

Student Equity Census Survey 2021

Block 1: Introduction/Assent

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.

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).

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 Consent may be withdrawn for further use of your personal information, but withdrawal will not result in changes to analysis and reporting that has already been completed as part of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.

If you have any questions about the Student Census, please contact your principal or the Research coordinator (WCDSBResearch@wcdsb.ca)

Want to know more about the Student Census? [← click button for more information](#)

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 2020-2021 Student Census!

[Q1] Would you like to take this survey?

- No [← If No, then reveal Q1i](#)
- Yes

[Q1i] 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 Block 2](#)

Block 2: Student Single-Sign-On

To begin the Student Census, you need to log into your WCDSB account (e.g., student email) to ensure that your responses are accurately and securely saved.

If you are having difficulties logging into your account, please let your teacher know.

Block 3: Grade, School & First Language

[Q2] What is the first language(s) you learned at home as a child and still understand? (Select all that apply)

- English
- French
- Indigenous Language: _____
- Another Language not listed above *← If selected, reveal Q2i*
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q2i] 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 an Indigenous language, please select 'Indigenous language', you will have the option to specify your language. 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"/> Spanish |
| <input type="checkbox"/> Amharic | <input type="checkbox"/> Hungarian | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Italian | <input type="checkbox"/> Tamil |
| <input type="checkbox"/> Armenian | <input type="checkbox"/> Korean | <input type="checkbox"/> Tigrina |
| <input type="checkbox"/> Bengali | <input type="checkbox"/> Kurdish | <input type="checkbox"/> Turkish |
| <input type="checkbox"/> Bosnian | <input type="checkbox"/> Malayalam | <input type="checkbox"/> Ukrainian |
| <input type="checkbox"/> Chinese (including Mandarin & Cantonese) | <input type="checkbox"/> Lao | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Croatian | <input type="checkbox"/> Pashto | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Dutch | <input type="checkbox"/> Persian (Farsi) | <input type="checkbox"/> A language or languages not listed above (please specify):
_____ |
| <input type="checkbox"/> Filipino (including Tagalog & Pilipino) | <input type="checkbox"/> Polish | <input type="checkbox"/> <input checked="" type="checkbox"/> I am not sure |
| <input type="checkbox"/> German | <input type="checkbox"/> Portuguese | <input type="checkbox"/> <input checked="" type="checkbox"/> I do not understand this question |
| <input type="checkbox"/> Greek | <input type="checkbox"/> Punjabi (Panjabi) | <input type="checkbox"/> <input checked="" type="checkbox"/> I prefer not to answer |
| <input type="checkbox"/> Gujarati | <input type="checkbox"/> Romanian | |
| | <input type="checkbox"/> Russian | |
| | <input type="checkbox"/> Serbian | |

Block 4: Citizenship & Immigration Status

[Q3] Were you born in Canada?

- Yes
- No *← If selected, reveal Q3i and Q3ii*
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q3i] Are you currently:

- a Canadian citizen
- an international student (enrolled though a study permit)
- a landed immigrant/permanent resident
- a refugee claimant
- not listed above: _____
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q3ii] How long have you been in Canada?

- Less than 6 months
- 6 months to 1 year
- 1 to 2 years
- 2 to 5 years
- More than 5 years
- I am not sure
- I do not understand this question
- I prefer not to answer

Block 5: Indigenous Identity

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

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

Block 6: Ethnic Origin

What does ETHNIC or CULTURAL ORIGIN(s) mean?

← *click button for more information*

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

Block 7: Racial Identity

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, Afro-Caribbean, African-Canadian descent)
- East/Southeast Asian** (Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)
- Indigenous** (First Nations, Métis, Inuk/Inuit)
- Latino** (Latin American, Hispanic descent)
- 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** (e.g., English, Italian, German, European descent)
- Another** race category: _____
- I am not sure
- I do not understand this question
- I prefer not to answer

Block 8: Religion

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)

- Agnostic
- Atheist
- Christian - Catholic
- Christian - non-Catholic
- Buddhist
- Hindu
- Indigenous Spirituality
- Muslim
- Jewish
- Sikh
- No religious or spiritual affiliation
- Another religion or spiritual affiliation (please print in the box below): _____
- Questioning ← *option ONLY for grades 7-12*
- I am not sure
- I do not understand this question
- I prefer not to answer

Block 9: Gender at Birth / Gender Identity / Sexual Orientation

[Q8a] What is your GENDER AT BIRTH? [4-8] | [Q8b] What is your ASSIGNED SEX AT BIRTH? [9-12]

- Boy ← option ONLY for grades 4-8
- Girl ← option ONLY for grades 4-8
- Female ← option ONLY for grades 9-12
- Male ← option ONLY for grades 9-12
- Another: _____ ← option ONLY for grades 9-12
- I am not sure
- I do not understand this question
- I prefer not to answer

ONLY for grade 7-12

What does GENDER IDENTITY mean?

← click button for more information

Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as one's biological sex. It is different from and does not determine a person's sexual orientation.

Q12 displayed ONLY for grade 7-12, AND answered Q11 "female" or "male" or "Another_open text"

[Q8i] You selected you're {female/male/another from Q11}. Do you IDENTIFY as a {female/male/another from Q11}?

- Yes
- No, I identify as non-binary ← If selected, reveal Q8ii
- I am not sure
- I do not understand this question
- I prefer not to answer

[Q8ii] How do you identify?

- I feel like neither a female or a male
- I feel like both a female and a male at the same time
- I am gender fluid
- I feel another way
- I am not sure
- I do not understand this question
- I prefer not to answer

ONLY for grade 7-12

What does SEXUAL ORIENTATION mean?

← click button for more information

Sexual orientation refers to a person's sense of romantic, emotional and sexual attraction to people of the same or different gender/sex. It covers the range of human sexuality from lesbian and gay, to bisexual and heterosexual (Ontario Human Rights Code).

We acknowledge that the LGBTQ acronym has changed over the years and in this survey, we are using LGBTQ2+AI (e.g., Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Two spirited, Intersex, Asexual/Another).

ONLY for grade 7-12

[Q8iii] Are you STRAIGHT (i.e., heterosexual)?

- Yes
- No ← If selected, reveal Q8iii
- I am not sure
- I do not understand this question
- I prefer not to answer

ONLY for grade 7-12, AND answered Q8ii “no”

[Q8iv] I identify as (Select all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Lesbian | <input type="checkbox"/> Queer |
| <input type="checkbox"/> Gay | <input type="checkbox"/> Questioning |
| <input type="checkbox"/> Bisexual | <input type="checkbox"/> Two spirited |
| <input type="checkbox"/> Transgender male/Trans male
(We acknowledge this is not a sexuality but a gender. It is here because of the LGBTQ2+ acronym) | <input type="checkbox"/> Intersex |
| <input type="checkbox"/> Transgender female/Trans female (We acknowledge this is not a sexuality but a gender. It is here because of the LGBTQ2+ acronym) | <input type="checkbox"/> Agender |
| | <input type="checkbox"/> Asexual |
| | <input type="checkbox"/> Another: _____ |

Block 10: Challenges

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.

[Q9] Do you have any of the following challenges (Select all that apply).

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

Block 11: Household Characteristics (Socio-Economic Status)

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.

[Q10] 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

[Q11] How many of the following are in your home?

Question prompts:	Options:
Cell Phones	<ul style="list-style-type: none"> •None •One •Two •Three or more
Televisions	
Computers/Tablets	
Cars	
Rooms with a bath or shower	

[Q12] How often do the following statements apply to you? Please select your responses from the dropdown menus beside each statement.

Question prompts:	Options:
<p>There is enough food at home.</p>	<ul style="list-style-type: none"> • Every day • Most days • Some days • Rarely • Never • ☒ I am not sure • ☒ I do not understand this question • ☒ I prefer not to answer
<p>I am offered nutritious food (e.g., fruits & vegetables, proteins, whole grains, water, etc.) at home.</p> 	

[Q13] Do you agree with the following statements? Please select your responses from the dropdown menus beside each statement. [7-12]

Question prompts:	Options:
Do you have someone who can encourage you at home to complete your schoolwork.	<ul style="list-style-type: none"> • Yes • Sometimes • No • ☒ I am not sure • ☒ I do not understand this question • ☒ I prefer not to answer
Do have someone who can actually help you at home to complete your schoolwork.	
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.).	

Block 12: School Experiences

This next section will ask you about 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.

ONLY for grade 4-8

[Q14i] When I am at school...

<u>Question prompts:</u>	<u>Options:</u>
I belong.	
I am safe.	
I enjoy learning.	
I like this school.	
I am a good student.	
I can be a better student.	
I behave well.	
If I work hard in school, I will be successful.	
Students at my school are friendly.	
Students at my school treat me with respect.	
I get along with others at school.	
I have lots of friends.	
I am listened to.	
I am comfortable talking to trusted adults.	
I am part of a community.	

- **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

ONLY for grade 9-12

[Q14ii] To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September?

<u>Question prompts:</u>	<u>Options:</u>
My school is a good place to be.	
I am safe.	
I enjoy learning.	
I am hopeful about the future.	
A caring adult at school listens to me.	
Adults at my school believe I can learn.	
Adults at my school encourage me to “reach beyond my current goals” after high school	
I am challenged to do my best.	
I look forward to coming to school.	
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**
- **Don't know / Does not apply**

[Q15] Are students at this school made to feel unwelcome because of their:

<u>Question prompts:</u>	<u>Options:</u>
Gender (e.g., boy/girl {if 4-8}, female/male/another {if 9-12})	
Race (Black, East/Southeast Asian, Indigenous, Latinx/o/a, Middle Eastern, South Asian, White) ← option ONLY for grades 9-12	
Skin colour	
Ethnicity (e.g., Chinese, German, Irish, Jamaican)	
Religion or faith (e.g., Catholic, non-Catholic, Muslim)	
Grades or marks	
Body (e.g., height and weight)	
Appearance (e.g., hair style, clothing choices)	
Physical Challenges (e.g., wheelchair, speech impediment (i.e., stuttering))	
Lack of wealth ← option ONLY for grades 9-12	
The courses that I take (e.g., Academic, Applied, Essential) ← option ONLY for grades 9-12	
Sexual identity/orientation ← option ONLY for grades 9-12	

- **Never** (not once since September)
- **Rarely** (once or twice since September)
- **Sometimes** (about once a week since September)
- **Often** (several times a week since September)
- I am not sure
- I do not understand this question
- I prefer not to answer

Bullying is a serious issue that can affect students' learning, sense of safety and overall well-being. It is meant to cause harm, fear or distress, or create a negative environment for another person. Bullying occurs when there is a real or perceived power imbalance. It can happen anywhere — in your neighbourhood, at school and online using email, text messages or social media.

[Q16] Since September, have you been bullied at school?

<u>Question prompts:</u>	<u>Options:</u>
I have been physically bullied, i.e., hit, kicked, spitting, hurt or shoved on purpose while in person at school.	<ul style="list-style-type: none"> • Never (not once since September) • Rarely (once or twice since September) • Sometimes (about once a week since September) • Often (several times a week since September) • <input type="checkbox"/> I am not sure • <input type="checkbox"/> I do not understand this question • <input type="checkbox"/> I prefer not to answer
I have been verbally bullied, i.e., teased, put down or insulted on purpose either online or in person at school.	
I have been socially bullied, i.e., ignored or left out on purpose either online or in person at school.	
I have been cyberbullied or bullied online / on the computer, i.e., teased, threatened, put down or had rumours spread on purpose either online or through the use of a cell phone.	
I have experienced written bullying, i.e., I had notes, letters or graffiti written about me either online or in and around school property)	
I have stayed away from school, either online or in person classes, to avoid being bullied.	

[Q17] Do you feel that school rules are applied fairly to everyone in your grade?

- Yes
- No

ONLY for grades 7-12

[Q18] Since September, a concern for me at my school, either in person or online, is bullying based on...

<u>Question prompts:</u>	<u>Options:</u>
The colour of someone's skin	<ul style="list-style-type: none"> • Never (not once since September) • Rarely (once or twice since September) • Sometimes (about once a week since September) • Often (several times a week since September) • <input type="checkbox"/> I am not sure • <input type="checkbox"/> I do not understand this question • <input type="checkbox"/> I prefer not to answer
Where someone came from	
How someone looks or sounds	
Gender Stereotypes (i.e., believing males and females can only do or wear certain things)	
A dislike of someone who is attracted to others of the same sex/gender	
A person's religious beliefs or faith	
A disability that someone has	
The special education help someone receives	
Whether someone is rich or poor	

[Q19] My school...

<u>Question prompts:</u>	<u>Options:</u>
Is a good place to learn.	<ul style="list-style-type: none"> • 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 • <input type="checkbox"/> I am not sure • <input type="checkbox"/> I do not understand this question • <input type="checkbox"/> I prefer not to answer
Is respectful to everyone everywhere.	
Is accepting of other religions and the expression (or practice) of other faiths (e.g., wearing religious symbols or garments).	
Is a place where students are able to do well in their work and enjoy friendships.	
Has a safe space for students to go to. <i>← option ONLY for grades 7-12</i>	
Sets high expectations for all students. <i>← option ONLY for grades 7-12</i>	
Wants all students to do well. <i>← option ONLY for grades 7-12</i>	
Helps students when they need it.	
Gives students an opportunity to participate in organizing activities. <i>← option ONLY for grades 7-12</i>	
Gives students an opportunity to participate in discussions or activities. <i>← option ONLY for grades 7-12</i>	

[Q20a] When learning at my school, I see my SKIN COLOUR reflected in...

<u>Question prompts:</u>	<u>Options:</u>
Topics we study in class	<ul style="list-style-type: none"> • Never • Sometimes • Often
Materials used in class (e.g., books we read, textbooks)	
Pictures or posters in my class or the school	
School Publications (e.g., website, social media, newsletters)	

[Q20b] When learning at my school, I see my GENDER reflected in...

<u>Question prompts:</u>	<u>Options:</u>
Topics we study in class	<ul style="list-style-type: none"> • Never • Sometimes • Often
Materials used in class	
Pictures or posters in my class or the school	
School Publications (e.g., website, social media, newsletters)	