

Who We Are: Board Summary Report of the
Student Census Findings

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Summary of Results

The *We Are DDSB* Student Census was open from the end of April to the end of June 2019.

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.

37% of all Kindergarten to Grade 12 students in the DDSB participated in the Student Census (26,034 respondents). Below is a summary of the results:

- **Indigenous Identity:** 3% shared an Indigenous identity
- **Ethnic/Cultural Origins:** The 10 largest responses for ethnic/cultural origins shared were Canadian (52%), English (16%), Irish (11%), Scottish (11%), Jamaican (7%), Pakistani (6%), German (5%), Indian (5%), French (5%), and Sri Lankan (5%)
- **Racial Background:** 57% selected White as part of their racial background followed by South Asian (20%) and Black (12%)
- **Religion, Creed, Spiritual Affiliation or Belief:** One-third (33%) selected Christian as part of their religious or spiritual beliefs. This was followed by “No religion” (24%), Muslim (14%), Hindu (9%), Buddhist (1%), Jewish (1%), Sikh (1%) and Indigenous Spirituality (<0.5%)
- **Gender Identity:** Equal proportions (49%) selected “Boy or Man” or “Girl or Woman” as part of their gender identity. 1% selected a gender diverse identity
- **Sexual Orientation:** Grade 7 to 12 students were invited to share their sexual orientation. 85% selected Straight and 11% selected an LGBTQ2S+ sexual orientation
- **Disability:** 9% considered themselves to be a person with a disability. Of this group, the most frequently selected disabilities were Learning Disability (38%) and Autism (23%)
- **First Language(s) Learned:** 85% selected English as one of the first languages they learned to speak. The 3 largest responses for languages other than English were Urdu (6%), French (5%) and Tamil (4%)



Consultation and Development

In planning for the 2018-2019 *We Are DDSB* Student Census, a review and discussion of data collection tools (questions, response options, and approaches to collection) from other school boards was conducted. These boards included the Toronto District School Board, Peel District School Board and York Region District School Board. Additionally, learnings from the DDSB's own Workforce Census in 2016-2017 were used to inform data collection for the Student Census. Data collection practices and guidelines were also reviewed and adhered to from the Anti-Racism Directorate, Ontario Human Rights Commission and the Information and Privacy Commissioner of Ontario (IPC).

To build collaboration and trust with the DDSB communities, consultation sessions with community partners were held. These community partners included staff (e.g. the Durham Black Educators Network) and community groups (e.g. Special Education Advisory Committee, Regional School Community Councils and Equity Diversity Groups). Additionally, information sessions for parents/guardians were held at local high schools and the Education Centre to clarify the purpose and intent of the Student Census.

The Student Census was communicated to parents/guardians through various channels. Communication to parents/guardians was done through letters sent home, School Messenger (voice mail and email) and through DDSB social media channels (Twitter, Facebook and Instagram). There was also a webpage on the DDSB website with links to frequently asked questions (FAQs), authorization and confidentiality statements, copies of the census, and a YouTube video discussing the Student Census.



Review

As per the IPC's instruction for the Workforce Census in 2016-2017, the DDSB engaged in a Privacy Impact Assessment (PIA) as a proactive measure for the Student Census. In Summer 2018, the DDSB conducted a PIA to explore and document processes involved in the collection of student identity data.



Census Design

The Student Census consisted of nine questions based on identity categories provided by the Ministry of Education and informed 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 (consisting of two questions)
- First Language(s) Learned

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 to participate in 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 the Accountability and Assessment department. To address potential barriers due to language, the online versions of the census were translated into 6 languages other than English: Arabic, Dari, Persian/Farsi, Mandarin, Tamil, and Urdu. Two-hundred and forty-four (244) responses were completed in an online translated version.

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 Appendix A and B.



Access and Security

Access to the full census dataset has been restricted to select staff members in the Accountability & Assessment department. In addition, storage of the data has followed the security protocols outlined in the PIA.



Census Administration

The *We Are DDSB* Student Census was launched on April 29, 2019 and remained open until June 21, 2019. 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.

For students in 7-12, schools were asked to make arrangements for students to voluntarily complete the census during class time. In the week prior to the census launch, school leaders were provided with action items to share with their 7-12 teachers to explain the purpose of the census and the voluntary nature of it in their homeroom classes. The items included an explanatory script and a Google Slides presentation which included a YouTube video about the *We Are DDSB* Student Census. Secondary school leaders were also provided with a Census Completion Opportunity Schedule to assist them in tracking which homerooms had been given the opportunity to complete the voluntary census during homeroom, and which still need to block the time to do it.



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. Please note that additional review and coding of these open-ended options could result in small categorical fluctuations. As well, these results represent 37% of the population and generalizations should be made with caution.

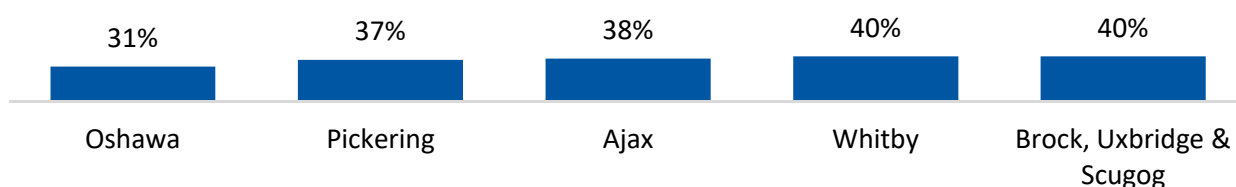


Census Participation

Thirty-seven percent (37%) of all K-12 students in the DDSB participated in the Student Census (26,034 respondents). Participation for the two versions of the census varied from 30% to 46%:

- K-6 (30% or 11,527 respondents)
- Grade 7-12 (46% or 14,507 respondents)

Total participation in the census also varied throughout the region from 31% to 40%:



For those students and parents/guardians who chose to participate in the Student Census, they had the option to skip any question. The following are the numbers and percentages of how many provided a response for each question.

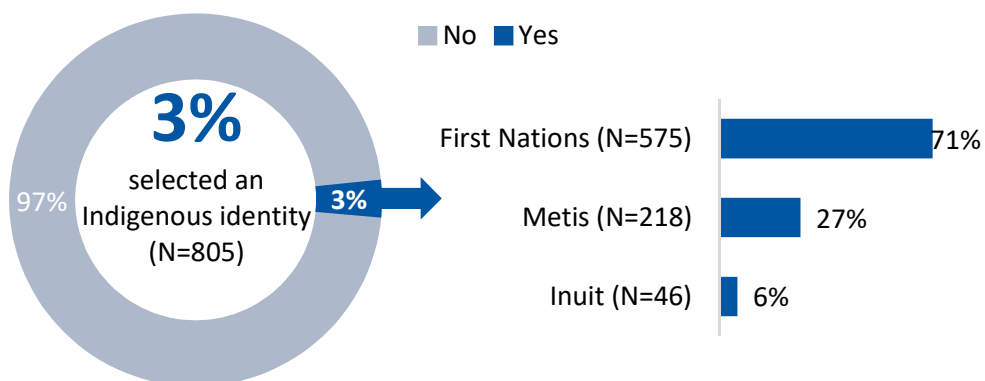
Question	Number of Respondents to Question	Percentage of Total Respondents
Indigenous Identity	25,704	99%
Ethnic or Cultural Origin	23,927	92%
Racial Group	25,503	98%
Religion, Creed, Spiritual Affiliation or Belief	25,324	97%
Gender Identity	25,741	99%
Sexual Orientation (Grade 7 to 12 only)	14,182	99%
Disabilities	25,714	99%
First Language(s) Learned to Speak	25,698	99%



Indigenous Identity

Participants were asked whether they identify as First Nations, Métis, and/or Inuit. Of the 25,704 respondents who shared, 3% identified one or more Indigenous identities. Of this group of respondents, “First Nations” was the most frequent response (71%) followed by “Métis” (27%) and “Inuit” (6%).

Percentage of Students by Indigenous Identity



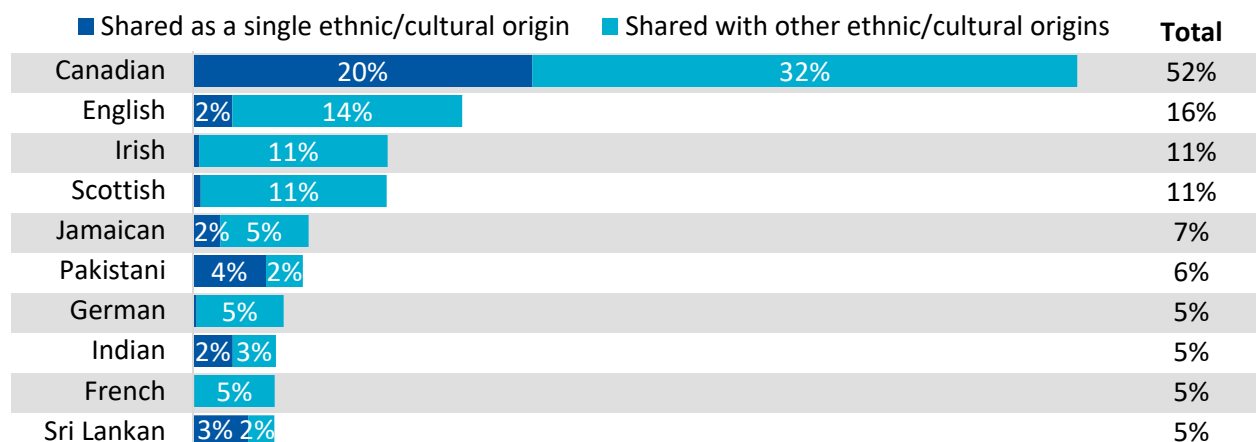


Ethnic/Cultural Origins

Participants were asked to specify their ethnic/cultural origins in an open-ended text box. Half of the respondents stated more than one ethnic/cultural origin in their response. Of the 23,927 respondents who shared their ethnic/cultural origins, over half stated “Canadian” as part of their ethnic/cultural origins (52%).

Along with Canadian, the 10 largest responses for ethnicities/cultural origins shared were “English” (16%), “Irish” (11%), “Scottish” (11%), “Jamaican” (7%), “Pakistani” (6%), “German” (5%), “Indian” (5%), “French” (5%), and “Sri Lankan” (5%).

Percentage of Students by Ethnic/Cultural Origins (10 Largest Responses)



Note: Percentages may not sum exactly to ‘Total’ percentages due to rounding

Percentage of Students by Ethnic/Cultural Origin

Ethnic/Cultural Origin		Ethnic/Cultural Origin		Ethnic/Cultural Origin	
Canadian (N=12,386)	52%	British (N=737)	3%	Welsh (N=215)	1%
English (N=3731)	16%	Dutch (N=727)	3%	Jewish (N=205)	1%
Irish (N=2695)	11%	Trinidadian (N=645)	3%	Macedonian (N=202)	1%
Scottish (N=2687)	11%	East Indian (N=506)	2%	Barbadian (N=185)	1%
Jamaican (N=1600)	7%	Greek (N=484)	2%	Russian (N=177)	1%
Pakistani (N=1523)	6%	Afghani (N=473)	2%	Hungarian (N=176)	1%
German (N=1253)	5%	Polish (N=438)	2%	Bangladeshi (N=154)	1%
Indian (N=1148)	5%	Arabic (N=433)	2%	Spanish (N=144)	1%
French (N=1130)	5%	Ukrainian (N=412)	2%	Tamil (N=136)	1%
Sri Lankan (N=1127)	5%	Filipino (N=410)	2%	Métis (N=125)	1%
Chinese (N=1110)	5%	Portuguese (N=359)	2%	European (N=124)	1%
Italian (N=932)	4%	American (N=286)	1%	Muslim (N=119)	1%
Guyanese (N=813)	3%	African (N=218)	1%		

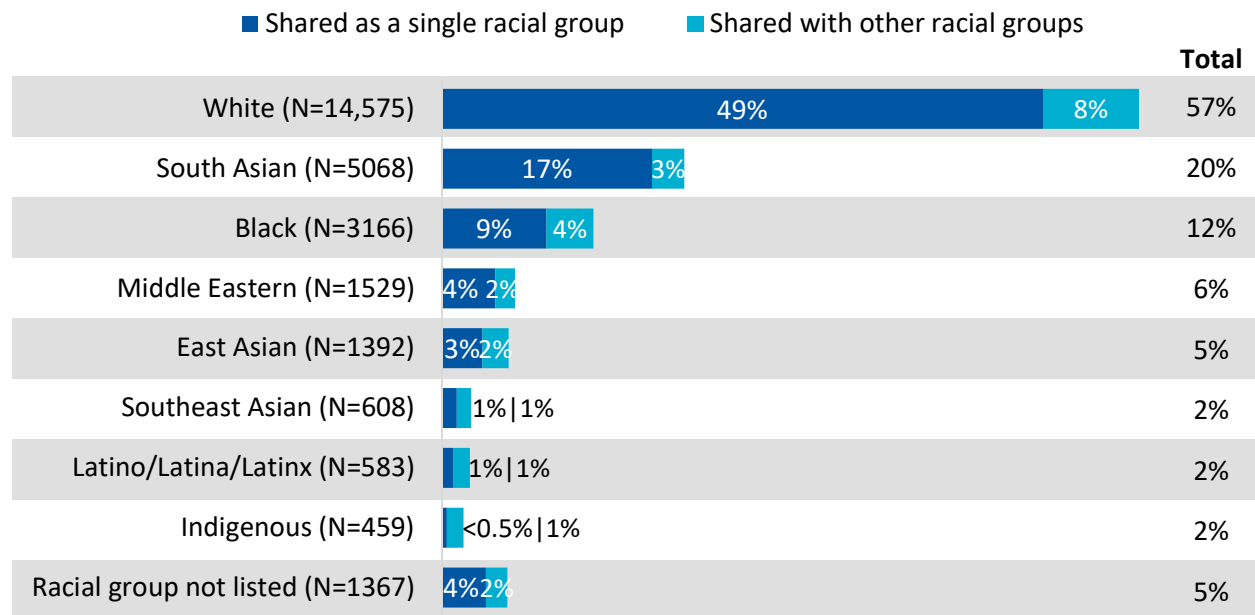
Note: Only ethnicities with percentages greater than 0.5% shown.



Racial Background

Of the 25,503 who shared their racial group, 57% selected “White” as part of their racial background. This was followed by “South Asian” (20%), and “Black” (12%). Eleven percent (11% or 2820 respondents) selected multiple racial groups.

Percent of Students by Racial Group



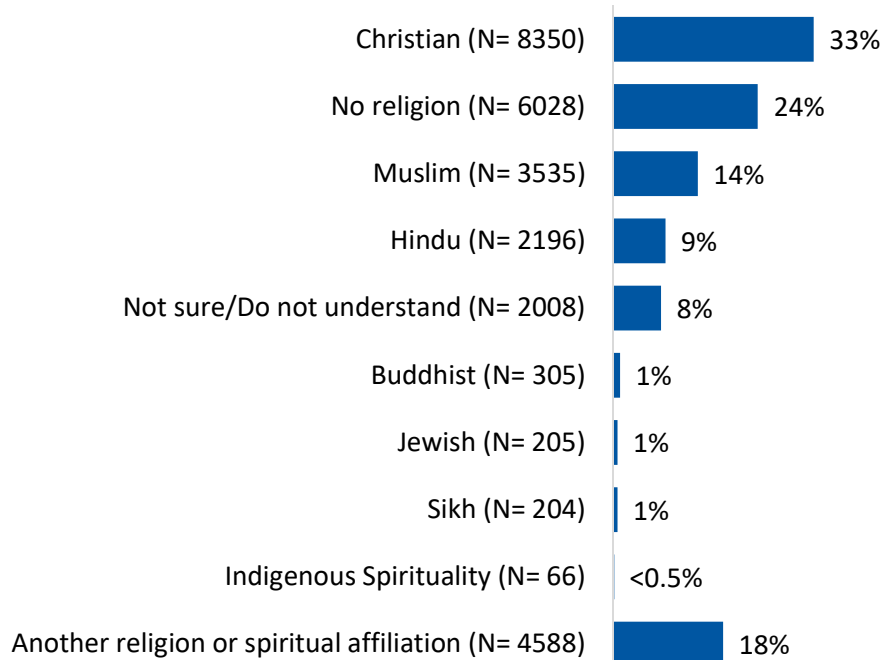
Note: Percentages may not sum exactly to ‘Total’ percentages due to rounding



Religion, Creed, Spiritual Affiliation or Belief

Of the 25,324 who shared their religious affiliations, one-third (33%) selected “Christian” as part of their religious or spiritual beliefs. This was followed by 24% selecting “No religion” and 14% selecting “Muslim”.

Percentage of Students by Religious Affiliation (ARDS Categories)



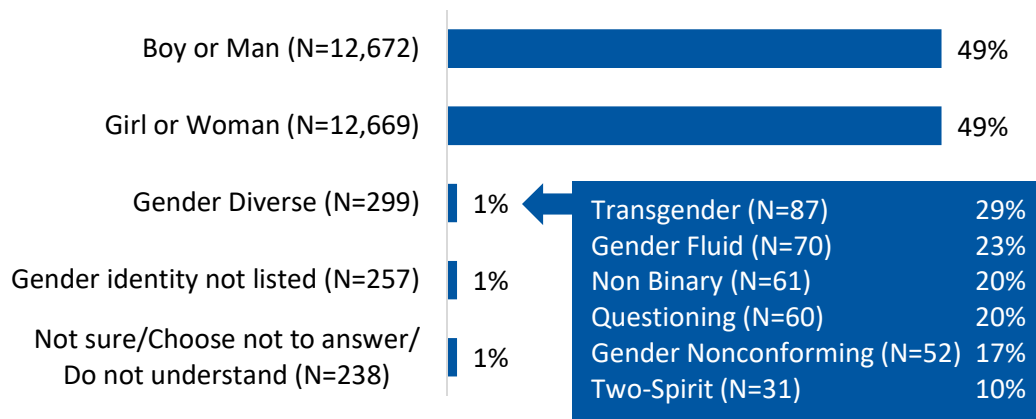
Note: For this question, subcategories were included in the response options to be responsive, inclusive and help individuals select the appropriate response. Those responses have been mapped back to nine categories as prescribed by the ARDS for analysis and reporting. The categories “Not sure/Do not understand” were included by the DDSB Accountability and Assessment department. For subcategory mapping and the full list of response options and results, please see Appendix C.



Gender Identity

Of the 25,741 who shared their gender identity, 49% selected “Boy or Man” and “Girl or Woman” as part of their gender identity. One percent (1% or 299 respondents) selected a gender diverse identity. Of the 299 who selected a gender diverse identity, 29% selected “Transgender”.

Percentage of Students by Gender Identity

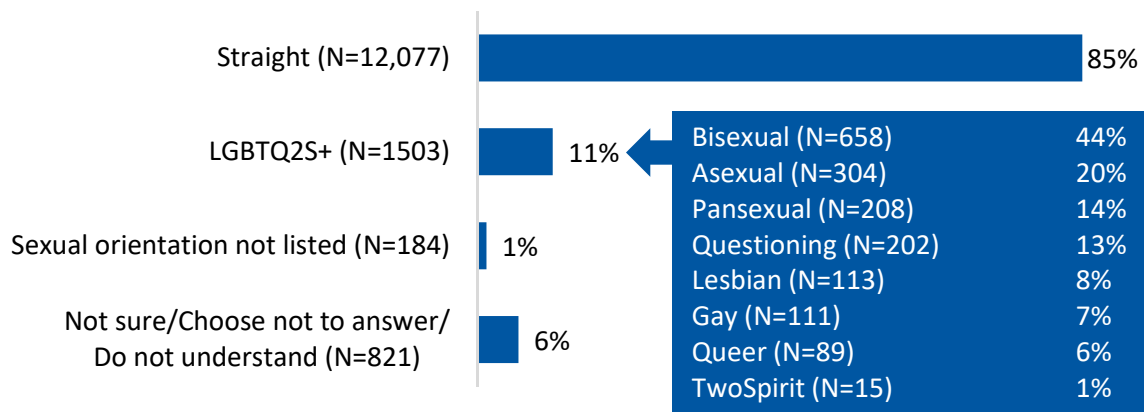




Sexual Orientation (Grade 7-12 Students)

Of the 14,182 Grade 7-12 students who shared their sexual orientation, 85% selected “Straight” as part of their sexual orientation. Eleven percent (11% or 1503 respondents) selected an LGBTQ2S+ sexual orientation. Of the 1503 who selected an LGBTQ2S+ sexual orientation, 44% selected “Bisexual”.

Percentage of Grade 7-12 Students by Sexual Orientation

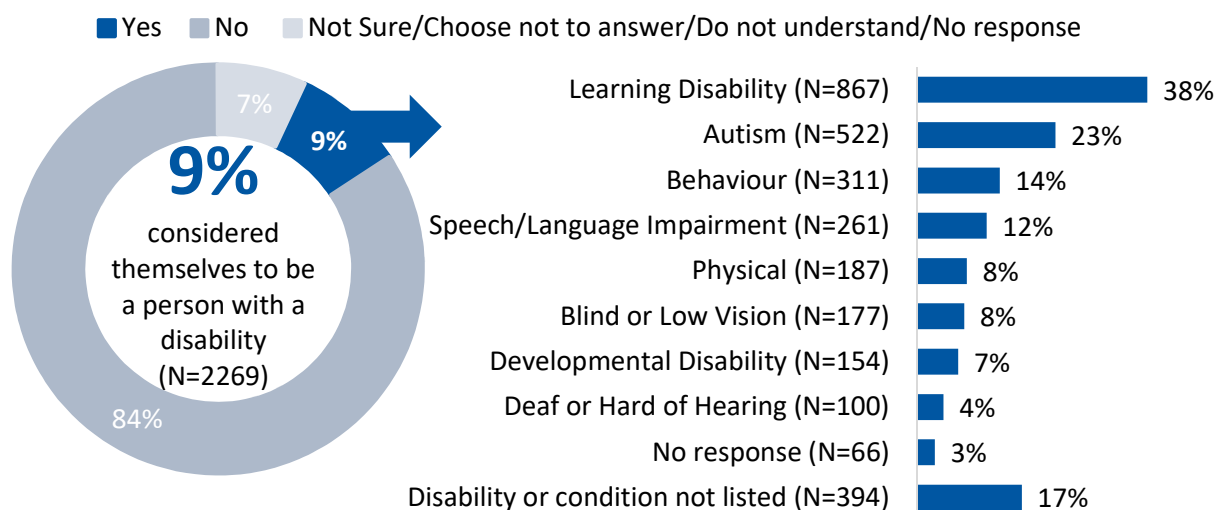




Disability

Participants were asked if they or their child considered themselves to be a person with a disability. Of the 25,714 who provided a response, 9% said “Yes” they or their child considered themselves to be a person with a disability. From this group of 2269 respondents, “Learning Disability” (38%) and “Autism” (23%) were the most frequent selected disabilities.

Percentage of Students by Disability



Of the total 25,714 respondents, 4% (1122 respondents) selected “Mental Health Concern”.



First Language(s) Learned

Of the 25,698 who shared the language(s) they first learned how to speak, 85% selected “English” as one of their first languages. Of those who selected “English”, 20% selected an additional first language as one of their first languages.

Almost one-third (31%) of respondents selected a language other than English. The top five languages other than English most frequently selected were “Urdu” (6%), “French” (5%), “Tamil” (4%), “A Language Not Listed” (2%), and “Arabic” (2%).

Percentage of Students by First Language(s) Learned

First Language(s) Learned		First Language(s) Learned	
English (N=21970)	85%	Spanish (N=328)	1%
Urdu (N=1439)	6%	Dari (N=291)	1%
French (N=1177)	5%	Gujarati (N=278)	1%
Tamil (N=1013)	4%	Farsi (Persian) (N=260)	1%
A Language Not Listed (N=515)	2%	Bengali (N=247)	1%
Arabic (N=455)	2%	Punjabi (N=248)	1%
Mandarin (N=429)	2%	Cantonese (N=227)	1%
Hindi (N=390)	2%	Greek (N=147)	1%

Note: Only languages with percentages greater than 0.5% shown.



References

- 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: http://www.ohrc.on.ca/sites/default/files/attachments/Count_me_in%21Collecting_human_rights_based_data.pdf
- 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>



Appendix A: Student Census Questions for Grades K-6



Student Census 2019 *Know Every Student – Grow Every Student* Questions for Grades K-6

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

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

What is your child's ethnic or cultural origin?

Specify as many ethnic or cultural origins as apply

(For example; Anishnaabe, Arabic, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri-Lankan, Trinidadian, Ukrainian, etc.)

*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.

Which racial group(s)* best describes your child?

If your child has a mixed background, 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, Indo-Caribbean, etc.)
- ☐ Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- ☐ White (European descent)
- ☐ 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.

Indicate any religion, creed, spiritual affiliation, or belief with which your child identifies. *Select all that apply*

- | | |
|--|---|
| <input type="checkbox"/> Agnostic <i>holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power.</i> | <input type="checkbox"/> Jains |
| <input type="checkbox"/> Atheist <i>a person who disbelieves or lacks belief in the existence of God or gods.</i> | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Bahá'í | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Rastafarian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.) | <input type="checkbox"/> Spiritual, but not religious <i>belief/faith without a religious framework, emphasizing personal growth and inner peace.</i> |
| <input type="checkbox"/> Church of Christ, Scientist | <input type="checkbox"/> Wiccan |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Zoroastrian |
| <input type="checkbox"/> Humanist <i>a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by.</i> | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A religion, spiritual affiliation, creed, or belief not listed (please specify): | <input type="checkbox"/> I do not understand this question |

*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).

What is your child's gender identity*? *Select all that apply*

- ☐ Girl/Woman (Female)
- ☐ Gender Fluid *of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.*
- ☐ Gender Nonconforming *not being in line with the cultural associations made in a given society about a person's sex assigned at birth.*
- ☐ Boy/Man (Male)
- ☐ 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 *refers to a person whose gender identity differs from the one associated with their birth-assigned sex.*
- ☐ Two-Spirit *an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.*
- ☐ Questioning *refers to a person who is unsure about their own gender identity.*
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A gender identity not listed above (please specify):

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Does your child consider themselves to be a person with a disability*?

Select one answer only

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Choose not to answer |
| <input type="checkbox"/> No | <input type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Not sure | |

Please select all that apply?

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Mental health Disability |
| <input type="checkbox"/> Blind or Low Vision | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Developmental Disability | |
| <input type="checkbox"/> A disability or condition not listed (please specify): | |

What is the first language(s) your child learned to speak? *Select all that apply*

- | | | |
|---|--|--|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Hakka | <input type="checkbox"/> Oromo |
| <input type="checkbox"/> Akan (Twi) | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Pashto/Pashtu |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Algonquin | <input type="checkbox"/> Hindi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Ilokano | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Anishinaabemowin | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Rundi (Kirundi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Innu/Montagnais | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Rwanda
(Kinyarwanda) |
| <input type="checkbox"/> Atikamekw | <input type="checkbox"/> Italian | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Japanese | <input type="checkbox"/> Sindhi |
| <input type="checkbox"/> Bantu languages | <input type="checkbox"/> Kannada | <input type="checkbox"/> Sinhala
(Sinhalese) |
| <input type="checkbox"/> Berber languages | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Slovak |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Korean | <input type="checkbox"/> Slovenian |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Lao | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Latvian | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Cree languages | <input type="checkbox"/> Lingala | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Lithuanian | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Malay | <input type="checkbox"/> Telugu |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Thai |
| <input type="checkbox"/> English | <input type="checkbox"/> Maltese | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Estonian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Tlicho (Dogrib) |
| <input type="checkbox"/> Farsi (Persian) | <input type="checkbox"/> Marathi | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Finnish | <input type="checkbox"/> Mi'kmaq | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Flemish | <input type="checkbox"/> Nepali | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> French | <input type="checkbox"/> Niger-Congo languages | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Fukien | <input type="checkbox"/> Ninimowin | |
| <input type="checkbox"/> German | <input type="checkbox"/> Norwegian | |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ojibway | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Oji-Cree | |
| <input type="checkbox"/> Not sure | <input type="checkbox"/> A language(s) not listed, please specify: | |
| <input type="checkbox"/> Choose not to answer | | |
| <input type="checkbox"/> I do not understand | | |



Appendix B: Student Census Questions for Grades 7-12



Student Census 2019

Know Every Student – Grow Every Student

Questions for Grades 7-12

Do you identify as First Nations, Métis, and/or Inuit?

If yes, select all that apply:

- ☐ No
- ☐ Yes, First Nations
- ☐ Yes, Métis
- ☐ Yes, Inuit

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

What is your ethnic or cultural origin?

Specify as many ethnic or cultural origins as apply

(For example; Anishnaabe, Arabic, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri-Lankan, Trinidadian, Ukrainian, etc.)

*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.

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, 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, Indo-Caribbean, etc.)
- ☐ Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- ☐ White (European descent)
- ☐ 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.

Indicate any religion, creed, spiritual affiliation, or belief with which you identify. *Select all that apply*

- | | |
|--|---|
| <input type="checkbox"/> Agnostic <i>holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power.</i> | <input type="checkbox"/> Jains |
| <input type="checkbox"/> Atheist <i>a person who disbelieves or lacks belief in the existence of God or gods.</i> | <input type="checkbox"/> Jewish |
| <input type="checkbox"/> Bahá'í | <input type="checkbox"/> Muslim |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Rastafarian |
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Sikh |
| <input type="checkbox"/> Christian (Church of the East Nestorian/Persian, Oriental Orthodoxy, Eastern Orthodoxy, Protestant, etc.) | <input type="checkbox"/> Spiritual, but not religious <i>belief/faith without a religious framework, emphasizing personal growth and inner peace.</i> |
| <input type="checkbox"/> Church of Christ, Scientist | <input type="checkbox"/> Wiccan |
| <input type="checkbox"/> Hindu | <input type="checkbox"/> Zoroastrian |
| <input type="checkbox"/> Humanist <i>a person who believes that human experience and rational thinking provides the only source of both knowledge and a moral code to live by.</i> | <input type="checkbox"/> No religious or spiritual affiliation |
| <input type="checkbox"/> Indigenous Spirituality | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> A religion, spiritual affiliation, creed, or belief not listed (please specify): | <input type="checkbox"/> I do not understand this question |

*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).

What is your gender identity*? *Select all that apply*

- ☐ Girl/Woman (Female)
- ☐ Gender Fluid *of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum.*
- ☐ Gender Nonconforming *not being in line with the cultural associations made in a given society about a person's sex assigned at birth.*
- ☐ Boy/Man (Male)
- ☐ 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 *refers to a person whose gender identity differs from the one associated with their birth-assigned sex.*
- ☐ Two-Spirit *an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.*
- ☐ Questioning *refers to a person who is unsure about their own 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.

What is your sexual orientation*? *Select all that apply*

- ☐ Asexual *a person that experiences no sexual attraction to others.*
- ☐ Bisexual *a person who is physically/sexually and emotionally attracted to both males and females.*
- ☐ Gay *a person who is physically/sexually and emotionally attracted to someone of the same sex. The term "gay" typically refers to males, but in some contexts can be used for both males and females.*
- ☐ Lesbian *a female who is attracted physically/sexually and emotionally almost exclusively to other females.*
- ☐ Pansexual *a person who is attracted physically/sexually and emotionally to others, without being limited by sex or gender identity.*
- ☐ Queer *the term "queer" refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model.*
- ☐ Straight *a person who is physically/sexually and emotionally attracted exclusively to someone of the opposite sex.*
- ☐ Two-Spirit *an Indigenous person whose gender identity, sexual orientation, or spiritual identity includes masculine, feminine or non-binary spirits.*
- ☐ Questioning *refers to a person who is unsure about their own sexual orientation*
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A sexual orientation not listed above (please specify):

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

Do you consider yourself to be a person with a disability*? *Select one answer only*

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Choose not to answer |
| <input type="checkbox"/> No | <input type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Not sure | |

Please select all that apply?

- | | |
|---|---|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Behaviour | <input type="checkbox"/> Mental health Disability |
| <input type="checkbox"/> Blind or Low Vision | <input type="checkbox"/> Physical |
| <input type="checkbox"/> Deaf or Hard of Hearing | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Developmental Disability | |
| <input type="checkbox"/> A disability or condition not listed (please specify): | |

What is the first language(s) you learned to speak as a child? *Select all that apply*

- | | | |
|---|--|--|
| <input type="checkbox"/> Afrikaans | <input type="checkbox"/> Hakka | <input type="checkbox"/> Oromo |
| <input type="checkbox"/> Akan (Twi) | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Pashto/Pashtu |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Algonquin | <input type="checkbox"/> Hindi | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Ilokano | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Anishinaabemowin | <input type="checkbox"/> Indo-Iranian languages | <input type="checkbox"/> Rundi (Kirundi) |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Innu/Montagnais | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Inuktitut | <input type="checkbox"/> Rwanda |
| <input type="checkbox"/> Atikamekw | <input type="checkbox"/> Italian | <input type="checkbox"/> (Kinyarwanda) |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Japanese | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Bantu languages | <input type="checkbox"/> Kannada | <input type="checkbox"/> Sindhi |
| <input type="checkbox"/> Berber languages | <input type="checkbox"/> Khmer (Cambodian) | <input type="checkbox"/> Sinhala |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Korean | <input type="checkbox"/> (Sinhalese) |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Slovak |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Lao | <input type="checkbox"/> Slovenian |
| <input type="checkbox"/> Cantonese | <input type="checkbox"/> Latvian | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Cree languages | <input type="checkbox"/> Lingala | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Lithuanian | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> Czech | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Dari | <input type="checkbox"/> Malay | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> English | <input type="checkbox"/> Maltese | <input type="checkbox"/> Telugu |
| <input type="checkbox"/> Estonian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Thai |
| <input type="checkbox"/> Farsi (Persian) | <input type="checkbox"/> Marathi | <input type="checkbox"/> Tigrigna |
| <input type="checkbox"/> Finnish | <input type="checkbox"/> Mi'kmaq | <input type="checkbox"/> Tlicho (Dogrib) |
| <input type="checkbox"/> Flemish | <input type="checkbox"/> Nepali | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> French | <input type="checkbox"/> Niger-Congo languages | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Fukien | <input type="checkbox"/> Ninimowin | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> German | <input type="checkbox"/> Norwegian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Ojibway | |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Oji-Cree | |
| <input type="checkbox"/> Not sure | <input type="checkbox"/> A language(s) not listed, please specify: | |
| <input type="checkbox"/> Choose not to answer | | |
| <input type="checkbox"/> I do not understand | | |



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

Religious Affiliation		Religious Affiliation	
Christian (N=6192)	24%	Sikh (N=204)	1%
No religious or spiritual affiliation (N=4252)	17%	Church of Christ, Scientist (N=187)	1%
Muslim (N=3535)	14%	Wiccan (N=88)	<0.5%
Catholic (N=2480)	10%	Indigenous Spirituality(N=66)	<0.5%
Hindu (N=2196)	9%	Rastafarian (N=46)	<0.5%
Agnostic (N=2073)	8%	Zoroastrian (N=30)	<0.5%
Atheist (N=1876)	7%	Baha'i (N=28)	<0.5%
Spiritual (N=1267)	5%	Jains (N=25)	<0.5%
Buddhist (N=305)	1%	Religious affiliation not listed (N=1036)	4%
Humanist (N=274)	1%	Not sure/Do not understand (N=2008)	8%
Jewish (N=205)	1%		