



2018 Every Student Counts Survey: Overall Status and Equity Measures in Special Education

Students' Demographic data were collected in November 2018 through the Every Student Counts Survey (ESCS). Results from this survey are being used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments. Families of students in Kindergarten to Grade 6 were invited to complete the survey with their children at home. Students in Grades 7 to 12 were invited to complete the survey.

The Special Education Themed report examines the structures and processes of Special Education in YRDSB; as well as, the demographics (identities) and learning outcomes of students in Special Education programs.

Although YRDSB's Special Education planning, programming, and service delivery processes have a strong tradition of including students with special needs, findings from the ESCS Special Education report point to disproportionalities (inequities) in student experiences and outcomes based on special education identification. These inequities are also related to socio-demographic characteristics including, but not limited to, gender identity, race, sexual orientation, exceptionalities, program of study, and suspensions.

Disproportionality Index

A disproportionality index is a measure of an identity group's representation in a program or service. This report includes information for students who received one or more out-of-school suspensions in the 2018-2019 school year.

If Disproportionality Index for a identity group is:

- **Greater than 1.0**, the group is **over-represented**.
- **Equal to 1.0**, the group is **equitably represented**.
- **Less than 1.0**, the group is **under-represented**.

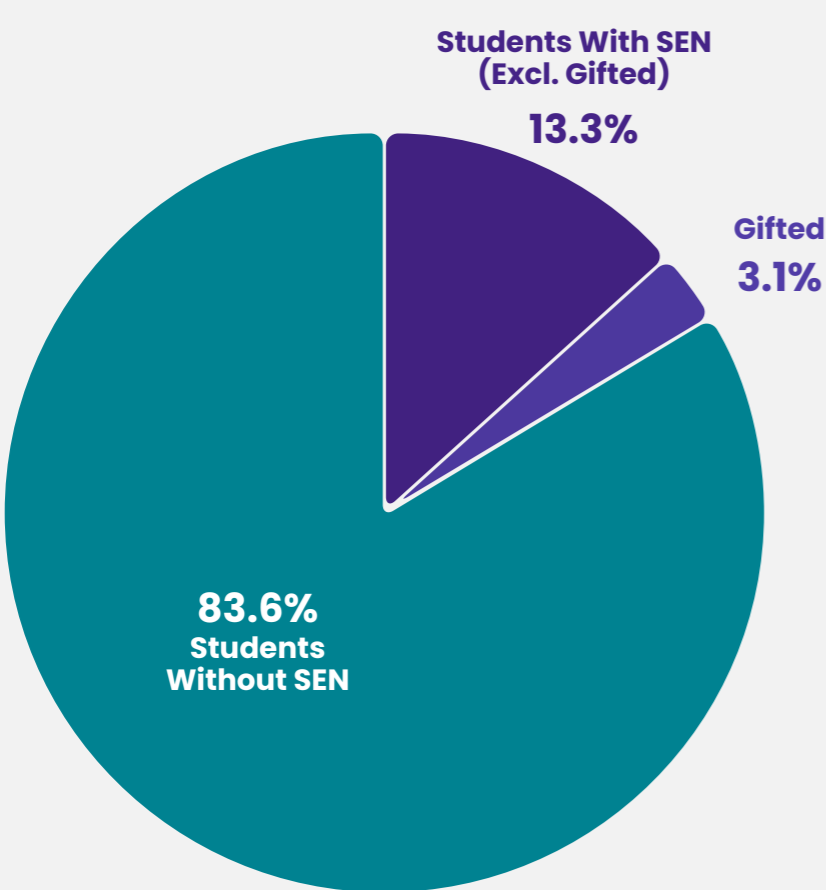
Anti-Oppression Note

Disproportionalities are the direct result of inequities within and beyond schools and school boards and not a reflection of deficits within students and families. As such, it is important to review these findings through an Anti-Oppressive Framework 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;
- overrepresentation of students from specific identity groups in suspensions reflect systemic inequities; and,
- responses to disproportionalities in group representation within suspended students must focus on strategies and initiatives to promote equitable institutional structures and practices.

PERCENTAGES

Special Education Needs (SEN) in YRDSB, 2018-19, Gr. K-12



Special Education Programming in YRDSB, 2018-19, Gr. K-12

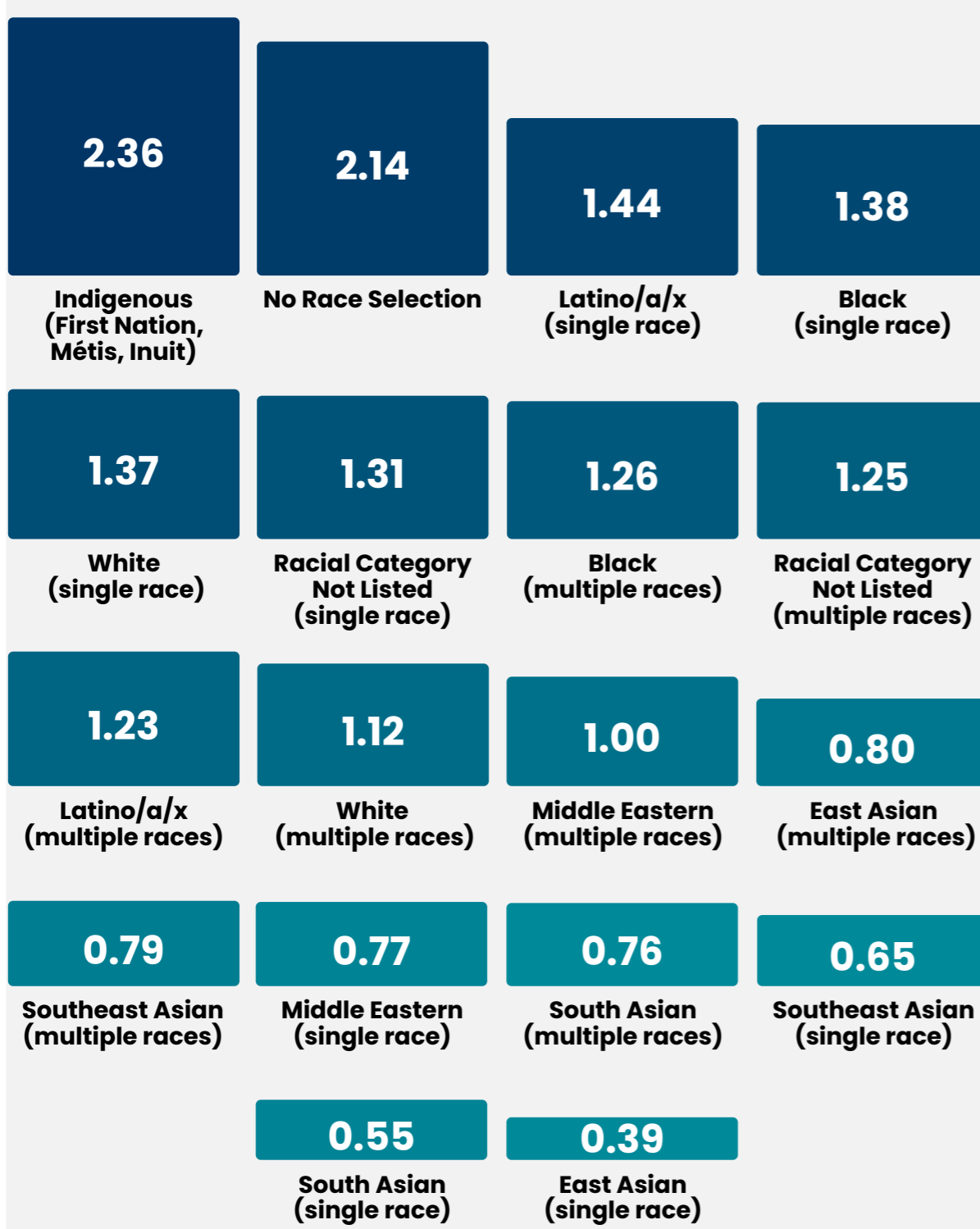


Exceptionalities in YRDSB, 2018-19, Gr. K-12

| | |
|------------------------------|-------|
| Learning Disability | 6.1% |
| Giftedness | 3.1% |
| Autism | 2.2% |
| Behavioural | 2.0% |
| Language Impairment | 1.4% |
| Mild Intellectual Disability | 0.7% |
| Developmental Disability | 0.4% |
| Other Exceptionality | 0.3% |
| Physical Disability | 0.2% |
| Students Without SEN | 83.6% |

DISPROPORTIONALITIES

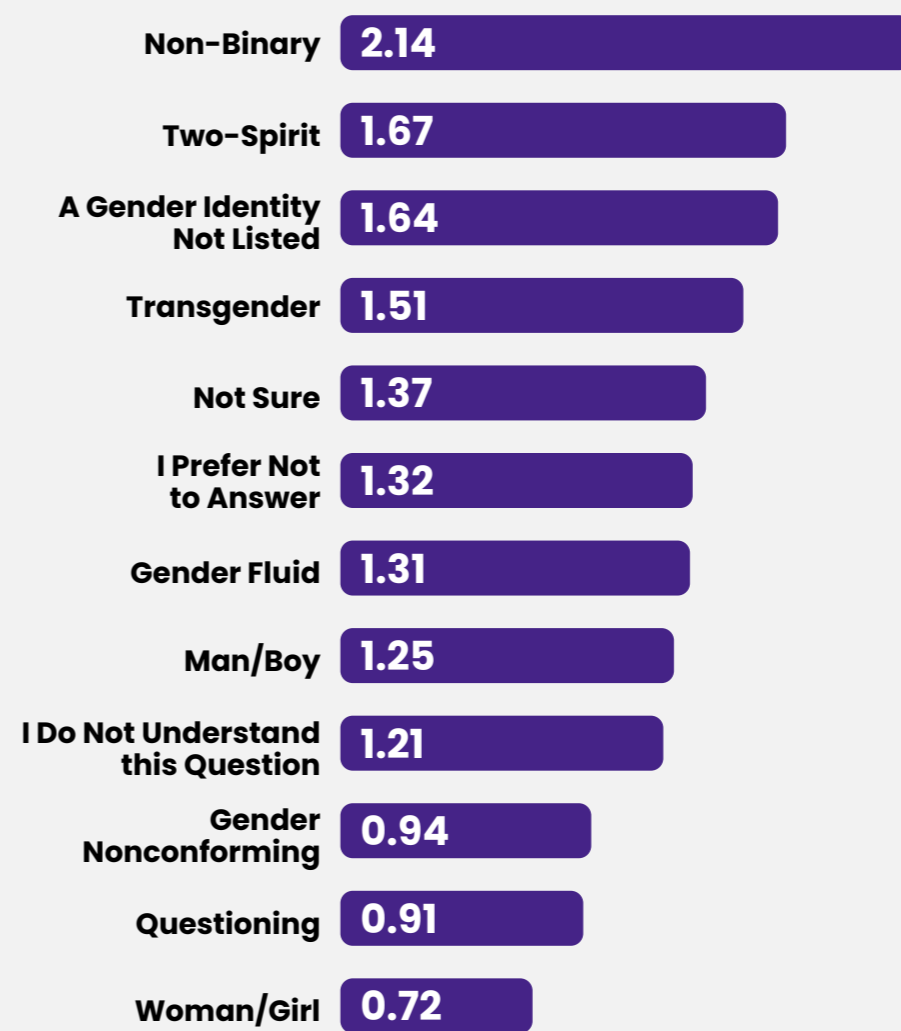
Special Education Needs by Indigenous and Racial Identity, 2018-19, Gr. K-12



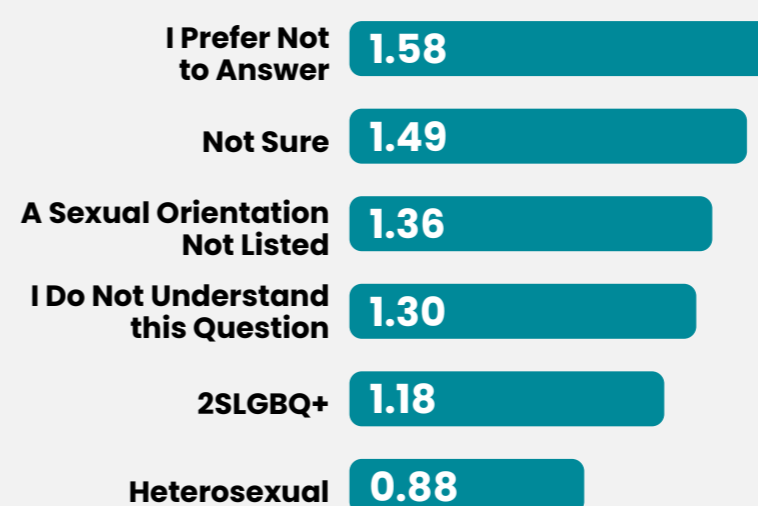
Special Education Needs by Median Household Income, 2018-19, Gr. 7-12

1.10 Lowest Income Quintile

Special Education Needs by Gender Identity, 2018-19, Gr. 7-12



Special Educations Needs by Sexual Orientation, 2018-19, Gr. 7-12



Moving Forward

- Through critical cultural consciousness, engage in anti-oppressive assessment practices that are evidence informed, culturally responsive and identity affirming from a strengths-based approach with an emphasis on mattering and belonging.
- Support system understanding and appropriate application of mitigating circumstances when considering suspension and expulsion of students identified with Special Education Needs.
- Review Special Education placement options within the board to ensure equitable access to services for all students.
- Examine the impact of intersecting social identities for students identified with Special Education Needs in the areas of programming, services and supports.
- Address and reduce disproportionality of representation where it exists in special education programs and identifications.

- Build collaborative relationships with external organizations and agencies that provide critical services to students identified with Special Education Needs (e.g., Children's Treatment Network, Kinark, Mackenzie Health).
- Update the [Learning Disabilities Strategic Plan](#) to ensure alignment with goals in the [Director Action Plan](#) (DAP).
- To provide feedback or questions about any section of this Report about accessibility, or if you require the report in a different format for accessibility reasons please contact the Human Rights Commissioner's Office at 905-884-2046 ext. 311 or aoda@yrdsb.ca

For more details, please access [the full report](#).

**Source: Every Student Counts Survey & Student Information System*