

SCHOOL
COMMUNITY
SAFETY
ADVISORY
PANEL

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Ms. Gerry Connelly
Director
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Dear Director Connelly:

Re: School Community Safety Advisory Panel

We are pleased to submit to you the School Community Safety Advisory Panel's final report, in four volumes, entitled *The Road to Health: A Final Report on School Safety*.

Yours truly,



Julian N. Falconer
Chair



Peggy Edwards
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Linda MacKinnon
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SCHOOL COMMUNITY SAFETY ADVISORY PANEL

Acknowledgements

To the family of Jordan Manners, the School Community Safety Advisory Panel expresses its deepest sympathies on the tragic and violent loss of a young life. No loss can be greater to a family than one of its youngest members.

To the students who spoke to the Panel or completed a survey, we extend our appreciation for your honesty and candour about school life. You are the first and foremost among the consultees.

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SCHOOL COMMUNITY SAFETY ADVISORY PANEL

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THE ROAD TO HEALTH: A FINAL REPORT ON SCHOOL SAFETY

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CHAPTER 1: INTRODUCTION

The approach the School Community Safety Advisory Panel (the “Panel”) has taken to this review is a broad one. The underlying premise to the Panel’s work is that “school safety” is synonymous with “school health”. Put simply, the Panel has concluded that addressing issues of safety in schools under the jurisdiction of the Toronto District School Board (the “TDSB” or the “Board”) is inextricably tied into addressing the question of the health of the school environment. If a healthy learning environment is achieved then schools will be safe. Conversely, where safety issues have become a serious concern, there are clear indications of ill health. It follows, therefore that issues of safety of the school community involve considerations of more than the narrow questions about security measures, building security and discipline. Indeed, it is one of the operating theses of this Report that an overly narrow approach to safety has historically characterized this area and is one of the barriers to substantial progress.

It is essential that safety in the TDSB schools improve. There is a community-wide crisis of confidence in the ability of the TDSB to ensure violence-free and weapons-free environments in all of its schools. There is no prospect of effectively addressing these legitimate concerns unless a multi-faceted approach is taken to this very complex problem.

Time and again, the Panel has been treated to the mantra that “this is not just a school problem; this requires a coordinated effort by all the relevant arms of government and community agencies”. The Panel agrees. To this end, the recommendations in this Report do not confine themselves to simply the TDSB. To do so would fail to do justice to the breadth and complexity of the problems inherent in addressing the health of the TDSB school system.¹

The TDSB has made significant achievements in the area of curriculum and boasts a prestigious record in its ability to maintain academic standards amongst engaged youth. However, the crisis of confidence that hangs over the TDSB relates to the Board’s inability, thus far, to successfully address the needs of the more marginalized youth who are not engaged and who are not succeeding academically.² It is, of course, a sad reality that these are the students who also represent the greatest safety concern as they are the students whose socio-psychological health needs remain unaddressed.

¹ No doubt in recognition of the constellation of issues involved, the Director of the TDSB has, in written advice to the Panel, confirmed her support for recommendations being directed, where appropriate, to other agencies and levels of government that the Panel may identify.

² During a Panel consultation with Ms. Barbara Thompson of the Black Youth Help Line (August 16, 2007), the term “complex-needs youth” was introduced by her as a descriptor for the subject youth. Throughout this Report, the Panel uses the terms “marginalized youth” and “complex-needs youth” as appropriate. These terms are used instead of “high-risk” or “at-risk”. These latter expressions suggest that, among other things, the youth at issue are in “risk” positions. Reality tells us that a number of these youth are well beyond the stage of risk, they are ongoing casualties whether one has regard to neglect born of racism, poverty or interactions with the justice system. The Panel utilizes the term “marginalized youth” to highlight the class, racial and achievement gaps these youth face. The term “complex-needs youth” is meant to identify a broader class and, in addition to marginalized youth, captures those students who may suffer disengagement and alienation due to other unique challenges that may not typically attach to marginalized youth.

The shift in thinking that is required at both the TDSB and the Ministry of Education involves the recognition that, among other things, it is simply not enough to be accomplished in teaching curriculum. Matters going beyond academics must be overcome in order to address the fundamental needs of youth who come to school unable to learn because of their challenging lives outside of school.

The real change that is essential to making headway on issues of safety involves abandoning the failed philosophy of addressing safety through discipline/enforcement mechanisms. It does not work. While there will always be a place for discipline in identifying standards of behaviour, the reality that has thus far not been accepted in the system is that **marginalized youth cannot be punished/suspended into becoming engaged**. Resort to mass suspensions and other forms of conventional discipline for youth whose hope has faltered does not work. Louis March, Communications Director for the African Canadian Heritage Association expressed to the Panel what he hears daily: **“It is easier to get a gun than to get a job”**.³

Hope needs to be restored through programs and initiatives that create prospects for success for youth who are currently on the outside looking in. In the words of Peter Rosenthal, legal counsel and social justice advocate, “let’s make it easier to get the job”. Tied to this imperative is the need to recognize that when we speak of “a job”, as in the case of anyone else, it is symbolic of more than just employment. It is about access to opportunities, the creation of career aspirations and the fulfilment of life long ambitions. It is about dignity and self-respect. These goals are not easily attainable for non-marginalized youth, these goals are simply unattainable for the City’s marginalized youth.

Schools will inevitably mirror the communities they serve. In a large urban setting such as Toronto, these communities are not hermetically sealed and schools across the city have a wide range of students from all walks of life. This necessarily means that the ills that our communities face outside the schools will and have made their way into the schools. There are guns in the schools and they are in non-trivial numbers in select schools across the city. Sexual assaults have also increased in numbers across the city. There are no “quick fix” solutions. Preventive measures aimed at encouraging youth to make better choices is the way to safety.

The punitive approach that preached resort to mass suspensions and other forms of conventional discipline for complex-needs youth reached its zenith with the zero tolerance philosophy that dominated the early years of the *Safe Schools Act* amendments enacted in 2002. Youth were suspended and expelled in “droves”. The Panel refers to this enforcement style for responding to troubled youth as the “Safe Schools Culture”.

The Panel accepts that the Safe Schools Culture has deeply hurt this City’s most disenfranchised. The devastating effect that this style of discipline had (and continues to

³ Consultations with the Coalition of African Canadian Organizations dated August 16, 2007

have) on marginalized communities is borne out by its lasting and ongoing effects. Spectres of “zero tolerance” policies continue to hang over the Safe Schools department (now called the Safe and Caring Schools Department). While the department has attempted to distance itself from the original Safe Schools Culture, the vestiges of TDSB’s recent past are not so easily shed.

The Safe School Culture preaches a theory that complex-needs youth should be “treated the same” as all other youth. Predictably, this “one size fits all” approach results in those unable to “make the grade” being pushed out of the schools on to the streets of our communities. The government of the day (Conservative Government under Premier Mike Harris) had been elected (twice) on a platform which had the dismantling of major social supports as a major objective. The impact was, in effect, to push youth out of the schools into a setting where essential supports had been removed. Consultees, such as Dr. Akua Benjamin, refer to this resulting generation of youth as the “walking wounded” for whom hope and pride have been replaced by alienation and radicalization.⁴

Did the Safe School Culture succeed in making schools violence-free and weapons-free environments? The answer is a resounding NO! The Panel’s sobering findings with respect to youth victimization in a wide array of TDSB schools across the city speak for themselves (see Appendix “D”).

The Panel maintains that charting a new direction for safety in TDSB schools means charting a new direction for how the Board responds to complex-needs youth. It is about recognizing that “treating everyone the same” does not work when the starting points for youth can be so different. By way of simple example, if a thirteen year old comes to school hungry and sleep-deprived because of the personal crisis that may be his or her reality due to challenges at home, how do we justify holding that youth to the same standard of behaviour and education as a well nourished student who comes from a nurturing and attentive environment?

While the TDSB did not create poverty, racism, sexism or classism, it has the power and opportunity to shelter youth from its harshest effects. The Panel relies on the philosophy engendered in the notion of “equity” which has, as its most fundamental tenet, the recognition that people’s differences are to be recognized and accounted for with a view to creating inclusive environments that do not push people out.

The fundamental challenge for the TDSB involves identifying and employing key strategies aimed at re-engaging youth. As simple as this statement is to make, the TDSB (along with many other agencies in the Province of Ontario) has been wholly unsuccessful at meeting the challenge. Key elements to any successful strategy will be initiatives aimed at inclusion. In other words, the TDSB cannot hope to re-engage youth if its programs and initiatives are not geared towards accommodating their unique

⁴ Consultation with “The Ashanti Room Supporters of Equity for Charis Newton-Thompson and Safety for all in Schools” on July 25, 2007.

circumstances. Youth who come to school unable to learn because of their challenging lives outside of school have needs that must be addressed through social services supports as well as inclusive curriculum aimed at their realities. Zanana Akande, former cabinet minister, retired educator and community advocate, put it best: “it is absurd to preach course credit accumulation and delayed gratification to youth who have no hope of ever seeing the career opportunities we are trying to sell.”

Strategies geared to inclusion involve adopting approaches and programs meant to recognize and acknowledge the diversity of the student population. These are the foundational principles upon which equity initiatives are built. That is, one size does not fit all. The Tory Government of the late 1990’s deliberately embarked on a course designed to net out “equity” from the equation. Education was no exception and, indeed, the original *Safe Schools Act* and the impact it had on marginalized youth, particularly African Canadian youth, is a stark example of the fall-out from this Government policy.

The view that the Safe School Culture ought to be abandoned in favour of a new approach that involves infusing equity into youth management has spawned the Panel’s recommendation for a new department known as the “Well-Being and Equity Department”. Essential to the function of this department is the notion of “partnering up” the former Safe Schools Department with a revitalized Equity team in order to ensure that, among other things, there will be no discipline without equity. This is a huge leap forward to ensure that the message to our most marginalized community is that the TDSB has not only listened but has heard the pleas to put an end to the Safe Schools culture.

1.01: The Panel’s Terms of Reference

It is convenient at the outset of this Report to explain how the School Community Safety Advisory Panel interprets its Terms of Reference. The Terms of Reference direct the Panel to, among other things:

“make findings and recommendations to the Director of the Toronto District School Board... with respect to ... (2.) Factors influencing the ability of C.W. Jefferys in particular, and of the **Toronto District School Boards School in general** to maintain student order and discipline. (3.) **Improving practices in TDSB schools with regards to prevention, school supervision, discipline and security which will create a positive, safe and welcoming school environment.**” (emphasis added)

The conclusion of the Terms of Reference provides as follows:

“the Panel may make such other enquires and consultations **it deems necessary to achieve its objects**, including but not limited to: Community agencies and advocacy groups, Trustees, School Board administration, Unions and employee groups.” (emphasis added)

Adopting a purposive approach to the Terms of Reference, it is apparent that the Panel was expected to make “findings and recommendations” with respect to systemic issues impacting on “schools in general”. These practices are expressly not limited to “student order and discipline” but include practices “with regards to prevention” towards the goal of ensuring “a positive, safe and welcoming school environment”. In an amendment letter dated July 6, 2007, Director Connelly requested a particularization of the Panel’s work to include specific safety concerns in terms of the vulnerability of racialized female students to acts of exploitation and violence. Accordingly, the Panel has specifically devoted a portion of this Report to the issue of gender-based violence.

1.02: The Panel’s Work and Methodology

The Panel’s work proceeded on the basis of a school-specific review followed by a broader systemic phase. The review commenced at the high school where the tragedy of Jordan Manners’ death occurred, C.W. Jefferys Collegiate Institute. The review expanded to Westview Centennial Secondary School, given the extent of community concerns raised about the school and the decision of the TDSB to expand the mandate of the Panel.

The Panel adopted a two-dimensional approach to its consultation process, gathering perspectives from within the schools and from the wider school community. The Panel conducted consultations of administrators, students, teachers and staff at both schools. The Panel met with a group of Westview students in the school-based Caring Village “Promoting Excellence Program” and with two focus groups of Westview students in community centres. The Panel also met in community centres with groups of students and parents. In addition, the Panel hosted a two-day public consultation process at C.W. Jefferys and a dialogue with community-based organizations serving the C.W. Jefferys and Westview school community.

The consultations were, for the most part, carried out according to a standardized format. At least one Panel member conducted the consultation, though often two, if not all three, Panel members attended. A note-taker also attended (Panel staff) and, if there was no objection, the consultation was audio recorded utilizing a dictaphone-style small digital recorder.

The consultees were presented with the Panel’s Terms of Reference and an updated list of Panel consultations (accessed from the Panel website, www.schoolsafetypanel.com) along with a brief explanation by the Panel member as to the documents. The consultees were then invited to make a presentation if they so desired. This was followed by questions by the Panel members which led to discursive exchanges designed to probe the issues. Consultations generally lasted one to two hours, if not longer, depending on the size of the delegation attending for the consultation.

Consultees were presented with choices on location of the consultation. In the case of the school specific consultations, the Panel attended at both C.W. Jefferys and Westview over a course of days and met with consultees in office space set aside for the Panel’s

work. Consultees were given the option of off-site meetings at the Panel offices located at 3701 Chesswood Avenue (Toronto). Consultations during the systemic phase were held in a variety of locations depending on the convenience and resources of the consultees as well as the perceived benefits of Panel members visiting a particular location. These included the Panel offices, other schools of interest, community centres, TDSB offices at 5050 Yonge Street (Toronto) and other locations of community agencies.

Consultees chose the number of persons in their delegation. It may involve one individual or it may involve five to ten individuals representing a range of agencies and/or interest groups. Confidentiality was offered for all students and, if sought, was offered to all others attending on an individual basis. Group consultations were presumptively not confidential. All agreements as to confidentiality were subject to the express qualification (communicated to the consultees) that the assurance was not absolute and while efforts would be made to protect confidentiality, Court processes such as subpoenas and other Court orders could override the confidentiality.

To the extent that a specific set of circumstances was being examined by the Panel, documentary production, as well as summaries of issues of concern, were provided to each of the consultees in advance of the consultation. There were those consultees (generally administrative teams and/or senior TDSB staff) who chose to attend with legal counsel. This was the case with respect to the administrators' team from C.W. Jefferys that were in place in May 2007 and the administrators' team (with one exception) currently in place at Westview. Similarly, the Superintendent of Northwest 2 and the Systems Superintendent in charge of Safe and Caring Schools also met with the Panel with counsel present.

Through the expertise of Professor Scot Wortley, Chief Academic with the Panel, extensive surveys of students and staff at both C.W. Jefferys and Westview. Copies of the blank surveys distributed to students and staff at C.W. Jefferys and Westview are attached as appendices to this Report (see Appendices "K" to "N"). The specific survey methodologies are explained in detail as part of the survey sections in this Report.

The Panel worked extensively with TDSB staff in order to access relevant Board records, policies and other documentation essential for the Panel's work. For example (but not exclusively), extensive hours were spent with representatives of the Safe and Caring Schools Department accessing various forms of data collected from schools and receiving and interpreting the myriad of policies and other records kept by the TDSB on issues of safety. Throughout, the Director of the TDSB was represented by TDSB in-house counsel who served as a primary (not exclusive) contact for the Panel.

As the review entered the systemic phase, the Panel conducted site visits at several other schools in and outside of Northwest 2. During these visits, the Panel would inspect the physical premises of the school and meet with focus groups of administrators, teachers, support staff and students. Lastly, the Panel consulted with various individuals representing a wide array of schools across the TDSB. While the Panel did not engage in

site visits of these schools, consultees would share with the Panel members the perspectives they had gained from their experiences at their schools. A full list of these schools can be found in the Panel’s list of consultations (Appendix “C”).

The Panel has operated on the central premise that the evolution of safety issues in TDSB schools is best understood through analysis of the history of the Board’s efforts to respond to and manage its most marginalized and/or complex-needs youth. While limitations on time and resources meant that the Panel could not conduct intensive reviews at schools across the TDSB, the Panel’s conclusions and recommendations have applicability in any school (particularly secondary schools) where the diverse student body includes a significant population of marginalized and/or complex-needs youth. This is particularly important in light of the reality that schools quite properly represent a wide range of students from diverse cultural and socioeconomic backgrounds.

Finally, the Panel benefitted from access to a talented and diverse research team. The Panel’s Chief Academic, Professor Scot Wortley of the University of Toronto, along with his supporting team of graduate students have provided a rich contribution by way of academic research as well as the important survey work conducted. Director Connelly’s request that the Panel particularize its mandate to include the issue of the vulnerability of racialized students to exploitation and violence led to the creation of a gender-based violence research team consisting of Dania Majid and Jackie Esmonde. Their work, in terms of its breadth of research and diversity of consultation, has enabled the Panel to make key recommendations in the face of the growing prevalence of sexual assaults in TDSB schools across the city. General research and drafting support for the Report was provided by Julian Roy (also the Panel consultations manager) and Sunil Mathai (along with Ms. Majid and Ms. Esmonde) who rounded out the research team.

Finally, a select few consultants provided important perspectives and/or access to key community stakeholders without whom the Panel’s work would have been incomplete. These consultants include Roger Rowe, Suzan Fraser and Zanana Akande.

1.03: Overview of the Report

We begin this Report with an overview of the most significant historical events affecting educational policy in Toronto over the past 15 years. The education system has been in a state of considerable flux. Early attempts to ensure that equity was an integral part of the education system were thwarted by deep cuts to education budgets. Amalgamation led to the creation of a large and unwieldy school board, mired in its own bureaucracy. Policy approaches to school discipline have swung from the extreme of “zero tolerance” and the *Safe Schools Act* to a hesitancy to suspend students, following the settlement of human rights complaints with the Ontario Human Rights Commission. This historical context is important for understanding the current functioning of the Toronto District School Board.

Chapter Three contains the heart of the Report, including the Panel’s diagnosis of the current health status of the TDSB and our prescriptions for change. We begin our

assessment with C.W. Jefferys Collegiate Institute (“C.W. Jefferys”) and an overview of events on the day of Jordan Manners’ death. In order to assess the key safety and discipline issues facing students and staff at C.W. Jefferys, including those issues that may have contributed to Jordan’s death, the Panel conducted extensive survey work. In Section 3.02, we report on the results of the student and teacher surveys.⁵ The results suggest that while most C.W. Jefferys students feel safe at their school, students are concerned by disorder in the hallways, students disrespect their teachers, racism and the presence of weapons, drug dealing and gangs within the school. The surveys found that C.W. Jefferys teachers feel that discipline at the school is too lenient, leading to a corresponding deterioration in school safety.

A significant proportion of the students who participated in the survey have been the victims of threats, physical assaults, theft, sexual assaults, gun threats and other types of crime. Two safety issues revealed by the survey particularly concern the Panel: firearms and sexual assaults in the school. Twelve percent of students reported that someone pointed a gun at them at school in the past two years. 18.7 percent of female respondents reported that they had been sexually assaulted at school within the past two years.

During the Panel’s initial work with respect to C.W. Jefferys, Westview Centennial Secondary School (“Westview”) was raised as a concern from many quarters, including youth, parents, community agencies, residents of the Jane-Finch area and TDSB staff. Given the seriousness of some of the concerns that were expressed and the recognition that the safety of schools in the North-West 2 family-of-schools are inextricably linked, the Panel sought and was granted an extension of its mandate to include an examination of Westview.

Section 3.03 contains extensive detail from the Westview consultations and surveys. The consultations revealed that there are a number of indicators that Westview is in poor health: extraordinarily high suspensions and expulsions, significant levels of sexual violence in the school and a staggering number of guns in a school that was not designed with safety in mind.

The surveys of Westview students and staff were entirely consistent with the more qualitative consultation research. Like the student surveys at C.W. Jefferys, the Westview student surveys produced mixed, often contradictory results. While most Westview students state that they feel safe in their school, they report high levels of victimization. A significant proportion of Westview students have been the victim of threats, physical assault, theft, sexual assault, gun threats and other types of crime inside the school. 29.3 percent of female Westview students reported that they had been the victims of unwanted sexual contact at their school over the past two years. 23 percent of students reported that they know someone who brought a gun to school in the past two years. Racism is a major concern, particularly for African-Canadian Westview students.

⁵ The Panel’s Interim report also provided information gathered from the C.W. Jefferys student surveys. The analysis provided in this final report is much more extensive, though some details have been repeated so that readers need only refer to one document to obtain a full understanding of the student survey results.

While most teachers at Westview are satisfied with the school administration, they nonetheless felt change was necessary. The majority of the staff who participated in the survey are fearful of the neighbourhood around Westview (especially at night) and claim that their school has serious problems with hallway disorder, students who disobey authority, bullying, theft, youth gangs, violence between students, drug use and drug trafficking.

Section 3.04 provides an overview of the most serious incidence of violence in TDSB schools, as gathered from TDSB Weekly Incident Reports and Crisis Reports. While these types of reports are far from being comprehensive, they demonstrate that violence is a problem at schools across the TDSB. C.W. Jefferys and Westview should not be singled out or stigmatized.

The Report then moves away from specific schools and specific incidents to examine some of the more general school safety issues.

Section 3.05 discusses some of the specific safety issues that affect girls and young women. There is considerable evidence that gender-based violence, including sexual assault and sexual harassment, is prevalent in TDSB schools. Current TDSB policies for responding to incidents of sexual assault are critiqued and it is argued that a comprehensive violence prevention strategy is needed. Female students must feel that their safety is a TDSB priority and that their concerns are being heard and responded to. At present, this is not the case.

Section 3.06 addresses some of the systemic safety issues that pose significant barriers to maintaining safe and equitable schools. The Panel has identified a culture at the TDSB that dissuades teachers, administration and superintendents from publicly voicing and identifying serious issues of school safety. We suggest solutions to renew the relationship between students and teachers, improve funding for initiatives to benefit marginalized students and to improve the oversight and accountability of trustees. We also discuss some of the security measures that will be necessary in order to detect and deter threats to student safety.

In Section 3.07 we discuss the particular issues that arise with respect to Aboriginal students in the TDSB. The extraordinarily high suspension rates, drop-out and victimization rates and the extraordinarily low academic results for Aboriginal students in the TDSB are signals that the TDSB is failing one of our most marginalized and vulnerable communities. We discuss, in particular, the First Nations School of Toronto, which has suspended an average of 33.44 percent of its elementary students over the past three years. Significant and immediate changes, led by Aboriginal communities and leaders, students, parents and teachers, are necessary in order to reverse a long-term trend that has excluded Aboriginal students, with the goal of creating an educational system that genuinely serves the unique needs of Aboriginal children and youth.

The issues arising with respect to Aboriginal students are tied directly to the main insight that the Panel has gained through its work: that discipline and school safety must be

approached through the lens of equity. A school without equity cannot be a safe school. Section 3.08 describes the systemic and organizational changes that are necessary in order to ensure that the twin principles of safety and equity are central tenets of the TDSB's approach to education. We propose the creation of a "Well-Being and Equity Department" with oversight and responsibility for safety and equity.

By failing to approach school safety through the lens of equity, the TDSB has allowed a layer of marginalized youth to fall through the cracks. This failure takes its most extreme form in the plight of the students at Westview and at the First Nations School of Toronto, but the harmful effects are not limited to these schools. As outlined in Section 3.09, the Panel sees the need for an intervention by the Provincial Advocate for Children and Youth, in order to ensure that the needs of vulnerable students are met, their rights are protected and their voices are heard in the Legislature.

In Section 3.10, we acknowledge that many issues of school safety are beyond the capacity of the TDSB to resolve on its own. Issues of school safety will require a coordinated effort amongst the three levels of government and the various government, private and voluntary sector agencies that provide resources or services to marginalized youth and communities.

Despite all of the issues of concern raised by our research, the Panel has also found signs of hope for the future. In Section 3.11, we describe the successes of the Brookview Middle School. The renewal of that school provides an excellent model and proof that effective change is not only possible, but can happen quickly. In addition, Section 3.11 includes descriptions of the successful educational models used by Breaking the Cycle and the Support Program for Expelled Students Randolph site.

Finally, in Chapter Four, we seek to address a concern that was repeatedly expressed: that the Panel's work would result in another report that would not be implemented. We identify some of the key barriers to change. We then describe a number of potential strategies for overcoming these barriers and ensuring that the fruits of public inquiries – including the Panel's own review – do not spoil on the vine.

CHAPTER 2: HISTORICAL OVERVIEW

The TDSB did not create marginalized students nor can they be blamed for the provincial government policies that have further exacerbated the issues suffered by this increasing portion of our student population. The TDSB can, however, be judged based on its response to marginalized students. While the TDSB did not create poverty, racism, sexism or classism, it has the power and opportunity to shelter youth from its harshest effects. Sadly, the TDSB has struggled in its attempts to address the needs of marginalized students. The next Chapter of the Final Report will examine the current state of affairs by documenting the struggles and detailing the Panel's recommendations aimed at enhancing the manner in which the TDSB provides services to marginalized youths.

Before examining these issues, it is necessary to review some of the historical events that have contributed to the problems currently plaguing the TDSB. Key amongst the historical developments are the following events:

- (1) Bill 21 and PPM 119
- (2) The Royal Commission on Learning
- (3) The Anti-Racism, Equity, and Access Department Dismantled
- (4) Funding cuts to School Boards
- (5) Amalgamation
- (6) Teachers and Trustees Under Siege
- (7) The Equity Foundation Statement
- (8) The *Safe School Act* amendments to the *Education Act*
- (9) Safe and Compassionate Schools Task Force Report
- (10) Safe and Compassionate Schools Work Group, and
- (11) The Ontario Human Rights Commission Complaint

2.01: Bill 21 and PPM 119

In 1993, the provincial government passed Bill 21. Bill 21 amended the *Education Act* to give the Minister of Education ("Minister") the power to have school boards develop anti-racism and ethno-cultural equity plans. In addition, the amendments allowed the Minister to approve the anti-racism and ethno-cultural equity plans established by the boards. Upon Ministerial approval, the school board could begin to implement their anti-racism and ethno-cultural equity plans.

In the same year, the Ministry of Education ("Ministry") began to implement the education recommendations set out in Stephen Lewis' Report on Race Relations. This included Mr. Lewis' recommendation that an Assistant Deputy Minister for Anti-Racism, Equity, and Access be appointed. Other significant recommendations made by Mr. Lewis were:

- 1) The Minister of Education, through his new Assistant Deputy Minister, establish a strong monitoring mechanism to follow-up the implementation of multicultural and anti- racism policies in the School Boards of Ontario; and
- 2) The Parliamentary Assistant to the Premier, Ms Zanana Akande, continue to pursue, with unrelenting tenacity, the revision of curriculum at every level of education, so that it fully reflects the profound multicultural changes in Ontario society.

In 1993, an Anti-Racism, Equity and Access Division was created in the newly restructured Ministry. The Division, led by an Assistant Deputy Minister, had responsibility for responding to Stephen Lewis' recommendations and for implementing the ethno-cultural equity provisions of Bill 21.

In July 1993, the Ministry introduced Ministry Policy and Procedures Memorandum ("PPM") 119. PPM 119 obligated every school board to develop a policy on anti-racism and ethno-cultural equity and establish a plan for the implementation of said plan. PPM 119 mandated boards to submit policies and implementation plans to the Ministry no later than March 31, 1995. Upon approval by the Ministry, the implementation plans were to begin no later than September 1, 1995. The policies mandated by PPM 119 were to focus on 10 major areas:

- (1) Board policy, guidelines, and practices;
- (2) Leadership;
- (3) School Community Partnership;
- (4) Curriculum;
- (5) Student Languages;
- (6) Student Evaluation and Assessment and Placement;
- (7) Guidance Counselor;
- (8) Racial and Etho-Cultural Harassment;
- (9) Employment Practices; and
- (10) Staff Development.

2.02: The Royal Commission on Learning

On May 3, 1993, the Ontario Provincial Government released an Order-in-Council establishing a Commission designated the Royal Commission on Learning ("Commission"). On December 5, 1994, the Commission released its report entitled, "For the Love of Learning". The report contained 167 recommendations with an entire chapter dedicated to equity (appropriately entitled, "Equity Considerations"). The Commission's report elaborated upon many of the recommendations contained in Mr. Lewis' report. The recommendations included the following:

136. We strongly recommend that the Ministry of Education and Training always have an Assistant Deputy Minister responsible, in addition to other duties,

for advocacy on behalf of Anglophones, francophones and ethno-cultural and racial minorities.

137. We recommend that trustees, educators, and support staff be provided with professional development in anti-racism education.
138. We recommend that the performance management process for supervisory officers, principals, and teachers specifically include measurable outcomes related directly to anti-racism policies and plans of the Ministry and the school boards.
139. We recommend that, for the purposes of the anti-racism and ethno-cultural equity provisions of Bill 21, the Ministry of Education and training require boards and schools to seek input from parents and community members in implementing and monitoring the plans. This process should be linked to the overall school and board accountability mechanisms.
140. We further recommend that the Ministry and school boards systematically review and monitor teaching materials of all types (texts, reading materials, videos, software, etc.), as well as teaching practices, educational programs (curriculum), and assessment tools to ensure that they are free of racism and meet the spirit and letter of anti-racism policies.
141. We recommend that in jurisdictions with large numbers of black students, school boards, academic authorities, faculties of education and representatives of the black community collaborate to establish demonstration schools and innovative programs based on best practices in bringing about academic success for black students.
142. We therefore recommend that whenever there are indications of collective underachievement in any particular group of students, school boards ensure that teachers and principals have the necessary strategies and human and financial resources to help these students.

During their final year in power, the NDP government made attempts to implement many of the recommendations detailed in the Commission's report.

2.03: The Anti-racism, Equity, and Access Department Dismantled

On June 8, 1995, the New Democratic Party ("NDP") government was replaced by a majority Progressive Conservative government. Soon after coming to office, the government repealed the *Employment Equity Act* passed by the former NDP government. In the educational sector, a cut of \$400 million was announced; user fees were introduced for junior kindergarten, and legislation was passed empowering school boards to accommodate budget reductions through local negotiation of cost-cutting provisions with

teachers⁶. During the same period of time, the provincial government cut welfare benefits by 21.6%⁷.

In 1997, the Ministry closed its Anti-Racism, Access and Equity Division. The new government replaced a Common Curriculum prepared by the Ministry under the NDP government with a standardized Ontario Curriculum that emphasized the teaching of traditional subject matter. In supplanting the Common Curriculum, the new Ontario Curriculum failed to replace the multicultural education principles contained in the Common Curriculum guidelines:

All students are entitled to have their personal experiences and their racial and ethnocultural heritage valued within the context of a society that upholds the rights of each person and requires each person to respect the rights of others. All students must, therefore, see themselves reflected in a curriculum that acknowledges both the diversity and common aspirations of the various peoples that make up our pluralistic society.

2.04: Amalgamation

In February 1996, the Ontario School Board Task Force issued its Final Report (“School Board Report”). The report contained 30 recommendations. One of the recommendations called for a substantial reduction in the number of school boards across Ontario. The report also called for an equitable amount of direct classroom expenditure per pupil to be phased in over five years. The School Board Report also recommended that during this five year period, the government should not reduce the total amount of grant money provided to school boards.

In 1997 the Ontario government, in acting upon the School Board Report recommendations, passed Bill 104, the *Fewer School Boards Act*. Bill 104 made four very significant changes to the previous administration of school boards in Ontario:

- (1) the number of school boards in Ontario was reduced from to 124 to 72;
- (2) the number of school trustees from 1,900 to 700;
- (3) The new education funding formula was introduced and eliminated the previous ability of school boards to raise revenue from their local property tax bases; and

⁶ Duncan MacLellan, “The Fewer Schools Boards Act and the Toronto District School Board: Educational Restructuring 1997- 2003” , Paper presented to the Annual Meeting of the Canadian Political Science Association University of Saskatchewan Saskatoon, Saskatchewan June 01, 2007 at pg. 5

⁷ Jackie Esmonde, “Criminalizing Poverty: The Criminal Law Power and the *Safe Streets Act*”, the Journal of Law and Social Policy, Vol. 17, Spring 2002 at pg. 68

- (4) trustee remuneration was capped at \$5,000 per year. Prior to the amendments, the salaries of trustees in the TDSB was approximately \$48,000, one third of which was not taxable⁸

Before Bill 104, school boards would set local education property tax rates, and municipalities would collect the taxes on the boards' behalf. Under the new funding formula and subsequent changes to the formula, the government sets a uniform rate, based on a current value assessment system, for the education portion of property taxes for all residential properties in the province. It sets a rate that varies by municipality for the education portion of business property taxes. Municipalities collect the education portion of property taxes for the school boards in their communities. The Ministry, using the student-focused funding formula, determines each board's overall allocation. Property tax revenues are considered to form part of the allocation, and the Province provides additional funding up to the level set by the funding formula⁹.

In the same year (1997), the Ontario government passed legislation that amalgamated the former City of Toronto with its five surrounding cities. The legislation also provided for the integration of seven English Public school boards (including Metro) into the newly created Toronto District School Board. Prior to the amalgamation of the seven school boards, there were a total of 74 trustees responsible for 300,000 students, 21,000 employees, and almost 600 schools. Subsequent to amalgamation, the newly formed TDSB consisted of 22 trustees. Each trustee represented a ward containing nearly 100,000 residents¹⁰.

In addition to removing many levels of administration and bureaucracy, the effect of the merger of the seven school boards also had a distinct impact on the education culture at the TDSB. During one consultation, two consultees described to the Panel the culture shift imposed by the merger. With each former board bringing a different culture to the table (e.g. Scarborough board had a zero tolerance policy), the new TDSB was tasked with amalgamating bureaucracies and cultures. One consultee described this problem to the Panel as follows:

Prior to amalgamation or well going into amalgamation there were at least 3 distinct cultures among the areas...there was Scarborough discipline, there was Toronto Board discipline and then there was the North York-Etobicoke discipline...Well I am over simplifying, the Toronto Board is best described using the following statistic, in the history of the Toronto School Board they have never held an expulsion hearing, under the old legislation the route to expulsion was a onerous.. it has to be joint sign off

⁸ Duncan MacLellan, "The Fewer Schools Boards Act and the Toronto District School Board: Educational Restructuring 1997- 2003" , Paper presented to the Annual Meeting of the Canadian Political Science Association University of Saskatchewan Saskatoon, Saskatchewan June 01, 2007 at pg. 8

⁹ Mordechai Rozanski, Education Equality Task Force, Investing in Public Education: Advancing the Goal of Continuous Improvement in Student Learning and Achievement, at pg. 10

¹⁰ Bedard, G., & Lawton, S. (2000), "The struggle for power and control: Shifting policymaking models and the Harris agenda for education in Ontario. Canadian Public Administration", 43(3), 241-269.

by the principal and the area superintendent, a referral to the Board and the entire Board held a hearing.. the language of that legislation in other words the test whether or not expulsion could occur was very archaic.. the language there has to be conduct so refractory so as to, I am paraphrasing, now pose a risk to the well being of others. Nobody knows what that means including lawyers and educators. So it was little used. In North York and Etobicoke for example, it has been used but not frequently. Scarborough used it quite frequently. But pre-amalgamation and the Safe Schools Act, because of the reality of the amalgamation, the incidents of expulsion hearings increased.

Amalgamation also had a substantial effect on the manner in which the newly amalgamated TDSB addressed the needs of its most marginalized youths:

When Ontario's urban boards were amalgamated in 1997 not all areas of cities had the same levels of affluence, the same philosophies, experienced the same problems, or had the same programs in place to deal with things like violence, poverty, or diversity. As a result, some amalgamated boards experienced long periods of confusion and conflict over what programs were to be retained. Many programs were lost, such as tutoring and mentoring in a student's first language, and international language programs; others, like parenting programs, were severely cut.

Amalgamation has also had the side effect of disrupting the tracking of students at risk. Some boards had developed systems to follow students and track their success, relative to other elements, such as mobility and socio-economic status. But these programs differed from board to board, and research and tracking was curtailed or diminished as the new amalgamated boards sorted out their combined approach. In some boards, it is only now, eight years after amalgamation, that attention is again being given to inner city schools and their students.¹¹

Amalgamation increased the incidents of suspensions/expulsions, it disrupted the tracking of at risk students and led to the loss of programs aimed at addressing the needs of the Board's marginalized students. In short, amalgamation had a significantly negative impact on the ability of the Board to address the needs of marginalized students.

2.05: Teachers and Trustees Under Siege

After the Conservative government came to power in 1995, one of its major policy priorities was to cut education costs. A 1996 Ministry report had found that the estimated education cost per student in Ontario was higher than the weighted average of the nine

¹¹ People for Education, Urban Education Report, June 2005, at pg. 7

other provinces.¹² As teacher salaries were a major component of the education budget, it followed that any serious attempt by government to control spending would likely focus on salaries and staffing levels.¹³ What followed then was a concerted attack on teachers and school boards, with the goal of cutting \$667 million out of the education budget.¹⁴

In 1997 the most significant and contentious reforms were introduced in the *Education Quality Improvement Act, 1997*.¹⁵ With the *Act*, the collective bargaining regime in place for teachers since 1975, based on local bargaining, had been effectively dismantled. First, teacher bargaining was placed under the *Labour Relations Act*.¹⁶ Prior to this change, collective bargaining was conducted through the Education Relations Commission. Second, Principals and Vice-Principals were removed from teacher bargaining units. Third, significant restrictions were placed on the scope of negotiable issues. Class size and instructional time were made statutory terms of employment. Instructional time was established at 1300 minutes per week for elementary teachers and 1250 minutes per week for secondary school teachers. This represented an increase of 125 minutes of instruction time for secondary school teachers, and was achieved by a corresponding decrease in their preparation time.

The *Act* also granted Cabinet sweeping powers to establish education policy and regulate schools boards. The province assumed greater control over education expenditures and local school boards were precluded from generating revenue from local property taxes.

These controversial changes to education policy were accompanied by a sustained public relations campaign against teachers. Ontario teachers were depicted as having it easy: short hours, good pay, and poor results.¹⁷

Teacher anger of the government's legislative changes led to a two-week "protest" in October 1997 by the province's 126,000 teachers, with the other main union at Ontario schools, CUPE (representing education assistants, clerical staff and custodians), deciding to respect picket lines. Teachers were also supported by hundreds of thousands of students and parents. In the weeks leading up to the strike, students from numerous high schools staged walkouts and demonstrations against Bill 160. Parents who had been massively inconvenienced by the strike also walked the lines and joined the rallies. However, in the end, the teachers returned to teaching with no significant changes in the legislation.

¹² S. Lawton, M. Ryall and T. Menzies (1996), "A Study of Costs: Ontario Public Elementary/Secondary Costs as Compared to Other Provinces," Toronto: Ministry of Education and Training.

¹³ J. Rose (2002), "The Assault on School Teacher Bargaining in Ontario", *Relations Industrielles*, v. 57(1) at para. 16.

¹⁴ H. Glasbeek (1999), "Class War: Ontario Teachers and the Courts", *Osgoode Hall Law Journal*, V. 37(4) 805 at 808.

¹⁵ *Education Quality Improvement Act, 1997*, S.O. 1997, c. 31.

¹⁶ *Labour Relations Act, 1995*, S.O. 1995, c. 1, Schedule A.

¹⁷ H. Glasbeek (1999), "Class War: Ontario Teachers and the Courts", *Osgoode Hall Law Journal*, V. 37(4) 805 at 808.

By the time the 1998 round of collective bargaining began, labour relations between teachers and school boards were seriously strained. The fall of 1998 was marked by strikes, lockouts and work-to-rule campaigns. In response to mounting public pressure to get teachers back in the classroom, the provincial government passed the *Back to School Act, 1998*¹⁸, which ended labour disputes at eight school boards and referred all outstanding issues to mediation-arbitration. The fact that the government legislated teachers back to work only soured the relationship between the province and teachers even further. Even so, the provincial government had still not completely achieved its goal to increase teacher workloads.

The government closed this loophole just prior to the expiry of the 1998-2000 collective agreements, with the *Education Accountability Act, 2000*. The Act effectively increased teacher workloads to the equivalent of 6.67 classes per school year, from 6.0 classes. There was no accompanying increase in salary to compensate for the additional workload.

The legacy of these conflicts is a profound level of distrust between teachers, school boards and the provincial government. According to Joseph Rose, a professor in labour relations at McMaster University:

[T]he Harris government's pursuit of a cost reduction strategy and its disdain for teacher unions resulted in the repeal of a highly successful and stable teacher bargaining law. In its place, it relied on a series of blunt measures in an attempt to control collective bargaining and, in the end, proved futile. Further, and more importantly, attempts to undermine collective bargaining led to a sharp escalation of conflict at both the collective bargaining level and at the workplace level.¹⁹

The anger from those years remains palpable and was the subject of comment in many consultations with teachers, unions, administrators, trustees and parents. Leslie Wolf, current first vice-president of the OSSTF (District 12), told the Panel that teachers have worked very hard to try and slowly bring back a climate of cooperation, but that there is much work still to be done to restore the relationship:

When I first started teaching, my principal would ask me to cover....That was before I had a government that advertised how many minutes I worked in the classroom and said that I was a lazy. That would have been a part of the climate ... that we didn't work hard enough, we weren't in the classroom enough, we didn't do enough.

It is apparent that the resentments from what is widely perceived as a war on teachers have not yet been mollified, and that a hostile labour relations environment forms an

¹⁸ *Back to School Act, 1998*, S.O. 1998, c. 13.

¹⁹ J. Rose (2002), "The Assault on School Teacher Bargaining in Ontario", *Relations Industrielles*, v. 57(1) at para. 63.

important part of the setting against which the Panel has examined issues of school safety.

2.06: Funding Cuts to the Boards

When the funding formula was announced in March 1998, concerns began to be raised in the larger boards, including the TDSB. The formula called for more in-class spending. This translated into reductions in many “non in-class spending initiatives” like the funding of sports programs, adult education day schools, and language services for recently immigrated children. Large school boards, like the TDSB, complained that urban school boards required special attention to meet the unique demands of serving children and youth in a large urban setting²⁰. For example, the funding formula did not include funding to Boards for the operation of daycares and access to schools by community organizations:

For the Harris government, education was primarily an interaction between a teacher and a student in a classroom, focused on the development of core academic skills. The government was particularly concerned that funding generated by classroom-related benchmarks be spent on classroom-related activities (as defined by the government). For example, boards received no funding for space provided to child care centres, or to support community use of school facilities.²¹

In January 2000, the Education Improvement Commission’s (“EIC”) released its report entitled, “Third Interim Report on the Progress of Ontario’s new District School Boards”. In the report the Commissioners supported the new funding formula model, but also noted that the unique needs of Toronto require special attention:

The large urban centres of Ontario serve a diverse population-linguistically, socio-economically, racially, and ethnically-with Toronto being the largest and most complex of our cities. This diversity presents both benefits and challenges. The delivery of all social services, including education, in these large urban centres is a complex process....We believe that the issues facing large urban centres, particularly Toronto, deserve special attention.²²

In April 1998, early figures based on the new funding formula were released and the TDSB was advised that its funding would decrease from approximately \$92 million to

²⁰ Duncan MacLellan, “The Fewer Schools Boards Act and the Toronto District School Board: Educational Restructuring 1997- 2003” , Paper presented to the Annual Meeting of the Canadian Political Science Association University of Saskatchewan Saskatoon, Saskatchewan June 01, 2007 at pg. 8- 11

²¹ Hugh Mackenzie, “Missing the Mark How Ontario’s education funding formula is shortchanging students”, Canadian Centre for Policy Alternative, April 2007 at pg. 15

²² Education Improvement Commission. (2000). Third interim report on the progress review of Ontario’s new district school boards. Toronto, ON.

\$63 million for textbooks and classroom supplies, including: books, learning materials, workbooks, resource materials, computer software, CD-ROMs, and internet expenses²³. As a result of the decreased funding, the TDSB announced that it would have to close 120 schools. These closures would affect the city-run day care centers located within these schools as well as many after-school programs run by community groups in the evenings. A few weeks later, then Education Minister Johnson agreed to add \$54 million a year to the TDSB's \$2 billion annual budget, which would mean the closing of 20-30 schools²⁴.

The new funding formula significantly impacted the funding for programs aimed at ameliorating the issues faced by marginalized students. Before the introduction of the provincial education funding formula, school boards funded programs for students in two manners: (1) with money provided by the province in the Compensatory Education Grant; or (2) money raised locally through property taxes. The Compensatory Education Grant typically totalled between \$80 - \$90 million per year. This, however, was not what was actually spent by larger urban school boards. For example, the Toronto District School Board spent approximately \$197 million per year on programs for marginalized students²⁵.

In 1997, the government appointed an expert panel to make recommendations on targeted funding for marginalized students. The Panel recommended that funding be delivered through the Learning Opportunities Grant ("LOG"). The Panel emphasized to the provincial government that the funding for this grant could immediately ensure that necessary programming would be sustained²⁶. The expert panel made further recommendations that were largely ignored or watered down by the provincial government:

The expert panel estimated that funding for the grant should be set at approximately \$400 million, based on their analysis of school board spending on programs and services for at-risk students. At the same time they recommended that a more thorough analysis of programs funded through the grant was needed to ensure that no services were lost as the funding formula changed. Despite the Expert Panel's recommendation of \$400 million, funding for the Learning Opportunities Grant (LOG) was set at \$185 million and, eight years later, analysis of the programs to be funded by the grant is still incomplete.²⁷

²³ Duncan MacLellan, "The Fewer Schools Boards Act and the Toronto District School Board: Educational Restructuring 1997- 2003" , Paper presented to the Annual Meeting of the Canadian Political Science Association University of Saskatchewan, Saskatoon, Saskatchewan June 01, 2007 at pg. 11

²⁴ Chamberlain, A, "Toronto board trims casualty list to 30 schools over the next few years, far less that its earlier list". Toronto Star. November 19, 1989

²⁵ People for Education, Ontario' Urban Schools, June 2005, at pg. 14

²⁶ Expert Panel Report on the The Learning Opportunities Grant, August 1997., at pg. 14

²⁷ *Ibid.*, at pg. 15

The financial situation of the TDSB continued to deteriorate as the funding needed to address the needs of students was not adequately provided for by the provincial government. In order to address the growing needs of its students, the TDSB, in July 2002, decided to violate the *Education Act* and submit a budget that ran a deficit (approximately \$90 million). As a result of the TDSB's decision not to submit a balanced budget, then Minister of Education Elizabeth Witmer appointed Al Rosen to investigate the TDSB's finances. In his report, Mr. Rosen expressed concern that dollars were being removed from the classroom and being focused on social issues that were, in his opinion, separate from educational issues²⁸. Rosen submitted his report on August 19, 2002, and almost immediately Minister Witmer removed the decision making power of the TDSB by appointing Paul Christie as Supervisor of the TDSB with the power to govern, amongst other things, its budgeting procedures.

Mr. Christie announced he would operate a balanced budget and make significant cuts to administration. He further promised that no schools would close in the next two years and that his budget would also show an increase in spending on classroom teaching and books. Mr. Christie unveiled his budget on November 19, 2002. Despite his comments to the contrary, a review of the budget showed that approximately \$30 million dollars were cut from classroom spending²⁹. To achieve a balanced budget, the following cuts were made:

- (1) saving \$13 million from school maintenance;
- (2) saving \$11.5 million by cutting 237 central office jobs;
- (3) saving \$5.7 million by eliminating 63 vice- principal positions;
- (4) saving \$2.3 million by eliminating 100 school secretary positions;
- (5) saving \$5,8 million by reducing staff development funding;
- (6) saving \$2.1 million by reducing teacher sick days and supply teachers; and,
- (7) saving \$10-\$15 million from a host of smaller personnel-related cuts, hiring freezes, and cuts to discretionary spending.

As a result of the balanced budget, the TDSB was forced to make cuts to support personnel for students. In particular, the TDSB eliminated 13 Youth Counsellors, reduced Attendance Counsellors (from 32 to 8) and reduced Multi-lingual Team Leaders (from 9 to 4). Under the balanced budget, the TDSB eliminated many secretarial positions, phased out school-community advisors, reduced the number of vice-principals, cut outdoor education and adult education, and re-evaluated the position of social workers in the system³⁰.

²⁸ Rosen, A. (2002). "Investigation report to the Minister of Education, province of Ontario regarding the Toronto District School Board". Toronto, ON: Ministry of Education at pg. 4

²⁹ Duncan MacLellan, "The Fewer Schools Boards Act and the Toronto District School Board: Educational Restructuring 1997- 2003" , Paper presented to the Annual Meeting of the Canadian Political Science Association University of Saskatchewan, Saskatoon, Saskatchewan June 01, 2007 at pg. 14

³⁰ Trish Worrton, "Education democracy an illusion", Toronto Star, 12 July 2003,

Following the release of the balanced budget, CUPE prepared a submission to Mr. Christie that detailed some of the cuts to funding that substantially affected student education. The cuts included:

- (1) Closing six outdoor education centers: Boyne, Toronto Island, Noisy River, Pine River, Kearney and Sheldon were all slated to be closed. CUPE noted that these closures, “represents a loss to the many students who have no other access to green space or the wilderness”;
- (2) Closing two adult day schools;
- (3) Cutting \$7.4 million on classroom computers; and,
- (4) Continuing the hiring freeze on Educational Assistants and other school support personnel.

CUPE also addressed other aspects of the budget that had serious effects on after school activities for students, including the following:

- (1) Students were to be charged for use of school fields for team sports like soccer, baseball and cricket.
- (2) All school community advisors were eliminated. CUPE noted that the school community advisors provided a valuable service to parents attempting to navigate the school system.³¹

In December 2002, the Education Equality Task Force released its final report entitled, “Investing in public education: Advancing the goal of continuous improvement in student learning and achievement”. The Report called for a significant infusion of funds into Ontario’s educational system. In particular, the report noted that provincial government funding cuts were hurting Ontario’s schools and that schools were being underfunded by \$2.1 billion.

The provincial government cuts to education funding had a profound effect on all school boards in Ontario and had a more profound impact on large urban school boards like the TDSB. The funding cuts and supervisory budget led to the elimination of many support services, thereby further exacerbating the plight of marginalized youth.

2.07: The Equity Foundation Statement

In 1999, the TDSB prepared the Equity Foundation Statement (“Statement”). The Statement recognized that certain groups are treated inequitably because of individual

³¹ CUPE Ontario submission to the Christie "Public Consultation" on the TDSB Budget - November 20/02, <http://www.archives.cupe.on.ca/www/briefs2002/christie-tdsb.html>

and systemic biases and that these biases exist within the school system. The Board further recognized that such inequitable treatment leads to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, and contributions of students. In recognizing these problems, the Board stated that they were, “committed to ensuring that fairness, equity, and inclusion are essential principles of our school system and are integrated into all our policies, programs, operations, and practices”. In making this commitment the Board stated that it would ensure the following:

- (a) The curriculum of our schools accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that it actively provides opportunities for all students to understand the factors that cause inequity in society, and to understand the similarities, differences, and the connections between different forms of discrimination; and that it helps students to acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive human relationships among their fellow students, and among all members of the society.
- (b) All our students are provided with equitable opportunities to be successful in our system; that institutional barriers to such success are identified and removed; and that all learners are provided with supports and rewards to develop their abilities and achieve their aspirations.
- (c) Our hiring and promotion practices are bias-free, and promote equitable representation of our diversity at all levels of the school system; that all our employees have equitable opportunities for advancement; that their skills and knowledge are valued and used appropriately; and that they have equitable access to available support for their professional development needs.
- (d) The contributions of our diverse community of parents and community groups to our schools are valued and encouraged; and that they are provided with equitable opportunities for working with staff and with each other for the benefit of all students.
- (e) Students, employees, parents, and community partners are provided with effective procedures for resolving concerns and complaints that may arise from their experiences of unfair or inequitable treatment within the school system.
- (f) Financial and human resources are provided to support the work of staff, students, parents, and community groups, and for staff development, in promoting equity and inclusion in the school system.

- (g) Procedures are in place at all levels of the system for implementing, reviewing, and developing policies, programs, operations, and practices that promote equity in the system, for assessing their effectiveness, and for making changes where necessary.

In addition to the Statement, the TDSB prepared a detailed Commitments to Equity Policy Implementation document (“Implementation Document”). The Implementation Document is divided into five main sections:

- (1) Anti-Racism and Ethnocultural Equity;
- (2) Anti-sexism and Gender Equity;
- (3) Anti-homophobia, Sexual Orientation, and Equity;
- (4) Anti-classism and Socio-economic Equity; and
- (5) Equity For Persons With Disabilities.

Each section details commitments and obligations to be undertaken by the TDSB in several areas including, Employment and Promotion Practices, Staff Development, Curriculum, School-community Partnerships, and Board Policies, Guidelines, and Practices. Absent from the Implementation Document are targets or deadlines for the implementation of the various obligations set out in the document.

Subsequent to the development of the Statement and the Implementation Document, attempts were made to create an actual implementation plan that included targets and deadlines. Unfortunately, this implementation plan was not passed by the Board of Trustees. Despite the lack of targets and deadlines, the Statement and the Implementation Document are laudable in their attempt to ensure equity is infused in very aspect of the TDSB operations. The TDSB, in developing the Statement and the Implementation Document, acknowledged that its policies, programs, operations, and practices had to be developed in a manner that would address the needs of marginalized students.

2.08: Zero Tolerance in Ontario – the *Safe Schools Act* Amendments

In Ontario, the first serious step towards taking a zero tolerance approach to discipline matters in schools began in the mid-1990’s. In late 1993, the Scarborough Board of Education adopted a Safe Schools Policy on Violence and Weapons. In the lead-up to the 1999 provincial election in Ontario, the Progressive Conservative Party platform promised a zero tolerance policy for bad behaviour in schools. The first step in that direction occurred in April 2000, when Education Minister Janet Ecker released a Code of Conduct for Ontario schools. Only one month later, Ms. Ecker introduced the *Safe Schools Act* (“SSA”). The SSA made several amendments to the *Education Act*, implementing the Code of Conduct and providing principals and teachers with the authority to suspend and expel students. On June 14, 2002, the SSA was passed by the provincial government after only two weeks of legislative debate.

One of the most significant changes made by the *SSA* was the provision for mandatory suspension, expulsion and police involvement. The *Education Act* was amended so that suspensions and expulsions were made mandatory for many forms of misconduct. The provincial Code of Conduct also mandated police involvement, in accordance with the police/school protocol, for most infractions that required a suspension or expulsion. The discretionary suspension or expulsion of a student was left to school board policies. The Act imposed mandatory suspensions for:

- threatening to inflict serious bodily harm on another person;
- possessing alcohol or illegal drugs;
- being under the influence of alcohol;
- swearing at a teacher or another person in a position of authority;
- vandalism that causes extensive damage to school property or to another person's property at the school; or
- engaging in an activity that is not permitted under the school board's code of conduct.

The Act imposed mandatory expulsions for:

- possessing a weapon, including a knife or a gun;
- using a weapon to cause, or threaten to cause, bodily harm to another person;
- physical assault that causes bodily harm requiring medical treatment;
- sexual assault;
- trafficking in weapons or illegal drugs;
- robbery;
- giving alcohol to a minor; or
- engaging in an activity that is not permitted under the school board's code of conduct.

The *SSA* brought about a serious change in the manner in which discipline was enforced in the City of Toronto. Prior to the *SSA* amendments, section 23 of the *Education Act* limited the authority to suspend a student to principals and the authority to expel was limited to school boards. In addition, the principal and the Board was given the discretion to determine whether suspension or expulsion was necessary. A student could only be expelled if the student's conduct was so "refractory" that had her presence was "injurious to other pupils or persons."³²

During the Panel's consultations with members of the public, it became readily apparent that many felt that the *SSA* had created a zero tolerance regime in Ontario. This despite the fact that the *SSA* included amendments to the *Education Act* and its regulations to provide for mitigating factors whereby the suspension or expulsion of a student was not mandatory if:

³² Bhaterjee Report

- (a) the pupil does not have the ability to control his or her behaviour;
- (b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or,
- (c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

In addition, community members expressed to the Panel their belief that the *SSA* amendments were applied in a discriminatory manner against racialized students and students with disabilities. As a result, many parents and community organizations advocated for the repeal of the *SSA* amendments.

Reviewing suspension and expulsion data collected from the TDSB it is readily apparent that the concerns expressed by the community at large are well founded. Subsequent to the *SSA* amendments, the percentage of students suspended increased significantly. Similarly, the number of students expelled increased drastically as well. More alarming is the fact that the number of suspensions in priority neighbourhoods increased greatly. These issues will be discussed in detail in the next Chapter. Needless to say, the *Safe Schools Act* amendments had a significant impact on marginalized students. With support systems and support personnel decimated by the government's funding cuts, teachers and administrators were left with only one tool to deal with student misconduct - the *Safe Schools Act*.

2.09: Safe and Compassionate Schools Task Force Report

On December 17, 2003, the TDSB passed a motion that directed the creation of a Safe and Compassionate Schools Task Force ("Task Force"), chaired by trustee Chris Bolton and Zanana Akande. The Task Force was established to report, amongst other things, on the following:

- (a) to assess the effectiveness of the current Board's Safe Schools Policy and its implementation;
- (b) to assess whether race, gender, sexual orientation, mother tongues of students, disability, socio-economic status, or other dimensions of diversity as listed in the Board's Equity Statement have any impact on the application of the Safe Schools Policy and, if so, what the impact is;
- (c) to make recommendations to the Board and/or other public bodies on steps that can be taken to make schools safer and that will ensure that every student is treated fairly and equitably. This includes but is not limited to such recommendations as may have regard for legislation, regulations, policies, procedures, operations, or budget allocations.

On March 14, 2004, the Task Force released its report to the TDSB trustees. The report acknowledged the widespread perception that the implementation of the TDSB's Safe School's Policy targeted children and youth of racialized and marginalized communities, including students with disabilities. As a result of these findings, the Task Force made 8 recommendations aimed at ameliorating some of the discriminatory effects of the application of discipline.

In addition, the Task Force report indicated that many viewed the Safe Schools Policy as a tool to remove students who seem to have problems, rather than dealing with their problems. The Task Force further noted that there was considerable support for repealing the *Safe School Act* amendments. In recognizing this issue, the Task Force recommended that the TDSB appeal to the provincial government to repeal the *Safe Schools Act* amendments.

The Task Force also recognized the importance of accurate data collection to determine the true effect that suspensions and expulsions have on racialized or marginalized students. As a result, the Task Force made 6 recommendations relating to the collection of statistics on suspensions/expulsions, trespass letters, and other exclusionary documents. The recommendations also addressed using the data collected as part of the school improvement process.

Another significant recommendation made by the Task Force related to the creation of an "ombudsperson office" who reported directly to the Chair's Committee of the Board of Trustees. The ombudsperson office was meant to receive and vet complaints about the Safe Schools Policy. The ombudsperson was also tasked with acting as an advocate on behalf of students and their families.

In order to ensure that the Task Force recommendations were acted upon in a timely fashion, the Task Force recommended the establishment of a new reference group called the Safe and Compassionate Schools Work Group that was mandated to, amongst other things, monitor the implementation of any recommendations accepted by the Board, ensure the annual reviews of the Safe Schools Policy and collect statistical information. Of the many recommendations made by the Task Force, only 10 were actually implemented. Attached as Appendix "I" to this report is the Task Force Report.

2.10: Safe and Compassionate Schools Work Group

On May 19, 2004 the TDSB established the Work Group recommended by the Task Force. In addition, the Board recommended that 10 recommendations be implemented with a report to the Board in June 2007 on how to implement the 10 recommendations.

The Safe and Compassionate Schools Work Group, which has been called the "Safe and Caring Schools Work Group" for most of its existence, is comprised of a diverse

membership drawn from Trustees, staff, education professionals, parents, community groups and community advocates. The group is chaired by Trustee Mari Rutka.

The Work Group made 30 recommendations to the Board in June 2006, all aimed at “making schools safe and caring places of learning.”³³ The recommendations were mainly preventive in nature and were aimed at three broad areas: identification of areas for targeted resource support to areas most of need; an increase in “at risk” support across the City and an increase in effective communication around Safe Schools issues. The Work Group has consistently highlighted the need to provide appropriate supports to At Risk students. Many of the themes that run through the Work Group’s report resonated with the Panel (Attached as “I” is the Work Group report dated June 1, 2005).

According to Trustee Mari Rutka, the Board passed many of the June 2006 recommendations, but then consigned the recommendations to the budget process. The recommendations were effectively stalled at that point, as no monies have been set aside for the implementation of the recommendations that were ostensibly approved by the Board.

2.11: Ontario Human Rights Commission Settlement with the TDSB and the Province

On July 7, 2005, the Ontario Human Rights Commission (“OHRC”) initiated a complaint against the TDSB pursuant to subsection 32(2) of the *Human Rights Code* (the “Code”). The complaint was made in the public interest and on behalf of racialized students and students with disabilities. The complaint alleged that the application of the *Safe Schools Act* and the TDSB’s policies on discipline were having a disproportionate impact on racial minority students and students with disabilities. On November 19, 2005, the TDSB and the OHRC entered into a settlement agreement. Attached as Appendix “F” is a copy of the settlement agreement. In the settlement, the TDSB accepted and acknowledged a widespread perception that the application of Ontario’s school disciplinary legislation, regulations and policies can have a discriminatory effect on students from racialized communities and students with disabilities and further exacerbate their already disadvantaged position in society. In the settlement the TDSB agreed to the following significant provisions:

2. The TDSB will determine the most appropriate methodology to collect and analyze data on suspensions and expulsions under the *Education Act* to determine the extent to which the Act is having an adverse impact on individuals protected under the Code, in particular, students from racialized communities and students with disabilities. When collecting the data, the TDSB will ensure that individual data is collected in a manner that is provided for the Commission’s Guidelines on Special Programs and the

³³ Recommendations of the Safe and Compassionate Schools Task Force Implementation Work Group (May 24, 2006).

Commission's Guidelines for collecting Data on Enumerated Grounds under the Code and is used only to address inequities and to promote compliance with the Ontario Human Rights Code. The TDSB will take steps to ensure the confidentiality of students in this process. In the event that the TDSB does not issue a clear directive requiring data to be collected commencing in the 2006-07 school year, the TDSB agrees to reopen settlement discussions with the OHRC on this specific issue.

3. The TDSB will rewrite its grid of consequences and all related documents to ensure that the use of discretion and the use of mitigating factors are emphasized. The TDSB will ensure that school principals and all other staff are fully informed of, and in compliance with this directive. The parties note that nowhere in the Safe Schools Act, regulations or related policies do the words "zero tolerance" occur.
4. The TDSB has provided and will continue to provide appropriate training on racial stereotyping and profiling. Anti-racism, cross-cultural differences and how to effectively deal with students whose disabilities may cause them to be disruptive in school. The training will be provided to the administrators of discipline including teachers and all persons in positions of authority.
6. In accordance with its "Equity Foundation Statement", the TDSB has and will continue to actively recruit qualified and certified teachers and administrators from within Canada and elsewhere who are members of racialized groups and will develop a procedure with respect to the recruitment, retention and promotion of racialized teachers in order that there is an equitable representation reflective of the Toronto Community. The TDSB will undertake to make the College of Teachers and the Ministry of Colleges and Universities aware of the TDSB's position regarding:
 - (a) the need to ensure diversity in recruiting; and,
 - (b) the need to remove barriers to access for internationally-trained teachers who apply to work in Ontario.
- 8(e). Whenever the police are called, the TDSB will contact the parent or guardian of the student (s) or, in the absence of a parent, an adult relative or, in the absence of a parent and an adult relative, any other appropriate adult chosen by the young person, as long as that person is not a co-accused, or under investigation, in respect of the same offence. Where there is no parent/guardian or adult relative or appropriate adult available, the principal or his/her designate will act

in *loco parentis* to the student(s), in order to ensure their Charter rights are maintained.

- 8(f) The TDSB will implement a procedure for student discipline with the goal of avoiding suspensions or expulsions. This procedure will be based on the principles of progressive discipline and will include but is not limited to:
- i detention;
 - ii peer mediation;
 - iii restorative justice;
 - iv referrals for consultation; and
 - v transfer.

The OHRC has advised the Panel that they have not yet received from the TDSB a comprehensive response outlining the steps that it has taken with respect to all of the items in the settlement but is hoping to meet shortly with senior representatives from the Board to obtain much of this information. The Commission further advised the Panel that it would be in the public interest that the Board publicly provide a detailed and comprehensive response to each of the items in the settlement between the Commission and the TDSB.

The Panel finds that the lack of a comprehensive response from the TDSB unacceptable. The Panel notes that it is within the power of the OHRC, pursuant to section 43 of the *Ontario Human Rights Code*, to commence a further complaint against the TDSB for failing to comply with the terms of the settlement. The OHRC has chosen not to commence a further complaint. The Panel shares the concern of the OHRC and agrees that the TDSB should be obligated to report on the implementation of the settlement. The Panel has considered the requirement to publicly report on the implementation of the settlement and finds that this form of reporting, while useful, does not create a sufficient degree of accountability. As a result, the Panel finds that the TDSB should report on the implementation of the OHRC settlement to the provincial government. The Panel, in Chapter 3.06.01, recommends the creation of a Provincial Safety and Equity Officer. The focus of the provincial safety and equity officer will be two fold: (1) act as a central repository for the reporting of serious issues of student safety (defined in Chapter 3.06.01); and (2) receive reports from the TDSB on the implementation of the OHRC settlement.

Recommendation 1: The Toronto District School Board should report yearly to the Provincial School Safety and Equity Officer on the progress they have made in implementing their settlement with the Ontario Human Rights Commission.

During consultations, many trustees and TDSB staff referred to the settlement as a “decision” or “ruling”. There was a perception amongst many that the settlement was foisted upon the TDSB without their consent. Of course, the contrary is true. The TDSB

entered into the settlement with the OHRC. The TDSB freely negotiated the terms of the settlement and agreed to said terms. It is now time for the TDSB to own responsibility for the settlement and comprehensively report on the implementation process.

The effects of the OHRC settlement will be discussed in greater detail in subsequent Chapters. As will the cause for the complaint – the discriminatory application of discipline against racialized students and students with disabilities.

In addition to the complaint against the TDSB, the OHRC initiated a complaint against the Ministry of Education alleging that the application of the *SSA* amendments to the *Education Act* as well as the Ministry’s policies on discipline have a disproportionate effect on racialized students and students with disabilities. On April 10, 2007, the OHRC and the Ministry of Education entered into a settlement whereby the Ministry of Education agreed to the following significant terms:

1. The Ministry acknowledges the widespread perception that the application of the current safe schools provisions of the *Education Act* and related regulations and policies can have a disproportionate impact on students from racialized communities and students with disabilities and can further exacerbate their already disadvantaged position in society.
4. The parties agree that the safe schools provisions of the *Education Act* and related regulations and policies must be applied in a manner that complies with the Ontario Human Rights Code (the “Code”).
10. Upon settlement of this Complaint, the Ministry agrees to communicate to boards that it wishes to propose amendments to the safe schools provisions of the Act and regulations. At that time, the Ministry will inform boards that
 - (a) There is no reference to the concept of zero tolerance in the *Education Act*, regulations or related policies, nor should there be in any amendments to the *Education Act*, regulations or related policies; and
 - (e) The Ministry will direct school boards to begin implementing alternative education programs at the beginning of the 2007-08 school year for students who are expelled or on long-term suspensions (of more than five school days) so that they may continue their education.
- 11.1 The Ministry will issue a Policy/Program Memorandum requiring principals and boards to consider the following prior to suspending or expelling a student with a disability:
 - (a) not suspending or expelling a student where the student’s behaviour was directly caused by a disability;

- (b) the provision of alternative education where a student with a disability must be removed from the classroom for health, safety or other reasons;
 - (c) the return of the student to his/her regular classroom;
 - (d) consultation with parents around the management of behaviour arising from a disability; and
 - (e) the application of progressive discipline.
15. The Ministry of Education continues to support the principles of PPM 119. The Ministry agrees that any review and reissue of PPM 119 will not reflect a weakened or reduced commitment to the principles of anti-racism and ethnocultural equity. Any reissue of PPM 119 will, at a minimum, direct school board to review their safe schools and discipline policies to ensure that they are consistent with the *Youth Criminal Justice Act (CYJA)*, the Code and any amendments to the *Education Act*.
- 31 b) Further to clause 30 of this agreement, the Ministry will invest in resources for teachers to inform them of strategies for the teaching of Black, aboriginal and other racialized students. Principals, guidance counsellors and teachers will be trained in anti-racism principles, consistent with the goals and objectives of PPM 119, in order to ensure student success in accordance with the abilities of the student.

As a result of the settlement, significant changes were made to the *Education Act* and the regulations passed pursuant to the *Act*. These changes will be discussed in greater detail in the next Chapter. Attached as Appendix “F” is a copy of the OHRC settlement with the Ministry.

2.12: Conclusion

The education system has been in a state of flux over the past 15 years. Early attempts to ensure that equity was an integral part of the education system were thwarted by government policies aimed at cost cutting and uniformity. Discretion was replaced by mandated, multi-cultural education was replaced by a “Common Curriculum” and support services for marginalized students were systematically removed. In the end, the school boards were under-funded and under-equipped to address the needs of all of its students. Instead of addressing the needs of troubled youths through counselling or support services, school boards were equipped with mandatory suspensions and expulsions, the use of which led to the OHRC intervening in the hopes of ameliorating the negative impact of the SSA amendments. The TDSB, in an attempt to better address the needs of its students, established two panels aimed at studying and assessing the effectiveness of the TDSB’s safe school policies. Attempts were made to rectify past problems, but as the next Chapter will detail, there are still significant issues that require resolution. It is to these system issues that we now turn.

CHAPTER 3: A CURRENT HEALTH CHECK

3.01 The Shooting Death of Jordan Manners

Limited information is available concerning the circumstances surrounding Jordan Manners' death. For the purposes of this Panel's work, it is enough that a fifteen-year old³⁴ student died of a bullet wound in the hallway of a secondary school in the City of Toronto in the Province of Ontario. The Panel has not sought expert medical advice. But the combination of Jordan Manners' movements in the school on May 23, 2007, the nature of Jordan Manners' bullet wound along with the location in the school hallway where he was found, very strongly suggest that a gun was fired on school property, either inside the school or immediately outside a school building door.

Out of concern with exceeding its mandate and unnecessarily touching on the outstanding criminal proceedings, the Panel has not sought to interview any direct eye-witnesses to the shooting nor has the Panel interviewed the investigating homicide officers. The Panel has interviewed three staff members who first located and attended to Jordan Manners some minutes after he had been shot. In addition, the Panel has closely reviewed a file pertaining to Jordan Manners maintained by Silvio Tallevi, the Vice-Principal at C.W. Jefferys C.I. who had responsibility for him.

On May 23, 2007, Jordan Manners was scheduled to attend four classes³⁵:

1. Period 1 (9:00-10:15 a.m.) - Applied Geography
2. Period 2 (10:20-11:35 a.m.) – Learning Strategies 1
3. Period 4 (12:35-1:50 p.m.) – Visual Arts
4. Period 5 (1:55-3:10 p.m.) – Introduction to Information Technology in Business

The Panel has made inquiries of the C.W. Jefferys staff in respect of Jordan Manners' movements on May 23, 2007 in an effort to determine his whereabouts within the school on that day. Ms. Ferrari, attendance councillor at C.W. Jefferys, advises that she met with Jordan Manners at approximately 1:10 p.m. for the purposes of providing an admit slip and updating his file with respect to contact numbers for his family. The timing of this conversation, being 1:10 p.m., meant that Jordan Manners was in the building and on his way (late for class) to his period four class. The admit slip provided by Ms. Ferrari was required for Jordan Manners to gain admission to his period four class. Jordan Manners did attend his period four class in Room A2.

In the ordinary course, Jordan would have been released from class at 1:50 p.m. and would have five minutes to make his way to his Period five class at 1:55 p.m. The Panel was advised by a student in the Period five class that Jordan Manners was initially present, but that he asked to be excused to use the washroom. Jordan was not recorded as

³⁴ Jordan Manners was born on May 18, 1992. He died 5 days after his fifteenth birthday.

³⁵ Period 3 (11:35 a.m. to 12:35 p.m.) was designated as the lunch period for the school.

being in attendance at the Period five class. The classroom, Room 107, is located on the main floor of the school but in a wing that is below ground level. There is a washroom located close by. The student further advised that Jordan Manners did not return to class and that he next saw Jordan Manners lying in the hallway, one level up on the main floor.

The Panel is unable to trace Jordan Manners' precise movements from the time he left his Period five class to the time that he was found to be in medical distress by a teacher, Eric Colquhoun, at approximately 2:15 p.m. or 2:20 p.m. Mr. Colquhoun was returning to his senior class in Room 106 after delivering his attendance sheet to the main office. At this time, Mr. Colquhoun came upon Jordan Manners at the southern end of the hallway immediately south and west of the cafeteria, adjacent to Room 103, on the ground floor of the school. He was lying on his stomach, with his head oriented in a westerly direction, immediately adjacent to a stairway which leads up to the second floor of the school, below Room 201.

Mr. Colquhoun saw three female youths in the immediate vicinity of Jordan Manners. His first impression was that they were wrestling with an unknown male on the floor. As he got closer, he observed that it was Jordan Manners and he was moving in a jerky, convulsive fashion; he sensed that the female youths did not understand what was occurring. Mr. Colquhoun then realized that the individual on the floor was in medical distress and within seconds recognized him to be Jordan Manners. He asked the female youths what had happened but they seemed confused and did not respond. Mr. Colquhoun then attempted to get a response from Jordan Manners but was unsuccessful.

As his classroom was closer than the office, Mr. Colquhoun returned to Room 106 for the purpose of contacting the main office by intercom. He tried twice to get a response from the main office, but was unsuccessful. He then went back into the hallway and saw Richard Malcolm, one of the school's hall monitors. Mr. Colquhoun had called for Mr. Malcolm to attend several minutes earlier to deal with some students who had been making noise in the hallway outside of his classroom. Mr. Colquhoun alerted Mr. Malcolm to the situation and the latter contacted the office on his handheld radio. They then proceeded back up the stairs to Jordan Manners' location.

Stephanie Frasca, a secretary at the school, received Mr. Malcolm's radio call. She immediately requested that another secretary call 911 and then attempted to retrieve the first aid kit. After trying unsuccessfully to extricate the first aid kit from its drawer, she left the office and ran toward Jordan Manners' location. Upon reaching Jordan Manners, Ms. Frasca checked for a pulse. She noted that he was breathing and seemed to be gasping for breath. Ms. Frasca believed that he was looking at her and was still conscious but he seemed unable to speak. As Ms. Frasca attended to Jordan Manners, she was joined within seconds by Sean Munroe (a special needs assistant) and Kim Casey (the head secretary). Kim Casey had retrieved the first aid kit.

These three staff members, along with Mr. Malcolm turned Jordan Manners onto his side and then onto his back. It appeared that his breathing became more difficult when he was on his back, so he was turned back onto his side. As of this time, no one had noticed any

obvious sign of trauma. Notably, no blood was observed. In response to his apparent breathing difficulties, the staff attempted to remove his jacket and shirt. This was accomplished with the aid of scissors from the first aid kit. Mr. Malcolm noticed a hole in Jordan's jacket as it was being removed but did not realize that Jordan Manners had been shot.

When Jordan Manners' shirt was removed, Ms Frasca immediately noted a "dot" in the middle of his chest. It did not appear to her to be a recent injury. Jordan Manners was still breathing at this stage, some five minutes after the radio call to the office, his eyes were blinking and he appeared to be attempting to lift his arm. The staff members attempted to keep him comfortable, fanning his face area with a sheet of cardboard and placing an icepack behind his neck.

Prior to the arrival of the ambulance, Ms Frasca observed a student from C.W. Jefferys C.I., in the hallway adjacent to Jordan Manners. He was speaking on a cellular phone. Ms. Frasca understood him to be attempting to contact Jordan Manners' family. This student is one of the youths who have been charged in relation to Jordan Manners' death and will not be identified in this Report (he will be referred to as Student "A").

Approximately ten minutes after 911 was called, the ambulance arrived. Two EMS personnel initially attended to Jordan Manners' location. Ms. Frasca alerted them to the mark on his chest. She told them that it might have been caused by a firecracker. There had been several incidents the previous day (the day after Victoria Day), with firecrackers being discharged in the hallways. One of the EMS personnel advised that he believed the mark was a gunshot wound.

The first-arriving EMS personnel attended to Jordan Manners for approximately ten to fifteen minutes at the school. CPR was commenced. At some point, additional EMS personnel arrived. Jordan Manners was taken from the school on an ambulance gurney through an exit at the northern end of the building.

Police officers attended proximate to the departure of the ambulance. The officers directed staff to close off the hallway in which Jordan had been located. The school lockdown procedure was invoked and remained in effect until approximately 6:00 p.m.

Ms. Frasca attended at the main office. She observed Student A in a conference room in the main office area. He appeared to be in a state of panic, making numerous calls on his cellular phone. Ms. Frasca observed him crying at one stage. Four days later, on May 28, 2007, Student A along with another 17 year-old youth were arrested in connection with Jordan Manners' death.

3.02: A Health Check of C.W. Jefferys C.I.

A. Survey of Student Perspectives at C.W. Jefferys C.I.

***Abstract:** In June 2007 the Panel successfully administered a school safety survey to 423 students at C.W. Jefferys. This sample represents 56% of all students enrolled in the school at that time. The results suggest that, with the exception of the period immediately following the shooting of Jordan Manners, most C.W. Jefferys students feel very safe or fairly safe at their school. Indeed, despite the Jordan Manners tragedy, most C.W. Jefferys students feel that their school is actually safer than other high schools in Toronto. Other positive findings include the fact that most respondents feel that the teachers and students at their school get along. A high proportion of respondents also feel that teachers at C.W. Jefferys sincerely care for their students. Finally, qualitative comments suggest that many C.W. Jefferys students are fiercely proud of their school and feel that it has been unfairly given a bad reputation.*

Despite these optimistic results, the survey also indicates that a large proportion of C.W. Jefferys students think that there are serious problems at their school. These problems include disorder in the hallways, students who talk back and disrespect their teachers, discrimination by teachers against students and the presence of weapons, drug dealing and gangs within the school. The results of the survey also indicate that a significant proportion of the students who participated in the study have been the victim of threats, physical assaults, theft, sexual assaults, gun threats and other types of crime – both inside and outside of school. The Panel stresses, however, that the levels of victimization observed in this study are quite consistent with the findings of other high school victimization surveys conducted in Toronto and other North American cities over the past decade. Thus, we feel it would be premature to state, at this time, that C.W. Jefferys is more violent or crime-ridden than other schools in the Toronto area.

The survey also found that the vast majority of students at C.W. Jefferys will not talk to the police or school officials about crimes they have witnessed or even their own victimization experiences. Reasons for not reporting include fear of the offenders, fear of the police and a belief that the police can't provide protection from retaliation. It is also clear that part of the problem may be rooted in an emerging youth culture that enforces a "code of silence" and calls for youth to "stop snitching."

C.W. Jefferys students support a wide range of school safety initiatives. They are particularly supportive of increased extra-curricular programming, increased counselling for troubled youth, the increased use of security cameras and increasing the presence of security staff (hall monitors) within the school environment. They are somewhat less

supportive of initiatives like installing metal detectors, allowing the police to search student lockers and creating one way in and out of the school.

Finally, the survey also found strong evidence that the perception of racism is a major concern at C.W. Jefferys – particularly among black students. Indeed, the majority of black students perceived racial bias with respect to grading and disciplinary practices and felt that teachers treated some students better than others. Many black students also perceived racism outside of the school environment.

3.02.01: Introduction

As discussed in the Interim Report, one of the main objectives of the School Community Safety Advisory Panel was to document the attitudes, opinions and experiences of the students at C.W. Jefferys Collegiate Institute (“C.W. Jefferys”) –with a specific focus on their feelings towards issues of school safety. The Panel immediately realized that there was an extremely brief window of opportunity to accomplish this goal. Indeed, the school year was scheduled to end on June 22nd – a mere two and half weeks after Julian Falconer was announced as Panel Chair. After the school year ended, Panel members felt it would be much more difficult, if not impossible, to study the attitudes and experiences of a large number of C.W. Jefferys’ students. It was quickly decided therefore, that along with face-to-face interviews with specific student stakeholders (described above), the Panel should embark on a survey of all students at C.W. Jefferys. Under the circumstances, a survey was believed to be the best strategy for reaching the largest number of students in a short period of time. Previous social research also shows that, because they are anonymous, surveys are a good method for collecting information from youth on sensitive topics. Indeed, some young people may be reluctant or embarrassed to discuss sensitive issues during face-to-face interviews with adult authority figures.

On Friday, June 8th, 2007, members of the Panel met with Professor Scot Wortley from the Centre of Criminology, University of Toronto and discussed the possibility of conducting a survey of students at C.W. Jefferys within the next two-week period. Professor Wortley subsequently agreed to consult with the Panel on this project. Professor Wortley and the Panel staff worked together to develop a questionnaire between June 11th and June 17th, 2007. A first draft of the questionnaire was pre-tested on Panel staff on Saturday, June 16th. The final, edited version of the questionnaire was printed on Sunday, June 17th. The questionnaire was administered, with the help of the teachers at C.W. Jefferys, to the students on Monday, June 18th and Tuesday, June 19th, 2007. In other words, this survey went into the field approximately one month after the shooting death of Jordan Manners.

Following the two-day data collection period, information from student questionnaires was entered into a statistical analysis program (SPSS) for analysis. Data entry and cleaning took approximately three weeks to complete. A preliminary analysis of the survey results was prepared by Professor Wortley and delivered to the Safety Panel in

order to aid in the development of the Interim Report. The purpose of this Chapter is to provide a more detailed presentation of previously released data and to highlight additional findings that were not discussed in the Interim Report.

3.02.02: Methodology

As mentioned above, the students were asked to complete the questionnaire over a two-day period in mid-June, 2007. Students either completed the questionnaire in their classrooms or in the school cafeteria. Both teachers and members of the research team supervised the administration of the survey. After a brief introduction that outlined the purpose of the study and the nature of the questions, students were given a copy of the questionnaire and a blank envelope. They were instructed not to put their name or other identifying information on either the questionnaire or the envelope. Before they began to answer the questionnaire, the students were informed that the survey was completely confidential and that members of the research team would never be able to identify which student filled out which questionnaire. Students were instructed not to put their names on the questionnaire or the envelope in which the questionnaire came. They were also told that they did not have to answer any questions that they did not wish to answer and that they could end their participation in the study, at any time, without consequences.

The students were then given an opportunity to ask any questions they had about the survey and told that if they had any questions while they were completing the survey that they should raise their hand and consult a member of the research team. Finally, the students were instructed to put their completed questionnaire into the envelope, seal the envelope and hand in the questionnaire to a member of the research team. This procedure was designed to increase student confidence that nobody at the school (teachers, administrative staff or other students) would ever get the opportunity to read their answers and that nobody from the research team would examine their questionnaire until after they had left the school. It was felt that this procedure would ensure the students' privacy and subsequently increase the probability that they would answer the questions honestly. After collecting completed questionnaires, all surveys were handed over to Professor Wortley for data entry and data cleaning.

The research team was able to collect 459 completed questionnaires over the two-day period. However, during the data entry stage, it was determined that 36 of these 459 questionnaires (7.8%) were unusable. These unusable questionnaires were either incomplete or had not been filled out properly (i.e., the student had answered "I don't know", to every question). After eliminating the unusable questionnaires, we were left with a final sample of 423 respondents. School records indicate that there were 838 students enrolled at C.W. Jefferys at the beginning of the school year. Based on this estimate, we calculate that our survey was completed by approximately half of the students (50.5%) who attended C.W. Jefferys during the 2006-2007 academic year. We feel that this is an impressive achievement considering the incredibly short time between the project's conception and the time the project entered the field (approximately 8 days). However, we must address the issue of why we were not able to reach an even higher

number of students. We know that students decided not to participate in the survey for a variety of reasons. Some could not participate because they were actually writing exams. Other students indicated that they wanted to participate but needed to study for exams that were being held later in the day or later that week. Finally, some students did not participate because they felt the survey would take too long to complete or they simply were not interested in taking part in this research project. Nonetheless, an analysis of the general characteristics of the students who did participate, in our opinion, increases confidence that we were able to capture a true cross-section of the student population at C.W. Jefferys.

3.02.03: Sample Description

Table One-A provides a basic demographic profile of our sample. Males and females are equally represented (49% male, 51% female). In addition, all age groups and Grades appear to be well represented. Approximately 29% of the respondents are in Grade 9, 28% are in Grade 10, 23% are in Grade 11 and 20% are in Grade 12. Almost half of the sample (43%), was born outside of Canada and 40% have a first language other than English. The sample is also quite racially and ethnically diverse, which is consistent with the school's demographic profile. (see discussion below) Over a third of the survey respondents (35%), self-identified as Black or African Canadian, 20% as Asian, 28% as South Asian, 8% as "other" racial minority backgrounds (including a large number of multi-racial individuals) and 5% self-identified as West Asian. One out of every twenty students in the sample (5%) self-identified as White.

The data (see Table One-A) also indicates that a large proportion of C.W. Jefferys' students come from a disadvantaged social background. For example, a third of the sample currently lives with only one parent (usually their mother). Only 60% reside with both parents. Furthermore, one out of every five students in the sample (22%) indicated that they currently reside in a public housing project and 16% of our respondents consider themselves to be poor, or very poor. Nonetheless, it should be noted that, despite their relatively disadvantaged status, 80% of the students in the survey plan to graduate from high school and attend either university (61%), or community college (18%). This finding is consistent with the excellent academic reputation that C.W. Jefferys has within the Toronto school system.

In summary, we feel that the characteristics of our survey respondents are consistent with the characteristics of the larger student population at C.W. Jefferys and that the sample is generally consistent with the profile of other youth residing in the wider "Jane-Finch" community. This conclusion is bolstered by a comparison of our sample with the sample of C.W. Jefferys students produced by the 2006 Toronto District School Board Census. (see Yau and O'Reilly 2007) For example, in the School Board Census, 30% of C.W. Jefferys' students self-identified as Black, compared to 35% of our respondents. Similarly, according to the Census results, 30% of C.W. Jefferys' students are South

Asian and 22% are Asian.³⁶ By comparison, 28% of our sample of C.W. Jefferys students are South Asian³⁷ and 20% self-identified as Asian. Both the Census and our survey results indicate that relatively few white students attend this school (6% according to the Census and 5% according to the survey). Further analysis suggests that the two samples are also very similar with respect to both age and grade distribution, gender and social class background.

3.02.04: Perceptions of Neighbourhood Crime

We asked our respondents four different questions about the level of crime in their neighbourhood or community. (see Table One-B) Many students at C.W. Jefferys (20%) admit that they live in a neighbourhood with a lot of crime and 28% indicate that they live in a community with an average or “normal” amount of crime (of course it is difficult to determine their comparison communities). Gang activity appears to be a particular source of concern. A third of our respondents (31%) indicate that gangs are a “big problem” or a “very big problem” in their neighbourhood. An additional 35% indicate that gangs are either a “problem” or a “small problem.” Only 17% indicate that gangs are not a problem at all. Furthermore, 12% of our sample actually admits that they themselves used to be a member of a gang and one out of every twenty students (5%) indicates that they are a current gang member. Disturbingly, exposure to guns also appears to be a relatively common occurrence in the lives of many of our respondents. Indeed, while 41% claim that they *never* hear gunshots in their neighbourhood, 59% claim that they hear guns at least once per year. In fact, one out of every five C.W. Jefferys’ students (18%) claims that they hear gunshots in their neighbourhood at least once per month.

3.02.05: Racial Differences in Student Backgrounds

As discussed above, C.W. Jefferys is a very diverse high school consisting of students from a variety of different racial and ethnic backgrounds. Further analysis reveals major differences in the demographic and neighbourhood characteristics of students from different racial backgrounds. (see Table 1C) For example, South Asian (74%) and West Asian students (84%) are much more likely to report that they were born outside of Canada than students from other racial backgrounds. Similarly, South Asian, Asian and West Asian students are more likely to report English as a second language than either Black students or white students.

Other results strongly suggest that, in general, the Black students at C.W. Jefferys come from more socially disadvantaged backgrounds than students from other racial minority groups. For example, only 38% of Black respondents claim that they live with both

³⁶ The Asian category includes those of East Asian (Chinese, Korean, etc.) and South-East Asian (Vietnamese, Cambodian, etc.) backgrounds.

³⁷ The South Asian category includes South Asians and those with a Indo-Caribbean background (mainly from Guyana).

parents, compared to 84% of West Asian students, 83% of South Asian students and 77% of Asian students. Similarly, 35% of Black students report that they live in a housing project, compared to 6% of South Asians, 11% of West Asians and 12% of Asians. Finally, Black students are much more likely to report both current and former gang involvement than students from all other racial groups. Compared to students from other racial groups, Black students are also more likely to report that they have friends who are current gang members.

TABLE ONE-A: Respondent Characteristics

Characteristics	Number of Students	Percent of Students
<i>Gender</i>		
Male	209	49.4
Female	214	50.6
<i>Age</i>		
14 years of age or younger	88	20.8
15 years of age	99	23.4
16 years of age	105	24.8
17 years of age	69	16.3
18 years of age	45	10.6
19 years of age or older	17	4.1
<i>Racial Background</i>		
Black	148	35.0
South Asian	118	27.9
Asian	84	19.9
Other Racial Minority	32	7.6
West Asian	19	4.5
White	22	5.2
<i>Current Grade</i>		
Grade 9	122	28.8
Grade 10	117	27.7
Grade 11	99	23.4
Grade 12	85	20.0
<i>Place of Birth</i>		
Canada	241	57.0
Outside of Canada	182	43.0
<i>First Language</i>		
English	257	60.8
Other Language	166	39.3
<i>Family Situation</i>		
Lives with both parents	255	60.3
Lives with mom only	123	29.1
Lives with dad only	16	3.8
Other living situation	29	6.9

Characteristics	Number of Students	Percent of Students
<i>Type of Community</i>		
Very poor or poor	66	15.8
Average or middle-class	240	56.7
Above average or wealthy	38	9.0
Don't know	78	18.4
<i>Type of Residence</i>		
Lives in a housing project	92	21.7
Other rented or owned residence	137	32.4
Don't know	192	45.9
<i>Educational Goals</i>		
Drop out before graduation	5	1.2
Graduate high school	65	15.4
Community college	75	17.7
University	257	60.8
Don't know yet	21	5.0

Sample Size=423

TABLE ONE-B: Indicators of Crime Issues in the Respondents' Community or Neighbourhood

Characteristics	Number of Students	Percent of Students
<i>Level of Crime in Community</i>		
No crime	53	12.5
A little crime	109	25.8
An average amount of crime	117	27.7
A lot of crime	84	19.9
Don't know	60	14.2
<i>Gang Presence in Community</i>		
A very big problem	73	17.3
A big problem	58	13.7
A problem	81	19.1
A small problem	69	16.3
Not a problem at all	71	16.8
Don't know	71	16.8
<i>How Frequently Students Hear Gun Shots in Their Community</i>		
Never	173	40.9
Almost Never	68	16.1
A few times a year	76	18.0
At least once a month	53	12.5
At least once a week	24	5.6
Don't know	29	6.9
<i>Gang Involvement</i>		
Never in a Gang	342	80.9
Used to be in a gang	51	12.1
Currently in a gang	22	5.2
Refused to answer	8	1.9
<i>Contact with Gang Members</i>		
Does not know any gang members	176	41.6
Knows 1 or 2 gang members	54	12.8
Knows several gang members	61	14.1
Knows many gang members	61	14.4
Not sure if knows gang members	64	15.1
Refused to answer	7	1.7

Sample Size=423

TABLE ONE-C: Selected Racial Differences in Respondents' Personal and Community Characteristics
(only statistically significant racial differences displayed)

Characteristic	Black	Asian	South Asian	West Asian	Other Racial Minority	White
% Born Outside of Canada	32.7	20.5	73.8	84.2	47.2	22.7
% with English as 1 st language	90.5	46.2	32.5	5.3	59.7	77.3
% who live with both parents	38.1	76.9	83.3	84.2	56.9	54.5
% who live with their mother only	48.3	11.5	10.7	10.5	34.7	22.7
% who live in a poor community	23.6	15.4	4.8	15.8	19.3	9.1
% who live in a housing project	35.1	18.2	6.0	10.5	21.1	18.2
% who plan to go to university	54.1	70.5	67.9	57.9	56.3	63.4
% who feel that there is a lot of crime in their community	23.0	24.4	14.3	22.2	20.0	4.5
% who have ever been the member of a gang	24.1	9.2	13.2	10.5	20.0	18.2
% who claim that they are currently the member of a gang	6.9	1.3	4.8	0.0	7.1	9.1
% who claim that they know at least one or two gang members	51.1	41.6	25.2	26.3	47.2	50.0
Sample Size	148	78	118	19	32	22

3.02.06: Student Perceptions of Problems at School

The survey began by exploring the respondents' general perceptions of specific problems or issues that *may* or *may not* exist at C.W. Jefferys Collegiate. We first provided the students with a list of issues that sometimes take place within Canadian high schools. We then asked them to indicate whether they thought these issues were a problem at C.W. Jefferys. Response options ranged from "A very serious problem" to "Not a problem at all". (see Question B1 –Appendix K) The specific problems identified in the survey were informed by our initial consultations with student and teacher stakeholders at C.W. Jefferys (discussed in the previous section of this report). However, other items were extracted from previous student surveys conducted in Canada and the United States.

The results indicate that theft, bullying and students who bring weapons to school are the three activities that are the most likely to be identified as "serious" or "very serious" problems by the students at C.W. Jefferys. (see Table 2 and Figure 1) For example, over two-thirds of the respondents (67%) feel that "students who steal from other students" is a serious (or very serious) problem at their school. Similarly, 60% of the respondents believe that students "who bring weapons to school" is a serious problem.³⁸ Sixty percent also think that "students who pick on or bully other students" is a serious problem.

³⁸ For purposes of discussion, the term "serious problem" will be used to describe those who think a particular issue is a "very serious" or a "serious problem" at their school.

It is important to note that over 40% of the respondents believe that weapons are a “very serious” problem at C.W. Jefferys. (see Table 2) An additional 18% feel that weapons are a “serious” problem. By contrast, only 9% think that weapons are “not a problem at all.” This finding, however, should be interpreted with caution. First of all, these figures may be somewhat inflated because of concerns in the wake of the recent shooting death of Jordan Manners. Obviously, in that case, a firearm did make it into the school and a student was fatally wounded. Thus, we must at least consider the possibility that this incident significantly increased the number of students who feel that weapons are a problem at C.W. Jefferys. Unfortunately, we do not know how these same respondents would have answered the weapons question prior to the Jordan Manners tragedy. It is also difficult to determine exactly what students mean when they state that weapons are “a serious problem.” Are the respondents trying to tell us that many of their fellow students carry weapons to school on a regular basis? An alternative explanation is that that only a few students actually bring weapons to school, but the respondents feel that this small minority represents a serious threat to their personal safety. The issue of weapons will be explored further in a subsequent section of this Report. In the meantime, it is reasonable to conclude that, at the time of the survey, the majority of students at C.W. Jefferys appeared to be concerned about the presence of weapons in their school.

The results of the survey further suggest that the majority of respondents are also concerned with other forms of violence and criminality at their school. For example, 55% feel that fighting is a serious problem at their school and 51% think that illegal drug use is a serious problem. Similarly, almost half of the C.W. Jefferys students who responded to our survey (49%) believe that drug dealing is a serious problem at their school and 46% believe that gangs are a serious problem (see Figure One). However, it appears that there is somewhat less concern about gangs than other types of crime and violence. For example, while 42% of respondents believe that weapons are a “very serious” problem at C.W. Jefferys, only 18% believe that gangs are a “very serious” problem.

Despite the fact that many respondents appear to be concerned with problems of crime and safety at their school, the survey also identified other significant student concerns. The apparently poor relationship between many students and teachers is particularly troublesome. For example, over half of the respondents (57%) feel that “teachers who don’t listen to students” is a serious or very serious problem at their school. Similarly, half of all student respondents (49%) feel that there is a serious problem with “teachers who do not care about their students” and 46% feel that there is a serious problem with “racial discrimination by teachers against students.” Finally, 44% of the respondents feel there is a serious problem with “teachers who punish students without a good reason” and 44% think there is a serious problem with teachers “who mark too hard.” It is important to note, however, that student respondents do not place all of their concern on teacher behaviour. Indeed, over half of the respondents (55%) feel that “students who talk back to teachers” is a serious or very serious issue at their school. Clearly, this constellation of findings lends support to stakeholder claims, put forth during initial consultations, that there has been a serious deterioration in student-teacher relations at C.W. Jefferys over the past few years.

It is also important to note that almost half of the respondents (48%) feel that there is a serious problem at their school with “students who gossip or spread rumours about other students.” This finding helps put the other results into context. Although our student respondents are quite concerned about “important” issues related to school safety and student-teacher relations, a significant proportion are also concerned with more “common” adolescent issues concerning peer group relationships. Nonetheless, the findings with respect to the gossip issue should not be dismissed. Previous research has suggested that gossip is a form of verbal aggression or bullying that can have a negative impact on student self-esteem and feelings of personal safety. Furthermore, gossip sometimes leads to personal disputes that can escalate into physical violence.

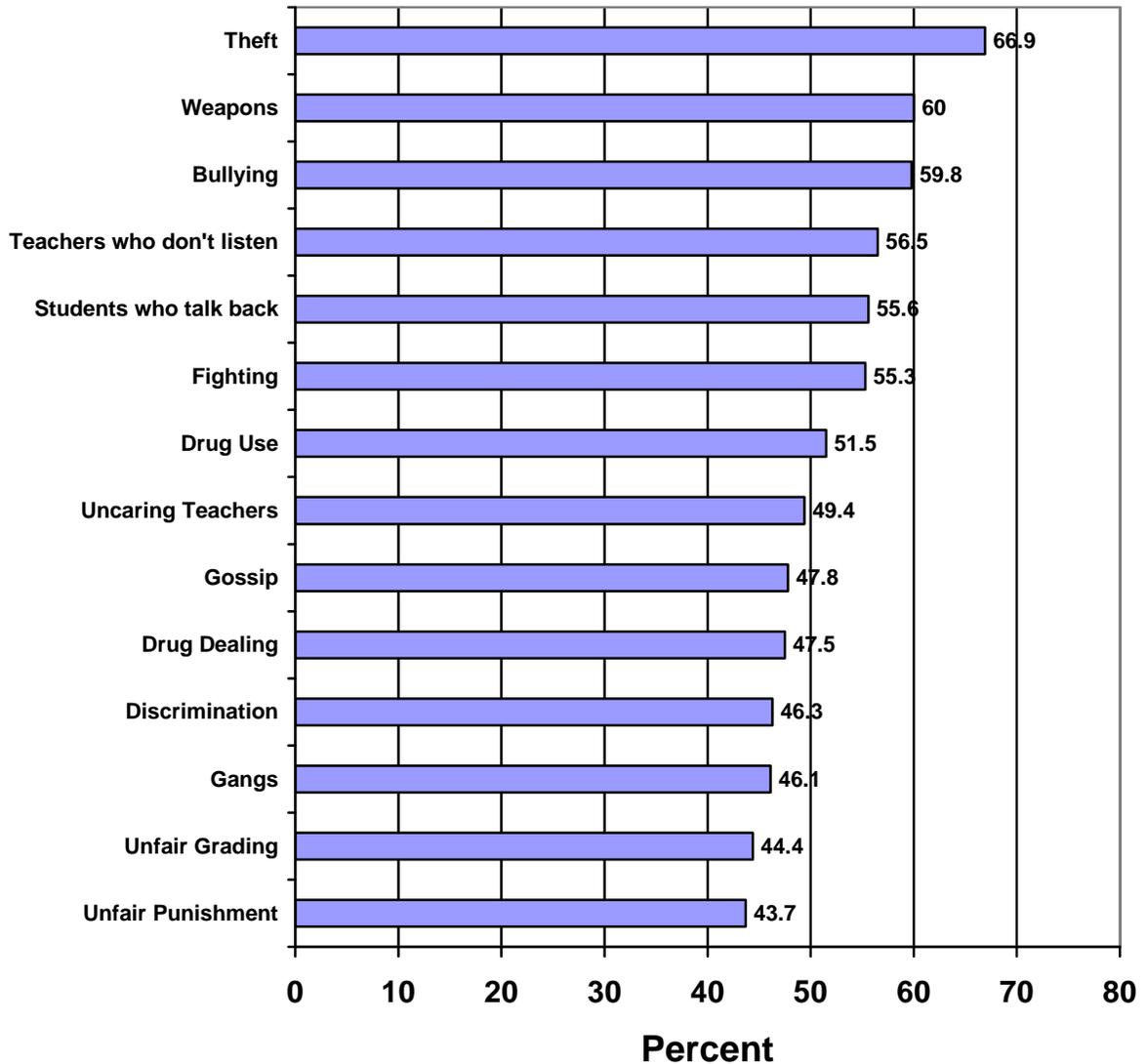
Finally, relatively few gender or ethnic differences emerged with respect to the identification of problems at C.W. Jefferys. However, female respondents are somewhat more likely to claim that fighting, bullying and gossip are serious problems at their school than male respondents. For example, 64% of female respondents feel that fighting is a serious problem at C.W. Jefferys, compared to only 47% of male respondents. Similarly, Asian, South Asian and West Asian students are more likely to identify theft, drug use and drug dealing as serious problems than students from other racial groups. All other gender and racial differences do not reach statistical significance.

TABLE TWO:
Percent of Students Who Feel that Various Issues are a Problem
at Their School

TYPE OF PROBLEM	A Very Serious Problem	A Serious Problem	A Small Problem	Not a Problem At All	Don't Know
Students who bring weapons to school.	41.6	18.4	18.4	9.0	12.6
Students who steal things from other students.	37.6	29.3	19.9	6.1	7.1
Students who pick-on or bully other students.	31.9	27.9	21.3	13.0	5.9
Racial discrimination by teachers against students.	31.4	14.9	17.0	20.8	15.8
Teachers who don't listen to what students have to say.	30.7	25.8	23.6	10.6	9.0
Students who try to sell drugs to other students.	29.1	18.4	20.6	15.1	16.8
Fighting between students.	27.7	27.7	29.3	9.5	5.9
Teachers who do not care about students.	25.8	23.6	24.6	17.3	8.7
Students who talk back to teachers.	25.1	30.5	28.8	7.3	8.2
Students who gossip or spread rumours about others.	25.1	22.7	31.4	11.8	9.0
Students who use illegal drugs at school.	23.2	28.4	28.4	7.8	12.3
Teachers who punish students for no good reason.	22.2	21.5	25.8	19.1	11.3
Teachers who mark too hard.	22.2	22.2	35.5	13.9	6.1
Youth Gangs.	18.2	27.9	30.7	9.9	13.2

Sample Size=423

FIGURE 1:
Percent of Students Who Feel that Specific Issues are a "Very Serious" or "Serious" Problem at Their School



The second strategy that we used to identify potential problems at C.W. Jefferys was to present our student respondents with a series of statements about their school and ask them whether they agreed or disagreed with each of these statements. Response options ranged from “strongly agree” to “strongly disagree.” (see Question B2 – Appendix K). Responses to these questions are presented in Table 3 and Figure Two.

Some of the findings support specific arguments made by teachers during our initial consultations. To begin with, three out of every four student respondents (75%) agrees or

strongly agrees that “students often hang out in the halls and make noise when classes are on.” This is consistent with teacher claims that there are serious problems with student noise and disorder in the hallways during class-time and that some students wander or hang out in the halls without consequences. Furthermore, the vast majority of student respondents (75%) agree that “many students at C.W. Jefferys do not respect their teachers.” Similarly, 70% of the student respondents agree or strongly agree that “some students at my school just won’t do what their teachers tell them to do.” This is consistent with the argument that, in some cases, there has been a breakdown in the traditional student-teacher relationship at C.W. Jefferys. Indeed, according to the student respondents themselves, many students at C.W. Jefferys apparently disrespect their teachers and are apparently willing to question or challenge their authority. Clearly, if such a situation exists, it could have serious consequences with respect to school discipline, order, and safety.

Although many respondents appear critical of the behaviours and attitudes of some of their fellow students, additional findings suggest that many respondents feel that the teachers must shoulder at least some of the blame for any breakdown in student-teacher relations. For example, approximately two-thirds of the respondents (63%) agree or strongly agree that “some teachers do not know how to talk to their students.” It is also somewhat disturbing to note that a third of the student respondents agree or strongly agree that “In general, the teachers at my school do not respect the students”. It is important to note that Black students are significantly more likely to perceive teacher disrespect than students from other racial backgrounds. For example, 41% of the Black respondents agree or strongly agree that the teachers at C.W. Jefferys do not respect their students, compared to only 16% of Asian respondents, 18% of white respondents and 21% of South Asian students. These racial differences are statistically significant.

Fortunately, the findings with respect to teacher-student relations at C.W. Jefferys are not all negative. For example, the majority of the students surveyed (60%) agree or strongly agree that “the teachers at my school care about what happens to their students.” The majority of respondents (56%) also agree or strongly agree that “most of the students and teachers at my school get along.” Finally, over 40% of the students surveyed agree or strongly agree that “the teachers at my school treat everyone fairly”. It must be noted, however, that the data suggest that Black students at C.W. Jefferys are not as optimistic about their relationships with teachers as students from other racial backgrounds. For example, only 33% of the Black respondents agree that teachers treat everyone fairly, compared to 65% of West Asian respondents, 55% of white students, 54% of South Asian students and 49% of Asian students. Similarly, only half of the Black respondents (53%) agree that most of the students and teachers at C.W. Jefferys get along, compared to 73% of white students, 70% of West Asian students, 66% of Asian students, and 63% of South Asian students. These racial differences are statistically significant.

Finally, we asked a series of questions about the presence of “outsiders” at C.W. Jefferys during the school year. During our initial consultations, a number of stakeholders had expressed a concern that people who are not students at C.W. Jefferys (outsiders) often visit the school and that these people sometimes represent a serious security threat. The

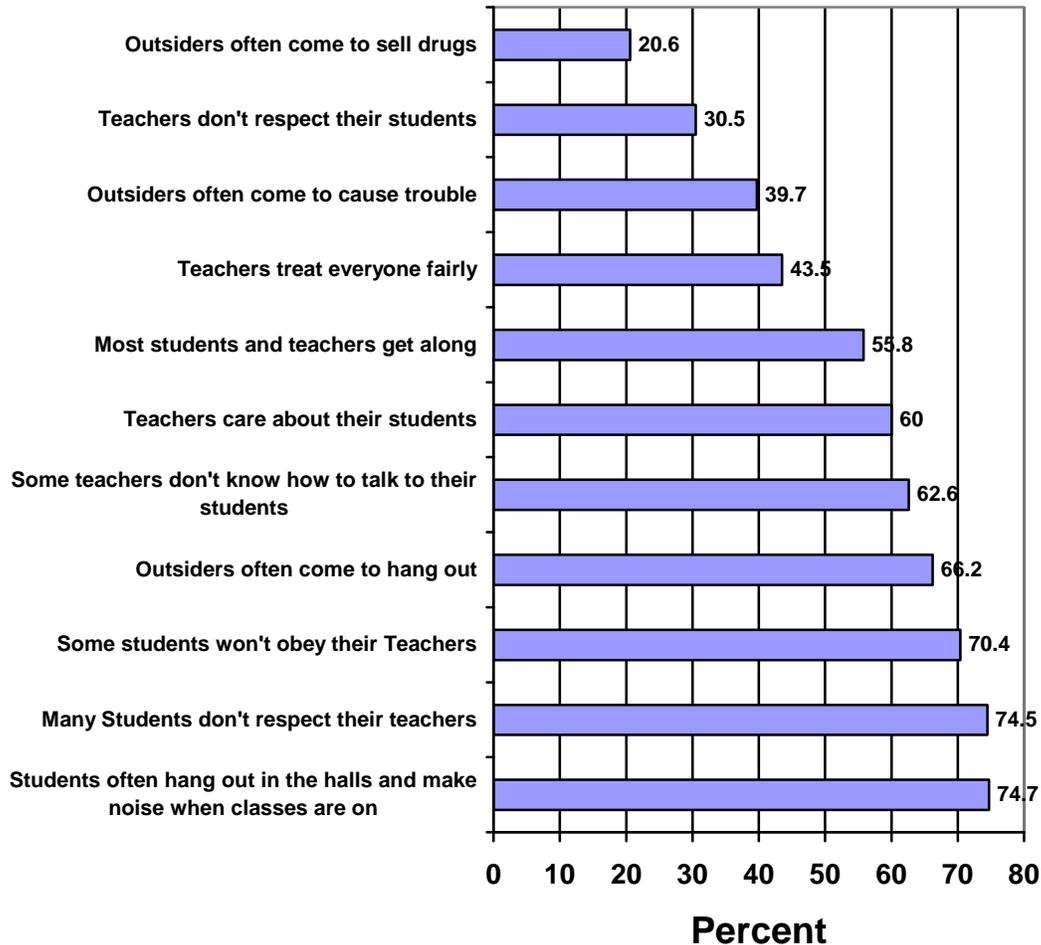
results suggest that while outsiders may often visit the school, only a minority of students feel that they represent a serious threat to school safety. For example, two-thirds of the students (66%) agree or strongly agree that “people from outside my school often come to visit their friends and hang out.” However, only 40% agree or strongly agree that outsiders “often come to my school to cause trouble” and only 21% agree that outsiders “often come to sell drugs at my school.”

TABLE THREE:
Percent of Students Who Agree or Disagree with Various Statements About Their School

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
There are many students at my school who do not respect their teachers.	31.2	43.3	12.3	5.7	7.6
Students often hang out in the halls and make noise when classes are on.	28.1	46.6	14.2	5.7	5.4
People from outside my school often come to visit their friends and hang out.	24.8	41.4	12.3	5.0	16.5
Some students at my school just won't do what the teachers tell them to do.	22.9	47.5	9.5	7.6	12.5
Some teachers at my school do not know how to talk to their students.	20.3	42.3	17.5	8.7	11.1
The teachers at my school care about what happens to the students.	18.0	37.8	20.6	9.2	14.4
Most of the students and teachers at my school get along.	14.9	45.2	21.3	6.4	12.3
People from outside my school often come to the school to cause trouble.	12.5	27.2	30.5	7.1	22.7
Teachers at my school treat everyone fairly.	11.6	31.9	36.9	9.9	9.7
People from outside my school often come to sell drugs at my school.	8.0	12.5	24.3	14.9	40.2
In general, the teachers at my school don't respect the students.	7.8	22.7	42.8	14.4	12.3

Sample Size=423

**FIGURE 2:
Percent of Students Who "Agree" or "Strongly Agree"
with Various Statements About Their School**



The third strategy that we used to identify potential problems at C.W. Jefferys was to ask our student respondents how frequently they thought certain behaviours or activities occurred at their school (see Questions B3 to B10 – Appendix K). Response options ranged from “Almost every day” to “Never or almost never.” The results strongly suggest that hallway disorder and students who talk back to teachers are the most commonly occurring problems at C.W. Jefferys (see Figure 3 and Table 4). For example, 57% of the respondents report that, in their opinion, students hang out in the halls and make noise during class “almost every day.” Overall, three out of every four respondents (73%) feel that such hallway disorder occurs at least once per week. Similarly, more than a third of the respondents (35%) feel that students at their school talk back or act rudely towards teachers almost every day. Overall, two-thirds of the respondents (62%) maintain that students talk back or act rudely towards teachers at least once per week.

According to the student respondents, other types of problems occur much less frequently. For example, while 73% of the respondents feel that hallway disorder and student disrespect of teachers occurs at their school on a weekly basis, only 36% feel that the unfair treatment of students by teachers occurs at this rate. Similarly, only 30% of students feel that bullying occurs at their school at least once per week and only 29% feel that students are unfairly punished on a weekly basis.

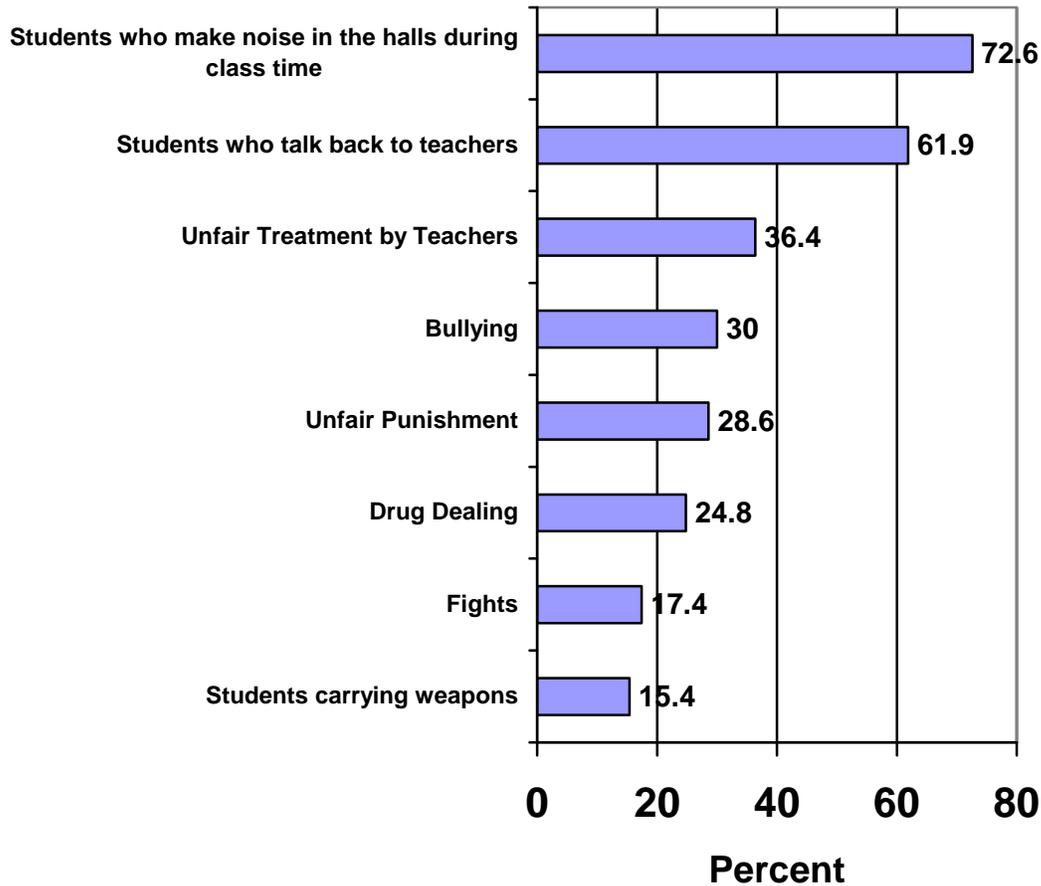
Further analysis reveals that most students think that serious criminality and violence are not regular occurrences at their school. Nonetheless, there is a significant minority who feel that such behaviours are relatively common. For example, one out of every four respondents (25%) feels that drug dealing takes place at their school on a weekly basis, 17% feel that fights between students happen at least once per week and one out of ten respondents (11%) believes that students carry weapons to school every day. It is extremely important to note that almost half of the respondents claim that they actually “*don’t know*” how often drug dealing takes place at their school or how frequently students bring weapons into the school environment. Thus, while the majority of students claim that both drug dealing and weapons are a problem at their school (see discussion above), one out of every two cannot accurately estimate how frequently these behaviours take place. This finding suggests that, unlike hallway disorder and student disrespect for teachers, most C.W. Jefferys’ students do not encounter drug dealing or weapons at their school on a regular basis. This is not to say that these issues are not a cause for concern. However, based on the responses to the above questions, it appears that open criminality and violence at school are *not* part of the everyday experiences of the majority of students at C.W. Jefferys Collegiate.

**TABLE FOUR:
Student Perceptions About How Frequently Specific Activities Take
Place at Their School**

ACTIVITY	Almost Every Day	At Least Once per Week	At Least Once per Month	A Few Times a Year	Never Or Almost Never	Don't Know
How often do students hang out in the halls and make noise while classes are on?	56.5	16.1	5.9	5.2	8.0	8.3
How often do students talk back or act rudely to teachers?	35.2	26.7	12.8	9.0	6.1	10.2
How often do teachers treat students unfairly?	16.1	20.3	9.0	13.2	16.5	24.8
How often do students get picked on or bullied?	15.8	14.2	12.5	12.3	20.3	24.8
How often are students punished unfairly?	12.5	16.1	15.1	9.9	17.7	28.6
How often do students sell drugs?	15.8	9.0	5.2	5.7	17.3	47.0
How often do students bring weapons to school?	11.1	4.3	6.6	7.1	23.6	47.3
How often do students get into fights?	3.5	13.9	31.7	29.1	10.9	10.9

Sample Size=423

FIGURE 3:
Percent of Students Who Feel That Certain Activities
Take Place at Their School Once per Week of More



Other Problems

We concluded this section of the student questionnaire by asking our respondents: “Are there any other problems at your school that you have not told us about? If there are other problems – please tell us about them.” A text box was then provided for the students to write in their answers. (see Question B11 – Appendix K)

The responses to this open-ended question often mirrored the concerns or themes identified through our initial stakeholder consultations. For example, a number of respondents expressed the opinion that poor student behaviour is often ignored or tolerated at C.W. Jefferys. Others felt that this lack of student discipline and accountability has had a negative impact on the school and has contributed to problems of

disorder and safety. The following statements from the student respondents illustrate this point of view:

There is smoking outside of the school, whether it be drugs or cigarettes is gross. At the back of the building there are kids selling drugs. Before the Jordan accident there were kids right under Room 310 selling drugs. Everyday there was kids smoking and nobody did anything.

There is disruption everywhere at this school. It is easy to simply walk in with whatever you want.

Skippers are a problem at this school. They are the ones hanging in the halls or out front. They are the ones that are failing and causing everything bad. They get away with it.

Every period there are students that hang in the hallway. Many students and teachers are transferring away next year.

Hall monitors and other authority figures do not enforce the rules but mingle with students.

There is little discipline in the school. Teachers don't know how to relate to students. Students have life too easy so they see no point in working hard or following the rules to get what they want.

There are not enough rules at this school and there is not enough enforcement of the rules we currently have.

Please have enforcement of rules at the school. It is heartbreaking to see students treat teachers like trash and the disrespectful way students talk to them. Everyone knows that no matter what they do they do they will be let off easily. Calls home have very low effectiveness.

Fairness aside, bad students are never punished.

Students at this school often engage in rudeness, intimidation and promiscuity.

Students smoke weed in the stairwells. They smoke weed on school property. Nothin ever happens.

Some of the students at this school have no respect for the school or the teachers. They are here to fool around, chase girls and sell drugs. The teachers are too afraid of them. They get away with everything. Schools need more rules so the good kids can get on with their lives.

Students don't follow the rules because the school is too soft.

Students talk back to teachers and some teachers rarely do anything.

There is no authority. Students go around disrespecting everyone. The new vice principle can't control them. There is no discipline.

There were a few locker break-ins and there was no police investigation!!

Those who cause trouble and harm are rarely punished, issues are just ignored.

Other students were more concerned with the attitudes and behaviours of the teachers at C.W. Jefferys than the attitudes and behaviours of their fellow students. The qualitative data suggest that some students feel that the teachers at C.W. Jefferys do not really care about the students. Others feel that teachers treat students unfairly or that they treat some students better than others. Many feel that teachers do not know how to listen or communicate with their students. Finally, some respondents, either directly or indirectly, alluded to problems with racial bias and stereotyping. The following quotes are typical:

Teachers at CWJ are very rude and inconsiderate and they abuse their power. The teachers should have a workshop on how to mark, act and teach because they are doing very poorly. Before Jordan Manners died this should have been discussed and now teachers are using this as an excuse to be very rude.

Some teachers don't know how to teach.

Teachers always dismiss students' concerns as over-reacting.

Teachers don't give us the marks we deserve which causes us to do poorly academically.

Teachers don't have respect for the students at this school.

Teachers don't listen to our concerns about the way we feel about things or a certain problems we go through daily.

Certain teachers will attempt to be nicer to rude students, just to get on their good side. I believe they do this out of fear. The students who are nice don't get the better treatment they deserve.

Teachers don't understand the students. They rate them with how they look. They don't care how their mind is made.

Teachers judge students sometimes based on their appearance, like how they dress.

Racial and sexual discrimination by teachers and students.

Racial discrimination against Black students. We are classified as underachievers and idiots.

Some teachers don't even care about the students. Some teachers mark students by the way they look or the culture they are – not the way they work.

Teachers are always favouring some students and treat other students badly all the time. A problem is that students are not being treated equally.

Other school problems mentioned by the students in response to this open-ended question include: 1) ***School cleanliness and maintenance*** (“There are cockroaches and rats and the bathrooms don’t work;” “There is no air conditioning, too many broken things at this school. There are lots of insects;” “This school is not clean, it is nasty;” “The washrooms in the school are dirty and they don’t work, there are bugs all over the washrooms”; 2) ***The Attitudes and Behaviour of the Grade Nine Students*** (“Many of my peers have noticed that there seems to be a pattern in which the attitudes of the Grade 9 students are getting worse and worse;” “The Grade 9 students are the rudest and they cause a lot of problems”); and 3) ***A Lack of Extra-curricular Programs for Students*** (“There are no after-school programs at this school;” “We need more money for programs;” “There are not enough extra-curricular activities at this school for students to keep occupied;” “We need more clubs and activities like dances and other events too).” Finally, one student claimed that they were disappointed that the issue of school safety was not recognized at C.W. Jefferys until after the shooting death of Jordan Manners. She implied that there were problems at C.W. Jefferys before the shooting and that they should have been identified earlier: “The only thing that I don’t like is that it takes my best-friend’s death (Jordan Manners) for all this to happen. The problems were here before. You guys never knew that C.W. Jefferys is a bad school.” This is a theme that is repeated in other sections of the survey – discussed below.

3.02.07 Student Feelings About School Safety

The survey next turned to an examination of student feelings of safety at school and in the wider community. We focussed on four separate issues: 1) How safe did students at C.W. Jefferys Collegiate feel at their school before and after the shooting death of Jordan Manners; 2) How safe do students feel when they engage in various public activities outside of the school environment; 3) Do students feel safer at school or out in the community?; and 4) How worried are students about specific types of criminal activity at school and in their community?

We began our review into feelings of school safety by asking the students the following question: “I want you to think about the way things were at your school before Jordan Manners was shot. How safe did you feel at your school before the shooting took place?” We then asked the respondents how safe they felt “right after Jordan Manners was shot?” Finally, we asked the students “How safe do you feel at your school today (approximately one month after the shooting took place)?” The responses to these three questions are presented in Table 5 and Figure 4.

The results suggest that, before the Jordan Manners’ shooting, the vast majority of students at C.W. Jefferys (81%) felt either very safe (38%) or fairly safe (43%) at their school. By contrast, only 15% of the respondents felt unsafe (11%) or very unsafe (4%). However, as might be expected, the findings suggest that student feelings of insecurity increased dramatically in the immediate aftermath of the shooting incident. Indeed, right after the shooting, almost half of the respondents (48%) felt either very unsafe (23%) or unsafe (25%) at the school. The impact of the shooting can be further illustrated by the fact that the proportion of students who felt safe at C.W. Jefferys dropped from 81% before the shooting to only 44% immediately following the shooting – a decline of 37 percentage points.

However, it appears that this dramatic increase in feelings of insecurity was temporary. Indeed, by the time this survey was administered to the students – approximately one month after the survey – it appears that feelings of safety were returning to normal (see Figure 4). Nonetheless, it should be stressed that the data also indicate that the shooting may have a lasting impact on feelings of safety – at least for some C.W. Jefferys students. Indeed, although the proportion of respondents who report feeling safe at school is significantly higher a month after the shooting (65%) than right after the shooting (44%), feelings of safety have not yet returned to pre-shooting levels (81%).

TABLE FIVE:
Percent of Students Who Felt Safe or Unsafe at School, Before and After the Shooting Death of Jordan Manners

TIME PERIOD	Very Safe	Fairly Safe	Unsafe	Very Unsafe
How safe did you feel at your school before the shooting?	38.1	42.8	10.9	3.8
How safe did you feel at your school immediately following the shooting?	15.6	28.4	24.6	23.4
How safe do you feel at your school today?	22.9	41.8	17.7	6.9

Sample Size=423

In order to further explore how C.W. Jefferys' students feel about their school, we asked them the following question: "In general, would you say that C.W. Jefferys is a very safe school, a fairly safe school or do you think that the school is an unsafe place for students?". (see Appendix K – Question C4) The results (see Figure 5) indicate that, despite the shooting of Jordan Manners, three out of every four C.W. Jefferys students (74%) still feel that their school is either very safe (29%) or fairly safe (45%). By contrast, only 13% feel that the school is unsafe and only 6% feel that it is very unsafe. Nonetheless, the fact one out of every five students at C.W. Jefferys (19%) feels that their school is "unsafe" may be a cause for at least some concern.

We also asked the respondents: "Do you think that C.W. Jefferys has less violence than other schools, more violence than other schools or do you think it is about the same as other schools?". (see Appendix K – Question C5) The results suggest that, despite the death of Jordan Manners, half of all C.W. Jefferys students (50%) still feel that their school has less violence than other schools. An additional 23% feel that C.W. Jefferys is no more violent than other schools. Only 13% of the students surveyed feel that C.W. Jefferys is actually more violent than other schools in Toronto. These findings are consistent with stakeholder claims that, in general, C.W. Jefferys is a safe school, and that there are other schools in the area that have more serious problems with violence. It should be noted that the 2006 Census of Toronto high schools also found that the majority of students, including C.W. Jefferys students, feel very safe within the school environment.³⁹ These findings are also consistent with student and teacher complaints that C.W. Jefferys has been unfairly labelled and stigmatized as "unsafe" and "violent"; a result of the extensive media coverage of the Jordan Manners shooting death.

³⁹ Yau, Maria and Janet O'Reilly (2007), *2006 Student Census, Grades 7-12: System Overview*, (Toronto: Toronto District School Board).

FIGURE 4:
Percent of Students Who Felt "Unsafe" or "Very Unsafe" Before
and After the Shooting Death of Jordan Manners

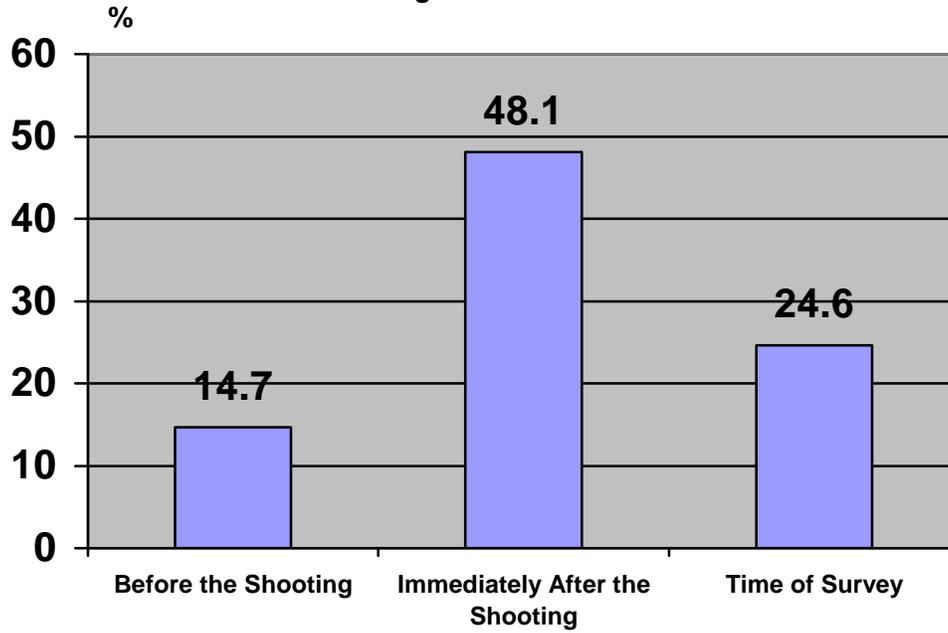


FIGURE 5:
Percent of Students Who Feel that C.W. Jefferys is a Safe or an
Unsafe School

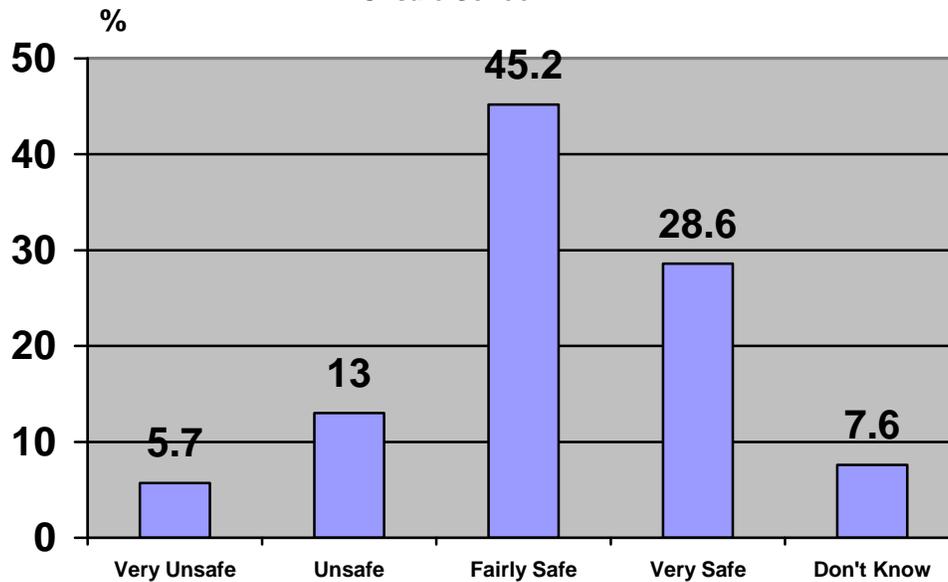
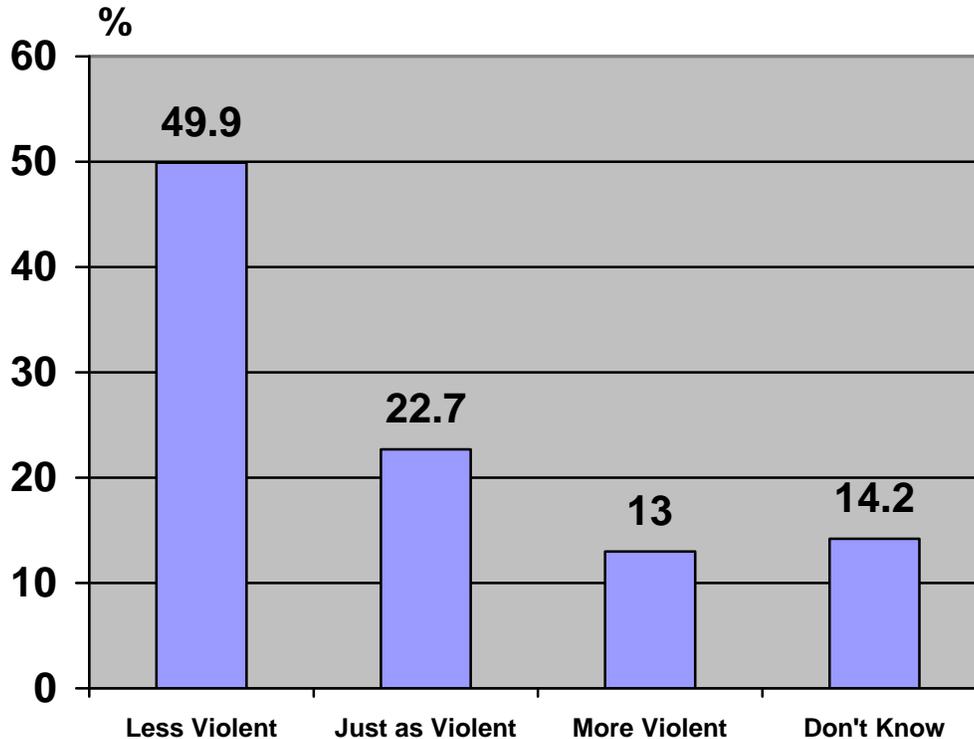


FIGURE 6:
Percent of Students Who Feel that C.W. Jefferys is More or Less Violent than Other Toronto High Schools



After consulting our student respondents about their feelings of safety at school, we asked them how safe they feel when they engage in a variety of different activities outside of the school environment. (see Questions C6a to C6k – Appendix K) The results suggest that students are most likely to feel unsafe when they engage in certain activities at night. (see Table 7) For example, 48% of the respondents report that they feel unsafe or very unsafe when they walk around their own neighbourhood at night. By contrast, only 13% feel unsafe when they walk around their neighbourhood during the day. Similarly, 42% of the respondents feel unsafe or very unsafe when they use the TTC at night. By comparison, only 12% feel unsafe using public transit during the day. The fact that a high proportion of students feel unsafe walking or using the TTC at night in their own community is concerning. It could reflect the reality that many of the students at C.W. Jefferys live in disadvantaged, high crime communities and subsequently worry about their personal safety on a regular basis. Finally, almost half of all students (47%) claim that they would feel unsafe or very unsafe if they went to a nightclub or bar – another night-time activity. However, almost 30% indicate that they don't know how they would feel at such venues – an indication that many students have never actually engaged in such activities.

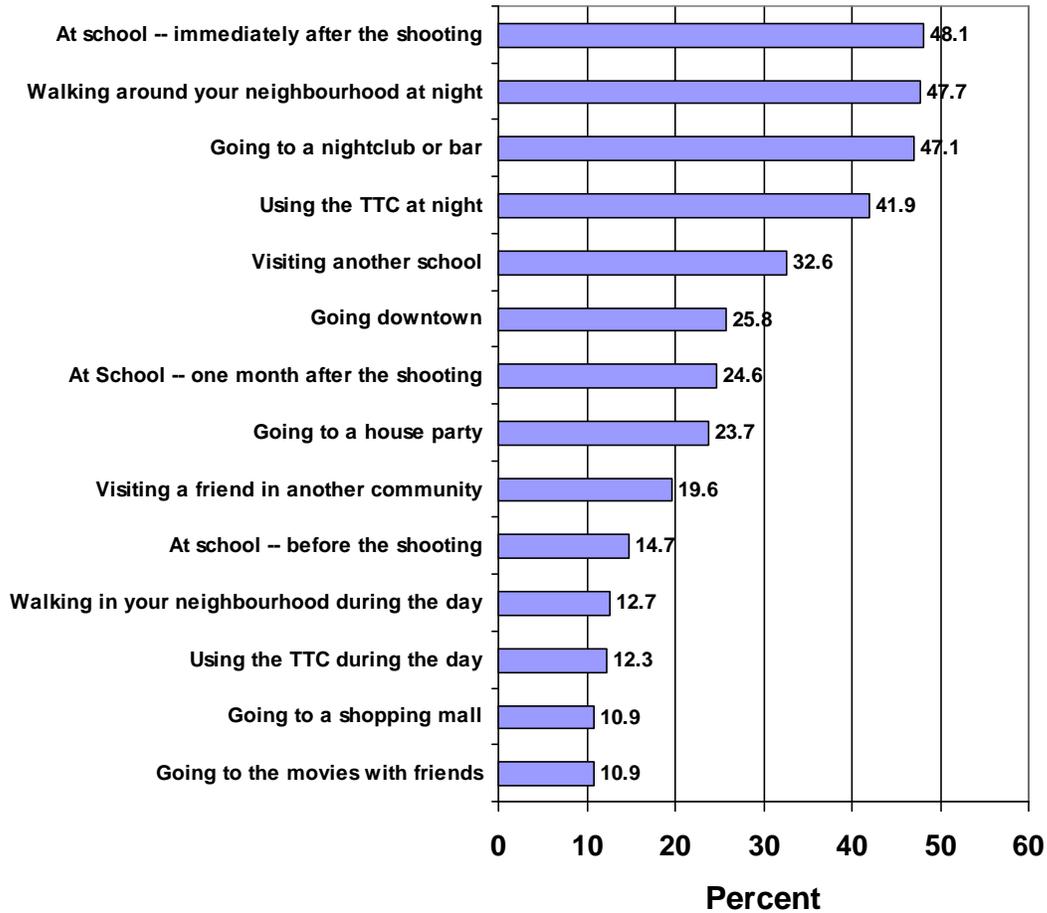
It is interesting to note that one out of every three respondents (33%) indicate that they would feel unsafe or very unsafe visiting another high school. This might be viewed as evidence of inter-school rivalries or it could reflect the fact that many respondents feel that C.W. Jefferys is actually safer and less violent than other schools in the area. Going downtown, going to house parties and visiting friends in other communities are also activities that produce feelings of insecurity for some students. At least 20% of the respondents to this survey report that they would feel unsafe or very unsafe engaging in such activities. By contrast, almost all respondents feel safe or very safe when they visit a shopping mall (81%) or go to the movies with friends (82%).

**TABLE SIX:
Percent of Students Who Feel Safe or Unsafe in Specific Social Contexts**

Social Context	Very Unsafe	Unsafe	Fairly Safe	Very Safe	Don't Know/ Depends
Went to a nightclub or bar	21.3	25.8	16.5	6.6	29.8
Walked around your own neighbourhood at night	18.4	29.3	29.3	12.5	10.4
Took a bus or subway at night	16.6	25.3	31.2	12.5	14.7
Went to hang out at another school	9.2	23.4	27.9	15.4	24.1
Went to a party at someone's home	7.8	15.9	39.3	21.3	15.8
Went downtown to shop or hang out	6.4	19.4	38.1	22.5	13.7
Went to visit a friend in another area of town	4.5	15.1	41.6	21.5	17.3
Went to a shopping mall	4.3	6.6	44.2	37.1	7.8
Took a bus or subway during the day	4.3	8.0	46.6	35.2	5.9
Went to the movies with friends	4.0	6.9	45.2	36.4	7.6
Walked around your own neighbourhood during the day	2.8	9.9	43.5	35.6	8.3

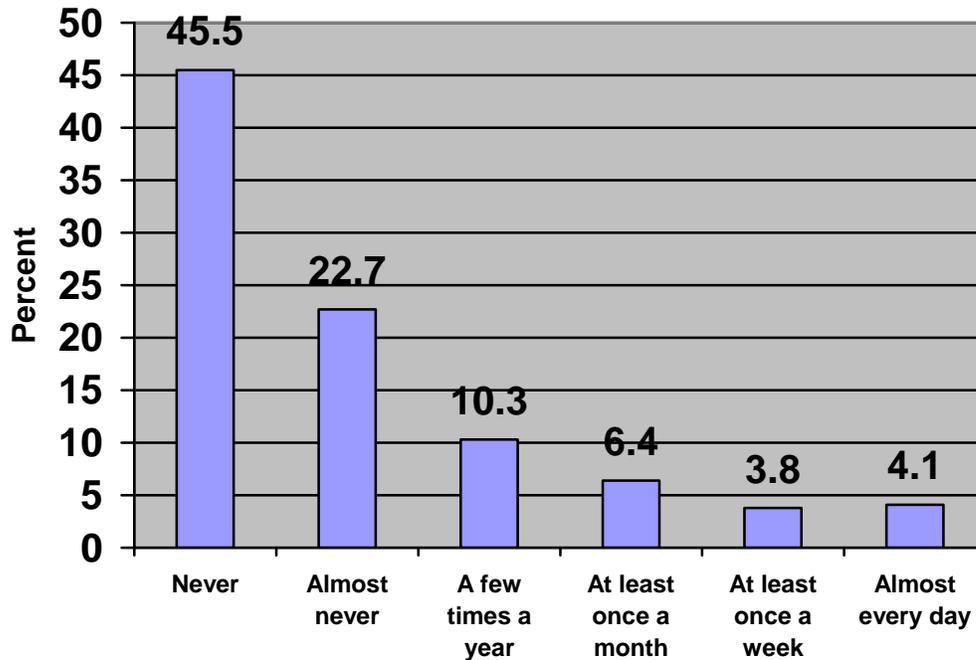
The data presented in Figure 7 contrast student feelings of safety at school with feelings of safety outside of school. The results suggest that, with the exception of the period immediately following the shooting death of Jordan Manners, most students perceive C.W. Jefferys to be a relatively safe environment. Indeed, before the shooting, students felt just as safe at C.W. Jefferys as they did walking in their own neighbourhood during the day, using the TTC during the day, visiting shopping malls and going to the movies with friends. Nonetheless, as discussed above, at the time of the survey feelings of safety at C.W. Jefferys had not returned to pre-shooting levels.

**FIGURE 7:
Percent of Students Who Feel "Unsafe" or "Very
Unsafe" in Different Social Contexts**



We next asked the respondents to tell us how frequently they felt afraid or unsafe when they were walking to and from school. Previous research suggests that a high proportion of youth victimization takes place during these unsupervised periods. Nonetheless, almost half of all the students we surveyed (46%) indicate that they never feel unsafe travelling to and from school and an additional 23% state that they almost never feel unsafe. (see Figure 8) By contrast, only 4% report that they feel unsafe “almost every day.”

FIGURE 8:
**Frequency of Feeling Afraid or Unsafe When Travelling
 to and From School**



We concluded our inquiry into feelings of safety by asking the respondents how often they worry about becoming the victim of different types of crime (see Questions C8a to C8m – Appendix K). The results suggest that students are most worried about personal theft and street gangs – both inside and outside of school. Almost half of all respondents (49%) indicate that they at least sometimes worry about gangs in their community. Similarly, 46% sometimes worry about gangs from outside of their community and 45% sometimes worry about gangs at school. Similarly, 48% of the students surveyed at least sometimes worry about having something stolen from them at school and 46% sometimes worry about theft outside of the school environment. Robbery also seems to be a common concern. Indeed, two out of every five respondents (42%) reports that they at least sometimes worry about being robbed at school and an equal proportion (40%) sometimes worry about being robbed outside of school. Forty percent of respondents also indicate that they sometimes worry about being shot by a stranger. However, a much smaller proportion (23%) report that they sometimes worry about being shot by someone they know. Nonetheless, this last finding could be an indication that one out of every four C.W. Jefferys students knows someone who has access to a firearm and that they sometimes worry that this firearm could be used against them.

Other findings suggest that 37% of students at least sometimes worry about being physically assaulted outside of school and a third (33%) sometimes worry about being attacked at school. Finally, the results indicate that the respondents are somewhat more

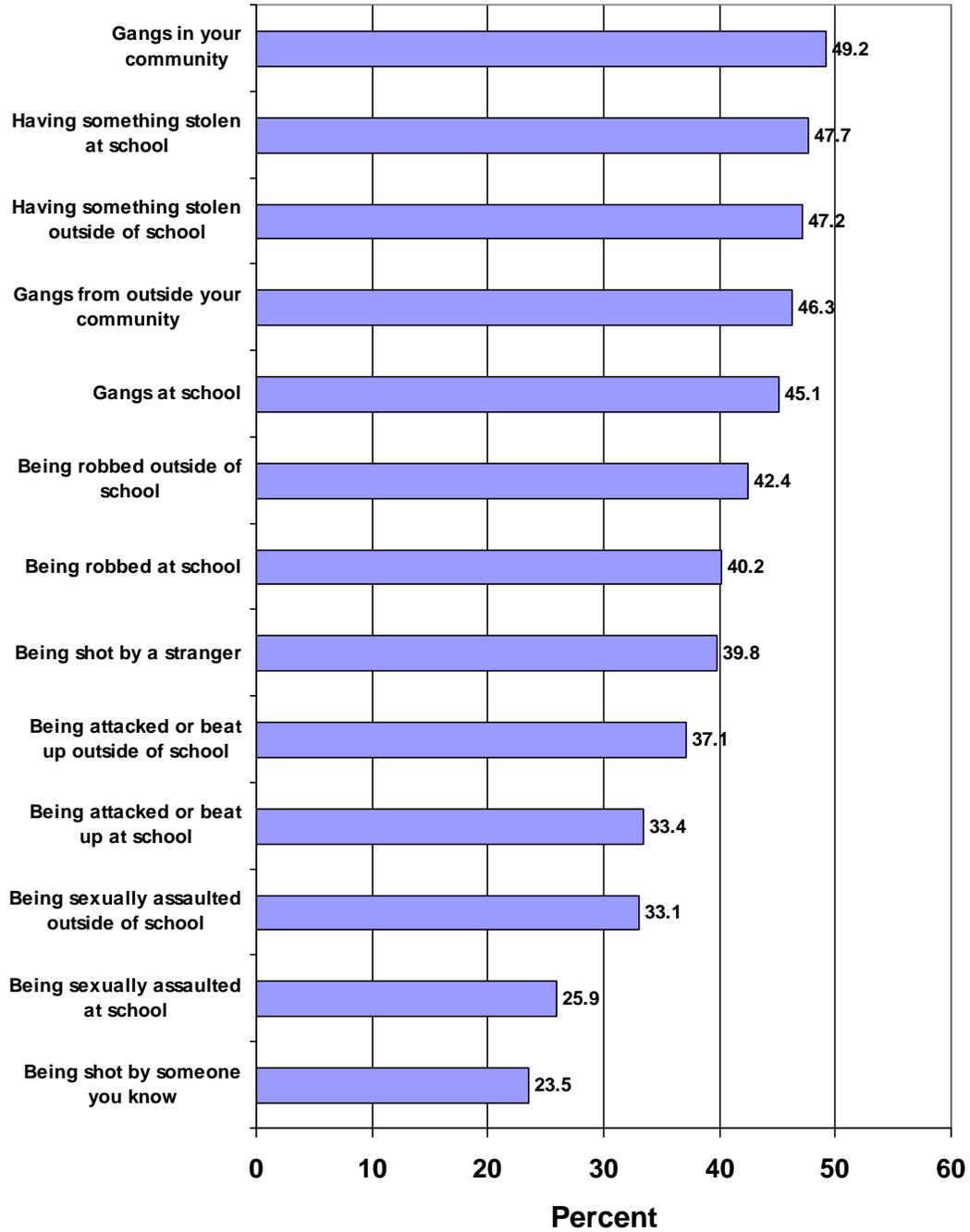
worried about the possibility of being sexually assaulted outside of school than sexually assaulted in school. For example, 33% of the students indicate that they sometimes worry about being sexually assaulted or molested outside of school, while only 23% indicate that they sometimes worry about sexual assaults in school. However, it must be stressed that concern about sexual assault is much more prevalent among female students than male students. Indeed, half of the female students we surveyed (49%) admitted that they at least sometimes worry about being sexually assaulted or molested outside of school, compared to only 17% of the male respondents. Similarly, a third of the female respondents (33%) at least sometimes worry about being sexually assaulted or molested at school, compared to 16% of male respondents. The data further suggest that South Asian and Asian females appear to worry more about the possibility of being sexually assaulted at school than students from other racial backgrounds. For example, 26% of South Asian female respondents and 24% of Asian female respondents indicate that they “often” or “always” worry about being sexually assaulted or molested at school, compared to only 15% of Black females, 13% of white females and 9% of female students from other racial minority groups.

TABLE SEVEN:
Percent of Students Who Report being Worried or Not Worried About Specific Types of Criminal Activity

Do you ever worry about..	Never	Almost Never	Sometimes	Often	All the Time
Street gangs at your school	31.0	23.9	27.9	11.8	5.4
Street gangs from your community	27.9	22.7	31.0	12.1	6.1
Street gangs outside of your community	29.5	24.2	28.1	11.5	6.7
Being attacked or beat up at school	42.6	23.9	20.3	8.6	4.5
Being attacked or beat up outside of school	37.9	25.1	23.2	9.3	4.5
Being robbed by someone at school	37.2	22.5	23.9	10.4	5.9
Being robbed by someone outside of school	33.2	24.4	26.5	10.2	5.7
Having something stolen from you at school	28.3	24.0	26.6	12.9	8.2
Having something stolen from you outside of school	29.0	23.8	28.5	12.8	5.9
Being shot by someone you know	57.5	19.0	11.6	7.1	4.8
Being shot by a stranger	36.2	24.0	21.7	10.2	7.9
Being sexually assaulted at school	58.8	15.4	12.1	8.1	5.7
Being sexually assaulted outside of school	48.2	18.7	16.3	7.6	9.2

Sample Size=423

FIGURE 9:
Percent of Students Who are at Least "Sometimes"
Worried about Specific Criminal Activities



3.02.08 Student Victimization

In the wake of the Jordan Manners shooting, questions arose with respect to how prevalent crime and victimization are at C.W. Jefferys. Thus, in the next section of the survey, we asked respondents whether or not they had experienced eleven different types of victimization. Consistent with the mandate of the Panel, we asked the students about victimization experiences that had taken place over the past two years. We further asked the respondents to distinguish between incidents of victimization that occurred at school and victimization experiences that occurred outside of school. (see Questions D1a to D2k – Appendix K) It should be noted that just because a student indicates that they were victimized at school does not necessarily mean that the victimization occurred at C.W. Jefferys. For example, a Grade 9 student who claims that they were assaulted in the past two years might be referring to an incident that occurred in Grade 8 when they were attending another school.

The eleven types of victimization we examined include: 1) *Minor Theft* (defined as the theft of money or items worth less than \$50.00); 2) *Major Theft* (defined as the theft of money or items worth more than \$50.00); 3) *Vandalism* (defined as the deliberate damage of property, clothes or personal items); 4) *Physical Threats* (defined as threats of physical harm that did not involve a weapon); 5) *Weapons Threats* (defined as threats of physical harm that involved a weapon); 6) *Physical Assaults* (defined as incidents of being punched, kicked or slapped); 7) *Gun Assaults* (defined as incidents in which the respondent was shot at or had a firearm pointed at them); 8) *Robbery* (defined as having money or personal items taken from you by force or the threat of force); 9) *Weapons Assaults* (defined as being attacked by someone with a weapon like a knife or a bat); 10) *Sexual Assault* (defined as someone forcing the respondent to have sex or trying to force the respondent to have sex); and 11) *Verbal Abuse* (defined as being verbally teased or insulted). Respondents could answer that they had never experienced a specific type of victimization in the past two years, that they were only victimized once, that they were victimized between three and five times, or that they were victimized on more than five occasions. The questions that were asked are consistent with items that have been used in other North American victimization surveys.

Victimization at School

The findings suggest that, within the school environment, minor theft is more likely to be experienced than other types of crime. (see Table 8 and Figure 10) Indeed, almost half of the students surveyed (45%) indicate that they were the victim of minor theft, at school, in the past two years. One out of every five respondents (18%) reports that they were the victim of school-based theft on more than one occasion.

A high proportion of students (42%), also report that they have been insulted or teased at school. Furthermore, one out of every four respondents (27%), reports that they have been teased or insulted on more than one occasion in the past two years. It should be noted that such verbal bullying can hurt a student's self-esteem and can sometimes lead to depression and an avoidance of school activities. Furthermore, verbal bullying

sometimes leads to physical confrontations between students and can thus, contribute to the overall level of violence within a school environment. Insults and teasing, therefore, should not be taken lightly.

Physical threats (without a weapon) are the next most common type of victimization. Four out of ten respondents (39%), report that they have been threatened with physical harm at school over the past two years. One out of four respondents (24%), reports that they have been physically threatened at school on multiple occasions.

After physical threats, actual physical assault emerges as the next most common school-based victimization. Indeed, 37% of the respondents indicate that they have been physically assaulted (without a weapon) at school over the past two years. One out of every five students (19%), indicates that they have been assaulted at school on more than one occasion. Vandalism at school has also been experienced by over a third of the students (35%), participating in this survey. Seventeen percent experienced such property damage on more than one occasion.

Major theft is the next most prevalent school-based victimization. Almost one-third (32%), of all students have been the victim of major theft in the past year. Thirteen percent of respondents indicate that they have been a victim of major theft on more than one occasion. One out of five respondents (21%), indicate that they have been robbed at school in the past two years. One out of ten respondents indicate that they have been robbed at school on two or more occasions.

Weapons threats are the next most common school-based victimization. Eighteen percent of the students surveyed indicate that they have been threatened by someone with a weapon at their school in the past two years. Nine percent have been threatened with a weapon on more than one occasion.

The findings further indicate that one out of seven students (14%), has been sexually assaulted at their school over the past two years. As mentioned above, a sexual assault is defined as a case in which a student has been forced to have sexual contact, against their will, or a case in which someone has *attempted* to force sexual contact. According to this definition, 6% of respondents indicate that they have been sexually assaulted on more than one occasion.

The next most common form of school-based victimization is gun assault. One out of every eight respondents (12%), indicates that someone has pointed a gun at them at school in the past two years. Five percent indicate that someone has pointed a gun at them on more than one occasion. Finally, the least common school-based victimization is physical assault involving a weapon. However, it is notable that one out of every ten students (11%), claims that they have experienced a weapons-related assault at school in the past two years. Six percent of respondents report that they have been assaulted by someone with a weapon on two or more occasions. Once again, these findings paint a disturbing percentage. It is difficult to determine whether these figures represent an exaggeration of reality or not. We will return to this issue in later sections of the report.

Victimization Outside of School

The data presented in Figure 10 suggest that the respondents to this survey are also subject to victimization outside of school. However, the data also indicate that, for some types of crime, victimization rates are higher in school than outside of school. For example, according to our respondents, students are more likely to experience minor theft, verbal assaults (insults and teasing), threats (not involving weapons), physical assaults and vandalism when they are at school than when they are off school property. On the other hand, exposure to major theft, robbery, weapons threats and sexual assault appear to be just as common out of school than within the school environment. Finally, it appears that students are somewhat more likely to experience serious violence, including gun-related threats and assaults involving weapons, outside of school than on school property.

Gender and Victimization

Additional analysis indicates that important gender differences exist with respect to criminal victimization. (see Table 9) For example, within the school environment, male students are significantly more likely than female students to report being the victim of physical threats, threats involving weapons, physical assaults, robbery, gun assaults and assaults involving a weapon. This is completely consistent with the gender differences observed in previous victimization surveys. However, also consistent with previous research, female respondents are much more likely to report being the victim of a sexual assault than their male counterparts. Interestingly, within the school environment, male and female students are equally likely to report minor theft, major theft, vandalism and verbal bullying.

Racial Differences in Victimization

The data presented in Table 10 point to several important racial differences in victimization experiences. In general, both white and Black students are more likely to report being the victim of major theft outside of school than respondents from other racial backgrounds. On the other hand, Asian students are most likely to report being the victim of school-based vandalism. Black students appear to be especially vulnerable to weapons threats particularly when they are off of school property. White, Black and West Asian students are much more likely to report being the victim of a physical assault, both in school and outside of school, than respondents from other racial groups. The data also indicate that both White students and Black students are significantly more vulnerable to robbery than students from other racial groups, especially when they are outside of the school environment. Finally, Black students appear to be significantly more vulnerable to weapons assaults that take place outside of the school. All other racial differences in exposure to victimization do not reach statistical significance.

Gender, Race and Sexual Assault

As discussed elsewhere, the Panel was asked to pay special attention to incidents of sexual assault involving racial minority females. It should be noted, however, that the issue of sexual assault did not emerge until after the questionnaire had been developed and administered to the students. Unfortunately, at that time, we had not included religion as a variable on the questionnaire. Thus, while we can examine overall racial differences in the exposure to sexual assault, we are not able to examine how race and gender might interact with religion. Religion, however, was included as a variable in the survey of Westview students discussed below. We thus examine the vulnerability of religious minorities to sexual assault in the next chapter.

The data presented in Figure 11A capture the sexual assault victimization rate both in school and outside of school for female students, according to racial identity. The data indicate that 2 of the 8 white females in the sample (25%), report being sexually assaulted at school in the past two years. The same number report being sexually assaulted outside of school. The data indicate that Black females are just as vulnerable to sexual assault as white females. Indeed, 17 of the 73 Black female students in the sample (23%), indicate that they have been sexually assaulted at school in the past two years and an equal number have been sexually assaulted outside of school. Both Asian and South Asian females display a slightly different pattern. In general, female students from these two racial backgrounds are more likely to report being sexually assaulted at school than outside of school. For example, 7 of the 37 Asian females in the sample (19%), indicate that they have been sexually assaulted at school in the past two years. However, only 5 (13%), report being sexually assaulted outside of school. Similarly, 7 of the 43 the South Asian females (16%), in the sample indicate that they have been sexually assaulted at school in the past two years. By contrast, only 3 (7%), indicate that they were sexually assaulted outside of school. Unlike students from all other racial backgrounds, it appears that female students from “other” racial minority groups are more likely to experience a sexual assault outside of school than inside school. Overall, 7 of the 45 female students in this racial category (16%), report being sexually assaulted at their school in the past two years. However, 11 (24%), report being sexually assaulted outside of school. Finally, it is important to note that not one of the 8 West Asian females in the sample claimed that they were sexually assaulted in the past two years either inside or outside of the school environment. One might ask if this reflects their true experiences or if they are especially reluctant to report or discuss sexual assaults, even to survey researchers.

Guns and Gangs

Further analysis reveals that exposure to guns at C.W. Jefferys is highly concentrated among gang-involved students. (see Figure 11B) Indeed, 41% of current gang members report that they had a gun pointed at them at school in the past two years, compared to 20% of former gang members and only 8% of those who have never been involved in a gang. Similarly, 63% of current gang members had a gun pointed at them outside of school over the past two years, compared to 31% of former gang members and only 9% of students who have never been involved with a gang. The data also show that gun-

related victimization is much more prevalent among students who affiliate with known gang members. (see Figure 11C) For example, one out of every five students (18%), who reports that they know several gang members, has had a gun pointed at them at school over the past two years, compared to 11% of respondents who know one or two gang members and only 9% of students who do not know any gang members. Similarly, 26% of respondents who have several gang member friends had a gun pointed at them outside of school in the past two years, compared to 15% of those who know one or two gang members and only 9% of those who do not have any gang-involved friends. Thus, consistent with the international research literature, our survey results suggest that gang membership and/or gang affiliation greatly increases the risk of becoming a victim of gun violence.

TABLE EIGHT:
Percent of Students Who Have Experienced Different Types of Criminal Victimization in the Past Two Years, by School and Non-School Locations

TYPE OF VICTIMIZATION	Never	Once	Between 2 and 5 times	More than 5 Times
Minor theft: at school	54.6	27.0	12.1	6.4
Minor theft: outside of school	70.9	14.7	8.3	6.1
Major theft: at school	68.3	18.4	9.9	3.3
Major theft: outside of school	71.9	15.6	8.0	4.5
Vandalism: at school	64.6	18.4	11.6	5.4
Vandalism: outside of school	70.5	16.1	9.5	4.0
Threatened: at school	61.5	14.7	14.7	9.2
Threatened: outside of school	70.7	10.9	12.1	6.3
Weapons threats: at school	81.6	9.2	7.1	2.1
Weapons threats: outside of school	82.3	9.0	5.9	2.8
Assaulted: at school	61.0	19.9	10.2	9.0
Assaulted: outside of school	68.4	12.8	9.9	9.0
Gun assault: at school	88.2	6.9	3.8	1.2
Gun assault: outside of school	85.6	8.7	3.3	2.4
Robbery: at school	77.6	12.1	6.9	3.5
Robbery: outside of school	79.4	8.7	7.1	4.7
Assaulted with a weapon: at school	89.3	4.5	4.3	1.9
Assaulted with a weapon: outside of school	84.0	9.2	4.5	2.4
Sexually assaulted: at school	85.8	8.0	3.5	2.6
Sexually assaulted: outside of school	85.6	7.1	4.5	2.8
Teased/Insulted: at school	58.4	14.4	13.2	13.9
Teased/Insulted: outside of school	67.8	12.1	8.7	11.3

Sample Size=423

FIGURE 10:
Percent of Students Who Experienced Various Types
of Criminal Victimization Over the Past Two Years,
by Location

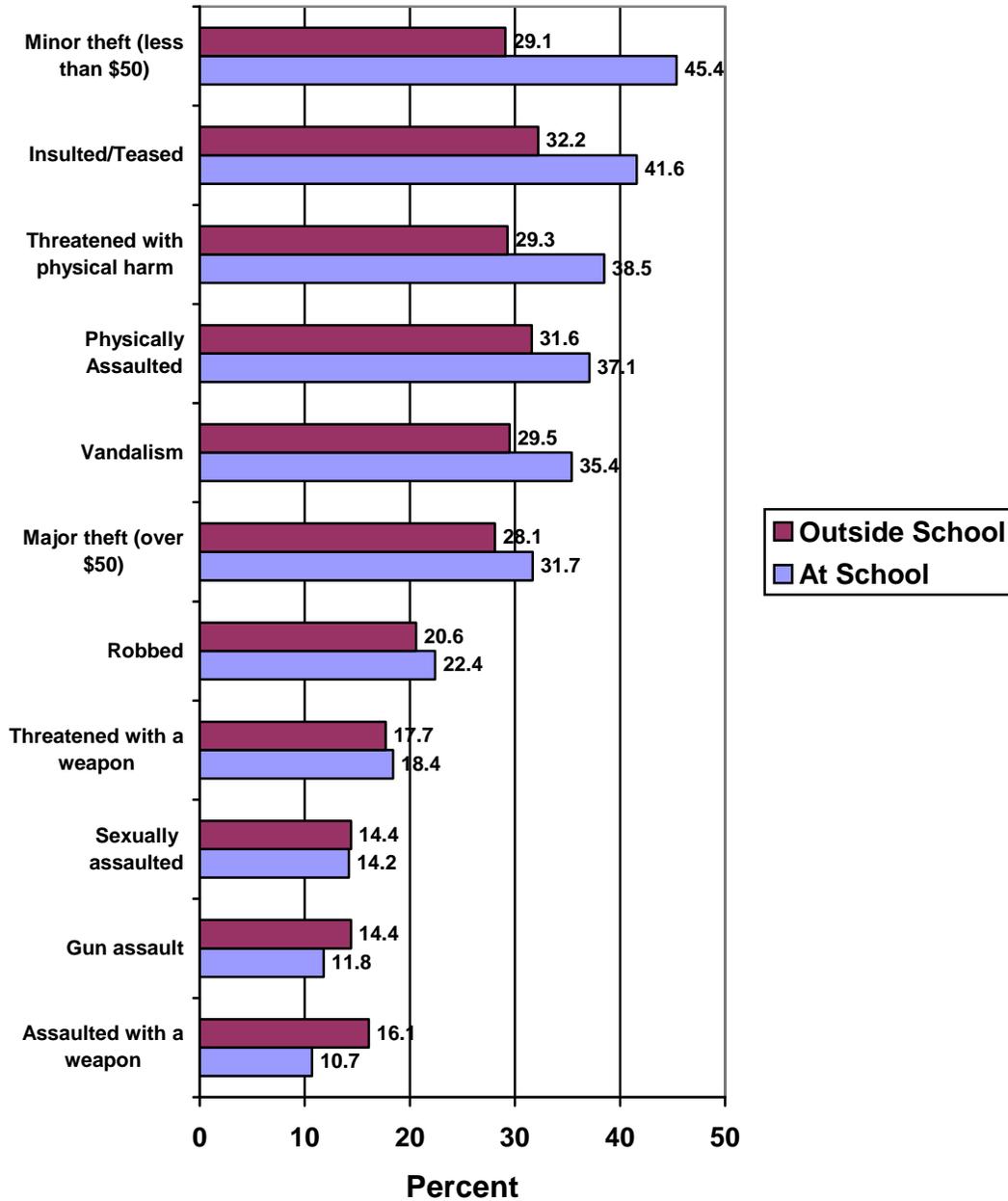


TABLE NINE:
Percent of Students Who Have Experienced Different Types of Criminal Victimization in the Past Two Years, by Gender

TYPE OF VICTIMIZATION	MALE	FEMALE	Statistical Significance
Minor theft: at school	45.3	45.5	NS
Minor theft: outside of school	33.0	25.2	NS
Major theft: at school	34.4	29.0	NS
Major theft: outside of school	35.9	20.6	**
Vandalism: at school	38.3	32.7	NS
Vandalism: outside of school	35.9	23.4	**
Threatened: at school	47.9	29.4	**
Threatened: outside of school	36.8	21.5	**
Weapons threats: at school	23.9	13.1	**
Weapons threats: outside of school	24.9	10.7	**
Assaulted: at school	50.7	27.6	**
Assaulted: outside of school	40.7	22.9	**
Gun assault: at school	15.8	7.9	*
Gun assault: outside of school	20.1	8.9	**
Robbery: at school	28.7	16.4	**
Robbery: outside of school	26.8	14.5	**
Assaulted with a weapon: at school	13.9	7.5	*
Assaulted with a weapon: outside of school	21.1	11.2	**
Sexually assaulted: at school	7.1	18.7	**
Sexually assaulted: outside of school	8.7	18.1	**
Teased/Insulted: at school	39.7	43.5	NS
Teased/Insulted: outside of school	29.7	34.6	NS
Sample Size	209	214	

NS gender difference is not statistically significant

* gender difference is statistically significant at $p < .05$

** gender difference is statistically significant at $p < .01$

**TABLE TEN-A:
Percent of Students Who Have Experienced Different Types of Criminal
Victimization in the Past Two Years, by Racial Background**

TYPE OF VICTIMIZATION	Black	Asian	South Asian	West Asian	Other Racial Minority	White	
Minor theft: at school	49.3	48.7	42.9	52.6	30.6	59.1	NS
Minor theft: outside of school	35.1	32.1	22.6	31.6	18.1	36.4	NS
Major theft: at school	33.8	33.3	28.6	42.1	23.6	40.9	NS
Major theft: outside of school	35.8	24.4	17.9	26.3	22.2	50.0	**
Vandalism: at school	32.4	48.7	39.3	42.1	19.4	40.9	**
Vandalism: outside of school	35.1	24.4	22.6	26.3	27.9	45.5	NS
Threatened: at school	39.9	37.2	32.1	52.6	33.3	63.6	NS
Threatened: outside of school	33.8	28.2	20.2	26.3	26.4	45.5	NS
Weapons threats: at school	18.9	16.7	15.5	36.8	18.1	18.2	NS
Weapons threats: outside of school	25.7	6.4	13.1	21.1	19.4	13.6	**
Assaulted: at school	47.3	39.7	27.4	47.7	26.4	59.1	**
Assaulted: outside of school	41.2	25.6	15.5	47.4	27.8	50.0	**
Gun assault: at school	12.2	6.4	11.9	21.1	12.5	18.2	NS
Gun assault: outside of school	18.9	10.3	10.7	15.8	12.5	18.2	NS
Robbery: at school	29.1	19.2	16.7	26.3	16.7	27.3	NS
Robbery: outside of school	29.7	10.3	10.7	21.1	20.8	31.8	**
Assaulted with a weapon: at school	12.2	6.4	8.3	21.1	11.1	13.6	NS
Assaulted with a weapon: outside of school	22.3	3.8	10.7	21.1	22.2	13.6	**
Sexually assaulted: at school	16.9	10.3	16.7	10.5	11.1	13.6	NS
Sexually assaulted: outside of school	16.9	10.3	10.7	15.8	18.1	13.6	NS
Teased/Insulted: at school	39.9	47.4	36.9	42.1	40.3	54.5	NS
Teased/Insulted: outside of school	33.8	30.8	27.4	31.6	34.7	36.4	NS
Sample Size	148	78	84	19	72	22	

NS racial difference is not statistically significant

* racial difference is statistically significant at $p < .05$

** racial difference is statistically significant at $p < .01$

FIGURE 11A: Percent of Female Respondents Who Have Been Sexually Assaulted in the Past Two Years, by Racial Background and Location of the Assault

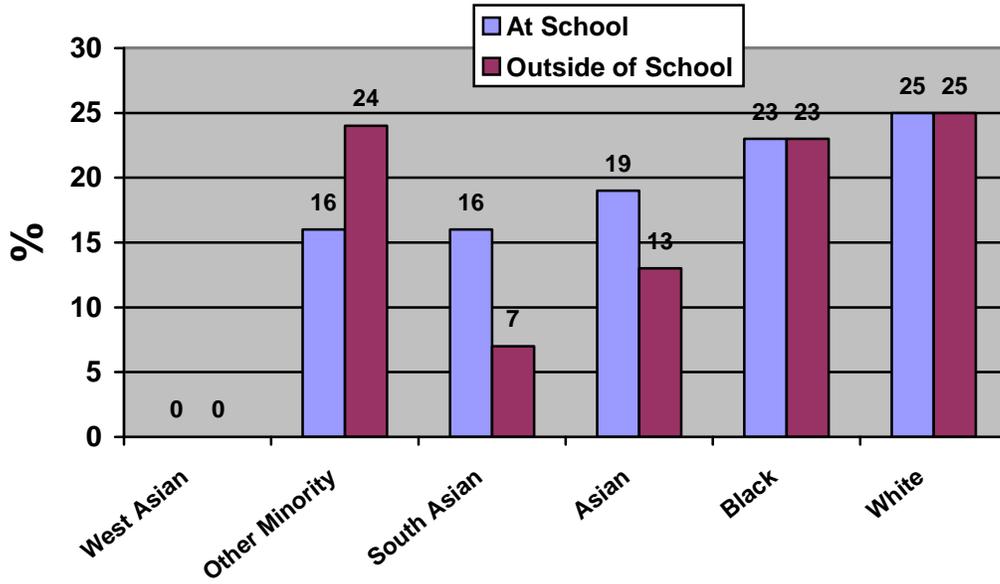


FIGURE 11B: Percent of Respondents Who Had a Gun Pointed at Them Over the Past Two Years, by Self-Reported Gang Involvement

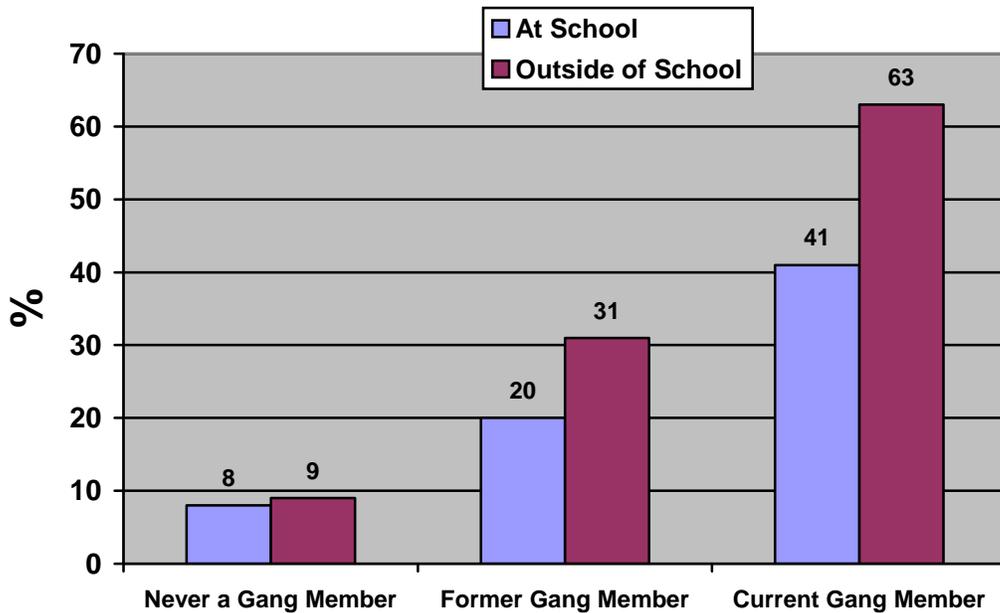
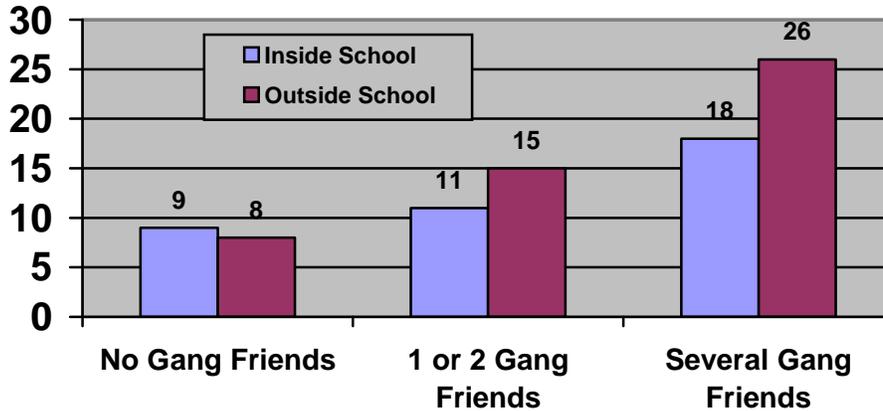


Figure 11C: Percent of Respondents Who Had a Gun Pointed at them in the Past Two Years, by Number of Gang-Involved Friends.



The Victimization Numbers in Context

At first glance, the victimization data presented above may appear shockingly high. However, we maintain that these figures should not be used to argue that C.W. Jefferys is a particularly dangerous school or that it is more violent or crime-ridden than other high schools in the Toronto area. Such conclusions would be premature and cannot be validated without the survey being administered to other high schools in the Toronto area. Indeed, we feel that our findings, as disturbing as they may be, are quite consistent with the results of other youth victimization surveys conducted in North America. Unfortunately, few of these surveys have actually been conducted in Canada.

One exception is the 2000 Toronto Youth Crime and Victimization Survey.⁴⁰ This survey, conducted in 2000, involved a random sample of 3,393 high school students from 30 different high schools in the Toronto region (10 from the Catholic School Board and 20 from the Public School Board). During this study, a detailed questionnaire was administered to student respondents during class time. As with the survey conducted at C.W. Jefferys, one of the primary objectives of this project was to document experiences of victimization. However, some of the questions asked in 2000 were quite different than the questions posed during the C.W. Jefferys survey. For example, while the C.W. Jefferys survey focused on victimization in the past two years, the 2000 survey focused on lifetime victimization rates and victimization experiences that had taken place in the past twelve months. Furthermore, because of the Jordan Manners shooting, the C.W.

⁴⁰ Tanner, Julian and Scot Wortley (2002), *The Toronto Youth Crime and Victimization Survey: Overview Report* (Toronto: Centre of Criminology, University of Toronto); Wortley, Scot and Julian Tanner (2006a). "Immigration, Social Disadvantage and Urban Youth Gangs: Results of a Toronto-Area Study," *Canadian Journal of Urban Research* 15 (2): 1-20; Wortley, Scot and Julian Tanner (2006b), *Criminal Organizations or Social Groups? An Exploration of the Myths and Realities of Youth Gangs in Toronto*, (Ottawa: Solicitor General of Canada, Drug and Crime Prevention Strategies Unit).

Jefferys survey focused more on gun-related victimizations and incidents that took place at school than general patterns of youth victimization. Nonetheless, we feel that, despite the seven year gap and somewhat different lines of questioning, the existence of the 2000 data provides at least some opportunity to compare the experiences of C.W. Jefferys students to the experiences of high school students from other high schools in the Toronto area. It should be noted that C.W. Jefferys was not one of the schools included in the 2000 survey.

Table 10-B presents victimization results from the *2000 Toronto Youth Crime and Victimization Survey*. Estimates are provided for both lifetime victimization and victimization experiences that took place within twelve months of survey administration. In general, we feel that many of the results of the 2000 survey are completely consistent with the results of the June 2007 survey conducted at C.W. Jefferys. For example, in 2007, 45% of the student respondents from C.W. Jefferys reported that they had been the victim of minor theft in the past two years. By contrast, in 2000, 38% of high school students claimed that they had been a victim of minor theft *in the past twelve months* and 72% claimed that they had been a victim of minor theft at sometime in their life. Similarly, in 2007, 39% of the survey respondents from C.W. Jefferys claimed that they had received physical threats in the past two years. By contrast, in 2000, 39% of 3,400 Toronto high school students who took part in the study claimed that they had received physical threats *in the past twelve months* and 67% claimed that they had received physical threats at some time in their life. In 2007, 37% of C.W. Jefferys students claimed that they had been physically assaulted at school in the past twenty-four months. In 2000, 39% of Toronto high school students from 30 different schools, reported that they had been physically assaulted in the past year and 70% indicated that they had been assaulted at some time in their life

Additional analysis reveals that, in 2007, 18% of C.W. Jefferys students claim that they had been threatened by someone with a weapon in the past two years. By contrast, in 2000, survey results suggest that 15% of Toronto high school students received weapons threats in the past year and 28% had been threatened with a weapon at some time in their life. Similarly, in 2007, 11% of the C.W. Jefferys students who took part in the study claim that they had been assaulted by someone with a weapon in the past two years. By contrast, in 2000, 8% of Toronto high school students indicated that they had been the victim of a weapons-related assault in the past twelve months and 16% had been assaulted with a weapon at some time in their life.

Finally, in 2007, 14% of C.W. Jefferys students who participated in the survey indicated that they had been the victim of a sexual assault in the past two years. By contrast, in 2000, 7% of the Toronto high school students who participated in the survey reported that they had been sexually assaulted in the past twelve months and 12% indicated that they had been sexually assaulted at some time in their life. However, an additional 14% indicated that they had been subjected to “unwanted sexual touching” in the past year and 25% claimed they had suffered such victimization at some point in their life.

In summary, the victimization findings produced in 2000, using a large sample of high school students from 30 different schools, seem to mirror the victimization results produced in 2007, using a relatively small sample of students from C.W. Jefferys Collegiate. The comparison of data from the 2007 survey with the results of the 2000 survey only serves to increase our confidence in the current findings. Furthermore, this comparison serves to highlight the possibility that C.W. Jefferys is not more dangerous than other high schools in the Toronto area. This does not mean that crime and victimization were not a serious problem at C.W. Jefferys over the past two years. However, the comparison of the two surveys, conducted seven years apart, underscores the possibility that problems with crime and victimization are not isolated within C.W. Jefferys or even within other schools in the Jane-Finch community. Crime and victimization may be a problem faced by students at schools throughout the Toronto region.

The TDSB Census of High School Students

As discussed in the methodology section, in 2006 the Toronto District School Board conducted a “Census” of all high school students under its control.⁴¹ As part of this census, over 330 students at C.W. Jefferys were asked questions about their victimization experiences at school. Unfortunately, the Census questions were very different than the questions asked on the Panel survey discussed above. For example, while the Panel survey asked about 11 different types of victimization, (see Table Eight) the Census only asked about five types of victimization (physical threats, physical bullying by an individual, physical bullying by a group, theft or destruction of personal property and insults or name calling). Furthermore, while we examined victimization experiences over the past two years, the Census asked about victimization at school without specifying a time period. Similarly, while the Census asked about “physical bullying” by an individual and “physical bullying” by a group, we asked more specifically about physical assaults (being punched or kicked) without asking students to distinguish between assaults by individuals and assaults by a group. We are also somewhat concerned with how students interpreted terms like “physical bullying”. What exactly is “physical bullying?” Is it verbal abuse? Physical threats? Being pushed or shoved? Or is it an actual physical assault? It is difficult to determine the exact meaning of the phrase “physical bullying” from the current wording of the Census questions. We should also note that previous research suggests that many students, especially male students, are unlikely to report that they have ever been “bullied”. The term “bullied” implies weakness and the passive acceptance of physical intimidation or violence. By contrast, many students who refuse to admit bullying, will admit that they have been punched, kicked, assaulted, jumped or involved in a physical fight. In other words, questions about “bullying” may lead to an under-estimation of the true extent of violence within the school setting.

Finally, the response categories also differ dramatically between the two surveys. While we asked our respondents to indicate exactly how often they had experienced a particular

⁴¹ Yau, Maria and Janet O’Reilly (2007), *2006 Student Census, Grades 7-12: System Overview*, (Toronto: Toronto District School Board).

type of victimization (never, once, twice, three times, etc.), the Census provided quite vague response categories (never, rarely, sometimes, often or always). Although it is not difficult to interpret the meaning of “never”, it is somewhat difficult, in our opinion, to determine exactly what a student means when they state that they are “rarely” or “sometimes” victimized at school. Does this mean once a year, once a month, once per week? Does “rarely” mean the same thing for all students? In summary, both the School Community Safety Advisory Panel and the TDSB conducted two separate surveys of C.W. Jefferys students during the 2006-2007 academic year. However, the actual questions used in the two surveys are quite different, making accurate comparisons between data sets extremely difficult, if not impossible. Nonetheless, some crude comparisons are attempted in the following paragraphs.

In November 2007, the TDSB released preliminary findings from their 2006 School Census.⁴² However, the manner in which the victimization data were reported, in our opinion, masks the true level of victimization in Toronto high schools. The problem is that, in their report, the School Board analysts collapsed the “never” answer category with the “rarely” answer category and only present data on students who were “sometimes”, “often”, or “always” victimized. For example, according to the report, 16% of all high school students in Toronto were either “sometimes” threatened (10%), or “often/always” threatened (6%), at their school.⁴³ However, the report does not give us any information on the percent of students who are “rarely” victimized at school. This, in our opinion, gives the impression that threats are less common than they actually are. In other words, if we include those who are “rarely” threatened, the overall percentage of students receiving a physical threat at school will increase significantly. Our analysis of the C.W. Jefferys Census data supports this hypothesis.

In response to a special request, the Toronto School Board agreed to provide us with the full, un-collapsed frequencies for all Census questions related to school safety issues. It provided us with this data for both C.W. Jefferys Collegiate and Westview Centennial Secondary School. In our opinion, despite important methodological differences, the Census data we received is quite consistent with the results of the Panel survey. Understandably, consistencies are most apparent for those questions that are the most similar. For example, we asked our respondents: “How many times has someone at your school threatened to hurt you?” Sixty-two percent of our respondents indicated that they had “never” been threatened at school and 38% reported that they had been threatened on at least one occasion. The 2006 Census, on the other hand, asked students: “In your school have you ever experienced threats to hurt you?” Sixty-five percent of the Census respondents from C.W. Jefferys indicated that they had “never” been threatened at school and 35% reported that they had been threatened on at least one occasion. In other words, the Panel survey found that 38% of C.W. Jefferys students had been threatened, while the Census results suggest that 35% have been threatened. These figures are very close, thus

⁴² Yau, Maria and Janet O’Reilly (2007), *2006 Student Census, Grades 7-12: System Overview*, (Toronto: Toronto District School Board).

⁴³ Yau, Maria and Janet O’Reilly (2007), *2006 Student Census, Grades 7-12: System Overview*, (Toronto: Toronto District School Board) at 21.

increasing confidence in the overall findings and the integrity of the data. Other remarkably similar results from the two surveys include the following:

- The Panel survey found that 42% of Jefferys students had been teased or insulted at school. This finding is consistent with Census results which suggest that 39% of Jefferys students have been the victim of insults or name calling.
- The Panel survey found that 47% of Jefferys students had been the victim of either minor theft (under \$50) or major theft (over \$50) in the past two years. By contrast, the Census found that 40% of Jefferys students had been the victim of “theft or destruction of property”. Thus, although the questions are quite different, the two studies produced estimates of property crime victimization that are within 10% of each other.

Finally, according to the Panel survey, 39% of Jefferys students had been physically assaulted (defined as being punched or kicked) in the past two years. By contrast, the Census results indicate that 27% of students at Jefferys have been bullied by an individual and an additional 16% have been bullied by a group. As discussed above, these results are very difficult to compare because “bullying” may mean something very different to students than a physical assault or fight. Indeed, many young people who are involved in fights would never admit to being bullied. Thus, we strongly feel that the line of questioning used by the Census likely under-estimated the true extent of violence within Toronto high schools.

In summary, although the Panel survey of C.W. Jefferys students employed a much more detailed line of questioning with respect to victimization experiences, the overall results of the Panel survey, in our opinion, are quite consistent with the results of the 2006 School Census.

A Note on the C.W. Jefferys Gun Statistics

As discussed above, one out of every eight student respondents from C.W. Jefferys (12%) indicated that someone pointed a gun at them at school in the past two years. Five percent indicate that someone has pointed a gun at them on more than one occasion. This finding, in our opinion, is quite alarming. One possibility is that students have grossly exaggerated their actual exposure to guns on school property, perhaps as a means of shocking the research team and those who will ultimately read this Report. However, even if these estimates are exaggerated, the fact that some students report that they have been exposed to firearms at school is disturbing and requires further examination. We must remember that at least one gun entered C.W. Jefferys in 2007 and was ultimately involved in the shooting death of Jordan Manners. Is it possible that the Manners shooting was the only time a firearm was brought to the school in the past two years? Furthermore, we must also consider the fact that many students think that there is a problem with street gangs at the school. (see discussion above) Previous research

suggests that a large proportion of street gang members have access to guns⁴⁴ and the results of the Panel survey suggest that gun-related victimization is much higher among current and former gang members than among students who have never been gang involved. With this in mind, is it possible that some of our respondents' reports of gun-related victimization actually have some validity? Finally, although it might be comforting to assume that the gun numbers for C.W. Jefferys are inflated, we must also consider the possibility that some respondents might have tried to cover up their exposure to guns in order to avoid attention. In other words, if some students under-reported their contact with guns, the gun figures presented above might in fact be conservative.

In summary, it would be premature and potentially dangerous to completely dismiss the finding that some C.W. Jefferys students have had a gun pointed at them on school property over the past two years. Even with an error rate of 50%, our findings would still suggest that one out of every twenty C.W. Jefferys' students (6%) was the victim of a gun assault in the past two years. Furthermore, the gun results from C.W. Jefferys are not much different from the results of another major survey of Toronto high school students. In 2003, Professor Patricia Erickson and Jennifer Butters from the University of Toronto and the Centre for Addiction and Mental Health (CAMH) conducted interviews with a random sample of 456 students from eight different Toronto high schools. High schools were selected to include students from middle and upper class neighbourhoods as well as students from disadvantaged communities. According to their results, 7% of Toronto high school students responded "yes" to the question: "Has someone ever threatened or tried to hurt you with a gun?".⁴⁵ Clearly, according to the results of this independent research project, exposure to gun threats is not isolated to C.W. Jefferys or other high schools in the "Jane-Finch" community. Nonetheless, the results of the Panel survey at C.W. Jefferys leave many questions. For example, were students at C.W. Jefferys exposed to the same gun carried by the same individual? Or were the gun assaults reported by the respondents the result of several different guns entering the school over a two-year period? In order to address these questions, we further explored the gun issue in our survey of Westview students, which will be discussed in the next Chapter.

⁴⁴ Tanner, Julian and Scot Wortley (2002), *The Toronto Youth Crime and Victimization Survey: Overview Report* (Toronto: Centre of Criminology, University of Toronto); Wortley, Scot and Julian Tanner (2006a). "Immigration, Social Disadvantage and Urban Youth Gangs: Results of a Toronto-Area Study," *Canadian Journal of Urban Research* 15 (2): 1-20; Wortley, Scot and Julian Tanner (2006b), *Criminal Organizations or Social Groups? An Exploration of the Myths and Realities of Youth Gangs in Toronto*, (Ottawa: Solicitor General of Canada, Drug and Crime Prevention Strategies Unit).

⁴⁵ Erickson, Patricia and Jennifer Butters (2006), *Final Report: Youth, Weapons and Violence in Toronto and Montreal* (Ottawa: Public Safety and Emergency Preparedness Canada).

TABLE TEN-B:

Percent of Toronto High School Students Who Have Experienced Various Types of Criminal Victimization in Their Lifetime and in the Past Twelve Months
(Results from the 2000 Toronto Youth Crime and Victimization Survey)

TYPE OF VICTIMIZATION	EVER	IN THE PAST TWELVE MONTHS
Minor Theft (less than \$50.00)	72.1	37.5
Major Theft (over \$50.00)	35.9	15.5
Vandalism	49.8	26.6
Physical Threats	66.9	39.3
Threats with a Weapon	28.0	15.5
Death Threats	14.7	8.2
Physically Assaulted	69.6	39.0
Assaulted with a Weapon	15.6	7.5
Unwanted Sexual Touching	25.4	13.8
Sexual Assault	12.4	6.5

Sample Size=3,393 (randomly selected from a sample of 30 Toronto area high schools)

3.02.09 Most Serious Victimization Experience

In order to examine student victimization experiences more closely, we asked our respondents to describe their worst victimization experience. All students were asked the following question:

Please think about the worst thing that has ever happened to you that might be considered a crime or an act of violence. We are talking about such things as being threatened, punched, kicked or attacked by someone with a weapon. We are also talking about having things stolen from you or being sexually assaulted. What is the worst thing that ever happened to you that might be considered a crime? Please write your answer in the box below.

A total of 177 respondents (41.8%), provided us with the details of their “worst victimization” experience. (see Table 11 and Table 12) We carefully examined the qualitative descriptions of these incidents and identified seven basic types of victimization: 1) ***Robbery – not involving a gun***: (“I was attacked and robbed by another gang;” “I was robbed at Jane and Finch while fundraising for the school;” “I got robbed by a guy with a knife;” “Guys in this gang take my money and my TTC tickets all the time;” “I was jumped by another crew. They stole my money, my phone and my supply;” “Repeatedly robbed of lunch \$, watch stolen;” “Always threatened, slapped, shoved and get my money taken;”); 2) ***Physical Assault*** (“I was attacked by other students;” “Was in

a fight;" "I was jumped by guys from another hood;" "Me and my friend had to fight five gang members;" "I got beat up;" "Got punched in the face by this guy in Grade 12" "Punched and kicked;" "This time when I was trying to stop some guys from beating my friend. They all – 15-20 people – ganged up on us and mostly on me for backing my friend"; 3) **Theft** ("My iPod was stolen;" "iPod stolen in the library;" "My locker was broken into and everything was gone except my textbook;" "My wallet got stolen. My phone got stolen;" "Locker broken into;" "When somebody broke into my locker I lost over \$200.00 and a cell phone. The school did nothing about this;" "\$50.00 stolen at school. The administration was not concerned" "CD player stolen in class. Teacher present;" "My iPod Nano was stolen"); 4) **Sexual Assault** ("I was sexually molested. I was touched where I did not want to be touched by someone I did not want;" "Sexually assaulted;" "Sex assault. These two guys tried to make me have sex;" "Raped;" "I was sexually assaulted;" "I was raped;" "Forced sex"); 5) **Physical Threats**: ("People from another school threatened me;" "Threatened over money;" "Someone threatening me that he had a gun and that he had a knife and would stab me;" "Threatened with a knife;" "Threatened;" "Students from other schools have come into the building to make threats for issues outside of school"); 6) **Gun Assaults – including gunpoint robbery**: "Shot at by another gang. I got away;" "Got shot at;" "In the middle of a gun fight;" "When I was walking and someone shot at me 5 times in a driveway. I ran home and called the police. They say they caught the guys;" "I got robbed at gunpoint by five males;" "I was robbed of my money and my necklace by two guys with a gun"); and 7) **Sexual Harassment**: ("Sexually harassed and receiving disturbing notes by an obsessed student. We reported him twice. It was only the second time that they transferred him to another class. The harassment started in April until now;" "Most things would be guys touching me or even honking their horns at me;" "Sexually harassed;" "Sexually harassed and pressured. This guy also slapped my butt very hard then followed me to tell me I liked it. Gross;" "Verbal sexual harassment by older men").

As illustrated in Table 11, 246 respondents (58%), did not provide details about their worst victimization experience. These respondents had either never been victimized or did not want to share the details of their worst victimization experience with the research team. Nonetheless, 177 respondents did provide details of their worst victimization experience. However, in 59 of the 177 victimization cases (33%), the respondent indicated that they were victimized but did not want to disclose the nature of the crime. (see Table 12) However, we did identify 28 cases of robbery (16% of all victimization incidents), 26 cases of physical assault (15%), 20 cases of theft (11%), 17 cases of sexual assault (10%), 13 cases involving physical threats (7%), 9 cases of gun assault (5%) and five cases of sexual harassment (2.2%). Further analysis of the data reveals that:

- Seventy-nine percent of the victimization incidents described by the respondents occurred in the past two years; 59% within the past year and 20% within the past two years. Only 15% of the incidents occurred more than 3 years ago. (see Figure 12)
- A large proportion of the "most serious" victimization incidents described by the respondents took place at school (42%), or in the area around the

school (20%). An additional 14% took place in the respondent's own neighbourhood. Nine percent of these incidents either took place at the respondent's own home or at someone else's home. The remainder (12%), took place in other public areas including parks, shopping malls, parties, and streets outside of the respondent's own community. (see Figure 13)

- Further analysis reveals that 80% of the thefts described by the respondents took place at school, as did 47% of the threats, 46% of the physical assaults, 35% of the sexual assaults and 18% of the robberies. In addition, a high proportion of all robberies (36%), physical assaults (35%), and sexual assaults (18%), took place in the area around the school. (see Figure 14)
- According to our respondents, one out of every four victimization incidents (27%), involved an offender who was another student at the school. An additional 22% of offenders were acquaintances (defined as someone the respondent has seen but did not know well) and 11% of all offenders were friends with the victim. We cannot determine whether these friends or acquaintances were also students at the same school. Finally, 25% of the offenders were strangers. By contrast, only 8% were parents or other relatives. (see Figure 15)
- Only 7% of the respondents reported their "worst victimization" experience to the police. In other words, 93% of the victims decided not to report these criminal incidents to the authorities. The rate of reporting to the police moves from 0% for sexual harassment, to 7% for sexual assault, to 13% for gun assault, and to 15% for theft. (see Figure 16)
- All respondents who indicated that they did not report their victimization to the police were asked why they did not report this crime. On average, respondents gave 4.3 different reasons for not reporting their victimization experience to the police. The most common reasons include: 1) The belief that the police can't provide protection from offenders (62%); 2) The person feels that they can take care of themselves (61%); 3) The victim does not want to upset their parents (60%); 4) The victim fears that, because of the victimization, parents will prevent them from going out in the future (57%); 5) It is a waste of time to report the crime. The police can't or won't do anything about it (53%); 6) The victim is afraid of the offenders and fears reprisals if they report (54%); 7) The victim does not want to be a "snitch" (52%); 8) The victim does not like or trust the police (51%); 9) The victim believes that the police would not take the crime seriously (50%); 10) The matter or incident was too trivial (47%); 11) The victim wants to get their own revenge (33%); 12) The victim does not want to get in trouble with the police (30%); and 13) The victim does not want the offender or offenders to get into trouble (28%). Clearly, the reasons youth don't report their victimization experiences to the police are complex. It seems that young people view the decision to report as a rational calculation, and thus, weigh

the benefits of reporting against the possible consequences. Unfortunately, the vast majority of youth think that reporting their victimization experiences to the police will only make their life more difficult.

**TABLE ELEVEN:
Number and Percent of Students Reporting a “Most Serious” Criminal Victimization, by Type of Crime**

MOST SERIOUS VICTIMIZATION	NUMBER	PERCENT
No victimization reported	246	58.2
Victimized – but no details provided	60	14.2
Victim of a robbery	28	6.6
Victim of an assault	26	6.1
Victim of theft	20	4.7
Victim of a sexual assault	17	4.0
Victim of physical threats	13	3.1
Victim of a gun crime	9	2.1
Victim of sexual harassment	4	0.9
SAMPLE SIZE	423	100.0

**TABLE TWELVE:
Number and Percent of All “Major” Criminal Victimization Cases Reported by Students at C.W. Jefferys, by Type of Crime**

MOST SERIOUS VICTIMIZATION	NUMBER OF CASES	PERCENT OF CASES
Victimized – but no details provided	60	33.9
Victim of a robbery	28	15.8
Victim of an assault	26	14.7
Victim of theft	20	11.3
Victim of a sexual assault	17	9.6
Victim of physical threats	13	7.4
Victim of a gun crime	9	5.1
Victim of sexual harassment	4	2.2
TOTAL CASES	177	100.0

FIGURE 12:
Timing of Most Serious Victimization
 %

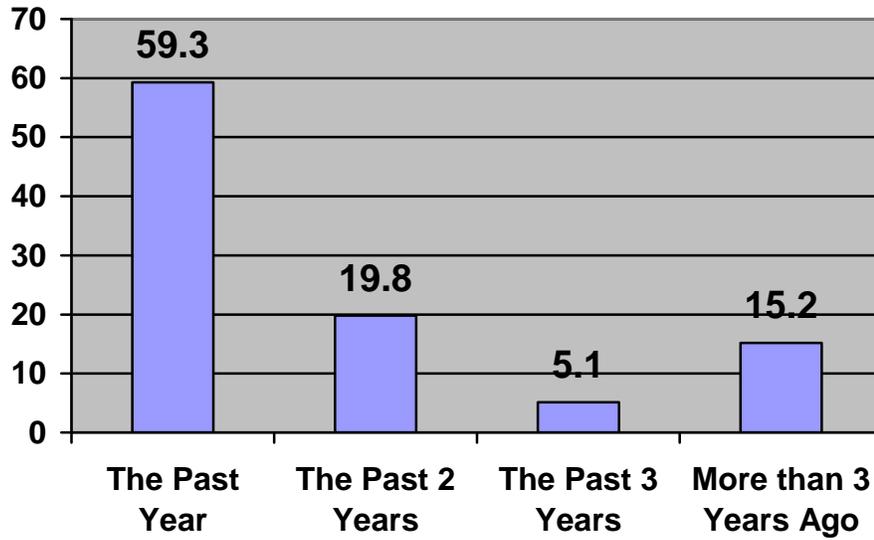


FIGURE 13:
Location of Most Serious Victimization

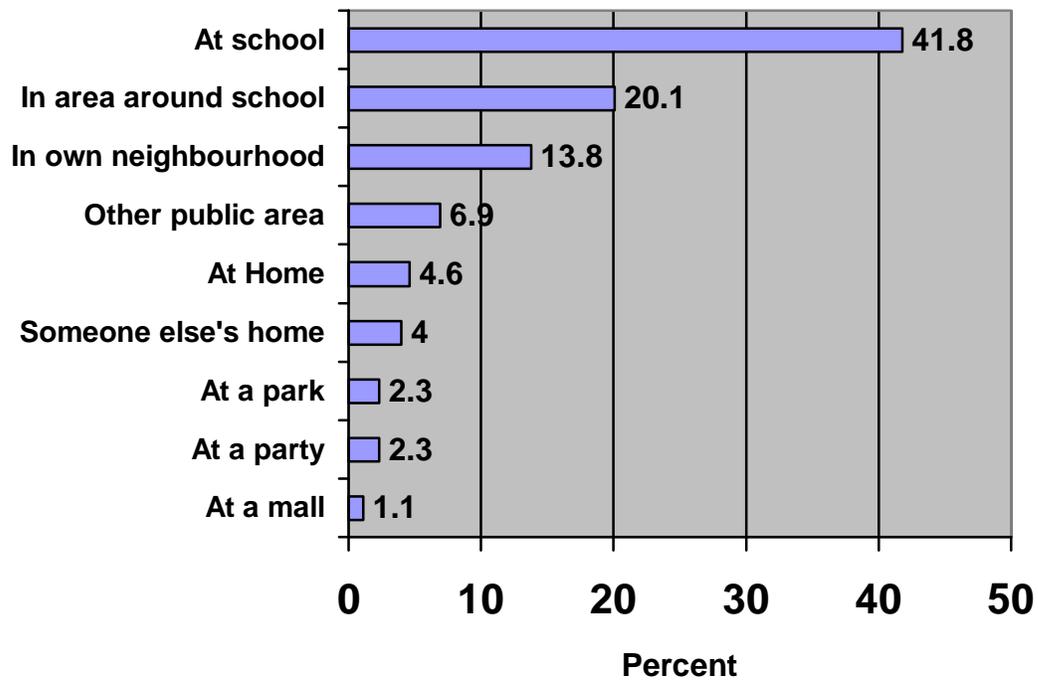


FIGURE 14:
Percent of "Most Serious" Victimization that Took Place at School or in the Area Around School, by Crime Type

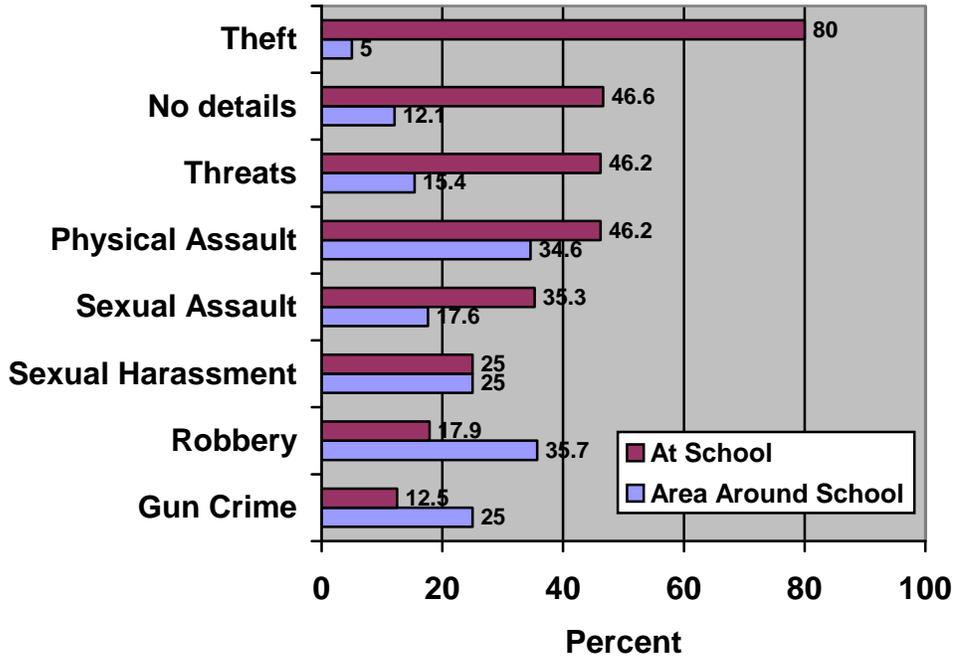


FIGURE 15:
Relationship of the Offender to the Victim

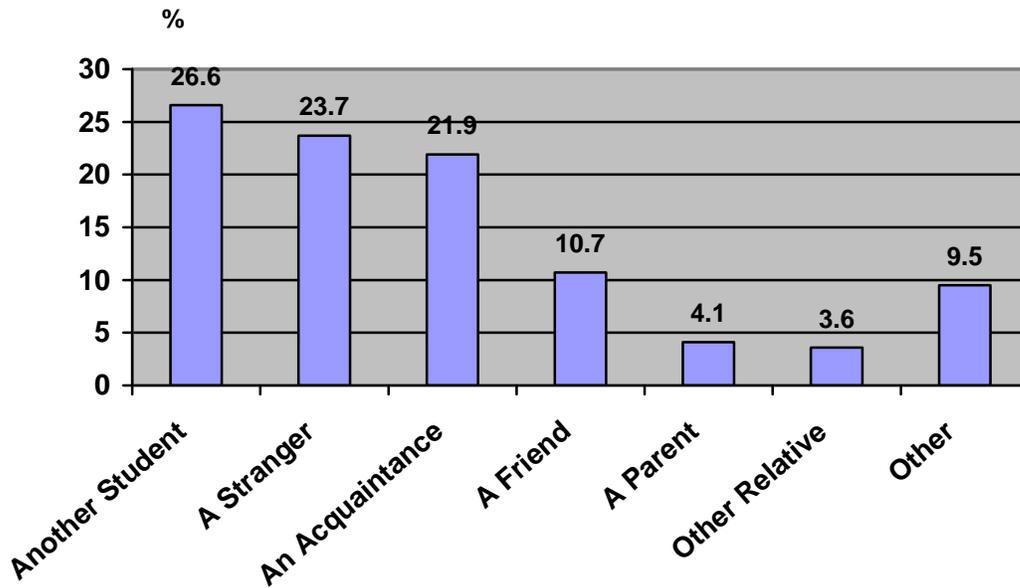


FIGURE 16:
Percent of Students Who Reported Their "Most Serious" Victimization Experience to the Police,
by Type of Victimization

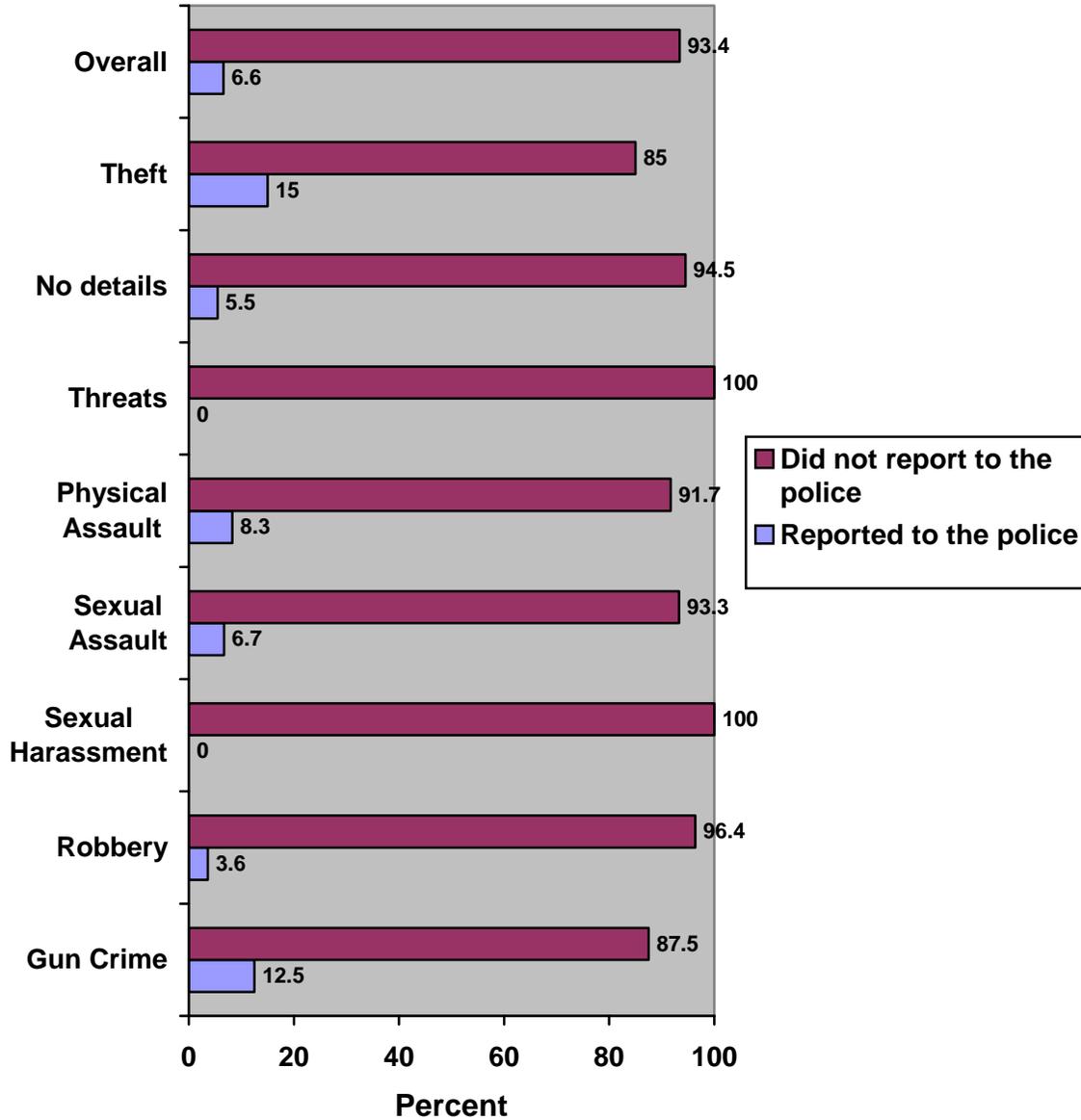
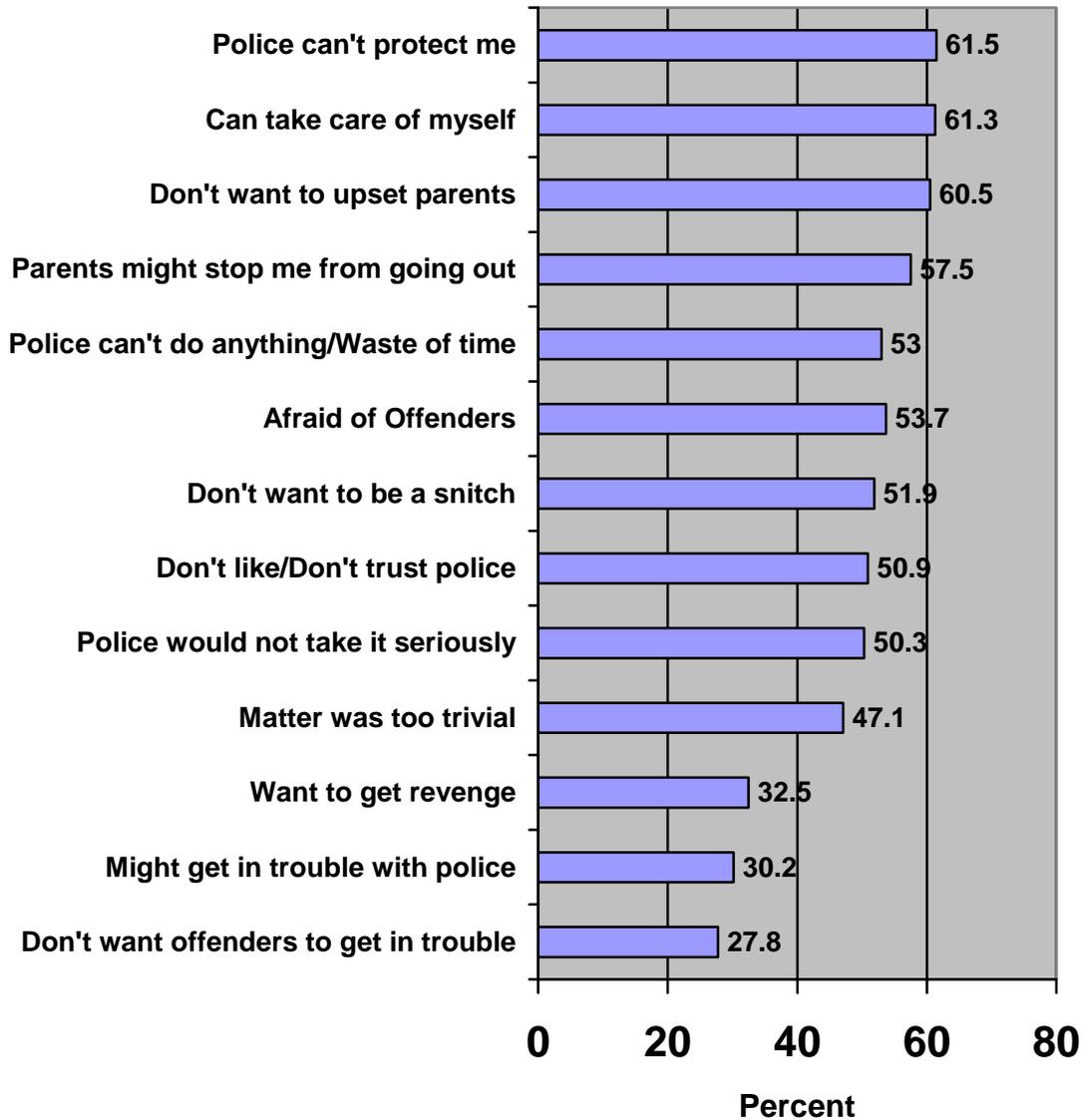


FIGURE 17:
**Reasons Students Do Not Report Their Personal
Victimization Experiences to the Police**



3.02.10 Witnessing Crime

We also asked our student respondents from C.W. Jefferys whether they had ever *witnessed* four different types of crime including: 1) A shooting or gun battle; 2) A serious physical assault or beating; 3) Drug dealing; and 4) A robbery. We also asked respondents when they last witnessed each type of crime and whether they reported the last incident they witnessed to the police. The results indicate that a large proportion of students at C.W. Jefferys have witnessed serious criminal incidents. (see Figure 18)

- Forty-two percent of all respondents indicate that they have witnessed drug dealing at some time in their life. The majority of these respondents (78%) witnessed drug dealing in the past twelve months. Over 90% of those who had witnessed drug dealing had seen this crime over the past two years.
- Forty two percent of all respondents indicate that they have witnessed a serious attack or beating in their life. A third of these respondents (35%), had witnessed a serious assault in the past year and three quarters (74%), had seen a serious assault in the past two years.
- Thirty-eight percent of respondents indicate that they have witnessed a robbery or mugging at some time in their life. The majority of these respondents (58%), indicate that they witnessed this crime in the past year. An additional 19% of robbery witnesses had observed this type of criminal incident in the past two years.
- Finally, 23% of all respondents indicate that they have witnessed a shooting or gun battle at some time in their life. Two-thirds of these observed shootings (68%), took place within the past two years. A third (29%), took place within the past year. Unfortunately, the questionnaire does not allow us to determine where these shootings took place.

Regardless of the type of crime, most witnesses did not report to the police. (see Figure 19) For example, only 3% of the respondents who witnessed drug dealing reported the incident to the police, only 6% reported serious assaults, only 7% reported robberies and only 9% reported shootings or gun battles. These figures serve to illustrate just how difficult it is for the police to both identify and solve specific criminal events and how reluctant students from C.W. Jefferys are about cooperating with the police.

Those respondents who did not report the crimes they had witnessed to the police, were asked why they decided not to report these incidents. (see Table 13) As with their own personal victimization experiences, (see discussion in the previous section) respondents often gave multiple reasons for not reporting the crimes they had witnessed to the police; an average of 5.7 reasons per respondent. For each type of crime, the majority of witnesses simply stated that they felt the incident was “none of their business.” For example, 56% of those who had witnessed a shooting said it was none of their business,

as did 61% of robbery and assault witnesses and 79% of those who had witnessed drug dealing.

Other common reasons for not reporting crimes include fear of the offenders, a belief that the police can't protect witnesses and both fear and distrust of the police. Many respondents (over 33% for each type of crime), also indicated that they did not want to get a reputation as a "snitch". About 20% of witnesses stated they did not report criminal incidents because there were other witnesses and they were not needed. Finally, regardless of crime type, one in ten witnesses (11%), did not report to the police because they did not want to appear in criminal court. In summary, these findings further illustrate that, because young people are often reluctant to report the crimes that they witness or experience, a great deal of youth crime in Toronto goes undetected by both the police and other adult authority figures. This fact underscores the need for anonymous surveys (like the present study), that can shed light on the many criminal events that go unreported to the police.

FIGURE 18:
Percent of Students Who Have Witnessed Specific Types of Crime in their Lifetime, by Crime Type

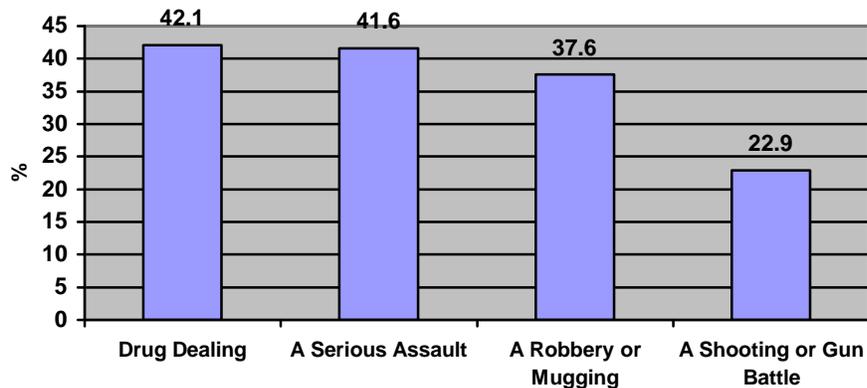


FIGURE 19:
Percent of Student Witnesses Who Reported the Crime to the Police, by Crime Type

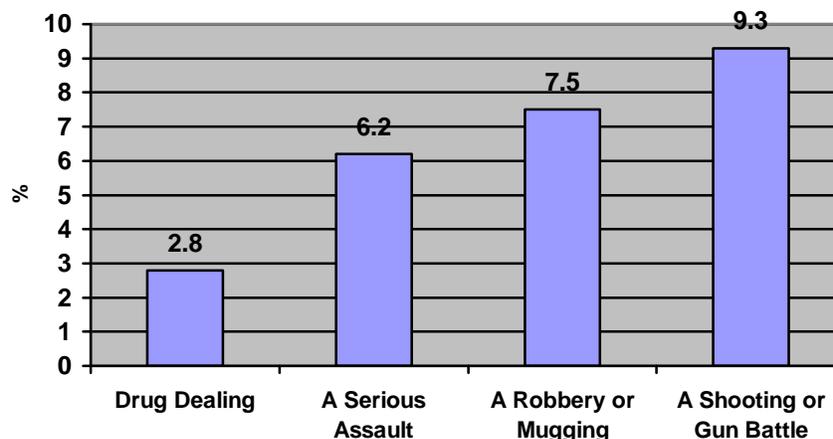


TABLE THIRTEEN:
Student Reasons for Not Reporting the Crimes that they Witnessed to the Police

Reason for Not Reporting Crime to the Police	TYPE OF CRIME WITNESSED BY THE STUDENT			
	Gun Battle or Shooting (%)	Mugging or Robbery (%)	Drug Dealing (%)	Serious Physical Assault (%)
None of my business	55.7	61.0	78.7	61.4
Police can't protect me	49.5	50.3	33.1	48.3
Afraid of offenders	47.4	50.9	43.3	47.1
Don't trust the police	39.2	33.9	31.5	35.8
Don't want to be a snitch	37.1	43.4	46.1	41.8
Many other witnesses (was not needed)	21.6	20.1	10.1	24.4
Afraid of the police	19.6	16.3	11.2	15.9
It would not help	14.4	13.2	15.7	7.9
Offender was caught	13.4	10.7	3.3	7.4
To protect the offenders	11.3	7.5	12.9	12.5
Don't want to appear in court	11.3	11.3	11.8	7.4
Might get in trouble with police	6.2	7.5	7.3	5.7
Might get in trouble with family	5.1	7.5	9.0	6.3
Police witnessed the crime	5.1	1.9	2.8	3.4
SAMPLE SIZE	97	159	178	176

3.02.11 Improving School Safety

We also asked the students at C.W. Jefferys to express their own opinions with respect to how to improve school safety and discipline. We first presented the respondents with nine specific strategies that have sometimes been proposed by policy-makers. The students were then asked whether they thought each strategy was a very good idea, a good idea or a bad idea with respect to improving safety at their school. (see Table 14 and Figure 20) The results reveal that:

- Three out of every four respondents (75%), think that increasing funding for after-school programs and extra-curricular activities is a good or very good idea with respect to improving school safety.

- The vast majority of students (72%), also think that it would be a good or very good idea to provide more counselling or help for students who keep getting into trouble.
- Seven out of ten students (69%), also think it would be a good idea to install security cameras in the halls and in the classrooms.
- Two-thirds of the sample feel (64%), that it would be a good or very good idea to increase the number of security monitors at the school.
- Sixty percent of the respondents think that it would be a good idea or very good idea to make students carry or wear security passes with the student's name and photo while at school.
- Student support for other safety strategies is more divided. For example, less than half of the students surveyed (45%), think that having one way in and out of the school is a good or very good idea. Similarly, only 44% think that the school should adopt a mandatory uniform policy and only 43% think that the school should install metal detectors at school entrances. Unlike the other strategies, discussed above, more than a third of the students surveyed believe these three strategies are a bad idea.
- The least popular strategy appears to be giving police more power within the school. For example, only a third of the respondents (35%), feel that it would be a good idea or very good idea to give the police permission to search student lockers at any time, in order to locate guns, other weapons and drugs. By contrast, over 60% of the students surveyed feel that this is a bad idea.

Finally, in order to examine student attitudes towards school disciplinary practices, we asked the respondents how they thought students at C.W. Jefferys should be punished for engaging in different types of disciplinary infractions. (see Table 15 and Figures 21 and 22) The results suggest that:

- The majority of students (64%), think that students should not be punished at all for wearing hats in school. However, 18% felt that a detention was warranted and 8% thought the school should call the parents of students who violate this rule.
- A third of students (30%), also think that there should be no punishment for talking back to teachers. On the other hand, 32% of respondents think that those who talk back should be given a detention, 23% percent think the school should call their parents and 17% think that these students should have to see a counsellor. Twelve percent think that students who talk back should actually be suspended (9%), or expelled (3%), from school.

- A third of our respondents (33%), feel that students should not be punished at all for teasing or insulting other students. On the other hand, 34% think such students should be given a detention, 18% think that the school should call their parents and 18% think that these students should talk to a counsellor. Fifteen percent of the students we surveyed think that students who tease or insult other students should be suspended (12%), or expelled (3%).
- The respondents are much harsher with respect to more serious disciplinary violations. For example, 49% of the respondents think that students should be suspended for fighting at school, 12% think they should be expelled and 11% think that the school should call the police.
- Similarly, 46% of the respondents think that students should be suspended for stealing from other students, 22% think they should be expelled and 22% think the school should call the police.
- A third of the respondents (34%) think that students who sell drugs at school should be suspended and 36% think that these students should be expelled. An additional 29% think the school should call the police.
- Finally, 40% of the respondents think that students should be suspended for bringing a weapon to school. A similar proportion (38%), think that such students should be expelled and 40% think the school should call the police.

It is quite obvious that the majority of respondents think that the school should only call the police for very serious violations of the code of conduct. Only one out of every ten respondents (11%), for example, thinks that the school should call the police to deal with students who are fighting. Similarly, less than a quarter of respondents (22%), think the police should be called for theft and only 29% think the police should be called for drug dealing. Finally, less than half of all students (40%), think that the school should call the police to deal with students who bring weapons to school. It is interesting to note that even when it comes to dealing with serious criminal activity like drug dealing, assault, theft and carrying weapons to school, the majority of students *do not* think the school should call the police. Clearly, most students think that the answer for dealing with badly behaved students, even those involved in serious criminal activity, lies outside of the criminal justice system.

In summary, the results of the survey suggest that the students at C.W. Jefferys are quite split with respect to their ideas about how to improve school safety and deal with students who break the rules. Although some students seem to favour a tough approach to school safety issues (more student suspensions and expulsions, greater use of the police, the installation of metal detectors, mandatory school uniforms, security passes, etc.), other students are strongly opposed to such strategies. However, most of the students at the school seem in favour of particular measures including the installation of security

cameras, more security monitors, increased funding for after-school programs and increased counselling for students with chronic behaviour problems.

TABLE FOURTEEN:

Percent of Students who think Specific Strategies are a “Good” or a “Bad” Idea With Respect to Increasing School Safety

School Safety Strategy	A Very Good Idea	A Good Idea	A Bad Idea	A Very Bad Idea	Don't Know
Provide more after-school programs and activities.	44.2	31.2	5.4	2.8	16.3
Provide more counselling for students who keep getting into trouble.	40.0	32.2	5.7	3.1	19.1
Put more security cameras in school halls and classrooms.	31.0	37.6	10.4	4.3	16.7
Increase the number of security people in schools.	31.0	33.3	14.2	5.9	15.6
Mandatory uniforms for all students.	26.2	18.2	15.6	28.1	11.8
Identification Badges for all students.	25.5	33.8	14.7	8.0	17.9
Metal detectors in school.	24.3	18.7	19.9	22.7	14.2
Creating one way to enter and exit the school	21.5	23.6	22.5	14.4	18.0
Give police the permission to check student lockers at all times.	16.5	18.7	22.7	27.4	14.6

Sample Size = 423

FIGURE 20:
Percent of Students Who Think that Specific Policies
are a "Very Good" or "Good" Strategy
for Increasing School Safety

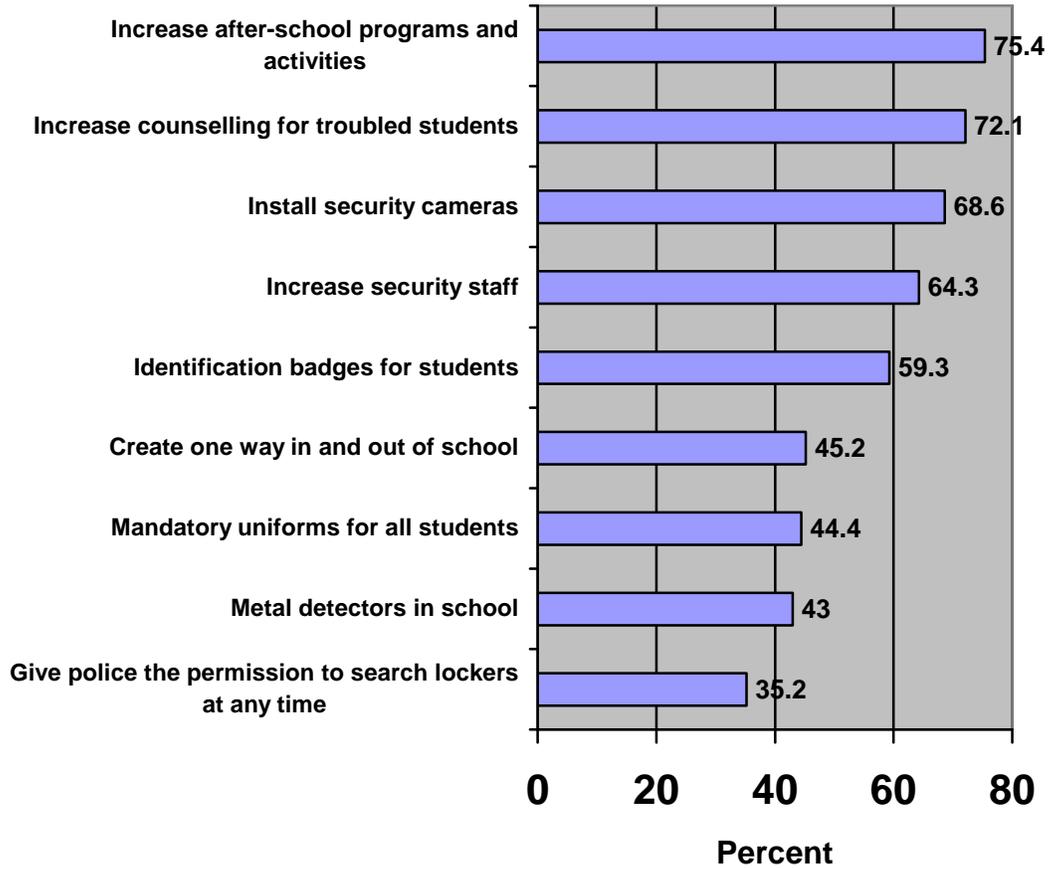
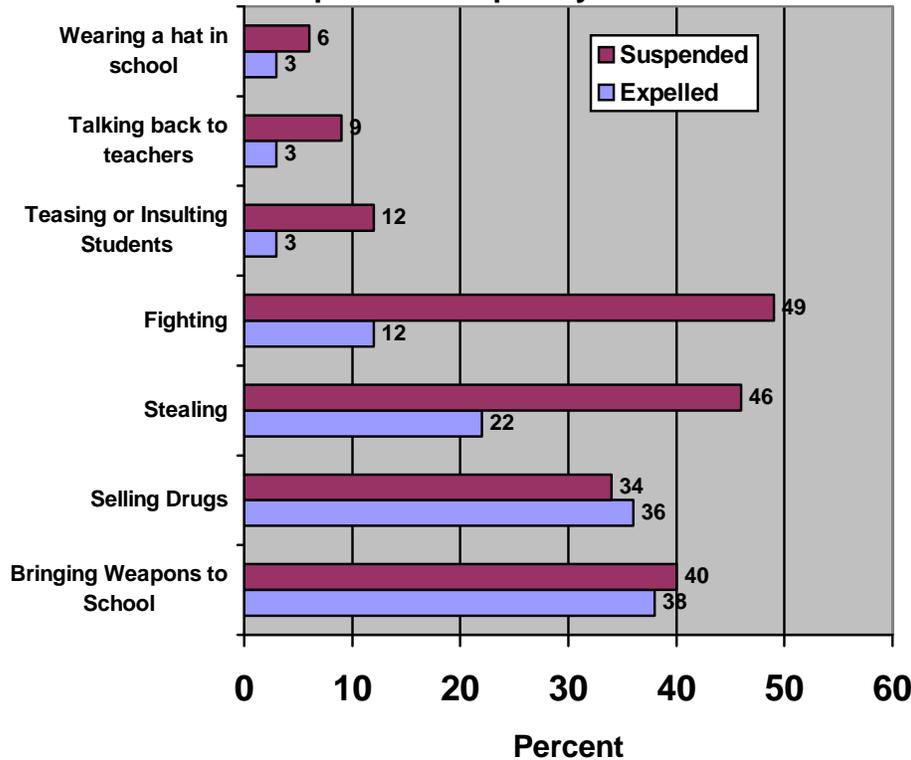


TABLE FIFTEEN:
Percent of Students Who Support Specific Types of Punishment,
by Type of Disciplinary Infraction

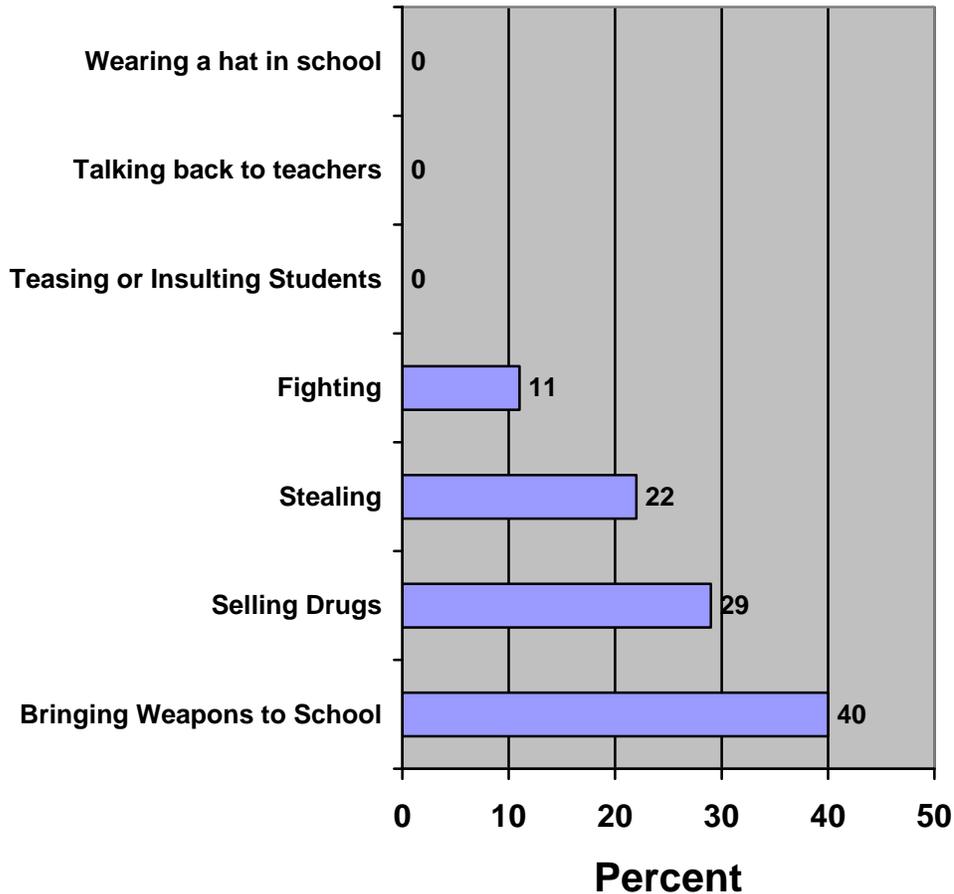
Recommended Punishment	Talking Back To Teachers	Wearing a hat in School	Selling Drugs	Bringing Weapons To School	Stealing	Fighting	Teasing or Insulting other students
No punishment	30.0	64.1	7.8	4.5	5.0	7.6	32.5
Detention	31.7	18.0	9.9	7.6	18.0	27.0	33.7
Call parents	22.5	7.6	18.9	19.1	26.2	27.9	18.4
Counselling	17.5	5.0	11.1	11.3	13.5	21.3	18.4
Other type of punishment	6.1	3.8	3.3	4.0	1.9	2.4	2.9
Suspension	9.5	5.7	33.6	39.7	46.3	49.2	11.8
Expulsion	3.1	2.6	36.2	37.6	21.5	12.1	2.6
Call police	0.0	0.0	28.6	39.7	21.7	11.3	0.0

Sample Size = 423

FIGURE 21:
Percent of Respondents Who Think that Students
Should be Suspended or Expelled
for Specific Disciplinary Infractions



**FIGURE 22:
Percent of Respondents Who Think that the
Police Should be called to the School for
Specific Disciplinary Infractions**



3.02.12 Perceptions of Racism and Social Injustice

During our initial consultations, a number of students, parents and school officials claimed that racism and race relations were problems at C.W. Jefferys and other schools within the Greater Toronto Area. In order to examine these issues, we asked our student respondents from C.W. Jefferys whether they thought people from their own racial group were treated fairly at school and in the wider community. An examination of the data suggests that a significant proportion of students believe that members of their racial group are subject to discrimination with respect to both expulsion and grading practices. Furthermore, almost 50% of all respondents believe that the school is more likely to call the police to deal with racial minority students than White students. It is important to note, however, that perceptions of racism are not confined to the school environment.

Indeed, a large proportion of students also identify racism with respect to policing and employment opportunities. (see Table 16)

Other findings suggest that the majority of respondents believe that rich kids have a better chance to succeed in Canada than poor kids and over a third do not believe that everyone has an equal chance of getting a good education. It is important to note that those perceptions are actually quite consistent with the academic literature. Nonetheless, despite such perceptions of social injustice, the majority of respondents (over 70%), believe that they will eventually get a good job.

Finally, the students appear split on the issue of teacher treatment. For example, while a third of respondents think that teachers treat all students the same, over half feel that teachers treat some students better than others. Similarly, while 50% of the students think that the teachers at C.W. Jefferys work hard to help students succeed, 25% disagree and 21% are unsure if teachers work hard to help students or not.

Additional analysis reveals that perceptions of racial bias and social injustice at C.W. Jefferys are much more prevalent among Black students than students from other racial backgrounds. (see Table 18) For example, almost two-thirds of Black students (59%), believe that students from their racial group are more likely to be unfairly expelled from school than students from other racial backgrounds. By contrast, this view is shared by only 22% of Asian students, 16% of West Asian students, 14% of South Asian students and 14% of White students. Similarly, over half of the Black respondents (52%), believe that discrimination makes it difficult for students from their racial group to get good grades at school, compared to 24% of Asians, 23% of South Asians, 18% of Whites and 5% of West Asian students. Finally, 64% of Black respondents believe that the school is more likely to call the police on racial minority students than White students. This opinion is shared by 42% of Asian students, 29% of South Asian students and 21% of West Asian students. Interestingly, over a quarter of the White students (27%), agree that the school is more likely to call the police on racial minority students than White students.

The results also suggest that, compared to students from other racial backgrounds, Black students are more likely to perceive police discrimination, employment discrimination, social class bias and teacher favouritism. For example, 76% of the Black respondents believe that students from their racial group are more likely to be unfairly stopped and questioned by the police than students from other racial groups. By contrast, police bias is recognized by only 31% of South Asians, 24% of Asians, 11% of West Asians and 4% of white students. Almost two-thirds of Black students (65%) also believe that discrimination makes it difficult for people from their racial group to get a good job, compared to 23% of South Asians, 19% of Asians, 14% of Whites and 5% of West Asians. Finally, only 24% of Black students believe that teachers treat everyone the same, compared to 48% of South Asians, 47% of Asians, 46% of Whites and 58% of West Asian students.

The results of the Panel survey suggest that a very high percentage of Black students at C.W. Jefferys perceive that they face racial discrimination both inside and outside of school. It should be stressed that these results are remarkably similar to a 1994 study of Toronto high school students conducted by the Commission on Systemic Racism in the Ontario Criminal Justice System.⁴⁶ Apparently, perceptions of racial bias and discrimination have not diminished among Black students over the past decade and a half. In light of these disturbing findings, we must ask ourselves a series of difficult but extremely important questions: 1) How did these perceptions of racial discrimination develop? To what extent do these perceptions of racism reflect the actual lived experience of Black students at C.W.Jefferys and other schools in Toronto? 2) What impact does racism and the perception of racism have on the quality of life for Black students at Toronto high schools? Do feelings of marginalization and alienation impact educational ambitions, academic performance and student behaviour? Does racism, and the perception of racism, make it more difficult for some students to succeed in school than others? and 3) How can we eliminate racism and injustice within schools and increase the level of confidence Black students have in the educational system? How can we reduce perceptions of racial injustice and marginalization? It could be argued that, until these difficult questions are fully answered, the school environment *will not* be seen as *safe* by many students of colour. Indeed, dealing with issues of racism, in our opinion, should be central to any broader discussion of school safety issues.

⁴⁶ Ruck, Martin and Scot Wortley (2002), "Racial and Ethnic Minority High School Students' Perceptions of School Disciplinary Practices: A Look at Some Canadian Findings." *Journal of Youth and Adolescence* 31 (3): 185-195.

TABLE SIXTEEN: Percent of Students Who Agree or Disagree with Various Statements About Racial Discrimination and Social Injustice

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students from my racial group are more likely to be unfairly expelled from school than students from other racial groups	12.5	21.5	25.3	18.4	22.2
Teachers treat all students the same.	9.0	27.2	36.2	15.6	12.0
Discrimination makes it difficult for students from my racial background to get good grades in school.	10.9	22.7	26.7	16.3	23.4
Students from my racial group are more likely to get unfairly stopped and questioned by the police than students from other racial groups.	24.8	20.8	21.0	15.1	18.2
Discrimination makes it difficult for people from my racial group to get a good job.	16.8	22.5	24.3	13.9	22.5
Everyone in Canada has an equal chance of getting a good education.	20.8	31.4	23.6	10.9	13.2
I will eventually get a good job.	43.0	28.8	5.0	4.7	18.5
Rich kids have a better chance in Canada than poor kids.	34.8	22.2	16.3	9.5	17.2
The school is more likely to call the police on racial minority students than white students.	20.6	24.6	17.0	9.7	28.2
Teachers at my school work hard to help students become successful.	18.9	35.2	16.5	8.5	20.8

Sample Size=423

TABLE SEVENTEEN: Percent of Students Who “Strongly Agree” or “Agree” with Various Statements About Racial Discrimination and Social Injustice, by Racial Group

Statement	Black	Asian	South Asian	West Asian	Other Minority	White	
Students from my racial group are more likely to be unfairly expelled from school than students from other racial groups	58.8	21.8	14.3	15.8	30.6	13.6	**
Teachers treat all students the same.	24.3	47.4	47.6	57.9	26.4	45.5	**
Discrimination makes it difficult for students from my racial background to get good grades in school.	52.0	24.4	22.6	5.3	30.6	18.2	**
Students from my racial group are more likely to get unfairly stopped and questioned by the police than students from other racial groups.	75.7	24.4	31.0	10.5	45.8	4.5	**
Discrimination makes it difficult for people from my racial group to get a good job.	64.9	19.2	22.6	5.3	44.4	13.6	**
Everyone in Canada has an equal chance of getting a good education.	33.1	65.4	72.6	73.7	44.4	63.6	**
I will eventually get a good education and a good job.	66.2	80.8	78.6	63.2	70.8	63.6	NS
Rich kids have a better chance in Canada than poor kids.	72.3	53.8	38.1	36.8	56.9	54.5	**
The school is more likely to call the police on racial minority students than white students.	64.2	42.3	28.6	21.1	40.3	27.3	**
Teachers at my school work hard to help students become successful.	52.0	56.4	58.3	57.9	50.0	54.5	NS

NS Racial differences are not statistically significant

** Racial differences are statistically significant at $p < .001$

Sample Size=423

3.02.13 Student Comments

At the conclusion of the questionnaire, students were thanked for their participation in the survey and asked if they had any other comments that they would like to make. Many students took the opportunity to make additional comments. Three distinct themes emerged. First of all, a number of students wanted to stress that C.W. Jefferys is a safe school and that it was getting a bad reputation because of the Jordan Manners shooting. The following quotes are typical:

I don't feel unsafe at this school. This shooting could have happened anywhere. I don't think everyone should over-react towards the situation. You should think carefully and smart about it.

I feel safe at Jefferys even after the shooting happened.

I don't think that we need to upgrade our school safety considering that in the four years that I have been here this is the first time someone got shot.

Jefferys is a good school. The teachers are caring. It is only a few bad students who ruin it for everyone.

Jefferys really did not have a problem before Jordan Manners was shot. Please just leave our school alone.

Our school is better than other schools. This happens every day on the streets and could have happened at any other school.

Our school is good!! Shit just happens everywhere.

The Jordan Manners incident is an isolated incident is not a reflection of my school.

Our school is really safe and it's just like every other school. There is nothing bad about our school.

Other students acknowledged that, in their opinion, C.W. Jefferys has some serious safety issues and expressed hope that these issues would be dealt with. The following quotes are typical:

Please make some serious changes in this school, especially students who do not obey the rules and do as they wish.

Please improve the safety at the school – it is very needed.

Act fast before things get worse. Don't act like you want to help if all you want to do is give the appearance of working hard.

Students should not be walking around the hallways during class because I see that all the time. Even with the hall monitors I still see kids hanging out with them in the hallways.

I don't think it should have taken Jordan Manners death for people to actually notice that there should have been changes.

Finally, some students felt that the problems at C.W. Jefferys were a reflection of the many problems facing the people in the 'Jane-Finch' community and were not a reflection of the school itself. As some students wrote:

The problems at this school are caused by poverty. Need to help poor people more so they don't sell drugs or join gangs.

The problems in the school are caused by Jane/Finch. They don't come from the school. But some teachers just give up!! We need teachers who care and will work with us kids here. Most of us are good.

This school is located in a bad area, hence the bad kids who attend it. Fix the state of the area and the school will subsequently be fixed. It really is not rocket science.

As one student anticipates, the solutions to many of the problems faced by C.W. Jefferys and other Toronto schools are complex and require the commitment of all segments of society:

I think a great solution would be to talk to youth about this when they're teenagers. It's sad you wait until Jordan dies before you start. Get youth from when they're young. Plant peace in their minds and let them grow with it. Don't make it so that anyone feels they would even have to resort to violence as a solution. Adults have failed to reach us and to teach this to youth as you can see. It's not too late, but changes should be made earlier and we should be stricter with students and with adults.

3.02.14 Conclusions

In our opinion, the Panel survey of C.W. Jefferys students provides cause for optimism and cause for concern. On the positive side, with the exception of the period immediately following the shooting of Jordan Manners, most students feel safe at C.W. Jefferys. Indeed, despite the Jordan Manners tragedy, most students feel that C.W. Jefferys is a safe school. Indeed, half of the students feel that C.W. Jefferys is still safer than most other high schools in Toronto. Other positive findings include the fact that most

respondents feel that the teachers and students get along and that teachers care for their students.

On the negative side, the results indicate that a large proportion of the students who participated in the survey think that there are serious problems at C.W. Jefferys including problems with student-teacher relationships, disorder in the hallways, students who talk back and disrespect their teachers, discrimination by teachers against students and the presence of weapons, drug dealing and gangs within the school. The results of the survey also indicate that a significant proportion of the students who participated in the study have been the victim of threats, physical assaults, theft, sexual assaults, gun assaults and other types of crime, both inside and outside of school. The Panel stresses, however, that the levels of victimization observed in this study are quite consistent with the findings of other high school victimization surveys conducted in Toronto and other North American cities over the past decade.

The survey also found that the vast majority of students at C.W. Jefferys will not talk to the police or school officials about crimes they have witnessed or even their own victimization experiences. Reasons for not reporting include fear of the offenders, fear of the police and a belief that the police can't provide protection from retaliation. It is also clear that part of the problem may be rooted in an emerging youth culture that enforces a "code of silence" and calls for youth to "stop snitching."

Finally, the survey also found strong evidence that racism is a major concern at this school, particularly for Black students. Indeed, the majority of Black students perceive racial bias with respect to grading and disciplinary practices and feel that teachers treat some students better than others. We will return to these issues in later sections of the Report.

The Panel acknowledges that there are distinct methodological strengths and weaknesses with using surveys to document youth attitudes and experiences. That is why we have tried to supplement our survey results with other forms of data collection (official records, one-on-one consultations, etc.). One concern with the present survey is whether the students who completed the questionnaire have the same attitudes and experiences as the students who did not complete the survey. In other words, can the results of the survey be generalized to the entire C.W. Jefferys student population. Some academics have argued that surveys of high school populations often under-estimate the true level of crime and violence in the school environment. They argue, for example, that the worst behaved students within a school are often the same students who refuse to participate in studies or skip classes when questionnaires are being administered. This may have been a problem with this survey – it is impossible to determine. With this in mind, the statistics on crime, violence and safety at C.W. Jefferys, presented above, may be conservative.

A second concern with the study is the line of questioning, particularly with respect to the issues of gun victimization and sexual assault. For example, with respect to gun victimization, we can't yet determine if the students at C.W. Jefferys were exposed to a single student with a gun or if guns are carried to school by a larger number of students.

Similarly, with respect to sexual assault, we can't yet distinguish between students who were the victim of unwanted sexual touching (minor sexual assault) and those who were forced into sexual encounters against their will (major sexual assault). As a result of these concerns, we produced a new questionnaire with more refined measures of both sexual assault and gun crime. We were able to administer this new questionnaire to the students at Westview Centennial Secondary School. The results of that survey are discussed in the next Chapter. We also tried to re-enter C.W. Jefferys to administer the new survey and conduct a more detailed examination of the guns and sexual assault issues at this school. Unfortunately, access to the students was blocked by the new Principal and we were unable to conduct further analysis. Nonetheless, we strongly believe that the results discussed above have shed considerable light on school safety issues at C.W. Jefferys Collegiate.

B. Survey of Teacher and Staff Perspectives at C.W. Jefferys

***Abstract:** By July 2007 the Panel had received 51 completed school safety questionnaires from staff members at C.W. Jefferys. This sample represents 63% of staff employed at the school during that period.*

As with the student survey, the C.W. Jefferys staff survey produced both optimistic findings and results that are cause for serious concern. To begin with, the results suggest that most C.W. Jefferys staff are dedicated professionals. Despite many challenges, the majority of respondents are happy with their jobs, enjoy working with students, and claim that, in general, teachers and students at C.W. Jefferys get along. On the other hand, at the time of the survey, the majority of respondents were very dissatisfied with the current school administration. Most felt that discipline was too lenient or inconsistently applied and that this situation had caused a deterioration in school safety and student behaviour. Indeed, a large proportion of faculty had witnessed criminal activity at C.W. Jefferys over the previous two years – including fights between students, drug trafficking, physical threats, sexual harassment and students with weapons. The majority of respondents also indicated that they had been subject to blatant student misbehavior – including challenges to authority, insults, teasing and accusations of unfairness with respect to both student punishment and grading. Finally, the majority of the staff who participated in the survey are fearful of the neighbourhood around C.W. Jefferys (especially at night) and claim that their school has serious problems with hallway disorder, youth gangs, drug trafficking, sexual harassment and violence between students.

With these findings in mind, it is not surprising to note that the majority of C.W. Jefferys staff support policies that are “tough” on student misbehavior. A high proportion of staff respondents, for example, would like to suspend or expel more students at C.W. Jefferys, call the police

more frequently to deal with unruly students, give police the power to search student lockers, increase the number of security cameras in the halls and increase the number of full-time security staff. Most would also support having a single entrance in and out of the school. However, it is important to note that the majority of staff members are also very supportive of “softer” initiatives that would attack the root causes of student misbehavior. These initiatives include the provision of better counselling for troubled youth, more after school programs and programs that would increase the involvement of parents in school activities.

Finally, it is important to note that, unlike the C.W. Jefferys students, few teachers feel that unfair grading, unfair punishment and racial discrimination by teachers against students is a problem at their school. In addition, few teachers support the hiring of more racial minority teachers as a strategy for increasing school safety.

Along with surveying the students at C.W. Jefferys, the Panel conducted a survey of all support staff and teachers at the school. As with the students’ survey, the questionnaire was designed to elicit information about the teachers’ own perceptions of and experiences with issues of school safety over the past two years (see questionnaire in Appendix L). The questionnaire was distributed to teachers and staff in early June 2007. After completing the questionnaire, staff respondents were instructed to seal their questionnaire and either mail it directly to the Panel offices or leave it at the school’s main office for pick-up by a member of the Panel research team. As with the students, staff respondents were asked not to put their name on the questionnaire. This guaranteed their anonymity. Staff respondents were also told that they did not have to fill out the survey if they did not want to and that they did not have to answer any questions they felt uncomfortable answering. They were informed that their participation in the survey was completely voluntary and that there were no consequences for refusing to take part.

Sample Characteristics

By mid-July, 2007 we had received 51 completed staff surveys from C.W. Jefferys (see Table 1). Forty-two respondents (82% of the sample) identified themselves as teachers. Nine respondents (18% of the sample) identified themselves as support staff. According to information provided by the administration, in June 2007 there were 89 staff members at this school – 61 teachers and 20 support staff. Thus, 51 of the 89 staff members at C.W. Jefferys participated in the survey, producing a respectable response rate of 63%. However, it should be noted the response rate was slightly higher for the teachers (69% of all teachers completed the questionnaire) than support staff (only 45% of support staff completed the questionnaire).

Six out of ten respondents (61%) are female, 39% are male. Only 20% of the respondents are under thirty years of age, a third (33%) are between 30 and 39 years, 14% are between 40 and 49 years and 31% are over 50 years of age. The majority of staff members are of white racial background (53%). However, this figure may be higher

because an additional 25% of the respondents refused to identify their racial background. It is clear that the racial background of C.W. Jefferys staff (at least those that responded to the survey) does not match the racial diversity of the student body. Indeed, while at least 53% of the staff respondents are White, only 5% of the student respondents (discussed above) are White. Similarly, while only 5.9% of the staff respondents are Black, 35% of the student respondents are Black. Most of the staff who participated in the study (82%) indicated that they had worked at C.W. Jefferys for more than 2 years. One quarter (25%) had worked at the school for ten years or more and 10% had worked at C.W. Jefferys for 20 years or more. Finally, while many of the student respondents indicated that they currently live in a poor or very poor community (see previous section), the majority of staff respondents reside in middle-class (59%) or wealthy neighbourhoods (31%). Furthermore, while many students report that they live in neighbourhoods with a lot of crime, the majority of staff respondents reside in neighbourhoods with either no crime (20%) or only a little crime (43%).

Additional analysis indicates that only a small proportion of our staff respondents live in the area around the school. Indeed, only 3 respondents (5.9%) live within five kilometres of the school. By contrast, 41% live more than 10 kilometres away from C.W. Jefferys and 43% live more than 20 kilometres away. The staff clearly view the neighbourhood around C.W. Jefferys as more dangerous than their own neighbourhood. Indeed, over 90% of the respondents feel that their neighbourhood has less crime (20%) or a lot less crime (71%) than the community around the school. Nine out of ten respondents (88%) also feel that their own neighbourhood is wealthier (45%) or much wealthier (43%) than the area around C.W. Jefferys. The majority of staff respondents (67%) also clearly indicate that they reside in communities that are less ethnically diverse than the C.W. Jefferys' community. Finally, the vast majority of C.W. Jefferys staff indicate that they *would not* live in the C.W. Jefferys community. By contrast, only 6 respondents (12%) indicated that they would live in the area around the school.

These findings raise important issues. During community consultations, for example, many parents and students complained that some teachers at C.W. Jefferys could not relate to the students because they did not come from the same type of community or share the same types of experiences. The data presented here is somewhat consistent with such claims. Clearly, most of the staff at C.W. Jefferys come from a wealthier, less ethnically diverse neighbourhood than the area around C.W. Jefferys. Similarly, most staff feel that they reside in a community with a much lower crime rate. Most importantly, the majority of respondents would not want to live in the "Jane-Finch" area. To what extent do staff perceptions of the C.W. Jefferys' neighbourhood impact the ways in which they interact with both parents and students at the school? To what extent are teachers and staff at C.W. Jefferys viewed as "outsiders" by students and parents? Can teachers effectively engage students when they come from such dramatically different worlds? We will further explore these themes later in the Report.

TABLE 1: Sample Characteristics (C.W. Jefferys Staff Survey)

Characteristics	Number of Staff	Percent
<i>Gender</i>		
Male	20	39.2
Female	31	60.8
<i>Age</i>		
20-29 years	10	19.6
30-39 years	17	33.3
40-49 years	7	13.7
50-59 years	13	25.5
60 years or older	3	5.9
Not stated	1	2.0
<i>Racial Background</i>		
White	27	53.0
Black	3	5.9
South Asian	3	5.9
West Asian	2	3.9
South-East Asian	1	2.0
Mixed race	2	3.9
Refused	13	25.5
<i>Current Position</i>		
Teacher	42	82.4
Staff	9	17.6
<i>Time at C.W. Jefferys</i>		
Less than 2 years	8	15.7
Between 2 and 5 years	16	31.4
Between 5 and 10 years	16	31.4
Between 10 and 20 years	8	15.7
More than 20 years	5	9.8
Refused	1	2.0
<i>Community of Residence</i>		
Very poor or poor	4	7.9
Average or middle-class	30	58.8
Above average or wealthy	16	31.4
Refused	1	2.0
<i>Crime in Own Neighbourhood</i>		
No crime	10	19.6
A little crime	22	43.1
An average amount of crime	16	31.4
A lot of crime	2	3.9
Don't know	1	2.0

Sample Size=51

**TABLE 2: Staff Perceptions of the C.W. Jefferys
(Jane-Finch) Neighbourhood**

Characteristics	Number of Staff	Percent
<i>Distance of Own Residence from C.W. Jefferys</i>		
Less than 5 kilometres	3	5.9
Between 5 and 10 kilometres	5	9.8
Between 10 and 20 kilometres	21	41.2
Between 20 and 30 kilometres	12	23.5
Over 30 kilometres	10	19.6
<i>Level of Crime in Own Neighbourhood</i>		
Same amount of crime as C.W. Jefferys neighbourhood	5	9.8
Less crime than C.W. Jefferys neighbourhood	10	19.6
A lot less crime than neighbourhood	36	70.6
<i>Social Class of Own Neighbourhood</i>		
Poorer than the C.W. Jefferys neighbourhood	1	2.0
Same social class as the C.W. Jefferys neighbourhood	5	9.8
Wealthier than the C.W. Jefferys neighbourhood	23	45.1
Much wealthier than C.W. Jefferys neighbourhood	22	43.1
<i>Ethnic Diversity of Own Neighbourhood</i>		
Less diverse than the C.W. Jefferys neighbourhood	34	66.7
Just as diverse as the C.W. Jefferys neighbourhood	12	23.5
More diverse than the C.W. Jefferys neighbourhood	5	9.8
<i>Would Staff Member Live in C.W. Jefferys Neighbourhood</i>		
No – would not live in C.W. Jefferys neighbourhood	38	74.5
Maybe – might live in C.W. Jefferys neighbourhood	7	13.7
Yes – would live in C.W. Jefferys neighbourhood	6	11.8

Sample Size=51

3.02.15: Problems at School

We began our exploration of school safety issues by asking staff respondents whether they thought specific behaviours were a problem at their school or not (see Table 3 and Figure 1). The results suggest that:

- Over 90% of staff feel that there is a very serious (51%) or serious problem (39%) with students who talk back to teachers. By contrast, only 56% of C.W. Jefferys students perceived this to be a serious or very serious problem.
- Over 80% of staff perceive that bullying is a serious or very serious problem at C.W. Jefferys (compared to 60% of C.W. Jefferys students).

- Three out of four staff members (75%) believes that student theft is a serious or very serious problem at C.W. Jefferys (compared to 67% of students)
- Two-thirds of staff members (69%) feel that gangs are a serious or very serious problem at C.W. Jefferys (compared to 46% of students).
- Two-thirds of staff members (65%) feel that fighting is a serious or very serious problem at C.W. Jefferys (compared to 55% of students).
- Sixty-three percent of staff feel that student drug use is a very serious or serious problem at C.W. Jefferys (compared to 51% of students).
- Almost half of staff members (49%) believe that student drug trafficking is a serious or very serious problem at C.W. Jefferys (compared to 47% of students).
- Almost half of staff respondents (47%) feel that students who gossip are a serious or very serious problem at C.W. Jefferys (compared to 48%) of students.
- Four out of ten staff members (41%) believes that students who bring weapons to school are a serious or very serious problem at C.W. Jefferys (compared to 60% of students).
- Only 17% of the staff respondents feel that “teachers who don’t listen to students” is a serious or very serious problem at C.W. Jefferys (compared to 57% of students).
- Only 14% of staff members feel that “teachers who don’t care about students” is a serious or very serious problem at C.W. Jefferys (compared to 49% of students).
- Only 10% of staff members feel that “racial discrimination by teachers against students” is a serious or very serious problem at C.W. Jefferys. However, an additional 29% believe that it is a “small problem.” By contrast, almost half of the students surveyed (46%) feel that teacher racism is a serious or very serious problem at C.W. Jefferys and an additional 17% feel that it is a small problem.
- Only 8% of staff feel that “unfair punishment of students” is a serious or very serious problem at C.W. Jefferys (compared to 44% of students).
- Only 6% of staff feel that “unfair grading” is a serious or very serious problem at C.W. Jefferys, compared to 44% of students.

In summary, the data indicates that that the majority of staff at C.W. Jefferys feel that there are serious problems with students talking back to teachers, bullying, student theft, youth gangs, student fights and student drug use. Almost half of all staff members also perceive serious problems with student drug trafficking, student gossip and students who carry weapons to school. By contrast, few staff see problems with the unfair punishment of students, unfair grading of students, uncaring teachers, teachers who don't listen or racial discrimination by teachers against students.

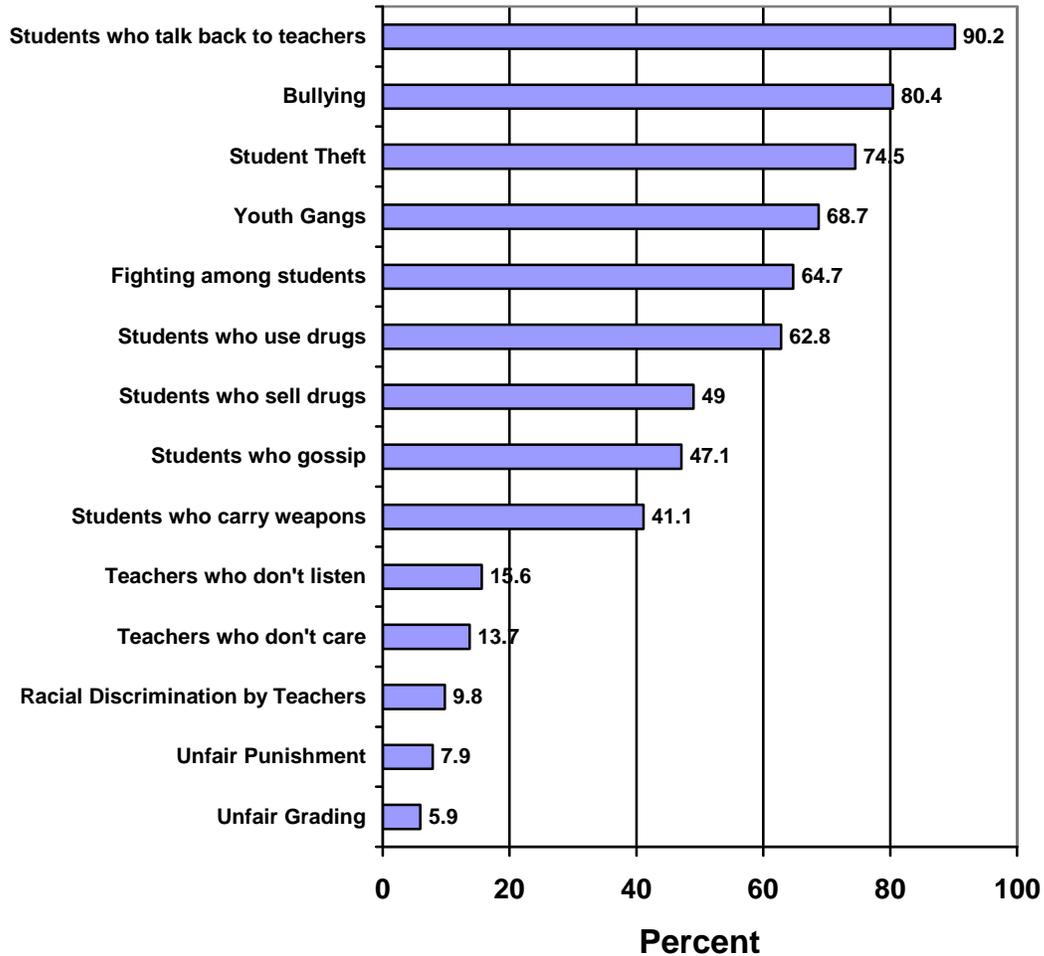
The data also indicates that teachers often have very different views about school problems than students. For example, staff are significantly more likely than students to perceive serious problems with students who talk back to teachers, bullying, gangs, fighting and student drug use. By contrast, students are significantly more likely to observe serious problems with teacher racism, teachers who don't listen to students, teachers who don't care about students, unfair punishment and unfair grading. It is also interesting to note that students are somewhat more likely than teachers to view weapons as a serious problem at there school. Is it possible that the students are more aware of the various weapons that enter C.W. Jefferys than the teachers are? Finally, teachers and students hold fundamentally similar views about the seriousness of student theft, drug trafficking and gossip.

TABLE 3:
Percent of C.W. Jefferys Staff Who Feel that
Various Issues are a Problem at Their School

TYPE OF PROBLEM	A Very Serious Problem	A Serious Problem	A Small Problem	Not a Problem At All	Don't Know
Students who talk back to teachers.	51.0	39.2	7.8	0.0	2.0
Students who pick on or bully other students.	47.1	33.3	19.6	0.0	0.0
Students who steal things from other students.	45.1	29.4	23.5	0.0	2.0
Fighting between students.	31.4	33.3	35.3	0.0	0.0
Youth gangs.	27.5	41.2	19.6	5.9	5.9
Students who bring weapons to school.	23.5	17.6	23.5	3.9	31.4
Students who sell drugs.	23.5	25.5	29.4	2.0	19.6
Students who gossip and spread rumours about others.	21.6	25.5	41.2	2.0	9.8
Students who use drugs.	21.6	41.2	27.5	2.0	7.8
Teachers who don't listen to students.	7.8	7.8	49.0	23.5	11.8
Teachers who don't care about students	5.9	7.8	33.3	41.2	9.8
Racial discrimination by teachers against students.	5.9	3.9	29.4	51.0	9.8
Teachers who unfairly punish students.	2.0	5.9	33.3	49.0	9.8
Teachers who mark too hard.	2.0	3.9	23.5	52.9	17.7

Sample Size=51

FIGURE 1:
Percent of Staff at Jefferys Who Feel that Specific Issues are
a "Very Serious" or "Serious" Problem at Their School



We also asked the staff whether they agreed or disagreed with various statements about potential problems at their school (see Table 4). The findings with respect to this line of questioning reveal that:

- Eight out of ten staff respondents (79%) agree that many students at C.W. Jefferys refuse to obey their teachers. Interestingly, 71% of student respondents also agreed with this statement.
- Eight out of ten staff members (78%) also agree that there are too many students at C.W. Jefferys who do not respect their teachers. This view was shared by 75% of students.

- Seven out of ten staff members (68%) agree that the behaviour of students at C.W. Jefferys has gotten worse over the past two years. Students were not asked this question.
- The vast majority of staff (80%) agree that, in general, teachers at C.W. Jefferys treat all students fairly. By contrast, only 43% of students agreed with this statement.
- Nine out of ten staff respondents (90%) agree that most of the teachers and students at C.W. Jefferys get along well. This view was shared by only 60% of students.
- Over half of the staff respondents (57%), however, did admit that some teachers at C.W. Jefferys do not know how to talk to students. This view was shared by 63% of students.
- Almost half of staff respondents (43%) also agree that there are some teachers at C.W. Jefferys who do not respect their students.
- Over half of all staff members (57%) agree that the media coverage of Jordan Manners' death unfairly damaged the reputation of the students at C.W. Jefferys. By contrast, only 23% agreed that such media coverage had damaged the reputation of the teachers.
- Almost one third of the staff members surveyed (32%) agree that they sometimes worry about their safety when they come to work at C.W. Jefferys.
- Nine out of ten staff respondents (88%) agree that they enjoy working at C.W. Jefferys.

In sum, a high proportion of both students and staff at C.W. Jefferys agree that there are problems with students who do not obey or respect their teachers. Furthermore, the majority of staff feel that student behaviour has gotten worse over the past two years. Staff and students also seem to be in agreement that there are some teachers at C.W. Jefferys who just don't know how to talk to their students. However, compared to the staff respondents, students are less likely to agree that teachers always treat students fairly and are less likely to agree that teachers and students always get along. Finally, despite acknowledging serious safety concerns and problems with student behaviour, the majority of staff and faculty at C.W. Jefferys agree that they enjoy working at the school.

TABLE 4:
Percent of C.W. Jefferys Staff Who Agree or Disagree with Various
Statements About Their School

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Many students at this school refuse to obey their teachers.	51.0	27.5	15.7	3.9	2.0
There are too many students at this school who don't respect their teachers.	43.1	35.3	13.7	5.9	2.0
The behaviour of students at this school has gotten worse over the past 2 years.	43.1	25.5	3.9	7.8	2.0
In general, I enjoy working at C.W. Jefferys.	43.1	45.1	9.8	0.0	2.0
Media coverage of Jordan Manners' death has unfairly damaged the reputation of students at C.W. Jefferys.	27.5	29.4	23.5	11.8	7.8
In general, teachers at this school treat all students fairly.	23.5	56.9	15.7	2.0	2.0
Most of the students and teachers at C.W. Jefferys get along well.	19.6	70.6	9.8	0.0	0.0
Some teachers don't know how to talk to students.	17.6	39.2	23.5	5.9	13.7
I am sometimes worried about my safety when I come to work at this school.	9.8	21.6	39.2	29.4	0.0
Media coverage of Jordan Manners' death has unfairly damaged the reputation of students at C.W. Jefferys.	7.8	15.7	51.0	17.6	2.0
There are some teachers at C.W. Jefferys who do not respect their students.	5.9	37.3	37.3	9.8	9.8

Sample Size=51

Frequency of Problem Behaviours

As with students, we also asked the staff at C.W. Jefferys about how often specific problem activities occurred at their school (see Table 5 and Figure 2). The results indicate that:

- Almost all staff (96%) claim that “students making noise in the halls during class time” occurs at least once per week at their school. Indeed, over 86% believe that such disruption occurs almost every day. Interestingly, 73% of students also agree that students making noise during class is a problem that occurs at their school once per week or more.
- 94% of C.W. Jefferys staff report that students talk back to teachers at least once per week at their school. Seventy-seven percent report that students talk back almost every day. By contrast, only 61% of students think students talk back once per week or more often.
- 59% of the staff respondents report that bullying takes place at C.W. Jefferys at least once per week. A third (35%) think bullying occurs almost every day. By contrast, only 30% of C.W. Jefferys students report that bullying takes place once per week or more and only 16% think it occurs almost every day.
- Almost half of staff respondents (47%) think that student drug trafficking takes place at least once per week at C.W. Jefferys. A quarter (25%) report that drug trafficking occurs almost every day. By contrast, only 25% of students think drug dealing occurs at least once per week and only 16% think it occurs almost every day. A high proportion of both staff (49%) and students (47%) claim that they do not know how often drug dealing takes place at their school.
- One third of staff respondents (33.3%) report that fights between students occur at least once per week at C.W. Jefferys. Only 4% of staff report that fights take place almost every day. By contrast, only 17% of students think that fights take place at least once per week and 3% think fights occur almost every day.
- 14% of staff respondents report that students bring weapons to school at least once per week. Ten percent of staff members believe that students bring weapons to school almost every day. The figures are quite similar for students. Fifteen percent of students think that students bring weapons to school once per week and 11% think they bring weapons to school almost every day. A high proportion of teachers (75%) and students (47%) do not know how often students bring weapons to school.
- Only 14% of staff think that students are treated unfairly by teachers once per week or more often. Only 2% think they are treated unfairly almost every day. By contrast, 36% of student respondents think that teachers treat students unfairly at least once per week and 16% think teachers treat students unfairly almost every day.

- Finally, staff respondents rarely think students are subject to unfair punishment. Indeed, only 8% think unfair punishment of students occurs once per week or more often and only 3.9% think unfair punishment occurs almost every day. By contrast, 29% of students think that teachers unfairly punish students at least once per week and 13% report that students are unfairly punished almost every day.

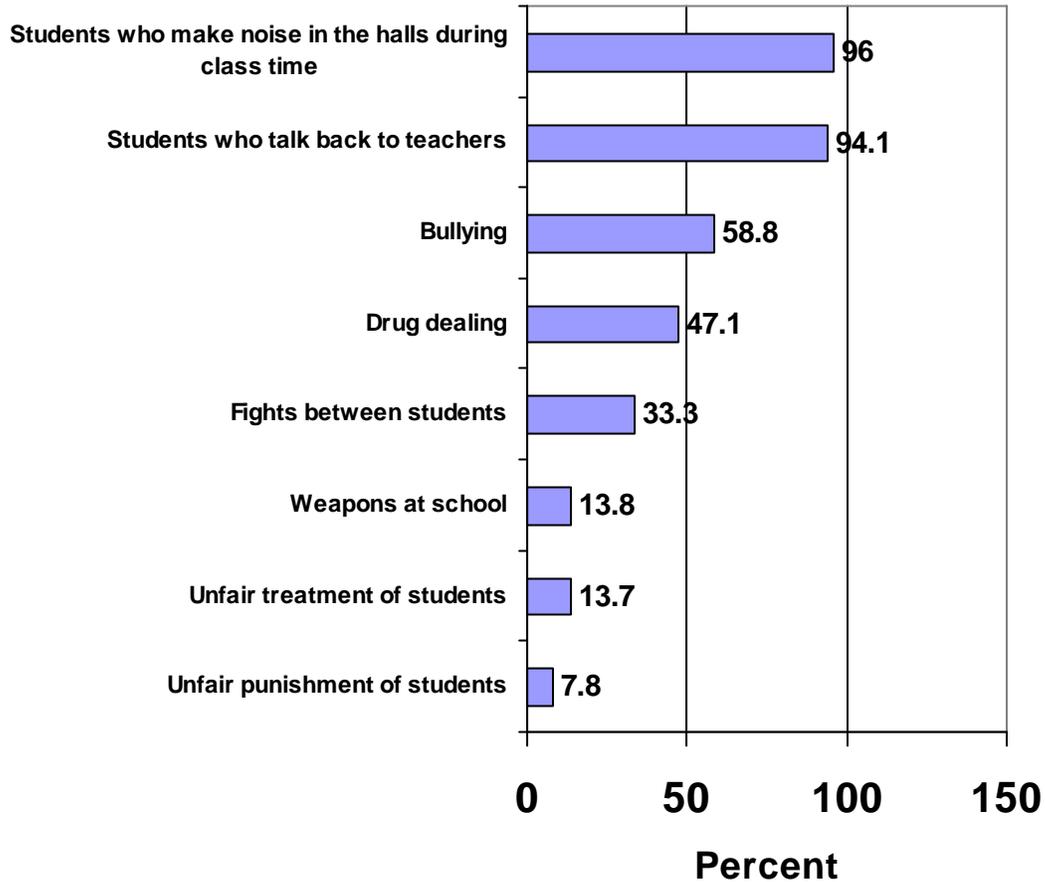
In summary, the majority of staff respondents report that noise in the hallways during class, students talking back to teachers and bullying occur at least once per week at C.W. Jefferys. In addition, half of the staff members report that drug dealing occurs at least once per week and a third report that fights occur with this frequency. The staff at C.W. Jefferys are more likely than students to believe that hallway noise, talking back to teachers, bullying and drug dealing occurs at least once per week. On the hand, students are more likely to believe that both unfair punishment and unfair treatment of students occurs on a frequent basis. There is no difference between teachers and students in the perceived frequency of weapons in the school.

TABLE 5:
Staff Perceptions About How Frequently Specific Activities Take Place at Their School

ACTIVITY	Almost Every Day	At Least Once per Week	At Least Once per Month	A Few Times a Year	Never Or Almost Never	Don't Know
How often do students hang out in the halls and make noise while classes are on?	86.3	9.8	2.0	0.0	0.0	2.0
How often do students talk back or act rudely to teachers?	76.5	17.7	0.0	0.0	2.0	3.9
How often do students get picked on or bullied?	35.3	23.5	13.7	5.9	0.0	21.6
How often do students sell drugs?	25.3	21.6	2.0	0.0	2.0	49.0
How often do students bring weapons to school?	9.8	4.0	4.0	5.9	2.0	74.5
How often do students get into fights?	3.9	29.4	35.3	19.6	0.0	11.8
How often are students unfairly punished?	3.9	3.9	2.0	9.8	56.8	23.5
How often do teachers treat students unfairly?	2.0	11.7	7.9	11.8	27.5	39.2

Sample Size =51

FIGURE 2:
**Percent of Staff Who Feel That Certain Activities Take
 Place at Their School Once per Week of More**



Other Problems at C.W. Jefferys

We also asked the staff respondents if there were any other problems at C.W. Jefferys that the questionnaire had not yet identified. Although some respondents identified specific issues – including sexual harassment, unruly students in the halls and intruders -- most expressed concerns about the relationship between the teachers and the school administration at C.W. Jefferys. Many felt that there was a lack of consequences for bad student behaviour and that the Principal and Vice-principals supported students over teachers with respect to disciplinary issues. Many others cited a breakdown in communication between the teachers and administration. Examples of the comments made by the staff respondents include the following:

There are major problems with intruders in halls. A lack of consequences for student behaviour.

Principal should be in hallways more often. Too many students not going to class just walking the hallways all day and even after school.

The punishment for most students does not fit their actions. The punishments are much too lenient.

The administration turns a blind eye to a lot of things. There is a group of students that everyone knows will never get in trouble so they (teachers) don't always bother to report things to the admin.

We have a code of conduct at the school and even the smallest rules are not followed (like no hats).

Our school as a rule has very few consequences for bad behaviour. We need to continue tight security and really enforce school rules or we are on a downward spiral.

No consequences by administration for student bad behaviour.

Lack of consequences for inappropriate, dangerous behaviour.

Students with temper problems. A lack of respect for administration and office staff. Student rudeness.

Too many students are around the school during class time smoking at will, in the full view of the public.

Some teachers send students down to the office for almost any reason, which may make the administration less eager to mete out punishments for more serious infractions.

The administration needs to be clear about the code of conduct and make no exception (be firm) when students go against the code.

Administration should not believe students over teachers (unless there is great cause to do so) in the retelling of classroom incidents.

Administrators (Vice-Principals + Principal) do not enforce code of student conduct which leads to students believing they can misbehave. Teachers are blamed for students' misbehaviour when incidents involving students are reported to the admin.

We need administrators that support the teachers. Stop with the "slap on the wrist" punishments.

I feel helpless when students are verbally abusive toward me because I know that there are no consequences for this type of behaviour. It is very humiliating to be spoken to rudely by a student in front of the class. I usually just don't respond because anything I say will just create a confrontation. Sending them to the office makes the situation worst because the V.P's always back up the student and not the teacher.

Lack of communication. A caretaker sees a car making regular drop offs at a side door to the kids who are frequently out of class. Is that car dropping off take-out food or something illegal? The matter isn't discussed with admin or teachers so the matter never gets sorted out. Simple daily communication about the safety of the school just doesn't seem to take place.

Sexual harassment, sexual assault and the extortion of students by other students.

A student from outside the school stole my student's Ipod and threatened him with violence. He said he had a gun. Also, I heard from another teacher that a girl was allegedly sexually assaulted in a washroom. She was moved to another school but the violators were not punished.

The administration and the teachers should work more closely together. There is a deep division between the admin and the teachers on the one hand -- and the teachers and students on the other. This situation can improve if there is a better sense of unity among the schools' employees. The admin has a critical role in terms of setting the agenda and establishing long-term goals.

The administration does not always support teachers in disciplinary actions against students. I feel that the students in your own classes are quite respectful but sometimes in the hallways students who are not yours feel that they can disregard everything you say with no consequence.

Lax punishment. No respect for discipline or academic achievement.

Intruders go unreported. No consequence for breaking school rules. Admin always takes the student's side.

Lack of support from administration. Students who should be suspended are not suspended.

In an attempt to "advocate" for students, the admin take sides with students against teachers when dealing with discipline issues. They believe the student's story over the teachers. Students quickly get the message that they will not be held accountable for their actions.

There is very little consistency at our school and very little support from the admin when teachers are in need of support. The students run the school. Teachers are powerless. Teaching and learning is very difficult in this environment.

3.02.16: Staff Perceptions of Safety

We next asked our staff respondents from C.W. Jefferys a variety of questions about their perceptions of safety both inside and outside of school. We began by asking how safe staff members felt at school before the shooting of Jordan Manners. (see Table 6) Almost one third (29%) reported that they felt very safe before the shooting and an additional 53% felt fairly safe. Before the shooting only 18% of staff members felt either unsafe or very unsafe. It is also important to note that, before the shooting, C.W. Jefferys students (38%) were slightly more likely than C.W. Jefferys staff members (29%) to report feeling very safe at school.

As with the students, the staff at C.W. Jefferys felt less safe at school in the immediate aftermath of the Jordan Manners' shooting. Indeed, the proportion feeling either very safe or fairly safe drops from 82% to 65% during this time period. By contrast, the percentage of staff feeling unsafe or very unsafe jumped from 18% to 35%. Further analysis suggests that students were even more fearful after the shooting than teachers and staff. For example, after the shooting, 48% of students reported feeling unsafe compared to only 35% of staff.

As with the student respondents, the increase in fear among staff at C.W. Jefferys appears to be temporary. Indeed, if anything, staff respondents appear to feel safer one month after the shooting than they did before the shooting. For example, before the shooting, 29% of staff respondents felt very safe at C.W. Jefferys. One month after the shooting this figure had risen to 37%. Perhaps some staff had noticed differences in school safety procedures and disciplinary action in the wake of the shooting and these changes subsequently made them feel safer at school.

We also asked the staff respondents: "In general, would you say that C.W. Jefferys is a very safe school, a fairly safe school or do you think the school is an unsafe school for students and staff?". (see Figure 3) The findings suggest that the majority of staff members (67%) feel that, in general, C.W. Jefferys is either a very safe (16%) or a fairly safe school (51%). However, almost a third of staff respondents (31%) feel that C.W. Jefferys is either unsafe (23%) or very unsafe (8%). Further analysis suggests that students are more likely to view C.W. Jefferys as a safe school than staff members. For example, 29% of C.W. Jefferys students feel that their school is very safe, compared to only 16% of C.W. Jefferys staff.

Finally, we also asked staff members: "Do you think that C.W. Jefferys has less violence than other schools, more violence than other schools or do you think it is about the same as other schools?" Only 10% of staff respondents feel that C.W. Jefferys is less violent

than other schools. By contrast, 41% believe that C.W. Jefferys is more violent than other schools and 43% think it is just as violent. It is important to note that, once again, C.W. Jefferys students seem to have a higher opinion of their school than the staff members. For example, 50% of C.W. Jefferys students think their school is less violent than other schools, compared to only 10% of C.W. Jefferys staff. Similarly, only 13% of students think C.W. Jefferys is more violent than other schools, compared to 41% of staff respondents.

TABLE 6:
Percent of Staff Who Felt Safe or Unsafe at C.W. Jefferys, Before and After the Shooting Death of Jordan Manners

TIME PERIOD	Very Safe	Fairly Safe	Unsafe	Very Unsafe
How safe did you feel at your school before the shooting?	29.4	53.0	11.8	5.9
How safe did you feel at your school immediately following the shooting?	23.5	41.2	15.7	19.6
How safe do you feel at your school today?	37.3	41.2	17.6	4.0

Sample Size=51

FIGURE 3:
Percent of Staff Who Feel that C.W. Jeffery's is a Safe or an Unsafe School

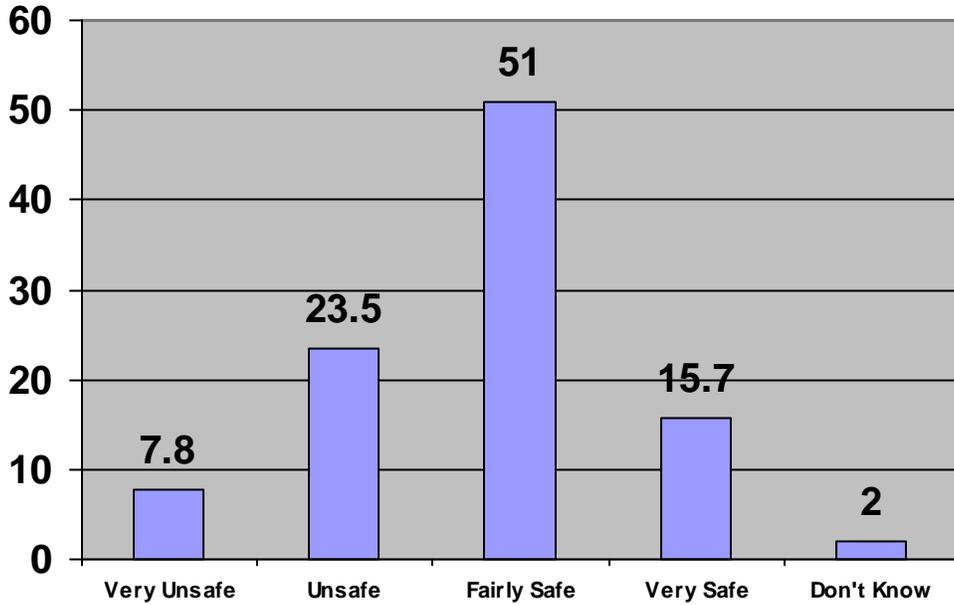
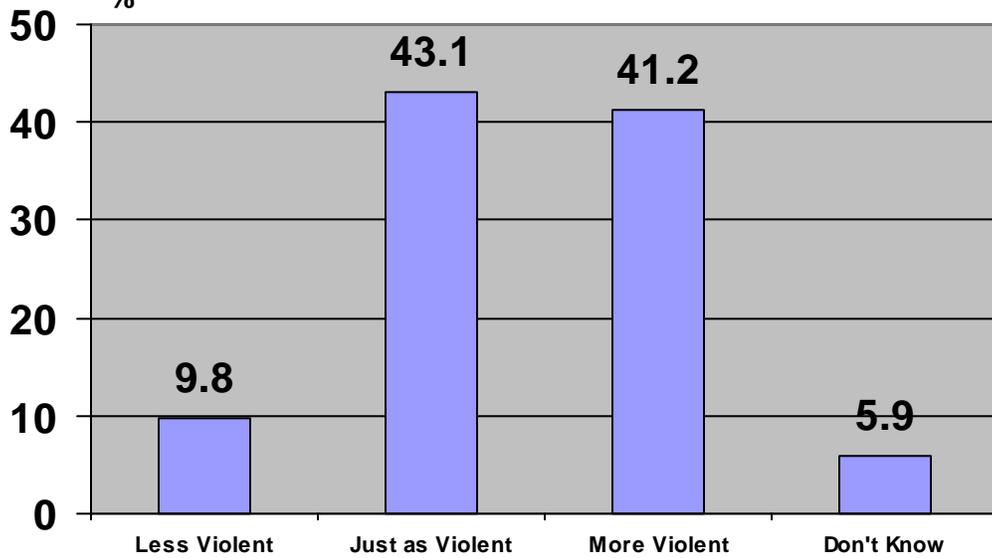


FIGURE 4:
Percent of Staff Who Feel that C.W. Jeffery's is More or Less Violent than Other Toronto High Schools



Feelings of Safety by Social Context

After consulting with staff about their feelings of safety at school, we asked them how safe they feel (or would feel) when they engage in a variety of different activities outside of school environment (see Table 7 and Figure 5). The results confirm that many staff fear the neighbourhood around C.W Jefferys. Indeed, 67% of staff respondents indicated that they would feel unsafe walking around the C.W. Jefferys neighbourhood at night. It was somewhat surprising to note that twice as many staff respondents (67%) reported that they would feel unsafe walking in the C.W. Jefferys neighbourhood at night than felt unsafe immediately following Jordan Manners' death (35.3%). A third of staff respondents (35.3%) also reported that they would feel unsafe using the TTC at night. The results also indicate that the staff respondents feel just as safe at bars and nightclubs as they do at C.W. Jefferys. Twenty percent of the staff respondents indicated that they would feel unsafe going to a bar or nightclub and 20% indicate that they felt unsafe at the C.W. Jefferys at the time of the survey. Finally, even before the Manners' shooting, staff respondents were more likely to feel unsafe at school (18%) than they do walking around their own neighbourhood at night (14%). Overall, less than ten percent of staff respondents report that they feel unsafe when engaged in other social activities including going downtown, using the TTC during the day, going to a party, visiting friends, going to the mall and going to the movies. Not a single staff respondent indicated that they would feel unsafe walking in their own neighbourhood during the day.

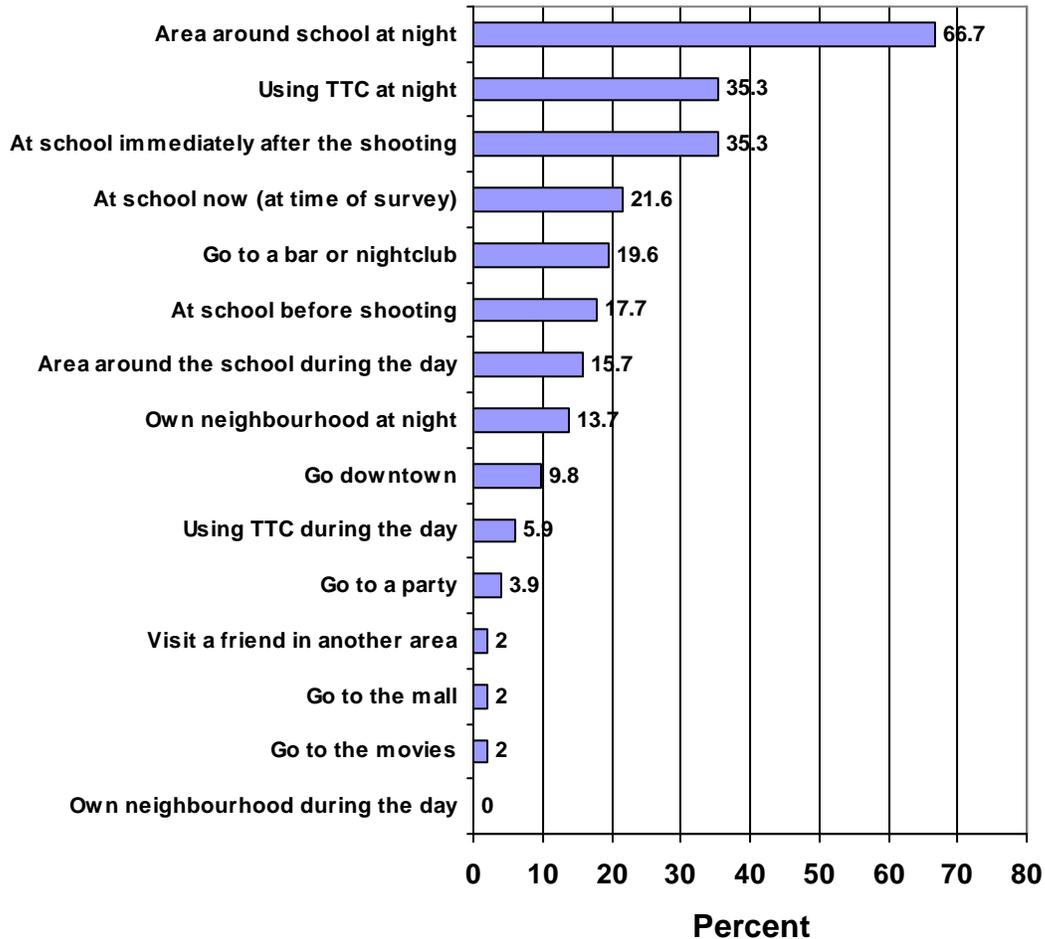
A standard finding in the criminological research literature is that older people tend to have greater fear of crime than younger people. Thus, it is surprising to note that C.W. Jefferys students reported somewhat higher levels of fear than their staff counterparts. Although students tend to feel somewhat safer at school than staff members (see discussion in the previous section), staff members feel safer in all other social contexts. For example, 48% of students report that they would feel unsafe walking around their own neighbourhood at night, compared to only 14% of staff members. Similarly, 13% of students report that they would feel unsafe walking around their own neighbourhood during the day. By contrast, not a single staff member (0%) reported that they would feel unsafe walking around their neighbourhood during the day. These findings suggest that the community around C.W. Jefferys, where most C.W. Jefferys students live, may be more dangerous than the types of neighbourhoods that the staff members reside. However, compared to staff members, students are also more likely to feel unsafe when they go to bars or nightclubs (47% vs. 20%), when they go downtown (26% vs. 10%), use the TTC at night (42% vs. 35%), go to a party (24% vs. 4%), use the TTC during the day (12% vs. 6%), go to a mall (11% vs. 2%) and go to the movies with friends (11% vs. 2%). Perhaps these results reflect the fact that, over the past few years, students are more likely to have experienced various forms of criminal victimization – in a variety of contexts -- than the staff members (see discussion in the following sections).

TABLE 7:
Percent of C.W. Jefferys Staff Who Feel Safe or Unsafe
in Specific Social Contexts

Social Context	Very Unsafe	Unsafe	Fairly Safe	Very Safe	Don't Know/ Depends
Walking around the C.W. Jefferys neighbourhood after dark.	41.2	25.5	5.9	5.9	21.6
Taking the bus or subway at night.	11.8	23.5	35.3	23.5	5.9
Walking around the C.W. Jefferys neighbourhood during the day.	5.9	9.8	49.0	33.3	2.0
Going to a nightclub or bar.	2.0	17.6	43.1	23.5	13.7
Went downtown	2.0	7.8	43.1	43.1	3.9
Taking a bus or subway during the day.	2.0	3.9	35.3	51.0	7.9
Went to a shopping mall.	0.0	2.0	39.2	56.9	2.0
Went to visit a friend in another part of town.	0.0	2.0	43.1	52.9	2.0
Went to the movies with friends.	0.0	2.0	31.4	58.8	6.8
Went to a party at someone's friend.	0.0	3.9	39.2	54.9	2.0
Walked in your own neighbourhood during the day.	0.0	0.0	13.7	84.3	2.0
Walked in your own neighbourhood at night.	0.0	13.7	43.1	41.2	2.0

Sample Size=51

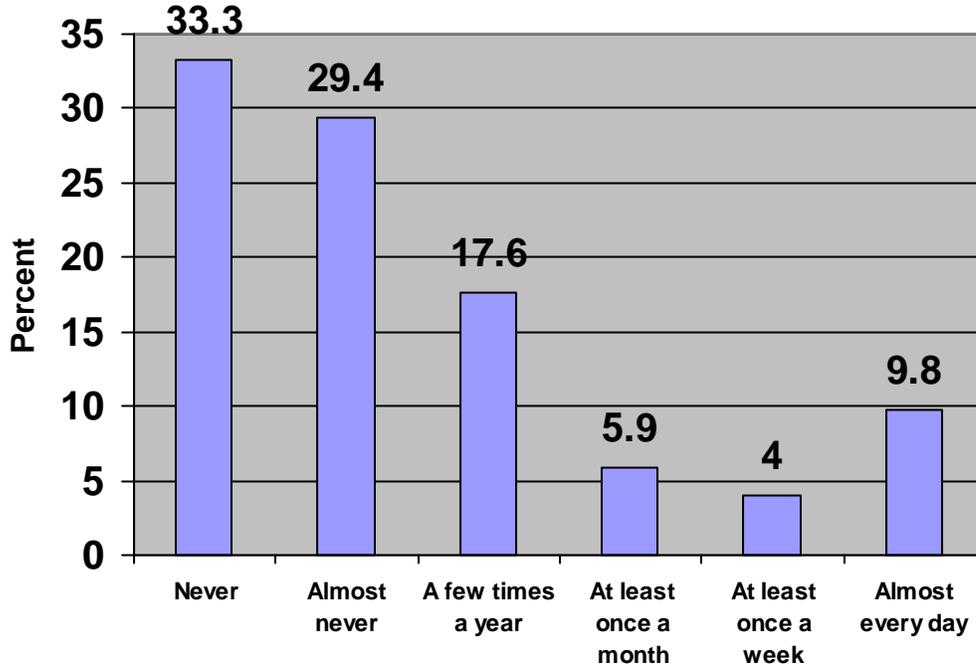
**FIGURE 5:
Percent of Staff Who Feel "Unsafe" or "Very Unsafe" in
Different Social Contexts**



Perceived Safety Travelling To and From School

We also asked the staff respondents how frequently they felt afraid or unsafe when traveling to and from school (see Figure 6). One third of staff members (33%) indicate that they never feel unsafe traveling to and from school. An additional 29% indicate that they almost never feel unsafe. However, 20% of staff members feel unsafe at least once per month and 10% feel unsafe almost every day. Further analysis reveals that staff members are somewhat more likely to feel unsafe traveling to and from school than students. For example, 37% of staff members feel unsafe traveling to and from school at least a few times per year, compared to only 25% of students. Similarly, 10% of staff members feel unsafe almost every day, compared to only 4% of C.W. Jefferys students.

FIGURE 6:
Frequency that Jefferys Staff Feel Afraid or Unsafe When Travelling to and From School



Fear of Criminal Victimization

We also asked the staff respondents from C.W. Jefferys if they ever worried about specific criminal activities (see Table 8 and Figure 7). The results indicate that:

- Three out of four staff members (74%) at least sometimes worry about having something stolen from school. One quarter (25%) “often” or “always” worry about becoming the victim of such a crime.
- Seven out of ten staff members (70%) at least sometimes worry about gangs in the area around the school. Over a third (37%) “often” or “always” worry about these.
- Over half of the staff respondents (58%) at least sometimes worry about the gangs at C.W. Jefferys. One out of every five staff members (18%) “often” or “always” worry about the gangs at their school.
- Almost half of all staff members (47%) at least sometimes worry about having something stolen outside of school -- compared to 74% who at least sometimes worry about theft in school.

- More than a third of staff members (42%) at least sometimes worry about being robbed by a student at school. A similar proportion (40%) at least sometimes worry about being robbed by someone outside of school.
- More than a third of staff members (41%) at least sometimes worry about being shot at or attacked by someone with a weapon at school. By contrast, only 33% sometimes worry about such attacks outside of school.
- More than a third of the staff members at C.W. Jefferys (38%) at least sometimes worry about being physically assaulted by a student at school. The same proportion sometimes worry about physical assaults outside of school.
- In general, staff members are more worried about sexual assaults outside of school than in school. For example, 18% of staff respondents at least sometimes worry about being sexually assaulted outside of school. By contrast, only 12% sometimes worry about being sexually assaulted at school.

In general, the survey results suggest that staff members are more worried about specific types of criminal victimization than students. For example, 74% of staff members are at least sometimes worried about theft at school, compared to only 48% of students. Similarly, 58% of staff members are at least sometimes worried about gangs at school, compared to only 45% of students. Nonetheless, students and staff are equally worried about physical assaults and robbery. Furthermore, compared to the staff members, students are more likely to express worry about the gangs that live in their community. This is further evidence that the students at C.W. Jefferys may live in more dangerous communities than teachers and staff.

Other “Unsafe” Places

We next asked the staff respondents “Are there any school activities or places around the school that you avoid because you are afraid for your safety.” Many respondents reported that they avoid certain areas of the school – including certain stairwells and the pool area – where they are likely to encounter large groups of students hanging out -- often in violation of the code of conduct. It is clear that some teachers find such situations intimidating and do not want to be forced into a situation where they might have to enforce the rules of the school. A number of staff also indicated that they do not like being around the school after dark. This is consistent with other results (presented above) that suggest that a high proportion of staff members (67%) feel unsafe walking around the C.W. Jefferys neighbourhood after dark. Specific teacher comments about unsafe places around the school include the following:

Now I always avoid the (staircase side) the South/East and West-end side, because there is a good possibility you will see students who insult you,

disrespect you by not following instructions to clear the staircases, clear the halls and not to play music. Or even you smell smoke with the pungent smell of some drugs. Students will intimidate you and if you report to the office they do nothing.

Certain hallways where large groups of notoriously rude students congregate.

Certain areas of the school where students congregate in large numbers during class time. The stairwells are places that I avoid because of past experiences where students made rude comments or made intimidating stares towards me.

There are certain areas of the school, mostly where the Black kids hang out, that I try to avoid if possible not so much because of my personnel safety but because you might have to try and make a request that someone comply with school rules.

The stairways when large groups of students are blocking the way.

The cafeteria is loud and boisterous. Students often get into the sound booth and broadcast music through the PA system. It's an unpleasant place to be. The stairway near the place Jordan's body was found. Anywhere from 4-10 students are always sitting on the steps, eating food and blocking both doorways. It's unpleasant squeezing your way past these kids who: a) should not be making a mess outside the cafeteria, and b) don't acknowledge your presence and politely get out of your way. I also avoid the hallway near the swimming pool and the back of the school used to have a great deal of skippers. They brazenly sat in groups of 4-6 on the benches without hall passes or any reason.

Second floor right near female staff washroom, often blocked by a larger group of students. Second floor right near the photocopy room and right near the stairs leading to main floor. A large group of boys would congregate there on a daily basis and cause a constant disturbance to the nearby classroom. Also the main floor- front side entrance right at the bottom of the staircase smoking area, a lot of activity there.

Sometimes when walking through the hallway by the pool (where students hang out) I feel a bit intimidated

Congested areas with students hanging out (first floor hallway+ pool area). Often refuse to follow instructions: remove hats, leave, go to class, etc.

The stairs leading down to the drama room – always crowded with kids blocking the path. They are loud and aggressive.

The stairwell (at the back of the school) up to the 2nd floor. The back hall at lunch time and the hall that runs by the gyms and drama. Basketball games. The door way linking the back hall to the pool area.

The gym area.

The area to the south of the main entrance in front of the school.

No, not as a teacher. As a student (if I was one) I would avoid the staircase leading up to the 2nd floor by 206 and the one leading up to the 2nd floor from the drama corridor.

The pool area.

I leave school shortly after the bell rings. I don't like being in the parking lot after nightfall.

I would not go into the park by myself or walk around the school neighbourhood at night.

I am concerned about the safety in the parking lot and always have someone from care-taking escort me to the car.

Evening Functions

No. We do not have dances at this school, but if we did I would not attend at night for safety reasons.

After-school activities that go until after sunset.

The bus stop on Sentinel when it's dark. The stairwells at the school when there are groups of students congregated there, especially when I don't recognize them.

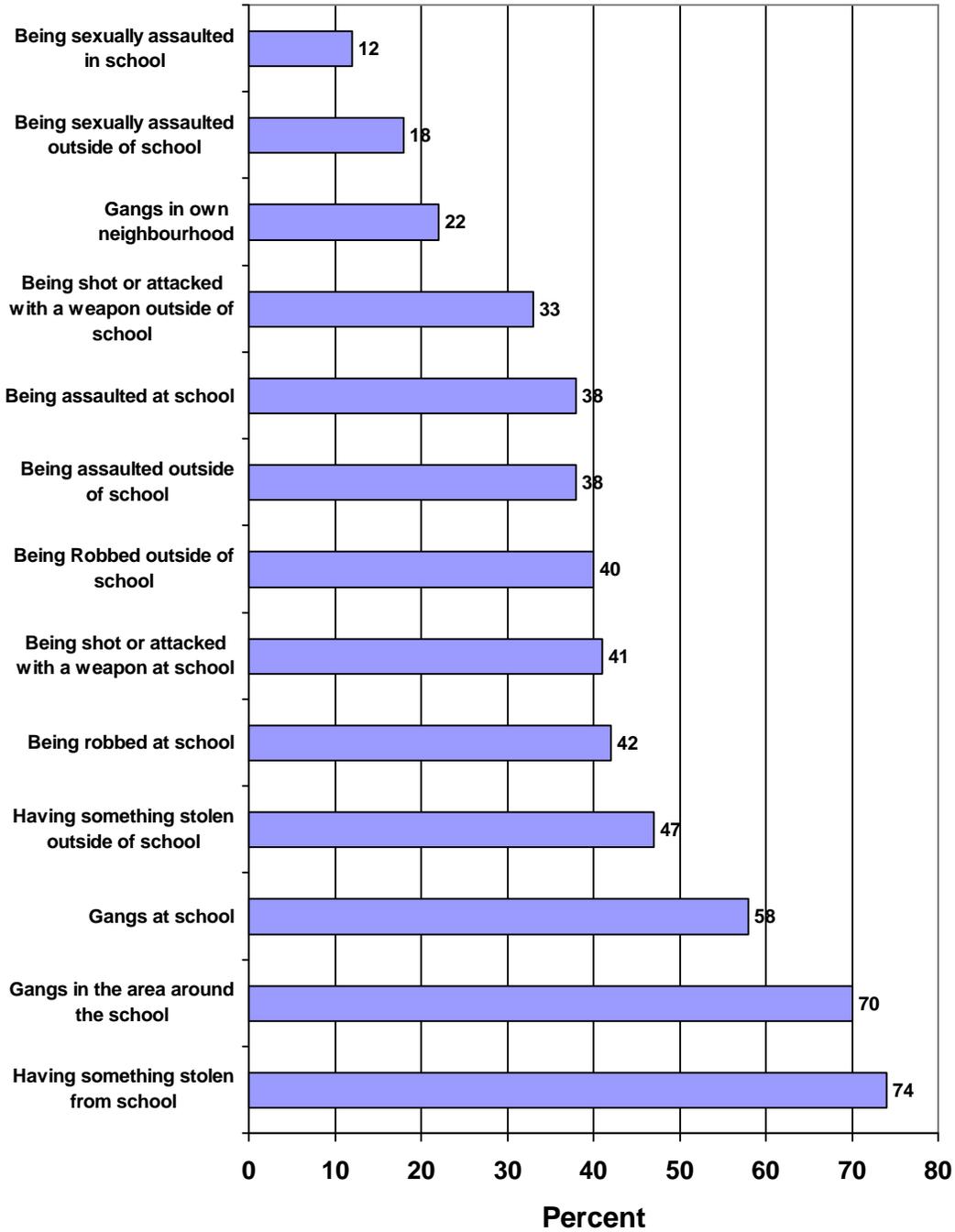
In the winter after basketball practice I try to leave quickly because I do not want to wait outside of the school in the dark.

TABLE 8:
Percent of C.W. Jefferys Staff Who Report being Worried or Not Worried
About Specific Types of Criminal Activity

Do you ever Worry about..	Never	Almost Never	Sometimes	Often	All the Time
Street gangs in your school	21.6	9.8	49.0	13.7	3.9
Street gangs in the community around the school	17.6	11.8	31.4	29.4	7.8
Street gangs in your own neighbourhood	51.0	25.5	11.8	7.8	2.0
Being attacked or beat up by a student	27.5	33.3	31.4	3.9	2.0
Being attacked or beat up by someone outside the school	35.3	25.5	31.4	3.9	2.0
Being robbed by a student	33.3	23.5	29.4	7.8	3.9
Being robbed by someone from outside the school	29.4	29.4	29.4	7.8	2.0
Having something stolen from you at school	13.7	11.8	47.1	17.6	7.8
Having something stolen from you outside of school	17.6	33.3	35.3	9.8	2.0
Being shot at or attacked with a weapon at school	35.3	21.6	29.4	9.8	2.0
Being shot at or attacked with a weapon outside of school	33.3	31.4	25.5	5.9	2.0
Being sexually assaulted or molested at school	64.7	21.6	11.8	0.0	0.0
Being sexually assaulted or molested outside of school	49.0	31.4	15.7	2.0	0.0

Sample Size=51

**FIGURE 7:
Percent of Staff Who are at Least "Sometimes"
Worried about Specific Criminal Activities**



3.02.17: Staff Victimization

In the next section of the questionnaire, we asked our staff respondents whether or not they had been the victim of various crimes at school in the past two years and if they had been subject to poor student behaviour (see Table 9 and Figure 8). The results indicate that:

- One hundred percent of the staff at C.W. Jefferys had a student talk back to them at least once over the past two years. Almost two-thirds (63%) report that students talked back to them on five or more occasions.
- Seven out of ten staff members (69%) report that they have been accused of unfairly punishing a student at over the past two years. One quarter (25%) indicate that they have been accused of unfair punishment on at least five occasions.
- Six out of ten staff members (59%) indicate that they have been teased or insulted by a student in the past two years. Sixteen percent have been teased or insulted by a student on five or more occasions.
- Six out of ten staff members (57%) indicate that they have been accused of unfair grading over the past two years. One out of five (20%) have been accused of unfair grading on five or more occasions.
- Over half of the staff respondents (52%) indicate that they have been threatened by a student over the past two years. One third (34%) have been threatened on two or more occasions.
- Staff respondents were also asked the following question: “How many times has a student at your school sexually harassed you or made inappropriate sexual comments.” Almost forty percent of staff members (39%) indicate that they have been sexually harassed by a student in the past two years. One out of every five staff members (21%) has been sexually harassed by a student on multiple occasions.
- One third of staff members (31%) have been the victim of vandalism at school over the past two years. Twenty percent have been the victim of vandalism at school on multiple occasions.
- One third of staff members (30%) have been the victim of minor theft (under \$50) at school over the past two years. Fourteen percent have been the victim of minor theft on two or more occasions.
- One out of every five staff members (20%) has been the victim of major theft (over \$50) at school over the past two years. Eight percent have been the victim of major theft on two or more occasions.

- One out of every seven staff members (14%) indicates that they have been physically assaulted by a student over the past two years. Eight percent indicate that they have been physically assaulted on two or more occasions.
- Four of the 51 staff respondents (8%) indicate that they have been threatened by a student with a weapon over the past two years.
- Two of the 51 staff respondents (4%) indicate that they have been assaulted by a student with a weapon in the last two years.

Further analysis suggests that C.W. Jefferys staff members are more likely to be victimized at school than outside of school (see Figure 8). For example, while 59% of staff members were insulted or teased at school, only 23% were insulted or teased outside of school. Similarly, 52% of staff members were threatened with physical assault at school. By contrast, only 16% were threatened outside of school. This general relationship holds for all types of victimization.

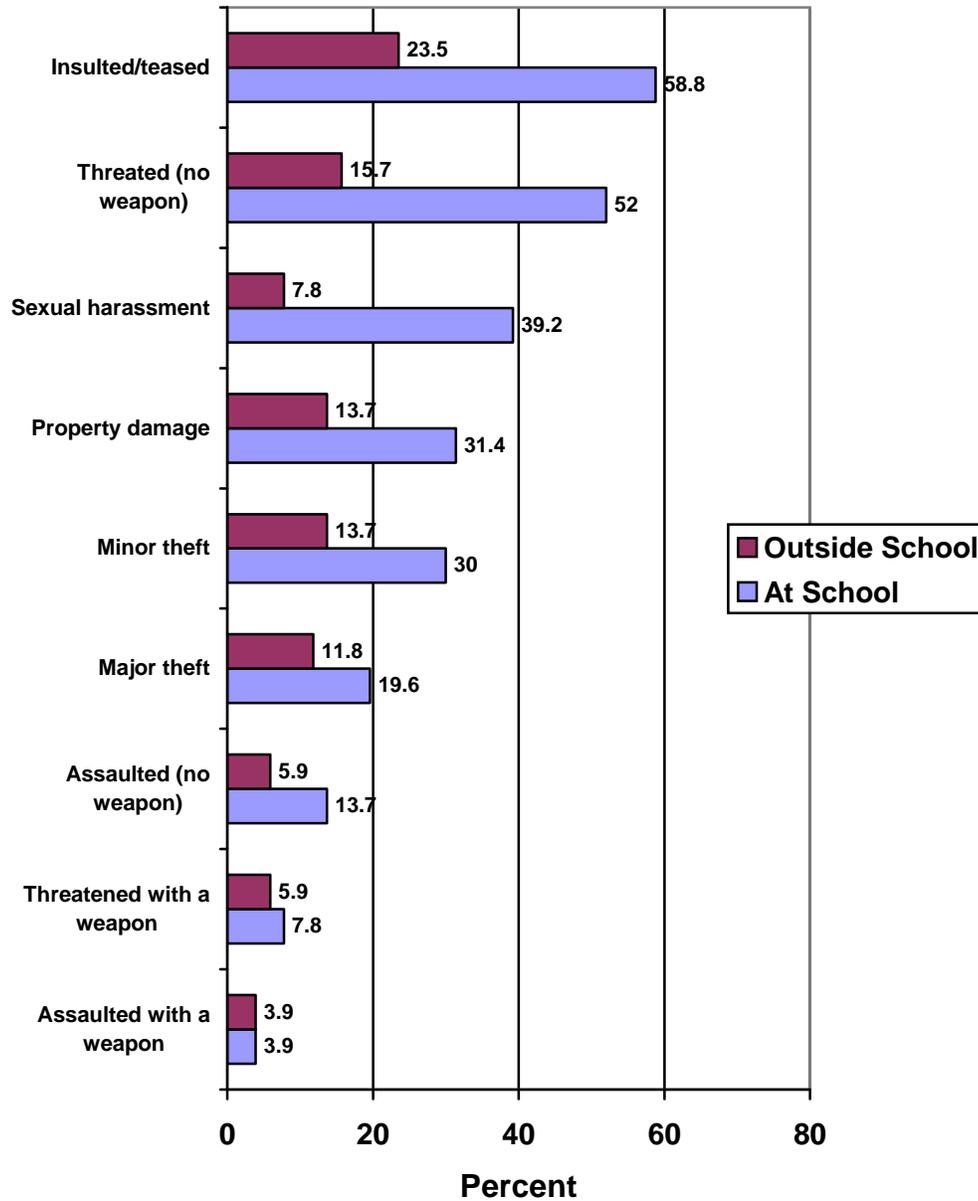
The findings, however, also suggest that staff members are less likely to be victimized at school than students. For example, 46% of students were the victim of minor theft at school over the past two years, compared to 30% of staff members. Similarly, 37% of students were physically assaulted at school over the past two years, compared to only 14% of staff members. However, staff members were more likely to be threatened at school (52%) than students (39%). They were also more likely to report being teased or insulted at school (59%) than their student counterparts (42%).

TABLE 9:
Percent of Staff Who Have Experienced Different Types of Victimization in the Past Two Years, by School and Non-School Locations

TYPE OF VICTIMIZATION	Never	Once	Between 2 and 5 times	More than 5 Times
Minor theft: at school	70.0	16.0	10.0	4.0
Minor theft: outside of school	86.3	11.8	2.0	0.0
Major theft: at school	80.4	11.8	3.9	3.9
Major theft: outside of school	88.2	9.8	2.0	0.0
Vandalism: at school	68.6	11.8	15.7	3.9
Vandalism: outside of school	86.3	11.8	0.0	2.0
Threatened: at school	48.0	18.0	32.0	2.0
Threatened: outside of school	84.3	11.8	3.9	0.0
Weapons threats: at school	92.2	3.9	2.0	2.0
Weapons threats: outside of school	94.1	3.9	2.0	0.0
Assaulted: at school	86.3	5.9	5.9	2.0
Assaulted: outside of school	94.1	5.9	0.0	0.0
Weapon assault: at school	96.1	0.0	2.0	2.0
Weapon assault: outside of school	96.1	3.9	0.0	0.0
Sexually harassed by a student at school	60.8	17.6	13.7	7.8
Sexually harassed outside of school	92.2	5.9	2.0	0.0
Teased/Insulted by a student at school	41.2	15.7	27.5	15.7
Teased/Insulted: outside of school	76.5	7.8	7.8	7.8
Had a student talk back to you	0.0	5.9	31.4	62.7
Accused of unfair punishment by a student	31.4	15.7	27.5	25.5
Accused of unfair grading by a student	43.1	5.9	31.4	19.6

Sample Size=51

**FIGURE 8:
Percent of Jefferys Staff Who Experienced Various
Types of Victimization Over the Past Two Years,
by Location**



3.02.18: Witnessing Crime and Student Misbehaviour

We also asked the staff members from C.W. Jefferys if they had ever witnessed specific types of student misbehaviour – including criminal activity – at their school over the past two years (see Table 10 and Figure 9). The results indicate that:

- Almost all staff members (98%) have witnessed a student talking back to a teacher in the past two years. Indeed, eight out of ten staff members (78%) have witnessed a student talking back to a teacher on five or more occasions.
- Nine out of every ten staff members (88%) has also witnessed a student swearing at or insulting a teacher in the past two years. Almost two-thirds of staff members (61%) have witnessed such behaviour on five or more occasions.
- Nine out of every ten staff members (88%) has also witnessed a fight between students in the past two years. Indeed, eight out of ten staff members (78%) has witnessed a fight on more than one occasion and a third (31%) have witnessed five or more fights at school over the past two years.
- Over eighty percent of staff members (86%) have witnessed drunk or intoxicated students at school over the past two years. Almost half (45%) have witnessed drunk or intoxicated students on five or more occasions.
- Eight out of ten staff members (80%) has witnessed a student threaten another student at school in the past two years. One quarter of staff respondents has witnessed a student threaten another student on five or more occasions.
- Almost two thirds of the staff members (61%) indicate that they have witnessed a student threaten a teacher in the past two years. Forty percent have seen a student threaten a teacher on two or more occasions and 12% have witnessed such behaviour at least five times over the past two years.
- Over half of the staff respondents (53%) indicate that they have witnessed a student sexually harass another student over the past two years. Twenty percent have witnessed a student sexually harass another student on five or more occasions.
- Four out of ten staff members (39%) report that they have witnessed a student engaging in theft at school over the past two years.
- Three out of ten staff members (29%) report that they have witnessed students engaged in drug trafficking at school over the past two years.

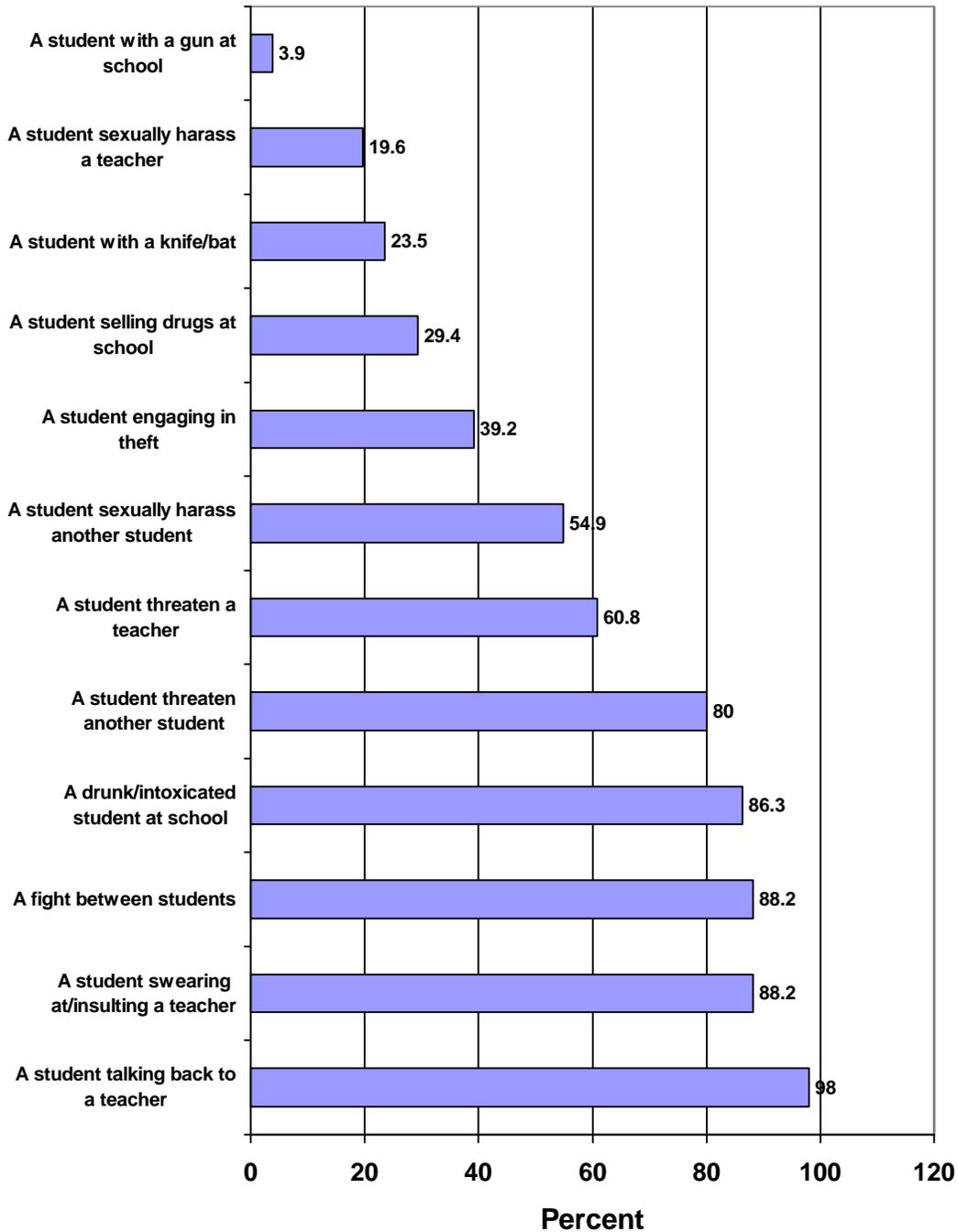
- One quarter of all staff members (24%) indicate that they have seen a student with a weapon – like a knife or a bat -- at school over the past two years. Ten percent have seen a student with a weapon on more than one occasion.
- Twenty percent of staff members at C.W. Jefferys have witnessed a student sexually harass a teacher at school over the past two years.
- Finally, two out of our 51 staff respondents (4%) indicate that they have seen a student with a gun at school in the past two years. Unfortunately, the data cannot tell us whether these two staff members saw the same gun or if they are referring two different gun-carrying incidents.

TABLE 10:
Percent of Staff Who Have Witnessed Different Types of Incidents in the Past Two Years, by School and Non-School Locations

TYPE OF INCIDENTS WITNESSED	Never	Once	Twice	Three Times	Four Times	Five Times or More
A student talking back to a teacher	2.0	0.0	5.9	3.9	9.8	78.4
A student swearing at or insulting a teacher	11.8	5.9	7.8	7.8	5.9	60.8
A fight between students	11.8	9.8	17.6	13.7	15.7	31.4
Students who were drunk or intoxicated at school	15.7	7.8	11.8	7.8	11.8	45.1
A student threaten another student	21.6	9.8	9.8	21.6	11.8	25.4
A student threaten a teacher	39.2	19.6	15.7	5.9	7.8	11.8
A student sexually harass another student	47.1	5.9	15.7	3.9	7.8	19.6
A student engaging in theft	60.8	15.7	11.8	3.9	5.9	2.0
A student selling drugs	70.6	9.8	3.9	5.9	2.0	7.8
A student with a knife or bat	76.5	11.8	9.8	0.0	2.0	0.0
A student sexually harass a teacher	80.4	9.8	2.0	2.0	0.0	2.0
A student carrying a gun at school	96.1	3.9	0.0	0.0	0.0	0.0

Sample Size=51

FIGURE 9:
Percent of Staff Who Witnessed Various Incidents
at School Over the Past Two Years



We also asked staff members whether they felt school safety at C.W. Jefferys had increased, decreased or remained the same over the past two years (see Figure 10). The results suggest that 60% of staff members believe that school safety at C.W. Jefferys has decreased. Indeed, 37% think school safety has decreased a great deal. By contrast, only 6% think that school safety has improved.

We also asked the staff respondents whether they thought student behaviour at C.W. Jefferys had improved or gotten worse over the past two years. Again over 60% of staff members thought that student behaviour had gotten worse. Indeed, 43% reported that student behaviour had gotten much worse. By contrast, only 8% thought it had improved.

FIGURE 10:
Percent of Jefferys Staff Who Feel that School Safety has
Increased or Decreased over the Past Two Years

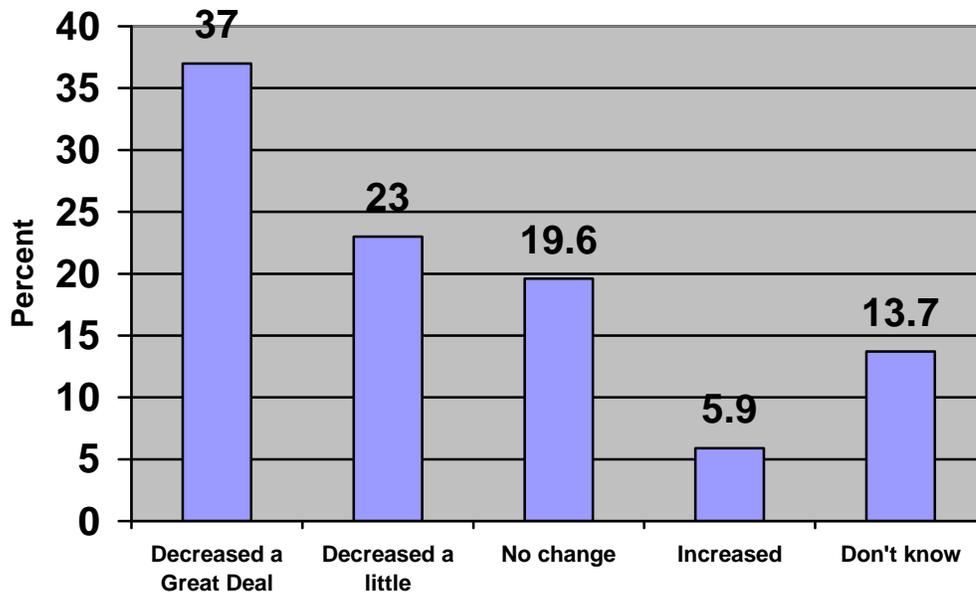
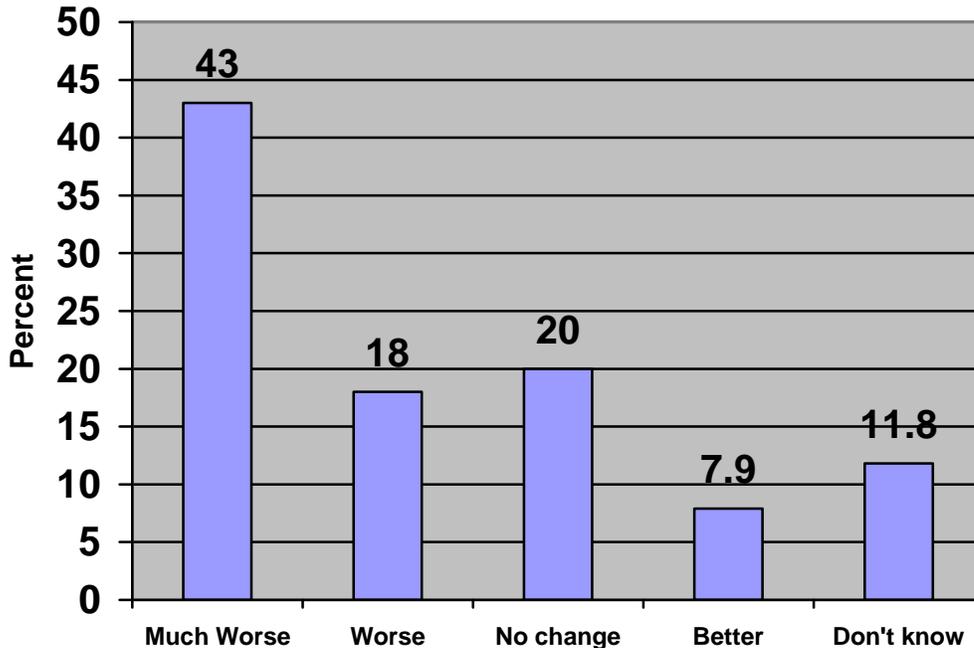


FIGURE 11:
**Percent of Jefferys Staff Who Feel that Student Behaviour
 has Improved or Gotten Worse over the Past Two Years**



Staff respondents who felt that school safety and/or student behaviour had gotten worse at C.W. Jefferys in the past few years were asked to explain why they thought things had deteriorated. Staff often blamed growing problems with school safety and student behaviour on one or more of the following four themes: 1) A growing lack of respect among students for teachers; 2) Few or inconsistent consequences for student misbehaviour; 3) A school administration that does not support teachers when they try to discipline students; and 4) An apparent increase in safe school transfers. The following comments are typical:

Things have gotten worse. There is an increased lack of consequences for student behaviour. No consequences for wandering the halls during class time. There is a major problem with intruders. Some intruders (former students) reported several times. The police are never called.

Gotten worse. NO CONSEQUENCES -- especially for wandering halls, bullying, insulting teachers. Permissive attitude in terms of marks--students are given credits for little or no work. Teachers are pressured to pass students even if standards have not been met and students know this, skip class and still expect the credits.

Halls always remain packed with students during class-time. Students always engaged in non-academic activities (during the class-time) in the halls. You feel very unsafe when you deal with them and later you see the same students again in the school without facing any punishment if you bring this matter to the main office.

It has gotten worse because: 1) A lack of proper punishment and lack of proper rewards for those who are excelling in their studies; and 2) Due to the negative approach to handling teachers' complaints against students. Lack of support from the administration.

The kids know that they can get away with things. They know which administration to go to get the results they want. There is not a united front when it comes to discipline and punishment. There is also a group of grade 12 students that hang out with the younger kids and get them into bad habits. There are always kids in the halls. They (the students) have the power in the school.

Things are worse due to: 1) Changes in the school population; 2) The end of zero tolerance; 3) An increase of safe school transfers; and 4) A limit on the number of suspensions a school is allowed to have. Because students see no consequences for bad behaviour. It is a free-for-all in the halls.

School safety has gotten worse for many students see that extremely poor behaviour is not punished. The code of conduct is not enforced. Many people spend time in the halls when classes are in session. These people are a distraction and a disturbance and contribute to potential safety concerns. I think that students feel there is a reluctance to treat miscreants harshly. Students who do not observe the code of conduct are excused. Extreme infractions do not receive suitable outcomes. An absence of administrative presence in the halls during the school day has not helped foster positive student behaviour.

It is worse. We need more hall monitors. We need another V.P. We need to take out the trouble makers. We need to teach students more discipline and respect. We need to implement other consequences -- maybe a special palace where they are taught to respect teachers and others.

We are getting more and more disrespectful and ill-prepared students from middle school. Less students are suspended.

Students coming into this school are ruder and bolder.

More students have less respect for authority and the educational system in general. There is worse poverty at home.

The code of conduct is not enforced by the admin. Students know there are not any consequences placed on them by the Administration. Students are particularly friendly with the Vice-Principal who never supports teachers when referring a student to him whenever an incident occurs.

There seems to be less respect for authority. Students have more issues outside of school. This has increased. In general, more troubled students, fewer resources.

More students are in the halls. Plus, when brought down to the office there's only a slap on the hand and they are sent back to the classroom. However, teachers also let students out without hall passes. There are no consequences for students talking back. We can't say anything because there might be a reason that the student is acing out.

More student resistance to following the code of conduct. Number of suspensions have been cut in half. Not enough accountability to students' constant bad behaviour. Wrong school for some students. They need to be counselled into better programs. No monitoring of safe school transfers.

School safety has gotten worse. More intruders enter the building than in previous years. More students choose to miss classes and hang out in the hallways. The repeat offenders are not suspended and kept out of school. Lack of consequences. Punishments not applied consistently by a certain administrator. Students' behaviour has worsened because of the reasons stated above. Consequences for misbehaviour of students must be applied consistently by all administrators and to all student offenders regardless of their age, academic ability or ethnic background.

School safety has gotten worse because reported anti-social behaviours of students are not addressed in the office. There are not appropriate consequences for student misbehaviours. Students know they can misbehave and get away with it.

The admin and staff haven't been working collectively together to improve the situation. The admin should acknowledge that there exists some problems and deal with them. We need an admin team who is more decisive and willing to resolve the problems. We also need staff members who would follow the admin's guidance.

Things are worse because students know they can get away with anything because nothing will be done. No consequences for inappropriate behaviour.

I believe the school safety has gotten a little worse because it seems as though the students' level of respect is less. They are getting out of control.

It has gotten worse due to administrative neglect. The principal and vice-principals are rarely in the halls and their discipline is very lax. The tone set by the admin is that there are no consequences and students will not be punished and situations that could be avoided have been allowed to escalate.

The Vice-Principals and the Principal are not in the halls. Hall monitors were not given support by the admin. No attendance system. Students are allowed to roam the halls. Lack of support for teachers from admin. Students not suspended. Safe schools transfers have increased. Code of conduct not enforced.

More students hanging out in the hallways than before. This is due to students knowing that there is absolutely no serious consequence for skipping classes or disturbing classes in progress. Students know that they're not being held accountable for their actions.

3.02.19 Staff Perceptions of School Safety Strategies

All staff respondents were asked to provide their opinions about fourteen different strategies that might improve school safety at C.W. Jefferys (see Table 11 and Figure 12). The results indicate that:

- There is widespread support for programs that would increase parental involvement in the educational system. Indeed, 49 of the 51 staff respondents from C.W. Jefferys (96%) indicated that increasing parental involvement would be a good or very good idea.
- Almost all staff respondents (96%) also feel that it would be a good idea to increase the number of hall monitors at C.W. Jefferys.
- Almost all staff respondents (94%) feel that it would be a good or very good idea to create one entrance/exit to the school.
- Ninety percent of staff respondents feel that it would be a good or very good idea to increase counselling programs for troubled students.
- Ninety percent of staff respondents feel that it would be a good or very good idea to increase the number of after school programs at C.W. Jefferys.

- Ninety percent of all staff respondents think it would be a good or very good idea to increase the number of security cameras in the halls.
- Almost ninety percent (88%) of staff respondents believe that it would be a good or very good idea to introduce photo identification badges for all students. Such badges would be worn by all students when they are at school or on school property.
- Eight out of ten staff respondents (78%) from C.W. Jefferys think it would be a good or very good idea to hire trained security guards to patrol the school.
- Seven out of ten staff respondents (69%) believe that increasing police patrols at C.W. Jefferys is a good or very good idea.
- An additional 70% of C.W. Jefferys staff believe that it would be a good idea to allow the police to search student lockers for drugs, guns and other contraband.
- Two-thirds (65%) think it would be a good or very good idea to allow school officials to search student lockers.
- Less than one-third of staff members (29%), however, think it would be a good or very good idea to install metal detectors at C.W. Jefferys.
- Interestingly, while support for security cameras in the halls is widespread, enthusiasm for security cameras in the classroom is quite limited. Only 27% of staff respondents from C.W. Jefferys think it would be a good idea to install security cameras in the classrooms.
- Finally, very few teachers (26%) think that hiring more racial minority teachers will increase safety at C.W. Jefferys.

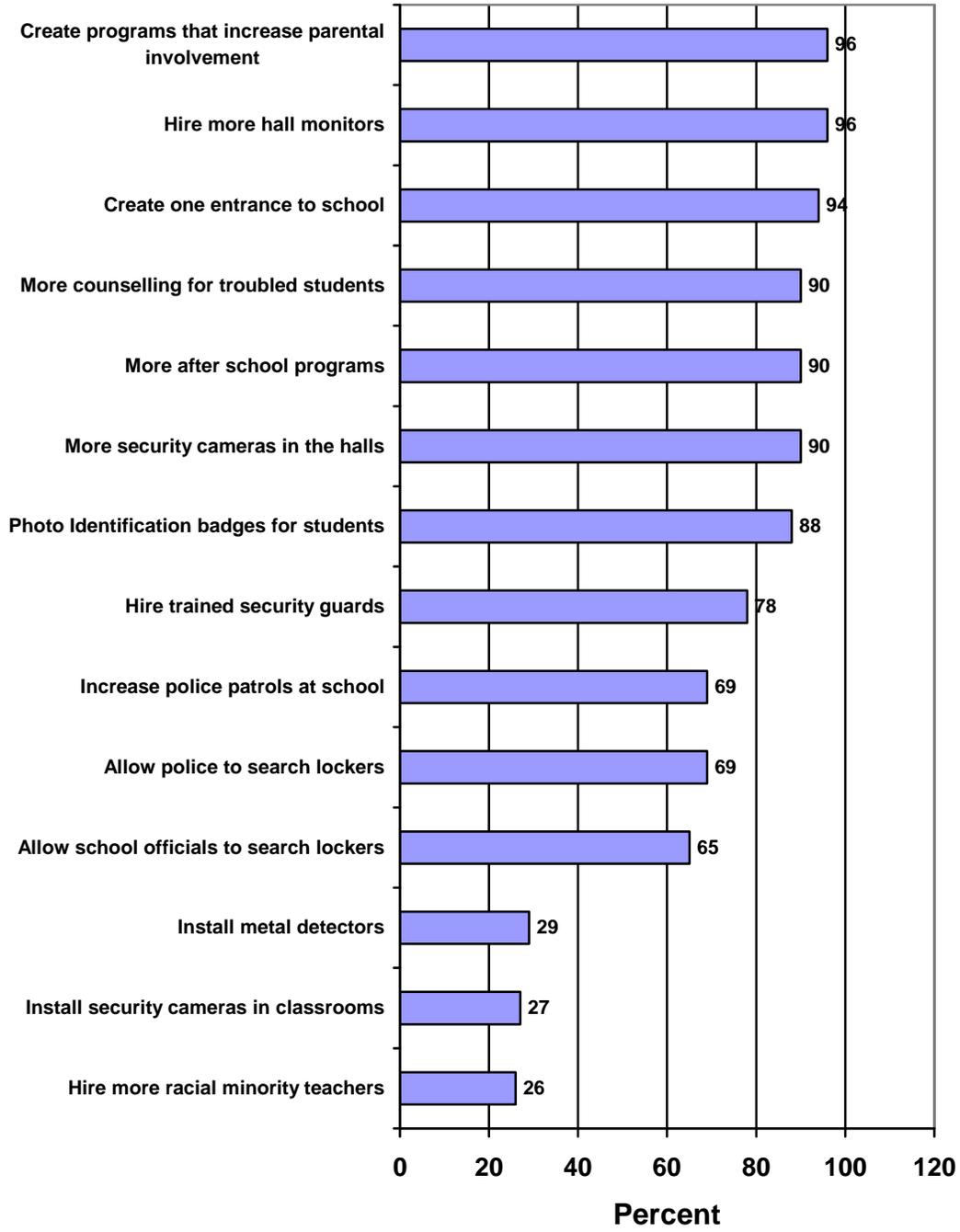
In sum, the staff respondents from C.W. Jefferys seemingly support a wide variety of strategies designed to increase school safety. However, support is limited for metal detectors, security cameras in the classroom and the hiring of more racial minority staff. It is important to note that the students at C.W. Jefferys appear to be more supportive of metal detectors (43% think they are a good idea) than teachers (27% think they are a good idea). Teachers, however, appear to be more supportive of all other strategies. For example, 69% percent of teachers think that the police should be given the power to search student lockers, compared to only 35% of students. Similarly, 96% of staff members think it would be a good idea to hire more security monitors, compared to only 64% of students.

TABLE 11:
Percent of Staff who think Specific Strategies are a “Good” or a “Bad” Idea With Respect to Increasing School Safety

School Safety Strategy	A Very Good Idea	A Good Idea	A Bad Idea	A Very Bad Idea	Would Make No Difference	Don't Know
Installing security cameras in the halls	52.9	37.3	0.0	0.0	9.8	0.0
Installing security cameras in classrooms	13.7	13.7	33.3	13.7	13.7	11.8
Increasing the number of hall monitors	60.8	35.3	0.0	0.0	2.0	2.0
Increasing the number of trained security guards	45.1	31.7	5.9	7.8	0.0	7.8
Installing metal detectors	15.7	13.7	29.4	19.6	9.8	11.8
Give school officials the power to search lockers	35.3	29.4	13.7	7.8	3.9	9.8
Give police the power to search lockers	31.4	37.3	17.6	7.8	2.0	3.9
Photo identification cards for all students	60.8	27.5	5.9	0.0	3.9	2.0
Establish one entrance to the school (lock all other doors)	62.7	31.4	0.0	2.0	2.0	2.0
Increase the number of police patrols in the school	37.3	31.4	13.7	7.8	0.0	9.8
Provide more counselling for troubled students	54.9	33.3	3.9	0.0	5.9	2.0
Provide more after school programs	49.0	39.2	3.9	0.0	5.9	2.0
Develop programs to make parents more involved in their children's education	70.6	25.5	0.0	0.0	2.0	2.0
Hire more racial minority teachers	5.9	19.6	7.8	9.8	43.2	2.0

Sample Size = 51

**FIGURE 12:
Percent of Jefferys Staff Who Feel that Specific School
Safety Strategies are a "Very Good" or "Good" Idea**



We also asked the staff members from C.W. Jefferys whether they agreed or disagreed with various safety-related statements about their school (see Table 12 and Figure 13). The results indicate that:

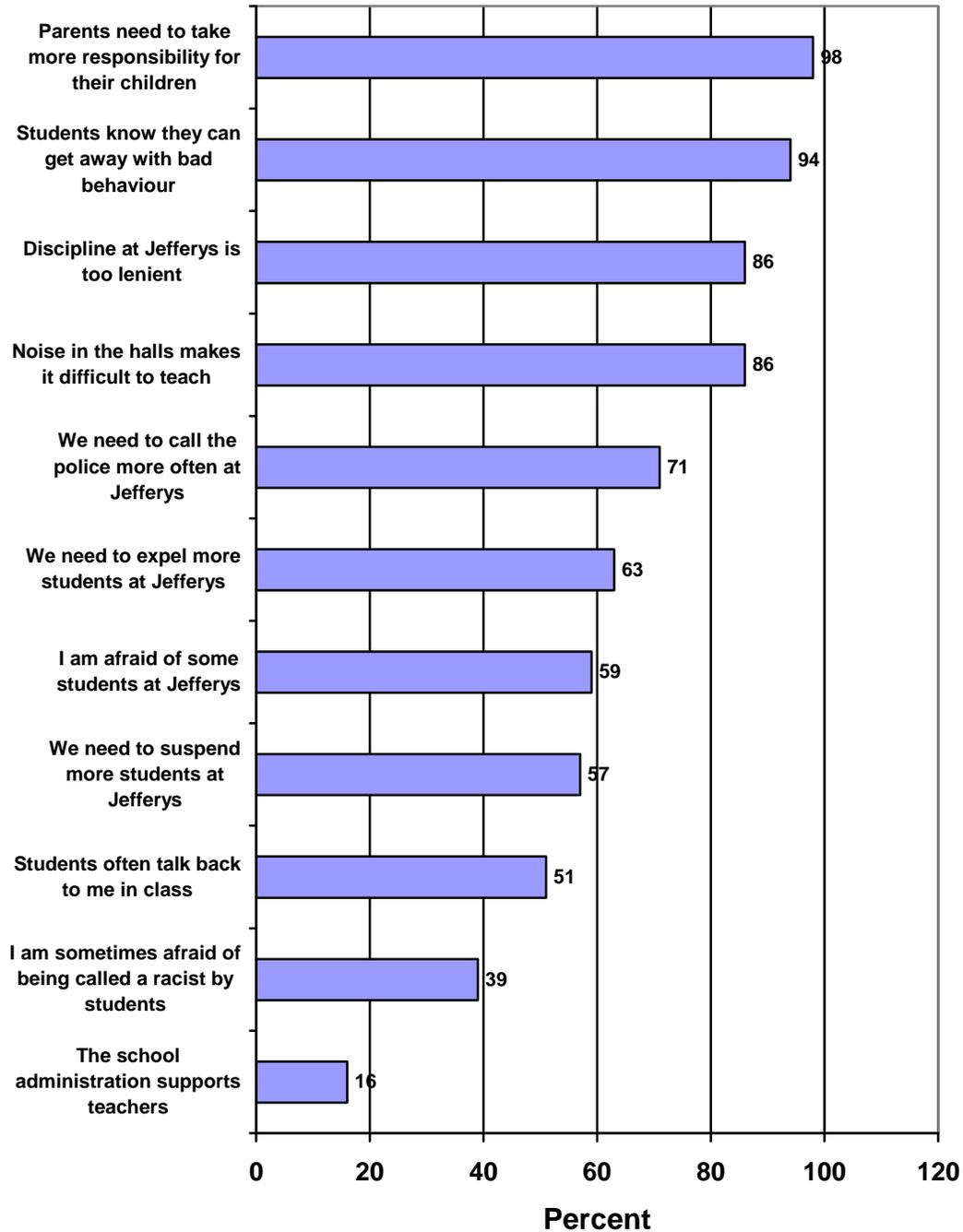
- Almost all staff members (98%) agree that parents need to take more responsibility for the behaviour of their children at school.
- 48 of the 51 staff respondents (94%) agree that students at C.W. Jefferys know they can get away with bad behaviour.
- Almost ninety percent of staff respondents (86%) think that, in general, student discipline at C.W. Jefferys is too lenient.
- Nine out of ten staff members (86%) agree that noise in the halls during class time makes it difficult to teach.
- Seven out of ten staff respondents (71%) agree that the police need to be called to C.W. Jefferys more frequently.
- Almost two-thirds of the staff respondents (63%) agree that the administration needs to expel more students from C.W. Jefferys. Similarly, 57% agree that the administration at C.W. Jefferys needs to suspend more students.
- Six out of ten staff respondents (59%) agree that they fear some of the students at C.W. Jefferys.
- Over half of the staff respondents (51%) agree that C.W. Jefferys students often talk back to teachers during class.
- Four out of ten respondents (39%) agree that they are sometimes afraid of being accused of racism by students.
- Finally, consistent with the qualitative material discussed above, few staff at C.W. Jefferys feel that they are supported by the administration (at least at the time of the survey). For example only 16% of staff respondents agree with the following statement: “The administration at this school always supports teachers who try to punish badly behaved students.”

TABLE 12:
Percent of C.W. Jefferys Staff Who Agree or Disagree with Various
Statements About Their School

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parents need to take more responsibility for how their children behave at school	78.4	19.6	0.0	2.0	0.0
Students at this school know they can get away with bad behaviour	70.6	23.5	3.9	2.0	0.0
Discipline at C.W. Jefferys has become too lenient over the past few years	60.8	25.5	3.9	7.8	2.0
Noise from students in the halls often makes it difficult for me to teach	56.9	29.4	5.9	3.9	3.9
To increase order at C.W. Jefferys we need to call the police more often to deal with unruly students	43.1	27.5	21.6	5.9	2.0
To increase order at C.W. Jefferys we need to expel more students	33.3	29.4	17.6	11.8	7.8
To increase order at C.W. Jefferys we need to suspend more students	31.4	25.5	25.5	7.8	2.0
Students often talk back to me in class	25.5	25.5	37.3	7.8	3.9
I am afraid of some of the students who go to this school	23.5	35.3	17.6	23.5	0.0
I am sometimes afraid of being called a racist by the students at this school	17.6	21.6	35.3	25.5	0.0
The administration at this school supports the teachers who try to punish badly behaved students	2.0	13.7	21.6	58.8	2.0

Sample Size=51

**FIGURE 13:
Percent of Jefferys Staff Who "Strongly Agree" or
"Agree" with Specific Statements about School Safety**



We also asked the staff respondents from C.W. Jefferys if they had any further ideas about how to make their school safer for students and staff. The staff had many, often contradictory, suggestions. For example, while some felt it was important to hire more racial minority teachers, others were clearly against such an idea. Similarly, some staff wanted uniforms, others did not. The following comments from the teachers are typical:

Clear rules and consistent consequences. ID tags that are mandatory. Monitors at all doors to prevent access to school by trespassers.

Set rules with set punishment that are followed through. The administrators need to all be on the same page.

In general, involve parents more. Have serious consequences for serious offences. More challenging programs for students. More security. Do not hire teachers according to race. This does not guarantee success. This is a MULTICULTURAL SCHOOL- Please remember that.

Schools need teachers from diverse racial, cultural, class and religious backgrounds and sexual orientations. Teachers just need to care about their students and make an effort to get to know and understand them. All teachers should have anti-racist training.

Parents should have more responsibilities. More communication between the administration and the teachers. More after-school meetings with parents and teachers. Hire more minority teachers with the same racial background as the students. These teachers should be hired on the agreement that they be good role models and mentors for students!

Increase community involvement.

Have a code of conduct and stick to it!

More needs to be done for students who cannot “fit in” to a high school environment. These are a small (relatively) number of students who consistently refuse to go to their classes, who constantly defy the school rules and attempt to intimidate and threaten their teachers. We need programs and teachers who are trained (possibly allied with other specialists) in alternative programs to try to re-engage these students. We also need to do this more quickly, so that Teachers, administrations and support staff do not become demoralized and “burnt out”

Programs-Money

C.W. Jefferys has a code of conduct created with the administration’s, teachers’ and students’ input. It needs to be enforced consistently rather

than randomly (at the time of Jordan's death, it was not being enforced at all).

Our school needs administrators with more experience. Currently, we have two administrators with very little experience, one of which is rarely available to discuss issues of concern with teachers. Administrators need to listen to teacher concerns rather than ignore them. Administrators need to be present in hallways during class time and visit classrooms to build better rapport with teachers and students. Our school needs to build better rapport with the local police.

I think parents should be forced to come into the school and speak with an administrator if their child breaks the student code of conduct. Parents needed to be more involved! They need to be responsible for their child's behaviour.

Review the safe school transfers. We have no idea what crimes these students have committed. They are sometimes a bad influence to the younger students.

Hire experienced administrators. This should be happening in every school. There are some real dynamic people out there

Teachers should file more reports and document problems. Violent incident reports were not filed at this school.

I have many ideas. They include: 1) Get a third VP who is competent; 2) Replace one of the current VPs with a VP who is able to enforce the rules consistently; 3) Increase the number of hall monitors and ensure competency; 4) A closer connection is needed with the police who should have a stronger presence in the school; 5) Lock all doors except for the main doors.

Make students adhere to our school code of conduct.

Uniforms.

No uniforms!

Create a "Student Safe School Committee." Let students take ownership of extracurricular programs. Have staff "Enablers" instead of always telling students what to do.

Create a teachers committee to oversee student discipline issues. Committee would take persistent issues to admin and or board officials

Parents should be automatically called if a student breaks a school rule. Police should be called when a serious offence occurs.

We need an admin team who: sees the value of education; wants to discipline children; sees the big picture; aren't confined to their offices; see teachers as a valuable part of the school; involve teachers in decision making; who have integrity; who listen to their staff and whose priorities are kids and not their careers.

In school detention program so that suspension is not a holiday. Students who are suspended are getting behind in their work.

3.02.20: Staff Perceptions of Appropriate Punishments

We asked our staff respondents from C.W. Jefferys what they thought were the appropriate punishments for seven different types of student misbehaviour: 1) Talking back to teachers; 2) Wearing a hat in school; 3) Selling drugs at school; 4) Bringing weapons to school; 5) Stealing; 6) Fighting at school; and 7) Teasing or insulting other students (see Table 13 and Figures 14 and 15). The results indicate that:

- Teachers almost never recommend “no punishment” – even for minor infractions like wearing a hat in school. By contrast, 64% of students think that there should be no punishment for wearing a hat in school, 33% think there should be no punishment for teasing or insulting other students and 30% think there should be no punishment for talking back to teachers.
- Three out of four staff members (75%) think that parents should be called when a student talks back to a teacher. An additional 59% think the student should be given a detention. By contrast, only 22% of students think parents should be called for this type of misbehaviour and only 32% think that a detention is warranted. Furthermore, one out of every three staff members (29%) think that students should be suspended for talking back to a teacher, compared to only 9% of students.
- Over half of the staff members surveyed (57%) think that C.W. Jefferys students should be given a detention for wearing a hat in school, compared to only 18% of students. Similarly, 49% think that parents should be called for hat wearing, compared to only 8% of students. A quarter of staff respondents suggest another form of punishment – which generally consists of confiscating the hat.
- Seven out of ten staff respondents (69%) feel that parents should be called when a student insults or teases another student, 37% think that a detention is warranted and 27% think that the offending student should be suspended. By contrast, only 18% of students think that parents should be called for this

type of indiscretion and only 12% think a suspension is justified. However, students are just as likely to recommend a detention for such verbal abuse.

- Teachers are much harsher than students when it comes to punishing criminal behaviour. For example, 71% of staff members at C.W. Jefferys feel that the police should be called when a student is caught selling drugs, compared to only 29% of students. Similarly, 57% of staff feels that the students should be expelled for drug trafficking, compared to only 36% of student.
- Over eighty percent of C.W. Jefferys staff feels that the police should be called when dealing with students who have brought weapons to school. An additional 65% feel that the student should be expelled. By contrast, only 40% of students think the police should be called for such behaviour and only 38% believe the student should be expelled. Students, however, are more likely to recommend suspension.
- Eight out of ten staff (80%) at C.W. Jefferys believe that the school should call the police to deal with students who have been caught stealing at school. An additional 59% think such students should be suspended and 22% think they should be expelled. By contrast, only 22% of students think the police should be called for stealing and 46% recommend suspension. However, students (21%) are just as likely to recommend expulsion for student thieves.
- Finally, 50% of staff members believe that the school should call the police to deal with students who have been involved in fights. An additional 77% think such students should be suspended and 12% recommend expulsion.⁴⁷ By contrast, only 11% of students think the police should be called to deal with fights at school and only 49% think students who fight should be suspended.

In sum, most faculty members recommend calling the police to deal with criminal activity at school – including drug trafficking, weapons use and stealing. Half of all staff members also believe that the police should be called to deal with fights between students. Not surprisingly, staff members from C.W. Jefferys, in general, support far harsher punishments for student misbehaviour than C.W. Jefferys students.

⁴⁷ It should be noted that respondents could recommend more than one type of punishment.

TABLE 13:
Percent of C.W. Jefferys Staff Who Support Specific Types of Punishment,
By Type of Disciplinary Infraction

Recommended Punishment	Talking Back To Teachers	Wearing a hat in School	Selling Drugs	Bringing Weapons To School	Stealing	Fighting	Teasing or Insulting other students
No punishment	3.9	5.9	0.0	0.0	0.0	0.0	3.9
Detention	58.8	56.9	2.0	3.9	13.7	19.6	37.5
Call parents	74.5	49.0	52.9	52.9	35.3	72.5	69.4
Counselling	33.3	15.7	19.6	23.5	68.6	47.1	53.1
Other type of punishment	18.0	25.5	3.9	4.0	5.9	7.8	14.3
Suspension	29.4	9.8	25.5	13.7	58.8	76.5	26.5
Expulsion	0.0	0.0	56.9	64.7	21.6	11.8	0.0
Call police	0.0	0.0	70.6	84.5	80.4	49.0	0.0

Sample Size = 51

FIGURE 14: Percent of Jefferys Staff Who Think that Students Should be Suspended or Expelled for Specific Disciplinary Infractions

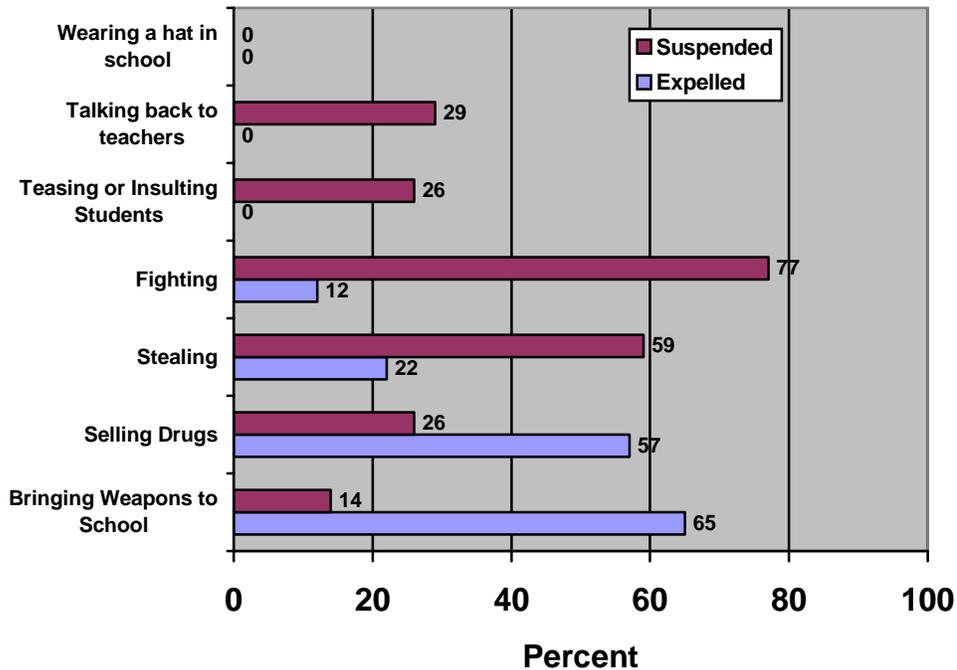
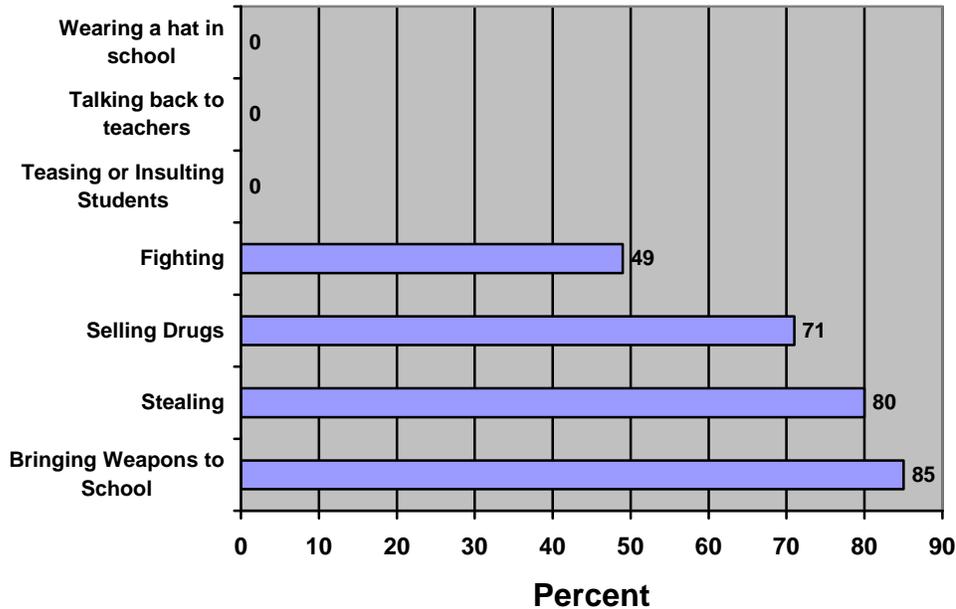


FIGURE 15: Percent of Jefferys Staff Who Think that the Police Should be called to the School for Specific Disciplinary Infractions



Staff respondents were then asked if they agreed or disagreed with a number of additional statements about C.W. Jefferys. The results indicate that:

- Almost all staff (88%) either agree (39%) or strongly agree (49%) that they enjoy working at C.W. Jefferys.
- Almost all staff (94%) either agree (53%) or strongly agree that most students at C.W. Jefferys are well behaved.
- Almost all staff members agree (84%) that incidents like the shooting death of Jordan Manners could happen at any school.
- About half of all staff members (52%) agree that, in general, C.W. Jefferys is a safe school. However, 47% do not agree with this statement.
- A large proportion of staff members (43%) agree that most of the problems at C.W. Jefferys are caused by the poverty in the surrounding area. However, 51% of the staff members disagree with this statement.
- Over half of the staff respondents (55%) agree that they are worried that more shootings will take place at C.W. Jefferys. Thirty-nine percent are not concerned about further shootings.

- One third of staff respondents agree that the safety issues at C.W. Jefferys have been exaggerated. However, 57% disagree with this statement.
- Most staff members believe that the school system can assist poor children. Indeed, 77% of respondents disagreed with the statement: “The school system cannot help the poor people who live in this neighbourhood.
- Only 20% of staff respondents agreed that C.W. Jefferys needs more racial minority teachers. Over half of the sample (55%) disagreed with this statement.
- One in five staff members (20%) think that many of the current students at C.W. Jefferys will eventually acquire a criminal record. Seventy percent disagree with this statement.
- 43% of staff respondents agree that many students from C.W. Jefferys will have a tough time finding a good job. Fifty-one percent disagree.
- Finally, only a quarter of the staff respondents (24%) agree that the majority of students at C.W. Jefferys will eventually go to university. Sixty-four percent are less optimistic.

TABLE 14:
Percent of C.W. Jefferys Staff Who Agree or Disagree with Various
Statements About Their School

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I enjoy working with the students at C.W. Jefferys	49.0	39.2	9.8	0.0	2.0
Most of the students at C.W. Jefferys are well behaved	41.2	52.9	2.0	3.9	0.0
Incidents like the shooting of Jordan Manners could happen at any school	31.4	52.9	11.8	3.9	0.0
In general, C.W. Jefferys is a safe school	19.6	33.3	33.3	13.7	0.0
Most of the problems at this school are caused by the poverty in the community	17.6	25.5	43.1	7.8	5.9
I am worried that more shootings will take place at this school	15.7	39.2	27.5	11.8	5.9
The safety problems at C.W. Jefferys have been exaggerated	13.7	23.5	33.3	23.5	5.9
The school system cannot help the poor people who live in this neighbourhood	5.9	7.8	47.1	29.4	9.8
C.W. Jefferys needs more racial minority teachers	3.9	15.7	33.3	21.6	25.5
Many of the students at this school will eventually have a criminal record	3.9	15.7	51.0	19.6	9.8
Many of the students at this school will have a tough time finding a good job	3.9	39.2	41.2	9.8	5.9
Most of the students at this school will go to university	2.0	21.6	49.0	15.7	11.8

Sample Size=51

The fact that C.W. Jefferys staff members feel that the majority of students at C.W. Jefferys are well behaved is reinforced by the results presented in Figure 16. Indeed, one out every five staff members reports that over 90% of C.W. Jefferys students are well behaved. An additional 43% of staff respondents believe that between 75 and 90 percent of the students at C.W. Jefferys are well-behaved. By contrast, only 12% of respondents believe that less than half of the students at C.W. Jefferys are well behaved.

Although faculty report that most students at C.W. Jefferys are well behaved, they aren't so optimistic about their chances at a university education. Indeed, only 10% of the faculty thinks that over 50% of current C.W. Jefferys students will graduate from university. By contrast, 57% of the staff members who participated in the survey think that less than 25% of current C.W. Jefferys students will earn a university degree. These figures are in stark contrast to student expectations. If you recall, 61% of the student respondents from C.W. Jefferys believed that they would go to university and an additional 18% felt they would graduate high school and go to a community college.

FIGURE 16:
Staff Estimates of the Proportion of Current Jefferys Students Who are Well Behaved

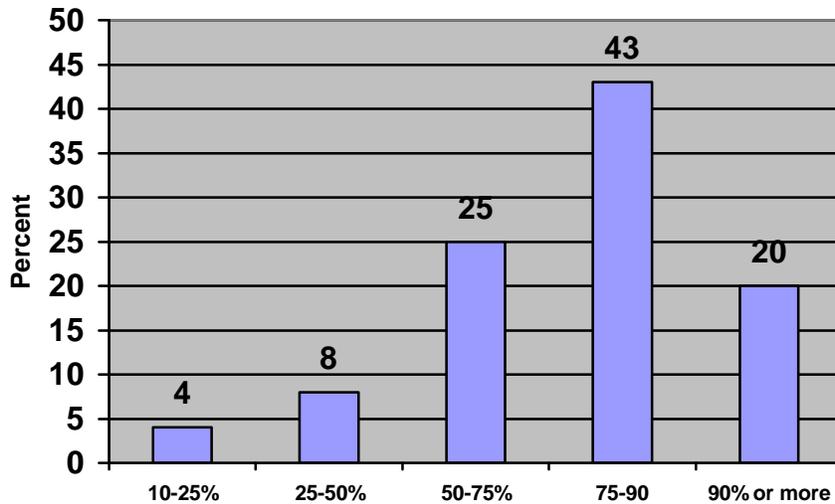
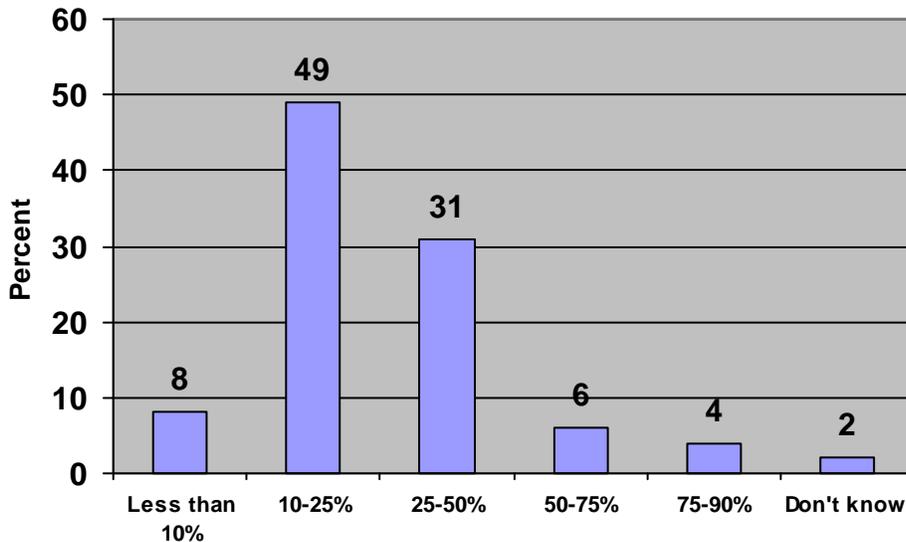


FIGURE 17:
Staff Estimates of the Proportion of Current Jefferys Students Who Will Graduate from University



3.02.21: Job Satisfaction

We concluded the questionnaire with two final questions: 1) How satisfied are you with the current administration at C.W. Jefferys? And 2) How happy are you with your job at C.W. Jefferys? The results suggest that, at the time of the survey (June 2007), the vast majority of staff members (76%) were very dissatisfied with the administration at C.W. Jefferys. Indeed, more than a third of staff respondents (39%) indicated that they were very dissatisfied (see Figure 18). This is consistent with the many negative comments about the administration presented above. However, despite holding a poor opinion of the current administration, most respondents (85%) were either happy (65%) or very happy (20%) with their job at C.W. Jefferys. Indeed, only 16% of staff members indicated that they were unhappy.

Final Comments

At the end of the survey, staff respondents were given the opportunity to make final comments about the survey or about their school. Many took the opportunity to do so. One respondent wanted to stress that C.W. Jefferys is a good school and should not be stigmatized by the Jordan Manners' shooting:

C.W. Jefferys is a good school. The incident (Jordan Manners shooting) was an isolated incident and could have happened anywhere. Unfortunately, the media has tarnished the school's reputation. However, the students are great and there are a lot of very dedicated teachers.

Another respondent wanted to state that, in their opinion, increasing the number of racial minority teachers at C.W. Jefferys would do little to increase school safety and improve student behaviour:

At C.W. Jefferys it doesn't seem to make a difference what racial group a teacher or administrator belongs to, the students who are disrespectful or have behavioural problems are that way towards all in authority. They disrespect the Black teachers and administrators just as much as those from other races.

One respondent felt that it was important to examine the relationship between race and student behaviour: "The question of why such a disproportionate number of Black students, particularly Black male students, are the problem students is one that needs to be answered or addressed. Culture/social economic factors are bigger issues than race." These concerns are reiterated by another respondent, a Black male teacher, who wanted to stress that parents and community members need to take more responsibility for the behaviour of their children. He states:

I think the biggest problem in this school is the significant minority of parents who think that the school is out to get their children. They have convinced their kids that they can do anything and mommy will defend them

*against the system that is out to get them. I strongly think that attitudes in the community have to change. An overwhelming majority of teachers and administrators at C.W. Jefferys are professionals who want so much to help these kids. The kids and their families just need to cooperate with us. The Board, through the trustee, must send a clear message to the community that no one is out to get their kids. Schools are doing their best to get these kids out of the cycle of problems. Families must answer these questions: Do their children see adults or elder siblings engage in criminal activity? If a parent or older sibling is caught committing crime, does the family use that as an example of what kids should not do or do they attempt to blame it on a faceless system that has been failing their communities? Have some families convinced their kids that the decks are so stacked against them that there is no legal way out of their poverty? If yes, how true is this perception? As a Black person, I think everyone gets an opportunity to do as well for themselves. I hope that the Panel will have the courage to ask these politically incorrect questions. The problem is **not** just the system. It is the individual student, their parents and their communities*

Other respondents focused on the need for more resources, more training and greater institutional courage when addressing the complex issue of school safety:

I think that the basic problem is a combination of lack of money and lack of creative risk-taking on the part of the system (Ministry/Board/School) to deal with the ever-growing problems of disenfranchised students. It is being studied, but will anything concrete be done about it? I don't hold out great hopes whenever politicians are involved. The tendency is to react, not attack the problems at the root.

We need more teachers in this Board with more backbone. They should be a class in university on how to talk to kids with respect, to get respect back.

I know that CW Jefferys is not the only school that is having difficulty. The school board needs to really look at their processes of hiring administrators and produce some strong policies along the lines of "discipline" and "consequences".

Teachers have to reach out to the students who are in the most need. The trouble is most don't know how to do it. I was trained to teach motivated students. I was not trained how to be a social worker. So I sit in my office waiting for kids to come and ask for academic help. Is there some way to get teachers out of the building and into the lives of the students? Who can I call when a child seems too angry or confused to refrain from swearing at his or her fellow students or his or her teacher?

We need an admin team who is visionary and action-oriented and is not afraid to take a risk.

Finally, a few respondents simply stressed the need for change and wished the Panel luck in their deliberations:

I appreciate the opportunity to voice my option on school safety and improvement matters.

I hope that positive changes will happen to improve the safety for all people who work and attend C.W. Jefferys C.I.

Please do your best to help make our school safer. GOOD LUCK.

FIGURE 18:
Percent of Jefferys Staff Who are Satisfied with the Current School Administration (at time of survey)

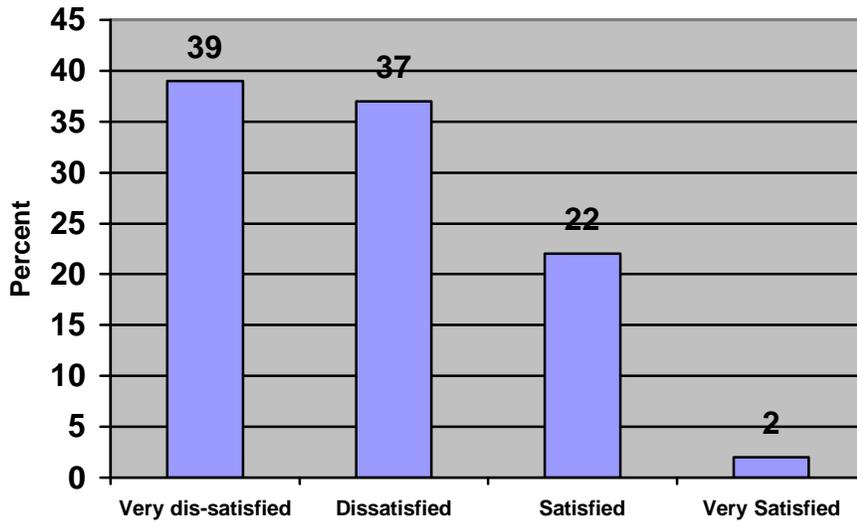
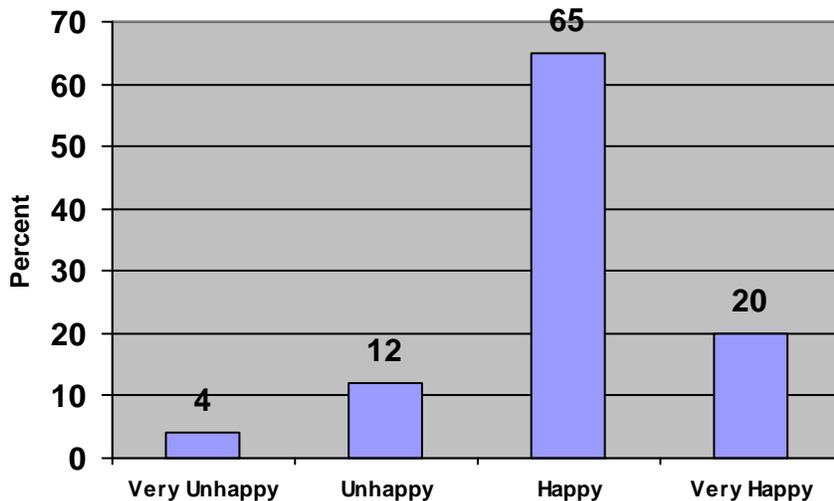


FIGURE 19:
Percent of Staff Who are Happy with Their Job at C.W. Jefferys



3.02.22: Discussion

As with the C.W. Jefferys student survey, the C.W. Jefferys staff survey produced both optimistic findings and results that are cause for serious concern. Fortunately, most of the teachers and staff members who completed the C.W. Jefferys questionnaire appear to be dedicated professionals. Despite some challenges, most are happy with their jobs, report that they enjoy working with the students at C.W. Jefferys, and claim that, in general, teachers and students at C.W. Jefferys get along. On the other hand, at the time of the survey, the majority of respondents were very dissatisfied with the school administration. Most felt that discipline was too lenient or inconsistently applied at the school and that this situation had caused a deterioration in school safety and student behaviour. Indeed, a large proportion of faculty had witnessed criminal activity at C.W. Jefferys over the previous two years – including fights between students, drug trafficking, physical threats and students with weapons. The majority of respondents also indicated that they had been subject to blatant student misbehaviour – including challenges to authority, insults, teasing and accusations of unfairness with respect to both student punishment and grading. Finally, the majority of the staff who participated in the survey are fearful of the neighbourhood around C.W. Jefferys (especially at night) and claim that their school has serious problems with hallway disorder, youth gangs, drug trafficking, sexual harassment and violence between students.

With these findings in mind, it is not surprising to note that the majority of staff support policies that are “tough” on student misbehaviour. A high proportion of staff respondents, for example, would like to suspend or expel more students at C.W. Jefferys, call the police more frequently to deal with unruly students, give police the power to search student lockers, increase the number of security cameras in the halls and increase the number of full-time security staff. Most would also support having a single entrance in and out of the school. However, it is important to note that the majority of staff is also very supportive of “softer” initiatives that would attack the root causes of student misbehaviour. These initiatives include the provision of better counselling and treatment for troubled youth, more after-school programs and programs that would increase the involvement of parents in school activities.

Finally, it should be stressed that the problems or concerns identified by the staff and student respondents are not isolated within C.W. Jefferys Collegiate Institute. It is quite likely that similar issues exist at many other high schools in the Toronto area. Support for this hypothesis is found in the next Chapter when we examine survey data from another high school in the “Jane-Finch” community.

