



2018 Every Student Counts Survey: Equity Measures in Suspensions

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.

While suspension rates remained relatively stable prior to the pandemic, students who self-identified as Black, Indigenous, Latino/a/x, Middle Eastern, and 2SLGBQ+ were disproportionately likely to receive an out of school suspension in 2018–2019. In addition, students with Special Education Needs (excluding gifted) and students experiencing lower income were more likely to receive an out-of-school suspension than their peers.

Disproportionality Index

A Disproportionality Index is a measure of an identity group’s representation in a specific program or receiving a service. Here, we’re seeing students’ identity group’s representation in the group of students who received one or more out-of-school suspensions in the 2018–2019 school year.

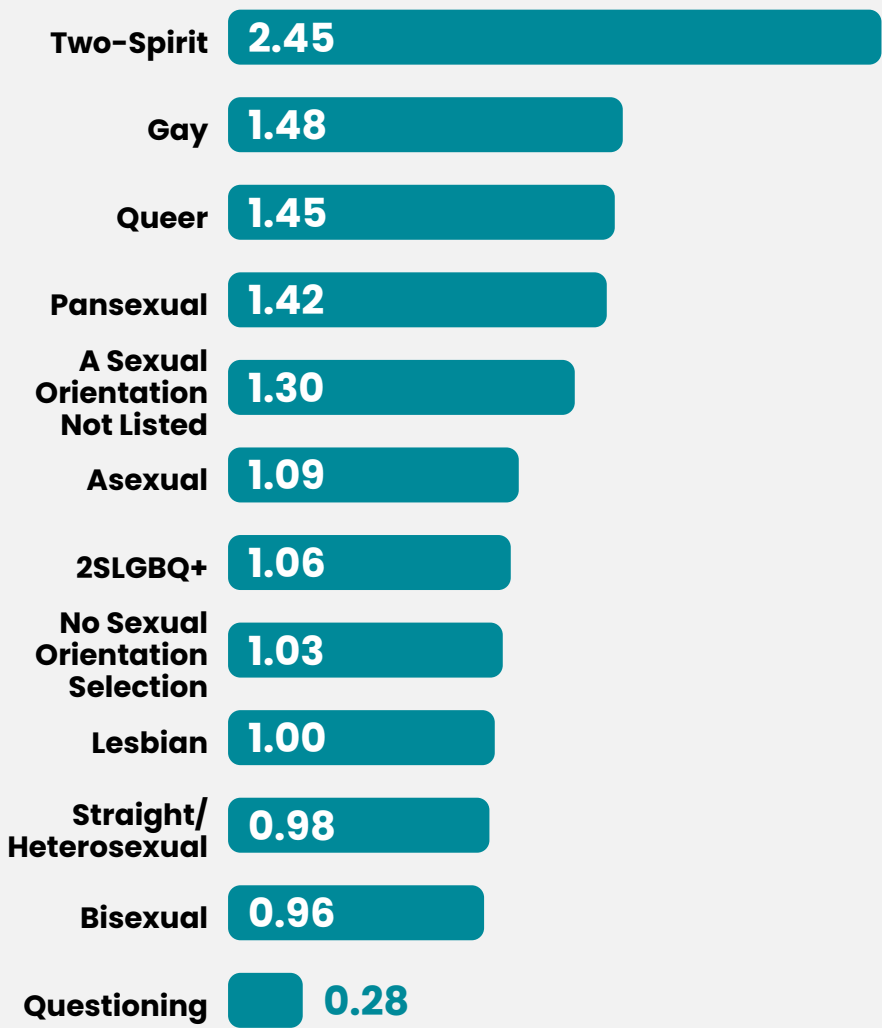
If Disproportionality Index for a identity group is:

- **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**.

Out-of-School Suspensions by Indigenous and Racial Identity, 2018–19, Gr. K–12



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



Moving Forward

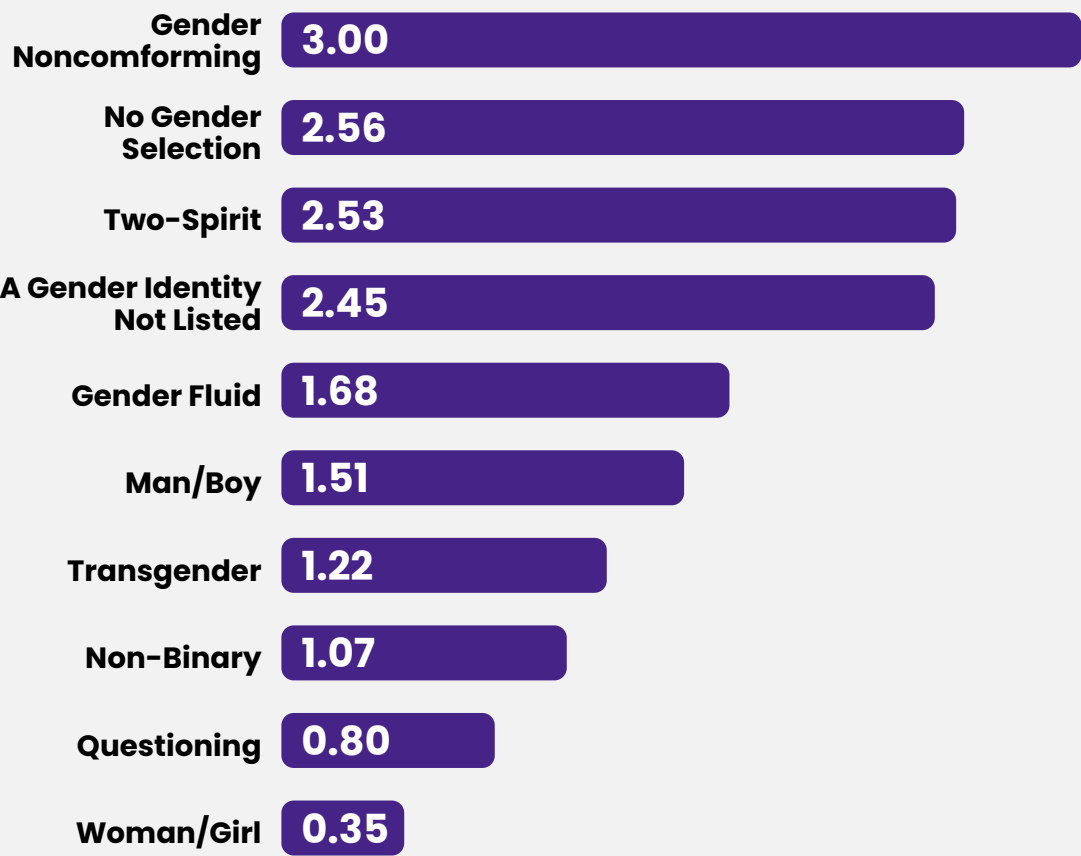
- Review and revise [Restorative Practices](#) through the lens of anti-oppression and anti-racism.
- Increase awareness of the anonymous [Report It](#) button.
- Implement a new process to record incidents of hate and racism using an internal YRDSB tool for staff and schools to report and manage incidents 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.
- Implement the [Dismantling Anti-Black Racism Strategy](#) by addressing incidents of anti-Black racism and create an intervention program for Black students at risk of being, or who

Anti-Oppression Note

Disproportionalties 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.

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



Out-of-School Suspensions by Special Education Needs, 2018–19, Gr. 7–12



Out-of-School Suspensions by Exceptionalities, 2018–19, Gr. K–12



Out-of-School Suspensions by Median Household Income, 2018–19, Gr. 7–12

1.30 Lowest Income Quintile

have been suspended or expelled with the aim of providing inclusive and engaging learning spaces for all students that honour and affirm students’ individual identities.

- Ensure appropriate intervention strategies are put in place that align with the Individual Education Plan (IEP) and applicable policies and legislation.
- For the full list of first steps YRDSB will be taking to begin to address inequities, please see the full report available on the [YRDSB website](#).
- 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](#).