

Student Census

Secondary Grades 9 - 12

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 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. 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 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 secondary students to the Count Me In LKDSB Student Census. 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. With support from the Ministry of Education, 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 (6,981), 2,394 students (34.3%) participated in the student census. The completion rate for secondary students who participated was 98% (2,352).

In order to ensure the confidentiality of the respondents, the following report represents aggregate data responses for secondary 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 (6,981), 2,394 students (34.3%) participated in the student census.

Grade	# Students
9	684
10	639
11	531
12	540



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

Response	# Responses	% Responses
English	2,100	81%
French	200	8%
A Language Not Listed	86	3%
American Sign Language	29	1%
Spanish	22	1%
German	18	1%
Low German	16	1%
Chinese	14	1%
I Prefer Not To Answer	12	1%
Arabic	11	0.4%
Italian	11	0.4%

3% Suppressed responses (n<10)

Other languages indicated by respondents:

- Afrikaans
- Armenian
- Czech
- Dominican
- Estonian
- High German
- Japanese
- Kurdish
- Nepali
- Pashto
- Patois
- Romanian
- Swahili
- Swedish
- Thai
- Turkish
- Twi
- Yoruba

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

Response	# Responses	% Responses
English	2,157	88%
A Language Not Listed	69	3%
French	48	2%
American Sign Language	19	1%
Low German	14	1%
German	12	1%
Arabic	11	0.4%
I Prefer Not To Answer	11	0.4%

4% Suppressed responses (n<10)

English was the first language learned at home for most respondents (81%) and the first language spoken most often at home (88%)

Other languages indicated by respondents:

- Afrikaans
- Armenian
- Catalan
- Estonian
- Jamaican
- Japanese
- Kurdish
- Latin
- Marathi
- Nepali
- Pashto
- Patois
- Romanian
- Swahili
- Turkish
- Twi
- Yoruba

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

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.

Response	# Responses	% Responses
No	1,991	86%
Yes, First Nations	156	7%
Not Sure	95	4%
Yes, Métis	33	1%
I Prefer Not To Answer	29	1%
I Do Not Understand This Question	18	1%

189 respondents (8%) identified as First Nations, Métis and/or Inuit

✓ Do you consider yourself a Canadian?

Response	# Responses	% Responses
Yes	2,188	94%
No	63	3%
Not Sure	41	2%
I Prefer Not To Answer	24	1%

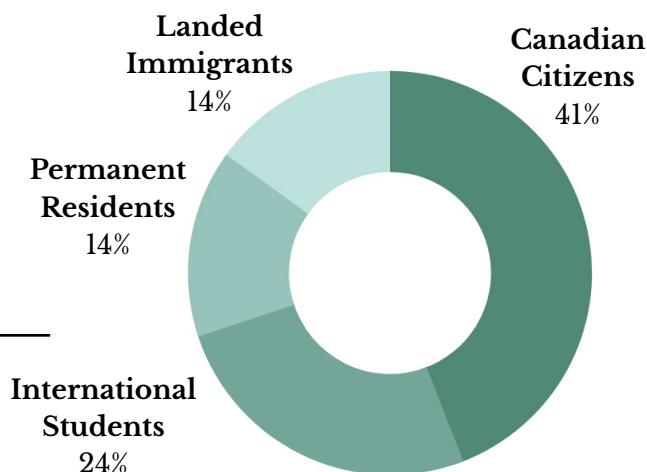
Most respondents identified as Canadian (94%) and 3% did not identify as Canadian

✓ Were you born in Canada?

Response	# Responses	% Responses
Born in Canada	2,177	94%
Born Outside of Canada	132	6%

1% Suppressed responses (n<10)

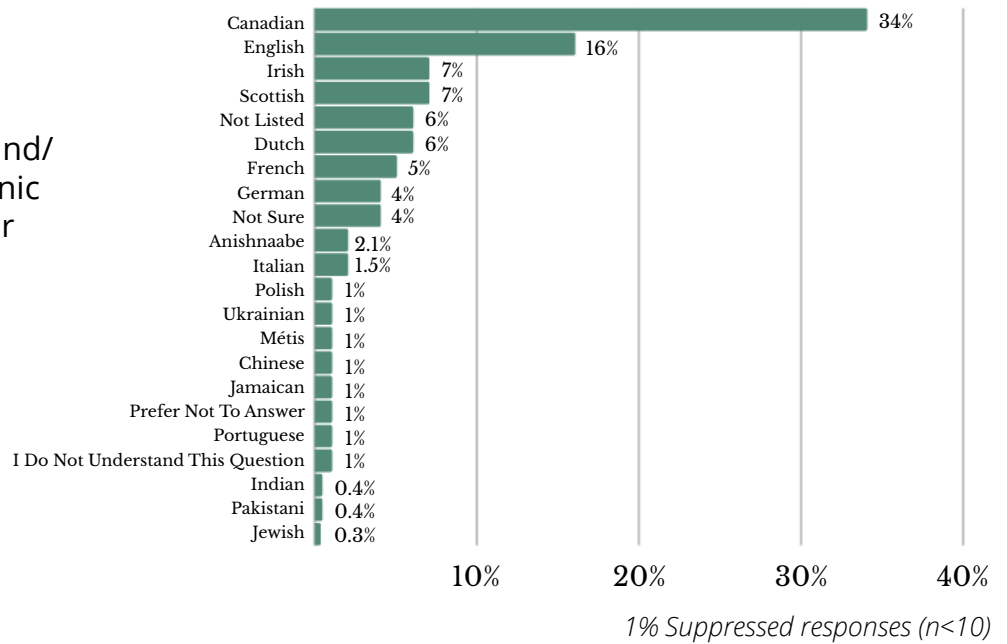
Of the respondents born outside of Canada, 41% are Canadian citizens, 24% are international students, 14% are landed immigrants and 14% are permanent residents.



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

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*.

Canadian was the top ethnic or cultural origin indicated by respondents (34%)



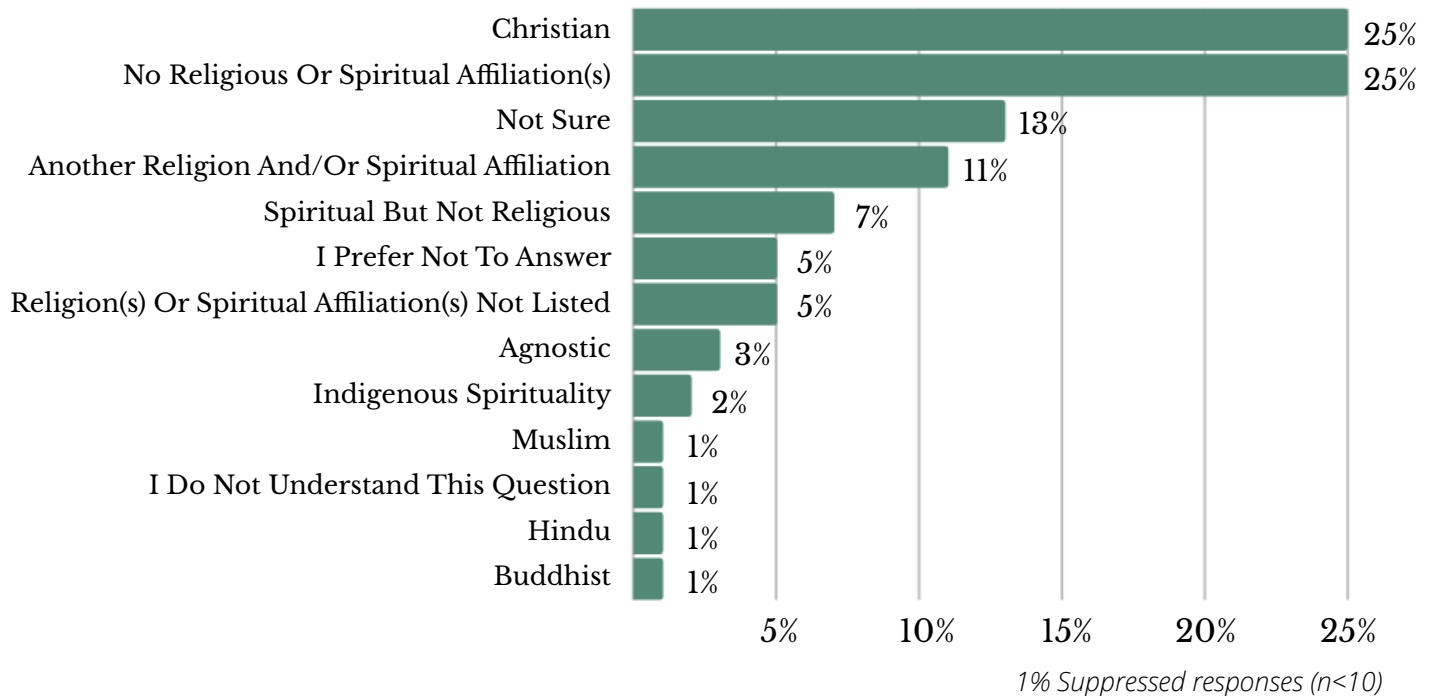
Other responses: African; African American; African Canadian; American; Arabic; Armenian; Assyrian; Australian; Austrian; Barbadian; Belgian; Bermudian; Chilean; Conglese; Cree; Croatian; Cuban; Czech Republic; Danish; Dominican; Eastern European; Egyptian; El Salvadoran; Estonian; European; Finnish; First Nations; Flemish; Frisian; German; Ghanian; Greek; Guatemalan; Hindu; Hispanic; Honduran; Hungarian; Indian; Iraqi; Israeli; Japanese; Jordanian; Kenyan; Kurdish; Lakota Sioux; Lebanese; Lenape (Lunaapeew); Malagasy; Malay; Maltese; Mamalilikulla First Nation; Mennonite; Mexican; Middle Eastern; Mohawk; Muslim; Navaho; Nepalese; Netherland; Nigerian; Norwegian; Ojibway; Palestinian; Puerto Rican; Punjabi; Romanian; Russian; Saulteaux (First Nations); Serbian; Slovakian; South African; South American; South Indian; Spanish; Swedish; Swiss; Syrian; Thai; Turkish; Ukrainian; Welsh; and West African.

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

Response	# Responses	% Responses
White	1,811	74%
A Racial Group Not Listed	293	12%
First Nations	96	4%
Black	94	4%
I Prefer Not To Answer	58	2%
East Asian	44	2%
I Do Not Understand This Question	21	1%
Latino/Latina/Latinx	13	1%

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.



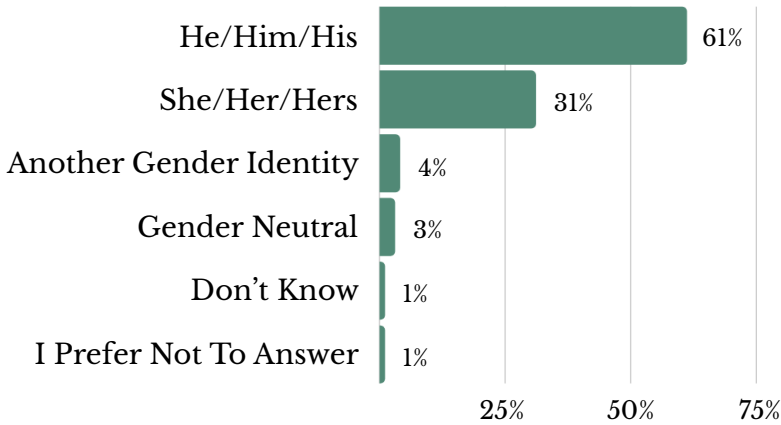
Of "Religion(s) or Spiritual Affiliation Not Listed," respondents indicated: Anti-Christian; Asatru; Eclectic Paganism; Egyptian and Greek Gods/Goddesses; Greek pantheo; Hellenism; Jehovah's Witness; Mennonite; Mormon; Norse; Omnist; Orthodox; Paganism; Polytheistic Pagan; Rodnovery (Slavic Native paganism); Satanist; Science; Theistic; Wiccan; and Witchcraft.

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) at **61%** than females (she/her/hers) at **31%**.

Approximately **4%** of students selected “Another Gender Identity” indicating that their sex assigned at birth did not align with their gender identity (responses included: Androgynous; Agender; She/they; Demi-girl; Demi-boy; Queer; and Bigender).

3% indicated “Gender Neutral”.

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 secondary 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.

✓ What is your sexual orientation? Select all that apply.

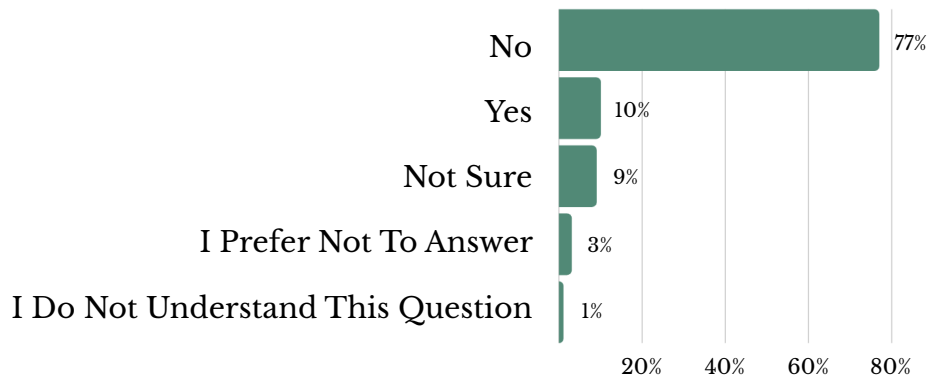
Response	# Responses	% Responses
Straight/Heterosexual	3,336	85%
Bisexual	185	6%
I Prefer Not To Answer	86	2%
Pansexual	68	2%
Not Sure	38	1%
A Sexual Orientation Not Listed	34	1%
Asexual	29	0.7%
Lesbian	28	0.6%
Questioning	21	0.5%
Gay	19	0.5%
I Do Not Understand This Question	19	0.5%
Queer	15	0.4%



“Sexual orientation” is a personal characteristic that forms part of who you are. It covers the range of human sexuality from lesbian and gay, to bisexual and heterosexual. Sexual orientation is different from gender identity, which is protected under the ground of “sex” (*Ontario Human Rights Commission*).

Sexual orientation classifies a person’s potential for emotional, intellectual, spiritual, intimate, romantic, and/or sexual interest in other people, often based on their sex and/or gender. We often use the term LGBTQ+ to be more inclusive of the diversity within sexual orientation and sexual identity, including asexual, bisexual, gay, lesbian, pansexual, queer and questioning, among other identities.

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



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

If yes, select all that apply.

Response	# Responses	% Responses
Learning Disability	109	27%
Mental Health Disability	68	17%
Addiction	38	9%
Autism Spectrum Disorder	33	8%
Any Disability Not Listed	28	7%
Pain	22	5%
Developmental Disability	20	5%
Speech Impairment	19	5%
Deaf Or Hard Of Hearing	18	4%
Physical Disability	17	4%
Blind Or Low Vision	13	3%
Not Sure	13	3%

The most prevalent disability was Learning Disability (27%)

3% Suppressed responses (n<10)

✓ With whom do you live?



79%

of respondents
live with 2
parents/guardians



20%

of respondents
live with 1 parent/
guardian

1% of respondents live on their



✓ 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 (**52-60%**)

20% indicated Elementary or
High School as the highest
level of education

16-19% answered Not Sure

Most caregivers
work full-time
(**61-68%**)

8-11% indicated
some self-
employment

✓ Do you have Internet access at home?

All respondents have internet access at home (100%)

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.

Almost half of students have a wireless connection at home (47%)
11% have a fiber optic connection

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

Response	# Responses	% Responses
Wireless Connection	888	40%
Not Sure	690	31%
Fibre Optic	197	9%
Cable TV Modem, Wireless Connection	71	3%
I Prefer Not To Specify	52	2%
Cable TV Modem	47	2%
Wireless Connection, Fibre Optic	47	2%
I Do Not Understand This Question	41	2%
Other	31	1%
Dial-Up Telephone Line, Cable TV Modem, Wireless Connection	29	1%
Dial-Up Telephone Line, Wireless Connection	15	1%
Dial-Up Telephone Line	13	1%

Graphics from www.vecteezy.com

4% Suppressed responses (n<10)

