

CARING AND SAFE SCHOOLS REPORT

2011 - 2012

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 support the TDSB's *Vision of Hope* priorities - **Student Achievement, Parent and Community Engagement, and Financial Stability** - five strategic directions for 2011-2015 have been identified by the Board:

- 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 2011-2012 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 and expulsion rates², 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 31st.

Over the past three years (2009-10 to 2011-12), suspension rates continue to decline in both the elementary and secondary panels. The overall suspension rate decreased from 2.56% in 2009-10 to 2.14% in 2011-12, or 1,515 fewer suspensions.

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

Panel	Suspensions			Students Suspended			Expulsions		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Elementary Schools	3,934	3,392	3,398	2,611	2,293	2,248	5	0	3
Secondary Schools	5,701	5,636	4,722	4,044	3,891	3,286	54	35	40
Total	9,635	9,028	8,120	6,655	6,184	5,534	59	35	43

Figure 1: Suspension Rates Over Time

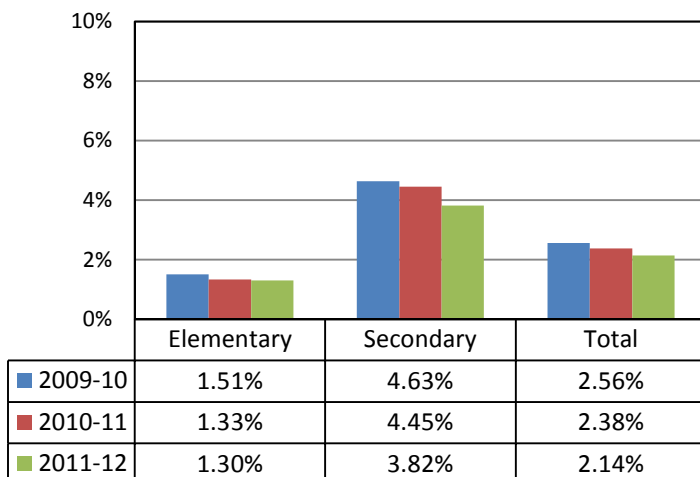
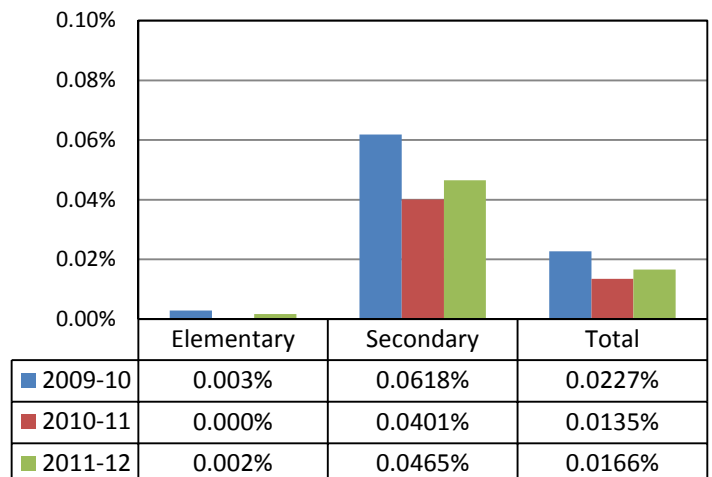


Figure 2: Expulsion Rates Over Time



B: 2011-2012 Suspensions and Expulsions by Student Demographics

In this section, the 2011-12 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: 2011-12 Suspensions by Student Grade/Division

Grade	# of Suspensions	% of Total Suspensions
Junior Kindergarten	5	0.06%
Senior Kindergarten	10	0.12%
Grade 1	142	1.75%
Grade 2	208	2.56%
Grade 3	185	2.28%
Primary Division	550	6.77%
Grade 4	303	3.73%
Grade 5	392	4.83%
Grade 6	458	5.64%
Junior Division	1,153	14.2%
Grade 7	741	9.13%
Grade 8	954	11.7%
Intermediate Division	1,695	20.9%
Grade 9	1,120	13.8%
Grade 10	1,324	16.3%
Grade 11	1,194	14.7%
Grade 12	1,084	13.3%
Senior Division	4,722	58.2%
TDSB Total	8,120	100%

Figure 3 shows that of the 8,120 suspensions given in the 2011-12 school year, the majority (78.3%, or 6,362 suspensions) were given to male students.

Forty male students were expelled, representing 93.0% of the 43 expulsions in the 2011-12 school year (see Figure 4).

Figure 3: 2011-12 Suspensions by Student Gender

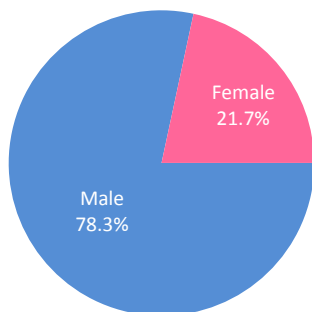


Figure 4: 2011-12 Expulsions by Student Gender

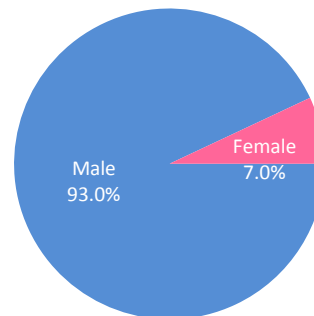
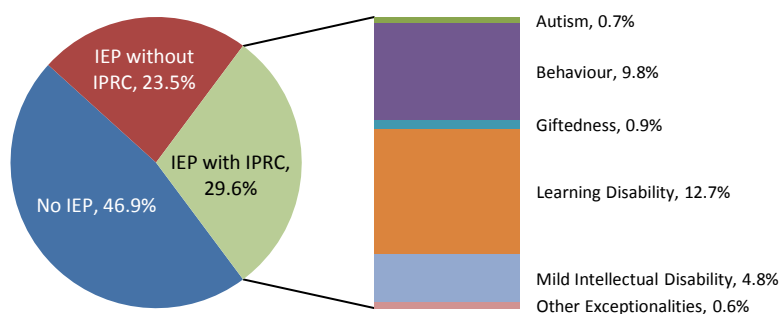


Figure 5 shows that of the 8,120 suspensions given in 2011-12:

- 46.9% were given to students who had no IEP (Individual Education Plan);
- 23.5% were given to students who had an IEP but no identified exceptionalities;
- 29.6% were given to students who had an IEP and an identified exceptionality 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: 2011-12 Suspensions by Status of Special Education Needs



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

C: Details of the 2011-2012 Suspensions and Expulsions

This section provides details of the 2011-12 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: 2011-12 Suspensions by Incident Location

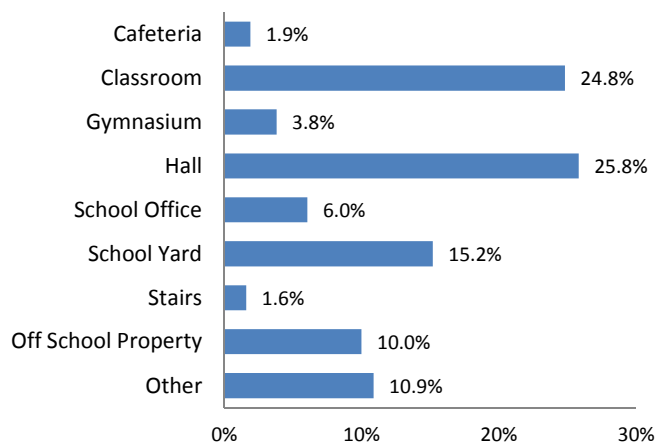
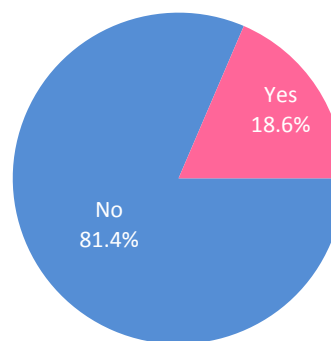


Figure 7: 2011-12 Suspensions/Expulsions by Police Involvement



School hallways (25.8%), classrooms (24.8%), and school yards (15.2%) were the most likely locations where incidents were to happen (see Figure 6).

Police were involved in 18.6% of the suspensions or expulsions (see Figure 7).

As seen in Table 3, other than reasons determined by school principals, fighting (15.7%), physical assault (12.2%), and swearing (8.0%) were the top three reasons for suspensions. Bullying accounted for 5.6% of the suspensions.

Table 3: 2011-2012 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	255	3.14%
Possessing alcohol or illegal drugs	219	2.70%
Being under the influence of alcohol	100	1.23%
Swearing at a teacher or at another person in a position of authority	653	8.04%
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	30	0.37%
Bullying	457	5.63%
Types Defined by the Board According to Section 306 (1) 7 of the Education Act		
Aid/Incite harmful behavior	487	6.00%
Being under the influence of illegal drugs	220	2.71%
Distribution of hate material	1	0.01%
Extortion	31	0.38%
Fighting	1276	15.7%
Hate motivated violence	1	0.01%
Inappropriate use of electronic communication/media	99	1.22%
Physical assault	987	12.2%
Possession or misuse of any harmful substances	53	0.65%
Racial harassment	35	0.43%
Sexual harassment	121	1.49%
Theft	345	4.25%
Use of profane or improper language	316	3.89%
Use of tobacco	23	0.28%
Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	121	1.49%
An act considered by the Principal to be a breach of the Board's or a school's Code of Conduct	2039	25.1%
Types Defined by Section 310 (1) of the Education Act		
Possessing a weapon, including a firearm	43	0.53%
Using a weapon to cause or to threaten bodily harm to another person	17	0.21%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	35	0.43%
Committing sexual assault	29	0.36%
Trafficking in weapons or in illegal drugs	11	0.14%
Committing robbery	51	0.63%
Giving alcohol to a minor	2	0.02%
Types Defined by the Board According to Section 310 (1) 8 of the Education Act		
Possession of explosive substance	2	0.02%
An act considered by the Principal to be a serious breach of the Board's or a school's Code of Conduct	61	0.75%

Table 4: 2011-2012 Expulsions³ by Infraction Type

Infraction Type	Count	Percent
Possessing a weapon, including a firearm	4	11.4%
Using a weapon to cause or to threaten bodily harm to another person	6	17.1%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	6	17.1%
Committing sexual assault	4	11.4%
Trafficking in weapons or in illegal drugs	1	2.86%
Committing robbery	5	14.3%
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	9	25.7%

Among the students suspended in the 2011-12 school year, 72.5% had one suspension only, and 27.5% had two or more suspensions during the school year (see Figure 8).

One-day suspensions accounted for 39.7% of the total suspensions in the 2011-12 school year. Two-day and three-day suspensions accounted for 23.5% and 17.2% respectively (see Figure 9).

Figure 8: % of Students with One or More Suspensions in 2011-12

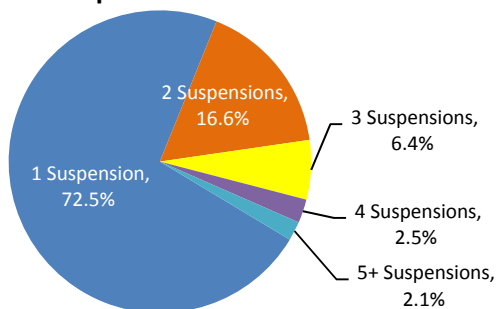
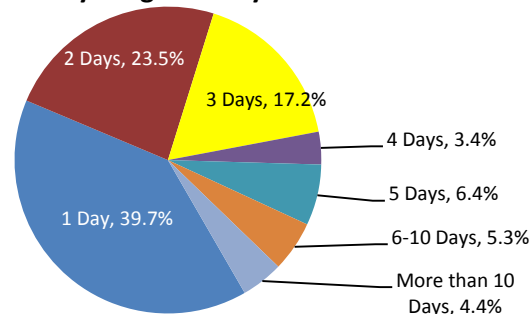


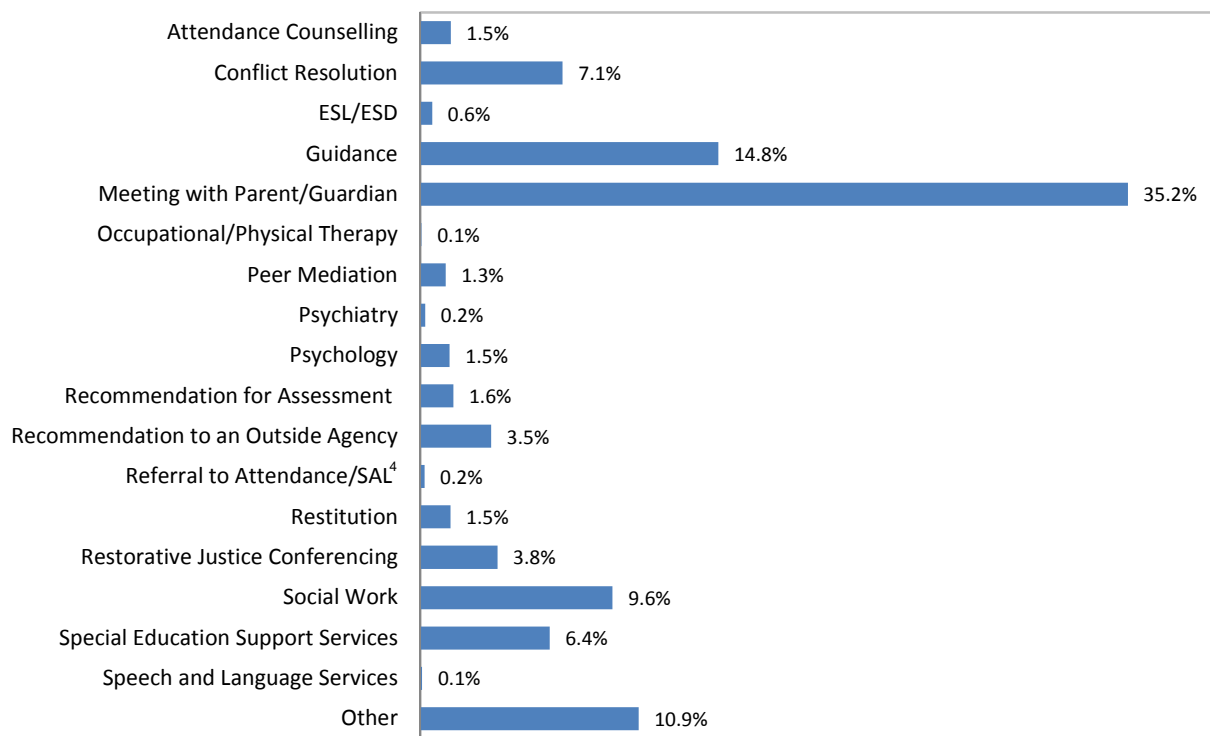
Figure 9: 2011-12 Suspensions by Length in Days



D: Interventions Used by Schools

Of all the suspensions in the 2011-12 school year, 83% 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 2011-12 School Year



A meeting with parents or guardians was the most used intervention (35.2% of the all interventions), followed by guidance (14.8%), and social work (9.6%).

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
2009-10	66	68	540	492	606	560
2010-11	70	73	489	449	559	522
2011-12	61	50	351	356	412	406

“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: 2011-2012 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2011-12 provincial Grade 6 EQAO (Education Quality and Accountability Office) 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 2011-12 EQAO Assessments by Number of Suspensions

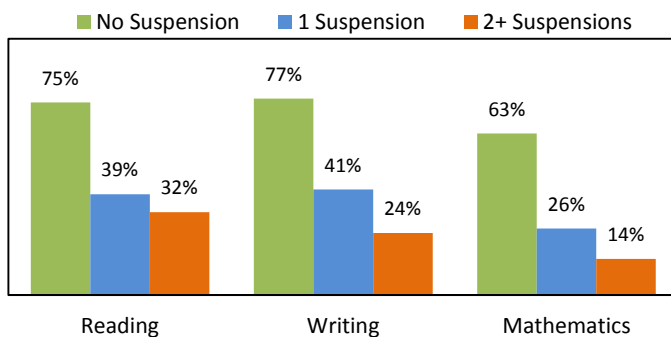
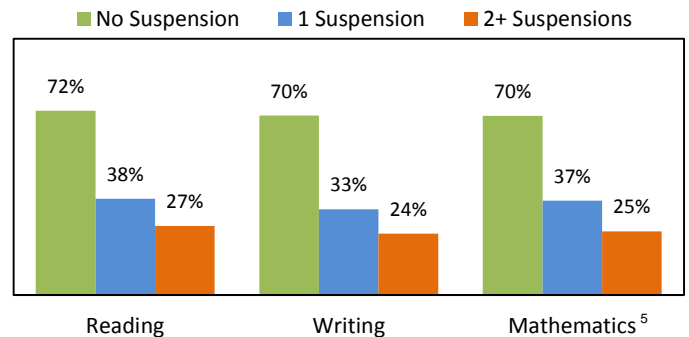


Figure 12: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2011-12 Report Cards by Number of Suspensions



There are strong correlations between student suspensions and their academic achievement. Students suspended in 2011-12 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, 63%-77% achieved at or above the provincial standard (Level 3) in EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 26%-41% for students with one suspension, and 14%-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 report cards (see Figure 12);

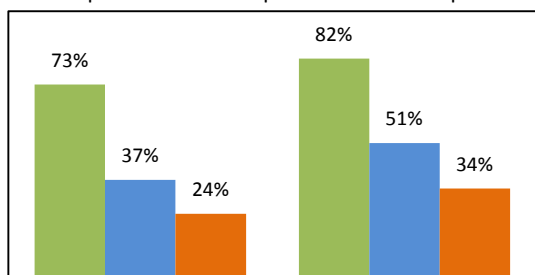
Figure 13 shows that for secondary school students who participated in the Grade 9 EQAO Mathematics Assessment and had no suspensions, 73% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (37%), or for students with two or more suspensions (24%).

For secondary school students who participated in the 2011-12 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 (51%), 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 83% accumulated eight or more credits. The proportions were 45% for students with one suspension and 23% for students with two or more suspensions (see Figure 14).

Figure 13: % of Gr. 9-10 Students Meeting Expectations on the 2011-12 EQAO Assessments by Number of Suspensions

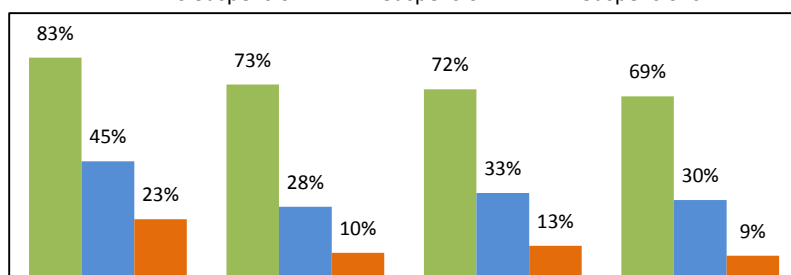
■ No Suspension ■ 1 Suspension ■ 2+ Suspensions



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

Figure 14: % of Gr. 9-12 Students Meeting Expectations on the 2011-12 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 2012-2013

Program Site	Division	Area	Program Description
Bathurst @ John Polanyi Collegiate Institute	Primary/Junior	A	Elementary Support Programs (Suspended/Expelled/Alternative Student 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.
Bathurst Itinerant @ John Polanyi Collegiate Institute	Junior/Intermediate		
Kent @ Runnymede Collegiate Institute	Junior/Intermediate	B	
Duke of Connaught Junior and Senior Public School	Primary/Junior/Intermediate	C	
Heather Heights Junior Public School	Primary/Junior	D	
Heather Heights Junior/Intermediate Itinerant	Junior/Intermediate		
Hardington Learning Centre	Secondary	A	Secondary Suspension/Expulsion Programs 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.
Brockton Learning Centre	Secondary	B	
Midland (Scarborough Centre for Alternative Studies)	Secondary	C	
Pharmacy (Terraview Learning Centre)	Secondary	D	Students in need of both academic and non-academic support are referred to their Caring and Safe Schools Area Administrator for placement.
Silverview (Silverview Centre - Located in Griffin Centre)	Secondary		
PEACH (Promoting Education and Community Health) Assessment and Support (Community Partnership)	Secondary	A	Assessment and Support Programs provide both academic and non-academic support to students. Most programs focus on core curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills).
St. Stephen's Assessment and Support (Community Partnership)	Secondary	B	
Operation Springboard Assessment and Support (Community Partnership)	Secondary	C	Students are referred through their Area Caring and Safe Schools Administrator.
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

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

² Suspension 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 Not including expulsions carried over from the previous year.

⁴ SAL: Supervised Alternative Learning

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

⁶ Percentages may not add up to 100 due rounding.