ON COMPTE SUR TOI

Census: Collection of Socio-Demographic Data

Kindergarten to Grade 8 Students

To be completed by a parent/guardian/responsible adult

CLÉ
Centre de leadership et d'évaluation

FRANCO-NORD
Conseil scolaire catholique

The collection of personal information is designed to assist your school board in fulfilling its legal obligations regarding equity and inclusive education under the *Education Act* and the *Anti-Racism Act, 2017*. It is important for your school board to not only establish an equity and inclusive education policy, but also to actively strive towards eliminating systemic racism and fostering racial equity.

The Government of Ontario acknowledges that factors such as race, sexual orientation, physical or mental disability, sex, gender, or socio-economic status may combine to create additional barriers for some students. Therefore, it is a requirement of the Government of Ontario that school board policies take these factors into account.

Please note that this collection of personal information is different from the Aboriginal self-identification data collection that the Ministry of Education already conducts in certain school boards.

Your participation in this personal information collection process is entirely voluntary and without consequence whether you choose to participate or not. If you choose to participate, you should know that you can always access the personal information you have submitted, rectify it or withdraw your consent to its collection at any time. However, changing information or withdrawing consent will not affect data already used for analysis.

The Centre de leadership et d'évaluation inc. (CLÉ) has been mandated by your school board to develop the tools needed to collect and store the personal information collected. This work will be carried out by the CLÉ in a manner that ensures confidentiality and security. The technical team at CLÉ, who are responsible for this project, along with the appointed data administrator within your school board, will have access to all the data. This access enables them to conduct analyses that will assist your school board in fulfilling the obligations set forth by the *Anti-Racism Act, 2017* and the *Education Act*.

Your school board will be able to cross-reference personal information data with other data which is already available to your school board, such as data on performance, attendance, perceptions of the school climate and student well-being. This integrated analysis will enhance the understanding of racial disparities, thereby facilitating the design of interventions aimed at promoting racial equity and bridging performance gaps among diverse groups.

To protect the dignity and privacy of students and their families, the data analysis reports produced by your school board will be anonymized.

If you have any questions about this collection of personal information, please do not hesitate to contact the designated data administrator at the following e-mail address: recensement@franco-nord.ca

You will require approximately 15 minutes to answer the questions in this collection of personal information. If you choose to participate, please complete the questionnaire for one child only. If you have more than one child, please complete a questionnaire for each child.

Thank you for your cooperation.

Consent

☐ **By participating in this collection of personal information, I acknowledge that the personal information will be part of analyses carried out by the school board and/or its agent to fulfill its obligations under the *Anti-Racism Act*, 2017.**

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AGE

1. **What year was your child born?**

   _____

PLACE OF BIRTH

2. **Where was your child born?**
   - City/Town

   _____
   - Country

   _____

GEOSPATIAL INFORMATION

3. **What is your child main residential address? Please enter the first three characters of the postal code.**

   _____

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LANGUAGES

4. What was the first language that your child learned before starting school?

- ☐ Albanian
- ☐ German
- ☐ English
- ☐ Arabic
- ☐ Bengali
- ☐ Korean
- ☐ Creole
- ☐ Croatian
- ☐ Dari
- ☐ Spanish
- ☐ English
- ☐ Greek
- ☐ Gujarati
- ☐ Hebrew
- ☐ Hindi
- ☐ Hungarian
- ☐ Italian
- ☐ American Sign Language
- ☐ Langue des signes québécoise
- ☐ Language of an indigenous people
  - ☐ Anishinaabemowin (also called Ojibwemowin, Anichinaabe language or Ojibwe language)
  - ☐ Inuktitut
  - ☐ Inuvialuktun
  - ☐ Kanyen'kéha (also called Mohawk language)
  - ☐ Mitchif
  - ☐ An indigenous language that is not on this list (please identify):

    _____
- ☐ Malayalam
- ☐ Mandarin
- ☐ Dutch
- ☐ Urdu
- ☐ Punjabi
- ☐ Persian
- ☐ Polish
- ☐ Portuguese
- ☐ Russian
- ☐ Serbian
- ☐ Somali
- ☐ Swahili
- ☐ Tagalog
- ☐ Tamil
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ A language that is not on this list (please identify):

  _____

5. Did your child learn a second language before starting school? If so, which one?

- ☐ Albanian
- ☐ German
- ☐ English
- ☐ Arabic
- ☐ Bengali
- ☐ Korean
- ☐ Creole
- ☐ Croatian
- ☐ Dari
- ☐ Spanish
- ☐ Malayalam
- ☐ Mandarin
- ☐ Dutch
- ☐ Urdu
- ☐ Punjabi
- ☐ Persian
- ☐ Polish
- ☐ Portuguese
- ☐ Russian
- ☐ Serbian

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- ☐ English
- ☐ Greek
- ☐ Gujarati
- ☐ Hebrew
- ☐ Hindi
- ☐ Hungarian
- ☐ Italian
- ☐ American Sign Language
- ☐ Langue des signes québécoise
- ☐ Language of an indigenous people
    - ☐ Anishinaabemowin (also called Ojibwemowin, Anichinaabe language or Ojibwe language)
    - ☐ Inuktitut
    - ☐ Inuvialuktun
    - ☐ Kanyen'kéha (also called Mohawk language)
    - ☐ Mitchif
    - ☐ An indigenous language that is not on this list (please identify):

      _____
- ☐ Somali
- ☐ Swahili
- ☐ Tagalog
- ☐ Tamil
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ A language that is not on this list (please identify):

  _____

6. What language(s) can your child speak and understand today? Please select all the answers that apply.

- ☐ Albanian
- ☐ German
- ☐ English
- ☐ Arabic
- ☐ Bengali
- ☐ Korean
- ☐ Creole
- ☐ Croatian
- ☐ Dari
- ☐ Spanish
- ☐ English
- ☐ Greek
- ☐ Gujarati
- ☐ Hebrew
- ☐ Hindi
- ☐ Hungarian
- ☐ Italian
- ☐ American Sign Language
- ☐ Langue des signes québécoise
- ☐ Language of an indigenous people
    - ☐ Anishinaabemowin (also called Ojibwemowin, Anichinaabe language or Ojibwe language)
- ☐ Malayalam
- ☐ Mandarin
- ☐ Dutch
- ☐ Urdu
- ☐ Punjabi
- ☐ Persian
- ☐ Polish
- ☐ Portuguese
- ☐ Russian
- ☐ Serbian
- ☐ Somali
- ☐ Swahili
- ☐ Tagalog
- ☐ Tamil
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ A language that is not on this list (please identify):

  _____

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- ☐ Inuktitut
- ☐ Inuvialuktun
- ☐ Kanyen'kéha (also called Mohawk language)
- ☐ Mitchif
- ☐ An indigenous language that is not on this list (please identify):

_____

7. In which language(s) can your child read or write today? Please select all the answers that apply.

- ☐ Albanian
- ☐ German
- ☐ English
- ☐ Arabic
- ☐ Bengali
- ☐ Korean
- ☐ Creole
- ☐ Croatian
- ☐ Dari
- ☐ Spanish
- ☐ English
- ☐ Greek
- ☐ Gujarati
- ☐ Hebrew
- ☐ Hindi
- ☐ Hungarian
- ☐ Italian
- ☐ American Sign Language
- ☐ Langue des signes québécoise
- ☐ Language of an indigenous people
  - ☐ Anishinaabemowin (also called Ojibwemowin, Anichinaabe language or Ojibwe language)
  - ☐ Inuktitut
  - ☐ Inuvialuktun
  - ☐ Kanyen'kéha (also called Mohawk language)
  - ☐ Mitchif
  - ☐ An indigenous language that is not on this list (please identify):

    _____
- ☐ Malayalam
- ☐ Mandarin
- ☐ Dutch
- ☐ Urdu
- ☐ Punjabi
- ☐ Persian
- ☐ Polish
- ☐ Portuguese
- ☐ Russian
- ☐ Serbian
- ☐ Somali
- ☐ Swahili
- ☐ Tagalog
- ☐ Tamil
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ A language that is not on this list (please identify):

  _____

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INDIGENOUS IDENTITY

8. Is your child First Nations (registered or not), Métis and/or Inuit?

- ☐ Yes
- ☐ No

8.1) If you answered "yes" to the previous question, please specify which Indigenous identity your child identify with. Please choose all the answers that apply.

- ☐ First Nations (registered or not)
- ☐ Métis
- ☐ Inuit

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ETHNICITY

The next question refers to the sense of belonging. Remember that you do not have to be born in Canada to consider yourself Canadian.

9. Does your child consider himself or herself Canadian?

- ☐ Yes
- ☐ No

Ethnic groups have a common identity, heritage, ancestors or historical past, often accompanied by identifiable cultural, linguistic or religious characteristics.

10. A person may have one or more ethnic or cultural origins at a time. Please indicate all that apply to your child :

- ☐ Algerian
- ☐ German
- ☐ Amazigh
- ☐ English
- ☐ Anichinaabe
- ☐ Bamileke
- ☐ Bembé
- ☐ Canadian
- ☐ Chinese
- ☐ Colombian
- ☐ Korean
- ☐ Cree
- ☐ Djiboutian
- ☐ Scottish
- ☐ French
- ☐ Guyanese
- ☐ Haitian
- ☐ Haudenosaunee
- ☐ Asian Indian
- ☐ Inuit
- ☐ Irish
- ☐ Italian
- ☐ Jamaican
- ☐ Japanese
- ☐ Jewish
- ☐ Kabyle
- ☐ Lebanese
- ☐ Moroccan
- ☐ Métis
- ☐ Mexican
- ☐ Mi'kmaq
- ☐ Ojibwe
- ☐ Pakistani
- ☐ Polish
- ☐ Portuguese
- ☐ Romanian
- ☐ Russian
- ☐ Somali
- ☐ Sri Lankan
- ☐ Tagalog
- ☐ Tunisian
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ an ethnic or cultural origin that is not on this list (please specify): _____

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RACIAL ORIGIN

People are often described as belonging to a certain "race" based on how others see and behave towards them. These ideas about belonging to a race are usually based on physical characteristics such as skin color. Ideas about race are often imposed on certain individuals by other individuals in a way that can impact one's life experience and the way they are treated. Race is often confused with ethnicity, but a racialized group often includes multiple ethnicities.

In our society, individuals are often described by using the notion of "race". Even though we know that this category has no biological significance, it still has some social effect.

11. **Which racial category best describes your child? Please choose all of the categories that apply.**
    - ☐ **Southeast Asian** (Person of Cambodian, Filipino, Malaysian, Thai, Vietnamese, and other Southeast Asian ancestry, etc.)
    - ☐ **North American Aboriginal** (Person of First Nations, Métis, or Inuit ancestry)
    - ☐ **White** (Person of French, British, Greek, Italian, Portuguese, Russian, Slovak, and other European ancestry, etc.)
    - ☐ **East Asian** (Person of Chinese, Korean, Japanese, Taiwanese ancestry, etc.)
    - ☐ **Latin American** (Person of Colombian, Cuban, Mexican, Peruvian, Salvadoran, and other Latin American ancestry, etc.)
    - ☐ **North African or Middle Eastern** (Person of Arab, Persian, West Asian ancestry e.g., Afghan, Egyptian, Iranian, Lebanese,
    - ☐ Turkish, Kurdish, etc.)
    - ☐ **Black** (Person of African descent, Afro-Caribbean, African Canadian, etc.)
    - ☐ **South Asian** (Person of Bangladeshi, Indian, Pakistani, Sri Lankan, as well as Indo-Caribbean ancestry, such as Guyanese, etc.)
    - ☐ **A racial category that is not included in the list provided** (please specify): _____

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RELIGIOUS OR SPIRITUAL AFFILIATION

12. What is your child religion or spiritual affiliation? Please choose all the answers that apply.

- ☐ Buddhism
- ☐ Christianity
- ☐ Hinduism
- ☐ Islam
- ☐ Judaism
- ☐ Sikhism
- ☐ Indigenous spirituality
- ☐ No religious or spiritual affiliation
- ☐ A religion or spiritual affiliation that is not included in the list provided (please specify):

  _____

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GENDER IDENTITY

Gender identity comes from a person's inner and individual experience. It is a person's deep 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 assigned at birth (female, intersex, male). Gender identity is different from sexual orientation and gender identity does not determine sexual orientation.

The Canadian Charter of Rights and Freedoms protects the right of every person – including children and youth – to choose and express their own gender identity.

13. **What gender identity does your child primarily identify with?**
    - ☐ **Agenre** (without gender or gender identity)
    - ☐ **Androgynous** (does not clearly conform to the categories "boys/men" or "girls/women" established by society)
    - ☐ **Bigenre** (identifies with the gender "boys/men" and the gender "girls/women")
    - ☐ **Two-spirit** (Indigenous person whose gender identity includes both a masculine, feminine or non-binary spirit)
    - ☐ **Questioning**
    - ☐ **Girl** (identified as "girl" at birth and identifies as a girl)
    - ☐ **Trans girl** (identified as "boy" at birth, but who identifies as a girl)
    - ☐ **Boy** (identified as "boy" at birth and identifies as a boy)
    - ☐ **Trans boy** (identified as "girl" at birth, but who identifies as a boy)
    - ☐ **Creative gender** (expresses a gender identity other than that related to sex assigned at birth and which does not conform to binarity: "boys/men" - "girls/women")
    - ☐ **Gender fluid** (gender identity or expression may vary from day to day on the gender spectrum)
    - ☐ **Neutrois** (a neutral gender identity)
    - ☐ **Non-binary** (a gender identity that refuses to conform to the idea that there are only two gender possibilities:
    - ☐ "boys/men" or "girls/women")
    - ☐ **Pangenre** (identifies with many genres)
    - ☐ **Queer** (whose gender identity goes against the binary norms of society)
    - ☐ **A gender identity that is not included in the list provided** (please specify): _____

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DISABILITY

Some people identify as living with disabilities because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible.

A disability may or may not be diagnosed. It may or may not be visible. Some students with disabilities may have a special program at their school to help them (an Individual Education Plan or IEP), but others may not.

14. Does your child consider herself or himself to be a person with a disability?

- ☐ Yes
- ☐ No

14.1) If yes, please select all applicable answers.

- ☐ Blind or partially sighted
- ☐ Having an addiction, or more
- ☐ Pain (e.g., chronic pain or discomfort caused by illness, injury or condition)
- ☐ Mobility disability
- ☐ Physical disability
- ☐ Chronic condition (e.g., epilepsy, cerebral palsy, spina bifida, cystic fibrosis)
- ☐ Deaf or hard of hearing
- ☐ Learning disability
- ☐ Developmental disorder
- ☐ Speech disorder
- ☐ Autism Spectrum Disorder
- ☐ Mental disorder (e.g. depression, anxiety)
- ☐ One or more disability situation(s) that are not included in the list provided (please specify):
  _____

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STATUS IN CANADA

15. Was the child born in Canada?

- ☐ Yes
- ☐ No

15.1) If you answered no to the previous question, please indicate the child's current status in Canada:

- ☐ Canadian citizen
- ☐ Temporary resident
- ☐ Permanent resident
- ☐ International student
- ☐ Asylum seeker
- ☐ Economic immigrant
- ☐ Family reunion/sponsorship
- ☐ Temporary worker
- ☐ Visitor
- ☐ Refugee

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SOCIO-ECONOMIC STATUS

In this section, the questions are about the adults responsible for your child. Questions 16 to 20 are for a first parent or guardian (adult 1) and questions 21 to 25 are for a second parent or guardian (adult 2).

Parent /Guardian 1

16. Please indicate what role *adult 1* plays for your child. (Please choose only one answer)

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandmother
- ☐ Grandfather
- ☐ Family member (other)
- ☐ Guardian
- ☐ Foster parent
- ☐ Friend
- ☐ A person who is not in the list provided (please specify): _____

17. Please indicate the highest level of education attained by *adult 1*. (Please choose only one answer)

- ☐ Did not attend school
- ☐ Elementary school
- ☐ Secondary school
- ☐ Apprenticeship Program
- ☐ College
- ☐ University
- ☐ I don't know

18. What is the employment status of *adult 1*?

- ☐ Part-time employment
- ☐ Full-time employment
- ☐ Without remunerated employment
- ☐ I don't know

19. What best describes the employment status of *adult 1*?

- ☐ Employed
- ☐ Self-employment (e.g., owns one's own business)
- ☐ Looking for employment
- ☐ Guardian or tutor in the household
- ☐ Retired
- ☐ I don't know

20. What is the employment or occupation of *adult 1*?

_____

- ☐ I don’t know

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Skip this section if your child lives with only one parent or guardian.

Parent /Guardian 2

21. Please indicate what role *adult 2* plays for your child. (Please choose only one answer)

- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ Grandmother
- ☐ Grandfather
- ☐ Family member (other)
- ☐ Guardian
- ☐ Foster parent
- ☐ Friend
- ☐ A person who is not in the list provided (please specify): _____

22. Please indicate the highest level of education attained by *adult 2*. (Please choose only one answer)

- ☐ Did not attend school
- ☐ Elementary school
- ☐ Secondary school
- ☐ Apprenticeship Program
- ☐ College
- ☐ University
- ☐ I don't know

23. What is the employment status of *adult 2*?

- ☐ Part-time employment
- ☐ Full-time employment
- ☐ Without remunerated employment
- ☐ I don't know

24. What best describes the employment status of *adult 2*?

- ☐ Employed
- ☐ Self-employment (e.g. owns one's own business)
- ☐ Looking for employment
- ☐ Guardian or tutor in the household
- ☐ Retired
- ☐ I don't know

25. What is the employment or occupation of *adult 2*?

_____

- ☐ I don’t know

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26. Right now, which adult does your child live with most of the time? (Choose only one answer.)

- ☐ Both parents
- ☐ A parent and a stepparent
- ☐ Mother
- ☐ Father
- ☐ Stepmother
- ☐ Stepfather
- ☐ One or two grandparents
- ☐ Guardian
- ☐ One or more foster parents
- ☐ Friend
- ☐ A person who is not in the list provided (please specify): _____

Thank you for your participation in the census!