



Welcome to **We All Count: HWDSB Student Census** for Kindergarten to Grade 4!

We want to know more about your child so that we can support their learning and well-being. The answers you provide will help your child's school to serve students better. Please complete the census form in consultation with your child. Here are some important things you should know about the census:

- The census takes approximately 20 to 30 minutes to complete. Take your time to answer each question. There are no right or wrong answers.
- Each question starts with an explanation why the schools board is asking the question and provides definitions of terms. You can learn more in the glossary of terms and frequently asked questions (FAQs). If you have general questions, you can contact the school or the student census team at census@hwdsb.on.ca
- The census is confidential. Your responses will never single out or identify your child or your family.
- The census is voluntary. If you do not feel comfortable answering a question, select 'prefer not to answer' and move to the next question.
- If you have more than one child at HWDSB, please complete a separate census form for each of your children using the unique link provided for each student. Grade 5 to 12 students complete the census form at school during dedicated class time, with the support of their educators.

Thank you for your participation!

Learn more and find definitions at www.hwdsb.on.ca/weallcount



1. Language(s)

Why do we ask this question? We ask about your child's language(s) to better understand our students and identify program needs in our schools and to ensure students and families understand us. We are listing the languages that were most common in HWDSB and Ontario, according to the 2016 Canadian Census.

1.1. What are the first language(s) your child learned to speak/communicate in? **Select all that apply.**

<input type="checkbox"/> Albanian	<input type="checkbox"/> Hebrew	<input type="checkbox"/> Spanish
<input type="checkbox"/> American Sign Language (ASL)	<input type="checkbox"/> Hindi	<input type="checkbox"/> Swahili
<input type="checkbox"/> Amharic	<input type="checkbox"/> Hungarian	<input type="checkbox"/> Tagalog
<input type="checkbox"/> Arabic	<input type="checkbox"/> Inuktitut	<input type="checkbox"/> Tamil
<input type="checkbox"/> Bengali	<input type="checkbox"/> Korean	<input type="checkbox"/> Turkish
<input type="checkbox"/> Bosnian	<input type="checkbox"/> Kurdish	<input type="checkbox"/> Russian
<input type="checkbox"/> British Sign Language(BSL)	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Ukrainian
<input type="checkbox"/> Cantonese	<input type="checkbox"/> Michif	<input type="checkbox"/> Urdu
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Mohawk	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Cayuga	<input type="checkbox"/> Ojibwe	<input type="checkbox"/> Yoruba
<input type="checkbox"/> Croatian	<input type="checkbox"/> Polish	<input type="checkbox"/> Not listed above, please describe _____
<input type="checkbox"/> Dari	<input type="checkbox"/> Portuguese	<input type="checkbox"/> Not Sure
<input type="checkbox"/> English	<input type="checkbox"/> Punjabi	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> Farsi (Persian)	<input type="checkbox"/> Quebec Sign Language (QSL)	
<input type="checkbox"/> French	<input type="checkbox"/> Russian	
<input type="checkbox"/> Greek	<input type="checkbox"/> Serbian	
<input type="checkbox"/> Gujarati	<input type="checkbox"/> Somali	

1.2. What language(s) does your child speak or use most often at home? **Select all that apply.**

<input type="checkbox"/> Albanian	<input type="checkbox"/> Hebrew	<input type="checkbox"/> Spanish
<input type="checkbox"/> American Sign Language (ASL)	<input type="checkbox"/> Hindi	<input type="checkbox"/> Swahili
<input type="checkbox"/> Amharic	<input type="checkbox"/> Hungarian	<input type="checkbox"/> Tagalog
<input type="checkbox"/> Arabic	<input type="checkbox"/> Inuktitut	<input type="checkbox"/> Tamil
<input type="checkbox"/> Bengali	<input type="checkbox"/> Korean	<input type="checkbox"/> Turkish
<input type="checkbox"/> Bosnian	<input type="checkbox"/> Kurdish	<input type="checkbox"/> Russian
<input type="checkbox"/> British Sign Language(BSL)	<input type="checkbox"/> Mandarin	<input type="checkbox"/> Ukrainian
<input type="checkbox"/> Cantonese	<input type="checkbox"/> Michif	<input type="checkbox"/> Urdu
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Mohawk	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Cayuga	<input type="checkbox"/> Ojibwe	<input type="checkbox"/> Yoruba
<input type="checkbox"/> Croatian	<input type="checkbox"/> Polish	<input type="checkbox"/> Not listed above, please describe _____
<input type="checkbox"/> Dari	<input type="checkbox"/> Portuguese	<input type="checkbox"/> Not Sure
<input type="checkbox"/> English	<input type="checkbox"/> Punjabi	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> Farsi (Persian)	<input type="checkbox"/> Quebec Sign Language (QSL)	
<input type="checkbox"/> French	<input type="checkbox"/> Russian	
<input type="checkbox"/> Greek	<input type="checkbox"/> Serbian	
<input type="checkbox"/> Gujarati	<input type="checkbox"/> Somali	



2. Indigenous Identity

Why do we ask this question? School boards are required to collect student information about Indigenous identity to help identify, understand and address the racism and marginalization Indigenous Peoples experience due to colonialism and intergenerational trauma. Anti-colonialism for Indigenous Peoples is broader than anti-racism because it recognizes inherent Indigenous rights and sovereignty and right to self-determination in accordance with the United Nations Declaration on the Rights of Indigenous Peoples. This question on the census intends to identify systemic barriers and understand the distinct experiences of Indigenous students. The census focuses more on identifying broader and systemic gaps. It does not replace HWDSB's Indigenous self-identification program, which is used to plan specific programs.

Does your child identify as Indigenous (Original People) of Turtle Island (North America)? If yes, select all that apply

- No
- Yes, First Nations (Haudenosaunee Confederacy - Mohawk, Cayuga, Oneida, etc.; Anishinaabe - Mississaugas of the Credit; Cree; Dene; Blackfoot, etc.)
- Yes, Métis (descendant of the historic Métis community)
- Yes, Inuit (Labradormiut; Nunavimmiut; Nunatsiarmiut; Kivallirmiut; etc.)
- Yes, but not listed above, please describe _____
- Not Sure
- Prefer not to answer

3. Ethnicity

Why do we ask this question? Ethnic origin refers to a person's ethnic or cultural origins. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic, and/or religious characteristics. Even within racial groups, systemic racism may differ due to ethnic origins. School boards are required to collect student information about ethnic origin to help identify, understand and monitor systemic racism, marginalization and disparities in outcome that people may experience based on ethnic origin. Collecting this information can help us provide culturally responsive programs and services. We are listing ethnic origins most common in Ontario on the 2016 Canadian Census, including examples from world regions.

What is your child's ethnic or cultural origin(s)? Select all that apply

For example- if your child identifies as Jamaican-Canadian, you can select both 'Canadian' and 'Jamaican'.

<input type="checkbox"/> Anishnaabe	<input type="checkbox"/> English	<input type="checkbox"/> Iranian	<input type="checkbox"/> Métis	<input type="checkbox"/> Somali
<input type="checkbox"/> Canadian	<input type="checkbox"/> Filipino	<input type="checkbox"/> Irish	<input type="checkbox"/> Mi'kmaq	<input type="checkbox"/> Sri Lankan
<input type="checkbox"/> Chinese	<input type="checkbox"/> French	<input type="checkbox"/> Italian	<input type="checkbox"/> Nigerian	<input type="checkbox"/> Syrian
<input type="checkbox"/> Colombian	<input type="checkbox"/> French-Canadian	<input type="checkbox"/> Jamaican	<input type="checkbox"/> Ojibwé	<input type="checkbox"/> Trinidadian
<input type="checkbox"/> Cree	<input type="checkbox"/> Ghanaian	<input type="checkbox"/> Jewish	<input type="checkbox"/> Pakistani	<input type="checkbox"/> Ukrainian
<input type="checkbox"/> Cuban	<input type="checkbox"/> German	<input type="checkbox"/> Korean	<input type="checkbox"/> Polish	<input type="checkbox"/> Not listed above, please describe _____
<input type="checkbox"/> Dutch	<input type="checkbox"/> Guyanese	<input type="checkbox"/> Lebanese	<input type="checkbox"/> Portuguese	<input type="checkbox"/> Not Sure
<input type="checkbox"/> East Indian	<input type="checkbox"/> Haudenosaunee	<input type="checkbox"/> Liberian	<input type="checkbox"/> Scottish	<input type="checkbox"/> Prefer not to answer
<input type="checkbox"/> Egyptian	<input type="checkbox"/> Inuit			



4. Race

Why do we ask this question? School boards are required to collect student information about racial identity to help identify, monitor and address systemic racism, including how racialized people may face inequitable treatment or access to programs and services. Race is a socially created category, which means it is often imposed by society. Race is different from ethnic group and religion. People are often described as belonging to a certain “race” based on how others see and behave toward them. Using race categories that measure and reflect how an individual may be described by others helps to better identify people’s experiences and treatment in society. We are listing categories which, while not based on science or biology, are commonly used in Ontario.

In our society, people are often described by their race or racial background. Which racial group(s) best describes your child? Select all that apply.

<input type="checkbox"/> Black	(e.g., African, Afro-Caribbean, African-Canadian descent)
<input type="checkbox"/> East Asian	(e.g., Chinese, Korean, Japanese, Taiwanese descent)
<input type="checkbox"/> Indigenous	(e.g., First Nations, Métis, Inuit descent)
<input type="checkbox"/> Latino/Latina/Latinx	(e.g., Latin American, Brazilian, Mexican, Cuban, Chilean descent)
<input type="checkbox"/> Middle Eastern	(e.g., Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
<input type="checkbox"/> South Asian	(e.g., South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
<input type="checkbox"/> Southeast Asian	(e.g., Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
<input type="checkbox"/> White	(e.g., English, Italian, German, European descent)
<input type="checkbox"/> Not listed above, please describe _____	
<input type="checkbox"/> Not Sure	
<input type="checkbox"/> Prefer not to answer	

5. Religion and/or Spiritual Affiliation

Why do we ask this question? Religion refers to an individual’s self-identification or affiliation with any religious denomination, group, or other religiously defined community or system of belief and/or spiritual faith practices. School boards are required to collect student information about religion to help identify, monitor and address systemic racism and disparities in outcomes people may face due to their religion or perceived religion. People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and anti-Semitism are examples of how people can experience discrimination connected to both religion and race at the same time.

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

<input type="checkbox"/> Agnostic (holds a view that the existence of God is unknown or unknowable, claims neither faith nor disbelief in a higher power.)	<input type="checkbox"/> Sikh	<input type="checkbox"/> Spiritual, but not religious (belief/faith without a religious framework, emphasizing personal growth and inner peace)
<input type="checkbox"/> Atheist (a person who doesn’t believe in the existence of God or gods)	<input type="checkbox"/> 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)	<input type="checkbox"/> Wiccan
<input type="checkbox"/> Bahá’i	<input type="checkbox"/> Indigenous Spirituality	<input type="checkbox"/> Zoroastrian
<input type="checkbox"/> Buddhist	<input type="checkbox"/> Jain	<input type="checkbox"/> No religious or spiritual affiliation
<input type="checkbox"/> Christian (e.g. Catholic, Protestant, Orthodox)	<input type="checkbox"/> Jewish	<input type="checkbox"/> Not listed above, please describe _____
<input type="checkbox"/> Hindu	<input type="checkbox"/> Muslim	<input type="checkbox"/> Not Sure
	<input type="checkbox"/> Pagan	<input type="checkbox"/> Prefer not to answer



6. Gender Identity

Why do we ask this question? 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). Stereotypes and prejudice based on gender and gender identity are common and contribute to negative and discriminatory outcomes in schools. Collecting student information about gender identity helps to identify, monitor and address systemic discrimination and disparities in outcomes that students may face due to their gender, gender identity and gender expression.

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

- Boy/man (male)
- Bigender (a person who identifies as having two genders)
- 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.)
- Girl/woman (female)
- 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).)
- Questioning (refers to a person who is unsure about their own gender identity)
- Trigender (A person whose gender identity shifts between three genders (man, woman or any non-binary identity).
- Two-Spirit (an Indigenous person whose gender identity or spiritual identity includes masculine, feminine or non-binary spirits.)
- Not listed above, please describe _____
- Not Sure
- Prefer not to answer

6.2. People who are transgender have a gender identity that is different from the one they were assigned at birth. Is your child transgender? Select one answer only

- Yes
- No
- Prefer to describe/explain _____
- Not sure
- Prefer not to answer



7. Disability

Why do we ask this question? 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 school, shops or public places), negative attitudes, and barriers to information contribute to a person's experience of having a 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 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 (an Individual Education Plan or IEP), but some do not.

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

- Yes
- No
- Prefer to describe _____
- Not Sure
- Prefer not to answer

7.2. If yes, select all that apply.

- Addiction(s)
- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorder
- Chronic medical condition
- Intellectual/Developmental disabilities
- Hearing
- Learning
- Memory
- Mental health disabilities
- Pain
- Physical, functional, and/or mobility
- Seeing/sight/visual
- Speech/language
- Not listed above, please describe: _____
- Not Sure
- Prefer not to answer



8. Status in Canada

Why do we ask this question? Students not born in Canada (e.g. newcomers, immigrants, etc.) face unique challenges in education. Collecting this information helps to identify, monitor and address systemic discrimination and disparities in services and outcomes students may face due to their immigration status and place of birth.

8.1. Was your child born in Canada?

- Yes
- No
- Prefer to describe _____
- Not Sure
- Prefer not to answer

8.2. Is your child _____ (select all that apply)

- a Canadian citizen
- a member of an Indigenous community, nation and/or band (e.g., First Nations, Inuit, Metis) and/or having Indian Status (Federal government, Indian Act) or Non-Status Indian
- an international student (enrolled through a study permit)
- a landed immigrant/permanent resident
- a conventional refugee
- a refugee claimant
- Undocumented
- Not listed above (please describe): _____
- Not Sure
- Prefer not to answer