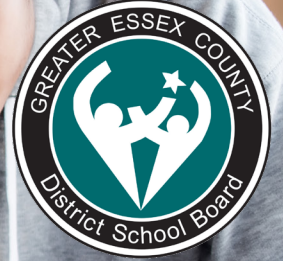


# CENSUS PORTRAIT



# EAST ASIAN STUDENTS

## Academic Achievement and Well-being

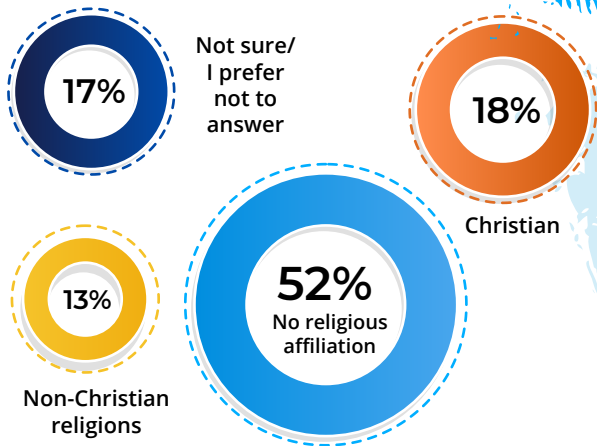
As required by the Ministry of Education and the Anti-Racism Act, the Greater Essex County District School Board (GECDSB) conducted its first Student Census in the 2023-2024 school year. The analysis of the data will help the Board understand the experiences of students who have been historically underserved by the education system and put programs in place to close any gaps in academic achievement and well-being.

Of the almost 36,000 students in the GECDSB in 2023-2024, parents/guardians completed the Student Census for **18%** of students in JK-Grade 8, while **58%** of students in Grades 9-12 completed the Student Census.

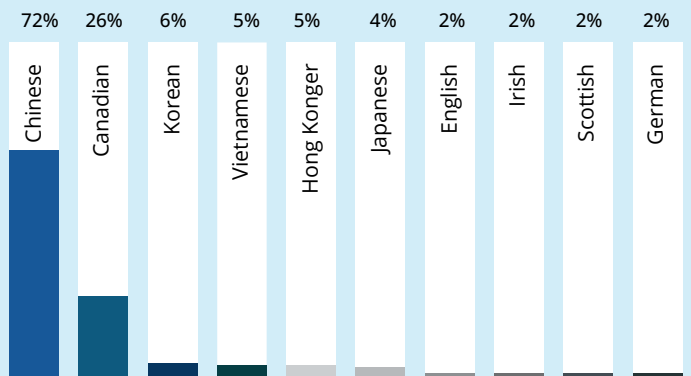
The data shows that **5%** (527) of all GECDSB students who completed the Census identify as East Asian. **38%** of these students were born outside of Canada.

There is a great deal of diversity among students who identify as East Asian.

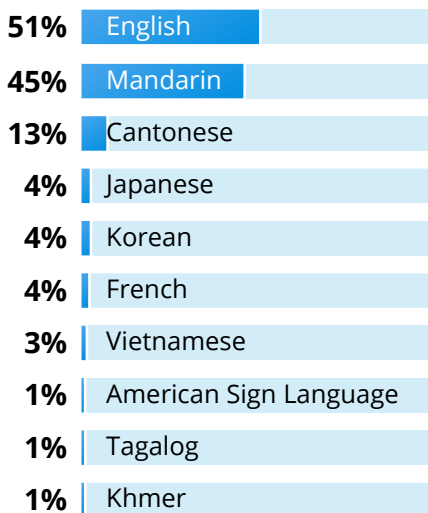
### RELIGION



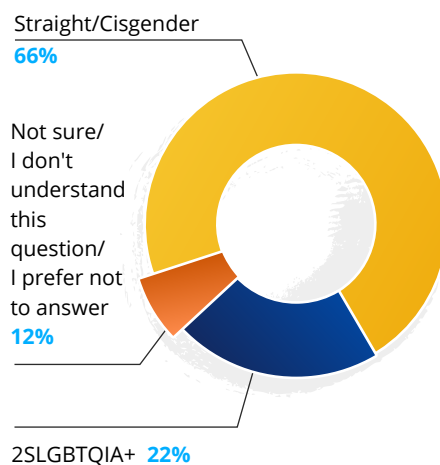
### Top 10 Ethnic Origins



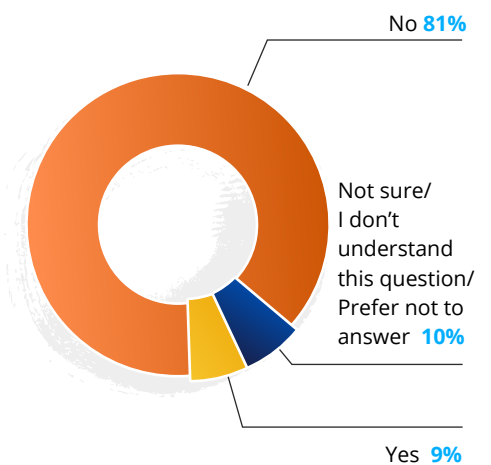
### TOP 10 LANGUAGES FIRST SPOKEN AS A CHILD



### 2SLGBTQIA+



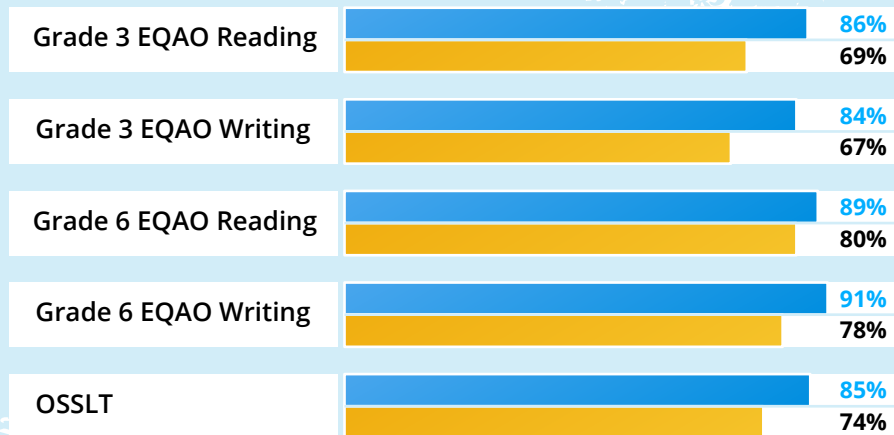
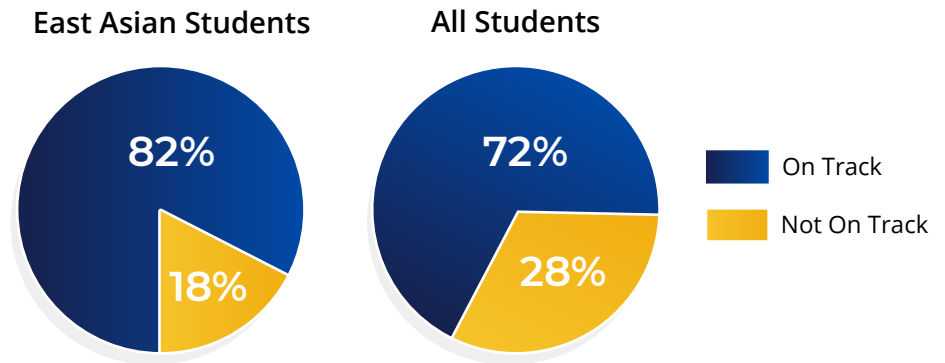
### DISABILITY



# ACADEMIC ACHIEVEMENT

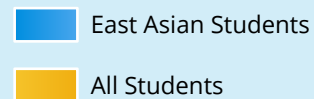
## CREDIT ACCUMULATION

A student is considered to be on track to graduate within four years if they have accumulated at least 16 credits by the end of Grade 10.



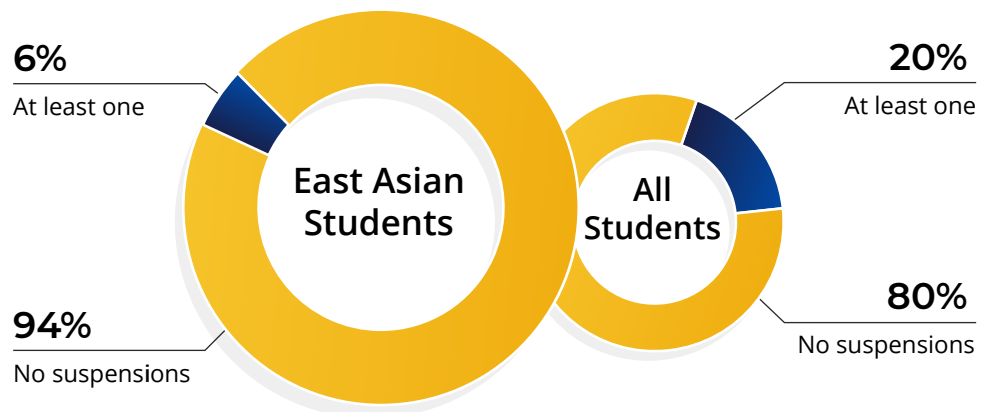
## LITERACY ACHIEVEMENT

EQAO scores assess a student's reading and writing skills against provincial standards.



## SUSPENSIONS (GRADES 4-12)

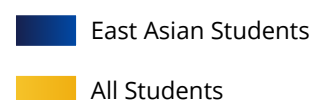
Percentage of students who have been suspended at least once between Grades 4 and 12.



## ACADEMIC COURSES IN GRADE 10



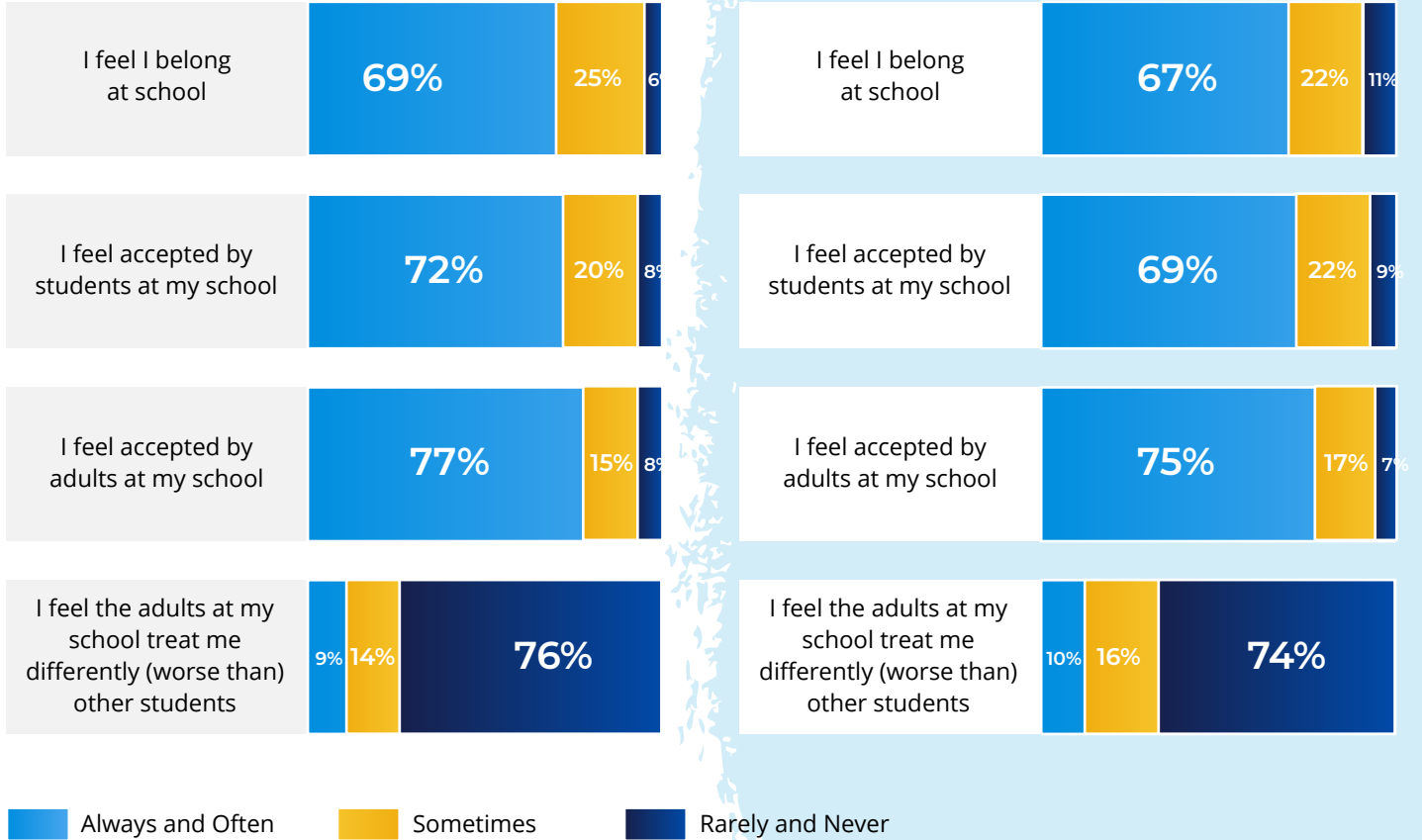
Percentage of students who have taken academic level English, Math, and Science, which allows them to go on to university.



# WELL-BEING

## EAST ASIAN STUDENTS

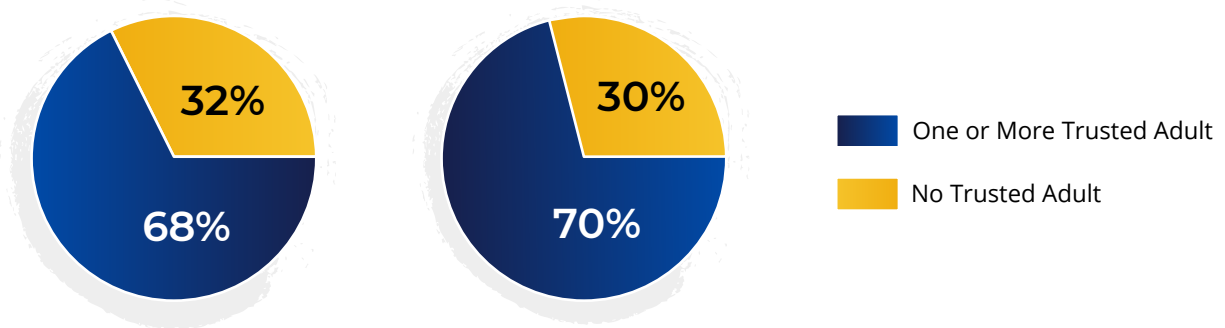
## ALL STUDENTS



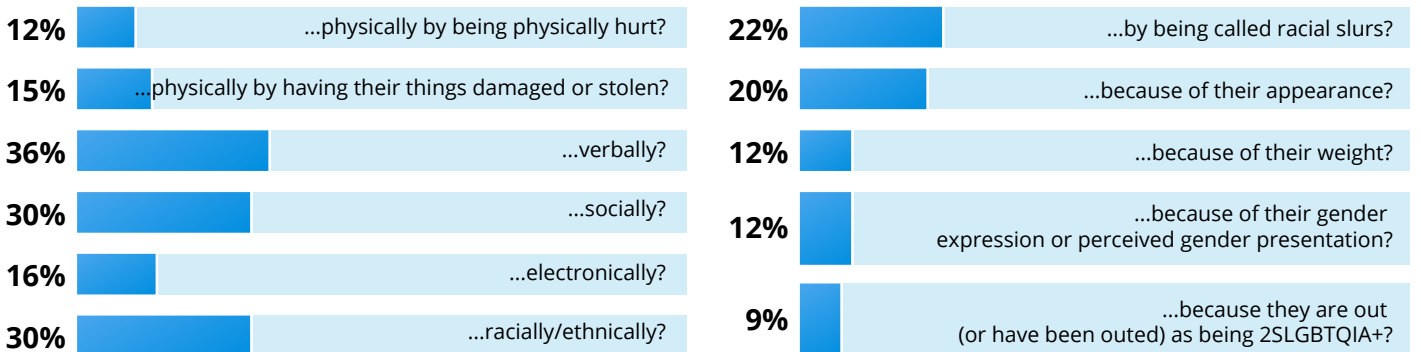
## TRUSTED SCHOOL ADULT (GRADES 4-12)

### East Asian Students

### All Students



## EXPERIENCES OF BULLYING (GRADES 4-12)



# INPUT FROM CONSULTATIONS

To help understand the data, input was sought from students, parents/guardians, staff, and community members. The following summarizes the main themes from these consultations and the recommendations made.

- **Data from the Student Census tells only part of the story:** Those consulted with were concerned that the Census data did not reflect the full experience of East Asian students. They shared that students and their parents/guardians may be reluctant to share information about poor experiences at school. There may also be language barriers keeping them from understanding and completing the Student Census.
- **Academic supports outside of school:** Many felt that the high academic achievement evident in the data reflected the supports they receive from parents/guardians and private tutors rather than the supports they receive in school.
- **Anti-Asian racism:** Students shared experiences of bullying, including the use of racial slurs, which they feel increased with the onset of the COVID-19 pandemic. They also shared that some poor experiences with their peers resulted from ignorance and the lack of understanding about people from diverse communities, backgrounds, and identities. Many students also reported feeling that they need to change who they are to fit in at school.
- **Bullying under-reported:** Many felt that there are higher amounts of bullying and mental health issues than are reported. They shared that many East Asian parents tell their children not to report their experiences of bullying or anti-Asian racism.



**These issues are not talked about due to stigma. They are afraid to say there is an issue.**

- **Barriers for newcomer parents:** Newcomer parents may not have the information about the education system or the language skills necessary to navigate the school system and effectively advocate for their children. Many also place a great deal of trust in the education system and may not understand the importance of engaging with the school system. Many families also experience other barriers to engaging with the education system including poverty, immigration status, and mental health.
- **Biases of educators and staff:** Concern was also raised about the conscious and unconscious biases of staff, school administrators, and system administrators, which impact the expectations they have of East Asian students. In addition, there was concern shared that the academic or mental health supports needed may be overlooked because East Asian students are seen as “model minorities.”

## RECOMMENDATIONS

- Set clear goals to increase the number of East Asian educators and staff.
- Provide more information to parents/guardians to help them understand and navigate the GECDSEB.
- Provide ongoing professional learning for educators, staff, school administrators, and system leaders regarding anti-Asian racism.
- Better equip all staff to foster inclusive learning environments and address anti-Asian racism when it occurs.
- Educate and engage with East Asian students and parents/guardians on the topic of mental health in ways that are culturally appropriate.
- Reflect Asian people and cultures in the curriculum, including celebrating Asian Heritage Month.
- Better communicate and engage with East Asian families.
- Provide opportunities for East Asian students, parents/guardians, and staff to share concerns anonymously.