



NIAGARA CATHOLIC DSB'S 2023 STUDENT CENSUS: SYSTEM REPORT

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OUR VALUES
ACCOUNTABILITY • COMMUNITY • COMPASSION
FAITHFULNESS • INTEGRITY • JUSTICE • STEWARDSHIP

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INTRODUCTION

In Spring 2023, the Niagara Catholic District School Board (NCDSB) conducted its first system-wide student demographic data collection by administering:

- an online parent survey for Kindergarten to Grade 8 students;¹ and
- an online student survey for Grade 9-12 students.²

Approximately 3,800 parents completed the survey, representing a return rate of 26% among the elementary school population. For the secondary panel, nearly 3,000 Grade 9-12 students completed the survey, representing a return rate of 45%. Owing to the low return rates of less than 50%, caution needs to be exercised when reading the results.

To minimize the possible effect of under-representation due to the low return rate of the parent survey, the survey results for the elementary school panel are reported as a table in Appendix A along with the secondary school figures for reference. Instead, this system report focuses on the results of the secondary school student survey, and the findings are presented in the following sections:

- A. NCDSB's overall secondary school student demographics
- B. Disaggregated demographic findings by race
- C. Disaggregated demographic findings by gender identity
- D. Disaggregated demographic findings by sexual orientation
- E. Appendices
 - Appendix A: NCDSB's student demographic survey results by division
 - Appendix B: *My Niagara Catholic* Kindergarten to Grade 8 Student Census 2023
 - Appendix C: *My Niagara Catholic* Grades 9 to 12 Student Census 2023

¹ See Appendix B

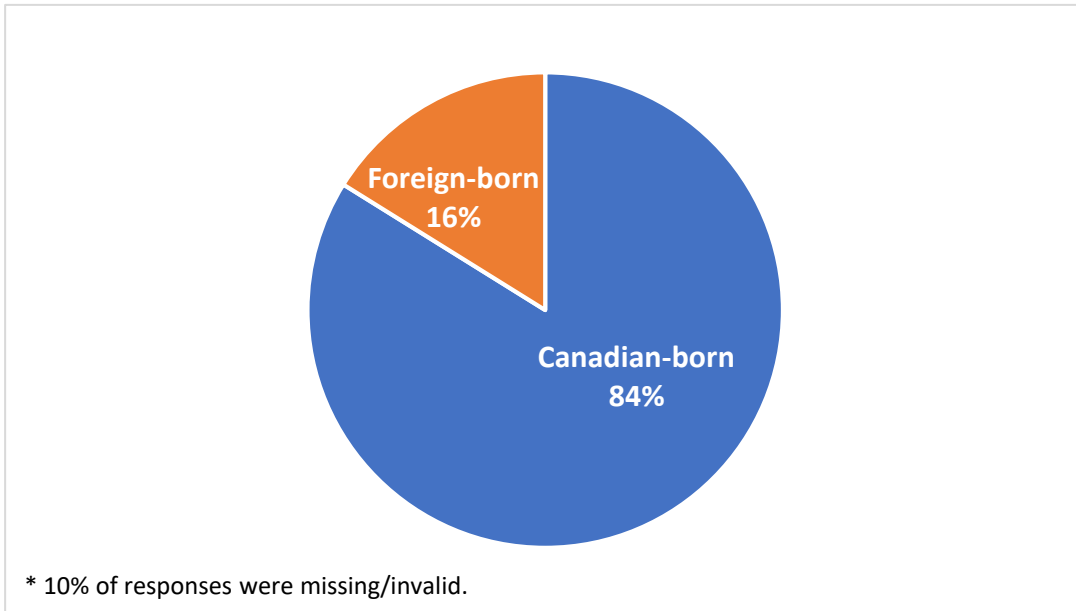
² See Appendix C

SECTION A: NCDSB'S OVERALL STUDENT DEMOGRAPHICS

Place Of Birth

- The large majority (84%) of NCDSB secondary school students were Canadian born.
- The remaining 16% of the secondary school students were foreign born. They included Canadian citizens (8%), landed immigrants and permanent residents (5%), refugee claimants (1.6%), and international students (1.4%).

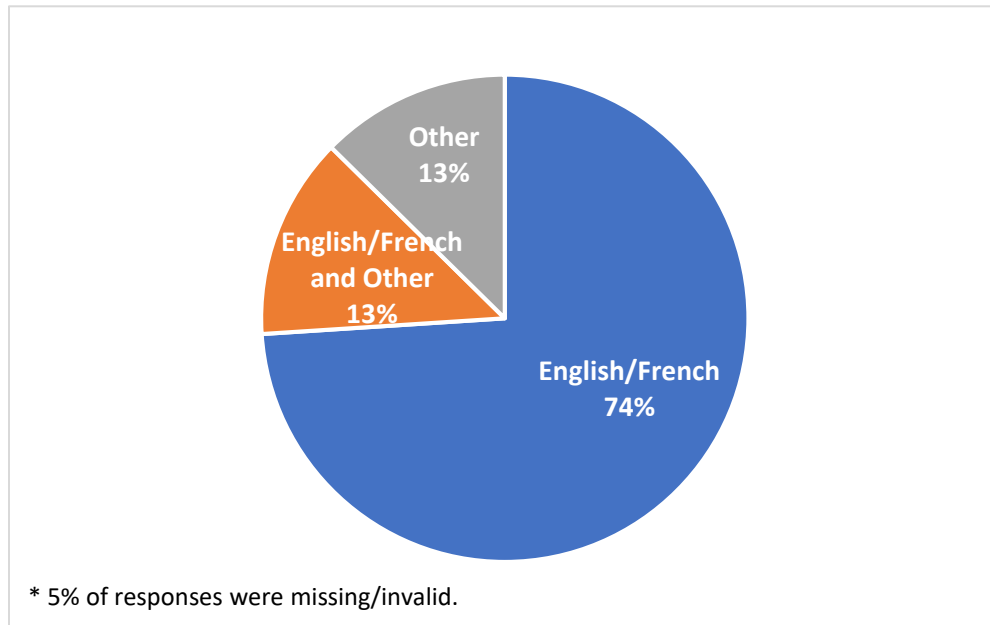
Figure 1: Place of Birth



First Language(s)

- About three quarters (74%) of NCDSB secondary school population reported English and/or French, the two official languages, as their first language(s).
- Thirteen percent reported having English/French *plus* another language(s) as their first languages.
- The remaining 13% of the population reported having a language(s) other than English/French as their mother tongue.

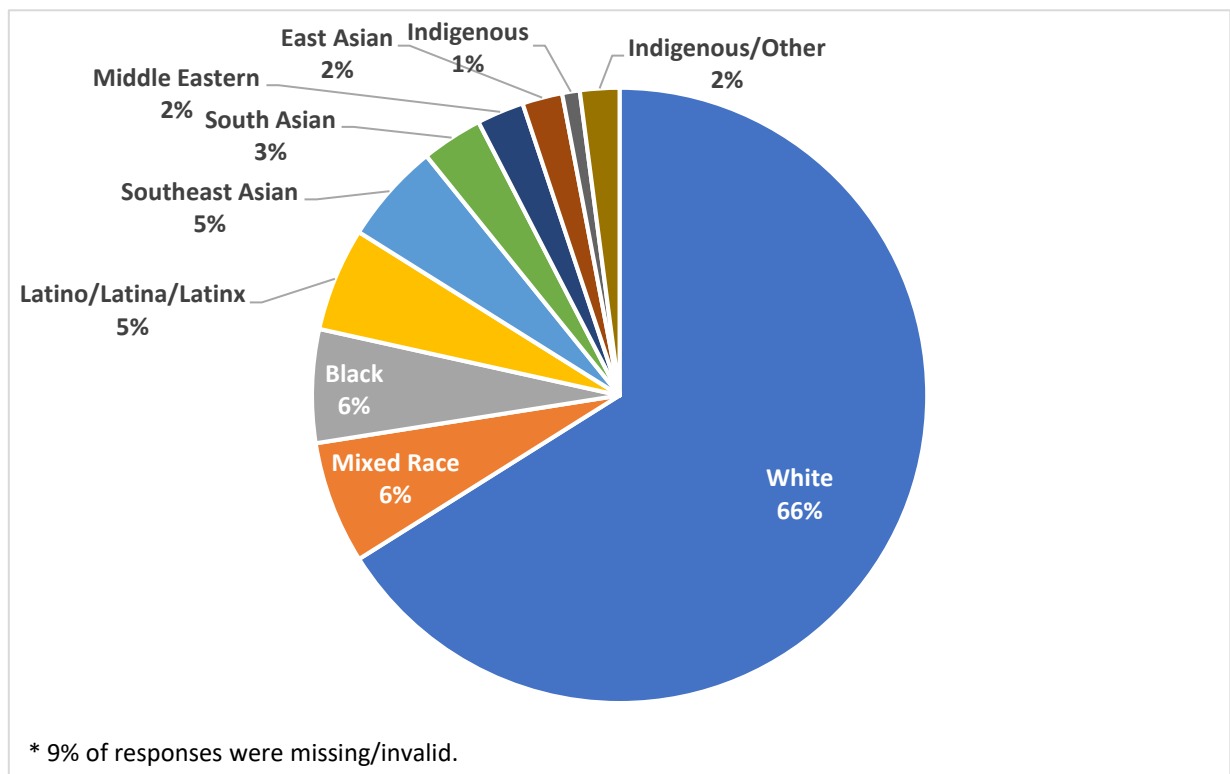
Figure 2: First Languages



Race

- Two-thirds of NCDSB secondary school students identified themselves as White.
- The remaining third of the secondary students were BIPOC - i.e., Black, Indigenous, and people of colour:
 - Black (6%)
 - Indigenous only (1%) and mixed Indigenous (2%)
 - Latino/Latina/Latinx (5%)
 - Southeast Asian (5%)
 - Others - South Asian, Middle Eastern and East Asian (7%)
 - Multi-racial background (not including mixed Indigenous) (6%)

Figure 3: Racial Background



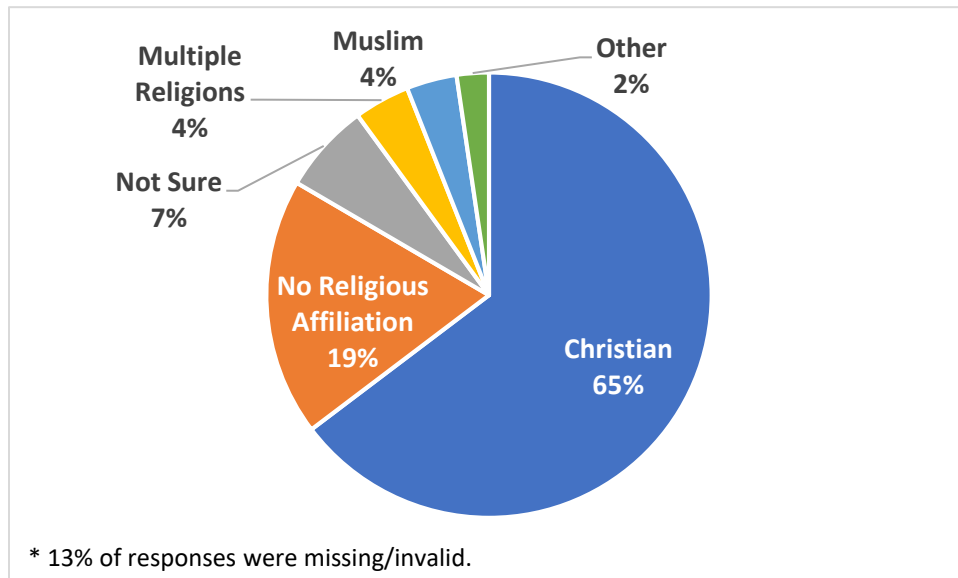
INDIGENOUS IDENTITY

- Four percent of NCDSB secondary students reported their specific Indigenous identity:
 - First Nations (2.6%)
 - Metis (1.1%)
 - Inuit (0.2%)
 - Mixed (0.2%)

Religion

- About two-thirds (65%) of NCDSB secondary school students identified their faith as Christianity, mostly Catholic.³
- NCDSB also serves students of other faiths, for example, Muslim (4%), multiple faiths (4%), and other religions (2%).
- In addition, about a fifth (19%) of the students reported having no religious affiliation⁴, and 7% reported being not sure of their religious background.

Figure 4: Religion



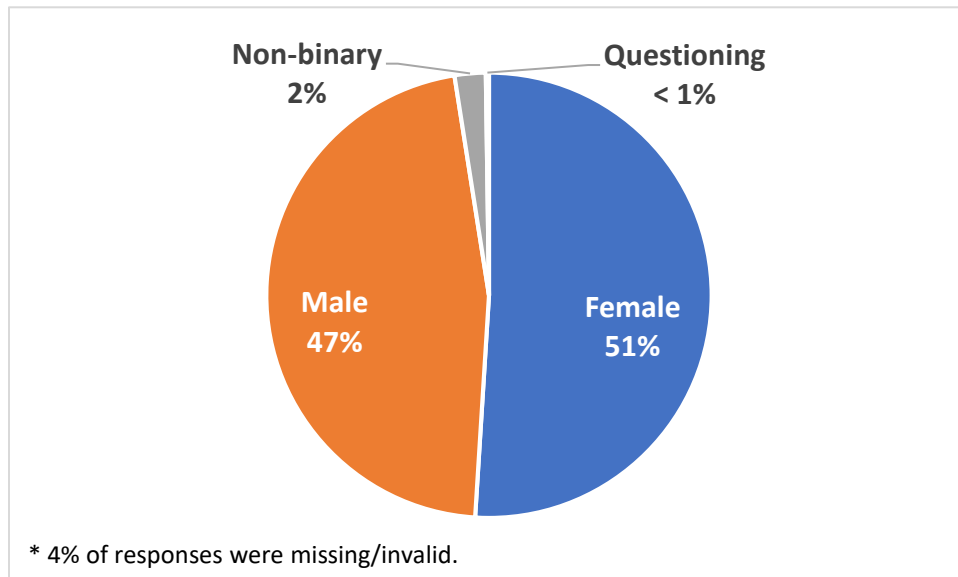
³ Among those who identified as Christian, 82% were Catholic.

⁴ This also included those who identified themselves as, for example, atheist, agnostic, and spiritual but not religious.

Gender Identity

- According to the 2023 survey, NCDSB had slightly more female than male students in NCDSB secondary schools (51% versus 47%).
- There were 2% of the students who identified themselves as non-binary⁵, and less than 1% of the students were unsure/questioning about their gender identity.

Figure 5: Gender Identity

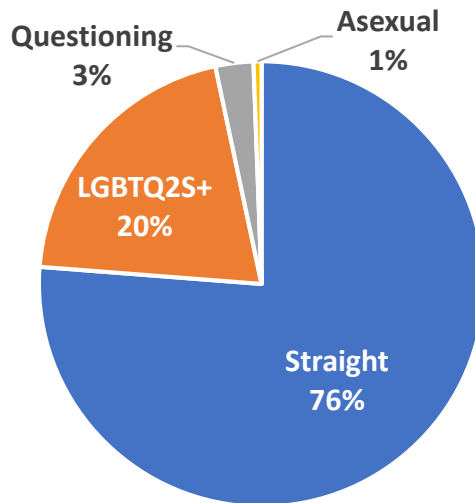


⁵ This included, for example, transgender and genderfluid.

Sexual Orientation

- Three quarters of NCDSB secondary school students identified themselves as straight or heterosexual.
- One fifth of NCDSB secondary school students identified themselves as LGBTQ2S+.
- The remaining students were either unsure/questioning (3%) about their sexual orientation or asexual (1%).

Figure 6: Sexual Orientation

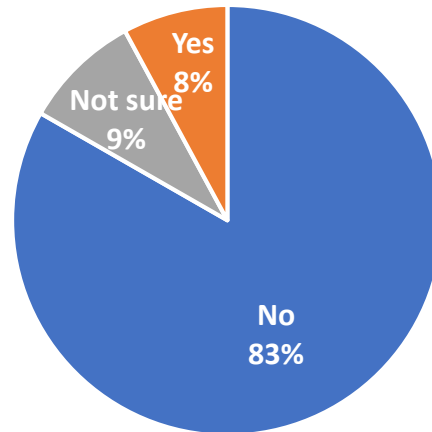


* 11% of responses were missing/invalid, and 1% of respondents preferred not to answer.

Disability/Challenges

- In the survey, 8% of secondary school respondents answered “Yes” to the question about whether they considered themselves as a person with a disability(ies), and 9% answered “Not sure”.
- For those who answered “Yes” to the question, the three most common types of disability identified were learning disability, mental health, and autism.⁶

Figure 7: Disability/Challenges



* 10% of responses were missing/invalid; 1% of respondents preferred not to answer; 1% of respondents did not understand the question.

⁶ For more details, see Table 3 in Appendix A.

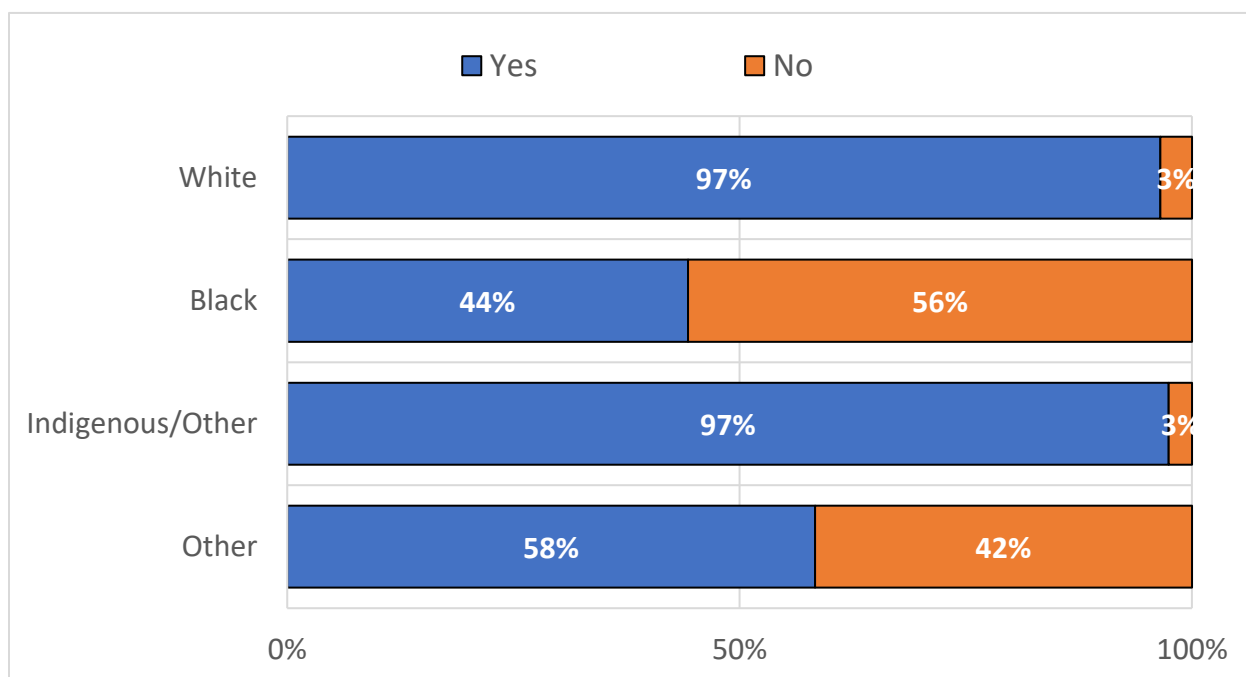
SECTION B: DISAGGREGATED DEMOGRAPHIC FINDINGS BY RACE

This section examines some demographic differences that exist among the four larger racial groups - White, Black, Indigenous (including mixed Indigenous), and other racialized groups - at the NCDSB.

Place of Birth by Race

- Virtually all students who identified themselves as White or Indigenous were born in Canada.
- Over half (56%) of Black students and 42% of students of other racialized groups were foreign-born.

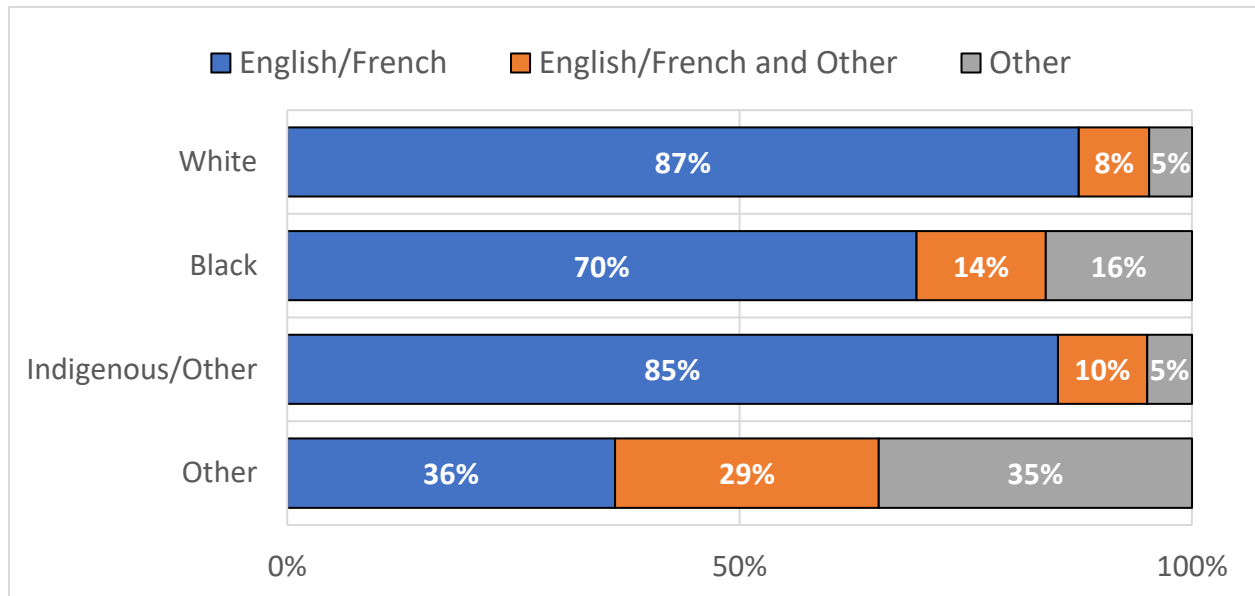
Figure 8: Place of Birth by Race



First Language(s) by Race

- English and/or French were the first language(s) for most White (87%) and Indigenous (85%) students. A smaller proportion (13-15%) reported having a language(s) other than or in addition to English/French as their mother tongue.
- While the majority (70%) of Black students had English/French as their first language(s), the reverse was true for students of other racialized groups with nearly two-thirds (64%) having a language(s) other than or in addition to English/French as their mother tongue.

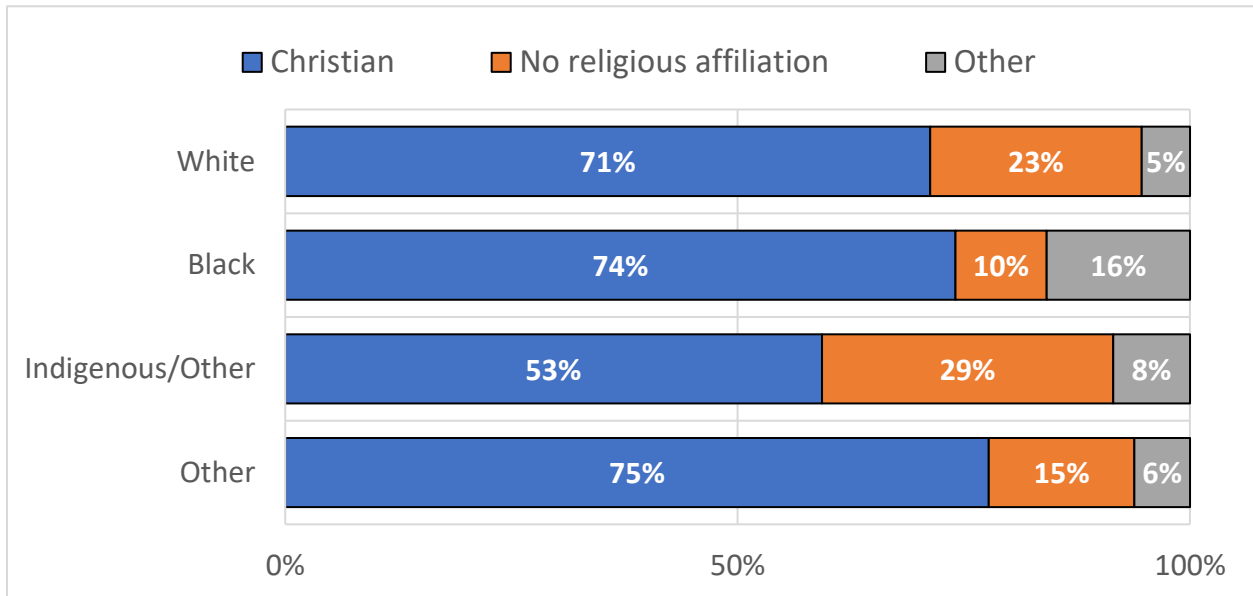
Figure 9: First Language(s) by Race



Religion by Race

- At NCDSB secondary schools, Christianity was the faith for the large majority of White (71%), Black (74%), and other racialized (75%) students.
- Among Indigenous students, those who reported their Christian faith made up slightly half (53%) of their population. Compared to other racial groups, they had a larger proportion reported having no religious affiliation or being associated with a faith other than Christianity.

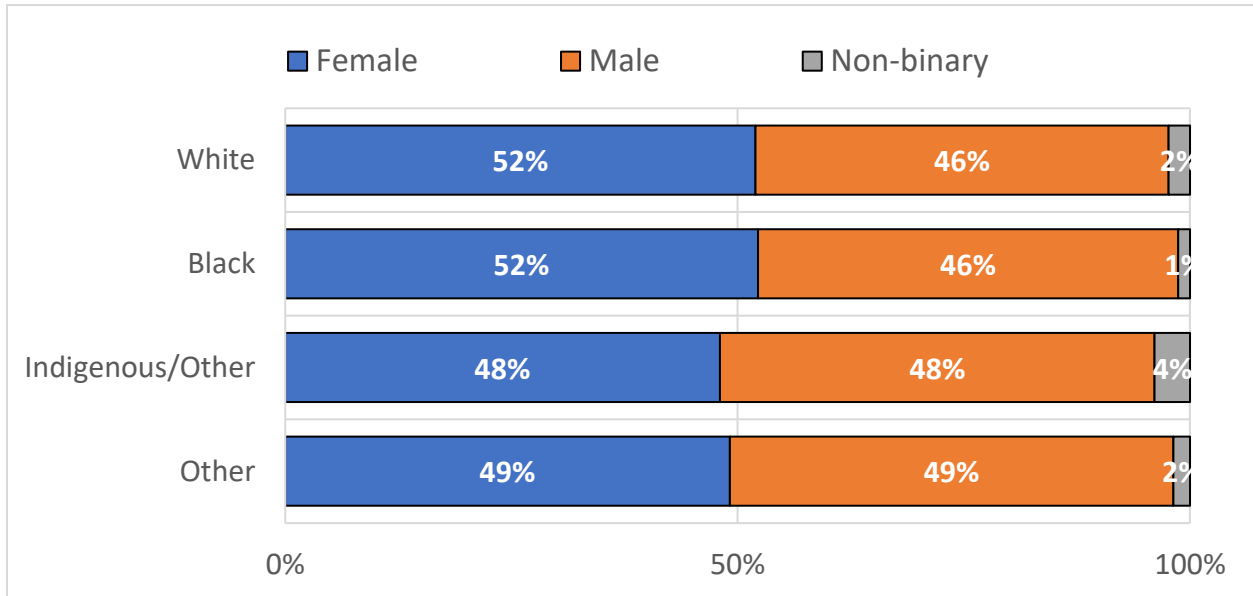
Figure 10: Religion by Race



Gender Identity by Race

- Between 1-2% of Black, White and other racialized students at NCDSB secondary schools identified themselves as non-binary.
- Among Indigenous students, the corresponding proportion (4%) was double of that of other groups.

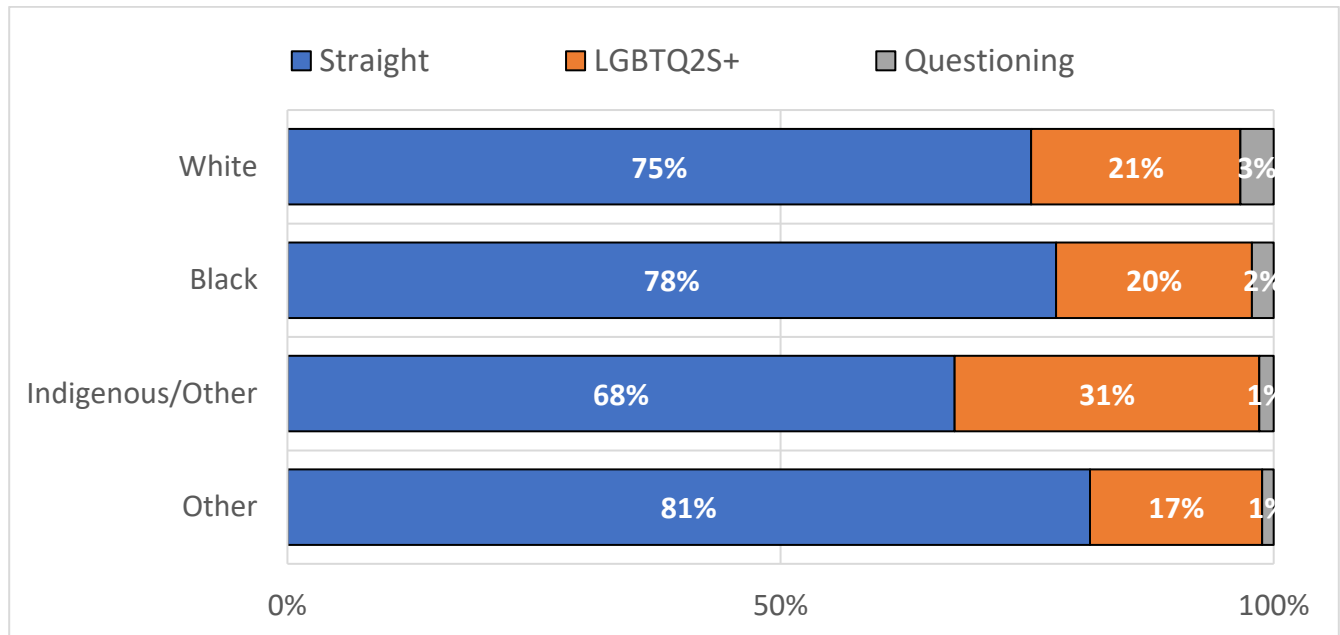
Figure 11: Gender Identity by Race



Sexual Orientation by Race

- About 1 in 5 of NCDSB secondary school students of different racialized groups identified themselves as LGBTQ2S+.
- For Indigenous students, the ratio was higher - about 1 in 3.

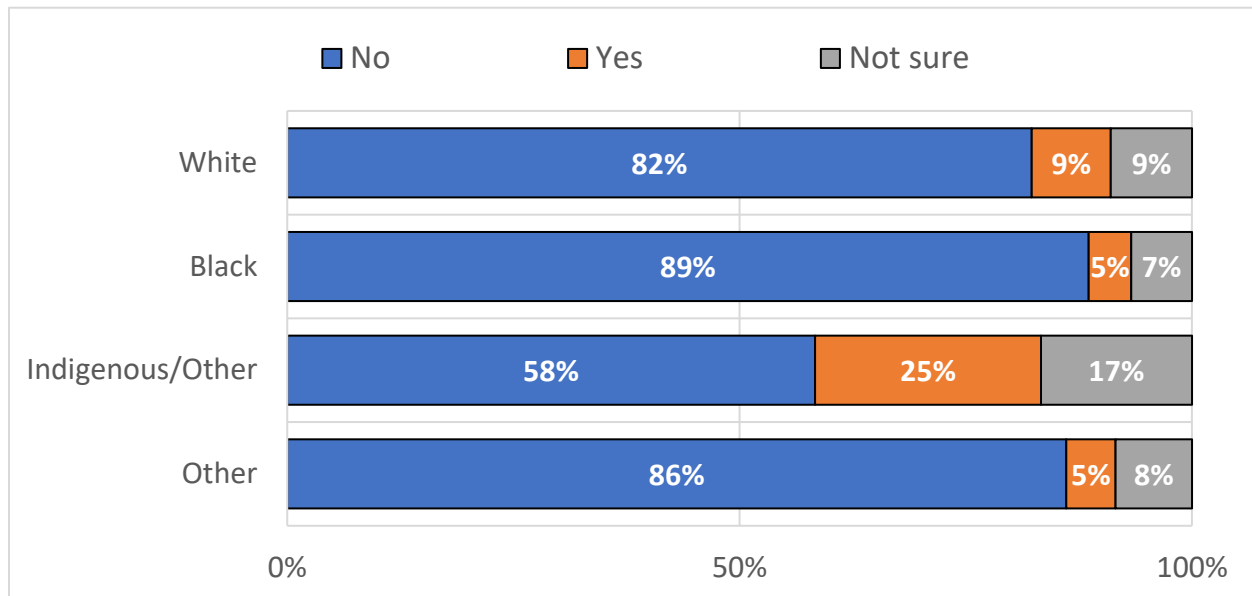
Figure 12: Sexual Orientation by Race



Disability by Race

- Nearly 1 in 5 (18%) of White students reported “Yes” or “Not sure” to the question of whether they considered themselves as a person with a disability(ies).
- The corresponding proportions for Black and other racialized students were lower (12% and 13% respectively).
- Among Indigenous students, the proportion was 2.3 times higher than that of White students, and 3.5 times higher than that of Black and other racialized students.

Figure 13: Disability by Race



- Regarding types of disability, while 1% of Black and other racialized students indicated having concerns related to learning disability, this percentage was higher for White students (4%) and even greater for Indigenous students (7%).
- A small percentage of White (3%), Black (1%) and other racialized (2%) students reported mental health concerns; for Indigenous students, this percentage was also noticeably higher (7%) than others.

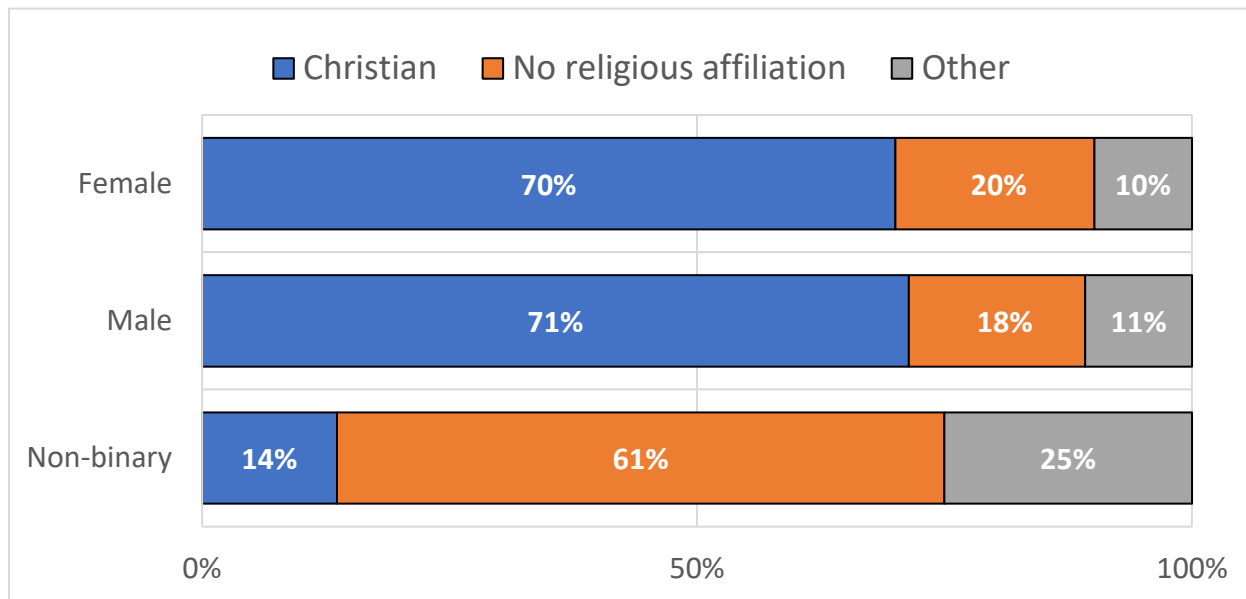
SECTION C: DISAGGREGATED DEMOGRAPHIC FINDINGS BY GENDER IDENTITY

This section examines if and what demographic differences exist according to students' gender identity – i.e., among those who identified themselves as female, male, and non-binary.

Religion by Gender Identity

- The majority of (7 out of 10) female or male students at NCDSB secondary schools reported their Christian faith.
- Among non-binary students, 14% identified themselves as Christian, while the majority (61%) reported having no religious affiliation, and a quarter reported being associated with a faith other than Christianity.

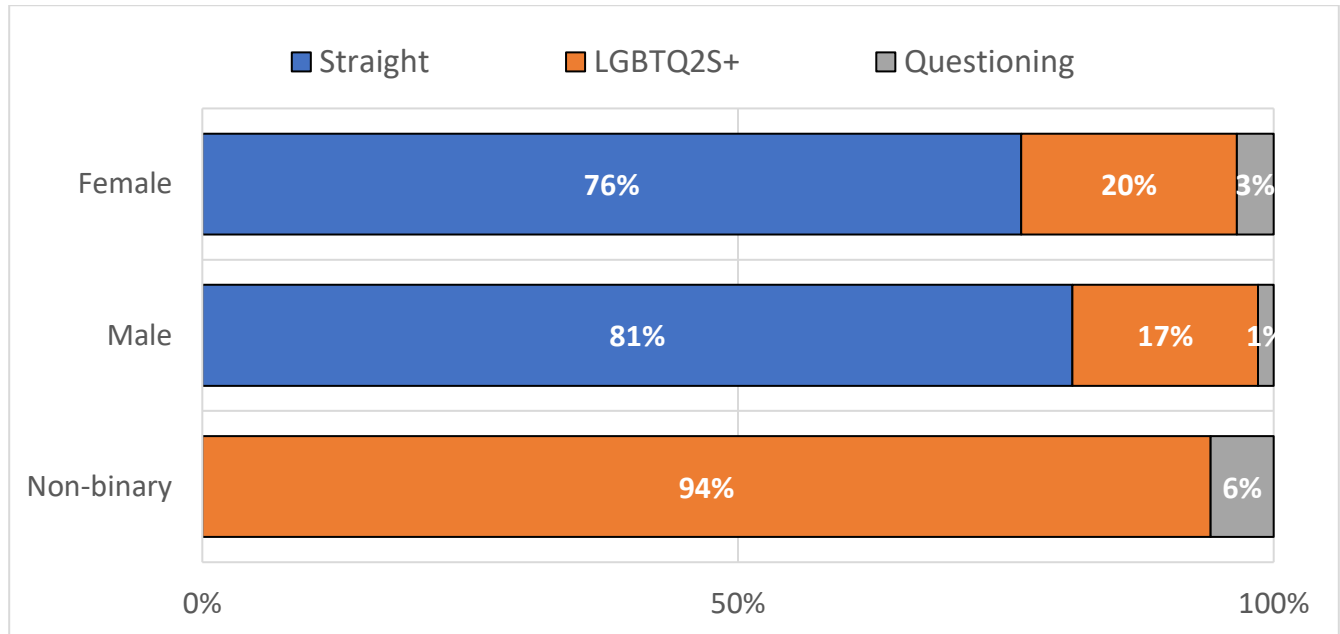
Figure 14: Religion by Gender Identity



Sexual Orientation by Gender Identity

- About 1 in 4 female and 1 in 5 male students identified themselves as LGBTQ2S+ or questioning.
- On the other hand, most (94%) non-binary students identified themselves as LGBTQ2S+, with a small percentage being not sure or questioning about their sexual orientation.

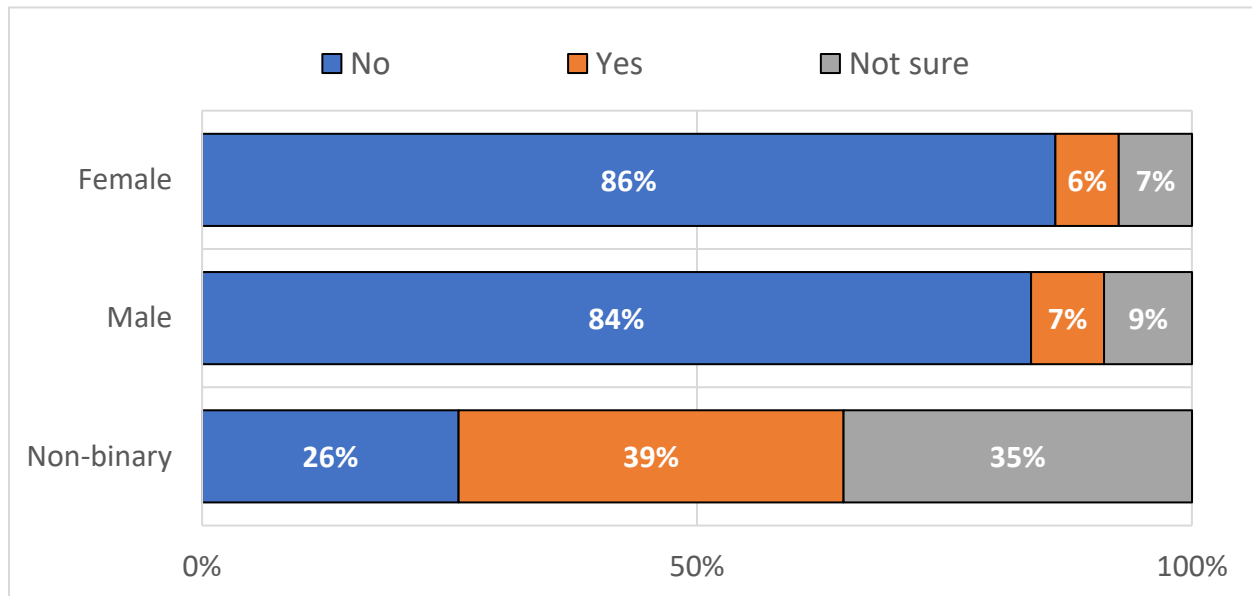
Figure 15: Sexual orientation by Gender Identity



Disability by Gender Identity

- While between 13% and 16% of female and male students reported either “Yes” or “Not sure” about being a person with a disability(ies), the proportion for non-binary students was nearly 5 times higher.

Figure 16: Disability by Gender Identity



- With regard to learning disability, 3% of female and 2% of male students indicated having concerns; this percentage was at least 5 times higher for non-binary students (15%).
- Regarding mental health, the gaps were even more noticeable. Whereas 1% of male students expressed such concerns, the percentage for female students was higher (3%); but for non-binary students, their likelihood for having such concerns was much greater (8 times of that of female students) with nearly 1 in 4 of non-binary students reporting having mental health concerns.

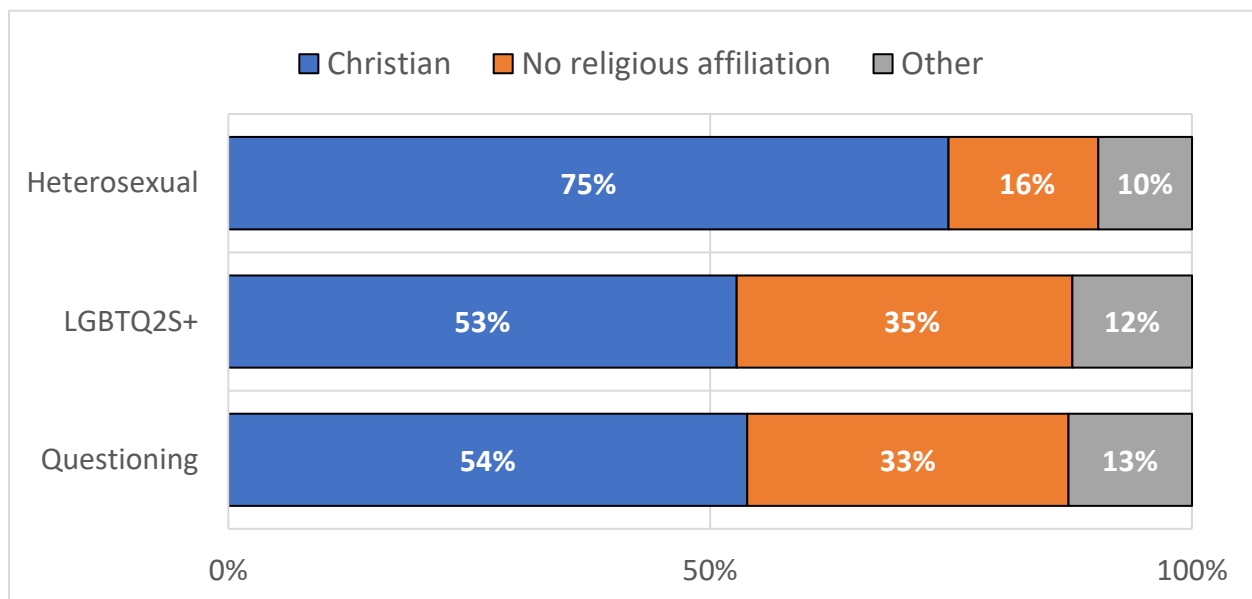
SECTION D: DISAGGREGATED DEMOGRAPHIC FINDINGS BY SEXUAL ORIENTATION

This section examines if and what demographic differences exist according to students' sexual orientation – i.e., among those who identified themselves as heterosexual, LGBTQ2S+, and questioning/unsure.

Religion by Sexual Orientation

- Three quarters of heterosexual students at NCDSB reported their Christian faith.
- The corresponding proportions for LGBTQ2S+ and questioning students were lower (53-54%). These two groups of students were about two times more likely than heterosexual students to report no religious affiliation (33-35% versus 16%).

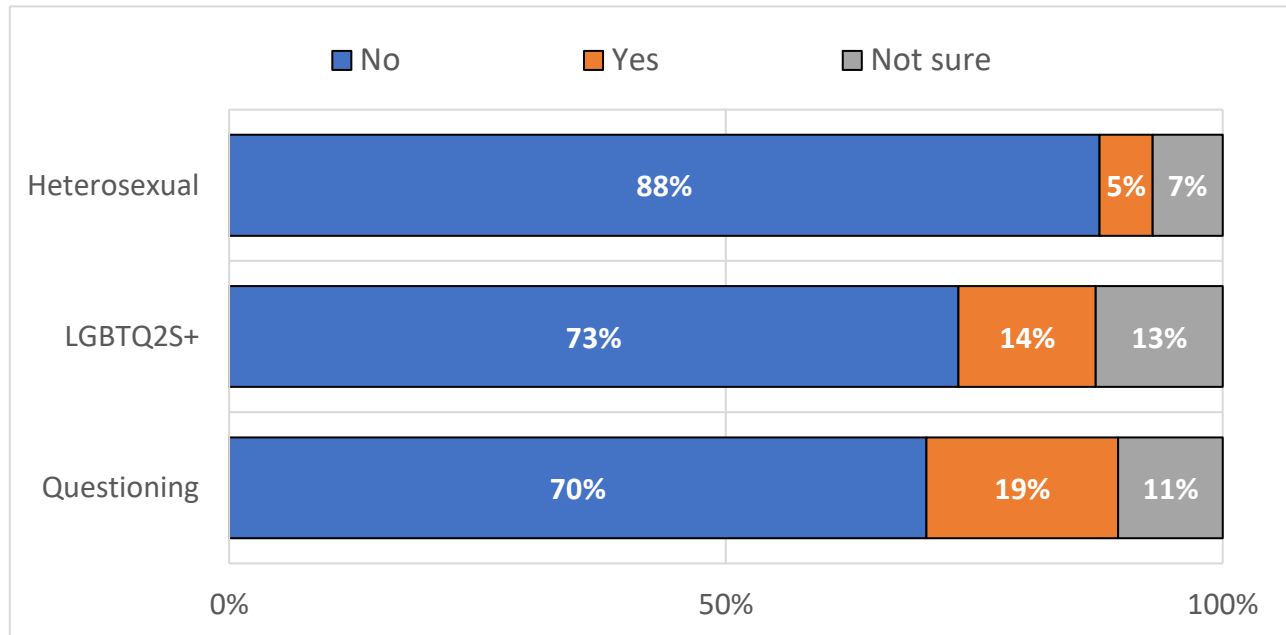
Figure 17: Religion by Sexual Orientation



Disability by Sexual Orientation

- Among heterosexual students, 12% reported “Yes” or “Not Sure” to the question about whether they considered themselves as a person of disability(ies).
- The likelihood for LGBTQ2S+ and questioning students to have such a response was over two times higher (27-30%).

Figure 18: Disability by sexual orientation



- Two percent of heterosexual students indicated concerns related to learning disability; this percentage was 3 times higher for LGBTQ2S+ and questioning students (6%).
- Regarding mental health, while 2% of heterosexual students expressed concerns in this area, this likelihood for LGBTQ2S+ and questioning students was also 3 to 4 times higher (7% and 8% respectively).

APPENDIX A: NCDSB'S STUDENT DEMOGRAPHIC SURVEY RESULTS BY DIVISION (GRADES K-6, GRADES 7-8, GRADES 9-10, GRADES 11-12)

Table 1: NCDSB's Overall Student Demographics by Division

| | Grades K-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
|----------------------|------------|------------|-------------|--------------|
| March 2023 enrolment | 11,541 | 3,101 | 6,587 | |
| Survey return rates | 27% | 24% | 45% | |

| Were you born in Canada? | 10% missing/invalid | | | |
|-------------------------------|---------------------|-----|-----|-----|
| Yes | 82% | 83% | 85% | 82% |
| No (See Table 2 for details.) | 18% | 17% | 15% | 18% |

| What is the first language(s) you learned to speak? | 3% missing/invalid | | | |
|-----------------------------------------------------|--------------------|-----|-----|-----|
| English/French | 79% | 80% | 74% | 74% |
| English/French and Other | 8% | 7% | 14% | 12% |
| Other | 13% | 13% | 12% | 14% |

| Which racial group(s) best describes you? | 8% missing/invalid | | | |
|-------------------------------------------|--------------------|-----|-----|-----|
| Black | 9% | 8% | 6% | 6% |
| East Asian | 1% | 1% | 2% | 2% |
| Indigenous | <1% | <1% | 1% | 1% |
| Indigenous Mixed | 1% | 1% | 2% | 2% |
| Latino/Latina/Latinx | 8% | 7% | 6% | 5% |
| Mixed (no Indigenous) | 7% | 6% | 7% | 6% |
| Middle Eastern | 1% | 1% | 3% | 2% |
| South Asian | 4% | 4% | 3% | 4% |
| Southeast Asian | 6% | 6% | 6% | 5% |
| White | 61% | 65% | 66% | 66% |

| Do you identify as First Nations, Metis, and/or Inuit? | 5% missing/invalid | |
|--------------------------------------------------------|--------------------|------|
| First Nations | 1.5% | 2.6% |
| Metis | 1.2% | 1.1% |
| Inuit | 0.1% | 0.2% |
| Mixed | 0.2% | 0.2% |

| | Grades K-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
|-------------------------------------------------------------|----------------------------------|---------------|----------------|-----------------|
| What is your religious and/or spiritual affiliation? | 13% missing/invalid; 4% not sure | | | |
| Buddhist | <1% | 0% | <1% | <1% |
| Christianity | 93% | 94% | 72% | 66% |
| Hindu | <1% | <1% | <1% | <1% |
| Indigenous Spirituality | <1% | <1% | <1% | <1% |
| Judaism | 0% | 0% | <1% | <1% |
| Muslim | 1% | 1% | 4% | 4% |
| Sikh | <1% | <1% | <1% | <1% |
| Other | 0% | <1% | <1% | <1% |
| Multiple Religions | <1% | <1% | 4% | 5% |
| No Religious Affiliation | 4% | 4% | 17% | 23% |

| | | | | |
|--------------------------------------|-------------------------------------------------------------------------|-----|-----|-----|
| What is your gender identity? | 11% missing/invalid; <1% prefer not to answer; <1% questioning/not sure | | | |
| Female | 49% | 46% | 50% | 52% |
| Male | 51% | 53% | 47% | 46% |
| Non-binary | <1% | <1% | 2% | 2% |

| | | | | |
|-----------------------------------------|-----------------------------------------------------------|-----|-----|-----|
| What is your sexual orientation? | 9% missing/invalid; <1% asexual; <1% prefer not to answer | | | |
| Heterosexual | N/A | N/A | 78% | 75% |
| LGBTQ2S+ | N/A | N/A | 19% | 23% |
| Questioning/not sure | N/A | N/A | 3% | 3% |

| | | | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----|-----|-----|
| Do you consider yourself to be a person with a disability(ies)? | 10% missing/invalid; 2% prefer not to answer; <1% do not understand the question | | | |
| No | 88% | 88% | 83% | 83% |
| Yes (See Table 3 for details.) | 9% | 10% | 7% | 9% |
| Not sure | 2% | 3% | 10% | 8% |

Table 2: Current Status of Foreign-born Students

| | Grades K-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
|-----------------------------------------------|------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|
| What is your current status in Canada? | 1% prefer to specify; 2% prefer not to answer; <1% do not understand the question; 3% not sure | | | |
| Canadian citizen | 18% | 21% | 50% | 53% |
| Landed immigrant/permanent resident | 42% | 44% | 36% | 23% |
| Refugee claimant | 17% | 19% | 7% | 12% |
| International student | 23% | 17% | 6% | 11% |

Figure 19: Types of Disability Reported by Students

| | Grades K-6 | Grades 7-8 | Grades 9-10 | Grades 11-12 |
|----------------------|---------------|---------------|----------------|-----------------|
| Addiction | <0.1% | | 0.3% | |
| Autism | 1.4% | | 0.8% | |
| Blind/low vision | 0.1% | | 0.3% | |
| Deaf/hard of hearing | 0.2% | | 0.3% | |
| Developmental | 0.9% | | 0.3% | |
| Learning | 2.3% | | 1.2% | |
| Mental health | 1.0% | | 1.2% | |
| Mobility | 0.2% | | 0.2% | |
| Pain | 0.2% | | 0.3% | |
| Physical | 0.4% | | 0.3% | |
| Speech impairment | 0.6% | | 0.2% | |
| Unlisted | 1.0% | | 0.4% | |



My Niagara Catholic Kindergarten to Grade 8 Student Census 2023

You're invited to participate in the student census on behalf of your Kindergarten to Grade 8 child at home.

The administration of a voluntary student census is a requirement by the Ministry of Education for all school boards, in compliance with the Ontario Anti-Racism Act. The census is an opportunity to learn more about our students and to identify diversity through the range of human qualities and attributes that make up our student community, including but not limited to, ability, ethnicity, gender, language, race, and religion.

The Niagara Catholic District School Board is dedicated to serving students and their families in its diverse school communities with the belief that all persons are created equal in the image of God, each with unique characteristics deserving of dignity. Embracing diversity in Niagara Catholic schools supports all students to learn and grow free from discrimination and barriers. The staff of Niagara Catholic are committed to ensuring that everyone feels included, has a strong sense of belonging, and is welcome in our schools.

The *My Niagara Catholic* Student Census will provide a greater understanding of who our students are so that we can more precisely identify and address systemic barriers and disparities to support improved student achievement and well-being for all students. This information is important to staff, students, and families, so that schools can create communities that are inviting, welcoming, and meaningful to all students.

How do you participate in the student census?

Parents/guardians of elementary students are invited to participate on behalf of (or with) their child(ren) at home. A parent/guardian has received this unique link to the census for each of their children through an email address on file with the school. Parents/guardians who wish to participate will use this link to access and complete the census by May 1.

Secondary students will be invited to participate at school. Grades 9 to 12 students will receive a unique link through their Niagara Catholic Gmail accounts and will be provided class time between late May and early June to complete the census. Parents/guardians who do not want their Grades 9 to 12 students to participate can opt-out (further information is below).

How long will it take to complete?

The census will take about 15 minutes to complete. You have the choice to complete some of, all, or none of the questions. There will be no follow-up or additional requests regardless of your choice with respect to completion of the census.

What about confidentiality, privacy and security?

We respect the privacy of our students and families and adhere to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). MFIPPA is the provincial legislation that establishes responsibilities of school boards to protect personal information that is collected, used, retained, disclosed, and disposed of. The information collected from the census will be kept in confidence in secure data files that are password-protected and encrypted. While the census is not anonymous, only individuals with authorization will have access to the individual data.

How will results be used?

The Ministry of Education has directed school boards to cross reference the census information with other student information already collected by school boards, such as EQAO results and report cards, to gain a better understanding of the experiences of students. Reports will contain results from groups of students in a summary format. All reports will be prepared in such a way that individuals cannot be identified.

What if I have questions about the census?

If you have general questions about this initiative, please contact the Equity and Inclusive Education Department of the Niagara Catholic District School Board at studentcensus@ncdsb.com.

What if I do not want my child(ren) to participate?

Your participation, or the participation of your child(ren) in the census is completely voluntary.

If you do not want your child(ren) in high school to complete the census that will be administered during class time at school, there will be an opt out link in the email that parents/guardians of Grades 9 to 12 students can expect to receive in early May.

The *My Niagara Catholic* Student Census is available for online completion. If you wish to begin the online version of the census for your Kindergarten to Grade 8 child, please click Yes below.

Thank you in advance for your interest and responses.

Do you want to participate in the census?

Yes

No

You clicked "No". To exit the survey, click "Exit the survey" below.

Exit the survey

Return to the survey

Language(s) First Spoken

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

- American Sign Language
- Albanian
- Arabic
- Armenian
- Bengali
- Chinese
- Croatian
- Dari
- Dutch
- English
- Farsi
- Filipino (Pilipino)
- French
- German
- Greek
- Gujarati
- Hebrew
- Hindi
- Hungarian
- Indigenous to Turtle Island language(s) and/or dialect(s) - please specify (optional): _____
- Italian
- Korean
- Malayalam
- Polish
- Portuguese
- Punjabi
- Russian
- Serbian
- Somali
- Spanish
- Tagalog

- Tamil
 - Tygrinya
 - Ukrainian
 - Urdu
 - Vietnamese
 - A language(s) not listed (please specify): _____
 - Not sure
-

Indigenous Identity

Does your child identify as First Nations, Métis, and/or Inuit?

No

Yes

If yes, select all that apply.

Yes, First Nations

Yes, Métis

Yes, Inuit

OPTIONAL: Please list your child's specific First Nations, Métis and Inuit nation, clan and/or community.

Ethnic Origin

Does your child consider themselves a Canadian or Indigenous to Turtle Island?

Yes

No

Not sure

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(s)? Select as many ethnic or cultural origins as apply.

- Afghan
- Albanian
- American
- Anishnaabe
- Arab
- Armenian
- Australian
- Bahamian
- Barbadian
- Belgian
- Bosnian
- Brazilian
- British Isles origins
- Cameroonian
- Canadian
- Chilean
- Chinese
- Colombian
- Croatian
- Cree
- Cuban
- Czech
- Dutch
- East Indian
- Egyptian
- English
- Eritrean
- Filipino
- First Nations
- French

- German
- Ghanaian
- Greek
- Guyanese
- Haudenosaunee
- Hungarian
- Inuit
- Iranian
- Iraqi
- Irish
- Italian
- Jamaican
- Japanese
- Jewish
- Kenyan
- Korean
- Kurd
- Lebanese
- Métis
- Mexican
- Mi'kmaq
- Nigerian
- Ojibwé
- Pakistani
- Peruvian
- Polish
- Portuguese
- Romanian
- Russian
- Salvadorean
- Scottish
- Serbian
- Slovak

- Slovenian
- Somali
- Spanish
- Sri Lankan
- Sudanese
- Syrian
- Taiwanese
- Ukrainian
- Vietnamese
- Yugoslavian
- Another ethnic or cultural origin not listed (please specify):

Not sure

Race

In our society, people are often described by their race or racial background. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group.

Which racial group(s) best describes your child? Select all that apply.

- Black (African, Afro-Caribbean, African-Canadian descent)
- East Asian (Chinese, Korean, Japanese, 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 (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
- White (European descent)
- A racial group(s) not listed above (please specify): _____

Religion or Spiritual Affiliation

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 their skin colour but also other perceived characteristics that are associated with religion.

What is your child's religion and/or spiritual affiliation? Select all that apply.

- Agnostic
 - Atheist
 - Buddhist
 - Christian - Catholic
 - Christian - Non-Catholic
 - Hindu
 - Indigenous Spirituality
 - Jewish
 - Muslim
 - Sikh
 - Spiritual, but not religious
 - No religious or spiritual affiliation
 - Religion(s) or spiritual affiliation(s) not listed (please specify): _____
 - Not sure
 - I do not understand this question
 - I prefer not to answer
-

Gender Identity

According to the Ontario Human Rights Commission, gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g., male, female, intersex). Gender identity is different from and does not determine a person's sexual orientation.

What is your child's gender identity?

Disability

Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A disability may be physical, mental, behavioural, developmental, sensory, communicational, or a combination of any of these.

Barriers such as settings that are hard to access, like schools, shops or public places, negative attitudes and barriers to information contribute to a person's experience of having a disability. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special plan at school to help them, like an Individual Education Plan or IEP, but some do not.

Do you consider your child to be a person with a disability(ies)? Select one answer only.

- Yes
 - No
 - Not sure
 - I do not understand this question
 - I prefer not to answer
-

If yes, select all that apply.

- Addiction(s)
 - Autism Spectrum Disorder
 - Blind or low vision
 - Deaf or hard of hearing
 - Developmental disability(ies)
 - Learning disability(ies)
 - Mental health disability(ies)
 - Mobility
 - Pain
 - Physical disability(ies)
 - Speech impairment
 - A disability(ies) not listed (please specify): _____
 - I prefer not to answer
-

Status in Canada

Was your child born in Canada?

Yes

No

If no, what is your child's current status in Canada?

a Canadian citizen

a landed immigrant/permanent resident

an international student (enrolled through a study permit)

a refugee claimant

Not sure

I do not understand this question

I prefer to specify: _____

I prefer not to answer



My Niagara Catholic Grades 9 to 12 Student Census 2023

You're invited to participate in the student census.

The administration of a voluntary student census is a requirement by the Ministry of Education for all school boards, in compliance with the Ontario Anti-Racism Act. The census is an opportunity to learn more about our students and to identify diversity through the range of human qualities and attributes that make up our student community, including but not limited to, ability, ethnicity, gender, language, race, and religion.

The Niagara Catholic District School Board is dedicated to serving students and their families in its diverse school communities with the belief that all persons are created equal in the image of God, each with unique characteristics deserving of dignity. Embracing diversity in Niagara Catholic schools supports all students to learn and grow free from discrimination and barriers. The staff of Niagara Catholic are committed to ensuring that everyone feels included, has a strong sense of belonging, and is welcome in our schools.

The *My Niagara Catholic* Student Census will provide a greater understanding of who our students are so that we can more precisely identify and address systemic barriers and disparities to support improved student achievement and well-being for all students. This information is important to staff, students, and families, so that schools can create communities that are inviting, welcoming, and meaningful to all students.

How do I participate in the student census?

High school students have been invited to participate at school. Grades 9 to 12 students (whose parents/guardians have not opted out) have received this personal link to the census through their Niagara Catholic Gmail accounts and are being provided with class time to complete the census, starting in late May.

How long will it take to complete?

The census will take about 15 minutes to complete. You have the choice to complete some of, all, or none of the questions. There will be no follow-up or additional requests regardless of your choice with respect to completion of the census.

What about confidentiality, privacy and security?

We respect the privacy of our students and families and adhere to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). MFIPPA is the provincial legislation that establishes responsibilities of school boards to protect personal information that is collected, used, retained, disclosed, and disposed of. The information collected from the student census will be kept in confidence in secure data files that are password-protected and encrypted. While the student census is not anonymous, only individuals with authorization will have access to the individual data.

How will results be used?

The Ministry of Education has directed school boards to cross reference the student census information with other student information already collected by school boards, such as EQAO scores and report cards, to gain a better understanding of the experiences of students. Reports will contain results from groups of students in a summary format. All reports will be prepared in such a way that individuals cannot be identified.

What if I have questions about the census?

If you have questions about the census while you are completing it, please ask your teacher. If you have general questions about the census, you can contact the Equity and Inclusive Education Department of the Niagara Catholic District School Board at studentcensus@ncdsb.com.

What if I do not want to participate?

Your participation is completely voluntary. The student census is available for online completion. If you wish to begin the online version of the *My Niagara Catholic* Student Census, please click "Yes" below.

Thank you in advance for your participation.

Do you want to participate in the census?

Yes

No

You clicked "No". To exit the survey, click "Exit the survey" below.

Exit the survey

Return to the survey

Language(s) First Spoken

What is the first language(s) you learned to speak? Select all that apply.

- American Sign Language
- Albanian
- Arabic
- Armenian
- Bengali
- Chinese
- Croatian
- Dari
- Dutch
- English
- Farsi
- Filipino (Pilipino)
- French
- German
- Greek
- Gujarati
- Hebrew
- Hindi
- Hungarian
- Indigenous to Turtle Island language(s) and/or dialect(s) - please specify (optional): _____
- Italian
- Korean
- Malayalam
- Polish
- Portuguese
- Punjabi
- Russian
- Serbian
- Somali
- Spanish
- Tagalog

- Tamil
 - Tygrinya
 - Ukrainian
 - Urdu
 - Vietnamese
 - A language(s) not listed (please specify): _____
 - Not sure
-

Indigenous Identity

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

No

Yes

If yes, select all that apply.

Yes, First Nations

Yes, Métis

Yes, Inuit

OPTIONAL: Please list your specific First Nations, Métis and Inuit nation, clan and/or community.

Ethnic Origin

Do you consider yourself a Canadian or Indigenous to Turtle Island?

Yes

No

Not sure

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(s)? Select as many ethnic or cultural origins as apply.

- Afghan
- Albanian
- American
- Anishnaabe
- Arab
- Armenian
- Australian
- Bahamian
- Barbadian
- Belgian
- Bosnian
- Brazilian
- British Isles origins
- Cameroonian
- Canadian
- Chilean
- Chinese
- Colombian
- Croatian
- Cree
- Cuban
- Czech
- Dutch
- East Indian
- Egyptian
- English
- Eritrean
- Filipino
- First Nations
- French

- German
- Ghanaian
- Greek
- Guyanese
- Haudenosaunee
- Hungarian
- Inuit
- Iranian
- Iraqi
- Irish
- Italian
- Jamaican
- Japanese
- Jewish
- Kenyan
- Korean
- Kurd
- Lebanese
- Métis
- Mexican
- Mi'kmaq
- Nigerian
- Ojibwé
- Pakistani
- Peruvian
- Polish
- Portuguese
- Romanian
- Russian
- Salvadorean
- Scottish
- Serbian
- Slovak

- Slovenian
 - Somali
 - Spanish
 - Sri Lankan
 - Sudanese
 - Syrian
 - Taiwanese
 - Ukrainian
 - Vietnamese
 - Yugoslavian
 - Another ethnic or cultural origin not listed (please specify):
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What is your gender identity?

Sexual Orientation

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex. The Ontario Human Rights Code makes it against the law to discriminate against someone or to harass them because of their sexual orientation.

What is your sexual orientation?

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