# 2023 GECDSB STUDENT CENSUS
# Grades 4-8

***Welcome to the student census for students in Grades 4-8.***

***We want to learn more about your child/children.***

The information you share will help us understand the diversity within our student population so we can work to better support the learning and well-being of everyone.

Before you start the census, you should know the following important information:

- The census takes about 10 to 20 minutes to complete.
- The census is ***confidential***, but not anonymous. This means that no one at the GECDSB will see the individual responses of any student. Instead, this data will be grouped with data from other students. This data will be connected to other student information so that we can analyze academic and well-being outcomes for various groups of students.
- The census is ***voluntary***. You can choose whether you will participate in the census. If you do participate, but do not feel comfortable answering a question, you can select "prefer not to answer" and move on to the next one.
- There are no right or wrong answers. We want to hear from you, so take your time and feel free to share your thoughts honestly.

***Thank you for your participation!***

Personal information collected in this census is under the authority of the *Education Act, R.S.O. 1990,* sections 169.1, 170 (1) and 171 (1), the *Anti-Racism 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 coordinator at, Vicki Houston at vicki.houston@publicboard.ca.

**Student name:** _____

**Username:** _____

**School:** _____ **Grade:** _____

# Language(s) First Spoken

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

- ○ American Sign Language
- ○ Albanian
- ○ Anishinaabemowin
- ○ Arabic
- ○ Bengali
- ○ Bosnian
- ○ Cantonese
- ○ Cree
- ○ Croatian
- ○ Dutch
- ○ English
- ○ Farsi
- ○ French
- ○ German
- ○ Greek
- ○ Gujarati
- ○ Hebrew
- ○ Hindi
- ○ Hungarian
- ○ Indonesian
- ○ Inuktitut
- ○ Italian
- ○ Japanese
- ○ Khmer
- ○ Kurdish
- ○ Low German
- ○ Lunaape
- ○ Macedonian
- ○ Mandarin
- ○ Michif
- ○ Nepali
- ○ Ojibway
- ○ Persian
- ○ Polish
- ○ Portuguese
- ○ Punjabi
- ○ Romanian
- ○ Russian
- ○ Serbian
- ○ Slovak
- ○ Somali
- ○ Spanish
- ○ Swahili
- ○ Tagalog
- ○ Tamil
- ○ Telugu
- ○ Thai
- ○ Turkish
- ○ Ukrainian
- ○ Ukwehuwehneha (Haudenosaunee)
- ○ Urdu
- ○ Vietnamese
- ○ Yoruba
- ○ Not sure
- ○ Language not listed above (please specify):
- ○ _____
- ○ I prefer not to answer

# Indigenous Peoples of North America

**2. Does your child identify as First Nations, Métis, and/or Inuit?**

○ Yes ○ No ○ I prefer not to answer

**3. If yes, *select all that apply:***

**First Nation** is a term used to identify Indigenous peoples of what we now know as Canada who are neither Métis nor Inuit. First Nations people include Status and Non-Status. There are more than 630 First Nation communities in Canada, which represent more than 50 Nations.

**Inuit:** The name "Inuit" comes directly from the Inuktitut language and is the preferred term of the Indigenous peoples of the Arctic.

**Métis:** The Métis National Council General Assembly adopted the following "National Definition" in 2002: "Métis" means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and who is accepted by the Métis Nation."

○ First Nations (status)
○ First Nations (non-status)
○ Métis
○ Inuit
○ Another Indigenous identity: _____
○ Not sure
○ I prefer not to answer

# Ethnic Origin

**4. Does your child consider themselves to be Canadian?** (You do not have to be born in Canada to think of yourself as Canadian)

○ Yes ○ No ○ Not sure ○ I prefer not to answer

5. **Ethnic groups/tribal affiliation 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)/tribal affiliation?** ***Select all that apply.***

- ○ Afghan
- ○ African American
- ○ Albanian
- ○ American
- ○ Armenian
- ○ Austrian
- ○ Bangladeshi
- ○ Belgian
- ○ Black/African Canadian
- ○ Bosnian
- ○ Brazilian
- ○ Canadian
- ○ Chinese
- ○ Colombian
- ○ Cree
- ○ Croatian
- ○ Czech
- ○ Danish
- ○ Dutch
- ○ Egyptian
- ○ English
- ○ Filipino
- ○ Finnish
- ○ French
- ○ French Canadian
- ○ German
- ○ Greek
- ○ Gujarati
- ○ Guyanese
- ○ Haitian
- ○ Haudenosaunee
- ○ Hindu
- ○ Hong Konger
- ○ Hungarian
- ○ Huron/Wendat
- ○ Icelandic
- ○ Inuit
- ○ Iranian
- ○ Iraqi
- ○ Irish
- ○ Italian
- ○ Jamaican
- ○ Jewish
- ○ Korean
- ○ Lebanese
- ○ Macedonian
- ○ Mennonite
- ○ Métis
- ○ Mexican
- ○ Mi'kmaq
- ○ Moroccan
- ○ Newfoundlander
- ○ Nigerian
- ○ Norwegian
- ○ Odawa
- ○ Ojibwe
- ○ Pakistani
- ○ Palestinian
- ○ Persian
- ○ Polish
- ○ Portuguese
- ○ Potawatomi
- ○ Punjabi
- ○ Romanian
- ○ Russian
- ○ Salvadorean
- ○ Scottish
- ○ Serbian
- ○ Sikh
- ○ Slovak
- ○ Somali
- ○ Spanish
- ○ Sri Lankan
- ○ Swedish
- ○ Swiss
- ○ Syrian
- ○ Tamil
- ○ Trinidadian/Tobagonian
- ○ Turkish
- ○ Ukrainian
- ○ Vietnamese
- ○ Welsh
- ○ Not sure
- ○ I prefer not to answer
- ○ Ethnicity(ies) not listed (please specify): _____

# Race

6. **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)
   - ○ **North American Indigenous** (First Nations, Métis, Inuit descent)
   - ○ **Latino/Latina/Latinx** (e.g., 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 including English, Scottish, Welsh, Ukrainian, Russian, etc.)
   - ○ A racial group(s) not listed above such as South American Indigenous (e.g., Aztec, Maya, Guarani) (Please specify): _____
   - ○ I prefer not to answer

# Religion, Creed, Spiritual Affiliation, or Belief

7. **What is your child's religion, creed, spiritual affiliation, or belief?** ***Select all that apply.***

- ○ Agnostic
- ○ Atheist
- ○ Buddhist
- ○ Christian (e.g., Catholic; Protestant – Anglican, United, Baptist, Lutheran, Pentecostal, etc.; Orthodox; Jehovah's Witness)
- ○ Hindu
- ○ Indigenous Spiritual/Ceremonial Practice (e.g., Midewiwin, Longhouse)
- ○ Jewish
- ○ Muslim
- ○ Sikh
- ○ Spiritual, but not religious
- ○ No religious or spiritual affiliation
- ○ Religion(s), creed(s), spiritual affiliation(s), or belief(s) not listed above (please specify): _____
- ○ Not sure
- ○ I do not understand the question
- ○ I prefer not to answer

# Gender Identity

Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither, or anywhere on the gender spectrum. A person's gender identity may be different from the sex assigned at birth; female, male, or intersex (individuals born with any of several variations in sex characteristics that do not fit with typical conceptions of "male" or "female" bodies). Gender identity is different from sexual orientation.

**8. What is your child's gender identity?** ***Select all that apply.***

- ○ Boy/man
- ○ Cisgender (refers to a person whose gender identity aligns with their sex assigned at birth)
- ○ Gender fluid (of, relating to, or being a person whose gender identity or expression changes or shifts along the gender spectrum)
- ○ Genderqueer
- ○ Gender nonconforming (not being in line with the cultural associations made in a given society about a person's sex assigned at birth)
- ○ Girl/woman
- ○ Indigiqueer (this is another term used by some LGBTQ+ Indigenous people who do not self-identify as Two-Spirit, or by those who identify with both)
- ○ Non-binary (refers to a person whose gender identity does not align with the binary concept of gender such as man (boy) or woman (girl))
- ○ Questioning (refers to a person who is unsure about their own gender identity)
- ○ Trans (refers to a person whose gender identity differs from the one associated with their sex assigned at birth)
- ○ Two-spirit (an Indigenous person whose gender identity or spiritual identity includes masculine and feminine or non-binary spirits)
- ○ Not sure
- ○ I do not understand this question
- ○ I prefer not to answer
- ○ Gender terms not listed above (please specify): _____

# Disability, Chronic Health Condition and Exceptionality

Some people identify as having a disability because of a permanent or long-term 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 an individual education plan at school to support them (an Individual Education Plan or IEP), but some do not.

*Defining disability is a complex, evolving matter. Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities, hearing or vision disabilities; epilepsy, environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.

**9. Does your child have a disability, chronic health condition, and/or having an exceptionality (not including giftedness)?**

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

**10. Please select all the disabilities that apply to your child.** ***Select all that apply.***

- ○ Addiction(s)
- ○ ADD/ADHD (Attention-deficit/hyperactivity)
- ○ Autism Spectrum
- ○ Blind or low vision (not corrected by glasses)
- ○ Brain injury
- ○ Chronic health condition (e.g., asthma, chronic pain, cystic fibrosis, diabetes, epilepsy, spina bifida)
- ○ Deaf / deaf or hard of hearing
- ○ Developmental disability
- ○ Fetal Alcohol Spectrum (FAS)
- ○ Learning disability (e.g., dysgraphia, dyslexia, non-verbal learning disability, information processing, memory, etc.)
- ○ Mental health disability (e.g., anxiety, depression, OCD, ODD, PTSD, etc.)

- ○ Mobility disability (e.g., difficulty getting around, unable to walk or difficulty walking)
- ○ Neurodivergent
- ○ Chronic or episodic pain
- ○ Severe allergies
- ○ Speech impairment
- ○ Other physical disability(ies) (e.g., cerebral palsy, muscular dystrophy, spinal cord injury, etc.)
- ○ I prefer not to answer
- ○ Any disability(ies) not listed (please specify): _____

## Status in Canada

**11. Was your child born in Canada?**

- ○ Yes
- ○ No
- ○ Not sure
- ○ I prefer not to answer

**12. What is your child's current status in Canada?**

- ○ A Canadian citizen
- ○ An international student / Visa student
- ○ A landed immigrant / permanent resident
- ○ A refugee claimant / asylum seeker
- ○ Not sure
- ○ I don't understand this question
- ○ I prefer not to answer

# Well-being

## Sense of belonging at school

Belonging is feeling accepted and connected to others at school and feeling like a member of your school community. A sense of belonging at school reflects how respected and supported your child feels by others at their school.

13. Please indicate to what extent each of the following statements reflects your child's experience at their school.

| | Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|---|
| My child feels like they belong at school | ❍ | ❍ | ❍ | ❍ | ❍ |
| My child feels accepted by students at their school | ❍ | ❍ | ❍ | ❍ | ❍ |
| My child feels accepted by adults at their school | ❍ | ❍ | ❍ | ❍ | ❍ |
| My child feels that the adults at their school treats them differently (worse than) other students | ❍ | ❍ | ❍ | ❍ | ❍ |

14. How does your child feel at school?

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| Like they make friends easily | ○ | ○ | ○ | ○ | ○ |
| Awkward, out of place | ○ | ○ | ○ | ○ | ○ |
| That others like them | ○ | ○ | ○ | ○ | ○ |
| Lonely | ○ | ○ | ○ | ○ | ○ |

15. Since September, how often has your child felt …

| | Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|---|
| … happy? | ○ | ○ | ○ | ○ | ○ |
| … happy to be at school? | ○ | ○ | ○ | ○ | ○ |
| … anxious? | ○ | ○ | ○ | ○ | ○ |
| … that they belonged to a community (like a social group, your school, or your neighbourhood)? | ○ | ○ | ○ | ○ | ○ |
| … that they had warm and trusting relationships with others? | ○ | ○ | ○ | ○ | ○ |

16. Since September, how often has your child felt ….

| | Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|---|
| That their teachers set high expectations for them | ○ | ○ | ○ | ○ | ○ |
| That they are offered different ways to show that they have learned (e.g., by creating an app or video, writing a song or blog, etc.) | ○ | ○ | ○ | ○ | ○ |
| That their teachers are happy to have them in their class. | ○ | ○ | ○ | ○ | ○ |

## Trusted school adults

17. Does your child feel that there is an adult at school who they feel comfortable to go to for personal support, advice, or help?

○ No
○ Yes, there is one adult
○ Yes, there is more than one adult

## Bullying

Students who bully other students want to hurt or upset them. It's not accidental. Usually they hurt or upset other students over and over again and are seen to have an advantage over them such as being bigger, stronger, or more popular. Sometimes a group of students will bully another student.

18. Since September, how often has **your child been bullied** by other students …

| | Never | Once or a few times | Once or twice a month | Once or twice a week | Almost every day |
|---|---|---|---|---|---|
| … physically by being physically hurt (e.g., hit, pushed, shoved, kicked, beaten up)? | ○ | ○ | ○ | ○ | ○ |
| … physically by having their things damaged or stolen? | ○ | ○ | ○ | ○ | ○ |
| … verbally (e.g., called names, teased hurtfully, insulted, threatened)? | ○ | ○ | ○ | ○ | ○ |
| … socially (e.g., excluded from a group, gossiping or rumours)? | ○ | ○ | ○ | ○ | ○ |
| … electronically (e.g., used the internet, social media, or text messages to exclude, threaten, embarrass or hurt their feelings)? | ○ | ○ | ○ | ○ | ○ |
| … racially/ethnically (e.g., treated differently or badly because of their race, skin colour, ethnic background, or religion)? | ○ | ○ | ○ | ○ | ○ |
| … because they use racial slurs? | ○ | ○ | ○ | ○ | ○ |
| … because of their appearance (e.g., treated differently or badly because of their clothing or the way they look)? | ○ | ○ | ○ | ○ | ○ |
| … because of their weight? | ○ | ○ | ○ | ○ | ○ |
| … because of their gender expression or perceived gender presentation (e.g., treated differently or badly because people think they don't look, dress or act "like a girl" or "like a boy"; or called 'gay' or 'lesbian' in a mean way because of their clothing or mannerisms) | ○ | ○ | ○ | ○ | ○ |
| …because they are out (or have been outed) as being 2SLGBTQIA+ (e.g., gay, lesbian, trans, Two-spirit, non-binary…) | ○ | ○ | ○ | ○ | ○ |