

WINNIPEG SCHOOL DIVISION
Research, Planning & Technology Services - Research & Evaluation

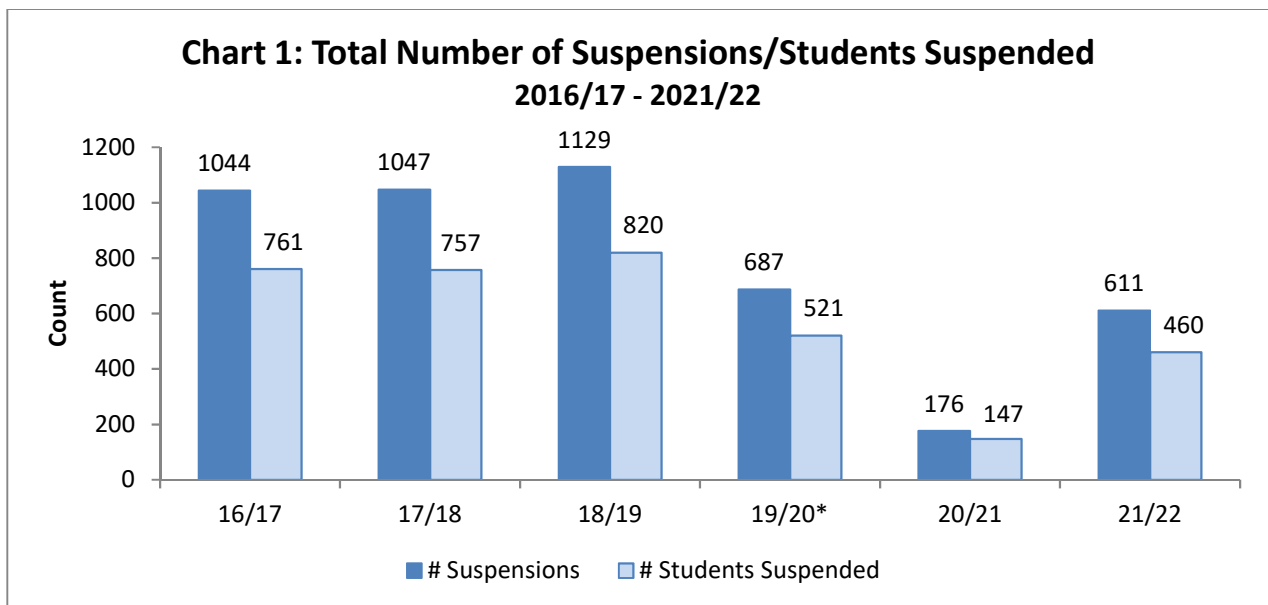
**A Review of Out of School Suspensions
Winnipeg School Division
2016/2017 to 2021/2022**

Introduction

This report summarizes the out of school suspensions in Winnipeg School Division for the past six school years (2016/2017 to 2021/2022). Only suspensions greater than one half day are included. The report is based on information included on the student suspension form in the student information system. In 2019/2020 and 2020/2021, the pandemic had an impact on the school years. Schools had to adjust to cohorts, social distancing, and remote learning. As a result, the number of suspensions and types of suspensions were impacted during those two school years.

Number and Percent of Students Suspended

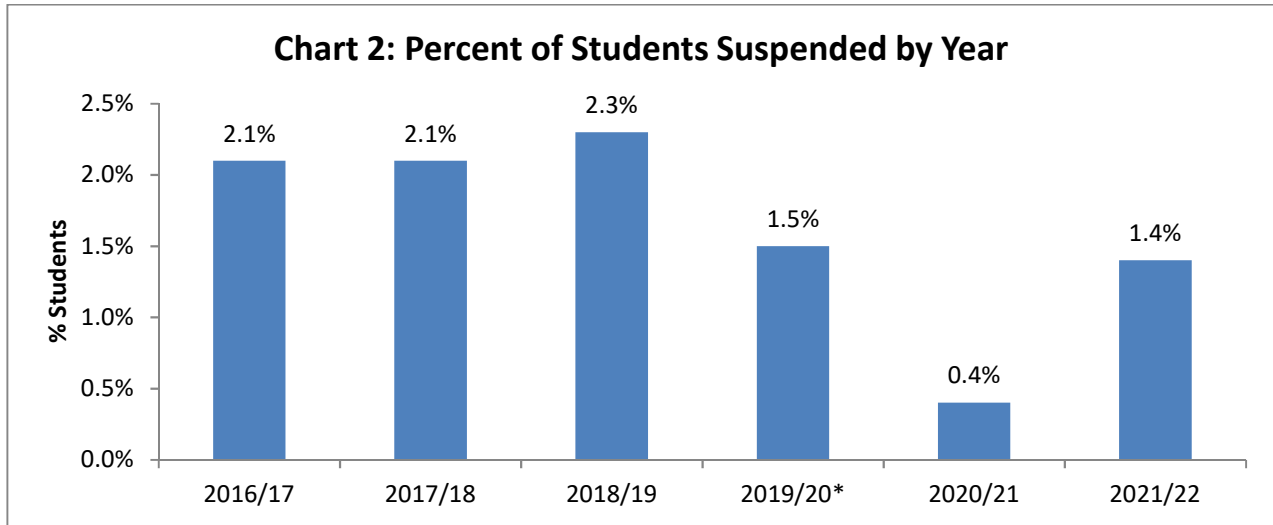
Chart 1 shows the number of out of school suspensions and the number of students suspended for the years 2016/2017 to 2021/2022. The number of suspensions was at the highest level in 2018/2019 (1,129) and is represented by the dark bars on the graph. The number of different students suspended each year is represented by the light bars. This was also at its highest level in 2018/2019 (820). The number of students receiving suspensions is less than the total number of suspensions as a student could be suspended more than once in the year.



*2019/20 data is from September to mid-March

Chart 2 shows the percentage of students suspended during the last six years. This is based on the number of students suspended in relation to the total number of students who were enrolled sometime during the school year¹. In 2021/2022, 1.4% of the total number of students enrolled in the division received a suspension during the school year.

The 2018/19 school year recorded the highest percentage of students receiving suspensions (2.3%) over the six-year period. The 2020/21 school year recorded the lowest percent of students receiving suspensions (0.4%). The average percentage of students suspended over the past six years was 1.6%. In comparison, the six year average 10 years prior (2006/07 to 2011/12) was 3.5%. To put this into perspective, over the past six years, there were on average 782 suspensions per school year. Ten years prior, between 2006/07 and 2011/12, there were on average 1,846 suspensions per school year.

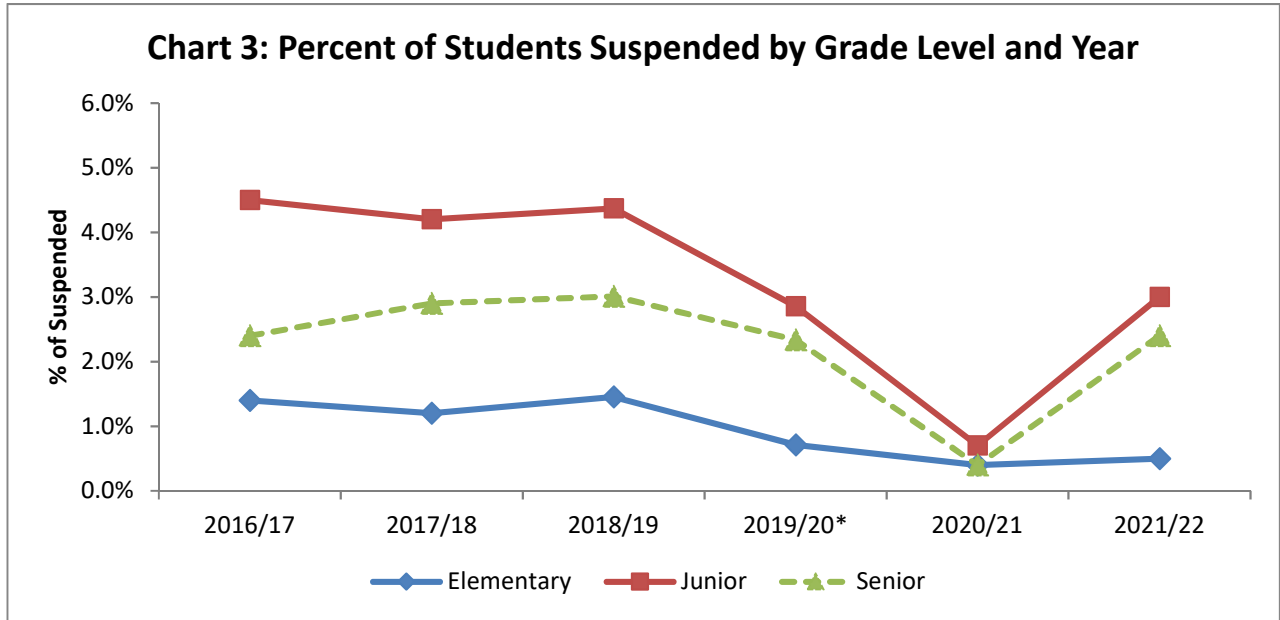


*2019/20 data is from September to mid-March

Percent of Students with Suspensions

Chart 3 shows the trends in suspension by grade level over the last six years. Students were grouped into three grade levels - elementary (Grades N to 6, EU), junior high (Grades 7 to 8, JU) and senior high (Grades 9 to 12, SU). The percentages are based on the total number of suspended students divided by the total enrolment for each of the grade levels. The percentage of junior high students receiving suspensions was higher than elementary or senior high students over the last six years and peaked in 2016/17. The percentage of all grade levels receiving suspensions between 2016/17 and 2018/19 was consistent. Since 2019/20, the percentages dropped due to school closures and changes in school environments due to the pandemic. There was an increase in suspensions for junior and senior high students in 2021/22 compared to the previous year.

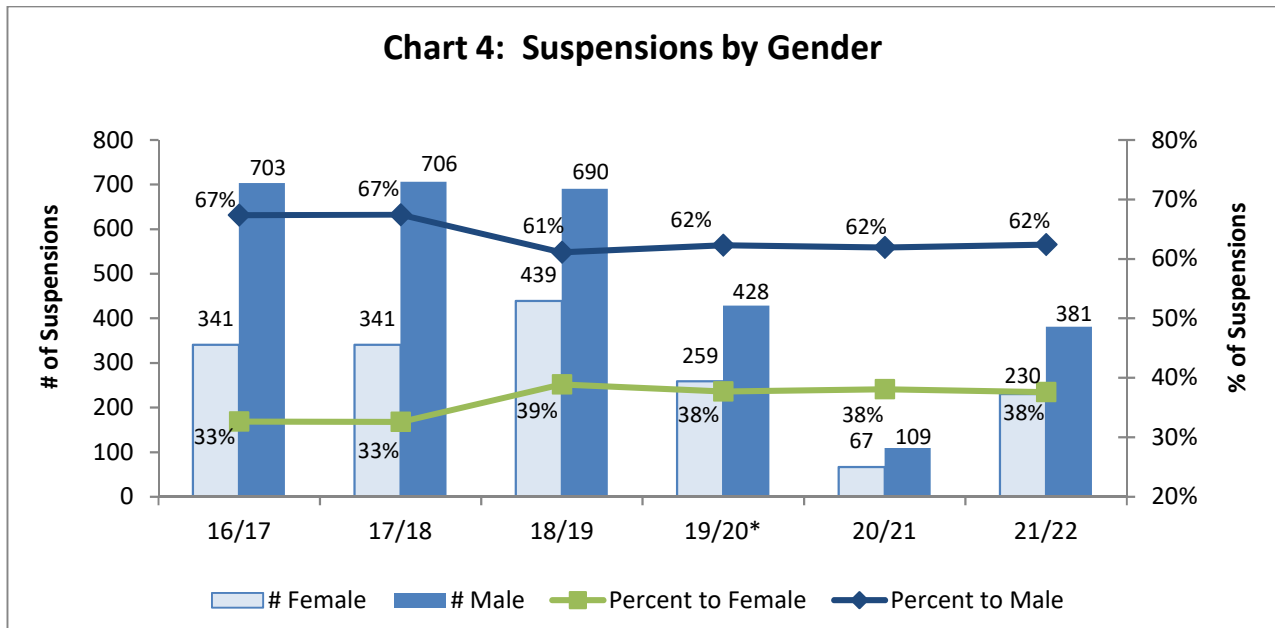
¹ Total enrolment for each year is the number of different students who were enrolled sometime during the school year, excluding those with negative student numbers, and those with withdrawal codes of 'no show' and 'registration error', and those at Adolescent Parent Centre and Winnipeg Adult Education Centre.



*2019/20 data is from September to mid-March

Suspensions by Gender

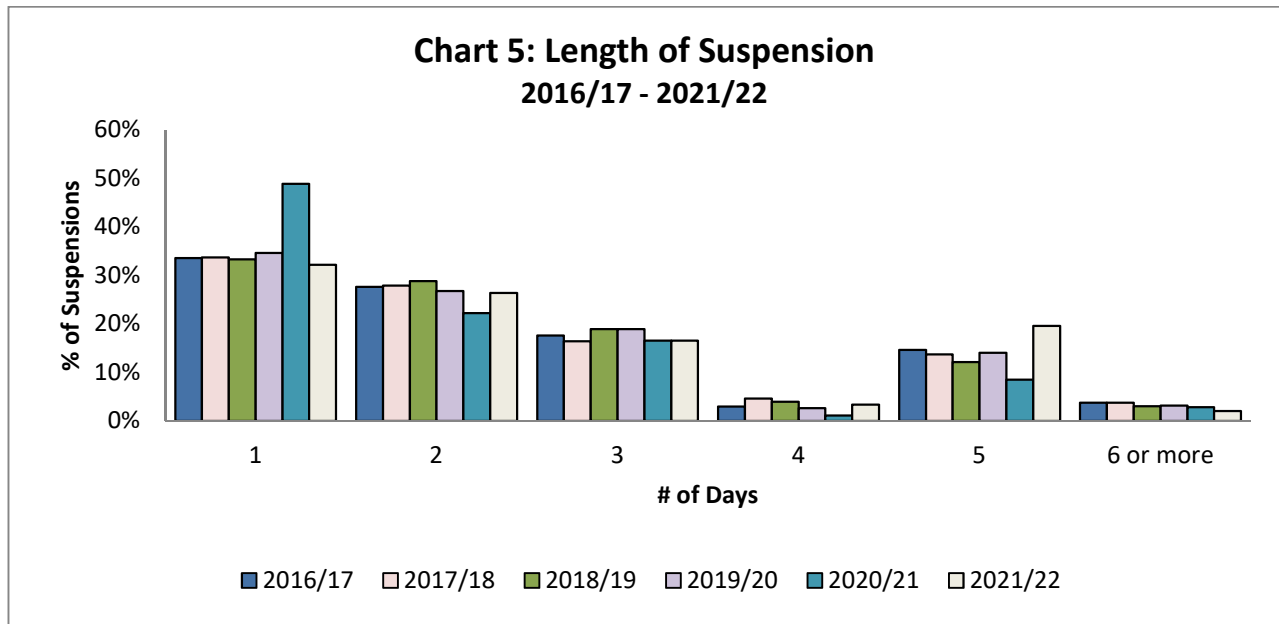
Male students consistently receive the majority of suspensions (**Chart 4**). In 2021/2022, the percentage of male suspensions and female suspensions remained the same since the previous year (62% and 38% respectively). Over the last six years, the percentage of suspensions to female students has remained lower than male suspensions at around 36%.



*2019/20 data is from September to mid-March

Length of Suspensions

Chart 5 shows the length of suspensions over the past six years expressed as a percentage of each year's suspensions. The general distribution has remained the same over the years, with fluctuations in individual categories. In 2021/2022, the percentage of five-day suspensions increased compared to the previous year, while the percentage of other multi-day suspensions decreased or remained the same. In all years, the largest percentage of suspensions are for one to two days.



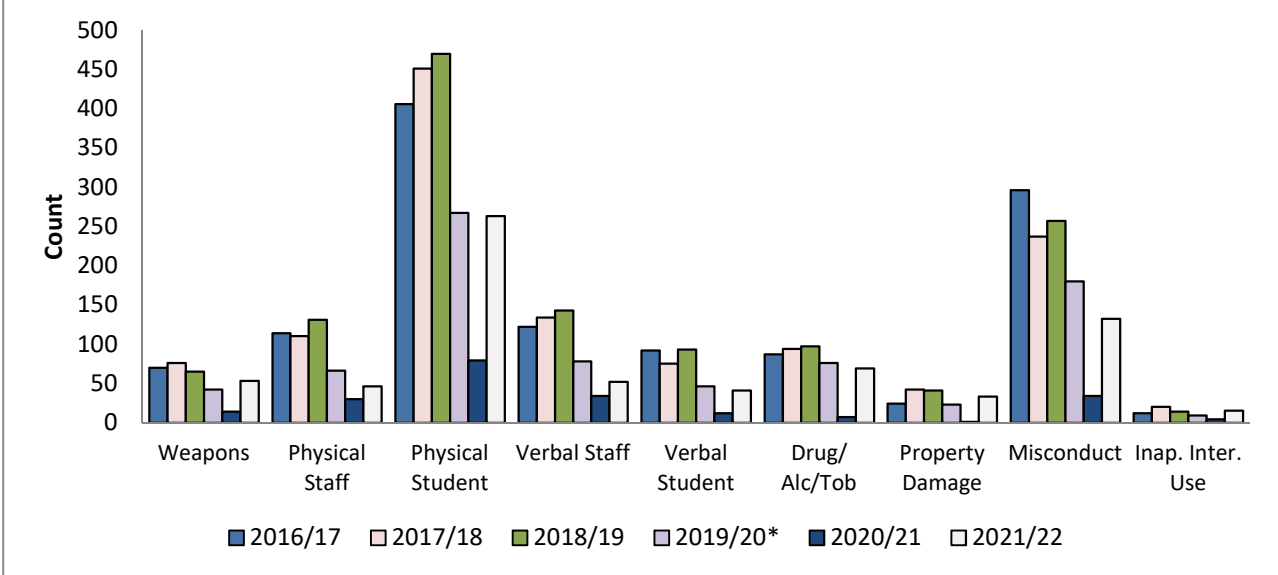
Reasons for Suspensions

Offenses for which a student may be suspended include but are not restricted to:

- weapons (possession, threat, attack)
- physical assault (staff and students)
- verbal assault (staff and students)
- substance use/abuse (use/possession of illegal drugs, alcohol and tobacco; abuse of controlled substances)
- property damage
- misconduct (conduct considered detrimental to the learning environment which can also include insubordination, uncontrollable behaviour, setting off the fire alarm, and arson/attempted arson)
- inappropriate use of the internet

Students can have multiple suspension reasons assigned to a suspension. **Chart 6** shows the reasons students were suspended over the past six years. In 2021/22, the number of suspensions for each of the reasons increased compared to the previous year which was considered a pandemic year due to its impact on the school year (school closures, remote learning, cohorts).

**Chart 6: Reasons for Suspensions
2016/17 - 2021/22**

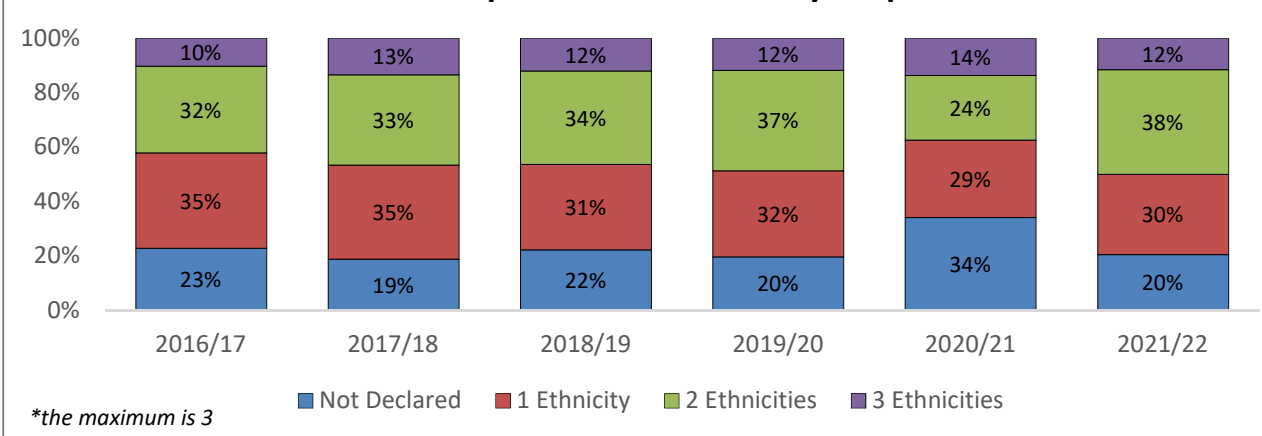


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Ethnic Background

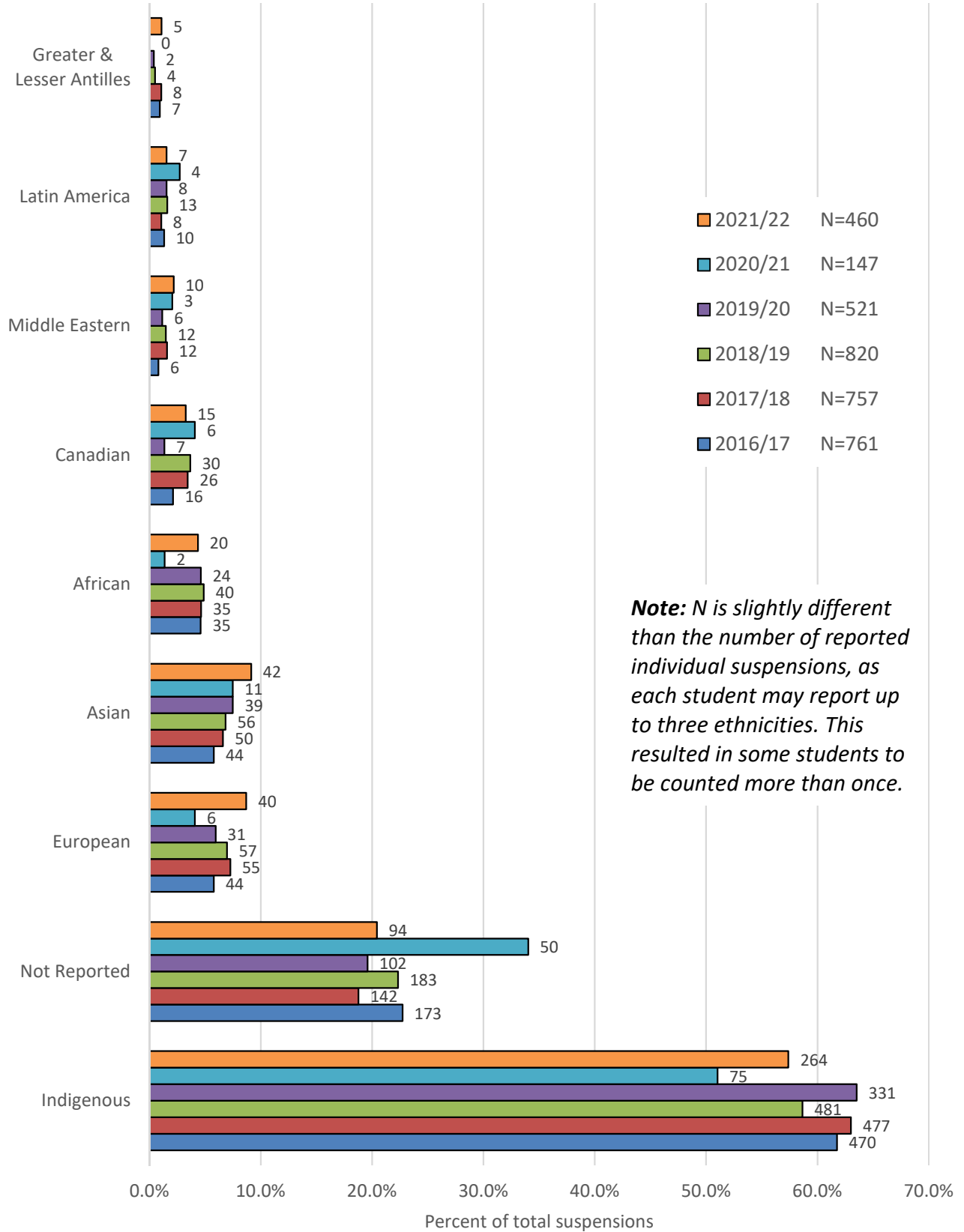
Suspended students were grouped by regional ethnic distribution for analysis. Winnipeg School Division does not collect data on race and relies on voluntary declaration by students regarding their ethnic background. Parents/students can report up to three ethnicities in the division’s student information system. The ethnicity data does not indicate citizenship, as students can report up to three ethnicities regardless of their citizenship. **Chart 7** provides a breakdown on the number of ethnicities reported by suspended students over the past six years. The categorization of percentages have generally remained stable over the past six years.

Chart 7: Number of Reported Ethnicities* by Suspended Students



In **Chart 8**, ethnicities were grouped into larger regional ethnic groups for comparison (see **Appendix A** for full list). The number at the end of each bar represents the number of suspended students for each group and year. The percentages reflect the number of students in that ethnicity divided by the total number (N) of individual students suspended in Winnipeg School Division within that school year (totals shown in legend).

Chart 8: Regional Ethnic Distribution of Suspended Students



It is important to note when viewing **Chart 8** that a significant number of students in Winnipeg School Division have declared as Indigenous (30.1% of the total enrolment in 2021/2022) compared to other self-declared ethnicities captured in this chart. The percentage of Indigenous students who were suspended represents 2.7% of all Indigenous students enrolled in 2021/2022.

Summary

- The 2021/2022 school year had 611 student suspensions and recorded a low percentage of students receiving suspensions (1.4%).
- The percentage of junior high students receiving suspensions was higher than elementary or senior high students over the last six years and peaked in 2016/2017. The percent of all grade levels receiving suspensions between 2016/17 and 2018/19 has remained stable. Since 2019/20, the percentages dropped due to school closures and changes in school environments due to the pandemic. There was an increase in suspensions for junior and senior high students in 2021/22 compared to the previous year.
- In 2021/2022, Grade 9 recorded the highest number of suspended students (120) and the highest percentage of suspended students (4.9% of Grade 9 students).
- The percentage of suspensions to female students has remained consistently lower than male suspensions. Male students consistently receive the majority of suspensions.
- The largest percentage of all suspensions continues to be for one to two days in length.
- In 2021/2022, the percentage of suspended students who did not declare an ethnicity had decreased by 14% over the previous year.
- Students could report up to three ethnic groups. The most commonly reported ethnic category among suspended students was Indigenous. Indigenous students represented 30.1% of all students enrolled in Winnipeg School Division in 2021/2022, however, the percentage of Indigenous suspended students represented 2.7% of the total enrolment of Indigenous students in 2021/2022.
- The majority of students suspended over the past six years were self-declared Indigenous students (>50%).

Appendix A

Ethnic groups included in each Ethnic Category:

- **African** includes:
 - African, African American, African Canadian, Algerian, Black, Burundian, Cameroonian, Chadian, Congolese, Eritrean, Ethiopian, Gabonese, Gambian, Kenyan, Liberian, Libyan, Madagascan, Moroccan, Mozambican, Mulatto, Nigerian, Nigerois, Senegalese, Somalian, Sudanese, Tanzanian, Togolese, Ugandan, Zairian, Zulu.
- **American** includes:
 - American
- **Asian** includes:
 - Bangladeshi, Bhutanese, Bruneian, Burmese, Cambodian, Cambodian/Khmer, Chinese, Filipino, Indian, Indonesian, Japanese, Korean, Kazakh, Laotian, Maldivian, Mongolian, Macau, Nepalese, Pakistani, Pilipino, Russian, Singaporean, Sri Lankan, Taiwanese, Thai, Timorese, Turkmen Uzbek, Uyghur, Vietnamese
- **Canadian** includes:
 - Canadian, Mennonite
- **European** includes:
 - Albanian, Andorran, Austrian, Belarusian, Belgian, Bosnian, British, Bulgarian, Croatian, Czech, Dane, Dutch, Estonian, Finnish, French, German, Greek, Herzegovina, Hungarian, Icelander, Irish, Italian, Latvian, Liechtensteiners, Lithuanian, Luxembourgers, Macedonian, Maltese, Moldovan, Monegasques, Montenegrin, North Macedonian, Norwegian, Polish, Portuguese, Romanian, Sammarinese, Scottish, Serbian, Slovakian, Slovenian, Spanish, Swedish, Swiss, Ukrainian, Welsh
- **Greater & Lesser Antilles** includes:
 - Antiguan, Aruban, Bajan, Barbadian, Barbudan, Caymanians, Ciboney, Cubans, Curaçaoans, Dominican, Grenadian, Guadeloupean, Haitian, Jamaican, Kittitian, Martiniquais, Montserratians, Nevisian, Puerto Rican, Saint-Barth, Saint-Barthélemois, Saint Martin Guianas, St. Lucian, St. Vincentian, Tobagonians, Trinidadians, Trinbagonian, Trinis, Vincentians, Virgin Islander
- **Indigenous** includes:
 - Aboriginal, Anishinaabe, Chippewa, Cree, Dakota, Dene, First Nations, Ininiw, Inuit, Inuktitut, Metis, Native not specified, Ojibway, Oji-Cree, Saulteaux, Sioux, Swampy Cree, Tsimshian
- **Latin America** includes:
 - Argentinian, Brazilian, Bolivian, Chilean, Columbian, Costa Rican, Ecuadorian, Guadeloupe, Guatemalan, Honduran, Martinican, Mexican, Nicaraguan, Peruvian, Paraguayan, Salvadoran, Trinidadian, Uruguayan, Venezuelan
- **Middle Eastern** includes:
 - Arab, Cypriot, Egyptian, Emirati, Iranian, Iraqi, Israeli, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Saudi, Syrian, Turkish, Yemeni
- **Oceania** includes:
 - Australian, New Zealander, Togolese
- **Not Reported** includes:
 - Students who did not declare their ethnicity