CENSUS 2023

English

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Welcome to the 2023 TDSB Student Census!

The Census is an opportunity for you to share who you are and your experiences at school. Students have had a say in what questions are being asked.

The Census is **voluntary**, but we hope that you will complete it.

The Census is **confidential**. No one will see your individual answers. You will not get in trouble or hurt anyone's feelings with your answers.

The Census is **not anonymous**. Though no one will see your individual answers, your survey answers are linked to your student ID number so that researchers who work for the school board can match your survey results with other pieces of data like grades. This helps to identify barriers that impact groups of students, which is the main goal of the Census. No individual students will be identified and student answers are never examined at the individual level.

Not for data collection

. Do you wish to participate in the TDSB Student Census?

- ○ I agree to participate
- ○ I do not agree to participate

Note. Personal information on this form is collected under the authority of sections 27, 58.5(1), 169.1-173, 265, 266(2.1) of Education Act, R.S.O. 1990, c.E.2 ("Education Act"), R.R.O. 1990, Regulations 298 (Operation of Schools – General) under Education Act, Anti-Racism Act, 2017, S.O. 2017, c. 15 ("Anti-Racism Act"), and O. Reg. 267/18: General under Anti-Racism Act, 2017, S.O. 2017, c. 15, and will be used by TDSB for educational and research purposes, to support TDSB and schools to provide effective education programs and services, and to improve schools to better meet the needs of our diverse learners. This information is collected, retained, used, and disclosed in accordance with

the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56 (“MFIPPA”) and will be shared with authorized TDSB and school staff and approved research organizations on agreement with TDSB, if required, in order to administer the above purposes. Questions regarding this collection should be directed to your principal and local school administration or Senior Manager, TDSB Research Department by email at research@tdsb.on.ca, by phone at 416-394-7404, or by mail at 1 Civic Centre Court, Lower Level, Etobicoke, Ontario M9C 2B3.

Questions

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How to complete the Census

- Please complete this survey on your own.
- If you do not understand a question, you can move on to the next one.
- If you do not want to answer a question, you can move on to the next one. If you are uncomfortable answering a question, you can talk to your teacher.
- For each question, please choose the single best answer that is right for you by clicking the circle.
- Some questions will say “Select all that apply” and for these you can choose more than one answer.
- The questions are about your experience at school this school year - since September.
- There is one wellness break in the survey. When you get to it, make sure to stretch and take a break.

Not for data collection

Q1. Since September, I feel happy.

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q2. I look forward to going to school.

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q3. I enjoy school.

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q4. I feel like a valued member of my school community.

All the time | Often | Sometimes | Rarely | Never

Q5. At school, I am treated just like everybody else.

All the time | Often | Sometimes | Rarely | Never

Q6. At school, I can be myself.

All the time | Often | Sometimes | Rarely | Never

Q7. At school, rules are applied to me in a fair way.

All the time | Often | Sometimes | Rarely | Never

Q8. At school, I feel left out.

All the time | Often | Sometimes | Rarely | Never

Q9. At school, I feel like I need to hide some parts of myself to fit in.

All the time | Often | Sometimes | Rarely | Never

Not for data collection

Q10. At school, I feel accepted by my peers.

All the time | Often | Sometimes | Rarely | Never

Q11. At school, I have at least one friend I can count on for help and comfort.

All the time | Often | Sometimes | Rarely | Never

Q12. Since September, I feel lonely.

All the time | Often | Sometimes | Rarely | Never

Q13. I feel accepted by my teachers.

All the time | Often | Sometimes | Rarely | Never

Q14. My feelings matter to my teachers.

All the time | Often | Sometimes | Rarely | Never

Q15. I feel respected by my teachers.

All the time | Often | Sometimes | Rarely | Never

Q16. My teachers check-in with me when I am upset.

All the time | Often | Sometimes | Rarely | Never

Q17. My teachers provide the help I need to do well at school.

All the time | Often | Sometimes | Rarely | Never

Q18. I feel comfortable asking my teachers for extra help with my school work (if I need it).

All the time | Often | Sometimes | Rarely | Never

Q19. Teachers and other school staff support students' mental health and well-being.

All the time | Often | Sometimes | Rarely | Never

Q20. If you felt you needed help for concerns regarding your mental health, **would you** speak to a: (Select all that apply)

- [ ] School social worker
- [ ] School child and youth worker / counsellor
- [ ] School psychologist

Not for data collection

- [ ] School mental health nurse
- [ ] Teacher
- [ ] Other school staff (like guidance counsellor, coach, etc.)
- [ ] Coach outside of school
- [ ] Elder or Knowledge Keeper
- [ ] Faith leader
- [ ] Parent/caregiver
- [ ] Friend
- [ ] I wouldn't see or speak to any of these people
- [ ] Other (specify):

Q21. Is there a reason you **wouldn't** speak to someone from school if you needed help for concerns with your mental health?
(Select all that apply)

- [ ] Worried about what they would think of me
- [ ] Lack of trust in school staff - word would get out
- [ ] Don't think school staff would be able to help
- [ ] Don't think school staff would understand
- [ ] Wouldn't know who to approach in the school
- [ ] Worried what school staff might do about it (like tell my parents, take me to a hospital, take my phone, etc.)
- [ ] Other (specify):
- [ ] Does not apply to me

Not for data collection

Q22. Do any of these **school related** reasons make it hard for you to participate or learn at school?
I don't have access to: (Select all that apply)

- [ ] the accommodations and/or modifications I need in class
- [ ] school support staff that I need (like a child and youth worker, graduation coach)
- [ ] a guidance counselor
- [ ] an Elder or Knowledge Keeper
- [ ] mental health supports at school that I need (e.g., school social worker, psychologist)
- [ ] additional learning supports that I need (e.g., study help, tutor)
- [ ] Not applicable, I don't need any learning supports right now
- [ ] Other (specify):

Q23. Do any of these **personal** reasons make it hard for you to participate or learn at school? (Select all that apply)

- [ ] Helping with household chores and responsibilities
- [ ] Caring for other family members
- [ ] I don't have transportation to school
- [ ] I don't have reliable internet and/or technology outside of school
- [ ] I don't have a quiet work space outside of school
- [ ] I don't have enough school supplies (like books, paper, pencils)
- [ ] Not applicable, none of these reasons apply to me
- [ ] Other (specify): _____

Q24. I **feel comfortable** participating in class (like asking questions, answering questions, joining activities and discussions, etc.).

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q25. **How often do you** participate in class (like asking questions, answering questions, joining activities and discussions, etc.)?

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q26. Since September, how often do you feel under a lot of stress or pressure?

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q27. Since September, how often do you feel nervous or worried?

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q28. At school, what causes you to feel nervous, worried or stressed? (Select all that apply)

- [ ] Too much homework or assignments
- [ ] Quizzes or tests

Not for data collection

- [ ] The pace of instruction is too fast
- [ ] Not enough support
- [ ] Experiences of exclusion and discrimination
- [ ] Conflicts with peers
- [ ] Don't feel safe
- [ ] Don’t have friends
- [ ] Don’t fit in
- [ ] Don’t feel motivated
- [ ] Worried about grades
- [ ] Worried about high school
- [ ] Other (specify): _____
- [ ] Doesn't apply to me - I never feel nervous, worried, or stressed

Not for data collection

Q29. At school, there are space(s) I feel comfortable using to de-stress and/or take care of my mental health.

Yes ○ No ○ No, but I would like a space ○ Not sure ○

Q30. Over the past week, how many days did you get a good night’s sleep (like wake up feeling rested)?

Every day ○ 5-6 days ○ 3-4 days ○ 1-2 days ○ No days ○

Q31. Over the past week, how many days did you engage in physical activity for at least one hour (that increased your heart rate and made you breathe hard)?

Every day ○ 5-6 days ○ 3-4 days ○ 1-2 days ○ No days ○

Q32. Over the past week, how many days did you eat breakfast (at home or provided at school)?

Every day ○ 5-6 days ○ 3-4 days ○ 1-2 days ○ No days ○

Q33. During a regular week, how often do you feel hungry because there is not enough food at home?

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q34. Do any of these living situations apply to you right now? I live (sleep most nights) in a:

- ○ Foster home
- ○ Shelter (like homeless shelter, women's shelter, emergency shelter, youth shelter)
- ○ Car, street, temporarily staying with others, no fixed address / no permanent space
- ○ Homestay (like international student)
- ○ None of these situations apply to me
- ○ I do not understand this question

Q35. My teachers believe in me.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Q36. My teachers encourage me to be the best student that I can be.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Q37. My teachers take time to get to know me.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Q38. My teachers pronounce my name correctly and/or use my preferred name to refer to me.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Not for data collection

Q39. My teachers use my preferred pronouns (like she/her, he/his, they/them, etc.) to refer to me.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Q40. My teachers would care if I was absent from class.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Q41. There are teachers who make me feel like I **don't want** to go to school.

All of them ○ Most of them ○ Some of them ○ One or two of them ○ None of them ○

Q42. I have a mentor (like coach, counselor, teacher, Elder, Knowledge Keeper, other trusted adult etc.) in my life who shares their knowledge, skills and/or experience, to help me to develop and grow as a person.

Yes | Sometimes | No | No, but I would like to | Not sure

Q43. Is there a teacher in your school that you feel comfortable going to for support, advice, or help?

Yes | Sometimes | No | No, but I wish there was | Not sure

Q44. Do you feel that you **belong to a communit**y (like a social group, team, or a group of people you connect with in your school or neighbourhood)?

Yes | Sometimes | No | No, but I would like to | Not sure

Q45. During the school week, where do you go right after school most days? (Select all that apply)
I go:

- [ ] Home
- [ ] To community space (e.g., community centre, library, etc.)
- [ ] To an outdoor space (e.g., park, playground)
- [ ] To an indoor public space (mall, coffee shop)
- [ ] To an organized after school activity at my school (e.g., clubs, band, sports teams, etc.)
- [ ] To an organized after school activity in the community (e.g., sports, youth club, faith/religious activities, etc.)
- [ ] To an after school homework help or tutoring program (at school or in the community)
- [ ] To a part time job or co-op
- [ ] To a volunteer role
- [ ] Other (please specify):

Q46. In my community, there's not much for kids my age to do other than go to school or just hang out.

- ○ Strongly Agree
- ○ Agree
- ○ Disagree
- ○ Strongly Disagree

Not for data collection

○ Not Sure

Q47. My teachers take my classes outside for learning (not including recess).

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q48. My teachers make connections between what I'm studying in class and my life outside of school.

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q49. I like what we learn in class.

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

. This section asks questions about your **identity**, and how things you see, hear, or learn in school reflect your identity. Your identity can be shaped by things like who you are, how you think about yourself, and how other people see you.

Sometimes, we can be treated differently in school based on our identity. The Census tries to find out what issues students are facing at their school. The Census can be really helpful for telling school leaders the kinds of things that should be improved for different groups of students at the TDSB. We learn about different groups of students by asking identity questions (like gender, culture, race, etc.).

Not for data collection

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First Nations, Métis, and Inuit are some of the terms used to identify Indigenous people in what is now known as Canada.

Indigenous identity is complex and Indigenous people in Canada can refer to themselves with many other terms such as Native, Aboriginal, name of their Nation, etc. Knowing this information can help TDSB develop programs and supports for Indigenous students in collaboration with the Urban Indigenous Education Centre.

Q50. Do you identify as an Indigenous person?

Select all that apply.

- [ ] No, I do not identify as Indigenous
- [ ] Yes, First Nations
- [ ] Yes, Métis
- [ ] Yes, Inuit
- [ ] Yes, but not sure how to identify / which option to select
- [ ] Yes, but prefer to use my own words: [ ]

Q51. Are you Two-Spirit or Indigiqueer?

Yes No

Q52. At school, I learn about:
(Select all that apply)

- [ ] Traditional territories of Indigenous communities my school is built on
- [ ] Treaty Lands my school is built on
- [ ] Indigenous Land based perspectives and experiences
- [ ] First Nations Reserves closest to my school
- [ ] I have not learned about these topics

Q53. At school, I have opportunities to learn from Indigenous community members (like Elders, Knowledge Keepers, artists, writers, etc.).

Yes Sometimes No No, but I would like to Not sure

Not for data collection

. **Ethnic, cultural, or national groups** usually have a similar culture, language and/or religion. They often have a shared identity, heritage, ancestry, or historical past.

Ideas about who belongs to a **race** can be based on physical features (like skin colour, eyes, hair, etc.). People are often described as belonging to a certain “race” based on how others see and behave toward them. Other times, people can belong to a racial group even though other people don’t see them as part of that group. There can often be several ethnic, cultural, or national identities within a racialized group.

These questions ask about your ethnic, cultural, national, and racial identity. Since there are so many

unique identities in the TDSB, these options might not capture everyone. If that is the case, feel free to describe your identity in your own words.

Q54. What is your ethnic or cultural origin(s)? (Select all that apply)

- [ ] Abya Yala
- [ ] Adivasi / Scheduled Tribes (Indigenous South Asian)
- [ ] Afghan
- [ ] Afro-Caribbean
- [ ] Afro-Indigenous
- [ ] Afro-Latinx
- [ ] Albanian
- [ ] American
- [ ] Anishinaabe
- [ ] Arab
- [ ] Aymara
- [ ] Bangladeshi
- [ ] Bengali
- [ ] Black-Caribbean
- [ ] Blackfoot
- [ ] Brazilian
- [ ] British
- [ ] Bulgarian
- [ ] Burmese
- [ ] Canadian
- [ ] Chinese
- [ ] Chorti-Maya
- [ ] Coast Salish
- [ ] Colombian
- [ ] Cree
- [ ] Dalit-Bahujan / Caste-oppressed / Depressed class or Caste
- [ ] German
- [ ] Ghanaian
- [ ] Greek
- [ ] Guatemalan
- [ ] Guyanese
- [ ] Haida
- [ ] Haudenosaunee
- [ ] Hungarian
- [ ] Indian
- [ ] Indo-Caribbean
- [ ] Inuit
- [ ] Inuu
- [ ] Iranian
- [ ] Irish
- [ ] Israeli
- [ ] Italian
- [ ] Jamaican
- [ ] Japanese
- [ ] Jewish
- [ ] Jewish-Ashkenazi
- [ ] Jewish-Mizrahi
- [ ] Kashmiri
- [ ] Kenyan
- [ ] Korean
- [ ] Kurdish
- [ ] Lakota
- [ ] Mohawk
- [ ] Native
- [ ] Nepali (Nepalese)
- [ ] Nigerian
- [ ] Ojibwe
- [ ] Pakistani
- [ ] Palestinian
- [ ] Persian
- [ ] Peruvian
- [ ] Polish
- [ ] Portuguese
- [ ] Punjabi
- [ ] Rohingya
- [ ] Roma
- [ ] Romanian
- [ ] Russian
- [ ] Saint Lucian
- [ ] Salvadorean
- [ ] Scottish
- [ ] Serbian
- [ ] Sinhalese
- [ ] Somali
- [ ] Spanish (from Spain)
- [ ] Sri Lankan
- [ ] Sudanese
- [ ] Syrian

Not for data collection

- [ ] Dene
- [ ] Dominican
- [ ] Dutch
- [ ] Egyptian
- [ ] English (from England)
- [ ] Eritrean
- [ ] Ethiopian
- [ ] European
- [ ] Filipino
- [ ] First Nations
- [ ] French
- [ ] Latin American / Latine / Latinx / Latino / Latina
- [ ] Lebanese
- [ ] Lenape
- [ ] Lenka
- [ ] Macedonian
- [ ] Maliseet
- [ ] Māori
- [ ] Mapuche
- [ ] Métis (Michif)
- [ ] Mexican
- [ ] Mi'Kmaq
- [ ] Taiwanese
- [ ] Tamil
- [ ] Tibetan
- [ ] Trinidadian/Tobagonian
- [ ] Turkish
- [ ] Ukrainian
- [ ] Uyghurs
- [ ] Vietnamese
- [ ] Not Sure
- [ ] You don't have an option that applies to me (specify):

Not for data collection

Q55. Which race category best describes you? (Select all that apply)

If you identify as mixed race or more than one group applies to you, please select all the options that apply. For example:

- if you are Afro-Latinx, you can select both “Black” and “Latino / Latina / Latinx”;
- if you identify as Afro-Indigenous, you can select both “Black” and “Indigenous”;
- if you identify as Chinese and White, you can select both “East Asian” and “White”, etc.

- [ ] **Black** (like African, Afro-Caribbean, African-Canadian descent, etc.)
- [ ] **East Asian** (like Chinese, Korean, Japanese, Taiwanese descent, etc.)
- [ ] **Indigenous** (like First Nations, Métis, Inuit descent, etc.)
- [ ] **Latino / Latina / Latinx** (like Latin American, Hispanic descent, etc.)
- [ ] **Middle Eastern** (like Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- [ ] **Southeast Asian** (like Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent, etc.)
- [ ] **South Asian** (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- [ ] **White** (like European descent, etc.)
- [ ] Prefer to use my own words
- [ ] I don't understand this question

Q55a. If you would like to share more information about your Black identity, please select all that apply:

- ☐ African (like Somali, Ethiopian, Nigerian, Ghanaian, etc.)
- ☐ Afro-Caribbean (like St. Lucian, Jamaican, Vincentian, Trinidadian, Tobagonian, Haitian, etc.)
- ☐ Black (prefer to use my own words): ☐

Q55b. If you would like to share more information about your Indigenous identity, please select all that apply:

- ☐ First Nations
- ☐ Inuit / Inuk
- ☐ Métis
- ☐ Indigenous communities outside of what is now known as Canada (like Native Mexican, Native Alaskan, Native American, Aboriginal Person of Australia, Adivasi, Pacific Islander, Indigenous Person of Abya Yala (currently known as Latin America), etc.) (specify optional): ☐
- ☐ Indigenous (prefer to use my own words): ☐

Not for data collection

Q56. At school, I learn about the history and culture of my ethnic or racial community.

Yes ○ Sometimes ○ No ○ No, but I would like to ○ Not sure ○

Q57. At school, I feel comfortable expressing my ethnic or racial identity (like wearing a durag, keffiyeh, cultural clothing, etc.).

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

. Religion is a set of beliefs about how the world was made, its purpose, and ideas about how people should act. There are many different religions, each with a different set of beliefs. People may practice a religion or may practice none.

Q58. What is your religion or spiritual belief? Are you:
(Select all that apply)

- [ ] Buddhist
- [ ] Christian (like Catholic, Protestant, Orthodox, etc.)
- [ ] Hindu
- [ ] Indigenous Spirituality
- [ ] Jewish
- [ ] Muslim
- [ ] Sikh
- [ ] Spiritual, but not religious
- [ ] I believe in something, but just not sure yet
- [ ] Another religion or belief not in this list: _____
- [ ] Religion is not a part of my life
- [ ] I do not understand this question

Q59. At school, I feel comfortable expressing my religious or spiritual identity (like wearing a cross, hijab, kippah, turban; praying, smudging, etc.).

All the time	Often	Sometimes	Rarely	Never	Religion is not a part of my life
○	○	○	○	○	○

. Your **gender identity** is how you think or feel about your gender on the inside - as a girl or woman, boy or man, both, neither or anywhere on the gender spectrum. There are many ways a person can describe their gender identity and many labels a person can use, and these differ across cultures.

Q60. How would you describe your current gender identity in your own words?

Q61. Thank you for telling us about your current gender identity in your own words. Sometimes we need to use categories to present survey findings.

Not for data collection

Which of the following terms best describe your current gender identity?
(Select all that apply)

- [ ] Boy or man
- [ ] Girl or woman
- [ ] Non-Binary, N.B. or enby
- [ ] Genderfluid
- [ ] Genderqueer
- [ ] Questioning or not sure of my gender identity
- [ ] Transgender or Trans
- [ ] Two-Spirit or Indigiqueer
- [ ] Another identity not in this list (specify): _____
- [ ] I do not understand this question

. **LGBTQ2SIA+** is an acronym. These letters stand for lesbian, gay, bisexual, transgender, queer, Two-Spirit, intersex, asexual, and more.

Q62. Do you identify as an LGBTQ2SIA+ student?

Yes ○ No ○ I am still figuring it out ○ I don't understand this question ○

Q63. If you would like to share more information about your identity in the LGBTQ2SIA+ community, please select all that apply:

- [ ] Lesbian
- [ ] Gay
- [ ] Bisexual
- [ ] Transgender
- [ ] Queer
- [ ] Two-Spirit or Indigiqueer
- [ ] Intersex
- [ ] Asexual
- [ ] Pansexual
- [ ] Gender-expansive
- [ ] Non-Binary
- [ ] Another identity not in this list (specify): _____

Not for data collection

Q64. At school, I feel comfortable expressing my gender identity (like the way I dress, the length or style of my hair, the way I act or speak, the choice of whether or not to wear make-up, etc.).

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q65. At school, I learn about LGBTQ2SIA+ communities (like their history or current experiences; student supports; violence and discrimination faced by the community; etc.)

Yes	Sometimes	No	No, but I would like to	Not sure
○	○	○	○	○

. A **disability** is a physical, mental, intellectual, or sensory condition, felt in the body or the mind, that may affect how a student participates in school. Some disabilities are permanent, or last forever. Others might only last for a short time. Some disabilities may be visible or not visible to others. Different cultures view disabilities differently. Disabilities can make it difficult for a student to function in an environment that is not fully inclusive and accessible. 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.

Not for data collection

Q66. Are you a student with a disability or a disabled person?

Yes ○ No ○ Not sure ○ I don't understand this question ○

Q67. If you want to, please tell us which disability or disabilities you have.
(Select all that apply)

- ☐ Autism
- ☐ Attention Deficit Hyperactivity Disorder/ADHD (like inattention, hyperactivity, impulsivity, etc.)
- ☐ Seeing (like blind or low vision)
- ☐ Hearing (like deaf or hard of hearing)
- ☐ Speech (like stuttering, etc.)
- ☐ Learning (like dyslexia, memory, etc.)
- ☐ Developmental (like down syndrome, cerebral palsy, etc.)
- ☐ Medical or long term health conditions (like asthma, diabetes, cancer, epilepsy, covid related, etc.)
- ☐ Mental health (like anxiety, addiction, depression, eating disorder, etc.)
- ☐ Physical (like movement, long-term pain, etc.)

☐ Describe your disability in your own words: _____

☐ I don't have a disability

Q68. At school, I learn about people with disabilities (history of the disability rights movement, accessible spaces, learning sign language, Special Education Needs, discrimination faced by the community, etc.).

Yes ○ Sometimes ○ No ○ No, but I would like to ○ Not sure ○

Q69. At school, I have experienced the following accessibility barriers:
(Select all that apply)

☐ Physical (like difficulty moving around the school or on play equipment)
☐ Negative attitudes (like people think I cannot do things)
☐ Technology (like I don't have software, voice-to-text, screen reader, etc. to use with my school work)
☐ Accommodations (like I don't have the adjustments I need in class to learn)
☐ Other (specify): _____
☐ None of these apply to me

Not for data collection

Q70. At school, I learn about mental health and well-being. Please select all the topics you learn about:

☐ Things I can do to take care of my mental health
☐ How to know if I need help with my mental health
☐ How to reach out and ask for help
☐ Who can help me at school
☐ Where to go for help in the community
☐ How to help a friend without taking on too much
☐ Other (specify): _____
☐ None of these

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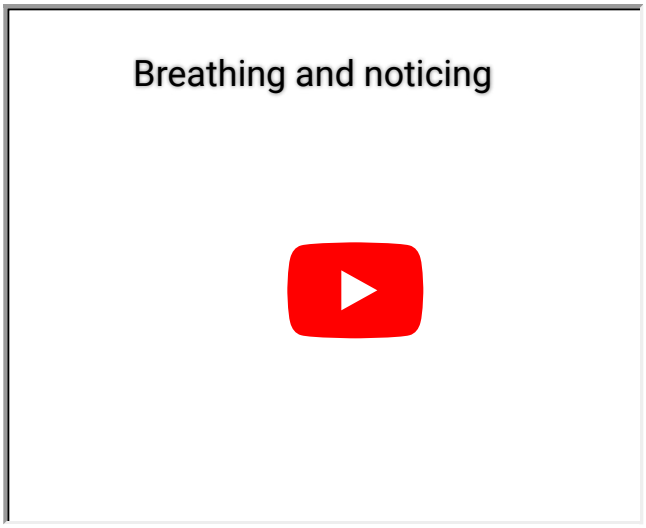
We know that was a lot of reading. Take a wellness break!



Let's continue if you are completing the Census in one class period.

Not for data collection

Q71. At school, the following people have assumed I don't speak English well:
(Select all that apply)

- [ ] Teachers
- [ ] Other students
- [ ] Other school staff
- [ ] Nobody has assumed I don't speak English well

Q72. At school, I have been put on the spot by teachers to speak on behalf of everyone who has the same identity as me (like same race, culture, religion, gender, different abilities, etc.).

All the time | Often | Sometimes | Rarely | Never

Q73. At school, I see my identity positively shown in books or materials teachers use in class (like stories or pictures of people who look like me, have the same race, culture, religion, gender, different abilities).

Yes | Sometimes | No | No, but I would like to | Not sure

Q74. At school, I have opportunities to join clubs related to my identity (cultural clubs like Black Student Alliance, Muslim Students Association; LGBTQ2SIA+ friendly clubs like GSAs etc.).

Yes | Sometimes | No | No, but I would like to | Not sure

Q75. At school, I have opportunities to learn from guests who have the same identity as me (like same race, culture, religion, gender, different abilities, etc.).

Yes | Sometimes | No | No, but I would like to | Not sure

Q76. At school, I have opportunities to give input about what I learn in my classes (like topics we study, books we read, etc.).

All the time | Often | Sometimes | Rarely | Never

Q77. At school, I have opportunities to give input about:
(Select all that apply)

- [ ] Clubs and Activities
- [ ] Events
- [ ] Rules and policies
- [ ] Class materials and textbook choices
- [ ] Other (specify): _____
- [ ] None of the above

Not for data collection

Q78. At school, I have opportunities to participate in school improvement decisions (like what the school can do better to help students).

All the time | Often | Sometimes | Rarely | Never

Q79. At school, I have opportunities to get involved in promoting mental health and well-being (like well-being events, campaigns, wellness clubs)?

Yes | Sometimes | No | No, but I would like to | Not sure

Q80. At school, do you hear students say **negative** comments about:
(Select all that apply)

- [ ] Students' body size, weight or appearance (like body-shaming, fat phobia)
- [ ] Students' mental or physical ability
- [ ] Students' gender identity (like students not acting "masculine" or "feminine" enough)

- [ ] LGBTQ2SIA+ students (like homophobic or transphobic comments)
- [ ] Students' race, ethnicity or culture
- [ ] Students' accents
- [ ] Students' religion
- [ ] Doesn't apply to me - I have not heard comments like these at school

Q81. If staff hear or are made aware of negative comments (like those in the question above), how often do they do something about it?

All the time ○ Often ○ Sometimes ○ Rarely ○ Never ○

Q82. Since September, have you felt that you were excluded (not accepted) or discriminated against (treated negatively) at school because of your:
(Select all that apply)

- [ ] Body size, weight or appearance
- [ ] Academic ability or how well you do in school
- [ ] Disability or because people think you have a disability
- [ ] Gender identity or what people think your gender identity is
- [ ] Gender expression (like how traditionally "masculine" or "feminine" you are in your appearance or how you act or what you like to do)
- [ ] Sexual orientation (like being gay, lesbian or bisexual) or what people think your sexual orientation is
- [ ] Race or ethnicity or because people think you are a certain race or ethnicity
- [ ] Religion or because people think you practice a certain religion
- [ ] Citizenship status (like you are new to Canada)
- [ ] Family's income or economic status
- [ ] Other reason (specify): ☐
- [ ] Doesn't apply to me - I do not feel discriminated against

Not for data collection

. This section asks about **safety**. Feeling safe at school means feeling comfortable, relaxed, and not worried that someone or something could harm you physically or emotionally.

Q83. How safe do you feel at school?

Very safe ○ Somewhat safe ○ Not very safe ○ Not at all safe ○

Q84. How safe do you feel on the way to school and on the way home from school?

- ○ Very safe
- ○ Somewhat safe
- ○ Not very safe
- ○ Not at all safe

Q85. At school, do you feel unsafe or afraid in any of these spaces?
(Select all that apply)

- ☐ Academic clubs (like debate, STEM, robotics)
- ☐ Clubs (like drama, band, arts, choir, chess)
- ☐ Classrooms
- ☐ Cafeteria or lunchroom
- ☐ Hallways/stairwells
- ☐ Health and physical education or gym class
- ☐ Library
- ☐ Locker rooms or changerooms
- ☐ Prayer space/room
- ☐ School functions (like dances, assemblies, etc)
- ☐ Sports (like track and field, house leagues, sports teams)
- ☐ Student council
- ☐ Single gender washrooms
- ☐ All-gender washrooms
- ☐ School buses
- ☐ Outside on school grounds (like at recess, lunch or after school)
- ☐ In the neighbourhood around the school
- ☐ Other spaces not listed above (specify): ____
- ☐ Doesn't apply to me - I don't feel unsafe or afraid in any school spaces

Not for data collection

Q86. Do students or staff make you feel unsafe or afraid because of your:
(Select all that apply)

- ☐ Body size, weight or appearance
- ☐ Academic ability or how well you do in school
- ☐ Disability or because people think you have a disability
- ☐ Gender identity or what people think your gender identity is
- ☐ Gender expression (like how traditionally “masculine” or “feminine” you are in your appearance or how you act or what you like to do)
- ☐ Sexual orientation (like being gay, lesbian or bisexual) or what people think your sexual orientation is
- ☐ Race or ethnicity or because people think you are a certain race or ethnicity

- [ ] Religion or because people think you practice a certain religion
- [ ] Citizenship status (like you are new to Canada)
- [ ] Family's income or economic status
- [ ] Other reason (specify): [ ]
- [ ] Doesn't apply to me - others do not make me feel unsafe or afraid at school

Q87. Who makes you feel unsafe or afraid at school?

Students	School staff	Both students and school staff	No one at school makes me feel unsafe or afraid
○	○	○	○

. This section asks questions about **Bullying.** Bullying is aggressive behaviour that is typically repeated over time. It is meant to cause harm, fear or distress or create a negative environment at school for another person. Bullying can take on a number of different forms: physical, verbal, social or electronic, often called cyber-bullying.

Not for data collection

Q88. How often are you being bullied at school?

All the time	Often	Sometimes	Rarely	Never
○	○	○	○	○

Q89. Are you being bullied in any of these ways by a student(s) at your school? (Select all that apply)

- [ ] physically bullied (been grabbed, shoved, punched, kicked, tripped, or spit at)
- [ ] verbally bullied (been sworn at, threatened, insulted, teased, put down, called names or made fun of)
- [ ] socially bullied (been left out or shut out from a group, had rumours or lies spread about you)
- [ ] cyber bullied (been threatened, shamed, singled out, or made to look bad on social media or online games)
- [ ] sexually harassed (been touched, grabbed, or pinched in a sexual way or been subjected to sexual comments that were unwelcome)
- [ ] Had your things stolen or damaged on purpose (like your books, school bag, clothing, or phone)

Q90. When you are bullied at school, how often do you report it to a teacher, the principal or other school staff?

All the time	Often	Sometimes	Rarely	Never
○	○	○	○	○

Q91. Overall, how effective was the staff response in addressing the bullying the last time you reported it?

Very effective | Somewhat effective | Somewhat ineffective | Not at all effective

Q92. At school, do you know how to access the learning opportunities right for you (like specialized programs, courses, apprenticeship/skilled trades, co-op, etc.)?

Yes | No | Not sure

Q93. Since September, how often do you feel hopeful about the future?

All the time | Often | Sometimes | Rarely | Never

. The next few questions are about your parents/guardians/caregivers. By "parents/guardians/caregivers" we mean whoever you consider your parents to be. They could be your birth parents, adoptive parents, stepparents, or foster parents. It can be one person or more.

Please consider all your parents/guardians/caregivers when answering the following questions.

Not for data collection

Q94. Who are the adult(s) you live with most of the time? Select the **best one** that describes you.

- Two parents (like 1 mother and 1 father, 1 parent and 1 step parent, 2 fathers, 2 mothers, etc.)
- One parent (like father or mother only)
- Part of the time with each parent (like in two different places)
- Parent(s) and other adult family members (like grandparents, aunts, uncles, etc.)
- Only grandparent(s)
- Foster parent(s)
- Other adult siblings, relatives or guardians
- Other (specify):

Q95. Were your parent(s)/guardians(s)/caregiver(s) born in Canada?

Two (or more) parents/guardians/caregivers born in Canada | One parent/guardian/caregiver born in Canada | No parent/guardian/caregiver born in Canada

Q96. Which countries/regions were your parent(s)/guardian(s)/caregiver(s) born in? (Select all that apply)

- [ ] Afghanistan
- [ ] Albania
- [ ] Argentina
- [ ] Australia
- [ ] Bangladesh
- [ ] Barbados
- [ ] Bosnia
- [ ] Brazil
- [ ] Bulgaria
- [ ] Cambodia
- [ ] Canada
- [ ] Chile
- [ ] China
- [ ] Colombia
- [ ] Cuba
- [ ] Czech Republic
- [ ] Dominican Republic
- [ ] Ecuador
- [ ] Egypt
- [ ] El Salvador
- [ ] England
- [ ] Eritrea
- [ ] Ethiopia
- [ ] France
- [ ] Germany
- [ ] Ghana
- [ ] Guatemala
- [ ] Guyana
- [ ] Haiti
- [ ] Hong Kong
- [ ] Hungary
- [ ] India
- [ ] Iran
- [ ] Iraq
- [ ] Ireland
- [ ] Israel
- [ ] Italy
- [ ] Jamaica
- [ ] Japan
- [ ] Jordan
- [ ] Kenya
- [ ] Korea
- [ ] Lebanon
- [ ] Macedonia
- [ ] Malaysia
- [ ] Mexico
- [ ] Morocco
- [ ] Nepal
- [ ] Netherlands
- [ ] Nigeria
- [ ] Pakistan
- [ ] Palestine
- [ ] Poland
- [ ] Portugal
- [ ] Romania
- [ ] Russia
- [ ] Saudi Arabia
- [ ] Scotland
- [ ] Serbia
- [ ] Slovakia
- [ ] Somalia
- [ ] South Africa
- [ ] South Korea
- [ ] Sri Lanka
- [ ] St. Lucia
- [ ] St. Vincent and the Grenadines
- [ ] Sudan
- [ ] Syria
- [ ] Taiwan
- [ ] Tanzania
- [ ] Thailand
- [ ] Trinidad and Tobago
- [ ] Turkey or Türkiye
- [ ] Ukraine
- [ ] United Kingdom
- [ ] United States
- [ ] Uzbekistan
- [ ] Vietnam

Not for data collection

Greece

Peru

You don't have an option that applies to my parents/caregivers (specify):

Grenada

Philippines

Q97. What education did your parent(s)/guardian(s)/caregiver(s) complete? (in Canada or in any other country).
(Select all that apply.)

- Elementary school (Kindergarten - Grade 8)
- Secondary school (Grade 9 - 12)
- Apprenticeship/skilled trades
- College
- University
- Not Sure

Q98. Where did your parent(s)/guardian(s)/caregiver(s) receive their highest level of education?
(Select all that apply)

- Canada
- Another Country (specify):
- Not sure

Not for data collection

Grade 8 Only

Q99. I feel prepared to enter high school.

Yes Somewhat No Not sure

Survey Feedback

Q100. Overall, how easy did you find the survey to understand?

Very easy Somewhat easy Not that easy

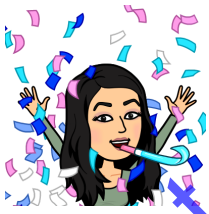
Q101. How did you feel answering this survey?
(Select all that apply)

- [ ] Comfortable
- [ ] Confused
- [ ] Happy
- [ ] Heard / Seen
- [ ] Uncomfortable
- [ ] Upset / Sad

Q102. Overall, how well did the survey questions capture your experiences as a student?

Very well Somewhat well Not well at all

. Yay! You made it to the end of the survey. We have one last question for you.



Not for data collection

Q103. If you were in charge of your school, what is one thing you would change about it?