

EMBRACE LEARNING



Specialized Services
Action Plan
2018-2019 FINAL



Specialized Services Action Plan 2018-2019

Initiative	Goal / Objective	Action / Strategy	Monitoring/Measurement	Timeline	Evaluation / Results	Next Steps
Effective IEPs	Build capacity of schools to leverage the IEP as a gap closing document.	Develop a planning framework to guide program planning and IEP development. Use planning framework to drive IEP development focused on specific accommodations, gap closing and monitoring conversations in SERT FOS and PLCs	IEP Placemat developed and introduced in Consultant Council and SERT FOS meetings PLCs and/or team planning sessions facilitated by Consultants and Itinerant Teachers in 21 elementary schools Sample two 2017-2018 IEPs alongside updated 2018-2019 IEPs per school	September 2018 February 2018 April 2018	IEP Placemat developed IEP Placemat shared in the following ways: - Consultant Council (October 2018) - SERT FOS Meetings (scheduled every 4-6 weeks, IEP learning planned each time) - Admin Update Memo Fall and Winter Editions - Posted in Professional Learning Site on Our Dock - SEAC Presentation (March 2019) - NTIP Orientation PLCs and/or team planning sessions - Consultants and Itinerant Teachers actively engaged in this, both upon request and selected schools (more than 21 schools)	Self selected PD module for IEPs Develop a self reflection tool (ex continuum, use the tabs, focus on various aspect of the IEP) Focus on principal learning (ex. offer consultants as thinking partner when reading IEPs in first 30 days)
	Enhance parent/guardian understanding of IEPs.	Develop video to support shared understanding of IEPs.	Video developed and shared on public site.	December 2018	Annual Report IEP Survey Video - available online DIS-PIC presentation in January 2019 Filmed series of 3 informational/parent engagement videos - What is an IEP - The important role parents plan in the IEP process - What to do if you have questions about your child's IEP Videos requires final edit	Share with SEAC at October meeting Post on public site and roll out in Fall 2019

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	Build capacity of schools to leverage the Transition Plan as an effective planning tool to support student learning.	Improve documentation of effective transition planning actions in the IEP.	Success criteria developed and shared Transition Plan screencastify created and shared on Professional Learning site Sample one 2017-2018 Transition Plan alongside newly developed 2018-2019 Transition Plan per school	February 2019 February 2019 June 2019	Analysis of random sample of Transition Plans completed to determine strengths and opportunities for growth. Board trends identified, ministry documents analyzed. TLDSB Transition Planning Document developed.	Roll out in 2019-2020
Assistive Technology	Build teacher capacity for embedding assistive technology (AT) use in Edwin classrooms	Develop class profiles to document student AT accommodation needs in elementary Edwin classrooms	Class profiles developed	October 2018	Consultant supported teachers to review student needs and develop class profiles (Fall 2018) AT plan developed for every SEA student to inform reclamation process (November 2018) SEA devices reclaimed and reissued to other students/needs; parents received communication from Jennifer Johnston; IEPs updated to indicate Edwin is device in place to serve needs	Continue process in 2019-2020 for new Edwin classes
		Improve documentation of specific AT accommodations in the IEP through teacher learning	Success criteria developed and shared Sample 15 2017-2018 IEPs alongside updated 2018-2019 IEPs	January 2019	Discussed at FOS SERT meetings.	Consultants will continue IEP work, not just specific to AT.
		Leverage leadership of Edwin classroom teachers and students to promote effectiveness of specific and embedded AT accommodations on student learning.	Information shared in brochure or video format.	May 2019	Action postponed	
Effective and Responsive Interventions	Review use of Lexia as a supplemental reading intervention	Review and update Lexia licence request process	Lexia licence request process revised and implemented Lexia memo delivered	October 2018	Complete	
		Initiate process for schools to select candidates to participate in the program and document learning journey	Increase board-wide usage from 23% to 75% Increase board-wide "performance on target" from 3% to 50%	October 2018	There is a trend of increase in board-wide usage; however week by week usage is variable. Performance predictor not strong due to usage variability.	

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		Communicate and enact strategies for successful Lexia implementation.	Consultant support provided through FOS model	June 2019	Implementation discussed in SERT FOS. Consultant support provided to schools.	
	Pilot Empower Reading as an intensive decoding intervention	Conduct teacher training in 9 schools	Teacher training and mentoring complete	June 2019	10 teachers trained bringing our TLDSB total of trained Empower teachers to 11.	
		Select 4-6 candidates to participate in the program in each school and document learning journey	IEP documentation guidelines shared Pre/Post F&P assessment	September 2018 June 2019	Empower data collected, IEPs reflect Empower. 49 students completed the program across 10 schools. Per F&P pre and post assessments, 1 student moved 4 grade levels in reading. Of the remaining students: 16.3% moved 3 grade levels; 30.2% moved 2 grade levels; 30.2% moved 1 grade level; 20.9% moved less than one full grade level	
	Identify effective strategies to support math fundamentals learning for students with special education needs	Conduct literature review (psych eds and special education consultants)	Literature review findings shared with Consultant Council	December 2018	A meeting with consultants responsible for math curriculum and all Psych-Eds took place in order to align messaging and share resources. Presentations were delivered at Consultants Council and 2 elementary schools.	Plans to continue with regular communication with curriculum consultants for planning and to ensure alignment. Math presentations will be available for school staff upon request.
		Revise and update <i>Learning Disabilities - Math</i> resource	Updated resource shared with Consultant Council	December 2018	Action postponed.	
		Draft math resources to support effective math instruction for students with intellectual disabilities	Resources shared in draft format with Consultant Council	June 2019	Slide deck including recent research and resources for struggling math learners developed and shared at Consultant Council. Consultants shared expectations and research provided from the Ministry.	Planning for continued collaboration for 2019/2020.

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	Evaluate impact of explicit social skills instruction for students with autism spectrum disorders.	Continue implementation of Milo (Robots4Autism) curriculum.	Update shared at BIRT meeting	June 2019	37 students received direct instruction from the Itinerant Teacher using Milo curriculum. Calm down and emotional regulation were most used modules. Successful generalization of skills documented. Robots4Autism supported us in preparing an executive summary of our journey. Presented our implementation story at CSBC July 2019.	Plan for Phase 2 of implementation.
		Pilot Model Me Kids curriculum (Itinerant Teachers for ASD/Behaviour)	Results shared at BIRT meeting	June 2019	Curriculum purchased. Implementation pending.	Plan for implementation.
		Pilot Second Step curriculum (Itinerant Teachers for ASD/Behaviour)	Results shared at BIRT meeting	June 2019	Curriculum purchased. Itinerant Teachers supported class-wide and small group implementation in 7 schools (12 classes in total).	Plan for continued implementation
	Review use of adaptive equipment (e.g. sensory) to support student learning	Review and update process for requesting adaptive equipment for individuals or groups of students	Adaptive equipment request process revised and implemented Adaptive equipment memo delivered	November 2018	Process reviewed and revised.	Process needs to be communicated Fall 2019
		Collaborate with school based rehabilitation services partners to develop a resource to support schools to implement effective core and supplemental OT programs and services	Resource developed	March 2019	Action postponed.	
		Communicate and enact strategies for successful adaptive equipment use	Consultant and itinerant teacher support provided through FOS model	June 2019	Action postponed.	
Enhancing Service Delivery	Review and improve Special Equipment Amount (SEA) request process	Revise referral forms	Forms revised	October 2018	Forms and process revised.	Forms and process needs to be communicated Fall 2019
		Leverage Clevr as workflow solution for SEA requests	Clevr workflow initiated and communicated to schools	November 2018	Action postponed.	
	Review and improve external assessment review process	Review and revise process	Form and process revised	October 2018	Form and process revised.	

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		Leverage Clevr as workflow solution for external assessment consultations and for documenting the outcome of these consultations	Clevr workflow initiated and communicated to schools	November 2018	Clevr form complete.	Roll out Fall 2019.
	Review and improve Behaviour Intervention Resource Team (BIRT) referral process	Revise referral forms	Forms revised	September 2018	Referral form revised.	
		Leverage Clevr as workflow solution for BIRT referrals and for documenting BIRT case notes	Clevr workflow initiated and communicated to schools	December 2018	Clevr form complete.	Roll out on hold pending 2019-2020 staffing.
	Review and improve process for referring for psych ed or speech language services and managing wait lists	Leverage Clevr as workflow solution for all referrals (e.g. consultations, SLP/CDA streamed services and psych ed assessments) and for documenting the status of these referrals	Clevr workflows initiated and communicated to schools	January 2019	Action postponed.	Revisit needs 2019-2020
	Review and improve system class application process	Review and revise applications	Application updated	February 2019	Application updated.	
		Leverage Clevr as workflow solution for system class applications and for documenting the outcome of these applications	Clevr workflow initiated and communicated to schools	February 2019	Clevr form complete.	Roll out to take place 2019-2020
	Implement new referral process to access School Based Rehabilitation Services	Collaborate with Children's Treatment Centres to ensure an effective transition of services from the LHIN to the CTCs.	New referral process communicated and implemented	December 2018 (Muskoka) January 2019 (KL/Haliburton)	Referral process communicated and implemented	
	Refine participation in Coordinated Service Planning (CSP) process	Continue to collaborate with the Network Advisory Council to ensure CSP process is implemented smoothly.	Monthly meetings attended	August 2019	Superintendent involved with monthly meetings	
		Clarify and communicate the school's role as a participant in the CSP process.	Role clarified with SPOC Coordinators Memo delivered SERT learning held in FOS	November 2018 November 2018 June 2019	Process communicated	

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Special Education Plan Review	Align TLDSB Special Education Plan with Ministry standards and current practices	Review and update all sections of the TLDSB Special Education Plan in consultation with SEAC, Special Education Council and Consultant Council	All sections updated and posted online Consultation occurred with SEAC, Special Education Council and Consultant Council Special Education Plan Checklist submitted to the Ministry of Education.	July 2019	SEAC and Special Education Council consulted. All sections reviewed and updated. Special Education Plan posted on public site	
Psych -Ed Assessment - Prioritizing students accessing system class placements.	Complete all pending assessments for students currently enrolled in system classes who did not have an assessment previously. Additionally prioritize those awaiting available spots.	Senior Manager and Psych-eds met, reviewed and allocated these assessments to ensure immediate completion. This will include a model review.	Frequent review of continuous intake chart and discussions with Jennifer Johnston regarding potential additions. Formal review to take place in December to determine where we are at.	December 2018	All pending assessments for current students were completed. Students being considered for future placements have been placed on assessment waitlist for 2019/2020.	Continued review of continuous intake chart and discussion with Jennifer Johnston regarding potential additions.
Coaching Class Inquiry	Complete targeted assessment and data collection relating to academic achievement and social emotional wellbeing of coaching class students (previous and current) and link this information to evidence based programs and best practices in teaching and learning.	O.S.R and Powerschool review, Observations and assessment (BASC 2, Brief and Resilience Scale) for current students. Administration of questionnaires to school teams and parents (BASC, BRIEF and Resilience Scale). Review of data from coaching class graduates and interviews. Disseminate data and correlate with best practices and understanding in teaching and learning, self regulation and mental health. Reports to be provided and fed back to parents/staff.	Identifying patterns, making links to curriculum and creating a resource (such as a handbook) to promote consistency amongst coaching classrooms across the board. "Review 360" will be utilized for teachers to input, track and monitor data and access whole lesson plans and ways to teach and evaluate SEL skills.	December 2018	Assessments complete with coaching class students, teachers and families Data reviewed and analyzed; trends determined Presentation outlining trends and themes created	Senior Manager of Psychological and Speech and Language Services to share results with Director's Council, with Department of Specialized Services and with the Coaching Class teachers to devise a plan for development of best practices based on the data.
Kindergarten Screening SLP	Determine potential students for future CDA support and SLP assessment and agency partner involvement.	Each SLP to screen 100 Kindergarten students in June 2019 to inform future intervention. Students to be identified by classroom teachers (criteria to be identified by SLPs).		Ongoing	First screen to occur in September 2019. Muskoka to pilot external provider assessment for JK's (One Kids Place)	

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SIT Meeting Reboot	Reviewing and revising current practices in SIT meetings to include check ins specific to previously assessed students to evaluate recommendations. Re-branding SIT meetings--moving towards more of a problem-solving model, rather than an "assessment approval meeting."	Google Meet sessions as needed as opposed to 1-2 meetings every year? Ensuring 1 meeting is dedicated specifically to checking in on previous students and evaluating recommendations. Completion of a "SIT Kit" for Psych-eds to have at the ready if more or new recommendations are required.	Long term - do we have less numbers of students being re-referred to the SIT team for discussion?	June 2019	Plans to continue with current model of 1 to 2 "traditional" style SIT meetings for 2019 (SLP, Psych Ed, SSAC, Consultant). Opportunities for role specific meetings will also be offered. Senior Manager of Psychological and Speech and Language Services met with the Special Education Council Working Group 3 times to obtain feedback about the development of SERT kits. Various assessments were reviewed such as the Vanderbilt, an anxiety screen, ALSUP, Activated Learning screen, achievement testing and a Neurocognitive screen. We also piloted the Canadian Cognitive Abilities Test C-CAT as part of our SERT kit thinking.	Training to take place for SERTS to administer assessments for 2019/2020.
Collaborative Math Focus	Extend SERT, class teacher, student and parent knowledge around math LD and math wellbeing	Collaborate with IL's and curriculum consultants to plan and administer PD opportunities for SERTS, parents, classroom teachers focused on math achievement. Support development of specific learning expectations and associated teaching strategies/interventions.	Support development of specific learning expectations and associated teaching strategies/interventions.	Ongoing	Materials developed.	Plan for continued implementation in 2019-2020
SLP/CDA Programming	Addition of four Communicative Disorders Assistants (CDAs).	System wide development of 3 streams of SLP Services including direct CDA therapy (group and individual) for non verbal students, oral language intervention as well as comprehensive assessments. Development of a new referral process/assessment process as well as the development of a block system approach.	Data collection to compare number of students who access SLP supports with the model as compared to previous years. Charting regular supervision for CDA's by Speech paths.	June, 2018	The number of students supported with either SLP or SLP/CDA services has doubled in most instances and tripled in others. Goals have been documented and have indicated that 973 students achieved their therapeutic goals with 306 in progress. 3 CDA's completed 3 blocks of therapy and 1 completed 2 (due to reduced staffing midyear).	Continued implementation and monitoring

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Mental Health Capacity Building	Teachers, administrators and students who have a leadership role, have opportunity to learn Mental Health First Aid	Training in MHFA will be offered with support from the SSAC team; up to 6 sessions will be offered in the 18-19 school year	data reflecting location, role, and numbers will be collected throughout the year	August 2019	Mental Health First Aid for those who work with Youth was offered 7 times between July 2018 and July 2019: A total of 108 participants with 23 representing the Secondary Sector, 29 representing the Elementary Sector, 15 representing the Alternative Education sector, 13 representing Vice/Principals and 25 individuals not identified with a sector.	Continue to offer capacity building opportunities related to Mental Health First Aid, Mental Health Literacy and Tier 1 responses to TLDSB staff ad students in alignment with the Mental Health Strategic Action Plan.
	MH Champions, Active Living Leads and working groups in Secondary Schools will have an action plan that includes youth engagement and capacity building in mental health and the reduction of stigma	Meet with each working group to share resources and strategies aimed to reinforce efforts in place already and to build further capacity; this action/strategy will be supported by the SSAC in each high school. Resources will be shared in a team folder so that each working group has access to this information.	A communication strategy and action sharing strategy will be encouraged through use of google drive; status of Jack.org chapter at FFSS and BMLSS will be reviewed; status of Elephant in the Room at FFSS, HHSS, and LCVI will be reviewed and at least one more HS will decide to launch the Elephant in Room Campaign or a Jack.org chapter	Meeting with working groups to occur prior to January; resource folder to be built and developed in October/November; evidence of capacity building will be generated through the use of an emoji type survey of the SS students twice per school year	A communication strategy and action sharing strategy was introduced through the Mental Health Working Group. There was little response from Secondary Working Groups; the exception being those groups that were represented at the Mental Health Working Group. A strategy folder was initiated and it was populated by those in the Working group. At least one Secondary School utilized the updated Jack.org campaign (5 in 5); all Secondary Schools initiated awareness initiatives during the Mental Health Awareness Week in May 2019.	
	Incorporate opportunities to support psychologically healthy workplaces in TLDSB	Research other agencies/boards for well being workshops /series/promotion and develop TLDSB series; plan to deliver at at least one workshop in all locales	MH Champions will help inform the nature of the workshop series and at least one workshop will be delivered with the support of youth and SSAC in each SS locale before June 2019	June 2019	1 Workshop was delivered by Manager on Nov. 23 with a focus on Mental Health and WellBeing with Feed all four incorporated; a total of 50 employee participants; workshop feedback positive. 1 Workshop was delivered by SSAC staff on April 5 to the Custodian group; a total of over 100 employee participants; workshop feedback was positive.	

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Suicide Response	Practice approach (critical incidence protocol) to be updated to include policies and resources from our community partners	Family Connexions to be contacted for their information; final draft to be reviewed and presented at Directors Council	A final approved protocol with all updates will be in the system by January 2019	January 2019	Internal protocol completed	
	The # of suicide interventions will be tracked through Powerschool	SSAC staff will enter into powerschool whenever they are called to intervene with a student who is at risk of suicide; these numbers will be reviewed as needed with the SS admin team	Powerschool numbers will be reviewed quarterly	Nov, March, June	The number of suicide interventions was tracked through Powerschool; the data was largely quantitative; In the Secondary system, for the 2018-2019 school year, SSAC staff responded to 93 expressions of suicide ideation. Of particular note, in the elementary system, SSAC staff responded to more than 120 expressions of suicide ideation. In total, in 2018-2019, there were 226 responses documented in Powerschool.	
Internal Referral and Service Process	Administrators will be clear as to the process when they refer to internal services across the Specialized Services Team and by the end of the school year, they will have a clear picture of our TLDSB MH data	An internal referral pathway will be developed; reasons for referrals will be determined; a clear understanding of consent to services will be reflected on all internal referral documents; administrators will know when staff can respond, what they can expect from staff, and when the service has been completed;	Monitoring will be done through the CLEVR system; consideration of an Integrated Referral system for specialized services (examples: indirect consultation, direct consultation, assessment, service intervention)	CLEVR Documents to be in place by June 2019; Referral infograph/pathways to be completed by March 2019	Referral infograph/pathways for secondary system has been completed. Data has been reported to the Ministry with respect to the Secondary system. Quantitative data collected through CLEVR and manually; by SSAC staff.	

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Attendance	An attendance campaign strategy will be developed for TLDSB and supported by the SSAC team; one that is reflective of the data trends over the past five years http://www.heretoolkit.com/wp-content/uploads/2017/03/HERE_Campaign-Guidebook_NOEL.pdf example	Review the data on attendance from 2014-15 onwards; and mine breakdown by gender, age, and location. Consult with mental health leads and youth engagement committees around the reasons for absentism and incorporate these ideas into the attendance campaign. Work with ideas such as the "I'm here" campaign and adapt to TLDSB; budget to be determined.	An attendance campaign and strategy will be in place by the end of the school year. Monitoring and measurement will be through the data warehouse to see if changes in trends; a measurement tool will also include details around where and how the campaign will be supported by the SSAC team and these details will be monitored.	Data review by December 2018; Consultation with students and champions will occur between November 2018 and February 2019; Campaign decision around "I'm here" will be made by Feb 2019; engagement of drama/arts departments will be considered by the SSAC working group and decisions here will be made by March 2019 and communicated to these departments for consideration	I'm here campaign - posters, buttons, and postcards ready for distribution to schools; learning opportunity to be made available to Principals at August 2019 Principals retreat; folder with attendance support strategies to be made available to stakeholders.	Continue to promote the campaign; initiate a training resource for the implementation of the MISA dashboard tool in PowerSchool.
Resources for those who respond to Critical Incidences	Each locale will have an updated 'toolkit' that they are able to access when responding to high level crises and/or critical incidences. These toolkits will be accessible to administrators, SSAC staff and specialized services full team	Review/research what is in place already; review/research location of kits and accessibility of kits; update kits with relevant material and build out communication plan that includes SSAC	All administrative staff and SSAC team will have knowledge of these kits and will know how to access them	SSAC working group will review in Nov and Jan and will identify what updates are needed; a plan to obtain these resources will be developed in Feb and full toolkit will be ready for review by March and communicated to administrators by May	SSAC and Stakeholder groups continue to work on 'Pathways to Support' documentation for each service area. A toolkit was not identified as the needed resource with respect to Critical Incidences. What was identified is that access to 'Tip' sheets would be helpful....'how to respond to grief'.	Action ongoing; carried over for 2019-2020.

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<p>Individual and Group services will be available for students in all TLDSB schools</p>	<p>SSAC and manager will ensure that individual and group services are developmentally appropriate and evidence linked;</p>	<p>Mapping of Tier 1, 2 and 3 se</p>	<p>Baseline currently reflects 14 schools using Tree of Life, 1 school using SNAP, Roots of Empathy in 41 schools, Young Warriors in 14 schools ; will monitor to ensure that this does not drop more than 10%; baseline data will be collected for individual services once CLEVR is fully operational.</p>	<p>ongoing monitoring and data review in January and June Research will be completed by June 2019 and recommendations around differential services will be considered</p>	<p>A mapping of Tier services reflects that Muskoka area schools have access to a greater number of group services. CMHA offers Tree of Life programs, YWCA offers Girlz unplugged and Quest programs. In Haliburton, the YWCA also offers Girlz Unplugged to Archie Stouffer. These services are not available in CKL. Roots of Empathy was offered in 19 schools. Baseline data from previous year incorrect as there are not 41 facilitators. MMA ran two courses in Haliburton Secondary. Young Warriors ran in 12 schools. Research results for Young Warriors is anticipated in August 2019. Measures included resiliency scores and Chexi (The CHEXI is a rating instruments for parents and teachers that has been developed for measuring executive functioning in children age 4-12). Results of internal board scan indicate that there is a need for increased classroom based group (ie Stress Lessons) in the elementary system and increased evidence based intervention in both elementary and secondary. The BRISC model was piloted with success in Fenelon Falls Secondary, Huntsville Secondary, and with 4 grade 7/8 students. This is a brief solution focused model introduced though SMHO.</p>	

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Safe and Accepting/ Wellbeing	Classroom Culture If we have a FA4 Classroom Community... then students will have.. enhanced mental and physical health positive sense of self and belonging the skills to make positive choices quality learning environment	Devise the "look-fors" and measurement tools with staff	Monitoring school measurement	ongoing monitoring; mid-year review; completed by June 2019	Classroom Culture/ Expectations presentation developed and to be rolled out to Administration at the August Meeting. Presentation for Principal use at Staff meeting related to the importance of creating classroom culture and norms to be made available to all Administrators; supporting resources and topics for staff meeting discussion related to Wellbeing, Self-Regulation, Social Emotional Learning, The Classroom Environment prepared complete and to be made accessible.	Share information at Administrators Meeting; Share Classroom Culture and Community Team Drive with all Administrators; continue to source and make available meaningful and supportive resources for establishing classroom norms and classroom community.
	Design Google Classroom Feed All Four resource	Professional learning website under construction	"Test" site established for February 2019; final website complete in June 2019	"Test" site established for February 2019; final website complete in June 2019	Action extended into 2019-2020	
	Assist schools with sharing their classroom culture stories and networking learning	Use of social media, board website and newsletters	System established	ongoing monitoring; mid-year review; completed by June 2019	Action extended into 2019-2020	Roll out networking options and promote sharing in alignment with the release of resources in 2019-2020
	Update the TLDSB self-assessment tool to determine equity strengths and needs (poverty, Spec Ed, ELL, etc)	Review self-assessment tool and reflect on the 2017-2018 pilot to create a tool that is further streamlined and includes enhanced indicators	Revised self-assessment tool created with enhanced indicators	Revised equity walk tool established by March 2019 and used in at least 10 schools	Equity Walk Tool Established and made available; feedback was requested. Schools that piloted the tool was that the tool was tool long and involved. The tool will need to be reviewed for efficacy and revised to be easier to use and more user friendly.	Revisit and revise
Resilience	Build opportunity for resilience strategies in line with Feed all Four focus	Collaborate with Public Health, Mental Health sub committee and consultant H. Truscott to explore opportunities for workplace wellness	Initiative established and completed by end June; monitoring will be through Dept mtg and Safe and Accepting	End June	Initial stages of project completed but strategies not implemented	

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Substance Misuse Inquiry	Engaging Youth in understanding impact on students and identification of potential system response	Collaborate with MHAN, Public Health on this inquiry and subsequent outcome	Youth in Each Secondary school will have opportunity to engage in the inquiry and the development of a local response	by end June	Funding from the Ministry of Education related to Cannabis was released in September 2019 and a strategy was instead rolled out related to those funds; the project targetted the 'Weed Out the Risk' Training and York U Motivational Interview training for SSACs to be completed 2019-2020	