



OCDSB School Climate Survey



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Thank you for agreeing to complete this survey! As part of our ongoing efforts to create and maintain safe, inclusive and accepting schools, the OCDSB undertakes a School Climate Survey every two years to gather input from students. The purpose of this survey is to collect information about how students are feeling about their school and learning experiences. This survey will ask questions about issues including safety, relationships with others, sense of belonging, and well-being. Input provided helps make schools a place where all students, staff, and community members feel safe, welcomed, respected and valued. The results of this survey will be used to guide school improvement planning, reduce inequities in student experiences and outcomes, and give students a voice so they are able to share their ideas, thoughts or concerns about their school.

Before completing the survey it is important to know:

1. This is not a test. There are no right or wrong answers. We want to know what you think and how you feel. Please answer each question honestly and the best you can
2. It is your choice to fill out the survey. You can choose not to fill out the survey, and you don't have to answer any questions you don't want to.
3. All of your answers will be anonymous (private) and will not be shared with anyone. We will not ask for your name so we cannot identify you.

Thank you for your time!

STUDENT INFORMATION:

What grade are you in?

- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Are you new to the school this year?

- No
- Yes

Which of the following best describes how you think of yourself? *Select all that apply.*

- Male
- Female
- Self-identify in another way
- Prefer not to answer

ENGAGEMENT:

Sense of Belonging and Social Connectedness:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel like I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel accepted by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I am part of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel excluded (left out) at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel lonely at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sense of Belonging and Social Connectedness:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have close friends at school that I can trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get along with others at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends at school that care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to make friends easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At my school, students are kind to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At my school, students treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT COPY

Positive Relationships with Adults at School:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel accepted by staff and adults at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults who work at my school care about the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults who work at my school treat all students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults at my school get along well with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults who work at my school listen to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have at least one school adult to turn to for help, advice, or support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Relationships with Adults at School:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Teachers at my school treat students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my school pay attention to the needs, abilities, and interests of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to talk with teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers make me feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable asking my teachers for help with my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are available when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I get the support I need at school to learn to the best of my ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intellectual Engagement:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the challenges of learning new things in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to manage my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work hard at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have made the most of my school experiences so far. (7 to 12 students only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my school experience is preparing me well for post-secondary education. (7 to 12 students only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enjoyed my school experience so far. (7 to 12 students only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extracurricular Involvement:

How often do you...

	Never	Sometimes	Often	Always
...attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...participate in extracurricular activities offered through your school, such as school clubs or organizations, musical groups, sports teams, student government, or any other extracurricular activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Opportunities:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
There are lots of opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sources of Support Outside of School:

These next few questions ask about sources of support at home and in in your community. This could include parents, guardians, siblings, friends, or other community or family members.

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have someone at home who helps me with my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have someone at home who encourages me to work hard at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is at least one adult outside school who supports me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know someone outside school that I could go to for help if I needed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DO NOT COPY

ENVIRONMENT:

School Environment:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I enjoy being at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is an inviting and comfortable place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Discipline:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The school rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School rules are applied equally (or fairly) to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The consequences for breaking rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning Environment:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is usually easy to concentrate in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules for classroom behaviour are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teachers maintain control of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teachers praise us when we have done well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers give me individual attention when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The things I am learning in school are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have lots of chances to participate in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the same opportunities for a quality education as other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teachers encourage students to do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teachers expect us to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

There is at least one teacher or other adult at this school who really wants me to do well.

Representation:

Your **identity** refers to who you are, or what makes you unique. Your identity can include things like your gender, race, ethnicity, language, religion, disability, sexual orientation, etc.

At my school, I feel people like myself/my identity is reflected positively in:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure
Pictures, posters, and displays in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning materials teachers use in class (e.g., books, videos/films)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons or curriculum content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra-curricular activities (e.g., sports, clubs, art activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School events/activities (e.g., extracurricular activities, cultural celebrations, religious/faith/ethnic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educators (e.g., teachers, EAs, vice-principal(s), principal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Identity:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure
I feel like my identity is welcomed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to express my identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to learn about my own background and identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to learn about the background and identity of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SAFETY:

Safety:

How safe do you feel at school? "**Feeling safe**" means feeling comfortable, relaxed, and not worrying that someone will harm your body, hurt your feelings, or damage your belongings.

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable
I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe going to and from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in other parts of the school (e.g., gym, cafeteria, washroom, hallways, change rooms).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe outside on school property (e.g., schoolyard, school parking lot).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe on the school bus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Bullying:

Bullying is when a person tries to hurt another person on purpose, and does it more than once. It can be physical, verbal, or social, and can also take place online with emails or text messages. The person who does the bullying is usually in a position of real or perceived power (e.g., greater in strength or popularity). Sometimes a group of students will bully others. Bullying is NOT when students of the same strength or popularity get in a fight or argument.

In the past 4 weeks, how often have you experienced the following:

	Never	Less than once a month	Once or twice a month	Once a week	Several times a week	Every day	Prefer not to answer
I have been physically bullied (e.g., repeatedly hit, kicked, pushed or shoved, belongings taken or broken) or threatened with physical bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I have been verbally bullied (e.g., repeatedly teased, called names, made fun of, put down, insulted, or threatened).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been socially bullied (e.g., repeatedly ignored, excluded on purpose, had rumours spread about you, or had	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

others try to embarrass you or make you look bad).

I have been cyberbullied (e.g., teased, called names, threatened, or put down by pictures, text messages, emails or social media).

Bullying (Witness):

In the past 4 weeks, have you seen or heard about a student being bullied?

- No
- Yes

Sexual Harassment (for students in Grades 7 to 12 only):

Sexual harassment involves touching someone in a sexual way, spreading sexual rumours about someone, making sexual comments or jokes about someone's body, or directing unwanted sexual attention or advances toward someone.

In the past 4 weeks, have you felt that you were sexually harassed at school?

- No
- Yes

Help Seeking:

What would you do if you were being bullied/harassed, or if you saw another student being bullied/harassed?
Select all that apply.

- I would not know what to do or who to talk to.
- I would do nothing or ignore it.
- I would stand up and do something to stop it myself.
- I would get someone to help stop it.
- I would tell my teacher(s), principal, vice-principal(s), or another adult at school about it.
- I would tell my parent(s), guardian(s), or another adult outside of school about it.

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Stereotyping, Prejudice, Discrimination:

Stereotyping is when someone assumes that a group of people who share some characteristics also share certain qualities (e.g., when someone assumes something about you because of one part of your identity).

Prejudice is when someone has a belief (usually negative) about a person or group based on a stereotype.

Discrimination is when someone acts on their prejudiced beliefs. Discrimination is unfair treatment of one particular person or group of people. Usually the different treatment is because of the person's sex, religion, nationality, ethnicity (culture), race, or other personal traits. Discrimination based on race is called racism.

Have you experienced stereotyping, prejudice, or discrimination at school this year?

- No
- Yes
- Not sure
- Prefer not to answer

If you answered yes, was it because of any of the following reasons? Select all that apply.

- Appearance
- Clothing
- Disability
- Ethnic background
- Family income
- Family structure
- First language
- Gender identity
- Grades or achievement level
- Indigenous identity (e.g.. First Nations, Métis, Inuit)
- Race
- Religion or faith
- Sexual orientation **for 7 to 12 students only*
- Another reason not listed

WELL-BEING:

General Well-Being:

Please indicate for each of the five statements which is closest to how you have been feeling over the last TWO weeks:

	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time
I have felt cheerful and in good spirits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt calm and relaxed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have felt active and energetic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have woken up feeling fresh and rested.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My daily life has been filled with things that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Coping and Social Emotional Skills:

Please indicate how much you agree or disagree with each of the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am able to handle unexpected challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to handle difficult problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what things I am good and bad at (i.e., my strengths and weaknesses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can describe how I am feeling most of the time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what makes me feel good and bad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can control how I behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think before I act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can keep my thoughts and emotions under control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at deciding right from wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make good decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about the consequences of what I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to behave in different social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I respect what others think.

I try to understand how others think and feel.

I treat others with respect.

I am kind to others.

I help others (who are sad, hurt, or lonely).

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DEMOGRAPHIC INFORMATION:

We want to know more about you. The answers you provide will be used to help us serve you and other students better. Please answer the following questions about you and your background.

Indigenous Identity:

Do you consider yourself to be an Indigenous person (First Nations, Métis, and/or Inuit)?

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

If you answered yes, which of the following do you identify as? Select all that apply.

- First Nations
- Métis
- Inuit

LGBTQ2S+ Identity:

Do you identify as LGBTQ2S+ (i.e., lesbian, gay, bisexual, trans/transgender, two spirit, queer, questioning, plus all other identities within the LGBTQ2S+ community)?

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

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. In our society, people are often described by their race or racial background.

What racial group(s) best describe(s) 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
- Prefer not to answer
- Not sure
- I do not understand the question

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.

Do you consider yourself to be a person with a disability or disabilities?

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

If you answered yes, please select all that apply to you:

- Addiction(s)
- Autism Spectrum Disorder (ASD)
- Blind or low vision
- Chronic pain
- Deaf or hard of hearing
- Developmental disability(ies)
- Learning disability(ies)
- Mental health disability(ies)
- Mobility
- Physical disability(ies)
- Speech impairment
- A disability not listed above

Religion:

What is your religion, creed and/or spiritual affiliation? Select all that apply.

- Agnostic
- Athiest
- 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
- Prefer not to answer
- Not sure
- I do not understand the question

ADDITIONAL QUESTIONS:

Open-Ended Feedback:

In this last part of the survey, we want you to express your opinions in your own words. Your comments will not be identified as belonging to you, as long as you do not include your name or other identifying information.

Please tell us some of the things you really like about your school, and/or things that would make it even better.

Site-Specific Questions:

Added by schools, if applicable.

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