



CARING AND SAFE SCHOOLS REPORT

2016 - 2017

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 2016-2017 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 (2014-15 to 2016-17), suspension rates increased slightly 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Elementary Schools	3,114	3,372	3,570	1,970	2,195	2,304	2	6	1
Secondary Schools	3,660	3,599	3,736	2,554	2,530	2,623	68	73	63
Total	6,774	6,971	7,306	4,524	4,725	4,927	70	79	64

Figure 1: Suspension Rates Over Time

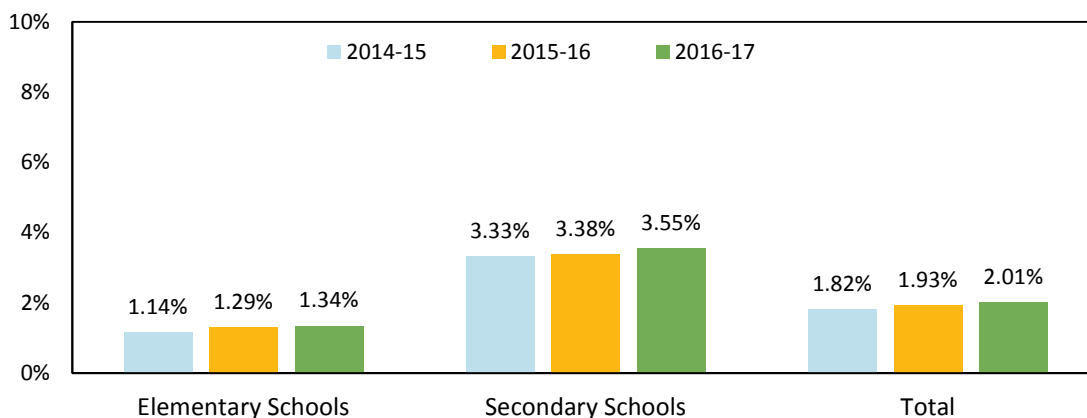


Table 2 shows the number of suspensions and suspension rates for each grade and division in the 2016-17 school year.

Table 2: 2016-17 Suspensions by Student Grade/Division

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	30	23	0.13%
Senior Kindergarten	55	37	0.21%
Grade 1	204	116	0.64%
Grade 2	276	161	0.91%
Grade 3	266	160	0.90%
Primary Division	831	497	0.56%
Grade 4	341	201	1.14%
Grade 5	398	267	1.57%
Grade 6	529	345	2.11%
Junior Division	1,268	813	1.60%
Grade 7	669	461	2.89%
Grade 8	802	533	3.36%
Intermediate Division	1,471	994	3.13%
Grade 9	896	587	3.65%
Grade 10	1,036	689	4.16%
Grade 11	938	664	3.77%
Grade 12	866	683	2.89%
Senior Division	3,736	2,623	3.55%
TDSB Total	7,306	4,927	2.01%

B: 2016-2017 Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 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 7,306 suspensions given in the 2016-17 school year, the majority (78.2%, or 5,712 suspensions) were given to male students. Forty nine male students were expelled, representing 76.6% of the 64 expulsions in the 2016-17 school year (including three expulsions carried over from the previous school year) (see Figure 3).

Figure 2: 2016-17 Suspensions by Student Gender

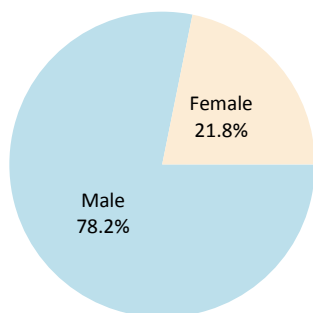


Figure 3: 2016-17 Expulsions by Student Gender

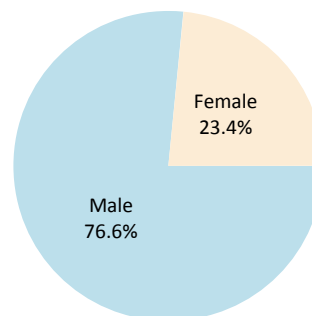
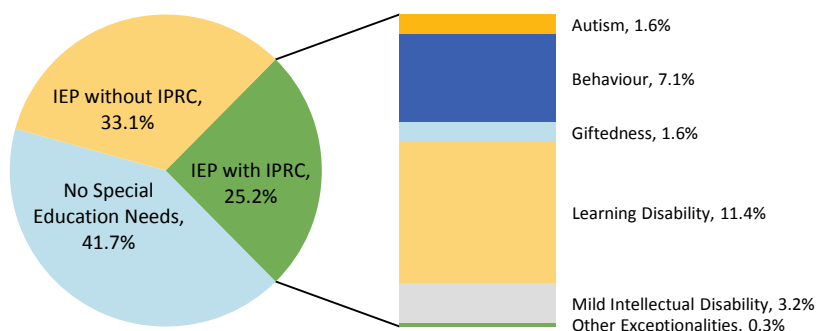


Figure 4 shows that of the total suspensions given in 2016-17:

- 41.7% were given to students who had no special education needs;
- 33.1% were given to students who had an IEP (Individual Education Plan) but no identified exceptionalities;
- 25.2% 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 4: 2016-17 Suspensions by Status of Special Education Needs

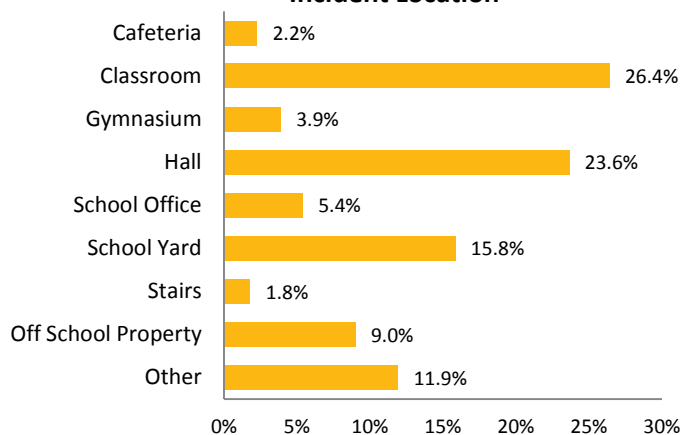


IEP: Individual Education Plan; IPRC: Identification, Placement, and Review Committee

C: Details of the 2016-2017 Suspensions and Expulsions

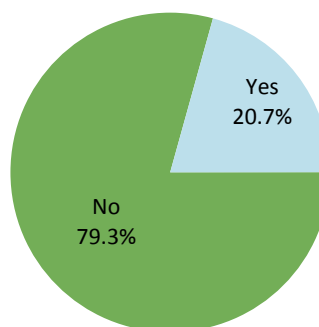
This section provides details of the 2016-17 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

Figure 5: 2016-17 Suspensions/Expulsions by Incident Location



Classrooms (26.4%), school hallways (23.6%), and school yards (15.8%) were the most likely locations where incidents were to happen (see Figure 5).

Figure 6: 2016-17 Suspensions/Expulsions with Police Involvement



Police were involved in 20.7% of the suspensions or expulsions (see Figure 6).

As seen in Table 3, other than reasons determined by school principals (31.5%), fighting (16.8%) and physical assault (13.2%) were the top two reasons for suspensions. Bullying accounted for 4.3% of the suspensions.

Table 3: 2016-2017 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	144	2.0%
Possessing alcohol or illegal drugs	116	1.6%
Being under the influence of alcohol	38	0.5%
Swearing at a teacher or at another person in a position of authority	419	5.7%
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	35	0.5%
Bullying	312	4.3%
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	112	1.5%
Use of profane or improper language	217	3.0%
Use of tobacco	12	0.2%
Theft	198	2.7%
Aid or incite harmful behaviour	489	6.7%
Physical assault	968	13.2%
Being under the influence of illegal drugs	150	2.1%
Fighting	1224	16.8%
Possession or misuse of any harmful substances	36	0.5%
Extortion	7	0.1%
Inappropriate use of electronic communications or media devices	164	2.2%
An act considered by the school principal to be a breach of the Board's or school code of conduct	2300	31.5%
Immunization	0	-
Types Defined by Section 310. (1) of the Education Act		
Possessing a weapon, including a firearm	49	0.7%
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	53	0.7%
Committing sexual assault	31	0.4%
Trafficking in weapons or in illegal drugs	11	0.2%
Committing robbery	41	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	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	10	0.1%
Types Defined by the Board According to Section 310. (1) 8. of the Education Act		
Possession of an explosive substance	7	0.1%
Sexual harassment	30	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	102	1.4%

Table 4: 2016-2017 Expulsions³ by Infraction Type

Infraction Type	Count	Percent
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	18	28.1%
Committing robbery	7	10.9%
Committing sexual assault	2	3.1%
Possessing a weapon, including a firearm	5	7.8%
Sexual harassment	0	-
Trafficking in weapons or in illegal drugs	1	1.6%
Using a weapon to cause or to threaten bodily harm to another person	9	14.1%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	22	34.4%

Among the students suspended in the 2016-17 school year, 72.8% had one suspension only, and 27.2% had two or more suspensions during the school year (see Figure 7).

Figure 7: % of Students with One or More Suspensions in 2016-17

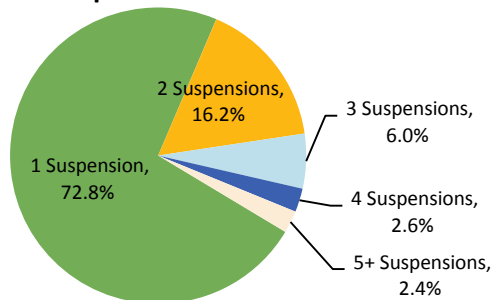
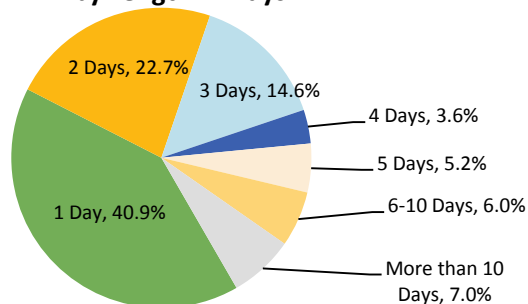


Figure 8: 2016-17 Suspensions by Length in Days

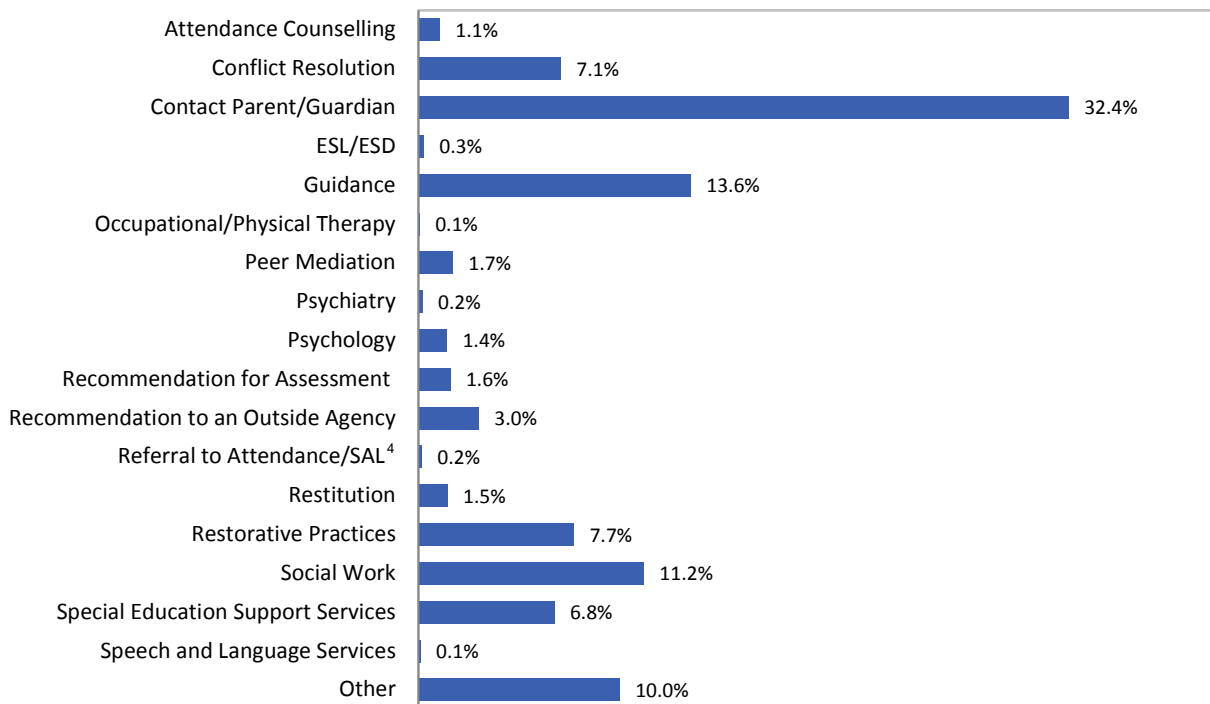


One-day suspensions accounted for 40.9% of the total suspensions in the 2016-17 school year. Two-day and three-day suspensions accounted for 22.7% and 14.6% respectively (see Figure 8).

D: Interventions Used by Schools

Of all the suspensions in the 2016-17 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 2016-17 School Year



A meeting with parents or guardians was the most used intervention (32.4% of the all interventions), followed by guidance (13.6%), and social work (11.2%).

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
2014-15	46	39	235	239	281	278
2015-16	34	28	201	221	235	249
2016-17	23	19	270	265	293	284

“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: 2016-2017 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2016-17 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 2016-17 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 2016-17 EQAO Assessments by Number of Suspensions

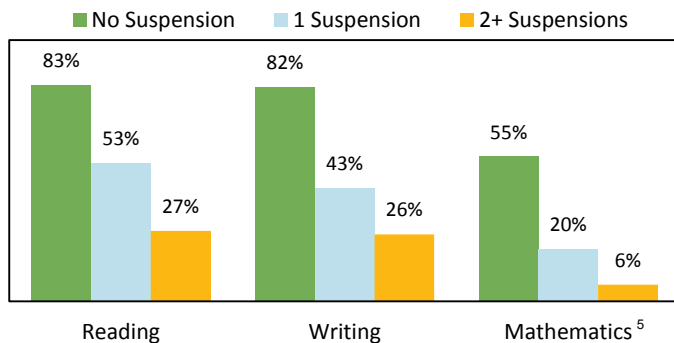
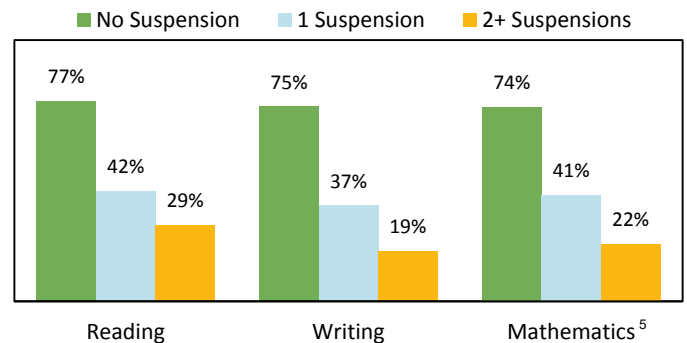


Figure 11: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2016-17 Report Cards by Number of Suspensions



For Grade 6 students with no suspensions, 83%, 82%, and 55% achieved at or above the provincial standard (Level 3) in the 2016-17 EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 53%, 43% and 20% for students with one suspension, and 27%, 26%, and 6% 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 2016-17 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 (34%), or for students with two or more suspensions (12%). For secondary school students who participated in the 2016-17 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 (54%), or students with two or more suspensions (37%). Similar patterns were observed for previously eligible students.

Figure 12: % of Gr. 9-10 Students Meeting Expectations on the 2016-17 EQAO Assessments by # of Suspensions

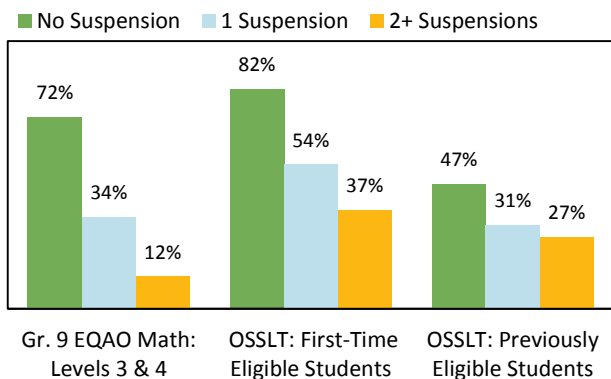
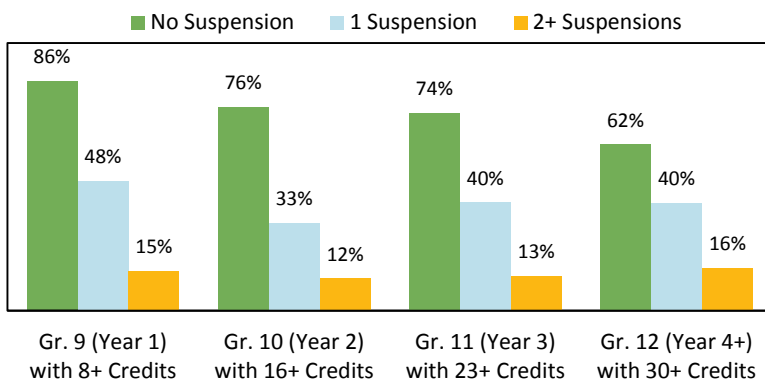


Figure 13: % of Gr. 9-12 Students Meeting Expectations on the 2016-17 Credit Accumulation by Number of Suspensions



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, 86% accumulated eight or more credits. The proportion of students meeting expectation was 48% for students with one suspension, and 15% for students with two or more suspensions (see Figure 13).

G: 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 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 2017-2018 school year.

Table 6: Caring and Safe Schools Alternative Programs 2017-2018

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.		
Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (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.

H: Implications for Practice and Next Steps

Providing safe, caring, inclusive and positive spaces accepting of all students, is a priority in the TDSB. Our schools should be communities where all students and their families, staff and community members are respected, welcomed, engaged and encouraged. Creating a positive school climate is essential to building a culture of trust, high expectations and a sense of belonging.

The TDSB emphasizes programs that encourage and support positive behaviour allowing staff to better engage students and intervene early. From restorative practices to conflict resolution and peer mediation, a variety of supports are available to meet the diverse needs of students.

Collecting and analyzing data on suspensions and expulsions helps identify where resources are most needed to allocate programming appropriately and effectively. The suspension and expulsion data report released annually by Caring and Safe Schools is another important tool for helping schools foster a positive learning culture, supporting improvement planning, evidence-based decision making and accountability.

Through our commitment to equity, we are confronting this data differently and beginning to make systemic change. Work has started to examine our procedures, practices, attitudes and structures with a goal of decreasing suspensions and expulsions overall. In order to address issues like systemic racism, anti-Black and anti-Indigenous racism, as well as issues of poverty, the primary focus must be on the learning that the adults in the system must do. This learning, based on the principles of anti-oppression and anti-racism, is central to our mandate of raising expectations for our students and staff, ensuring equity across our system and improving outcomes for each and every student. It will require putting in place different processes to support change, e.g., restorative practices. Our school-based staff will learn to more effectively apply these principles and practices in order to ensure more positive outcomes for students and more caring, welcoming and safe schools.

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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.