



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

SAFE SCHOOLS REPORT 2018-2019

*Then the land will yield its fruit, and you will eat your fill and live there in safety.
Leviticus 25:19*

| Created, Draft | First Tabling | Review |
|-----------------|-------------------|---|
| August 26, 2019 | September 5, 2019 | Click here to enter a date. |

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INFORMATION REPORT

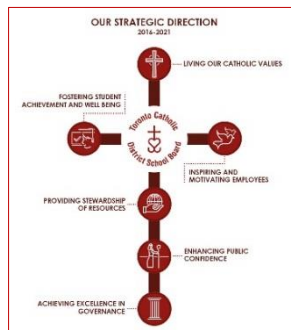
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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A. EXECUTIVE SUMMARY

Safe and healthy learning environments supported by positive Catholic school climates continue to be a key goal for the Toronto Catholic District School Board. In our annual Safe Schools Report, we continue to examine metrics which promote continued growth in safe, caring and accepting school practices. ***New for the 2018-2019 Safe Schools Annual Report is reporting on the number of students with an Individual Education Plan who have been school expelled and board expelled.***

For 2018-2019, both qualitative and quantitative perceptual data confirm a continued positive trend toward safe and welcoming school climates in the TCDSB. These data indicate that an overwhelming number of students (95% in elementary and 93% in secondary) believe their schools are safe places to interact and learn.

Overall, behavioural data indicates that suspensions and expulsions over the last 5 years continue to trend downwards. Although overall metrics show positive results, there was an increase in total suspensions (+21) issued last year. Nonetheless, this total remains lower than the average number of suspensions issued over the last 5 years. In addition, an increase in the number of suspensions issued to elementary students was identified, resulting in action items for 2019-20. In secondary schools, suspensions are significantly reduced compared to previous years; in fact, in 2018-19, secondary suspensions were the lowest ever recorded in a Safe Schools Annual Report. Many secondary school principals are attributing the emergence of the Safe Schools Student Ambassador Program as a contributing factor to improved Safe Schools metrics.

Informed by the local Safe and Accepting Schools Teams, all schools will review both their local 2018-2019 Safe Schools metrics, as well as the perceptual data learned from the annual Safe Schools Climate surveys, and make adjustments as needed to their 2019-2020 Safe Schools Plan. The components of the plan will include action items for: Bullying Awareness, Prevention and Intervention, Progressive Discipline, and Positive School Climate.

The cumulative staff time required to prepare this report was 90 hours.

B. PURPOSE

1. The Safe Schools Report for 2018-2019 includes quantitative and qualitative data related to Safe Schools metrics, procedures, programs and other activities designed to create safe, accepting learning environments, and strengthen public confidence in the TCDSB. In an effort to gain further insights into the data, the 2018-2019 Report also includes an embedded gender analysis.
2. The following areas will be addressed in this report, along with actions undertaken to address evidence-informed needs:
 - 1) Suspension and Expulsion Data
 - 2) Safe Schools Climate Surveys
 - 3) Alternative Safe Schools Programs for Students
 - 4) Professional Learning to Build Capacity within the System
 - 5) Student Voice on how to increase the level of safety in schools
 - 6) Proposed Actionable Items for 2019-2020
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2019-2020 school year.

C. BACKGROUND

The Annual Safe Schools Report to Board has evolved from focusing on Suspension and Expulsion data ten years ago, to a comprehensive review and analysis of established metrics and subsequent action plans for the new school year.

D. EVIDENCE/RESEARCH/ANALYSIS

Sources of Evidence for this report include, but are not limited to:

1. Suspension and Expulsion data;
2. Secondary Safe School Survey and Elementary Safe and Caring Catholic School Climate Survey;
3. Safe Schools alternative programs to support student achievement and well-being;
4. Participation rates of TCDSB staff in professional learning opportunities, workshops and in-services;

5. Student Voice Survey; and
6. Focus Group with Principals.

Below are data related to Safe Schools:

SECTION 1: Suspension and Expulsion Data (Appendix A)

An analysis of the five year history of Suspension and Expulsion data at TCDSB (2014-2019) indicate an overall downward trend in the following areas: number of students being suspended, number of students suspended with an Individual Education Plan, number of Suspensions Pending Possible Expulsion, number of School Expulsions and Board Expulsions.

ELEMENTARY SCHOOLS [Comparison with 2017-2018 data]

At the Elementary level, the data indicate that more students received suspension as a progressive discipline consequence (+159). Some comparisons with the previous year (2017-2018) indicate:

- Increase in the number of Suspension Notices issued to males (+71) and increase to females (+88)
- Increase in the number of Instructional Days lost to Suspension for males (+21)
- Increase in the number of Instructional Days lost to Suspension for females (+92)
- Slight Increase in the number of males with an Individual Education Plan (IEP) who were suspended (+4)
- Increase in the number of females with an Individual Education Plan (IEP) who were suspended (+19)
- Increase in the number of males suspended 2 or more times (+71)
- Increase the number of females suspended 2 or more times (+28)

The above data would indicate that recidivism at the elementary level has shown an increase in comparison to 2017-2018.

- The number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act has decreased (-5).
- Increase in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (+6)
- Decrease in School Expulsions (-4) for males and no School Expulsions for females

- Slight increase in Board Expulsions for males (+4) and females (+1)
- Total number of TCDSB students with an IEP is 17,480. Total TCDSB elementary students with an IEP is 11,044. Total TCDSB elementary students with an IEP who were board expelled is 5, and school expelled is 0.

Consistent with 2017–2018 data, there has been no significant change in the more serious infractions of expulsion. From the total number of Suspension Pending Possible Expulsion processes initiated (34), very few resulted in expulsions (7). This would suggest principals are using all available sources of information and considering Mitigating and Other factors during their investigations. Although the Fresh Start process is not disciplinary in nature, 12 students were transitioned at the elementary level for concerns related to safety. This is an increase of 6 students.

SECONDARY SCHOOLS [Comparison with 2017-2018 data]

The data *indicate a constant downward trend over the last 5 years in suspensions issued*. This past year saw a significant decrease (-138) in the number of suspension notices board wide.

Some comparisons with the previous year (2017-2018) indicate:

- Decrease in the number of Suspension Notices issued for males (-24)
- Significant decrease in the number of Suspension Notices issued for females (-114)
- Increase in the number of Instructional Days Lost to Suspension for males (+63)
- Significant decrease in the number of Instructional Days Lost to Suspension for females (-323)
- Decrease in the number of *males* suspended 2 or more times (-8)
- Decrease in the number of *females* suspended 2 or more times (-39)

The above data would indicate that overall recidivism for both males and females has decreased this year. This suggests that mitigating factors and intervention strategies appear to correct inappropriate student behaviour.

- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (-38)
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended (-45)

The data indicates that mitigating and other factors continue to be considered when issuing Progressive Discipline.

- Slight decrease in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (-5)
- Significant decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-21)
- Decrease in School Expulsions for males (-14)
- Decrease in School Expulsions for females (-9)
- Decrease for males in Board Expulsions (-6)
- Decrease for females in Board Expulsions (-3)
- Total number of TCDSB students with an IEP is 17,480. Total TCDSB secondary students with an IEP is 6,436. Total TCDSB secondary students with an IEP who were board expelled is 1, and school expelled is 16.

The 5 year overall trend continues to indicate a consistent decrease in suspensions issued (-693) with 2018–2019 data being the lowest number of suspensions ever recorded at the secondary school level. This positive Safe Schools trend is further supported by the decrease in serious student incidents resulting in suspension pending possible expulsion (-26). Although the Fresh Start process is not disciplinary in nature, 57 students were transitioned in secondary for concerns related to safety. This is an increase of 21 students from the previous year.

SECTION 2: Student Perceptual Data

During the 2018-2019 school year, elementary students in Grades 6 and 8 participated in the *Safe and Caring Catholic School Climate* survey, and secondary students in Grades 9-12 participated in the *Secondary Safe Schools* survey. Data gathered from these surveys are reported for individual schools and as a Board.

At the Board level, general trends can be identified and serve as a focus for collective inquiry and action. At the school level, the data will be reviewed by the Safe and Accepting Schools Team to gain greater insights into students' perceptions of school safety and school climate, to advise the principal about enhanced safety procedures and programs, and to review and update the local Safe Schools Plan.

COMPARATIVE REVIEW (TREND OVER TIME)

Elementary Schools

In February/March 2019, 10,707 students in Grades 6 and 8 in all TCDSB elementary schools participated in the Safe and Caring Catholic (SCCSC) Survey. Overall, elementary students' perceptions of school safety are very positive and remain so for the past 3 years, with over 95% of students indicating they feel *very safe* or *safe* in school.

Some highlights on safety (See Appendix B1):

When comparing elementary data for the three-year period, from 2016-2017 to 2018-2019, results are consistently positive (with very little or no change evident) in all areas of feelings safe in and around school and witnessing or experiencing various activities in school.

Over the past three years, elementary students' feelings of safety were very positive:

- over 90% of elementary students felt *safe* or *very safe* in school, in the classroom, while eating lunch at school, during indoor recess, at dismissal time, and in the hallways;
- over 80% felt *safe* or *very safe* in the washrooms, at sports/after school events, on the stairs/in stairwells, and outside during recess.

Likewise, positive results are evident in the percentage of students who reported *never* having *seen* or *experienced* in school:

- Drug use (93%)
- Gang activity (89%)
- Weapons (86%)
- Harassment based on sexual orientation (82%)

Areas for continued dialogue:

- 67% of elementary students had *never* been bullied at school.
- 59% of elementary students reported they had *seen* another student being bullied at school.
- For the elementary students who had been bullied (33%), 67% indicated that they told another person about it.

- For those who had *seen* bullying (59%), 63% *told* someone about the bullying they saw. (This is an improvement of 15% from 2016-17. Note that the question was previously phrased differently; in the past, students were asked whether they *reported* any form of bullying they witnessed instead of whether they *told* someone about it.)
- For those who had been bullied (33%) or had *seen* bullying (59%), the most common forms of bullying were verbal, social, and physical, with much less incidence of other types of bullying (e.g., cyber and sexual)
- There remains room for improvement for elementary students' perceptions of bullying being a problem in their school: 56% feel it was a small problem or not a problem.

Secondary Schools

In November 2019, 5,072 students in Grades 9 through 12 from all TCDSB secondary schools participated in the Safe Schools Survey. Overall, secondary students' perceptions of school safety were positive and have remained so over the past 3 years, with about 93% of students reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B2):

When comparing secondary data for the three-year period, from 2016-2017 to 2018-2019, results are consistently positive (with little to no change evident) in all areas of feelings safe in and around school and witnessing or experiencing various activities in school.

Over the past three years, secondary students' feelings of safety were very positive:

- over 90% of secondary students felt *safe* or *very safe* in the classroom, in school, at sports/after school events, in the hallways, on the stairs/in stairwells, and in the cafeteria/lunch time;
- over 80% felt *safe* or *very safe* travelling to and from school, in the washrooms, and in the parking lot.

Positive results can also be seen in secondary students' reports about bullying:

- 86% of secondary students indicated that they have *never* been bullied;
- 72% of secondary students indicated that bullying is *a small problem* or *not a problem* in their school.

Positive results are evident in the percentage of secondary students who reported *never* having *witnessed* or *experienced* in school:

- weapons, alcohol use, harassment based on sexual orientation (83%)
- gang activity, relationship violence (81%)
- inter-racial conflict (73%)
- theft (71%)

Areas for continued dialogue:

- Of the secondary students who *experienced* bullying at school (14%), almost half (49%) told another person about being bullied. (This is an improvement of 30% from 2016-17. Note that the question was previously phrased differently; in the past, students were asked whether they *reported* any form of bullying they witnessed instead of whether they *told* someone about it.)
- Of the secondary students who *witnessed* bullying at school (33%), 19% reported the bullying they witnessed.
- For those who had been bullied (14%) or had witnessed bullying (33%), the most common forms of bullying were verbal or social.

New in 2019: Grade 4 survey

In Spring 2019, for the first time, Grade 4 students participated in a version of the *Safe and Caring Catholic School Climate Survey* suitable to their grade level. As this was the first time this version of the survey was administered, analyses are ongoing.

This year, in October 2019, where appropriate, results of this survey of Grade 4 students will be used to inform the Board Learning Improvement Plan and Safe Schools Plans at each school. Like students in Grades 6 and 8, preliminary results show that Grade 4 students' overall perceptions of feeling safe in school were very positive: 95% of Grade 4 students indicated they feel *very safe* or *safe* in school.

GENDER BREAKDOWN

Findings comparing male and female students are consistent with those of previous years. While generally there are little or no differences in feelings of safety, gender differences are evident in the forms of bullying male and female experienced or witnessed: more males indicated experiencing or witnessing physical bullying; more females experienced or witnessed social or cyber bullying.

Elementary Schools (See Appendix B3)

- There are little or no differences between male and female elementary students with regards to their feeling safe in and/or around school.
- Small gender differences in elementary were seen in the following:
 - More male than female students reported:
 - *witnessing/experiencing* physical violence in school;
 - they had *never* been bullied at school;
 - they think bullying is *a small problem* or *not a problem* in their school.
 - More female than male students indicated:
 - *witnessing/experiencing* harassment based on sexual orientation;
 - they had *never* seen another student being bullied at school;
 - they told another person about being bullied and about witnessing bullying.
- *Verbal, social* and *physical* bullying continue to be areas of foci for both genders however, many females reported experiencing and witnessing *social* and *cyber* bullying compared to males, whereas many males reported experiencing and witnessing *physical* bullying compared to females.

Secondary Schools (See Appendix B4)

- Similar to the elementary panel, there were little or no differences between male and female secondary students with regards to their feeling safe in and/or around school.
- Small gender differences in secondary were evident in the following:
 - More male than female students reported:
 - they felt *safe* or *very safe* while travelling to and from school;
 - *witnessing/experiencing* physical violence, weapons, and gang activity.
 - More female than male students indicated:
 - they felt *safe* or *very safe* in the washroom;
 - they told another person about being bullied.
- Most students regardless of gender reported *never* being bullied and *never* *witnessing* bullying at school.
- *Verbal* and *social* bullying are areas of continued foci for both genders however, more females reported *experiencing* and *witnessing* social and

cyber bullying than males, whereas more males reported *experiencing* and *witnessing* physical bullying.

SECTION 3: Student Voice: How to Increase the Level of Safety in Schools

On the Safe and Caring Catholic School Climate (SCCSC) and the Secondary Safe Schools survey, students were asked: *How do you think we can make our schools safer?* Responses of students were collated and results are summarized below.

Student Voice: Elementary Schools

Many elementary students indicated the schools are already safe. Top responses by students on how to increase school safety were:

- Adding more security cameras
- Adding staff to monitor recess and hallways
- Promotion and greater emphasis of anti-bullying initiatives
- Increased security of the outside grounds (e.g., fences)
- Stricter rules and punishment
- More police or security guard presence
- Being kind, helping each other, creating a caring school community
- Locking doors and using ID card access to the school
- Renovations to maintain a safe and healthy school environment (e.g., mold, washroom repairs)
- Continued encouragement for students to report bullying to staff/adult

Student Voice: Secondary Schools

Many secondary students also indicated the schools are already safe. Top responses by students on how to increase school safety were:

- The promotion of anti-bullying initiatives or social activities
- More supervision outside the classroom
- Staff being more approachable to create trusting and caring relationships
- Renovations to maintain a clean, safe and healthy school environment
- Increased security guard and/or police presence
- Adding more security cameras
- Stricter rules and punishment
- Greater enforcement of rules regarding substance abuse
- Being kind and creating a caring school community

- Listening to students' concerns
- Encourage anonymous methods of reporting
- Placement of more guidance counsellors in schools
- Locking entrances
- Ensuring safety in parking lots

SECTION 4: Focus Groups with Principals

In the Safe Schools report to Regular Board on September 6, 2018, it was reported that compared to 2016-2017, in 2017-2018 there was an increase in the number of suspension notices issued to males in the elementary panel. The Board identified the following actionable item: *Examine data and, where appropriate, develop strategies to address the increase in elementary suspensions issued to male students.*

The school-by-school results for the past two years (2016-2017 and 2017-2018) showed that the increase in the number of suspensions issued to male students was not a system-wide trend in every elementary school. In fact, for the majority of elementary schools there was either *no change* or a *decrease* in the number of suspensions issued to males. For schools that showed an increase, the most common type of activity leading to suspension was: “Conduct injurious to the moral tone of the school or to physical or mental well-being of others”.

Two focus groups were conducted with elementary school principals to learn about their perceptions regarding suspensions issued to males, what behaviours resulted in suspensions, and what schools are doing to support students. Responses of principals were collated and results are summarized below.

Principal Voice: Focus Groups

- Principals noted that, over the years, they have experienced increasing challenges in the behaviours for male students particularly those in primary or younger grades (some added this was also true for female students).
- With regard to “Conduct injurious to the moral tone of the school or to physical or mental well-being of others”, principals indicated that this is a broad infraction that can be used to capture those inappropriate behaviours

that are not specifically captured in other possible infractions or reflects a combination of different infractions.

- When asked *what actions are helpful to mitigate behaviours*, principals indicated:
 - Support of Child Youth Worker (CYW), social work, guidance
 - Support of a caring adult: build trust and relationships with students to mitigate behaviours; conference regularly with students and monitoring student behaviour
 - Various proactive programs: sports programs, Stop Now And Plan (SNAP), Steps to Respect, Roots of Empathy, Peer Helpers
 - Build trust and relationships with parents
- When asked to *identify what actions are taken to support students*, principals indicated:
 - Involvement of Safe and Accepting Schools Team: parents, staff, community, all are involved
 - Taking on a growth mindset approach
 - Helping students understand the consequences of inappropriate behaviour and the strategies to help correct this behaviour
 - Clearly communicating high expectations for all students and being culturally responsive to students and their families
 - Identify the “Top 5”: students with most ‘at risk’ behaviour and assign a caring adult; build relationships
 - Personalize strategies for each student
 - An intake meeting with parents and students after a suspension is helpful to establish rapport and ground rules moving forward.
 - Generally, principals recommended that more CYWs, guidance counsellors, social workers, psychology staff are needed
- When asked to *identify what actions are taken to support the school community*, principals indicated:
 - Clear and consistent expectations for all stakeholders
 - Building community relationships
 - Participation in Pastoral Plan: Rooted in Christ - we Belong, we Believe, we Become; our Catholic values and virtues help with giving students’ ownership and the language to use

- Christian meditation and mindfulness
- *Acts of Kindness* for students and staff; kindness theme: good shepherd medals, ‘hands of kindness’ announcements in school
- Various events planned to bring parish and community together, making connections with parents

SECTION 5: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. The Monsignor Fraser College programs at St Martin and Our Lady of Lourdes support students who have received a board expulsion as a result of a safe school incident.

1. The Expulsion Program

The Expulsion Program is a short term support program for students who have been expelled from all schools of the TCDSB. The program serves elementary students grade 6-8, and secondary school students, grades 9-12. Program staff work in a multidisciplinary team to address student strengths, needs and triggers with an aim to provide individualized academic programming and individual support at school. Once students have transitioned from their home school, the goal for all students is to successfully complete the demission requirements and return to a different TCDSB school. While in the program, some students are able to meet graduation requirements and proceed to post-secondary education, while others look to access community programs or the world of work upon program completion.

In 2018-2019, there were 5 students in the elementary program.

In the secondary program 31 students (20 Board Expulsion and 11 Voluntary Intervention Program) were served at different points during the school year. Program staff work diligently to develop community partnerships across the GTA so that students and their families can access local community support and resources.

2. TIPSS (Transitional Intervention Program for Suspended Students)

The long-term suspension program offers programming to students serving a suspension of 6-20 days in length. For students receiving a suspension between 6-10 days, academic programming is provided. For students serving a suspension of

11-20 days, social work assistance is provided in addition to the academic programming. Parents are not obligated to accept TIPPS support although participation is strongly encouraged.

In 2018-2019, **72% of eligible suspended students were served by TIPSS teachers** at sessions in Toronto Public Library sites. In situations where adult students/parents have chosen not to attend TIPSS, the school provided the student/family with work packages. In all cases, students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 6: Professional Learning for TCDSB Stakeholders

In 2018-2019, the Safe Schools Department offered a diverse menu of professional learning on safe schools topics to students, parents, TCDSB staff members and community partners.

2018-2019 Activities are listed in Action Items found in section E.

E. METRICS AND ACCOUNTABILITY

| 2018-2019 Metrics | Evidence/Deliverables (2018-19 Metrics) |
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| Expand the <i>Safe Schools Professional Learning Modules Series</i> to include new modules: “De-Escalation” and “Connecting with Parents and Caregivers”. | <ul style="list-style-type: none"> • 26 different topics delivered in 2018-2019 Professional Learning Modules Series: <ul style="list-style-type: none"> ○ 781 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff) • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ New Teacher Induction Program – 77 new teachers ○ Joint TSU/Safe Schools Training – 52 TSU Members ○ Administrative Professional Development – 545 principals/vice principals/superintendents ○ Newly Appointed Principal and Vice Principal In-services – 30 (Succession Series) ○ Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention Month |

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| | <p>Launch – 586 elementary/secondary students, staff, trustees, community partners</p> <ul style="list-style-type: none"> ○ Resolution Conference and Mediation Circles: 67 participants (social workers, CYW, educational assistants, teachers, police officers) ○ Threat Assessment Training and Related Workshops: 86 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, police officers) ○ Social Work Department Presentation - 80 participants ○ Training to Toronto Police Service – 65 police officers ○ Niagara University Teacher Candidate In-services – 31 teacher candidates ○ CPCO PQP Training – 25 aspiring administrators ○ SEAC Presentation – 20 members ○ LOYOL Secondary PD Day – 14 TSU teachers ○ Osgoode School Conference – 145 participants ○ School Presentations – 75 staff & parents ○ Committee of Youth Officers Conference – 400 participants ○ TOTL – 64 participants ○ I-Lite Presentation – 30 elementary students |
| Promote the Voluntary Intervention Program (VIP) to support more students who are in risk of engaging in serious student behaviours that may lead to expulsion. | <ul style="list-style-type: none"> ● 11 students participated in the Voluntary Intervention Program (VIP) during the 2018-2019 academic year. This is an increase of 7 students from 2017-2018. ● Students were supported with ongoing individualized academic programming and social/emotional support to address gaps and needs. |
| Safe Schools/St. Martin will produce training videos on various topics | <p>During the 2018-2019 school year, the Safe Schools Department developed 3 professional learning videos on the following topics:</p> |

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| related to Safe Schools and Promoting Positive School Climate. School communities will be able to access these videos to share with staff, students and parents. | <ul style="list-style-type: none"> • Progressive Discipline Strategies to Assist Elementary Teachers • Voluntary Intervention Program (VIP) • Lockdown Training <p>These videos are available on the Safe Schools Portal Page.</p> |
| Examine data and, where appropriate, develop strategies to address the increase in elementary suspensions issued to male students. | Please refer to <i>SECTION 4: Focus Groups with Principals</i> (Page 12 above). |
| Based on Student Voice feedback, the Safe Schools Department will host a Safe Schools Student Ambassador Symposium for both elementary and secondary students to address topics identified by students. | <p>During the 2018-2019 school year, the Safe Schools Department hosted 3 Student Ambassador Symposiums attended by students, staff mentors, parents, senior staff, trustees and community partners including TPS. Themes addressed in the course of the symposiums included: bullying prevention, healthy relationships, resiliency and the importance of empathy and inclusion.</p> <p>The role of the Safe Schools Student Ambassador Team is to collaborate with school stakeholders to develop and implement initiatives that promote a safe, caring and accepting Catholic school climate.</p> |

F. ACTIONABLE ITEMS FOR 2018-2019

1. Expand the *Safe Schools Professional Learning Modules Series* to include new modules: “Self-Compassion and Kindness” and “Supporting Elementary Students with Autism Spectrum Disorder using Applied Behaviour Analysis (ABA) Strategies and Techniques”.

2. Safe Schools/St. Martin will continue to produce training videos on various topics related to Safe Schools and Promoting Positive Catholic School Climate. School communities will be able to access these videos to share with staff, students and parents.
3. As a result of the increase in the number of suspensions issued to elementary students during 2018-2019 school year, the Safe Schools Department will attend K-8 principal meetings to encourage principals to share effective strategies that promote students engaging in positive and pro-social behaviours. In addition, the Safe Schools Department will review with principals resources and materials to support a positive school climate.
4. As a result of the increase in the number of suspensions and expulsions issued to students with IEPs during the 2018-19 school year, the Safe Schools Department will attend K-12 principal meetings to review the province of Ontario's resource *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12*.
5. Based on student feedback from the 2018-2019 *Safe and Caring Catholic School Climate* survey and *Secondary Safe Schools* survey, the Safe Schools Department will focus on the themes of Kindness and Bullying Prevention during the elementary and secondary Student Ambassador Symposiums.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.