



2024 Valuing Voices - Identity Matters Student Survey

April 11 - May 10, 2024

2024 Valuing Voices Survey (Kindergarten to Grade 6)

Dear Parents/Caregivers:

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 this survey ensures your voice is heard and helps us better understand the diverse experiences, strengths and needs 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 parent or caregiver of a child in Kindergarten to Grade 6 in the OCDSB, you are invited to complete this survey on behalf of your child.

- 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 (or your child's name) will not be collected.
- A unique survey ID will be used by authorized 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 child's principal, teacher, or school staff.

If you have any questions, visit our webpage ocdsb.ca/studentsurvey or 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.

Q2 What is the first language(s) your child learned to speak? Select all that apply.

- 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 above (please specify): _____
- Not Sure

Q4 Does your child identify as First Nations, Métis, and/or Inuit?

- No
- Yes

Q5 If YES, please select all that apply.

- Yes, First Nations
- Yes, Métis
- Yes, Inuit

Q6 You may provide additional information about the nation, region, or community to which your child belongs:

Q7 Does your child consider themselves a Canadian?

- Yes
- No
- Not sure

Q8 Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

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

- 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
- Tigrinan
- 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

Q9 Please identify your child's ethnic or cultural origin(s) if not previously listed:

Q10 *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 your child? 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 below):

Q11 *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 child's 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

Q12 *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 child's 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

Q13 *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.*

Does your child have a disability?

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

Q14 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):

Q15 Was your child born in Canada?

- Yes
- No

Q16 If NO, is your child currently:

- a Canadian citizen
- a member of an Indigenous community (for example, First Nations, Inuit, Metis)
- 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

Q17 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
My child feels like they belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels accepted by other students at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels like they are part of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has friends at school they can trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has friends at school that support and care about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is able to make friends easily at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated with kindness by other students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is treated with dignity and respect by other students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 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
My child feels accepted by staff and adults at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults who work at my child's school care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults who work at my child's school treat my child with dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults who work at my child's school listen to what my child has to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has at least one school adult they could turn to for help, advice, or support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and other adults at my child's school treat my child fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my child's school pay attention to the needs, abilities, and interests of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is comfortable asking their teacher or other adult at school for help with their schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's teachers are available when they need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 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
My child likes the challenges of learning new things in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child tries hard to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is important to my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is interested in their school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my child's school experience is preparing them well for their next step in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 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 my child 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"/>
My child feels included in school activities and extracurriculars at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 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
My child likes being at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school is a friendly and welcoming place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's school is inviting and comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 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"/>

Q23 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
Teachers give my child individual support and attention when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child gets lots of chances to participate in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has 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 child's teachers encourage them to do their best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have high expectations for my child to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

Q24 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 child's school, I feel my child's own background and identity are 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 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
My child's identity is welcomed at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has opportunities to express their identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has opportunities to learn about their own background and identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has 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"/>

Q26 Feeling Safe at School

How safe does your child feel at school? "Feeling safe" means feeling comfortable, relaxed, and not worrying that someone will harm your child's body, hurt their feelings, or damage their 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
My child feels safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels safe going to and from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels safe in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child feels 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"/>
My child feels 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"/>

Q27 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 has your child experienced the following:

	Never	Less than once a month	Once or twice a month	Once a week	Several times a week	Every day	Not sure
My child has 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"/>
My child has 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"/>
My child has been socially bullied (for example, repeatedly ignored, excluded on purpose, had rumours spread about them, or had others try to embarrass them or make them look bad).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has 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"/>

Q28 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, has your child been sexually harassed at school?

- No
- Yes
- Not sure

Q29 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 someone because of one part of their 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. Racial discrimination is isolating a person based on their race and treating them differently because of their race.

Has your child experienced stereotyping, prejudice, or discrimination at school this year?

- No
- Yes
- Not sure

Q30 If you answered YES, please identify the reason. Select all that apply.

- Your child's appearance
- Your child's clothing
- A disability that your child has
- Your child's ethnic or cultural background
- Your family's level of income
- Your family's structure
- Your language background (for example, your child's first language)
- Your child's gender or gender identity
- Your child's grades or achievement level (either low or high)
- Your child's Indigenous identity (First Nations, Métis, Inuit)
- Your child's race
- Your family's religion or faith
- Another reason not listed _____

Q31 General Well-Being

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

- Excellent
- Very good
- Good
- Fair
- Poor
- Not sure

Q32 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
My child can handle difficult problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child knows what things they are good and bad at (their strengths and needs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child can control how they behave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child thinks about the consequences of what they do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child tries to understand how others think and feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 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 child's 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 child's principal? _____

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