



Every Student

Student Census Report

2026

Introduction

The Anti-Racism Act (2017) requires all Ontario school boards to collect and analyze identity-based data. 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.

In 2026, Trillium Lakelands District School Board (TLDSB) conducted its third Student Census to gather demographic information about the unique and diverse composition of its students.

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

For students in Junior Kindergarten to Grade 6, the census was to be completed by parents/guardians via a secure link that was shared through email on March 3, 2026. For students in Grades 7 through 12, the census was to be completed by students via the secure link that was also shared through email on March 3, 2026. Parents/guardians and students had until March 10, 2026, to complete the survey.

While survey responses are confidential, the surveys are not anonymous. Student identification numbers were connected to the responses for each student to allow the data to be merged with academic achievement data for further analysis.

Individual responses are not shared with educators or school administrators and are protected under freedom of information and protection of privacy legislation.

This report provides an initial summary of the data collected, which will be merged with data regarding academic achievement to conduct analyses in order to identify areas of inequity and issues TLDSB should focus on.

TLDSB will use the results of the census to:

- Improve programming, learning opportunities, and outcomes for the benefit of all students.
- Ensure schools are aware of, understand, and support the diversity of our students and families.
- Eliminate barriers to learning by developing targeted support and improving access to resources.
- Identify challenges faced by some students and families and work to reduce those challenges.
- Implement strategies and opportunities to increase student engagement and achievement.
- Create more positive and inclusive learning environments for all students.

Response rate

This report summarizes the combined results from the Student Census completed by parents/guardians of Junior Kindergarten (JK) to Grade 6 students, and the Student Census completed by students in Grades 7 to 12.

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 percent.

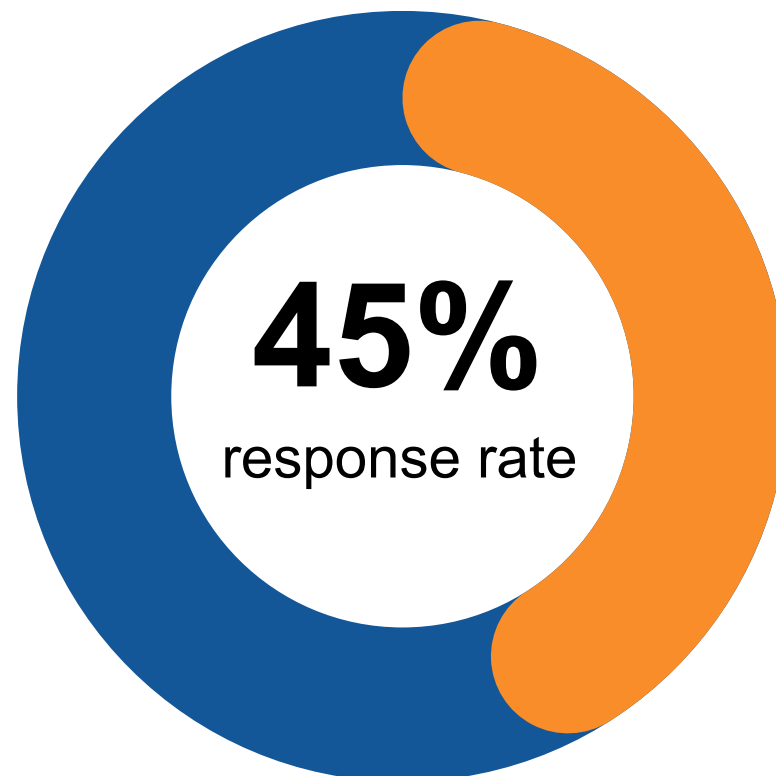
Participants could choose not to answer any questions and could discontinue the census at any point. As a result, the number of responses to each question differs and is noted on each table.

JK to Grade 6:

1,888 parents/guardians participated in the census, representing **20%** of the 9,627 JK to Grade 6 students.

Grade 7 to 12:

6,317 students participated in the census, representing **75%** of the 8,419 Grade 7 to 12 students.



In total, demographic information was collected for 8,205 students, representing a 45% response rate.

Status in Canada

Parents/guardians and students were asked about whether students were born in Canada, as well as their status in the country.

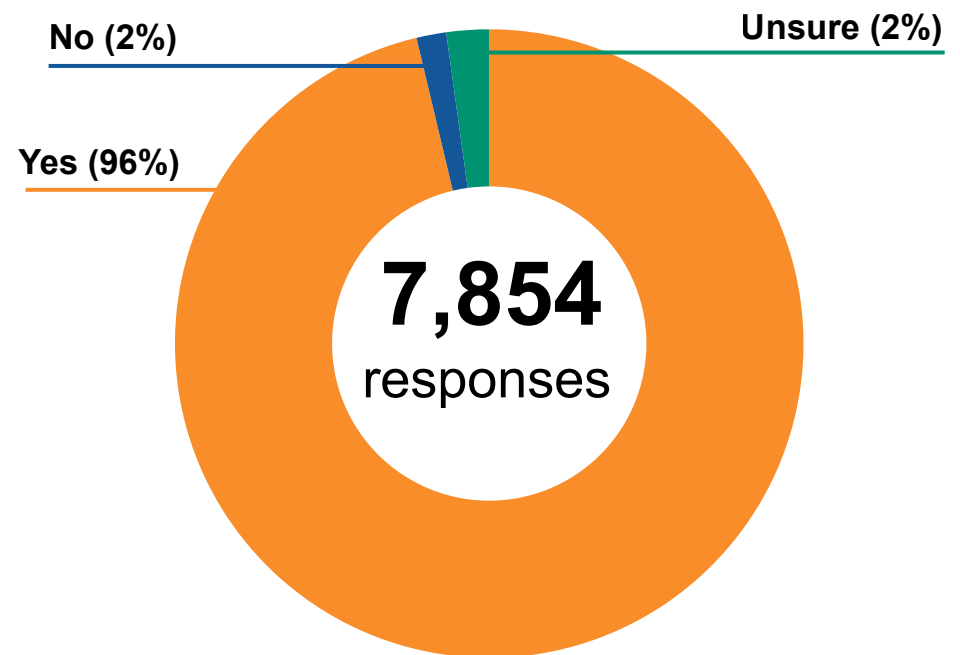
Were you born in Canada?		
Yes	7,670	96%
No	282	4%
Total responses	7,952	100%

If no, are you currently...		
A Canadian citizen	128	50%
An international student	53	21%
A landed immigrant/permanent resident	45	18%
A refugee claimant	6	2%
Not sure	23	9%
Total responses	255	100%

Canadian identity

The vast majority of students (96 percent) considered themselves to be Canadian.

Do you consider yourself a Canadian?



7,562 of students, or **96%** consider themselves Canadian. **282** students, or **4%** report being born outside of Canada.

Ethnic/cultural origin

Parents/guardians and students were asked about students' ethnic or cultural origins.

The most commonly reported ethnic/cultural origin was Canadian (65 percent). In addition, 102 ethnicities other than Canadian were reported among students.

The top five ethnic or cultural origins are:

1. Canadian - 65%

2. English - 15%

3. Irish - 5%

4. Scottish - 4%

5. German - 3%

An additional 11 ethnicities were identified by at least 50 students, and 13 percent of respondents identified 91 other ethnic origins, each of which was identified by fewer than 50 respondents.

What is your ethnic or cultural origin(s)?

Canadian	4,876	65%
English	1,091	15%
Irish	360	5%
Scottish	327	4%
German	186	3%
American	147	2%
French	147	2%
Dutch	135	2%
Italian	99	1%
First Nations	95	1%
Polish	58	1%
East Indian	57	1%
Not sure	426	6%
Total responses	8,004	108%

*Respondents were able to select all ethnic origins that apply.

First language spoken

Parents/guardians and students were asked about the languages the student first learned to speak as a child.

The vast majority indicated that English was one of the first languages the student learned to speak as a child, representing 94 percent, with 1.7 percent indicating that American Sign Language (ASL) was one of their first languages.

In addition, 319 students, or 4 percent, identified 50 different languages that they spoke in addition to English and ASL.

The top five first languages spoken as a child are:

1. English - 94%

2. ASL - 1.7%

3. Arabic - 0.4%

4. French - 0.3%

5. Gujarati - 0.3%

What is the first language(s) you learned to speak as a child?

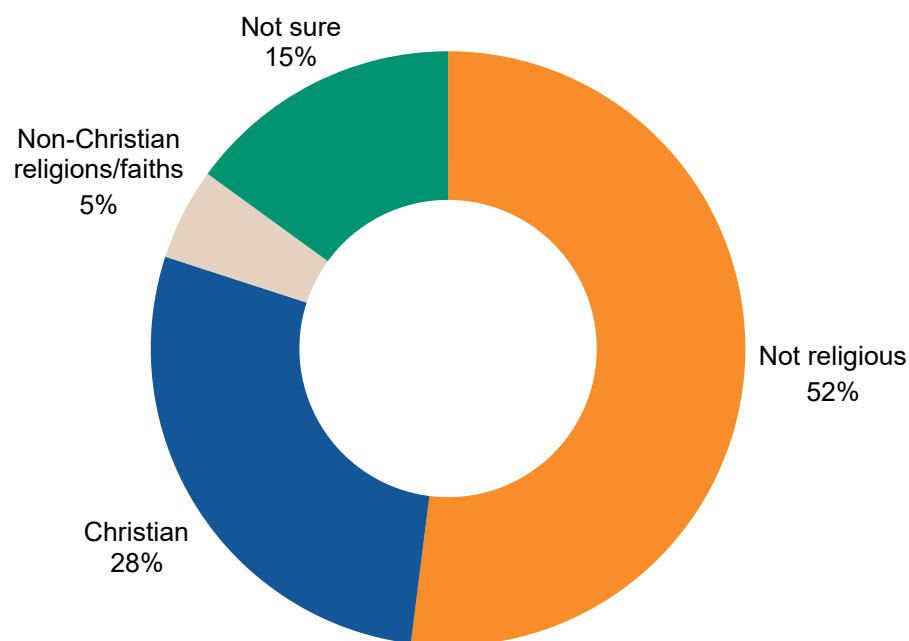
English	7,330	94%
ASL	132	1.7%
Arabic	35	0.4%
French	27	0.3%
Gujarati	21	0.3%
Spanish	20	0.3%
Tagalog	20	0.3%
Armenian	15	0.2%
Russian	12	0.2%
Urdu	11	0.1%
Not sure	37	0.5%
Total responses	7,660	98.3%

*Respondents were able to select all languages that apply.

Religion/faith

52 percent of students that responded to the question about religion/faith reported that they were not religious, identifying as having no religion or faith, or as being agnostic, atheist, or spiritual, but not religious.

In addition, 28 percent of students identified as Christian, and 5 percent as non-Christian.



Indicate any religion, creed, spiritual affiliation, or belief with which you identify

Not religious	3,714	52%
No religious or spiritual affiliation	2,433	34%
Atheist	669	9%
Spiritual but not religious	362	5%
Agnostic	225	4%
Christian	2,016	28%
Non-Christian religions/faiths	331	5%
Muslim	124	2%
Indigenous spirituality	45	0.6%
Jewish	43	0.6%
Hindu	42	0.6%
Other	37	0.5%
Buddhist	32	0.4%
Sikh	10	0.1%
Not sure	1,104	15%
Total responses	7,165	100%

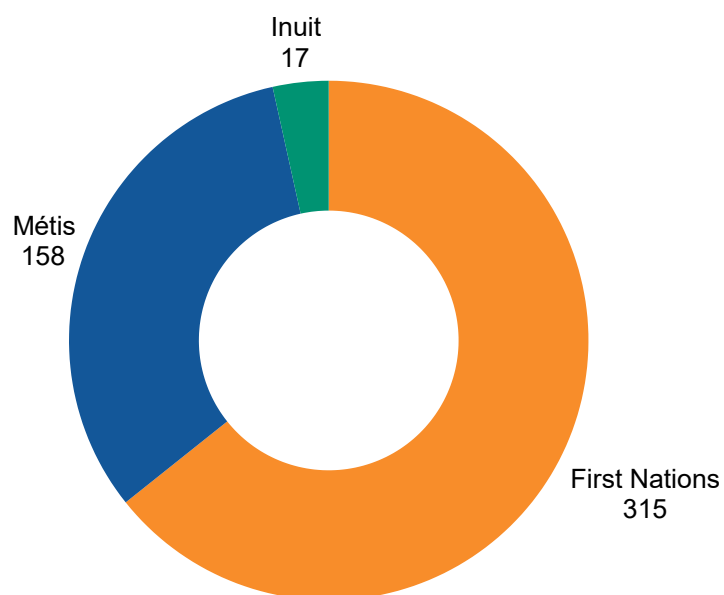
*Percentages total more than 100% owing to multiple responses.

Indigenous and racial identity

Parents/guardians and students were asked whether the student identifies as First Nations, Métis, and/or Inuit.

In total, 487, or 6 percent of students identify as Indigenous. Of these students, 315 as First Nations, 158 Métis, and 17 as Inuit.

Do you identify as First Nations, Metis, and/or Inuit?		
No	7,198	94%
Yes	487	6%
Total responses	7,685	100%



The census also asked about the students' racial identity.

In total, 83 percent identifies as White, while 14 percent identified with a racialized identity.

Which racial group(s) best describes you?

White	6,412	83%
Racialized People	1,049	14%
Black	243	3%
South Asian	168	2%
East Asian	111	1%
Lation/Latina/Latinx	98	1%
Middle Eastern	92	1%
Southeast Asian	85	1%
North American Indigenous	352	4%
Total responses	8,610	110%

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

Gender identity

Parents/guardians and students were asked about student gender identity.

Of the respondents, 48 percent identified as a girl/women, and 49 percent identified as a boy/man. Additionally, 2.5 percent of students in Grades 7-9 identified as gender diverse, that is gender-fluid, gender nonconforming, non-binary, or questioning.

What is your gender identity?		
Boy/man	3,791	49%
Girl/woman	3,736	48%
Non-binary	55	0.7%
Gender-fluid	55	0.7%
Questioning	35	0.5%
Gender nonconforming	20	0.3%
Not sure	25	0.3%
Total responses	7,717	99.5%

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

Sexual orientation

Students in Grades 7 to 12 were also asked to specify their sexual orientation.

84 percent identified as straight/heterosexual and 14 percent as asexual, bisexual, gay, lesbian, pansexual, queer, questioning, or another sexual orientation. In addition, 2 percent of students in Grades 7 to 12 identified as transgender.

What is your sexual orientation?		
Straight	4,771	84%
Bisexual	301	5%
Pansexual	120	2%
Asexual	116	2%
Lesbian	91	2%
Questioning	64	1%
Gay	36	1%
Queer	29	1%
Two-spirit	11	0.2%
Not sure	121	2%
Total responses	5,660	100.2%

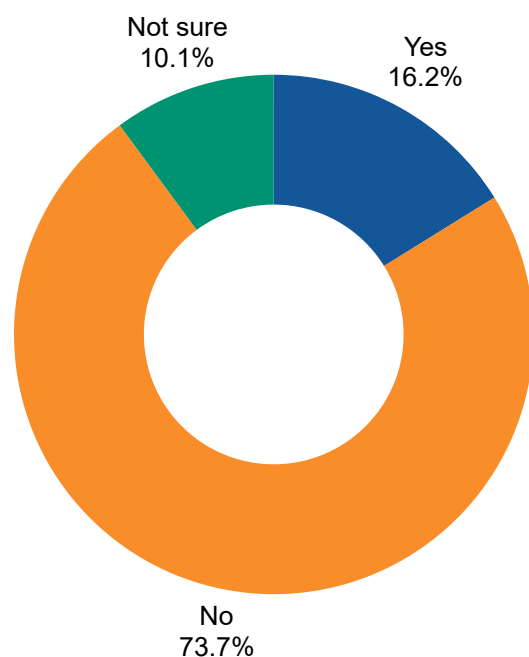
*Percentages total more than 100% owing to multiple responses.

Disabilities, chronic health issues, and exceptionalities

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

In total, 16 percent (1247) of students reported that they have a disability, chronic health issue, or exceptionality. Of these students, the largest proportion identified as living with ADD/ADHD (49 percent), autism spectrum disorder (14 percent), or a chronic health condition (11 percent).

Do you consider your child to be a person with a disability(ies), chronic health issue(s), or exceptionality(ies)?



If yes, select all that apply.

ADD/ADHD	617	49%
Autism Spectrum Disorder	171	14%
Chronic health condition	135	11%
Learning disability(ies)	117	9%
Mental health disability(ies)	108	9%
Developmental disability(ies)	47	4%
Other physical disability(ies)	30	2%
Speech impairment	29	2%
Deaf or hard of hearing	20	2%
Pain	16	1%
Mobility	14	1%
Total responses	1,304	104%

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



**EQUITY
AND
INCLUSION**

Household composition

The Student Census asked questions about students' household composition.

The majority (77 percent) of survey respondents reported that they live with two adults that take care of them, 10 percent reported living with one adult who takes care of them, and 11 percent reported living with three or more adults who take care of them.

The survey also asked about the identities of these adults. 93 percent of students reported that one of their caretakers is their mother, and 79 percent identified one caretaker as their father. Another 10 percent identified one of their caretakers as being a stepmother or stepfather.

How many adults do you live with that take care of you?

One	781	10%
Two	5,792	77%
Three	533	7%
Four	421	5%
I am living on my own	43	1%
Total responses	7,570	100%

Please check your relationship with this person.

Mother	7,042	93%
Father	6,005	79%
Grandparent	625	12%
Stepfather	421	5%
Stepmother	349	5%
Relative	324	4%
Guardian	141	2%
Friend	60	1%
Foster parent	33	0.4%
A person not on the list	22	0.3
Total responses	15,022	202%

*Percentages total more than 100% owing to multiple caregivers per student.

Level of education and employment

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

Of the reported caretaking adults in the home, the largest proportion reported college (33 percent) or university (33 percent) as their highest level of education.

Most adult caregivers work full time (72 percent), an increase from the 64 percent of caregivers who reported working full-time in 2024.

Please check the highest level of education of the adults you live with that take care of you.		
College	4,541	33%
University	4,537	33%
High school	2,475	18%
Apprenticeship	608	4%
Elementary school	470	3%
Did not complete and formal education	86	1%
Not sure	2,686	20%
Total responses	15,403	112%

What is the employment status of the adults you live with that take care of you?		
Works full-time	9,799	72%
Works part-time	1,550	11%
Self-employed	1,530	11%
Stay-at-home parent/guardian	932	7%
Retired	591	4%
Looking for work	384	3%
Not sure	648	5%
Total responses	15,434	113%

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

School safety and belonging

The Student Census asked questions about students school safety and belonging.

Overall, most students agree that they feel safe in the classroom (83 percent), outdoors (84 percent), and in the hallways (79 percent), however fewer students agree that they feel safe in the washroom (65 percent).

In addition, 62 percent of students agree that school is a place they feel they belong, 67 percent agree that their school is a welcoming place, and 74 percent agree that they know who to go to for support at their school.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I feel safe in the classroom.	50%	33%	10%	4%	3%
I feel safe outdoors.	51%	33%	10%	4%	2%
I feel safe in the hallways.	47%	32%	13%	5%	3%
I feel safe in the washroom.	37%	28%	15%	10%	9%
School is a place where I feel like I belong.	30%	32%	20%	9%	9%
My school is a welcoming place.	37%	30%	18%	8%	7%
At my school, I know who to go to for support.	45%	29%	14%	6%	6%