



## **Caring and Safe Schools: Annual Report 2019-2020**

**To:** Planning and Priorities Committee

**Date:** 23 June, 2021

**Report No.:** 06-21-4134

### **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 2019-2020, be received.

### **Context**

Over the past four years in the Toronto District School Board, significant attention has been placed on challenging streaming through a number of key areas including the early years, special education, academic pathways and students discipline processes.

Research shows that streaming contributes to inequitable outcomes for students, and particularly disadvantages specific groups of students – including those who are racialized and those from lower socioeconomic backgrounds.

Student discipline processes which impose suspensions and expulsions contribute to streaming.

The total number of suspensions and expulsions in Toronto District School Board decreased for the fourth consecutive year in 2019-20.

2019-20 was an unusual school year: all Ontario public schools, including those in Toronto District School Board (TDSB), were closed to in-person learning beginning March 16, 2020, under an order of the Ontario government due to the COVID-19 pandemic. Teacher-led online learning began on April 6, 2020, with all TDSB schools remaining closed to in-person learning for the rest of the school year.

The school closure contributed to fewer suspensions and expulsions within the Board in 2019-20.

This data is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability. 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. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive changes to the lives of students.

This work, guided by our Multi-Year Strategic Plan, has focused on a number of key actions:

- 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 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; and
- Providing learning opportunities for more staff to be trained in restorative practices.

School administrators continue to participate in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged Principals to better understand the lived experiences of each of their students, which has not only led to Principals better exercising their discretion when they have an option to not suspend, but also has helped them identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.

A positive school environment is the foundation of a culture of trust, high expectations and a sense of belonging. We will continue to emphasize programming that encourages and supports positive behaviour and allows us to intervene early to better engage and support our students.

Two data analyses were conducted for this report, which is attached as Appendix A. In Sections A-C of the report, all suspensions and expulsions for the entire 2019-20 school year are reported and compared to the total numbers for the previous four years. In Sections D and E, the number of suspensions and expulsions from September 1, to March 15, in 2019-20 was compared with those in the same time period for the previous school year. This data set allows for a more specific point of comparison, year-over-year. This date range was selected because of the impact on suspension/expulsion data in light of school closure due to COVID-19.

### **Key Findings**

- The number of suspensions in 2019-20 dropped by 36% – 1,983 fewer suspensions – than in the 2018-19 school year.
- There were 12 expulsions in 2019-20; this is the lowest level ever recorded in Toronto District School Board.
- When analyzing and comparing suspension/expulsion data for the time period that students were engaged in “in-person” learning during 2019-20 (September 1

to March 15) with the data for the same "time period of the 2018-19 school year, it is noted that in 2019-20:

- There was a slight increase of 1.15 % (41) in the number of suspensions, while the number of expulsions dropped by 40% to the lowest number ever in TDSB.
- The majority of suspensions (78.2%) were given to male students
- 61.6% were given to students who had special education needs
- Students that came from lower socio-economic backgrounds (represented by parent education, parent presence at home, family income / parent occupation) were more likely to be suspended than students from higher socio-economic backgrounds (62.4% vs. 13.7% in 2018-19)
- Indigenous, Black, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions relative to their over-all representation within the TDSB student population. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented
- Fighting (17.7%) and physical assault (16.5%) were the top two reasons for suspensions in 2018-19. Bullying accounted for 4.2% of suspensions.
- The most used interventions by schools were contacting the parent/guardian, guidance support, restorative practices and social work.

### **Action Plan and Associated Timeline**

Our emphasis continues to be providing safe, caring and welcoming schools. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to human rights, equity, anti-racism and anti-oppression.

As part of removing systemic barriers, in August of 2019 the Ministry of Education directed school Boards to eliminate discretionary suspensions for students from Junior Kindergarten to Grade 3. Subsequently, TDSB Trustees went a step further and passed a motion that directed staff to eliminate all historic suspensions from students' records, both electronic and hard copies, issued to students when they were in Junior Kindergarten to Grade 3. The motion further directed that moving forward, a formal retention schedule be set for all suspensions issued, regardless of the grade.

TDSB staff are in the process of implementing this motion and this work should be completed for implementation by the end of September 2021.

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 continue to:

- 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;
- 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;
- Work collaboratively with the Centre of Excellence for Black Students Achievement and the Urban Indigenous Education Centre to challenge unconscious bias, engage in joint problem-solving and ensure that Black and Indigenous students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents;
- Consider and act on the intersectionality's of the data provided in this report, Board Special Education staff must also be involved in the analysis of student discipline matters to ensure that any biases in the student discipline process and any subsequent decisions are being acknowledged and eradicated through interrogation and interruption of practices that appear to be automatic responses to student discipline issues and;
- Work with families and community partners to develop relevant approaches and supports for students.

### **Access to School Premises 2019-20**

For the first time included in this report (Appendix B Access to School Premises 2019-20) is a data set that summarizes the issuance Trespass letters in the Toronto District School Board.

### **Resource Implications**

Funding will be provided through current existing budget allocations.

### **Communications Considerations**

The Caring and Safe Schools report will be shared with key stakeholders through existing TDSB communication channels.

## **Board Policy and Procedure Reference(s)**

- Caring and Safe Schools Policy (P.051)
- 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 2019-20
- Appendix B: Access to School Premises 2019-20

## **From**

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# CARING AND SAFE SCHOOLS REPORT

## 2019 - 2020

The total number of suspensions and expulsions in the Toronto District School Board (TDSB) decreased for the fourth straight year in the 2019-2020 school year.

2019-20 was an unusual school year; all Ontario public schools, including all schools in the TDSB, were closed to in-person learning beginning March 16, 2020, under an order of the Ontario government due to the COVID-19 pandemic. Teacher-led online learning began on April 6, 2020, with all TDSB schools remaining closed to in-person learning for the rest of the school year.

The school closure contributed to fewer suspensions and expulsions within the Board.

Two data analyses were conducted for this report. In Sections A to C, all suspensions and expulsions were reported for the entire 2019-20 school year and compared to the total numbers for the previous three school years. In Sections D and E, the number of suspensions and expulsions from September 1, 2019 to March 15, 2020 were compared with those from the same period in the previous school years. This data set allows for a more accurate point of comparison year-over-year.

### **Addressing Systemic Barriers**

#### Suspensions – Students in Junior Kindergarten to Grade 3

In August 2019, the Ministry of Education directed school Boards to eliminate discretionary suspensions for students from Junior Kindergarten to Grade 3. Subsequently, TDSB Trustees passed a motion that directed staff to eliminate all historic suspensions from student records, both electronic and hard copies, issued to students when they were in Junior Kindergarten to Grade 3. The motion further directed that moving forward, a formal retention schedule be set for all suspensions issued regardless of grade.

TDSB staff are in the process of implementing this motion and this work should be completed by the end of September 2021.

#### Reducing Suspension Rates for Black Students, Indigenous Students, and Students with Special Education Needs

Black students and Indigenous students are suspended at rates much higher than their respective representation within the broader TDSB student population.

Board staff continue to work in specific ways to address this serious issue of systemic racism.

The entire Caring and Safe Schools (CSS) team continues to engage in anti-racism and anti-oppression training with a focus on anti-Black and anti-Indigenous racism. This training, however, is simply not enough.

The CSS team will more intentionally collaborate with the Centre of Excellence for Black Student Achievement and the Urban Indigenous Education Centre to ensure that discipline matters involving Black and Indigenous students are analyzed thoroughly through an anti-oppressive lens that holds anti-Black racism and anti-Indigenous racism at the centre of all conversations and decisions related to student discipline for Black and Indigenous students.

Further, as many students who receive suspensions are also often receiving special education support, TDSB Special Education staff must also be involved in the analysis of student discipline matters to ensure that any biases in the student discipline process and any subsequent decisions are being acknowledged and eradicated through interrogation and interruption of practices that appear to be automatic responses to student discipline issues.

## A: Student Suspensions and Expulsions in 2019-20

Table 1 shows the overall suspension and expulsion information for TDSB elementary and secondary schools throughout the entire 2019-20 school year<sup>1</sup>. The suspension rates<sup>2</sup> were calculated as the number of students suspended during the school year divided by the student enrolment as of October 31<sup>st</sup>.

**Table 1: Suspensions and Expulsions in the 2019-20 School Year**

| Panel        | Total # of Suspensions | # of Students Suspended | Suspension Rate (%) | # of Expulsions |
|--------------|------------------------|-------------------------|---------------------|-----------------|
| Elementary   | 1,718                  | 1,244                   | 0.71%               | 0               |
| Secondary    | 1,868                  | 1,486                   | 2.05%               | 12              |
| <b>Total</b> | <b>3,586</b>           | <b>2,730</b>            | <b>1.11%</b>        | <b>12</b>       |

Table 2 shows the overall suspension and expulsion information in the last four school years. For a more detailed analysis of trends in suspensions/expulsions please see Section D of this report.

**Table 2: Suspensions and Expulsions in the Last Four School Years**

| Year           | Total # of Suspensions | # of Students Suspended | Suspension Rate (%) | # of Expulsions |
|----------------|------------------------|-------------------------|---------------------|-----------------|
| 2016-17        | 7,306                  | 4,927                   | 2.01%               | 64              |
| 2017-18        | 6,221                  | 4,302                   | 1.74%               | 51              |
| 2018-19        | 5,532                  | 3,906                   | 1.58%               | 30              |
| <b>2019-20</b> | <b>3,586</b>           | <b>2,730</b>            | <b>1.11%</b>        | <b>12</b>       |

Table 3 shows the number of suspensions and suspension rates for each grade and division in the 2019-20 school year.

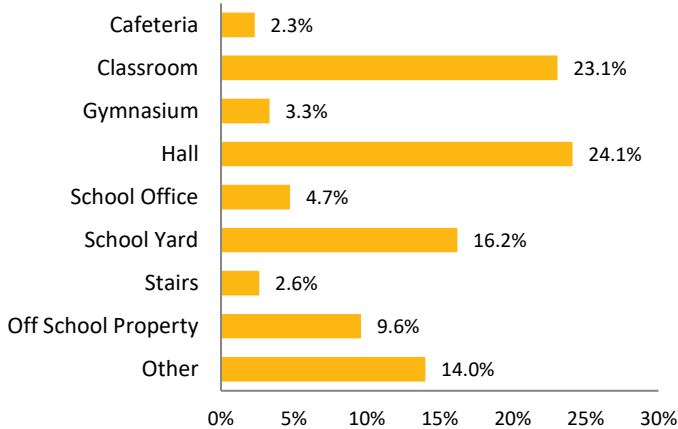
**Table 3: 2019-20 Suspensions by Student Grade/Division**

| Grade                        | # of Suspensions | # of Students | Suspension Rate |
|------------------------------|------------------|---------------|-----------------|
| Junior Kindergarten          | 4                | 4             | 0.02%           |
| Senior Kindergarten          | 7                | 6             | 0.03%           |
| Grade 1                      | 65               | 40            | 0.22%           |
| Grade 2                      | 106              | 73            | 0.40%           |
| Grade 3                      | 122              | 87            | 0.50%           |
| <b>Primary Division</b>      | <b>304</b>       | <b>210</b>    | <b>0.24%</b>    |
| Grade 4                      | 182              | 127           | 0.72%           |
| Grade 5                      | 160              | 116           | 0.67%           |
| Grade 6                      | 237              | 182           | 1.05%           |
| <b>Junior Division</b>       | <b>579</b>       | <b>425</b>    | <b>0.81%</b>    |
| Grade 7                      | 394              | 286           | 1.67%           |
| Grade 8                      | 441              | 323           | 1.94%           |
| <b>Intermediate Division</b> | <b>835</b>       | <b>609</b>    | <b>1.80%</b>    |
| Grade 9                      | 525              | 390           | 2.37%           |
| Grade 10                     | 518              | 409           | 2.44%           |
| Grade 11                     | 449              | 361           | 2.16%           |
| Grade 12                     | 376              | 326           | 1.44%           |
| <b>Senior Division</b>       | <b>1,868</b>     | <b>1,486</b>  | <b>2.05%</b>    |

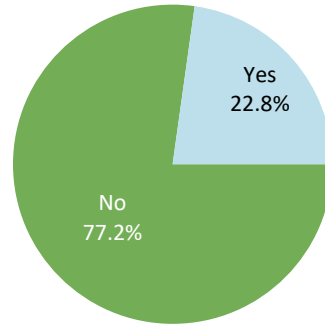
## B: Details of the 2019-20 Suspensions and Expulsions

This section provides details of the 2019-20 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 1: 2019-20 Suspensions/Expulsions by Incident Location**



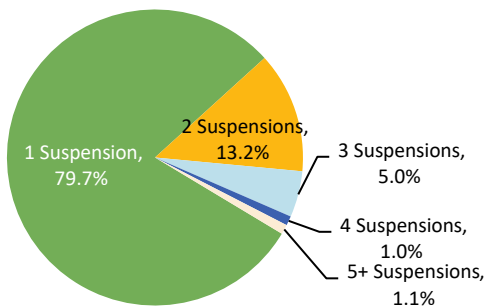
**Figure 2: 2019-20 Suspensions/Expulsions with Police Involvement**



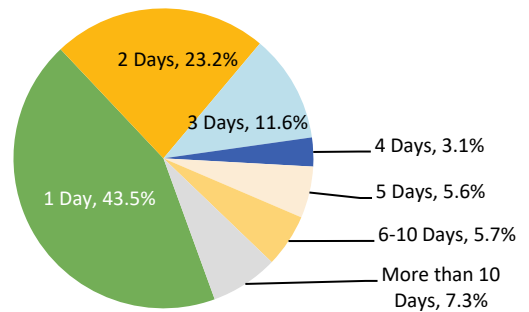
School hallways (24.1%) classrooms (23.1%), and school yards (16.2%) were the most likely locations where incidents were to happen (see Figure 1). Police were involved in 22.8% of the suspensions or expulsions (see Figure 2).

Among the students suspended in the 2019-20 school year, 79.7% had one suspension only, and 20.3% had two or more suspensions during the school year (see Figure 3).

**Figure 3: % of Students with One or More Suspensions in 2019-20**



**Figure 4: 2019-20 Suspensions by Length in Days**



One-day suspensions accounted for 43.5% of the total suspensions in the 2019-20 school year. Two-day and three-day suspensions accounted for 23.2% and 11.6% respectively (see Figure 4).

As seen in Table 4, fighting (17.7%) and physical assault (16.5%) were the top two reasons for suspensions. Bullying accounted for 4.2% of the suspensions.



**Table 4: 2019-20 Suspensions by Infraction Type**

| <b>Types Defined by Section 306. (1) of the Education Act</b>   | <b>Count</b> | <b>Percent</b> |
|---|--------------|----------------|
| Uttering a threat to inflict serious bodily harm on another person  | 102          | 2.8%           |
| Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis   | 69           | 1.9%           |
| Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis  | 49           | 1.4%           |
| Swearing at a teacher or at another person in a position of authority   | 215          | 6.0%           |
| 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   | 22           | 0.6%           |
| Bullying  | 152          | 4.2%           |
| <b>Types Defined by the Board According to Section 306. (1) 7. of the Education Act</b>   |              |                |
| Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises  | 69           | 1.9%           |
| Use of profane or improper language   | 234          | 6.5%           |
| Use of tobacco  | 40           | 1.1%           |
| Theft   | 70           | 2.0%           |
| Aid or incite harmful behaviour   | 439          | 12.2%          |
| Physical assault  | 593          | 16.5%          |
| Being under the influence of illegal drugs  | 12           | 0.3%           |
| Fighting  | 633          | 17.7%          |
| Possession or misuse of any harmful substances  | 74           | 2.1%           |
| Extortion   | 2            | 0.1%           |
| Inappropriate use of electronic communications or media devices   | 110          | 3.1%           |
| An act considered by the school principal to be a breach of the Board's or school code of conduct   | 145          | 4.0%           |
| Immunization  | 0            | -              |
| <b>Types Defined by Section 310. (1) of the Education Act</b>   |              |                |
| Possessing a weapon, including a firearm  | 89           | 2.5%           |
| Using a weapon to cause or to threaten bodily harm to another person  | 41           | 1.1%           |
| Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner   | 118          | 3.3%           |
| Committing sexual assault   | 42           | 1.2%           |
| Trafficking in weapons or in illegal drugs, or in cannabis  | 5            | 0.1%           |
| Committing robbery  | 19           | 0.5%           |
| Giving alcohol or cannabis to a minor   | 3            | 0.1%           |
| 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  | 6            | 0.2%           |
| 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 | 91           | 2.5%           |
| <b>Types Defined by the Board According to Section 310. (1) 8. of the Education Act</b>   |              |                |
| Possession of an explosive substance  | 1            | 0.0%           |
| Sexual harassment   | 30           | 0.8%           |
| Hate and/or bias-motivated occurrence(s)  | 19           | 0.5%           |
| Distribution of hate material   | 4            | 0.1%           |
| Racial harassment   | 26           | 0.7%           |
| An act considered by the principal to be a serious breach of the Board's or school's code of conduct  | 62           | 1.7%           |

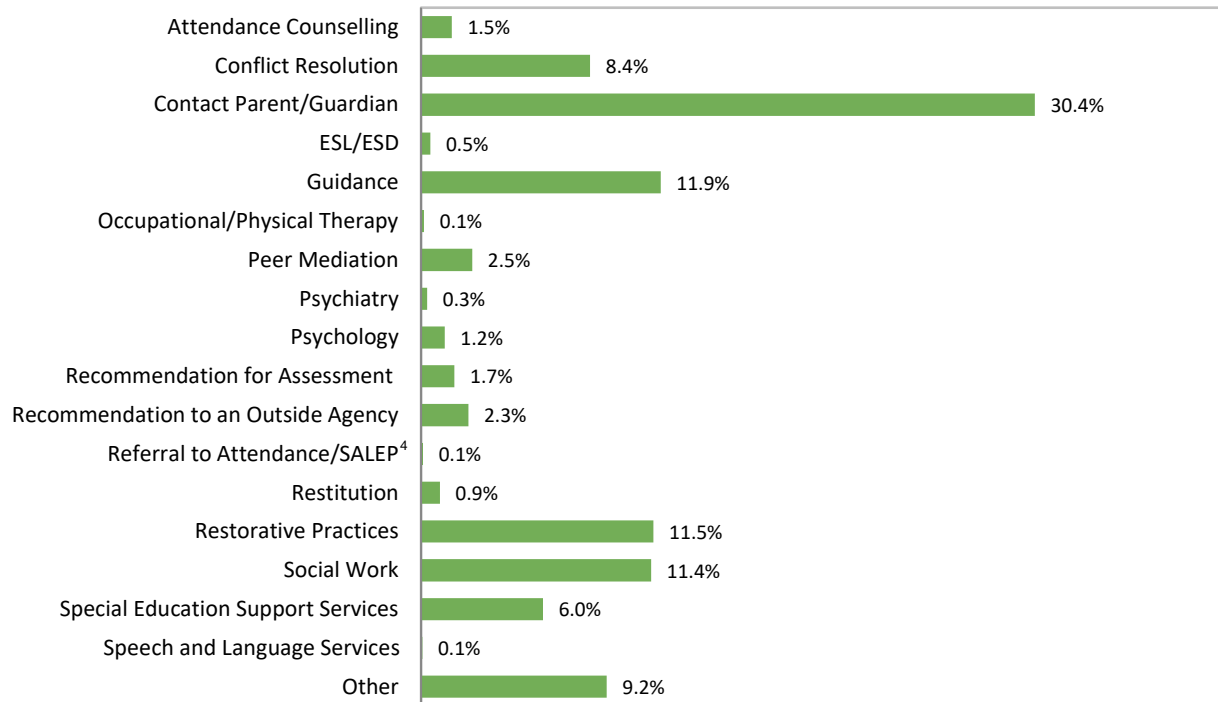
**Table 5: 2019-20 Expulsions<sup>3</sup> by Infraction Type**

| <b>Infraction Type</b>  | <b>Count</b> | <b>Percent</b> |
|---|--------------|----------------|
| Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner | 2            | 16.7%          |
| Committing robbery  | 2            | 16.7%          |
| Committing sexual assault   | 0            | -              |
| Possessing a weapon, including a firearm  | 0            | -              |
| Sexual harassment   | 0            | -              |
| Trafficking in weapons or in illegal drugs  | 0            | -              |
| Using a weapon to cause or to threaten bodily harm to another person  | 3            | 25.0%          |
| An act considered by the principal to be a serious breach of the Board's or school's code of conduct                | 5            | 41.7%          |

## C: Interventions Used by Schools in 2019-20

Of all the suspensions in the 2019-20 school year, 97.2% had been followed up with interventions by schools. Figure 5 shows the most used interventions by schools.

**Figure 5: Most Used Interventions by Schools in the 2019-20 School Year**



A meeting with parents or guardians was the most used intervention (30.4% of the all interventions), followed by guidance (11.9%), restorative practices (11.5%), and social work (11.4%).

## D: Student Suspension/Expulsion Trend Analysis

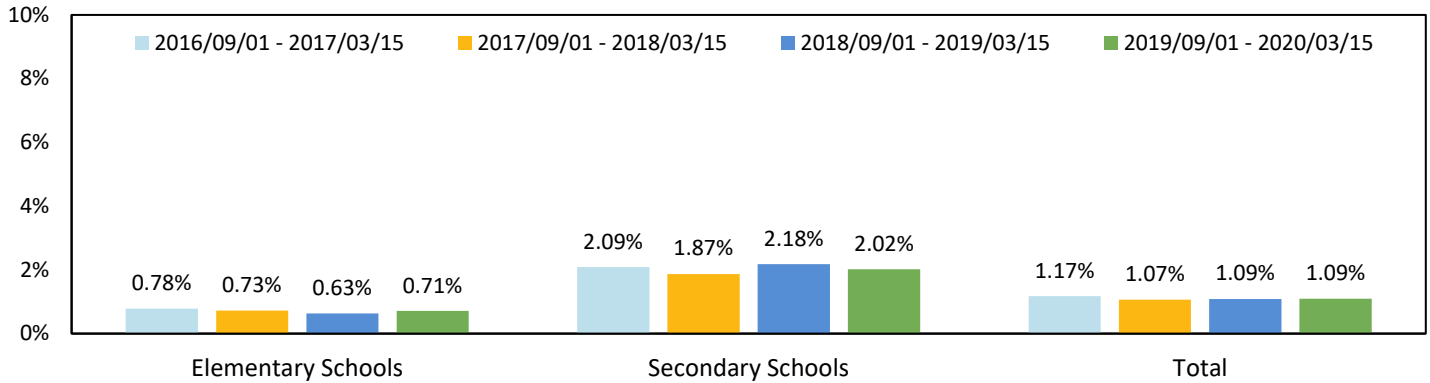
As mentioned above, all Ontario schools had been closed since March 16<sup>th</sup> in the 2020-21 school year due to the COVID-19 pandemic. Table 6 and Figure 6 show the overall suspension and expulsion information for TDSB elementary and secondary schools during the same period of September 1<sup>st</sup> to March 15<sup>th</sup> in the last four school years.

When compared with same period of the 2016-17 school year, the number of suspensions from September 1<sup>st</sup> to March 15<sup>th</sup> in the 2019-20 school year dropped 6.4% with 241 fewer suspensions (from 3,790 to 3,549), resulting a lower suspension rate of 1.09% for this period of the 2019-20 school year.

**Table 6: Suspensions and Expulsions from September 1<sup>st</sup> to March 15<sup>th</sup>, 2016-17 to 2019-20**

| Panel                            | School Year                    | # of Suspensions | # of Students Suspended | # of Expulsions |
|----------------------------------|--------------------------------|------------------|-------------------------|-----------------|
| Elementary Schools               | 2016/09/01 - 2017/03/15        | 1,809            | 1,336                   | 1               |
|                                  | 2017/09/01 - 2018/03/15        | 1,750            | 1,259                   | 0               |
|                                  | 2018/09/01 - 2019/03/15        | 1,502            | 1,098                   | 0               |
|                                  | <b>2019/09/01 - 2020/03/15</b> | <b>1,707</b>     | <b>1,234</b>            | <b>0</b>        |
| Secondary Schools                | 2016/09/01 - 2017/03/15        | 1,981            | 1,541                   | 39              |
|                                  | 2017/09/01 - 2018/03/15        | 1,710            | 1,377                   | 26              |
|                                  | 2018/09/01 - 2019/03/15        | 2,006            | 1,588                   | 20              |
|                                  | <b>2019/09/01 - 2020/03/15</b> | <b>1,842</b>     | <b>1,463</b>            | <b>12</b>       |
| Elementary and Secondary Schools | 2016/09/01 - 2017/03/15        | 3,790            | 2,877                   | 40              |
|                                  | 2017/09/01 - 2018/03/15        | 3,460            | 2,636                   | 26              |
|                                  | 2018/09/01 - 2019/03/15        | 3,508            | 2,686                   | 20              |
|                                  | <b>2019/09/01 - 2020/03/15</b> | <b>3,549</b>     | <b>2,697</b>            | <b>12</b>       |

**Figure 6: Suspension Rates for the September-March Period, 2016-17 to 2019-20**



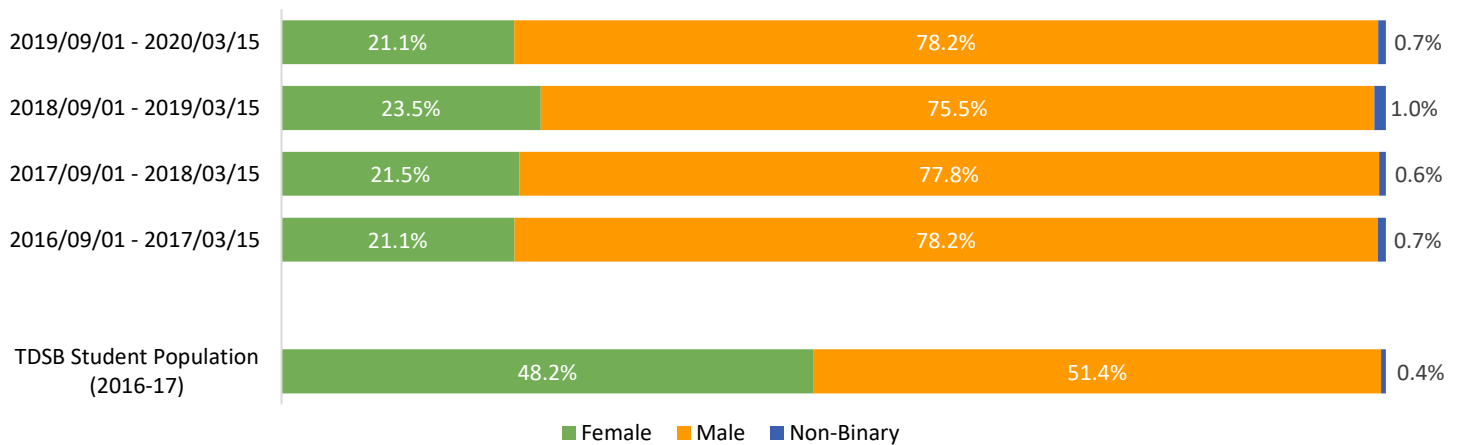
## E: Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 to 2019-20 student suspensions and expulsions from September 1<sup>st</sup> to March 15<sup>th</sup> were analyzed by student characteristics such as gender identity, self-identified ethno-racial background, student and parent birth place, parent education level and presence at home, language spoken at home, sexual orientation, and special education needs, as captured by the Board’s School Information System, and its Student/Parent Census (the most recent one was conducted in the 2016-17 school year). As the number of expulsions is very small, in the following analyses they were combined with suspensions since expelled students must be suspended first pending their expulsion outcome.

### By Student Gender Identity

Figure 7 shows that male students accounted for more than three quarters of the suspensions/expulsions (78.2% in 2019-20) from the same period in the last four school years.

**Figure 7: Distribution of Suspensions/Expulsions by Student Gender Identity**

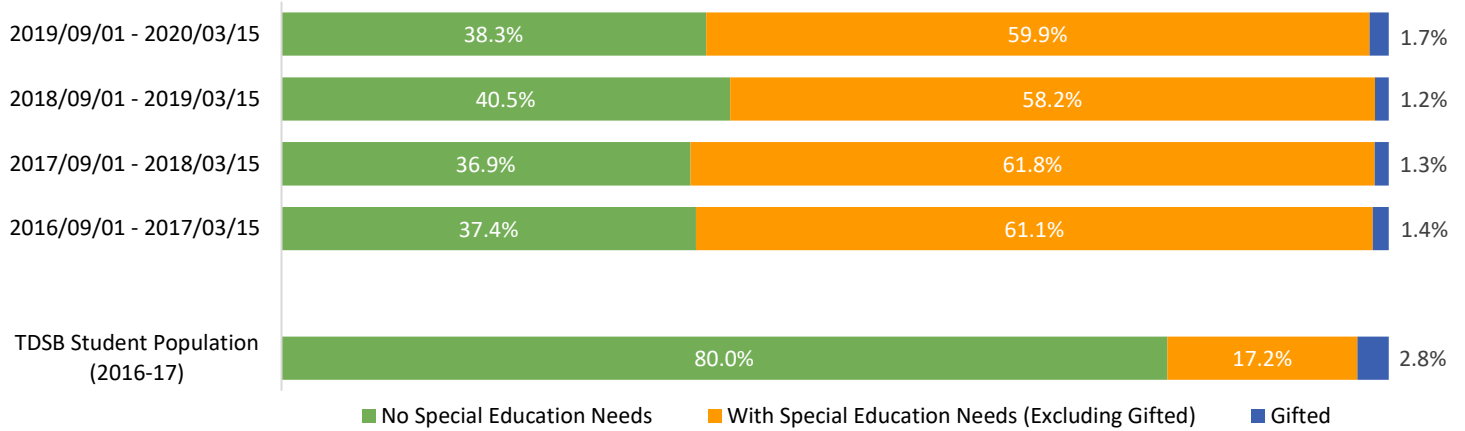


According to the 2016-17 Census data there were 1,067 non-binary students, representing 0.4% of the TDSB student population in the 2016-17 school year. Figure 7 indicates that although they only accounted for about 1% of the total suspensions/expulsions, non-binary students were proportionately over-represented in the suspensions/expulsions in all these school years.

## By Special Education Needs

Figure 8 shows the distributions of suspensions/expulsions between September 1<sup>st</sup> and March 15<sup>th</sup> in the last four school years by students' status of special education needs.

**Figure 8: Distribution of Suspensions/Expulsions by Special Education Needs**

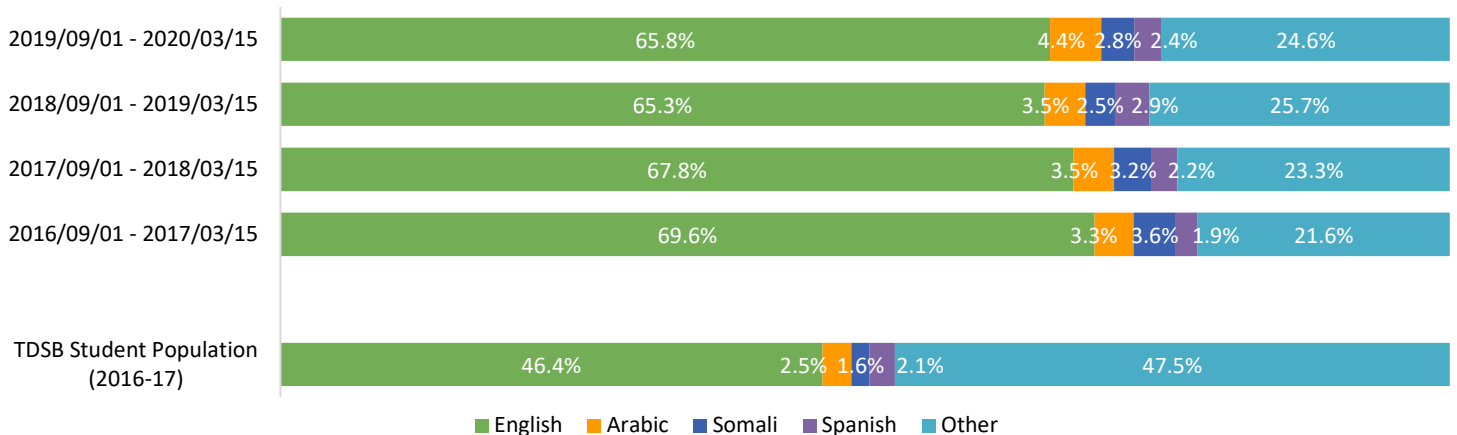


Students with special education needs (excluding Gifted) accounted for the majority (58-62%) of the suspensions/expulsions. Since they accounted for about 17% of the TDSB student population, they were disproportionately high in the suspensions/expulsions (59.9% in 2019-20).

## By Primary Language at Home

Figure 9 shows the distributions of the suspensions/expulsions during the same period in the four school years by students' primary language spoken at home. English-speaking students accounted for about two-third (65.8% in 2019-20) of the suspensions/expulsions, while students whose primary home language were Somali, Arabic, and Spanish, the next three large groups in suspensions/expulsions, accounted for about 10% collectively.

**Figure 9: Distribution of Suspensions/Expulsions by Primary Home Language**

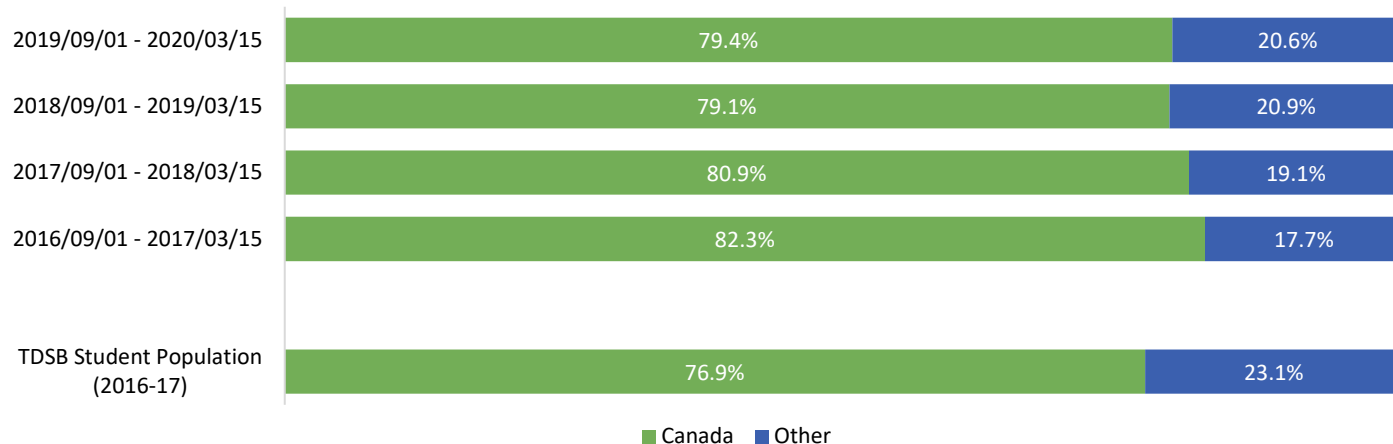


In the 2019-20 school year students whose primary home language were English, Arabic, Somali, and Spanish represented 45.9%, 2.7%, 1.4%, and 2.4% of the TDSB student population respectively. Therefore, English-speaking students, as well as Arabic- and Somali-speaking students, were over-represented in the suspensions/expulsions.

## By Student Birth Place

In 2019-20 slightly over three quarters (76.3%) of the TDSB students were born in Canada. Figure 10 shows that they accounted for the majority (79.4% in 2019-20) of the suspensions/expulsions.

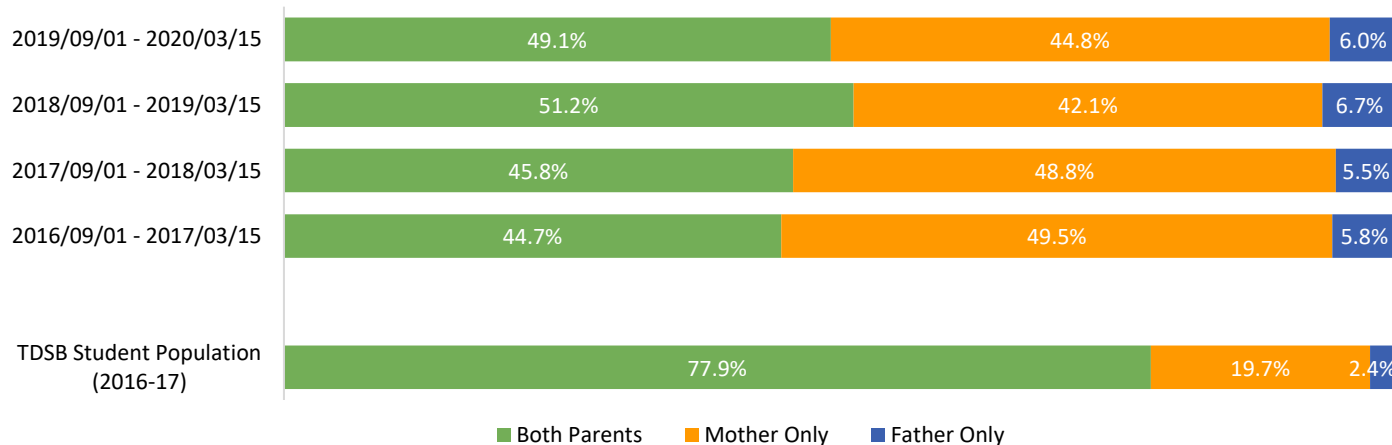
**Figure 10: Distribution of Suspensions/Expulsions by Student Birth Place**



## By Parent Presence at Home

Among students in the 2019-20 school year, 79% lived with both parents at home, 19% lived with mother only, and 2% lived with father only, according to the student registration data. Figure 11 shows the distributions of student suspensions/expulsions between September 1<sup>st</sup> and March 15<sup>th</sup> in the four school years by their parents' presence at home.

**Figure 11: Distribution of Suspensions/Expulsions by Parent Presence at Home**



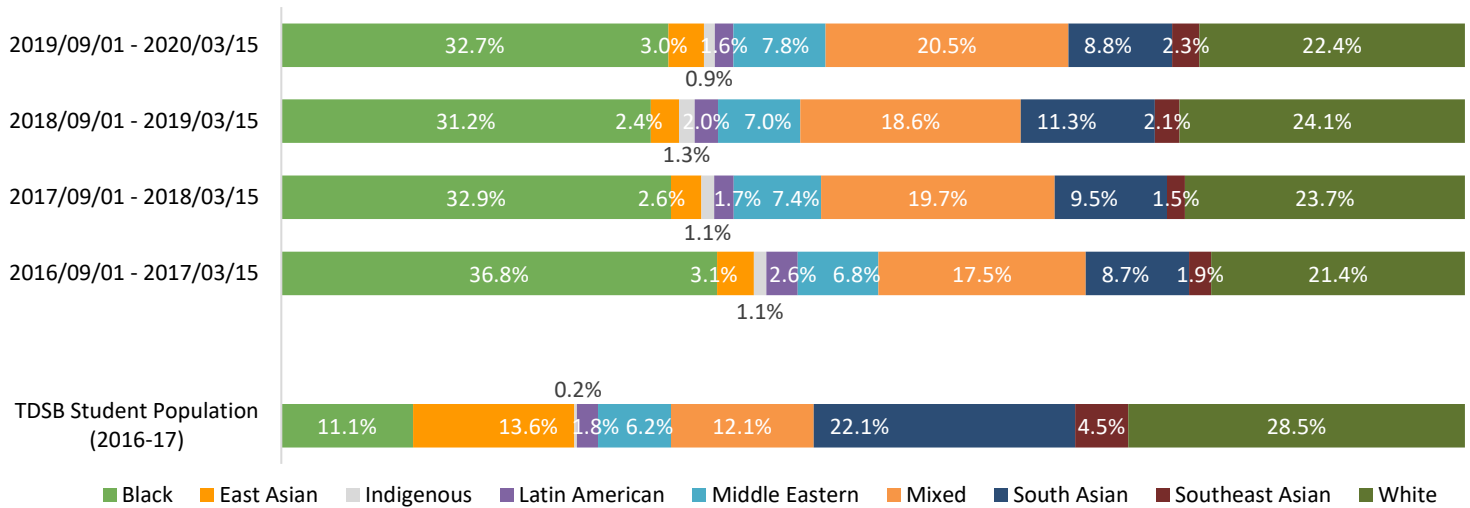
Although about half of suspensions/expulsions (49.1% in 2019-20) were issued to students who lived with both parents, students who lived with one parent, particularly with mother only, had disproportionately high representations in the suspensions/expulsions in all four school years (44.8% in 2019-20).

In the following analyses, students' self-identified ethno-racial background, sexual orientation, and parent education level and birthplace were derived from participants' responses to the TDSB's Student/Parent Census (the most recent one was conducted in the 2016-17 school year). As some students and parents did not participate in the Census, not all the suspensions/expulsions could be included in these analyses.

## By Student Ethno-Racial Background

After being linked to the Census data, about 64-74% of the suspensions/expulsions in these school years could be disaggregated by students' self-identified ethno-racial background. See Figure 12.

**Figure 12: Distribution of Suspensions/Expulsions by Student Ethno-Racial Background**



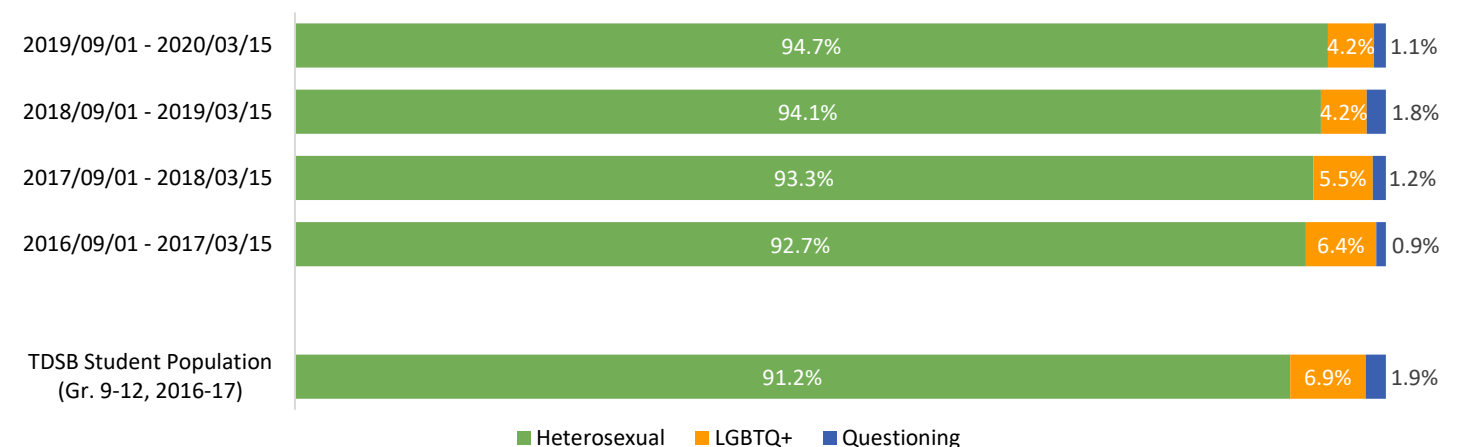
Black students, who accounted for 11% of the TDSB student population, were disproportionately high in the suspensions/expulsions in all four school years (32.7% in 2019-20). Similarly, Indigenous, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented in the suspensions/expulsions in all four school years.

When compared with the same period in the 2016-17 school year, the proportion of suspensions/expulsions Issued to Black students in the 2019-20 school year decreased by 4.1% (from 36.8% to 32.7%).

## By Student Sexual Orientation (Grade 9-12)

In the 2016-17 school year, the vast majority (91%) of the Grade 9-12 students identified themselves as heterosexual, while 7% 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 13: Distribution of Suspensions/Expulsions by Student Sexual Orientation (Gr. 9-12)**

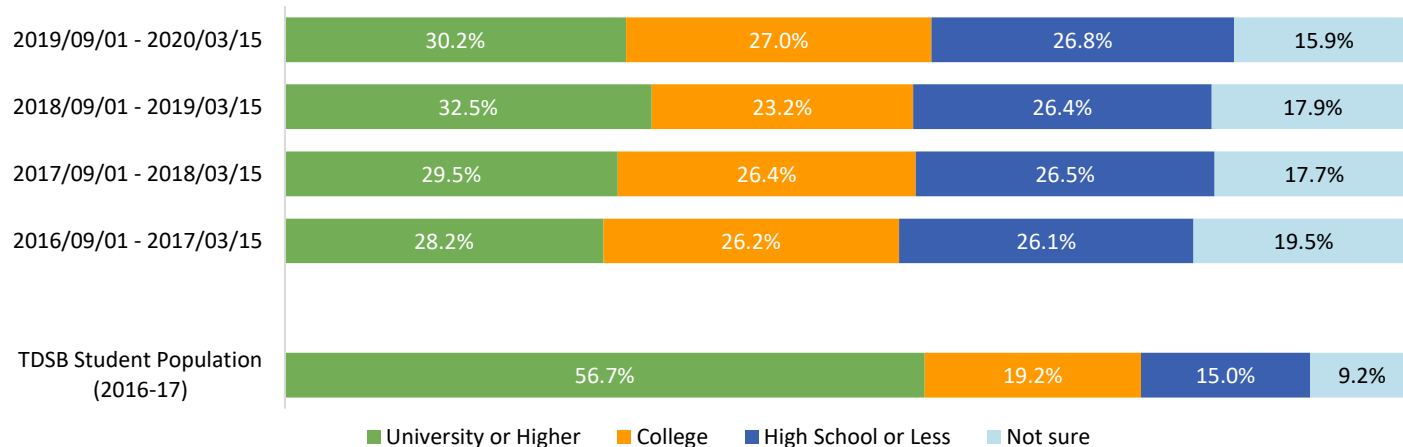


In Grade 9-12, about 45-65% of the suspensions/expulsions in the four school years between September 1<sup>st</sup> and March 15<sup>th</sup> could be linked to the student sexual-orientation information. Among them, the vast majority (94.7% in 2019-20) were issued to heterosexual students, while LGBTQ+ students accounted for 4.2-6.4% of the suspensions/expulsions (4.2% in 2019-20). See Figure 13. These proportions are similar to their representations in the general student population.

## 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), 19% 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. Over half of the suspensions/expulsions in these four school years could be linked to this variable.

**Figure 14: Distribution of Suspensions/Expulsions by Parent Education Level**

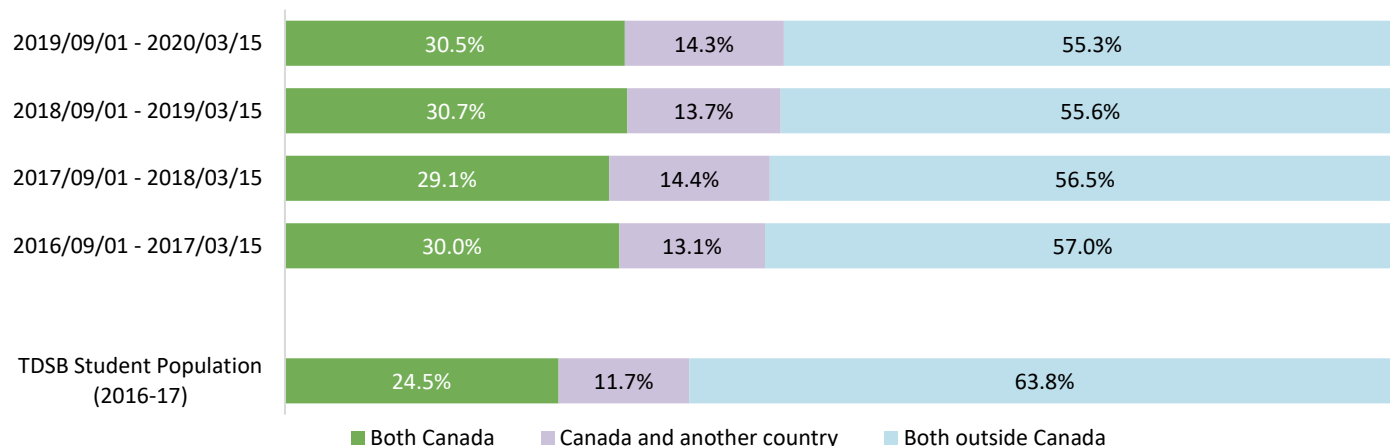


As shown in Figure 14, students whose parents had a university degree or above were under-represented in the suspensions/expulsions (30.2% in 2019-20), while students whose parents had a lower education level (college, secondary school or less) were over-represented in all four school years (27.0% and 26.8% in 2019-20).

## 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 15 shows the distributions of about two-third (63-73%) of the suspensions/expulsions in the four school years that could be linked to this variable.

**Figure 15: Distribution of Suspensions/Expulsions by Parent Birth Place**

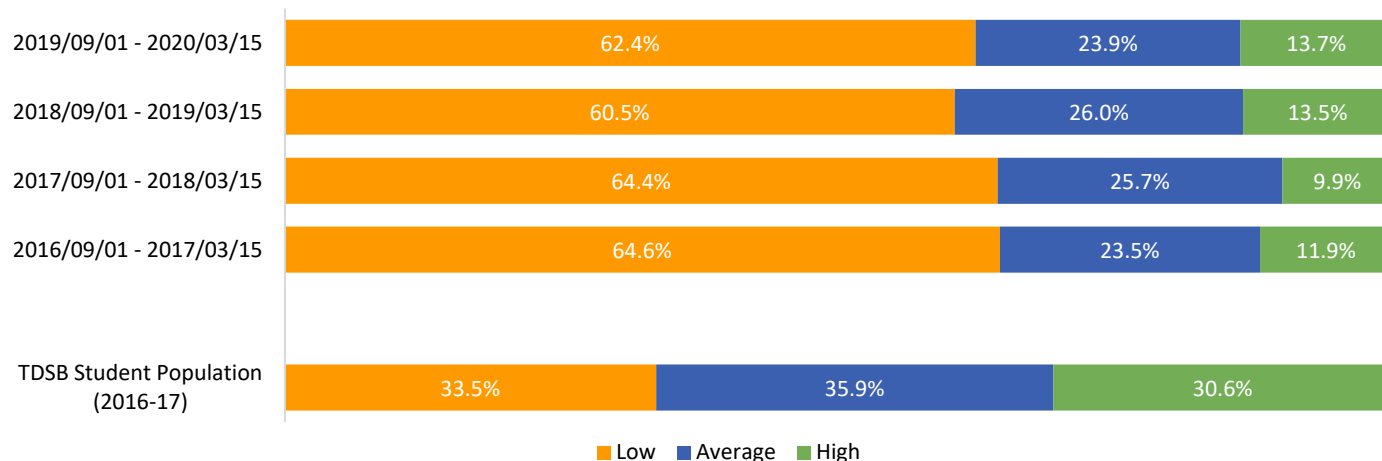


Students with both foreign-born parents accounted for the majority of suspensions/expulsions (55.3% in 2019-20).

## By Family Socioeconomic Status

In this report family socioeconomic status (SES) was represented by family annual income in the Parent Census (for Junior-Kindergarten to Grade 6 students), and parent occupations in the Grade 7-12 Student Census, together with parent education level and parent presence at home in both Parent and Student Census. Students were classified into three categories: low, average, and high family SES. About half of the suspensions/ expulsions in the four school years could be linked to this derived variable.

**Figure 16: Distribution of Suspensions/Expulsions by SES**



Students from low SES families had disproportionately high representations in the suspensions/expulsions in all four school years (62.4% in 2019-20). Students from average SES families accounted for about one quarter of the suspensions/expulsions (23.9% in 2019-20), while students from high SES families accounted for 13.7% of the suspensions/expulsions in 2019-20. See Figure 16.

## F: 2019-20 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 (see Table 8) 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.

Due to the COVID-19 pandemic, all provincial standard assessments were cancelled in the 2019-20 school year. However, research from previous school years indicates that there are strong correlations between student suspensions and their academic achievement. Suspended students had lower levels of achievement on the provincial standard assessments, report cards, and credit accumulation, than students not being suspended. Table 7 shows the Caring and Safe Schools alternative programs for the suspended/expelled students in the 2019-20 school year.



**Table 7: Caring and Safe Schools Alternative Programs 2019-20**

| Program Site   | Division     | Area   | Program Description  |
|--|--------------|--------|--|
| C&SS Elementary Itinerant @ Vaughan Rd   | Pr./Jr./Int. | LC 1-4 | <b>Elementary Itinerant Team</b> – 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    | <b>Elementary Support Programs (Suspended/Expelled/ Assessment &amp; Support Placements)</b> 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.<br><br>C&SS Social Workers and Psychologists provide services to the sites as required.<br><br>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.     |        |  |
| Program Site   | Division     | Area   | Program Description  |
| Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre                              | Sr.          | LC1    | <b>Secondary Suspension/Expulsion/Assessment &amp; Support Programs</b> 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.   |
| Bickford Suspension/ Expulsion Program @ Bickford Centre                                       | Sr.          | LC4    |  |
| Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies             | Sr.          | LC3    | Suspended and expelled students are referred through the Caring and Safe Schools process.  |
| Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre                             | Sr.          | LC2    | Assessment & Support students in need of both academic and non-academic support are referred by Caring and Safe Schools Learning Centre Administrators for placement.  |
| Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (Community Partnership) | Sr.          | LC2    | <b>Assessment and Support Programs</b> 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.<br><br>C&SS Social Workers and Psychologists provide services to the sites as required.  |
| Stanley Road Assessment & Support Program  | Sr.          | LC2    |  |
| Operation Springboard Assessment and Support (Community Partnership)                           | Sr.          | LC3    |  |
| East Metro Youth Services Assessment and Support (Community Partnership)                       | Sr.          | LC3    |  |
|  |              |        | Students are referred through Learning Centre Caring and Safe Schools Administrators.  |

## Contact Us

For more information about this report, please contact:

### **Caring and Safe Schools**

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Etobicoke, ON M9C 2B3  
Tel: 416-394-7404

### **Endnotes**

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

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

<sup>3</sup> Including expulsions carried over from the previous year.

<sup>4</sup>SAL: Supervised Alternative Learning

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

<sup>6</sup>Percentages may not add up to 100 due rounding.

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### Access to School Premises 2019-20

Under the Education Act, R.S.O. 1990, c. E.2, Ontario Regulation 474/00, *Access to School Premises*, authorizes a principal, a vice-principal or another person authorized by the Toronto District School Board to direct a person to leave the school premises where, in the judgment of the principal, vice-principal or other authorized person, the presence of that person is detrimental to the safety or well-being of a person on the premises. In such cases, a *Trespass to Property Letter* might be issued. However, a student cannot be issued a warning to trespass to a school in which they are enrolled, or if the pupil is attending a program for suspended or expelled pupils that is located on the school premises.

In the 2019-20 school year, a total of 181 trespass letters were issued: 128 (70.7%) to students and 53 (29.3%) to guardians. Table 1 shows the distribution of trespass letters by the type of trespassing.

**Table 1: 2019-20 Trespass Letter Types**

| <b>Trespass Letter Issued to:</b>                               | <b>Count</b> | <b>Percent</b> |
|---|--------------|----------------|
| Persons who were not legally permitted to be on school premises | 93           | 51.4%          |
| Persons who were legally permitted to be on school premises     | 12           | 6.6%           |
| Trespass warning letter   | 76           | 42.0%          |

For more information please contact:

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