


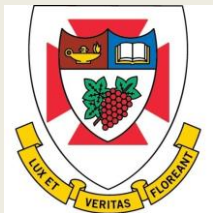
Leveraging Collective Efficacy
in the dangerous space
between good intentions and meaningful interventions
A Study on School Suspensions



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The University of Winnipeg is
located on Treaty 1 territory,
the ancestral lands of the
Anishinaabeg, Anishininewuk,
Dakota Oyate, Denesuline
Nethethowuk and the national
homeland of the Red River Métis.





To Suspend or Not to Suspend

- ❖ **Progress around student discipline**
- ❖ **A working theory**
- ❖ **The context**

A long-exposure photograph of a night sky showing star trails as concentric white arcs. The trails are centered on a bright star in the upper right. The bottom of the image shows the dark silhouette of a forest or trees against a slightly lighter horizon.

Documenting The Decline

**The Dangerous Space Between Good
Intentions and Meaningful Interventions**

Manitoba Advocate for Children and Youth, 2018



Theoretical Framework

Current Context

Policy Directive Enhancing Proactive Supports to Minimize the Use of Restraint and Seclusion (2021)

Mamàhtawisiwin: The Wonder We are Born With – An Indigenous Education Policy Framework (2022)

Appropriate Educational Programming Standards (2022)

Policy Directive Enhancing Proactive Supports to Minimize the Use of Suspensions (2023)



The Research...

Quantitative Survey - What

Qualitative Focus Groups – Why

Online Survey

Process for Data Collection

Beliefs about Suspensions

Approaches when Responding to Behaviour

Supports for Suspended Students

**Suspension Practices in Manitoba Schools
Survey Findings**

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<https://www.flipsnack.com/9889A7BBDC9/school-suspension-research-report-june-2023/full-view.html>

Let's start with a quiz!





1. Are schools collecting data on the suspension of students from diverse racial and ethnic backgrounds?

2. Which gender are suspended most often?

- a. Female
- b. Male
- c. Non-Binary
- d. Prefer not to say



3. What is the most common frequency of reviewing suspension data?





4. Do school administrators believe that school suspensions are constructive?

5. Can school suspensions help to teach students about their behaviour?





6. Do school administrators favour discretion when it comes to the authority to suspend?



7. What percentage of school administrators assign in-school suspensions?



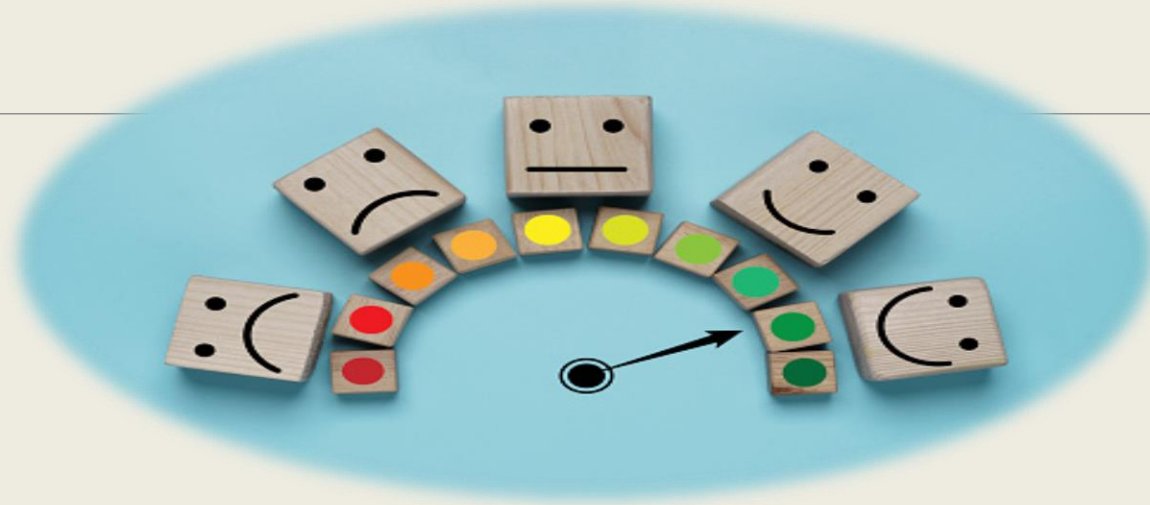
8. What is the most common length of suspension (1,3, 5, or other number of days?)

9. Do administrators place emphasis on student history when suspending?



10. Do school administrators identify a category/term other than suspension?



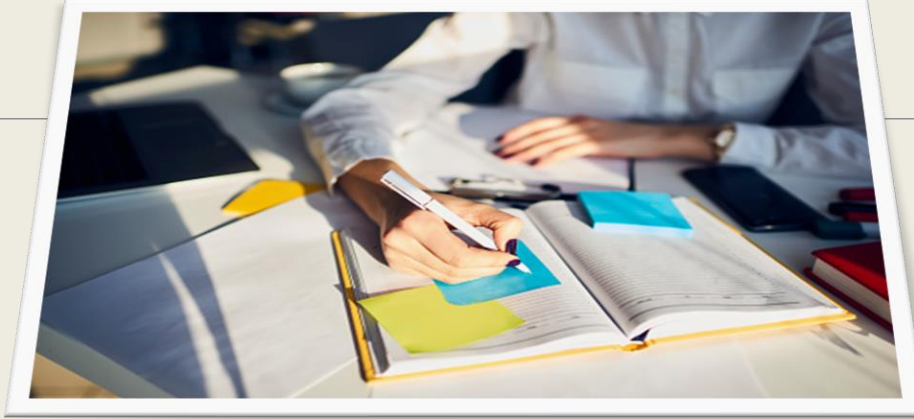


11. Are there certain behaviours for which school administrators have no discretion but to suspend?



12. What percentage of school administrators believe that suspensions are related to reduced academic skills?





13. If a student has been suspended out of school more than twice what percentage of school administrators facilitate the development of a written plan?

Alternative Discipline Practices:

Student specific planning process

Violence Threat Risk Assessment Protocols (VTRA)

Restitution

Positive Behaviour Interventions and Supports (PBIS)

Wraparound planning

Restorative practice measures

The Qualitative Research Questions

What are the constructive facets of student suspensions in Manitoba schools?

What are the problematic or unhelpful elements involved in school suspensions?

If a school suspension is applied due to imminent risk, how would that risk be defined?

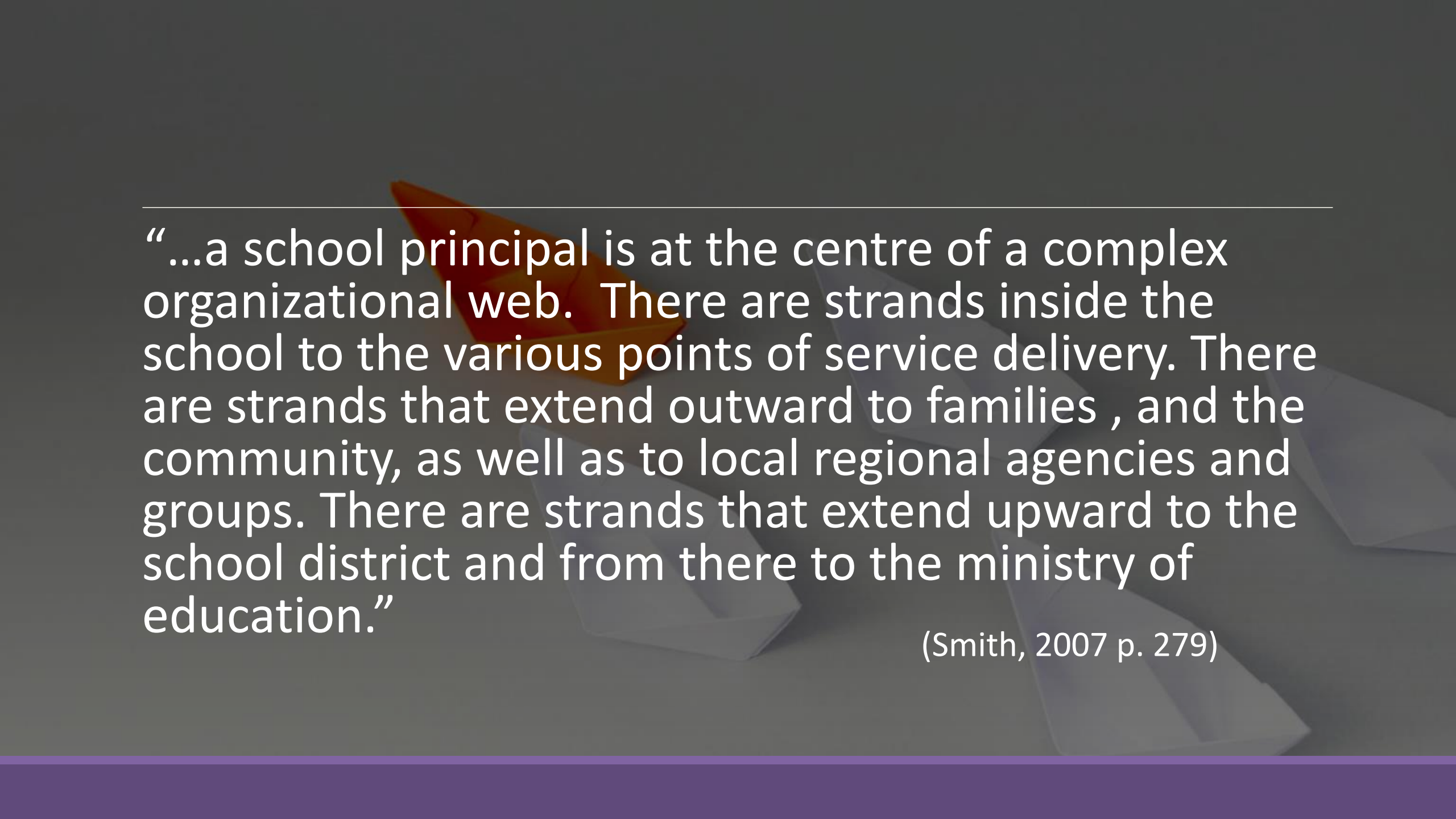
How could student behaviours be managed differently?

Findings

- ❖ What were the constructive facets of school suspensions?
- ❖ What were the problematic elements?
- ❖ What constitutes 'imminent safety risk'?
- ❖ How could student behaviour be managed differently?



Theoretical Framework



“...a school principal is at the centre of a complex organizational web. There are strands inside the school to the various points of service delivery. There are strands that extend outward to families , and the community, as well as to local regional agencies and groups. There are strands that extend upward to the school district and from there to the ministry of education.”

(Smith, 2007 p. 279)

Thank you!

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