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THEMES	Immediate Actions <i>For Implementation in September 2008</i>	Actions & Responsibilities	Medium Term Actions <i>For Consideration Through 08/09</i>	Actions & Reporting Timeline	Actions Requiring Additional/ Realignment of Resources or Policy Changes
<p>Equity **</p> <p>Ensure programs and supports for a culture of inclusion, respect and regard in all schools and workplaces;</p>	<ul style="list-style-type: none"> ➤ Ensure that mandatory ongoing in-services for teachers and other staff are infused with foundations of Equity including: <ul style="list-style-type: none"> - Anti-Racism and Ethno-Cultural Equity; - Anti-Homophobia, Sexual Orientation, and Equity; - Anti-Sexism and Gender Equity; - Anti-Classism and Socio-Economic Equity; - Equity for Persons with Disabilities; ➤ Implement cycled, system-wide, ongoing professional development on multicultural and Anti-Racist education as an integrated element of all other staff professional development. ➤ Initiate, implement and integrate the Anti-Racism and Equity Course with Canadian Race Relations Foundation (6 weeks). <p>** Work towards a Board culture where Equity never “stands alone”</p>	<ul style="list-style-type: none"> ▪ Establish Manager of Staff Development & Training through which all system staff learning will be tracked in order to ensure System Priorities Coordinate staff development; Generate tracking system. Funding available through the redefinition of an existing vacancy. Associate Director’s Office ▪ Train an additional 140 staff in Anti-Racism and Equity in Education course (70 in the fall of 2008 & 70 in the spring of 2009). Central Coordinating Principal; Equity & Inner City-School Services 	<ul style="list-style-type: none"> ➤ Expanding concept of inclusive approach to curriculum in schools. 	<ul style="list-style-type: none"> ▪ Targeted pedagogical supports that include differentiated instruction and team training for teachers (Grades 7-10) to focus on integration of student voices and reflection. System Superintendent; Learning to 18, Program and Partnerships ▪ System leadership to train leaders to inspire and manage organizational change as strategies for achieving cultural proficiency in their schools and across the district. 	

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<p>Equity (continued)</p> <p>Ensure programs and supports for a culture of inclusion, respect and regard in all schools and workplaces;</p>	<ul style="list-style-type: none"> ➤ Expand Leadership and Mentoring Program for Visible/Racial Minority and Aboriginal Teachers. ➤ Publish an annual report on progress in implementing the equity foundation statement 	<ul style="list-style-type: none"> ▪ Recognize the establishment of the African Heritage Educators Network (AHEN) and support their role in promoting leadership and mentorship for visible/racial minority employees. Executive Officer; Student and Community Equity ▪ Recruit mentors. Summer/Fall 2008. ▪ Implement mentoring program. Fall 2008. ▪ Deliver new phase of leadership program. Spring 2009. Manager; Employment Equity ▪ Progress report to Board in June 2009 Executive Officer; Student and Community Equity 	<ul style="list-style-type: none"> ➤ Expand Leadership and Mentoring Program for Visible/Racial Minority and Aboriginal Teachers to include support staff. 	<ul style="list-style-type: none"> ▪ Develop program outline. Summer 2008. ▪ Develop implementation plan. Summer 2008. ▪ Develop communication plan. Fall 2008. ▪ System Outreach Winter 2008/2009. ▪ Implement program. Fall 2010. Manager; Employment Equity 	

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<p>Gender-based Violence</p> <p>Improve the culture of respect in all schools;</p>	<ul style="list-style-type: none"> ➤ Develop a new procedure for dealing with peer sexual assault and peer sexual harassment that is independent from PR 560 and addresses the issues raised in SCSAP. ➤ Review and revise the Abuse and Neglect of Students policy (PR560). <ul style="list-style-type: none"> ▪ Review and revise existing policy, procedure, supporting documentation and resources. Fall 2008 Chiefs of Social Work and Attendance Services ▪ Develop new procedure then launch system wide notification and in- service program Winter 2009. Chiefs of Social Work and Attendance Services ▪ Complete final draft of revised policy (PR560) Fall 2008; ▪ Generate and launch Board wide notification of policy (PR560) Winter 2008 Superintendent; Special Education & Support Services 		<ul style="list-style-type: none"> ➤ Establish a committee to develop an in-service program that will educate staff on gender-based violence -- its effects as well as prevention and intervention strategies. 	<ul style="list-style-type: none"> ▪ Establish a representative staff committee to: Identify what has been done and what is currently being done in the areas of sexual harassment and gender-based violence. Fall 2008. Chiefs of Social Work and Attendance Services ▪ In consultation with community partners, prepare relevant information for each of the employee groups on these topics; ▪ Develop a framework for in-servicing all TDSB staff on this issue that identifies relevant content, workshop format and timelines. Spring 2009. Chiefs of Social Work and Attendance Services 	<ul style="list-style-type: none"> ➤ Deliver primary prevention programs in elementary and secondary schools that are designed to be comprehensive, co-ordinated, sequential, developmental, and that create both an awareness of, and a framework for dealing with, gender-based harassment and violence. An emphasis should be placed on curriculum-based material with co-ordination among other initiatives (bullying, character development). ➤ Apply 4th R (respect) program across all secondary school grade 9 health units, and explore implementing additional curriculum in grade 8, and grades 9 through 12. ➤ Develop practical and current curriculum supports that address issues related to gender-based violence and other inappropriate content in media and websites. ➤ Work with parents to support their efforts to change attitudes and behaviours leading to gender-based harassment and violence.

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<p>Gender-based Violence (continued)</p> <p>Improve the culture of respect in all schools;</p>	<ul style="list-style-type: none"> ➤ Identify and inventory current programs and resources that are being used in schools to address the prevention of gender-based violence and harassment. ➤ Promote the designation of a classroom or other appropriate self contained space for girls, for the purpose of facilitating peer group support, mentorship and empowerment activities for young women who may feel vulnerable in their school environments. 	<ul style="list-style-type: none"> ▪ Gender-based Harassment and Abuse Actions Team Committee to complete identifying and inventory of current programs. Summer 2008. ▪ Completed inventory of current programs and resources list provided to all TDSB schools. Fall 2008. Chiefs of Social Work and Attendance Services ▪ Work with Superintendents of Education and their principals to designate the “safe space” in each secondary and middle school. Executive Superintendent; Safe & Caring Schools 	<ul style="list-style-type: none"> ➤ Train all staff in new Peer Sexual Assault procedures, and information prepared for students, parents, and volunteers. 	<ul style="list-style-type: none"> ▪ This training will be developed upon completion of the “stand alone” procedure on Peer Sexual Assault and Peer Sexual Harassment; ▪ The process for the roll-out of this new procedure is expected to begin in the spring of 2009; ▪ Ongoing annual reviews, supporting documents developed for students and parents and translation of these documents into major languages will be required; ▪ The initial communication to all employees and members of the TDSB community is to be completed by fall of 2009. Chiefs of Social Work and Attendance Services 	<ul style="list-style-type: none"> ➤ Work with TDSB research department to develop tools for the evaluation of all violence prevention programs. ➤ Create a position where the sole responsibility is the co-ordination and oversight of all initiatives relating to gender-based violence. ➤ Identify an interdisciplinary team to focus on the development of student and parental involvement as it relates to raising awareness, developing school based action plans and coordinating system-wide student-led activities. This would include the implementation of “HEADS UP!” which is a staff co-ordinated, peer directed program for every secondary school focusing on gender-based violence. ➤ Work with Visual Arts, Dramatic Arts, Literacy and Equity in the development of gender-based violence initiatives; Expand the Dramatic Arts Co-op to include a focus on an aspect of gender-based violence

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<p>Partnerships & Integrated Services</p> <p>By establishing the internal and external coordination and integration of supports;</p>	<ul style="list-style-type: none"> ➤ Ensure alignment of services and initiatives among central Toronto District School Board departments. ➤ Partner with an Aboriginal community agency to develop and deliver a culturally appropriate conflict resolution and restorative justice program for the First Nations School and beyond. 	<ul style="list-style-type: none"> ▪ Develop and implement ASPIRE, an electronic tool that allows staff to access programs and services across the district. ▪ Participating Teams: Program; Special Education & Support Services; Safe Schools; Guidance. Executive Superintendents; Programs and Special Education & Support Services ▪ 1.0 Central Coordinating Principal 1.0 Office Administrator 1.0 Community Support Worker 1.0 Instructional Leader <u>First Nations</u> 1.0 Special Ed teacher; 1.0 Child Youth Worker; 0.5 Teacher (Dell Partnership); 0.5 Instructor (Traditions and Culture). <u>Native Learning Centre</u> 1.0 Aboriginal Youth Worker. <u>Eastview</u> 0.5 Instructor (culture language focus); 0.5 IT teacher. 	<ul style="list-style-type: none"> ➤ Identify and assess the system need for additional external partnerships with community services and agencies to meet these needs. 	<ul style="list-style-type: none"> ▪ Create a position to work with community agencies to provide supports for students with mental health needs (Student Support Leadership Initiative (SSLI) funds). Executive Superintendent; Special Education and Support Services ▪ Identify all existing external partnerships with community services and agencies ▪ Evaluate effectiveness of all existing partnerships. ▪ Provide a comprehensive report on findings and the first proposal for additional partnerships November 2008. Executive Officer; Business Services; Executive Superintendent Special Education and Support Services 	<ul style="list-style-type: none"> ➤ Seek out external partners and other ministries to help fund school based activities within their mandate in order to Pilot an “integrated services” model in a school. ➤ Develop a partnership with community agencies working in the area of peer sexual assault to provide training, in-servicing, and supervision of staff working with students engaging in sexually problematic behaviour.

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<p>Supports for Marginalized Youth</p> <p>Through programs and professional supports that improve outcomes for marginalized and vulnerable youth</p>	<ul style="list-style-type: none"> ➤ Improve, coordinate and integrate school board support teams. <i>(School Support Team, Student Success Team & Safe Schools Team, where applicable)</i> ➤ Action plan for addressing underachievement of marginalized students based upon community proposals and staff initiatives. 	<ul style="list-style-type: none"> ▪ Establish an Integrated Services Steering Committee to review Director's Action Plan for marginalized students. ▪ Select priorities and targets for action in consultation with central and families of schools staff; monitor and evaluate progress Fall/ Winter 2008. Executive Officer; Student and Community Equity; Executive Superintendents; Special Education & Support Services and Student Success ▪ Present staff action plan on marginalized students to Board in June 2008. Executive Officer; Student and Community Equity 	<ul style="list-style-type: none"> ➤ Coordinate initiatives and activities, already underway (e.g. Differentiated Instruction, Multiple Intelligences Lead, Applied Behavioural Analysis, etc.) between central departments to ensure alignment (e.g., Program, Special Education & Support Services, Safe Schools, Guidance, etc.). ➤ Assign additional special education and professional support services staff to serve Alternative Schools and Year Round Schools. ➤ Expand availability of early language and literacy programs by training Educational Assistants to deliver well-researched, successful programs to primary-aged students [e.g., Early Reading Intervention, Talking for Literacy]. 	<ul style="list-style-type: none"> ▪ Establish a team to align the curriculum work of Programs, Safe Schools, /Special Education and Support Services. System Superintendent-Learning to 18, Program and Partnerships ▪ Identify combination of realignment and new monies. ▪ Pilot underway. 	<ul style="list-style-type: none"> ➤ Work to establish funding to assign additional staff to work with marginalized youth and families: 20 Social Workers; 24 Attendance Counsellors; 20 CYC 1 Co-ordinator of CYCs 8 Psychologists; 4 Speech-Language Pathologists; 12 Itinerant Resource Special Ed. Teachers; 4 TAPS teams (Special Ed. Teacher, Social Worker, Psychologist, CYC/CSW) & 1 Special Ed. TAPS Consultant.

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<p>Silence</p> <p>Reduce barriers to reporting violence or other crime in schools and foster a culture of open and honest communication</p>	<ul style="list-style-type: none"> ➤ Promote purposeful and directed dialogue with unions and staff as to remove real or perceived barriers to communication. ➤ Complete consultation on Open Communications policy. ➤ Ensure all students are aware of how to report and respond to harassment. ➤ Liaise with leadership of the Toronto Police Service to develop strategies to: <ul style="list-style-type: none"> - Enhance positive police interactions with students in school buildings; - Implement other effective practices for positive engagement with police and schools. 	<ul style="list-style-type: none"> ▪ Establish series of meetings to identify effective practices to support safer and more secure working environments. Superintendents; Employee Services & Safe & Caring Schools ▪ Consultation underway and will return to Board June 2008. Executive Officer; Employee Services ▪ Mandate of steps be included in the student planner. ▪ Develop a consultation plan to establish a model to further engage Toronto Police Services officers in our schools; ▪ Report to Board August 2008. Superintendent; Safe & Caring Schools 	<ul style="list-style-type: none"> ➤ Organize two working groups. One of school administrators, teachers and other school-based staff (through TSAA and bargaining agents) to identify effective practices to create and sustain open and positive relationships. The second, of school administrators and SOEs, SOEs and central staff, and senior staff and trustees. The working groups would look at ways of replicating schools with positive culture. ➤ Establish a Board-wide, staged, ongoing process to listen actively to students about safety and school culture, through Appreciative Inquiry. 	<ul style="list-style-type: none"> ▪ Complete the work through 2008/2009 school year. ▪ This process would be complementary to, and coordinated with, each school's School Effectiveness Framework (SEF) process. The SEF includes components and indicators relating to school culture, interpersonal relationships, student leadership and engagement. 	<ul style="list-style-type: none"> ➤ Expand the Student Demographic Survey to include additional questions on safety and school culture.

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<p>Safety</p> <p>To reduce risks of violence and other crime in schools, and to foster a culture of kindness and caring in all schools;</p>	<ul style="list-style-type: none"> ➤ Continue to implement the new requirements of the Ministry's changes to Progressive Discipline and School Safety by using the funding provided. ➤ Establish a safe schools transfer program in each school receiving transfers to orient transferred students, using existing staff and program resources. ➤ Review or implement Board Safety Policies. 	<ul style="list-style-type: none"> ▪ Establish additional and refine a range of alternative programs to meet evolving student needs: Nine (9) elementary; Sixteen (16) secondary. Superintendent; Safe & Caring Schools ▪ Review existing processes to ensure all safe school transferred students are positively transitioned and supported; including staff in-servicing. Superintendent; Safe & Caring Schools ▪ January 2008: Bully Prevention & Intervention (P.065 CUR) Progressive Discipline and Promoting Positive Student Behaviour (P.064 CUR) Code of Conduct (P.044 SCH) 	<ul style="list-style-type: none"> ➤ Revise the crisis/safety incident reporting process. ➤ Produce an annual safety report. ➤ Assess Guidance staffing at the middle school levels (Grades 6, 7 & 8). 	<ul style="list-style-type: none"> ▪ Continue to work with Communications Department to refine the crisis reporting on-line process. ▪ Include report in the Director's Annual Report. ▪ Refer for consideration in the 2008/2009 Staffing Process 	<ul style="list-style-type: none"> ➤ Develop a Transition and Access to Programs and Services team for each quadrant in order to integrate special education and professional support services into Safe School suspension and expulsion programs. ➤ Involve TAPS team to support existing school-based resources in determining the appropriate programs for students with multiple suspensions.

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<p>Safety (continued)</p> <p>To reduce risks of violence and other crime in schools, and to foster a culture of kindness and caring in all schools;</p>	<ul style="list-style-type: none"> ➤ Communicate and highlight more thoroughly the existing Search and Seizure operational procedure (PR-524). ➤ Place equity principles in all planning, resourcing and deliverables of the Safe Schools practices. ➤ Refer the issue of supervision within schools to the negotiating framework. ➤ Ensure all schools are using the standard Emergency response/lockdown procedure and continue to train schools in crisis response. 	<ul style="list-style-type: none"> ▪ Discuss at relevant staff development sessions (e.g. New Administrator Orientation, Aspiring Leaders, Board-Police August Orientation). Superintendent; Safe & Caring Schools ▪ Ensure the principles of equity are considered in Safe Schools related decision making. Superintendent; Safe & Caring Schools ▪ Refer for consideration in the June 2008 collective bargaining process. Executive Officer; Employee Services ▪ Will be included in September sign off for Safe Schools training. Superintendent; Safe & Caring Schools 	<ul style="list-style-type: none"> ➤ Implement a video surveillance standard policy, including expansion of number of schools with systems, upgrading of equipment, and staff to maintain and manage systems. ➤ Work with all staff in partnerships with unions/staff associations to establish board-wide professional development that emphasizes conflict resolution, crisis intervention and self-esteem building within a racial, cultural and gender-sensitive framework. 	<ul style="list-style-type: none"> ▪ Develop completed policy. 2009/10 budget process. ▪ Refer for consideration in the June 2008 collective bargaining process. Executive Officer; Employee Services 	<ul style="list-style-type: none"> ➤ Implement improvements in response to 24 completed safety audits.

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<p>Safety (continued)</p> <p>To reduce risks of violence and other crime in schools, and to foster a culture of kindness and caring in all schools;</p>	<ul style="list-style-type: none"> ➤ Continue to evaluate the NW7 Families of Schools pilot. 	<ul style="list-style-type: none"> ▪ 3.0 Teachers for students who need the care and attention of more individualized instruction and relationships intended to improve academic instruction and reduce suspensions. ▪ 1.0 Vice Principal. ▪ 2.0 School Based Safety Monitors. 	<ul style="list-style-type: none"> ➤ Formalize the responsibility of guidance counsellors in secondary schools to ensure: <ul style="list-style-type: none"> Identification of students with low credit accumulation and; The immediate inclusion and planning for credit recovery programs. 	<ul style="list-style-type: none"> ▪ Student Success Teams in secondary schools hat include Special Education administration and Guidance. ▪ Review student credit accumulation, achievement data, and census data to determine areas requiring additional focus. ▪ Track and monitor students at-risk (Grades 9/10). ▪ Track performance through Grade 8/9 transition. ▪ Develop a tool to track students from grades 8 through 12. <p>System Superintendent; Learning to 18, Program and Partnerships</p>	