

WRDSB Student Census – Supporting Documents and Resources

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Introduction

This document contains a series of resources and supporting documents that were used to guide and communicate about the WRDSB Student Census (the Census). It includes information and communication material that was shared through the board’s public Student Census website, including: glossary and support information, details on our accessibility and language support efforts, and copies of the Census questionnaires (for students and parents/guardians). Also included are links to legislative and best practice resources from the federal, provincial, and school board levels that served as the foundational regulatory and guiding documents for the development and implementation of the Census. This document concludes with information and links related to our commitment to privacy and data security. Privacy related resources includes our privacy and data security web content from the WRDSB Student Census website, as well as links to documents that detail the protocols and practices in place to protect student privacy and data (also available through links on the Census website).

Glossary and Support Information

Web Content

This document provides information and resources to help staff understand Student Census questions as they support students to complete the Census. There is a wide range of diversity and experience of students in the WRDSB. The information shared in this resource will not be able to respond to all questions that teachers and students may have about identity and diversity. The material here should be seen as a resource to allow for a deeper understanding of the complex and nuanced ideas that are explored through the Student Census.

First Nations, Métis (Michif) and Inuit Identity

First Nations, Métis (Michif) and Inuit refer to the three main groups of peoples who are the traditional inhabitants of this land. It is important to remember that First Nations, Métis (Michif), and Inuit each have their own culture and have significant diversity within and across their communities, based largely on the environment they traditionally inhabited and their lived histories.

Definition of First Nation

(as sourced from [UBC Indigenous Foundation](#)):

“*First Nation*” is a term used to describe the Indigenous peoples of Canada who are ethnically neither Métis nor Inuit. This term came into common usage in the 1970s and ‘80s and generally replaced the term “Indian,” although unlike “Indian,” the term “First Nation” does not have a legal definition. While “First Nations” refers to the ethnicity of First Nations Peoples, the singular “First Nation” can refer to a band, a reserve-based community, or a larger tribal grouping and the “status-Indians” who live in them. “*Indian Status*” refers to a specific legal identity of an Aboriginal person in Canada. “*Status Indians*” are registered under the Indian Act on the Indian Register– a central registry maintained by [Indigenous Services Canada](#).

“Non-status” First Nations people without status under the Indian Act remain legally unrecognized as Indigenous peoples by the Canadian government... However, status and non-status Indians also share many common concerns – displacement from their ancestral homelands and their traditional ways of life, socio-economic challenges, a desire to practice their own cultures and traditions and to determine their own identities and futures.

National Definition of Métis

(as sourced from the [Métis Nation of Ontario](#)):

1.1 – “Métis” means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Nation ancestry, and is accepted by the Métis Nation.

1.2 – “Historic Métis Nation” means the Aboriginal people then known as Métis or Half-breeds who resided in the Historic Métis Nation Homeland.

1.3 – “Historic Métis Nation Homeland” means the area of land in west-central North America used and occupied as the traditional territory of the Métis or Half-breeds as they were then known.

1.4 – “Métis Nation” means the Aboriginal people descended from the Historic Métis Nation which is now comprised of all Métis Nation citizens and is one of the “aboriginal peoples of Canada” within the meaning of s.35 of the Constitution Act 1982.

1.5 – “Distinct from other Aboriginal peoples” means distinct for cultural and nationhood purposes.

Information about Inuit

(as sourced from [Inuit Tapiriit Kanatami](#)):

Inuit are an Indigenous people living primarily in Inuit Nunangat. The term “Inuit Nunangat” is a Canadian Inuit term that includes land, water, and ice. Inuit consider the land, water, and ice, of their homeland to be integral to their culture and way of life.

The majority of Inuit live in 51 communities spread across Inuit Nunangat. They have lived in their homeland since time immemorial. Inuit communities are among the most culturally resilient in North America. Roughly 60 percent of Inuit report an ability to conduct a conversation in Inuktitut (the Inuit language). There are four Inuit regions in Canada: Inuvialuit (NWT and Yukon), Nunavik (Northern Quebec), Nunatsiavut (Labrador), and Nunavut.

There are many urban Inuit across Canada, including significant populations in Montreal, Ottawa, Toronto, Winnipeg, Edmonton and St. John’s ([sourced from Tungasuvvingat Inuit](#)).

Indigenous Spirituality

(adapted from the [Ontario Human Rights Commission](#)): – While Indigenous spiritual beliefs and practices can vary significantly among different First Nation, Métis and Inuit groups and individuals, and across different regions, some common elements are shared across many communities. For example, many Indigenous people describe Indigenous Spirituality as a “way of life” and “way of knowing” (or worldview) that was centered on a relationship with the Creator, the land and “all our relations.” This often includes all other beings and forms of life, including what are commonly perceived as inanimate objects, which were generally seen to be imbued with a spirit or soul. Many Indigenous people describe Indigenous Spirituality as being inseparable from their traditional Indigenous culture and identity.

Two-Spirit

An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine and/or non-binary spirits. (as per [Ontario Public Service Bilingual Glossary on Gender Identity](#)). It is important to note that to identify as Two-Spirit, one must understand and identify with the Indigenous heritage and the responsibility of holding this identity. Being an Indigenous person who identifies as a member of the 2SLGBTQIA+ community, does not necessarily mean that someone is a Two-Spirit person.

For more information on Indigenous engagement in the Region of Waterloo, [here are some helpful resources](#).

Ethnic and Cultural Origins

Ethnic origin refers to a person's ethnic or cultural origins. Ethnic groups usually have a shared identity, heritage, ancestry, or historical past. They often have a similar culture, language and/or religion. Please keep in mind the following ideas as you support students with this question.

The list in the Student Census includes many of the most common ethnic and cultural identities in the Waterloo Region according to the most recent Canadian census. However, we know that everyone is unique and that this list does not include all the different identities of all our students. If students have an ethnic or cultural identity that is not listed, they should be encouraged to select "An ethnic or cultural origin not listed above, please specify:" and to type in their identity into box provided. They can select more than one option.

The list includes countries, regions, and cultural backgrounds with which many people, their families, and/or ancestors will identify. Some identities are associated with individual countries, whereas others include people from many different countries (such as Arab, Jewish, Mennonite, African Caribbean/Black Caribbean, Indo-Caribbean, and regions of Africa). As needed, please support students as they try to select choices that best reflect their identity.

Below you will find details and clarification for some of the ethnic and cultural identities listed in the Student Census.

Arab – Arab people most often have heritage from Middle Eastern, North African, and West Asian regions. There are significant Arab populations around the world including the Americas, Europe, and Southeast Asia.

East Indian – Most individuals of Indian descent will not identify as "East Indian". The addition of 'East' to describe people of Indian descent is still used in these types of questions to avoid confusion with the outdated (but legally still active) use of the term "Indian" to describe the Indigenous people of Canada.

Jewish – Individuals of Jewish heritage and/or followers of Judaism. Jewish people have inhabited many regions around the globe for centuries.

Mennonite – Members of a Christian denomination who are predominantly of German and Dutch heritage. Mennonites in the Waterloo Region sometimes speak German and Dutch Mennonite dialects at home including "Low German" and "Pennsylvania Dutch".

Countries of Central Africa – Burundi, Cameroon, Central African Republic, Chad, Congo Republic, DR Congo, Equatorial Guinea, Gabon, and São Tomé and Príncipe

Countries of East Africa – Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, Sudan, Tanzania, and Uganda

Countries of North Africa – Algeria, Egypt, Libya, Mauritania, Morocco, Sahrawi Arab Democratic Republic (Western Sahara), Sudan, and Tunisia

Countries of Southern Africa – Angola, Botswana, Eswatini (Swaziland), Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia, and Zimbabwe

Countries of West Africa – Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, Gambia, Ghana, Guinea-Bissau, Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo

Countries/ regions of the Middle East (some of these countries can also be listed in other geographic regions such as Europe, the Mediterranean, North Africa, and West Asia) – Bahrain, Cyprus, Egypt, Gaza, Jordan, Iraq, Iran, Libya, Lebanon, Israel, Kuwait, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, The West Bank, and Yemen

Countries with a high African-Caribbean/Black Caribbean population – Haiti, Cuba, Dominican Republic, Jamaica, Trinidad and Tobago, Guadeloupe, Bahamas, Puerto Rico, Martinique, Guyana,

Barbados, Suriname, Saint Lucia, Curaçao, French Guiana, U.S. Virgin Islands, Grenada, Belize, Antigua and Barbuda, Dominica, and Saint Kitts and Nevis

Countries with a high Indo-Caribbean population (people of Indian heritage with family or lineage from the Caribbean) – Trinidad and Tobago, Guyana, Suriname, Jamaica, Guadeloupe, and Martinique

Racial Identity

In our society, people are often described by their race or racial background. For example, some people are considered “White” or “Black” or “East Asian,” etc. It is important to be aware that within each of these options there is a lot of diversity (including what many might consider to be different racial groups within each category provided).

This list has been modified slightly from the list of racial identities in the Canadian census in an effort to be more inclusive. The list still maintains most categories as per the Canadian census to allow for comparison with census data and with other school boards.

Status in Canada (Immigration Status)

You will note that for students born in Canada that they have the option to select ‘*In the country now known as Canada*’. This wording was chosen to acknowledge that for many Indigenous people, they identify the lands on which we live as the traditional lands of their people rather than as the nation of Canada. You can find more information on this topic on the [Crown-Indigenous Relations and Northern Affairs Canada website](#).

The question regarding “status in Canada” will be presented only to students in Grades 7-12+. To support students answering this question you may find the following information helpful:

A Canadian citizen is Canadian by birth (either born in Canada or born outside Canada to a Canadian citizen who was themselves either born in Canada or granted citizenship) or has applied for a grant of citizenship and has received Canadian citizenship (naturalization).

An international student is a temporary resident who is legally authorized to study in Canada on a temporary basis. With a few exceptions, foreign students must get a study permit if they are taking a course of studies that will last for more than six months.

A permanent resident/landed immigrant is a person who has legally immigrated to Canada and has acquired permanent resident status but is not yet a Canadian citizen. *Permanent residents will usually have a ‘Permanent Resident Card’ with their photo and name on it (these are often multi-coloured, but mostly a light bluish colour).*

A refugee claimant is person who has applied for refugee protection status while in Canada and is waiting for a decision on his/her claim from the Immigration and Refugee Board of Canada.

A protected person, according to Canada’s Immigration and Refugee Protection Act, is a person who has been determined to be either (a) a Convention Refugee or (b) a person in need of protection (including, for example, a person who is in danger of being tortured if deported from Canada).

A convention refugee is a person who meets the refugee definition in the 1951 Geneva Convention relating to the Status of Refugees. This definition is used in Canadian law and is widely accepted internationally.

First Language

Please note, the list provided represents the languages most frequently spoken by students in the WRDSB (but it is not complete). It is important to reassure and support students (as needed) if their language is not on the list.

The open-ended box has been provided in order to ensure that all students have the opportunity to self-identify their first language.

If a student first learned to speak a First Nations, Métis (Michif), or Inuit language, a follow-up question will allow them to identify the language more specifically.

Religion, Spiritual Beliefs and Worldviews

This question includes most major world religions, but it is worth noting that there may be denominations within each religion that students may wish to specify (they may use the open text box for that).

Non-Catholic Christian denominations are quite diverse and may include: Protestant denominations (Evangelical, Lutheran, Anglican, Reformed, Pentecostal, Baptist, Methodist, Presbyterian, Mennonites, United, Charismatic, Adventist), Jehovah's Witnesses, Mormons (Latter Day Saints), Eastern Orthodox, Christian Science, and any other Christian identity or group that does not identify as Catholic.

Indigenous Spirituality (adapted from the Ontario Human Rights Commission:) – While Indigenous spiritual beliefs and practices can vary significantly among different First Nation, Métis and Inuit groups and individuals, and across different regions, some common elements are shared across many communities. For example, many Indigenous people describe Indigenous Spirituality as a “way of life” and “way of knowing” (or worldview) that was centered on a relationship with the Creator, the land and “all our relations.” This often includes all other beings and forms of life, including what are commonly perceived as inanimate objects, which were generally seen to be imbued with a spirit or soul. Many Indigenous people describe Indigenous Spirituality as being inseparable from their traditional Indigenous culture and identity.

Gender Identity and Sexual Orientation

Gender identity is a person's individual sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex that was identified for them when they were born (such as female, intersex, or male). For more information about gender identities, you can read the [Ontario Public Service Glossary on Gender Identity](#).

Two-Spirit – An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine and/or non-binary spirits. (as per [Ontario Public Service Bilingual Glossary on Gender Identity](#)).

It is important to note that to identify as Two-Spirit, one must understand and identify with the Indigenous heritage and the responsibility of holding this identity. Being an Indigenous person who identifies as a member of the 2SLGBTQIA+ community, does not necessarily mean that someone is a Two-Spirit person.

The question on sexual orientation will only be asked of students in Grade 7 and up. Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of feelings and expressions related to an individual's romantic and/or physical attractions. Sexual orientation is distinct from an individual's gender identity.

Disabilities and Health Conditions

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.

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.

For more information about human rights and disabilities, you may wish to refer to information shared by the [Ontario Human Rights Commission](#).

Students Sharing Their Thoughts

Some students may find it sensitive or difficult to respond to questions, for example those about religion/spirituality, gender identity, sexual orientation, and/or disabilities. After these questions, students are encouraged to take a moment to reflect and share any thoughts that they have about the Census and the information that they have shared.

Food Security, Learning Environment, Access to Programs

For some students, questions about food security, learning environment, and their ability to access programs may be sensitive and personal. It is important to remind students that they can skip questions if they are uncomfortable and that their responses will remain private. *We understand that student responses to this question will be affected by the COVID-19 pandemic. This will be factored into how the response are interpreted and reported.*

Regarding **skipping meals**, we do not expect any student to explain specifically why they may skip meals but do want them to reflect on if they have control and choice if/when they miss meals. Students may have different ideas about **nutritious food**. For this Census we want to know if they are eating food that is helping them stay focused and energized throughout the school day.

Regarding joining activities, the goal is to identify barriers that might prevent students from being able to join programs and activities in their school and community that might be interest and value to them. There are a number of options available for students to choose from, or they may choose to enter their own response.

Accessibility and Language Resources

Web Content

This page includes resources for parents/guardians, staff, and students to help them support and participate in the Census.

Reach out to staff at your/your child's school for support

Parents/guardians and students are encouraged to reach out to the staff at their child's school for support in completing the Census. Key staff members at your school include that may support you include:

- School principal
- School vice-principal
- Guidance counsellor
- Classroom teacher
- Special education resource teacher
- Educational assistant
- School settlement worker
- English second language teacher
- Child & youth worker


Using Read&Write for Google Chrome

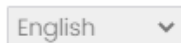
The Student Census website and the questionnaire are designed to allow for screen readers and translation features to improve the accessibility of information and resources. The Read&Write extension for Google Chrome can read Student Census information and questions out loud in multiple languages for students and parents/guardians who would benefit from this accessibility. You can add the extension for [PC/Chromebook](#) and for [Mac devices](#). For more information on accessing and using Read&Write please see the following resources:

- [Read&Write for Chrome: Quick Reference](#)
- [Read&Write: Tool Usage Parent Guide](#)
- [Link to Instructional videos](#)

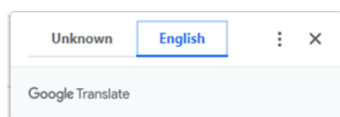
Translating Student Census information and the questionnaire

All Student Census information pages and the Student Census questionnaire can be translated using translation features on each page:

- For the [WRDSB Student Census](#) information pages on the WRDSB website, you can click the icon in the top right corner of the screen. The icon looks like this:  [Translate](#)
- When you open the Student Census questionnaire that arrives in your email inbox on April 19th, you can translate the questionnaire into many languages by clicking the language menu in the top right corner of the welcome page of the Census. The translation looks like this:



On the Census questionnaire preview pages ([student version](#) and [parent/guardian version](#)) you can translate these pages by right-clicking on the page and selecting 'Translate to' from the menu that appears. A menu will appear in the top right corner that will allow you to select from many languages. The menu looks like this:



Student Census Questionnaires

STUDENT QUESTIONNAIRE (GRADES 4-12+)

WELCOME TO THE WATERLOO REGION DISTRICT SCHOOL BOARD STUDENT CENSUS!

The WRDSB wants our schools to be welcoming and inclusive places for all our students. The Student Census will ask you about your identity. Your identity includes ideas and feelings about yourself that make up who you are (such as your cultural background or your gender). Your participation will help us to better understand the diverse identities of WRDSB students.

The census is voluntary:

- You can choose if you want to complete the census
- You can stop answering questions at any time
- You can skip any question that you do not wish to answer

This census is confidential:

- By law, the WRDSB must protect your privacy and your personal information
- The WRDSB Student Census follows all provincial freedom of information and privacy laws
- Teachers, principals, other school board staff, and the Ministry of Education WILL NOT see individual student answers
- WRDSB Research and IT staff WILL be able to see your individual answers, but only if they need to in order to do research

In all reports about the Student Census, your answers will be combined with the answers of all other students so that no one will be able to tell which answers you provided. For more information about data security and privacy, please click [HERE](#) to visit the WRDSB Student Census Privacy webpage.

YOUR PARTICIPATION IN THE CENSUS IS IMPORTANT!

This is not a test, so please feel free to ask for help if you feel that you need it. Please be as honest as you can. Your participation will help us to learn how we can improve and help us to make good decisions about how we can create more positive and inclusive learning environments for all students.

For more information about the Student Census, you can visit the WRDSB Student Census webpage at www.wrdsb.ca/studentcensus. If you have any questions about the census, you can contact the Research Department at research@wrdsb.ca.

Do you agree to participate in the WRDSB Student Census?

- Yes
- No

Note: if a student selects 'No' they will automatically be sent to the end of the Census and will be unable to complete the questionnaire. If they accidentally select no, they will have a second chance to confirm their choice before being sent to the end of the Census.

1. **What school do you attend?** _____ (dropdown menu of all schools)
2. **What is your current grade? If you are in more than one grade, select all that apply.**

- | | |
|-------------------------------|--|
| <input type="radio"/> Grade 4 | <input type="radio"/> Grade 10 |
| <input type="radio"/> Grade 5 | <input type="radio"/> Grade 11 |
| <input type="radio"/> Grade 6 | <input type="radio"/> Grade 12 |
| <input type="radio"/> Grade 7 | <input type="radio"/> Fifth year option |
| <input type="radio"/> Grade 8 | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Grade 9 | <input type="radio"/> Other: _____ |

First Nations, Métis (Michif) and Inuit are the terms used to identify Indigenous people in the land now known as Canada. To identify as an Indigenous person in this survey, you are not required to have documents or papers to prove any official Status or membership.

Note: If you identify as First Nations, Métis (Michif) and/or Inuit, you will have the option to provide more information about your First Nations, Métis (Michif) and/or Inuit identity.

3. **Do you identify as First Nations, Métis (Michif) and/or Inuit? You can select more than one answer.**

- No
- First Nations
- Métis (Michif)
- Inuit
- Prefer not to answer

This question appears for students who identify as First Nations, Métis (Michif), or Inuit.

- 3A. **There are many different First Nations, Métis (Michif), and Inuit identities in Canada. If you would like to share more information about your First Nations, Métis (Michif), or Inuit identity (such as the name of your Nation, or your community), you can type it into the space provided.**

- My First Nations/Métis/Inuit identity is... _____
- I do not wish to share more information

All students continue the survey here

Ethnic and cultural origin refers to how your identity is connected with an ethnic group. Ethnic groups usually have a shared identity, heritage, ancestry, or historical past. They often have a similar culture, language and/or religion.

Notes: The list below is not a complete list of the ethnic and cultural identities of WRDSB students. You may select from the list and/or you can select "An ethnic or cultural origin not listed above" and type in your answer. Students who identify with an African and/or Caribbean identity will have the option to provide more information.

If you identify as First Nations, Métis (Michif), and/or Inuit you may also identify with a non-Indigenous ethnic or cultural origin. If you identify as First Nations, Métis (Michif), and/or Inuit only and no other ethnic or cultural origin, you can select "I identify as First Nations, Métis (Michif), and/or Inuit only."

4. What is/are your ethnic or cultural origin(s)? Select all that apply.

- | | | |
|---|--------------------------------------|---|
| <input type="radio"/> Afghan | <input type="radio"/> Greek | <input type="radio"/> Scottish |
| <input type="radio"/> African-Caribbean/Black Caribbean | <input type="radio"/> Hungarian | <input type="radio"/> Serbian |
| <input type="radio"/> American | <input type="radio"/> Indo-Caribbean | <input type="radio"/> Spanish |
| <input type="radio"/> Arab | <input type="radio"/> Iranian | <input type="radio"/> Southern African |
| <input type="radio"/> Austrian | <input type="radio"/> Irish | <input type="radio"/> Swedish |
| <input type="radio"/> Canadian | <input type="radio"/> Italian | <input type="radio"/> Syrian |
| <input type="radio"/> Central African | <input type="radio"/> Jewish | <input type="radio"/> Swiss |
| <input type="radio"/> Chinese | <input type="radio"/> Laotian | <input type="radio"/> Ukrainian |
| <input type="radio"/> Colombian | <input type="radio"/> Middle Eastern | <input type="radio"/> Vietnamese |
| <input type="radio"/> Croatian | <input type="radio"/> Mennonite | <input type="radio"/> Welsh |
| <input type="radio"/> Czech | <input type="radio"/> Mexican | <input type="radio"/> West African |
| <input type="radio"/> Dutch | <input type="radio"/> North African | <input type="radio"/> Unknown |
| <input type="radio"/> East African | <input type="radio"/> Pakistani | <input type="radio"/> I identify as First Nations, Métis (Michif), and/or Inuit only |
| <input type="radio"/> East Indian | <input type="radio"/> Polish | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> English (from England) | <input type="radio"/> Portuguese | <input type="radio"/> An ethnic or cultural origin not listed above, please specify:
_____ |
| <input type="radio"/> Filipino | <input type="radio"/> Rohingya | |
| <input type="radio"/> French | <input type="radio"/> Romanian | |
| <input type="radio"/> German | <input type="radio"/> Russian | |
| | <input type="radio"/> Salvadorean | |

Students who identify with an African and/or Caribbean ethnic or cultural origin will be able to provide more details (such as the specific country that they associate with their ethnic or cultural origin).

In our society, people are often described by their race or racial background. For example, some people are considered “White” or “Black” or “East Asian,” etc.

Note: many people identify with more than one racial group. You may select more than one response.

5. Which racial group(s) best describe(s) you? Select all that apply.

- Black (i.e. African, African-Caribbean/Black Caribbean, African Canadian, other Black identified descent)
- East Asian (i.e. Chinese, Korean, Japanese, Taiwanese, other East Asian descent)
- First Nations
- Inuit
- Latino/Latina/Latinx (i.e. Latin American, Hispanic, other Latinx descent)
- Métis (Michif)
- Middle Eastern/North African/West Asian (i.e. Afghan, Algerian, Arab, Egyptian, Iranian, Israeli, Kurdish, Lebanese, Persian, Syrian, Turkish, other Middle Eastern/North African/West Asian descent)
- Southeast Asian (i.e. Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- South Asian (i.e. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, other South Asian descent)
- White (i.e. European descent, other white identified descent)
- Prefer not to answer
- A racial group not listed above, please specify: _____

6. Where were you born?

- In the country now known as Canada
- In a country or region outside Canada
- Prefer not to answer

The next question appears for students who indicate that they were born in a country or region outside Canada.

6A. When did you first come to live in Canada?

- Between 2000 and 2004
- Between 2005 and 2009
- Between 2010 and 2014
- Between 2015 and 2019
- Between 2020 and 2021
- Prefer not to answer

The next question will appear for students who indicate that they were born in a country or region outside Canada and are in grade 7 or above (to account for comprehension).

6B. Which of the following best describes your status in Canada?

- Canadian citizen
- International student (enrolled through a study permit)
- Permanent resident/landed immigrant
- Refugee claimant
- Protected Person/Convention Refugee
- No status/Out of status
- Not sure
- Prefer not to answer

7. What is/are the first language(s) you learned to speak as a child? If you learned more than one language when you first started to talk, you can select all that apply.

Note: You may select from the list and/or select “A language not listed above” and type in your own answer. If you select ‘First Nations, Métis (Michif), or Inuit language’, you will have the option to type in the name of the language.

- | | | |
|--|---------------------------------------|--|
| <input type="radio"/> Albanian | <input type="radio"/> Japanese | <input type="radio"/> Sign language (e.g. ASL or LSQ) |
| <input type="radio"/> Amharic | <input type="radio"/> Korean | <input type="radio"/> Somali |
| <input type="radio"/> Arabic | <input type="radio"/> Kurdish | <input type="radio"/> Spanish |
| <input type="radio"/> Chinese (incl. Mandarin & Cantonese) | <input type="radio"/> Lao | <input type="radio"/> Swahili |
| <input type="radio"/> Croatian | <input type="radio"/> Low German | <input type="radio"/> Tagalog (Pilipino;Filipino) |
| <input type="radio"/> Dari | <input type="radio"/> Malayalam | <input type="radio"/> Tamil |
| <input type="radio"/> Dutch | <input type="radio"/> Nepali | <input type="radio"/> Telugu |
| <input type="radio"/> English | <input type="radio"/> Pashto | <input type="radio"/> Tigrinya |
| <input type="radio"/> First Nations, Métis (Michif), or Inuit language | <input type="radio"/> Persian (Farsi) | <input type="radio"/> Turkish |
| <input type="radio"/> French | <input type="radio"/> Polish | <input type="radio"/> Urdu |
| <input type="radio"/> German | <input type="radio"/> Portuguese | <input type="radio"/> Vietnamese |
| <input type="radio"/> Greek | <input type="radio"/> Punjabi | <input type="radio"/> A language or languages not listed above, please specify:
_____ |
| <input type="radio"/> Gujarati | <input type="radio"/> Rohingya | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Hindi | <input type="radio"/> Romanian | |
| <input type="radio"/> Hmong | <input type="radio"/> Russian | |
| <input type="radio"/> Hungarian | <input type="radio"/> Serbian | |

The following question will appear for students who indicate that they first learned to speak a First Nations, Metis (Michif), or Inuit language.

7A. If you would like to specify which First Nations, Métis (Michif), or Inuit language(s) you first learned to speak, please enter it (them) into the space provided.

- I first learned to speak... _____
- I do not wish to specify

The following questions may be personal and sensitive for some students. Remember to think about your own wellbeing and the wellbeing of your classmates as you respond to the rest of the questions. Remember, you may skip questions that make you feel uncomfortable.

8. What are your religious/spiritual beliefs and/or worldviews? Select all that apply.

- Agnosticism
- Atheism
- Bahá'í
- Buddhism
- Catholicism
- Christianity (not including Catholic)
- Hinduism
- Indigenous spirituality
- Jainism
- Judaism
- Islam
- Sikhism
- A non-religious spirituality
- No religious/spiritual beliefs
- Prefer not to answer
- A religious/spiritual belief or worldview not listed above (please specify) _____

Gender identity is a person's individual sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex that was identified for them when they were born (such as female, intersex, or male). For more information about gender identities, you can read the [Ontario Public Service Glossary on Gender Identity](#).

9. What is your gender identity? Select all that apply.

- | | |
|--|--|
| <input type="radio"/> Female/Girl | <input type="radio"/> Non-binary |
| <input type="radio"/> Gender fluid | <input type="radio"/> Trans |
| <input type="radio"/> Gender nonconforming | <input type="radio"/> Two-Spirit |
| <input type="radio"/> Genderqueer | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Intersex | <input type="radio"/> A gender not listed above (please specify) _____ |
| <input type="radio"/> Male/Boy | |

The next question will appear for students in grade 7 and above (to account for student maturity and comprehension).

Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of feelings and expressions related to an individual's romantic and/or physical attractions. Sexual orientation is distinct from an individual's gender identity.

10. What is your sexual orientation? Select all that apply.

- Asexual (no feelings of attraction to other people)
- Bisexual
- Gay
- Lesbian
- Pansexual
- Queer
- Questioning
- Straight/heterosexual
- Two-Spirit
- Prefer not to answer
- A sexual orientation not listed above (specify) _____

All students continue the survey here

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. It may be felt in the body or in the mind. 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.

11. Do you consider yourself to be a person with a disability/disabilities?

- Yes
- No
- Not sure
- Prefer not to answer

(If yes) 11A. Please select any disability or health condition that applies to you. Select all that apply.

- ADHD (Attention Deficit Hyperactivity Disorder)
- Blind/Low Vision
- Deaf/Hard of Hearing
- Learning, perceptual, or cognitive (e.g. autism, dyslexia, FASD, learning disability, neurodiverse)
- Medical (e.g. addiction, airway management, allergies, asthma, diabetes, epilepsy, feeding tube)
- Mental health (e.g. depression, eating disorder, high anxiety, OCD, psychosis)
- Physical (e.g. coordination, mobility, movement)
- Speech impairment
- Prefer not to answer
- A disability or condition not listed above (please specify) _____

12. Before moving to the final set of questions, is there anything you would like us to know about the answers you have shared so far (e.g. feeling worried about keeping your answers private or issues with how the questions were asked)?

- Yes, please specify: _____
- No

The last questions on the census ask you about your eating habits, your learning environment at home, and your access to activities at school and in your community. This will help us to understand differences that students may be experiencing in their day-to-day lives.

13. How often do the following statements apply to you?

Please select your responses from the dropdown menus beside each statement.

I skip meals (i.e. breakfast, lunch, or supper) during the day for reasons outside of my control.

- Every day
- Most days
- Some days
- Rarely
- Never
- Prefer not to answer

I eat nutritious food that keeps me focused and energized throughout the school day.

- Every day
- Most days
- Some days
- Rarely
- Never
- Prefer not to answer

14. How much do you agree with the following statements?

Please select your responses from the dropdown menus beside each statement.

I have a parent, a guardian, or another adult at home who can help me with my schoolwork.

- Totally agree
- Sort of agree
- I feel neutral
- Sort of disagree
- Totally disagree
- Prefer not to answer

I have all the things that I need at home to help me be successful at school (e.g. a space to work where I don't get distracted, a laptop/tablet, internet access, books, paper, pencils/pens, etc.).

- Totally agree
- Sort of agree
- I feel neutral
- Sort of disagree
- Totally disagree
- Prefer not to answer

15. Are there activities (e.g. sports, music/art lessons, clubs, etc.) at your school that you wanted to join, but you could not join?

- Yes
- No

(If yes) 15A. Why weren't you able to join these activities at your school? Select all that apply.

- COVID-19 prevented me from joining
- They cost too much money
- I didn't have a way to get to and/or from the activity (e.g. a ride or the bus)
- I didn't feel welcome/accepted in the activity
- I do not feel safe at these activities
- I have personal needs that the activity does not support (e.g. it is not accessible)
- I had a part time job
- I had to take care of siblings or other family members at home
- Other (please specify) _____
- Prefer not to answer

16. Are there activities (e.g. sports, music/art lessons, clubs, etc.) in your community that you wanted to join, but you could not join?

- Yes
- No

(If yes) 16A. Why weren't you able to join these activities in your community? Select all that apply

- COVID-19 prevented me from joining
- They cost too much money
- I didn't have a way to get to and/or from the activity (e.g. a ride or the bus)
- I didn't feel welcome/accepted in the activity
- I do not feel safe at these activities
- I have personal needs that the activity does not support (e.g. it is not accessible)
- I had a part time job
- I had to take care of siblings or other family members at home
- Other (please specify) _____
- Prefer not to answer

Some of the questions in the Student Census may have touched upon some difficult and sensitive topics. Please know that we are here to help!

You can talk to any adult that you trust, such as your principal, your parent(s) or guardian(s), a counselor, an Educational Assistant, a Child and Youth Worker, a teacher or any other adult that you connect with. You may also wish to see the resources on the WRDSB website at the following link: [Student Mental Health Resources](#)

If you do not wish to talk to anyone at home or at school you might want to call the **Kids Help Phone at 1-800-668-6868.**

PARENT/GUARDIAN QUESTIONNAIRE (GRADES K-3)

WELCOME TO THE WATERLOO REGION DISTRICT SCHOOL BOARD STUDENT CENSUS - FOR PARENT/GUARDIANS OF STUDENTS IN KINDERGARTEN TO GRADE 3

Waterloo Region District School Board (WRDSB) wants our schools to be fair and inclusive places for all our students. **This survey asks parents/guardians of children from Kindergarten to Grade 3 about their child's identity (students in grades 4 and up will complete the Student Census during class time with the support of WRDSB staff).** The questions in this survey will ask about your child's school, grade, Indigenous identity, ethnic background, racial identity, country of birth, gender identity, religion/spirituality, disabilities/health conditions, and your household socio-economic status.

The census is voluntary:

- You can choose if you want to complete the census
- You can stop answering questions at any time
- You can skip any question that you do not wish to answer

The census is confidential:

- By law, the WRDSB must protect your privacy and your personal information
- The WRDSB Student Census follows all provincial freedom of information and privacy laws
- Teachers, principals, other school board staff, and the Ministry of Education WILL NOT see individual student answers
- WRDSB Research and IT staff WILL be able to see your individual answers, but only when necessary for doing research

In all Student Census reports, your responses will be combined with the information of other students and families so that no one will be able to see information about individual students. For more information on the data security and privacy protocols, please click [HERE](#) to visit the WRDSB Student Census Privacy webpage.

YOUR PARTICIPATION IN THE CENSUS IS IMPORTANT!

Your participation will help us to support all students in the WRDSB. It will help us to learn where we can improve, and allow us to make good decisions about how we can strengthen programs and services for all students. We will share what we have learned with schools and with the public.

For more information about the Student Census, you can visit the WRDSB Student Census webpage at www.wrdsb.ca/studentcensus. If you have any questions about the census, you can contact the Research Department at research@wrdsb.ca.

Do you agree to participate in the WRDSB Student Census?

- Yes
- No

Note: if a parent/guardian selects 'No' they will automatically be sent to the end of the census and will be unable to complete the questionnaire. If they accidentally select no, they will have a second chance to confirm their choice before being sent to the end of the census.

1. What school does your child attend? _____ (dropdown menu of all schools)
2. What is the current grade level of your child? If your child is in more than one grade, please select all that apply.
 - Junior Kindergarten
 - Senior Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Prefer not to answer
 - Other: _____

First Nations, Métis (Michif) and Inuit are the terms used to identify Indigenous people in the land now known as Canada. To identify as an Indigenous person in this survey, you are not required to have documents or papers to prove any official Status or membership.

3. Does your child have a First Nations, Métis (Michif) and/or Inuit identity? You can select more than one answer.
 - No
 - First Nations
 - Métis (Michif)
 - Inuit
 - Prefer not to answer

The question appears for parents/guardians with children who have a First Nations, Métis (Michif), or Inuit identity.

- 3A. There are many different First Nations, Métis (Michif), and Inuit identities in Canada. If you would like to share more information about the First Nations, Métis (Michif), or Inuit identity of your child (such as the name of their Nation, or their community), you can type it into the space provided.
 - My child's First Nations/Métis (Michif)/Inuit identity is... _____
 - I do not wish to share more information

All parents/guardians continue the survey here

Ethnic and cultural origins refers to how your child's identity is connected to an ethnic group. Ethnic groups usually have a shared identity, heritage, ancestry, or historical past. They often have a similar culture, language and/or religion.

Notes: The list below is not a complete list of the ethnic and cultural identities of WRDSB students. You may select from the list and/or you can select "An ethnic or cultural origin not listed above" and type in your answer. For students who have an African and/or Caribbean identity you will have the option to provide more information.

If your child has a First Nations, Métis (Michif), or Inuit identity, you may also indicate if they have some non-Indigenous ethnic or cultural background. If your child has a First Nations, Métis (Michif), and/or Inuit identity and no other ethnic or cultural origin, you can select "My child has a First Nations, Métis (Michif), and/or Inuit identity only."

4. What is/are your child’s ethnic or cultural origin(s)? Select all that apply.

- | | | |
|---|--------------------------------------|--|
| <input type="radio"/> Afghan | <input type="radio"/> Greek | <input type="radio"/> Salvadorean |
| <input type="radio"/> African-Caribbean/Black Caribbean | <input type="radio"/> Hungarian | <input type="radio"/> Scottish |
| <input type="radio"/> American | <input type="radio"/> Indo-Caribbean | <input type="radio"/> Serbian |
| <input type="radio"/> Arab | <input type="radio"/> Iranian | <input type="radio"/> Spanish |
| <input type="radio"/> Austrian | <input type="radio"/> Irish | <input type="radio"/> Southern African |
| <input type="radio"/> Canadian | <input type="radio"/> Italian | <input type="radio"/> Swedish |
| <input type="radio"/> Central African | <input type="radio"/> Jewish | <input type="radio"/> Syrian |
| <input type="radio"/> Chinese | <input type="radio"/> Laotian | <input type="radio"/> Swiss |
| <input type="radio"/> Colombian | <input type="radio"/> Middle Eastern | <input type="radio"/> Ukrainian |
| <input type="radio"/> Croatian | <input type="radio"/> Mennonite | <input type="radio"/> Vietnamese |
| <input type="radio"/> Czech | <input type="radio"/> Mexican | <input type="radio"/> Welsh |
| <input type="radio"/> Dutch | <input type="radio"/> North African | <input type="radio"/> West African |
| <input type="radio"/> East African | <input type="radio"/> Pakistani | <input type="radio"/> Unknown |
| <input type="radio"/> East Indian | <input type="radio"/> Polish | <input type="radio"/> My child has a First Nations, Métis (Michif), and/or Inuit identity only |
| <input type="radio"/> English (from England) | <input type="radio"/> Portuguese | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Filipino | <input type="radio"/> Rohingya | <input type="radio"/> An ethnic or cultural origin not listed above, please specify: |
| <input type="radio"/> French | <input type="radio"/> Romanian | _____ |
| <input type="radio"/> German | <input type="radio"/> Russian | |

For students who have an African and/or Caribbean identity you will be able to provide more details about your child (such as the specific country that you identify as associated with their ethnic or cultural origin).

In our society, people are often described by their race or racial background. For example, some people are considered “White” or “Black” or “East Asian,” etc.

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

- Black (i.e., African, African-Caribbean/Black Caribbean, African Canadian, other Black identified descent)
- East Asian (i.e., Chinese, Korean, Japanese, Taiwanese, other East Asian descent)
- First Nations
- Inuit
- Latino/Latina/Latinx (i.e., Latin American, Hispanic, other Latinx descent)
- Métis (Michif)
- Middle Eastern/North African/West Asian (i.e., Afghan, Algerian, Arab, Egyptian, Iranian, Israeli, Kurdish, Lebanese, Persian, Syrian, Turkish, other Middle Eastern/North African/West Asian descent)

- Southeast Asian (i.e., Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- South Asian (i.e., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, other South Asian descent)
- White (i.e., European descent, other white identified descent)
- Prefer not to answer
- A racial group not listed above, please specify: _____

6. Where was your child born?

- In the country now known as Canada
- In a country or region outside Canada
- Prefer not to answer

The next question appears for parents/guardians who indicate that their child was born in a country or region outside Canada.

6A. When did your child first come to live in Canada?

- Between 2000 and 2004
- Between 2005 and 2009
- Between 2010 and 2014
- Between 2015 and 2019
- Between 2020 and 2021
- Prefer not to answer

6B. Which of the following best describes your child's status in Canada?

- Canadian citizen
- International student (enrolled through a study permit)
- Permanent resident/landed immigrant
- Refugee claimant
- Protected Person/Convention Refugee
- No status/Out of status
- Unknown
- Prefer not to answer
- A status not listed, please specify _____

7. What is/are the first language(s) your child learned? Select all that apply.

Note: You may select from the list and/or select “A language not listed above” and type in your own answer. If you select ‘First Nations, Métis (Michif), or Inuit language’, you will have the option to type in the name of the language.

- | | | |
|--|---------------------------------------|--|
| <input type="radio"/> Albanian | <input type="radio"/> Japanese | <input type="radio"/> Sign language (e.g. ASL or LSQ) |
| <input type="radio"/> Amharic | <input type="radio"/> Korean | <input type="radio"/> Somali |
| <input type="radio"/> Arabic | <input type="radio"/> Kurdish | <input type="radio"/> Spanish |
| <input type="radio"/> Chinese (incl. Mandarin & Cantonese) | <input type="radio"/> Lao | <input type="radio"/> Swahili |
| <input type="radio"/> Croatian | <input type="radio"/> Low German | <input type="radio"/> Tagalog (Pilipino;Filipino) |
| <input type="radio"/> Dari | <input type="radio"/> Malayalam | <input type="radio"/> Tamil |
| <input type="radio"/> Dutch | <input type="radio"/> Nepali | <input type="radio"/> Telugu |
| <input type="radio"/> English | <input type="radio"/> Pashto | <input type="radio"/> Tigrinya |
| <input type="radio"/> First Nations, Métis (Michif), or Inuit language | <input type="radio"/> Persian (Farsi) | <input type="radio"/> Turkish |
| <input type="radio"/> French | <input type="radio"/> Polish | <input type="radio"/> Urdu |
| <input type="radio"/> German | <input type="radio"/> Portuguese | <input type="radio"/> Vietnamese |
| <input type="radio"/> Greek | <input type="radio"/> Punjabi | <input type="radio"/> A language or languages not listed above, please specify:
_____ |
| <input type="radio"/> Gujarati | <input type="radio"/> Rohingya | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Hindi | <input type="radio"/> Romanian | |
| <input type="radio"/> Hmong | <input type="radio"/> Russian | |
| <input type="radio"/> Hungarian | <input type="radio"/> Serbian | |

The following question will appear when a parent/guardian indicates that their child's first language was a First Nations, Metis (Michif), or Inuit language.

7A. If you would like to specify which First Nations, Métis (Michif), or Inuit language(s) you first learned to speak, please enter it (them) into the space provided.

- I first learned to speak... _____
- I do not wish to specify

8. What is/are religion(s)/spiritual belief(s) and/or worldview(s) of your household? Select all that apply.

- Agnosticism
- Atheism
- Bahá'í
- Buddhism
- Catholicism

- Christianity (not including Catholic)
- Hinduism
- Indigenous spirituality
- Jainism
- Judaism
- Islam
- Sikhism
- A non-religious spirituality
- No religious/spiritual beliefs
- Prefer not to answer
- A religious/spiritual belief or worldview not listed above (please specify) _____

Gender identity is a person's individual sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex that was identified for them when they were born (such as female, intersex, or male). For more information about gender identities, you can read the [Ontario Public Service Glossary on Gender Identity](#).

9. What is the gender identity of your child? Select all that apply.

- Female/Girl
- Gender fluid
- Gender nonconforming
- Genderqueer
- Intersex
- Male/Boy
- Non-binary
- Trans
- Two-Spirit
- Prefer not to answer
- A gender not listed above (please specify) _____

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. It may be felt in the body or in the mind. 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.

10. Do you consider your child to be a person with a disability/disabilities?

- Yes
- No
- Not sure
- Prefer not to answer

(If yes) 10A. Please select any disability or health condition that applies to your child. Select all that apply.

- ADHD (Attention Deficit Hyperactivity Disorder)
- Blind/Low Vision
- Deaf/Hard of Hearing
- Learning, perceptual, or cognitive (e.g., autism, dyslexia, FASD, learning disability, neurodiverse)
- Medical (e.g., addiction, airway management, allergies, asthma, diabetes, epilepsy, feeding tube)
- Mental health (e.g., depression, eating disorder, high anxiety, OCD, psychosis)
- Physical (e.g., coordination, mobility, movement)
- Speech impairment
- Prefer not to answer
- A disability or condition not listed above (please specify) _____

To better understand how the socio-economic status of households affect students' experiences in school, the next few questions will ask you about your household size, your household income, as well as the education levels and employment status of the adults in your household.

Please remember that all responses will be kept confidential, and all survey questions are voluntary. If you are not comfortable responding to a question, please feel welcome to skip it.

11. How many adults (18 years of age or older) live in your household?

- One
- Two
- Three
- Four or more
- Prefer not to answer

12. How many dependent children/youths live in your household?

- One
- Two
- Three
- Four
- Five or more
- Prefer not to answer

13. Which income range best describes the combined income from all adults in your household (including employment income and government assistance)?

- Less than \$20,000 per year
- \$20,000-39,999 per year
- \$40,000-59,999 per year
- \$60,000-79,999 per year
- \$80,000-99,999 per year
- \$100,000-199,999 per year
- More than \$200,000 per year
- Prefer not to answer

For the next two questions, please respond to the questions for up to three parents/guardians in your home. *Please include only the adult(s) in the household whose primary role is to raise the child(ren) in your home.*

14. What is/are the highest level(s) of education completed by the parent(s)/guardian(s) in your household?

For each parent/guardian, please type their relationship to the child (e.g. caregiver, mother, father, grandparent, guardian, etc.) into the space provided, then select an education level from the drop down menu for each parent/guardian.

Relationship to your child: _____

Dropdown menu:

- No certificate, diploma, or degree
- High school diploma or equivalent
- Apprenticeship or trades certificate or diploma
- College; CEGEP or other non-university certificate of diploma
- University certificate or diploma below bachelor level
- Bachelor's degree
- Master's degree
- Doctorate
- An education level not listed
- Prefer not to answer

Space to indicate the education level of up to three parents/guardians is available.

15. What is/are the employment status(es) of the parent(s)/guardian(s) in your household?

For each parent/guardian, please type their relationship to your child (e.g. caregiver, mother, father, grandparent, guardian, etc.) into the space provided, then select an employment status from the drop down menu for each parent/guardian.

Relationship to your child: _____

Dropdown menu:

- Employed full-time
- Employed part-time
- Stay-at-home parent/guardian
- Unemployed (seeking employment)
- Unemployed (not seeking employment)
- Student (also employed)
- Student (not employed)
- Retired
- An employment status not listed
- Prefer not to answer

Space to indicate the employment status of up to three parents/guardians is available.

Thank you for your feedback. Your input will help us to strengthen the work that we do!

Legislation, Guidelines, Policies, and Procedures

The list below includes a number of relevant legislations, guidelines, policies, and procedures from the Province of Ontario and the WRDSB that regulate and inform all phases of the Student Census process.

Legislation

- Education Act: <https://www.ontario.ca/laws/statute/90e02>
- Municipal Freedom of Information and Protection of Privacy Act: <https://www.ontario.ca/laws/statute/90m56>
- Personal Information Protection and Electronic Documents Act: https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda_brief/
- Anti-Racism Act: <https://www.ontario.ca/laws/statute/17a15>
 - Ontario Regulation 267/18: <https://www.ontario.ca/laws/regulation/r18267>
- Ontario Human Rights Code: <https://www.ontario.ca/laws/statute/90h19>

Best Practice Guidelines

- Anti-Racism Data Standards: <https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>
- Ontario's Education Equity Action Plan: https://files.ontario.ca/edu-1_0/edu-Ontario-Education-Equity-Action-Plan-en-2021-08-04.pdf
- Model Code for the Protection of Personal Information: <https://laws-lois.justice.gc.ca/eng/acts/p-8.6/page-7.html>
- Ontario Human Rights Commission guideline – “Count me in! Collecting human rights-based data”: <http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data>
- Ontario Student Record (OSR) Guideline, 2000: <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

Internal WRDSB Policies and Administrative Procedures applicable to the Student Census include:

- Board Policy 1008: Equity and Inclusion: <https://www.wrdsb.ca/wp-content/uploads/1008-Equity-and-Inclusion.pdf>
- Board Policy 1013 – First Nation, Métis and Inuit Voluntary Self-Identification Policy: <https://www.wrdsb.ca/wp-content/uploads/1013-FNMI-Voluntary-Self-Identification-1.pdf>
- Board Policy 1014: Privacy Protection and Access to Information: <https://www.wrdsb.ca/wp-content/uploads/1014-PrivacyProtection-and-Access-to-Information.pdf>
- Board Policy 2012: Access to Digital Resources and Technology: <https://www.wrdsb.ca/wp-content/uploads/2012-Access-to-Digital-Resources-and-Technology.pdf>
- Administrative Procedure 1102: Freedom of Information Request Protocol: <https://www.wrdsb.ca/wp-content/uploads/1102-FOI-Request-Protocol.pdf>
- Administrative Procedure 1104: Privacy Breach Protocol: <https://www.wrdsb.ca/wp-content/uploads/1104-Privacy-BreachProtocol.pdf>
- Administrative Procedure 4070: Responsible Use Procedure for Information, Communication and Collaboration Technologies: <https://www.wrdsb.ca/wp-content/uploads/AP4070-Responsible-Use-Procedure-for-Info-Comms-and-Tech.pdf>
- Administration Procedure 4790: Classification and Security of Data: <https://www.wrdsb.ca/wp-content/uploads/4790-Classification-and-Security-of-Data-1.pdf>

Privacy and data security

Web Content

What is our commitment?

The WRDSB and the staff of the Research and Evidence-Based Practice Department are committed to protecting the confidentiality of all student data. We have aligned our process to ensure that we meet the regulations and best practices laid out in the Municipal Freedom of Information and Protection of Privacy Act of Ontario, and the guidelines for collecting data for identities protected under the Ontario Human Rights Code and the Data Standards for the Identification and Monitoring of Systemic Racism.

The legislation and guidelines above have informed how the WRDSB has designed the Student Census, which will ask students (or their parent/guardian) to voluntarily provide personal information.

How will we protect the confidentiality of data?

The WRDSB Student Census process adheres to all freedom of information and privacy laws (i.e. MFIPPA). We are committed to ensuring that all personal information collected from students will remain restricted to WRDSB staff who require the information for the purposes of conducting research. By default, the only WRDSB staff members with access to individual student information will be members of the Research Department. Information Technology (IT) Services staff may be granted access to individual student information, as needed, to provide technical support for data management purposes.

Personal identifying information will only be used for the purposes of linking student census data to existing student data. Research Department staff will create a de-identified data file by linking student census data to existing student data using unique student ID numbers. Once the information from the student census and the existing student data has been linked, Research Department staff will remove all personally identifying information from the data file prior to conducting analyses and preparing reports.

The individual responses provided in the student census will remain on encrypted password-protected servers and on password-protected laptops accessible only by WRDSB Research Department staff of WRDSB's Research and Evidence-Based Practice Department. The research staff is committed to ensuring that raw data (individual responses) are never viewed by any unauthorized persons.

Individual student information will never be shared in any documents or reports that are prepared from the Student Census. The results will be reported in a summarized format (including anonymous data files which are required under the Anti-Racism act), meaning that all responses will be combined with the information of other students to ensure that the confidentiality of individual student responses remains protected. Any research findings that represent a small number of students will not be included in reports. The analysis and reporting process will use a data suppression protocol, meaning that any research results that represent less than 15 individual students will not be shared. Data suppression is used to ensure that the data is grouped in a way that will not allow the readers of any prepared reports or documents to identify the specific responses provided by any of the students who participated in the census.

Finally, to ensure that students and parents/guardians have full control of what information is collected by the board, the entire questionnaire is voluntary. This means that students and parents/guardians can choose to opt-out of the Student Census. Students and parents/guardians who complete the census can also decide which questions they wish to answer, and which questions they prefer not to answer. Please visit our website for information on the opt-out procedures for students and parents/guardians.

How will we maintain data security?

The WRDSB Student Census will be implemented using the online survey platform Qualtrics. To ensure that data will remain secure using this platform, WRDSB research staff with support from the WRDSB privacy officer conducted a Service Provider Privacy Security Assessment in 2019.

Using WRDSB's security assessment tool, research staff reviewed Qualtrics' publicly available data security documents and submitted our draft of the assessment with follow up questions to Qualtrics staff to gather further details and validate our assessment of their data security protocols. The assessment confirmed that Qualtrics' privacy protocols adhere to Canadian and international standards for data security. It also confirmed that Qualtrics will not access data collected by the WRDSB without the permission of an authorized member of the WRDSB research department. Qualtrics staff does not access or share any of the survey data that is collected by the WRDSB as part of their business practice.

WRDSB's Research and Evidence-Based Practice Department has developed a data retention plan to ensure that data is managed and deleted in an appropriate fashion. All identifiable Student Census data will be kept on encrypted servers and password protected devices. Data will be securely disposed of as per the WRDSB Records and Retention Schedule. Keeping data for a specific number of years allows important information to be available to help measure changes in our system over time.

Review the full copy of the Privacy Impact Assessment conducted by WRDSB Research staff and the Privacy and Records Information Management Officer.

For more information on the WRDSB Student Census data security and privacy protocols, please contact WRDSB Research Department at research@wrdsb.ca or the WRDSB Freedom of Information and Privacy Office at privacy@wrdsb.ca.

Links to privacy and security documents

- WRDSB Privacy Impact Assessment: <https://www.wrdsb.ca/wp-content/uploads/WRDSB-Student-Census-Privacy-Impact-Assessment-FINAL.pdf>
- WRDSB Service Provider Privacy and Security Assessment: <https://www.wrdsb.ca/wp-content/uploads/WRDSB-Service-Provider-Privacy-and-Security-Assessment-of-Qualtrics.pdf>
- Qualtrics Security White Paper: <https://www.wrdsb.ca/wp-content/uploads/Qualtrics--Security-White-Paper-Lite-2018.pdf>