

TORONTO DISTRICT SCHOOL BOARD

SAFE AND COMPASSIONATE SCHOOLS WORK GROUP

DECISION SOUGHT: To provide information to the Board on the activities of the Safe and Compassionate Schools Work Group and request Board approval of staff recommendations.

CONTEXT: On 19 May 2004, the Board decided:

- (a) That the report of the Task Force on Safe and Compassionate Schools be referred to the Chair's Committee:
 - (i) to establish the work group as recommended in Recommendation 5:1 of the report (see A. below);
 - (ii) to review and report back to the Board by September 2004 regarding implementation of the recommendations;
- (b) That recommendations 7:1 , 9:1 , 11:2 (a) only, 11:3 (f) and (h) only, 11:5 , 11:6 (b) only and 11:8 (a) to (e) and (h) only (see below) from the Task Force on Safe and Compassionate Schools report be approved and that staff report to the Board in June on how these recommendations can be implemented;
- (c) That staff be requested to prepare an analysis and recommendations with regard to the report of the Task Force on Safe and Compassionate Schools.

The Work Group referred to in Item (a) (i) above was established in September 2004. It consists of trustees, staff and community members.

The Work Group provided an update to the June 2004 report in response to Item (a) (ii) above in October 2004. It outlined the progress of the various recommendations

The report referred to in Item (b) above was received by the Board on 11 June 2004 (Report 06-04-0565).

In December 2004, a Blue Information report on the recommendations not approved in May 2004 was provided to Trustees. A copy of a staff report (September 2004) to the Chair

of the Work Group was also included in the December Information Update. This report was subsequently received by the Board on 25 May 2005.

Attached is an updated report of progress to date (May 2005) on the approved recommendations (Appendix 3), a further update to the "non-approved" recommendations (Appendix 5), as well as a summary of the activities of the Work Group (Appendix 4).

ISSUE:

In response to the recommendations of the Safe and Compassionate Schools Task Force the Work Group was established to:

- monitor policy implementation;
- hold regular reviews and make recommendations to the Program and School Services Committee;
- monitor implementation of recommendations accepted by the Board;
- ensure annual reviews of the Safe Schools Policy;
- oversee collection of statistical information and dissemination of such information;
- effective use of preventative measures;
- continue consultation including exploring linkages between schools and other societal institutions; and
- liaise with school based Safe Schools Committees.

The Work Group held six half day meetings during the 2004-2005 school year. Initial discussions focussed on the work being done in response to the approved recommendations of the Task Force and gathering up to date data on the many other activities and initiatives underway within the Board that support the approved recommendations and advance student success and safe and caring school environments.

The attached Safe and Compassionate Schools Work Group Summary Notes (Appendix 4) provides more information about the activities of the Work Group to date. In addition staff are responding to themes that have emerged from the discussions. These include the need for additional prevention and intervention programs, staff support, research, staff development and effective communication. The Work Group will also be bringing forward a series of recommendations for consideration in the Fall 2005.

Co-ordination and leadership for Alternative Programs and Schools has become increasingly apparent in order to develop and initiate a system-wide plan.

The need for additional programs and staff support was identified by staff for consideration as part of the budget process to focus on: working with principals on school based prevention and intervention measures, providing staff development for principals, providing intensive support and transitional assistance to students, assisting in the coordination of local/school based alternative to suspension options and developing the School Court Liaison Program.

It is recognized that many of the recommendations being considered by the Work Group can only be implemented if legislative changes are enacted by the Provincial Government. The Provincial Safe Schools Action Team was announced during the school year to examine six areas (detailed in Appendix 4) and report to the Minister of Education. Members of the Work Group have already consulted with the Action Team. Over the next few months the Work Group will focus some of its resources in order to put forward specific recommendations to the Provincial Action Team and advocate for their inclusion in recommendations that will subsequently be put forward to the Minister of Education by the Provincial Action Team.

RECOMMENDATIONS: It is recommended that:

- 1. the report of the Safe and Compassionate Schools Work Group be received;**
- 2. there be an increase in the number and availability of Alternative Programs and Schools;**
- 3. an additional \$339,432 (\$169,716 per year including benefits) be considered to create Senior Staff, two-year term position to provide leadership and to develop and initiate a system wide plan for Alternative Programs and Schools. This would include an outline of effective models, suitable locations, and students to be served;**
- 4. as part of the School Services Business Budget Plan the following be considered:**
 - (a) an additional \$77,000 (includes benefits) be considered to develop and reinstitute the position of School Court Liaison Worker and the School Court Liaison program;**

- (b) an additional \$200,000 be considered as part of the budget process to provide for as many alternative programs and short and longer term alternative to suspension options and additional programs to support elementary aged children especially those with challenging behaviour which presents a safety risk, be developed and implemented as soon as possible; and
 - (c) an additional \$114,500 (includes benefits) be considered for a Safe Schools Administrator or other staff position (to be determined) whose duties would include working with principals on school based prevention and intervention measures; providing staff development for principals, provide intensive support and transitional assistance to students, assisting in the coordination of local alternative to suspension options and supporting the development of the School Court Liaison Program; and
5. the TDSB Placement Centre be established as a permanent Centre and that there be special support and attention focussed on students who have been involved with the criminal justice system or who have been suspended or expelled and who require assistance and/or specialized placements.

RATIONALE FOR RECOMMENDATION:

These recommendations are in response to the Safe and Compassionate Schools Task Force Report and the ongoing work of the Safe and Compassionate Schools Work Group. They support the work being done in the area of "at risk" students and various initiatives in response to the Learning to 18 initiative.

COST AND FUNDING SOURCE:

\$339,432	Board Services - Senior Level Reorganization
\$200,000	School Services - Business Budget Plan
\$114,500	School Services - Business Budget Plan
\$77,000	School Services - Business Budget Plan

HUMAN RESOURCE IMPACTS:

See above

PERFORMANCE MEASURES:

Implementing the above recommendations will have specific outcomes related to student retention and success, the improvement of the professional skills and expertise of staff, more effective alternatives for students, and more meaningful options for student involved with the youth justice system. In addition it is anticipated that there will be:

- Fewer suspension and expulsions
- More programs available to students
- More effective collaboration with community agencies who support and assist young people and their families
- Increased community involvement and confidence

**IMPLEMENTATION
PLAN AND
TIMELINES:**

16 June 2005 Program and School Services Committee
 22 June 2005 Board for approval
 24 June 2005 Staff Positions Advertised
 1 September 2005 Staff hired and programs begin

APPENDICES:

Appendix 1 Stakeholder Plan and Analysis
 Appendix 2 Communication Plan
 Appendix 3 Safe and Compassionate Schools Task Force –
 Progress to Date – Approved Recommendations
 Appendix 4 Safe and Compassionate Schools Work Group –
 Summary Notes
 Appendix 5 Safe and Compassionate Schools Task Force
 Recommendations (Non Approved) Updated May
 2005
 Appendix 6 Members of the Safe and Compassionate Schools
 Work Group

From:

For further information please contact Bruce Cameron, Central
 Co-ordinating Principal – School Services, Safe Schools and
 Alternative Programs at Phone No. 416-397-3205 or via e-mail at
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To:

Executive Council	7 June 2005
Program and School Services Committee	16 June 2005
Board	22 June 2005

G05(SafeandCommpassionateSchoolsWorkGroup)bc.1520
 Last up date: 8 June 2005

STAKEHOLDER PLAN AND ANALYSIS

STAKEHOLDER CONSULTATION THAT HAS OCCURRED OR PLANNED		
STAKEHOLDER INTERNAL AND EXTERNAL	CONSULTATION PLANNED OR COMPLETED	DATES (Day, Month, Year)
Safe and Compassionate Schools Task Force	Planned:	
	Completed: April 2004 with recommendations to Board in May 2004	April 2004
Ministry of Education Safe Schools Action Team	Planned: Consultations are at the invitation of the Action Team. The first consultations took place in March/April 2004. The next round of consultations are expected in September 2005.	September 2005
	Completed: Consultations are expected to be completed by the spring of 2006.	March to May 2006
School based Safe Schools Committees	Planned: These consultations are part of the mandate of the Safe and Compassionate Schools Work Group.	September 2005 to February 2006
	Completed:	
	Planned:	
	Completed:	
General Comments The Safe and Compassionate Schools Work Group will make further decisions regarding Stakeholder consultations in the fall of 2005.		

STAKEHOLDER GROUP (STATE ISSUES FOR CONSIDERATION)	POSSIBLE IMPACT	EXPECTED REACTION
Students	Students will have access to additional and appropriate program support.	Support and participation.
Staff	Training and awareness - staff will have access to additional training and program support commitment to new programs.	Staff support and endorsement.
Schools	More flexibility and options to address students needs.	Endorsement and approval – Appreciation of additional support for students.
Parents	Anticipation of additional programs and access.	Support for students acknowledged.
Ratepayers		
System Overall		
Special Needs Consideration		
Other (Please state)		
NOT APPLICABLE		

COMMUNICATIONS PLAN	
COMMUNICATION OBJECTIVES	Once the recommendations have been approved by board, those that are directly impacted will be informed – Central staff will communicate with school based staff who in turn will make the information known to those who could participate in the programs. A communication plan will be developed to inform the system of the programs and any organizational and leadership changes that will take place.
KEY MESSAGES	The locations of new programs will be announced. Procedures regarding admission, accessibility and about the Placement Centre operation will be outlined.
INTERNAL TDSB PLAN AND TIMING	Fall 2005 – Descriptions and sites for new programs will be provided via Directline and key information posted on the Principals web site. Additional information will be provided by staff as needed/required.
EXTERNAL PLAN AND TIMING	There will not be a separate and distinct communication. This will be included in other forms of external communication about programs and support for “at risk” students.
Approvals:	
Signature of Department Representative	_____
Signature of Manager, Communications & Public Affairs	_____
Signature of Director, Policy (for consultation tracking)	_____

**Safe and Compassionate Schools Task Force
Progress to Date – Approved Recommendations**

Recommendations	Action to Date May 2005
<p>Recommendation 7:1</p> <p>➤ (a) That the Safe School Procedures manual be reorganized to facilitate easy access by principals and vice-principals. This would include an executive summary in checklist fashion, of description of consequences, routines, and protocols which would be placed at the front of the manual.</p>	<p>➤ Safe Schools Procedures Manual has been electronically rewritten and an electronic search and reference guide have been completed - this new guide will be posted on the Principals web site in conjunction with other changes to the web site</p> <p>➤ Principal 911 – A quick reference guide has been developed and forwarded to all Principal</p> <p>➤ A draft flow chart/check list has been developed and is currently being re-written based on feedback from Principals. A description/chart of consequences currently exists</p> <p>➤ Applicable sections of the Procedures Manual will be posted on the TDSB Web site (public) – this work is in progress – key sections will also be developed in pamphlet format over time available for downloading by Principals</p> <p>➤ The decision not to reprint the Procedures Manual at this time was made based on costs, anticipated legislative changes and comments of Principals/Vice Principals sought via TSAA</p> <p>➤ New Guidelines - <i>Meeting and Responding to the Safety/Behavioural Needs of Students with Special Needs</i> (developed in partnership with Special Education and first circulated in the 03-04 school year) have been completed. Principals/Vice Principals received draft copies and staff development in January 05. These procedures will be included as sections B.17 & B.18 of the Safe Schools Procedures Manual as soon as final versions are approved.</p>
<p>➤ That the documents that detail these procedures be referenced as appendices.</p>	<p>➤ Further improvements/adjustments to the Safe Schools Procedures Manual and other related policies, procedures and programs will proceed based on:</p> <p>➤ Changes to legislation/regulations initiated by the Ministry of Education - The Ministry of Education announced in December 2004 the formation of the Safe Schools Action Team to review identified aspects of Safe Schools including a review of applicable legislation and policies and their implementation. TDSB staff are engaged in various aspects of the Action Team consultations.</p> <p>➤ Completion of the review underway of the Youth Criminal Justice Act as it relates to current and anticipated procedures</p> <p>➤ Completion of procedures outlining support for students as per Recommendation 11:6 (b)</p> <p>➤ Safe Schools Website – a new design and format have been developed to support and assist parents and staff with accurate and up to date information and resources</p>
<p>➤ (c) That the remainder of the manual focus equally on prevention and intervention techniques.....</p>	<p>➤ Members of the "Inclusive Community Schools Unit" (see below) have included this as part of their work in organizing and collating information about the range of programs for students "at risk". This system-wide reference is intended to provide information about each program and the staff/department responsible for supervision, admission or training (school based programs) as the case may be. This will be collected in a data base and is intended to interlink with school profiles and school improvement plans.</p>

Recommendations

<p>➤ and that a separate section of the binder relate to the creation of and tasks related to safe schools committees</p> <p>➤ (d) That linkages between the Safe School Policy and other Board policies such as Equity Foundation Policy and Procedures, Human Rights Policy and Procedures and Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances be more clearly defined and fully integrated.</p>	<p>➤ The Procedures Manual itself was never intended to be nor is there sufficient space to allow for inclusion of comprehensive program resources. Many resources, such as the TDSB's recently released "Let's Stop the Bullying" necessitate a separate binder.</p> <p>➤ A very important need is to identify best practices currently being used, and to assist Principals to develop and adopt such practices by way of interactive case studies and other staff development initiatives.</p> <p>➤ The "Inclusive Community Schools Unit" includes the Associate Director and staff responsible for Equity, Guidance/At Risk, Community Services, Safe Schools, Special Education, Support Services, Student Success and Special Projects.</p> <p>➤ Safe Schools Committees - Information about Safe Schools Committees and the responsibilities of Principals is already outlined in the TDSB Safe Schools Policy P.051. In August 2004 a communication was sent to S.O.E.'s re the Board policy and procedures to be followed by schools for their review with Principals</p>
<p>➤ That linkages between the Safe School Policy and other Board policies such as Equity Foundation Policy and Procedures, Human Rights Policy and Procedures and Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances be more clearly defined and fully integrated.</p>	<p>➤ Policy P.051 "Safe Schools" Policy references and defines these linkages in the section Policy Components, #3., Co-ordination: "To ensure a co-ordinated system to address the issue of violence prevention, the development of the Safe Schools Policy and plans for implementation are linked to existing policies such as:</p> <ul style="list-style-type: none"> ➤ TDSB Policy P.037 – Equity Foundation Statement ➤ TDSB Policy P.045 – Dealing With Neglect and Abuse of Students ➤ TDSB Policy P.031 Human Rights ➤ Expectations as outlined in the new Ontario curriculum and in the Ontario Secondary School Policy ➤ Drug education policies ➤ Policies that have arisen from addressing the various discriminatory categories outlined in the Ontario Human Rights Code <p>➤ A further review by staff from Human Rights and Equity took place in October 04. Their submission "Establishing Criteria for Assessing the Safe Schools Policy from an Equity/Human Rights Perspective" was presented to the Safe and Compassionate Schools Work Group for further discussion.</p>
<p>➤ Recommendation 9:1</p> <p>➤ That the Board's research department report back to the working group with a project plan designed to compile research on an ongoing basis including but not limited to: an ongoing review of new research pertaining to safe schools policy implementation; a comprehensive listing of preventative and anti-bullying programs being offered within the Board and an evaluation of those programs including best practices; a comprehensive listing of preventative and anti-bullying programs being offered by community groups and agencies and an evaluation of those programs including best practices; a comprehensive listing of preventative and anti-bullying best practices in other jurisdictions including other</p>	<p>➤ Senior Manager, Organizational Development has assigned/contracted staff and a project plan has been developed and is underway.</p> <p>➤ Safe Schools Data Base phase 1 and 2 have been completed. This will soon be merged with the new Data Warehouse.</p> <p>➤ The research done as part of the Pathways to Success initiative is very relevant to Safe Schools and is being utilized in program planning.</p> <p>➤ An "At Risk" Research Framework has been developed and data will be collected and analyzed.</p> <p>➤ A comprehensive literature review examining effective safe schools programs has been</p>

Recommendations

provinces and territories, the United States, Britain and Australia.

- completed. An analysis of selected articles/reports has been undertaken. Staff are currently collating and organizing information regarding the range of programs for students "at risk" which will be compiled as a system-wide reference intended to provide information about each program and the staff/departments responsible for supervision, admission or training (school based programs) as the case may be. A report to PSSC is anticipated in June 2005.
- The Building Bridges pilot project includes a comprehensive research component – the first phase of data collection and reporting is taking place between April and June 2005.
- An incident tracking pilot project is commencing in May 2005 to assist with developing more effective safe schools plans and effective prevention program implementation
- The Work Group is investigating information brought to them about related research being conducted in other countries such as South Africa, Barbados and New Zealand.
- We await the Ministry of Education results of their 3 year research on effective programs for expelled students.
- Staff have collaborated with the Ontario Public School Boards Association regarding research in this area.
- A related recommendation regarding the collection of race data was not one of the approved recommendations of the Safe & Compassionate Schools Task Force but is being dealt with via a separate committee and research initiative.

➤ (b) That the Board work with other research institutes, like the Ontario Institute for Studies in Education and York University, to undertake research to study the impact of current safe school policies on people with disabilities and people from racial minorities

Research underway:

- OISE – "Safe and Inclusive Schools – A Comparative Analysis of Anti Violence Polices Programs"
- Centre for Families and Children in the Justice System – "Developing and Piloting a Tool for Successfully Implementing a Violence Prevention Program and Creating a Safe Learning Environment" (3 year project involving four Boards of Education – 5 TDSB schools)
- Hospital for Sick Children – Community Health Systems Resource Group and the LaMars Centre for Research on Violence and Conflict Resolution – a 3 year study to "assess and evaluate the needs and impact of student led violence prevention/reduction programs" – in partnership with the RISE Program and East Metro Youth Services
- The Centre for Addiction and Mental Health in partnership with the Toronto District School Board and Toronto Catholic District School Board is conducting a three (3) year research study of the Empowered Student Partnerships program.
- Challenging Homophobia and Heterosexism in Elementary and High Schools: A Research Report to the Toronto District School Board January 2005.

Recommendation 11:2

- (a) That the Safe Schools policy be reviewed to ensure that it is consistent with the Human Rights and Equity Foundation statements and policies of the Toronto District Schools Board and ensure that all disciplinary actions are consistent with these policies

➤ See comments as per Rec. 7:1 (d)

➤ The Work Group has requested consultation with the Provincial Action Team on this and related matters

➤ Consultation among staff in these areas will continue to ensure consistency. Effective and ongoing staff development is a necessary component for all staff in all of the referenced

Recommendations

<p>departments. Safe Schools staff recently completed additional training provided by the Equity and Human Rights departments</p>	
<p>In September 2004 Superintendents of Education were requested to address this recommendation with each of their schools for inclusion in the school planning process. Research is very clear about the conditions and factors necessary for effective implementation and that simply providing a "mandatory" program within a school will not and of itself have any significant impact. Staff have initiated changes to the process for gathering of information and identifying special school-based programs in identical ways for all schools. This will become part of the SIP data gathering process. It will also involve the Inclusive Community Schools unit and become part of the data base referenced in Recommendation 7:1 (c). There is a research design and plan to analyze and evaluate programs under development. An analysis and evaluation of these identified programs will be integrated as part of Recommendation 9:1</p> <p>Guidance Resource Teachers continue to support schools with anti bullying initiatives as well as support schools in the effective use of the TDSB Resource "Let's Stop the Bullying" and other related resources.</p> <p>Trustees, Principals and staff from Guidance, Social Work, Safe Schools met with Bill Bell, creator of www.Bullying.org in January '05 to collaborate re strategies in support of efforts to combat bullying.</p> <p>Staff from Safe Schools, Guidance and Support Services have collaborated and developed support and resources for secondary schools to establish school wide anti bullying programs. Planned full day symposia have been rescheduled to the fall due to work to rule.</p> <p>Each school as directed by the TDSB Safe Schools Policy P.051 is required to establish a Safe Schools Committee and develop a safe schools plan. The Safe Schools Audit (available for downloading from the web site) is the responsibility of each school's Safe Schools Committee and it is recommended that the audit be conducted annually (Safe Schools Procedures Manual section A.3).</p> <p>In August 2004 Superintendents were requested to review this policy requirement with the school Principals to ensure appropriate action and that all schools follow the necessary procedures</p>	<p>Recommendation 11:3 (f) it be made mandatory that each school implement an 'anti-bullying' program as part of the School Improvement Plan.</p> <p>(h) That safe school audits be enforced.</p>
<p>The Work Group notes that as written, this recommendation is not sufficiently clear and not practical or doable – it is currently under further investigation and discussion which will result in new recommendations. Additional program for suspended students, students with a limited expulsion and new programs for elementary students (primary/junior, intermediate) with special behavioural needs have been opened. Two new prevention/assessment programs for young children with special behavioural needs are planned for September 2005.</p>	<p>Recommendation 11:5 That appropriate mandatory programs be created with sufficient capacity to service both suspended and expelled students</p>

Recommendations

Action to Date: May 2005

➤ The Work Group is commencing an investigation of best practices in school based/alternative to suspension programs for elementary schools.
 ➤ Examples of new programs and initiatives in schools during the current school year are listed in an separate appendix

Recommendation 11:6

➤ (b) That a protocol be established and advertised that delineates the support for students which must have been enlisted prior to suspension being applied. In extreme circumstances the protocol may be waived but is subject to mandatory review by the Board of Trustees.

➤ This recommendation is contrary to The Education Act and related Regulations as it relate the duties and responsibilities of Principals
 ➤ A "progressive discipline" approach that would provide an operational framework to assist parents, students, teachers and administrators with a structure to deal positively and constructively with student behaviour has been developed in draft form in response to this recommendation and will be brought forward for further discussion.
 ➤ Safe Schools staff have provided staff development workshops for Principals and Vice Principals in the area of "progressive discipline" and other related topics. This topic was included at the 2005 TSAA Conference.
 ➤ Implementation of any new/related recommendations are dependent on the skills and professional expertise of Principals and as such must be accompanied by the necessary and ongoing support to ensure the continued development and enhancement of these professional skills

Recommendation 11:8

➤ (a) That a Rights and Responsibilities document for staff, families, communities and students that is consistent with human rights policy and equity foundation statements be made available by Board administration;

➤ A draft has been developed in collaboration with Legal Services. The document will comply with the Ontario Code of Conduct, the TDSB Code of Conduct and be consistent with the Human Rights Policy and Equity Foundation statement. Staff recommend that this document (or appropriate parts) when completed be included in *School Matters* and as an addition to Code of Behaviour/Conduct currently included in the Student Planners and Agenda Books
 ➤ Documents/pamphlets produced by other TDSB departments such as Human Rights, Equity Legal Services etc. should also make reference to the Board's Safe Schools Policy and Code of Conduct and the roles and responsibilities of all members of the school community as outlined in these policies.
 ➤ Staff continue annually to distribute/make available to schools the various booklets, publications and web sites produced by organizations such as Community Legal Education Ontario (CLEO), Justice for Children and Youth and Pro Bono Law which focus on student rights and responsibilities.

➤ (b) That all documents referencing Safe Schools policy be written in plain language and be translated into the appropriate languages;

➤ The Work Group is currently reviewing this recommendation and other documents and in accordance with Board policy and procedures will recommend both those to be considered translation and those where it would be necessary to develop a summary document which could then be considered for translation. Cost is a significant consideration that must be evaluated.
 ➤ See comment for Recommendation 11:8 (b)

Recommendations

<p>➤ (c) That a pamphlet be written, translated and distributed to schools and all families and students which addresses the rights and responsibilities of students and their families in regard to suspensions and expulsions and other legal disciplinary actions within the Board;</p>	<p>➤ A draft has been developed in consultation with Legal Services – see also Recommendation 11:8 a) The brochure “A Safe Learning Environment” is posted on the TDSB website and is available in 12 languages. It was also referenced in the ‘School Matters’ (October 2004). Excerpts from the “brochure” and other policies, specifically the Code of Conduct have been approved by the Board for inclusion in all agenda books and student planners provided by schools to students. As per Board policy schools will continue to use and distribute this brochure at their annual/bi-annual student assemblies and information days to ensure effective communication and understanding of the TDSB Code of Conduct. A memo was sent to Superintendents of Education in August 2004 requesting they review this policy requirement with school principals. Further discussion within the Safe and Compassionate Schools Work Group continues to ensure clarity regarding review/revision to the existing brochure and creation of new brochures. A new resource (video and print) about Safe and Caring Schools and Safe Schools matters focussed on those new to Canada has been developed and will be released in May/June 2005.</p>
<p>➤ (d) That the process for the removal of such disciplinary actions as letters of trespass, cease and desist, and other correspondence be part of the original letter and conditions;</p>	<p>➤ This recommendation is under review by Legal Services</p>
<p>➤ (e) That schools be directed to hold community information sessions to encourage every member of the community to be informed about the Safe School Policy and Procedures;</p>	<p>➤ The Safe Schools Policy C.06 and the TDSB Code of Conduct C.010 address this recommendation. A communication to Superintendents of Education was sent in August 2004 requesting the review the Board Policy (Safe Schools & Code of Conduct) and Procedures to be followed by all schools - (reference also recommendation 11.8 e)</p>
<p>➤ (h) That the Safe Schools department translates all relevant documents in – list languages – and distributes those to schools before Sept. 2004.</p>	<p>➤ There are very significant cost implications to this recommendation which could not be met within the timeframe and the existing approved departmental budget Given the volume and detail of various documents and the cost of translation, discussion within the Work Group has focused discussion on the development of language specific summaries which include information as to how to access and receive further language specific details and assistance as the case may be. See also comments regarding Recommendation 11:8 (b) and (c)</p>

1 June 2005

Safe and Compassionate Schools Work Group

Summary Notes

Caring is the cornerstone of a school community environment that is free of harassment and intimidation. Research has shown that a sense of belonging and connectedness – not just for students but for everyone in the school community – is a necessary element in the creation and maintenance of a safe learning environment. (Neufeld, 1999). Moreover, students in schools that promote a positive school climate tend to do better academically. (Schonert-Reichl, 1999).

The Safe and Compassionate Schools Work Group held its first meeting on 13 October 2004 following preliminary organizational meetings in late August and September 2004. Since the October meeting, the Work Group has met 6 times – 9 November and 8 December 2004, and 18 January, 8 March, 21 April, and 30 May 2005.

The discussion within the Work Group meetings covered a wide range of topics and issues related to safe, caring and compassionate schools and the recommendations of the Task Force including a review of the various legislation introduced as the “Safe Schools Act 2001”. Also, in addition to responding to the approved recommendations, the Work Group reviewed the non-approved recommendations with a view to making new recommendations or proposing other possible actions which could be undertaken.

It became immediately apparent however that the needs of students, especially those “at risk” and the lack of a strong sense of belonging, connectedness and inclusion within schools and communities was a primary issue and most often at the root of many of the concerns and issues that had been expressed regarding safe schools.

Initially much time was spent discussing and exploring these various issues especially those regarding students “at risk” and determining a consistent definition of the term itself. It became apparent that as there was significant work on many fronts now underway within the Toronto District School Board (TDSB) to address these needs, that part of the Group’s work would be to become conversant with and support the scope of this work while at the same time identifying and initiating efforts which promote a positive school climate that supports students both academically and emotionally. The goal is full engagement and ensuring ways for students who have left school to re-enter successfully.

Research (including some reviewed by the Work Group) has shown that comprehensive whole school programs that focus on creating a positive school climate and identifying specific elements in the school culture that detract from it can make a significant difference and reduce negative behaviours and isolated disciplinary responses that often accompany it. School leadership was identified as a crucial element in this process along with adequate numbers of well trained staff who possess the skills to deal with complex and challenging issues in constructive and creative ways. It was also noted that the financial and staff reductions implemented by the

previous government and the conditions under which TDSB schools have been operating for some time have made this much more difficult to achieve.

The results of discussions and deliberations within the Work Group clearly indicated the need for more support for Principals to enable them to create comprehensive school programs and respond positively, proactively and creatively to the many complex challenges presented to them by student conduct and behaviour and parent conduct in some cases as well. Principals articulated their strong view and desire to always ensure they work from a student centred/child development frame work despite the criticisms and concerns expressed by some about a prescriptive and punitive approach towards student behaviour and discipline. The Work Group heard directly from Principals of the increasing complexity and seriousness of many behaviours exhibited by students and of their ongoing efforts in the face of scarce resources to support students and mitigate matters long before suspension or expulsion occur. It was noted that while rightfully there is a lot of attention paid to the issue of suspensions, most suspensions occur only once (83%), most (93%) are for five days or less and Principals mitigate matters and seek other options far more than is recognized. There was also a clear sense of the many other demands and work load issues that complicate the daily activities and efforts of principals on behalf of students and their school community.

Systematic and ongoing staff development on current topics and issues such as bullying (which is in the forefront of most discussions about student behaviour, and yet only one of many concerns and issues) is very much needed, but something for which central staff generally do not have time to adequately respond. Collaborative efforts of Safe Schools, Guidance and Social Work staff have been very helpful but are not adequate.

The Work Group reviewed issues of accountability, due process and procedural fairness and the challenges associated with attempting to apply policy more consistently while exercising discretion and ensuring fairness. Issues of human rights and the "safe schools" legislation, policies and procedures were apparent. Significant improvements in terms of new procedures as it relates to student with special needs were reviewed as well as work done by staff in developing guidelines/procedures in the area of a progressive discipline approach.

While TDSB data indicates that the number of students with special education needs who have received a suspension has been consistently declining and new procedures to respond to the special behavioural needs of students with special needs have been introduced, there continue to be challenges. It was noted as well that the number of children and adolescents with mental health needs is quite significant. Information from the Children and Youth Mental Health Toronto Region Fund Planning Group indicates that over fifty percent of students involved with the criminal justice system have mental health needs. Data available shows that in Toronto, there is only the capacity to provide services to 24% of those children and young people. Principals continually report excessively long waiting times for assessments and assistance from community based mental health agencies to the point that some felt it is almost pointless to inquire.

The above combined with a review of achievement data particularly credit accumulation results suggest that more alternatives to support students in various and complex circumstances are needed. Research clearly shows that prevention strategies and prevention programs are the most effective way to reduce unsafe behaviour in young people and reduce violence and aggression. It is of note, however that members of the Work Group and others indicated that a number of research studies show that very few prevention programs have been systematically evaluated. Thus there is a need to develop a solid core of knowledge about what programs actually are successful and under what circumstances. In the midst of this there is, however, irrefutable evidence that students themselves must be engaged in prevention and violence reduction programs because when they are the effect is very positive.

Matters of equity and human rights were part of many of these ongoing discussions, particularly as it relates to the "safe schools" legislation and policies and procedures that are perceived to unfairly impact on students who are of a minority group or disadvantaged in some way. It is recognized that anecdotal reports from parents and others such as from the Ontario Human Rights Commission have raised this issue at different times. The Board is in somewhat of a Catch 22 position as it does not collect statistics based on race/disability etc. and so cannot specifically respond to these reports. Although the collection of such information was not one of the approved recommendations of the Safe and Compassionate Schools Task Force, the matter is currently being dealt with through another Board committee – the Advisory Committee on Student Achievement and Equity. Thus this matter was not pursued by the Work Group.

The need for more clarity and sensitivity with respect to communicating and explaining safe schools procedures with students, parents and community members and the development of pamphlets and other effective means of communication and dialogue was reviewed and is being responded to.

Even though there are significant challenges with the implementation of the Youth Criminal Justice Act (YCJA) at this time especially in Toronto, they are complicated by the incongruence between the YCJA and the sections of the Education Act commonly referred to as the "Safe Schools Act". The Work Group understands this is an item that will be considered in the upcoming review of the "Safe Schools Act" by the Provincial Safe Schools Action Team (see below) and so has not pursued this further at this time. Board staff continue to collaborate with Youth Court Crown Attorneys on these matters.

With reference to the Provincially mandated Police/School Board Protocol, ongoing discussions and meetings with the Toronto Catholic District School Board, the Toronto District School Board and the Toronto Police Service about developing collaborative approaches and programs and resolving issues have been productive. Regular meetings of senior level staff of all three organizations as well as local divisional and school based staff development sessions have resulted in much progress.

In December of 2004, the Provincial Government announced the establishment of the Safe Schools Action Team to examine six issues:

1. Province wide school safety audits;
2. Security access devices;
3. Anti bullying hotline;
4. Province wide anti bullying programs;
5. Recommendations of the Robins' Report on the prevention of sexual misconduct in Ontario schools; and
6. Review of the "Safe Schools Act 2000".

The first part of the review undertaken by the Provincial Action Team was focussed on the area of Bullying and Bullying Prevention Programs. These consultations began in late March 2005 and concluded by the end of April. It is understood that recommendations have been forwarded to the Government Ministries for their review and response. Concurrently the Ministry of Education introduced a process to enable school boards to request Security Access Devices for schools, subsequently withdrew the program and recently re-introduced it. School boards were also requested to complete a School Safety Audit template in May 2005. The TDSB requested permission to defer this process to a later time due to the Work to Rule situation. Nevertheless this work is important and parallels the Work Group's discussions about the many challenges schools face regarding safety and security issues external to the school.

The next phase of the Provincial Action Team's work will focus on the parts of the Education Act and related Regulations that have commonly been referred to as the "Safe Schools" legislation. Preparatory work is commencing prior to the summer and consultations will continue into the fall.

The Work Group determined that it was very important to participate in the consultation process of the Provincial Action Team especially in matters involving policy or legislation where there would be opportunities to put forward recommendations from the Task Force and influence decision making particularly in areas where we (School Boards) do not have jurisdiction. The Chair of the Work Group wrote to the Chair of the Provincial Action Team requesting consultation and input. Staff and others from TDSB have subsequently been invited to participate in these consultations and present the concerns and points of view of the Work Group.

TDSB staff were also recently involved in the Toronto area consultation and the reference group meetings on Bullying and Bullying Prevention Programs.

No details are available at this time as to the consultation process on the review of the Robbins Report.

As a result of the deliberations and discussions of the Work Group, five themes emerged as follows:

Themes Identified By the Work Group

1. Programs for students
 - ◇ alternatives and prevention programs for younger students,
 - ◇ adequate funding and comprehensive strategy
2. Effective Communication – consistency and transparency
3. Issues of Policy/Procedures
 - ◇ including those of equity, fairness and due process
 - ◇ work with other levels of government to advocate for change
4. Research
5. Staff Development

In conclusion:

Initial recommendations of the Work Group are planned for June 2005. Additional recommendations proposed will be brought forward in August/September 2005.

SAFE AND COMPASSIONATE SCHOOLS TASK FORCE RECOMMENDATIONS (Non-Approved)

Updated: May 2005

Recommendations	Staff Response	Notes/Updates – May 2005
<p>Recommendation 5:2</p> <p>➤ That the task force recommends the Board appeal to the provincial government to repeal the <i>Safe Schools Act</i>.</p>	<ul style="list-style-type: none"> • Staff report that various individuals and groups have contacted the Ministry of Education re changes to existing legislation. • Staff have provided a synopsis of these suggested changes to the Safe Schools Advisory Work Group. • Staff recommend the Advisory Work Group take this forward to the PSSC for possible further action and submission to the Ministry of Education. 	<ul style="list-style-type: none"> • TDSB staff have been and will continue to be involved in the Ministry of Education's Provincial Safe Schools Action Team's consultation process.
<p>Recommendation 6:1</p> <p>➤ That all reference to zero tolerance be removed from all current and future Toronto District School Board (TDSB) internal and external documents.</p>	<ul style="list-style-type: none"> • Staff recommend the Advisory Work Group take this to PSSC as a recommendation for action. • Staff support this recommendation and have indicated such to the Safe Schools Advisory Work Group. 	
<p>Recommendation 8:1</p> <p>a) That TDSB administration be directed to collect and analyze data on expulsions and suspensions under the <i>Safe Schools Act</i> in order to monitor, prevent, and combat any discriminatory effect including students from racialized communities and students with disabilities. Consult with affected communities and the Ontario Human Rights Commission to establish appropriate guidelines on the collection and use of data.</p>	<ul style="list-style-type: none"> • Staff recommend this be included as part of the research proposals to be presented to Board in March 2005 regarding the collection of data – re race, gender, ethnicity, income, place of residence, etc. 	<ul style="list-style-type: none"> ➤ A Board Committee – Advisory Committee on Student Achievement and Equity is following up on this recommendation.
<p>b) That a researcher/statistician be designated to design an appropriate collection vehicle and database to</p>	<ul style="list-style-type: none"> • Action on this recommendation is related to 8:1 a) above. 	

<p>facilitate the collection and analysis of these statistics.</p>	<p>c) That the results become part of the school improvement process at both the Board and school levels.</p>	<ul style="list-style-type: none"> • Staff support any such data being used as part of the School Improvement Process. 	<p>➤ This is currently under discussion by the Safe Schools Work Group and Legal Services.</p>
<p>d) That a database capturing all information relevant to trespass letters, warnings, and other exclusionary documents and processes be created and maintained.</p>	<ul style="list-style-type: none"> • Staff recommend this matter be discussed by the Safe Schools Advisory Work Group and that consultation re specific actions take place with Legal Services. • Previously approved recommendation 11:6 d) is related to this recommendation. 	<ul style="list-style-type: none"> • Monthly reports on expulsions have been provided to Board as per the Board motion in May 2004. • Other reports (e.g., trespass) would be dependent on an approved policy for the collection and distribution of this information. See notes on previous recommendation 8:1, d). The development of a policy would be the responsibility of the Executive Superintendent – Information Services. 	<p>➤ Additional changes have been completed. It is anticipated that the integration with the new Data Warehouse will take place in September 2005.</p>
<p>e) That the data collected on expulsions, suspensions, trespass letters, warnings, and other exclusionary documents and processes be reported monthly to the Board of Trustees.</p>	<ul style="list-style-type: none"> • The first phase of changes was implemented in November 2004. • Additional changes are planned for development and implementation over the next year and are part of a plan developed by Organizational Development in consultation with Safe Schools. 	<ul style="list-style-type: none"> • Staff report: <ul style="list-style-type: none"> - There are currently 8 Safe Schools Advisors. - Attendance counsellors were reduced during Supervision. - The Building Bridges pilot project has added 12 Child and Youth Workers and 8 Community Support Workers to identified communities and schools. - The Inclusive Community Schools unit includes staff from Equity, Community Services, Safe Schools, Guidance, Human Rights. • Staff recommend further discussion by the Advisory 	<p>➤ The Safe Schools Work Group anticipate bringing recommendations forward in response to this.</p>
<p>f) That the Board of Trustees take action to ensure that the database connected to Safe Schools be upgraded as soon as possible to allow for accessible, accurate, and timely statistical data.</p>	<p>Recommendation 11.1</p> <p>➤ That the Board of Trustees redirect funds toward direct services to the schools and toward the creation of a new model that would include educators employed as safe school advisors, youth support workers, attendance counsellors, and other youth support positions to work collaboratively with the Equity, Human Rights, and Community Services Departments. The departments should be supervised by the superintendent of</p>	<ul style="list-style-type: none"> • Staff report: <ul style="list-style-type: none"> - There are currently 8 Safe Schools Advisors. - Attendance counsellors were reduced during Supervision. - The Building Bridges pilot project has added 12 Child and Youth Workers and 8 Community Support Workers to identified communities and schools. - The Inclusive Community Schools unit includes staff from Equity, Community Services, Safe Schools, Guidance, Human Rights. • Staff recommend further discussion by the Advisory 	<p>➤ The Safe Schools Work Group anticipate bringing recommendations forward in response to this.</p>

<p>equity and inner-city schools in an enlarged portfolio.</p>	<p>Work Group to determine specific recommendations it may wish to bring forward to PSSC to be included in the 2005-2006 budget process.</p>	
<p><u>Recommendation 11.2</u> b) That all staff involved in disciplinary actions within the <i>Safe Schools Policy</i> of the TDSB be trained in Equity and Human Rights policy implications for <i>Safe School Policy</i> implementation</p>	<ul style="list-style-type: none"> Completed and ongoing - central support staff (Safe Schools) received training in the Equity and Human Rights policy in the Spring 2004. For some, this was additional to training received previously. 	
<p>c) That training in cultural awareness, equity, and anti-racism for principals, vice-principals, teachers, and staff be scheduled as part of professional development.</p>	<ul style="list-style-type: none"> This is ongoing and already part of TDSB procedures. 	
<p>d) That there be careful selection of principals and staff by having principals and teachers apply and be interviewed as to suitability for specific schools.</p>	<ul style="list-style-type: none"> Staff recommend that the Advisory Work Group refer recommendations d), e) & f) to the Executive Superintendent, Employee Relations for review and reporting back. 	
<p>e) That the selection of principals relative to schools be done with the involvement of trustees.</p>		
<p>f) That every principal must have one year of special education training/experience.</p>		
<p>g) That the staff and teacher performance review process be expanded to include Safe Schools.</p>	<ul style="list-style-type: none"> The Teacher Performance Appraisal (TPA) process is not applicable to staff who are not teachers. Staff performance review procedures currently exist for staff in School Services. 	

<p>Recommendation 11.3</p> <p>a) That there be an immediate restoration of appropriate numbers of lunch room supervisors, child care workers, youth support workers, attendance counsellors, hall monitors, caretakers, community liaison workers, and educational assistants.</p>	<ul style="list-style-type: none"> • Staff recommend further discussion by the Advisory Work Group to determine specific recommendations it may wish to bring forward to PSSC to be included in the 2005-2006 budget process. 	
<p>b) That three professional development days be devoted to upgrading staff skills in classroom management and safe school policy implementation including best practices.</p>	<ul style="list-style-type: none"> • Professional development days are governed by legislation and negotiated contracts. • This has been referred to staff from Legal Services for discussion with union representatives. 	
<p>c) That each of the 500+ anti-bullying and preventative programs, apparently available to schools, be evaluated. That a menu of a much smaller number of programs be provided to all schools.</p>	<ul style="list-style-type: none"> • Work is currently underway in conjunction with staff from Research (Organizational Development), Guidance, and Safe Schools to identify and categorize the many programs and to begin to research their effectiveness. • An organizational and conceptual framework and program effectiveness report will be available in August 2005. 	<ul style="list-style-type: none"> ➤ Much of this work has been completed. A research framework has also been developed.
<p>d) That an evaluation of anti-bullying and preventative programs offered by community agencies be undertaken. That barriers to school/community agency linkages be identified and solutions developed to overcome these barriers.</p>	<ul style="list-style-type: none"> • This recommendation could be presented to the various agencies for their review and comment. • Any action would require the development of a project plan and the hiring of staff. 	
<p>e) That students who are trained in anti-bullying and other preventative programs be used as resources.</p>	<ul style="list-style-type: none"> • There are examples where this approach is used at the school level. • Currently TDSB is partnering in a pilot project with a community-based organization that employs a student leadership and train-the-trainer approach. • A second pilot project in partnership with a community agency in Scarborough is focussed specifically on training students in anti bullying and violence prevention. 	<ul style="list-style-type: none"> ➤ A successful pilot project involving 175 students in 6 schools will be expanded for the 2005 – 2006 school year. ➤ The second pilot project is a 3 year project in partnership with East Metro Youth Services.

<p>g) That staff and families be trained in anti-bullying programs.</p>	<ul style="list-style-type: none"> • Staff recommend this be considered by principals to share with School Councils as a possible local initiative as appropriate. 	
<p><u>Recommendation 11:4</u> That the TDSB appeal to the Ministry of Children and Youth Services to coordinate all school board/local organization partnerships with an emphasis on programs that focus on students returning to the school system.</p>	<ul style="list-style-type: none"> • Staff recommend that a letter be sent to the Ministers of Children and Youth Services and Education by the Chair of the Board. 	
<p><u>Recommendation 11:5</u> b) That the Board of Trustees immediately arrange to negotiate the funding of these programs by the Government of Ontario.</p>	<ul style="list-style-type: none"> • Staff recommend that a letter be sent to the Ministers of Children and Youth Services and Education by the Chair of the Board. 	
<p><u>Recommendation 11:6</u> a) That there be a thorough review of the expulsion procedures including the appeal process to make sure that everyone has a voice.</p>	<ul style="list-style-type: none"> • The hearing is a process that is required by law and must meet certain requirements. • Expulsion procedures are governed by the Statutory Powers and Procedures Act. Staff will refer this recommendation to Legal Services for their review and comment. 	<p>➤ Staff will be raising Recommendation 11:6 a), c), d), f) with the Provincial Safe Schools Action Team as part of the consultation process.</p>
<p>c) That TDSB policies be changed to require a review of mitigating factors when considering discretionary suspension/expulsion.</p>	<ul style="list-style-type: none"> • This is part of existing policy. • Current legislation requires all principals to consider mitigating factors when considering suspension / expulsion whether discretionary or mandatory. 	
<p>d) That appeals on suspensions must be heard within 48 hours.</p>	<ul style="list-style-type: none"> • This is not possible under present legislation. Legislation currently permits an appeal only after a full review has taken place. 	
<p>e) That there be reinstatement of special education classes in some locations.</p>	<ul style="list-style-type: none"> • More information and consultation with staff, particularly in Special Education, is required. This will be referred to the Executive Superintendent, Special Education for follow up. 	
<p>f) That there be no expulsions from kindergarten to grade three.</p>	<ul style="list-style-type: none"> • This would require a change to existing legislation. Staff report that there have been no expulsions given to students under the age of 11. As per 11:6 a), this will be 	

	forwarded to Legal Services for review.	
g) That no "informal" suspensions or expulsions without the appropriate paperwork be issued.	<ul style="list-style-type: none"> Staff currently do not support the concept of "informal suspensions". Principals who do such are legally liable for such action. Issuing "appropriate paperwork" would in fact be that required when issuing a formal suspension. Staff will prepare a memo to Superintendents of Education who will share and discuss with their Principals. 	
h) That the template used for suspensions or expulsions list the mitigating factors that administrators review when considering a suspension or expulsion.	<ul style="list-style-type: none"> The template "Consequences of Inappropriate Student Behaviour" does list the mitigating factors. The TDSB brochure "A Safe Learning Environment" also lists the mitigating factors as part of the chart. 	
j) That the student to be subjected to discipline be a party to his/her own hearing including his/her own representative.	<ul style="list-style-type: none"> Current procedures and policy require due process that directly addresses this issue. 	
k) That TDSB establishes a standing committee with permanent members for Expulsion Hearings and that the Toronto District Schools petition the provincial government to make these committee positions paid per diem.	<ul style="list-style-type: none"> Expulsion hearing procedures follow the Statutory Powers and Procedures Act. Trustees may wish to designate permanent members to the tribunal as governed by this Act. The issue of pay is one that the Board would have to address with the Ministry of Education. As per recommendations 11:6 a) and f), this will be referred to Legal Services for review. 	<ul style="list-style-type: none"> The Safe Schools Work Group have discussed this matter on several occasions and anticipate bringing recommendations forward.
<p><u>Recommendation 11:7</u></p> <p>That the Toronto District Schools establish a separate office for concerns and issues about Safe Schools (and other areas of community interaction) in the form of an ombudsperson office with staff who are funded by the TDSB, but report directly to the Chair's Committee of the Board of Trustees.</p>	<ul style="list-style-type: none"> Staff recommend that this be discussed and reviewed by Trustees as part of other similar discussions about a TDSB system-wide ombudsperson position. Additional staff allocations would be required to be included as part of the 2005-2006 budget process. 	

<p>Recommendation 11.8</p> <p>f) That the Safe and Compassionate Schools Working Group design a protocol on how the <i>Safe Schools Policy</i> is applied to special needs children.</p>	<ul style="list-style-type: none"> • A draft protocol has been under development during the past year and has been discussed / reviewed with Ministry of Education and Ministry of Labour staff. Once approved and presented to Executive Council, it will be implemented according to the staff development plan that accompanies the protocol – expected Spring 2005. 	<ul style="list-style-type: none"> ➤ New Procedures – Meeting and Responding to the Safety/Behavioural Needs of Students With Special Needs have been completed and are now in use. ➤ Staff development completed for Principals has taken place and will continue for new Administrators.
<p>g) That the Board of Trustees pressure the provincial government to modify the grants system for special needs students and students at risk.</p>	<ul style="list-style-type: none"> • Staff support a Trustee / Board initiative in this area. 	
<p>i) That the Safe Schools Department ensures that school administrators access translation services available to parents and students.</p>	<ul style="list-style-type: none"> ➤ Individual school principals are responsible for accessing translation services according to TDSB policy and procedures. Safe Schools staff will consult with and support Principal on this matter. 	
<p>j) That the Safe Schools Department and the Equity Department immediately create a communications strategy to outreach effectively to communities that feel most disenfranchised by the <i>Safe Schools Policy</i>.</p>	<ul style="list-style-type: none"> • This recommendation can be considered as part of the action underway regarding already approved recommendations 7:1 d), 11:2, 11:6 h), 11:8 b). 	
<p>k) That the TDSB ensure that all Grade 7-12 students have drug abuse courses and opportunities for counselling as part of the curriculum.</p>	<ul style="list-style-type: none"> • Drug Awareness and substance use issues are presently part of the Health & Physical Education curriculum up to grade 10. • Staff recommend further consultation between the Safe Schools Advisory Work Group and staff from Health & Physical Education. 	
<p>Recommendation 11.9</p> <p>That the Safe and Compassionate Schools Working Group collaborate with appropriate Board committees to identify ways study support can be given to students after school hours.</p>	<ul style="list-style-type: none"> • Staff recommend that support and assistance be provided to already existing initiatives in this area. • Staff are currently working to increase funding and support in this area. 	

Members of the Safe and Compassionate Schools Work Group

Mari Rutka	Trustee, Safe Schools Work Group Chair
Patsy Agard	Oakwood CI, SW
Gary Anandasangaree	CTE
Tony Brown	Legal Services
Bill Byrd	Safe Schools, SW
Bruce Cameron	School Services, Central
Floydeen Charles-Fridal	Parent Community Network
Gerry Connelly	Associate Director, TDSB
Karen Forbes	Special Education
Norm Forman	Safe Schools Task Force
Howard Goodman	Trustee
Jeff Kendall	Executive Assistant, Office of the Chair
Susan Manning	Senior Manager, Organizational Development
Bill McLeod	Safe Schools, SE
Dedric Nelson	YMCA
Dudley Paul	Essex Public School Jr. and Sr. and Hawthorne II Bilingual Alternative, SW
André Patterson	Downsview P.S., NW
Dave Rowan	Special Education; Support Services, Central
Patrick Rutledge	Trustee
Lesa Semcesen	North Kipling, NW
David Shory	Trustee
Mario Sirois	Bowmore Public School Jr. & Sr., SE
Donna-Dale Smith	L'Amoreaux Collegiate Institute, NE
Jim Spyropoulos	Newtonbrook, NE
Nancy White	Westview Centennial Secondary School, NW

Toronto District School Board

Resolution of the Toronto District School Board

August 31, 2005

Safe and Compassionate Schools Workgroup (06-05-0772)

The Board decided:

- (a) That the report of the Safe and Compassionate Schools Workgroup be received;
- (b) That there be an increase in the number and availability of alternative programs;
- (c) That an additional \$339,432 (\$169,716 per year including benefits) be considered to create a senior staff, two-year term position to provide leadership and to develop and initiate a system wide plan for alternative programs that would include an outline of effective models, suitable locations, and students to be served;
- (d) That as part of the School Services Business Budget Plan the following be considered:
 - (i) an additional \$77,000 (includes benefits) be considered as part of the budget process to develop and reinstitute the position of School Court Liaison Worker and the School Court Liaison program;
 - (ii) an additional \$200,000 be considered as part of the budget process to provide for as many alternative programs and short- and longer-term alternative to suspension options and additional programs to support elementary-aged children especially those with challenging behaviour which presents a safety risk, be developed and implemented as soon as possible;
 - (iii) an additional \$114,500 (including benefits) be considered as part of the budget process for a Safe Schools administrator or other staff position (to be determined) whose duties would include working with principals on school based prevention and intervention measures; providing staff development for principals, provide intensive support and transitional assistance to students, assisting in the coordination of local alternative to suspension options and supporting the development of the School Court Liaison Program;
- (e) That the TDSB Placement Centre be established as a permanent centre and that there be special support and attention focused on students who have been involved with the criminal justice system or who have been suspended or expelled and who require assistance and/or specialized placements
- (f) That all references to "zero tolerance" in the Board's Safe Schools documents be deleted;
- (g) That the following be referred for consideration in the 2005-06 budget process:

Toronto District School Board

Resolution of the Toronto District School Board

- (iv) That \$600,000 be added to the budget for interpretation and translation;
- (v) That \$800,000 be added to the budget for lunchroom supervisors.