



CARING AND SAFE SCHOOLS REPORT

2014 - 2015

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 2014-2015 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

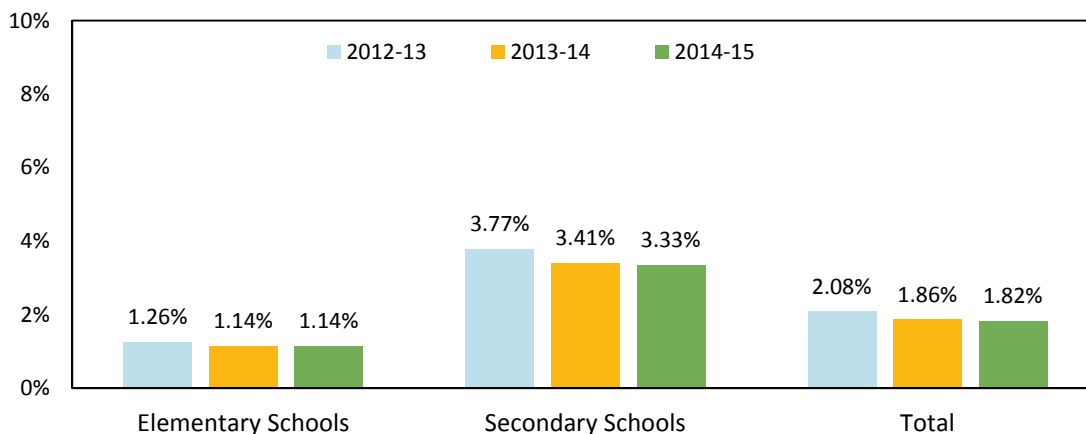
Table 1 and Figure 1 show the overall suspension and expulsion information for TDSB elementary and secondary schools for the last three years¹. The suspension rates², as shown in Figure 1, were calculated as the number of students suspended during the entire school year divided by the student enrolment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

Over the past three years (2012-13 to 2014-15), suspension rates continue to decline in both the elementary and secondary panels. The overall suspension rate decreased from 2.08% in 2012-13 to 1.82% in 2014-15, or 1,022 fewer suspensions.

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

Panel	Suspensions			Students Suspended			Expulsions		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Elementary Schools	3,328	2,976	3,114	2,168	1,977	1,970	3	4	2
Secondary Schools	4,468	3,918	3,660	3,153	2,720	2,554	49	59	68
Total	7,796	6,894	6,774	5,321	4,697	4,524	52	63	70

Figure 1: Suspension Rates Over Time



B: 2014-2015 Suspensions and Expulsions by Student Demographics

In this section, the 2014-15 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: 2014-15 Suspensions by Student Grade/Division

Grade	# of Suspensions	% of Total Suspensions
Junior Kindergarten	44	0.65%
Senior Kindergarten	49	0.72%
Grade 1	215	3.17%
Grade 2	254	3.75%
Grade 3	248	3.66%
Primary Division	810	12.0%
Grade 4	298	4.40%
Grade 5	300	4.43%
Grade 6	327	4.83%
Junior Division	925	13.7%
Grade 7	604	8.92%
Grade 8	775	11.4%
Intermediate Division	1,379	20.4%
Grade 9	928	13.7%
Grade 10	1,063	15.7%
Grade 11	816	12.0%
Grade 12	853	12.6%
Senior Division	3,660	54.0%
TDSB Total	6,774	100%

Figure 2 shows that of the 6,774 suspensions given in the 2014-15 school year, the majority (79.5%, or 5,385 suspensions) were given to male students.

Fifty six male students were expelled, representing 80.0% of the 70 expulsions in the 2014-15 school year (including eight expulsions carried over from the previous school year) (see Figure 3).

Figure 2: 2014-15 Suspensions by Student Gender

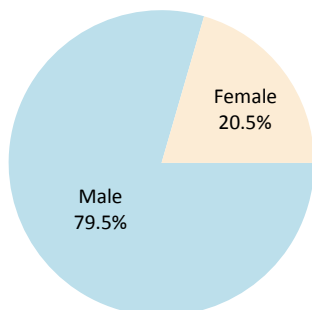


Figure 3: 2014-15 Expulsions by Student Gender

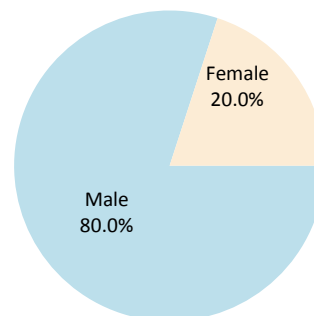
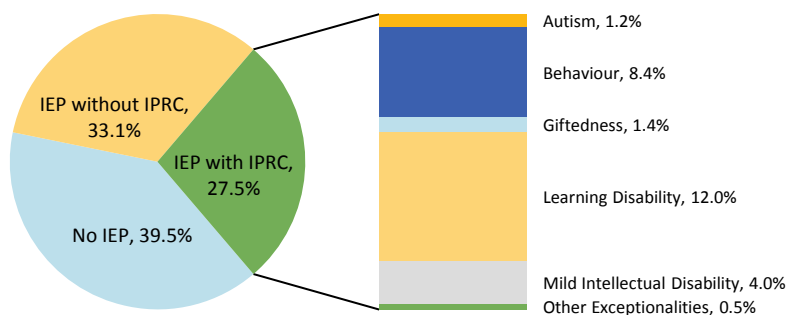


Figure 4 shows that of the total suspensions given in 2014-15:

- 39.5% were given to students who had no IEP (Individual Education Plan);
- 33.1% were given to students who had an IEP but no identified exceptionalities;
- 27.5% 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 4: 2014-15 Suspensions by Status of Special Education Needs



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

C: Details of the 2014-2015 Suspensions and Expulsions

This section provides details of the 2014-15 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 system levels.

Figure 5: 2014-15 Suspensions by Incident Location

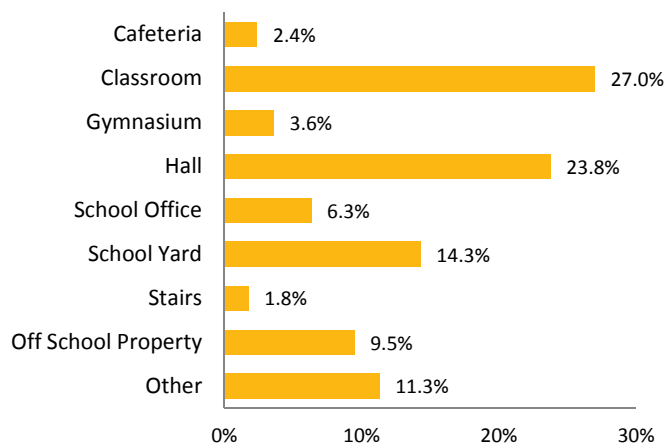
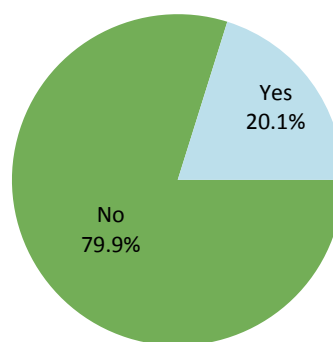


Figure 6: 2014-15 Suspensions/Expulsions by Police Involvement



Classrooms (27.0%), school hallways (23.8%), and school yards (14.3%) were the most likely locations where incidents were to happen (see Figure 5).

Police were involved in 20.1% of the suspensions or expulsions (see Figure 6).

As seen in Table 3, other than reasons determined by school principals (29.7%), fighting (15.3%), physical assault (13.6%), and swearing (7.2%) were the top three reasons for suspensions. Bullying accounted for 3.7% of the suspensions.

Table 3: 2014-2015 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	132	1.9%
Possessing alcohol or illegal drugs	150	2.2%
Being under the influence of alcohol	52	0.8%
Swearing at a teacher or at another person in a position of authority	488	7.2%
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	45	0.7%
Bullying	252	3.7%
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	97	1.4%
Use of profane or improper language	240	3.5%
Use of tobacco	13	0.2%
Theft	254	3.7%
Aid or incite harmful behaviour	460	6.8%
Physical assault	924	13.6%
Being under the influence of illegal drugs	147	2.2%
Fighting	1035	15.3%
Possession or misuse of any harmful substances	44	0.6%
Extortion	4	0.1%
Inappropriate use of electronic communications or media devices	120	1.8%
An act considered by the school principal to be a breach of the Board's or school code of conduct	2012	29.7%
Immunization	0	-
Types Defined by Section 310. (1) of the Education Act		
Possessing a weapon, including a firearm	66	1.0%
Using a weapon to cause or to threaten bodily harm to another person	26	0.4%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	43	0.6%
Committing sexual assault	32	0.5%
Trafficking in weapons or in illegal drugs	9	0.1%
Committing robbery	38	0.6%
Giving alcohol to a minor	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	1	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	2	0.0%
Sexual harassment	18	0.3%
Hate motivated occurrences	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	66	1.0%

Table 4: 2014-2015 Expulsions³ by Infraction Type

Infraction Type	Count	Percent
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	12	19.4%
Committing robbery	8	12.9%
Committing sexual assault	2	3.2%
Possessing a weapon, including a firearm	10	16.1%
Sexual harassment	1	1.6%
Trafficking in weapons or in illegal drugs	5	8.1%
Using a weapon to cause or to threaten bodily harm to another person	6	9.7%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	18	29.0%

Among the students suspended in the 2014-15 school year, 72.5% had one suspension only, and 27.5% had two or more suspensions during the school year (see Figure 7).

One-day suspensions accounted for 41.7% of the total suspensions in the 2014-15 school year. Two-day and three-day suspensions accounted for 23.6% and 14.2% respectively (see Figure 8).

Figure 7: % of Students with One or More Suspensions in 2014-15

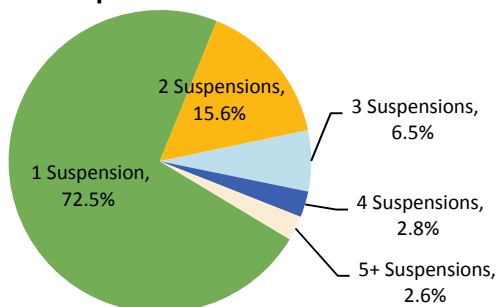
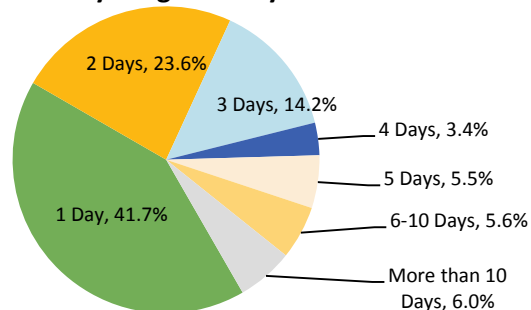


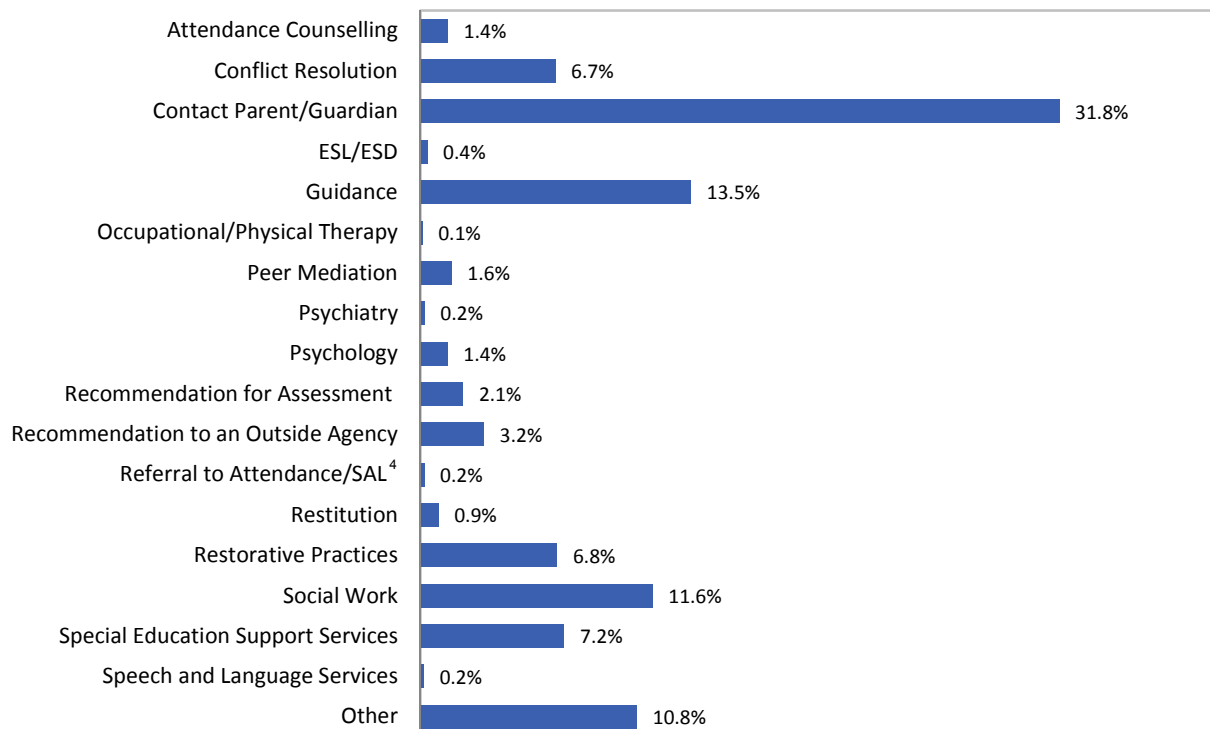
Figure 8: 2014-15 Suspensions by Length in Days



D: Interventions Used by Schools

Of all the suspensions in the 2014-15 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 2014-15 School Year



A meeting with parents or guardians was the most used intervention (31.8% of the all interventions), followed by guidance (13.5%), and social work (11.6%).

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
2012-13	56	58	364	330	420	388
2013-14	45	34	242	228	287	262
2014-15	46	39	235	239	281	278

“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: 2014-2015 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2014-15 Grade 4-6 and Grade 7-8 provincial report cards, 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 system levels.

There are strong correlations between student suspensions and their academic achievement. Students suspended in the 2014-15 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. 4-6 Students Achieving Levels 3 & 4 on the 2014-15 Report Cards by Number of Suspensions

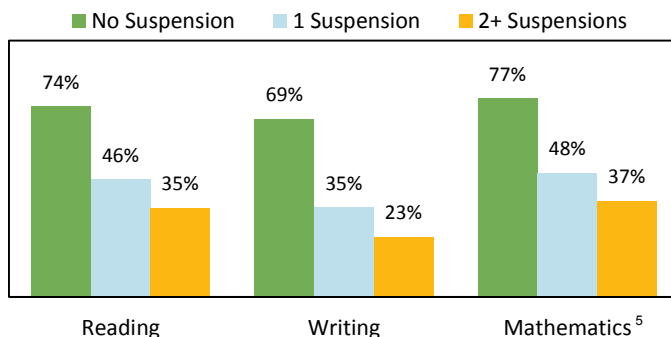
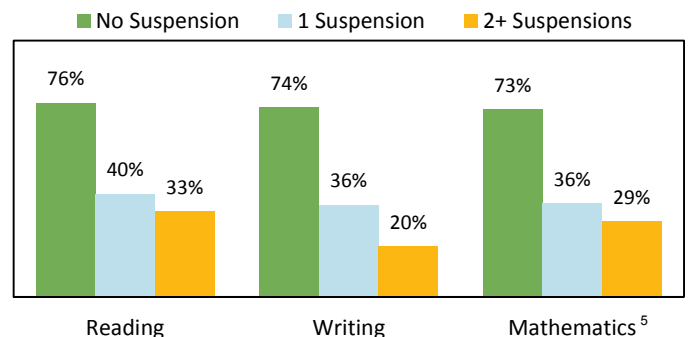


Figure 11: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2014-15 Report Cards by Number of Suspensions



For Grade 4-6 students with no suspensions, 74%, 69% and 77% achieved at or above the provincial standard (Level 3) in Reading, Writing, and Mathematics on the 2014-15 provincial report cards. The percentage of students achieving at or above the provincial standard was 35%-48% for students with one suspension, and 23%-37% for students with two or more suspensions (see Figure 10). Similar patterns were observed for Grade 7-8 students based on their achievement on provincial report cards (see Figure 11).

For secondary school students who participated in the 2014-15 Ontario Secondary School Literacy Test (OSSLT) for the first time and had no suspensions, 83% were successful. This is higher than for students with one suspension (58%), or with two or more suspensions (40%). For previously eligible students, although the success rates were lower than for first-time eligible students, the pattern based on the number of suspensions remains similar (see Figure 12).

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 85% accumulated eight or more credits. The proportions were 43% for students with one suspension and 17% for students with two or more suspensions (see Figure 13).

Figure 12: % of Secondary School Students Successful on the 2014-15 OSSLT by Number of Suspensions

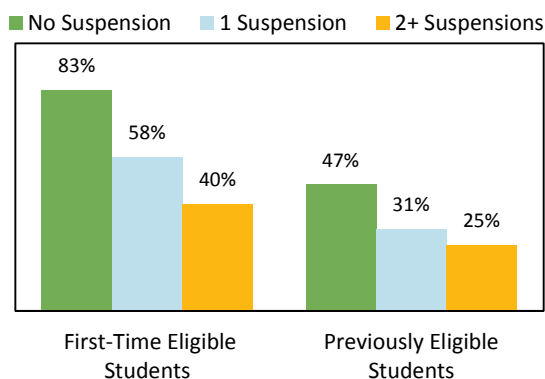
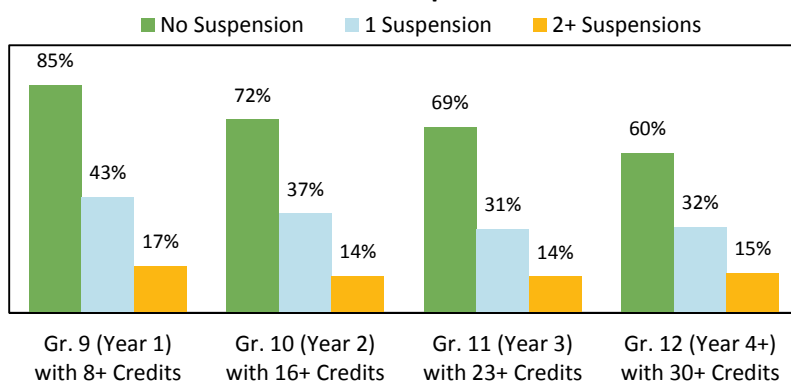


Figure 13: % of Gr. 9-12 Students Meeting Expectations on the 2014-15 Credit Accumulation by Number of Suspensions



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 2015-2016 school year.

Table 6: Caring and Safe Schools Alternative Programs 2015-2016

Program Site	Division	Area	Program Description
C&SS Elementary @ 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. 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 Midland Elementary @ Scarborough Centre for Alternative Studies	Primary/Junior	C & D	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Junior/Intermediate		
Barrhead Suspension/ Expulsion Program @ Barrhead 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. 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	Secondary		
PEACH (Promoting Education and Community Health) Assessment and Support (Community Partnership)	Secondary	A	
C&SS Assessment and Support – Area B @ Jones Av. Adult Centre	Secondary	B	
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

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 Not 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 to rounding.