



every **STUDENT COUNTS** SURVEY

YRDSB Every Student Counts Survey
Themed Research Reports

Facts and Trends in Suspensions

September 2021

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledge and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.



Title: YRDSB Every Student Counts Survey Themed Research Reports. Facts and Trends in Suspensions

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Research and Assessment Services, York Region District School Board, Centre for Leadership and Learning, 300 Harry Walker Parkway South, Newmarket, ON L3Y 8E2 or email research.services@yrdsb.ca.

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Research Project Team:

Erhan Sinay: Manager, Research and Assessment Services; Nassren Jamshidi: Project Manager; Brendon Barker: Assistant Project Manager; Nazila Eisazadeh: Advisor Consultant; Cosmin Marmureanu, Researcher; Sarah Rogers, Project Manager

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Community Members

Arielle Lewis: EIAC Member	Kristine Carbis: EIAC Member
Ingrid Lambie: EIAC and also PEAC co-chair	Lynn Ziraldo: SEAC Chair
Jennifer Fang: PEAC Member	Sherry Caldwell: SEAC Member
Julie Rodgers: PEAC Member	Sue Walters: SEAC Member

YRDSB Members

Dr. Steven Reid: Associate Director of Education, Schools and Programs	Nazila Eisazadeh: Advisor Consultant, Research and Assessment Services
Cecil Roach: Coordinating Superintendent of Education, Indigenous Education and Equity	Nassren Jamshidi: Project Manager, Research and Assessment Services
Shawn Bredin: Superintendent of Research and Assessment Services	Gloria Leung: Assistant Project Manager, Research and Assessment Services
Lynne Hollingshead: Manager, Research and Assessment Services	Cosmin Marmureanu: Researcher, Research and Assessment Services
Erhan Sinay: Manager, Research and Assessment Services	Jayne Herman: Advisor Consultant, Research and Assessment Services
Steven Wray: Associate Manager, Research and Assessment Services	Sarah Rogers: Project Manager, Research and Assessment Services
Janice Abela: Administrative Assistant, Research and Assessment Services	Julia Samaroo: Project Manager, Assessment
Mahshid Azimi: Project Manager, Research and Assessment Services	Junfeng Tian: Researcher, Research and Assessment Services
Brendon Barker: Assistant Project Manager, Research and Assessment Services	Corporate Communications
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Andrew McConnell: First Nation, Metis and Inuit Education Coordinator	Kate Diakiw: Coordinating Superintendent of Education, Student Services and Well-Being
Dawn Laliberte: Centrally Assigned Principal, Education and Community Services	Rita DeAla: Centrally Assigned Principal, Research and Assessment Services
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YRDSB Every Student Counts Survey Themed Research Reports: Facts and Trends in Suspensions

YRDSB is committed to improving student achievement and well-being by working to ensure equitable, accessible and inclusive learning environments. The Board recognizes that some students face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible and inclusive learning environments, therefore, requires the intentional identification and removal of systemic barriers to student success and well-being. To this end, in 2018, YRDSB conducted the Every Student Counts Survey (ESCS) to:

- identify and eliminate systemic barriers to student success;
- create more equitable and inclusive school environments; and
- improve student achievement and well-being.

As outlined in this report, findings from the ESCS point to disparities and disproportionalities in student experiences and outcomes with regards to suspensions based on socio-demographic characteristics including, but not limited to, gender identity, race and special education needs. In this report, the term “suspensions” only refers to out-of-school suspensions.

YRDSB recognizes that the disparities across demographics are the result of inequities within and beyond schools and school boards and are not a reflection of deficits within students and families. As such, it is important to review findings in this report with the understanding that:

- biases must be examined to ensure that students, families and communities are not further marginalized or stigmatized in reviewing and interpreting data;
- disparities in student experiences and outcomes reflect systemic inequities; and,
- responses to disparities in student outcomes must focus on strategies and initiatives to promote equitable institutional structures and practices.

Engaging with ESCS Data

The following questions are intended to support readers of this report in using an anti-oppression framework to review the ESCS findings:

- What do you notice about the data? What stands out for you?
- How does your social location influence how you interpret the data?
- How will you shift or maintain your focus on looking at systems and structures (e.g., school practices, school environment, Board practices) rather than attributing students’ experiences and outcomes to deficits within students and families?
- What does the data suggest about the experiences of students and their families?
- What assumptions or inferences might you be making about students and their families based on the data?
- Whose voices may not be represented in the data?
- In what ways are the data similar to, or different from, other data sources (e.g., municipal, community agencies, other school boards)?
- What additional data sources are needed to understand both complementary and divergent perspectives regarding educational experiences?

This report underscores York Region District School Board’s (YRDSB) continued commitment to human rights, equity, anti-racism and anti-oppression, particularly in connection to providing safe, caring, welcoming and inclusive schools to improve the learning outcomes and well-being of underserved students. This report will focus on suspensions and expulsions in YRDSB, mainly emphasizing the 2018-2019 school year as this was the same year the ESCS census was administered.

Understanding the contexts and structures in which suspensions and expulsions are applied is important when reviewing the data in this report. Education is not an unbiased or neutral enterprise (Parkay et al., 2012). As such, YRDSB uses a bias-aware progressive discipline approach to address inappropriate behaviour in schools. Through progressive discipline, school administrators determine appropriate consequences and supports to help students improve behaviour while also taking into account individual circumstances. The goal of progressive discipline is to prevent inappropriate student behaviour from happening in the future (Ontario Ministry of Education, 2012). Suspensions and expulsions are part of this process when required.

However, research suggests that suspensions and expulsions can also negatively impact students’ self-concept, self-worth, feelings of competence, motivations and significance to others (Avila, n.d.). Suspensions and expulsions also increase students’ negative disposition toward school and staff and, in turn, promote similar forms of undesired behaviour. In addition, suspensions and expulsions may contribute to inequities among students. Racial identity, for instance, plays a key role in how student behaviour has and continues to be interpreted (Jacobs, 2018), leading to the over-discipline of some racialized groups. Over-discipline contributes to streaming some racialized students toward particular pathways. In addition, over-discipline increases the likelihood of students becoming involved in criminal activity (Cuellar & Markowitz, 2015) and decreases the likelihood of graduation from high school. Such disciplinary practices are also strongly linked to unemployment (McMurtry & Curling, 2008).

Collecting identity-based data through the ESCS supports the identification of groups of students who are underserved through such disciplinary practices, and as a result are unable to reach their full academic, social and emotional potential at York Region District School Board. By addressing the role student discipline plays in streaming students towards particular pathways (e.g., unemployment), the aim of this report is to bring about positive change for students who historically have been and currently are underserved.

Anti-Oppression Note

The disparities and disproportionalities outlined in this list of key findings are the direct result of inequities within and beyond schools and school boards. It is important for us to reiterate, however, that the disparities across the demographic variables included in this report are not a reflection of deficits within students and families. As such, it is important to review these findings within this report through an Anti-Oppressive Framework. Before reading any further, we encourage readers to re-read the anti-oppressive prompts listed in the introduction of this report and ask readers to keep them front and centre when engaging with the ESCS data on suspensions and thereafter.

Overall Trends in Suspensions

- In the 2018-19 school year, 2924 suspensions were given to 2079 students – about 1.6% of all YRDSB students.
- In the 2019-20 school year, 1850 suspensions were given to 1410 students - about 1.1% of all YRDSB students.
- Of the total number of suspensions issued to students in the 2018-19 school year, the majority (76.3%) of students received a suspension only once.
- In the 2019-20 school year, the number of suspensions dropped 37% with 1,074 fewer suspensions than in the 2018-19 school year, which could be caused by the impact of the pandemic during this school year.
- In the 2019-20 school year, the number of expulsions dropped 75% with 12 fewer expulsions than in the 2018-19 school year.
- Overall, the secondary panel had the highest suspension rates (ranging from 2.8% in 2016-17 to 1.8% in 2019-20) compared to the elementary panel (ranging from 1.2% in 2016-17 to 0.8% in 2019-20).
- Suspension rates were at the highest in the 2016-17 school year (1.7%).
- In the 2018-19 school year, suspension rates gradually increased from the primary (0.5%) junior (1.3%) intermediate (2.5%) to senior division (2.6%).
- During the 2018-19 school year, Grade 10 students accounted for the majority of suspensions with a suspension rate of 3.2%.
- In the 2018-19 school year, any act considered by the principal to be injurious to moral tone of the school accounted for the majority (51.7%) of suspensions across the grades followed by any act considered by the principal to be injurious to physical or mental well-being of members of the school community (35.3%).
- In the 2018-19 school year, 26% of the incidents resulting in suspensions occurred in the classroom, 73.1% occurred outside of the classroom mostly at the school grounds (21.3%) and hallway/stairs (19.8%).
- The out-of-school suspensions lasting only a single day accounted for the majority (48.1%) of suspensions during the 2018-19 school year.
- In the 2018-19 school year, the majority of out-of-school suspensions did not involve the police (91.1%).
- Conversations with the principals or vice-principals was the most likely (76.0%) intervention type used by schools in the 2018-19 school year.

Suspension Rates

Suspension rates for this report were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31, for each respective school year from 2015-16 to 2019-20.

Suspensions by Demographics

- Among all students (K-12) who participated in the survey, those who self-identified as Black (single race) had the highest suspension rate (5.1%) and disproportionality rate (2.93).
- Those students who self-identified as Indigenous had the second highest level of disproportionality (2.89) among all students (K-12), closely followed by those who self-identified as Latino/Latina/ Latinx (multiple races), with a value of 2.82.
- This pattern was nearly identical for students in Grades 9-12 with students who identified as Black (Single Race) (2.92) having the highest rates of disproportionality, along with those with Indigenous heritage (2.92), followed by those who identified as Latino/Latina/Latinx (Multiple Races) (2.41).
- Overall, among Grades 7-12 students those who identified as Gender Nonconforming had the highest suspension rates at 6.7% and greatest disproportionality index (3.0), followed by those who chose not to list their gender identity with a suspension rate of 5.7% and a disproportionality index of 2.56.

Disproportionality refers to “the over-representation or under-representation of an [identity] group in a particular program or system, compared with their representation in the general population” (Government of Ontario, 2021).

Key Findings

- Students with special education needs (excluding gifted) had the highest suspension rates across the three grade panels (K-6, 7-8, 9-12) and were highly over-represented with an overall (K-12) disproportionality index of 2.86.
- Of the Grade 7-12 students who self-identified their sexual orientation, students with a 2SLGBQ+ orientation had the highest suspension rate (2.3%) - only slightly higher than students who self-identified as heterosexual/straight (2.2%). However, the most over represented group was those that did not identify any sexual orientation selection on the survey, with a disproportionality index of 1.61.
- Overall, students who were either Canadian citizens, permanent residents or refugees had the highest suspension rates (1.7%), only slightly higher compared to students with a regular visa (1.5%). Students with a student visa had the lowest suspension rate (0.4%), which was consistent across the three grade panels (K-6, 7-8, 9-12).
- Overall (K-12), students who reported living with both parents/guardians had a lower suspension rate (1.6%) than those who reported living with one parent/guardian (2.3%) or being in some other arrangement (2.7%).
- Students (K-12) whose parents/guardians had less formal education were suspended at higher rates than those with more formal education. For example, students with parents/guardians who have a university degree had the lowest rate of suspension at 1.3%, while those students with parents/guardians who have no formal education had the highest rate of suspension at 4.9%).
- Of the students surveyed (Grades 7-12) those who reported having only one parent/guardian employed in a two-parent/guardian household had the lowest suspension rates from Grades 7-12 (1.7%), and those who reported having one parent/guardian employed in a single parent/guardian household had the highest suspension rate (3.3%).
- Students coming from the lowest income families had the highest suspension rates at 3.6% for Grades 7-12. This trend is consistent across grades.

Suspensions and Student Learning Outcomes

- Students at all grade levels who received one or more suspensions were less likely to be at or above provincial standards in academic achievement.
- Students in the elementary panel with one or more suspensions had significantly lower EQAO scores, with the largest gap being in mathematics. Only 33.0% of students with one suspension met the provincial standards, compared to 64.6% for those with no suspensions.
- Students in Grades 7-8 with one or more suspensions had significantly lower achievement than students with no suspensions. Across all subjects (Reading, Writing, Mathematics) about half as many students with two or more suspensions (about 40.0%) met the provincial Levels (Level 3 and 4) compared to those with no suspensions (about 83.0%).
- Secondary students who had at least one suspension were less likely to be on pace in terms of credit accumulation. Only around a third of students with two or more suspensions were on pace, for example 31.6% were on pace in Grade 9, compared to 92.9% for those with no suspensions.
- Secondary students who were in the locally developed program of study had the highest suspension rates, with 7.2% of students having at least 1 suspension and 6.5% having two or more. Those in the academic program of study had the lowest suspension rates with only 1.6% of students having 1 suspension and 0.2% having two or more.

Moving Forward: Strategies and Actions in the Multi-Year Strategic Plan (MYSP) and Director’s Action Plan (DAP)

To support the achievement and well-being of students and to promote more equitable, inclusive and safe learning environments, we will:

- Review and revise restorative practices through the lens of anti-oppression and anti-racism.
- Continue to support administrators and senior leaders in the application (e.g., consultations, system learning and resources) of bias-aware progressive discipline to understand how bias shapes interpretations of behaviour and, in turn, disciplinary outcomes for students.
- Continue to, and further support, students with identifications through consultations with Student Services and Caring and Safe Schools (e.g., discussion about mitigating factors, programming) to ensure appropriate intervention strategies are put in place that align with the Individual Education Plan (IEP) and applicable policies and legislation.
- Expunge suspension records for students in Junior Kindergarten to Grade 3 for the 2018-2019 and 2019-2020 school year. This is in response to Regulation 440/20 in the Education Act which no longer permits students from junior kindergarten to Grade 3 to be suspended for discretionary reasons. Removing the suspension records from the early years is intended to remove bias about students’ behaviour for previous infractions.
- Foster positive behaviour among students by implementing age-appropriate prevention programs, consistently practicing early intervention and providing the necessary wraparound supports to meet the needs of the students (e.g., the addition of SNAP¹). Introduction of programming in the early years is also in response to Regulation 440/20.
- Engage in system leadership learning related to racial and historical trauma-informed practices and the practical applications that are necessary when working with students, families and staff.
- Implement a new process to record incidents of hate and racism using RESOLVE²: a YRDSB tool for staff and schools to report and manage interactions of hate, discrimination and racism.
- Strengthen anti-racism protocol(s) to address incidents of anti-Black racism, and ensure the protocol(s) provides clear guidance on which acts are deemed inappropriate and the steps students, parents and staff can take to have them addressed. This protocol will also identify the steps that educators, school administrators and staff must take when they witness an incident, or when one is brought to their attention. This protocol will identify anti-Black racism as a violation of the Ontario Human Rights Code and the Ontario Health and Safety Act 1990, as appropriate, and identify the duty to act for those in positions of responsibility. Existing policies and procedures will be reviewed and enhanced to ensure they adequately meet the objectives of creating learning and working environments free from anti-Black racism, harassment and discrimination (DABRS³ 3.1).
- Provide tools and resources for creating Black-affirming and anti-racist learning and working environments and hold school administrators responsible for doing so (DABRS 3.3).
- Review suspension and expulsion data, when available, to identify any racial inequities. If needed, an intervention program for Black as well as other racialized students at risk of being, or who have been, suspended or expelled will be created to address factors such as, teacher bias, the need for support services, etc., with the aim of reducing the number of suspensions issued and providing inclusive and engaging learning spaces for all students that honour and affirm students’ individual identities (DABRS 4.1).
- Review the role of police in schools as well as the protocol with the York Regional Police to assess the impact on the well-being and learning environments of Black students (DABRS 4.6).

¹SNAP®, which stands for Stop Now And Plan, is an evidence-based cognitive behavioural model that provides a framework for teaching children struggling with behaviour issues, and their parents, effective emotional regulation, self-control and problem-solving skills.

² Please see Explanations of Terms about RESOLVE Tool.

³ DABRS refers to Dismantling Anti-Black Racism Strategy: Creating anti-racist and Black-affirming learning and working environments.

A: Overall Student Suspensions and Expulsions

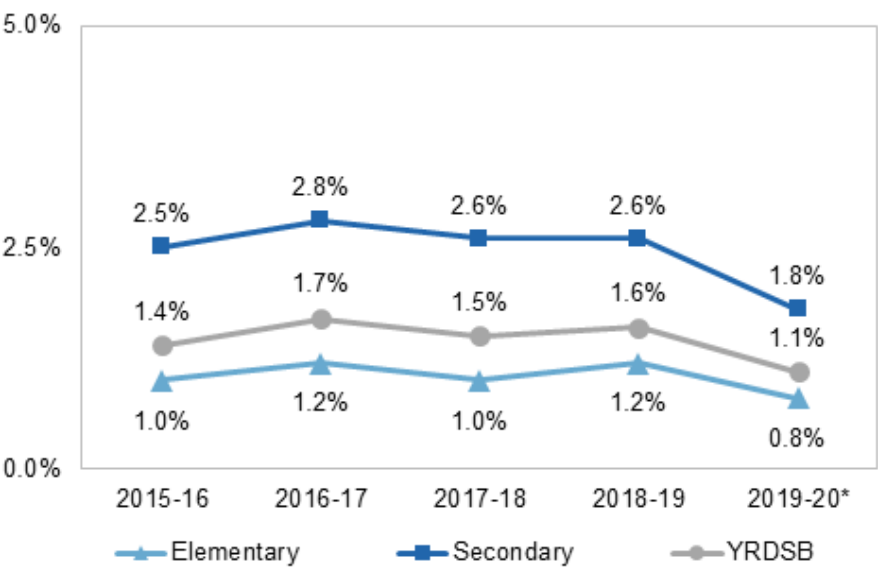
Table 1 shows the overall number of suspensions and expulsions issued, as well as the total number of students suspended in 2018-19 and 2019-20. The term “suspensions” in this report only refers to out-of-school suspensions. In the 2019-20 school year, the number of suspensions dropped 37% with 1,074 fewer suspensions (from 2,924 to 1,850) compared to the number of suspensions in the previous school year. This resulted in a lower suspension rate of 1.1% as shown in Figure 1. The number of students suspended in the 2019-20 school year dropped 32% with 669 fewer students suspended (from 2,079 to 1,410) compared to the number of students suspended in the previous school year. The same trend was found for the number of expulsions. In the 2019-20 school year, the number of expulsions dropped 75% with 12 fewer expulsions (from 16 to 4) compared to the number of expulsions in the previous school year. See Figure 1 for trends across the past five years.

Table 1: Total Number of Suspensions and Expulsions for 2018-19 and 2019-20

Panel	# of Suspensions 2018-19	# of Suspensions 2019-20	# of Students Suspended 2018-19	# of Students Suspended 2019-20	# of Expulsions 2018-19	# of Expulsions 2019-20
Elementary Schools	1,430	875	1,010	659	0	0
Secondary Schools	1,494	975	1,069	751	16	4
Total	2,924	1,850	2,079	1,410	16	4

Figure 1 shows the suspension rates over the past five school years. Suspension rates were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31, for each respective school year from 2015-16 to 2019-20.

Figure 1: Suspension Rates Over Time



**Note: 2019-20 suspension rates may have been affected by pandemic-related school shutdowns and dropped considerably compared to previous years.*

Across this time span, suspension rates decreased to as low as 1.1% in the 2019-20 school year. Overall, the secondary panel had the highest suspension rates (ranging from 1.8% - 2.8%) compared to the elementary panel (ranging from 0.8% - 1.2%). Suspension rates were at the highest in the 2016-17 school year (1.7%).

A: Overall Student Suspensions and Expulsions

Table 2 shows the suspension rates for each division in the 2018-19 school year. Overall, suspension rates gradually increase from primary (0.5%) to junior (1.3%), and continue from intermediate (2.5%) to senior division (2.6%).

Table 2: 2018-19 Suspension Rate by Grade/Division

	Primary (Gr. K-3)	Junior (Gr. 4-6)	Intermediate (Gr. 7-8)	Senior (Gr. 9-12)	YRDSB Overall
Student Enrolment	39,839	27,654	18,510	41,039	127,040
Students Suspended	180	369	461	1,069	2,079
Suspension Rate	0.5%	1.3%	2.5%	2.6%	1.6%

As Table 3 shows, students in Grade 10 accounted for the majority of suspensions and number of students suspended during that school year with the highest suspension rate of 3.2%.

Table 3: Suspensions by Grade/Division, 2018-2019, Gr. K-12

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	0	0	0.0%
Senior Kindergarten	7	6	0.1%
Grade 1	62	38	0.4%
Grade 2	114	58	0.7%
Grade 3	125	78	0.9%
Primary Division	308	180	0.5%
Grade 4	117	82	0.9%
Grade 5	201	148	1.6%
Grade 6	188	139	1.4%
Junior Division	506	369	1.3%
Grade 7	318	234	2.5%
Grade 8	298	227	2.5%
Intermediate Division	616	461	2.5%
Grade 9	391	275	2.8%
Grade 10	481	313	3.2%
Grade 11	343	259	2.6%
Grade 12	279	222	1.9%
Senior Division	1,494	1,069	2.6%
YRDSB Total	2,924	2,079	1.6%

Note: Suspension rates were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31, 2018.

B: Details of the 2018-2019 Suspensions

This section provides details of the 2018-19 out-of-school suspensions such as number of suspensions, length of suspensions in days, incident location, infraction type and police involvement. This information plays an important role in planning for conduct management, including mediation and prevention strategies at the macro and micro level (i.e., school, Community Education Centre (CEC) and system level).

Out-of-School Suspensions by Infraction Type

Table 4 shows the number of incidents for each infraction type and percentage of incidents for each infraction type that resulted in suspension across Grades K-12 during the 2018-19 school year. Any act considered by the principal to be injurious to moral tone of the school accounted for the majority (51.7%) of suspensions across the grades followed by any act considered by the principal to be injurious to physical or mental well-being of members of the school community (35.3%).

Table 4: Out-of-School Suspensions by Infraction Type, 2018-19, Gr. K-12

Types Defined by Section 306. (1) of the Education Act	# of Incidents	% of Incidents
Uttering a threat to inflict serious bodily harm on another person	75	2.6%
Possessing alcohol or illegal drugs (except cannabis)	42	1.4%
Possessing cannabis unless the pupil is a medical cannabis user	48	1.6%
Being under the influence of alcohol	16	0.5%
Being under the influence of cannabis, unless the pupil is a medical cannabis user	31	1.1%
Swearing at a teacher or at another person in a position of authority	74	2.5%
Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	22	0.8%
Bullying	81	2.8%
Types Defined by the Board According to Section 306. (1) 7. of the Education Act	# of Incidents	% of Incidents
Any act considered by the principal to be injurious to moral tone of the school**	1,512	51.7%
Any act considered by the principal to be injurious to physical or mental wellbeing of members of the school community	1,032	35.3%
Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board. 2007, c. 14, s. 4.	7	0.2%
Code of conduct, board & school policy	255	8.7%
Opposition to Authority, board & school policy	119	4.1%
Swearing at a teacher or at another person in a position of authority	74	2.5%

B: Details of the 2018-2019 Suspensions

Types Defined by Section 310. (1) of the Education Act	# of Incidents	% of Incidents
The pupil has demonstrated through a pattern of behaviour, such as, but not limited to neglect of duty, truancy or opposition to authority that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behaviour which would enable them to prosper	38	1.3%
Possessing a weapon or replica weapon, including possessing a firearm	61	2.1%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	32	1.1%
Committing sexual assault	5	0.2%
Committing robbery	14	0.5%
Giving cannabis to a minor	4	0.1%
Bullying if: i. the pupil has previously been suspended for engaging in bullying, and ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	11	0.4%
The pupil's pattern of behaviour is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others	13	0.4%
Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	22	0.8%
Types Defined by the Board According to Section 310. (1) 8. of the Education Act	# of Incidents	% of Incidents
Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled. 2007, c. 14, s. 4; 2012, c. 5, s. 14.	1	0.0%
Trafficking in weapons or in illegal drugs	7	0.2%
Using a weapon to cause or to threaten bodily harm to another person	17	0.6%
YRDSB Total	2,924*	

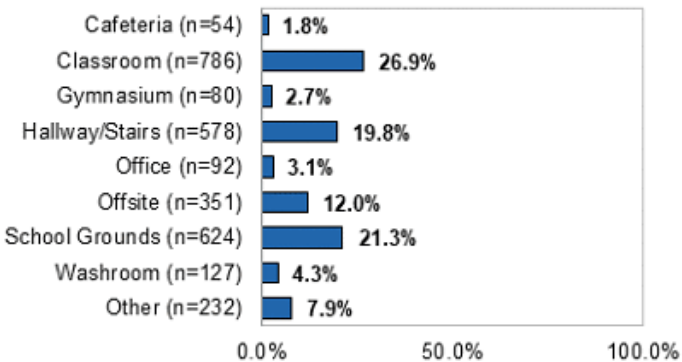
Source: Student Information System

*Note: More than one infraction code can be applied to a single incident, so the number of suspensions column will not sum to the total, and percentage of suspensions column will not sum to 100%.
**It is any student behaviour that negatively impacts the school climate that does not fall under any of the other infractions (i.e. it is not considered bullying, motivated by bias or hate, threatening in nature, etc.)

Out-of-School Suspensions by Incident Location

Figure 2 shows the percentage of out-of-school suspensions by incident location during the 2018-19 school year across Grades K-12.

Figure 2: Out-of-School Suspensions by Incident Location, 2018-19, Gr. K-12



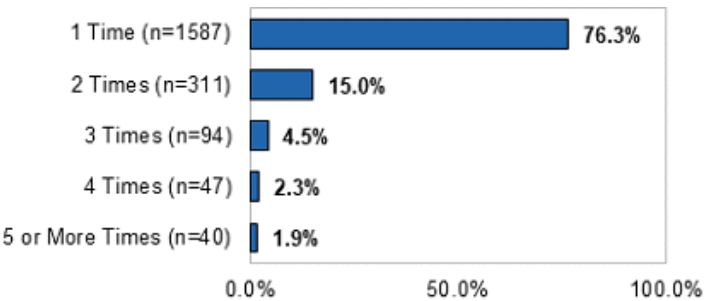
In the 2018-19 school year, 26.9% of the incidents resulting in suspensions occurred in the classroom, 73.1% occurred outside of the classroom - mostly at the school grounds (21.3%) and hallway/stairs (19.8%). The out-of-school suspensions lasting only a single day accounted for the majority (48.1%) of suspensions during the 2018-19 school year.

Source: Student information System

Students by Number of Suspensions

Figure 3 shows the distribution of students with one or more out-of-school suspensions in the 2018-19 school year across Grades K-12.

Figure 3: Distribution of Students with One or More Out-of-School Suspension, 2018-19, Gr. K-12



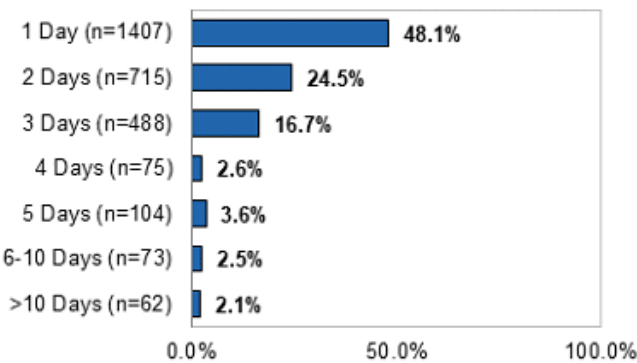
Of the total number of suspensions issued to students that school year, the majority (76.3%) of students received a suspension only once, followed by twice (15.0%), three times (4.5%), four times (2.3%), and five or more times (1.9%).

Source: Student information System

Out-of-School Suspensions by Length in Days (i.e., number of lost learning days per year over time)

Figure 4 shows the percentage of out-of-school suspensions by length of days for the 2018-19 school year across Grades K-12.

Figure 4: Out-of-School Suspensions by Length in Days, 2018-19, Gr. K-12



Out-of-school suspensions lasting only a single day were most common (48.1%) during the 2018-19 school year. These percentages gradually decreased as the number of days for suspensions increased.

Source: Student information System

Figure 5: Out-of-School Suspensions with Police Involvement, 2018-19, Gr. K-12

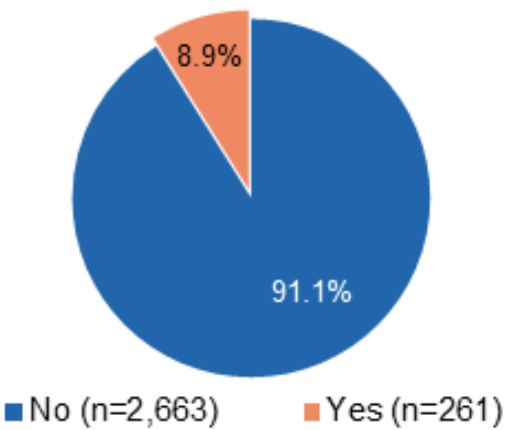


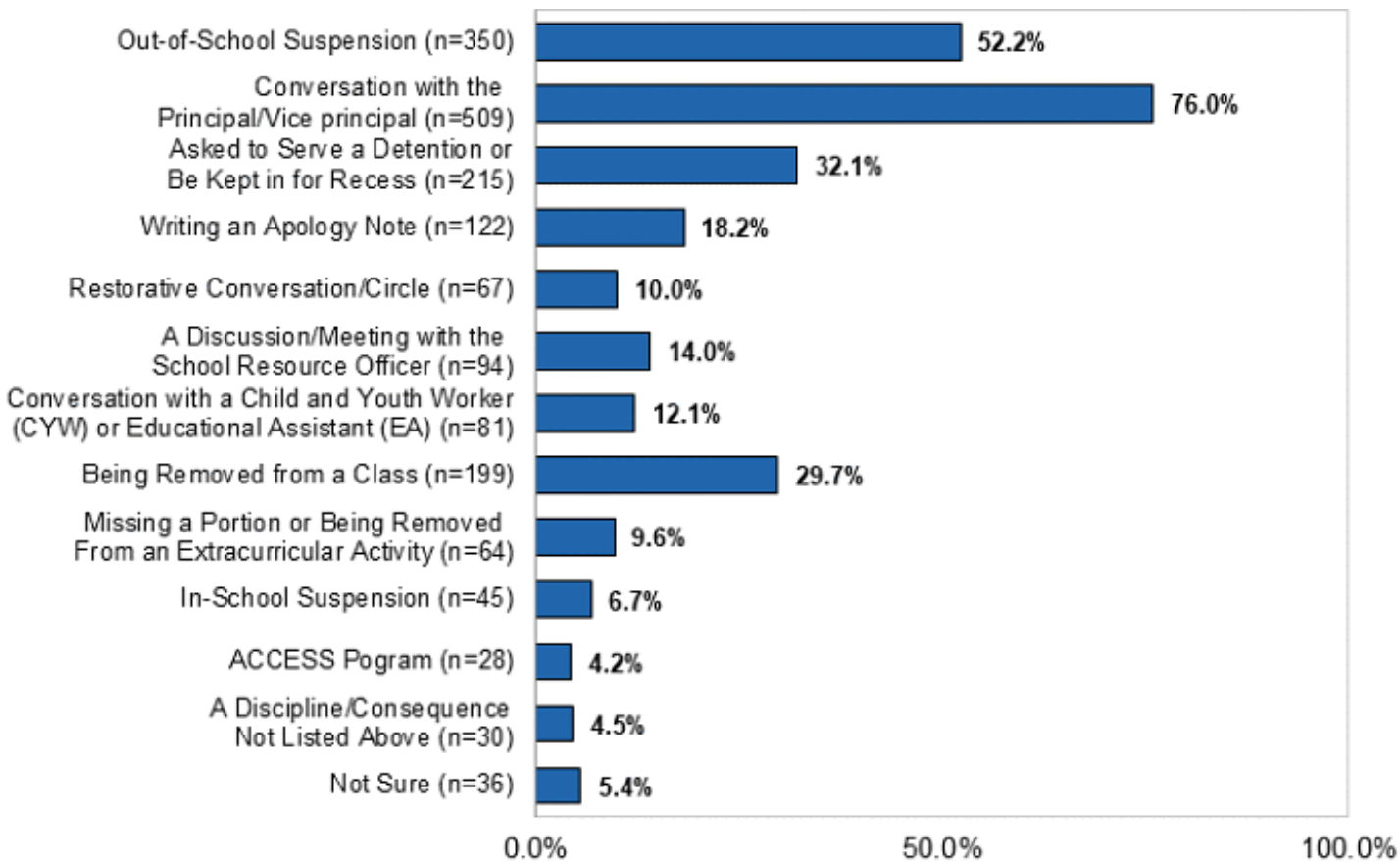
Figure 5 shows the percentage of out-of-school suspensions with police involvement during the 2018-19 school year across Grades K-12. The majority of out-of-school suspensions did not involve the police (91.0%). Of the 2,924 suspension incidents in 2018-19, 261 (8.9%) involved police presence.

Source: Student information System

C: Interventions Used by Schools in 2018-19

This section provides details on the interventions used by schools across Grades K-12 for the 2018-19 school year as reported by students through the ESCS. Figure 6 shows that the use of conversation with the principals or vice-principals accounted for the most likely (76.0%) intervention type used by schools once students were involved in an incident that resulted in a consequence. Out-of-school suspension was the second most likely (52.2%) intervention type used by schools, followed by serving a detention or being kept in during recess (32.1%), being removed from the classroom (29.7%), writing an apology (18.2%), meeting with the school resource officer (14.0%), having a conversation with a child and youth worker or educational assistant (12.1%), engaging in restorative conversation circles (10.0%), missing a portion or being removed from an extracurricular activity (9.6%), or receiving an in-school suspension (6.7%). Attending the ACCESS program was the least likely intervention used by schools (4.2%). Note that the ACCESS program is only available to students suspended for six or more days. Additionally, small percentage of students reported schools were unlikely to use interventions not already described above (4.5%) and some students were unsure about which interventions were used by schools (5.4%).

Figure 6: Interventions Used by Schools, 2018-19, Gr. K-12



Source: Student Information System

D: Suspensions by Student Demographics

The 2018-19 student suspensions were analyzed by both student and family demographics. The sources for demographic data are student census data collected through the Every Student Counts Survey, and students’ profiles collected at registration and available through the Board’s Student Information System. Only student suspension data is reported in this section since disaggregating 2018-19 expulsion data by student demographics was not possible due to the low number of expulsions (16) that year.

Student Demographics

This section reports on student demographics such as race, Indigenous identity, gender identity, special education needs, sexual orientation, language(s) spoken at home, birth place and status in Canada.

Suspension Rates by Student Indigenous and Racial Identity

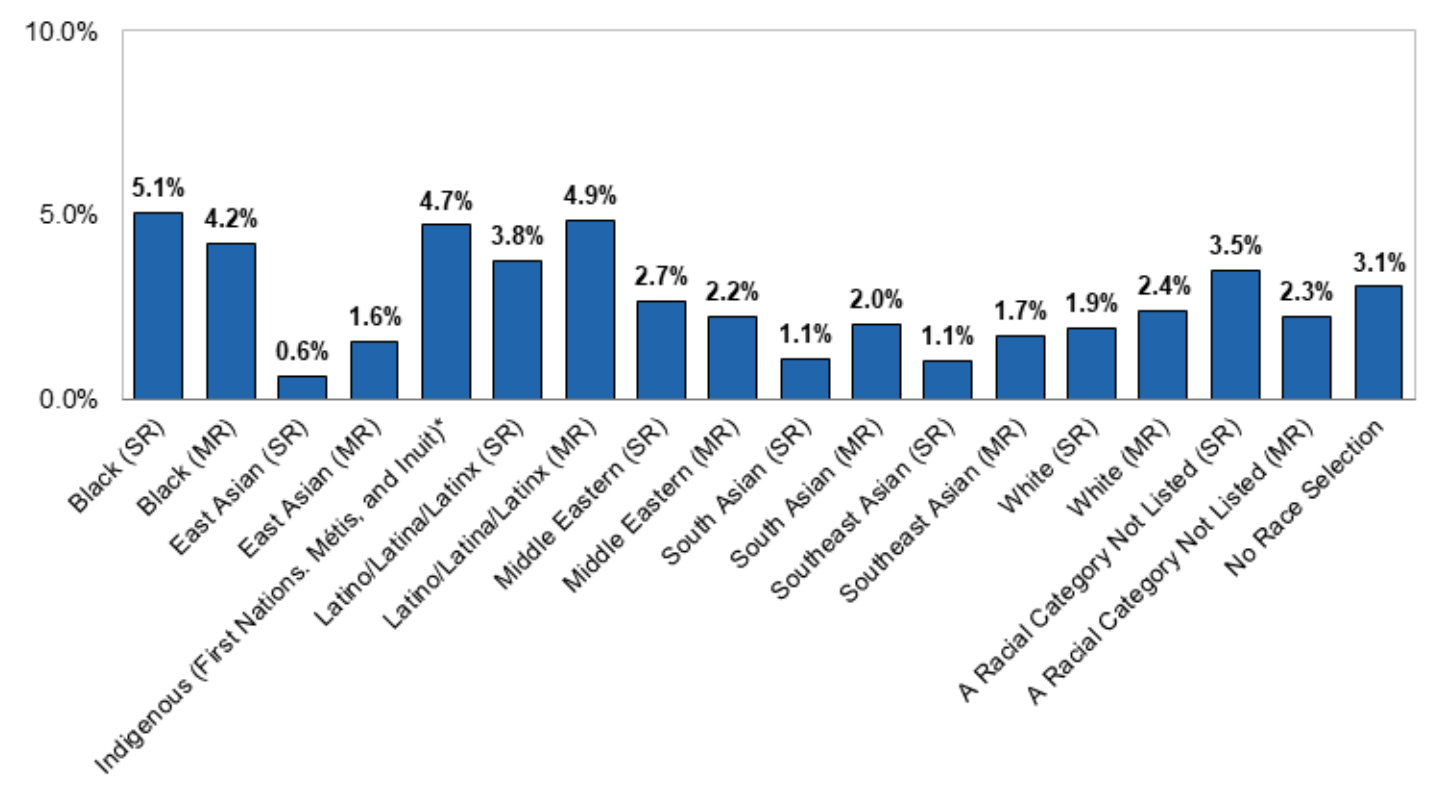
Table 5 and Figure 7 show the number of students suspended as well as the suspension rate by racial identity. Students who self-identified as Black had the highest suspension rates (5.1%) among the single race category -- closely followed by students who self-identified as Indigenous (4.7%) -- and the second highest among those who self-identified as having multiple races (4.2%). Those who self-identified as Latino/Latina/Latinx had the highest suspension rates among the multiple race group (4.9%), and the second highest rates among the single race group (3.8%). These suspension rates corroborate with previous research (Coleman, 2016) findings illuminating that students identifying as Black are more likely to be suspended than White students and other minority groups.

Table 5: Out-of-School Suspensions by Self-identified Indigenous and Racial Identity, 2018-19, Gr. K-12

Student Self-Identified Indigenous and Race Identity	# of Students Enrolled	# of Students Suspended	Suspension Rate
Self-Identified Indigenous Identity*			
Indigenous (First Nations, Métis, Inuit)	1,482	70	4.7%
Self-Identified Race Identity			
Black (single race)	1,996	101	5.1%
Black (multiple races)	1,203	51	4.2%
East Asian (single race)	20,969	130	0.6%
East Asian (multiple races)	2,091	33	1.6%
Latino/Latina/Latinx (single race)	586	22	3.8%
Latino/Latina/Latinx (multiple races)	803	39	4.9%
Middle Eastern (single race)	5,116	136	2.7%
Middle Eastern (multiple races)	1,476	33	2.2%
South Asian (single race)	9,491	105	1.1%
South Asian (multiple races)	1,135	23	2.0%
Southeast Asian (single race)	1,782	19	1.1%
Southeast Asian (multiple races)	1,225	21	1.7%
White (single race)	19,878	382	1.9%
White (multiple races)	3,481	84	2.4%
A Racial Category Not Listed (single race)	860	30	3.5%
A Racial Category Not Listed (multiple races)	576	13	2.3%
No Race Selection	6,910	211	3.1%
Total Survey Participants**	72,909	1,257	1.7%
Did Not Participate in Survey	54,131	818	1.5%
YRDSB Total	127,040	2,075	1.6%

Source: *Every Student Counts Survey & Student Information System
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS at all.
**Total Survey Participants includes students with Indigenous identity from Survey but does not include students identified from Student Information System (SIS) data.

Figure 7: Suspension Rate by Racial and Indigenous Identity, 2018-19, Gr. K-12



Source: *Indigenous category uses student responses to ESCS items and self-identification from Student Information System

Note: Single race (SR) categories include students who self-identified with only one race and multiple races (MR) categories include students who self-identified with more than one race in the survey

Suspension rates for students in Grades 9-12 (Table 6 and Figure 8) suggest the trends in discipline application continue into secondary school. Students who had indicated Indigenous heritage were the most likely to receive suspensions (6.3%) with a rate 3-times higher than the average rate for ESCS participants (2.1%). Students who selected Black (6.3% for students making a single selection and 5.0% for multiple selections) and those who selected Latino/Latina/Latinx (4.5% for students making a single selection and 5.2% for multiple selections) were also highly overrepresented compared to the YRDSB average. Students who selected Middle Eastern (3.6% for single selection, 2.5% for multiple selections), those who indicated “A Racial Category Not Listed” (3.8% for single selection, 2.9% for multiple selection), and those who did not make a discrete Race selection (4.2%) also received high rates of suspensions.

Table 6: Out-of-School Suspensions by Racial Identity, 2018-19, Gr. 9-12

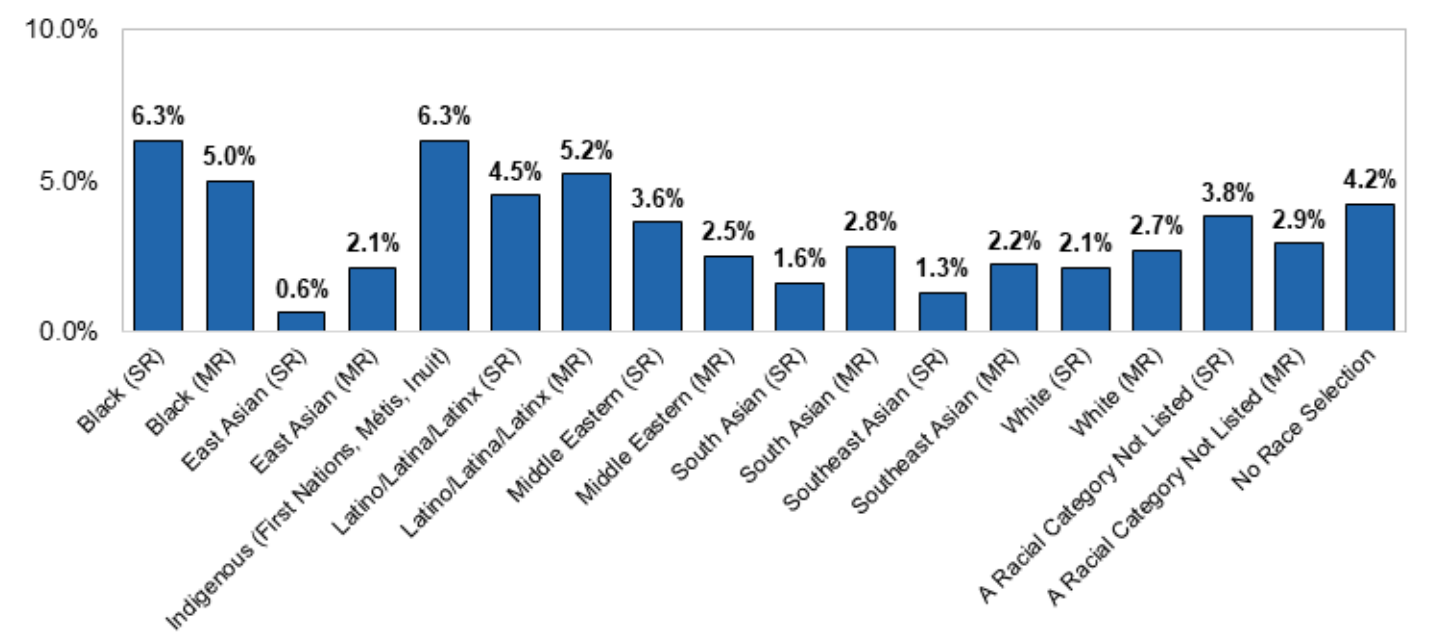
Student Self-Identified Indigenous and Race Identity	# of Students Enrolled	# of Students Suspended	Suspension Rate
Self-Identified Indigenous Identity*			
Indigenous (First Nations, Métis, Inuit)	701	44	6.3%
Self-Identified Race Identity			
Black (single race)	1,131	71	6.3%
Black (multiple races)	714	36	5.0%
East Asian (single race)	9,438	60	0.6%
East Asian (multiple races)	1,054	22	2.1%
Latino/Latina/Latinx (single race)	331	15	4.5%
Latino/Latina/Latinx (multiple races)	503	26	5.2%
Middle Eastern (single race)	2,398	86	3.6%
Middle Eastern (multiple races)	872	22	2.5%

D: Suspensions by Student Demographics

Student Self-Identified Indigenous and Race Identity	# of Students Enrolled	# of Students Suspended	Suspension Rate
South Asian (single race)	4,359	71	1.6%
South Asian (multiple races)	609	17	2.8%
Southeast Asian (single race)	932	12	1.3%
Southeast Asian (multiple races)	684	15	2.2%
White (single race)	10,658	226	2.1%
White (multiple races)	1,820	50	2.7%
A Racial Category Not Listed (single race)	371	14	3.8%
A Racial Category Not Listed (multiple races)	239	7	2.9%
No Race Selection	2,993	126	4.2%
Total Survey Participants**	35,493	1,257	1.7%
Did Not Participate in Survey	5,418	302	5.6%
YRDSB Total	40,911	1,064	2.6%

Source: *Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS at all.
**Total Survey Participants includes students with Indigenous identity from Survey but does not include students identified from SIS data.

Figure 8: Suspension Rate by Racial and Indigenous Identity, 2018-19, Gr. 9-12



Source: *Indigenous category uses student responses to ESCS items and self-identification from SIS
Note: Single race (SR) categories include students who self-identified with only one race and multiple races (MR) categories include students who self-identified with more than one race in the survey

Suspension Rates by Student Gender Identity

This section only presents data for Grades 7-12 students since there was very low identification of gender from K-6 students by parents/guardians. Table 7 and Figure 9 show the suspension rates for the 2018-19 school year disaggregated by gender and grade. Students who did not indicate a gender identity (“No Gender Selection” category) had the overall suspension rate of (5.7%). Students who did not participate in the survey (5.3%) had a similarly high suspension rate. Students who selected Gender Fluid (3.7%), Gender Nonconforming (6.7%), and A Gender Identity Not Listed (5.4%) were more likely to receive a suspension than their peers who selected Man/Boy (3.4%), or Woman/Girl (0.8%).

Table 7: Out-of-School Suspensions by Gender Identity, 2018-19, Gr. 7-12

Gender Identity	Grades 7-8 (n*)	Suspension Rate	Grades 9-12 (n*)	Suspension Rate	Grades 7-12 (n)	Suspension Rate
Gender Fluid	59	5.1%	102	2.9%	161	3.7%
Gender Nonconforming	19	0.0%	56	8.9%	75	6.7%
Man/Boy	8,360	3.8%	16,899	3.2%	25,259	3.4%
Non-Binary	31	6.5%	95	1.1%	126	2.4%
Questioning	48	2.1%	121	1.7%	169	1.8%
Transgender	34	5.9%	77	1.3%	111	2.7%
Two-Spirit	11	9.1%	78	5.1%	89	5.6%
Woman/Girl	8,073	0.6%	16,782	0.8%	24,855	0.8%
A Gender Identity Not Listed	30	13.3%	99	3.0%	129	5.4%
No Gender Selection	489	5.7%	1,184	5.7%	1,673	5.7%
Total Survey Participants	17,154	2.4%	35,493	2.1%	52,647	2.2%
Did Not Participate in Survey	1,367	4.2%	5,418	5.6%	6,785	5.3%
YRDSB Total	18,521	2.5%	40,911	2.6%	59,432	2.6%

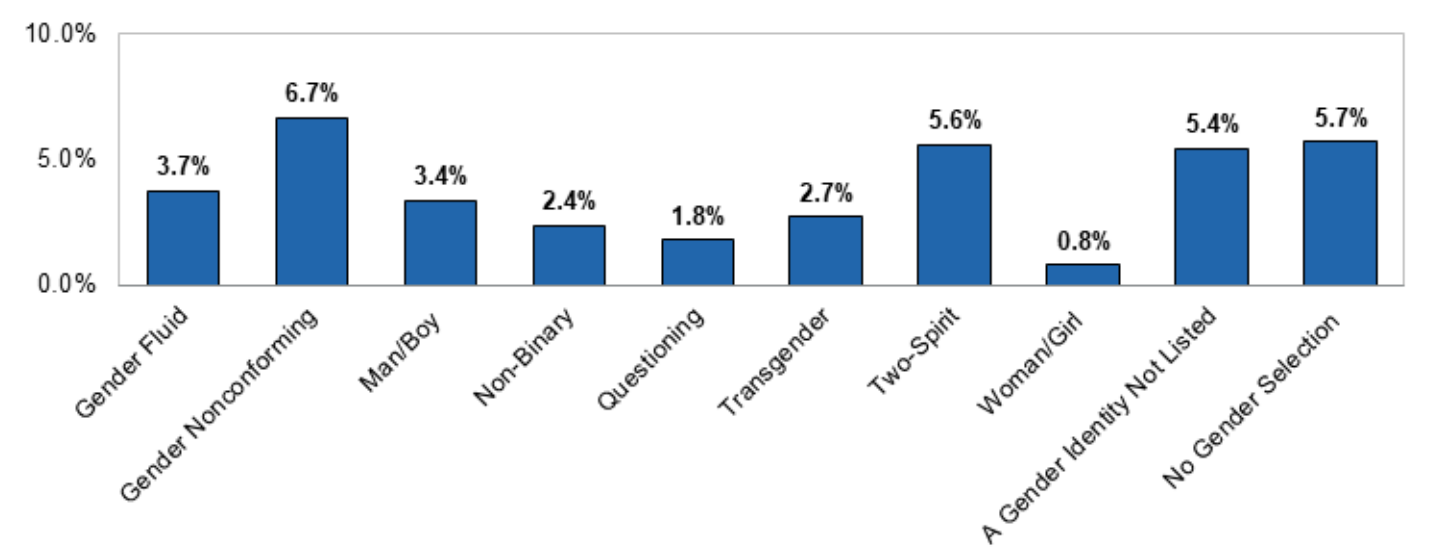
Source: Every Student Counts Survey

Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

*Small numbers (less than 30) can have a large impact on percentages. When interpreting percentages, pay attention to the number of students to better understand the findings.

Students who said their gender identity was not listed had the highest suspension rate among those in Grades 7-8 (13.3%) but also showed a significant drop in suspensions in Grades 9-12 (5.4%). Students who self-identified as Two-Spirit had the second highest suspension rate among those in Grades 7-8 (9.1%) but this decreased to 5.6% in Grades 9-12. Students who self-identified as Man/Boy had a slightly higher suspension rate in Grades 7-8 (3.8%) compared to Grades 9-12 (3.2%).

Figure 9: Suspension Rate by Gender Identity, 2018-19, Gr. 7-12



Source: Student Information System

Suspension Rates by Student Special Education Needs

Table 8 and Figure 10 show the suspension rates of students by special education needs during the 2018-19 school year disaggregated by grade. This section of the report focuses on a student’s primary exceptionality identification by Identification, Placement and Review Committee (IPRC) as of the 2018-2019 school year. Overall, students with special education needs (excluding giftedness) had the highest (4.7%) suspension rate compared to students identified with giftedness (2.6%) or students without special education needs (2.1%).

Table 8: Out-of-School Suspensions by Special Education Needs, 2018-19, Gr. K-12

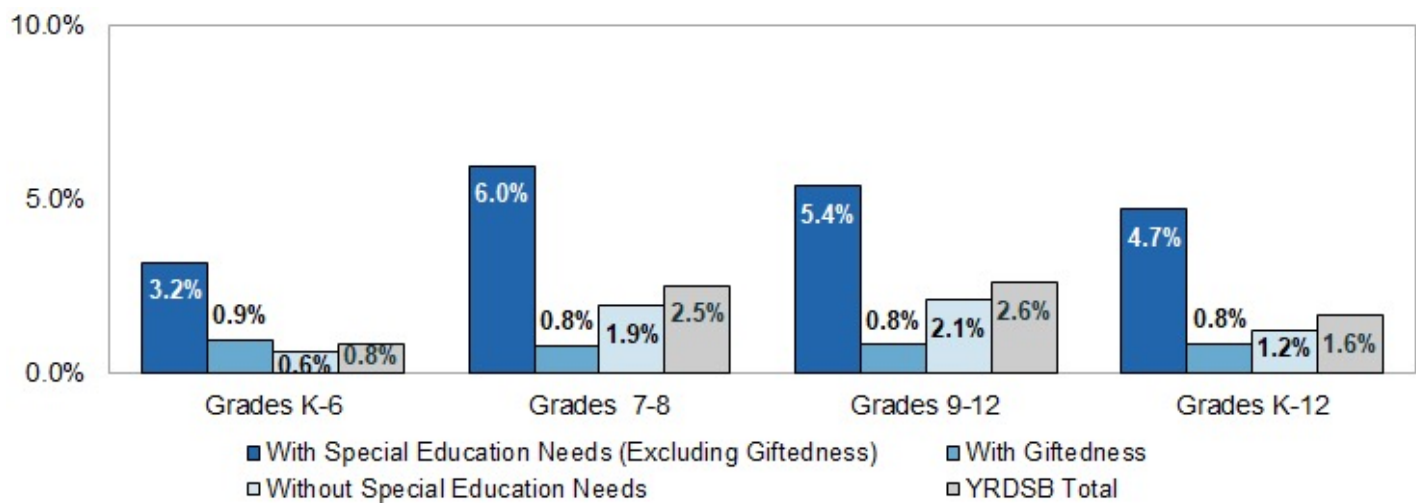
Special Education Needs Status*	Grades K-6 (n*)	Suspension Rate	Grades 7-8 (n*)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
With Special Education Needs (Excluding Giftedness)	5,552	3.2%	2,882	6.0%	6,957	5.4%	15,391	4.7%
With Giftedness	1,296	0.9%	917	0.8%	1,854	0.8%	4,067	0.8%
Without Special Education Needs	60,760	0.6%	14,722	1.9%	32,100	2.1%	107,582	1.2%
YRDSB Total	67,608	0.8%	18,521	2.5%	40,911	2.6%	127,040	1.6%

Source: Student Information System.

*Primary exceptionality identification by [Identification, Placement and Review Committee \(IPRC\)](#)

A similar pattern is shown across grades where students identified with special education needs (excluding giftedness) had the highest suspension rate. Suspension rates for students with special education needs were highest in Grades 7-8 (6.0%) compared to Grades 9-12 (5.4%) and K-6 (3.2%). Students without special education needs had the lowest suspension rate in Grades K-6 (0.6%). Suspension rates for students identified with giftedness was lowest in Grades 7-8 (0.8%) and Grades 9-12 (0.8%).

Figure 10: Suspension Rate by Special Education Needs, 2018-19, Gr. K-12



Source: Student Information System.

D: Suspensions by Student Demographics

When disaggregating the data by exceptionality, Table 9 and Figure 11 show that students with a behavioural disability had the highest suspension rates (8.7%), compared to students living with a mild intellectual disability (6.8%), a learning disability (4.9%), language impairment (3.4%) or autism (2.0%). Students identified as gifted (0.7%) had the lowest suspension rates.

Table 9: Out-of-School Suspensions by Exceptionality, 2018-19, Gr. K-12

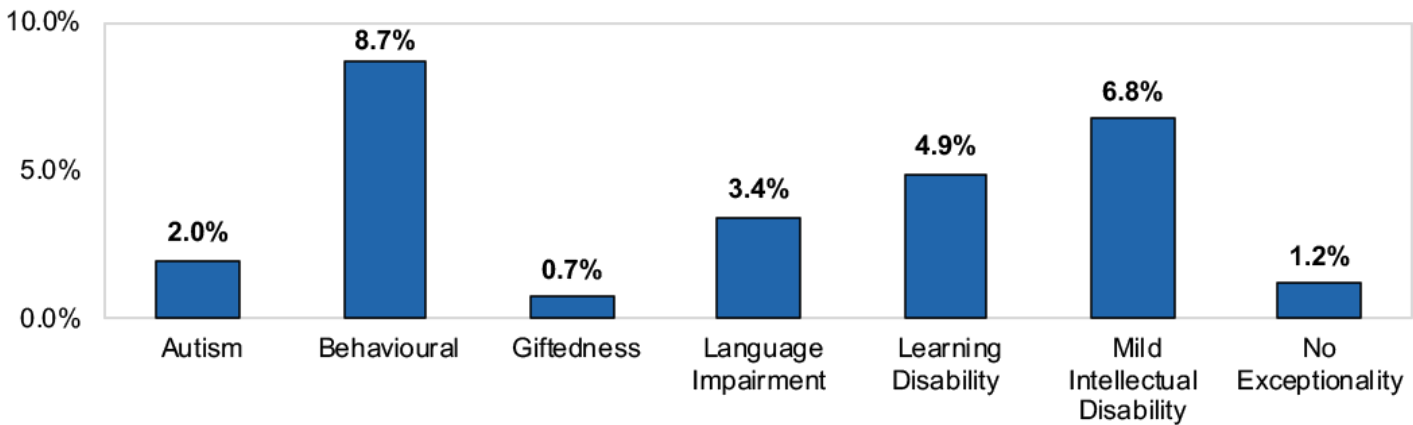
Exceptionality*	# of Students Enrolled	# of Students Suspended	Suspension Rate
Autism	2,802	55	2.0%
Behavioural	2,580	225	8.7%
Language Impairment	1,752	60	3.4%
Learning Disability	7,785	380	4.9%
Mild Intellectual Disability	859	58	6.8%
Other Exceptionalities**	1,099	10	0.9%
All Exceptionalities (Excluding Giftedness)	16,877	788	4.7%
Giftedness	4,000	29	0.7%
No Exceptionality	106,162	1,258	1.2%
YRDSB Total	127,039	2,075	1.6%

Source: Student Information System

*Primary identification by IPRC

**Other exceptionalities include Blind and Low Vision, Deaf and Hard of Hearing, Developmental Disability, Physical Disability, and Speech Impairment.

Figure 11: Suspension Rate by Exceptionality*, 2018-19, Gr. K-12



Source: Student Information System

*Primary identification by IPRC

Suspension Rates by Primary Language Spoken at Home

Table 10 and Figure 12 show the suspension rates for the 2018-19 school year disaggregated by the primary language spoken at home and grade. In particular, the focus is on whether or not the primary language spoken at home was English. The suspension rate was higher for students whose primary language spoken at home was English (2.1%) compared to students whose primary language was not English (1.2%).

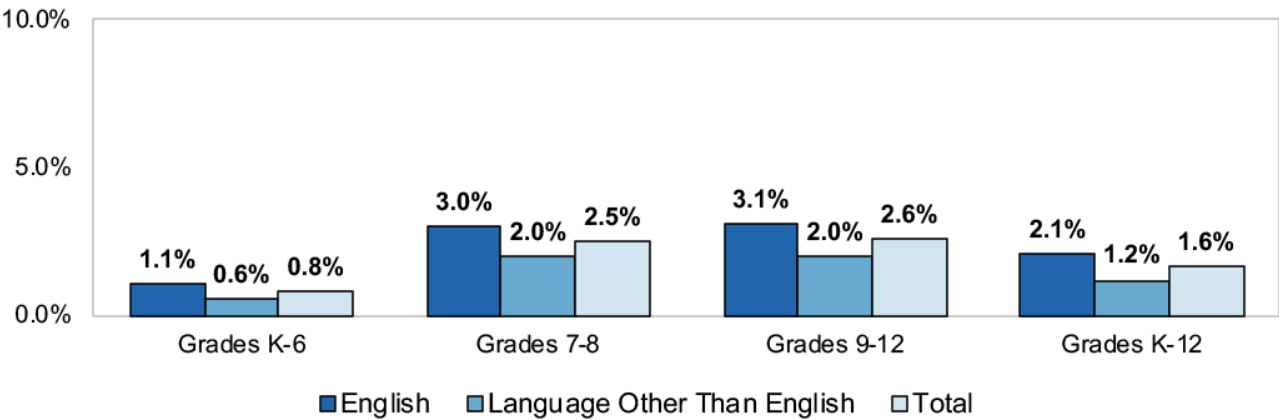
Table 10: Out-of-School Suspensions by Primary Language Spoken at Home, 2018-2019, Gr. K-12

Language Spoken at Home	Grades K-6 (n*)	Suspension Rate	Grades 7-8 (n*)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
English	33,042	1.1%	9,533	3.0%	22,652	3.1%	65,227	2.1%
Language Other Than English	34,566	0.6%	8,988	2.0%	18,259	2.0%	61,813	1.2%
YRDSB Total	67,608	0.8%	18,521	2.5%	40,911	2.6%	127,040	1.6%

Source: Student Information System

This pattern was consistent with the suspension rates across Grades K-6 (1.1% compared to 0.6%), Grades 7-8 (3.0% compared to 2.0%) and Grades 9-12 (3.1% compared to 2.0%). Grades 9-12 students who primarily spoke English at home had the highest suspension rate (3.1%), which was only slightly higher than the suspension rate for the same group of students in Grades 7-8 (3.0%). Grades K-6 students whose primary language at home was not English had the lowest suspension rate (0.6%).

Figure 12: Suspension Rate by Primary Language Spoken at Home, 2018-19, Gr. K-12



Source: Student Information System

Suspension Rates by Student Birth Place

Table 11 and Figure 13 show the suspension rates for the 2018-19 school year disaggregated by student birthplace and grade. Students born in Canada had a slightly higher suspension rate (1.7%) compared to students who were born outside of Canada (1.5%).

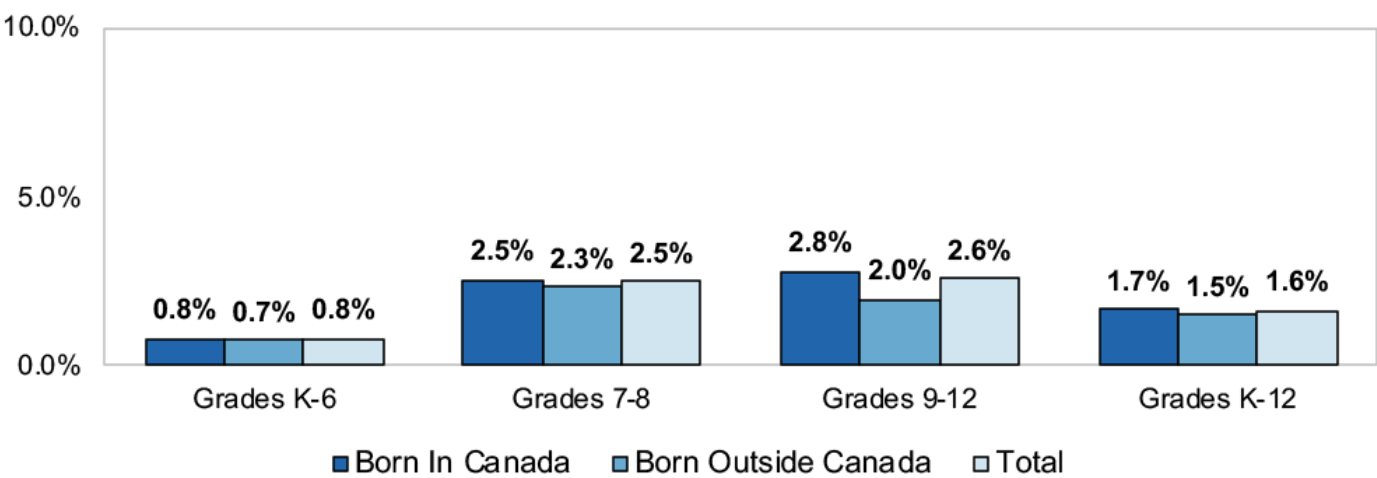
Table 11: Out-of-School Suspensions by Birth Place, 2018-19, Gr. K-12

Birth Place	Grades K-6 (n*)	Suspension Rate	Grades 7-8 (n*)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
Born in Canada	58,095	0.8%	15,049	2.5%	30,877	2.8%	104,021	1.7%
Born Outside Canada	9,513	0.7%	3,472	2.3%	10,034	2.0%	23,019	1.5%
YRDSB Total	67,608	0.8%	18,521	2.5%	40,911	2.6%	127,040	1.6%

Source: Student Information System

This pattern is consistent across Grades K-6 (0.8% compared to 0.7%), Grades 7-8 (2.5% compared to 2.3%) and Grades 9-12 (2.8% compared to 2.0%). Grades 9-12 students born in Canada had the highest suspension rate (2.8%). Grades K-6 students born in countries outside of Canada had the lowest suspension rate (0.7%).

Figure 13: Suspension Rate by Birth Place, 2018-19, Gr. K-12



Source: Student Information System

Suspension Rates by Student Sexual Orientation

This section only presents data for Grades 7-12 students as parents/guardians of students in K-6 were not asked to identify their child’s sexual orientation. Table 12 and Figure 14 show the suspension rates during the 2018-19 school year disaggregated by sexual orientation. Students who did not provide a response to this question had the highest suspension rate (5.5%) compared to students who were grouped under 2SLGBQ+ (2.3%) and those who responded “Not Sure” (1.8%), did not understand the question (1.3%), or preferred not to answer (1.5%). Those that did not participate in the survey had the second highest suspension rate (5.3%).

Table 12: Out-of-School Suspensions by Sexual Orientation, 2018-19, Gr. 7-12

Sexual Orientation	Grades 7-8 (n*)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
2SLGBQ+	1,517	2.6%	4,157	2.3%	5,674	2.3%
Asexual	631	2.5%	1311	2.4%	1,942	2.4%
Bisexual	426	2.6%	1409	2.0%	1,835	2.1%
Gay	40	7.5%	203	2.5%	243	3.3%
Lesbian	38	0.0%	187	2.7%	225	2.2%
Pansexual	91	5.5%	322	2.5%	413	3.1%
Queer	14	7.1%	110	2.7%	124	3.2%
Questioning	165	0.6%	322	0.6%	487	0.6%
Two-Spirit	29	3.4%	63	6.3%	92	5.4%
A Sexual Orientation Not Listed	83	1.2%	230	3.5%	313	2.9%
Heterosexual/Straight	10,984	2.5%	26,760	2.0%	37,744	2.2%
No Sexual Orientation Selection	4,653	1.9%	4,576	2.6%	9,229	2.3%
Total Survey Participants	17,154	2.4%	35,493	2.1%	52,647	2.2%
Did Not Participate in Survey	1,367	4.2%	5,418	5.6%	6,785	5.3%
YRDSB Total	18,521	2.5%	40,911	2.6%	59,432	2.6%

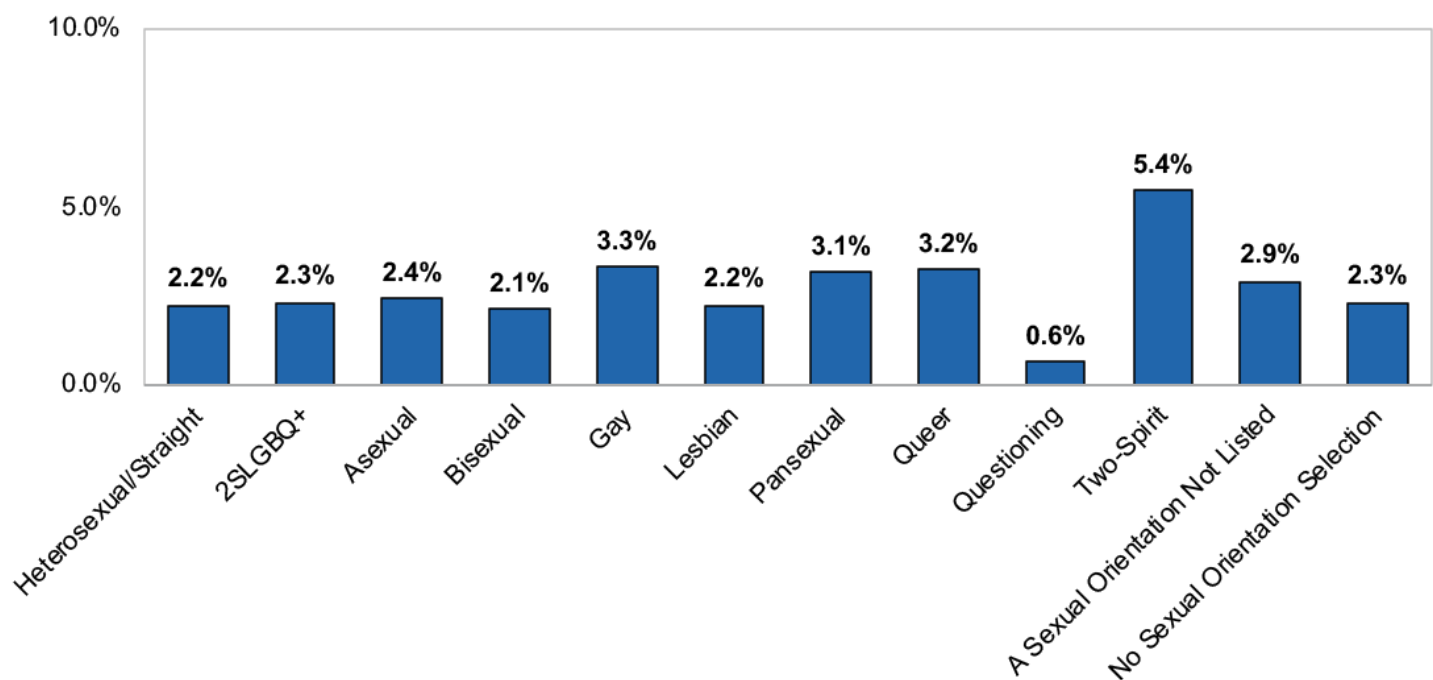
Source: Every Student Counts Survey

Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, did not participate in the ESCS at all.

*Small numbers (less than 30) can have a large impact on percentages. When interpreting percentages, pay attention to the number of students to better understand the findings.

Students grouped under 2SLGBQ+ were slightly more likely to receive suspensions across grade levels than their heterosexual peers. A great deal of variation is evident within the 2SLGBQ+, however, with Grade 7-12 suspension rates ranging from 0.6% (Questioning) to 5.4% (Two-Spirit) indicating a need for differentiated supports and, in the case of Two-Spirit, a need for further intersectional analysis.

Figure 14: Suspension Rate by Sexual Orientation, 2018-19, Gr. 7-12



Source: Every Student Counts Survey

Suspension Rates by Student Status in Canada

Table 13 and Figure 15 show the suspension rates during the 2018-19 school year disaggregated by student status in Canada and grade. Overall, students who were either Canadian citizen, permanent residents or refugees had the highest suspension rates (1.7% each) compared to students with a regular visa (1.5%). Students with a student visa notably had the lowest suspension rate (0.4%).

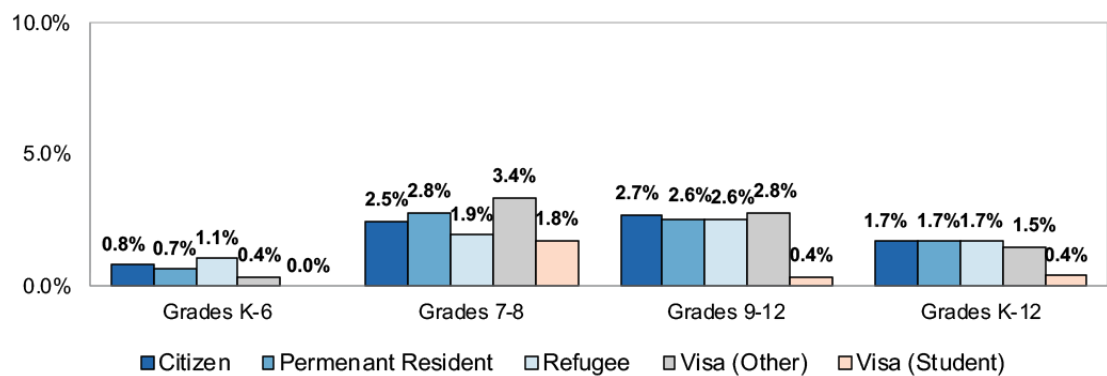
Table 13: Out-of-School Suspensions by Status in Canada, 2018-19, Gr. K-12

Status In Canada	Grades K-6 (n)	Suspension Rate	Grades 7-8 (n)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
Citizen	61,795	0.8%	16,557	2.5%	32,744	2.7%	113,096	1.7%
Permanent Resident	4,412	0.7%	1,488	2.8%	3,402	2.6%	9,302	1.7%
Refugee	472	1.1%	155	1.9%	352	2.6%	979	1.7%
Visa (Other)	824	0.4%	207	3.4%	462	2.8%	1,493	1.5%
Visa (Student)	102	0.0%	114	1.8%	1,951	0.4%	2,167	0.4%
YRDSB Total	67,605	0.8%	18,521	2.5%	40,911	2.6%	127,037	1.6%

Source: Student Information System

The same is shown for student with visa across Grades K-6 (0.0%), Grades 7-8 (1.8%) and Grades 9-12 (0.4%). There is variance, however, for the other identity demographics across grade panels. Students with a regular visa (excluding student visa) had the highest suspensions rate in Grades 7-8 (3.4%) and Grades 9-12 (2.8%). Refugees in Grades K-6 had the highest suspension rate in that grade panel (1.1%).

Figure 15: Suspension Rate by Status in Canada, 2018-19, Gr. K-12



Source: Student Information System

Suspension Rates by Time in Canada

Table 14 and Figure 16 show the percentage and number of students who received out-of-school suspensions during the 2018-19 school year disaggregated by the length of time students had resided in Canada. Overall, students who resided in Canada for more than five years, but were not born in Canada, had the highest suspension rate (1.9%) compared to students who were either born in Canada (1.7%), or were residents of Canada for four to five years (1.7%) and for one to three years (0.9%).

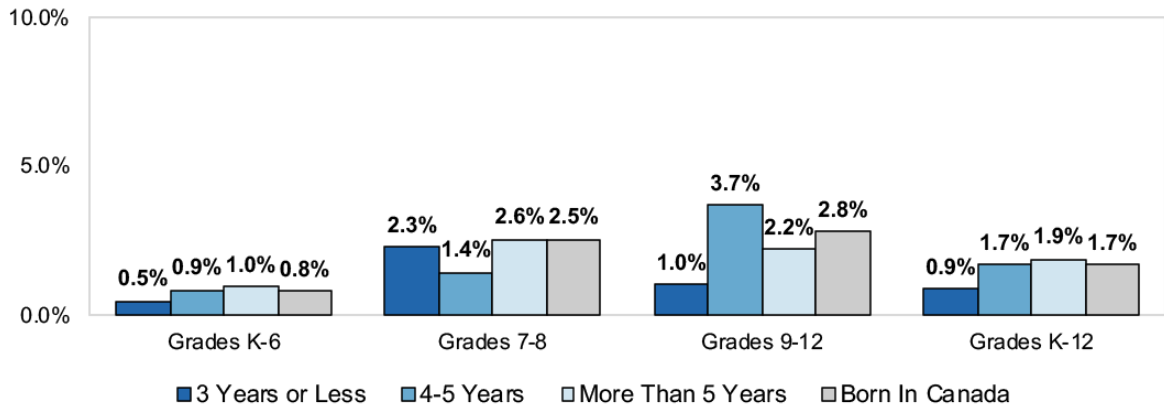
Table 14: Out-of-School Suspensions by Time in Canada, 2018-19, Gr. K-12

Time In Canada	Grades K-6 (n)	Suspension Rate	Grades 7-8 (n)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
1-3 Years	4,027	0.5%	920	2.3%	3,525	1.0%	8,472	0.9%
4-5 Years	2,197	0.9%	491	1.4%	1,085	3.7%	3,773	1.7%
More Than 5 Years	3,294	1.0%	2,070	2.6%	5,430	2.2%	10,794	1.9%
Born in Canada	58,090	0.8%	15,040	2.5%	30,871	2.8%	104,001	1.7%
YRDSB Total	67,608	0.8%	18,521	2.5%	40,911	2.6%	127,040	1.6%

Source: Student Information System

The same pattern is shown across Grades K-6 (1.0%) and Grades 7-8 (2.6%). Students who recently arrived in Canada (one to three years) had the lowest suspension rates in Grades K-6 (0.5%) and Grades 9-12 (1.0%). Students, who had resided in Canada for four to five years, had the highest suspension rates in Grades 9-12 (3.7%). The same groups of students had the lowest suspension rate in Grades 7-8 (1.4%).

Figure 16: Suspension Rate by Time in Canada, 2018-19, Gr. K-12



Source: Student Information System

Family Demographics

This section reports on family demographics such as, family structure, parent/guardian education, parent/guardian work status and family income.

Suspension Rates by Family Structure

Table 15 and Figure 17 show the percentage and number of students who received out-of-school suspensions during the 2018-19 school year disaggregated by parental presence at home. Overall, students living on their own or with individuals other than their parents (foster families, in care of grandparents and/or guardians), had the highest suspension rate (2.7%) compared to students living with a single parent (2.3%) and two parents (1.6%).

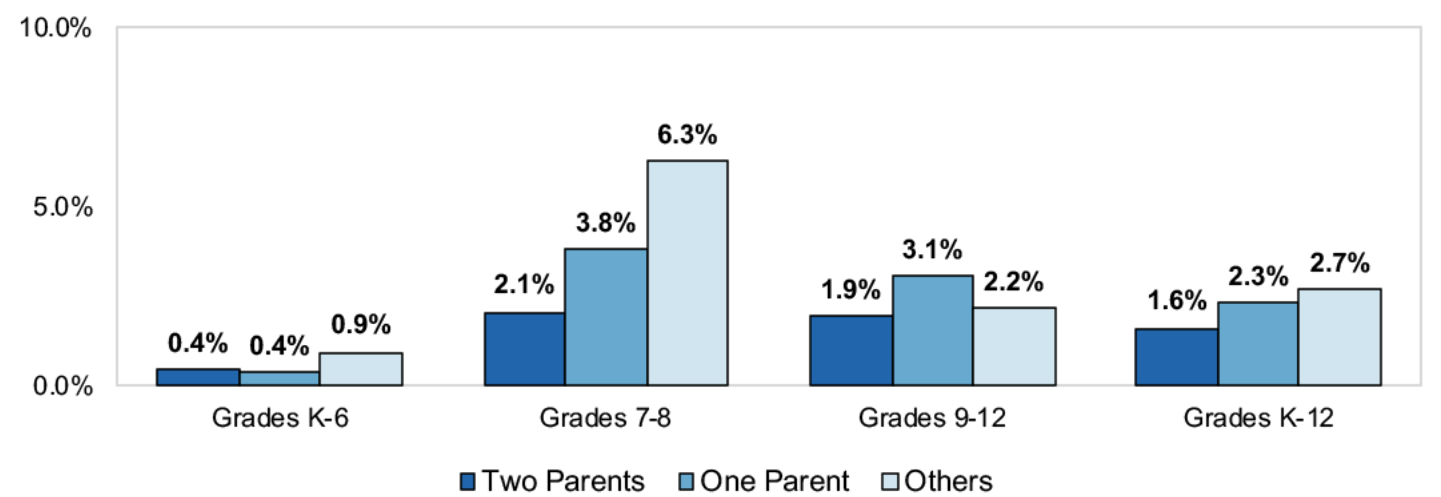
Table 15: Out-of-School Suspensions by Family Structure, 2018-19, Gr. K-12

Parent Presence at Home	Grades K-6 (n)	Suspension Rate	Grades 7-8 (n)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
Two Parents	16,923	0.4%	14,990	2.1%	28,673	1.9%	60,586	1.6%
One Parent	3,150	0.4%	1,581	3.8%	4,234	3.1%	8,965	2.3%
Others	106	0.9%	351	6.3%	2,027	2.2%	2,484	2.7%
Total Survey Participants	20,179	0.0%	16,922	2.0%	34,934	2.0%	72,035	1.7%

Source: Every Student Counts Survey

Students living with two parents continued to have the lowest suspension rate across Grades K-6 (0.4%), Grades 7-8 (2.1%) and Grades 9-12 (1.9%). Grades 7-8 students living on their own or with individuals other than their parents (e.g., foster families, in care of grandparents and/or other guardians) had the highest suspension rate (6.3%) across grades. The same pattern is shown for Grades K-6 for this group of students (0.9%). Students living in a single parent home had the highest suspension rate within Grades 9-12 (3.1%).

Figure 17: Suspension Rate by Family Structure, 2018-19, Gr. K-12



Source: Every Student Counts Survey

Suspension Rates by Parent/Guardian Education

Table 16 and Figure 18 show the suspension rates during the 2018-19 school year disaggregated by parent/guardian education. Overall, students with parents/guardians who did not complete any formal education had the highest suspension rate (4.9%) compared to parents/guardians who had completed elementary school (3.6%), high school (2.7%), an apprenticeship (1.9%), college (1.8%) and university (1.3%).

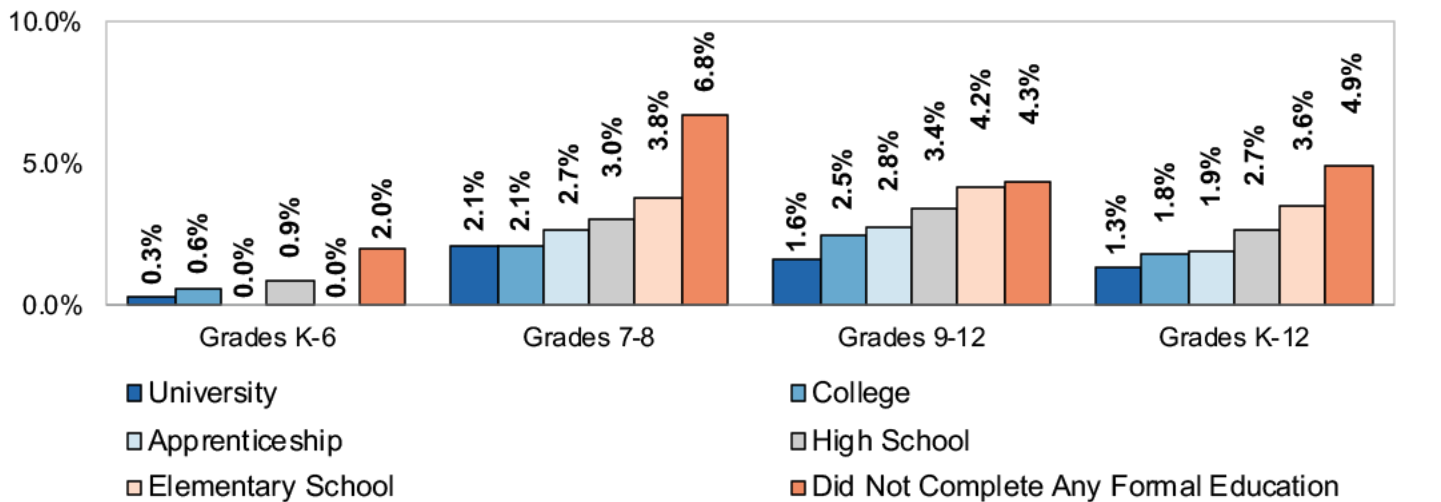
Table 16: Out-of-School Suspensions by Parent/Guardian Education, 2018-19, Gr. K-12

Parent/Guardian Education	Grades K-6 (n)	Suspension Rate	Grades 7-8 (n)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12 (n)	Suspension Rate
University	14,579	0.3%	10,087	2.1%	21,797	1.6%	46,463	1.3%
College	3,540	0.6%	2,105	2.1%	5,552	2.5%	11,197	1.8%
Apprenticeship	133	0.0%	74	2.7%	215	2.8%	422	1.9%
High School	1,368	0.9%	887	3.0%	2,970	3.4%	5,225	2.7%
Elementary School	148	0.0%	472	3.8%	618	4.2%	1,238	3.6%
Did Not Complete Any Formal Education	50	2.0%	133	6.8%	184	4.3%	367	4.9%
Total Survey Participants	19,818	0.4%	13,758	2.3%	31,336	2.0%	64,912	1.6%

Source: Every Student Counts Survey

This trend was consistent across grades where students with parents/guardians who did not complete any formal education had the highest suspension rate. Students in Grades 7-8 with parents/guardians having no formal education had the highest suspension rate (6.8%) compared to students in Grades 9-12 (4.3%) and K-6 (2.0%).

Figure 18: Suspension Rate by Parent/Guardian Education, Gr. K-12



Source: Every Student Counts Survey

Suspension Rates by Parent/Guardian Work Status

In the ESCS, students indicated whether parent/guardian “A” and/or parent/guardian “B” worked full-time, worked part-time, were self-employed, were unemployed, did not work, were retired, or not sure. Here, parent/guardian work status is organized by responses for both parents/guardians or single parent/guardians. Employed refers to working full-time, part-time, and self-employment. Not employed refers to being unemployed, “does not work” or retired.

Table 17 and Figure 19 show the suspension rates during the 2018-19 school year disaggregated by parent/guardian work status. Overall, students with a single parent/guardian who was employed had the highest suspension rate (3.3%) compared to students with both parent/guardians who were not employed (2.4%), single parent/guardian who were not employed (2.1%), who were both employed (2.0%), or when one was employed, and one was not (1.7%).

Table 17: Out-of-School Suspensions by Parent/Guardian Work Status, 2018-19, Gr. 7-12

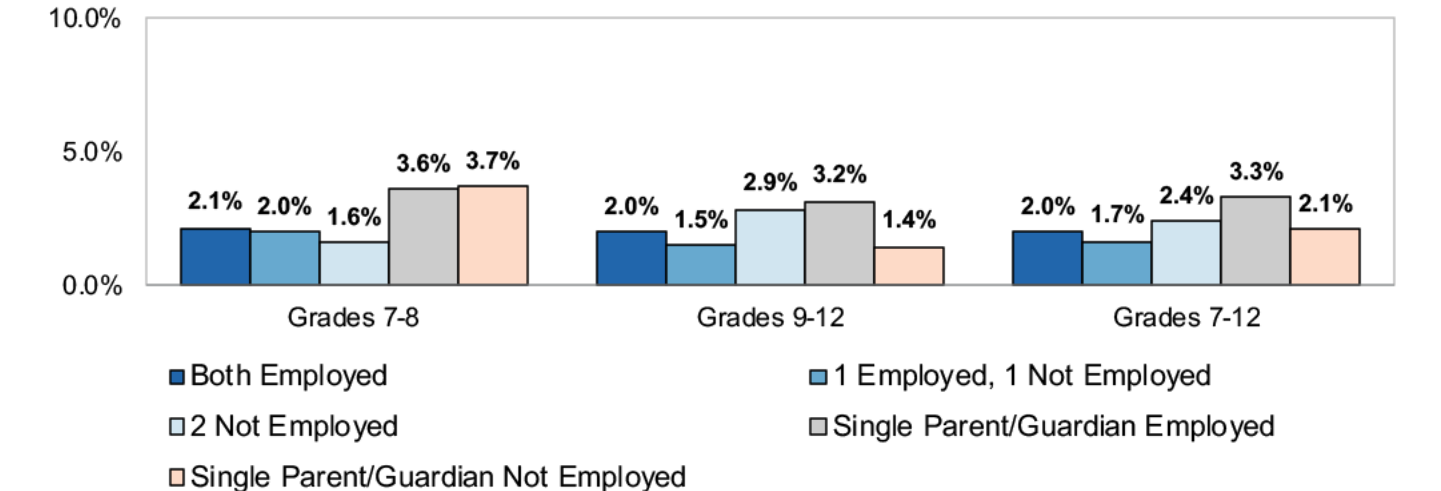
Parent/Guardian Work Status	Grades 7-8 (n)	Suspension Rate	Grades 9-12 (n)	Suspension Rate	Grades K-12	Suspension Rate
Both Employed	10,836	2.1%	21,975	2.0%	32,811	2.0%
1 Employed, 1 Not Employed	2,788	2.0%	5,958	1.5%	8,746	1.7%
2 Not Employed	502	1.6%	875	2.9%	1,377	2.4%
Single Parent/Guardian Employed	1,693	3.6%	4,015	3.2%	5,708	3.3%
Single Parent/Guardian Not Employed	402	3.7%	966	1.4%	1,368	2.1%
Total Survey Participants	16,221	2.3%	33,789	2.0%	50,010	2.1%

Source: Every Student Counts Survey

There was more variance, however, across grades. In Grades 7-8, students with a single parent/guardian who was not employed accounted for the highest suspension rate (3.7%), which was slightly higher than the suspension rates for single parents/guardians who were employed (3.6%). Suspension rates of Grades 7-8 students with a single parent/guardian was also higher than the suspension rates of students with both parents/guardian who were employed (2.1%), when one was employed and one was not (2.0%) and when both were not employed (1.6%).

In Grades 9-12, students with a single parent/guardian who was employed accounted for the highest suspension rate (3.2%). Their suspension rate was slightly higher than students with both parents/guardians not employed (2.9%) and higher than students with both parents/guardians that were employed (2.0%), one employed and one not employed (1.5%) and single parent/guardian that was not employed (1.4%).

Figure 19: Suspension Rate by Parent/Guardian Work Status, 2018-19, Gr. 7-12



Source: Every Student Counts Survey

Suspension Rates by Family Income

Table 18 shows the suspension rates during the 2018-19 school year disaggregated by median family income. Overall, students living in the lowest income decile accounted for the highest suspension rate (3.6%) compared to students from the highest income decile (2.1%). This trend is consistent across grades. Grade 9-12 students from the lowest income decile accounted for the highest suspension rate across grade panels (3.8%).

Table 18: Out-of-School Suspensions by Median Household Income Deciles, 2018-19, Gr. 7-12

Income Decile*	Grades 7-8 (n=18,277)	Grades 9-12 (n=40,411)	Grades 7-12 (n=56,688)
10 (Highest)	2.1%	2.1%	2.1%
9	2.1%	2.2%	2.2%
8	2.2%	2.0%	2.1%
7	2.2%	2.1%	2.1%
6	2.7%	2.5%	2.6%
5	2.8%	2.1%	2.3%
4	1.9%	2.6%	2.4%
3	3.1%	3.3%	3.2%
2	2.7%	3.2%	3.1%
1 (Lowest)	3.1%	3.8%	3.6%
YRDSB Total	2.5%	2.6%	2.6%

Source: Student Information System, Census Canada & Environics Analytics Data
*Income Deciles calculated based on the median (middle-most) after-tax family income. Each student is assigned the median household income associated with their postal code.

This section reports on student suspensions and learning outcomes by panel (elementary and secondary). For the elementary panel, learning outcomes were assessed based on the results from the provincial Grade 6 Education Quality and Accountability Office (EQAO) assessments of reading, writing and mathematics, as well as Grades 7-8 provincial report cards. For the secondary panel, learning outcomes were assessed based on the results from the 2018-19 Grade 9 EQAO assessment of mathematics, the Ontario Secondary School Literacy Test (OSSLT), and Grades 9-12 credit accumulation.

Anti-Oppression Note

While the tables and figures below demonstrate correlations between suspensions and student achievement outcomes, it is important to remember that correlations do not imply causal relationships between the two variables. Both missing academic achievement and suspensions are best interpreted as indicators of underservice received by particular groups of students. The negative impact of suspensions on student motivation, self-worth and disposition towards school noted in the Introduction and Background sections of this report should also be considered as we interpret the available data and work to intervene in support of our students.

Elementary Panel

Suspensions by Grade 6 EQAO Assessments

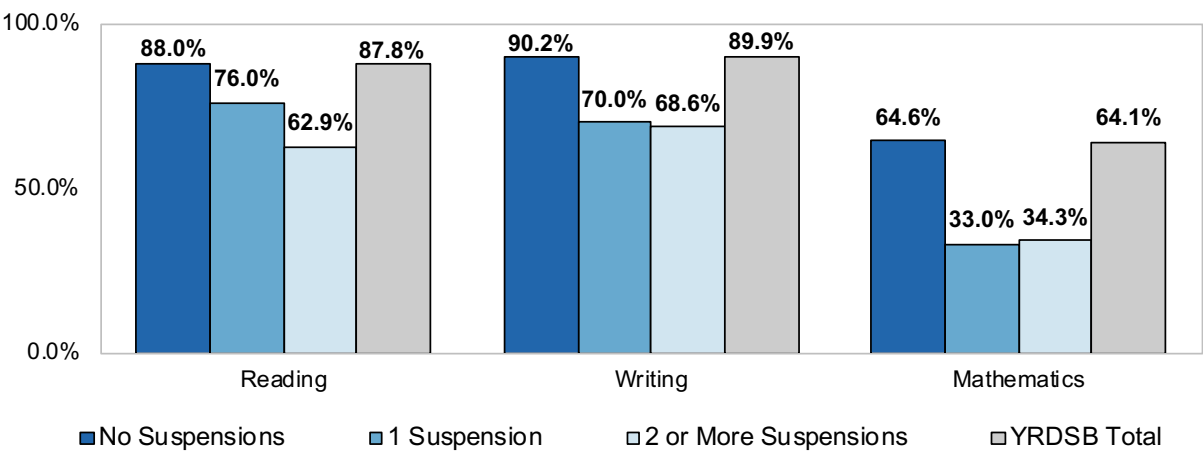
Table 19 and Figure 20 show the percentage of students in Grade 6 who achieved at or above the provincial standard (Level 3) in EQAO assessments (reading, writing and mathematics) disaggregated by number of suspensions. For students with no suspensions, 88.0%, 90.2%, and 64.6% achieved at or above the provincial standard (Level 3) in their EQAO assessments of reading, writing and mathematics. For students with one suspension, 76.0%, 70.0%, and 33.0% achieved at or above the provincial standard (Level 3) in the reading, writing and mathematics EQAO assessments. For students with two or more suspensions, 62.9%, 68.6% and 34.3% achieved at or above the provincial standard (Level 3) in the Reading, Writing and Mathematics EQAO assessments.

Table 19: Students Achieving Levels 3 & 4 on the Grade 6 EQAO Assessments by Number of Suspensions

Number of Suspensions	(n)	Reading	Writing	Mathematics
No Suspensions	9253	88.0%	90.2%	64.6%
1 Suspension	100	76.0%	70.0%	33.0%
2 or More Suspensions	35	62.9%	68.6%	34.3%
YRDSB Total	9388	87.8%	89.9%	64.1%

Source: Student Information System, Students in Grades 7-8 at time of ESCS

Figure 20: Students Achieving Levels 3 & 4 on the Grade 6 EQAO Assessments by Number of Suspensions



Source: Student Information System, Students in Grades 7-8 at time of ESCS

Suspensions by Grade 7-8 Report Card Outcomes

Similar patterns were found for students in Grades 7-8 based on their achievement on provincial report cards. (See Table 20 and Figure 21).

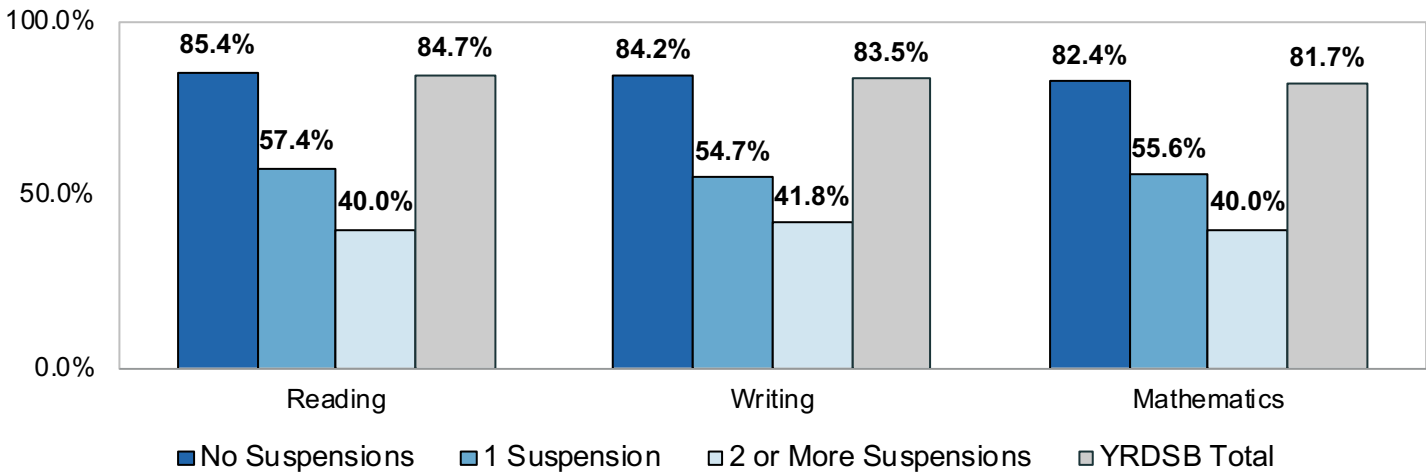
Table 20: Gr. 7-8 Students Achieving Level 3 & 4 on 2018-19 Report Cards by Number of Suspensions

Number of Suspensions	Reading (n)	% of students at/above provincial standard (level 3/4)	Writing (n)	% of students at/above provincial standard (level 3/4)	Mathematics (n)	% of students at/above provincial standard (level 3/4)
No Suspensions	16,712	85.4%	16,707	84.2%	16,709	82.4%
1 Suspension	329	57.4%	329	54.7%	329	55.6%
2 or More Suspensions	75	40.0%	74	41.8%	75	40.0%
YRDSB Total	17,116	84.7%	17,110	83.5%	17,113	81.7%

Source: Student Information System

*Mathematics combines the marks received on the five strands of the Elementary mathematics curriculum (i.e. Number sense and numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, Data Management and Probability)

Figure 21: Gr. 7-8 Students Achieving Level 3 & 4 on 2018-19 Report Cards by Number of Suspensions



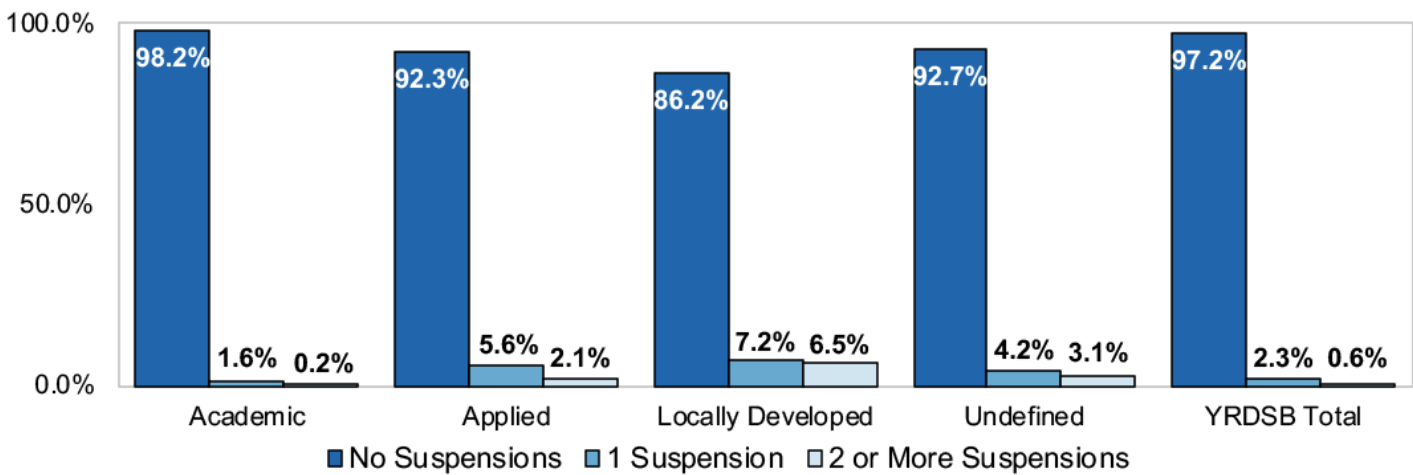
Source: Student Information System

Secondary Panel

Suspensions by Program of Study

Figure 22 shows the percentage of students in Grade 9 who were either suspended once, more than once or not suspended at all, disaggregated by program of study. Program of Study was determined by the majority of courses the student took in their Grade 9 year. Students whose program of study could not be determined are presented as “undefined” (i.e., students taking only non-credit courses, students entering the YRDSB after Grade 9). The percentage of students suspended in the locally developed program of study were highest compared to students in other programs, whether it was merely a single suspension (7.2%) or two or more suspensions (6.5%). Findings also revealed that students in the applied stream had the second highest overall suspension rate (5.6%+2.1%=7.7%). Students in this program of study were also more often suspended once (5.6%) compared to more than once (2.1%). The percentage of two or more suspensions were second highest for students whose program of study could not be identified (undefined).

Figure 22: Percentage of Suspended Students by Gr. 9 Program of Study



Source: Student Information System

Suspensions by Gr. 9 EQAO Assessment of Mathematics

Table 21 and Figure 23 show the percentage of students in Grade 9 - both in academic and applied streams - who achieved at or above the provincial standard (Level 3) on the EQAO Assessment of mathematics, disaggregated by number of suspensions received. For Grade 9 students with no suspensions, 90.8% in the academic stream, and 45.2% in the applied stream achieved at or above the provincial standard (Level 3) on the 2018-19 EQAO Assessment of Mathematics. For students with one suspension, 67.5% in the academic stream, and 32.1% in the applied stream achieved at or above the provincial standard (Level 3). For students with two or more suspensions, 66.7% in the academic stream, and 32.3% in the applied stream achieved at or above the provincial standard (Level 3).

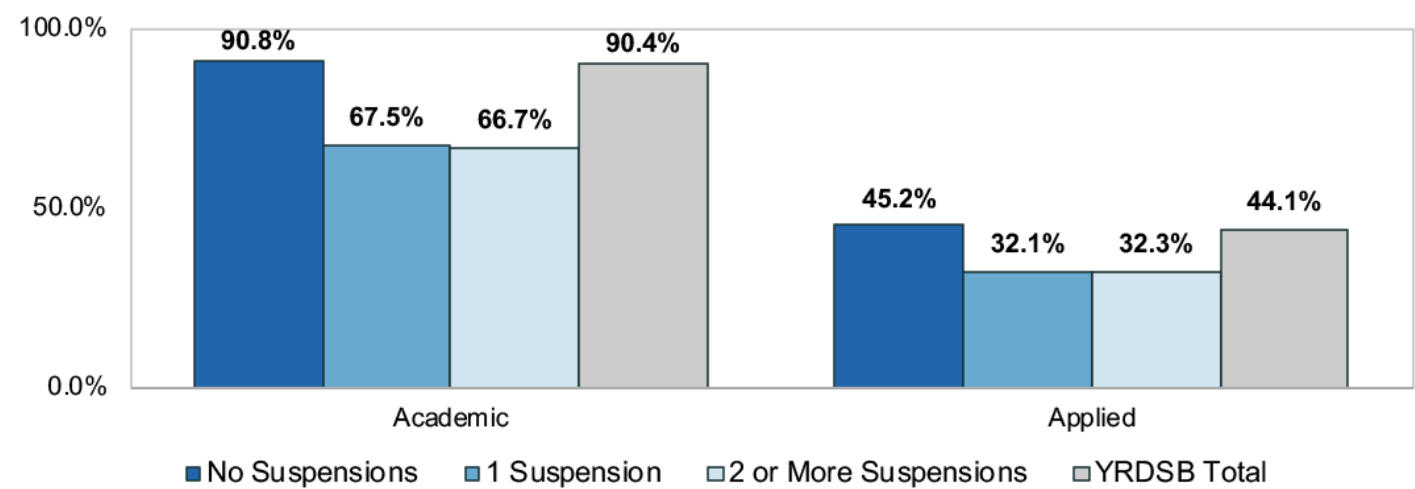
Table 21: Gr. 9 Students Achieving Level 3 & 4 on 2018-19 EQAO Mathematics Assessment by Suspensions

Number of Suspensions	Academic	Percentage	Applied	Percentage
No Suspensions	7,745	90.8%	1,198	45.2%
1 Suspension	120	67.5%	78	32.1%
2 or More Suspensions	15	66.7%	31	32.3%
YRDSB Total	17,116	84.7%	17,110	83.5%

Source: Student Information System

Note: Small numbers (less than 30) can have a large impact on percentages. When interpreting percentages, pay attention to the number of students to better understand the findings.

Figure 23: Gr. 9 Students Achieving Level 3 & 4 on 2018-19 EQAO Mathematics Assessment by Suspensions



Source: Student Information System

Suspensions by Successful Completion of the OSSLT

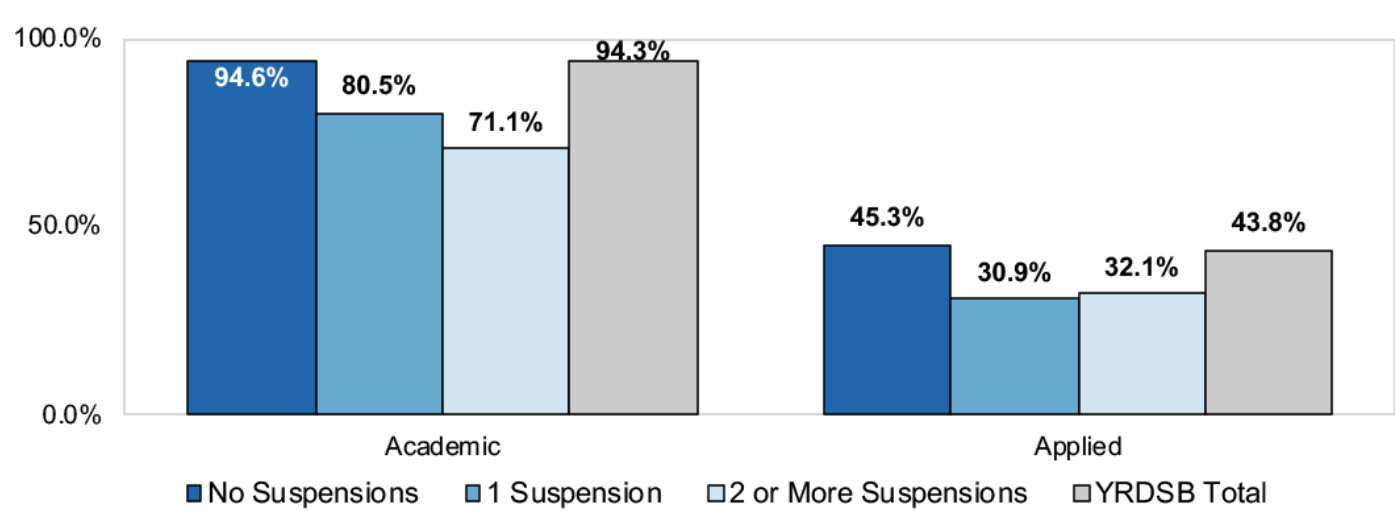
Table 22 and Figure 24 show the percentage of students in Grade 10 - both in the academic and applied streams - who passed the OSSLT disaggregated by number of suspensions. For first time eligible Grade 10 students who participated in the 2018-19 OSSLT assessment and had no suspensions, 94.6% in the academic stream, and 45.3% in the applied stream were successful. For students with one suspension, 80.5% in the academic stream, and 30.9% in the applied stream were successful. For students with two or more suspensions, 71.1% in the academic stream, and 32.1% in the applied stream met and successfully completed this graduation requirement.

Table 22: Students Successfully Completing OSSLT by Suspensions, 2018-2019, Participating First Time Eligible

Number of Suspensions	Academic	Percentage	Applied	Percentage
No Suspensions	7,666	94.6%	704	45.3%
1 Suspension	133	80.5%	55	30.9%
2 or More Suspensions	38	71.1%	28	32.1%
YRDSB Total	7,837	94.3%	787	43.8%

Source: Student Information System

Figure 24: Students Successfully Completing 2018-19 OSSLT by Suspensions, Participating First Time Eligible



Source: Student Information System

Note: Small numbers (less than 30) can have a large impact on percentages. When interpreting percentages, pay attention to the number of students to better understand the findings. Figure 23: Students Successfully Completing 2018-19 OSSLT by Suspensions, Participating First Time Eligible

Suspensions by Secondary Credit Accumulation

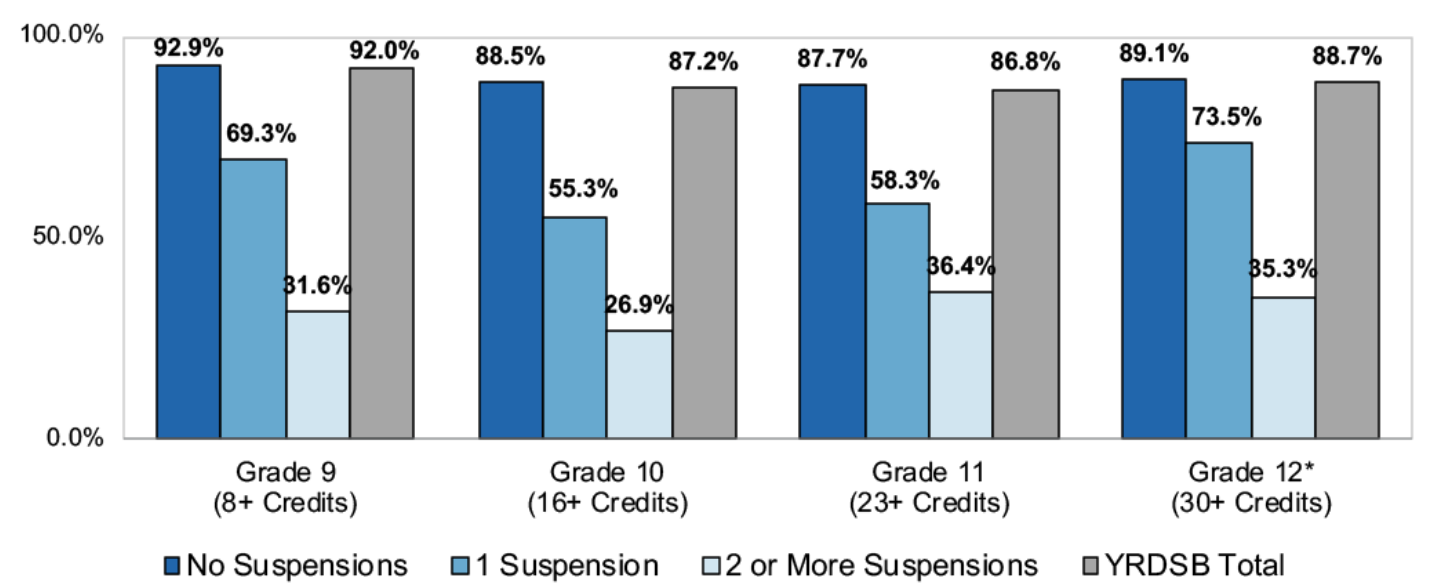
Table 23 and Figure 25 show the percentage of students in Grades 9-12 on pace by credit accumulation disaggregated by the number of suspensions. For Grade 9 students with no suspensions, 92.9% were on pace regarding credit accumulation, which was a higher percentage compared to students in Grades 12 (89.1%), Grade 10 (88.5%) and Grade 11 (87.7%). For students in Grade 12 with one suspension, 73.5% were on pace regarding credit accumulation, which was a higher percentage compared to students in Grade 9 (69.3%), Grade 11 (58.3%) and Grade 10 (55.3%). For students in Grade 11 with two or more suspensions, 36.4% met provincial expectations regarding credit accumulation, which was a higher percentage compared to students in Grade 12 (35.3%), Grade 9 (31.6%) and Grade 10 (26.9%).

Table 23: Students Meeting Expectations on Credit Accumulation by Number of Suspensions, Gr. 9-12

Number of Suspensions	Grade 9 (n)	% on Pace	Grade 10 (n)	% on Pace	Grade 11 (n)	% on Pace	Grade 12 (n)	% on Pace
No Suspensions	9,374	92.9%	9,386	88.5%	9,696	87.7%	9,518	89.1%
1 Suspension	218	69.3%	217	55.3%	199	58.3%	151	73.5%
2 or More Suspensions	57	31.6%	93	26.9%	55	36.4%	34	35.3%
YRDSB Total	9,649	92.0%	9,696	87.2%	9,950	86.8%	9,703	88.7%

Source: Student Information System: 2018-19. Grade 9 on Pace (8 or more credits); Grade 10 on Pace (16 or more credits); Grade 11 on Pace (23 or more credits); Grade 12 on Pace (30 or more credits)

Figure 25: Percentage of Students with Credit Accumulation On Pace for Graduation by Number of Suspensions, Gr. 9-12



Source: Student Information System

Following Anti-Racism Data Standards (ARDS) guidelines and through internal and external consultations, we established methods to use a valid measure to quantify inequalities within various identity groups. This section presents disproportionality indices for racial identity, Indigenous identity, gender, special education needs, and sexual orientation.

Definition

Disproportionality is “a measure of an identity group’s overrepresentation or underrepresentation in a program, service, or function relative to the group’s representation in the reference population” (ARDS). Disproportionality index is a reliable and valid measure that is widely used to quantify inequalities within a program, service, or function. When reviewing suspension data, our intention is to examine the overrepresentation or underrepresentation of students within certain identity groups by calculating the disproportionality index.

Calculating Racial Disproportionality Index

The disproportionality index is calculated using this equation:

Disproportionality Index (Group A) =
$$\frac{\left(\frac{\text{\# of Group A in Suspended Students}}{\text{Total \# of Suspended Students}} \right)}{\left(\frac{\text{\# of Group A in Population}}{\text{Total \# of Students in Population}} \right)}$$

Interpretation using a Comparison Threshold

Disproportionality index can be compared to “1.0” as the basic threshold (or equity line) and interpreted using the following rule:

If Disproportionality Index (Group A)

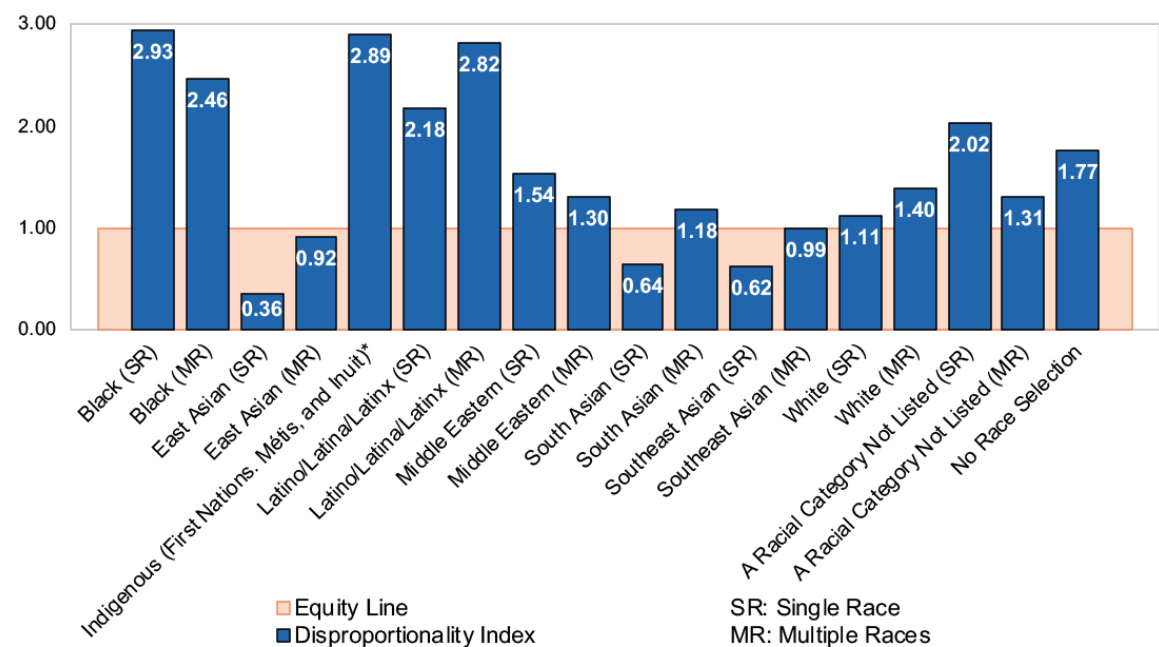
- Greater than 1.0** Group A is over-represented in suspended students. In other words, the more likely to receive a suspension in this group is higher than the overall likelihood to receive suspension in YRDSB.
- Equal to 1.0** Group A is equitably represented in suspended students. In other words, the likelihood to receive suspension in this group is the same as the overall likelihood to receive suspension in YRDSB.
- Less than 1.0** Group A is under-represented in suspended students. In other words, the likelihood to receive suspension in this group is lower than the overall likelihood to receive suspension in YRDSB.

In order to use disproportionality indices for planning purposes, thresholds will be determined through consultation with community partners and other stakeholders.

Disproportionality by Indigenous Identity and Race

Figure 26 shows the disproportionality of suspensions based on race. This graph illustrates the extent to which certain groups are disproportionately above the equity line (orange area and a value of 1.0). Students self-identifying as Black (single race) had the highest rates of disproportionality, with a value of 2.93. Those who self-identified as Indigenous had the second highest level of disproportionality (2.89), closely followed by those who self-identified as Latino/Latina/Latinx (multiple races), with a value of 2.82. Other over-represented groups include students who self-identified as Black (multiple race), with a value of 2.46; Latino/Latina/Latinx (single race), with a value of 2.18; Middle Eastern, both single (1.54) and multiple race (1.30); South Asian (multiple race), with a value of 1.18; and White, both multiple (1.40) and single race (1.11). Students who self-identified their race as not listed for both single (2.02) and multiple race (1.31) categories were disproportionately over-represented, as well as those students who did not select a race category (1.77).

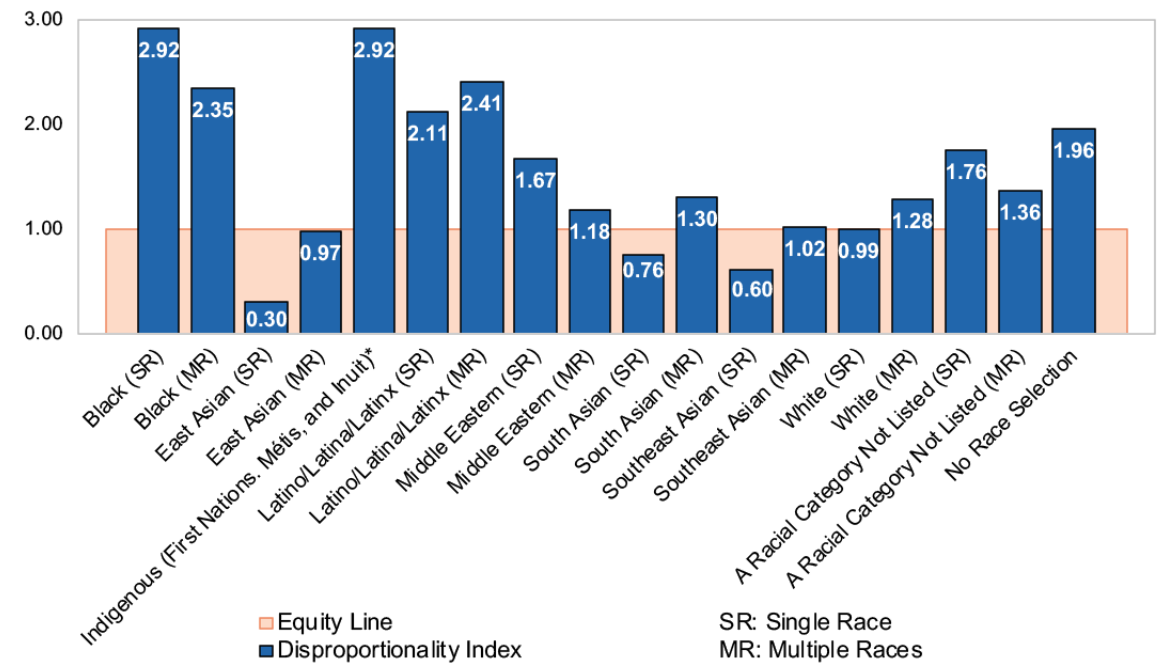
Figure 26: Disproportionality Indices for Out-of-School Suspensions by Race and Indigenous Identity, Gr. K-12



Source: *Indigenous category uses student responses to ESCS items and self-identification from SIS
Note: Single race (SR) categories include students who self-identified with only one race and multiple races (MR) categories include students who self-identified with more than one race in the survey

Figure 27 displays the disproportionality indices of suspension rates for students in Grades 9-12. Students who only selected Black and students indicating Indigenous heritage were the most overrepresented in the suspension rates. Like in the K-12 data above, students who selected Latino/Latina/Latinx (2.11 for single selection, 2.41 for multiple selections); Black (2.92 for single selection, 2.35 for multiple selections); and “A Racial Category Not Listed” (1.76 for single selection, 1.36 for multiple selections) were the most overrepresented in secondary school suspension rates. The data for students in Grades 9-12 also show overrepresentation for students who selected Middle Eastern (1.67 for single selection, 1.18 for multiple selections) and those who did not make a discrete selection on the race question (1.96).

Figure 27: Disproportionality Indices for Out-of-School Suspensions by Race and Indigenous Identity, Gr. 9-12

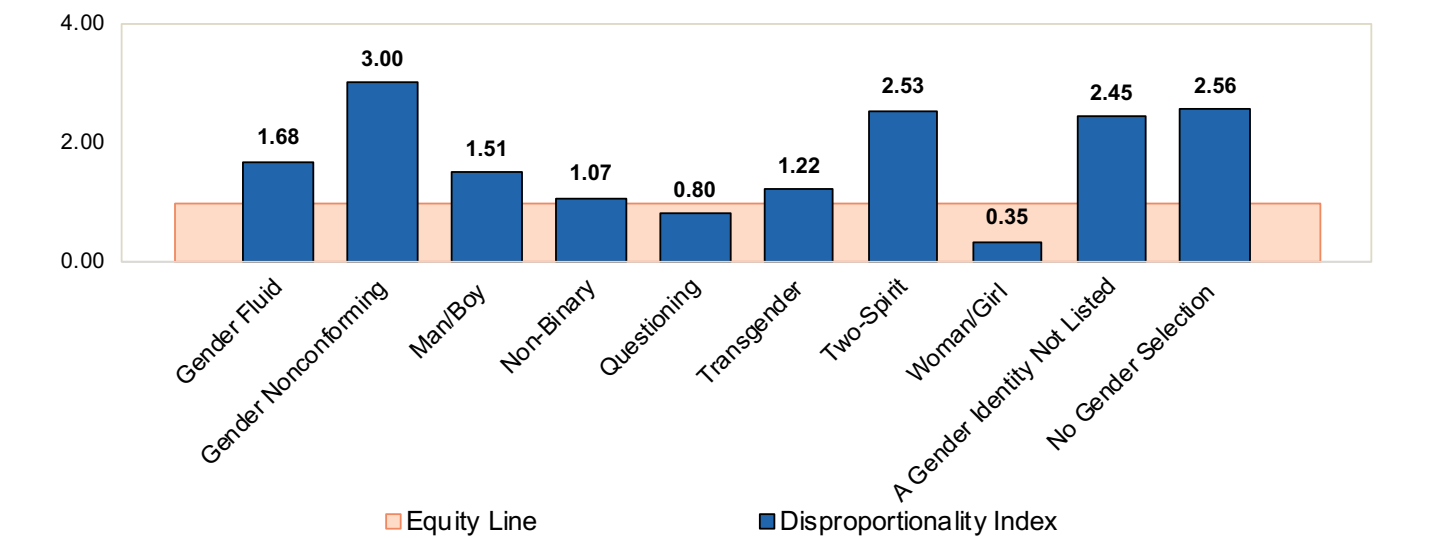


Source: *Indigenous category uses student responses to ESCS items and self-identification from SIS
Note: Single race (SR) categories include students who self-identified with only one race and multiple races (MR) categories include students who self-identified with more than one race in the survey

Disproportionality by Gender Identity

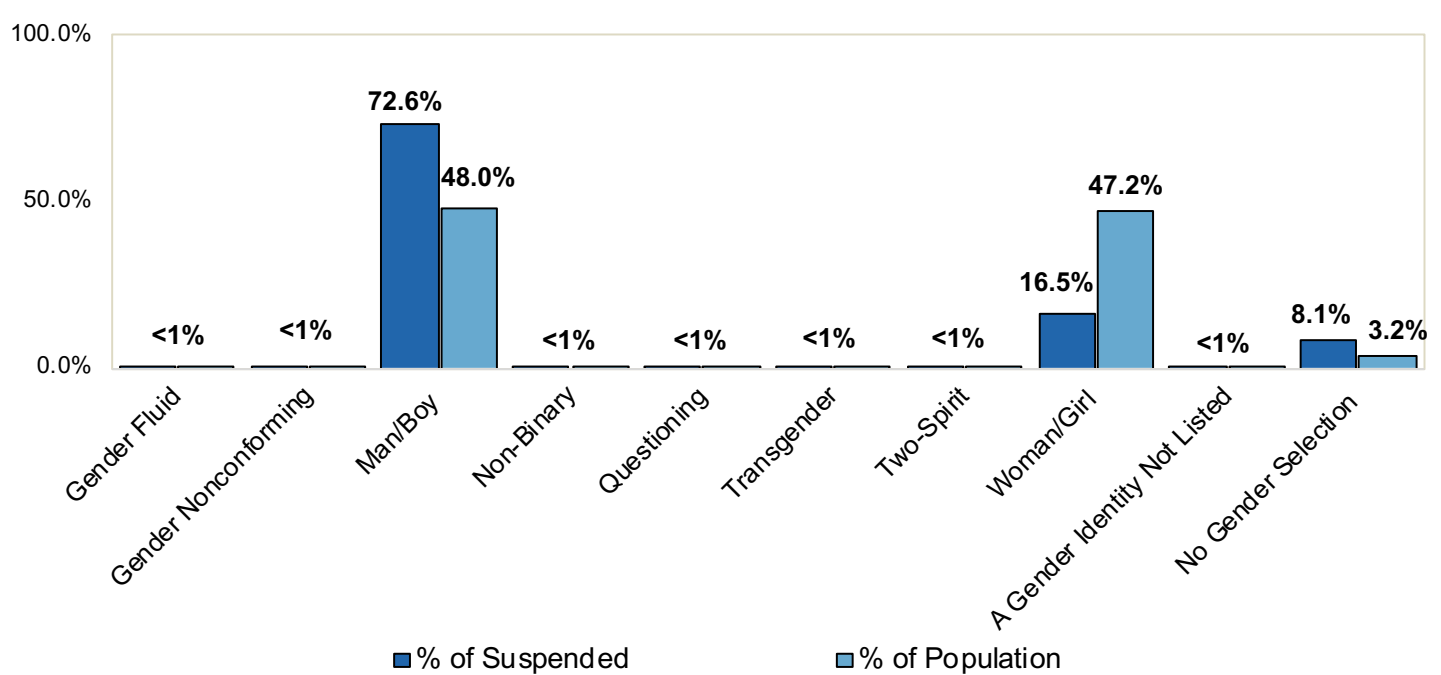
Figure 28 and Figure 29 show disproportionality by suspensions based on students’ gender identity. Students who self-identified as gender nonconforming had the highest rate of disproportionality (3.00) compared to their peers, closely following students with no gender selection (2.56) and those students who self-identified as two-spirit (2.53). Students who self-identified as woman/girl (0.35) or questioning (0.80) were the only two groups who were disproportionately under-represented.

Figure 28: Disproportionality Indices for Out-of-School Suspensions by Gender Identity, Gr. K-12



Source: Every Student Counts Survey

Figure 29: Distribution of Suspension by Gender Identity, Gr. K-12



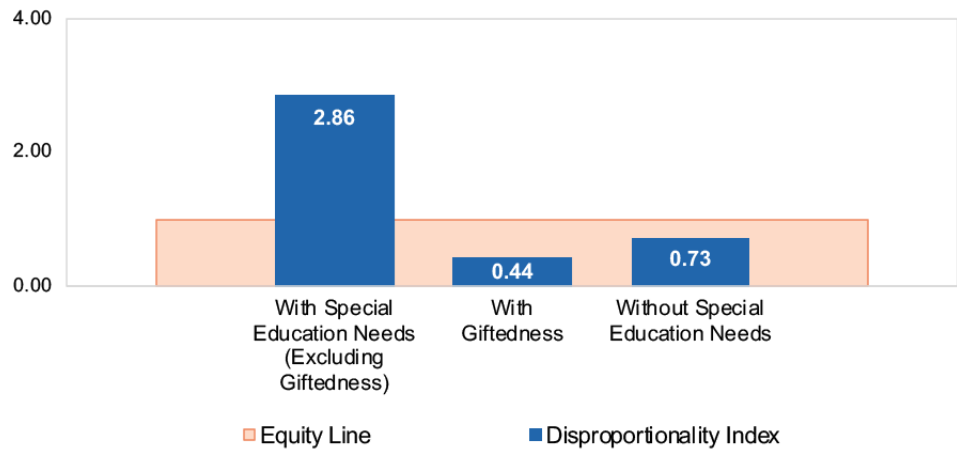
Source: Every Student Counts Survey

Note: Where percentages are less than 0.5%, “<1%” is shown

Disproportionality by Special Education Needs

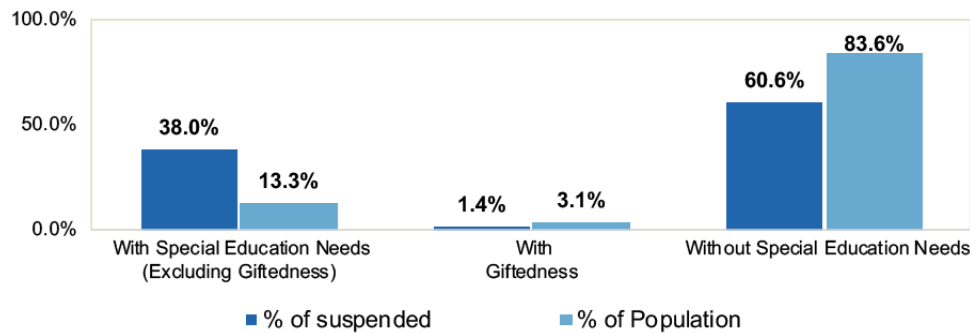
Figure 30 and Figure 31 show disproportionality of suspensions based on special education needs. Although students with special education needs (excluding giftedness) accounted for 38.0% of the total suspensions in the 2018-19 school year, they were the only group of students who were disproportionately over-represented (2.86). Students without special education needs (0.73) and with giftedness (0.44) were disproportionately under-represented, despite students without special education needs accounting for the majority (60.6%) of suspension during the 2018-19 school year.

Figure 30: Disproportionality Indices for Out-of-School Suspensions by Special Education Needs, Gr. K-12



Source: Student Information System

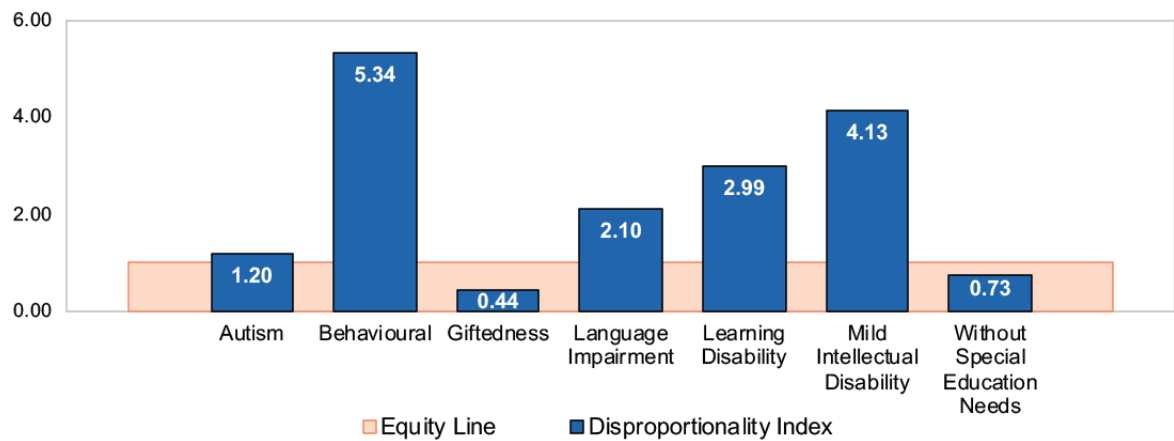
Figure 31: Distribution of Suspension by Special Education Needs, Gr. K-12



Source: Student Information System

Figure 32 shows that students with a behavioural disability (5.34) were disproportionately over-represented, having the highest disproportionality index compared to students living with a mild intellectual disability (4.13), learning disability (2.99) or language impairment (2.10). Students who identified as gifted (0.44) and students without special education needs (0.73) were disproportionately under-represented.

Figure 32: Disproportionality Indices for Out-of-School Suspensions by Exceptionalities, Gr. K-12

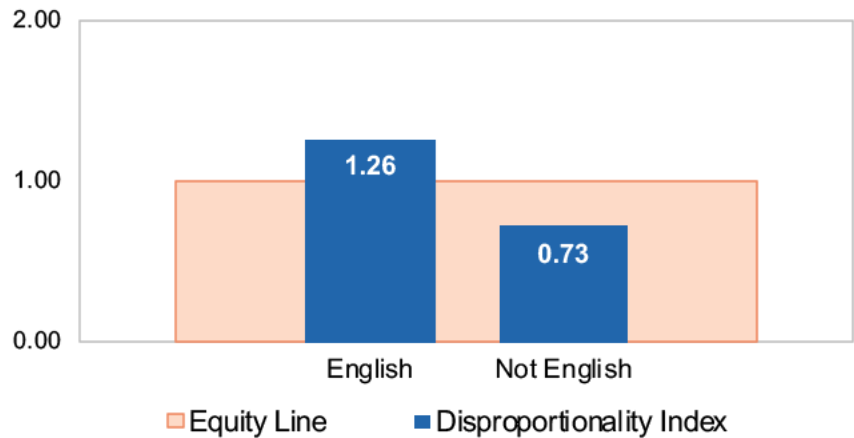


Source: Student Information System

Disproportionality by Primary Language Spoken at Home

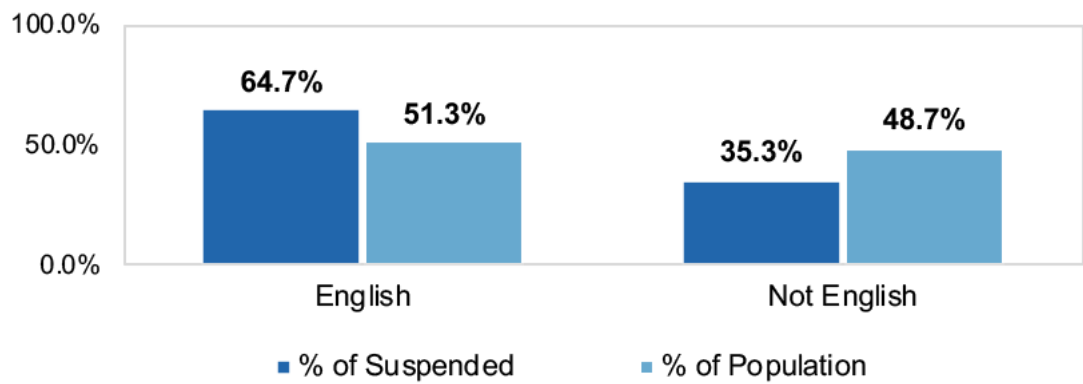
Figure 33 and Figure 34 show disproportionality of suspensions based on the primary language spoken at home. Students whose primary language spoken at home was English accounted for the majority 64.7% of suspensions and were disproportionately over-represented (1.26). Students whose primary language spoken at home was not English were disproportionately under-represented (0.73).

Figure 33: Disproportionality Indices for Out-of-School Suspensions by Language Spoken at Home, Gr. K-12



Source: Student Information System

Figure 34: Distribution of Suspension by Language Spoken at Home, Gr. K-12

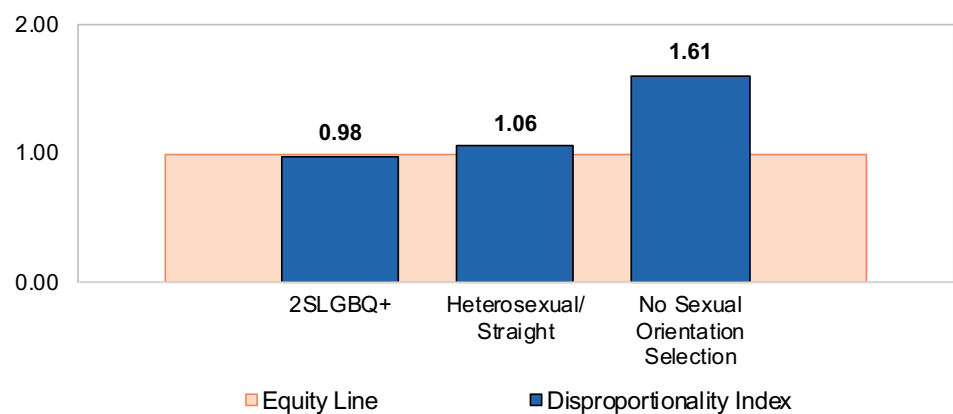


Source: Student Information System

Disproportionality by Student Sexual Orientation

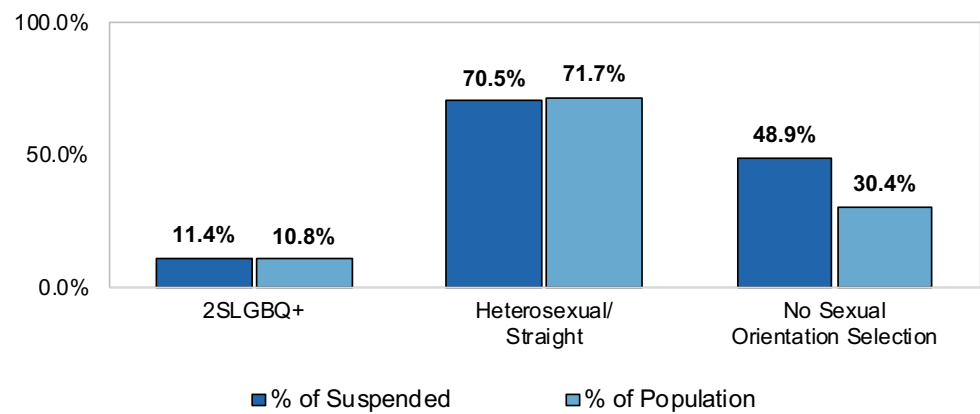
As mentioned in Part D of this report, data for sexual orientation is only reflected for students in Grades 7-12 since they were the only group of students asked to identify their sexual orientation. Figure 35 and Figure 36 show disproportionality of suspensions based on sexual orientation. Although students with no sexual orientation selected only accounted for about 48.9% of the total suspensions in the 2018-19 school year, they had the highest rates of disproportionality (1.61), followed by gender diverse (1.06). Students who self-identified as heterosexual/straight (0.51) were disproportionately under-represented (0.98), despite accounting for the majority (70.5%) of suspensions during the 2018-19 school year.

Figure 35: Disproportionality Indices for Out-of-School Suspensions by Sexual Orientation, Gr. 7-12



Source: Every Student Counts Survey

Figure 36: Distribution of Suspension by Sexual Orientation, Gr. K-12



Source: Every Student Counts Survey

Findings in this report are based primarily on quantitative analyses, which only answer questions about “what”, “who”, or “how many” and therefore, cannot by themselves, answer questions about “why” or “how”. As a result, these alternative, yet crucial, perspectives, or truths, are often missing in quantitative research. We also recognize that findings have been reported in a way that maintains the idea of neutrality so commonly used as a validity and reliability metric in quantitative research (Lincoln & Guba, 1985). Historically, quantitative analyses are often seen as “truths” because of the false assumption that quantitative researchers remain “neutral” when working with numbers.

Qualitative research methods, on the other hand, allow for a deeper understanding of the lived experiences of the marginalized groups that the numbers claim to represent. In fact, qualitative research does not claim to represent or generalize to particular groups of individuals or provide an objective “truth”. Rather qualitative research claims to provide a “rendition of how life is perceived” (Bold, 2012, p. 17), often inviting participants as co-researchers to retell stories as faithfully as possible. This collaboration, coupled with reflexivity, offers readers a more balanced representation of participants’ lives and considers multiple interpretations, or “truths”, of the lives explored (Bold, 2012).

For this reason, in the next series of themed reports, we plan to use a mixed methods study design with intersectionality analyses and frameworks in order to further understand the perceptions and experiences of marginalized groups. This approach in addition to reflexivity will help illuminate that education systems are not, and cannot be conceptualized as, unbiased or neutral enterprises (Parkay et al., 2012). Exploring these themed reports through a reflexive dialogue can also provide readers the room to make their own meanings “with the lived stories that they know and the stories that are common in many ways to others” (Bold, 2012, p. 145).

The objective of these initial and ongoing themed reports is to promote critical dialogue that leads to positive social change for marginalized and underserved students. Offering multiple perspectives through reflexivity in the writing of reports is a crucial step toward this goal. For the current themed report, however, a reflexive dialogue in the reporting structure was not feasible beyond this section of the report. Instead, prompts that guide readers towards using an anti-oppression perspective when reviewing the data can be found within the introduction of each report. These prompts may be used to promote critical dialogue amongst education stakeholders.

An additional consideration for readers is that data used for this report only reflects out-of-school suspensions. Other types of suspensions (i.e., in-school, informal) also impact students’ access to instruction and learning, but were not included in this analysis. Moving forward, we aim to continue to implement structures to better capture these nuances for future reporting and monitoring purposes.

Other considerations pertain to the categories used to conceptualize social identities. The identity categories used in this report are based on the responses to questions in the ESCS and data available from YRDSB’s Student Information System. Some limitations pertaining to the use of this data are:

- Findings indicate that participants who did not provide identity information for certain categories are more likely to be suspended; however, we do not know the identity groups to which they belong. This means that disproportionalities for some groups may actually be higher than reported.
- The social identity categories used in this analysis may not align with how individual students describe their identities. For instance, the sexual orientation and gender identity questions were single-selection, meaning that students could only select one gender identity category. As a result, students whose gender identity is best described by more than one category were unable to fully identify their gender identity.

The use of culturally-biased standardized tests as a metric for student achievement is another consideration for this study as the contents of standardized assessments, which more often than not are designed to favour students of European-heritage in urban settings, cannot reflect concepts, perspectives, and values that are familiar to non-European students (Dench, Cleave, Tagak, & Beddard, 2011; Eriks-Brophy, 2014; Noggle, 2014; Peltier, 2011). In the future, we hope to use more culturally relevant and responsive assessment tools (e.g., Eisazadeh et al., 2021; Peterson, et al., 2021; 2018), that draw on students’ funds of knowledge (Hedges et al., 2011; Moll et al., 1992) and, in turn, affirm their individual identities.

Additionally, using Report Card information as an accountability measure departs from its intended use: to support ongoing communication between teachers and families about students’ progress in their learning. This can be viewed as problematic as it not only departs from its original design, but there is also no established procedure to evaluate alternate uses (Ungerleider, 2006). It is important to unpack and be transparent about how alternate uses interact with individual student outcomes and between group comparisons (Koch, 2013).

Lastly, although we engaged in a series of comprehensive community consultations in the development of this report, we hold the belief that there is always room for growth to better partner with communities, particularly in co-constructing the themed reports. In efforts to best collaborate and hear the voices of community members, we welcome any feedback on this report or any suggestions for next steps regarding the current and ongoing reporting structures. If desired, you may contact research.services@yrdsb.ca with your feedback.

ACCESS: YRDSB’s ACCESS program is an educational and counselling support program for students who have been suspended or expelled from their home schools. Each ACCESS location has both a teacher and a Child & Youth Counsellor on site to meet the needs of each student. The goal of this program is to support students in the following ways: provide academic supports, counselling, mental health supports, job coaching and other social services as needed.

Anti-Oppression Framework: An approach that places equity and human rights at the forefront of actions by intentionally identifying, addressing and changing the values, structures, policies, attitudes and practices that result in discrimination against individuals or groups. The framework promotes an understanding of how power, privilege and oppression operate within institutions

Anti-Racism Data Standards: Anti-Racism data standard were established by the Government of Ontario to help identify and monitor systemic racism and racial disparities within the public sector in order to create an inclusive and equitable society for all Ontarians. The standards establish consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity

Asexual: Asexual refers to a person who does not experience sexual attraction.

Autism: The ministry of Education defines autism as a learning disorder that is characterized by disturbances in the rate of educational development; ability to relate to the environment, mobility, perception, speech, and language. Autism is also characterised by a lack of the representational-symbolic behaviour that precedes language (as cited in York Region District School Board, 2021).

Behavioural: The Ministry of Education defines behavioural (or behavioural disorder) as characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance. This may be accompanied by one or more of the following: a) significant difficulty to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; and d) an inability to learn that cannot be traced to intellectual, sensory, or health factors, or any combination thereof (as cited in York Region District School Board, 2021). It also includes, but is not limited to, the following: anxiety, attention-deficit hyperactivity disorder (ADHD) and mood disorders/depression.

Bisexual: Bisexual refers to a person who experiences attraction to both male-identified and female-identified people.

DABRS: DABRS is an acronym that refers to YRDSB’s Dismantling Anti-Black Racism Strategy.

Data: “Data is defined as facts, figures, and statistics objectively measured according to a standard or scale, such as frequency, volumes or occurrences. Data does not include information like reports or manuals.” (Government of Ontario, 2021).

Developmental Disability: The Ministry of Education defines developmental disability as a severe learning disorder characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; and c) a limited potential for academic learning, independent social adjustment and economic self-support (as cited in York Region District School Board, 2021).

Disability: Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. A disability may be temporary, sporadic or permanent.

Disaggregated data: “Disaggregated data is broken down into component parts or smaller units of data for statistical analysis. In the context of race-based data, this means breaking down the composite (aggregate) “racialized” category into its component parts such as Black, South Asian, East/Southeast Asian, Latino, Middle Eastern, White, etc.” (Government of Ontario, 2021).

Discrimination: Discrimination is the distinction between individuals not based on legitimate terms; refers to arbitrary bias for or against an individual or a group, or the unjust and inequitable treatment of an individual or group. Discrimination can be based on age, birth, socioeconomic class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith belief, sex, or sexual orientation.

Disparity: Disparity refers to “Unequal outcomes in a comparison of one group to another group” (Government of Ontario, 2021).

Disproportionality: Disproportionality refers to “the over-representation or under-representation of an [identity] group in a particular program or system, compared with their representation in the general population” (Government of Ontario, 2021).

EIAC: EIAC is an acronym that refers to the Equity and Inclusivity Advisory Committee.

Ethnicity: Ethnicity refers to ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and / or religious characteristics.

EQAO: EQAO is an acronym that refers to Education Quality and Accountability Office.

Equity: Equity refers to “the systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for differences” (Government of Ontario, 2021).

Exceptionality: The Education Act sets out five categories of exceptionalities in the definition of an exceptional pupil including: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that will affect a student’s learning needs. (Government of Ontario, 2017, p. 63).

Funds of Knowledge: Funds of knowledge in Education refers to any culturally rooted knowledge found within communities (Moll et al., 1992).

Gay: Gay refers to a person who experiences attraction to people of the same sex and / or gender. Gay can include both male-identified individuals and female identified individuals, or refer to male identified individuals only.

Gender Fluid: Gender fluid refers to a person whose gender identity or expression changes or shifts along the gender spectrum.

Gender Identity: Gender identity is a person’s internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum (i.e., gender fluid, gender nonconforming, non-binary, questioning, transgender, two spirit). A person’s gender identity may be different from the sex assigned at birth (i.e., female or male).

Gender Nonconforming: Gender nonconforming refers to a person not being in line with the cultural associations made in a given society about a person’s sex assigned at birth.

Giftedness: The Ministry of Education defines giftedness as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated (as cited in York Region District School Board, 2021).

Heterosexual/Straight: Heterosexual/straight refers to a person who is attracted to someone of the opposite sex.

Identity-based Data: Identity-based data refers to information about various aspects of students’ identities (e.g., racial / ethnic background, and sexual orientation). In the educational context, students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Collecting identity-based data is important for evaluating how well programs, resources and practices support students, and identify the groups of students who may be underserved in order to develop and revise programs, strategies, policies and teaching practices, as well as allocate resources and supports to improve school environments and help students succeed. The Ontario Human Rights Code permits and encourages the collection and analysis of identity data for the purposes of identifying and removing systemic barriers, preventing discrimination, and promoting equity and inclusivity.

IEAC: IEAC is an acronym that refers to the Indigenous Education Advisory Council.

Indigenous: “Indigenous people identify as being descended from the Original Peoples of what is currently known as Canada. In this context, Indigenous peoples include people who may identify as First Nations (status and non-status), Métis and/or Inuit and any related identities” (Government of Ontario, 2021).

- Individual Education Plan (IEP):** IEP is an acronym that refers to an Individual Education Plan. “An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student’s strengths and needs that affect the student’s ability to learn and demonstrate learning” (Ontario Ministry of Education, 2021).
- Intersectionality:** “Intersectionality is the way in which people’s lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people’s experiences of racism or privilege, including within any one group, may vary depending on the individual’s or group’s relationship to additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors” (Government of Ontario, 2021).
- IPRC:** IPRC is an acronym that refers to Identification, Placement, and Review Committee
- Language Impairment:** The Ministry of Education defines language impairment as a learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors (as cited in York Region District School Board, 2021).
- Learning Disability:** The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills (as cited in York Region District School Board, 2021).
- Lesbian:** Lesbian refers to a female-identified person who experiences attraction to female-identifies people.
- Mild Intellectual Disability:** Mild intellectual disability refers to a learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; and c) a potential for academic learning, independent social adjustment and economic self-support (as cited in York Region District School Board, 2021).
- Mixed Methods:** Mixed methods involve the use of both qualitative and quantitative methods.
- Non-Binary:** Non-binary refers to a person whose gender identity does not align with the binary concept of gender such as man or woman.
- Not Reported (NR):** NR denotes where in tables or graphs there were less than 15 students in a particular group and therefore the resulting figure is Not Reported (NR) to preserve the privacy of the students.
- OSSLT:** OSSLT is an acronym that refers to Ontario Secondary School Literacy Test.
- Pansexual:** Pansexual refer to a person who experiences attraction to people of diverse sexes and / or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and / or genders that exist across a spectrum and to challenge the sex / gender binary.
- PEAC:** PEAC is an acronym that refers to the Parent, Family and Community Engagement Advisory Committee.
- Physical Disability:** The Ministry of Education defines physical disability as a condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level (as cited in York Region District School Board, 2021).
- Program of Study:** The course level in which the student took the majority of their courses in their Grade 9 year.
- Provincial Standard:** In Ontario, there are four different degrees of student achievement for any given subject. “Level 3 is the ‘provincial standard’... Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard” (Ontario, 2010, p.).

- Queer:** Queer refers to some members within 2SLGBTQ+ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction, or by an individual to reflect the interrelatedness of these aspects of their identity
- Questioning:** Questioning refers to a person who is unsure about their own sexual orientation.
- Race:** “Race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., “socially constructed”), with significant consequences for people’s lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings” (Government of Ontario, 2021).
- Racialized (person or group):** “Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as “visible minorities” under the Canadian census and may include people impacted by antisemitism and Islamophobia” (Government of Ontario, 2021).
- Reflexivity:** Reflexivity is a technique used in qualitative research involving the practice of providing multiple perspectives in the written report, particularly ones beneath the master narrative. It involved staying “awake” (Clandinin et al., 2010, p. 82) to what is provided and what is not, what is heard as well as the silence. It also involves the ability to disclose biases rooted from personal experiences.
- Reliability and Validity:** Reliability and validity are measures used to evaluate the rigour of quantitative research. These terms are reconceptualized, however, within qualitative research, challenging the notion of a single objective truth that can be “accurately,” or close to “accurately,” measured (Bold, 2012). Through a qualitative lens, the trustworthiness of research resides in readers’ ability to find their own truth through “the relevance of lives explored” (Bold, 2012), and rejects that of a single truth to be applied or replicated to multiple contexts for generalizability or “accuracy” purposes.
- RESOLVE:** YRDSB’s RESOLVE tool will be used to document and collect information and data for incidents of hate, racism and discrimination.
- SEAC:** SEAC is an acronym that refers to the Special Education Advisory Committee.
- Sexual Orientation:** Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.
- SNAP:** SNAP is an acronym that refers to Stop Now And Plan. It is an evidence-based cognitive behavioural model that provides a framework for teaching children struggling with behavioural issues, and their parents, effective emotional regulation, self-control and problem-solving skills.
- Social Identity:** Social identity refers to a person’s sense of who they are based on the social groups the person was born into and belongs to. People can identify or be identified by others on the basis of their social identity (and their intersections). This aspect of an individual’s self-conception is not based on their personal qualities (e.g., skills and abilities).
- Social Location:** Social Location (Positionality) refers to the recognition that where you stand in relation to others in society shapes what you can see and understand. It is how people are impacted by social relations of inequity (e.g., gender, race, ethnicity, immigrant status, disability, class, age, etc.) as well as their intersections (see Vosko, 2006). Social location emphasizes that inequity is complex, and that people hold positions of dominance and subordination in different contexts (Anthias, 2012)
- Streaming:** Streaming refers to the separation of students into different course types (streams). In Ontario, students are currently streamed for Math, English, Science, Geography, History and French. The course types (streams) for these Grade 9 and 10 courses are Academic, Applied and Locally Developed (York Region District School Board, 2021).

Students with Special Education Needs: Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included” (EQAO, 2019, p.38). Special education needs is a classification of students for school to provide specialized or intensive programing and support. It is closely associated with Program of Study (Brown & Sinay 2008; Brown & Parekh, 2010) or “streaming” and is widely considered to be strongly connected to postsecondary access.

Suspension Rates: Suspension rates for this report were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31, for each respective school year from 2015-16 to 2019-20.

Systemic Barriers: Systemic barriers are policies, programs and practices that result in particular groups of students receiving inequitable access to opportunities or being excluded in a way that creates or maintains disadvantages for these marginalized groups.

Systemic Racism: “Systemic racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others” (Government of Ontario, 2021).

Threshold: “A threshold is a value that, if met or exceeded, indicates an inequality. Determining an appropriate threshold helps to interpret the meaning of the numerical results and indicates whether the magnitude of the disproportionality and disparity indices represents a notable difference for further investigation, monitoring, and/or potential action” (Government of Ontario, 2021).

Transgender: Transgender refers to a person whose gender identity differs from the one associated with their birth-assigned sex.

Two-Spirit: Two-spirit refers to an Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine, or non-binary spirits.

2SLGBQ+: 2SLGBQ+ is an acronym used in this report to refer to two-spirit, lesbian, gay, bisexual, queer or questioning. 2SLGBTQ+ is an acronym often used as an umbrella term to encompass a much wider range of identities and experiences related to sex, gender and attraction that fall outside the dominant norms of heterosexual and cisgender. In this report, the “T” for transgender is not included when the acronym is used in reference to Sexual Orientation. Transgender is included under gender identity.

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Contact Us

For more information about this report, please contact:

Caring and Safe Schools
York Region District School Board
36 Regatta Avenue
Richmond Hill, ON L4E 4R1
905-884-3434 x312

Research and Assessment Services
York Region District School Board
300 Harry Walker Parkway South
Newmarket, ON L3Y8 E2
905-727-0022

Email: research.services@yrdsb.ca