



## Know Every Student – Grow Every Student

### Grades K-6

Thank you for participating in the DDSB Student Census. The information you provide is invaluable and will help us to support student success and well-being.

**Purpose:** To gain a clearer understanding of who our students are in order to uphold Indigenous and human rights, student achievement, and well-being. The *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

**Voluntary:** Students and parents/guardians are invited to fill out the Census and are free to:

- decline to participate
- skip or choose not to answer any question
- exit the online Census at anytime

**Confidential:** The Durham District School Board (DDSB) Student Census is confidential. No Student is identified in our reporting. All responses will be stored in a secure, confidential database that will be accessed by authorized DDSB research staff to identify and summarise board trends. Individual student responses will not be analysed and board trends will only include findings where there are 10 or more students.

Data collection is based on identity categories provided by the Ministry of Education and informed by the Anti-Racism Data Standards (ARDS) for educational and research purposes only. Steps for collection, storage, analysis and access to the information comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

*Personal information submitted in this Student Census is collected under the authority of the Education Act, R.S.O. 1990, c.E.2 and the Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990, c.M.56, and will be used to assist the Durham District School Board to better understand and respond to students and their communities; identify and address barriers to student success, inclusion and well-being; and to establish effective programs, services and allocation of resources. All personal information collection submitted will be stored in a secure location and accessible only to DDSB staff members involved in the census. For further information, please follow this link: <https://www.ddsb.ca/en/about-ddsb/student-census.aspx>*

*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.*

**1. Does your child 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 child's 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 child's ethnic or cultural origin?**

*Please select as many ethnic or cultural origins as apply:*

- |                                      |                                     |                                      |
|--------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Afghani     | <input type="checkbox"/> Filipino   | <input type="checkbox"/> Muslim      |
| <input type="checkbox"/> African     | <input type="checkbox"/> French     | <input type="checkbox"/> Pakistani   |
| <input type="checkbox"/> American    | <input type="checkbox"/> German     | <input type="checkbox"/> Polish      |
| <input type="checkbox"/> Arab        | <input type="checkbox"/> Greek      | <input type="checkbox"/> Portuguese  |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Guyanese   | <input type="checkbox"/> Russian     |
| <input type="checkbox"/> Barbadian   | <input type="checkbox"/> Hungarian  | <input type="checkbox"/> Scottish    |
| <input type="checkbox"/> British     | <input type="checkbox"/> Indian     | <input type="checkbox"/> Spanish     |
| <input type="checkbox"/> Canadian    | <input type="checkbox"/> Irish      | <input type="checkbox"/> Sri Lankan  |
| <input type="checkbox"/> Chinese     | <input type="checkbox"/> Italian    | <input type="checkbox"/> Tamil       |
| <input type="checkbox"/> Dutch       | <input type="checkbox"/> Jamaican   | <input type="checkbox"/> Trinidadian |
| <input type="checkbox"/> English     | <input type="checkbox"/> Jewish     | <input type="checkbox"/> Ukrainian   |
| <input type="checkbox"/> European    | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Welsh       |

- ☐ 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 your child?**

*If you have a mixed background, please select all that apply.*

- ☐ Black (African, Afro-Caribbean, African Canadian descent)
- ☐ East Asian (Chinese, Korean, 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, IndoCaribbean, 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 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
- ☐ Not sure

- ☐ 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

☐ Choose not to answer

☐ I do not understand this question

☐ A language(s) not listed above (please specify): \_\_\_\_\_