

What is a Student Census?

- The Student Census is an important way to measure how well schools are doing according to you: our students.
- A Census is a questionnaire that asks questions about you.
- Your parent(s)/guardian(s) have given permission for you to complete this questionnaire.

How long will it take and how do I respond to the questions?

- The Student Census will take approximately one class period to complete. If you need more time, that is okay, you can save your responses and go back to it at a later time. Just let your teacher know.
- This is not a test. There are no right or wrong answers. You should do your best to answer as honestly as possible.
- If you do not know the answer to a question, choose the answer that best describes you. For some questions, you can choose the 'Do Not Know' response, for others you can skip the question.
- If you have questions or are unsure about what is being asked, please ask a teacher or adult in the room.

Do I have to participate?

- Although the Student Census is voluntary, a higher number of responses provide the board with more information on how to best support all students.
- You may skip any question, and you also have the choice to stop at any time.
- Completing the Student Census will not affect your grades in any way.

Will you share my answers?

- Some of the questions are very private; please answer them on your own without sharing them with anyone.
- Your answers will be confidential, so that only the Research Department at the board office will be able to see your responses.

- We would need to follow up with you and your principal if your responses indicate concerns for your or others' safety. That would be the only reason that would cause some of your responses to be shared with your principal and/or parent(s)/guardian(s).

Who can I speak to after the Student Census?

- If you have questions or concerns, you can speak with your teacher and/or principal.
- If you want to talk to someone without sharing your name, you can contact Kids Help Phone by text messaging at: 686868, by telephone at: 1-800-668-6868 or by live chat at: <https://kidshelpphone.ca/live-chat/>

Language(s) First Spoken

1. What is the first language(s) you learned to speak as a child? 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:
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
above (please specify): |
| <input type="radio"/> English | <input type="radio"/> Oneida | |
| <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. Do you 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. Do you consider yourself a Canadian?

- Yes
- No
- Not sure

4. What is your 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 you? 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 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.

Gender Identity *****FOR STUDENTS GRADE 7 AND HIGHER*****

What is Gender Identity?

Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex). It is different from and does not determine a person's sexual orientation.

7. What is your gender identity? Select all that apply.

- Boy/man
- Gender Fluid
- Gender Nonconforming
- Girl/woman
- Non-Binary
- Questioning
- Trans boy or man
- Trans girl or woman
- Two-Spirit
- Not sure
- I do not understand this question
- I prefer not to answer
- Gender identity(ies) not listed above (please specify):

Terms:

- Gender Fluid:
 - A person who sometimes switches between feeling like a boy or a girl or in other ways.
- Gender Nonconforming:
 - A person who does not feel like they act like a boy or girl.
- Non-Binary:
 - A person who does not feel like a boy or a girl.
- Questioning:
 - A person who is not sure if they are a boy or a girl, or something else.
- Trans boy or man:
 - A person who was born as a girl, but lives as a boy/man.
- Trans girl or woman:
 - A person who was born as a boy, but lives as a girl/woman.
- Two-Spirit:
 - An Indigenous person whose gender feeling, spiritual feeling or attraction includes masculine, feminine or non-binary spirits.

What is Sexual Orientation?

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex.

8. What is your sexual orientation? Select all that apply.
- Straight / heterosexual
 - Lesbian
 - Gay
 - Bisexual
 - Two-Spirit
 - Queer
 - Questioning
 - Asexual
 - Pansexual
 - Not sure
 - I do not understand this question
 - I prefer not to answer
 - A sexual orientation(s) not listed above (please specify):

Terms:

- **Straight/Heterosexual:**
 - A person who is attracted to people of a different sex; a boy who is attracted to girls, or a girl who is attracted to boys.
- **Lesbian:**
 - A girl who is attracted to girls.
- **Gay:**
 - A boy who is attracted to boys.
- **Bisexual:**
 - A person who is attracted to boys and girls.
- **Two-Spirit:**
 - An Indigenous person whose gender feeling, spiritual feeling or attraction includes masculine, feminine or non-binary spirits.
- **Queer:**
 - A person whose attraction or gender identity differs from other people in some way.
- **Questioning:**
 - A person who is unsure about their attraction.
- **Asexual:**
 - A person who does not feel attraction to anyone.
- **Pansexual:**
 - A person who is attracted to all genders.

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.

9. Do you consider yourself 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

10. If yes, select all that apply.

- 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

11. Were you born in Canada?

- Yes
- No

Socio-economic Status

If you are living in a homestay (e.g., International Student) please answer the questions below thinking about your parent(s)/guardian(s) from your home country and not your home stay and/or guardian while at school in Canada.

<p>12. Parent/Guardian 1 that you currently live with most of the time Please check your relation with this person. (Select one answer only)</p>	<p>13. Parent/Guardian 2 that you currently live with most of the time. Please check your relation with this person. (Select one answer only). Skip this section if you are living with one parent or guardian.</p>
<ul style="list-style-type: none"> <input type="radio"/> Mother <input type="radio"/> Father <input type="radio"/> Stepmother <input type="radio"/> Stepfather <input type="radio"/> Grandparent <input type="radio"/> Relative <input type="radio"/> Guardian <input type="radio"/> Foster parent <input type="radio"/> Friend <input type="radio"/> I'm living on my own <input type="radio"/> A person not listed above (please specify): _____ 	<ul style="list-style-type: none"> <input type="radio"/> Mother <input type="radio"/> Father <input type="radio"/> Stepmother <input type="radio"/> Stepfather <input type="radio"/> Grandparent <input type="radio"/> Relative <input type="radio"/> Guardian <input type="radio"/> Foster parent <input type="radio"/> Friend <input type="radio"/> I'm living on my own <input type="radio"/> A person not listed above (please specify): _____
<p>14. Please check the highest level of education this person completed. (Select one answer only)</p> <ul style="list-style-type: none"> <input type="radio"/> Did not complete any formal education <input type="radio"/> Elementary school <input type="radio"/> High school <input type="radio"/> Apprenticeship <input type="radio"/> College <input type="radio"/> University <input type="radio"/> Not sure 	<p>15. Please check the highest level of education this person completed. (Select one answer only)</p> <ul style="list-style-type: none"> <input type="radio"/> Did not complete any formal education <input type="radio"/> Elementary school <input type="radio"/> High school <input type="radio"/> Apprenticeship <input type="radio"/> College <input type="radio"/> University <input type="radio"/> Not sure
<p>16. What is this person's employment status? (Select all that apply)</p> <ul style="list-style-type: none"> <input type="radio"/> Works full-time <input type="radio"/> Works part-time <input type="radio"/> Self-employed (for example, has own business) <input type="radio"/> Looking for work <input type="radio"/> Stay- at-home parent/guardian <input type="radio"/> Retired <input type="radio"/> Not sure 	<p>17. What is this person's employment status? (Select all that apply)</p> <ul style="list-style-type: none"> <input type="radio"/> Works full-time <input type="radio"/> Works part-time <input type="radio"/> Self-employed (for example, has own business) <input type="radio"/> Looking for work <input type="radio"/> Stay- at-home parent/guardian <input type="radio"/> Retired <input type="radio"/> Not sure
<p>18. What is this person's job or occupation? _____</p> <ul style="list-style-type: none"> <input type="radio"/> Not sure 	<p>19. What is this person's job or occupation? _____</p> <ul style="list-style-type: none"> <input type="radio"/> Not sure

Relationships

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Adults at my school treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Adults at my school listen to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. At my school, teachers care about students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My teachers are there for me when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My teachers are open and honest with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I enjoy communicating with teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Most teachers at my school are interested in me as a person, not just as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teachers have high expectations of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My teachers trust me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. There are students at my school who care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students at my school are there for me when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other students at my school like me the way I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I enjoy communicating with students at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students at my school respect what I have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I have some friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Well-Being

22. How often do you feel:

	Never	Rarely	Sometimes	Often	All the time
g. Good about yourself	<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. You liked the way you 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"/>

23. Are you aware that your school has support to help students with their mental health and well-being?
- Yes
 - No

24. About how many hours per night, do you 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

25. About how many days a week do you exercise or take part in a sport that causes you to sweat and breathe harder?

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

26. My overall well-being this past month has been:

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

27. If you had an issue at school (e.g., academics, grades, physical health, emotional well-being, relationships), how comfortable would you 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 guidance counsellor (Gr. 9-12 only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A principal or vice-principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A social worker and/or child and youth worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. 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"/>

g. Parent(s)/guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other family members or relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. During a regular school week (Monday to Friday), how often do you:

	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

29. 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

30. Before COVID, how often did you usually take part in these school activities (i.e. outside of your regular classroom):

	Never	A few times this year	Monthly	Weekly
a. Arts (e.g., choir, band, drama, dance)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sports (e.g., 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. School field trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School leadership activities (e.g., student council, student publications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. School clubs (e.g., chess club, eco club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School special events (e.g., dances, talent shows, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. How often do you take part in these activities outside of school:

	Never	A few times this year	Monthly	Weekly
a. Arts (e.g., choir, band, drama, dance)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sports (e.g., 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. School field trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School leadership activities (e.g., student council, student publications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. School clubs (e.g., chess club, eco club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School special events (e.g., dances, talent shows, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Belonging and Diversity

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I enjoy being at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My 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 school when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel like I belong at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My school building 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"/>

33. How do you feel about your school?

	Never	Rarely	Sometimes	Often	All the time
a. I feel happy at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel I belong in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel accepted by students in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel accepted by adults in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I feel school rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. At my school, I am encouraged to think or learn about human rights/social justice issues related to:

	Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
a. Gender identity (Grade 7 and above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Race, ethnicity and/or culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Disabilities/challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The question is included for students in Grade 7 and above only.

35. At my school, I have opportunities to:

	Strongly Agree	Agree	Disagree	Strongly disagree	Unsure
a. *Learn about gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Learn about my own cultural/racial background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Express my cultural identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Learn about my own abilities (e.g., physical, learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>

*The question is included for students in Grade 7 and above only.

36. At my school, I feel people like me 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 we 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 speaks, presentations, clubs, celebrations, etc.,)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. In your school, how often have you 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 sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. *People who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. People with different amounts of money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*The question is included for students in Grade 7 and above only.

38. Do you ever feel unwelcome or uncomfortable at your school because of any of the following? (Check any items that apply to you)

- *My gender
- My ethnic, cultural or racial background
- Indigenous background (First Nations, Metis, Inuit)
- My first language
- My grades or marks
- The way I look
- My religion or faith
- How much money my family has
- My extra-curricular activities or hobbies
- A disability or learning need that I have
- *My sexual orientation
- My mental health
- None of the above
- Other reason(s): (please specify)

*The question is included for students in Grade 7 and above only.