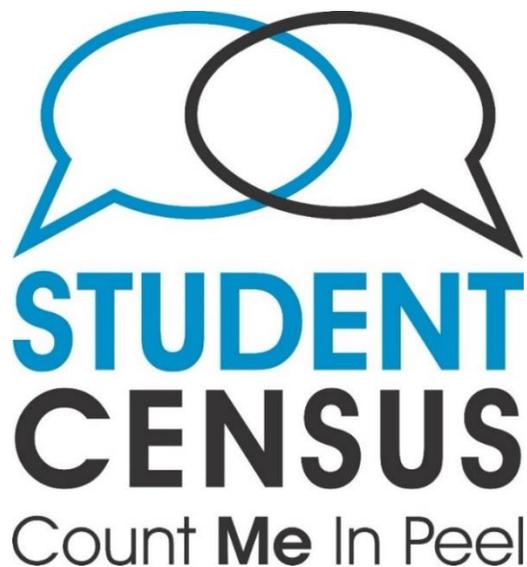


STUDENT CENSUS 2018: Resource Guide for Identity Questions



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INTRODUCTION

The Peel board conducted its first Student Census in November 2018. Demographic and perceptual data were gathered from students in grades 4 to 12 and from parents/guardians of students in kindergarten to grade 3. The Student Census findings are intended to help the board, schools, and school communities to:

- (1) better understand student populations and school communities;
- (2) identify and eliminate barriers to student success, inclusion and well-being; and
- (3) establish effective programs and allocate resources to where they are needed most.

Results from the Student Census will be used to facilitate action on one of the goals in the board's [Plan for Student Success](#): *achieve inclusion for all through continuous progress on equity*. The Student Census also supports the work of the Ontario Ministry of Education's [Equity Action Plan](#) (2017) and the Ontario Anti-Racism Directorate's [Anti-Racism Strategic Plan](#) (2017) to better understand the experiences and impacts of systemic discrimination and marginalization.

The purpose of this resource is to support readers in understanding data related to the Student Census questions on identity. These include questions on: language(s) learned at home/spoken most often at home, ethnic origin, Indigenous identity, race, gender, sexual orientation, religion/faith, and disabilities/challenges. Each of the following sections of this document provides:

- a definition of the identity variable;
- the relevant question(s) from the Student Census;
- clarifying instructions for students from the Educator Guide included within each homeroom Student Census package; and
- background information on the origin of the question wording, response options, data analysis frameworks, and definitions of potentially unfamiliar terms.

When interpreting the Student Census results, it is important to consider that “people’s lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers or opportunities” ([Ontario Anti-Racism Directorate](#), 2017). The study of multiple and overlapping aspects of identity as they relate to experiences of discrimination is known as intersectionality ([Crenshaw](#), 1989).

QUESTION WORDING AND PLACEMENT

Standards for the wording and placement of the questions on identity were set out by the Ontario Anti-Racism Directorate in 2018, as part of a mandate for school boards to collect, analyze, and report race-based data by 2023. As the Peel board’s consultations with various groups (including the Ontario Ministry of Education) predate the release of these standards, there are slight variations in the wording of Student Census questions between the [Anti-Racism Data Standards](#) guidelines and the Peel board’s versions.

LANGUAGE

The first two questions of the Student Census explored the language(s) first learned and spoken most often at home. As the Ontario Human Rights Commission notes, “there is almost inevitably a link between the language we speak or the accent with which we speak a particular language on the one hand, and our ancestry, ethnic origin or place of origin on the other.” ([Ontario Human Rights Commission](#), n.d.)

STUDENT CENSUS QUESTIONS

1. What is the **first language(s)** you learned at home as a child and still understand? (*Select all that apply*)

- | | | | | |
|--|--------------------------------|---------------------------------|--|-------------------------------|
| <input type="radio"/> American Sign Language | <input type="radio"/> English | <input type="radio"/> Hindi | <input type="radio"/> Mohawk | <input type="radio"/> Somali |
| <input type="radio"/> Arabic | <input type="radio"/> French | <input type="radio"/> Inuktitut | <input type="radio"/> Ojibwe | <input type="radio"/> Spanish |
| <input type="radio"/> Bengali | <input type="radio"/> Greek | <input type="radio"/> Korean | <input type="radio"/> Persian or Farsi | <input type="radio"/> Tagalog |
| <input type="radio"/> Cantonese | <input type="radio"/> Gujarati | <input type="radio"/> Mandarin | <input type="radio"/> Punjabi | <input type="radio"/> Tamil |
| <input type="radio"/> Dari | <input type="radio"/> Hebrew | <input type="radio"/> Michif | <input type="radio"/> Russian | <input type="radio"/> Urdu |

Other, please print in the box:

2. What language(s) do you **speak** most often at home? (*Select all that apply*)

- | | | | | |
|--|--------------------------------|---------------------------------|--|-------------------------------|
| <input type="radio"/> American Sign Language | <input type="radio"/> English | <input type="radio"/> Hindi | <input type="radio"/> Mohawk | <input type="radio"/> Somali |
| <input type="radio"/> Arabic | <input type="radio"/> French | <input type="radio"/> Inuktitut | <input type="radio"/> Ojibwe | <input type="radio"/> Spanish |
| <input type="radio"/> Bengali | <input type="radio"/> Greek | <input type="radio"/> Korean | <input type="radio"/> Persian or Farsi | <input type="radio"/> Tagalog |
| <input type="radio"/> Cantonese | <input type="radio"/> Gujarati | <input type="radio"/> Mandarin | <input type="radio"/> Punjabi | <input type="radio"/> Tamil |
| <input type="radio"/> Dari | <input type="radio"/> Hebrew | <input type="radio"/> Michif | <input type="radio"/> Russian | <input type="radio"/> Urdu |

Other, please print in the box:

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

1. What is the first language(s) you learned at home as a child and still understand? (*Select all that apply*)

A first language is the language that your parents/guardians used to communicate with you or exposed you to from birth to three years of age. It can also be called your primary language(s) and you may have more than one.

2. What language(s) do you speak most often at home? (*Select all that apply*)

Select the languages that you most often hear and use at home or in your daily life outside of school.

RESPONSE OPTIONS

The response options were based on the Peel board’s list of top 20 languages spoken by students (Student Information System data), as well as input from staff at the Ontario Ministry of Education. The [Mother tongue and home language classification](#) from Statistics Canada (2019b) was consulted to analyze written responses.

ETHNIC ORIGIN

Ethnicity is complex and multidimensional and “can be measured using a variety of concepts, including ethnic ancestry or origin, ethnic identity, cultural origins, nationality, race, colour, minority status, tribe, language, religion or various combinations of these concepts” ([United Nations](#), 2017). Statistics Canada defines ethnic origin as referring “to the ethnic or cultural origins of the person’s ancestors. An ancestor is usually more distant than a grandparent” ([Statistics Canada](#), 2019a).

STUDENT CENSUS QUESTION

3. What is your **ethnic or cultural** background? (*Please print in the box. You can print more than one.*)

(Examples: Afghan, American, Anishnaabe, Arab, Bengali, Canadian, Chinese, Colombian, Cree, Cuban, Dutch, East Indian, English, Ethiopian, Filipino, French, French-Canadian, German, Greek, Guyanese, Haudenosaunee, Hungarian, Indian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Kenyan, Korean, Lebanese, Métis, Mi'kmaq, Nigerian, Ojibway, Pakistani, Polish, Portuguese, Roma, Russian, Scottish, Somali, Sri Lankan, Syrian, Trinidadian, Ukrainian, etc.)

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

3. What is your ethnic or cultural background? (*Please print in the box. You can print more than one.*)

An ethnic group is a group of people who see each other as having similarities, such as traditions, country of origin, history, language, religion, society and culture. Your ethnicity/culture is not always based on where you were born or where you live.

RESPONSE OPTIONS

In accordance with the [Anti-Racism Directorate’s Standard 17 – Collecting Personal Information about Ethnic Origin](#), there were no provided response options. The provided examples were taken from this standard, and supplemented with information from the Peel board’s Student Information System.

The [List of ethnic origins 2016](#) from Statistics Canada (2017) was used as the main framework to analyze written responses. New categories were created and/or adapted based on the reported numbers in the data set (e.g., religion as culture variable, race as culture variable).

Anti-Racism Directorate Standard 17. Collecting Personal Information about Ethnic Origin

Question: What is your ethnic or cultural origin(s)?

For example, Canadian, Chinese, East Indian, English, Italian, Filipino, Scottish, Irish, Anishinaabe, Ojibway, Mi'kmaq, Cree, Haudenosaunee, Métis, Inuit, Portuguese, German, Polish, Dutch, French, Jamaican, Pakistani, Iranian, Sri Lankan, Korean, Ukrainian, Lebanese, Guyanese, Somali, Colombian, Jewish, etc.

Values (valid code list): Open text box (specify as many ethnic or cultural origins as applicable) or provide drop-down list of values as reported in Ontario, Census 2016.

Optional Value: Prefer not to answer (permitted only in oral interview processes to record that the question was asked and the respondent chose not to answer).

Response Rule: Respondents may select or write-in more than one ethnic origins.

FIRST NATIONS, MÉTIS, AND INUIT

The adoption of the term Indigenous to refer collectively to First Nations, Métis, and Inuit Peoples in Canada represents an acknowledgement by the federal government of their rights under the United Nations Declaration of the Rights of Indigenous Peoples ([Joseph, 2016](#)). The Canadian Encyclopedia notes that, “these are the original inhabitants of the land that is now Canada. [...] Though severely threatened — and in certain cases extinguished — by colonial forces, Indigenous culture, language and social systems have shaped the development of Canada and continue to grow and thrive despite extreme adversity” ([The Canadian Encyclopedia, 2019](#)).

STUDENT CENSUS QUESTION

4. Do you identify as **First Nations (Status or non-Status), Métis, and/or Inuit**? (*Select all that apply*)

- No Do not know
 Yes, First Nations (e.g., Cree, Mohawk, Ojibwe) Another Indigenous identity. Please print in the box:
 Yes, Métis
 Yes, Inuit

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

4. Do you identify as **First Nations (Status or non-Status), Métis, and/or Inuit**? (*Select all that apply*)

This question refers to Indigenous people of Canada who have ancestors who lived here for thousands of years before the first explorers arrived.

Note: The text above is taken directly from the Educator Guide. A more appropriate instruction would have been: This question refers to Indigenous Peoples in Canada who have family who lived here for thousands of years before European explorers and settlers arrived.

RESPONSE OPTIONS

The response options for this question were taken from the [Anti-Racism Directorate's Standard 13 – Collecting Personal Information about Indigenous Identity](#).

Positive responses to this question were reviewed in the context of responses to questions on language, ethnic origin, race, and parent/guardian country of birth. The resource [Indigenous Peoples in Canada](#) (The Canadian Encyclopedia, 2019) was used to support the analysis of written responses.

Note: While the term “Aboriginal Peoples” appears in the Constitution Act 1982 and continues to be used by Statistics Canada for data reporting, some people and groups now consider it to be outdated and offensive ([Indigenous Corporate Training Inc., 2019](#)).

Anti-Racism Directorate Standard 13. Collecting Personal Information about Indigenous Identity

Question: Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.

Values (valid code list):

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

Optional Value

Prefer not to answer (permitted only in oral interview processes to record that the question was asked and the respondent chose not to answer).

Response rules

If yes, respondents may select multiple options – First Nations, Métis, and/or Inuit. Respondents may not select both no and yes.

RACE

The Ontario Anti-Racism Directorate notes that, “race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e. ‘socially constructed’), with significant consequences for people’s lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings” ([Ontario Anti-Racism Directorate](#), 2019).

STUDENT CENSUS QUESTION

5. Which of the following **best describes** your **racial background**? (*Select all that apply*)

- | | |
|--|--|
| <input type="radio"/> Black (e.g., African, Afro-Caribbean, African-Canadian descent) | <input type="radio"/> South Asian (e.g., Indian, Pakistani, Sri Lankan, Bangladeshi descent) |
| <input type="radio"/> East Asian (e.g., Chinese, Korean, Japanese, Taiwanese descent) | <input type="radio"/> Southeast Asian (e.g., Filipino, Vietnamese, Malaysian descent) |
| <input type="radio"/> First Nations, Métis, and/or Inuit descent | <input type="radio"/> White (e.g., English, Italian, German, European descent) |
| <input type="radio"/> Latin American (e.g., Brazilian, Mexican, Cuban, Chilean descent) | <input type="radio"/> Do not know |
| <input type="radio"/> Middle Eastern (e.g., Egyptian, Emiratis, Syrian, Saudi Arabian descent) | <input type="radio"/> Prefer not to answer |
| | <input type="radio"/> Other, please print in the box: |

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

5. Which of the following best describes your racial background? (*Select all that apply*)

Race refers to the way society organizes people into groups, based on how you look. Race does not have to be related to your country of origin. The examples provided are simply a guide. Choose your racial background based on how you self-identify.

RESPONSE OPTIONS

The response options for this question were taken from the [Anti-Racism Directorate’s Standard 14 – Race Question and Standard 15 – Race Categories](#).

Anti-Racism Directorate Standards 14 and 15. Race Question and Race Categories

Question: Which race category best describes you? Select all that apply.

Valid values for race categories

Race categories*	Description/examples
Black	African, Afro-Caribbean, African-Canadian descent
East/Southeast Asian (Optional**: may collect as two separate categories - East Asian and Southeast Asian)	Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent
Indigenous*** (First Nations, Métis, Inuk/Inuit)	First Nations, Métis, Inuit descent
Latino	Latin American, Hispanic descent
Middle Eastern	Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.
South Asian	South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.
White	European descent
Another race category	Another race category (Optional: allow write-in response)
Prefer not to answer (Optional value)	Permitted only in oral interview processes to record that the question was asked and the respondent chose not to answer.

Response rule: Respondents may select all that apply.

Notes:

* A separate standard for race categories applies for POI data (Section 7 Standards for Participant Observer Information).

** Organizations may collect 'East/Southeast Asian' as two separate categories, with appropriate examples provided, where there is evidence this would improve data quality.

*** If providing examples on the form, then "First Nations, Métis, Inuit" need only be included once.

GENDER

The Ontario Human Rights Commission defines gender identity as, “each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. For most people, their sex and gender identity align. For some, it does not. A person may be born male but identify as a woman, or born female but identify as a man. Other people may identify outside the categories of woman/man, or may see their gender identity as fluid and moving between different genders at different times in their life.” ([Ontario Human Rights Commission](#), n.d.)

STUDENT CENSUS QUESTION

6. My **gender** identity: *(Select all that apply)*

- Female
- Male
- Intersex
- Questioning
- Prefer not to answer
- I am not sure what this question is asking.
- Other, please print in the box:
(e.g., Gender fluid, Nonbinary, Gender non-conforming, Transgender, Two-spirit)

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

6. My gender identity: *(Select all that apply)*

Your gender identity is how you experience and express yourself as a boy, a girl or neither, for example. “Questioning” means that you are still wondering which gender identity applies to you. “I am not sure what this question is asking” means that an answer does not come to mind.

RESPONSE OPTIONS

The response options were provided to be inclusive of the various ways in which students may self-identify with respect to their gender identity. The following definitions of Gender non-conforming, Intersex, and Two-Spirit are taken from the Ontario Human Rights Commission’s [Glossary for understanding gender identity and expression](#). The definitions of Gender fluid, Non-binary, Questioning, and Transgender are taken from the [Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual \(LGBTQIA\) Resource Center Glossary](#) at the University of California, Davis. Both organizations note that the meaning and use of these terms can evolve and change over time.

Gender fluid: A person whose gender identification and presentation shifts, whether within or outside of societal, gender-based expectations. Being fluid in motion between two or more genders.

Gender non-conforming/gender variant/gender queer: Individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as “feminine men” or “masculine women” or as androgynous, outside of the categories “boy/man” and “girl/woman.” People who are gender non-conforming may or may not identify as trans.

Intersex: A term used to describe a person born with reproductive systems, chromosomes and/or hormones that are not easily characterized as male or female. This might include a woman with XY chromosomes or a man with ovaries instead of testes. Intersex characteristics occur in one out of every 1,500 births. Typically intersex people are assigned one sex, male or female, at birth. Some intersex people identify with their assigned sex, while others do not. Some choose to identify as intersex. Intersex people do not typically identify as transgender or transsexual.

Non-binary: A gender identity and experience that embraces a full universe of expressions and ways of being that resonate for an individual. It may be an active resistance to binary gender expectations and/or an intentional creation of new unbounded ideas of self within the world. For some people who identify as non-binary there may be overlap with other concepts and identities like gender expansive and gender non-conforming.

Questioning: The process of exploring one’s own gender identity, gender expression, and/or sexual orientation. Some people may also use this term to name their identity within the LGBTQIA community.

Transgender: Adjective used most often as an umbrella term, and frequently abbreviated to “trans.” This adjective describes a wide range of identities and experiences of people whose gender identity and/or expression differs from conventional expectations based on their assigned sex at birth. Not all trans people undergo medical transition (surgery or hormones). Some commonly held definitions:

1. Someone whose determination of their sex and/or gender is not validated by dominant societal expectations; someone whose behavior or expression does not “match” their assigned sex according to society.
2. A gender outside of the man/woman binary.
3. Having no gender or multiple genders.

Two-Spirit: A term used by Indigenous people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as: mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender.

SEXUAL ORIENTATION

Students in grades 7 to 12 were asked about their sexual orientation. According to the United Nations Human Rights Office, “sexual orientation refers to a person’s physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is part of their identity. [...] Sexual orientation is not related to gender identity and sex characteristics.” ([United Nations Human Rights Office](#), n.d.).

STUDENT CENSUS QUESTION

7. How do you identify your **sexual orientation**? (Select all that apply)

- | | | |
|---------------------------------|---|---|
| <input type="radio"/> Asexual | <input type="radio"/> Queer | <input type="radio"/> I am not sure what this question is asking. |
| <input type="radio"/> Bisexual | <input type="radio"/> Questioning | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Gay | <input type="radio"/> Straight (Heterosexual) | <input type="radio"/> Do not know |
| <input type="radio"/> Lesbian | <input type="radio"/> Two-spirit | <input type="radio"/> Other, please print in the box: |
| <input type="radio"/> Pansexual | | |

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

7. How do you identify your sexual orientation? (Select all that apply)

Sexual orientation refers to a person’s sense of attraction to people of the same sex, the opposite sex, or both sexes.

RESPONSE OPTIONS

The response options were provided to be inclusive of the various ways in which students may self-identify with respect to their sexual orientation. The Peel board uses the acronym 2SLGBTQ+ (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and others) to refer to a community of people who share some of the same experiences of discrimination and marginalization.

The following definitions of the provided response options are taken from the [Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual \(LGBTQIA\) Resource Center](#) at the University of California, Davis. They note that the meaning and use of these terms can evolve and change over time.

Asexual: A sexual orientation generally characterized by not feeling sexual attraction or a desire for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity. Some asexual people do have sex. There are many diverse ways of being asexual.

Bisexual: A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.

Gay: A sexual and affectional orientation toward people of the same gender.

Heterosexuality: A sexual orientation in which a person feels physically and emotionally attracted to people of a gender other than their own.

Lesbian: A woman whose primary sexual and affectional orientation is toward people of the same gender.

Pansexual, Omnisexual: Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.

Queer: Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations. Some people have reclaimed the word queer and self-identify as such. For some, this reclamation is a celebration of not fitting into norms/being “abnormal.” Manifestations of oppression within gay and lesbian movements such as racism, sizeism, ableism, cissexism, transmisogyny as well as assimilation politics, resulted in many people being marginalized, thus, for some, queer is a radical and anti-assimilationist stance that captures multiple aspects of identities.

Questioning: The process of exploring one’s own gender identity, gender expression, and/or sexual orientation. Some people may also use this term to name their identity within the LGBTQIA community.

Two Spirit: “[This] term stems from the Ojibwe phrase niizh manidoowag [...] The phrase ‘two spirit’ began to gain traction across Native America after 1990, when 13 men, women and transgender people from various tribes met in Winnipeg, Canada, with the task of finding a term that could unite the LGBTQ Native community. [...] For me, the term ‘two spirit’ resists a Western definition of who we are and what we should be. Two spirit [people] are integral to the struggle of undoing the impacts of historical trauma, because our roles in tribes historically were part of the traditions taken away from us with Westernization.” - Zachary Pullin (Chippewa Cree), May/June 2014 issue of *Native People’s Magazine*. There are a variety of definitions and feelings about the term “two spirit” – and this term does not resonate with everyone.

RELIGION/FAITH

The Ontario Anti-Racism Directorate notes that, “religion refers to an individual’s self-identification or affiliation with any religious denomination, group, or other religiously defined community or system of belief and/or spiritual faith practices” ([Ontario Anti-Racism Directorate](#), 2018).

STUDENT CENSUS QUESTION

8. What is your **religion** and/or **faith**? (Select all that apply)

- | | | |
|--|---|---|
| <input type="radio"/> Agnosticism (Agnostic) | <input type="radio"/> Indigenous spirituality | <input type="radio"/> Wicca |
| <input type="radio"/> Atheism (Atheist) | <input type="radio"/> Islam (Muslim) | <input type="radio"/> Zoroastrianism |
| <input type="radio"/> Bahá’í (Bahá’is) | <input type="radio"/> Jainism (Jains) | <input type="radio"/> Do not know |
| <input type="radio"/> Buddhism (Buddhist) | <input type="radio"/> Judaism (Jewish) | <input type="radio"/> Prefer not to answer |
| <input type="radio"/> Christianity (Christian) | <input type="radio"/> Sikhism (Sikh) | <input type="radio"/> No religion |
| <input type="radio"/> Hinduism (Hindu) | <input type="radio"/> Spiritual (but not religious) | <input type="radio"/> Other, please print in the box: |

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

8. What is your religion and/or faith? (Select all that apply)

Your faith/religion/creed is a system of beliefs that you and/or your family follow. This may involve certain special practices and celebrating special holidays. You may also visit a place of worship. “Atheism” refers to a lack of belief in any god or higher power. “No religion” refers to not following any religious practice.

RESPONSE OPTIONS

The response options from the [Anti-Racism Directorate’s Standard 16 – Collecting Personal Information about Religion](#) were supplemented with the faith traditions listed on the Peel board’s [Holy Days and Holidays Calendar](#).

Anti-Racism Directorate Standard 16. Collecting Personal Information about Religion

Question: What is your religion and/or spiritual affiliation? Select all that apply.

Values (valid code list):

1. Buddhist
2. Christian
3. Hindu
4. Jewish
5. Muslim
6. Sikh
7. Indigenous Spirituality
8. No religion
9. Another religion or spiritual affiliation (option to provide open text response)

Optional Value: Prefer not to answer (permitted only in oral interview processes to record that the question was asked and the respondent chose not to answer).

Response Rule: Respondents may select all that apply.

DISABILITIES/CHALLENGES

The Ontario Human Rights Commission recognizes that, “disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, mental health disabilities and addictions, environmental sensitivities, and other conditions.” ([Ontario Human Rights Commission](#), n.d.).

STUDENT CENSUS QUESTION

9. Do you have any of the following **disabilities (challenges/difficulties)**? (*Select all that apply*)

- | | | |
|--|--|--|
| <input type="radio"/> Chronic health condition (e.g., epilepsy, cerebral palsy, spina bifida, cystic fibrosis, etc.) | <input type="radio"/> Memory (e.g., difficulty remembering information) | <input type="radio"/> Speech (e.g., difficulty speaking and/or being understood) |
| <input type="radio"/> Developmental (e.g., Down syndrome, autism or general delay, etc.) | <input type="radio"/> Mental health (e.g., depression, anxiety, etc.) | <input type="radio"/> Vision (e.g., difficulty seeing) |
| <input type="radio"/> Dexterity (e.g., difficulty using hands/fingers to grab/hold small objects, such as pencils or scissors) | <input type="radio"/> Mobility (e.g., difficulty walking on flat firm surfaces like sidewalks or floors) | <input type="radio"/> Do not know |
| <input type="radio"/> Hearing (e.g., difficulty hearing sounds) | <input type="radio"/> Pain (e.g., chronic aches or discomfort caused by illness, injury or condition) | <input type="radio"/> Other, please print in the box: |
| <input type="radio"/> Learning (e.g., difficulty learning due to attention problems, hyperactivity or dyslexia, etc.) | <input type="radio"/> Psychological (e.g., emotional or behavioural conditions) | <div style="border: 1px solid black; height: 20px; width: 100%;"></div> |
| | | <input type="radio"/> No, none of the above |

STUDENT INSTRUCTIONS FROM THE EDUCATOR GUIDE

9. Do you have any of the following disabilities (challenges/difficulties)? (*Select all that apply*)

These options refer to diagnosed conditions, meaning that you saw a specialist or doctor for this. These would be conditions that require special support. This does not include wearing glasses to correct your vision.

Example 1: A mobility challenge may require you to use a wheelchair.

Example 2: A hearing condition may require you to wear a hearing aid or to communicate using sign language.

RESPONSE OPTIONS

The response options were based on Statistics Canada’s [Participation and Activity Limitation Survey 2006: Families of Children with Disabilities in Canada](#) and recommendations from the Ontario Ministry of Education.

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