



REPORT TO

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

SAFE SCHOOLS ANNUAL REPORT 2020-2021

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 23, 2021	September 2, 2021	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

While the 2020–2021 school year was another year impacted by COVID-19, safe and caring learning environments, supported by positive Catholic school climates, continues to be a key goal for the Toronto Catholic District School Board. In our annual Safe Schools Report, we examine metrics which monitor continued growth in safe, caring and accepting school practices; we acknowledge the impact that COVID-19 has had on the metrics examined.

Both qualitative and quantitative perceptual data for 2020-2021 indicate continued positive results toward safe and welcoming school climates in the TCDSB. During the 2020-2021 school year, 96% of elementary and secondary students (in- person or online) indicate that they feel very safe or safe.

Elementary school behavioural data indicate favourable results in almost all areas, including a very low number of suspensions issued. In addition, there were no school or board expulsions approved in elementary. Equally positive results were noted in the secondary panel behavioural data, including a very low number of suspensions issued. There were no school expulsions approved and only one board expulsion in secondary.

All schools will review both their local 2020-2021 Safe Schools metrics (behavioural data), as well as the perceptual data learned from the annual *Safe Schools Survey* (secondary) and this year's *Student Voice – Grade 6 and Grade 8 Surveys*. This data will be reviewed by local Safe and Accepting Schools Teams and will inform each school's 2021-2022 Safe Schools Plan. The components of each plan will include action items for: Bullying Awareness, Prevention and Intervention, Progressive Discipline, and Positive School Climate.

The Safe Schools Department has identified a number of action items for 2021-22 to address the behavioural and perceptual data collected for both elementary and secondary schools.

The cumulative staff time required to prepare this report was 110 hours.

B. PURPOSE

1. The Safe Schools Report for 2020-2021 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. To gain further insights into the data, the 2020-2021 Report also includes identity-based analyses.
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 Safety in Schools
 - 6) Proposed Actionable Items for 2021-2022
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2021-2022 school year.

C. BACKGROUND

The Annual Safe Schools Report to board has evolved from focusing on suspension and expulsion data to a comprehensive review and analysis of established metrics, including perceptual data, as well as subsequent action plans for the next school year.

D. EVIDENCE/RESEARCH/ANALYSIS

Data sources for this report include, but are not limited to:

1. Suspension and Expulsion data;
2. Safe Schools Climate Surveys;
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: Secondary Safe Schools Survey and Student Voice Survey: Grades 6 and 8.

SECTION 1: Suspension and Expulsion Data (Appendix A)

During the 2020-2021 school year, Safe Schools data was collected from both students working in person and online. Positive results were noted in both panels as outlined below. Historically, students and parents working through a suspension and/or suspension pending possible expulsion have consulted with outside agency groups, such as TAIBU, Justice for Children and Youth, and Catholic Children's Aid Society, for support.

ELEMENTARY SCHOOLS DATA

At the Elementary level, the data indicate favourable results in all but one area.* Favourable results include a very low number of suspensions issued relative to previous years. In addition, reductions were identified in the number of days lost to suspension, the number of students with an IEP suspended and the number of school expulsions and board expulsions approved. In fact, no school expulsions or board expulsions were approved in the elementary panel.

*Although this year saw an overall reduction in the number of suspensions pending possible expulsion, the number of males suspended pending possible expulsion under S 310 of the Act increased by 2 related to inappropriate on-line behaviour.

Although the **Fresh Start** process is not disciplinary in nature, 9 students were transitioned at the elementary level for concerns related to safety. (This is a decrease of 6 students from the previous year.)

SECONDARY SCHOOLS DATA

At the secondary level, the data also indicate favourable results in all areas including a very low number of suspensions issued relative to previous years. In addition, reductions were identified in the number of days lost to suspension, the number of students with an IEP suspended, the number of suspensions pending possible expulsion and the number of school expulsions and board expulsions approved. In fact, there were no school expulsions and only 1 board expulsion approved in the secondary panel.

Although the **Fresh Start** process is not disciplinary in nature, relative to previous years, less students were transitioned in secondary for concerns related to safety (4 students transitioned). (This is a decrease of 32 students from the previous year.)

SECTION 2: Student Perceptual Data

The 2020-2021 school year continued to be exceptional because of the COVID-19 pandemic. Students worked both online (at home) and in person at school.

During the 2020-2021 school year, secondary students in Grades 9-12 participated in the annual *Secondary Safe Schools Survey* held in the fall.

In the spring of 2021, a new survey, the *Student Voice Survey* was completed by elementary students in Grades 6 and 8. The focus of the survey was to learn about students' well-being and online learning experience during the 2020-2021 school year. The survey included questions on safety.

Each year, data gathered from all these surveys are reported for individual schools and for the 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 are 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.

Because of the exceptional school year, results for only the 2020-2021 school year are included in the Appendices and cannot be compared to previous years. This year, once again, we conducted an analysis of perceptions by racial identification to examine any changes. The analysis by gender was not conducted, as patterns have been stable for many years and are consistent with the literature.

N.B. It is recommended that data be interpreted with caution when considering small sample sizes.

OVERALL BOARD LEVEL RESULTS

(i) Safe Schools Survey (Secondary)

In November 2020, 4,591 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 very positive, with 96% of all students (in person and online) reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B1):

Results for students learning in person (at Bricks and Mortar schools) are positive in all areas of feeling safe in and around school.

Secondary students' feelings of safety include:

- over 90% of secondary respondents felt *safe* or *very safe* in school, in the classroom, in the hallways, and on the stairs/in stairwells.
- over 85% felt *safe* or *very safe* in the cafeteria/at lunch time, walking/travelling to and from school, in the washrooms, at dismissal time, and in the parking lot.

Secondary students' reports about bullying include:

- 95% of secondary respondents indicated that they have *never* been bullied;
- 6% have witnessed another student being bullied during the first quadmester;
- 79% of secondary respondents indicated that bullying is *a small problem* or *not a problem* in their school.

Areas for continued dialogue:

- Of the secondary respondents who *experienced* bullying at school (3%), only 28% told another person about being bullied.
- Of the secondary respondents who *witnessed* bullying at school (6%), 27% indicated they told someone about the bullying they witnessed.
- For those who had been bullied (3%) or had witnessed bullying (6%), the most common forms of bullying were verbal or social. For those witnessing bullying (6%), cyberbullying was also common.
- For the 136 respondents who experienced being bullied at school during the first quadmester, the top reasons given most often for being bullied were:

their physical appearance (29%); interests (28%); race (21%) and weight (20%).

(ii) Student Voice (Elementary)

In May 2021, 6,247 students in Grades 6 and 8 in all TCDSB elementary schools participated in the *Student Voice – Grade 6 and Grade 8 Surveys*.

Overall, elementary students' perceptions of online safety are very positive, with the large majority (96%) of all students indicating they feel *very safe* or *safe* while working on distance learning activities.

Some further highlights on safety (See Appendix B2):

Results for students learning in person (at Bricks and Mortar schools) are positive in all areas of feeling safe in and around school.

Elementary students' feelings of safety include:

- over 90% felt *safe* or *very safe* in school, in the classroom, and at dismissal time
- over 80% felt *safe* or *very safe* in the hallways, walking/travelling to and from school, on the stairs/in stairwells, in the parking lot, at lunch time, and in the washrooms.

Areas for continued dialogue:

- 22% of elementary respondents indicated that they have been bullied.
- 36% have witnessed another student being bullied.
- 65% of elementary respondents indicated that bullying is *a small problem* or *not a problem* in their school.
- Of the elementary respondents who *experienced* bullying at school (22%), more than half or 53% told another person about being bullied.
- Of the elementary respondents who *witnessed* bullying at school (36%), 55% indicated they told someone about the bullying they witnessed.
- For those who had been bullied (22%) or had witnessed bullying (36%), the most common forms of bullying were verbal or social.
- Of the 1,392 respondents who experienced being bullied at school during this school year, the top reasons given most often for being bullied were: their physical appearance (41%); interests (29%); and weight (29%).

PERCEPTIONS BY RACIAL IDENTIFICATION

In the fall of 2020, 4,591 secondary students (in Grades 9 to 12) completed the *Safe School Survey*; in the Spring of 2021, 6,247 elementary students in Grades 6 and 8 completed the *Student Voice Survey*. Both surveys included questions pertaining to safety and on both surveys students were asked to indicate with which racial group(s) they identified. Ministry of Education recommended racial categories were used.

An analysis (see Appendix C) was conducted to examine the perceptions of safety among students in the various racial categories. Feelings of safety are highly positive in all groups. Regarding experiences and perceptions of bullying, while overall they are positive for all groups, the experiences and perceptions of students who identify as Indigenous and Middle Eastern (elementary) and students who identify Indigenous and Latino/Latina/Latinx (secondary) appear to be slightly less favourable. These results will inform dialogue between the departments of Safe Schools, Equity, and Educational Research in planning for continuous improvement in the areas of safety and well-being for all students.

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

On both the annual *Secondary Safe Schools Survey* collected in the fall and this year's *Elementary Student Voice Survey* collected in the spring, 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: Secondary Schools

Many secondary students indicated the schools are already safe and did not offer additional input. Top responses by students on how to increase school safety were:

- increased police or security guard presence
- the promotion of anti-bullying initiatives
- more individual conversations with students about their safety
- adding more security cameras
- more supervision outside the classroom (monitors or teachers in the hall)
- go back to online learning and stay at home.

Student Voice: Elementary Schools

Many elementary students also indicated the schools are already safe and did not offer additional input. Top responses by students on how to increase school safety were:

- adding staff to monitor recess and hallways
- the promotion of anti-bullying initiatives
- adding more security cameras
- increased protocols for COVID-19 virus protection
- teaching students to be kind, love and care for each other, and create a caring school community
- stricter rules and punishment

SECTION 4: Principal and Vice Principal Focus Groups

In the spring of 2021, focus groups were held with administrators to learn about their awareness regarding any differences in the perceptions of bullying and safety among students of various racial groups, specifically Indigenous, Middle Eastern and Black. Participants were asked to share promising practices in their school communities to promote feelings of safety and belonging, challenges, and recommendations. The focus group sessions incorporated professional learning and resources to address safety and belonging of marginalized groups.

There were six focus groups held (3 elementary and 3 secondary centred on each of the three racial groups). Administrators (principal or vice principal) participated in the focus groups that were supported with staff from Safe Schools, Equity and Community Relations and Research. Schools were representative of the various areas of the school district and were among those that were known to have fair representation of the three racial groups.

The following themes emerged from the focus group sessions:

Awareness that Indigenous, Middle Eastern or Black students' perceptions of safety and bullying were slightly less favorable

- Overall, the majority of administrators from all schools indicated that overall results show students were feeling safe and not bullied, and they were not aware of less favourable perceptions among the specific groups of students (Indigenous, Middle Eastern, Black).

Promising Practices to respond to marginalized student perceptions of safety and bullying:

- Administrators shared the following promising practices:
 - Establishing an Equity Team within the school to address student concerns and work on making students feel welcomed and included
 - Ensuring the availability of culturally relevant books, literature and resources
 - Bullying Awareness and Prevention initiatives like the Student Ambassador Symposiums and local school initiatives
 - Listening to student voice and learning about students' lived experience
 - Working with support staff (e.g., settlement worker, ESL teacher, social worker, guidance) to connect with Middle Eastern community
 - Hiring staff more reflective of student diversity so they see themselves represented and would feel more comfortable coming forward with concerns about safety and/or bullying
 - Establishing a whole school campaign focused on kindness which reinforces the notion that acting kindly decreases incidents of bullying

Challenges or barriers that your school community has experienced when responding to marginalized students' perceptions of safety and bullying:

- Administrators reported the following as challenges or barriers:
 - Indigenous students do not feel comfortable sharing their identity. *(Historically, students who identify as Indigenous have reported that they have been disadvantaged or have been subject to discrimination as a result of their identity.)*
 - Varied perspectives when having open and honest conversations with staff about equity and racism
 - Language barrier (with Middle Eastern community)
 - Obstacles to parental engagement
 - Understanding different cultural views (differences in norms at school versus norms at home); lack of understanding of the students' culture and not having lived the same experience
 - Lack of racial diversity in school staff for students to see themselves and relate

Practices in place related to belonging and school climate; how the school environment reflects the communities represented:

- Administrators indicated the following practices related to belonging and school climate:

- Ensuring the availability of culturally relevant books and resources; murals, posters on school walls that are reflective of the school population
- Staff PD on equity and anti-racism; understanding the culture and background of students; having open and honest conversations
- Inviting guest speakers and visitors of various cultural backgrounds representing the various cultures of students
- Building awareness of racial groups' history and culture: for example, celebrating Indigenous Heritage Month, participating in Orange Shirt Day; highlighting Middle Eastern and Black culture
- Hiring staff more reflective of student diversity; staff can share stories with other staff members; build an understanding of the customs and practices of their cultural origins.
- Increasing parental involvement

Recommendations moving forward to create a more inclusive school climate (and therefore increased feelings of safety):

- Administrators offered the following recommendations to create a more inclusive school climate:
 - Ensure a better representation of staff that reflects the student population within the school, by intentionally hiring staff with the same cultural make-up as the student population; it is important for students to see themselves
 - To show students that they belong, include representation of all cultures on the walls, library stocked with diverse collection of culturally relevant books
 - Have open and honest conversations with staff regarding racism, implicit bias and equity issues
 - Listen to student voice, hold a student forum or student focus group to dig deeper into students' perceptions of safety and bullying; involve students in decision making on how to deal with bullying and set clear expectations
 - Engage the community; share stories
 - Invite staff (e.g., TCDSB community relations officer) or a guest speaker who is Black or from other racialized communities, to visit the school

SECTION 5: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. These alternative programs offered at St Martin Catholic School support students who have been approved for board expulsion.

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 in grades 6-8 and secondary school students in grades 9-12. Program staff work as 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 to the program 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 2020-2021, there was 1 elementary student who participated in the Elementary Voluntary Intervention Program (VIP).

In the secondary program, 19 students (11 Board Expulsion and 8 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 TIPSS support although participation is strongly encouraged.

In 2020-2021, 7 suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites and/or virtually. 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 2020-2021, the Safe Schools Department offered a diverse menu of professional learning on Safe Schools topics to students, parents, TCDSB staff members and community partners.

2020-2021 Activities are listed in Action Items found in section E.

E. METRICS AND ACCOUNTABILITY

2020-2021 Metrics	Evidence/Deliverables (2020-21 Metrics)
<p>1. Expand the <i>Safe Schools Professional Learning Modules Series</i> to include new modules:</p> <ul style="list-style-type: none"> • “Introduction to Autism and Applied Behaviour Analysis Strategies in Secondary Schools” • “Informal Restorative Processes” • “What You Need to Know about Cannabis and Vaping for Students from Grades 6 – 12” 	<p><i>Due to COVID-19, the modules offered were delivered as professional learning videos or webinars.</i></p> <ul style="list-style-type: none"> • 19 different topics delivered in 2020-2021 Professional Learning Modules Series: <ul style="list-style-type: none"> ○ 1415 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, Toronto Public Library staff) • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ Administrative Professional Development – 573 principals/vice principals/superintendents <ul style="list-style-type: none"> ▪ Strategies to Promote ProSocial Student Behaviours - Secondary Principals and Vice Principals ▪ K-12 Meetings ▪ Threat Assessment Training ▪ K-3 Suspensions and Alternative Measures to Address Student Behaviour ○ Safe Schools Student Ambassador Symposiums including Bullying Awareness and Prevention

	<p>Month Launch – 2811 elementary/secondary students, staff, parents, trustees, community partners</p> <ul style="list-style-type: none"> ○ Threat Assessment Training and Related Workshops: 180 participants (social workers, teachers, psychologists, administrators, mental health support staff) ○ Training to Toronto Police Service – 40 police officers ○ SEAC Presentation – 20 members ○ I-Lite Presentation – 200 elementary students ○ Listening with the Heart – 120 staff ○ Voices that Challenge – 100 participants (staff and students) ○ In addition TCDSB staff accessed the various Safe Schools professional learning videos throughout the school year.
<p>2. Safe Schools/St. Martin School staff 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.</p>	<p>During the 2020-2021 school year, the Safe Schools Department developed 14 professional learning videos on the following topics:</p> <ul style="list-style-type: none"> ● Creating Safety, Security and Sense of Self: Building a Trauma Informed Classroom Environment ● Introduction to Autism and Applied Behaviour Analysis: Strategies in Secondary Schools Parts 1 & 2 ● Threatening, Worrisome Behaviours ● LearnKey (previously Shadowbox/OnlineExpert): Character Building and Social/Emotional Modules ● The Traumatic Impact of the COVID-19 Pandemic on Students ● Cyber Bullying and Internet Safety ● Tools to Support Students' Self-Regulation ● Effective Classroom Management – Elementary ● Informal Restorative Processes

	<ul style="list-style-type: none"> • Connecting with Parents and Caregivers • What You Need to Know About Cannabis for Students from Grades 6-12 • Formal Restorative Practice – Resolution Conference and Mediation Circles (RCMC) • Addressing Challenging Behaviour in Adolescents • Listening With the Heart: Building Safe and Inclusive Classrooms Through Mindfulness and Meditation • Fostering Self-Compassion and Kindness <p>These videos are available on the Safe Schools Portal Page.</p>
<p>3. The Safe Schools Department will provide further training on the topic Mitigating and Other Factors with principals to ensure that these factors continue to be considered in determining decisions and plans that support student achievement and well being. The Safe Schools Department with the Equity Action Team to review with principals the application of Mitigating and Other Factors through an approach that considers varying sociological factors, including factors that may impact students from various racial groups.</p>	<p>The Safe Schools Department met with the Mental Health Department, Equity, Diversity, Indigenous Education and Community Relations Department, the Human Rights and Equity Advisor Office, and Special Services Department throughout the school year to develop a tool, <i>Mitigating and Other Factors: Widening the Lens</i>. Training will be provided to all principals and vice principals in the Fall 2021 to share the tool and provide training on its use.</p>

<p>4. The Safe Schools Department will meet with secondary school principals to facilitate the sharing of effective strategies that promote students engaging in positive and pro-social behaviours, and to further support nurturing a positive rapport between staff and students within an overall positive school climate.</p>	<p>On January 27, 2021, the Safe Schools Department delivered a presentation to secondary school principals and vice principals on the topic <i>Strategies to Promote Pro-Social Student Behaviours</i>. Each administrator was also provided with a copy of the book, <i>Non Violent Communication: A Language of Life</i> to support them in their efforts to promote a positive school climate.</p>
<p>5. The Safe Schools Department will review data included in this report with the Equity, Diversity, Indigenous Education and Community Relations Department, and with the Research Department, to explore appropriate recommendations; specifically, perceptual data related to bullying in various racial groups will be a focus of discussion and action.</p>	<p>See Section 4 of the Annual Report for information related to principal and vice principal focus groups held during the 2020–2021 school year.</p>
<p>6. The Safe Schools Department will meet with elementary principals to address the Ministry of Education’s recent mandate to eliminate suspensions issued to K-3 students and to explore alternative measures to address student</p>	<p>On February 16, 2021, the Safe Schools Department, Mental Health Department and Early Years Department met with elementary principals and vice principals to deliver a presentation on K-3 Suspensions and Alternative Measures to Address Student Behaviour. This session led to a book talk series focused on the book <i>Culturally Responsive Teaching and the Brain</i> which included the participation of both administrators and teaching staff.</p>

behaviour in this student group.	
<p>7. Based on the feedback from the 2019-2020 <i>Safe Schools Survey</i>, the Safe Schools Department will continue to support Safe Schools Student Ambassador Teams and offer symposiums during the 2020-2021 school year. The theme of kindness and compassion will continue to be an area of focus.</p>	<p>During the 2020-2021 school year, the Safe Schools Department hosted 2 elementary and secondary Student Ambassador Symposiums attended by students, staff mentors, parents, senior staff and trustees. Themes addressed during the symposiums included: bullying prevention, healthy relationships, and generosity. Speakers provided presentations that were also rooted in the theme of equity.</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> <p>Elementary and Secondary:</p> <ul style="list-style-type: none"> • Virtual Sessions Bullying Awareness and Prevention Week – November 16-20, 2020 • Live Sessions December 1, 2020 <p>Elementary and Secondary:</p> <ul style="list-style-type: none"> • Live Sessions - April 8, 2021

F. ACTION ITEMS FOR 2021-2022

1. Expand the Safe Schools Professional Learning Series to include the following new topics:
 - *How to Create a Trauma Informed Classroom*
 - *How to Create an Anti-Racist and Anti-Oppressive Classroom*
 - *De-Escalating Worrisome Behaviours*
 - *Supporting Successful Transitions to High School*
 - *Building Empathy in the Classroom*
2. The Safe Schools Department will collaborate with the Equity, Diversity, Indigenous Education and Community Relations Department, the Human

Rights and Equity Advisor Office, and the Special Services Department to provide professional development to principals and vice principals on the tool *Mitigating and Other Factors: Widening the Lens* and its application when responding to student activities for which suspension and/or expulsion must be considered. The focus of this professional development is to ensure that these factors continue to be considered in determining decisions and plans that support student achievement and well-being. This approach considers varying sociological factors, including factors that may impact students from various racialized groups and/or those who may have experienced marginalization or trauma.

3. The Safe Schools Department will collaborate with various departments including Special Services, Mental Health, Nurturing Our Catholic Community and Curriculum to implement the *Safe Schools Return to School Plan* to support students, staff and parents as students return to school in September 2021. Some initiatives include:
 - a. *Risk Review Training (Earl B/G and Start-AV)* for all Psychology and Social Worker Staff
 - b. *Cannabis Professional Learning Sessions and Presentations* for Teachers, Administrators, Support Staff and Parents
 - c. *How to Establish Effective Safe Schools Student Ambassador Teams Guideline* launched during Bullying Awareness and Prevention Week
4. The Safe Schools Department will continue to review data included in this report with the Equity, Diversity, Indigenous Education and Community Relations Department, the Human Rights and Equity Advisor Office, and with the Research Department, to explore appropriate recommendations. In addition, in consultation with various TCDSB community advisory committees, we will review recently collected student identity-based data as well as data received from focus groups with Black stakeholders.
5. In response to the elementary perceptual data, the Safe Schools Department will develop a professional learning video related to effective strategies to address bullying behaviour in elementary school: *Practical Strategies to Promote Healthy Relationships in Elementary School*. The Safe Schools Department will present this resource to elementary school principals during a K- 8 Principal Meeting.

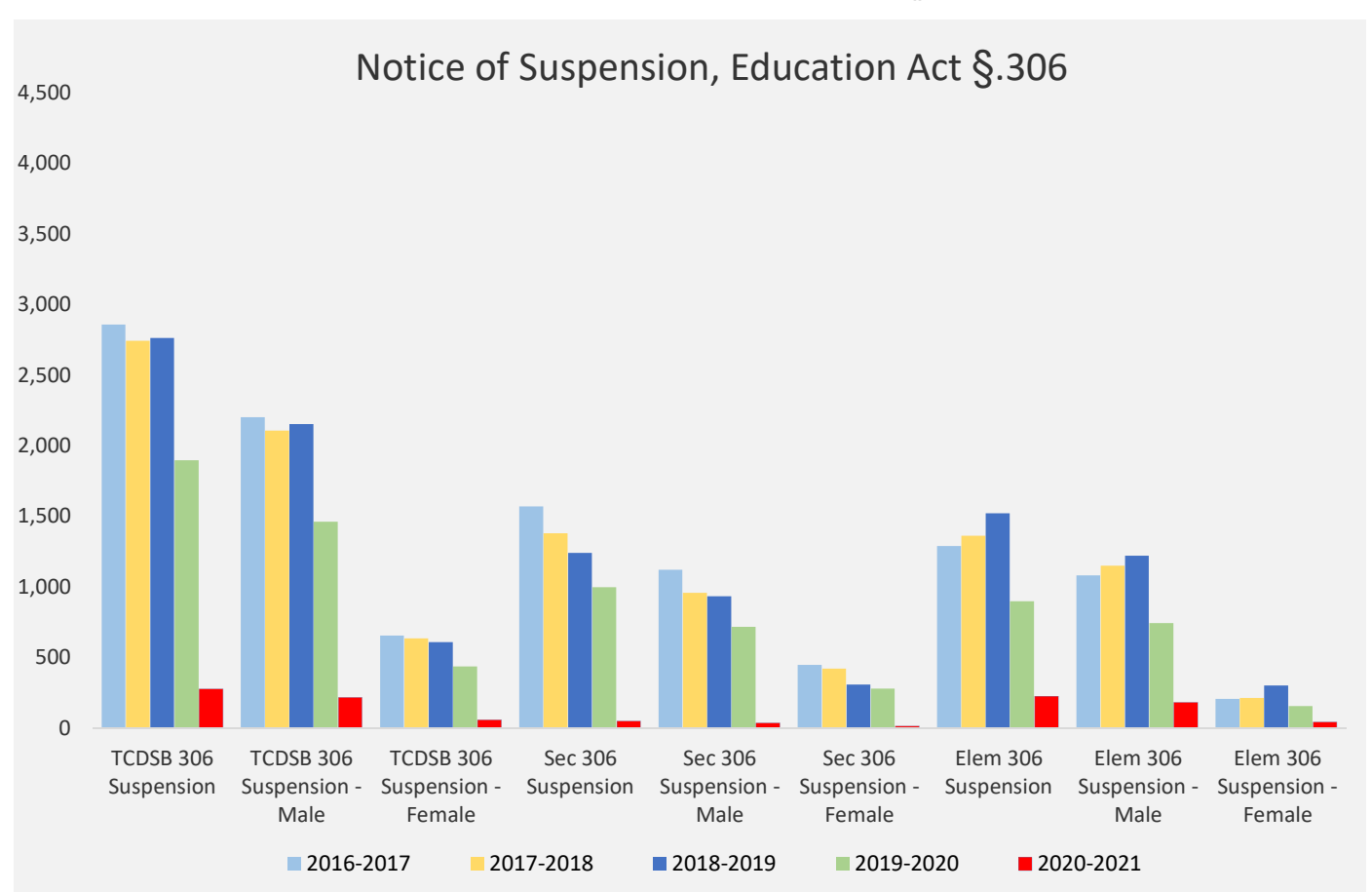
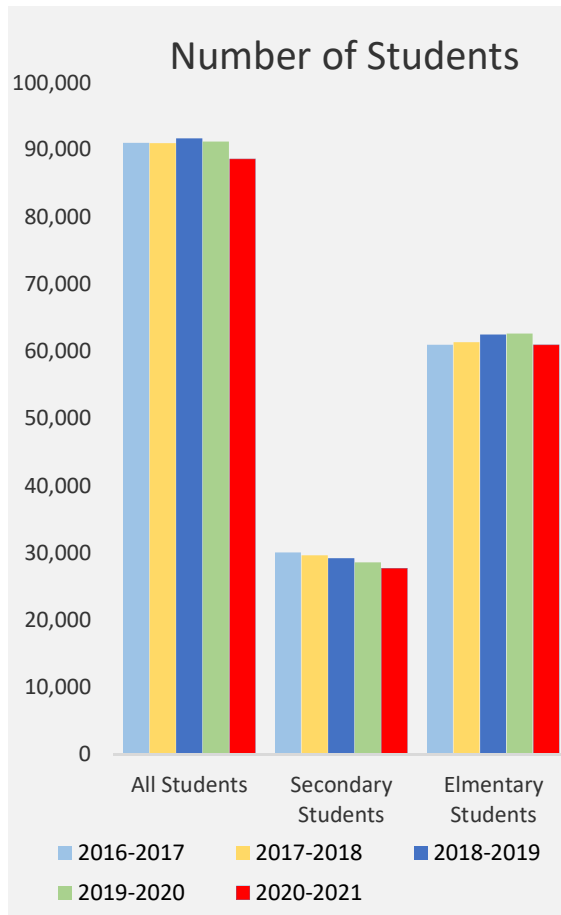
6. In response to the Ministry of Education's *Policy/Program Memorandum (PPM) no. 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols*, the Safe Schools Department will develop a local anti-sex trafficking protocol in collaboration with the Special Services Department. The Safe Schools Department currently offers professional learning in this area in conjunction with outside agencies such as Strides Toronto and will align this training with the requirements of PPM 166.
7. The Safe Schools Department will continue to support Safe Schools Student Ambassador Teams and offer symposiums during the 2021-2022 school year. The themes of Hope and Positive School Climate will continue to be areas of focus.

G. CONCLUDING STATEMENT

This report is for the information of the Board.

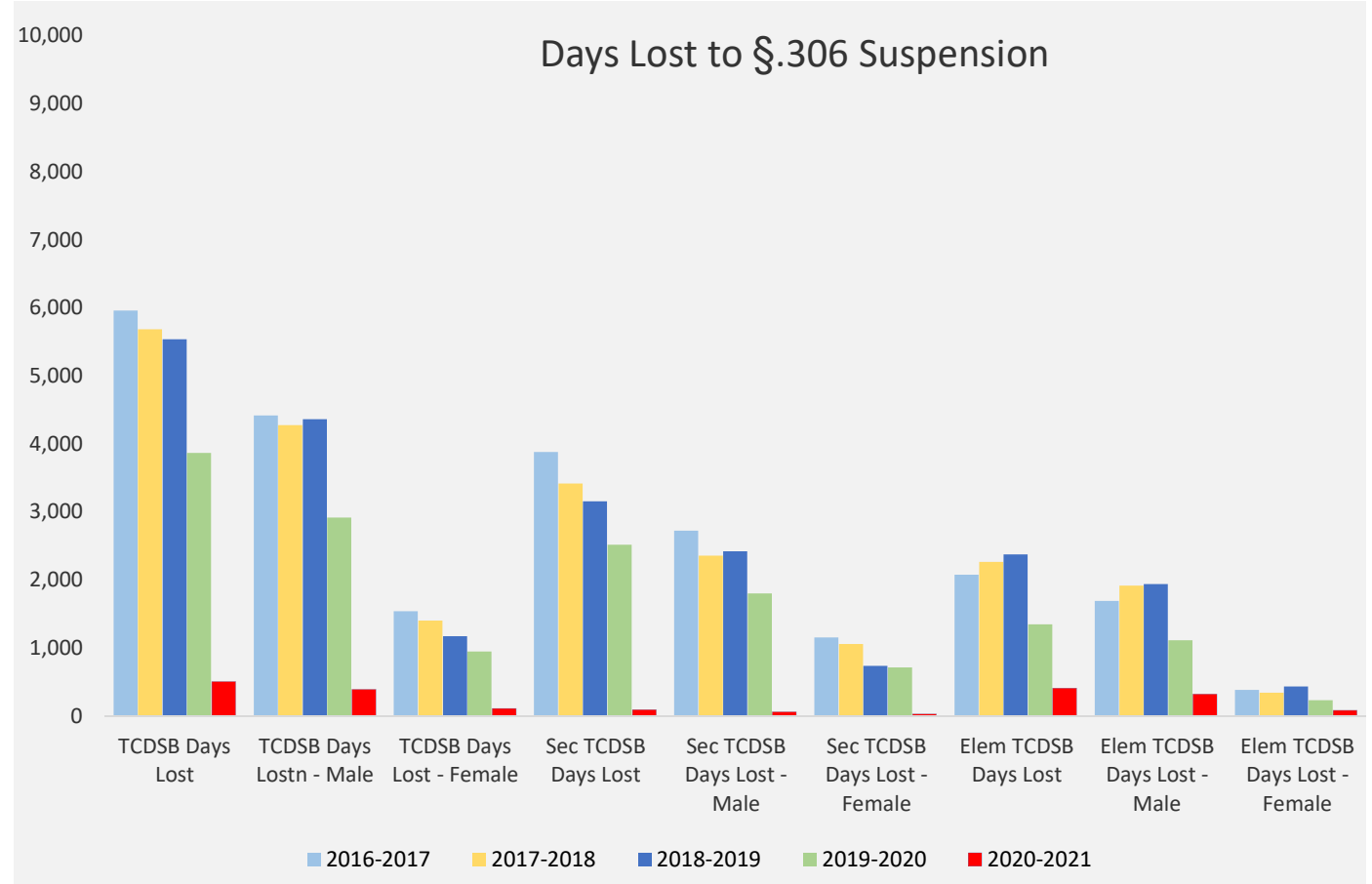
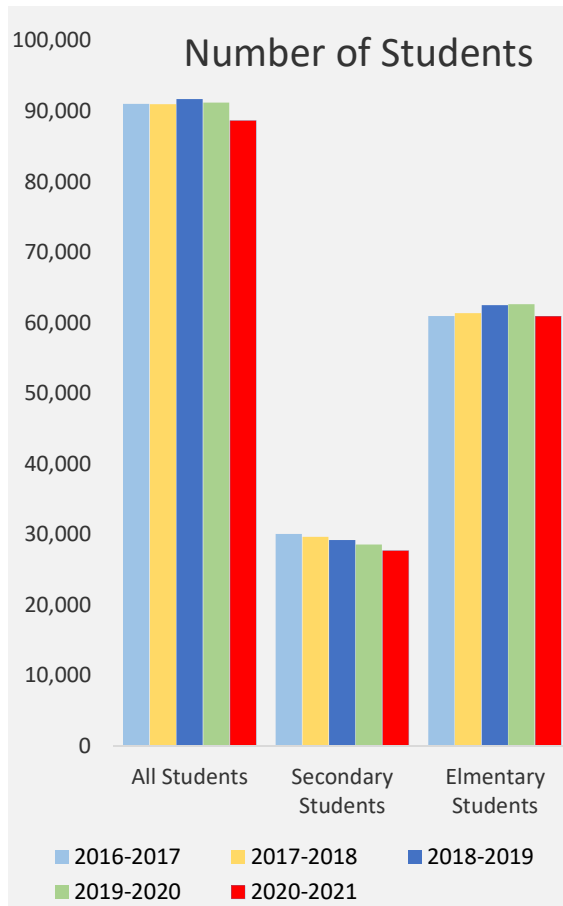
Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2016-2017	91,144	30,109	61,035	2,861	2,204	657	1,571	1,122	449	1,290	1,082	208
2017-2018	91,107	29,673	61,434	2,746	2,110	636	1,381	959	422	1,365	1,151	214
2018-2019	91,818	29,225	62,593	2,767	2,157	610	1,243	935	308	1,524	1,222	302
2019-2020	91,324	28,612	62,712	1,899	1,463	436	999	719	280	900	744	156
2020-2021	88,786	27,749	61,037	277	218	59	51	36	15	226	182	44



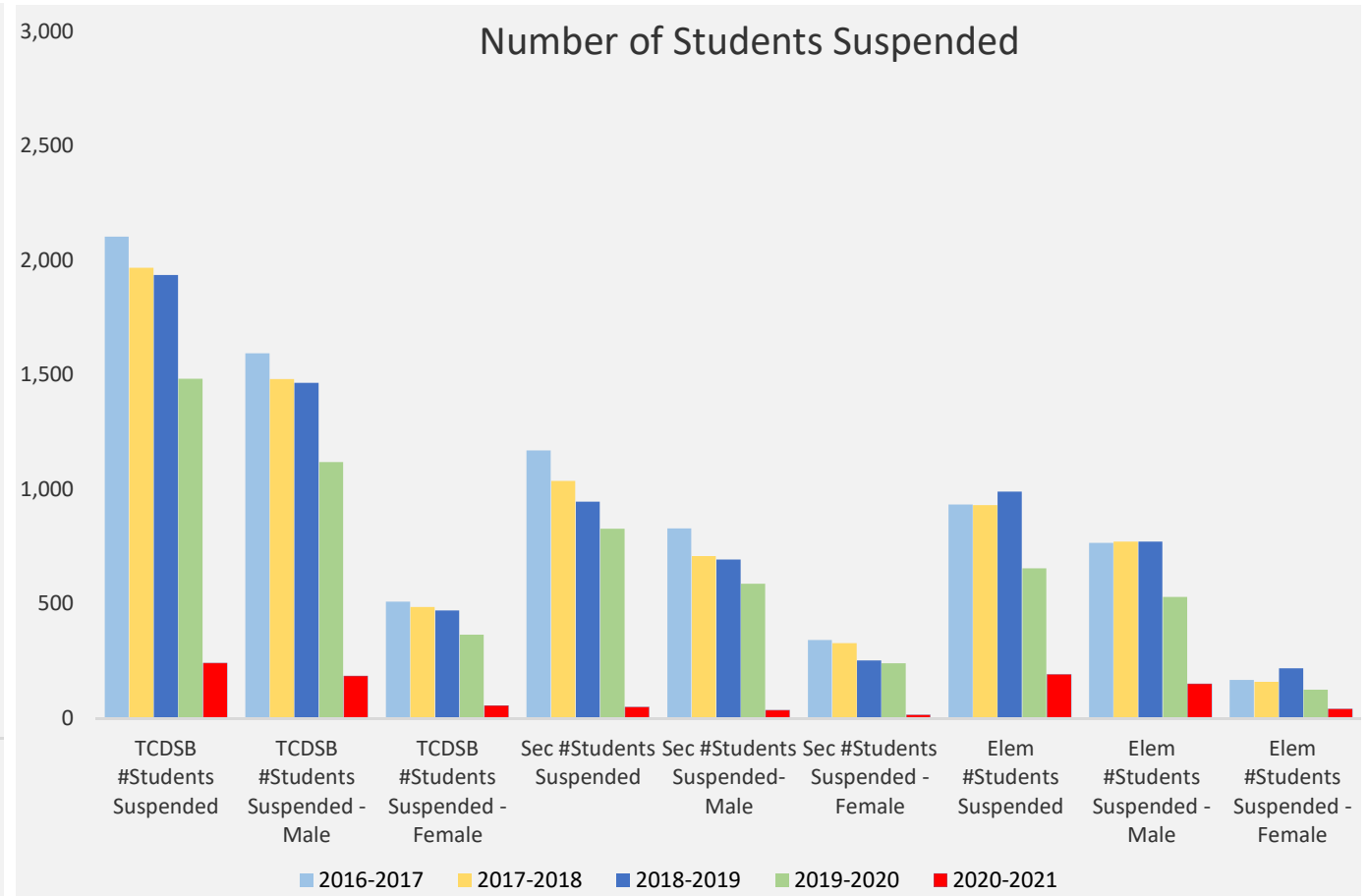
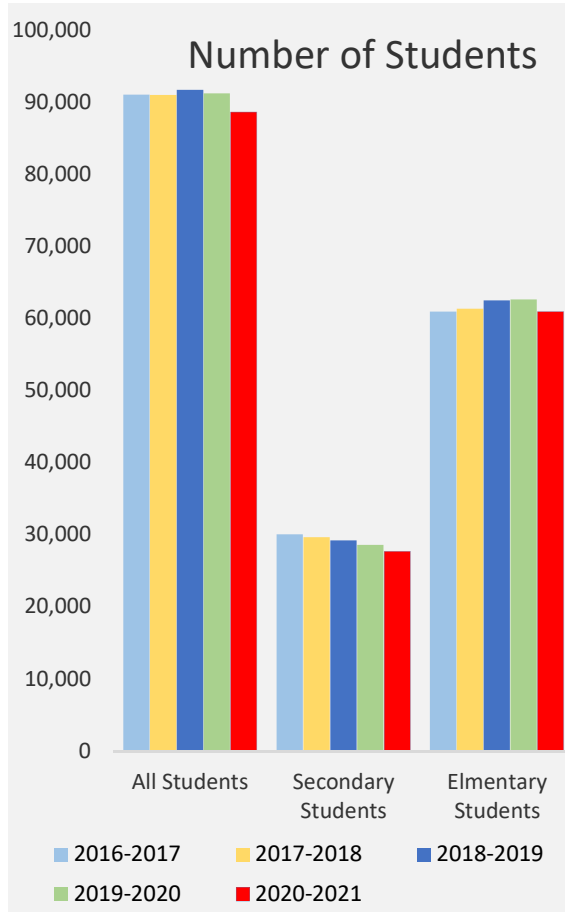
Days Lost to §.306 Suspension

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB Days Lost	TCDSB Days Lostn - Male	TCDSB Days Lost - Female	Sec TCDSB Days Lost	Sec TCDSB Days Lost - Male	Sec TCDSB Days Lost - Female	Elem TCDSB Days Lost	Elem TCDSB Days Lost - Male	Elem TCDSB Days Lost - Female
2016-2017	91,144	30,109	61,035	5,970	4,425	1,545	3,889	2,729	1,160	2,081	1,696	385
2017-2018	91,107	29,673	61,434	5,694	4,285	1,409	3,424	2,362	1,062	2,270	1,923	347
2018-2019	91,818	29,225	62,593	5,547	4,369	1,178	3,164	2,425	739	2,383	1,944	439
2019-2020	91,324	28,612	62,712	3,875	2,925	950	2,523	1,806	717	1,352	1,119	233
2020-2021	88,786	27,749	61,037	513	395	118	98	66	32	415	329	86



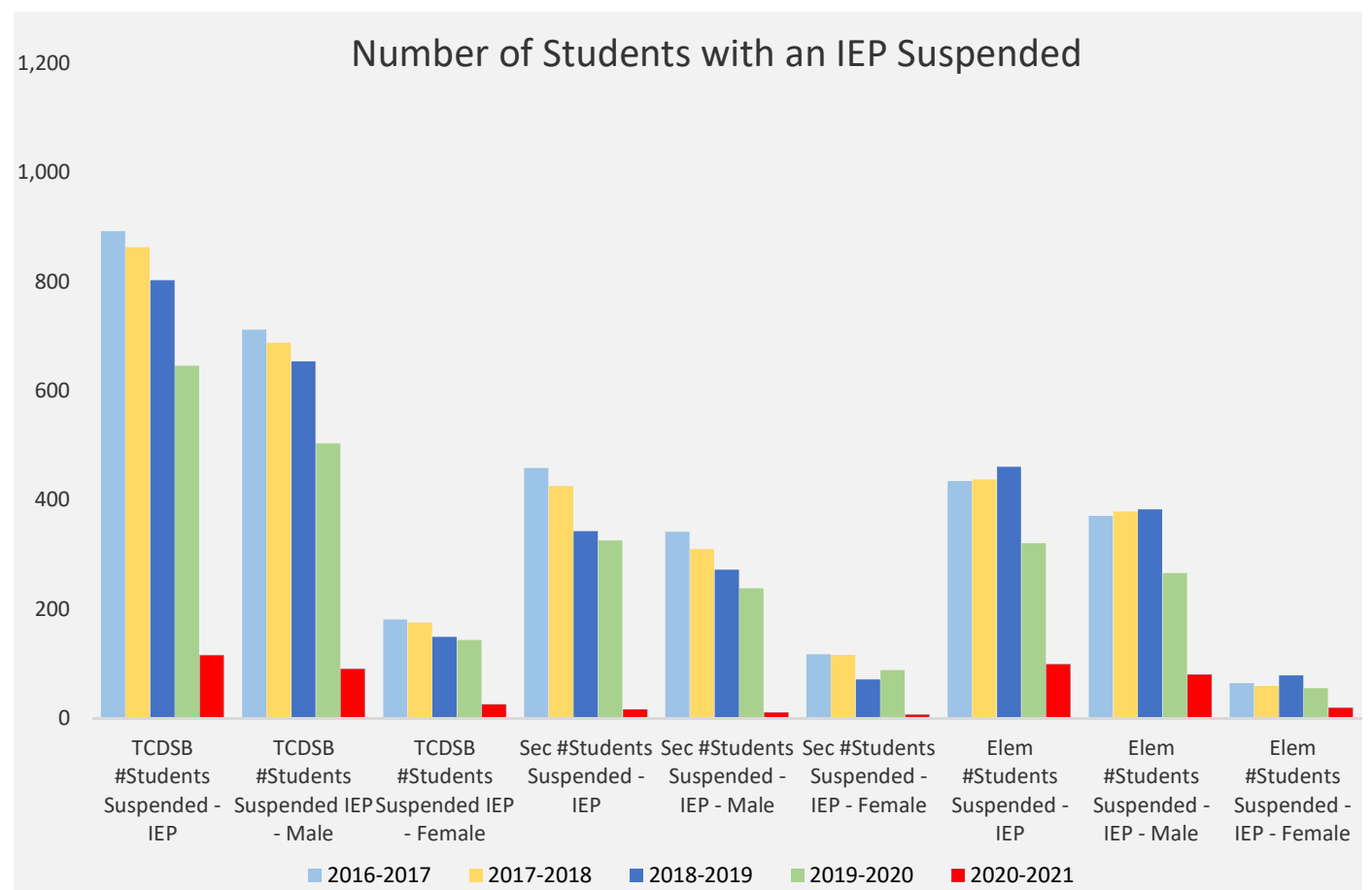
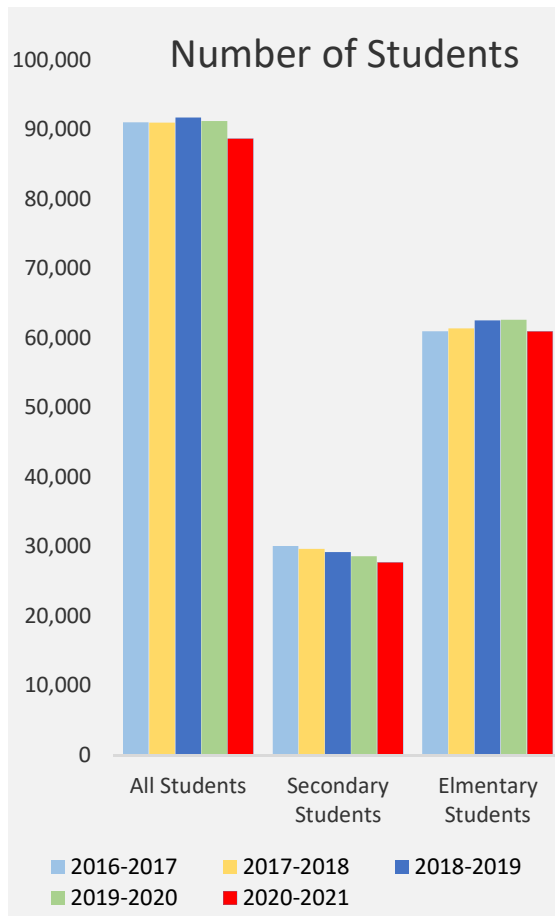
Number of Students Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended- Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #Students Suspended - Female
2016-2017	91,144	30,109	61,035	2,107	1,597	510	1,172	830	342	935	767	168
2017-2018	91,107	29,673	61,434	1,970	1,483	487	1,038	710	328	932	773	159
2018-2019	91,818	29,225	62,593	1,939	1,467	472	947	694	253	992	773	219
2019-2020	91,324	28,612	62,712	1,485	1,120	365	829	589	240	656	531	125
2020-2021	88,786	27,749	61,037	242	186	56	50	35	15	192	151	41



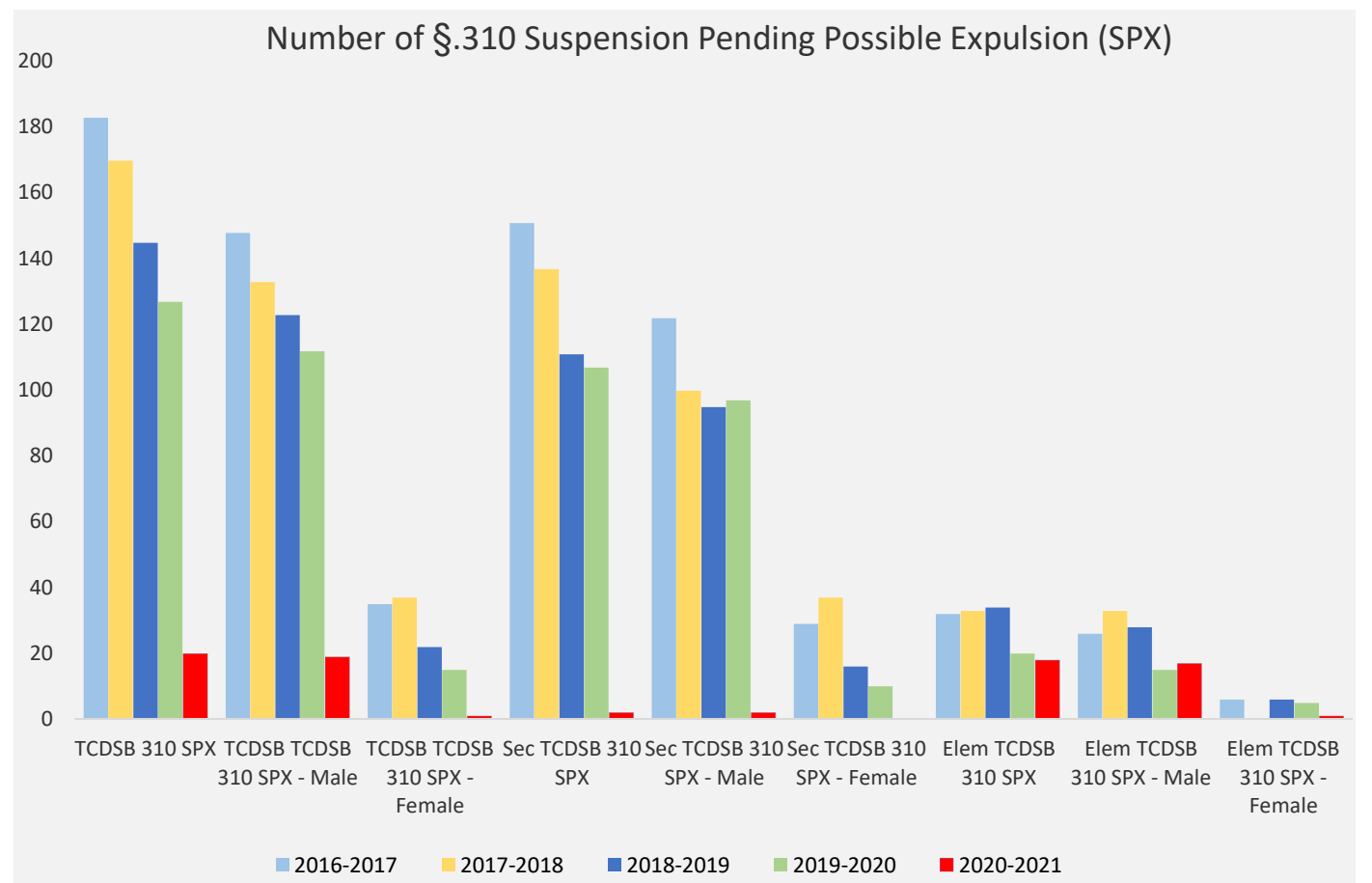
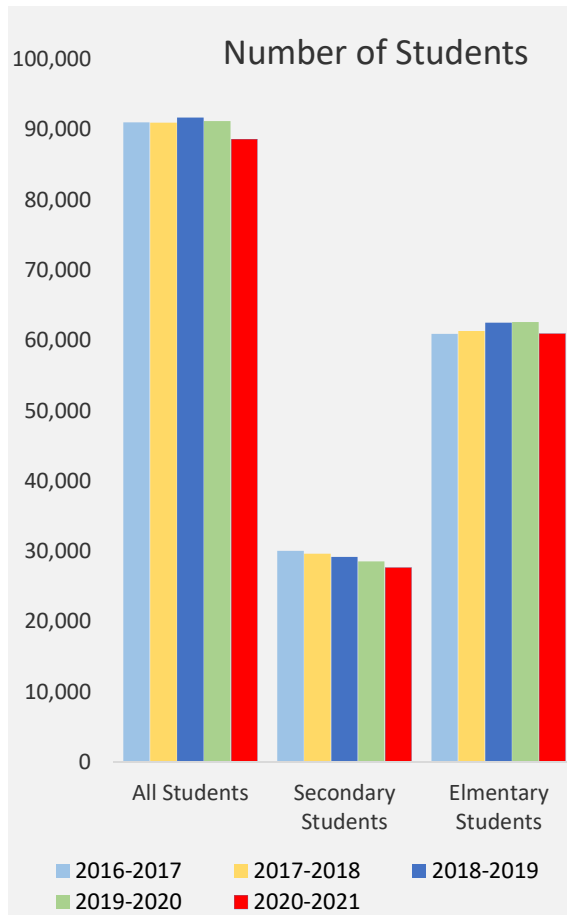
Number of Students with an IEP Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64
2017-2018	91,107	29,673	61,434	864	689	175	426	310	116	438	379	59
2018-2019	91,818	29,225	62,593	804	655	149	343	272	71	461	383	78
2019-2020	91,324	28,612	62,712	647	504	143	326	238	88	321	266	55
2020-2021	88,786	27,749	61,037	115	90	25	16	10	6	99	80	19



Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

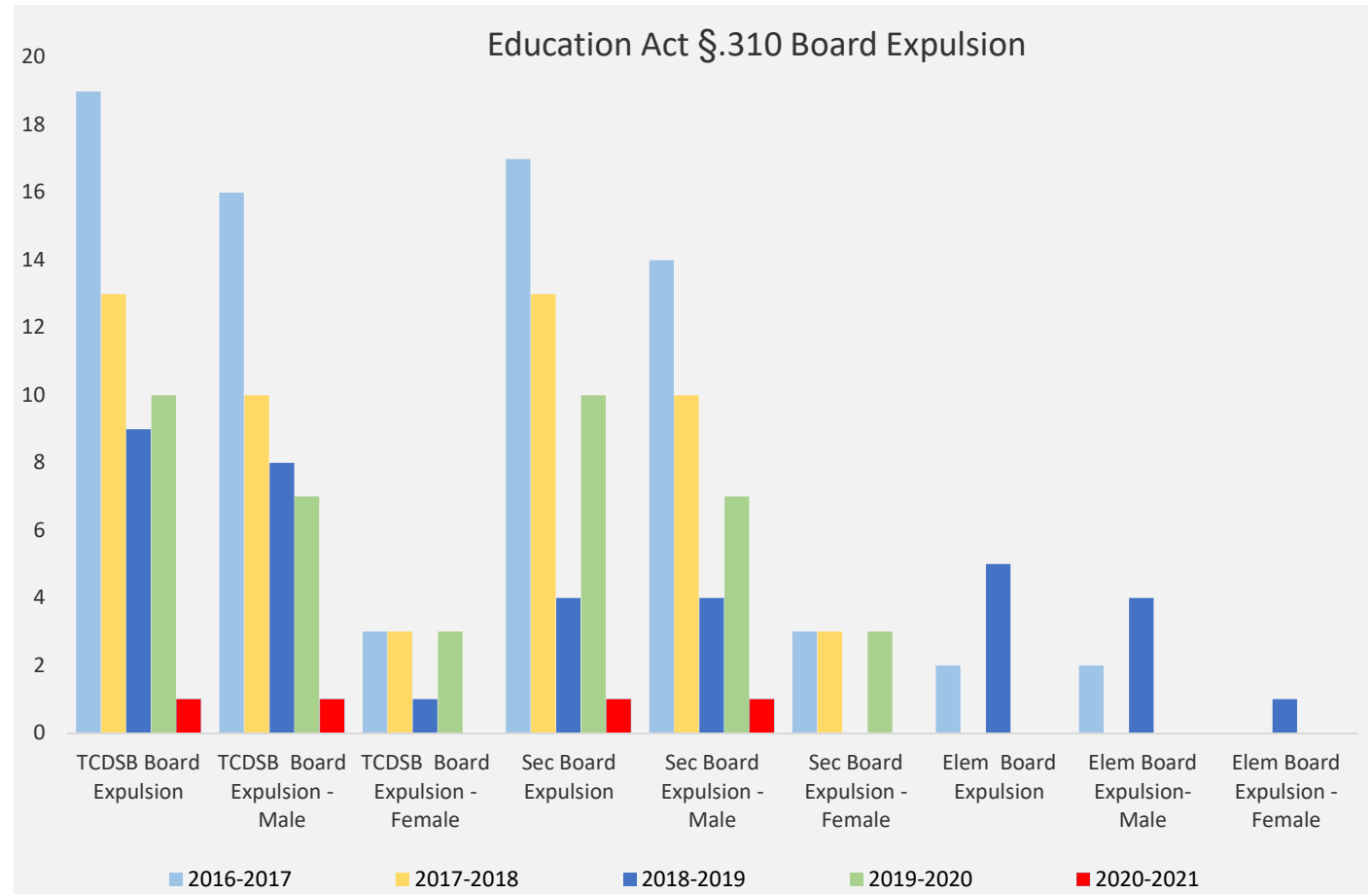
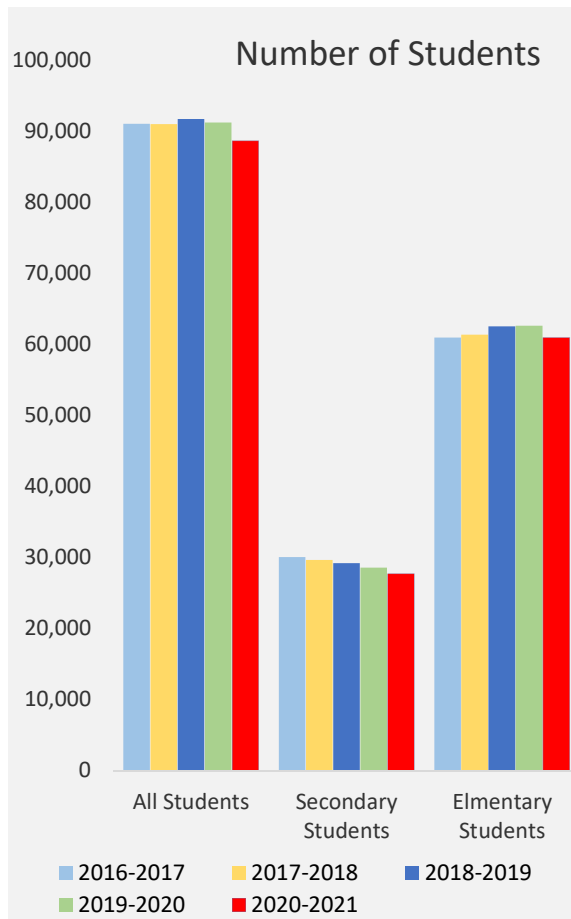
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 310 SPX	TCDSB 310 SPX - Male	TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
2016-2017	91,144	30,109	61,035	183	148	35	151	122	29	32	26	6
2017-2018	91,107	29,673	61,434	170	133	37	137	100	37	33	33	0
2018-2019	91,818	29,225	62,593	145	123	22	111	95	16	34	28	6
2019-2020	91,324	28,612	62,712	127	112	15	107	97	10	20	15	5
2020-2021	88,786	27,749	61,037	20	19	1	2	2	0	18	17	1



Education Act §.310 Board Expulsions

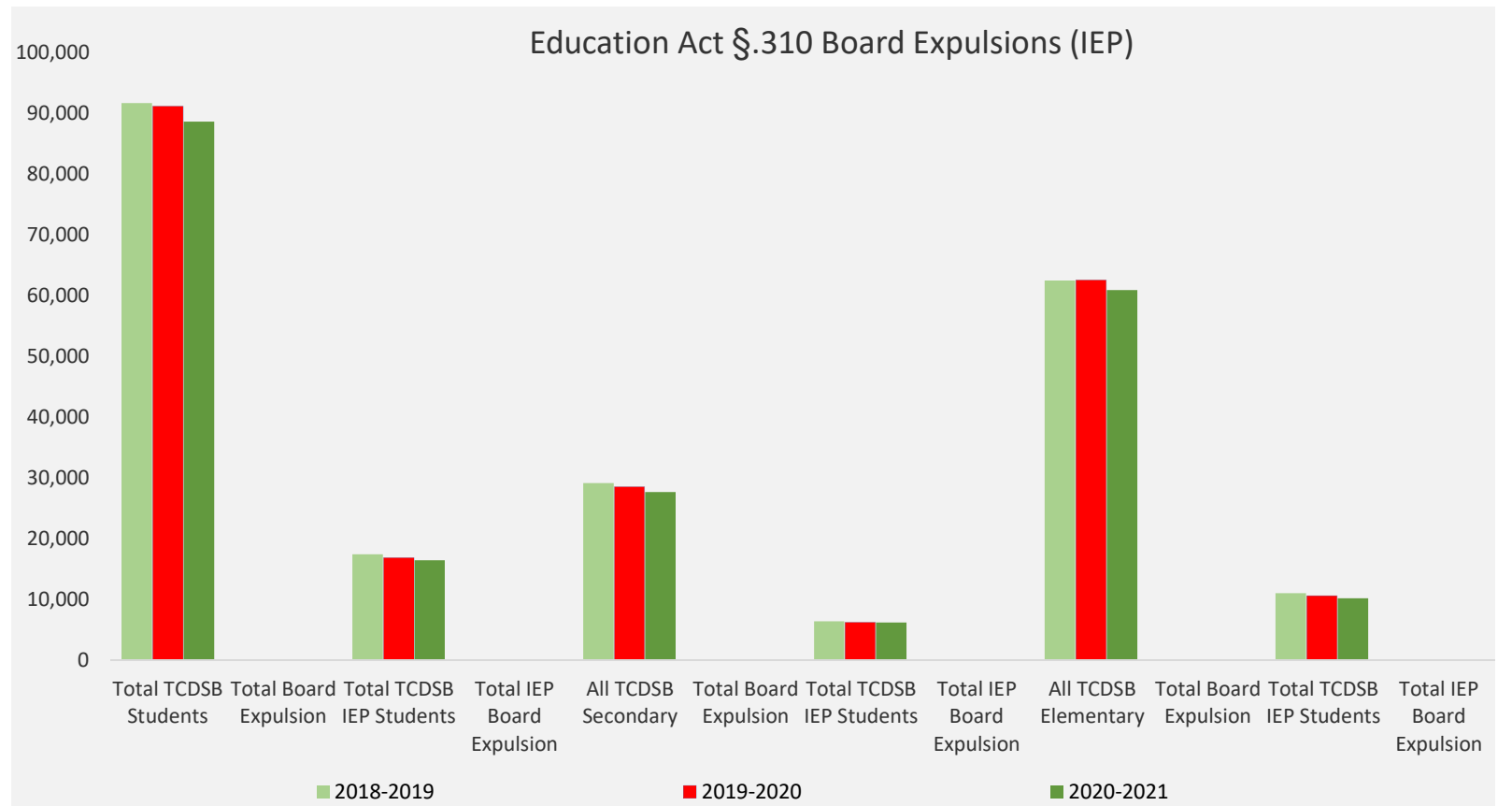
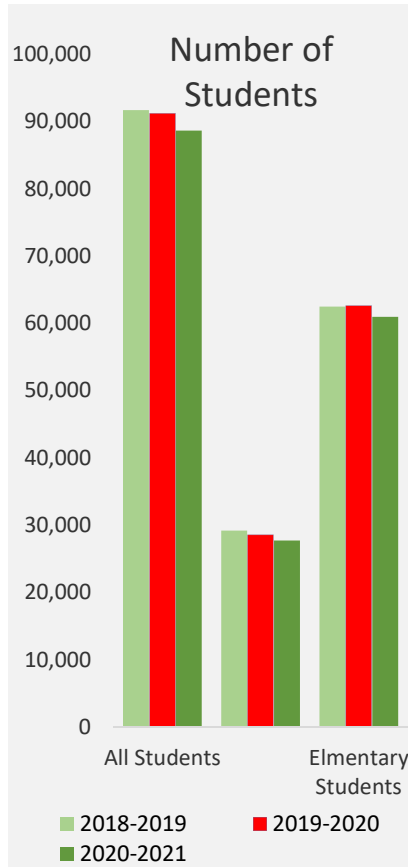
TCDSB	All Students	Secondary Students	Elementary Students
2016-2017	91,144	30,109	61,035
2017-2018	91,107	29,673	61,434
2018-2019	91,818	29,225	62,593
2019-2020	91,324	28,612	62,712
2020-2021	88,786	27,749	61,037

TCDSB Board Expulsion	TCDSB Board Expulsion - Male	TCDSB Board Expulsion - Female	Sec Board Expulsion	Sec Board Expulsion - Male	Sec Board Expulsion - Female	Elem Board Expulsion	Elem Board Expulsion - Male	Elem Board Expulsion - Female
19	16	3	17	14	3	2	2	0
13	10	3	13	10	3	0	0	0
9	8	1	4	4	0	5	4	1
10	7	3	10	7	3	0	0	0
1	1	0	1	1	0	0	0	0



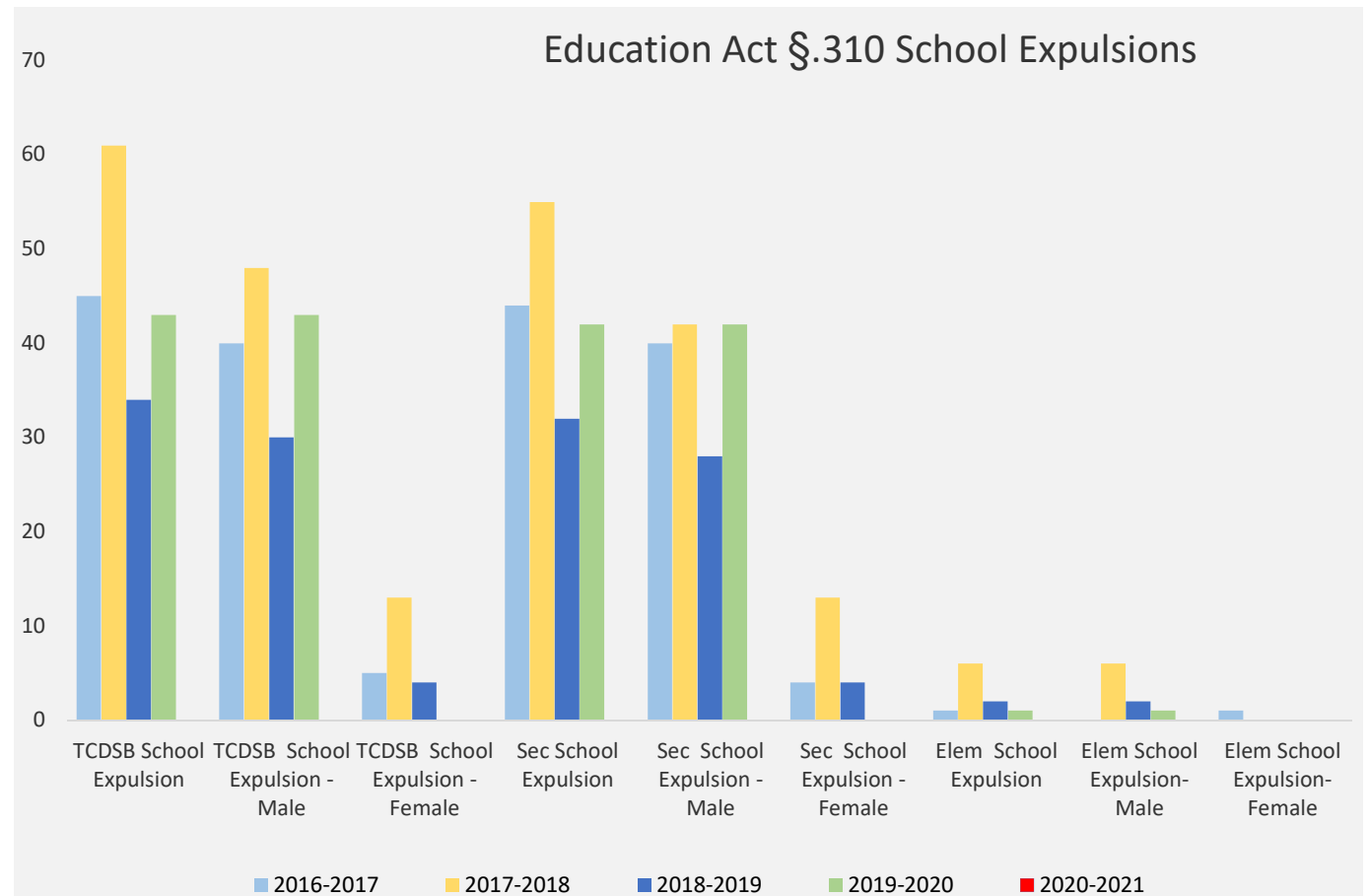
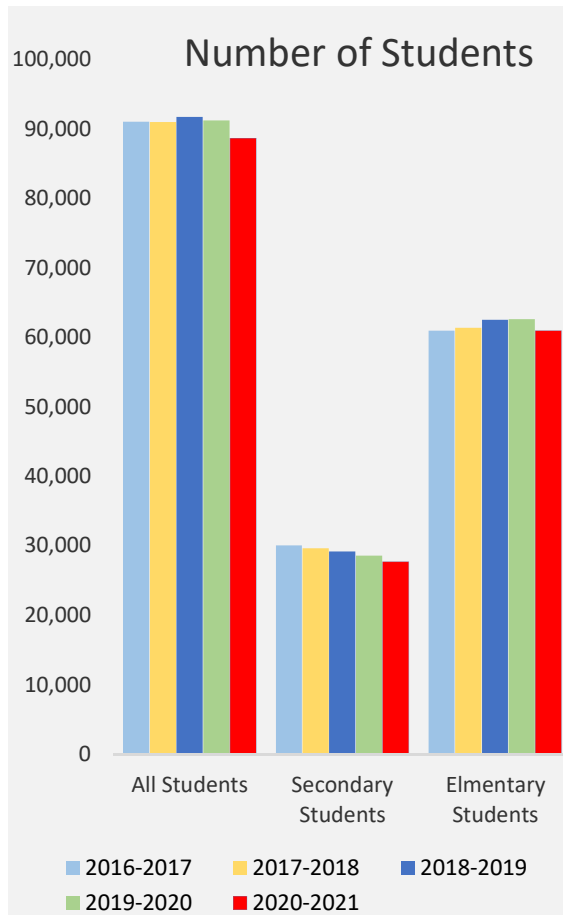
Education Act §.310 Board Expulsions (IEP)

TCDSB	All Students	Secondary Students	Elementary Students	Total TCDSB Students	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion	All TCDSB Secondary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion	All TCDSB Elementary	Total Board Expulsion	Total TCDSB IEP Students	Total IEP Board Expulsion
2018-2019	91,818	29,225	62,593	91,818	9	17,480	6	29,225	4	6,436	1	62,593	5	11,044	5
2019-2020	91,324	28,612	62,712	91,324	10	16,925	7	28,612	10	6,275	7	62,712	0	10,650	0
2020-2021	88,786	27,749	61,037	88,786	1	16,459	1	27,749	1	6,241	1	61,037	0	10,218	0



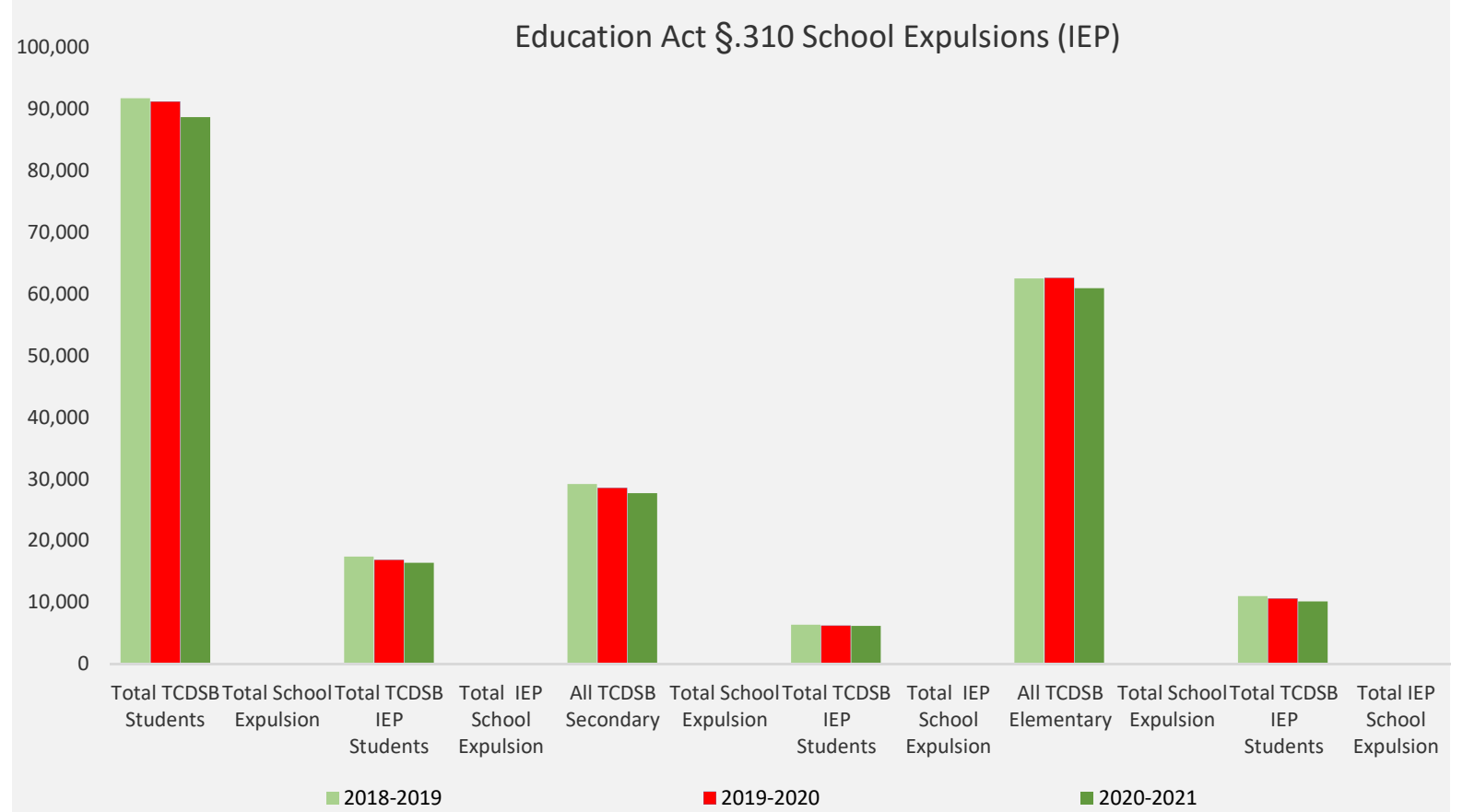
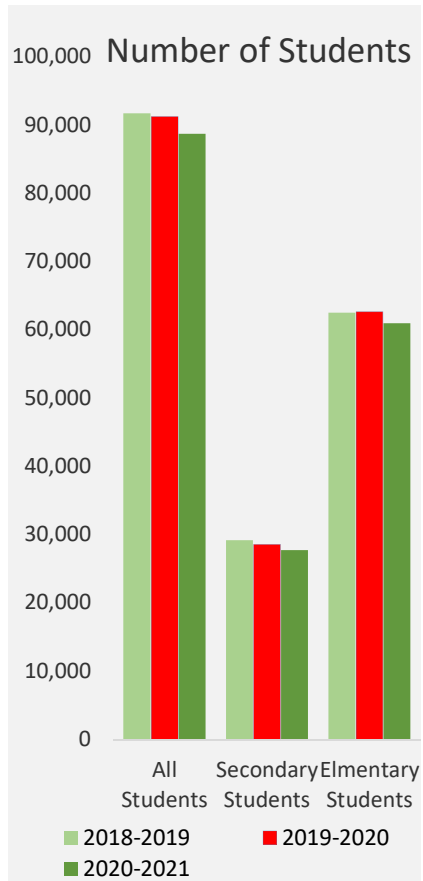
Education Act §.310 School Expulsions

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB School Expulsion	TCDSB School Expulsion - Male	TCDSB School Expulsion - Female	Sec School Expulsion	Sec School Expulsion - Male	Sec School Expulsion - Female	Elem School Expulsion	Elem School Expulsion - Male	Elem School Expulsion - Female
2016-2017	91,144	30,109	61,035	45	40	5	44	40	4	1	0	1
2017-2018	91,107	29,673	61,434	61	48	13	55	42	13	6	6	0
2018-2019	91,818	29,225	62,593	34	30	4	32	28	4	2	2	0
2019-2020	91,324	28,612	62,712	43	43	0	42	42	0	1	1	0
2020-2021	88,786	27,749	61,037	0	0	0	0	0	0	0	0	0



Education Act §.310 School Expulsions (IEP)

TCDSB	All Students	Secondary Students	Elementary Students	Total TCDSB Students	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion	All TCDSB Secondary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion	All TCDSB Elementary	Total School Expulsion	Total TCDSB IEP Students	Total IEP School Expulsion
2018-2019	91,818	29,225	62,593	91,818	34	17,480	16	29,225	32	6,436	16	62,593	2	11,044	0
2019-2020	91,324	28,612	62,712	91,324	0	16,925	18	28,612	0	6,275	17	62,712	0	10,650	1
2020-2021	88,786	27,749	61,037	88,786	0	16,459	0	27,749	0	6,241	0	61,037	0	10,218	0





Safe Schools and Educational Research Departments
Fall 2020 Safe Schools Survey
Secondary Review

Appendix B1

	2020-2021
<i>Total number of secondary school respondents (in-person and online)</i>	4,591
Number of secondary respondents learning in-person (at Bricks and Mortar schools)	4,462
Number of secondary respondents learning online (at St. Anne Catholic Academy, School of Virtual Learning)	129

Distribution by Grade	Grade 9	Grade 10	Grade 11	Grade 12
	27%	24%	22%	27%

A. SCHOOL SAFETY

All Students

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school (in-person or online)	96%

Students learning online

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school	98%

Students learning in-person

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school	96%
in the classroom	94%
in the cafeteria/lunch time	86%
in the hallways	91%
in the washrooms	89%
on the stairs/in stairwells	91%
walking/travelling to and from school	86%
at dismissal time	89%
in the parking lot	89%

B. BULLYING

During the first quadmester, how often have you been bullied?	Year	Never	1-3 times	4-6 times	Chose not to answer
	2020-21	95%	2%	<1%	2%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school (n= 136 or 3% in 2020-21).***

During the first quadmester, what form(s) of bullying have you <i>experienced</i> ? You may choose more than one.	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	73%
Physical	15%
Social (e.g., being excluded, gossip)	46%
Cyber (e.g., social media)	27%
Sexual	15%

For the 136 students who experienced being bullied at school during the first quadmester, the top reasons given most often for being bullied were: their physical appearance (29%); interests (28%); race (21%) and weight (20%)

During the first quadmester, have you told another person about being bullied?	Year	Yes
	2020-21	28%

During the first quadmester, have you ever <i>witnessed</i> another student being bullied at school?	Year	Yes
	2020-21	6%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school (n=278 or 6% in 2020-2021).***

During the first quadmester, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one.	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	77%
Physical	19%
Social (e.g., being excluded, gossip)	49%
Cyber (e.g., social media)	42%
Sexual	16%

During the first quadmester, did you tell anyone about the bullying you <i>witnessed</i> ?	Year	Yes
	2020-21	27%

How much of a problem do you think bullying is in your school?	Year	A Large Problem	A Medium Problem	A Small problem or Not a Problem
	2020-21	9%	12%	79%



**Safe Schools and Educational Research Departments
2020-2021 Student Feedback
Elementary Review**

Appendix B2

	2020-2021
<i>Total number of elementary school respondents (in-person and online)</i>	6,247
Number of elementary school respondents learning in-person (at Bricks and Mortar schools)	5,439
Number of elementary school respondents learning online (at St. Anne Catholic Academy, School of Virtual Learning)	808

Distribution by Grade	Grade 6	Grade 8
	51%	49%

A. SCHOOL SAFETY

All Students

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school (in-person or online)	96%

Students learning online

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school	98%

Students learning in-person

Feel <i>Very Safe</i> or <i>Safe</i>	2020-2021
in school	95%
in the classroom	93%
in the cafeteria/lunch time	82%
in the hallways	89%
in the washrooms	81%
on the stairs/in stairwells	87%
walking/travelling to and from school	88%
at dismissal time	90%
in the parking lot	83%

B. BULLYING

During this school year, how often have you been bullied?	Year	Never	1-3 times	4-6 times	Chose not to answer
	2020-21	70%	15%	4%	8%

The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n=1,392 or 22% in 2020-21).

During this school year, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	84%
Physical	32%
Social (e.g., being excluded, gossip)	45%
Cyber (e.g., social media)	29%
Sexual (e.g., inappropriate sexual comments, jokes or unwanted attention) (NOTE: Grade 8 only)	25%

During this school year, have you told another person about being bullied?	Year	Yes
	2020-21	53%

Of the 1,392 students who experienced being bullied at school during this school year, the top reasons given most often for being bullied were: their physical appearance (41%); interests (29%); weight (29%)

During this school year, have you seen another student being bullied at school?	Year	Yes
	2020-21	36%

The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=2247 or 36% in 2020-2021)

During the first quadmester, what form(s) of bullying have you seen? <i>You may choose more than one.</i>	2020-2021
Verbal (e.g., name calling, constant unwanted teasing/joking)	91%
Physical	50%
Social (e.g., being excluded, gossip)	56%
Cyber (e.g., social media)	36%
Sexual (e.g., inappropriate sexual comments, jokes or unwanted attention) (NOTE: Grade 8 only)	25%

During this school year, did you tell anyone about the bullying you saw?	Year	Yes
	2020-21	55%

How much of a problem do you think bullying is in your school?	Year	A Large Problem	A Medium Problem	A Small problem or Not a Problem
	2020-21	12%	22%	65%



Safe Schools and Educational Research Departments
Student Voice
Perceptions of Safety for Identified Racial Groups

Appendix C

FALL 2020: Safe Schools Survey – Secondary Schools

In our society, people are often described by their race or racial background. Which racial group(s) best describes you?

Number of respondents	N	Percent
All students	4,591	100%
Black (African, Afro-Caribbean, African-Canadian descent)	800	17%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	341	7%
Indigenous (First Nations, Métis, Inuit descent)	56	1%
Latino/Latina/Latinx (Latin American, Hispanic descent)	512	11%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	215	5%
South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	341	7%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	1,180	26%
White (European descent)	1,665	36%

A. SCHOOL SAFETY

Students Who Feel *Very Safe* or *Safe* in School (In-person or Online) During the First Quadmester

Black	East Asian	Indigenous	Latino/a/x
94%	94%	89%	94%

Middle Eastern	South Asian	Southeast Asian	White
96%	94%	96%	97%

B. BULLYING

1. During the first quadmester, how often have you been bullied at school?

	Never	1-3 times	4-6 times	Chose not to answer
Black	94%	3%	<1%	2%
East Asian	94%	3%	0%	2%
Indigenous	91%	0%	0%	4%
Latino/Latina/Latinx	92%	4%	1%	3%
Middle Eastern	94%	2%	0%	2%
South Asian	94%	2%	0%	3%
Southeast Asian	96%	2%	<1%	2%
White	95%	3%	<1%	1%

2. During the first quadmester, have you ever *witnessed* another student being bullied at school?

Yes	Black	East Asian	Indigenous	Latino/a/x
	7%	6%	16%	9%
Yes	Middle Eastern	South Asian	Southeast Asian	White
	7%	9%	5%	6%

3. How much of a problem do you think bullying is in your school?

	A Large Problem	A Medium Problem	A Small problem or Not a Problem
Black	11%	14%	75%
East Asian	15%	11%	74%
Indigenous	21%	16%	62%
Latino/Latina/Latinx	9%	14%	76%
Middle Eastern	11%	15%	73%
South Asian	9%	11%	80%
Southeast Asian	13%	14%	73%
White	3%	11%	86%

SPRING 2021: Student Voice Survey – Grades 6 and 8

In our society, people are often described by their race or racial background. Which racial group(s) best describes you?

Number of respondents	N	Percent
All students	6,247	100%
Black (African, Afro-Caribbean, African-Canadian descent)	1,106	18%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	409	7%
Indigenous (First Nations, Métis, Inuit descent)	59	1%
Latino/Latina/Latinx (Latin American, Hispanic descent)	690	11%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	262	4%
South Asian (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	286	5%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	1,328	21%
White (European descent)	2,316	37%

A. SCHOOL SAFETY

Students Who Feel *Very Safe* or *Safe* in School (In-person or Online) During This School Year

Black	East Asian	Indigenous	Latino/a/x
94%	96%	97%	95%

Middle Eastern	South Asian	Southeast Asian	White
93%	94%	97%	96%

B. BULLYING

1. During this school year, how often have you been bullied?

	Never	1-3 times	4-6 times	Chose not to answer
Black	71%	13%	4%	8%
East Asian	73%	13%	3%	9%
Indigenous	59%	25%	2%	10%
Latino/Latina/Latinx	69%	15%	4%	8%
Middle Eastern	60%	19%	5%	11%
South Asian	74%	13%	2%	7%
Southeast Asian	73%	13%	3%	9%
White	68%	16%	4%	7%

2. During this school year, have you seen another student being bullied at school?

Yes	Black	East Asian	Indigenous	Latino/a/x
	37%	31%	42%	33%

Yes	Middle Eastern	South Asian	Southeast Asian	White
	44%	32%	33%	40%

3. How much of a problem do you think bullying is in your school?

	A Large Problem	A Medium Problem	A Small problem or Not a Problem
Black	15%	22%	61%
East Asian	13%	20%	66%
Indigenous	19%	27%	53%
Latino/Latina/Latinx	13%	23%	63%
Middle Eastern	18%	28%	54%
South Asian	12%	20%	67%
Southeast Asian	14%	24%	61%
White	8%	20%	71%