

WRDSB STUDENT CENSUS SUMMARY RESULTS REPORT

**STUDENTS COUNT,
EACH AND
EVERY ONE**

JUNE 2022
(Updated November 2022)



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PREAMBLE

This report presents the overall results from the WRDSB Student Census conducted between April and June of 2021. The data tables in this report provide the responses to each question from both the parent/guardian questionnaire (for students in kindergarten to grade 3 – ‘K-3’) and the student questionnaire (for students in grades 4 or higher – ‘4-12+’). The specific wording for each Student Census question as reported in the tables throughout this report are included directly under each table. For more context and guidance on understanding the figures and notes shared in this report, WRDSB encourages you to review the supporting documents available on the WRDSB Student Census website, especially the *WRDSB Student Census: Background and Reference Guide* and the *WRDSB Student Census: Supporting Documents and Resources* document.¹

It is important to note that for many Student Census identity questions students and parents/guardians could select more than one identity on a single question. As such, the sum of responses in the columns of many tables is higher than the total number of individual students and parents/guardians who responded to each question (as reported at the bottom of each table). This is because when a student or a parent/guardian selects multiple identities related to one Census question, the identity for the individual student is counted in more than one row of the table. For each question that allowed Census participants to select more than one identity, the data tables include a row that indicates how many students and parents/guardians selected ‘More than one’ identity.

The ‘Total Census respondents’ row at the bottom of most tables consists of a count of each individual parent/guardian (K-3) and student (4-12+) who provided a valid response to each question. The ‘Total Census respondents’ count serves as the denominator used to calculate the percentages in each row of the table above. Additionally, ‘Prefer not to answer’ responses were not included in the calculation of percentages related to identities/responses in each table, but they are calculated separately and presented below the main data table.

This report concludes with a series of WRDSB Student Census action items as part of our commitment to use Student Census data to inform our decision-making and practices.

¹ WRDSB Student Census website: <https://www.wrdsb.ca/about-the-wrdsb/research/student-census/>

STUDENT CENSUS SUMMARY RESULTS

Table 1: Consent to participate

Consent response	Count (K-3)	K-3 %	Count (4-12+)	4-12+ %
Yes	8196	97.9%	22145	96.8%
No	172	2.1%	726	3.2%

Census question: “Do you agree to participate in the WRDSB Student Census?”

Table 1 notes: Out of a total of the 31,239 participants who responded to the question asking if they agreed to participate in the Student Census, 898 (2.9%) declined to participate. This was the only required question on the Census. The number of responses to each question on the Student Census is below the total number of participants since all other Student Census questions were voluntary and students and parents/guardians decided which and how many questions they wanted to answer.

Table 2: Census participation by school

School	K-3	4-12+	Total
A R Kaufman Public School	60	143	203
Abraham Erb Public School	118	149	267
Alpine Public School	48	71	119
Avenue Road Public School	51	176	227
Ayr Public School	44	<15	45-59
Baden Public School	148	248	396
Blair Road Public School	82	57	139
Bluevale Collegiate Institute	NA	541	541
Breslau Public School	122	265	387
Bridgeport Public School	119	72	191
Brigadoon Public School	142	126	268
Cameron Heights Collegiate Institute	NA	673	673
Cedar Creek Public School	93	158	251
Cedarbrae Public School	39	19	58
Centennial Public School (Cambridge)	62	51	113
Centennial Public School (Waterloo)	NA	263	263
Central Public School	50	61	111
Chalmers Street Public School	86	80	166
Chicopee Hills Public School	165	325	490
Choices for Youth Waterloo	NA	<15	<15
Clemens Mill Public School	86	246	332
Conestogo Public School	41	101	142
Coronation Public School	74	89	163
Country Hills Public School	77	57	134
Courtland Senior Public School	NA	138	138
Crestview Public School	107	100	207
Doon Public School	NA	239	239

Driftwood Park Public School	104	63	167
Eastwood Collegiate Institute	NA	331	331
Edna Staebler Public School	102	294	396
Elgin Street Public School	90	91	181
Elizabeth Ziegler Public School	142	118	260
Elmira District Secondary School	NA	456	456
Empire Public School	159	151	310
Floradale Public School	19	49	68
Forest Glen Public School	73	221	294
Forest Heights Collegiate Institute	NA	348	348
Forest Hill Public School	74	101	175
Franklin Public School	124	157	281
Galt Collegiate Institute & Vocational School	72	344	416
Glencairn Public School	NA	78	78
Glenview Park Secondary School	NA	502	502
Grand River Collegiate Institute	NA	293	293
Grand View Public School (Cambridge)	42	79	121
Grandview Public School (New Hamburg)	64	48	112
Groh Public School	172	256	428
Hespeler Public School	129	258	387
Highland Public School	100	90	190
Hillcrest Public School	95	96	191
Howard Robertson Public School	48	49	97
Huron Heights Secondary School	NA	650	650
J F Carmichael Public School	88	67	155
J W Gerth Public School	99	193	292
Jacob Hespeler Secondary School	NA	310	310
Janet Metcalfe Public School	132	249	381
Jean Steckle Public School	183	246	429
John Darling Public School	48	63	111
John Mahood Junior Public School	107	110	217
Keatsway Public School	91	115	206
King Edward Public School	64	76	140
Kitchener-Waterloo Collegiate & Vocational School	NA	445	445
Lackner Woods Public School	150	124	274
Laurel Heights Secondary School	NA	924	924
Laurelwood Public School	97	370	467
Laurentian Senior Public School	NA	205	205
Lester B Pearson Public School	115	286	401

Lexington Public School	90	92	182
Lincoln Heights Public School	59	127	186
Linwood District Public School	31	39	70
MacGregor Senior Public School	NA	337	337
Mackenzie King Public School	63	73	136
Manchester Public School	61	77	138
Margaret Avenue Senior Public School	NA	202	202
Mary Johnston Public School	116	122	238
Meadowlane Public School	42	40	82
Millen Woods Public School	98	114	212
Moffat Creek Public School	103	286	389
N A MacEachern Public School	71	89	160
New Dundee Public School	41	53	94
Northlake Woods Public School	78	152	230
Park Manor Senior Public School	NA	163	163
Parkway Public School	71	53	124
Pioneer Park Public School	81	50	131
Preston High School	NA	357	357
Preston Public School	69	97	166
Prueter Public School	47	52	99
Queen Elizabeth Public School	49	26	75
Queensmount Senior Public School	NA	255	255
Riverside Public School	118	94	212
Rockway Public School	40	44	84
Rosemount School	NA	<15	<15
Ryerson Public School	94	145	239
Saginaw Public School	90	107	197
Sandhills Public School	149	201	350
Sandowne Public School	59	92	151
Sheppard Public School	95	107	202
Silverheights Public School	126	269	395
Sir Adam Beck Public School	115	190	305
Smithson Public School	57	48	105
Southridge Public School	107	86	193
Southwood Secondary School	NA	382	382
St Andrew's Senior Public School	NA	140	140
St Jacobs Public School	55	96	151
Stanley Park Senior Public School	NA	271	271
Stewart Avenue Public School	64	138	202

Suddaby Public School	131	119	250
Sunnyside Senior Public School	NA	165	165
Tait Street Public School	90	108	198
Trillium Public School	38	33	71
UTurn Cambridge	NA	<15	<15
UTurn Waterloo	NA	<15	<15
Vista Hills Public School	144	259	403
W T Townshend Public School	119	120	239
Waterloo Collegiate Institute	NA	490	490
Waterloo-Oxford District Secondary School	NA	527	527
Wellesley Public School	107	232	339
Westheights Public School	NA	393	393
Westmount Public School	100	135	235
Westvale Public School	115	106	221
William G Davis Public School	NA	266	366
Williamsburg Public School	153	164	317
Wilson Avenue Public School	92	130	222
Winston Churchill Public School	69	65	134
Woodland Park Public School	58	191	249

Census question (K-3): “What school does your child attend?”

Census question (4-12+): “What school do you attend?”

Table 3: Census participation by grade

Grade	Count	Grade	Count
Junior kindergarten	1557	Grade 7	2833
Senior kindergarten	1723	Grade 8	3116
Grade 1	1719	Grade 9	2209
Grade 2	1656	Grade 10	1977
Grade 3	1688	Grade 11	1936
Grade 4	2622	Grade 12	1491
Grade 5	2858	Fifth year option	86
Grade 6	3067	Prefer not to answer	74

Census question (K-3): What is the current grade level of your child?

Census question (4-12+): What is your current grade?

Table 3 notes: As has been observed in other school boards, the highest response rates for students tend to be from those in the upper elementary and intermediate grades (e.g., grades 4-8). Response rates from parents/guardians and from secondary students on system-wide surveys tend to be lower. For more information on response rates, please view the *WRDSB Student Census: Background and Reference Guide* available on the Student Census website.²

² WRDSB Student Census website: <https://www.wrdsb.ca/about-the-wrdsb/research/student-census/>

Table 4: First Nations, Métis (Michif), and Inuit identity

Indigenous identity	K-3 count	K-3 %	4-12+ count	4-12+ %
First Nations	101	1.3%	482	2.3%
Métis (Michif)	46	0.6%	150	0.7%
Inuit	<15	<0.2%	81	0.4%
Not Indigenous	7834	98.2%	19900	96.9%
More than one Indigenous identity	<15	<0.2%	63	0.3%
Total Census respondents	7981		20530	
Prefer not to answer	144	1.8%	1356	6.2%
Total (including 'Prefer not to answer')	8125		21886	

Census question (K-3): Does your child have a First Nations, Métis (Michif) and/or Inuit identity?

Census question (4-12+): Do you identify as First Nations, Métis (Michif) and/or Inuit?

Table 5: First Nations, Métis (Michif), and Inuit Nations/communities/identities

Indigenous identity specified	Count
Anishinaabe (e.g., Algonquin, Ojibwe, Potawatomi)	95
Haudenosaunee (e.g., Cayuga, Mohawk, Onondaga, Oneida, Tuscarora)	47
Métis	31
Cree	25
Mi'kmaq	20
Other Nations/communities/identities (<15 each)	66

Census question (K-3): If you would like to share more information about the First Nations, Métis (Michif), or Inuit identity of your child, you can type it into the space provided.

Census question (4-12+): If you would like to share more information about your First Nations, Métis (Michif), or Inuit identity, you can type it into the space provided.

Table 5 notes: A total of 253 students and parents/guardians shared more details about their First Nations, Métis, and Inuit identity. A total of 66 different First Nations, Métis, and Inuit Nations, communities, and identities were shared by students and parents/guardians (it is a coincidence that both the count for the total number of different Nations, communities, and identities was the same as the number students who identify with an Indigenous identity other than the ones listed in the table).

The examples provided in parentheses, beside Anishinaabe and Haudenosaunee, are specific First Nations groups that were mentioned by Student Census participants. The First Nations listed in the parentheses do not represent a full list of Nations and communities that could identify as Anishinaabe or Haudenosaunee. Included in the count for Anishinaabe students, there were a total of 69 who identified as Ojibwe or as a member of an Ojibwe/Anishinaabe First Nation. Included in the count for Haudenosaunee students, there were a total of 26 who identified as Mohawk or as a member of a Mohawk First Nation. Students counted in the table as Haudenosaunee also self-identified as being Iroquois and/or members of the Six Nations of the Grand River. In many cases, the number of students identifying with a specific Nation or community was less than 15 and therefore not specifically listed in the table for privacy reasons.

Table 6: Ethnic and cultural origins

Ethnic or cultural origin	K-3 count	K-3 %	4-12+ count	4-12+ %
Afghan	59	0.8%	187	0.9%
African-Caribbean/Black Caribbean	246	3.1%	497	2.4%
Albanian	26	0.3%	64	0.3%
American	161	2.1%	510	2.4%
Anishinaabe (<i>K-12+ – see notes</i>)			95	0.3%
Arab	261	3.3%	744	3.5%
Armenian	<15	<0.2%	15	0.1%
Asian (not specified)	<15	<0.2%	15	0.1%
Australian	23	0.3%	20	0.1%
Austrian	24	0.3%	95	0.5%
Bangladeshi	16	0.2%	59	0.3%
Barbadian	19	0.2%	38	0.2%
Belgian	<15	<0.2%	19	0.1%
Bengali	<15	<0.2%	29	0.1%
Bosnian	<15	<0.2%	24	0.1%
Brazilian	26	0.3%	34	0.2%
Bulgarian	<15	<0.2%	18	0.1%
Burmese/Myanma	<15	<0.2%	15	0.1%
Cambodian	<15	<0.2%	19	0.1%
Canadian	5177	66.0%	12706	60.5%
Central African	<15	<0.2%	36	0.2%
Chinese	332	4.2%	949	4.5%
Columbian	29	0.4%	90	0.4%
Cree (<i>K-12+ – see notes</i>)			25	0.1%
Croatian	44	0.6%	93	0.4%
Czech	36	0.5%	103	0.5%
Danish	<15	<0.2%	25	0.1%
Dutch	273	3.5%	778	3.7%
East African	88	1.1%	400	1.9%
East Indian	538	6.9%	1194	5.7%
Egyptian	<15	<0.2%	48	0.2%
English	793	10.1%	2483	11.8%
Eritrean	<15	<0.2%	71	0.3%
Ethiopian	25	0.3%	91	0.4%
Filipino	76	1.0%	151	0.7%
Finnish	16	0.2%	33	0.2%
French	204	2.6%	845	4.0%
German	614	7.8%	1989	9.5%
Ghanaian	<15	<0.2%	24	0.1%

Greek	66	0.8%	220	1.0%
Guyanese	79	1.0%	174	0.8%
Haudenosaunee (<i>K-12+ - see notes</i>)			47	0.2%
Hindu	<15	<0.2%	23	0.1%
Hmong	21	0.3%	43	0.2%
Hungarian	86	1.1%	199	0.9%
Indo-Caribbean	98	1.3%	108	0.5%
Iranian	55	0.7%	123	0.6%
Irish	590	7.5%	1671	8.0%
Italian	160	2.0%	516	2.5%
Jamaican	134	1.7%	280	1.3%
Japanese	39	0.5%	65	0.3%
Jewish	71	0.9%	162	0.8%
Kenyan	<15	<0.2%	27	0.1%
Korean	71	0.9%	231	1.1%
Kurdish	<15	<0.2%	30	0.1%
Laotian	37	0.5%	104	0.5%
Libyan	<15	<0.2%	25	0.1%
Macedonian	<15	<0.2%	20	0.1%
Mennonite	175	2.2%	373	1.8%
Métis (<i>K-12+ - see notes</i>)			31	0.1%
Mexican	31	0.4%	123	0.6%
Middle Eastern	102	1.3%	523	2.5%
Mi'kmaq (<i>K-12+ - see notes</i>)			20	0.1%
Muslim	<15	<0.2%	22	0.1%
Nepali	21	0.3%	43	0.2%
Nigerian	38	0.5%	65	0.3%
North African	29	0.4%	167	0.8%
Norwegian	<15	<0.2%	30	0.1%
Pakistani	313	4.0%	805	3.8%
Polish	144	1.8%	487	2.3%
Portuguese	119	1.5%	381	1.8%
Punjabi	18	0.2%	102	0.5%
Rohingya	<15	<0.2%	26	0.1%
Romanian	70	0.9%	315	1.5%
Russian	71	0.9%	267	1.3%
Salvadorean	45	0.6%	100	0.5%
Scottish	555	7.1%	1704	8.1%
Serbian	118	1.5%	316	1.5%
Sikh	<15	<0.2%	23	0.1%
Slovakian	<15	<0.2%	20	0.1%

Somalian	21	0.3%	154	0.7%
South African	22	0.3%	57	0.3%
South Asian (not specified)	<15	<0.2%	37	0.2%
South Sudanese	<15	<0.2%	19	0.1%
Southern African	28	0.4%	104	0.5%
Spanish	67	0.9%	270	1.3%
Sri Lankan	22	0.3%	50	0.2%
Sudanese	16	0.2%	68	0.3%
Swedish	<15	<0.2%	111	0.5%
Swiss	28	0.4%	127	1.1%
Syrian	33	0.4%	234	0.6%
Taiwanese	<15	<0.2%	25	0.1%
Thai	<15	<0.2%	21	0.1%
Trinidadian	57	0.7%	87	0.4%
Turk	35	0.4%	104	0.5%
Ugandan	<15	<0.2%	26	0.1%
Ukrainian	103	1.3%	319	1.5%
Vietnamese	92	1.2%	338	1.6%
Welsh	54	0.7%	164	0.8%
West African	35	0.4%	117	0.6%
West Indian	<15	<0.2%	41	0.2%
Zimbabwean	<15	<0.2%	24	0.1%
Unknown	37	0.5%	612	2.9%
African/Caribbean/Black identity not listed above	<15	<0.2%	183	0.9%
Ethnic or cultural origin not listed above	656	8.4%	445	2.1%
Indigenous (with no other ethnic or cultural origin)	<15	<0.2%	61	0.3%
More than one ethnic or cultural origin	2706	34.5%	9020	42.9%
Total Census respondents	7840		20997	
Prefer not to answer	107	1.3%	750	3.4%
Total (including 'Prefer not to answer')	7847		21747	

Census question (K-3): What is/are your child's ethnic or cultural origin(s)?

Census question (4-12+): What is/are your ethnic or cultural origin(s)?

Table 6 notes: This table includes all ethnic/cultural identities with more than 15 responses each (in either or both the parent/guardian and student questionnaires). Most responses were multiple choice options from the Census questionnaire, but the table also includes open-ended (typed) responses of identities shared by parents/guardians and students if there were more than 15 students with that shared ethnic or cultural origin. Students who identified as *African-Caribbean/Black Caribbean* and/or *Indo-Caribbean* had the opportunity to provide more details on their ethnic or cultural origin. *African/Caribbean/Black identity not listed above* includes all specified African/Caribbean/Black identities that each had fewer than 15 responses (there were a total of 47 different African/Caribbean/Black identities included in this count, including Caribbean identities that may or may not identify as having Black or African heritage). *Identity not included above or not specified* includes all other ethnic/cultural identities (except *African/Caribbean/Black* identities) that each had fewer than 15 responses.

Information on the backgrounds of students who identify as First Nations, Métis (Michif), and/or Inuit are represented in both Table 5 and Table 6. The figures in both tables represent Indigenous students from grades K-12+ (as reported by both parents/guardians and students). The data has not been separated into grades K-3 and grades 4-12+ figures due to small numbers. Presenting the Indigenous identities with the K-12+ numbers combined, allows us to share more specific information while still maintaining privacy protocols. It is important to note that students who identify as First Nations, Métis (Michif), and/or Inuit may also identify with a non-Indigenous ethnic or cultural origin. Students counted as *Indigenous (with no other ethnic or cultural origin)* include those who identified as First Nations, Métis (Michif), and/or Inuit and expressed that they had did not have any non-Indigenous ethnic or cultural origins.

Table 7: Racial group identity

Total respondents - Racial identity	K-3 count	K-3 %	4-12+ count	4-12+ %
Black	372	4.8%	1277	6.5%
East Asian	480	6.2%	1445	7.4%
First Nations	60	0.8%	252	1.3%
Inuit	<15	<0.2%	30	0.2%
Métis (Michif)	27	0.3%	77	0.4%
Latina/Latino/Latinx	181	2.3%	515	2.6%
Middle Eastern/North African/West Asian	459	5.9%	1482	7.6%
Southeast Asian	227	2.9%	648	3.3%
South Asian	1029	13.3%	2274	11.6%
White	5459	70.4%	12795	65.2%
Biracial/Multiracial (open-ended responses)	53	0.7%	67	0.3%
Brown (open-ended responses)	<15	<0.2%	35	0.2%
Racial group identity not listed above	100	1.3%	166	0.8%
More than one racial group identity	589	7.6%	1399	7.1%
Total Census respondents	7749		19622	
Prefer not to answer	257	3.2%	1956	9.0%
Total (including 'Prefer not to answer')	8006	100.0%	21637	100.0%

Census question (K-3): Which racial group(s) best describe(s) your child?

Census question (4-12+): Which racial group(s) best describe(s) you?

Table 7 notes: In the open-ended responses more than 15 parents/guardians and/or students specifically identified as *Biracial/Multiracial* or *Brown*. For *More than one racial identity selected*, this count includes any parent/guardian or student who selected more than one racial group identity (these responses are also counted in each of the separate racial groups listed in the table). All other racial group identities in the table were multiple-choice options from the Census questionnaire. It is noteworthy that the response rate for this question was slightly lower than some other questions as exemplified by the 9% of students who indicated that they *Prefer not to answer*.

Table 8: Student birthplace

Place of birth	K-3 count	K-3 %	4-12+ count	4-12+ %
In a country or region outside Canada	899	11.2%	3360	15.7%
In the country now known as Canada	7113	88.8%	17992	84.3%
Total Census respondents	8012		21352	
Prefer not to answer	41	0.5%	457	2.1%
Total (including 'Prefer not to answer')	8053		21809	

Census question (K-3): Where was your child born?

Census question (4-12+): Where were you born?

Table 8 notes: For students who indicated that they were born *In the country now known as Canada* they were not asked the questions related to when they first came to live in Canada and their citizenship status (Tables 8 and 9).

Table 9: Year of arrival to Canada

Year of arrival in Canada	K-3 count	K-3 %	4-12+ count	4-12+ %
Between 2000-2004	<15	<0.2%	70	0.3%
Between 2005-2009	<15	<0.2%	597	2.8%
Between 2010-2014	87	1.1%	999	4.6%
Between 2015-2019	694	8.7%	1394	6.4%
Between 2020-2021	80	1.0%	148	0.7%
Total Census respondents (all students)	7977		21200	
Prefer not to answer (born outside Canada)	19	2.2%	123	3.7%
Total Census respondents (born outside Canada)	883		3331	

Census question (K-3): When did your child first come to live in Canada?

Census question (4-12+): When did you first come to live in Canada?

Table 9 notes: Only students who indicated that they were born *In a country or region outside Canada* were asked this question. However, the percentages of students who arrived during the given time periods were calculated based on the total count of WRDSB students (including those born *In a country or region outside Canada* and *In the country now known as Canada*).

For *Prefer not to answer* the percentage was calculated based only on students born *In a country or region outside Canada*. This helps clarify the percentage of immigrant parents and students who chose not to share their year of arrival.

Table 10: Citizenship status

Citizenship status	K-3 count	K-3 %	4-12+ count	4-12+ %
Canadian citizen	7367	91.4%	19210	95.3%
International student	104	1.3%	114	0.6%
Permanent resident/landed immigrant	510	6.3%	517	2.6%
Refugee claimant	20	0.2%	45	0.6%
Protected Person/Convention Refugee	17	0.2%	16	0.1%
Not sure	37	0.5%	245	1.2%
Total Census respondents (all students)	8056		20153	
Prefer not to answer (born outside Canada)	33	3.4%	107	4.7%
Total Census respondents (born outside Canada)	976		2254	

Census question (K-3): Which of the following best describes your status in Canada?

Census question (4-12+): Which of the following best describes your child's status in Canada?

Table 10 notes: The count of Canadian citizens includes both students born *In the country now known as Canada* and students born *In a country or region outside Canada* who identified as Canadian citizens. It is important to consider that, though guidance was provided, there are many students (especially younger students) who may have struggled to understand their citizenship status. This is shown by the 245 students 'Not sure' of their status.

For *Prefer not to answer* the percentage was calculated based only on students born *In a country or region outside Canada*. This helps clarify the percentage of immigrant parents and students who chose not to share their citizenship status.

Table 11: First languages

First language spoken as a child	K-3 count	K-3 %	4-12+ count	4-12+ %
Albanian	33	0.4%	90	0.4%
Amharic	<15	<0.2%	62	0.3%
Arabic	241	3.0%	1037	4.8%
Bangla	<15	<0.2%	41	0.2%
Bengali	<15	<0.2%	56	0.3%
Bosnian	<15	<0.2%	21	0.1%
Chinese	220	2.8%	687	3.2%
Croatian	<15	<0.2%	34	0.2%
Czech	<15	<0.2%	15	0.1%
Dari	37	0.5%	88	0.4%
Dutch	<15	<0.2%	83	0.4%
English	6659	84.1%	17662	82.4%
First Nations, Métis (Michif), and/or Inuit language	<15	<0.2%	15	0.1%
French	113	1.4%	1551	7.2%
German	41	0.5%	154	0.7%
Greek	15	0.2%	61	0.3%
Gujarati	110	1.4%	281	1.3%
Hebrew	<15	<0.2%	16	0.1%
Hindi	125	1.6%	408	1.9%
Hmong	<15	<0.2%	53	0.2%
Hungarian	<15	<0.2%	38	0.2%
Italian	<15	<0.2%	23	0.1%
Japanese	24	0.3%	86	0.4%
Kannada	<15	<0.2%	15	0.1%
Korean	54	0.7%	221	1.0%
Kurdish	21	0.3%	71	0.3%
Lao	15	0.2%	62	0.3%
Low German	<15	<0.2%	73	0.3%
Malayalam	<15	<0.2%	44	0.2%
Nepali	34	0.4%	58	0.3%
Pashto	42	0.5%	104	0.5%
Pennsylvania Dutch	<15	<0.2%	16	0.1%
Persian	46	0.6%	169	0.8%
Polish	<15	<0.2%	58	0.3%
Portuguese	44	0.6%	135	0.6%
Punjabi	176	2.2%	590	2.8%
Rohingya	<15	<0.2%	24	0.1%
Romanian	27	0.3%	218	1.0%
Russian	54	0.7%	164	0.8%
Serbian	101	1.3%	255	1.2%

Sign language	20	0.3%	103	0.5%
Sinhalese	<15	<0.2%	19	0.1%
Somali	19	0.2%	155	0.7%
Spanish	98	1.2%	435	2.0%
Swahili	<15	<0.2%	47	0.2%
Tagalog	25	0.3%	63	0.3%
Tamil	47	0.6%	97	0.5%
Telugu	35	0.4%	52	0.2%
Tigrinya	<15	<0.2%	42	0.2%
Turkish	47	0.6%	153	0.7%
Ukrainian	<15	<0.2%	22	0.1%
Urdu	239	3.0%	651	3.0%
Vietnamese	47	0.6%	229	1.1%
Yoruba	<15	<0.2%	20	0.1%
First language not listed above	227	2.9%	321	1.5%
More than one first language	1078	13.6%	4858	22.7%
Total Census respondents	7921		21424	
Prefer not to answer	32	0.4%	204	0.9%
Total (including 'Prefer not to answer')	7953		21628	

Census question (K-3): *What is/are the first language(s) your child learned to speak?*

Census question (4-12+): *What is/are the first language(s) you learned to speak as a child?*

Table 11 notes: Students who indicated that they first learned to speak a First Nations, Métis (Michif), and/or Inuit language were given the opportunity to specify the language they first learned to speak. Indigenous languages identified were Anishinaabemowin/Ojibwe, Cree, Inuktitut, Métis (Michif), and Mohawk (less than 15 students each).

In addition to the specified languages in Table 10, an additional 147 different languages (less than 15 students each) were identified by students and parents/guardians (these are counted as 'A language not listed above').

Table 12: Religion, spirituality, and worldview

Religion, spirituality, worldview	K-3 count	K-3 %	4-12+ count	4-12+ %
Agnosticism	275	3.7%	523	3.0%
Atheism	315	4.2%	1546	8.8%
Bahá'í	<15	<0.2%	27	0.2%
Buddhism	137	1.8%	341	1.9%
Catholicism	520	7.0%	1079	6.1%
Christianity (other than Catholicism)	2321	31.2%	4754	27.0%
Hinduism	373	5.0%	747	4.2%
Indigenous Spirituality	34	0.5%	77	0.4%
Islam	951	12.8%	2683	15.2%
Jainism	<15	<0.2%	<15	<0.1%
Judaism	46	0.6%	77	0.4%
No Religious or Spiritual Affiliation	2332	31.4%	4946	28.1%
Sikhism	186	2.5%	509	2.9%
Spiritual, but not Religious	715	9.6%	1143	6.5%
Orthodox (open-ended responses)	32	0.4%	99	0.6%
Paganism/Wicca (open-ended responses)	<15	<0.2%	56	0.3%
Religion, spirituality, or worldview not listed above	151	2.0%	586	3.3%
More than one religion, spirituality, or worldview	795	10.7%	1324	7.5%
Total Census respondents	7436		17603	
Prefer not to answer	531	6.7%	3269	15.9%
Total (including 'Prefer not to answer')	7967		20611	

Census question (K-3): What is the religion(s)/spiritual belief(s) and/or worldview(s) of your household?

Census question (4-12+): What are your religious/spiritual beliefs and/or worldviews?

Table 12 notes: Both *Orthodox* beliefs and *Paganism/Wicca* were entered as open-ended responses by more than 15 students each. Those who identified as having *Orthodox* beliefs who also specified their beliefs to be Christian were also counted as *Christianity (other than Catholicism)*.

A significant number of the *Other religion, spirituality, worldview not listed* responses included those who specified a Christian denomination. These specified responses were still counted as *Other religion, spirituality, worldview not listed* to respect the initial response provided. However, they were also added to the count under *Christianity (other than Catholicism)* to help capture that count as accurately as possible. Other open-ended responses that had more than 15 responses under *Other religion, spirituality, worldview not listed* but were not listed in the table were 'Unsure/Exploring' and 'God'.

It is important to remember that these percentages are impacted by the presence of the Catholic school board in our region. It is also noteworthy that the response rate for this question was lower than some other questions as exemplified by the 16% of students who indicated that they *Prefer not to answer*.

Table 13: Gender identity

Gender identity	K-3 count	K-3 %	4-12+ count	4-12+ %		
Female/Girl	3910	49.3%	10753	50.6%		
Male/Boy	4050	51.1%	9905	46.6%		
Gender Fluid	46	0.6%	226	1.1%		
Gender Non-conforming			125	0.6%		
Genderqueer			96	0.5%		
Intersex			<15	<0.1%		
Non-Binary			412	1.9%		
Trans boy			73	0.3%		
Trans girl			21	0.1%		
Trans student			39	0.2%		
Trans student (gender fluid)			26	0.1%		
Trans student (gender non-conforming)			30	0.1%		
Trans student (genderqueer)			25	0.1%		
Trans student (non-binary)			61	0.3%		
Trans student (gender not listed above)			20	0.1%		
Two-Spirit			23	0.1%		
Questioning (open-ended responses)			25	0.1%		
Demigender (open-ended responses)			37	0.2%		
Gender identity not listed above			84	0.4%		
More than one gender identity					456	2.1%
Total Census respondents			7925		21265	
Prefer not to answer			58	0.7%	393	1.8%
Total (including 'Prefer not to answer')	7983		21658			

Census question (K-3): *What is your gender identity?*

Census question (4-12+): *What is the gender identity of your child?*

Table 13 notes: The number of parents/guardians of students in grades K-3 who reported a gender identity that differs from their assigned sex at birth for their child was quite low. To ensure these students were represented in the results and adhere to our privacy protocols, the counts of these students were combined and a total count of all gender identities that differ from a student’s assigned sex at birth are reported for K-3 students. For privacy reasons and clarity of results, the number of parents who identified more than one gender identity for their child in K-3 is not included in the table due to the small number that identified a gender that differed from their child’s assigned sex at birth.

The Census questionnaire allowed students to select multiple gender identities. To provide a more accurate representation of how trans students describe their gender identities, Table 11 shows the number and percentage of students who selected a trans identity and another gender identity. *Trans boy* and *Trans girl* includes students who selected both *Trans* and *Female/girl* or *Male/boy*. If a student identified as a trans student only, they were counted in the table as a *Trans student* with no other identity in parentheses. All other trans student identities listed in the table represent students who selected *Trans* and the gender identity listed in parentheses. The row for *Trans student (gender not listed above)* includes students who identified as *Trans* and another gender identity but had fewer than 15 other students who shared that gender identity. It is important to note that many trans students identified with more than two gender identities, however for privacy reasons this smaller number of students with more specified gender identities are not being shared in our reporting.

Both *Questioning* and *Demigender* (e.g., demiboy, demigirl) were open-ended (typed) responses that each had more than 15 students enter them in the Census as their gender identity. All other open-ended

(typed) identities are counted under *Identity not listed above*, because each response had fewer than 15 students who identified that shared identity.

Not all students who selected a Two-Spirit identity also self-identified as Indigenous. While the relationship between Indigenous and Two-Spirit identities is important, we counted students that identified as Two-Spirit, but not as Indigenous since we cannot definitively determine why a student might select one identity but not the other. To improve understanding of Two-Spirit identities in the WRDSB, ongoing awareness and engagement with staff and students is needed.

Table 14: Sexual orientation

Sexual orientation	K-6 count	K-6 %	7-12+ count	7-12+ %
Asexual spectrum (multiple choice & open-ended)			521	4.4%
Bisexual			1226	10.4%
Gay			118	1.0%
Lesbian			255	2.2%
Pansexual			363	3.1%
Queer			187	1.6%
Questioning			541	4.6%
Straight/heterosexual			9225	78.1%
Two-Spirit			<15	<0.1%
Aromantic spectrum (open-ended responses)			37	0.3%
Omnisexual (open-ended responses)			31	0.3%
Sexual orientation not listed above			81	0.7%
More than one sexual orientation			605	5.1%
Total Census respondents			11808	
Prefer not to answer			1027	8.0%
Total (including 'Prefer not to answer')			12835	

Census question (grades 7+ only): *What is your sexual orientation?*

Table 14 notes: The Census question about sexual orientation was asked only to students in grade 7 and above. Most of the responses listed in Table 13 were multiple-choice options listed in the Census questionnaire. Students identified many different sexual orientations in their open-ended responses. Students who identified as *Omnisexual* or as being on the *Aromantic spectrum* (including aromantic, aroflux, demiromantic, feminaromantic, and greyromantic) reported their sexual orientation as an open-ended response. Students who identified *Asexual* as a multiple-choice option in the questionnaire and those who identified as being on the asexual spectrum as an open-ended response (e.g., ageosexual, demisexual, and grey-asexual/greysexual) were added together and reported in the table as *Asexual spectrum*. All other open-ended sexual orientations reported that had less than 15 respondents are counted in the table under the listing *Sexual orientation not listed above*. It is noteworthy that the response rate for this question was slightly lower than some other questions as exemplified by the 8% of students who indicated that they *Prefer not to answer*.

Table 15: Persons with a disability or health condition

Disability or health condition	K-3 count	K-3 %	4-12+ count	4-12+ %
Yes	512	6.5%	1601	7.6%
No	7182	91.0%	16950	80.8%
Not sure	198	2.5%	2425	11.6%
Total Census respondents	7892		20976	
Prefer not to answer	72	0.9%	654	3.0%
Total (including 'Prefer not to answer')	7964		21630	

Census question (K-3): *Do you consider your child to be a person with a disability/disabilities?*

Census question (4-12+): *Do you consider yourself to be a person with a disability or disabilities?*

Table 15 notes: This question included a general definition of disability or disabilities. It is important to note, however, that students and parents/guardians were not provided a list of possible disability or health condition options unless they responded *Yes* or *Unsure* to this Census question. In some cases, students and parent/guardians may have responded differently had they reviewed the possible options (e.g., mental health) before responding to this question.

Table 16: Disabilities and health conditions of students

Disability or health condition	K-3 count	K-3 %	4-12+ count	4-12+ %
ADHD	261	3.3%	1166	5.8%
Blind/Low Vision	<15	<0.2%	191	0.9%
Deaf/Hard of Hearing	20	0.3%	113	0.6%
Intellectual, learning, perceptual	323	4.1%	717	3.5%
Medical	95	1.2%	610	3.0%
Mental Health	112	1.4%	1343	6.6%
Physical	63	0.8%	166	0.8%
Speech impairment	107	1.4%	145	0.7%
Not identified above or not specified	84	1.1%	132	0.7%
More than one disability or health condition	295	3.8%	1299	6.4%
Total Census respondents	7800		20223	
Prefer not to answer ('Yes' from Table 15)	<15	<2.9%	82	5.1%
Total ('Yes' from Table 15)	512		1601	
Prefer not to answer ('Not sure' from Table 15)	38	19.2%	671	27.7%
Total ('Not sure' from Table 15)	198		2425	

Census question (K-3): *Please select any disability or health condition that applies to your child.*

Census question (4-12+): *Please select any disability or health condition that applies to you.*

Table 16 notes: Only students who responded *Yes* or *Unsure* to question in Table 15 had the opportunity to specify their disability or health condition (as described in Table 16). In some cases, we can expect that students who did not identify as having a disability or health condition may have identified with some of the disabilities or health conditions presented in this table (e.g., the number of students who identified a *Mental Health* disability or health condition likely underrepresents the number of students with mental health challenges).

For *Prefer not to answer* the percentage was calculated based on students who indicated that *Yes* they consider themselves as a person with a disability or disabilities, or if they indicated that they were *Unsure*. This helps to understand better the percentage of students who chose not to specify their disability or health condition based on whether they consider that they have a disability or that they are unsure. A high percentage of *Unsure* students (27.7%) indicated that they *Prefer not to answer*.

Table 17: Frequency of skipped meals

Frequency of skipped meals	K-3 count	K-3 %	4-12+ count	4-12+ %
Never			7210	39.4%
Rarely			4938	27.0%
Some days			3592	19.6%
Most days			1636	8.9%
Every day			916	5.0%
Total Census respondents			18292	
Prefer not to answer			673	3.5%
Total (including 'Prefer not to answer')			18965	

Census question (4-12+): *How often do the following statements apply to you? I skip meals during the day for reasons outside of my control.*

Table 18: Frequency of nutritious meals

Frequency of nutritious eating	K-3 count	K-3 %	4-12+ count	4-12+ %
Never			286	1.4%
Rarely			1053	5.3%
Some days			3164	15.8%
Most days			7765	38.9%
Every day			7713	38.6%
Total Census respondents			19981	
Prefer not to answer			520	2.5%
Total (including 'Prefer not to answer')			20501	

Census question (4-12+): *How often do the following statements apply to you? I eat nutritious food that keeps me focused and energized throughout the school day.*

Table 17 & 18 notes: These questions were only asked of students from grades 4-12+. Questions and statements were inspired by existing food security survey questions (such as the Household Food Security Survey Module) but were customized based on consultations and seeking language that was clear and specific for WRDSB students.

Since the WRDSB Student Census was conducted during the third wave of the COVID-19 pandemic, these results were likely impacted the experiences and responses of many students to these questions.

Table 19: Adult support at home for schoolwork

Adult support at home for schoolwork	K-3 count	K-3 %	4-12+ count	4-12+ %
Totally disagree			542	2.7%
Sort of disagree			846	4.2%
I feel neutral			1454	7.3%
Sort of agree			3559	17.8%
Totally agree			13630	68.0%
Total Census respondents			20031	
Prefer not to answer			466	2.3%
Total (including 'Prefer not to answer')			20497	

Census question (4-12+): *How much do you agree with the following statements? I have a parent, a guardian, or another adult at home who can help me with my schoolwork.*

Table 20: Learning materials/resources at home

Things I need at home to help me learn	K-3 count	K-3 %	4-12+ count	4-12+ %
Totally disagree			217	1.1%
Sort of disagree			564	2.8%
I feel neutral			1022	5.1%
Sort of agree			3597	17.8%
Totally agree			14787	73.3%
Total Census respondents			20187	
Prefer not to answer			352	1.7%
Total (including 'Prefer not to answer')			20539	

Census question (4-12+): *How much do you agree with the following statements? I have all the things that I need at home to help me be successful at school.*

Tables 19 & 20 notes: These questions were only asked of students from grades 4-12+. Questions and statements were inspired by past iterations of the WRDSB Safe, Caring and Inclusive Schools survey and the Programme for International Student Assessment household possessions index but were customized based on consultations and seeking language that was clear and specific for WRDSB students.

Since the WRDSB Student Census was conducted during the third wave of the COVID-19 pandemic. The pandemic likely impacted the experiences and responses of many students to these questions.

Table 21: Joining activities at school

Could not join activities at school	K-3 count	K-3 %	4-12+ count	4-12+ %
No			11158	56.2%
Yes			8690	43.8%
Total Census respondents			19848	
Prefer not to answer			1520	7.1%
Total (including 'Prefer not to answer')			21368	

Census question (4-12+): *Are there activities (e.g., sports, music/art lessons, clubs, etc.) at your school that you wanted to join, but you could not join?*

Table 22: Reasons for not being able to join school activities

Reason for not joining activities (school)	K-3 count	K-3 %	4-12+ count	4-12+ %
COVID restrictions			7823	40.3%
Activity costs too much			382	2.0%
Lack of transportation			505	2.6%
Didn't feel accepted			457	2.4%
Didn't feel safe			112	0.6%
Activity was not accessible			70	0.4%
Part-time job			304	1.6%
Need to care for family/siblings			277	1.4%
Other reasons (not listed above)			766	3.9%
Total Census respondents			19393	
Prefer not to answer (Of 'Yes' from Table 19)			235	1.2%
Total Census respondents ('Yes' from Table 19)			8690	

Census question (4-12+): *Why weren't you able to join these activities at your school?*

Tables 21 & 22 notes: These questions were only asked of students from grades 4-12+. Only students who responded *Yes* to the question from Table 21 were asked to specify the reason they were unable to join activities at their school presented in Table 22. As such, it is important to remember that the reasons provided account for why students did not participate in activities, is specific to students who indicated that there was an activity that they wanted to join, but they did not join. The data does not tell us how many students struggle with these challenges in general (we can expect those percentages would be higher). *Other reasons (not listed above)* included many open-ended themes shared by more than 15 students including: 'Activity not available', 'Age restrictions', 'Anxiety and mental health', 'Couldn't register or didn't qualify (i.e., tryouts/auditions)', 'Lack of information on activities', 'Medical reasons', 'Lack of gender accessible', 'Parent's choice', and 'Scheduling conflicts'.

Since the WRDSB Student Census was conducted during the third wave of the COVID-19 pandemic, these results were likely impacted the experiences and responses of many students to these questions.

Table 23: Joining activities in the community

Could not join activities in community	K-3 count	K-3 %	4-12+ count	4-12+ %
No			13371	67.8%
Yes			6348	32.2%
Total Census respondents			19719	
Prefer not to answer			1382	6.5%
Total (including 'Prefer not to answer')			21102	

Census question (4-12+): *Are there activities (e.g. sports, music/art lessons, clubs, etc.) in your community that you wanted to join, but you could not join?*

Table 24: Reasons for not being able to join community activities

Reason for not joining activities (community)	K-3 count	K-3 %	4-12+ count	4-12+ %
COVID restrictions			5772	29.5%
Activity costs too much			760	3.9%
Lack of transportation			425	2.2%
Didn't feel accepted			253	1.3%
Didn't feel safe			105	0.5%
Activity was not accessible			75	0.4%
Part-time job			173	0.9%
Need to care for family/siblings			214	1.1%
Other reasons (not listed above)			332	1.7%
Total Census respondents			19585	
Prefer not to answer ('Yes' from Table 21)			145	2.3%
Total Census respondents ('Yes' from Table 21)			6348	

Census question (4-12+): *Why weren't you able to join these activities in your community?*

Tables 23 & 24 notes: These questions were only asked of students from grades 4-12+. Only students who responded *Yes* to the question from Table 23 were asked to specify the reason they were unable to join activities at their school presented in Table 24. As such, it is important to remember that the reasons provided account for why students did not participate in activities, is specific to students who indicated that there was an activity that they wanted to join, but they did not join. The data does not tell us how many students struggle with these challenges in general (we can expect those percentages would be higher). *Other reasons (not listed above)* included many open-ended themes shared by more than 15 students including 'Activity wasn't available', 'Age restrictions', 'Anxiety and mental health', 'Couldn't register or didn't qualify', 'Home situation and responsibilities' 'Parent's choice' and 'Scheduling'.

Since the WRDSB Student Census was conducted during the third wave of the COVID-19 pandemic, these results were likely impacted the experiences and responses of many students to these questions.

Table 25: Number of adults at home

Number of adults in household	K-3 count	K-3 %	4-12+ count	4-12+ %
One	605	7.7%		
Two	6359	81.3%		
Three	498	6.4%		
Four or more	364	4.7%		
Total Census respondents	7826			
Prefer not to answer	93	1.2%		
Total (including 'Prefer not to answer')	7919			

Census question (K-3): *How many adults (18 years of age or older) live in your household?*

Table 25 notes: This question was asked only of parents/guardians of students in grades K-3.

Table 26: Number of children/youths at home

Number of children in household	K-3 count	K-3 %	4-12+ count	4-12+ %
One	1197	15.4%		
Two	4210	54.0%		
Three	1753	22.5%		
Four	495	6.4%		
Five or more	136	1.7%		
Total Census respondents	7791			
Prefer not to answer	102	1.3%		
Total (including 'Prefer not to answer')	7893			

Census question (K-3): *How many dependent children/youths live in your household?*

Table 26 notes: This question was asked only of parents/guardians of students in grades K-3.

Table 27: Household income

Household income	K-3 count	K-3 %	4-12+ count	4-12+ %
Less than \$20,000	308	4.6%		
\$20,000-39,999	565	8.4%		
\$40,000-59,999	616	9.1%		
\$60,000-79,999	679	10.0%		
\$80,000-99,999	966	14.3%		
\$100,000-199,999	2767	40.9%		
More than \$200,000	865	12.8%		
Total Census respondents	6766			
Prefer not to answer	1113	14.1%		
Total (including 'Prefer not to answer')	7879			

Census question (K-3): *Which income range best describes the combined income from all adults in your household?*

Table 27 notes: This question was asked only of parents/guardians of students in grades kindergarten to grade 3. The income ranges as listed in the table were presented this way in the questionnaire (we did not ask for a specific income amount from parents/guardians).

It is noteworthy that the response rate for this question was slightly lower than some other questions as exemplified by the 14% of parents/guardians who indicated that they *Prefer not to answer*.

Table 28: Parent/guardian employment status

Employment status (Mother)	K-3 count	K-3 %	4-12+	4-12+
Employed full-time	3780	54.6%		
Employed part-time	1082	15.6%		
Stay-at-home parent/guardian	1380	19.9%		
Unemployed (seeking employment)	189	2.7%		
Unemployed (not seeking employment)	78	1.1%		
Student (also employed)	68	1.0%		
Student (not employed)	146	2.1%		
Retired	<15	<0.3%		
An employment status not listed	203	2.9%		
Total Census respondents (Mother)	6926			
Prefer not to answer (Mother)	47	0.7%		
Total Mothers (including 'Prefer not to answer')	6973			
Employment status (Father)	K-3 count	K-3 %	4-12+	4-12+
Employed full-time	5687	89.0%		
Employed part-time	153	2.4%		
Stay-at-home parent/guardian	87	1.4%		
Unemployed (seeking employment)	160	2.5%		
Unemployed (not seeking employment)	16	0.3%		
Student (also employed)	40	0.6%		
Student (not employed)	77	1.2%		
Retired	<15	<0.3%		
An employment status not listed	167	2.6%		
Total Census respondents (Father)	6387			
Prefer not to answer (Father)	38	0.6%		
Total Fathers (including 'Prefer not to answer')	6425			
Employment status (Caregiver/Guardian)	K-3 count	K-3 %	4-12+	4-12+
Employed full-time	425	50.2%		
Employed part-time	71	8.4%		
Stay-at-home parent/guardian	79	9.3%		
Unemployed (seeking employment)	24	2.8%		
Unemployed (not seeking employment)	26	3.1%		
Student (also employed)	24	2.8%		
Student (not employed)	27	3.2%		
Retired	145	17.1%		
An employment status not listed	25	3.0%		
Total Census respondents (Caregiver/Guardian)	846			
Prefer not to answer (Caregiver/Guardian)	19	2.2%		
Total Caregivers/Guardians (incl. 'Prefer not to answer')	865			

Census question (K-3): *What is/are the employment status(es) of the parent(s)/guardian(s) in your household?*

Table 28 notes: This question was asked only of parents/guardians of students in grades kindergarten to grade 3. When responding to this question, the parent/guardian/caregiver was free to identify the relationships of the parents/guardians with their child in an open-ended way by typing how they identify their and other household parents'/guardians' relationships with their child. Each parent respondent had the ability to identify up to three parents/guardians for their child in the Census. Analyzed responses were sorted and presented in this table based on if the parent/guardian identified as a 'mother', 'father' or as another guardian or caregiver ('Caregivers/Guardians' as presented in the table represent a wide variety relationships between guardians/caregivers and their children, including aunts, uncles, brothers, sisters, cousins, grandparents, caregivers, foster parents, and stepparents).

Because of the way the question was asked in the online survey, for *An employment status not listed* there was no open-ended option to specify further.

Table 29: Parent/guardian education level

Education level (Mother)	K-3 count	K-3 %	4-12+	4-12+
No certificate, diploma, or degree	195	2.7%		
High school diploma or equivalent	821	11.6%		
Apprenticeship or trades certificate or diploma	135	1.9%		
College/CEGEP/non-university certificate/diploma	1710	24.1%		
University certificate/diploma below bachelor level	383	5.4%		
Bachelor's degree	2404	33.9%		
Master's degree	1166	16.4%		
Doctorate	208	2.9%		
An education level not listed	69	1.0%		
Total Census respondents (Mother)	7091			
Prefer not to answer (Mother)	83	1.2%		
Total Mothers (including 'Prefer not to answer')	7174			
Education level (Father)	K-3 count	K-3 %	4-12+	4-12+
No certificate, diploma, or degree	215	3.3%		
High school diploma or equivalent	914	14.2%		
Apprenticeship or trades certificate or diploma	661	10.3%		
College/CEGEP/non-university certificate/diploma	1409	21.9%		
University certificate/diploma below bachelor level	348	5.4%		
Bachelor's degree	1623	25.2%		
Master's degree	883	13.7%		
Doctorate	325	5.0%		
An education level not listed	69	1.1%		
Total Census respondents (Father)	6447			
Prefer not to answer (Father)	84	1.3%		
Total Fathers (including 'Prefer not to answer')	6531			

Education level (Caregiver/Guardian)	K-3 count	K-3 %	4-12+	4-12+
No certificate, diploma, or degree	92	10.8%		
High school diploma or equivalent	206	24.1%		
Apprenticeship or trades certificate or diploma	53	6.2%		
College/CEGEP/non-university certificate/diploma	196	22.9%		
University certificate/diploma below bachelor level	54	6.3%		
Bachelor's degree	162	18.9%		
Master's degree	75	8.8%		
Doctorate	17	2.0%		
An education level not listed	<15	<1.8%		
Total Census respondents (Caregiver/Guardian)	855			
Prefer not to answer (Caregiver/Guardian)	21	2.4%		
Total Caregivers/Guardians (incl. 'Prefer not to answer')	876			

Census question (K-3): *What is/are the highest level(s) of education completed by the parent(s)/guardian(s) in your household?"*

Table 29 notes: This question was asked only of parents/guardians of students in grades kindergarten to grade 3. When responding to this question, the parent/guardian/caregiver was free to identify the relationships of the parents/guardians with their child in an open-ended way by typing how they identify their and other household parents'/guardians' relationships with their child. Each parent respondent had the ability to identify up to three parents/guardians for their child in the Census. Analyzed responses were sorted and presented in this table based on if the parent/guardian identified as a 'mother', 'father' or as another guardian or caregiver ('Caregiver/Guardian', as presented in the table, represent a wide variety relationships between guardians/caregivers and their children, including aunts, uncles, brothers, sisters, cousins, grandparents, caregivers, foster parents, and stepparents).

Because of the way the question was asked in the online survey, for *An education level not listed* there was no open-ended option to specify further.

STUDENT CENSUS ACTION ITEMS

As part of our Student Census knowledge mobilization, the WRDSB has developed four guiding principles: *Ensure student wellbeing and safety; Respect and protect the privacy of all students; Deepen and broaden our understanding of identity-based student experiences and outcomes; and Translate learning into action.*³ This section includes a series of priorities and action items as part of our commitment to *Translate learning into action*. Action items begin in the summer of 2022. They also signify our dedication to ongoing learning that will translate into new actions throughout the coming school years. Our action items focus on five key areas of focus:

- Awareness and knowledge mobilization
- Achievement and wellbeing
- Community engagement
- Human resources and equity services
- Facilities, budget, and resource allocation

Awareness and knowledge mobilization

Action Item	Census data to be mobilized	Timing
Promote awareness about publicly accessible Student Census data and resources for understanding and using data to a wide audience of community stakeholders throughout Waterloo Region.	Student Census summary data and supporting documents.	Summer/ Fall 2022
Promote awareness of summary findings from the WRDSB Student Census through targeted outreach to students, staff, and community.	Student identity profiles at the board level.	Fall 2022
Facilitate dialogue between students and staff through a review of Student Census identity profiles (among staff and students with shared identities and across identities).	Intersectional student identities (e.g., Indigeneity, racial group(s), gender, sexuality, religion, disability).	Fall 2022
Ongoing translation of results and data into accessible formats and languages.	Student Census summary data and supporting documents.	2022 and ongoing
Cross-reference Student Census data with existing student population data (e.g., Canadian census, Region of Waterloo data, WRDSB equity and school data) as per Anti-Racism Act, O. Reg, 267/18.	Student identity profiles at the board and school boundary levels.	Winter 2023

³ More information and guidance on our Knowledge Mobilization commitments are available in the WRDSB Student Census: Background and Reference Guide available on the WRDSB Student Census website: <https://www.wrdsb.ca/about-the-wrdsb/research/student-census/>

Achievement and well-being

Action Item	Census data to be mobilized	Timing
Establish secure and anonymous data linking of Student Census and student achievement data.	Full Student Census data set.	Fall 2022
Create identity-based profile of program enrolment (e.g., applied, academic, French Immersion, International Baccalaureate, gifted etc.) as per Anti-Racism Act, O. Reg, 267/18.	Program enrolment disaggregated by racial identity, 2SLGBTQIA+ identity, disability status, and socioeconomic status.	Fall 2022
Create identity-based profiles of students suspended/expelled as per Anti-Racism Act, O. Reg, 267/18.	Suspension and expulsion data disaggregated by Indigenous identity, race, religion, and ethnic origins.	Fall 2022
Build capacity of staff to interpret and mobilize identity-based data in support of equity and inclusion goals (data literacy, professional development).	Student identity profiles at the board and school boundary levels (as pre-generated reports or through anonymized data portal, such as PowerBI).	Fall 2022
Mobilize knowledge through schools and community about gaps and disproportionalities among identities related to student achievement and well-being.	Achievement and program enrolment data disaggregated by racial identity, 2SLGBTQIA+ identity, disability status, and socioeconomic status.	Winter 2023
Prepare student achievement data (e.g., report card, EQAO, credit accumulation) disaggregated by identity status as per Anti-Racism Act, O. Reg, 267/18.	Achievement data disaggregated by Indigenous identity, race, religion and ethnic origin, 2SLGBTQIA+ identity, disability status, and socioeconomic status.	2023 and beyond
Integrate understanding of WRDSB student identity profiles into Culturally Responsive Relevant Pedagogy resources and training.	Student identity profiles at the board and school boundary levels (as pre-generated reports or through anonymized data portal, such as PowerBI).	2023 and beyond
Review alignment of and outcomes from interventions (e.g., reading) through the lens of student identity.	Participation in and outcomes of learning intervention programs disaggregated by racial identity, 2SLGBTQIA+ identity, disability status, and socioeconomic status.	2023 and beyond

Community engagement

Action Item	Census data to be mobilized	Timing
Establish active working relationships with key community partners as a means of interpreting and mobilizing strategies based on identity data.	Student identity profiles at the board and school boundary levels related to wellbeing and achievement data disaggregated across identities.	2023 and beyond
Comparative assessment of needs identified in the school community profiles to community resources.	Student identity profiles at the board and school boundary levels.	2023 and beyond
Policy review from the perspective of community diversity and cultural relevance and responsiveness (e.g., days of significance, religious accommodation, culturally appropriate clothing).	Student identity profiles at the board and school boundary levels	2023 and beyond

Human resources and equity services

Action Item	Census data to be mobilized	Timing
Review staff composition as identified in the Workforce Census compared with the results of the Student Census.	Student Census identity profiles and Workforce Census profiles.	2023 and beyond
Review and continue to update staff recruitment strategies based on learnings from staff and student identity profiles.	Student Census identity profiles and Workforce Census profiles.	2023 and beyond
Integrate understanding of WRDSB student identity profiles into professional and leadership development and Indigenous, Equity and Human Rights supports throughout the board.	Student identity profiles at the board and school boundary levels (as pre-generated reports or through anonymized data portal, such as PowerBI).	2023 and beyond

Facilities, budget, and resource allocation

Action Item	Census data to be mobilized	Timing
Update capital plans to reflect the revised identity-based school community profiles.	Student identity profiles at the board and school boundary levels (esp. socioeconomic data).	2022 and beyond
Integrate the updated school profiles to prioritize the construction/configuration of space to meet the cultural and religious needs of students (e.g., smudging spaces and meditation/prayer spaces).	Student identity profiles at the board and school boundary levels (esp. Indigenous identity data and religion data).	2022 and beyond
As part of the ongoing work of the Accessibility Planning Committee (see WRDSB Accessibility Plan ⁴), review of physical accessibility needs at WRDSB schools.	Student identity profiles at the board and school boundary levels (esp. disability and health condition data).	2022 and beyond
Integrate updated school need and identity profiles into the review and prioritization of upgrading “Washroom for Everyone”.	Student identity profiles at the board and school boundary levels (esp. 2SLGBTQIA+ identities, and disabilities and health conditions).	2023 and beyond

⁴ <https://www.wrdsb.ca/about-the-wrdsb/communications-engagement-department/accessibility-plan/>