

THE DPCDSB STUDENT CENSUS 2022

You are the people of God; he has loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness, and patience.

Colossians 3:12

**Summary of Student
Social Identities:
Grades 4 through 12**

The DPCDSB Student Census: Summary of Student Identities

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Purpose of this Report

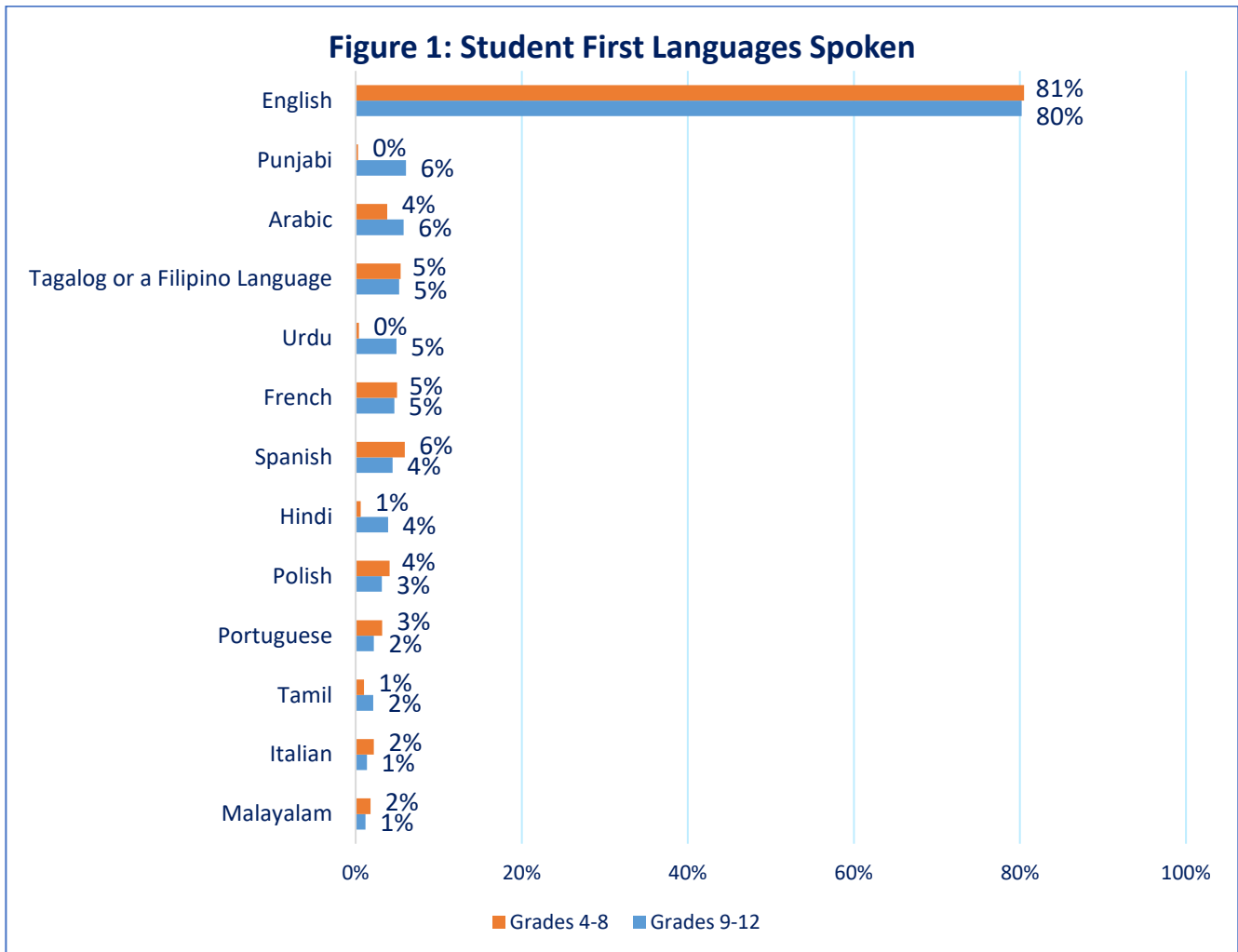
This report describes the social identities reported by students in Grades 4 through 12 who completed the census themselves. A summary of information gathered via the parent- and guardian-completed census is available at www.dpcdsb.org.

Student Census Identity Findings

Identity findings from the DPCDSB Student Census indicated the DPCDSB is a highly diverse school district in terms of first languages learned, ethnicities, racial groups, and religious affiliation. The following pages summarize the identities reported by students themselves through the census. Note that the parent and guardian completed census data are not included in this summary.

Language(s) First Spoken

Figure 1 (below) shows first languages reported by 2% of students or more in either or both elementary and secondary grades.



Indigenous Identity

Table 3 (below) summarizes student responses to the census item regarding Indigeneity. Note that students could select more than one option, as applicable to their identity.

Table 3: Indigenous Identity

Identity	Number of Students	Number of Students	Percentage of	Percentage of
	Grades 4-8	Grades 9-12	Grades 4-8	Grades 9-12
First Nations	553	235	3%	1%
Métis	122	68	1%	<1%
Inuit	89	16	1%	<1%
Other Indigenous identity	73	49	1%	<1%
Not Indigenous	18,112	19,370	94%	98%

In addition, students could report they were Indigenous in other ways on the census and through the student information system. When staff looked at all these sources, total of **818 individual students in Grades 4-8** and **405 individual students in Grades 9-12 reported they were Indigenous.**

Ethnicity

Figure 2 (below, following page) lists the ethnicities reported, as single responses or in combination with other ethnicities, by 500 or more students in one or both of elementary and secondary student groups.

Race

Race is a **social classification, not based in science or biology** (Anti-Racism Directorate, 2019:27), which broadly categorizes people based on physical similarities (e.g., skin colour). Stereotypes and biases have been associated with different racial categories and have led to different levels of power and advantage. Therefore, a person's race has impact on a variety of aspects of their life, including how they may be treated by others and by institutions. Figure 3 (below, following page) summarizes the student racial breakdown.

The DPCDSB student census asked students to indicate their race from a pre-determined set of options. Students could select as many races as needed, and/or type information into an open text box to describe themselves.

Figure 2: Most Frequently Reported Ethnicities

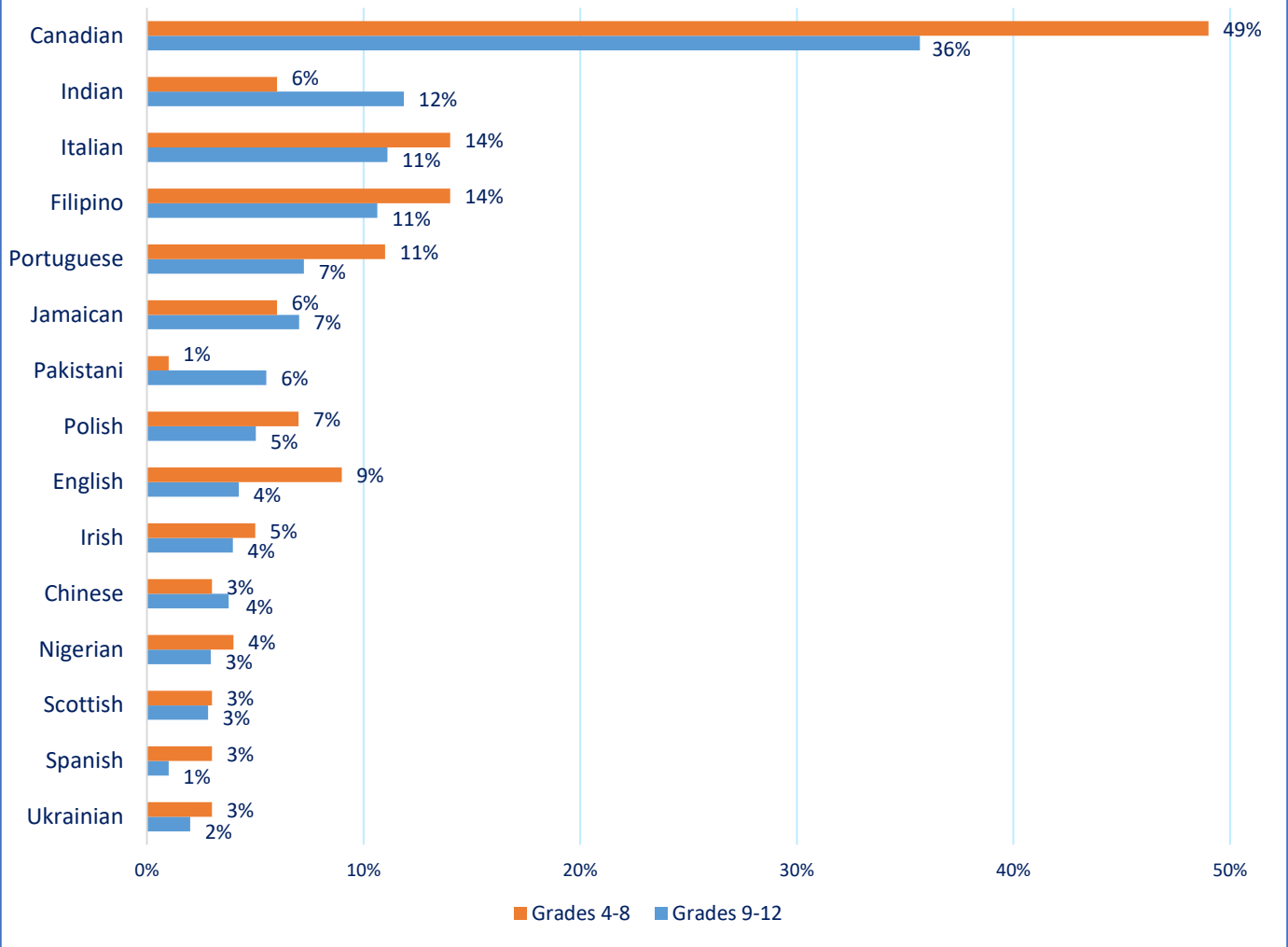
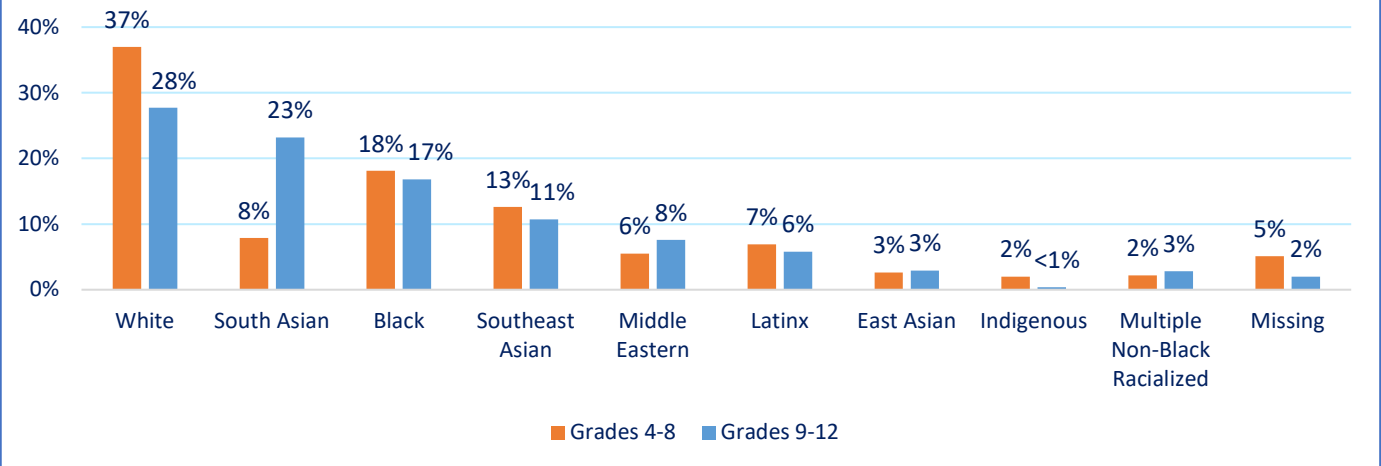


Figure 3: Analysis of Races Reported by Students

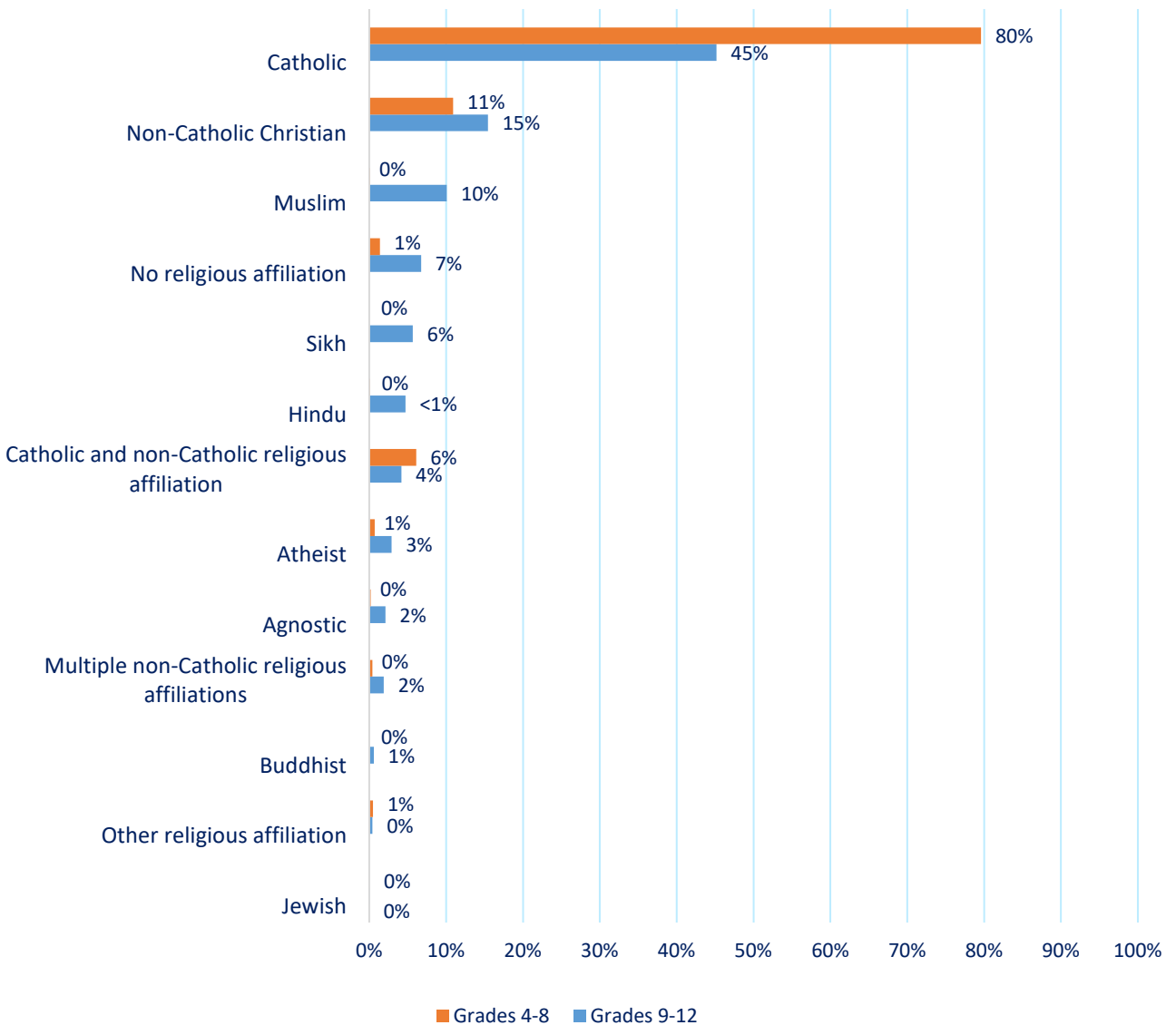


Religious or Spiritual Affiliation

The DPCDSB student census asked students to indicate their religious affiliation from a pre-determined set of options. Students could select as many religious affiliations as needed, and/or type information into an open text box to describe themselves. Figure 4 (below) summarizes the religious affiliations reported by students.

Note that reported religious affiliations differed greatly between students in Grades 4-8 and Grades 9-12 due to religious requirements to access elementary schools in DPCDSB.

Figure 4: Religious Affiliations Reported by Students

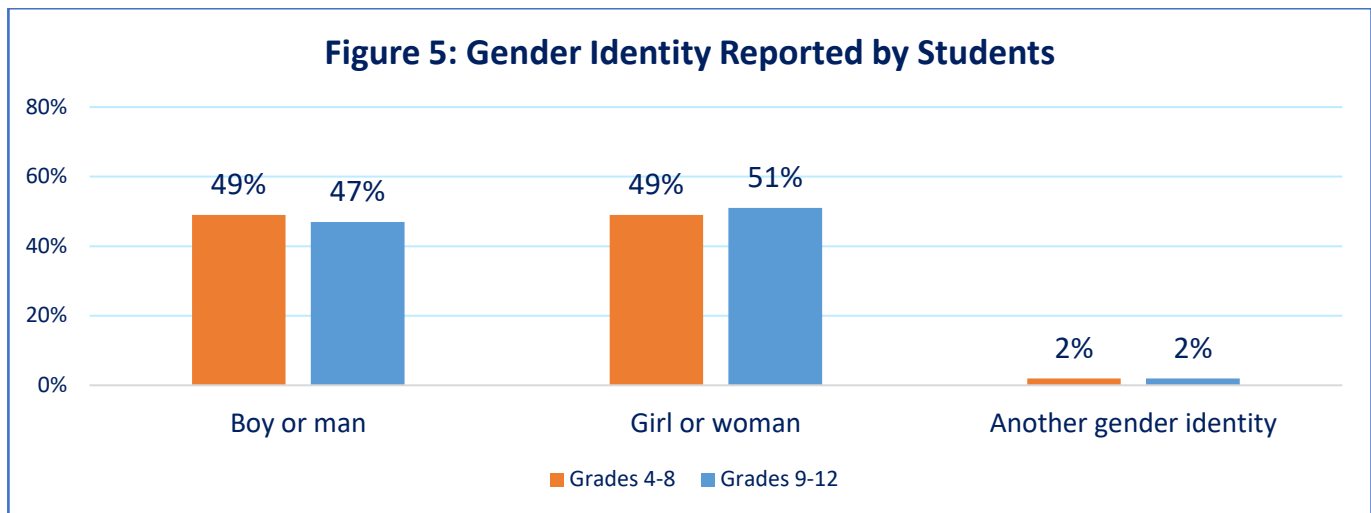


Gender Identity

As a Catholic educational institution, DPCDSB is aware of the Church's position on gender; however, the positions of the Church and the Ontario Human Rights Commission regarding gender differ. Regardless of the different positions on gender, DPCDSB recognizes that everyone's human dignity must be respected and protected. School districts, including Catholic ones, are **required to ask students about their gender identity**. Figure 5 (below) summarizes the gender identity data reported by participating students.

To collect these important data, DPCDSB used a census item that permitted selection of any of the two cis-genders (boy/man or girl/woman) and/or an open text field in which students could enter their gender identity, if they preferred.

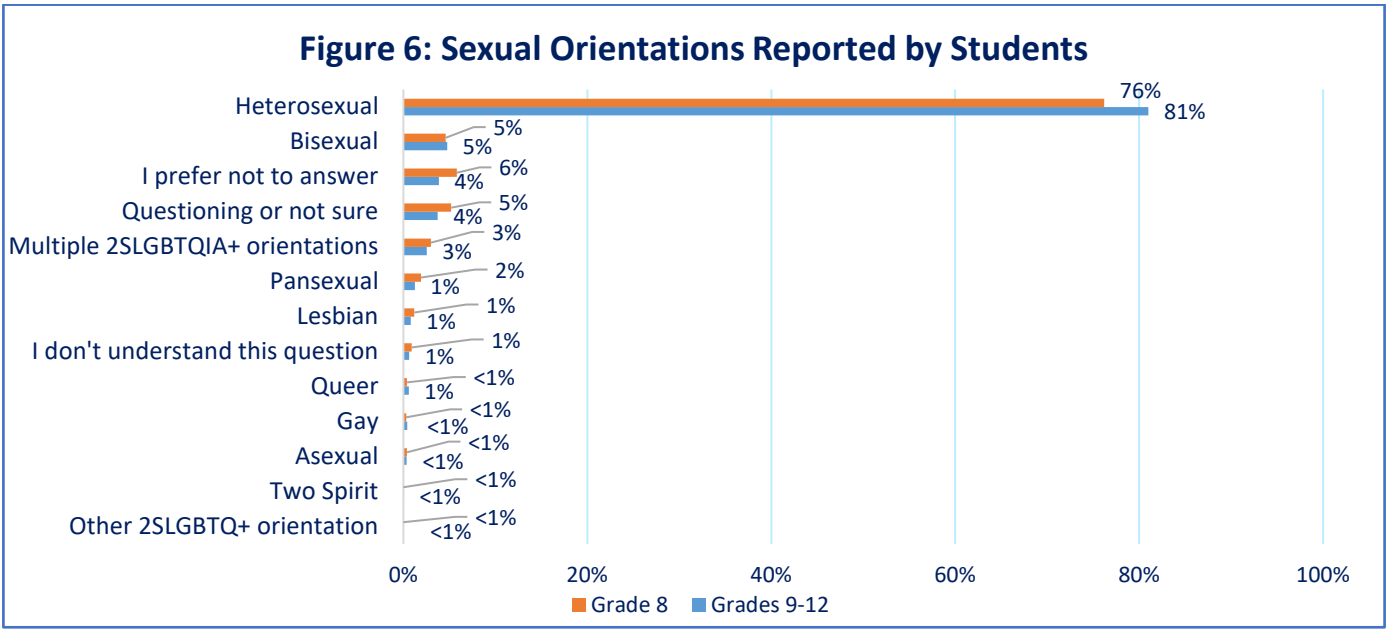
Approximately 98% of students selected a cisgender identity, split nearly equally between boys and girls. A total of 419 secondary students and 488 elementary students reported a non-cisgender identity using the open text field in the census. The most common non-cisgender identity reported by students was non-binary, followed by genderfluid and gender non-conforming.



Sexual Orientation

As a Catholic educational institution, DPCDSB is aware of the Church's position on sexual orientation. At the same time, sexual orientation is also one of the protected grounds of the *Ontario Human Rights Code*, meaning it is against the law to discriminate against or harass someone based on their sexual orientation. DPCDSB recognizes that everyone's human dignity must be respected and protected, and that failure to address sexual orientation and related impacts on individuals is exclusionary and harmful to students and community members who have other than heterosexual attraction. Consistent with timing of this topic in the *Ontario Curriculum, Health and Physical Education*, the DPCDSB student census asked about sexual orientation only among students in Grades 8 and older. Figure 6 (below, following page) summarizes the sexual orientations reported by students.

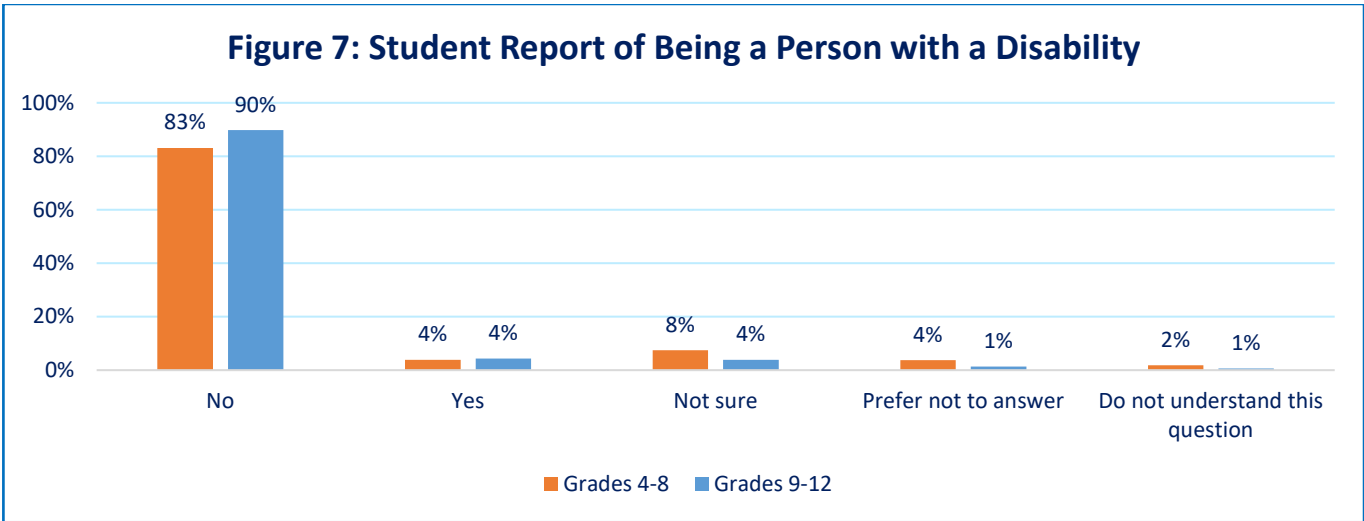
Students in **Grades 8 and older** could select as many sexual orientations as needed, and/or type information into an open text box, to describe themselves. They could also skip this item or indicate they preferred not to answer. This census item was not asked of younger students.



Disability

The DPCDSB Student Census asks students whether they have a disability, given that some people with disabilities face barriers related to physical access, inclusion, negative attitudes, and/or access to information. Students were asked to indicate if they considered themselves to be persons with a disability. Figure 7 (below) illustrates the student responses to this item. The most common disabilities reported by students indicating they considered themselves to be a person with a disability were mental health disabilities and learning disabilities.

The language of this item is specifically that of “disability”, based on the language of the protected grounds of the *Ontario Human Rights Code*.



Status in Canada

The DPCDSB Student Census asked students about their status in Canada. Table 4 (below) summarizes the status in Canada of all participating students. Note that the proportion of students reporting they were Canadian citizens includes students born in Canada and those born outside Canada.

Table 4: Status in Canada

Status in Canada	Percentage of Students Reporting this Status	Percentage of Students Reporting this Status
	Grades 4-8	Grades 9-12
Canadian citizen	92%	91%
Landed immigrant/permanent resident	4%	6%
Refugee claimant	<1%	<1%
International student	<1%	<1%
I do not understand the question	1%	<1%
I prefer not to answer	1%	<1%
Not sure	3%	1%

Reference

Anti-Racism Directorate. (2019). *Data standards for the identification and monitoring of systemic racism*.
<https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>