

# **THE ROAD TO HEALTH: A FINAL REPORT ON SCHOOL SAFETY**

## **Table of Contents**

### **VOLUME 1**

<b>CHAPTER 1</b>	<b>INTRODUCTION.....</b>	<b>page 1</b>
1.01	The Panel’s Terms of Reference.....	page 4
1.02	The Panel’s Work and Methodology.....	page 5
1.03	Overview of the Report.....	page 7
<b>CHAPTER 2</b>	<b>HISTORICAL OVERVIEW.....</b>	<b>page 11</b>
2.01	Bill 21 and PPM 119.....	page 11
2.02	The Royal Commission on Learning.....	page 12
2.03	The Anti-Racism, Equity, and Access Department Dismantled.....	page 13
2.04	Amalgamation.....	page 14
2.05	Teachers and Trustees Under Siege.....	page 16
2.06	Funding Cuts to the Board.....	page 19
2.07	The Equity Foundation Statement.....	page 22
2.08	Zero Tolerance in Ontario – the <i>Safe Schools Act</i> Amendments.....	page 24
2.09	Safe and Compassionate Schools Task Force Report.....	page 27
2.10	Safe and Compassionate Schools Work Group.....	page 27
2.11	Ontario Human Rights Commission Settlement with the TDSB and the Province.....	page 28
2.12	Conclusion.....	page 32

<b>CHAPTER 3</b>	<b>A CURRENT HEALTH CHECK.....</b>	<b>page 33</b>
<b>3.01</b>	<b>The Shooting Death of Jordan Manners.....</b>	<b>page 33</b>
<b>3.02</b>	<b>A Health Check of C.W. Jefferys C.I.....</b>	<b>page 36</b>
	<i>A. Survey of Student Perspectives at C.W. Jefferys C.I.....</i>	<b>page 37</b>
3.02.01	<i>Introduction.....</i>	page 37
3.02.02	<i>Methodology.....</i>	page 38
3.02.03	<i>Sample Description.....</i>	page 39
3.02.04	<i>Perception of Neighbourhood Crime.....</i>	page 40
3.02.05	<i>Racial Differences in Student Backgrounds.....</i>	page 40
3.02.06	<i>Student Perceptions of Problems at School.....</i>	page 44
3.02.07	<i>Student Feelings About School Safety.....</i>	page 57
3.02.08	<i>Student Victimization.....</i>	page 68
3.02.09	<i>Most Serious Victimization Experience.....</i>	page 83
3.02.10	<i>Witnessing Crime.....</i>	page 91
3.02.11	<i>Improving School Safety.....</i>	page 93
3.02.12	<i>Perceptions of Racism and Social Injustice.....</i>	page 99
3.02.13	<i>Student Comments.....</i>	page 104
3.02.14	<i>Conclusions.....</i>	page 105
	<i>B. Survey of Teacher and Staff Perspectives at C.W. Jefferys.....</i>	<b>page 107</b>
3.02.15	<i>Problems at School.....</i>	page 111
3.02.16	<i>Staff Perceptions of Safety.....</i>	page 123
3.02.17	<i>Staff Victimization.....</i>	page 135
3.02.18	<i>Witnessing Crime and Student Misbehaviour.....</i>	page 139
3.02.19	<i>Staff Perceptions of School Safety Strategies.....</i>	page 146
3.02.20	<i>Staff Perceptions of Appropriate Punishments.....</i>	page 155
3.02.21	<i>Job Satisfaction.....</i>	page 162
3.02.22	<i>Discussion.....</i>	page 165

## **VOLUME 2**

<b>3.03</b>	<b>A Health Check at Westview Centennial Secondary School.....</b>	<b>page 166</b>
3.03.01	<i>Background on Westview.....</i>	<i>page 167</i>
3.03.02	<i>Supports for Westview Students.....</i>	<i>page 168</i>
3.03.03	<i>Weapons in the School.....</i>	<i>page 175</i>
3.03.04	<i>Sexual Violence.....</i>	<i>page 177</i>
3.03.05	<i>Gangs.....</i>	<i>page 178</i>
3.03.06	<i>Suspensions and Discipline.....</i>	<i>page 180</i>
3.03.07	<i>Building Security.....</i>	<i>page 183</i>
3.03.08	<i>Conclusion.....</i>	<i>page 185</i>
3.03.09	<i>Surveys of Westview School Community.....</i>	<i>page 186</i>
	<b>A. Survey of Students from Westview Secondary School.....</b>	<b>page 186</b>
	<b>B. Survey of Staff and Teachers at Westview.....</b>	<b>page 302</b>
<b>3.04</b>	<b>Safety Issues are City-Wide.....</b>	<b>page 348</b>

## **VOLUME 3**

<b>3.05</b>	<b>Gender and School Safety.....</b>	<b>page 371</b>
3.05.01	<i>Introduction.....</i>	<i>page 371</i>
3.05.02	<i>The Prevalence of Gender-Based Violence in Schools.....</i>	<i>page 374</i>
3.05.03	<i>Responding to Incidents of Gender-Based Violence in Schools.....</i>	<i>page 382</i>
3.05.04	<i>Preventing Gendered-Based Violence in Schools.....</i>	<i>page 397</i>
3.05.05	<i>Conclusion.....</i>	<i>page 411</i>

<b>3.06</b>	<b>School Safety Issues Across the Board.....</b>	<b>page 412</b>
3.06.01	<i>Barriers to Reporting.....</i>	page 413
3.06.02	<i>Tracking Safety.....</i>	page 428
3.06.03	<i>Renewal: Creating a Positive Bond Between Students and Teachers.....</i>	page 433
3.06.04	<i>Lack of Youth Activities.....</i>	page 459
3.06.05	<i>Funding Formula.....</i>	page 463
3.06.06	<i>Trustee Governance.....</i>	page 472
3.06.07	<i>Disciplinary Measures in Schools.....</i>	page 477
3.06.08	<i>Detection and Deterrence.....</i>	page 505
3.06.09	<i>Support Services for Student Success.....</i>	page 517
<b>3.07</b>	<b>Aboriginal Education in the Toronto District School Board.....</b>	<b>page 523</b>
3.07.01	<i>The “Achievement” Gap.....</i>	page 523
3.07.02	<i>Aboriginal Education at the TDSB.....</i>	page 525
3.07.03	<i>First Nations School of Toronto.....</i>	page 528
3.07.04	<i>Disciplinary Measures and Aboriginal Justice at the First Nations School.....</i>	page 531
3.07.05	<i>Oversight of Aboriginal Education in the TDSB.....</i>	page 536
3.07.06	<i>Conclusion.....</i>	page 538
<b>3.08</b>	<b>A Return to Equity.....</b>	<b>page 539</b>
3.08.01	<i>Equity Explained.....</i>	page 539
3.08.02	<i>The Relationship Between Safety and Equity.....</i>	page 540
3.08.03	<i>The Equity Foundation Statement.....</i>	page 540
3.08.04	<i>Implementation Failures.....</i>	page 541
3.08.05	<i>Discipline without Equity – The Safe Schools Act.....</i>	page 543
3.08.06	<i>Reuniting Safety with Equity – The Well-Being and Equity Departmen.....</i>	page 544

<b>3.09</b>	<b>Provincial Advocate for Children and Youth.....</b>	<b>page 547</b>
<b>3.10</b>	<b>The Need for a Coordinating Body.....</b>	<b>page 550</b>
<b>3.11</b>	<b>Vision of Hope.....</b>	<b>page 553</b>
3.11.01	<i>Brookview Middle School.....</i>	<i>page 553</i>
3.11.02	<i>Breaking the Cycle.....</i>	<i>page 557</i>
3.11.03	<i>Support Program for Expelled Student- Randolph Site.....</i>	<i>page 558</i>
3.11.04	<i>“Promoting Economic Action and Community Health” (PEACH).....</i>	<i>page 560</i>
3.11.05	<i>Community Contributions.....</i>	<i>page 561</i>
<b>CHAPTER 4</b>	<b>BLUEPRINT FOR CHANGE.....</b>	<b>page 563</b>
<b>4.01</b>	<b>Barriers to Report Implementation.....</b>	<b>page 564</b>
4.01.01	<i>Funding Limitations.....</i>	<i>page 564</i>
4.01.02	<i>Institutional Silos.....</i>	<i>page 565</i>
4.01.03	<i>Institutional Inertia.....</i>	<i>page 565</i>
4.01.04	<i>Resistance from Powerful Interest Groups.....</i>	<i>page 565</i>
4.01.05	<i>Resistance to Research.....</i>	<i>page 566</i>
4.01.06	<i>Inadequate Leadership.....</i>	<i>page 567</i>
4.01.07	<i>Leadership Turnover.....</i>	<i>page 567</i>
4.01.08	<i>Lack of Follow-up – Limited Monitoring and Evaluation.....</i>	<i>page 568</i>
4.01.09	<i>Public Apathy.....</i>	<i>page 568</i>
<b>4.02</b>	<b>Strategies to Promote Change.....</b>	<b>page 569</b>
4.02.01	<i>Legitimization and Advocacy.....</i>	<i>page 570</i>
4.02.02	<i>Constituency Building.....</i>	<i>page 570</i>
4.02.03	<i>Resource Accumulation.....</i>	<i>page 570</i>
4.02.04	<i>Ensuring Inter-Agency Cooperation.....</i>	<i>page 571</i>
4.02.05	<i>Monitoring Impact.....</i>	<i>page 571</i>
4.02.06	<i>Reward Effective Leadership.....</i>	<i>page 572</i>
4.02.07	<i>Create a Culture of Caring.....</i>	<i>page 572</i>

## **VOLUME 4**

**CHAPTER 5 CONCLUSION AND RECOMMENDATIONS.....page 573**

**CHAPTER 6 RECOMMENDATIONS.....page 576**

### **BIBLIOGRAPHY OF WORKS ON SCHOOL SAFETY**

**APPENDIX “A”** – Terms of Reference for the School Community Safety Advisory Panel  
(June 5, 2007)

**APPENDIX “B”** – Particularization of Terms of Reference (July 6, 2007)

**APPENDIX “C”** – Individuals and Organizations Consulted

**APPENDIX “D”** – Table of Violent Incidents

**APPENDIX “E”** – Report of Zanana Akande dated December 3, 2007

**APPENDIX “F”** – Ontario Human Rights Commission Settlement with the TDSB

**APPENDIX “G”** – Well-Being and Equity Department Chart

**APPENDIX “H”** – An Interim Report on School Safety (August 28, 2007)

**APPENDIX “I”** – Safe Compassionate Schools Task Force Report

**APPENDIX “J”** – Recommendations of the Safe and Compassionate Schools Task Force  
Implementation Work Group

**APPENDIX “K”** – Sample Survey Administered to C.W. Jefferys Students

**APPENDIX “L”** – Sample Survey Administered to C.W. Jefferys Staff

**APPENDIX “M”** – Sample Survey Administered to Westview Students

**APPENDIX “N”** – Sample Survey Administered to Westview Staff

**APPENDIX “O”** – Ontario Human Rights Commission Settlement with the Ministry of Education

**APPENDIX “P”** - Short Biography of Dr. Scot Wortley

## CHAPTER 5: CONCLUSION

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. The Panel shares this concern. A combination of direct consultations with education personnel and community agencies, anonymous surveying of staff and students, research in respect of TDSB incident records for the last 24 months lead the Panel to the conclusion that there are guns in select schools across the city in non-trivial numbers. The Panel has also found that sexual assault and sexual harassment are prevalent in TDSB schools.

As detailed in the body of this Report, the anonymous surveys at Westview Centennial indicated that 23% of students reported that they know someone who had brought a gun to school in the past two years. 22.5% reported that they have seen a gun in the past two years. 6.1% reported that they knew four or more people who brought guns to school in the past two years. Neither the TDSB nor the police are in a position to effectively track the numbers of weapons going in and out of schools. The youth carrying guns exhibit sufficient “street smarts” to, in the vast majority of cases, avoid detection. Generally, students do not “snitch” on other students. By way of example, in the case of Westview Centennial, the police recorded only one gun incident in the last two years whereas anonymous student surveys reflect a very different picture. Administrators have also acknowledged the difficulties inherent in indentifying the weapons in the schools.

A Table of Violent Incidents for the last two years (Appendix “D”) in respect of schools outside of Northwest 2 (Northwest 2 includes “Jane-Finch” area schools) bear out that the prevalence of weapons and violence in schools is a city-wide reality. The numbers drawn from non-mandatory forms of reporting (collected by the TDSB) reflect 54 gun incidents (actual/replicas/pellet/reports of a gun) and 31 sexual assaults on school property over the last two years. These numbers are likely understated in view of the lack of coordinated and mandatory safety tracking by the TDSB.

While the Panel is of the view that anonymous student surveys can be indispensable as part of a larger strategy for assessing student safety at TDSB schools, the gathering of statistics should not become an end in itself. From the point of view of schools safety, **one gun in schools is one gun too many.**

The safety concerns that have been documented in this Report did not develop “in one day” and they will not be solved “in one day”. There are simply no quick fixes. Conditions must be created whereby youth feel sufficiently safe that they can exercise the choice not to arm themselves.

The Panel approaches the question of safety in schools from a holistic point of view that recognizes that the issue of safety is inextricably tied into the health of the school environment. Put another way, if a healthy learning environment is achieved, the schools will be safe. The issue of safety in schools is best understood against the greater context of societal decline in how we as communities provide for our most marginalized populations. 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 post-amalgamation climate has been characterized by increasing safety concerns as the current TDSB has failed in its attempts to address the fundamental needs of youth who come to school unable to learn because of their challenging lives outside of school.

Understanding how safety issues in TDSB schools have evolved is best accomplished by understanding the history of the efforts of TDSB to manage its most complex-needs youth. A combination of the TDSB's own cultural limitations and historically gross under-funding has rendered the TDSB unable to effectively address the needs of a growing population of disengaged and complex-needs youth who now represent an increasing safety concern. The deteriorating relationship between the schools, students, parents and communities has contributed to concerns about safety.

Government policy from the mid 1990's into amalgamation emphasized cost-saving measures intended to dismantle key support structures for marginalized communities. The end result was a mammoth school board operating on a fraction of the funding it needed but continuing to struggle with a growing population of unassisted complex-needs youth. A key strategy incorporated into the *Safe Schools Act* (2000) was to manage this vulnerable population through strict discipline that resulted in suspensions "in droves". Safety was emphasized without regard to equity. To many, the Safe Schools culture meant and continues to mean the polar opposite of safety; "Safe Schools" means oppression and discipline void of equity.

The Panel finds that the "Safe School" moniker has no place in a society that recognizes that safety can only be accomplished in partnership with equity. While recognizing that there are those employed at the Safe and Caring Schools Department of the TDSB who do care, as long as the "Safe School" culture continues to exist in name, their efforts will be unsuccessful. The Panel finds that a total dismantling of the "Safe Schools" culture is imperative and that a new vision should replace it which recognizes the concept of safety through the lens of equity. Dismantling the "Safe Schools" culture includes eradicating the one "size fits all" mentality that accompanied the "Safe School" culture. A shift in culture is required so as to ensure that there is a board wide understanding that the education system must address the different needs and experiences of its student population. A culture shift of this magnitude is daunting but necessary to ensure the success of all students.

Even with the changes proposed in this Report, unaided and unmonitored, the TDSB has neither the cultural nor the financial wherewithal to restore safety and equity in its most vulnerable schools. These inabilities do not flow from a general lack of caring as educators amongst TDSB staff and Trustees; on the contrary, their concern and passion for youth is impressive. However, the TDSB education culture has created such formidable barriers to progress, that many of the most well-meaning of educators are rendered powerless to institute real and sustainable change. Accordingly, the Panel finds that the Ministry of Education ought to create a specific portfolio entitled the Provincial Safety and Equity Officer to provide support and oversight on issues of school safety. Furthermore, the Panel is of the view that it is imperative that the Provincial Advocate for



Children and Youth conduct systemic reviews to protect and advocate for youth at Westview Centennial Secondary School and at the First Nations School of Toronto.

In the end, restoring health system-wide to TDSB schools is not an exercise to be dominated by metal detectors and other security/enforcement measures that consume sparse resources and do little to nurture, re-engage and finally teach our marginalized youth. The Panel prescribes a journey that is different – the road to health is about making Principal Subban’s prescription to be “Kind and Caring” a credo for the entire TDSB to live and teach by.



## CHAPTER 6: RECOMMENDATIONS

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

*To the TDSB:*

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. *(page 30)*

### 3.05.03 Responding to Incidents of Gender-Based Violence in Schools

*To the TDSB:*

2. The Toronto District School Board should develop a “Sexual Assault and Gender-Based Violence” policy. Interventions and approaches should be developed to respond to sexual assault and other forms of gender-based violence, with a view to ensuring that the equality rights of girls and young women to a safe learning environment are protected. The policy should be developed in consultation with the community and organizations that work to combat gender-based violence. The policy should detail definitions, penalties, reporting procedures, resources and an annual review of how the policy is being applied in practice. All Toronto District School Board employees who work with students should have regular training on the policy and the Board should ensure that sufficient resources are allocated to implement the policy.

In order to encourage victims of sexual assault to come forward and to protect the school community, the “Sexual Assault and Gender- Based Violence” Policy should state that, with respect to students who are age 16 or over:

- a. The decision concerning whether to report the sexual assault to the police should be made by the student.
- b. The decision concerning whether to notify the student’s parent/guardian of the sexual assault shall be made by the student.
- c. The Chief Social Worker shall mobilize appropriate supports for the student as soon as the incident is brought to the attention of school authorities. Supports may be both TDSB supports and/or community supports, and should be provided to assist the student to make their decision concerning reporting sexual assaults to the police and/or parent/guardian. The appropriate supports should be present when the

- d. Where the student chooses to inform their parent/guardian, the Chief Social Worker should ensure that family counselling services are made available to the victim and his or her family during and after the disclosure.

Where the victim of a sexual assault is under the age of 16:

- a. The principal and/or designate, in consultation with the Chief Social Worker (or other supports) shall report the sexual assault to police.
- b. The principal and/or designate, and Chief Social Worker, in consultation with the student and appropriate supports, shall decide whether the parent/guardian should be notified of the sexual assault. There should be a presumption that the parent/guardian will be notified, except in exceptional circumstances.
- c. The Chief Social Worker shall mobilize appropriate supports for the student as soon as the incident is brought to the attention of school authorities. Supports may be both TDSB supports and/or community supports, and should be available if the student is interviewed by police and throughout the investigative/judicial process.
- d. Where the student chooses to inform their parent/guardian, the Chief Social Worker should ensure that family counselling services are made available to the victim and his or her family during and after the disclosure.

Regardless of whether the sexual assault is reported to police, the Toronto District School Board, through the department responsible for school safety, should ensure that appropriate disciplinary action is taken and that procedures are in place to ensure the safety of the school community with respect to alleged perpetrator. *(page 391)*

- 3. The Toronto District School Board should establish programs at both the high school and junior-intermediate level for students who have engaged in repeated acts of gender-based violence, in order to support the re-integration and re-engagement of these young people into society and prevent future incidents. *(page 393)*
- 4. The Toronto District School Board should partner with community agencies providing services for women and girls experiencing violence, in order to enhance supports available for students and teachers to both prevent and respond to gender-based violence in schools. *(page 394)*

5. Toronto District School Board policies and resources relating to sexual assault and gender-based violence should be posted in schools and should form part of the orientation process for all teachers and students at the commencement of each year. *(page 395)*
  
6. The Toronto District School Board should revise and broaden its “Online Code of Conduct” and student/parent declaration to address acts of cyber-violence and the consequences for students who engage in such conduct, on or off school property. Cyber-violence should also be included as a topic in violence prevention programming. *(page 396)*

### **3.05.4 Preventing Gendered-Based Violence in Schools**

*To the TDSB:*

7. The TDSB should provide teachers, administrators, superintendents and support staff with staff development in the following area: gender-based education concerning causes of gender-based violence, prevention strategies and TDSB policies for responding to gender-based violence. The training should be mandatory for all TDSB teachers, administrators, superintendents and support staff. *(page 402)*

*To the Ministry of Training, Colleges and Universities:*

8. The Ontario Ministry of Training, Colleges and Universities should review current teacher education programs to evaluate its effectiveness in preparing teachers to respond to issues of sexual violence in the classroom and in the school environment. Where necessary, existing training courses should be updated. Training concerning gender-based violence in schools should be made mandatory for all pre-service teachers. *(page 402)*

*To the TDSB:*

9. The Toronto District School Board should implement a peer-based education program, supervised and supported by teachers, youth and social workers. The program should teach students on the topics of the dynamics of violence against girls and women, healthy relationships, and the acceptance of diverse racial and cultural groups. The program should be available to students in all grades at high schools. *(page 405)*

10. The Toronto District School Board should implement the Newcomer Orientation Week (NOW) program in all Toronto schools with high levels of newcomers in order to reduce the vulnerabilities of newcomer students. *(page 406)*
11. The Toronto District School Board should use a safety and equity audit process that, in addition to examining physical plant and use of physical space of schools, includes the following features:
- (a) Consultation with staff, parents and community members where appropriate;
  - (b) Consultation with female students and students from groups that are vulnerable to violence;
  - (c) An assessment of violence prevention policies and procedures, including their effectiveness and practice;
  - (d) Observation of social dynamics on school property; and,
  - (e) A follow up audit should take place within a reasonable time period to assess whether recommendations have been suitably implemented. *(page 408)*
12. The Toronto District School Board should create and implement a “safe space” program in its high schools for female students and other vulnerable groups. *(page 409)*

*To the Ministry of Training, Colleges and Universities:*

13. The Ontario Ministry of Education should create a position of “Violence Prevention Coordinator” that is responsible for the implementation of violence prevention programs in schools that are gender-sensitive and predicated on principles of equity and diversity. Violence prevention programming and education should involve students, school administrators, teachers, parents, and community agencies. *(page 410)*

*To the TDSB:*

14. All Toronto District School Board violence prevention programs should be regularly evaluated to determine their effectiveness and to make recommendations for improvement. *(page 410)*

*To the Ministry of Education:*

15. Recognizing that there is little research on the issue of sexual assault and gender-based violence in schools, the Ontario Ministry of Education should fund a comprehensive study of safety issues affecting female students in order to ensure that school safety policies appropriately address the specific safety risks faced by female students. This research should also examine policies concerning the reporting of incidents of sexual assault to police. *(page 412)*

*To the TDSB:*

16. The Toronto District School Board should launch a public awareness campaign concerning issues of sexual assault and gender-based violence in schools. *(page 412)*

### **3.06.01 Barriers to Reporting**

*To the TDSB:*

17. Each school should establish a “Student Hotline”. The phone number for the school hotline should be separate from the main school phone line. The Student Hotline should be staffed by students from the school who are trained on reporting, and who are aware of the appropriate supports for student victimization and bullying. In addition, the TDSB should prepare a website, separate from the TDSB website, where students can anonymously report issues of school safety. *(page 415)*
18. In view of the Panel’s findings with respect to the education culture at the TDSB, the TDSB should contract an outside management consultant to provide advice and training in respect of pro-active measures the Board can take to counteract the characteristics and dynamics identified by the Panel in its Report on the TDSB education culture. *(page 423)*

*To the Ministry of Education:*

19. The provincial government should establish a provincial School Safety and Equity Officer (“Provincial Officer”). The Provincial Officer will be a central repository for the reporting of serious issues of student safety. *(page 423)*

*To the Ministry of Education:*

20. The Panel recommends that the provincial government create mandatory reporting obligations for serious issues of student safety. Serious issues of student safety include:
- (i) possession of any prohibited or restricted weapon as set out in the Criminal Code of Canada;
  - (ii) a violent incident that has caused serious bodily harm; and
  - (iii) sexual assaults subject to Panel’s recommendations concerning reporting of sexual assault. *(page 423)*

21. The Panel further recommends that the provincial government amend the *Education Act* to create mandatory reporting obligations for all school staff. At a minimum, the reporting provisions would require all Board staff to report serious issues of student safety. The provisions would develop reporting structures that ensure that the principal and vice-principals are informed of every reportable incident. The provisions would obligate the principal of a school to advise the Board representative in charge of issues of safety and the Provincial Officer of serious issues of student safety and where applicable, advise the police of any particular issue. Where an employee has knowledge of a breach of the reporting provisions, the employee must report the breach, pursuant to reporting protection legislation, to the School Safety and Equity Officer. (page 423)
22. The provincial government should amend the *Education Act* to include reporting protection legislation that would apply to all school board employees. The legislation would enable an employee of a school board to anonymously report, in good faith, serious issues of student safety to the Provincial School Safety and Equity Officer and would allow the employee to disclose, if necessary, a student's OSR. The legislation would prohibit any form of direct or indirect reprisal, retaliation or adverse employment consequences against the individual reporting employee. The legislation would include a punitive and remedial penalty attached to the protection. (page 424)

*To the TDSB:*

23. The TDSB should implement Board policy that mirrors the above noted recommendations (20 to 22) with necessary modifications. (page 424)
24. Student and Teacher surveys should be conducted every five years. These surveys should gather information on: 1) Feelings of safety at school; 2) Safety-related problems at school; 3) Fear of victimization; 4) Individual victimization experiences; 5) Witnessing crimes and violence at school; 6) Reporting crimes and violent incidents to authorities (including reasons staff and faculty decide not to report); 7) Perceptions of school punishment practices; 8) Perceptions of racism at school; 9) Ideas and attitudes towards improving school safety; and 10) Attitudes towards the use of the police in school. (page 427)
25. Student and teacher surveys should be based on large, random samples of students and staff. The sampling strategy should ensure that the final sample is representative of the types of communities and schools that make up the Toronto District School Board. For the student survey, we recommend that the sample size should consist of at least 5,000 students (randomly selected from at least 40 schools). For the staff survey, we suggest a sample size of at least 1000 teachers (randomly selected from a sample of at least 30 schools). (page 427)
26. Having regard to section 302(9) of the *Education Act*, which mandates the canvassing of students with respect to their safety, the Panel recommends that the



TDSB develop a policy for anonymously canvassing the school community on safety matters. Parental consent should not be necessary for such limited anonymous canvassing on safety as long as: 1) Students are fully informed about the purpose of the survey prior to survey administration; 2) Students are fully informed that their participation is voluntary and that they do not have to answer questions that they do not want to answer; and 3) Students are fully informed that the survey is both confidential and anonymous. *(page 427)*

27. The TDSB should create high quality evaluation designs (pre-test/post-test control group/experimental group designs) to evaluate programs aimed at reducing violence in schools. The Panel further recommends that program evaluation be conducted by highly qualified, external researchers, who do not have a vested interest in documenting program success. *(page 427)*

### **3.06.02 Tracking Safety**

*To the TDSB:*

28. The Board should consolidate the Weekly Incident Reports and the Crisis Reports into a “Safety Incident Report” that would be used to document all incidents – both violent and non-violent – related to school safety. This standard form would be mandatory and would be used to document the following types of incidents within the school environment: physical threats, threats involving weapons, minor physical assault (not causing injury), major physical assault (causing injury), robbery/extortion, theft, sexual harassment, minor sexual assault (inappropriate touching or grabbing), major sexual assault (forced sexual contact), property damage and weapons at school. Safety Incident Reports should be created by a principal for each incident and submitted to the Safe and Caring Schools Department every week. The Safe and Caring Schools Department would consolidate the Safety Incident Reports by quadrant, FOS, and school, and circulate the Report to the Chair of the Board, Director, Associate Director, Executive Superintendent to Trustees, Superintendents, and all administrators. *(page 432)*
29. Each year the TDSB should produce a detailed report on school safety issues using data collected from individual schools. The information gathered for these Annual Reports could be based largely on the “Safety Incident Report”. Official school data should be further broken down by the following variables: 1) gender of offenders and victims; 2) age of offenders and victims; 3) grade of offenders and victims; and 4) racial/ethnic background of offenders and victims. *(page 432)*

### **3.06.03 Renewal: Creating a Positive Bond Between Students and Teachers**

*To the TDSB:*

30. The TDSB should analyze the Board's suspension and expulsion data to determine the adverse impact it has on students who are disabled or are members of a racialized community by March 31, 2008. *(page 436)*
31. Multicultural, anti-racism staff development should be provided to teachers, administration, and school staff at every school. *(page 438)*
32. The TDSB should amend its transfer processes to permit teachers at schools in "at-risk communities" to be transferred to a different school upon request. Teachers should be permitted to have input in the location of their transfer. Such transfers should not have a negative impact on the teacher's career advancement. *(page 439)*
33. TDSB teachers working in "at-risk communities" should be given a thorough orientation on the social and economic conditions affecting students in these communities. This orientation would be delivered by a team that includes local community organizations and leaders, and students or former students. *(page 439)*
34. The Toronto District School Board should establish school-based teams made up of social workers, child/youth workers, and teachers to help family caregivers navigate and access the mental health services their children and youth require, and these teams should make use of a variety of treatment techniques, and work across disciplines. *(page 439)*

*To the Ministry of Training, Colleges and Universities:*

35. The Ontario Ministry of Training, Colleges and Universities should review and enhance mandatory classroom management training for all secondary school teachers, with an emphasis on the particular context of classroom management in the "at risk community" setting. The Practical year training should include an extended classroom management component. *(page 440)*

*To the TDSB:*

36. TDSB should provide staff development in classroom management skills, with a particular focus on schools in "at-risk communities". This staff development should be mandatory for teachers teaching in schools in "at-risk communities". The staff development program must be subject to ongoing review and continuous growth. *(page 440)*
37. Teachers who have been teaching for less than 5 years should be mentored by senior teachers. *(page 440)*

38. The Toronto District School Board should put in place mandatory staff development for principals, vice-principals, and senior administration on best practices in educational change. *(page 440)*
39. The Panel affirms the recent initiatives taken by the TDSB with respect to diversity and equity in its recruitment practices. The Panel calls on the TDSB to establish specific targets and timeframes with respect to employment equity. The Equity Foundation Statement should be implemented with respect to hiring and HR processes. This would include increasing the total number of internationally trained teachers. *(page 443)*
40. The Panel recommends that the TDSB lower class sizes in the LOI secondary schools to create more vacancies, and thereby, allow for movement of staff into these schools. This in turn will create vacancies across the system which may ultimately be filled by new hires. It is contemplated that these changes will enhance the cultural and racial diversity amongst the TDSB's teaching staff. *(page 444)*
41. Thorough curriculum reform should be implemented pursuant to the Equity Foundation Statement. There should be an action plan with specific time frames and accountabilities established. *(page 449)*
42. The TDSB should identify "at risk" students based on two categories: (1) students with high absenteeism rates and (2) students who successfully complete less than seven credits by the end of grade nine. The Panel recommends that in secondary schools, students not attending class on a regular basis need to be flagged by the classroom teachers and reported to an attendance counsellor. A set of procedures should be established with positive measures for encouraging students to attend, including an advocate/mentor program for improving poor attendance. Suspension should not be considered a positive strategy in this case. School procedures should include counselling to provide students with understanding and workable solutions for attending school. *(page 449)*
43. Guidance counsellors should meet with students identified as having successfully obtained less than seven credits so as to formulate a plan to obtain lost credits, including enrollment in a credit recovery program. *(page 449)*
44. The TDSB should provide WRAPAROUND programming in schools where there is a significant population of students who are in jeopardy of falling outside of the education system. *(page 449)*
45. Regardless of the direction that the TDSB and the communities take with respect to the issue of "Black-focused" schools, the Panel recommends that the TDSB develop an inclusive curriculum that will allow students to examine their own cultural and historical experiences, and the experiences of living in their communities. Specifically, the TDSB should explore ways to incorporate African-

- centered perspectives and other forms of cultural knowledge in the education of youth. *(page 450)*
46. The TDSB should extend Student Empowerment Programs and Leadership Opportunities for Students. *(page 451)*
  47. The Toronto District School Board, the Elementary Teachers' Federation of Ontario and the Ontario Secondary School Teachers' Federation should negotiate an increase in teacher supervision duties with an appropriate increase in remuneration to reflect the additional teacher workload. *(page 455)*
  48. Administrators should develop an enhanced hall presence program that ensures that adult supervision is visual during class breaks and during arrival and dismissal. *(page 455)*
  49. Teachers and Hall Monitors should be engaged in an active staff development program emphasizing conflict resolution, crisis intervention and self-esteem building in students within a racial, cultural, and gender sensitive framework. *(page 455)*
  50. The TDSB should provide crisis intervention training to all its teachers. *(page 455)*
  51. The TDSB should develop a code red procedure and staff team for all schools. The code red staff team would be trained to provide crisis management until paramedics, police or firefighters arrive. The procedure should be prepared with input from teachers' federations, parents, police, paramedics and firefighters. *(page 455)*
  52. The TDSB should increase the number of school safety monitors and ensure that school safety monitors have training, qualifications and remuneration in keeping with their counselling, educational and enforcement role. *(page 456)*
  53. The TDSB should allow the Toronto Fire Services and Toronto Public Health to conduct yearly inspections of all its schools, so as, to ensure that each school meets the standards proscribed by the Fire Code, the Electrical Code, and the Occupation Health and Safety Act. The TDSB should prominently display the Report by the Toronto Parent Network entitled, "A report by the Toronto Parent Network based on a review of the Toronto District School Board's Health and Safety Inspection Reports", on the TDSB's website until such time, as all schools comply with the aforementioned codes. *(page 459)*
  54. The Panel finds that selected TDSB schools in marginalized communities should be designated as community hubs. Community Hub schools will become the focus of the neighbourhoods that they serve. Local community organizations and groups will be encouraged to become part of the school community, in order to

- facilitate a closer connection between the school and the students, the parents, and the community. *(page 459)*
55. The TDSB should train administrators and school councils in community development and outreach principles and strategies. *(page 459)*
  56. The TDSB should restore the community outreach worker position. The Panel recommends that the community outreach worker gather, coordinate, and act as a clearinghouse concerning information about current programs and services provided by the existing community partners and schools. *(page 459)*
  57. In order to facilitate in the building of community hubs, the TDSB should review the level of caretaking staff at each school to determine if there is sufficient staff to maintain the schools such that school can serve as a welcoming and positive environment for the community. *(page 459)*

#### **3.06.04 Lack of Youth Activities**

*To the TDSB:*

58. That a wide range of club programs and recreational activities be offered at each school and that the activities be equally distributed for males and females. *(page 462)*

#### **3.06.05 Funding Formula**

*To the Ministry of Education:*

59. The Ministry of Education should increase the benchmark costs for all components of the funding formula (the Foundations Grant, the Special Purpose Grant, and the Pupil Accommodation Grant) so as, to close the gap between funding provided, and actual costs of operations. *(page 468)*
60. The Panel recommends that the Ministry of Education, in consultation with school boards and other members of the education community, should develop mechanisms for annually reviewing and updating benchmarks in the funding formula and for conducting a more comprehensive overall review of the funding formula every five years. *(page 468)*
61. The Ministry of Education should increase the funding of the Demographic Component of the LOG to the level stipulated by the 1997 Expert Panel that studied the creation of the Learning Opportunities Grant - \$400 million (adjusted to reflect inflation). *(page 469)*

62. The Ministry of Education should “sweater” the Demographic Component of the Learning Opportunities Grant so that the funds received by the Board are used solely for providing programs to mitigate socio-economic factors affecting marginalized students. The new Demographic component should include a built-in accountability process mandating that school boards report annually on the programs and services funded by the grant, and on their effectiveness. *(page 471)*
63. The Ministry of Education should reconstitute the Local Priorities Amount as 5% of the Basic Amount of school boards’ Pupil Foundation Grant (updated as per above noted recommendation), and that boards apply the Local Priorities Amount to locally established priorities, programs, and services aimed at the continuous improvement of student learning and achievement with particular focus paid to at risk schools. *(page 472)*
64. The Ministry of Education should require school boards, through their Directors of Education, to consult with principals and school councils for the purposes of developing a plan for the use of the Local Priorities Amount, and to annually review the plans and report publicly to all stakeholders and to the Ministry on the results achieved through the implementation of the plans, in individual schools and in the district as a whole. *(page 472)*

### **3.06.06 Trustee Governance**

*To the Ministry of Education and TDSB:*

65. The TDSB should develop a job description for all trustees. The job description should detail the distinction between policy decisions and school operational decisions. *(page 474)*
66. The TDSB design a code of conduct for trustees. The code of conduct should include, at minimum, the following prohibitions:
- (a) Trustees are prohibited from involving themselves in matters of internal school discipline;
  - (b) Trustees are prohibited from engaging in operational decisions of any particular school;
  - (c) Trustees are prohibited from engaging in any conduct intended to embarrass or intimidate other trustees or staff of the TDSB;
  - (d) Trustees agree to respect the confidentiality of in-camera discussions in accordance with relevant statutes and Board policies; and,
  - (e) Individual Trustees are prohibited from acting in any way that usurps the authority of the Board of Trustees. *(page 475)*
67. Upon election, trustees should be obligated to complete a training course that details their job description and advises them of their obligations pursuant to the

code of conduct. During their term of office, trustees should receive refresher training every year. *(page 476)*

*To the Ministry of Education:*

68. The Ministry of Education should include in its funding formula adequate funding for the orientation and training of trustees. *(page 476)*

*To the TDSB and the Ministry of Education:*

69. The Chair of the TDSB should be paid a salary commensurate with the full-time nature of the position, the level of responsibility, and public expectations involved. *(page 477)*

*To the TDSB:*

70. The Director and Associate Director of the TDSB should be selected by means of a process that includes a broad range of community consultations around the qualifications, background and perspectives of potential candidates. *(page 477)*

### **3.06.07          Disciplinary Measures in Schools**

*To the TDSB:*

71. TDSB should enact a formal policy advising administrators they are not to engage in the activities detailed above. The policy should explicitly state that Safe School Transfers are not to be used as an alternative to discipline and should only be used in exceptional circumstances. The policy should advise administrators that they are not to encourage police or the judiciary to impose conditions on a student that would require the student to be transferred from their home school. *(page 485)*

*To the Ministry of Education:*

72. The *Education Act* should be amended to provide statutory authority for a School Board to transfer a student from one school to another. The transfer provisions should only allow for a transfer in the following situation:
- a. Where the student requests the transfer;
  - b. Where the student is subject to a principal's exclusion order pursuant to section 265(1)(m); or,
  - c. When a student is subject to interim release conditions that require a transfer and the administrator is of the opinion that the student poses a direct and real threat, physically or otherwise, to other students at the school.

If an administrator is not of the opinion that a student poses a direct and real threat, physically or otherwise, to other students at the school, then the legislation should obligate an administrator to contact a court liaison worker to assist the student in revising the interim release conditions. The legislation should include an appeal procedure as well as obligating school boards to provide programming to students prior to their transfer. *(page 485)*

*To Stakeholders in the Criminal Justice System:*

73. A Standing Education-Justice Committee, made up of high-level representatives from all Toronto school boards, Youth Court Judges, Youth Court Justices of the Peace, the Criminal Defense Bar, Crown Attorneys, the Toronto Police Service as well as a representative of a court liaison officer should be established. The committee should meet twice a year to analyze and take action on issues relevant to the interplay between youth education and the criminal justice system, including the issue of Safe School Transfers. The committee should meet within 60 days of the date of this report. *(page 486)*

*To the Toronto Police Service:*

74. The Toronto Police Service should create a position of Staff Superintendent – Executive School Safety, with the responsibility for liaising and working with the Toronto Police Service with respect to policing issues that affect students. *(page 486)*

*To the TDSB:*

75. The TDSB should offer A2S, the Support Program for Expelled Students and Strict Discipline School programs (or the equivalent after Bill 212 comes into force) for all Safe School Transfers irrespective of whether the interim conditions requiring the transfer were a result of conduct that occurred on or off school property. *(page 487)*
76. All schools should set up a Safe School Transfer Team that would meet prior to receiving a Safe School Transfer to determine the needs of the students. The Safe School Transfer team should include the administration of the school, the head guidance counselor, school social worker, youth counselor, or Child and Youth Worker (“CYW”). Parents of the students should be invited to a safe school transfer team meeting so as to assist in developing a plan for addressing the needs of the students. The needs of the student will include determining whether the student requires alternative education programming and/or access to a social worker, psychologist, and/or psychiatrist. *(page 488)*
77. Where a safe school transfer is required, the transferred student, prior to attending classes, should be placed into an orientation program, so as, to better acclimatize the student to the new surroundings. This orientation program should include



explaining the rules of the school to the student and discussing with the student the plan developed by the safe school transfer team. (page 488)

*To Stakeholders in the Criminal Justice System:*

78. When considering whether to release a young person who has been charged with a criminal offence, police officers, Justices of the Peace and Judges should consider the impact that the proposed conditions, such as “no-contact with co-accused”, will have on the young person’s education. Conditions that have the effect of impairing a student’s ability to attend school should be avoided unless they are necessary in the public interest. A condition that requires a student to be removed from their home school should only be imposed in extreme circumstances, where the student poses a direct and real threat, physical or otherwise, to other students at the school. (page 489)

*To the Federal Department of Justice:*

79. The Federal Department of Justice should study the feasibility and advisability of creating judicial interim release provisions specific to the *Youth Criminal Justice Act*, which would require a court to consider the impact that the decision may have on a young person’s access to education. (page 489)

*To Stakeholders in the Criminal Justice System:*

80. There should be education provided to Crown Attorneys, Justices of the Peace, and Judges to inform them regarding the impact of the criminal justice system, including judicial interim release and sentencing dispositions, on access to education. (page 489)

*To the TDSB:*

81. Where a student is required to transfer schools because of conditions imposed by a police undertaking or judicial interim release, the administrator at the home school should determine whether a transfer is in the best interest of the student. The principal should start from the presumption that a transfer is not beneficial to the student. Where it is determined that a student should not be transferred, the administrator should contact the TDSB court liaison officer to assist the student in varying the police undertaking or judicial interim release conditions, as soon as possible. (page 490)
82. The TDSB should allocate at least one court liaison officer for each of the three Toronto youth courts. The role of the court liaison officers should be expanded beyond issues of judicial interim release to restorative justice. (page 490)

83. The Panel recommends that Board Policies be amended to provide that where a school has a suspension rate of 10% or higher, the Superintendent responsible for the school must report the school to the “Well-Being and Equity Department” (see recommendations 112-113). Working in concert with the Superintendent, and the Administrators, the Well-Being and Equity Department is to conduct a Needs Assessment and provide the school with an integrated multi-disciplinary support team to assist in addressing whatever health issues may present themselves in respect of the school environment. The support team will consider whether it is necessary to conduct anonymous student and teacher surveys to identify safety concerns at the school. *(page 499)*
84. Once a student has been suspended, a student’s guidance counsellor should be responsible for ensuring that the student receives his or her school work during the suspension. If the student has entered an A2S site, then the teacher at the A2S site should liaison with the guidance counsellor. *(page 500)*
85. The Panel recommends that upon a student’s second suspension, a multi-disciplinary team of administrators, social workers, teachers, CYC, and CYW should meet with the student and his or her parent(s) to determine whether the student requires alternative education measures and/or counselling. For students, who habitually misbehave, the multi-disciplinary team should consider whether the student should be placed in an A2S site for a full semester or longer depending on the needs of the student and their progress in the alternative education program. *(page 500)*
86. After February 1, 2008, the TDSB, upon a decision to expel a student, should refer the student to a Support Program for Expelled Students site for a transitional period prior to returning to a non-Support Program for Expelled Students site. *(page 504)*
87. The TDSB should enact a policy prohibiting principals and teachers from sending children home as a form of punishment. *(page 505)*

### **3.06.08 Detection and Deterrence**

*To the TDSB:*

88. The Toronto District School Board should take immediate steps to ensure that adequate security measures are employed to ensure all potential storage areas for weapons (including lockers) are the subject of regular non-intrusive searches, including consideration being given to the random usage of TDSB-owned canine units that specialize in firearms detection. The manner of selection of schools must be random and must be based on express policy input from the equity experts from the TDSB. *(page 512)*

89. All Toronto District School Board school doors, apart from the front door, should be locked from the outside. Entry and exit from the school doors should be monitored by an adult, at all times, that the school is in use. *(page 513)*
90. The Toronto District School Board should amend “Policy P.042 SCH: Appropriate Dress” such that school uniforms are presumed unless School Councils opt out. School uniforms should comply with the Ontario Human Rights Code and should be affordable. The Toronto District School Board should have an easily accessible program for subsidizing the cost of school uniforms, where necessary. *(page 514)*
91. All Toronto District School Board secondary schools should implement a student identification card (“lanyards”) system. Students should be required to wear identification cards around their necks for the purposes of quickly identifying students and intruders. *(page 515)*

*To the Toronto Police Service:*

92. The Toronto Police Service should ensure that its data recording system can categorize incidents by school name to allow for ease of extraction and analysis of trends at individual schools. *(page 516)*

### **3.06.09 Support Services for Student Success**

*To the TDSB:*

93. Schools with high suspension/expulsion rates, high drop-out rates, high absenteeism rates and a high number of grade nine students who have achieved less than 7 credits, should be staffed with a full time social worker, a full time child and youth worker (“CYW”) and a full time child and youth counsellor (“CYC”). *(page 521)*
94. The TDSB should hire 20 new full-time social workers. *(page 521)*
95. The 20 new full-time social workers should be dedicated to high priority schools determined by the Board based on criteria that includes drop-out rates, high absenteeism, suspension/expulsion data, LOI ranking and number of Safety Incident Reports. *(page 521)*
96. The Panel recommends that the 20 new full-time social workers dedicated to high priority schools should not be assigned to more than 2 schools each. *(page 521)*
97. The TDSB should hire 20 additional child and youth counsellors. *(page 521)*

98. The 20 youth counsellors should be dedicated to high priority schools determined by the Board based on criteria that includes drop-out rates, high absenteeism, suspension/expulsion data, LOI ranking, and number of Safety Incident Reports. *(page 521)*
99. The Panel recommends that the 20 additional youth counsellors dedicated to high priority schools should not be assigned to more than 2 schools each. *(page 521)*
100. The Panel recommends that the TDSB should hire 24 additional attendance counsellors to meet the needs created by the mandatory learning to 18 provisions of Bill 52. *(page 523)*

### **3.07.02 Aboriginal Education at the TDSB**

*To the TDSB:*

101. The Toronto District School Board should ensure that all students and parents are informed that the Board offers Native Language instruction as an alternative to French, and that all students who wish to enroll in Native Language education have the right to transportation to the closest school that offers that course of instruction. *(page 527)*

### **3.07.03 First Nations School of Toronto**

*To the Ontario College of Teachers:*

102. The Ontario College of Teachers should require faculties of education to enhance the knowledge and skills of teacher candidates and teachers in the field to better prepare them to work with Aboriginal students. *(page 530)*
103. The Ontario College of Teachers should develop a Native Counsellors Qualification Program. *(page 530)*

*To the TDSB:*

104. The Toronto District School Board should work with the Ontario College of Teachers towards providing full-time Native Counsellors in all elementary and secondary schools that have a five percent or greater Aboriginal student population, within two years. *(page 530)*
105. The Board should immediately recruit, from external sources, a full-time Family and Youth Counsellor, with expertise in serving the Aboriginal community, to co-ordinate and provide culturally sensitive, healing, counseling and support to the students and families of the First Nations School of Toronto. Preference should be given to Aboriginal candidates. *(page 531)*

106. The Toronto District School Board should fund a Vice-Principal position to be assigned to the First Nations School of Toronto. The new Vice-Principal position should have responsibility for curriculum and student academic success, and should have knowledge of, and sensitivity to Aboriginal issues, with a preference given to Aboriginal candidates. *(page 531)*

**3.07.04 Disciplinary Measures and Aboriginal Justice at the First Nations School of Toronto**

*To the TDSB:*

107. The Toronto District School Board should immediately hire an external consulting agency to examine the needs of the students at the First Nations School and to develop an Aboriginal-specific conflict resolution and restorative justice program for the school. The external consulting agency should be a community Aboriginal agency with expertise and experience providing culturally appropriate conflict resolution programming for young Aboriginal people. *(page 536)*
108. The Toronto District School Board should move the First Nations School of Toronto into its own building, so that it need not share space with another school. *(page 536)*

**3.07.05 Oversight of Aboriginal Education in the TDSB**

*To the TDSB:*

109. The Toronto District School Board should establish the position of “Central Principal - Aboriginal Education” as a permanent position and should provide a budget sufficient to allow the Principal to develop curriculum and programming initiatives and to liaise with community Aboriginal agencies. *(page 537)*

*To the Ministry of Education:*

110. The Ontario Ministry of Education should “sweater” all funding allocated for Aboriginal education initiatives. *(page 538)*

**3.08.06 Reuniting Safety with Equity – The Well-Being and Equity Department**

*To the TDSB:*

111. The Panel recommends the dismantling of the “Safe School Culture” and the removal of the “Safe Schools” moniker from all of its policies and department designations. It is imperative that the TDSB send the clear message to affected

- communities that the vestiges of the past, in the form of safe school/zero tolerance initiatives have been truly abandoned. *(page 545)*
112. The Panel recommends that the personnel who staff the current Safe and Caring Schools Department be part of a new department known as the Well-Being and Equity Department. This Well-Being and Equity Department will represent a partnership with the current equity team at the Board. The purpose of this reorganization is to ensure that equity considerations properly infuse all of the Board's decision making concerning the discipline and safety of students. The Well-Being and Equity Department would combine the expertise of both the Board's Safe Schools and Equity personnel, and would constitute an institutional recognition of the relationship between safety and equity. The Panel recommends that the organization of the Well-Being and Equity Department be in accordance with the proposed organizational chart as set out in the Final Report [see Appendix "G"]. *(page 546)*
  113. In order to fulfill the mandate envisioned by the herein recommendations, it is essential that the Well-Being and Equity Department be understood as a partnership between safety and equity. Accordingly, the Panel recommends that steps be taken by the Board to reunite the various equity specialists in the Board with a view to reinventing the Equity team in a fashion that it is capable of fulfilling the mandate contemplated for the Well-Being and Equity Department. *(page 546)*
  114. The TDSB should publish an annual report setting out its progress in implementing the Equity Foundation Statement with reference to the Action Plan, and the results of its Equity auditing procedure. *(page 546)*
  115. The Board's Equity personnel be charged with the responsibility of identifying best practices that emerge at the school and district level, and disseminating them throughout the Board. The Board should dedicate sufficient resources, including human resources, to ensure that it takes full advantage of the initiative and expertise of its staff, who implement equity at the local level. *(page 546)*
  116. The TDSB should ensure that all schools have a School Equity Committee made up of staff, students, parents/guardians, and community representatives. This committee will develop an equity focus of school improvement planning and identify the policies and practices that act as barriers to inclusion. *(page 546)*
  117. The TDSB should recognize and support the development of a professional association of African-Canadian educators. The purpose of the association would be to promote opportunities for professional development, mentoring and networking, and career counselling and support. *(page 546)*
  118. The TDSB should establish a separate office for concerns and issues about Safe Schools (and other areas of community interaction) during the transition period to

more preventative measures, in the form of an ‘Ombudsperson Office’. The Ombudsperson Office should have staff funded by the TDSB, but who report directly to the Chair’s Committee of the Board of Trustees. It will be the mandate of this office to vet complaints and advocate on behalf of students and their families. There should be an assessment of this office after two years. (page 547)

### **3.09 Provincial Advocate for Children and Youth**

#### *To the Provincial Advocate for Children and Youth:*

119. The Provincial Advocate for Children and Youth should conduct a “systemic review” (as defined in the *Provincial Advocate for Children and Youth Act, 2007*) of the First Nations School of Toronto, to provide an independent voice for its students, to elevate their voice and to provide a vehicle for concerns to be brought forward to the Legislature of Ontario. This systemic review should be done in collaboration with Aboriginal community-based agencies providing programs for Aboriginal students and youth. (page 548)
120. The Provincial Advocate for Children and Youth should conduct a “systemic review” (as defined in the *Provincial Advocate for Children and Youth Act, 2007*) of Westview Centennial Secondary School, to provide an independent voice for Westview students, to elevate their voice and to provide a vehicle for concerns to be brought forward to the Legislature of Ontario. This systemic review should be done in collaboration with community-based agencies providing programs to students and youth in the neighbourhood surrounding the school. (page 549)
121. The Provincial Advocate for Children and Youth and the Implementation Task Force should work together to propose regulatory changes to the *Provincial Advocate for Children and Youth Act, 2007* that would extend advocacy services to the education sector, for children and youth who already have a right of access to advocacy services pursuant to paragraphs for 15 (a) – (e) of the *Provincial Advocate for Children and Youth Act, 2007*. (page 549)

#### *To the Education System:*

122. Schools boards, legislators and, educators need to develop mechanisms to enhance and encourage meaningful participation of children and youth in the creation and maintenance of a safe school environment and to elevate the voice of children and youth in the school in accordance with Article 12 of the U.N. Convention on the Rights of the Child. (page 549)

#### *To the Minister of Education:*

123. The Ontario Minister of Education should strike an independent Implementation Task Force to respond to the recommendations of this report, to oversee their implementation and to, where appropriate, apply the principles and

recommendations Province-wide. The implementation group will report quarterly to the Minister of Education. The independent Task Force shall be comprised of the following membership:

- (a) Chair: Professor Judith Finlay;
- (b) Member: Current Provincial Advocate for Children and Youth, Agnes Samler;
- (c) The remaining membership to reflect a broad section of respected community members and youth academics. *(page 550)*

### **3.10 The Need for a Coordinating Body**

*To the Provincial Minister of Education, the Honourable Mayor for the City of Toronto and the Chair and members of the Interdivisional Committee on Integrated Responses to Priority Neighbourhoods, :*

124. The Panel recommends that an effective inter-agency body, including representatives from the TDSB and other school boards, the City of Toronto, the Toronto Police Service, the United Way of Greater Toronto, Toronto Community Housing Corporation and the Province of Ontario, be instituted to coordinate the institutional response to marginalized youth and communities. The representatives to the inter-agency body should be the institutional heads or their designates, to ensure that it is invested with full decision-making authority for member agencies. The inter-agency body would have line authority to make decisions binding on its member agencies. The Panel recognizes that the Interdivisional Committee on Integrated Responses to Priority Neighbourhoods was intended to satisfy a coordination function. The Panel recommends that this Committee be re-invented, such that the membership is streamlined and its powers to allocate resources enhanced. *(page 553)*
125. The Panel recommends that the inter-agency body develop a Strategic Plan, along with measurable goals, accountabilities and timetables. The Panel is of the view that this Plan can be developed through a review of existing reports, studies and past consultation processes, as opposed to a fresh round of community consultations. If additional public consultations are considered advisable, the Panel urges that any such consultation not delay immediate and necessary action. *(page 553)*

*To the TDSB:*

126. The Panel recommends that principals who accept positions at schools in priority communities (municipally defined) do so on the basis that the position involves, at minimum, a five year commitment to remain in the position. Such commitment is subject to the ongoing discretion of the Board on the appropriateness of the administrator's assignment. *(page 557)*



### **Terms of Reference for the School Community Safety Advisory Panel (June 5, 2007)**

---

The independent Panel shall make findings and recommendations to the Director of the Toronto District School Board by July 16, 2007 with respect to:

The practices and procedures at C.W. Jefferys in the two years prior to May 23 2007 with regards to student supervision, student discipline and building security;

Factors influencing the ability of C.W. Jefferys in particular or the Toronto District School Board schools in general to maintain student order and discipline;

Improving practices in TDSB schools with regards to prevention, school supervision, discipline and security which will create a positive, safe and welcoming school environment.

The Panel will give current and past C.W. Jefferys students an opportunity to describe their experiences in the school.

The Panel will give C.W. Jefferys employees (teachers, support staff and administration) an opportunity to describe their experiences in the school.

The Panel will give C.W. Jefferys parents an opportunity to describe their experiences with the school.

The Panel may make such other enquiries and consultations it deems necessary to achieve its objects, including but not limited to:

Community agencies and advocacy groups and Trustees

School Board administration

Unions and employee groups



## APPENDIX B

### Particularization of Terms of Reference (July 6, 2007)

---



5050 Yonge Street, Toronto, Ontario M2N 5N8 • Tel: (416) 395-8201 • Fax: (416) 393-0889

*GERRY CONNELLY*

**Director of Education**

July 6, 2007

Julian N. Falconer, Chair  
School Community Safety Advisory Panel (SCSAP)  
3701 Chesswood Drive  
Suite 326  
Toronto, ON M3J 2P6

Dear Julian Falconer:

Concerns have been raised in the last several days about the possible vulnerability of female students who are members of racialized minorities, to acts of violence and exploitation.

As a result, I am writing to you in your capacity as the Chair of SCSAP to clarify the terms of reference of the Panel's review of school safety. It is essential that the Panel include in its review the particular risks to the safety of female visible minority students that may exist with our schools.

The circumstances of the last two weeks of operation of the review require that I provide the Panel with the following directive: the Panel, in making any finding of fact or in making recommendations, is not to make any determination of criminal or civil liability of any person.

I trust these clarifications are acceptable with the Panel. Should you have any questions, please do not hesitate to contact me directly.

Yours truly,

A handwritten signature in cursive script that reads "Gerry Connelly".

Gerry Connelly  
Director of Education



# APPENDIX C

## INDIVIDUALS AND ORGANIZATIONS CONSULTED <sup>1</sup>

### **June 14, 15, 19, 20, 21, 22, 25, 26, 27, 28, 29 2007**

Consultations with Students, Teachers and Staff at C.W. Jefferys C.I.

- 41 Students
- 30 Staff and Students

### **July 4, 2007**

- Teacher, C.W. Jefferys C.I.

### **July 5, 2007**

- Staff Member, C.W. Jefferys C.I.

### **July 6, 2007**

- Youth consultation -Black Creek Community Health Centre

### **July 9, 2007**

- Staff Member from C.W. Jefferys C.I.
- Stephnie Payne (TDSB Trustee)

### **July 10, 2007**

- Zanana Akande (Retired Principal and Consultant)
- Youth consultation - Black Creek Community Health Centre
- Custodial Staff, C.W. Jefferys C.I.

### **July 12, 2007**

- Penny Mustin (Executive Officer – Employee Services, TDSB)
- Grant Bowers (In-house Counsel, TDSB)

---

<sup>1</sup> Where confidentiality has been requested, individual names have not been provided.

**July 13, 2007**

Community Dialogue with representatives from the following organizations:

- Belka Enrichment Centre
- Black Creek Community Health Centre
- Chesswood Employment Resources Centre
- Community Development Officers, City of Toronto
- Conflict Mediation Services of Downsview
- Community and Legal Aid Services Program (CLASP), York University
- Delta Family Resource Centre
- Driftwood Community Centre
- Jamaican Canadian Association
- Jane/Finch Community and Family Centre
- Jane Finch Community Legal Services
- P.E.A.C.H. (Promoting Economic Action and Community Health)
- San Romanoway Revitalization Association
- Substance Abuse Program for African Canadian/Caribbean Youth, CAMH
- Youth Connect, Griffin Centre
- Youth Issues, JVS Toronto
- Youth Without Shelter

**July 16, 2007**

- Charles Roach (lawyer) and Black Action Defence Committee

**July 17, 2007**

- Meeting with Parents at San Romanoway Revitalization Association
- Meeting with Youth at San Romanoway Revitalization Association

**July 18, 2007**

- Retired Teacher
- Parent
- Staff Member from C.W. Jefferys C.I.

**July 19 2007**

- Barbara Hall (Chief Commissioner) and staff team - Ontario Human Rights Commission

**July 23, 2007**

- Lisa Vincent (President, Ontario Principals' Council)
- Mike Benson (Executive Director, Ontario Principals' Council)

**July 24, 2007**

- Howard Goodman (TDSB Trustee)
- Stephnie Payne (TDSB Trustee)

**July 25, 2007**

- The Ashanti Room Supporters of Equity for Charis Newton-Thompson and Safety for all in Schools

**July 26, 2007**

- Cathy Dandy (TDSB Trustee)
- James Pasternak (TDSB Trustee)
- Verna Lister (Superintendent, TDSB)

**July 27, 2007**

- Sheila Cary-Meagher (TDSB Trustee)

**July 30, 2007**

- Scott Harrison (TDSB Trustee)
- Bruce Davis (TDSB Trustee)

**July 31, 2007**

- Toronto Police Chief William Blair
- Youth consultation – Jane/Finch Community and Family Centre –The Spot
- Chris Bolton (TDSB Trustee, Vice-Chair)
- Mari Rutka (TDSB Trustee)

**August 1, 2007**

- Khalid Mouammar (Canadian Arab Federation, President.)
- Eman Ahmed (Canadian Council of Muslim Women, Project Coordinator)
- Saira Zuberi (South Asian Legal Clinic Ontario)
- Deepa Mattoo (South Asian Legal Clinic Ontario - Coordinator of Pro Bono Legal)
- Suad Aimand (Somali Parents for Education)

**August 2, 2007**

- Parent
- Family
- Soo Wong (TDSB Trustee)
- Parents' group at P.E.A.C.H.

**August 3, 2007**

- Grant Bowers (TDSB)
- Nadia Bello (TDSB Trustee)

**August 7, 2007**

- Parent

**August 8, 2007**

- Barbara Hall (Chief Commissioner, Ontario Human Rights Commission)

**August 9, 2007**

- Karl Sprogis, Toronto School Administrators Association (TSAA)
- Ami Trufler (TSAA)
- Don Stuart (TSAA)
- Suzan E. Fraser, lawyer
- Canadian Training Institute – “Breaking the Cycle” Program
- Community and Legal Aid Services Programme (CLASP), York University
- Pro Bono Law Ontario
- Justice for Children and Youth
- St. Stephen’s Community House

**August 10-11, 2007**

Public Consultations at C.W. Jefferys (17 deputations on Friday, 16 on Saturday):

- 9 presenters from social service/advocacy groups (e.g., Justice for Children and Youth, PEACH, Friends in Trouble, Parents of Black Children, Metropolitan Action Committee on Violence Against Women and Children, Sexual Assault Steering Committee, Toronto)
- Stephnie Payne (TDSB Trustees)
- Sheila Cary-Meagher (TDSB Trustee)
- Nadia Bello (TDSB Trustee)
- Olivia Chow (MP)
- Gabriel Fowodu, Vice-President, Parents’ Council (C.W. Jefferys)
- Barbara Hall, Chief Commissioner, Ontario Human Rights Commission
- 4 Youth
- 5 Parents
- 2 Parents/Members of Tenants’ Councils
- Parent/School Council Co-Chair
- Retired Teacher
- Guidance Counsellor
- School Settlement Worker
- NDP Candidate York West/Parent
- Elizabeth Buchanan (Friend of Jordan Manners' mother)
- Roger Rowe (lawyer/parent/advocate)

**August 14, 2007**

- Toronto City Councillor Joe Mihevic
- Staff Superintendent Mike Federico and Staff Superintendent Jim Sloly (Toronto Police Service)



**August 15, 2007**

- Stan Gordon (former Vice-Principal at C.W. Jefferys C.I., 2004-2007)
- Teacher from C.W. Jefferys C.I.
- Gerry Connelly (TDSB Director of Education)

**August 16, 2007**

- Barbara Thompson (Black Youth Helpline)
- Coalition of African Canadian Organizations, with representatives from:
  - African Canadian Heritage Association
  - Canadian Organization of Black Lawyers
  - Canadian Race Relations Foundation
  - Global African Congress
  - Jamaican Canadian Association
  - Kenyan Community in Ontario
  - National African Canadian Umbrella Organizing Committee
  - Organization of Parents of Black Children
  - United Achievers

**August 18, 2007**

- Breakfast of Champions/Summer Celebration (Youth Association for Academics, Athletics and Character Education)

**August 21, 2007**

- Marcia Powers-Dunlop (Chief Social Worker, TDSB)
- Dave Johnston (Chief Social Worker, TDSB)
- Doretta Wilson (Executive Director of the Society for Quality Education)
- Retired Teacher

**August 22, 2007**

- P.E.A.C.H Celebration
- Mike Hill (Safe Schools Administrator, TDSB)
- Toronto Supervisors Officers Association (TSAO)

**August 23, 2007**

- Teacher, C.W. Jefferys C.I.
- Anne Kojima (former Principal at C.W. Jefferys C.I.)
- Charis Newton-Thompson (former Principal at C.W. Jefferys, 2006-2007)
- Sheila Ward (Chair of Trustees, TDSB)

**August 24, 2007**

- Staff Superintendent Peter Sloly and Staff Superintendent Mike Federico (Toronto Police Service)

**August 27, 2007**

- Staff Member, C.W. Jefferys C.I.
- Charis Newton-Thompson (former Principal at C.W. Jefferys, 2006-2007)

**August 30, 2007**

- Representatives of the Community and Legal Aid Services Programme (CLASP), Osgoode Hall Law School, York University.

**September 4 - 5, 2007**

- Various TDSB Trustees

**September 6, 2007**

- John Campbell (TDSB Trustee) and a TDSB High School Principal
- The woman known as Jane Doe, Beverly Bain, Wendy Komiotis (Steering Committee to Implement the Sexual Assault Audit – City of Toronto)

**September 10, 2007**

- Professor Shelley A.M. Gavigan, Professor Janet Mosher and Professor Carl James in respect of project, “Youth in Focus, Friends in Trouble: Justice and Access to Justice for Low Income and ‘Marginalized’ Youth”
- Safe and Caring Schools Work Group, TDSB

**September 12, 2007**

- Executive Director and Outreach Manager from Metropolitan Action Committee on Violence Against Women and Children (METRAC)

**September 19, 2007**

- Donna Quan, (System Superintendent - Safe Schools, TDSB)
- Doug Jolliffe (President, OSSTF - District 12) and Leslie Wolfe (Vice President and Chief Negotiator, OSSTF - District 12)

**September 24, 2007**

- Dr. Alok Mukherjee, (Chair, Toronto Police Services Board)

**September 26, 2007**

- Student

**September 27, 2007**

- Mona Rozenblum and Janis Jaffe-White (Parent Coalition for Safe Schools)
- Reva Schafer and Janis Jaffe-White (Toronto Family Network)
- John Weatherup (President, CUPE Local 4400) and Dave Smith (Vice-President CUPE Local 4400, Unit D)
- Parent

**October 1, 2007**

- Cathy McCulloch (Chair of the Parent Council of a local high school)
- Donna Quan (System Superintendent - Safe Schools, TDSB)

**October 2, 2007**

- TDSB teachers

**October 3, 2007**

- Dr. Vic Meen (Clinical Director, Kinark Child and Youth Mental Health Services)

**October 5, 2007**

- Coordinator and Facilitators of Respect in Action (ReAct) - METRAC

**October 9, 2007**

- Omaida Ali (Child and Youth Counselor, Safe Schools - SPES West, TDSB)
- Detective Peter Duncan (31 Division Toronto Police Service)

**October 11, 2007**

- Charis Newton-Thompson (Former Principal of C.W. Jefferys C.I.)

**October 17, 2007**

- Peter Dorfman (Provincial Coordinator, SWIS) and group of Settlement Workers in Schools - in Toronto

**October 23, 2007**

- Task Force Co-ordinators on the Model Schools for Inner City
- Focus group of youth - St. Stephen's Community House

**October 25, 2007**

- NW2 Principals and Vice-Principals
- Youth from the "Breaking the Cycle" program
- Ontario Deputy Minister of Education

**October 29, 2007**

- Focus group with Youth

**October 31, 2007**

- Retired TDSB teacher
- Parent and children (students of Westview Centennial S.S.)

**November 1, 2007**

- Donna Quan (System Superintendent - Safe Schools, TDSB)

**November 2, 2007**

- Puneet Luthra (Manager of Provincial Relations, Ontario), Cathy Denyer (President, Toronto) and Alexander Dow (Caseworker, In-school Mentoring) – Big Brothers and Big Sisters of Canada, Ontario Region

**November 5, 2007**

- Peer Educator, ReAct Program
- Barbara Hall (Chief Commissioner of Ontario Human Rights Commission)
- Jeff Kugler (Executive Director, Centre for Urban Schooling, OISE)

**November 6, 2007**

- Deputy Chief Derry, Toronto Police Service
- Toronto Mayor David Miller

**November 7, 2007**

- TDSB Equity Policy Advisory Committee
- Dr. Shaheen Shariff (Department of Integrated Studies in Education, McGill University)

**November 9, 2007**

- Consultations at Westview Centennial S.S.

**November 12, 2007**

- Staff members at Westview Centennial S.S.

**November 13, 2007**

- Staff members at Westview Centennial S.S.
- Youth group, Culture Link

**November 14, 2007**

- Staff members at Westview Centennial S.S.
- Dr. Helene Berman and Yasmin Hussain (Centre of Research on Violence Against Women and Children, University of Western Ontario)

**November 15, 2007**

- Staff members at Westview Centennial S.S.
- Westview Centennial S.S. students in the Jane-Finch's Caring Village "Promoting Excellence Program"

**November 16, 2007**

- Students at Westview Centennial S.S.

**November 19, 2007**

- Deputy Chief Derry (Toronto Police Service)
- Students at Westview Centennial S.S.

**November 20, 2007**

- Verna Lister (TDSB Superintendent for NW2).
- Representatives from the criminal justice system

**November 21, 2007**

- Joint Symposium by the Panel and the Ontario Human Rights Commission re: the barriers to implementing school safety recommendations.

**November 22, 2007**

- Administrators and teachers at Brookview Middle School
- Parents' Council of Westview Centennial S.S.

**November 26, 2007**

- Teachers and students at Westview Centennial S.S.
- David Rowan (Associate Director of Education, TDSB)

**November 27, 2007**

- Professional Student Services Personnel, OSSTF
- Safety Director, METRAC

**November 28, 2007**

- Dr. Kathleen Gallagher (Associate Professor, Department of Curriculum, Teaching and Learning: OISE)

**November 29, 2007**

- Students from the Support Program for Expelled Students (SPES)
- Staff and an administrator - SPES

**November 30, 2007**

- Lloyd McKell (Executive Officer – Student & Community Equity) and TDSB Equity staff
- Representatives from the Ontario Public School Boards' Association
- David Rowan (Associate Director of Education, TDSB)

**December 3, 2007**

- Students from Westview Centennial S.S.
- Stu Auty (President, Canadian Safe Schools Council)
- Dr. Rosemary Gartner (University of Toronto)

**December 4, 2007**

- Administrators from Emery Collegiate Institute
- Teachers from Emery Collegiate Institute
- Administrators from Westview Centennial S.S.

**December 5, 2007**

- Teachers from Emery Collegiate Institute

**December 6, 2007**

- Gerry Connelly (Director of Education, TDSB)
- Teacher from Emery Collegiate Institute

**December 7, 2007**

- TDSB Trustees

**December 10, 2007**

- Gerry Connelly (Director of Education, TDSB) and Deputy Chief Derry (Toronto Police Service)
- Penny Maidens, Executive Superintendent School Services
- Teachers from Emery Collegiate Institute
- Staff Superintendent Mike Federico and other officers (Toronto Police Service)

**December 11, 2007**

- Gillian Mason (Vice-President, Strategic Initiatives & Community Partnerships), Susan MacDonnell (Director of Research), Cathy Gallagher (Director of Public Policy) - United Way of Greater Toronto and Pamela Grant (Executive Director, Youth Challenge Fund)
- Jill Worthy and Rauda Dickinson (Toronto Supervisory Officers Association)
- Karen Grose (System Superintendent - Programs, TDSB) and staff team
- Representatives from the criminal justice system

**December 12, 2007**

- Two TDSB Vice-Principals
- Administrators from C.W. Jefferys C.I.
- Karen Grose (System Superintendent – Programs, TDSB)

**December 13, 2007**

- Ontario Human Rights Commission

**December 14, 2007**

- Wayne Kodje (Principal, First Nations School of Toronto) and Lloyd McKell ( Executive Officer – Student & Community Equity, TDSB)

**December 17, 2007**

- Parents (First Nations School of Toronto)

**December 18, 2007**

- Wayne Kodje (Principal, First Nations School of Toronto) and representatives of Aboriginal Legal Services.

---

**School Consultations**

The Panel received perspectives from individuals representing the following schools:

- Brookview Middle School
- C.W. Jefferys Collegiate Institute
- Cedarbrae Collegiate Institute
- Downsview Secondary School
- Emery Collegiate Institute
- First Nations School of Toronto
- Martingrove Collegiate Institute
- North Albion Collegiate Institute
- P.E.A.C.H. (Promoting Economic Action and Community Health)
- The Randolph School (Support Program for Expelled Students)
- Westview Centennial Secondary School
- Winston Churchill Collegiate Institute
- York Memorial Collegiate Institute





# APPENDIX D

## Summary of Table of Violent Incidents

### Preamble to Table of Violent Incidents:

The attached Table of Violent Incidents identifies 177 incidents of violence that have been reported in schools across the city. The incidents were chosen from a larger pool of incidents in order to classify according to gun incidents (firearms, replicas, pellet guns or reports of guns), weapons incidents (knives or tasers), robberies and sexual assaults. The non-mandatory nature of the reporting requirements as well as the extremely inconsistent reporting record from one quadrant to another, supports the view that these numbers significantly understate the prevalence of violent crime amongst youth.

The table allows for comparison between those incidents reported in Northwest 2 (five) in contrast to those incidents reported in all other quadrants in the City (172). The table represents a collation of data obtained from a review of TDSB Weekly Incident Reports covering the period of January 13, 2006 to and including November 30, 2007 and a review of the Board Crisis Reports covering the period of September 26, 2006 to and including December 6, 2007.

The totals of the above numbers are broken down below and the incidents are qualitatively described in the pages that follow:

Category	On School Property	Off School Property	NW2
Gun Incidents – actual/replicas/pellet/reported	54	26	3
Weapons Incidents – knives and tasers only - Could be in possession/threatening	30	5	0
Robberies	10	5	0
Sexual Assaults	31	16	2



### Table of Violent Incidents

Date	Quadrant	Description of Incident
January 2006	NE	A secondary school student was <b>robbed by another student at knifepoint</b> . This took place off of school property at a mall. The incident was reported to the police. The student was excluded pending investigation.
	NE	A group of students met students from a secondary school at a plaza. An altercation ensued with one of the boys holding a <b>knife to a girl's throat</b> . One of three youth was charged.
	NE	A sexual assault took place prior to the Christmas break. A secondary school student turned himself in to police and was charged with <b>two counts of sexual assault</b> that allegedly took place on school property.
	NW2	At lunchtime, following a verbal dispute between two secondary school students, one of the students reported to the VP that the other showed him a gun. <b>The gun was tucked in the waist of his pants</b> . The police were notified immediately. The school went into a lockdown mode.
	SE	Resulting from an assault incident after school off school property in December 2005, two TDSB students were charged with a number of criminal offences including <b>possession of an imitation firearm</b> . One student is from an elementary/middle school, while the other student is from a secondary school. Due to court release conditions the elementary/middle school student will be unable to return to the school and will be placed in an alternative school.
	SE	A secondary school student went to an elementary/middle school and met with a student from the school. When the secondary student approached he produced a <b>handgun</b> . The elementary/middle school student was told to get on his knees and did so. The elementary/middle school student did not [tell] anyone about the incident. A teacher overheard a conversation in the lunchroom the next day. The principal investigated and police were contacted. The event was investigated and police charged the student. The weapon was a pellet gun.

Date	Quadrant	Description of Incident
	SE	A secondary school male student was told by a female student of the same school that she wanted to be left alone. He hit her on her buttocks. While in computer class, the male student grabbed her between her legs. The Vice-Principal interviewed the girl when she disclosed the <b>sexual harassment and sexual assault</b> . The police were contacted and an investigation was commenced.
	NE	A secondary school student was arrested for <b>sexually assaulting a female student</b> on school property. A meeting was held with Safe Schools, the Vice-Principal and the student with a parent at a neutral site. This meeting was to allow the suspected student to detail any involvement in the allegation. The student did not attend and his father advised that his son's lawyer had instructed his son not to say anything to school staff. The administration is concluding their investigation and will be expelling the student.
	NE	A secondary school administration is investigating a report from a student that he was <b>robbed at gunpoint</b> by another student at a mall across from the school. The police arrested an active student and a previously demitted student and charged them with robbery and numerous weapons offences. The police seized weapons in the form of a BB gun and a knife from the active student. The active student is presently before the courts and the police are requesting that he not be released until the trial is held.
	NW2	Two secondary school students were arrested for <b>gun possession</b> and are in custody.
February 2006	NE	An elementary/middle school student disclosed to her teacher that three male students forced her to perform oral sex on them. The teacher informed the Principal and the Vice-Principal. The police found that there was not enough evidence to charge the male students. The police attended the following day and cautioned the three male students for their involvement in the allegation of <b>sexual assault</b> . The final investigation revealed that one male student received oral sex from this female on one occasion after school off of school property. The other two boys were present during the act.

Date	Quadrant	Description of Incident
	SE	A secondary school female student accused a male student of <b>sexual assault</b> while they were in class together. Charges were laid and the student was suspended for twenty days pending possible expulsion and was not to return to the school. It was later reported that the principal will be going forward with LTD Expulsion.
	NW	A secondary school female student came to the office and reported that while she was in the women's washroom she overheard a male voice in the hall telling a companion that he had a <b>new gun in his bag</b> . The police and safe schools were informed. Police were called and released the school from lockdown at before noon.
	NW	An elementary/middle school student was hit on the right leg behind the knee by a <b>pellet gun</b> .
	NE	An elementary/middle school female student disclosed to the Vice-Principal that <b>a male student sexually assaulted her</b> . This occurred after school hours and off of school property. The victim and her parents do not want the matter reported because they fear that the suspected student is violent and has ties to a street gang. TDSB will be contacting the appropriate agencies, in accordance with the TDSB policy on sexual abuse reports.
	NE	An elementary/middle school female student reported to the Vice-Principal that <b>a male student grabbed her bum on numerous occasions in school</b> . The police and social work co-ordinator were notified. The parent of the female student has kept her at home pending the investigation. Some interventions/support system has been put in place.
	NE	The administration from a secondary school were doing locker inventory. A particular locker was declared abandoned and the lock was removed. The Vice-Principal located a student's cell phone, books and a <b>taser gun</b> in the locker.

Date	Quadrant	Description of Incident
	SE	A secondary school <b>male student was robbed</b> of two hundred dollars and advised the hall monitor of it. The hall monitor while on a routine patrol saw the suspected student and asked him. The student gave the hall monitor the money back. The student told the principal that he is going home and not coming back.
	SE	A secondary school female student reported to her teacher that over the weekend she was a guest at a party. All of the girls left her at the party. She was there alone with a group of adults all male. She alleged that they all <b>attached her and took turns sexually assaulting her</b> . She displayed bruising to the teacher. The Vice-Principal invited the female to speak to social worker and if she does not want to disclose details to the police then the school would have to respect that and support her with social work and proper counselling.
	SW	A secondary school student was in laneway behind the school, <b>passing a rifle back and forth</b> with another student. Shots were fired into a window at the back of a house.
	SE	A secondary school male student was reported to have <b>a gun in the washroom</b> . The police investigated the suspect and no charges were laid.
	SE	A <b>sexual assault and robbery</b> occurred off of school property. A secondary school male student was arrested in relation to this incident. Three other males not students have also been charged.
	NE	A secondary school student was found with a <b>taser gun</b> and automobile master keys in his locker. The police were notified. The student was arrested and taken to the station. The youth was charged with possession of a prohibited weapon and possession of burglar tools. This student was placed on police release conditions.
	NE	An elementary/middle school high-risk student was found in <b>possession of a knife</b> . The Principal is investigating if the knife was brought to school to be used as a weapon.

Date	Quadrant	Description of Incident
	NE	An elementary/middle school student brought a <b>replica firearm</b> to school. This student gave the gun to another student who threatened and assaulted a student. The police arrested and charged the student who threatened with the replica firearm. The police cautioned the student who brought the weapon to school.
	NE	Two secondary school students were arrested for robbing other students on school property. The police charged both students with <b>robbery</b> and held them in custody. When released the students will be placed on conditions not be at the secondary school. The police returned to the school the same day and arrested four more students for being involved in the robberies.
	NE	Two secondary school female students were in conflict over a boy at the school. One female brought a <b>knife</b> to school and used it to threaten the other female. The police investigated and cautioned the female with the knife. The school issued a twenty-day suspension.
	NE	The police arrested two former male students of a secondary school. One was charged with <b>possession of a 32-caliber handgun</b> and a quantity of drugs and drug paraphernalia. The other was charged with possession of drugs for the purpose of trafficking. The two were together at the time of the arrests.
	SE	Two elementary/middle school female students reported that they had been <b>sexually assaulted</b> by a male student in or at the school. The incident was reported to the police and CAS who are investigating. The suspect student has been denied access to the school pending the results of the police and school investigations.
March 2006	SE	An elementary/middle school female student alleged that she was <b>assaulted physically and sexually</b> by a male student. The male student was charged with assault, sexual assault and threatening bodily harm. The conditions of release from police custody included that the male student not be within 100 metres of the school.

Date	Quadrant	Description of Incident
	NE	A secondary school student was found trafficking marihuana on school property. This student was a SST student from another secondary school in 2003. He was limited expelled at that time for bringing a <b>pellet gun</b> to school and discharging pellets. With respect to the trafficking of marihuana the student was charged and placed on conditions not to be at the school.
	NE	There was a recent shooting that took place at a park adjacent to the secondary school. The shooting occurred after school dismissal time. A <b>former student was shot in the stomach</b> . This student is registered at another secondary school. The school went into lockdown. The police lifted the lockdown before the dinner hour. A week later, the police charged a student for weapons offences in relation to the shooting near the school. This student was not the shooter but a friend of the student who was shot.
	SW	An elementary/middle school went into lockdown as <b>gunshots where heard in the community</b> . The lockdown was lifted and there were no problems on school property. All students were safe.
	NE	Five students from two elementary/middle schools were arrested and <b>charged for robbing a student</b> from a secondary school. This took place in a park after school hours. The victim was robbed of money and was threatened with a bat. All students were charged with robbery and released with bail conditions.
April 2006	SE	An elementary/middle school student was found to be in possession of a <b>B.B. gun in the school</b> . The student was charged with carrying a concealed weapon.
	NE	A bus driver called an elementary/middle school and indicated that a student on her route had told her that a specific student at the school had brought a <b>gun</b> to school to use in a fight. Police interviewed the student involved and searched both the student and their locker. No weapons were found.



Date	Quadrant	Description of Incident
	NW2	Three female students at an elementary/middle school disclosed that they were <b>victims of sexual abuse</b> by a male student at the school. The police and social worker were notified and the boy was kept at home.
	NE	Five secondary school students robbed another student of his MP3 player. This took place at the back of the school. The victim was searched for money but only had twenty-five cents in his wallet. The suspects also took the money. <b>All five students were arrested and charged with robbery.</b>
	NE	A supply teacher at a secondary school observed three male teens outside the school building looking into a classroom window. One of the teens was in <b>possession of a black handgun</b> . This person then pointed the gun at the wall and discharged the weapon. The three then fled the scene. The office was notified and the school went into lockdown and the police were notified. The police recovered an air pistol from one of the arrested youths. All three arrested teens are active students at the school.
	SE	An elementary/middle school student was arrested in connection with a <b>sexual assault</b> . The sexual assault occurred off of school property. The incident involved two elementary/middle school female students and a male student from another elementary/middle school. Charges were laid.
	NW	A hall monitor of a secondary school informed the office that there might be a student in the school who had a <b>gun</b> . A pellet gun was found in the possession of the student and a knife was recovered in his locker. He had been using the gun to threaten another student. The police arrested him.
May 2006	SE	An elementary/middle school male student allegedly <b>threatened another student with a knife</b> . The incident was reported to the school and police are investigating.

Date	Quadrant	Description of Incident
	SE	Two secondary school male students that attend the same school were having a sleep over. While one of the males was sleeping the other male sexually assaulted him. One of the male students was charged with <b>sexual assault</b> and has been placed on conditions not to attend at the school.
	SE	A secondary school female student reported to police that during the weekend she was visiting a friend's place. His parents were home and she went to the basement with him. While in the basement <b>he sexually assaulted her</b> . She reported this to the police but never returned to school. The male student has been charged and can no longer remain at the school.
	NE	A secondary school student reported to the office that he was assaulted and <b>threatened with a gun</b> by another student. The police and safe schools were contacted. The suspected student was located by police and arrested.
	NW	A secondary school male student and two intruders came to the school looking for another student. Indications from the students were that one of the parties had a <b>gun</b> .
	SW	CAS to place elementary/middle school student at the school. <b>Sexual assault charges pending</b> against student. Risk assessment meeting pending.
	NE	An elementary/middle school male student was found with a knife at school. He has had a long history of concerns and issues in the school. The <b>knife was approximately 6 to 7 inches in length including the handle</b> . Upon investigation it became apparent that it was not brought to school or used as a weapon at school. The police confiscated the knife. The student was suspended.

Date	Quadrant	Description of Incident
	NE	An elementary/middle school male student was found with a <b>gun</b> at school (plastic but looked real). He kept pretending to shoot at the Vice-Principal. The police were called to investigate.
	SE	An elementary/middle school female student reported that she was followed into the washroom by another male student. Once inside the washroom <b>he put his arms around her and began to touch her inappropriately inside her shirt</b> . The police are investigating.
	NW	Three secondary school students were attacked by a masked group of youths, who had jumped out of a vehicle. The students were hit with bats, brass knuckles and crowbars. A <b>replica handgun</b> was also located at the scene.
	SE	Two elementary/middle school female students had gotten into a fight on the second floor of the school during the day. During this fight one of the students produced a paring knife. The teachers stopped the fight and police were contacted. Charges were laid against the student with the <b>knife</b> .
June 2006	SW	Information received from 680 News that an unknown person called <b>the radio station stating there was a gun</b> at a secondary school. No gun was found.
	NW	The principal of a secondary school advised Safe Schools Northwest that one of the students was being arrested and charged with numerous offences related to an assault. A <b>firearm and a knife were involved</b> .
	NE	An elementary/middle school student was involved in a <b>sexual assault</b> incident. This happened in the front hall of a secondary school when he dragged <b>his hand across the girl's breast</b> . Charges are pending.
	SE	A secondary school female student was walking to school when <b>she was grabbed by a male and sexually assaulted</b> . After the assault she went to the school and reported this to the Vice-Principal. A social worker is providing support for the victim student. Police arrested and charged the suspect with sexual assault. The suspect is not a student and lived in the area.

Date	Quadrant	Description of Incident
	SW	A disclosure was made of <b>sexual assault</b> on an elementary/middle school student. The assault took place 12 months ago.
	NW	Humber River Regional Hospital – Church Site notified a secondary school of an incident that occurred between two male students. The perpetrator allegedly pistol-whipped and shot the victim with a <b>BB gun</b> . The victim has sustained multiple injuries including a fractured skull. The perpetrator has been charged. The victim requires facial surgery.
	NE	A secondary school <b>student was shot while riding his bike</b> on his street last evening. His older brother was also shot. The victims are at Sunnybrook Hospital. This was a community event and did not involve the school.
July 2006	SE	A secondary school student was arrested for being in <b>possession of a sawed off shotgun</b> . The student was in the lobby of building when he had an argument with another male. During the argument he produced a sawed off shot gun and threatened to shoot the other male. Police requested that the principal be made aware of the case for safety reasons in the new school year.
September 2006	SW	A secondary school student was found with a <b>knife</b> outside the school. The student was arrested by police.
	SE	Two secondary school students had skipped class and went to the wooded area next to the school and decided to smoke up. Two undercover police officers observed this and approached both students. They were arrested and upon search police found one to have 32 grams of marijuana, \$165 cash, <b>a knife and a pellet gun in his backpack</b> . The other student was in possession of two joints.
	SE	Two male students at a secondary school approached a third in the hallway. One produced a <b>knife</b> and demanded some cash. The third person refused and took off. The students were taken into custody and <b>charged with robbery</b> .
	SW	A secondary school student reported to this teacher that he had been <b>threatened by three youths, one with a knife</b> . Police attended and apprehended all three outside the school. One was a former student of the school. There were three arrests and no injuries.

Date	Quadrant	Description of Incident
	NW	A student of a secondary school was walking down the hall with other students when <b>he produced a gun</b> (later found out to be a lighter/laser). As he approached the school's hall monitor he pointed it at his chest area. The monitor reacted and took it away from him. The parent was informed and met with the administration. The police were contacted and there is a possibility of an arrest to follow. The superintendent and safe schools were contacted and informed.
	NW	A secondary school student reported to the Vice-Principal that another student had been <b>robbed at gunpoint in the main hall washroom</b> . He witnessed two boys dressed in black come out of the washroom carrying stuff (one article was a pair of new Nike shoes), also looked like a gun was at their side. They left through the south exit of the building. Moments later another student came out slowly head covered and left the opposite way. It was reported to police who had happened to have arrived on a routine community visit. The superintendent and safe schools were contacted and informed.
	SW	A secondary school student was charged with <b>sexual assault</b> of another student. It may involve more students. Police are investigating.
	SW	A secondary school student tried to <b>rob another student of his shirt with a replica handgun</b> . The student was charged with possession.
	NW	An elementary/middle school female student reported to the school principal that she had been victim of <b>sexual assault</b> over the past two weeks. The police attended and took the male student to the police station.
	NW2	There was a <b>sexual assault</b> involving a student from a secondary school that occurred off of school property at an overnight field trip. Police have arrested the perpetrator.

Date	Quadrant	Description of Incident
	NW	A secondary school student was involved in an incident during the lunch hour on school property. The student had a <b>knife held in his shirt sleeve and held it out toward another student</b> . The victim's hand was cut and he left school property and went to an uncle's house. The victim called the police and they took a statement from the victim who identified a student as the offender. The victim did not require medical attention and remained with his uncle. Police officers arrived at the school, explained what had happened and arrested the student and removed him from the school without incident. No knife was found on the student.
	SE	An elementary/middle school night caretaker reported to police that he was approached by a man with what he thought was a <b>handgun</b> . No handgun was found.
	NE	A secondary school male teacher entered the staff washroom and observed two students engaged in a sex act. Both students were taken to the office. The administration then contacted the police and safe schools. The police investigated and determined that the sex act was consensual. Given the age of the female student, criminal charges were laid against the male student. He was <b>charged with invitation to sexual touching</b> and held in custody for a bail hearing. The school will discipline the female student.
October 2006	SE	An elementary/middle school student informed the principal that he had been threatened by three others. One was in possession of a <b>pellet gun</b> . Police were contacted and attended at the school. There was a gesture made by one of the boys but no weapon. No charges were laid. The school will consequence all involved.
	NW	In the early part of the afternoon there was an incident at a secondary school in the north east staff parking lot resulting in two individuals (one student, one non-student) receiving <b>gunshot wounds to the legs</b> . The school was under lockdown.

Date	Quadrant	Description of Incident
	NW	Three males (not students of the secondary school) walked into the school and were asked to leave by the safe school monitor. At that point one of the males lifted his shirt and showed the hall monitor a <b>large knife</b> . The three males left the school. It is believed they were looking for two students from the school. The police were called and two of the three males were apprehended.
	SE	A secondary school student was involved in a fight in a driveway by the school. The principal responded. One student produced a <b>taser gun</b> and was threatening students. No student was injured with the taser. The student was arrested and charged with possession of a restricted weapon.
	NE	Two students of a secondary school were leaving the school at lunchtime in their vehicle. An unknown person smashed out the back window of their vehicle. Staff members heard the <b>loud noise and believed shots were being fired at the vehicle</b> . The police were called and uniformed officers attended. Members of two rival gangs were identified and the police are gathering information for charges. This was not a school-related event.
	NE	<b>A former elementary/middle school student was shot and killed in an apartment building close to the school.</b> Several students and staff knew this student and are very upset. The principal contacted safe schools.
	SE	A female from a secondary school was causing a disturbance in a class. The EA asked her several times to settle down but she refused to do so. The EA removed her from math class. When in the hall the student told the EA that if she continued to bother her she would slice her throat. Based on this the principal commenced an investigation. Police were contacted and arrested this student for <b>threatening death</b> . Upon searching the student police found she was in possession of a <b>Swiss Style Army Knife</b> .
	SE	An <b>unknown male fired a gun off near an elementary/middle school</b> . The school was placed into lockdown and safe schools attended. A suspect was arrested in an adjoining apartment.

Date	Quadrant	Description of Incident
	NE	Two students from a secondary school were involved in the <b>robbery of another student at school</b> . One of the student's was in possession of a knife. The school suspended the students and has imposed a limited expulsion on the two students. Students will be SST.
	SW	A student at an elementary/middle school threatened classmates, saying he had a knife and was going to stab them. <b>A knife was found.</b>
	SW	A parent saw what he believed to be a <b>handgun</b> fall from the belt of a student from an elementary/middle school. The student was charged with possession of a replica gun.
	NW	An elementary/middle school student brought a <b>knife to school and threatened another student with it</b> . He gave the knife to another student and when asked about the knife, denied having it. Upon further investigation, he in fact did bring a knife that he obtained from someone else. The police were called.
	NW2	In the early part of the afternoon three students from an elementary/middle school, reported that there was a middle aged <b>gentleman that pointed a gun at them</b> . They ran away, told a teacher and reported it to the office. All students were brought inside the school and police were called. The school went into lockdown.
November 2006	NW	Approximately ten students from an elementary/middle school attended another elementary/middle school looking for one particular student. At least one of these students was wearing a blue bandana over his face. Some students reported that they <b>saw intruders with knives</b> . Apparently this same group of intruders came by the school two days earlier at the same time of day. The students were chased off of the school property by the Vice-Principal and a teacher. The police were notified and statements were taken.



Date	Quadrant	Description of Incident
	SE	A fight started at a secondary school during the lunch hour. There were three students on the football field of the school. A fight started and after one of the students was assaulted numerous times he left. He returned with a friend and met up with the guy who punched him out. The friend asked him if he had a problem with one of the boys. He then <b>pulled out a handgun and pointed it at the student</b> . The student then put his hands up in the air and told the guy to go ahead and shoot. He did fire off two shots. The student kept his hands in the air and said to the shooter what you can't hit me. A chase began. The school was locked down for a couple of hours while the police set up a perimeter. Police are continuing to investigate.
	SW	A secondary school student <b>threatened another student with a knife at lunch</b> . Police have laid charges. The student cannot return to the school. Limited expulsion will be imposed.
	SE	Two secondary school students were in the boys' change room getting ready for gym class. <b>One of the students placed a knife on the shoulder of the other</b> . The other student looked at the knife and asked what he was going to do. The reply was "what would you do if I stabbed you". There was a short conversation; he then asked what he would do if he robbed him. The student said call police. The subject student continued to hold the knife on his shoulder and the victim finally pushed him away and left the room. The police arrived and arrested the subject student.
	NE	Two secondary school students were being investigated by police for <b>sexually assaulting another student</b> . Police have completed their investigation and at the request of the victim they are not laying charges.
	NE	A male <b>adult was shot and killed in a house</b> close to an elementary/middle school. There is a heavy police presence in the area. The <b>deceased is the uncle of a student at the school</b> .

Date	Quadrant	Description of Incident
	SE	<p><b>Two female students</b> from an elementary/middle school <b>alleged that a male person in a ravine by the school sexually assaulted them at lunchtime.</b> Police were called and did lay criminal charges against one adult male. Previous warnings had been sent home with the students regarding visiting the ravine before, during and after school hours.</p>
	SE	<p>An elementary/middle school student reported that he had been approached by other students and offered <b>a loan of a gun for money.</b></p>
	NW	<p>Three calls were received in one day at this secondary school advising that there was <b>a gun in the school.</b> Police and safe schools were notified. The call was traced to a telephone number of a residence. The calls were believed to be only crank calls.</p>
	NW	<p>A secondary school student was returning to his classroom with a glue gun passed a teen who stated he had a real gun and pulled what <b>appeared to be a gun from his pocket.</b> The student saw the handle and trigger only. The witness did not recognize the teen as a student of the school. The incident was reported to the police.</p>
	NW	<p>A student of an elementary/middle school <b>brought a knife to school and used it on another student and cut his hand.</b> The student originally indicated that he fell and cut himself on a piece of glass. A day latter it seemed that a knife was involved. The knife was found in possession of another student who indicated it was given to him to hold. The student in question admitted to using the knife and giving it to someone to hold for him. Both police and parents were contacted. After their investigation the police arrested the student, but did not charge him because of his age. The school communicated with the parents and all were satisfied with the final outcome.</p>

Date	Quadrant	Description of Incident
December 2006	NE	A <b>female student</b> from an elementary/middle school <b>disclosed to a teacher that a male student sexually assaulted her</b> . The incident took place at the school. The assault involved the male grabbing the buttocks of the female student. The administration contacted safe schools and the police. The police are presently investigating and the suspected student is not at school.
	NE	A student at a secondary school is facing charges in connection with a <b>robbery and gang style rape</b> . He was released from custody and is now facing charges.
	NW	A secondary school received information that <b>there was a gun in a locker in the school</b> . 911 were called, as were the safe school administrator, the superintendent and others. Police attended and a <b>replica firearm was confiscated</b> from the locker.
January 2007	SW	Two elementary/middle school students found a <b>handgun buried in the wood chips of the playground</b> . They gave it to a supervising teacher. Police were called and the school was placed in lockdown while police searched the grounds. No other weapons were found. School was released from lockdown in the early part of the afternoon.
	NW	<b>10 of 12 students</b> from a secondary school were <b>arrested for a series of assaults and robberies in the community</b> . One arrest occurred in the evening and the other nine students were arrested quietly at the school. Police are seeking two other students.
	SW	A <b>sexual assault and forcible confinement occurred</b> in an elementary/middle school. The suspect has been arrested.

Date	Quadrant	Description of Incident
	NE	An elementary/middle school student brought a <b>large knife to school and was showing it to other students</b> . The principal investigated and recovered the knife from the student and contacted safe schools and the police. The principal is requesting a 20-day placement at A2S.
	NE	<b>A secondary school student was robbed after school</b> . The robbery occurred after dismissal in a mall across the street from the school. The victim was robbed at knifepoint in the males' washroom. Four suspects were involved in the robbery and three were identified as students. The three suspects were arrested. The fourth youth involved and threatened the victim with a knife has not been identified. The three arrested youths were held in custody.
	NE	A student from a secondary school was on his way home when he observed a male wearing a balaclava and in <b>possession of a handgun</b> . The student returned to school, reported what he had seen to the Vice-Principal and the police were called. The police have submitted a report but have no direct leads to identify a suspect.
	SE	A group of students were in the second-floor hallway when a fight started at a secondary school. The Vice-Principal went to investigate and was informed that <b>intruders came into the school and could have been armed with bats and possibly had a gun</b> . The Vice-Principal contacted the police and an investigation was commenced. The event occurred at the end of the school day and as a result, the school was not placed into lockdown.
	SE	<b>Two girls</b> from an elementary/middle school <b>reported that they had been touched in a sexual manner by a male student</b> . The Board's Social Work Department is involved in the investigation.
	NE	The police are investigating a robbery possibly involving students from a secondary school. The robbery took place on the weekend at a student's home. <b>A male threatened the student with a shotgun and robbed him</b> . The police officers believe that all suspects and the victim attend the same school. The police are in the early stages of the investigation.

Date	Quadrant	Description of Incident
	NE	Two elementary/middle school students were walking home and were approached by a young man wearing a bandana over his face. He told the students to empty their pockets and told them he had a <b>knife</b> . Both boys did what they were asked and afterwards called police who are investigating.
February 2007	SE	Four students from a secondary school had met up with a female student at her apartment building. They all got on the elevator and as the door closed, one boy pushed the stop button. Each boy then <b>sexually assaulted the female</b> by grabbing her. She refused to co-operate and when released she reported this to her parents. Police attended at the school and all four boys were arrested and will now face sexual assault charges.
	SW	A student at a secondary school provoked a fight with a student who looked similar to someone who had stolen from him. The fight was broken up by a teacher and the student returned with a knife. He swiped at other student, missed, put the <b>knife</b> in his pocket and left the school with the victim's jacket and bag. The police apprehended the student but neither the knife nor the victim's wallet, which had been in his jacket, was found. The student was charged.
	SE	Three male students from a secondary school had followed a female student from the school. They got onto a bus with her and would not let her leave the bus. When they got to the second stop they left the bus and got onto another eventually ending up at the home of one of the boys. Once there they sexually assaulted this girl. All three boys were charged with <b>sexual assault and forcible confinement</b> .
	SE	A female student from an elementary/middle school reported to the police that she had been sexually assaulted by an adult male at the school. The incident was then reported to the staff and the adult student was sent home. Police concluded the <b>adult male would be charged with sexual assault</b> .

Date	Quadrant	Description of Incident
	NW	An altercation broke out between two students in the hallway of a secondary school. The Vice-Principal and hall monitor had separated the two students. The students went to the office and wrote out their statements as to what had transpired. Another student brought one of the student's backpack to the office and reported that there was a gun in it. When the principal asked the student if there was a gun in the backpack, the student's reply was "If there is a gun in my backpack, it's not mine." <b>Police</b> were called and upon checking <b>found a BB gun (replica) in the backpack.</b> Parents of all students being questioned were called and police arrested one student for threatening death.
March 2007	NE	A staff member noticed <b>a knife fall out of a student's pocket</b> at a secondary school and notified the principal. The knife was recovered and the principal commenced an investigation. The youth involved is already before the courts on serious charges involving weapons. He has bail conditions that prohibit him from possessing any prohibited weapons. The knife that he was possessing at school was a paring knife and not a prohibited weapon. The officers who arrested this student on his original charges will be following up with the student and principal.
	NE	<b>A student attending an elementary/middle school shot his older brother in the leg with his father's gun.</b> This took place in the family home on the weekend. The victim is student at the school. He is presently being treated in hospital for non-life threatening injuries. The identities of the youths were not released. The police are investigating.
	SW	<b>A male student at a secondary school tried to drag a female student into the washroom to perform fellatio.</b> She broke free and ran to the principal. Upon arrest of the male, police found 10-dime bags of marijuana. Safe schools was called and attended at the school. The student will receive placement.
April 2007	NW	<b>A student at a secondary school was shot outside the school and later died in hospital.</b> A vehicle was seen leaving the scene and found later in the NW part of the city. Several men were arrested. A second degree murder charge was laid against one.

Date	Quadrant	Description of Incident
	SE	A recently registered male student at a secondary school is <b>alleged to have touched a female student on the way to school</b> . The event did not happen at the school and involved a non-TDSB student. The Catholic District School Board has been notified. The principal of at the school reported the incident to the police who are now conducting an investigation. The student has been denied access to the school pending the investigation.
	NE	A female elementary/middle school student reported to the Vice-Principal that <b>two male students sexually assaulted her</b> . The police are investigating. The police arrested and charged both boys with sexual assault. One student received an additional charge of criminal harassment. These alleged offences took place in the school during school hours.
	NW	<b>A student from a secondary school in the area was shot at a Community Centre</b> . The principal was informed of this shooting by two friends of the deceased.
	NW	A student of a secondary school was arrested by police from for <b>threatening another student with a gun</b> .
	SE	An adult male student at a secondary school was walking past a group of students when he heard one of them say that he was <b>going to bring a gun and shoot the teacher</b> . The adult did not tell anyone but did send an e-mail to the S.O. Safe Schools. The safe schools office attended the next day with the police. It was found that a group was standing near a room and did speak about the incident. The words shot were heard. Police were involved and will submit a report.
	SE	A shooting of a secondary school student occurred in the general vicinity of the school. <b>The incident involved a drug deal wherein a male was shot in the abdomen</b> . The victim would not say who had shot him and would not support police in response.

Date	Quadrant	Description of Incident
	NE	A secondary school student was arrested at school for robbing another student on the weekend. He was charged with <b>robbery and assault with a weapon</b> . It was also alleged that this student struck the robbery victim with a baseball bat. This took place at the school. The police kept the student in custody. He was released by a judge and placed on conditions that he not to return to the school.
	NE	A citizen reported to the police that he observed a young male near an elementary/middle school in <b>possession of a handgun</b> . The police notified the principal who then put the school in lockdown. The police searched the area with negative results. The playground was searched. A replica pistol was located hidden near the play equipment. This replica was a spring-loaded BB gun.
	SE	A female student at a secondary school reported that <b>she was sexually assaulted while returning from lunch</b> . Police did not locate the suspect and the school did not go into lockdown as the incident happened some distance from the school and the suspect was last seen walking in the opposite direction.
	NW	A <b>female student</b> from an elementary/middle school was <b>sexually assaulted by three male students over a period of time</b> . All were students from the school. The police were called and the three boys were arrested and charged.
May 2007	SE	Three students from three separate secondary schools were observed off of school property. One of the students was in <b>possession of a sawed off shotgun</b> . The police located the three boys and the loaded sawed off shotgun. All three were taken into custody and held pending a court appearance. The principals of the schools will be updated as soon as possible.
	SW	A student brought a <b>BB gun to school and shot at two students</b> . The student was charged by police. Another student was charged with aiding and abetting, obstruction of justice. Both students received limited expulsions.



Date	Quadrant	Description of Incident
	NW	A student from an elementary/middle school directed comments to a teacher stating that <b>he had a gun at home and that he was going to bring it to school to shoot people</b> , mentioning his various staff. In addition, he made fun of the death of the student at C.W. Jefferys school.
	NW	A secondary school student was beaten up at lunch by several people who were not students of the school. The student may have been <b>threatened with a gun</b> , though that is unconfirmed. Police, safe schools and Board security responded. The school was put into lockdown while police investigated. The school was released from lockdown mid-afternoon. Police are still investigating.
	NE	There was a report of a <b>person with a gun being on the property of a secondary school</b> . This individual was seen standing by the fence at the south side of the school. The incident was reported to the police by staff. It is possible that this person with a gun was friend of a student. The principal was notified and the police were called. The police also had a report of a person with a gun at another secondary school and it could involve the same person.
June 2007	SW	At the end of a practice lockdown, a student at an elementary/middle school <b>confided in a teacher that another student had a gun</b> . A pellet gun was apprehended by the principal. Police were called and safe schools is assisting with writing a letter to parents.
	SE	A female student reported to the principal of an elementary/middle school that another <b>male student sexually assaulted her</b> . The principal contacted police who have commenced an investigation.
	NW	A secondary school student was seen with a <b>replica firearm in a classroom</b> . The school went into lockdown mode for approximately one hour at which point the student was arrested and removed from the school by police.

Date	Quadrant	Description of Incident
	NW	After school, students of an elementary/middle school complained that a former student was on school property and shooting pellets from a <b>pellet gun</b> . He aimed the gun at the students and shot the pellets at them. The principal advised that they managed to get the accused inside the school, but that he quickly left. Police were called.
September 2007	NW	A student from a TDSB secondary school and a student from the Catholic DSB were charged in connection with the <b>robbery and assault</b> of two students from another TDSB secondary school.
	NW	During the lunch hour today, two male students of a secondary school, who were having lunch at an eatery across the street from the school were <b>robbed by two males and assaulted</b> . 911 were called and police arrived on site. The males, who allegedly robbed the victims, were not students from the secondary school and they were arrested shortly thereafter.
	NW2	Six students from an elementary/middle school were spotted in a local plaza, by a community member, who reported to police that they were in <b>possession of a gun</b> . Police retrieved a pellet gun from a student but no charges were laid.
	NW	Six students from an elementary/middle school were spotted in a local plaza, by a community member, who reported to police that they were in <b>possession of a gun</b> . Police retrieved a pellet gun from a student but no charges were laid.
	NW	There were <b>two incidents of sexual assault</b> involving several students after school at this elementary/middle school. A police investigation is underway. The students are at home currently and arrests may be imminent.
	NW	A secondary school student and her parents reported to the principal of the school that she had been <b>touched inappropriately in a sexual way in a stairwell at school</b> the day before. Police were notified and a student at the school was charged with two counts of sexual assault.

Date	Quadrant	Description of Incident
	SW	A teacher at a secondary school held a <b>pellet gun</b> to his head in class and pointed it at a student. Police were called to school and safe schools spoke with administrators.
	SE	The police arrived at a secondary school and informed the principal of a <b>handgun</b> . Police believed that the student could have had the device at the school. The student was located and interviewed. He denied any knowledge of this and was eventually cautioned. The principal decided, due to the serious nature he would complete a locker search. The student went with the principal and Vice-Principal to a locker on the first floor. This was found not to be his locker. The principal let the student go for lunch. He alerted the H/M and they found him on the second floor trying to get to his locker. He was prevented in doing so. After some interviewing with the principal and police he informed the principal that he did in fact have a pellet gun. The police cautioned him as the gun recovered did not have any load and was missing the Co2 charge. The principal contacted the parent and is continuing with his investigation.
	SE	A female student at this secondary school had reported to her teacher that she had been initiated at the school. Several boys were involved in a <b>sexual initiation of this female student</b> . The Vice-Principal has now contacted police who will attend and investigate the matter. The Vice-Principal did not have any conversations with the victim student but did speak with her mother. The mother did not want anything done with the incident. The investigation continues.
	NW	A student from a secondary school was assaulted at a bus stop near by approximately eight other male students. Police were called when the victim boarded a TTC bus. One student was apprehended and found to be in <b>possession of a large knife</b> . The principal was informed by the parent of the victim later that evening. The identities of the perpetrators are unknown at this point, but they were carrying red bandanas and wearing hoodies.

Date	Quadrant	Description of Incident
	NE	A group of secondary school female students assaulted and robbed other female students at lunch. The police were called and one student was arrested. The Vice-Principal contacted safe schools. The arrested student was charged with <b>robbery</b> and the police are still investigating attempting to identify other suspects. Safe schools will be monitoring and assisting the administrators.
	NE	Two students from an elementary/middle school were arrested for <b>robbery</b> . The victim alleged that he was threatened with a knife, although no knife was seen. The police investigated and two students were arrested.
October 2007	SE	During the lunch hour at a secondary school a vehicle arrived at the school with several occupants. One of the occupants went inside the school to look for a student. He was observed by the hall monitor going to the bathroom. The hall monitor went to check and the student left. Inside <b>the hall monitor found a knife</b> . The police responded and the student was still on scene. He was located and arrested. The student now faces charges of weapons dangerous.
	NW	Eight elementary/middle school students were charged with <b>sexual assault</b> . The events occurred after school on. The incidents were caught on school cameras. School discipline is pending.
	SW	A student from an elementary/middle school disclosed to an EA he had his <b>own website on which he was holding a rifle</b> . He made a statement that he wanted to shoot someone. A meeting is scheduled with the EA and Special Education regarding logging and risk assessment for the student.
	SW	An <b>intruder with a knife</b> was seen by a student at lunch at an elementary/middle school. The police were called. The school was in lockdown and all students were put in the gym during the lunch hour.
	SW	During an investigation, staff searched a student's knapsack at a secondary school and located <b>an asp, two knives and two pellet guns</b> .

Date	Quadrant	Description of Incident
	NW	A secondary school student left an auditorium assembly, got into an argument with another student, <b>pulled a knife out of his pocket and tried to stab the other student.</b> The victim was cut on his left palm area near his wrist.
	NE	An elementary/middle school student brought a <b>pellet gun</b> to school. He was seen firing off the gun by a teacher. The administrators were notified and they called the police and safe schools. The police attended and seized the toy gun and cautioned this student. This student was limited expelled last year for a weapons offence. The student is being suspended and safe schools will be having a re-entry meeting with the student and parent.
	NE	A secondary school <b>male student threatened two female students with a knife at school.</b> The administrators contacted the police and safe schools. The police arrested the student for threatening death, assault and carrying a concealed weapon. He was placed on police conditions that prohibit him from attending the school.
	SE	A secondary school student was arrested off of school property for possession of a <b>replica gun.</b> He had it in the school in the morning. The student was arrested but not charged. The principal is conducting an inquiry with consequences to follow.
	NE	A <b>male student</b> at a secondary school <b>sexually assaulted a female student off of school property during the lunch break.</b> This happened two weeks ago. The female recently disclosed this information to her guidance councilor. The administrator was notified and contacted the police and safe schools. The police attended and arrested the student. The police are interviewing other students and then the school will commence their own investigations.
	NE	It was reported that two elementary/middle school students were in possession of weapons. The principal investigated and <b>found two pocket knives on the students.</b> The principal phoned the parents and sent the students home. The principal is following up with safe schools and will be calling the police.

Date	Quadrant	Description of Incident
	SE	Police reported a <b>gun</b> related incident in the area of an elementary/middle school to the principal. The school did not go into lockdown, but students were kept inside.
	NW	Four male students from an elementary/middle school were involved with three female students in the school at the end of the day. Police were contacted. <b>Two male students have been charged with sexual assault</b> requiring safe school transfers from the school. In addition, the principal will commence a school-based investigation.
November 2007	NW	A male student at an elementary/middle school has fashioned a weapon, that is, a razor blade on the end of a stick and knocked two students on the arm with the weapon. In addition, <b>a pellet gun was found outside on the ground.</b> When confronted by the caretaker, he claimed it was not his. The principal will be consulting with police. The parent will be contacted and the social worker is already involved. Discipline is pending and safe schools attended at the school.
	SE	A secondary school <b>student assaulted another student with a knife on school property.</b> Police arrested the student with conditions not to be near the school. The principal issued a 20-day suspension pending possible expulsion.
	SE	An elementary/middle school student had a <b>pellet gun</b> taken away by a local storeowner after school. Police investigated and laid no charges. The principal will issue consequences.
	NE	The police were investigating a complaint of sexual assault at an elementary/middle school. The police interviewed a number of students and arrested two male students. The <b>two students were each charged with sexual assault and criminal harassment.</b>

Date	Quadrant	Description of Incident
	NE	A parent the principal of a secondary school and told the principal that her daughter was a student at the school and that she was <b>sexually assaulted in a school washroom</b> . The parent was requesting a transfer for her daughter. The principal called the police and safe schools. The police interviewed the female student and she alleged that she was sexually assaulted by four male students, one who was armed with a handgun, in the boys' washroom. School surveillance video assisted in the investigation. The police initiated a school lockdown while they arrested four students and searched for the gun. One of the arrested students had a folding knife in his pocket. Two of the four arrested students are safe school transfer students into this school. All arrested students are in custody at this time.
	SE	<b>A female student</b> at an elementary/middle school alleged that she had been <b>sexually assaulted by a number of male students</b> . She indicated that there might be other female victims. The principal will commence her investigation once police and CAS have completed their investigations.
	NW	A student at a secondary school has been a victim of bullying on a number of occasions; on school property during class time, in the halls and within the school vicinity. Concerns were brought to the principal's attention and additional information was brought forward. Since the end of September, <b>the student had been searched, robbed, threatened and physically assaulted</b> . Police were called and came to the school to investigate the concerns raised. <b>Four male students were arrested and charged</b> . There may also be two further arrests pertaining to this case.
	NW	A student from an elementary/middle school reported seeing <b>a male across the street from the school with a gun</b> . Police and safe schools were contacted.
	NW	Two female students at an elementary/middle school reported to staff that during the lockdown they were <b>inappropriately touched by two male students while in class</b> . Police were on site and have begun their investigation. The principal contacted the parents of the victims, as well as the parents of the two male students. A social worker was also contacted and will attend the school to support the students.

Date	Quadrant	Description of Incident
	SW	Students from one secondary school <b>robbed students at knifepoint</b> from another secondary school after watching a sporting event basketball game. Police are investigating. Witnesses will not come forward. Administrators from each school are investigating.
	SW	A student from a secondary school used a <b>taser</b> on another student. He may have used this weapon on others. The principal is gathering information. The student was charged with assault with a weapon. The principal will complete the inquiry.
	NE	Two students from an elementary/middle school were observed by a teacher <b>possessing knives in the playground</b> . The Vice-Principal called the police and safe schools. The police attended and cautioned the students.
	NE	A student from an elementary/middle school <b>threatened another student with a knife in the playground</b> . The police and safe schools were notified. The police will be cautioning the youth and safe schools is assisting the principal with the school investigation.
	NE	A student at a secondary school had an altercation with the Vice-Principal. The student was suspended. The mother spoke with the Vice-Principal indicating that the student had a "bibi" gun. The police, safe schools and the principal were all called. Police arrived at the school and searched the student. Police found the " <b>bibi</b> " gun. The student was arrested.



## Zanana Akande

B.A. and M.Ed

766 Spadina Rd  
Toronto, Ontario  
M5P 2X4

---

On November 16, 2007, the Panel requested that I prepare a report responding to the following question: *What, if anything, about the education culture at the TDSB creates inhibitions to reporting issues of school safety and/or excessive resistance to scrutiny?* Please accept this document as my report on the above question.

### ***Introduction***

By way of overview, this report describes my views, supported by my own experiences as well as discussions with others in the system, of the environment and factors at the Toronto District School Board (“TDSB”) which inhibit open discussion and encourage reluctance to report issues of school safety. These views have been developed over time, and through many roles and related lenses. In particular, the perspectives expressed in this report have been garnered from my experience as a teacher, consultant, principal in the York City Board of Education and the TDSB, as an advocate, as a workshop presenter, and as co-chair of the TDSB’s Task Force on Safe and Compassionate Schools, 2003- 2004. The views expressed in this report have also been developed in discussion with TDSB staff working in various capacities in the board. My experiences and discussions with fellow educators have led me to one inescapable conclusion — that there is a culture of silence at the TDSB that inhibits the reporting of school safety issues and more generally creates reluctance to scrutiny. As a result, a great deal of this report will be focused on identifying this pattern of behaviour which has evolved over time and seems to have become a part of the culture of the TDSB.

### ***Reprisal and Disapproval***

The dominant characteristic about the culture of the TDSB is that of excessive concern about reprisal and disapproval. This fear of offending those in authority filters through from the trustee level to teachers in classrooms and support staff. Fear of reprisal and career limitation restricts the behaviour of those interested in promotion or maintaining an achieved desired placement.

The fear of reprisal and disapproval is demonstrated most commonly by a reluctance to question issues, decisions, and processes implemented by those in authority, even when they seem unclear or unwise. Although these decisions are not questioned in the appropriate arenas or questions directed to the staff with immediate responsibility for the activity, they are often dissected privately with peers. This collective activity has significant importance because it is through these discussions that the propriety of silence and the fear of reprisal are communicated.

New staff learn early that questioning or seeming disagreement are not welcomed as characteristics of creative thinking or a desire to contribute, but rather a voice of opposition or independent arrogance. A former school principal emphasized that “the critiques and suggestions of those who must initiate the programs in the schools and make them work for kids, are not welcomed as valid suggestions and taken seriously”.

So widespread is the fear of reprisal or even adverse attention that staff members assume this rejection of opinion to be ever-present, even with staff with whom it has not been demonstrated and in situations where it has not been tested. The concern that “speaking out” may be career limiting is commonly shared not only by peers, but also by mentors assisting those who seek promotion. The mentors’ teaching is not without basis or examples in the history of the board. Stories are told about school staff that have been embarrassingly ridiculed when questioning a decision or reporting what they believe is students’ negative behaviour. Mentors have shared with me examples of gifted educators

who have not been promoted because they questioned management's plans or suggested improvements.

### ***Fear of Responsibility***

Many teachers believe, and some cite incidents to support it, that if they act independently to question or report serious incidents they risk isolation from their colleagues who may fear association with someone who is not conforming to system behaviours and may be attracting negative repercussions.

Not to be overlooked, but to be clearly understood, is the emphasis that the Ontario Teachers Federation puts on teachers thorough documentation of all incidents involving students discipline. Behaviour logs and safety plans must be kept current, and incident reports written within twenty-four hours of the incident occurrence. This necessary emphasis on the importance of documentation, its possible use, and the repercussions of inaccuracy or lack of detail if the incident becomes a part of a lawsuit, only adds to some teachers' fear of reporting. As a result, many teachers are reluctant to witness or admit to witnessing exceptional behaviour incidents.

An equally important issue is that teachers are compelled to give a copy of an accusation against another teacher to the teacher who stands accused of committing a wrongdoing. This process, long established by the Ontario Teachers Federation, discourages trivial and ill-considered accusations, as well as supporting clear consistency in the accusation, and the right of the other teacher to respond. However, the process itself reduces the likelihood that many teachers will report on their peers. In addition to the formality of the process, although definite and ethical, a teacher's fear of being involved with the board, if the accused teacher launches a lawsuit, reduces the likelihood of reporting.

### ***Fear of Students***

In addition to the fear of isolation from their peers and the fear of some administrators' disapproval, is the fear, felt by some school staff, of the students. It is a generally accepted belief, even if exaggerated by number, that some teachers' automobile tires have

been slashed and they themselves threatened by students whom they have disciplined or reported. In such an environment, knowledge of wrong-doing, in particular collective wrong-doing, is sometimes ignored, then denied, or finally treated like the proverbial hot potato, passed quickly to someone else who, hopefully, will assume total responsibility and see that the issue is solved. If the person to whom the information is passed is not a school administrator then the same pause, indecision and hesitation in reporting could occur with the same basic cause, fear.

### ***Fear of Speaking Out Publicly***

Reports are shared of principals who are telephoned and reprimanded by those in authority after the principals openly questioned or disputed practices and decisions at a principals meetings. I have personally experienced this issue while I was attending a principals' meeting in the pre-amalgamated York City Board of Education. At the meeting the principals were reprimanded by the administration for questioning a promotion appointment made outside the established process. The principals were reminded that the administration had "long memories". From this and the frank content of the presentation of the administrator, as well as the discussion that followed, the principals inferred that such questioning was not welcomed by the administration, and could have negative affects on their individual careers, especially for those who might be seeking promotion.

Reports are shared about staff whose actions to initiate changes were considered too aggressive and independent. These staff members were labelled as "not team players", and experienced career limitations. Also discussed are the experiences of staff members who have acted exceptionally, but well within their work situations, and have suffered resultant isolation by their peers. A case referred to me two years ago is an example of both of the above situations. A staff member felt she was being harassed by the administration at her school for her focussed attention to implementing an inclusive program, as well as her consistent and positive contact with the parents and community. Since she distrusted the involvement of her association, it was necessary to solicit the advice of an outside labour union.

It is important to note that principals not only react to this fear of ‘speaking out’ or questioning the system, but also are seen as inflicting the same limiting expectations and threat of reprisal on others by evaluating their behaviour as troublesome and reporting it to the supervisory staff of the board. In fact, a principal’s ability to maintain a seemingly supportive, if acquiescent staff, is often rewarded. This reinforces the cultural belief that silence is valued.

### ***Silence at the Board and Administration Levels***

The culture of fear and silence begins at the Board and administration levels. There has been no clear and maintained division between the responsibilities of the elected trustees and the administrative *staff* at the TDSB. According to a board administrator, “A tug of war between the Board and administration about the areas of power for each group has resulted in the administration, especially at the school level, operating more like managers than change agents”. This confusion about areas of responsibility is not only difficult for staff, but might also take time, possibly delaying acquiring information about issues needing the focus of both trustees and administration.

Staff members who should report on issues affecting the system in general, a particular trustee’s committee work, or a school district are concerned about gaining the disfavour of the administration or trustees. They are fearful that such disfavour from either group could alter their career paths. Therefore, their reports are often euphemistically stated hiding the seriousness of the situation; or consist of great lists of activity hiding the fact that nothing substantial has been done to address the problem in a timely fashion.

For example, in 2005, I asked for a progress report on the activities of the Workgroup on Safe and Compassionate Schools, struck to study the recommendations and implement a work plan to effect the recommendations made by the Task Force and accepted by the Board. As a result of my request, I was sent an update which reported the percentage of recommendations approved and listed peripheral activities rather than substantial changes.

At the symposium, *Breaking the Logjam: A Blueprint for Progress on School Safety*, (a forum hosted by the Panel and the Ontario Human Rights Commission at OISE on November 21, 2007) Trustee Man Rutka spoke of the culture of fear which exists at the Board and administration level. She has become aware through her attempts to be thorough and get all the pertinent information on issues, that there are staff members who are fearful about submitting reports which might include information ill — received by either the administration or the trustees. This awareness has sponsored her concern that all information should be shared without fear. She subsequently wrote, “. .we cannot continue to have people not say what they see and know is happening and be able to offer creative solutions”.

I have been told, when I asked, on behalf of the parents, for some specific information about their child’s suspension, that the staff member was not certain whether certain information could be shared with the parents.

### ***Rumours Perpetuate the Culture of Silence***

Usually rumour and its effects are omitted in serious discussions of causes of behaviour. However, in the environment of the TDSB, rumour is a very important factor in the perpetuation of the culture of fear. Rumours abound in the TDSB. Whether or not they are always true is only of secondary importance, because their credibility within the TDSB community depends on only one instance of truth experienced by a colleague or associate, and many claim and share their experiences which support the rumours. Rumour maintains, especially in ‘problem areas’, that there are some teachers and principals who are solicited for information, and who report on their colleagues, the informal meetings of colleagues about TDSB related issues, and information requested.

So shared is the belief that administration and some trustees have ‘inside sources’ that many staff will attend only compulsory meetings, and rarely contribute opinions to informal discussions about issues. Staff members who are thought to be informing on their colleagues are generally kept at a distance, because of the danger they are supposed to pose in reporting anything as negative and undermining. It is difficult to know whether

the belief that there are informers in the system is only a part of the culture of fear or the result of it. But the rumours of informers in the system contribute greatly to a culture of silence, maintained even by those who claim disbelief in the rumours, yet hedge their bets by not speaking openly about school or board issues.

### *Fear of Outsiders*

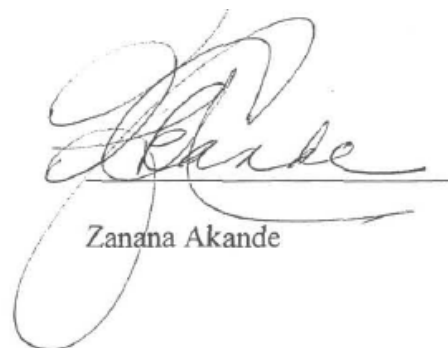
The objects and the issues of fear discussed above are issues which I have had to confront and understand in working in and with the staff of the TDSB. They all contribute to a culture in which information is not freely shared, where opinions are hesitantly given, if at all, and reporting is done as a last resort or when situations or conditions are extreme. Therefore, staff members are unlikely to volunteer to express their knowledge of or concerns about issues to groups designated to receive such information. There is no better example of this than the reluctance of principals to meet with the Task Force on Safe and Compassionate Schools. During our work, the Task Force repeatedly sent invitations to the TDSB Principals Association to present their concerns and issues to the task force. The Task Force was willing to go to every family of schools to meet with the principals, so vital was their role in the safe schools issue. They did not meet with us until the head of the Safe Schools Department in the TDSB summoned together a small selected group of principals, and remained with the Task Force during our meeting with the principals. Many other principals never knew of the meeting. The Task Force was concerned that the opinions we heard were not indicative of the breadth of issues we had to gather later from personal discussions with some principals.

The reluctance of educators to report is also complicated by a professional concern of teachers. Lodged between their aspired identification as professionals and their economically necessary alliance with trade unions, teachers struggle to maintain their debated status as professionals. Recognizing that professionals are policed by members of their own profession, teachers resent the imposition of outside scrutiny, especially when it is lead by a member of another profession. For many, this is professionally demeaning, and does not encourage open and helpful interaction. This attitude, if demonstrated, is

also a hindrance in working with community organizations that criticize current practices and request changes.

### *Conclusion*

The culture of silence in the TDSB has become so normalized by time that it is maintained by some staff members who would not even identify it. Influenced by fears of harassment from trustees and administration, colleague isolation, student reprisal, involvement in lawsuits, negative reporting from unidentified sources, and imposed career limits or alterations, staff effect their roles and conduct themselves through their days without attracting attention. They thereby increase the opportunity to achieve promotion or, for the differently ambitious, to exist in peace. Yet such peace gained through selective silence in a system where vigilant observation and timely reporting are needed may leave students vulnerable; ambition realized through selective silence in a system requiring the creative ideas of everyone and open communication to prune and perfect those ideas for early implementation cheats the system of its opportunities and leaves the students wanting, vulnerable and unsafe. It is my belief that in order to achieve school safety, the culture of fear and silence must be aggressively and overtly devalued.



Zanana Akande



**Zanana Akande**  
B.A. and M.Ed

Curriculum Vitae

---

Ms Akande holds a B.A. and M.Ed. from the University of Toronto.

Ms Akande has had an outstanding career as a teacher and administrator in all levels of education. She has worked in both elementary and secondary schools. As a consultant, she supported teachers and their programs for pupils with special needs. She designed and developed a school / community program to efficiently integrate secondary school students new to the Canadian system. She was responsible for the design and coordination of the York City Board enrichment program which accommodated students requiring an enriched program, including gifted students from primary, intermediate, and secondary school levels. As principal, she was responsible for the direction of large inner city schools with culturally diverse populations. In total, Ms Akande has dedicated 30 years to the education system in the GTA.

In December, 2003, Ms Akande was asked by the TDSB to co-chair the TDSB's Task Force on Safe and Compassionate Schools, which delivered its report to the Board of the TDSB in May, 2004.

Ms Akande has taught courses in the education of exceptional students at York University and the University of Toronto, and recently at Royal Rhodes University in

Victoria, British Columbia. She has also presented at many universities and school boards across Ontario. Now retired, she continues to work as a speaker and lecturer on topics of equity, inclusive education social change, and community development.

Ms Akande has also worked as a consultant in the coordination of health, social services, and education services; and as a member of the provincial Parliament from 1990 to 1994, representing the riding of St. Andrew/St. Patrick.

During her term in government, Ms Akande served as the Minister of Community and Social Services and as parliamentary assistant to the Premier. She was responsible for the design and implementation of the Ontario Youth program, which created over 5,000 jobs for youth across the province during the summers of 1991 to 1994. She was an active participant on many ministerial committees including the ministerial committee on Youth Employment, focusing on effective wider access for all youth to jobs. Her interest and work in youth employment took her across the province to ensure that the programs responded to the particular needs of the different communities.

Ms Akande's work on the Roundtable on Anti-Racism supported the development of an anti-racist curriculum programs produced by the Ministry of Education.

Ms Akande's community activities have included participating as a Board member of the United Way of Greater Toronto; the Family Service Association of Toronto; the Elizabeth Fry Society; Doctors Hospital, and the Nelson Mandela Children's Fund,

serving as chair of the Education Committee and assisting in encouraging the TDSB to rename Park School as Nelson Mandela Park School. She has also served as the president of the Canadian Alliance of Black Educators, the Toronto Child Abuse Centre and Harbourfront Centre.

Some of her current community involvements include serving as Vice-President of Community Unity Alliance, as Board member of the Factory Theatre, as a Governor of Centennial College, as a Board member of Toronto Community Foundation, and as a member of the Advisory Board of the Youth Challenge Fund.

Ms. Akande has received many awards recognizing her contributions to education and community. Some of these awards are the African Canadian Achievement Award for Education; The Onyx Award for Exemplary Service to Community; Black History Makers Award; the Arbor Award from the University of Toronto; the Award of Distinction from the Congress of Black Women, the Human Rights Activist Award from the Centennial Foundation and the City of Toronto's Constance E. Hamilton Award, awarded for her contributions to the City of Toronto.



## Backgrounder - Human Rights Settlement Reached with Toronto District School Board

### Terms of Settlement

WHEREAS the Commission on July 7, 2005, initiated a complaint pursuant to subsection 32(2) of the *Human Rights Code* (the “Code”) in the public interest and on behalf of racialized students and students with disabilities alleging that the application of the *Safe Schools Act* and the Toronto District School Board’s (“TDSB”) policies on discipline are having a disproportionate impact on racial minority students and students with disabilities. The complaint alleges that the TDSB had failed to meet its duty to accommodate racialized students and students with disabilities in the application of discipline, including providing adequate alternative education services for racial minority students and students with disabilities who are suspended or expelled and that the above amounts to a failure on the part of the TDSB to provide equal access to education services and that this constitutes discrimination and contravenes sections i, ii and 9 of the *Human Rights Code*;

THEREFORE, the parties agree to settle this matter as follows:

1. The TDSB accepts and acknowledges 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
2. The TDSB will determine the most appropriate methodology to collect and analyse 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 in the Commission’s *Guidelines on Special-Programs*, and the 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 re-open 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

## Ontario Human Rights Commission

5. disruptive in school.. The training will be provided to the administrators of discipline including teachers and all persons in positions of authority.
6. In keeping with its “Equity Foundation Statement and Commitments to Equity Policy Implementation”, the TDSB will continue to train staff that it is an expectation that staff be aware of and sensitive to the presence of racially biased education in the elementary and secondary school curriculum. Where bias is found to exist, the TDSB will ensure that school principals take corrective measures to make the curriculum inclusive of all of the communities it serves.
7. 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.
7. The TDSB will facilitate a meeting with the OHRC by January 31,2006 to discuss how the TDSB recruits and enables internationally trained teachers and teachers from racialized communities, who are in the system on a temporary basis, to obtain permanent positions.
8. The Commission requires that while the Ministry of Education’s comprehensive review of the *Act* referred to above is taking place, that:
  - a. TDSB will continue to take appropriate steps to ensure that teachers and all persons of authority are aware of the expectation and that they will exercise their discretion in applying the *Act* in a manner consistent with the Ontario *Human Rights Code* and the OHRC’s *Guidelines on Accessible Education*..
  - b. The TDSB will ensure that principals are familiar with the current requirement in section D of the TDSB Safe Schools Procedures Manual to consider a wide variety of factors when exercising their authority under sections 306,309 and 310 of the *Education Act* and Regulation 37/01 In addition, principals will be informed that when they interpret mitigating factors they should consider whether racial or other harassment predicated the student’s behaviour, and whether the principles of progressive discipline have been followed This discretion shall include consideration of mitigating circumstances and the implementation of practices of progressive discipline, if discipline is appropriate, when considering whether a student can be either suspended or expelled.
  - c. In the case of a student with a disability, educators shall also assess whether appropriate accommodation has been provided when deciding what appropriate measures to take.
  - d. The TDSB will conduct a thorough review of the current protocol between the school board and the police, to be completed by June 2006, while the Act and policies are under review by the Ministry of Education, and will make modifications to ensure that the protocol complies in full with the Ministry of

## Ontario Human Rights Commission

Education's "Provincial Model for a Local Police/School Board Protocol", the *Youth Criminal Justice Act*, and the *Canadian Charter of Rights and Freedoms*. Prior to conducting a review, the IDSB agrees to meet with representatives of the OHRC by December 23, 2005 and to invite the other parties to the protocol. The purpose of the meeting is to inform the parties of the OHRC's concerns with the protocol.

- 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 delegate will act in *loco parentis* to the student(s), in order to ensure their *Charter* rights are maintained.
  - 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
  - g. The TDSB will develop and distribute a pamphlet which clearly delineates parents/guardians' or adult students' rights in situations of pending or actual suspension or expulsion. The TDSB will provide a draft copy to the OHRC for review.
  - h. Principals will be encouraged to provide curriculum in accordance with Ontario curriculum standards forthwith for all suspensions. The TDSB will ensure that no student's education is interrupted by a suspension of over 5 days or an expulsion from their home school under the *Act* by ensuring that alternative educational programs are made available forthwith to such students. Such alternative programs may include, but are not limited to, in school suspension facilities, alternative schools or programs that are, where possible, locally accessible. Further, the TDSB will ensure that such alternative education is provided at a standard equal to the Ontario curriculum.
9. The TDSB will convene a meeting between the OHRC and the TDSB's Special education staff by December 23, 2005. Should an agreement not be reached on the issues (a) to (e) below, the parties agree to re-open settlement discussions on these specific issues:
- a. How to ensure that accommodation is governed by the principle of individualization;
  - b. How to ensure the most effective means of communicating with parents about special education practices and procedures, which would include, but not be limited to, holding information sessions for parents and guardians of students with disabilities which fully inform them of their rights and a responsibilities throughout the accommodation process. The

## Ontario Human Rights Commission

TDSB will discuss the possibility of holding a minimum of two such sessions per school year, with a session occurring both in September and February. The TDSB will also discuss what steps need to be taken to ensure that any such sessions are accessible to all parents, including parents whose first language is not English, and parents who may have disabilities that require information in alternative *formats*;

- c. How to provide access to educational services for students with disabilities who have been removed from school;
  - d. How to accommodate students whose behaviour was a manifestation of a disability and how to prevent the labelling of such students;
  - e. How to ensure that the IPRC process is transparent and that parents are adequately informed and supported during the process;
  - f. Other recommendations relevant to discipline included in the OHRC's report "*The Opportunity to Succeed*".
10. The TDSB will ensure that a student with a disability who has been subjected to disciplinary measures will be reassessed periodically and will not be removed from a regular school placement indefinitely, unless to include the student would cause undue hardship.
  11. The TDSB continues its commitment to the creation and implementation of Individual Education Plans for students with special needs consistent with the expectations of the Ministry of Education as outlined in Regulation 181/98, Identification and Placement of Exceptional Pupils and the Ministry of Education's Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000.
  12. The TDSB will determine the present educational status of the expelled students, and where they have not had the opportunity to complete the credits for the Ontario Secondary School Graduation diploma, the Board will implement a system by which the students will be given the opportunity to complete the credits for their diploma.
  13. The TDSB will report on the Summer 2005 pilot project on Africentric schools, as well as any future plans for similar initiatives.
  14. The parties agree that in keeping with the Commission's public accountability and a duty to serve the people of Ontario, as well as to promote understanding of human rights and responsibilities, they will issue a press release relating to the terms and conditions of the Minutes of Settlement, on an agreed upon date, within 30 days of the approval of the Minutes of Settlement by the Commission.
  15. The parties agree that they shall be bound by the provisions of this agreement until the Commission decides whether or not to approve the agreement in accordance with section 43 of the *Code*.
  16. In the event that this agreement is approved by the Commission, it shall continue to bind the parties.
  17. In the event that the Commission does not approve this agreement, it shall be null and void.

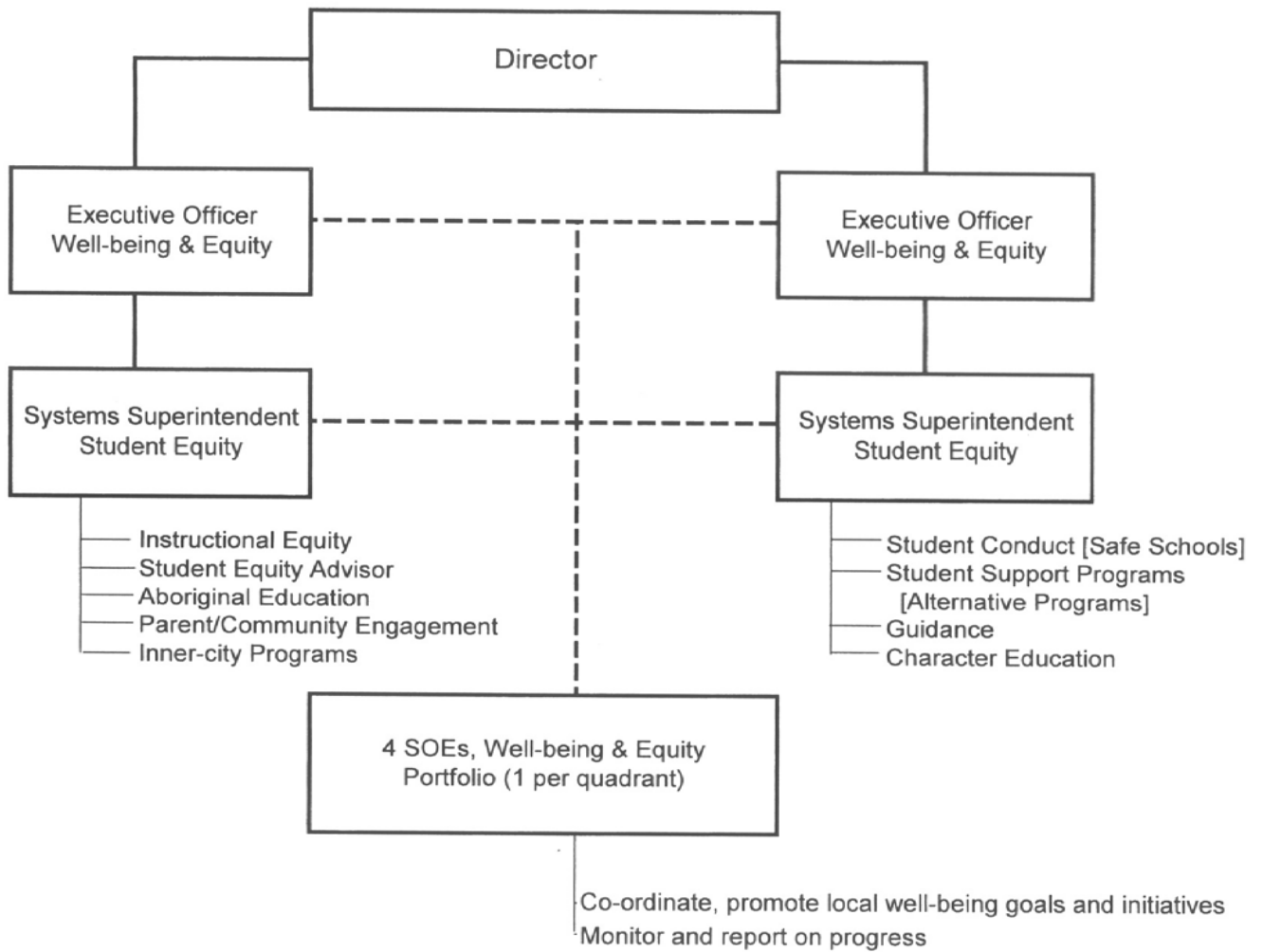
### See also:

News release: Human Rights Settlement Reached with Toronto District School Board



# APPENDIX G

## Well-Being and Equity Department





SCHOOL  
COMMUNITY  
SAFETY  
ADVISORY  
PANEL

**AN INTERIM REPORT ON SCHOOL SAFETY**

August 28, 2007



# Executive Summary

---

## I. Introduction

On May 23, 2007, Jordan Manners, a fifteen year-old C.W. Jefferys' student, died of a gunshot wound at his school. The impact of this tragedy on Jordan's family, and the students, teachers, administration, and parents of the C.W. Jefferys C.I. ("C.W. Jefferys") community cannot be overstated. The belief that schools can deliver a safe haven for our children has been seriously shaken.

The intent of this Interim Report is to provide what the Panel has thus far heard and what the Panel has found with respect to life at C.W. Jefferys. While this Interim Report raises significant systemic issues affecting both C.W. Jefferys and the broader school environment, it is not intended to make broad-reaching systemic recommendations. That aspect of the Panel's work will await the completion of the systemic phase. Four narrow non-systemic recommendations aimed at some very specific items unique to the North-West family of schools are proposed in Section 4.2 of this Interim Report.

Based on the hundreds of hours of consultations and extensive data received to date (see our website at [www.schoolsafetypanel.com](http://www.schoolsafetypanel.com)), there is no merit to the suggestion that the general school environment at C.W. Jefferys is a "lawless war zone". Indeed the school continues to rightly be considered by many parents and students as the "jewel" of the community, due to its high academic standards and enviable arts program as described in Section 2.2(b) below.

## II. The Scope of the Interim Report

The Interim Report is not intended to be an exhaustive review of the situation at C.W. Jefferys, nor of the overall policies and procedures at the TDSB. It would be premature for the Panel to offer its final conclusions and recommendations at this stage (just ten weeks from the commencement of the Panel's work) given that consultations and research are ongoing. The Interim Report focuses primarily on the perspectives of students at C.W. Jefferys. It highlights some of the recurring themes with respect to school safety that the Panel has encountered during the initial stages of its work. It is based primarily on consultations with individual students, and the results of a comprehensive survey of C.W. Jefferys students administered on June 18 and 19, 2007. While the Interim Report incorporates some of the Panel's consultations with other stakeholders, including youth, parents, teachers, administrators, trustees and community organizations, a full analysis of these perspectives will await the completion of the Final Report.

### III. Student Perspectives on Safety and the “Recurring Themes”

While the Panel heard through consultations with students what can best be described as “mixed messages” regarding safety at C.W. Jefferys, overall a majority of the forty-one C.W. Jefferys students who were directly interviewed told the Panel that their school is one with high academic standards, a diverse student body, a safe environment and an excellent and enviable arts program. These views are largely corroborated by the Panel’s initial consultations with other stakeholders. C.W. Jefferys students are well represented among the recipients of awards and scholarships. C.W. Jefferys students consistently told the Panel that they felt that their school was being unfairly portrayed in the media as a dangerous and violent environment as a result of Jordan Manners’ death. In spite of these overall positive views of students, there were several significant concerns with respect to school safety that were brought to the Panel’s attention. These “recurring themes” have also emerged in the preliminary consultations with other stakeholders. They include:

- **Hallway Students** - Many students were concerned about the number of students who were congregating in the halls during class time, and the resulting disruption of the learning environment.
- **Safe School Transfers** - The Panel encountered near unanimity from stakeholders that the transfer of students from one school to another for reasons related to discipline or violence, without appropriate assessment and intermediary programming, was an issue of serious concern.
- **Difficulties in the Student-Teacher Relationship** - Some students have described a breakdown in the student-teacher relationship, ranging from students “talking back” to teachers, to instances of threats or assault. A preliminary review of the teachers’ consultations supports this view. There is a strong perception amongst teachers that school administrators are unwilling to impose appropriate consequences for student misbehaviour, and that administrators were under pressure from the TDSB to reduce the levels of suspensions and expulsions.

### IV. Preliminary Data from the Student Surveys

Relying on the expertise of its Chief Academic, Professor Scot Wortley, Criminologist, University of Toronto, the Panel designed and administered a comprehensive survey on school safety to 423 C.W. Jefferys students (over 50% of the student population). The survey, delivered through an anonymous questionnaire, was intended to address some of the limitations of conducting one-on-one interviews with youth.

Chapter Three of the Interim Report is meant to capture some of the survey data to date. It is by no means the entire picture of life at Jefferys as there is further survey work to be done with the students. The process with respect to teacher data collection is ongoing. The data provides cause for both optimism and concern.

It is of note that, with the exception of the period immediately following the shooting of Jordan Manners, most students feel safe at C.W. Jefferys. Half of the students feel that C.W. Jefferys is still safer than other high schools in Toronto. With respect to the students' general feelings of safety at C.W. Jefferys, students were asked 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 results indicate that (pp. 33-34):

- 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%).
- 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. 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 immediately after the shooting (44%), feelings of safety have not yet returned to pre-shooting levels (81%).

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?" The results indicate that:

- Despite the shooting of Jordan Manners, three out of every four C.W. Jefferys students (74%) still feels 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 that 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?” 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 their school 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 there are other schools in the area that have more serious problems with violence and crime. These findings are also consistent with student and teacher complaints that C.W. Jefferys has been unfairly labelled and stigmatised as a result of the extensive media coverage of the Jordan Manners’ death.

In contrast, other data indicates that a large proportion of the students who participated in the survey think that there are serious difficulties at C.W. Jefferys including difficulties 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 and other types of crime – both inside and outside of school – in the past two years. The Panel stresses, however, that the levels of victimization observed in this study are consistent with the findings of other high school victimization surveys conducted in Toronto and other North American cities over the past decade.

Notable results from this section of the survey indicate that (p. 37):

- 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. For example, over two-thirds of the respondents (67%) feel that “students who steal from other students” is a serious problem at their school. Similarly, 60% of the respondents believe that students “who bring weapons to school” is a serious problem. Sixty percent also think that “students who pick on or bully other students” is a serious problem.
- It is important to note that over 40% of the respondents believe that weapons are a “very serious” problem at C.W. Jefferys. 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



shooting death of Jordan Manners. Obviously, in that case, a firearm did enter 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 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 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 is explored further in a subsequent section of this chapter.

- 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.
- 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. 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.

Furthermore other data indicates (p. 38):

- 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 and student 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.

Regarding specific issues of student victimization, two realities are emerging: Crime and victimization are serious problems for students at C.W. Jefferys, but sadly, these problems do not appear isolated within C.W. Jefferys or even within other schools in the “Jane-Finch” community. Crime and victimization are apparently a reality faced by students at many schools throughout the Toronto region. These Panel conclusions are arrived at as a result of the comparison between the current day survey data at C.W. Jefferys and the extensive survey data for thirty Toronto schools obtained in year 2000. In the latter case, a Toronto Youth Crime and Victimization Survey<sup>1</sup> conducted in 2000,

---

<sup>1</sup>Wortley, Scot and Julian Tanner. 2006. “Immigration, Social Disadvantage and Urban Youth Gangs: Results of a Toronto-Area Study.” *Canadian Journal of Urban Research* 15 (2): 1-20.

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 Toronto District School Board). During this study, a detailed questionnaire was administered to student respondents during class time. It should be noted that C.W. Jefferys was not one of the schools included in the 2000 survey. As with the survey conducted at C.W. Jefferys, one of the primary objectives of this project was to document experiences of victimization.

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 (pp. 45-46):

- 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.

In sum, the victimization findings produced in 2000, using a large sample of high school students from 30 different schools across Toronto, seem to largely mirror the victimization results produced in 2007 using a relatively small sample of students from C.W. Jefferys. Put simply, crime and victimization may be a problem faced by students at many schools throughout the Toronto region and that life at C.W. Jefferys may not be particularly exceptional in this regard.

In view of the above, the Panel's systemic phase will prove all the more important in respect of proposing school safety recommendations that can enhance school safety for youth across the City of Toronto.

## **V. Conclusion and Interim Recommendations**

The Panel is continuing its consultations and research into the themes identified in the Interim Report, as well as other systemic issues that impact on the safety of students within the TDSB. The Panel's systemic recommendations will be delivered in its Final Report, once its consultations with parents, teachers, union representatives, professional organizations, trustees, administrators, police, community groups, and other stakeholders are completed. In this regard, the Panel remains open to receive presentations and submissions from interested members of the community. The Panel has identified four interim recommendations that it feels are appropriate to report on at this stage. These recommendations are sufficiently narrow that they can be considered for immediate implementation, pending the release of the Final Report:

- 1. The completion of a building safety audit at C.W. Jefferys.** The Panel was advised that the formal building safety audit process employed by the Safe Schools office at the TDSB has not yet been implemented in respect of C.W. Jefferys. The Panel recommends that this audit be conducted prior to the return of students this Fall.
- 2. Additional Human Resources North-West 2.** The Panel recommends additional human resources support to be made available to NW2 to address the complex needs of this community. Pending its systemic review, the Panel will reserve comment on what, if any, recommendations ought to be made for the reorganization of supervisory roles in high needs communities.
- 3. Mediation between the Trustee and Superintendent in North-West 2.** Through its consultations, the Panel has concluded that the working relationship between the Trustee and Superintendent responsible for the North-West 2 family of schools has become dysfunctional. This situation does not serve the students, parents, teachers, staff and administration within North-West 2. The Panel recommends that the Superintendent and Trustee participate in a mediation conducted by an independent interpersonal mediator to attempt to resolve this situation. Both parties have agreed in principle to this recommendation.

4. **Extension of the Panel's Work to Other Schools in North-West 2.** The Panel has been advised by a broad range of stakeholders of serious safety concerns regarding other schools within North-West 2. The Panel recommends that its mandate be extended to November 15, 2007, to accommodate a more intensive review of these additional schools than was earlier contemplated.

# INDEX

<b>1</b>	<b>INTRODUCTION</b>	<b>1</b>
<b>Section 1.1</b>	The July 6 <sup>th</sup> Clarification of the Panel’s Terms of Reference	3
<b>Section 1.2</b>	Overview of Interim Report	4
<b>Section 1.3</b>	Methodology	5
<b>2</b>	<b>THE SCHOOL ENVIRONMENT AT C.W. JEFFERYS C.I.</b>	<b>7</b>
<b>Section 2.1</b>	C.W. Jefferys’ Place In the TDSB	7
<b>A</b>	Organization of the Toronto District School Board	7
<b>B</b>	The North-West 2 Family of Schools	7
<b>C</b>	C.W. Jefferys Collegiate Institute	8
<b>Section 2.2</b>	Indicators of Student’s Safety and Success at C.W. Jefferys	9
<b>A</b>	Students set the Record Straight	9
<b>B</b>	Sources of C.W. Jefferys Pride	12
<b>i.</b>	<i>The Specialized Visual Arts Program</i>	12
<b>ii.</b>	<i>The ESTE<sup>2</sup>M Program</i>	12
<b>iii.</b>	<i>Math and Literacy Standardized Testing Results</i>	12
<b>iv.</b>	<i>Graduation Rates</i>	13
<b>C</b>	Suspension and Expulsion Rates	14

<b>Section 2.3</b>	Recurring Themes in School Safety	15
<b>A</b>	Hallway Students	15
<b>B</b>	Safe School Transfers	18
<b>C</b>	Difficulties in the Student Teacher Relationship	25
<b>Section 2.4</b>	Conclusion	28
<b>3</b>	<b>THE STUDENT SURVEY</b>	30
<b>Section 3.1</b>	Preliminary Results from the Student Survey	30
<b>A</b>	Methodology and Sample Description	31
<b>B</b>	Student Perceptions of Safety at School and in the Community	33
<b>C</b>	Student Perceptions of Problems at School	36
<b>D</b>	Other Problems	40
<b>E</b>	Student Victimization	42
<b>F</b>	The Victimization Numbers in Context	44
<b>G</b>	Details of “Most Serious” Victimization	46
<b>H</b>	Witnessing Crime	47
<b>I</b>	Improving School Safety	48
<b>J</b>	Other Student Comments	50
<b>Section 3.2</b>	Conclusion	53
<b>4</b>	<b>CONCLUSION</b>	54
<b>Section 4.1</b>	Conclusion	54

<b>Section 4.2</b>	Interim Recommendations	55
<b>1</b>	The Completion of a Building Safety Audit at C.W. Jefferys	55
<b>2</b>	Additional Human Resources for North -West 2	56
<b>3</b>	Mediation between the Trustee and Superintendent in North-West 2	56
<b>4</b>	Extension of the Panel’s Work to Other Schools in North -West 2	57
<b>5</b>	<b>SIGNATORIES AND APPENDICES</b>	58
	Signatories	58
	<b>Appendices</b>	59
<b>A</b>	Terms of Reference for School Community Safety Advisory Panel (June 5, 2007)	55
<b>B</b>	Change to Terms of Reference (July 6, 2007)	60
<b>C</b>	People and Organizations Consulted to Date	61

## Introduction

---

On May 23, 2007, Jordan Manners, a fifteen year-old C.W. Jefferys' student, died of a gunshot wound at his school. The impact of this tragedy on Jordan Manners' family, and the students, teachers, administration, and parents of the C.W. Jefferys C.I. ("C.W. Jefferys") community cannot be overstated. The belief that schools can deliver a safe haven for our children has been seriously shaken.

The intent of this Interim Report is to provide what, so far, the Panel has heard and what the Panel has found with respect to life at C.W. Jefferys. While this Report alludes to themes that raise significant systemic issues affecting both C.W. Jefferys and the broader school environment, it is not intended to make broad-reaching systemic recommendations in this Report. These broader recommendations will be delivered in the Final Report, once the Panel's consultations are completed. Four narrow non-systemic recommendations aimed at some very specific items unique to the North-West family of schools are proposed in Section 4.2 of this Interim Report.

Based on the hundreds of hours of consultations and extensive data received to date (see our website at [www.schoolsafetypanel.com](http://www.schoolsafetypanel.com)), there is no merit to the suggestion that the general school environment at C.W. Jefferys is a "lawless war zone". Indeed the school continues to rightly be considered by many parents and students as the "jewel" of the community, due to its high academic standards and enviable arts program as described in Sections 2.1 and 2.2(b) below. This does not change the fact that the life of a 15-year old has been lost to violence within the walls of the school.

Jordan Manners' death is the subject of an ongoing criminal investigation, and thus, what details are known about this death have not been made public. The following is apparent to the Panel: A shooting occurred inside the C.W. Jefferys building. Jordan Manners died as a result of the discharge of a firearm. There is no evidence to suggest that the injury was self-inflicted. Two male youths, known to Jordan Manners and the staff at C.W. Jefferys, have been arrested and charged with first-degree murder.

In the days and weeks following Jordan's death, there was an outpouring of grief and concern. Parents, students, teachers and community members expressed grave fears for the safety of the students. The Toronto District School Board ("TDSB") acknowledged these concerns and, in response, the Director of the TDSB, Ms. Gerry Connelly, and the Chair of the TDSB, Ms. Sheila Ward, announced the convening of the School Community Safety Advisory Panel on June 5, 2007, with the following mandate<sup>2</sup>:

---

<sup>2</sup> Attached as Appendix "A" to this Interim Report is a copy of the Terms of Reference



The independent Panel shall make findings and recommendations to the Director of the Toronto District School Board by July 16, 2007 with respect to:

- The practices and procedures at C.W. Jefferys in the two years prior to May 23 2007 with regards to student supervision, student discipline and building security;
- Factors influencing the ability of C.W. Jefferys in particular or the Toronto District School Board schools in general to maintain student order and discipline;
- Improving practices in TDSB schools with regards to prevention, school supervision, discipline and security which will create a positive, safe and welcoming school environment.
- The Panel will give current and past C.W. Jefferys students an opportunity to describe their experiences in the school.
- The Panel will give C.W. Jefferys employees (teachers, support staff and administration) an opportunity to describe their experiences in the school.
- The Panel will give C.W. Jefferys parents an opportunity to describe their experiences with the school.
- The Panel may make such other enquiries and consultations it deems necessary to achieve its objects, including but not limited to:
  - Community agencies and advocacy groups and Trustees
  - School Board administration
  - Unions and employee groups

Throughout its consultations, a clear and consistent message has been expressed to the Panel:

*“That given the number of deaths that have occurred as a result of gun violence in Toronto in recent years, it is not so much a surprise that another black youth has died from a shooting even in a school hallway, as much as it is a surprise that it happened at C.W. Jefferys.”*

The Panel infers two things from this repeated theme: First, that this tragedy is a product of the times and as such it would be artificial to describe the circumstances surrounding the shooting death as an isolated incident (i.e. “tragic-yes, surprising-no”). Second, the Panel infers that C.W. Jefferys has historically enjoyed a significant level of respect and prestige in the communities that know the school.

Schools cannot be separated from the larger community. They spring from and form part of the community surrounding them. The social issues that plague the communities outside our schools – such as racism, sexism, violence, poverty and alienation – are also reflected in our schools from one end of the GTA to the other. Our schools will only be

safe and equitable if our communities are safe and equitable. In light of this reality, addressing the root causes of violence and crime must be a high priority.

Following the shooting, many rushed to judge C.W. Jefferys as a “Jane and Finch school”, with all the negative biases and stereotypes that accompany such a label. The communities in the “Jane and Finch” area are some of the lowest income, high-density neighbourhoods in Toronto, but also among the most vibrant and inspiring. However, those associated with “Jane and Finch” are all painted with the same negative brush, and its schools have been portrayed as gangland war zones. Stephnie Payne, Trustee for Ward 4 York West, the school board Trustee responsible for C.W. Jefferys, challenges such a label for the school which, though not geographically part of the Jane and Finch area, “lives in the shadow of Jane and Finch.”

Nonetheless, the Panel has learned through its consultations and research that, as detailed in this report, C.W. Jefferys suffers from significant and emerging challenges, such as the erosion of student discipline and an increase in youth violence. While some of the statistics described in this report concerning student victimization at C.W. Jefferys are alarming, the Panel’s ongoing assessment of the data and experiences of other Toronto schools suggests that C.W. Jefferys is not exceptional in this regard.

Put another way, the death of Jordan Manners should not be seen as an isolated incident, but rather as a disturbing harbinger of things to come if we, as a society, do not put a stop to the ongoing neglect of significant numbers of our youth. It is a harbinger because the influx of guns in this city has, in the words of one of our community agency deputants created the following sad reality: *“It is easier to get a gun than get a job”*.

### **SECTION 1.1: THE JULY 6, 2007 AMENDMENT TO THE PANEL’S TERMS OF REFERENCE**

In the course of its consultations with teachers, the Panel learned of a serious incident that was alleged to have occurred at C.W. Jefferys in October 2006. The Panel provided a confidential interim report to the Director of Education for the Toronto District School Board on June 27, 2007.

That same day, the Principal and two Vice-Principals from C.W. Jefferys were placed on home assignment with pay. The Toronto Police Service was notified and has launched a criminal investigation into the October 2006 incident. This investigation is ongoing and to date, no charges have been laid.

On July 6, 2007, in response to statements of community concern, the TDSB particularized the Panel’s Terms of Reference<sup>3</sup>. The Panel was asked to ensure that it included in its review, “the particular risks to the safety of female visible minority students that may exist within our schools.”

---

<sup>3</sup> Attached as Appendix “B” to this Interim Report is a copy of the letter from Jerry Connelly, dated July 6, 2007, clarifying the Panel’s Terms of Reference.

The Panel has initiated consultations and research with stakeholders in the education system, community groups, social service agencies, youth and academics in order to investigate the ways in which factors such as gender, ethnicity, religion, immigration status and race can impact on student safety in schools. This issue will be fully analyzed in the Panel's Final Report.

## **SECTION 1.2: OVERVIEW OF INTERIM REPORT**

This Interim Report will focus primarily on the perspectives of students at C.W. Jefferys. The perspectives of the students were canvassed through two methods – (1) private and individual consultations with C.W. Jefferys students; and (2) the administration of an extensive survey of all students at C.W. Jefferys. The Panel also conducted individual consultations and surveyed the teachers, administrators and staff at C.W. Jefferys. At this stage, however, the Panel feels that it would be inappropriate to provide a detailed analysis of their perspectives and issues as the Panel has not had a full opportunity to consult with some teachers and staff who have requested consultations, the involved unions and various political representative bodies (e.g. the Ontario Secondary School Teachers' Federation). The Panel has scheduled consultations with many of these important stakeholders and will be providing a detailed analysis of those perspectives in its Final Report.

The Panel is cognizant of the fact that a comprehensive report on the state of C.W. Jefferys necessitates the input and voice of the C.W. Jefferys family: students, parents, teachers and staff. As such, where appropriate, the Interim Report will discuss some of the recurring themes that were raised by the students and have been echoed in the consultations with the C.W. Jefferys teachers, staff and administration. In addition, the Interim Report will include some discussion of the perspectives of youth, community organizations, public interest groups, trustees and concerned community members with whom the Panel has consulted.

The individuals who consulted with the Panel did so voluntarily and under the protection of confidentiality, if so requested. These individuals should be applauded for their courage and willingness to assist the Panel's process, as well as their dedication to the goal of improving school safety. In keeping with the confidentiality of the consultation process, the opinions and information provided by interviewees will not be attributed unless the individual has authorized the Panel to do so.

By way of overview, the Interim Report is divided into four distinct chapters. The second and third chapters address the interim findings of the Panel through its various consultations, the research conducted to date, and a preliminary analysis of the student survey.

Chapter 2 of the Interim Report provides an overview of the school environment at C.W. Jefferys. This Chapter will itemize and discuss the themes that have been expressed consistently over the course of the Panel's consultations with the C.W. Jefferys community. Many of these recurring themes have also been expressed in consultations

with youth and parents from the broader school community within the “Jane and Finch” area.

Chapter 3 of the Interim Report discusses some of the preliminary data that has been collected from the student surveys. The data confirms many of the concerns expressed in the previous chapter and raises some additional issues that will be addressed in the Panel’s Final Report. A detailed analysis of the student survey results and the teacher survey results will be produced in the Final Report.

Chapter 4 details the Panel’s preliminary conclusions and discusses the Panel’s ongoing research activities, meetings, public deputations, and consultations that will form the basis of the Final Report. This Chapter outlines four narrow recommendations that the Panel feels should be addressed prior to the completion of the Final Report.

The Interim Report is not meant to be an exhaustive report on the health of C.W. Jefferys or more generally on the appropriateness of the policies and procedures at the Toronto District School Board. With only ten weeks to conduct comprehensive consultations, administer surveys and research systemic issues, it would be irresponsible of the Panel to attempt to conclusively address these very important issues at this early stage. The Interim Report is intended to flag some of the recurring themes identified during the Panel’s work to date. These recurring themes will assist the Panel in further analyzing issues of school safety and recommending, in the Final Report, methods for improving the C.W. Jefferys environment and more generally the procedures and policies of the Toronto District School Board.

### **SECTION 1.3: METHODOLOGY**

When the Panel began its mandate, its first order of business was to attempt to consult directly with members of the C.W. Jefferys family prior to June 27, 2007 - the end of the academic school year. As mentioned in the previous chapter, the Panel’s initial wave of consultations involved meeting with the immediate stakeholders - students, parents, teachers, administrators, and staff at C.W. Jefferys.

In meeting with these stakeholders, we asked them to identify their concerns and to describe the type of school that C.W. Jefferys was with specific regard to safety concerns in the wake of Jordan Manners’ death. During the consultations with students, a number of themes were expressed consistently. These themes were in large part corroborated by what the Panel heard from C.W. Jefferys teachers, administrators, and staff.

After meeting and consulting with members of the C.W. Jefferys family, the Panel developed a number of research methods aimed at studying, both quantitatively and qualitatively, the themes expressed by the students and echoed by other stakeholders. The first research methodology immediately engaged by the Panel was to design and administer comprehensive surveys to the students and the teachers at C.W. Jefferys. A 32-page survey was administered to students from Grades 9 to 12 over a two- day period. In addition, a 31-page survey was prepared and provided to C.W. Jefferys teachers.

In the following sections of this chapter, the Panel will itemize and discuss the recurring themes that were shared with the Panel during the initial wave of consultations. Where possible, the Panel has included data from the Toronto District School Board with respect to expulsion and suspension rates, safe school transfers, graduation rates, university attendance and other data collected about C.W. Jefferys and other schools in the North-West 2 (“NW2”) family of schools. This data provides context for the more specific findings made by the Panel. Chapter 3 of the Interim Report will examine some of the preliminary data that has been collected from the student survey. A detailed analysis of the student and teacher surveys will be presented in the Final Report.

# The School Environment at C.W. Jefferys C.I.

---

# 2

## SECTION 2.1: C.W. JEFFERYS' PLACE IN THE TDSB

### A. Organization of the Toronto District School Board

The Toronto District School Board is the largest school board in Canada, and amongst the largest in North America. The TDSB serves approximately 284,000 students, including approximately 89,000 high school students.

In addition to being one of the largest boards, the TDSB is also one of the most diverse. Approximately 49% of TDSB students have a language other than English as their first language. More than 75 languages are reflected in the language background of TDSB students.

Approximately 30% of TDSB students were born outside of Canada, representing 175 different countries. Approximately 10% of TDSB students have arrived in Canada in the last three years.

The administration of such a large and diverse board is a staggeringly complex undertaking. The 1998 amalgamation, requiring the integration of seven different school boards, all with different policies and practices, has made supervision and management even more challenging.

The City of Toronto is divided into 22 wards, and school trustees are elected to represent each ward. The TDSB has divided itself into four geographical quadrants: South-West, South-East, North-West, North-East. These quadrants are further sub-divided into 24 “families of schools”, which bear no geographic relationship to the City of Toronto’s 22 wards. The families of schools are clusters of elementary and secondary schools located in a specific geographic area, with most of the elementary schools feeding into the family’s secondary schools. As City of Toronto wards and TDSB “families of schools” do not overlap, trustees can be responsible for schools in more than one family, as is the case in the family of schools of which C.W. Jefferys is a part.

### B. The North-West 2 Family of Schools

C.W. Jefferys is located in the NW2 family of schools, which encompasses the area from Keele to Islington, and Sheppard to Steeles. There are 22 schools in the family, including three high schools.

NW2 falls within a neighbourhood identified by the City of Toronto as “Glenfield-Jane Heights.” A recent United Way report on poverty in Toronto found that Glenfield-Jane

Heights is one of 23 “very high” poverty neighbourhoods, with a 50.1% poverty rate.<sup>4</sup> The population density is amongst the highest in Toronto due to the prevalence of high-rise apartment buildings. The community has been hard hit by a decade of declining median income in Toronto.<sup>5</sup>

The area is also home to a large proportion of newcomers to Canada, and is characterized by significant racial, ethnic, religious and cultural diversity.

The schools in NW2 are in the top quarter of the “Learning Opportunities Index” (LOI), a ranking based on factors such as median income, housing, level of education and immigration in particular areas of the City. The index ranks each school from the most needy to the least needy. The Schools in NW2 are identified as being amongst the “most needy” in the Toronto District School Board.

The barriers and hardships associated with low incomes and poverty are well known. It is not surprising that income has been found to be strongly correlated with student success. Recent TDSB research has demonstrated that there are significant differences in performance between low income and high income neighbourhoods. For example, of students participating in the 2004-05 mathematics assessment living in the lowest income neighbourhoods, only 38% achieved either the provincial standard or higher. In contrast, of students living in the highest income neighbourhoods, 72% achieved the provincial standard or higher, almost twice the rate of the lowest income neighbourhoods. Similar findings were made with respect to the standardized literacy tests.<sup>6</sup>

In summary, the administration of the NW2 family of schools faces numerous challenges and opportunities, given the diversity of its student population, and the high needs of some of the communities surrounding the schools.

### **C. C.W. Jefferys Collegiate Institute**

C.W. Jefferys is located at the heart of the NW2 family of schools, and serves approximately 900 students. There are two other high schools in NW2. Emery Collegiate Institute has approximately 1,000 students, while Westview Centennial Secondary School has approximately 1,300 students.

Fifty-seven percent of C.W. Jefferys’ students speak a primary language other than English. Eight percent of its students have been living in Canada for two years or less. Fourteen percent of its students have been living in Canada for three to five years.

C.W. Jefferys ranked 12<sup>th</sup> in the 2007 Learning Opportunities Index, placing it roughly in the middle of secondary schools within the Toronto District School Board. By comparison, Emery placed 16<sup>th</sup>, while Westview has one of the highest LOI scores in the TDSB.

---

<sup>4</sup> United Way, “Poverty by Postal Code: The Geography of Neighbourhood Poverty (1981-2001)” (April 2004) at p. 27.

<sup>5</sup> Ibid.

<sup>6</sup> TDSB, “TDSB Secondary Student Success Indicators, 2004-2005” (May 2006).

## SECTION 2.2: INDICATORS OF STUDENT SAFETY AND SUCCESS AT C.W. JEFFERYS

### A. Students Set the Record Straight

While the Panel did receive some degree of “mixed messages” regarding school safety, it was struck by the largely positive views of C.W. Jefferys shared by students, parents, teachers, and staff. The majority of those interviewed from the C.W. Jefferys family told the Panel with pride that C.W. Jefferys is a school with high academic standards, a diverse student body, a safe environment and an excellent and enviable arts program.

In the month following the death of Jordan Manners, the Panel met with 41 C.W. Jefferys students for individual, confidential consultations about their perceptions of their school. Of these students, 33 reported that they did not have any significant safety concerns at the school.

One 17 year-old, female Grade 12 student echoed the comments of many others when she told the Panel that in her view the shooting was an “isolated incident” that could have happened in any school:

*“I think that what happened was an isolated incident. I don’t think it has a direct reflection of this school. I still feel the same way about the school as I did when I first entered. When I first came, I knew that Jefferys was a really good school because it has the Art program, apparently it has the highest rate of graduating students and students going to university, so I always thought highly of Jefferys and thought it was a good school to come to. And I was lucky I lived down the street so that I could come here and not have to transfer.”*

A number of students commented on their positive experiences with the school and its teachers, and spoke of experiences that they will take with them long after they leave. For example, one student spoke highly of her experience in the school’s Peer Mediation Program, although she wished that more students would participate. In another very powerful example, a female Grade 10 student spoke of how her experiences in the Leadership Program helped her to overcome the negative impact of the shooting in the school:

*“At first, when I first came to the school, I came the next day after the shooting ‘cause we had a field trip planned from a long time ago. We didn’t know what was going to happen the day before. But we had a field trip. So I came that day and we still had the trip going on for the Leaders Today program that happens in our school. We were going to a conference to celebrate all the things that we have done for the school this year. We raised \$2,000 to build a school in Africa for kids who don’t go to school. We raised enough money and then we combined it with a different school and we got enough money to make a school in Africa. It was a good experience after something negative like a shooting and then going to something like that, when you just made a difference in someone else’s life. It was really good. I loved it.”*



Students were asked about their perceptions of gang activity in the school. Twenty-two of the 41 students interviewed reported that gangs were not a serious problem or presence at the school.

However, some students did express concern about a gang presence in the school and commented on feelings of fear and insecurity when they saw groups of students wearing “gang colours” and bandanas. Gangs identified as being active in the local community were “Crips” and “Bloods.” Crips were identified with the colour blue. Bloods were identified with the colour red.

Some of the differences in perceptions concerning gangs in the school can be attributed to different interpretations of the wearing of “colours.” A number of students, staff and teachers told the Panel that the wearing of so-called “gang colours” was not indicative of whether or not a student was actually a part of a gang. Colours could merely signify the neighbourhood in which a student lives. For example, the Panel was told that the colour blue is also associated with certain neighbourhoods north of Finch. The colour red is associated with certain neighbourhoods south of Finch.

Students often spoke disparagingly of “wangsters”, or “wannabee gangsters” who wore colours, but were not actually part of a gang. An 18 year-old Grade 12 student, when asked if he and his friends talked about gangs in the school, replied: “We usually call them “wangsters” – people that want to be gangsters. And we actually make fun of them....There’s no gangsters here.”

A number of students described C.W. Jefferys as a “soft school” as compared to other schools in the area with far more serious safety and gang-related issues. Several had attended other secondary schools prior to C.W. Jefferys and commented that the school was safer, or “more peaceful” than their prior experiences.

Many students, parents, teachers and staff commented that if the shooting could happen at C.W. Jefferys, it could happen at any school. They were concerned that having a reputation as a “bad school” would negatively impact students once they graduated and impair their ability to get into post-secondary education. As one student commented, “safety should not be defined by one event.”

Students, parents and staff told the Panel again and again that they were concerned that the school had been unfairly maligned as a result of the shooting. One 18 year-old, female student commented:

*“Everyone [in the school] is smart in their own way. They just need a little bit of help just bringing it out... I go to this school, I know, but not many people know that about Jefferys, they just see whatever they see on TV. I think that’s wrong. I don’t think it’s fair that they always take the bad stuff and then put that on the media....More than half the people that I know in grade 12 are going to university but no one says that. They just say, “someone got shot from this school.” That’s not fair... People that really know Jefferys, people maybe from the area, know that it’s not a bad school. People that are from far, just knowing the area, they will think*

*something wrong...This is actually a good school, there is nothing really wrong with it."*

The feeling of frustration over being unfairly labelled was very pronounced with many students. One Grade 12, male student, who came to C.W. Jefferys for the arts program, commented that:

*"[After the shooting] I saw a lot of people annoyed. They feel like it was unfair. That's just the feeling I got – unfair – because this school doesn't deserve to have such a big thing. There's other schools that people think sometimes that would happen. ... After [the shooting], this school was portrayed as a dangerous school. It's kind of annoying because it's not. It's not. I mean, it happened. But it's something that could have happened anywhere, I guess."*

Another 17 year-old, Grade 12, female student astutely observed:

*"Jefferys has never been on the map until this incident happened. I used to go places, and people would ask me "What high school do you go to?" and I would say "Jefferys, C.W. Jefferys." They would be like, "Where?" And now when I go "C.W. Jefferys" people say, "That name sounds so familiar" and I say "That's where that kid got shot." And they are like, "Oh my God!" What's so "Oh my God" about it? It's a school and that happened, yes. But when you think about Virginia Tech, harbouring a kid who shot 30 people...Is that a bad school? Is it a bad school? It's not a bad school. Some of the biggest geniuses came out of that school."*

This same student, who chose to attend C.W. Jefferys for its arts program, commented passionately that "If anyone would ask me for a school to go to, I would recommend it any day."

The challenge, noted one Grade 11 student, is to "show the community that it is the same school as two months ago." This is a challenge that the Panel takes seriously. The available data on student performance and school programs demonstrates that the students of C.W. Jefferys are right to be upset at how their school has been portrayed. C.W. Jefferys is not a "war zone". The students of C.W. Jefferys, many of whom were traumatized by the shooting and subsequent school lockdown, should not be re-victimized by inaccurate stereotypes about themselves and their school. They deserve to have the record set straight.

## **B. Sources of C.W. Jefferys Pride**

### ***i. The Specialized Visual Arts Program***

C.W. Jefferys is designated a “Specialized Visual Arts School”, which offers programs in Comprehensive Visual Arts, Specialized Visual Arts, Photography and Digital Photography. The Specialized Program is a four-year program, which allows each candidate to earn a total of 10 credits in Visual Arts. The program offers a wide spectrum of academic and studio classes ranging from Drawing, Technical Drawing, Anatomy and Life Drawing, Design, Painting, Printmaking, Graphic and Information Design, Computer Graphics, Art History, Pottery and Sculpture. In fact the school draws its name from a Canadian artist.

Members of the teaching staff are professional artists with commercial and industrial experience.

Enrolment for the program is limited to 25 students per year. According to literature provided to Grade 8 students by the school, 100% of C.W. Jefferys specialized visual arts students are accepted into the post secondary institution of their choice. C.W. Jefferys arts students have gone on to prominent work in the industry at studios such as Disney.

The Panel heard that the program is very highly regarded, drawing students from across the city.

### ***ii. The ESTE<sup>2</sup>M Program***

C.W. Jefferys also offers the ESTE<sup>2</sup>M program, an enriched Science, Technology, and Mathematics program. Like the specialized arts program, the ESTE<sup>2</sup>M program accepts 25 students each year.

### ***iii. Math and Literacy Standardized Testing Results***

In the 2006-2007 literacy tests, 81% of TDSB fully participating first-time eligible students were successful in both reading and writing. The provincial average was 84%. C.W. Jefferys students lag somewhat behind the TDSB average, and ranked in the middle of the NW2 schools. Sixty-five percent of C.W. Jefferys first-time eligible students were successful, compared to 71% of Emery students and 54% of Westview students.

In terms of the mathematics assessment, C.W. Jefferys students fared better, though like TDSB schools generally, they fell below the provincial average. Twenty-two percent of C.W. Jefferys students were at, or above the provincial standard, compared to 16% of Emery students and 18% of Westview students. The TDSB average was 25%, and the provincial average was 39%.

#### iv. Graduation Rates

The TDSB tracks graduation and drop-out rates by age, rather than by grade. 17 year-olds are considered age appropriate for Grade 12 Year 1 (or Year 4 of secondary school). 18 year-olds are considered age appropriate for Grade 12 Year 2 (or Year 5 of secondary school).

According to these statistics, 17 year-old C.W. Jefferys students are graduating at a lower rate than other high schools in NW2 and than in the TDSB more generally. In 2005-2006, 41% of C.W. Jefferys students had completed their diploma, compared to 43% in the family of schools and 56% in the TDSB. The drop out rate for 17 year-old C.W. Jefferys students was a high of 19%, compared to 17% in NW2 and 10% in the TDSB.

However, 18 year-old C.W. Jefferys students are graduating at a slightly higher rate comparatively. In 2005-2006, 57% of 18 year-old C.W. Jefferys students graduated, compared to 53% in the NW2 family of schools and 55% in the TDSB generally. The drop out rate for 18 year old students was comparable to the rate found in NW2 and the TDSB – the rate was 21% for C.W. Jefferys students, compared to 22% in the family of schools and 21% across the TDSB.

C.W. Jefferys students apply to post-secondary institutions at a higher rate than other NW2 schools. In 2004-2005, 38% of 17 year-old C.W. Jefferys students applied to university and/or college, compared to 30% of 17 year-old students in NW2 and 45% in the TDSB. In that same year, 36% of 18-21 year-old C.W. Jefferys students applied to university and/or college, compared to 29% in the family of schools and 32% in the TDSB more generally.

According to C.W. Jefferys promotional materials, its students are excelling academically once they leave the school. Of the 96 students who applied to University in 2005, 86 were accepted – a 91% success rate. This compares favourably with the TDSB-wide statistics from 2004: in that year 34% of 17-21 year old students applied to Ontario universities, 27% (a 79% acceptance rate).<sup>7</sup>

In 2005, nineteen C.W. Jefferys students were recipients of the “Queen Elizabeth II Aiming for the Top Scholarship”. One C.W. Jefferys student won 1 of only 9 Governor’s Awards of Distinction and 1 of only 6 Awards of Achievement from York University. Two students received Visions of Excellence Awards. At the spring 2005 York University Science Olympics, C.W. Jefferys was 1<sup>st</sup> in Chemistry, 5<sup>th</sup> overall (out of 67 schools). Numerous graduates received scholarships. Of the 400 schools listed on the Ryerson University Website, C.W. Jefferys was third in terms of the number of scholarships awarded students in 2005, with nine scholarships awarded (just behind Unionville – 3 and Albert Campbell – 11.).

---

<sup>7</sup> TDSB, “TDSB Secondary Student Success Indicators, 2004-2005” (May 2006) at p. 97.

### C. Suspension/Expulsion Rates

One measure of whether a school is experiencing severe behavioural problems with students, including gang-related behaviours, is the number of students who have been subject to discipline such as suspension or expulsion. Caution should be taken before drawing firm conclusions from such data. The Panel has heard anecdotal evidence that administrators are under pressure from the TDSB to lower suspension and expulsion rates. If such pressure exists, the extent to which individual administrators succumb to the pressure could affect the accuracy of the statistics. Moreover, the *Education Act* allows for a certain amount of discretion in disciplinary decisions, which could also explain some of the individual differences among schools.

Nonetheless, information concerning suspension and expulsion rates can provide a small window into the health of a school. The available data suggests that C.W. Jefferys suspends or expels students at a higher rate than the TDSB average, but at a significantly lower rate than other schools in NW2.

In 2005-2006, 185 of the TDSB's 276,507 students were expelled, representing 0.07% of the student body. In that same year, there were 17,915 suspensions, representing 11,818 individual students, or 4.27% of the student body. From September 2006 to February 2007, the suspension rate dropped to 2.33%.

In 2005-2006, there were 87 suspensions at C.W. Jefferys, representing 60 individual students from amongst the total school population of 904 students (6.64%). From September 2006 to February 2007, 3.82% of students were suspended.

Emery Collegiate Institute handed out 107 suspensions to 77 of its 1032 students in 2005-2006 (7.46%). From September 2006 to February 2007, 5.52% of students were suspended.

Westview Centennial S.S. has the highest suspension rate in the family of schools and, in fact, one of the highest suspension rates in the TDSB. In 2005-2006, Westview handed out 518 suspensions to 264 of its 1277 students (20.67%). From September 2006 to February 2007, 14.63% of students were suspended. C.W. Jefferys and Emery expelled less than six students in 2005-2006, while Westview expelled nine.<sup>8</sup>

While suspension and expulsion rates appear relatively low at C.W. Jefferys, it should be noted that the perception amongst some teachers is that these measures are applied only in the most extreme cases. The implication from this perspective is that suspension and expulsion rates are artificially low.

---

<sup>8</sup> TDSB statistics do not capture the precise number of expulsions where there have been more than zero and less than six.

## **SECTION 2.3: RECURRING THEMES IN SCHOOL SAFETY**

As discussed in the previous section, there are many positive measures of student success that continue to be a source of pride in the C.W. Jefferys family. These themes are important to bear in mind as they demonstrate that C.W. Jefferys is not the “war zone” that some few have labelled it. C.W. Jefferys does have serious difficulties that need to be addressed and resolved; however, it is by no means unique in this regard. To the contrary, many of the recurring themes in school safety are systemic issues that apply to most of the schools in the TDSB. It is to these themes that we now turn.

### **A. Hallway Students**

Ten out of the forty-one students with whom the Panel consulted indicated that students congregating in the hallways are a significant issue and something that they see as either a safety concern or a difficulty at C.W. Jefferys that they would like to see changed. The students identified the hallway students or “hallway wanderers” as students who are either skipping classes, have been removed from their classes by teachers as a means of disciplining students “acting out”, or youth who are trespassers at C.W. Jefferys. Anne Kojima, a former principal at C.W. Jefferys, explained that some of the “hallway wanderers” are students that have been allowed out of class by their teachers for bathroom breaks. Teachers shared the concern that students being let out of class contribute to the problem of the hallway students. One teacher described the problem as follows:

There are so many teachers who allow their kids out of class early and sometimes up to five minutes early, which is a lot for them to be roaming outside the classroom. And that is a safety issue because they are legally responsible.

The consistent message for students was that “hallway wanderers” were disrupting their education and causing students concern. The following quotes give a sense of how students feel about these hallway students:

- There are 20 students running through the hallways talking constantly and it affects my learning.
- Students in the halls kinda make me nervous. Makes me wonder why they are in the hall.
- Sometimes there are crowds of people that wandered the hallways or near the washroom.
- People just let other people in and they just stay around the hallways. They make a lot of noise and then when teachers say to be quiet because we’re working they don’t do anything, they just kind of run around and make more noise... They let kids in that don’t even go to this school.

One exchange between a Panel member and a particularly forthcoming student suggests that there were regularly outsiders at the school:

**Student:** *People bring their friends from outside of the school and you don't really know them, you kind of feel awkward if it's just you alone walking there.*

**Panel Member:** *Now, people from the community you mentioned bringing their friends in from other places. How much does that happen in the school?*

**Student:** *I do it. Everyone does it.*

**Panel Member:** *What do you do? You just say to your friend come to school with me on a certain day? How does it happen?*

**Student:** *It's like, a friend from somewhere else maybe middle school and they probably go to another school and you guys want to just hang out for a day. You just tell them to come visit. Like for multicultural [festival], I brought friends who don't come to this school because I was performing in it. It's easy. You just bring them in. It's easy to get them in.*

**Panel Member:** *On a regular instructional day when you've have your classes they wouldn't come around to your class. They wouldn't come to your classes?*

**Student:** *They could come into your class. Our school has allowed that. You probably either not go to class or they come at lunch [and] you meet them up outside. You can walk around the school with them most times.*

**Panel Member:** *So that's how the outside presence would get into the school. Are there any other outside presences? Are there people that have no link to the school, who just walk in off the street? Do you have much of that to your knowledge?*

**Student:** *I don't think people do that.*

**Panel Member:** *You've never had that experience?*

**Student:** *We haven't had random people walking in. I'm pretty sure that they would know somebody.*

The disruption caused by the hallway students was further confirmed by other stakeholder consultations. Many of the teachers consulted described the hallway students as a troubling issue. Teachers also expressed concern about the educational health of the “hallway wanderers”, noting that these were the students most likely to fail. The following comments were typical of how teachers felt about students in the hallways:

*“Not getting away with things that I think were not acceptable to get away with and creating a downward spiral over the last few years of somewhat chaos in the hallways and that sort of thing. And that would be due to lack of real and consistent consequences handed down to all students.”*

*“...other safety concerns such as students in the hallways during classes and so on and so on, they somehow are really connected to this first one because the students that you see in the hallways they’re from 50 to 80% probably those students who were sent here from other schools because of some sort of disciplinarian or safety issues. That’s a big problem, big problem. In my understanding, because I have students like this all the time in my class all the time. All the time in my classes. It’s my understanding that first they live a little bit far away so it takes for them longer to get to school. When they come to school classes are already in progress most of the time. So instead of going to classes, which are already in process, they start wandering in the hallways. And that is basically recipe number one for failure in school and for safety issues as well.”*

The concerns over hallway students were also confirmed by Ms. Kojima and Charis Newton-Thompson, the past two principals at C.W. Jefferys. In their consultations with the Panel, both confirmed that hallway students are a problem at C.W. Jefferys.

The students who identified the “hallway wanderers” as safety concerns were also critical of the effectiveness of hallway monitors. Some had concerns that at least one of the hallway monitors befriended students and did not attempt to discipline students who were wandering the halls. In addition, some students complained that the hall monitors reacted slowly when their support was required. This opinion was also shared by teachers. One teacher described the ineffectiveness of hallway monitors at C.W. Jeffery’s as follows:

*“...I just think that as a hall monitor you should not be a student’s buddy. You should not be a student’s best friend because what happens, unfortunately I would say, because many cases when I hear noise in the hallway I went there and would see [a hall monitor] standing and chatting with students in the hallway, whether male students or female students....Another thing that I would say that made me angry a little bit, is officially [the individual] is a hall monitor, right? So he has to be in the hallways. What is the busiest time for the hall monitor? It’s lunchtime where all the kids are in the hallways. What was happening at lunch time for the last seven months, [the individual] was in the single gym overseeing or supervising boys playing basketball.”*



Prior to the death of Jordan Manners, C.W. Jefferys had two-full time monitors. After Jordan Manners' death, two additional hall monitors were hired. Generally, the students welcomed the additional hallway monitors and viewed the additional hall monitors as contributing to a safer school environment.

## **B. Safe School Transfers**

Two out of the forty-one students interviewed identified safe school transferees as an issue that is negatively affecting school safety. Briefly, safe school transfers involve the transfer of students who are subject to judicial interim release conditions that prohibit them from returning to their school (although there are several other situations in which this type of transfer can be used). The TDSB policy and procedures on Safe School Transfers will be described in detail below.

When reviewing the student consultations in isolation, the issue of safe school transfers does not appear to be a high priority issue. As a result, the survey was not designed to quantify this issue; however, as the consultations with teachers continued, it became apparent that safe school transfers were a significant issue at C.W. Jefferys, which receives more safe school transfers than it sends out to other schools.

One student who identified safe school transfers as an issue described the problem as follows:

*“We need serious funding. If we had serious funding stuff like Jordan Manners and stuff like that wouldn't be taking place. Because half the kids in our school are transfer kids. I don't know if you know what those people are. Basically, what my teacher told me, if two kids fight in one school, right? What the school does is that they send one kid to one school with a whole new record and they send one kid to another school with a whole new record. We have a lot of kids from Westview, who are a pain. Because then the kids at this school are like, that's my turf. You know, that whole gang thingy?”*

Another student, in an exchange with a panel member, described the impact of safe school transfers on the school as follows:

**Panel Member:** *We heard comment about this being a transfer school. That if there is an incident on another site one student is placed somewhere and one student is placed somewhere else... Do you think that's an issue for C.W. Jefferys?*

**Student:** *Yeah, because now we're getting the name. Because kids are coming from Westview, kids are coming from wherever. And we're the one's left with the bad name. It's not the students in this community. It's the students who*

*come from other schools. Why should they be able to just come here with a clean record?*

**Panel Member:** *So tell me about this clean record. When another student mentioned this, I really wasn't clear. So if you were involved in an incident, a violent incident say at your home school, you would come here and it would be a clean slate?*

**Student:** *Right. But what does that do for the kid? It gives them another chance to go mess up again. I'm not trying to sound pessimistic. They could also use it to their advantage and carve a fresh start and become a good student but realistically they are going to be glad they're getting a second chance to just start again.*

**Panel Member:** *So in your mind it doesn't generally get turned around by being a transfer student?*

**Student:** *No.*

**Panel Member:** *What would you see doing with those students if they couldn't be transfer students? Would you see putting them all in one site?*

**Student:** *No.*

**Panel Member:** *Is that ghettoizing them? Or what would you see doing with them?*

**Student:** *Its up to them where they want to go but their record should follow them.*

**Panel Member:** *So you would still see the fact that they would have access to public education but you're more fair solution would be that the record would follow them when they come?*

**Student:** *It's a little extreme to put them all into one place because yeah, people mess up. A lot of them do learn from it. So it's just isolating them like that making feel like they don't belong somewhere.*

Melanie Tennant, the Curriculum Leader of guidance at C.W. Jefferys, described the issue of safe school transfers as follows:

*“More likely than not that student came from safe school transfers because of something abhorrent they have done at another school [and they] continue the same pattern. Because if you look at the date of when they leave and the date of when they come, unless they have been suspended for 20 days in between, whether anything has happened on behalf of remediation or help for these kids plopped from one place to the next.”*

Based on a review of internal email correspondence between C.W. Jefferys administrators, it would appear that safe school transfers were not welcome additions to the school. Upon realizing that C.W. Jefferys would be receiving two safe school transfers in the fall of the 2003-2004 school year, one administrator commented in an email, “I guess we weren’t as lucky as we thought. It looks like two students will be coming our way”<sup>9</sup>. Without a doubt, there is a significant portion of people who see safe school transfers at C.W. Jefferys as an important issue. One teacher described the safe school transfer issue as one of the most significant school safety issue in the last five to seven years:

*“Probably the biggest issue that I see if you want for the last two years, but I would say for the last five, six, seven years that I have been here, is safety transfers, administrative transfers; basically students who have been expelled from their school and sent to our school. That is, I would say probably one of the biggest safety concerns that I can see.”*

The TDSB policy provides for two forms of student transfers. Both systems of transfers have their own distinct procedures. Safe school transfers are the responsibility of the Safe Schools Office. Administrative Transfers are the responsibility of school administrators<sup>10</sup>. Generally speaking, a student will be a safe school transfer in the following circumstances:

1. if the student is returning from a limited or full expulsion and there are exceptional circumstances that require the student to change schools (generally students are expected to return to their home school);
2. a student has been charged with a criminal offence and has court conditions requiring him or her to stay away from the school or from another student who is a co-accused or a victim; or
3. the student is returning where for specific reasons they may have been denied access pursuant to sections 307 or 265(1)(m) of the *Education Act*.<sup>11</sup>

Safe school transfers are administered through the Safe Schools Office at the Toronto District School Board. The Safe Schools Office will organize the transfer of the student from the sending school and select a school to place the student (the receiving school). The Safe Schools Office forwards all pertinent information to the receiving school including a copy of the student index card, credit summary, history of suspensions and any disciplinary information. It should be noted that the current TDSB policy on safe school transfers does not require the receiving school to inform the Safe Schools Office if there are any serious disciplinary or attendance issues during the initial period of

<sup>9</sup> Internal email communications from C.W. Jefferys dated July 3, 2003.

<sup>10</sup> Safe Schools Student Transfer, Operational Procedure PR.540 SCH

<sup>11</sup> *Ibid.*, at pg. 1-2

transition or to notify a parent or guardian of a student who is not adhering to the conditions of the transfer<sup>12</sup>.

Administrative transfers are employed where a student requires a compassionate transfer, are involved in serious incidents off-school property (where there are no disciplinary consequences from the school or legal conditions not to return to school), or the student is, as a victim or perpetrator, involved in incidents in which their continued presence in the school may create a potentially unsafe situation<sup>13</sup>. Administrative transfers are done at a school to school level. This means that a principal from the sending school will make arrangements to find a receiving school and organize the transfer. Notification to the Safe Schools Office is not required<sup>14</sup>. As a result, it is difficult to compile official statistics on the number of administrative transfers in the TDSB.

The Panel has received safe school transfers data for the 2006-2007 school year across the TDSB<sup>15</sup> from the Safe Schools Office. The data indicates that in the 2006-2007 school year, C.W. Jefferys transferred six students as safe school transfers, and received 11. In the 2006-2007 school year, C.W. Jefferys was a “net receiving school” because it received more safe school transfers than it sent out. Across the TDSB there were 691 students that were deemed to require a safe school transfer. In the 2006-2007 school year, the Northwest quadrant had the highest number of school transfers (both sending and receiving). Below is a comparison of safe school transfers by quadrant:

Quadrant	Sending Secondary	Receiving Secondary	Sending Elementary	Receiving Elementary	Sending JHS	Receiving JHS	Total Sending	Total Receiving
NE	75	68	18	14	9	3	102	85
SE	105	89	8	8	NA	NA	113	97
NW	208	201	62	51	NA	NA	270	252
SW	179	151	27	22	NA	NA	206	173
<b>TOTAL</b>	<b>567</b>	<b>509</b>	<b>115</b>	<b>95</b>	<b>9</b>	<b>3</b>	<b>691</b>	<b>607</b>

Of the 28 secondary schools in the Northwest quadrant, C.W. Jefferys received the eighth highest number of safe school transfers (11). Based on the limited historical data collected by the Panel it would appear that the number received by C.W. Jefferys in the past was lower than the 2006-2007 school year. For instance, on February 12, 2003, data collected by the administration at C.W. Jefferys suggested that the school received seven safe school transfers and sent out five students<sup>16</sup>.

<sup>12</sup> *Ibid.*, at pg. 2

<sup>13</sup> *Ibid.*, at pg. 3

<sup>14</sup> *Ibid.*, at pg. 3 and 4

<sup>15</sup> The Panel made a request to the Safe Schools Office for Safe School Transfer data for each school in the TDSB for the period of 2002-2007. Due to logistical reasons the Panel was only provided with the 2006-2007 data. The remaining data is forthcoming and will be presented in the Final Report.

<sup>16</sup> This data was collected from internal email communications between administration at C.W. Jefferys. As such, at this time the data collected cannot be verified as accurate. The Panel has requested historical data on safe school transfers from the TDSB.

In the NW2 family of schools, C.W. Jefferys received the least number of safe school transfers of any secondary school. Emery Collegiate Institute received 14 and Westview Centennial Secondary School received 13. Similarly, C.W. Jefferys sent the least number of safe school transfers of the NW2 secondary schools (6). Emery Collegiate Institute sent 9 safe school transfers while Westview sent 30 safe school transfers. Below is a comparison of safe school transfers data for secondary schools in the NW2 family of schools.

<b>SCHOOL</b>	<b>QUADRANT</b>	<b>SENDING</b>	<b>RECEIVING</b>
<b>SECONDARY</b>			
C.W. Jefferys CI	NW Sec.	6	11
Emery Collegiate Institute	NW Sec.	9	14
Westview Centennial SS	NW Sec.	21	13

The above noted data should not be interpreted as labelling any school as safer than its sister schools. The above data does not reflect the reasons for the safe school transfer or whether the conduct that necessitated the transfer occurred on or off school property. In addition, the Panel was advised during a consultation with Michael Hill, Safe School Administrator for the Northwest Quadrant, that some numbers may be anomalous. For instance, Mr. Hill advised the Panel that one incident that occurred outside of school property required the safe school transfer of a dozen students from one secondary school. The numbers for that school would be artificially high. As such, a trend analysis with data from several years would be more useful than viewing the data for any given school year in isolation. What the data does clearly illustrate is that the number of safe school transfers at C.W. Jefferys in the 2006-2007 school year was not abnormally high (in comparison with other secondary schools), and that the number of safe school transfers at C.W. Jefferys only make up a very small percentage of the entire student population.

What is also clear is that students who are subject to safe school transfers are youth with significant issues that need to be resolved. In reviewing the reasons for the transfers from two secondary schools in the Northwest quadrant it became apparent that the conduct alleged was serious criminal activity that in most cases involved both on and off school incidents. The concerns from many parents, teachers, administrators and community organizations was that while it may be necessary to transfer these students there appears to be no transitional programming and counselling for these troubled students. These students are essentially “programless” safe school transfers.

A review of the TDSB policy on Safe School Transfers and Administrative transfers reveals that there are no intermediary programs or counselling that students are required to receive prior to being sent to the receiving school. At a public consultation held at C.W. Jefferys on August 10, 2007, Melanie Tennant confirmed to the Panel that safe school transfers do not receive any programs or counselling prior to their transfer to a

receiving school and that these “walking wounded”<sup>17</sup> students, many of whom are safe school transfers, have a disproportionately negative impact on the health of a school.

Ms. Kojima and Ms. Newton-Thompson shared with the Panel their concerns with programless safe school transfers. Much like the concerns expressed by Melanie Tennant in her public depositions, both Ms. Kojima and Ms. Newton-Thompson confirmed that safe school transfers do not receive any form of mandatory counselling or programs prior to being transferred to the receiving school. Ms. Kojima described the safe school transferees as “fish out of water”. Ms. Newton-Thompson explained that there were students transferred to C.W. Jefferys that had anger management problems and prior to their transfer they received no counselling. Ms. Newton-Thompson further explained that these programless safe school transfers became harmful influences to the population of the receiving school.

Ms. Kojima expressed concerns that the safe school transfers became “a real strain on the receiving school”. For example, Ms. Kojima explained that matching a transferee’s schedule was a difficult task and often times the student’s schedule could not be completely matched. As a result, the transfer students would receive “spares” where they had no classes scheduled. Ms. Kojima explained that the students without a full timetable and multiple spares contributed to the ranks of hallway wanderers.

Ms. Kojima further explained that students who were transferred to schools within the same family of schools would not necessarily receive a “fresh start”. This was particularly the case in the NW2 region which covered a relatively small geographical area. Students would know who was a safe school transfer and teachers would eventually find out through the “whisper campaign”<sup>18</sup>. Ms. Kojima explained that she was a believer in giving students multiple chances at the same school or even within the family of schools, but that at some point, students would have to be moved outside of the family of schools to receive a “fresh start”. Ms. Tennant shared the concern of transferring students within the same family of schools where they continue to be exposed to the same bad influences or connections:

*“The biggest issue that I have with the safe school transfer policy is that they circulate the kids in the neighbourhood schools. For example, there is Westview, Jefferys, Emery, Northview, we are all fairly close. A lot of our kids share the same neighbourhoods. And inevitably we get safe school transfers from Westview or Emery or Downsview or somewhere like that and we send ours there. They always seem to be circulated amongst the same.... And that’s my biggest complaint about safe school transfers is that you are taking kids from the same neighbourhood and moving them from one school to the next and they have all the same kinds of connections that we are hoping that they wouldn’t have because whatever*

---

<sup>17</sup> The term “walking wounded” was used by Dr. Akua Benjamin in her consultation with the Panel to describe students who have serious problems and have not received any form of counseling or support.

<sup>18</sup> Ms. Newton-Thompson explained that teachers would find out whether a student was a safe school transfer through the “whisper campaign”.

*it was at Westview they find the other half of their friends and their populations that they spend their time with at Jefferys and so on.”*

It should be noted that the *Education Act* does not provide for any statutory regime for the transfer of students. Unlike suspensions and expulsions, there are no statutory safeguards or appeal procedures (by parents or students) that govern safe school transfers. Practically speaking, schools must be able to transfer students from their home school in exceptional circumstances. If a judicial interim release requires that a student stay away from his or her school, the TDSB’s obligation to ensure that the youth is afforded his or her right to an education remains. In those circumstances, as well as many other situations, the use of safe school transfers is completely legitimate. There are, however, concerns that safe schools transfers are being utilized for ulterior purposes.

Through consultations with community organizations and community legal clinics, the Panel heard from individuals that were concerned that schools were using the safe school transfer process as a form of discipline. The implication was that administrators were using the safe school transfer process to reduce the use of expulsions and to avoid the statutory procedural rights that accompany a decision to expel a student (i.e. appeal rights). In a case currently before the Divisional Court of Ontario, two African Canadian secondary school students are judicially reviewing a Principal’s decision to transfer them from their home school (*K.B. v. Toronto District School Board*)<sup>19</sup>. The two children were originally suspended for 16 days as a result of an alleged assault on another student on school property, as well as an incident that happened off school property. The two students were charged with assault but were released with a condition to have no contact with the victim. There was no condition with respect to staying away from the school or from staying a certain distance away from the victim. The Principal, acting on the information he obtained through the course of his investigation of the incident, decided to suspend. Subsequent to his decision to suspend the students, the students were told that they were being transferred to C.W. Jefferys as safe school transfers. Three days later, the principal, through legal counsel, sent the youths a Notice Denying Access on the basis that the students were detrimental to the safety or well-being of persons at the sending school. The two students allege that the principal’s decision to remove them from school was intentionally done outside of the expulsion process to prevent them from exercising their rights to have the decision reviewed in the normal course. The case has yet to be decided by the Divisional Court.

The Panel’s Final Report will provide a detailed analysis of the issues described above. In particular, the Final Report will examine the issue of “programless” safe school transfers and their impact on school safety. The Final Report will also examine the allegations of abuse of the safe schools transfer process.

---

<sup>19</sup> The Panel has included the facts of this case as articulated in the pleadings in the case.

### C. Difficulties in the Student Teacher Relationship

Six of the forty-one students interviewed by the Panel have described a break down in the relationship between teachers and students. These students described incidents where students would talk back to teachers or, in some instances, threaten or assault teachers. Teachers echoed this concern. Many of the teachers with whom the Panel consulted described serious incidents of student misbehaviour. Some of the students and teachers described the break down in the relationship as follows:

*“Last year police came like every day to school because a lot of kids that yell at the teachers and stuff and like teachers would feel like that they were being assaulted by these kids and now that [name omitted] has been here the police have never come to the school. And there’s stuff happens in the school and nothing is being done about it. There are kids that yell at teachers and I know there are a lot of teachers that do get assaulted and nothing happens and I know she finds out about it....I have never seen anyone hit a teacher but I have heard about it. I heard that a student told a teacher that ‘I’m going a kill you or something’ because she took his PSP away.”*

*“In the seven years I’ve been here, I’ve notice a gradual decline in the lack of respect that’s shown to teachers from students and administrators and a lack of respect amongst students themselves. I’ve witnessed verbal abuse both directed at me and other teachers. I’ve heard of although I have not experienced incidents of physical violence from students to other teachers but I have seen it amongst students as well. A lot of the times this is happening during class times when students are seen wandering halls. Issues of truancy and tardiness are great concerns. ... There’s been, I would say almost every one of the school’s Code of Conduct has been violated to some extent. For example, there have been dress code violations, there have been students who have refused to give names to teachers when ask in the halls even though it’s a part of the Code of Conduct.”*

Related to this issue was a growing sentiment amongst teachers that the administration at C.W. Jefferys was unresponsive to their concerns and was unwilling to impose consequences on students who misbehaved. Some of the teachers described the break down in the relationship between the administration and teachers as follows:

*“There have been a few times however, when I didn’t feel that they were dealt with in a serious enough manner. I didn’t think the consequences matched the behaviour, for example. Yes, something was done about it but... Or I was feeling like a student who would be so infamous in the school that it was less likely something would be done about him because he was always in trouble. So even though I would take action there nothing happened in that regard, even after writing a letter, after being asked to write a letter and so on. But I have been lucky in one way, because I don’t have a lot of run-ins with students except for in the hallways perhaps but in the class room I don’t have problems so when I*



*do have a problem they take it seriously.... However, for a lot of my colleagues it has not been the same and I can see that.”*

*“And, when looking at these issues, there are a number of reasons as to why I feel this has been happening. One of them is that there is a lack of consequences. If a student is caught in an act that they should not be doing and he or she is referred to the vice principal, often times the teacher would have to write out a very lengthy report, would have to come see the vice principal office to prove it, have the student there if that. The student would at most times in my experience deny it and nothing would be done. The student would be reprimanded and that’s about as far as it would go.”*

*“There have also been times in my experience when I’ve referred a student down to the vice principal and the vice principal didn’t know what to do regarding the discipline of that student. I actually had one vice principal [name omitted] say “what should I do? what do you want me to do? what can I do? I don’t know what to do? Do you have any suggestions?” When I made that suggestion, the vice principal was very reluctant to follow-up on it.”*

The concern that students are not appropriately disciplined by the administration at C.W. Jefferys is not isolated to the recent school year. In the 2005-2006 school year, teachers at the school established a Safety Committee and met with the administration team to explain, amongst other things, their concerns over the lack of consistent consequences for breaches of the Code of Conduct. Clearly teachers’ perceptions of lenient discipline policies at C.W. Jefferys are not isolated to the 2006-2007 school year.

As described in the quotes above, there were some teachers who have expressed concerns to the Panel that the administration was reluctant to suspend or expel students for serious behavioural issues or violations of the TDSB Code of Conduct and the C.W. Jefferys Code of Conduct. Some teachers explained that the teachers and administration were under pressure from the school board to lower the levels of suspension and expulsions at schools:

*“Another challenge would be, and I don’t know what they would be per se, but policies coming down from the Board level that that seem to suggest that, this is just sort of, I don’t know the facts about this, but it’s sort of general sense that the teachers have that we’ve been told not to suspend kids – limit our suspensions. Or we have to be careful of that. Which I don’t think that is the answer to our problems anyway. But if it isn’t the answer there haven’t been alternative outcomes for kids with behavioural problems.”*

In April, 2006 the Director of the TDSB, Gerry Connelly, sent an email to all TDSB principals and vice-principals declaring that the TDSB schools were safe and that suspension and expulsion rates are lower than the province's overall average rates. The email also indicated that the Board's suspension rates were decreasing overall<sup>20</sup>. The suspension rates at C.W. Jefferys also dropped significantly. From September 2006 to February 2007, 32 students were suspended at C.W. Jefferys. Some of these students were suspended multiple times such that, in total, there were 42 suspensions during this time period. The total percentage of students suspended during this period was 3.82%. By comparison, for the period between September 2005 to February 2006 a total of 51 students were suspended representing 5.64% of the student population. During the same period of time there were 66 total suspensions<sup>21</sup>.

What accounts for this decrease in suspension and expulsion rates? Why do teachers feel that they and the administrators are under pressure to lower suspension and expulsion rates? One possible explanation is the TDSB's response to the 2005 settlement with the Ontario Human Rights Commission. On July 7, 2005 the Ontario Human Rights Commission initiated a public interest complaint against the TDSB. The complaint alleged that the application of the *Safe Schools Act* amendments had a disproportionate affect on racialized students and students with disabilities. Furthermore, the complaint alleged that the TDSB had failed in their duty to accommodate racialized students and students with disabilities in their discipline procedures and for failing to provide adequate alternative education services for these students who were expelled or suspended. In settling the OHRC complaint, the TDSB acknowledged the widespread perception that school discipline procedures are applied in a discriminatory manner. The terms of the settlement included the following noteworthy sections:<sup>22</sup>

**Section 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.

**Section 8 (b)** - The TDSB will ensure that principals are familiar with the current requirement in section D of the TDSB Safe Schools Procedures Manual to consider a wide variety of factors when exercising their authority under sections 306, 309 and 310 of the *Education Act* and Regulation 37/01. In addition, principals will be informed that when they interpret mitigating factors they should consider whether racial or other harassment predicated the student's behaviour, and whether the principles of progressive discipline have been followed. This discretion shall include consideration of mitigating circumstances and the

---

<sup>20</sup> Email from Gerry Connelly dated March 28, 2006

<sup>21</sup> Data collected from the TDSB website:

[http://www.tdsb.on.ca/wwwdocuments/parents/safe\\_schools/docs/3aSuspensionsbyFOSSept05toFeb%2006vsSept06toFeb07.pdf](http://www.tdsb.on.ca/wwwdocuments/parents/safe_schools/docs/3aSuspensionsbyFOSSept05toFeb%2006vsSept06toFeb07.pdf)

<sup>22</sup> Settlement between the OHRC and TDSB dated September 2005.

implementation of practices of progressive discipline, if discipline is appropriate, when considering whether a student can be either suspended or expelled.

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:

- Detention;
- peer mediation;
- restorative justice;
- referrals for consultation; and
- transfer.

The Toronto School Administrators' Association, in a written submission dated August 2, 2007, argued that the changes in policy initiated by the TDSB as a result of the OHRC settlement had created a safety risk at schools<sup>23</sup>:

*“In the Fall of 2005, the TDSB settled a complaint brought by the Human Rights Commission about the application of the Safe Schools Act in TDSB schools. Elementary and secondary Principals attended a series of meetings during which they heard criticism of the way in which particular groups of students were perceived to have been disciplined for misbehaviours using the TDSB grid of consequences. Subsequent to those meetings, the grid of consequences was revised, safe schools procedures were revised and the practice of progressive discipline was emphasized. One of the goals of the TDSB was to reduce suspension and expulsion rates. These rates have come down; however the costs have been significant. In order to reduce the rates, students are often left in the schools who pose a significant risk to others. Many Principals felt pressure from supervisory officers, trustees and parents to forgo suspensions, expulsions and other consequences when these were in many cases the appropriate responses to specific student behaviours. In many cases, Principals were faced with opposition when they tried to deal with serious offences committed by some students. Principals felt trapped between opposing forces and interests. This uncertainty has led to an increase in negative and destructive behaviour in many schools and in many cases it is starting at an earlier age and in earlier grades than ever before.”*

In the Final Report, the Panel will examine the TDSB's response to the OHRC settlement and will query whether the current responses by the TDSB have made schools safer.

#### **SECTION 2.4: CONCLUSION**

C.W. Jefferys students, parents, teachers and staff are justifiably proud of their school, and quite understandably concerned about its recent negative portrayals. The Panel

---

<sup>23</sup> TSAA written submission dated August 2, 2007 presented to the Panel at a consultation with TSSA chair Ami Trefler, Former Chair Karl Sprogis and Vice Chair Don Stuart.

reviewed violent incident reports received from C.W. Jefferys and those tracked from the School by the TDSB Safe Schools Department. The Panel recognizes that violent incident reports cannot be considered determinative of the extent of violence in a school since they are filled out most often by vice-principals. The data shows a very low level of violence with no real reference to weapons violence (one incident with a knife “pulled at a soccer game” without injury) over the period 2004-2007. Through the consultations and research, it quickly became apparent to the Panel that the school has been subject to unfairly negative portrayals. We hope that we have provided a more accurate and balanced view.

However, despite their praise for the school, many staff, teachers, students and parents identified areas in which the school needs to improve its safety and security. There is a growing sentiment that there are serious safety concerns emerging at the school. Although not a single student, staff member or teacher at C.W. Jefferys reported in the consultations that they saw a gun in the school, it cannot be forgotten that there was at least one gun in the school on May 23, 2007. And one gun is one too many. It is important to note that there are obvious limitations to relying solely on the student consultations for describing the environment at C.W. Jefferys. Indeed, the student consultations are not the complete story to either the positive or negative portrayals of the school environment. For instance, only four of the forty-one students consulted with described instances of bullying or victimization at C.W. Jefferys. Only two students described being victimized while at C.W. Jefferys. This, however, is not consistent with the data collected from the anonymous student survey which suggests that victimization is more of an issue than the student consultations may have revealed.

One possible explanation for this discrepancy is the nature of consultations. Face to face consultations, especially for youth, do not always encourage an atmosphere in which students feel comfortable being completely candid with interviewers. Students who have been victimized or bullied may be embarrassed about discussing their issues with an authority figure or they may fear that their anonymity will not be protected. In addition, issues of self selection for face to face consultations as well as the limited sample size create practical limitations on the ability of the Panel to rely solely on the concerns expressed in the consultations as detailing an exhaustive list of safety concerns.

Recognizing the limitations of the consultation process, the Panel designed a survey to query whether the themes expressed in the consultations were shared by the larger student body and to obtain a more complete picture of C.W. Jefferys. Generally, the results of the survey indicated that the themes expressed in the consultations were shared by the larger student population; however, the survey did reveal that victimization, differential treatment and concerns about gang presence were also more serious than reflected in the consultations. The next Chapter will examine the results from the preliminary data and provide more insight into the C.W. Jefferys school environment.

## The Student Survey

---

*“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 to before you start. Get youth from when they’re young. Plant peace in they’re 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.”*

**[current Jefferys student, anonymous survey response]**

### **SECTION 3.1: THE PRELIMINARY RESULTS FROM THE STUDENT SURVEY**

The purpose of this Chapter is to highlight some of the major findings from this survey with particular attention paid to findings that are directly related to issues of school safety at C.W. Jefferys. A more detailed review of Professor Wortley’s full analysis of the student survey data will be provided in the Panel’s Final Report. At that time we will be in a better position to fully compare the perspectives of the students at C.W. Jefferys with the perspectives of teachers, parents and other community members. Therefore in this chapter the Panel is presenting a selection of student survey data collected to date based on its view that the data assists in providing a snapshot of life at C.W. Jefferys. Additional survey work in respect of the students is contemplated before a full picture can be presented. Furthermore, teacher surveys have been conducted and the processing of that data continues.

As discussed in Section 1.3 of this Interim Report, the Panel came into existence on June 5<sup>th</sup>, 2007. One of the first identified objectives of the Panel was to document the attitudes, opinions and experiences of the students at C.W. Jefferys with respect to 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 27, 2007 – a mere three and a half weeks after the Panel was announced. After the school year ended, Panel members felt it would be much more difficult – if not impossible – to canvass the attitudes and experiences of a large number of C.W. Jefferys’ students. It was quickly decided therefore, that along with our face-to-face interviews with students (described above), the Panel should embark on a mass survey of 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.

On Friday, June 8<sup>th</sup>, 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 was selected as a consultant because he was one of the few academic researchers that we could identify who had actually conducted a large scale survey of Toronto high school students within the past decade. Coincidentally, his previous survey work also focused on issues of school safety and youth victimization.<sup>24</sup>

This survey went into the field approximately one month after the shooting death of Jordan Manners. Professor Wortley and Panel staff developed the questionnaire to be used in the survey between June 11<sup>th</sup> and June 17<sup>th</sup>, 2007. A first draft of the questionnaire was pre-tested on Panel staff on Saturday, June 16<sup>th</sup>, 2007. The final, edited version of the questionnaire was printed on Sunday, June 17<sup>th</sup>, 2007. The questionnaire was administered – with the help of the staff at C.W. Jefferys -- to the students on Monday, June 18<sup>th</sup> and Tuesday, June 19<sup>th</sup>, 2007. 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. Methodology and Sample Description**

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. They were also told that they did not have to answer any questions 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 or an Interpreter. Finally, the students were instructed to put their completed questionnaire into the envelope, seal the envelope and turn the questionnaire into a member of the research team. This procedure was designed to increase student confidence that nobody at the

---

<sup>24</sup> Wortley, Scot and Julian Tanner. 2006. "Immigration, Social Disadvantage and Urban Youth Gangs: Results of a Toronto-Area Study." *Canadian Journal of Urban Research* 15 (2): 1-20.

Tanner, Julian and Scot Wortley. 2002. *The Toronto Youth Crime and Victimization Survey: Overview Report*. Toronto: Centre of Criminology, University of Toronto.

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. TDSB records indicate that there were 838 students enrolled at C.W. Jefferys at the beginning of the school year. 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 (e.g., a 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. Based on this 838 student population estimate, we calculate that our survey was completed by approximately half of the students (50.5%) who attended 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 the study. 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.

To begin with, males and females are equally represented in the final sample (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. The sample is also quite racially and ethnically diverse – which is consistent with the school's demographic profile. Almost half of the sample (43%) was born outside of Canada and 40% have a first language other than English. Over a third of the survey respondents (35%) self-identified a black or African Canadian, 20% are Asian, 19% are South Asian, 17% come from other racial minority backgrounds (including a large number of multi-racial individuals) and 5% self-identified as West Asian. Only one out of every twenty students in the sample (5%) self-identified as White.

The data also indicates that a large proportion of the sample comes 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 20% admit that they live in a neighbourhood with a lot of crime. 50% of the respondents indicate that they live in a community with a gang problem and

18% claim that they hear gunshots in their community at least once per month. 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 TDSB school system. In sum, 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.

## **B. Student Perceptions of Safety at School and in the Community**

A section of the survey examined student feelings of safety at school and in the wider community. We focused on four separate issues: 1) How safe did students at C.W. Jefferys feel at their school before and after the shooting death of Jordan Manners?; 2) How safe do students feel when they engage in various 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 inquiry 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 results indicate 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%).
- 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. 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



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?" The results indicate that:

- Despite the shooting of Jordan Manners, three out of every four C.W. Jefferys students (74%) still feels 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 that 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?" 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 their school 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 there are other schools in the area that have more serious problems with violence and crime. These findings are also consistent with student and teacher complaints that C.W. Jefferys has been unfairly labelled and stigmatised as a result of the extensive media coverage of the Jordan Manners' death.

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. The results suggest that:

- Students are most likely to feel unsafe when they engage in certain activities at night. 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.
- 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.
- One out of every three respondents (33%) indicate that they would feel safe or very unsafe visiting another high school. This might be viewed as evidence of inter-school rivalries or it could reflect the fact that some 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 safe 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%).

To summarize, 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.

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, the data indicates that:

- Almost half of all the students surveyed (46%) report that they never feel unsafe travelling to and from school and an additional 23% state that they almost never feel unsafe. By contrast, only 4% report that they feel unsafe “almost every day.”

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. The results suggest that:

- The results suggest that C.W. Jefferys' 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%) report that they at least sometimes worry about being robbed at school and an equal proportion (40%) sometimes worry about being robbed outside of school.
- 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 assaulted at school.
- 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.

### **C. Student Perceptions of Problems at School**

The survey explored the respondents' general perceptions of specific problems or issues that *may* or *may not* exist at C.W. Jefferys. We 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". The specific problems identified in the survey were informed by our initial face-to-face 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. Notable results from this section of the survey 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. For example, over two-thirds of the respondents (67%) feel that “students who steal from other students” is a serious problem at their school. Similarly, 60% of the respondents believe that students “who bring weapons to school” is a serious problem. Sixty percent also think that “students who pick on or bully other students” is a serious problem.
- It is important to note that over 40% of the respondents believe that weapons are a “very serious” problem at C.W. Jefferys. 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 shooting death of Jordan Manners. Obviously, in that case, a firearm did enter 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 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 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 is explored further in a subsequent section of this chapter.
- 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.
- 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. 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.
- 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.

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.” Some of the findings from this section of the survey support specific arguments made by both teachers and students during our initial consultations. Important findings include:

- Three out of every four student respondents (75%) agree or strongly agree that “students often hang out in the halls and make noise when classes are on.” This is consistent with teacher and student 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.
- The vast majority of student respondents (75%) also 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.
- 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.” A third of the student respondents also agree or strongly agree that: “In general, the teachers at my school do not respect the students.”
- 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.”
- 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.”

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. 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. 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%) feels 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 toward 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 11% of respondents believe that students carry weapons to school every day.
- 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 to 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.

#### **D. 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.

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 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 treat them fairly and exhibit various forms of biases including racial bias. In the interests of fairness, this data as well as accompanying student comments will be published in the Final Report when the Panel releases the full survey results from teachers that include teachers' views of their relationships with students.

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 Jefferys is a bad school.” This is a theme that is repeated in other sections of the survey – discussed below.

## **E. 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 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. 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.

Nine types of victimization were examined for the purposes of the Interim Report: 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) *Robbery* (defined as having money or personal items taken from you by force or the threat of force); 8) *Weapons Assaults* (defined as being attacked by someone with a weapon like a knife or a bat); and 9) *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 victimized once, that they were victimized between two and five times or that they were victimized on more than five occasions. The questions that were asked are consistent with items used previously in other North American victimization surveys. The results from this section of the survey indicate that:

- Within the school environment, minor theft is more likely to be experienced than other types of crime. 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%) report 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. 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 sometimes leads to depression and an avoidance of school activities. Furthermore, verbal bullying sometimes leads to physical confrontations between students.
- 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 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 indicates 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 data also 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.

- 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 as 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.
- Additional analysis indicates that important gender differences exist with respect to criminal victimization. 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.

## **F. 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 same 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<sup>25</sup>. This survey, conducted in 2000, involved a random sample of 3,393 high school students from

---

<sup>25</sup>Wortley, Scot and Julian Tanner. 2006. "Immigration, Social Disadvantage and Urban Youth Gangs: Results of a Toronto-Area Study." *Canadian Journal of Urban Research* 15 (2): 1-20.

Tanner, Julian and Scot Wortley. 2002. *The Toronto Youth Crime and Victimization Survey: Overview Report*. Toronto: Centre of Criminology, University of Toronto.

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. 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. Comparing the 2007 student survey of C.W. Jefferys students with the 2000 Toronto Youth Crime and Victimization Survey yields the following results:

- 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 as 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.

In sum, the victimization findings produced in 2000, using a large sample of high school students from 30 different schools across Toronto, seem to largely mirror the victimization results produced in 2007 using a relatively small sample of students from C.W. Jefferys. 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 any more dangerous than other high schools in the Toronto area. This does not mean that crime and victimization were not a 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 many schools throughout the Toronto region.

### **G. Details of “Most Serious” Victimization**

In order to examine student victimization experiences more closely, we asked our respondents to describe “the worst thing” that had ever happened to them that “might be considered a crime or an act of violence.” A total of 177 respondents (41.8% of the sample) provided us with the details of their “worst victimization” experience. The 177 criminal victimization incidents described to us included robbery (16% of all cases), physical assault (15%), theft (11%), threats (7%), and assaults involving a firearm (5%). However, in 60 of the 177 cases (34%), the respondent indicated that they were victimized but did not want to disclose the nature of the crime. The information gathered with respect to each of these incidents indicates that:

- 79% percent of the 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.
- 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 respondents’ own neighbourhood. Nine percent of these incidents either took place at the respondents’ 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 respondents’ own community
- Further analysis reveals that 80% of the thefts described by the respondents took place at school, as were 46% 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.

- One out of every four “most serious” victimization incidents (27%) was committed by another student. An additional 22% were committed by an acquaintance (defined as someone the respondent has seen but did not know well) and 11% were committed by a friend. We cannot determine whether these friends or acquaintances were also students at the same school. Almost 25% of all victimizations were committed by a stranger. By contrast, only 4% were committed by parents and 4% were committed by other relatives.
- According to the respondents, only 7% of the “most serious” victimization incidents described in the survey were reported to the police.
- All respondents who indicated that they did not report their victimization to the police were asked why they did not report the crime. On average, respondents gave 4.3 different reasons for not reporting the victimizations to the police. The most common reasons include, fear of the offenders (54%), a belief that the police can’t provide adequate protection from offenders (61%), a belief that the crime was too trivial (47%), a belief that the police can not do anything (53%), a desire not to upset parents (60%), a distrust or dislike of the police (51%) and a desire to seek one’s own revenge. Over half of the respondents (52%) did not report their personal victimization experience because they simply did not want to be a “snitch.”

## H. Witnessing Crime

We also asked the student respondents 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.

- Forty-two percent of all respondents indicate that they have witnessed drug dealing at some time in their life. The majority of these respondents witnessed drug dealing in the past twelve months.
- Forty two percent of all respondents indicate that they have witnessed a serious attack or beating in their life. The majority of these respondents witnessed this type of crime in the past year.
- 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 indicate that they witnessed this type of crime 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. Most of the observed shootings took place

within the past two years. 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. 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 illustrate how difficult it is for the police to both identify and solve specific criminal events.
- Those respondents who did not report the crimes they had witnessed to the police were asked why they had not reported these incidents. As with personal victimization, respondents usually gave multiple reasons for not reporting crimes to the police. For each type of crime, the majority of witnesses simply stated that they felt the incident was none of their business. Other common reasons include fear of the offenders, a fear that the police would not be able to protect them 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 the crime because there were other witnesses and they were not needed.
- These findings further illustrate that, because student witnesses and victims are often reluctant to report the crimes that they experience, a great deal of youth crime in Toronto likely goes undetected by both the police and other adult authority figures.

## **I. Improving School Safety**

In the final section of the questionnaire, we asked the students to express their own opinions with respect to how to improve school safety and discipline at C.W. Jefferys. 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. 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 reducing 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 wear security passes (with the student's name and photo) while they are at school.
- Student support for other safety strategies is more guarded. 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. 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. The results suggest that:

- The majority of students (64%) think that students should not be punished at all for wearing hats in school. Detention is seen as the most appropriate punishment for other students.
- 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 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 violations. For example, 49% of the respondents think that students should be suspended for fighting at school and 12% think they should be expelled.
- Similarly, 46% of the respondents think that students should be suspended for stealing from other students and 22% think they should be expelled.
- 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.
- Finally, 40% of the respondents think that students should be suspended for bringing a weapon to school. A similar proportion (38%) thinks that such students should be expelled.
- It is clear that the respondents think that the school should only call the police for very serious violations. Only one out of every ten respondents (11%) thinks that the school should call the police to deal with students who are fighting, 22% think the police should be called for theft, 29% think the police should be called for drug dealing and 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 criminal activity like fighting, drug dealing, theft and carrying weapons, the majority of students *do not* think the school should call the police.

In sum, 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, more use of the police in school, mandatory school uniforms and security passes), other students seem to oppose 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 behavioural problems.

## **J. Other 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 themes emerged. First of all, a number of students wanted to stress that C.W. Jefferys is a safe school that 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 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 to before you start. Get youth from when they're young. Plant peace in they're 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."*

## SECTION 3.2: CONCLUSIONS

In the Panel's opinion, the results of our student survey provide 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 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 and other types of crime – both inside and outside of school – in the past two years. The Panel stresses, however, that the levels of victimization observed in this study are 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 Panel will further explore this issue in its Final Report.

Finally, the Panel acknowledges that there are distinct methodological strengths and weaknesses with using surveys to document youth attitudes and experiences. For example, one concern is whether the students who completed the survey have similar 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 Jefferys' student population? Dr. Wortley has informed us about these strengths and weaknesses during our consultations and these limitations will be discussed more fully in the Final Report. In the meantime, it is important to note that the Panel is attempting to address these issues using a variety of other approaches and methodologies. These activities are discussed in the final chapter of this report.

## Conclusion

---

### SECTION 4.1: CONCLUSION

The Panel is continuing its research work into the themes identified in this report, as well as other systemic issues that impact on the security of students in our public school system. One significant issue is the important role that police play in school safety.

The issue of the school-police relationship is one of the systemic issues that the Panel will be considering. Detective Constable Peter Duncan of 31 Division has publicly stated that he was concerned that officers were not regularly invited to C.W. Jefferys during the recent school year<sup>26</sup>. Detective Constable Duncan has been invited to share his perspective with the Panel but was unavailable prior to the release of this Interim Report. Principal Anne Kojima described the relationship between officers at 31 Division and C.W. Jefferys having changed during her tenure at the school (2000-2006). Ms. Kojima explained that for many years non-uniformed Street Crime officers would regularly drop by the school in a non-enforcement capacity, but that in her last year as principal (2005-2006) the police presence was limited. Ms. Kojima, “mourned the loss of the relationship” C.W. Jefferys once had with the police.

Ms. Newton-Thompson, Ms Kojima’s successor, denied that she was reluctant to call the police during her tenure. Ms. Newton-Thompson advised the Panel that she would call the police when appropriate and had called the police on a number of occasions.

The role of police officers at schools is a contentious issue that requires further analysis. Chief Bill Blair participated in an extensive consultation with the Panel as did Staff Superintendent Mike Federico and Staff Superintendent Peter Sloy, current and former commanders of the Community Mobilization Unit, respectively. In each of these consultations, the Panel was educated on the various community initiatives and partnerships the Toronto Police Service has developed and is in the process of expanding. Particularly significant to the Panel is Chief Blair’s “Neighbourhood Policing Philosophy” which, since its inception in 2005, has seen an emphasis on the provision of police services by uniformed officers. The Panel looks forward to exploring the challenges inherent in implementing the “Neighbourhood Policing Philosophy” in school communities in which serious trust issues characterize the relationship between police and racialized youth. The Panel hopes to meet with Detective Duncan and others to further research this issue and provide sustainable recommendations for the Final Report. Still to be reported on are the consultations with young people, parents, teachers, union representatives, professional organizations, administrators, superintendents, trustees, social service providers, the Ontario Human Rights Commission and community groups.

---

<sup>26</sup> Ian Matlow, Toronto Star, August 24, 2007, “New principal prepared to right wrongs at Jefferys”

The Panel has also requested several research reports concerning alternative schools and the physical design of safe schools. Presentations and submissions from all community members are welcome. Updates on the progress of the Panel's work can be viewed on its website at [www.schoolsafetypanel.com](http://www.schoolsafetypanel.com).

Throughout the consultations, community groups have continued to impress one message on the Panel: that we must look beyond C.W. Jefferys as there are systemic issues that impact far beyond this one school. Parents and students have spoken to us of other schools that are perceived to represent a greater threat to safety than C.W. Jefferys. The anecdotes we have heard concerning a small number of schools have caused the Panel serious concern. Accordingly, the Panel proposes to conduct review work similar to its work at Jefferys to clarify these safety concerns. As the proposed review is in its early stages, the Panel has reported to the Director on a confidential basis.

The Panel acknowledges that a great deal of research has already been done on the topic of school and student safety. The TDSB has itself released two major sets of recommendations designed to improve school safety since 2004. It is understandable then, that many community members view the Panel's work with little enthusiasm and some scepticism, as many good reports and recommendations have already been made with little resulting, sustainable changes. The Panel is working with the Ontario Human Rights Commission on a joint symposium tentatively scheduled to take place on September 14, 2007, the purpose of which is to gather the research and identify the barriers that exist in the system to the implementation of effective change. We must overcome these barriers. If we have learned nothing else from Jordan Manners' death, we have learned that change can no longer wait.

#### **SECTION 4.2: INTERIM RECOMMENDATIONS**

The Panel has identified four interim recommendations that relate specifically to C.W. Jefferys and to the NW2 family of schools which, by their nature, can be acted upon (if the TDSB is so advised) prior to the Final Report.

##### **1. The Completion of a Building Safety Audit at C.W. Jefferys**

The Panel was advised by Safe Schools Administrator, Michael Hill, of the availability of a building safety audit process for TDSB schools. This audit may be invoked on the request of a school principal, and is conducted by Safe Schools advisors with expertise on building safety. There is a formal checklist that is completed as part of this audit.

Neither of the previous two principals had invoked the building safety audit process during their respective terms, nor has such an audit been administered since Jordan Manners' death. Principal Anne Kojima was unaware that such a process existed. Principal Kojima advised that when she was first starting at C.W. Jefferys the school was visited by Michael Hill, who conducted an informal inspection of the school. In a subsequent consultation on this point, Mr. Hill advises that in the year 2000 (when Mr.

Kojima became principal) he was not the safe school administrator for the NW2 family of schools and did not conduct any inspection, formal or otherwise, for Ms. Kojima. In any event, Mr. Hill has never conducted a formal safety audit and in the ordinary course, would delegate such a task to a safe school advisor which process never occurred for C.W. Jefferys. For her part, Principal Newton-Thompson had not yet initiated the audit procedure because, having recently arrived at the school, she was in the process of setting up C.W. Jefferys safe schools committee.

The Panel recommends that a formal building safety audit be conducted prior to the return of students to C.W. Jefferys this September.

## **2. Additional Human Resources for North -West 2**

The Panel need not repeat its conclusions regarding the challenges faced by the community within North West 2. Suffice to say, this area places demands on senior management that greatly exceed those of many other areas of this City.

The Panel recommends that additional human resource support be made available to North-West 2 to address the complex needs of this community. The Panel will reserve for comment, pending its systemic review, what recommendations (if any) ought to be made for potential reorganization of supervisory roles in high-needs communities.

## **3. Mediation between the Trustee and Superintendent in North -West 2**

Through its consultations, the Panel has concluded that the working relationship between the Trustee and Superintendent responsible for the North West 2 family of schools has become dysfunctional. The Panel ascribes no individual blame or criticism for this breakdown of communication. What is clear, however, is that the present situation does not serve the students, parents, teachers, staff and administration within North West 2. It is essential that a professional and effective working relationship be maintained between the Trustee and Superintendent to ensure that appropriate governance and accountability is maintained.

To their credit, Trustee Stephnie Payne and Superintendent Verna Lister both candidly acknowledged that their relationship had broken down and that the current situation is untenable. The Panel has proposed that they participate in a mediation conducted by an independent interpersonal mediator to attempt to resolve this situation. In order to ensure that the necessary logistical arrangements attending this recommendation could be completed in a timely fashion, the Panel advised Trustee Payne and Superintendent Lister (through her employer) in mid-July of its intention to make this recommendation. The Panel is encouraged that both parties agreed in principle to participate in such a process.

The Panel recommends that this mediation be completed as soon as possible, keeping in mind that the school year is set to commence within days of the release of this Interim Report. The Panel will not be participating in the mediation.

#### **4. Extension of the Panel's Work to Other Schools in North -West 2**

As referred to above, the Panel has experienced a startling unanimity across a broad cross-section of interests that, while C.W. Jefferys is viewed as a school of choice, there are serious safety concerns regarding other schools in the NW2 family of schools. The Panel is of the view that these schools warrant a more intensive review than was earlier contemplated.

Through the operation of the TDSB's safe school transfer program, the safety of schools within the NW2 family of schools is inextricably linked. As a school which is a net receiver of safe schools transfers from its sister schools, issues of safety and security at C.W. Jefferys cannot be divorced from those of its sister schools. For this reason, it is essential that the conditions at sending schools in the NW2 area be closely evaluated. The Panel believes that this additional work cannot be completed within the timeframe presently contemplated for the release of the Final Report. It is recommended that the Panel's reporting timeline (and resources) be extended to November 15, 2007 to accommodate these additional matters.

The Panel is not prepared to identify the schools of interest, or elaborate on the concerns raised in advance of conducting a proper review. It is gainsaid that the community in the NW2 area is as entitled to safe schools as any other area within the TDSB's jurisdiction, and that when serious safety concerns are raised that they be promptly and fully addressed.



## Signatories and Appendices

---

### SIGNATORIES OF THIS REPORT

This report is respectfully submitted this 28th day of August, 2007 on behalf of the  
School Community Safety Advisory Panel:



---

Julian N. Falconer – B.A., L.L.B.  
Chair



---

Peggy Edwards – M.S.W.  
Member



---

Linda MacKinnon – M.Ed., B.Ed.  
Member

## **Appendix A: Terms of Reference for the School Community Safety Advisory Panel (June 5, 2007)**

---

The independent Panel shall make findings and recommendations to the Director of the Toronto District School Board by July 16, 2007 with respect to:

The practices and procedures at C.W. Jefferys in the two years prior to May 23 2007 with regards to student supervision, student discipline and building security;

Factors influencing the ability of C.W. Jefferys in particular or the Toronto District School Board schools in general to maintain student order and discipline;

Improving practices in TDSB schools with regards to prevention, school supervision, discipline and security which will create a positive, safe and welcoming school environment.

The Panel will give current and past C.W. Jefferys students an opportunity to describe their experiences in the school.

The Panel will give C.W. Jefferys employees (teachers, support staff and administration) an opportunity to describe their experiences in the school.

The Panel will give C.W. Jefferys parents an opportunity to describe their experiences with the school.

The Panel may make such other enquiries and consultations it deems necessary to achieve its objects, including but not limited to:

Community agencies and advocacy groups and Trustees

School Board administration

Unions and employee groups

## Appendix B: Change to Terms of Reference (July 6, 2007)

---



Toronto  
District  
School  
Board

---

5050 Yonge Street, Toronto, Ontario M2N 5N8 • Tel: (416) 395-8201 • Fax: (416) 393-0889

*GERRY CONNELLY*

**Director of Education**

July 6, 2007

Julian N. Falconer, Chair  
School Community Safety Advisory Panel (SCSAP)  
3701 Chesswood Drive  
Suite 326  
Toronto, ON M3J 2P6

Dear Julian Falconer:

Concerns have been raised in the last several days about the possible vulnerability of female students who are members of racialized minorities, to acts of violence and exploitation.

As a result, I am writing to you in your capacity as the Chair of SCSAP to clarify the terms of reference of the Panel's review of school safety. It is essential that the Panel include in its review the particular risks to the safety of female visible minority students that may exist with our schools.

The circumstances of the last two weeks of operation of the review require that I provide the Panel with the following directive: the Panel, in making any finding of fact or in making recommendations, is not to make any determination of criminal or civil liability of any person.

I trust these clarifications are acceptable with the Panel. Should you have any questions, please do not hesitate to contact me directly.

Yours truly,

A handwritten signature in black ink that reads "Gerry Connelly".

Gerry Connelly  
Director of Education

## **Appendix C: People and Organizations Consulted to Date<sup>27</sup>**

---

### **June 14, 15, 19, 20, 21, 22, 25, 26, 27, 28, 29/2007**

Consultations with Students, Teachers and Staff at C.W. Jefferys

- 41 Students
- 30 Staff and Students

### **July 4, 2007**

- Teacher, C.W. Jefferys

### **July 5, 2007**

- Staff Member, C.W. Jefferys

### **July 6, 2007**

- Youth consultation -Black Creek Community Health Centre

### **July 9, 2007**

- Staff Member from C.W. Jefferys
- Stephnie Payne (TDSB Trustee)

### **July 10, 2007**

- Zanana Akande
- Youth consultation - Black Creek Community Health Centre

### **July 12, 2007**

- Penny Mustin (TDSB)
- Grant Bowers (TDSB)

### **July 13, 2007**

Community Dialogue with representatives from the following organizations:

- Belka Enrichment Centre
- Black Creek Community Health Centre
- Chesswood Employment Resources Centre
- Community Development Officers, City of Toronto
- Conflict Mediation Services of Downsview
- Community and Legal Aid Services Program (CLASP), York University
- Delta Family Resource Centre
- Driftwood Community Centre
- Jamaican Canadian Association
- Jane/Finch Community and Family Centre

---

<sup>27</sup> Where confidentiality has been requested, individual names have not been provided.

- Jane Finch Community Legal Services
- PEACH (Promoting Economic Action and Community Health)
- San Romanoway Revitalization Association
- Substance Abuse Program for African Canadian/Caribbean Youth, CAMH
- Youth Connect, Griffin Centre
- Youth Issues, JVS Toronto
- Youth Without Shelter

**July 16, 2007**

- Charles Roach (lawyer) and Black Action Defence Committee

**July 17, 2007**

- Meeting with Parents at San Romanoway Revitalization Association
- Meeting with Youth at San Romanoway Revitalization Association

**July 18, 2007**

- Retired Teacher
- Parent
- Staff Member from C.W. Jefferys

**July 19 2007**

- Barbara Hall (Chief Commissioner) & staff team - Ontario Human Rights Commission)

**July 23, 2007**

- Lisa Vincent (President, Ontario Principals' Council)
- Mike Benson (Executive Director, Ontario Principals' Council)

**July 24, 2007**

- Howard Goodman (TDSB Trustee)
- Stephnie Payne (TDSB Trustee)

**July 25, 2007**

- The Ashanti Room Supporters of Equity for Charis Newton-Thompson and Safety for all in Schools

**July 26, 2007**

- Cathy Dandy (TDSB Trustee)
- James Pasternak (TDSB Trustee)
- Verna Lister (Superintendent, TDSB)

**July 27, 2007**

- Sheila Cary-Meagher (TDSB Trustee)

**July 30, 2007**

- Scott Harrison (TDSB Trustee)
- Bruce Davis (TDSB Trustee)

**July 31, 2007**

- Toronto Police Chief William Blair
- Youth consultation – Jane/Finch Community and Family Centre -The Spot
- Chris Bolton (TDSB Trustee, Vice-Chair)
- Mari Rutka (TDSB Trustee)

**August 1, 2007**

- Khalid Mouammar (Canadian Arab Federation, President.)
- Eman Ahmed (Canadian Council of Muslim Women, Project Coordinator)
- Saira Zuberi (South Asian Legal Clinic)
- Deepa Mattoo (South Asian Legal Clinic, Coordinator of Pro Bono Legal)
- Suad Aimand (Somali Parents for Education)

**August 2, 2007**

- Parent
- Family
- Soo Wong (TDSB Trustee)
- Parents' group at PEACH

**August 3, 2007**

- Grant Bowers (TDSB)
- Nadia Bello (TDSB Trustee)

**August 7, 2007**

- Parent

**August 8, 2007**

- Barbara Hall (Ontario Human Rights Commission)

**August 9, 2007**

- Karl Sprogis, Toronto Schools Administrators Association (TSAA)
- Ami Trufler (TSAA)
- Don Stuart (TSAA)
- Susan E. Fraser, lawyer
- Canadian Training Institute – Breaking the Cycle
- Community and Legal Aid Services Programme (CLASP), York University
- Pro Bono Law Ontario
- Justice for Children and Youth
- St. Stephen's Community House

### **August 10-11, 2007**

Public Consultations at C.W. Jeffreys (17 deputations on Friday, 16 on Saturday):

- 9 presenters from social service/advocacy groups (e.g. Justice for Children and Youth, PEACH, Friends in Trouble, Parents of Black Children, Metropolitan Action Committee on Violence Against Women and Children, Sexual Assault Steering Committee, Toronto,)
- Stephnie Payne (TDSB Trustees)
- Sheila Cary-Meagher (TDSB Trustee)
- Nadia Bello (TDSB Trustee)
- Olivia Chow (MP)
- Gabriel Fowodu, Vice-President, Parent Council (C.W. Jefferys)
- Chief Commissioner of Ontario Human Rights Commission, Barbara Hall
- 4 Youth
- 5 Parents
- 2 Parents/Members of Tenants' Councils
- Parent/School Council Co-Chair
- Retired Teacher
- Guidance Counsellor
- School Settlement Worker
- NDP Candidate York West/Parent
- Elizabeth Buchanan (Friend of Jordan Manners' Mother)
- Roger Rowe (lawyer/parent)

### **August 14, 2007**

- Toronto City Councillor Joe Mihevic

### **August 15, 2007**

- Stan Gordon ( Vice-Principal at C.W. Jefferys, 2004-2007)
- Teacher from C.W. Jefferys
- Gerry Connelly (TDSB Director of Education)

### **August 16, 2007**

- Barbara Thompson (Black Youth Helpline)
- Coalition of African Canadian Organization, with representatives from:
  - African Canadian Heritage Association
  - Canadian Organization of Black Lawyers
  - Canadian Race Relations Foundation
  - Global African Congress
  - Jamaican Canadian Association
  - Kenyan Community in Ontario
  - National African Canadian Umbrella Organizing Committee
  - Organization of Parents of Black Children
  - United Achievers

**August 18, 2007**

- Breakfast of Champions/Summer Celebration (Youth Association for Academics, Athletics and Character Education)

**August 21, 2007**

- Marcia Powers-Dunlop (Chief Social Worker, TDSB)
- Dave Johnston (Chief Social Worker, TDSB)
- Doretta Wilson (Executive Director of the Society for Quality Education)
- Retired Teacher

**August 22, 2007**

- PEACH Celebration
- Mike Hill (Safe Schools Administrator, TDSB)
- Toronto Supervisors Officers Association (TSAO)

**August 23, 2007**

- Teacher, C.W. Jefferys
- Anne Kojima (former Principal at C.W. Jefferys)
- Charis Newton-Thompson (Principal at C.W. Jefferys, 2006-2007)
- Sheila Ward (Chair of Trustees, TDSB)

**August 24, 2007**

- Staff Superintendent Sloly (Toronto Police Service)
- Staff Superintendent Federico (Toronto Police Service)

**August 27, 2007**

- Staff Member, C.W. Jefferys
- Charis Newton-Thompson (Principal at C.W. Jefferys, 2006-2007)



# APPENDIX I

## Report of the Task Force on Safe and Compassionate Schools (as presented to the Board on May 19, 2004)

### 1. Purpose

On December 17, 2003, the Toronto District School Board Board of Trustees passed a motion that directed that a Safe and Compassionate Schools Task Force be established to ensure that Board schools are safe and inclusive learning environments for students and safe places in which employees work.

### 2. Task Force Objectives

To assess the effectiveness of the current Board's Safe Schools Policy and its implementation

To identify the necessary steps to ensure that every Board school is a safe, compassionate, peaceful and inclusive learning environment in which to study and to work

To assess whether race, gender, sexual orientation, mother tongue of students, disability, socio-economic status, or other dimensions of diversity as listed in the Board's Equity Statement has any impact on the application of the Safe Schools Policy and, if so, what the impact is.

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. All such recommendations

are to identify the short, medium and long term timeframes.

To request that the Ontario Public School Boards' Association assist with the information gathering, analysis of province-wide issues and public advocacy and lobbying necessary to

effect provincial reviews of and changes to the legislation as recommended

The Task Force was to report to the Board of Trustees at its May 2004 meeting.

### 3. Task Force Membership

**Zanana Akande**, (Co-Chair) is a former principal with the TDSB. She is currently the President of Urban Alliance on Race Relations and President of Harbourfront Centre.

**Chris Bolton** (Co-Chair) is the Toronto District School Board trustee for Ward 10 - Trinity Spadina. He has been trustee since the election in November, 2003. Chris has also worked in the same Ward as a teacher, Special Education Consultant, and principal for 30 plus years from 1972 to 2001. He has also been involved in alternative schools programming, community schools movement and the preservation of public education in Canada.

**Norm Forman**, is an advocate for and consultant to the needs of special education students. Dr. Forman is a practicing Psychologist with over thirty years of experience. He is a member of the Canadian Psychological Association, The Council for Exceptional Children, and is listed in the Canadian Register of Health Service Providers in Psychology. His is a member of the Education and Advocacy Committee of a major special needs association and is the representative to the Special Education Advisory Committee (SEAC) of the Toronto District School Board..

**Dr. Alok Mukherjee**, teaches about Indian culture and society at York University. He is a consultant in equity, human rights and organization change. Dr. Mukherjee has served as Acting Chief Commissioner of the Ontario Human Rights Commission, and as a member of the Ontario Civilian Commission on Police Services.

**Rick Sin**, is a registered social worker. He received his MSW from McGill University and is currently doing his doctorate in sociology at the University of Toronto. He is a former Executive Director of the Chinese Canadian National Council Toronto Chapter, the Diversity Manager of the Canadian Cancer Society, and a social worker in Montreal, New York and Hong Kong.

**Helen Yabu**, has a long history with the TDSB. She attended Lord Dufferin PS and Jarvis Collegiate as a student. Helen's career with the TDSB included teaching and consulting in special education in several schools across the city. She has been a vice-principal at Leslieville PS and principal at Pape Avenue and Jesse Ketchum Schools.

**Hamoon Ekhtiari**, is 17 years old, came to Canada less than 3 years ago and started school in Grade 10 at Newtonbrook S.S. and is in his last year of high school. He is Vice President of TDSB's Supercouncil.

#### **4. Consultation Process and Participants**

The Task Force consulted with staff, students, parents, community agencies and organizations, and the community during the months of March, April, and May 2004. A community consultation was held in each of the four quadrants. Participants were divided into small working groups (roundtables) to discuss their views and recommendations in regard to the *Safe Schools Policy*. Each roundtable session was facilitated by a member(s) of the task force and summarized by recorders.

The task force held a total of 16 days of hearings to receive presentations. These presentations ranged from community organizations and individuals representing and involved with equity issues, students with disabilities, safe schools, and marginalized/racialized communities to organizations representing school staff (teachers, support staff and administration (principals and vice principals), central board staff from Equity, Human Rights, Safe Schools and Legal).

Over 300 emails were received from individuals and organizations who wished to offer written materials and opinions. These have been compiled and summarized.

Task Force members also met with representatives of the Ontario Human Rights Commission.

Special attention was paid to the youth/students consultation process. Task force members attended the TDSB Youth Equity Conference and made themselves available for one-on-one consultation with conference participants. A survey was circulated to all participants for their input.

Students were asked to share their opinions on the *Safe Schools Policy* at four consultation meetings – one in downtown Toronto, one in Scarborough, one at the Alexandra Park Community Centre and one at the San Romanoway Revitalization Association where a number of parents were also present. In total, over 160 children, teens, young adults and youth workers attended these consultations.

In addition to these community consultations and hearings, the task force received a number of written submissions. In total the task force consulted with over 600 people.

The Task force would like to thank the many individuals, organizations, and groups/agencies who took the time to participate in the consultation process. It would be difficult to name the over 600 parents and community members and the over 300 students, but we will attempt to name those groups and organizations that signed in for the sessions and wrote:

Alexandra Park Community Centre Youth	ARCH
Bellwoods Community Legal Services	Canadian Race Relations Foundation
Canadian Union of Public Employees	Catholic Children's Aid Society of Toronto
Community Equity Reference Group	Delisle Youth Services
Earl Grey Senior Public School	Elementary Teachers of Toronto
Elms Teachers Council	Family and Child Skills Development
Flemingdon Legal Services	Glenview Sr. Middle School
Jane/Finch Legal Services	Justice for Children and Youth
Leslieville Public School Council	Ont. Association of Children's Aid Societies
Ontario Human Rights Commission	Ontario Public School Boards Association
Ont. Secondary School Teachers Federation	Parent Coalition for Safe Schools
Rexdale Community Legal Clinic	Safe Schools Forum Working Group
San Romonaway Revitalization Assoc.	St. Stephen's Community House
Scott & Oleskiw, Barristers & Solicitors	The Canadian Safe School Network
Toronto Principal's Association	Special Education Advisory Committee
Community Equity Reference Group	

However, the task force knows that it has only scratched the surface. Given the short time frame (imposed by the Task Force on itself to ensure that recommendations could be developed before the end of the current school year), there were a number of community and service organizations unable to respond to the invitation to consult at this time. There has also been a heightened degree of research, forums, reports generated within the TDSB and outside that would preclude this report from being other than a snapshot of the moment at which it is written.

## 5. Introduction

Generally speaking, schools have continued to operate around behaviour management using the *Education Act* as a basis. It is acknowledged that this report addresses exceptional cases, however, the negative impact of the current zero tolerance philosophy has resulted in students and their communities feeling disenfranchised and marginalized not only from their schools but from society in general.

In a school system that addresses itself to all children and which has established a policy of concern and safety for all, it is important that everyone feel that they are being treated fairly and equitably.

The *Safe Schools Policy* of the Toronto District School Board (TDSB) is viewed as a policy that by its very implementation targets the children and youth of racialized and marginalized communities, and students with disabilities. Furthermore, it is clear by the statements made during the consultations, the impact of the *Safe Schools Policy* reaches beyond the walls of a particular school and into the very community itself. The *Safe Schools Policy* is seen by many deputants as a tool to get rid of the student who seems to have problems rather than getting rid of the problems.

***The profound, pervasive and powerful sense of outrage felt by the parents who attended the consultations cannot be adequately represented on the written page. And on the basis of the personal stories told at the consultations, they are justified. Parent after parent spoke of the frustration of trying to maneuver through a system that seemed to be crammed with roadblocks designed to exclude parents from the process. Time and time again, the task force heard of attempts to speak to administrators at the school and board level only to be rebuffed. It is clear that the perceived heavy handedness on the one hand, and the perceived lack of interest in looking at mitigating factors on the other hand has resulted in distrustful, toxic relationships between too many parents and administrators and between too many communities and the Toronto District School Board.***

In its consultations around *Safe School Policy* it became evident that the linkages between our schools and other societal institutions needed to be explored. Schools are seen as vital tools in effecting positive changes in our communities and participants were particularly concerned that schools had little connection to the communities in which they were situated. Community members, especially those from racialized and marginalized communities emphasized the direct link between healthy schools and healthy communities, and between education and gainful employment. “None of us want our children to live in poverty. We want our children educated so that they can live healthy and responsible lives,” said one participant. There is great fear that children and youth who are alienated by their schools will be lost to the community.

The task force identified through anecdotal evidence, the impact current *Safe Schools Policy*, has had on our criminal justice system. The Ontario Human Rights Commission report *Paying the Price: The Human Cost of Racial Profiling* reports, “Persons who work with children and youth confirm that suspended students are more likely to hang out on streets and in malls creating the

potential for increased contact with the police. Children who are out of school are more likely to meet anti-social kids and learn or engage in anti-social behaviours”.

Lawyers and advocates working with young offenders confirm that the majority of young offenders have interacted with the *Safe Schools Policy* at an early age. As one parent put it, “We need to help the kids in elementary school right now. We will lose them in middle school and they will be criminals by high school.”

This is not to say that every student who is expelled or suspended will end up in the criminal justice system. But it makes the point that the education system does not exist in isolation and that the zero tolerance philosophy of TDSB’s current *Safe Schools Policy* can have a life long effect. The Toronto District School Board is part of the broader society and these issues cross many borders. It is important therefore, to locate our schools in that continuum to ensure that children’s needs are met and accommodated before these issues transition into other milieus.

#### **Recommendation 5:1**

**The creation of the task force has stimulated a notable upsurge in data collection and analysis of various legal, social and human rights aspects both within the Toronto District School Board and within other boards and communities. Much of this information will not be available until after the task force reports to the Board. To say, therefore that the task force has been able to get the full picture is not reasonable.**

**Therefore, it is recommended that a new reference group called the *Safe and Compassionate Schools Work Group* consisting of Board Trustees, community, students and staff, is established to monitor *Safe Schools Policy* implementation. The *Work Group* will hold regular reviews and be given the power to make recommendations to the Program and School Services standing committee of the Board for consideration, additions and modification to *Safe School Policy* and its implementation. The composition and detailed mandate will be brought to the board of Trustees in June, 2004. The mandate will include but not be limited to the following areas: monitoring the implementation of any recommendations accepted by the Board; ensuring annual reviews of the *Safe School Policy*; overseeing the collection of statistical information and the dissemination of such information to schools and the public; effecting prominent use of preventative measures such as peer counselling and restorative justice; and continuing the consultation work begun by the task force including exploring the linkages between our schools and other societal institutions to create potential collaborative relationships. The workgroup will also liaise with school based safe school committees.**

***Timeline Sept., 2004    Responsibility: Office of Associate Director and Program and School Services***

#### **Recommendation 5:2**

**There has been much discussion by those who feel disenfranchised that the *Safe Schools Act* should be repealed. In the vast majority of consultations, this notion repeated itself. Therefore, given the real concerns about the implementation of the act raised by communities in Toronto and by the Ontario Human Rights Commission, the task force recommends that the Board appeal to the Provincial Government to repeal the *Act*.**

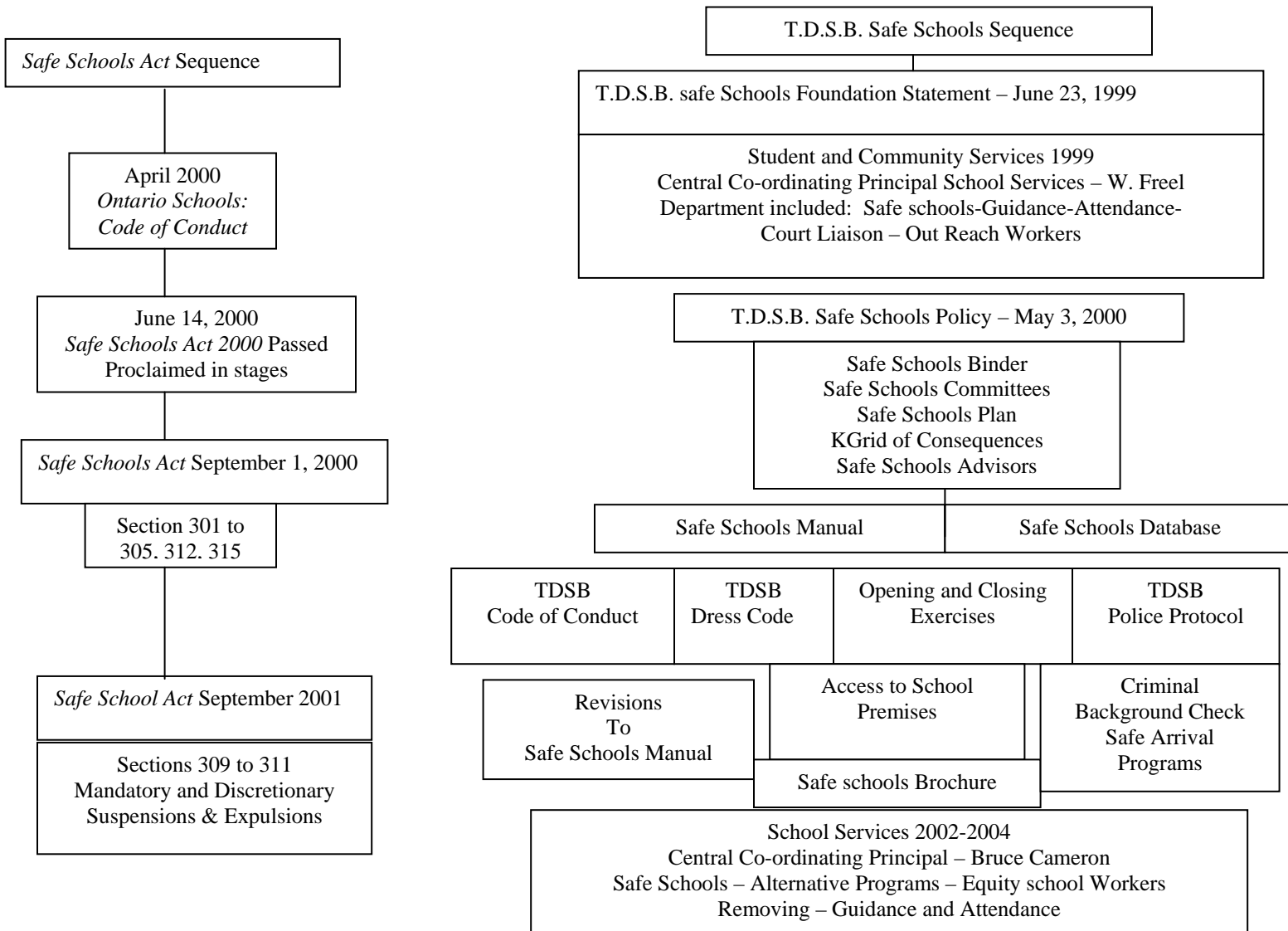
*Timeline May, 2004 Responsibility: Board of Trustees*

**6. History of Provincial Legislation, Toronto District School Board Safe School Policies and Zero Tolerance**

In a presentation by the Safe Schools Department to the Task Force the history of the provincial legislation and ensuing TDSB policies were outlined. It appears that as TDSB Safe School policies were created the lines between provincial safe schools policies and the zero tolerance policies originating in the United States became blurred and interconnected.

**Historical Perspective of Safe Schools and Safe Schools Policy**

<i>Education Act, R.S.O.1990, c.E.2 Section 23</i>				
Violence-Free Schools Policy - 1994				
Scarborough Zero Tolerance Policy and other Board Policies				
Amalgamation				
Student and Community Services 1998				
Sharon Bate				
W. Freel	B. McLeod	M. Dorward	T. Parish	Others



Zero tolerance is not part of the provincial legislation language and the task force believes strongly that safe schools policies ought to be thought of as being fundamentally different than zero tolerance. It appears that two messages are being given to the administrators of safe school policies. The presence of mitigating factors in provincial legislation and TDSB safe schools policies inhibits the description of the *Safe Schools Policy* as being strictly zero tolerance.

One race relations expert stated to the Task Force that “Zero tolerance policy has been in effect for 10 years in the U.S. and there is now acceptance of the adverse affects of the policy, particularly the disproportionate and negative impact on minority students which occurs by the very operation of the act. Even though the TDSB has no Ontario statistical data on zero tolerance it would be incredible if the impact was any different from other jurisdictions that have data.”

### **Recommendation 6:1**

**The task force finds that use of zero tolerance language in TDSB policies presents itself as a compelling implementation practice and recommends that all reference to zero tolerance be removed from all current and future Toronto District School Board’s internal and external documents.**

*Timeline: Sept. 2004*

*Responsibility: Office of Assoc. Director - Program*

## **7. TDSB Policy and Procedures**

The Safe Schools Department has produced a comprehensive *Safe Schools Procedures Manual* which contains the *Safe School Policy* and procedures and corollary policies and procedures.

The manual is divided into the following sections:

Section A	Safe Schools Project Plan
Section B	Safe Schools Policies, Procedures and Guidelines
Section C	List of Additional TDSB Policies and Procedures
Section D	General Considerations Related to Discipline
Section E	Suspension Procedures
Section F	Suspension Review/Appeal Procedures
Section G	Expulsion Procedures
Section H	Expulsion Appeal Process

### **Recommendation 7:1**

**The manual itself is very comprehensive but in its present form is not user friendly. The task force found that no attention was given to prevention and intervention techniques and that linkages between safe school policies and other TDSB policies, especially the *Equity Foundation Policy and Procedure, Human Rights Policy and Procedures and Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances* were not emphasized.**

**Given that the manual is the primary tool used by administrators in the implementation of the *Safe School Policy*, the Task Force makes the following recommendations:**



- a) **that the *Safe School Procedures* manual be reorganized to facilitate easy access by principals and vice-principals. This would include an executive summary in checklist fashion, of a description of consequences, routines, and protocols which would be placed at the front of the manual.**
- b) **That the documents that detail these procedures be referenced as appendices.**
- c) **That the remainder of the manual focus equally on prevention and intervention techniques and that a separate section of the binder relate to the creation of and tasks related to safe schools committees.**
- d) **That linkages between the *Safe School Policy* and other TDSB policies such as *Equity Foundation Policy and Procedure, Human Rights Policy and Procedures and Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances* be more clearly defined and fully integrated.**

*Timeline Sept. 2004*

*Responsibility: Safe Schools Department*

## **8. Available Statistics**

The only statistics currently available to the Task Force were given to us from the Safe School Department. These statistics did not contain race, language or other identifiers. Other agencies including the Human Rights Commission have articulated the same concerns as the Task Force regarding the information that has not been collected.

Furthermore, the Task Force was advised that due to data base problems, the information that has been collected is not easily produced in a useable form making analysis of the data near impossible.

The Task Force understands that for the Sept. 2002 – Aug. 2003 year, the number of expulsions totaled over 300.

According to a July 23, 2002 Toronto Star article, by Tess Kalinowski “Student Suspensions Up in the GTA – Principals say new mandatory reporting partly explains rise” suspensions rose 40 percent in the 2001 – 2002 academic year to 24,238 from 17,371. (In the data received from the Safe School Department, the suspension figure was 24,202). Although enrollment had dropped slightly in the 2002-2003 academic, year the number of suspensions rose to 26,411 (although the media quotes the figure at 27,000) an increase of 9.1% over the previous year.

Furthermore, the number of students involved in suspensions increased over 7% between the 2002-2002 academic year and the 2002-2003 academic year.

For the 2002-2003 academic year, 77.70% of suspensions were given to boys. The Task Force understands that 20% of suspensions are issued to students with disabilities. It was difficult to get an absolutely accurate reading, since the statistics only reflected the number of times a particular Exceptionality had been selected and a suspension could have more than one Exceptionality associated with it. The statistics indicated that Behaviour, Learning Disability, and Mild Intellectual Disability were by far the most frequent Exceptionalities identified.

Of the 16,577 students suspended during the academic year 2003-2003, 109 suspended students were 5 years of age or younger, 512 were 6 years old, 804 were 7 years old, 1,041 were 8 years old, 1,374 were 9 years old and 1,605 were 10 years old. Not only were there suspensions in kindergarten, but the Task Force also heard testimony about kindergarten students who were expelled. 8,424 suspended students were 11 – 13 years of age; 8,680 were 14 to 16 years of age; and 3,862 suspended students were age 17 to 20 years old.

Information received from the Ontario Association of Children’s Aid Societies indicates that of 3,295 Crown Ward files reviewed, over 20% were suspended at least once from school in the last year. 41% of the Crown Wards who were suspended or expelled had been identified through an IPRC as having special needs. The Catholic children’s Aid Society of Toronto, in a similar study indicated that of the 532 Crown Ward files reviewed, 112 or 21% had been suspended at least once from school and 34% of those suspended had been identified through an IPRC as having special needs.

During the task force’s consultations, advocates, organizations and many parents called for the statistics collected on expulsions and suspensions to include the race and disability (ies) of the students involved. Furthermore, parents asked that expulsion and suspension data be made available to the public by school in a manner that provides for privacy issues and Freedom of Information. In the words of one parent, “If we are sending our kids to your school, we have the right to get those statistics.”

### **Recommendation 8:1**

**Based on anecdotal and empirical data as well as minimal quantitative data, it is apparent that the Toronto District School Board’s Safe Schools Policy impacts disproportionately on students from racialized and marginalized communities. Without statistics on race it is impossible to know this with any certainty, allowing an unfair discrediting of these communities concerns.**

**Therefore, the Task Force supports the Ontario Human Rights Commission’s recommendation in its submission to the Task Force on April 29, 2004:**

**a) that TDSB administration be directed to collect and analyze data on expulsions and suspensions under the *Safe Schools Act* and school board policies in order to monitor, prevent and combat any discriminatory effect on individuals protected under the *Code*, including students from racialized communities and students with disabilities. Consult with affected communities and the Ontario Human Rights Commission to establish appropriate guidelines on the collection and use of data, including ensuring anonymity and using data only for the purpose of addressing inequities and promoting compliance with the *Code*. “Where anecdotal evidence of racial profiling exists, the organization involved should collect data for the purpose of monitoring its occurrence and to identify measures to combat it. Such organizations should consult with affected communities and the Ontario Human Rights Commission to establish guidelines on how the data will be collected and its use. Such data should not be used in a manner to undermine the purposes of the Ontario Human Rights Code.”**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**b) that a researcher/statistician be designated to design an appropriate collection vehicle and data base to facilitate the collection and analysis of these statistics**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**c) that the results become part of the school improvement process at both the Board and school level**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**d) that in addition to the data collected on expulsions and suspensions there be the creation and maintenance of a data base to capture all information relevant to trespass letters, warnings and other exclusionary documents and processes.**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept.*

**e) that the data collected on expulsions, suspensions, trespass letters, warnings and other exclusionary documents and processes be reported monthly to the Board of Trustees.**

*Timeline June., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**f) that the Board of Trustees take action to ensure that the data base connected to *Safe Schools* be upgraded as soon as possible to allow for accessible accurate and timely statistical data.**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

## **9. Available Research and Reports**

Available material from an Ontario perspective is limited. The Toronto District School Board's Legal Department is just completing a research project which looks at the practices of schools boards across the province of Ontario.

The following research materials and reports were reviewed during the Task Force's deliberations:

Blickmore, Kathy (2004) Discipline for Democracy? School Districts' Management of Conflict and Social Exclusion, *Theory and Research in Social Education* Winter 2004, Volume 32, Number 1, pp. 74-96

Harvard University, The Civil Rights Project (2000) Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline”, *Report from a national summit on Zero Tolerance June 15-16, 20000 Washington D.C.*

Horsman, Jenny (2004) The Challenge to create a Safer Learning Environment for Youth *Parkdale Project Read, Spiral Community Resource Group*

Levinsky, Zachary (2003) *The Safe Schools Act: The Reproduction of Volatility and the Resistance to a “Piece of Paper”*, unpublished

Ontario Human Rights Commission (2004): The Ontario Safe Schools Act, School Discipline and Discrimination, *unpublished report*

Ontario Human Rights Commission (Dec. 2003) Paying the Price: The Human Cost of Racial Profiling – *Inquiry Report*

Ontario Human Rights Commission (July, 2003) The Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities – *Inquiry Report*

Pieters, Gary (2003) Disproportionate Impact, the *Safe Schools Act* and Racial Profiling in Schools, *Ontario Network for Human Rights Web Site*

Roher, Eric M. and Freel, Walter H. (2003) The Right Revolution: The Importance of legal Literacy for Educators, *Education Law News, Borden, Ladner, Gervais LLP*, Fall 2003, pp.2-8

Ruck Martin D., Wortley Scot (2002) Racial and ethnic minority high school students' perceptions of school disciplinary practices: A look at some Canadian findings, *Journal of Youth and Adolescence; New York*

Skiba, Russel J.; Michael, Rober S., Nardo, Abra Carroll (2000) The Color of Discipline, Sources of Racial and Gender Disproportionality in School Punishment, *University of Nebraska-Lincoln, Policy Research Report #SRS1*

Skiba, Russel J.; Peterson, Reece (1999) The Dark Side of Zero Tolerance: Can Punishment Lead to Safe Schools? *Online article, Phi Delta Kappan*  
<http://www.pdkintl.org/kappan/kski9901.htm>

Siu, Jenny (2003) 'Has Zero Tolerance Policy in Schools Perpetuated Racism in Ontario's Education System?' Drawing on American Experience *unpublished*

### **Recommendation 9:1**

**The Task Force notes an upsurge in research in the area of Safe School policies. The Task Force also notes that the information held by the TDSB about this research is minimal. The Task Force also notes that work is just beginning on the compilation of best practices in Toronto and in other jurisdictions.**

**Timeline: School year 2004/2005 Responsibility: Office of Associate Director - Program Therefore the Task Force recommends**

a) that the TDSB research department report back to the working group with a project plan designed to compile research on an ongoing basis including but not limited to: an ongoing review of new research pertaining to safe schools policy implementation; a comprehensive listing of preventative and anti-bullying programs being offered within the TDSB and an evaluation of those programs including best practices; a comprehensive listing of preventative and anti-bullying programs being offered by community groups and agencies and an evaluation of those programs including best practices; a comprehensive listing of preventative and anti-bullying best practices in other jurisdictions including other provinces and territories, the United States, Britain and Australia.

b) That the TDSB work with other research institutes, like The Ontario Institute for Studies in Education and York University, to undertake research to study the impact of current safe school policies on people with disabilities and people from racial minorities

## 10. Staffing levels

Every time there was a roundtable or a conversation about Safe Schools there were reports of the effects of the decrease in staff. Be it guidance staff, lunchroom supervisors, educational assistants in kindergarten and elementary school programs, child and youth workers for special programs, youth counsellors, hall monitors the comments were the same – return them to support all students but particularly those at risk and with special needs. They are the people who make the schools safe, not cameras and cards.

Unfortunately, statistics from the Toronto District School Board on the changes in staffing levels is hard to acquire for the Task Force. And so we have not been able to attach any hard data.

For recommendations in this area see **Recommendation 11:3**.

## 11. Results of consultation process

### Introductory Remarks

Clearly almost all who attended the consultations believed that discrimination caused students from racial minorities and students with disabilities to be treated more harshly than white students under the *Safe Schools Policy*.

A number of participants expressed the opinion that the system is biased and discriminatory and that “it was time to launch some kind of class action suit against the school board and the province”. Others expressed the view that it was time to repeal the act. “It discriminates against the poor, disadvantaged and those of African heritage”. Still others felt that “The policy that was in place before the *Safe Schools Act* worked just fine. We should go back to what we had before.”

Time and time again the Task Force heard accounts of incidents involving two students resulting in the black child being suspended while the white child was not. A mother recounted a recent incident, “My son lost two front teeth and the principal said it was a mistake. It was a white kid

who pushed him. My other son who is only five years old said it was because the kid was white and my son is black. At five years old my son believes this.”

One student noted that “because we come from a certain neighborhood, we are judged a certain way”. A Somali community member in a written submission to the task force said “Parents are embattled by a system that does not understand either their cultural views or respect their struggles to parent effectively”.

Equity groups found that there was a disparate impact on vulnerable populations including students with special needs, students of colour and immigrant students. In their submission to the task force, one equity group noted that “The *Safe Schools Act* creates a system which disengages most at-risk children and youth from the school community at increasingly earlier stages of their lives.”

In Human Rights Commissioner Norton's report, *An Opportunity to Succeed: Achieving Barrier-free Education for Students with Disabilities* the disproportionate effect of the *Safe Schools Act* on exceptional students is noted. In the Human Rights Commission’s *Report on Racial Profiling* racial profiling in schools under *The Safe Schools Act* is a clear concern. The Ontario Human Rights Commission in its soon to be published report *The Ontario Safe Schools Act, School Discipline and Discrimination* states, “Nearly all the interviewees identified discrimination – direct and systemic – as the main reason why the application of discipline in schools has a disproportionate impact on racial minority students and students with disabilities”.

The author of one submission states “Two Toronto lawyers (including the writer of these submissions) who between them have represented 15 students and their parents on expulsion hearings indicate that of the total, all were racialized minorities and 14 were African Canadian. All but one was male. In addition, it appears that the overwhelming majority of the students attending the statutorily required Strict Discipline Programs in Toronto (required when a student has been expelled) are African Canadian.”

Advocates for students with disabilities were no less adamant that the *Safe Schools Act* discriminated against at-risk children and youth. As one advocate stated “People expect that their emotional development should be age appropriate even if their intellectual and cognitive development is delayed”. Another advocate pointed out that the TDSB needed to “recognize that so many of the resources once directed to inclusion, and building equity has been reoriented to the punitive measures of safe schools. TDSB needs to shift and reorient from the punitive to the restorative”.

### **Recommendation 11:1**

**The Task Force has concluded that there must be a fundamental change in the direction of the *Safe Schools Policy* from policing to creating truly safe and inclusive schools. In order to achieve this the Task Force recommends that the Board of Trustees redirect funds toward direct services to the schools and toward the creation of a new model which would include educators employed as safe school advisors, youth support workers, attendance counsellors and other youth support positions to work collaboratively with the Equity, Human Rights and Community Services Departments. Given the composition of our**

**schools and the backgrounds of the majority of students who are expelled or suspended, the departments should be supervised by the superintendent of equity and inner-city schools in an enlarged portfolio.**

***Timeline Sept., 2004    Responsibility: Office of Associate Director - Program***

**Recommendation 11:2:**

**The Task Force found that the perception of discrimination against students from racialized and marginalized communities and students with disabilities must be addressed. Therefore the Task Force recommends that:**

- a) the *Safe Schools Policy* be reviewed to ensure that is consistent with the *Human Rights and Equity Foundation* statements and policies of the Toronto District Schools Board and ensure that all disciplinary actions are consistent with these policies**
  - b) all staff involved in disciplinary actions within the *Safe Schools Policy* of the TDSB be trained in Equity and Human rights policy implications for Safe School Policy implementation.**
  - c) training for principals, vice-principals, teachers and staff in cultural awareness, equity and anti-racism training be scheduled as part of professional development**
  - d) there be careful selection of principals and staff who have knowledge and acceptance of the population the school serves. One of the ways this may be done is by having principals and teachers apply and be interviewed as to suitability for specific schools.**
  - e) the selection of principals relative to schools be done with the involvement of trustees**
  - f) every principal must have one year of special education training/experience.**
  - g) the staff and teacher performance review process be expanded to include Safe Schools**
- Timeline for all these recommendations be Sept., 2005    Responsibility: Office of Associate Director - Program***

**Preventative measures and support for at risk children and youth**

There is no question that parents, students, teachers and administrators expect our schools to be safe. Participants interpreted that to mean free of weapons, fights, and bullying behaviour where the atmosphere is one of mutual respect. There was clear recognition and strong support for the need to swiftly penalize acts of wrongdoing. As one student said, “If you come to school with a machete, it’s pretty clear that you are going to be expelled. Why does the principal waste time giving the student a twenty-day suspension and then expelling him?”

However, the term, “safe schools” was also interpreted to mean an environment where students of different abilities, backgrounds, and different communication and social skills could feel safe to learn how to achieve their personal best.

In the words of a high school student, “The question we should be asking is why are kids acting up? Kids may have trouble at home, a lack of self-esteem and depression.” An eight-year-old had this to say, “There are lots of fights at my school. People are angry with each other. Maybe we could be taught how to talk things over so there wouldn’t be so many fights.”

The task force found that far too many examples were given by participants of suspensions for behaviour that most likely could have been prevented if there were more trained adults present. The call for more youth counselors, hall monitors, attendance counsellors, community liaison workers and education assistants was heard from every stakeholder. There was recognition that the introduction of the *Safe Schools Policy* concurrent with staff reductions, has resulted in TDSB administration choosing the least time consuming method of addressing perceived ‘bad’ behaviours. “The act moves the action from supporting the kids to banishing them”, said one advocate. While another stated “The result is that we have schools that cater to fewer and fewer types of children”.

The overriding sentiment expressed by community consultation participants and community advocates, was that the *Safe Schools Policy* addressed the results of perceived ‘bad’ behaviour rather than trying to prevent the perceived ‘bad’ behaviours. Current bullying programs appear to be ineffective by themselves, while one-on-one interventions were virtually non-existent. Participants felt that because of the fragmented approach to programming concepts, it is difficult to develop a culture within the TDSB that is consistent about bullying and how to deal with it. Staff in particular expressed the need for a consolidated approach to the development of programming in this area. Parents feel ineffectual in helping their children who are being bullied and a number stated that they felt even more helpless after seeking the assistance of the school administration.

Although a number of advocates were aware that TDSB had over 500 educational programs aimed at eradicating bullying and encouraging safe schools, they expressed concern that there was no coherent inventory of school programs, community programs or programs being offered through other government agencies. Furthermore it was noted that there seems to be no evaluation of the effectiveness of these programs.

The Task Force received a number of comments around the issue of lunchtime activities. A number of parent and administration representatives pointed out that the reduction of lunch room supervisors has resulted in situations where coverage is lacking during certain times of the lunch periods and that principals and vice-principals in other schools have to fill in the supervision gaps. Because of safety and truancy issues a number of schools do not allow their students to leave the premises during the lunch breaks. TDSB policy does not allow for volunteers to fill in the gaps.

The result is that far too many students are being supervised by far too few staff. The lack of resources also prevents schools from offering programs to the students at lunchtime. Safe School Committee representatives and parents saw this as losing an unique opportunity to offer programs that would allow students to interact with each other outside of the classroom setting but still under the supervision of adults.



There was a clear call for more programs and more personnel to work with students and parents through workshops, special programs and one-on-one interventions to begin to create a compassionate and caring school environment. There was acknowledgement that this would be a slow and sometimes painful process, but one that in the long run would be far more effective than the punitive responses encouraged by TDSB's *Safe Schools Policy*.

Teacher representatives spoke to the issue of teachers feeling unsupported in some schools and stressed the need for professional development in classroom management techniques, especially for new teachers and principals. The need for more in-school personnel was also discussed by the representatives of elementary and secondary teachers and principals and vice-principals.

### **Recommendation 11:3**

**The Task Force has concluded that preventative measures and support for at-risk children and youth must be given priority to ensure that students remain in the school. This means having adults in place who understand youth culture in general as well as the cultures of individual youths themselves. Principals and teachers work in the best interests of the student and want to do what is best for all students however; they have not been given the supports needed to fulfill these obligations. Support for students has been identified by staff, parents and students as crucial in assisting students with problems and helping students in their development. These supports are seen as pivotal in preventing crises, which currently often lead, to suspension or expulsion. The task force therefore recommends that:**

**a) there be an immediate restoration of appropriate numbers of lunch room supervisors, child care workers, youth support workers, attendance counsellors, hall monitors, caretakers, community liaison workers and educational assistants.**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Human Resources Committee*

**b) three professional development days be devoted to upgrading staff skills in classroom management, and safe school policy implementation including best practices.**

*Timeline Sept., 2005    Responsibility: Office of Associate Director - Program*

**c) each of the 500+ anti-bullying and preventative programs apparently available to schools be evaluated and that a menu of a much smaller number of programs be provided to all schools. This will also help to encourage a common language around these issues when students move from elementary schools to middle and secondary schools.**

*Timeline Dec., 2004    Responsibility: Office of Associate Director - Program and Program and School Services Committee*

**d) an evaluation of anti-bullying and preventative programs offered by community agencies be undertaken. That barriers to school/community agency linkages be identified and solutions developed to overcome these barriers.**

*Timeline Dec., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**e) students who are trained in ‘anti-bullying’ and other preventative programs be used as resources.**

*Timeline Sept., 2005    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**f) it be made mandatory that each school implement an ‘anti-bullying’ program as part of the School Improvement Plan.**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**g) staff and families be trained in ‘anti-bullying’ programs**

*Timeline Sept., 2005    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

**h) safe school audits be enforced.**

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

### **Support for suspended and expelled students and their families**

Participants of the task force consultations also want our communities to be safe. Many drew a direct link between safe schools and safe communities. In the words of one community member, “There is a relation between what goes on in the community and what goes on in a school. Keeping kids in school is the best crime prevention program”.

Parents expressed concern that suspended students were often sent home without any homework so that they could keep up with their schoolwork during their suspension, and that there were not any compulsory programs for suspended students to attend. They stated that it seemed that all of the programs available are overbooked. In the words of one parent, “The Zero Tolerance policy dehumanizes perpetrators of wrong by seeming to just cut them off.” An advocate group working with children and youth notes, “There is no protocol in place for connecting suspended students with supports during the suspension. If work is assigned, there is no accompanying supervision or tutoring for the student. When these students return to class they often find themselves ‘hopelessly lost’ because of missed lessons. Suspensions can become idle time spent in malls or neighbourhood parks where police attention is attracted. Sending them unsupervised into the community ultimately makes neither our schools nor communities safer.”

Parents and advocates pointed out that families and therefore the larger community can suffer economically when kids are suspended or expelled. One mother told the task force, “I have six kids and I lost my job because I had to stay home when my son was suspended.” She is still looking for employment.

Advocates noted that students feel alienated and depressed as a result of suspension, a view supported by one mother's remark "My son told the social worker that he wants to kill himself. He is nine years old."

A staff member of a social service agency related the difficulty her agency has had in getting information out to schools about programs available to students in the process of being suspended or expelled. She wondered how the collaboration between schools and community organizations could be encouraged and facilitated.

A number of students also thought that there were ways to make suspensions more meaningful. One student told the task force, "Make sure that kids who fight and get suspended get some help to make sure that they can leave the fight behind and get on with life. Otherwise when they get back to school they will just fight again." Another idea from another student, "Instead of giving students in Grades 11 & 12 suspensions, make them do community service so that it goes toward the community service time they need to graduate."

Parents and advocates are concerned that there appears to be little attempt to seek alternative responses that would afford the perpetrator the chance to understand the impact of his/her behaviours on other students while at the same time meet the needs of the victim who has been traumatized. Little emphasis appears to be given to the reintegration of the suspended student. In the words of one parent, "Zero Tolerance in our schools is fundamentally flawed because it leaves no room for forgiveness. No room to exercise forgiveness. No room to learn forgiveness."

#### **Recommendation 11:4**

**The Task Force believes that further research needs to be done by the Work Group to explore alternative responses to perceived 'bad' behaviour resulting in expulsion and suspensions.**

**There are too many scattered programs funded by too many different provincial ministries making it difficult for schools to easily access special programs.**

**In the immediate however, the Task Force recommends that the Toronto District School Board appeal to the Ministry of Children and Youth Services to coordinate all school board/local organization partnerships with an emphasis on programs that focus on students returning to the school system.**

*Timeline Sept., 2005    Responsibility: Office of Associate Director - Program*

#### **Recommendation 11:5**

**Given that all students need to have educational experiences and the opportunity to learn or do homework in a safe place, the task force recommends that**

- a) appropriate mandatory programs be created with sufficient capacity to service both suspended and expelled students.**
- b) the Board of Trustees immediately arrange to negotiate the funding of these programs by the Government of Ontario.**

***Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept***

**Expulsion and suspension processes**

It is no surprise that expulsion and suspension processes brought the most vehement response from both parents, students and their advocates. Complaints were heard frequently throughout the consultation that administrators were refusing to speak to community representatives, were failing to provide translators, and that parents were being treated with contempt or ignored altogether. Some parents felt that their children were at risk for more severe punishment as a result of the parent speaking up. Others felt bewilderment at trying to maneuver through a system they did not understand often in a language that was not their first language.

Students complained that they were never given a chance to have their side heard. One student observed that “There is a disconnect between the administration and the student”. As one advocate group stated, “From a legal perspective, the current policy denies the student natural justice and fairness. From a pedagogical perspective, the student is more likely to consider the process fair, to internalize the seriousness of the right to education, and to accept responsibility for the results of a process in which the student has participated fully.”

Parents at every consultation meeting echoed one parent’s opinion. “There should be a process that involves the parent, child, principal, teacher and other parties to talk about the problem before the child is suspended. The principal should call the parent and attempt to consult with them prior to a suspension”.

Parent after parent spoke about students being sent home without the proper paper work and without parents being told. Advocates reported that too many “informal” suspensions or suspensions without paperwork were being issued. Advocates pointed out that there is no authority under the *Education Act* to remove a child from school premises without proper documentation and due process.

“What I want to know is why are children in kindergarten being suspended or expelled under the *Safe School Act*?” asked a parent. This was raised at each public consultation meeting. The child in each account was either black or had a disability.

Parents of and advocates for students with disabilities complained that students with disabilities were being suspended for behaviour directly related to the student’s disability. In one case, a student with Tourette’s Syndrome was suspended for swearing, a symptom of the condition. Furthermore, it appeared that in a number of instances, failure to accommodate a student with a disability led to behaviour directly related to the disability, for which the student was then suspended.

“While the principal’s manual includes a reference to the fact the principals should consider the effect of a student’s disability before imposing discipline, it does not make it clear that disciplining a student for conduct associated with a disability is discrimination and illegal, unless

the student has been accommodated to the point of undue hardship”, pointed out an advocate group in their submission.

#### **Recommendation 11:6**

The calls for due process by parents and advocates necessitates the Work Group to further investigate ways to make the expulsion process more transparent and inclusionary. The Task Force recommends the following:

- a) That there be a thorough review of the expulsion procedures including the appeal process to make sure that everyone has a voice

*Timeline Sept., 2004    Responsibility: Office of Associate Director - Program and Safe School Workgroup and Safe Schools Dept*

- b) That a protocol be established and advertised that delineates the support for students which must have been enlisted prior to suspension being applied. In extreme circumstances the protocol may be waived but is subject to mandatory review by the Board of Trustees.

- c) That TDSB policies be changed to require a review of mitigating factors when considering discretionary suspension/expulsion.

- d) That appeals on suspensions must be heard within 48 hours.

- e) That there be reinstatement of special education classes in some locations.

- f) That there be no expulsions from kindergarten to grade three.

- g) That no “informal” suspensions or suspensions without the appropriate paperwork be issued.

- h) That the template used for suspensions or expulsions list the mitigating factors that administrators review when considering a suspension or expulsion.

- j) That the student to be subjected to discipline be a party to his or her own hearing including his/her own representative.

- k) That Toronto District School Board establishes a standing committee with permanent members for Expulsion Hearings and that the Toronto District Schools petition the provincial government make these committee positions paid per diem.

*Timeline for sections b) to h) Sept., 2004    Responsibility: Office of Associate Director - Program and Safe Schools Dept*

#### **Recommendation 11:7**

In the consultations with families and community members there were repeated comments about the need to have objectivity, impartiality and timely responses to the issues concerning *Safe School Policy Implementation*. Those who discussed this expressed their concern that existing Safe School personnel were not able to be impartial and were working

for the TDSB staff. They also felt that some people were not impartial with students when they returned.

**Therefore it is recommended that the Toronto District Schools establish a separate office for concerns and issues about Safe Schools (and other areas of community interaction) during the transition period to more preventative measures, in the form of an 'ombudsperson office' with staff who are funded by the TDSB, but who report directly to the Chair's Committee of the Board of Trustees. It will be the mandate of this office and to vet complaints and advocate on behalf of students and their families. There should be an assessment of this office after two years.**

***Timeline: School Year 2004/2005 Responsibility: Board of Trustees***

The Task Force's survey at the Student Equity Conference confirmed that the *Safe School Policy* is not well communicated to the parents and students. Parents from racialized and disadvantaged communities in particular expressed feelings of alienation and identified language and cultural barriers as the two most important factors influencing the teacher/parent, principal/parent relationship. Parents of children with disabilities identified a lack of understanding of their children's disabilities and the desire by the administration to warehouse their children as an ongoing source of frustration.

Parents expressed frustration about the lack of communication about their child's performance at school. "My child did not attend school for three months and no one contacted me and told me", said one parent. Another parent stated that "Because parents don't have time to come in to the school because they are working, the administration says these parents don't care." It appears from what was said to the task force that lots of parents do not know that they have the option to appeal. Many parents said that the letter comes in English only, and sometimes by the time they get the letter the child is back in school.

The issuance of trespass letters was seen as yet another way to avoid parents who advocate on behalf of their children. The process itself is mired in difficulties, which serve to support the view that the TDSB administration is not interested in community or parental input.

Many parents and advocates pointed out that trespass letters and notices of suspension or expulsion are written only in English, and that translators never seem to be available for meetings between parents and TDSB staff.

### **Recommendation 11:8**

**The Task Force found that many families and community members did not fully understand the *Safe Schools Policy*. Therefore the Task Force recommends that:**

- a) **A *Rights and Responsibilities* document for staff, families, communities and students that is consistent with human rights policy and equity foundation statements be made available by TDSB administration.**

***Timelines: Sept. 2004 Responsibility: Legal Department and Safe School Department***

- b) **all documents referencing *Safe Schools Policy* be written in plain language and be translated into the appropriate languages.**

*Timelines: Sept. 2004      Responsibility: Legal Department and Safe Schools Department*

- c) a pamphlet be written, translated and distributed to schools and all families and students which addresses the rights and responsibilities of students and their families in regard to suspensions and expulsions and other legal disciplinary actions within the Board.

*Timeline Sept., 2004      Responsibility: Legal Services and Safe Schools Department*

- d) the process for the removal of such disciplinary actions as letters of trespass, cease and desist, and other correspondence be part of the original letter and conditions.

*Timeline Sept., 2004      Responsibility: Legal Department and Safe Schools Department*

- e) schools be directed to hold community information sessions to encourage every member of the community to be informed about the *Safe School Policy and Procedures*

*Timeline Sept to Dec 2004      Responsibility: School Administrators*

- f) the Safe and Compassionate Schools Working Group design a protocol on how the *Safe Schools Policy* is applied to special needs children

- g) the Board of Trustees pressure the provincial government to modify the grants system for special needs students and students at risk, to allow Boards of Education to be more flexible in kinds of programming and support offered to meet the needs of all students

- h) the Safe Schools department translates all relevant documents in – list languages – and distributes those to schools before Sept. 2004.

*Timeline Sept., 2004      Responsibility: Safe Schools Dept*

- i) the Safe Schools Department ensures that school administrators access translation services available to parents and students.

*Timeline Sept., 2004      Responsibility: Office of Associate Director - Program*

- j) the Safe Schools department and the Equity Department immediately create a communications strategy to outreach effectively to communities which feel most disenfranchised by the *Safe Schools Policy*.

*Timeline Sept., 2004      Responsibility: Office of Associate Director - Program, Equity, Human Rights and Safe Schools Dept*

- k) the TDSB ensure that all Grade 7 – 12 students have drug abuse courses and opportunities for counselling as part of the curriculum

### **Keeping our children in school**

The appropriateness and availability of programs, materials and facilities was raised by current students and recent high school graduates. One high school student noted that black students feel alienated because, “The books at schools don’t relate to the kids here. Kids need books that have role models who look like them. We need more books that are about black people.”

A recent graduate said, “I tried really hard to stay out of trouble. It was a struggle for me to finish high school. You go to school and then they give you homework and its survival of the fittest.” He went on to explain that schools should be open longer than 9 – 3. He pointed out that, “Not every one has a computer at home and we all need access to computers. Computers should be available at school, after school ends for the day.” A number of recent graduates believed that they would have done better at school if they had help with their homework. In the words of one, “Kids will act out because they cannot do the work”.

Another recent graduate advocated turning schools into community centers after school hours. He pointed out that if kids had programs like basketball to go to after school, they would not get involved in street life.

### **Recommendation 11:9**

**In order to assist students who may not have appropriate supports outside of formal school hours to assist them in their studies, the Task Force recommends that the Safe and Compassionate Schools Work Group collaborate with appropriate Board committees to identify ways study support can be given to students after school hours.**

*Timeline: School year 2004/2005    Responsibility: Board of Trustees*

### **12. ....and Finally**

We know from our consultations that we have heard from many people who are disenfranchised, marginalized or represent clients who feel this way. We also realize that these people are concerned about a small number.

Because of our partnership with the Ontario Public School Boards Association there will be a seminar to discuss the report at the Annual General Meeting on June 4. In addition, the Human Rights Commission has asked for a copy of the report. Various groups are deliberating Safe Schools policies. The Task Force hopes that this report will become part of the deliberations of the Ontario Provincial government safe schools review that is underway.



*May 24, 2006*

**Recommendations of the Safe and Compassionate Schools Task Force  
Implementation Workgroup**

The Board decided that the following be referred to staff for presentation of a report to the Program and School Services Committee providing the costs and staffing implications of the following *Safe* and Compassionate Schools Task Force Implementation Workgroup recommendations:

Whereas, the Board recognizes the need for all schools to be safe and caring places to learn; and

Whereas, the Board has done extensive research on issues of school safety and around creating caring, compassionate school environments and has conducted widespread consultation on these issues with students, staff parents, the community, and with other agencies and institutions through the work of numerous task forces, workgroups, advisory committees, projects and partnerships; and

Whereas, the extensive research and consultation arising from these groups clearly supports the importance of not only actions, resources and personnel to address immediate safety risks, but also underscores the importance of addressing underlying factors which lead to those risks; and

Whereas, the research and consultation particularly underscore the need to address issues critical to the creation of safe and caring schools in a community context and through community partnerships; and

Whereas, as an outcome of the Safe Schools Task Force, the current Safe and Compassionate Schools Workgroup was convened to, along with implementing previous recommendations for Safe and Compassionate Schools work, also consider and recommend further measures beneficial to safe, caring and welcoming environments throughout the Board and its schools;

Whereas, the Safe and Compassionate Schools Workgroup, comprised of trustees, staff, employee group and community members, strongly recommends that the following measures be implemented as the next in a series of steps needed to enhance the Board's practices around making schools safe and caring places of learning;

Therefore, be it resolved:

(a) That, in order to provide and enable substantive support for inclusive community, parent and student engagement and re-engagement, and ownership of caring, welcoming and safe school environments commencing September 2006, that funding for the following be considered a priority in the 2006-07 budget process:

## 38

- (1) identification of areas for targeted resource support through a review of the City of Toronto's priority neighbourhoods and the areas of need identified through inner city data, school safety data and Building Bridges program data;
- (2) provision of the following for each of the identified areas identified in (1) above:
  - one Safe Schools Community Liaison Advisor (appointed subject to community and school consultation) with recreational school-parent leadership experience and experience in working supportively with high risk youth;
  - one FTE teacher with guidance and/or special education qualifications sweated for use in an in-school suspension intervention, conflict mediation and counseling resource program for each secondary school in the priority areas;
- (3) continuation of the existing Building Bridges Program and expansion of the program to include the priority areas as identified in (1), with an appropriate allocation of Child and Youth Workers and Community Support Workers to work with at-risk youth, their families, and community agencies and services;
- (4) extension of the Building Bridges Program to provide support to students and their families with coverage to begin in the grade prior to transition from elementary to intermediate programs and to end with the grade following transition from intermediate to secondary programs in each area in which the program exists;
- (5) provision of a Building Bridges Program coordinator to ensure consistent and effective practice across the program and to continue work with the City of Toronto and other institutions who deliver services in each priority area in order to improve co-ordination of resources and support to children, youth and families in those neighbourhoods;
- (6) a corresponding and appropriate increase in and distribution of professional support services staff to support the expansion of the Building Bridges Program (to be determined by staff);
- (7) continuation of the existing position of Peace Builder's International facilitator seconded full-time to the Safe and Compassionate Schools department so that work on restorative justice and peace circle professional development and conflict resolution and peer mediation can be further strengthened and implemented through the priority areas identified;
- (8) funding in the amount of \$400,000 be set aside to promote, to implement and to lastingly integrate life and social skill and character development programs in all of the neighbourhoods identified in part (1).

To Increase At Risk Support Across the City

- (9) establishment of at least one Mild Intellectual Disabilities (MID) behavioural program in each quadrant for intermediate and secondary students;
- (10) an analysis of the need for alternative to suspension and expulsion programs in each quadrant and establishment of sufficient programs to meet the needs at both the elementary and secondary levels of students in each quadrant, including the needs of special education students;
- (11) provision of Child and Youth Workers to support existing alternative-to-suspension programs, with at least 1.0 FTE for each program, and that this be considered as part of the compliment of staffing in establishing further programs;
- (12) establishment of two junior-intermediate programs, one in the east and one in the west of Toronto for students who have displayed repeated sexual misconduct in order to support the re-integration and re-engagement of these young people into society.
- (13) establishment of additional positions for the Special Education department such that one FTE teacher and one FTE educational assistant with special educational training can be provided to each secondary school running a summer program for academic credit in order to assist with the transitional needs of special education students attending those secondary school programs;
- (14) a study by staff and the *Safe* and Compassionate Schools Workgroup to determine the need for and distribution of guidance support staff in all schools;
- (15) a study by staff, in partnership with the Ministry of Children and Youth, to examine the need for and distribution of Section 20 programs;
- (16) provision of three *Court* Liaison Workers assigned to cover Toronto's youth courts on behalf of students;
- (17) a partnership be pursued with the Ministry of Education to continue the funding for the Hincks-Delcrest and East Metro Strict Discipline programs and that part of this is funding be used to collect the data and do the research needed to assess the efficacy of the programs;
- (18) appointment of two FTE Safe and Compassionate Schools Administrators for use in emergent situations and in conjunction with the four quadrant-assigned Safe and Compassionate Schools Administrators;

To Increase Effective Communication around Safe Schools Issues:

- (19) up to \$1.25 million to be dedicated to the completion and publication of the Safe and Compassionate Schools pamphlet series, including funding for translation into the 10 most used languages in Toronto as well as funding for the inclusion of the series

information and translations on the TDSB website and for the updating of existing resource materials to align with new Ministry directions and the Ontario Human Rights Commission agreement;

- (20) establishment of a resource on TEL and the public [www.tdsb.on.ca](http://www.tdsb.on.ca) website that lists all bullying prevention, self-esteem and peer mediation programs with descriptions and research findings and that, on TEL, this resource also make it possible for those using TEL to post commentary on the effectiveness, value and use of the various programs;
- (21) a short-term full-time position be established to research and implement the necessary information to accomplish the TEL and public resource outlined in (20) above;
- (22) for staff to develop training requirements for training in:
  - equity sensitivity for all staff and trustees;
  - in safe and compassionate schools practices, particularly in relation to progressive discipline, mitigating factors and special educational accommodations and modifications, for staff in the following positions: vice principals, principals, superintendents, teachers, school-based safety monitors, school office assistants;
- (23) for staff to further determine whether the requirements for this training is best provided through internally developed courses, through courses offered by educational faculties, by both or by other means and that, once this is determined, arrangements for training should be made and this training should be available on a yearly basis for those who need to meet the requirements, and once these arrangements are made, and the training requirements can be met, this training to become mandatory prior to promotion and/or appointment to every role or position in the Board and must be met by all current staff and will be required to be met by *the* end of orientation of all newly hired staff;
- (24) to further refine safe and compassionate schools policy, procedures, professional development, research and data collection;
- (25) for establishment of a .5 FTE researcher hired specifically to compile and track safe and compassionate schools-related data and program effectiveness;
- (26) for establishment of one FTE Safe and Compassionate Schools Administrator be appointed (in addition to the four quadrant-assigned and two emergent situation Safe and Compassionate Schools Administrators, see part (18) above) who will be responsible for' and oversee the coordination and delivery of all Safe and Compassionate Schools professional development training.

## 41

- (27) to review and update the police-school protocol;
- (28) to develop a procedure and implementation plan to deal with requests to rescind trespass orders;
- (29) to develop a procedure to handle discrimination complaints stemming from Safe and Compassionate Schools issues in conjunction with the Board's Equity Department, Human Rights departments, *and* the Ontario Office of the Ombudsman;

That all the *above* actions be coordinated in terms of requests for personnel and resources with the requests stemming from other committees and works groups so that both personnel and resources will not be unnecessarily duplicated but that the personnel and resources requested will not be less than outlined in these recommendations;

That the Safe and Compassionate Schools Workgroup be continued as the vehicle for steering the implementation of these recommendations and for formulating further steps to respond to the Safe Schools issues and needs of the Board.



**C.W. Jeffreys**  
***STUDENT SURVEY***

Dear Student:

As you may know, as result of the recent shooting at C.W. Jeffreys, the Toronto School Board has hired a group of outside experts to study issues of school safety. As part of this study, the research team would like to hear about the opinions and experiences of each and every student at Jeffreys. That is why we are asking you to fill out this questionnaire. Filling out this questionnaire will give you a chance to tell us about your experiences and how you are feeling about your school. If people like you do not fill out this questionnaire, we will only be getting information from adults like your teachers and parents. We also need to hear from young people like you.

This questionnaire is not a test. There are no right or wrong answers. We want to hear about how you feel. This survey is about your thoughts and experiences. You do not have to answer any questions that you do not want to answer.

This survey is also completely private and confidential. Do not put your name on the questionnaire. We do not need to know your name. We are only interested in how you are feeling. This will protect your privacy. Nobody will know which student filled out which questionnaire. This should make you feel comfortable.

Please answer all the questions as honestly as possible. If you are not honest we will not know how you are really feeling and the programs we develop will not reflect your opinions and concerns.

When you are finished with the questionnaire, please put it in the envelope and seal it. Again – do not put your name on the envelope. The research team will then collect the envelopes. The envelopes will not be opened by the researchers until they have left the school. We stress that nobody at your school – like principals or teachers – will ever read your answers. Only the outside researchers will get a chance to look at your answers. If you have any questions please put up your hand and someone will try to help you.

## PART A: Background Information

To start with, we are going to ask you a few questions about your personal background. We need this information to see if different types of students have different types of opinions or experiences. For example, we might want to see if female students feel the same way as male students.

**A1. Are you male or female? Please circle the right answer.**

- 1) Male                      2) Female

**A2. How old were you on your last birthday?**

- 1) 13 years-old  
2) 14 years-old  
3) 15 years-old  
4) 16 years-old  
5) 17 years-old  
6) 18 years-old  
7) 19 years-old  
8) 20 years-old  
9) Over 20 years of age

**A3. What grade are you in right now?**

- 1) Grade 9  
2) Grade 10  
3) Grade 11  
4) Grade 12

**A4. Were you born in Canada or in another country?**

- 1) I was born in Canada – *go to question A7*  
2) I was born outside of Canada

**A5. What country were you born in? Please write your answer in the space below.**

(Country of birth) \_\_\_\_\_

**A6. How long have you lived in Canada? Would you say?**

- 1) Less than one year                      5) About four years  
2) About one year                            6) Between five and ten years  
3) About two years                            7) More than ten years.  
4) About three years



**A7. What was the first language that you learned how to speak? Was it English or another language?**

- 1) English
- 2) Another language (please specify) \_\_\_\_\_

**A8. In our society, people are often described as belonging to a particular racial group. For example, some people may be seen as black or African-Canadian, other people may be seen as Asian or South Asian and other people may be seen as white. What racial group do you feel that you belong to?**

- 1) Black or (African Canadian)
- 2) Asian (Chinese, Korean, Japanese, etc.)
- 3) South-East Asian (Vietnamese, Cambodian, Laotian, etc.)
- 4) South Asian (Indian, Pakistani, Tamil, Sri-Lankan, etc.)
- 5) Phillipinno
- 6) Hispanic or Latin American
- 7) Native or First Nations
- 8) West Asian (Persian, Arab or Middle-Eastern)
- 9) White (European-Canadian)
- 10) Biracial or mixed race (specify) \_\_\_\_\_
- 11) Other (specify) \_\_\_\_\_
- 12) Not sure

**A9. Do you live with your parents or do you live with other relatives or do you live somewhere else?**

- 1) I live with both my mom and my dad
- 2) I live with my mom only
- 3) I live with my dad only
- 4) I live with other relatives (specify) \_\_\_\_\_
- 5) I live with a foster family
- 6) I am living with friends
- 7) I live by myself
- 8) Other(specify) \_\_\_\_\_

**A10. How many brothers and sisters do you have?**

- 1) None
- 2) Number of sisters: \_\_\_\_\_
- 3) Number of brothers: \_\_\_\_\_

**A11. Do you live with your brothers and sisters?**

- 1) No                      2) Some of them   3) All of them

**A12. What type of neighbourhood do you live in? Would you say that you live in?**

- 1) A very poor community
- 2) A poor community
- 3) An average or middle-class community
- 4) An above average or upper-class community
- 5) A very rich community
- 6) I don't know

**A13. What is crime like in your community? Would you say that you live in a community with no crime or a community with a lot of crime?**

- 1) I live in a community with no crime
- 2) I live in a community with only a little bit of crime
- 3) I live in a community with an average or normal amount of crime
- 4) I live in a community with a lot of crime
- 5) I don't know

**A14. What type of home do you live in now?**

- 1) A low-rise apartment building (less than ten stories)
- 2) A high-rise apartment building (more than ten stories)
- 3) A town house
- 4) A semi-detached house (two homes attached together)
- 5) A detached house (a single-family home that stands by itself)
- 6) Don't Know

**A15. Do you currently live in a public housing project or do you live in another type of place?**

- 1) I live in a housing project (Ontario Housing)
- 2) I live in another type of place
- 3) Don't know

**A16. How many times have you moved homes in the past five years? Would you say?**

- |              |                       |
|--------------|-----------------------|
| 1) Never     | 4) Three times        |
| 2) Only once | 5) Four times         |
| 3) Twice     | 6) Five times or more |

**A17. How long have you been at C.W Jeffreys?**

- 1) Less than one year
- 2) About one year
- 3) Two years

- 4) Three years
- 5) Four years
- 6) Five years
- 7) More than five years
- 8) Don't know

**A18. How far do you think you will go in school? How much education do you think you will get?**

- 1) I plan to drop out of high school before I graduate
- 2) I plan to graduate from high school
- 3) I plan to go to community college
- 4) I plan to go to university
- 5) Other (specify) \_\_\_\_\_
- 6) I don't know yet

**A19. How often do you hear guns shooting in the neighbourhood that you live? Would you say?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**A20. In your opinion, are gangs a problem in your community? Would you say?**

- |                       |                         |
|-----------------------|-------------------------|
| 1) A very big problem | 4) A small problem      |
| 2) A big problem      | 5) Not a problem at all |
| 3) A problem          | 6) Don't know           |

**PART B: Problems at School**

**B1. Below we have listed a number of problems that sometimes take place at high schools in Canada. In your opinion, are these things a problem at your school or not? Please circle your answer.**

<b>TYPES OF PROBLEMS</b>	<b>A Very Serious Problem</b>	<b>A Serious Problem</b>	<b>A Small Problem</b>	<b>Not a Problem at all</b>	<b>Don't Know</b>
a) Youth gangs.	1	2	3	4	5
b) Students who use illegal drugs at school.	1	2	3	4	5
c) Teachers who punish students for no good reason.	1	2	3	4	5
d) Teachers who do not care about the students.	1	2	3	4	5
e) Teachers who mark too hard.	1	2	3	4	5
f) Students who talk back to teachers.	1	2	3	4	5
g) Students who steal things from other students.	1	2	3	4	5
h) Students who pick-on or bully other students.	1	2	3	4	5
i) Fighting between students.	1	2	3	4	5
j) Students who bring weapons – like knives or guns – to school.	1	2	3	4	5
k) Racial discrimination by teachers against students.	1	2	3	4	5

l)	Teachers who do not listen to what the students have to say.	1	2	3	4	5
m)	Students who gossip and spread rumours about others.	1	2	3	4	5
n)	Students who try to sell drugs to other students.	1	2	3	4	5

**B2. Please tell us if you agree or disagree with the following statements about your school:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) At my school students often hang out in the halls and make noise when classes are on.	1	2	3	4	5
b) In general, the teachers at my school don't respect the students.	1	2	3	4	5
c) Teachers at my school treat everyone fairly.	1	2	3	4	5
d) People from outside my school often come to the school to cause trouble.	1	2	3	4	5
e) Some teachers at my school do not know how to talk to their students.	1	2	3	4	5
f) There are many students at my school who do not respect their teachers.	1	2	3	4	5
g) People from outside my school often come to visit their friends and hang out.	1	2	3	4	5
h) People from outside my school often come to sell drugs at my school.	1	2	3	4	5
i) Some students at my school just won't do what the teachers tell them to do.	1	2	3	4	5

j)	Most of the students and teachers at my school get along.	1	2	3	4	5
k)	The teachers at my school care about what happens to the students.	1	2	3	4	5

**B3. In your opinion, how often do students get into fights at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B4. In your opinion, how often do students get picked on or bullied at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B5. In your opinion, how often do students bring weapons to school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B6. In your opinion, how often do students sell drugs at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B7. In your opinion, how often do students hang out in the halls and make noise when classes are on?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |



**B8. In your opinion, how often do students talk back or act rudely towards the teachers at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B9. In your opinion, how often do teachers treat students unfairly at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B10. In your opinion, how often are students punished unfairly at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B11. 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. Write your answer in the box below.**

## PART C: Personal Safety

**C1. 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? Did you feel?**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't know

**C2. How safe did you feel at your school right after Jordan Manners was shot?**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't know

**C3. How do you feel now? How safe do you feel at your school today?**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't Know

**C4. In general, would you say that C.W Jeffreys is a very safe school, a fairly safe school or do you think that the school is an unsafe place for students?**

- 1) Jeffreys is a very safe school
- 2) Jeffreys is a fairly safe school
- 3) Jeffreys is an unsafe school
- 4) Jeffreys is a very unsafe school
- 5) Don't know

**C5. I want you to think about other high schools that you know about. Do you think that C.W. Jeffreys has less violence than other schools, more violence than other schools or do you think it is about the same as other schools?**

- 1) Jeffreys has less violence than other schools
- 2) Jeffreys has more violence than other schools
- 3) Jeffreys has about the same amount of violence as other schools
- 4) Don't know

**C6. Now I want you to think about how safe you feel when you are doing things in your community or in other areas of Toronto. How safe would you feel if you engaged in the following activities?**

<b>How safe would you feel if you:</b>	<b>Very Safe</b>	<b>Safe</b>	<b>Unsafe</b>	<b>Very Unsafe</b>	<b>Don't Know/ Depends</b>
a) Walked around your neighbourhood during the day?	1	2	3	4	5
b) Walked around your neighbourhood at night?	1	2	3	4	5
c) Took a bus or a subway during the day?	1	2	3	4	5
d) Took a bus or subway at night?	1	2	3	4	5
e) Went downtown to shop or hang out?	1	2	3	4	5
f) Went to a shopping mall?	1	2	3	4	5
g) Went to visit a friend in another area of town?	1	2	3	4	5
h) Went to the movies with friends?	1	2	3	4	5
i) Went to a house party at someone's home?	1	2	3	4	5
j) Went to a nightclub or a bar?	1	2	3	4	5
k) Went to hang out at another high school?	1	2	3	4	5

**C7. Do you ever feel afraid or unsafe when you are coming to school in the morning or leaving school at the end of the day? Would you say?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**C8. Sometimes people worry about becoming the victim of a crime. Can you please tell us if you are ever worried about becoming the victim of the following crimes?**

<b>Do you ever worry about:</b>	<b>Never</b>	<b>Almost Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>All the Time</b>
a) Street gangs that may be hanging out at your school?	1	2	3	4	5
b) Street gangs that hang out in your community?	1	2	3	4	5
c) Street gangs that live outside of your community?	1	2	3	4	5
d) Being attacked or beat up by someone at school?	1	2	3	4	5
e) Being attacked or beat up by someone outside of school?	1	2	3	4	5
f) Being robbed by someone at school?	1	2	3	4	5
g) Being robbed by someone outside of school?	1	2	3	4	5
h) Having something stolen from you at school?	1	2	3	4	5
i) Having something stolen from you outside of school?	1	2	3	4	5
j) Being shot by someone that you know?	1	2	3	4	5
k) Being shot by a stranger that you do not know?	1	2	3	4	5
l) Being sexually assaulted or molested when you are at school?	1	2	3	4	5
m) Being sexually assaulted or molested outside of school?	1	2	3	4	5

**C9. Are there any places or activities that you avoid because you are afraid for your safety or afraid that you might get attacked or assaulted? Please list those places in the box provided below.**

**PART D: Personal Victimization**

**D1. We now want you to think about things that have happened to you AT SCHOOL over the past TWO YEARS. How many times over the past two years have the following things happened to you when you were at school or on school property?**

<b>TYPES of VICTIMIZATION</b>	<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a) How many times has someone at your school stolen money or things from you worth less than \$50.00?	1	2	3	4
b) How many times has someone at your school stolen money or things from you worth over 50.00?	1	2	3	4
c) How many times has someone at your school deliberately damaged your property, clothes or possessions?	1	2	3	4
d) How many times has someone at school threatened to hurt you or injure you?	1	2	3	4
e) How many times has someone at your school threatened you with a weapon like a knife or a gun?	1	2	3	4
f) How many times has someone at school punched you, slapped you or kicked you?	1	2	3	4
g) How many times has someone at your school pointed a gun at you or tried to shoot you?	1	2	3	4
h) How many times has someone at your school taken money or things from you by threatening you or by using force?	1	2	3	4
i) How many times has someone at your school attacked you with a weapon like a knife or a bat?	1	2	3	4
j) How many times has someone at your school forced you or tried to force you to have sex when you did not want to?	1	2	3	4
k) How many times has someone at your school called you names or teased you in a way that it bothered you or hurt your feelings?	1	2	3	4

**D2. Now we want you to think about things that have happened to you over the past TWO YEARS when you were not at school. These are things that happened to you**

**in the outside community. How many times over the past two years have the following things happened to you when were not at school.**

<b>TYPES OF VICTIMIZATION</b>	<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a) How many times has someone stolen money or things from you worth less than \$50.00?	1	2	3	4
b) How many times has someone stolen money or things from you worth over 50.00?	1	2	3	4
c) How many times has someone deliberately damaged your property, clothes or possessions?	1	2	3	4
d) How many times has threatened to hurt you or injure you?	1	2	3	4
e) How many times has someone threatened you with a weapon like a knife or a gun?	1	2	3	4
f) How many times has someone punched you, slapped you or kicked you?	1	2	3	4
g) How many times has someone pointed a gun at you or tried to shoot you?	1	2	3	4
h) How many times has someone taken money or things from you by threatening you or by using force?	1	2	3	4
i) How many times has someone attacked you with a weapon like a knife or a bat?	1	2	3	4
j) How many times has someone forced you or tried to force you to have sex when you did not want to?	1	2	3	4
k) How many times has someone called you names or teased you in a way that it bothered you or hurt your feelings?	1	2	3	4

**D3. 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.**

**If nothing bad has ever happened to you please go to the next section (SECTION E)**

**D4. When did this happen?**

- |                                |                             |
|--------------------------------|-----------------------------|
| 1) Within the past year        | 5) Five years ago           |
| 2) Within the past two years   | 6) More than five years ago |
| 3) Within the past three years | 7) Can't remember           |
| 4) Within the past four years  |                             |

**D5. Where did this incident happen?**

- 1) At school
- 2) In the area around my school
- 3) In the area that I live
- 4) At home
- 5) At someone else's home
- 6) At a party, dance or club
- 7) At a park
- 8) At a Mall
- 9) On the street in another area of Toronto
- 10) At another school
- 11) Other (specify) \_\_\_\_\_



**D6. Who did this to you? Who was the offender (or the offenders)?**

- 1) A stranger (someone you did not know)
- 2) Someone you had seen before but did not know very well
- 3) A friend
- 4) Another student at your school
- 5) One of your parents
- 6) A sister or brother
- 7) Another relative
- 8) Someone you were dating (a boyfriend or girlfriend)
- 9) Other (specify)\_\_\_\_\_

**D7. Did you ever talk to the police about what happened to you?**

- 1) YES – *go to the next section*
- 2) NO – *please answer question D8*

**D8. People may have a number of different reasons for not talking to the police. Why did you decide not talk to the police about what happened to you? What were your reasons for not talking? Please circle or check all the reasons that apply:**

Reasons for Not Talking to the Police		YES	NO
a)	The matter was too trivial. It was not that bad.	1	2
b)	Because the police would not do anything. It is a waste of time.	1	2
c)	Because the police would not believe me or take me seriously.	1	2
d)	Because I did not want to upset my parents.	1	2
e)	Because my parents might stop me from going out in the future.	1	2
f)	Because I could have gotten into trouble with the police.	1	2
g)	Because I was afraid of the people who did this to me.	1	2
h)	Because the police could not protect me	1	2
i)	Because I don't like the police. I don't trust the police.	1	2
j)	Because I wanted to get my own revenge.	1	2
k)	Because I can take care of myself	1	2

l)	Because I don't want people to think I'm a snitch or a rat	1	2
m)	Because I did not want the offenders to get into trouble	1	2

**D9. Were there any other reasons that you did not talk to the police? Please write these reasons in the box provided below.**

**PART E: WITNESSING CRIMES**

**E1. Now I want to talk to you about crimes that you may have seen at some time in your life. Have you ever witnessed a gun battle or a shooting? For example, have you ever witnessed an incident in which one person or group of persons was shooting at another person or group of people? Would you say?**

- |                            |                       |
|----------------------------|-----------------------|
| 0) Never – <i>go to E5</i> | 1) Once               |
| 2) Twice                   | 3) Three times        |
| 4) Four times              | 5) Five to nine times |
| 6) 10 or more times        | 99) Refused           |

**E2. When was the last time that you witnessed a shooting or gun battle?**

- 1) In the past year
- 2) Within the past two years
- 3) Within the past 5 years
- 4) More than 5 years ago
- 88) Don't know – cannot remember
- 99) Refused

**E3. Think about the last time you witnessed a shooting or gun battle. Did you talk to the police about this crime?**

- 1) YES – *go to E5*
- 2) NO
- 88) Don't know/Can't remember
- 99) Refused

**E4. Why didn't you talk to the police about this crime? Is there any other reason? INTERVIEWER: CIRCLE ALL THAT APPLY.**

- |  |  |
|--|--|
| 1) Many other witnesses (was not needed) | 2) Police witnessed the crime          |
| 3) Offender was caught                   | 4) Afraid of the offenders             |
| 5) None of my business                   | 6) Afraid of the police                |
| 7) Police can't protect me               | 8) Don't trust the police              |
| 9) Don't want to be a snitch             | 10) It would not help                  |
| 11) To protect the offenders             | 12) Might get into trouble with police |
| 13) Might get into trouble with family   | 14) Would hurt my reputation           |
| 12) Don't want to go to court            | 15) Other_____                         |
| 88) Can't remember                       | 99) Refused                            |

**E5. Have you ever witnessed someone else being robbed or mugged for their money or possessions? Would you say?**

- |                            |                       |
|----------------------------|-----------------------|
| 0) Never – <i>go to E9</i> | 1) Once               |
| 2) Twice                   | 3) Three times        |
| 4) Four times              | 5) Five to nine times |
| 6) 10 or more times        | 99) Refused           |

**E6. When was the last time that you witnessed someone else being mugged or robbed?**

- 1) In the past year
- 2) Within the past two years
- 3) Within the past 5 years
- 4) More than 5 years ago
- 88) Don't know – cannot remember
- 99) Refused

**E7. Think about the last time you witnessed someone else being mugged or robbed? Did you talk to the police about this crime?**

- 1) YES – *go to E9*
- 2) NO
- 88) Don't know/Can't remember
- 99) Refused

**E8. Why didn't you talk to the police about this crime? Is there any other reason?**  
**INTERVIEWER: CIRCLE ALL THAT APPLY.**

- |  |  |
|--|--|
| 1) Many other witnesses (was not needed) | 2) Police witnessed the crime          |
| 3) Offender was caught                   | 4) Afraid of the offenders             |
| 5) None of my business                   | 6) Afraid of the police                |
| 7) Police can't protect me               | 8) Don't trust the police              |
| 9) Don't want to be a snitch             | 10) It would not help                  |
| 11) To protect the offenders             | 12) Might get into trouble with police |
| 13) Might get into trouble with family   | 14) Would hurt my reputation           |
| 12) Don't want to go to court            | 15) Other_____                         |
| 88) Can't remember                       | 99) Refused                            |

**E9. Have you ever witnessed someone selling illegal drugs? Would you say?**

- |                             |                       |
|-----------------------------|-----------------------|
| 0) Never – <i>go to E13</i> | 1) Once               |
| 2) Twice                    | 3) Three times        |
| 4) Four times               | 5) Five to nine times |
| 6) 10 or more times         | 99) Refused           |

**E10. When was the last time that you witnessed someone selling illegal drugs?**

- 1) In the past year
- 2) Within the past two years
- 3) Within the past 5 years
- 4) More than 5 years ago
- 88) Don't know – cannot remember
- 99) Refused

**E11. Think about the last time you witnessed someone selling illegal drugs. Did you talk to the police about this crime?**

- 1) YES – *go to E13*
- 2) NO
- 88) Don't know/Can't remember
- 99) Refused

**E12. Why didn't you talk to the police about this crime? Is there any other reason?  
INTERVIEWER: CIRCLE ALL THAT APPLY.**

- |  |  |
|--|--|
| 1) Many other witnesses (was not needed) | 2) Police witnessed the crime          |
| 3) Offender was caught                   | 4) Afraid of the offenders             |
| 5) None of my business                   | 6) Afraid of the police                |
| 7) Police can't protect me               | 8) Don't trust the police              |
| 9) Don't want to be a snitch             | 10) It would not help                  |
| 11) To protect the offenders             | 12) Might get into trouble with police |
| 13) Might get into trouble with family   | 14) Would hurt my reputation           |
| 12) Don't want to go to court            | 15) Other_____                         |
| 88) Can't remember                       | 99) Refused                            |

**E13. Have you ever witnessed a serious attack or beating in which another person was badly hurt? Would you say?**

- |                            |                       |
|----------------------------|-----------------------|
| 0) Never – <i>go to F1</i> | 1) Once               |
| 2) Twice                   | 3) Three times        |
| 4) Four times              | 5) Five to nine times |
| 6) 10 or more times        | 99) Refused           |

**E14. When was the last time that you witnessed a serious beating or attack?**

- 1) In the past year
- 2) Within the past two years
- 3) Within the past 5 years
- 4) More than 5 years ago
- 88) Don't know – cannot remember
- 99) Refused

**E15. Think about the last time you witnessed a serious beating or attack. Did you talk to the police about this crime?**

- 1) YES – *go to F1*
- 2) NO
- 88) Don't know/Can't remember
- 99) Refused

**E16. Why didn't you talk to the police about this crime? Is there any other reason?**  
**INTERVIEWER: CIRCLE ALL THAT APPLY.**

- |  |  |
|--|--|
| 1) Many other witnesses (was not needed) | 2) Police witnessed the crime          |
| 3) Offender was caught                   | 4) Afraid of the offenders             |
| 5) None of my business                   | 6) Afraid of the police                |
| 7) Police can't protect me               | 8) Don't trust the police              |
| 9) Don't want to be a snitch             | 10) It would not help                  |
| 11) To protect the offenders             | 12) Might get into trouble with police |
| 13) Might get into trouble with family   | 14) Would hurt my reputation           |
| 12) Don't want to go to court            | 15) Other_____                         |
| 88) Can't remember                       | 99) Refused                            |

**PART F: IMPROVING SCHOOL SAFETY AND DISCIPLINE**

**F1. Some people think that putting television cameras in the halls and in the classrooms**

**will make schools safer? Do you think putting television cameras in schools is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F2. Some people think that increasing the number of security people in schools will increase safety. Do you think increasing the number of security people in schools is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F3. Some people think that all students and teachers should have to go through a metal detector when they come to school. This might prevent weapons like guns and knives from getting into the school. Do you think having metal detectors in schools is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F4. Some people think that the police should be able to look into students' lockers for drugs and guns whenever they want. This might help prevent crime. Do you think it is a good idea or a bad idea to give the police permission to search student lockers whenever they want?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F5. Some people think that all students should have to wear identification badges with their name and photo when they are in school. This will help keep outsiders from coming into the school and causing trouble. Do you think identification badges are a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F6. Some people think that there should only be one way in or out of a school. All other doors should be locked. This might prevent outsiders from coming into the school and causing trouble. Do you think this is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know



**F7. Please tell us if you agree or disagree with the following statements:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) Students from my racial group are more likely to be unfairly suspended or expelled from school than students from other racial groups.	1	2	3	4	5
b) Teachers treat all students the same.	1	2	3	4	5
c) Discrimination makes it difficult for students from my racial background to get good grades at school.	1	2	3	4	5
d) Students from my racial group are more likely to get unfairly stopped and questioned by the police than students from other racial groups.	1	2	3	4	5
e) Discrimination makes it difficult for people from my racial group to get a good job.	1	2	3	4	5
f) Everyone in Canada has an equal chance of getting a good education.	1	2	3	4	5
g) I will eventually get a good education and a good job.	1	2	3	4	5
h) Rich kids have a better chance in Canada than poor kids.	1	2	3	4	5
i) The school is more likely to call the police on racial minority students than white students.	1	2	3	4	5
j) Teachers at my school work hard to help students become successful	1	2	3	4	5

**F8. Should students be punished for talking back to teachers? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F9. Should students be punished for wearing a hat in school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F9. Should students be punished for selling drugs at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
-

**F10. Should students be punished for bringing weapons to school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F11. Should students be punished for stealing other peoples' money or property at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F12. Should students be punished for fighting at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
-

**F13. Should students be punished for calling other students names at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F14. In your opinion, should students be allowed to wear hats in school?**

- 1) No – they should never be allowed to wear hats
- 2) They should be able to wear hats at all times
- 3) They should be able to wear hats in the halls but not in the classroom
- 4) Don't know

**F15. Do you have any other ideas about how to make your school a safer place? Please write your answer in the box below:**

**F16. Some people think that schools should provide more help and counselling for those students who keep getting into trouble. Do you think this is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F17. Some people think that schools can help reduce youth crime by providing more after-school programs (sports programs, music programs, art programs, etc.). Do you think this is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**F18. Finally, I would like to ask you a few questions about gang activity in your area. Have you ever been the member of a gang?**

- 1) No – I have never been in a gang
- 2) Yes – I used to be in a gang but I'm not in a gang now
- 3) Yes – I am currently in a gang

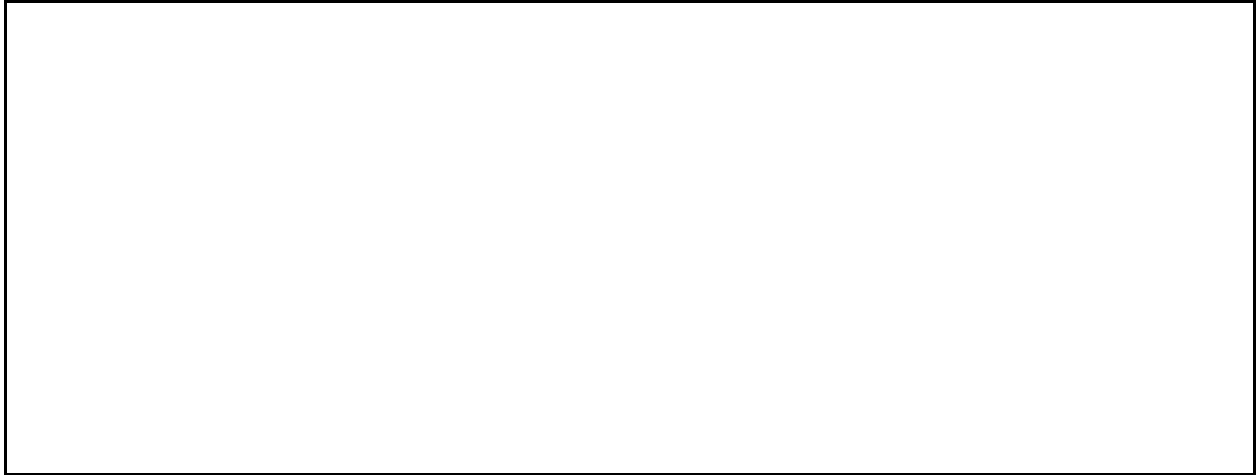
**F19. Do you have any friends who are in a gang?**

- 1) I don't know any gang members
- 2) I know one or two gang members
- 3) I know several gang members
- 4) I know many gang members
- 5) I'm not sure if any of the people I know are gang members

**F20. Some people think that all students should have to wear uniforms when they are in school. Do you think uniforms are a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**We have now come to the end of the questionnaire. Do you have any other comments?**



**THANK YOU FOR YOUR PARTICIPATION  
IN THIS STUDY!!**

**C.W. Jefferys**  
***TEACHER and STAFF SURVEY***

Dear Teacher or Staff member:

As you may know, as result of the recent shooting at C.W. Jefferys, the Toronto District School Board has struck a panel of outside experts to review issues of school safety. As part of this review, the research team would like to hear about the opinions and experiences of *all* school personnel – including teachers and support staff. That is why we are asking you to fill out this questionnaire. Filling out this questionnaire will give you a chance to tell us about your perceptions and experiences. The survey will also give you the opportunity to make recommendations about how to improve school safety and the general quality of education at Jefferys.

This questionnaire is not a test. There are no right or wrong answers. We just want to hear about your true feelings and experiences. The survey is completely private and confidential. *Do not* put your name on the questionnaire. We do not need to know your name. We want to ensure that your responses remain anonymous.

Please answer all the questions as honestly as possible. If you are not honest we will not know how you are really feeling and the recommendations we develop will not reflect your opinions and concerns.

When you are finished with the questionnaire, please put it in the envelope and seal it. Again – do not put your name on the envelope. There are two options for submitting the questionnaire: you may leave it in the sealed drop box at the main office; or, you may mail it to us in the enclosed self-addressed, postage paid envelope. The questionnaires will not be opened by the researchers until after they have left the school. We stress that nobody at your school will ever read your individual answers. Only the outside researchers will get a chance to look at your answers. Finally, your name will never appear on any of the reports that stem from this project. The anonymity of individual respondents will be protected at all times.

## **PART A: Background Information**

To start with, we are going to ask you a few questions about your personal background. We need this information to see if different types of staff have different types of opinions or experiences.

**A1. Are you male or female? Please circle the right answer.**

- 1) Male                      2) Female

**A2. How old were you on your last birthday?**

- 1) Less than 20 years of age  
2) 20-29 years  
3) 30-39 years  
4) 40-49 years  
5) 50-59 years  
6) 60 years or older

**A3. What is your position or job at C.W Jefferys?**

- 1) Principal or vice-principal  
2) Teacher  
3) Support staff  
4) Other (please specify) \_\_\_\_\_

**A4. How long have you worked in the field of education?**

- |                            |                              |
|----------------------------|------------------------------|
| 1) Less than 2 years       | 5) Between 15 and 20 years   |
| 2) Between 2 and 5 years   | 6) Between 20 and 25 years   |
| 3) Between 5 and 10 years  | 7) 25 years or more          |
| 4) Between 10 and 15 years | 8) Don't know/Can't remember |

**A5. How long have you worked for the Toronto District School Board?**

- |                            |                              |
|----------------------------|------------------------------|
| 1) Less than 2 years       | 5) Between 15 and 20 years   |
| 2) Between 2 and 5 years   | 6) Between 20 and 25 years   |
| 3) Between 5 and 10 years  | 7) 25 years or more          |
| 4) Between 10 and 15 years | 8) Don't know/Can't remember |



**A6. How long have you worked at C.W. Jefferys?**

- |                            |                              |
|----------------------------|------------------------------|
| 1) Less than 2 years       | 5) Between 15 and 20 years   |
| 2) Between 2 and 5 years   | 6) Between 20 and 25 years   |
| 3) Between 5 and 10 years  | 7) 25 years or more          |
| 4) Between 10 and 15 years | 8) Don't know/Can't remember |

**A7. I want you to think about the type of neighbourhood or community that you currently live in? Would you say that you live in?**

- 1) A very poor community
- 2) A poor community
- 3) An average or middle-class community
- 4) An above average or upper-class community
- 5) A wealthy community
- 6) I don't know

**A8. What is crime like in your neighbourhood or community? Would you say that you currently live in a community with no crime or a community with a lot of crime?**

- 1) I live in a community with no crime
- 2) I live in a community with only a little bit of crime
- 3) I live in a community with an average or normal amount of crime
- 4) I live in a community with a lot of crime
- 5) I don't know

**A9. How often do you hear guns shooting in the neighbourhood that you live? Would you say?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**A10. In your opinion, are gangs a problem in your community? Would you say?**

- |                       |                         |
|-----------------------|-------------------------|
| 1) A very big problem | 4) A small problem      |
| 2) A big problem      | 5) Not a problem at all |
| 3) A problem          | 6) Don't know           |

**A11. I would like you to compare your neighbourhood with the neighbourhood around C.W. Jefferys. In your opinion, would you say that your neighbourhood?**

- 1) Has much more crime than the neighbourhood around C.W. Jefferys
- 2) Has somewhat more crime than the neighbourhood around C.W. Jefferys
- 3) Has about the same amount of crime as the neighbourhood around C.W. Jefferys
- 4) Has somewhat less crime than the neighbourhood around C.W. Jefferys
- 5) Has a lot less crime than the neighbourhood around C.W. Jefferys
- 6) Don't know

**A12. In your opinion, would you say that your neighbourhood?**

- 1) Is much richer than the neighbourhood around C.W. Jefferys
- 2) Is somewhat richer than the neighbourhood around C.W. Jefferys
- 3) Is about the same social class as the neighbourhood around C.W. Jefferys
- 4) Is somewhat poorer than the neighbourhood around C.W. Jefferys
- 5) Is a lot poorer than the neighbourhood around C.W. Jefferys
- 6) Don't know

**A13. Is your neighbourhood as ethnically diverse as the neighbourhood around C.W. Jefferys. Would you say that your neighbourhood?**

- 1) Is much more diverse than the neighbourhood around C.W. Jefferys
- 2) Is somewhat more diverse than the neighbourhood around C.W. Jefferys
- 3) Is just as diverse as the neighbourhood around C.W. Jefferys
- 4) Is somewhat less diverse than the neighbourhood around C.W. Jefferys
- 5) Is a lot less diverse than the neighbourhood around C.W. Jefferys
- 6) Don't know

**A14. How far do you live from C.W. Jefferys? How far is your neighbourhood from the school? Would you say?**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1) Less than one kilometre      | 5) Between 20 and 30 kilometres |
| 2) Between 1 and 5 kilometres   | 6) Between 30 and 40 kilometres |
| 3) Between 5 and 10 kilometres  | 7) Between 40 and 50 kilometres |
| 4) Between 10 and 20 kilometres | 8) 50 kilometres or more        |
|                                 | 9) Don't know                   |

**A15. Would you ever consider living in the neighbourhood around C.W. Jefferys?**

- 1) Yes – I would like to live in this neighbourhood
- 2) Maybe – I might consider living in this neighbourhood
- 3) No – I do not want to live in this neighbourhood

**PART B: Problems at School**

**B1. Below we have listed a number of problems that sometimes take place at high schools in Canada. In your opinion, are these things a problem at C.W. Jefferys or not? Please circle your answer?**

<b>TYPES OF PROBLEMS</b>	<b>A Very Serious Problem</b>	<b>A Serious Problem</b>	<b>A Small Problem</b>	<b>Not a Problem at all</b>	<b>Don't Know</b>
a) Youth gangs.	1	2	3	4	5
b) Students who use illegal drugs at school.	1	2	3	4	5
c) Teachers who punish students for no good reason.	1	2	3	4	5
d) Teachers who do not care about the students.	1	2	3	4	5
e) Teachers who mark too hard.	1	2	3	4	5
f) Students who talk back to teachers.	1	2	3	4	5
g) Students who steal things from other students.	1	2	3	4	5
h) Students who pick-on or bully other students.	1	2	3	4	5
i) Fighting between students.	1	2	3	4	5
j) Students who bring weapons – like knives or guns – to school.	1	2	3	4	5
k) Racial discrimination by teachers against students.	1	2	3	4	5
l) Teachers who do not listen to what the students have to say.	1	2	3	4	5
m) Students who gossip and spread rumours about others.	1	2	3	4	5
n) Students who try to sell drugs to other students.	1	2	3	4	5

**B2. Please tell us if you agree or disagree with the following statements about C.W. Jefferys?**

Do you Agree or Disagree with the following statements?	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a) Media coverage of Jordan Manners' death has unfairly damaged the reputation of the students at C.W. Jefferys.	1	2	3	4	5
b) There are many students at this school who do not respect their teachers.	1	2	3	4	5
c) In general, teachers at this school treat all students fairly.	1	2	3	4	5
d) Media coverage of Jordan Manners' death has unfairly damaged the reputation of the teachers at C.W. Jefferys.	1	2	3	4	5
e) Some teachers do not know how to talk to their students.	1	2	3	4	5
f) There are some teachers at Jefferys who do not respect their students.	1	2	3	4	5
g) I am sometimes afraid for my safety when I come to work at this school.	1	2	3	4	5
h) Many students at this school refuse to obey their teachers.	1	2	3	4	5
i) The behaviour of students at this school has gotten worse over the past two years.	1	2	3	4	5
j) Most of the students and teachers at this school get along fine.	1	2	3	4	5
k) In general, I enjoy working at C.W. Jefferys.	1	2	3	4	5

**B3. In your opinion, how often do students get into fights at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B4. In your opinion, how often do students get picked on or bullied at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B5. In your opinion, how often do students bring weapons to school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B6. In your opinion, how often do students sell drugs at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B7. In your opinion, how often do students hang out in the halls and make noise when classes are on?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B8. In your opinion, how often do students talk back or act rudely towards the teachers at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B9. In your opinion, how often do teachers treat students unfairly at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B10. In your opinion, how often are students punished unfairly at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B11. 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. Write your answer in the box below.**

## **PART C: Personal Safety**

**C1. I want you to think about the way things were at C.W. Jefferys before Jordan Manners was shot. How safe did you feel at this school before the shooting took place? Did you feel:**

- |                |               |
|----------------|---------------|
| 1) Very safe   | 5) Don't know |
| 2) Fairly Safe |               |
| 3) Unsafe      |               |
| 4) Very unsafe |               |

**C2. How safe did you feel at this school right after Jordan Manners was shot?**

- |                |               |
|----------------|---------------|
| 1) Very safe   | 5) Don't know |
| 2) Fairly Safe |               |
| 3) Unsafe      |               |
| 4) Very unsafe |               |

**C3. How do you feel now? How safe did you feel during the last week of class?**

- |                |               |
|----------------|---------------|
| 1) Very safe   | 5) Don't Know |
| 2) Fairly Safe |               |
| 3) Unsafe      |               |
| 4) Very unsafe |               |

**C4. 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 teachers and students?**

- |                                     |               |
|-------------------------------------|---------------|
| 1) Jefferys is a very safe school   | 5) Don't know |
| 2) Jefferys is a fairly safe school |               |
| 3) Jefferys is an unsafe school     |               |
| 4) Jefferys is a very unsafe school |               |

**C5. I want you to think about other high schools that you know about. In general, do you think that C.W. Jefferys has less violence than other high schools in Toronto, more violence than other schools or do you think it is about the same as other schools?**

- |  |  |
|--|--|
| 1) Jefferys has less violence than other schools                   |  |
| 2) Jefferys has more violence than other schools                   |  |
| 3) Jefferys has about the same amount of violence as other schools |  |
| 4) Don't know  |  |

**C6. Now I want you to think about how safe you feel when you are doing things in your community or in other areas of Toronto. How safe would you feel if you engaged in the following activities?**

<b>How safe would you feel if you:</b>	<b>Very Safe</b>	<b>Safe</b>	<b>Unsafe</b>	<b>Very Unsafe</b>	<b>Don't Know/ Depends</b>
a) Walked around your neighbourhood during the day?	1	2	3	4	5
b) Walked around your neighbourhood at night?	1	2	3	4	5
c) Walked around the neighbourhood surrounding C.W. Jefferys during the day?	1	2	3	4	5
d) Walked around the neighbourhood surrounding C.W. Jefferys during the night.	1	2	3	4	5
e) Took a bus or a subway during the day?	1	2	3	4	5
f) Took a bus or subway at night?	1	2	3	4	5
g) Went downtown?	1	2	3	4	5
h) Went to a shopping mall?	1	2	3	4	5
i) Went to visit a friend in another area of town?	1	2	3	4	5
j) Went to the movies friends?	1	2	3	4	5
k) Went to a party at someone's home?	1	2	3	4	5
l) Went to a nightclub or a bar?	1	2	3	4	5

**C7. Do you ever feel afraid or unsafe when you are coming to work at C.W. Jefferys in the morning or leaving school at the end of the day? Would you say?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |



**C8. Sometimes people worry about becoming the victim of a crime. Can you please tell us if you ever worried about becoming the victim of the following crimes? Do you ever worry about:**

<b>Do you ever worry about:</b>	<b>Never</b>	<b>Almost Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>All the Time</b>
a) Street gangs that may be hanging out at your school?	1	2	3	4	5
b) Street gangs that may be hanging out in the community surrounding the school?	1	2	3	4	5
c) Street gangs that may be hanging out in your neighbourhood?	1	2	3	4	5
d) Being attacked or beat up by a student?	1	2	3	4	5
e) Being attacked or beat up by someone from outside the school?	1	2	3	4	5
f) Being robbed by a student at the school?	1	2	3	4	5
g) Being robbed by someone from outside of school?	1	2	3	4	5
h) Having something stolen from you at school?	1	2	3	4	5
i) Being shot at or attacked with a weapon at school?	1	2	3	4	5
j) Being shot at or attacked with a weapon outside of school?	1	2	3	4	5
k) Having something stolen from you outside of school?	1	2	3	4	5
l) Being sexually assaulted or molested when you are at school?	1	2	3	4	5
m) Being sexually assaulted or molested outside of school?	1	2	3	4	5

**C9. Are there any school activities or places around the school that you avoid because you are afraid for your safety? Please write your answer in the box provided below.**

**C10. Are there any places or activities outside of the school that you avoid because you are afraid for your safety? Please write your answer in the box provided below.**

**PART D: Personal Victimization**

**D1. We now want you to think about things that have happened to you AT SCHOOL over the past TWO YEARS. How many times over the past two years have the following things happened to you when you were at school or on school property.**

<b>TYPES OF VICTIMIZATION IN THE PAST TWO YEARS</b>		<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a)	How many times has a student at your school stolen money or things from you worth less than \$50.00?	1	2	3	4
b)	How many times has a student at your school stolen money or things from you worth over 50.00?	1	2	3	4
c)	How many times have students at your school damaged your property or possessions?	1	2	3	4
d)	How many times has a student at your school threatened you?	1	2	3	4
e)	How many times has a student at your school threatened you with a weapon?	1	2	3	4
f)	How many times has a student at your school punched you, slapped you or kicked you?	1	2	3	4
g)	How many times has a student talked back to you in class or in the hall?	1	2	3	4
h)	How many times has a student at your school attacked you with a weapon?	1	2	3	4
i)	How many times has a student accused you of punishing them unfairly?	1	2	3	4
j)	How many times has a student accused you of giving them an unfair grade?	1	2	3	4
k)	How many times has a student at your school sexually harassed you or made inappropriate sexual comments?	1	2	3	4
l)	How many times has a student at your school called you names or teased you in a way that bothered you or hurt your feelings?	1	2	3	4

**D2. Now we want you to think about things that have happened to you over the past TWO YEARS when you were not at school. These are things that happened to you in the outside community. How many times over the past two years have the following things happened to you when were not at school?**

TYPES OF VICTIMIZATION		Never	Once	Between 2 and 5 Times	More than 5 times
a)	How many times has someone stolen money or things from you worth less than \$50.00?	1	2	3	4
b)	How many times has someone stolen money or things from you worth over 50.00?	1	2	3	4
c)	How many times has someone deliberately damaged your property, clothes or possessions?	1	2	3	4
d)	How many times has threatened to hurt you or injure you?	1	2	3	4
e)	How many times has someone threatened you with a weapon like a knife or a gun?	1	2	3	4
f)	How many times has someone punched you, slapped you or kicked you?	1	2	3	4
g)	How many times has someone pointed a gun at you or tried to shoot you?	1	2	3	4
h)	How many times has someone taken money or things from you by threatening you or by using force?	1	2	3	4
i)	How many times has someone attacked you with a weapon like a knife or a bat?	1	2	3	4
j)	How many times has someone forced you or tried to force you to have sex when you did not want to?	1	2	3	4
k)	How many times has someone called you names or teased you in a way that it bothered you or hurt your feelings?	1	2	3	4

**D3. 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.**

**If nothing bad has ever happened to you please go to the next section (SECTION E)**

**D4. When did this happen?**

- |                                |                             |
|--------------------------------|-----------------------------|
| 1) Within the past year        | 5) Five years ago           |
| 2) Within the past two years   | 6) More than five years ago |
| 3) Within the past three years | 7) Can't remember           |
| 4) Within the past four years  |                             |

**D5. Where did this incident happen?**

- 1) At school
- 2) In the area around my school
- 3) In the area that I live
- 4) At home
- 5) At someone else's home
- 6) At a party, dance or club
- 7) At a park
- 8) At a Mall
- 9) On the street in another area of Toronto
- 10) At another school
- 11) Other (specify) \_\_\_\_\_

**D6. Who did this to you? Who was the offender (or the offenders)?**

- 1) A stranger (someone you did not know)
- 2) Someone you had seen before but did not know very well
- 3) A friend
- 4) A student at your school
- 5) A staff member at your school
- 5) One of your parents
- 6) A sister or brother
- 7) Another relative
- 8) Someone you were dating (a boyfriend or girlfriend)
- 9) Other (specify)\_\_\_\_\_

**D7. Did you ever talk to the police about what happened to you?**

- 1) YES – *go to the next section*
- 2) NO – *please answer question D8*

**D8. People may have a number of different reasons for not talking to the police. Why did you decide not talk to the police about what happened to you? What were your reasons for not talking? Please circle or check all the reasons that apply:**

Reasons for Not Talking to the Police	YES	NO
a) The matter was too trivial. It was not that bad.	1	2
b) Because the police would not do anything. It is a waste of time.	1	2
c) Because the police would not believe me or take me seriously.	1	2
e) Because my parents might stop me from going out in the future.	1	2
f) Because I could have gotten into trouble with the police.	1	2
g) Because I was afraid of the people who did this to me.	1	2
h) Because the police could not protect me	1	2
i) Because I don't like the police. I don't trust the police.	1	2
j) Because I wanted to get my own revenge.	1	2
k) Because I can take care of myself	1	2
l) Because I don't want people to think I'm a snitch or a rat	1	2
m) Because I did not want the offenders to get into trouble	1	2

## **PART E: WITNESSING CRIME AND DISORDER**

**E1. Now we want to ask you about incidents of crime or disorder that you may have witnessed at C.W. Jefferys during the past two years. During the past two years, have you ever seen a student carrying a gun at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E2. During the past two years, have you ever witnessed a student with another type of weapon – like a knife or a bat -- at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E3. During the past two years, have you ever witnessed a student threaten a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E4. During the past two years, have you ever witnessed a student threaten another student at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E5. During the past two years, have you ever witnessed a fight between students at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E6. During the past two years, have you ever witnessed a student swearing at or insulting a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E7. During the past two years, have you ever witnessed a student talking back to a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E8. During the past two years, have you ever witnessed students who were drunk, intoxicated or high at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E9. During the past two years, have you ever witnessed a student trying to steal something at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E10. During the past two years, have you ever witnessed a student selling illegal drugs at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |



**E11. During the past two years, have you ever witnessed a student sexually harass a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E12. During the past two years, have you ever witnessed a student sexually harass another student at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E13. Are there any other types of crime or disorder that you have witnessed at this school? Please write these reasons in the box provided below.**

**PART F: IMPROVING SCHOOL SAFETY AND DISCIPLINE**

**F1. Some people think that putting security cameras in the halls will make schools safer? Do you think putting television cameras in the halls is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F2. Some people think that putting security cameras in the classroom will make schools safer? Do you think putting television cameras in the classroom is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F3. Some people think that increasing the number of hall monitors in schools will increase safety. Do you think increasing the number of hall monitors in schools is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F4. Some people think that increasing the number of trained security guards in schools will increase safety. Do you think increasing the number of hall monitors in schools is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F5. Some people think that all students and teachers should have to go through a metal detector when they come to school. This might prevent weapons like guns and knives from getting into the school. Do you think having metal detectors in schools is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F6. Some people think that school officials should be able to look into students' lockers for drugs and guns whenever they want. This might help prevent crime. Do you think it is a good idea or a bad idea to give school officials permission to search student lockers whenever they want?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F7. Some people think that the police should be able to look into students' lockers for drugs and guns whenever they want. This might help prevent crime. Do you think it is a good idea or a bad idea to give the police permission to search student lockers whenever they want?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F8. Some people think that all students should have to wear identification badges with their name and photo when they are in school. This will help keep outsiders from coming into the school and causing trouble. Do you think identification badges are a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F9. Some people think that there should only be one way in or out of a school. All other doors should be locked. This might prevent outsiders from coming into the school and causing trouble. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F10. Some people think that there should be more police patrols on school property. Do you think increasing the number of police patrols in your school is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F11. In general, do you think that school safety at C.W. Jefferys has increased or decreased over the past two years?**

- 1) School safety has decreased a great deal
- 2) School safety has decreased a little
- 3) School safety is about the same as it was two years ago
- 4) School safety has increased a little
- 5) School safety has increased a lot
- 8) Don't know

**F12. In general, do you think that student behaviour at C.W. Jefferys has improved over the past two years or do you think it has gotten worse?**

- 1) Student behaviour has improved a lot
- 2) Student behaviour has improved a little
- 3) Student behaviour is about the same as it was two years ago
- 4) Student behaviour has gotten worse
- 5) Student behaviour has gotten a lot worse
- 8) Don't know

**F13. If you think that school safety at C.W. Jefferys has decreased over the past two years, please tell us why you think it has gotten worse. If you think school safety has improved, please tell us why you think it has improved. Please write your answer in the box below.**

**F14. If you think that student behaviour at C.W. Jefferys has worsened over the past two years, please tell us why you think it has gotten worse. If you think student behaviour has improved, please tell us why you think it has improved. Please write your answer in the box below.**

**F15. Please tell us if you agree or disagree with the following statements:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) To increase order at C.W. Jefferys we need to suspend more students.	1	2	3	4	5
b) To increase order at C.W. Jefferys we need to expel more students.	1	2	3	4	5
c) To increase order at C.W. Jefferys we need to call the police more often to deal with unruly students.	1	2	3	4	5
d) I am sometimes afraid of being called a racist by the students at this school.	1	2	3	4	5
e) Parents need to take more responsibility for how their children act in school.	1	2	3	4	5
f) Noise from students in the halls often makes it difficult for me to teach.	1	2	3	4	5
g) The administration at this school always supports teachers who try to punish badly behaved students.	1	2	3	4	5
h) Students at this school know they can get away with bad behaviour.	1	2	3	4	5
i) Students often talk back to me in class.	1	2	3	4	5
j) I am afraid of some of the students who go to this school.	1	2	3	4	5
k) Discipline at C.W. Jefferys has become too lenient over the past few years.	1	2	3	4	5

**F16. Should students be punished for talking back to teachers? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F17. Should students be punished for wearing a hat in school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F18. Should students be punished for selling drugs at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
-

**F19. Should students be punished for bringing weapons to school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F20. Should students be punished for stealing other peoples' money or property at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F21. Should students be punished for fighting at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
-



**F22. Should students be punished for calling other students names at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F23. In your opinion, should students be allowed to wear hats in school?**

- 1) No – they should never be allowed to wear hats
- 2) They should be able to wear hats at all times
- 3) They should be able to wear hats in the halls but not in the classroom
- 4) Don't know

**F24. Some people think that schools should provide more help and counselling for those students who keep getting into trouble. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F25. Some people think that schools can help reduce youth crime by providing more after-school programs (sports programs, music programs, art programs, etc.). Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 5) Don't know

**F26. Some people think that schools should develop programs to make parents more involved in their children's education. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F27 Some people think that C.W. Jefferys should hire more racial minority teachers. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F28. Do you have any other ideas about how to make your school a safer place? Please write your answer in the box below:**

**F29. Please tell us if you agree or disagree with the following statements:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) Incidents like the Jordan Manners shooting could happen at any school.	1	2	3	4	5
b) In general, C.W. Jefferys is a very safe school.	1	2	3	4	5
c) I am worried that other shootings will happen again at this school.	1	2	3	4	5
d) Most of the students at C.W. Jefferys are well behaved.	1	2	3	4	5
e) C.W. Jefferys needs more racial minority teachers.	1	2	3	4	5
f) I enjoy working with the students at C.W. Jefferys.	1	2	3	4	5
g) Most of the problems at this school are caused by the poverty in the surrounding neighbourhood.	1	2	3	4	5
h) The school system cannot really help the poor students who live in this area?	1	2	3	4	5
i) Most of the students at this school will go to university.	1	2	3	4	5
j) Many of the students at this school will eventually get a criminal record.	1	2	3	4	5
k) Many of the students who go to this school will have trouble getting a good job.	1	2	3	4	5
l) The safety problems at C.W. Jefferys have been exaggerated.	1	2	3	4	5

**F30. In your opinion, what proportion of the students currently attending C.W. Jefferys will complete university?**

- 1) Less than 10%
- 2) Between 10% and 25%
- 3) Between 25% and 50%
- 4) Between 50% and 75%
- 5) Between 75% and 90%
- 6) 90% or more

**F31. In your opinion, what proportion of the students currently attending C.W. Jefferys are well-behaved at school?**

- 1) Less than 10%
- 2) Between 10% and 25%
- 3) Between 25% and 50%
- 4) Between 50% and 75%
- 5) Between 75% and 90%
- 6) 90% or more

**F32. How happy are you with your job at C.W. Jefferys? Would you say?**

- 1) Very happy
- 2) Happy
- 3) Somewhat happy
- 4) Somewhat unhappy
- 5) Unhappy
- 6) Very Unhappy
- 7) Refused

**F33. How satisfied are you with the administration at C.W. Jefferys Collegiate? How satisfied are you with the way the school is being run? Would you say?**

- 1) Very Satisfied
- 2) Satisfied
- 3) Somewhat satisfied
- 4) Somewhat dissatisfied
- 5) Dissatisfied
- 6) Very dissatisfied
- 7) Refused

**F34. People are often described as belonging to a particular racial group. What racial group do you feel that you belong to?**

- 1) Black (African Canadian)
- 2) White (European)
- 3) Asian (Chinese, Japanese, Korean)
- 4) South-East Asian (Vietnamese, Laotian, Cambodian)
- 5) South Asian (Indian, Pakistani, Tamil, Sri Lankan)
- 6) West Asian (Arab, Persian, Middle-Eastern)
- 7) Aboriginal (Native, First Nations)
- 8) Mixed Race (specify)\_\_\_\_\_
- 9) Other (specify)\_\_\_\_\_
- 10) Refused

**F35. We have now come to the end of the questionnaire. Do you have any other comments?**

**THANK YOU FOR YOUR  
PARTICIPATION IN THIS STUDY!!**



# APPENDIX M

## *WESTVIEW CENTENNIAL SECONDARY SCHOOL STUDENT SURVEY*

Dear Student:

As most of you know, Jordan Manners was tragically shot and killed at C.W. Jefferys Collegiate last May. As a result of that shooting, the Toronto District School Board hired a group of outside experts to study issues of school safety in Toronto. As part of their investigation, the research team is conducting a special student survey at Westview Centennial. As part of this survey, we will be asking you to fill out a questionnaire that will ask you about your opinions and experiences.

Students often complain that adults do not listen to their opinions. Filling out this questionnaire will give you a chance to tell us about your experiences and how you are feeling. We really need to hear from young people like you.

This questionnaire is not a test. There are no right or wrong answers. We just want to hear about how you feel. This questionnaire is about your thoughts and experiences. You do not have to answer any questions that you do not want to answer. This questionnaire is also completely private and confidential. Do not put your name on the questionnaire. We do not want to know your name. We are only interested in how you are feeling. This will protect your privacy. Nobody will know which student filled out which questionnaire. This should make you feel comfortable.

Please answer all the questions as honestly as possible. If you are not honest we will not know how you are really feeling and the programs we develop will not reflect your opinions and concerns.

When you are finished with the questionnaire, please put it in the envelope and seal it. Again – do not put your name on the envelope. The research team will then collect the envelopes. They will not be opened by the researchers until after they have left the school. We stress that nobody at your school – like principals or teachers – will ever read your answers. Only the outside researchers will get a chance to look at your answers. If you have any questions please put up your hand and someone will try to help you.

## PART A: Background Information

To start with, we are going to ask you a few questions about your personal background. We need this information to see if different types of students have different types of opinions or experiences. For example, we might want to see if female students feel the same way as male students.

**A1. Are you male or female? Please circle the right answer.**

- 1) Male                      2) Female

**A2. How old were you on your last birthday?**

- 1) 13 years-old  
2) 14 years-old  
3) 15 years-old  
4) 16 years-old  
5) 17 years-old  
6) 18 years-old  
7) 19 years-old  
8) 20 years-old  
9) Over 20 years of age

**A3. What grade are you in right now?**

- 1) Grade 9  
2) Grade 10  
3) Grade 11  
4) Grade 12

**A4. Were you born in Canada or in another country?**

- 1) I was born in Canada – *go to question A7*  
2) I was born outside of Canada

**A5. What country were you born in? Please write your answer in the space below.**

(Country of birth)\_\_\_\_\_

**A6. How long have you lived in Canada? Would you say:**

- 1) Less than one year                      5) About four years  
2) About one year                              6) Between five and ten years  
3) About two years                              7) More than ten years.  
4) About three years



**A7. What was the first language that you learned how to speak? Was it English or another language?**

- 1) English
- 2) Another language (please specify)\_\_\_\_\_

**A8. In our society, people are often described as belonging to a particular racial group. For example, some people may be seen as black or African-Canadian, other people may be seen as Asian or South Asian and other people may be seen as white. What racial group do you feel that you belong to:**

- 1) Black or (African Canadian)
- 2) Asian (Chinese, Korean, Japanese, etc.)
- 3) South-East Asian (Vietnamese, Cambodian, Laotian, etc.)
- 4) South Asian (Indian, Pakistani, Tamil, Sri-Lankan, etc.)
- 5) Phillipinno
- 6) Hispanic or Latin American
- 7) Native or First Nations
- 8) West Asian (Persian, Arab or Middle-Eastern)
- 9) White (European-Canadian)
- 10) Biracial or mixed race (specify) \_\_\_\_\_
- 11) Other (specify) \_\_\_\_\_
- 12) Not sure

**A9. Do you live with your parents or do you live with other relatives or do you live somewhere else?**

- 1) I live with both my mom and my dad
- 2) I live with my mom only
- 3) I live with my dad only
- 4) I live with other relatives (specify)\_\_\_\_\_
- 5) I live with a foster family
- 6) I am living with friends
- 7) I live by myself
- 8) Other(specify) \_\_\_\_\_

**A10. What type of neighbourhood do you live in? Would you say that you live in:**

- 1) A very poor community
- 2) A poor community
- 3) An average or middle-class community
- 4) An above average or upper-class community
- 5) A very rich community
- 6) I don't know

**A11. What is crime like in your community? Would you say that you live in a community with no crime or a community with a lot of crime?**

- 1) I live in a community with no crime
- 2) I live in a community with only a little bit of crime
- 3) I live in a community with an average or normal amount of crime
- 4) I live in a community with a lot of crime
- 5) I don't know

**A12. What type of home do you live in now?**

- 1) A low-rise apartment building (less than ten stories)
- 2) A high-rise apartment building (more than ten stories)
- 3) A town-house
- 4) A semi-detached house (two homes attached together)
- 5) A detached house (a single-family home that stands by itself)
- 6) Don't Know

**A13. Do you currently live in a public housing project or do you live in another type of place?**

- 1) I live in a housing project (Toronto Housing)
- 2) I live in another type of place
- 3) Don't know

**A14. How long have you been going to Westview Centennial?**

- 1) Less than one year
- 2) About one year
- 3) Two years
- 4) Three years
- 5) Four years
- 6) Five years
- 7) More than five years
- 8) Don't know

**A15. How far do you think you will go in school? How much education do you think you will get?**

- 1) I plan to drop out of high school before I graduate
- 2) I plan to graduate from high school
- 3) I plan to go to community college
- 4) I plan to go to university
- 5) Other (specify) \_\_\_\_\_
- 6) I don't know yet

**A16. In your opinion, are gangs a problem in your community or neighbourhood? Would you say:**

- |                       |                         |
|-----------------------|-------------------------|
| 1) A very big problem | 4) A small problem      |
| 2) A big problem      | 5) Not a problem at all |
| 3) A problem          | 6) Don't know           |

**A17. How often do you hear gunshots in your community or neighbourhood? Would you say:**

- |                           |                          |
|---------------------------|--------------------------|
| 1) Never                  | 6) About once a week     |
| 2) Almost Never           | 7) More than once a week |
| 3) Less than once a month | 8) Almost every day      |
| 4) About once a month     | 9) Don't know            |
| 5) More than once a month |                          |

**A18. What is your religion? What religious group do you belong to?**

- |                            |                                 |
|----------------------------|---------------------------------|
| 1) I don't have a religion | 2) Islam (specify faith)_____   |
| 3) Hindu                   | 4) Catholic                     |
| 5) Bhuddist                | 6) Anglican                     |
| 7) United Church           | 8) Pentecostal                  |
| 9) Baptist                 | 10) Seventh Day Adventist       |
| 11) Jehovah's Witness      | 12) Methodist                   |
| 13) Judaism                | 14) New Testament Church of God |
| 15) Other Church of God    |                                 |
| 16) Other (specify)_____   |                                 |
| 17) Refused                |                                 |

**A19. How religious are you? Would you say that you are:**

- 1) Very religious
- 2) Religious
- 3) A little bit religious
- 4) Not very religious
- 5) Not religious at all
- 8) Don't know
- 9) refused

**A20. How often would you say that you attend religious services? Would you say?**

- |                         |                          |
|-------------------------|--------------------------|
| 1) Never                | 2) Once or twice a year  |
| 3) Several times a year | 4) At least once a month |
| 5) Once a week          | 6) More than once a week |
| 88) Don't know          | 99) Refused to answer    |

**PART B: Problems at School**

**B1. Below we have listed a number of problems that sometimes take place at high schools in Canada. In your opinion, are these things a problem at your school or not? Please circle your answer?**

<b>TYPES OF PROBLEMS</b>	<b>A Very Serious Problem</b>	<b>A Serious Problem</b>	<b>A Small Problem</b>	<b>Not a Problem at all</b>	<b>Don't Know</b>
a) Youth gangs	1	2	3	4	5
b) Students who use illegal drugs at school.	1	2	3	4	5
c) Teachers who punish students for no good reason.	1	2	3	4	5
d) Teachers who do not care about the students.	1	2	3	4	5
e) Teachers who mark too hard.	1	2	3	4	5
f) Students who talk back to teachers.	1	2	3	4	5
g) Students who steal things from other students.	1	2	3	4	5
h) Students who pick-on or bully other students.	1	2	3	4	5
i) Fighting between students.	1	2	3	4	5
j) Students who bring weapons – like knives or guns – to school.	1	2	3	4	5
k) Racial discrimination by teachers against students.	1	2	3	4	5
l) Teachers who do not listen to what the students have to say.	1	2	3	4	5
m) Students who gossip and spread rumours about others.	1	2	3	4	5
n) Students who try to sell drugs to other students.	1	2	3	4	5

**B2. Please tell us if you agree or disagree with the following statements about your school:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) At my school students often hang out in the halls and make noise when classes are on.	1	2	3	4	5
b) In general, the teachers at my school don't respect the students.	1	2	3	4	5
c) Teachers at my school treat everyone fairly.	1	2	3	4	5
d) People from outside my school often come to the school to cause trouble.	1	2	3	4	5
e) Some teachers at my school do not know how to talk to their students.	1	2	3	4	5
f) There are many students at my school who do not respect their teachers.	1	2	3	4	5
g) People from outside my school often come to visit their friends and hang out.	1	2	3	4	5
h) People from outside my school often come to sell drugs at my school.	1	2	3	4	5
i) Some students at my school just won't do what the teachers tell them to do.	1	2	3	4	5
j) Most of the students and teachers at my school get along.	1	2	3	4	5
k) The teachers at my school care about what happens to the students.	1	2	3	4	5

**B3. In your opinion, how often do students get into fights at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B4. In your opinion, how often do students get picked on or bullied at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B5. In your opinion, how often do students bring weapons to school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B6. In your opinion, how often do students sell drugs at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B7. In your opinion, how often do students hang out in the halls and make noise when classes are on?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B8. In your opinion, how often do students talk back or act rudely towards the teachers at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B9. In your opinion, how often do teachers treat students unfairly at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B10. In your opinion, how often are students punished unfairly at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B11. 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. Write your answer in the box below.**

## **PART C: Personal Safety**

**C1. How safe do you feel at your school? Would you say:**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't Know

**C2. In general, would you say that Westview is a very safe school, a fairly safe school or do you think that the school is an unsafe place for students?**

- 1) Westview is a very safe school
- 2) Westview is a fairly safe school
- 3) Westview is an unsafe school
- 4) Westview is a very unsafe school
- 5) Don't know

**C3. I want you to think about other high schools that you know about. Do you think that Westview has less violence than other schools, more violence than other schools or do you think it is about the same as other schools.**

- 1) Westview has less violence than other schools
- 2) Westview has more violence than other schools
- 3) Westview has about the same amount of violence as other schools
- 4) Don't know



**C4. Now I want you to think about how safe you feel when you are doing things in your community or in other areas of Toronto. How safe would you feel if you engaged in the following activities?**

<b>How safe would you feel if you:</b>	<b>Very Safe</b>	<b>Safe</b>	<b>Unsafe</b>	<b>Very Unsafe</b>	<b>Don't Know/ Depends</b>
a) Walked around your neighbourhood during the day?	1	2	3	4	5
b) Walked around your neighbourhood at night?	1	2	3	4	5
c) Took a bus or a subway during the day?	1	2	3	4	5
d) Took a bus or subway at night?	1	2	3	4	5
e) Went downtown to shop or hang out?	1	2	3	4	5
f) Went to a shopping mall?	1	2	3	4	5
g) Went to visit a friend in another area of town?	1	2	3	4	5
h) Went to the movies with friends?	1	2	3	4	5
i) Went to a house party at someone's home?	1	2	3	4	5
j) Went to a nightclub or a bar?	1	2	3	4	5
k) Went to hang out at another high school?	1	2	3	4	5

**C5. Do you ever feel afraid or unsafe when you are coming to school in the morning or leaving school at the end of the day? Would you say:**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**C6. Sometimes people worry about becoming the victim of a crime. Can you please tell us if you are ever worried about becoming the victim of the following crimes:**

<b>Do you ever worry about:</b>	<b>Never</b>	<b>Almost Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>All the Time</b>
a) Street gangs that may be hanging out at your school?	1	2	3	4	5
b) Street gangs that hang out in your community?	1	2	3	4	5
c) Street gangs that live outside of your community?	1	2	3	4	5
d) Being attacked or beat up by someone at school?	1	2	3	4	5
e) Being attacked or beat up by someone outside of school?	1	2	3	4	5
f) Being robbed by someone at school?	1	2	3	4	5
g) Being robbed by someone outside of school?	1	2	3	4	5
h) Having something stolen from you at school?	1	2	3	4	5
i) Having something stolen from you outside of school?	1	2	3	4	5
j) Being shot by someone that you know?	1	2	3	4	5
k) Being shot by a stranger that you do not know?	1	2	3	4	5
l) Being sexually assaulted or molested when you are at school?	1	2	3	4	5
m) Being sexually assaulted or molested outside of school?	1	2	3	4	5

**C7. Are there any places or activities that you avoid because you are afraid for your safety or afraid that you might get attacked or assaulted? Please list those places in the box provided below.**

A large, empty rectangular box with a black border, intended for the respondent to list places or activities they avoid due to safety concerns.

**PART D: Personal Victimization**

**D1. We now want you to think about things that have happened to you AT SCHOOL over the past TWO YEARS. How many times over the past two years have the following things happened to you when you were at school or on school property.**

<b>TYPES OF VICTIMIZATION</b>	<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a) How many times has someone at your school stolen money or things from you worth less than \$50.00?	1	2	3	4
b) How many times has someone at your school stolen money or things from you worth over \$50.00?	1	2	3	4
c) How many times has someone at your school deliberately damaged your property, clothes or possessions?	1	2	3	4
d) How many times has someone at school threatened to hurt you or injure you?	1	2	3	4
e) How many times has someone at school punched you, slapped you or kicked you?	1	2	3	4
f) How many times has someone at your school pointed a gun at you or tried to shoot you?	1	2	3	4
g) How many times has someone at your school taken money or things from you by threatening you or by using force?	1	2	3	4
h) How many times has someone at your school attacked you with a weapon like a knife or a bat?	1	2	3	4
i) How many times has someone at your school called you names or teased you in a way that it bothered you or hurt your feelings?	1	2	3	4

**D2. Now we want you to think about things that have happened to you over the past TWO YEARS when you were not at school. These are things that happened to you in the outside community. How many times over the past two years have the following things happened to you when you were not at school.**

<b>TYPES OF VICTIMIZATION</b>	<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a) How many times has someone stolen money or things from you worth less than \$50.00?	1	2	3	4
b) How many times has someone stolen money or things from you worth over \$50.00?	1	2	3	4
c) How many times has someone deliberately damaged your property, clothes or possessions?	1	2	3	4
d) How many times has someone threatened to hurt you or injure you?	1	2	3	4
e) How many times has someone threatened you with a weapon like a knife or a gun?	1	2	3	4
f) How many times has someone punched you, slapped you or kicked you?	1	2	3	4
g) How many times has someone taken money or things from you by threatening you or by using force?	1	2	3	4
h) How many times has someone attacked you with a weapon like a knife or a bat?	1	2	3	4
i) How many times has someone called you names or teased you in a way that it bothered you or hurt your feelings?	1	2	3	4

**D3. 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.**

**If nothing bad has ever happened to you please go to the next section (SECTION E)**

**D4. When did this happen?**

- |                                |                             |
|--------------------------------|-----------------------------|
| 1) Within the past year        | 5) Five years ago           |
| 2) Within the past two years   | 6) More than five years ago |
| 3) Within the past three years | 7) Can't remember           |
| 4) Within the past four years  |                             |

**D4. Where did this incident happen?**

- 1) At school
- 2) In the area around my school
- 3) In the area that I live
- 4) At home
- 5) At someone else's home
- 6) At a party, dance or club
- 7) At a park
- 8) At a Mall
- 9) On the street in another area of Toronto
- 10) At another school
- 11) Other (specify) \_\_\_\_\_

**D5. Who did this to you? Who was the offender (or the offenders)?**

- 1) A stranger (someone you did not know)
- 2) Someone you had seen before but did not know very well
- 3) A friend
- 4) Another student at your school
- 5) One of your parents
- 6) A sister or brother
- 7) Another relative
- 8) Someone you were dating (a boyfriend or girlfriend)
- 9) Other (specify)\_\_\_\_\_

**D6. Did you ever talk to the police about what happened to you?**

- 1) YES – *go to the next section*
- 2) NO – *please answer question D7*

**D7. People may have a number of different reasons for not talking to the police. Why did you decide not talk to the police about what happened to you? What were your reasons for not talking? Please circle or check all the reasons that apply:**

Reasons for Not Talking to the Police	YES	NO
a) The matter was too trivial. It was not that bad.	1	2
b) Because the police would not do anything. It is a waste of time.	1	2
c) Because the police would not believe me or take me seriously.	1	2
d) Because I did not want to upset my parents.	1	2
e) Because my parents might stop me from going out in the future.	1	2
f) Because I could have gotten into trouble with the police.	1	2
g) Because I was afraid of the people who did this to me.	1	2
h) Because the police could not protect me.	1	2
i) Because I don't like the police. I don't trust the police.	1	2
j) Because I wanted to get my own revenge.	1	2
k) Because I can take care of myself.	1	2
l) Because I don't want people to think I'm a snitch or a rat.	1	2
m) Because I did not want the offenders to get into trouble.	1	2

**D8. Were there any other reasons that you did not talk to the police? Please write these reasons in the box provided below.**

**PART E: Weapons at School**

**E1. We are interested in knowing what you know about guns and other weapons – both inside of school and outside of school. Please remember that your answers are completely private and confidential. Nobody will know how you respond to each of these questions. Please try to be as honest as possible.**

**Over the past two years, do you know of anyone who brought a gun to your school or had a gun on school property?**

- 1) NO – I don't know of any person who brought a gun to school
- 2) Yes – I know one person who brought a gun to school
- 3) Yes – I know two people who brought a gun to school
- 4) Yes – I know three people who brought a gun to school
- 5) Yes – I know more than three people who brought a gun to school
- 6) Don' t know

**E2. Have you ever seen a gun at your school or on school property?**

- 1) Never – I have never seen a gun at my school
- 2) Only once – I only saw a gun once at my school
- 3) Twice – I only saw a gun two times at my school
- 4) Three times – I have seen a gun three times at my school
- 5) Four times – I have seen a gun four times at my school
- 6) I have seen a gun more than four times at my school

**E3. Has someone ever threatened you with a gun while you were at school or on school property?**

- 1) Never
- 2) Once
- 3) More than once



**E4 Has someone ever pointed a gun at you while you were at school or on school property?**

- 1) Never
- 2) Once
- 3) More than once

**E5. Has someone ever shot at you while you were at school or on school property?**

- 1) Never
- 2) Once
- 3) Never

**E6. Have you ever talked to a teacher, the principal or the police about a gun that was in your school or on school property?**

- 1) YES - I have reported a gun to school officials or to the police
- 2) NO - I never knew about a gun at my school
- 3) NO - I knew about a gun at school but I did not report it

**E7. If you knew about a student in your school with a gun would you report it to a teacher, a school official or to the police?**

- 1) YES – I would report it – **GO TO E9**
- 2) MAYBE – I might report it – it would depend on the situation
- 3) NO – I would not report it
- 4) Don't know

**E8. Why would you not report the gun to your teacher or to the police? Why would you not talk to these people about a student with a gun?**

**E9. Have you ever brought a gun to school?**

- 1) Never
- 2) Only once
- 3) A few times
- 4) Many times

**E10. Have you ever seen a gun outside of school?**

- 1) Never – I have never seen a gun outside of school
- 2) Only once – I only saw a gun once outside of school
- 3) Only twice – I only saw a gun two times outside of school
- 4) Three times – I have seen a gun three times outside of school
- 5) I have seen a gun more than three times outside of school
- 6) Don't know

**E11. Has someone ever threatened you with a gun when you were outside of school?**

- 1) Never
- 2) Once
- 3) More than once

**E12. Has someone ever pointed a gun at you while you were at school?**

- 1) Never
- 2) Once
- 3) More than once

**E13. Has someone ever tried to shoot you with a gun when you were outside of school?**

- 1) Never
- 2) Once
- 3) More than once

**E14. Have you ever carried a gun with you when you were outside of school?**

- 1) Never
- 2) Only once
- 3) A few times
- 4) Many times

**E15. Have you ever talked to the police about a gun that you saw outside of school?**

- 1) YES - I have reported a gun to the police
- 2) NO - I never saw or knew about a gun outside of school
- 3) NO - I knew about a gun but I did not report it

**E16. If you saw someone outside of school with a gun would you report it to the police?**

- 1) YES – I would report it – *GO TO E19*
- 2) MAYBE – I might report it – it would depend on the situation
- 3) NO – I would not report it
- 4) Don't know

**E17. Why would you not report a person with a gun to the police?**

**E18. Over the past two years, do you know of any students who brought a knife to school?**

- 1) NO – I don't know of any person who brought a knife to school
- 2) Yes – I know one person who brought a knife to school
- 3) Yes – I know two people who brought a knife to school
- 4) Yes – I know three people who brought a knife to school
- 5) Yes – I know more than three people who brought a knife to school
- 6) Don't know

**E19. Have you ever seen someone with a knife at your school?**

- 1) Never – I have never seen a knife at my school
- 2) Only once – I only saw a knife once at my school
- 3) Twice – I only saw a knife two times at my school
- 4) Three times – I have seen a knife three times at my school
- 5) Four times – I have seen a knife four times at my school
- 6) I have seen a knife more than four times at my school

**E20. Has someone ever threatened you with a knife while you were at school?**

- 1) Never
- 2) Once
- 3) More than once

**E21. Has someone ever stabbed you with a knife while you were at school?**

- 1) Never
- 2) Once
- 3) More than once

**E22. Have you ever talked to a teacher, the principal or the police about a knife that was in your school?**

- 1) YES - I have reported a knife to school officials or to the police
- 2) NO - I never saw or knew about a knife at school
- 3) NO - I knew about a knife at school but I did not report it

**E23. If you knew about a student in your school with a knife would you report it to a teacher, a school official or to the police?**

- 1) YES – I would report it – *GO TO E25*
- 2) MAYBE – I might report it – it would depend on the situation
- 3) NO – I would not report it
- 4) Don't know

**E24. Why would you not report the knife to your teachers or to the police? Why would you not talk to these people about a student with a knife?**

**E25. Have you ever brought a knife to school?**

- 1) Never
- 2) Only once
- 3) A few times
- 4) Many times

**E26. Has someone ever threatened you with a knife when you were outside of school?**

- 1) Never
- 2) Once
- 3) More than once

**E27. Has someone ever stabbed you with a knife when you were outside of school?**

- 1) Never
- 2) Once
- 3) More than once

**E28. Have you ever carried a knife with you when you were outside of school?**

- 1) Never
- 2) Only once
- 3) A few times
- 4) Many times

**E29. Have you ever talked to the police about a person with a knife that you saw outside of school?**

- 1) YES - I have reported someone with a knife to the police
- 2) NO - I never saw someone with a knife
- 3) NO - I saw someone with a knife but I did not report it

**E30. If you saw someone outside of school with a knife would you report it to the police?**

- 1) YES – I would report it – ***GO TO F1***
- 2) MAYBE – I might report it – it would depend on the situation
- 3) NO – I would not report it
- 4) Don't know

**E31. Why would you not report a person with a gun to the police?**

**PART F: Sexual Harassment and Assault**

**F1. Now we would like to ask you about things that may have happened to you at school or on school property over the past two years.**

**At your school has someone ever said unwanted sexual things to you that upset you or made you feel uncomfortable?**

- 1) Never – *GO TO F3*
- 2) Once
- 3) Twice
- 4) Three times
- 5) More than three times
- 6) Don't know

**F2. Did you report this unwanted sexual behaviour to a teacher or the principal?**

- 1) YES
- 2) NO

**F3. At your school has someone ever touched or grabbed you in a sexual way when you did not want to be touched ?**

- 1) Never – *GO TO F5*
- 2) Once
- 3) Twice
- 4) Three times
- 5) More than three times
- 6) Don't know

**F4. Did you report this unwanted sexual touching to a teacher or the principal?**

- 1) YES
- 2) NO

**F5. At your school has someone ever sexually assaulted you? Has someone ever forced you to have sex at school against your will?**

- 1) Never – *GO TO F7*
- 2) Once
- 3) Twice
- 4) Three times
- 5) More than three times
- 6) Don't know

**F6. Did you report this sexual assault to a teacher, the principal or to the police?**

- 1) YES
- 2) NO

**F7. Do you know of any other students who have been sexually assaulted at your school in the past two years? We are only asking about sexual assaults that took place at your school or on school property.**

- 1) NO – I don't know any students who have been sexually assaulted
- 2) I know one student who was sexually assaulted
- 3) I know two students who were sexually assaulted
- 4) I know three students who were sexually assaulted
- 5) I know more than three students who were sexually assaulted
- 6) Don't know

**F8. Now I want you to think of things that may have happened outside of school over the past two years. Has someone ever sexually assaulted you outside of school? Outside of school has someone ever forced you to have sex against your will?**

- 1) Never – *GO TO F10*
- 2) Once
- 3) Twice
- 4) Three times
- 5) More than three times
- 6) Don't know

**F9. Did you report this sexual assault to your parents or the police?**

- 1) YES
- 2) NO

**F10. Do you know of any other students who have been sexually assaulted outside of school in the past two years?**

- 1) NO – I don't know any students who have been sexually assaulted
- 2) I know one student who was sexually assaulted
- 3) I know two students who were sexually assaulted
- 4) I know three students who were sexually assaulted
- 5) I know more than three students who were sexually assaulted
- 6) Don't know

**PART G: Witnessing Crimes**

**G1. Now I want to talk to you about crimes that you may have seen at some time in your life. Have you ever witnessed a gun battle or a shooting? For example, have you ever witnessed an incident in which one person or group of persons was shooting at another person or group of people? Would you say:**

- |                            |                       |
|----------------------------|-----------------------|
| 0) Never – <i>go to G5</i> | 1) Once               |
| 2) Twice                   | 3) Three times        |
| 4) Four times              | 5) Five to nine times |
| 6) 10 or more times        | 99) Refused           |

**G2. When was the last time that you witnessed a shooting or gun battle?**

- 1) In the past year
- 2) Within the past two years
- 3) Within the past 5 years
- 4) More than 5 years ago
- 88) Don't know – cannot remember
- 99) Refused

**G3. Think about the last time you witnessed a shooting or gun battle. Did you talk to the police about this crime?**

- 1) YES – *go to G5*
- 2) NO
- 88) Don't know/Can't remember
- 99) Refused



**G4. Why didn't you talk to the police about this crime? Is there any other reason?**  
**INTERVIEWER: CIRCLE ALL THAT APPLY.**

- |  |  |
|--|--|
| 1) Many other witnesses (was not needed) | 2) Police witnessed the crime          |
| 3) Offender was caught                   | 4) Afraid of the offenders             |
| 5) None of my business                   | 6) Afraid of the police                |
| 7) Police can't protect me               | 8) Don't trust the police              |
| 9) Don't want to be a snitch             | 10) It would not help                  |
| 11) To protect the offenders             | 12) Might get into trouble with police |
| 13) Might get into trouble with family   | 14) Would hurt my reputation           |
| 12) Don't want to go to court            | 15) Other_____                         |
| 88) Can't remember                       | 99) Refused                            |

**G5. Have you ever witnessed a serious attack or beating in which another person was badly hurt? Would you say:**

- |                            |                       |
|----------------------------|-----------------------|
| 0) Never – <i>go to H1</i> | 1) Once               |
| 2) Twice                   | 3) Three times        |
| 4) Four times              | 5) Five to nine times |
| 6) 10 or more times        | 99) Refused           |

**G6. When was the last time that you witnessed a serious beating or attack?**

- 1) In the past year
- 2) Within the past two years
- 3) Within the past 5 years
- 4) More than 5 years ago
- 88) Don't know – cannot remember
- 99) Refused

**G7. Think about the last time you witnessed a serious beating or attack. Did you talk to the police about this crime?**

- 1) YES – *go to H1*
- 2) NO
- 88) Don't know/Can't remember
- 99) Refused

**G8. Why didn't you talk to the police about this crime? Is there any other reason?**

**INTERVIEWER: CIRCLE ALL THAT APPLY.**

- |  |  |
|--|--|
| 1) Many other witnesses (was not needed) | 2) Police witnessed the crime          |
| 3) Offender was caught                   | 4) Afraid of the offenders             |
| 5) None of my business                   | 6) Afraid of the police                |
| 7) Police can't protect me               | 8) Don't trust the police              |
| 9) Don't want to be a snitch             | 10) It would not help                  |
| 11) To protect the offenders             | 12) Might get into trouble with police |
| 13) Might get into trouble with family   | 14) Would hurt my reputation           |
| 12) Don't want to go to court            | 15) Other_____                         |
| 88) Can't remember                       | 99) Refused                            |

### **PART H: Improving School Safety and Discipline**

**H1. Some people think that putting television cameras in the halls and in the classrooms will make schools safer? Do you think putting television cameras in schools is a good idea or bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**H2. Some people think that increasing the number of security people in schools will increase safety. Do you think increasing the number of security people in schools is a good idea or bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**H3. Some people think that all students and teachers should have to go through a metal detector when they come to school. This might prevent weapons like guns and knives from getting into the school. Do you think having metal detectors in schools is a good idea or a bad idea.**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

- H4. Some people think that the police should be able to look into students' lockers for drugs and guns whenever they want. This might help prevent crime. Do you think it is a good idea or a bad idea to give the police permission to search student lockers whenever they want.**
- a) A very good idea
  - b) A good idea
  - c) A bad idea
  - d) A very bad idea
  - e) Don't know
- H5. Some people think that all students should have to wear identification badges with their name and photo when they are in school. This will help keep outsiders from coming into the school and causing trouble. Do you think identification badges are a good idea or a bad idea?**
- a) A very good idea
  - b) A good idea
  - c) A bad idea
  - d) A very bad idea
  - e) Don't know
- H6. Some people think that there should only be one way in or out of a school. All other doors should be locked. This might prevent outsiders from coming into the school and causing trouble. Do you think this is a good idea or a bad idea?**
- a) A very good idea
  - b) A good idea
  - c) A bad idea
  - d) A very bad idea
  - e) Don't know

**H7. Please tell us if you agree or disagree with the following statements:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) Students from my racial group are more likely to be unfairly suspended or expelled from school than students from other racial groups.	1	2	3	4	5
b) Teachers treat all students the same.	1	2	3	4	5
c) Discrimination makes it difficult for students from my racial background to get good grades at school.	1	2	3	4	5
d) Students from my racial group are more likely to get unfairly stopped and questioned by the police than students from other racial groups.	1	2	3	4	5
e) Discrimination makes it difficult for people from my racial group to get a good job.	1	2	3	4	5
f) Everyone in Canada has an equal chance of getting a good education.	1	2	3	4	5
g) I will eventually get a good education and a good job.	1	2	3	4	5
h) Rich kids have a better chance in Canada than poor kids.	1	2	3	4	5
i) The school is more likely to call the police on racial minority students than white students.	1	2	3	4	5
j) Teachers at my school work hard to help students become successful	1	2	3	4	5

**H8. Should students be punished for talking back to teachers? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**H9. Should students be punished for wearing a hat in school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**H10. Should students be punished for selling drugs at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**H11. Should students be punished for bringing weapons to school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
-

**H12. Should students be punished for stealing other peoples' money or property at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**H13. Should students be punished for fighting at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**H14. Should students be punished for calling other students names at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**H15. In your opinion, should students be allowed to wear hats in school?**

- 1) No – they should never be allowed to wear hats
- 2) They should be able to wear hats at all times
- 3) They should be able to wear hats in the halls but not in the classroom
- 4) Don't know

**H16. Do you have any other ideas about how to make your school a safer place? Please write your answer in the box below:**

**H17. Some people think that schools should provide more help and counselling for those students who keep getting into trouble. Do you think this is a good idea or a bad idea?**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

**H18. Some people think that schools can help reduce youth crime by providing more after-school programs (sports programs, music programs, art programs, etc.). Do you think this is a good idea or a bad idea:**

- a) A very good idea
- b) A good idea
- c) A bad idea
- d) A very bad idea
- e) Don't know

## **PART I: Gangs at School**

**I1. Finally, I would like to ask you a few questions about gang activity in your area. Have you ever been the member of a gang?**

- 1) No – I have never been in a gang
- 2) Yes – I used to be in a gang but I'm not in a gang now
- 3) Yes – I am currently in a gang

**I2. Do you have any friends who are in a gang?**

- 1) I don't know any gang members
- 2) I know one or two gang members
- 3) I know several gang members
- 4) I know many gang members
- 5) I'm not sure if any of the people I know are gang members

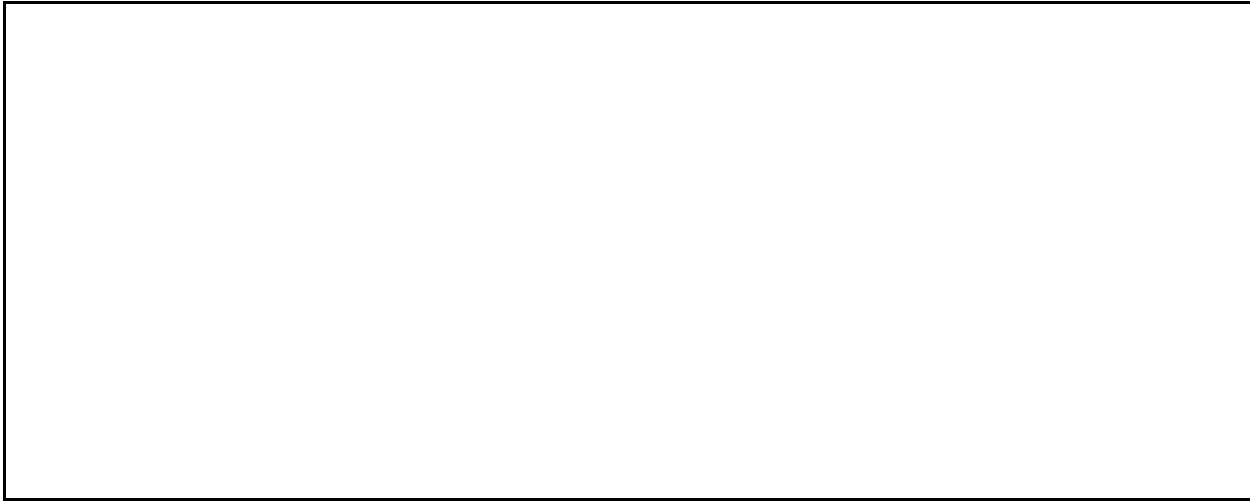
**I3. Are there any gang members who go to your school?**

- 1) No – there are no gang members at my school
- 2) Yes – there are a few gang members at my school
- 3) Yes – there are many gang members at my school
- 4) I don't know if there are gang members at my school

**I4. What are the names of the gangs that are at your school?**



- 15. We have now come to the end of the questionnaire. Do you have any other comments to make about your school? Do you have any ideas about what your school needs to make it better for the students? Please list your ideas in the space below.**



**THANK YOU FOR YOUR PARTICIPATION  
IN THIS STUDY!!**



***Westview Centennial Secondary School  
STAFF SURVEY***

Dear Staff Member

As you may know, as a result of the recent shooting at C.W. Jeffreys, the Toronto District School Board has hired a group of outside experts to study issues of school safety. As part of this study, the research team would like to hear about the opinions and experiences of *all* personnel at your school – including teachers and administrative staff. That is why we are asking you to fill out this questionnaire. Filling out this questionnaire will give you a chance to tell us about your perceptions and experiences. The survey will also give you the opportunity to make recommendations about how to improve school safety and the general quality of education at Westview.

This questionnaire is not a test. There are no right or wrong answers. We just want to hear about your true feelings and experiences. The survey is completely private and confidential. *Do not* put your name on the questionnaire. We do not need to know your name. We want to ensure that your responses remain anonymous.

Please answer all the questions as honestly as possible. If you are not honest we will not know how you are really feeling and the programs, solutions or improvements we recommend will not reflect your opinions and concerns.

Please note that your questionnaire package includes a stamped envelope with a return address. When you are finished filling out your questionnaire please put it in this envelope and seal it. Please drop the envelope in the mail or leave it at your school's office for pick-up by the research team. Again – please do not put your name on the envelope. We stress that nobody at your school will ever read your individual answers. Only the outside researchers will get a chance to look at your answers. Finally, your name will never appear on any of the reports that stem from this project. The anonymity of individual respondents will be protected at all times.

## PART A: Background Information

To start with, we are going to ask you a few questions about your personal background. We need this information to see if different types of staff have different types of opinions or experiences.

**A1. Are you male or female? Please circle the right answer.**

- 1) Male                      2) Female

**A2. How old were you on your last birthday?**

- 1) Less than 20 years of age  
2) 20-29 years  
3) 30-39 years  
4) 40-49 years  
5) 50-59 years  
6) 60 years or older

**A3. What is your position or job at Westview**

- 1) Principle or vice-principle  
2) Teacher  
3) Support staff  
4) Other (please specify)\_\_\_\_\_

**A4. How long have you worked in the field of education?**

- |                            |                              |
|----------------------------|------------------------------|
| 1) Less than 2 years       | 5) Between 15 and 20 years   |
| 2) Between 2 and 5 years   | 6) Between 20 and 25 years   |
| 3) Between 5 and 10 years  | 7) 25 years or more          |
| 4) Between 10 and 15 years | 8) Don't know/Can't remember |

**A5. How long have you worked for the Toronto District School Board?**

- |                            |                              |
|----------------------------|------------------------------|
| 1) Less than 2 years       | 5) Between 15 and 20 years   |
| 2) Between 2 and 5 years   | 6) Between 20 and 25 years   |
| 3) Between 5 and 10 years  | 7) 25 years or more          |
| 4) Between 10 and 15 years | 8) Don't know/Can't remember |

**A6. How long have you worked at Westview?**

- |                            |                              |
|----------------------------|------------------------------|
| 1) Less than 2 years       | 5) Between 15 and 20 years   |
| 2) Between 2 and 5 years   | 6) Between 20 and 25 years   |
| 3) Between 5 and 10 years  | 7) 25 years or more          |
| 4) Between 10 and 15 years | 8) Don't know/Can't remember |

**A7. I want you to think about the type of neighbourhood or community that you currently live in? Would you say that you live in:**

- 1) A very poor community
- 2) A poor community
- 3) An average or middle-class community
- 4) An above average or upper-class community
- 5) A wealthy community
- 6) I don't know

**A8. What is crime like in your neighbourhood or community? Would you say that you currently live in a community with no crime or a community with a lot of crime?**

- 1) I live in a community with no crime
- 2) I live in a community with only a little bit of crime
- 3) I live in a community with an average or normal amount of crime
- 4) I live in a community with a lot of crime
- 5) I don't know

**A9. How often would do you hear guns shooting in the neighbourhood that you live? Would you say:**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**A10. In your opinion, are gangs a problem in your community? Would you say:**

- |                       |                         |
|-----------------------|-------------------------|
| 1) A very big problem | 4) A small problem      |
| 2) A big problem      | 5) Not a problem at all |
| 3) A problem          | 6) Don't know           |

**A11. I would like you to compare your neighbourhood with the neighbourhood around Westview. In your opinion, would you say that your neighbourhood:**

- 1) Has much more crime than the neighbourhood around Westview
- 2) Has somewhat more crime than the neighbourhood around Westview
- 3) Has about the same amount of crime as the neighbourhood around Westview
- 4) Has somewhat less crime than the neighbourhood around Westview
- 5) Has a lot less crime than the neighbourhood around Westview
- 6) Don't know

**A12. In your opinion, would you say that your neighbourhood:**

- 1) Is much richer than the neighbourhood around Westview
- 2) Is somewhat richer than the neighbourhood around Westview
- 3) Is about the same social class as the neighbourhood around Westview
- 4) Is somewhat poorer than the neighbourhood around Westview
- 5) Is a lot poorer than the neighbourhood around Westview
- 6) Don't know

**A13. Is your neighbourhood as ethnically diverse as the neighbourhood around Westview. Would you say that your neighbourhood:**

- 1) Is much more diverse than the neighbourhood around Westview
- 2) Is somewhat more diverse than the neighbourhood around Westview
- 3) Is just as diverse as the neighbourhood around Westview
- 4) Is somewhat less diverse than the neighbourhood around Westview
- 5) Is a lot less diverse than the neighbourhood around Westview
- 6) Don't know

**A14. How far do you live from Westview Centennial? How far is your neighbourhood from the school? Would you say:**

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1) Less than one kilometre      | 5) Between 20 and 30 kilometres |
| 2) Between 1 and 5 kilometres   | 6) Between 30 and 40 kilometres |
| 3) Between 5 and 10 kilometres  | 7) Between 40 and 50 kilometres |
| 4) Between 10 and 20 kilometres | 8) 50 kilometres or more        |
|                                 | 9) Don't know                   |

**A15. Would you ever consider living in the neighbourhood around Westview Centennial?**

- 1) Yes – I would like to live in this neighbourhood
- 2) Maybe – I might consider living in this neighbourhood
- 3) No – I do not want to live in this neighbourhood

**PART B: Problems at School**

**B1. Below we have listed a number of problems that sometimes take place at high schools in Canada. In your opinion, are these things a problem at Westview or not? Please circle your answer?**

<b>TYPES OF PROBLEMS</b>	<b>A Very Serious Problem</b>	<b>A Serious Problem</b>	<b>A Small Problem</b>	<b>Not a Problem at all</b>	<b>Don't Know</b>
a) Youth gangs.	1	2	3	4	5
b) Students who use illegal drugs at school.	1	2	3	4	5
c) Teachers who punish students for no good reason.	1	2	3	4	5
d) Teachers who do not care about the students.	1	2	3	4	5
e) Teachers who mark too hard.	1	2	3	4	5
f) Students who talk back to teachers.	1	2	3	4	5
g) Students who steal things from other students.	1	2	3	4	5
h) Students who pick-on or bully other students.	1	2	3	4	5
i) Fighting between students.	1	2	3	4	5
j) Students who bring weapons – like knives or guns – to school.	1	2	3	4	5
k) Racial discrimination by teachers against students.	1	2	3	4	5
l) Teachers who do not listen to what the students have to say.	1	2	3	4	5
m) Students who gossip and spread rumours about others.	1	2	3	4	5
n) Racial or ethnic tensions between students	1	2	3	4	5
o) Students who try to sell drugs to other students.	1	2	3	4	5

**B2. Please tell us if you agree or disagree with the following statements about Westview:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) Media coverage of Jordan Manners' death has unfairly damaged the reputation of students from the Jane-Finch community.	1	2	3	4	5
b) There are many students at this school who do not respect their teachers.	1	2	3	4	5
c) In general, teachers at this school treat all students fairly.	1	2	3	4	5
d) Media coverage of Jordan Manners' death has unfairly damaged the reputation of teachers who work at schools in the Jane-Finch community.	1	2	3	4	5
e) Some teachers do not know how to talk to their students.	1	2	3	4	5
f) There are some teachers at Westview who do not respect their students.	1	2	3	4	5
g) I am sometimes afraid for my safety when I come to work at this school.	1	2	3	4	5
h) Many students at this school refuse to obey their teachers.	1	2	3	4	5
i) The behaviour of students at this school has gotten worse over the past two years.	1	2	3	4	5
j) Most of the students and teachers at this school get along fine.	1	2	3	4	5
k) In general, I enjoy working at Westview	1	2	3	4	5



**B3. In your opinion, how often do students get into fights at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B4. In your opinion, how often do students get picked on or bullied at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B5. In your opinion, how often do students bring weapons to school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B6. In your opinion, how often do students sell drugs at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B7. In your opinion, how often do students hang out in the halls and make noise when classes are on?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B8. In your opinion, how often do students talk back or act rudely towards the teachers at your school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B9. In your opinion, how often do teachers treat students unfairly at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B10. In your opinion, how often are students punished unfairly at this school?**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**B11. 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. Write your answer in the box below.**

## PART C: Personal Safety

**C1. As you know, last May a student named Jordan Manners was shot and killed at another high school in this neighbourhood. I want you to think about the way things were at Westview Centennial before Jordan Manners was shot. How safe did you feel at this school before the shooting took place? Did you feel:**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't know

**C2. How safe did you feel at this school right after Jordan Manners was shot?**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't know

**C3. How safe do you feel at your school now? How safe do you feel now that a new school year has started?**

- 1) Very safe
- 2) Fairly Safe
- 3) Unsafe
- 4) Very unsafe
- 5) Don't Know

**C4. In general, would you say that Westview Centennial is a very safe school, a fairly safe school or do you think that the school is an unsafe place for teachers and students?**

- 1) Westview is a very safe school
- 2) Westview is a fairly safe school
- 3) Westview is an unsafe school
- 4) Westview is a very unsafe school
- 5) Don't know

**C5. I want you to think about other high schools that you know about. In general, do you think that Westview has less violence than other high schools in Toronto, more violence than other schools or do you think it is about the same as other schools.**

- 1) Westview has less violence than other schools
- 2) Westview has more violence than other schools
- 3) Westview has about the same amount of violence as other schools
- 4) Don't know

**C6. Now I want you to think about how safe you feel when you are doing things in your community or in other areas of Toronto. How safe would you feel if you engaged in the following activities?**

<b>How safe would you feel if you:</b>	<b>Very Safe</b>	<b>Safe</b>	<b>Unsafe</b>	<b>Very Unsafe</b>	<b>Don't Know/ Depends</b>
a) Walked around your neighbourhood during the day?	1	2	3	4	5
b) Walked around your neighbourhood at night?	1	2	3	4	5
c) Walked around the neighbourhood surrounding Westview during the day?	1	2	3	4	5
d) Walked around the neighbourhood surrounding Westview during the night.	1	2	3	4	5
e) Took a bus or a subway during the day?	1	2	3	4	5
f) Took a bus or subway at night?	1	2	3	4	5
g) Went downtown?	1	2	3	4	5
h) Went to a shopping mall?	1	2	3	4	5
i) Went to visit a friend in another area of town?	1	2	3	4	5
j) Went to the movies with friends?	1	2	3	4	5
k) Went to a party at someone's home?	1	2	3	4	5
l) Went to a nightclub or a bar?	1	2	3	4	5

**C7. Do you ever feel afraid or unsafe when you are coming to work at Westview in the morning or leaving school at the end of the day? Would you say:**

- |                        |                          |
|------------------------|--------------------------|
| 1) Never               | 6) About once a week     |
| 2) Almost never        | 7) More than once a week |
| 3) A few times a year  | 8) Almost every day      |
| 4) About once a month  | 9) Don't know            |
| 5) A few times a month |                          |

**C8. Sometimes people worry about becoming the victim of a crime. Can you please tell us if you are ever worried about becoming the victim of the following crimes? Do you ever worry about:**

<b>Do you ever worry about:</b>	<b>Never</b>	<b>Almost Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>All the Time</b>
a) Street gangs that may be hanging out at your school?	1	2	3	4	5
b) Street gangs that may be hanging out in the community surrounding the school?	1	2	3	4	5
c) Street gangs that may be hanging out in your neighbourhood?	1	2	3	4	5
d) Being attacked or beat up by a student?	1	2	3	4	5
e) Being attacked or beat up by someone from outside the school?	1	2	3	4	5
f) Being robbed by a student at the school?	1	2	3	4	5
g) Being robbed by someone from outside of school?	1	2	3	4	5
h) Having something stolen from you at school?	1	2	3	4	5
i) Being shot at or attacked with a weapon at school?	1	2	3	4	5
j) Being shot at or attacked with a weapon outside of school?	1	2	3	4	5
k) Having something stolen from you outside of school?	1	2	3	4	5
l) Being sexually assaulted or molested when you are at school?	1	2	3	4	5
m) Being sexually assaulted or molested outside of school?	1	2	3	4	5

**C9. Are there any school activities or places around the school that you avoid because you are afraid for your safety? Please write your answer in the box provided below.**

**C10. Are there any places or activities outside of the school that you avoid because you are afraid for your safety? Please write your answer in the box provided below.**

**PART D: Personal Victimization**

**D1. We now want you to think about things that have happened to you AT SCHOOL over the past TWO YEARS. How many times over the past two years have the following things happened to you when you were at school or on school property.**

<b>TYPES OF VICTIMIZATION IN THE PAST TWO YEARS</b>	<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a) How many times has a student at your school stolen money or things from you worth less than \$50.00?	1	2	3	4
b) How many times has a student at your school stolen money or things from you worth more than \$50.00?	1	2	3	4
c) How many times have students at your school damaged your property or possessions?	1	2	3	4
d) How many times has a student at your school threatened you?	1	2	3	4
e) How many times has a student at your school threatened you with a weapon?	1	2	3	4
f) How many times has a student at your school punched you, slapped you or kicked you?	1	2	3	4
g) How many times has a student talked back to you in class or in the hall?	1	2	3	4
h) How many times has a student at your school attacked you with a weapon?	1	2	3	4
i) How many times has a student accused you of punishing them unfairly?	1	2	3	4
j) How many times has a student accused you of giving them an unfair grade?	1	2	3	4
k) How many times has a student at your school sexually harassed you or made inappropriate sexual comments?	1	2	3	4
l) How many times has a student at your school called you names or teased you in a way that bothered you or hurt your feelings?	1	2	3	4

**D2. Now we want you to think about things that have happened to you over the past TWO YEARS when you were not at school. These are things that happened to you in the outside community. How many times over the past two years have the following things happened to you when you were not at school.**

<b>TYPES OF VICTIMIZATION</b>	<b>Never</b>	<b>Once</b>	<b>Between 2 and 5 Times</b>	<b>More than 5 times</b>
a) How many times has someone stolen money or things from you worth less than \$50.00?	1	2	3	4
b) How many times has someone stolen money or things from you worth more than \$50.00?	1	2	3	4
c) How many times has someone deliberately damaged your property, clothes or possessions?	1	2	3	4
d) How many times has someone threatened to hurt you or injure you?	1	2	3	4
e) How many times has someone threatened you with a weapon like a knife or a gun?	1	2	3	4
f) How many times has someone punched you, slapped you or kicked you?	1	2	3	4
g) How many times has someone pointed a gun at you or tried to shoot you?	1	2	3	4
h) How many times has someone taken money or things from you by threatening you or by using force?	1	2	3	4
i) How many times has someone attacked you with a weapon like a knife or a bat?	1	2	3	4
j) How many times has someone forced you or tried to force you to have sex when you did not want to?	1	2	3	4
k) How many times has someone called you names or teased you in a way that it bothered you or hurt your feelings?	1	2	3	4



**D3. 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.**

**If nothing bad has ever happened to you please go to the next section (SECTION E)**

**D4. When did this happen?**

- |                                |                             |
|--------------------------------|-----------------------------|
| 1) Within the past year        | 5) Five years ago           |
| 2) Within the past two years   | 6) More than five years ago |
| 3) Within the past three years | 7) Can't remember           |
| 4) Within the past four years  |                             |

**D5. Where did this incident happen?**

- 1) At school
- 2) In the area around my school
- 3) In the area that I live
- 4) At home
- 5) At someone else's home
- 6) At a party, dance or club
- 7) At a park
- 8) At a Mall
- 9) On the street in another area of Toronto
- 10) At another school
- 11) Other (specify) \_\_\_\_\_

**D6. Who did this to you? Who was the offender (or the offenders)?**

- 1) A stranger (someone you did not know)
- 2) Someone you had seen before but did not know very well
- 3) A friend
- 4) A student at your school
- 5) A staff member at your school
- 5) One of your parents
- 6) A sister or brother
- 7) Another relative
- 8) Someone you were dating (a boyfriend or girlfriend)
- 9) Other (specify)\_\_\_\_\_

**D7. Did you ever talk to the police about what happened to you?**

- 1) YES – *go to the next section*
- 2) NO – *please answer question D8*

**D8. People may have a number of different reasons for not talking to the police. Why did you decide not to talk to the police about what happened to you? What were your reasons for not talking? Please circle or check all the reasons that apply:**

Reasons for Not Talking to the Police	YES	NO
a) The matter was too trivial. It was not that bad.	1	2
b) Because the police would not do anything. It is a waste of time.	1	2
c) Because the police would not believe me or take me seriously.	1	2
d) Because my parents might stop me from going out in the future.	1	2
e) Because I could have gotten into trouble with the police.	1	2
f) Because I was afraid of the people who did this to me.	1	2
g) Because the police could not protect me.	1	2
h) Because I don't like the police. I don't trust the police.	1	2
i) Because I wanted to get my own revenge.	1	2
j) Because I can take care of myself.	1	2
k) Because I don't want people to think I'm a snitch or a rat.	1	2
l) Because I did not want the offenders to get into trouble.	1	2

## PART E: Witnessing Crime and Disorder

**E1. Now we want to ask you about incidents of crime or disorder that you may have witnessed at Westview Centennial over the past two years. During the past two years, have you ever seen a student carrying a gun at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E2. During the past two years, have you ever witnessed a student with another type of weapon – like a knife or a bat -- at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E3. During the past two years, have you ever witnessed a student threaten a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E4. During the past two years, have you ever witnessed a student threaten another student at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E5. During the past two years, have you ever witnessed a fight between students at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E6. During the past two years, have you ever witnessed a student swearing at or insulting a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E7. During the past two years, have you ever witnessed a student talking back to a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E8. During the past two years, have you ever witnessed students who were drunk, intoxicated or high at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E9. During the past two years, have you ever witnessed a student trying to steal something at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E10. During the past two years, have you ever witnessed a student selling illegal drugs at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E11. During the past two years, have you ever witnessed a student sexually harass a teacher or other staff member at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E12. During the past two years, have you ever witnessed a student sexually harass another**

**student at this school?**

- |                     |                       |
|---------------------|-----------------------|
| 0) Never            | 1) Once               |
| 2) Twice            | 3) Three times        |
| 4) Four times       | 5) Five to nine times |
| 6) 10 or more times | 99) Refused           |

**E13. Are there any other types of crime or disorder that you have witnessed at this school?  
Please write these reasons in the box provided below.**

## PART F: Improving School Safety and Discipline

**F1. Some people think that putting security cameras in the halls will make schools safer? Do you think putting television cameras in the halls is a good idea or bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F2. Some people think that putting security cameras in the classroom will make schools safer? Do you think putting television cameras in the halls is a good idea or bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F3. Some people think that increasing the number of hall monitors in schools will increase safety. Do you think increasing the number of hall monitors in schools is a good idea or bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F4. Some people think that increasing the number of trained security guards in schools will increase safety. Do you think increasing the number of hall monitors in schools is a good idea or bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F5. Some people think that all students and teachers should have to go through a metal detector when they come to school. This might prevent weapons like guns and knives from getting into the school. Do you think having metal detectors in schools is a good idea or a bad idea.**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F6. Some people think that school officials should be able to look into students' lockers for drugs and guns whenever they want. This might help prevent crime. Do you think it is a good idea or a bad idea to give the police permission to search student lockers whenever they want.**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F7. Some people think that the police should be able to look into students' lockers for drugs and guns whenever they want. This might help prevent crime. Do you think it is a good idea or a bad idea to give the police permission to search student lockers whenever they want.**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F8. Some people think that all students should have to wear identification badges with their name and photo when they are in school. This will help keep outsiders from coming into the school and causing trouble. Do you think identification badges are a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F9. Some people think that there should only be one way in or out of a school. All other doors should be locked. This might prevent outsiders from coming into the school and causing trouble. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F10. Some people think that there should be more police patrols on school property. Do you think increasing the number of police patrols in your school is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F11. In general, do you think that school safety at Westview has increased or decreased over the past two years?**

- 1) School safety has decreased a great deal
- 2) School safety has decreased a little
- 3) School safety is about the same as it was two years ago
- 4) School safety has increased a little
- 5) School safety has increased a lot
- 8) Don't know

**F12. In general, do you think that student behaviour at Westview has improved over the past two years or do you think it has gotten worse?**

- 1) Student behaviour has improved a lot
- 2) Student behaviour has improved a little
- 3) Student behaviour is about the same as it was two years ago
- 4) Student behaviour has gotten worse
- 5) Student behaviour has gotten a lot worse
- 8) Don't know



**F13. If you think that school safety at Westview has decreased over the past two years, please tell us why you think it has gotten worse. If you think school safety has improved, please tell us why you think it has improved. Please write your answer in the box below.**

**F14. If you think that student behaviour at Westview has worsened over the past two years, please tell us why you think it has gotten worse. If you think student behaviour has improved, please tell us why you think it has improved. Please write your answer in the box below.**

**F15. Please tell us if you agree or disagree with the following statements:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) To increase order at Westview we need to suspend more students.	1	2	3	4	5
b) To increase order at Westview we need to expel more students.	1	2	3	4	5
c) To increase order at Westview we need to call the police more often to deal with unruly students.	1	2	3	4	5
d) I am sometimes afraid of being called a racist by the students at this school.	1	2	3	4	5
e) Parents need to take more responsibility for how their children act in school.	1	2	3	4	5
f) Noise from students in the halls often makes it difficult for me to teach.	1	2	3	4	5
g) The administration at this school always supports teachers who try to punish badly behaved students.	1	2	3	4	5
h) Students at this school know they can get away with bad behaviour.	1	2	3	4	5
i) Students often talk back to me in class.	1	2	3	4	5
j) I am afraid of some of the students who go to this school.	1	2	3	4	5
k) Discipline at Westview has become too lenient over the past few years.	1	2	3	4	5

**F16. Should students be punished for talking back to teachers? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F17. Should students be punished for wearing a hat in school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F18. Should students be punished for selling drugs at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F19. Should students be punished for bringing weapons to school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F20. Should students be punished for stealing other peoples' money or property at school?  
Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F21. Should students be punished for fighting at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F22. Should students be punished for calling other students names at school? Please circle all that apply:**

- 1) No – they should not be punished at all
  - 2) They should be suspended
  - 3) They should be expelled
  - 4) They should be given a detention
  - 5) The school should call their parents
  - 6) They should have to talk to a counsellor
  - 7) The school should call the police
  - 8) They should be given another type of punishment (specify) \_\_\_\_\_
- 

**F23. In your opinion, should students be allowed to wear hats in school?**

- 1) No – they should never be allowed to wear hats
- 2) They should be able to wear hats at all times
- 3) They should be able to wear hats in the halls but not in the classroom
- 4) Don't know

**F24. Some people think that schools should provide more help and counselling for those students who keep getting into trouble. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F25. Some people think that schools can help reduce youth crime by providing more after-school programs (sports programs, music programs, art programs, etc.). Do you think this is a good idea or a bad idea:**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 4) Would make no difference
- 5) Don't know

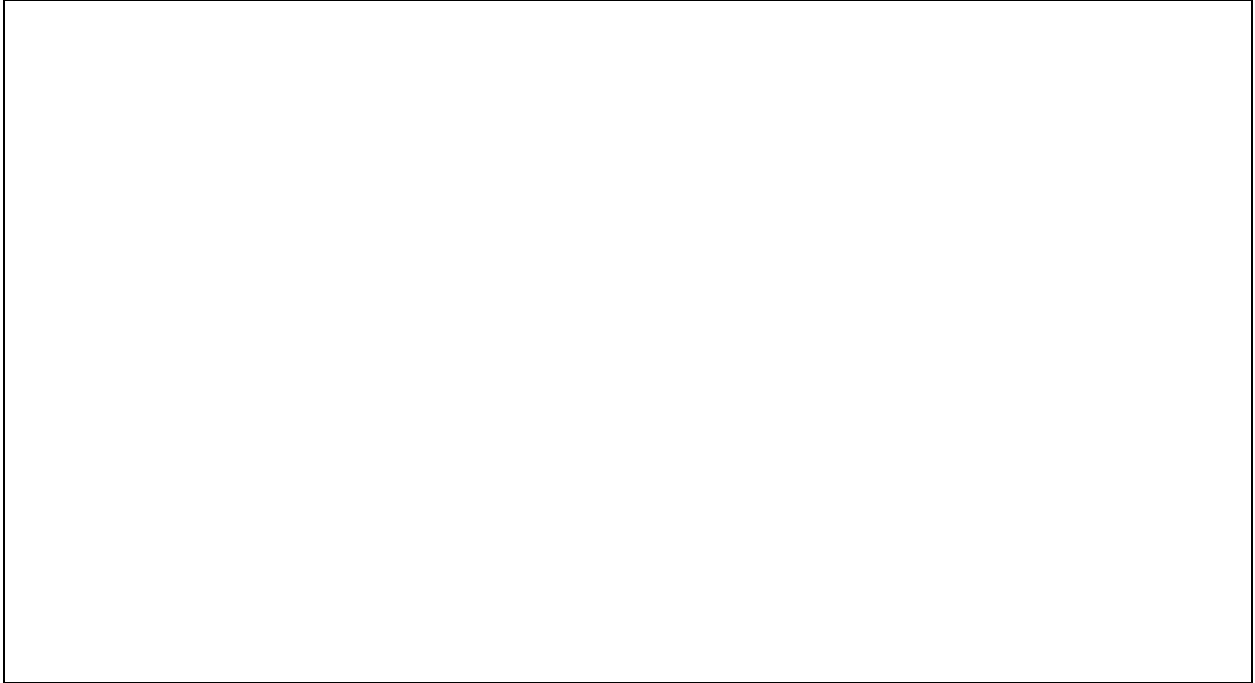
**F26. Some people think that schools should develop programs to make parents more involved in their children's education. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F27. Some people think that Westview should hire more racial minority teachers. Do you think this is a good idea or a bad idea?**

- 1) A very good idea
- 2) A good idea
- 3) A bad idea
- 4) A very bad idea
- 5) Would make no difference
- 6) Don't know

**F28. Do you have any other ideas about how to make your school a safer place? Please write your answer in the box below:**

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question above.

**F29. Please tell us if you agree or disagree with the following statements:**

<b>Do you Agree or Disagree with the following statements?</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
a) Incidents like the Jordan Manners shooting could happen at any school.	1	2	3	4	5
b) In general, Westview is a very safe school.	1	2	3	4	5
c) I am worried that other shootings will happen again at this school.	1	2	3	4	5
d) Most of the students at Westview are well behaved.	1	2	3	4	5
e) Westview needs more racial minority teachers.	1	2	3	4	5
f) I enjoy working with the students at Westview.	1	2	3	4	5
g) Most of the problems at this school are caused by the poverty in the surrounding neighbourhood.	1	2	3	4	5
h) The school system can not really help the poor students who live in this area?	1	2	3	4	5
i) Most of the students at this school will go to university.	1	2	3	4	5
j) Many of the students at this school will eventually get a criminal record.	1	2	3	4	5
k) Many of the students who go to this school will have trouble getting a good job.					
l) The safety problems at Westview have been exaggerated.	1	2	3	4	5

**F30. In your opinion, what proportion of the students currently attending Westview will complete university?**

- 1) Less than 10%
- 2) Between 10% and 25%
- 3) Between 25% and 50%
- 4) Between 50% and 75%
- 5) Between 75% and 90%
- 6) 90% or more

**F31. In your opinion, what proportion of the students currently attending Westview are well-behaved at school?**

- 1) Less than 10%
- 2) Between 10% and 25%
- 3) Between 25% and 50%
- 4) Between 50% and 75%
- 5) Between 75% and 90%
- 6) 90% or more

**F32. How happy are you with your job at Westview? Would you say:**

- 1) Very happy
- 2) Happy
- 3) Somewhat happy
- 4) Somewhat unhappy
- 5) Unhappy
- 6) Very Unhappy
- 7) Refused

**F33. How satisfied are you with the administration at Westview? How satisfied are you with the way the school is being run. Would you say:**

- 1) Very Satisfied
- 2) Satisfied
- 3) Somewhat satisfied
- 4) Somewhat dissatisfied
- 5) Dissatisfied
- 6) Very dissatisfied
- 7) Refused



**F34. Sometimes Canadian teachers have had concerns about violent or potentially violent student behaviour. Would you feel comfortable reporting concerns about a violent or potentially violent student to the administrators at your school?**

- 1) I would feel very comfortable reporting such a student to the administrators at Westview
- 2) I would feel comfortable
- 3) I would feel somewhat uncomfortable
- 4) I would feel very uncomfortable
- 5) It depends
- 6) I don't know how I would feel

**F35. Sometimes teachers have expressed concerns about general school safety. Would you feel comfortable expressing concerns about school safety to the administrators at your school?**

- 1) I would feel very comfortable
- 2) I would feel comfortable
- 3) I would feel somewhat uncomfortable
- 4) I would feel very uncomfortable
- 5) It depends
- 6) I don't know how I would feel

**F36. Do you agree or disagree with the following statement: "Complaining to school administrators about unsafe conditions at school could hurt or damage my teaching career."**

- 1) Strongly disagree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree
- 6) Don't Know

**F37. Do you agree or disagree with the following statement: "Complaining to school administrators about unsafe conditions at school could hurt or damage my reputation."**

- 1) Strongly disagree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree
- 6) Don't Know

**F38. Do you agree or disagree with the following statement: “Complaining to School Board officials about a Principal or Vice-Principal could damage my career.”**

- 1) Strongly disagree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Agree
- 5) Strongly Agree
- 6) Don't Know

**F39. If you thought the administration at your school was not doing a good job at keeping students and teachers safe would you complain to the Principal or Vice-Principal? Why or why not?**

**F40. If you thought the administration at your school was not doing a good job at keeping students safe would you complain to other School Board officials? Why or why not?**

**F41. During our consultations, we have been told that some teachers are afraid to complain about school safety conditions? Do you think this statement is true or untrue?**

- 1) Very True
- 2) True
- 3) Not True
- 4) Not True at All
- 5) It Depends
- 6) Don't Know

**F42. Why do you think some teachers might be afraid to complain about unsafe school conditions? Why do you think they might be nervous about talking to school administrators or School Board officials about their concerns?**

**F43. People are often described as belonging to a particular racial group. What racial group do you feel that you belong to?**

- 1) Black (African Canadian)
- 2) White (European)
- 3) Asian (Chinese, Japanese, Korean)
- 4) South-East Asian (Vietnamese, Laotian, Cambodian)
- 5) South Asian (Indian, Pakistani, Tamil, Sri Lankan)
- 6) West Asian (Arab, Persian, Middle-Eastern)
- 7) Aboriginal (Native, First Nations)
- 8) Mixed Race (specify)\_\_\_\_\_
- 9) Other (specify)\_\_\_\_\_
- 10) Refused

**F44. We have now come to the end of the questionnaire. Do you have any other comments?**

**THANK YOU FOR YOUR PARTICIPATION  
IN THIS STUDY!!**

## **Terms of Settlement**

**THIS AGREEMENT ENTERED INTO THIS 10th Day of April 2007**

**ONTARIO HUMAN RIGHTS COMMISSION**

(Hereinafter the "OHRC")

and

**HER MAJESTY THE QUEEN IN RIGHT OF ONTARIO AS REPRESENTED BY THE MINISTER OF  
EDUCATION**

(Hereinafter the "Ministry")

WHEREAS on July 7, 2005, the OHRC initiated a complaint, number GKEA-6DUH6W, pursuant to subsection 32(2) of the *Human Rights Code* in the public interest and on behalf of racialized students and students with disabilities alleging that the application of the safe schools provisions of the *Education Act* and the Ministry's and school boards' policies on discipline are having a disproportionate impact on racial minority students and students with disabilities.

NOW THEREFORE, the Parties agree to settle these matters as follows:

### **I Statement of Agreed Principles**

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.
2. The parties agree that there is no reference in the *Education Act* or in the related regulations or policies to the concept of zero tolerance nor should there be any language in the legislation, regulations or policies that suggests the concept of zero tolerance.
3. The parties agree that every student should reach the highest level of achievement that his or her ability and willingness to work hard will permit.
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").
5. The parties agree that the Code has primacy over all other provincial legislation (unless otherwise stated). It applies to all government ministries and school boards and covers education policies, practices and procedures.

### **II Review of the Safe Schools Provisions of the Education Act**

6. The Ministry is committed to a comprehensive review of the safe schools provisions of the *Education Act*. As a first step, the Minister designated the Safe Schools Action Team to hold public consultations into this matter.
7. After having heard the OHRC's concerns about the composition of the Safe Schools Action Team, the Ministry of Education reviewed the composition of the Team and changed it to include representation from and full participation by persons from racialized and disability communities.
8. After having heard the OHRC's concerns about the contents of the Discussion Guide that was to be used during the consultation, the Ministry formulated additional questions for it that included reference to the Complaint and questions about the possible disproportionate impact of the safe schools provisions of the *Education Act*.

9. The Ministry agrees to remove the term “zero tolerance” from any Ministry documents in which it may appear.
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;
  - b. Prior to suspending or expelling a student, principals and school boards should review and consider the mitigating factors set out in current regulations to see whether they apply;
  - c. The existing mitigating factors in the regulations are broad enough to include those listed in clause 11 and should be considered by principals when disciplining students;
  - d. The Ministry believes in the concept of progressive discipline in order to avoid suspensions and expulsions and encourages school boards to apply these strategies, including but not limited to: in-school detentions, peer mediation, restorative practice, referrals for consultation, and/or transfer;
  - 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;
  - f. The alternative education programs are to follow the Ontario curriculum guidelines and standards unless the student has an Individual Education Plan (IEP) that provides for something other than the regular curriculum;
  - g. The Ministry expects school boards to review their local school board/police protocols to ensure that they are consistent with the Provincial Model for a Local Police/ School Board Protocol. School boards will be directed to submit their protocols to the Ministry where they will be reviewed for consistency with the Provincial Model. The Ministry will report on this review to the Commission. The Ministry expects school boards to work cooperatively with their local police departments to ensure that, when the police are called to a school to investigate an incident, the protocol is followed and students and staff are treated with fairness and respect. In particular, the Ministry expects school boards to comply with the requirement in the Provincial Model that the school board/police protocols address police interviews of students at school; particularly in relation to contacting parents of students being interviewed;
  - h. If the *Education Act* is amended, school board staff will be provided with training as to the intent and application of the amendments.
11. Pending the Ministry’s review of the safe schools provisions of the *Education Act*, but in any case no longer than 120 days from the signing of these Minutes of Settlement, the Minister of Education will request through the Cabinet’s regulation process, amendments to Regulations 37/01 and 106/01, so that:

**i. the following mitigating factors proposed by the OHRC are represented in the regulations:**

- a. whether racial or other harassment was a factor in the student's behaviour;
- b. whether the principles of progressive discipline have first been attempted;
- c. the impact of the suspension or expulsion on the student's continued education;
- d. whether the imposition of suspension (or expulsion) would likely result in an aggravation or worsening of the student's behaviour or conduct;
- e. the age of the student;
- f. in the case of a student with a disability, whether the behaviour was a manifestation of the disability and whether appropriate accommodation, based on the principle of individualization, had first been provided; and
- g. the safety of other students.

**ii. principals and school boards are required to consider the mitigating factors prior to suspending or expelling any student.**

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 the his/her regular classroom;
- d. consultation with parents around the management of behaviour arising from a disability; and
- e. the application of progressive discipline.

12. As part of the legislative review, the Ministry will consider including a requirement in the *Education Act* and/or regulations and associated policies that suspension and expulsion are to be used only after progressive discipline has been attempted. Strategies may include but are not limited to: in-school detentions, peer mediation, restorative practice, referrals for consultation, and/or transfer.
13. If amendments to the safe schools provisions of the *Education Act* are passed by the Legislature, the Ministry will review its relevant policies to ensure that they are consistent with the amendments.
14. At present, Policy and Program Memorandum (PPM) 119 (Development and Implementation of School Board Policies on Antiracism and Ethnocultural Equity), dated July 13, 1993 says, in part, that:
  - a. "equitable employment practices form an integral part of boards' antiracism and ethnocultural equity policies and practices" and further recognizes that "the workforce in the school board should reflect and be capable of understanding and responding to the experiences of Ontario's culturally and racially diverse population"; and
  - b. "...a high priority shall be assigned to broadening the curriculum to include diverse perspectives and to eliminating stereotyping."

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 (YCJA), the Code and any amendments to the *Education Act*.
16. Any reissue of PPM 120 (School Board Policies on Violence Prevention in Schools) will also direct school boards to review their safe schools and discipline policies to ensure that they are consistent with the same legislation as that referred to in clause 15.
17. Any PPMs issued for the first time or reissued will direct boards to apply their policies in a manner consistent with the legislation set out in clause 15. This would also apply in the case of the Ministry reviewing and revising or reissuing its Provincial Model for a Local Police/School Board Protocol.

### III Monitoring for Disproportionate Impact (Data Collection)

18. The Ministry will examine its data collection and analysis capacity in order to improve its understanding of student behaviour and the supports available to students.
19. The parties agree that data collection will only ever be undertaken in accordance with freedom of information and protection of privacy legislation, the OHRC's ***Guidelines for Collecting Data on Enumerated Grounds under the Code*** (September 2003), and other relevant legislation and that the data will only ever be used for legitimate purposes consistent with the Code, such as ameliorating disadvantage, removing systemic barriers, and promoting substantive equality for individuals and groups protected by the Code.
20. In response to the Commission's concerns, the Ministry made suspension and expulsion data available on its website for the first time this year. The data includes information for the years 2000-01, 2001-02, 2002-03, and 2003-04 and is also broken down by exceptionality. In addition to the data, the Ministry's website provides trend analysis.
21. The Ministry agrees to make suspension and expulsion data available (by Board) on its website on a regular basis.
22. The Ministry supports the efforts of school boards that are prepared to collect data on suspensions and expulsions for the purpose of determining the extent to which these forms of discipline may have an adverse impact on individuals protected under the Code. The Ministry will hire an independent, qualified researcher with expertise in the area of data collection and usage of data by race to work with these school boards to:
  - o develop best practices and a common methodology to ensure that data is collected in accordance with the Commission's ***Guidelines for Collecting Data on Enumerated Grounds Under the Code***;
  - o ensure that data collected will be anonymized and will comply with freedom of information and privacy protection legislation;
  - o ensure that parents, students and relevant communities have been and can be involved in the formulation of the identified best practices; and
  - o evaluate the data collection projects at regular intervals and report to the Ministry the benefits, risks and lessons learned from it.
23. The researcher will be required to report to the Ministry every six months starting from the date of being hired until completion of the contract. The Ministry will provide copies of the researcher's reports to the OHRC as part of its reporting requirements as set out in clause 52.
24. Upon completion of the research contract the Ministry agrees to re-examine its existing position on race-based data collection.

### IV ALTERNATIVE PROGRAMMING AND SUPPORTS

25. The Ministry has introduced strategies and initiatives designed to improve student achievement and the graduation rate. The \$1.3 Billion three-phase Student Success strategy includes the introduction of legislation to keep students learning until graduation or until the age of 18; lighthouse and pilot projects and other supports for disengaged, struggling and underachieving youth who are facing significant challenges in completing their diploma



- requirements. Students who are already expelled will also benefit from these initiatives. All students will benefit from bullying prevention initiatives that promote a safe environment for learning.
26. The existing Strict Discipline Programs (SDPs) are pilot projects and are being reviewed and assessed for the effectiveness of their outcomes. The Ministry will study what elements of the projects result in positive outcomes for students who have attended them.
  27. The Ministry is committed to supporting and funding model projects in the 2006-07 school year that provide for alternative education programs for students who are expelled or who are on long term suspensions (i.e. more than five school days), or who are at risk of being suspended or expelled. These projects will focus on prevention, early identification, intervention and alternative programming. Priority in the selection of projects will be given to those that target the needs of racialized students and students with disabilities.
  28. As part of its policy analysis of the strict discipline programs, and possible development of alternative education programs, the Ministry agrees that, within 180 days of the signing of these Minutes of Settlement, the Ministry will request Cabinet approval for the development of a policy regarding alternative education programs to address:
    - a. the availability of alternative programming;
    - b. the availability of other supports for students who are suspended or expelled;
    - c. the imposition of limited expulsions;
    - d. the availability of alternative programming outside of major urban centres;
    - e. methods of monitoring the delivery and evaluating the success of alternative programming.

## V CURRICULUM

29. The Ministry recognizes that students who are engaged and achieving are less likely to become involved in activities that lead to suspensions and expulsions.
  - 29.1 For greater clarity, a long-term suspension is any suspension of more than five school days.
30. The Ontario curriculum is designed to provide students with the knowledge and skills they will need to be successful when they leave school. The Ministry has revised 12 curriculum documents to include instructional strategies and resources that recognize and reflect the cultural diversity in the classroom and that suit individual strengths and needs critical to student success. For example, the Kindergarten Program (revised 2006) has specific direction for teachers regarding English Language Learners, Children with Special Education Needs and Antidiscrimination Education. In addition, the revised 2006 Business Studies, Grades 9 - 12, the revised 2006 Guidance and Career Education, Grades 9 - 12; the revised 2006 Mathematics, Grade 1-11; and, the revised 2006 Language, Grades 1 - 8 all have specific direction for teachers regarding English Language Learners, Planning Programs for Students with Special Education Needs and Antidiscrimination Education.
31. The Ministry
  - a. acknowledges the need to ensure educational institutions in Ontario adopt policies and practices to implement educational strategies and techniques that value diversity from within an anti-racism context. These must be consistent with PPM 119 and with the goals and objectives of the Ministry of Education (Literacy and Numeracy Secretariat).
  - 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.
  - c. The Ministry will highlight resources for teachers and guidance counsellors to help inform

strategies for the teaching of racialized students and students with disabilities, to ensure the success of those with historic or current disadvantage.

## VI TRAINING AND STAFFING

32. Bullying is a pervasive problem and frequently a precursor to other types of violent behaviour. The government determined that because many of the difficulties that young people experience at school start with incidents of bullying, the creation of a safe and secure school environment must start with bullying prevention.
33. The Literacy and Numeracy Secretariat of the Ministry of Education was created to improve literacy and close the achievement gap between high and low performers. The Secretariat has identified nine strategies, of which #6 is *mobiliz[ing] the system to provide equity in student outcome. The Secretariat will...Commission professional organizations and faculties of education to provide targeted professional development to support improvement of selected groups that continue to struggle, such as Aboriginal students, students in ESL, and special education programs and boys.*
34. The Ministry funded the three Principals' Associations to develop and deliver training materials on Bullying Prevention for principals and vice-principals. These materials were developed with the assistance of the Ministry. The principals' training materials specifically address bullying and school climate in the context of racism, homophobia, and students with special needs. The principals' training materials were provided to the Commission for its information.
35. The Ontario government has a comprehensive strategy to address the barriers facing internationally trained individuals seeking access to professions and trades in Ontario. On June 8, 2006, the government introduced Bill 124, the *Fair Access to Regulated Professions Act* and the bill received Royal Assent on December 20, 2006. This legislation requires Ontario's regulated professions to make sure their admissions processes are fair, open and clear, so that internationally trained individuals can work in their field more quickly. The legislation will apply to the Ontario College of Teachers, which is the body responsible for the accreditation of teacher education programs and for the certification of teachers.
36. The Ministry adheres to the Equal Opportunity Operating Policy in all recruitment and learning activities to ensure accessibility and full participation in all aspects of employment. As an equal opportunity employer, the Ministry is dedicated to a fair and equitable hiring process and is committed to eliminating barriers to employment.
37. The Ministry supports the Ontario Public Service's Human Resources Plan (2005-08) in its goal of having a workforce that is representative of Ontario's population at all levels and follows:
  - o Employment Accommodation for People with Disabilities Operating Policy
  - o Equal Opportunity Operating Policy
  - o Workplace Discrimination and Harassment Prevention (WDHP) Policy.
38. The Ministry commits to communicating with the Ministry of Training, Colleges and Universities and the Ministry of Education/ education faculties' liaison committees to discuss the issues brought forward by the OHRC regarding their curricula and enrolment practices. In particular, the Ministry commits to proposing that post-secondary institutions that provide teacher training and certification actively promote, advertise and recruit teachers and teaching candidates from racialized communities and disabled persons and other under-represented groups of persons within Ontario.
39. The Ministry will be monitoring the delivery of Bullying Prevention training to principals and vice-principals.
40. Teachers will be provided with training on Bullying Prevention.
41. Principals, vice-principals and teachers will be provided with training on any amendments made to the *Education Act* and regulations related to safe schools.
42. Further,
  - a. Ministry will include anti-racism, anti-discrimination and cultural awareness training along with any training on amendments to the safe schools provisions of the *Education Act*,

regulations and policies.

b. Principals and vice-principals will be provided with training on how to apply discipline in a non-discriminatory manner. Specifically, training will be provided on anti-racism, cross-cultural differences and accommodating students with disabilities. The Ministry will also direct boards to ensure that trustees responsible for expulsion hearings/suspension appeals receive equivalent training.

43. The Ministry will be providing training to teachers and principals to improve decision making so that students have better access to programs and supports.

## VII COMMUNICATION WITH PARENTS AND STUDENTS

44. The Ministry recognises the important role played by parents in the education of their children and the important contribution parental involvement makes to the school community. As part of the Safe Schools Review, the Safe Schools Action Team heard that there must be early and ongoing communication between all school staff and parents on student progress and behaviour; it also heard that schools must work more closely with parents, particularly in regard to disciplinary decisions made about their children.
45. The Action Team report notes that ongoing communication between all school staff and parents on student progress and behaviour is important; and that information must be shared by local schools and school boards with parents, students and the school community about the safe schools provisions of the *Education Act*, the Ontario Code of Conduct and related board and school policies, processes and appeals.
46. The Ministry has created a Parental Engagement Office to coordinate various measures to involve parents more fully in their children's education. This Office is planning to launch a list of annotated web-links to provide parents with access to parenting resources on topics including bullying prevention, safe schools, student behaviour and health.
47. The Ministry is committed to enhancing parental involvement and has developed tools to that end. For example, it has advised boards to create school-based safe schools teams that are to include parent representation. The Ministry has made School Climate Surveys available on its website. One survey is directed at parents and two are for students (one from grades 4-6, and one from grades 7-12). These surveys provide types and examples of bullying, including racial/ethnic bullying. The Ministry has also developed a Bullying Prevention Pamphlet for parents distributed to all schools and posted on the Ministry website in September 2006.
48. The Ministry is supporting Kids Help Phone which provides a safe reporting mechanism for students who bully or who are bullied and access to confidential counselling 24 hours a day, seven days a week. In addition, CyberCops is a software program educating students about internet safety and cyber-bullying which has been distributed to 3,100 schools for use by students.

## VIII. SYMPOSIUM

49. Following the passage of any amendments to the safe schools provisions of the *Education Act*, the Ministry will hold a provincial Safe Schools Symposium and/or a series of regional meetings. The OHRC will be invited to participate in the Symposium and/or regional meetings.
50. The agenda could include any of: the Commissioner as a keynote speaker, a workshop hosted by the OHRC, a workshop hosted by police agencies, a best practices workshop on police relations, opportunities for school boards to share best practices, including communicating with parents about special education practices and procedures, a review of how to develop/implement police/school board protocols, etc.

## IX. ADMINISTRATIVE ITEMS

51. The Ministry agrees to make this Agreement available to school boards.

52. The Ministry agrees to report back to the OHRC on its progress implementing this Agreement at the one year anniversary of the Agreement and at one year intervals thereafter until completed.

52.1 Forthwith following the one year anniversary of this Agreement, the parties agree to discuss a mutually agreeable end date for this Agreement.

53. The parties agree that in keeping with the OHRC's and the Ministry's public accountability and duty to serve the people of Ontario, as well as to promote understanding of human rights and responsibilities, each may issue a press release relating to the terms and conditions of the Minutes of Settlement after consultation/notification with the other party on timing and content.

54. These Minutes of Settlement are subject to the approval of the Commission under section 43 of the Human Rights Code and may be enforced under that section. The Commission may give the Ministry notice in writing that it is of the opinion that there has been an apparent breach by the Ministry of the terms of these Minutes of Settlement. The Ministry shall then have 90 days to communicate to the Commission in response and the parties agree to meet to attempt to resolve any disagreements that may arise therefrom.

55. It is understood and agreed that the execution of these Minutes of Settlement is without prejudice and without precedent and does not constitute an admission of liability on the part of Her Majesty the Queen in right of Ontario, or on the part of the Minister of Education or their officers, employees, servants or agents.

56. Pending final approval of this agreement by the Commission and the Minister of Education, both parties will conduct themselves in accordance with the provisions contained in this agreement.

57. In the event that either the Commissioners or the Minister do not approve this agreement, it shall be null and void.

**IN WITNESS WHEREOF THIS AGREEMENT HAS BEEN  
EXECUTED BY THE PARTIES**

PARTIES		DATE
Ontario Human Rights Commission		
<b>Her Majesty the Queen in Right of Ontario as Represented by the Minister of Education</b> (I have authority to bind the respondent HMQ)		
Per: Ontario Human Rights Commission		

# APPENDIX P

## Dr. SCOT WORTLEY

Dr. Wortley has been a Professor at the Centre of Criminology, University of Toronto since 1996. In 2001 he was appointed the Justice and Law Domain Leader at the Centre of Excellence for Research on Immigration and Settlement (CERIS). He teaches both undergraduate and graduate courses including *Introduction to Criminology*, *Penology*, *Interpersonal Violence* and *Policing*. His current research projects include: 1) a study that is investigating the extent and nature of street gangs in Toronto; 2) a project that is exploring the relationship between immigration and crime using both official and unofficial sources of crime data; 3) a national survey that is examining patterns of crime and victimization in Jamaica; 4) a study that is examining the extent and impact of racial profiling in Ontario; 5) a general population survey of Toronto residents that is examining racial differences in perceptions of the criminal justice system; 7) a major survey of criminal offending and victimization among Toronto high school students and street youth; and 8) a study examining police use of force in Ontario. Professor Wortley has also been conducting research for the Ontario Government's Roots of Youth Violence Inquiry (chaired by the Honourable Roy McMurtry and Alvin Curling).

Professor Wortley has made numerous presentations at international conferences and has given talks to officials at all levels of government. He has also published in various academic journals including the *American Journal of Sociology*, *Law and Society Review*, the *Canadian Journal of Criminology*, the *Journal of Youth and Adolescence*, the *British Journal of Criminology*, *Criminal Justice*, the *Canadian Journal of Ethnic Studies*, *Sociological Perspectives* and the *Journal of Studies on Alcohol*. He has also recently published an edited volume on Crime and Criminal Justice in the Caribbean with researchers from the University of the West Indies.

