DDSB STUDENT CENSUS

2022-23

Board Summary Report of the Student Census Findings

December 2023

Prepared by: Research and Strategic Analytics

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Summary of Results

Durham District School Board (DDSB) is committed to ensuring the success of all our students.

To gain a clearer understanding of who our students are in order to uphold Indigenous and human rights, student achievement, and well-being, the second *DDSB Student Census* was conducted from the beginning of May 2023 to the end of June 2023.

The DDSB Student Census findings are helping the board and schools to:

- Better understand student populations and school communities.
- Identify barriers to student success, engagement, and well-being.
- Address barriers and to improve experiences and outcomes for students.

Parents/guardians were invited to voluntarily complete the census on behalf of Kindergarten to Grade 6 students. Grade 7 to 12 students were invited to voluntarily complete the census at school or at home.

Overall, 23% of all Kindergarten to Grade 12 students in the DDSB participated in the Student Census (18,883 respondents). Below is a summary of the results:

- **Indigenous Identity:** 3% shared an Indigenous identity
- **Ethnic/Cultural Origins:** The 10 largest responses for the self-identified ethnic/cultural origins were Canadian (41%), Indian (14%), English (10%), Pakistani (8%), Muslim (8%), Scottish (6%), Irish (6%), Jamaican (6%), Tamil (6%), British (5%), and Sri Lankan (5%).
- **Racial Background:** The 5 largest responses for the self-identified racial background were White (42%), South Asian (33%), Black (11%), Middle Eastern (7%), and East Asian (5%).
- **Religion, Creed, Spiritual Affiliation or Belief:** The 5 largest responses for the self-identified religious, creed or spiritual beliefs were: Christian (24%), Muslim (20%), Hindu (16%), "No Religion" (15%), and Agnostic (7%).
- **Gender Identity:** "Girl/Woman" and "Boy/Man" were equally selected (48%) as the most self-identified gender identities and about 2% selected a gender diverse identity.
- **Sexual Orientation (Grade 7 to 12 students only):** Among the 7,158 respondents, 74% selected Straight/Heterosexual and 17% selected an 2SLGBTQ sexual orientation.
- **Different Abilities:** About 8% (1,246) of students self-identified as a disabled person, or a person with a disability. Furthermore, of those 4,496 students who responded to the different abilities question, the most frequently selected categories were: Mental Health Challenges (43%), ADHD (33%), Learning Disability (20%), Autism (17%) and Neurodiverse (12%).
- **First Language(s) Learned:** Almost three-quarters (74%) selected English as one of the first languages they learned to speak at home. The 3 largest responses for languages other than English were Urdu (8%), Tamil (7%) and Hindi (3%).

*Please note that percentage on each identity may not sum to 100% as respondents may select more than one category/option as appropriate.

Survey Development and Communication

A Census Action Team (CAT) was developed to monitor the progress of the student census development during the planning process. The CAT was led by the Superintendents of Equitable Education. Staff members from the Indigenous Education Department, Anti-Oppression Department , Positive School Climates, Community and Partnership Development, Communications and Public Relations, Application and Development, Research and Strategic Analytics (formerly Assessment and Accountability) and the Human Rights and Equity Advisor presented and provided support at the CAT. A review and discussion of data collection tools (questions, response options, and approaches to collection) from other Ontario school boards was also conducted. Additionally, learnings from the DDSB Workforce Census in 2021-2022 were used to inform data collection for the Student Census. Data collection practices and guidelines were also reviewed and informed by the Anti-Racism Directorate (ARD), Ontario Human Rights Commission (OHRC), and the Information and Privacy Commissioner of Ontario (IPC).

To build collaboration and trust with the DDSB communities, a webpage on the DDSB website with the Student Census questions, links to frequently asked questions (FAQs), authorization and confidentiality statements, copies of the census on the following languages (Arabic, Dari, English, Farsi, Simplified Chinese, Tamil and Urdu) and a video discussing the Student Census were posted on the Board website prior to the launch date to clarify the purpose and intent of the Student Census.

Parents/guardians were also contacted through letters sent home, School Messenger (voice mail and email) and DDSB social media channels (Twitter, Facebook and Instagram).

Census Design

The Student Census consisted of eight questions based on identity categories provided by the Ministry of Education and guided by Ontario's *Anti-Racism Data Standards (ARDS)*:

- Indigenous Identity
- Ethnic/Cultural Origins
- Racial Background
- Religion, Creed, Spiritual Affiliation or Belief

- Gender Identity
- Sexual Orientation *(Grade 7-12 students)*
- Disability (Two parts)
- First Language(s) Learned at home

There were two versions of the census: one for parents/guardians of students in Kindergarten - Grade 6 (K-6), and one for students in Grades 7-12 (7-12). Both versions had the same questions based on their intended audiences with the exception of one question; the 7-12 Student Census invited students to share their sexual orientation. For all questions, participants could select more than one option. Parents/guardians and students were provided the option to decline the participation of the Student Census, skip or choose not to answer any question in the Student Census and could exit the module of the online census at anytime.

The census was available in online and paper formats. The paper version of the census was available upon request. To address potential barriers due to language, the online versions of the census were translated into six languages other than English: Arabic, Dari, Farsi, Simplified Chinese, Tamil, and Urdu. In total, 253 responses (1.3%) were completed in an online translated version and no request of the paper format was received.

On average, the online version of the K-6 census took parents/guardians approximately 3 minutes to complete, and the online version of the 7-12 census took students approximately 4 minutes to complete. Examples of both versions of the census can be found in Appendices A and B.

Access and Security

Access to the full census dataset has been restricted to select staff members in the Research and Strategic Analytics. In addition, storage of the data has followed the security protocols outlined in the Privacy Impact Assessment (PIA).

Census Administration

Starting in September 2022, DDSB developed a communication plan to emphasize the value of the Student Census as well as the importance of the co-operation and support from the staff (superintendents, principals, and teachers), students, families, and the community partners. The DDSB Student Census 2022-23 was launched on May 10, 2023 and remained open until June 28, 2023. Please note that responses received after the closing date were also included in this report.

Parents/guardians of students in K-6 were invited to complete the census on behalf of their child. Students in 7-12 were invited to complete the census at school or at home. Students and parents/guardians were provided with an individualized ID for each child to access the census.

In the weeks prior to the census launch, school leaders were informed through email communication and provided with supportive resources about the upcoming Student Census.

Analysis

The analyses in this report include quantitative (number and percentage of respondents) summaries for each identity question. Each question has been summarized by the number of individuals who responded to the question and the percentage represented in each of the identity categories. Percentages may not sum to 100% because respondents were able to select more than one option for all questions. Identity categories that had fewer than 15 respondents have been excluded from reporting unless otherwise stated.

Several questions had open-ended options for respondents to input identities that were not listed. Data cleansing, such as removing duplicates or recoding, was performed on the open-ended responses to ensure the quality and accuracy of the census data. As well, these results represent 23% of the student population and generalizations or assumptions are not recommended.

The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on how the census results related to Indigenous students will be analyzed, communicated, and used.
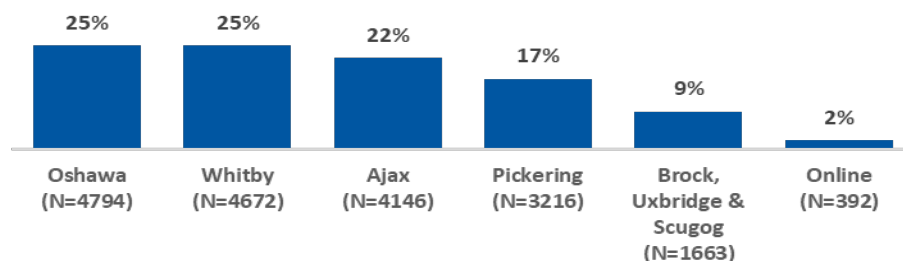
Census Participation

Overall, 23% of all K-12 students in the DDSB participated in the Student Census and that equivalent to 18,883 respondents. Participation for the two versions of the census varied between 20% and 27%:

- K-6 (27% or 11,634 respondents)
- Grade 7-12 (20% or 7,249 respondents)

Total participation in the census also varied throughout the region from 9% to 25% and the participation rate of online students was approximately 2% (392 respondents):

25%	25%	22%	17%	9%	2%
Oshawa (N=4794)	Whitby (N=4672)	Ajax (N=4146)	Pickering (N=3216)	Brock, Uxbridge & Scugog (N=1663)	Online (N=392)

For the students and parents/guardians (18,883 respondents) who chose to participate in the Student Census, they had the option to skip any question. The following are the numbers and percentages of respondents for each question.
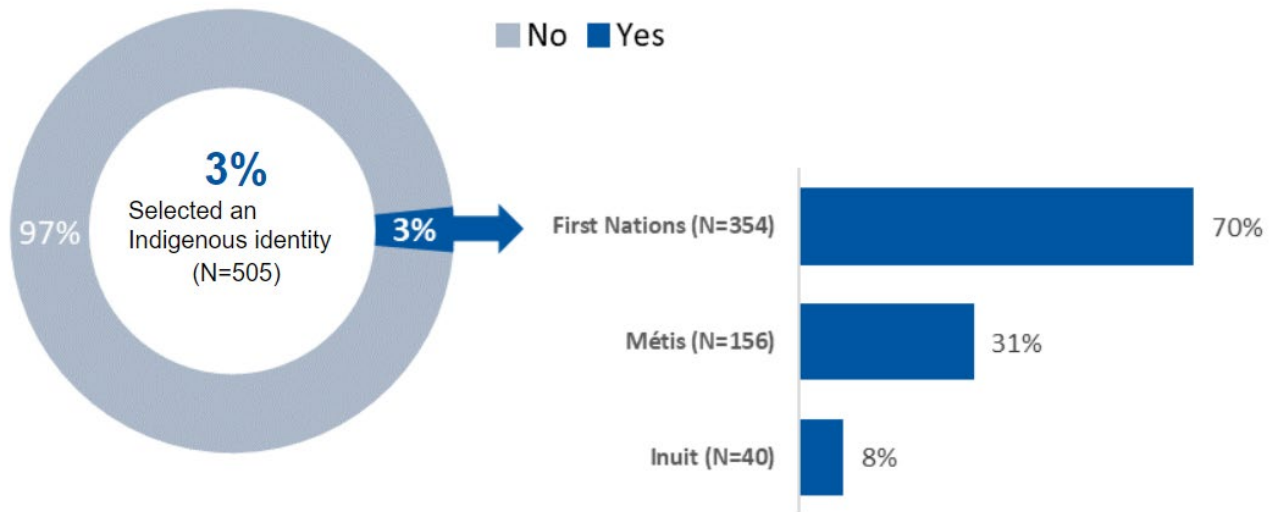
Question	Number of Respondents to Question	Percentage of Total Respondents
Indigenous Identity	18,597	98%
Ethnic or Cultural Origin	18,799	99%
Racial Background	18,674	99%
Religion, Creed, Spiritual Affiliation or Belief	18,585	98%
Gender Identity	18,763	99%
Sexual Orientation (Grade 7 to 12 only)	7,158	99%
Disabilities (Different Abilities)	16,523	88%
First Language(s) Learned to Speak	18,770	99%

As guided by the Data Standard 13, participants were asked whether they identify as First Nations, Métis, and/or Inuit. Of the 18,597 respondents who responded, 3% (or 505 respondents) identified one or more Indigenous identities. Of this group of respondents, "First Nations" was the most frequent response (70%) followed by "Métis" (31%) and "Inuit" (8%).

Percentage of Students by Indigenous Identity

No ■ Yes

3%
Selected an
Indigenous identity
(N=505)

97%

3% → First Nations (N=354) — 70%

Métis (N=156) — 31%

Inuit (N=40) — 8%

The DDSB will continue to engage and consult with Indigenous partners and communities for guidance on if and how the census results related to Indigenous students will be analyzed, communicated, and used.

Ethnic/Cultural Origins

As guided by the Data Standard 17, participants were asked to self-identify their ethnic/cultural origins. Nearly half (46%) of the respondents stated more than one ethnic/cultural origin in their response. Of the 18,799 respondents, the largest group of respondents (41%) stated "Canadian" as part of their ethnic/cultural origins.

Along with Canadian, the other largest responses for the self-identified ethnic/cultural origins were followed by the Indian (14%), English (10%), Pakistani (8%), Muslim (8%), Scottish (6%), Irish (6%), Jamaican (6%), Tamil (6%) and British (5%) and Sri Lankan (5%). For more detailed ethnic/cultural origins, please see the graphical and tabular presentation below.

Percentage of Students by Ethnic/Cultural Origins

■ Shared as a single ethnic/cultural origin ■ Share with other ethnic/cultural origins

Ethnic/Cultural Origin	Shared as a single ethnic/cultural origin	Share with other ethnic/cultural origins	Total
Canadian	16%	25%	41%
Indian	10%	4%	14%
English	2%	8%	10%
Pakistani	3%	5%	8%
Muslim	1%	7%	8%
Scottish	0	6%	6%
Irish	0	6%	6%
Jamaican	1%	4%	6%
Tamil	2%	4%	6%
British	0	5%	5%
Sri Lankan	2%	3%	5%

Note: Only ethnicities with percentages equal to or greater than 5% are shown above.

Percentage of Students by Ethnic/Cultural Origins

Ethnic/Cultural Origin		Ethnic/Cultural Origin		Ethnic/Cultural Origin	
Canadian (N=7652)	41%	European (N=701)	4%	Ukrainian (N=333)	2%
Indian (N=2696)	14%	African (N=635)	3%	Spanish (N=320)	2%
English (N=1867)	10%	Guyanese (N=629)	3%	Greek (N=302)	2%
Pakistani (N=1534)	8%	German (N=620)	3%	Polish (N=288)	2%
Muslim (N=1423)	8%	Afghani (N=585)	3%	American (N=246)	1%
Scottish (N=1209)	6%	Italian (N=581)	3%	Portuguese (N=223)	1%
Irish (N=1191)	6%	French (N=514)	3%	Jewish (N=164)	1%
Jamaican (N=1093)	6%	Trinidadian (N=480)	3%	Welsh (N=161)	1%
British (N=1019)	6%	Bangladeshi (N=426)	2%	Russian (N=156)	1%
Tamil (N=1024)	5%	Filipino (N=409)	2%	Barbadian (N=143)	1%
Sri Lankan (N=978)	5%	Arab (N=400)	2%	Macedonian (N=130)	1%
Chinese (N=873)	5%	Dutch (N=363)	2%	Hungarian (N=115)	1%
				Ethnic/Cultural Origin Not listed (N=1514)	8%

Note: Only ethnicities with percentages equal to or greater than 1% are shown above.

December, 2023

Racial Background

As guided by the Data Standard 15, participants were asked to self-identify their racial background. Of the 18,674 respondents who shared their racial group, 42% selected "White", 33% selected "South Asian", and 11% selected Black as part of their racial background. About 10% (1,923 respondents) selected multiple racial groups. For more detailed racial background, please see the graphical presentation below.

Percentage of Students by Racial Group

■ Shared as a single racial group ■ Shared with other racial groups

		Total
White (N=7768)	35% 7%	42%
South Asian (N=6121)	30% 3%	33%
Black (N=2094)	8% 3%	11%
Middle Eastern (N=1218)	5% 2%	7%
East Asian (N=1005)	3% 2%	5%
Southeast Asian (N=542)	2%|1%	3%
Latino (N=487)	1%|2%	3%
Indigenous (N=319)	<1%|1%	2%
Racial Group not listed (N=550)	2%|1%	3%

Note: Percentages may not sum exactly to 'Total' percentages due to rounding.

Religion, Creed, Spiritual Affiliation or Belief

As guided by the Data Standard 16, participants were asked to self-identify their religious affiliation. Of the 18,585 respondents who shared their religious affiliations, 24% selected "Christian" as part of their religious or spiritual beliefs. This was followed by 20% "Muslim", 16% "Hindu", and 15% "No religion". For more detailed religious affiliation, please see the graphical presentation below.

Percentage of Students by Religious Affiliation

Religious Affiliation	Percentage
Christian (N=4476)	24%
Muslim (N=3700)	20%
Hindu (N=3011)	16%
No Religion (N=2816)	15%
Not sure/Do not understand (N=767)	4%
Buddhist (N=188)	1%
Jewish (N=142)	1%
Sikh (N=172)	1%
Indigenous beliefs and practices (N=89)	<1%
Another religion not listed (N=438)	2%
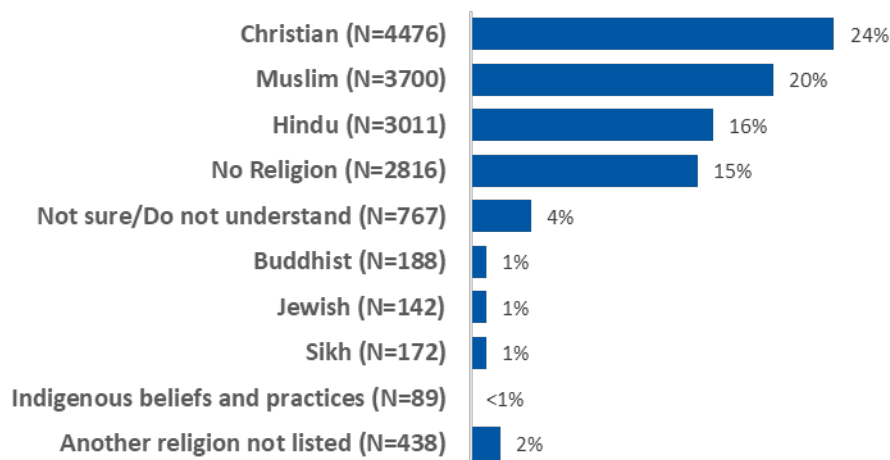
Note: For this question, subcategories were included in the response options to be responsive, inclusive and help individuals select the appropriate response. Those responses have been mapped back to nine categories as prescribed by the ARDS for analysis and reporting. The categories "Not sure/Do not understand" were included by the DDSB Research and Strategic Analytics. For subcategory mapping and the full list of response options and results, please see Appendix C.

December, 2023

Gender Identity

Of the 18,763 respondents who shared their gender identity, 48% selected "Girl or Woman" and "Boy or Man" as part of their gender identity. Of the 444 respondents (2%) who selected a (or multiple) gender diverse identity, 36% selected "Non-Binary". For more detailed gender diverse identity, please see the graphical presentation below.

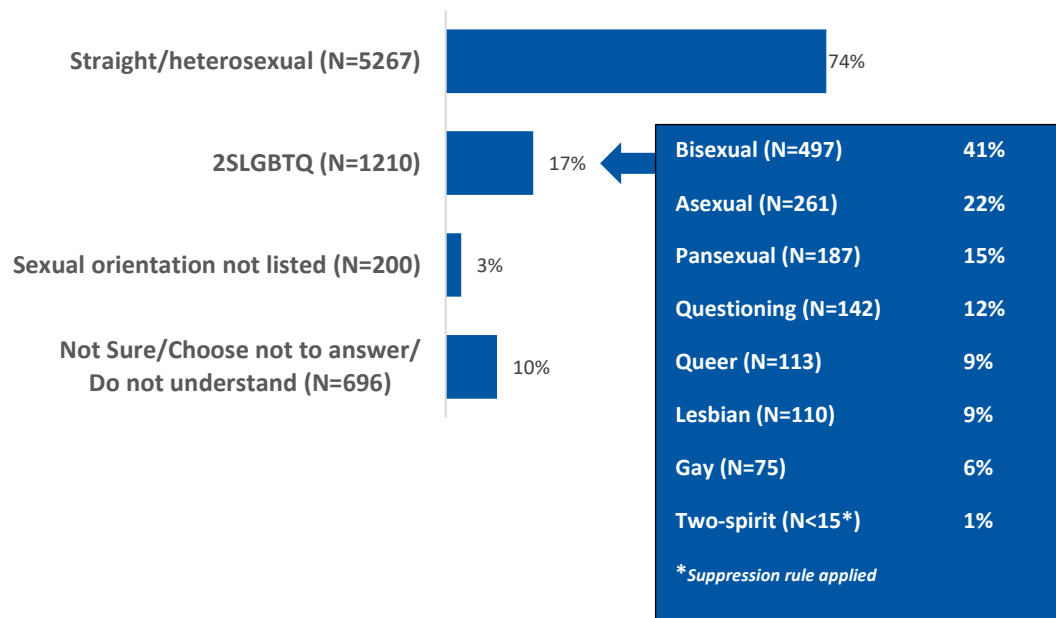## Percentage of Students by Gender Identity

Gender Identity	Percentage
Girl/Woman (N=9087)	48%
Boy/Man (N=9030)	48%
Gender Diverse (N=444)	2%
Gender idenity not listed (N=208)	1%
Not Sure/Choose not to answer/ Do not understand (N=285)	2%

Gender Diverse Identity	Percentage
Non Binary (N=159)	36%
Gender Fluid (N=91)	20%
Questioning (N=84)	19%
Transgender(trans) boy/man (N=80)	18%
Queer (N=68)	15%
Gender Nonconforming(N=54)	12%
Two-spirit (N=18)	4%
Transgender(trans) girl/woman (N=16)	4%

Sexual Orientation (Grade 7-12 Students)

Of the 7,158 respondents Grade 7-12 students who shared their sexual orientation, 74% selected "Straight/heterosexual" as part of their sexual orientation. Of the 1,210 respondents (17%) who selected an (or multiple) 2SLGBTQ sexual orientation identity, 41% selected "Bisexual". For more detailed sexual orientation identity, please see the graphical presentation below.
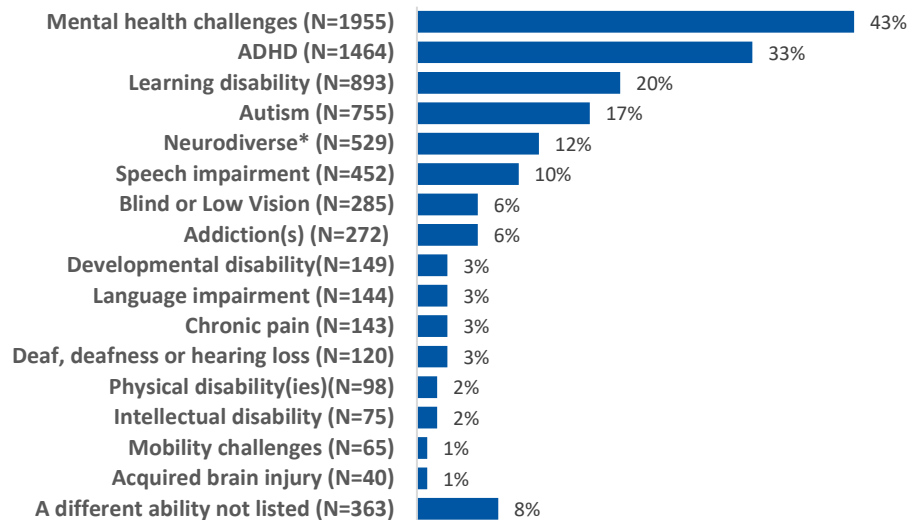
Percentage of Grade 7-12 Students by Sexual Orientation

Straight/heterosexual (N=5267)	74%
2SLGBTQ (N=1210)	17%
Sexual orientation not listed (N=200)	3%
Not Sure/Choose not to answer/ Do not understand (N=696)	10%

Bisexual (N=497)	41%
Asexual (N=261)	22%
Pansexual (N=187)	15%
Questioning (N=142)	12%
Queer (N=113)	9%
Lesbian (N=110)	9%
Gay (N=75)	6%
Two-spirit (N<15*)	1%

Suppression rule applied

December, 2023

Different Abilities

Participants were asked if they or their child identified as a disabled person, or a person with a disability. Of the 16,523 respondents who provided a response, 8% said "Yes".

Percentage of Students by Disability

■ Yes ■ No ■ Not Sure/Choose not to answer/Do not understand

4%

8%

1,246 Respondents identified themselves or their child to be a person with a disability.

87%
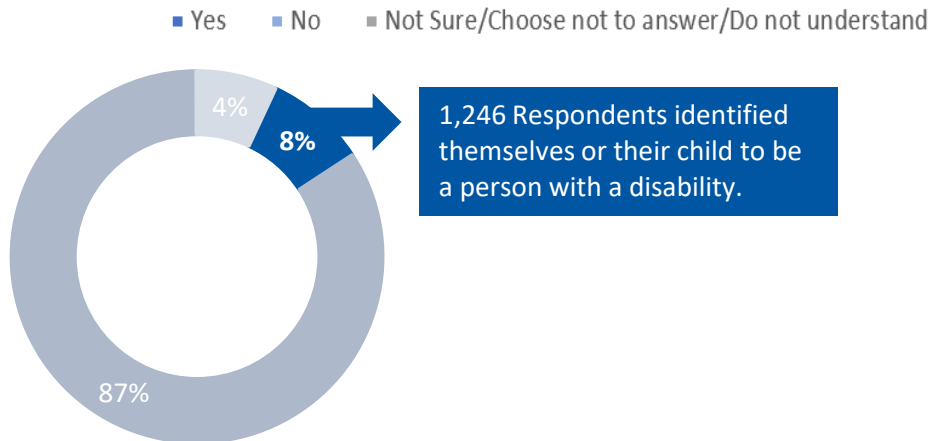
Furthermore, the most frequently selected categories among the 4,496 respondents who responded to the different abilities question were: Mental Health Challenges (43%), ADHD (33%), Learning Disability (20%) and Autism (17%). For more detailed different ability conditions, please see the graphical presentation below.

Category	Percentage
Mental health challenges (N=1955)	43%
ADHD (N=1464)	33%
Learning disability (N=893)	20%
Autism (N=755)	17%
Neurodiverse* (N=529)	12%
Speech impairment (N=452)	10%
Blind or Low Vision (N=285)	6%
Addiction(s) (N=272)	6%
Developmental disability(N=149)	3%
Language impairment (N=144)	3%
Chronic pain (N=143)	3%
Deaf, deafness or hearing loss (N=120)	3%
Physical disability(ies)(N=98)	2%
Intellectual disability (N=75)	2%
Mobility challenges (N=65)	1%
Acquired brain injury (N=40)	1%
A different ability not listed (N=363)	8%

Neurodiverse is often used in the context of autistic identity/ autism spectrum disorder (ASD), as well as other neurological or developmental differentiation such as ADHD or learning disabilities.

December, 2023

First Language(s) Learned

Of the 18,770 respondents who shared the language(s) they first learned how to speak at home, 74% selected "English" as one of their first languages. Of those who selected "English", 22% selected an additional language as one of their first languages.

Slightly over a quarter (26%) of respondents selected a language other than English. The top three most frequently selected languages other than English were "Urdu" (8%), "Tamil" (7%), and "Hindi" (3%). For more detailed first languages learned at home, please see the table presentation below.

Percentage of Students by First Language(s) Learned at Home

First Language(s) Learned		First Language(s) Learned	
English (N=13799)	74%	Telugu (N=311)	2%
Urdu (N=1447)	8%	Dari (N=292)	2%
Tamil (N=1376)	7%	Spanish (N=264)	1%
Hindi (N=640)	3%	Punjabi (N=260)	2%
A Language Not Listed (N=432)	2%	Farsi (Persian) (N=234)	1%
Bengali (N=406)	2%	Cantonese (N=203)	1%
Gujarati (N=385)	2%	Malayalam (N=161)	1%
Mandarin (N=364)	2%	Pashto/Pashtu (N=141)	1%
French (N=341)	2%	Tagalog (N=101)	1%
Arabic (N=340)	2%		

Note: Only languages with percentages equal or greater than 1% shown.

Government of Ontario. (2019). Data standards for the identification and monitoring of systemic racism. Retrieved from: https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism/introduction

OHRC. (2010). Count me in! Collecting human rights-based data. Ontario Human Rights Commission. Retrieved from: https://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data

Information and Privacy Commissioner of Ontario. (2016). De-identification guidelines for structured data. Retrieved from: https://www.ipc.on.ca/wp-content/uploads/2016/08/Deidentification-Guidelines-for-Structured-Data.pdf

December, 2023

DDSB STUDENT
CENSUS

Student Census 2023
Questions for Grades K-6

The questions and response options in this survey come from (or are informed by) direction, guidance and/or best practices from the Ministry of Education, the Ontario Human Rights Commission, the Anti-Racism Directorate, other Ontario school boards, Indigenous partners and community organizations that reflect the diverse communities we serve. We recognize students' and families' unique and intersectional identities, and surveys cannot reflect all lived identities. We continue to learn from diverse communities to better understand the different ways people may choose to identify. Student Census response options and language will also continue to evolve to respond to and be inclusive of the diverse communities we serve.

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1. Does your child identify as First Nations, Métis, and/or Inuit?
If yes, select all that apply:

❏ No
❏ Yes, First Nations
❏ Yes, Métis
❏ Yes, Inuit

If you wish, please specify/describe your Indigenous identity (e.g., you may choose to name your nation, status or non-status) in the space below:

December, 2023

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

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2. What is your child's ethnic or cultural origin?
Please select as many ethnic or cultural origins as **apply:**

❑ Afghani
❑ African
❑ American
❑ Arab
❑ Bangladeshi
❑ Barbadian
❑ British
❑ Canadian
❑ Chinese
❑ Dutch
❑ English
❑ European
❑ Filipino

❑ French
❑ German
❑ Greek
❑ Guyanese
❑ Hungarian
❑ Indian
❑ Irish
❑ Italian
❑ Jamaican
❑ Jewish
❑ Macedonian
❑ Muslim
❑ Pakistani

❑ Polish
❑ Portuguese
❑ Russian
❑ Scottish
❑ Spanish
❑ Sri Lankan
❑ Tamil
❑ Trinidadian
❑ Ukrainian
❑ Welsh

❑ Not sure
❑ Choose not to answer
❑ I do not understand this question
❑ An ethnic or cultural origin not listed above (please specify): _____

December, 2023

*Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group

In our society, people are often described by their race or racial background.

3. Which racial group(s)* best describes your child?
If your child has a mixed background, please select all that apply.

❑ Black (African, Afro-Caribbean, African Canadian descent)
❑ East Asian (Chinese, Japanese, Korean, Taiwanese descent)
❑ Indigenous (First Nations, Métis, Inuit descent)
❑ Latino/Latina/Latinx (Latin American, Hispanic descent)
❑ Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
❑ South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
❑ Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
❑ White (European descent)
❑ Not Sure
❑ Choose not to answer
❑ I do not understand this question
❑ A racial group not listed above (please specify): _____

December, 2023

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

4. Indicate any religion, creed, spiritual affiliation, or belief with which your child identifies.
Please select all that apply:

❏ Agnostic (a person who holds a view that the existence of a God or gods is unknown or unknowable, claims neither faith nor disbelief in a higher power)

❏ Atheist (a person who disbelieves or lacks belief in the existence of God or gods)

❏ Bahá'í

❏ Buddhist

❏ Catholic

❏ Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.)

❏ Church of Christ, Scientist

❏ Hindu

❏ Humanist (a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by)

❏ Indigenous beliefs and practices (Indigenous spiritual beliefs and practices can vary significantly among different First Nation, Métis and Inuit groups and individuals, and across different regions)

❏ Jainism

❏ Jewish

❏ Muslim

❏ Rastafarian

❏ Sikh

❏ Spiritual, but not religious belief/faith without a religious framework, emphasizing personal growth and inner peace.

❏ Wiccan

❏ Zoroastrian

❏ No religious or spiritual affiliation

❏ Not sure

❏ Choose not to answer

❏ I do not understand this question

❏ A religion, spiritual affiliation, creed, or belief not listed above (please specify):

_____

*A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

5. What is your child's gender identity?

Please select all that apply:

❑ Girl/Woman
❑ Gender Fluid (relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)
❑ Gender Nonconforming (refers to a person whose gender identity is not in line with the cultural associations made in a given society about a person's sex assigned at birth)
❑ Boy/Man
❑ Non Binary (refers to a person whose gender identity does not align with the binary concept of gender such as man/boy or woman/girl)
❑ Transgender (trans) boy/man (refers to a person who was assigned female at birth and identifies as a boy/man)
❑ Transgender (trans) girl/woman (refers to a person who was assigned male at birth and identifies as a girl/woman)
❑ Two-Spirit
❑ Queer (refers to ideas, practices, persons or identities that go against the standards that form the cisnormative social model)
❑ Questioning (refers to a person who is unsure about their gender identity)
❑ Not sure
❑ Choose not to answer
❑ I do not understand this question
❑ A gender identity not listed above (please specify): _____

*Some people identify as a disabled person, a person with a disability(ies) or a person with different abilities because of a permanent or long-term health condition(s) (e.g., a physical, mental, behavioural, developmental, sensory, communicational or combination of any of these conditions). A person's different abilities/disabilities may be diagnosed or not diagnosed and may be hidden or visible. Some Students who have different abilities/disabilities may have an accommodation plan at school to help them (an individual Education Plan or IEP), but some do not.

Learning spaces (e.g., schools, classrooms) that are not fully inclusive and accessible can create barriers for people with different abilities/disabilities and can make it difficult to fully participate, engage in and learn at school.

For some people, different ability(ies) and/or disability(ies) may be a core aspect of their identity and/or the communities with which they identify.

6. Does your child identify as a disabled person or a person with a disability(ies)?

Please select one answer only.

❑ Yes
❑ No
❑ Not sure
❑ Choose not to answer
❑ I do not understand this question

Do you consider your child to be a person who is, with or experiencing any of the following? If yes, please select all that apply to your child. If no, please select "No, none of the above".

Please select all that apply:

❑ Addiction(s)

❑ Attention Deficit and Hypersensitivity Disorder (ADHD)

❑ Autistic/Autism/Autism Spectrum Disorder

❑ Neurodiverse/neurodivergent traits

❑ Acquired brain injury

❑ Blind or Low Vision

❑ Deaf, deafness or hearing loss

❑ Developmental disability(ies)

❑ Intellectual disability

❑ Learning disability(ies)

❑ Mental health challenges (e.g., anxiety, depression)

❑ Mobility challenges

❑ Chronic pain

❑ Physical disability(ies)

❑ Language impairment/developmental language disorder

❑ Speech impairment (e.g., speech sound production, voice disorder, dysfluency/stuttering)

❑ No, none of the above

❑ My disability(ies) is not listed above (please specify): _____

7. What is the first language(s) your child learned at home?

Please select all that apply:

- ❏ Afrikaans
- ❏ Akan (Twi)
- ❏ Albanian
- ❏ Algonquin
- ❏ American Sign Language
- ❏ Amharic
- ❏ Anishinaabemowin
- ❏ Arabic
- ❏ Armenian
- ❏ Atikamekw
- ❏ Bengali
- ❏ Bantu languages
- ❏ Berber languages
- ❏ Blackfoot
- ❏ Bosnian
- ❏ Bulgarian
- ❏ Cantonese
- ❏ Cree languages
- ❏ Croatian
- ❏ Czech
- ❏ Dari
- ❏ Dutch
- ❏ English
- ❏ Estonian
- ❏ Farsi (Persian)
- ❏ Finnish
- ❏ Flemish
- ❏ French
- ❏ Fukien
- ❏ German
- ❏ Greek

- ❏ Gujarati
- ❏ Hakka
- ❏ Haudenosaunee
- ❏ Hebrew
- ❏ Hindi
- ❏ Hungarian
- ❏ Ilokano
- ❏ Indo-Iranian languages
- ❏ Innu/Montagnais
- ❏ Inuktitut
- ❏ Italian
- ❏ Japanese
- ❏ Kannada
- ❏ Khmer (Cambodian)
- ❏ Korean
- ❏ Kurdish
- ❏ Lao
- ❏ Latvian
- ❏ Lingala
- ❏ Lithuanian
- ❏ Macedonian
- ❏ Malay
- ❏ Malayalam
- ❏ Maltese
- ❏ Mandarin
- ❏ Marathi
- ❏ Mi'kmaq
- ❏ Nepali
- ❏ Niger-Congo languages
- ❏ Ninimowin

- ❏ Norwegian
- ❏ Ojibway
- ❏ Oji-Cree
- ❏ Oromo
- ❏ Pashto/Pashtu
- ❏ Polish
- ❏ Portuguese
- ❏ Punjabi
- ❏ Romanian
- ❏ Rundi (Kirundi)
- ❏ Russian
- ❏ Rwanda (Kinyarwanda)
- ❏ Serbian
- ❏ Sindhi
- ❏ Sinhala (Sinhalese)
- ❏ Slovak
- ❏ Slovenian
- ❏ Somali
- ❏ Spanish
- ❏ Swahili
- ❏ Tagalog
- ❏ Taiwanese
- ❏ Tamil
- ❏ Telugu
- ❏ Thai
- ❏ Tigrigna
- ❏ Tlicho (Dogrib)
- ❏ Turkish
- ❏ Ukrainian
- ❏ Urdu
- ❏ Vietnamese

- ❏ Not sure
- ❏ Choose not to answer
- ❏ I do not understand this question
- ❏ A language(s) not listed above (please specify): _____

DDSB STUDENT
CENSUS

Student Census 2023
Questions for Grades 7-12

The questions and response options in this survey come from (or are informed by) direction, guidance and/or best practices from the Ministry of Education, the Ontario Human Rights Commission, the Anti-Racism Directorate, other Ontario school boards, Indigenous partners and community organizations that reflect the diverse communities we serve. We recognize students' and families' unique and intersectional identities, and surveys cannot reflect all lived identities. We continue to learn from diverse communities to better understand the different ways people may choose to identify. Student Census response options and language will also continue to evolve to respond to and be inclusive of the diverse communities we serve.

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

❏ No
❏ Yes, First Nations
❏ Yes, Métis
❏ Yes, Inuit

If you wish, please specify/describe your Indigenous identity (e.g., you may choose to name your nation, status or non-status) in the space below:

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

2. What is your ethnic or cultural origin?
Please select as many ethnic or cultural origins as apply:

❏ Afghani	❏ French	❏ Polish
❏ African	❏ German	❏ Portuguese
❏ American	❏ Greek	❏ Russian
❏ Arab	❏ Guyanese	❏ Scottish
❏ Bangladeshi	❏ Hungarian	❏ Spanish
❏ Barbadian	❏ Indian	❏ Sri Lankan
❏ British	❏ Irish	❏ Tamil
❏ Canadian	❏ Italian	❏ Trinidadian
❏ Chinese	❏ Jamaican	❏ Ukrainian
❏ Dutch	❏ Jewish	❏ Welsh
❏ English	❏ Macedonian	
❏ European	❏ Muslim	
❏ Filipino	❏ Pakistani	

❏ Not sure

❏ Choose not to answer

❏ I do not understand this question

❏ An ethnic or cultural origin not listed above (please specify): _____

*Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background.

3. Which racial group(s)* best describes you?
If you have a mixed background, select all that apply.

- ❑ Black (African, Afro-Caribbean, African Canadian descent)
- ❑ East Asian (Chinese, Japanese, Korean, Taiwanese descent)
- ❑ Indigenous (First Nations, Métis, Inuit descent)
- ❑ Latino/Latina/Latinx (Latin American, Hispanic descent)
- ❑ Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- ❑ South Asian (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
- ❑ Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- ❑ White (European descent)
- ❑ Not sure
- ❑ Choose not to answer
- ❑ I do not understand this question
- ❑ A racial group not listed above (please specify): _____

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

4. Indicate any religion, creed, spiritual affiliation, or belief with which you identify.
Please select all that apply:

❏ Agnostic (a person who holds a view that the existence of a God or gods is unknown or unknowable, claims neither faith nor disbelief in a higher power)

❏ Atheist (a person who disbelieves or lacks belief in the existence of God or gods)

❏ Bahá'í

❏ Buddhist

❏ Catholic

❏ Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.)

❏ Church of Christ, Scientist

❏ Hindu

❏ Humanist (a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by)

❏ Indigenous beliefs and practices (Indigenous spiritual beliefs and practices can vary significantly among different First Nation, Métis and Inuit groups and individuals, and across different regions)

❏ Jainism

❏ Jewish

❏ Muslim

❏ Rastafarian

❏ Sikh

❏ Spiritual, but not religious belief/faith without a religious framework, emphasizing personal growth and inner peace.

❏ Wiccan

❏ Zoroastrian

❏ No religious or spiritual affiliation

❏ Not sure

❏ Choose not to answer

❏ I do not understand this question

❏ A religion, spiritual affiliation, creed, or belief not listed above (please specify):

_____

*A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

5. What is your gender identity?
Please select all that apply:

❏ Girl/Woman
❏ Gender Fluid (relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)
❏ Gender Nonconforming (refers to a person whose gender identity is not in line with the cultural associations made in a given society about a person's sex assigned at birth)
❏ Boy/Man
❏ Non Binary (refers to a person whose gender identity does not align with the binary concept of gender such as man/boy or woman/girl)
❏ Transgender (trans) boy/man (refers to a person who was assigned female at birth and identifies as a boy/man)
❏ Transgender (trans) girl/woman (refers to a person who was assigned male at birth and identifies as a girl/woman)
❏ Two-Spirit
❏ Queer (refers to ideas, practices, persons or identities that go against the standards that form the cisnormative social model)
❏ Questioning (refers to a person who is unsure about their gender identity)
❏ Not sure
❏ Choose not to answer
❏ I do not understand this question
❏ A gender identity not listed above (please specify): _____

*Sexual orientation is the direction of one's sexual interest or attraction. It is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

6. What is your sexual orientation?

Please select all that apply:

❑ Asexual *(refers to a person that experiences no sexual attraction to other people)*
❑ Bisexual *(refers to a person who is physically/sexually and emotionally attracted to people of more than one gender)*
❑ Gay *(refers to a person who is physically/sexually and emotionally attracted to someone of the same gender. The term "gay" typically refers to boy/man who are attracted to boys/men, but in some contexts can be used for girls/women who are attracted to girls/women)*
❑ Lesbian *(refers to a woman who is attracted physically/sexually and emotionally to women)*
❑ Pansexual *(refers to a person who is attracted physically/sexually and emotionally to others, without being limited by gender)*
❑ Queer *(the term "queer" refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model)*
❑ Straight/heterosexual *(refers to a person who is physically/sexually and emotionally attracted exclusively to someone of the opposite (binary) gender)*
❑ Two-Spirit
❑ Questioning *(refers to a person who is unsure about their sexual orientation)*
❑ Not sure
❑ Choose not to answer
❑ I do not understand this question
❑ A sexual orientation not listed above (please specify): _____

*Some people identify as a disabled person, a person with a disability(ies) or a person with different abilities because of a permanent or long-term health condition(s) (e.g., a physical, mental, behavioural, developmental, sensory, communicational or combination of any of these conditions). A person's different abilities/disabilities may be diagnosed or not diagnosed and may be hidden or visible. Some Students who have different abilities/disabilities may have an accommodation plan at school to help them (an individual Education Plan or IEP), but some do not.

Learning spaces (e.g., schools, classrooms) that are not fully inclusive and accessible can create barriers for people with different abilities/disabilities and can make it difficult to fully participate, engage in and learn at school.

For some people, different ability(ies) and/or disability(ies) may be a core aspect of their identity and/or the communities with which they identify.

7. Do you identify as a disabled person or a person with a disability(ies)?

Please select <u>one</u> answer only.

❑ Yes
❑ No
❑ Not sure
❑ Choose not to answer
❑ I do not understand this question

Do you consider yourself to be a person who is, with or experiencing any of the following? If yes, please select all that apply to you. If no, please select "No, none of the above".

Please select all that apply:

❑ Addiction(s)
❑ Attention Deficit and Hypersensitivity Disorder (ADHD)
❑ Autistic/Autism/Autism Spectrum Disorder
❑ Neurodiverse/neurodivergent traits
❑ Acquired brain injury
❑ Blind or Low Vision
❑ Deaf, deafness or hearing loss
❑ Developmental disability(ies)
❑ Intellectual disability
❑ Learning disability(ies)
❑ Mental health challenges (e.g., anxiety, depression)
❑ Mobility challenges
❑ Chronic pain
❑ Physical disability(ies)
❑ Language impairment/developmental language disorder
❑ Speech impairment (e.g., speech sound production, voice disorder, dysfluency/stuttering)
❑ No, none of the above
❑ My disability(ies) is not listed above (please specify): _____

8. What is the first language(s) you learned at home as a child?

Please select all that apply:

- ❏ Afrikaans
- ❏ Akan (Twi)
- ❏ Albanian
- ❏ Algonquin
- ❏ American Sign Language
- ❏ Amharic
- ❏ Anishinaabemowin
- ❏ Arabic
- ❏ Armenian
- ❏ Atikamekw
- ❏ Bengali
- ❏ Bantu languages
- ❏ Berber languages
- ❏ Blackfoot
- ❏ Bosnian
- ❏ Bulgarian
- ❏ Cantonese
- ❏ Cree languages
- ❏ Croatian
- ❏ Czech
- ❏ Dari
- ❏ Dutch
- ❏ English
- ❏ Estonian
- ❏ Farsi (Persian)
- ❏ Finnish
- ❏ Flemish
- ❏ French
- ❏ Fukien
- ❏ German
- ❏ Greek

- ❏ Gujarati
- ❏ Hakka
- ❏ Haudenosaunee
- ❏ Hebrew
- ❏ Hindi
- ❏ Hungarian
- ❏ Ilokano
- ❏ Indo-Iranian languages
- ❏ Innu/Montagnais
- ❏ Inuktitut
- ❏ Italian
- ❏ Japanese
- ❏ Kannada
- ❏ Khmer (Cambodian)
- ❏ Korean
- ❏ Kurdish
- ❏ Lao
- ❏ Latvian
- ❏ Lingala
- ❏ Lithuanian
- ❏ Macedonian
- ❏ Malay
- ❏ Malayalam
- ❏ Maltese
- ❏ Mandarin
- ❏ Marathi
- ❏ Mi'kmaq
- ❏ Nepali
- ❏ Niger-Congo languages
- ❏ Ninimowin

- ❏ Norwegian
- ❏ Ojibway
- ❏ Oji-Cree
- ❏ Oromo
- ❏ Pashto/Pashtu
- ❏ Polish
- ❏ Portuguese
- ❏ Punjabi
- ❏ Romanian
- ❏ Rundi (Kirundi)
- ❏ Russian
- ❏ Rwanda (Kinyarwanda)
- ❏ Serbian
- ❏ Sindhi
- ❏ Sinhala (Sinhalese)
- ❏ Slovak
- ❏ Slovenian
- ❏ Somali
- ❏ Spanish
- ❏ Swahili
- ❏ Tagalog
- ❏ Taiwanese
- ❏ Tamil
- ❏ Telugu
- ❏ Thai
- ❏ Tigrigna
- ❏ Tlicho (Dogrib)
- ❏ Turkish
- ❏ Ukrainian
- ❏ Urdu
- ❏ Vietnamese

- ❏ Not sure
- ❏ Choose not to answer
- ❏ I do not understand this question
- ❏ A language(s) not listed above (please specify): _____

Appendix C: Religion, Creed, Spiritual Affiliation or Belief Responses

Subcategories were mapped back to the nine categories as prescribed by the Anti-Racism Act (2017) in the following way:

ARA Category	Subcategories
Christian	Christian Catholic
No religion	No religious or spiritual affiliation Atheist
Another religion or spiritual affiliation	A religion, spiritual affiliation, creed, or belief not listed (please specify) Agnostic Baha'i Church of Christ, Scientist Humanist Jains Rastafarian Spiritual Wiccan Zoroastrian

The full list of response options and results were as follows:

Percentage of Students by Religious Affiliation (N=18,585)

Religious Affiliation		Religious Affiliation	
Muslim (N=3700)	20%	Humanist (N=158)	1%
Christian (N=3376)	18%	Jewish (N=142)	1%
Hindu (N=3011)	16%	Indigenous beliefs and practices (N=89)	<1%
No religious or spiritual affiliation (N=2816)	15%	Church of Christ, Scientist (N=84)	1%
Agnostic (N=1276)	7%	Wiccan (N=49)	<1%
Catholic (N=1243)	7%	Jains (N=30)	<1%
Atheist (N=962)	5%	Rastafarian (N=18)	<1%
Spiritual (N=662)	4%	Baha'i (N<15)	<1%
Religious affiliation not listed (N=438)	2%	Zoroastrian (N<15)	<1%
Buddhist (N=188)	1%	Choose not to answer (N=977)	5%
Sikh (N=172)	1%	Not sure/Do not understand (N=767)	4%