

School Climate & Well-Being Student Survey 2024-25

Thank you for taking the time to complete the School Climate/Well-Being Survey for Students. The Durham District School Board (DDSB) is committed to providing a safe and caring learning environment for all students.

This survey asks about your experiences, attitudes and behaviours related to your school and your well-being. We want to know what you think. This is not a test, and there are no wrong answers. Please respond honestly and completely. The information from the survey will help us understand what you think about your school experience. When the word “school” appears in a question this refers to all learning spaces including all virtual learning environments (example DDSB@home or other on-line instruction offered through the DDSB).

The survey is **voluntary** and **anonymous** (your name will not appear anywhere). It is completely confidential, no one will be told how you answered or if you participated. Your answers will be combined with those of other students. The information that you and your classmates provide will be used by the staff at your school and the DDSB to help promote a healthy and safe environment for all students.

The DDSB is committed to meeting its responsibilities under the Human Rights Code and the Accessibility for Ontarians with Disabilities Act. If you require accommodation under the Human Rights Code to take part in or complete this survey, please contact your school's administrator.

If you have any questions about this survey, please email us at research@ddsb.ca

If you are worried, sad, confused, need help or just need someone to talk to, you can contact **Kids Help Phone** anytime. This service is completely anonymous and confidential.

Call 1-800-668-6868

Text 686868

or visit their website for information and resources [KidsHelpPhone.ca](https://www.kidshelpphone.ca)

Survey Instructions:

- Click "Next" button to go to the next page.
- Click "Back" button to return to the previous page.
- If you exit out of the survey before you reach the end page, your answers will not be saved.
- Click "Done" button to submit and save your answers.

Page exit logic: Skip / Disqualify Logic **IF:** Question "What grade are you in? " is one of the following answers ("Grade 7","Grade 8","Grade 9","Grade 10","Grade 11","Grade 12") **THEN:** Jump to [page 6 - Grades 7-12](#)

Q1 Which level of school do you go to? *

- ☐ Elementary
- ☐ Secondary

Logic: Hidden unless: Question "Q1 Which level of school do you go to? " is one of the following answers ("Elementary")

Elementary School:

- ☐ DDSB@Home Elementary
- ☐ Adelaide McLaughlin P.S.
- ☐ Alexander Graham Bell P.S.
- ☐ Altona Forest P.S.
- ☐ Applecroft P.S.
- ☐ Bayview Heights P.S.
- ☐ Beau Valley P.S.
- ☐ Beaver River P.S.
- ☐ Bellwood P.S.
- ☐ Biidaasige Mandamin P.S.
- ☐ Blair Ridge P.S.
- ☐ Bobby Orr P.S.

- () Bolton C. Falby P.S.
- () Brooklin Village P.S.
- () C.E. Broughton P.S.
- () Cadarackque P.S.
- () Captain Michael VandenBos P.S.
- () Carruthers Creek P.S.
- () Cartwright Central P.S.
- () Chris Hadfield P.S.
- () Clara Hughes P.S.
- () Claremont P.S.
- () College Hill P.S.
- () Colonel J.E. Farewell P.S.
- () Coronation P.S.
- () da Vinci P.S.
- () David Bouchard P.S.
- () Dr. C. F. Cannon P.S.
- () Dr. Roberta Bondar P.S.
- () Dr. R. Thornton P.S.
- () Dr. S. J. Phillips P.S.
- () Duffin's Bay P.S.
- () E.A. Fairman P.S.
- () Eagle Ridge P.S.
- () Elsie MacGill P.S.
- () Elizabeth B. Phin P.S.
- () Fairpoint Beach P.S.
- () Fallingbrook P.S.
- () Forest View P.S.
- () Frenchman's Bay P.S.
- () Gandatsetiagon P.S.
- () Glen Dhu P.S.
- () Glen Street P.S.
- () Glengrove P.S.
- () Goodwood P.S. Gordon B. Attersley P.S.

- () Greenbank P.S.
- () Harmony Heights P.S.
- () Highbush P.S.
- () Hillsdale P.S.
- () Jack Miner P.S.
- () Jeanne Sauvé P.S.
- () John Dryden P.S.
- () Joseph Gould P.S.
- () Julie Payette P.S.
- () Kedron P.S.
- () Lakeside P.S.
- () Lakewoods P.S.
- () Lester B. Pearson P.S.
- () Lincoln Alexander P.S.
- () Lincoln Avenue P.S.
- () Maamawi iyaawag P.S.
- () Maple Ridge P.S.
- () Mary Street Community School
- () McCaskill's Mills P.S.
- () Meadowcrest P.S.
- () Michaëlle Jean P.S.
- () Norman G. Powers P.S.
- () Northern Dancer P.S.
- () Nottingham P.S.
- () Ontario Street P.S.
- () Ormiston P.S.
- () Pierre Elliott Trudeau P.S.
- () Prince Albert P.S.
- () Pringle Creek P.S.
- () Quaker Village P.S.
- () Queen Elizabeth P.S.
- () Robert Munsch P.S.
- () Roland Michener P.S.

- () Roméo Dallaire P.S.
- () Rosebank Road P.S.
- () Rosemary Brown P.S.
- () R.H. Cornish P.S.
- () Scott Central P.S.
- () Seneca Trail P.S.
- () Sherwood P.S.
- () Sir Samuel Steele P.S.
- () Sir William Stephenson P.S.
- () Southwood Park P.S.
- () Stephen G. Saywell P.S.
- () Sunderland P.S.
- () Sunset Heights P.S.
- () S.A. Cawker P.S.
- () Terry Fox P.S.
- () Uxbridge P.S.
- () Valley Farm P.S.
- () Valley View P.S.
- () Vaughan Willard P.S.
- () Village Union P.S.
- () Vimy Ridge P.S.
- () Vincent Massey P.S.
- () Viola Desmond P.S.
- () Walter E. Harris P.S.
- () Waverly P.S.
- () West Lynde P.S.
- () Westcreek P.S.
- () Westney Heights P.S.
- () Whitby Shores P.S.
- () William Dunbar P.S.
- () Williamsburg P.S.
- () Willows Walk P.S.
- () Winchester P.S.

☐ Woodcrest P.S.

What grade are you in? *

☐ Grade 4

☐ Grade 5

☐ Grade 6

☐ Grade 7

☐ Grade 8

☐ Grade 9

☐ Grade 10

☐ Grade 11

☐ Grade 12

Grades 4-6

Identity Questions

[] If you would like information about what the identity questions mean, [click here](#).

Logic: Hidden unless: "**Identity Questions**" is selected

Gender identity is a person's internal and deeply felt sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular heritage or background); there may be several ethnic groups within a racialized group. In our society, people are often described by race or racial background.

Religion, creed, spirituality, and belief system refers to an individual's self-identification or affiliation with any religious denomination, group, or other religiously

defined community, system of belief and/or spiritual faith practices. People can be treated differently based on (real or perceived) religion, spiritual practices, and belief systems which can lead to negative impacts and unequal experiences and outcomes. In addition, people can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion. Islamophobia and antisemitism are examples of the way religion can be racialized.

Neurodiversity, Abilities and Disabilities. Some people identify as neurodivergent, a disabled person, a person with a disability, or a person with different abilities because of neurocognitive functions or a permanent or long-term health condition(s) (for example, physical, mental, behavioural, developmental, sensory, communicational or combination of any of these).

Defining these terms is complex and can change over time, and people choose to identify in different ways. For example:

- Some neurodivergent people may self-identify as disabled, and some do not.
- Neurodivergence or different abilities/disabilities may be diagnosed or not, visible or not, and can be present from birth or develop later.
- Some students who are neurodivergent or who have different abilities/disabilities have an accommodation plan at school (an individual Education Plan or IEP), but some do not.

Learning spaces (e.g., schools, classrooms) that are not fully inclusive and accessible can create barriers for neurodivergent people and people with different abilities or disabilities and can make it difficult to learn and fully take part in school.

For some people, neurodivergence, different abilities, and disabilities is key part of who they are and how they identity.

Neurodivergent refers to individuals whose brain functions differently from what is considered “typical” (or “neurotypical”). This can include natural variations (or neurological differences) in how individuals think, learn, communicate, process information, and/or interact with other people or the environment. Neurodivergence includes a range of differences, such as autism, ADHD, dyslexia, and more.

Page exit logic: Skip / Disqualify Logic **IF:** (Question "Are you willing to answer some questions about your identity (related to gender, race, religion, neurodiversity, and ability/disability) so that we can better understand your experiences?" is one of the following answers ("No, take me to the questions on School Climate and Well-Being.") OR Question "Are you willing to answer some questions about your identity (related to gender, race, religion, neurodiversity, and ability/disability) so that we can better understand your experiences?") **THEN:** Jump to [page 10 - Well-Being](#)

Are you willing to answer some questions about your identity (related to gender, race, religion, neurodiversity, and ability/disability) so that we can better understand your experiences?

☐ Yes, I am willing to answer the identity questions.

☐ No, take me to the questions on School Climate and Well-Being.

The Durham District School Board (DDSB) recognizes that Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

Page exit logic: Skip / Disqualify Logic **IF:** (Question "I2.1 Do you identify as an Indigenous person? If yes, select all that apply. " is one of the following answers ("No") OR #7 Question "I2.1 Do you identify as an Indigenous person? If yes, select all that apply. ") **THEN:** Jump to [page 5 - Identity \(Grades 4-6\)](#)

I2.1 Do you identify as an Indigenous person? If yes, select all that apply.

☐ No

☐ Yes, First Nations

☐ Yes, Métis

☐ Yes, Inuit

I2.2 If you wish, please specify/describe your Indigenous identity (e.g., you may choose to name your nation, status, or non-status) in the space below.

Indigenous Identity

I2.3 To what extent do you believe your teachers, administrators, and support staff understand Indigenous identity?

- ☐ Very much
- ☐ Somewhat
- ☐ Not at all

I2.4 What challenges do you feel are affecting your success in school?

I2.5 How safe do you feel identifying yourself as an Indigenous person at school?

- ☐ Very safe
- ☐ Somewhat safe
- ☐ Not at all safe

I2.6 Can you share why you feel that way?

I2.7 What do you think the school, teachers, administrators, and staff need to know about you as an Indigenous person to better support you?

Identity (Grades 4-6)

Gender Identity

[] If you would like information about what the identity questions and answer choices mean, click [here](#).

Logic: Hidden unless: Question "**Gender Identity**" is selected

Gender identity is a person's internal and deeply felt sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

- Gender Fluid (refers to a person whose gender identity or expression changes or shifts along the gender spectrum.)
- Gender Nonconforming (not being in line with the cultural associations made in a given society about a person's sex assigned at birth.)
- 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.)
- Transgender (refers to a person whose gender identity differs from the one associated with their birth-assigned sex.)

What is your gender identity*?
Select all that apply.

- ☐ Girl/Woman
- ☐ Boy/Man
- ☐ Gender Fluid
- ☐ Gender Nonconforming
- ☐ Non Binary
- ☐ Transgender (trans) boy/man
- ☐ Transgender (trans) girl/woman
- ☐ Two-Spirit
- ☐ Queer
- ☐ Questioning
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A gender identity not listed above (Please specify): _____ *

Racial Identity

☐ If you would like information about what the identity questions and answer choices mean, click [here](#).

Logic: Hidden unless: Question "**Racial Identity**" is selected

Race is a social construct that groups people on the basis of common ancestry and characteristics and affects how some people are perceived and treated. Race is often confused with ethnicity (a group of people who share a particular heritage or background); there may be several ethnic groups within a racialized group. In our society, people are often described by race or racial background.

- 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 (East Indian, Pakistani, Bangladeshi, Sri-Lankan, Indo-Caribbean, etc.)
- Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- White (European descent)

Which racial group(s)* best describes you*? If you have more than one racial background (multiracial), please select all that apply.

- ☐ Black
- ☐ East Asian
- ☐ Indigenous First Nations, Métis, Inuit
- ☐ Latino/Latina/Latinx
- ☐ Middle Eastern
- ☐ South Asian
- ☐ Southeast Asian
- ☐ White
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A racial identity not listed above (Please specify):

*

Religion, creed, spirituality, and belief system

☐ If you would like information about what the identity questions and answer choices mean, [click here](#).

Logic: Hidden unless: Question "**Religion, creed, spirituality, and belief system**" is selected

Religion, creed, spirituality, and belief system refers to an individual's self-identification or affiliation with any religious denomination, group, or other religiously

defined community, system of belief and/or spiritual faith practices. People can be treated differently based on (real or perceived) religion, spiritual practices, and belief systems which can lead to negative impacts and unequal experiences and outcomes. In addition, people can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion. Islamophobia and antisemitism are examples of the way religion can be racialized.

Indicate any religion, creed, spirituality, or belief system with which you identify. Select all that apply.

- ☐ Agnostic
- ☐ Atheist
- ☐ Bahá'í
- ☐ Buddhist
- ☐ Catholic
- ☐ Christian
- ☐ Church of Christ, Scientist
- ☐ Hindu
- ☐ Humanist
- ☐ Indigenous beliefs and practices
- ☐ Jainism
- ☐ Jewish
- ☐ Muslim
- ☐ Rastafarian
- ☐ Sikh
- ☐ Spiritual, without a religious framework
- ☐ Wiccan
- ☐ Zoroastrian
- ☐ No religious or spiritual affiliation
- ☐ Not sure
- ☐ Choose not to answer
- ☐ I do not understand this question
- ☐ A religion, spiritual affiliation, creed, or belief not listed above (Please specify):

*

Neurodiversity, Abilities and Disabilities

[] If you would like information about what the identity questions and answer choices mean, click [here](#).

Logic: Hidden unless: Question "**Neurodiversity, Abilities and Disabilities**" is selected

Neurodiversity, Abilities and Disabilities. Some people identify as neurodivergent, a disabled person, a person with a disability, or a person with different abilities because of neurocognitive functions or a permanent or long-term health condition(s) (for example, physical, mental, behavioural, developmental, sensory, communicational or combination of any of these).

Defining these terms is complex and can change over time, and people choose to identify in different ways. For example:

- Some neurodivergent people may self-identify as disabled, and some do not.
- Neurodivergence or different abilities/disabilities may be diagnosed or not, visible or not, and can be present from birth or develop later.
- Some students who are neurodivergent or who have different abilities/disabilities have an accommodation plan at school (an individual Education Plan or IEP), but some do not.

Learning spaces (e.g., schools, classrooms) that are not fully inclusive and accessible can create barriers for neurodivergent people and people with different abilities or disabilities and can make it difficult to learn and fully take part in school.

For some people, neurodivergence, different abilities, and disabilities is key part of who they are and how they identify.

Neurodivergent refers to individuals whose brain functions differently from what is considered “typical” (or “neurotypical”). This can include natural variations (or neurological differences) in how individuals think, learn, communicate, process information, and/or interact with other people or the environment. Neurodivergence includes a range of differences, such as autism, ADHD, dyslexia, and more.

Do you identify as neurodivergent, a disabled person, a person with different abilities, or a person with a disability(ies)*?

() Yes

() No

- ☐ Unsure
- ☐ Choose not to answer
- ☐ I do not understand this question

Do you consider yourself to be a person who is, with or experiencing any of the following?

**If yes, please select all that apply to you. If no, please select “No, none of these”.
Select all that apply.**

- ☐ No, none of these
 - ☐ Acquired brain injury
 - ☐ Addiction(s)
 - ☐ Attention Deficit and Hypersensitivity Disorder (ADHD)
 - ☐ Autistic/Autism/Autism Spectrum Disorder
 - ☐ Blind or low vision
 - ☐ Chronic pain
 - ☐ Deaf, deafness or hearing loss
 - ☐ Developmental disability(ies)
 - ☐ Intellectual disability
 - ☐ Language impairment (e.g., speech sound production, voice disorder, dysfluency/stuttering)
 - ☐ Learning disability(ies)
 - ☐ Mental health challenges (e.g., anxiety, depression)
 - ☐ Mobility challenges
 - ☐ Neurodivergent
 - ☐ Physical disability(ies)
 - ☐ My disability(ies) is not listed above (please specify):
-

Well-Being

W1 The school staff greet me by name.

- ☐ Often
- ☐ Sometimes
- ☐ Rarely

W2 My school is a welcoming place.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Unsure

W3 I feel...

Select all that apply.

- ☐ accepted by other students at school.
- ☐ accepted by the adults at school.
- ☐ like I matter to the teachers/staff at school.
- ☐ like I matter to my classmates.
- ☐ like I belong at school.
- ☐ that I am important to people at my school.
- ☐ like I would be missed if I did not attend this school.

W4 Student voice: select all that apply to your school.

- ☐ Students can express their opinion(s) about their school and be heard.
- ☐ Students can make suggestions on how to improve their school.
- ☐ Student voices are included in the school's decision making process.
- ☐ Students have an opportunity to provide feedback on changes.

[] Student voice is valued at school.

W5 I am invited to give input into the teaching and learning activities in our classroom.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

W6 The teachers/staff at my school believe that I can succeed.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

W7 The teachers/staff at my school take time to get to know me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

W8 I support others at my school when I see they might be feeling sad, anxious, hopeless, stressed, angry or confused.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

W9 When you might be feeling sad, anxious, hopeless, stressed, angry or confused.

Select all that apply.

- ☐ Others at my school recognize it
- ☐ I feel supported at my school
- ☐ I know where to ask for help at my school
- ☐ I feel there is someone at my school I can talk to

W10 There is at least one teacher/staff member at my school who...

Select all that apply.

- ☐ helps me achieve my goals.
- ☐ treats me with respect.
- ☐ listens to me.
- ☐ encourages me to keep getting better.
- ☐ helps me to expand my thinking.
- ☐ I can count on when a problem occurs.

For information about Discrimination

- ☐ If you would like information about what discrimination is, click here.

Logic: Hidden unless: Question "For information about Discrimination" is selected

Discrimination is a practice or behaviour, whether intentional or not, which results in a person or group being treated unfairly (where they experience differential or inequitable treatment), or where they are denied opportunities or benefits, based on one or more of the prohibited (or protected) grounds of discrimination under the Ontario Human Rights Code and the DDSB's Human Rights, Anti-Discrimination and Anti-Racism Policy and Code of Conduct. Click here for [DDSB Human Rights](#)

Prohibited (or protected) grounds of discrimination:

- Ability, disability, and neurodiversity
- Age

- Ancestry (includes Indigenous ancestry)
- Citizenship
- Colour
- Creed (religion, spiritual practices, includes Indigenous beliefs and practices)
- Ethnic origin
- Family status
- Gender expression
- Gender identity
- Marital status
- Place of origin
- Race
- Sex
- Sexual orientation
- Socioeconomic status (under DDSB's policy)

For information about Identity

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Sexual orientation is the direction of one's sexual interest or attraction. It is a personal

characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

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W11 Do you ever feel unwelcome or uncomfortable at your school because of any of the following?

Select all that apply.

- ☐ No
- ☐ Ability, disability or neurodivergence
- ☐ Appearance
- ☐ Grades or marks
- ☐ Gender identity or gender expression
- ☐ Family's income

- ☐ Home language
- ☐ Indigenous identity
- ☐ Race, culture, ethnicity or skin colour
- ☐ Religion, creed, faith or belief system
- ☐ Sex
- ☐ Sexual orientation
- ☐ Other reason(s) not listed above (Please specify):

*

School Climate

Know the difference - Bullying VS Conflict

☐ If you would like information about bullying and conflict, click here.

Logic: Hidden unless: Question **"Know the difference - Bullying VS Conflict"** is selected

Bullying

- intent to harm
- deliberate act
- power imbalance

VS

Conflict

- generally voicing a difference of opinion
- often spontaneous
- often school mates or friends disagreeing
- a single interaction

How safe do you feel at school?

"Feeling safe" can mean not worrying that someone could harm your body, hurt your feelings, or damage your belongings.

SC1 This is how safe I feel in each of these places:

	Very Safe	Safe	Unsafe	Does Not Apply
Lunchroom or eating area	()	()	()	()
School washrooms	()	()	()	()
Classrooms, DDSB@Home	()	()	()	()
Gym	()	()	()	()
Gym change rooms	()	()	()	()
School buses	()	()	()	()
School grounds	()	()	()	()
School entrances/exits	()	()	()	()
Hallways	()	()	()	()
Locker area	()	()	()	()
Neighbourhood	()	()	()	()
DDSB activity, school trip, event, etc.	()	()	()	()

SC2 How often have you experienced these forms of bullying at school?

	Not at all	Once this year	More than once this year
Physical	()	()	()
Verbal	()	()	()
Social	()	()	()
Electronic/Social Media	()	()	()

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- Gender expression
- Gender identity
- Marital status

- Place of origin
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Sexual orientation is the direction of one's sexual interest or attraction. It is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

Neurodiversity, Abilities and Disabilities. Some people identify as neurodivergent, a disabled person, a person with a disability, or a person with different abilities because of neurocognitive functions or a permanent or long-term health condition(s) (for example, physical, mental, behavioural, developmental, sensory, communicational or combination of any of these).

Defining these terms is complex and can change over time, and people choose to identify in different ways. For example:

- Some neurodivergent people may self-identify as disabled, and some do not.
- Neurodivergence or different abilities/disabilities may be diagnosed or not, visible or not, and can be present from birth or develop later.
- Some students who are neurodivergent or who have different abilities/disabilities have an accommodation plan at school (an individual Education Plan or IEP), but some do not.

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Neurodivergent refers to individuals whose brain functions differently from what is considered “typical” (or “neurotypical”). This can include natural variations (or neurological differences) in how individuals think, learn, communicate, process information, and/or interact with other people or the environment. Neurodivergence includes a range of differences, such as autism, ADHD, dyslexia, and more.

SC3 How often have you been bullied, harassed, or discriminated at school because of...

	Not at all	Once this year	More than once this year
ability, disability or neurodivergence?	()	()	()
appearance?	()	()	()
gender identity or gender expression?	()	()	()
grades or marks?	()	()	()
family income?	()	()	()
home language?	()	()	()

Indigenous identity (First Nations, Métis, Inuit)?	()	()	()
race, culture, ethnicity, or skin colour?	()	()	()
religion, creed, faith, or belief system?	()	()	()
sex?	()	()	()
sexual orientation?	()	()	()

SC4 If you have been bullied, harassed or discriminated against at school this year, who did you tell?

Select all that apply.

- ☐ I have not been bullied
- ☐ I have not been discriminated against
- ☐ Did not tell anyone, kept quiet
- ☐ Told my parent(s)/caregiver(s)
- ☐ Told a family member (e.g., sibling, grandparent, uncle, aunt, cousin)
- ☐ Told the lunchroom supervisor
- ☐ Told my teacher
- ☐ Told my Educational Assistant (EA)
- ☐ Told the Principal or Vice-Principal
- ☐ Told school staff (e.g., guidance, secretary, custodian)
- ☐ Told student/classmate/friend
- ☐ Told an adult
- ☐ Told a community or advocacy group
- ☐ Used the "Report Bullying Now" feature on the school website
- ☐ KEB (Kinoomaadziwin Education Body)
- ☐ Used KEB's "Addressing Racism Reporting Tool"
- ☐ Contacted the Kids Help Phone
- ☐ Other (please specify):

*

Logic: Hidden by default Hidden unless: Question "SC4 If you have been bullied, harassed or discriminated against at school this year, who did you tell? Select all that apply." is one of the following answers ("Did not tell anyone, kept quiet")

**SC5 If you did not report it to anyone, what stopped you from reporting it?
Select all that apply.**

- ☐ I was afraid it would make it worse
- ☐ I didn't think anything would happen as a result of reporting
- ☐ I didn't want to be seen as someone who tells on others
- ☐ I didn't know how to report it, who I should tell
- ☐ Other (Please specify):

*

**SC6 If you have seen/witnessed other students being bullied, harassed or discriminated against at school this year, who did you tell?
Select all that apply.**

- ☐ Did not tell anyone, kept quiet
- ☐ Told my parent(s)/caregiver(s)
- ☐ Told a family member (e.g., sibling, grandparent, uncle, aunt, cousin)
- ☐ Told student/classmate/friend
- ☐ Told a teacher
- ☐ Told my Educational Assistant (EA)
- ☐ Told the lunchroom supervisor
- ☐ Told school staff (e.g., guidance, secretary, custodian)
- ☐ Told the principal or vice-principal
- ☐ Told an adult
- ☐ Told a community or advocacy group
- ☐ Used "Report Bullying Now" feature on the school website
- ☐ KEB (Kinoomaadziwin Education Body)
- ☐ Used KEB's "Addressing Racism Reporting Tool"

☐ Contacted the Kids Help Phone

☐ Other (please specify):

*

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Select all that apply." is one of the following answers ("Did not tell anyone, kept quiet")

**SC7 If you did not report it to anyone, what stopped you from reporting it?
Select all that apply.**

☐ I was afraid it would make it worse

☐ I didn't think anything would happen as a result of reporting

☐ I didn't want to be seen as someone who tells on others

☐ I didn't know how to report it, who I should tell

☐ Other (Please specify):

*

SC8 Did you know the DDSB has these policies, procedures and plan and do you know where to find them? Did you know there is a... Do you know where to find this?

	Did you know there is a...	Do you know where to find this?
Indigenous Education Policy and Procedure	Yes/No	Yes/No
Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures	Yes/No	Yes/No
Code of Conduct	Yes/No	Yes/No

Positive School Climate Policy and Procedure	Yes/No	Yes/No
Bullying Prevention and Intervention Plan for your school	Yes/No	Yes/No

SC9 Do you know how to report...

	Yes	No
bullying at your school?	()	()
a concern or complaint about discrimination at your school?	()	()

SC10 Suggest ways that the school can help build better relationships between students and staff:

Meaningful Learning

ML1 At school, students cooperate with each other.

- () Strongly agree
 () Agree
 () Disagree

☐ Strongly disagree

MI2 People of all cultures and identities are respected at my school.

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

ML3 I see myself and my family/community reflected in what I am learning at school.

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

MI4 I enjoy school.

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

ML5 The feedback that I receive on assignments and tests is helpful to me.

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Strongly disagree

ML6 I am interested in the topics that are taught to me.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

ML7 I use what is taught in the classroom outside of school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

ML8 I volunteer my time at school and/or outside of school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

ML9 I have opportunities to participate in clubs, teams or activities at school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

For information about Identity

[] If you would like information about what the identity questions mean, [click here](#).

Gender identity is a person's internal and deeply felt sense of being a boy/man, a girl/woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth (e.g., female, intersex, male).

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ML10 Are there school activities, teams or clubs that you would like to take part in, but have not, because of any of the following? Select all that apply.

- ☐ No
- ☐ Ability, disability or neurodivergence
- ☐ Appearance
- ☐ Grades or marks
- ☐ Gender identity or gender expression
- ☐ Family's income
- ☐ Home language
- ☐ Indigenous identity (First Nations, Métis, Inuit)
- ☐ Race, culture, ethnicity or skin colour
- ☐ Religion, creed, faith or belief system
- ☐ Sex
- ☐ Sexual orientation
- ☐ Other reason not listed above (Please specify):

*

ML11 I participate in clubs, teams or activities outside of school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

ML12 I have opportunities in school for fitness and physical activity.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

ML13 I have opportunities to be outside and take part in experiential learning.

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Additional Comments on the content of the School Climate & Well-Being Student Survey:

Thank You!

Your feedback is important to us, thank you for taking the time to complete our survey.

Your answers have been submitted to the DDSB.