



2024 Valuing Voices Survey (Grades 7 to 12)

Dear Students:

Welcome to our 2024 Valuing Voices: Identity Matters Student Survey! The collection and reporting of identity-based data enables us to better understand how student identities affect experiences at school (such as sense of safety, feelings of belonging, mental health, and achievement).

Participating in the survey ensures your voice is heard and helps us better understand the diverse needs and experiences within your school community. With your help, we can make more informed decisions and implement changes to support the learning, safety and well-being of OCDSB students.

As a student in Grades 7 to 12 in the OCDSB, you are invited to complete this survey.

- The survey is voluntary. Participation is optional. You can answer some, all, or none of the questions. What you share is up to you.
- The survey is confidential. Your responses will be kept private and protected. Your name will not be collected.
- A unique survey ID will be used by research staff at the District to link identity data to other data sets (for example, achievement outcomes, participation rates in different programs/courses, suspension rates).
- Reporting will be based on groups and not at the individual student level in order to protect privacy and confidentiality. Individual responses will not be shared with your principal, teacher, or school staff.

If you have any questions or require accessibility support, please contact valuingvoices@ocdsb.ca.

Your participation is greatly appreciated!

This information is collected under the authority of the Education Act, R.S.O. 1990, Sections 169.1, 170 (1) and 171 (1), the Antiracism Act 2017, and in accordance with Section 29 (2) of the Municipal Freedom of Information and Protection of Privacy Act. Questions or concerns about the collection, use or disclosure of personal information should be directed to the Freedom of Information Officer, Ottawa-Carleton District School Board, 613-596-8211 ext.8310.

What is the first language(s) you learned to speak as a child? Select all that apply.
Please hold the "CTRL" key down on your keyboard to select multiple languages.

- Albanian
- Algonquin
- American Sign Language
- Amharic
- Arabic
- Bengali
- Berber
- Bosnian
- Bulgarian
- Burmese
- Cambodian
- Cantonese
- Chinese
- Creole
- Croatian
- Dari
- Dutch
- English
- Estonian
- Farsi
- French

- German
- Greek
- Gujarati
- Harari
- Hebrew
- Hindi
- Hungarian
- Igbo
- Inuktitut
- Italian
- Japanese
- Kannada
- Karen
- Kinyarwanda
- Kirundi
- Korean
- Kurdish
- Lao
- Latvian
- Lingala
- Macedonian
- Malayalam

- Mandarin
- Marathi
- Mongolian
- Nepali
- Norwegian
- Pashto
- Persian (Farsi)
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian
- Serbian
- Serbo-Croatian
- Sinhala
- Slovak
- Somali
- Spanish
- Swahili
- Swedish
- Tagalog
- Tamil

- Telugu
- Thai
- Turkish
- Twi
- Ukrainian
- Urdu
- Uzbek
- Vietnamese
- Yoruba
- Another language not listed (please specify): _____
- Not Sure

Do you identify yourself as First Nations, Métis, and/or Inuit? No

No

Yes

If YES, please select all that apply.

Yes, First Nations

Yes, Métis

Yes, Inuit

You may provide additional information about the nation, region, or community to which you belong:

Do you consider yourself a Canadian?

Yes

No

Not sure

Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

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

Please hold the "CTRL" key down on your keyboard to select multiple ethnicities.

- Acadian
- Afghan
- Afrikaner
- Akan
- Albanian
- Algerian
- Alsatian
- American
- Amhara
- Angolan
- Anishinaabe
- Antiguan
- Arab
- Arawak
- Argentinian
- Armenian
- Ashanti
- Assyrian
- Australian

- Austrian
- Azerbaijani
- Bahamian
- Bangladeshi
- Bantu
- Barbadian
- Basque
- Bavarian
- Belgian
- Belizean
- Bengali
- Beninese
- Berber
- Bermudan
- Bhutanese
- Bolivian
- Bosnian
- Brazilian
- Breton
- Bulgarian
- Burkinabe
- Burmese

- Burundian
- Byelorussian
- Cambodian
- Cameroonian
- Canadian
- Carib
- Caribbean origins
- Catalan
- Chadian
- Channel Islander
- Chilean
- Chinese
- Colombian
- Congolese
- Coptic
- Cornish
- Corsican
- Costa Rican
- Cree
- Croatian
- Cuban
- Cypriot

- Czech
- Czechoslovakian
- Danish
- Dinka
- Djiboutian
- Dominican
- Dutch
- East Indian
- Ecuadorian
- Edo
- Egyptian
- English
- Eritrean
- Estonian
- Ethiopian
- Ewe
- Fijian
- Filipino
- Finnish
- First Nation
- Flemish
- French

- Frisian
- Gabonese
- Gambian
- Georgian
- German
- Ghanaian
- Goan
- Greek
- Grenadian
- Guadeloupean
- Guatemalan
- Guinean
- Gujarati
- Guyanese
- Haitian
- Harari
- Hawaiian
- Hazara
- Hispanic
- Hmong
- Honduran
- Hungarian

- Ibo
- Icelandic
- Indonesian
- Inuit
- Iranian
- Iraqi
- Irish
- Israeli
- Italian
- Ivorian
- Jamaican
- Japanese
- Jewish
- Jordanian
- Karen
- Kashmiri
- Kazakh
- Kenyan
- Kittitian/Nevisian
- Korean
- Kosovar
- Kurd

- Kuwaiti
- Kyrgyz
- Laotian
- Latvian
- Lebanese
- Liberian
- Libyan
- Lithuanian
- Luxembourger
- Macedonian
- Malagasy
- Malaysian
- Malian
- Malinké
- Maltese
- Manx
- Maori
- Martinican
- Maure
- Mauritian
- Maya
- Métis

- Mexican
- Mi'kmaq
- Moldovan
- Mongolian
- Montenegrin
- Montserratian
- Moroccan
- Nepali
- New Brunswicker
- New Zealander
- Newfoundlander
- Nicaraguan
- Nigerian
- Norwegian
- Nova Scotian
- Ojibwé
- Ontarian
- Oromo
- Pacific Islands origins
- Pakistani
- Palestinian
- Panamanian

- Paraguayan
- Pashtun
- Peruvian
- Peulh
- Polish
- Polynesian
- Portuguese
- Puerto Rican
- Punjabi
- Québécois
- Roma
- Romanian
- Russian
- Rwandan
- Salvadorean
- Samoan
- Saudi Arabian
- Scottish
- Senegalese
- Serbian
- Seychellois
- Sicilian

- Sierra Leonean
- Singaporean
- Sinhalese
- Slavic
- Slovak
- Slovenian
- Somali
- South African
- Spanish
- Sri Lankan
- St. Lucian
- Sudanese
- Swedish
- Swiss
- Syrian
- Taiwanese
- Tajik
- Tamil
- Tanzanian
- Tatar
- Thai
- Tibetan

- Tigrian
- Togolese
- Trinidadian/Tobagonian
- Tunisian
- Turk
- Turkmen
- Ugandan
- Uighur
- Ukrainian
- Uruguayan
- Uzbek
- Venezuelan
- Vietnamese
- Vincentian/Grenadian
- Welsh
- West Indian
- Wolof
- Yemeni
- Yoruba
- Yugoslavian
- Zambian
- Zimbabwean

Zulu

Another ethnicity not listed above

Please identify your ethnic or cultural origin(s) not previously listed:

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. 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, such as Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)

South Asian (South Asian descent, such as 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 below):

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.

What is your religion, creed 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 below):

- Not sure
- I do not understand this question

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 (for example, male, female, intersex) It is different from and does not determine a person's sexual orientation.

What is your gender identity? Select all that apply.

- Boy or man
 - Gender Fluid
 - Gender Non-conforming
 - Girl or woman
 - Non-Binary
 - Questioning
 - Trans boy or man
 - Trans girl or woman
 - Two-Spirit
 - Gender identity(ies) not listed above (please specify below):
-

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

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

What is your sexual orientation? Select all that apply.

- Straight / heterosexual
 - Lesbian
 - Gay
 - Bisexual
 - Two-Spirit
 - Queer
 - Questioning
 - Asexual
 - Pansexual
 - A sexual orientation(s) not listed above (please specify):
-
- Not sure
 - I do not understand this question
 - I prefer not to answer

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(ies)?

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

If YES, please select all that apply:

- Addiction(s)
 - Autism Spectrum Disorder
 - 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
 - Any disability not listed above (please specify below):
-

Were you born in Canada?

Yes

No

If NO, are you currently:

a Canadian citizen

a member of an Indigenous community (for example, First Nations, Inuit, Métis)

an international student (enrolled through a study permit)

a landed immigrant/permanent resident

a refugee claimant

a conventional refugee

a member of a diplomatic family

Not sure

I do not understand this question

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 like I am part of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 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 me.	<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"/>

Student 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 me.	<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 me with respect.	<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 I 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"/>
I am treated fairly by teachers and other adults at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my school pay attention to my needs, abilities, and interests.	<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"/>

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 the challenges of learning new things in school.	<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"/>
School is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in my school work.	<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 my next step in learning (for example, the next grade or post-secondary education).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extracurriculars

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 me to get involved in school activities (school dances, sporting events, performances) and extracurriculars outside of class (clubs or organizations, musical groups, sports teams, student government).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in school activities and extracurriculars at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 equitably (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"/>

Instructional 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
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"/>
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"/>
My teachers encourage me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers have high expectations for me to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers are enthusiastic and positive about teaching and student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Representation

Identity can mean different things to different people, but simply identity refers to how we see ourselves in the world. Identities might be multiple and complex, and include things like our name, age, gender identity, culture or ethnicity, aspects of our physical appearance (for example, hair colour, skin colour, race), aspects of who we are on the inside (for example, religion, personality, interests, hobbies), and our experiences and relationships with others.

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 (for example, 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 (for example, 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 (for example, 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 (for example, teachers, EAs, ECEs, LSTs, vice-principal(s), principal, etc.)	<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"/>

Feeling Safe at School

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 (for example, 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 (for example, schoolyard, school parking lot).	<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* (such as 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 (for example, 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 type="radio"/>	<input type="radio"/>
I have been verbally bullied (for example, repeatedly teased, called names, made fun of, put down, insulted, or threatened).	<input 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 (for example, repeatedly ignored, excluded on purpose, had rumours spread about you, or had others try to embarrass you or make you look bad).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been cyberbullied (for example, teased, called names, threatened, or put down by pictures, text messages, emails or social media).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sexual Harassment

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

Stereotyping, Prejudice and/or 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
 - Another reason not listed
-

General Well-Being

In general, how would you describe your well-being (feeling good physically, mentally, emotionally)?

- Excellent
- Very good
- Good
- Fair
- Poor

Mental Health Support

I am aware of mental health supports and services available to students in the OCDSB.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

Social and 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 can 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 (my strengths and needs).	<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 about the consequences of what I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to understand how others think and feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this last part of the survey, we welcome you to share any additional thoughts or comments. The other information you have shared will be kept private, but any thoughts you share below will be shared anonymously with your school principal. Your comments will not be identified as belonging to you, as long as you do not include your name or other identifying information.

Is there anything else you would like to share with your school principal? _____

Thank you for participation.
We would like to reassure you that your responses will remain confidential.