CARING AND SAFE SCHOOLS REPORT 2018 - 2019

Over the past three years in the Toronto District School Board, significant attention has been placed on challenging streaming through a number of key areas including early years, special education, academic programming and disciplinary processes in suspensions and expulsions.

Research shows that streaming contributes to inequitable outcomes for students, and particularly disadvantages specific groups of students – including those who are racialized and those from lower socioeconomic backgrounds. The 2018-19 suspension and expulsion data reflects the significant changes we have been making as a system and demonstrate the momentum gained over the past several years. Suspensions and expulsions declined in the Toronto District School Board for the third straight year. The number of suspensions in 2018-19 dropped 24% – 1,774 fewer suspensions than in the 2016-17 school year. Expulsions, between 2016-17 and 2018-19, also declined by 53%.

We have seen substantial positive change through our improved understanding of systemic racism, resolving conflict through more cooperative ways and removing barriers for students. Specifically, there has been an overall decrease in student discipline measures as well as a narrowing of the gap of the overrepresentation of certain groups of students who are suspended and expelled.

The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.

This data 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 spaces where all students feel respected, included, and valued in their learning environments. In the Toronto District School Board, 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 change on 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 student discipline process;
- Supporting school administrators in the application of 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.

School administrators continue to participate in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged principals to better understand the lived experiences of each of their students, which has not only led to principals better exercising their discretion when they have an option to not suspend, but also has helped them identify, confront and remove barriers proactively to create 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.

Key Findings

- The number of suspensions in 2018-19 dropped 24% – 1,774 fewer suspensions – than in the 2016-17 school year;
- The number of expulsions in 2018-19 dropped 53% – 34 fewer expulsions – than in the 2016-17 school year;
- 5,532 suspensions were given to 3,906 students – about 1.58% of all TDSB students in 2018-19;
- The majority of suspensions (75.5%) were given to male students in 2018-19, and 60.1% were given to students who had special education needs;
- Students that came from lower socio-economic backgrounds (represented by parent education, parent presence at home, family income / parent occupation) were more likely to be suspended than students from higher socio-economic background (61.4% vs. 13.7% in 2018-19);
- The percentage of all suspensions/expulsions given to Black students in 2018-19 was down 3.2% compared to 2016-17, from 36.2% to 33.0%;
- Fighting (20.1%) and physical assault (15.6%) were the top two reasons for suspensions in 2018-19. Bullying accounted for 3.8% of suspensions;
- The most used interventions by schools were contacting the parent/guardian, guidance support, social work support, and restorative practices;
- Students suspended in 2018-19 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.

Moving Forward

Our emphasis continues to be providing safe, caring and welcoming schools. 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 human rights, equity, anti-racism and anti-oppression.

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 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 learning opportunities for more staff to be trained in Restorative Practices;
- Develop alternatives to suspension programs;
- Challenge unconscious bias, engage in joint problem-solving and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents; and
- Work with families and community partners to develop relevant approaches and supports for students.

A: Overall Student Suspensions and Expulsions

Table 1 and Figure 1 show the overall suspension and expulsion information for TDSB elementary and secondary schools for the last three years[1]. The suspension rates[2], as shown in Figure 1, were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31st.

When compared with the 2016-17 school year, the number of suspensions in the 2018-19 school year dropped 24% with 1,774 fewer suspensions (from 7,306 to 5,532), resulting a lower suspension rate of 1.58% in 2018-19.

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

Panel	Suspensions			Students Suspended			Expulsions		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Elementary Schools	3,570	3,165	2,578	2,304	2,034	1,720	1	0	0
Secondary Schools	3,736	3,056	2,954	2,623	2,268	2,186	63	51	30
Total	**7,306**	**6,221**	**5,532**	**4,927**	**4,302**	**3,906**	**64**	**51**	**30**

Figure 1: Suspension Rates Over Time

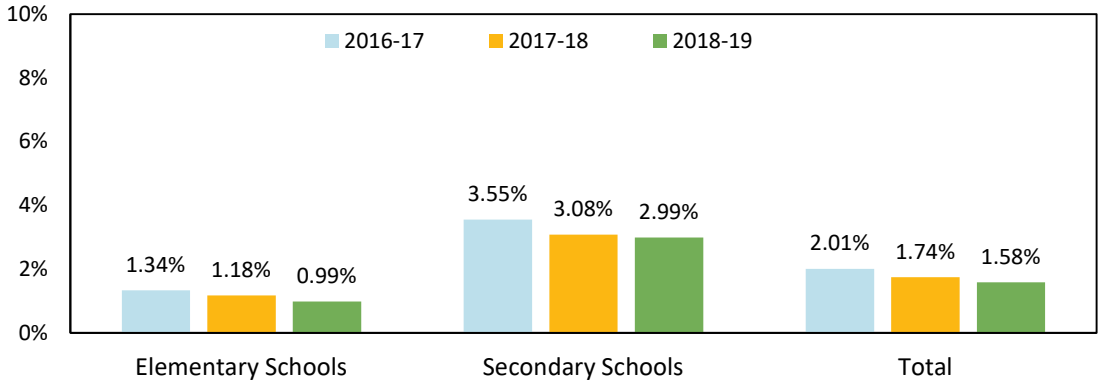


Table 2 shows the number of suspensions and suspension rates for each grade and division in the 2018-19 school year.

Table 2: 2018-19 Suspensions by Student Grade/Division

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	4	4	0.02%
Senior Kindergarten	23	17	0.10%
Grade 1	119	68	0.37%
Grade 2	168	90	0.51%
Grade 3	220	133	0.75%
Primary Division	534	312	0.35%
Grade 4	197	133	0.76%
Grade 5	258	184	1.05%
Grade 6	436	274	1.57%
Junior Division	891	591	1.12%
Grade 7	465	338	2.07%
Grade 8	688	479	2.92%
Intermediate Division	1,153	817	2.50%
Grade 9	741	537	3.28%
Grade 10	865	613	3.72%
Grade 11	681	502	2.96%
Grade 12	667	534	2.30%
Senior Division	2,954	2,186	2.99%
TDSB Total	5,532	3,906	1.58%

B: Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 to 2018-19 student suspensions and expulsions were analyzed by student characteristics such as gender identity, self-identified ethno-racial background, student and parent birth place, parent education level and presence at home, language spoken at home, sexual orientation, and special education needs, as captured and measured by the Board's School Information System, and its Student and Parent Census conducted in the 2016-17 school year. As the number of expulsions is small (64, 51 and 30 in these three years), in the following analyses they were combined with suspensions since expelled students must be suspended first pending their expulsion outcome.

By Student Gender Identity

Figures 2a, 2b and 2c show that male students accounted for the majority (77.5%, 76.8% and 75.5%) of the suspensions/expulsions in the three school years, while female students accounted for 21.6%, 22.4%, and 23.4% of the suspensions/ expulsions.

Figure 2a: Distribution of the 2016-17 Suspensions/Expulsions by Student Gender Identity

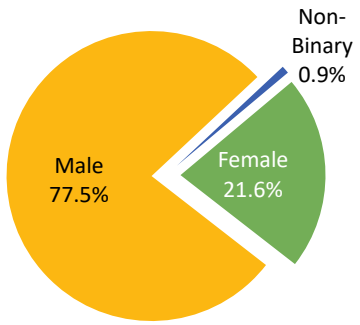


Figure 2b: Distribution of the 2017-18 Suspensions/Expulsions by Student Gender Identity

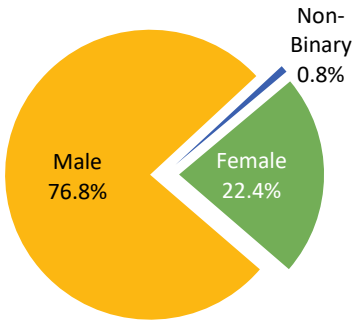
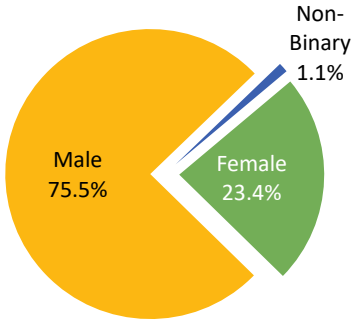


Figure 2c: Distribution of the 2018-19 Suspensions/Expulsions by Student Gender Identity



According to the 2016-17 Census data there were 1,067 non-binary students, representing 0.4% of the TDSB student population in the 2016-17 school year. Figures 2a, 2b and 2c indicate that although they only accounted for about 1% of the total suspensions/expulsions, non-binary students were proportionately over-represented in the suspensions/expulsions (63 suspensions in 2016-17, 50 suspensions in 2017-18, and 60 suspensions in 2018-19).

By Special Education Needs

Figures 3a to 3c show the distributions of suspensions/expulsions in the 2016-17, 2017-18, and 2018-19 school years by students' status of special education needs.

Figure 3a: Distribution of the 2016-17 Suspensions/Expulsions by Special Education Needs

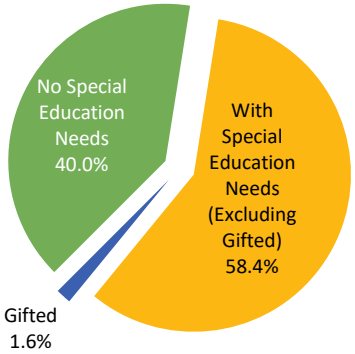


Figure 3b: Distribution of the 2017-18 Suspensions/Expulsions by Special Education Needs

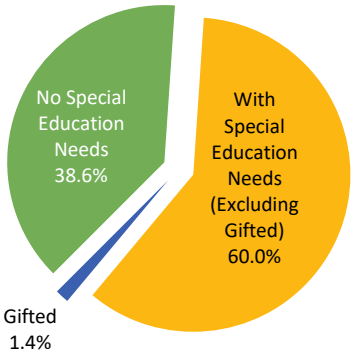
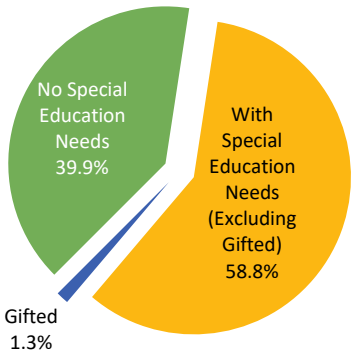


Figure 3c: Distribution of the 2018-19 Suspensions/Expulsions by Special Education Needs



Students with special education needs (excluding Gifted) accounted for the majority of the suspensions/expulsions. Since they accounted for about 17% of the TDSB student population, they were disproportionately high in the suspensions/expulsions (58.4% in 2016-17, 60.0% in 2017-18, and 58.8% in 2018-19).

By Primary Language at Home

Figures 4a to 4c show the distributions of the suspensions/expulsions in the three school years by students' primary language spoken at home. English-speaking students accounted for about two-third (68.7% in 2016-17, 67.8% in 2017-18, and 65.0% in 2018-19) of the suspensions/ expulsions, while students whose primary home language were Somali, Arabic, Spanish, and Chinese accounted for about 10-11% of the suspensions/expulsions collectively.

Figure 4a: Distribution of the 2016-17 Suspensions/Expulsions by Primary Home Language

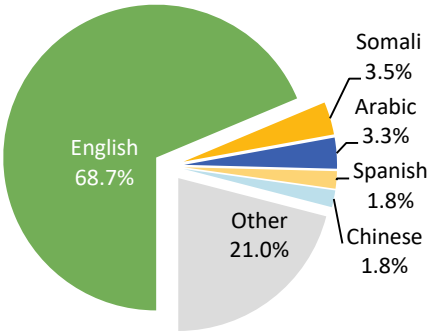


Figure 4b: Distribution of the 2017-18 Suspensions/Expulsions by Primary Home Language

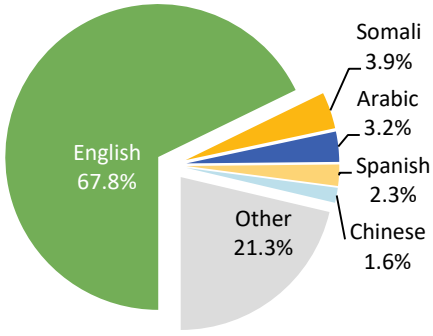
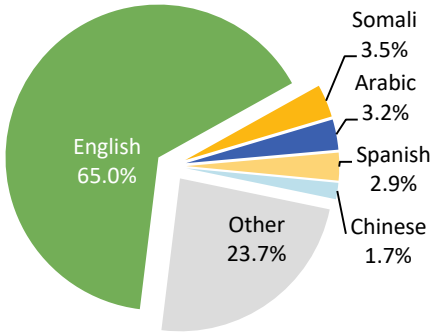


Figure 4c: Distribution of the 2018-19 Suspensions/Expulsions by Primary Home Language



In the 2018-19 school year students whose primary home language were English, Somali, Arabic, Spanish, and Chinese represented 46.1%, 1.5%, 2.6%, 2.3%, and 9.3% of the TDSB student population. Therefore, English-speaking students, as well as Somali- and Arabic-speaking students, were over-represented in the suspensions/expulsions.

By Student Birth Place

In 2018-19 over three quarters (76.4%) of the TDSB students were born in Canada. Figures 5a to 5c show that they accounted for the majority (81.7% in 2016-17, 80.5% in 2017-18 and 79.1% in 2018-19) of the suspensions/expulsions.

Figure 5a: Distribution of the 2016-17 Suspensions/Expulsions by Student Birth Place

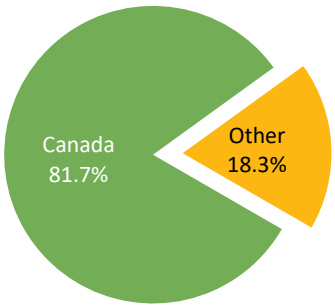


Figure 5b: Distribution of the 2017-18 Suspensions/Expulsions by Student Birth Place

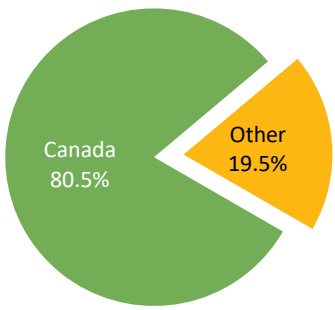
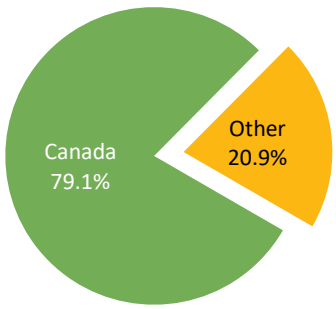


Figure 5c: Distribution of the 2018-19 Suspensions/Expulsions by Student Birth Place



In the following, students' self-identified ethno-racial background, sexual orientation, and parent presence at home, education level and birth place were derived from participants' responses to the TDSB's 2016-17 Student and Parent Census. As some students and parents did not participate in the Census, not all the suspensions/expulsions in the 2016-17, 2017-18 and 2018-19 school years could be included in these analyses.

By Student Ethno-Racial Background

After being linked to the Census data, about 75%. 75% and 72% of the 2016-17, 2017-18 and 2018-19 suspensions/ expulsions could be disaggregated by students' self-identified ethno-racial background, respectively, as shown in Figures 6a to 6c.

Figure 6a: Distribution of the 2016-17 Suspensions/ Expulsions by Student Ethno-Racial Background

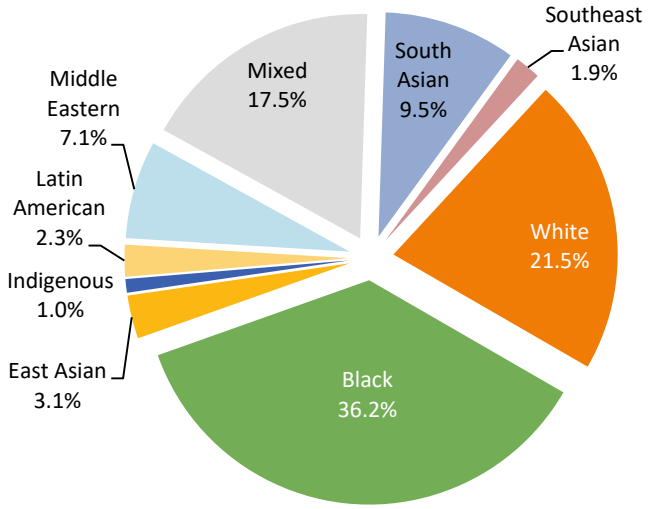


Figure 6b: Distribution of the 2017-18 Suspensions/ Expulsions by Student Ethno-Racial Background

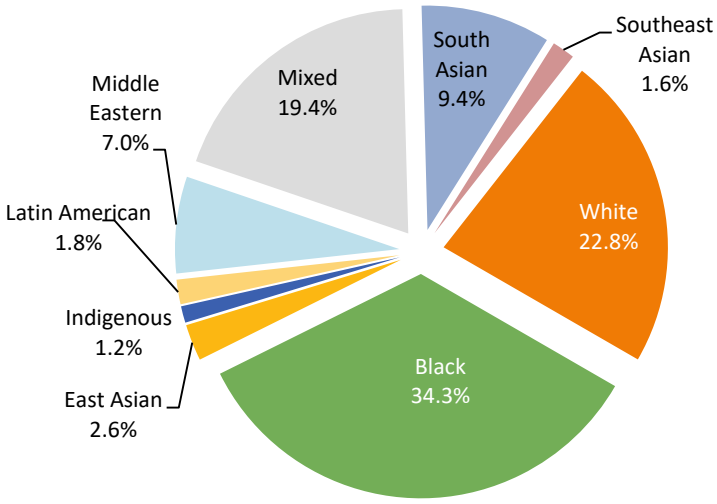


Figure 6c: Distribution of the 2018-19 Suspensions/ Expulsions by Student Ethno-Racial Background

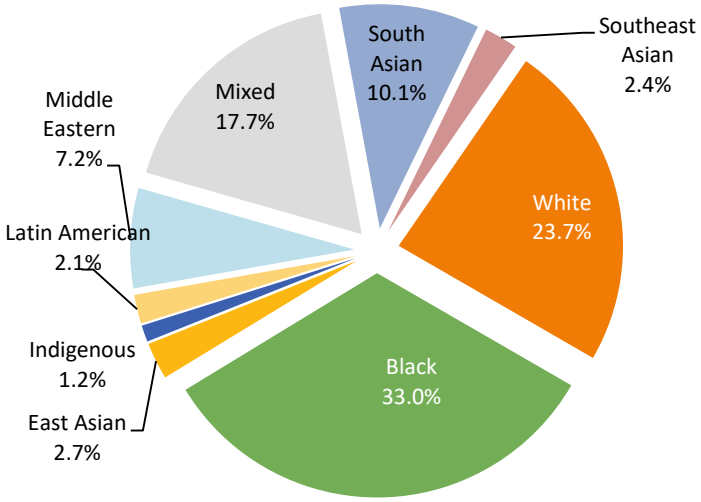


Table 3: 2016-17 Student Population by Ethno-Racial Background

Black	11%
East Asian	14%
Indigenous	0.2%
Latin American	2%
Middle Eastern	6%
Mixed	12%
South Asian	22%
Southeast Asian	4%
White	28%

Table 3 shows the 2016-17 TDSB student population by students' self-identified ethno-racial background, as captured by the Student and Parent Census.

Black students, who accounted for 11% of the TDSB student population in the 2016-17 school year, were disproportionately high in the suspensions/ expulsions (36.2% in 2016-17, 34.3% in 2017-18, and 33.0% in 2018-19). Similarly, Indigenous, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented in the suspensions/ expulsions.

By Student Sexual Orientation (Grade 9-12)

In the 2016-17 school year, the vast majority (92%) of the Grade 7-12 students identified themselves as heterosexual, while 6% identified themselves as LGBTQ+ (lesbian, gay, bisexual, two-spirit, queer, pansexual, or having more than one sexual orientation). About 2% indicated that they were still questioning about their sexual orientation.

Figure 7a: Distribution of the 2016-17 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)

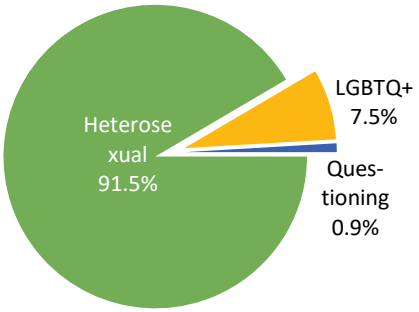


Figure 7b: Distribution of the 2017-18 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)

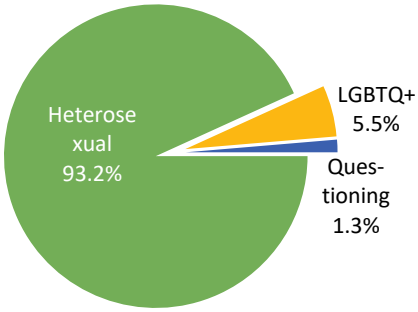
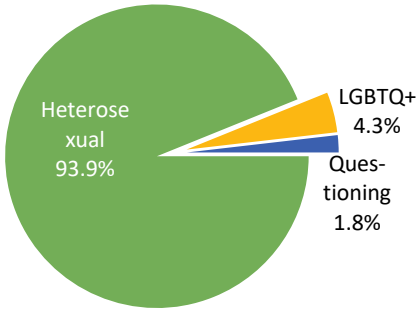


Figure 7c: Distribution of the 2018-19 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)



In Grade 9-12, close to two thirds (63-64%) of the suspensions/expulsions could be linked to the student sexual orientation data. Among them, the vast majority (91.5%, 93.2% and 93.9%) were issued to heterosexual students in the three school years, while LGBTQ+ students accounted for 7.5%, 5.5%, and 4.3% of the suspensions/expulsions, respectviely (Figures 7a to 7c). These proportions are similar to their representations in the general student population.

By Parent Presence at Home

In the 2016-17 school year among students who had Census results, 81% lived with both parents at home, 15% lived with mother only, 1% lived with father only, and 2% lived with others (includes living with adult relatives/guardians, group home, foster parents, with friends or others, and on their own). Figures 8a to 8c show the distributions of the suspensions/ expulsions which could be linked to this variable (59% in 2016-17, 66% in 2017-18 and 67% in 2018-19).

Figure 8a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Presence at Home

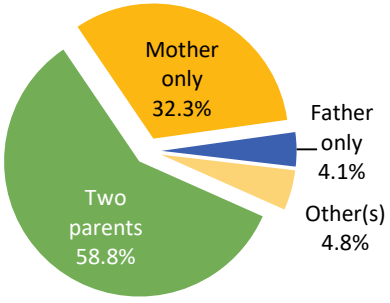


Figure 8b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Presence at Home

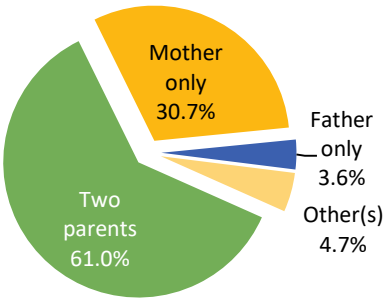
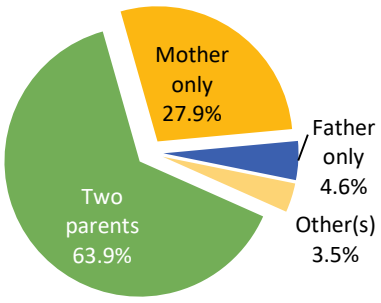


Figure 8c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Presence at Home



Although the majority (58.8% in 2016-17, 61.0% in 2017-18 and 63.9% in 2018-19) of suspensions/expulsions were issued to students who lived with both parents, students who lived with one parent or with others had disproportionately high representations in the suspensions/expulsions in all three school years.

By Parent Education

In 2016-17 among students who responded to the Census question about their parent(s)' education level, over half (57%) 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), 15% indicated that their parent(s) had a college degree, 15% said their parent(s) had a secondary school degree or less, and 9% indicated that they did not know. About half of the suspensions/expulsions in these three school years could be linked to this variable.

As shown in Figures 9a to 9c, students whose parents had a university degree or above were under-represented in the suspensions/expulsions, while students whose parents had a lower education level (college, secondary school or less) and students who didn't know their parents' education levels were over-represented.

Figure 9a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Education Level

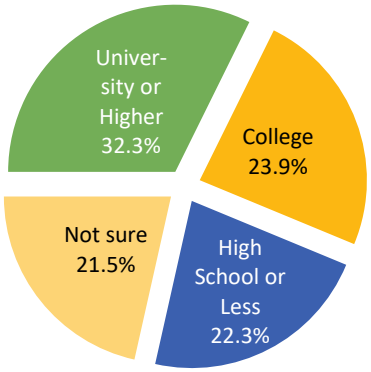


Figure 9b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Education Level

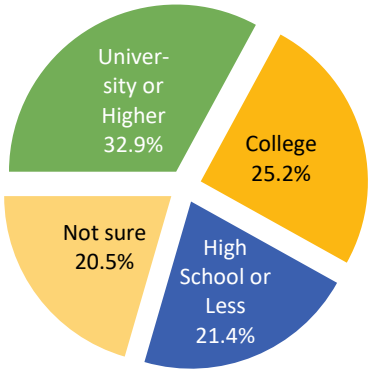
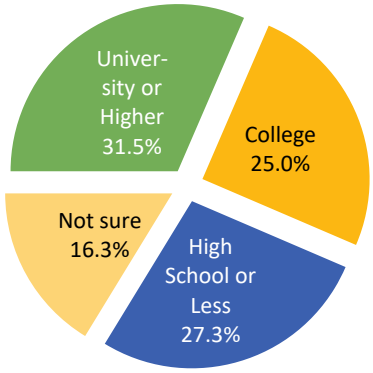


Figure 9c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Education Level



By Parent Birth Place

In the 2016-17 school year, according to the Census the majority (64%) of TDSB students had both parents born outside of Canada, 12% had one parent born in Canada, and 25% had both parents born in Canada. Figures 10a to 10c show the distributions of the suspensions/expulsions in the three school years which could be linked to this variable (57% in 2016-17, 65% in 2017-18, and 71% in 2018-19).

Figure 10a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Birth Place

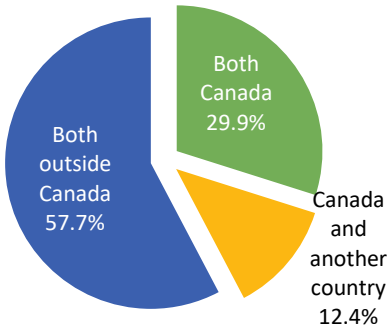


Figure 10b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Birth Place

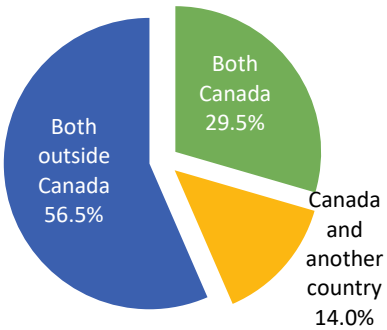
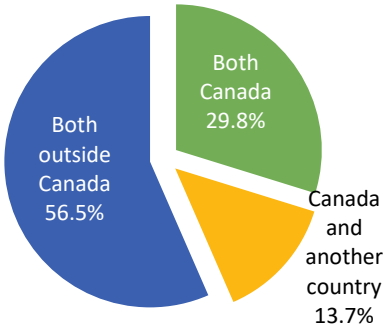


Figure 10c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Birth Place



Students with both foreign-born parents accounted for the majority of suspensions/expulsions: 57.7% in 2016-17, 56.5% in 2017-18, and 56.5% in 2018-19.

By Family Socioeconomic Status

In this report family socioeconomic status (SES) was represented by family annual income in the Parent Census (for Junior-Kindergarten to Grade 6 students), and parent occupations in the Grade 7-12 Student Census, together with parent education level and parent presence at home in both Parent and Student Census. Students were classified into three categories: low, average, and high family SES. About half of the suspensions/ expulsions in the three school years could be linked to this derived variable.

Figure 11a: Distribution of the 2016-17 Suspensions/Expulsions by SES

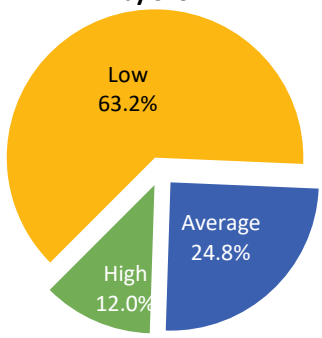


Figure 11b: Distribution of the 2017-18 Suspensions/Expulsions by SES

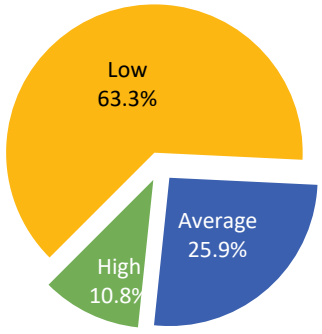
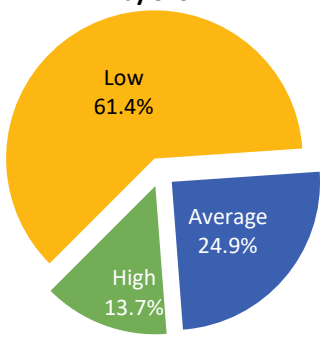


Figure 11c: Distribution of the 2018-19 Suspensions/Expulsions by SES



Although there is a 1.8% decrease from 2016-17 to 2018-19, students from low SES families had disproportionately high representations in the suspensions/expulsions in all three school years: 63.2% in 2016-17, 63.3% in 2017-18, and 61.4% in 2018-19. Students from average SES families accounted for about one quarter of the suspensions/expulsions, while students from high SES families accounted for 10.8% to 13.7% of the suspensions/expulsions.

C: Details of the 2018-19 Suspensions and Expulsions

This section provides details of the 2018-19 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

Figure 12: 2018-19 Suspensions/Expulsions by Incident Location

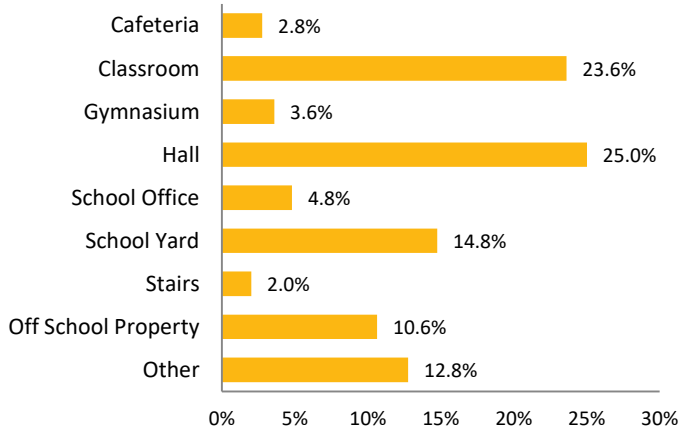
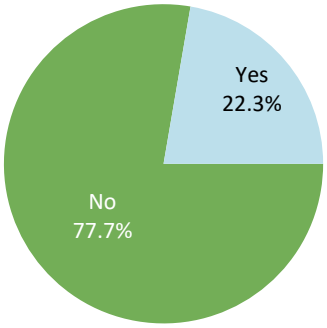


Figure 13: 2018-19 Suspensions/Expulsions with Police Involvement



School hallways (25.0%) classrooms (23.6%), and school yards (14.8%) were the most likely locations where incidents were to happen (see Figure 12). Police were involved in 22.3% of the suspensions or expulsions (see Figure 13).

As seen in Table 4, fighting (20.1%) and physical assault (15.8%) were the top two reasons for suspensions. Bullying accounted for 3.8% of the suspensions.

Table 4: 2018-19 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	158	2.9%
Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	131	2.4%
Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	65	1.2%
Swearing at a teacher or at another person in a position of authority	319	5.8%
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	33	0.6%
Bullying	210	3.8%
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	82	1.5%
Use of profane or improper language	241	4.4%
Use of tobacco	96	1.7%
Theft	128	2.3%
Aid or incite harmful behaviour	622	11.2%
Physical assault	873	15.8%
Being under the influence of illegal drugs	38	0.7%
Fighting	1113	20.1%
Possession or misuse of any harmful substances	101	1.8%
Extortion	11	0.2%
Inappropriate use of electronic communications or media devices	150	2.7%
An act considered by the school principal to be a breach of the Board's or school code of conduct	607	11.0%
Immunization	0	-
Types Defined by Section 310. (1) of the Education Act		
Possessing a weapon, including a firearm	96	1.7%
Using a weapon to cause or to threaten bodily harm to another person	49	0.9%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	104	1.9%
Committing sexual assault	49	0.9%
Trafficking in weapons or in illegal drugs, or in cannabis	11	0.2%
Committing robbery	33	0.6%
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	7	0.1%
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	31	0.6%
Types Defined by the Board According to Section 310. (1) 8. of the Education Act		
Possession of an explosive substance	9	0.2%
Sexual harassment	40	0.7%
Hate and/or bias-motivated occurrence(s)	21	0.4%
Distribution of hate material	1	0.0%
Racial harassment	20	0.4%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	81	1.5%

Table 5: 2018-19 Expulsions[3] by Infraction Type

Infraction Type	Count	Percent
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	10	33.3%
Committing robbery	4	13.3%
Committing sexual assault	2	6.7%
Possessing a weapon, including a firearm	3	10.0%
Sexual harassment	0	-
Trafficking in weapons or in illegal drugs	1	3.3%
Using a weapon to cause or to threaten bodily harm to another person	5	16.7%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	5	16.7%

Among the students suspended in the 2018-19 school year, 74.8% had one suspension only, and 25.2% had two or more suspensions during the school year (see Figure 14).

Figure 14: % of Students with One or More Suspensions in 2018-19

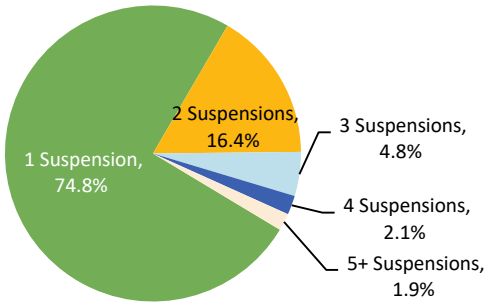
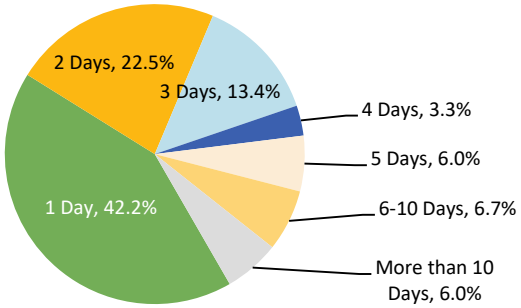


Figure 15: 2018-19 Suspensions by Length in Days

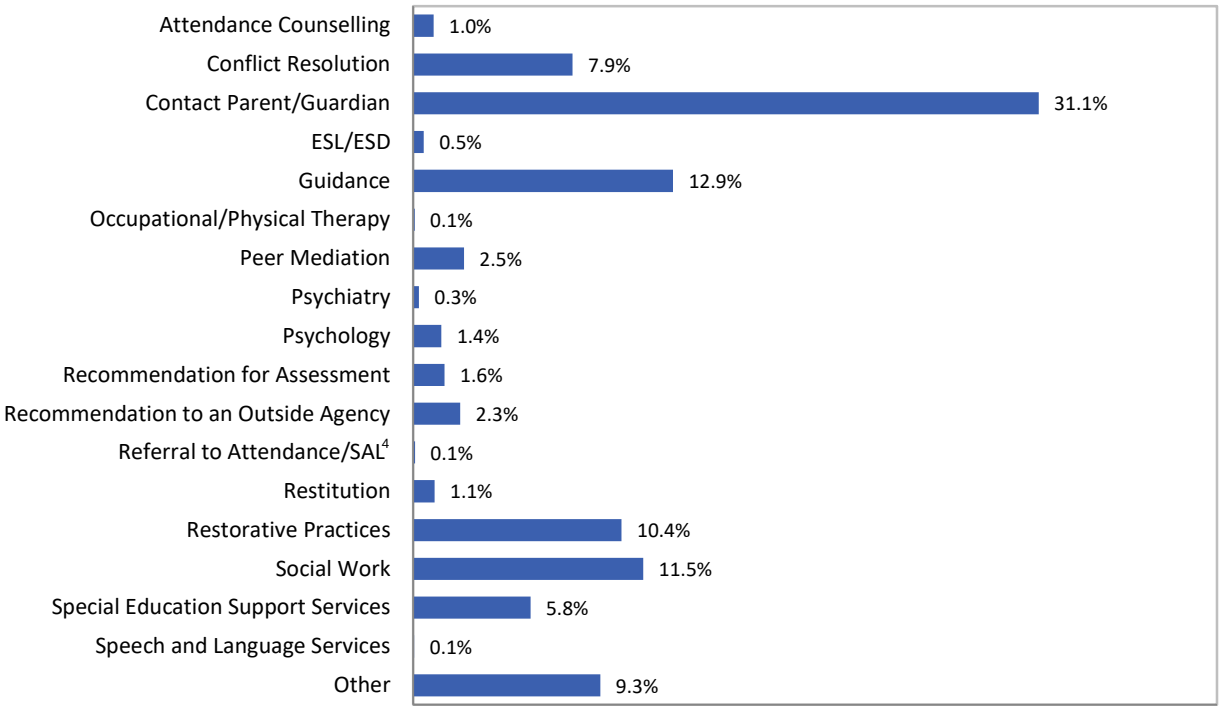


One-day suspensions accounted for 42.2% of the total suspensions in the 2018-19 school year. Two-day and three-day suspensions accounted for 22.5% and 13.4% respectively (see Figure 15).

D: Interventions Used by Schools in 2018-19

Of all the suspensions in the 2018-19 school year, 96.2% had been followed up with interventions by schools. Figure 16 shows the most used interventions by schools.

Figure 16: Most Used Interventions by Schools in the 2018-19 School Year



A meeting with parents or guardians was the most used intervention (31.1% of the all interventions), followed by guidance (12.9%), social work (11.5%) and restorative practices (10.4%).

E: 2018-19 Suspensions and Academic Achievement

This section provides the correlations of student suspensions with achievement results on the 2018-19 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.

Similar to the previous school years, there are strong correlations between student suspensions and their academic achievement. Students suspended in the 2018-19 school year had lower levels of achievement on the EQAO assessments, report cards, and credit accumulation, than students not being suspended.

Figure 17: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2018-19 EQAO Assessments by Number of Suspensions

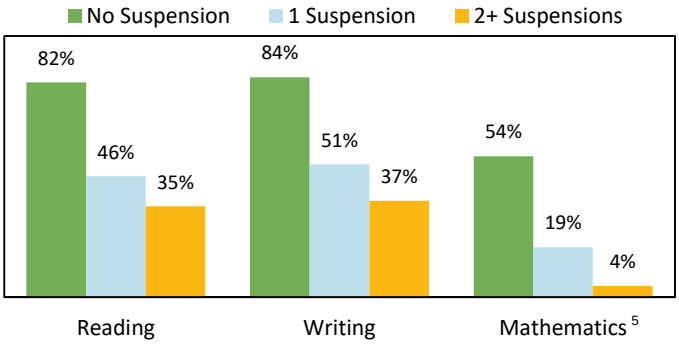
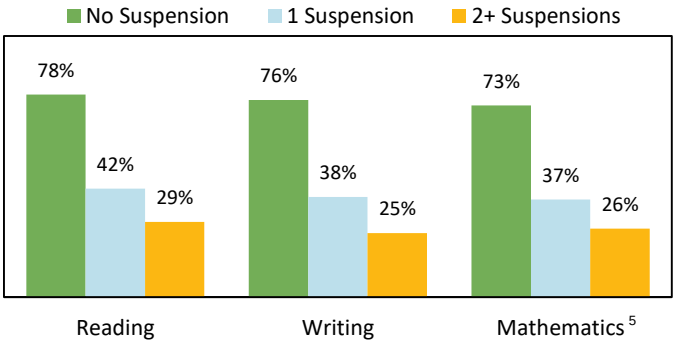


Figure 18: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2018-19 Report Cards by Number of Suspensions



For Grade 6 students with no suspension, 82%, 84%, and 54% achieved at or above the provincial standard (Level 3) in the 2018-19 EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 46%, 51% and 19% for students with one suspension, and 35%, 37%, and 4% for students with two or more suspensions, respectively (see Figure 17). Similar patterns were observed for students in Grades 7-8 based on their achievement on provincial report cards (see Figure 18).

Figure 19 shows that for secondary school students who participated in the 2018-19 Grade 9 EQAO Mathematics Assessment and had no suspension, 70% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (31%), or for students with two or more suspensions (20%). For secondary school students who participated in the 2018-19 Ontario Secondary School Literacy Test (OSSLT) and had no suspension, 83% were successful for the first-time. This is much higher than for students with one suspension (53%), or students with two or more suspensions (23%). Similar patterns were observed for previously eligible students.

Figure 19: % of Gr. 9-10 Students Meeting Expectations on the 2018-19 EQAO Assessments by Number of Suspensions

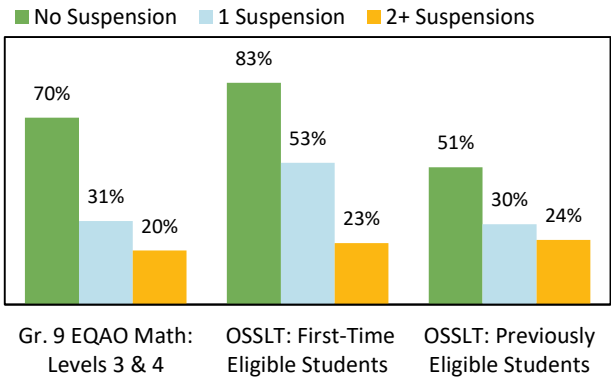
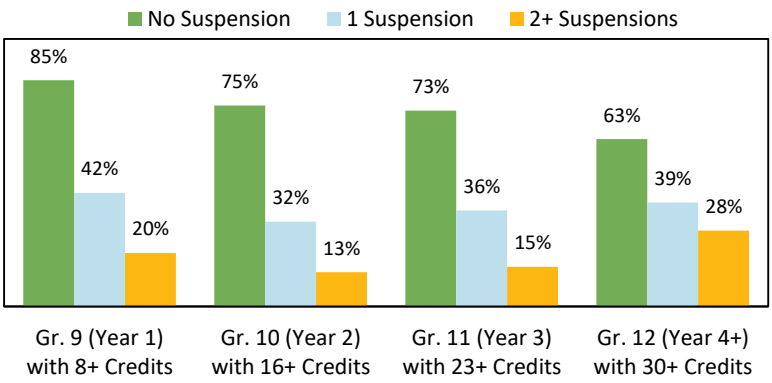


Figure 20: % of Gr. 9-12 Students Meeting Expectations on the 2018-19 Credit Accumulation by Number of Suspensions



Patterns in the credit accumulation for students with or without suspensions were very similar in all senior grades. For example, for students in Grade 9 with no suspension, 85% accumulated eight or more credits. The proportion of students meeting expectation was 42% for students with one suspension, and 20% for students with two or more suspensions (see Figure 20).

F: 2018-19 Caring and Safe Schools Alternative Programs

Our schools are safe, nurturing, positive, and respectful learning environments that enable all students to succeed and reach their full potential. Our schools and program sites (see Table 6) are places that promote peaceful problem solving, academic excellence, and a sense of belonging for all students. Students are expected to demonstrate respect for human rights and social justice and promote the values they need to become responsible members of society. The Caring and Safe Schools team of administrators, advisors, child and youth counsellors, and court liaison workers will continuously provide direction and support to administrators, staff, parents, students, and communities through:

1. Strong school leadership, with consistent discipline policies and procedures;
2. School-wide Caring and Safe Schools programs and instructional components focused on inclusive contributions;
3. Evolving and expanded prevention based knowledge and skills;
4. Ongoing support and professional growth in emotional intelligence, conduct management, prevention oriented strategies, mediation, and violence prevention;
5. Inclusive and developmentally appropriate materials, activities, and programs being championed and utilized;
6. Strong efforts to develop relationships and partnerships within the entire school community; and
7. Clear assessment, evaluation, and monitoring of student performance, combined with differentiated programming.

Board policies and procedures have been developed in accordance with provincial legislation and Ministry directives to ensure that our schools are caring and safe communities.

Table 6 shows the Caring and Safe Schools alternative programs for the 2018-19 school year.

Table 6: Caring and Safe Schools Alternative Programs 2018-19

<table>
<tr><th>Program Site</th><th>Division</th><th>Area</th><th>Program Description</th></tr>
<tr><td>C&SS Elementary Itinerant @ Vaughan Rd</td><td>Pr./Jr./Int.</td><td>LC 1-4</td><td>Elementary Itinerant Team – Program Coordinator and Child and Youth Counsellors - provide “push-in” non-academic support in the student’s school.</td></tr>
<tr><td>C&SS Elementary @ Lawrence Heights MS</td><td>Pr./Jr.</td><td rowspan="2">LC1</td><td rowspan="7">Elementary Support Programs (Suspended/Expelled/ Assessment & Support Placements) are provided for elementary school students who have been suspended, expelled, or in alternative placements, and are in need of short- and long-term support. Programs provide both academic and non-academic support. Academic support is provided by a teacher and non-academic support is provided by a Child and Youth Worker at each site.

C&SS Social Workers and Psychologists provide services to the sites as required.

Suspended/Expelled/Assessment & Support students are referred through the Caring and Safe Schools process.</td></tr>
<tr><td>C&SS Elementary @ Lawrence Heights MS</td><td>Jr./Int.</td></tr>
<tr><td>C&SS Elementary @ Shoreham PS</td><td>Pr./Jr.</td><td rowspan="2">LC2</td></tr>
<tr><td>C&SS Elementary @ Shoreham PS</td><td>Jr./Int.</td></tr>
<tr><td>C&SS Midland Elementary @ Scarborough Centre for Alt. Studies</td><td>Pr./Jr.</td><td rowspan="3">LC3</td></tr>
<tr><td>C&SS Elementary @ Scarborough Centre for Alternative Studies</td><td>Pr./Jr.</td></tr>
<tr><td>C&SS Elementary @ Scarborough Centre for Alternative Studies</td><td>Jr./Int.</td></tr>
</table>

Program Site	Division	Area	Program Description
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Sr.	LC1	**Secondary Suspension/Expulsion/Assessment & Support Programs** are provided for secondary school students who have been suspended for more than five days or who have been expelled. Site teachers provide academic support and Child and Youth Workers provide non-academic support to students. Suspended and expelled students are referred through the Caring and Safe Schools process. Assessment & Support students in need of both academic and non-academic support are referred by Caring and Safe Schools Learning Centre Administrators for placement.
Jones Av. Suspension/ Expulsion Program @ Jones Av. Adult Centre	Sr.	LC4	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Sr.	LC3	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Sr.	LC2	
Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (Community Partnership)	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 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. C&SS Social Workers and Psychologists provide services to the sites as required. Students are referred through Learning Centre Caring and Safe Schools Administrators.
LC2 Assessment & Support Program	Sr.	LC2	
C&SS Jones Av. Assessment and Support @ Jones Av. Adult Centre	Sr.	LC4	
Operation Springboard Assessment and Support (Community Partnership)	Int/Sr.	LC3	
East Metro Youth Services Assessment and Support (Community Partnership)	Sr.	LC3	

Contact Us

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Endnotes

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

[2]Suspension and expulsion rates for a school year may include students who came to TDSB schools after October 31st when the total enrolment number was taken and used for calculating the rates.

[3] Including expulsions carried over from the previous year.

[4]SAL: Supervised Alternative Learning

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

[6]Percentages may not add up to 100 due rounding.

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