



**Program and School Services Committee
(Special Meeting)
Agenda**

PSSC:005A (Part B)

Tuesday, June 18, 2024

7:00 pm

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Debbie King, Alexandra Lulka Rotman,
Farzana Rajwani

The purpose of the meeting is to continue unfinished business from the Program and School Services
Committee on June 5, 2024

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Declarations of Possible Conflict of Interest**
3. **Staff Reports**
 - 3.1 Combating Hate and Racism: Student Learning Strategy Update, 2024 [4705] 1
 - 3.2 Caring and Safe Schools: Annual Report, 2022-2023 [4691] 51
4. **Adjournment**

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Combating Hate and Racism: Student Learning Strategy Update, 2024

To: Program and School Services Committee

Date: 05 June, 2024

Report No.: 06-24-4705

Strategic Directions

- Commit to the Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action
- Belong - All students belong, are engaged, and valued in an inclusive environment
- Achieve - All students reach high levels of achievement, success, and personal development
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that the Combating Hate and Racism – Student Learning Strategy Update Report, 2024, be received.

Context

The Toronto District School Board (TDSB) has a long-standing commitment to addressing hate, racism, and all forms of discrimination. Since 2015, it has included the commitment to implement the Truth and Reconciliation Commitment Commission of Canada: Calls to Action. Over the past 26 years, as a Board, advancing human rights and promoting the principles of equity have guided the efforts to provide public education that meets everyone's needs.

Combatting hate and racism is a significant societal concern both within the TDSB and in institutions across Canada. The effort to combat these issues aligns with human rights principles outlined in the Ontario Human Rights Code (*the Code*). The TDSB continues to take a strong stance against hate, bias and racism, particularly those directed at students and staff based on their race, religion, and other intersectional identities (TDSB, 2022). The Board's comprehensive Human Rights policy advances the need to proactively foster a culture of human rights to benefit all and respond to incidents and/or complaints (TDSB, 2023).

The TDSB strives to learn more about racism, bias and hate. The board acknowledges the importance of responding promptly and remains committed to creating equitable and inclusive environments for students and staff. The board has actively worked to respect the voices and experiences of students and families while meeting the needs of diverse school communities. The TDSB recognizes that individuals have multiple identities that shape their experiences of discrimination and thus acknowledges the need for a contextualized approach to addressing hate and racism in education (TDSB, 2022).

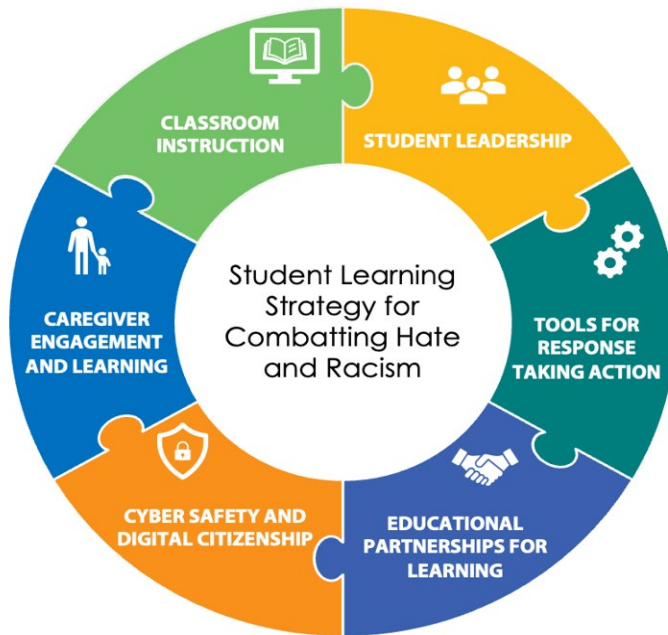
Combatting Hate and Racism (CHR)-Student Learning Strategy

In March 2022, the Combatting Hate and Racism (CHR) – Student Learning Strategy was introduced as a multifaceted approach to understanding and addressing the impact of hate and racism within the TDSB. This strategy encompasses six components and is the foundation of the approaches that guide the work undertaken by numerous departments and system leaders..

The six components of the Combatting Hate and Racism – Student Learning Strategy are:

- **Classroom Instruction:** Students learn collectively about historical and current day experiences of hate and racism so that they can recognize and develop the skills to confront them when they happen.
- **Caregiver Engagement and Learning:** Collaboration with caregivers to offer learning opportunities for caregivers, and where possible, students and their families. The content for the learning should focus on the areas represented in the data presented from the Racism, Bias and Hate portal.
- **Cyber Safety and Digital Citizenship:** Teaching of online safety and digital citizenship in the context of raising awareness about hate and racism.
- **Tools for Response – Taking Action:** Provide students with the skills needed to identify an act of hate, bias, racism and discrimination and intervene with or on behalf of someone being attacked. Students are taught how to identify when and how to intervene when these situations occur.
- **Student Leadership:** Create safer, more inclusive and respectful learning and working environments in schools by raising awareness among their peers, planning student events, creating resources and influencing learning in the school.

- Educational Partnerships: Approved presentations that contribute to important topics from a community perspective and centres the lived experiences of individuals on issues of identity, discrimination and histories.



Please see Table 1 of this report for a synopsis and additional actions taken within the 2023-24 academic year and/or the next steps for the Combatting Hate and Racism-Student Learning Strategy (2022).

Please read the full report: *Combatting Hate and Racism Board Report* (March 2022)

TDSB’s Anti-Hate and Anti-Racism Strategy

In March 2023, the Board outlined an updated framework and a comprehensive plan to address Combatting Hate and Racism. This framework, “*TDSB’s Anti-Hate and Anti-Racism Strategy*,” combined the work within the components of the Combatting Hate and Racism – Student Learning Strategy and the actions of the Equity, Anti-Racism and Anti-Oppression department. This umbrella strategy not only showcased these diverse actions but also outlined a process whereby work plans would be created by distinct communities across the district. These work plans would include the following pillars:

- Affirmation of identities
- Student Learning Strategy
- Professional Learning
- School-Community Relationship

- Employment Equity
- School Climate and Culture



Each of these distinct communities' work plans would include strategies that will be shared with the district to address issues of injustice. For example:

- Anti-Indigenous Racism
- Anti-Black Racism
- Antisemitism
- Islamophobia
- Ableism
- Anti-Asian Racism
- Homophobia & Transphobia
- Anti-Palestinian Racism*

**Note: In response to student and community voices, an additional area of focus on addressing Anti-Palestinian Racism has been included.*

TDSB has created a number of community-based working groups to create strategies tied to these issues (e.g., Antisemitism, Islamophobia). These strategies will be prepared for the upcoming school year.

For further details, please read the Update on Toronto District School Board's Anti-Hate and Anti-Racism Strategy (March 2023).

Engaging in the Collective Work

Incidents related to hate and racism have seen a significant rise globally and nationally. To effectively address these issues, the TDSB acknowledges that communities play a critical role in the work of combating hate and racism. This is especially true when achieving equitable, quality education and fostering excellence for every student in TDSB schools (TDSB, 2023). As a result, the work within the Board to address issues of hate and racism does not only fall within the Equity, Anti-Racism, and Anti-Oppression Department, the Urban Indigenous Education Centre, the Human Rights Office and the

Centre of Excellence for Black Student Achievement alone, it requires a collaborative effort across all departments, roles, and learning centres.

Urban Indigenous Education Centre

The Urban Indigenous Education Centre's (UIEC) staff continue to engage various components of the Combatting Hate and Anti-Racism Strategy. The UIEC facilitates multiple system professional learning series and projects that embed a focus on the United Nations Declaration on the Rights of Indigenous Peoples and addressing truths identified in the Truth and Reconciliation Commission of Canada: Calls to Action. The UIEC creates opportunities to affirm student voices and leadership through student sharing circles, the Toronto Indigenous Youth Council, and Indigenous Graduation Coach supported Indigenous Student Groups. The UIEC also continues to increase the number of Educational Partners that centre Indigenous knowledge, perspectives, and culture and that support learning among students, staff and caregivers in Indigenous Education across the system. Furthermore, UIEC creates multiple opportunities for caregiver engagement through Caregiver Circles in schools with the highest numbers of First Nations, Métis, and Inuit students and families and community socials such as Powwows and Drum Socials.

Please see the Annual Indigenous Education Report (April 2024) for further details.

Equity, Anti-Racism and Anti-Oppression

The Equity, Anti-Racism, and Anti-Oppression Department operationalizes the TDSB's Multi-Year Strategic Plan by providing comprehensive support to schools and staff in developing and implementing equitable and inclusive educational programs, initiatives, and engagement opportunities. Through direct involvement and partnerships with individual school communities, the Department offers tailored support and shares innovative best practices across the Board, catering to each school's unique needs as identified through the equity referral or school improvement process.

The Department also facilitates identity-affirming affinity spaces for students, empowering them to confront and address hate, racism, and oppression. These student gatherings created brave spaces for critical conversations about students' experiences of bias, race, power, and privilege.

During the academic year, the Equity, Anti-Racism, and Anti-Oppression teams have welcomed over 2,500 students across all Learning Centres to affinity spaces to discuss the importance of identity, wellness and well-being, primarily as they work through global conflicts.

Staff leads supporting school-based affinity spaces were also provided opportunities to discuss their wellness and develop strategies for working with students.

The Equity team, including staff at the Centre of Excellence, supported the development of Affinity spaces by honouring intersectional identities through various initiatives. For

example, in collaboration with the TDSB Gay Straight Alliance (GSA) Network and the Gender Diversity and Sexual Diversity Team, the Equity Team takes pride in organizing the annual EnVision Conference, a Board-wide gathering of over one thousand (1,000) 2SLGBTQIAP+ students and allies that celebrates queer identities, addresses issues related to homophobia and transphobia and fosters a sense of community and belonging.

Additional initiatives include, but are not limited to:

- Creating affinity space opportunities for diverse students (e.g. Black Students Association (BSA), Gay Straight Alliance (GSA), Jewish Student Associations (JSA), Muslim Student Associations (MSA), Palestinian Student Associations (PSA) and Tamil Student Associations (TSA);
- Facilitating affinity spaces for Jewish Student Association (JSA) staff leads that support coping and wellness strategies;
- Partnership with the University of Windsor's African Diaspora Youth Conference; and
- Collaboration with the Muslim Student Associations' Conference.

To build system-wide capacity, the Department has actively facilitated in-depth learning and understanding, enabling staff to navigate policy, curriculum, resources, and current world events through an informed, innovative, and inclusive approach. This commitment to anti-racism and anti-oppression is bolstered through the Department's advocacy and engagement efforts, ensuring students feel seen, heard, and valued.

For further details, please visit Appendix A on the actions of the Equity, Anti-Racism and Anti-Oppression Team and Department.

Centre of Excellence for Black Student Achievement

The Centre of Excellence for Black Student Achievement (Centre of Excellence) continues to be committed to dismantling anti-Black racism and improving both experiences and outcomes for Black students. The Centre of Excellence offers many programs, initiatives, and engagement opportunities to students across the TDSB. This includes intentional opportunities for students to honour Black students' passions, pathway aspirations, strengths and experiences. As a result of the ongoing cultivation of affirming and collaborative partnerships with community organizations and service providers, the Centre of Excellence has offered, over the year, thirteen (13) multiple week-long student programming opportunities along with scholarship and internship-based experiences. Alongside these opportunities, the Centre of Excellence proudly hosted its second annual student-led Youth Participatory Action Research (YPAR) Conference: *Using Student Voice to Inform School Policies and Practices*. During this conference, seventeen (17) presentations were shared, focusing on themes such as the Long Term Program and Accommodation Strategy, Creating a Culture for Black Student Well-being, and equitable learning opportunities for Black students.

In addition, the Centre of Excellence for Black Student Achievement continues to commit to building the capacity of educators to deepen their understanding of anti-Black racism, addressing the use of the N-word, and enhancing instructional programming grounded in identity-affirming and racially literate pedagogical practices. This commitment indicates the over twenty-five (25) sessions honouring the United Nations International Decade for People of African Descent, supporting the Black Student Success and Excellence initiative, and advancing African-centred approaches that build positive racial identity development within children. Furthermore, in response to the nine (9) mandates guiding our collective work to support Black families in meaningful advocacy and engagement, the Centre of Excellence has facilitated multiple community learning and connection opportunities. These opportunities have ranged from community-based healing experiences to curricular understandings and system navigation.

Please read the Centre of Excellence for Black Student Report (June 2024) for further details.

Impact of Combatting Hate and Racism Strategy Components

Classroom Instruction

The collective efforts on the Classroom Instruction component of the Combatting Hate and Racism –Student Learning Strategy have resulted in over 4,150 students enrolling in at least one of the courses aligned with CHR. This significant achievement is a testament to the dedication and commitment of nearly every secondary school, including secondary alternative schools, congregated sites, and Adult High Schools, that offered at least one of these courses in 2023-2024.

Last year, school Principals worked collaboratively with school staff and the community to identify which course(s) the school would offer. For example, some schools provided alternate courses yearly, supporting schools with smaller student populations and increased course offerings. These courses are:

- Genocide and Crimes Against Humanity (CHG381)
- Canada: History, Identity, and Culture (CHI4U)
- Politics in Action (CPC3O1)
- World Cultures (HSC4M)
- Equity & Social Justice: From Theory to Practice (HSE4M1)
- Deconstructing Anti-Black Racism (IDC4U)

These courses are not just about academic learning; they also play a crucial role in affirming students' identities and equipping them with the knowledge and skills to combat racism, hate, and oppression. These courses are shaping a more inclusive and understanding generation by focusing on equity and human rights.

Central Staff worked collaboratively across departments to support teachers with curriculum and instruction and assist principals in delivering the Combatting Hate and Racism courses in the schools. Professional learning was differentiated based on the staff's experiences teaching the classes.

Teachers new to teaching the Combatting Hate and Racism courses were offered a 4-part Foundation series, which began in September and took place regularly over several months. The series focused on building a solid foundation in human rights, equity, trauma-informed healing, learning to set classroom conditions, and course-specific strategies.

TDSB staff from the Human Rights Office, Centre of Excellence for Black Students, Mental Health and Professional Support Services, and central Program staff led professional learning sessions. The interactive sessions provided opportunities for teachers to engage in critical reflection, dialogue, and skill-building exercises. Through these sessions, educators gained a deeper understanding of the dynamics of hate and racism. They developed the necessary skills to create positive change.

Learning In Action (TDSB Classroom and School Stories)

As part of the work to address the Combatting Hate and Racism – Student Learning Strategy, classroom and school stories are being identified as possibilities for others. These stories will be shared on the new page of the Combatting Hate and Racism website. Here are some examples of the work taking place in schools:

The Importance of Student Voice

Over the past two years, the school community engaged students in strategic and intentional learning opportunities to build student, educator, and family/community capacity in disrupting and dismantling bias, hate, and racism in the learning environment. The learning began with Student Leadership through “Open Space for Student Voice,” a Learning Network collaboration that welcomed student leadership. Student feedback was shared with administrators to drive School Improvement goals in their respective schools.

The key to the student leaders' learning was the development of an educational partnership with Elder Dr. Robert A. Phillips (Elder Dr. Bob) for monthly sessions to centre Truth and Reconciliation Calls to Action. Under Elder Dr. Bob's guidance, students and staff built awareness and understanding of Seven Grandfather Teachings, Medicine Wheel, Identity, and living a good life in a good way. The school continues to develop relationships with Indigenous knowledge-holders and storytellers.

Stemming from the learning, the school has created the Student Leadership Council and Changemakers groups, which work on initiatives to address and combat hate and racism. The school has partnered with STRIDES Toronto to provide student workshops to support student well-being. The STRIDES workshops focus on Healthy Relationships, Addressing Racism and Discrimination, Boundaries and Consent, and Social Media Awareness. STRIDES introduced the students to Cyber Safety and Digital

Citizenship, and teacher capacity is being supported through the Digital Lead Learner “Tech Tuesday” series.

Also, the school has created monthly Parent/Caregiver/Community connections with “SIP & Chat.” The “SIP & Chat” empowers parents and caregivers to be heard throughout the school improvement process by inviting parent/community voices and building an understanding of school improvement goals to combat hate/bias/racism better.

Peace, Justice and Allyship Club

In collaboration with educators and Equity K-12 learning coaches, learning opportunities were developed to support students' understanding of identity, inclusion and allyship. For example, the school starts each day with an allyship pledge. This year, the school-based Equity Committee and the K-12 Equity, Anti-Racism, Anti-Oppression Coach developed a school-wide plan to intentionally integrate the theme of allyship into student learning in every classroom.

I AM BIG Literacy Themes

Using Itah Sadu's book, *I AM BIG*, students engaged in lessons to unpack and discuss themes such as stereotypes, bias, microaggressions, identity, and joy.

While revisiting the book several times to explore each theme, the students engaged in valuable discussions to learn about, identify and highlight the impact of stereotypes, hate and racism and ways to address and intervene. They also shared their own experiences within their school and community while making connections to the main character. This allowed the students to reflect on their responsibility, power and the actions they could take in creating a class and school environment free of hate and racism.

The students also engaged in various identity-affirming arts-based, reflection, and group activities to explore their identities and learn about others while celebrating each other. Learning about each other was an essential part of building the classroom and school community, and it promoted recognizing the value of each student.

Extending the Learning - Community Educators and Partners

Collaboration with community educators and partners is essential when extending the learning for students within the TDSB. Numerous opportunities were provided to students and staff as they learned to address the issues of hate and racism. These opportunities include:

- variety of professional learning series to understand Jewish identities and antisemitism, including:
 - facilitated professional learning for all Grade 6 educators at the Toronto Holocaust Museum to support the implementation of the new Grade 6 curriculum expectations addressing the Holocaust

- tracing the past and present manifestations of antisemitism for classroom educators and School leaders
- exploring specific strategies and learning tools that educators can use in classrooms and school spaces to respond to antisemitic incidents.
- examining the ethnic diversity within Jewish communities through the film *Periphery*
- survivor testimony and the sharing of family histories by children and/or grandchildren of Holocaust survivors

- variety of professional learning series to understand Muslim identities, Islamophobia, and Anti-Palestinian Racism, series includes:
 - professional learning sessions centring on the experiences and identities of Muslim communities across Canada. Some of these sessions included:
 - Legacy and Excellence of Black Muslims
 - Culturally Responsive Healing for Black Muslims
 - Building an Understanding of Anti-Black Islamophobia
 - Say Salaam: Dealing with Islamophobia and Bystander Intervention
 - Storytelling, Reclaiming Your Narrative

- variety of professional learning to understand the diverse Black communities, community sessions include:
 - professional learning to honour Black Mental Health Week entitled “Breaking Down Barriers to Mental Health in Black Communities”
 - additional sessions are included in the Centre of Excellence for Black Students Achievement report.

For more examples, please visit Appendix B, which identifies the actions of the Equity, Anti-Racism and Anti-Oppression Team.

Community-based educators and partners have been an integral part of the Combatting Hate and Racism – Student Learning Strategy, and through the work of Education and Business Partnership, intentional work is taking place to deepen these relationships.

Action Plan and Associated Timeline

Table 1: Synopsis of 2023-2024 Additional Actions and/or Next Steps

Component	Action
<p>Classroom Instruction</p> <p>Engage in ongoing professional learning with staff to build understanding, develop critical consciousness, and implement strategies through curriculum. This will better support students and families in confronting hate, racism, and discrimination.</p>	<p>Actions:</p> <p>Professional learning sessions with 30 selected educators to build their capacity and understanding as they engage in curriculum mapping over the summer.</p> <p>The curriculum mapping actions are tied to developing strategies to confront hate, racism and discrimination.</p> <p>Next steps:</p> <p>Selection of a new cohort of CHR educators to serve as school leads for the 2024-25 academic year.</p> <p>The cohort will participate in ongoing professional learning and be the school's point of contact to support the mobilization of the CHR strategy across the school, including disseminating information and building student leadership.</p>
<p>Student Leadership</p> <p>The development of a student equity leadership collective that will make positive changes system-wide and at the school level to address racism, hate and discrimination in the TDSB.</p>	<p>Actions:</p> <p>The Student Equity Collective was made up of 24 students chosen by a group of board leaders. 15 of these students will serve as mentors for the new cohort, which will start next school year.</p> <p>The Student Equity Collective created numerous resources that were shared within the District. Please visit the Student Equity Collective webpage for information about the cohort's actions.</p> <p>Next Steps:</p> <p>Formation of a new Student Equity Collective to be launched in Fall 2024.</p> <p>TTC Ambassadors Pilot</p>

Component	Action
	<p>In response to incidents of youth unrest on the TTC, a pilot program is being developed to create the TTC Student Ambassador Program. In collaboration with the TTC and the City of Toronto, these ambassadors would liaise with their staff advisors to share concerns about student conduct on the TTC.</p> <p>TTC Ambassadors will support efforts at their local school to further shape environments that accentuate student strengths and affirm identity</p>
<p>Tools For Response Taking Action</p> <p>The creation of school-based student equity collectives in each school committed to addressing and combatting hate and racism.</p>	<p>Actions:</p> <p>Data was gathered from schools across all four Learning Centres through LN leadership to collate specific actions schools were engaging in to address and combat hate and racism. Some of the stories from these schools will be featured in Learning in Action.</p> <p>Next Steps:</p> <p>The collected data will be analyzed to identify gaps and support schools.</p>
<p>Educational Partnership for Learning</p> <p>Building partnerships with community agencies and educators whose voices are often not heard to support extending learning opportunities in dismantling hate and racism</p>	<p>Actions:</p> <p>In September 2024, the Educational and Business Partnership continued to engage in community outreach and collaborative work with TDSB’s departments to promote educational partnerships within the Combatting Hate and Racism strategy. These partnerships aim to increase the number of under-represented groups on the TDSB-approved partnership list that can enhance and extend the curriculum for the diverse students in our board.</p> <p>The following represents the partnerships that are currently within the TDSB. These partnerships have approved program descriptions that align with the goals of the CHR Strategy. These numbers do not include excursions, permits or learning resources.</p>

Component	Action
	<ul style="list-style-type: none"> • September 20, 2022 - 284 partners • January 28, 2024 - 407 partners <p>This represents a 143% increase since 2022.</p> <p>Next Steps:</p> <p>TDSB’s Educational and Business Partnerships continued collaboration with community programs.</p>
<p>Cybersafety and Digital Citizenship</p> <p>Cultivate strategies that support cyber safety, digital citizenship and critical awareness of hate and racism in social media and other online environments.</p>	<p>Actions:</p> <p>As a response to Digital Citizenship Week 2023, during the Week of October 16, schools and classrooms engaged students in developing a positive digital footprint and what it means to be a responsible digital citizen.</p> <p>Digital tools and resources were explored to support the goals of the CHR Strategy. This included presentations by prospective vendors to the EDuTECH Committee. For example, Cyber Legends presented a K-Grade 8 Digital Tool, including Cyber Safety and Digital Citizenship modules.</p> <p>In conjunction with MediaSmarts, through the Anti-Racism Directorate of Ontario, the TDSB offered four sessions of <i>Facing Online Hate</i> workshops for educators and administrators to help them learn how the internet is used to radicalize youth and what they can do to combat it.</p> <p>Next Steps:</p> <p>A pilot with Smart Social will be launched with 20 schools to support educators and parents/ caregivers in building their understanding of navigating social media and combating hate that is spread online.</p>
<p>Caregiver Engagement and Learning</p> <p>Establish a district and local school learning plan to</p>	<p>Actions:</p> <p>Supported parents/caregivers in developing specific strategies to recognize “deep fakes” and the spread of hateful and harmful online content.</p>

Component	Action
<p>support combatting hate and racism with parent/caregiver communities utilizing system and school-based data.</p>	<p>For example, the TDSB partnered with Civix to develop learning sessions for parents/caregivers on artificial intelligence (AI) and how to recognize the misuse of AI tools, which have contributed to an amplification of online hate. Over 900 parents/caregivers and 300 educators registered for these sessions.</p> <p>In collaboration with the City of Toronto, the TDSB operates 7 Safety Tables across the district. These Safety Tables have worked to enhance relationships with city agencies such as the Toronto Police Service, Toronto Community Housing Corporation, Toronto Transit Commission, grassroots community agencies, and local schools.</p> <p>Outcomes from these Safety Tables have been community service fairs, community walks, and town hall sessions, all focusing on improving safety and well-being for youth and families across the city. Integral to these Safety Tables are discussions around systemic racism and oppression that require coordination from all multi-sector partners to confront and collaborate for improved outcomes grounded in affirming Human Rights.</p> <p>Next steps:</p> <p>We will continue to collaborate with the TDSB Parent and Community Engagement Office to support district-wide sessions that schools can participate in to affirm the identities of students and families in the efforts to eliminate hate.</p> <p>Continue to update on the actions of the Safety Tables.</p>

Please read Appendix C for the Executive Summary of the Combatting Hate and Racism – Student Learning Strategy Update Report. For more information on the Combatting Hate and Racism Strategy Workplan please read Appendix D. For more information on the Combatting Hate and Racism Student Learning Strategy please read Appendix E.

Resource Implications

A funding proposal will be included in the 2024-25 Budget, including funding or resources (e.g. staffing) where needed.

External Websites:

[Combatting Hate and Racism – Student Learning Strategy](http://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/StudentLearning-Strategy)

www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/StudentLearning-Strategy

[Urban Indigenous Education Centre](http://www.tdsb.on.ca/Community/IndigenousEducation)

www.tdsb.on.ca/Community/IndigenousEducation

[Equity, Anti-Racism and Anti-Oppression](http://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression)

www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression

[Addressing Hate](http://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/AddressingHate)

www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/AddressingHate

[Centre of Excellence for Black Student Achievement](http://www.tdsb.on.ca/CEBSA)

www.tdsb.on.ca/CEBSA

Communications Considerations

A communication plan to update the website related to the Combatting Hate and Racism—Student Learning Strategy is underway. This section will highlight good news stories about the strategy's key actions.

Board Policy and Procedure Reference(s)

P037 Equity

P031 Human Rights

PR515 Workplace Harassment Prevention and Human Rights

PR728 Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in School

Appendices

Appendix A: Equity, Anti-Racism and Anti-Oppression Update

Appendix B: Professional Learning Menu from the Equity, Anti-Racism and Anti-Oppression Team

Appendix C: Executive Summary of the Combating Hate and Racism – Student Learning Strategy Update Report

Appendix D: Combatting Hate and Racism Strategy Workplan Poster

Appendix E: Combatting Hate and Racism Student Learning Strategy Poster

References

TDSB's Anti-Hate and Anti-Racism Strategy (TDSB, 2023)

Combatting Hate and Racism Report - Student Learning Strategy (TDSB, 2022)

From

Colleen Russell-Rawlins, Director of Education at Colleen.Russell-Rawlins@tdsb.on.ca or at 416-397-3190

Audley Salmon, Associate Director, Learning Transformation & Equity at Audley.Salmon@tdsb.on.ca

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Equity, Anti-Racism and Anti-Oppression: Update (2024)



The Toronto District School Board's Equity, Anti-Racism and Anti-Oppression Team is made up of 10 educators: a Centrally Assigned Principal (CAP), a Program Coordinator (PC) and eight K - 12 Equity Learning Coaches (Coach). The team reports to the System Superintendent of Equity, Anti-Racism and Anti- Oppression and the System Superintendent in turn, reports to the Associate Director of Learning Transformation and Equity. The role and responsibilities of the K-12 Equity Learning Coach within the Toronto District School Board cover a wide array of leadership and support to foster equity, inclusiveness, and anti-racist and anti-oppressive practices throughout the District.

One key aspect of the K-12 Equity Learning Coach's responsibility involves providing leadership in developing and implementing programs that promote equity and inclusiveness. This includes developing professional learning opportunities focused on equity and anti-oppression and aligning the learning with school goals and the District's Multi-Year Strategic Plan.

EQUITY REFERRAL PROCESS

A vital component of the work of the Equity, Anti-Racism and Anti-Oppression Department stems from the Equity Referral Process. Equity Referrals are a mechanism by which schools can seek support in noticing, naming, and combatting instances of hate, racism, and oppressive practices in schools. Schools can obtain support from the Equity Team and/or the Center of Excellence for Black Student Achievement.

The referral is entered through the Equity Referral Form. To date, ninety-eight referrals have been submitted through the referral process.

Depending on the school's needs, Equity Coaches work in partnership with other departments or community agencies, such as the TDSB Gender and Sexual Diversity Team and Professional Support Services.

COLLABORATIVE PROJECTS IN EQUITY REFERRAL SCHOOLS

Coaches engage with referral schools in many ways. Some examples are:

FOCUS GROUPS

To ensure meaningful data for school improvement, Gr 7 and 8 students participated in focus groups to provide an opportunity to amplify student voices and address issues of racism, bias, and hate. Groups of 4 to 6 students were identified from each Grades 7 and 8 class to participate in small group discussions. The Focus Group addressed the following themes:

1. Characteristics of engaging classroom experiences.
2. Barriers to students' full engagement in schools.
3. Suggestions for Next Steps to improve school culture.

Student leaders presented the outcomes to school staff with the intent on using the data to inform school improvement.

DEVELOPING RESPONSIVE LITERACY CURRICULUM

Staff engaged in Gholdy Muhammad's framework for creating literacy lesson plans with culturally relevant and responsive books. This framework, which looks at student identity, skills, intellect, criticality, and joy, enhances students' understanding of the material and fosters a sense of belonging and achievement for the student, which aligns with the TDSB Multi-Year Strategic Plan. Professional learning was deeply rooted in acknowledging and celebrating diverse identities and experiences. Staff focussed on understanding the importance of this approach and recognized that historically responsive literacy could serve as a powerful tool for affirming the cultural backgrounds of all students while centering student joy.

Actions included:

- Utilization of the TDSB toolkit to select equitable, culturally relevant, and responsive texts.
- Co-planning lessons with staff
- Facilitating professional learning sessions
- Creating rich and transformative lesson plans to enhance literacy skills

2-PART PROFESSIONAL LEARNING SERIES TO COMBAT HATE AND RACISM THROUGH THE REFERRAL PROCESS

As each referral is reviewed, schools presenting a common need are invited to attend a 2-part series addressing that topic. In 2023/2024, three themes were addressed in this model: Addressing Antisemitism, Addressing Islamophobia and Leading the Work through Culturally Relevant and Responsive Pedagogy. Schools are invited to send one school administrator and a lead teacher to the professional learning sessions. The session aims to provide foundational learning for school leads on the topic and develop a roadmap for continued professional learning in their schools. This could include school-wide professional learning, curation of resources, community partnerships, etc.

Over 50 schools were invited to participate in these two-part professional learning sessions. Over 100 staff registered for the learning and returned to schools with roadmaps for continued school improvement.

MODEL SCHOOLS FOR INNER CITY SCHOOLS / CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY INITIATIVE (MSIC/CRRP)

A second key component of the role of the Equity Coaches is working very closely with the school administrator and Equity Team of eight Model Schools for Inner City schools. This initiative aims to ground the school's improvement process through the lens of Culturally Relevant and Responsive Pedagogy and on the five essential components of Model Schools for Inner Cities:

1. Innovative teaching and learning practices.
2. Providing support services to meet the social, emotional and physical well-being of students.
3. Establishing schools as the heart of the community.
4. Researching, reviewing, and evaluating students and programs.
5. An ongoing commitment to share successful practice.

The goals of Model Schools are to achieve and sustain equity through achieving fairness and ensuring the lives and realities of students are reflected and affirmed. Inclusivity is at the heart of maintaining high expectations.

COLLABORATIVE PROJECTS IN THE MSIC/CRRP INITIATIVE

Coaches engage with MSIC/CRRP schools in many ways. Some examples are:

PARTNERING WITH COMMUNITY EDUCATORS

Grade 4 and 5 students partnered with an author to create health and wellness plans. It allowed many students to experience and see representation in a field where diverse voices are not always highlighted, heard or seen.

In this opportunity, educators and students identified the meaning of mental health and wellness and why their mental health and wellness were necessary. They also explored different strategies to determine which worked best for them in managing their feelings and overall wellness. For example, students explored the cultural roots of many wellness practices, particularly those tied to various countries on the continent of Africa.

SYSTEM WORK TO COMBAT HATE AND RACISM

Much of the work of the Equity Team to combat hate and racism is intricately embedded within the Referral and MSIC/CRRP initiatives. These could take the form of school-wide professional learning sessions about manifestations of a specific form of racism, the co-development of lesson ideas, the co-curation of resources using the Equity Tool Kit, the co-development of surveys for parents and caregivers and the running of lunchtime reading programs, to identify a few. Within each, the team members co-develop unique action plans that focus on the school's needs.

Outside of the Referral or MSIC/CRRP Initiative, the Equity Team works collaboratively with the Center of Excellence for Black Student Achievement, other central Departments, and community service providers to facilitate system-wide professional learning to address racism and hate in all its forms.

PROFESSIONAL LEARNING OPPORTUNITIES AND INITIATIVES

Appendix B illustrates the diverse system-wide professional learning that directly addresses combating hate and racism.

TEACHERS LEADING AND LEARNING (TLL) MODLET

A TLL modlet is a collaborative and facilitated e-learning experience for beginning teachers and mentors. It involves 8-10 hours of learning over a 4-week period. Here are some of the Modlets available to beginning teachers.

Modlet	Description
<p>Creating Caring and Culturally Relevant Classrooms</p>	<p>This modlet is designed to provide teachers with the opportunity to make connections from their classroom experiences to the big ideas of a caring and culturally relevant classroom, creating physical space for optimal learning, and how to foster a reciprocal relationship with home/parents-caregivers to enhance students' holistic wellbeing.</p>
<p>Critical Theories in Education: Implications for Practice</p>	<p>This modlet is designed to support educators as they become familiar with critical educational theories and pedagogies. Educators can create personal and professional learning goals, familiarize and deepen their understanding of critical theories and pedagogies in education, develop initial strategies for instruction and leadership, and construct an inquiry plan to help foster optimal learning conditions for students. Each section of this modlet includes approaches that scholars and practitioners have identified as central to ensuring all students' academic success, health, and well-being, notably those from marginalized groups.</p>

8-PART PROFESSIONAL LEARNING SERIES TO COMBAT HATE AND RACISM

In addition to the 2-part series, which is referral-based, the Equity, Anti-Racism, and Anti-Oppression Department also leads 8-part synchronous and asynchronous modlets to address different forms of hate and racism. The three 8-part modlets presented during the Winter months were Addressing Anti-Asian Racism, Understanding Islam and Muslim Cultures and Understanding Judaism and Jewish Cultures. The modlets begin from a place of joy and belonging. It is imperative to combat hate and racism with brilliance and excellence. These eight-part modlets allow participants to learn more about cultures, people, and histories. They also cover manifestations of hate and racism and identify ways to combat them. The modlets will be reviewed and revised to meet current staff needs as part of the Team's regular practice.

NEW MODLETS TO COMBAT HATE AND RACISM

In the Summer of 2024, a writing team will develop the Affirming 2SLGBTQIAP+ modlet to provide TDSB staff with background knowledge, learning experiences, and resources to support 2SLGBTQIAP+ students in the system and ways to combat hate.

STUDENT WELLNESS, WELL-BEING, AND ACTION

A vital component of the TDSB's Combatting Hate and Racism Strategy is the need to support students develop the tools to intervene. Throughout the 23/24 school year, the Equity Team has held staff and student affinity spaces. These opportunities provided staff and students with a safe and brave space to discuss wellness, well-being, and coping strategies. The Equity Team partnered with Professional Support Services to ensure students engaging in discussions of experiences of hate and racism were supported as they shared with their peers. The afternoon sessions of these affinity spaces saw community partners engage in identity-affirming presentations about culture, language, and opportunities.

In the Spring of 2024, over 1000 Gr 6 - 12 students from through the TDSB representing all four Learning Centres participated in the virtual and in-person EnVision Conference. The EnVision Conference is an annual gathering of 2SLGBTQIAP+ students, staff, and their allies. It aims to honour and celebrate 2SLGBTQIAP+ communities and discuss issues faced across Ontario in addressing homophobia and transphobia.

Appendix B



2023-2024

PROFESSIONAL LEARNING

MENU

PROFESSIONAL LEARNING MENU



Combatting Hate and Racism

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

<p>ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION</p>	<p>Ongoing (Asynchronous)</p>
<p>The Equity, Anti-Racism & Anti-Oppression team offers ongoing asynchronous learning opportunities for educators. These include:</p> <ul style="list-style-type: none"> • Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources • Equity and Anti-Oppressive Leadership Situated within the Equity Goal • Creating the Conditions for Building Positive Relationships with Students • Equity in the Mathematics Classroom • Equity in the French as a Second Language Classroom • Equity in Outdoor Education Equity in Science <p>Please visit the Equity, Anti-Racism & Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.</p>	
<p>BEGINNING TEACHERS SUMMER INSTITUTE</p>	<p>August 23, 2023</p>
<p>This year's Beginning Teachers Summer Institute had various virtual session choices for rich learning around this year's theme, Building Relationships, Belonging, and Knowledge.</p> <p>Our keynote speaker, Tyrone Edwards, anchor at Etalk, spoke to beginning teachers about the importance of building meaningful,</p>	

PROFESSIONAL LEARNING MENU



trusting, and authentic relationships with all students and ensuring we create identity-affirming learning environments.

Audience: Beginning Teachers

NEW TEACHER INDUCTION PROGRAM ORIENTATION

October 24, November 2, November 15, December 13, December 14, February 14, & February 28

Board Orientation is a mandated requirement of NTIP and for those newly hired to permanent positions on the board. A full-day, face-to-face orientation was held for Elementary and Secondary educators this year.

Both the Elementary and Secondary orientation included information and discussions focused on NTIP TPA (Employee Services), Indigenous Education (Urban Indigenous Education Centre), How to be an Equity Leader in the TDSB (Equity, Anti-Racism, and Anti- Oppression Department and Centre of Excellence for Black Student Achievement) and a message from the Senior Team.

Audience: Newly Hired Teachers

BEGINNING TEACHER MEETUPS

October 11, 2023 & October 18, 2023

Beginning Teacher Meetups are facilitated by the Program Coordinator of Teachers Learning and Leading and special guests. It is an informal mentoring space that allows educators to ask questions, access support, and build community.

Program Coordinators from the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism, and Anti-Oppression teams each facilitated a session to support teachers with an introduction to the Equity department, navigating individual team websites, and highlighting the department's programs and resources. Beginning educators were also connected to upcoming professional learning opportunities.

Audience: Beginning Teachers

PROFESSIONAL LEARNING MENU



COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase student experiences of belonging, and build relationships and partnerships with families, caregivers, and communities.

MODLETS: TEACHING LEADING AND LEARNING	Fall, Winter, Spring
<p>These modlets support new teachers and mentors in 8-10 hour professional learning, combined BrightSpace asynchronous and two 90-minute face-to-face meetings.</p> <ul style="list-style-type: none"> • Meaningful Mentoring • Creating Caring and Culturally Relevant Classrooms • Critical Theories in Education: Implications for Practice • Assessment for/as Learning Fundamentals <p>Hours: 8 Audience: Beginning Teachers and Mentors</p>	

PROFESSIONAL LEARNING MENU

Addressing 2SLGBTQIA+ Identities, Biphobia, Homophobia, and Transphobia

IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

ENVISION CONFERENCE	April 15, 17, 18, 2024
<p>The focus of the 2024 conference is Queer Futurisms: Centering Trans kids and affirming the intersecting identities of Indigenous, Black, Racialized and marginalized 2SLGBTQIA+ communities. The Envision Conference invites 2SLGBTQIA+ elementary and secondary students, as well as their allies/co-conspirators, to honour and celebrate belonging and come together in collective care to address biphobia, homophobia and transphobia. Students will have opportunities to come as a class, with their GSA, or other student action groups. Along with keynote speakers, there will be ongoing workshops for those beginning their journey in allyship and those who would like more support in student action. The entire conference will allow students to share the multiple ways gender and sexual diversity can be celebrated within the Toronto District School Board.</p> <p>Audience: Students and Staff</p>	
TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTIOPPRESSIVE PRACTICE	Asynchronous
<p>Season 1 is a collection of audio episodes on Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed in the season was:</p> <ul style="list-style-type: none"> Centering Black LGBTQ+ Students in the Classroom 	



PROFESSIONAL LEARNING MENU



Audience: All Staff, Caregivers, and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

ENVISION CONFERENCE	April 15, 17, 18, 2024 and Asynchronous
<p>This year's keynotes by Shanese Anne Steele and Ravyn Ariah Wings offered educators opportunities to learn alongside their students. In-person, dedicated educator workshops provided insights on cultivating brave educational spaces to navigate students' experiences of queer joy and challenges at school.</p> <p>Audience: Students and Staff</p>	
SUPPORTING 2SLGBTQIA+ VOICES	May 28 & June 11, 2024
<p>This 2-part series will deepen educators' understanding of 2SLGBTQIA+ Identities and experiences. Looking at the impact of experiences of students and staff, these sessions will help support increased awareness and understanding of issues and challenges within the 2SLGBTQIA+ communities at their schools. Participants will develop community- and curriculum-focused actions and strategies that they can bring to their classes and schools to help better support their diverse learners and cultivate brave educational spaces.</p> <p>Audience: Staff</p>	

PROFESSIONAL LEARNING MENU



Understanding Asian Identities and Anti-Asian Racism

IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTIOPPRESSIVE PRACTICE	Asynchronous
<p>Season 1 of the podcast comprises a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in Education. This podcast invites listeners to reflect on their pedagogy critically, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed this season was:</p> <ul style="list-style-type: none"> • Understanding and Addressing Anti-Asian Racism <p>Audience: All Staff, Caregivers, and Community</p>	

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase student experiences of belonging, and build relationships and partnerships with families, caregivers, and communities.

ADDRESSING ANTI-ASIAN RACISM PART 1 & 2	Winter 2024
<p>This online module will provide staff with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including</p>	

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the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and well-being; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

Audience: All Staff

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Understanding Jewish Identities and Antisemitism

IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

<p>“PERIPHERY: NO SILENCE ON RACE” EXPLORING ETHNIC DIVERSITY OF JEWISH COMMUNITIES</p>	<p>January 15, 2024 & May 29, 2024</p>
<p>The Equity, Anti-Racism, Anti-Oppression Department, which includes the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism and Anti-Oppression teams, is collaborating with Periphery, No Silence on Race to provide TDSB students, staff and community with ongoing learning opportunities. These sessions focus on the ethnic diversity within the Jewish community and explore concrete strategies within school communities and classroom environments.</p> <p>Audience: All Staff, Students, Caregivers and Community</p>	
<p>TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTIOPPRESSIVE PRACTICE</p>	<p>Asynchronous</p>
<p>Season 1 of the podcast comprises a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered this season was:</p> <ul style="list-style-type: none"> • Understanding Judaism and Jewish Cultures. <p>Audience: All Staff, Caregivers and Community</p>	

PROFESSIONAL LEARNING MENU

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.



<p>UNDERSTANDING ANTISEMITISM PAST AND PRESENT</p>	<p>December 8, 2023, January 19, 2024</p>
<p>Description: The late historian Robert Wistrich described antisemitism as The Longest Hatred. Its longevity depends on many elements, but chief among them is the dangerous human need to place the blame for misfortune on an identifiable target and the ability of antisemitism to mutate to meet the needs of a particular time and place. Through this presentation, participants will gain an understanding of the impact of antisemitism and the effect that it has had on the Jewish community.</p> <p>Audience: Administrators</p>	
<p>UNDERSTANDING ANTISEMITISM PAST AND PRESENT AND A VISIT TO THE HOLOCAUST MUSEUM</p>	<p>February 29, 2024</p>
<p>Description: The late historian Robert Wistrich, described antisemitism as The Longest Hatred. Its longevity depends on many elements, but chief among them is the dangerous human need to place the blame for misfortune on an identifiable target and the ability of antisemitism to mutate to meet the needs of a particular time and place. Through this presentation, participants will gain an understanding of the impact of antisemitism and the effect that it has had on the Jewish community.</p> <p>Participants engage in hands-on learning with Toronto Holocaust Museum docents and volunteers.</p> <p>Audience: All Staff</p>	

PROFESSIONAL LEARNING MENU



<p>FACING HISTORY & OURSELVES - A TOOLKIT FOR COMBATting ANTISEMITISM IN SCHOOL SPACES: A SESSION FOR EDUCATORS</p>	<p>February, March, May 2024</p>
<p>In this session, we will explore specific strategies and learning tools that educators can use in classrooms and school spaces to respond to antisemitic incidents. By discussing specific case studies, we will explore how to respond in the moment and tools and strategies for educating students in the face of and to prevent antisemitism. Lastly, we will discuss ways to bring healing so our classrooms can continue to be spaces for joy, belonging and well-being.</p> <p>Audience: K-12 Educators</p>	
<p>ADDRESSING ANTISEMITISM, 2-PART SERIES</p>	<p>January 17 & 31, 2024</p>
<p>This 2-part series will allow educators and administrators to examine the historical cycles and recurring patterns of antisemitism. Educators will develop their understanding and historical literacy regarding Jewish identities, cultures and antisemitism. Using this foundational knowledge, educators will be able to identify antisemitism in current school contexts and be prepared to notice, name and interrupt antisemitism in schools.</p> <p>Audience: K-12 Educators and Administrators</p>	

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase student experiences of belonging, and build relationships and partnerships with families, caregivers, and communities.

<p>Understanding Judaism and Jewish Cultures</p>	<p>January - March 2024</p>
<p>This 8-part modlet aims to promote an enhanced understanding and cultural responsiveness of Judaism and Jewish cultures within diverse</p>	

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educational spaces and transform professional practice to create conditions to address hate speech, actions, and symbols. This modlet also responds to the recommendations of the National Summit on Antisemitism and the Ministry of Education's plan to combat Antisemitism.

Audience: All staff

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Understanding Muslim Identities, Islamophobia, and Anti-Palestinian Racism

IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

<p>TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI- RACIST, AND ANTI-OPPRESSIVE PRACTICE</p>	<p>Asynchronous</p>
<p>Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered in this season was:</p> <ul style="list-style-type: none"> • Understanding Islam and Muslim Cultures <p>Audience: All Staff, Caregivers and Community</p>	
<p>A TEACHABLE MOMENT ON ISLAMOPHOBIA</p>	<p>June 11, 2024</p>
<p>In this session, A Teachable Moment on Islamophobia offered in collaboration with the National Council of Canadian Muslims (NCCM), participants will learn an overview of Islamophobia, common myths about Islam, and examine how Muslim children are impacted by negative public discourses about their faith. Additionally, Case studies and recommendations for practice will be explored.</p> <p>Audience: Staff, Community and Caregivers</p>	

PROFESSIONAL LEARNING MENU

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

STORYTELLING: RECLAIMING THE NARRATIVE	October 23, 2023
<p>In partnership with NCCM and celebrating IHM, this interactive workshop will use storytelling, prose, creative writing, and mixed media to critically deconstruct existing narratives/myths about Muslim communities and examine how to engage and tell stories from an anti-racist lens. We will also explore strategies for effective allyship and engagement with communities.</p> <p>Audience: All staff</p>	
INCLUSIVE SCHOOLS: REIMAGINING AFFIRMING SPACES FOR MUSLIM AND PALESTINIAN-IDENTIFYING LEARNERS	December 8 & 19, 2023
<p>This two-part virtual synchronous session examines the legal and pedagogical foundation for creating welcoming and inclusive schools. The sessions are available to TDSB educators and include: (1) Understanding Islam and Muslim cultures, (2) Understanding Anti-Palestinian Racism, (3) Understanding manifestations of Anti-Palestinian Racism, and (4) Creating conditions to center, support and affirming Muslim-identifying and Palestinian-identifying learners.</p> <p>Audience: Administrators</p>	
UNDERSTANDING MUSLIM AND ISLAMIC CULTURES	January 30 & February 13, 2024
<p>In this two-part series, educators will:</p> <ul style="list-style-type: none"> • Examine the historical cycles and recurring patterns of Islamophobia; • Develop their understanding and historical literacy regarding Muslim identities and cultures; 	



PROFESSIONAL LEARNING MENU



- Identify Islamophobia in current school contexts, and be prepared to notice, name, and interrupt Islamophobia in schools;
- Explore Human Rights policy in relation to Muslim inclusion;
- Develop lesson ideas to create Muslim-affirming learning experiences; and
- Plan for the upcoming school year.

Audience: K-12 Educators

UNDERSTANDING ISLAM AND MUSLIM CULTURES

December 8, 2023;
January 19, 2024;
April 8, 2024

This three-part module aims to enhance cultural responsiveness and deepen understanding of Islam and Muslim cultures within diverse educational spaces. This learning will enrich professional practice to improve Muslim-identifying students' access, opportunities, and outcomes. This course also responds to the recommendations put forth by the National Summit on Islamophobia and is designed with child and youth care in mind.

Audience: Itinerant Child and Youth Counsellors

SALAT IN SECRET LOVE AND BELONGING IN COMMUNITY SPACES

January 29, 2024

This session commemorates the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. Jamilah Thompkins-Bigelow, critically acclaimed author of *Your Name is a Song* and many other celebrated children's books, will engage TDSB students, along with their caregivers and families (during the community session), in an interactive storytelling session focused on courage, conviction, and the importance of prayer spaces.

Audience: All Staff, Students, Caregivers and Community

PROFESSIONAL LEARNING MENU



COURSES

TDSB staff are offered diverse professional development courses, ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase students' experiences of belonging, and build relationships and partnerships with families, caregivers, and communities.

<p>UNDERSTANDING ISLAM AND MUSLIM CULTURES</p>	<p>January - February 2024</p>
<p>This 8-part modlet aims to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces and to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations of the National Summit on Islamophobia.</p> <p>Audience: All staff</p>	

PROFESSIONAL LEARNING MENU

Culturally Relevant and Responsive Pedagogies

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

LEADING CULTURALLY RELEVANT AND RESPONSIVE WORK	Winter - Spring 2024
<p>This 2-part series will deepen educators' understanding of culturally relevant and responsive pedagogy (CRRP) by exploring its theoretical foundations, key principles, and practical applications. Building on the theoretical foundation, this learning provides practical strategies and tools to support educators in operationalizing culturally relevant and responsive pedagogy within their school communities. Participants will develop the skills needed to translate theory into action, fostering an inclusive and culturally responsive learning environment. Schools will develop an action plan to continue the learning within their schools.</p> <p>Audience: K - 12 Educators and Administrators</p>	
TEACHING THROUGH A CULTURALLY RELEVANT AND RESPONSIVE FRAMEWORK	February 2024
<p>This half-day professional learning will deepen understanding of culturally relevant and responsive pedagogy (CRRP) by exploring its theoretical foundations, key principles, and practical applications. Building on the theoretical foundation, this learning provides practical strategies and tools to support educators in operationalizing culturally relevant and responsive pedagogy within their school communities. Participants will develop the skills needed to translate theory into action, fostering an inclusive and culturally responsive learning environment.</p> <p>Audience: 9 - 12 Educators</p>	
MODEL SCHOOLS FOR INNER CITIES CRRP SCHOOLS INITIATIVE	September 2023 - June 2024



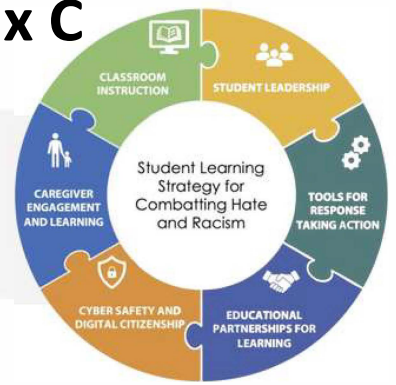
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Model Schools For Inner Cities (MSIC) CRRP Schools Initiative: In its second year, the MSIC CRRP Schools Initiative is an integral component of the Toronto District School Board's ongoing commitment to equity by supporting teaching and learning experiences centred on culturally relevant and responsive pedagogies. CRRP Schools Initiative continues to deepen community collaboration within eight elementary schools across the TDSB. The collaborative learning began with the launch of the 2nd year of the Model Schools For Inner Cities CRRP Schools Initiative, which celebrates and honours the student voice through hip-hop pedagogies.

Audience: MSIC CRRP Staff

2024 Combatting Hate and Racism Learning Strategy







Executive Summary

In March 2022, the Combatting Hate and Racism - Student Learning Strategy was introduced as a multifaceted approach to understanding and addressing the impact of hate and racism within the TDSB. This strategy encompasses six components and is the foundation of the approaches that guide the work undertaken by numerous departments and system leaders. Each year, key actions of the CHR Strategy are shared. For 2023-2024, a collaborative and multidisciplinary team has worked together to engage in actions at the school and system levels.

Student Learning Strategy

The six components of the Combatting Hate and Racism - Student Learning Strategy are as follows:

 <p>CLASSROOM INSTRUCTION</p>	<ul style="list-style-type: none"> • Students learn collectively about historical and current day experiences of hate and racism so that they can recognize and develop the skills to confront them when they happen.
 <p>CAREGIVER ENGAGEMENT AND LEARNING</p>	<ul style="list-style-type: none"> • Collaboration with caregivers to offer learning opportunities for caregivers and, where possible, students and their families. The learning content should focus on the areas represented in the data presented from the Racism, Bias, and Hate portal.
 <p>CYBER SAFETY AND DIGITAL CITIZENSHIP</p>	<ul style="list-style-type: none"> • Teaching online safety and digital citizenship in the context of raising awareness about hate and racism.
 <p>TOOLS FOR RESPONSE TAKING ACTION</p>	<ul style="list-style-type: none"> • Provide students with the skills needed to identify an act of hate, bias, racism and discrimination and intervene with or on behalf of someone being attacked. Students are taught how to identify when and how to intervene when these situations occur.



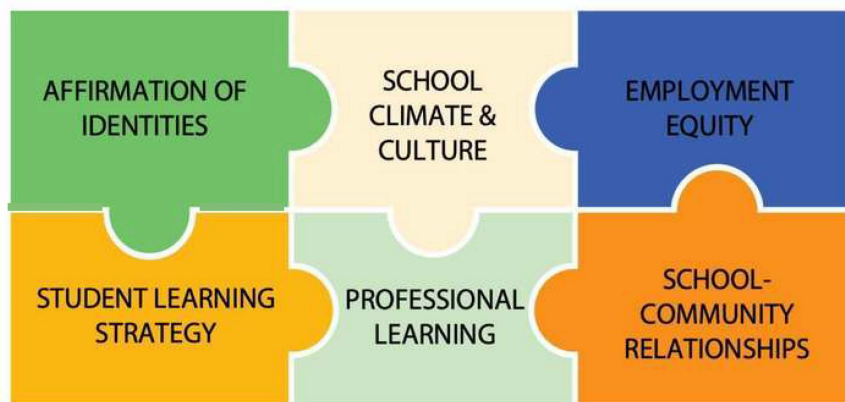
- Create safer, more inclusive and respectful learning and working environments in schools by raising awareness among their peers, planning student events, creating resources and influencing learning in the school.



- Approved presentations that contribute to important topics from a community perspective and centres the lived experiences of individuals on issues of identity, discrimination and histories.

TDSB’s Anti-Hate and Anti-Racism Strategy

In March 2023, the Board outlined an updated framework and a comprehensive plan to address Combatting Hate and Racism. This framework, “TDSB’s Anti-Hate and Anti-Racism Strategy” combined the work within the components of the Combatting Hate and Racism-Student Learning Strategy and the actions of the Equity, Anti-Racism and Anti-Oppression department. This umbrella strategy not only showcased these diverse actions but also outlined a process whereby work plans would be created by distinct communities across the district.



Engaging in the Collective Work

Incidents related to hate and racism have seen a significant rise globally and nationally. To effectively address these issues, the TDSB acknowledges that communities play a critical role in the work of combating hate and racism. As a result, the work within the Board to address issues of hate and racism does not only fall within the Equity, Anti-Racism, and Anti-Oppression Department, the Urban Indigenous Education Centre, the Human Rights Office and the Centre of Excellence for Black Student Achievement alone, it requires a collaborative effort across all departments, roles, and learning centres.

- The **Equity, Anti-Racism, and Anti-Oppression Department** operationalizes the TDSB's Multi-Year Strategic Plan by providing comprehensive support to schools and staff in developing and implementing equitable and inclusive educational programs, initiatives, and engagement opportunities. The Department also facilitates identity-affirming affinity spaces for students, empowering them to confront and address hate, racism, and oppression. These student gatherings created brave spaces for critical conversations about students' experiences of bias, race, power, and privilege. During the academic year, the Equity, Anti-Racism, and Anti-Oppression teams have welcomed over 2,500 students across all Learning Centres to affinity spaces to discuss the importance of identity, wellness and well-being, primarily as they work through global conflicts.
- **Urban Indigenous Education Centre (UIEC)** facilitates multiple system professional learning series and projects focusing on the United Nations Declaration on the Rights of Indigenous Peoples and addressing truths identified in the Truth and Reconciliation Commission of Canada: Calls to Action. The UIEC also creates opportunities to affirm student voices and leadership (e.g., Toronto Indigenous Youth Council and Indigenous Graduation Coach supported Indigenous Student Groups), continues to increase the number of Educational Partners that centre Indigenous knowledge, perspectives, and culture and that support learning among students, staff and caregivers in Indigenous Education across the system, and creates multiple opportunities for caregiver engagement (e.g., Caregiver Circles, Powwows, Drum Socials).
- **The Centre of Excellence for Black Student Achievement (Centre of Excellence)** continues to be committed to dismantling anti-Black racism and improving both experiences and outcomes for Black students. As a result of the ongoing cultivation of affirming and collaborative partnerships with community organizations and service providers, the Centre of Excellence has offered, over the year, thirteen (13) multiple week-long student programming opportunities along with scholarship and internship-based experiences. Alongside these opportunities, the Centre of Excellence proudly hosted its second annual student-led Youth Participatory Action Research (YPAR) Conference: Using Student Voice to Inform School Policies and Practices. In addition, the Centre of Excellence for Black Student Achievement continues to commit to building the capacity of educators to deepen their understanding of anti-Black racism and enhancing instructional programming grounded in identity-affirming and racially literate pedagogical practices.

Impact of Combatting Hate and Racism Strategy Components

Classroom Instruction

In the 2023-24 academic year, over 4150 students enrolled in at least one of the courses aligned with CHR strategy, serving as a testament to the commitment of nearly every secondary school, including secondary alternative schools, congregated sites, and Adult High Schools. Beyond academic learning, course offerings support students by affirming students' identities and equipping them with the knowledge and skills to combat racism, hate, and oppression, and focus on equity and human rights. Courses offered are:

- Genocide and Crimes Against Humanity (CHG381)
- Canada: History, Identity, and Culture (CHI4U)
- Politics in Action (CPC3O1)
- World Cultures (HSC4M)
- Equity & Social Justice: From Theory to Practice (HSE4M1)
- Deconstructing Anti-Black Racism (IDC4U)

Additionally, interactive sessions allowed teachers to engage in critical reflection, dialogue, and skill-building exercises. Teachers new to CHR were offered a 4-part Foundation series focused on building a solid foundation in human rights, equity, trauma-informed healing, learning to set classroom conditions, and course-specific strategies. TDSB staff from the Human Rights Office, Centre of Excellence, Mental Health and Professional Support Services, and central Program staff facilitated all professional learning sessions.

Next Steps

- **Learning In Action (TDSB Classroom and School Stories)**
 - As part of the work to address the Combatting Hate and Racism- Student Learning Strategy, classroom and school stories are being identified as possibilities for others. These stories, such as *The Importance of Student Voice* and *Peace, Justice and Allyship Club*, will be shared on the new page of the Combatting Hate and Racism website.
- **Extending the Learning - Community Educators and Partners**
 - Collaboration with community educators and partners is essential when extending the learning for students and staff within the TDSB. Numerous opportunities have been provided to students, staff, caregivers, and community as they learned to address the issues of hate and racism. This includes a variety of professional learning series to understand 2SLGBTQIA+ hate, anti-Asian racism, Jewish identities and antisemitism, Muslim identities and Islamophobia, anti-Palestinian racism, and the diversity within Black communities.

Action Plan and Associated Timeline







Component	Action
<p>Classroom Instruction: Engage in ongoing professional learning with staff to build understanding, develop critical consciousness, and implement strategies through curriculum. This will better support students and families in confronting hate, racism, and discrimination.</p>	<p>Actions: Professional learning sessions with 30 selected educators to build their capacity and understanding of developing strategies to confront hate, racism and discrimination.</p> <p>Next Steps: Selection of a new cohort of CHR educators to serve as school leads for the 2024-25 academic year who will support the mobilization of the CHR strategy.</p>
<p>Student Leadership: The development of a student equity leadership collective that will make positive changes system-wide and at the school level to address racism, hate and discrimination in the TDSB.</p>	<p>Actions: Of the 24 students from the Student Equity Collective, 15 students will serve as mentors of the new cohort.</p> <p>Next Steps: Formation of a new Student Equity Collective to be launched in Fall 2024 and the development of the TTC Ambassadors Pilot Program to advise and share concerns about student conduct on the TTC and support efforts to further shape environments that accentuate student strengths and affirm identity.</p>
<p>Tools For Response - Taking Action: The creation of school-based student equity collectives in each school committed to addressing and combatting hate and racism.</p>	<p>Actions: Data from all four Learning Centres that was used to collate specific actions schools were engaging in to address and combat hate and racism will be featured in Learning in Action.</p> <p>Next Steps: Data will be analyzed and used to identify gaps and support schools.</p>
<p>Educational Partnership for Learning: Building partnerships with community agencies and educators whose voices are often not heard to support extending learning opportunities in dismantling hate and racism.</p>	<p>Actions: The Educational and Business Partnership will continue to promote partnerships within the CHR strategy and aim to increase the number of under-represented groups on the TDSB-approved partnership list. Since 2022, these efforts have resulted in a 143% increase.</p> <p>Next Steps: TDSB's Educational and Business Partnerships continued collaboration with community programs.</p>

<p>Cybersafety and Digital Citizenship: Cultivate strategies that support cyber safety, digital citizenship and critical awareness of hate and racism in social media and other online environments.</p>	<p>Actions: As a response to Digital Citizenship Week (October 2023), students were engaged in developing a positive digital footprint. Digital tools and resources were explored to support the goals of the CHR Strategy, including presentations by prospective vendors to the EDuTECH Committee. Additionally, in conjunction with MediaStarts and the Anti-Racism Directorate of Ontario, TDSB offered four sessions of <u>Facing Online Hate</u> for educators and administrators.</p> <p>Next Steps: A pilot with Smart Social will be launched with 20 schools to support educators and parents/caregivers in building their understanding of navigating social media and combating hate that is spread online.</p>
<p>Caregiver Engagement and Learning: Establish a district and local school learning plan to support combatting hate and racism with parent/caregiver communities utilizing system and school-based data.</p>	<p>Actions: Parents/Caregivers were supported in developing specific strategies to recognize the spread of hateful and harmful online content. Additionally, TDSB, the City of Toronto and other city agencies operate seven Safety Tables, all focusing on improving safety and well-being for youth and families across the city, with discussions around systemic racism and oppression and collaboration for improved outcomes grounded in affirming Human Rights.</p> <p>Next steps: Continue to update on the actions of the Safety Tables, and collaborate with the TDSB Parent and Community Engagement Office to support district-wide sessions that schools can partake in to affirm the identities of students and families in the efforts to eliminate hate.</p>



**Student Learning Strategy
for Combatting Hate and
Racism**

2023-24 Combating Hate and Racism Update (Fall 2023)

 CLASSROOM INSTRUCTION	 STUDENT LEADERSHIP	 TOOLS FOR RESPONSE TAKING ACTION	 EDUCATIONAL PARTNERSHIPS FOR LEARNING	 CYBER SAFETY AND DIGITAL CITIZENSHIP	 CAREGIVER ENGAGEMENT AND LEARNING
<p>Engage in ongoing professional learning with staff to build understanding, develop critical consciousness, and implement strategies through curriculum. This will better support students and families in confronting hate, racism, and discrimination.</p>	<p>The development of a student equity leadership collective that will make positive changes system wide and at the school level to address racism, hate and discrimination in the TDSB.</p>	<p>The creation of student equity collectives in each school committed to addressing and combatting hate and racism.</p>	<p>Building partnerships with community agencies and educators whose voices are often not heard to support extending learning opportunities in dismantling hate and racism.</p>	<p>Cultivate strategies that support cyber safety, digital citizenship and critical awareness of hate and racism in social media and other online environments.</p>	<p>Establish a district and local school learning plan to support combatting hate and racism with parent/caregiver communities utilizing system and school based data.</p>
<p>Actions To-Date (Fall 2023)</p>	<p>Actions To-Date (Fall 2023)</p>	<p>Actions To-Date (Fall 2023)</p>	<p>Actions To-Date (Fall 2023)</p>	<p>Actions To-Date (Fall 2023)</p>	<p>Actions To-Date (Fall 2023)</p>
<p>Curriculum Instruction</p> <p>Classroom Instruction – Programming</p> <ul style="list-style-type: none"> Established 2 cohorts (one with teachers new to teaching the Combatting Hate courses and the other for experienced teachers/Learning Collective Teams to allow them to deepen their knowledge and engage in collaborative lesson and unit planning) Communication to all secondary principals 	<ul style="list-style-type: none"> Student Equity Collective continued to meet monthly with the Director of Education Students displayed their new knowledge at June Showcase of Learning Students engaged in spoken word, documentary filmmaking, creation of posters/infographics, and developed podcasts to highlight their learning and ways that students can work to affirm identities Students developed resources that are being shared through the system to support student engagement in combatting hate and racism specifically in 	<ul style="list-style-type: none"> Continued gathering of data across LCs through leadership of LN SOEs on current examples of Student Response Action that specifically combats issues of Racism, Bias and Hate. SOEs ensuring conversations in LN meetings, SIP visit dialogues with Ps/VPs at schools and/or through one on meetings/conversations with each school admin team centre ways that students are involved in combatting Hate and Racism 	<ul style="list-style-type: none"> Promotion of list of educational partners list to schools through various communication channels, and sharing how their work enhances the CHR strategy Actively engaging with community members to support their proposals that directly address CHR strategy (year-to year comparison will be ready in spring) Ongoing work with current educational partners to ensure coherence and understanding of the purpose 	<ul style="list-style-type: none"> Return to School - TDSB Online Code of Conduct was shared with all TDSB students and parents and reviewed with students in classrooms across the district. This included a review of the various aspects of cyber security, how to reduce and respond to cyber-bullying as it relates to combatting hate and racism and the behaviours and attitudes that are required of all TDSB learners in the on-line learning environment. Digital Citizenship Week 2023 - During the Week of October 16, schools and classrooms 	<ul style="list-style-type: none"> School Council Innovation Grant with emphasis on Anti-O, Equity and Inclusiveness (117 schools) Parent Caregiver as Partners Conference with sessions on anti-O, from Dr. Gholdy Muhammad focused on parents/cargivers role in Uneathin Joy, Upcoming-Conversation Series #3_ addressing Gender Identity, Expression and Room for Difference Conversation #4 featuring Trina Greene Brown Parenting for Liberation along with a days for parents/caregivers who identify as African

<ul style="list-style-type: none"> ● Coordinated the delivery of the following sessions for Cohort 1: <ul style="list-style-type: none"> ○ Foundation (Review of the Combatting strategy) ○ Creating Effective Conditions for Learning focused on Equity, Human Rights ○ Trauma Informed and Healing Engagement focused on Centring Relationships ● Established Lead Mentor Teachers for Cohort 2 ● Coordinated the delivery of the following working/learning sessions for Cohort 2 (Learning Collective Teams): <ul style="list-style-type: none"> ○ Deconstructing Anti-Black Racism ○ Genocide and Crimes Against Humanity ○ Equity & Social Justice: From Theory to Practice ● Summer 2023 callout for educators to support the writing of curriculum units in service of classroom learning around combatting hate and racism ● Professional learning sessions with the 30 selected educators to build their capacity and understanding to root their writing in affirmations of identity in order to enhance feelings of 	<p>the area of cyberbullying; recognizing and combatting online hate</p>		<p>and actions tied to CHR strategy</p> <ul style="list-style-type: none"> ● Ongoing assessment and feedback of current educational partners effectiveness in meeting our CHR goals 	<p>across the district educated TDSB students on how they might develop a positive digital footprint and what it means to be a responsible digital citizen.</p> <ul style="list-style-type: none"> ● Exploration of Digital tools and resources to support the goals of the CHR Student Learning Strategy - This included presentations to the EDuTECH Committee - Prospective vendors made presentations to the EDuTECH Committee. For example, Cyber Legends presented a K- Grade 8 Digital Tool which included modules on Cyber Safety and Digital Citizenship. ● Ongoing collaboration with DELL Canada to promote coding with a focus on students who have been historically and contemporarily underserved. ● Funding Application - the Digital Citizenship Committee is in the final stages of completing a funding application to support the goals of the CHR Student Learning Strategy with a focus on Digital Citizenship. ● Partnership with TELUS - CSWs have partnered with TELUS to provide workshops to promote positive digital citizenship, Topics include cyberbullying, appropriate screen time, placing limits on gaming, TDSB bullying policy. 	<p>Descent or raising a child who is of African Descent, to honour Intl Decade for People of African Descent</p> <ul style="list-style-type: none"> ● Over 1000 parents/caregivers registered for workshops run in conjunction with Civix ● These workshops focussed on helping parents/caregivers sort fact from fiction online, and better understand how artificial intelligence tools have contributed to an amplification of online hate and how they can help their children navigate this new online world. ● Parents/Caregivers were given strategies in these workshops to support their children in fact checking and spotting misinformation online.
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<ul style="list-style-type: none"> belonging and mattering Completed units will be released to the starting system in early 2024 The first released unit Honouring the Multiplicities of Jewish Identities was shared with the district on January 26, 2024 					
Planned Next Steps (June 2024)	Planned Next Steps (June 2024)	Planned Next Steps (June 2024)	Planned Next Steps (June 2024)	Planned Next Steps (June 2024)	Planned Next Steps (June 2024)
<p>Classroom Instruction – Programming</p> <ul style="list-style-type: none"> Plan how Cohorts 1 and 2 can come together to continue learning in Learning Collective Teams in Winter/Spring 2024 Selection of a new cohort of CHR educators to serve as school leads, participate in ongoing professional learning and be the school point of contact for disseminating information linked to the CHR strategy. 	<p>Selection of new cohort for the Student Equity Collective with a Fall 2024 launch</p>	<p>Analysis of collected data to identify gaps and schools that require further support with enacting student response mechanisms.</p>	<ul style="list-style-type: none"> Community outreach events that actively promote the CHR strategy and alignment; prospective partners identify direct links that support students and educator leadership. Events are currently being developed with Urban Indigenous Education Centre, Centre of Excellence for Black Student Achievement, Equity Department and Caring & Safe Schools. Professional learning to our existing educational partners to build awareness and understanding of equity goals and the CHR strategy. Survey to schools on gaps and emerging needs. Ongoing assessment and feedback of current educational partners effectiveness in meeting our CHR goals. 	<ul style="list-style-type: none"> Partnership with DELL Canada and Wexford CSA focused on mentoring, coding, and positive digital citizenship. Ongoing meetings to support possible partnership with Cyber Legends. Partnership with I-Think - teacher training in AI and Digital Citizenship. Possible Digital Citizenship Student Conference - Grades 6 - 9 - pending approval of funding application. Pilot with 20 schools with Smart Social to support educator and parents/caregivers build their understanding of how to navigate social media and combat hate that is spread online 	<ul style="list-style-type: none"> Re-convene planning to group to identify priorities for moving forward

COMBATting HATE AND RACISM: STUDENT LEARNING STRATEGY

The Student Learning Strategy for Combatting Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. Students and staff deserve to learn and work in an environment that is safe, inclusive and centres Truth and Reconciliation, Anti-Oppression, and Anti-Racism. We are a collective community that must do everything in our ability to ensure all students, staff, families, and communities feel respected and welcomed.

CLASSROOM INSTRUCTION

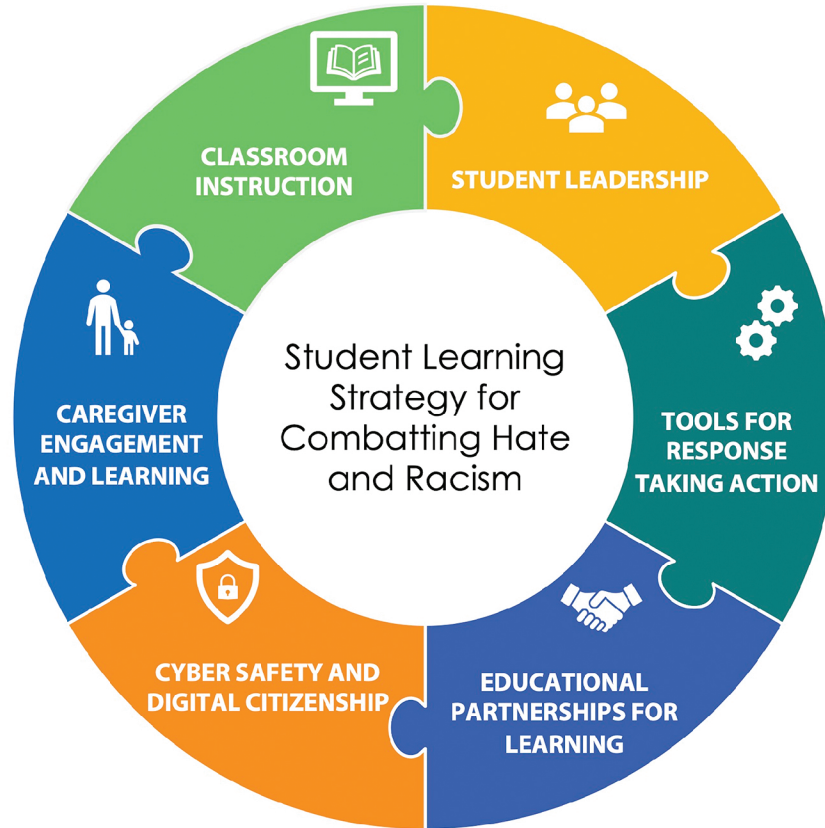
Engage in ongoing professional learning with staff to build understanding, develop critical consciousness, and implement strategies through curriculum. This will better support students and families in confronting hate, racism, and discrimination.

CAREGIVER ENGAGEMENT AND LEARNING

Establish a district and local school learning plan to support combatting hate and racism with parent/caregiver communities utilizing system and school based data.

CYBER SAFETY AND DIGITAL CITIZENSHIP

Cultivate strategies that support cyber safety, digital citizenship and critical awareness of hate and racism in social media and other online environments.



STUDENT LEADERSHIP

The development of a student equity leadership collective that will make positive changes system wide and at the school level to address racism, hate and discrimination in the TDSB.

TOOLS FOR RESPONSE TAKING ACTION

The creation of student equity collectives in each school committed to addressing and combatting hate and racism.

EDUCATIONAL PARTNERSHIPS FOR LEARNING

Building partnerships with community agencies and educators whose voices are often not heard to support extending learning opportunities in dismantling hate and racism.





**UNFINISHED
BUSINESS**

Caring and Safe Schools: Annual Report 2022-23

To: Program and School Services Committee

Date: 5, June 2024

Report No.: 06-24-4691

Strategic Directions

- Commit to the Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action
- All Students Belong, are Engaged, and Valued in an Inclusive Environment
- All Students Reach High Levels of Achievement, Success, and Personal Development
- All Students Graduate with the Confidence, Skills, and Knowledge to Thrive
- All Students and Staff Learn and Work in Inclusive, Safe, and Modern Environments

Recommendation

It is recommended that this report be received.

Context

The annual Caring and Safe Schools Report presents an overall summary and an analysis of the suspensions and expulsions that occurred in the Toronto District School Board (TDSB) during the 2022-23 school year.

Schools should be safe and welcoming places where all students and staff feel respected, included, and valued in their learning and working environments. In TDSB, we are committed to creating these positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the impact it has on student achievement and well-being, we are making positive changes to the lives of students.

When examining the data in this report it is of critical importance to identify patterns which help to better understand student discipline processes. This examination must be undertaken in a critical way which takes into account the Board's commitments to Truth and Reconciliation, human rights, equity, anti-racism and anti-oppression. This means that this data should not be taken up in ways which problematize, stigmatize, and reinforce harmful stereotypes about individual students or groups of students. Rather, the data contained in this report must be used to examine the Board's policies, procedures, and ways of working to interrupt and interrogate systemic and individual biases which exist in student discipline processes and contribute to academic streaming within the TDSB. In short, this means that student discipline processes contribute to differentiated outcomes for students based on factors other than their ability and behaviour.

Addressing this data and the systemic barriers inherent in student discipline processes will enable more students in the TDSB to achieve their greatest potential while keeping our schools safe. To achieve this goal staff are working through a transparent action plan which emphasizes building positive relationships with internal and external stakeholders in support of positive school climates where students and staff feel valued, heard, and cared for irrespective of their identity, social location, or postal code.

It is important to note that when serious incidents occur, students will face appropriate disciplinary actions as required by the Education Act, the Ministry of Education and the TDSB up to and including suspension and/or expulsion.

Key Findings

In the 2022-23 school year:

- There were 4,907 suspensions and 14 expulsions in the school year. When compared with the 2018-19 school year (prior to the COVID-19 pandemic), there were 625 fewer suspensions, or an 11% reduction, in the 2022-23 school year. There were also 16 fewer expulsions (a 53% reduction);
- The overall student suspension rate is 1.54%.
- There were no suspensions to students in Junior Kindergarten, Senior Kindergarten and Grade 1; there were only 20 suspensions in the primary grades (Kindergarten to Grade 3);
- Hallways, classrooms, and school yards continued to be the most likely incident locations;
- More than one third (35.9%) of the suspensions were one-day suspensions;
- Fighting (15.0%), physical assault (14.7%), and aid or incite harmful behaviour (14.5%) were the top three infraction types;

- 98% of the suspensions were followed up with interventions. A meeting with parents or guardians was the most used intervention, followed by restorative practices;
- Male students accounted for 71.6% of the suspensions/expulsions;
- Students with special education needs (excluding Gifted) accounted for half (49.5%) of the suspensions/expulsions;
- Students who were born in Canada or spoke English as the primary language at home accounted for the majority of suspensions/expulsions;
- Students who lived with one parent (particularly with mother only) or were from low-income families, had disproportionately high representations in suspensions/expulsions;
- Self-identified Black, Middle Eastern, and Mixed students continued to be disproportionately high in the suspensions/expulsions. When compared with the 2018-19 school year (prior to the pandemic), Black students accounted for 8.2% fewer suspensions/expulsions (from 33.0% in 2018-19 to 24.8% in 2022-23);
- Self-identified Indigenous students accounted for fewer than 15 suspensions.

It is important to note that while the number of suspensions and expulsions in the 2022-23 school year dropped in comparison to the 2018-19 school year, the number of incidents requiring intervention from the Caring and Safe Schools team increased in the 2022-23 school year relative to the three previous school years which were impacted by the COVID-19 pandemic.

Action Plan and Associated Timeline

Our emphasis continues to be on creating student discipline processes which are equitable and fair for all students while maintaining safe, inclusive and positive learning environments. To be successful, we must be connected to the lived experiences and respond to the needs of those we intend to serve.

In order to address increasing levels of community violence which found its way into TDSB schools in the 2022-23 school year *A Collaborative Approach to School and Community Safety Report 1* and the Action Plan connected to it were received at the Special Meeting of the Board on December 9, 2022. On February 1, 2023 the Board received *A Collaborative Approach to School and Community Safety Report 1 – Budget Implications* which specified additional investments associated with the Action Plan presented at the Special Board Meeting on December 9, 2022. On May 24, 2023 the Board received *A Collaborative Approach to School and Community Safety – Board Update - May 2023*. The latest update on *A Collaborative Approach to School and Community Safety - May 2024*) is included as Appendix B and provides an update on actions that are already in progress while introducing a number of new initiatives

In light of a number of tragic and violent incidents at TDSB secondary schools, TDSB Legal Services retained King International Advisory Group (KIAG) and Turner Consulting Group (TCG) to simultaneously perform school safety reviews from two distinctive lenses at four secondary schools within the Board which included:

- David and Mary Thomson CI
- Victoria Park CI
- Woburn CI
- Birchmount Park CI

KIAG was retained to conduct an analysis of the school environments. This was not an investigation of the actual critical incidents that occurred at each school. The focus of this work was on assessing potential threats and evaluating the existing security measures in place.

TCG was tasked with conducting an analysis of school safety through the lens of school climate and equity. This supported an understanding of the social conditions that have given rise to the increase in violence incidents in schools and to identify what can be done to foster a more positive school climate and prevent further violence.

The public TCG report is attached as Appendix D. The public KIAG report is attached as Appendix E.

The public recommendations as well as the “status updates” on operationalizing these recommendations are attached as Appendix F.

To support student achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
- Support school administrators in the application of Truth and Reconciliation, human rights, anti-racism and anti-oppression principles in student discipline;
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- Continue to work closely with Special Education staff in support of students who have special education needs so that as part of discipline processes, all mitigating factors are considered, appropriate accommodations are in place and Individual

Education Plans are taken into account to determine the impact that discipline will have;

- Provide compulsory learning for staff to be trained in restorative practices; threat assessment and emergency preparedness;
- To address issues of community and school violence the Board has committed to an action plan as outlined A Collaborative Approach to School and Community Safety;
- Continue the implementation of recommendations made through the reports of external consultants;
- Work collaboratively with the Urban Indigenous Education Centre and the Centre of Excellence for Black Students Achievement to challenge unconscious bias, engage in joint problem-solving and ensure that Indigenous students and Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents;
- Consider and act on the intersectionality of the data provided in this report – a cross section of staff must be involved in the analysis of student discipline matters to ensure that any biases in the student discipline process and any subsequent decisions are being acknowledged and eradicated through interrogation and interruption of practices that appear to be automatic responses to student discipline issues; and
- Work with families and community partners to develop relevant approaches and supports for students.

Resource Implications

During 2022-23 school year the Board approved approximately \$2.7M in “human resource” investments to enhance school safety. This included Teachers, Caring and Safe School Advisors, School Based Safety Monitors, Social Workers, Child and Youth Workers and Child and Youth Counsellors. These positions continue to have a positive impact on student well-being, positive school climate and student safety.

In May of 2023, the Board approved \$10.9M in additional funding for the purpose of replacing existing security camera systems in schools and sites. New camera installation has started in schools.

Additional funding for Caring and Safe Schools initiatives is provided through collaboration with other TDSB departments including Continuing Education and Virtual Learning and Re-Engagement.

The Ministry of Education provided \$1.8M for expanded engagement with local community agencies and faith-based groups providing programs for students outside of regular school hours. This funding concluded on March 31, 2024. Continuation of this

essential programming which has serviced thousands of TDSB students and families will not be possible without a renewal of the financial commitment from the Ministry of Education. The Board has no other funding source to support this work. Staff is currently exploring opportunities for additional investments through corporate and other partners.

Information related to specific programming achieved through this funding is included in Appendices A, B and C.

Communications Considerations

The Caring and Safe Schools report will be shared with key stakeholders through existing TDSB communication channels.

Board Policy and Procedure Reference(s)

P037 Equity

P031 Human Rights

P051 Caring and Safe Schools

P069 Accessibility

PR523 Access to School Board Premises

PR540 Non-Discretionary and Discretionary Student Transfers

PR585 Board Code of Conduct

PR586 Programs for Students on Long Term Suspension or Expulsion

PR602 Hearing of and Appeal Under Section 265(1)(m) of the Education Act

PR608 Sexual Misconduct by Students

PR694 Video Surveillance

PR695 Threat to school Safety

PR697 Promoting a Positive School Climate Procedure

PR698 Police-School Board Protocol

PR703 Bullying Prevention and Intervention

PR702 Progressive Discipline

PR710 Reporting of Suspected Wrongdoing

PR728 Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools

PR724 Refusal to Admit

Appendices

- Appendix A: Caring and Safe Schools: Annual Report 2022-23
- Appendix B: A Collaborative Approach to School and Community Safety – May 2024
- Appendix C: Caring and Safe Schools Programming Report – Power Point
- Appendix D: Turner Consulting Group Public Report
- Appendix E: KING International Advisory Group Public Report
- Appendix F: External Consultant Recommendations – Status Update

From

Executive Superintendent Jim Spyropoulos, Caring and Safe Schools and Indigenous Education, at jim.spyropoulos@tdsb.on.ca or at 416-397-3678

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CARING AND SAFE SCHOOLS REPORT

2022 - 2023

EXECUTIVE SUMMARY

The annual Caring and Safe Schools Report presents an overall summary and an analysis of the suspensions and expulsions that occurred in the Toronto District School Board (TDSB) during the 2022-2023 school year. The data presented in this report is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability.

Schools should be safe and welcoming places where all students and staff feel respected, included, and valued in their learning and working environments. In TDSB, we are committed to creating these positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive changes to the lives of students. Where serious incidents occur, students will face appropriate disciplinary actions as required by the Education Act, the Ministry of Education and the TDSB up to and including suspension and/or expulsion.

When examining the data in this report it is of critical importance to identify patterns which help to better understand student discipline processes. This examination must be undertaken in a critical way which takes into account the Board's commitments to Truth and Reconciliation, human rights, equity, anti-racism and anti-oppression. This means that this data should not be taken up in ways which problematize, stigmatize, and reinforce harmful stereotypes about individual students or groups of students. Rather, the data contained in this report must be used to examine the Board's policies, procedures, and ways of working to interrupt and interrogate systemic and individual biases which exist in student discipline processes and contribute to academic streaming within the TDSB. In short, this means that student discipline processes contribute to differentiated outcomes for students based on factors other than their ability and effort.

There were 4,907 suspensions and 14 expulsions in the 2022-2023 school year. The overall student suspension rate was 1.54%. For the purpose of drawing appropriate comparisons, in this report the data from the 2022-2023 school year is compared to 2018-2019, the last full school year that was not impacted by the COVID-19 pandemic. When compared with the 2018-19 school year (prior to the COVID-19 pandemic), there were 625 fewer suspensions, or an 11% reduction, in the 2022-23 school year. There were also 16 fewer expulsions. Additional data related to suspensions and expulsions in the TDSB is found throughout this report (beginning in section A).

Research from pre-pandemic school years indicates that there are strong correlations between student suspensions and their academic achievement. Students who were suspended had lower levels of achievement on EQAO provincial standard assessments, report cards, and credit accumulation than students not being suspended. They also had a much lower graduation rate than students who had not been suspended during their school years. While the overall TDSB five-

year cohort graduation rates were over 80% in the school years from 2006-07 to 2016-17, only half (50%) of the suspended students in these school years graduated with an Ontario Secondary School Diploma (OSSD). In light of this information it is clear that a careful, reflective, and collaborative approach to suspensions is necessary and required by law through the Education Act.

Addressing this data and the systemic barriers inherent in student discipline processes will enable more students in the TDSB to achieve their potential. To achieve this goal staff are working through an action plan which emphasizes building positive relationships with internal and external stakeholders in support of positive school climates where students and staff feel valued, heard, and cared for irrespective of their identity, social standing, or postal code.

Context

The annual Caring and Safe Schools Report presents an overall summary and an analysis of the suspensions and expulsions that occurred in the Toronto District School Board (TDSB) during the 2022-2023 school year. The data presented in this report is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability.

In Toronto District School Board, we are committed to creating positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive changes to the lives of students.

This work, guided by our Multi-Year Strategic Plan, has focused on a number of key actions:

- Identifying trends, patterns and opportunities in past suspension data for improvement;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to the student discipline process;
- Supporting school administrators in the application of Truth and Reconciliation, human rights, anti-racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression; and
- Providing learning opportunities for more staff to be trained in restorative practices, threat assessment and emergency preparedness.

Through intentional work by the Caring and Safe Schools team, school administrators have been engaging in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged school administrators to better understand the lived experiences of each of their students, which has not only led to principals better exercising their informed discretion when they have an option to not suspend, but also has helped them identify, confront, and remove barriers proactively to create safer, more inclusive and equitable learning cultures.

A positive school environment is the foundation of a culture of trust, high expectations, and a sense of belonging. We will continue to emphasize programming that encourages and supports positive behaviour and allows us to intervene early to better engage and support our students. The result of this will be safer and more welcoming schools for all students and staff.

Addressing Systemic Barriers

When examining the data in this report it is of critical importance to identify patterns which help to better understand student discipline processes. This examination must be undertaken in a critical way which takes into account of the Board's commitments to Truth and Reconciliation, human rights, equity, anti-racism and anti-oppression. This means that this data should not be taken up in ways which problematize, stigmatize, and reinforce harmful stereotypes about individual students or groups of students. Rather, the data contained in this report must be used to examine the Board's policies, procedures, and ways of working to interrupt and interrogate systemic and individual biases which exist in student discipline processes and contribute to academic streaming within the TDSB. In short, this means that student discipline processes contribute to differentiated outcomes for students based on factors other than their ability or effort.

It is important to note students can be and are suspended/expelled from school when they engage in behaviour/activity which warrants this level of discipline. Under the Education Act, students must be suspended (and considered for expulsion) for:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol or cannabis to a minor
- Bullying (if the student has previously been suspended for engaging in bullying, and the student's continuing presence in the school creates an unacceptable risk to the safety of another person).

In addition, TDSB also requires suspension (and possible expulsion) for the following:

- Possession of an explosive substance
- Sexual harassment
- Racial harassment
- Hate Motivated Occurrences
- Distribution of hate material
- An act considered by the principal to be a serious breach of the Board's or school's code of conduct
- Trafficking in cannabis
- Extortion

Suspensions – Students in Junior Kindergarten to Grade 3

In August 2019, the Ministry of Education directed school boards to eliminate discretionary suspensions for students from Junior Kindergarten to Grade 3. Subsequently, TDSB Trustees passed a motion that directed staff to eliminate all historic suspensions from student records, both electronic and hard copies, issued to students when they were in Junior Kindergarten to Grade 3

by September 2022. The motion further directed that moving forward, a formal retention schedule be set for all suspensions issued regardless of grade.

It is important to note once again that in the 2022-23 school year there were no suspensions to students in Junior Kindergarten, Senior Kindergarten or Grade 1.

Reducing Suspension Rates for Indigenous Students, Black Students and Students with Special Education Needs

Self-identified Indigenous students and Black students are suspended at rates much higher than their respective representation within the broader TDSB student population.

The Caring and Safe Schools team will continue to intentionally collaborate with the Urban Indigenous Education Centre and the Centre of Excellence for Black Student Achievement to ensure that discipline matters involving Indigenous and Black students are analyzed thoroughly through an anti-oppressive lens that holds anti-Indigenous and anti-Black racism at the centre of all conversations and decisions related to student discipline for self-identified Indigenous and Black students.

Board staff continue to work in specific ways to address this serious issue of systemic racism. The entire Caring and Safe Schools team continues to engage in anti-racism and anti-oppression training with a focus on anti-Indigenous and anti-Black racism. This training is shared with staff in both formal and informal ways, in combination with additional mandatory training offered throughout the school year (section I).

Indigenous Students

It is of critical importance to continuously engage Indigenous Communities with respect to discipline of self-identified Indigenous students. The Caring and Safe Schools team engages staff at the Urban Indigenous Education Centre to ensure that to the greatest extent possible these discipline proceedings are informed by Indigenous ways of working, of knowing and being.

There were fewer than 15 suspensions issued to self-identified Indigenous students in 2022-23.

Black Students

Historically, Black students in the TDSB are suspended at a rate approximately three/four times that of their representation within the larger student population. While the data for 2022-23 shows a reduction in that rate, this data will continue to be monitored on an ongoing basis to capture trends and patterns. Caring and Safe Schools staff will continue to work closely with the Centre of Excellence for Black Student Achievement to deepen their learning related to how anti-Black racism manifests itself in student discipline proceedings. In turn, their work with school administrator colleagues will extend their learning in ways that deepen their capacity to arrive at decisions which are more equitable for all students.

Special Education

The Caring and Safe Schools team is working closely with staff in Special Education to act on the data which shows that students with special education needs are suspended at a rate much higher than their representation within the larger TDSB student population. To this end, the action plan will continue to focus on the intersectionality of the data related to identity. Special Education staff are included in the analysis of student discipline matters as a further step towards ensuring that potential biases in the student discipline process are addressed and that all mitigating and other factors are taken into account.

Update Suspension/Expulsion Retention Schedule

In response to the Board Motion of November 11, 2020, *Dismantling System Barriers to Inclusion in Discipline Procedures*, the following retention schedule was created and has been included in PR 697 *Promoting a Positive School Climate*.

TDSB Retention Timelines are as follows:

For incidents relating to S.306 of the Education Act, the Caring and Safe Schools Incident Report Form (CSSIR) will be retained for 1 year from the date of the incident. Incidents related to S.306 of the Education Act do not require a violent incident form. If the incident results in a suspension, the suspension documentation will be retained for a period of one year from the date of the incident. For suspension documentation relating to S.310 of the Education Act, the Caring Safe Schools Incident Report Form (CSSIR) will be retained for 3 years from the date of the incident. The violent incident form, if applicable, will be retained for a period of 3 years from the date of the incident. The suspension documentation will be retained for 3 years from the date of the incident. For expulsion documentation relating to S.310 of the Education Act, the Caring Safe Schools Incident Report Form (CSSIR) will be retained for 5 years from the date of the incident. The violent incident form, if applicable will be retained for a period of 5 years from the date of the incident. The expulsion documentation will be retained for 5 years from the date of the incident (see chart below).

Education Act Incidents	Violent Incident Caring and Safe Schools Incident Report form Part I	Violent Incident Form	Suspension Documentation	Expulsion Documentation
S.306 Incident	1 year	Nil	1 year	Nil
S.310 Suspension	3 years	3 years	3 years	Nil
S.310 Expulsion	5 years	5 years	Nil	5 years

Key Findings

In the 2022-23 school year:

- There were 4,907 suspensions and 14 expulsions in the school year. When compared with the 2018-19 school year (prior to the COVID-19 pandemic), there were 625 fewer suspensions, or an 11% reduction, in the 2022-23 school year. There were also 16 fewer expulsions (a 53% reduction);
- The overall student suspension rate is 1.54%.
- There were no suspensions to students in Junior Kindergarten, Senior Kindergarten and Grade 1; there were only 20 suspensions in the primary grades (Kindergarten to Grade 3);
- Hallways, classrooms, and school yards continued to be the most likely incident locations;
- More than one third (35.9%) of the suspensions were one-day suspensions;
- Fighting (15.0%), physical assault (14.7%), and aid or incite harmful behaviour (14.5%) were the top three infraction types;
- 98% of the suspensions were followed up with interventions. A meeting with parents or guardians was the most used intervention, followed by restorative practices;
- Male students accounted for 71.6% of the suspensions/expulsions;
- Students with special education needs (excluding Gifted) accounted for half (49.5%) of the suspensions/expulsions;
- Students who were born in Canada or spoke English as the primary language at home accounted for the majority of suspensions/expulsions;
- Students who lived with one parent (particularly with mother only) or were from low-income families, had disproportionately high representations in suspensions/expulsions;
- Self-identified Black, Middle Eastern, and Mixed students continued to be disproportionately high in the suspensions/expulsions. When compared with the 2018-19 school year (prior to the pandemic), Black students accounted for 8.2% fewer suspensions/expulsions (from 33.0% in 2018-19 to 24.8% in 2022-23);
- Self-identified Indigenous students accounted for fewer than 15 suspensions.

It is important to note that while the number of suspensions and expulsions in the 2022-23 school year dropped in comparison to the 2018-19 school year, the number of incidents requiring intervention from the Caring and Safe Schools team increased in the 2022-23 school year relative to the three previous school years which were impacted by the COVID-19 pandemic.

In order to interrupt this trend, the *A Collaborative Approach to School and Community Safety Report 1* and the Action Plan connected to it were received at the Special Meeting of the Board on December 9, 2022. On February 1, 2023 the Board received *A Collaborative Approach to School and Community Safety Report 1 – Budget Implications* which specified additional investments associated with the Action Plan presented at the Special Board Meeting on December 9, 2022. On May 24, 2023 the Board received *A Collaborative Approach to School and Community Safety – Board Update - May 2023*. The Board received the latest update on the *A Collaborative Approach to School and Community Safety* in June 2024.

A: Student Suspensions and Expulsions in 2022-23

Table 1 shows the overall suspension and expulsion information for TDSB elementary and secondary schools throughout the entire 2022-23 school year¹. The suspension rate² was calculated as the number of students suspended during the school year divided by the student enrolment as of October 31st.

Table 1: Suspensions and Expulsions in the 2022-23 School Year

Panel	Total # of Suspensions	# of Students Suspended	Suspension Rate (%)	# of Expulsions
Elementary	2,189	1,556	0.95%	0
Secondary	2,718	2,082	2.88%	14
Total	4,907	3,638	1.54%	14

Table 2 shows the overall suspension and expulsion information in the last five school years. For a more detailed analysis of trends in suspensions/expulsions, please see Section D, Suspensions and Expulsions by Student Demographics, of this report.

Table 2: Suspensions and Expulsions in the Last Five School Years

Panel	School Year	Total # of Suspensions	# of Students Suspended	Suspension Rate (%)	Total # of Expulsions
Elementary Schools	2018-19	2,578	1,720	0.99%	0
	2019-20*	1,718	1,244	0.71%	0
	2020-21*	638	555	0.33%	0
	2021-22*	1,641	1,222	0.76%	0
	2022-23	2,189	1,556	0.95%	0
Secondary Schools	2018-19	2,954	2,186	2.99%	30
	2019-20*	1,868	1,486	2.05%	12
	2020-21*	214	199	0.28%	5
	2021-22*	1,864	1,404	1.98%	20
	2022-23	2,718	2,082	2.88%	14
Elementary and Secondary Schools	2018-19	5,532	3,906	1.58%	30
	2019-20*	3,586	2,730	1.11%	12
	2020-21*	852	754	0.31%	5
	2021-22*	3,505	2,626	1.13%	20
	2022-23	4,907	3,638	1.54%	14

*In 2019-20, schools were closed to in-person learning from March 16 to the end of the school year due to the COVID-19 pandemic. In 2020-21, schools were closed to in-person learning for extended periods, with one-third of students choosing virtual learning for the school year. In 2020-21 schools continued to feel the impact of the pandemic through interruptions to learning relative to non-pandemic years (e.g. student and staff attendance, program restrictions etc.)

Table 3 shows the number of suspensions and suspension rate for each grade/division in the 2022-23 school year.

Table 3: 2022-23 Suspensions by Student Grade/Division

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	0	0	0%
Senior Kindergarten	0	0	0%
Grade 1	0	0	0%
Grade 2	4	4	0.02%
Grade 3	16	11	0.07%
Primary Division	20	15	0.02%
Grade 4	161	111	0.66%
Grade 5	212	159	0.95%
Grade 6	406	286	1.78%
Junior Division	779	556	1.12%
Grade 7	689	478	2.94%
Grade 8	701	507	3.06%
Intermediate Division	1,390	985	3.00%
Grade 9	854	603	3.59%
Grade 10	768	588	3.40%
Grade 11	570	460	2.70%
Grade 12	526	431	2.03%
Senior Division	2,718	2,082	2.88%

B: Details of the 2022-23 Suspensions and Expulsions

This section provides details of the 2022-23 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 network, learning centre, and system levels.

Hallways (22.9%), classrooms (18.2%), and school yards (16.4%) were the most likely locations where incidents were to happen (Figure 1). The “Other” category (19.4%) includes spaces such as student washrooms, virtual learning settings, social media, school buses, public transportation, school common areas, park and recreation centres, and private residences.

Police were involved in slightly over one quarter (26.1%) of the suspensions or expulsions in the 2022-23 school year (Figure 2).

Figure 1: 2022-23 Suspensions/Expulsions by Incident Location

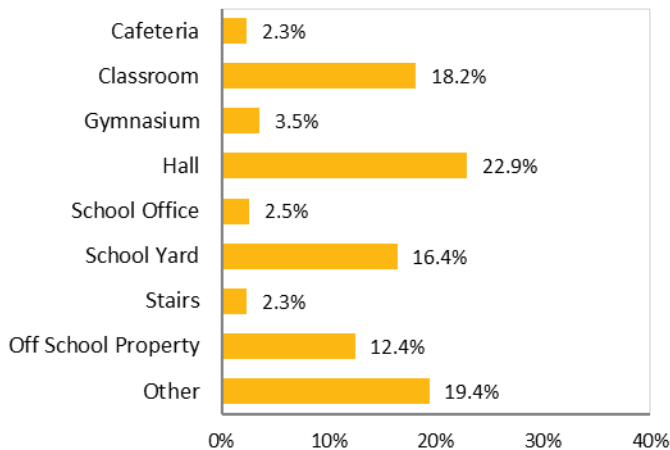
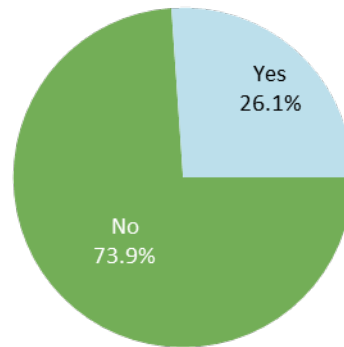


Figure 2: 2022-23 Suspensions/Expulsions with Police Involvement



Among the students suspended in the 2022-23 school year, over three quarters (78.4%) had one suspension only, 13.6% had two suspensions, and 8.0% had three or more suspensions during the school year (Figure 3). One-day suspensions accounted for 35.9% of the total suspensions in the 2022-23 school year. Two-day and three-day suspensions accounted for 24.4% and 13.6% respectively (Figure 4).

Figure 3: % of Students with One or More Suspensions in 2022-23

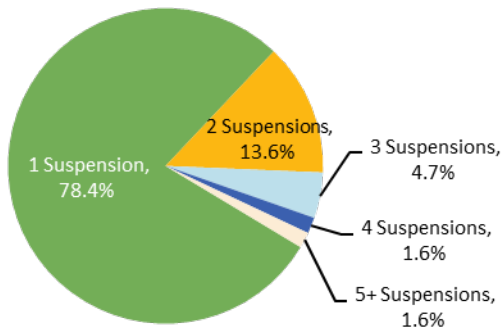
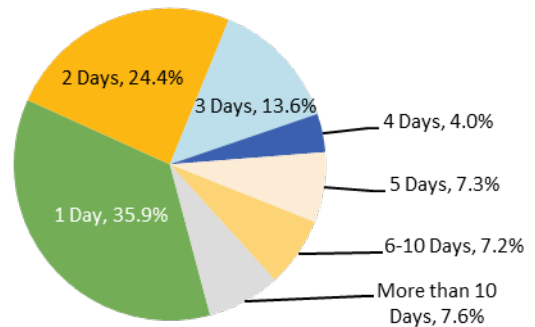


Figure 4: 2022-23 Suspensions by Length in Days



Tables 4 and 5 show the infraction types of the 2022-23 suspensions and expulsions, as defined by the Education Act. Fighting (15.0%), physical assault (14.7%), and aid or incite harmful behaviour (14.5%) were the top three infraction types in the 2022-23 school year.

Table 4: 2022-23 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	3.1%
Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	85	1.7%
Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	48	1.0%
Swearing at a teacher or at another person in a position of authority	228	4.6%
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	0.9%
Bullying	216	4.4%
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	101	2.1%
Use of profane or improper language	225	4.6%
Use of tobacco	77	1.6%
Theft	49	1.0%
Aid or incite harmful behaviour	713	14.5%
Physical assault	721	14.7%
Being under the influence of illegal drugs	19	0.4%
Fighting	734	15.0%
Possession or misuse of any harmful substances	111	2.3%
Extortion	6	0.1%
Inappropriate use of electronic communications or media devices	228	4.6%
An act considered by the school principal to be a breach of the Board's or school code of conduct	151	3.1%
Immunization	0	-
Types Defined by Section 310. (1) of the Education Act		
Possessing a weapon, including a firearm	155	3.2%
Using a weapon to cause or to threaten bodily harm to another person	85	1.7%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	190	3.9%
Committing sexual assault	100	2.0%
Trafficking in weapons or in illegal drugs, or in cannabis	5	0.1%
Committing robbery	26	0.5%
Giving alcohol or cannabis 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	15	0.3%
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	164	3.3%
Types Defined by the Board According to Section 310. (1) 8. of the Education Act		
Possession of an explosive substance	13	0.3%
Sexual harassment	50	1.0%
Hate and/or bias-motivated occurrence(s)	94	1.9%
Distribution of hate material	1	0.0%
Racial harassment	28	0.6%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	68	1.4%

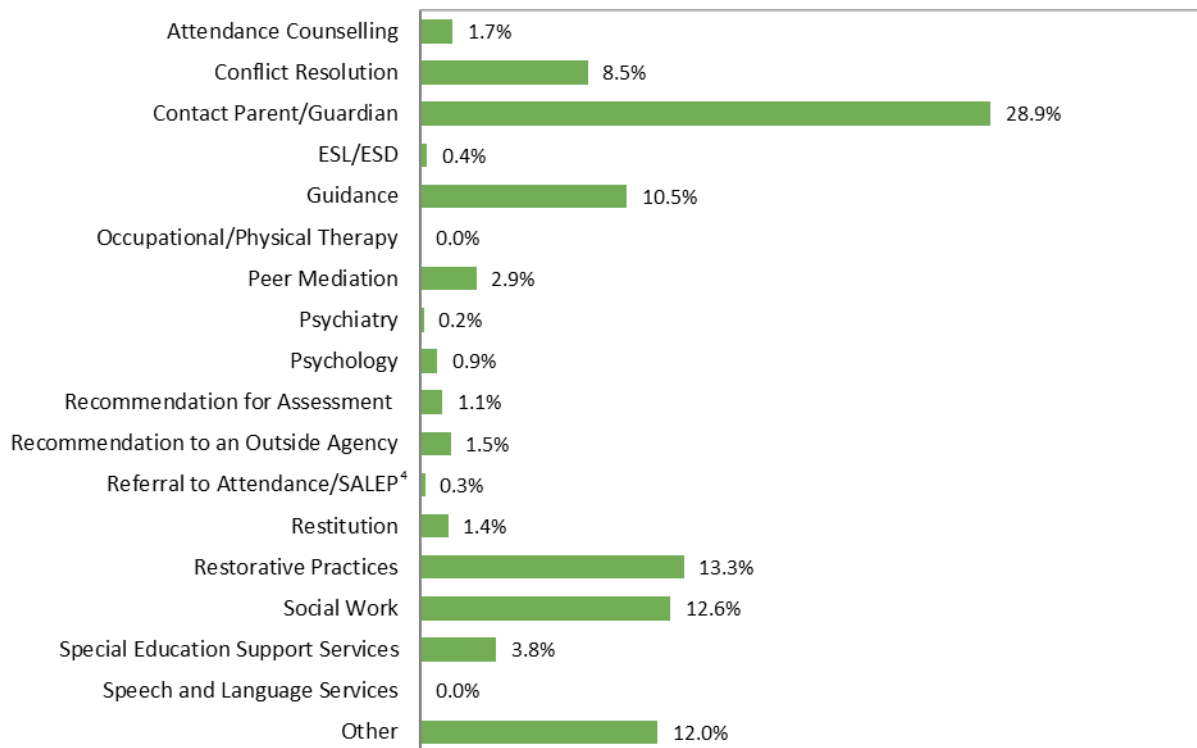
Table 5: 2022-23 Expulsions³ by Infraction Type

Infraction Type	Count	Percent
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1	7.1%
Committing robbery	1	7.1%
Committing sexual assault	1	7.1%
Possessing a weapon, including a firearm	1	7.1%
Sexual harassment	1	7.1%
Trafficking in weapons or in illegal drugs	0	0.0%
Using a weapon to cause or to threaten bodily harm to another person	1	7.1%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	8	57.1%

C: Interventions Used by Schools in 2022-23

Of all the suspensions in the 2022-23 school year, 98% had been followed up with interventions by schools. Figure 5 shows the most used interventions by schools.

Figure 5: Most Used Interventions by Schools in the 2022-23 School Year



A meeting with parents or guardians was the most used intervention (28.9% of all interventions), followed by restorative practices (13.3%) and social work (12.6%).

D: Suspensions and Expulsions by Student Demographics

In this section, the 2018-19 to 2022-23 student suspensions and expulsions were analyzed by student characteristics such as gender identity, self-identified racial background, student birthplace, parent presence at home, primary language spoken at home, estimated family income, and special education needs, as captured by the Board’s Student Information System, Student/Parent Census (the most recent one was conducted in the 2022-23 school year), and external data sources. As the number of expulsions is very small, they were combined with suspensions in the following analyses since expelled students must be suspended first pending their expulsion outcome.

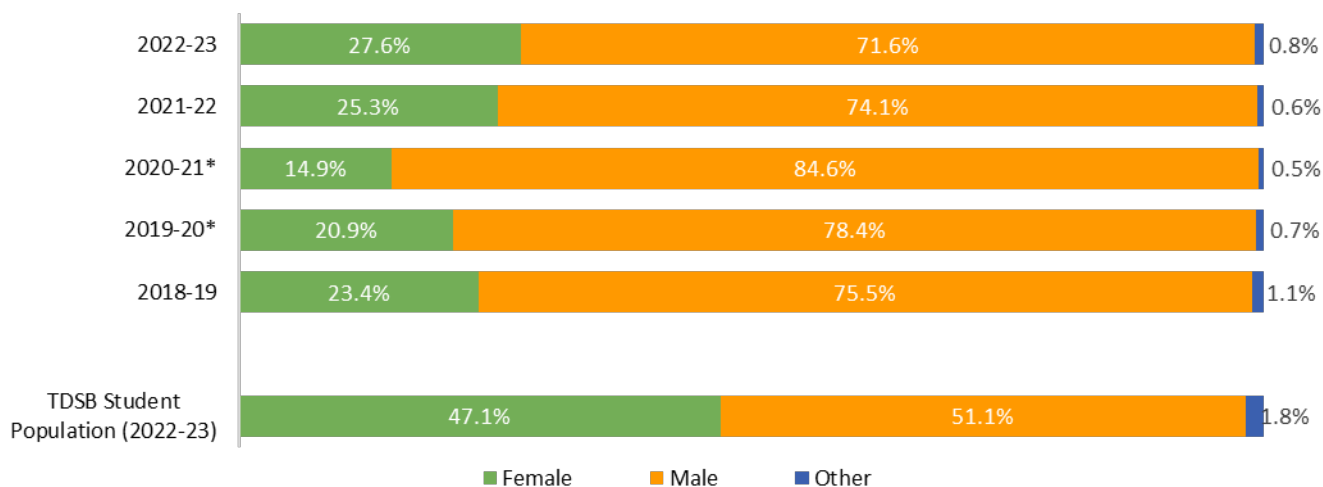
Due to the COVID-19 pandemic in-person learning had been closed for extended periods in the 2019-20 and 2020-21 school years. Therefore, the data for these two school years, and their comparison with the data from other school years, should be interpreted accordingly.

When examining demographic data it is very important to take into account that student identities are often defined by more than one characteristic (e.g religion, ethnic origin, gender, age, disability). Intersectionality is the way in which people’s lives are shaped by their multiple and overlapping identities and social locations, which together can produce unique and distinct experiences for that individual or groups of individuals.

By Student Gender Identity

According to the 2022-23 Student/Parent Census and student registration data, 1.8% of TDSB students identified their gender identity(ies) outside of the gender binary.

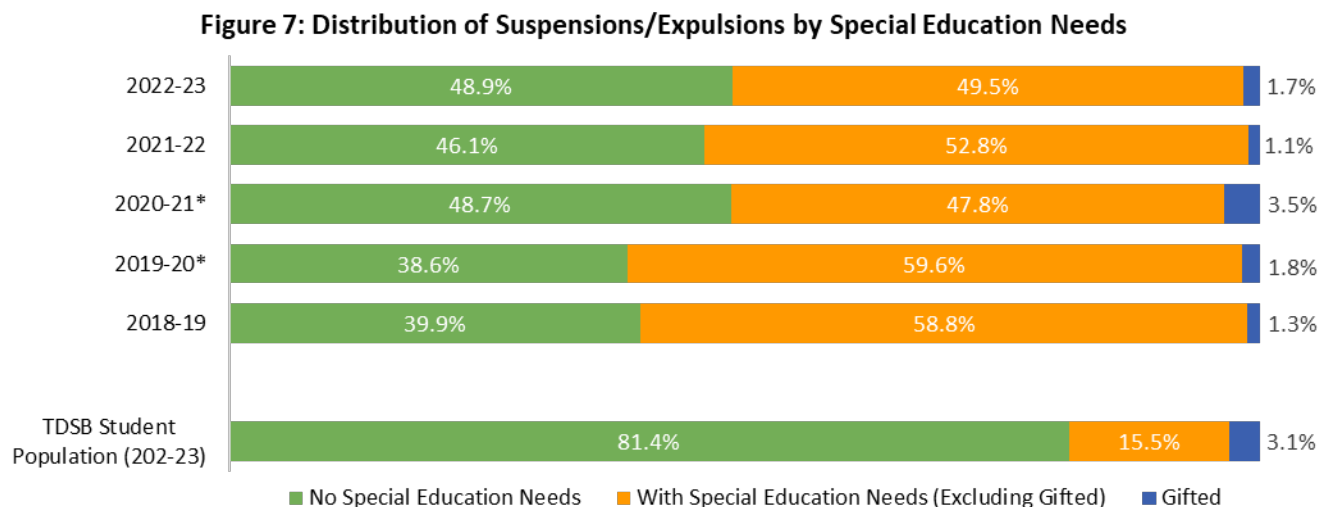
Figure 6: Distribution of Suspensions/Expulsions by Student Gender Identity



As shown in Figure 6, male students accounted for most of the suspensions/expulsions (71.6% in 2022-23) in the last five school years.

By Special Education Needs

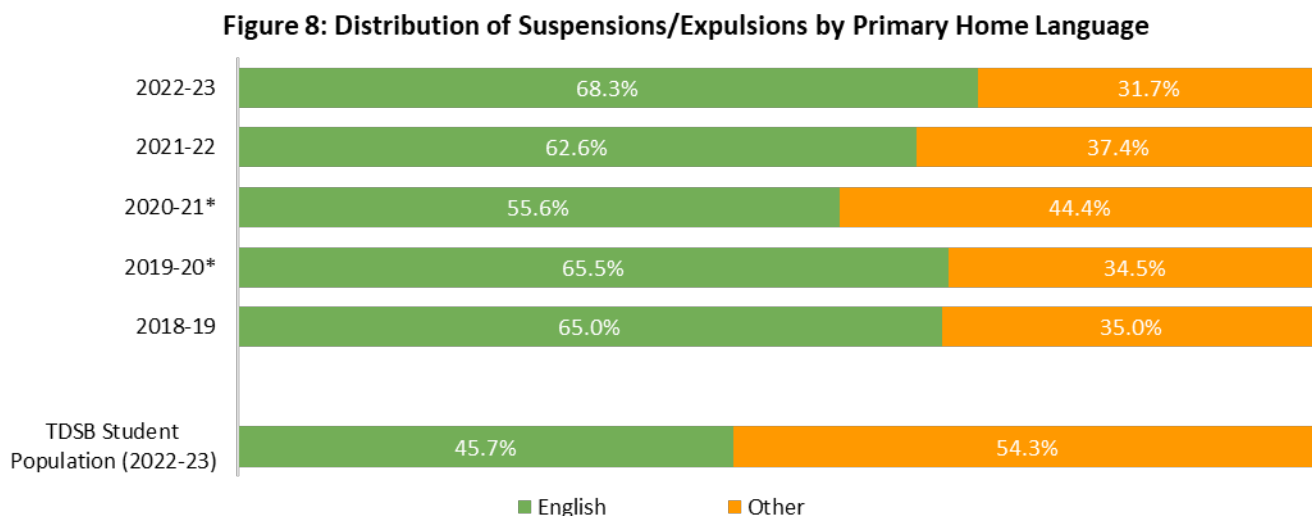
Figure 7 shows the distributions of suspensions/expulsions in the last five school years by students' status of special education needs.



Students with special education needs (excluding Gifted) accounted for about half of the suspensions/expulsions in the last five years (49.5% in 2022-23). Since they represented 15.5% of the TDSB student population, they were disproportionately high in the suspensions/expulsions.

By Primary Language at Home

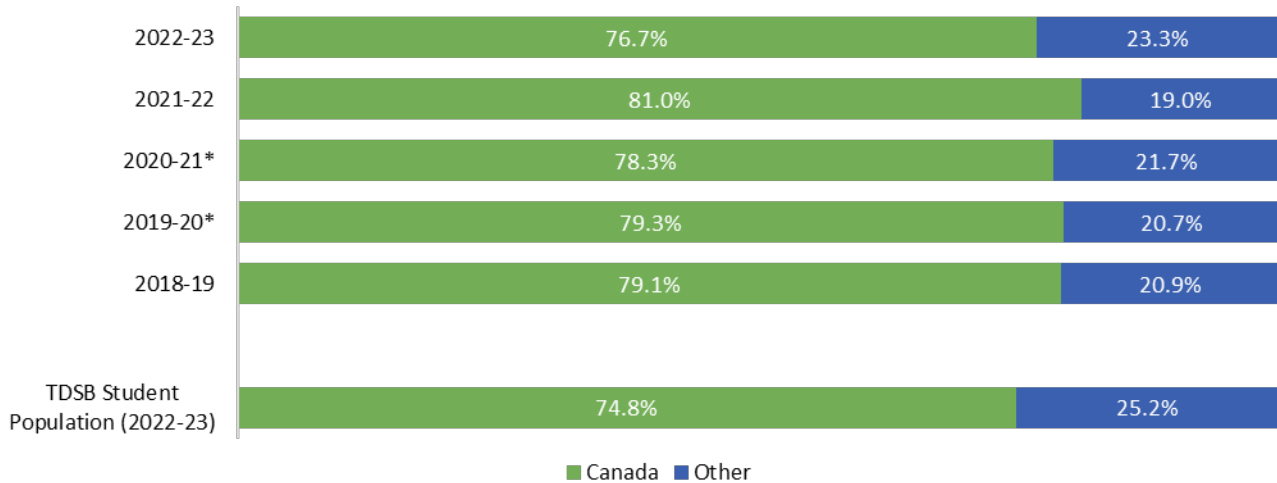
Figure 8 shows the distributions of the suspensions/expulsions in the last five school years by students' primary language spoken at home. English-speaking students accounted for the majority (68.3% in 2022-23) of the suspensions/expulsions.



By Student Birthplace

About three quarters (74.8%) of the TDSB students were born in Canada. Figure 9 shows they also accounted for over three quarters of suspensions/expulsions (76.7% in 2022-23).

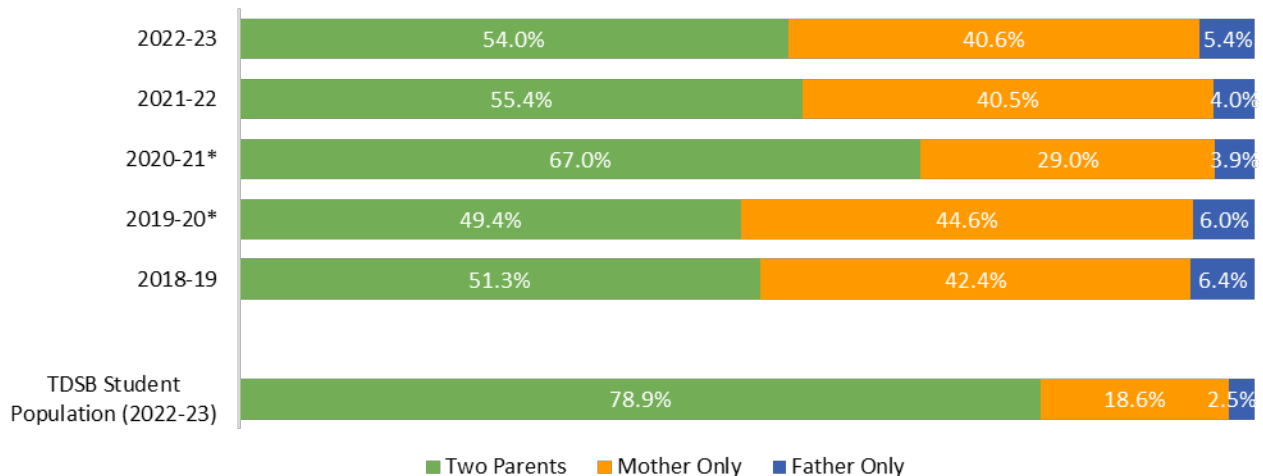
Figure 9: Distribution of Suspensions/Expulsions by Student Birth Place



By Parent Presence at Home

According to the 2022-23 student registration data, more than three quarters (78.9%) of the TDSB students lived with both parents at home. Figure 10 shows the distributions of student suspensions/expulsions in the last five years by their parents' presence at home.

Figure 10: Distribution of Suspensions/Expulsions by Parent Presence at Home

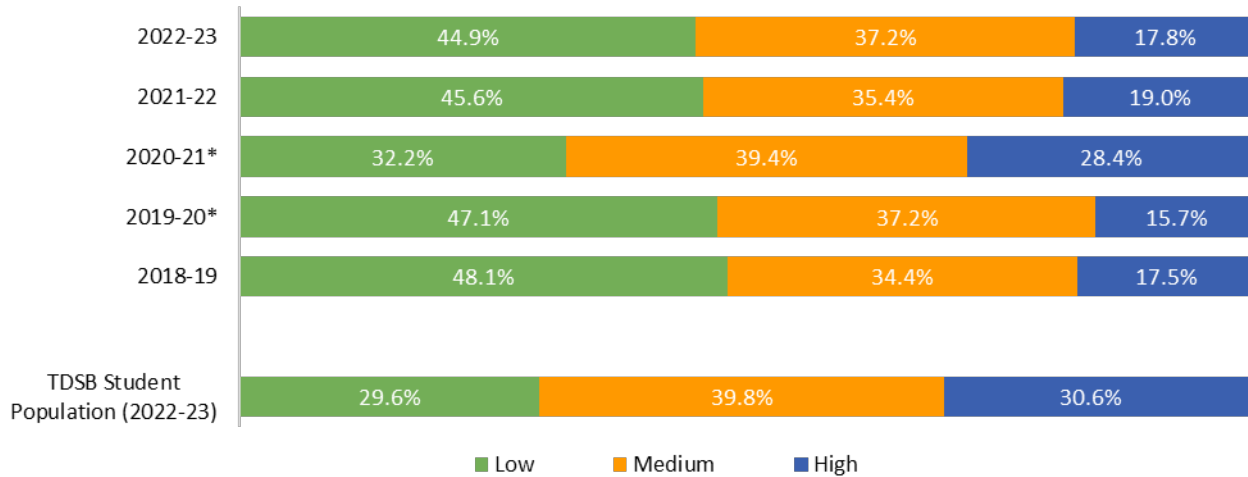


Students who lived with one parent, particularly with mother only, had disproportionately high representations in the suspensions/expulsions in all five school years [40.6% (mother only) and 5.4% (father only) in 2022-23].

By Estimated Family Income

Almost all TDSB students' home address information could be linked to the projected median household income data from Environics at the neighborhood level, i.e., for each postal code area in Toronto. This estimated household income data was then classified into ten equal categories (a decile), with Categories 1-3 being low, 4-7 being medium, and 8-10 being high income levels.

Figure 11: Distribution of Suspensions/Expulsions by Estimated Family Income



As shown in Figure 11, students from low-income families were over-represented in suspensions/expulsions in all five school years (44.9% in 2022-23).

By Student Racial Background

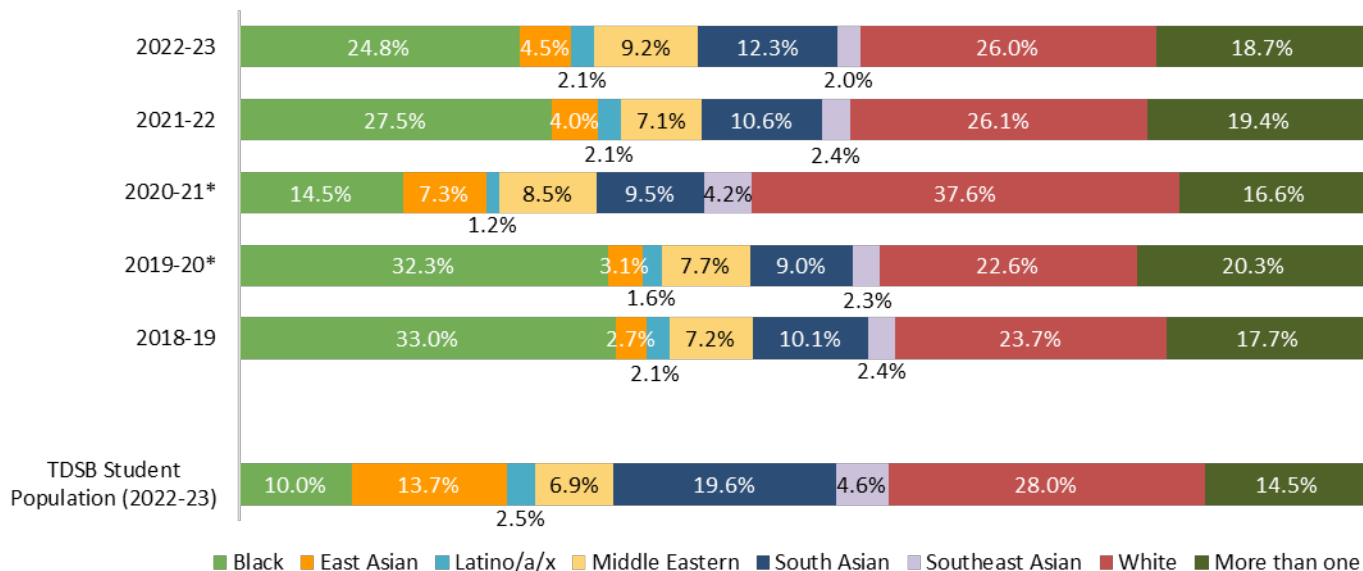
In this analysis students' self-identified racial background was derived from participants' responses to the TDSB's Student/Parent Census (the most recent one was conducted in the 2022-23 school year). Not all students/parents participated in the Census. As a result 62% of the suspensions/expulsions in the five school years (2018-19 to 2022-23) could be linked to Census data.

As shown in Figure 12, self-identified Black (24.8%), Middle Eastern (9.2%), and Mixed (18.7%) students were disproportionately high in the 2022-23 suspensions/expulsions, while East Asian (4.5%), South Asian (12.3%), Southeast Asian (2.0%), and White (26.0%) students were under-represented to various degrees.

It should be noted that the trend was different for the 2020-21 school year in which schools were closed to in-person learning for extended periods, and one-third of the students chose virtual learning.

To protect the privacy of self-identified Indigenous students, who accounted for fewer than 15 suspensions in the 2022-23 school year, this analysis excluded the Indigenous students.

Figure 12: Distribution of Suspensions/Expulsions by Student Ethno-Racial Background



When compared with the 2018-19 school year (prior to the pandemic), Black students accounted for 8.2% fewer suspensions/expulsions (from 33.0% in 2018-19 to 24.8% in 2022-23).

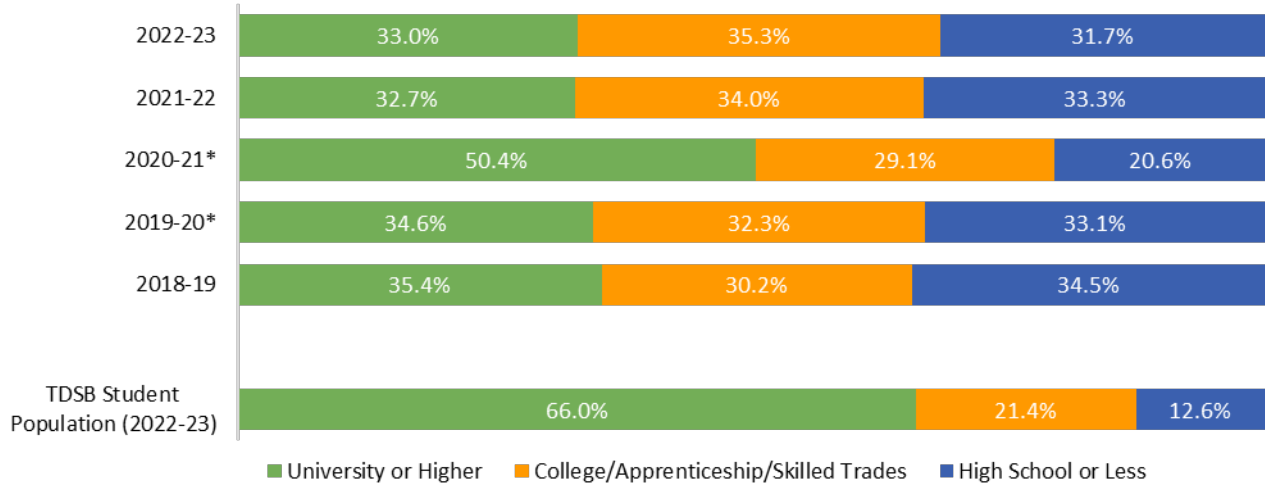
As previously noted, the rate at which Black students in the TDSB were suspended relative to their representation within the larger student population has been gradually decreasing since 2016-2017. This positive trend is encouraging and the rate of improvement is indicative of how systemic change typically occurs in large organizations like the TDSB, in moderate increments over an extended period of time.

Despite the positive change, it must be acknowledged that Black students in the TDSB continued to be suspended at a rate greater than two times of their representation. TDSB acknowledges that there continues to be great urgency in consciously addressing anti-Black racism and its manifestation in student discipline matters. We must build on the positive momentum of the past years to shape a system which upholds the Board’s commitments to Truth and Reconciliation, human rights and equity which contribute to welcoming and inclusive school climates for all.

By Parent Education Level

Among students who responded to the 2022-23 Census questions about their parent(s)’ education level, close to two thirds (66.0%) indicated that their parent(s) had a university degree or above (if a student lived with both parents, the higher parent education level was used), 21.4% indicated that their parent(s) had a college or equivalent degree, while 12.6% said their parent(s) had a secondary school degree or less. Close to half (48%) of the suspensions/expulsions in the five school years (2018-19 to 2022-23) could be linked to this Census data.

Figure 13: Distribution of Suspensions/Expulsions by Parent Education Level



As shown in Figure 13, students whose parents had a low education level (secondary school or less) were over-represented in suspensions/expulsions: they accounted for about one-third of the suspensions/expulsions in the pre- and post-pandemic years (31.7% in 2022-23). The trend was different for the 2020-21 school year in which schools were closed to in-person learning for extended periods, and one-third of the students chose virtual learning.

E: 2021-22 Suspensions/Expulsions and Academic Achievement

Research from pre-pandemic school years indicates that there are strong correlations between student suspensions and their academic achievement. Suspended students had lower levels of achievement on EQAO provincial standard assessments, report cards, and credit accumulation, than students not being suspended. They also had a much lower graduation rate than students without any suspension during their school years. While the overall TDSB five-year cohort graduation rates were over 80% in the school years from 2006-07 to 2016-17, only half (50%) of the suspended students in these school years graduated with an Ontario Secondary School Diploma (OSSD). In light of this information it is clear that a careful, reflective, and collaborative approach to suspensions is necessary and required by law through the Education Act.

Similar trends were observed in the 2022-23 school year on the 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.

For Grade 6 students with no suspension, 81%, 82% and 53% achieved at or above the provincial standard (Level 3) in the 2022-23 EQAO assessments of Reading, Writing, and Mathematics. The percentages of students achieving at or above the provincial standard was 55%, 62% and 20% for students with one suspension, and 45%, 46%, and 17% for students with two or more suspensions, respectively (Figure 14).

Similar patterns were observed for students in Grades 7-8 based on their achievement on provincial report cards (Figure 15).

Figure 14: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2022-23 EQAO Assessments by Number of Suspensions

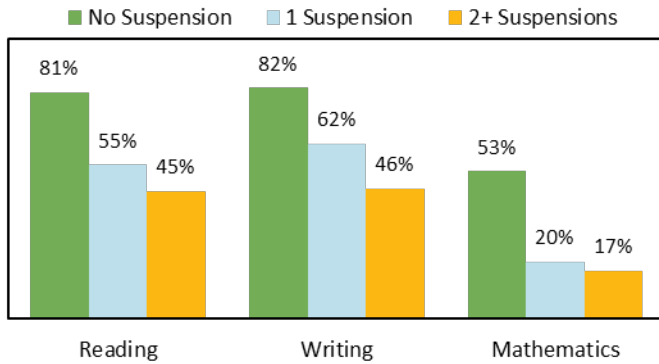


Figure 15: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2022-23 Report Cards by Number of Suspensions

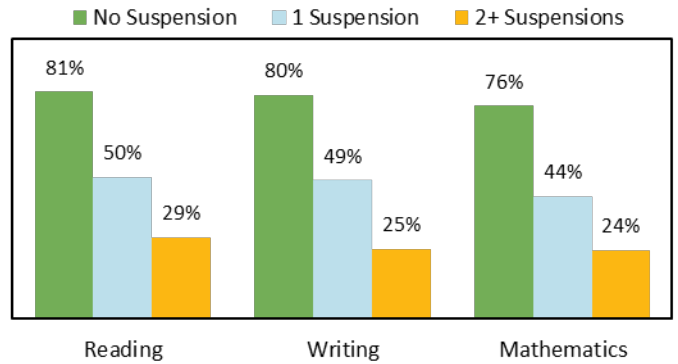


Figure 16: % of Gr. 9-10 Students Meeting Expectations on the 2022-23 EQAO Assessments by Number of Suspensions

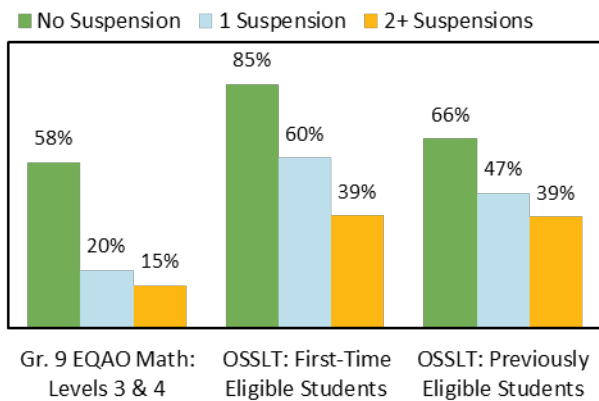


Figure 17: % of Gr. 9-12 Students Meeting Expectations on the 2022-23 Credit Accumulation by Number of Suspensions

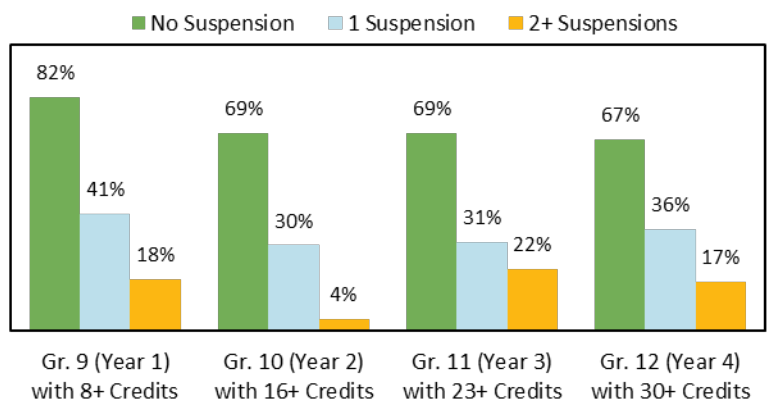


Figure 16 shows that for secondary school students who participated in the 2022-23 Grade 9 EQAO Mathematics Assessment and had no suspension, 58% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (20%), or for students with two or more suspensions (15%).

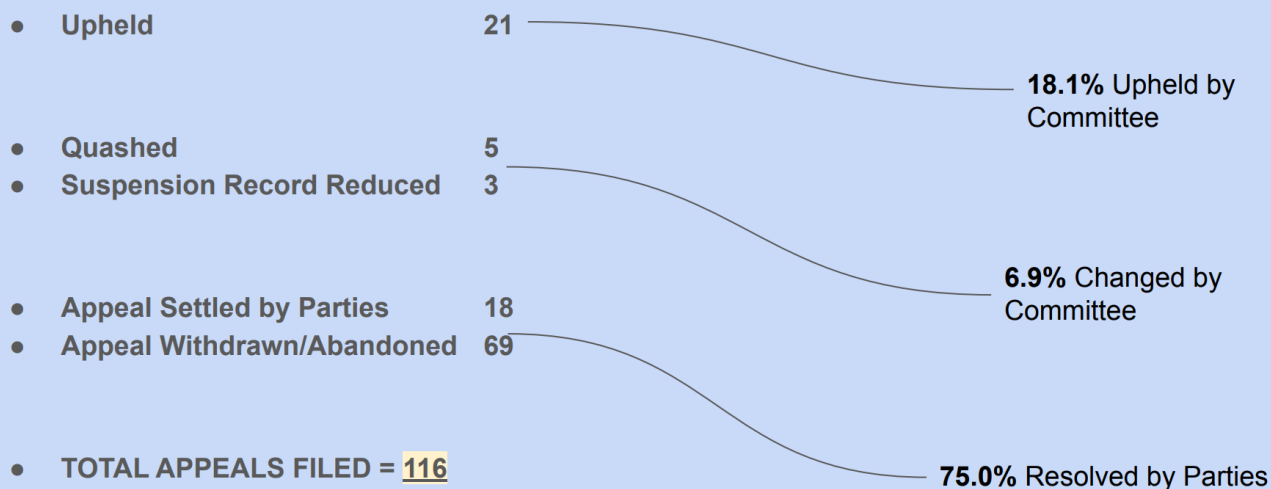
For secondary school students who participated in the 2022-23 Ontario Secondary School Literacy Test (OSSLT) for the first time and had no suspension, 85% were successful. This is much higher than for students with one suspension (60%), or for students with two or more suspensions (39%). Similar patterns were observed for previously eligible students. See Figure 16.

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 suspension, 82% accumulated eight or

more credits. The proportion of students meeting this expectation was 41% for students with one suspension, and 18% for students with two or more suspensions (Figure 17).

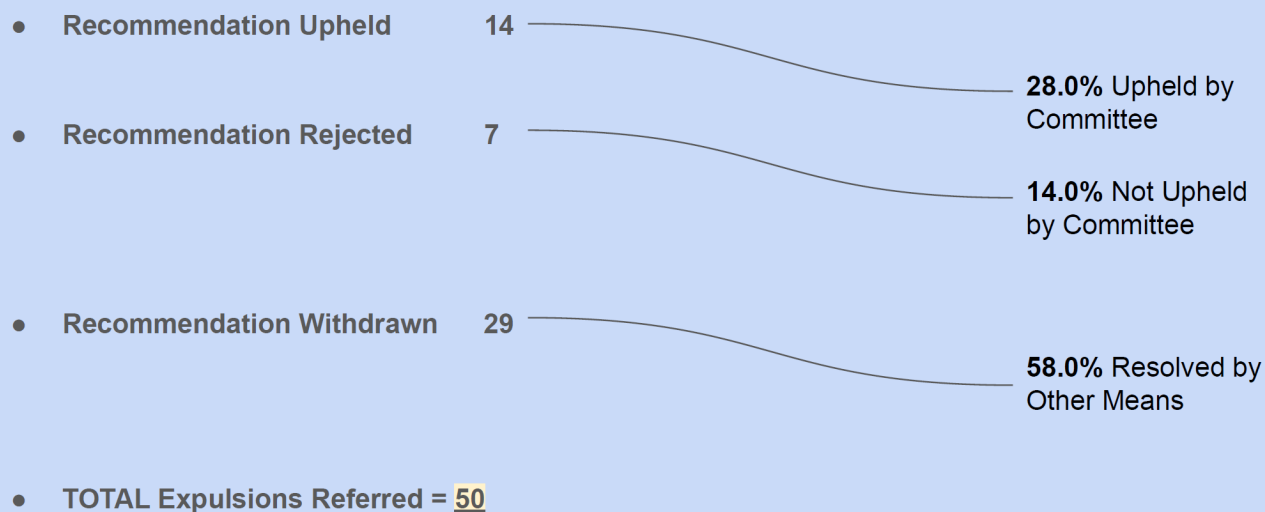
F: 2022-23 Suspension/Expulsion Appeals

Suspension Appeals Filed & Outcomes (2022/2023) School Year



Prepared by: Office of Student Discipline Committee

Expulsions Referred to Discipline Committee & Outcomes (2022/2023) School Year



Prepared by: Office of Student Discipline Committee

G: 2022-23 Caring and Safe Schools Alternative Programs

Caring and Safe Schools Programs strive to be nurturing, positive, and respectful learning environments that enable all students to succeed and reach their full potential. These program sites 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 continuously provide direction and support to administrators, staff, parents, students, and communities through:

- Strong school leadership, with consistent discipline policies and procedures
- School-wide Caring and Safe Schools programs and instructional components focused on inclusive contributions
- Evolving and expanding prevention-based knowledge and skills
- Ongoing support and professional growth in emotional intelligence, conduct management, prevention-oriented strategies, mediation, and violence prevention
- Inclusive and developmentally appropriate materials, activities, and programs being championed and utilized
- Strong efforts to develop relationships and partnerships within the entire school community; and
- 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 caring and safe school’s programs are safe and inclusive communities for all.

Table 6 shows the Caring and Safe Schools alternative programs for suspended/expelled students in the 2022-23 school year.

Table 6: Caring and Safe Schools Alternative Programs 2022-23

Program Site	Division	Area	Program Description
CSS Elementary Itinerant @ Vaughan Rd	Pr./Jr./Int.	LC 1-4	Elementary Itinerant Team – Program Coordinator and Child and Youth Counsellors - provide academic and non-academic support to staff and students both in home schools and Caring and Safe Schools (CSS) programs.

CSS Elementary @ Lawrence Heights MS	Pr./Jr/Int	LC1	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 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.
CSS Midland Elementary @ Scarborough Centre for Alt. Studies	Pr./Jr/Int		
CSS Elementary @ Scarborough Centre for Alternative Studies Pr./Jr/Int		LC3	CSS Social Workers and Psychologists provide services to the sites as required. Students who are in the Suspended/Expelled/Assessment and Support Programs are referred through the Caring and Safe Schools process.
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Int/Sr.	LC1	Secondary Suspension/Expulsion/Assessment and 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. Students who are suspended/expelled are referred through the CSS Centrally Assigned Principals in consultation with school Principals. Students who require Assessment and Support Programs in need of both academic and non-academic support are referred by CSS Centrally Assigned Principals for placement. CSS Social Workers and Psychologists provide services to the sites as required.
Bickford Suspension/ Expulsion Program @ Bickford Centre	Int/Sr.	LC4	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Int/Sr.	LC3	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Int/Sr.	LC2	
Arrow Rd. Assessment and Support Programs	Int/Sr.	LC2	
Stanley Road Assessment and Support Programs	Int/Sr.	LC2	Assessment and Support Programs provide both academic and non-academic support to students. The site teacher and Educational Assistant support programming focusing on core

Operation Springboard Assessment and Support (Community Partnership)	Int/Sr.	LC3	curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills). Non-academic support is provided by an agency Child and Youth Worker or a TDSB Social Worker. CSS Social Workers and Psychologists provide services to the sites as required. Students are referred through CSS Centrally Assigned Principals.
Strides Assessment and Support (Community Partnership)	Int/Sr.	LC3	

H: Community Engagement

Effective community engagement is of critical importance in creating positive, welcoming, caring and safe schools. The Caring and Safe Schools team continues to engage community partners across the Board to support programming both during the regular school day as well as during off school hours, in order to leverage the wisdom and experiences which exist within communities. An important element of these partnerships is that they provide the Board with significant expertise related to underserved communities.

The following community partners support Caring and Safe schools programming:

The Ubuntu Village, TAIBU Community Health, PFlag, Taking Kids out of Poverty, Motion Ball Sports Association, Lay up, Go Green, The Flight Unit, Peacebuilders International (Canada), 180 Change Street, Agincourt Community Services Association, Argonauts GP Inc., Brave Education Inc, CAFCAN, John Howard Society of Toronto, Neighbourhood Group Community Services, PEACE BY PEACE, Think Don't Shoot Inc. and Victim Services Toronto, Urban Rez Solutions, Strides Toronto, ACCN, CanTYD, Frontlines, Masjid El Noor, Play Forever, Ripple Effect/Midaynta, Scarborough Muslim Association, YAAACE, Sports4All, Toronto Youth Innovation, Toronto Business Development Centre, Karma Sonam Dargye Ling Tibetan Heritage and Language Camp, Fifty for Free, and Planned Parenthood.

Over the course of the last year TDSB has worked closely with community organizations, agencies and faith-based groups to provide programming for students outside of regular school hours. This programming which is provided at no cost to participants has been driven by the tremendous need that exists within communities. This initiative has been made possible by a Transfer Payment from the Ministry of Education of \$1.8M.

A number of the partners noted above work on a “fee for service” model for the programming offered. Other partners provide programming through funding that they have secured external to TDSB.

Additionally, Local Safety Tables have been introduced as another vehicle towards the creation of meaningful partnerships between schools and local community agencies.

These tables were established with a mandate to build a safe learning environment with the support of the students, staff and parents/guardians along with stakeholders in the community

including but not limited to community agencies, faith groups, police services, recreational services, cultural groups and representatives from all forms of government;

I: Action Plan and Associated Timelines

Our emphasis continues to be on providing safe, caring, welcoming and inclusive schools for all. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to Truth and Reconciliation, human rights, equity, anti-racism and anti-oppression.

As part of removing systemic barriers, TDSB continues to work in accordance with the August 2019 Ministry of Education directive given to school boards to eliminate discretionary suspensions for students from Junior Kindergarten to Grade 3. The subsequent decision by TDSB Trustees which directed staff to eliminate all historic suspensions from students' records, both electronic and hard copies, issued to students when they were in Junior Kindergarten to Grade 3. The motion further directed that moving forward, a formal retention schedule be set for all suspensions issued, regardless of the grade.

Systemic changes like the ones made through the Board motion noted above continue to make a difference in creating student discipline processes which are more equitable and fair for all students. Other factors which have made a positive difference in recent years have been revisions to the Caring and Safe Schools database related to "infraction type", the ongoing commitment to professional learning on how identity impacts student discipline, the expansion of community partnerships, and the provision of programming outside of regular school hours.

Most recently as outlined in the "Action Plan" contained within the *Collaborative Approach to School and Community Safety* referenced earlier in the report, TDSB has invested even further in safety by making additional investments in the areas of staffing, provision of programming, community engagement and technology.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
- Support school administrators in the application of Truth and Reconciliation, human rights, anti-racism and anti-oppression principles in student discipline;
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;

- Provide compulsory learning for staff to be trained in restorative practices; threat assessment and emergency preparedness;
- To address issues of community and school violence the Board continue to implement the action plan as outlined in *A Collaborative Approach to School and Community Safety*;
- Develop alternatives to suspension programs;
- Work collaboratively with the Urban Indigenous Education Centre and the Centre of Excellence for Black Students Achievement to challenge unconscious bias, engage in joint problem-solving and ensure that Indigenous students and Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents;
- Consider and act on the intersectionality of the data provided in this report - Board Special Education staff must also be involved in the analysis of student discipline matters to ensure that any biases in the student discipline process and any subsequent decisions are being acknowledged and eradicated through interrogation and interruption of practices that appear to be automatic responses to student discipline issues; and
- Work with families and community partners to develop relevant approaches and supports for students.

Contact Us

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Endnotes

- * In 2019-20, schools were closed to in-person learning from March 16 to the end of the school year due to the COVID-19 pandemic. In 2020-21, schools were closed to in-person learning for extended periods, with one-third of students choosing virtual learning for the school year.
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. Including expulsions carried over from the previous year
 4. SAL: Supervised Alternative Learning
 5. Percentages may not add up to 100 due rounding.

A Collaborative Approach to School and Community Safety

Update May 2024

Context

On December 9, 2022, Toronto District School Board (TDSB) Trustees received the report “*A Collaborative Approach to School and Community Safety - Report 1*”. The Action Plan contained within that report intended to address the issue of school and community violence. On February 1, 2023 the Board received *A Collaborative Approach to School and Community Safety Report 1 – Budget Implications* which specified additional investments associated with the Action Plan. On May 24, 2023 the Board received “*A Collaborative Approach to School and Community Safety Update - May 2023*”. This report provides an update to previous reports received by the Board.

The reports and the accompanying action plan were created in response to data which showed an increase in violent incidents impacting young people within the City of Toronto. Schools are a reflection of the communities within which they exist, and as such there was also an increase in violent incidents in TDSB schools. For the purpose of this report the Toronto Police Service has shared data through their portal related to violent crimes (shootings, stabbings, assaults and robberies). The analysis of the data focuses on the age range from 12-29 broken down into the following 3 demographic groups: youth (12-17 years), emerging adult (18-24 years), early adult (25-29 years). For the years 2022-23, there was a dramatic surge in the number of youth (12-17 years) accused of assault (624 in 2023; 454 in 2022; 284 in 2021). The number of youth who were victims of assault also increased (1205 in 2023; 1072 in 2022; 770 in 2021). There was also an increase in the number of youth accused of robbery (354 in 2023; 274 in 2022; 211 in 2021) and in the number of youth victims of robbery (338 in 2023; 254 in 2022; 178 in 2021). There was also an increase in the number of youth accused in stabbings (60 in 2023; 70 in 2022; 55 in 2021).

The increase in violent incidents in TDSB schools corresponds with Toronto Police Service data related to an increase in violent incidents impacting young people in the City of Toronto.

Based on the Ministry of Education *Policy and Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education*, the term violent incident is defined as the occurrence of any one of the following:

1. possessing a weapon, including a firearm
2. physical assault causing bodily harm requiring medical attention
3. sexual assault

4. robbery
5. using a weapon to cause or to threaten to cause bodily harm to another person
6. extortion
7. hate and/or bias-motivated occurrences

Violent incidents that occur on school premises during school-run programs must be reported to the Ministry of Education, whether the incident was committed by a student of the school or whether it was committed by any other person.

Using this definition, the updated number of violent incidents on TDSB school premises since 2018-19 is as follows:

School Year	Reported to Ministry of Education
2018 - 19	283
2019 - 20	222
2020 - 21	78
2021 - 22	251
2022 - 23	407
2023 - April 2024	254

Updated data sets, including those from TDSB, the City of Toronto and Toronto Police Service will be utilized on an ongoing basis as a way of tracking progress and measuring success.

Action Plan Update

Significant progress has been made in many of the areas identified in the initial Action Plan including the hiring of staff, professional learning, the engagement of communities through partnership development, additional programming, support for schools and technology enhancements.

The Action Plan is framed by the Toronto District School Board's commitments to Truth and Reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples, human rights, equity, anti-racism and anti-oppression. The plan continues to evolve based on feedback and learnings garnered through implementation.

TDSB recognizes the role that systemic racism and other forms of oppression play in relation to school and community violence. TDSB staff will continue to engage in anti-racism, anti-oppression training and work closely with the Urban Indigenous Education Centre and the Centre of Excellence for Black Student Achievement to address these issues as we strive to build caring, safe, inclusive, and welcoming schools and workplaces for all.

In light of a number of tragic and violent incidents at TDSB secondary schools, TDSB Legal Services retained King International Advisory Group (KIAG) and Turner Consulting Group (TCG) to simultaneously perform school safety reviews from two distinctive lenses at four secondary schools within the Board which included:

- David and Mary Thomson CI
- Victoria Park CI
- Woburn CI
- Birchmount Park CI

KIAG was retained to conduct an analysis of the school environments. This was not an investigation of the actual critical incidents that occurred at each school. The focus of this work was on assessing potential threats and evaluating the existing security measures in place.

TCG was tasked with conducting an analysis of school safety through the lens of school climate and equity. This supported an understanding of the social conditions that have given rise to the increase in violence incidents in schools and to identify what can be done to foster a more positive school climate and prevent further violence.

The public recommendations as well as the "status updates" on operationalizing these recommendations are ongoing.

Additional Investments

At the February 1, 2023 meeting of the Board, Trustees approved approximately \$2.7M in investments to support work being done in the following areas related to school safety: staff to provide direct support to students in schools, resource development and training and community engagement.

As noted in previous reports the newly hired staff have fulfilled a variety of roles including Teachers, Caring and Safe School Advisors, Child and Youth Counselors, Child and Youth Workers, School Based Safety Monitors and Social Workers.

These staff members have played a vital role in preventing, de-escalating and responding to incidents of violence. Working through trauma informed and healing engaging approaches they have supported students with behaviour management, conflict resolution, and the reinforcement and maintenance of academic, communication, social and personal management skills. Additionally, in order to reduce recidivism, staff have triaged students in youth justice detention facilities, TDSB students in adult detention facilities, TDSB students that are transitioned back into community and TDSB students not engaged in education or training. These students have had access to essential services including reintegration, education, housing support, mental health and well-being services, risk mitigation, violence prevention programming and cultural consideration of care programming.

The following positions have been added to the team:

- Two Caring and Safe School Advisors
- Two Teachers
- Eleven Child Youth Counselors
- Twenty Two School Based Safety Monitors
- Twelve Social Workers
- One Child Youth Workers
- Administrator Costs for Caring and Safe Schools (CSS) Audit

Additionally,

- A TDSB Centrally Assigned Principal (CAP) has been hired through funding provided by the City of Toronto-SafeTO initiative as part of an integrated multi-sector structure intended to address safety and wellness across the City of Toronto
- A Coordinator of Community Engagement Partnerships has been hired through funding obtained from a Transfer Payment Agreement through the Ministry of Education.

The work of the additional staff is focused on transforming learning for students in vulnerable circumstances, building strong relationships and partnerships within school communities to support student learning and well-being and providing more equitable access to services. More specifically, through innovative and community based practice, TDSB staff have provided support to justice-system involved students, students who are victims of crimes including violent crimes such as shootings, stabbings and sexual assaults, students in adult and youth detention facilities, tutoring and mentoring

opportunities outside of regular school hours, and employment and career training workshops and placements.

Compulsory Learning and Compliance Training

At the date of writing, 1247 school based staff have been trained in relation to TDSB Procedure (PR) 695 Threats to School Safety, PR 697 Promoting a Positive School Climate and in emergency preparedness. This has occurred through six on-line and in-person sessions since August of 2022. Additionally, 164 schools have had in-person learning connected to the above noted procedures during the 2022-23 school year. This training has been delivered by Toronto Police Constable Tony Santeramo and represents a school participation rate of approximately 99%.

This learning has also been extended to the Board of Trustees. Staff at administrative sites have also had the opportunity to participate in on-line emergency preparedness training and simulation emergency drills have begun at these sites.

Threat Assessment training has been provided to 35 TDSB staff. Additionally, 23 Caring and Safe School staff have been certified in Level 1 and Level 2 Threat Assessment training offered through the Center for Trauma Informed Practices.

Caring and Safe School staff have also been given access to and participated in Toronto Police Service Training related to Active Threat Response.

This learning will continue into the new school year based on revisions to the provincial framework for Police School Board Protocols and the subsequent finalization of the Board's local protocol which includes coterminous Boards connected to the Toronto Police Service.

Restorative Practice and Restorative Justice

Work continues towards the goal of having staff trained in Restorative Practice at every school in TDSB. This is happening through the work of Centrally Assigned Principals in CSS, Student Well-being and Innovation and Teaching and Learning in collaboration with the Student Equity Collective, the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement and the TDSB RESTORES group.

In the last school year, there have been a total of nine training/certification sessions offered across TDSB. In total, 3020 staff have been trained to date.

Additional training sessions are planned before the end of the school year as well as in August of 2024.

These learning opportunities continue to be customized to address the needs of different job classifications e.g. Lunchroom Supervisors, School Administrators, Child and Youth Workers, Teachers, Child and Youth Workers, Designated Early Childhood Educators, Special Needs Assistants, Social Workers.

Audit Function and Expected Practices Guide for Caring and Safe Schools

The TDSB has introduced a Caring and Safe Schools audit process for all schools in the Board. The goal of this undertaking is to support schools to the greatest extent possible through a model which draws specific attention to three areas: consistent with Ministry of Education (MOE) expectations in CSS: school climate, physical plant and compliance to the Board's policies and procedures. Currently in the pilot phase, the audit process has been undertaken at six schools with at least one in each Learning Centre. The learnings from this phase will be integrated into the process to create a model which will enable schools to improve their practices while heightening system accountability.

The audit process is built around the Expected Practices Guidelines for the School Safety Audit and the Promotion of Positive School Climate. The Guidelines have three specific purposes. First, they are a tool used to support compliance with Safe Schools expectations set out in the Education Act and accompanying Policy/Program Memorandums as well as compliance with all related TDSB policies and procedures.

Secondly, the Guidelines serve as a model for schools to follow when creating their school-based Caring and Safe Schools Plans as well as acting as a preparation tool for the audit process itself.

Finally, the Guidelines provide an outline and explain each of the five steps in the School Safety Audit Process that all TDSB schools will participate in. These five steps are;

- i. Sharing of Expectations
- ii. Preparation Visit
- iii. Audit Visit
- iv. Follow Up Report
- v. Post Audit Follow Up

Implementation of this process will proceed more widely across TDSB schools beginning in the fall of 2024.

City of Toronto

TDSB has increased its collaboration with the City of Toronto and multi-sector and community partners through its support of the implementation of SafeTO, the City of Toronto Community Safety & Well-being Plan adopted by the Board of Trustees in June of 2022.

As noted previously, the City of Toronto has invested in a Centrally Assigned Principal who is embedded in the Toronto Office to Prevent Violence to assist in the development and implementation of a holistic, comprehensive multi-sector violence reduction plan. The CAP works alongside individuals from the City of Toronto and strategic partners who collaborate with Administrators, Caring and Safe Schools staff, Social Workers and other relevant TDSB departments to mobilize holistic violence prevention, intervention, response and recovery efforts that promote safer schools and student well-being. Multi-sector work planning has laid the foundation for:

- Enhanced protocols development that have been utilized to mediate escalating situations and strengthen responses to critical incidents with the support of City of Toronto and community resources
- Advanced Analytics and Learning – The City of Toronto has invested in a TDSB Research Coordinator to work with the SafeTO Collaborative Analytics and Learning Environment to ensure that data and evidence informs multi-sector efforts to prevent violence
- Relationship development and the coordination of community partnerships to better support school administrators in leveraging community expertise to respond to emerging situations
- A methodology for mobilizing programs and investments to reduce violence through child and youth violence prevention, child and family development, safer spaces, life stabilization and opportunities, education and community justice and policing.

The continued implementation of the Toronto Office to Prevent Violence will happen throughout the remainder of 2024.

Examples of early outcomes of the integrated work include:

Action	Explanation
School & Community Safety & Well-being Symposium	<ul style="list-style-type: none"> To prepare for back to school, 700 administrators from both TDSB and Toronto Catholic District School Board (TCDSB) came together with representatives from the City of Toronto, Toronto Community Housing, Toronto Police Service to build relationships and plan violence reduction initiatives.
Integrated Safety Coordination Tables	<ul style="list-style-type: none"> TDSB’s Caring and Safe Schools and Social Work teams work with City of Toronto and other partners to collaboratively develop place-based approaches to prevent violence.
Toronto Northwest Youth Violence Prevention Forum	<ul style="list-style-type: none"> To enhance relationships between City of Toronto and Provincially funded youth violence prevention, justice and outreach programs and schools, a violence prevention forum focused on Toronto Northwest engaged over 100 principals, Caring and Safe Schools and Social Work staff in relationship building and planning. To ensure the momentum continues and to support engagement and planning in other areas, a working group consisting of Youth Outreach Worker Leads from the City of Toronto and Province, TDSB and TCDSB will convene to document joint work plans through the Toronto Office to Prevent Violence
Non-violent Crisis Intervention Training	<ul style="list-style-type: none"> Over 120 School Based Safety Monitors’ (SBSM) were trained on PA days. Training will continue over the coming year.
Community Healing	<ul style="list-style-type: none"> The Community Healing Project and Community Peers Elevating and Extending Resources and Supports (P.E.E.R.S.) supports development of mental health literacy and resiliency in youth who have been exposed to community violence. Both programs have bow been implemented in some TDSB schools

<p>Restorative Practices</p>	<ul style="list-style-type: none"> • To enhance the work TDSB is already doing in this area staff are working with TCDSB, the City of Toronto and community partners to build training capacity.
<p>Investment Integration</p>	<ul style="list-style-type: none"> • The City of Toronto invested \$2.7M in community-based Agencies through a Youth Violence Prevention Grant. The City of Toronto adapted the criteria to ensure that the programs partner with TDSB. The CAP is building relationships between these programs and schools within the areas that they serve. • TO Wards Peace is a violence interruption program that is working in the Toronto Northwest and recently expanded to Scarborough and is prioritizing TDSB schools • TDSB is working with investment partners including Jays Care to maximize available resources from the City of Toronto and other partners to better support students
<p>Violence De-escalation</p>	<ul style="list-style-type: none"> • Coordinated multi-sector violent threat risk assessments are being used to inform de-escalation and prevention approaches at schools supported by community partners
<p>Schools and Businesses</p>	<ul style="list-style-type: none"> • Working with the SafeTObia pilot to enhance relationships with businesses in high traffic areas around schools to ensure community safety and create opportunities for students
<p>Improving Student Safety on Toronto Transit Commission (TTC)</p>	<ul style="list-style-type: none"> • Working with multi-sector partners to better support student safety on TTC
<p>Scarborough Family Well-being Pilot</p>	<ul style="list-style-type: none"> • The Family Well-being pilot program applies a holistic approach in service to parents, caregivers and extended family members that support Scarborough’s most vulnerable youth to better navigate and connect with services and pro-social opportunities in their communities. The model works to build family confidence, raise participation levels,

	<p>build resiliency, and improve youth outcomes through a healthy family and community approach. The goal of the pilot is to build upon success in Scarborough and expand this model through the entire city.</p>
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Programs and Partnerships

The TDSB has offered sessions of programming that have reached and impacted more than 4500 TDSB students and families across 46 locations, including schools, community centers and places of worship. This programming has been offered outside of regular school hours including after school, weekends and holiday breaks. The foundational principle for this work has been to enhance student joy through engagement by working in ways that value community engagement. This engagement has been most meaningful because it has activated the community based leadership of those we intend to serve. Providing recreational programming, tutoring and mentorship and actively involving community members in program design and implementation has led to initiatives that are culturally relevant, responsive and have a dedicated commitment to sharing best practices which meet the unique needs of the participants.

Through collaboration with 15 community organizations, agencies, and faith groups, a network of support has been cultivated aimed at fostering the growth and development of students in literacy, numeracy and foundational learning skills through innovative, teaching and learning practices. Through employment training and certification workshops, participants have been offered avenues to explore their interests, develop essential skills, and pursue newly found aspirations. This wide-reaching initiative has also helped young people to access employment opportunities while providing nutritious meals in ways that address food security.

This initiative has resulted in 1051 sessions totaling 4051 hours of desperately needed programming which would not have existed in its absence.

Feedback collected from student participants for reporting purposes has shown the following:

- 99% of student participants reported enjoying programming.
- 99% of students, caregivers, parents, guardians, reported satisfaction with the program staff supporting their children.
- 98% of students showed an improvement in their engagement, confidence and/or attitude as a result of programming.

These opportunities have been possible because of the intentional collaboration of many Board departments and because of the advocacy of the Board in acquiring a Ministry of Education grant for \$1.8M. This funding expired at the end of March of 2024. Continuation of this essential programming which has serviced thousands of TDSB students and families will not be possible without a renewal of the financial commitment from the Ministry of Education. The Board has no other funding source to support this work. Staff is currently exploring opportunities for additional investments through corporate and other partners such as the one with Agnico Eagle Mines which has contributed \$350 000 towards these programs.

Local Safety Tables

Local Safety Tables have been introduced as another vehicle towards the creation of meaningful partnerships between schools and local community agencies.

These tables were established with a mandate to support the building of safe learning environments with the support of the students, staff and parents/guardians/caregivers along with stakeholders in the community including but not limited to community agencies, faith groups, police services, recreational services, cultural groups and representatives from all levels of government.

As a follow up to the update which was received by the Board on February 1, 2023, Local Safety Tables have been established in each of the four Learning Centres, according to community need and priority considerations related to student discipline data, SafeTO - City of Toronto data, Toronto Police Services data and qualitative and quantitative data collected by Caring and Safe Schools and other staff. Each Safety Table reflects unique circumstances (both current and/or historic), includes interested and relevant community partners, and works toward outcomes that are specific to the school communities in those areas. Staff have noted areas with robust community supports, and others where these are more scarce. In all the tables, new connections are being made between schools, and their local communities, further enhancing the TDSB's commitments as signatories to the *City of Toronto SafeTO: A Community Safety & Well-being Plan*.

Some tables are solidifying next steps, and others are exploring possibilities. As work continues on these tables, the benefits of engaging in discussions about wraparound supports, collaboration on common interests, and the schools in these areas becoming another support structure to serve greater community needs are being recognized. Generally speaking, the establishment of these tables has been positive in regards to the benefits they provide for TDSB students, families and communities.

Some of the actions of TDSB Safety Tables to date have included planning of community walks, spring community service fairs to showcase free and/or low cost summer youth programming opportunities and community supports, development of plans to address community food insecurity, delivery of youth employment fairs, and community outreach to bolster the number of identity affirming TDSB partners.

Since September of 2023, the newly-created Centrally Assigned Principal of System Navigation has assumed greater responsibility for the coordination of Local Safety Tables.

Expert Panel

The Expert Reference Panel on School Safety and well-being with representation from across different sectors was created to put forward a list of recommendations that affirm the commitment of TDSB and community partners to address school and community safety and student well-being. The group took an integrated and data driven approach which intends to be responsive to the needs of students and communities. The recommendations of the group were as follows:

Areas of Focus	Recommendation
Expanding Caring Adults	<p>Requirement for each school across the Board to have a publicly posted logic model of Caring and Safe School Committee activities to ensure engagement, transparency, and accountability. This should include an annual completion of a reporting tool to list all members of the Safe and Caring Schools Team including parents and students. All of this should be a mandatory addendum to be submitted as part of School Improvement Plans for Superintendent review.</p> <p>Ensure each and every school across the Board has a staff lead who holds responsibility for wellness and safety. Time to be devoted in each staff meeting for the lead to review resources and share updates.</p>
Student Voice and Programming	Pilot an east and west side of the TDSB advisory circle composed of students that have been impacted and involved in incidents of school and/or community violence. These two circles should be connected to a TDSB Local Safety Table. A critical path should be developed by TDSB central staff that outlines how these sorts of circles can expand across TDSB Local Safety Tables upon completion of the pilot.
Investing in Security Infrastructure	Send a letter to the Minister of Education requesting a province-wide audit on minimum safety standards for schools across the province.
Supporting Positive	Expand the CAMH led Coping Power program into an east and west school

<p>Conflict Resolution</p>	<p>pilot site.</p> <p>Continued focus on “upstream” interventions, and further explore opportunities for alignment and cohesion amongst inter-institutional practices. An example of this would be working with community partners to create a greater uptake of Restorative Practices from JK-12 across the TDSB to maintain the commitment made in the first Collaborative Approach to School Safety Report from Dec 2022 where Restorative Practices would be utilized across all schools in the TDSB. It is important that this training be developed with Indigenous partners from the Urban Indigenous Education Centre (UIEC), City of Toronto Indigenous Affairs Office and community agencies.</p> <p>Monitoring of implementation would be part of the reporting that schools will engage in for Caring and Safe School bi-annual audits. Achieve a minimum of 80+% completion rate of training in nonviolent crisis intervention for SBSMs and Secondary Vice Principals by November 2025.</p>
<p>Enhancing Caring, Inclusive and Safe School Cultures</p>	<p>Continued expansion and engagement of local TDSB Community Safety Tables, with an aim to foster a deepened culture of caring, inclusivity and community safety.</p>
<p>Providing Ongoing Emergency Preparedness Training</p>	<p>Adopt a board wide strategy for the review and updating of the current TDSB emergency preparedness plan with the aim to enhance the plan with further culturally appropriate and trauma informed practices. A suggested framework is that of Violence Threat Risk Assessment (VTRA) which entails:</p> <ol style="list-style-type: none"> 1. Stage One – Initial data collection and immediate interventions 2. Stage Two – Risk evaluation for moderate-to-high-risk situations 3. Stage Three – Data-driven and trauma-informed intervention
<p>Increasing Student and Community Engagement & Intergovernmental Partnerships</p>	<p>Create surveys to assess after-school programs and extracurricular program needs of schools within six months of adoption. This would then lead to a gap analysis conducted to better redress the under-serving of communities.</p> <p>Through a partnership between the Toronto District School Board and the City of Toronto, expand job opportunities for youth with a 15% increase of job placement including opportunities to work with the TDSB, City of Toronto and Expert Reference Panel partners within twelve months of adoption. Explore how collaborating with City of Toronto Business Improvement Areas (BIAs) can help lead to increased job placements for youth in the seventy-five SafeTO designated middle and high schools.</p>

The Expert Reference Panel has put forward a set of recommendations that will improve safety and well-being outcomes for students across the TDSB, particularly for those that have been most disproportionately impacted by violence in their school communities. It is through this sort of collaborative, multi-sector approach that optimal conditions for student safety, well-being, and learning can be created.

Through the coordinated efforts of the Caring and Safe Schools team, along with the SafeTO Toronto Office to Prevent Violence, staff have already started to mobilize actions and finalizing work plans in service of the Expert Reference Panel recommendations. These work plans will have clear deliverables, and accompanying metrics for determining success. These plans will be completed by staff by the end of June 2024.

Toronto Police Service

TDSB continues to work with Toronto Police Service (TPS) in ways which promote and maintain school and community safety. Over the past year, the central focus of this work has been strengthening relationships between schools and local police divisions. As a follow up to the SafeTO summit in May of 2023 which brought school administrators and TPS Division Commanders together, the City of Toronto hosted the *Strengthening School Community Safety and Well-being Symposium* in August of 2023. This event was attended by approximately 1000 participants representing TDSB, Toronto Catholic District School Board, Toronto Police Service, the City of Toronto as well as staff representatives from the Toronto Transit Commission and Toronto Community Housing Corporation. The purpose of this event was to promote interaction between school administrators and multi-sector partners in preparing for the 2023-2024 school year, to promote networking and partnership development, to support the learning of school administrators related to community violence trends over the summer months and to build the capacity of school administrators in the areas of public health, violence reduction, policing, community healing, online trends and community safety. A significant portion of the day was dedicated to school administrators meeting with local police division commanders as a way of developing positive working relationships. The symposium will return by popular demand at the beginning of 2024-2025 school year.

The Board continues to benefit from the expertise and leadership demonstrated by TPS in the area of emergency preparedness in dealing with threats to school and community safety. Annually, TPS staff train thousands of TDSB staff in this critically important area in a highly effective and efficient manner at no cost to the Board. Additionally, Board staff have been granted access to subsidized Threat Assessment Professional Certification Training as well as Active Threat Training hosted by TPS.

TDSB continues to work closely with TPS on matters which necessitate police involvement.

Data and Technology

Security Camera System Upgrades

Camera systems are one part of the larger security system infrastructure at schools and sites across the TDSB. In May of 2023, the Board approved \$10.9M to replace outdated video equipment which in many instances was outdated, no longer functioning or could not be replaced.

Installation of these camera systems was approved by the Board in May of 2023 after site selection criteria were brought forward.

Installation was initially completed at two pilot schools Jarvis Collegiate Institute and Victoria Park Secondary School as part of informing next steps. Since that time installation has also been completed or is nearing completion at the following schools: Weston Collegiate Institute, Victoria Park Secondary School, Emery Collegiate Institute/Emery Edvance, Woburn Collegiate Institute, Birchmount Park Collegiate Institute and Western Technical and Commercial School.

The next phase of this project began in May of 2024 with installation moving forward at the following schools: Marc Garneau Collegiate Institute, John Polanyi Collegiate Institute, Northview Heights Secondary School, Cedarbrae Collegiate Institute, Danforth Collegiate and Technical Institute, Central Technical School and Westview Centennial Secondary School. These schools will be completed in July of 2024.

Installation will continue until all middle and secondary schools have been updated.

Training will be provided to school based staff to facilitate optimal use of the new equipment. Additionally, PR 694 which directs the use of camera equipment in TDSB will be updated to align with the new systems and all current legislation. An important element of this procedure is the engagement of school councils, students, parents, caregivers and staff to help guide local implementation at local schools.

Additionally, staff have engaged an external security consultant to provide advice on enhancing multiple platforms of security infrastructure (e.g. card access, signage, communication systems) across all schools and sites.

The Student Safety Reporting Feature

This feature was developed through close collaboration between the Caring and Safe Schools and Information Technology teams. It allows for students to report safety concerns in real time through a feature which is embedded within the School Connects application. This feature was developed and piloted in 10 schools (8 secondary, 2 middle schools) beginning in November 2023. Schools have been supported by a Steering Committee in the areas of communication, planning and troubleshooting. The feedback collected through the first phase of implementation has resulted in changes and upgrades as the pilot extended to another 25-30 schools in April of 2024. This reporting feature is intended to be in place for all schools in fall of 2024.

Resource Implications

The Board has extended \$2.7M in investments into the 2024-2025 school year budget for the continuation of work being done related to school and community safety.

Without a renewal of MOE investment, programming initiatives being run in partnership with community organizations will not continue as TDSB currently does not have the resources to sustain these.

At present, existing resources are being used to fund all other areas of the Action Plan.

Creating safer schools goes beyond the work of any single school Board. It is the collective responsibility of all levels of government, communities and Greater Toronto Area school boards working together. This collaboration is at the heart of the work that TDSB is engaged in. At TDSB, creating positive school climates and making schools and workplaces safe, welcoming and inclusive is a part of everyone's role regardless of position, title or affiliation. This will happen when we create and sustain positive relationships with all internal and external partners so that students and staff feel valued, heard, and cared for irrespective of their identity, social location, or postal code.

While preliminary data indicates that some progress is being made, current efforts must be maintained and enhanced to achieve short term success while also continuing to address the systemic issues which are often the root causes of community violence which finds its way into schools.

2024 Caring & Safe Schools Community Agencies/Organizations Programs & Partnerships Report

Prepared by Caring & Safe Schools

June 2024



The Work

To address increasing levels of community violence which was finding its way into schools the Ministry of Education provided funding to strengthen Toronto District School Board's partnerships with community organizations to provide programming outside of regular school hours.



Summer Programming 2023

Over 2,000 TDSB students (Grades SK to 12) participated.

Student participation numbers by division:

- SK to Grade 3 **(25%)**
- Grades 4 to 8 **(52%)**
- Grades 9 to 12 **(23%)**

Student participation numbers by Learning Centre:

- Learning Centre 1 **(23%)**
- Learning Centre 2 **(29%)**
- Learning Centre 3 **(28%)**
- Learning Centre 4 **(20%)**

Fall/Winter & March Break Programming 2023/24

Over 2,600 TDSB students (Grades SK to 12) participated.

Student participation numbers by division:

- SK to Grade 3 **(23%)**
- Grades 4 to 8 **(55%)**
- Grades 9 to 12 **(22%)**

Student participation numbers by Learning Centre:

- Learning Centre 1 **(26%)**
- Learning Centre 2 **(25%)**
- Learning Centre 3 **(29%)**
- Learning Centre 4 **(20%)**

Program Outputs

4600+

Students Registered in the Summer, Fall/Winter and March Break Programs

This initiative prioritized enhancing TDSB's commitment to the core values of joy, engagement and belonging for each and every student. The first wave of programs were initiated in communities which have traditionally lacked these types of opportunities for students and families.

99%

of student, caregivers, parents and guardians connected to the programs reported satisfaction with the adults supporting their children in Summer, Fall/Winter & March Break programming.

98%

of students showed an improvement in their engagement, confidence and/or attitude as a result of Summer, Fall/Winter and March Break programming

From 2023 TDSB Student Census Data:

Students report enjoying School

74% of Grades 4-6
59% of Grades 7-8
35% of Grades 9-12



99%

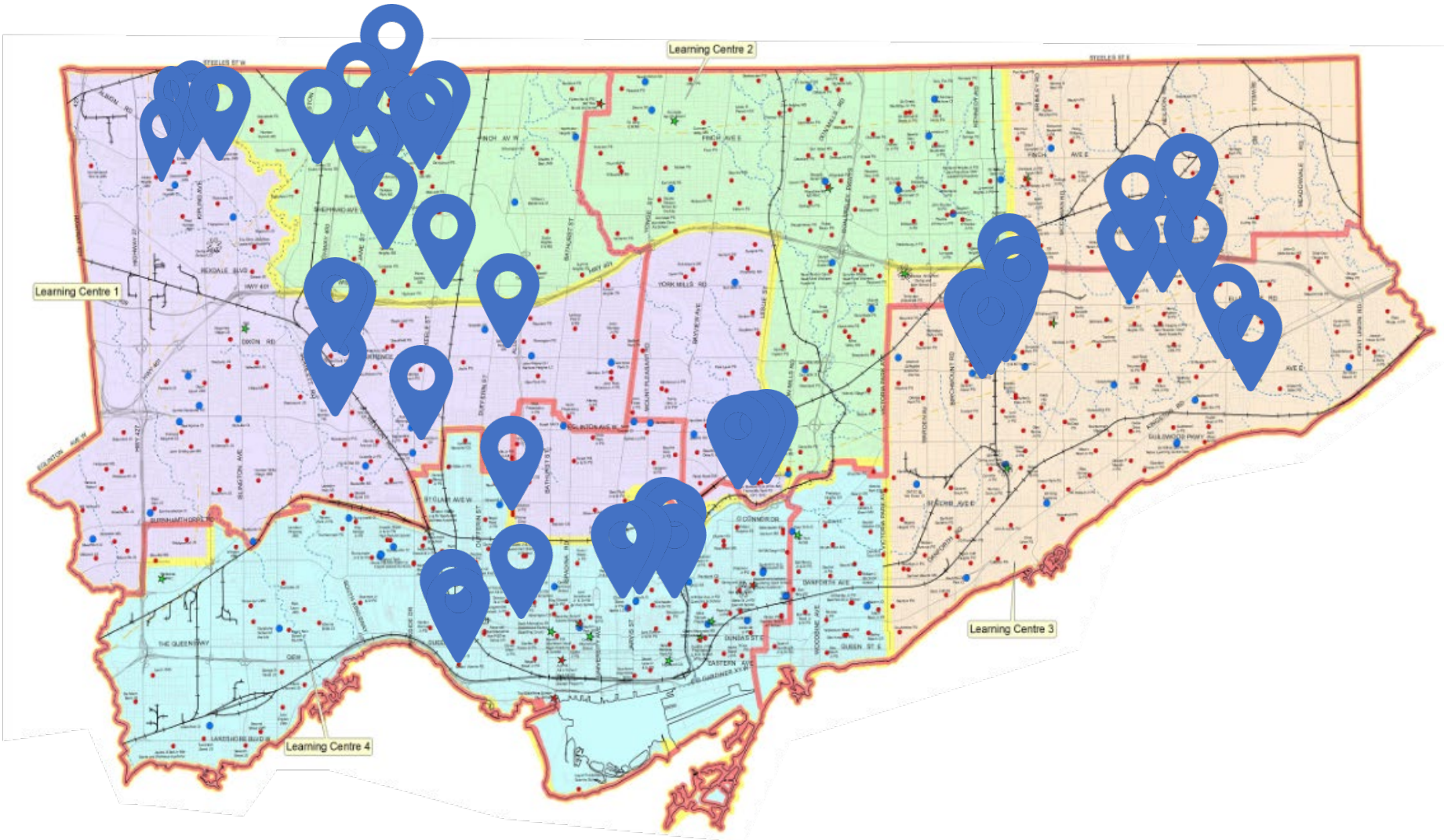
Of students report enjoying the
Summer, Fall/Winter & March Break
programming

List of Agencies and Locations

15 Agencies/ Community Organizations across 46 Locations

15 Agency Name	46 Location(s)
1) Taking Kids Out of Poverty	1) Rose Ave JPS, Church St. JPS & Jarvis C.I.
2) Ripple Effect Circle	2) Ryerson CS & Scadding Court CC
3) The Leacock Foundation	3) Brookview Middle School, Henry Hudson Jr. P.S. , St. James Town Community Corner , Woburn Jr. P.S. & Valley Park M.S.
4) Youth Association for Academics, Athletics and Character Education	4) Monsignor Fraser College (45 Norfinch) & C.W. Jeffreys C.I.
5) Motion Ball Sports	5) Elmbank JMA, West Humber C.I. & North Kipling JMS
6) Scarborough Muslim Association	6) Jame Abu Bakr
7) Toronto Business Development Centre	7) David & Mary Thomson
8) Lay-Up	8) Yorkwoods P.S., West Hill C.I. , Beaumonde Heights, Marc Garneau Cl, Sprucecourt, DerryDown, William G Miller, SKY HIGH @ Highcastle, York Humber, North Albion Cl, St. Jane Francis, Lawrence Heights & Burrows Hall
9) Go Green Youth Centre	9) Valley Park M.S.
10) Anjuman-E-Islahul-Muslemin	10) Masjid El Noor
11) Sports 4 All	11) Donwood Park, Edgewood Public School, Highbrook Learning Center, David and Mary Thomson & Marc Garneau C.I.
12) Toronto Youth Innovation	12) Toronto Youth Innovation- Community Hub, Weston C.I.
13) Karma Sonam Dargye Ling	13) Parkdale C.I. & Dr. Rita Cox
14) One Voice One Team	14) Oakwood C.I. , Beverly Heights P.S.
15) Fifty For Free	15) Downsview S.S., Emery C.I.

Community Agencies/ Organizations and Faith Groups by Map of Learning Centres and Quadrants



This initiative has resulted in:

1051

Total Sessions
of programming

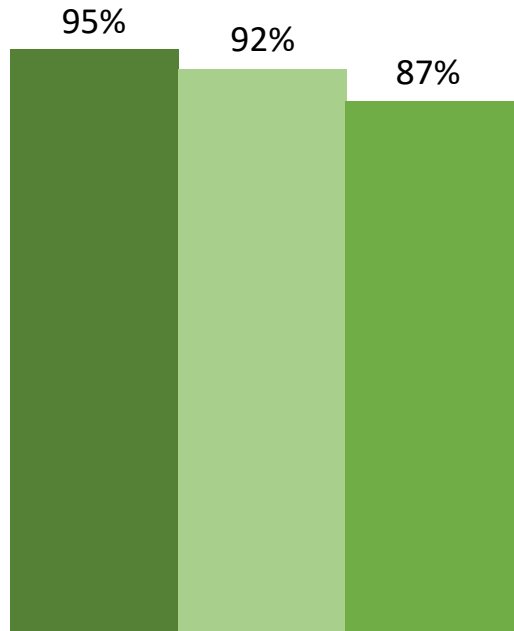
4780

Total Hours
of programming

Level of Perceived Safety at School

Source: 2023 TDSB Student Census

Gr 4 to 6 Gr 7 to 8 Gr 9 to 12

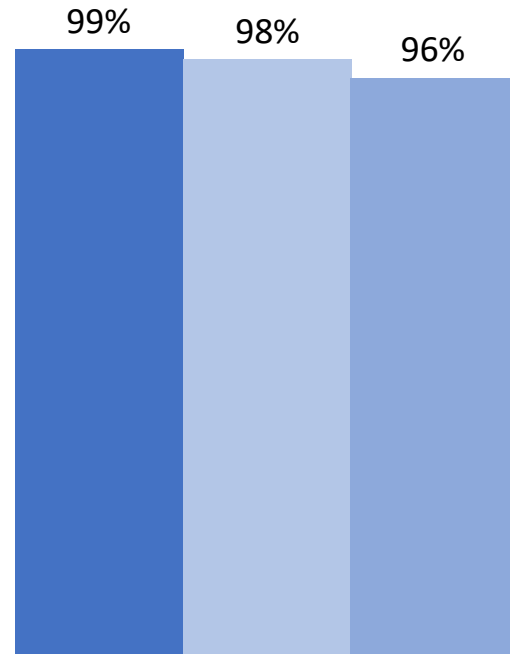


%All the time/Often

Level of Perceived Safety in Community Programs

Source: Community Agency Final Reports

Gr 4 to 6 Gr 7 to 8 Gr 9 to 12



%All the time/Often

Next Steps

- The Ministry of Education funding for these programs expired at the end of March 2024. Continuation of this essential programming which has serviced thousands of TDSB students and families will not be possible without a renewal of the financial commitment from the Ministry of Education.
- The Board currently has no other funding source to support this initiative. Staff is currently exploring for opportunities for additional investments through corporate and other partners such as the one with Agnico Eagle Mines which has contributed \$350 000 towards these programs.





TDSB School Safety Review

Public Report

May 2024



Background

In light of the recent tragic, violent incidents at its schools, Legal Services for the Toronto District School Board (TDSB, the Board) retained two firms in January 2023 to perform school safety reviews at Woburn C.I., Birchmount Park C.I., Victoria Park C.I., and David and Mary Thomson C.I.

Turner Consulting Group conducted an analysis of school safety through the lens of school climate and equity. This supported an understanding of social conditions that have given rise to the increase in violence and near misses in these schools and to identify what can be done to foster a more positive school climate and prevent further violence.

This report includes public findings and recommendations arising from our analysis. This report does not identify issues specific to each of the four schools. Instead, it highlights the issues that were identified as having an impact on the schools collectively. We recognize that these issues are not equally applicable to each school and that there are marked differences between the four schools. These findings and recommendations may be used to improve school climate and safety at other schools throughout the TDSB.

How We Conceptualize School Safety

While the violent incidents that took place within the schools have outside sources and influences, there are also in-school factors that significantly impact whether students will engage in inappropriate behaviours or commit acts of violence, whether students will tell an adult in the building when inappropriate behaviours have occurred or are expected to occur, whether students feel a sense of belonging in the school and how students resolve conflict with their peers. Researchers have identified key factors that offer schools protection from inappropriate or violent behaviours, including the following:

- Support by, and relationships with, caring adults in the building
- Perception of fair policies and fair treatment
- School administrator and staff cultural competency

- High expectations for all students
- Student engagement, and
- Diversity of school administrators and staff.

What We Did

School administrators and school staff from the four TDSB secondary schools were invited to participate in interviews and focus groups conducted between January and March 2023.

We also reviewed TDSB documents related to safe and caring schools, reviewed the research literature, and made one site visit to each of the four schools.

What We Found

A crucial factor contributing to school safety is having a full complement of staff who reflect the diversity of the student population and have demonstrated equity competencies. We found that these four schools were struggling to fill positions, both temporarily and permanently. The lack of a consistent cohort of caring adults in the building impacts student engagement, school connectedness, and the ability of students to form relationships with caring adults.

In addition to finding a notable gap between the racial diversity of school leaders/staff and the diversity of the student population, we found that school leaders/staff lacked a good understanding of the issues students are facing and how these issues may contribute to inappropriate behaviours and acts of violence. Most notable was their lack of understanding of how the school system marginalizes and underserves students. Coupled with their lack of knowledge and understanding was a lack of understanding of and comfort with discussing issues of equity, particularly racial equity. This in turn limits the capacity of school leaders and staff to effectively lead and teach in schools with large populations of racialized students.

The pandemic and school closures have also had a significant impact on students. With the return to in-person learning, staff have seen an increase in the number of students experiencing mental health issues, a lack of maturity resulting from the lack of socialization, and the challenges interacting with their peers and resolving conflict—all of which contribute to school climate and safety.

Recommendations to Improve School Climate and Safety

What happens in schools is impacted by events and relationships in the broader community, the home life of students, and students' access to social supports. What happens in schools is also affected by the adults in the building, the school climate fostered by the adults, and the attention the adults give to issues of equity. A positive school climate grows out of the relationships between students and staff, how connected students feel to their school, and the availability of in-school resources to support students' academic achievement and well-being. These same factors also help to keep students engaged in their learning and in the school community, and therefore less likely to commit or be victims of violence.

We acknowledge that addressing school safety is complex and challenging and that there is good work already being done by system leaders, school leaders, and staff. This work is not documented here.

Based on our findings, the following recommendations have been made to increase school safety. While these recommendations will not solve the problem of violence in TDSB schools, we hope that they will address the key challenges faced and significantly increase the protective factors and reduce the risk factors associated with school safety.

The following recommendations are made to address identified issues:

Human Resources

Recommendation 1: It is recommended that the TDSB improve the recruitment and onboarding process by:

- Ensuring that the TDSB is able to quickly fill job vacancies
- Reducing the time between when a hiring decision is made and when the employee begins their new role

Recommendation 2: It is recommended that the TDSB increase its focus on the hiring and advancement of Indigenous, Black, and racialized teachers, including:

- Prioritizing the hiring of Indigenous, Black, and racialized teachers, School Based Safety Monitors, and other school-based staff to create a workforce that better reflects the diversity of the student population

- Ensuring that barriers are not embedded within the recruitment and selection process
- Supporting the development and advancement of Indigenous, Black, and racialized teachers into leadership positions and that they be provided with appropriate supports once in these roles
- Prioritizing the placement of Indigenous, Black, and racialized school administrators into schools with a large proportion of Indigenous, Black, and racialized students
- Indigenous, Black, and racialized school administrators be given the opportunity to share their experiences in the workplace, and that strategies be put in place to address the identified issues.

Recommendation 3: It is recommended that the TDSB improve access to mental health supports for students by:

- Continuing to advocate with the Ministry of Education for ongoing mental health supports and the hiring of non-instructional staff critically needed in schools
- Exploring community-based mental health resources, programs, and extracurricular activities and connecting students with these supports.

Additional learning, development, and supports for school staff and leaders

Recommendation 4: It is recommended that ongoing professional learning and resources be provided to school administrators and staff to:

- Increase their equity and racial literacy (i.e., the knowledge, skills, awareness, and disposition needed to talk about and address issues of race, racism, and equity)
- Educate them about the impact of the pandemic on children and youth, particularly on their socialization and mental health, and how that may in turn influence the skills and techniques school leaders and staff use to engage with, interact with, and support students
- Help them understand their role in contributing to school climate and safety
- Support them to design learning activities that are more engaging and that integrate the use of technology for learning purposes.

Recommendation 5: It is recommended that school administrators receive ongoing supports to address the safety challenges they experience, including:

- Documenting and sharing effective practices implemented within TDSB schools

- Convening regular meetings to allow school administrators to share their knowledge of and experience with school safety and fostering a positive school climate.

Recommendation 6: It is recommended that the Board and schools increase collaborations with community partners, including:

- Working collaboratively with community partners, including the City of Toronto, the Government of Ontario, and community and faith organizations, among others, to address child and youth well-being in the city of Toronto
- Connecting with local places of worship, community organizations, and businesses to understand the programs and services available to support students
- Engaging with community organizations focused on gang intervention work to develop programs that address the needs of students who are gang involved.

Programs and supports for students

Recommendation 7: It is recommended that programming be offered to students to support their mental health and school engagement, including:

- Programs designed to increase empathy. (This could be accomplished using various programs, such as the programs delivered by Roots of Empathy or through the lessons and culture developed in class around social-emotional learning.)
- Programs, supports, and extracurricular activities that are of interest to students from diverse backgrounds to help them develop their social skills and conflict resolution skills
- Lessons to increase their social media literacy
- Extracurricular activities and co-op programs, particularly those that engage the most marginalized students, in order to give students a sense of belonging and opportunities to earn money
- Interventions to identify and close learning gaps for students at the elementary school level so that students are able to enter secondary school with confidence and readiness to fully engage in their classes
- Interventions be put in place for students who have learning gaps and are not attending class. Alternative schooling options should also be identified for students who might do better in another learning environment.

Recommendation 8: It is recommended that the TDSB consider establishing schools as community hubs so that students and families can access community agencies, health care, and other services in their neighbourhoods.

Recommendation 9: It is recommended that the TDSB focus on restorative practice to keep students engaged in their schooling and to reduce the number of school days missed.

Recommendation 10: It is recommended that the experiences of students who attend school but don't attend class be explored, including by better understanding the extent of the issue and the reasons why students are not attending class, in order to develop strategies to address the issues students are facing.

Recommendation 11: It is recommended that schools engage in campaigns to build a positive school identity and increase school spirit, which may help to lessen how neighbourhood rivalries play out within schools.

Recommendation 12: It is recommended that student suspensions and expulsions be tracked by school and by race, gender, religion, and other characteristics on a monthly basis and that interventions and supports be provided for school administrators whose schools have a high number of suspensions and expulsions.



SAFETY REVIEW & RISK - PUBLIC REPORT

King International Advisory Group

TORONTO DISTRICT SCHOOL BOARD

SCHOOL COMMUNITY SAFETY

May 2024

In light of a recent string of violent incidents at Toronto District School Board (TDSB) secondary schools, Legal Services retained King International Advisory Group (KIAG) and Turner Consulting Group to simultaneously perform school safety reviews from two distinctive lenses of four high schools located in the east end of the city which included:

- David and Mary Thomson CI, 125 Brockley Dr., Scarborough, ON M1P 0E3
- Victoria Park CI, 15 Wallingford Rd., North York, ON M1G 3M3
- Woburn CI, 2222 Ellesmere Rd., Scarborough, ON M1G 3M3, and
- Birchmount Park CI, 3663 Danforth Ave., Scarborough, ON M1N 2G2.

King International Advisory Group (KIAG) was retained to conduct analysis of the school environment. This was not an investigation of the actual critical incidents that occurred at each school. The focus of this work was on assessing potential threats and evaluating the existing security measures in place.

Each group had a different focus. Turner Consulting was tasked with looking at what we called the “Software” of the schools. The educational environment including social context and support systems. KIAG looked at the “Hardware”, the physical security infrastructure including the policies and processes that direct and govern them.

Although conducted independently, the Turner and KIAG analysis was complimentary of each other. There is a direct relationship between the physical environment, human behaviour, the appropriate use of space, and the prevention of crime or nefarious activity. The most effective security programs “Protect-in-Depth” via fundamental objectives that aim to Deter. Detect, Delay, Disrupt and Defeat sources of threat. These objectives can be achieved through changes to the physical and social school environment.

The Turner and KIAG public reports should be considered jointly. They may address the school conditions from different lenses but ultimately, they are still providing recommendations that will enhance the overall security of the spaces and safety of the students, and visitors.

It is through wholistic analysis we can find the most relevant and effective solutions to combat observed adverse behaviour and create the conditions for safer schools.

KIAG has concluded that the vast majority of students are behaving appropriately and only a very small minority are responsible for negative behaviours and the escalation in violent incidents and “near misses” at these schools. The schools are felt to be safe spaces. Students come to class early and stay late. Even those students who are engaged in what could be considered detrimental conduct are choosing to attend school for the socializing environment and perceived security it provides.

While the four above-noted schools were KIAG’s focus, the incidents and issues are not necessarily exclusive to one school or geographic area within the TDSB. The observations and findings should be considered for the entirety of the TDSB, as they relate to stakeholders across the school system. The following report contains numerous recommendations for action in the following four areas and broad themes:

Physical Security Infrastructure

The conditions of the schools as well as the quality and deployment of physical security tools such as cameras, signage and access controls to sensitive areas vary greatly between institutions. This is largely due to independent security design standards used in construction that pre-dates board amalgamation. Going forward efforts should be made to create physical security standards with input on design, materials, and implementation from all security stakeholders to ensure the most appropriate as well as efficient decisions are made on what systems are used and that they can be effectively deployed by those who will be responsible for using them.

Policies, Procedures, and Best Practices for Safety in Schools

The TDSB maintains robust security policies. However, considering the evolving challenging security environment, new functionality of security tools (such as cameras), additional resources (such as School Based Safety Monitors), and the increasing number of visitors wearing clothes (like non-religious face-coverings, masks and sunglasses that hide their identity) that

can make it more difficult to differential students from unauthorized visitors, some of these policies have become dated and would benefit from a refresh.

Communication and Information Sharing

Some incident reporting standards and guidelines may not be evenly applied leading to confusion regarding communication and information sharing authorities and responsibilities. A comprehensive review with wide input should be undertaken to clarify process; including stakeholder's respective information needs and expectations. The goal should be to ensure that all departments and responsible individuals have the information they need for their role and receive it in a predictable and timely manner to execute their functions.

Training, Oversight, and Accountability

The requirements and staffing for various security stakeholders such as the security teams, SBSM's and Caring and Safe school advisors should be reviewed and considered in light of increased demand due to the escalating frequency and severity of incidents. Support for those with security functions in terms of training and opportunities for professional development should be commensurate with expectations of their roles and responsibilities.

KIAG is very cognizant that schools should be warm and welcoming facilities with environments that are conducive to learning, not fortresses. We are also of the belief that schools are safe and security enhancements can be done efficiently and cost effectively through addressing some gaps in standards, processes, and engagement with security stakeholders over large investments in infrastructure. By ensuring that there is uniform physical security design, wide input on security policies, processes and tools, clarity on roles and responsibilities for reporting and communication, as well as training and oversight the TDSB can enhance the security posture of these sites and continue to provide safe schools.

Recommendations

1. Create a security design standard for the Toronto District School Board (TDSB) that will guide future school new builds and upgrades (include requirements for signage, access controls, independent alarms on high value rooms and other features like speedbumps and bollards).

2. The camera replacement project should not be constrained by the current interpretation of the school condition improvement grant which dictates a camera can only replace an existing camera.
3. Review and remediate items of security, health and safety concern, such as graffiti and securing unused lockers.
4. Consider a review of student dress code and the use of ID badges to assist in student identification.
5. Review definitions and notification requirements for 'critical' and 'non-critical' incidents. Ensure effective communication policies and processes are in place and adhered to in both types of events providing relevant information to the security team to assist, where required.
6. Reporting system should be reviewed with input from all stakeholders to ensure that TDSB is adhering to Ministry reporting guidelines and providing all relevant information to all key security decision makers while maintaining appropriate privacy and confidentiality requirements.
7. Build TDSB corporate ties with police and the City of Toronto and develop regular familiarization exercises and shared security awareness training opportunities beyond individual relationships.
8. The School-Based Safety Monitor program should be reviewed with standardized and robust training, oversight and accountability.
9. The Institutional Accountability Checklist should include a supplement or alternative documentation that confirms or acknowledges that the Superintendents have reviewed the responsibilities and discussed with the Principals that they have been met.
10. Either adjust or supplement the current TDSB security guard schedule to ensure there is adequate coverage at critical hours. Consider adding more guards to ensure adequate resourcing for the required tasks.

External Consultant Public Recommendations

Turner Consulting Group Recommendations	
Recommendations	Status Update
<p>Recommendation 1: It is recommended that the TDSB improve the recruitment and onboarding process by:</p> <p>Ensuring that the TDSB is able to quickly fill job vacancies.</p> <p>Reducing the time between when a hiring decision is made and when the employee begins their new role.</p>	<p>This recommendation will be addressed as part of the transformational work being undertaken by People and Culture to be presented in the upcoming report entitled <i>Strategic Workforce Management and Attendance Support</i>.</p> <p>This report is scheduled for presentation at the Planning and Priorities Committee meeting of the Board on Tuesday June 11, 2024.</p>
<p>Recommendation 2: It is recommended that the TDSB increase its focus on the hiring and advancement of Indigenous, Black, and racialized teachers, including:</p> <p>Prioritizing the hiring of Indigenous, Black, and racialized teachers, School Based Safety Monitors, and other school-based staff to create a workforce that better reflects the diversity of the student population. Ensuring that barriers are not embedded within the recruitment and selection process.</p> <p>Supporting the development and advancement of Indigenous, Black, and racialized teachers into leadership positions and that they be provided with appropriate supports once in these roles</p> <p>Prioritizing the placement of Indigenous, Black, and racialized school administrators into schools with a large proportion of Indigenous, Black, and racialized students.</p> <p>Indigenous, Black, and racialized school administrators be given the opportunity to share their experiences in the workplace, and that strategies be put in place to address the identified issues.</p>	<p>This recommendation will be addressed as part of the transformational work being undertaken by People and Culture to be presented in the upcoming report entitled <i>Strategic Workforce Management and Attendance Support</i>.</p> <p>This report is scheduled for presentation at the Planning and Priorities Committee meeting of the Board on Tuesday June 11, 2024.</p>
<p>Recommendation 3: It is recommended that the TDSB improve access to mental health supports for students by:</p> <p>Continuing to advocate with the Ministry of Education for ongoing mental health supports and the hiring of non-instructional staff critically needed in schools.</p>	<p>The System Leader for Mental Health and Professional Support Services continues to advocate for increased funding for mental health professionals from the Ministry and the Board. Proposals for augmenting mental health staff, including Social Workers and Itinerant Child and Youth Workers (ICYWs), were submitted in late 2021. These proposals led to the expansion of Social Worker and ICYW positions</p>

Exploring community-based mental health resources, programs, and extracurricular activities and connecting students with these supports.

commencing January 2022, a trend that persists into the 2023/2024 school year.

- Specifically, the number of social workers have risen from 116.5 full-time equivalents in the 2021/2022 school year to 140 the following year. Further advocacy efforts resulted in an additional 11 social workers allocated for the 2023/2024 school year, bringing the total to 151, marking a 22.8% increase of Social Workers since 2021/2022.
- Similarly, ICYC's have increased from 8 to 24 since the 2020/2021 school year, constituting a 66.7% increase.

The influx of additional social workers has significantly reduced caseloads, enabling Social Workers to provide Tier 1 supports in schools fostering mental health literacy among students and staff. Furthermore, Tier 2 supports have been bolstered through the facilitation of tailored groups to address students' unique needs, incorporating the voices of students, parents/caregivers/guardians, and staff by centring the intersecting social identities of students. Additionally, stronger Tier 3 supports, including more intensive one-on-one interventions and counseling for students, have been made possible with this increase.

The increase in Social Work staff has also strengthened connections with identity-affirming community agencies and mental health partners, bridging supports for students and parents/caregivers/guardians from school to the community. Moreover, the expansion of Social Work services has enhanced support and interventions for newcomer students and students with special education needs, disabilities and complex needs, reflecting the diverse identities within the TDSB student population.

The increase in ICYC's have facilitated the delivery of more Tier 2 mental health groups and interventions district-wide. This has allowed for greater emphasis on building school and student capacities for identity affirming help-seeking behaviours, positive relationships, healthy relationships, empathy, conflict resolution as well as fostering connectivity with identity-affirming community agencies.

<p>Recommendation 4: It is recommended that ongoing professional learning and resources be provided to school administrators and staff to:</p> <p>Increase their equity and racial literacy (i.e., the knowledge, skills, awareness, and disposition needed to talk about and address issues of race, racism, and equity).</p> <p>Educate them about the impact of the pandemic on children and youth, particularly on their socialization and mental health, and how that may in turn influence the skills and techniques school leaders and staff use to engage with, interact with, and support students Help them understand their role in contributing to school climate and safety.</p> <p>Support them to design learning activities that are more engaging and that integrate the use of technology for learning purposes.</p>	<p>The Equity Department continues to provide professional learning to system leaders (e.g. school administrators and staff) on issues tied to Equity and Racial Literacy. The Centre of Excellence for Black Students Achievement have a two part series on Racial Literacy that occurs in the Winter and Spring each year.</p> <p>The Professional Support Services at TDSB have developed comprehensive training modules centred on Trauma Informed approaches that uphold Equity, Anti-Racism, and Anti-Oppression, which are provided annually to various school staff since 2022. The TDSB MyPath platform offers foundational training for all staff, while a Train-the-Trainer model extends this training into school communities through the school social workers. Additionally, a Mental Health Literacy Shared Language presentation and bi-annual professional development on the TDSB Suicide Protocol help staff address students' intersecting identities, mental health needs and student safety. Annual Anti-Sex Trafficking presentations and collaborations with partners like onechild.ca and CAMH support mental health, safety, and healthy relationship education. Virtual supports are also available to enhance mental health literacy and provide identity-affirming resources. These initiatives aim to increase equity and racial literacy, address the pandemic's impact on students' social and mental health, and equip school leaders and staff with the skills and techniques to foster a supportive and safe school climate, while integrating engaging, technology-enhanced learning activities.</p>
<p>Recommendation 5: It is recommended that school administrators receive ongoing supports to address the safety challenges they experience, including:</p> <p>Documenting and sharing effective practices implemented within TDSB schools.</p> <p>Convening regular meetings to allow school administrators to share their knowledge of and experience with school safety and fostering a positive school climate.</p>	<p>School administrators receive support related to Caring and Safe Schools through members of the Caring and Safe Schools team (Centrally Assigned Principals and Caring and Safe School Advisors) assigned to their schools and Learning Networks specifically. Additionally, Toronto Police Service staff support schools with training in Emergency Preparedness and Response and Threats to School Safety.</p> <p>Caring and School staff participate in local meetings as a way of connecting with school administrators on an ongoing and consistent basis.</p>

<p>Recommendation 6: It is recommended that the Board and schools increase collaborations with community partners, including:</p> <p>Working collaboratively with community partners, including the City of Toronto, the Government of Ontario, and community and faith organizations, among others, to address child and youth well-being in the city of Toronto.</p> <p>Connecting with local places of worship, community organizations, and businesses to understand the programs and services available to support students.</p> <p>Engaging with community organizations focused on gang intervention work to develop programs that address the needs of students who are gang involved.</p>	<p>As outlined in the <i>A Collaborative Approach to School and Community Safety</i> the TDSB is currently collaborating with 15 community organizations, agencies, and faith groups to cultivate a network of support aimed at fostering the growth and development of students in literacy, numeracy and foundational learning skills through innovative, teaching and learning practices. Funding for this programming has been provided through the Ministry of Education’s Enhanced Student Safety initiatives.</p> <p>TDSB has increased its collaboration with the City of Toronto and multi-sector and community partners through its support of the implementation of SafeTO, the City’s Community Safety & Well-Being Plan adopted by the Board of Trustees in June of 2022.</p> <p>The City of Toronto has invested in a Centrally Assigned Principal (CAP) to be embedded in the Toronto Office to Prevent Violence to develop and implement a holistic, comprehensive multi-sector gun violence reduction plan. The CAP works alongside individuals from the City and strategic partners who collaborate with Administrators, Caring and Safe Schools, Social Work and other relevant TDSB departments to mobilize holistic violence prevention, intervention and response and recovery efforts that promote safe schools and student well-being.</p>
<p>Recommendation 7: It is recommended that programming be offered to students to support their mental health and school engagement, including:</p> <p>Programs designed to increase empathy. (This could be accomplished using various programs, such as the programs delivered by Roots of Empathy or through the lessons and culture developed in class around social-emotional learning.) Programs, supports, and extracurricular activities that are of interest to students from diverse backgrounds to help them develop their social skills and conflict resolution skills.</p> <p>Lessons to increase their social media literacy.</p>	<p>Professional Support Services mental health professionals such as Social Workers as well as para professional mental health workers, such as child and youth workers, child and youth counsellors and itinerant child and youth counsellors continue to provide tier 2 groups for students, parents/caregivers/guardians and staff on many mental health topics that are designed to support the requests, needs and interesting social identities of students.</p> <p>Please see this chart for examples of some of the programming that has and continues to be offered in schools to strengthen mental health and shared language literacy, trauma informed and healing engagement care, anti-sex trafficking and suicide awareness and prevention. From a tier 1 and 2 approach, PSS staff have been able to provide consistent skills building with staff and students.</p>

Extracurricular activities and co-op programs, particularly those that engage the most marginalized students, in order to give students a sense of belonging and opportunities to earn money.

Interventions to identify and close learning gaps for students at the elementary school level so that students are able to enter secondary school with confidence and readiness to fully engage in their classes
 Interventions be put in place for students who have learning gaps and are not attending class. Alternative schooling options should also be identified for students who might do better in another learning environment.

These supports include identity affirming mental health groups (i.e. PSS staff supporting affinity groups, Excercise2Success Program in over 30 schools, conflict resolution, community buildings, healthy relationships, being a good friend, body safety and bubbles etc.) groups and programming for Indigenous identifying students from the Urban Indigenous Education Centre and the Centre of Excellence for Black Student Achievement. The mental health supports also include working in collaboration with identity affirming community agencies and partners such as the Substance Abuse Program for African and Caribbean Canadian Youth (SAPACCY) with the Centre for Addiction and Mental Health (CAMH).

Resources have also been created for parents/caregivers/guardians to enhance capacity building of skills and knowledge about healthy relationships for their children and youth including students with special education needs:

Information Videos for Parents, Caregivers, and Staff to Support Students with Special Education/Complex Needs Healthy Vs. Unhealthy Relationships

- [Video #1: Relationships](#)
- [Video #2: Emotions & Boundaries](#)
- [Video #3: Relationships & Abuse](#)

Providing awareness and prevention for addictions with Professional Support Services staff and TDSB mental Health and Addiction Nurses, Toronto Public Health Nurses, Youth Substance Abuse Program, Breakaway and CAMH.

TDSB [Anti-Sex Trafficking Support & Resources](#)

TDSB [Substance Use/Abuse/Misuse](#)

TDSB [Addressing Inappropriate Social Media: Sexting, Sextortion and AI](#)

<p>Recommendation 8: It is recommended that the TDSB consider establishing schools as community hubs so that students and families can access community agencies, health care, and other services in their neighbourhoods.</p>	<p>TDSB remains committed to connecting schools with local work agencies, organizations and faith groups in ways that enrich school-community relationships. The responsibility for this work rests with schools as well as many different departments of the board including Caring and Safe Schools, Educational Partnerships Office, Parent and Community Engagement, Urban Indigenous Education Centre, Centre for the Excellence and Black Student Achievement, Continuing Education and the SafeTO partnership.</p> <p>Local Safety Tables have been introduced as another vehicle towards the creation of meaningful partnerships between schools and local community agencies.</p> <p>These tables were established with a mandate to support the building of safe learning environments with the support of the students, staff and parents/guardians/caregivers along with stakeholders in the community including but not limited to community agencies, faith groups, police services, recreational services, cultural groups and representatives from all forms of government.</p>
<p>Recommendation 9: It is recommended that the TDSB focus on restorative practice to keep students engaged in their schooling and to reduce the number of school days missed.</p>	<p>Work continues towards the goal of having staff trained in Restorative Practice at every school. This is happening through the work of Centrally Assigned Principals in Caring and Safe Schools, Student Well-Being and Innovation and Teaching and Learning in collaboration with the Student Equity Collective, the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement and the TDSB RESTORES group.</p> <p>Progress related to this recommendation is tracked through the Caring and Safe Schools: Annual Report.</p>
<p>Recommendation 10: It is recommended that the experiences of students who attend school but don't attend class be explored, including by better understanding the extent of the issue and the reasons why students are not attending class, in order to develop strategies to address the issues students are facing.</p>	<p>When students experience extended absences from school or develop patterns of non-attendance, it becomes the responsibility of school staff and administrators to implement strategies aimed at re-engaging these students with schooling. Typically, administrators and school Attendance Counsellors collaborate closely with Professional Support Services staff, such as Social Workers and child and youth workers, to</p>

	<p>address prolonged absences (lasting 10 days or more) and support students in reconnecting to schooling.</p> <p>Attendance Counsellors conduct annual and ongoing professional development sessions for school staff and administrators, focusing on affirming practices that promote school positive school engagement. These practices aim to create welcoming, inclusive, and mentally healthy school environments that prioritize the diverse social identities of students. Additionally, each elementary school is assigned a Social Worker who also serves as the school's Attendance Counsellor, while the TDSB employs twelve secondary Attendance Counsellors. The re-engagement process may involve various interventions, including linking students to community resources that affirm their identities, such as mental health services, treatment program, housing supports, and social services. Students may also be supported in transitioning to new school environments, enrolling in alternative schooling options, participating in cooperative learning programs, seeking/gaining employment, entering the trades or volunteer opportunities, and exploring post-secondary education options, including the School Within a College (SWAC) program for students aged 19 and older.</p> <p>Furthermore, Attendance Counsellors assist students and families in navigating available community resources to address both their immediate needs and emerging challenges. The Professional Support Services Department oversees the Supervised Alternative Learning (SAL) program, which legally allows students to be excused from portions or the entirety of the school day for employment, volunteer work, or credit accumulation purposes. SAL workers not only facilitate these opportunities but also create pathways for students to pursue continuing education. It's worth noting that the majority of TDSB students enrolled in the SAL program eventually return to full-time or part-time schooling, secure employment, or access trades and/or cooperative education opportunities.</p>
<p>Recommendation 11: It is recommended that schools engage in campaigns to build a positive school identity and increase school spirit, which may help to lessen how neighbourhood rivalries play out within schools.</p>	<p>Staff is exploring this option through dialogue with school principals</p>

<p>Recommendation 12: It is recommended that student suspensions and expulsions be tracked by school and by race, gender, religion, and other characteristics on a monthly basis and that interventions and supports be provided for school administrators whose schools have a high number of suspensions and expulsions.</p>	<p>Toronto District School Board reports on this manner through the Caring and Safe Schools: Annual Report</p>
<p>King International Advisory Group Recommendations</p>	
<p>Recommendations</p>	<p>Status Update</p>
<p>Recommendation 1: Create a security design standard for the Toronto District School Board (TDSB) that will guide future school new builds and upgrades (include requirements for signage, access controls, independent alarms on high value rooms and other features like speedbumps and bollards).</p>	<p>TDSB has retained external consultants who specialize in the area of school security infrastructure. This team is currently engaged in the work of creating system standards in the area of safety and security.</p>
<p>Recommendation 2: The camera replacement project should not be constrained by the current interpretation of the school condition improvement grant which dictates a camera can only replace an existing camera.</p>	<p>The security camera system update is currently underway. Installation is ongoing and will be proceeding through the summer months and into the fall until all TDSB middle and secondary schools have updated their security camera systems. Board procedure PR694 which deals with security camera systems in schools and work sites will be updated as part of this process.</p>
<p>Recommendation 3: Review and remediate items of security, health, and safety concern, such as graffiti and securing unused lockers.</p>	<p>This work is being addressed locally in schools through onsite Caretaking staff as well through work orders placed by schools to Facility Services.</p> <p>The Occupational Health and Safety Office of the Board promotes health and safety in the workplace as well as the active participation of all employees in the creation of safe and healthy working environments.</p>
<p>Recommendation 4: Consider a review of student dress code and the use of ID badges to assist in student identification.</p>	<p>The TDSB has a policy and procedure related to student dress code, P042 and PR596.</p> <p>This policy and procedure were created in 2019 and are scheduled to be reviewed in 2026/2027 school year.</p> <p>More information related to the policy and procedure can be found here</p>

<p>Recommendation 5: Review definitions and notification requirements for ‘critical’ and ‘non-critical’ incidents. Ensure effective communication policies and processes are in place and adhered to in both types of events providing relevant information to the security team to assist, where required.</p>	<p>This review is beginning in June 2024 and will be complete by the end of August 2024</p>
<p>Recommendation 6: Reporting system should be reviewed with input from all stakeholders to ensure that TDSB is adhering to Ministry reporting guidelines and providing all relevant information to all key security decision makers while maintaining appropriate privacy and confidentiality requirements.</p>	<p>This review is currently underway and will be complete by the end of July 2024</p>
<p>Recommendation 7: Build TDSB corporate ties with police and the City of Toronto and develop regular familiarization exercises and shared security awareness training opportunities beyond individual relationships.</p>	<p>In August of 2023 the City of Toronto hosted the <i>Strengthening School Community Safety and Well-being Symposium</i> which focused on building and strengthening relationships between schools, Toronto Police Service and the City of Toronto.</p> <p>The Board continues to benefit from the expertise and leadership demonstrated by TPS in the area of emergency preparedness in dealing with threats to school and community safety. TPS staff annually train thousands of TDSB staff in this critically important area in a highly effective and efficient manner at no cost to the Board. Additionally, Board staff have been granted access to subsidized Threat Assessment Professional Certification Training as well as Active Threat Training hosted by TPS.</p>
<p>Recommendation 8: The School-Based Safety Monitor program should be reviewed with standardized and robust training, oversight and accountability.</p>	<p>This review is currently underway in collaboration with CUPE 4400 with additional updated training being planned for the 2024-2025 school year.</p>
<p>Recommendation 9: The Institutional Accountability Checklist should include a supplement or alternative documentation that confirms or acknowledges that the Superintendents have reviewed the responsibilities and discussed with the Principals that they have been met.</p>	<p>This measure is being undertaken for the 2024-2025 school year.</p>
<p>Recommendation 10: Either adjust or supplement the current TDSB security guard schedule to ensure there is adequate coverage at</p>	<p>The staffing levels in security have not changed since TDSB was created through amalgamation in 1998. Effective August 2012, security</p>

critical hours. Consider adding more guards to ensure adequate resourcing for the required tasks.

guard personnel were placed into the CUPE Unit D bargaining unit. At that time, the allocation for permanent full-time security guards was set at fifteen positions, permanent part-time security guards was set at six positions and supply security guards was set at sixteen positions. Over time the demands on security have increased for a variety of reasons such as providing twenty four hour coverage to TDSB sites, proactive initiatives in order to reduce crime at school sites when buildings are closed and an increased demand for support to school safety. Absenteeism, vacancies and over-time limits have continued to impact the ability of security to provide greater support to schools. Staff have submitted a request for three additional full-time Security Guards, to be included in the 2024 – 25 budget going forward. These additional Full Time Equivalent (FTEs) would help support Security's ability to respond to requests from schools. This would not result in permanent assignments of Security Guards to schools but rather, provide the staffing capacity to attend to a school when there is a concern, without diminishing service across the system.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.