



**Limestone**  
DISTRICT SCHOOL BOARD

# See Yourself in Limestone

**STUDENT CENSUS 2020**

**Preliminary Report: September 2021**



The Limestone District School Board is situated on the traditional shared territories of the Anishinaabe and Haudenosaunee peoples. Today these lands are home to many Indigenous Peoples from across Turtle Island. We recognize and honour their role as stewards of this land since time immemorial. We affirm our commitment to reconciliation in this work and acknowledge our responsibility to honour the voices of students, families, staff and school communities with humility, honesty and integrity.

# Table of Contents

• Acknowledgments.....	4
• Introduction.....	5
• Results.....	10
• First Language.....	11
• Indigenous Identities.....	13
• Ethnic Origin and/or Cultural Background.....	16
• Race or Racial Background.....	20
• Religion or Spiritual Affiliation.....	22
• Gender Identity.....	24
• Transgender Identity.....	24
• Gender Expression.....	26
• Sexual Orientation.....	28
• Canadian Citizenship.....	30
• Citizenship Status.....	30
• Time in Canada.....	31
• Factors Impacting Well-being.....	32
• Disabilities.....	33
• Conditions.....	34
• Parent/Guardian Education.....	36
• Parent/Guardian Military Member.....	37
• Feelings about School.....	38
• Human Rights and Social Justice Education.....	40
• Extracurricular Activities at School.....	42
• Belonging at School.....	43
• Learning Opportunities at School.....	44
• Identity Reflected at School.....	45
• Caring Adults at School.....	46
• Reasons Absent or Late.....	48
• Socio-economic Status.....	49
• Homelessness.....	51
• Extracurricular Activities Outside of School.....	53
• Endnotes.....	54
• References.....	55
• Appendices.....	56
• Appendix A: Grade 7 to 12 Student Census Questions.....	56
• Appendix B: Grade 4 to 6 Student Census Questions.....	56
• Appendix C: Kindergarten to Grade 3 Student Census Questions.....	56

# Acknowledgments

The Student Census project would not be possible without the continued support and engagement of students, families, staff and community partners. We would like to thank the following groups for their participation in consultations. We will continue to build and expand our relationships with our community as we move forward with data analysis and strategic planning.

- Afro-Caribe Community Foundation of Kingston
- Agnes Etherington Arts Centre
- Big Brothers Big Sisters
- Boys and Girls Club
- City of Kingston
- Family and Children's Services FL&A
- Immigrant Services Kingston and Area
- Indigenous Education Advisory Council
- KEYS
- Kingston Community Health Centres
- Kingston Police
- KFL&A Public Health
- KFL&A Public Library: Rideau Heights Branch
- Limestone Communications Department
- Limestone Interschool Council
- Limestone students and families
- Limestone Federations
- Queen's University Faculty of Education
- Queen's University Human Rights and Equity Office
- Pathways to Education
- Parent Involvement Committee
- Y2KFL&A

Thank you to Limestone school administrators, teachers, educational assistants, and support staff for encouraging students to complete the Student Census in class.

# Introduction

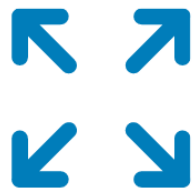
In November 2020, the Limestone District School Board conducted its first ever Student Census. The census is an important step in grounding equity efforts in the identities, abilities and lived experiences of Limestone learners. Schools and classrooms must be places where everyone values diversity, respects each other and where students' lived experiences are recognized and celebrated. We must foster safe, welcoming and inclusive environments where students see themselves reflected in the curriculum, their learning, and their school environment.

The Student Census offers an opportunity to create a shared understanding of the diverse backgrounds, experiences, strengths and needs within our school communities. The census questions ask about several aspects of student identity including race and cultural background; sexual orientation and gender; disabilities and conditions; socioeconomic status; as well as experiences at school.

Over time, and through careful analysis in collaboration with students, families, staff and community partners, the information gathered during the census will help us:



**Identify**  
and  
address  
potential  
systemic  
barriers  
and gaps



**Expand**  
on our  
strengths



**Cultivate**  
classrooms  
and schools  
that eliminate  
discriminatory  
biases



**Create**  
more  
equitable  
outcomes  
and  
inclusive  
learning  
environments



**Support**  
student  
achievement  
and  
well-being

Collecting these data on a regular basis (approximately every three years) will help us understand changes in our schools over time and will show the results of our efforts to engage and serve all students and staff in this work. Equity must be the lens through which we embrace and manage cultural change in our school communities. Our goal remains for everyone to see themselves in Limestone.

## Next Steps

During discussions about the Student Census, a common question among stakeholder groups was: “What are you doing with the data?” A preliminary snapshot of the data collection process and response rates was provided in March 2021. This report (September 2021) provides a summary of answers to all census questions without any interpretation and will be followed by two immediate next steps:

**1. Share findings with stakeholders.** We will share the data contained in this report with students, families, staff and community partners. We will discuss the results and start to interpret them together. An important part of interpreting this data will be the formation of a Technical Advisory Group (TAG): a group of individuals with research and statistics experience who can offer a variety of perspectives and lived experiences in their analyses. This is important because data analysis is not an objective process; the lens of the individual researcher greatly influences their interpretation of the data (see [Background](#)). By bringing together a diverse group, we are better able to avoid “single story” interpretations and are more likely to develop appropriate recommendations.

**2. Conduct secondary analyses on achievement and suspension data.** Part of school boards’ commitment to the Ministry of Education in conducting the census is providing a report on how student identity data intersects with academic outcomes (like graduation and credit accumulation) and student suspensions. By connecting these datasets, we will begin to identify potential systemic barriers in Limestone and their effects on students' outcomes. It is important to understand that any differences in group outcomes do not reflect anything about that group’s abilities. Instead, differentiated group outcomes indicate that there is something about the education system that does not offer equitable opportunities to certain groups of students.

Ultimately, the Student Census will help build a shared understanding of what working within an equity lens means in Limestone specifically. The Student Census offers us a chance to ground our work - both inside and outside of the classroom - in students’ lived experiences, abilities, and identities. A complementary Workforce Census of Limestone employees will be conducted in Spring 2022. This will allow Limestone to offer meaningful, contextually appropriate support to students, families and staff, rather than applying broad equity strategies that may not meet local needs.

## Background

Building the Student Census project has been a long process, and one which would not have been successful without the support of students and families, staff and community partners. The Student Census team spent months in consultation with stakeholders to review and revise the census questions and to discuss the goals and intended outcomes of the project. Based on feedback, some questions were modified or added, others were not because the Ontario [Anti-Racism Directorate \(ARD\) Data Standards](#) which governs the census process prevented certain modifications. We have tried in this report, to the best of our ability, to offer a faithful representation of student responses while adhering to the ARD Data Standards. Building trust is critical to continuing the important work of building a more equitable school board. We are accountable to our community for the ways in which we present and share this data and in any decisions we make as a result.

As we move into the next stage of this project, stakeholders are critical to the interpretation of data and to turning our results into action: the numbers you see in the report below cannot “speak for themselves.” The Student Census Team is using “QuantCrit” as the theoretical framework for this project. QuantCrit is an actively anti-racist framework that applies the principles of Critical Race Theory to quantitative research <sup>(2)</sup>. It is characterized by five core principles: the centrality of racism; that numbers are not neutral; that categories are neither “natural” nor given; that data cannot “speak for itself;” and that numbers can be used for social justice. Numbers on their own tell us very little about what is happening in the lives of individuals. Rather, large datasets about large groups of people - like this one - are starting points that only show us what is happening from a distance. Even if numbers alone did paint an accurate picture of what students experience at school, they are not free of biases.

At every level of data collection, processing, and analyses, decisions are being made by humans, each bringing their own perspective, training, experiences and biases to their work. Throughout this report we try to explain the decisions we made to demonstrate how subjective quantitative research can be. As we move into the next steps of this project, we will pair this data with the stories, experiences and expertise of stakeholders and the Technical Advisory Group, to create a more grounded understanding of our school communities. Students will be at the centre of our explorations, conversations and actions.

## Survey Design and Administration

A Student Census Team was established in the Fall of 2019 and included Limestone Equity and Pathways Consultants, a Research Analyst, a Superintendent of Education and support staff from Information Technology and Communications. The survey development took place over the course of one year and included consultation with many students, families, staff, community partners, and other school boards that had already administered a student census.



Three versions of the survey were created: one for students in Grades 7 to 12, one for students in Grades 4 to 6, and one for students in Kindergarten to Grade 3. All versions of the survey were created and completed online using the Qualtrics software platform. Several identity questions (including the Indigenous Identity, Race and Racial Background, Religious or Spiritual Affiliation, and Ethnic or Cultural Background) were included as directed by the Ontario Anti-Racism Directorate (ARD) Data Standards. Additional identity-based questions and school climate and inclusion questions were adapted from other school boards to meet the Limestone context during the COVID-19 pandemic. The surveys consisted of a combination of single answer and “select all that apply” multiple choice questions. Several questions also welcomed optional open text responses where a preferred response option was not listed. Students in Grades 4 to 12 completed the survey online at school, including LDSB Virtual School students. Families of students in Kindergarten to Grade 3 completed the survey with their student(s) at home. All students received a unique survey link in their Limestone email inbox. Technical and Educator guides were provided to teachers and families in advance to assist with completion.

The Student Census was voluntary. Students had the option to skip questions if they did not wish to provide answers, and they had the option to not participate at all. Parents/guardians were offered the opportunity to “opt out” of the survey altogether, meaning their student did not receive an email containing a link. All versions of the survey were available in the 10 most common languages used in Limestone as identified by school board enrolment data and in consultation with stakeholder groups: Arabic, Cantonese, English, Farsi, French, Korean, Mandarin, Somali, Spanish, and Urdu. Accessibility of the survey was evaluated on numerous devices. Students could complete the survey on mobile and desktop devices, and surveys were compatible with assistive technology, such as Google Read and Write . Students with special education needs were supported in completing the census with assistance from staff.

## Privacy and Security

Data was collected in a secure manner in accordance with applicable privacy legislation and best practices. The survey was confidential but not anonymous. No student names or other personal identifiers appear on the survey. Rather, each survey included a unique survey ID number to allow designated Limestone research staff to link the student census data with other datasets (such as achievement and program enrolment) without including personal identifying information. All data is stored in a secure, confidential Canadian database that will only be accessed by authorized Limestone research staff to identify and summarize board trends. Reports will never single out or identify a student or family and will only be reported in a summarized way. Privacy requirements outlined in the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) are being followed [\(3\)](#).



## Response Rates

Seventy-two percent (72%) of students in Grades 7 to 12 participated in the survey. The rate was higher for students in Grades 7 and 8 (86%). The overall participation rate for Limestone was 55%, and the rate for surveys completed at school or online with educator support (Virtual School) for students in Grades 4 to 12 was 76%. The survey for students in Kindergarten to Grade 3 was completed by families at home.

Survey	Kindergarten to Grade 3	Grade 4 to 6	Grade 7 to 12	Overall (Kindergarten to Grade 12)
Response Rate	11.9%	84.4%	72.3%	55%

## Analysis

One of the ARD's requirements for analysing Student Census data was that certain responses be "mapped." "Mapping variables" means simplifying more complicated or specific responses by matching them with broader set categories (for example, "Catholic" would be mapped on to "Christian"). Mapping variables allows for more consistent comparisons with other datasets. For questions that required mapping, we have also kept students' original responses as they were written and have included them in this report. A small number of responses (<0.1%) were excluded from the analysis on a question-by-question basis to protect the quality of the data <sup>(4)</sup>.

The analyses in this report are descriptive only, meaning we are not offering any interpretation. Each question is reported on its own, without taking other responses into consideration. We will be considering answers in relation to one another in the next phase of this project (see below). The data below represent the number (frequency of responses) and percentage of respondents who selected a particular answer for individual questions only. Descriptions of the open-ended text responses to questions are provided where applicable.

## Considerations and Limitations

A considerable amount of time was spent developing and revising the survey, including several rounds of feedback with stakeholder groups. Despite having intentionally gone to lengths to ensure that the questions could be interpreted consistently, and that they met the context of the Limestone community, there was always some potential for questions to be interpreted differently than they were intended, or for answer options to not include every identity. In this report, we note areas where we believe misinterpretation may have occurred.

It is important to consider student representation in the response rates when reading the data results below. Every effort was made to achieve high completion rates, and as the response rates section in this report indicates, these rates varied across student grades. The Kindergarten to Grade 3 survey response rate was considerably lower than the Grade 4 to 6 and the Grade 7 to 12 surveys. At the intermediate/secondary level, the completion rate was lower for higher grades than students in Grades 7 to 10. The highest response rates were among students in Grades 4 to 6 (84%) and Grades 7 and 8 (86%). These higher rates are important to consider in the work that is ahead in the next few years as these cohorts will be among the groups of students who will be transitioning into secondary school and participating in the next Limestone Student Census.

## Results

### How to Read the Data Tables

The following data tables offer descriptive statistics for all questions on the Student Census. **This preliminary report does not include any interpretation of results.** Students' responses are reported as below by both number (the number of times a response was selected) and percentage (the percentage of all students who selected that response). Some questions asked students to choose their level of agreement with a statement (e.g., agree, neither agree nor disagree, disagree): these questions report numbers and percentages for each type of response in multiple sets of columns. For questions that asked students to select options only if they apply to them (e.g., I feel welcome and comfortable at my school), the table reports only those students who selected that particular response.

For most questions, students were able to select all answers that applied, therefore numbers will not add up to 100%. To protect student privacy and reduce their risk of identification, we do not report on groups of fewer than 10 students. We have included the census questions alongside the data to provide more context to the responses. Response rates for each question are included in the subheadings below and reflect both the response rates for survey participants, and for the entire board population. If questions were only asked of specific grades, this is specified in the tables. Responses are listed in the tables in the same order as they were asked in the question, with the exceptions of First Language and Ethnic Origin and/or Cultural Background, which are listed in descending order from most to least frequent responses.

# First Language

Question: What is the first language(s) you learned to speak? You may pick from the 83 languages provided. You may enter a language not included on the list or indicate that you are not sure.

## Response Rate

Survey Participants	Board Population
92%	50%

## Results

What is the first language(s) you learned to speak?	Number	Percent	What is the first language(s) you learned to speak?	Number	Percent
English	9124	91%	Albanian	27	0.3%
French	513	5%	Cantonese	27	0.3%
Arabic	197	2%	Japanese	25	0.3%
Spanish	94	1%	Punjabi	23	0.2%
Chinese	85	1%	Mandarin	22	0.2%
American Sign Language	70	1%	Dutch	20	0.2%
Urdu	61	1%	Russian	19	0.2%
Korean	56	1%	Somali	17	0.2%
German	45	0.5%	Turkish	16	0.2%
A language not listed above	88	0.9%	Algonquin	15	0.2%
Bengali	40	0.4%	Greek	15	0.2%
Hindi	40	0.4%	Italian	14	0.1%
Not Sure	37	0.4%	Tamil	13	0.1%
Farsi (Persian)	31	0.3%	Kurdish	11	0.1%
Gujarati	28	0.3%	Amharic	10	0.1%
Portuguese	28	0.3%	Tagalog	10	0.1%

# First Language

## Additional data

- Most students' first language is English (91%)
- 870 students selected a language other than English as their first language (8.7%)
  - 117 students' first language is French (1.2%)
  - 753 (7.5%) students selected a first language that was not English or French
- 799 (8%) students selected more than one first language

**Other languages selected that had too few responses to report:** Anishinaabemowin; Berber; Blackfoot; Bosnian; Bulgarian; Cambodian; Cree Languages (dialect not specified); Creole; Croatian; Dari; Estonian; Hebrew; Hungarian; Igbo; Inuktitut; Kannada; Karen; Kinyarwanda; Lao; Latvian; Macedonian; Malayalam; Marathi; Mi'kmaq; Mohawk; Mongolian; Nepali; Norwegian; Ojibwe; Pashto; Polish; Romanian; Serbian; Sinhala; Slovak; Swahili; Swedish; Telugu; Thai; Twi; Ukrainian; Vietnamese.

**Languages that were missing from the list that were added by respondents:**

Afrikaans; Czech; Hausa; Irish; Kyrgyz; Scottish; Guyanese; Shanghainese; Shona; Sindhi; Slovenian; Taiwanese (Hokkien); Tigrinya; Welsh; Xhosa.

# Indigenous Identities

Question: Does your student/Do you identify as First Nations, Métis, and/or Inuit?

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit
- Band or Nation not listed above (please type in the box below):

Please tell us the nation, territory, region, or community to which you belong if you would like:

## Response Rate

Survey Participants	Board Population
97%	53%

The categories “First Nation,” “Métis” and “Inuit” are supplied by Statistics Canada and designed to allow for comparison across various datasets. We acknowledge that these categories often do not reflect the lived identities of Indigenous Peoples. The census standards given to us by the Ontario ARD dictate that we must “map” all answers on to “First Nation,” “Métis,” or “Inuit” categories. Knowing that these terms are not the way many students and families identify themselves, we have included three separate data tables below. The first describes the data based on Ontario ARD guidelines only (Table 1); the second shows how many students in each ARD category also responded using a text box (Table 2); and the third includes all student responses as they chose to give them, with minor edits to protect student privacy (Table 3).

## Results

Table 1. Indigenous identities by government categories

Indigenous Identity Response (Ontario ARD categories)	Number	Percent
No (Not Indigenous)	9732	92.6%
Yes, First Nations	503	4.8%
Yes, Métis	132	1.3%
Yes, Inuit	37	0.4%
Band or nation not listed above	184	1.7%

## Indigenous Identities

Table 2. Respondents who selected an ARD category and used a text box for additional information

Indigenous Identity Response (ARD categories)	Number			
	Responses	Also selected Band or Nation not listed above	Also included information on nation, territory, region or community	Total responses that include additional information
First Nations	503	45	138	183
Métis	132	6	21	27
Inuit	37	1	8	9

Table 3. Indigenous identity using student responses to “Band or nation not listed above” and/or “Please tell us the nation, territory, region, or community to which you belong” [\(5\)](#).

Indigenous Identity Response (Student categories)	Number						
	Total	No (Not Indigenous)	Yes, First Nations	Yes, Métis	Yes, Inuit	Band or nation not listed above	Students who listed a specific community
Unknown <a href="#">(6)</a>	88	1	13	2	0	73	0
Not Specified <a href="#">(7)</a>	62	1	8	0	0	57	0
Mohawk	56	0	52	4	0	10	14
Algonquin	31	0	30	1	0	5	7
Ojibwe	18	0	17	1	0	7	2
Mi'kmaq	17	0	16	1	0	7	4
Cree	12	0	11	1	0	3	4
Region outside of North America	10	0	4	0	2	4	
Métis	10	0	0	9	0	3	5
All other groups (too few to report)	51	4	32	8	7	14	9
<b>Total</b>	<b>355</b>	<b>6</b>	<b>183</b>	<b>27</b>	<b>9</b>	<b>183</b>	<b>45</b>

# Indigenous Identities

## Additional Data

- The largest group of Indigenous-identified students are First Nations (503 students, or 4.8%)
- 355 (3.4%) students used the two open text boxes provided in this question to describe their Indigenous identities; not all students who used these spaces identified as Indigenous earlier in the question

**Among the nations, territories, regions or communities, and specific identities that had too few responses to report were (in alphabetical order):** Algonquian; Algonquin and Metis; Algonquin and Mohawk; ancestry only (students acknowledged Indigenous ancestry but do not identify as Indigenous); Anishinaabe; Apache; Canada; Cherokee; Did not understand the question; Eastern Woodland Métis; First Nation; First Nation and Métis; Haudenosaunee; Inuit; Kanien'kehà'ka; Kingston; Métis; Métis and Inuit; Montagnais; Newfoundland; Niagara Region; Nunavik; Nunavut; Ojibwe and Cree; Ontario; Plains Cree; Québec; Swampy Cree; Sydenham and Woodland Métis.



# Ethnic Origin and/or Cultural Background

Question: Ethnic groups have a common identity, heritage, ancestry, or historical past. These groups often share similar culture, language and/or religion. What is your cultural background(s) or ethnic origin(s)? You may pick from the 242 options provided. You may enter a group not included on the list or indicate that you are not sure.

## Response Rate

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
88%	48%

The data below is separated into multiple tables for readability.

## Results

What is your cultural background or ethnic origin?	Number	Percent	What is your cultural background or ethnic origin?	Number	Percent
Canadian	5635	60.5%	Italian	175	1.9%
English	1668	17.9%	First Nation	145	1.6%
Irish	860	9.2%	Indian (India)	129	1.4%
Scottish	750	8%	Polish	114	1.2%
French	467	5%	Arab	108	1.2%
German	402	4.3%	Pakistani	98	1.1%
Dutch	343	3.7%	Portuguese	91	1%
American	292	3.1%	Greek	79	0.8%
Ontarian	257	2.8%	Welsh	79	0.8%
Chinese	191	2%			

## Ethnic Origin and/or Cultural Background

What is your cultural background or ethnic origin?	Number	Percent	What is your cultural background or ethnic origin?	Number	Percent
Ukrainian	75	0.8%	Spanish	49	0.5%
An ethnicity not listed above	75	0.8%	Norwegian	47	0.5%
Newfoundlander	66	0.7%	Filipino	46	0.5%
Russian	65	0.7%	Egyptian	44	0.5%
Chadian	64	0.7%	Métis	43	0.5%
Acadian	62	0.7%	Danish	41	0.4%
Korean	62	0.7%	Swedish	41	0.4%
Japanese	51	0.5%	Québécois	38	0.4%
Jewish	51	0.5%	Syrian	38	0.4%
Ukrainian	75	0.8%	Nova Scotian	36	0.4%
Bangladeshi	35	0.4%	Belgian	24	0.3%
Finnish	35	0.4%	Punjabi	24	0.3%
Jamaican	34	0.4%	Brazilian	23	0.2%
Iranian	33	0.4%	Gujarati	23	0.2%
Caribbean origins	28	0.3%	Afrikaner	20	0.2%
Hungarian	28	0.3%	Turk	20	0.2%
Ojibwe	26	0.3%	Afghan	18	0.2%
Cree	25	0.3%	Colombian	18	0.2%
Australian	24	0.3%	Hispanic	18	0.2%
Austrian	24	0.3%	Mexican	17	0.2%

## Ethnic Origin and/or Cultural Background

What is your cultural background or ethnic origin?	Number	Percent	What is your cultural background or ethnic origin?	Number	Percent
Vietnamese	17	0.2%	Swiss	15	0.2%
Albanian	16	0.2%	Guyanese	14	0.2%
Inuit	16	0.2%	Anishinaabe	13	0.1%
New Brunswicker	16	0.2%	Bengali	13	0.1%
Somali	16	0.2%	Cuban	13	0.1%
Cambodian	15	0.2%	Lebanese	13	0.1%
Czech	15	0.2%	Czechoslovakian	12	0.1%
Mi'kmaq	15	0.2%	Icelandic	12	0.1%
New Zealander	15	0.2%	Palestinian	12	0.1%
South African	15	0.2%	Trinidadian/ Tobagonian	12	0.1%
Alsatian	11	0.1%	Zimbabwean	11	0.1%
Breton	11	0.1%	Libyan	10	0.1%
Costa Rican	11	0.1%	Nigerian	10	0.1%
Romanian	11	0.1%	Taiwanese	10	0.1%

### Additional Data

- The most often selected ethnic or cultural identity was “Canadian” (5635 students, or 60.5%)
- 3568 students (38.5%) selected “Canadian” only
- 2370 (25%) students selected more than one ethnic/cultural background.
- Students selected 215 of the 242 options for ethnicity/cultural background

## Ethnic Origin and/or Cultural Background

### **Ethnic origins/cultural backgrounds selected with too few responses to report:**

Akan; Algerian; Amhara; Angolan; Antiguan; Arawak; Argentinian; Armenian; Ashanti; Assyrian; Azerbaijani; Bahamian; Bantu; Barbadian; Basque; Bavarian; Belizean; Beninese; Berber; Bermudan; Bhutanese; Bolivian; Bosnian; Bulgarian; Burkinabé; Burmese; Burundian; Byelorussian; Cameroonian; Carib; Catalan; Channel Islander; Chilean; Congolese; Coptic; Cornish; Corsican; Croatian; Cypriot; Dinka; Djiboutian; Dominican; Ecuadorean; Eritrean; Estonian; Ethiopian; Ewe; Flemish; Frisian; Gambian; Georgian; Ghanaian; Goan; Grenadian; Guadeloupean; Guatemalan; Guinean; Haitian; Harari; Haudenosaunee; Hawaiian; Hmong; Honduran; Ibo; Indonesian; Iraqi; Israeli; Jordanian; Karen; Kashmiri; Kenyan; Kittitian/Nevisian; Kurd; Kyrgyz; Latvian; Liberian; Lithuanian; Luxembourger; Macedonian; Malaysian; Maltese; Māori; Mauritian; Maya; Mongolian; Moroccan; Nepali; Nicaraguan; Oromo; Pacific Islands origin; Paraguayan; Pashtun; Peruvian; Peulh; Puerto Rican; Roma; Rwandan; Salvadorean; Saudi Arabian; Senegalese; Serbian; Seychellois; Sicilian; Sinhalese; Slavic; Slovak; Slovenian; Sri Lankan; St. Lucian; Sudanese; Tamil; Tanzanian; Thai; Tunisian; Turkmen; Ugandan; Uighur; Uruguayan; Uzbek; Venezuelan; Vincentian/Grenadinian; West Indian; Wolof; Yemeni; Yoruba; Zambian; and Zulu.

**Responses for “An ethnicity not listed above” included:** Algonquin; Asian; Catholic; Cherokee; European; French Canadian; Irish; Islam; Latinx; Malawian; Melanesian; Mormonism; Mohawk; Muslim; Scandinavian and Sikh.

# Race or Racial Background

Question: In our society, people are often described by their race or racial background. For example, some people are considered “White” or “Black” or “East/Southeast Asian”, etc. Which race category best describes you? You may pick more than one.

- Black (examples may include African, Afro-Caribbean, African-Canadian descent)
- East Asian (examples may include Chinese, Korean, Japanese, Taiwanese descent)
- Indigenous (examples may include First Nations, Métis, Inuit descent)
- Latino/Latina/Latinx (examples may include Latin American, Hispanic descent)
- Middle Eastern (examples may include Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish etc.)
- South Asian (examples may include South Asian descent, e.g., East Indian (India), Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- Southeast Asian (examples may include Filipino, Vietnamese, Cambodian, Thai, Malaysian, Indonesian descent)
- White (examples may include European descent)
- If not listed above, please type in the box below:

## Response Rate

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
96%	53%

We acknowledge that the concept of race is a social construct that has no biological basis. Our theoretical framework, QuantCrit, encourages us to consider “race and racism” as a dual construct. That is, whenever we are considering “race” as a feature of students’ lived experiences, we need to ensure we are actually considering the *effects of racism* as a feature of their lived experiences. As with Indigenous identities, Ontario ARD Data Standard required that open text responses be mapped on to eight racial categories.

Ontario ARD Data Standards did not offer a selection for students who identify as “mixed.” Instead, these students made multiple selections and/or used the text box to offer additional information. We have included in the table a breakdown of students who selected only one race or racial background and those who selected more than one to offer a more nuanced description of students’ identities within available categories. Open text responses are included following the data tables.

# Race or Racial Background

## Results

Which race category best describes you?	Number			Percent
	Selected one option	Selected more than one option	Total	
Black	211	152	363	4%
East Asian	226	103	329	3%
Indigenous	161	275	436	4%
Latino/Latina/Latinx	73	102	175	2%
Middle Eastern	235	80	315	3%
South Asian	258	67	325	3%
Southeast Asian	58	41	99	1%
White	8244	663	8907	86%
Race not listed above	169	118	287	3%

## Additional Data

- Most students selected “White” among their responses (8907 students, or 86%)
- 93% of students who selected “White” among their responses selected only “White” (8244 students, or 93%)
- 757 students selected more than one racial background; 9596 students selected only one

Included in student responses for “Race not listed above” were: biracial, mixed, Brown, various nationalities (e.g., Canadian, Italian, Brazilian, Punjabi, etc.), Jewish, and students who did not know, were unsure, or did not understand the question<sup>20</sup>. Remaining responses were highly specific (e.g., further explanation of their mixed identity or describing skin tone); pejorative; or interrogated the question itself (e.g., “I don’t think race matters, we are all equal”).

## Religion or Spiritual Affiliation

Question: People practice many different religions. What is your religion, faith, creed, and/or spiritual affiliation? You may pick more than one.

- Agnostic (a person who thinks it is impossible to know if any God or Gods exist.)
- Atheist (a person who does not believe in any God or Gods.)
- Baha'i
- Buddhist
- Christian (example: Catholic, Protestant, Eastern Orthodox, etc.)
- Hindu
- Indigenous Spirituality
- Jain
- Jewish
- Muslim
- Sikh
- Wiccan
- Spiritual, but not religious
- No religious or spiritual affiliation
- Religion(s) or spiritual affiliation(s) not listed above (please type in the box below)
- Not sure
- I do not understand this question

### Response Rate

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
97%	53%

The Ontario ARD Data Standard requires that all responses to this question fit into one of nine categories of religions and/or spiritual affiliations. Seventeen (17) options are given in the question above. Students who answered "Agnostic," "Atheist," "Baha'i," "Jain," "Wiccan," "Spiritual but not religious," "Religion(s) or spiritual affiliation(s) not listed above," "Not sure," and "I do not understand this question," are all included under the category "Another Religion or Spiritual Affiliation." These subcategories are included in the table below to ensure all student responses are represented.



# Religion or Spiritual Affiliation

## Results

What is your religion, faith, creed, and/or spiritual affiliation?	Number	Percent
Another Religion or Spiritual Affiliation	6275	59.9%
• Atheist	1544	14.7%
• Agnostic	901	8.6%
• Baha'i	17	0.2%
• I do not understand this question	414	4%
• Not sure	2292	21.9%
• Religion(s) or spiritual affiliation(s) not listed above	161	1.5%
• Spiritual, but not religious	659	6.3%
• Wiccan	66	0.6%
Buddhist	62	0.6%
Christian	2418	23.1%
Hindu	109	1%
Indigenous Spirituality	105	1%
Jewish	90	0.9%
Muslim	430	4.1%
No religious or spiritual affiliation	2097	20%
Sikh	34	0.3%

## Additional Data

- 664 (6%) students selected more than one religion/spiritual affiliation

**Religion(s) or spiritual affiliations with too few responses to report:** Jainism.

**Responses for "Religion(s) or spiritual affiliation(s)" not listed above included:** a general "belief in God;" Church of Scientology; Greek Mythology/Hellenic Paganism; Norse Mythology; Roman Mythology; Heathenism; Paganism; Satanism; and Pastafarianism (Church of the Flying Spaghetti Monster). Some students also used the space to describe their individual belief systems; to question or examine the concept of religion; or to state that their religious beliefs are private.

# Gender Identity

Question: Gender identity refers to a person's internal sense or feeling of being a girl or woman, a boy or man, both, neither or anywhere on the gender spectrum. What is your/your student's gender identity? You may pick more than one.

- Girl/woman
- Boy/man
- Non-Binary
- Gender Fluid
- Two-Spirit (An Indigenous person whose gender identity, spiritual identity, or sexual orientation includes masculine, feminine, or non-binary spirits)
- Gender identity or identities not listed above (please type in the box below)
- Not sure
- I do not understand this question

## Response rate

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
98%	54%

## Results

What is your gender identity?	Number	Percent
Girl/woman	5005	47.4%
Boy/man	5249	49.7%
Non-Binary	174	1.6%
Gender Fluid	135	1.3%
Two-Spirit	45	0.4%
Gender identity or identities not listed above	49	0.5%
Not sure	131	1.2%
I do not understand this question	85	0.8%

# Gender Identity

## Additional data

- 238 (2%) students selected more than one gender identity.
- Binary gender identities (boy/man and girl/woman) account for 97% of responses. However, students were able to select more than one option and may have included both (and more) in their response to describe their gender.

**Responses to “Gender identity or identities not listed above” included:** demigender; agender; bigender; gender queer; and xenogender. Some students used the text box to describe that they are questioning their gender identity; others used it to describe their ideas about the gender spectrum. Nineteen students described their gender identity as a variation on the theme of “military attack helicopter”<sup>(a)</sup>.

## Transgender Identity

*Question: People who are transgender have a gender identity that is different from the one they were assigned at birth. Are you transgender?*

- Yes
- No
- Not sure
- I do not understand the question

## Response Rates

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
81.6%	45%

## Results

Are you transgender?	Number	Percent
Yes	180	2.1%
No	8090	92.8%
Not sure	359	4.1%
I do not understand the question	273	3.1%

# Gender Expression

Question: A person's appearance, style, dress, or the way they walk, or talk may affect how people describe them. How do you think other people at school would describe you?

- Very feminine
- Feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Masculine
- Very masculine
- I do not understand the question

## Response rate

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
96%	53%

This question asks respondents to answer based on *how they believe others perceive* their gender expression. Gender expression is different from gender identity. Like race, the perception of someone's gender expression is a social construct that does not necessarily align with a person's identities. Regardless of how a person identifies their gender, others may read their gender expression as non-conforming: this is called socially-assigned gender non-conformity (SAGNC). Teens who are socially assigned as gender non-conforming are at greater risk of being bullied and missing school due to safety concerns (Klemmer et al., 2019). It is important to measure *both* students' self-identified gender(s) and how their gender expression is perceived for future analysis so we can better understand how discrepancies between a student's self-identified gender and their *perceived* gender may affect their experiences at school.

# Gender Expression

## Results

How do you think other people at school would describe you?	Number	Percent
Very feminine	475	4.5%
Feminine	2375	22.7%
Somewhat feminine	1135	10.9%
Equally feminine and masculine	968	9.3%
Somewhat masculine	662	6.3%
Masculine	2612	25%
Very masculine	1098	10.5%
I do not understand the question	1118	10.7%

## Sexual Orientation (Grade 7 to 12 only)

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different gender. What is your sexual orientation? Select all that apply.

- Asexual
- Bisexual
- Gay
- Lesbian
- Pansexual
- Queer
- Questioning
- Straight/Heterosexual
- Two-Spirit
- Not sure
- A sexual orientation(s) not listed above (please specify)
- I do not understand this question

### Response Rate

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
96%	68%

### Results

What is your sexual orientation?	Number	Percent
Asexual	228	3.6%
Bisexual	680	10.6%
Gay	67	1%
Lesbian	128	2%
Pansexual	190	3%
Queer	79	1.2%
Questioning	241	3.8%
Straight/Heterosexual	4679	73.2%
Two-Spirit	33	0.5%
Not sure	272	4.3%
A sexual orientation(s) not listed above	49	0.8%
I do not understand this question	198	3.1%

## Sexual Orientation (Grade 7 to 12 only)

### Additional data

- 302 (5%) students selected more than one sexual orientation.
- The most common response was Straight/Heterosexual (73.2%, or 4679 students) followed by Bisexual (10.6% or 680 students)

**Common responses to “A sexual orientation not listed above” included:** aromantic; biromantic; bicurious; demisexual; omnisexual; unlabelled; and polyamorous. This list only includes sexual orientations that were mentioned more than once to protect student privacy. Some students used the text box space to further clarify their orientation(s), and to describe their feelings towards the question or toward the concept of a spectrum of sexuality.



# Canadian Citizenship

Were you born in Canada?

- Yes
- No
- Not sure

## Response Rate

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
99%	54%

## Results

Were you born in Canada?	Number	Percent
Yes	9793	91.5%
No	807	7.5%
Not sure	103	1%

The following two questions regarding Citizenship Status and Time in Canada were “branched” from this question. This means that only students who answered “No” or “Not Sure” to “Were you born in Canada?” were directed to the next two questions. Because these responses represent a small proportion of the overall survey participants, we have not included response rates.

## Citizenship Status

You may pick more than one. Are you currently:

- a Canadian citizen
- an international student (enrolled through a study permit)
- a landed immigrant/permanent resident
- a newcomer or refugee
- not sure
- I do not understand this question

# Citizenship Status

## Results

Are you currently...?	Number	Percent
a Canadian citizen	386	44.9%
a landed immigrant or permanent resident	200	23.3%
Not sure	98	11.4%
an international student (enrolled through a study permit)	75	8.7%
a newcomer or refugee	72	8.4%
I do not understand this question	29	3.4%

# Time in Canada

*How long have you been in Canada?*

- *Less than 6 months*
- *6 months to one year*
- *1-2 years*
- *2-5 years*
- *more than 5 years*
- *Not sure*

## Results

How long have you been in Canada?	Number	Percent
Less than 6 months	21	2.8%
6 months to one year	36	4.8%
1 to 2 years	114	15.2%
2 to 5 years	217	28.9%
more than 5 years	364	48.4%
<i>Not sure (K-6 only)</i>	8	2.8%

# Factors Impacting Well-Being (Grade 7 to 12 only)

Do you have any of the following challenges that impact your well-being? Select all that apply.

- Alcohol misuse
- Anxiety (when persistent and intense feelings of worry disrupt your engagement in classroom activities, learning potential, performance, and social relationships)
- Attention and Hyperactivity/ Impulsivity (ADD or ADHD)
- Cannabis misuse
- Eating and Weight-related Problems
- Mood (Depression or Bipolar disorder)
- Other substance misuse (Cigarettes/e-cigarettes and vaping tobacco, high-caffeine energy drinks, opioids, inhalants, anabolic steroids, and/or misuse of any medication)
- Problem gambling
- Technology misuse (Social media, Gaming, etc.)
- None of the above

## Response Rates

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
90.9%	65.2%

## Results

Do you have any of the following challenges that impact your well-being?	Number	Percent
Alcohol misuse	194	3.2%
Anxiety	2429	39.6%
Attention and Hyperactivity/ Impulsivity (ADD or ADHD)	1140	18.6%
Cannabis misuse	284	4.6%
Eating and Weight-related Problems	904	14.7%
Mood (Depression or Bipolar disorder)	1360	22.2%
Other substance misuse	396	6.5%
Problem gambling	102	1.7%
Technology misuse	780	12.7%
None of the above	2525	41.2%

## Additional Data

- 1928 (31.5%) students selected more than one challenge

## Disabilities (Grade 7 to 12 only)

*Question: Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a Medical Plan of Care and/or an Individual Education Plan to ensure that their learning and/or health needs are supported, but some do not. Do you consider yourself to be a person with a disability or disabilities?*

- Yes
- No
- Not sure
- I do not understand this question

### Response Rate

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
94%	67%

### Results

Do you consider yourself to be a person with a disability or disabilities?	Number	Percent
Yes	885	14%
No	4551	71.9%
Not sure	721	11.4%
I do not understand this question	173	2.7%

## Conditions (Grade 7 to 12 only)

*Do you have any of the following conditions? Please select all that apply.*

- *Autism Spectrum Disorder*
- *Blind or low vision*
- *Chronic health condition (examples may include epilepsy, cerebral palsy, spina bifida, cystic fibrosis, asthma, diabetes, anaphylaxis)*
- *Chronic Pain (examples may include constant aches or discomfort caused by illness, injury or condition)*
- *Deaf or hard of hearing*
- *Developmental disability or disabilities (examples may include Down syndrome, general delay)*
- *Dexterity (examples may include difficulty using hands/fingers to grab/hold small objects such as pencils or scissors)*
- *Learning disability or disabilities (examples may include ADD, ADHD, dyslexia)*
- *Mobility*
- *Speech or Language impairment (examples may include difficulty speaking and/or being understood)*
- *Any disability or disabilities not listed above (please type in the box below):*
- *None. I do not have any of the conditions listed above.*

### Response Rate

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
78%	56%

# Conditions (Grade 7 to 12 only)

## Results

Do you have any of the following conditions?	Number	Percent
Autism Spectrum Disorder	248	4.7%
Blind or low vision	300	5.7%
Chronic health condition	327	6.2%
Chronic Pain	216	4.1%
Deaf or hard of hearing	109	2.1%
Developmental disability or disabilities	76	1.4%
Dexterity	58	1.1%
Learning disability or disabilities	1172	22.3%
Mobility	43	0.8%
Speech or Language impairment	168	3.2%
Disability or disabilities not listed	92	1.8%
None. I do not have any of the conditions listed above.	3221	61.3%

## Additional data

- 533 (10%) students selected more than one condition

**Under “Disability or disabilities not listed,” responses included:** asthma; stuttering; obsessive-compulsive disorder (OCD); dysgraphia; dyslexia; dyscalculia; bipolar disorder; depression; anxiety disorders; oppositional defiant disorder (ODD); fetal alcohol spectrum disorder (FASD); post-traumatic stress disorder (PTSD); scoliosis; brain injury/concussion; seizure disorders; Tourette’s Syndrome; diabetes; colour blindness; vertigo and several rare or highly specific medical conditions that are excluded from this list to protect student privacy.

## Parent/Guardian Education (Grade 7 to 12 only)

Question: Please consider all of your parents and/or guardians when answering the following:  
Answers are yes or no.

- I have one or more parent and/or guardian that has completed high school.
- I have one or more parent and/or guardian that has completed an apprenticeship program.
- I have one or more parent and/or guardian that has completed a college program.
- I have one or more parent and/or guardian that has completed a university program.

### Response Rate

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
97%	69%

### Results

One or more parent has completed:	Number	Percent
High school	6198	95.2%
An apprenticeship program	2643	40.6 % <a href="#">↗</a>
A college program	4478	68.8%
A university program	3712	57%

## Parent/Guardian Military Member

*Is your parent or guardian an active member of the Canadian Armed Forces/Military (examples may include Army, Navy, Air Force)?*

- Yes
- No
- Not sure

### Response Rate

Survey Participants(Grade 7 to 12)	Board Population(Grade 7 to 12)
98%	54%

### Results

Is your parent or guardian an active member of the Canadian Armed Forces/Military?	Number	Percent
Yes	898	8.4%
No	9241	86.8%
Not sure	502	4.7%

*How many of your parents or guardians are active members of the Canadian Armed Forces/Military?*

- One parent or guardian
- More than one parent or guardian

### Results

How many of your parents or guardians are active members of the Canadian Armed Forces/Military?	Number			Percent
	Kindergarten to Grade 6	Grade 7 to 12	Total	
One parent or guardian	271	376	647	6.1%
More than one parent or guardian	91	103	194	1.8%



# Feelings about School

Question: How do you feel about your school? (Answers are disagree, neither agree nor disagree or agree.)

- I feel like this school is a welcoming place.
- I feel like I belong at this school.
- I enjoy being at this school.
- I get along well with other students at this school.
- I feel that school rules are applied to me in a fair way.
- I feel accepted by students at this school.
- I am treated with respect at this school.
- I feel like differences among all people are respected at this school.

## Response Rates

Kindergarten to Grade 6	Survey Participants (K to Grade 6)	Board Population (K to Grade 6)
I feel like this school is a welcoming place.	98%	39%
I feel like I belong at my school.	94%	37%
I get along well with other students at my school.	92%	37%
I feel that school rules are applied to me in a fair way	92%	37%
I feel accepted by students at my school.	91%	36%
I am treated with respect at my school.	89%	36%
I feel like differences among all people are respected at this school.	90%	36%

Grade 7 to 12	Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
I feel like this school is a welcoming place.	97%	69%
I feel like I belong at my school.	97%	69%
Enjoy being at this school	97%	69%
I get along well with other students at my school.	97%	69%
I feel accepted by students at my school.	97%	69%
I feel that school rules are applied to me in a fair way	97%	69%
I am treated with respect at my school.	97%	69%
I feel like differences among all people are respected at this school.	96%	69%

# Feelings about School

This question was presented slightly differently across surveys. Grade 7 to 12 students were given a three-point scale ranging from “disagree” to “agree,” while Kindergarten to Grade 6 students were given a five-point graphic slider that ranged from a “very negative” smiley face to a “very positive” smiley face. Responses for Kindergarten to Grade 6 students have been classified as positive, neutral, or negative.

## Results

How do you feel about your school? (Kindergarten to Grade 6)	Negative response		Neutral response		Positive Response	
	Number	Percent	Number	Percent	Number	Percent
I feel like this school is a welcoming place.	255	6%	544	13%	3265	80%
I feel like I belong at my school.	409	10%	409	10%	3140	80%
I get along well with other students at my school.	371	10%	371	10%	3158	83%
I feel that school rules are applied to me in a fair way	325	8%	325	8%	3074	80%
I feel accepted by students at my school.	234	6%	234	6%	3084	82%
I am treated with respect at my school.	278	8%	278	8%	3046	82%
I feel like differences among all people are respected at this school.	241	6%	241	6%	3209	86%

How do you feel about your school? (Grade 7 to 12)	Disagree		Neither agree nor disagree		Agree	
	Number	Percent	Number	Percent	Number	Percent
I feel like this school is a welcoming place.	604	9%	2256	35%	3670	56%
I feel like I belong at my school.	691	11%	2123	33%	3691	57%
Enjoy being at this school	955	15%	2114	33%	3431	53%
I get along well with other students at my school.	338	5%	1715	26%	4452	68%
I feel accepted by students at my school.	599	9%	2098	32%	3800	58%
I feel that school rules are applied to me in a fair way	596	9%	1682	26%	4208	65%
I am treated with respect at my school.	473	7%	1919	30%	4103	63%
I feel like differences among all people are respected at this school.	1007	16%	2190	34%	3265	51%

# Human Rights and Social Justice Education

*At this school, I am encouraged to think or learn about human rights/social justice issues related to:  
(Answers are disagree, neither agree nor disagree or agree)*

- *Indigenous peoples*
- *Gender identity*
- *Race, ethnicity or cultural background*
- *Sexual orientation*
- *Poverty*
- *People with disabilities*

## Response Rates

Kindergarten to Grade 6	Survey Participants (K to Grade 6)	Board Population (K to Grade 6)
Indigenous Peoples	94%	37%
Gender Identity	91%	36%
Race	92%	36%
Sexual Orientation		
Poverty	92%	36%
People with disabilities	91%	36%

Grade 7 to 12	Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
Indigenous Peoples	95%	68%
Gender Identity	94%	67%
Race	94%	67%
Sexual Orientation	94%	67%
Poverty	94%	67%
People with disabilities	94%	67%

# Human Rights and Social Justice Education

Again, this question was worded differently across surveys. Both groups of students (Kindergarten to Grade 6 and Grades 7 to 12) used a three-point scale, but the younger students' survey offered "yes," "no," and "not sure" as response options.

## Results

I am encouraged to think or learn about... (Kindergarten to Grade 6)	No		Not Sure		Yes	
	Number	Percent	Number	Percent	Number	Percent
Indigenous Peoples	256	7%	775	20%	2853	73%
Gender Identity	948	25%	1433	38%	1381	37%
Race	467	12%	1092	29%	2248	59%
Sexual Orientation						
Poverty	795	21%	1161	31%	1833	48%
People with disabilities	593	16%	1103	29%	2087	55%

I am encouraged to think or learn about... (Grade 7 to 12)	Disagree		Neither agree nor disagree		Agree	
	Number	Percent	Number	Percent	Number	Percent
Indigenous Peoples	312	5%	1166	18%	4909	77%
Gender Identity	937	15%	2220	35%	3165	50%
Race	467	7%	1641	26%	4221	67%
Sexual Orientation	980	16%	2380	38%	2931	47%
Poverty	922	15%	2161	34%	3205	51%
People with disabilities	983	16%	2214	35%	3106	49%

# Extracurricular Activities at School

Question: In a typical school year (outside of COVID-19), do you usually take part in these extracurricular school activities? (Answers are yes or no.)

- Arts (examples may include school play/musical, art club).
- Music (examples may include band, choir).
- School clubs (examples may include chess, environment, Rainbow, faith-based)
- Sports (examples may include track and field, sports teams)
- School special events (examples may include dances, concerts).
- School field trips

## Response Rates

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
85%	47%

## Results

Do you usually take part in these extracurricular school activities?	Yes		No	
	Number	Percent	Number	Percent
Arts	3342	34.1%	6468	65.9%
Music	2537	26.5%	7028	73.5%
School clubs	2803	29.3%	6774	70.7%
Sports	6606	65.6%	3461	34.4%
Leadership/publications	1507	24.7%	4596	75.3%
Special Events	4997	51.3%	4751	48.7%
Field Trips	8933	88%	1223	12%

# Belonging at School

Question: Do you ever feel unwelcome or uncomfortable at your school because of any of the following? Select all that apply.

- A disability that I have
- My family's level of income
- My gender expression
- My gender identity
- My grades or marks
- My hobbies, activities, and/or interests
- My language
- My race, cultural background, or skin colour
- My religion or faith
- My sexual orientation
- The way I dress
- The way I look
- I feel welcome and comfortable at my school.

## Response Rates

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
88%	63%

## Results

Do you ever feel unwelcome or uncomfortable at your school because of any of the following?	Number	Percent
A disability that I have	552	5.7%
My family's level of income	430	4.4%
My gender expression	259	2.7%
My gender identity	283	2.9%
My grades or marks	1281	13.2%
My hobbies, activities, and/or interests	1473	15.2%
My language	210	2.2%
My race, cultural background, or skin colour	355	3.7%
My religion or faith	321	3.3%
My sexual orientation (7 to 12 only)	390	6.6%
The way I dress	1322	13.7%
The way I look	2046	21.1%
I feel welcome and comfortable at my school	5934	61.3%

# Learning Opportunities at School (Grade 7 to 12 only)

Question: At my school, I have opportunities to:

- Express my cultural identity
- Learn about my cultural/racial background
- Learn about myself as a learner
- Learn about different life situations (examples may include people living in poverty, people with disabilities).

## Response Rates

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
93%	67%

## Results

At my school, I have opportunities to:	No		Not Sure		Yes	
	Number	Percent	Number	Percent	Number	Percent
Express my cultural identity	1005	16.1%	2499	40%	2740	43.9%
Learn about my cultural/racial background	1326	21.3%	2047	32.9%	2858	45.9%
Learn about myself as a learner	724	11.5%	1252	19.8%	4332	68.7%
Learn about different life situations (examples may include people living in poverty, people with disabilities)	940	15%	1427	22.7%	3912	62.3%

# Identity Reflected at School

Question: At my school, I see myself/my identity reflected positively in: (Answers are yes, no or not sure.)

- Pictures or posters in the school
- Displays of student work
- Materials teachers use in class (examples may include books and videos)
- Topics we study in class
- Extra-curricular activities (examples may include sports, arts activities, clubs)
- Special events and celebrations
- School publications (examples may include yearbooks, newspapers, school calendar, websites)

## Response Rates

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
91%	50%

## Results

At my school, I see myself / my identity reflected positively in:	No		Not Sure		Yes	
	Number	Percent	Number	Percent	Number	Percent
Pictures and posters	2019	20%	3540	35%	4551	45%
Displays of student work	1564	15.6%	3057	30.5%	5403	53.9%
Materials used in class	1470	14.7%	3101	31.1%	5410	54.2%
Topics in class	1480	14.9%	3303	33.2%	5171	51.9%
Extracurricular	1396	14%	2850	28.6%	5719	57.4%
Special events	1483	15%	3348	33.8%	5067	51.2%
School publications	1723	17.4%	3799	38.5%	4358	44.1%



# Caring Adults at School

Question: Please check if you agree or disagree with the following statements: (Answers for Grades 7 to 12 are: disagree, neither agree nor disagree or agree; answers for Kindergarten to Grade 6 are: yes, no, not sure)

- There is at least one adult at my school who cares about me
- There is at least one adult at my school who expects me to do well.
- In general, adults at my school treat me the same or better than they treat other students.

## Response Rates

Kindergarten to Grade 6	Survey Participants (K to Grade 6)	Board Population (K to Grade 6)
There is at least one adult at my school who cares about me.	96%	38%
There is at least one adult at my school who expects me to do well.	95%	38%
In general, adults at my school treat me the same or better than they treat other students.	96%	38%

Grade 7 to 12	Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
There is at least one adult at my school who cares about me.	96%	68%
There is at least one adult at my school who expects me to do well.	95%	68%
In general, adults at my school treat me the same or better than they treat other students.	95%	68%

Again, this question was worded differently across surveys. Both groups of students (Kindergarten to Grade 6 and Grades 7 to 12) used a three-point scale, but the younger students' survey offered "yes," "no," and "not sure" as response options.

# Caring Adults at School

## Results

Kindergarten to Grade 6	No		Not sure		Yes	
	Number	Percent	Number	Percent	Number	Percent
There is at least one adult at my school who cares about me.	244	6.1%	453	11.4%	3285	82.5%
There is at least one adult at my school who expects me to do well.	225	5.7%	493	12.5%	3234	81.8%
In general, adults at my school treat me the same or better than they treat other students.	612	15.4%	957	24%	2412	60.6%
Grade 7 to 12	Disagree		Neither agree nor disagree		Agree	
	Number	Percent	Number	Percent	Number	Percent
There is at least one adult at my school who cares about me.	438	6.8%	1197	18.6%	4802	74.6%
There is at least one adult at my school who expects me to do well.	355	5.5%	1060	16.5%	4999	77.9%
In general, adults at my school treat me the same or better than they treat other students.	827	12.9%	2226	34.7%	3362	52.4%

## Reasons Absent or Late (Grades 7 to 12 only)

Question: Prior to COVID-19, what were the main reasons that made you late or absent from school?  
Select as many that apply or skip this question if none apply.

- Academic pressure (for example, course is too challenging, too many assignments to manage)
- Don't like school
- Extracurricular school activities
- Family reasons
- Fear of being bullied
- Not getting along with adults at school
- Not getting along with other students
- School is not important
- Sickness or medical reasons
- Too tired
- Transportation late or not available
- Unhappy and/or anxious
- Weather

### Response Rates

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
88%	63%

### Results

What were the main reasons that made you late or absent from school?	Number	Percent
Academic pressure	980	16.6%
Don't like school	1455	24.6%
Extracurricular school activities	1227	20.8%
Family reasons	1610	27.3%
Fear of being bullied	468	7.9%
Not getting along with adults at school	351	5.9%
Not getting along with other students	681	11.5%
School is not important	255	4.3%
Sickness or medical reasons	3478	58.9%
Too tired	2252	38.2%
Transportation late or not available	2256	38.2%
Unhappy and/or anxious	1679	28.4%
Weather	2977	50.4%

# Socio-economic Status

Question: How many of the following are in your home: Answers are none, one, two, or three or more.

- Cell phones
- Televisions
- Computers/Tablets
- Cars
- Rooms with a bath or shower

## Response Rates

Kindergarten to Grade 12	Survey Participants (K to Grade 12)	Board Population (K to Grade 12)
Cell phone	96%	53%
Television	96%	53%
Computers	95%	52%
Cars	96%	53%
Rooms with a bath or shower	96%	53%

## Results

How many of the following are in your home?	None		One		Two		Three or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cell phone	169	1.6%	447	4.2%	1679	16%	8226	78.2%
Television	169	1.6%	1411	13.5%	2755	26.3%	6136	58.6%
Computers	210	2%	1053	10.1%	2197	21.1%	6955	66.8%
Cars	395	3.8%	2353	22.4%	5290	50.4%	2448	23.3%
Rooms with a bath or shower <sup>(10)</sup>	397	3.8%	3424	32.7%	4148	39.6%	2503	23.9%

# Socio-economic Status

Question: In your home, do you have: Select all that apply.

- A room of your own
- Internet
- A subscription to a streaming service (examples may include Netflix, Crave TV, Disney +)
- A guest room
- A musical instrument
- Air conditioning

## Response Rates

Survey Participants (Grade K to 12)	Board Population (Grade K to 12)
97%	53%

## Results

In your home do you have:	Number	Percent
A room of your own	9487	89.6%
Internet	10210	96.4%
A subscription to a streaming service	9676	91.4%
A guest room	4495	42.5%
A musical instrument	6794	64.2%
Air conditioning	9117	86.1%

## Homelessness (Grades 7 to 12 only)

*Question: Have you considered yourself to be homeless in the last twelve months (for example, living in shelters, living in cars or abandoned buildings, couch surfing)? (Answers are yes or no.)*

### Response Rates

Survey Participants (Grade 7 to 12)	Board Population (Grade 7 to 12)
96%	69%

### Results

Have you considered yourself to be homeless in the last twelve months?	Number	Percent
Yes	165	2.5%
No	6312	97.5%

# Extracurricular Activities Outside of School

Question: At any point during a regular year outside of COVID-19 (including summer), do you take part in any of these activities (not a part of school)? Please think about your life outside of school when answering the following questions. Answers are yes or no.

- Arts (examples may include painting classes, theatre productions, dance classes).
- Music (examples may include choir, piano lessons).
- Individual sports or team sports (examples may include swimming lessons, karate, basketball, gymnastics, hockey).
- Youth programs or clubs (examples may include Cadets, leadership, recreation)
- Cultural group, faith/religious activities (examples may include children's groups).
- Volunteer activities.
- Spending time with friends.
- Part-time job (paid).

## Response Rates

Do you take part in these activities (not part of school)?	Survey Participants (K to Grade12)	Board Population (K to Grade 12)
Arts (examples may include visual arts lessons, drama camp, dance classes)	90%	49%
Music (examples may include choir, piano lessons)	89%	49%
Individual sports or team sports (examples may include swimming lessons, basketball, gymnastics, hockey)	93%	51%
Youth programs, clubs or organizations (examples may include Cadets, leadership, recreation)	88%	48%
Cultural group, faith/religious activities (examples may include youth groups)	87%	48%
Volunteer activities	88%	48%
Spending time with friends	87%	48%
(Grade 7 to 12 only) Part-time job (paid)	89%	64%

# Extracurricular Activities Outside of School

## Results

Do you take part in these activities (not part of school)?	Yes		No	
	Number	Percent	Number	Percent
Arts (examples may include visual arts lessons, drama camp, dance classes)	2769	28.3%	7020	71.7%
Music (examples may include choir, piano lessons)	2500	25.8%	7187	74.2%
Individual sports or team sports (examples may include swimming lessons, basketball, gymnastics, hockey)	6684	66.1%	3427	33.9%
Youth programs, clubs or organizations (examples may include Cadets, leadership, recreation)	2001	20.8%	7597	79.2%
Cultural group, faith/ religious activities (examples may include youth groups)	1379	14.5%	8133	85.5%
Volunteer activities	3936	40.9%	5681	59.1%
Spending time with friends	8719	91.5%	807	8.5%
(Grade 7 to 12 only) Part-time job (paid)	2405	40.1%	3592	59.9%



# Endnotes

1. [Ngozi-Adichie, Chimamanda \(2009\)](#). "The Danger of a Single Story."
2. [Gillborn, David et al \(2016\)](#).
3. MFIPPA is the provincial legislation that establishes responsibilities of school boards to protect, collect, use, retain, disclose and destroy personal information about individuals, including students
4. For example, when an unreasonably large number of response options were selected (e.g. the first 30 options in alphabetical order were selected), or if the response provided in an open text box did not correspond to the question.
5. Any student who identified a specific community or nation (e.g. Tyendinaga Mohawk Territory) was mapped onto a larger cultural or national group (e.g. Mohawk) to protect individual student privacy in relation to their census participation. Larger national or cultural groups included here are based on information gathered from the websites of listed communities. Responses from students who listed wider geographical territories (i.e. a country, province or city/town) were left unchanged and are included above.
6. These students made a selection and used one of the text boxes to indicate that they did not know their specific heritage; some wrote "I don't know" or "I'm not sure."
7. These students made a selection and then entered a various information into one of the text boxes including references to individual family members (e.g., "My dad is half") or regions (e.g., "From somewhere around Nova Scotia"); or different terminology (e.g., "Native" or "Aboriginal"). Many in this category selected "Band or nation not listed" and then left the text box blank.
8. The origins of this term in relation to gender identity can be traced back to a meme that circulated the internet in 2015. It is considered to be transphobic (see "[I Sexually Identify as a Military Attack Helicopter](#)"). However, it is impossible to know if students who included this response are aware of the origins of the phrase. It is also possible that this phrase has other meanings of which we are unaware.
9. It is possible that this question was misinterpreted: this figure is extremely high. Apprenticeship education rates for adults between 25 and 64 in the last federal Census (2016) was 6.6% in the Kingston Census Metropolitan Area and 6.2% for Ontario ([Statistics Canada, 2017](#)).
10. This figure suggests that almost 400 students in the board do not have access to bathing facilities in their homes. It is possible that this question was misinterpreted by some to mean a bedroom with an attached bathroom rather than a bathroom with a bath or shower. Even when taking into consideration the number of students who have been homeless in the last year, this figure seems high.

# References

Gillborn, David et al. "QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics." *Race Ethnicity and Education*, Vol. 21, Issue 2, 2018, pp. 158-179. [DOI: 10.1080/13613324.2017.1377417](https://doi.org/10.1080/13613324.2017.1377417)

Government of Ontario Anti-Racism Directorate. "Data Standards for the Identification and Monitoring of Systemic Racism." (2021) <https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>

"I Sexually Identify as an Attack Helicopter." Wikipedia. July 26, 2021. [https://en.wikipedia.org/wiki/I\\_Sexually\\_Identify\\_as\\_an\\_Attack\\_Helicopter](https://en.wikipedia.org/wiki/I_Sexually_Identify_as_an_Attack_Helicopter) (accessed August 10, 2021).

"I Sexually Identify as an Attack Helicopter." Know Your Meme. <https://knowyourmeme.com/memes/i-sexually-identify-as-an-attack-helicopter> (accessed August 10, 2021).

Klemmer, Cary et al. "Socially Assigned Gender Nonconformity and School Violence Experience Among Transgender and Cisgender Adolescents." *Journal of Interpersonal Violence*, Vol: 36, Issue: 15-16, 2019. [https://journals.sagepub.com/doi/abs/10.1177/0886260519844781?casa\\_token=PSpwzaW-8agAAAAA:SxWEdsX9oNMGDHDl9gtnVJATwUlgiAZhcams57eCpt3ShghtZMDGe49ZtS-5\\_aQca2GFBmHB25Yg](https://journals.sagepub.com/doi/abs/10.1177/0886260519844781?casa_token=PSpwzaW-8agAAAAA:SxWEdsX9oNMGDHDl9gtnVJATwUlgiAZhcams57eCpt3ShghtZMDGe49ZtS-5_aQca2GFBmHB25Yg) (accessed August 10, 2021).

Ngozi-Adichie, Chimamanda. "The Danger of a Single Story." *TED Talks*. [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en) (accessed on August 9, 2021).

Statistics Canada. 2017. *Kingston [Census metropolitan area], Ontario and Ontario [Province]* (table). *Census Profile*. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E> (accessed August 10, 2021).

# Appendices

## Appendix A: Grade 7 to 12 Student Census Questions

(Link to LDSB Website)

<https://www.limestone.on.ca/cms/One.aspx?portalId=352782&pageId=29507513>

## Appendix B: Grade 4 to 6 Student Census Questions

(Link to LDSB Website)

<https://www.limestone.on.ca/cms/One.aspx?portalId=352782&pageId=29507384>

## Appendix C: Kindergarten to Grade 3 Student Census Questions

(Link to LDSB Website)

<https://www.limestone.on.ca/cms/One.aspx?portalId=352782&pageId=29479145>