



Kindergarten to Grade 3

The Halton District School Board along with other school boards and the Ministry of Education, are re-examining how we can better support all of our students, and in particular, Indigenous, Black and racialized youth.

All public sector organizations in Ontario, including school boards, are required to conduct a census of their key stakeholder populations. The HDSB will launch the Student Census in January 2021.

As a parent or guardian of a student in K-3, you are receiving this Student Census to complete on behalf of your child. Students in Grades 4 - 12 will complete the census on their own.

When completing the census, you are asked to report on various aspects of your child's perception of their identity including ethnicity, indigeneity, language, race, religion, and disability. You are also asked to be asked about their feelings of belonging, inclusion and safety.

Please do your best to answer the questions from your child's perspective. If you are unsure what your child's perceptions are on a question, please select the 'Do not know' option.

The Student Census is voluntary, however a higher number of responses provide the board with more information on how to best support all students. Responses are confidential, and data will be summarized in aggregate format. If you have questions or concerns, you can speak with your child's teacher and/or principal or email [studentcensus@hdsb.ca](mailto:studentcensus@hdsb.ca)

## Language(s) First Spoken

1. What is the first language(s) your child learned to speak? Select all that apply.

- |   |                                  |   |
|---|----------------------------------|---|
| <input type="radio"/> Albanian  | <input type="radio"/> Greek      | <input type="radio"/> Serbian   |
| <input type="radio"/> American Sign Language                              | <input type="radio"/> Gujarati   | <input type="radio"/> Somali  |
| <input type="radio"/> Anishinaabemowin (Ex:<br>Ojibway, Odawa, Algonquin) | <input type="radio"/> Hebrew     | <input type="radio"/> Spanish   |
| <input type="radio"/> Arabic  | <input type="radio"/> Hindi      | <input type="radio"/> Tagalog   |
| <input type="radio"/> Bengali   | <input type="radio"/> Hungarian  | <input type="radio"/> Tamil   |
| <input type="radio"/> Cayuga  | <input type="radio"/> Inuktitut  | <input type="radio"/> Tuscarora   |
| <input type="radio"/> Chinese   | <input type="radio"/> Italian    | <input type="radio"/> Ukrainian   |
| <input type="radio"/> Cree  | <input type="radio"/> Korean     | <input type="radio"/> Urdu  |
| <input type="radio"/> Croatian  | <input type="radio"/> Malayalam  | <input type="radio"/> Vietnamese  |
| <input type="radio"/> Dari  | <input type="radio"/> Mi'kmaq    | <input type="radio"/> Not sure  |
| <input type="radio"/> Dutch   | <input type="radio"/> Mohawk     | <input type="radio"/> A language(s) not listed<br>above (please specify): |
| <input type="radio"/> English   | <input type="radio"/> Oneida     | <div style="border: 1px solid black; height: 40px; width: 100%;"></div>   |
| <input type="radio"/> Farsi   | <input type="radio"/> Onondaga   |   |
| <input type="radio"/> French  | <input type="radio"/> Polish     |   |
| <input type="radio"/> German  | <input type="radio"/> Portuguese |   |
|   | <input type="radio"/> Punjabi    |   |
|   | <input type="radio"/> Russian    |   |
|   | <input type="radio"/> Seneca     |   |

## Indigenous Identity

2. Does your child identify as First Nations, Métis, and/or Inuit? If yes, select all that apply:

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

## Ethnicity

What is an Ethnicity?

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

3. Does your child consider themselves a Canadian?
- Yes
  - No
  - Not sure

## Ethnicity

4. What is your child's ethnic or cultural origin(s)? List as many ethnic or cultural origins as apply.  
(For example: Anishnaabe, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, French, Filipino, German, Guyanese, Haudenosaunee, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mi'kmaq, Ojibwé, Pakistani, Polish, Portuguese, Scottish, Somali, Sri Lankan, Ukrainian, etc.)

## Race

### What is Race?

People are often described as belonging to a certain “race” based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group.

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

- Black (African, Afro-Caribbean, African-Canadian descent)
- East Asian (Chinese, Korean, Japanese, Taiwanese descent)
- Indigenous (First Nations, Métis, Inuit descent)
- Latino/Latina/Latinx (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.)
- Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
- White (European descent)
- A racial group(s) not listed above (please specify):

## Religion or Spiritual Affiliation

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

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

- Agnostic
- Atheist
- Buddhist
- Christian
- Hindu
- Indigenous Spirituality
- Jewish
- Muslim
- Sikh
- Spiritual, but not religious
- No religious or spiritual affiliation
- Religion(s) or spiritual affiliation(s) not listed above (please specify):

- Not sure
- I do not understand this question

### Terms:

- Agnostic: A person who is unsure if there is a god or higher power.
- Atheist: A person who believes that there is no god or higher power.

## Disability

### What is a Disability?

A disability may be physical, mental, behavioural, developmental, sensory, communicational, or a combination of any of these. Barriers such as settings that are hard to access (like school, shops or public places), negative attitudes, and barriers to information contribute to a person's experience of having a disability.

Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special plan at school to help them (an Individual Education Plan or IEP), but some do not.

7a. Does your child consider themselves to be a person with a disability(ies)? (Select one answer only)

- Yes
- No
- Not sure
- I do not understand this question
- I prefer not to answer

## Disability

7b. Please select all disabilities that apply to your child.

- Addiction(s)
- Autism Spectrum Disorder
- Blind or low vision
- Deaf or hard of hearing
- Developmental disability(ies)
- Learning disability(ies)
- Mental health disability(ies)
- Mobility
- Pain
- Physical disability(ies)
- Speech impairment
- Any disability(ies) not listed above (please specify):

Status in Canada

8. Was your child born in Canada?

- Yes
- No

Socio-economic Status

<p>Parent/Guardian 1 that currently lives with this child most of the time.</p>	<p>Parent/Guardian 2 that currently lives with this child most of the time. Skip this section if the child is living with one parent or guardian.</p>
<p>9a. Is parent/guardian 1, this child's: (Select one answer only)</p> <ul style="list-style-type: none"> <li><input type="radio"/> Mother</li> <li><input type="radio"/> Father</li> <li><input type="radio"/> Stepmother</li> <li><input type="radio"/> Stepfather</li> <li><input type="radio"/> Grandparent</li> <li><input type="radio"/> Relative</li> <li><input type="radio"/> Guardian</li> <li><input type="radio"/> Foster parent</li> <li><input type="radio"/> A person not listed above (please specify):</li> </ul> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<p>10a. Is parent/guardian 2, this child's: (Select one answer only)</p> <ul style="list-style-type: none"> <li><input type="radio"/> Mother</li> <li><input type="radio"/> Father</li> <li><input type="radio"/> Stepmother</li> <li><input type="radio"/> Stepfather</li> <li><input type="radio"/> Grandparent</li> <li><input type="radio"/> Relative</li> <li><input type="radio"/> Guardian</li> <li><input type="radio"/> Foster parent</li> <li><input type="radio"/> A person not listed above (please specify):</li> </ul> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<p>9b. What is parent/guardian 1 highest level of education? (Select one answer only)</p> <ul style="list-style-type: none"> <li><input type="radio"/> Did not complete any formal education</li> <li><input type="radio"/> Elementary school</li> <li><input type="radio"/> High school</li> <li><input type="radio"/> Apprenticeship</li> <li><input type="radio"/> College</li> <li><input type="radio"/> University</li> <li><input type="radio"/> Not sure</li> </ul>	<p>10b. What is parent/guardian 2 highest level of education? (Select one answer only)</p> <ul style="list-style-type: none"> <li><input type="radio"/> Did not complete any formal education</li> <li><input type="radio"/> Elementary school</li> <li><input type="radio"/> High school</li> <li><input type="radio"/> Apprenticeship</li> <li><input type="radio"/> College</li> <li><input type="radio"/> University</li> <li><input type="radio"/> Not sure</li> </ul>
<p>9c. What is parent/guardian 1 employment status? (Select all that apply)</p> <ul style="list-style-type: none"> <li><input type="radio"/> Works full-time</li> </ul>	<p>10c. What is parent/guardian 2 employment status? (Select all that apply)</p> <ul style="list-style-type: none"> <li><input type="radio"/> Works full-time</li> </ul>

<ul style="list-style-type: none"> <li>○ Works part-time</li> <li>○ Self-employed (for example, has own business)</li> <li>○ Looking for work</li> <li>○ Stay- at-home parent/guardian</li> <li>○ Retired</li> <li>○ Not sure</li> </ul>	<ul style="list-style-type: none"> <li>○ Works part-time</li> <li>○ Self-employed (for example, has own business)</li> <li>○ Looking for work</li> <li>○ Stay- at-home parent/guardian</li> <li>○ Retired</li> <li>○ Not sure</li> </ul>
<p>9d. What is this person's job or occupation?</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<p>10d. What is this person's job or occupation</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Relationships

11. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not sure or Not applicable
a. Adults at my child's school treat students fairly.	○	○	○	○	
b. Adults at my child's school listen to the students.	○	○	○	○	
c. At my child's school, teachers care about students.	○	○	○	○	
d. At my child's school, educators are there for student when they need them.	○	○	○	○	
e. My child enjoys communicating with teachers at their school.	○	○	○	○	
f. Most teachers at my child's school are interested in my child as a person, not just as a student.	○	○	○	○	
g. My child's teachers have high expectations of my child.	○	○	○	○	



## Relationships

12. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not sure or Not applicable
a. There are students at the school who care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Students are there for my child when my child needs them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Other students like my child just the way my child is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. My child enjoys communicating with students at their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Students at my child's school respect what my child has to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. My child has some friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Well-Being

13. How often does your child feel:

	Never	Rarely	Sometimes	Often	All the time	Not sure or Prefer not to answer
g. Good about themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Hopeful about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. They like the way they look	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. Lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
k. Nervous or worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
l. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
m. Tired for no reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
n. Under a lot of stress or pressure (e.g., stressed out)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Well-Being

14. Are you aware that your child's school has support to help students with their mental health and well-being?

- Yes
- No

Well-Being

15. About how many hours per night does your child usually sleep Monday to Friday?

- Less than 5 hours
- 5 hours
- 6 hours
- 7 hours
- 8 hours
- 9 hours
- 10 hours
- 11 hours or more

Well-Being

16. About how many days a week does your child exercise or take part in a sport that causes them to sweat and breathe harder?

- None
- 1-2 days
- 3-4 days
- 5-6 days
- Every day

Well-Being

17. My child's overall well-being this past month has been:

- Excellent
- Good
- Neither Poor or Good
- Poor
- Very Poor
- Prefer not to answer

Well-Being

18. If your child had an issue at school (e.g., academics, grades, physical health, emotional well-being,), how comfortable would your child feel discussing it with:

	Very uncomfortable	Uncomfortable	Comfortable	Very Comfortable	Not sure
a. A teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A principal or vice-principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A social worker and/or child and youth worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Another adult at school (e.g., office staff, special education teacher, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Parent(s)/guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Other family members or relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Well-Being

19. During a regular school week (Monday to Friday), how often does your child:

	Never	1-2 days a week	4-5 days a week	Every day	Not sure
a. Eat breakfast before school starts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Eat lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Eat dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feel hungry at home because there is not enough food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Feel hungry at school because you do not have enough food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parental Involvement

20. From your child's perspective, to what extent would your child agree or disagree with the following statements? My parent(s)/guardian(s) or other adults at home:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Help me with my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Communicate with me about what I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ask me about my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Want me to work hard at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extracurricular activities

21. Prior to COVID-19, how often did your child take part in these school activities (i.e. outside of the child's regular classroom):

	Never	A few times this year	Monthly	Weekly	Not Sure or Not applicable
a. Arts (e.g., choir, band, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Sports (e.g., intramurals sports during nutrition breaks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Cultural groups/clubs, faith/religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. School field trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. School clubs (e.g., chess club, eco club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. School special events (e.g., dances, talent shows, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Extracurricular activities

22. Prior to COVID-19, how often did your child take part in these activities outside of school:

	Never	A few times this year	Monthly	Weekly	Not Sure or Not applicable
a. Arts (e.g., choir, band, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Sports (e.g., soccer, basketball, track and field)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Cultural groups/clubs, faith/religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Clubs (e.g., chess club, eco club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Special events (e.g., dances, talent shows, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Other (please explain):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Belonging and Diversity

25. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My child enjoys being at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My child's school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My child's school is an inviting place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Extra help for learning is available at my child's school when my child needs it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My child feels like they belong at their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school building of my child's school is physically accessible for those who need it (for example, has elevators, automatic doors, wheelchair ramps, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Belonging and Diversity

26. How does your child feel about school?

	Never	Rarely	Sometimes	Often	All the time	Not sure or Prefer not to answer
a. My child feels happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. My child feels like they belong at their school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. My child feels accepted by students in their school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. My child feels accepted by adults in their school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. My child feels that school rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Belonging and Diversity

27. My child is encouraged to think or learn about human rights/social justice issues related to:

	Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
a. Race, ethnicity and/or culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disabilities/challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mental health and/or well-being					
e. Climate change and/or environment					

Belonging and Diversity

28. At my child's school, they have opportunities to:

	Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
a. Learn about their own cultural/racial background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Express their cultural identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Learn about their own abilities (e.g., physical, learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learn about different life situations (e.g., people living in poverty, people with disabilities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Belonging and Diversity

29. At my child's school, I feel people like my child are reflected positively in:

	Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
a. Pictures, posters and displays of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Materials teachers use in class (e.g., books, videos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Topics students study in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School events/activities (e.g., field trips, guest speakers, presentations, clubs, celebrations, etc.,)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Belonging and Diversity

30. How often has your child learned about the experiences and/or achievements of the following diverse groups of people (for example, in the classroom, in assemblies/presentations, in announcements, on posters, during awareness days)?

	Rarely	Sometimes	Often
a. Women and girls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Indigenous communities (First Nation, Métis, Inuit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Diverse ethnic, cultural or racial groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Diverse religious/faith communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. People with different amounts of money	<input type="radio"/>	<input type="radio"/>	
g. People with mental health concerns/challenges			

Belonging and Diversity

31. Has your child ever felt unwelcome or uncomfortable at their school because of any of the following? (Check any items that apply to you)

- Their ethnic, cultural or racial background
- Their Indigenous background (First Nations, Metis, Inuit)
- Their first language
- The way they look
- Their religion or faith
- How much money our family has
- Their extra-curricular activities or hobbies
- A disability or learning need that my child has
- Their mental health
- None of the above
- Other reason(s): (please specify)