Catalogue no. 36-28-0001
ISSN 2563-8955

Economic and Social Reports

Through a diverse needs lens: High school students working toward a Dogwood Diploma or an Evergreen Certificate in British Columbia

by Allison Leanage and Rubab Arim

Release date: January 22, 2025

Statistics Canada Statistique Canada

Canada

How to obtain more information

For information about this product or the wide range of services and data available from Statistics Canada, visit our website, www.statcan.gc.ca.

You can also contact us by

Email at infostats@statcan.gc.ca

Telephone, from Monday to Friday, 8:30 a.m. to 4:30 p.m., at the following numbers:

- Statistical Information Service 1-800-263-1136
- National telecommunications device for the hearing impaired 1-800-363-7629
- Fax line 1-514-283-9350

Standards of service to the public

Statistics Canada is committed to serving its clients in a prompt, reliable and courteous manner. To this end, Statistics Canada has developed standards of service that its employees observe. To obtain a copy of these service standards, please contact Statistics Canada toll-free at 1-800-263-1136. The service standards are also published on www.statcan.gc.ca under "Contact us" > "Standards of service to the public."

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued co-operation and goodwill.

Published by authority of the Minister responsible for Statistics Canada

© His Majesty the King in Right of Canada, as represented by the Minister of Industry, 2025

Use of this publication is governed by the Statistics Canada Open Licence Agreement.

An HTML version is also available.

Cette publication est aussi disponible en français.

Through a diverse needs lens: High school students working toward a Dogwood Diploma or an Evergreen Certificate in British Columbia

by Allison Leanage and Rubab Arim

DOI: https://doi.org/10.25318/36280001202500100001-eng

Abstract

This case study focuses on Grade 12 students aged 15 to 19 years in 2015/2016 in British Columbia, examining disparities in high school completion between students with and without disabilities and diverse abilities (DDAs). It looks particularly at those receiving a Dogwood Diploma (a certificate of graduation) or an Evergreen Certificate (a school completion certificate and not a graduation credential). Integrated administrative data from the Education and Labour Market Longitudinal Platform were used to disaggregate the high school completion paths of students with DDAs among six DDA categories (autism spectrum disorder, behavioural disabilities or mental illness, intellectual disabilities, learning disabilities, physical disabilities, and sensory disabilities) and compare them with those of students without DDAs. Results revealed that high school graduation disparities were larger than previously reported when considering students who were working toward an Evergreen Certificate. Students with DDAs (60%) were less likely to have graduated high school than students without DDAs (88%). The greatest disparities were observed among students with intellectual disabilities, who had the lowest high school graduation rate (6%) and, in turn, the highest likelihood of having received an Evergreen Certificate (51%). When accounting for sociodemographic factors, academic achievement played a crucial role in high school graduation, especially for students with behavioural disabilities or mental illness. This study highlights the importance of academic achievement for a successful high school completion path for all students—in particular for those with behavioural disabilities or mental illness—and the inclusion of students with DDAs on the Evergreen pathway to better understand high school completion paths of students with DDAs.

Authors

Allison Leanage and Rubab Arim are with the Social Analysis and Modelling Division, Analytical Studies and Modelling Branch, at Statistics Canada.

Acknowledgments

The authors would like to thank Marc Frenette, Laura Gibson, Meghan Dale, Katherine Wall and Max Stick for their comments on an initial version.

Introduction

Since 2007, the United Nations Convention on the Rights of Persons with Disabilities, for which Canada is a signatory, has recognized that every child has a right to education, affirming that inclusive education is a fundamental right for children with disabilities (Article 24—Education). While inclusive education is emphasized across Canadian provinces and territories, its implementation varies widely because of differences in educational policies (Kohen et al., 2006). In British Columbia, students with disabilities and diverse abilities (DDAs)[1] can earn the Certificate of Graduation (Dogwood Diploma) or receive the School Completion Certificate (Evergreen Certificate) (Government of British Columbia, 2020). However, the Evergreen Certificate is not a graduation credential; it is used to recognize the completion of personal learning goals (Government of British Columbia, 2020). To date, several studies have aimed to improve understanding about the educational outcomes of students with DDAs in British Columbia and have shown that students with DDAs have lower high school graduation rates than students without DDAs (BC Stats, 2009), even after controlling for sociodemographic characteristics and academic achievement (Leanage & Arim, 2024a).

However, these studies excluded students with DDAs working toward an Evergreen Certificate, possibly because the Evergreen Certificate does not represent graduation. Also, this information was not available to researchers in the 2021 dataset in the Education and Labour Market Longitudinal Platform at Statistics Canada (see Appendix for information about the data). Thus, using a previous (2018) dataset, the main objective of this follow-up study is to extend Leanage and Arim's (2024a) work by exploring the disparities in high school completion, including the Evergreen path, between students with and without DDAs, allowing for a more complete picture of the diverse paths students with DDAs may take. This case study focuses on the 2015/2016 Grade 12 cohort[2,3] in British Columbia (N = 46,462) and distinguishes between students who obtained a Dogwood Diploma (hereinafter referred to as "graduated high school") and those who received a School Completion Certificate (hereinafter referred to as "received an Evergreen Certificate") by DDA status. This study further disaggregates and examines students with DDAs graduating high school or receiving an Evergreen Certificate among six DDA categories (autism spectrum disorder [ASD], behavioural disabilities or mental illness, intellectual disabilities, learning disabilities, physical disabilities, and sensory disabilities) (British Columbia Ministry of Education, 2016), compared with those without DDAs.

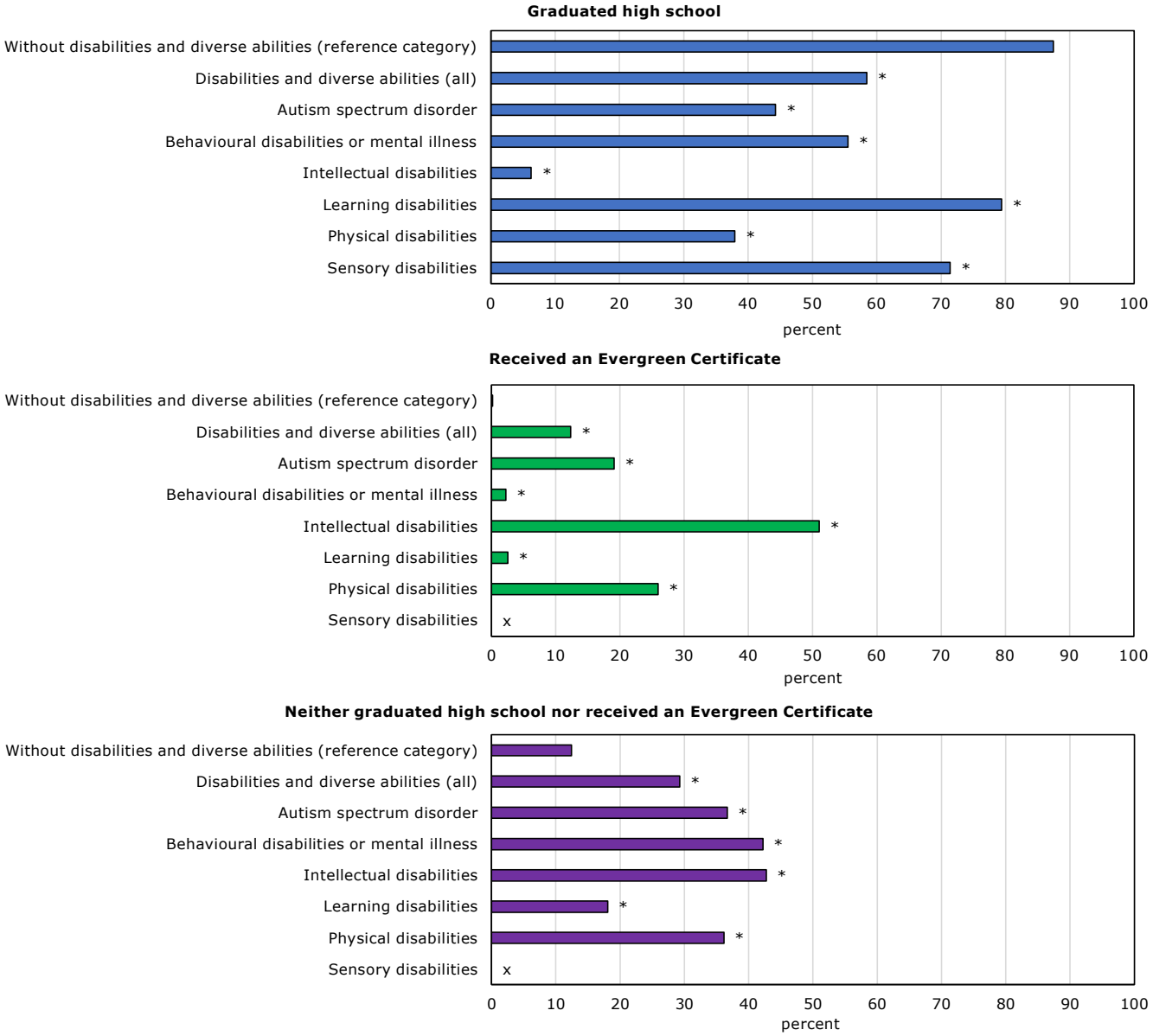
1. The term "DDA" is used instead of "special needs" to reflect previous feedback received from knowledge users and recently adopted language by the Government of British Columbia (2023).
2. The cohort included students who were in Grade 12 in 2015/2016, with a majority being in Grade 1 in the 2004/2005 school year. Following Leanage and Arim (2024a), high school completion was determined for students who were in Grade 12, but an additional two-year period was considered to include students who may have entered Grade 12 at age 17 and graduated two years later by age 19—especially for students with DDAs, who may take longer to graduate (Schifter, 2011). While students who may have left prior to Grade 12 were excluded, students who entered the school system in their later years or repeated a grade in previous years were kept in the sample. Grade repetition was not a frequent event, as less than 1% of students in this cohort repeated a grade (Leanage & Arim, 2024a).
3. Few students dropped out. There were no statistically significant drop-out differences between students with and without DDAs in this cohort (Leanage & Arim, 2024a).

Students with behavioural disabilities or mental illness, similar to students with intellectual disabilities, are at higher risk of not completing high school

Chart 1 presents the proportion of students who graduated high school or received an Evergreen Certificate by DDA status.[4] Overall, about 84% of students graduated high school, about 2% received an Evergreen Certificate, and 14% neither graduated high school nor received an Evergreen Certificate. This pattern of results was largely driven by students without DDAs, as the figures were 59%, 12% and 29%, respectively, for students with DDAs. Just under 30% of students with DDAs neither graduated high school nor received an Evergreen Certificate, compared with 12% of students without DDAs.

4. The results for receiving an Evergreen Certificate and neither graduating high school nor receiving an Evergreen Certificate were suppressed for students with sensory disabilities to meet the confidentiality requirements of the *Statistics Act*.

Chart 1
Proportion of students in British Columbia by high school completion path and disability and diverse ability status



x suppressed to meet the confidentiality requirements of the *Statistics Act*
* significantly different from reference category ($p < 0.05$)
Notes: Students who graduated with an Adult Dogwood Diploma (n=522) and students with gifted status (n=601), who all obtained a Dogwood Diploma, were excluded from the study sample.
Source: Statistics Canada, British Columbia Ministry of Education kindergarten to Grade 12 dataset, 2015/2016.

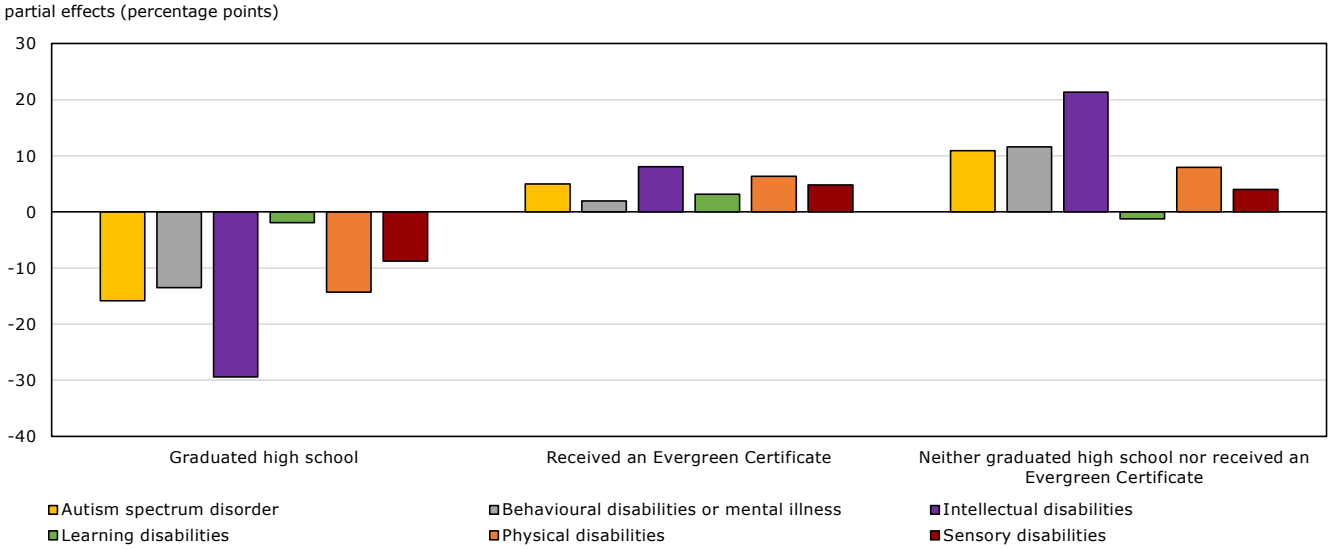
Further disaggregation of DDAs into six categories indicated variation in high school completion paths among students with DDAs. For example, while 79% of students with learning disabilities and 71% of those with sensory disabilities graduated high school, 6% of students with intellectual disabilities graduated, the lowest figure. However, just over half (51%) of students with intellectual disabilities received an Evergreen Certificate, and about 43% neither graduated high school nor received an Evergreen Certificate. By contrast, among students with behavioural disabilities or mental illness, just over 2% received an Evergreen Certificate and about 42% neither graduated high school nor received an Evergreen Certificate, a figure similar to that of students with intellectual disabilities. Although students with DDAs were less likely to have graduated high school and more likely to have received an Evergreen Certificate compared with students without DDAs, the differences varied greatly across DDA categories.

Academic achievement matters more than sociodemographic factors in understanding differences in high school completion paths

Chart 2 shows the results from the final model in a series of multinomial logit models (see Table 1).[5,6] Results are presented as marginal effects, expressed as the percentage-point difference in the likelihood of an outcome associated with a specific DDA category compared with the reference category (i.e., students without DDAs). When considering sociodemographic characteristics (Model 2), there was relatively little change in the differences observed in Model 1. For example, differences between groups ranged from 8 percentage points (9 percentage points in Model 1) for students with learning disabilities to 78 percentage points (79 percentage points in Model 1) for students with intellectual disabilities in the likelihood of having graduated high school. As expected (see Frenette, 2007), controlling for academic achievement (i.e., Grade 10 course marks in English, mathematics and science [see Appendix]) (Model 3) played a critical role. In the final model (Model 3), students across all DDA groups remained less likely to have graduated high school compared with students without DDAs. However, differences were further reduced and ranged from about 2 percentage points for students with learning disabilities to about 30 percentage points for students with intellectual disabilities. Leanage and Arim (2024a) also reported a 2-percentage-point difference in graduating high school for students with learning disabilities. However, in their study, the gap was smaller, at 21 percentage points for students with intellectual disabilities, largely because students with intellectual disabilities who received an Evergreen Certificate were excluded. In a similar vein, the gap for students with ASD was about half (8 percentage points) of the difference (16 percentage points) observed in this study. These findings highlight the importance of including students who received an Evergreen Certificate in the study sample to better understand the differences in educational paths between students with and without DDAs.

5. Model 1 examined the associations between DDA categories and high school completion paths without any covariates. Model 2 incorporated sociodemographic characteristics. Model 3 (the final model) included academic achievement in addition to sociodemographic characteristics.
6. Differences accounted for sociodemographic characteristics and academic achievement (Model 3).

Chart 2
Differences in predicted probabilities of high school completion paths between students with and without disabilities and diverse abilities



Notes: Differences accounted for sociodemographic characteristics and academic achievement (Model 3). All disability and diverse ability categories are significantly different from the reference category (i.e., without disabilities and diverse abilities) ($p < 0.05$).
Sources: Statistics Canada, British Columbia Ministry of Education kindergarten to Grade 12 dataset, 2015/2016, and T1 Family File dataset, 2012 to 2017.

Table 1
Predicting high school completion paths among students in British Columbia

	Graduated high school			Received an Evergreen Certificate			Neither graduated high school nor received an Evergreen Certificate		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
	partial effects (percentage points)								
Disability and diverse ability categories									
Without disabilities or diverse abilities (reference category)	...	...	...	...	...	...	...	...	...
Autism spectrum disorder	-0.443 *	-0.404 *	-0.159 *	0.240 *	0.223 *	0.050 *	0.203 *	0.181 *	0.109 *
Behavioural disabilities or mental illness	-0.325 *	-0.297 *	-0.135 *	0.049 *	0.045 *	0.020 *	0.276 *	0.252 *	0.116 *
Intellectual disabilities	-0.794 *	-0.776 *	-0.294 *	0.544 *	0.524 *	0.080 *	0.250 *	0.252 *	0.213 *
Learning disabilities	-0.091 *	-0.082 *	-0.019 *	0.049 *	0.047 *	0.032 *	0.041 *	0.035 *	-0.012 *
Physical disabilities	-0.502 *	-0.456 *	-0.143 *	0.308 *	0.290 *	0.063 *	0.194 *	0.167 *	0.080 *
Sensory disabilities	-0.187 *	-0.180 *	-0.088 *	0.119 *	0.112 *	0.048 *	0.068	0.068	0.040
Sex									
Female	...	0.036	0.013 *	...	-0.001	-0.001	...	-0.035 *	-0.011 *
Male (reference category)	...	...	...	...	...	...	...	...	...
Age									
Age 18 or younger	...	0.269	0.100 *	...	-0.009 *	0.002	...	-0.260 *	-0.102 *
Age 19 (reference category)	...	...	...	...	...	...	...	...	...
Parental income									
Less than $30,000	...	-0.127 *	-0.059 *	...	0.004	0.000	...	0.123 *	0.059 *
$30,000 to $39,999	...	-0.094 *	-0.046 *	...	0.002	0.000	...	0.092 *	0.047 *
$40,000 to $49,999	...	-0.050 *	-0.016 *	...	0.001	-0.001	...	0.049 *	0.016 *
$50,000 to $59,999	...	-0.037 *	-0.017 *	...	0.001	-0.001	...	0.037 *	0.017 *
$60,000 to $69,999	...	-0.029 *	-0.015 *	...	-0.001	-0.001	...	0.030 *	0.016 *
$70,000 to $79,999	...	-0.018 *	-0.011	...	0.002	0.002	...	0.016	0.009
$80,000 or more (reference category)	...	...	...	...	...	...	...	...	...
Missing income	...	-0.145 *	-0.010 *	...	0.000	-0.005 *	...	0.145 *	0.015 *
Neighbourhood income									
Less than $30,000	...	-0.062 *	-0.019	...	0.022	0.010	...	0.040	0.009
$30,000 to $39,999	...	-0.116 *	-0.002	...	0.012	0.004	...	0.105 *	0.002
$40,000 to $49,999	...	-0.083 *	-0.035 *	...	0.009 *	0.004	...	0.074 *	0.031 *
$50,000 to $59,999	...	-0.061 *	-0.031 *	...	0.006 *	0.004	...	0.055 *	0.027 *
$60,000 to $69,999	...	-0.062 *	-0.033 *	...	0.003	0.000	...	0.059 *	0.033 *
$70,000 to $79,999	...	-0.041 *	-0.024 *	...	0.000	0.000	...	0.040	0.024 *
$80,000 or more (reference category)	...	...	...	...	...	...	...	...	...
Missing income	...	-0.833	-0.654	...	0.975	0.793	...	-0.142	-0.139

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

* significantly different from reference category ($p < 0.05$)

Note: Students who graduated with an Adult Dogwood Diploma (n=522) and students with gifted status (n=601), who all obtained a Dogwood Diploma, were excluded from the study sample.

Sources: Statistics Canada, British Columbia Ministry of Education kindergarten to Grade 12 dataset, 2015/2016, and T1 Family File dataset, 2012 to 2017.

Table 1
Predicting high school completion paths among students in British Columbia (continued)

	Graduated high school			Received an Evergreen Certificate			Neither graduated high school nor received an Evergreen Certificate		
	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
	partial effects (percentage points)								
Economic region									
Lower Mainland–Southwest (reference category)	...	...	...	...	...	...	...	...	...
Vancouver Island and Coast	...	-0.042 *	-0.036 *	...	0.001	0.002	...	0.041	0.035 *
Thompson–Okanagan	...	0.031 *	0.032 *	...	0.004 *	0.006 *	...	-0.035 *	-0.038 *
Kootenay	...	-0.016	-0.001	...	-0.004	-0.004	...	0.020 *	0.005
Cariboo	...	-0.057 *	-0.020 *	...	0.006	0.004	...	0.051 *	0.016
North Coast	...	-0.135 *	-0.072 *	...	0.011 *	0.007 *	...	0.124 *	0.065 *
Nechako	...	-0.044	-0.020	...	0.006	0.007	...	0.038 *	0.013
Northeast	...	-0.211 *	-0.111 *	...	-0.010 *	-0.011 *	...	0.221 *	0.122 *
Missing region	x	-0.007	0.027	x	-0.020	-0.020	x	0.027	-0.008
Academic achievement									
English—Grade 10									
English grade A	...	...	0.272 *	...	...	-0.018 *	...	...	-0.254 *
English grade B	...	...	0.379 *	...	...	-0.019 *	...	...	-0.361 *
English grade C	...	...	0.333 *	...	...	-0.021 *	...	...	-0.312 *
English grade F (reference category)	...	...	...	...	...	...	...	...	...
Missing English grade	...	...	0.112 *	...	...	0.001	...	...	-0.113 *
Science—Grade 10									
Science grade A	...	...	0.121 *	...	...	0.000	...	...	-0.121 *
Science grade B	...	...	0.118 *	...	...	-0.009 *	...	...	-0.109 *
Science grade C	...	...	0.094	...	...	-0.008	...	...	-0.086 *
Science grade F (reference category)	...	...	...	...	...	...	...	...	...
Missing science grade	...	...	0.033 *	...	...	0.004	...	...	-0.037 *
Math—Grade 10									
Math grade A	...	...	0.095 *	...	...	-0.006	...	...	-0.088 *
Math grade B	...	...	0.080 *	...	...	-0.007	...	...	-0.074 *
Math grade C	...	...	0.072 *	...	...	-0.005	...	...	-0.067 *
Math grade F (reference category)	...	...	...	...	...	...	...	...	...
Missing math grade	...	...	0.029 *	...	...	0.001	...	...	-0.030 *

... not applicable

x suppressed to meet the confidentiality requirements of the *Statistics Act*

* significantly different from reference category ($p < 0.05$)

Note: Students who graduated with an Adult Dogwood Diploma (n=522) and students with gifted status (n=601), who all obtained a Dogwood Diploma, were excluded from the study sample.

Sources: Statistics Canada, British Columbia Ministry of Education kindergarten to Grade 12 dataset, 2015/2016, and T1 Family File dataset, 2012 to 2017.

Students with DDAs were more likely to have received an Evergreen Certificate (Model 1) compared with students without DDAs, with the largest difference observed for students with intellectual disabilities (54 percentage points), followed by those with physical disabilities (31 percentage points) and those with ASD (24 percentage points). After considering sociodemographic characteristics, these differences largely remained the same. When academic achievement was considered (Model 3), the differences became much smaller, ranging from 2 percentage points for students with behavioural disabilities or mental illness to 8 percentage points for students with intellectual disabilities. These results revealed that academic achievement matters in understanding differences in high school completion paths.

A similar pattern of results was observed among students who neither graduated high school nor received an Evergreen Certificate. Notably, the gap narrowed for students with behavioural disabilities or mental illness from 25 percentage points (Model 2) to 12 percentage points (Model 3). A similar reduction was observed for students with physical disabilities and those with ASD but not for those with intellectual disabilities. Altogether, these findings suggest that students with DDAs vary in their high school completion paths, and academic achievement may play a significant role in their paths.

Conclusion

A major strength of this study is the inclusion of students with DDAs who received an Evergreen Certificate to better understand their high school completion paths compared with students without DDAs. Disparities in graduating high school were larger than previously reported (Leanage & Arim, 2024a) when considering students who were on the Evergreen pathway. A cautionary remark should be made here when the focus is on high school graduation rates specifically: it is recommended to exclude students working toward an Evergreen Certificate because it is not a graduation credential. Yet, it is essential to consider this high school completion path separately for students with DDAs given its variation among them. Moreover, academic achievement mattered more than sociodemographic factors in understanding differences in high school completion paths—especially for students with behavioural disabilities or mental illness, whose risk of not completing high school was similar to that of students with intellectual disabilities. Notably, the risk of not completing high school was reduced at a larger rate when academic achievement was considered for students with behavioural disabilities or mental illness but not for those with intellectual disabilities. These results highlight the importance of academic achievement to successful high school completion for all students, particularly for those with behavioural disabilities or mental illness. Future research may focus on specific accommodation needs of students with DDAs to shed light on challenges and opportunities to support their academic achievement.

Appendix: Data

Using British Columbia Ministry of Education administrative data—the British Columbia kindergarten to Grade 12 (BC K–12) dataset—in the Education and Labour Market Longitudinal Platform, this case study focuses on Grade 12 students aged 15 to 19 years in 2015/2016. This follow-up study examines the likelihood of graduating high school (i.e., obtaining a Dogwood Diploma), receiving an Evergreen Certificate, or neither graduating high school nor receiving an Evergreen Certificate between students with and without disabilities and diverse abilities (DDAs).

The 2018 BC K–12 dataset contains information on student enrolment in public and independent schools in British Columbia from 1991 onward, including students' individual characteristics (e.g., sex, age and DDA status) and their progression throughout the British Columbia education system (e.g., Dogwood Diploma). The structure of the database includes students with one or multiple school records per year, as students may have taken distance classes in another school or changed schools. This study accounted for students with multiple records and used the term "authority school" to refer to the school that was most likely to be associated with the most complete record for the student for that year. The "standard" facility type was selected as the type of school and method of delivery.

The BC K–12 administrative data include 16 categories for the DDA variable (also known as the special needs variable). However, because of small sample sizes, the 16 categories were consolidated. Following the guidelines of the British Columbia Ministry of Education (2016) and previous research (Barnett & Gibson, 2021; Leanage & Arim, 2024b), based on the low sample size of these categories, the DDA variable was collapsed into the following six categories: autism spectrum disorder, behavioural disabilities or mental illness, intellectual disabilities, learning disabilities, physical disabilities, and sensory disabilities (see Leanage and Arim [2024a] for more details). High school students in these categories were then compared with those without DDAs. As this case study examines students with various DDAs, it is important to acknowledge that students may have multiple DDAs simultaneously. In the BC K–12 dataset, students are assigned to a maximum of one category, and they may be assigned to a different category from one school year to the next. This study excluded students with gifted status as they all graduated high school. Also, given that the focus was students in the British Columbia school system from kindergarten to Grade 12, those who obtained an Adult Dogwood Diploma were also excluded, because these students combine credits earned at secondary and postsecondary schools.

Academic achievement was measured using Grade 10 course marks in English, mathematics and science. As students may complete multiple courses in these subjects, this study followed the methodology of Leanage and Arim (2024a; 2024b). The average grades were calculated for all courses taken in the same subject (e.g., all Grade 10 mathematics courses) then were converted into letter grades (i.e., "A," "B" and "C," including plus or minus grades such as "A+" and "C-," and "F") according to the British Columbia grading system (Government of British Columbia, n.d.). The economic region variable was constructed using the Postal Code Conversion File (Statistics Canada, 2021) to match the postal codes from the BC K–12 data to identify students' economic region. Additionally, the BC K–12 administrative data were integrated with the T1 Family File to account for the parental income variable when a student was in Grade 10.

References

Barnett, A., & Gibson, L. (2021). Enrolment of British Columbia high school graduates with special education needs in postsecondary education and apprenticeship programs: A case study of the class of 2009/2010. (Education, learning and training: Research Paper Series). Statistics Canada. https://www150.statcan.gc.ca/n1/pub/81-595-m/81-595-m2021001-eng.htm

BC Stats. (2009). *Labour market outcomes of persons with disabilities in British Columbia*. https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/community/labour_market_outcomes_persons_with_disabilities_bc.pdf

British Columbia Ministry of Education. (2016). *Special Education Services: A manual of policies, procedures and guidelines*. https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-Grade-12/inclusive/ special_ed_policy_manual.pdf

Frenette, M. (2007). *Why are youth from lower-income families less likely to attend university? Evidence from academic abilities, parental influences, and financial constraints*. *(*Analytical Studies Branch Research Paper Series, No. 295). Statistics Canada. https://publications.gc.ca/collections/Collection/Statcan/11F0019MIE/11F0019MIE2007295.pdf

Government of British Columbia. (n.d.). *Reporting on K-12 glossary of terms*. https://studentsuccess.gov.bc.ca/glossary#L

Government of British Columbia. (2020). *School Completion Certificate Program*. https://www2.gov.bc.ca/gov/content/education-training/k-12/support/school-completion-certificate-program

Government of British Columbia. (2023). *Inclusive education resources*. https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/inclusive-education

Kohen, D., Uppal, S., Khan, S., & Visentin, L. (2006). *Access and barriers to educational services for Canadian children with disabilities*. Canadian Council on Learning. http://en.copian.ca/library/research/ccl/access_barriers/access_barriers.pdf

Leanage, A., & Arim, R. (2024a). *Graduation of high school students in British Columbia from 2010/2011 to 2018/2019: A focus on special needs status* (Analytical Studies Branch Research Paper Series, No. 476). Statistics Canada. https://www150.statcan.gc.ca/n1/pub/11f0019m/11f0019m2024003-eng.htm

Leanage, A., & Arim, R. (2024b). *Enrolment and persistence in postsecondary education among high school graduates in British Columbia: A focus on special needs status* (Analytical Studies Branch Research Paper Series, No. 477). Statistics Canada. https://www150.statcan.gc.ca/n1/pub/11f0019m/11f0019m2024004-eng.htm

Schifter, L. (2011). High school graduation of students with disabilities: How long does it take? *Exceptional Children*, *77*(4), 409–422. https://doi.org/10.1177/001440291107700402

Statistics Canada. (2021). *Postal Code Conversion File (PCCF) Reference Guide*. https://www150.statcan.gc.ca/n1/en/catalogue/92-154-G