



Student Survey 2021

Grades 7 - 12 Students

2021 YRDSB Student Survey

Thank you for completing this survey. Student voice is important to us. The purpose of this survey is to collect feedback from students about their experiences of learning during this school year (in-person and virtual). This feedback will be used to inform programs and strategies that help to ensure safe, inclusive, and respectful school environments that support student achievement and well-being.

Survey questions ask about topics related to: remote learning; learning technology and tools; student engagement; safety, discrimination and bullying; mental health and well-being; and equity and inclusive learning environments. We also ask questions about students' identities (e.g., race and gender) in order to understand how learning experiences may differ among groups of students, and to promote a safe and inclusive school climate for all students.

The survey is **anonymous** and **confidential** so no one will know your individual responses to the questions. The survey is **voluntary** and **you may skip any questions that you do not want to answer. Please do not write your name on this survey.** The information you share will only be accessible by staff in YRDSB's Research and Assessment Services Department.

The third party data collection tool we use will also have access to responses until Research and Assessment Services' removes them after the surveys are closed. Storage and retention of data will follow Board Policy and Procedure #160.0 Records and Information Management.

When you are answering the questions, please think about your experiences at this school during **this** school year. This survey will take about **15 to 20 minutes** to complete. Please complete the questionnaire by **June 18, 2021**. Survey results will be shared with schools, board departments, and the public in the form of a summary report and will be available in the late Fall through your school principal.

If you have any questions or concerns, please contact Shawn Bredin, Superintendent, Research, Assessment and Evaluation Services at research.services@yrdsb.ca, (905) 727-0022 ext. 4355 or 300 Harry Walker Parkway South, Newmarket, ON L3Y 8E2

Data Collection Notification

This information is collected for educational purposes only under the authority of the Anti-Racism Act, 2017, S.O. 2017, c. 15, and section 169.1 (1)(2.1) of the Education Act, R.S.O. 1990, c. E. 2 (as amended). The information will be used in accordance with the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M. 56 (as amended).

When the word “school” appears in a question this refers to all learning spaces including virtual learning and in-school environments.

Part A: General Questions

1. Which school model have you mostly attended this school year?

- ☐ Elementary Face-to-Face Learning Model (F2F)
- ☐ Elementary Virtual School (EVS, online learning)
- ☐ Elementary Community Class Blended Model (Partially Integrated Special Education Classroom)
- ☐ Secondary Adaptive Model
- ☐ Secondary Virtual School (SVS, online learning)

2. Which school did you mostly attend this year? (If you switched schools or school models since September, please indicate the school you attended most of the school year). A list of schools will be provided in a dropdown menu

- ☐ Elementary Virtual School (EVS, online learning)
- ☐ Secondary Virtual School (SVS, online learning)
- ☐ Elementary Community Class Blended model (Partially Integrated Special Education Classroom)
- ☐ Adrienne Clarkson Public School
- ☐ Aldergrove Public School
- ☐ Etc.

3. What grade are you currently enrolled in?

- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ 12+ in a community class (e.g., more than 4 years in a community class)
- ☐ 12+ not in a community class (e.g., completing additional years of secondary school)

Part B: Remote Learning, Technology, and Learning Tools

1. Have you had reliable internet at home this school year (e.g., it does not freeze, lag, or disconnect and you do not experience power outages)?

- ☐ Yes, I have internet and it is always reliable
- ☐ Yes, I have internet and it is mostly reliable
- ☐ Yes, I have internet but it is not reliable
- ☐ No, I have not had internet at home

2. Do you have access to an electronic device (e.g., a computer, laptop, Chromebook, Assistive Technology, electronic refreshable braille device, hearing receiver) to complete your schoolwork?

- ☐ Yes - I have my own device
- ☐ Yes - I use a device that I borrowed from my school
- ☐ Sometimes - I share a device owned by my family
- ☐ Sometimes - I share a device with my family borrowed from my school
- ☐ No - I do not have a device available for schoolwork

3. How comfortable are you with using devices for virtual learning on your own (e.g., a computer, laptop, Chromebook, Assistive Technology, electronic refreshable braille device, hearing receiver)?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Not comfortable
- ☐ Not sure

4. What best describes your level of comfort with using virtual learning tools on your own (e.g., Google Classroom, video calls, Jamboard, Google Chat)?

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Not comfortable
- ☐ Not sure

Part C: Engagement and Learning

1. Overall, during this school year, how do you feel about the amount of:

Options	The amount is too much	The amount is just right	The amount is too little	Not sure
a. Schoolwork in your classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Homework that is assigned in your classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Overall, how do you feel about the pace of instruction in your class(es) (e.g., how much course material is being covered at a time)?

- ☐ The pace is too fast; I cannot keep up with my classes
- ☐ The pace is just right; I can keep up with my classes
- ☐ The pace is too slow; I am having trouble staying engaged in my classes
- ☐ Not sure

3. The instruction I receive is relevant to me and has real-life connections.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not sure

4. At this school, I have opportunities to:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. Set goals for my learning and follow through on those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Assess my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Show what I have learned in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Give and receive feedback on my schoolwork from my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Share my thoughts about how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use feedback to improve my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I am able to communicate with my teacher(s) when I need to (e.g., talk to, ask questions and get support).

- ☐ All the time
- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Not sure

6. Think about the tasks and assignments you had to complete online this year and select the option that best applies to you:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. Having instructions and timelines online supported me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I had the materials I needed to complete my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I was given clear information about how my assignments would be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I was able to get help from my teacher(s) and other staff to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Think about your learning from home this year and select the option that best applies to you:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. I was able to focus and concentrate on my school work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There was someone at home to help me if I needed it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
c. I was able to manage my time to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I was able to stay motivated in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I shared ideas and answered questions during class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Overall, online learning worked for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. The thing about online learning that worked well for me was_____

9. The thing about online learning that didn't work for me was_____

10. Here's what I would suggest to improve online learning in the future_____

Part D: Mental Health and Well-Being

1. In general, during this school year, how often did you feel:

Options	All the time	Often	Sometimes	Rarely	Never	Not sure
a. Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Nervous or anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Positive about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Good about yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sad or depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Like you matter to people at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Socially isolated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Like you are running out of time so that you are not be able to do anything fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Like you are pushed to do too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please think about your experiences this school year when responding to the following statements:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. Adults at my school care about my well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There is at least one caring adult at my school who supports me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If I needed support(s) related to mental health, I would know how to get help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part E: Safety, Discrimination and Bullying

Feeling safe means feeling comfortable, relaxed, having identities valued, and not worried that someone could harm your body, hurt your feelings, or damage your belongings.

1. I **feel safe** at this school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not sure

Bullying is a form of repeated, persistent and aggressive behaviour that causes (or should be known to cause) fear and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Cyberbullying involves the use of electronic devices or the Internet to threaten, embarrass, socially exclude, and harass. Cyberbullying can occur through texting, email, chats, websites, instant messaging, cell phones and through the use of pictures/video clips.

Racism is when people are treated negatively based on their race. Racial jokes and slurs or hate crimes are examples.

Discrimination is being treated negatively because of your gender identity, racial background, ethnic origin, religion or spirituality, socio-economic background, special education needs, sexual orientation, or other factors.

Harassment is engaging in ongoing provoking comments or actions which are known to (or should be known to) be unwelcome and unwanted.

2. Since the start of this school year, how often have you experienced:

Options	All the time	Often	Sometimes	Rarely	Never	Not sure
a. Bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cyberbullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I know how to report:

Options	Yes	No	Not sure
a. If bullying happens at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If cyberbullying happens at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If racism happens at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If discrimination happens at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. If harassment happens at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. I am satisfied with the steps this school has taken to:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. prevent bullying among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. address incidents of bullying among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. prevent racism and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. address incidents of racism and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. There is an adult at this school I would feel comfortable speaking to:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. If I or someone else was bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If I or someone else was being harassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If I or someone else was experiencing discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. If I or someone else was experiencing racism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. If I or someone else was feeling unsafe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If I or someone else was feeling sad, anxious, hopeless, stressed, angry or overwhelmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. I am learning about appropriate online behaviour at my school (e.g., appropriate use of social media, cyberbullying/harassment awareness).

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Not sure

Part F: Equity and Inclusive Learning Environments

1. Please think about your experiences this school year when responding to the following statements:

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. My school is a welcoming place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I feel like I belong at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am treated with respect at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School rules are applied to me in a fair way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. At my school, my social identities (e.g., my race, my gender, my culture, my exceptionality) are reflected positively in:

Options	Always	Often	Sometimes	Never	Not sure
a. Class lessons and discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Learning materials (e.g., textbooks, books, videos, apps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School work (e.g., assignments, projects, presentations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social justice refers to equal treatment and equal opportunities for all people without discrimination.

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

Options	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
a. Indigenous peoples of Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ethnicity and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. People with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate the barriers that you feel get in the way of your learning and well-being at school (please select all that apply):

- ☐ I do not feel there are barriers that get in the way of my learning and well-being at school.
- ☐ Anti-Indigenous racism
- ☐ Ableism (special education needs or disability)
- ☐ Anti-Asian racism
- ☐ Anti-Black racism
- ☐ Antisemitism (anti-Jewish racism)
- ☐ Classism (poverty)
- ☐ Homophobia
- ☐ Islamophobia (anti-Muslim racism)
- ☐ Sexism
- ☐ Transphobia
- ☐ Another reason (please explain): _____

Part G: About Me

Race is a social construct that groups people on the basis of perceived common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular cultural heritage or background); there may be several ethnic groups within a racialized group.

In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East Asian" or "Southeast Asian", etc.

1. Which **race** category best describes you? (Please select all that apply)

- ☐ Black (e.g., African, Afro-Caribbean, African-Canadian descent)
- ☐ East Asian (e.g., Chinese, Korean, Japanese, Taiwanese descent)
- ☐ Indigenous to Canada (e.g., First Nations, Métis, Inuit)
- ☐ Latino/Latina/Latinx (e.g., Mexican, Peruvian, Colombian, Ecuadorian)
- ☐ Middle Eastern (e.g., Arab, Persian/Iranian, Afghan, Egyptian, Lebanese, Turkish, Kurdish)
- ☐ South Asian (e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean)
- ☐ Southeast Asian (e.g., Filipino, Vietnamese, Cambodian, Thai, Indonesian, Malaysian)
- ☐ White (e.g., British, Italian, German, Russian, French)
- ☐ A race or racial background not listed above:
- ☐ Not sure
- ☐ I do not understand the question
- ☐ I prefer not to answer

2. If you are Indigenous to Canada, please select all that apply to you:

- ☐ First Nation
- ☐ Métis
- ☐ Inuit
- ☐ Not applicable – I am not Indigenous to Canada
- ☐ I prefer not to answer

Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female or male).

3. What is your **gender identity**?

- ☐ Woman/Girl
- ☐ Man/Boy
- ☐ Gender Fluid (Refers to a person whose gender identity or expression changes or shifts along the gender spectrum)
- ☐ Gender Nonconforming (Not being in line with the cultural associations made in a given society about a person's sex assigned at birth)
- ☐ Non-Binary (Refers to a person whose gender identity does not align with the binary concept of gender such as man or woman)
- ☐ Questioning (Refers to a person who is unsure about their own gender identity)
- ☐ Transgender (Refers to a person whose gender identity differs from the one associated with their birth-assigned sex)
- ☐ Two-Spirit (An Indigenous person whose gender identity, spiritual identity, or sexual orientation includes masculine, feminine, or non-binary spirits)
- ☐ A gender identity not listed above (please specify):

- ☐ Not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

Sexual orientation covers the range of human sexuality and is different from gender identity.

4. What is your *sexual orientation? (Please select all that apply)

- ☐ Asexual (A person who does not experience sexual attraction)
- ☐ Bisexual (A person who experiences attraction to both male-identified and female people)
- ☐ Gay (A person who experiences attraction to people of the same sex or gender. Gay can include both male-identified and female-identified individuals, or refer to male-identified individuals only)
- ☐ Lesbian (A female-identified person who experiences attraction to female-identified individuals)
- ☐ Pansexual (A person who experiences attraction to people of diverse sexes and/or genders)
- ☐ Queer (A term used by some in the LGBTQ communities, particularly youth, as a symbol of pride and affirmation associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender, or attraction, or by an individual to reflect the interrelatedness of these aspects of their identity)
- ☐ Questioning (Refers to a person who is unsure about their own sexual orientation)
- ☐ Straight/Heterosexual (A person who is attracted to someone of the opposite sex)
- ☐ Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine, or non-binary spirits)
- ☐ A sexual orientation not listed above (please specify):
- ☐ Not sure
- ☐ I do not understand this question
- ☐ I prefer not to answer

5. a) Were you born in Canada?

- ☐ Yes (Skip to Question 6)
- ☐ No
- ☐ I prefer not to answer

5. b) If you were *not* born in Canada, how long have you lived in Canada?

- ☐ Less than 1 year
- ☐ 1 year
- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 6 years
- ☐ 7 years
- ☐ 8 years
- ☐ 9 or more years
- ☐ Not sure
- ☐ I prefer not to answer

6. Are you learning English as a second or additional language (i.e., English Language Learner)?
- ☐ Yes
 - ☐ No
 - ☐ Not sure
 - ☐ I prefer not to answer
7. If you received support for English as a Second Language (ESL) or English Literacy Development (ELD), to what extent did it help you with your learning?
- ☐ Not at all helpful
 - ☐ Slightly helpful
 - ☐ Somewhat helpful
 - ☐ Quite helpful
 - ☐ Extremely helpful
 - ☐ Not sure
 - ☐ Not applicable – I did not receive support for ESL or ELD
8. If you are receiving special education programming this year (e.g., accommodations, IEP), does it support your strengths, needs, and interests?
- ☐ Yes
 - ☐ No
 - ☐ Not sure
 - ☐ Not applicable – I am not receiving special education programming
 - ☐ I prefer not to answer

Thank you for your participation!