

Agenda – SEAC Meeting

February 12, 2025 – 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: <https://bit.ly/SEACMTGFeb122025>

Public Meeting – 5:30 p.m.

Acknowledgement of Territory: “The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

1. WELCOME

2. ADOPTION OF THE AGENDA

3. DECLARATION OF CONFLICT OF INTEREST

4. APPROVAL OF MINUTES

4.1 SEAC Meeting – January 22, 2025 (Pages 3-5)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Educational Services Presentation – District Supports: Special Education Coordinators – Jessi Lalonde, Tagget Bonham-Carter, Cheryl Snider, Matt Aylsworth, and Melissa West; Clinical Consultant- Laura Stevens; Attendance Counsellor- Kevin Hulton; Student Support Counsellor from Safe Schools Team- Scott Nichol; and Student Support Counsellor from the Intensive Support Team-Nancy Gourdier-Golle

6.2 Grade 10 Mental Health Curriculum – Special Education Coordinator, Melissa West

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

[See Yourself in Limestone](#)

7. CORRESPONDENCE

7.1 Durham District School Board – Correspondence to the Linda Lacroix, Registrar and CEO, Ontario College of Teachers, regarding Inadequate Special Education Funding and Educational Assistant Shortage in agreement with LDSB SEAC letter sent on November 6, 2024. This letter is dated January 13, 2025. (Pages 6-7)

7.2 Algoma District School Board – Correspondence to the Linda Lacroix, Registrar and CEO, Ontario College of Teachers, regarding Inadequate Special Education Funding and Educational Assistant Shortage in agreement with LDSB SEAC letter sent on November 6, 2024. This letter is dated January 21, 2025. (Page 8)

7.3 Ottawa Catholic District School Board – Correspondence to the Minister of Education, regarding Inadequate Special Education Funding and Educational Assistant Shortage dated January 27, 2025. (Pages 9-10)

7.4 Ottawa Catholic District School Board – Correspondence Chairs of Special Education Advisory Committees across Ontario, regarding Special Education Funding in the Province of Ontario dated January 30, 2025. (Page 11)

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam (Pages 12-14)

9.2 Student Census Consultation – LDSB Research and Data Analysts- Ellyn Clost-Lambert and Laura Gillam (Pages 15-38)

10. NEXT MEETING DATE

March 19, 2025

11. ADJOURNMENT

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

See Yourself in Limestone

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

January 22, 2025

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston C. Lord, Epilepsy South Eastern Ontario H. Simson, Learning Disabilities Association of Kingston E. Clow, Member-at-Large J. Barker, Lennox & Addington Resources for Children L. Clouthier, Easter Seals Ontario K. Hill, Member-at-Large Regrets: H. Clark, Autism Ontario
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All M. Blackburn, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Coordinator C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services T. Bonham-Carter, Special Education Program Coordinator
Recorder:	Guests:
J. Senior, Administrative Assistant	Terry Farrell, Itinerant Teacher for Deaf/Hard of Hearing & Team Lead Katie Kyte, Itinerant Teacher for Deaf/Hard of Hearing Robb MacKay, Itinerant Teacher for Deaf/Hard of Hearing Sarah Ruta, Itinerant Teacher of the Visually Impaired

Limestone District School Board

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1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

Chair McGregor read the Acknowledgement of Territory:

“The Limestone District School Board is situated on the traditional territories of the Anishinaabe and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at- Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Trustee Lloyd that the December 11, 2024, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 MOTION: *Trustee McGregor*—To have SEAC Chair Karen McGregor’s name added to the list of signatures on letter to be sent to Ministry of Education regarding *Inadequate Special Education Funding and Educational Assistant Shortage* as per request from Traci Clarke, SEAC Chair, Ottawa Catholic School Board.

MOVED BY: All SEAC Members. Carried.

6. EDUCATION SERVICES UPDATE

6.1 Supports and Services for students who are Deaf/Hard of Hearing/Blind/Low Vision – A Team Approach—Terry Farrell, Itinerant Teacher for Deaf/Hard of Hearing and Team Lead, along with Katie Kyte and Robb MacKay, Itinerant Teachers for Deaf/Hard of Hearing, and Sarah Ruta, Itinerant Teacher of the Visually Impaired, delivered a comprehensive presentation on the supports and services available for students who are deaf, hard of hearing, blind, or have low vision.

7. CORRESPONDENCE

7.1 Letter to the Ministry from Ottawa Catholic School Board SEAC—Correspondence to the Ministry from Ottawa Catholic School Board regarding Inadequate Special Education Funding and Educational Assistant Shortage. Provided for information and discussed and approved as detailed in Motion above.

Limestone District School Board

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8. ASSOCIATION UPDATES

8.1 Easter Seals Ontario – Linda Clouthier provided details about the Annual Curl for Kids Bonspiel on March 1, 2025; to kick off the March is Easter Seals Month Campaign.

8.2 Epilepsy South Eastern Ontario – Christina Lord provided information regarding Epilepsy Awareness Month, Purple Day on March 26th and Educational Packages to Raise Awareness and Education about Epilepsy.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam provided an overview of the Superintendent's Report, which was included in the Agenda Package.

10. NEXT MEETING DATE

February 12, 2025

11. ADJOURNMENT

MOVED BY: Trustee Lloyd, that the meeting adjourn. Carried.

The meeting was adjourned at 6:37 pm.

January 13, 2025

Linda Lacroix, Registrar and CEO
Office of the Registrar
Ontario College of Teachers

Sent via email: llacroix@oct.ca

Dear Linda Lacroix

The Durham District School Board Special Education Advisory Committee (SEAC) shares the concerns expressed by the Limestone District School Board SEAC, in its November 6, 2024 letter to the Ontario College of Teachers, with respect to incorporating a mandatory (core) special education course within the pre-service teacher education programs at Ontario Faculties of Education.

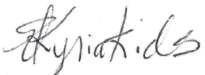
A careful review of the teacher education course offerings at all Faculties of Education in the province as provided by [Ontario Association of Deans of Education](#) reveals substantial variation in terms of special education content. While the programs contain courses such as “The Exceptional Learner”, “Inclusive Education”, “Individualized Education”, and “Social Justice Education”, our concern is the absence of a prescribed course that consists specifically of content that prepares pre-service teachers to program, support and advocate for students with learning, intellectual, developmental and physical disabilities.

While we recognize that educators must have expertise in a variety of areas including teaching English Language Learners, mental health, digital citizenship, global competencies, environmental land-based learning, and teaching in priority neighbourhoods, we feel strongly that special education intersects with each of these areas. For example, we have witnessed the rise of ethnicity-specific advocacy groups organized by families of children with disabilities who have felt culturally and linguistically marginalized by the education and healthcare systems. Thus, the intersection of race, culture and immigration with disability speaks to the need for teachers and school administrators to have this specialized intersectional knowledge. Teaching the global competencies, which emphasize the importance of self-regulation and collaboration, clearly calls for an understanding of how neurodivergence and self-regulation may be related, and of how assistive technologies can allow non-verbal individuals, for example, to collaborate in team tasks. Ensuring that all Teacher Candidates leave their pre-service program with this knowledge and understanding rather than optional learning upon graduation as Additional Qualifications would better support learners and their families. We recognize and support the broad definition of inclusion but would like to underscore that in addition to understanding how social variables impact learners, educators must have a very specialized toolkit that prepares them to ensure that students with differentiated learning needs are supported to reach their full academic potential. A public education integration model which sees these learners receiving support and assistance, primarily in the regular

classroom, means that all classroom teachers must have knowledge and skills related to special education and supporting academic and well-being needs of all learners including those with individualized programming needs.

The stakes are too high for this professional learning to take place as optional or an ad hoc basis. Hence, we urge the Ontario College of Teachers to consider mandating a standardized core course in accredited initial teacher education programs that ensures pre-service teachers engage in learning related to fostering inclusion and developing knowledge and skills related to strategies (including use of assistive technologies) that can effectively support learners with differentiated needs.

Sincerely,



Eva Kyriakides
SEAC Chair
Durham DSB

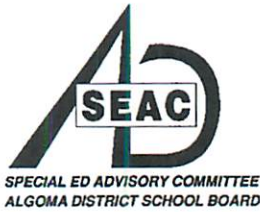
cc: Jill Dunlop, Minister of Education

Nolan Quinn, Minister of Colleges and Universities

Stephanie Donaldson, OPSBA Executive Director

Chairs of Ontario School Boards' Special Education Advisory Committees

Chelsea Barranger, Ontario Association of Deans of Education



Algoma District School Board

644 Albert St. East

Sault Ste. Marie

ON P6A 2K7

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January 21, 2025

Linda Lacroix, Registrar and CEO
Office of the Register
Ontario College of Teachers

Dear Linda Lacroix,

The Algoma District School Board Special Education Advisory Committee (SEAC) is writing to support the November 6, 2024 letter sent by the Limestone District School Board SEAC to bring forward concerns related to teacher training in special education at faculties of education across Ontario.

The lack of consistent training in special education during initial teacher education programs is a concern for many school boards. Despite the diversity of learners in Ontario classrooms, many teachers do not receive enough preparation in this area prior to beginning their careers.

Teachers must be well-prepared to address the wide range of needs and abilities that they will encounter in the classroom. Teachers that receive special education training as part of their teacher preparation programming are far better equipped to implement the principles of Universal Design for Learning and differentiate instruction effectively for all students, including those with special education needs. Additionally, training helps to ensure that teachers understand the many diverse needs of our learners, enabling them to develop and implement Individual Education Plans (IEPs) effectively beginning with their first days in our classrooms.

The ADSB SEAC echoes the call of the Limestone DSB SEAC for the College of Teachers, in consultation with the Ministry of Colleges and Universities and the Ministry of Education, to ensure that special education training becomes a required component of all teacher preparation programs in Ontario.

Sincerely,

Pat Mick

Pat Mick,
Chair
Algoma District School Board SEAC

January 27, 2025

Via Email

Hon. Jill Dunlop Ministry of Education



Re: Inadequate Special Education Funding & Educational Assistant Shortage

Dear Minister Dunlop,

I am writing to express serious concerns regarding the significant challenges facing special education in the Ottawa Catholic School Board and across all Ontario schools. Specifically, the insufficient funding for special education programs and services in combination with the critical shortage of Educational Assistants (EA) severely impacts the quality of education and support provided to exceptional students. These act as barriers to these students' rights, as per the Human Rights Code, to access education. Furthermore, the lack of adequate funding for special education has ramifications negatively impacting the entire student population in Ontario, as further explained below.

Funding Challenges:

- **Special Education Grant Shortfalls:** The current Special Education Grant is insufficient to meet the complex and diverse needs of exceptional students. This chronic underfunding forces school boards to reallocate resources from other areas, therefore compromising the overall educational experience for all students. As an example, the Ottawa Catholic School Board (OCSB) currently spends \$26 million more than it is funded to support students with special education needs. This financial strain limits the board's ability to provide essential services and support to its students.
- **Inadequate Transportation Funding:** Transportation costs for students with special needs continue to exceed the funding provided by the Ministry. This shortfall places an additional burden on school boards and families of students who require specialized transportation and acts as a barrier to access education.

Educational Assistant Shortages:

- **Critical Staffing Gaps:** The province is facing a severe shortage of qualified Education Assistants. This shortage results in significant challenges in providing consistent and adequate support to students with special education needs. Staff absences due to illness and stress often cannot be filled, leaving vulnerable students without the necessary assistance and supervision. This situation poses a direct risk to the safety and well-being of these students and disrupts the learning environment for all students in our schools not only in our board but across the province. This lack of support denies special needs students their legally protected right to access the same level of education as their peers without disabilities.
- **Students Unable to Access Educational Institutions:** A lack of appropriate staff and support can also result in requests to keep students at home. Results from [People for Education's 2023-2024 Annual Ontario School Survey](#) showed that 72% of elementary schools who had daily EA shortages recommended that students receiving EA support stay home and 67% of secondary schools did the same.

- **Urgent Need for Action:** The Ministry must take immediate steps to address this crisis. We urge the government to implement strategies similar to those successfully employed in the healthcare sector to attract and retain staff. These strategies could include:
 - **Free Tuition for EA Programs:** Offering free tuition for students enrolled in Educational Assistant programs at Ontario colleges.
 - **Retention Bonuses:** Providing financial incentives to encourage EAs to remain in the education sector.
 - **Enhanced Professional Development:** Investing in ongoing professional development opportunities for EAs to enhance their skills and knowledge.
 - **Improved Working Conditions:** Addressing workload concerns and ensuring that EAs have the necessary resources and support to effectively perform their roles.
 - **Stable Employment:** Many EAs leave the profession due to lack of full-time stable positions and some are forced to take on multiple jobs to make ends meet. Providing stable funding to pay for full-time positions will enable schools to retain the best EAs and result in lower costs over time when compared to the cost of constantly having to re-staff and retrain new EAs.
 - **Increase and improve all special education resources:** Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Behaviour Analysts, Resource Teachers and other specialists are wholly insufficient in number to meet the needs of the current student population in the province - significant effort must be expended to improve children's access to the services these specialists bring to the classrooms of the province.

The current situation is unsustainable and demands urgent attention. As Chair of the Special Education Advisory Committee (SEAC) for the Ottawa Catholic School Board (OCSB), I am asking that you take immediate action to address these critical funding and staffing challenges to ensure that all students in Ontario, including those with special needs, have access to the quality education and support they deserve.

Sincerely,



Traci Clarke, SEAC Chair, Ottawa Catholic School Board

CC Members of Provincial Parliament, Ottawa Region
 Mark Mullan, Chairperson of Ottawa Catholic School Board (OCSB)
 Sue Wilson, School Board Trustee Representative, Minister's Advisory Council on
 Special Education (MACSE)
 Ontario Special Education Advisory Committees (SEAC)



January 30, 2025

Via email through Ontario Directors of Education

RE: Special Education Funding in the Province of Ontario

Dear Chairs of Special Education Advisory Committees across Ontario,

We are writing on behalf of the Special Education Advisory Committee (SEAC) for the Ottawa Catholic School Board (OCSB). As we are all aware special education funding in Ontario is inadequate for meeting the needs of our student population. This, combined with the shortage of educational assistants, has thrown our education system in Ontario into crisis mode, with all students being affected.

As SEAC members it is our job to provide advice and recommendations to school boards on special education programs and services. Most of us represent associations in our community consisting of exceptional students and as such we have become well versed in advocacy in the area of special education. Therefore, we would like to take this opportunity to combine our voices into one and hope that the Ministry of Education will hear us loud and clear. Together, we hope to send a clear and strong message that something has to be done to address the crisis happening with special education in Ontario.

As such we are seeking each and every one of your signatures on the attached letter in the hopes that together, our voices can be amplified and send a unified message to the Ministry of Education to impress upon them the call to action.

We appreciate your cooperation and support with this matter. We hope to have the letter signed by Friday, February 28, 2025. Please do not hesitate to contact by emailing us at ocsbseac.advocacy@gmail.com should you have any questions, comments or concerns.

Sincerely,

Mara Chapeskie
Vice Chair, OCSB SEAC

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

02/12/2025

A. Ministry Updates:

Bill 123, Erin's Law

On December 19, 2024, Bill 123, Erin's Law (An Act to amend the Education Act with respect to child sexual abuse prevention and reporting) received Royal Assent and is now law. The Bill amends the Education Act to require each school board to establish a policy under which pupils in its schools are engaged annually, in a developmentally appropriate manner, regarding the topics of child sexual abuse prevention and reporting. Each board is also required to make information available to parents and guardians, and to provide information annually to teachers and other staff in schools. School boards are encouraged to review Erin's Law to understand their obligations and requirements. These obligations and requirements are in addition to those requirements under the *Child, Youth and Family Services Act, 2017*, and in *Policy/Program Memorandum 9* (Duty to report children in need of protection).

B. Educational Services Updates:

National AccessAbility Week and The Red Shirt Day of Action for Accessibility and Inclusion

This year's National Accessibility Week will take place from Sunday, May 25 to Saturday, May 31, 2025. Established in 1988 and recognized nationally, this annual event is an opportunity for Canadians to come together to celebrate the valuable contributions and leadership of Canadians with disabilities; highlight the work of individuals, organizations, and communities who are removing barriers; and reflect on our ongoing efforts to become a better, more accessible, more disability-inclusive Canada.

The Red Shirt Day of Action for Accessibility and Inclusion will take place on Wednesday, May 28, 2025. Established by Easter Seals Canada in 2019, this is a day when people across Canada come together and wear red in schools, workplaces, and spaces everywhere to create a visible display of solidarity and to show their support for persons and families of those who are living with disabilities; celebrate the achievements of people living with disabilities; and to pledge their commitment to help create a fully accessible and inclusive society that honours and values the contributions of people of all abilities in all aspects of life in Canada.

Limestone District School Board

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The following week, on Saturday, June 7, 2024, the Inclusive Play Project (IPP) Annual Fun Fair will take place at Shannon Park in Kingston. The LDSB Accessibility Committee and Educational Services staff will once again support this amazing fundraising opportunity. To date, the IPP group has raised over a million dollars towards a fully inclusive playground in the Kingston area.

February SEAC SEA Update

Each year, the Ministry of Education reviews and updates their Specialized Equipment Allocation (SEA) processes and reporting requirements. The 2024-2025 school year's revisions represent a modernization of their approach with more substantial and significant changes than in prior years. These changes aim to better meet student needs, reduce the administrative time required for reporting, and allow boards increased flexibility to meet local needs.

Summary of the changes:

- **Formula Component:** All boards will receive a base amount which increases from \$20,000 to \$200,000 and a per pupil amount which increases from \$39.461 to \$51.10.
- This funding is now to be used to purchase, maintain, and provide training related to any equipment type. Previously, funding was separated with technology distinct from physical and sensory equipment.
- Boards no longer pay \$800 deductible for larger claims for one or more pieces of equipment for a student. The 2024-2025 process allows boards to submit claims for reimbursement for single item purchases of any kind that cost \$5000 or more, before taxes. This change will reduce the administrative work associated with reporting to the Ministry at the year's end.
- In 2024-2025, any unspent or deferred SEA funds may be used in future years for SEA or other special education programs or services.

We have been monitoring our SEA purchasing and budget closely to determine the impact of these changes. We are happy to report that we are managing the budget well and anticipate a reduction in the administrative time needed for reporting in May. This will allow us to continue prioritizing the timely fulfillment of claims for students throughout the Ministry reporting period to a greater degree than in past years.

For the past several years, the current and previous SEA teams have been working to reduce the wait times for SEA claims to be processed so that students receive equipment in a timely manner to meet their current needs. The team has adopted more efficient processes for requesting equipment, record-keeping, and purchasing. This year, we were also able to use deferred SEA revenue to provide funds directly to schools to purchase Tier 1 tools for any students who might benefit. These combined efforts have had their intended effect. We are happy to report that we are now processing claims no older than January 2025.

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Professional Development

The Fourth R

On February 3, 2025, Laura Conboy, Melissa West, and Rae McDonald facilitated a day of collaboration around The Fourth R, an evidence-based, school-based prevention program developed to promote healthy relationship skills and target risk behaviours through encouraging safe decisions about substance use, sexual relationships, bullying, and violence. Grade 7 and 8 educators from J.G. Simcoe, Enterprise PS, Welbourne PS, and Holsgrove PS participated, alongside KFL&A Public Health Nurses, who will be supporting educators to co-teach one of the four modules aligned with the Health and Physical Education Curriculum. The Fourth R complements the mandatory Grade 7 and 8 mental health literacy modules and the PreVenture program by providing students with skills to talk to each other about their relationships, how to intervene when needed, and how to support their peers with problematic relationships. Schools were selected to participate in this collaborative learning based on student self-reported feelings of bullying and sense of belonging on the 2023-2024 School Climate Survey, as well as recommendations from the Elementary Equity and Inclusion Consultant.

EA PA Day – January 31, 2025

On Friday, January 31, 2025, sixty (60) Educational Assistants took part in a day of professional learning. The day included sessions on *The Role of an Educational Assistant on the In-School Team*, *Communication Supports*, *Relationship Based Approaches* and *the Third Path*, *Student Safety Plans and De-Escalation Strategies* as well as a Consolidation Case Study. A big thanks to the leadership team at Educational Services for providing such invaluable professional development for LDSB staff.

Prepared by: Scot Gillam, Superintendent of Education, Learning for All

Limestone District School Board

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See Yourself in Limestone

Student Census 2025 Survey (Draft – Jan. 2025)

Red text = New or revised proposed content

Welcome to the Limestone Student Census for Grades 7 to 12! We want to know more about you so that we can support your learning and well-being. The answers you provide will help us serve you and other students better in Limestone.

Before you start the survey, there are some important things you should know:

1. The survey takes about 20 to 30 minutes to complete.
2. Take your time to answer each question. There are no right or wrong answers.
3. The survey is private. Your answers will not be shared with anyone.
4. The survey is optional. If you do not want to answer a question, you can skip it and move on to the next one.
5. There are two questions that are long because they allow for many answers. This helps us include everyone.

Thank you for your participation!

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.

1. Would you like to take this survey?

- No If No, then reveals Q1i
- Yes [goes to Q2]

Q1i You clicked "No". To exit the survey click "Exit " below? (alternative: Is there a reason you would not like to participate? Open response.)

- Exit Survey ↓ If selected, skip to END OF SURVEY
- Return to the survey ↓ If selected, continue to Question 2

To start, we would like to ask some questions about **YOU**...

2. What language(s) did you first learn at home as a child and still understand? (Choose all that apply)

- | | | |
|--------------------------|-------------------|--|
| • Albanian | • Igbo | • Russian |
| • Algonquin | • Innu/Montagnais | • Serbian |
| • American Sign Language | • Inuktitut | • Serbo-Croatian |
| • Amharic | • Italian | • Sinhala |
| • Anishinaabemowin | • Japanese | • Slovak |
| • Arabic | • Kannada | • Somali |
| • Bengali | • Karen | • Spanish |
| • Berber | • Kanyen'kéha | • Swahili |
| • Blackfoot | • Kinyarwanda | • Swedish |
| • Bosnian | • Kirundi | • Tagalog |
| • Bulgarian | • Korean | • Tamil |
| • Burmese | • Kurdish | • Telugu |
| • Cambodian | • Lao | • Thai |
| • Cantonese | • Latvian | • Turkish |
| • Chinese | • Lingala | • Twi |
| • Cree Languages | • Macedonian | • Ukrainian |
| • Creole | • Malayalam | • Urdu |
| • Croatian | • Mandarin | • Uzbek |
| • Dari | • Marathi | • Vietnamese |
| • Dutch | • Michif | • Yoruba |
| • English | • Mi'kmaq | • A language not listed above (please specify):_____ |
| • Estonian | • Mohawk | _____ |
| • Farsi (Persian) | • Mongolian | _____ |
| • French | • Nepali | |
| • German | • Norwegian | |
| • Greek | • Ojibwe | |
| • Gujarati | • Oji-Cree | • ☒ I am not sure |
| • Harari | • Pashto | • ☒ I do not understand this question |
| • Hausa | • Patois | • ☒ I prefer not to answer |
| • Hebrew | • Polish | |
| • Hindi | • Portuguese | |
| • Hungarian | • Punjabi | |
| | • Romanian | |

3. Do you identify as First Nations, Métis, and/or Inuit? (Choose all that apply)

- No
- Yes, First Nations
- Yes, Métis
- Yes, Inuit
- Nation not listed above (please specify): _____

3a. (Displayed only if answered any “yes” to Q3) Please tell us about the nation you belong to if you would like:

(Displayed only if answered Yes to Q3 above)

3b. The term Two Spirit refers to a person who embodies both a masculine and feminine spirit. Two spirit is used by some Indigenous peoples to describe their gender, sexual orientation or spiritual identity.

Do you identify as Two Spirit?

- Yes
- No
- I am not sure
- I prefer not to answer

4. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics. **What is your cultural background(s) or ethnic origin(s)? Select all that apply**

CONFIDENTIAL DRAFT

- Acadian
- Afghan
- Afrikaner
- Akan
- Albanian
- Algerian
- Algonquin
- Alsatian
- American
- Amhara
- Angolan
- Anishnaabe
- Antiguan
- Arab
- Arawak
- Argentinian
- Armenian
- Ashanti
- Assyrian
- Australian
- Austrian
- Azerbaijani
- Bahamian
- Bangladeshi
- Bantu
- Barbadian
- Basque
- Bavarian
- Belgian
- Belizean
- Bengali
- Beninese
- Berber
- Bermudan
- Bhutanese
- Hawaiian
- Hazara
- Hispanic
- Hmong
- Honduran
- Hungarian
- Ibo
- Icelandic
- Indian (India)
- Indonesian
- Inuit
- Iranian
- Iraqi
- Irish
- Israeli
- Italian
- Ivorian
- Bolivian
- Bosnian
- Brazilian
- Breton
- Bulgarian
- Burkinabe
- Burmese
- Burundian
- Byelorussian
- Cambodian
- Cameroonian
- Canadian
- Carib
- Caribbean origins
- Catalan
- Chadian
- Channel Islander
- Cherokee
- Chilean
- Chinese
- Colombian
- Congolese
- Coptic
- Cornish
- Corsican
- Costa Rican
- Cree
- Croatian
- Cuban
- Cypriot
- Czech
- Czechoslovakian
- Danish
- Dinka
- Djiboutian
- Lebanese
- Liberian
- Libyan
- Lithuanian
- Luxembourgger
- Macedonian
- Malagasy
- Malaysian
- Malian
- Malinké
- Maltese
- Manitoban
- Manx
- Māori
- Martinican
- Maure
- Mauritian
- Dominican
- Dutch
- 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
- Haudenosaunee
- Hausa
- Ojibwé
- Ontarian
- Oromo
- Pacific Islands origins
- Pakistani
- Palestinian
- Panamanian
- Paraguayan
- Pashtun
- Peruvian
- Peulh
- Polish
- Polynesian
- Portuguese
- Prince Edward Islander
- Puerto Rican

- Jamaican
- Japanese
- Jewish
- Jordanian
- Kanyen'kehà:ka
- Karen
- Kashmiri
- Kazakh
- Kenyan
- Kittitian/Nevisian
- Korean
- Kosovoar
- Kurd
- Kuwaiti
- Kyrgyz
- Laotian
- Latvian
- 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
- Maya
- Métis
- Mexican
- Mi'kmaq
- Mohawk
- Moldovan
- Mongolian
- Montenegrin
- Montserratian
- Moroccan
- Nepali
- New Brunswicker
- New Zealander
- Newfoundlander
- Nicaraguan
- Nigerian
- Norwegian
- Nova Scotian
- Vincentian/Grenadinian
- Welsh
- West Indian
- Wolof
- Wyandot
- Yemeni
- Yoruba
- Yugoslavian
- Zambian
- Zimbabwean
- Zulu
- An ethnicity not listed above **(please specify)**
- **I am not sure**
- **I do not understand the question**
- **I prefer not to answer**
- Punjabi
- Québécois
- Roma
- Romanian
- Russian
- Rwandan
- Saami
- Salvadorean
- Samoan
- Saudi Arabian
- Scottish
- Senegalese
- Serbian
- Seychellois
- Sicilian
- Sierra Leonean
- Singaporean

5. 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 “White” or “Black” or “East/Southeast Asian”, etc. **Which race category best describes you?** You can pick more than one.

- Black (examples may include African, Afro-Caribbean, African-Canadian descent)
- East Asian (examples may include Chinese, Korean, Japanese, Taiwanese descent)
- Indigenous (examples may include First Nations, Métis, Inuit, descent. **This includes Indigenous identities from outside of North America, for example: Maori, Saami descent**)
- Latino/Latina/**Latine/Latinx** (examples may include Latin American, Hispanic descent)
- Middle Eastern (examples may include Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish etc.)
- **North African (examples may include Algerian, Tunisian, Moroccan descent)**
- South Asian (examples may include South Asian descent, e.g. East Indian (India), Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- Southeast Asian (examples may include Filipino, Vietnamese, Cambodian, Thai, Malaysian, Indonesian descent)
- White (examples may include European descent)
- If not listed above, please type in the box below:

6. People identify with many different religions. What is your religion, faith, creed, and/or spiritual affiliation? (Select all that apply)

- Agnostic (a person who thinks it is impossible to know if any God or Gods exist.)
- Atheist (a person who does not believe in any God or Gods.)
- Ba'hai
- Buddhist
- Christian
- Hindu
- Indigenous Spirituality
- Jain
- Jewish
- Muslim
- Pagan
- Sikh
- Wiccan
- Spiritual, but not religious
- No religious or spiritual affiliation
- Religion(s) or spiritual affiliation(s) not listed above (please type in the box below):

- Questioning (option ONLY for grades 7-12)
- Not sure
- I do not understand this question

7. Gender identity refers to a person's internal sense or feeling of being a woman or girl, a man or boy, both, neither or anywhere on the gender spectrum. What is your gender identity? Select all that apply.

- Boy/man
- Gender Fluid
- Girl/woman
- Non-Binary
- Gender identity or identities not listed above (please type in the box below):

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

8. People who are transgender have a gender identity that is different from the one they were assigned at birth. Are you transgender?

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

9. **Possibility of looping this question: how you perceive yourself and how others perceive you.** A person's appearance, style, dress, or the way they walk, or talk may affect how people describe them. How do you think other people at school would describe you?

- Very feminine
- Feminine
- Somewhat feminine
- Equally feminine and masculine
- Somewhat masculine
- Masculine
- Very masculine
- I do not understand the question
- Suggestion option: It varies day-to-day (need to consult with Dr. Airton re: including new answer options in a validated scale; perhaps there is an updated version)
- Suggested option: I do not know

10. Sexual orientation refers to a person's sense of sexual attraction to people of the same or different gender. Which of the following best describes your sexual orientation?

Option 1 (from previous survey)	Option 2
Select all that apply: • Asexual • Bisexual • Gay • Lesbian • Pansexual • Queer • Questioning • Straight/Heterosexual • A sexual orientation(s) not listed above (please specify): _____ • Not sure • I do not understand this question	• Straight/Heterosexual • 2SLGBTQQIA+ (This acronym represents Two-Spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, and additional people who identify as part of sexual and gender diverse communities.) • I do not understand the question • Not sure • Prefer not to answer

11. Do any of the following issues **negatively** impact your well-being? OR **Do any of these issues make school harder for you?** OR **How much do these issues affect your day at school?**
Select all that apply.

Current/previous option 1	Option 2
• Alcohol use • Anxiety (when you worry so much that it is hard to do your daily tasks, for example pay attention in class, learn new things, or be with friends) • Attention and hyperactivity/impulsivity (ADD or ADHD) • Cannabis use • Eating and weight-related problems • Mood disorder (for example, depression or bipolar disorder) • Other substance use (cigarettes/e-cigarettes and vaping tobacco, high-caffeine energy drinks, opioids, inhalants, anabolic steroids, and/or misuse of any medication) • Problem gambling • Technology use (social media, gaming, etc.) • Grief • Sleep • None of the above	• Mental health concerns (for example, anxiety, mood issues, eating or weight-related problems) • Substance use (for example using cannabis, alcohol, nicotine or any other substance) • Process addiction (for example problem gambling, social media, gaming) • Family conflict • Peer conflict •

Option 3	This does not apply to me.	This issue does not affect me	This issue affects me slightly	This issue significantly affects me
Mental health concerns (for example, anxiety, mood issues, eating or weight-related problems)				
Substance use (for example using cannabis, alcohol, nicotine or any other substance)				
██████████ (for example problem gambling, social media, gaming)				
Family conflict				
Peer conflict				

12. People with disabilities are diverse in many ways and have many strengths. Some disabilities can be seen, and some cannot. They can last a long time or just a short while. People with disabilities can have physical, mental, learning, communication, or sensory differences which, if met with an obstacle, can make it hard for them to do things that others can do easily. People with disabilities often face obstacles every day, like buildings that are hard to enter, rules that are unfair, or attitudes that treat them differently.

Which of the following sentences describes you best?

- I am a person with a disability.
- I am not a person with a disability.
- I am not sure if I am a person with a disability.
- I would describe myself another way. (please specify: _____)
- I do not understand this question
- I prefer not to answer

12a. I feel like my disability is understood (supported?) at my school (agreement scale)

13. Do any of the following apply to you? Please check all that apply:

- Blind; legally blind; low vision; limited vision
- Deaf; deaf; deafened; hard of hearing
- Chronic medical conditions (for example, epilepsy, cerebral palsy, spina bifida, cystic fibrosis, muscular dystrophy, asthma, diabetes, anaphylaxis, hemophilia)
- Chronic pain
- Traumatic Brain Injury (for example, concussion)
- Fetal Alcohol Spectrum Disorder
- Developmental disabilities (for example, intellectual disability, Down Syndrome, William's Syndrome)
- Learning disability or disabilities in reading, writing, or math (this can include dyslexia; dysgraphia; dyscalculia; Specific Learning Disorder; and more)
- Autism Spectrum Disorder (ASD); Autism; Autistic; Asperger's Disorder
- Attention Deficit Hyperactivity Disorder (ADHD); ADHDe
- Language Disorder; Speech Sound Disorder; Fluency Disorder (Stuttering); Social Pragmatic Communication Disorder
- Developmental Coordination Disorder
- Tic Disorder; Tourette Syndrome
- Oppositional Defiant Disorder (ODD); Conduct Disorder (CD); Intermittent Explosive Disorder
- Obsessive-Compulsive Disorder (OCD)
- Eating Disorder; Disordered eating
- Trauma related impairment; Post-traumatic Stress Disorder
- A condition or conditions not listed above; Please specify:

- I am not sure
- None of the above
- I do not understand this question

14. Do you have a parent(s), guardian(s) or family member who is a member of the Military (examples may include Army, Navy, Air Force)?

- Yes
- No
- I am not sure

15. Do you have a family member who is incarcerated (in a regional, provincial, or federal jail)?

- Yes
- No
- I am not sure

We would like to ask some questions about your experience **outside of school...**

16. Have you considered yourself to be **unhoused (homeless)** in the last twelve months (for example, living in shelters, living in cars or abandoned buildings, living in a tent, couch surfing)?

- Yes
- No

17. **If you live in more than one household, you will be able to answer these questions for each.**

(PISA Wealth Variable – Canada) **(Loop this for multiple households)**

How many of the following are in your home:

	None	One	Two	Three or more
Musical instruments (e.g. guitar, piano, violin)				
Cars, vans, or trucks				
Motorcycles, mopeds, or electric scooters				
Bathrooms with a bathtub or shower				
Bathrooms with a toilet				

17a. (PISA Wealth Variable – Canada) **(Loop this for multiple households)**

How many digital devices with screens are there in your home?

- There are no digital devices with screens.
- One
- Two
- Three
- Four
- Five
- 6 to 10
- More than 10

17b. (PISA Wealth Variable – Canada) (Loop this for multiple households)

How many of the following digital devices are in your home?

	None	1-2	3-5	More than 5	I don't know
Televisions					
Desktop computers					
Laptop computers or notebooks					
Tablets (e.g. iPad, Galaxy Book, Surface)					
E-book readers (e.g. Amazon Kindle)					
Cell phones with Internet access (i.e. smartphones)					

17c. (PISA Wealth Variable – Canada) (Loop this for multiple households)

In your home do you have: (Select all that apply)

- A room of your own
- Internet access/Wi-fi (excluding through smartphones)
- A subscription to a streaming service (examples may include: Netflix, Disney+, Apple TV)
- Educational software or Apps
- Your own cell phone with Internet access (e.g. smartphone)

[Click here to answer these questions for another household.](#)

[If you are finished, click Next.](#)

Next, we would like to ask some questions about your experience **at school...**

18. How do you feel about your school?

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I feel like this school is a welcoming place.					
I feel like I belong at this school.					
I enjoy being at this school.					
I get along well with other students at this school.					
I feel accepted by students at this school.					
I feel that school rules are applied to me in a fair way.					
I feel like my work is usually graded fairly.					
I usually feel motivated to do my best in school.					
I am treated with respect at this school.					
I feel like differences among all people are respected at this school.					
I can express my cultural identity.					

19. At this school, I am encouraged to think or learn about Indigenous rights/human rights/social justice issues related to:

	Never	Almost Never	Sometimes	Almost always	Always
Indigenous peoples					
Gender identity					
Race, ethnicity or cultural background					
Sexual orientation					
Poverty					
People with disabilities					

CONFIDENTIAL DRAFT

20. Thinking about this school year, do you take part in these extra-curricular school activities?

	Yes	No	This is not available at my school.
Arts or performance-based clubs (examples may include art club, drama club, dance club, band, choir, improv, school play).			
STEM-based clubs (examples may include environment club, robotics, math club)			
Other school clubs (examples may include chess, DECA, GSA, faith-based)			
Sports (examples may include track and field, team sports, intramurals).			
School leadership activities (examples may include student council, school publications, yearbooks).			
School special events (examples may include dances, concerts, Model UN, Athletics Banquet).			
School field trips			

21. Have you ever been made to feel unwelcome or uncomfortable at your school because of any of the following? Select all that apply.

- A disability that I have
- My neurodiversity
- My family's level of income
- My gender expression
- My gender identity
- My grades or marks
- My hobbies, activities, and/or interests
- My language
- My race or skin colour
- My cultural background
- My religion or faith
- My sexual orientation
- The way I dress
- The way I look
- I feel welcome and comfortable at my school.

CONFIDENTIAL DRAFT

22. At my school, I see myself/ my identity reflected positively in:

	Never	Almost Never	Sometimes	Almost always	Always
Pictures or posters in the school					
Displays of student work					
Materials teachers use in class (examples may include books and videos).					
Topics we study in class					
Extra-curricular activities (examples may include sports, arts activities, clubs)					
Special events and celebrations					
School publications (examples may include yearbooks, newspapers, school calendar, websites)					
The staff in my school					

23. At my school, I have opportunities to:

	Never	Almost Never	Sometimes	Almost always	Always
Learn about my cultural/racial background.					
Learn about myself as a learner.					
Learn about different life situations (examples may include people living in poverty, people with disabilities).					
Learn about the traditional territories where my school/home is located					

24. Please check if you agree or disagree with the following statements:

	Disagree	Neither agree nor disagree	Agree
There is at least one adult at my school who cares about me.			
There is at least one adult at my school who expects me to do well.			
In general, adults at my school treat me the same or better than they treat other students.			

25. Think about the last school year. What were the reasons that made you late or absent from school? Select as many that apply or choose "None of these apply to me" if none apply.

- Academic pressure (for example, my schoolwork is too hard, too many assignments to manage)
- I don't like school
- Extracurricular school activities
- Fear of being bullied
- Not getting along with adults at school
- Not getting along with other students
- School is not important
- Transportation late or not available
- Unhappy
- Anxious
- Death of a loved one (include a pet) or community member
- Playing video games or on social media
- Skipped school
- My parent or caregiver gave me a day off
- My parent or caregiver feels the school is not meeting my needs
- Sent home because of my behaviour
- Sick (e.g., Covid, cold, flu)
- A medical condition or illness
- A mental health condition or mental illness
- An appointment related to my physical health
- An appointment related to my mental health
- Taking care of my mental health
- Avoiding discrimination at school
- Religious or cultural ceremony
- Too tired to go to school or I slept in
- My period
- Hunting
- Community responsibility
- Taking care of a family member or sibling
- Getting ready in the morning was hard (for example, my clothes did not feel right)*
- Family conflict
- I was working (at a paid job)
- Another reason: _____
- *None of these apply to me*

26. What do you think is your greatest strength as a student? Select all that apply.

- Being curious and eager to learn
- Being kind and helpful to others
- Being responsible and reliable
- Being creative and imaginative
- Being hardworking and determined

27. Which part of the school day do you look forward to the most? *This is an example of a type of question we want to ask.*

- Morning before classes start
- Morning classes
- Recess or lunch break
- Afternoon classes
- Art, drama, or music classes
- Business classes
- Computer Studies classes
- Co-op
- English classes
- First Nations, Métis, and Inuit Studies classes
- Geography classes
- History classes
- Math classes
- Physical education/Gym class
- Second Language Classes (example: French)
- Science classes
- Social Science or Humanities Classes
- Technology classes
- Extracurricular activities