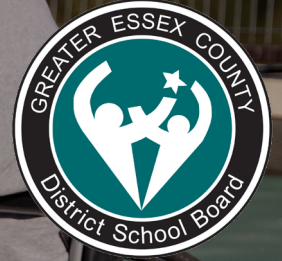


# CENSUS PORTRAIT



# STUDENTS WITH DISABILITIES

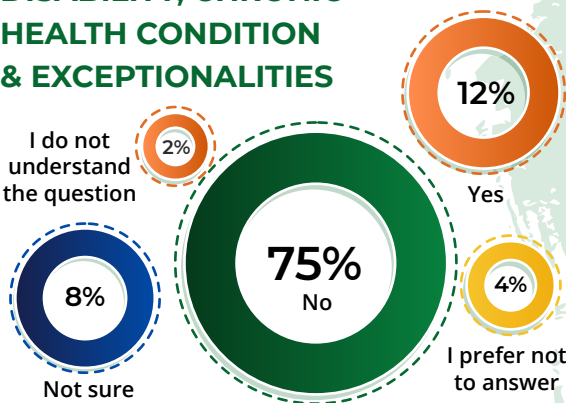
## Academic Achievement and Well-being

As required by the Ministry of Education and the Anti-Racism Act, the Greater Essex County District School Board (GECD SB) conducted its first Student Census in the 2023-2024 school year. The analysis of the data will help the Board understand the experiences of students who have been historically underserved by the education system and put programs in place to close any gaps in academic achievement and well-being.

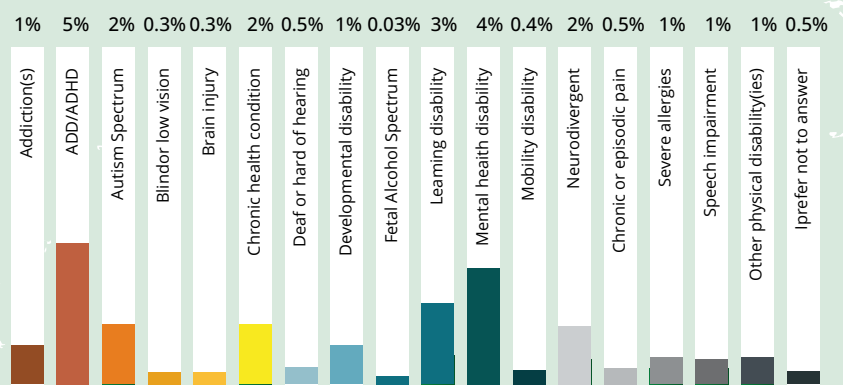
Of the almost 36,000 students in the GECD SB in 2023-2024, parents/guardians completed the Student Census for **18%** of students in JK-Grade 8, while **58%** of students in Grades 9-12 completed the Student Census.

The data shows that **12%** (1,204) of all GECD SB students who completed the Census have a disability, chronic health condition, or exceptionality.

### DISABILITY, CHRONIC HEALTH CONDITION & EXCEPTIONALITIES

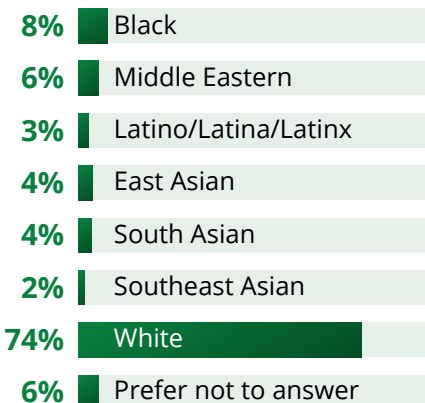


### Type of Disability

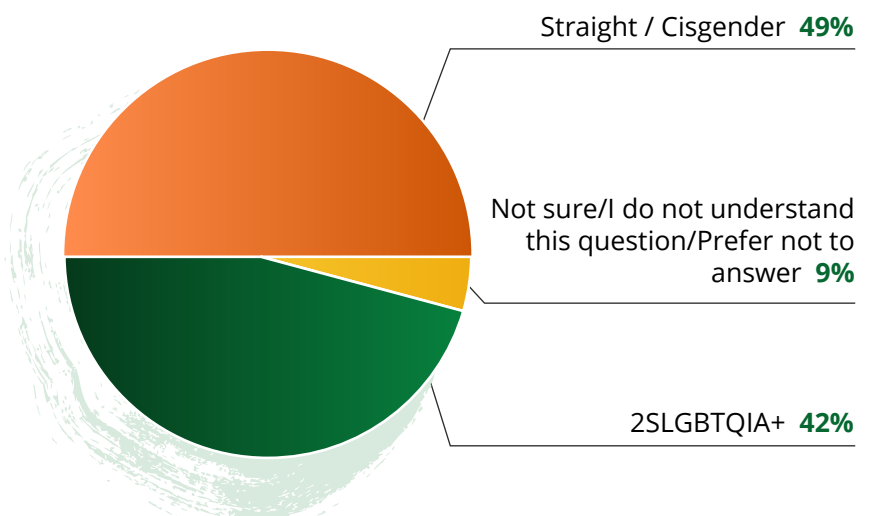


Students with disabilities come from a variety of backgrounds and identities.

### RACE



### 2SLGBTQIA+

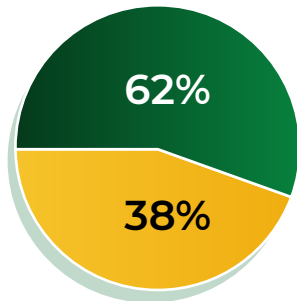


# ACADEMIC ACHIEVEMENT

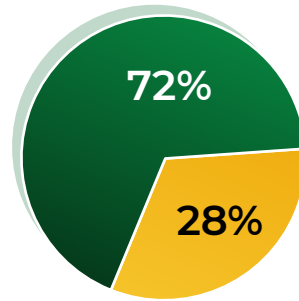
## CREDIT ACCUMULATION

A student is considered to be on track to graduate within four years if they have accumulated at least 16 credits by the end of Grade 10.

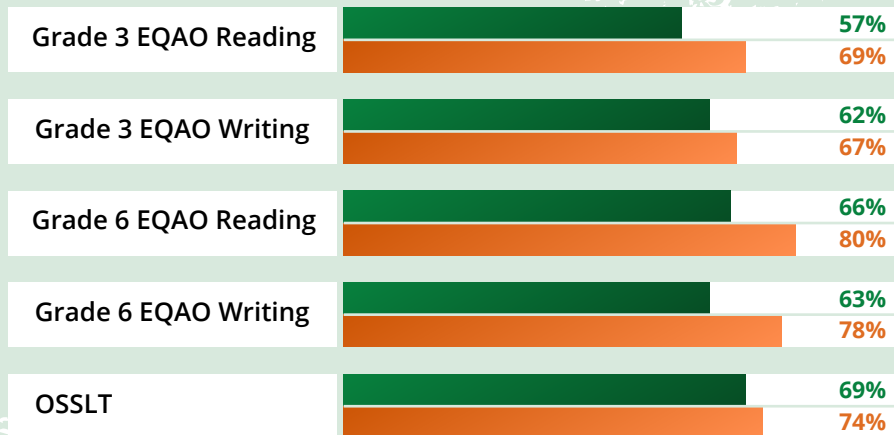
Students with Disabilities



All Students



On Track  
Not On Track



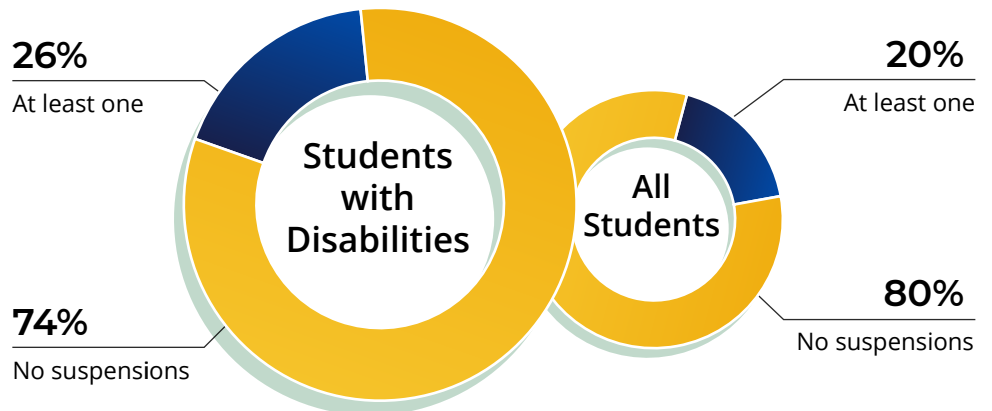
## LITERACY ACHIEVEMENT

EQAO scores assess a student's reading and writing skills against provincial standards.

Students with Disabilities  
All Students

## SUSPENSIONS (GRADES 4-12)

Percentage of students who have been suspended at least once between Grades 4 and 12.



## ACADEMIC COURSES IN GRADE 10



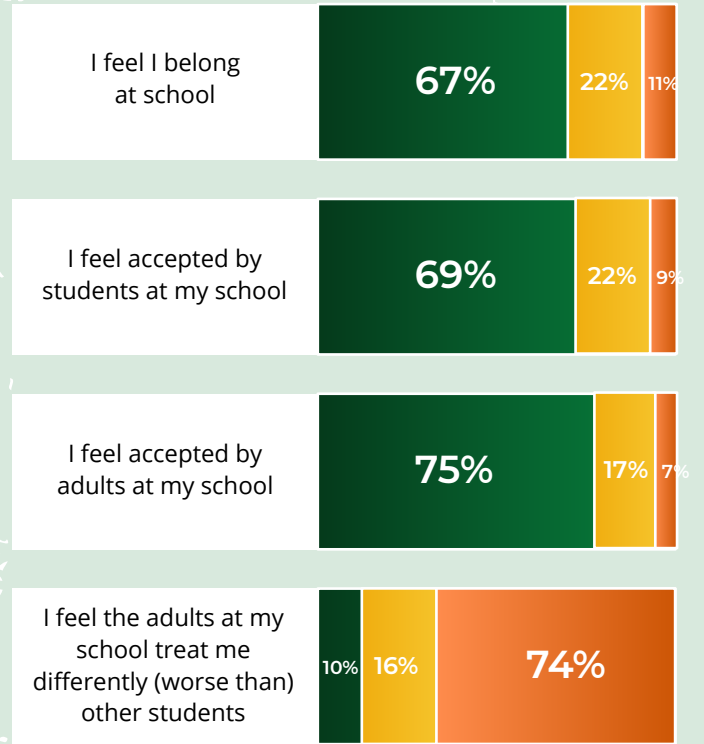
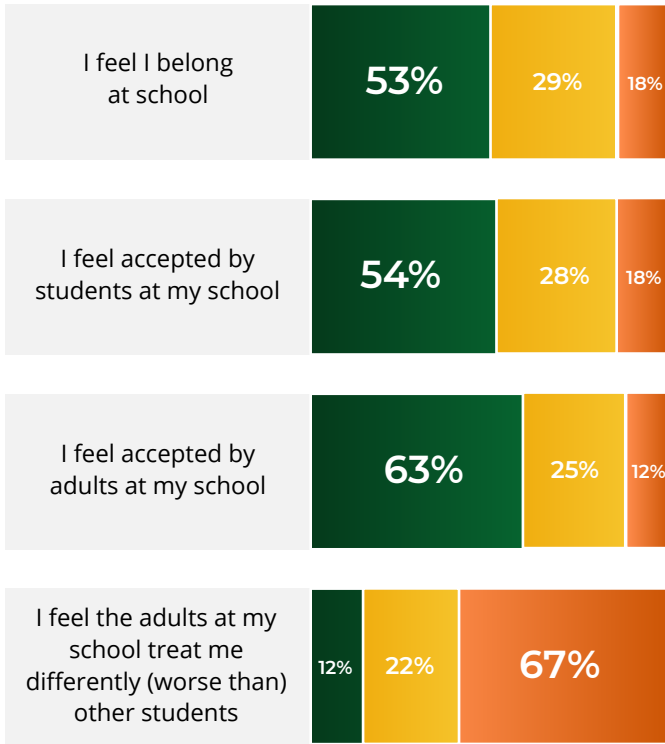
Percentage of students who have taken academic level English, Math, and Science, which allows them to go on to university.

Students with Disabilities  
All Students

# WELL-BEING

## STUDENTS WITH DISABILITIES

## ALL STUDENTS

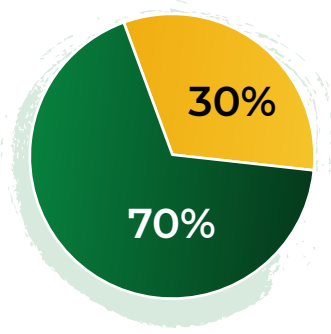
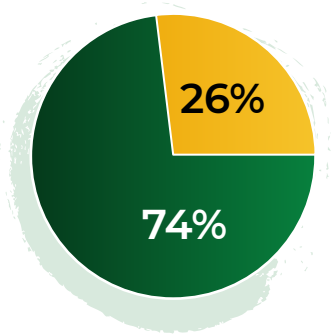


■ Always and Often    
 ■ Sometimes    
 ■ Rarely and Never

## TRUSTED SCHOOL ADULT (GRADES 4-12)

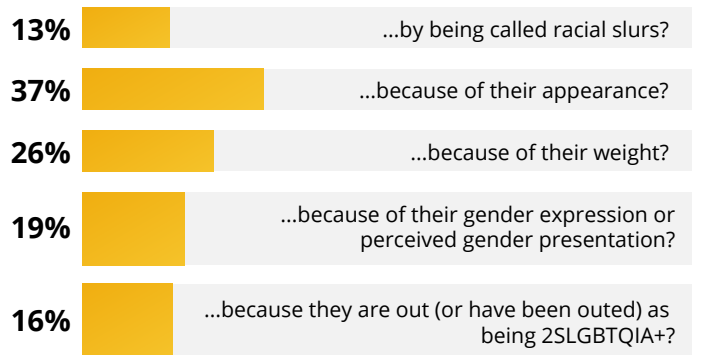
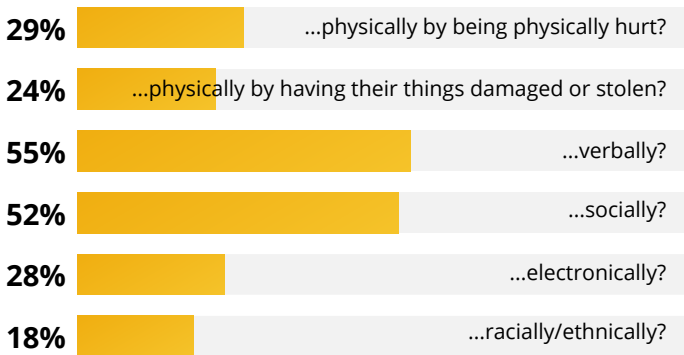
Students with Disabilities

All Students



■ One or More Trusted Adult  
■ No Trusted Adult

## EXPERIENCES OF BULLYING (GRADES 4-12)





# INPUT FROM CONSULTATIONS

In order to help understand the data, input was sought from students, parents/guardians, staff, and community members. The following summarizes the main themes from these consultations and the recommendations made.

- **Data from the Student Census tells only part of the story:** Parents were concerned that data from the Student Census tells only part of the story of the experiences of students with disabilities. The data does not include students who are excluded from writing EQAO tests. In addition, some parents may not know the full experiences of their children and might feel ill-equipped to answer questions on their behalf.
- **Parents need access to complete, accurate information:** Parents shared that they could benefit from more complete and accurate information about the programs offered by the GECDsB and the options for their students after secondary school. They also shared that they lacked information about community-based resources and services available to children and youth with disabilities.
- **There is still a need for specialized programs:** Parents shared that specialized programs for students with disabilities are highly effective for some and that the need for these programs continues.
- **Parents need to continue to be strong advocates for their children:** Parents reported that they must strongly advocate for their children throughout their time at the GECDsB. But they don't always feel that their concerns are heard when raised.
- **Stigma attached to specialized programs:** Some parents shared that the stigma associated with certain specialized programs for students with disabilities makes them hesitant to place their children in these programs.

“ I didn't want to put my child in the GAINS Program. It felt like I was giving up on her. I wanted to avoid these classrooms at all cost. But now I'm so thankful for the program. She is thriving there.

- **Staff shortages and turnover:** The shortage of Educational Assistants coupled with staff turnover impacts students with disabilities and the supports they receive in class. It also impacts their ability to form relationships with staff and disrupts their routine and structure. These issues may also impact whether and how Individual Educational Plans are implemented.
- **Need to act urgently:** Given the significant amount of time students with disabilities spend at school and the impact this has on their futures, parents felt that the board must act with urgency to address the above issues.
- **Disproportionate impact of school policies and practices:** Parents were concerned that some standard school policies and practices may have a disproportionately negative impact on some students with disabilities, yet accommodations are not always provided to mitigate this impact.

“ I want my child to have access to the education she deserves and that she has a right to.

## RECOMMENDATIONS

- Provide more complete and more accurate information about the program options for students with disabilities while at the GECDsB and after secondary school.
- Provide additional professional learning and resources for school-based staff and school administrators on ableism and special education.
- The GECDsB could advocate with the government for more community-based services for children with disabilities.
- Make accommodations for students with disabilities when school policies or procedures negatively impact them.
- Maintain specialized programs for students with disabilities.