

Student Census

Elementary Junior Kindergarten - Grade 8

Message from Director John Howitt

The Lambton Kent District School Board (LKDSB) appreciates the contributions of the many students and parents/guardians on behalf of students to the Count Me In LKDSB Student Census, which was completed March 1-April 8, 2022.

The LKDSB conducted the Count Me In LKDSB Demographic Data Student Census to collect information to better understand our students and school communities in support of equity, inclusion, student achievement and well-being. This initiative is part of the LKDSB's commitment within its Strategic Priority of "Inclusive Diversity: Championing anti-oppressive education."

We are authorized to collect personal information from students by the Anti-Racism Act (ARA s.6(2)), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA s.28(2)), and the Education Act (265(1)(d), 169.1(1)). Our process has been developed in accordance with the guidance and legislation provided by the Ministry of Education, the Anti-Racism Directorate, the Ontario Human Rights Commission, and the Municipal Freedom of Information and Protection of Privacy Act.

The LKDSB Student Census is a confidential and voluntary survey and was completed by or with parents/guardians of elementary school students. The Student Census includes questions about languages, Indigenous identity, ethnic/cultural background, racial identity, citizenship status, religious/spiritual affiliation, gender identity, sexual orientation, and (dis) abilities. The results and analysis of the census will allow us to gain a deeper understanding of the diversity of students within our board and of the cultural, social, and demographic makeup of our students.

The Count Me In LKDSB Student Census reflects information about our student populations as reported by parents/guardians of elementary school students and school communities and will help identify systemic barriers and bias within the education system. It will help to ensure LKDSB is providing effective programming to support student success and well-being, as well as allocate resources to where they are needed most.

The following report outlines the responses from parents/guardians who completed the Count Me In LKDSB Student Census with or on behalf of their elementary school aged child. This is just the start of this work and we look forward to our continued engagement with students, staff and parents/guardians to ensure the best outcomes for all students. Together, we will foster welcoming and inclusive learning environments to support student success and well-being.

Sincerely,

John Howitt, Director of Education

Student Participation

The Count Me In LKDSB Student Census was conducted March 1-April 8, 2022. The Ministry of Education requires that the census questionnaires for students in Kindergarten to Grade 8 be sent to parents/guardians to complete with or on behalf of their child. Students in Grades 9-12 were provided the link to the census directly and allotted classroom time to complete.

The LKDSB recognizes there were challenges for the administration of the survey and not all eligible students or parents/guardians may have been able to complete the census. Of the total LKDSB enrolment in the 2021-2022 school year (14,591), parents/guardians participated on behalf of 784 elementary students (5.3% of total eligible elementary students) in the student census. The completion rate for parents/guardians of elementary students who participated was 99.7% (781).

In order to ensure the confidentiality of the respondents, the following report represents aggregate data responses for elementary students.

**Responses below the threshold of 10 were automatically suppressed to adhere to privacy and confidentiality guidelines from the Ministry of Education.*

Of the total LKDSB enrolment in the 2021-2022 school year (14,591), parents/guardians participated on behalf of 784 elementary students (5.3% of total eligible elementary students) in the student census.

Grade	# Students
JK	51
SK	94
1	77
2	74
3	65
4	109
5	82
6	77
7	76
8	74



✓ What is the first language(s) you learned to speak as a child and still understand? Select all that apply.

Response	# Responses	% Responses
English	648	84%
French	13	2%
Spanish	13	2%
Arabic	12	2%
Urdu	12	2%

8% Suppressed responses (n<10)

English was the first language learned at home for most of the respondents (84%)

- Other languages indicated by respondents:
- Berber
 - Cebuano
 - Japanese
 - Kabyle
 - Nepali
 - Nonverbal
 - Pashto
 - Romanian
 - Sinhalese
 - Swahili
 - Turkish
 - Twi
 - Yoruba

✓ What languages do you speak most often at home? Select all that apply.

Response	# Responses	% Responses
English	675	85%
A Language Not Listed	23	3%
Spanish	15	2%
Arabic	13	2%

8% Suppressed responses (n<10)

English was the first language spoken most often at home (85%)

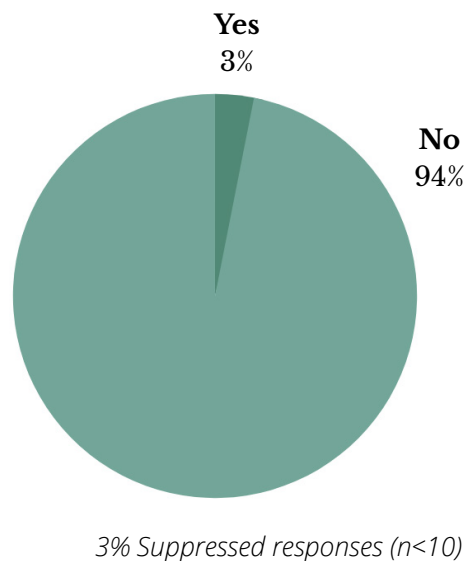
- Other languages indicated by respondents:
- Berber
 - Igbo
 - Ilocano
 - Japanese
 - Nepali
 - Nonverbal
 - Pashto
 - Romanian
 - Sinhalese
 - Swahili
 - Turkish
 - Twi
 - Yoruba



✓ Do you identify as First Nations, Métis, and/or Inuit?
If yes, select all that apply.

25 respondents (3%) identified as First Nations, Métis and/or Inuit

In partnership with the four First Nations within its catchment area, Aamjiwnaang First Nation, Eelūnaapéewi Lahkéewiit (Delaware Nation), Kettle & Stony Point First Nation, and Walpole Island First Nation – Bkejwanong Territory, LKDSB is building capacity and encouraging further understanding and education about Indigenous ways of knowing, world views and histories. LKDSB is committed to promoting the success and well-being of self-identified Indigenous students.



✓ Do you consider yourself a Canadian?

Response	# Responses	% Responses
Yes	748	97%
No	13	2%

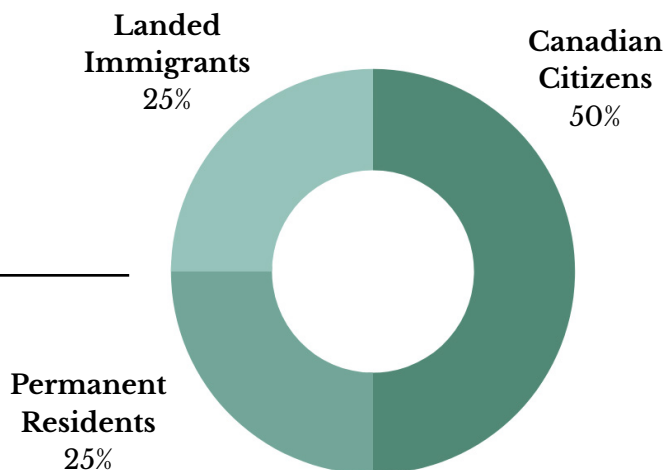
2% Suppressed responses (n<10)

Most respondents identified as Canadian (97%) and 2% did not identify as Canadian

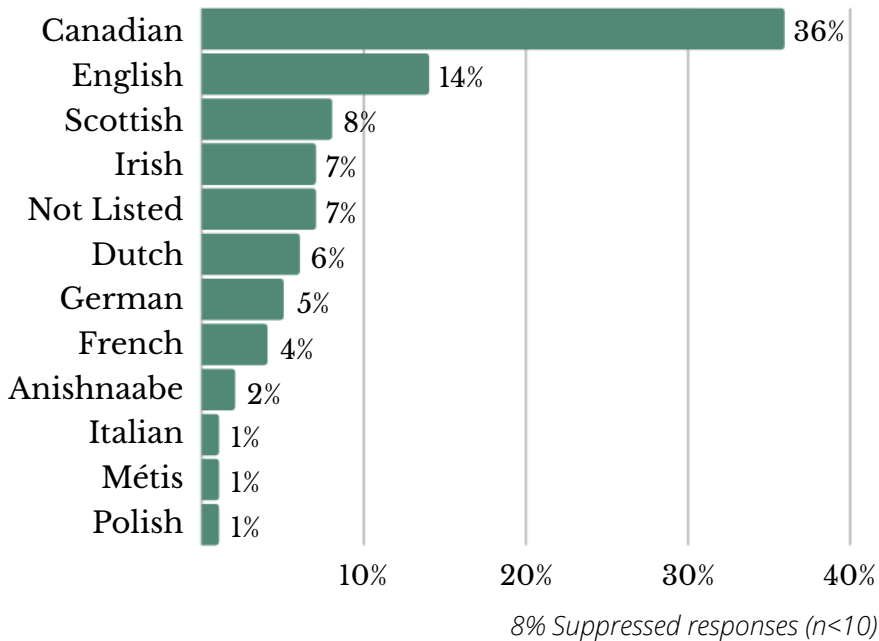
✓ Were you born in Canada?

Response	# Responses	% Responses
Born in Canada	723	93%
Born Outside of Canada	52	7%

Of the respondents born outside of Canada, 50% are Canadian citizens, 25% are landed immigrants and 25% are permanent residents.



✓ What is your ethnic or cultural origin(s)?
Specify as many ethnic or cultural origins as apply.



Canadian was the top ethnic or cultural origin indicated by respondents (36%)

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics. Ethnic origin is a protected right under the *Ontario Human Rights Code*.

Other responses: Acadian; African; African American; African Canadian; American; Arabic; Austrian; Belgian; Bengali; Berber; Bhutanese; Brazilian; Caribbean; Czech; Danish; Estonian; Ethiopian; Finnish; Flemish; Ghanaian; Greek; Hindu; Hispanic; Hungarian; Igbo; Indian; Islamic culture; Israeli; Japanese; Kenyan; Kurdish; Latin American; Lebanese; Lunapee-Delaware Nation; Macedonian; Maltese; Mexican; Middle Eastern; Munsee Delaware; Nepalese; Nicaraguan; Nigerian; North African; Palestinian; Potawatomi; Punjabi; Romanian; Serbian; Slovak; South Asian; South India; Swedish; Tamil; Turkish; Vietnamese; Yemeni; Yoruba; and Yugoslavian

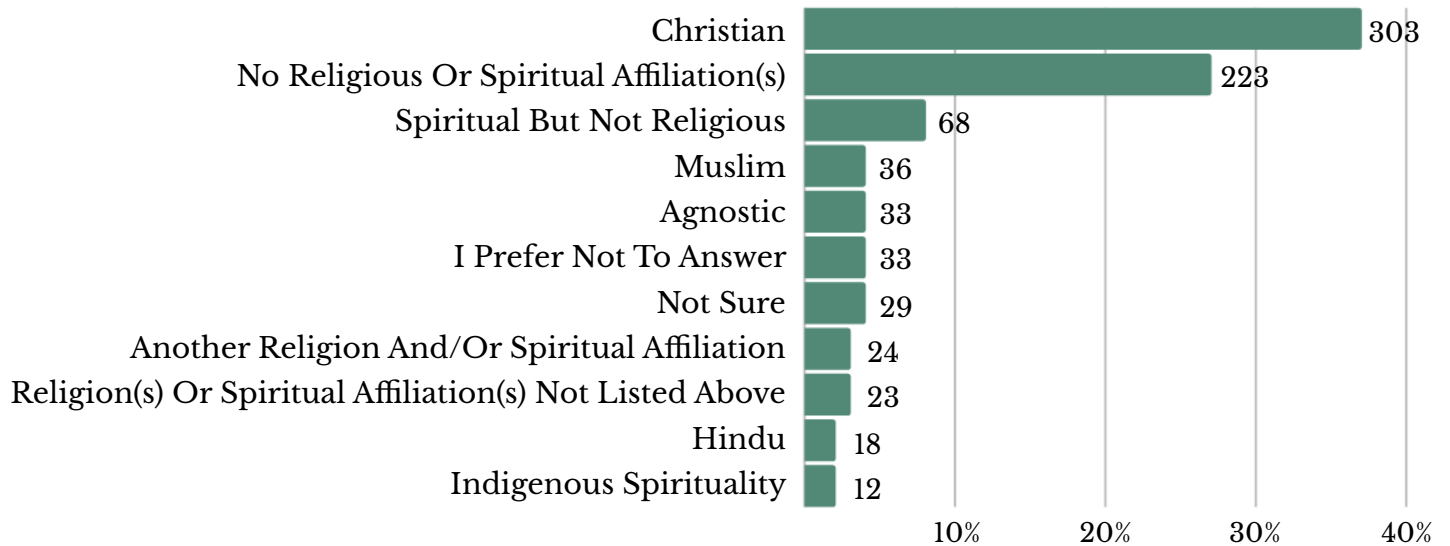
✓ Which racial group(s) best describe(s) you? Select all that apply.

Response	# Responses	% Responses
White	648	75%
Another Racial Group	132	15%
Black	24	3%
East Asian	24	3%

4% Suppressed responses (n < 10)

Race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e. “socially constructed”), with significant consequences for people’s lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings.
[\(Data Standards for the Identification and Monitoring of Systemic Racism - Glossary\)](#)

✓ What is your religion and/or spiritual affiliation? Select all that apply.

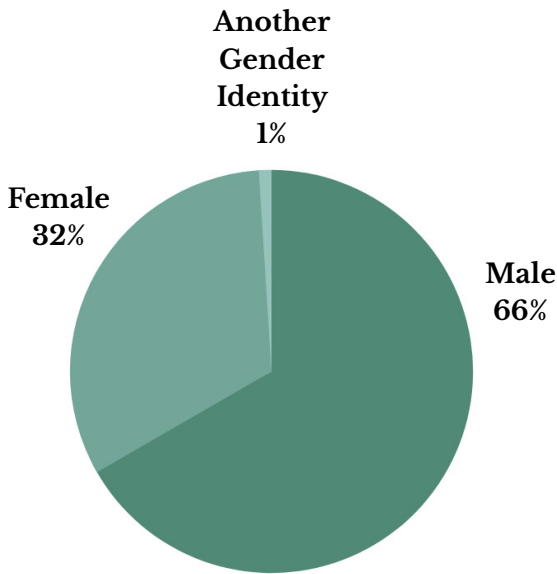


Of "Religion(s) or Spiritual Affiliation Not Listed," respondents indicated: Jehovah's Witness; Mormon; Pagan and Wiccan.

The LKDSB acknowledges each individual's right to follow or not to follow religious beliefs and practices, free from discriminatory or harassing behaviours, and is committed to taking all reasonable steps to provide religious accommodations to staff and students. Read the ["Religious Accommodation Guideline."](#)



✓ What is your gender identity? Select all that apply.



There were more males (he/him/his)
66%

than females (she/her/hers)
32%

Approximately 1% of the students selected “Another Gender Identity” indicating that their sex assigned at birth did not align with their gender

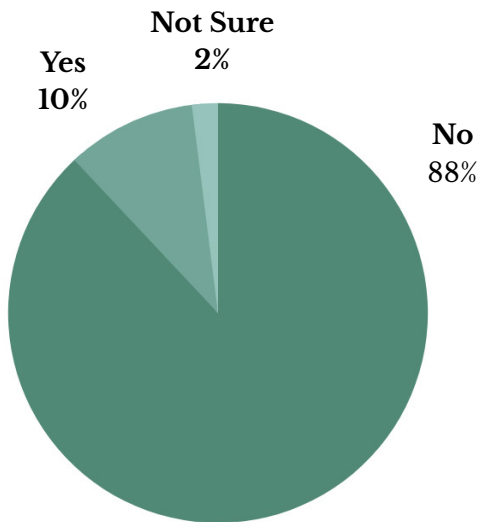
Based on LKDSB’s enrolment records, we know that this is not a comprehensive representation of gender identity within the LKDSB but instead reflects the gender identity of those who completed the Student Census. Rather, we know that LKDSB records reflect that of the total elementary student enrolment, it is close to an equal number of students who identify as male as those who identify as female. There is also a number of students who choose not to identify and who prefer to specify their gender identity.

The Ontario Human Rights Commission defines gender identity as, “each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex (e.g. male, female, intersex).

For most people, their sex and gender identity align. For some, it does not. A person may be born male but identify as a woman, or born female but identify as a man. Other people may identify outside the categories of woman/man, or may see their gender identity as fluid and moving between different genders at different times in their life.” (Ontario Human Rights Commission, n.d.)

Your gender identity is how you experience and express yourself as a boy, a girl or neither, for example. “Questioning” means that a student is still wondering which gender identity applies to them. “I am not sure what this question is asking” means that an answer does not come to mind. It is different from and does not determine a person’s sexual orientation.

✓ Do you consider yourself to be a person with a disability(ies)?



10% of respondents indicated that they consider themselves to be a person with a disability

If yes, select all that apply.

Response	# Responses	% Responses
Learning Disability	48	31%
Autism Spectrum Disorder	24	15%
Developmental Disability	23	15%
Mental Health Disability	18	12%
Speech Impairment	15	10%
Any Disability Not Listed	14	9%

10% Suppressed responses (n<10)

The most prevalent disability was Learning Disability (31%)



✓ With whom do you live?



89%

of respondents live with 2 parents/guardians



10%

of respondents live with 1 parent/guardian



1% Suppressed responses (n<10)

✓ Please check the highest level of education this person completed.
What is this parent/guardian's employment status?

Most caregivers attended University (any level) or College (**68%-85%**)

12%-19% indicated Elementary or High School as the highest level of education

9% answered Apprenticeship

Most caregivers work full-time (**54%-73%**)

9%-13% indicated some self-employment



✓ Do you have Internet access at home?

Most students have internet access at home (99.5%)

The LKDSB understands the importance of equity and access to learning resources and devices, as well as Internet access, and this has been a key consideration in our planning for student learning and communicating with parents/guardians.



If yes: What kind of Internet connection do you have at home? Check all that apply.

Response	# Responses	% Responses
Wireless Connection	338	45%
Fibre Optic	141	19%
Cable TV Modem	136	18%
Not Sure	44	6%
DSL Enabled Phone Line	31	4%
Cable TV Modem, Wireless Connection	23	3%

5% Suppressed responses (n<10)

Almost half of students have a wireless connection at home (45%)
19% have a fiber optic connection
18% have cable TV modem connectivity

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