4 , IHHO DFFHSWHG E\ P\ WHDFKHUV

4 0\ IHHOLQJV PDWWHU WR P\ WHDFKHUV

4 , IHHO UHVSHFWHG E\ P\ WHDFKHUV

4 ,V WKHUH D ØRXOVRQ¶\RXVSHDN WR VRPHRQH IURP VFKRRO L
\RXU PHQWDO KHDOWK"
6HOHFW DOO WKDW DSSO\

4 'R DQ\ RI WKHVH VFKRRO UHODWHG UHDVRQV PDNH LW KDU(
, GRQ W KDYH DFFHVV WR 6HOHFW DOO WKDW DSSO\

4 'R DQ\ RI WKHVH UHDVRQV PDNH LW KDUG IRU \RX WR SDUWLI
6HOHFW DOO WKDW DSSO\

+HOSLQJ ZLWK KRXVHKROG FKRUHV DQG UHVSRQVLELOLWLHV
&DULQJ IRU RWKHU IDPLO\ PHPEHUV
, GRQ¶W KDYH WUDQVSRUWDWLRQ WR VFKRRO
, GRQ¶W KDYH UHOLDEOH LQWHUQHW DQG RU WHFKQRORJ\ RXWVLGH RI
, GRQ W KDYH D TXLHW ZRUN VSDFH RXWVLGH RI VFKRRO
, GRQ¶W KDYH HQRXJK VFKRRO VXSSOLHV OLNH ERRNV SDSHU SHQFLO
1RW DSSOLFDEOH QRQH RI WKHVH UHDVRQV DSSO\ WR PH
2WKHU VSHFLI\

4 , IHHO FRPIRUWDEOH SDUWLFLSDWLQJ LQ FODVV OLNH DVNLQJ TXHVW
DFWLYLWLHV DQG GLVFXVVLRQV HWF

$OO WKH WLPH 2IWHQ 6RPHWLPHV 5DUHO\ 1HYHU

4 +RZ RIWHQ GR \RX SDUWLFLSDWH LQ FODVV OLNH DVNLQJ T
DQG GLVFXVVLRQV HWF "

$OO WKH WLPH 2IWHQ 6RPHWLPHV 5DUHO\

4 6LQFH 6HSWHPEHU KRZ RIWHQ GR \RX IHHO XQGHU D ORW F

4 6LQFH 6HSWHPEHU KRZ RIWHQ GR \RX IHHO QHUYRXV RU ZF

4 $W VFKRRO ZKDW FDXVHV \RX WR IHHO QHUYRXV ZRUULHG
6HOHFW DOO WKDW DSSO\

- [ ] 7KH SDFH RI LQVWUXFWLRQ LV WRR IDVW
- [ ] 1RW HQRXJK VXSSRUW
- [ ] ([SHULHQFHV RI H[FOXVLRQ DQG GLVFULPLQDWLRQ
- [ ] &RQIOLFWV ZLWK SHHUV
- [ ] 'RQ W IHHO VDIH
- [ ] 'RQ¶W KDYH IULHQGV
- [ ] 'RQ¶W ILW LQ
- [ ] 'RQ¶W IHHO PRWLYDWHG
- [ ] :RUULHG DERXW JUDGHV
- [ ] :RUULHG DERXW KLJK VFKRRO
- [ ] 2WKHU VSHFLI\

'RHVQ W DSSO\ WR PH , QHYHU IHHO QHUYRXV ZRUULHG RU VWUHVVH

4 $W VFKRRO WKHUH DUH VSDFH V , IHHO FRPIRUWDEOH XVL KHDOWK

<HV 1R 1R EXW , ZRXOG OLNH D1RSDFH

4 2YHU WKH SDVW ZHHN KRZ PDQ\ GD\V GLG \RX JHW D JRRG

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4 2YHU WKH SDVW ZHHN KRZ PDQ\ GD\V GLG \RX HQJDJH LQ S LQFUHDVHG \RXU KHDUW UDWH DQG PDGH \RX EUHDWKH KDUG "

(YHU\ GD\ GD\V GD\V GD\V 1R GD\V

4 2YHU WKH SDVW ZHHN KRZ PDQ\ GD\V GLG \RX HDW EUHDNI

(YHU\ GD\ GD\V GD\V GD\V 1R GD\V

4 'XULQJ D UHJXODU ZHHN KRZ RIWHQ GR \RX IHHO KXQJU\ E

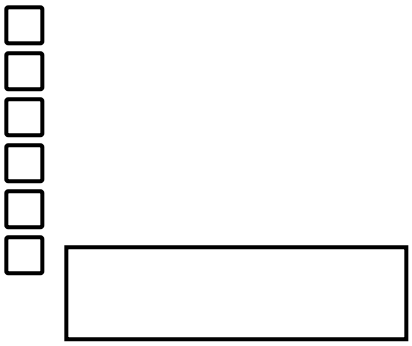
$OO WKH WLPH 2IWHQ 6RPHWLPHV 5DUHO\ 1HYHU

identity, and how things you see, hear, or learn in school reflect your identity. Your identity can be shaped by things like who you are, how you think about yours and how other people see you.

Sometimes, we can be treated differently in school based on our identity. The Census tries to find out what issues students are facing at their school. The Census can be really helpful for telling school lea the kinds of things that should be improved for different groups of students at the TDSB. We learn abou different groups of students by asking identity questions (like gender, culture, race, etc.)

First Nations, Métis, and Inuit are some of the terms used to identify Indigenous people in what is nov known as Canada.

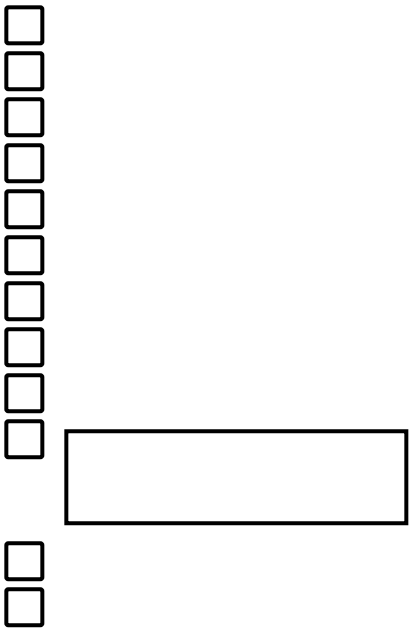
Indigenous identity is complex and Indigenous people in Canada can refer to themselves with many other terms such as Native, Aboriginal, name of their Nation Mi'kmaq in why, Inuit as Canada. for Canada p



Ethnic, cultural, or national groups usually have a similar culture, language and/or religion. They often have a shared identity, heritage, ancestry, or historical past.

Ideas about who belongs to a race can be based on physical features (like skin colour, eyes, hair, etc.) People are often described as belonging to a certain race based on how others see and behave toward them. Other times, people can belong to a racial group even though other people don't see them as p of that group. There can often be several ethnic, cultural, or national identities within a racialized grou

These questions ask about your ethnic, cultural, national, and racial identity. Since there are so many



gender identity is how you think or feel about your gender on the inside - as a girl or woman, boy or man, both, neither or anywhere on the gender spectrum. There are many ways a person can describe their gender identity and many labels a person can use, and these are different across cultures.

LGBTQ2SIA+ is an acronym. These letters stand for lesbian, gay, bisexual, transgender, queer, Two-Spirit, intersex, asexual, and more.

Not for data collection

disability is a physical, mental, intellectual, or sensory condition, felt in the body or the mind, tha may affect how a student participates in school. Some disabilities are permanent, or last forever. Othe might only last for a short time. Some disabilities may be visible or not visible to others. Different cultu view disabilities differently. Disabilities can make it difficult for a student to function in an environment is not fully inclusive and accessible. Some students who have disabilities may have a special plan at

Breathing and noticing

Bullying. Bullying is aggressive behaviour that is typically repeated over time. It is meant to cause harm, fear or distress or create a negative environment at school for another person. Bullying can take on a number of different forms: physical, verbal, social or electroni often called cyber-bullying.

Not for data collection

best one that describes you.

4 :KLFK FRXQWULHV \RXU SDUHQW V JXDUGLDQ V FDUHJLYHU ERUQ LQ" 6HOHFW DOO WKDW DSSO\