People for Education

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2021–2022 Annual Ontario School Survey

Data Handbook

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Data from the survey
Specific research data from the survey can be provided for a fee. Elementary school data have been collected since 1997, and secondary school data have been collected since 2000. For more information, please contact aoss@peopleforeducation.ca.

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Executive Summary

For over 20 years, People for Education has conducted its Annual Ontario School Survey (AOSS) across Ontario's publicly funded elementary and secondary schools. For the first time, we are publishing a data handbook to provide a high-level overview of the quantitative data collected in the most recent survey cycle. This overview is primarily comprised of data tables, accompanied by brief descriptive analyses and figures to highlight trends and key findings. It is our hope that sharing these findings will spark questions and ignite conversations across school boards, provinces/territories, Canada, and beyond about the role of public education in building a better future for all.

The 2021–22 AOSS is comprised of responses from 965 school principals across Ontario, representing 70 of Ontario's 72 publicly funded school boards. The topics covered in the 2021–2022 survey cycle included school staffing, mental health and well-being of students and staff, Indigenous education, equity and anti-racism strategies, child care, and the implementation of de-streaming Grade 9 mathematics.

Key findings from the 2021–2022 Annual Ontario School Survey

- While 56% of schools reported having a **teacher-librarian**, only 18% of all schools reported having at least one full-time teacher-librarian. Schools in rural areas were more likely to have neither a teacher-librarian nor a library technician.
- Most schools (85%) reported having at least one full-time **special education** teacher. Elementary schools were more likely to report having students waiting for an assessment (93%) than secondary schools (81%).
- 1 in 4 schools reported that there was no **psychologist** available on a regularly scheduled basis, but the majority of schools reported that there was an option to connect virtually to a psychologist (70%) and a social worker (85%).
- Most school principals (68%) reported no **nurse** at their schools.

- The top five challenges faced by principals in light of **COVID-19** were as follows: coordinating staff (90%), space and distancing (83%), health and safety protocols (42%), troubleshooting technology issues (41%), and staff tech knowledge (35%).
- More than half of school principals reported not having the resources necessary to support the **mental health and well-being** of their students and staff.
- More than half of school principals felt that their recent levels of **stress at work** were unmanageable.
- Two thirds of principals (64%) reported their school collected **race-based student demographic data**.
- A higher proportion of elementary schools in high-income areas reported having some form of **on-site child care** (90%), compared to elementary schools in low-income areas (72%). Approximately 1 in 4 elementary school principals in low-income areas (23%) reported no on-site child care for children from pre-kindergarten to Grade 6.
- Only 30% of secondary school principals felt that their schools received sufficient support from the Ministry and school board to **implement de-streaming**.

Other People for Education reports based on 2021–2022 AOSS data include:

- 2021–22 Annual Ontario School Survey: A perfect storm of stress
- Timing is everything: The implementation of de-streaming in Ontario's publicly funded schools

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Every year, principals in schools across Ontario take the time to complete our survey and share their stories with us. This work would not be possible without them.

A. Introduction

Every year, People for Education (PFE) surveys Ontario's publicly funded elementary and secondary schools. The 2021–2022 Annual Ontario School Survey (AOSS) is the 25th annual survey of elementary schools and 22nd annual survey of secondary schools in Ontario. This data handbook provides a high-level overview of the data collected in the 2021–2022 AOSS, and it marks the beginning of an annual series that will publicly report on our survey findings in an effort to ignite conversations about strengthening and transforming the public education system.

Geographic and income analyses were based on population and average median family income data from Statistics Canada and the Ontario Ministry of Education. In this handbook, "rural" refers to schools located in population centres of fewer than 100,000 people and "urban" refers to schools located in population centres of 100,000 people or more. Income analysis involved sorting schools from highest to lowest income based on the weighted family income of the school's residential postal code. In this handbook, "low-income" refers to schools sorted into the bottom 25% of average family income and "high income" refers to schools in the top 25%.[1]

1 Only the bottom 25% and top 25% of schools were compared during analysis. This handbook does not report on the middle 50% of schools. Please see Appendix A: Methodology for more details.

B. Breakdown of 2021–22 AOSS respondent sample

- The 2021–22 AOSS received 965 responses from principals across Ontario, representing 70 of Ontario's 72 publicly funded school boards.
- Survey respondents represented approximately one fifth of all publicly funded schools in Ontario. This proportion is consistent across elementary, secondary, English, and French schools.
- In order from highest to lowest number, survey respondents represented schools from all Ontario regions: Greater Toronto Area (41%), Southwestern (20%), Eastern (16%), Northern (13%), and Central (10%).

Table 1: Breakdown of respondents from the 2021–22 Annual Ontario School Survey

Breakdown of 2021–22 AOSS respondent sample	All schools	Elementary	Secondary	English (elementary and secondary)	French (elementary and secondary)	Rural[a] (elementary and secondary)	Urban[a] (elementary and secondary)	Low-income[b]	High-income[b]
# of schools responding	965	795	170	865	100	411	554	237	236
% of schools in province responding	20%	20%	19%	20%	20%	N/A	N/A	N/A	N/A
# of school boards with schools participating in survey	70	68	57	59	11	N/A	N/A	N/A	N/A
% of school boards in province responding	97%	94%	79%	98%	92%	N/A	N/A	N/A	N/A
% of schools in Eastern postal code (K)	16%	15%	19%	14%	33%	22%	11%	12%	17%
% of schools in Southwestern postal code (N)	20%	20%	22%	21%	14%	28%	15%	16%	19%
% of schools in Northern postal code (P)	13%	13%	14%	10%	36%	29%	1%	10%	8%
% of schools in Central postal code (L, minus GTA-L)	10%	10%	12%	11%	3%	10%	10%	5%	9%
% of schools in GTA (Toronto M + L from Central)	41%	42%	33%	44%	14%	12%	62%	57%	49%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

C. Staffing

C1. Vice-principals

- 58% of all schools reported having a vice-principal.
- A vice-principal was much more likely to be reported at a secondary school (91%) than an elementary school (51%).

Table 2: Proportion of Ontario schools reporting a vice-principal

Vice-principal availability	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Any vice-principal	58%	51%	91%	53%	61%	58%	57%
Part-time vice-principal	19%	22%	7%	23%	16%	23%	14%
One full-time vice-principal	24%	24%	23%	18%	28%	25%	25%
More than one full-time vice-principal	15%	5%	61%	12%	17%	10%	17%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $$219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

C2. Special education teachers

- The majority of schools (85%) reported having at least one full-time special education teacher.
- Elementary schools were more likely to report having students waiting for assessment (93%) than secondary schools (81%).
- A higher proportion of schools in urban areas (92%) reported having at least one full-time special education teacher than schools in rural areas (76%).

Table 3: Proportion of Ontario schools reporting a special education teacher or assistant

Special education teacher availability	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Any special education teacher	98%	98%	98%	97%	99%	99%	97%
Part-time special education teacher	13%	14%	8%	20%	7%	10%	15%
At least one full-time special education teacher	85%	84%	90%	76%	92%	89%	82%
Students waiting for assessment	91%	93%	81%	88%	94%	94%	92%
At least one full-time special education assistant (EA)	87%	87%	86%	92%	83%	83%	87%
Only part-time special education assistant (EA)	7%	8%	4%	1%	12%	13%	8%
No special education assistant (EA)	6%	5%	11%	7%	5%	5%	6%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

C3. Library staff

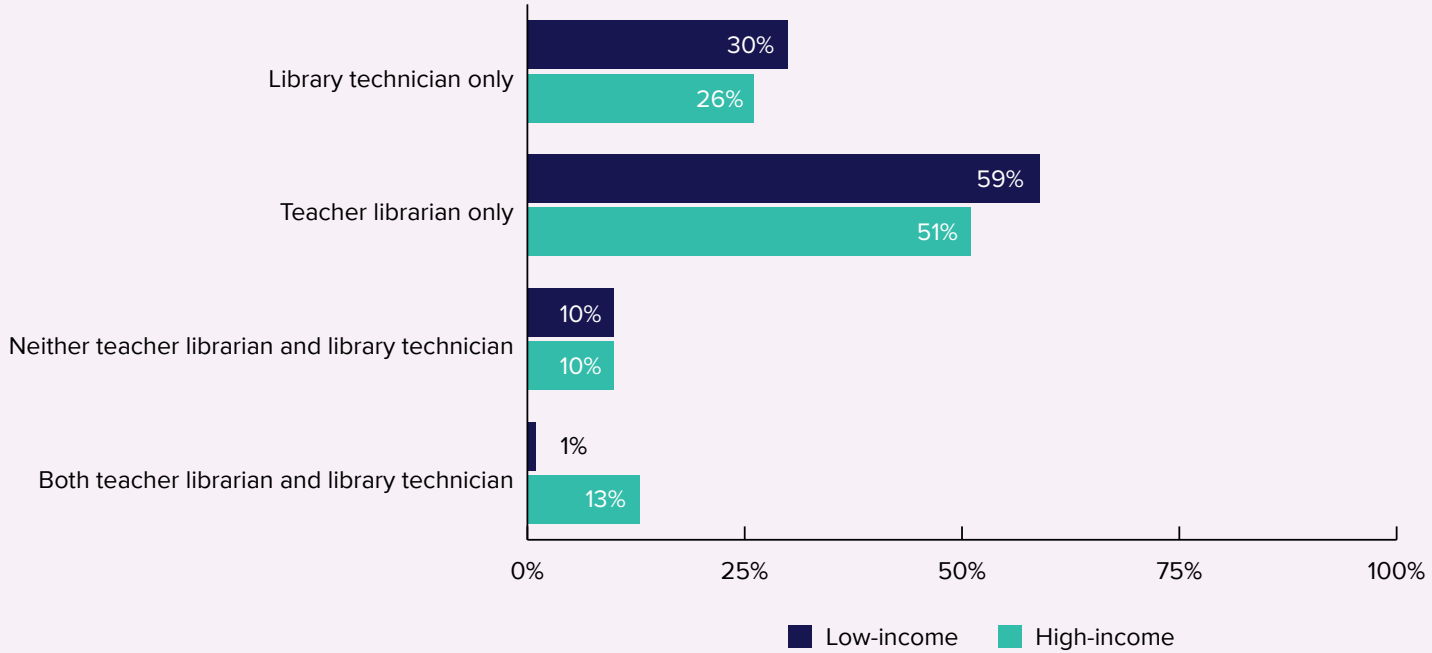
- While 56% of all schools reported having a teacher-librarian, only 18% reported having at least one full-time teacher-librarian.
- Only 37% of all schools reported having a library technician (either full-time or part-time).
- 1 in 4 schools in rural areas reported having neither a teacher-librarian nor a library technician. In contrast, 1 in 10 urban schools reported having neither a teacher-librarian nor a library technician.

Table 4: Proportion of Ontario schools reporting a teacher-librarian and/or library technician

Library staff availability	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Any teacher-librarian	56%	55%	61%	39%	69%	62%	65%
Part-time teacher-librarian	39%	43%	17%	26%	48%	48%	44%
At least one full-time teacher-librarian	18%	12%	44%	13%	21%	14%	21%
Any library technician	37%	35%	45%	45%	45%	31%	39%
Part-time library technician	25%	27%	14%	32%	20%	23%	25%
At least one full-time library technician	12%	8%	31%	13%	12%	8%	15%
Both teacher-librarian and library technician	7%	4%	22%	7%	8%	1%	13%
Neither teacher-librarian nor library technician	16%	15%	17%	25%	9%	10%	10%
Teacher-librarian only	48%	50%	39%	32%	60%	59%	51%
Library technician only	29%	31%	23%	37%	24%	30%	26%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Figure 1: Availability of library technicians and teacher-librarians in Ontario's publicly funded schools by income



Source: People for Education's 2021–2022 Annual Ontario School Survey

C4. Guidance teachers/counsellors

- While most elementary schools reported having less than one full-time guidance teacher/counsellor (98%), most secondary schools reported having more than one full-time guidance teacher/counsellor (73%).

Table 5: Proportion of Ontario schools reporting a guidance teacher/counsellor

Guidance teacher/counsellor availability	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Any guidance teacher/counsellor	32%	18%	94%	33%	31%	26%	32%
Less than one full-time guidance teacher/counsellor	83%	98%	17%	83%	83%	88%	82%
One full-time guidance teacher/counsellor	3%	2%	10%	4%	3%	4%	2%
More than one full-time guidance teacher/counsellor	14%	1%	73%	13%	15%	9%	16%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

C5. Professionals and paraprofessionals

- 1 in 4 schools reported that there was no psychologist available.
- More than half of all schools (54%) reported having a regularly scheduled social worker.
- Most schools reported that there was an option to connect virtually to a psychologist (70%) and a social worker (85%).
- More secondary schools (51%) reported having a regularly scheduled youth worker than elementary schools (36%).
- A regularly scheduled mental health/addiction specialist was more commonly reported by secondary schools (30%) than elementary schools (3%).
- The majority of schools (68%) reported having no nurse.

Table 6: Proportion of Ontario schools reporting professional and paraprofessional support

Professional and paraprofessional availability	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Regularly scheduled psychologist	29%	30%	25%	13%	41%	37%	35%
On-call psychologist	46%	46%	48%	48%	46%	46%	46%
No psychologist available	24%	24%	28%	40%	14%	17%	20%
Option to connect virtually to psychologist	71%	71%	68%	57%	80%	78%	75%
Regularly scheduled social worker	54%	49%	80%	40%	64%	64%	51%
On-call social worker	34%	38%	12%	38%	31%	29%	40%
No social worker available	12%	13%	9%	22%	5%	7%	9%
Option to connect virtually to social worker	85%	84%	90%	75%	92%	90%	87%
Regularly scheduled youth worker	39%	36%	51%	38%	40%	39%	40%
On-call youth worker	13%	13%	16%	17%	10%	6%	17%
No youth worker available	48%	51%	34%	45%	50%	55%	43%
Option to connect virtually to youth worker	50%	47%	65%	50%	50%	45%	53%
Regularly scheduled mental health/addiction specialist (incl. MH nurse)	7%	3%	30%	10%	5%	4%	5%
On-call mental health/addiction specialist (incl. MH nurse)	48%	46%	54%	62%	38%	40%	52%
No mental health/addiction specialist (incl. MH nurse)	45%	51%	16%	28%	58%	56%	44%
Option to connect virtually to mental health/addiction specialist (incl. MH nurse)	47%	42%	73%	59%	39%	36%	48%
Regularly scheduled nurse (not incl. MH nurse)	4%	4%	7%	3%	5%	4%	2%
On-call nurse (not incl. MH nurse)	28%	28%	30%	29%	28%	28%	27%
No nurse (not incl. MH nurse)	68%	68%	63%	69%	67%	68%	71%
Option to connect virtually to nurse (not incl. MH nurse)	28%	26%	36%	28%	28%	28%	26%

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(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

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D. COVID-19 response

For a detailed analysis of 2021–2022 AOSS data related to COVID-19 and its impact on schools see our report: 2021–22 Annual Ontario School Survey: A perfect storm of stress.

- Survey respondents were more likely to be responsible for an in-person school (68%) than a hybrid school (30%) or a virtual school (2%).
- Most schools reported that at least some of their student population enrolled in full-time virtual learning (91%).
- The top five challenges faced by schools in light of COVID-19 were as follows: coordinating staff (90%), space and distancing (83%), health and safety protocol (42%), troubleshooting technology issues (41%), and staff tech knowledge (35%).

Table 7: Proportion of Ontario schools participating in in-person, virtual, or hybrid learning

Type of learning conducted during COVID-19	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Responsible for in-person school	68%	71%	57%	78%	61%	59%	70%
Responsible for hybrid school	30%	27%	42%	20%	37%	39%	28%
Responsible for virtual school	2%	3%	2%	2%	2%	3%	2%
No student population enrolled in full-time virtual learning	9%	8%	12%	13%	6%	4%	11%
Any student population enrolled in full-time virtual learning	91%	92%	88%	87%	94%	96%	89%
No teachers teaching hybrid learning	63%	69%	40%	71%	58%	53%	66%
Any teachers teaching hybrid learning	37%	31%	60%	29%	42%	47%	35%
No classes shifted to remote learning due to a confirmed positive COVID-19 case, since beginning of school year	51%	49%	63%	63%	42%	52%	42%
One or more classes shifted to remote learning due to a confirmed positive COVID-19 case, since beginning of school year	49%	52%	37%	38%	58%	48%	59%

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(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Table 8: Proportion of Ontario schools reporting challenges faced in light of COVID-19

Challenges faced in light of COVID-19	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Space & distancing	83%	85%	77%	81%	85%	81%	91%
Staff tech knowledge	35%	34%	43%	31%	39%	38%	35%
Coordinating staffing	90%	91%	87%	91%	89%	89%	91%
Health & safety protocols	42%	40%	52%	39%	43%	43%	42%
Ventilation	20%	20%	22%	19%	21%	25%	20%
Scheduling courses	12%	7%	33%	12%	12%	12%	10%
Troubleshooting technology issues	41%	40%	43%	34%	46%	48%	40%
Communication with parents or staff	23%	22%	27%	23%	23%	22%	23%
Managing student enrolment	18%	18%	18%	14%	21%	24%	13%
None	1%	1%	2%	1%	1%	0%	1%
Other challenges	22%	21%	26%	20%	23%	20%	19%

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Source: People for Education's 2021–2022 Annual Ontario School Survey

E. Mental health and well-being

- Less than half of all school principals agreed or strongly agreed with the statement, ***"My school has the resources necessary to support the mental health and well-being of its students"*** (43%).
- Only one third of all school principals agreed or strongly agreed with the statement, ***"My school has the resources necessary to support the mental health and well-being of its staff"*** (35%).
- Only 29% of all school principals agreed or strongly agreed with the statement, ***"My recent levels of stress at work feel manageable,"*** while more than half disagreed or strongly disagreed with this statement (51%).

Table 9: Ontario principals' perceptions of mental health and well-being resources available to students

"My school has the resources necessary to support the mental health and well-being of its students."	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Strongly agree	7%	6%	12%	5%	6%	4%	10%
Agree	36%	34%	43%	34%	34%	37%	37%
Neither agree nor disagree	22%	23%	15%	24%	22%	22%	21%
Disagree	26%	27%	21%	28%	26%	23%	28%
Strongly disagree	11%	11%	10%	8%	12%	13%	5%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Table 10: Ontario principals' perceptions of mental health and well-being resources available to staff

"My school has the resources necessary to support the mental health and well-being of its staff."	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Strongly agree	4%	3%	7%	2%	4%	2%	6%
Agree	31%	31%	30%	31%	31%	33%	33%
Neither agree nor disagree	28%	27%	30%	30%	25%	31%	26%
Disagree	27%	28%	23%	27%	29%	26%	26%
Strongly disagree	10%	10%	10%	10%	11%	8%	9%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Table 11: Ontario principals' perceptions of their stress at work

"My recent levels of stress at work feel manageable."	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Strongly agree	4%	3%	7%	3%	3%	3%	5%
Agree	25%	24%	28%	24%	24%	27%	20%
Neither agree nor disagree	20%	20%	20%	22%	19%	15%	19%
Disagree	33%	35%	28%	36%	34%	35%	40%
Strongly disagree	18%	19%	17%	16%	21%	20%	15%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

F. Student leadership

- More than half of all schools reported having a student council or student leadership group (54%).
- 38% of schools reported having no student council or student leadership groups.
- Principals who responded “other” explained that their schools had student leadership activities either in development or on hold due to the pandemic.

Table 12: Proportion of Ontario schools reporting student leadership activities

Student leadership activities	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
A student council or student leadership group	54%	47%	88%	56%	53%	46%	53%
No student council or student leadership group	38%	44%	8%	38%	38%	45%	38%
Other	8%	9%	4%	7%	9%	9%	9%

(a) “Rural” refers to schools in population centres of fewer than 100,000 people; “urban” refers to schools in population centres of 100,000 people or more.
(b) “Low-income” refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); “high-income” refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education’s 2021–2022 Annual Ontario School Survey

G. Indigenous education

- The majority of schools reported the availability of professional development on Indigenous education (89%).
- Just over half of all schools reported having Indigenous guest speakers (53%).
- Only 37% of all schools reported having cultural support programs.
- Two thirds of secondary schools (66%) reported offering an Indigenous Studies course at their school.
- Three in five school principals strongly agreed or agreed with the statement, *"Teachers have the support and resources they need to teach students about Indigenous history and culture"* (61%).

Table 13: Proportion of Ontario schools reporting Indigenous education opportunities available at their school

Indigenous education opportunities	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Staff professional development	89%	89%	87%	88%	89%	91%	90%
Cultural support program	37%	34%	52%	51%	28%	34%	35%
Indigenous language program	11%	9%	18%	20%	4%	10%	7%
Indigenous guest speakers	53%	49%	68%	62%	46%	43%	56%
Consultation with Indigenous community organizations about educational priorities	39%	37%	51%	46%	34%	39%	36%
Ceremonies	21%	18%	31%	32%	12%	18%	14%
Indigenous Studies course (secondary only)	11%	9%	19%	11%	12%	9%	10%
Other Indigenous education opportunities	11%	9%	19%	11%	12%	9%	10%
No Indigenous education opportunities available	3%	4%	2%	1%	5%	5%	4%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

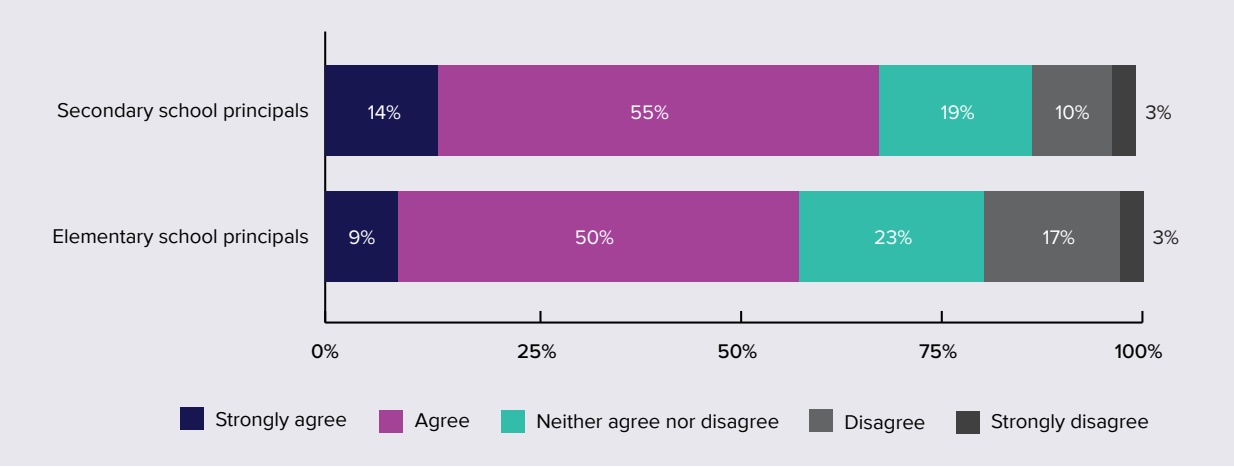
Table 14: Principals' perceptions of Indigenous education supports and resources available to teachers

"Teachers have the support and resources they need to teach students about Indigenous history and culture."	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Strongly agree	10%	9%	14%	14%	7%	6%	10%
Agree	51%	50%	55%	55%	47%	50%	51%
Neither agree nor disagree	22%	23%	19%	20%	23%	20%	23%
Disagree	15%	17%	10%	10%	19%	19%	13%
Strongly disagree	3%	3%	3%	2%	4%	4%	3%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Figure 2: Ontario principals' perceptions of Indigenous education supports and resources available to teachers

"Teachers have the support and resources they need to teach students about Indigenous history and culture"



Source: People for Education's 2021–2022 Annual Ontario School Survey

H. Equity and anti-racism

- Two thirds of respondents (64%) reported that their school was collecting race-based demographic data on students. Almost one third (29%) were not sure whether their school was collecting race-based demographic data.
- The majority of respondents (94%) reported that professional development specific to anti-racism and equity was a strategy used by their school to engage in anti-racism and equity work.
- Only 37% of schools reported working in partnerships with community-based organizations dedicated to promoting anti-racism.

Table 15: Proportion of Ontario schools reporting collection of race-based student demographic data

Collection of race-based student demographic data	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Yes, collecting race-based student dem. data	64%	65%	60%	57%	70%	71%	62%
Not collecting race-based student dem. data	7%	7%	10%	8%	6%	5%	10%
Not sure if collecting race-based student dem. data	29%	29%	31%	35%	25%	23%	28%

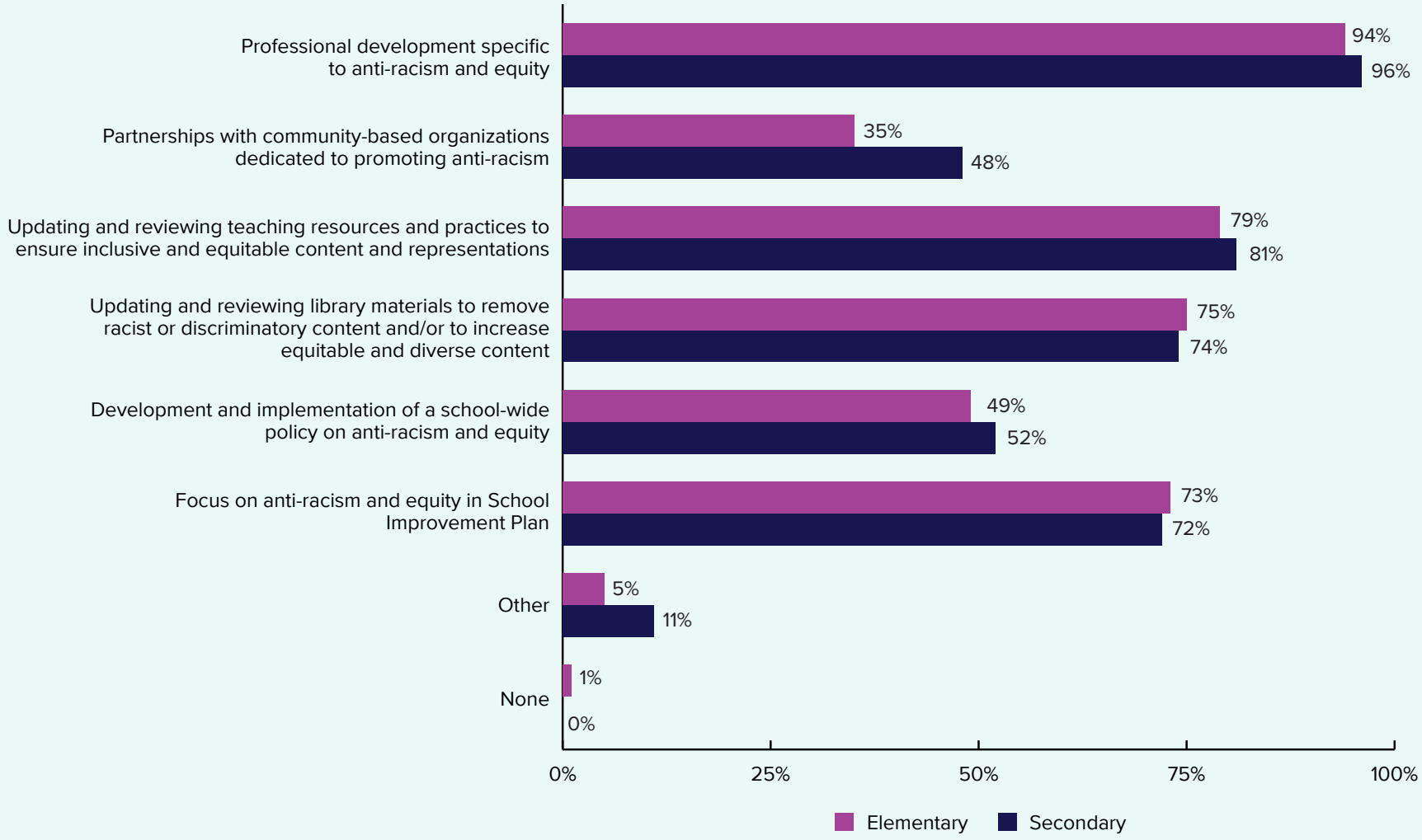
(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Table 16: Strategies undertaken by Ontario schools to engage in anti-racism and equity work

Strategies to engage in anti-racism and equity work	All schools	Elementary	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
				(elementary and secondary)		(elementary and secondary)	
Professional development specific to anti-racism and equity	94%	94%	96%	93%	95%	95%	95%
Partnerships with community-based organizations dedicated to promoting anti-racism	37%	35%	48%	34%	39%	35%	41%
Updating and reviewing teaching resources and practices to ensure inclusive and equitable content and representations	79%	79%	81%	76%	82%	78%	82%
Updating and reviewing library materials to remove racist or discriminatory content and/or to increase equitable and diverse content	75%	75%	74%	67%	80%	77%	79%
Development and implementation of a school-wide policy on anti-racism and equity	49%	49%	52%	44%	53%	55%	52%
Focus on anti-racism and equity in School Improvement Plan	73%	73%	72%	65%	78%	79%	72%
Other strategies	6%	5%	11%	4%	7%	4%	5%
None	1%	1%	0%	1%	0%	1%	0%

(a) "Rural" refers to schools in population centres of fewer than 100,000 people; "urban" refers to schools in population centres of 100,000 people or more.
(b) "Low-income" refers to the bottom 25% of schools based on Weighted Census Family Income (annual income = $32,604 to $68,341); "high-income" refers to the top 25% of schools (annual income = $99,501 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Figure 3: Strategies undertaken by Ontario elementary and secondary schools to engage in anti-racism and equity work



Source: People for Education's 2021–2022 Annual Ontario School Survey

I. On-site child care in elementary schools

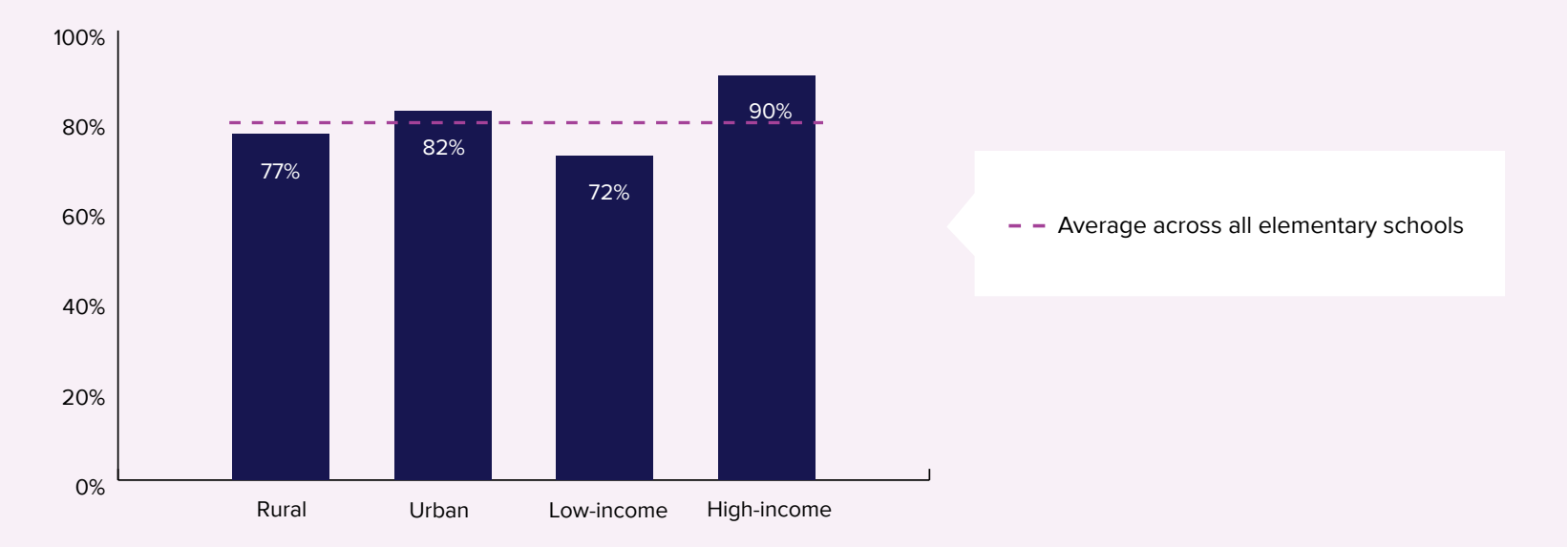
- A higher proportion of elementary schools in high-income areas reported having some form of on-site child care (90%) compared to elementary schools in low-income areas (72%).
- Approximately 1 in 4 elementary schools in low-income areas (23%) reported no on-site child care for children from pre-kindergarten to Grade 6.
- Of all elementary schools that have child care programming in their schools, less than half (42%) strongly agreed or agreed with the statement, *"Teachers and the on-site child care providers work together to build alignment between the school day and child care programming."*
- One third of elementary schools (34%) that have child care programming disagreed or strongly disagreed with the above statement.

Table 17: Proportion of Ontario elementary schools reporting on-site early learning and child care

On-site child care available in elementary schools only	Elementary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
		(elementary only)		(elementary only)	
Any on-site child care	80%	77%	82%	72%	90%
On-site child care for children under 4	33%	26%	39%	38%	37%
On-site child care for kindergarten-aged children	77%	79%	75%	62%	86%
On-site child care for grades 1–6	83%	82%	84%	74%	92%
On-site child care for pre-k, kindergarten, and grades 1–6	15%	15%	15%	23%	6%

(a) "Rural" refers to elementary schools in population centres of fewer than 100,000 people; "urban" refers to elementary schools in population centres of 100,000 people or more
(b) "Low-income" refers to the bottom 25% of elementary schools based on Weighted Census Family Income (annual income = $32,604 to $66,710); "high-income" refers to the top 25% of elementary schools (annual income = $99,722 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Figure 4: Proportion of Ontario elementary schools reporting any on-site child care by school area and income



Source: People for Education's 2021–2022 Annual Ontario School Survey

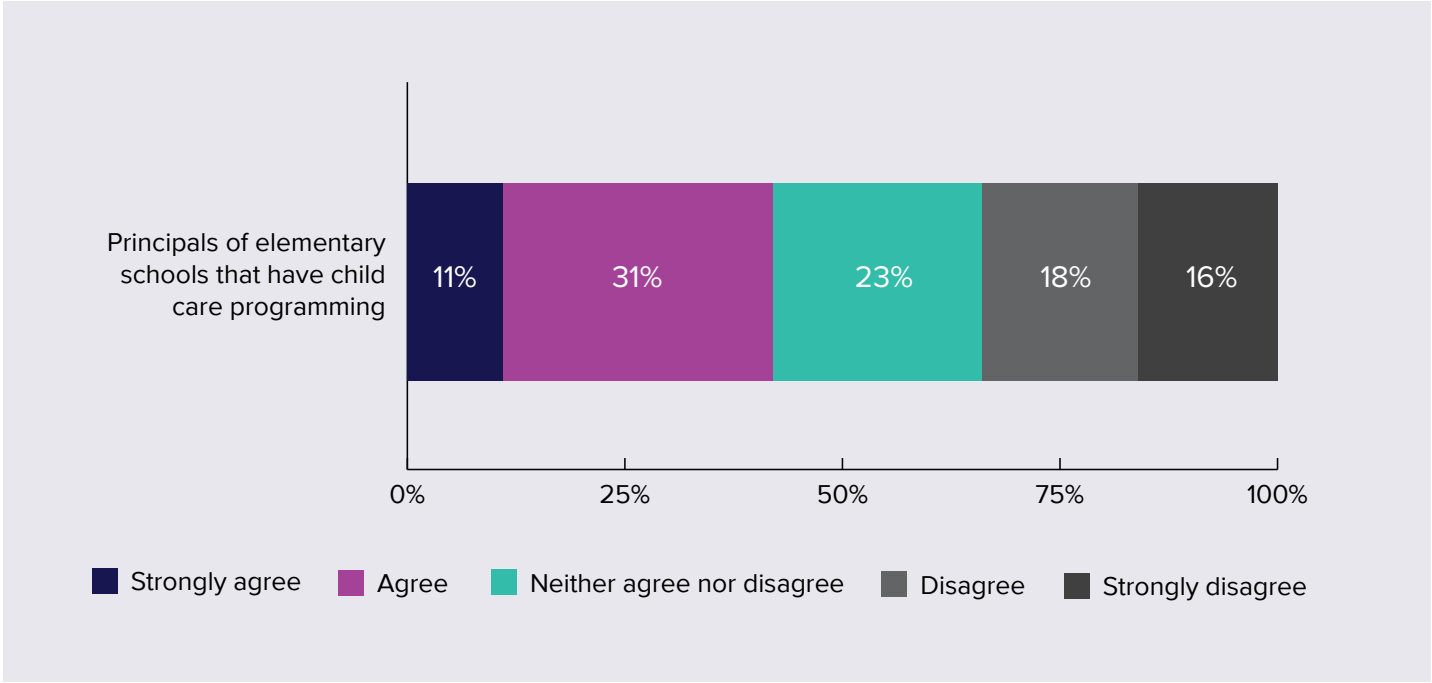
Table 18: Ontario elementary school principals' perceptions on alignment between school day and on-site child care programming

"Teachers and the on-site child care providers work together to build alignment between the school day and child care programming"	Elementary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
		(elementary only)		(elementary only)	
Strongly agree (of schools that have ELCC programs)	11%	10%	13%	10%	13%
Agree (of schools that have ELCC programs)	31%	30%	32%	35%	29%
Neither agree nor disagree (of schools that have ELCC programs)	24%	21%	25%	26%	26%
Disagree (of schools that have ELCC programs)	18%	19%	18%	14%	16%
Strongly disagree (of schools that have ELCC programs)	16%	21%	13%	14%	16%

(a) "Rural" refers to elementary schools in population centres of fewer than 100,000 people; "urban" refers to elementary schools in population centres of 100,000 people or more
(b) "Low-income" refers to the bottom 25% of elementary schools based on Weighted Census Family Income (annual income = $32,604 to $66,710); "high-income" refers to the top 25% of elementary schools (annual income = $99,722 to $219,502).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Figure 5: Ontario elementary school principals' perceptions on alignment between school day and on-site child care programming

"Teachers and the on-site child care providers work together to build alignment between the school day and child care programming"



Source: People for Education's 2021–2022 Annual Ontario School Survey

J. Implementation of de-streaming Grade 9 mathematics

For a detailed analysis of 2021–2022 AOSS data related to the implementation of de-streaming in Ontario schools, please see our report: Timing is everything: The implementation of de-streaming in Ontario's publicly funded schools.

- 18% of secondary schools reported increased learning supports (e.g. educational assistants, special education supports) for de-streamed courses.
- Secondary schools in high-income areas were more likely to report reduced class sizes for de-streamed courses (63%) compared to secondary schools in low-income areas (38%).
- Only 30% of secondary school principals strongly agreed or agreed with the statement, *"My school staff and I have received sufficient support from the Ministry and my school board to implement de-streaming."* In contrast, 42% of secondary school principals disagreed or strongly disagreed with this statement.
- Approximately one third of secondary schools (35%) reported de-streaming other courses in addition to Grade 9 mathematics.

Table 19: Supports and resources offered for de-streamed courses in Ontario's publicly funded secondary schools

De-streaming supports (secondary schools only)	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
		(secondary only)		(secondary only)	
Reducing class sizes for de-streamed courses	40%	21%	55%	38%	63%
Teacher training/professional development on de-streaming	89%	92%	87%	94%	97%
Resources for parents/guardians about de-streaming	31%	22%	37%	24%	44%
Increase in learning supports (e.g., educational assistants, special education supports)	18%	10%	26%	24%	16%
None	4%	5%	3%	0%	0%
Other	12%	6%	17%	21%	6%

(a) "Rural" refers to secondary schools in population centres of fewer than 100,000 people; "urban" refers to secondary schools in population centres of 100,000 people or more
(b) "Low-income" refers to the bottom 25% of secondary schools based on Weighted Census Family Income (annual income = $51,245 to $73,281); "high-income" refers to the top 25% of secondary schools (annual income = $97,759 to $179,299).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Table 20: Ontario secondary school principals' perception of support received from the Ministry of Education and school boards to implement de-streaming

"My school staff and I have received sufficient support from the Ministry and my school board to implement de-streaming."	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
		(secondary only)		(secondary only)	
Strongly agree	4%	3%	5%	9%	0%
Agree	26%	25%	26%	18%	38%
Neither agree nor disagree	28%	27%	30%	29%	31%
Disagree	28%	33%	25%	29%	22%
Strongly disagree	14%	13%	14%	15%	9%

(a) Rural refers to secondary schools in population centres of fewer than 100,000 people; Urban refers to secondary schools in population centres of 100,000 people or more
(b) Low-income refers to the bottom 25% of secondary schools based on Weighted Census Family Income (annual income = $51,245 to $73,281); High-income refers to the top 25% of secondary schools (annual income = $97,759 to $179,299).
Source: People for Education's 2021–2022 Annual Ontario School Survey

Table 21: Proportion of Ontario schools reporting de-streaming any courses in addition to Grade 9 mathematics

Schools de-streaming courses in addition to Grade 9 mathematics (secondary schools only)	Secondary	Rural[a]	Urban[a]	Low-income[b]	High-income[b]
		(secondary only)		(secondary only)	
Yes, de-streaming any courses in addition to Grade 9 mathematics	35%	25%	43%	49%	33%

(a) Rural refers to secondary schools in population centres of fewer than 100,000 people; Urban refers to secondary schools in population centres of 100,000 people or more
(b) Low-income refers to the bottom 25% of secondary schools based on Weighted Census Family Income (annual income = $51,245 to $73,281); High-income refers to the top 25% of secondary schools (annual income = $97,759 to $179,299).
Source: People for Education's 2021–2022 Annual Ontario School Survey

K. Principal background

- The majority of school principals self-identified as white (87%).
- 60% of principals self-identified as women, and 40% self-identified as men.

Table 22: Breakdown of survey respondents by race and gender identity

Racial identity	All schools	Elementary	Secondary
Identify as Black	5%	5%	6%
Identify as East Asian	3%	3%	1%
Identify as Indigenous	2%	2%	2%
Identify as Latino/Latina/Latinx	1%	1%	0%
Identify as Middle Eastern	2%	2%	1%
Identify as South Asian	3%	3%	1%
Identify as Southeast Asian	1%	1%	0%
Identify as White	87%	86%	90%
Identify as other racial identities	2%	1%	4%

Gender identity	All schools	Elementary	Secondary
Identify as man	40%	37%	53%
Identify as woman	60%	63%	47%
Identify as genderqueer	0%	0%	0%
Identify as trans man	0%	0%	0%
Identify as trans woman	0%	0%	0%
Identify as third gender	0%	0%	0%
Identify as gender-neutral	0%	0%	0%
Identify as two-spirit	0%	0%	0%
Identify as genderfluid	0%	0%	0%
Identify as gender non-conforming	0%	0%	0%
Identify as non-binary	0%	0%	0%
Identify as questioning	0%	0%	0%
Identify as other gender identities	0%	0%	0%

Source: People for Education's 2021–2022 Annual Ontario School Survey

Appendix A: Methodology

This report is based on data from the 965 schools that participated in the Annual Ontario School Survey 2021–22. Longitudinal data comparisons are based on the data collected from the elementary and secondary schools that participated in PFE's AOSS 2019–20 and 2020–21. Unless cited from other sources, the statistics and quoted material in this report originate from PFE's AOSS, the 25th annual survey of elementary schools, and the 22nd annual survey of secondary schools in Ontario. Surveys from 2021–22 AOSS were completed online via SurveyMonkey in both English and French between October 19, 2021, and January 17, 2022.

Survey responses were disaggregated to examine survey representation across provincial regions (see Table 23). Schools were sorted into geographical regions based on the first letter of their postal code. The GTA region includes schools with M postal codes as well as those with L postal codes located in GTA municipalities (City of Toronto n.d.). Regional representation in this year's survey corresponds relatively well with the regional distribution of Ontario's publicly funded schools.

Table 23: Survey response representation by region, all schools

Region (by postal code)	Percentage of schools in sample	Percentage of schools in province
Northern (P)	13%	11%
Central (L excl. GTA)	10%	11%
Eastern (K)	16%	18%
Southwestern (N)	20%	20%
GTA	41%	40%

In order to analyze a school's geographical circumstances, each school's postal code was used to identify the population of the town or city in which the school is located, based on 2021 Census data. Statistics Canada uses population size to classify a population centre as small, medium, or large urban. The population breakdown is as follows: small population centres have a population between 1,000 and 29,999, medium population centres have a population between 30,000 and 99,999, and large urban population centres have a population of 100,000 or more (Statistics Canada 2021). While Statistics Canada has various definitions of a rural area, for the purposes of this analysis, a rural area

has a population under 1,000. In order to conduct data analysis with an adequate sample size, schools in rural, small, and medium areas (all schools: *n* = 411; elementary schools only: *n* = 337; secondary schools only: *n* = 83) were compared against schools in large urban areas (all schools: *n* = 554; elementary schools only: *n* = 458; secondary schools only: *n* = 101), unless otherwise specified. Therefore, in this report, "rural" refers to schools that are located in population centres of fewer than 100,000 people, whereas "urban" refers to schools located in population centres of 100,000 people or more.

During analysis, data collected from the survey were matched with the Weighted Average Median Census Family Income by School, 2017–2018, which was provided to PFE through a Request for Information from the Ontario Ministry of Education's Education Statistics and Analysis Branch. The Median Census Family Income information was derived from the 2016 census for all the dissemination areas associated with a school based on its students' weighted enrolment by residential postal code. Schools were then sorted from highest to lowest income based on this measure. In this report, the top 25% of schools based on Weighted Census Family Income are considered "high-income" (all schools: *n* = 236, average income = $116,664; elementary schools only: *n* = 195, average income = $117,305; secondary schools only: *n* = 44, average income = $112,492) and the bottom 25% are considered "low-income" (all schools: *n* = 237, average income = $57,851; elementary schools only: *n* = 196, average income = $56,718; secondary schools only: *n* = 44, average income = $64,596), unless otherwise specified.

Qualitative data analysis was conducted using inductive analysis. Researchers read responses and coded emergent themes in each set of data (i.e. the responses to each of the survey's open-ended questions). The quantitative analyses in this report are based on descriptive statistics. The primary objective of the descriptive analyses is to present numerical information in a format that is accessible to a broad public readership. All data were analyzed using SPSS statistical software. All calculations have been rounded to the nearest whole number and may not total 100% in displays of disaggregated categories. All survey responses and data are kept confidential and stored in conjunction with Tri-Council recommendations for the safeguarding of data.

For questions about the methodology used in this report, please contact the research team at PFE: aoss@peopleforeducation.ca.

Appendix B: Survey respondents by board, all schools

Algoma DSB	0	Greater Essex County DSB	9	Rainy River DSB	2
Algonquin and Lakeshore CDSB	5	Halton CDSB	4	Renfrew County CDSB	5
Avon Maitland DSB	10	Halton DSB	17	Renfrew County DSB	5
Bluewater DSB	10	Hamilton-Wentworth CDSB	18	Simcoe County DSB	41
Brant Haldimand Norfolk CDSB	13	Hamilton-Wentworth DSB	15	Simcoe Muskoka CDSB	13
Bruce-Grey CDSB	7	Hastings & Prince Edward DSB	5	St. Clair CDSB	2
CDSB of Eastern Ontario	4	Huron Perth CDSB	6	Sudbury CDSB	5
CEC du Centre-Est	19	Huron-Superior CDSB	7	Superior North CDSB	5
CEP de l'Est de l'Ontario	6	Kawartha Pine Ridge DSB	20	Superior-Greenstone DSB	9
CSC Franco-Nord	5	Keewatin-Patricia DSB	1	Thames Valley DSB	44
CSC MonAvenir	11	Kenora CDSB	2	Thunder Bay CDSB	8
CSC Providence	10	Lakehead DSB	8	Toronto CDSB	34
CSDC de l'Est ontarien	8	Lambton Kent DSB	10	Toronto DSB	189
CSDC des Aurores boréales	7	Limestone DSB	21	Trillium Lakelands DSB	11
CSDC des Grandes Rivières	2	London DCSB	13	Upper Canada DSB	17
CSDC du Nouvel-Ontario	15	Near North DSB	10	Upper Grand DSB	1
CSD du Grand Nord de l'Ontario	7	Niagara CDSB	2	Waterloo CDSB	9
CSD du Nord-Est de l'Ontario	0	Nipissing-Parry Sound CDSB	6	Waterloo Region DSB	17
CS Viamonde	10	Northeastern CDSB	5	Wellington CDSB	8
DSB of Niagara	6	Northwest CDSB	2	Windsor-Essex CDSB	15
DSB Ontario North East	7	Ottawa CDSB	13	York CDSB	21
Dufferin-Peel CDSB	12	Ottawa-Carleton DSB	16	York Region DSB	44
Durham CDSB	5	Peel DSB	31	Other School Authority	4
Durham DSB	14	Peterborough Victoria Northumberland and Clarington CDSB	9		
Grand Erie DSB	7	Rainbow DSB	6		

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Appendix C: 2021/2022 Annual Ontario School Survey

People for Education is a champion of publicly funded education – instigating dialogue and research to make the connection between strong education and a fair and prosperous society.

This survey should take about 15 minutes to complete.

Please note that the questions on this survey reflect the 2021/22 school year unless otherwise noted.

Please submit the survey by **December 7, 2021**.

If you have any questions about the survey, contact aoss@peopleforeducation.ca or visit our survey FAQ here.

Individual school responses will remain confidential. Only overall results will be published.

1. SCHOOL OVERVIEW

School name: _____ *

School board: _____ *

School phone number (in the form of xxx-xxx-xxxx)*: _____

MIDENT (6-digit school identification number) (optional): _____

Principal email address: _____

Why are we asking this information?

Your email will only be used to remove you from our contact lists, so that you don't receive follow-up reminder emails once you have completed the survey.

Which option best describes your school?*

- ☐ Elementary school
- ☐ Elementary and secondary school
- ☐ Secondary school

Which type of school are you currently responsible for?*

- ☐ In-person
- ☐ Virtual
- ☐ Hybrid (Virtual & in-person)

Approximately, what proportion of your student population is enrolled in full-time virtual learning?

- Slider scale 0-100

Approximately, what proportion of your teachers are teaching hybrid learning? (i.e., simultaneously delivering instruction to in-person and virtual students)

- Slider scale 0-100

Since the beginning of the school year, how many classes in your school have had to shift to remote learning due to a confirmed positive COVID-19 case? #_____

Please describe any successes or challenges with managing virtual and/or hybrid learning:

_____

_____

2. COVID-19 LEARNING

Please select which of the following challenges you are currently facing at your school in light of COVID-19. Select all that apply:

- ☐ Space & distancing
- ☐ Staff tech knowledge
- ☐ Coordinating staffing (e.g., any school staff absences, finding coverage, moving between in-person & virtual, supervision)
- ☐ Health & safety protocols (e.g., PPE, cleaning supplies, testing, self-screening)
- ☐ Ventilation

- ☐ Scheduling courses
- ☐ Troubleshooting technology issues
- ☐ Communication with parents or staff
- ☐ Managing student enrolment
- ☐ Other (please specify):
- ☐ None

What resources or strategies might help your school better manage the challenges caused by COVID-19?

_____

_____

3. STAFFING

Where questions refer to FTE, please tell us the total number of staff positions, counted in full-time equivalents (FTEs). For example, one full-time or two half-time positions equal 1.0 FTE; if a person works 4 days a week, this equals 0.8 FTE; a half-time position equals 0.5 FTE; one day a week equals 0.2 FTE, etc.

Total teacher FTE: _____

Total vice-principal FTE: _____

Total teacher-librarian FTE: _____

Total library-technician FTE:

Total guidance counsellor FTE: _____

4. SPECIAL EDUCATION

Special education teacher Total FTE: _____

Special education assistant (EA) Total FTE: _____

Total number of students who receive any special education support: #_____

How many students are currently waiting for assessment? #_____ **for IPRC?** #_____ **for placement?** #_____

If you have students waiting for assessment, do they have IEPs?

☐ Yes ☐ No

Are they receiving special education support?

☐ Yes ☐ No

Is there a restriction on the number of students who can be assessed per year?

☐ Yes ☐ No

If yes, how many students are eligible for assessment per year? #_____

Please describe any successes or challenges with special education at your school:

_____

_____

5. MENTAL HEALTH AND WELL-BEING

For each of the following, please indicate the situation that applies to your school:

	On-call	Regularly scheduled	Not available	Option to connect virtually	
Psychologist	☐	☐	☐	Yes ☐	No ☐
Social worker	☐	☐	☐	Yes ☐	No ☐
Child and youth worker	☐	☐	☐	Yes ☐	No ☐
Mental health and addictions specialists (including mental health nurses)	☐	☐	☐	Yes ☐	No ☐
Nurse (not including mental health nurses)	☐	☐	☐	Yes ☐	No ☐
Other regularly scheduled professional or paraprofessional (please specify)	☐	☐	☐	Yes ☐	No ☐

Additional comments:

_____

Please select the mental health and well-being supports available at your school in-person or virtually:

- ☐ Teaching materials (e.g., lesson plans, books, activity guides)
- ☐ Professional development for staff (e.g., workshops, webinars, training, conferences)
- ☐ Collaborations with local mental health organizations (e.g., School Mental Health Ontario, Kids Help Phone, CAMH, etc.)
- ☐ In-school quiet space (e.g., calming room)
- ☐ Other (please specify) _____

Please answer the following questions related to the mental health and well-being resources at your school:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My school has the resources necessary to support the mental health and well-being of its **students**.	☐	☐	☐	☐	☐
My school has the resources necessary to support the mental health and well-being of its **staff**.	☐	☐	☐	☐	☐
My recent levels of stress at work feel manageable.	☐	☐	☐	☐	☐

Please describe any successes or challenges in relation to supporting student and/or staff mental health: _____

_____

_____

6. ANTI-RACISM & EQUITY

Has your board collected race-based and/or demographic student data?

☐ Yes ☐ No ☐ Not sure

If yes, how is your school using the data? _____

Has your school undertaken any of the following strategies to engage in work on anti-racism and equity?

☐ Professional development specific to anti-racism and equity

☐ Partnerships with community-based organizations dedicated to promoting anti-racism

☐ Updating and reviewing teaching resources and practices to ensure inclusive and equitable content and representations

☐ Updating and reviewing library materials to remove racist or discriminatory content and/or to increase equitable and diverse content

☐ Development and implementation of a school-wide policy on anti-racism and equity

☐ Focus on anti-racism and equity in School Improvement Plan

☐ None

☐ Other (please specify): _____

Please describe any successes or challenges with equity and anti-racism initiatives at your school:

7. INDIGENOUS EDUCATION

Please indicate the Indigenous education opportunities that are offered at your school:

☐ Staff professional development

☐ Cultural support programs

☐ Indigenous languages programs

☐ Indigenous guest speakers

☐ Indigenous studies course (secondary only)

☐ Consultation with Indigenous community organizations about educational priorities

☐ Ceremonies

☐ No Indigenous education opportunities available

☐ Other: _____

Please answer the following questions regarding Indigenous education at your school:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Teachers have the support and resources they need to teach students about Indigenous history and culture	☐	☐	☐	☐	☐

Please describe any successes or challenges with Indigenous education at your school:

_____

_____

8. STUDENT LEADERSHIP

Does your school have a student council or student leadership group?

☐ Yes ☐ No ☐ Other: _____

9 A. EARLY LEARNING AND CHILD CARE (ELCC) PROGRAMMING (ELEMENTARY ONLY)

Does your school offer child care and/or extended day programs on school grounds?

☐ Yes ☐ No

Select the age groups for which your school offers early learning/child care or extended day programs (i.e., before and after school programs).

☐ Preschool (18 months-4 years)

☐ Kindergarten

☐ Grades 1-6

☐ None of the above

Please answer the following questions regarding the role of early learning and child care programs in the publicly funded education system.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N/A – No ELCC programs on school grounds
Teachers and the on-site child care providers work together to build alignment between the school day and childcare programming.	☐	☐	☐	☐	☐	☐

Please describe any successes and challenges in relation to early learning and child care programs in your school:

_____

_____

9 B. DE-STREAMING (SECONDARY ONLY)

Has your school de-streamed any courses in addition to grade 9 mathematics?

☐ Yes ☐ No

If yes, please list the other de-streamed courses: _____

Is your school offering any of the following? Select all that apply.

- ☐ Reducing class sizes for de-streamed courses
- ☐ Teacher training/Professional development on de-streaming
- ☐ Resources for parents/guardians about de-streaming
- ☐ Increase in learning supports (e.g., educational assistants, special education supports)
- ☐ None
- ☐ Other (please specify): _____

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My school staff and I have received sufficient support from the Ministry and my school board to implement de-streaming.	☐	☐	☐	☐	☐

Please describe any successes or challenges with de-streaming courses at your school:

_____

_____

10. PRINCIPAL BACKGROUND

As part of our ongoing commitment to equity in our research, we would like to know more about principals' racial and gender identities.

"In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East/Southeast Asian," etc.

Which race category best describes you? Select all that apply."

- ☐ Black (e.g., African, Afro-Caribbean, African-Canadian descent)
- ☐ East Asian (e.g., Chinese, Korean, Japanese, Taiwanese descent)

☐ Indigenous (e.g., First Nations, Métis, Inuit descent)

☐ Latino/Latina/Latinx (e.g., Latin American, Brazilian, Mexican, Cuban, Chilean descent)

☐ Middle Eastern (e.g., Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)

☐ South Asian (e.g., South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)

☐ Southeast Asian (e.g., Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)

☐ White (e.g., English, Italian, German, European descent)

☐ Not listed above, please describe

What is your gender identity? (Select all that apply)

☐ Man

☐ Woman

☐ Genderqueer

☐ Trans man

☐ Trans woman

☐ ThirdGender

☐ Gender-Neutral

☐ Two-spirit

☐ Genderfluid

☐ Gender Non-confirming

☐ Non-Binary

☐ Questioning

☐ Gender identity(ies) not listed above, please specify:

11. ADDITIONAL COMMENTS

Is there anything more you want to add or tell us about your school? What are the major successes and/or challenges in your school?

_____

_____

I would like to be updated about the findings from this survey:

☐ Yes ☐ No

If yes, please provide your email address: _____

References

City of Toronto. n.d. “City Halls - GTA Municipalities and Municipalities Outside of the GTA.” Accessed February 28, 2022. https://www.toronto.ca/home/311-toronto-at-your-service/find-service-information/article/?kb=kA06g000001cvbdCAA.

Statistics Canada. 2021. “Dictionary, Census of Population, 2021 – Population centre (POPCTR).” Updated on February 9, 2022. https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/az/Definition-eng.cfm?ID=geo049a.

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