



## **WCDSB Student Census Survey Questions 2025**

### **Welcome to the WCDSB Student Census!**

We are asking you to tell us about yourself and about your experiences at school and outside of school. We want to create schools that are welcoming for all students, and we need your help to make that happen!

Completing this survey is voluntary.

**After the survey, your response will be combined with all other responses from students across the Board to create a report with the results – you will not be identified in any way in this report.** You may request access to, or correction of personal information collected in the Student Census that relates to you. Consent may be withdrawn for further use of your personal information, but withdrawal will not result in changes to analysis and reporting that has already been completed as part of the Student Census activity.

This is your chance to tell us about you and your experiences so that we can better meet your unique needs and help you be successful.

The survey will take about 15-30 minutes to finish. Select the answer that best describes you and what you think. Remember, there are no right or wrong answers. If there is something that you do not understand in the survey, please ask your teacher to explain it to you. If you do not feel comfortable answering a question, please skip the question and move to the next question. No program, service or benefit may be withheld because you do not participate or answer every question.

The Student Census was created by the WCDSB to comply with the Anti-Racism Act in s.7(2) with the goal of eliminating systemic racism and advancing racial equity. Your responses will be combined with personal information already held by the Board in our student information system under the Education Act. We are also required to link your responses to additional personal information (i.e., achievement, credit accumulation, graduation rate, suspensions/expulsions, special education services, and academic/extra-curricular program participation).

If you have any questions about the Student Census, please contact your principal or the Research coordinator ([research@wcdsb.ca](mailto:research@wcdsb.ca))

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students and communities – are treated with respect and dignity as brothers and sisters in Christ.

Accordingly, the Waterloo Catholic District School Board's (WCDSB) vision commits us to being the “heart of the community”, offering “success for each and a place for all.” As an important step in making our vision come to life, in support of our pastoral plan, and in alignment with the Ministry of Education Equity Action Plan, you are invited to participate in our 2024-2025 Student Census!

**[Q1] Please confirm your grade:**

- I am in Grade 4
- I am in Grade 5
- I am in Grade 6
- I am in Grade 7
- I am in Grade 8
- I am in Grade 9
- I am in Grade 10
- I am in Grade 11
- I am in Grade 12
- No, I am in Grade: \_\_\_\_\_

**[Q2] Would you like to take this survey?**

- No ←If No, then reveal Q2i
- Yes

**[Q2i] You clicked “No”. To exit the survey click “Exit ” below?**

- Exit Survey ←If selected, skip to END OF SURVEY
- Return back to the survey ←If selected, continue to next question

**[Q3] What is the first language(s) you learned at home as a child and still understand? (Select all that apply)**

- English
- French
- Canadian Indigenous Language: \_\_\_\_\_
- Another Language not listed above ←If selected, reveal Q3i
- ⊗I am not sure
- ⊗I do not understand this question
- ⊗I prefer not to answer

**[Q3i] You picked another language. What is the first language(s) you learned at home as a child and still understand? (Select all that apply)**

If you first learned to speak a language or languages not listed, you may enter your response in the box provided.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Albanian                                 | <input type="checkbox"/> Hindi             | <input type="checkbox"/> Somali  |
| <input type="checkbox"/> Amharic                                  | <input type="checkbox"/> Hungarian         | <input type="checkbox"/> Tamil   |
| <input type="checkbox"/> Arabic                                   | <input type="checkbox"/> Italian           | <input type="checkbox"/> Tigrinya  |
| <input type="checkbox"/> Armenian                                 | <input type="checkbox"/> Korean            | <input type="checkbox"/> Turkish   |
| <input type="checkbox"/> Bengali                                  | <input type="checkbox"/> Kurdish           | <input type="checkbox"/> Ukrainian   |
| <input type="checkbox"/> Bosnian                                  | <input type="checkbox"/> Malayalam         | <input type="checkbox"/> Urdu  |
| <input type="checkbox"/> Chinese (including Mandarin & Cantonese) | <input type="checkbox"/> Lao               | <input type="checkbox"/> Vietnamese  |
| <input type="checkbox"/> Croatian                                 | <input type="checkbox"/> Pashto            | <input type="checkbox"/> <b>A language or languages not listed above</b> (please specify): _____ |
| <input type="checkbox"/> Dutch                                    | <input type="checkbox"/> Persian (Farsi)   | <input type="checkbox"/> ⊗ I am not sure   |
| <input type="checkbox"/> Filipino (including Tagalog & Pilipino)  | <input type="checkbox"/> Polish            | <input type="checkbox"/> ⊗ I do not understand this question                                     |
| <input type="checkbox"/> German                                   | <input type="checkbox"/> Portuguese        | <input type="checkbox"/> ⊗ I prefer not to answer  |
| <input type="checkbox"/> Greek                                    | <input type="checkbox"/> Punjabi (Panjabi) |  |
| <input type="checkbox"/> Gujarati                                 | <input type="checkbox"/> Romanian          |  |
|   | <input type="checkbox"/> Russian           |  |
|   | <input type="checkbox"/> Serbian           |  |
|   | <input type="checkbox"/> Spanish           |  |

What does First Nations, Métis, and/or Inuk/Inuit mean?

←click button for more information

**Indigenous** – Native to an area, people who have occupied a territory since days beyond recall. Indigenous people in Canada, claim ancestry to the first peoples that came into this land over 10,000 years ago. Of Canada’s Indigenous People, there are 3 recognized groups.

**1. Inuk/Inuit** – the original people of Arctic Canada

**2. Métis** – those that can trace their ancestry back to the historic Métis Nation and initial offspring of First Nation and European cultures and settlements.

**3. First Nation** – those that are considered Status and Non-Status Indians.

First Nations Peoples are not Métis or Inuit.

**[Q4] Do you identify as First Nations, Inuk/Inuit, and/or Métis? If yes, select all that apply.**

- ⊗ No
- Yes, First Nations
- Yes, Inuk/Inuit
- Yes, Métis
- ⊗ I am not sure
- ⊗ I do not understand this question
- ⊗ I prefer not to answer

Some of you might associate your identity with an individual country. For example, “the country your parents / grandparents / great grandparents came from”.

Ethnic origin refers to a person’s ethnic or cultural origins. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

**[Q5] What is your ETHNIC or CULTURAL ORIGIN(s)? (Select all that apply)**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Afghan                | <input type="checkbox"/> Hungarian              | <input type="checkbox"/> Russian                                |
| <input type="checkbox"/> Albanian              | <input type="checkbox"/> Inuk/Inuit             | <input type="checkbox"/> Salvadorean                            |
| <input type="checkbox"/> American              | <input type="checkbox"/> Iranian                | <input type="checkbox"/> Scottish                               |
| <input type="checkbox"/> Arab                  | <input type="checkbox"/> Iraqi                  | <input type="checkbox"/> Serbian                                |
| <input type="checkbox"/> Armenian              | <input type="checkbox"/> Irish                  | <input type="checkbox"/> Slovak                                 |
| <input type="checkbox"/> Austrian              | <input type="checkbox"/> Italian                | <input type="checkbox"/> Slovenian                              |
| <input type="checkbox"/> Barbadian             | <input type="checkbox"/> Jamaican               | <input type="checkbox"/> Somali                                 |
| <input type="checkbox"/> Belgian               | <input type="checkbox"/> Japanese               | <input type="checkbox"/> South Asian origins                    |
| <input type="checkbox"/> Bosnian               | <input type="checkbox"/> Jewish                 | <input type="checkbox"/> Spanish                                |
| <input type="checkbox"/> British Isles origins | <input type="checkbox"/> Korean                 | <input type="checkbox"/> Sri Lankan                             |
| <input type="checkbox"/> Canadian              | <input type="checkbox"/> Kurd                   | <input type="checkbox"/> Sudanese                               |
| <input type="checkbox"/> Chinese               | <input type="checkbox"/> Laotian                | <input type="checkbox"/> Swedish                                |
| <input type="checkbox"/> Colombian             | <input type="checkbox"/> Lebanese               | <input type="checkbox"/> Swiss                                  |
| <input type="checkbox"/> Croatian              | <input type="checkbox"/> Lithuanian             | <input type="checkbox"/> Syrian                                 |
| <input type="checkbox"/> Czech                 | <input type="checkbox"/> Macedonian             | <input type="checkbox"/> Tigrinya                               |
| <input type="checkbox"/> Danish                | <input type="checkbox"/> Maltese                | <input type="checkbox"/> Trinidadian/<br>Tobagonian             |
| <input type="checkbox"/> Dutch                 | <input type="checkbox"/> Métis                  | <input type="checkbox"/> Turk                                   |
| <input type="checkbox"/> East Indian           | <input type="checkbox"/> Mexican                | <input type="checkbox"/> Ukrainian                              |
| <input type="checkbox"/> Egyptian              | <input type="checkbox"/> Newfoundlander         | <input type="checkbox"/> Vietnamese                             |
| <input type="checkbox"/> English               | <input type="checkbox"/> Nigerian               | <input type="checkbox"/> Welsh                                  |
| <input type="checkbox"/> Eritrean              | <input type="checkbox"/> Norwegian              | <input type="checkbox"/> West Indian                            |
| <input type="checkbox"/> Ethiopian             | <input type="checkbox"/> Other African origins  | <input type="checkbox"/> Yugoslavian                            |
| <input type="checkbox"/> Filipino              | <input type="checkbox"/> Other European origins | <input type="checkbox"/> Another: _____                         |
| <input type="checkbox"/> Finnish               | <input type="checkbox"/> Pakistani              | <input type="checkbox"/> ☒ I am not sure                        |
| <input type="checkbox"/> First Nations         | <input type="checkbox"/> Palestinian            | <input type="checkbox"/> ☒ I do not understand<br>this question |
| <input type="checkbox"/> French                | <input type="checkbox"/> Polish                 | <input type="checkbox"/> ☒ I prefer not to<br>answer            |
| <input type="checkbox"/> German                | <input type="checkbox"/> Portuguese             |   |
| <input type="checkbox"/> Greek                 | <input type="checkbox"/> Punjabi                |   |
| <input type="checkbox"/> Guyanese              | <input type="checkbox"/> Romanian               |   |

### What does RACIAL IDENTITY mean?

[←click button for more information](#)

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. For example, some people are considered “Black,” “East Asian,” “Middle Eastern” or “White,” etc.

### [Q6] Which RACIAL CATEGORY best describes you? (Select all that apply)

Note this question asks ‘Which racial group(s) best describes how you see yourself? **If you have more than one background, select all that apply.**

- Black** (African descent, e.g., Afro-Caribbean, African-Canadian, Nigerian, Eritrean, etc.)
- East/Southeast Asian** (Southeast Asian descent, e.g., Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, etc.)
- Canadian Indigenous** (First Nations, Métis, Inuk/Inuit)
- Latino/Latina/Latinx** (Hispanic descent, Latin American)
- Middle Eastern** (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Kurdish, etc.)
- South Asian** (South Asian descent, e.g., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- White** (European descent, e.g., English, Italian, German, Portuguese, etc.)
- Another** race category
- I am not sure
- I do not understand this question
- I prefer not to answer

### What does RELIGION and/or SPIRITUAL AFFILIATION mean?

[←click button for more information](#)

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.

**[Q7] What is your RELIGION and/or SPIRITUAL AFFILIATION? (Select all that apply)**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Agnostic                        | <input type="checkbox"/> Muslim                                    | <input type="checkbox"/> <input checked="" type="checkbox"/> Questioning                       |
| <input type="checkbox"/> Atheist                         | <input type="checkbox"/> Jewish                                    | <input type="checkbox"/> <b>(ONLY for grades 7-12)</b>   |
| <input type="checkbox"/> Christian - <b>Catholic</b>     | <input type="checkbox"/> Sikh                                      | <input type="checkbox"/> <input checked="" type="checkbox"/> I am not sure                     |
| <input type="checkbox"/> Christian - <b>non-Catholic</b> | <input type="checkbox"/> No religious or spiritual affiliation     | <input type="checkbox"/> <input checked="" type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Buddhist                        | <input type="checkbox"/> Another religion or spiritual affiliation | <input type="checkbox"/> <input checked="" type="checkbox"/> I prefer not to answer            |
| <input type="checkbox"/> Hindu                           |  |  |
| <input type="checkbox"/> Indigenous Spirituality         |  |  |

**[Q8] What is your GENDER?**

- Boy **(ONLY for grades 4-6)**
- Girl **(ONLY for grades 4-6)**
- Female **(ONLY for grades 7-12)**
- Male **(ONLY for grades 7-12)**
- Non-binary **(ONLY for grades 7-12)**
- Non-conforming **(ONLY for grades 7-12)**
- Trans female **(ONLY for grades 7-12)**
- Trans male **(ONLY for grades 7-12)**
- Two-spirited **(ONLY for grades 7-12)**
- Another **(ONLY for grades 7-12)**
- I am not sure
- I do not understand this question
- I prefer not to answer

**[Q9] **(ONLY for grades 7-12)** What is your Sexual Orientation?**

- |            |               |                                     |
|------------|---------------|-------------------------------------|
| • Bisexual | • Questioning | • I am not sure                     |
| • Gay      | • Straight    | • I do not understand this question |
| • Lesbian  | • Another     | • I prefer not to answer            |
| • Queer    |               |                                     |

**What does CHALLENGES mean?**

**←click button for more information**

A challenge may be physical, mental, behavioural, developmental, sensory, communicational or a combination of any of these. Barriers such as settings that are hard to access (like school, shops or public places), negative attitudes, and barriers to information contribute to a person's experience of having a challenge.

Some people identify as having a challenge 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 challenge may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have challenges may have a special plan at school to help them like an Individual Education Plan (IEP), but some do not.

**[Q10] Do you have any of the following challenges? (Select all that apply).**

- |  |   |
|--|---|
| <input type="checkbox"/> Addiction(s) (ONLY for grades 9-12)             | <input type="checkbox"/> Physical disability(ies)   |
| <input type="checkbox"/> Attention Deficit Hyperactivity Disorder (ADHD) | <input type="checkbox"/> Sensory (e.g., unusual reaction to sound, sight, flashing lights, inability to process pain) |
| <input type="checkbox"/> Autism Spectrum Disorder                        | <input type="checkbox"/> Speech/language impairment   |
| <input type="checkbox"/> Blind or low vision                             | <input type="checkbox"/> A challenge that is not listed above (please specify): _____                                 |
| <input type="checkbox"/> Deaf or hard of hearing                         | <input type="checkbox"/> <input checked="" type="checkbox"/> No, I do not have any of these challenges                |
| <input type="checkbox"/> Developmental / Intellectual disability/(ies)   | <input type="checkbox"/> <input checked="" type="checkbox"/> I am not sure  |
| <input type="checkbox"/> Learning disability/(ies)                       | <input type="checkbox"/> <input checked="" type="checkbox"/> I do not understand this question                        |
| <input type="checkbox"/> Mental health disability/(ies)                  | <input type="checkbox"/> <input checked="" type="checkbox"/> I prefer not to answer                                   |
| <input type="checkbox"/> Mobility (e.g., wheelchair, walker, crutches)   |   |
| <input type="checkbox"/> Pain  |   |

**This next section will ask you about you about where you live, your eating habits, your learning environment at home, and your access to activities at school and in your community. This will help us to understand differences that students may be experiencing in their day-to-day lives. Remember, you may skip any question that you do not wish to answer.**

**[Q11] In your home do you have: (Select all that apply)**

- A room of your own
- Access to the Internet
- A subscription to a streaming service (e.g., Netflix, CraveTV, Disney+, etc.)
- A guest room
- A musical Instrument
- Air conditioning

**How many of the following are in your home?**

**[Q12] How many cell phones are in your home?**

- None
- One
- Two
- Three or more

**[Q13] How many televisions are in your home?**

- None
- One
- Two
- Three or more

**[Q14] How many computers/tablets are in your home?**

- None
- One
- Two
- Three or more

**[Q15] How many cars are in your home?**

- None
- One
- Two
- Three or more

**[Q16] How many rooms with a bath or shower are in your home?**

- None
- One
- Two
- Three or more

[Q17] **(ONLY for grades 7-12)** Do you agree with the following statements?

Do you have **someone who can encourage you** at home to complete your schoolwork?

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

[Q18] **(ONLY for grades 7-12)** Do have **someone who can actually help you** at home to complete your schoolwork?

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

[Q19] **(ONLY for grades 7-12)** I have all the things that I need at home to help me to be successful in school (e.g. space to work, a laptop/tablet, internet access, books, paper, pencils/pens, etc.).

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

[Q20] I have more good times than bad times.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

[Q21] I believe more good things than bad things will happen to me.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

[Q22] I start most days thinking I will have a good day.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

[Q23] In general, I like being the way I am.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

[Q24] Overall, I have a lot to be proud of.

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q25] A lot of things about me are good.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q26] I feel unhappy a lot of the time.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q27] I feel upset about things.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q28] I feel that I do things wrong a lot.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q29] In general, how would you describe your health?**

- Poor
- Fair
- Good
- Excellent

**[Q30] In most ways my life is close to the way I would want it to be.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q31] The things in my life are excellent.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q32] I am happy with my life.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

**[Q33] So far I have gotten the important things I want in life.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

[Q34] **If I could live my life over, I would have it the same way.**

- Disagree a lot
- Disagree a little
- Don't agree or disagree
- Agree a little
- Agree a lot

[Q35] At school, students are... **given time to pray and celebrate God in their lives.**

- Yes
- Sometimes
- No

[Q36] At school, students are... **encouraged to communicate with others in a respectful and honest way.**

- Yes
- Sometimes
- No

[Q37] At school, students are... **encouraged to use their creativity and imagination to solve problems and make decisions for the good of others.**

- Yes
- Sometimes
- No

[Q38] At school, students are... **given time to learn about things they are interested in.**

- Yes
- Sometimes
- No

[Q39] At school, students are... **given opportunities to work with others to achieve common goals and help others.**

- Yes
- Sometimes
- No

[Q40] At school, students are... **encouraged to show care for their family, friends, and faith community.**

- Yes
- Sometimes
- No

[Q41] At school, students are... **encouraged to act Christ-like in their responsibly and respectfulness towards themselves, others, and their environment.**

- Yes
- Sometimes
- No

[Q43] Thinking about my learning at school, I feel prepared for learning in the next school year [grade 4-11 version] / Thinking about my learning at school, I feel prepared for the next step in my learning experience (i.e. apprenticeship, college, community, university, work) [grade 12version]

- Strongly agree ← only for grades 9-12
- Somewhat agree ← only for grades 9-12
- Neither agree or disagree ← only for grades 9-12
- Somewhat disagree ← only for grades 9-12
- Strongly disagree ← only for grades 9-12
- Yes, I agree ← only for grades 4-8
- I am not sure ← only for grades 4-8
- No, I do not agree ← only for grades 4-8

[Q44] **We all have mental health, just like we all have physical health.** Mental health is a positive state of wellness and flourishing or thriving. When we are mentally healthy, we enjoy life, explore and take healthy risks, manage challenges, and find ways to contribute to the world around us. It is something we want for ourselves and the people we care about. Just like our physical health, our mental health changes – we all have times when we don't feel mentally well. For more information, please refer to [Understanding mental health - Students - School Mental Health Ontario](https://smho-smso.ca/students/understanding-mental-health/) (<https://smho-smso.ca/students/understanding-mental-health/>).

**Do you agree with the following statement?**

**If I have questions or concerns about my mental health, I know about the supports that are available (for example, a help line or adults in my school).**

- Strongly agree ← only for grades 9-12
- Somewhat agree ← only for grades 9-12
- Neither agree or disagree ← only for grades 9-12
- Somewhat disagree ← only for grades 9-12
- Strongly disagree ← only for grades 9-12
- Yes, I agree ← only for grades 4-8
- I am not sure ← only for grades 4-8
- No, I do not agree ← only for grades 4-8

### **Important Definition: Bully**

There are a lot of different ways to bully someone, but a bully has some advantage (stronger, more popular, or something else), wants to hurt the other person (it's not an accident), and does so repeatedly (over and over again) and unfairly. Sometimes a group of students will bully another student.

The next four questions might make you feel uncomfortable, but it is important for us to know.

Please answer the questions honestly.

**This school year, how often have you been bullied by other students in the following ways?**

**[Q45] Physical bullying (for example, someone hit, shoved, or kicked you, spat at you, beat you up, or damaged or took things without permission).**

- Not at all this school year
- Once or a few times
- About every month
- About every week
- Many times a week

**[Q46] Verbal bullying (for example, someone called you names, teased, embarrassed, threatened you, or made you do things you didn't want to do).**

- Not at all this school year
- Once or a few times
- About every month
- About every week
- Many times a week

**[Q47] Social bullying (for example, someone left you out, excluded you, gossiped and spread rumours about you, or made you look foolish).**

- Not at all this school year
- Once or a few times
- About every month
- About every week
- Many times a week

**[Q48] Cyberbullying (for example, someone used the computer or text messages to exclude, threaten, embarrass you, or to hurt your feelings).**

- Not at all this school year
- Once or a few times
- About every month
- About every week
- Many times a week

**[Q48] Do you feel that school rules are applied fairly to everyone in your grade?**

- Yes
- Sometimes
- No

**This next section will ask you about your experiences and beliefs – with yourself and with peers, at school and outside of school. This will help us to understand differences that students may be experiencing in their day-to-day lives. Remember, you may skip any question that you do not want to answer.**

**When I am at school...**

**[Q50] I belong.**

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- ⊗ I am not sure
- ⊗ I do not understand this question
- ⊗ I prefer not to answer

[Q51] I am safe.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q52] My school is a good place to be.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q53] I look forward to coming to school.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q54] I am comfortable talking to trusted adults

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q55] A caring adult at school listens to me

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q56] I am listened to.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q57] Adults at school believe I can learn

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q58] Adults at my school encourage me to “reach beyond my current goals” after high school.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q59] I enjoy learning.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q60] I am challenged to do my best.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q61] I find schoolwork interesting

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q62] If I work hard in school, I will be successful

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q63] I am hopeful about the future

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q64] I like this school.

- All of the time (5 days a week)
- Most of the time (3-4 days a week)
- Some of the time (1-2 days per week)
- Never
- I am not sure
- I do not understand this question
- I prefer not to answer

## END OF SURVEY

### Student Help Page

Thank you for participating in the 2025 Student Census! Some of the questions on this survey may have made you think of problems you are having, maybe with other students.

**Below is an option to ask for help.**

**Clicking the box below will send a private message to your principal** indicating that you would like to talk to a trusted adult at your school. If you would prefer not to talk to your teacher or principal, consider talking to a family member or your school counsellor. It is important for adults to know what's going on so that they can help you or other students who may be having trouble. You can also call the Kids HELP phone at 1-800-668-6868.

[Q65] Would you like to talk to someone from your school about a problem you are having?

- No, everything's ok ← If selected, go to END OF SURVEY
- Yes, I would like to talk to someone ← if selected, reveal Q21i

[Q65i] You have indicated that you would like to talk to someone from your school. **Who would you like to talk with?**

- A Teacher
- My Principal
- Guidance Counselor [9-12]
- Someone else ← If selected, reveal Q21ii

[Q65ii] What is their name? \_\_\_\_\_

[Q66] **Please confirm that you would like to send the following private message to your Principal:**

**The following will be emailed directly to your principal:**

You are receiving this email message because the following student has indicated that they would like to talk to someone at the school about a struggle they are having.

**Your Name:** \${e://Field/firstname}

**Who you would like to talk to:** \${q://QID3/ChoiceDescription/2}

- Yes, please send this private message to my Principal
- No, please do not send this private message to my Principal

**If No, then the following message will appear:**

If you prefer not to talk to your teacher or principal, consider talking to a family member or trusted adult. It is important for adults to know what's going on so they can help you or other students.

**You can also call the Kids HELP phone at 1-800-668-6868.**

## END OF SURVEY

**Thank-you for taking the time to participate in the WCDSB Student Census - 2025.**

**Your response has been recorded.**

If you have questions about this collection, or have participated and would like to withdraw your consent, please contact the WCDSB Research Coordinator at [research@wcdsb.ca](mailto:research@wcdsb.ca)

# WCDSB Student Census Survey 2025

## Overall Collection Methodology (2025)

- Before the survey is administered, a Privacy Impact Assessment (PIA) was completed to verify compliance with all applicable legislations and to ensure appropriate safeguards and methodologies are utilized to ensure student information is safe and information is only used for the original purpose (contact [privacy@wcdsb.ca](mailto:privacy@wcdsb.ca) )
- All students in Grades 4 through 12 will be invited to complete the census through a secure online survey platform (Qualtrics). Classroom teachers will provide students with the survey link, and participation will take place during class using school-provided devices. The system will automatically collect each student's barcode to ensure responses are accurately recorded. In instances where a parent or guardian has submitted an opt-out request, the student will be prevented from accessing the survey questions.
- Notice to parents/guardians will occur in the following ways:
  - Publicly through the WCDSB Student Census website: <https://www.wcdsb.ca/student-census/>
  - School-based communications (e.g., School Messenger, Newswire, social media)
  - Parents can opt-out for their child to participate (process for opt-out will be made available on the WCDSB Student Census website: <https://www.wcdsb.ca/student-census/>)
- Overview of Student Census Questions and Consent by Grade:

Grades	Grade 4-6	Grade 7-8	Grades 9-12
Survey Version	Core questions only	Core questions + Grade 7-8 specific questions	Core questions + Grade 7-8 specific questions + Grade 9-12 specific questions
Consent	+Notice of Collection +Opt-out process +Student assent	+Notice of Collection +Opt-out process +Student assent	+Notice of Collection +Opt-out process +Student assent

- Survey question types include (legend):
  1. • Single-select
  2. □ Multi-select
  3. \_\_ text entry
  4. ⊗ exclusive answer (i.e., if they select this option in a multi-select question, they are unable to choose another response)
- Paper option will be made available upon request to your Administrator
- Survey will be available in additional languages. Additional languages can be requested by contacting [research@wcdsb.ca](mailto:research@wcdsb.ca)
- Online survey is compatible with Google Read & Write Extension
- Student Help/Support will be made available to students in the following ways:
  - “Help Button” on the census that will generate an automatic email to the school Administrator to check in with the student. **Question:** Click here if you want support. Student identifies which staff they would like to connect with (e.g., my teacher, my principal, my guidance counselor)