



TLDSB
EQUITY AND INCLUSION

Student Census Report

July 2022

INTRODUCTION

In 2022, Trillium Lakelands District School Board (TLDSB) conducted its first Student Census to gather demographic information about the unique and diverse composition of its students.

The Ministry of Education requires that all Ontario school boards collect and analyze Student Census data by 2023. School boards are expected to use the *Anti-Racism Act's* Data Standards (ARDS) for the Identification and Monitoring of Systemic Racism, which provides rules and guidance for the collection, analysis, and use of data. This report provides an initial summary of the data. Student Census data will be merged with academic achievement and well-being data to conduct analyses to identify areas of inequity.

TLDSB will use the results of the census to:

- Be aware of and support the diversity of students and families
- Inform planning of initiatives that foster belonging
- Enhance access to services and eliminate barriers for students and families
- Identify and reduce disparities and disproportionalities experienced by some students, and
- Allocate resources and enhance programs and service delivery.

The Student Census survey was created by TLDSB to reflect the ARDS. The survey was adapted from a Student Census template that was developed collaboratively by school board research teams and the Ministry of Education.

For students in kindergarten to Grade 8, the census was to be completed by parents/guardians via the secure link that was shared through email on February 22.

For students in Grades 9 through 12, the census was to be completed by students via the secure link that was shared through email on February 28.

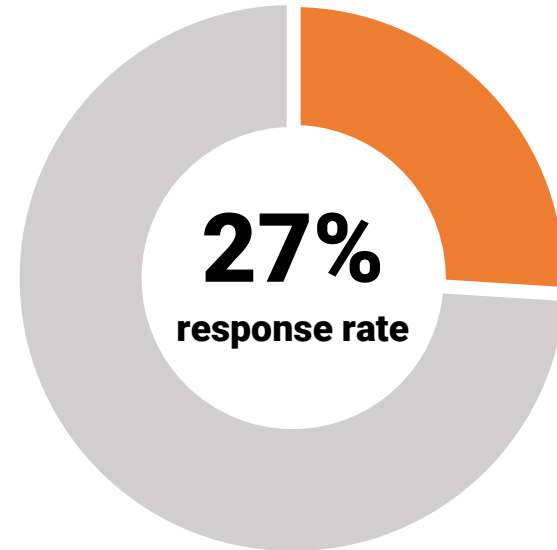
While survey responses are confidential, it is not anonymous. Individual responses are not shared with educators and are protected under freedom of information and protection of privacy legislation.

RESPONSE RATE

The data shared in this report summarizes the combined results from both the parent/guardian survey and the student survey and includes data on TLDSB students from kindergarten to Grade 12.

It includes data on over 17,000 TLDSB students and shows the responses to each survey question. For some questions, parents/guardians and students could select more than one response. In these cases, the sum of the percentages may total more than 100%.

Participants could choose not to answer any question and could discontinue the census at any point. As a result, the number of responses to each question differs and is noted on each table.



1,821 of parents/guardians participated in the census

16% of the 11,585 K–8 students

2,859 of students participated in the census

48% of the 5,909 Grade 9–12 students

In total, demographic information was collected on **4,680** of the **17,494** parents/guardians and students, representing a **27%** response rate

STATUS IN CANADA

Nearly 3% (143) of TLDSB students were born outside of Canada.

The largest proportion of these students (46%) are Canadian citizens.

Smaller proportions of those born outside Canada were landed immigrants/permanent residents (8%) or international students (6%). Only 2% (3 students) identified as refugee claimants.

Were you born in Canada?	#	%
Yes	4,199	97%
No	143	3%
TOTAL RESPONSES	4,342	100%

If no, are you currently...	#	%
A Canadian citizen	65	46%
An international student (enrolled through a study permit)	9	6%
A landed immigrant/ permanent resident	12	8%
A refugee claimant	3	2%
Not sure	2	1%
I do not understand this question	3	2%
I prefer not to answer	49	34%
TOTAL RESPONSES	143	100%

CANADIAN IDENTITY

The vast majority of students (97%) considered themselves to be Canadian.

Do you consider yourself to be Canadian?	#	%
Yes	4,212	97%
No	43	1%
Not sure	78	2%
TOTAL RESPONSES	4,333	100%

ETHNIC ORIGIN

TLDSB students have highly diverse ethnic and cultural origins.

Over 60 ethnicities other than Canadian were reported among students. While 97% identified as Canadian in the previous question, a number identified with various ethnicities other than Canadian.

The top five ethnic or cultural origins are:

- Canadian (60%)
- English (25%)
- Irish (18%)
- Scottish (17%)
- German (9%)

15 ethnicities were identified by at least 1% of students, and 19% identified 45 other ethnic origins, each of which was identified by fewer than 1% of all students.

What is your ethnic or cultural origin(s)?	#	%
Canadian	2,607	60%
English	1,102	25%
Irish	787	18%
Scottish	743	17%
German	388	9%
French	293	7%
Dutch	219	5%
Italian	168	4%
First Nations	117	3%
Polish	105	2%
Ukrainian	94	2%
American	90	2%
Newfoundlander	87	2%
Russian	58	1%
Métis	57	1%
East Indian	55	1%
Other	891	19%
Not sure	217	5%
I prefer not to answer	79	2%
TOTAL RESPONSES	4,333	100%

*Percentages total more than 100% owing to multiple responses.

LANGUAGES FIRST SPOKEN

Parents/guardians and students were asked about the language(s) the student first learned to speak as a child.

The vast majority (98%) indicated that English was the first language they learned to speak as a child, with 5% indicating that French was their first language.

420 students, or 10% of students, identified 42 different languages that they learned to speak as a child, other than or in addition to English and French.

420 students or **10%** identified
42 different languages
 that they learned to speak as a child other
 than or in addition to English and French

What is the language(s) you learned to speak as a child?	#	%
English	4,243	98%
French	201	5%
American Sign Language	67	2%
Urdu	39	0.8%
Spanish	31	0.7%
German	28	0.6%
Arabic	27	0.6%
Gujarati	23	0.5%
Russian	21	0.5%
Armenian	20	0.4%
Mandarin	14	0.3%
Korea	12	0.3%
Persian (Farsi)	8	0.2%
Other	130	3%
Not sure	31	0.4%
I prefer not to answer	35	0.9%
TOTAL RESPONSES	4,333	100%

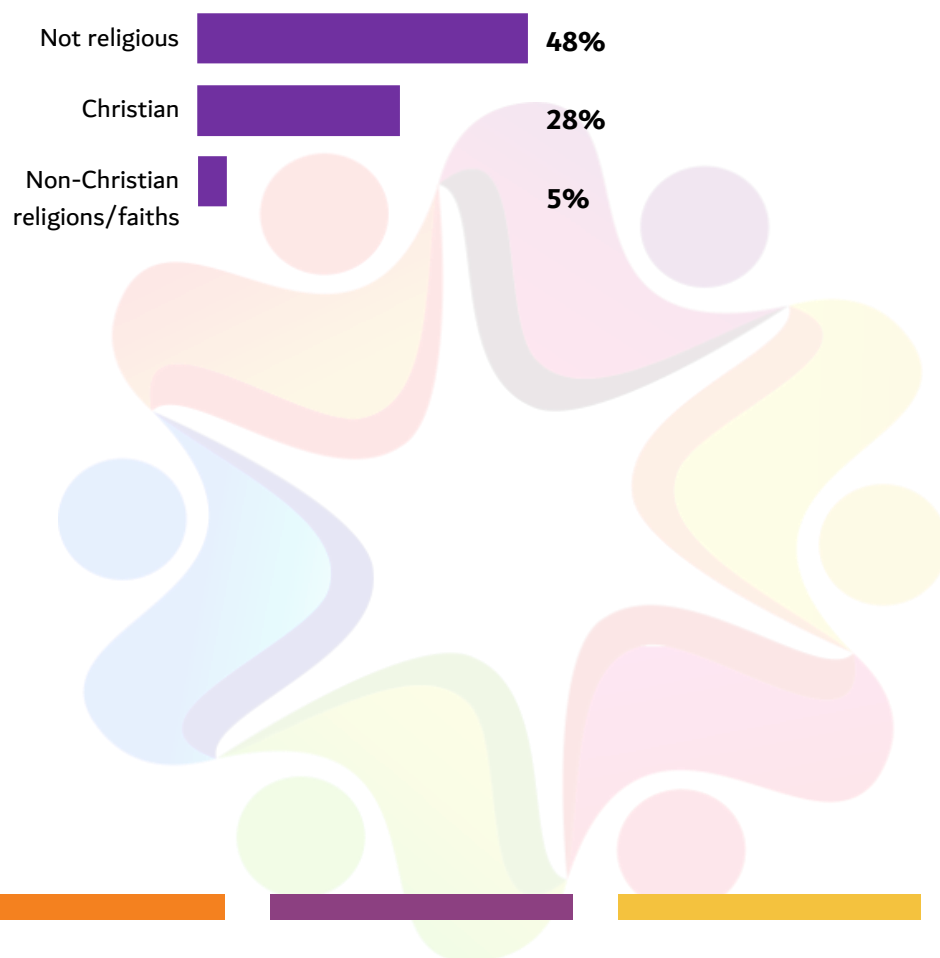
*Percentages total more than 100% owing to multiple responses.

RELIGION/FAITH

The most frequent response to this question is that students were not religious. 48% (2,048) of all students identified as having no religion or faith or as being agnostic, atheist, or spiritual but not religious.

The next largest group (1,177 or 28%) identified as Christian.

5% (230) of all students identified as non-Christian, including Muslim (2%), Indigenous spirituality (0.8%), and Hindu (0.7%).



Indicate any religion, creed, spiritual affiliation, or belief with which you identify	#	%
Not religious	2,048	48%
Agnostic	169	4%
Atheist	435	10%
Spiritual but not religious	284	7%
No religious or spiritual affiliation	1,160	27%
Christian	1,177	28%
Non-Christian religions/faiths	230	5%
Buddhist	23	0.5%
Hindu	29	0.7%
Indigenous spirituality	34	0.8%
Jewish	21	0.5%
Muslim	98	2.3%
Sikh	3	0.1%
Other	22	0.5%
Not sure	475	11%
I do not understand this question	41	1%
I prefer not to answer	307	7%
TOTAL RESPONSES	4,270	100%

*Percentages total more than 100% owing to multiple responses.

INDIGENOUS IDENTITY & RACIAL IDENTITY

5% (217) of all students have an Indigenous identity. Of these students, 95 identified as First Nations, 54 as Métis, and 2 as Inuit.

Do you identify as First Nations, Métis, and/or Inuit?	#	%
No	4097	95%
Yes	217	5%
First Nations	95	2.1%
Métis	54	1.2%
Inuit	2	0.9%
TOTAL RESPONSES	4,314	100%

Those who identified as Indigenous were asked to provide more information, such as their Nation or community, if they wished.

The majority did not wish to provide more details (66%). Those who did share most frequently identified as Mohawk (8% of all Indigenous students), Algonquin (4%), Mi'kmaq (3%), and Anishinaabe (3%). Smaller proportions identified as Blackfoot, Cree, Iroquois, and Ojibwe.

Parents/guardians and students were asked to identify their racial identity.

3% identified their race as North American Indigenous, a smaller proportion than identified as First Nations, Métis, or Inuit in the previous question.

87% identified as White. 9% also identified with a racialized identity—2.5% as South Asian, 2.4% Black, 2.4% East Asian, and 1.3% as Latino/Latina/Latinx. About 3% of students identified multiple racial groups.

Which racial group(s) best describes you?	#	%
North American Indigenous	137	3%
Racialized People	381	9%
Black	102	2.4%
East Asian	103	2.4%
Latino/Latina/Latinx	56	1.3%
Middle Eastern	42	1%
South Asian	107	2.5%
Southeast Asian	39	0.9%
White	3,745	87%
Not sure/Unknown	6	0.2%
I prefer not to answer	20	0.4%
TOTAL RESPONSES	4,289	100%
*Percentages total more than 100% owing to multiple responses.		

GENDER IDENTITY & SEXUAL ORIENTATION

Students in Grades 9 to 12 were asked about their gender identity and sexual orientation. This question was not included on the surveys for students in kindergarten to Grade 6 and Grades 7 to 8.

Over half (53%) identified as boy/man and 40% as girl/woman.

2% identified as gender diverse—that is, gender-fluid, gender nonconforming, non-binary, questioning, and/or Two-Spirit.

What is your gender identity?	#	%
Boy/man	1,969	53%
Gender-fluid	43	1%
Gender nonconforming	19	0.5%
Girl/woman	1,484	40%
Non-binary	54	2%
Questioning	33	1%
Two-Spirit	4	0.1%
Not sure	19	0.5%
I do not understand this question	16	0.4%
I prefer not to answer	49	1%
TOTAL RESPONSES	3,690	100%

*Percentages total more than 100% owing to multiple responses.

70 students or **2%** identified as gender diverse

Students were asked to specify their sexual orientation. The majority, 71%, identified as straight.

An additional 579 students, or 19%, identified as asexual, bisexual, gay, lesbian, pansexual, queer, Two-Spirit, and/or questioning.

What is your sexual orientation?	#	%
Asexual	54	2%
Bisexual	239	8%
Gay	29	1%
Lesbian	47	2%
Pansexual	102	3%
Queer	45	2%
Straight	2,128	71%
Two-Spirit	2	0.1%
Questioning	61	2%
Not sure	89	3%
I do not understand this question	26	1%
I prefer not to answer	159	5%
TOTAL RESPONSES	2,981	100%

*Percentages total more than 100% owing to multiple responses.

579 students or **19%**
 identified as at least one
 2SLGBTQ+ sexual orientation

DISABILITY

Parents/guardians and students were asked whether the student has a disability and if so, to specify the type of disability.

11% (488) of TLDSB students have a disability.

Of these students, the largest proportion identified as living with ADHD (46%), mental health disabilities (38%), learning disabilities (32%), and autism spectrum disorder (20%).

Smaller proportions report various other visible and invisible disabilities.

Almost all (95%) of the students who identified as having a disability reported having more than one disability.

Do you consider yourself to be a person with a disability(ies)?	#	%
Yes	488	11%
No	3,455	80%
Not sure	270	6%
I do not understand this question	21	0.5%
I prefer not to answer	94	2%
TOTAL RESPONSES	4,328	100%

If yes, select all that apply.	#	%
Addiction(s)	29	6%
Attention-deficit/hyperactivity disorder (ADHD)	226	46%
Autism spectrum disorder	97	20%
Blind or low vision	16	3%
Chronic health condition	59	12%
Deaf or hard of hearing	19	4%
Development disability(ies)	40	8%
Fetal alcohol spectrum disorder (FASD)	4	0.8%
Learning disability(ies)	158	32%
Mental health disability(ies)	188	38%
Mobility	13	3%
Pain	35	7%
Other physical disability(ies)	35	7%
Speech impairment	39	8%
I prefer not to answer	22	5%
TOTAL RESPONSES	488	100%

* Percentages total more than 100% owing to multiple responses.

HOUSEHOLD COMPOSITION

Questions were also asked about each student’s household composition.

The majority (68%) live with two adults that take care of them. In addition, 9% reported living with one adult who takes care of them, and 8% live with three or more adults who take care of them.

The survey also asked about the identities of these adults. 87% reported that one of the student’s caretakers is their mother, and 71% identified one caretaker as their father. Another 11% identified that one of their caretakers is a stepmother or stepfather.

12% reported that a grandparent, relative, guardian, foster parent, or friend was one of the adults who took care of the student.

How many adults that I live with take care of me?	#	%
One	432	9%
Two	3,109	68%
Three	205	5%
Four	141	3%
I prefer not to answer	94	2%
TOTAL RESPONSES	3,982	100%

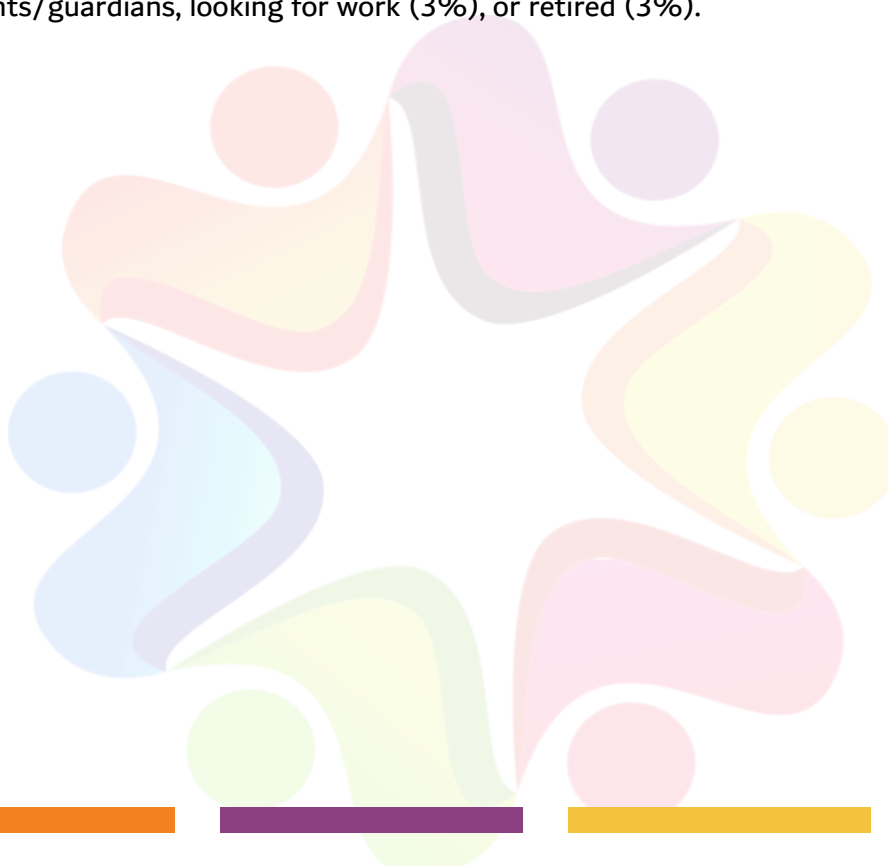
Please check your relationship with this person.	#	%
Mother	3,997	87%
Father	3,276	71%
Stepmother	163	4%
Stepfather	336	7%
Grandparent	338	7%
Relative	89	2%
Guardian	70	2%
Foster parent	11	0.2%
Friend	33	0.7%
Unknown	7	0.2%
TOTAL RESPONSES	8,322	100%

LEVEL OF EDUCATION & EMPLOYMENT STATUS

Questions were also asked about the employment status and level of education of the adults in the household who take care of the student.

The largest proportion of these adults indicated college (33%) or university (28%) as their highest level of education. An additional 25% attended elementary school or high school as their highest level of education.

Most adult caregivers work full time (56%), part-time (10%), or are self-employed (15%). In addition, 9% were stay-at-home parents/guardians, looking for work (3%), or retired (3%).



What is the highest level of education of this person?	#	%
Did not complete any formal education	35	0.4%
Elementary school	501	6%
High school	1586	19%
Apprenticeship	333	4%
College	2773	33%
University	2352	28%
Not sure	787	9%
TOTAL RESPONSES	8,367	100%

What is this person's employment status?	#	%
Works full time	5159	56%
Works part-time	942	10%
Self-employed	1369	15%
Looking for work	313	3%
Stay-at-home parent/guardian	840	9%
Retired	290	3%
Not sure	274	3%
TOTAL RESPONSES	9,187	100%