



CARING AND SAFE SCHOOLS REPORT

2015 - 2016

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. By the creation of the four Learning Centres in the 2016-2017 school year, we are committed to creating an equitable school system where the achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured. The new Learning Centres will be guided by the Board's five strategic directions:

- 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 2015-2016 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 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.

Over the past three years (2013-14 to 2015-16), suspension rates are similar in both the elementary and secondary panels.

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

Panel	Suspensions			Students Suspended			Expulsions		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Elementary Schools	2,976	3,114	3,372	1,977	1,970	2,195	4	2	6
Secondary Schools	3,918	3,660	3,599	2,720	2,554	2,530	59	68	73
Total	6,894	6,774	6,971	4,697	4,524	4,725	63	70	79

Figure 1: Suspension Rates Over Time

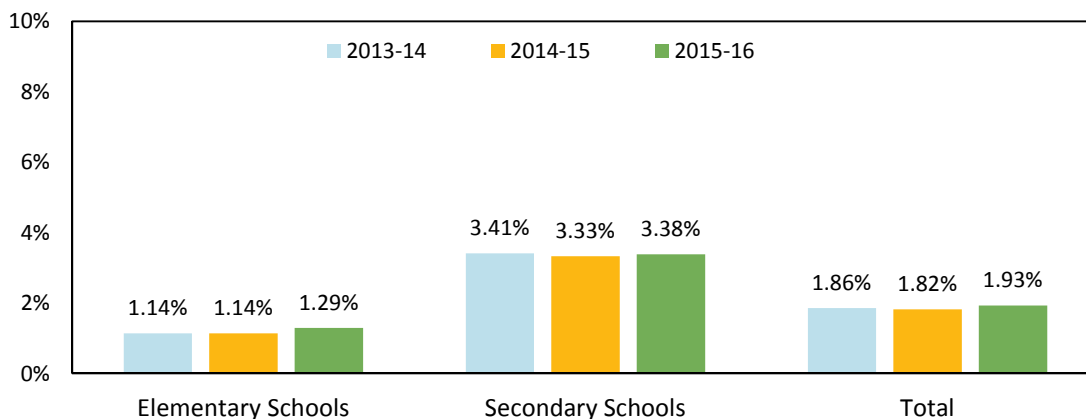


Table 2 shows the number of suspensions and suspension rates for each grade and division in the 2015-16 school year.

Table 2: 2015-16 Suspensions by Student Grade/Division

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	31	18	0.11%
Senior Kindergarten	97	41	0.23%
Grade 1	198	122	0.68%
Grade 2	248	146	0.81%
Grade 3	278	166	0.94%
Primary Division	852	493	0.56%
Grade 4	372	234	1.37%
Grade 5	368	236	1.43%
Grade 6	441	298	1.84%
Junior Division	1,181	768	1.54%
Grade 7	543	387	2.48%
Grade 8	796	547	3.46%
Intermediate Division	1,339	934	2.98%
Grade 9	859	565	3.52%
Grade 10	1,081	722	4.21%
Grade 11	836	583	3.36%
Grade 12	823	660	2.72%
Senior Division	3,599	2,530	3.38%
TDSB Total	6,971	4,725	1.93%

B: 2015-2016 Suspensions and Expulsions by Student Demographics

In this section, the 2015-16 student suspensions and expulsions were analyzed by student characteristics such as 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.

Figure 2 shows that of the 6,971 suspensions given in the 2015-16 school year, the majority (77.7%, or 5,414 suspensions) were given to male students. Seventy three male students were expelled, representing 92.4% of the 79 expulsions in the 2015-16 school year (including three expulsions carried over from the previous school year) (see Figure 3).

Figure 2: 2015-16 Suspensions by Student Gender

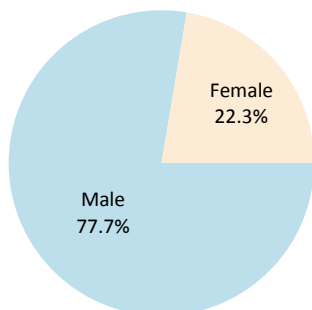


Figure 3: 2015-16 Expulsions by Student Gender

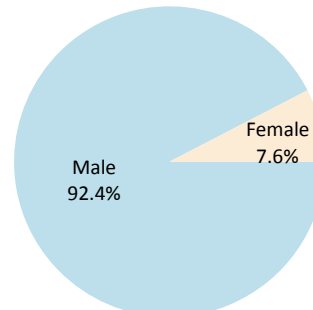
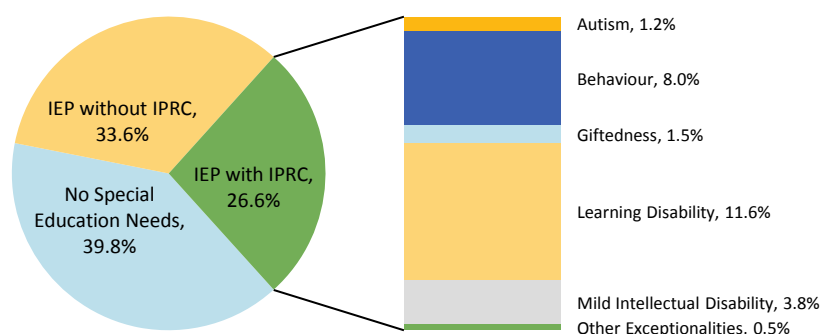


Figure 4 shows that of the total suspensions given in 2015-16:

- 39.8% were given to students who had no Special Education Needs;
- 33.6% were given to students who had an IEP (Individual Education Plan) but no identified exceptionalities;
- 26.6% were given to students who had an IEP and an identified exceptionalty 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 4: 2015-16 Suspensions by Status of Special Education Needs

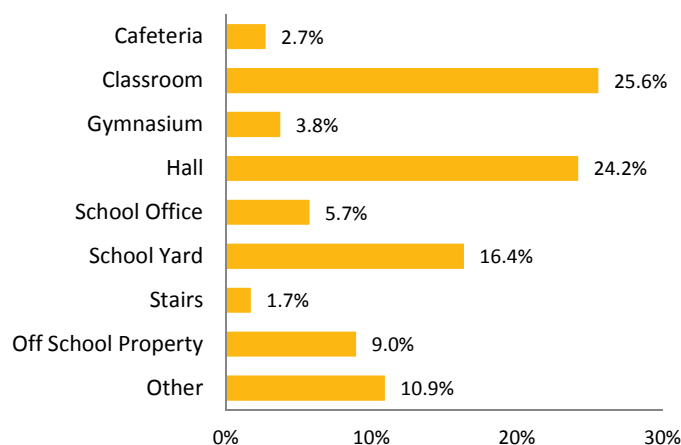


IEP: Individual Education Plan; IPRC: Identification, Placement, and Review Committee

C: Details of the 2015-2016 Suspensions and Expulsions

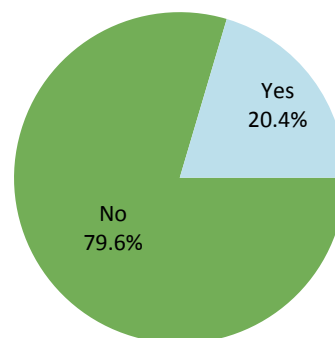
This section provides details of the 2015-16 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

Figure 5: 2015-16 Suspensions/Expulsions by Incident Location



Classrooms (25.6%), school hallways (24.2%), and school yards (16.4%) were the most likely locations where incidents were to happen (see Figure 5).

Figure 6: 2015-16 Suspensions/Expulsions by Police Involvement



Police were involved in 20.4% of the suspensions or expulsions (see Figure 6).

As seen in Table 3, other than reasons determined by school principals (29.6%), fighting (15.4%) and physical assault (14.0%) were the top two reasons for suspensions. Bullying accounted for 4.2% of the suspensions.

Table 3: 2015-2016 Suspensions by Infraction Type

Types Defined by Section 306. (1) of the Education Act		Count	Percent
Uttering a threat to inflict serious bodily harm on another person	154	2.2%	
Possessing alcohol or illegal drugs	132	1.9%	
Being under the influence of alcohol	51	0.7%	
Swearing at a teacher or at another person in a position of authority	428	6.1%	
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	40	0.6%	
Bullying	290	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	149	2.1%	
Use of profane or improper language	239	3.4%	
Use of tobacco	14	0.2%	
Theft	228	3.3%	
Aid or incite harmful behaviour	512	7.3%	
Physical assault	973	14.0%	
Being under the influence of illegal drugs	96	1.4%	
Fighting	1075	15.4%	
Possession or misuse of any harmful substances	58	0.8%	
Extortion	10	0.1%	
Inappropriate use of electronic communications or media devices	158	2.3%	
An act considered by the school principal to be a breach of the Board's or school code of conduct	2060	29.6%	
Immunization	0	-	
Types Defined by Section 310. (1) of the Education Act			
Possessing a weapon, including a firearm	54	0.8%	
Using a weapon to cause or to threaten bodily harm to another person	19	0.3%	
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	64	0.9%	
Committing sexual assault	17	0.2%	
Trafficking in weapons or in illegal drugs	0	-	
Committing robbery	25	0.4%	
Giving alcohol to a minor	2	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%	
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	3	0.0%	
Types Defined by the Board According to Section 310. (1) 8. of the Education Act			
Possession of an explosive substance	1	0.0%	
Sexual harassment	28	0.4%	
Hate motivated occurrences	1	0.0%	
Distribution of hate material	0	-	
Racial harassment	1	0.0%	
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	86	1.2%	

Table 4: 2015-2016 Expulsions³ by Infraction Type

Infraction Type	Count	Percent
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	19	24.1%
Committing robbery	7	8.9%
Committing sexual assault	7	8.9%
Possessing a weapon, including a firearm	7	8.9%
Sexual harassment	1	1.3%
Trafficking in weapons or in illegal drugs	3	3.8%
Using a weapon to cause or to threaten bodily harm to another person	7	8.9%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	28	35.4%

Among the students suspended in the 2015-16 school year, 73.3% had one suspension only, and 26.7% had two or more suspensions during the school year (see Figure 7).

Figure 7: % of Students with One or More Suspensions in 2015-16

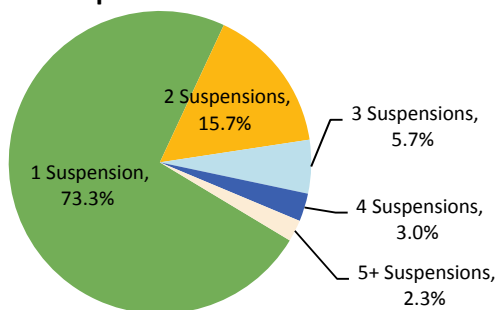
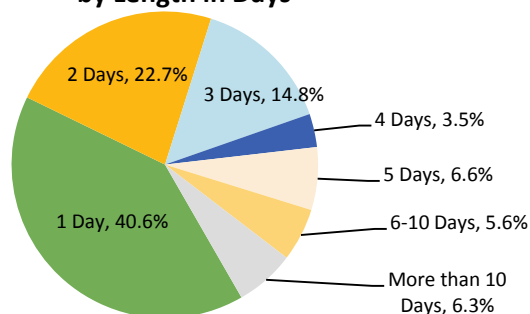


Figure 8: 2015-16 Suspensions by Length in Days

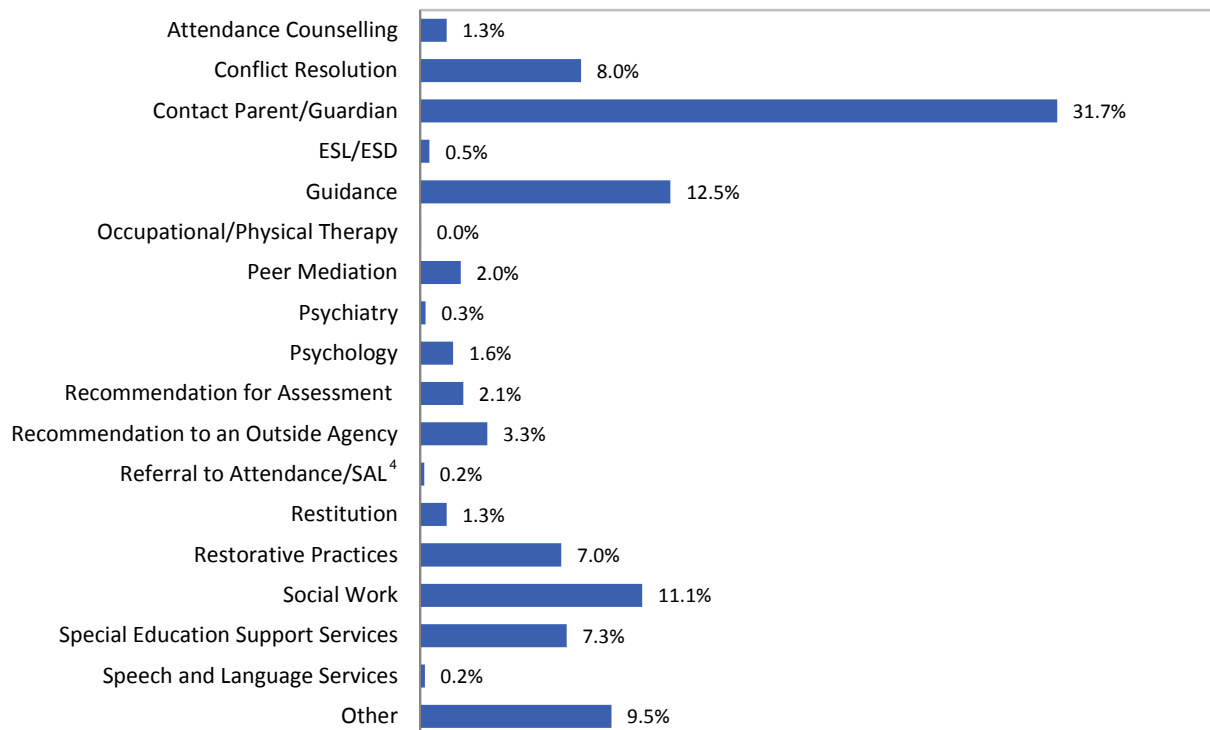


One-day suspensions accounted for 40.6% of the total suspensions in the 2015-16 school year. Two-day and three-day suspensions accounted for 22.7% and 14.8% respectively (see Figure 8).

D: Interventions Used by Schools

Of all the suspensions in the 2015-16 school year, 95% had been followed up with interventions by schools. Figure 9 shows the most used interventions by schools.

Figure 9: Most Used Interventions by Schools in the 2015-16 School Year



A meeting with parents or guardians was the most used intervention (31.7% of the all interventions), followed by guidance (12.5%), and social work (11.1%).

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
2013-14	45	34	242	228	287	262
2014-15	46	39	235	239	281	278
2015-16	34	28	201	221	235	249

“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: 2015-2016 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2015-16 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.

There are strong correlations between student suspensions and their academic achievement. Students suspended in the 2015-16 school year had lower levels of achievement on the EQAO assessments, report cards, and credit accumulation, than students not being suspended.

Figure 10: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2015-16 EQAO Assessments by Number of Suspensions

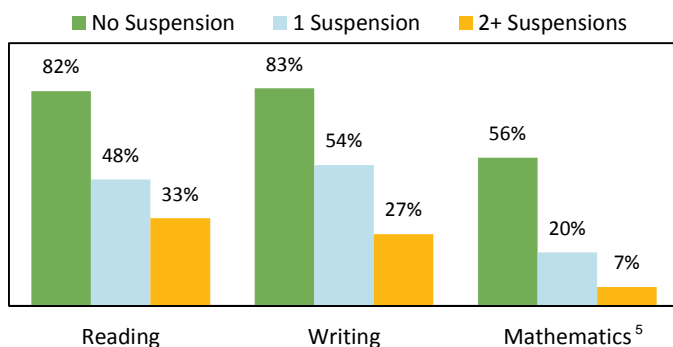
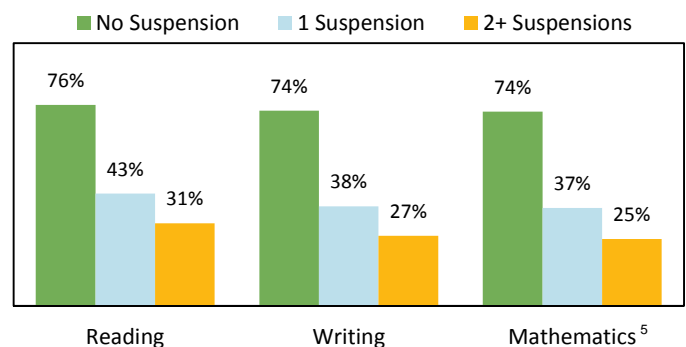


Figure 11: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2015-16 Report Cards by Number of Suspensions



For Grade 6 students with no suspensions, 82%, 83% and 56% achieved at or above the provincial standard (Level 3) in the 2015-16 EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 48%, 54% and 20% for students with one suspension, and 33%, 27% and 7% for students with two or more suspensions, respectively (see Figure 10). Similar patterns were observed for students in Grades 7-8 based on their achievement on provincial report cards (see Figure 11).

Figure 12 shows that for secondary school students who participated in the 2015-16 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 (33%), or for students with two or more suspensions (13%). For secondary school students who participated in the 2015-16 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 (48%), or students with two or more suspensions (36%). Similar patterns were observed for previously eligible students.

Figure 12: % of Gr. 9-10 Students Meeting Expectations on the 2015-16 EQAO Assessments by # of Suspensions

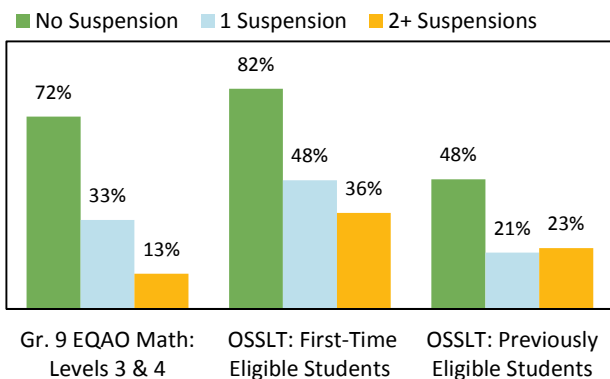
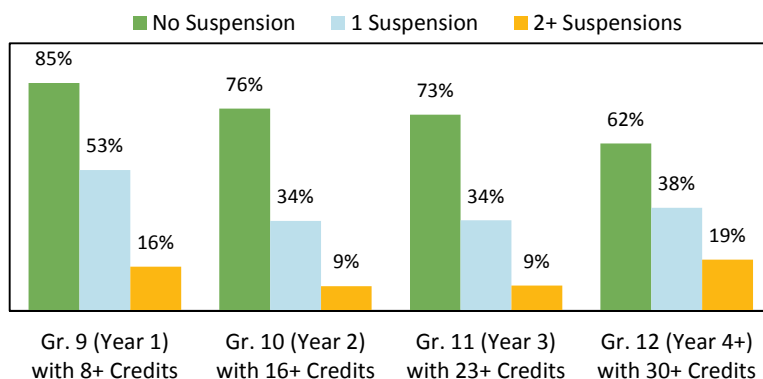


Figure 13: % of Gr. 9-12 Students Meeting Expectations on the 2015-16 Credit Accumulation by Number of Suspensions



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 eight or more credits. The proportions were 53% for students with one suspension and 16% for students with two or more suspensions (see Figure 13).

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 shows the Caring and Safe Schools alternative programs for the 2016-2017 school year.

Table 6: Caring and Safe Schools Alternative Programs 2016-2017

Program Site	Division	Area	Program Description
C&SS Elementary @ Lawrence Heights MS	Jr.	LC1	<p>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.</p> <p>Elementary Itinerant Team - teacher/coordinator and Child and Youth Counsellors - provide “push-in” non-academic support in the student’s school.</p> <p>C&SS Social Workers and Psychologists provide services to the sites as required.</p> <p>Suspended/Expelled/Assessment & Support students are referred through the Caring and Safe Schools process.</p>
C&SS Elementary Itinerant @ John Polanyi CI	Jr./Int.		
C&SS Elementary @ Lawrence Heights MS	Pr.	LC1	
C&SS Elementary @ Lawrence Heights MS	Int.		
C&SS Midland Elementary @ Scarborough Centre for Alternative Studies	Pr./Jr.	LC3	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Jr./Int.		
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Sr.	LC1	<p>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.</p> <p>Suspended and expelled students are referred through the Caring and Safe Schools process.</p> <p>Assessment & Support students in need of both academic and non-academic support are referred by Caring and Safe Schools Learning Centre Administrators for placement.</p> <p>C&SS Social Workers and Psychologists provide services to the sites as required.</p>
Jones Av. Suspension/ Expulsion Program @ Jones Av. Adult Centre	Sr.	LC4	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Sr.	LC3	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Sr.	LC2	
Silverview Suspension/ Expulsion Program @ Silverview Centre	Sr.		
PEACH (Promoting Education and Community Health) Assessment and Support (Community Partnership)	Sr.	LC2	
C&SS Jones Av. Assessment and Support @ Jones Av. Adult Centre	Sr.	LC4	
Operation Springboard Assessment and Support (Community Partnership)	Sr.	LC3	C&SS Social Workers and Psychologists provide services to the sites as required.
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:

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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.