

**EDUCATION SERVICES
AGREEMENT
FOR SIX NATIONS STUDENTS**

PROGRESS REPORT FOR 2018-19

EXECUTIVE SUMMARY

The Education Services Agreement for Six Nations Students is an agreement between the Grand Erie District School Board and Indigenous Services Canada (ISC), on behalf of Six Nations of the Grand River, that outlines the services, programs and supports that were provided to students from Six Nations that attend Grand Erie schools. This report highlights the work of the 2018-19 school year, specifically related to the progress of these students and the team whose work emerges from this Education Services Agreement: the Native Advisory Committee, the Native Trustee, the Native Advisor, and the Native Education Counselling staff.

MULTI-YEAR PLAN 2016-20

In 2016, Grand Erie approved a new strategic direction to guide the work that the school board is doing. At the centre of Grand Erie's Multi-Year Plan is Success for Every Student.

Grand Erie will achieve Success for Every Student through a focus on students and staff in a culture of high expectations. The six indicators that support Grand Erie's goal are: Achievement, Community, Environment, Equity, Technology and Well-Being.



NATIVE ADVISORY COMMITTEE

The purpose of Grand Erie's Native Advisory Committee is to represent the interests of students from Six Nations of the Grand River Territory in maintaining quality educational services purchased through the Education Services Agreement and to ensure that the Board members are appropriately advised in matters related to the education of these students.

COMMITTEE COMPOSITION

KAREN SANDY

Six Nations Trustee to the Board (September-November 2018)

CLAUDINE VANEVERY-ALBERT

Six Nations Trustee to the Board (December 2018-Present)

DIANE SAWYER

Trustee of the Board (September-November 2018)

CHRISTINA SPEERS

Trustee of the Board (December 2018-Present)

DENISE MARTINS

Grand Erie District School Board Superintendent responsible for Indigenous Education

JEANNIE MARTIN

Native Advisor to the Board

MELISSA TURNER

Native Education Counsellor
Hagersville Secondary School

SHERRI VANSICKLE

Native Education Counsellor
Brantford Collegiate Institute and Vocational School and
Pauline Johnson Collegiate and Vocational School

SHARON WILLIAMS

Native Education Counsellor
McKinnon Park Secondary School

PAM DAVIS

Community Liaison Worker

SABRINA SAWYER

Indigenous Education Lead for the Board

ANNE NOYES

Six Nations Federal schools representative

VACANT

Six Nations community representative appointed by
Six Nations of the Grand River Territory

STANDING INVITATION TO:

Audrey Powless-Bomberry

Representative appointed by Six Nations Elected Council

Kristine Hill

Representative appointed by Haudenosaunee Confederacy
Council

Education Director or designate of the Mississauga of the
Credit First Nation

Principals from the six Grand Erie secondary schools
that Indigenous Services Canada provides bussing to
Brantford Collegiate Institute and Vocational School,
Cayuga Secondary School, Hagersville Secondary School,
McKinnon Park Secondary School, Pauline Johnson
Collegiate and Vocational School, Tollgate Technological
Skills Centre.

MESSAGE FROM THE SIX NATIONS TRUSTEE



Shekoh sewakwekoh (Hello everyone);

This first year as a new Trustee on the Grand Erie District School Board has been interesting, challenging and rewarding. Although I do have prior experience as the Six Nations Trustee from 1999 to 2007, many things have changed in Ontario Education.

One of the important changes that has come into effect beginning this school year is the implementation of the Reciprocal Education Approach (REA). This Approach 'will govern access to education for First Nations provincial students residing on-reserve who wish to attend a school of a school board and those students residing off-reserve who wish to attend a First Nation-operated or federally operated school.' A number of Six Nations educators were a part of the Working Group that developed this approach. Niawehkawah to them.

For more information, please contact Jeannie Martin, Six Nations Native Advisor to the Board, at jeannie.martin@granderie.ca who can assist you.

Another positive development in Indigenous Education at Grand Erie is the intentional implementation of the First Nations, Métis and Inuit Education Policy Framework through the Grand Erie Board Action Plan on Indigenous Education. It supports student achievement and equity for all students, including those from Six Nations. To view this plan please go to www.granderie.ca

I am very proud to report that Grand Erie's Indigenous Student Trustee is la'teieká:neroh Doxtador-Swamp, a Grade 11 student from Six Nations who attends McKinnon Park Secondary School. I am the Trustee mentor to la'teieká:neroh.

Sharing our history and cultural information is a priority for me in my role as the Six Nations Trustee to the Grand Erie Board. In an effort to assist the Trustees and Superintendents who attend Board Meetings, I have shared information on Who We are as Haudenosaunee people, on the effects of Residential Schools, on our Land Rights and on our Six Nations annual calendar. It was my plan to share so that Trustees will have a better understanding of our community and of our students.

As the Six Nations Trustee, I was committed to the following meetings or activities:

COMMITTEE WORK: NATIVE ADVISORY COMMITTEE

This Committee of the Board represents Six Nations interests in maintaining quality education services via the Education Services Agreement (formerly known as the Tuition Agreement). The purpose of the Native Advisory Committee

is to advise Grand Erie staff and School Board on matters relating to Six Nations students. NAC meets five times per school year. As the Six Nations Trustee, I am Chair on this committee.

INDIGENOUS EDUCATION ADVISORY COMMITTEE

The mandate of the Committee is to 'promote, enhance and improve Indigenous education for all.'

AUDIT COMMITTEE

The primary role of the audit committee is to assist the Board of Trustees in fulfilling its duties related to governance and oversight. The duties of the audit committee fall under the following key areas: the financial reporting process, internal control framework, risk management practices, performance and function of the Board's internal and external auditors and the Board's compliance with its obligations under legislation.

ONTARIO PUBLIC SCHOOL BOARDS ASSOCIATION

OPSBA's Indigenous Trustees' Council (ITC) is composed of First Nations trustees appointed to school boards, and other Indigenous trustees elected through the regular electoral process.

One of OPSBA's multi-year strategic priorities is Advancing Reconciliation: First Nation, Métis and Inuit Education. OPSBA believes that through education we will move towards a Canada where the relationship between Indigenous and non-Indigenous Canadians is founded on mutual respect and OPSBA, therefore, supports the Calls to Action of the Final Report of the Truth and Reconciliation Commission (TRC). The Indigenous Trustees Council has engaged in a range of initiatives to support the education of Indigenous students, and to ensure all students are educated about the history and culture of Indigenous peoples. Council members have successfully worked on revisions to the mandatory curriculum to include treaty education, the history and legacy of Residential Schools, the Sixties Scoop, the High Arctic relocation, the Powley Decision, and the impact of the Indian Act.

SIX NATIONS LIFE LONG LEARNING EDUCATION TASK FORCE

In an effort to keep abreast of education initiatives in the Six Nations community, I attend and do some work for the Six Nations Life Long Learning Task Force.

CONFERENCE ATTENDANCE:

I attended two conferences in the 2018-19 school year: the Ontario Public School Board Association (OPSBA) Public Education Symposium and the a two-day conference by the Canadian School Boards Association Congress where the topic was on Indigenous Education.

Claudine VanEvery Albert,
NATIVE TRUSTEE, GRAND ERIE DISTRICT SCHOOL BOARD

SPECIAL SERVICES

NATIVE ADVISOR

Grand Erie District School Board employs a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to the Board with respect to issues affecting Six Nations students, and to:

- participate in the development, review, and implementation of curricula, programs, and services affecting Six Nations students;
- advise the Board and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of the Board;
- participate, by invitation, on committees which deliberate on any issues affecting Six Nations students;
- coordinate and administer the activities of the Native Advisory Committee;
- assist in monitoring services outlined in the Special Services Agreement of the Education Services Agreement;
- provide four (4) update reports and/or articles annually for the Six Nations Band Council newsletter; and
- facilitate all other aspects of the implementation of the Education Services Agreement.

NATIVE EDUCATION SERVICES STAFF

Grand Erie District School Board employs three (3) Native Education Counsellors of Haudenosaunee ancestry to provide supplementary counselling and liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- participate in all Individual Placement and Review Committee meetings conducted for Six Nations students;
- be a resource to and assist with initiatives of the Native Advisory Committee;
- establish positive relations with school personnel and parents of Six Nations students attending Grand Erie secondary schools for the purpose of enhancing student success rates;
- establish and maintain up-to-date information regarding entrance, retention, and success rates of Six Nations students; and
- be responsible for increasing the awareness and sensitivity of school personnel with respect to Six Nations students attending the schools.

COMMUNITY LIAISON PERSON

Grand Erie District School Board employs a Community Liaison Person of Haudenosaunee ancestry to provide supplementary community liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- establish positive relations with parents and agencies of the Six Nations community as they relate to the Six Nations students' education;
- advocate on behalf of Six Nations students and the community;
- establish and maintain up to date information regarding Six Nations students' entrance, retention and success rates in secondary education; and
- provide counselling to Six Nations students who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.



Photo credit: S. Vansickle

OTHER ESA UNDERTAKINGS

HIGH COST SPECIAL EDUCATION

Grand Erie District School Board provides High Cost Special Education services and equipment to meet the identified high cost special education needs of Six Nations students within the existing processes of the Board. Additional staff supports are provided to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities or exceptionalities.

In 2018-19, Grand Erie District School Board employed ten (10) Educational Assistants to provide additional support to Six Nations students with high cost special education needs allocated as follows:

NAME OF SCHOOL	# EAs
Cayuga Secondary School	1.5
Hagersville Secondary School	3.5
McKinnon Park Secondary School	1
Pauline Johnson Collegiate and Vocational School	2
Tollgate Technological Skills Centre	1
Nations	1

SUMMER PROGRAMS

The Grand Erie District School Board Summer School program is open to all Six Nations secondary school students as soon as they complete their Grade 8 school year. Students can register in the Summer School program to get ahead in their credit count or to recover a credit they previously missed in their regular school year. Seven (7) Six Nations students registered in the 2018 Summer School program taking courses that included:

- Information and Communication Technology in Business, Grade 9, Open
- Civics, Grade 10, Open (2 weeks - 0.5 credit)
- Career Studies, Grade 10, Open (2 weeks - 0.5 credit)
- Canadian Geography, Grade 9, Applied or Academic

PARTNERSHIP WITH SIX NATIONS FEDERAL SCHOOLS

The Grand Erie District School Board works with Six Nations' education principals and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of Six Nations students from Grade 8 to secondary school and improved student attendance and achievement
- opportunities for co-planning/co-teaching
- inclusion of Six Nations federal school staff in Grand Erie professional development for teachers
- participation of Six Nations administrators at Grand Erie Director's meetings
- increased involvement of Six Nations parents/guardians in the education of their children



Photo credit: S. Vansickle

OTHER ESA UNDERTAKINGS

NATIVE LANGUAGES

To encourage and support the ongoing commitment to the restoration of Indigenous languages as documented in the Calls to Action from the Truth and Reconciliation Commission final report, 2015, the Grand Erie District School Board has implemented Native Language courses in the Haudenosaunee languages Mohawk and Cayuga in its schools utilizing the same criteria contained in the current Ministry of Education Native Languages curriculum guidelines. These courses are available to all students of the Board where numbers warrant delivery.

Grand Erie District School Board employs two (2) teachers of Haudenosaunee ancestry for the delivery of these Native Language courses.

CULTURALLY INTEGRATED CURRICULUM PROGRAM

The Grand Erie District School Board offers Native Studies courses in schools enrolling Six Nations students and: supports the work to develop curriculum units and courses of study which infuse Indigenous, history, knowledge and world views; provides professional development for increased educator competency in Indigenous Education; and supports the implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

ENROLLMENT IN NATIVE LANGUAGE AND NATIVE STUDIES COURSES IN THE 2018-19 SCHOOL YEAR WAS:

SCHOOL	COURSES OFFERED	ENROLLMENT
Brantford Collegiate Institute and Vocational School	Level One Mohawk Language Level Two Mohawk Language Level Three Mohawk Language	9 Students 7 Students 1 Students
Pauline Johnson Collegiate and Vocational School	Level One Mohawk Language Level Two Mohawk Language Level Three Mohawk Language	9 Students 9 Students 4 Students
Hagersville Secondary School	Grade 9 Expressing Aboriginal Culture Grade 10 Aboriginal People in Canada Grade 11 Aboriginal Values, Beliefs and Aspirations	16 Students 25 Students 18 Students
McKinnon Park Secondary School	Grade 10 Aboriginal People in Canada Level One and Two Cayuga Language Grade 9 Expressing Aboriginal Culture	42 Students 33 Students 18 Students



Photo credit: S. Vansickle

TRANSITION TO GRAND ERIE SECONDARY SCHOOLS

Six Nations students may choose from six (6) Grand Erie secondary schools, listed below, for which bussing is provided by Indigenous Services Canada (ISC). Students may register at any other Grand Erie secondary school, however transportation is not provided by ISC.

MCKINNON PARK SECONDARY SCHOOL Principal: Dave MacDonald (Semester 1) Cathi Krueger (Semester 2) Vice-Principal: Cathi Krueger (Semester 1) Steve Burroughs (Semester 2) Native Education Counsellor: Sharon Williams	HAGERSVILLE SECONDARY SCHOOL Principal: Shaun McMahon Vice-Principal: Shannon Love Native Education Counsellor: Melissa Turner
BRANTFORD COLLEGIATE INSTITUTE Principal: Mike DeGroot Vice Principal: Regan Vankerrebroeck Vice Principal: Jennifer Ippolito (Semester 1) Jason Smith (Semester 2) Native Ed Counsellor: Sherri Vansickle	PAULINE JOHNSON COLLEGIATE Principal: Dave Thomas Vice Principal: Adriana Potichnyj Vice Principal: Jessie Hooper Native Education Counsellor: Sherri Vansickle
TOLLGATE TECHNICAL SKILLS CENTRE Principal: Sue Noort Vice Principal: James Young Native Education Contact: Marisa Soster (Head of Student Services)	CAYUGA SECONDARY SCHOOL Principal: Dave Lloyd Vice Principal: Rob Wong Native Education Contact: Christine Ko-noniuk (Student Success Teacher)

TRANSITION ACTIVITIES

The Native Advisor, together with the Six Nations federal schools' administrators and staff, planned and implemented the Grand Erie-Six Nations Transition Plan 2018-19.

Collaboratively, the staff jointly plan pathway placements, timetabling, and supports for Six Nations students entering Grade 9. The Native Education Counsellor or designate from the requested secondary school participated in the transition activities accompanied by the school's Student Success Teacher or Learning Resource Teacher.

The following activities were completed in the 2018-19 school year to facilitate successful transition of Six Nations students to Grand Erie secondary schools.

GRAND ERIE SECONDARY SCHOOL INFORMATION DAY

The Native Advisor and the Native Education Services staff coordinated the Grand Erie Secondary School Information presentation at J.C. Hill Elementary School. All Six Nations Grade 8 students were invited to attend.

Grand Erie District School Board sponsored the bus transportation for this event.

GRADE 8 DAYS

Grand Erie Native Education Services staff organized Grade 8 activities at their respective schools to highlight to Grade 8 students tips for success in secondary school.

Six Nations Grade 8 students spent a day at one of the following secondary schools:

- Brantford Collegiate Institute and Vocational School
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technological Skills Centre

Grand Erie District School Board sponsored the bus transportation and student lunches for this event.

TRANSITION ACTIVITIES

SECONDARY SCHOOL INFORMATION AND SPECIAL PROGRAM INFORMATION NIGHTS

All secondary schools hosted this information event. Grade 8 students and their parents/guardians were invited to attend information nights at the following secondary schools:

- Brantford Collegiate Institute and Vocational School
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technological Skills Centre

THE RIGHT FIT TRANSITION ACTIVITY

The Native Advisor and Indigenous Engagement and Support teacher visited each Grade 7 class to facilitate The Right Fit Activity. This activity helps students focus on the importance of choosing the secondary school that is best suited to their individual interests and goals.

INDIGENOUS EDUCATION GRADE 7 DAY

The Six Nations Advisor and the Native Education Services staff coordinated tours of their respective secondary schools to highlight unique programming available. Grade 7 students participated in a tour of each of the six secondary schools:

DAY ONE – Haldimand schools (Hagersville Secondary School, McKinnon Park Secondary School, Cayuga Secondary School)

DAY TWO – Brantford schools (Brantford Collegiate Institute and Vocational School, Pauline Johnson Collegiate and Vocational School, Tollgate Technological Skills Centre)

GRAND ERIE SECONDARY SCHOOL INFORMATION NIGHT FOR GRADE 7 STUDENTS AND PARENTS/GUARDIANS

All secondary schools hosted this information event. Grade 7 students and their parents/guardians were invited to attend the school of their choice.

GRADE 8 SHADOW DAYS

Each secondary school hosted the Grade 8 students that were registered to attend their school in September 2019. Students experienced ‘a day in the life of a secondary school student’ at their selected school.

Grand Erie District School Board sponsored the bus transportation for this event.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Grand Erie Special Education teacher consultants and the Native Advisor participated in IPRC transition meetings for Grade 8 students to determine placement recommendations and discuss individual transition plans.

STUDENT TRANSITION MEETINGS

The Native Advisor, Native Education Counsellors, and Student Success Teacher and/or Learning Resource Teacher from the selected secondary school participated in transition meetings hosted by Six Nations elementary schools that included the Grade 8 student, parent/guardian, and the Grade 8 Teacher.



THE BOARD ACTION PLAN ON INDIGENOUS EDUCATION

In line with the Achievement and Equity indicators of the Grand Erie District School Board's Multi-Year Plan and the following statements: "We will set high expectations for our students and staff; We will monitor, measure and reflect on our outcomes; We will promote practices that help students, families and staff feel safe, welcomed and included", the Board Action Plan for Indigenous Students supports the implementation of the First Nation, Métis, and Inuit Education Policy Framework. This provides Six Nations Students with an additional layer of support for their success. The 2018-19 Board Action Plan for Indigenous Students provided for a plethora of initiatives that directly impacted Six Nations students including:

- Cultural Mentorship program for the Nations-Newstart Community Based Learning Centre
- Rising Stars Cultural Leadership initiative at Hagersville Secondary School
- Indigenous Student Leadership Initiative
- Live Different Indigenous youth motivational event at McKinnon Park Secondary School

- Mohawk language community resource support at Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School
- Lacrosse and Cultural Games Project at Tollgate Technological Skills Centre
- Multi-lingual Indigenous Language Learner support program, piloted at Hagersville Secondary School and McKinnon Park Secondary School
- Instructional resources and supplies for Native Art (NAC10) classes, Cayuga language and Mohawk language courses
- Transition to Secondary School Activities for Grade 7 and 8 students at all schools
- Parent engagement event to Toronto Rock game
- Professional development activities for educators
- Joint Six Nations-Grand Erie professional development day
- Indigenous Education quarterly news publication in the Two Row Times

ANNUAL EVENTS

All Grand Erie schools are encouraged to recognize the following dates of significance. Teachers are encouraged to invite community guest speakers to help facilitate activities for these days. The Indigenous Education team provides resources and supports to schools as requested.

- Orange Shirt Day (September 30) – acknowledging experiences of students in Residential Schools
- National Day of Remembrance acknowledging Missing and Murdered Indigenous Women and Girls (October 4)
- Treaty Recognition Week (First week of November)
- National Inuit Day (November 7)
- Rock Your Mocs Day/Week (November 15)
- Louis Riel Day (November 16)
- Have a Heart Day – in support of First Nations Child Welfare (February 14)
- Honouring Memories/Planting Dreams – Heart gardens honour residential school survivors and their families (May/June)
- Tom Longboat Day (June 4)
- National Indigenous Peoples Day (June 21)

Schools are also encouraged to raise awareness of days of significance to the Six Nations community, such as No:ia and Bread and Cheese Day.



NUTRITION PROGRAM

Grand Erie staff work with the Six Nations Student Nutrition Program staff to ensure nutritional snacks are available to Six Nations students everyday. The program is delivered as a stand alone program or through existing breakfast programs within the schools. In 2018-19, this program was delivered at Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Nations and Newstart Community Based Learning Centre, Pauline Johnson Collegiate and Vocational School, and Tollgate Technological Skills Centre.

SPECIAL PROGRAM HIGHLIGHTS

INDIGENOUS STUDENT LEADERSHIP INITIATIVE 2018-19

The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's Indigenous Student Leadership Initiative (ISLI),

"Build student capacity for intercultural understanding, empathy, and mutual respect."

INDIGENOUS STUDENT LEADERSHIP INITIATIVE (ISLI)

PURPOSE:

- Enhancing Indigenous students' feeling of acceptance and belonging in their school and communities;
- Expanding Indigenous students' understanding and pride in their culture and the contributions they make to society;
- Providing Indigenous students opportunities to learn and explore outside of their own context;
- Increasing Indigenous students' level of engagement at school and in their communities; and
- Building the confidence, skills and capacity of Indigenous students to serve and lead in their school and communities.

SPECIFIC GOALS:

- Provide leadership training and support to secondary Indigenous Student Associations (Native Clubs) to help them grow into vibrant and integral parts of their respective schools;
- Foster student directed events for various cultural initiatives in their schools e.g. Rock Your Mocs, Treaty Recognition Week, Orange Shirt Day, Indigenous Solidarity Day, etc.;
- Support and assist students to undertake Indigenous Appreciation Days in each of the participating schools;
- Create a base of Indigenous student role models/mentors for future cohorts;
- Facilitate the development of an effective and vibrant Indigenous Student Council that includes representatives from all Grand Erie secondary schools;
- Provide a conduit for Indigenous student voice to the Student Senate and to support the new Board role of Indigenous Student Trustee

Since the ISLI began three years ago, we have met all of the initial goals:

- Increase in number of schools participating in initiative
- Increase in staff and student participation in ISLI events
- Increase in number of Indigenous Engagement activities occurring in participating schools:
- Creation of Board-wide Indigenous Student Council;
- Indigenous student seats secured on Grand Erie District School Board Student Senate;
- Establishment of Indigenous Student Trustee position



la'teieká:nerah
Doxtador-
Swamp

STUDENT TRUSTEE

Indigenous Student Trustee Allan St. Pierre resigned in March 2019 to pursue a college program at Niagara College. As a result, a by-election was held and the remainder of the term was fulfilled by a Grade 12 student from Waterford District High School, Ashley Cattrysse. The 2019-20 Indigenous Student Trustee was selected by acclamation at the April 2019 Student Senate. la'teieká:nerah Doxtador-Swamp is a Grade 11 student from McKinnon Park Secondary School. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 13 secondary schools in Grand Erie.



MULTI-LINGUAL INDIGENOUS LANGUAGE LEARNERS (MLILL)

SUPPORTING INDIGENOUS LANGUAGES

The Grand Erie District School Board recognizes the vital role Indigenous languages play in helping to preserve vital links with families and cultural backgrounds, as well as, developing a solid sense of identity in the individual. The Board's goal is to work collaboratively with the local Indigenous communities to provide programs that support their language restoration and revitalization goals.

In 2018-19, a new initiative was launched to provide additional support to those students who have been in an Indigenous language immersion program at any time during

their elementary school years. The Multi-lingual Indigenous Language Learners program, facilitated by Atala Andratis, Grand Erie English Language Learner Teacher Consultant, involves an English language literacy and numeracy assessment that informs teachers of classroom approaches that will ensure participating students can more effectively access curriculum content in the English language. Grand Erie recognizes the value of immersion language schooling and actively supports students transitioning into an education setting that is fully English language based.

CULTURAL MENTORSHIP PROJECT

RETURNING TO THE CIRCLE OF TRADITION

Grand Erie District School Board introduced the Returning to the Circle of Tradition cultural mentorship program at its Nations-NewStart Community Based Learning Centre in 2018-19. Through this program, students and staff had the opportunity to learn a variety of cultural teachings and concepts directly from community knowledge holders, 'Aunties and Uncles.'

The goal of the program, built on the belief that culture is the catalyst for change, is to provide cultural learning opportunities to Indigenous secondary school students as a means to enhance their success in school and in their overall well-being.

During the program, students learned about their culture through hands-on cultural learning activities. They also learned how to integrate cultural life skill teachings into their daily lives, and were introduced to community cultural supports to continue their learning.

Working in partnership with Six Nations community member, Carmen Thomas, as the cultural mentor, the program was created with input from students and staff. This input determined the list of topics the program covered, including: Ganohonyohk and Creation; Roles and Responsibilities; Healthy Relationships and Dealing with Conflict; The Great Law; Seven Grandfather Teachings; Clan Systems; History of the People; Corn Husk Dolls; and Traditional Foods.

Cultural Mentor Thomas organized community speakers to facilitate learning on these topics. Guest speakers included:

- Alex 'Kedoh' Hill and Zach Hill
- Renee Thomas-Hill
- Norma General
- Frank Miller
- Jessica Bomberry

- Shelley Burnham
- Raymond Skye
- Elizabeth Doxtator
- Val King
- Darryl Farmer
- Darren Thomas

The Returning to the Circle of Tradition program supports Grand Erie's vision for the Nations-NewStart Community-based Learning Centre - to foster a learning environment that is culturally responsive to the Haudenosaunee and Anishnabek students and the families it serves. It meets the Equity and Well-Being indicators of the Board's Multi-Year Plan: We will promote practices that help students, families and staff feel safe, welcomed and included; and, We will create environments that are healthy and that recognize the well-being of mind body, emotion and spirit of students and staff.



TTSC LACROSSE AND CULTURAL GAMES PROJECT

In 2018-19, students and staff at Tollgate Technological Skills Centre got a full program of activities related to the best game on two feet... lacrosse! Through the Lacrosse and Cultural Games Program, staff and students got to experience the rich teachings and fantastic skill sets around the Creator's Game.

The goal of the Lacrosse and Cultural Games Program -to further enhance the positive school culture of mutual respect and active participation by offering new activities for students and staff to engage in was highly successful! Students were excited to be involved in this project!

Staff and students learned how the Haudenosaunee see the game as a medicine game, not just another sport. Contained within the cultural teachings embedded in the game are lessons about self-discipline, respect and fair play. As these traits are developed, self-esteem and confidence grow. The Lacrosse and Cultural Games program focused on activities that will bring out these teachings in ways students can relate to.

As a result, students gained an understanding of the game's history and growth as one of Canada's national sports, and acquired the knowledge and technical skills to play the game through large group assemblies, intramurals, classroom activities, and school field trips. Working with the Iroquois Lacrosse Program, a full line-up of program activities included: Crooked Arrows movie viewing; skills workshops with Mekwan Tulpin and National Lacrosse League (NLL) player, Johnny Powless, of the Toronto Rock; stick-making

workshop in construction class with facilitator, Daniel (Bo) Henhawk; two field trips to Toronto Rock games and a field trip to Kanata Village to learn the traditions and skills of lacrosse. The project finished with a friendship tournament at the Iroquois Lacrosse Arena. Students from several local secondary schools participated as both players and game referees, scorekeepers and general helpers.



KONTIYA'TASEHA PHOTOGRAPHY PROJECT

The Kontiya'taseha (They are Young Beautiful Women) photography project ran this year at Pauline Johnson Collegiate and Vocational School. This project provided an opportunity for our young women to engage in courageous conversations about the transition into adulthood. We discussed the relationship between body and land sovereignty for young Indigenous women all the while snapping photographs for our book and art installation. Award winning photographer, Shelley Niro, guided us with her thoughtful and humorous artistic skills. Bonnie Whitlow, from Laurier University here in Brantford, joined our journey and taught us the Water Song by the Akwesasne Women's Singers. She helped to ground us in a Kanienkehaka worldview. One way that we strengthened our connection to community was during our trip to the Kayanase longhouse where Kerdo Deer shared his ecological and traditional teachings. A project of this magnitude could not happen without community support. We are humbly thankful for the support from the Six Nations Community Development Trust, the Ontario Arts Council and Women's and Gender Studies at Brock University.

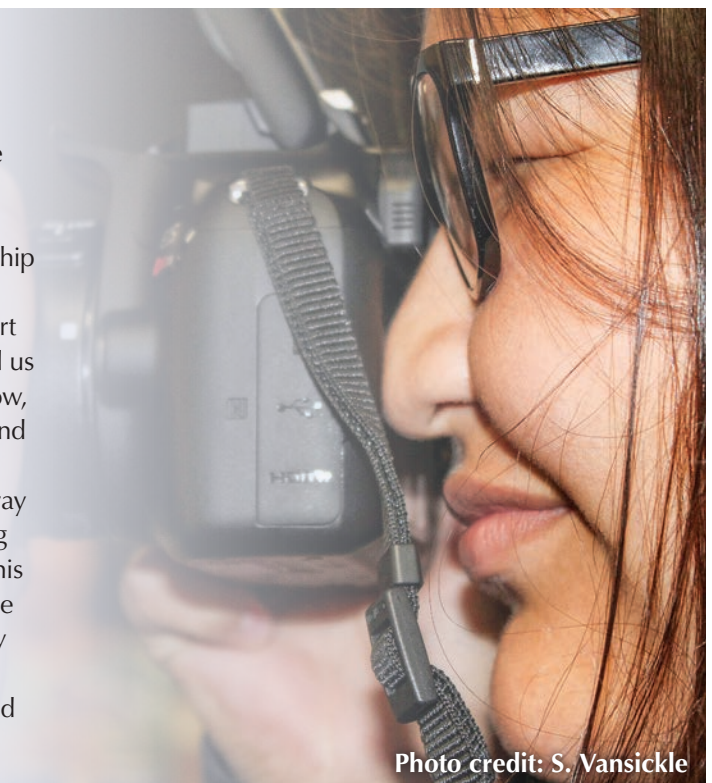


Photo credit: S. Vansickle

SUPPORTING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Indigenous Education Teacher Consultant/Lead and the Native Advisor work together to provide professional development opportunities that enable teachers and Board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions and perspectives as well as to enhance their capacity to support Indigenous learners more effectively. Opportunities are provided as an Indigenous Education initiative or by the inclusion of an Indigenous lens through various department initiatives.

Two major professional development events were facilitated in the 2018-19 school year. The joint Grand Erie-Six Nations PD Day “Honouring Their Voices” event, and the Grand Erie Indigenous Education PD day for secondary teachers. Both had far reaching impacts on educators and administrators alike.

GRAND ERIE PD DAY FOCUSES ON INDIGENOUS EDUCATION

The April 12th Professional Development (PD) day for secondary teachers was devoted to Indigenous Education. In the morning, over 600 teachers participated in a presentation on the vision and goals of the First Nation, Métis, Inuit Education Policy Framework and explored how it fits within Grand Erie’s Multi-Year Plan and its focus on Equity as well as their own individual school improvement plans.

As part of the presentation, teachers were asked to reflect on current practice in their schools and classrooms through an ‘Equity Walk’ focused on Indigenous Education. The ‘Equity Walk’ is a tool to help schools assess where they are at in terms of culturally responsiveness in their buildings and classrooms. It also assists with addressing gaps moving forward.

The afternoon professional activities were optional for staff. The Indigenous Education team organized five options for staff to choose from that included: Being an Ally in Education by Understanding the Truth and Reconciliation Commission’s Calls to Action; Woodland Cultural Centre Virtual Residential School Survivor Tour and Speaker; Canada’s Dark Secret Documentary Viewing and Survivor Speaker; and the Grand Erie Blanket Exercise at Cayuga Secondary School and at Waterford District High School.

Additionally, some schools organized their own professional development plans such as self-directed tours of the Six Nations and Mississaugas of the Credit First Nations communities, and a Goodminds.com site visit.

This day solidified the foundation for future initiatives in Indigenous Education that are planned within Grand Erie. With increased professional learning related to Indigenous Education, the Board is able to further foster staff capacity and thereby further the work of Indigenous Education in a broader and deeper way to the success for every student.

GRAND ERIE – SIX NATIONS JOINT PD DAY HONOURING THEIR VOICES – TEACHING ABOUT THE RESIDENTIAL SCHOOL SYSTEM IN THE ELEMENTARY CLASSROOM

Collaboration was the theme of the day at the Grand Erie-Six Nations Joint Professional Development session on November 2, 2018. Close to 200 educators from Six Nations and Grand Erie schools congregated at the Gathering Place by the Grand eager to learn how to bring the residential school history into their classrooms in a sensitive and empowering way.

Retired Six Nations Teacher Luanne Bradley presented a brief history of the residential school system which segued into the featured guest panel. One could hear a pin drop in the huge conference hall as four residential school survivors shared their poignant stories of life in the Mush Hole and the dismal consequences of that experience.

The speakers concluded with their personal journeys of healing and self-recovery, explaining that sharing their story is a big part of that healing.

Sabrina Sawyer, Indigenous Lead and First Nations, Métis, Inuit Teacher Consultant for Grand Erie, shared the inquiry approach to teaching students about highly sensitive topics and becoming agents of change for a better future in Canada.

Sawyer also introduced Grand Erie’s recent Grade Six Social Studies curriculum document *Meaningful Reconciliation*.

This resource, created in consultation with knowledge keepers and educators from Six Nations and the Mississaugas of the Credit First Nation, is now accessible to all Grand Erie, Six Nations and Mississaugas of the Credit First Nation teachers in digital format.

Organized and facilitated collaboratively by a joint Grand Erie-Six Nations planning committee, teacher-participants went away with Pamela Toulouse’s book *Truth & Reconciliation*, a link to the *Meaningful Reconciliation* curriculum document, and a Google drive full of related resources and teaching ideas for this very important piece of our history.

COMMUNITY BASED EDUCATION PROGRAMS FOR SIX NATIONS STUDENTS

COMMUNITY BASED EDUCATION PROGRAMS

Grand Erie District School Board has developed a variety of innovative community based education programs to meet the needs of Six Nations students. In 2018-19, the Nations, NewStart and ILA Turning Point programs were amalgamated into one location – the Nations and NewStart Community Based Learning Centre. This new setting provides for more opportunities in experiential and culturally relevant learning. Grand Erie District School Board continues to seek innovative strategies and program delivery models to meet the needs of all learners, including those who may require re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

NATIONS AND NEWSTART COMMUNITY BASED LEARNING CENTRE:

The Nations and Newstart Community Based Learning Centre provides alternative learning in a community setting for secondary students from Six Nations, Mississaugas of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.

Program highlights:

- **Eligible Students:** Grand Erie secondary students in Grades 9-12+, up to age 21 years old.
- **Supported Pathways:** All grades and pathways.
- Coop program

SECTION 23 PROGRAMS

Under the provisions of Section 23 of the Ministry of Education's General Legislative Grant Regulation (Reg. 287/98) educational programs may be provided by District School Boards in collaboration with community partners, for school-aged young people, who for various reasons are unable to attend regular schools. Grand Erie offers two Section 23 programs specific to Indigenous students.

RATIWEIENTEHTA'S – THEY ARE LEARNING

Grand Erie District School Board has partnered with Ganohkwasra Family Assault Support Services to offer a Section 23 classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

- **Eligible Students:** Students aged 13-21
- **Supported Pathway:** All grades and pathways
- **Program Details:** Students must complete an intake process with Ganohkwasra intake worker. They must have exhausted resources at their home school.

OHAHI:YO PROGRAM

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, the Grand Erie District School Board employs one (1) itinerant teacher to provide services and supports to First Nation, Métis and Inuit youth who are engaged in some capacity with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.

Program highlights:

- **Eligible Students:** FNMI self-identified youth 14-21 years old engaged in Youth Justice System
- **Supported Pathway:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

SCHOOL COLLEGE WORK INITIATIVE (SCWI) PROGRAMS

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

SCHOOL WITHIN A COLLEGE (SWAC)

The Ohsweken SWAC program is a partnership between Grand River SCWI (Grand Erie and BHNCDSD), Grand River Employment and Training, and Mohawk College. The program is offered at the GREAT facility and provides secondary school students the opportunity to earn dual credits and secondary school credits in a post-secondary environment. The Ohsweken SWAC program is unique in Ontario in that it is the only one offered in an employment and training institution rather than a college setting.

In the dual credit portion of the program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

Program highlights:

- **Eligible Students:** Grand Erie and BHNCDSD students age 18 to 21 years old
- **Supported Pathway:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program

COMMUNITY BASED EDUCATION PROGRAMS FOR SIX NATIONS STUDENTS

EDUCATION SERVICES AGREEMENT COMMUNITY BASED PROGRAMS 2018-19

PROGRAM	#STUDENTS SERVED IN 2018-19	# STUDENTS ON ROLL FOR REPORTING TIME	# CREDITS ATTEMPTED (WITHOUT CO-OP)	#CO-OP CREDITS ATTEMPTED	# OF DUAL CREDIT COURSES ATTEMPTED (IF APPLICABLE)	TOTAL # OF CREDITS ACHIEVED (INCLUDING CO-OP AND DUAL CREDIT)	% CREDIT ACHIEVEMENT	# OF GRADUATES
NewStart	151	110	212	57	0	206	76.58%	13
Nations	32	27	172			80	46.51%	2
SWAC	16	9	51	3	26	29	36.25%	5
RATIWEIENTEHTA'S	14	10	53	1		34	62.96%	
OHAHI:YO	38		67	32		74	74.75%	4
Total	251		555	93	26	423	62.76%	24

NOTES: Based on data from last day of school year: June 19, 2019.

CELEBRATING SUCCESS

Each year a special awards event, Celebrating Success, is held to recognize the efforts and accomplishments of students in our community-based learning programs. This year, students earned awards in the following categories:

SPECIAL AWARDS

SPECIAL AWARD IN MEMORY OF ROBIN MARACLE

For most successful independent learner in the Nations program.

CAREER/LIFE SKILLS RESOURCES AWARD OF EXCELLENCE IN CO-OPERATIVE EDUCATION

This award provided by the Province of Ontario was awarded to a student in the Ohsweken SWAC (School Within a College Program).

RECOGNITION AWARDS

NATIONS PROGRAM

- Overcoming Obstacles and Perseverance Award
- Awesome Attendance Award
- AAA Award (Attendance, Attitude, Achievement)
- English Award
- Commitment to Excellence Award
- Art Award
- Positivity Plus Award
- Best in Co-Op Award



Photo credit: S. Vansickle

LET'S CELEBRATE STUDENT SUCCESS

BRANTFORD COLLEGIATE INSTITUTE AND VOCATIONAL SCHOOL – SIX NATIONS STUDENT SUCCESSES 2018-19

TOTAL ENROLLMENT FOR 2018-19:

56 Six Nations students

COMMENCEMENT

- 12 Graduates
- 2 Ontario Scholars
- 2 Club 80
- 2 Honour Roll

JUNIOR RECOGNITION AWARDS (GRADES 9-11)

Six Nations students were Award recipients in the following categories:

- Club 80 Grade 10: 2 students
- Club 90 Grade 10: 1 student
- Grade 9 Native Language Level 1 Mohawk
- Grade 10 – Canadian History Since WW1
- Grade 10 – Native Language – Level 2 Mohawk
- Grade 10 – Guitar
- Grade 10 - Science
- Grade 11 - Dance

STUDENT INVOLVEMENT

- Grade 9 - Annual Mohawk College Bridge Building Contest – won Most Unique Bridge
- Grade 12 - Cross Cuts Film Festival – Photography First Place – Animal Nature Category
- National Theatre School Drama Festival Participant

HAGERSVILLE SECONDARY – SIX NATIONS STUDENT SUCCESSES 2018-19

TOTAL ENROLLMENT FOR 2018-19:

107 Six Nations students

COMMENCEMENT

- 29 Graduates
- 3 Ontario Scholars
- 2 Club 80
- 1 Club 90
- 3 Honour Roll

OTHER AWARDS RECEIVED BY SIX NATIONS GRADUATES

- Knights of Columbus
- 2 Silver Medals (over 80 average all four years)
- HSS Art Award
- IOOF Equity Lodge 232 Club Bursary
- 1 Gold Medal (over 90 average all four years)
- Student Council Award

- HSS Reunion Scholarship
- St. Leonard's Youth Perseverance Award
- Buttons and Bows Childcare Centre Bursary
- Don Butler Memorial Award

JUNIOR RECOGNITION AWARDS (GRADE 9-11)

Six Nations students were recipients of the following awards:

- Club 80 Grade 9: 5 students
- Club 80 Grade 10: 1 student
- Club 80 Grade 11: 5 students
- Club 90 Grade 9: 1 student
- Club 90 Grade 10: 1 student
- Club 90 Grade 11: 1 student

JUNIOR SUBJECT AWARDS

Six Nations students were recipients of the following awards:

- Grade 9: Art, Business, Geography, English, French, Math, Science and Tech
- Grade 10: Native Studies, Drama
- Grade 11: Art and Math

STUDENT INVOLVEMENT

- Boys Lacrosse went to OFSAA
- Jr. Boys Volleyball went to SOSSA
- Students went to Badminton SOSSA
- Field Hockey went to SOSSA
- Girls Lacrosse went to SOSSA

MCKINNON PARK – SIX NATIONS STUDENTS SUCCESSES 2018-19

TOTAL ENROLLMENT FOR 2018-19:

191 Six Nations students

COMMENCEMENT

- 29 Graduates
- 8 Ontario Scholars
- 3 Club 80
- 1 Club 90
- 8 Honour Roll
- 1 Honours with Distinction (90%)
- 3 Gold Award (Honours all years)
- Chester Hyslop Memorial Award
- James Garlow Memorial Award
- Jen Meahan Memorial Scholarship
- St. Leonard's Community Service Perseverance Award
- Power Workers Union Award
- MPSS Faculty Award
- MPSS World History Award
- Carney Elijah Johnson Memorial Scholarship
- Tow Path Trail Association Award

LET'S CELEBRATE STUDENT SUCCESS

JUNIOR RECOGNITION AWARDS (GRADE 9-11)

Six Nations students were recipients of the following awards:

- Bronze Award: 5 students
- Silver Award: 2 students
- Club 80 Grade 9: 2 students
- Club 80 Grade 10: 5 students
- Club 80 Grade 11: 5 students
- Club 90 Grade 10: 1 student
- Club 90 Grade 11: 1 student
- Grade 9 Art Award
- Grade 9 Native Art Award
- Grade 9 Applied Science Award
- Grade 10 Applied Science Award
- Grade 10 Locally Developed Science Award
- Grade 10 First Nations History Award
- Grade 9 Locally Developed Math Award
- Grade 11 College Preparation Math Award
- Grade 9 Locally Developed English Award
- Grade 10 Locally Developed English Award
- Grade 9 Cayuga Language Award
- Grade 10 Cayuga Language Award
- Grade 11 Computer Programming Award
- Grade 11 Visual Arts Award
- Grade 11 Media Arts Award
- Grade 11 Guitar Award

STUDENT INVOLVEMENT

- Grand Erie Indigenous Student Trustee
- Boys Lacrosse – Zone 2 and SOSSA Championship
- Girls Lacrosse – Zone 2 Champions
- Softball – Invitational 2-Pitch Champions
- Boys and Girls Junior and Senior Basketball - All Zone Championships

PAULINE JOHNSON COLLEGIATE AND VOCATIONAL SCHOOL – SIX NATIONS STUDENT SUCCESSES 2018-19

TOTAL ENROLLMENT FOR 2018-19:

- 14 Six Nations students

OTHER AWARDS RECEIVED BY SIX NATIONS GRADUATES:

- Geography – workplace – Environment and Resource Management

STUDENT INVOLVEMENT

- Student council Junior letter
- Our Kontiya'tasheha young women's photography project about body and land sovereignty ran this year. It was supported by the Six Nations Community Development Trust, the Ontario Arts Council and Brock University.

TOLLGATE TECHNOLOGICAL SKILLS CENTRE - SIX NATIONS STUDENT SUCCESSES 2018-19

TOTAL ENROLLMENT FOR 2018-19:

- 16 Six Nations students

COMMENCEMENT

- 3 Graduates

JUNIOR AWARDS

Honour Roll is 70% and above:

- Honour Roll Grade 11: 3 students
- Honour Roll Grade 12: 2 students

SUBJECT AWARDS:

- Professional Cooking Award
- Carrie Mannsfeldt and Pam Will Memorial Grade 10 Math Award
- Transportation Award

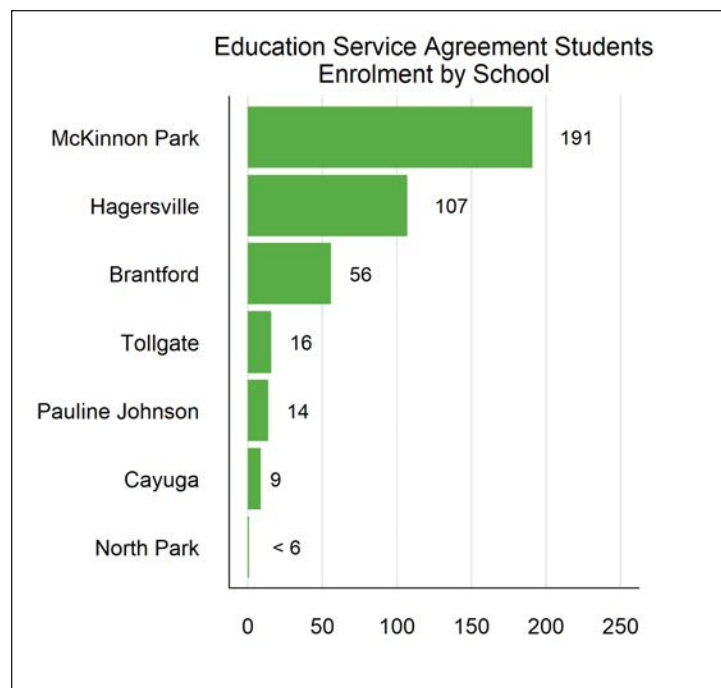
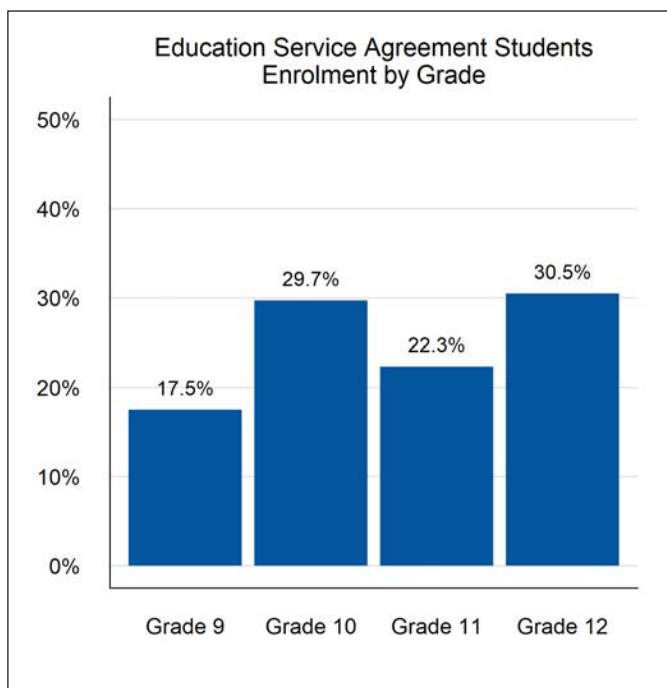
OTHER AWARDS:

- Special Education Award
- Perseverance Award
- Citizenship Award
- Most Improved Award
- General Proficiency Award Grade 10
- Sports Participation Award



Photo credit: S. Vansickle

SIX NATIONS STUDENTS ENROLMENT BY GRADE - 2018-19



- The percentage of students from Six Nations fluctuates in Grade 9 to 11, with a large increase in Grade 12.

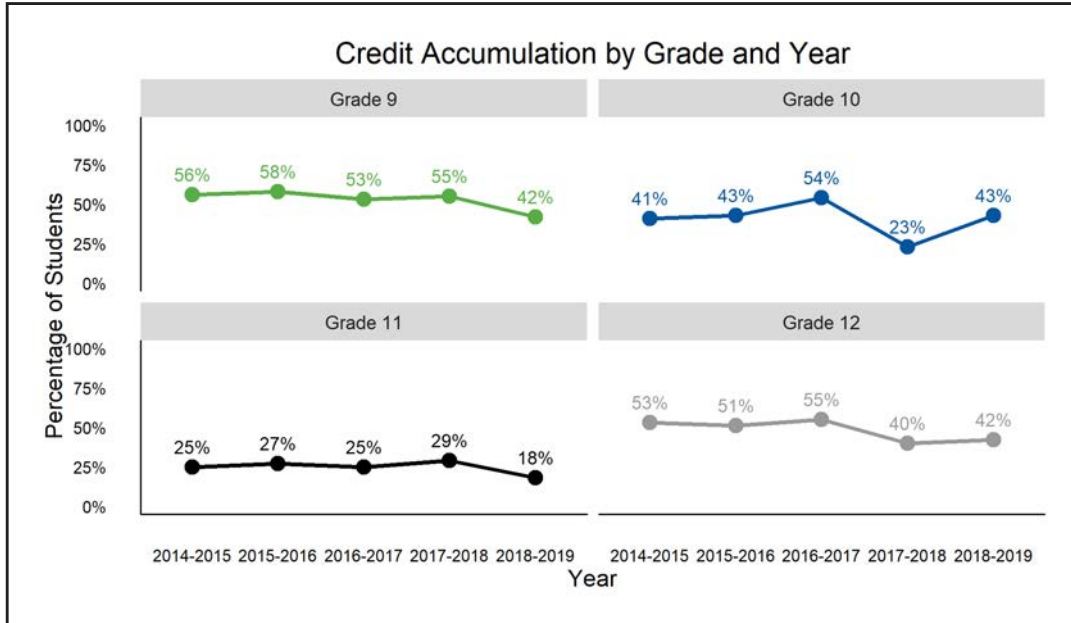
- The majority of Six Nations students attend McKinnon Park followed by Hagersville.

STUDENT ENROLMENT BY SCHOOL AND GRADE

SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Brantford Collegiate Institute and Vocational School	10	23	9	14
Cayuga Secondary School	< 6	< 6	< 6	< 6
Hagersville Secondary School	12	27	23	45
McKinnon Park Secondary School	35	58	46	52
Pauline Johnson Collegiate and Vocational School	< 6	< 6	< 6	< 6
Tollgate Technological Skills Centre	7	< 6	< 6	< 6

Note: Groups with fewer than six students are not reported

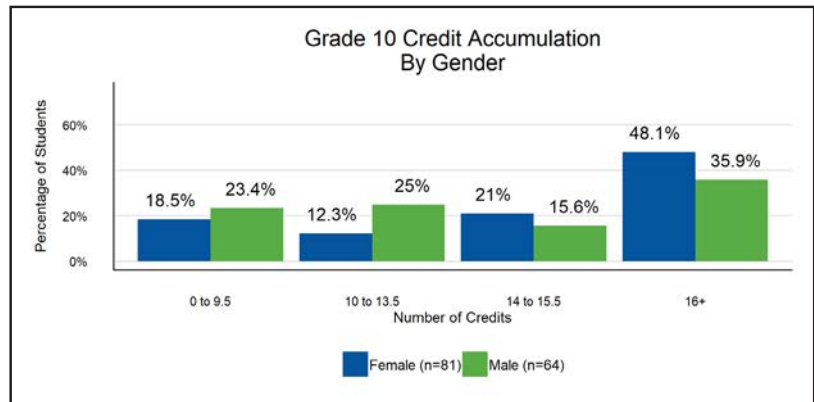
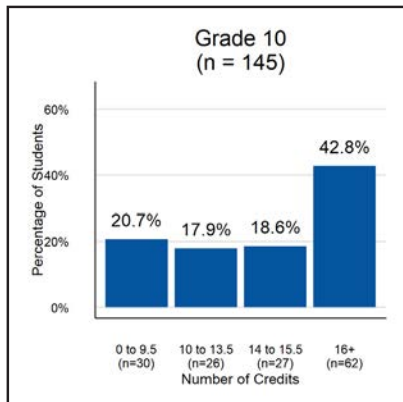
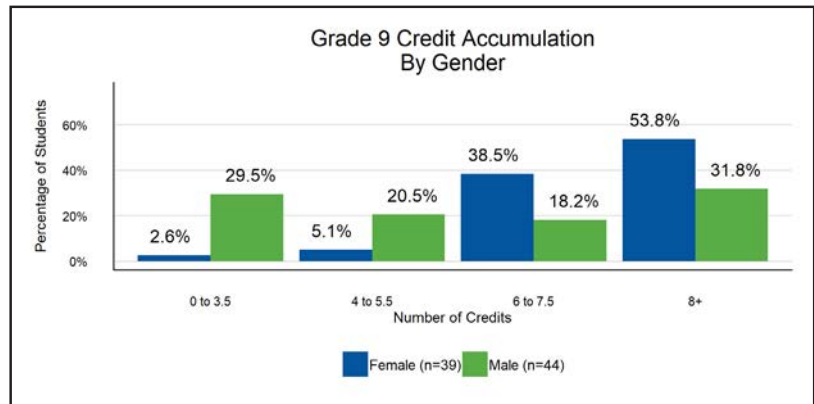
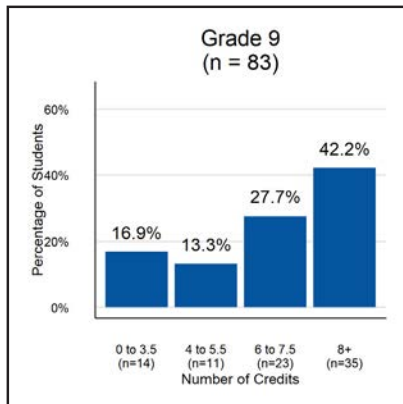
CREDIT ACCUMULATION BY GRADE AND YEAR



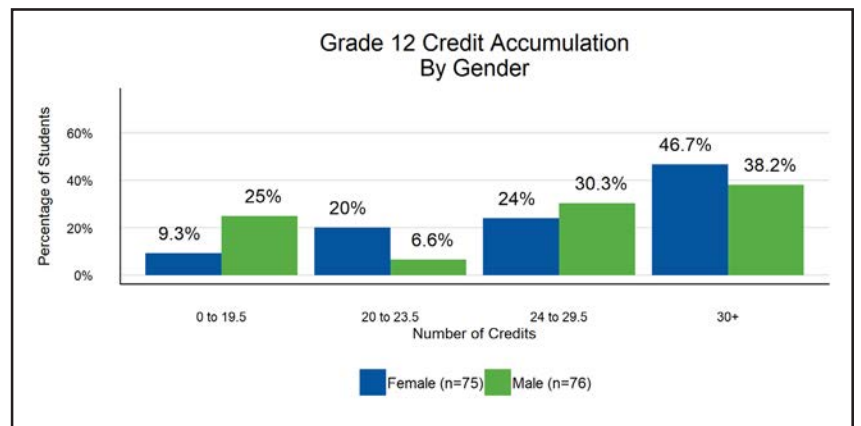
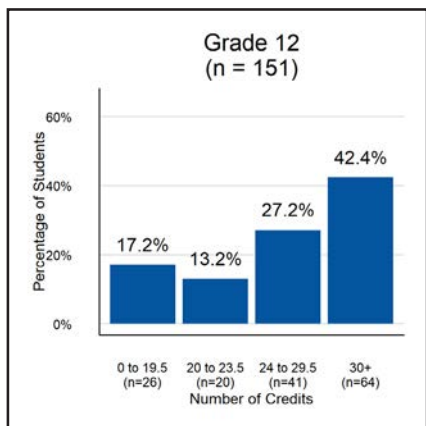
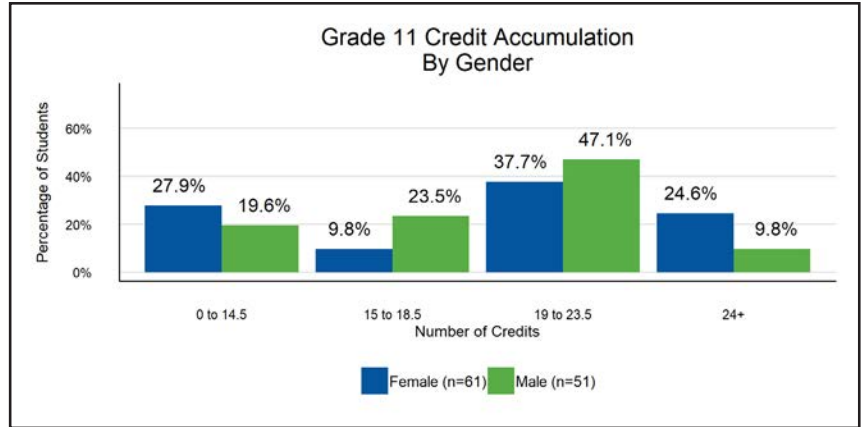
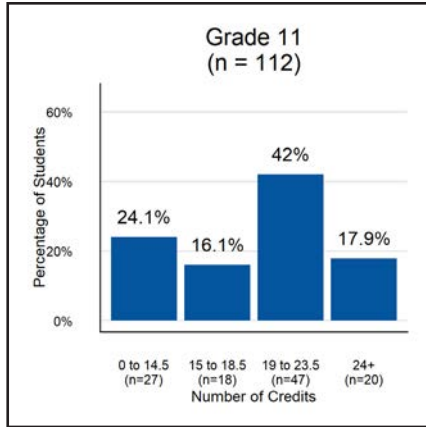
These graphs show the percentage of students who by the end of each grade have the following number of credits:

- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 24 credits
- Grade 12 – 30 credits

CREDIT ACCUMULATION BY GRADE AND GENDER



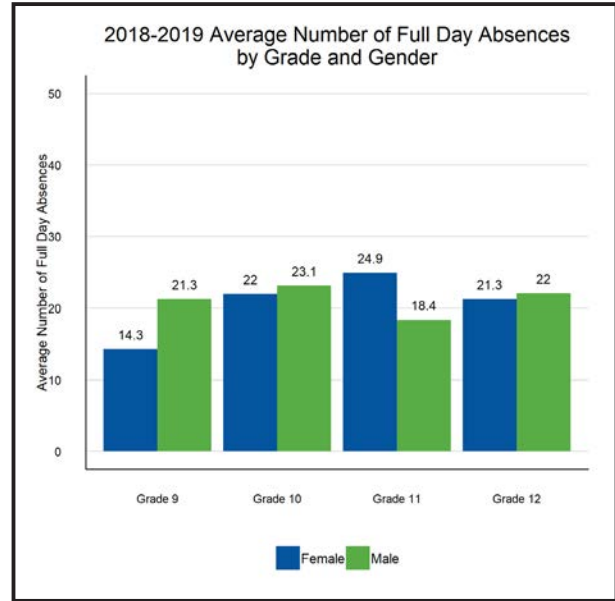
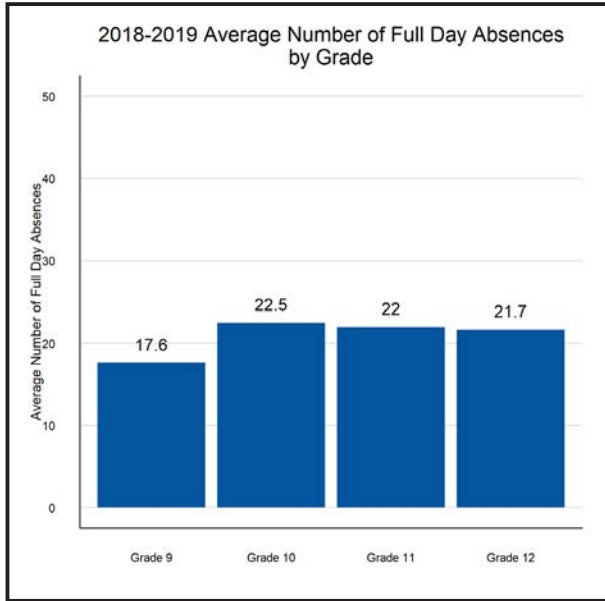
CREDIT ACCUMULATION BY GRADE AND GENDER



- The percentage of Grade 9 students achieving 8 credits has decreased from 2018 from 55% to 42%
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes.
- **A total of 69.9% of Grade 9 students achieved 6 or more credits in 2018-19 and are on track to graduate in 3 or 4 years**
- The percentage of Grade 10 students achieving 16 credits has increased from 23% to 43% since 2018
- **A total of 61.4% of Grade 10 students achieved 14 or more credits by the end of June 2019 and are on track to graduate in 2 or 3 years**
- Credit accumulation for students in Grade 11 decreased 9% in 2018-19. Grade 12 increased from 40% to 42% between 2018 and 2019.
- **A total of 59.9% of Grade 11 students achieved 19 or more credits by the end of June 2019 and are on track to graduate in 1 or 2 years**
- **A total of 69.6% of Grade 12 students achieved 24 or more credits by the end of June 2019 and have graduated or are on track to graduate in 1 year**

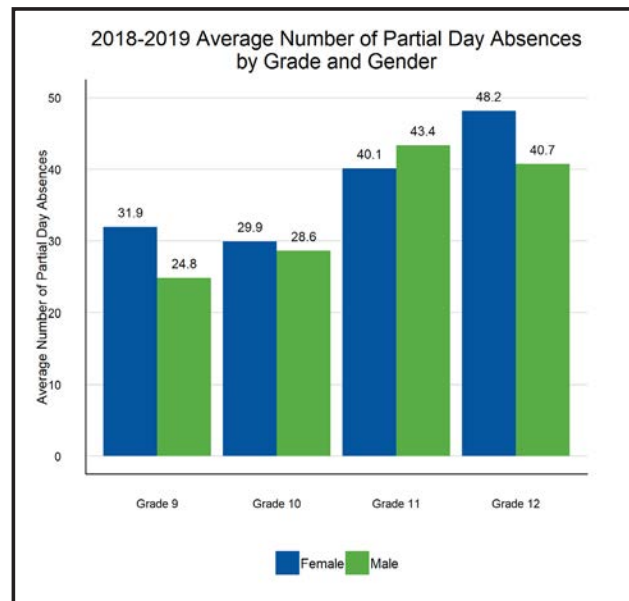
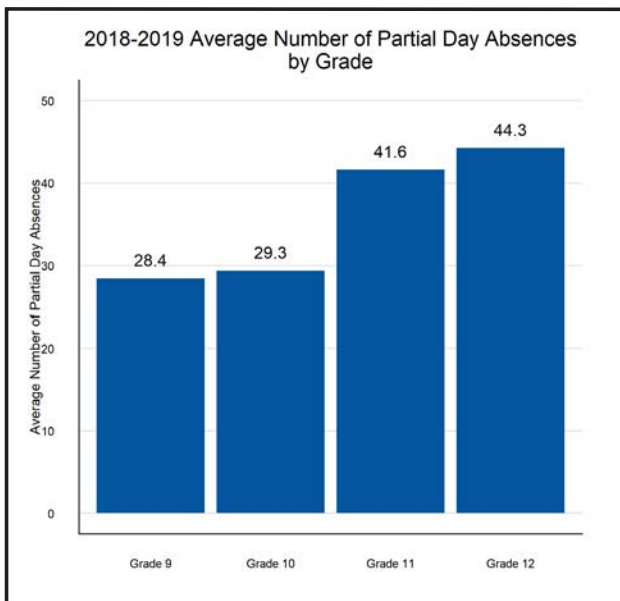
STUDENT ATTENDANCE

FULL DAY STUDENT ABSENCES



- Full day absences are highest with Grade 10 and 11 students.

PARTIAL DAY STUDENT ABSENCES



- Partial day absences are highest in Grade 11 and 12 students

GRADE 9 ASSESSMENT OF MATHEMATICS

ACADEMIC	< LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	NO DATA
2018-19	0	6.25%	12.5%	75%	0	6.25%

APPLIED	< LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	NO DATA
2018-19	8.6%	8.6%	34.3%	22.9%	8.6%	17%

Note: Percentages may not add to 100% due to students with No Data

- Students achieving the Provincial Standard (Level 3-4) in Academic mathematics has increased 14% from the 2017-18 assessments
- Students achieving the Provincial Standard (Level 3-4) in Applied and mathematics has slightly decreased from the 2017-18 assessments
- The majority of students in Academic Mathematics achieve the Provincial Standard (Level 3-4)
- Slightly more than half of students in Applied Mathematics achieved below the Provincial Standard (below Level 3)



ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

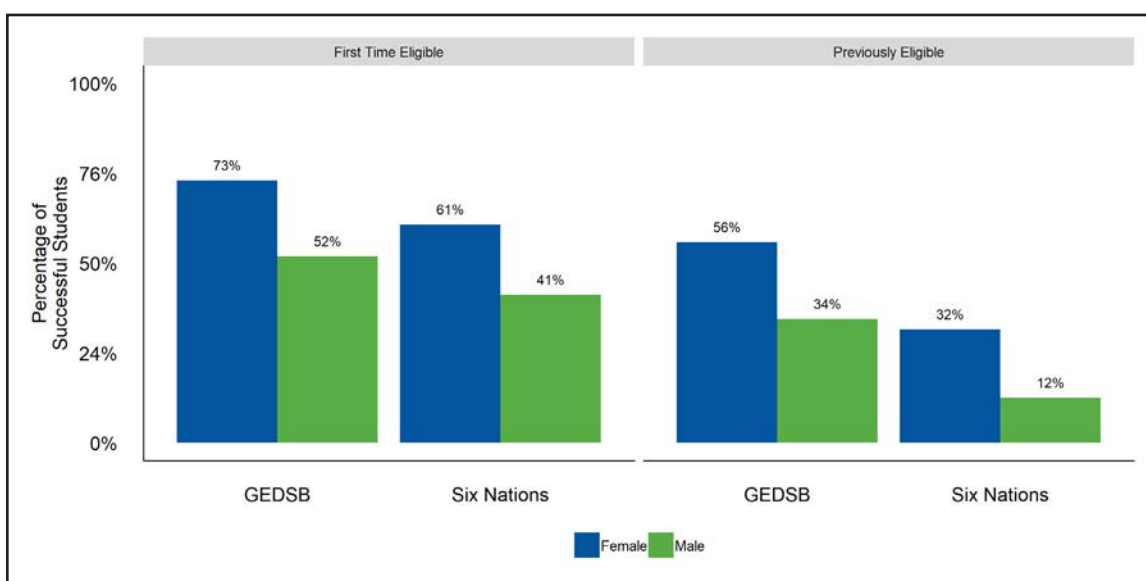
NUMBER OF STUDENTS	First Time Eligible (FTE)	Previously Eligible (PE)
Eligible Students	103	92
Absent	4	10
Deferred	14	15
Exempt	0	2
OSSLC (Ontario Secondary School Literacy Course)	0	22

Participating Students	85	43
Successful	45	9
Unsuccessful	40	34

ELIGIBILITY STATUS	FTE	PE
Students with Special Needs	16	39
Participating	9	16
Successful	1	1
With Accommodations	4	3

- 53% of participating First-Time Eligible students were successful on the OSSLT
- 21% of Previously Eligible students who participated in the OSSLT were successful
- 23% of Previously Eligible students are registered in the Ontario Secondary School Literacy Course (OSSLC)
- 25 out of 55 students with special needs participated in the OSSLT. 2 were successful

OSSLT BY GENDER



- The gender gap is consistent between males and females for all Grand Erie District School Board students
- Females are more likely than males to be successful on the OSSLT, for both First Time Eligible and Previously Eligible students



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