



Date of Meeting: 2020 Jan 07

Item #: 6.0

<b>REPORT TO:</b>	<input type="checkbox"/> Administrative Council <input checked="" type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
<b>TITLE OF REPORT:</b>	Operational Plan Update – Equity
<b>PRESENTED BY:</b> <i>(list ONLY those attending the meeting)</i>	Andrew Canham, Superintendent of Student Achievement Sheila Powell, Superintendent of Student Achievement Doriana Rosati, System Principal
<b>PRESENTED FOR:</b>	<input type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input checked="" type="checkbox"/> Information
<b>Recommendation(s):</b> <i>(only required when presented for approval)</i>	
<b>Purpose:</b>	To share the Operational Plan – Equity update, specific to the goal of reducing suspension rates, with the Program and School Services Advisory Committee.
<b>Content:</b>	The component of the TVDSB Operational Plan specific to Equity has three goals. The focus of the presentation will be the second goal, “to reduce overall suspensions rates with a focus on students with an Individual Education Plan”.
<b>Cost/Savings:</b>	
<b>Timeline:</b>	
<b>Communications:</b>	
<b>Appendices:</b>	<b>Appendix A: Operational Plan Update – Equity</b>

**Strategic Priority Area(s):**

<b>Relationships:</b>	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners.
	<input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
	<input type="checkbox"/> Create opportunities for collaboration and partnerships.
<b>Equity and Diversity:</b>	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students.
	<input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported.
	<input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
<b>Achievement and Well-Being:</b>	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
	<input type="checkbox"/> Staff will demonstrate excellence in instructional practices.
	<input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised June 2019



# Operational Plan EQUITY UPDATE

Program and School Services Advisory Committee Meeting  
January 7, 2020

# Strategic Priorities, 2018-2021

## **ACHIEVEMENT AND WELL-BEING**

We engage in innovative learning experiences that promote excellence in student achievement and well-being

## **EQUITY AND DIVERSITY**

We provide an equitable and inclusive environment that champions learning opportunities for all

## **RELATIONSHIPS**

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture

**Create equitable  
and inclusive  
learning and work  
environments for  
students and staff**

# Equity

## **Targeted Outcomes:**

Increase student response rate on the School Climate survey

Complete and share School Climate plan

Complete and share plan to address barriers to workplace equity and inclusion

Reduce suspension rates with a focus on students with an Individual Education Plan

## **Goal One:**

**To improve school climate**

## **Goal Two:**

**To reduce overall suspension rates with a focus on students with an Individual Education Plan (IEP)**

## **Goal Three:**

**To address barriers to workplace equity and inclusion for staff**

# Supporting Positive Student Behaviour

- Focus on fostering supportive school and learning environments for students
- Proactive planning
- Tiered responses
- Progressive discipline when behaviors persist

# Planning for Positive Outcomes

## Key Elements of Planning:

- School data (e.g. school climate)
- Stakeholder engagement in planning and implementation
- Safe & Inclusive Schools Plan:  
Safe Schools Action Plan blended with  
Bullying + Prevention Intervention Plan
- Resources to support Safe Schools
- Communication – common language and transparency

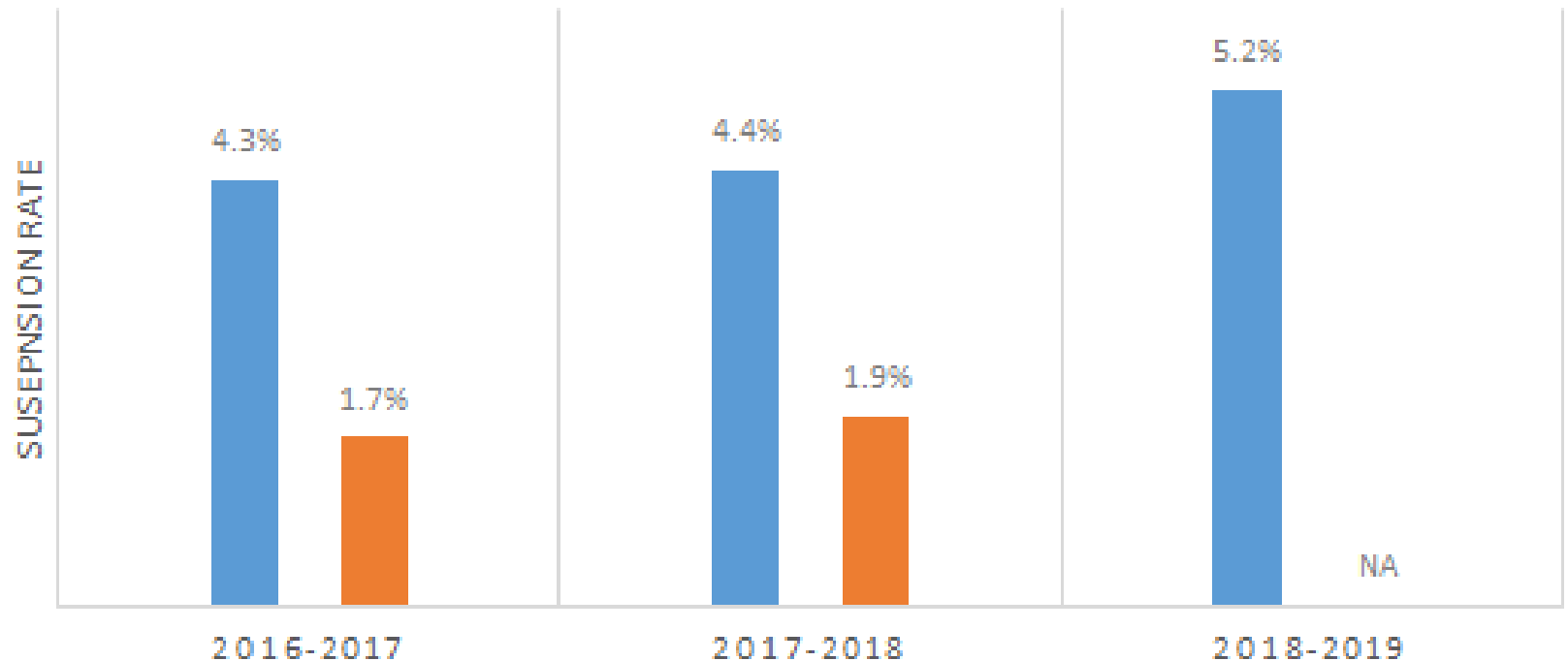
# Administrator Considerations for Progressive Discipline

Administrator considerations for progressive discipline:

- the need to ensure the safety and well-being of all students and staff;
- the need to establish consequences linked to the school Code of Conduct;
- the varying needs of a range of stakeholders.

## ELEMENTARY SUSPENSION RATES

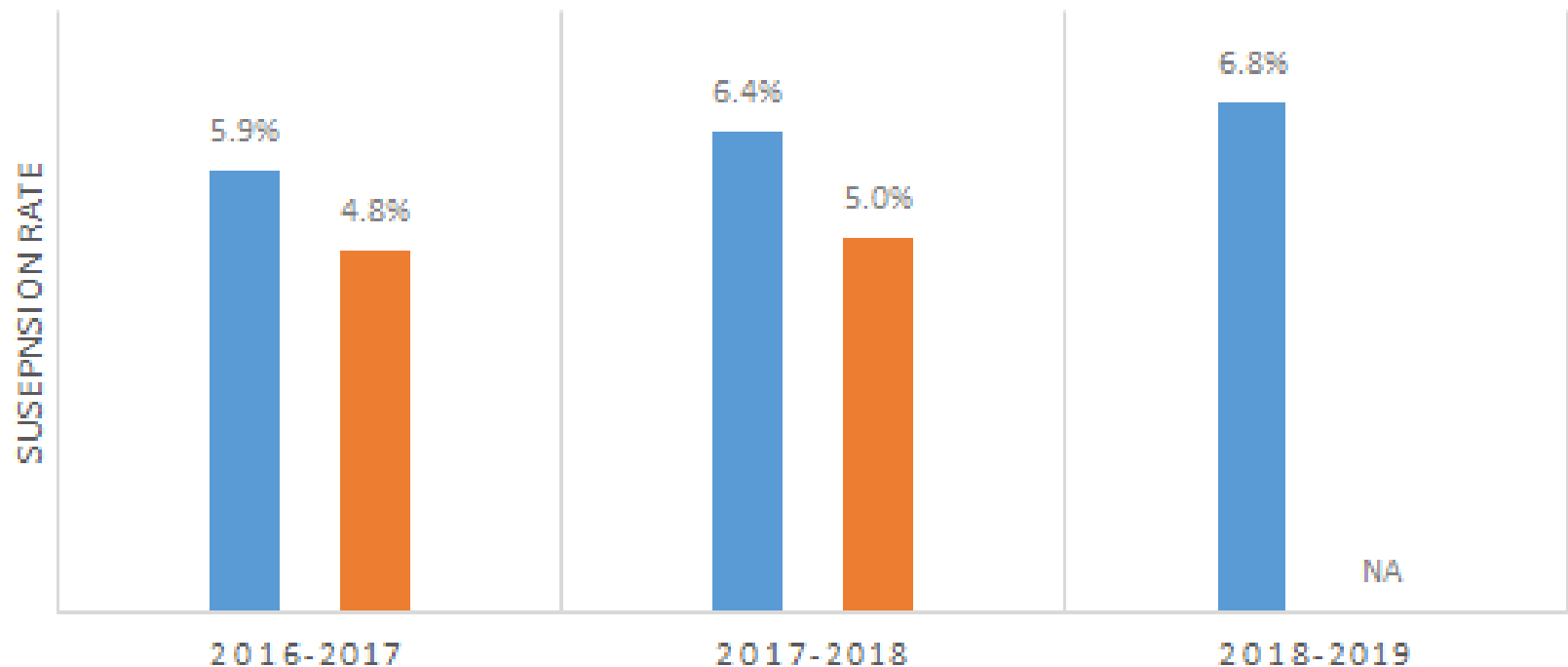
■ TVDSB ■ Provincial





## SECONDARY SUSPENSION RATES

■ TVDSB ■ Provincial



# Suspension Research

- *“For some students, suspensions have little or no impact on changing behaviour”.<sup>1</sup>*
- *“Suspensions may be linked to decreases in engagement, achievement levels and course completion”.<sup>2,3</sup>*

1 Chin J.K., Dowdy, E., Jimerson, S.R., & Rime, W.J. (2012) Alternatives to suspensions: Rationale and recommendations. *Journal of School Violence*, 11, 156-173.

2 Cholewa, B., Hull, M.F., Babcock, C.R., & Smith, A.D. (2017) Predictors and academic outcomes associated with in-school suspension. *School Psychology Quarterly*, 33(2), 191-199.

3 Chu, E.M., & Ready, D.D. (2018) Exclusion and urban public high schools: Short- and long-term consequences of school suspensions. *American Journal of Education*, 124, 479-509.

# Suspensions for Students with Individual Education Plans

- Approximately half of the suspensions in the TVDSB (elementary and secondary) are for students with special needs.
- The majority of these suspensions are for
  - Students with no designated exceptionality, or
  - Students identified with a Behaviour exceptionality.

# Strategies to Support Student Behaviour and Next Steps

- Administrator / Superintendent tracking of all suspensions
- Superintendent follow-up conversations with administrators
  - As deemed necessary
- Professional Learning Sessions for Administrators
  - Late January / early February
- Ongoing professional learning
  - For all staff and administrators

# Strategies to Support Student Behaviour and Next Steps

- Work with new administrators to understand the process for suspensions and expulsions
- Collaboration with Research and Assessment to understand patterns in TVDSB suspension data
- Launch of the Student Behaviour Toolkit for Educators
- Trauma Sensitive Schools Learning Series
- Summer Institute – Alternatives to Suspensions