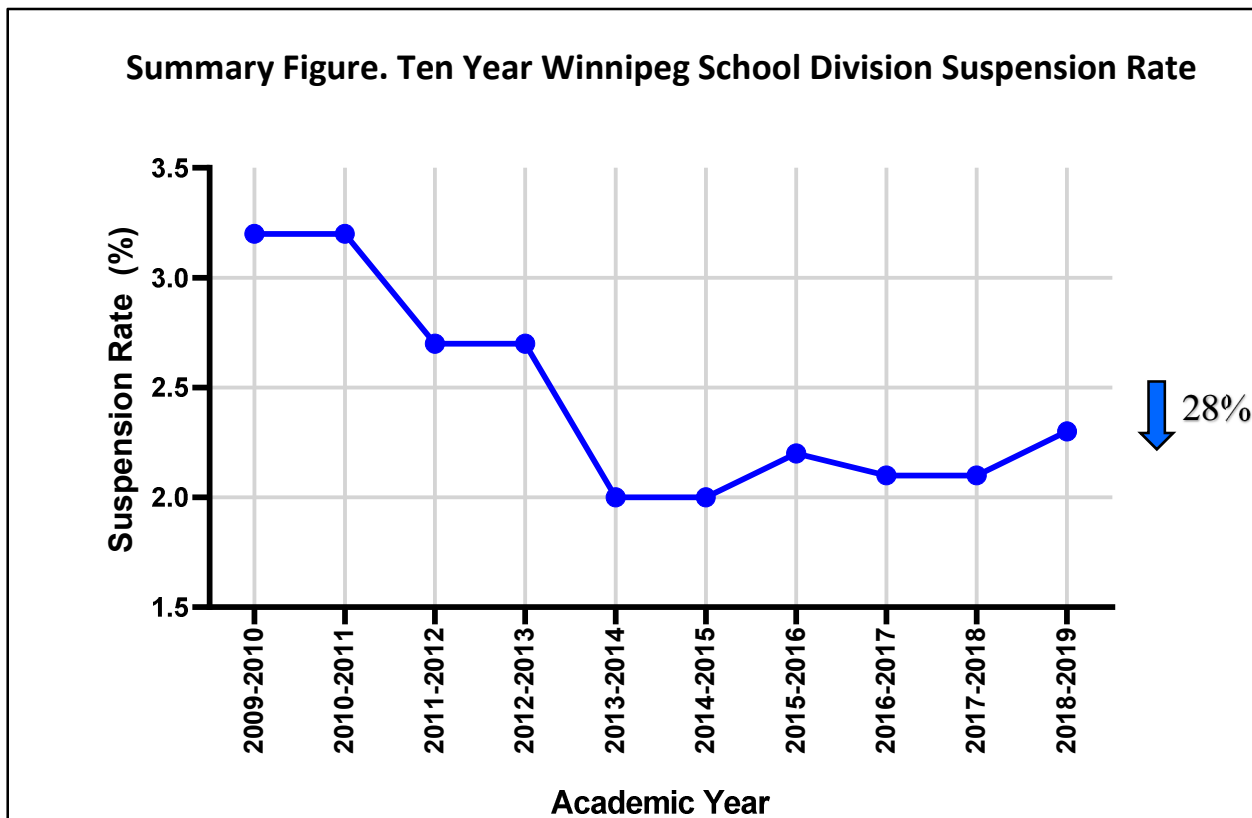


WINNIPEG SCHOOL DIVISION
Research, Planning & Technology Services - Research & Evaluation

A Report on the Trends in Student Suspensions between 2016/17 and 2018/19 in the
Winnipeg School Division

Summary

The purpose of this report was to evaluate the Winnipeg School Division (WSD) suspensions database over a three-year period (2016/2017 to 2018/2019) in order to identify trends/patterns in the data. In addition, course completion data was examined for the 2018/2019 academic year. The data suggest that successful course completion and percentage of credits earned for suspended students in 2018/2019 is negatively impacted by the duration of the suspension. The data also reveals that a high proportion of Indigenous students are suspended (relative to the Indigenous student population); males are suspended the most, and there is a small tendency for higher median income neighbourhoods to have schools with a lower suspension rate. In addition, students in Inclusion Support Services programming have a high suspension rate relative to enrollment in these programs. The report also shows that the most common offence is assault on a fellow student. Please refer to the yearly suspension reports for additional data. Lastly, it should be noted that the suspension rate for these years is less than 3% for the WSD and has decreased 28% over 10 years (see Summary Figure below).



*The *percent decrease* (28%) is a way of measuring change in percent over time. In this case, the 2009-2010 suspension rate of 3.2% decreased 28% (or 0.9% of the rate value) to 2.3% in ten years.

- The 10-year trend revealed a 28% reduction in suspension rates
- The suspension rate for the years 2016/2017 to 2018/2019 is less than 3% in the WSD.
- Suspension numbers:
 - 2016/2017: 1,044 suspensions involving 761 students
 - 2017/2018: 1,047 suspensions involving 757 students
 - 2018/2019: 1,129 suspensions involving 820 students
- In 2018/2019, suspended students had lower pass rates and earned less credits than non-suspended students.
- Over 90% of suspended students speak English at home.
- The most common language spoken at home by suspended students is English.
- Males are suspended the most and females make up 1/3 of suspensions.
- Indigenous students account for 55% more of suspensions across 2016/2017 to 2018/2019.
- Indigenous females represent a larger proportion of suspended students than non-Indigenous females.
- The distribution of suspensions across grade suggests that grades 7, 8 and 9 students are suspended the most.
- Southeast Asians are the second highest suspended ethnic group after Indigenous students
- Between 62% and 64% of students lived with both parents between 2016/2017 and 2018/2019.
- Lower median household incomes are slightly associated with higher suspension rates.
- Suspension rates for students supported by Inclusion Support Services have declined over three years.
- Weapons offences are most often categorized as verbal threats.
- A knife is by far the most common weapon identified for a Weapons Offence incident.
- It should be noted that the data trends to lower suspensions rates for students as years progress.
- The WSD uses communication strategies and code of conduct policies that warn students to alter unwanted behaviour before an out-of-school suspension is warranted.
- Restorative practices are encouraged by the WSD for all students.
- To help reduce the frequency of out-of-school suspensions, school support, Clinical support services, Elders, Indigenous Grad Coach program and mediators are available for students.

Introduction

Over the past three years, the average Division wide suspension rate was 2.2% of the student body (range: 2.1% - 2.3%; Dept. Research & Evaluation, 2017, 2018, 2019). In addition, the 2018/2019 rate was at 0.9% below its value 10 years prior (28% reduction; see Summary Figure, page 1). In accordance with the Public Schools Act, the suspension policy in WSD requires any student, staff the school will serve an out-of-school suspension to a maximum of 5 days. The policy continues to state that special circumstances needs of the student be considered before the implementation of an out-of-school suspension. A suspension longer than five days may occur if the circumstances warrant it, but a request to the Superintendent must be approved and (if possible) educational programming be made available for the student. The 12 codes that categorize an incident leading to a suspension include: 1) Weapons – including possession, threat attack; 2) Physical assault on staff; 3) Physical assault on student; 4) Verbal assault on staff; 5) Verbal assault on student; 6) Illegal drugs/controlled substances; 7) Alcohol use; 8) Tobacco use; 9) Illegal drugs and/ trafficking; 10) Property damage; 11) Misconduct; and 12) Inappropriate use of the internet. At the end of an out-of-school suspension, WSD school administrators review the school code of conduct with the student before they re-enter and in some cases, initiates a personalized education plan aimed at student success.

The following pages highlight suspended student demographics – including gender identity, ethnicity, citizenship status, primary language spoken at home, enrollment in inclusive education programs and median household income of the school catchment area. In addition, course credit accumulation of suspended students is compared to a sample of non-suspended students for the 2018/2019 academic year.

Citizenship Status and Living Arrangements

The tables below provide information regarding immigration status (Table 1) and living arrangement (Table 2) of suspended students. These tables are arranged in categories related to the length of suspension. The seven categories include students suspended for one, two, three, four and five days, as well as, 6 to 19 days, and 20 to 30 days. In Table 1, Immigration status has been divided by length of time in Canada. As can be seen in the data below, Canadian Citizens make up 90% of the total suspensions (Table 1) and most of these students live with both parents (Table 2). Note that the rate is presented with the number of students (N) in parentheses.

Table 1. Citizenship status of suspended students in 2018/2019

Length of Suspension	Citizenship Status			N*
	Canadian Citizen	Immigrants in Canada > 5yrs	Immigrants in Canada ≤ 5yrs	
20-30 days	62% (8)	15% (2)	23% (3)	13
6-19 days	90% (19)	10% (2)	0% (0)	21
5 days	91% (108)	4% (5)	5% (6)	119
4 days	81% (35)	7% (3)	12% (5)	43
3 days	94% (174)	3% (5)	2% (6)	185
2 days	88% (235)	7% (19)	5% (14)	268
1 day	90% (322)	5% (17)	5% (17)	356
Total	901 (90%)	53 (5%)	51 (5%)	Σ=1005

*Student representation is not duplicated within each "Length of Suspension" bin but may be duplicated across these bins. For example, in the 1 Day category each suspended student is represented once, but should a student receive a 1 Day and a 3 Day suspension, then they would be represented twice – once in the 1 Day and once in the 3 Day.

Table 2 presents the number of suspended students for the living arrangements of living with: Agency, Two Parents, Single Parent, Joint arrangement, and Other. As noted within Table 2, most suspended students lived with both parents.

Table 2. Living Arrangements of Suspended Students

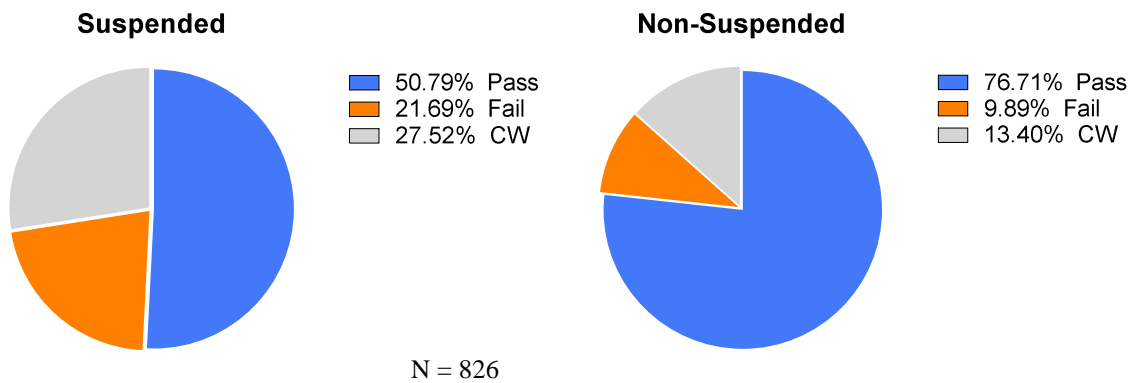
Days Suspended	Living Arrangement					N*
	Agency	Two Parents	Single Parent	Joint	Other ¹	
20-30 days	4	0	1	1	0	13
6-19 days	4	11	6	0	0	21
5 days	15	62	31	8	3	119
4 days	7	29	4	2	1	43
3 days	28	112	32	9	3	185
2 days	27	176	46	16	1	268
1 day	40	231	56	22	7	356
Total	105 (13%)	526 (63%)	146 (17%)	47 (6%)	12 (1%)	Σ=1005

*Student representation is not duplicated within each "Length of Suspension" bin but may be duplicated across these bins. For example, in the 1 Day category each suspended student is represented once, but should a student receive a 1 Day and a 3 Day suspension, then they would be represented twice – once in the 1 Day and once in the 3 Day. ¹Indicates that this category includes students with living arrangements designated as Other Guardian.

Course Pass, Fail and Withdrawal Data from Suspended Students in All Courses

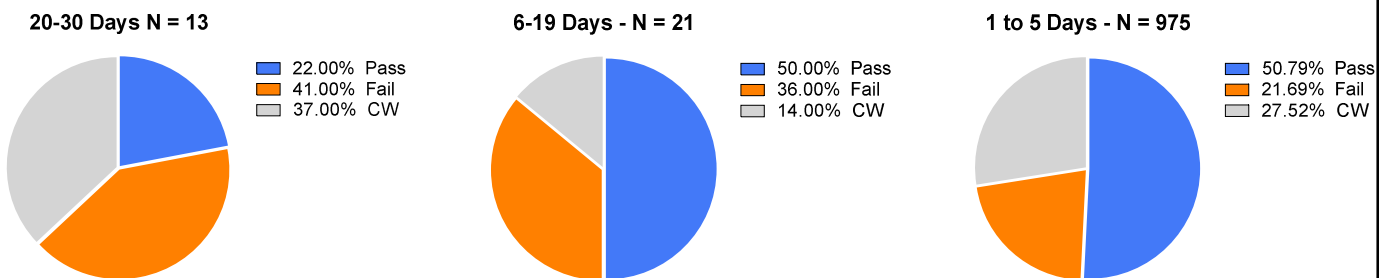
The charts below summarize all course completion data for Gr. 9 – 12 in 2018/2019 according to suspension duration in 2018/2019. Course completion has been broken down into three categories: Pass, Fail, Withdrew from the course (CW). A randomly generated sample of non-suspended students was created from the WSD Sept. 30th 2018 enrollment file. The sample contains an equal distribution of students in each grade to that of suspended students in 2018/2019. For example, 109 grade 10 students received an out-of-school suspension in 2018/2019, and therefore the random sample of non-suspended students also has 109 grade 10 students.

Figure 1. Overall Course Pass/Fail from Suspended and Non-Suspended Students



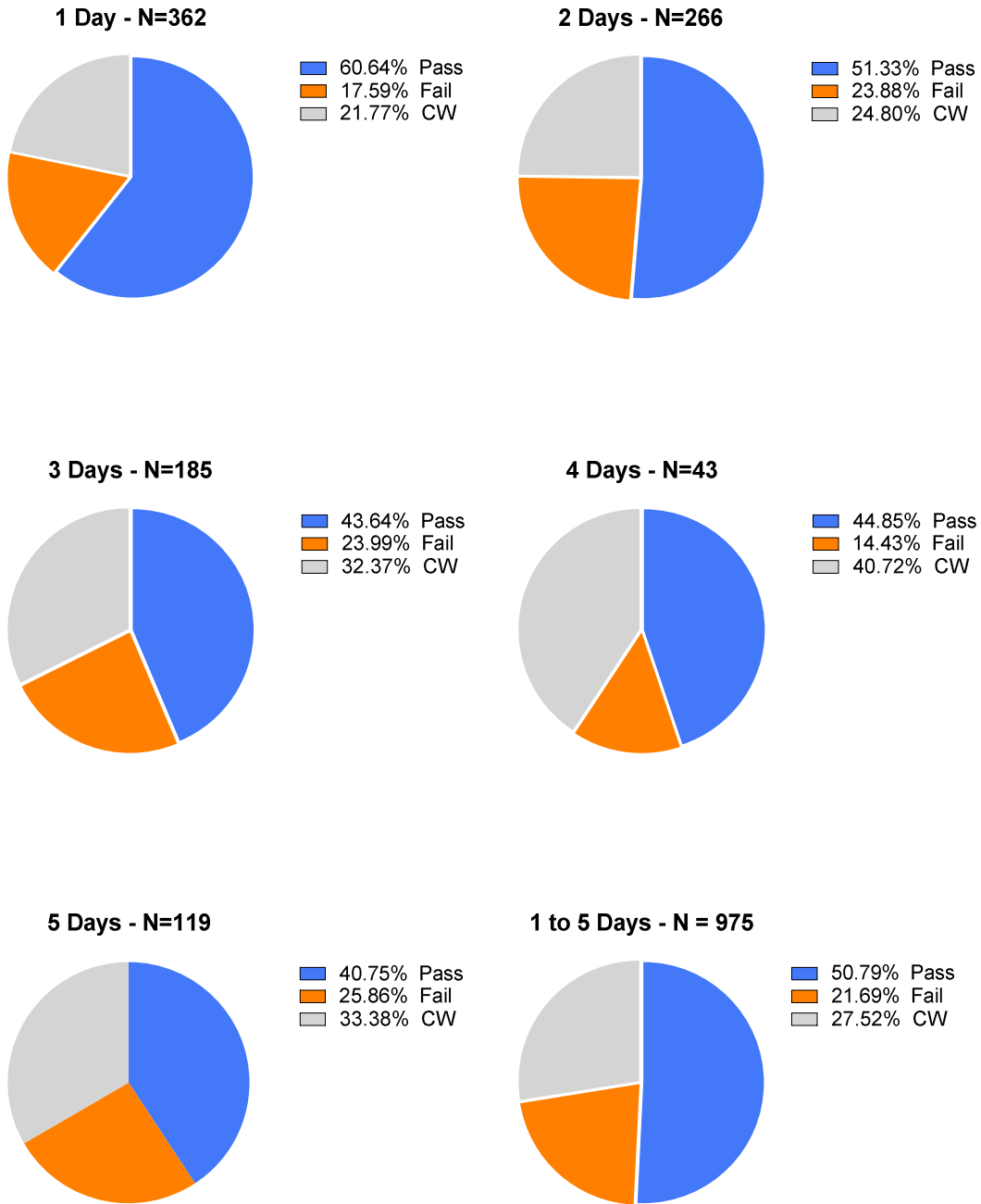
Figures 1 (above) and 2 (below) suggest that both out-of-school suspensions and duration of suspension negatively influence student success.

Figure 2. Course Pass/Fail and Suspension Length



CW = Course Withdrawal

Figure 3. Breakdown of Days 1 to 5 for Course Pass/Fail and Suspension Length



The figures above indicate that suspended students are less likely to earn credits than students who are not suspended. The rate of incompleteness increases with the number of days a student is suspended during the school year. It is important to note that schools within the WSD implement a variety of different strategies prior to even considering suspensions. These include restorative practices, tutoring, off campus programs, in school suspensions, conflict mediation, meetings with students and parents, as well as consideration of known environmental triggers that lead to unsuccessful behaviour management

Credits Earned by Suspended and Non-Suspended Students in Core Courses

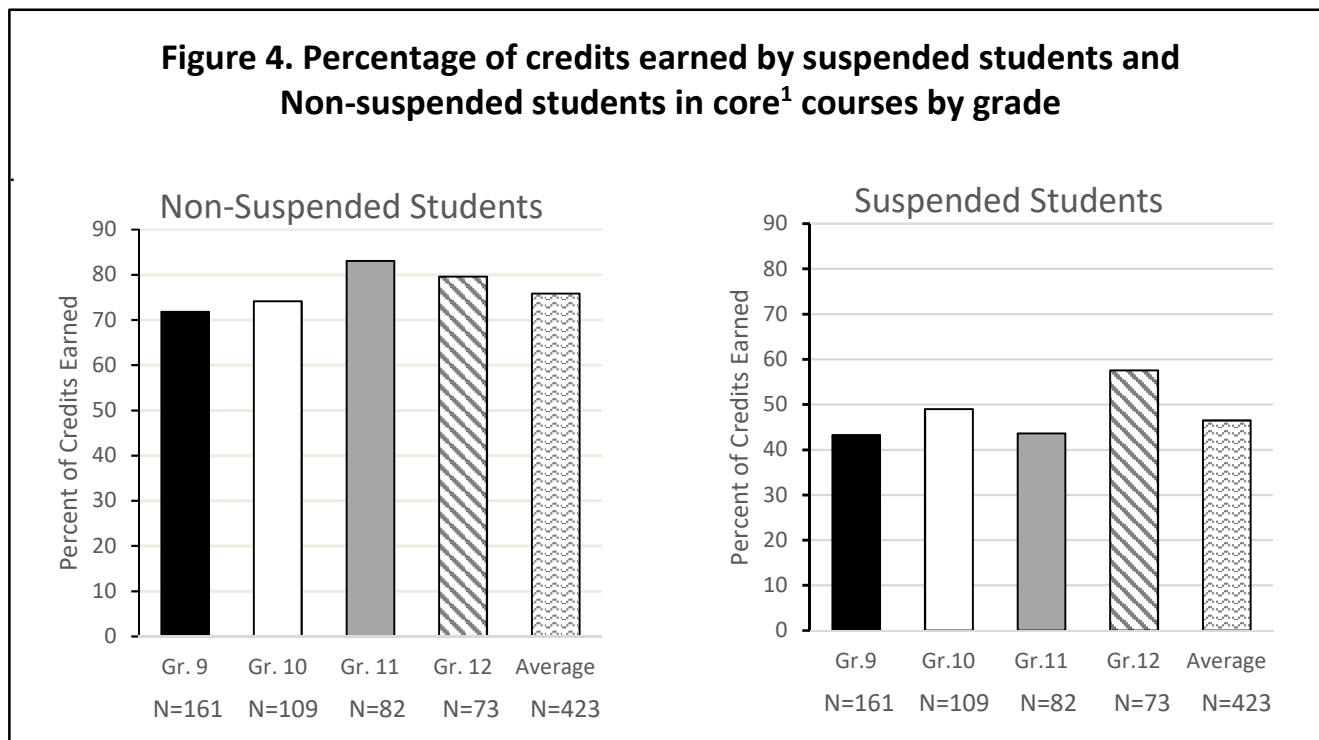
Table 3 contains data from suspended and non-suspended students (0 days column) and shows the percentage of credits earned by length of suspension and grade level. In this, if a student earned 6 credits out of a possible 10 credits then the percent earned would be 60%. For suspended students, the columns represent the length of suspension, and the rows indicate grade level. Students in the 0 days (non-suspended) group were randomly selected from the WSD Sept. 30th 2018 enrollment file. The sample contains an equal distribution of students in each grade to that of suspended students in 2018/2019. For example, 109 grade 10 students received an out-of-school suspension in 2018/2019, and therefore the random sample of non-suspended students also has 109 grade 10 students.

Table 3. Percentage of credits earned by suspended and non-suspended students in core¹ courses by grade.

Grade Level	% Credits Earned by Number of Days Suspended								N
	0 Days ²	1 Day	2 Day	3 Day	4 Day	5 Day	6-19 Days	20-30 Days	
Gr. 9	72%	49%	47%	35%	35%	39%	50%	50%	161
Gr. 10	74%	51%	44%	52%	41%	52%	100%	25%	109
Gr. 11	83%	49%	51%	40%	60%	22%	60%	0%	82
Gr. 12	80%	73%	63%	33%	40%	40%	50%	0%	73
Average:	76%	58%	51%	40%	44%	38%	65%	38%	Σ=423

¹ Core courses include those in Mathematics, English Language Arts and French Language Arts.

² A comparative random sample of the student population produced the 0 Days (i.e. Non-suspended) student group. The number of students in each grade is equal for each group.



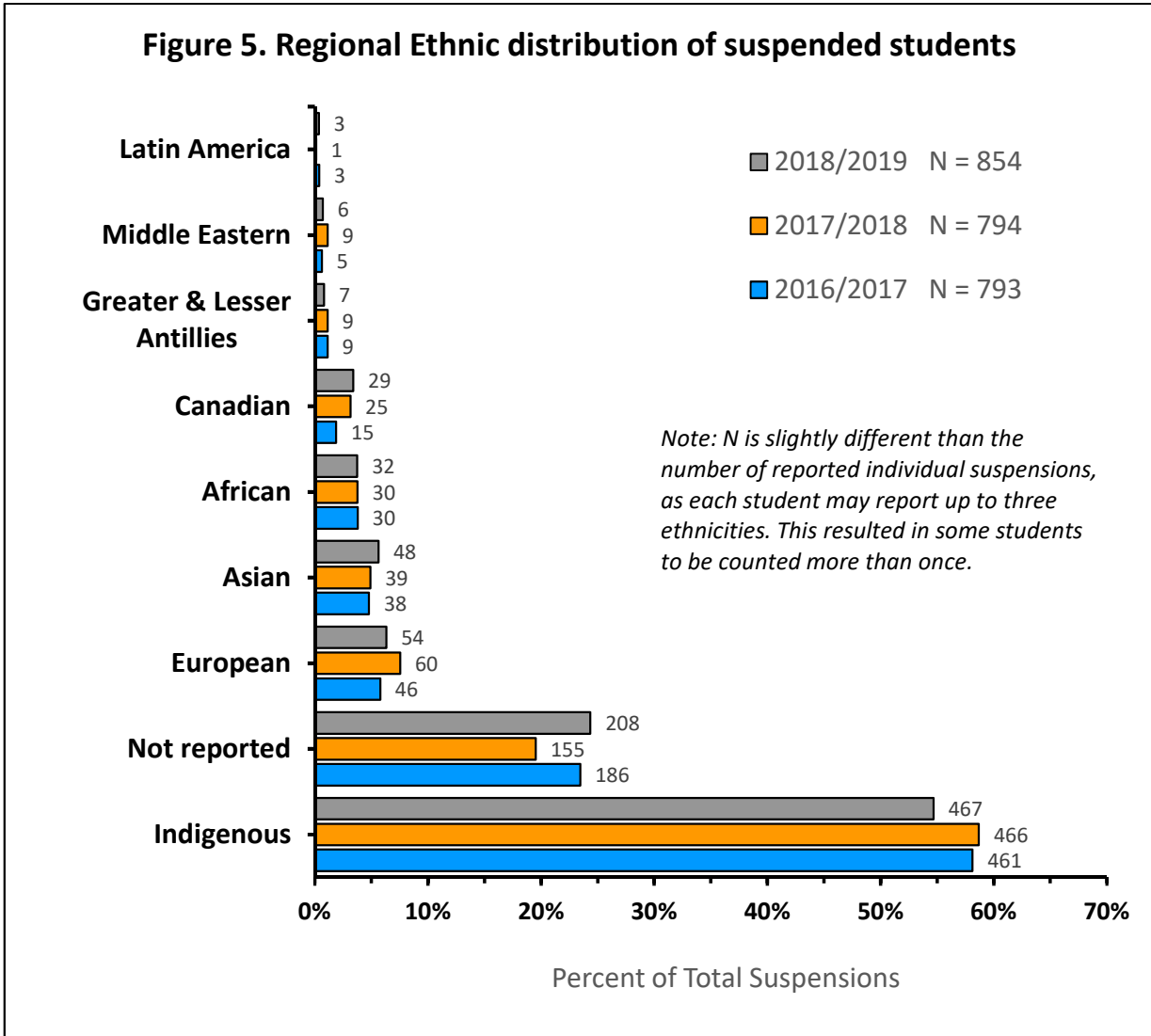
¹Core courses include those in Mathematics, English Language Arts and French Language Arts.

The percentage of credits earned may be impacted by the duration of suspensions. Table 3 and Figure 4 indicate that non-suspended students appear to earn a greater portion of their credits in Math, English and French. In addition, suspended students tend to show a reduction in the percentage of credits earned as the length of out-of-school suspension increases. This is especially true beyond 20 days (*small N in longer duration groups may reduce accuracy). Note that the 6-19 days category, does not follow the general trend.

Ethnic Distribution of Suspended Students Over Three Years

The charts below include suspended students Regional Ethnic Distribution (Figure 5) and number of ethnicities declared (Figure 6). Note that the data in Figure 5 does not indicate citizenship, as students can report up to three ethnicities regardless of citizenship. The WSD does not collect data on race and relies on voluntary declaration of up to three ethnicities (Figure 6). The groups consist of students that voluntarily disclosed their ethnicity, and were separated by region/ethnicity.

- *Indigenous*: Aboriginal, Anishinaabe, Cree, Dakota, First Nations, Ininiw, Inuit, Metis, Native, Not specified, Ojibway, Oji-Cree and Saulteaux.
- *Canadian*: Canadian and Mennonite
- *North European*: British, Swedish, Scottish, Dane, Finnish, Norwegian, Irish, Lithuanian, Latvian, Estonian and Icelander
- *South European*: Italian, Spaniards, Greek, Portuguese, Serbian, Croatian, Bosnian, Serbian, Herzegovina, Albanian, North Macedonian, Macedonian, Slovenian, Montenegrin, Maltese, Andorran and Sammarinese
- *East European*: Ukrainian, Polish, Romanian, Czech, Hungaryian, Belarusian, Bulgarian, Slovakian, and Moldovan
- *West European*: German, French, Dutch, Belgians, Austrian, Swiss, Luxembourgers, Monacoian and Liechtensteine
- *African*: African, Sudanese, Somalian, Algerian, Congolese, Kenyan, Liberian, Libyan, Madagascar, Moroccan, Ugandan, Zairian, Senegalese, Tanzanian, Togolese, Mozambican, Nigerian, Nigerois, Black, African Canadian, African American, Mozambican, Mulatto, Eritrean, Burundian and Zulu.
- *Latin American*: Argentinian, Brazilian, Bolivian, Chileans, Columbian, Costa Ricans, Ecuadorian, Guadelopea, Guatemalan, Honduran, Martiniquais, Mexican, Nicaraguan, Peruvians, Paraguayan, Salvadoran, Uruguayan and Venezuelan
- *Lesser Antilles*: Antiguan, Barbudan, Arubans, Bajans, Barbadians, Virgin Islanders, Curaçaoans, Dominican, Grenadian, Guadeloupean, Martiniquais, Montserrations, Ciboney, Saint-Barthélemois, Kittitian, Nevisian, St. Lucian, Vincentians, Statian', Trinidadians, Tobagonians, Trinis, Trinbagonian, Saint Martin Guianas and Saint-Barth.
- *Greater Antilles*: Caymanians, Jamaican, Cubans, Haitian, Puerto Ricans, and Dominica
- *East Asian*: Chinese, Japanese, Korean, Mongolian, Macau and Taiwanese.
- *South Asian* includes countries of Afghanistan, Bangladeshi, Bhutanese, Indian, Maldivian, Nepalese, Pakistani and Sri Lankan
- *Southeast Asia*: Bruneian, Burmese, Cambodian, Cambodian/Khmer, Timorese, Indonesian, Pilipino, Filipino, Laotians, Singaporean, Thai and Vietnamese
- *Middle East (West Asia)*: Arab, Cypriots, Egyptian, Emiratis, Emirati, Iranian, Iraqi, Israelis, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Saudis, Syrian, Turkish, and Yemeni.
- *North-Central Asia*: Russian (North) Kzazkh, Uzbek, Uyghur and Turkmen.

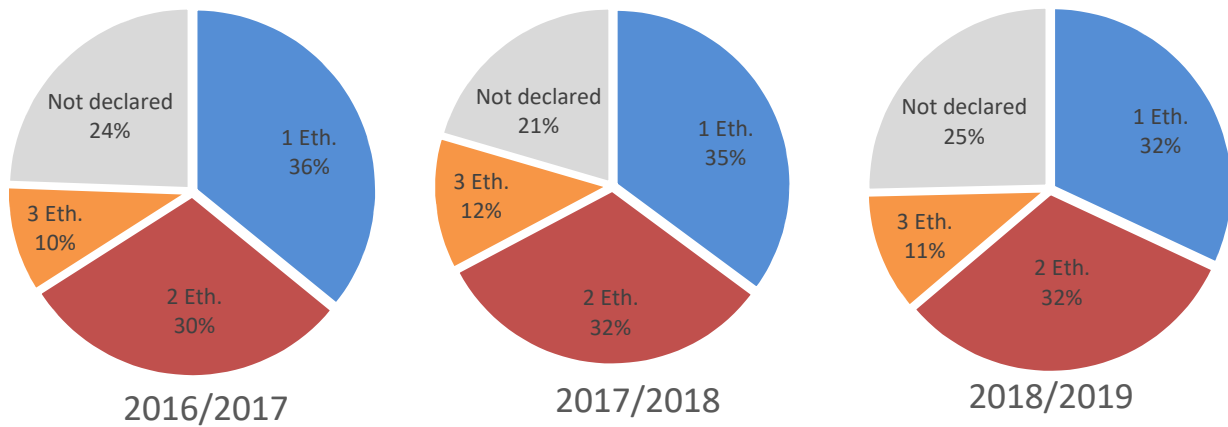


In the figure above, the totals reflect the students by region/ethnicity only. Figure 5 indicates that Indigenous students are suspended most often, and the total number suspended has remained similar over the three years (54%, 2018/2019; 59%, 2017/2018; and 58%, 2016/2017). In Figure 5, the number at the end of each bar represents the number of suspended students and the percentage reflects the number of students in that ethnicity divided by the number (N) of individual students suspended in the WSD. The N of students suspended is shown in the legend. See [Appendix A](#) for further breakdown of regions.

The City of Winnipeg (Census Metropolitan Area) had 92,810 Indigenous people at the time of Statistics Canada’s 2016 Census. Of these, 36,745 (40%) lived in the Winnipeg School Division Catchment area. Looking at the Indigenous population as a percent of total population, 12.2% of Winnipeg’s population was Indigenous compared to 17.3% of the Winnipeg School Division’s population. In 2016, the City of Winnipeg had 15,835 Indigenous families with children less than 18 years old and 5,960 (38%) of them lived in the Winnipeg School Division catchment area. These 5,960 families represented 24.5% of all families with children under 18 living in the Division. In 2016, 17.3% of Division residents considered themselves Indigenous, with the percent of Indigenous families ranging from 2.7% to 57.6% for school catchment areas.

In summary, the Winnipeg School Division has a higher percentage of visible minorities, Indigenous people, and immigrants than does the City of Winnipeg (see [Appendix B](#) for Indigenous Families with Children Under 18).

Figure 6. Number of reported ethnicities (to a maximum of three) in the WSD



**Indigenous students are the most suspended ethnic group.
In 2018/2019, Indigenous students represented 26.7% of the student body.**

Ethnic Group with Highest Suspension Rate Compared to All Other Suspended Students

Due to the relatively high suspension rate incurred by Indigenous students, a closer look at this demographic in relation to other suspended students in 2018/2019 seemed warranted. As such, gender, Inclusive Education, grade level of suspension, and type of offence were examined. In this comparison, it was shown that Indigenous males and females had similar suspension rates. This differs from the Non-Indigenous suspended student population (Figure 7).

Figure 7. Comparison of gender for suspended students by Indigenous status

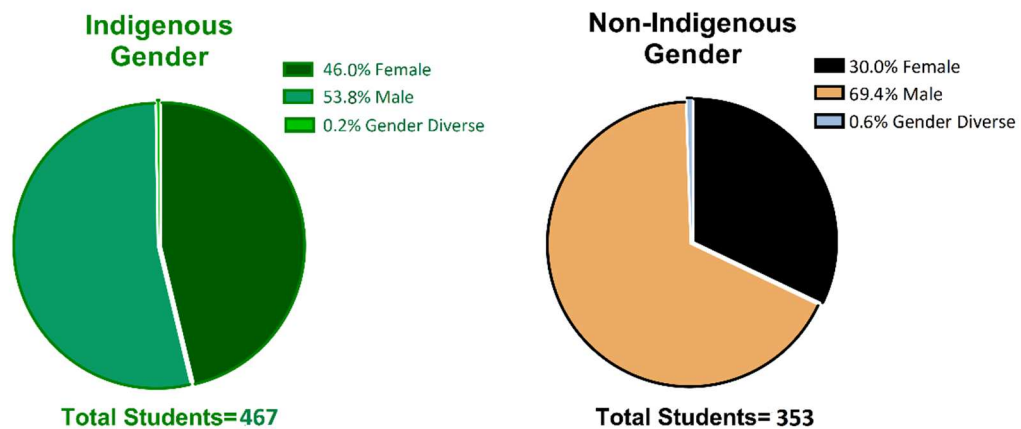


Figure 8. Grade distribution of all suspensions separated by Indigenous status

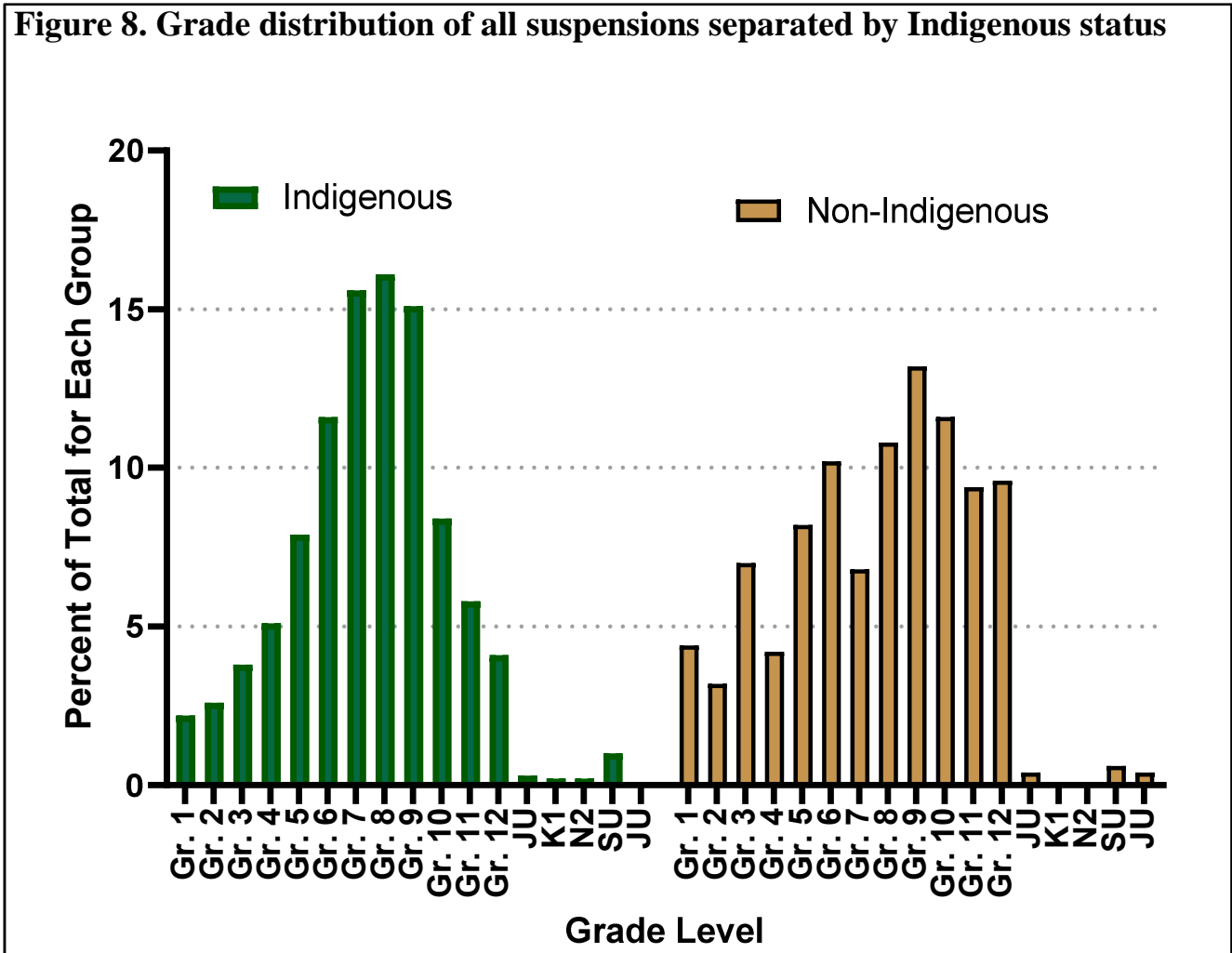


Figure 7 above suggests a discrepancy in the female suspension rate between Indigenous and Non-Indigenous students. This information combined with the grade distribution of suspensions (shown below) show a trend in gender and age-related behaviour patterns in 2018/2019. Figures 8 and 9 represent the total amount of suspensions by Indigenous status.

Next, a look at students with multiple suspension was examined along with the top six offences (Figure 9): Weapons, Physical assault on staff; Physical assault on students; Verbal assault on staff; Verbal assault on students; and Misconduct.

Within this framework, the emergence of notable difference in gender distribution was evident with suspended Indigenous students. The frequency of misconduct for Indigenous females largely exceeded that of Non-Indigenous females, while both Indigenous and Non-Indigenous males matched closely. In Figure 9 (pg. 10 and 11), the total at the bottom of each pie chart represents the number of offences committed in that category. These data suggest the trends are consistent for both male and female Indigenous students that have engaged in behaviours leading to an out-of-school suspension, in 2018/2019.

Figure 9. Offence by gender in Indigenous and Non-Indigenous students for students with two more suspensions

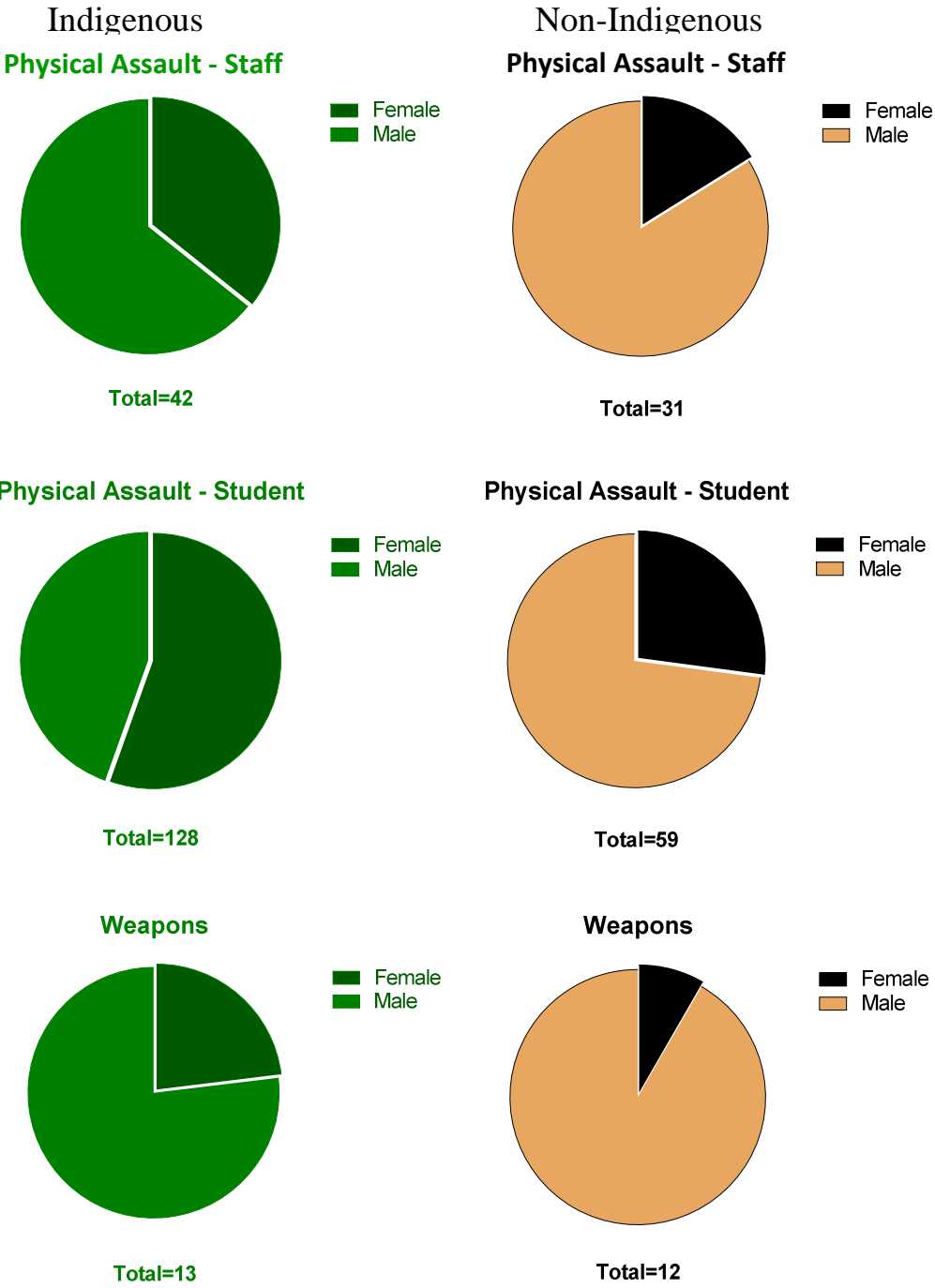
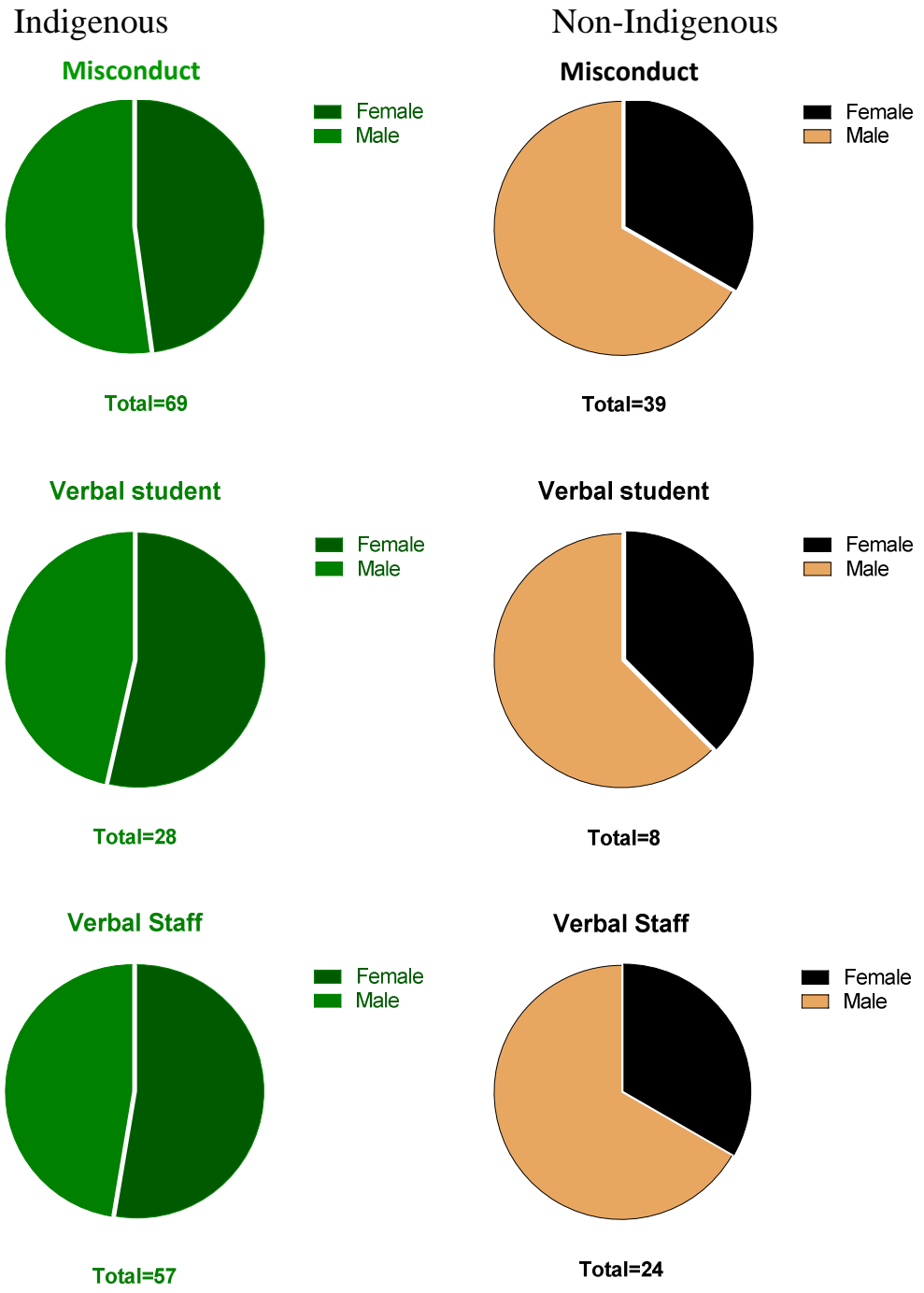


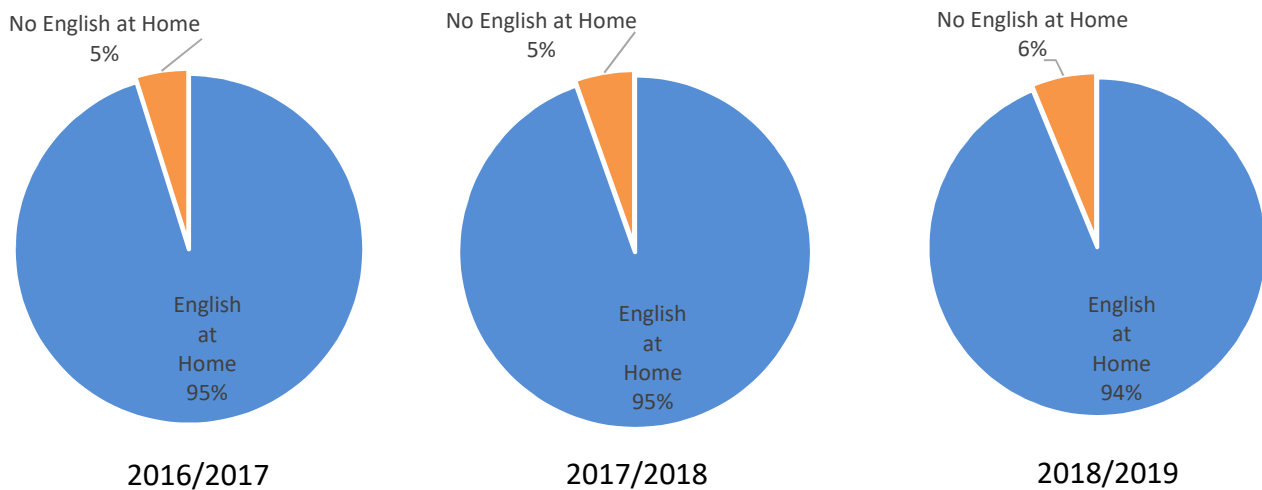
Figure 9 Continued.



English Spoken at Home & Second Language Distributions

The charts below include the percentage of suspended students that speak English as the primary language at home and whether a second language was declared. If a second language primary language other than English is not declared, English is assumed to be the spoken language at home.

Figure 10. Distribution of students primarily speaking English at Home

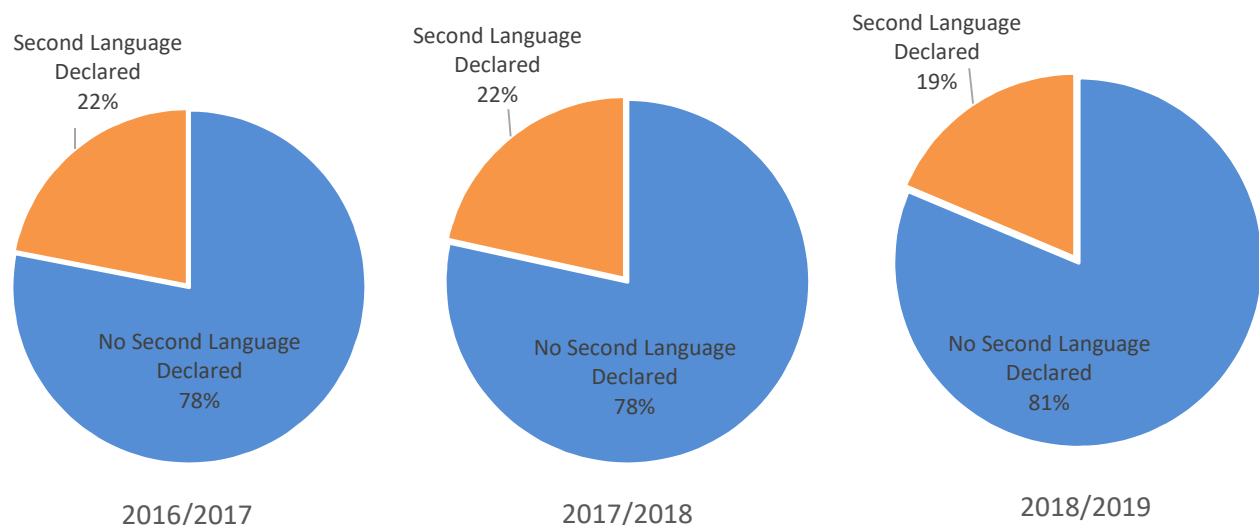


The majority of suspended students speak English as a primary language at home.

In 2018/2019, 55% of WSD students reported speaking English at home.

Slightly over 75% of suspended students only declared one spoken language.

Figure 11. Distribution of students declaring a second language spoken at home

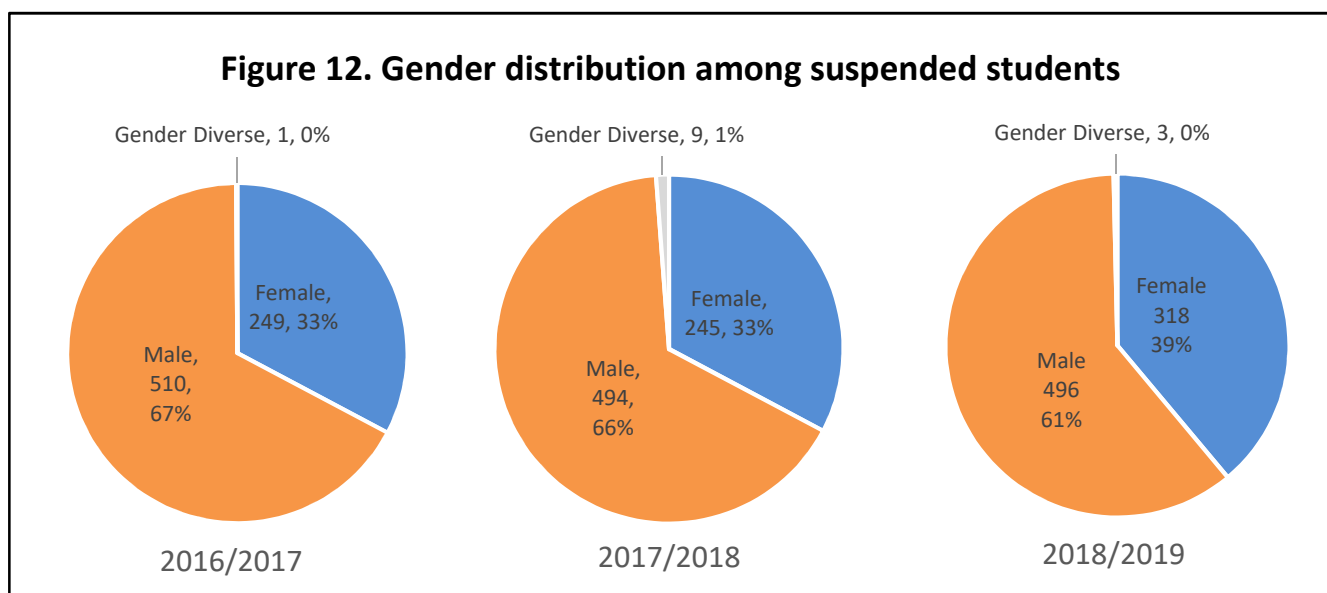


Distribution of Gender among Suspended Students

Figure 12 compares the gender identity of suspended students over three years and includes males, females and gender diverse persons. The Gender Diverse category can include transgender, non-binary, gender creative, 2Spirit and others. Figure 12 below displays both the number of persons and percentages for each group.

Males account for more than 60% of all out-of-school suspensions.

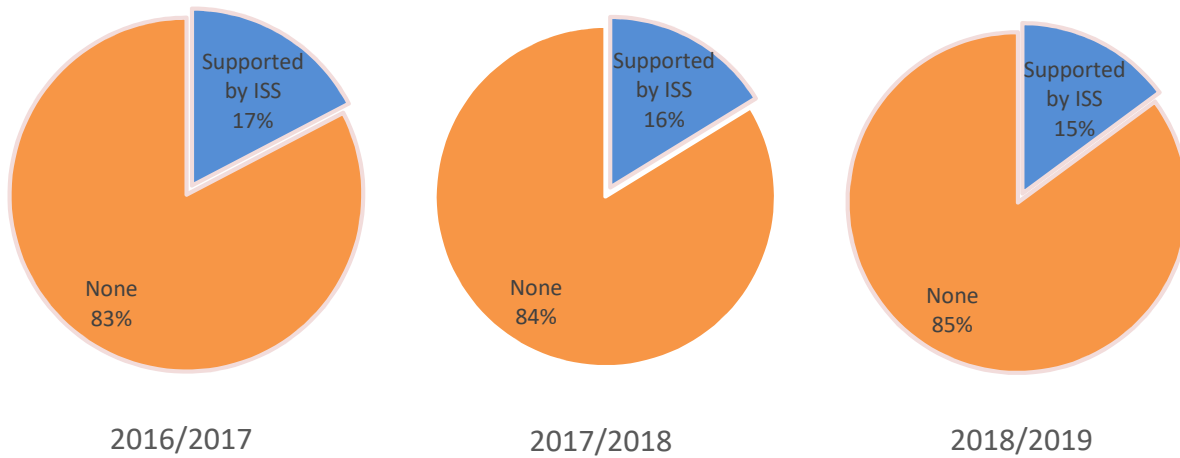
In 2018/2019, males accounted for 52% of the student body.



Inclusion Support Services

Students supported by Inclusion Support Services initiatives receive specific plans that include a behavioural component. This behavioural instruction plan includes both proactive strategies, directed towards teaching and promoting positive behaviour, and daily strategies to help lower barriers impeding progress. A supportive network of professionals including clinicians, educational assistants, teachers, Inclusion Support Services personnel and school administrators work together to form student specific plans. In addition to this, staff participate in both formal/informal professional development aimed at supporting positive behaviours in the classroom, instructing staff on effective ways to manage tense circumstances and promoting effective restorative practices. In addition, the Division offers an array of services for these students including individual education plans, work placement, vocational programs and low enrolment inclusive classrooms. The percentage of students suspended in relation to the number of students supported by Inclusion Support Services has steadily declined. As shown in Figure 13, Students in Inclusion Support Services accounted for 15% to 17% of all out-of-school suspensions (15%, 2018/2019; 16%, 2017/2018; 17%, 2016/2017).

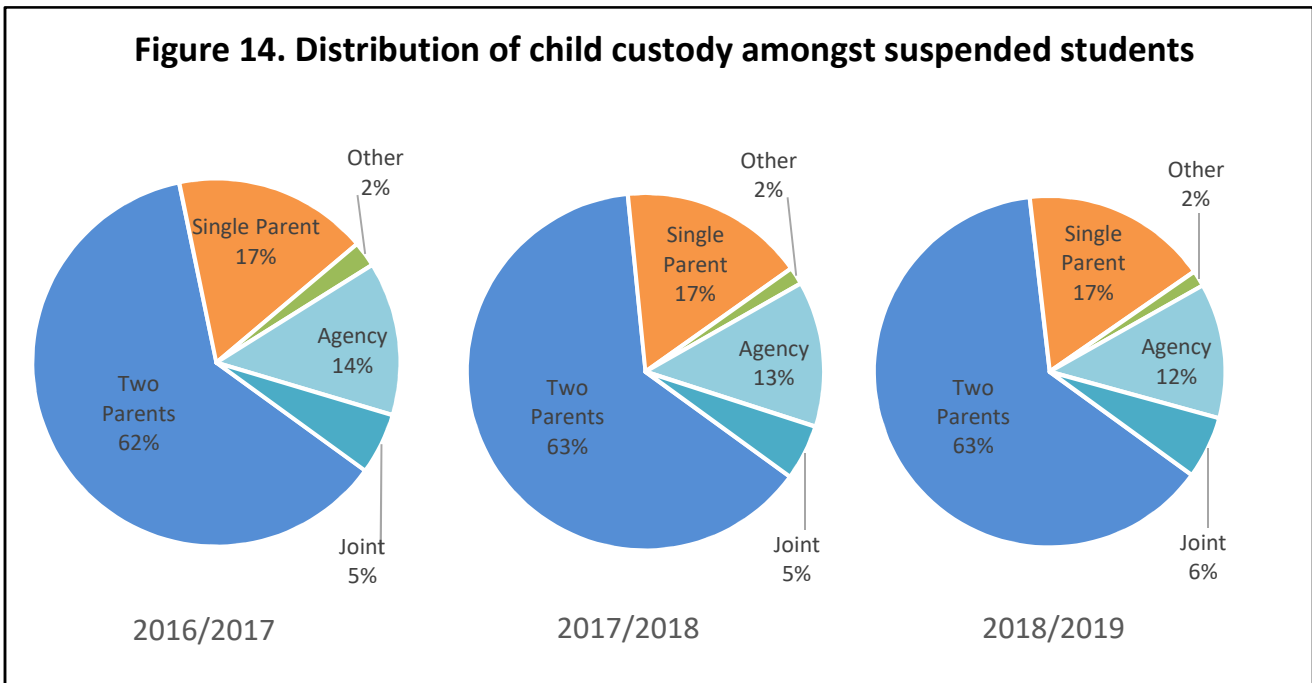
Figure 13. Distribution of students supported by Inclusion Support Services (ISS)



In 2018/2019, 123 of the 1,509 students supported through Inclusion Support Services programs received out-of-school suspensions.

Custody of Suspended Students

Figure 14. Distribution of child custody amongst suspended students



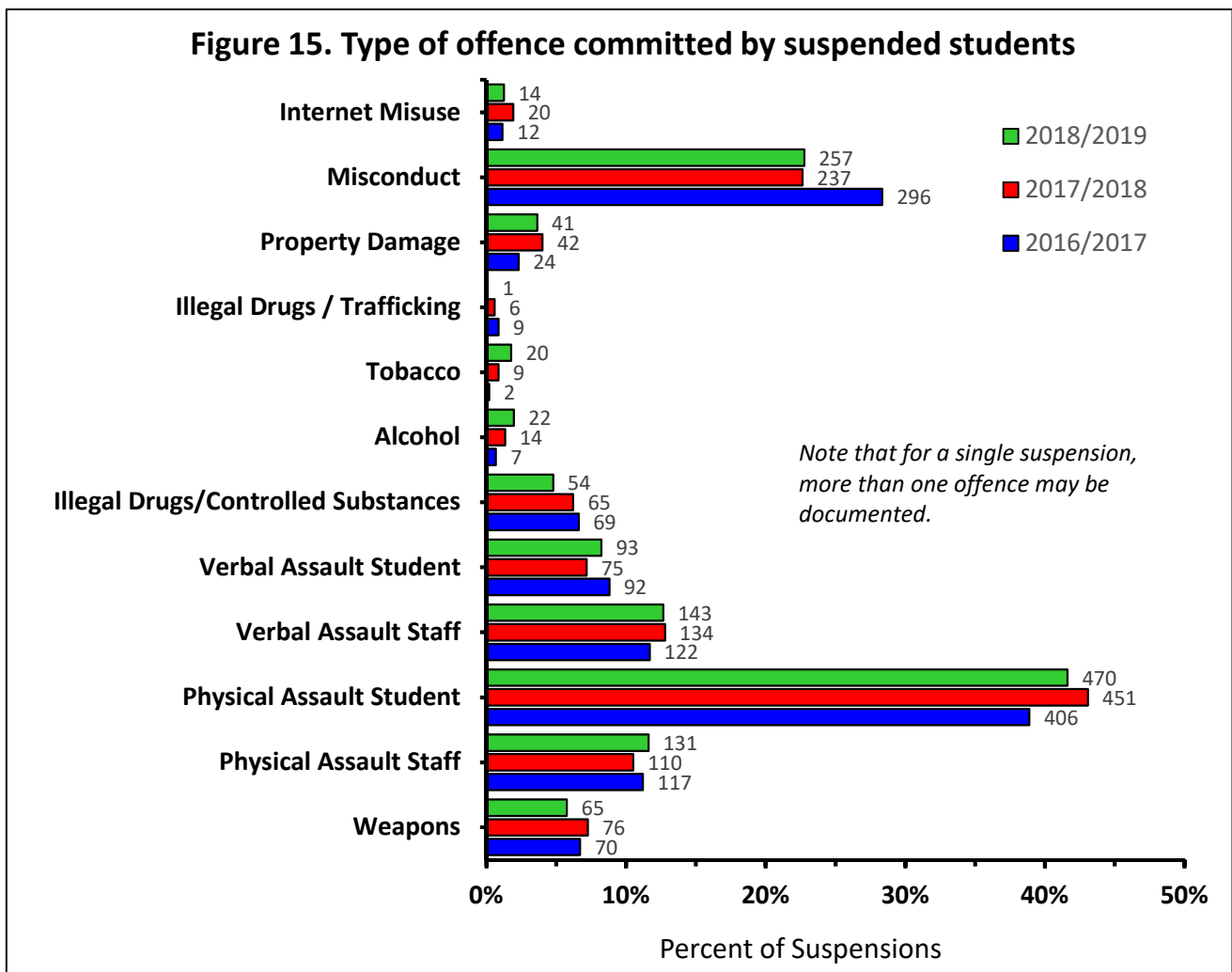
Students living with both parents are suspended the most (62 to 64%) followed by students in care (12 to 14%).

In 2018/2019, the Winnipeg School Division had:

- 1,537 (4.8%) students in care
- 8,527 (27%) single parent families
- 21,979 (72%) two parent families

Student Suspension by Offence Type

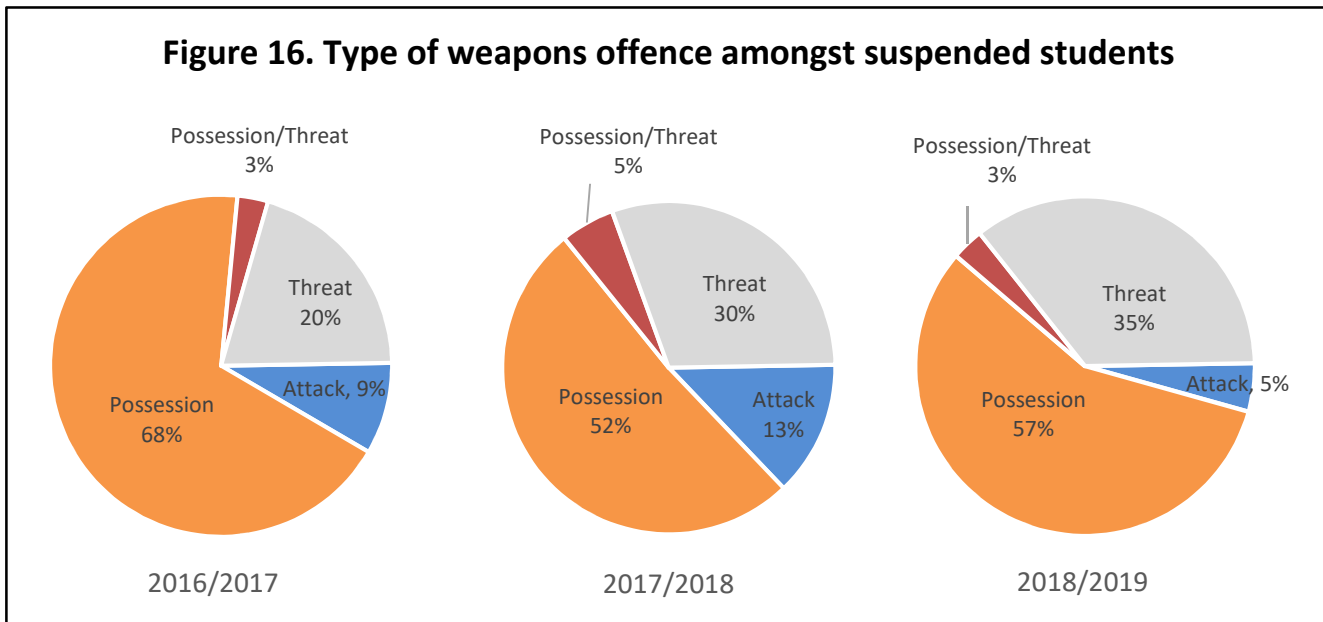
In Figure 15, the number of students suspended for that particular offence is displayed at the end of each bar.



For each of the three years, the Physical Assault of a Student offence accounts for approximately 40% of suspensions. Misconduct is the next highest at a steady 20% over the 3 years.

Incidents Classified as a Weapons Offence

Weapons related offences include whether or not the student uttered threats, possessed a weapon, attacked with a weapon, and a combination of these categories. For each of the years, the top three weapons were: 1) Knife; 2) Mace; and Gun. A comparison over the three years follows below.

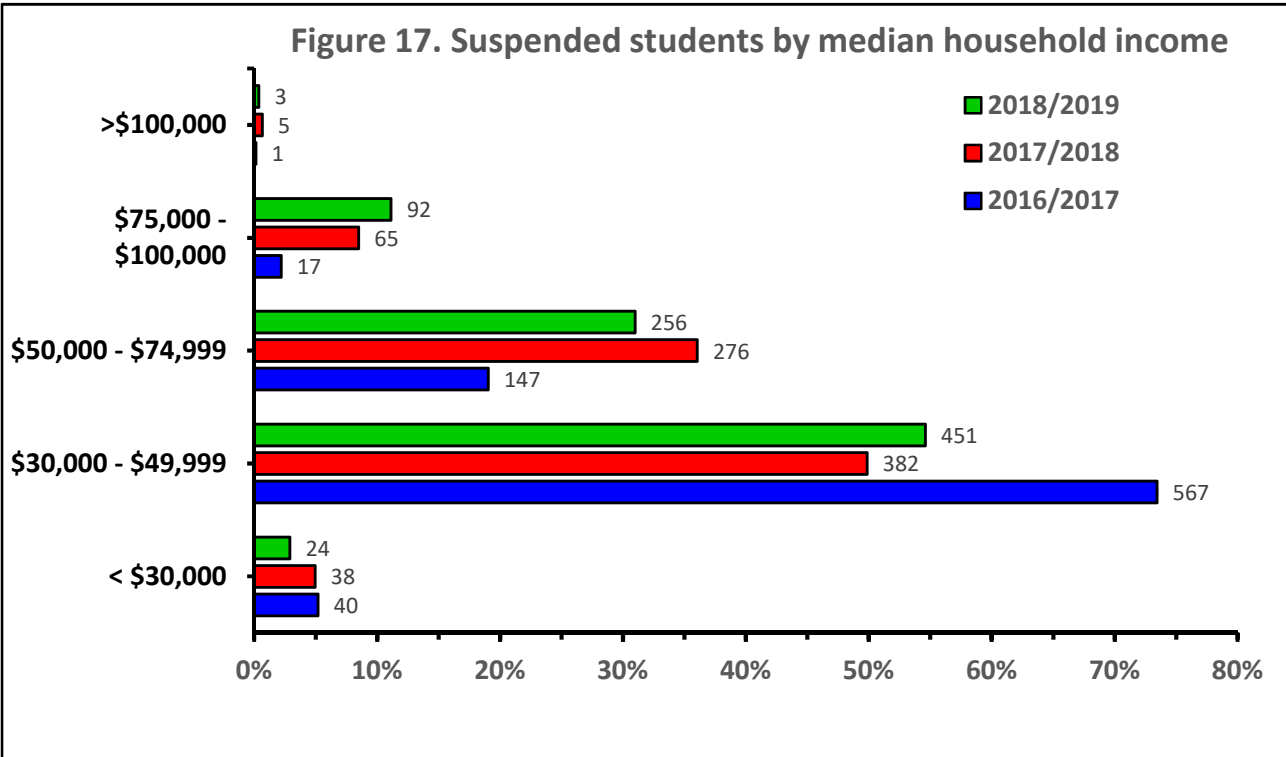


Weapons related offenses have fluctuated slightly over the three-year period. Weapons related attacks are lowest in 2018/2019.

Median Household Income & Suspension Rates

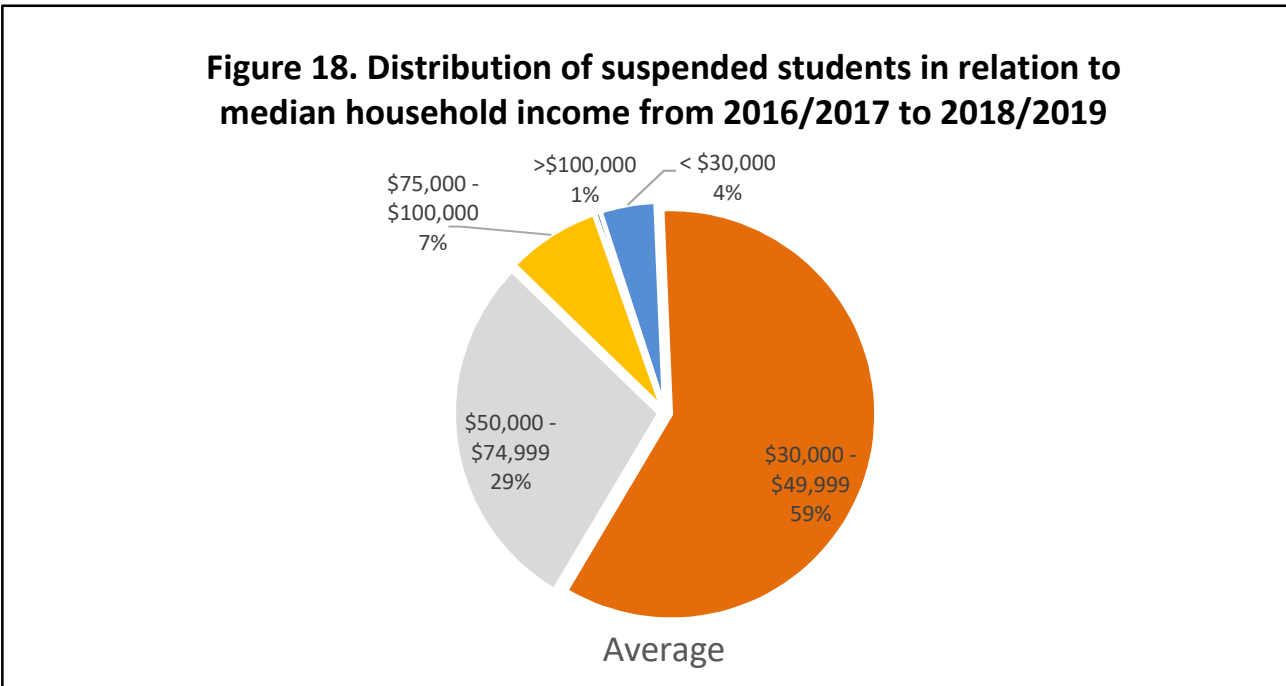
Median household income for 2016/2017 was acquired from the 2014 Statistics Canada Income data and the 2017/2018 and 2018/2019 income was taken from the 2016 Statistics Canada Income data. Figures 17 and 18 display suspension rates along with the income categories: less than \$30,000; between \$30,000 and \$49,999; between \$50,000 and \$74,999; \$75,000 and \$99,999; and greater than \$100,000. For each of the three years, the highest suspension rates occurred in the median household income of \$30,000 and \$49,999 category. Table 4 (pg. 18) displays school enrollment, number of suspensions in the school, suspension rates for the top ten schools for each of the three years, Low-Income Cut-off (LICO) and Median Household Income data.

Figure 17. Suspended students by median household income



The Median Income for WSD in 2016/2017 was \$49,890 (StatsCan Income Data, 2014) and the Median Income for WSD in 2017/2018 and 2018/2019 was \$51,190 (StatsCan Income Data, 2016).

Figure 18. Distribution of suspended students in relation to median household income from 2016/2017 to 2018/2019



The figures show that the majority of suspended students live in households that earn between \$30,000 and \$74,999.

Table 4. Top Suspension Rates by School, in context of Household Median Income and LICO data.

School	School Enrollment	Number Suspended	By School Enrollment	By total of Suspended Students	Median Income	% Below LICO
2016/2017				Total: 1044		
William Whyte	284	38	11%	4%	\$29,530	63.6%
Isaac Newton	334	53	10%	5%	\$40,480	45.1%
St. John's	1177	119	7%	11%	\$40,845	44.8%
David Livingstone	412	31	6%	3%	\$31,511	66.1%
Dufferin	352	25	6%	2%	\$33,442	60.3%
Elmwood	945	80	6%	8%	\$45,690	34.5%
R.B. Russell	565	36	6%	3%	\$38,037	51.1%
Children of the Earth	243	20	6%	2%	\$31,808	52.6%
Lord Roberts	289	31	6%	3%	\$61,780	22.3%
Gordon Bell	868	69	5%	7%	\$40,947	45.8%
2017/2018				Total: 1047		
Isaac Newton	345	44	10%	4%	\$47,473	37.7%
Children of the Earth	225	33	9%	3%	\$29,654	32.2%
R.B. Russell	507	52	8%	5%	\$43,073	45.5%
St. John's	1040	121	8%	12%	\$45,338	40.6%
General Wolfe	463	35	6%	3%	\$46,258	37.5%
Technical-Vocational	1368	93	5%	9%	\$52,225	31.8%
Ralph Brown	248	16	5%	2%	\$52,148	31.3%
Elmwood	948	84	5%	8%	\$48,610	31.7%
Lord Roberts	268	14	5%	1%	\$66,210	18.7%
Kent Road	358	22	4%	2%	\$53,771	23.6%
2018/2019				Total: 1129		
St. John's	1028	147	14%	13%	\$45,338	40.6%
Hugh John Macdonald	341	37	11%	3%	\$37,617	53.0%
General Wolfe	448	47	10%	4%	\$46,258	37.5%
R.B. Russell	480	40	8%	4%	\$43,073	45.5%
Lord Selkirk	398	39	10%	3%	\$45,874	32.7%
Elmwood	963	76	8%	7%	\$48,610	31.7%
King Edward	329	23	7%	2%	\$44,722	41.9%
Niji Mahkwa	415	28	7%	2%	\$21,893	49.4%
River Elm	339	23	7%	2%	\$39,911	44.3%
Principal Sparling	258	12	5%	1%	\$58,853	22.2%

The above Table includes the following columns of information: 1) school name; 2) school enrollment; 3) number of students suspended; 4) percentage of students suspended by school enrollment; 5) percentage of students suspended in the Division; 6) median household income; and 7) the percentage of households below the low-income cut-off (LICO).

Closing Remarks

Over the last 10 years, the suspension rate within Winnipeg School Division (WSD) has declined steadily until the last few years whereby the rate has stabilized (Figure 19, pg. 21). The WSD suspension policy incorporates communication of appropriate behaviour as well as mutual respect between staff and students. The Province of Manitoba caps the maximum duration of an out-of-school suspension at five days, unless otherwise approved by the Superintendent. Schools implement re-entry meetings with students and their parents to review the school code, provide opportunities for discussion and review restorative practices that might best suit the student. What follows below is a brief summary and comparisons (where relevant) between this analysis and the *2017-18 Caring and Safe Schools Report* by the Toronto District School Board (TDSB; Zheng, 2019).

A look at course success and credit accumulation in 2018/2019 revealed that students receiving an out-of-school suspension were less successful with their studies than students that did not receive a suspension. This was especially evident for core (Mathematics, English and French Language Arts) courses. In addition to this, students receiving a longer duration out-of-school suspension fared worse than those receiving shorter duration suspensions (Figures 1 to 3). Finally, the longer duration suspension are often served by repeat offenders. For example, out of the 119 students that served a five day suspension, 71 students were repeat offenders.

Student demographics and ethnicity were also examined. The WSD does show disproportional representation in a key demographic (Figures 5, 7, 8 & 9). Indigenous students are over-represented in the suspension data (Figures 5). Further examination shows that Indigenous females represent a larger proportion of suspended students than Non-Indigenous females (Figures 8 and 9). With regard to gender identity (Figure 12), those that identify as gender diverse make up a small portion of the suspensions, and male students make up more than 60%. Moreover, more than 90% of suspended students in the WSD are Canadian Citizens (Table 1), speak English at home (Figure 10), and more than 60% of suspended students live with both of their parents (Figure 14). Finally, suspended WSD students supported by Inclusion Support Services are over-represented compared to their enrollment but the rate has decreased steadily over recent years. Students supported through Inclusion Support Services programs have access to specific resources to assist them in avoiding out-of-school suspension. These resources may include extra tutoring, off-campus educational programming, individual educational and behavioural support, mediation and work placements apprenticeship opportunities. In addition, a group of clinical, teaching and administrative services are available to support these students. Although alternative strategies do exist, out-of-school suspensions do occur within this student group.

The observations noted throughout are consistent with those seen in the *2017-2018 Caring and Safe Schools Report* (Zheng, 2019), but on a smaller scale. For example, while students supported by Inclusion Support Services are over represented in both WSD (15% - 17% of suspensions) and TDSB (58% - 60% of suspensions), the proportion of suspensions made up of this group is much larger in the TDSB. A similar relationship between the WSD and TDSB is seen for gender identity. Zheng (2019) indicates that 77% of the suspended students are male, and that non-binary students contribute little to the number of suspensions, whereas the WSD numbers are roughly 10% lower for males, but similar for gender diverse students. Also in agreement with the TDSB report, is that suspended students more often failed to meet the same grades as students that were not suspended. Finally, a comparison between the ethnicity of suspended WSD students and the ethno-racial suspension numbers from the TDSB is more difficult. The WSD collects data on voluntary declaration of

ethnicity, and this report has illustrated that just over 20% of suspended students did not report ethnicity. Another difficulty in comparing these numbers is the WSD does not collect data on race, perhaps due to the prevailing thought that race is considered to be a social construct rather than a defining characteristic (Bhopal, 2004).

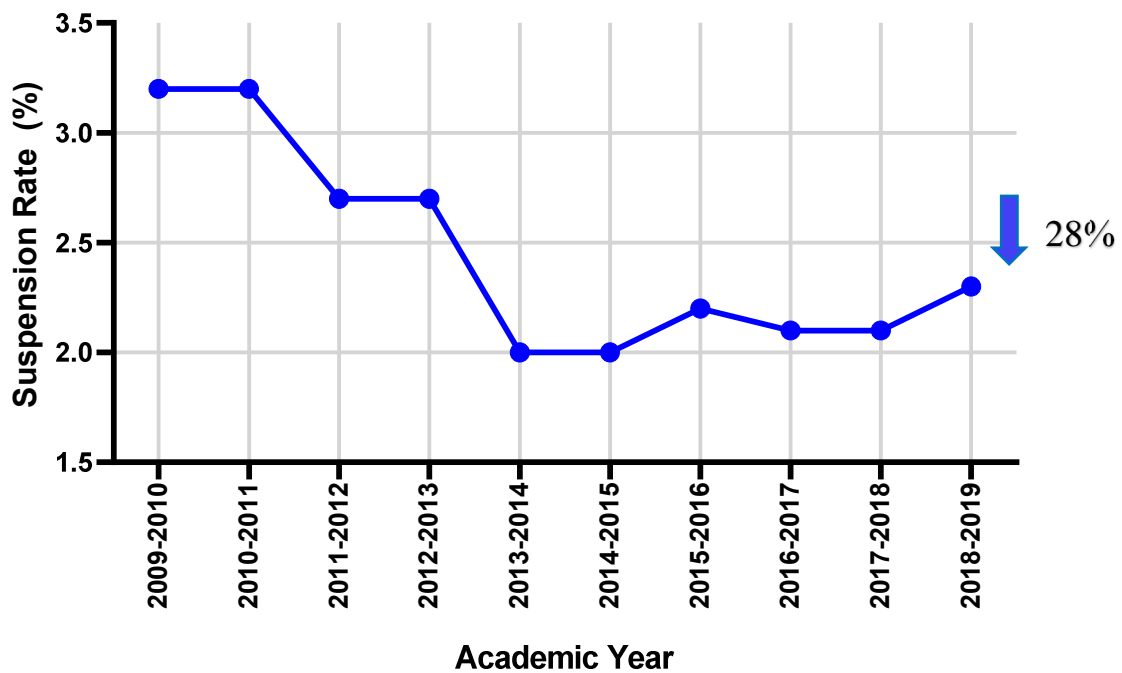
The WSD uses a number of strategies to create a safe environment at the schools. This includes communication strategies and code of conduct policies that warn students to alter unwanted behaviour before an out-of-school suspension is warranted. Restorative practices are encouraged by the WSD for all students. In addition, upon return to school from a suspension, re-entry meetings remind the student of the school code of conduct and discuss ways to avoid conflict in the future. Of note is that in-school behavioural interventions such as in-school suspensions, restorative practices, informal discussion regarding behaviour occurring before an out-of-school suspension becomes necessary are documented at the school level but not collected at the Division level.

Summary

In response to the board motion, three years of suspension data were analyzed in order to determine trends the demographics and characteristics of suspended students. In addition, 2018/2019 course completion and percent of credits earned data gauged both non-suspended students and suspended student success. In terms of trends related to personal characteristics of students, this report shows that Indigenous students are suspended most often, and while the suspension rate for Indigenous students is consistent over the three years, female Indigenous students tend to be suspended more often than non-Indigenous females. Further, over the three years it was found that males were suspended most, over 90% of suspended students spoke English at home, most students lived with both parents and physical assault on another student is most often the reason for suspension. In addition, suspension over five days accounted for only 3% of suspensions and those students with longer duration suspensions are often repeat offenders. The data also suggest that suspended students, as a group, have less success at school compared to their peer group (i.e. earn less credits/ pass fewer courses). Further, longer duration suspension are associated with poorer performance and an elevated course withdrawal rate. Finally it is worth noting that out-of-school suspension have mostly decreased over the past decade – see Figure 19, pg. 21.

The division has and continues to support students that are at risk. Each school has a variety of initiatives to support students and their families. Early intervention teams help model and mentor students, and set up strategies that lead to success. School support, Clinical support services, Elders, Indigenous Grad Coach program and mediators are available for students. In some cases, school culture committees are established to monitor school safety and identify strategies to support the school in responding to student needs; these committees include school administration, representative from Inclusion Services and Clinical Services, the Director, and Superintendent. With regard to schools and staff, when school suspension patterns change, the Directors follow up with schools to review student suspensions, identify concerning trends and help to identify strategies to contribute to safe and caring school culture. In addition, staff are supported through professional learning opportunities that focus on learning to recognize and respond to environmental triggers, and engage in non-violent crises training. Within the framework noted above, WSD schools utilize a variety of strategies and/ interventions to avoid out-of-school suspensions. The initiatives discussed above along with interventions such as, tutoring opportunities, off-campus educational opportunities, restorative practices, meeting with family members, and providing specific educational plans for struggling students are part of the strategy to keep students at school.

Figure 19. Winnipeg School Division suspension rate for the past ten years



- The 10-year trend revealed a 28% reduction in suspension rates
- Suspension numbers:
 - 2016/2017: 1,044 suspensions involving 761 students
 - 2017/2018: 1,047 suspensions involving 757 students
 - 2018/2019: 1,129 suspensions involving 820 students
- In 2018/2019, suspended students had lower pass rates and earned less credits than non-suspended students.
- Over 90% of suspended students speak English at home.
- The most common language spoken at home by suspended students is English.
- Males are suspended the most and females make up 1/3 of suspensions.
- Indigenous students account for 55% more of suspensions across 2016/2017 to 2018/2019.
- Between 62% and 64% of students lived with both parents between 2016/2017 and 2018/2019.
- Lower median household incomes are slightly associated with higher suspension rates.
- Suspension rates for students supported by Inclusion Support Services have declined over three years.
- Weapons offences are most often categorized as verbal threats.
- A knife is by far the most common weapon identified for a Weapons Offence incident.

References

Bhopal, R. (2004). Glossary of terms relating to ethnicity and race: for reflection and debate. *J Epidemiol Community Health*. 58:441-445.

Zheng, S. (2019). *Caring and safe schools report 2017-18*. Toronto, Ontario, Canada: Toronto District School Board.

Note: The 2018/2019 Division level student data was derived from the 2018/2019 School Demographic Report. The report can be viewed at: <https://www.winnipegsd.ca/page/8699/demographic-reports>.

APPENDIX A

Student Suspensions by Region/Ethnicity.

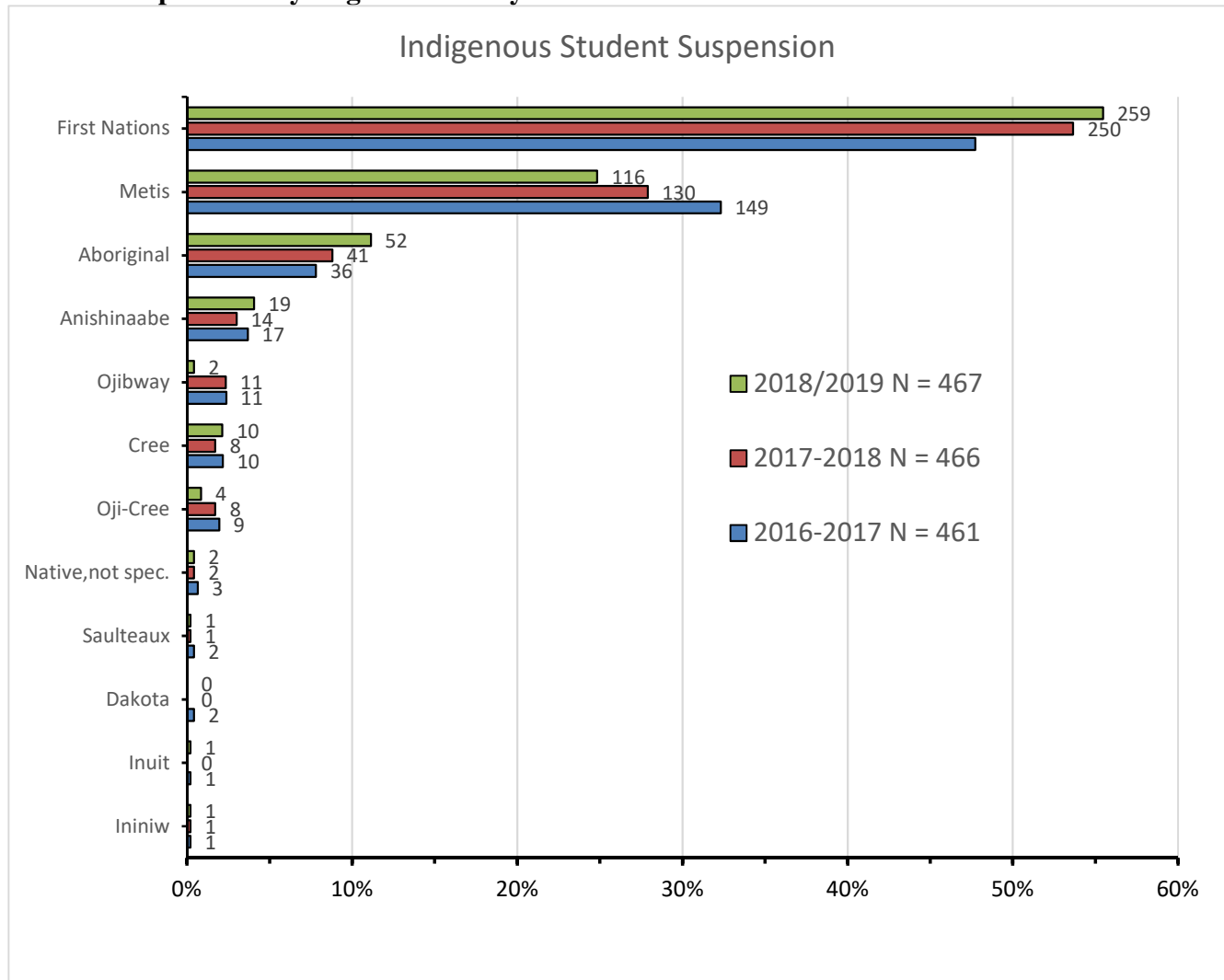


Figure 1. Indigenous student suspensions for 2016/2017 to 2018/2019 academic years. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. In the figure above, the totals reflect the students by region/ethnicity only.

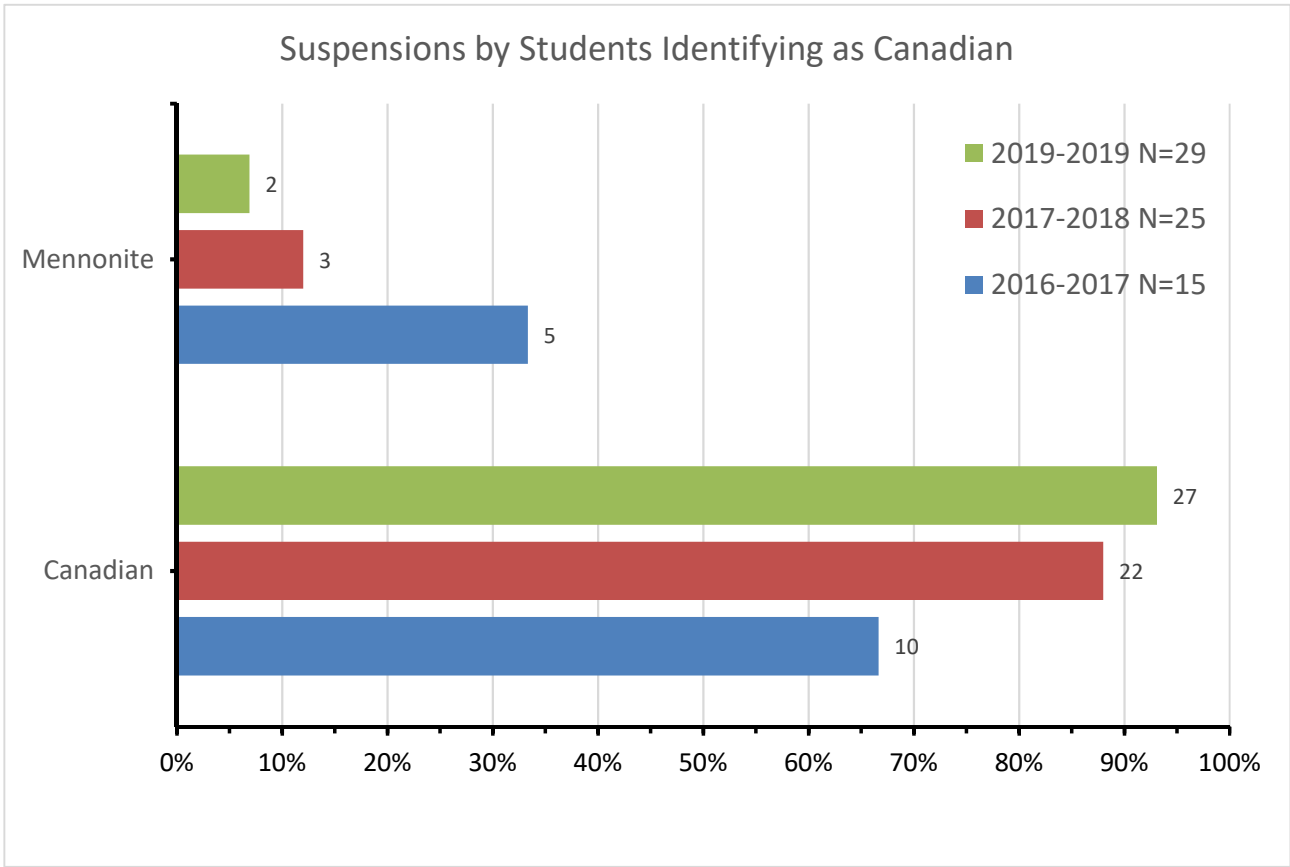


Figure 2. Canadian student suspensions for 2016/2017 to 2018/2019 academic years. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. In the figure above, the totals reflect the students by region/ethnicity only.

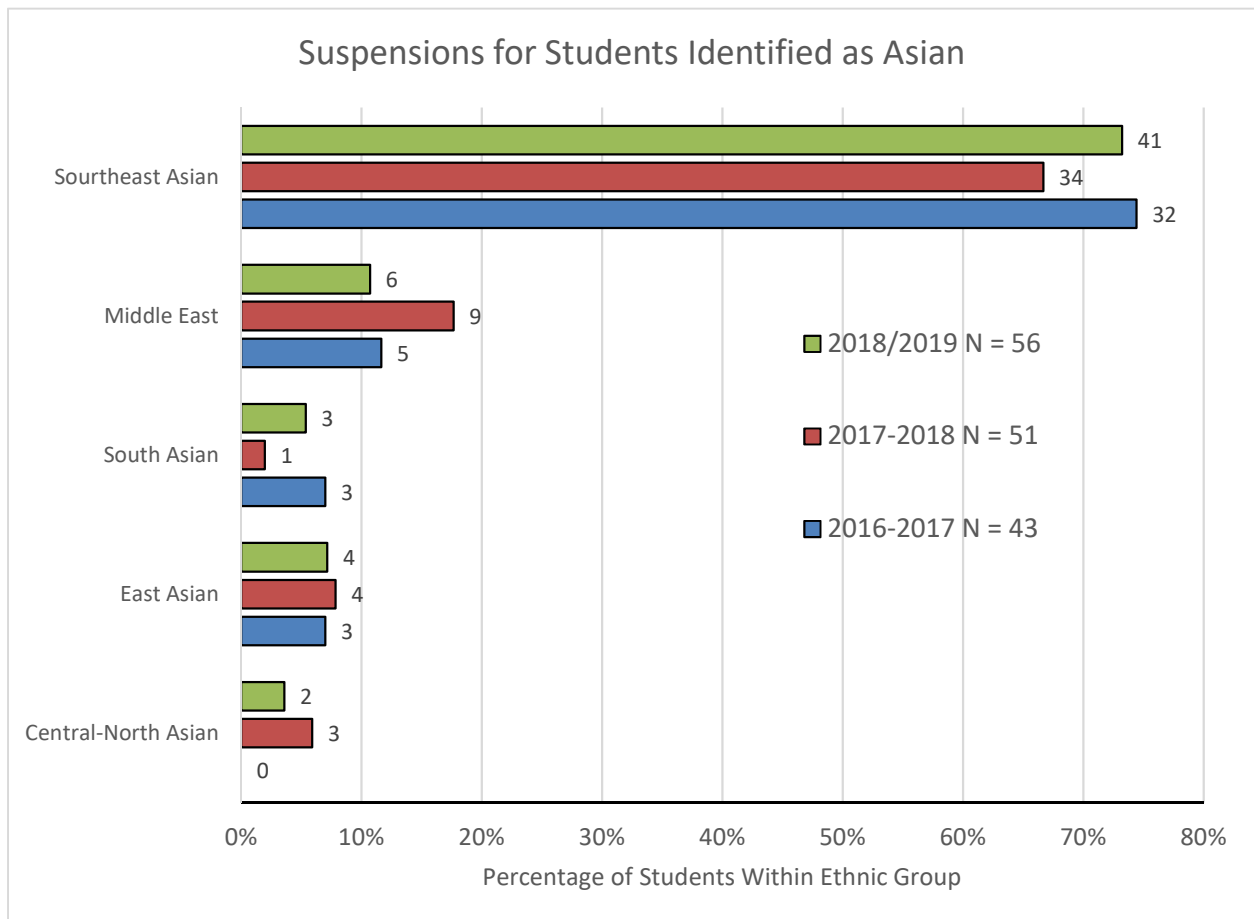


Figure 3. Asian student suspensions for 2016/2017 to 2018/2019 academic years. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. The Central-North Asian regions is made up of students identifying as Russian. The majority of the South-East Asian suspensions are from students identifying as Filipino. In the figure above, the totals reflect the students by region/ethnicity only.

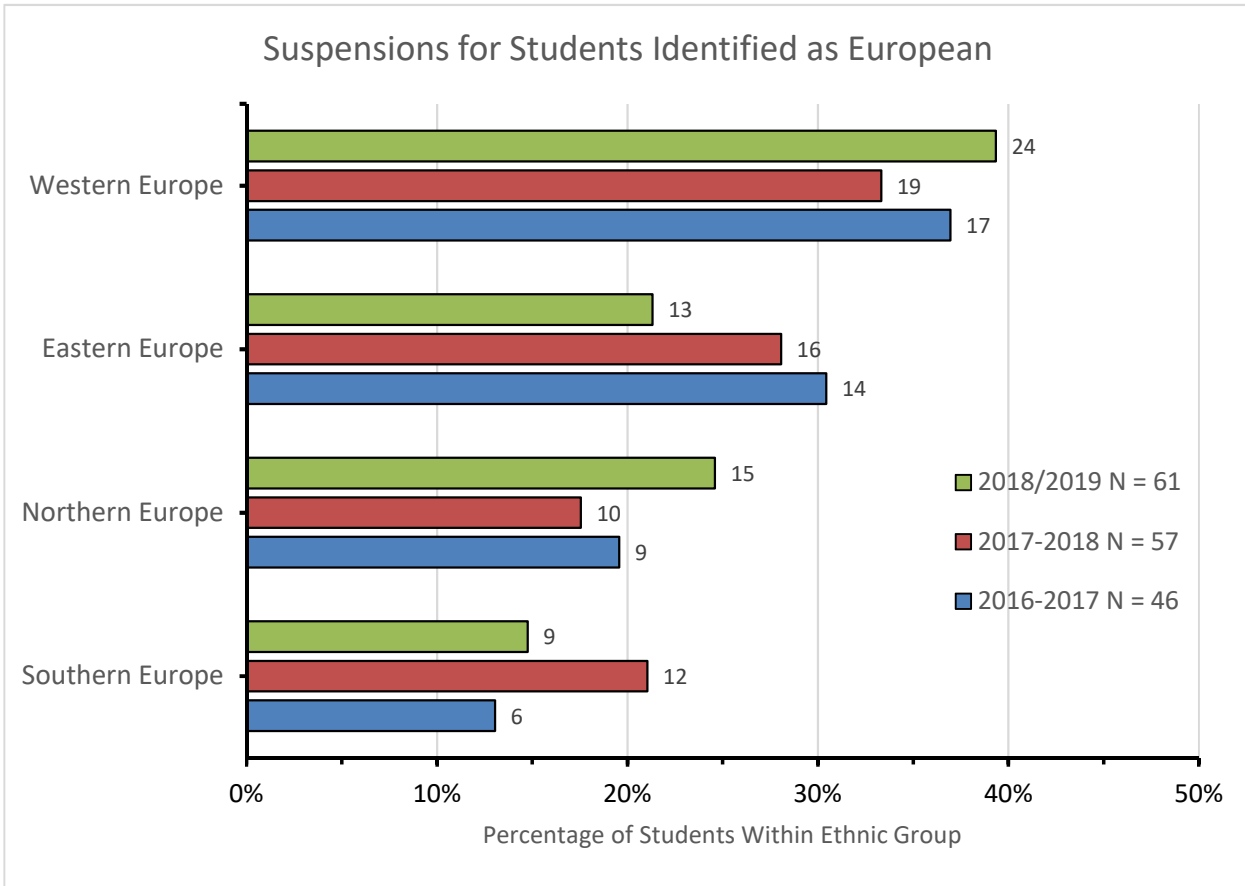


Figure 4. European student suspensions for 2016/2017 to 2018/2019 academic years. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. In the figure above, the totals reflect the students by region/ethnicity only.

Suspensions for Students Identified as African

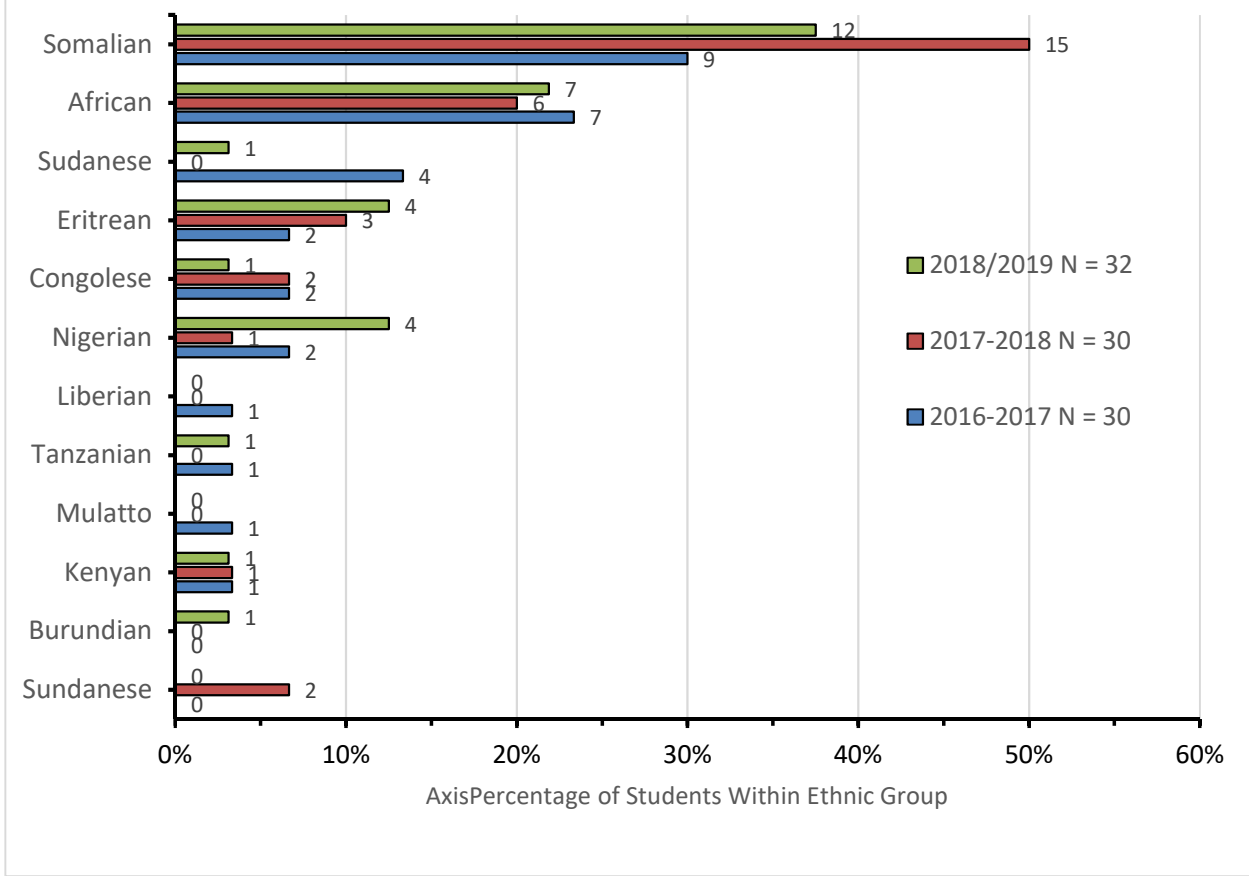


Figure 5. African student suspensions for 2016/2017 to 2018/2019 academic years. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. Students could identify with a particular region, country or larger area, which is why the “African” category is not further broken down. In the figure above, the totals reflect the students by region/ethnicity only.

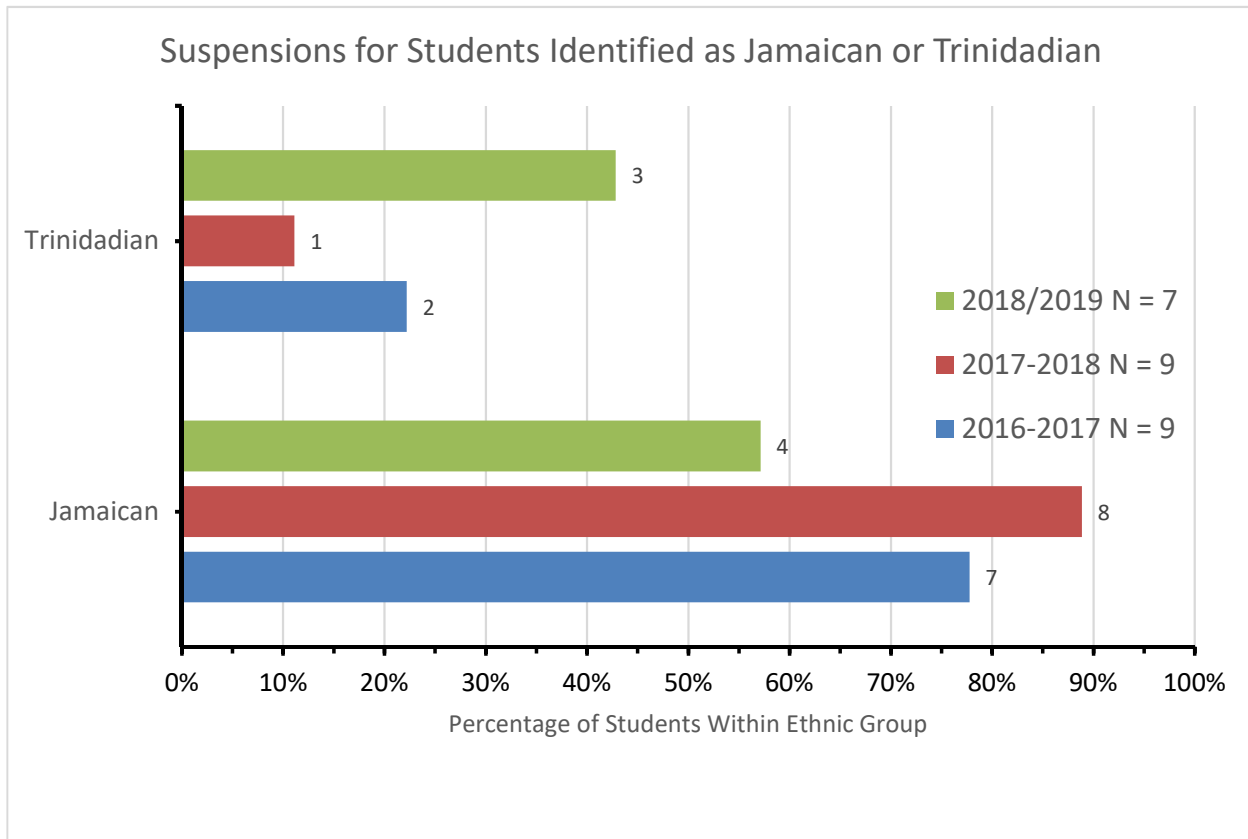


Figure 6. Student suspensions for 2016/2017 to 2018/2019 academic years in the Greater (Jamaica) and Lesser (Trinidad & Tobago) Antilles. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. In the figure above, the totals reflect the students by region/ethnicity only.

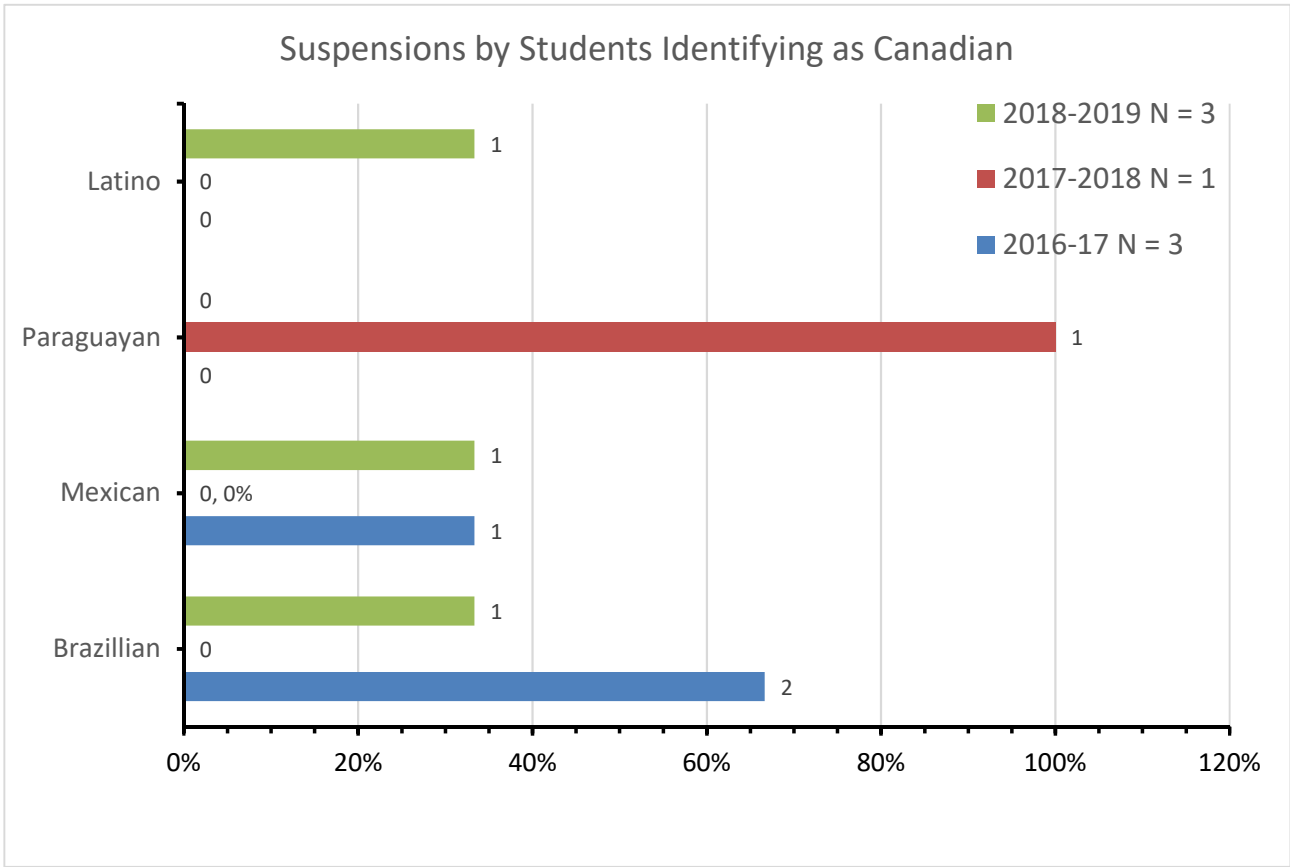


Figure 7. Student suspensions for 2016/2017 to 2018/2019 academic years in the Latin Americas. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. In the figure above, the totals reflect the students by region/ethnicity only.

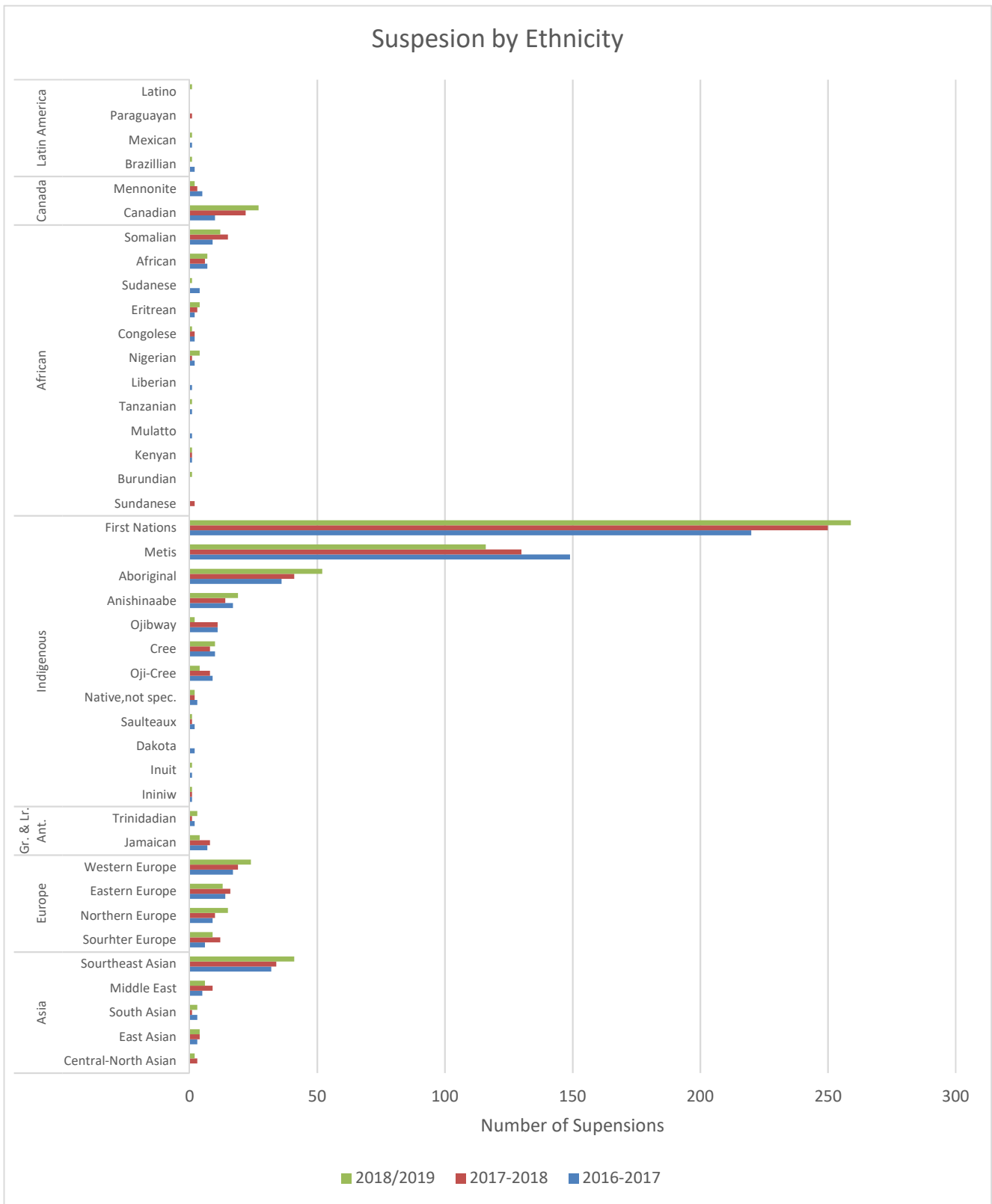


Figure 8. Student suspensions for 2016/2017 to 2018/2019 academic years in the Winnipeg School Division. The total number of individual people suspended in the WSD was 854 for 2019/2019, 794 for 2017/2018 and 793 for 2016/2017. Note, that due to the ability of students to report up to three ethnicities some students are counted more than once. In the figure above, the N for each group is displayed together. Gr. & Lr. Ant = Greater & Lesser Antillies. Note that the suspension rate for the years 2016/2017 to 2018/2019 is less than 3% in the WSD.

APPENDIX B

Table 1. Indigenous Families with Children Under 18 (Table Source: 2019/2020 Demographic Report, WSD)

<u>School Name</u>	<u>Estimated % Indigenous Families 2016*</u>
Andrew Mynarski	17.1%
Argyle	28.3%
Brock Corydon	14.6%
Carpathia	15.3%
Cecil Rhodes	37.0%
Champlain	41.3%
Children of the Earth	40.8%
Churchill	21.0%
Clifton	20.1%
Collège Churchill	17.2%
Daniel McIntyre	26.2%
David Livingstone	61.8%
Dufferin	39.8%
Earl Grey	21.7%
Elmwood	29.2%
Faraday	27.4%
Fort Rouge	20.6%
Garden Grove	13.4%
General Wolfe	26.5%
George V	24.1%
Gladstone	20.6%
Glenelm	27.1%
Gordon Bell	29.0%
Grant Park	13.9%
Greenway	25.2%
Grosvenor	10.1%
Harrow	11.7%
Hugh John Macdonald	34.3%
Inkster	30.1%
Isaac Brock	27.2%
Isaac Newton	35.2%
J.B. Mitchell	12.5%
John M. King	27.2%
Kelvin	17.0%
Kent Road	20.0%
King Edward	37.1%
Lansdowne	25.5%
Laura Secord	21.0%
LaVérendrye	19.1%
Lord Nelson	16.6%
Lord Roberts	23.0%

Table 1. Indigenous Families with Children Under 18 Continued.

<u>School Name</u>	<u>Estimated % Indigenous Families 2016*</u>
Lord Selkirk	36.8%
Luxton	33.9%
Machray	55.7%
Meadows West	11.9%
Montrose	9.4%
Mulvey	32.6%
Niji Mahkwa	45.5%
Norquay	50.7%
Pinkham	40.9%
Prairie Rose	13.3%
Principal Sparling	22.0%
Queenston	11.0%
R.B. Russell	41.3%
Ralph Brown	31.7%
River Elm	34.5%
River Heights	14.9%
Riverview	13.9%
Robert H. Smith	8.8%
Robertson	18.5%
Rockwood	7.8%
Sacré-Coeur	27.2%
Sargent Park	18.3%
Shaughnessy Park	36.4%
Sir William Osler	10.9%
Sisler	18.5%
Sister MacNamara	26.9%
St. John's	41.0%
Stanley Knowles	18.3%
Strathcona	42.3%
Tec-Voc	27.9%
Tyndall Park	14.2%
Victoria-Albert	29.6%
Waterford Springs	10.9%
Wellington	28.2%
Weston	40.5%
William Whyte	49.4%
Wolseley	21.7%
WSD	24.5%

Data Source: data based on Statistics Canada 2016 Census.

Methodology: Data weighted by the September 2020 catchment area enrolment weights

*Percent of all families with children under 18 years.