

What is the Student Census and why is it important?

The Student Census is an opportunity to honour students' voices and learn more about their school experiences in order to be responsive to their needs. The TDSB Census has been conducted every five years since 2006. Census data has provided schools, parents and the community with valuable information to help improve schools for the benefit of all students.

Extensive input from students, parents/guardians/caregivers, staff and the community informed the Census. The Census has two types of questions:

1. Student experience questions: e.g. school belonging, inclusive schools/classrooms, student engagement, student voice, teachers and friends, mental health and well-being, and safety.
2. Student identity and family demographic questions: e.g. Indigenous identity, race, ethnicity, religion, gender identity, parent/guardian/caregiver place of birth, and parent/guardian/caregiver education.

All Census questions can be reviewed on the [website](#).

How do students in a Developmental Disability program participate in the Census?

Parents/guardians/caregivers with children in a Developmental Disability program are being asked to complete the Census on behalf of their child.

What personal information is collected on the Census and how is it protected?

While the Census is not anonymous, all information collected on the Census is confidential. A key purpose of the Census is to identify and eliminate systemic barriers to student success. Therefore, all

surveys include a student ID number. This student ID number is used to match survey results with other pieces of data in the TDSB Student Information System such as grades.

TDSB will ensure that the privacy of all students is protected. All data that is captured as a result of the Census will be stored digitally in a secure database and can only be accessed by authorized TDSB research staff. In addition, the Census reports will never single out or identify a student or family, and results will only be reported in a summarized way, to provide understanding of school community needs. For more information on the Census, notice of collection and how the Census data is protected and used, please visit our [FAQ's](#).

It is important to have as many students and parents/guardians/caregivers complete the Census as possible to ensure that TDSB and schools have meaningful data that reflects the voices of all students.

The Census is voluntary, but we hope you complete it. It should take no longer than 10 minutes to complete. If you require a language that is not listed in the drop down menu on the upper right of this page, please email studentcensus@tdsb.on.ca.

To begin the Census for , please press **NEXT**.

. 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

. As you answer the following questions, please think about your child's school experience since September.

Q1. My child looks forward to going to school.

All the time Often Sometimes Rarely Never Not sure

Q2. At school, my child feels left out (like in games, school activities, friend groups, etc.).

All the time Often Sometimes Rarely Never Not sure

Q3. My child gets the support needed in school to learn to the best of their ability.

All the time Often Sometimes Rarely Never Not sure

Q4. My child has at least one close friend at school.

Yes No Not Sure

Q5. How often does your child **not** want to go to school?

All the time Often Sometimes Rarely Never Not sure

Q6. How often does your child seem happy?

All the time Often Sometimes Rarely Never Not sure

Q7. How often does your child seem under a lot of stress or pressure?

All the time Often Sometimes Rarely Never Not sure

Q8. How often does your child seem nervous or worried?

All the time Often Sometimes Rarely Never Not sure

. This section asks various questions about your child's identity. Since there are many unique identities in the TDSB, the response options might not be culturally relevant or capture everyone. If that is the case,

feel free to describe your child's identity in your own words.

. **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 to develop programs and supports for Indigenous students in collaboration with the Urban Indigenous Education Centre.

Q9. Does your child identify as an Indigenous person?

(Select all that apply)

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

Q9a. Is your child Two-Spirit or Indigiqueer?

- Yes
- No
- Not sure

Q10. What is your child's ethnic or cultural origin(s)? (Select all that apply)

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Abya Yala | <input type="checkbox"/> German | <input type="checkbox"/> Mohawk |
| <input type="checkbox"/> Adivasi / Scheduled Tribes
(Indigenous South Asian) | <input type="checkbox"/> Ghanaian | <input type="checkbox"/> Native |
| <input type="checkbox"/> Afghan | <input type="checkbox"/> Greek | <input type="checkbox"/> Nepali (Nepalese) |
| <input type="checkbox"/> Afro-Caribbean | <input type="checkbox"/> Guatemalan | <input type="checkbox"/> Nigerian |
| <input type="checkbox"/> Afro-Indigenous | <input type="checkbox"/> Guyanese | <input type="checkbox"/> Ojibwe |

- | | | |
|--|--|---|
| <input type="checkbox"/> Afro-Latinx | <input type="checkbox"/> Haida | <input type="checkbox"/> Pakistani |
| <input type="checkbox"/> Albanian | <input type="checkbox"/> Haudenosaunee | <input type="checkbox"/> Palestinian |
| <input type="checkbox"/> American | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Persian |
| <input type="checkbox"/> Anishinaabe | <input type="checkbox"/> Indian | <input type="checkbox"/> Peruvian |
| <input type="checkbox"/> Arab | <input type="checkbox"/> Indo-Caribbean | <input type="checkbox"/> Polish |
| <input type="checkbox"/> Aymara | <input type="checkbox"/> Inuit | <input type="checkbox"/> Portuguese |
| <input type="checkbox"/> Bangladeshi | <input type="checkbox"/> Inuu | <input type="checkbox"/> Punjabi |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Iranian | <input type="checkbox"/> Rohingya |
| <input type="checkbox"/> Black-Caribbean | <input type="checkbox"/> Irish | <input type="checkbox"/> Roma |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> Israeli | <input type="checkbox"/> Romanian |
| <input type="checkbox"/> Brazilian | <input type="checkbox"/> Italian | <input type="checkbox"/> Russian |
| <input type="checkbox"/> British | <input type="checkbox"/> Jamaican | <input type="checkbox"/> Saint Lucian |
| <input type="checkbox"/> Bulgarian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Salvadorean |
| <input type="checkbox"/> Burmese | <input type="checkbox"/> Jewish | <input type="checkbox"/> Scottish |
| <input type="checkbox"/> Canadian | <input type="checkbox"/> Jewish-Ashkenazi | <input type="checkbox"/> Serbian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Jewish-Mizrahi | <input type="checkbox"/> Sinhalese |
| <input type="checkbox"/> Chorti-Maya | <input type="checkbox"/> Kashmiri | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Coast Salish | <input type="checkbox"/> Kenyan | <input type="checkbox"/> Spanish (from Spain) |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Korean | <input type="checkbox"/> Sri Lankan |
| <input type="checkbox"/> Cree | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Sudanese |
| <input type="checkbox"/> Dalit-Bahujan / Caste-oppressed /
Depressed class or Caste | <input type="checkbox"/> Lakota | <input type="checkbox"/> Syrian |
| <input type="checkbox"/> Dene | <input type="checkbox"/> Latin American / Latine / Latinx /
Latino / Latina | <input type="checkbox"/> Taiwanese |
| <input type="checkbox"/> Dominican | <input type="checkbox"/> Lebanese | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Lenape | <input type="checkbox"/> Tibetan |
| <input type="checkbox"/> Egyptian | <input type="checkbox"/> Lenka | <input type="checkbox"/> Trinidadian/Tobagonian |
| <input type="checkbox"/> English (from England) | <input type="checkbox"/> Macedonian | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Eritrean | <input type="checkbox"/> Maliseet | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Māori | <input type="checkbox"/> Uyghurs |
| <input type="checkbox"/> European | <input type="checkbox"/> Mapuche | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Métis (Michif) | <input type="checkbox"/> Not Sure |

<input type="checkbox"/> First Nations	<input type="checkbox"/> Mexican	<input type="checkbox"/> You don't have an option that applies to my child (specify):
<input type="checkbox"/> French	<input type="checkbox"/> Mi'Kmaq	<div style="border: 1px solid black; height: 40px; width: 250px;"></div>

Q11.

Which race category best describes your child? (Select all that apply)

If your child identifies as mixed race or more than one group applies to your child, select all the options that apply. For example:

- if your child is Afro-Latinx, you can select both “*Black*” and “*Latino / Latina / Latinx*”,
- if your child is Afro-Indigenous, you can select both “*Black*” and “*Indigenous*”;
- if your child identifies 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

Q11a. If you would like to share more information about your child's 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):
-

Q11b. If you would like to share more information about your child's 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):

Q12. At school, my child's racial and ethnic identity is respected.

All the time Often Sometimes Rarely Never Not sure

Q13. What is your child's religion or spiritual belief? My child is:
(Select all that apply)

- Buddhist
- Christian (like Catholic, Protestant, Orthodox, etc.)
- Hindu
- Indigenous Spirituality
- Jewish
- Muslim
- Sikh
- Spiritual, but not religious
- Another religion or belief not in this list:

- Religion is not a part of my child's life
- I do not understand this question

Q14. At school, my child feels comfortable expressing their religious or spiritual identity (like wearing a cross, hijab, kippah, turban; praying, smudging, etc.).

All the time Often Sometimes Rarely Never Not sure Religion is not a part of my child's life

Q15. Which of the following terms best describe your child's current gender identity?
(Select all that apply)

- Boy
- Girl
- Non-Binary, N.B. or enby
- Transgender or Trans
- Two Spirit or Indigiqueer
- You don't have an option that applies to my child, my child's current gender identity is:
- I do not understand this question

Q16. At school, my child feels comfortable expressing their gender identity (like the way they dress, the length or style of their hair, the way they act or speak, etc.)

All the time Often Sometimes Rarely Never Not sure

Q17. Is your child a student with a disability or a disabled person?

Yes No Not sure

Q17a. If you want to, please tell us which disability or disabilities your child has.
(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 child's disability:

- My child does not have a disability
- I don't understand this question

Q18. At school, my child has experienced the following accessibility barriers.
(Select all that apply)

- Physical inaccessibility
- Negative attitudes and stereotypes
- Technological inaccessibility
- Lack of accommodations
- Lack of support from school staff
- None of these apply to my child
- Other (specify):

Q19. This school year, how supported do you feel in having your child's Special Education Needs met?

Very supported Somewhat supported Not supported Not applicable

Q20. How safe does your child feel at school?

Very safe Somewhat safe Not very safe Not at all safe Not sure

Q21. How safe does your child feel on the way to and from school?

Very safe Somewhat safe Not very safe Not at all safe Not sure

. The next few questions are about parents/guardians/caregivers. Parents/guardians/caregivers include birth parents, adoptive parents, stepparents, or foster parents. It can be one person or more.

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

Q22. Who does your child live with most of the time?

(Please select one)

- Two parents
- One parent
- 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):

Q23. Parents/guardians/caregivers countries of birth.

- Two (or more) parents/caregivers born in Canada
- One parent/caregiver born in Canada
- No parents/caregivers born in Canada

Q23a. Parents/guardians/caregivers countries/regions of birth. (Select all that apply)

- | | | |
|--------------------------------------|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Afghanistan | <input type="checkbox"/> Guatemala | <input type="checkbox"/> Poland |
| <input type="checkbox"/> Albania | <input type="checkbox"/> Guyana | <input type="checkbox"/> Portugal |
| <input type="checkbox"/> Argentina | <input type="checkbox"/> Haiti | <input type="checkbox"/> Romania |
| <input type="checkbox"/> Australia | <input type="checkbox"/> Hong Kong | <input type="checkbox"/> Russia |
| <input type="checkbox"/> Bangladesh | <input type="checkbox"/> Hungary | <input type="checkbox"/> Saudi Arabia |
| <input type="checkbox"/> Barbados | <input type="checkbox"/> India | <input type="checkbox"/> Scotland |
| <input type="checkbox"/> Bosnia | <input type="checkbox"/> Iran | <input type="checkbox"/> Serbia |
| <input type="checkbox"/> Brazil | <input type="checkbox"/> Iraq | <input type="checkbox"/> Slovakia |
| <input type="checkbox"/> Bulgaria | <input type="checkbox"/> Ireland | <input type="checkbox"/> Somalia |
| <input type="checkbox"/> Cambodia | <input type="checkbox"/> Israel | <input type="checkbox"/> South Africa |
| <input type="checkbox"/> Canada | <input type="checkbox"/> Italy | <input type="checkbox"/> South Korea |
| <input type="checkbox"/> Chile | <input type="checkbox"/> Jamaica | <input type="checkbox"/> Sri Lanka |
| <input type="checkbox"/> China | <input type="checkbox"/> Japan | <input type="checkbox"/> St. Lucia |

- | | | |
|---|--------------------------------------|---|
| <input type="checkbox"/> Colombia | <input type="checkbox"/> Jordan | <input type="checkbox"/> St. Vincent and the Grenadines |
| <input type="checkbox"/> Cuba | <input type="checkbox"/> Kenya | <input type="checkbox"/> Sudan |
| <input type="checkbox"/> Czech Republic | <input type="checkbox"/> Korea | <input type="checkbox"/> Syria |
| <input type="checkbox"/> Dominican Republic | <input type="checkbox"/> Lebanon | <input type="checkbox"/> Taiwan |
| <input type="checkbox"/> Ecuador | <input type="checkbox"/> Macedonia | <input type="checkbox"/> Tanzania |
| <input type="checkbox"/> Egypt | <input type="checkbox"/> Malaysia | <input type="checkbox"/> Thailand |
| <input type="checkbox"/> El Salvador | <input type="checkbox"/> Mexico | <input type="checkbox"/> Trinidad and Tobago |
| <input type="checkbox"/> England | <input type="checkbox"/> Morocco | <input type="checkbox"/> Turkey or Türkiye |
| <input type="checkbox"/> Eritrea | <input type="checkbox"/> Nepal | <input type="checkbox"/> Ukraine |
| <input type="checkbox"/> Ethiopia | <input type="checkbox"/> Netherlands | <input type="checkbox"/> United Kingdom |
| <input type="checkbox"/> France | <input type="checkbox"/> Nigeria | <input type="checkbox"/> United States |
| <input type="checkbox"/> Germany | <input type="checkbox"/> Pakistan | <input type="checkbox"/> Uzbekistan |
| <input type="checkbox"/> Ghana | <input type="checkbox"/> Palestine | <input type="checkbox"/> Vietnam |
| <input type="checkbox"/> Greece | <input type="checkbox"/> Peru | <input type="checkbox"/> You don't have an option that applies to me (specify): |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Grenada | <input type="checkbox"/> Philippines | <input type="checkbox"/> |

Not for data collection

Q24. Parents/guardians/caregivers education completed (in Canada or in any other country).
(Select all that apply)

- Elementary school (Kindergarten - Grade 8)
- Secondary school (Grade 9 - 12)
- Apprenticeship (e.g., vocational training, electrician, plumber, carpenter, etc.)
- College (e.g., Diploma, Certificate)
- University (e.g., Bachelors degree, Masters degree, Doctorate degree/Phd)
- None
- Not sure

Q25. Where was parents/guardians/caregivers' highest level of education completed?
(Select all that apply)

Canada

Another Country (specify):

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Not for data collection