA plan to support students with disabilities and accommodations.

MONITORING:

- Every academic year this commitment is employed, we will continuously track the number of educators, support staff and

administrators who take the professional learning sessions provided, to assess uptake, application, and improvement. In partnership with the research department, we will collect feedback from those who participate in the professional learning provided to ascertain the efficacy of the training.

- In collaboration with the research department, we will conduct focus groups with students from a random sample of teachers who have taken and applied the UDL/DI training to understand how UDL/DI pedagogy is applied and how it helped them with their learning.
- AODA progress will be measured via monitoring mechanisms within the AODA plan.

Expected Outcomes

By the end of the Academic Year 2023-2024

We expect to increase our understanding of the relationship between increasing educator capacity with UDL/DI and the deployment of accommodations and Individual Education Plans (IEPs). With an understanding of this non-linear relationship between educator capacity and student experience, long-term we expect to see (beyond 2025) less streaming and a heightened use of strategies in the classroom that positively affect all learners. Where strategies are being utilized effectively, we also expect to witness a heightened perception of student well-being and learning as evidenced through climate surveys and longitudinal models of achievement.

Accountability: Special Services, Curriculum, Environmental Support Services (ESS), AODA Department, Capital Development, Asset Management and Renewal (CDAMR), Research Department, Information Technology (IT)

Glossary

ABA	Applied Behaviour Analysis
Accommodations	Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.
AODA	Accessibility for Ontarians with Disabilities Act
BCBA	Board-Certified Behaviour Analyst
Case Conference	A meeting of school staff, led by the principal that may include a member of the School Based Support Team to discuss and document student needs and next steps.
Case management system	An electronic database to document special services processes and services for students.
Differentiated Instruction (DI)	An approach to instruction designed to maximize growth by considering the needs of each student at the current stage of development and offering that student a learning experience that responds to individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences.
Identification, Placement, and Review Committee (IPRC)	A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.
Individual Education Plan (IEP)	A written plan describing the special education program and/or services required by a particular student, including a record of the accommodations needed to help the student achieve their learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course.

Infographic	A representation of information in a graphic format designed to make the data easily understandable at a glance.
Orientation Centre	TCDSB site that welcomes and supports newcomer families registering their children in secondary schools in our board for the first time.
Right to Read	The Ontario Human Rights Commission Right to Read inquiry report highlights how learning to read is not a privilege but a basic and essential human right. The report includes 157 recommendations to the Ministry of Education, school boards and faculties of education on how to address systemic issues that affect the right to learn to read.
School Based Support Learning Team (SBSLT)	A multi-disciplinary team comprised of school staff and special services staff including Assessment and Programming (APT) teachers, Programming and Assessment Teachers (PAT), social workers, psychologists, speech and language pathologists, and parents/guardians.
School Based Learning Team (SBLT)	A local school staff team who meet to support individual student learning and well-being and determine next steps. The team may include classroom teachers, special education teachers, school principal/vice-principal, and parents/guardians.
Special Education Plan	Regulation 306, made under the authority of the Education Act, requires every school board to maintain a Special Education Plan. As set out in the standards set by the Ministry of Education, the Special Education Plan shall be made available to the ministry for review and be publicly accessible.
Students with special education needs	Students who have been formally identified as requiring special education supports and services by an Identification, Placement, and Review Committee (IPRC), as well as students who are not identified but who have an Individual Education Plan (IEP) and are receiving special education programs and services.
Universal Design for Learning (UDL)	The aim of UDL is to provide access to the curriculum for all students, and to assist educators in designing products and environments to make them accessible to everyone, regardless of age, skills, or situation.

“

There are different kinds of gifts, but the same Spirit distributes them. There are different kinds of service, but the same Lord. There are different kinds of working, but in all of them and in everyone it is the same God at work.”

1 Corinthians 12:4-6





TORONTO CATHOLIC DISTRICT SCHOOL BOARD
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**SEAC Questions – Toronto Catholic District School Board
SEAC Meeting – Wednesday, March 8, 2023**

1. Tutoring - What are the new tutoring supports?

- The Plan to Catch Up announced on July 25, 2022 builds on the ministry's Learning Recovery Action Plan released in February 2022 – a five-point plan to strengthen learning recovery. As part of this plan, \$175 million in funding is being invested to expand access to tutoring in small groups after school, during school, on weekends, and over the summer. This province-wide program began in April 2022 and will run until March 2023. Each school board oversees the design and implementation of the tutoring supports program to meet the diverse needs of their students.

There has also been an expansion of online tutoring through Mathify and Eurêka, with an additional \$1.4 million being invested annually to provide year-round online tutoring supports in math and reading. This includes scaling up Mathify online 1:1 tutoring services to include additional grades (previously Grades 6-10, now 4-12) and expanded weekend hours. Investments have also expanded Eurêka! online tutoring services to reach more students in French for Grades 1 and 2 and Math for Grades 7-9 and 11-12.

Mathify is now available to English-language students in Grades 4-12 weekdays from 9 am – 9 pm and weekends from 3 pm – 9 pm. French-language students in Grades 1-12 can access Monday to Thursday, 4 pm – 9 pm, and Sunday from 5 pm to 9 pm.

In addition, in October 2022, the government launched Catch Up Payments, offering parents \$200 or \$250 per child to help offset costs as they support their children to catch up on their learning. This new initiative commits a total of \$365 million in direct financial relief for parents. Parents can use their direct payments for additional tutoring supports, from the provider of their choice, or for supplies and equipment that support learning.

In 2022-23, school boards also have access to \$8.4M in funding for tutoring supports through the Tutoring Allocation with the Targeted Student Supports Envelope in the Learning Opportunities Grant of the Grants for Student Needs (GSN).

2. Tutoring and Devices - What is the Ontario government doing to support children who don't have electronic devices to get help with tutorial supports and schoolwork?

- As outlined in the 2022-23 Education Funding Technical Paper, the Pupil Foundation Grant covers items such as classroom computers and student technological devices. In addition, the Special Equipment Amount (SEA) Allocation within the Special Education Grant of the GSN, can be used for items such as computers, software, robotics, computing-related devices, and other required supporting equipment as identified for use by students with special education needs.

Parents can get financial support to help with the costs of their child's tutoring, supplies or equipment during the 2022–23 school year. Eligible applicants will receive a one-time payment of:

- \$200 for each student between kindergarten and Grade 12, up to age 18
- \$250 for each student with special education needs between kindergarten and Grade 12, up to age 21

The deadline to apply is March 31, 2023 at 11:59 p.m. EST. Please see the website for more information: <https://www.ontario.ca/page/catch-up-payments>.

3. Right to Read - What are the evidence-based screening tools that will be used for screening reading twice a year?

- The Ministry of Education continues to work with education partners on recommended screening tools and associated supports for use in the 2023-24 school year. More information will be shared when it becomes available

4. How is the government supporting school boards with special education programming for students in French Immersion programs?

- French as a Second Language programs are for all students. Ministry guidance on "Including Students with Special Education Needs in French as a Second Language Programs, A Guide for Ontario Schools" was published in 2015. Since then, there has been a steady increase in students with special education needs enrolled in French Immersion. The ministry has provided funding for multiple organizations to develop targeted resources and learning opportunities for teachers. Resources and webinars can be found on the websites of Transforming FSL (e.g. 2022 Virtual Learning Series "Special Education Needs") and the Ontario Modern Languages Teachers Association (e.g. 2020 Modules: "Positive Classroom Environment" "Engaging the Learner" and "Assessment and Evaluation").

5. Ministry Terms - What is the definition and purpose of each of the following?

- **Technical Paper** - details the Grants for Student Needs (GSN) funding formulas that are used to calculate school boards' funding allocations for budgeting and financial reporting purposes.
- **The Uniform Code of Accounts (COA)** - outlines the Ministry of Education's detailed financial data requirements for Ontario school boards. The document is structured such that account segments are grouped together to form unique account codes. The groupings of accounts, as set forth in the COA, reflect the level of detail that the Ministry of Education requires from school boards.
- **EFIS** - The Education Finance Information System, or EFIS, is a web-based reporting system for district school boards and child care recipients to report financial data to the ministry. EFIS has the following purposes for school boards:
 - Grant calculation: EFIS implements each year's GSN funding formula, by using enrolment and other input data to calculate funding allocations based on the benchmarks, table amounts, and descriptions from the regulation.
 - Financial reporting: School boards report detailed financial information in EFIS so that their data can be consolidated into the Public Accounts of the province. Capital expenditure details are also reported, for capital transfer payment purposes.
 - Compliance with enveloping provisions (restrictions on how funding is spent), balanced budget requirements: School boards report spending details of allocations that are restricted for specific purposes through legislation (Regulation 193/10 Restricted Purpose Revenues), so that EFIS can calculate the allowable amount of revenue available for specific expenditures. EFIS also calculates compliance with balanced budget provisions (Education Act section 231(1), Regulation 488/10 Determination of Boards' Surpluses and Deficits, Regulation 280/19 Calculation of Maximum In-Year Deficit).
 - Fees calculation: EFIS calculates the fees to be charged to Indigenous pupils and the minimum fees to be charged to international students each year, based on direction in the Technical Paper. These calculated values are then loaded to a table in each year's fees regulation.
 - Other data collection: EFIS collects other data from school boards needed for specific purposes, such as staffing full-time equivalency (FTE) values by union group (used for payments to provincial benefits trusts).
- **Regulations on Restricted purpose revenues** - indicate how certain funding provided can be spent. For instance, a board shall use the amount determined for school condition improvement (part of the board's pupil accommodation allocation) under the legislative grant regulations only for the purpose of school condition improvement expenditures as defined in the regulation.
- **GSN legislative grants** – a regulation made under the Education Act before the start of each school year that sets out how to calculate annual funding amounts for school boards in Ontario and authorizes the ministry to flow funding to the

boards. The regulation may be amended during the year to reflect new policies or additional information from boards.

6. Mental Health - What is the process by which the government consults with parents about building a good mental health foundation for all students?

- As part of their 3-year strategy, School Mental Health Ontario (SMH-ON), the ministry's implementation partner for student mental health, focuses on explicit and intentional Parent, Caregiver, and Community Connections and Support. The goal is to strengthen relationships, build mental health literacy, codevelop collaborative mental health promotion initiatives, and reinforce common understandings and messaging for young people.

7. Mental Health - What has been the result of the cross-sector consultation regarding Mental Health?

- The Ministry of Education, in partnership with the Ministry of Health- conducted a cross-sector consultation on student mental health with over 100 organizations from the child and youth mental health and education sectors, including student and parent groups. The purpose of the consultation was to gather knowledge about what is happening in schools and community child and youth agencies related to mental health, and to improve coordination of mental health resources and services in schools and communities. Information from the consultation will inform next steps.

8. Mental Health - How are School Mental Health Ontario and the Ministry of Education working together to support mentally healthy elementary and secondary classrooms in Ontario?

- The Ministry of Education works with School Mental Health Ontario (SMH-ON) and district school boards to equip educators with the tools and knowledge they need to identify potential child and youth mental health and addictions issues.
- SMH-ON is the ministry's implementation partner for student mental health. SMH-ON was established in 2011 and provides implementation support to all 72 publicly funded school boards to promote consistent, evidence-based, made in Ontario programs, resources, and tools to standardize school based mental health across the province.
- SMH-ON has expertise in the area of student mental health and implementation science. It takes a collaborative approach to working closely with Mental Health Leadership teams in all school boards by providing regular, ongoing coaching and support for the implementation of school board mental health strategies and action plans.

- SMH-ON is providing educators, system leaders and mental health professionals in Ontario's publicly funded school boards with additional culturally responsive resources, tools and coaching to support the mental health and well-being of all students.

9. Grant to Parents - \$200 was provided to parents to help their child catch up with school through learning supports.

- **If the parent has a receipt of more than \$200 in extra learning supports can the parent apply for more than the \$200?**

Catch Up Payments provide eligible parents/guardians with one-time support of either:

- \$200 for each eligible student between kindergarten and Grade 12, up to age 18; **OR**
- \$250 for each eligible student with special education needs between kindergarten and Grade 12, up to age 21
- **Eligible parents/guardians may only apply to receive one payment for each eligible student. How did the government come up with \$200 as enough to cover learning supports such as tutoring services?**

Parents have the flexibility to choose from a range of the learning supports such as tutoring services (e.g., private providers such as retired teachers/university students, incorporated businesses, or non-profit organizations) and all supplies and equipment that support student learning.

The funding amount is comparable to support provided to families through similar programs.

- **If there were 2 years of disruptions, why is the deadline not extended to 2 years instead of March 2023?**

Applications for Catch Up Payments will be accepted from October 20, 2022 to March 31, 2023. This gives parents/guardians just over five months to determine if they are eligible and wish to apply for this funding.