



Caring and Safe Schools: Annual Report 2017-2018

To: Program and School Services Committee

Date: 1 May 2019

Report No.: 05-19-3637

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the Caring and Safe Schools: Annual Report 2017-2018, as described below, be approved.

Context

The Toronto District School Board is in the process of transforming student learning. This transformation is accomplished through the school improvement process, which is the only place we can effect real change in the classroom.

Data related to student discipline can be used by each school to better understand which students are not succeeding and why. Additionally, it supports the school improvement process by helping schools arrive at an area focus for improvement in three specific areas: achievement, equity and well-being. Annual suspension and expulsion data is a valuable tool for helping schools foster a positive learning culture, and supporting evidence-based decision making and accountability. This report is also a way of reporting back on the progress being made on the system goals outlined in the Board's Multi-Year Strategic Plan.

Schools should be safe and welcoming spaces where all students feel respected, included and valued in their learning environments. In the Toronto District School Board, we are committed to creating these positive environments and recognize their impact on student success. Student discipline plays a role in the overall climate of a school, as well as an individual's success in school. Student discipline also plays a role in potential in streaming students towards specific pathways and outcomes.

For these reasons, reducing the number of suspensions and expulsions and addressing the over-representation of some groups who are suspended and expelled, while maintaining safe, positive and welcoming schools is a key commitment in the TDSB's Multi-Year Strategic Plan. Past research has demonstrated that students who experience less success in school are more likely to be suspended, and students who are suspended or expelled from school are more likely to be enrolled in Applied level class. In addition, research shows that Black, Indigenous and LGBTQ students, as well as those with special education needs, are highly overrepresented in suspension and expulsion data, when compared with their representation in the overall school population.

Addressing key issues like systemic racism, anti-Black and anti-Indigenous racism and poverty, to name a few, must begin with the learning that the adults in the system must do. Specific attention must also be directed towards addressing the disproportionate number of suspensions given to students with special education needs (excluding gifted). This requires putting in place different processes to support change, such as creating a culture of restorative practices, with a focus on cooperative ways of resolving conflict.

The Caring and Safe Schools System Report 2017-2018 provided TDSB student suspension and expulsion information for the previous school year. That report, together with other data such as students' academic achievement, school engagement and well-being, has been used to inform school improvement, program planning, resource allocation and professional development.

The 2017-2018 data in this current Caring and Safe Schools Annual Report (highlighted below) reflects the significant changes we have been making to student discipline in the TDSB. Through our improved understanding of systemic racism through professional learning, our efforts to focus on cooperative ways of resolving conflict and removing barriers has led to positive changes for our students. Specifically we hope that these efforts will reduce the overrepresentation of certain groups of students who are suspended and expelled.

Over the past two years, we have taken action, founded on our commitment to human rights, equity, anti-racism and anti-oppression, to challenge the inequitable structures that have led to many suspensions. These actions have included:

- identifying trends, patterns and opportunities in past suspension data for improvement;
- supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to the student discipline process;
- supporting school administrators in the application of human rights, anti-racism and anti-oppression principles to student discipline;
- reviewing Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- providing learning opportunities for more staff to be trained in restorative practices.

Over the past two years, all school administrators have participated in professional learning that examines bias, power and privilege and how these connect to student discipline. This learning has helped strengthen the critical relationships between school staff and students, because knowing and understanding who our students are — their lived experiences, their strengths, their interests – and engaging and listening to their voices, ensures that their perspectives on identifying, confronting and removing barriers are helping us to shape more equitable and inclusive learning cultures. As a result, Principals are exercising their discretion when they have an option not to suspend.

Creating a positive school climate is essential to building a culture of trust, high expectations and a sense of belonging. We are striving to ensure that every student has a caring adult they can turn to in their school, and that there is responsiveness to student voice and promotion of mental health and well-being at school.

We will continue to place an emphasis on programs that will encourage and support positive behaviour and allow us to intervene early to better engage and support our students. And, through this work, we will further develop equitable and inclusive learning cultures that help support student well-being and success.

Key Findings

- In 2017-18, the number of suspensions dropped by 15%, with 1085 fewer suspensions, when compared with the previous school year.
- 6221 suspensions were given to 4302 students, (i.e., approximately 1.74% of the TDSB student population).
- The majority of suspensions (76.8%) were given to male students. And 60% were given to students who had special education needs.
- Students from lower socio-economic backgrounds (defined by family income, parent education, and family structure) were more likely to be suspended than students from higher socio-economic backgrounds.
- The percentage of all suspensions/expulsions given to Black students in 2017-18 was down 5.4% compared to 2011-2012.
- More than one-quarter (27.7%) of suspensions were given by principals for an act found to be in breach of the Board's or school's code of conduct, followed by fighting (18%) and physical assault (14.6%).
- The interventions most commonly-used by schools were contacting the parent/guardian, guidance support and social work support.
- Students suspended in 2017-18 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.

Action Plan and Associated Timeline

Providing safe, caring and positive spaces that are inclusive and accepting of all students is a priority for the Toronto District School Board. Knowing who our students are will allow us to continue creating learning environments that connect directly with their experiences and needs. Moving forward with a focus on systemic change, we are confronting this data through our commitment to human rights, equity, anti-racism and anti-oppression.

In order to support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Continue to review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
- Support school administrators in the application of human rights, anti-racism and anti-oppression principles in student discipline;
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- Provide learning opportunities for more staff to be trained in Restorative Practices;
- Develop alternatives to suspension programs;

- Challenge unconscious bias, engage in joint problem-solving, and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents;
- Work with families and community partners to develop relevant approaches and supports for students.

To strengthen accountability these items will be explicitly connected to the Board's Multi-Year Strategic Plan through the appropriate Action Plans.

Resource Implications

Funding will be provided through current existing budget allocations.

Communications Considerations

A communication plan has been developed and is being implemented to accompany the report's release.

Board Policy and Procedure Reference(s)

- Caring and Safe Schools Policy (P.051)
- Board Code of Conduct (PR585)
- Programs for Students on Long Term Suspension or Expulsion (PR586)
- Police-School Board Protocol (PR698)
- Promoting a Positive School Climate Procedure (PR697)
- Non-Discretionary and Discretionary Student Transfers (PR 540)

Appendices

- Appendix A: Caring and Safe Schools: Annual Report 2017-2018

From

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CARING AND SAFE SCHOOLS REPORT

2017 - 2018

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For these reasons, reducing the number of suspensions and expulsions and addressing the over-representation of some groups who are suspended and expelled, while maintaining safe, positive and welcoming schools is a key commitment in the TDSB's Multi-Year Strategic Plan. Past research has demonstrated that students who experience less success in school are more likely to be suspended, and students who are suspended or expelled from school are more likely to be enrolled in Applied level class. In addition, research shows that Black, Indigenous and LGBTQ students, as well as those with special education needs, are highly overrepresented in suspension and expulsion data, when compared with their representation in the overall school population.

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- identifying trends, patterns and opportunities in past suspension data for improvement;
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We will continue to place an emphasis on programs that will encourage and support positive behaviour and allow us to intervene early to better engage and support our students. And, through this work, we will further develop equitable and inclusive learning cultures that help support student well-being and success.

Key Findings

- The number of suspensions in 2017-18 dropped by 15% – 1,085 fewer suspensions – than the previous school year.
- 6,221 suspensions were given to 4,302 students – about 1.74% of all TDSB students.
- The majority of suspensions (76.8%) were given to male students. And 60% were given to students who had special education needs.
- Students that come from lower socio-economic backgrounds (considered by parent education, family income and family structure) were more likely to be suspended than students from higher socio-economic backgrounds.
- The percentage of all suspensions/expulsions given to Black students in 2017-18 was down 5.4% compared to 2011-2012.
- More than one-quarter (27.7%) of suspensions were given by principals who considered an act to be in breach of the Board's or school's code of conduct. This was followed by fighting (18%) and physical assault (14.6%).
- The most used interventions by schools was contacting the parent/guardian, guidance support and social work support.
- Students suspended in 2017-18 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.

Moving Forward

Providing safe, caring, inclusive and positive spaces accepting of all students is a priority in the Toronto District School Board.

Knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. Through our commitment to human rights, equity, anti-racism and anti-oppression, we are confronting this data with a focus on systemic change.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process
- Continue to review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process
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- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression
- Provide learning opportunities for more staff to be trained in Restorative Practices
- Develop alternative to suspension programs
- Challenge unconscious bias, engage in joint problem-solving and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents, and
- Work with families and community partners to develop relevant approaches and supports for students.

A: Overall Student Suspensions and Expulsions

Table 1 and Figure 1 show the overall suspension and expulsion information for TDSB elementary and secondary schools for the last three years¹. The suspension rates², as shown in Figure 1, were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31st.

When compared with the previous school year (2016-17), the number of suspensions in the 2017-18 school year dropped 15% with 1,085 fewer suspensions (from 7,306 to 6,221), resulting a lower suspension rate of 1.74%.

Table 1: Total Number of Suspensions and Expulsions for the Last Three School Years

Panel	Suspensions			Students Suspended			Expulsions		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Elementary Schools	3,372	3,570	3,165	2,195	2,304	2,034	6	1	0
Secondary Schools	3,599	3,736	3,056	2,530	2,623	2,268	73	63	51
Total	6,971	7,306	6,221	4,725	4,927	4,302	79	64	51

Figure 1: Suspension Rates Over Time

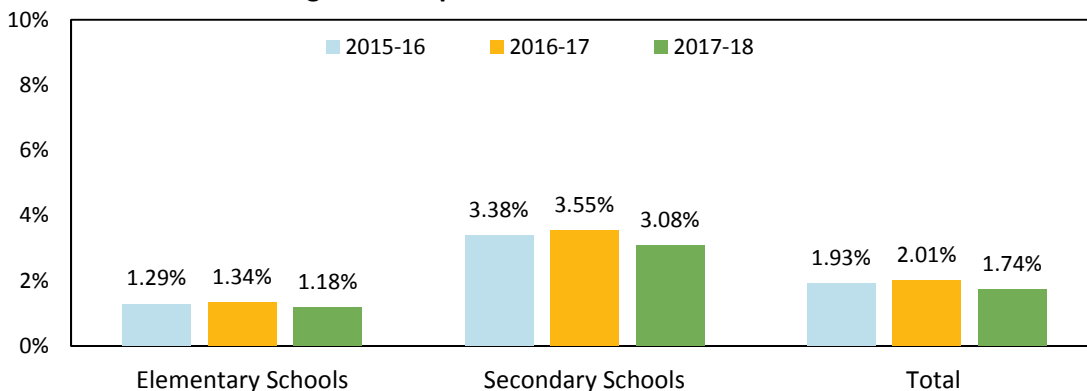


Table 2 shows the number of suspensions and suspension rates for each grade and division in the 2017-18 school year.

Table 2: 2017-18 Suspensions by Student Grade/Division

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	12	7	0.04%
Senior Kindergarten	34	24	0.13%
Grade 1	141	71	0.40%
Grade 2	242	138	0.78%
Grade 3	215	140	0.79%
Primary Division	644	380	0.43%
Grade 4	340	212	1.20%
Grade 5	347	235	1.33%
Grade 6	401	273	1.62%
Junior Division	1,088	720	1.38%
Grade 7	703	453	2.83%
Grade 8	730	481	2.95%
Intermediate Division	1,433	934	2.89%
Grade 9	771	545	3.38%
Grade 10	903	640	3.84%
Grade 11	683	517	3.04%
Grade 12	699	566	2.38%
Senior Division	3,056	2,268	3.08%
TDSB Total	6,221	4,302	1.74%

B: Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 and 2017-18 student suspensions and expulsions were analyzed by student characteristics such as gender identity, self-identified ethno-racial background, student and parent birth place, parents' education level and presence at home, language spoken at home, sexual orientation, and special education needs, as captured and measured by the Board's School Information System, and its Student and Parent Census conducted in the 2016-17 school year. As the number of expulsions is small (64 in 2016-17 and 51 in 2017-18), in the following analyses expulsions were combined with suspensions since expelled students must be suspended first pending their expulsion outcome.

By Student Gender Identity

Figures 2a and 2b show that male students accounted for the majority (77.5% and 76.8%) of the suspensions/expulsions in the 2016-17 and 2017-18 school years, while female students accounted for 21.6% and 22.4% of the suspensions/expulsions.

According to the 2016-17 Census data there were 1,067 non-binary students, representing 0.4% of the TDSB student population in the 2016-17 school year. Figures 2a and 2b indicate that although they only accounted for less than 1% of the total suspensions/expulsions, non-binary students were proportionately over-represented in the suspensions/expulsions (63 in the 2016-17 school year and 50 in the 2017-18 school year).

Figure 2a: Distribution of the 2016-17 Suspensions/Expulsions by Student Gender Identity

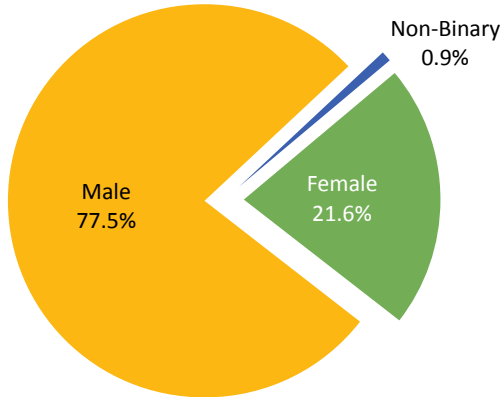
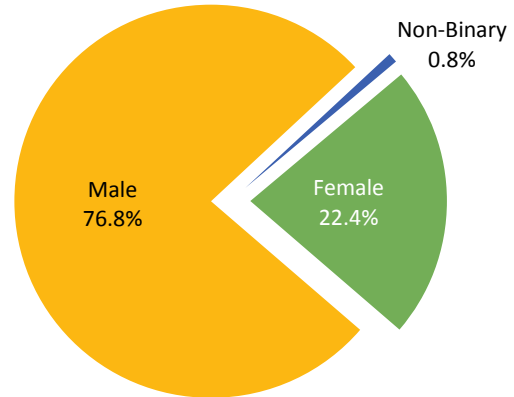


Figure 2b: Distribution of the 2017-18 Suspensions/Expulsions by Student Gender Identity



By Student Special Education Needs

Figures 3a and 3b show the distributions of suspensions/expulsions in the 2016-17 and 2017-18 school years by students' status of special education needs. Students with special education needs (including Gifted) accounted for about 60% or more of the suspensions/expulsions.

Figure 3a: Distribution of the 2016-17 Suspensions/Expulsions by Special Education Needs

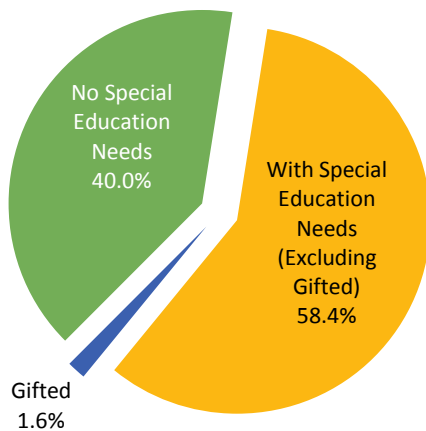
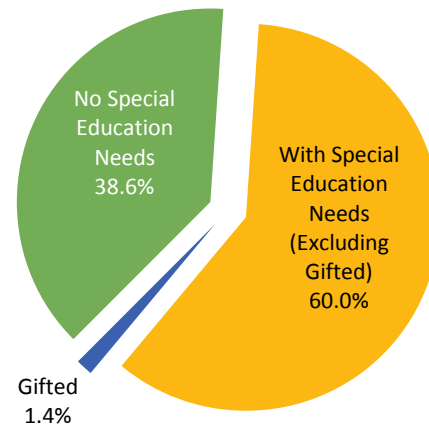


Figure 3b: Distribution of the 2017-18 Suspensions/Expulsions by Special Education Needs



Since students with special education needs (excluding Gifted) accounted for about 17% of the TDSB student population, they were disproportionately high in the suspensions/expulsions (58.4% in 2016-17 and 60.0% in 2017-18).

By Primary Language at Home

Figures 4a and 4b show the distributions of the 2016-17 and 2017-18 suspensions/expulsions by students' primary language spoken at home. English-speaking students accounted for more than two-third (68.7% in 2016-17 and 67.8% in 2017-18) of the suspensions/expulsions, while students whose primary home language were Somali, Arabic, Spanish, and Chinese accounted for about 10% of the suspensions/expulsions collectively.

In the 2017-18 school year students whose primary home language were English, Somali, Arabic, Spanish, and Chinese represented 46.1%, 1.6%, 2.7%, 2.3%, and 9.5% of the TDSB student population. Therefore, English-speaking students, as well as Somali- and Arabic-speaking students, were over-represented in the suspensions/expulsions in both school years.

Figure 4a: Distribution of the 2016-17 Suspensions/Expulsions by Primary Home Language

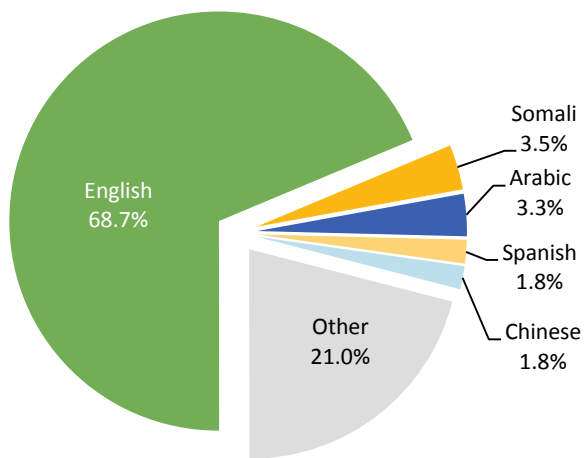
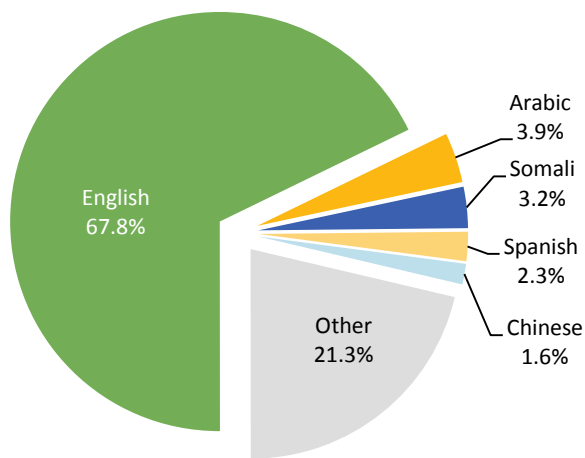


Figure 4b: Distribution of the 2017-18 Suspensions/Expulsions by Primary Home Language



By Student Birth Place

In the 2017-18 school year about three quarters (75.5%) of the TDSB students were born in Canada. Figures 5a and 5b show that they accounted for the vast majority (81.7% in 2016-17 and 80.5% in 2017-18) of the suspensions/expulsions.

Figure 5a: Distribution of the 2016-17 Suspensions/Expulsions by Student Birth Place

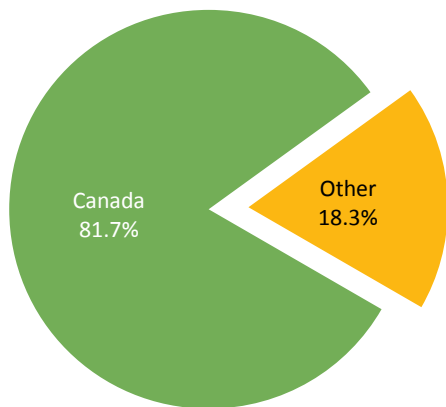
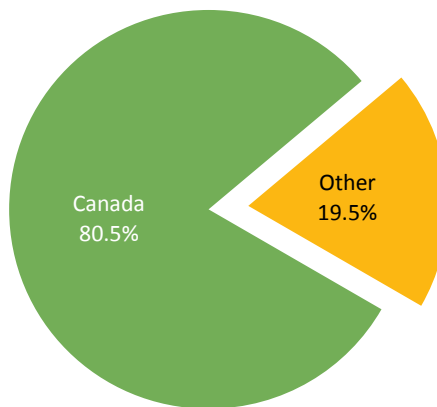


Figure 5b: Distribution of the 2017-18 Suspensions/Expulsions by Student Birth Place



In the following, students' self-identified ethno-racial background, sexual orientation, parents' presence at home, education level and birth place were derived from participants' responses to the TDSB's 2016-17 Student and Parent Census. As some students and parents did not participate in the Census, not all the suspensions/expulsions in the 2016-17 and 2017-18 school years were included in these analyses.

By Student Ethno-Racial Background

After being linked to the Census data, about 75% of the 2016-17 and 2017-18 suspensions/expulsions could be disaggregated by students' self-identified ethno-racial background, as shown in Figures 6a and 6b.

Figure 6a: Distribution of the 2016-17 Suspensions/Expulsions by Student Ethno-Racial Background

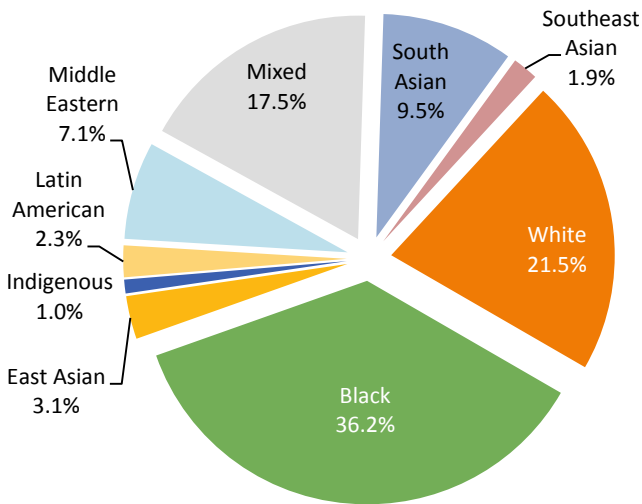


Figure 6b: Distribution of the 2017-18 Suspensions/Expulsions by Student Ethno-Racial Background

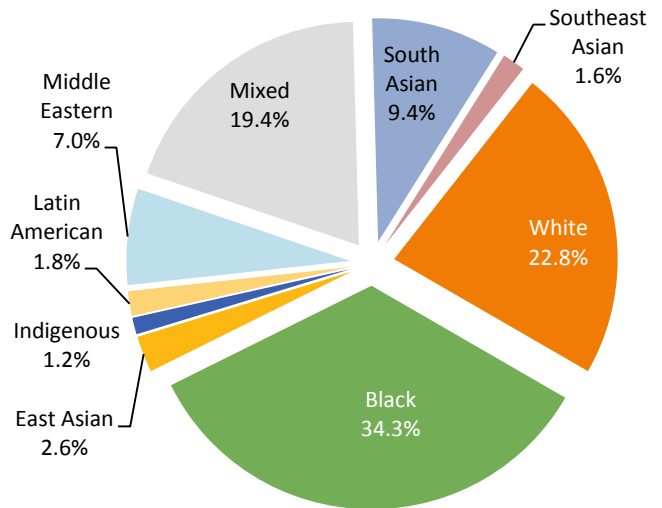


Table 3 shows the 2016-17 TDSB student population by students' self-identified ethno-racial background, as captured by the Student and Parent Census.

Table 3: 2016-17 Student Population by Ethno-Racial Background

Black	11%
East Asian	14%
Indigenous	0.3%
Latin American	2%
Middle Eastern	6%
Mixed	12%
South Asian	22%
Southeast Asian	4%
White	29%

Black students, who accounted for 11% of the TDSB student population in the 2016-17 school year, were disproportionately high in the suspensions/ expulsions (36.2% in 2016-17 and 34.3% in 2017-18). Similarly, Indigenous, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented in the suspensions/ expulsions.

By Student Sexual Orientation (Grade 9-12)

In the 2016-17 school year, the vast majority (92%) of the Grade 7-12 students identified themselves as heterosexual, while 6% identified themselves as LGBTQ+ (lesbian, gay, bisexual, two-spirit, queer, pansexual, or having more than one sexual orientation). About 2% indicated that they were still questioning about their sexual orientation.

Figure 7a: Distribution of the 2016-17 Gr. 9-12 Suspensions/Expulsions by Sexual Orientation

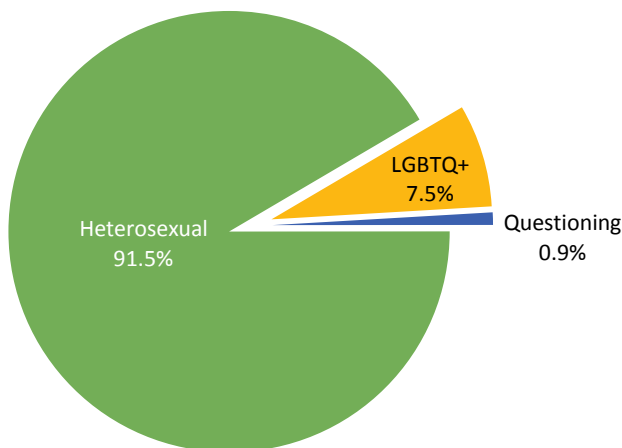
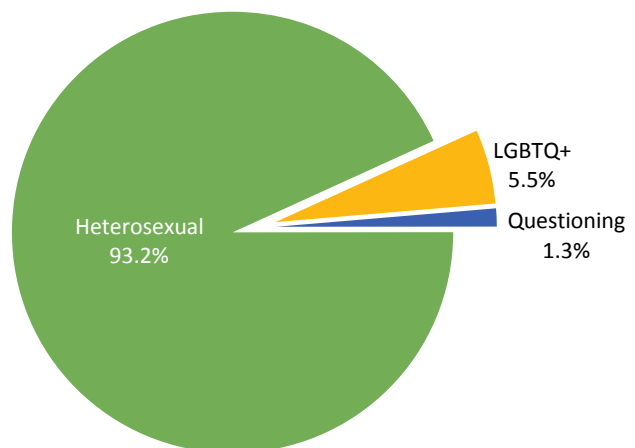


Figure 7b: Distribution of the 2017-18 Gr. 9-12 Suspensions/Expulsions by Sexual Orientation



In Grade 9-12, close to two thirds (63%) of the 2017-18 suspensions/expulsions could be linked to the student sexual orientation data. Among them, the vast majority (93.2%) were issued to heterosexual students, while LGBTQ+ students accounted for 5.5% of these suspensions/expulsions (Figure 7b). These proportions are similar to their representations in the general student population.

By Parent Presence at Home

In the 2016-17 school year among students who had Census results, 81% lived with both parents at home, 15% lived with mother only, 1% lived with father only, and 2% lived with others (includes living with adult relatives/guardians, group home, foster parents, with friends or others, and on their own). Figures 8a and 8b show the distributions of the 2016-17 and 2017-18 suspensions/expulsions which could be linked to this variable (59% in 2016-17 and 66% in 2017-18).

Figure 8a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Presence at Home

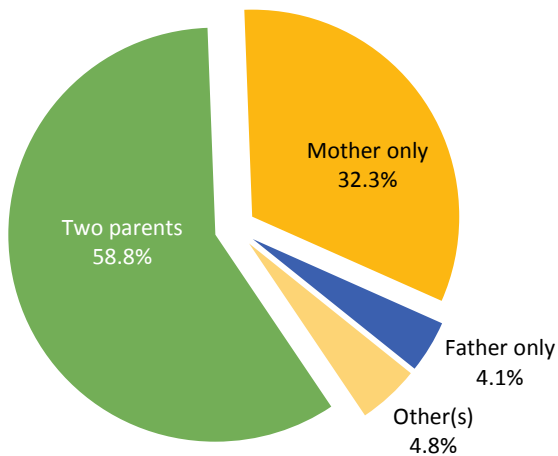
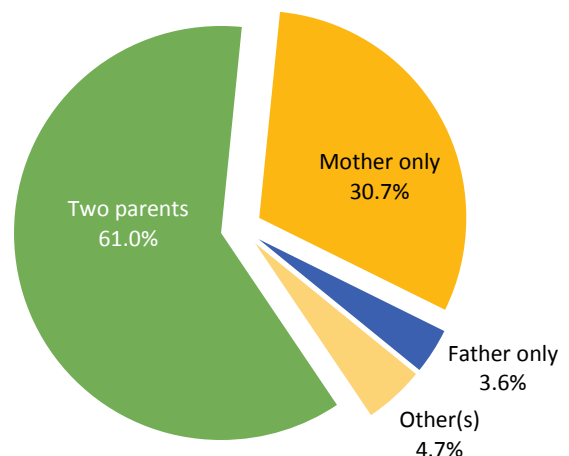


Figure 8b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Presence at Home



Although the majority (58.8% in 2016-17 and 61.0% in 2017-18) of suspensions/ expulsions were issued to students who lived with both parents, students who lived with one parent or with others had disproportionately high representations in the suspensions/expulsions.

By Parent Education

In 2016-17 among students who responded to the Census question about their parent(s)' education level, over half (57%) indicated that their parent(s) had a university degree or above (if a student lived with both parents, the higher parent education level was used), 15% indicated that their parent(s) had a college degree, 15% said their parent(s) had a secondary school degree or less, and 9% indicated that they did not know. About half of the 2016-17 and 2017-18 suspensions/expulsions could be linked to this variable.

As shown in Figures 9a and 9b, students whose parents had a university degree or above were under-represented in the suspensions/expulsions, while students whose parents had a lower education level (college, secondary school or less) and students who didn't know their parents' education levels were over-represented.

Figure 9a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Education Level

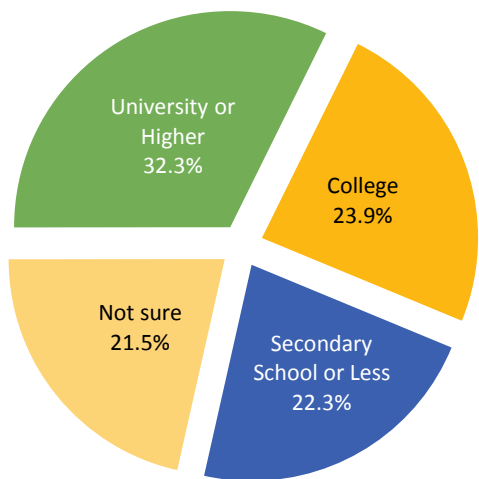
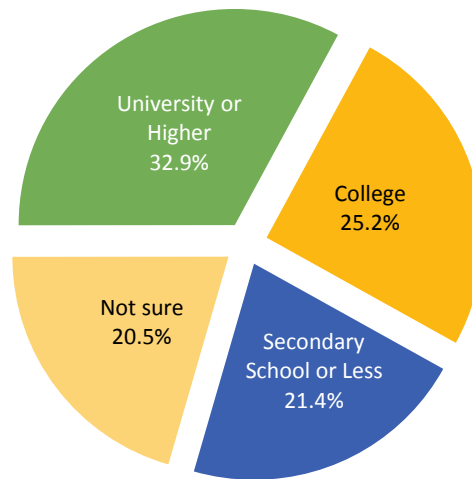


Figure 9b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Education Level



By Parent Birth Place

In the 2016-17 school year, according to the Census the majority (64%) of TDSB students had both parents born outside of Canada, 12% had one parent born in Canada, and 25% had both parents born in Canada.

Figure 10a and 10b show the distributions of the 2016-17 and 2017-18 suspensions/expulsions which could be linked to this Census variable of parents' birth place (57% in 2016-17 and 65% in 2017-18).

Figure 10a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Birth Place

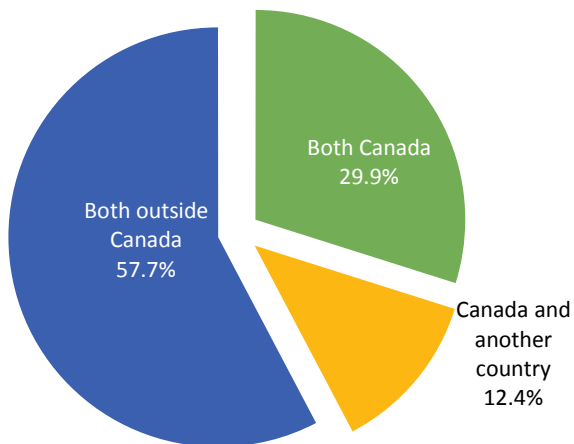
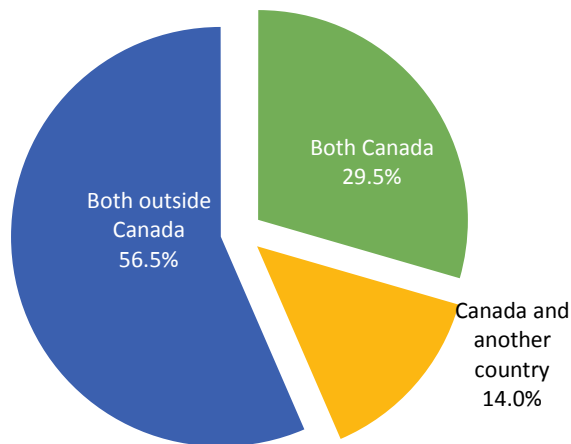


Figure 10b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Birth Place



Students with both foreign-born parents accounted for the majority of suspensions/expulsions: 57.7% in 2016-17 and 56.5% in 2017-18.

By Family Income (JK - Grade 6)

Family socioeconomic status (SES) was represented by family annual income in the Parent Census for Junior-Kindergarten (JK) to Grade 6 students, and parent occupations in the Grade 7-12 Student Census. In the 2016-17 school year, among the JK-Grade 6 students whose parents responded to the family income question, 23%, 18%, 14%, 10%, and 35% were from families with an annual income of less than \$30,000, \$30,000 to \$49,999, \$50,000 to \$74,999, \$75,000 to \$99,999, and \$100,000 or more, respectively.

It should be noted that in both school years, JK to Grade 6 students accounted for fewer than 10% of the suspensions, and they didn't have any expulsion. Figures 11a and 11b show the distributions of the JK-Grade 6 suspensions by students' family annual income level in the two school years.

Figure 11a: Distribution of the 2016-17 JK-Gr.6 Suspensions by Family Income

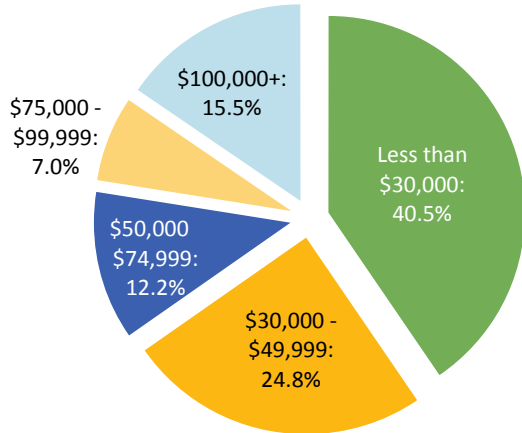
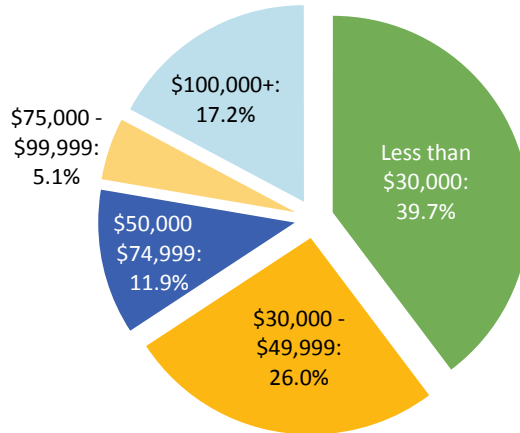


Figure 11b: Distribution of the 2017-18 JK-Gr.6 Suspensions by Family Income



Students from very low-income families (less than \$30,000) and low income families (\$30,000 to \$49,999) were over-represented in the suspensions issued to JK-Grade 6 students, while students from high-income families (\$100,000 or more) were under-represented in the suspensions.

By Parent Occupation (Gr. 7-12)

For the Grade 7-12 students in the 2016-17 school year who responded to the Census, 12%, 10%, 23%, 23%, and 32% were from families where the higher level of the parent occupations was in the non-remunerative, unskilled clerical and trades, skilled/semi-skilled clerical and trades, semi-professional and middle-management, and high professional and senior management categories, respectively. Figures 12a and 12b show the proportions of the Grade 7-12 suspensions/expulsions in the two Census years by parents' occupation classification.

Figure 12a: Distribution of the 2016-17 Gr.7-12 Suspensions/ Expulsions by Parent Occupation

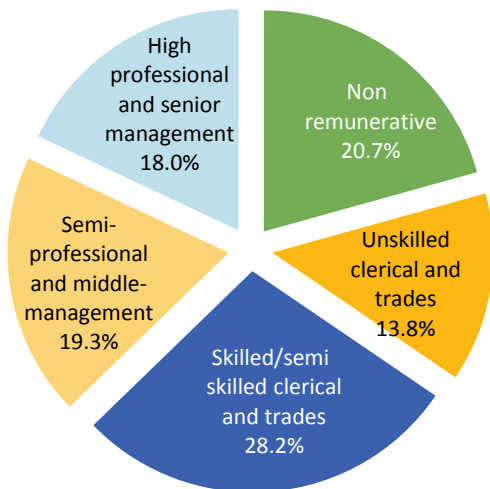
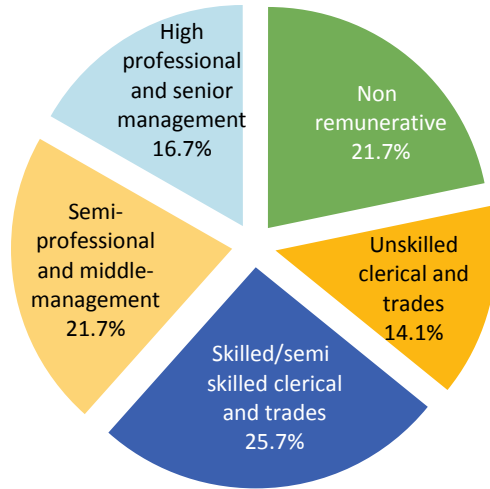


Figure 12b: Distribution of the 2017-18 Gr.7-12 Suspensions/ Expulsions by Parent Occupation



Grade 7-12 Students whose parents held high professional and senior management positions were disproportionately low in the suspensions/expulsions, while students whose parents held unskilled clerical and trades, or non-remunerative positions, were over-represented in the suspensions/expulsions in both school years.

C: Details of the Suspensions and Expulsions

This section provides details of the 2016-17 and 2017-18 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

Figure 13a: 2016-17 Suspensions/Expulsions by Incident Location

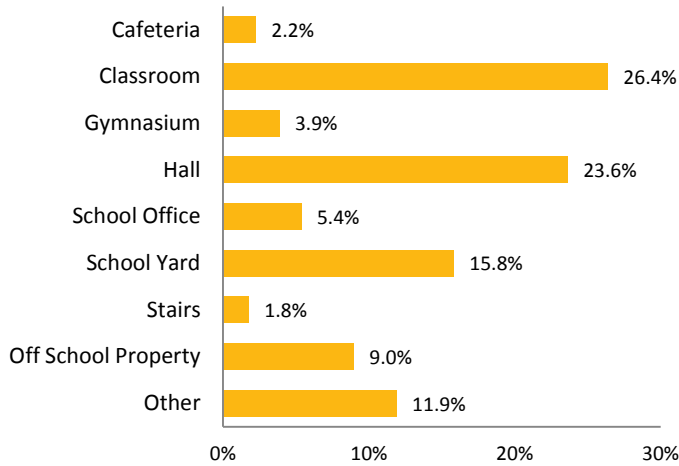
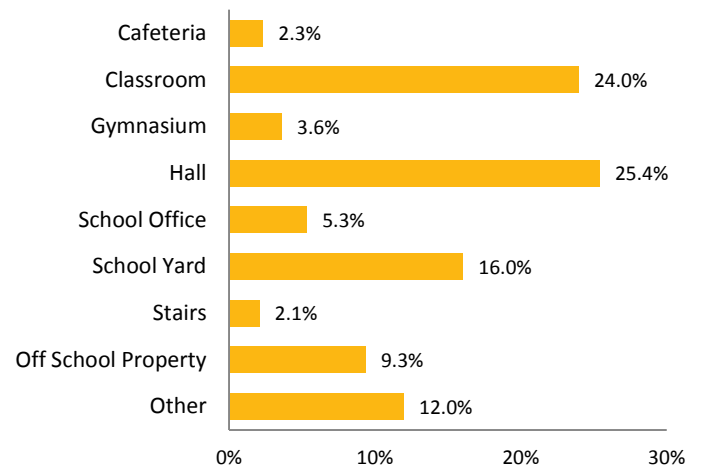


Figure 13b: 2017-18 Suspensions/Expulsions by Incident Location



Similar to the previous year (Figure 13a), in the 2017-18 school year, school hallways (25.4%), classrooms (24.0%), and school yards (16.0%) were the most likely locations where incidents were to happen (Figure 13b).

Police were involved in 20.7% of the 2016-17 suspensions/expulsions and 18.4% of the 2017-18 suspensions/expulsions (Figures 14a and 14b).

Figure 14a: 2016-17 Suspensions/Expulsions with Police Involvement

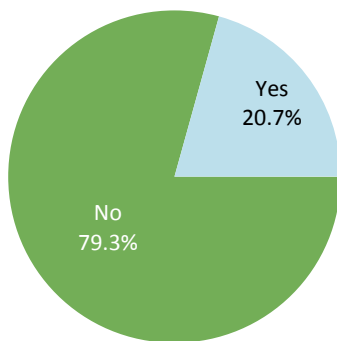
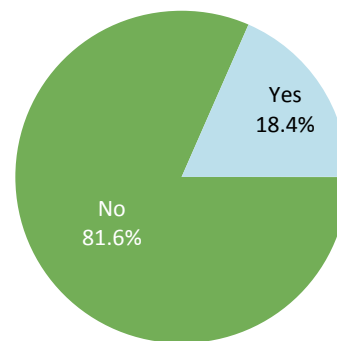


Figure 14b: 2017-18 Suspensions/Expulsions with Police Involvement



Among the students suspended in the 2017-18 school year, 74.8% had one suspension only, and 25.2% had two or more suspensions during the school year (see Figure 15b).

Figure 15a: % of Students with One or More Suspensions in 2016-17

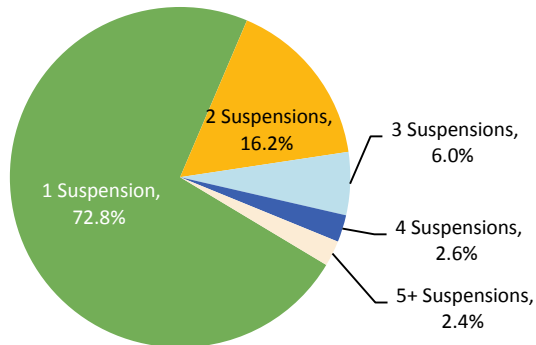
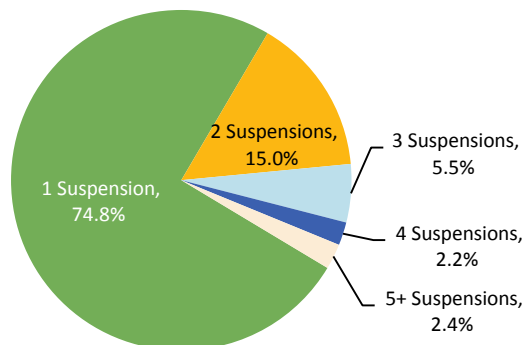


Figure 15b: % of Students with One or More Suspensions in 2017-18



One-day suspensions accounted for 42.6% of the total suspensions in the 2017-18 school year. Two-day and three-day suspensions accounted for 24.2% and 13.4% respectively (see Figure 16b).

Figure 16a: 2016-17 Suspensions by Length in Days

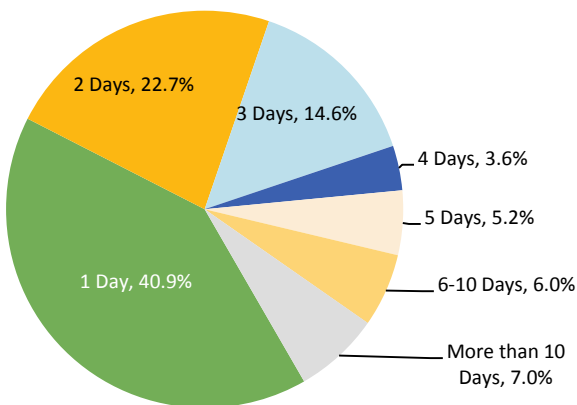
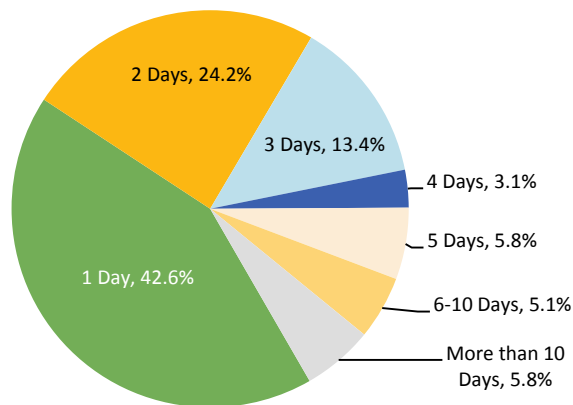


Figure 16b: 2017-18 Suspensions by Length in Days



As seen in Table 4, other than reasons determined by school principals (27.7%), fighting (18.0%) and physical assault (14.6%) were the top two reasons for suspensions in the 2017-18 school year, while bullying accounted for 4.2% of the suspensions.

Table 4: Suspensions by Infraction Type

Types Defined by Section 306. (1) of the Education Act	2016-17		2017-18	
	Count	Percent	Count	Percent
Uttering a threat to inflict serious bodily harm on another person	144	2.0%	116	1.9%
Possessing alcohol or illegal drugs	116	1.6%	148	2.4%
Being under the influence of alcohol	38	0.5%	46	0.7%
Swearing at a teacher or at another person in a position of authority	419	5.7%	367	5.9%
Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	35	0.5%	38	0.6%
Bullying	312	4.3%	262	4.2%
Types Defined by the Board According to Section 306. (1) 7. of the Education Act				
Willful destruction of school property, vandalism causing damage to school or Board property or property located on school or Board premises	112	1.5%	112	1.8%
Use of profane or improper language	217	3.0%	175	2.8%
Use of tobacco	12	0.2%	34	0.5%
Theft	198	2.7%	145	2.3%
Aid or incite harmful behaviour	489	6.7%	391	6.3%
Physical assault	968	13.2%	909	14.6%
Being under the influence of illegal drugs	150	2.1%	108	1.7%
Fighting	1,224	16.8%	1,120	18.0%
Possession or misuse of any harmful substances	36	0.5%	46	0.7%
Extortion	7	0.1%	7	0.1%
Inappropriate use of electronic communications or media devices	164	2.2%	105	1.7%
An act considered by the school principal to be a breach of the Board's or school code of conduct	2,300	31.5%	1,724	27.7%
Immunization	0	-	0	-
Types Defined by Section 310. (1) of the Education Act				
Possessing a weapon, including a firearm	49	0.7%	87	1.4%
Using a weapon to cause or to threaten bodily harm to another person	26	0.4%	39	0.6%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	53	0.7%	60	1.0%
Committing sexual assault	31	0.4%	24	0.4%
Trafficking in weapons or in illegal drugs	11	0.2%	10	0.2%
Committing robbery	41	0.6%	28	0.5%
Giving alcohol to a minor	0	0.0%	0	-
Bullying if, i) the pupil has previously been suspended for engaging in bullying and, ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	3	0.0%	2	0.0%
Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	10	0.1%	13	0.2%
Types Defined by the Board According to Section 310. (1) 8. of the Education Act				
Possession of an explosive substance	7	0.1%	3	0.0%
Sexual harassment	30	0.4%	27	0.4%
Hate motivated occurrences	1	0.0%	4	0.1%
Distribution of hate material	0	-	0	-
Racial harassment	1	0.0%	1	0.0%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	102	1.4%	70	1.1%

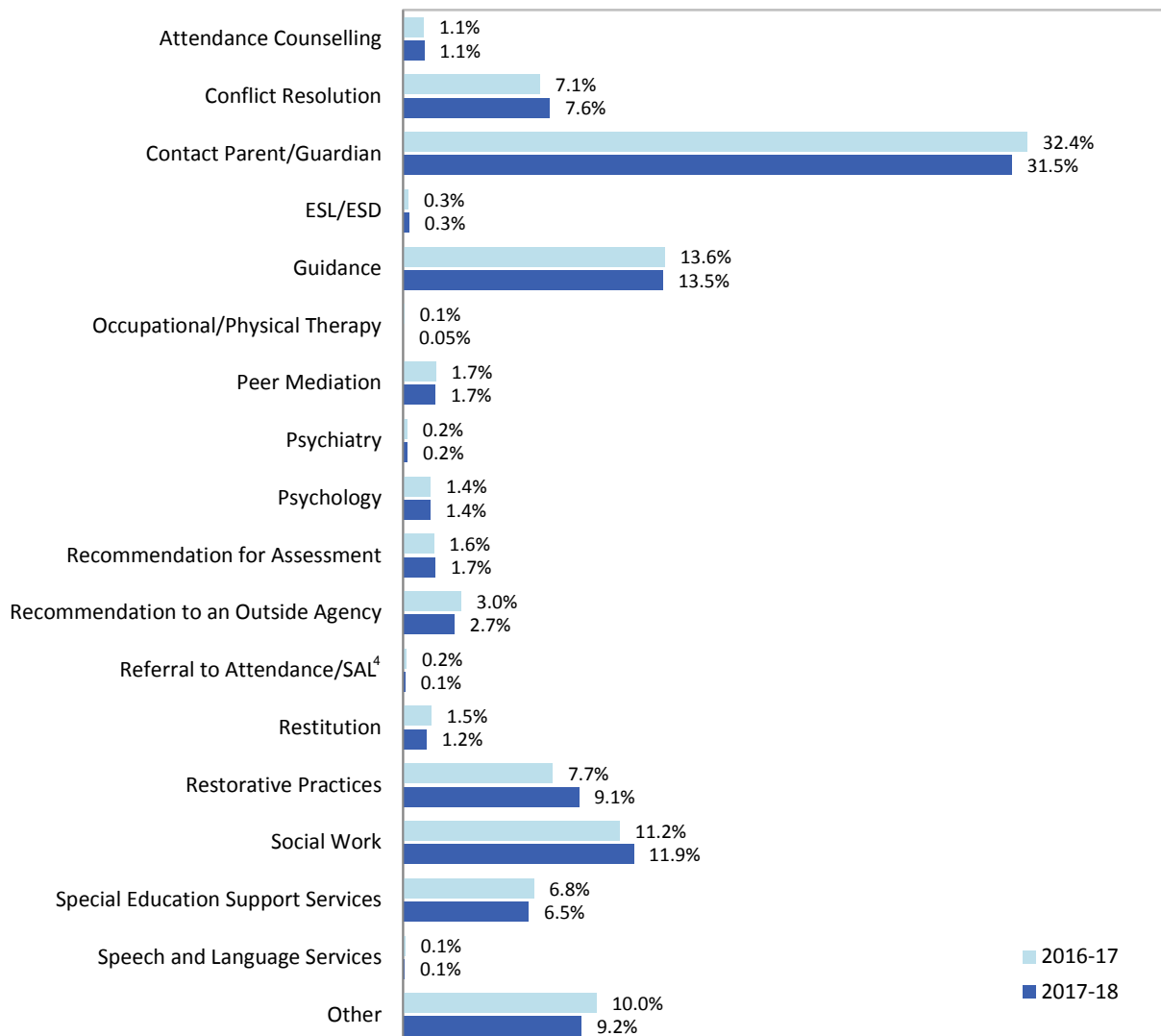
Table 5: Expulsions³ by Infraction Type

Infraction Type	2016-17		2017-18	
	Count	Percent	Count	Percent
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	18	28.1%	12	23.5%
Committing robbery	7	10.9%	9	17.6%
Committing sexual assault	2	3.1%	4	7.8%
Possessing a weapon, including a firearm	5	7.8%	1	2.0%
Sexual harassment	0	-	1	2.0%
Trafficking in weapons or in illegal drugs	1	1.6%	3	5.9%
Using a weapon to cause or to threaten bodily harm to another person	9	14.1%	9	17.6%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	22	34.4%	12	23.5%

D: Interventions Used by Schools

Of all the suspensions in the 2017-18 school year, 95.8% had been followed up with interventions by schools. Figure 17 shows the most used interventions by schools.

Figure 17: Most Used Interventions by Schools



A meeting with parents or guardians was the most used intervention (31.5% of the all interventions), followed by guidance (13.5%), and social work (11.9%) in the 2017-18 school year.

E: Non-Discretionary Student Transfers

Students who were referred to the Board for an expulsion, or received an expulsion from a TDSB school, were offered a program to enable them to continue their education. An individual Expelled Student Action Plan is developed which includes the academic and non-academic objectives that the student must achieve in order for the student to be re-admitted to a school. Generally, students who have court conditions or who are returning from an expulsion require a Non-Discretionary Transfer from their home school to a new school.

Table 6: Non-Discretionary Student Transfers

School Year	Elementary Schools		Secondary Schools		Total	
	Sending	Receiving	Sending	Receiving	Sending	Receiving
2016-17	23	19	270	265	293	284
2017-18	19	19	176	191	195	210

"Sending" and "Receiving" include TDSB registered students as well as students from outside schools such as the Toronto Catholic District School Board, the Greater Toronto Area school boards, probation, agency section programs, and detention that require Caring and Safe Schools Transfers.

F: 2017-2018 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results in the 2017-18 provincial Grade 6 Education Quality and Accountability Office (EQAO) Assessments of Reading, Writing, and Mathematics, Grade 7-8 provincial report cards, Grade 9 EQAO Assessment of Mathematics, the Ontario Secondary School Literacy Test (OSSLT), and the Grade 9-12 credit accumulation. This information can be used when planning for continuous improvement at the school, learning centre, and system levels.

Similar to the previous school years, there are strong correlations between student suspensions and their academic achievement. Students suspended in the 2017-18 school year had lower levels of achievement on the EQAO assessments, report cards, and credit accumulation, than students not being suspended.

Figure 18: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2017-18 EQAO Assessments by Number of Suspensions

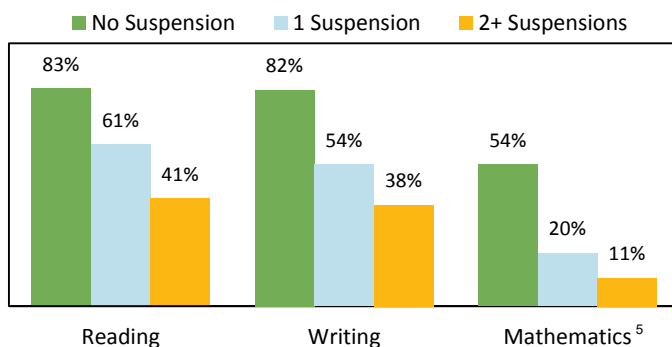
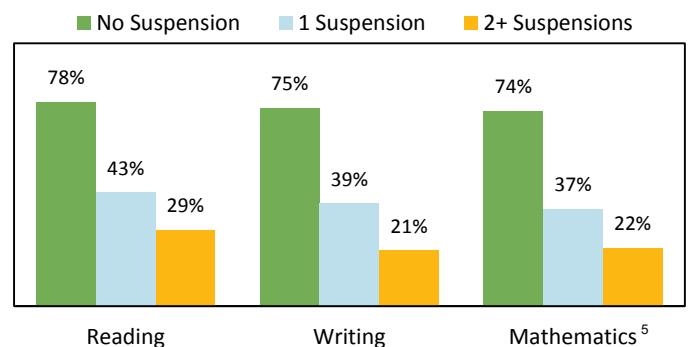


Figure 19: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2017-18 Report Cards by Number of Suspensions



For Grade 6 students with no suspensions, 83%, 82%, and 54% achieved at or above the provincial standard (Level 3) in the 2017-18 EQAO assessments of Reading, Writing, and Mathematics. The percentages of students achieving at or above the provincial standard in the three subjects were 61%, 54% and 20% for students with one suspension, and 41%, 38%, and 11% for students with two or more suspensions, respectively (see Figure 18). Similar patterns were observed for students in Grades 7-8 based on their achievement on provincial report cards (see Figure 19).

Figure 20 shows that for secondary school students who participated in the 2017-18 Grade 9 EQAO Mathematics Assessment and had no suspensions, 71% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (30%), or for students with two or more suspensions (16%). For secondary school students who participated in the 2017-18 Ontario Secondary School Literacy Test (OSSLT) and had no suspensions, 82% were successful for the first-time. This is much higher than for students with one suspension (49%), or students with two or more suspensions (29%). Similar patterns were observed for previously eligible students.

Figure 20: % of Gr. 9-10 Students Meeting Expectations on the 2017-18 EQAO Assessments by # of Suspensions

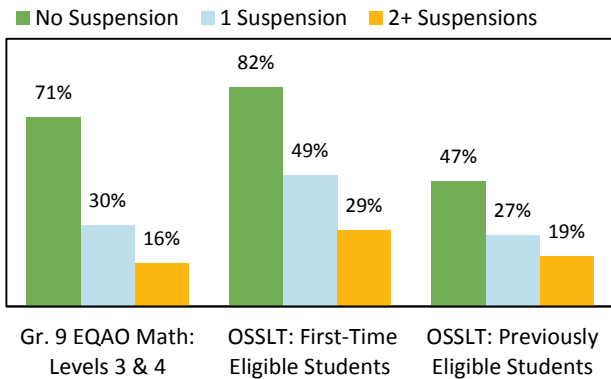
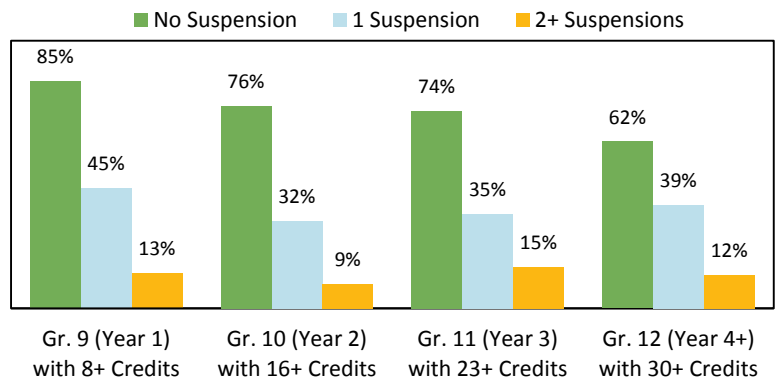


Figure 21: % of Gr. 9-12 Students Meeting Expectations on the 2017-18 Credit Accumulation by Number of Suspensions



Patterns in the credit accumulation for students with or without suspensions were very similar in all senior grades. For example, for students in Grade 9 with no suspensions, 85% accumulated the expected eight credits or more. The proportion of students meeting the expectation was 45% for students with one suspension, and 13% for students with two or more suspensions (see Figure 21).

G: Caring and Safe Schools Alternative Programs

Our schools are safe, nurturing, positive, and respectful learning environments that enable all students to succeed and reach their full potential. Our schools and program sites are places that promote peaceful problem solving, academic excellence, and a sense of belonging for all students. Students are expected to demonstrate respect for human rights and social justice and promote the values they need to become responsible members of society. The Caring and Safe Schools team of administrators, advisors, child and youth counsellors, and court liaison workers will continuously provide direction and support to administrators, staff, parents, students, and communities through:

1. Strong school leadership, with consistent discipline policies and procedures;
2. School-wide Caring and Safe Schools programs and instructional components focused on inclusive contributions;
3. Evolving and expanded prevention based knowledge and skills;
4. Ongoing support and professional growth in emotional intelligence, conduct management, prevention oriented strategies, mediation, and violence prevention;
5. Inclusive and developmentally appropriate materials, activities, and programs being championed and utilized;
6. Strong efforts to develop relationships and partnerships within the entire school community; and
7. Clear assessment, evaluation, and monitoring of student performance, combined with differentiated programming.

Board policies and procedures have been developed in accordance with provincial legislation and Ministry directives to ensure that our schools are caring and safe communities.

Table 7 shows the Caring and Safe Schools alternative programs for the 2018-2019 school year.

Table 7: Caring and Safe Schools Alternative Programs 2018-2019

Program Site	Division	Area	Program Description
C&SS Elementary Itinerant @ Vaughan Rd	Pr./Jr./Int.	LC 1-4	Elementary Itinerant Team – Program Coordinator and Child and Youth Counsellors - provide “push-in” non-academic support in the student’s school.
C&SS Elementary @ Lawrence Heights MS	Pr./Jr.	LC1	Elementary Support Programs (Suspended/Expelled/Assessment & Support Placements) are provided for elementary school students who have been suspended, expelled, or in alternative placements, and are in need of short- and long-term support. Programs provide both academic and non-academic support. Academic support is provided by a teacher and non-academic support is provided by a Child and Youth Worker at each site. C&SS Social Workers and Psychologists provide services to the sites as required. Suspended/Expelled/Assessment & Support students are referred through the Caring and Safe Schools process.
C&SS Elementary @ Lawrence Heights MS	Jr./Int.		
C&SS Elementary @ Shoreham PS	Pr./Jr.	LC2	
C&SS Elementary @ Shoreham PS	Jr./Int.		
C&SS Midland Elementary @ Scarborough Centre for Alt. Studies	Pr./Jr.	LC3	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Pr./Jr.		
C&SS Elementary @ Scarborough Centre for Alternative Studies	Jr./Int.		
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Sr.	LC1	Secondary Suspension/Expulsion/Assessment & Support Programs are provided for secondary school students who have been suspended for more than five days or who have been expelled. Site teachers provide academic support and Child and Youth Workers provide non-academic support to students.
Jones Av. Suspension/ Expulsion Program @ Jones Av. Adult Centre	Sr.	LC4	Suspended and expelled students are referred through the Caring and Safe Schools process. Assessment & Support students in need of both academic and non-academic support are referred by Caring and Safe Schools Learning Centre Administrators for placement.
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Sr.	LC3	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Sr.	LC2	
Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (Community Partnership)	Sr.	LC2	
LC2 Assessment & Support Program	Sr.	LC2	Assessment and Support Programs provide both academic and non-academic support to students. The site teacher and Educational Assistant support programming focusing on core curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills). Non-academic support is provided by an agency Child and Youth Worker or a TDSB Social Worker.
C&SS Jones Av. Assessment and Support @ Jones Av. Adult Centre	Sr.	LC4	C&SS Social Workers and Psychologists provide services to the sites as required.
Operation Springboard Assessment and Support (Community Partnership)	Int/Sr.	LC3	Students are referred through Learning Centre Caring and Safe Schools Administrators.
East Metro Youth Services Assessment and Support (Community Partnership)	Sr.	LC3	

Contact Us

For more information about this report, please contact:

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Endnotes

¹Reported suspensions and expulsions for a school year may include suspensions and expulsions carried over from the previous school year.

²Suspension and expulsion rates for a school year may include students who came to TDSB schools after October 31st when the total enrolment number was taken and used for calculating the rates.

³ Including expulsions carried over from the previous year.

⁴SAL: Supervised Alternative Learning

⁵The overall report card Mathematics result was calculated as the average of the latest results in the five Mathematics strands on the report card.

⁶Percentages may not add up to 100 due rounding.

Cite as: Zheng, S. (2019). *Caring and safe schools report 2017-18*. Toronto, Ontario, Canada: Toronto District School Board



We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Committee Mandate

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.