



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Brenda Blancher, Director of Education & Secretary  
FROM: Wayne Baker, Superintendent of Education  
RE: **Student Census 2019 Executive Summary**  
DATE: September 9, 2019

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<b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive as information <b>Student Census 2019 Executive Summary</b> .
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**Background**

In 2017, the Ministry of Education established the *Education Equity Action Plan*, in response to the persistent underachievement of marginalized student subgroups since implementation of *Equity and Inclusive Education in Ontario Schools (2009)*. The Equity Action Plan was scheduled to last three years, with the goal of eliminating systemic barriers to educational equity for marginalized students, as measured by academic achievement and sense of belonging.

The first year of the plan called for Grand Erie to develop an identity-based data-collection instrument. The second year of the plan involved implementation of the data-collection instrument, collection of identity-based student demographic data, and analysis of the data. The third year of the plan includes the implementation of strategies to eliminate identified gaps in achievement and sense of belonging for marginalized students.

**Additional Information**

During the 2017-18 school year, a Grand Erie census was developed; it built upon earlier data-collection efforts of other Boards, and included local community input. The voluntary census was made available to all grades 4-12 students during March 2019, with 83% participation.

The attached Executive Summary reflects the results of the student census.

**Next Steps**

Principals and staff will consider student census data in the creation of School Achievement Plans.

**Grand Erie Multi-Year Plan:**

This report supports the Equity indicator of Success for Every Student and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Wayne Baker  
Superintendent of Education



# Grand Erie District School Board

## Student Census – 2019

### Executive Summary

#### **Background:**

Ontario's Education Equity Action Plan is the province's roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. This means working together with all stakeholders to bring the action plan to life and create a learning environment that inspires every child and student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.

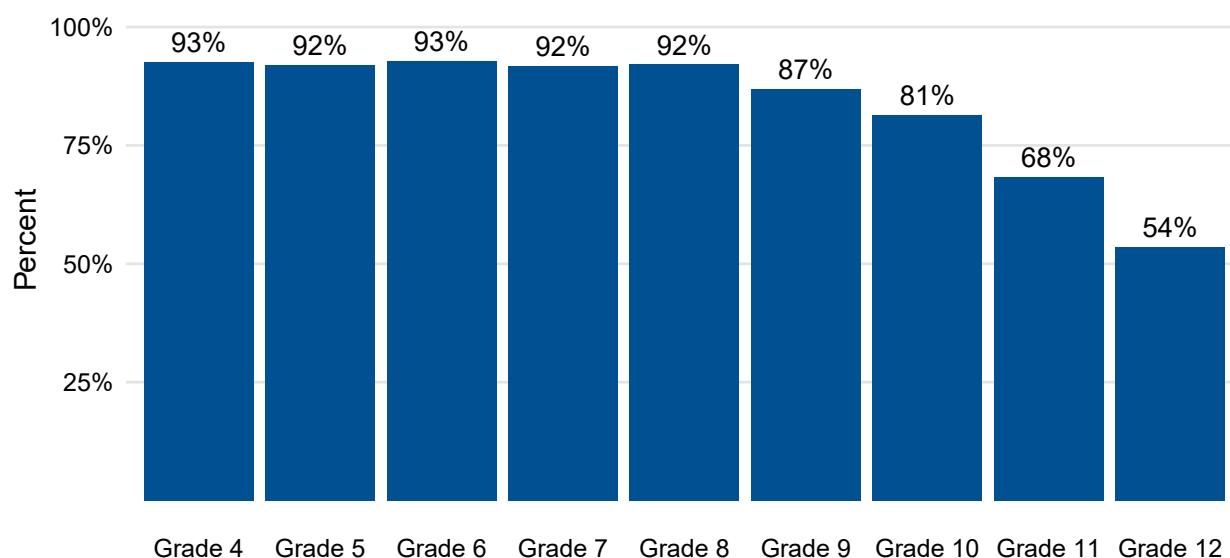
A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience. In order to achieve this step, the Grand Erie District School Board conducted a student census in March 2019 where all students in Grades 4-12 were invited to participate.

Over 17,000 students were eligible to complete the census and more than 14,000 responded, representing 83% of students in Grades 4-12. The data collected will be used to gain a better understanding of Grand Erie's student population.

#### **Executive Summary:**

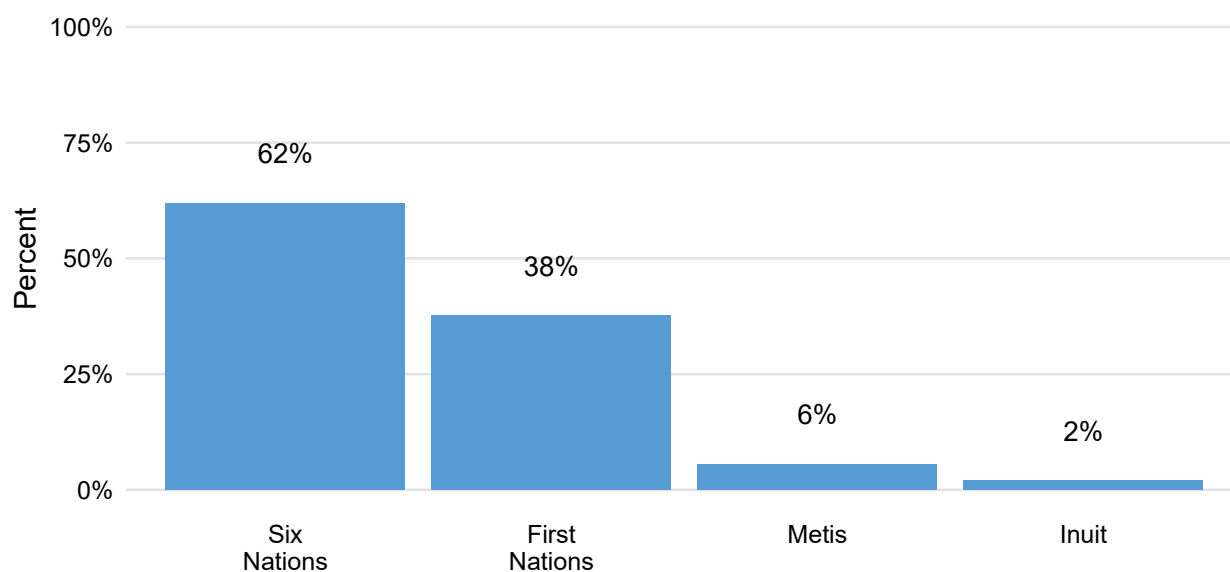
- 12% of respondents identified as Indigenous (Six Nations, First Nations, Metis or Inuit). This differs from enrollment numbers where 7.5% of students self-identify as indigenous.
- The large majority of Grand Erie students identify as White (81%). There is more racial diversity in Brantford where 29% of respondents identify as non-white, followed by Haldimand County (21%), Brant County (13%) and Norfolk County (13%).
- 81% of respondents identify their ethnic or cultural origin as Canadian.
- Almost two-thirds of respondents (60%) do not identify with any organized religion.
- 31% of respondents indicated that they had some form of disability (mental health, vision, learning). Of these students, 35% indicated some sort of mental health disability (which make up 10.5% of the total respondents).
- Students in Grades 9-12 were asked their sexual orientation – 16% of respondents indicated they were something other than Straight (including: asexual, bisexual, gay, lesbian or pansexual).
- Students in Grades 9-12 were asked their gender identity – 3% of respondents indicated a gender identity other than Male or Female.
- 4% of respondents were not born in Canada however, the majority of these students have been in Canada for more than 2 years.
- Overall respondents have a positive view of school, 74% indicate that they feel accepted by adults at school and 73% indicated that their teachers care about them.
- Students are encouraged to think about issues like race, ethnicity or culture, people with disabilities and poverty.
- Respondents are more likely to see themselves in extra-curricular activities, but less likely to see themselves in pictures or posters around the school.
- While most respondents are absent due to expected issues such as illness or weather, 28% of students indicated that family reasons have caused them to be late or absent.

## Survey Completion by Grade



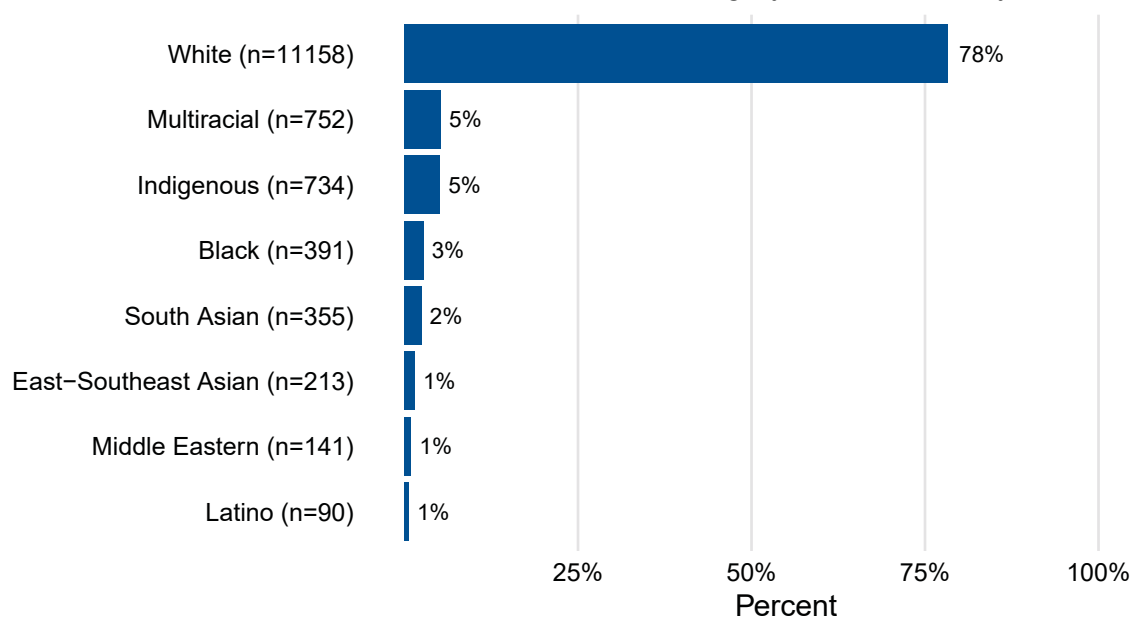
12.5% of census respondents identified as Indigenous (i.e., Six Nations, First Nations, Metis or Inuit). Of those individuals, the chart below details the breakdown.

## Students that identify as Indigenous (n = 1669):



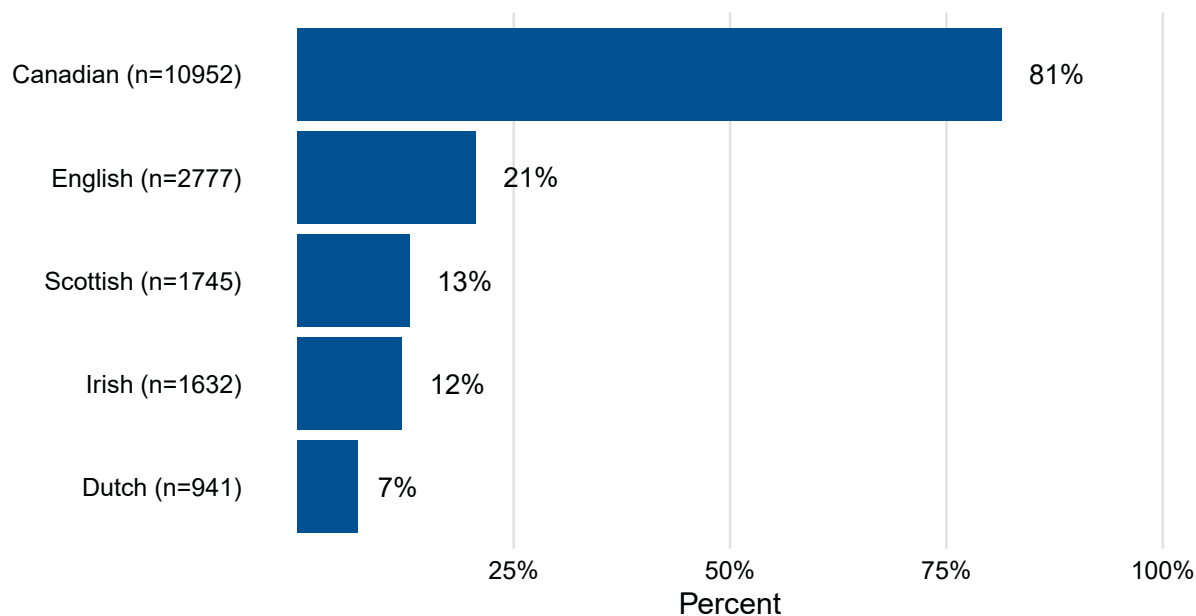
*Respondents were able to select more than one option resulting in total percentages more than 100%*

## Which race category best describes you?

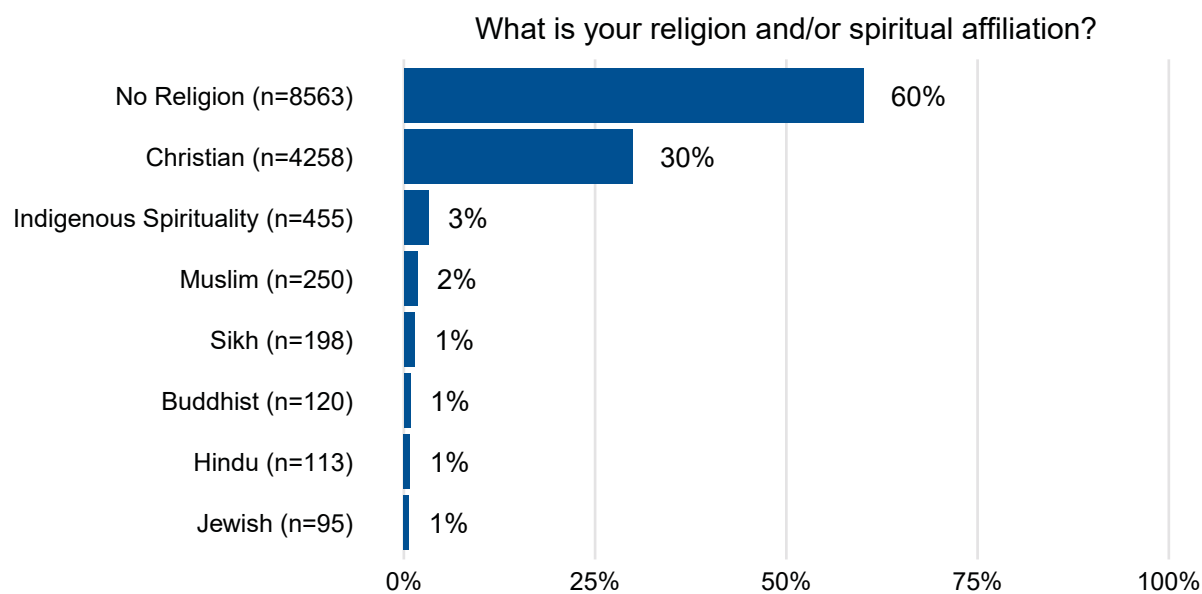


*Respondents were able to select more than one option resulting in total percentages more than 100%*

## What is your ethnic or cultural origin(s)?

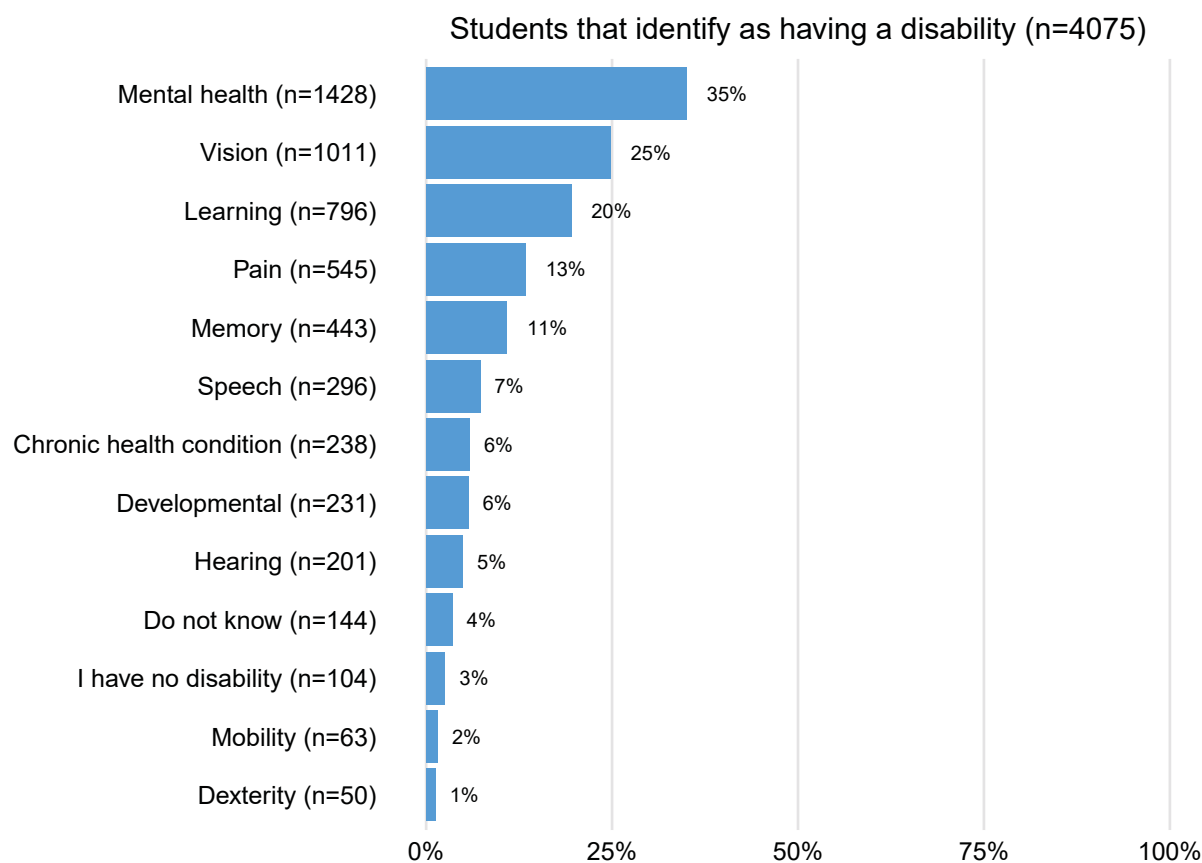


*Respondents were able to select more than one option resulting in total percentages more than 100%*

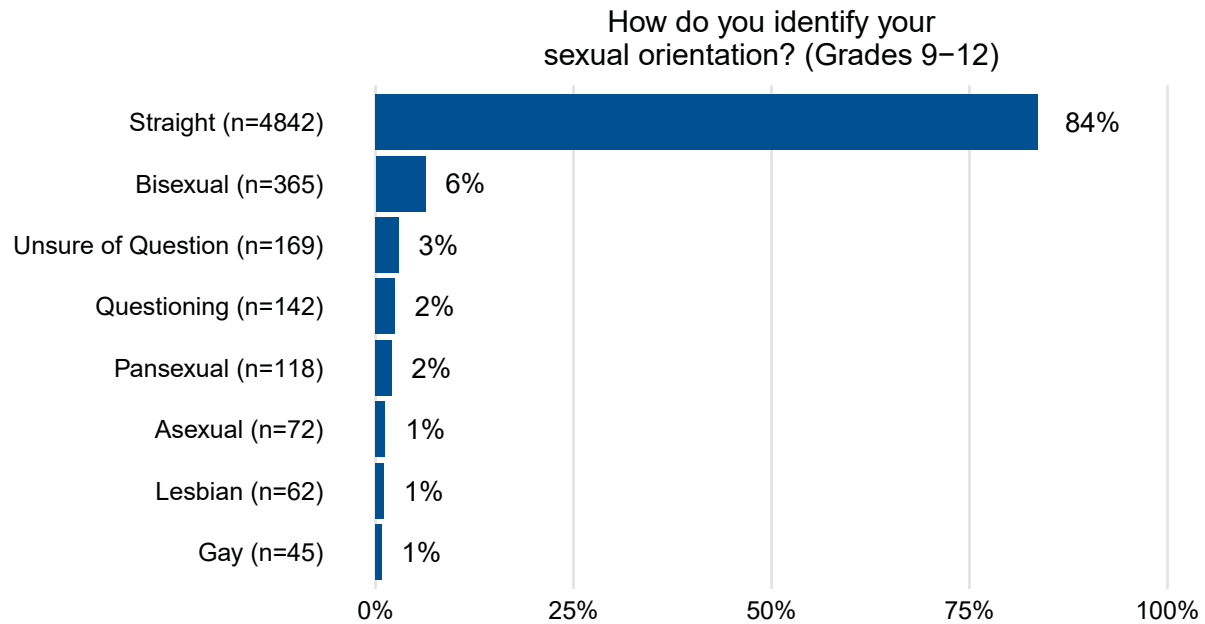


*Respondents were able to select more than one option resulting in total percentages more than 100%*

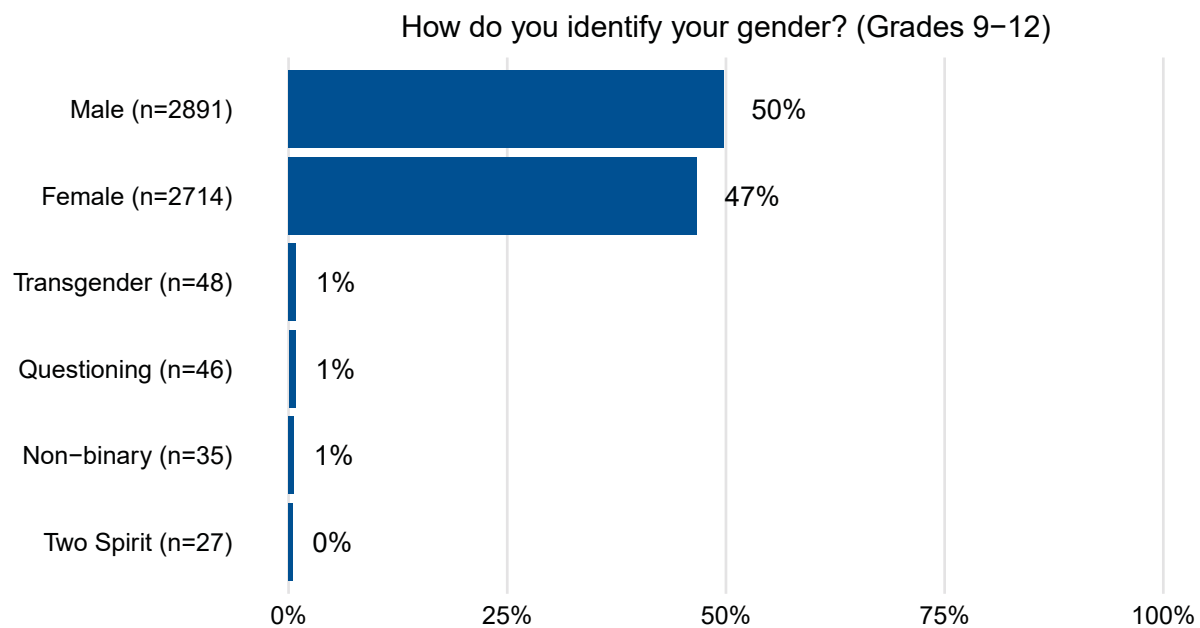
31% of census respondents identified as having a disability (e.g., mental health, vision, learning). Of those individuals, the chart below details the breakdown.



*Respondents were able to select more than one option resulting in total percentages more than 100%*



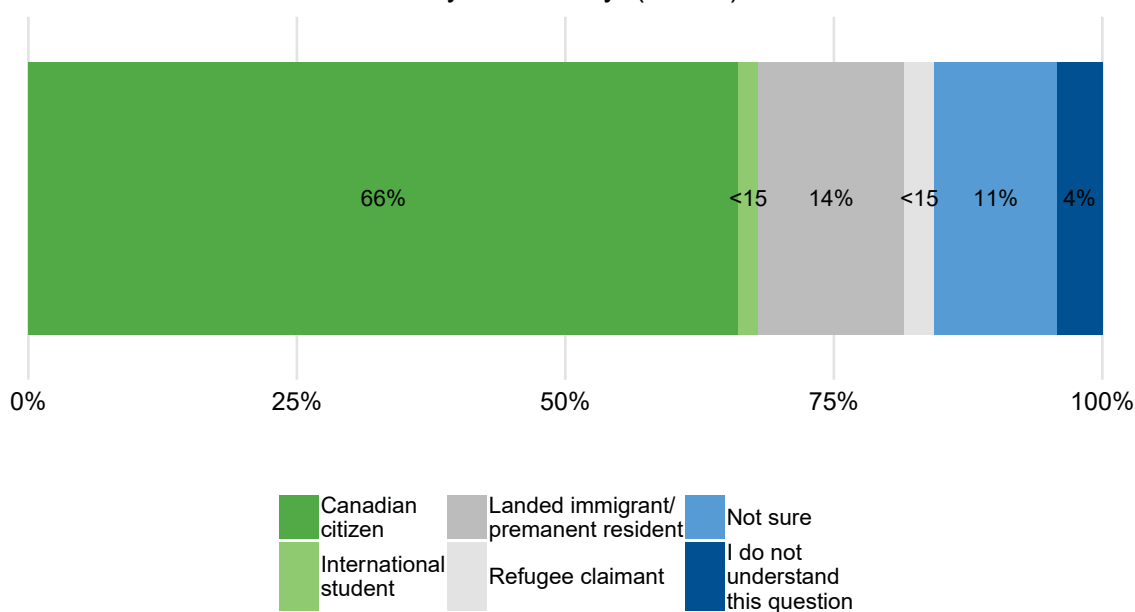
*Respondents were able to select more than one option resulting in total percentages more than 100%*



*Respondents were able to select more than one option resulting in total percentages more than 100%*

4% of census respondents indicated that they were not born in Canada. Of those individuals, the charts below details the breakdown of their citizenship status and time in Canada.

### Are you currently: (n=499)



### How long have you been in Canada? (n=499)

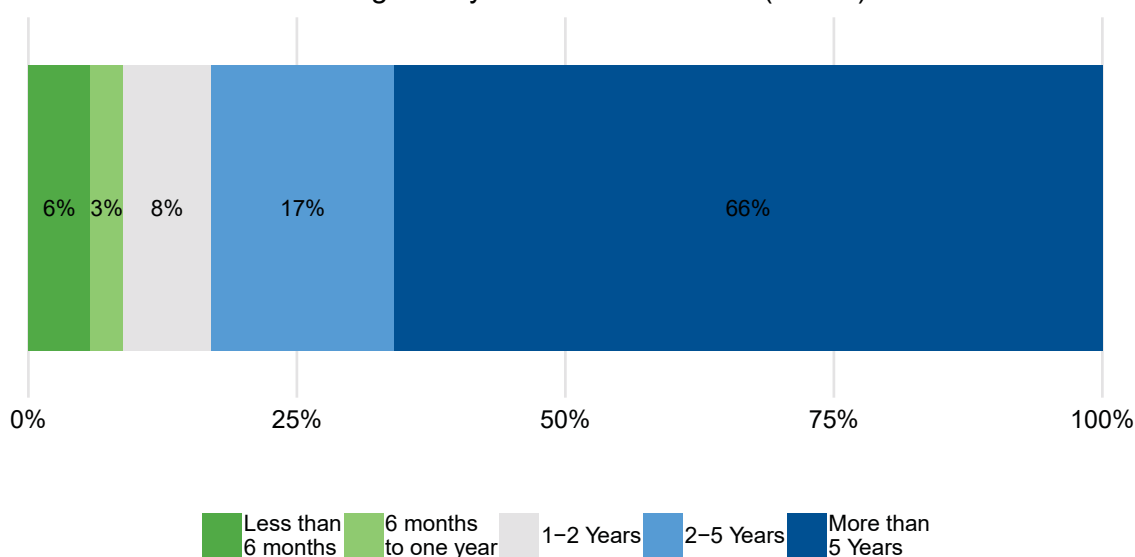
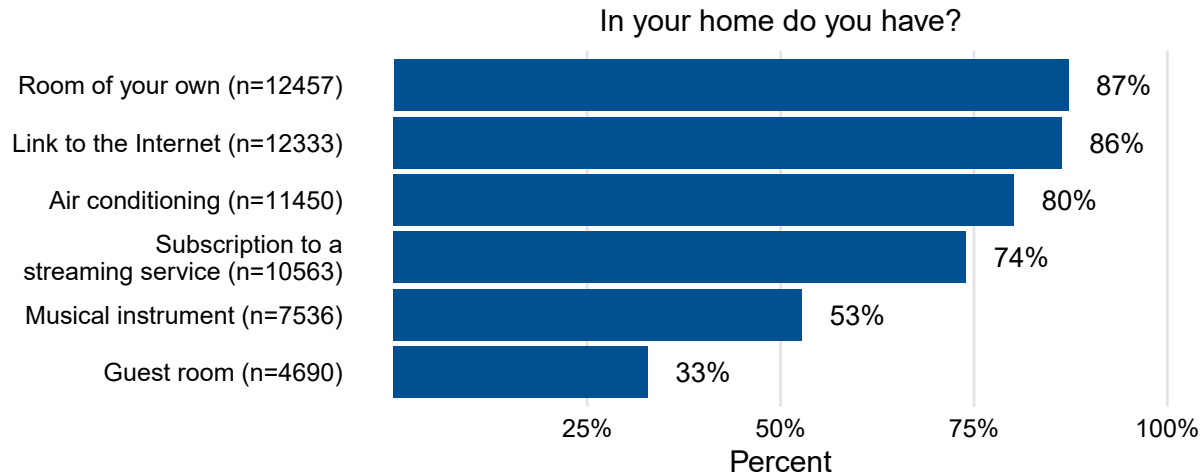
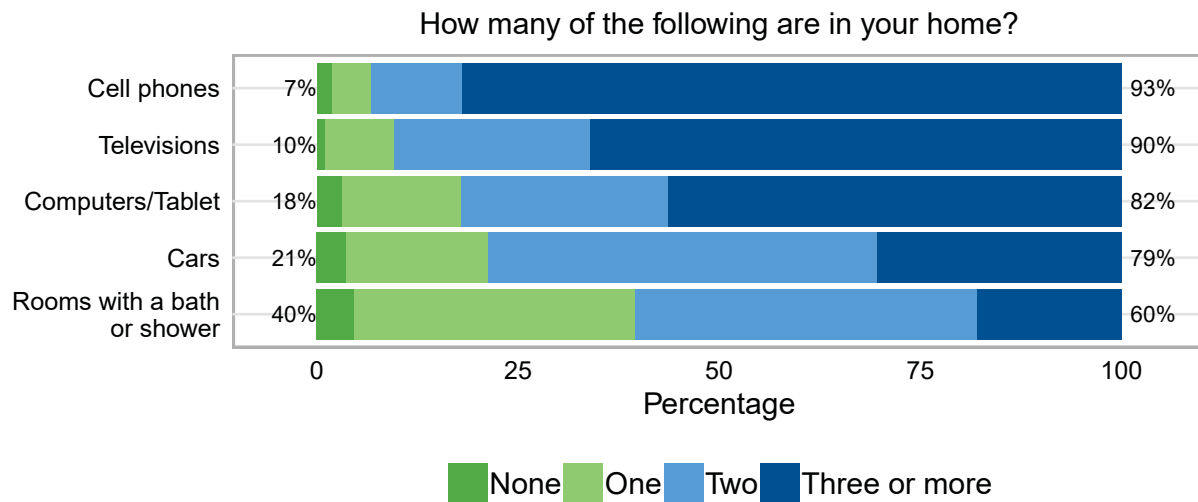


Table 1: In which country were you born?

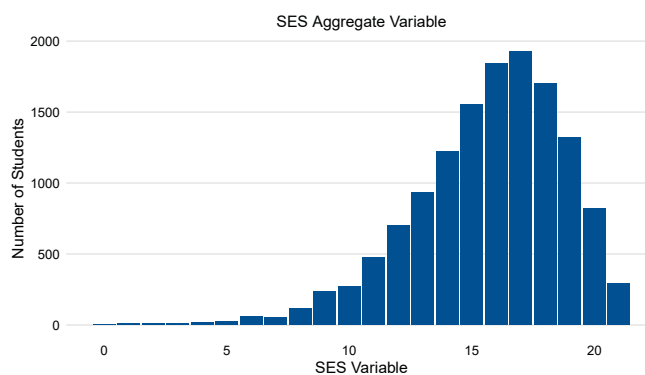
Country of Birth	n
United States	80
India	51
China	26
Jamaica	24
Pakistan	18
England	16
Mexico	16



*Respondents were able to select more than one option resulting in total percentages more than 100%*

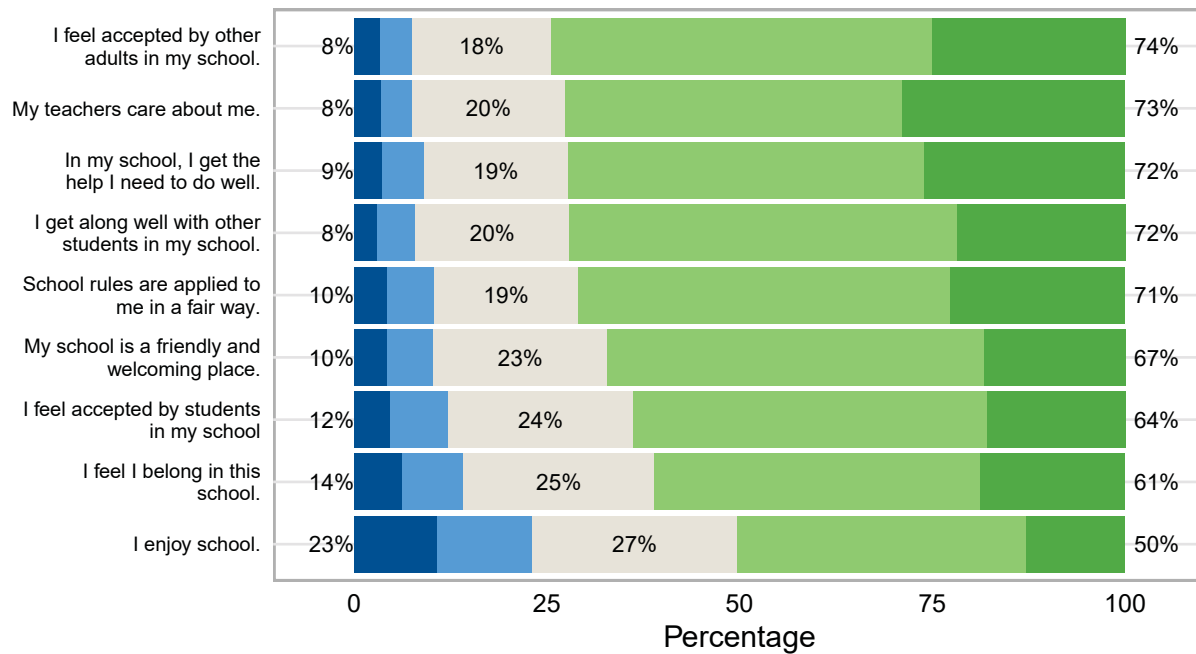


The following chart shows the distribution of the socio-economic status (SES) variable where all of the SES questions were combined into a single variable. The chart is close to what statisticians refer to as a "normal distribution". This means that the aggregate variable is helping to differentiate between people at the high (19-21) and low (0-10) end of the socio-economic spectrum.

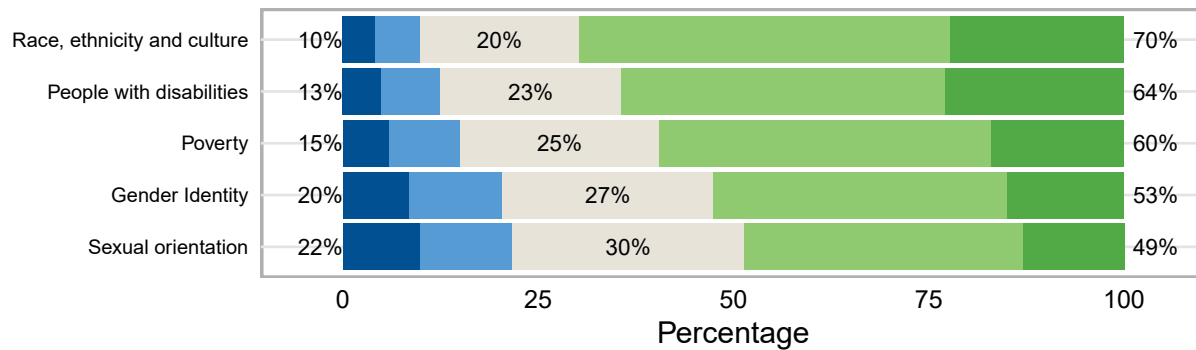




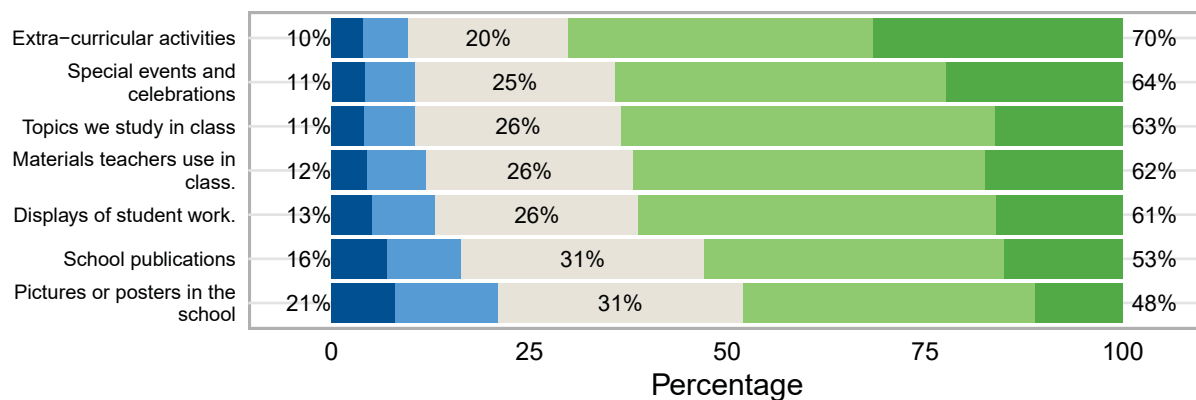
### How do you feel about your school?



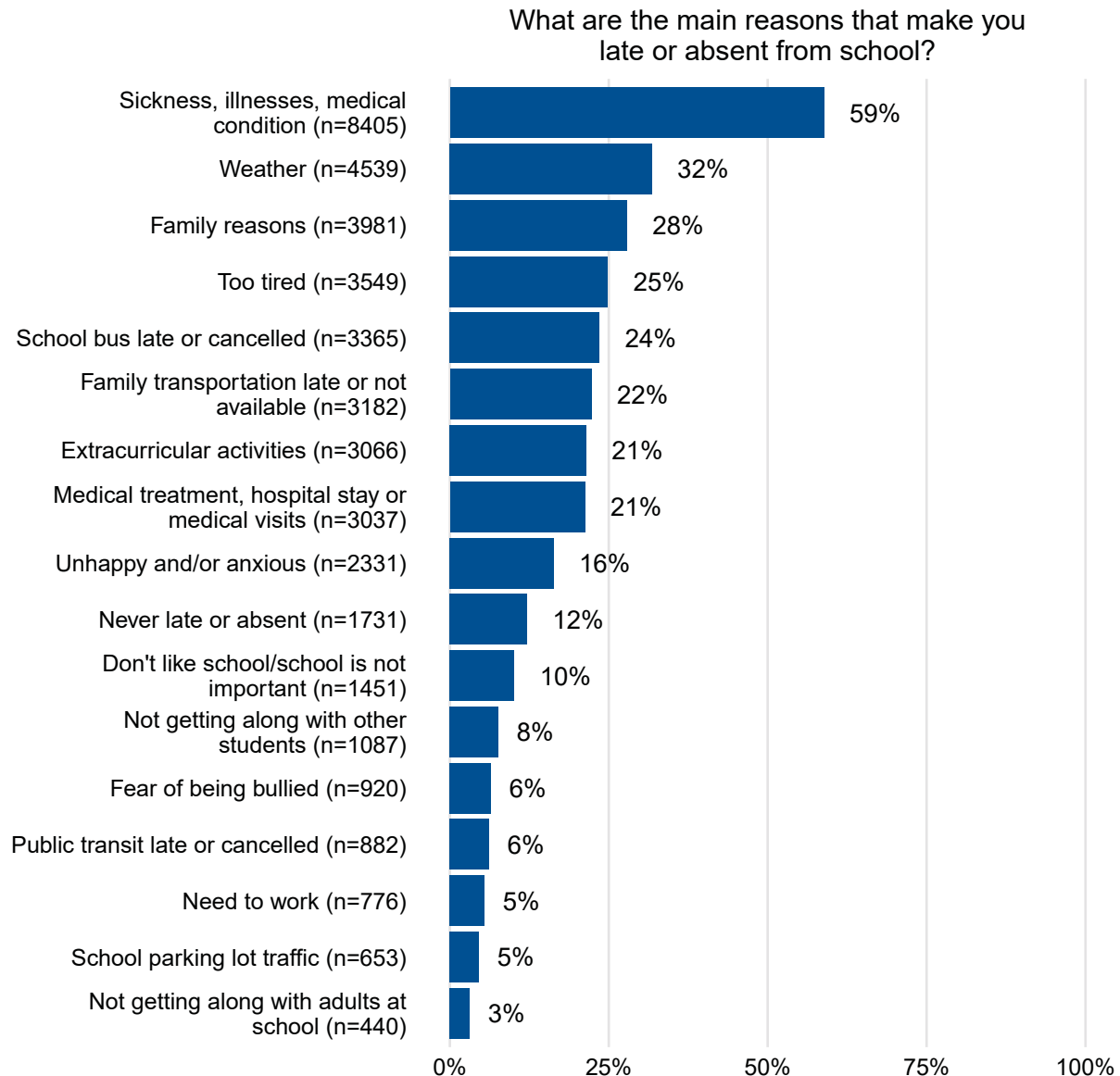
### At my school, I am encouraged to think or learn about human rights/social justice issues related to:



### At my school, I see myself/my identity reflected positively in:



Strongly Disagree Disagree Neither Agree/Disagree Agree Strongly Agree



*Respondents were able to select more than one option resulting in total percentages more than 100%*

## Appendix A: Demographic Questions by County

Results with cells that have less than 15 individuals have been suppressed with a '-' symbol.

Table 2: Do you identify as Six Nations, First Nations, Metis, and/or Inuit? (By County)

	GEDSB (n=14107)	Brant County (n=1901)	Brantford (n=5736)	Haldimand County (n=3287)	Norfolk County (n=3183)
No	88%	93%	87%	83%	92%
Yes	12%	7%	13%	17%	8%

Table 3: Do you identify as Six Nations, First Nations, Metis, and/or Inuit? (By County)

	GEDSB (n=1669)	Brant County (n=140)	Brantford (n=731)	Haldimand County (n=551)	Norfolk County (n=247)
Indigenous					
First Nations	38%	54%	36%	34%	49%
Inuit	2%	-	3%	-	-
Metis	6%	-	6%	3%	12%
Six Nations	62%	44%	66%	71%	45%

Table 4: Which race category best describes you? (By County)

Race	GEDSB (n=14250)	Brant County (n=1913)	Brantford (n=5794)	Haldimand County (n=3318)	Norfolk County (n=3225)
Black	3%	2%	4%	2%	2%
East-Southeast Asian	1%	1%	3%	1%	1%
Indigenous	5%	1%	6%	10%	2%
Latino	1%	-	1%	1%	1%
Middle Eastern	1%	-	2%	-	1%
Multiracial	5%	4%	7%	5%	4%
South Asian	2%	1%	5%	1%	1%
White	78%	87%	71%	79%	87%

Table 5: What is your ethnic or cultural origin(s)? (By County)

Ethnicity	GEDSB (n=13458)	Brant County (n=1819)	Brantford (n=5442)	Haldimand County (n=3159)	Norfolk County (n=3038)
Armenian	<1%	-	<1%	-	-
Belgian	1%	-	<1%	1%	3%
Canadian	81%	85%	79%	80%	85%
Chinese	1%	1%	1%	1%	1%
Dutch	7%	7%	5%	9%	8%
East Indian	1%	-	3%	-	-
Egyptian	<1%	0	<1%	-	-
English	21%	23%	21%	20%	19%
Filipino	<1%	-	1%	-	-
French	6%	6%	6%	6%	6%
German	3%	4%	3%	4%	3%
Hungarian	2%	2%	2%	2%	2%
Indigenous	6%	2%	6%	11%	3%
Irish	12%	13%	12%	12%	13%
Italian	3%	3%	4%	4%	3%
Jamaican	1%	-	1%	<1%	-
Mennonite	1%	-	-	-	5%
Mexican	1%	-	1%	1%	3%
Pakistani	1%	-	1%	1%	-
Palestinian	<1%	-	<1%	-	-
Polish	2%	3%	2%	2%	2%
Portuguese	2%	3%	1%	2%	1%
Scottish	13%	16%	12%	14%	11%
South African	<1%	-	1%	1%	-
Ukrainian	2%	2%	2%	2%	3%
Welsh	1%	1%	1%	1%	1%

Table 6: What is your religion and/or spiritual affiliation? (By County)

Religion/ Spiritual Affiliation	GEDSB (n=14245)	Brant County (n=1914)	Brantford (n=5785)	Haldimand County (n=3320)	Norfolk County (n=3226)
Buddhist	1%	-	1%	1%	<1%
Christian	30%	32%	24%	32%	37%
Hindu	1%	-	1%	-	-
Indigenous Spirituality	3%	-	3%	7%	1%
Jewish	1%	1%	1%	1%	1%
Muslim	2%	1%	3%	1%	1%
No Religion	60%	63%	62%	57%	58%
Sikh	1%	1%	3%	-	-

Table 7: Do you have any of the following disabilities (challenges/difficulties)? (By County)

	GEDSB (n=13770)	Brant County (n=1839)	Brantford (n=5588)	Haldimand County (n=3199)	Norfolk County (n=3144)
Do not know	12%	11%	13%	11%	13%
No	57%	63%	54%	58%	56%
Yes	31%	26%	32%	31%	31%

Table 8: Do you have any of the following disabilities? (By County)

Disability	GEDSB (n=4075)	Brant County (n=457)	Brantford (n=1746)	Haldimand County (n=937)	Norfolk County (n=935)
Chronic health condition	6%	7%	6%	6%	9%
Developmental	6%	7%	7%	5%	9%
Dexterity	1%	-	2%	2%	3%
Do not know	4%	3%	4%	4%	5%
Hearing	5%	7%	6%	6%	9%
I have no disability	3%	4%	3%	4%	3%
Learning	20%	21%	24%	22%	22%
Memory	11%	13%	14%	13%	15%
Mental health	35%	36%	40%	37%	37%
Mobility	2%	-	2%	3%	3%
Pain	13%	16%	15%	16%	18%
Speech	7%	11%	9%	9%	9%
Vision	25%	25%	26%	31%	27%

Table 9: How do you identify your sexual orientation? (By County; Grades 9 to 12 only)

Sexual Orientation	GEDSB (n=5791)	Brant County (n=573)	Brantford (n=2212)	Haldimand County (n=1617)	Norfolk County (n=1389)
Asexual	1%	-	1%	1%	1%
Bisexual	6%	8%	8%	5%	5%
Gay	1%	-	1%	-	-
Lesbian	1%	-	1%	-	1%
Pansexual	2%	-	3%	2%	1%
Questioning	2%	3%	3%	2%	3%
Straight	84%	84%	80%	87%	85%
Unsure of Question	3%	-	3%	2%	4%

Table 10: How do you identify your gender? (By County; Grades 9 to 12 only)

Gender	GEDSB (n=5808)	Brant County (n=579)	Brantford (n=2212)	Haldimand County (n=1622)	Norfolk County (n=1395)
Another	3%	3%	4%	3%	4%
Female	47%	46%	48%	48%	44%
Male	50%	49%	49%	49%	53%

Table 11: Were you Born in Canada? (By County)

	GEDSB (n=13809)	Brant County (n=1841)	Brantford (n=5604)	Haldimand County (n=3219)	Norfolk County (n=3145)
No	4%	2%	5%	2%	3%
Yes	96%	98%	95%	98%	97%

## Appendix B: List of examples provided for Question 5: Do you have any of the following disabilities (challenges/difficulties)?

Table 12: Disability examples given

Listed disability	Examples given
Chronic health condition	e.g., epilepsy, cerebral palsy, spina bifida, cystic fibrosis, etc.
Developmental	e.g., Down syndrome, autism or general delay, etc.
Dexterity	e.g., difficulty using hands/fingers to grab/hold small objects, such as pencils or scissors
Hearing	
Learning	
Memory	
Mental health	
Mobility	e.g., difficulty walking
Pain	e.g., constant aches or discomfort caused by illness, injury or condition
Speech	
Vision	
Do not know	
I have no disability	