

GRAND ERIE DISTRICT SCHOOL BOARD



Education Services Agreement

For Mississauga of the Credit Students

PROGRESS REPORT FOR 2020-21

Executive Summary



The Education Services Agreement for Mississaugas of the Credit students is an agreement between the Grand Erie District School Board and the Mississaugas of the Credit First Nation (MCFN), that outlines the services, programs and supports that were provided to students from Mississaugas of the Credit that attend Grand Erie schools.

This report highlights the work of the 2020-21 school year, specifically related to the progress of these students and the team whose work emerges from this Education Services Agreement.

Multi-Year Strategic Plan 2021-26

Over the last five years, the 2016-20 Multi-Year Strategic Plan has provided a focused direction for growth and improvement throughout our schools and all levels of our organization.

Coming out of one of the most challenging times in the history of education, now is the right time to chart our path and vision for the future.

Setting up students for success must include a bigger focus on access to learning, equity and inclusiveness, and a culture of well-being.



Indigenous Education Advisory Committee

The purpose of Grand Erie's Indigenous Education Advisory Committee is to promote and improve Indigenous Education for all students. Membership on this committee includes the Mississaugas of the Credit Director of Life-long Learning, Education Pillar Lead and an additional representative.

School Instruction throughout 2020-21

The 2020/21 school year saw numerous changes that contributed to a fragmented school year. Students began the year in person, followed by a switch to remote learning just after the winter break. Students then returned to in-person learning in February with a final switch to remote learning in April. This continual flip flop provided numerous transition periods and contributed to additional strain on mental health and well-being of students across the district.

The connection to Grand Erie District School Board remained strong as school staff and communities strove to ensure the students were supported beyond academics.

Connections became the priority as students worked toward credit completion.

Moving Forward

Throughout the 2021/22 school year Grand Erie has worked to ensure supports have been put into place that align with the Strategic Direction of Learning, Well-Being and Belonging. To support this work, efforts have been made by the Indigenous Education Team, Native Counsellors and additional Cultural Mentors/Grad Coaches who are working directly with students, to monitor the progress of students from registration to graduation. Several new initiatives have also been put into place to support students across the district and within communities. These fall within four areas. Included are a few examples of what is being done within those areas:

Deliver Indigenous courses that allow students to see themselves in their learning

1. Tech support to reorganize digital platforms for language development and curriculum support
2. Updating Portal to provide a more prevalent Indigenous presence within the board
3. Research for Curriculum Development

Authentic learning with Indigenous peoples, communities, and perspectives

1. Teacher Requests for Community Supports
2. Learning Commons Development
3. Honorariums for Cultural Speakers
4. Cultural Programming Costs
5. Creation of Safer Spaces
6. Learning from the Land/Land-Based Learning
7. Indigenous Student Hub Development

Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action

1. Professional Development – e.g. Indspire Conference
2. Online resource license
3. Cultural Competency Training for staff
4. Cultural Kits - Resource Development, Professional Development

Promote and participate in reconciliation community engagement opportunities

1. Student Leadership/ Engagement (Secondary and Elementary)
2. Indigenous Education Advisory Committee
3. Honorarium for guest speakers
4. Parent Engagement - Family Workshops, information sessions, transition planning

Indigenous Allyship Award



The Indigenous Allyship Award is a donation for a \$1,000 award for ten (10) years gifted by former Superintendent of Indigenous Education – Denise Martins and an anonymous donor in recognition of the enriching opportunity to ally with Grand Erie's Indigenous staff, students and community. Commencing with the 2020-21 graduating class a Grand Erie graduate of Indigenous ancestry will be selected as the recipient of this award on the basis of the strength of character they have shown in successfully obtaining their Ontario Secondary School Diploma. The term Indigenous is inclusive of students who have self-identified as First Nation, Metis and Inuit.

This year's recipient is Kolbi Williams, a grade 12 student, who attends Hagersville Secondary School.

"I'm very thankful for this award as it allowed me to realize that I can achieve great things in the face of adversity," said Williams, who is completing an additional year of studies at Hagersville Secondary, and continues to be actively involved in the Indigenous Student Club and Ecosource at the school. She is planning to attend Western University next year with the long-term goal of e that through many struggles and hardships, there will always be someone to root for you."



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.

With the 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.

Virtual Transition Activities

The Indigenous Lead and transition teacher together with the Lloyd S. King administrators and staff, participated in the implementation of the Grand Erie Transition Plan in 2020-21.

Collaboratively, the staff jointly plan pathway placements, timetabling, and supports for MCFN students entering Grade 9. A 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 2020-21 school year to facilitate successful transition of MCFN students to Grand Erie secondary schools.

Secondary School Information and Special Program Information Nights

All secondary schools hosted this information event. Grade 8 students and their parents/guardians were invited virtually to attend information nights at any Grand Erie secondary school.

Identification, Placement and Review Committee (IPRC)

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

Other Professional Development/Curriculum



Culturally Integrated Curriculum Program

The Grand Erie District School Board offers Native Studies courses in schools enrolling Mississaugas of the Credit 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.

Grand Erie PD focuses on “Contemporary Voices of the First Nations, Métis and Inuit” course.

The Indigenous Education team focus for 2020-21 professional development was to prepare Grand Erie teachers to deliver the “Contemporary Voices of the First Nations, Metis and Inuit” course. This English course that all Grand Erie students will take in Grade 11 focuses on Indigenous content and Indigenous authors. During the 2020-21 school year, the Indigenous Education team held two further PD sessions to support our teachers in rolling out the course. The team invited Sara General, the author

of Pride and Rezjudice to speak. As well we had a well-attended session where teachers shared resources, they developed and successful strategies in the classroom.

Grand Erie District School Board represents more than 26,000 students in 58 elementary and 14 secondary schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk as well as secondary students from Six Nations of the Grand River and Mississaugas of the Credit First Nation.

Partnership

The Grand Erie District School Board works with Mississaugas of the Credit (MCFN) education administrators and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of MCFN students from Grade 8 to secondary school and improved student attendance and achievement
- inclusion of MCFN federal school staff in Grand Erie professional development for teachers
- increased involvement of parents/guardians in the education of their children

Community Based Education Programs for Mississaugas of the Credit 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 Indigenous students. In 2018-19, the Nations, NewStart and ILA Turning Point programs were amalgamated into one location – the Nations 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 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.





Beyond the Education Services Agreement

POLICY P02 - Honouring Indigenous Knowledges, Histories and Perspectives



POLICY P2

Board Received: January 30, 2017

Review Date: February 2021

Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations of the Grand River and Mississauga of the Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations of the Grand River and the Mississaugas of the Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history cultures and traditions.

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, knowledge and perspectives of the Indigenous population

Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including a number specifically focused on education.

The Grand Erie District School Board

- Will read the acknowledgement statement at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

- Will encourage schools to include the acknowledgement of the Indigenous people of the land in their opening exercises and at other school events as deemed appropriate by the Principal
- Will build understanding of the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into curriculum delivery.
- Will support the development and implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

References

Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015

[Click here for the full Administrative Procedure](#) document on granderie.ca

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 Mississaugas of the Credit Students with an additional layer of support for their success. The 2020-21 Board Action Plan for Indigenous

Students provided for initiatives that directly impacted students including:

- Indigenous Student Leadership Initiative
- Transition to Secondary School Activities for Grade 7 and 8 students at all schools
- Hiring of Principal Leader of Indigenous Education and Equity and Elementary Engagement and Support Teacher

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)



Hagersville Secondary School Culturally Responsive Virtual Events and Activities

- United Indigenous Student Council meetings
- Corn cob keychains
- Cooking: Indian cookies and doughnuts
- Seeding and gardening
- Beading: lanyards, wristlets and earrings

Community Based Education Programs for Mississaugas of the Credit Students



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 SWAC program is a partnership between Grand River SCWI (Grand Erie and BHNCDSD), and Mohawk College. The program provides secondary school students the opportunity to earn dual credits and secondary school credits in a post-secondary environment.

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
Age is not a factor when applying to Dual credit programs, therefore please remove reference to being 18 to get into the program.



Celebrating Success

Each year a special awards event, Celebrating Success at Hagersville Secondary School, is held to recognize the efforts and accomplishments of students in our community-based learning programs. Unfortunately due to the pandemic, awards were not given for our community based learning program students. However there were other Secondary School awards given to recognize the efforts and accomplishment of MCFN students.

Special Awards

- 7 Secondary School Graduates
- Lloyd S. King Memorial Bursary
- Grade 12 Chemistry Award
- Indigenous Education Award
- HSS Staff Award
- St Leonard's Youth Perseverance Award
- John Hamilton Almas Award (Valedictorian)
- 5 Senior Honour Roll Students
- 2 Junior Honour Roll Students

Special Program Highlights



Indigenous Student Leadership Initiative 2020-21

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

Sierra Green – new Indigenous Student Trustee for 2021-22

Grand Erie is delighted to welcome Sierra Green as the Indigenous Student Trustee for the 2021-22 school year. Sierra attends McKinnon Park Secondary School and will represent Indigenous students across Grand Erie. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 14 secondary schools in Grand Erie.



The dedicated Indigenous student trustee position is part of Grand Erie's Indigenous Student Leadership Initiative (ISLI). The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for ISLI. Since the initiative was established, Grand Erie has met initial goals to increase the number of schools, staff and students participating, increase the number of Indigenous Engagement activities, and create a Board-wide Indigenous Student Council.



Indigenous Education Services presents Student Hub Virtual Workshops

MAY 12 & 13

LIMITED SPACES AVAILABLE!

Corn Cob Keychains

MAY 19 & 20

LIMITED SPACES AVAILABLE!

Cooking: Indian Cookies and Doughnuts

MAY 26 & 27

LIMITED SPACES AVAILABLE!

Video Information Session:

Gardening: The Three Sisters

Spear Fishing: How to Properly Clean Your Fish

JUNE 2 & 3

LIMITED SPACES AVAILABLE!

Beading: Lanyards and Earrings

Virtual Workshops are free and open to all indigenous students currently registered with Grand Erie District School Board

Pre-Register here and receive a FREE materials kit:

bit.ly/IndigenousVirtualWorkshops

Grand Erie hires new Principal Leader for Indigenous Education



In April 2021, Grand Erie welcomed Robin Staats as Grand Erie's new System Principal Leader of Indigenous Education and Equity.

Throughout her 30-year career in Indigenous education, Robin has shown a longstanding passion for teaching, mentoring, and empowering her students. Most recently, Robin served as the principal of Emily C. General Elementary School in Six Nations of the Grand River and she has worked closely with many Indigenous communities across Ontario. Robin holds a Masters of Education from Brock University, as well as a series of additional certificates focused on education and teaching. Robin is Mohawk from the wolf clan of Six Nations Territory, and her Ongweho:weh name is Tsisko:ko.

In her new role as System Principal Leader of Indigenous Education and Equity, Robin is responsible for working with First Nations, as well as Métis and Inuit communities, organizations, students, and families to support student achievement, and advance truth and reconciliation within the board. She also helps create and implement curriculum and programs to build knowledge and awareness of all students about Indigenous history, culture, perspectives, and contributions.



Learning From the Land Initiative

The Learning From the Land Initiative phase one was launched in 2020-21 with the goal of creating a set of resources to inform Grand Erie educators on the Haudenosaunee and Anishinabek worldview and their land-based pedagogical approaches. Working with community partners, a survey of existing land based learning programs was conducted and a data base created for teacher access. Secondly, a series of professional learning videos was produced for teacher training on the Grand Erie virtual learning environment. Local speakers featured included:

- Leroy (Jock) Hill
- Elizabeth (Betts) Doxtator
- Terri-Lynn Brant
- Pete Schuler
- Alva Jamieson
- Stacy Hill on Everlasting Tree School
- Nikki Shawana

GRAND ERIE DISTRICT SCHOOL BOARD



FREE VIRTUAL WORKSHOP Moccasin Making

JUNE 21 & 28 12:30 - 3 P.M.

Learn the basics of moccasin assembly and create a pair of handmade moccasins to take home.

This **FREE** workshop is open to all secondary Indigenous students within the Board.

Spaces are limited! Complete your Moccasin Workshop Registration form to reserve a spot!

REGISTER HERE: [Bit.ly/GrandErie-MoccasinWorkshop](https://bit.ly/GrandErie-MoccasinWorkshop)

Cultural Competency Training



In 2020-21, mandatory professional development training for all Grand Erie Principals, Vice-Principals and system managers. The Cultural Competency training plan provides a series of 6 sessions on topics intended to deepen understandings around the worldview and lived experiences of Six Nations and other Indigenous students and families in Grand Erie. With the goal of achieving “Success for Every Student”, cultural competency sessions were offered in the Spring 2021 by Niigaan Sinclair, Associate Professor, University of Manitoba, who spoke to ‘Schooling’ from an Indigenous Perspective; and Bob Joseph, President, Indigenous Corporate Training Inc., who facilitated a session on The Indian Act. In Fall 2021, Grand Erie will host Phil Montour of Six Nations and Margaret Sault of Mississaugas of the Credit First Nation (MCFN) to speak on Treaties, Lands, and Resources; Aimee Sault (MCFN) and Dave Vince (Two Rivers Development Resource Centre) who will speak to Reserve Economies; and finish with a session on cultural safety followed by optional sessions being available thereafter.

A second round of mandatory cultural competency training will be offered to all Grand Erie educators and staff beginning February 2022.

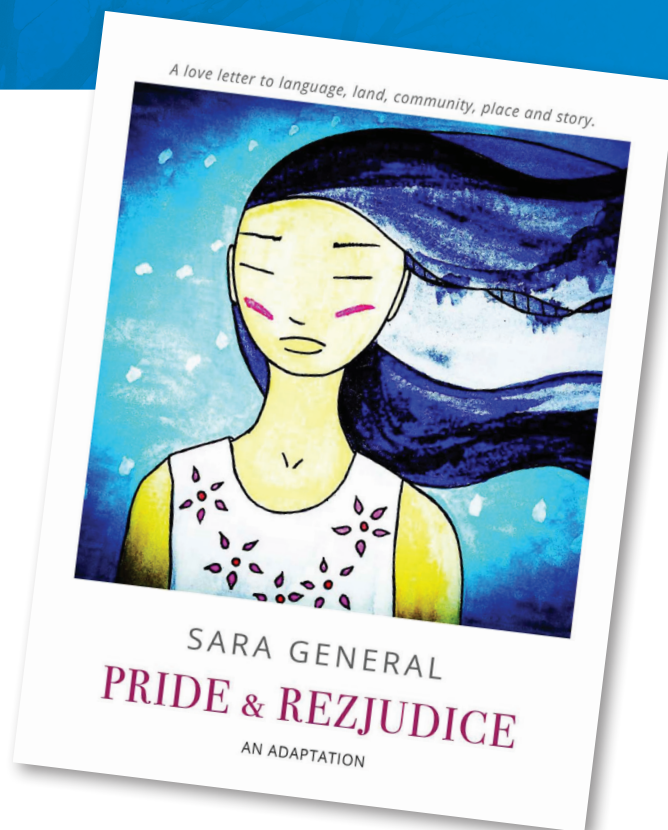


Contemporary First Nations, Métis and Inuit Voices

As planned, Grand Erie implemented its plan to offer the Contemporary First Nations, Metis and Inuit Voices course as the sole offering to the Grade 11 compulsory English credit requirement. As a result, 1983 Grand Erie students were enrolled in the course for the 2020-21 school year.

In addition to the preparatory professional development provided for teachers previously, the Indigenous Education team held two additional professional development sessions to support teachers in this start up year.

Sara General, Six Nation author, spoke to teachers on her work, *Pride and Rezjudice*. A second session facilitated professional collaboration between teachers to share experiences, lesson ideas and pedagogical approaches.



Multi-lingual Indigenous Language Learners



Supporting Indigenous Languages

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.

The multi-lingual indigenous language program provides additional support to those students who have been in an Indigenous language immersion program at any time during their elementary school years. Through language acquisition assessments and educator professional development teachers are informed of classroom approaches that more effectively support student access to english language curriculum.



Indigenous Student Hub

All self-identified First Nations, Métis and Inuit (FNMI) secondary students of the Grand Erie District School Board have received an invite to join our newly launched Indigenous Student Hub located within Brightspace (student on-line platform). The Indigenous Student Hub is full of wonderful resources with the goal of improving student success of all Indigenous students across the board.

The Indigenous Student Hub aims to encourage student voice and engagement in academic, social and community opportunities by providing easy access to resources and building a virtual community through an interactive webpage.

Some of the information tabs include:

- Indigenous student leadership
- Indigenous student associations
- United Indigenous Student Council
- Post-secondary resources
- Live virtual workshops and seminars
- Wellness strategies

For more information, reach out to us at:
ies@granderie.ca





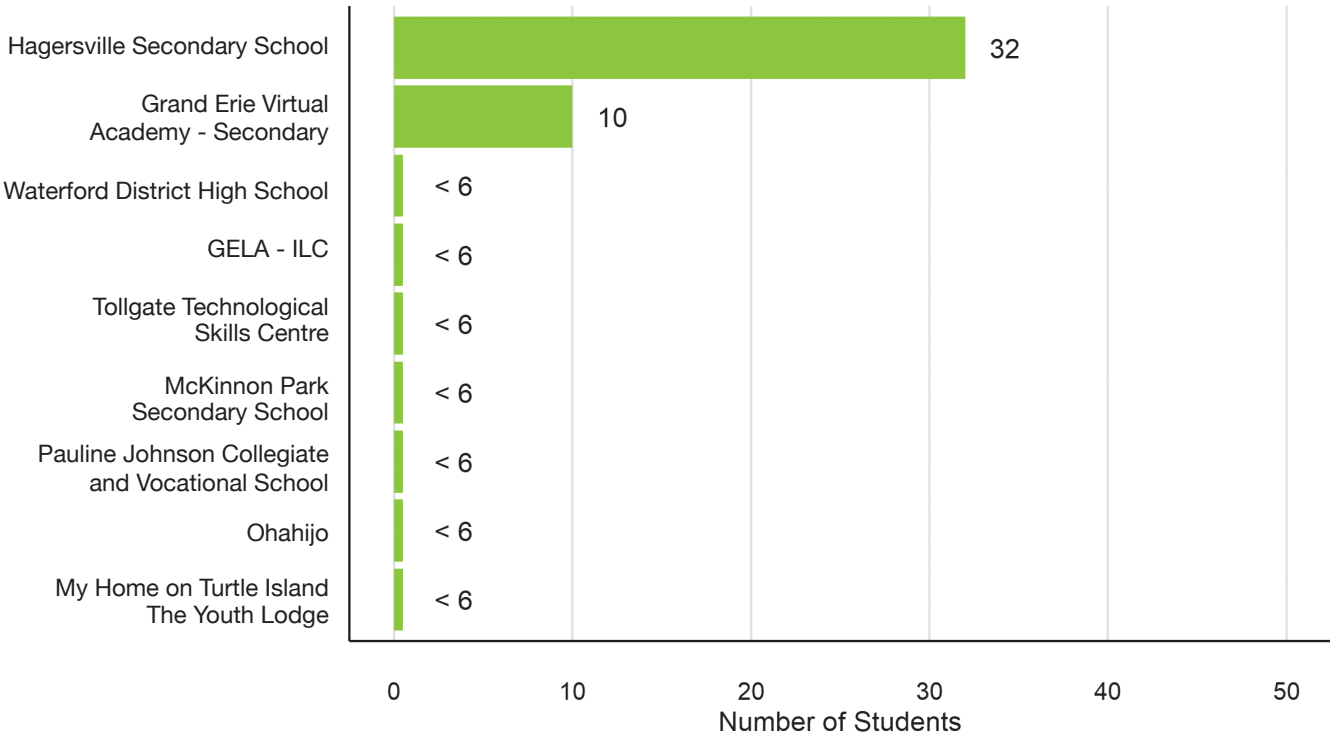
The Data

Mississaugas of the Credit Student Enrolment by School 2020-21



Student Enrolment by School

Mississaugas of the Credit Student Enrolment by School (2020-21)

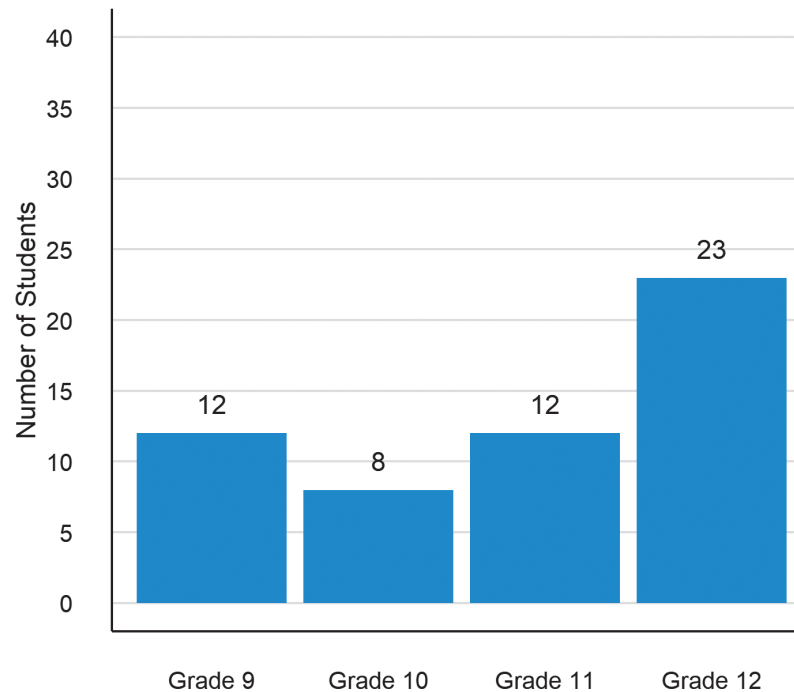


Mississaugas of the Credit Student Enrolment by Grade 2020-21



Student Enrolment by Grade

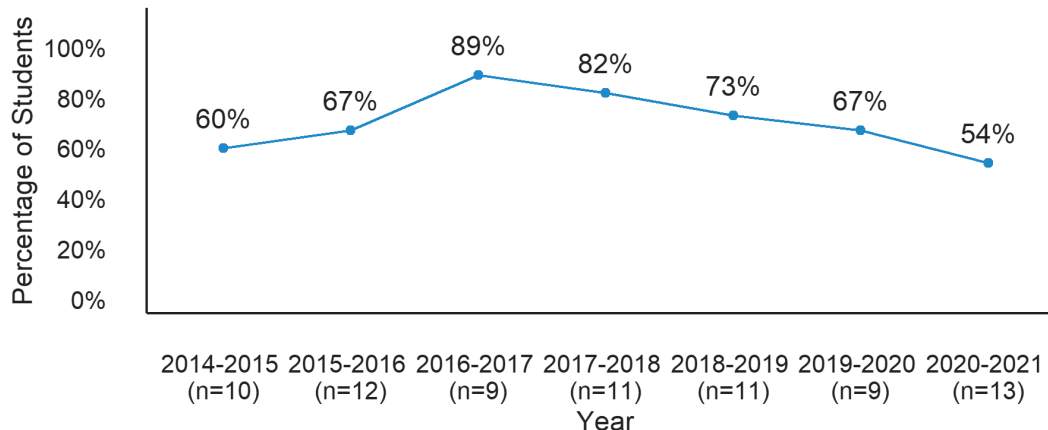
Mississaugas of the Credit Student Enrolment by Grade (2020-21)



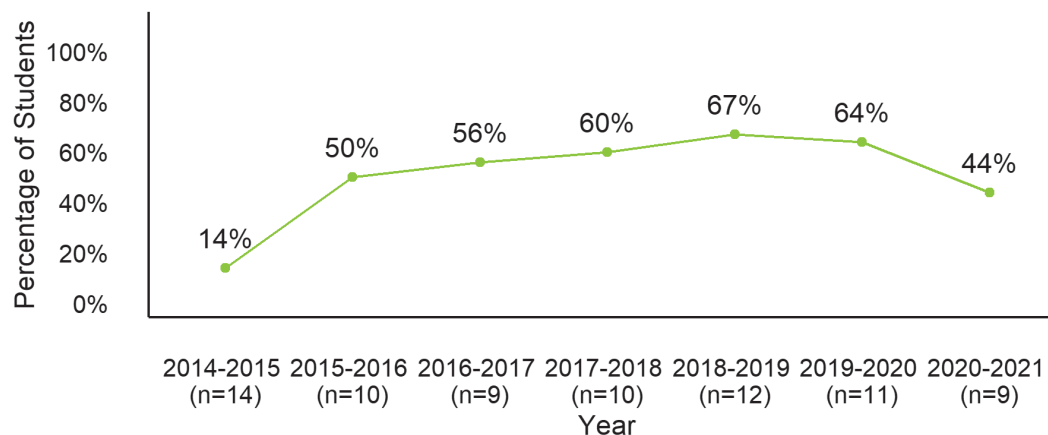
Mississaugas of the Credit Student Credit Accumulation by Grade and Year



Grade 9 Credit Accumulation (8 or More)



Grade 10 Credit Accumulation (16 or More)



These graphs show the percentage of students who by the end of each grade have earned the following number of credits to be on track for graduation within 4 years.

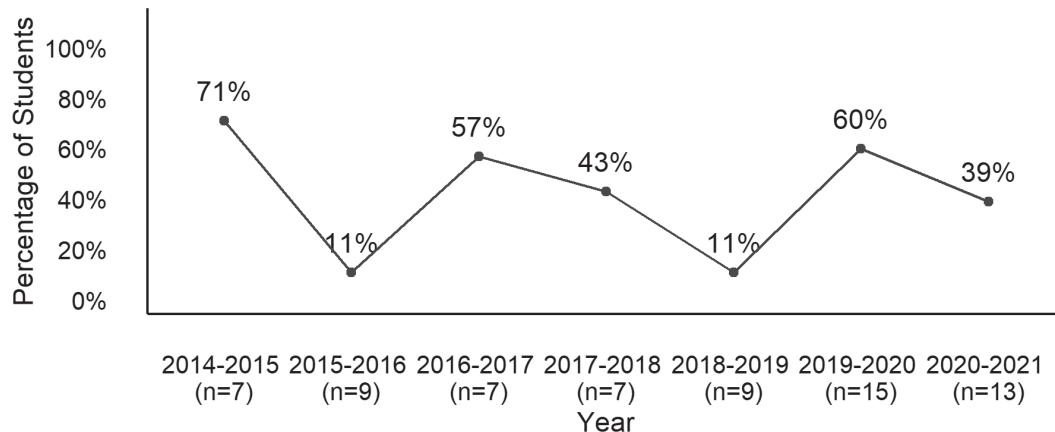
- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 24 credits
- Grade 12 – 30 credits

- The percentage of Grade 9 students achieving 8 credits has decreased from 2020 from 67% to 54%.
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes.
- The percentage of Grade 10 students achieving 16 credits has decreased from 64% to 44% since 2020.
- Credit accumulation for students in Grade 11 decreased 21% in 2020-21.
- Grade 12 credit accumulation has decreased 42% in 2020-21.

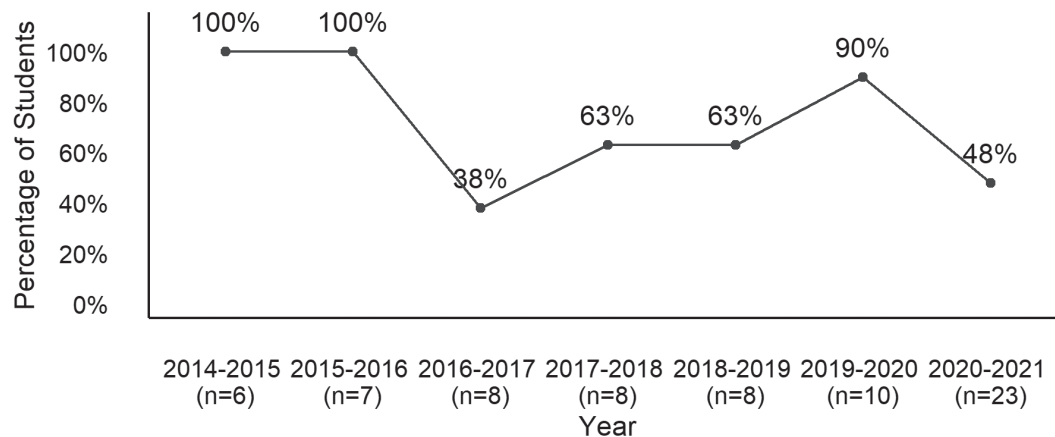
Mississaugas of the Credit Student Credit Accumulation by Grade and Year



Grade 11 Credit Accumulation (24 or More)



Grade 12 Credit Accumulation (30 or More)



NOTE: Grand Erie cannot report on groups with 5 or fewer students. As a result, data concerning Students with Exceptionalities is unable to be provided as part of this report. This information will be shared with the MCFN Education Director upon request.

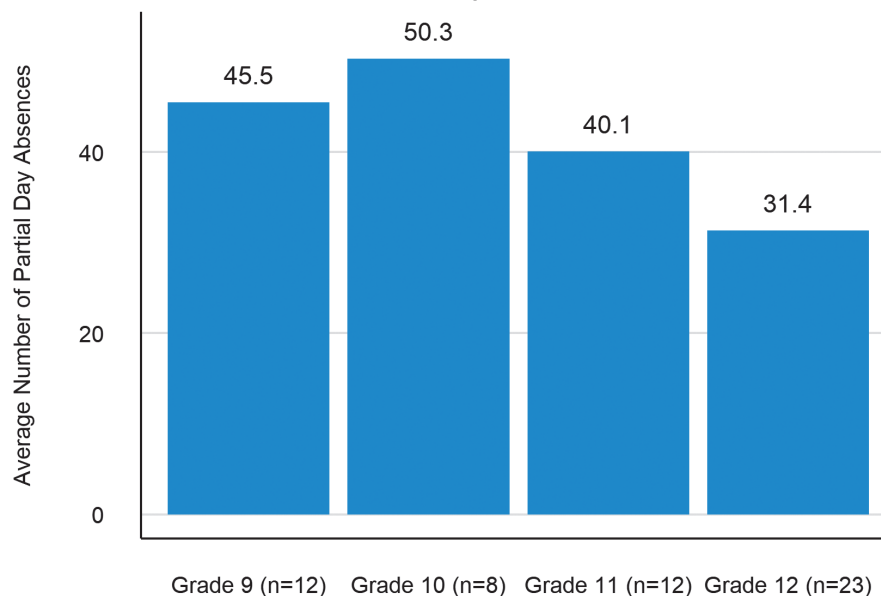
- Grade 9 EQAO Mathematics Assessment did not occur during the 2020-21 school year.
- The Ontario Secondary School Literacy Test did not occur during the 2020-21 school year. The literacy requirement was waived for students graduating in the 2020-21 school year.

Mississaugas of the Credit Student Enrolment by Grade 2020-21

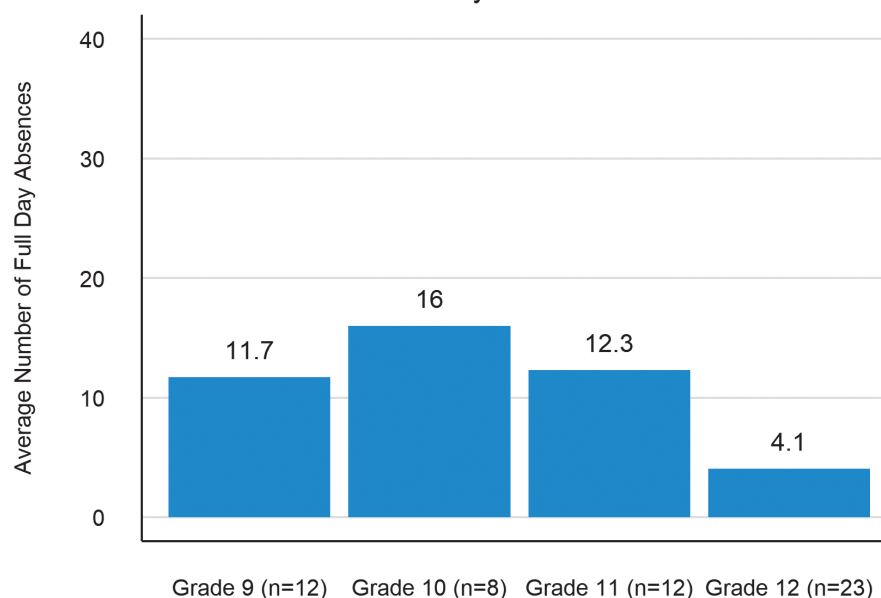


Partial and Full Day Student Absences

2020-2021 Average Number of Partial Day Absences by Grade

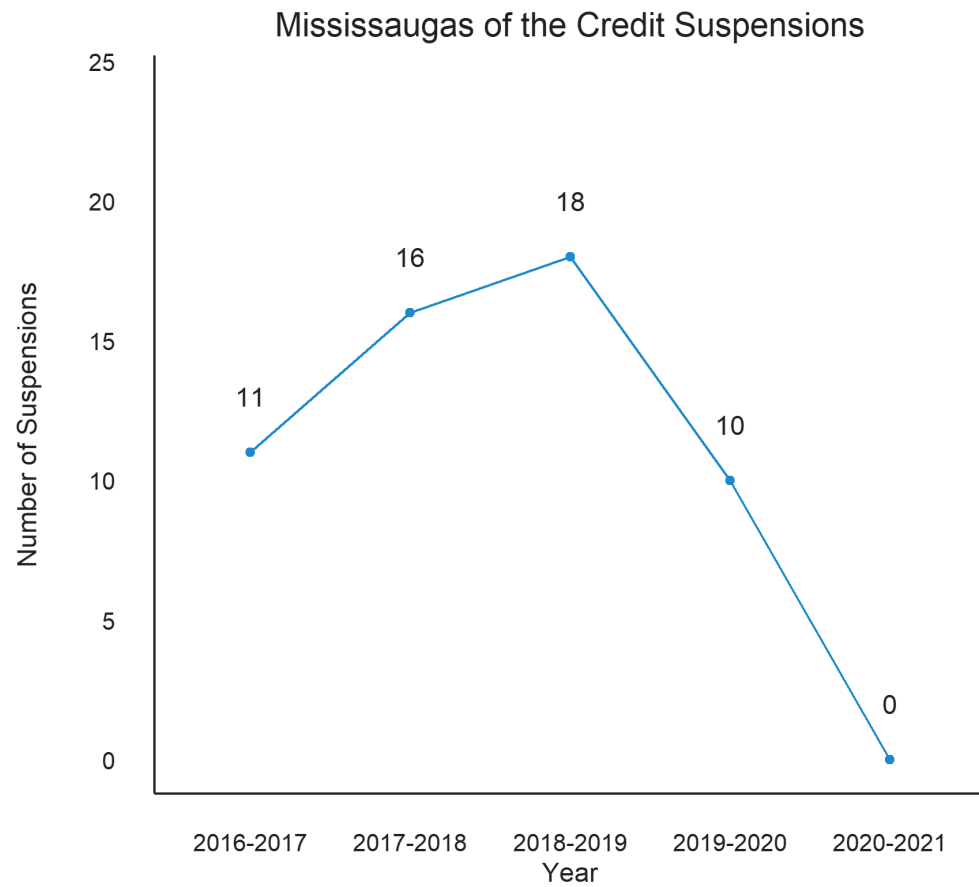


2020-2021 Average Number of Full Day Absences by Grade



■ Full day absences are highest with Grade 12 students.

Student Suspensions





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