



# CARING AND SAFE SCHOOLS REPORT

## 2012 - 2013

The Toronto District School Board's (TDSB) mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society. To accomplish this, we are committing ourselves to a four-year action plan, the **Years of Action 2013-2017**. During this time, we will direct our focus and align our resources to support **every student, every school, every day** of the year. The Years of Action 2013-2017 is designed to provide clear and measurable direction to ensure that together we will:

- make every school an effective school;
- build leadership within a culture of adaptability, openness, and resilience;
- form strong and effective relationships and partnerships;
- build environmentally sustainable schools that inspire teaching and learning; and
- identify disadvantage and intervene effectively.

A caring, safe, respectful, orderly, and purposeful learning environment in which everyone is engaged and demonstrates personal and social responsibility is essential to student learning. To support our collective efforts to ensure continuous improvement and high levels of success for all students through evidence-based decision making and accountability, this Caring and Safe Schools Report provides student suspension and expulsion information for the 2012-2013 school year. The report, together with other information such as students' academic achievement, school engagement and well-being, can be used to inform school improvement, program planning, resource allocation, and professional development.

### A: Overall Student Suspensions and Expulsions

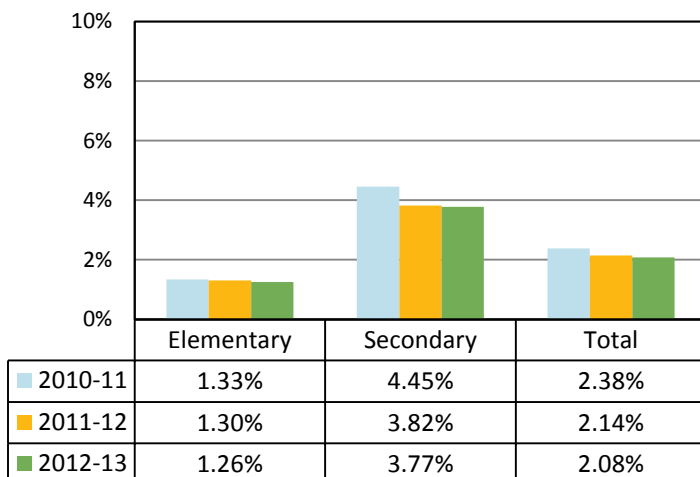
Table 1 and Figures 1-2 show the overall suspension and expulsion information for TDSB elementary and secondary schools for the last three years<sup>1</sup>. The suspension and expulsion rates<sup>2</sup>, as shown in Figures 1 and 2, were calculated as the number of students suspended/expelled during the entire school year divided by the student enrolment as of October 31<sup>st</sup>.

Over the past three years (2010-11 to 2012-13), suspension rates continue to decline in both the elementary and secondary panels. The overall suspension rate decreased from 2.38% in 2010-11 to 2.08% in 2012-13, or 1,232 fewer suspensions.

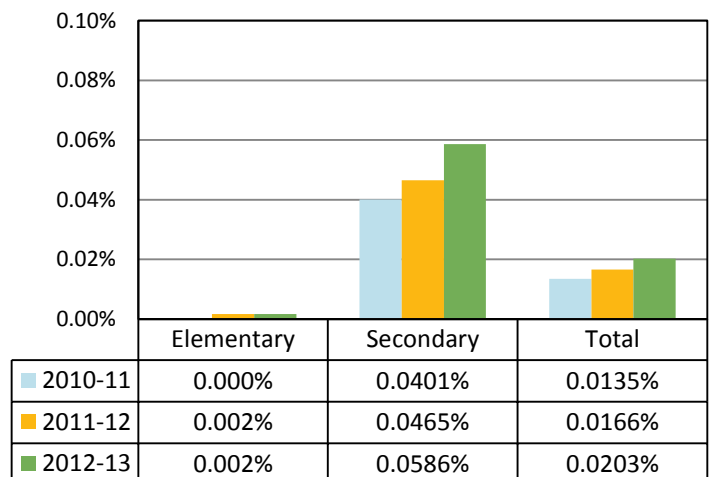
**Table 1: Total Number of Suspensions and Expulsions for the Last Three School Years**

Panel	Suspensions			Students Suspended			Expulsions		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Elementary Schools	3,392	3,398	3,328	2,293	2,248	2,168	0	3	3
Secondary Schools	5,636	4,722	4,468	3,891	3,286	3,153	35	40	49
<b>Total</b>	<b>9,028</b>	<b>8,120</b>	<b>7,796</b>	<b>6,184</b>	<b>5,534</b>	<b>5,321</b>	<b>35</b>	<b>43</b>	<b>52</b>

**Figure 1: Suspension Rates Over Time**



**Figure 2: Expulsion Rates Over Time**



## B: 2012-2013 Suspensions and Expulsions by Student Demographics

In this section, the 2012-13 student suspensions and expulsions were analyzed by student characteristics such as grade, gender, and Special Education Needs. This information can be used to understand student suspensions and expulsions, and for the ongoing support at school and at home.

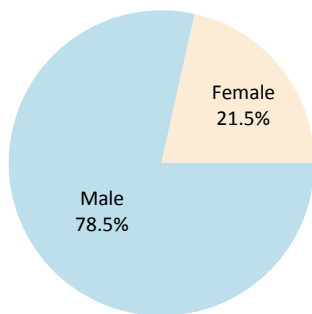
**Table 2: 2012-13 Suspensions by Student Grade/Division**

Grade	# of Suspensions	% of Total Suspensions
Junior Kindergarten	15	0.19%
Senior Kindergarten	11	0.14%
Grade 1	177	2.27%
Grade 2	184	2.36%
Grade 3	232	2.98%
<b>Primary Division</b>	<b>619</b>	<b>7.94%</b>
Grade 4	303	3.89%
Grade 5	343	4.40%
Grade 6	480	6.16%
<b>Junior Division</b>	<b>1,126</b>	<b>14.4%</b>
Grade 7	717	9.20%
Grade 8	866	11.1%
<b>Intermediate Division</b>	<b>1,583</b>	<b>20.3%</b>
Grade 9	1,077	13.8%
Grade 10	1,244	16.0%
Grade 11	1,057	13.6%
Grade 12	1,090	14.0%
<b>Senior Division</b>	<b>4,468</b>	<b>57.3%</b>
<b>TDSB Total</b>	<b>7,796</b>	<b>100%</b>

Figure 3 shows that of the 7,796 suspensions given in the 2012-13 school year, the majority (78.5%, or 6,119 suspensions) were given to male students.

Forty-five male students were expelled, representing 86.5% of the 52 expulsions in the 2012-13 school year (including eight expulsions carried over from the previous school year) (see Figure 4).

**Figure 3: 2012-13 Suspensions by Student Gender**



**Figure 4: 2012-13 Expulsions by Student Gender**

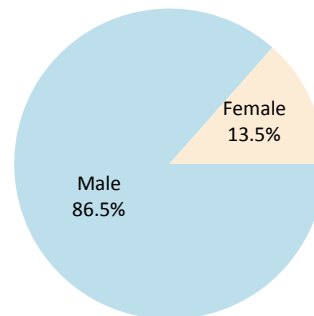
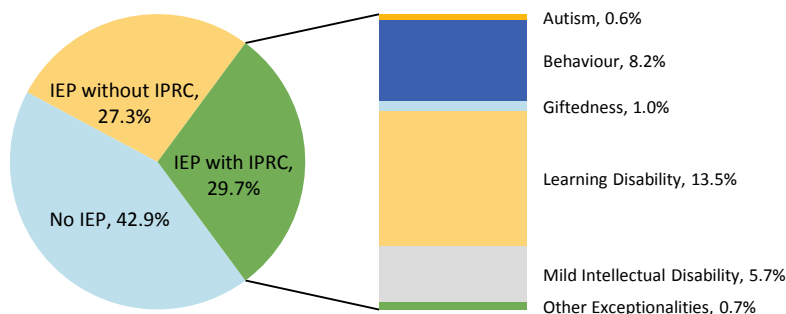


Figure 5 shows that of the total suspensions given in 2012-13:

- 42.9% were given to students who had no IEP (Individual Education Plan);
- 27.3% were given to students who had an IEP but no identified exceptionalities;
- 29.7% were given to students who had an IEP and an identified exceptionalality through the IPRC (Identification, Placement, and Review Committee) process. Learning Disability, Behaviour, and Mild Intellectual Disability are the top three exceptionalities in this category.

**Figure 5: 2012-13 Suspensions by Status of Special Education Needs**

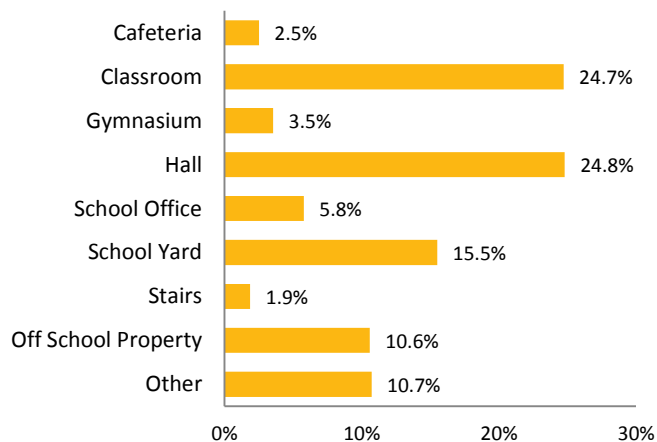


IEP: Individual Education Plan; IPRC: Identification, Placement, and Review Committee

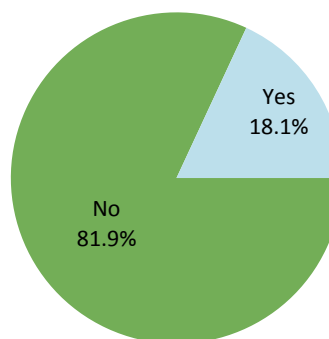
## C: Details of the 2012-2013 Suspensions and Expulsions

This section provides details of the 2012-13 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, Family of Schools, and Board levels.

**Figure 6: 2012-13 Suspensions by Incident Location**



**Figure 7: 2012-13 Suspensions/Expulsions by Police Involvement**



School hallways (24.8%), classrooms (24.7%), and school yards (15.5%) were the most likely locations where incidents were to happen (see Figure 6).

Police were involved in 18.1% of the suspensions or expulsions (see Figure 7).

As seen in Table 3, other than reasons determined by school principals, fighting (17.7%), physical assault (12.5%), and swearing (6.9%) were the top three reasons for suspensions. Bullying accounted for 4.7% of the suspensions.

**Table 3: 2012-2013 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	152	1.95%
Possessing alcohol or illegal drugs	198	2.54%
Being under the influence of alcohol	52	0.67%
Swearing at a teacher or at another person in a position of authority	540	6.93%
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	24	0.31%
Bullying	367	4.71%
<b>Types Defined by the Board According to Section 306 (1) 7 of the Education Act</b>		
Aid/Incite harmful behavior	500	6.41%
Being under the influence of illegal drugs	214	2.74%
Distribution of hate material	2	0.03%
Extortion	9	0.12%
Fighting	1380	17.7%
Hate motivated violence	1	0.01%
Hate and/or bias-motivated occurrence(s)	1	0.0%
Inappropriate use of electronic communication/media	151	1.94%
Physical assault	977	12.5%
Possession or misuse of any harmful substances	67	0.86%
Racial harassment	9	0.12%
Sexual harassment	71	0.91%
Theft	302	3.87%
Use of profane or improper language	295	3.78%
Use of tobacco	28	0.36%
Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	139	1.78%
An act considered by the Principal to be a breach of the Board's or a school's Code of Conduct	2096	26.9%
<b>Types Defined by Section 310 (1) of the Education Act</b>		
Possessing a weapon, including a firearm	38	0.49%
Using a weapon to cause or to threaten bodily harm to another person	11	0.14%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	51	0.65%
Committing sexual assault	23	0.30%
Trafficking in weapons or in illegal drugs	9	0.12%
Committing robbery	32	0.41%
Giving alcohol to a minor	1	0.01%
<b>Types Defined by the Board According to Section 310 (1) 8 of the Education Act</b>		
Possession of explosive substance	0	-
An act considered by the Principal to be a serious breach of the Board's or a school's Code of Conduct	56	0.72%

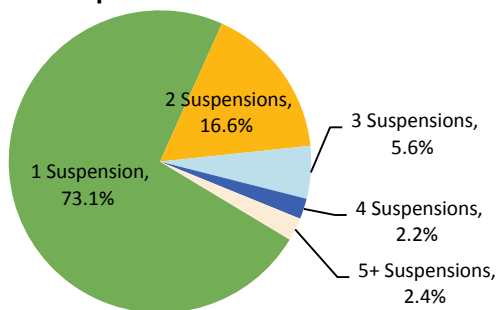
**Table 4: 2012-2013 Expulsions<sup>3</sup> by Infraction Type**

<b>Infraction Type</b>	<b>Count</b>	<b>Percent</b>
Possessing a weapon, including a firearm	4	9.1%
Using a weapon to cause or to threaten bodily harm to another person	7	15.9%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	4	9.1%
Committing sexual assault	3	6.8%
Trafficking in weapons or in illegal drugs	0	-
Committing robbery	8	18.2%
Giving alcohol to a minor	0	-
Possession of explosive substance	0	-
An act considered by the Principal to be a serious breach of the Board's or a school's Code of Conduct	18	40.9%

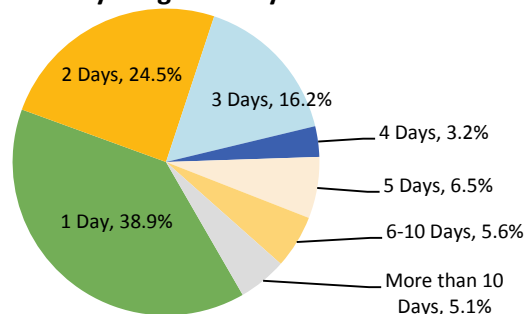
Among the students suspended in the 2012-13 school year, 73.1% had one suspension only, and 26.9% had two or more suspensions during the school year (see Figure 8).

One-day suspensions accounted for 38.9% of the total suspensions in the 2012-13 school year. Two-day and three-day suspensions accounted for 24.5% and 16.2% respectively (see Figure 9).

**Figure 8: % of Students with One or More Suspensions in 2012-13**



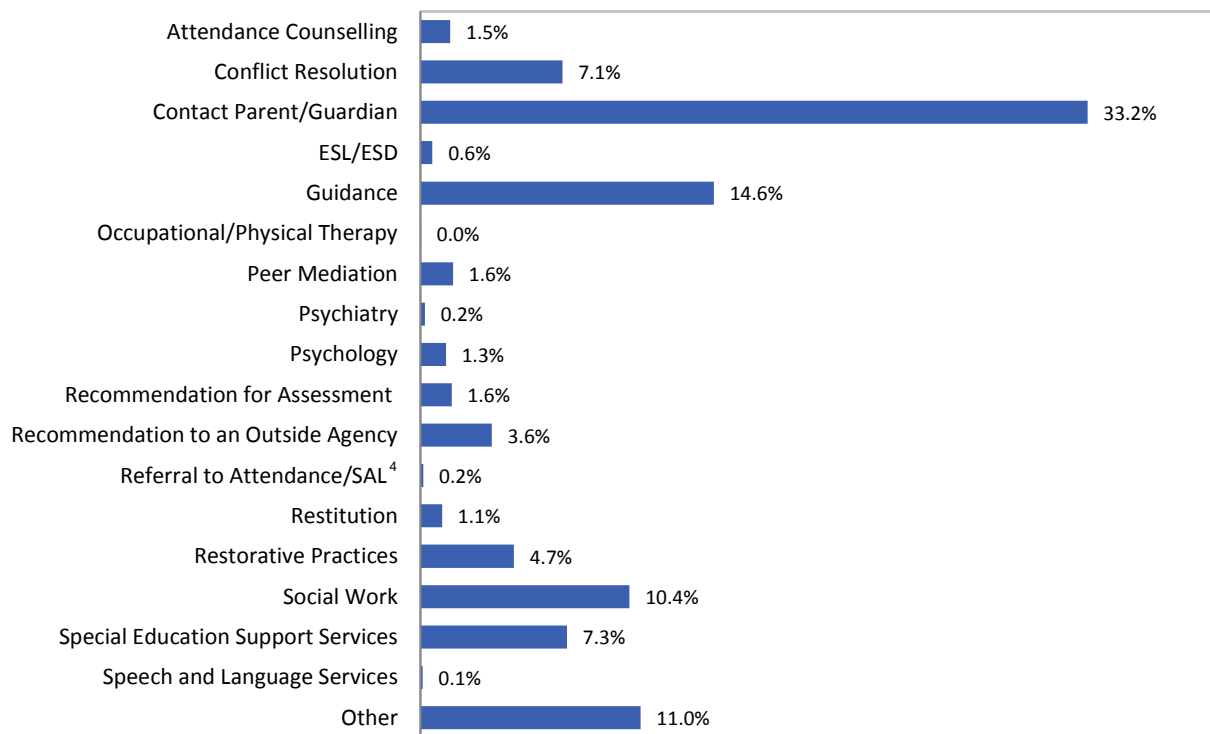
**Figure 9: 2012-13 Suspensions by Length in Days**



### D: Interventions Used by Schools

Of all the suspensions in the 2012-13 school year, 88% had been followed up with interventions by schools. Figure 10 shows the most used interventions by schools.

**Figure 10: Most Used Interventions by Schools in the 2012-13 School Year**



A meeting with parents or guardians was the most used intervention (33.2% of the all interventions), followed by guidance (14.6%), and social work (10.4%).

## 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 5: Non-Discretionary Student Transfers**

School Year	Elementary Schools		Secondary Schools		Total	
	Sending	Receiving	Sending	Receiving	Sending	Receiving
2010-11	70	73	489	449	559	522
2011-12	61	50	351	356	412	406
2012-13	56	58	364	330	420	388

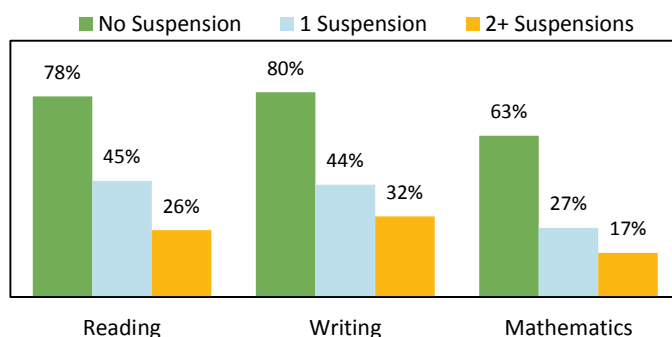
“Sending” includes TDSB registered students as well as students coming into the TDSB from outside schools such as the Toronto Catholic District School Board, the Greater Toronto Area school boards, probation, agency section programs, and detention that require Caring and Safe Schools Transfers.

“Receiving” includes TDSB Non-Discretionary Transfers as well as students transferred into the TDSB from other school boards or agencies.

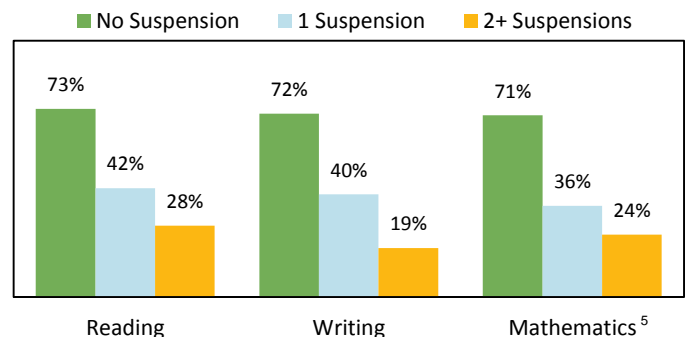
## F: 2012-2013 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2012-13 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, Family of Schools, and Board levels.

**Figure 11: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2012-13 EQAO Assessments by Number of Suspensions**



**Figure 12: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2012-13 Report Cards by Number of Suspensions**



There are strong correlations between student suspensions and their academic achievement. Students suspended in 2012-13 had lower levels of achievement on the EQAO assessments, report cards, and credit accumulation, than students not being suspended.

For Grade 6 students with no suspensions, 78%, 80% and 63% achieved at or above the provincial standard (Level 3) in the 2012-13 EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 27%-45% for students with one suspension, and 17%-32% for students with two or more suspensions (see Figure 11). Similar patterns were observed for Grade 7-8 students based on their achievement on provincial report cards (see Figure 12);

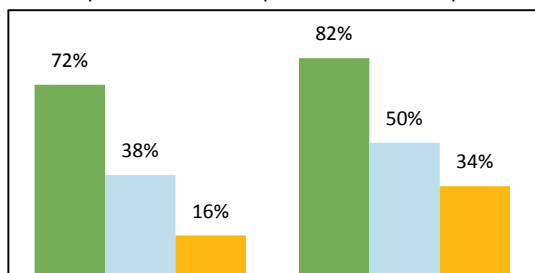
Figure 13 shows that for secondary school students who participated in the 2012-13 Grade 9 EQAO Mathematics Assessment and had no suspensions, 72% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (38%), or for students with two or more suspensions (16%).

For secondary school students who participated in the 2012-13 Ontario Secondary School Literacy Test and had no suspensions, 82% were successful for the first time. This is higher than for students with one suspension (50%), or students with two or more suspensions (34%).

Patterns in the credit accumulation for students with or without suspensions were very similar in all senior grades. For example, for Grade 9 students with no suspensions 86% accumulated eight or more credits. The proportions were 52% for students with one suspension and 22% for students with two or more suspensions (see Figure 14).

**Figure 13: % of Gr. 9-10 Students Meeting Expectations on the 2012-13 EQAO Assessments by Number of Suspensions**

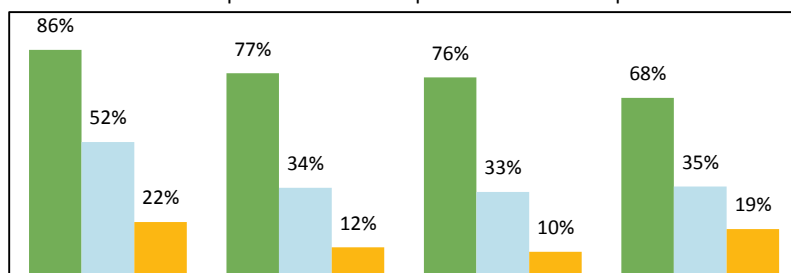
■ No Suspension ■ 1 Suspension ■ 2+ Suspensions



Gr. 9 EQAO Mathematics: Levels 3 & 4      OSSLT: Successful for the First Time

**Figure 14: % of Gr. 9-12 Students Meeting Expectations on the 2012-13 Credit Accumulation by Number of Suspensions**

■ No Suspension ■ 1 Suspension ■ 2+ Suspensions



Gr. 9 (Year 1) with 8+ Credits      Gr. 10 (Year 2) with 16+ Credits      Gr. 11 (Year 3) with 23+ Credits      Gr. 12 (Year 4+) with 30+ Credits

## G: Next Steps

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 6) 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 6: Caring and Safe Schools Alternative Programs 2013-2014**

Program Site	Division	Area	Program Description
C&SS Elementary @ John Polanyi Collegiate Institute	Primary/Junior	A	<b>Elementary Support Programs (Suspended/Expelled/Alternative Student 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.  Suspended/expelled students are referred through the Caring and Safe Schools process.
C&SS Elementary Itinerant @ John Polanyi Collegiate Institute	Junior/Intermediate		
C&SS Elementary @ Runnymede Collegiate Institute	Primary/Junior	B	
C&SS Elementary @ 21 Randolph Ave. (non-TDSB site)	Junior/Intermediate		
C&SS Elementary @ Scarborough Centre for Alternative Studies	Primary/Junior	C	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Junior/Intermediate		
Rexdale Suspension/ Expulsion Program @ Rexdale Learning Centre	Secondary	A	<b>Secondary Suspension/Expulsion Programs</b> are provided for secondary school students who have been suspended more than five days or who have been expelled. Students are referred through the Caring and Safe Schools process.  Students in need of both academic and non-academic support are referred to their Caring and Safe Schools Area Administrator for placement.
Brockton Suspension/ Expulsion Program @ Brockton Learning Centre	Secondary	B	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Secondary	C	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Secondary	D	
Silverview Suspension/ Expulsion Program @ Silverview Centre (Located in Griffin Centre)	Secondary		
PEACH (Promoting Education and Community Health) Assessment and Support (Community Partnership)	Secondary	A	
St. Stephen's Assessment and Support (Community Partnership)	Secondary	B	<b>Assessment and Support Programs</b> provide both academic and non-academic support to students. Most programs focus on core curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills).  Students are referred through their Area Caring and Safe Schools Administrator.
Operation Springboard Assessment and Support (Community Partnership)	Secondary	C	
East Metro Youth Services Assessment and Support (Community Partnership)	Secondary	D	

## Contact Us

For more information about this report, please contact:

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### 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> Not 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 to rounding.