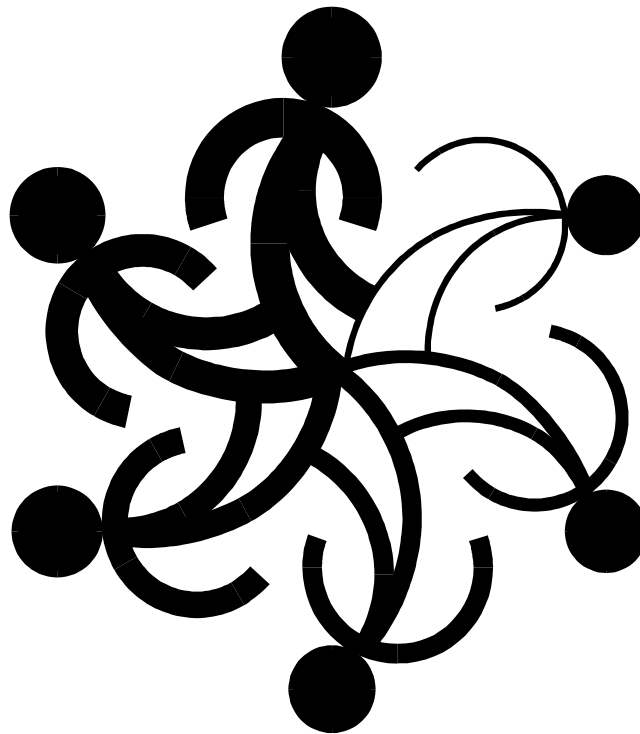




NATIONAL LONGITUDINAL SURVEY OF CHILDREN & YOUTH

Cycle 3 Survey Instruments 1998-99
Book 2 - Education, 10-11, 12-13, 14-15 year olds



Catalogue no. 89FOO77XIE, no. 3b

1999



Statistics Canada Statistique Canada
Human Resources Développement des ressources
Development Canada humaines Canada

Canada

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Également disponible en français sous le titre: Enquête longitudinale nationale sur les enfants et les jeunes, Matériel d'enquête pour la collecte des données de 1998-99 - Cycle 3.

Introduction

This is the second in a set of two documents containing the NLSCY cycle 3 instruments, by which we mean the various questionnaires used to gather information from parents, children and youth, teachers and principals. This document includes the teacher, principal and youth self-complete questionnaires only; the parent questionnaires can be found in Book 1. The questions used in Cycle 3 are quite similar to those used in Cycle 1 and 2; the reader may also wish to refer to the Cycle 1 and 2 documentation, available upon request:

Cycle 1

National Longitudinal Survey of Children: Survey Instruments for 1994-95 Data Collection, Cycle 1

National Longitudinal Survey of Children: Overview of Survey Instruments for 1994-95 Data Collection, Cycle 1

National Longitudinal Survey of Children and Youth: User's Handbook and Microdata Guide is also available

Cycle 2

National Longitudinal Survey of Children and Youth: Survey Instruments for 1996-97 Data Collection, Cycle 2

National Longitudinal Survey of Children and Youth: Overview of Survey Instruments for 1996-97 Data Collection, Cycle 2

These are available on the Statistics Canada website: [statcan.ca/Products and Services/Downloadable Publications](http://statcan.ca/Products%20and%20Services/Downloadable%20Publications) (free), scroll down to 89-566-XIE for the article "The intricate family life courses of Canadian children" and 89F0077XIE and 89F0078XIE for the instruments and overviews.

A series of research papers based on Cycle 1 NLSCY data was presented at a conference sponsored by Human Resources Development Canada in 1998; refer to the conference web site:

www.hrdc-drhc.gc.ca/arb/conferences/nlscyconf/ .

In addition, a series of articles exploring various aspects of the Cycle 1 data was published under the title "Growing Up in Canada" and is available from Statistics Canada as Catalogue # 89-550-MPE; the cost is \$25.

Information was collected from teachers, principals and older children and youth using some hard-copy (paper-and-pencil) questionnaires completed by respondents. The hard-copy questionnaires are replicated here.

National Longitudinal Survey of Children and Youth - Cycle 3

BOOK 2 - CONTENTS

1. Teacher's Questionnaire (For kindergarten teachers) - Document 1
2. Teacher's Questionnaire (for a school environment where the child has one teacher for the basic academic subjects) - Document 2
3. Mathematics Teacher's Questionnaire - (For a school environment where a child/youth has different teachers for the basic academic subjects) - Document 3
Mathematics
4. Language Arts Teacher's Questionnaire (For a school environment where a child/youth has different teachers for the basic academic subjects) - Document 3
Language Arts
5. Principal's Questionnaire - Document 4
6. Questionnaire for 10-11 year olds
7. Questionnaire for 12-13 year olds
8. Questionnaire for 14-15 year olds
9. Informed Consent Form

- 1. Teacher's Questionnaire (For kindergarten teachers) - Document 1**

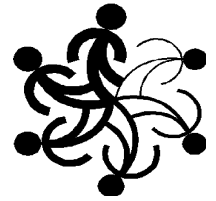


Human Resources Development Canada & Statistics Canada
(Special Surveys Division & Centre for Education Statistics)

National Longitudinal Survey of Children and Youth - Cycle 3

Teacher's Questionnaire

(For kindergarten teachers)



Document 1

This information is collected under
the authority of the Statistics Act
(RSC, 1985, c. S19)

Confidential when completed

Version française disponible

Instructions

The purpose of this survey is to gather information on various school factors which may influence the development and education of children. The items in this questionnaire relate to a particular child who is attending your class and who is identified on this questionnaire. The questionnaire also includes various school practices and information about yourself.

Under the Statistics Act the information collected in this questionnaire will be kept confidential.

Completion of the questionnaire is completely voluntary. However, to ensure that we have a complete picture of all the forces which shape this child's development, we strongly encourage you to complete the questionnaire within the next five days. Please use a black or blue pen when answering the questions.

We would be most happy to answer any questions you might have. Please feel free to call. The telephone number is **1-800-307-EDUC/1-800-307-3382**.

Please place the completed questionnaire in the business reply envelope and mail it directly to us today. **Your responses are confidential; therefore do not show your responses to any other person.**

If you have not been provided with a business reply envelope, please call **1-800-307-3382** for instructions or where to send the completed questionnaire.

THANK YOU FOR YOUR COOPERATION.



SECTION 1 This child's education

The following sections relate to the educational development of this particular child attending your class.

Please mark only one response by marking the appropriate circle with an ⊗ unless otherwise indicated.

01 In what level is this child?

- 1 Junior kindergarten (generally two years preceding Grade 1)
- 2 Kindergarten/Senior kindergarten (generally one year preceding Grade 1)
- 3 Combination of junior/senior kindergarten
- 4 Not in kindergarten
- 5 Other (*please specify*)

02 How would you rate this child's social/emotional development (e.g., adaptability, cooperation, interaction, responsibility, self-control)?

- 1 Near the top of the class
- 2 Above the middle of the class, but not at the top
- 3 In the middle of the class
- 4 Below the middle of the class, but above the bottom
- 5 Near the bottom of the class

03 How would you rate this child's general physical development with respect to gross motor skills (e.g., balance, rhythm, strength, locomotor skills)?

- 1 Near the top of the class
- 2 Above the middle of the class, but not at the top
- 3 In the middle of the class
- 4 Below the middle of the class, but above the bottom
- 5 Near the bottom of the class





04 How would you rate this child's general physical development with respect to fine motor skills (e.g., manual dexterity, picking up things with thumb and one finger)?

- ¹ Near the top of the class
- ² Above the middle of the class, but not at the top
- ³ In the middle of the class
- ⁴ Below the middle of the class, but above the bottom
- ⁵ Near the bottom of the class

05 How would you rate this child's learning skills (e.g., attention, experimentation, observation, organization, problem-solving)?

- ¹ Near the top of the class
- ² Above the middle of the class, but not at the top
- ³ In the middle of the class
- ⁴ Below the middle of the class, but above the bottom
- ⁵ Near the bottom of the class

06 How would you rate this child's **expressive** language/communication skills (e.g., using language effectively, talking with others, ability to communicate ideas)?

- ¹ Near the top of the class
- ² Above the middle of the class, but not at the top
- ³ In the middle of the class
- ⁴ Below the middle of the class, but above the bottom
- ⁵ Near the bottom of the class





07

How would you rate this child's **receptive** language/communication skills (e.g., understanding, interpreting, listening)?

- 1 Near the top of the class
- 2 Above the middle of the class, but not at the top
- 3 In the middle of the class
- 4 Below the middle of the class, but above the bottom
- 5 Near the bottom of the class

08

Considering reading skills, this child is:

(Mark all that apply.)

- 1 generally interested in books (pictures and print).
- 2 interested in reading (inquisitive/curious about the meaning of printed material).
- 3 able to read simple words.
- 4 able to read complex words.
- 5 able to read simple sentences.
- 6 unable to read.
- 7 uninterested in reading.
- 8 It is not possible to assess this child.

09

Considering writing skills, this child is:

(Mark all that apply.)

- 1 experimenting with writing tools.
- 2 aware of writing directions (left to right, top to bottom).
- 3 interested in copying teacher's printing.
- 4 able to write his/her name.
- 5 able to write simple words.
- 6 able to write simple sentences.
- 7 unable to write.
- 8 uninterested in writing.
- 9 It is not possible to assess this child.



10

Considering mathematical skills, this child is:
(Mark all that apply.)

- ⁰¹ able to sort and classify objects.
- ⁰² able to make one-to-one correspondence.
- ⁰³ able to count to 20.
- ⁰⁴ able to recognize numbers.
- ⁰⁵ able to compare numbers.
- ⁰⁶ able to recognize geometric shapes.
- ⁰⁷ knowledgeable about time concepts (today, summer, bedtime).
- ⁰⁸ unable to do any of the above.
- ⁰⁹ uninterested in mathematics.
- ¹⁰ It is not possible to assess this child.

11

How many minutes per week does this child spend using a computer in class?

- ¹ none/week
- ² 1 to 30 minutes/week
- ³ 31 to 60 minutes/week
- ⁴ more than 60 minutes/week

The next series of questions asks about the length of the school year and the number of hours of instruction this child receives.

12

How many instructional days does this child receive in a year? *(Please report the number of days the child should be present at school, counting each half-day as one full day)*

| | | |
|--|--|--|
| | | |
|--|--|--|

instructional days



13

In what type of program is this child enrolled?

- ¹ Full-day, every day
- ² Full-day, alternate days
- ³ Half-day, every day
- ⁴ Half-day, alternate days
- ⁵ Other (please specify)

14

On average, how much instruction time in hours per week does this child receive in the following:

| | Hours per week | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 4 | 4 to less than 8 | 8 to less than 12 | 12 or more |
| a) General communication (First Language Arts, writing, reading, phonetics, etc.) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) Mathematics | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |

| | Hours per week | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 1 | 1 to less than 2 | 2 to less than 3 | 3 or more |
| c) Non-immersion Second Language Arts | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Second Language Arts (immersion) ¹ | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Science | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Social and Development Studies | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Music (musical instrument, singing) | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) Art | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Physical Education | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) Computer Skills | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) Other topics | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| (please specify) <input style="width: 600px; height: 20px;" type="text"/> | | | | | |

¹ Please report instruction time spent on language arts in the immersion language. Instruction time for other subjects taken in an immersion language should be reported under that subject.





15

What is the main language of instruction in this child's class?
(Mark the circle corresponding to the predominant language of instruction in this child's regular class.)

- ¹ French
- ² English
- ³ An equal combination of French and English
- ⁴ Other

The following questions relate to this child's academic strengths and weaknesses.

16

Does this child receive special/resource help because of a learning disability or a physical, emotional, behavioural or other problem which limits the kind or amount of school activities he/she can do?

¹ Yes

² No → **Go to QUESTION 19**

17

What type of problem limits this child's ability to do school activities in a regular classroom?
(Mark all that apply.)

- ⁰¹ Physical disability
- ⁰² Visual impairment
- ⁰³ Hearing impairment
- ⁰⁴ Speech impairment
- ⁰⁵ Learning disability
- ⁰⁶ Emotional or behavioural problem
- ⁰⁷ Mental disability or limitation
- ⁰⁸ Home environment/problems at home
- ⁰⁹ Problems understanding the language spoken at school
- ¹⁰ Other (please specify)





18

Where does this child receive this special/resource help?

- ¹ Exclusively within a regular classroom with existing resources
- ² Exclusively within a regular classroom with a special aide/assistant teacher
- ³ Primarily within a regular classroom, but with some time spent in a special education class or resource room
- ⁴ Exclusively or primarily within a special education class or resource room within a regular school
- ⁵ Exclusively or primarily within a specialized school
- ⁶ Other





SECTION 2 This child's behaviour and attendance

19

Please provide the approximate percentage of class time this child has missed since September or the beginning of school in the fall

- 1 0%
- 2 1% to 2%
- 3 3% to 4%
- 4 5% to 7%
- 5 8% to 10%
- 6 More than 10%

20

This child seems to enjoy being in class:

- 1 Always
- 2 Often
- 3 Sometimes
- 4 Rarely
- 5 Never

21

This child seems bored in class:

- 1 Always
- 2 Often
- 3 Sometimes
- 4 Rarely
- 5 Never

22

This child seems comfortable with the level of difficulty of materials which are presented in class:

- 1 Always
- 2 Often
- 3 Sometimes
- 4 Rarely
- 5 Never





23

In your opinion, how important is it to this child to do well in class?

- ¹ Very important
- ² Somewhat important
- ³ Of little importance
- ⁴ Don't know

24

Since the beginning of the school year in the fall, how often has this child arrived:

| | Never | Rarely | Some- times | Often | Always | Not appli- cable | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) inadequately dressed for the weather conditions | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> |
| b) too tired to participate | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> |
| c) without a lunch/snacks | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| d) without adequate nourishment/hungry | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |

25

How often would you say that this child

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|---|---------------------------|----------------------------------|---------------------------|---------------------------|
| a) shows sympathy to someone who has made a mistake | 001 <input type="radio"/> | 002 <input type="radio"/> | 003 <input type="radio"/> | 004 <input type="radio"/> |
| b) can't sit still, is restless or hyperactive | 005 <input type="radio"/> | 006 <input type="radio"/> | 007 <input type="radio"/> | 008 <input type="radio"/> |
| c) destroys his/her own things | 009 <input type="radio"/> | 010 <input type="radio"/> | 011 <input type="radio"/> | 012 <input type="radio"/> |
| d) will try to help someone who has been hurt | 013 <input type="radio"/> | 014 <input type="radio"/> | 015 <input type="radio"/> | 016 <input type="radio"/> |
| e) steals | 017 <input type="radio"/> | 018 <input type="radio"/> | 019 <input type="radio"/> | 020 <input type="radio"/> |
| f) seems to be unhappy, sad or depressed | 021 <input type="radio"/> | 022 <input type="radio"/> | 023 <input type="radio"/> | 024 <input type="radio"/> |
| g) gets into many fights | 025 <input type="radio"/> | 026 <input type="radio"/> | 027 <input type="radio"/> | 028 <input type="radio"/> |





How often would you say that this child

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|--|---------------------------|----------------------------------|---------------------------|---------------------------|
| h) volunteers to help clear up a mess someone else has made | 029 <input type="radio"/> | 030 <input type="radio"/> | 031 <input type="radio"/> | 032 <input type="radio"/> |
| i) is easily distracted, has trouble sticking to any activity | 033 <input type="radio"/> | 034 <input type="radio"/> | 035 <input type="radio"/> | 036 <input type="radio"/> |
| j) when mad at someone, tries to get others to dislike that person | 037 <input type="radio"/> | 038 <input type="radio"/> | 039 <input type="radio"/> | 040 <input type="radio"/> |
| k) is not as happy as other children | 041 <input type="radio"/> | 042 <input type="radio"/> | 043 <input type="radio"/> | 044 <input type="radio"/> |
| l) destroys things belonging to others | 045 <input type="radio"/> | 046 <input type="radio"/> | 047 <input type="radio"/> | 048 <input type="radio"/> |
| m) if there is a quarrel or dispute, will try to stop it | 049 <input type="radio"/> | 050 <input type="radio"/> | 051 <input type="radio"/> | 052 <input type="radio"/> |
| n) fidgets | 053 <input type="radio"/> | 054 <input type="radio"/> | 055 <input type="radio"/> | 056 <input type="radio"/> |
| o) is disobedient at school | 057 <input type="radio"/> | 058 <input type="radio"/> | 059 <input type="radio"/> | 060 <input type="radio"/> |
| p) cannot concentrate, cannot pay attention for long | 061 <input type="radio"/> | 062 <input type="radio"/> | 063 <input type="radio"/> | 064 <input type="radio"/> |
| q) is too fearful or anxious | 065 <input type="radio"/> | 066 <input type="radio"/> | 067 <input type="radio"/> | 068 <input type="radio"/> |
| r) when mad at someone, becomes friends with another as revenge | 069 <input type="radio"/> | 070 <input type="radio"/> | 071 <input type="radio"/> | 072 <input type="radio"/> |
| s) is impulsive, acts without thinking | 073 <input type="radio"/> | 074 <input type="radio"/> | 075 <input type="radio"/> | 076 <input type="radio"/> |
| t) tells lies or cheats | 077 <input type="radio"/> | 078 <input type="radio"/> | 079 <input type="radio"/> | 080 <input type="radio"/> |
| u) offers to help other children (friend, brother or sister) who are having difficulty with a task | 081 <input type="radio"/> | 082 <input type="radio"/> | 083 <input type="radio"/> | 084 <input type="radio"/> |
| v) is worried | 085 <input type="radio"/> | 086 <input type="radio"/> | 087 <input type="radio"/> | 088 <input type="radio"/> |
| w) has difficulty waiting for his/her turn in games or groups | 089 <input type="radio"/> | 090 <input type="radio"/> | 091 <input type="radio"/> | 092 <input type="radio"/> |





How often would you say that this child

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|---|---------------------------|----------------------------------|---------------------------|---------------------------|
| x) when somebody accidentally hurts him/her, he/she reacts with anger and fighting | 093 <input type="radio"/> | 094 <input type="radio"/> | 095 <input type="radio"/> | 096 <input type="radio"/> |
| y) tends to do things on his/her own, is rather solitary | 097 <input type="radio"/> | 098 <input type="radio"/> | 099 <input type="radio"/> | 100 <input type="radio"/> |
| z) when mad at someone, says bad things behind the other's back | 101 <input type="radio"/> | 102 <input type="radio"/> | 103 <input type="radio"/> | 104 <input type="radio"/> |
| aa) physically attacks people | 105 <input type="radio"/> | 106 <input type="radio"/> | 107 <input type="radio"/> | 108 <input type="radio"/> |
| bb) comforts a child (friend, brother, or sister) who is crying or upset | 109 <input type="radio"/> | 110 <input type="radio"/> | 111 <input type="radio"/> | 112 <input type="radio"/> |
| cc) cries a lot | 113 <input type="radio"/> | 114 <input type="radio"/> | 115 <input type="radio"/> | 116 <input type="radio"/> |
| dd) vandalizes | 117 <input type="radio"/> | 118 <input type="radio"/> | 119 <input type="radio"/> | 120 <input type="radio"/> |
| ee) gives up easily | 121 <input type="radio"/> | 122 <input type="radio"/> | 123 <input type="radio"/> | 124 <input type="radio"/> |
| ff) threatens people | 125 <input type="radio"/> | 126 <input type="radio"/> | 127 <input type="radio"/> | 128 <input type="radio"/> |
| gg) spontaneously helps to pick up objects which somebody has dropped (e.g. pencils, books) | 129 <input type="radio"/> | 130 <input type="radio"/> | 131 <input type="radio"/> | 132 <input type="radio"/> |
| hh) cannot settle down to do anything for more than a few moments | 133 <input type="radio"/> | 134 <input type="radio"/> | 135 <input type="radio"/> | 136 <input type="radio"/> |
| ii) appears miserable, unhappy, tearful or distressed | 137 <input type="radio"/> | 138 <input type="radio"/> | 139 <input type="radio"/> | 140 <input type="radio"/> |
| jj) is cruel, bullies or is mean to others | 141 <input type="radio"/> | 142 <input type="radio"/> | 143 <input type="radio"/> | 144 <input type="radio"/> |
| kk) when mad at someone, says to others: let's not be with him/her | 149 <input type="radio"/> | 150 <input type="radio"/> | 151 <input type="radio"/> | 152 <input type="radio"/> |
| ll) is nervous, high-strung, or tense | 153 <input type="radio"/> | 154 <input type="radio"/> | 155 <input type="radio"/> | 156 <input type="radio"/> |
| mm) kicks, bites, hits other children | 157 <input type="radio"/> | 158 <input type="radio"/> | 159 <input type="radio"/> | 160 <input type="radio"/> |



**25** Concluded

How often would you say that this child

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|--|---------------------------|----------------------------------|---------------------------|---------------------------|
| nn) will invite others to join in a game | 161 <input type="radio"/> | 162 <input type="radio"/> | 163 <input type="radio"/> | 164 <input type="radio"/> |
| oo) is inattentive | 165 <input type="radio"/> | 166 <input type="radio"/> | 167 <input type="radio"/> | 168 <input type="radio"/> |
| pp) has trouble enjoying himself/herself | 169 <input type="radio"/> | 170 <input type="radio"/> | 171 <input type="radio"/> | 172 <input type="radio"/> |
| qq) helps other children (friends, brother or sister) who are feeling sick | 173 <input type="radio"/> | 174 <input type="radio"/> | 175 <input type="radio"/> | 176 <input type="radio"/> |
| rr) when mad at someone, tells that person's secrets to a third person | 177 <input type="radio"/> | 178 <input type="radio"/> | 179 <input type="radio"/> | 180 <input type="radio"/> |
| ss) helps those who do not do as well as he/she does | 181 <input type="radio"/> | 182 <input type="radio"/> | 183 <input type="radio"/> | 184 <input type="radio"/> |

26

Listed below are various social and personal skills. Please indicate how often this child demonstrates each of the following:

| | Never | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) cooperative work with other children | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) cooperative play with other children | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) following rules | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) following instructions | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) challenging the teacher in a positive way | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) respect for the property of others | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) self-control | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) self-confidence | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) creativity | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) problem-solving ability | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |



**26** Concluded

Listed below are various social and personal skills. Please indicate how often this child demonstrates each of the following:

| | Never | Rarely | Sometimes | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| k) respect for adults | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) respect for other children | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) acceptance of responsibility for own actions | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |
| n) curiosity about the world | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> |
| o) eagerness to play with a new toy or game | 71 <input type="radio"/> | 72 <input type="radio"/> | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> |
| p) eagerness to read or pretend to read a book | 76 <input type="radio"/> | 77 <input type="radio"/> | 78 <input type="radio"/> | 79 <input type="radio"/> | 80 <input type="radio"/> |

27 These statements describe work habits. Please indicate how often this child demonstrates each of these work habits:

| | Never | Rarely | Sometimes | Often | Always |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) listens attentively | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) follows directions | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) completes work on time | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) works independently | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) takes care of materials | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) works neatly and carefully | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) puts a lot of effort into work | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |





28

Does this child have special skills or talents in the following areas?

| | Yes | No | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| a) Sports or athletics | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) Academic work (e.g., numeracy or literacy skills) | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) Arts | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) Music | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) Interpersonal skills (e.g., leadership skills) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) Other skills (please specify) <input type="text"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |





SECTION 3 Involvement of parent(s) and guardian(s)

These next questions concern your impressions of how involved the parent(s) and/or guardian(s) is (are) with this child's education. This information will enable us to determine whether such involvement affects the child's progress and development.

29

Since the beginning of the school year in the fall, did a parent/guardian of this child:

| | Yes | No | Not applicable |
|---|--------------------------|--------------------------|--------------------------|
| a) participate in regularly scheduled parent-teacher meetings, including discussions about report-cards, (either in person or on the telephone) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) contact you to discuss this child's progress or behaviour | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) return your call to talk about this child's progress or behaviour | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) correspond with you in writing regarding this child's progress or behaviour (e.g., through the child's agenda or planner) | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) volunteer in your class | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) correspond with you regarding this child's progress or behaviour in a manner not listed above (please specify) <input type="text"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

30

In your opinion, how involved is (are) the parent(s)/guardian(s) in this child's education?

- 1 Very involved
- 2 Somewhat involved
- 3 Not involved
- 4 I do not know the parent(s)/guardian(s) of this child well enough.





31

In your opinion, how important is school to this child's parent(s)/guardian(s)?

- ¹ Very important
- ² Somewhat important
- ³ Of little importance
- ⁴ I do not know the parent(s)/guardian(s) of this child well enough.

32

In your opinion, how strongly does (do) the child's parent(s)/guardian(s) support your teaching efforts?

- ¹ Strongly support
- ² Somewhat support
- ³ Does (do) not support
- ⁴ I do not know the parent(s)/guardian(s) of this child well enough.





SECTION 4 This child's class and your teaching practices

This information will help us understand how the classroom may affect children's academic and social functioning.

These first few questions gather information about the class in which you teach this child.

33 How many children are enrolled in the class in which you teach this child?

children

34 What is the percentage of total instruction time when a qualified teaching assistant, (including student teachers) and/or an adult volunteer, is available to the class in which you teach this child.

Average percentage of total instruction time

| | Not available | 1% to 25% | 26% to 50% | 51% to 75% | More than 75% |
|---------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Qualified Teaching Assistant | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) Adult Volunteer | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |

35 In the class in which you teach this child, how many children have any of the following long-term problems, including those not officially identified:
(Some children may belong to more than one category.)

a) speech, hearing, vision, mobility or other health impairment that affects their learning children

b) emotional or behavioural problem children

c) learning problem (e.g., a problem with attention, memory, reasoning or concentration that interferes with learning) children





36

In the class you teach this child, how many children:
(Some children may belong to both categories.)

a) have a first language other than English or French? children

b) arrived in Canada within the last year? children

Now we would like to ask you some questions about the achievement of this child's class and your teaching practices.

37

Compared with other classes at the **same grade** in your school, do you feel that the class you teach this child generally has:

- ¹ lower overall ability than other classes
- ² similar overall ability to other classes
- ³ higher overall ability than other classes
- ⁴ a greater diversity of abilities than other classes
- ⁵ no other class at the same grade exists in the school.

38

In the class attended by this child, the children ...

| | Never | Rarely | Sometimes | Often | Always |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) move smoothly from one classroom activity to another | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) are easily distracted by the disruptive behaviour of a few | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |
| c) work well together on group activities | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> |
| d) misbehave when you are called to the door or must attend to other interruptions | ¹⁶ <input type="radio"/> | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> |





39 Please rate the extent to which each of the following meets the needs of the class in which you teach this child.

| | Does not meet the needs | Partially meets the needs | Adequately meets the needs | Completely meets the needs | Not applicable |
|--|--------------------------|---------------------------|----------------------------|----------------------------|--------------------------|
| a) Instructional resources (e.g., curriculum documents, books) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) School supplies (e.g., paper, pencils) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Space within your classroom | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Science equipment | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Equipment for mathematics instruction | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Special equipment for physically disabled/challenged children | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Library or adequate access to teacher-librarian | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) Gym equipment (e.g., mats, balls) | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Outdoor play equipment | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) Adequate access to teaching assistants/aides, etc. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) Audio-visual resources (e.g. VCR's, film projectors, etc.) | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) Computers for course instruction | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) Computer software for course instruction | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |
| n) Access to a large area network or the internet | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> |
| o) Specialized human resources in computers (e.g., trained computer instructors) | 71 <input type="radio"/> | 72 <input type="radio"/> | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> |





40 On average, how many **hours per week** do you teach this child's class?
(Please exclude preparation time, correction time, time spent on extra-curricular activities, etc.)

hours

41 Please indicate the approximate number of **minutes per week** you spend on the following non-instructional activities for the class you teach this child:

| | Minutes per week | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | 30 and less | 31 to 60 | More than 60 |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) discussing professional issues with colleagues | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) discussing issues with children's parent(s)/guardian(s) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

The next few questions gather information about all the classes you teach, including those to which this child does not attend.

42 On average, what is the **total number of hours** you teach per week (i.e., total teaching time to all grades and subjects excluding preparation, correction time, time spent on extra-curricular activities, etc.)?

hours





43

Please indicate the approximate number of **hours per week** you spend on the following non-instructional activities **for all the classes which you teach** (including those this child does not attend):

Hours per week

| | none | less than 2 | 2 to less than 3 | 3 to less than 4 | 4 or more |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing professional issues with colleagues | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) supervising children at noon/recess | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) assisting/directing extra-curricular activities | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) discussing issues with children's parent(s)/guardian(s) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

44

The following statements describe various attributes about yourself and the children in all the classes you teach. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Among the children I teach, a large number are not capable of mastering the curriculum at their grade. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) An important aspect of our program is beginning the development of academic skills. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) An important aspect of our program is the development of social skills. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |



**44 Concluded**

The following statements describe various attributes about yourself and the children in all the classes you teach. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| d) I have a strong effect on the academic achievement of the children I teach. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) I feel competent in dealing with children's behavioural problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) I feel competent in dealing with children's learning problems. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) I feel children's success at school is determined mainly by their home environment. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) I have high expectations for the academic success of the children I teach. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) I strongly encourage children to achieve their full academic potential. | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |





SECTION 5 Computers, informatics & communications technology

45 Do you use a computer or a terminal connected to a computer at school in the following ways?

| | Yes | No | Not available | Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) in your class, as a teaching tool for students | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) outside the class, as a teaching tool for students | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) as a learning/professional development tool for yourself (e.g., education discussion groups on Internet)? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> |
| d) to access the Internet for classroom instructions | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> |
| e) Make presentations or give demonstrations in class (e.g., LCD display for overhead projectors, or electronic overhead, color projector, giant screen) | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| f) Have students use basic software (e.g., word processing, drawing) | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| g) Have students use telecommunications software (e.g., send and receive messages, chat groups, research and consult, participate in forums) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> |
| h) Have students use self-learning software (e.g., drill and practice software, tutorials, web sites, on-line help) | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> |
| i) Have students use specialized software while teaching specific subjects (e.g., music, advanced drawing) | 34 <input type="radio"/> | 35 <input type="radio"/> | 36 <input type="radio"/> | 37 <input type="radio"/> |





SECTION 6 Perceptions of your school

46

Below are a number of statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| a) The administrative, support and teaching staff work together as a team. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All staff are involved in decision-making. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) School staff know what is expected of them in terms of their roles and responsibilities. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Staff clearly understand school policies and procedures. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers have considerable influence on school policies. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Teachers have a strong influence on how resources (e.g., money, staff, instructional materials) are allocated. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Children clearly understand school rules. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) The principal and, if applicable, vice principal(s) provide support to teachers. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Teachers receive positive feedback from the principal/vice principal(s). | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) The principal/vice-principal(s) circulate(s) in the school to talk to staff. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |



**46 Concluded**

Below are a number of statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| k) The principal/vice-principal(s) spend(s) time getting to know children. | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) The school provides a positive working environment for teachers. | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) The school provides a positive working environment for children. | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |

47 Please indicate the extent to which you agree with each of these statements regarding your school's disciplinary policies.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Teachers in this school have reached a consensus about how to discipline children who break rules. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All children who break rules in this school face the same consequences. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Teachers in this school rarely overlook physical aggression among children. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Teachers in this school rarely overlook verbal aggression among children. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers feel there is insufficient support within the school for managing disciplinary problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





SECTION 7 Personal information

Finally, we would like to ask a few questions about yourself and your experiences.

48 You are:

¹ Female

² Male

49 In which age group do you belong?

¹ 20 to 29

² 30 to 39

³ 40 to 49

⁴ 50 to 59

⁵ 60 or older

50 How much experience do you have in the following capacities:
(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) as a teacher _____ year(s) month(s) None

b) as a teacher at this grade level _____ year(s) month(s) None

c) as a teacher at this school _____ year(s) month(s) None





51 Please specify the **highest** level of education you have attained. *(Mark all that apply)*

- ⁰¹ Early Childhood Education Certificate
- ⁰² Some course work towards a bachelor's degree
- ⁰³ A teaching certificate, diploma or licence
- ⁰⁴ A Bachelor's degree
- ⁰⁵ A Bachelor of Education degree
- ⁰⁶ Some post-baccalaureate course work
- ⁰⁷ A post-baccalaureate diploma or certificate
- ⁰⁸ Some course work towards a master's degree
- ⁰⁹ A Master's degree
- ¹⁰ Some coursework towards a doctorate
- ¹¹ A Doctorate
- ¹² Trade/vocational certification (including journey person certification)
- ¹³ Other *(please specify)*

52 Please indicate the field of study of your highest level of education.

- ⁰¹ Language Arts (e.g., oral communication, grammar and composition in English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Arts
- ⁰⁴ Science (e.g., physics, chemistry, biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family Studies
- ⁰⁷ Social Studies (e.g., history, geography)
- ⁰⁸ Environmental studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical education
- ¹² Informatics/computer science
- ¹³ Education
- ¹⁴ Special education
- ¹⁵ General (no specialization/concentration, e.g., B.A.General)
- ¹⁶ Other *(please specify)*





53

Have you obtained any of the following advanced qualifications in special education?
(Mark all that apply.)

- ¹ One class in, or part of, a special education program
- ² A special education certificate
- ³ A graduate degree in special education
- ⁴ Other
- ⁵ None of the above

54

Have you obtained any of the following advanced qualifications in second language education? (Mark all that apply.)

- ¹ One class in, or part of, a second language program
- ² A certificate in second language education
- ³ A graduate degree in second language education
- ⁴ Other
- ⁵ None of the above

55

Have you obtained advanced qualifications in areas other than your highest level of education, special education or second language education?

- ¹ Yes (please specify)

| |
|--|
| |
| |
| |
- ² No

56

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada. The information collected will be kept confidential and used only for statistical purposes. Do you agree to share the information collected with Human Resources Development Canada?

- ¹ Yes
- ² No



2. Teacher's Questionnaire (for a school environment where the child has one teacher for the basic academic subjects) - Document 2

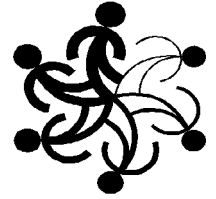


Human Resources Development Canada & Statistics Canada
(Special Surveys Division & Centre for Education Statistics)

National Longitudinal Survey of Children and Youth - Cycle 3

Teacher's Questionnaire

(For a school environment where the child has
one teacher for the basic academic subjects)



Document 2

This information is collected under
the authority of the Statistics Act
(RSC.1985, c. S19)

Confidential when completed

Version française disponible

Instructions

The purpose of this survey is to gather information on various school factors which may influence the development and education of children. The items in this questionnaire relate to a particular student who is attending your class and who is identified on this questionnaire. The questionnaire also includes various school practices and information about yourself.

Under the Statistics Act the information collected in this questionnaire will be kept confidential.

Completion of the questionnaire is completely voluntary. However, to ensure that we have a complete picture of all the forces which shape this student's development, we strongly encourage you to complete the questionnaire within the next five days. Please use a black or blue pen when answering the questions.

We would be most happy to answer any questions you might have. Please feel free to call. The telephone number is **1-800-307-EDUC/1-800-307-3382**.

Please place the completed questionnaire in the business reply envelope and mail it directly to us today. **Your responses are confidential; therefore do not show your responses to any other person.**

If we have not been provided with a business reply envelope, please call **1-800-307-3382** for instructions on where to send the completed questionnaire.

THANK YOU FOR YOUR COOPERATION.



SECTION 1 This student's education

The following sections relate to the educational development of this specific student from your class.

Please mark only one response circle per question unless otherwise indicated.

01 Is this student in a split or multi-grade class?

¹ Yes, the class includes the following grades:

Grade¹ to Grade¹

² No, the class includes a single grade.

³ No, the class is ungraded.

02 Is this student assigned to a grade?

¹ Yes, this student is assigned to:

Grade¹

² No, this student is not assigned to a grade.

¹ In the province of Quebec, grades at the secondary level should be reported as follows: Sec. 1 = S1, Sec. 2 = S2, Sec. 3 = S3, Sec. 4 = S4, Sec. 5 = S5 and Sec. 6 = S6.





The next two questions concern levels of difficulty in different subjects that may be offered in some schools. The advanced/enriched level includes all programs targeting those with stronger abilities in their grade and could allow them to progress more rapidly. The general level includes programs targeting those with average abilities and allows these students to progress normally. The basic level includes programs targeting those with lower abilities and allows individuals to accomplish different educational or occupational plans.

03 In your school, are the following levels available in **at least one subject** for the grade this student is in?

| | Yes | No | Don't know |
|----------------------|-------------------------|-------------------------|-------------------------|
| a) advanced/enriched | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b) general | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| c) basic | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |

If you responded with "no" or "don't know" to all of the above, please go to question 05.

04 To which level is this student assigned in the following subjects?

| | Advanced / enriched | General | Basic | Student is in the only level available for this grade | Subject not available for this grade | Subject available but student not enrolled in it at this time | Don't know |
|--|--------------------------|--------------------------|--------------------------|---|--------------------------------------|---|--------------------------|
| a) First Language Arts (e.g., English as a first language) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> |
| b) Mathematics | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> |
| c) Second Language Arts | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| d) Science (e.g., Physics, Chemistry, Biology) | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |



**04 Concluded**

To which level is this student assigned in the following subjects?

| | Advanced / enriched | General | Basic | Student is in the only level available for this grade | Subject not available for this grade | Subject available but student not enrolled in it at this time | Don't know |
|------------------------------------|--------------------------|--------------------------|--------------------------|--|--|--|--------------------------|
| e) Environmental Studies | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| f) Music | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |
| g) Art | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> |
| h) Physical Education | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> | 56 <input type="radio"/> |
| i) Informatics/Computer Science | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> |
| j) Religion/Ethics | 64 <input type="radio"/> | 65 <input type="radio"/> | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 60 <input type="radio"/> |

05

Is this student currently repeating his or her grade?

- 1 yes
- 2 no

06

What is the main language of instruction in this student's class(es)? *(Mark the circle corresponding to the predominant language of instruction in this student's regular class(es).)*

- 1 French
- 2 English
- 3 an equal combination of French and English
- 4 other



07 Is this student in a second language immersion program? (An immersion program involves learning at least one subject in the second language, e.g., math, geography. Learning a second language only is not an immersion program).

¹ yes

² no

³ don't know

→ **Go to Question 09**

08 What percentage of this student's time is spent in the immersion language program?

¹ 49% or less (partial immersion)

² 50% (The curriculum is divided so that equal amount of instruction time is given in English and French)

³ 51% to 75%

⁴ more than 75% (full immersion)

⁵ I don't know

09 How would you rate this student's current academic achievement in **reading**?

¹ I do not teach reading to this student

² near the top of the class

³ above the middle of the class, but not at the top

⁴ in the middle of the class

⁵ below the middle of the class, but above the bottom

⁶ near the bottom of the class



10

How would you rate this student's current academic achievement in **written work** (e.g., spelling and composition)?

- 1 I do not teach spelling or composition to this student
- 2 near the top of the class
- 3 above the middle of the class, but not at the top
- 4 in the middle of the class
- 5 below the middle of the class, but above the bottom
- 6 near the bottom of the class

11

How would you rate this student's current academic achievement in **mathematics/arithmetic**?

- 1 I do not teach mathematics/arithmetic to this student
- 2 near the top of the class
- 3 above the middle of the class, but not at the top
- 4 in the middle of the class
- 5 below the middle of the class, but above the bottom
- 6 near the bottom of the class

12

How would you rate this student's current academic achievement in **science**?

- 1 I do not teach science to this student
- 2 near the top of the class
- 3 above the middle of the class, but not at the top
- 4 in the middle of the class
- 5 below the middle of the class, but above the bottom
- 6 near the bottom of the class



13

How would you rate this student's current academic achievement **across all areas of instruction**?

- ¹ near the top of the class
- ² above the middle of the class, but not at the top
- ³ in the middle of the class
- ⁴ below the middle of the class, but above the bottom
- ⁵ near the bottom of the class

14

Looking ahead, how far do you expect this student will go in school? Will he/she

- ¹ complete primary/elementary school
- ² complete some secondary or high school
- ³ graduate from secondary or high school
- ⁴ learn a trade (e.g., through apprenticeship)
- ⁵ obtain a community college, technical college, vocational college, business school, or CEGEP certificate or diploma
- ⁶ obtain a university degree
- ⁷ I don't know

The next series of questions concerns the length of the school year and the number of hours of instruction this student receives.

15

How many instructional days does this child receive in a year?
(Specify the number of days.)

| | | |
|--|--|--|
| | | |
|--|--|--|

instructional days

16 On average, how much instruction time in hours per week does this student receive in the following:

| | Hours per week | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 4 | 4 to less than 8 | 8 to less than 12 | 12 or more |
| a) First Language Arts (e.g., oral communication, grammar, composition, reading, writing) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) Mathematics/Arithmetic | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |

| | Hours per week | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 1 | 1 to less than 2 | 2 to less than 3 | 3 or more |
| c) Second Language Arts (non-immersion) | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Second Language Arts (immersion level) ² | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Science (include Natural Sciences, Physics, Chemistry, etc.) | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Trade/Vocational education | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Family Studies | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) Social Studies (include History, Geography, etc.) | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Environmental Studies | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) Music | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) Art (includes Fine Arts, Drama, Dance) | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) Physical Education/sports | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) Computer Skills | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |

² Please report instruction time spent on language arts in the immersion language. Instruction time for other subjects taken in an immersion language should be reported under that subject.

**16 Concluded**

On average, how much instruction time in hours per week does this student receive in the following:

| | Hours per week | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 1 | 1 to less than 2 | 2 to less than 3 | 3 or more |
| n) Religion/moral values/social and personal skills | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> |
| o) Health and Hygiene | 71 <input type="radio"/> | 72 <input type="radio"/> | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> |
| p) Other topics (please specify) | 76 <input type="radio"/> | 77 <input type="radio"/> | 78 <input type="radio"/> | 79 <input type="radio"/> | 80 <input type="radio"/> |
| <input type="text"/> | | | | | |

17

How many minutes per week does this student spend using a computer in class?

- ¹ none/week
- ² 1 to 30 minutes/week
- ³ 31 to 60 minutes/week
- ⁴ more than 60 minutes/week
- ⁵ I do not know

The following questions ask about this student's academic strengths and weaknesses.

18

Does this student receive enhanced or extra instruction at school because of exceptionally advanced intellectual, athletic or artistic abilities?

- ¹ yes
- ² no → **Go to QUESTION 20**



19

Where does this student receive this enhanced or extra instruction?

- ¹ exclusively within a regular classroom with existing resources
- ² exclusively within a regular classroom with a special aide/assistant teacher
- ³ primarily within a regular classroom, but with some time spent in a special education class or resource room
- ⁴ exclusively or primarily within a special education class or resource room within a regular school
- ⁵ exclusively or primarily within a specialized school
- ⁶ other

20

Does this student receive additional or remedial help because he/she is weak in certain subjects or skills?

- ¹ yes
- ² no

21

Does this student receive special/resource help because of a learning disability or a physical, emotional, behavioural or other problem which limits the kind or amount of school work and activities he/she can do?

¹ yes

² no → **Go to QUESTION 24**



22 What type of problem limits this student's ability to do school work in a regular classroom?
(Mark all that apply.)

- ⁰¹ physical disability
- ⁰² visual impairment
- ⁰³ hearing impairment
- ⁰⁴ speech impairment
- ⁰⁵ learning disability
- ⁰⁶ emotional or behavioural problem
- ⁰⁷ mental disability or limitation
- ⁰⁸ home environment/problems at home
- ⁰⁹ problems understanding the language spoken at school
- ¹⁰ other (*please specify*)

| |
|--|
| |
| |

23 Where does this student receive this special/resource help (e.g., special education)?

- ¹ exclusively within a regular classroom with existing resources
- ² exclusively within a regular classroom with a special aide/assistant teacher
- ³ primarily within a regular classroom, but with some time spent in a special education class or resource room
- ⁴ exclusively or primarily within a special education class or resource room within a regular school
- ⁵ exclusively or primarily within a specialized school
- ⁶ other





SECTION 2 This student's behaviour and attendance

The first two questions in this section concern attendance.

24

Approximately how many regular school days has this student **been absent** since the beginning of school in the fall?

- none
- 1 to 3 days
- 4 to 6 days
- 7 to 10 days
- 11 to 20 days
- more than 20 days

25

Since the beginning of school in the fall, approximately how many days has this student been absent from school without a valid reason?

- none
- 1 to 2 days
- 3 to 5 days
- 6 to 10 days
- more than 10 days
- I don't know.





26

This student seems to enjoy most classes:

- ¹ always
- ² often
- ³ sometimes
- ⁴ rarely
- ⁵ never

27

This student seems bored in most classes:

- ¹ always
- ² often
- ³ sometimes
- ⁴ rarely
- ⁵ never

28

In your opinion, how important are academic pursuits to this student?

- ¹ very important
- ² somewhat important
- ³ of little importance
- ⁴ I don't know





29

How often do you talk to this student outside of class?

- ¹ several times a week
- ² once a week
- ³ a few times a month
- ⁴ once every few months
- ⁵ never

30

Since school started in the fall, how often has this student arrived:

| | Never | Rarely | Some- times | Often | Always | Not applicable | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) without the materials needed to do his/her school work (e.g., notebooks, paper) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> |
| b) inadequately clothed to participate in school-related activities (e.g., gym, sports, field trips, recess) | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> |
| c) inadequately dressed for the weather conditions | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| d) too tired to do school work | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |
| e) without a lunch/snacks | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| f) without adequate nourishment/hungry | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |
| g) without his/her homework completed | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> |
| h) late for school | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> | 56 <input type="radio"/> |



**31**

How often would you say that this student:

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|--|---------------------------|----------------------------------|---------------------------|---------------------------|
| a) shows sympathy to someone who has made a mistake | 001 <input type="radio"/> | 002 <input type="radio"/> | 003 <input type="radio"/> | 004 <input type="radio"/> |
| b) cannot sit still, is restless or hyperactive | 005 <input type="radio"/> | 006 <input type="radio"/> | 007 <input type="radio"/> | 008 <input type="radio"/> |
| c) destroys his/her own things | 009 <input type="radio"/> | 010 <input type="radio"/> | 011 <input type="radio"/> | 012 <input type="radio"/> |
| d) will try to help someone who has been hurt | 013 <input type="radio"/> | 014 <input type="radio"/> | 015 <input type="radio"/> | 016 <input type="radio"/> |
| e) steals | 017 <input type="radio"/> | 018 <input type="radio"/> | 019 <input type="radio"/> | 020 <input type="radio"/> |
| f) seems to be unhappy, sad or depressed | 021 <input type="radio"/> | 022 <input type="radio"/> | 023 <input type="radio"/> | 024 <input type="radio"/> |
| g) gets into many fights | 025 <input type="radio"/> | 026 <input type="radio"/> | 027 <input type="radio"/> | 028 <input type="radio"/> |
| h) volunteers to help clear up a mess someone else has made | 029 <input type="radio"/> | 030 <input type="radio"/> | 031 <input type="radio"/> | 032 <input type="radio"/> |
| i) is easily distracted, has trouble sticking to any activity | 033 <input type="radio"/> | 034 <input type="radio"/> | 035 <input type="radio"/> | 036 <input type="radio"/> |
| j) when mad at someone, tries to get others to dislike that person | 037 <input type="radio"/> | 038 <input type="radio"/> | 039 <input type="radio"/> | 040 <input type="radio"/> |
| k) is not as happy as other children | 041 <input type="radio"/> | 042 <input type="radio"/> | 043 <input type="radio"/> | 044 <input type="radio"/> |
| l) destroys things belonging to others | 045 <input type="radio"/> | 046 <input type="radio"/> | 047 <input type="radio"/> | 048 <input type="radio"/> |
| m) if there is a quarrel or dispute, will try to stop it | 049 <input type="radio"/> | 050 <input type="radio"/> | 051 <input type="radio"/> | 052 <input type="radio"/> |
| n) fidgets | 053 <input type="radio"/> | 054 <input type="radio"/> | 055 <input type="radio"/> | 056 <input type="radio"/> |
| o) is disobedient at school | 057 <input type="radio"/> | 058 <input type="radio"/> | 059 <input type="radio"/> | 060 <input type="radio"/> |
| p) cannot concentrate, cannot pay attention for long | 061 <input type="radio"/> | 062 <input type="radio"/> | 063 <input type="radio"/> | 064 <input type="radio"/> |
| q) is too fearful or anxious | 065 <input type="radio"/> | 066 <input type="radio"/> | 067 <input type="radio"/> | 068 <input type="radio"/> |



**31** Continued

How often would you say that this student:

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|--|---------------------------|----------------------------------|---------------------------|---------------------------|
| r) when mad at someone, becomes friends with another as revenge | 069 <input type="radio"/> | 070 <input type="radio"/> | 071 <input type="radio"/> | 072 <input type="radio"/> |
| s) is impulsive, acts without thinking | 073 <input type="radio"/> | 074 <input type="radio"/> | 075 <input type="radio"/> | 076 <input type="radio"/> |
| t) tells lies or cheats | 077 <input type="radio"/> | 078 <input type="radio"/> | 079 <input type="radio"/> | 080 <input type="radio"/> |
| u) offers to help other children (friend, brother or sister) who are having difficulty with a task | 081 <input type="radio"/> | 082 <input type="radio"/> | 083 <input type="radio"/> | 084 <input type="radio"/> |
| v) is worried | 085 <input type="radio"/> | 086 <input type="radio"/> | 087 <input type="radio"/> | 088 <input type="radio"/> |
| w) has difficulty waiting for his/her turn in games or groups | 089 <input type="radio"/> | 090 <input type="radio"/> | 091 <input type="radio"/> | 092 <input type="radio"/> |
| x) when somebody accidentally hurts him/her, he/she reacts with anger and fighting | 093 <input type="radio"/> | 094 <input type="radio"/> | 095 <input type="radio"/> | 096 <input type="radio"/> |
| y) tends to do things on his/her own, is rather solitary | 097 <input type="radio"/> | 098 <input type="radio"/> | 099 <input type="radio"/> | 100 <input type="radio"/> |
| z) when mad at someone, says bad things behind the other's back | 101 <input type="radio"/> | 102 <input type="radio"/> | 103 <input type="radio"/> | 104 <input type="radio"/> |
| aa) physically attacks people | 105 <input type="radio"/> | 106 <input type="radio"/> | 107 <input type="radio"/> | 108 <input type="radio"/> |
| bb) comforts a child (friend, brother, or sister) who is crying or upset | 109 <input type="radio"/> | 110 <input type="radio"/> | 111 <input type="radio"/> | 112 <input type="radio"/> |
| cc) cries a lot | 113 <input type="radio"/> | 114 <input type="radio"/> | 115 <input type="radio"/> | 116 <input type="radio"/> |
| dd) vandalizes | 117 <input type="radio"/> | 118 <input type="radio"/> | 119 <input type="radio"/> | 120 <input type="radio"/> |
| ee) gives up easily | 121 <input type="radio"/> | 122 <input type="radio"/> | 123 <input type="radio"/> | 124 <input type="radio"/> |



**31 Concluded**

How often would you say that this student:

| | Never or not true | Sometimes or somewhat true | Often or very true | Don't know |
|---|---------------------------|----------------------------------|---------------------------|---------------------------|
| ff) threatens people | 125 <input type="radio"/> | 126 <input type="radio"/> | 127 <input type="radio"/> | 128 <input type="radio"/> |
| gg) spontaneously helps to pick up objects which somebody has dropped (e.g. pencils, books) | 129 <input type="radio"/> | 130 <input type="radio"/> | 131 <input type="radio"/> | 132 <input type="radio"/> |
| hh) cannot settle down to do anything for more than a few moments | 133 <input type="radio"/> | 134 <input type="radio"/> | 135 <input type="radio"/> | 136 <input type="radio"/> |
| ii) appears miserable, unhappy, tearful or distressed | 137 <input type="radio"/> | 138 <input type="radio"/> | 139 <input type="radio"/> | 140 <input type="radio"/> |
| jj) is cruel, bullies or is mean to others | 141 <input type="radio"/> | 142 <input type="radio"/> | 143 <input type="radio"/> | 144 <input type="radio"/> |
| kk) when mad at someone, says to others: let's not be with him/her | 149 <input type="radio"/> | 150 <input type="radio"/> | 151 <input type="radio"/> | 152 <input type="radio"/> |
| ll) is nervous, high-strung, or tense | 153 <input type="radio"/> | 154 <input type="radio"/> | 155 <input type="radio"/> | 156 <input type="radio"/> |
| mm) kicks, bites, hits other children | 157 <input type="radio"/> | 158 <input type="radio"/> | 159 <input type="radio"/> | 160 <input type="radio"/> |
| nn) will invite others to join in a game | 161 <input type="radio"/> | 162 <input type="radio"/> | 163 <input type="radio"/> | 164 <input type="radio"/> |
| oo) is inattentive | 165 <input type="radio"/> | 166 <input type="radio"/> | 167 <input type="radio"/> | 168 <input type="radio"/> |
| pp) has trouble enjoying himself/herself | 169 <input type="radio"/> | 170 <input type="radio"/> | 171 <input type="radio"/> | 172 <input type="radio"/> |
| qq) helps other children (friends, brother or sister) who are feeling sick | 173 <input type="radio"/> | 174 <input type="radio"/> | 175 <input type="radio"/> | 176 <input type="radio"/> |
| rr) when mad at someone, tells that person's secrets to a third person | 177 <input type="radio"/> | 178 <input type="radio"/> | 179 <input type="radio"/> | 180 <input type="radio"/> |
| ss) helps those who do not do as well as he/she does | 181 <input type="radio"/> | 182 <input type="radio"/> | 183 <input type="radio"/> | 184 <input type="radio"/> |





32

Listed below are various social and personal skills. Please indicate how often this student demonstrates each of the following:

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) cooperative work with other students | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) cooperative play with other students | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) following rules | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) following instructions | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) challenging the teacher in a positive way | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) respect for the property of others | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) self-control | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) self-confidence | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) creativity | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) problem-solving capacity | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) respect for other adults | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) respect for other youth | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) acceptance of responsibility for own actions | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |





33 These statements describe work habits. Please indicate how often this student demonstrates each of these work habits:

| | Never | Rarely | Some- times | Often | Always |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) listens attentively | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) follows directions | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) completes work on time | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) works independently | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) takes care of materials | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) works neatly and carefully | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) puts a lot of effort into work | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |

34 Does this student have special skills or talents in any of the following areas?

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| a) Sports or Athletics | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) Academic work (e.g., numeracy or literacy skills) | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) Arts | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) Music | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) Technical skills (e.g., computer skills) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) Interpersonal skills (e.g., leadership skills) | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) Other skills (<i>please specify</i>) <input type="text"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |





SECTION 3 Involvement of parent(s) and guardian(s)

These next questions concern your impressions of how involved the parent(s) and/or guardian(s) is (are) with this student's education. This information will enable us to determine whether such involvement affects the student's academic achievement and development.

35

Since the beginning of school last fall, did a parent/guardian of this student:

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| a) participate in regularly scheduled parent-teacher conferences including discussions about report cards (either in person or on the telephone) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) contact you to discuss this student's academic performance or behaviour | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) return your call to talk about this student's academic performance or behaviour | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) correspond with you in writing regarding this student's academic performance or behaviour (e.g., through the student's agenda or planner) | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) volunteer in your class | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) correspond with you regarding this student's academic performance or behaviour in a manner not listed above (please specify) <input type="text"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

36

In your opinion, how involved is (are) the parent(s)/guardian(s) in this student's education?

- 1 very involved
- 2 somewhat involved
- 3 not involved
- 4 I do not know the parent(s)/guardian(s) of this student well enough.





37

In your opinion, how important is school to this student's parent(s)/guardian(s)?

- 1 very important
- 2 somewhat important
- 3 of little importance
- 4 I do not know the parent(s)/guardian(s) well enough.

38

In your opinion, how strongly does (do) this student's parent(s)/guardian(s) support your teaching efforts?

- 1 strongly support
- 2 somewhat support
- 3 does (do) not support
- 4 I do not know the parent(s)/guardian(s) well enough.





SECTION 4 This student's class(es) and your teaching practices

This information will help us understand how the classroom may affect students' academic and social functioning.

These first few questions gather information about the class(es) that you teach this student.

39 On average, how many students are enrolled in the class(es) that you teach this student?

students

40 Please estimate the percentage of total instruction time when a qualified teaching assistant, (including student teachers) and/or an adult volunteer, is available in the class(es) that you teach this student.

Average percentage of total instruction time

| | Not available | 1 to 25% | 26 to 50% | 51 to 75% | More than 75% |
|---------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Qualified Teaching Assistant | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) Adult Volunteer | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |

41 In the class(es) that you teach this student, how many students have any of the following long-term problems, whether or not the problem has been officially identified:
(Some children may belong to more than one category.)

- a) a speech, hearing, vision, mobility or other health impairment that affects their learning students
- b) an emotional or behavioural problem students
- c) a learning problem (e.g., a problem with attention, memory, reasoning, reading, writing, spelling or calculation that interferes with learning) students





42

In the class(es) you teach this student, on average how many students:
(Some students may belong to more than one category.)

a) have a first language other than English or French? students

b) arrived in Canada within the last year? students

Now we would like to ask you some questions about the achievement of this student's class(es) and your teaching practices.

43

Compared with other class(es) at the **same grade** in your school, do you feel that the class(es) you teach this student generally has (have):

- 1 lower overall academic ability than the other classes.
- 2 similar overall academic ability to the other classes.
- 3 higher overall academic ability than the other classes.
- 4 a wider range of academic abilities than the other classes.
- 5 no other class at the same grade exists in the school.

44

Do you teach **reading** to a class attended by this student?

1 yes

2 no → **Go to QUESTION 46**





45

How often do you use the following strategies to teach reading to this class?

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) teach reading to the class as a whole | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) organize the class into groups with similar reading abilities | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) organize the class into groups with a mixture of reading abilities | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) allow students to form their own reading groups | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) use individualized instruction plans to teach reading | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) other (<i>please specify</i>) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| <input type="text"/> | | | | | |

46

Do you teach **writing** (composition) to a class attended by this student?

¹ yes

² no → **Go to QUESTION 48**

47

How often do you use the following strategies to teach writing (composition) to this class?

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) teach writing to the class as a whole | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) organize the class into groups with similar writing abilities | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) organize the class into groups with a mixture of writing abilities | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |



**47** Concluded

How often do you use the following strategies to teach writing (composition) to this class?

| | Never | Rarely | Some- times | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| d) allow students to form their own writing groups | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) use individualized instruction plans to teach writing | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) other (<i>please specify</i>) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| <input type="text"/> | | | | | |

48

Do you teach **mathematics/arithmetic** to a class attended by this student?

¹ yes

² no → **Go to QUESTION 50**

49

How often do you use the following strategies to teach mathematics to this class?

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) teach mathematics to the class as a whole | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) organize the class into groups with similar mathematics abilities | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) organize the class into groups with a mixture of mathematics abilities | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) allow students to form their own mathematics groups | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) use individualized instruction plans to teach mathematics | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) other (<i>please specify</i>) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| <input type="text"/> | | | | | |



50

Which other subjects do you teach this student? *(Mark all that apply.)*

- ⁰¹ Language Arts (e.g., aspects of English as a first language **other** than reading and writing (composition))
- ⁰² Second Language Arts (immersion/non-immersion)
- ⁰³ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁴ Social Studies (e.g., History, Geography)
- ⁰⁵ Environmental Studies
- ⁰⁶ Music
- ⁰⁷ Art
- ⁰⁸ Physical Education
- ⁰⁹ Informatics/Computer Science
- ¹⁰ Religion/Ethics
- ¹¹ Health Education
- ¹² Other *(please specify)*

51

How often do you assign homework to the class(es) in which you teach this student? *(Please also include classroom work made intentionally long for completion out of the classroom.)*

- ¹ 5 days/week
- ² 3 to 4 days/week
- ³ 1 to 2 days/week
- ⁴ less than 1 day/week
- ⁵ never → **Go to QUESTION 55**

52

On the days homework is assigned to the class(es) you teach this student, how much time do you expect students to spend on all homework you assign?

- ¹ less than 15 minutes a day
- ² 15 to 30 minutes a day
- ³ 31 to 45 minutes a day
- ⁴ more than 45 minutes a day



53 You may give different time frames to complete homework and assignments to this student's class(es). Please estimate the proportion of time you expect them to spend on each of the following:

Average percentage of time spent on different types of assignments outside of class

| | Never or none assigned | 1 to 25% | 26 to 50% | 51 to 75% | More than 75% |
|---|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) homework to be completed for the next class in that subject | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) assignments which have longer completion times such as every second or third class | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) projects which have long completion times such as a month or semester | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

54 For the class(es) in which you teach this student, how often do you monitor homework that you have assigned by the following:

| | Never | Rarely | Sometimes | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) keeping a record of who turned in assignments | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) returning assignments with corrections or grades | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing homework in class | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) having parent(s) or guardian(s) sign a homework book, note or agenda | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) students' self-evaluations or peer evaluations | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |



**55**

In your class(es) attended by this student, the students:

| | Never | Rarely | Some- times | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) move smoothly from one classroom activity to another | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) are easily distracted by the disruptive behaviour of a few | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) work well together on group activities | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) misbehave when you are called to the door or must attend to other interruptions | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |

56

Please rate the extent to which each of the following meets the needs of the class(es) in which you teach this student.

| | Does not meet the needs | Partially meets the needs | Adequately meets the needs | Completely meets the needs | Not applicable |
|--|--|--|---|---|---------------------------|
| a) Instructional resources (e.g., curriculum documents, books) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) School supplies (e.g., paper, pencils) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Space in your classroom | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Science equipment | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Equipment for mathematics instruction | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Special equipment for physically disabled/challenged students | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Library or availability of time with a teacher-librarian | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) Gym equipment (e.g., mats, balls) | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Outdoor play equipment | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) Adequate access to teaching assistants/aides, etc. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |



56 Concluded

Please rate the extent to which each of the following meets the needs of the class(es) in which you teach this student.

| | Does not meet the needs | Partially meets the needs | Adequately meets the needs | Completely meets the needs | Not applicable |
|--|--------------------------|---------------------------|----------------------------|----------------------------|--------------------------|
| k) Audio-visual resources (e.g. VCR's, film projectors, etc.) | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) Computers for course instruction | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) Computer software for course instruction | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |
| n) Access to a large area network or the internet | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> |
| o) Specialized human resources in computers (e.g., trained computer instructors) | 71 <input type="radio"/> | 72 <input type="radio"/> | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> |

57 On average, how many **hours per week** do you teach this student's class(es)?
(Please exclude preparation time, correction time, time spent on extra-curricular activities, etc.)

hours

58 Please indicate the approximate number of **minutes per week** you spend on the following non-instructional activities for the class(es) in which you teach this student:

| | Minutes per week | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | 30 and less | 31 to 60 | More than 60 |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) discussing professional issues with colleagues | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) discussing issues with students' parent(s)/guardian(s) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

The next few questions gather information about all classes you teach, including those to which this student does not belong.

- 59 On average, what is the **total number of hours** you teach per week (i.e., total teaching time to all grades and subjects excluding preparation, correction time, time spent on extra-curricular activities, etc.)?

hours

- 60 Please indicate the approximate number of **hours per week** you spend on the following non-instructional activities **for all classes which you teach** (including those to which this student does not attend):

| | Hours per week | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | less than 2 | 2 to less than 3 | 3 to less than 4 | 4 or more |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing professional issues with colleagues | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) supervising students at noon/recess | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) assisting with or directing extra-curricular activities | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) discussing issues with students' parent(s)/guardian(s) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

61 The following statements describe various attributes about yourself and the students in all the classes you teach. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Many of the students I teach are not capable of mastering the curriculum at their grade. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) In my classroom the emphasis is on the development of academic skills. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) I have a strong effect on the academic achievement of the students I teach. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) I feel competent in dealing with students' behavioural problems. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) I feel competent in dealing with students' learning problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) I feel students' success at school is determined mainly by their home environment. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) I have high expectations for the academic success of my students. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) I strongly encourage students to achieve their full academic potential. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |



SECTION 5 Computers, informatics & communications technology

62 Do you use a computer or a terminal connected to a computer at school in the following ways:

| | Yes | No | Not available | Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) in your class, as a teaching tool for students? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) outside the class, as a teaching tool for students? | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) as a learning/professional development tool for yourself (e.g., education discussion groups on Internet)? | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) to access the Internet for classroom instruction | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |
| e) make presentations or give demonstrations in class (e.g., LCD display for overhead projectors, or electronic overhead, color projector, giant screen) | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| f) have students use basic software (e.g., word processing, spreadsheet, drawing) | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| g) have students use telecommunications software (e.g., send and receive messages, join chat groups, research and consult, participate in forums) | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| h) have students use self-learning software (e.g., drill and practice software, tutorials, simulations, research, web sites, on-line help) | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |
| i) have students use specialized software while teaching specific subjects (e.g., music, design, advanced drawing, data processing, robotics) | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> |





SECTION 6 Perceptions of your school

63

Below are several statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) The administrative, support and teaching staff work together as a team. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All staff are involved in decision making. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) School staff know what is expected of them in terms of their roles and responsibilities. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Staff clearly understand school policies and procedures. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers have considerable influence on school policies. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Teachers have a strong influence on how resources (e.g., money, staff, instructional materials) are allocated. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Students clearly understand school rules. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) The principal and, if applicable, vice-principal(s) provide(s) support to teachers. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Teachers receive positive feedback from the principal and vice-principal(s). | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) The principal/vice-principal(s) circulate(s) in the school to talk to staff. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |



**63** Concluded

Below are several statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| k) The principal/vice-principal(s) spend(s) time getting to know students. | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) The school provides a positive working environment for teachers. | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) The school provides a positive working environment for students. | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |

64 Please indicate the extent to which you agree with each of these statements regarding your school's disciplinary policies.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Teachers in this school have reached a consensus about how to discipline students who break rules. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All students who break rules in this school face the same consequences. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Teachers in this school rarely overlook physical aggression among students. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Teachers in this school rarely overlook verbal aggression among students. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers feel there is insufficient support within the school for managing disciplinary problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





SECTION 7 Personal information

Finally, we would like to ask a few questions about yourself and your experiences.

65 You are:

¹ female

² male

66 To which age group do you belong?

¹ 20 to 29

² 30 to 39

³ 40 to 49

⁴ 50 to 59

⁵ 60 or older

67 How much experience do you have in the following capacities:
(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) as a teacher _____ year(s) month(s) None

b) as a teacher at the grade level of this student _____ year(s) month(s) None

c) as a teacher at this school _____ year(s) month(s) None



Please specify the **highest** level of education you have attained. (*Mark all that apply.*)

- ⁰¹ some course work towards a bachelor's degree
- ⁰² a teaching certificate, diploma or license
- ⁰³ a bachelor's degree
- ⁰⁴ a bachelor of Education degree
- ⁰⁵ some post-baccalaureate course work
- ⁰⁶ a post-baccalaureate diploma or certificate
- ⁰⁷ some course work towards a master's degree
- ⁰⁸ a master's degree
- ⁰⁹ some course work towards a doctorate
- ¹⁰ a doctorate
- ¹¹ trade/vocational certification (including journeyman certification)
- ¹² other (*please specify*)

Please indicate the main field of study of your highest level of education.

- ⁰¹ Language Arts (e.g., oral communication, grammar and composition in English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Arts
- ⁰⁴ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family Studies
- ⁰⁷ Social Studies (e.g., History, Geography)
- ⁰⁸ Environmental Studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical Education
- ¹² Informatics/Computer Science
- ¹³ Education
- ¹⁴ Special education
- ¹⁵ General (no specialization/concentration, e.g., B.A.General)
- ¹⁶ Other (*please specify*)



70

Have you obtained any of the following advanced qualifications in special education?
(Mark all that apply.)

- ¹ one class in, or part of, a special education program
- ² a special education certificate
- ³ a graduate degree in special education
- ⁴ other
- ⁵ none of the above

71

Have you obtained any of the following advanced qualifications in second language education? (Mark all that apply.)

- ¹ one class in, or part of, a second language program
- ² a certificate in second language education
- ³ a graduate degree in second language education
- ⁴ other
- ⁵ none of the above

72

Have you obtained advanced qualifications in areas other than your highest level of education, special education or second language education?

- ¹ yes (please specify)

| |
|--|
| |
| |
| |
- ² no

73

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada. The information collected will be kept confidential and used only for statistical purposes. Do you agree to share the information collected with Human Resources Development Canada?

- ¹ yes
- ² no



- 3. Teacher's Questionnaire (For a school environment where a child/youth has different teachers for the basic academic subjects)
Document 3 - Language Arts**



Human Resources Development Canada & Statistics Canada
(Special Surveys Division & Centre for Education Statistics)

National Longitudinal Survey of Children and Youth - Cycle 3

Language Arts Teacher's Questionnaire

(For a school environment where a child/youth has
different teachers for the basic academic subjects)



Document 3
Language Arts

This information is collected under
the authority of the Statistics Act
(RSC, 1985, c. S19)

Confidential when completed

Version française disponible

Instructions

The purpose of this survey is to gather information on various school factors, and more specifically within the language arts classes identified on this questionnaire, which may influence the development and education of children. The items in this questionnaire relate to the student attending your class and to your language arts class. The questionnaire includes various school practices and information about yourself.

Under the Statistics Act the information collected in this questionnaire will be kept confidential.

Completion of the questionnaire is completely voluntary. However, to ensure that we have a complete picture of all the forces which shape this student's development, we strongly encourage you to complete the questionnaire within the next five days. Please use a black or blue pen when answering the questions.

We would be most happy to answer any questions you might have. Please feel free to call. The telephone number is **1-800-307-EDUC/1-800-307-3382**.

Please place the completed questionnaire in the business reply envelope and mail it directly to us today.
Your responses are confidential; therefore do not show your responses to any other person.

If you have not been provided a business reply envelope, please call **1-800-307-3382** for instructions on where to send the completed questionnaire.

THANK YOU FOR YOUR COOPERATION.

8-2200-394.1: 1998-11-23 STC/ECT-180-75020



Statistics Canada
Statistique Canada

Canada



SECTION 1 This student's education

The following sections relate to the educational development of this specific student from your language arts class.

Please mark only one response circle per question unless otherwise indicated.

01 Considering your experience, work and activities with this student, how well do you know this student's ...

| | Very well | Well | Not too well | Not well at all |
|------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) behaviour | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| b) attitude in class | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |
| c) attitude outside of class | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |

02 Is this student in a split or multi-grade language arts class?

- ¹ Yes, the class includes the following grades: Grade¹ to Grade¹
- ² No, the class includes a single grade.
- ³ No, the class is ungraded.

03 Is this student assigned to a grade?

- ¹ Yes, this student is assigned to: Grade¹
- ² No, this student is not assigned to a grade.

¹ In the province of Quebec, grades at the secondary level should be reported as follows: Sec. 1 = S1, Sec. 2 = S2, Sec. 3 = S3, Sec. 4 = S4, Sec.5 = S5 and Sec. 6 = S6.



The next two questions concern levels of difficulty in language arts and in other subjects that may be offered in some schools. The advanced/enriched level includes all programs targeting those with stronger abilities in language arts than expected for their grade and could allow these students to progress more rapidly. The general level includes programs targeting those with average abilities in language arts and allows them to progress normally. The basic level includes programs targeting those with lower abilities in language arts and allows individuals to accomplish different educational or occupational plans.

04 In your school, are the following levels of language arts available for the grade this student is in?

| | Yes | No |
|----------------------|-------------------------|-------------------------|
| a) advanced/enriched | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b) general | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c) basic | 5 <input type="radio"/> | 6 <input type="radio"/> |

05 To which language arts level is this student assigned?

- 1 advanced/enriched
- 2 general
- 3 basic

06 What is the language of instruction in this language arts class?

- 1 French
- 2 English
- 3 other (*please specify*)

07 What is the main language of instruction in most of this student's class(es)? (*Mark the circle corresponding to the predominant language of instruction in this student's regular class(es).*)

- 1 French
- 2 English
- 3 an equal combination of French and English
- 4 other (*please specify*)

08 Is this student in a second language immersion program? (*An immersion program involves learning at least one subject in the second language, e.g., math, geography. Learning a second language only is not an immersion program*)

¹ yes

² no

³ I don't know.

} **Go to Question 10**

09 What percentage of this student's time is spent in the immersion program?

¹ 49% or less (partial immersion)

² 50% (The curriculum is divided so that equal amount of instruction time is given in English and French)

³ 51% to 75%

⁴ more than 75% (full immersion)

⁵ I don't know.

10 How would you rate this student's current academic achievement in **non-written communication** (e.g., comprehension and oral presentation)?

¹ near the top of the class

² above the middle of the class, but not at the top

³ in the middle of the class

⁴ below the middle of the class, but above the bottom

⁵ near the bottom of the class

⁶ I am unable to make the appropriate evaluation.

11 How would you rate this student's current academic achievement in **written work** (e.g., grammar, spelling and composition)?

¹ near the top of the class

² above the middle of the class, but not at the top

³ in the middle of the class

⁴ below the middle of the class, but above the bottom

⁵ near the bottom of the class

⁶ I am unable to make the appropriate evaluation.



12 In your school are the following levels available in at least one subject other than language arts for the grade this student is in?

| | Yes | No | Don't know |
|----------------------|-------------------------|-------------------------|-------------------------|
| a) advanced/enriched | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b) general | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| c) basic | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |

If you responded "no" or "don't know" to all of the above, please go to question 14

13 To which level is this student assigned in the following subjects?

| | Advanced/enriched | General | Basic | Student is in the only level available for this grade | Subject not available for this grade | Subject available but student not enrolled in it at this time | Don't know |
|--|--------------------------|--------------------------|--------------------------|---|--------------------------------------|---|--------------------------|
| a) Mathematics | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> |
| b) Second Language Arts | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> |
| c) Science (e.g., Physics, Chemistry, Biology) | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| d) Trade/Vocational | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |
| e) Family Studies | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| f) Social Studies (e.g., History, Geography) | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |
| g) Environmental Studies | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> |
| h) Music | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> | 56 <input type="radio"/> |
| i) Art | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> |



★ **13** Concluded ★

To which level is this student assigned in the following subjects?

| | Advanced/ enriched | General | Basic | Student is in the only level available for this grade | Subject not available for this grade | Subject available but student not enrolled in it at this time | Don't know |
|------------------------------------|--------------------------|--------------------------|--------------------------|--|--|--|--------------------------|
| j) Physical Education | 64 <input type="radio"/> | 65 <input type="radio"/> | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> |
| k) Informatics/Computer Science | 71 <input type="radio"/> | 72 <input type="radio"/> | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> | 76 <input type="radio"/> | 77 <input type="radio"/> |

14 Is this student currently repeating his or her grade in any subject?

¹ yes
 ² no
 ³ I don't know.

Go to Question 16

15 Which of the following subjects is this student currently repeating?

- ⁰¹ First Language Arts (e.g., oral communication, grammar, composition, reading, writing)
- ⁰² Mathematics
- ⁰³ Second Language Arts
- ⁰⁴ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family Studies
- ⁰⁷ Social Studies (e.g., History, Geography)
- ⁰⁸ Environmental Studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical Education
- ¹² Informatics/Computer Science
- ¹³ Religion/Ethics
- ¹⁴ Other (please specify)



- 16** How would you rate this student's current academic achievement across all areas of instruction?
*(If you don't feel confident evaluating this student across all areas of instruction, please ask the appropriate teachers **without** showing them this questionnaire. The information you are providing is confidential. Please refrain from showing the fully or partially completed questionnaire to other individuals).*

- ¹ near the top of the class
- ² above the middle of the class, but not at the top
- ³ in the middle of the class
- ⁴ below the middle of the class, but above the bottom
- ⁵ near the bottom of the class
- ⁶ I am unable to make the appropriate evaluation.

- 17** Looking ahead, how far do you expect this student will go in school? Will he/she

- ¹ complete some secondary or high school
- ² graduate from secondary or high school
- ³ learn a trade (e.g., through apprenticeship)
- ⁴ obtain a community college, technical college, vocational college, business school, or CEGEP certificate or diploma
- ⁵ obtain a university degree
- ⁶ I don't know.

The next series of questions concerns the length of the school year and the number of hours a week of instruction this student receives.

- 18** In your school during a normal school year, how many weeks would this student's grade take in the following subjects?

| | 14 to 20 weeks (1 semester) | 35 to 40 weeks (2 semesters) | Subject not available for this grade | Don't know |
|------------------------|--|---|---|-------------------------------------|
| a) First Language Arts | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| b) Mathematics | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |

**18** Concluded

In your school during a normal school year, how many weeks would this student's grade take in the following subjects?

| | 14 to 20 weeks (1 semester) | 35 to 40 weeks (2 semesters) | Subject not available for this grade | Don't know |
|--|--|---|---|--------------------------|
| c) Second Language Arts | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) Second Language Arts (immersion level) ² | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |
| e) Science (e.g., Physics, Chemistry, Biology) | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| f) Trade/Vocational | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| g) Family Studies | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |
| h) Social Studies (e.g., History, Geography) | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> |
| i) Environmental Studies | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> | 36 <input type="radio"/> |
| j) Music | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| k) Art | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 45 <input type="radio"/> |
| l) Physical Education | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> |
| m) Informatics/Computer Science | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> |

19

Over the last three months, how much instruction time in hours a week has this student received in...

| | Hours a week | | | | | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 1 | 1 to less than 2 | 2 to less than 3 | 3 or more | |
| a) First Language Arts | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b) Mathematics | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c) Second Language Education | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| d) Language Arts (immersion level) ³ | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |

3. Please report instruction time spent on language arts in the immersion language. Instruction time for other subjects taken in an immersion language should be reported under that subject.



**19 Concluded**

Over the last three months, how much instruction time in hours a week has this student received in...

| | Hours a week | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | None | Less than 1 | 1 to less than 2 | 2 to less than 3 | 3 or more | Don't know |
| e) Science (e.g., Physics, Chemistry, Biology) | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| f) Trade/Vocational | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> | 36 <input type="radio"/> |
| g) Family Studies | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |
| h) Social Studies (e.g., History, Geography) | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> |
| i) Environmental Studies | 49 <input type="radio"/> | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> |
| j) Music | 55 <input type="radio"/> | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| k) Art | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> | 66 <input type="radio"/> |
| l) Physical Education | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> | 71 <input type="radio"/> | 72 <input type="radio"/> |
| m) Informatics/Computer Science | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> | 76 <input type="radio"/> | 77 <input type="radio"/> | 78 <input type="radio"/> |
| n) Other <i>please specify</i> <input type="text"/> | 79 <input type="radio"/> | 80 <input type="radio"/> | 81 <input type="radio"/> | 82 <input type="radio"/> | 83 <input type="radio"/> | 84 <input type="radio"/> |

The following questions ask about this student's academic strengths and weaknesses.

20

Does this student receive enhanced or extra instruction in language arts because of exceptionally advanced abilities in language arts?

¹ yes

² no

³ don't know.

Go to Question 22



21 Where does this student receive this enhanced or extra instruction?

- ¹ exclusively within a regular classroom with existing resources
- ² exclusively within a regular classroom with a special aide/assistant teacher
- ³ primarily within a regular classroom but with some time spent in a special education class or resource room
- ⁴ exclusively or primarily within a special education class or resource room within a regular school
- ⁵ exclusively or primarily within a specialized school
- ⁶ other

22 Does this student receive additional or remedial help because he/she is weak in language arts?

- ¹ yes
- ² no
- ³ I don't know.

23 To the best of your knowledge, **in subjects other than language arts**, during the last three months, has this student received enhanced or extra instruction at school because of exceptionally advanced intellectual, athletic or artistic abilities?

¹ yes

² no

³ I don't know.

} **Go to Question 26**



24

Where does this student receive this enhanced or extra instruction?

- ¹ exclusively within a regular classroom with existing resources
- ² exclusively within a regular classroom with a special aide/assistant teacher
- ³ primarily within a regular classroom but with some time spent in a special education class or resource room
- ⁴ exclusively or primarily within a special education class or resource room within a regular school
- ⁵ exclusively or primarily within a specialized school
- ⁶ Other (*please specify*)

25

In which of the following subjects does this student receive this enhanced or extra instruction?
(Mark all that apply.)

- ⁰¹ Mathematics
- ⁰² Second Language Arts
- ⁰³ Second Language Arts (immersion level)⁴
- ⁰⁴ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family Studies
- ⁰⁷ Social Studies (e.g., History, Geography)
- ⁰⁸ Environmental Studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical Education
- ¹² Informatics/Computer Science
- ¹³ Other (*please specify*)

4. Please report instruction time spent on language arts in the immersion language. Instruction time for other subjects taken in an immersion language should be reported under that subject.





26

To the best of your knowledge, for subjects other than language arts, does this student receive additional or remedial help because he/she is weak in certain subjects or skills?

¹ yes

² no

³ don't know.



Go to Question 28

27

In which of the following subjects does this student receive or remedial additional help? (Mark all that apply.)

⁰¹ Mathematics

⁰² Second Language Arts

⁰³ Second Language Arts (immersion level)⁴

⁰⁴ Science (e.g., Physics, Chemistry, Biology)

⁰⁵ Trade/Vocational

⁰⁶ Family Studies

⁰⁷ Social Studies (e.g., History, Geography)

⁰⁸ Environmental Studies

⁰⁹ Music

¹⁰ Art

¹¹ Physical Education

¹² Informatics/Computer Science

¹³ Other (please specify)

28

Does this student receive special/resource help because of a learning disability or a physical, emotional, behavioural or other problem which limits the kind or amount of school work he/she can do?

¹ yes

² no

³ I don't know.



Go to Question 31

4. Please report instruction time spent on language arts in the immersion language. Instruction time for other subjects taken in an immersion language should be reported under that subject.





29 What type of problem limits this student's ability to do school work in a regular classroom?
(Mark all that apply.)

- ⁰¹ physical disability
- ⁰² visual impairment
- ⁰³ hearing impairment
- ⁰⁴ speech impairment
- ⁰⁵ learning disability
- ⁰⁶ emotional or behavioural problem
- ⁰⁷ mental disability or limitation
- ⁰⁸ home environment/problems at home
- ⁰⁹ problems understanding the language spoken at school
- ¹⁰ other (please specify)

30 Where does this student receive this special/resource help?

- ¹ exclusively within a regular classroom with existing resources
- ² exclusively within a regular classroom with a special aide/assistant teacher
- ³ primarily within a regular classroom but with some time spent in a special education class or resource room
- ⁴ exclusively or primarily within a special education class or resource room within a regular school
- ⁵ exclusively or primarily within a specialized school
- ⁶ other (please specify)





SECTION 2 This student's behaviour and attendance in your language arts class

31 In the last three months, approximately how many times has this student **been absent** from your language arts class?

- 1 never
- 2 1 or 2 times
- 3 3 to 5 times
- 4 6 to 10 times
- 5 more than 10 times

32 In the last three months, approximately how many times has this student **skipped** or was absent from your language arts class without a valid reason?

- 1 never
- 2 1 or 2 times
- 3 3 to 5 times
- 4 6 to 10 times
- 5 more than 10 times

33 This student seems to enjoy language arts classes:

- 1 always
- 2 often
- 3 sometimes
- 4 rarely
- 5 never





34 This student seems bored in language arts classes:

- ¹ always
- ² often
- ³ sometimes
- ⁴ rarely
- ⁵ never

35 This student seems comfortable with the level of difficulty of the language arts class material:

- ¹ always
- ² often
- ³ sometimes
- ⁴ rarely
- ⁵ never

36 This student seems comfortable with the level of difficulty of materials in most classes:

- ¹ always
- ² often
- ³ sometimes
- ⁴ rarely
- ⁵ never
- ⁶ I don't know

37 In your opinion, how important are academic pursuits to this student?

- ¹ very important
- ² somewhat important
- ³ of little importance
- ⁴ I don't know





38

How often do you talk to this student outside of class?

- 1 several times a week
- 2 once a week
- 3 a few times a month
- 4 once every few months
- 5 never

39

In the last three months, how often has this student arrived in your language arts class:

| | Never | Rarely | Some- times | Often | Always | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) without the materials needed to do his/her schoolwork (e.g., notebooks, paper) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b) too tired to do school work | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c) without his/her home-work completed | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| d) late | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| e) without adequate nourishment/hungry | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

40

How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|---|---------------------------|------------------------------------|---------------------------|---------------------------|
| a) shows sympathy to someone who has made a mistake | 001 <input type="radio"/> | 002 <input type="radio"/> | 003 <input type="radio"/> | 004 <input type="radio"/> |
| b) can't sit still, is restless or hyperactive | 005 <input type="radio"/> | 006 <input type="radio"/> | 007 <input type="radio"/> | 008 <input type="radio"/> |
| c) destroys his/her own things | 009 <input type="radio"/> | 010 <input type="radio"/> | 011 <input type="radio"/> | 012 <input type="radio"/> |
| d) will try to help someone who has been hurt | 013 <input type="radio"/> | 014 <input type="radio"/> | 015 <input type="radio"/> | 016 <input type="radio"/> |
| e) steals | 017 <input type="radio"/> | 018 <input type="radio"/> | 019 <input type="radio"/> | 020 <input type="radio"/> |





How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|--|---------------------------|------------------------------------|---------------------------|---------------------------|
| f) seems to be unhappy, sad or depressed | 021 <input type="radio"/> | 022 <input type="radio"/> | 023 <input type="radio"/> | 024 <input type="radio"/> |
| g) gets into many fights | 025 <input type="radio"/> | 026 <input type="radio"/> | 027 <input type="radio"/> | 028 <input type="radio"/> |
| h) volunteers to help clear up a mess someone else has made | 029 <input type="radio"/> | 030 <input type="radio"/> | 031 <input type="radio"/> | 032 <input type="radio"/> |
| i) is easily distracted, has trouble sticking to any activity | 033 <input type="radio"/> | 034 <input type="radio"/> | 035 <input type="radio"/> | 036 <input type="radio"/> |
| j) when mad at someone, tries to get others to dislike that person | 037 <input type="radio"/> | 038 <input type="radio"/> | 039 <input type="radio"/> | 040 <input type="radio"/> |
| k) is not as happy as other children | 041 <input type="radio"/> | 042 <input type="radio"/> | 043 <input type="radio"/> | 044 <input type="radio"/> |
| l) destroys things belonging to others | 045 <input type="radio"/> | 046 <input type="radio"/> | 047 <input type="radio"/> | 048 <input type="radio"/> |
| m) if there is a quarrel or dispute, will try to stop it | 049 <input type="radio"/> | 050 <input type="radio"/> | 051 <input type="radio"/> | 052 <input type="radio"/> |
| n) fidgets | 053 <input type="radio"/> | 054 <input type="radio"/> | 055 <input type="radio"/> | 056 <input type="radio"/> |
| o) is disobedient at school | 057 <input type="radio"/> | 058 <input type="radio"/> | 059 <input type="radio"/> | 060 <input type="radio"/> |
| p) cannot concentrate, cannot pay attention for long | 061 <input type="radio"/> | 062 <input type="radio"/> | 063 <input type="radio"/> | 064 <input type="radio"/> |
| q) is too fearful or anxious | 065 <input type="radio"/> | 066 <input type="radio"/> | 067 <input type="radio"/> | 068 <input type="radio"/> |
| r) when mad at someone, becomes friends with another as revenge | 069 <input type="radio"/> | 070 <input type="radio"/> | 071 <input type="radio"/> | 072 <input type="radio"/> |
| s) is impulsive, acts without thinking | 073 <input type="radio"/> | 074 <input type="radio"/> | 075 <input type="radio"/> | 076 <input type="radio"/> |
| t) tells lies or cheats | 077 <input type="radio"/> | 078 <input type="radio"/> | 079 <input type="radio"/> | 080 <input type="radio"/> |
| u) offers to help other children (friend, brother or sister) who are having difficulty with a task | 081 <input type="radio"/> | 082 <input type="radio"/> | 083 <input type="radio"/> | 084 <input type="radio"/> |
| v) is worried | 085 <input type="radio"/> | 086 <input type="radio"/> | 087 <input type="radio"/> | 088 <input type="radio"/> |





How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|---|---------------------------|------------------------------------|---------------------------|---------------------------|
| w) has difficulty waiting for his/her turn in games or groups | 089 <input type="radio"/> | 090 <input type="radio"/> | 091 <input type="radio"/> | 092 <input type="radio"/> |
| x) when somebody accidentally hurts him/her, he/she reacts with anger and fighting | 093 <input type="radio"/> | 094 <input type="radio"/> | 095 <input type="radio"/> | 096 <input type="radio"/> |
| y) tends to do things on his/her own, is rather solitary | 097 <input type="radio"/> | 098 <input type="radio"/> | 099 <input type="radio"/> | 100 <input type="radio"/> |
| z) when mad at someone, says bad things behind the other's back | 101 <input type="radio"/> | 102 <input type="radio"/> | 103 <input type="radio"/> | 104 <input type="radio"/> |
| aa) physically attacks people | 105 <input type="radio"/> | 106 <input type="radio"/> | 107 <input type="radio"/> | 108 <input type="radio"/> |
| bb) comforts a child (friend, brother, or sister) who is crying or upset | 109 <input type="radio"/> | 110 <input type="radio"/> | 111 <input type="radio"/> | 112 <input type="radio"/> |
| cc) cries a lot | 113 <input type="radio"/> | 114 <input type="radio"/> | 115 <input type="radio"/> | 116 <input type="radio"/> |
| dd) vandalizes | 117 <input type="radio"/> | 118 <input type="radio"/> | 119 <input type="radio"/> | 120 <input type="radio"/> |
| ee) gives up easily | 121 <input type="radio"/> | 122 <input type="radio"/> | 123 <input type="radio"/> | 124 <input type="radio"/> |
| ff) threatens people | 125 <input type="radio"/> | 126 <input type="radio"/> | 127 <input type="radio"/> | 128 <input type="radio"/> |
| gg) spontaneously helps to pick up objects which somebody has dropped (e.g. pencils, books) | 129 <input type="radio"/> | 130 <input type="radio"/> | 131 <input type="radio"/> | 132 <input type="radio"/> |
| hh) cannot settle down to do anything for more than a few moments | 133 <input type="radio"/> | 134 <input type="radio"/> | 135 <input type="radio"/> | 136 <input type="radio"/> |
| ii) appears miserable, unhappy, tearful or distressed | 137 <input type="radio"/> | 138 <input type="radio"/> | 139 <input type="radio"/> | 140 <input type="radio"/> |
| jj) is cruel, bullies or is mean to others | 141 <input type="radio"/> | 142 <input type="radio"/> | 143 <input type="radio"/> | 144 <input type="radio"/> |
| kk) when mad at someone, says to others: let's not be with him/her | 149 <input type="radio"/> | 150 <input type="radio"/> | 151 <input type="radio"/> | 152 <input type="radio"/> |
| ll) is nervous, high-strung, or tense | 153 <input type="radio"/> | 154 <input type="radio"/> | 155 <input type="radio"/> | 156 <input type="radio"/> |



**40** Concluded

How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|--|---------------------------|------------------------------------|---------------------------|---------------------------|
| mm) kicks, bites, hits other children | 157 <input type="radio"/> | 158 <input type="radio"/> | 159 <input type="radio"/> | 160 <input type="radio"/> |
| nn) will invite others to join in a game | 161 <input type="radio"/> | 162 <input type="radio"/> | 163 <input type="radio"/> | 164 <input type="radio"/> |
| oo) is inattentive | 165 <input type="radio"/> | 166 <input type="radio"/> | 167 <input type="radio"/> | 168 <input type="radio"/> |
| pp) has trouble enjoying himself/herself | 169 <input type="radio"/> | 170 <input type="radio"/> | 171 <input type="radio"/> | 172 <input type="radio"/> |
| qq) helps other children (friends, brother or sister) who are feeling sick | 173 <input type="radio"/> | 174 <input type="radio"/> | 175 <input type="radio"/> | 176 <input type="radio"/> |
| rr) when mad at someone, tells that person's secrets to a third person | 177 <input type="radio"/> | 178 <input type="radio"/> | 179 <input type="radio"/> | 180 <input type="radio"/> |
| ss) helps those who do not do as well as he/she does | 181 <input type="radio"/> | 182 <input type="radio"/> | 183 <input type="radio"/> | 184 <input type="radio"/> |

41

Listed below are various social and personal skills. Please indicate how often this student demonstrates each of the following in your language arts class:

| | Never | Rarely | Some- times | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) cooperative work with other students | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) following rules | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) following instructions | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) challenging the teacher in a positive way | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) respect for the property of others | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) self-control | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |



**41** Concluded

Listed below are various social and personal skills. Please indicate how often this student demonstrates each of the following in your language arts class:

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| g) self-confidence | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) creativity | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> |
| i) problem-solving capacity | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> |
| j) respect for adults | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> | 56 <input type="radio"/> | 57 <input type="radio"/> |
| k) respect for other youth | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> | 61 <input type="radio"/> | 62 <input type="radio"/> |
| l) acceptance of responsibility for own actions | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> | 66 <input type="radio"/> | 67 <input type="radio"/> |

42 These statements describe work habits. Please indicate how often this student demonstrates each of these work habits in your language arts class:

| | Never | Rarely | Some- times | Often | Always |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) listens attentively | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) follows directions | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) completes work on time | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) works independently | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) takes care of materials | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) works neatly and carefully | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) puts a lot of effort into work | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |





43

Does this student have special skills or talents in any of the following areas?

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| a) sports or athletics | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) academic work (e.g., numeracy or literacy skills) | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) arts | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) music | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) technical skills (e.g., computer skills) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) interpersonal skills (e.g., leadership skills) | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) other skills (please specify) <input type="text"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |





SECTION 3 Involvement of parent(s) and guardian(s)

The next questions concern your impressions of how involved the parent(s) and/or guardian(s) is (are) with this student's education. This information will enable us to determine whether such involvement affects the student's academic achievement and development.

44

Since the beginning of school in the fall, did a parent/guardian of this student:

| | Yes | No | Not applicable |
|--|--------------------------|--------------------------|--------------------------|
| a) participate in regularly scheduled parent-teacher conferences including discussions about report cards with you (either in person or on the telephone)? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) contact you to discuss this student's academic performance or behaviour in your language arts class? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) return your call to talk about this student's academic performance or behaviour in your language arts class? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) correspond with you in writing regarding this student's academic performance or behaviour in your language arts class (e.g., through the student's agenda, or planner)? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) volunteer in your class? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) correspond with you regarding this student's academic performance or behaviour in your language arts class in a manner not listed above? | | | |
| (please specify) <input style="width: 300px; height: 15px;" type="text"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

45

In your opinion, how involved is (are) the parent(s)/guardian(s) in this student's education?

- 1 very involved
- 2 somewhat involved
- 3 not involved
- 4 don't know the parent(s)/guardian(s) of this student well enough.





46

In your opinion, how important is school to this student's parent(s)/guardian(s)?

- ¹ very important
- ² somewhat important
- ³ of little importance
- ⁴ I don't know the parent(s)/guardian(s) of this student well enough.

47

In your opinion, how strongly does (do) this student's parent(s)/guardian(s) generally support your school's teaching efforts?

- ¹ strongly support
- ² somewhat support
- ³ does (do) not support
- ⁴ I don't know the parent(s)/guardian(s) well enough.





SECTION 4 This student's class(es) and your teaching practices

This information will help us understand how the classroom may affect students' academic and social functioning.

These first few questions gather information about the language arts class(es) that you teach this student.

48 On average, how many students are enrolled in the language arts class(es) that you teach this student?

students

49 What is the percentage of total instruction time when a qualified teaching assistant, (including student teachers) and/or an adult volunteer, is available in the language arts class(es) that you teach this student?

Average percentage of total instruction time

| | Not available | 1% to 25% | 26% to 50% | 51% to 75% | More than 75% |
|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Teaching assistant | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) Adult volunteer | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |

50 In the language arts class(es) that you teach this student, how many students have any of the following long-term problems, whether or not the problem has been officially identified? *(Some students may belong to more than one category.)*

a) a speech, hearing, vision, mobility or other health impairment that affects their learning students

b) an emotional or behavioural problem students

c) a learning problem (e.g., a problem with attention, memory, reasoning, reading, writing, spelling or calculation that interferes with learning) students





51

In the language arts class(es) you teach this student, on average, how many students:
(Some students may belong to more than one category.)

a) have a first language other than English or French students

b) arrived in Canada within the last year students

52

Other than language arts, which of the following subjects do you teach to this student?
(Mark all that apply.)

⁰¹ I do not teach this student any other subject

⁰² Mathematics

⁰³ Second Language Arts (immersion)

⁰⁴ Science (e.g., Physics, Chemistry, Biology)

⁰⁵ Trade/Vocational

⁰⁶ Family Studies

⁰⁷ Social Studies (e.g., History, Geography)

⁰⁸ Environmental Studies

⁰⁹ Music

¹⁰ Art

¹¹ Physical Education

¹² Informatics/Computer Science

¹³ Religion/Ethics

¹⁴ Other (please specify)

Now we would like to ask you some questions about the achievement of this student's class(es) and your teaching practices.

53

Compared with other language arts classes at the **same grade and level** (advanced/enriched, general or basic) in your school, do you feel that the classes you teach this student generally has (have):

¹ lower overall academic ability than the other classes

² similar overall academic ability to the other classes

³ higher overall academic ability than other classes

⁴ a wider range of academic abilities than the other classes

⁵ No other language arts class in the same grade and level exists in this school.





54

How often do you use the following strategies to teach language arts to the class(es) you teach this student?

| | Never | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) teach to the class(es) as a whole | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) organize the class(es) into groups with similar abilities in the subject | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) organize the class(es) into groups with a mixture of abilities in the subject | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) allow students to form their own groups | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) use individualized instruction plans to teach the subject(s) | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) other (please specify) <input type="text"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

55

How often do you assign homework, assignments or projects outside class to the language arts class(es) you teach this student?

(Please include classroom work made intentionally long for completion out of the classroom.)

- 1 every class
- 2 every second class
- 3 at intervals of three or four classes
- 4 every fifth class or more
- 5 never → **Go to Question 59**

56

On the days homework is assigned to the language arts class(es) you teach this student, approximately how much time do you expect students to spend on the homework you assign?

- 1 15 minutes a day or less
- 2 16 to 30 minutes
- 3 31 to 60 minutes
- 4 more than 60 minutes





57 You may give different time frames to complete homework and assignments to this student's language arts class(es). Please estimate the proportion of time you expect them to spend on:

Average percentage of time spent on different types of assignments outside of class

| | Never or none assigned | 1% to 25% | 26% to 50% | 51% to 75% | More than 75% |
|---|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) homework to be completed for the next language arts class | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) assignments which have longer completion times such as every second or third class | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) projects which have long completion times such as a month or semester | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

58 For the language arts class(es) that you teach this student, how often do you monitor homework that you have assigned by the following:

| | Never | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) keeping a record of who turned in assignments | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) returning assignments with corrections or grades | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing homework in class | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) having parent(s)/guardian(s) sign a homework book, note or agenda | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) students' self-evaluations or peer evaluations | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





59

In your language arts class(es) attended by this student, the students:

| | Never | Rarely | Some- times | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) move smoothly from one classroom activity to another | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) are easily distracted by the disruptive behaviour of a few | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) work well together on group activities | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) misbehave when you are called to the door or must attend to other interruptions | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |

60

Please rate the extent to which each of the following meets the needs of the language arts class(es) that you teach this student.

| | Does not meet the needs | Partially meets the needs | Adequately meets the needs | Completely meets the needs | Not applicable |
|--|-------------------------------|---------------------------------|----------------------------------|----------------------------------|--------------------------|
| a) Instructional resources (e.g., curriculum documents, books) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) School supplies (e.g., paper, pencils) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Space within your classroom | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Special equipment for physically disabled/challenged students | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Library or adequate access to teacher librarian | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





61 Please indicate the approximate number of **minutes a week** you spend on the following non-instructional activities for the language arts class(es) that you teach this student:

| | Minutes a week | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | 30 or less | 31 to 60 | More than 60 |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) discussing professional issues with colleagues | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) discussing issues with students' parent(s)/guardian(s) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

The next few questions gather information about all classes you teach, including those to which this student does not belong.

62 On average, what is the **total number of hours per week** you teach (i.e., total teaching time to all grades and subjects excluding preparation, correction time, time spent on extra-curricular activities, etc.)?

hours

63 Please indicate the approximate number of **hours a week** you spend on the following non-instructional activities for **all classes which you teach** (including those to which this student does not attend):

| | Hours a week | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | Less than 2 | 2 to less than 3 | 3 to less than 4 | 4 or more |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing professional issues with colleagues | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) preparing lessons, materials and other pedagogical tools to teach | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) correcting, marking, exams or work prepared by students | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |



**63** Concluded

Please indicate the approximate number of **hours a week** you spend on the following non-instructional activities for **all classes which you teach** (including those to which this student does not belong):

| | Hours a week | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | Less than 2 | 2 to less than 3 | 3 to less than 4 | 4 or more |
| f) supervising students at noon/recess/spare time | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) assisting with or directing extra-curricular activities | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) discussing issues with students' parent(s)/guardian(s) | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |

64 The following statements describe various attributes about yourself and the students in **all classes you teach**. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| a) Many of the students I teach are not capable of mastering the curriculum at their grade. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) In my classroom the emphasis is on the development of academic skills. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) I have a strong effect on the academic achievement of the students I teach. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) I feel competent in dealing with students' behavioural problems. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) I feel competent in dealing with students' learning problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) I feel students' success at school is determined mainly by their home environment. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) I have high expectations for the academic success of my students. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) I strongly encourage students to achieve their full academic potential. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |





SECTION 5 Computers, informatics & communications technology

65 Do you use a computer or a terminal connected to a computer at school in the following ways:

| | Yes | No | Not available | Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) in your class, as a teaching tool for students | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) outside the class, as a teaching tool for students | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) as a learning/professional development tool for yourself (e.g., education discussion groups on Internet) | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) to access the Internet for classroom instruction | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |
| e) make presentations or give demonstrations in class (e.g., LCD display for overhead projectors, or electronic overhead, color projector, giant screen) | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| f) have students use basic software (e.g., word processing, spreadsheet, drawing) | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| g) have students use telecommunications software (e.g., send and receive messages, join chat groups, research and consult, participate in forums) | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |
| h) have students use self-learning software (e.g., drill and practice software, tutorials, simulations, research, web sites, on-line help) | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> |
| i) have students use specialized software while teaching specific subjects (e.g., music, design, advanced drawing, data processing, robotics) | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> | 36 <input type="radio"/> |





SECTION 6 Perceptions of your school

66

Below are a number of statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|----------------------------------|--------------------------|--------------------------|
| a) The administrative, support and teaching staff work together as a team. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All staff are involved in decision-making. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) School staff know what is expected of them in terms of their roles and responsibilities. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Staff clearly understand school policies and procedures. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers have considerable influence on school policies. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Teachers have a strong influence on how resources (e.g., money, staff, instructional materials) are allocated. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Students clearly understand school rules. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) The principal and, if applicable, vice principal(s), provide(s) support to teachers. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Teachers receive positive feed-back from the principal and vice-principal(s). | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |



**66** Concluded

Below are a number of statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| j) The principal/vice-principal(s) circulate(s) in the school to talk to staff. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) The principal/vice-principal(s) spend(s) time getting to know students. | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) The school provides a positive working environment for teachers. | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) The school provides a positive working environment for students. | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |

67 Please indicate the extent to which you agree with each of these statements regarding your school's disciplinary policies.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Teachers in this school have reached a consensus about ways to discipline students who break rules. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All students who break rules in this school face the same consequences. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Teachers in this school rarely overlook physical aggression among students. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Teachers in this school rarely overlook verbal aggression among students. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers feel there is insufficient support within the school for managing disciplinary problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





SECTION 7 Personal information

Finally, we would like to ask a few questions about you and your experiences.

68 You are:

¹ female

² male

69 To which age group do you belong?

¹ 20 to 29

² 30 to 39

³ 40 to 49

⁴ 50 to 59

⁵ 60 or older

70 How much experience do you have in the following capacities:
(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) as a teacher _____ year(s) month(s) none

b) as a teacher in Language Arts at the
grade level of this student _____ year(s) month(s) none

c) as a teacher at this school _____ year(s) month(s) none

d) as a teacher at the grade level of this
student _____ year(s) month(s) none



71

Please specify the **highest** level of education you have attained. (*Mark all that apply*)

- ⁰¹ some coursework towards a bachelor's degree
- ⁰² a teaching certificate, diploma or licence
- ⁰³ a bachelor's degree
- ⁰⁴ a Bachelor of Education degree
- ⁰⁵ some post-baccalaureate course work
- ⁰⁶ a post-baccalaureate diploma or certificate
- ⁰⁷ some course work towards a master's degree
- ⁰⁸ a master's degree
- ⁰⁹ some course work towards a doctorate
- ¹⁰ a doctorate
- ¹¹ trade/vocational certification (including journeyman certification)
- ¹² other (*please specify*)

72

Please indicate the main field of study of your highest level of education.

- ⁰¹ Language Arts (e.g., oral communication, grammar and composition in English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Arts
- ⁰⁴ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family Studies
- ⁰⁷ Social Studies (e.g., History, Geography)
- ⁰⁸ Environmental Studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical Education
- ¹² Informatics/Computer Science
- ¹³ Education
- ¹⁴ Special Education
- ¹⁵ General (no specialization/concentration, e.g., B.A. General)
- ¹⁶ Other (*please specify*)



73

Have you obtained any of the following advanced qualifications in special education?
(Mark all that apply.)

- 1 one class in, or part of, a special education program
- 2 a special education certificate
- 3 a graduate degree in special education
- 4 other
- 5 none of the above

74

Have you obtained any of the following advanced qualifications in second language education? (Mark all that apply.)

- 1 one class in, or part of, a second language program
- 2 a certificate in second language education
- 3 a graduate degree in second language education
- 4 other
- 5 none of the above

75

Have you obtained advanced qualifications in areas other than your highest level of education, special education or second language education?

- 1 yes (please specify)

| |
|--|
| |
| |
| |
- 2 no

76

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada. The information collected will be kept confidential and used only for statistical purposes. Do you agree to share the information collected with Human Resources Development Canada?

- 1 yes
- 2 no



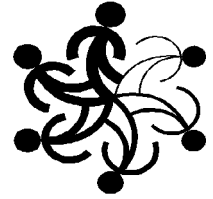
4. Mathematics Teacher's Questionnaire (For a school environment where a child/youth has different teachers for the basic academic subjects) Document 3 - Mathematics



Human Resources Development Canada & Statistics Canada
(Special Surveys Division & Centre for Education Statistics)

National Longitudinal Survey of Children and Youth - Cycle 3

Mathematics Teacher's Questionnaire



**Document 3
Mathematics**

This information is collected under
the authority of the Statistics Act
(RSC, 1985, c. S19)

Confidential when completed

Version française disponible

Instructions

The purpose of this survey is to gather information on various school factors, and more specifically within the mathematics class(es) you teach this student, which may influence the development and education of children. The items in this questionnaire relate to a student who attends your mathematics class and who is identified on this questionnaire. The questionnaire includes various school practices, and information about yourself.

Under the Statistics Act the information collected in this questionnaire will be kept confidential.

Completion of the questionnaire is completely voluntary. However, to ensure that we have a complete picture of all the forces which shape this student's development, we strongly encourage you to complete the questionnaire within the next five days. Please use a black or blue pen when answering the questions.

We would be most happy to answer any questions you might have. Please feel free to call. The telephone number is **1-800-307-EDUC/1-800-307-3382**.

Please place the completed questionnaire in the business reply envelope and mail it directly to us today. **Your responses are confidential, therefore do not show your responses to any other person.**

If we have not provided a business reply envelope, please call **1-800-307-3382** for instructions on where to send the completed questionnaire.

THANK YOU FOR YOUR COOPERATION.

8-2200-395.1: 1999-01-27 STC/ECT-180-75020



Statistics Canada
Statistique Canada

Canada



SECTION 1 This student's education

The following sections relate to the educational development of this specific student from your mathematics class.

Please mark only one response circle per question unless otherwise indicated.

01 Considering your experience, work and activities with this student, how well do you know this student's ...

| | Very well | Well | Not too well | Not well at all |
|------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) behaviour | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| b) attitude in class | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |
| c) attitude outside of class | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |

02 Is this student in a split or multi-grade math class?

- ¹ Yes, the class includes the following grades: Grade¹ to Grade¹
- ² No, the class includes a single grade.
- ³ No, the class is ungraded.

03 Is this student assigned to a grade?

- ¹ Yes, this student is assigned to: Grade¹
- ² No, this student is not assigned to a grade.

¹ In the province of Quebec, grades at the secondary level should be reported as follows: Sec. 1 = S1, Sec. 2 = S2, Sec. 3 = S3, Sec. 4 = S4, Sec.5 = S5 and Sec. 6 = S6.





The next two questions concern levels of difficulty in mathematics and in other subjects that may be offered in some schools. The advanced/enriched level includes all programs targeting those with stronger abilities in mathematics in their grade and could allow these students to progress more rapidly. The general level includes programs targeting those with average abilities in mathematics and allows them to progress normally. The basic level includes programs targeting those with lower abilities in mathematics and allows individuals to accomplish different educational or occupational plans.

04 In your school, are the following levels of mathematics available for the grade this student is in?

| | Yes | No | Don't know |
|----------------------|------------------------------------|------------------------------------|------------------------------------|
| a) advanced/enriched | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> |
| b) general | ⁴ <input type="radio"/> | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> |
| c) basic | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |

05 This student is assigned to the math level

- ¹ advanced/enriched
- ² general
- ³ basic

06 What is the main language of instruction in this student's math class(es)?

- ¹ French
- ² English
- ³ other (*please specify*)

07 Is this an immersion language for this student?

- ¹ yes
- ² no
- ³ I don't know.





08

Is this student currently repeating his or her math course?

- ¹ yes
- ² no
- ³ I don't know.

09

How would you rate this student's current academic achievement in mathematics (computation)?

- ¹ near the top of the class
- ² above the middle of the class, but not at the top
- ³ in the middle of the class
- ⁴ below the middle of the class, but above the bottom
- ⁵ near the bottom of the class
- ⁶ I am unable to make the appropriate evaluation.

10

How would you rate this student's current academic achievement in other areas of mathematics (problem solving, concepts and applications)?

- ¹ near the top of the class
- ² above the middle of the class, but not at the top
- ³ in the middle of the class
- ⁴ below the middle of the class, but above the bottom
- ⁵ near the bottom of the class
- ⁶ I am unable to make the appropriate evaluation.





11 How would you rate this student's current academic achievement in science (e.g., physics, chemistry, biology)?
*(If you don't feel confident evaluating this student in science, please ask the appropriate teacher **without** showing her/him this questionnaire. The information you are providing is confidential. Please refrain from showing this questionnaire to other individuals.)*

- ¹ near the top of the class
- ² above the middle of the class, but not at the top
- ³ in the middle of the class
- ⁴ below the middle of the class, but above the bottom
- ⁵ near the bottom of the class
- ⁶ I am unable to make the appropriate evaluation.
- ⁷ This student is not currently enrolled in science.

12 How would you rate this student's current academic achievement across all areas of instruction?
*(If you don't feel confident evaluating this student across all areas of instruction, please ask the appropriate teachers **without** showing them this questionnaire. The information you are providing is confidential. Please refrain from showing this questionnaire to other individuals.)*

- ¹ near the top of the class
- ² above the middle of the class, but not at the top
- ³ in the middle of the class
- ⁴ below the middle of the class, but above the bottom
- ⁵ near the bottom of the class
- ⁶ I am unable to make the appropriate evaluation.



13

Looking ahead, how far do you expect this student will go in school? Will he/she ...

- ¹ complete some secondary or high school
- ² graduate from secondary or high school
- ³ learn a trade (e.g., through apprenticeship)
- ⁴ obtain a community college, technical college, vocational college, business school, or CEGEP certificate or diploma
- ⁵ obtain a university degree
- ⁶ I don't know.

The next series of questions concerns the length of the school year and the number of hours a week of instruction this student receives.

14

In a normal school year, how many weeks of mathematics does this student's grade take in your school?

- ¹ approximately 35 to 40 weeks (*2 semesters*)
- ² approximately 14 to 20 weeks (*1 semester*)
- ³ other (*please specify number of weeks*)

| | |
|--|--|
| | |
|--|--|

15

Over the last three months, how much instruction time (*in hours a week*) has this student received in mathematics?

- ¹ none
- ² less than 1 hour
- ³ 1 to less than 2 hours
- ⁴ 2 to less than 3 hours
- ⁵ 3 or more

The following questions ask about this student's academic strengths and weaknesses.

16 Does this student receive enhanced or extra instruction in school because of exceptionally advanced abilities in mathematics?

¹ yes

² no

³ I don't know.

} **Go to Question 18**

17 Where does this student receive this enhanced or extra instruction?

¹ exclusively within a regular classroom with existing resources

² exclusively within a regular classroom with an assistant teacher

³ primarily within a regular classroom but with some time spent in a special education class or resource room

⁴ exclusively or primarily within a special education class or resource room within a regular school

⁵ exclusively or primarily within a specialized school

⁶ other

18 Does this student receive additional or remedial help because he/she is weak in mathematics?

¹ yes

² no

³ I don't know.



SECTION 2 This student's behaviour and attendance in your mathematics class

19 In the last three months, approximately how many times has this student **been absent** from your mathematics class?

- 1 never
- 2 1 or 2 times
- 3 3 to 5 times
- 4 6 to 10 times
- 5 more than 10 times

20 In the last three months, approximately how many times has this student **skipped** your mathematics class (i.e., was absent without a valid reason)?

- 1 never
- 2 1 or 2 times
- 3 3 to 5 times
- 4 6 to 10 times
- 5 more than 10 times

21 This student seems to enjoy math classes:

- 1 always
- 2 often
- 3 sometimes
- 4 rarely
- 5 never





22

This student seems bored in math classes:

- 1 always
- 2 often
- 3 sometimes
- 4 rarely
- 5 never

23

This student seems comfortable with the level of difficulty of the math class material:

- 1 always
- 2 often
- 3 sometimes
- 4 rarely
- 5 never

24

This student seems comfortable with the level of difficulty of materials in most classes:

- 1 always
- 2 often
- 3 sometimes
- 4 rarely
- 5 never
- 6 I don't know.

25

In your opinion, how important are academic pursuits to this student?

- 1 very important
- 2 somewhat important
- 3 of little importance
- 4 I don't know.





26

How often do you talk to this student outside of class?

- 1 several times a week
- 2 once a week
- 3 a few times a month
- 4 once every few months
- 5 never

27

In the last three months, how often has this student arrived in your math class:

| | Never | Rarely | Some- times | Often | Always | Don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) without the materials needed to do his/her schoolwork (e.g., notebooks, paper) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b) too tired to do school work | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c) without his/her homework completed | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| d) late for class | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| e) without adequate nourishment/hungry | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

28

How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|---|---------------------------|------------------------------------|---------------------------|---------------------------|
| a) shows sympathy to someone who has made a mistake | 001 <input type="radio"/> | 002 <input type="radio"/> | 003 <input type="radio"/> | 004 <input type="radio"/> |
| b) cannot sit still, is restless or hyperactive | 005 <input type="radio"/> | 006 <input type="radio"/> | 007 <input type="radio"/> | 008 <input type="radio"/> |
| c) destroys his/her own things | 009 <input type="radio"/> | 010 <input type="radio"/> | 011 <input type="radio"/> | 012 <input type="radio"/> |
| d) will try to help someone who has been hurt | 013 <input type="radio"/> | 014 <input type="radio"/> | 015 <input type="radio"/> | 016 <input type="radio"/> |





How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|---|---------------------------|------------------------------------|---------------------------|---------------------------|
| e) steals | 017 <input type="radio"/> | 018 <input type="radio"/> | 019 <input type="radio"/> | 020 <input type="radio"/> |
| f) seems to be unhappy, sad or depressed | 021 <input type="radio"/> | 022 <input type="radio"/> | 023 <input type="radio"/> | 024 <input type="radio"/> |
| g) gets into many fights | 025 <input type="radio"/> | 026 <input type="radio"/> | 027 <input type="radio"/> | 028 <input type="radio"/> |
| h) volunteers to help clear up a mess someone else has made | 029 <input type="radio"/> | 030 <input type="radio"/> | 031 <input type="radio"/> | 032 <input type="radio"/> |
| i) is distractible, has trouble sticking to any activity | 033 <input type="radio"/> | 034 <input type="radio"/> | 035 <input type="radio"/> | 036 <input type="radio"/> |
| j) when mad with someone tries to get others to dislike that person | 037 <input type="radio"/> | 038 <input type="radio"/> | 039 <input type="radio"/> | 040 <input type="radio"/> |
| k) is not as happy as other children/ youths | 041 <input type="radio"/> | 042 <input type="radio"/> | 043 <input type="radio"/> | 044 <input type="radio"/> |
| l) destroys things belonging to others | 045 <input type="radio"/> | 046 <input type="radio"/> | 047 <input type="radio"/> | 048 <input type="radio"/> |
| m) if there is a quarrel or dispute, will try to stop it | 049 <input type="radio"/> | 050 <input type="radio"/> | 051 <input type="radio"/> | 052 <input type="radio"/> |
| n) fidgets | 053 <input type="radio"/> | 054 <input type="radio"/> | 055 <input type="radio"/> | 056 <input type="radio"/> |
| o) is disobedient at school | 057 <input type="radio"/> | 058 <input type="radio"/> | 059 <input type="radio"/> | 060 <input type="radio"/> |
| p) cannot concentrate, cannot pay attention for long | 061 <input type="radio"/> | 062 <input type="radio"/> | 063 <input type="radio"/> | 064 <input type="radio"/> |
| q) is usually fearful or anxious | 065 <input type="radio"/> | 066 <input type="radio"/> | 067 <input type="radio"/> | 068 <input type="radio"/> |
| r) when mad with someone, becomes friends with another as revenge | 069 <input type="radio"/> | 070 <input type="radio"/> | 071 <input type="radio"/> | 072 <input type="radio"/> |
| s) is impulsive, acts without thinking | 073 <input type="radio"/> | 074 <input type="radio"/> | 075 <input type="radio"/> | 076 <input type="radio"/> |
| t) tells lies or cheats | 077 <input type="radio"/> | 078 <input type="radio"/> | 079 <input type="radio"/> | 080 <input type="radio"/> |
| u) offers to help other children/youths (friend, brother or sister) who are having difficulty with a task | 081 <input type="radio"/> | 082 <input type="radio"/> | 083 <input type="radio"/> | 084 <input type="radio"/> |
| v) is worried | 085 <input type="radio"/> | 086 <input type="radio"/> | 087 <input type="radio"/> | 088 <input type="radio"/> |





How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|--|---------------------------|------------------------------------|---------------------------|---------------------------|
| w) has difficulty awaiting turn when in games or groups | 089 <input type="radio"/> | 090 <input type="radio"/> | 091 <input type="radio"/> | 092 <input type="radio"/> |
| x) when somebody accidentally hurts her/him, he/she reacts with anger and fighting | 093 <input type="radio"/> | 094 <input type="radio"/> | 095 <input type="radio"/> | 096 <input type="radio"/> |
| y) tends to do things on his/her own, is rather solitary | 097 <input type="radio"/> | 098 <input type="radio"/> | 099 <input type="radio"/> | 100 <input type="radio"/> |
| z) when angry with someone, says bad things behind the other's back | 101 <input type="radio"/> | 102 <input type="radio"/> | 103 <input type="radio"/> | 104 <input type="radio"/> |
| aa) physically attacks people | 105 <input type="radio"/> | 106 <input type="radio"/> | 107 <input type="radio"/> | 108 <input type="radio"/> |
| bb) comforts a child/youth (friend, brother or sister) who is crying or upset | 109 <input type="radio"/> | 110 <input type="radio"/> | 111 <input type="radio"/> | 112 <input type="radio"/> |
| cc) cries a lot | 113 <input type="radio"/> | 114 <input type="radio"/> | 115 <input type="radio"/> | 116 <input type="radio"/> |
| dd) vandalizes | 117 <input type="radio"/> | 118 <input type="radio"/> | 119 <input type="radio"/> | 120 <input type="radio"/> |
| ee) gives up easily | 121 <input type="radio"/> | 122 <input type="radio"/> | 123 <input type="radio"/> | 124 <input type="radio"/> |
| ff) threatens people | 125 <input type="radio"/> | 126 <input type="radio"/> | 127 <input type="radio"/> | 128 <input type="radio"/> |
| gg) spontaneously helps to pick up objects which somebody has dropped (e.g., pencils, books) | 129 <input type="radio"/> | 130 <input type="radio"/> | 131 <input type="radio"/> | 132 <input type="radio"/> |
| hh) cannot settle to do anything for more than a few moments | 133 <input type="radio"/> | 134 <input type="radio"/> | 135 <input type="radio"/> | 136 <input type="radio"/> |
| ii) appears miserable, unhappy, tearful or distressed | 137 <input type="radio"/> | 138 <input type="radio"/> | 139 <input type="radio"/> | 140 <input type="radio"/> |
| jj) is cruel, bullies or is mean to others | 141 <input type="radio"/> | 142 <input type="radio"/> | 143 <input type="radio"/> | 144 <input type="radio"/> |
| kk) when angry with someone, says to others: let's not be with her/him | 145 <input type="radio"/> | 146 <input type="radio"/> | 147 <input type="radio"/> | 148 <input type="radio"/> |
| ll) is nervous, high-strung, or tense | 149 <input type="radio"/> | 150 <input type="radio"/> | 151 <input type="radio"/> | 152 <input type="radio"/> |



**28** Concluded

How often would you say that this student:

| | Never or not true | Sometimes or some- what true | Often or very true | Don't know |
|--|---------------------------|------------------------------------|---------------------------|---------------------------|
| mm) kicks, bites, hits other children/ youths | 153 <input type="radio"/> | 154 <input type="radio"/> | 155 <input type="radio"/> | 156 <input type="radio"/> |
| nn) will invite others to join in a game | 157 <input type="radio"/> | 158 <input type="radio"/> | 159 <input type="radio"/> | 160 <input type="radio"/> |
| oo) is inattentive | 161 <input type="radio"/> | 162 <input type="radio"/> | 163 <input type="radio"/> | 164 <input type="radio"/> |
| pp) has trouble enjoying self | 165 <input type="radio"/> | 166 <input type="radio"/> | 167 <input type="radio"/> | 168 <input type="radio"/> |
| qq) helps other children/youths (friend, brother or sister) who are feeling sick | 169 <input type="radio"/> | 170 <input type="radio"/> | 171 <input type="radio"/> | 172 <input type="radio"/> |
| rr) when angry with someone, tells that one's secrets to a third person | 173 <input type="radio"/> | 174 <input type="radio"/> | 175 <input type="radio"/> | 176 <input type="radio"/> |
| ss) helps those who do not do as well as him/her | 177 <input type="radio"/> | 178 <input type="radio"/> | 179 <input type="radio"/> | 180 <input type="radio"/> |

29

Listed below are various social and personal skills. Please indicate how often this student demonstrates each of the following in your math class:

| | Never | Rarely | Some- times | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) cooperative work with other students | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) following rules | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) following instructions | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) challenging the teacher in a positive way | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) respect for the property of others | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) self-control | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) self-confidence | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |



**29 Concluded**

Listed below are various social and personal skills. Please indicate how often this student demonstrates each of the following in your math class:

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| h) creativity | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) problem-solving capacity | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) respect for adults | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) respect for other youth | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) acceptance of responsibility for own actions | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |

30

These statements describe work habits. Please indicate how often this student demonstrates each of these work habits in your math class:

| | Never | Rarely | Some- times | Often | Always |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) listening attentively | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) following directions | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) completing work on time | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) working independently | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) taking care of materials | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) working neatly and carefully | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) putting a lot of effort into work | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |





31

Does this student have special skills or talents in any of the following areas?

| | Yes | No | Don't know |
|--|--------------------------|--------------------------|--------------------------|
| a) sports or athletics | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) academic work (e.g., numeracy or literacy skills) | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) arts | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) music | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) technical skills (e.g., computer skills) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) interpersonal skills (e.g., leadership skills) | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| g) other (please specify) <input type="text"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |





SECTION 3 Involvement of parent(s) and guardian(s)

The next question concerns your impressions of how involved the parent(s) and/or guardian(s) is (are) with this student's education. This information will enable us to determine whether such involvement affects the student's academic achievement and development.

32

Since the beginning of school in the fall, did a parent/guardian of this student:

| | Yes | No | Not applicable |
|---|--------------------------|--------------------------|--------------------------|
| a) participate in regularly scheduled parent/teacher conferences including discussions about report cards with you (either in person or on the telephone)? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b) contact you to discuss this student's academic performance or behaviour in your math class? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c) return your call to talk about this student's academic performance or behaviour in your math class? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| d) correspond with you in writing regarding this student's academic performance or behaviour in your math class (e.g., through the student's agenda, or planner)? | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| e) volunteer in your class? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| f) correspond with you regarding this student's academic performance or behaviour in your math class in a manner not listed above <i>(please specify)</i> <input style="width: 300px; height: 20px;" type="text"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |

33 In your opinion, how involved is (are) the parent(s)/guardian(s) in this student's education?

- 1 very involved
- 2 somewhat involved
- 3 not involved
- 4 I don't know the parent(s)/guardian(s) of this student well enough.





34

In your opinion, how important is school to this student's parent(s)/guardian(s)?

- ¹ very important
- ² somewhat important
- ³ of little importance
- ⁴ I don't know the parent(s)/guardian(s) of this student well enough.

35

In your opinion, how strongly does (do) this student's parent(s)/guardian(s) generally support your school's teaching efforts?

- ¹ strongly support
- ² somewhat support
- ³ does(do) not support
- ⁴ I don't know the parent(s)/guardian(s) of this student well enough.





SECTION 4 This student's class(es) and your teaching practices

This information will help us understand how the classroom may affect students' academic and social functioning.

These first few questions gather information about the mathematics class(es) that you teach this student.

36 On average, how many students are enrolled in the math class(es) that you teach this student?

students

37 What is the average percentage of total instruction time, when a qualified teaching assistant (including student teachers and lab demonstrators) and/or an adult volunteer is(are) available in the math class(es) that you teach this student?

Average percentage of total instruction time

| | Never available | 1% to 25% | 26% to 50% | 51% to 75% | More than 75% |
|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Teaching assistant(s) | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) Adult volunteer(s) | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |

38 In the math class(es) that you teach this student, how many students have any of the following long-term problems, whether or not the problem has been officially identified: *(Some students may belong to more than one category.)*

a) a speech, hearing, vision, mobility or other health impairment that affects their learning students

b) an emotional or behavioural problem students

c) a learning problem (e.g., a problem with attention, memory, reasoning, reading, writing, spelling or calculation that interferes with learning) students



39

In the math class(es) you teach this student, on average how many students:
(Some students may belong to more than one category.)

a) have a first language other than English or French students

b) arrived in Canada within the last year students

40

Other than math, which of the following subjects do you teach to this student?
(Mark all that apply.)

- ⁰¹ No other subjects
- ⁰² Language arts (e.g., English as a first language)
- ⁰³ Second language arts (immersion/non-immersion)
- ⁰⁴ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family studies
- ⁰⁷ Social Studies (e.g., History, Geography)
- ⁰⁸ Environmental Studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical Education
- ¹² Informatics/Computer Science
- ¹³ Religion/Ethics
- ¹⁴ Other (please specify)

Now we would like to ask you some questions about the achievement of this student's class and your teaching practices.

41

Compared with other math class(es) at the **same grade and level** (advanced/enriched, general or basic) in your school, do you feel that the class(es) you teach this student generally has (have):

- ¹ lower overall academic ability than the other classes
- ² similar overall academic ability to the other classes
- ³ higher overall academic ability than the other classes
- ⁴ a wider range of academic abilities than the other classes
- ⁵ No other math class in the same grade and level exists in this school



42

How often do you use the following strategies to teach math to the class(es) you teach this student?

| | Never | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) teach to the class(es) as a whole | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) organize the class(es) into groups with similar abilities in the subject | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) organize the class(es) into groups with a mixture of abilities in the subject | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) allow students to form their own groups | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) use individualized instruction plans to teach the subject(s) | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) other(<i>please specify</i>) <input type="text"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

43

How often do you assign homework, assignments or projects outside class to the math class you teach this student?

(Please include classroom work made intentionally long for completion out of the classroom.)

- 1 every class
- 2 every second class
- 3 at intervals of three or four classes
- 4 every fifth class or more
- 5 never → **Go to Question 47**

44

On the days homework is assigned to the math class you teach this student, approximately how much homework do you assign?

- 1 15 minutes a day or less
- 2 16 to 30 minutes a day
- 3 31 to 60 minutes a day
- 4 more than 60 minutes a day





45

You may give different time frames to complete homework and assignments to this student's mathematics class. Please estimate the proportion of time you expect them to spend on each of the following:

Average percentage of time spent on different types of assignments outside of class

| | Never or none assigned | 1% to 25% | 26% to 50% | 51% to 75% | More than 75% |
|---|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) homework to be completed for the next math class | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) assignments which have longer completion times such as every second or third class | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) projects which have long completion times such as a month or semester | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |

46

For the math class(es) that you teach this student, how often do you monitor homework that you have assigned by the following:

| | Never | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) keeping a record of who turned in assignments | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) returning assignments with corrections or grades | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing homework in class | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) having parent(s)/guardian(s) sign a homework book, note or agenda | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) students' self-evaluations or peer evaluations | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





47

In your math class attended by this student, with what frequency do the students do the following:

| | Never | Rarely | Sometimes | Often | Always |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) move smoothly from one classroom activity to another | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) are easily distracted by the disruptive behaviour of a few | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) work well together on group activities | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) misbehave when you are called to the door or must attend to other interruptions | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |

48

Please rate the extent to which each of the following meets the needs of the math class that you teach this student:

| | Does not meet the needs | Partially meets the needs | Adequately meets the needs | Completely meets the needs | Not applicable |
|--|--------------------------|---------------------------|----------------------------|----------------------------|--------------------------|
| a) instructional resources (e.g., curriculum documents, books) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) school supplies (e.g., paper, pencils) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) space within your classroom | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) special equipment for physically disabled/challenged students | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) library or adequate access to teacher librarian | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |



49

Please indicate the approximate number of **minutes a week** you spend on the following non-instructional activities for the math class that you teach this student:

| | Minutes a week | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | 30 or less | 31 to 60 | More than 60 |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) discussing professional issues with colleagues | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d) discussing issues with students' parent(s)/guardian(s) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

The next few questions gather information about all classes you teach, including those to which this student does not belong.

50

On average, what is the **total number of hours** you teach a week (i.e., total teaching time to all grades and subjects excluding preparation, correction time, time spent on extra-curricular activities, etc.)?

hours

51

Please indicate the approximate number of **hours a week** you spend on the following non-instructional activities **for all classes which you teach** (including those to which this student does not belong):

| | Hours a week | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | none | Less than 2 | 2 to less than 3 | 3 to less than 4 | 4 or more |
| a) maintaining order and discipline | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) performing routine tasks (e.g., taking attendance, filling out forms) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) discussing professional issues with colleagues | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) preparing lessons, materials and other pedagogical tools to teach | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) correcting or marking, exams or work prepared by students | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |

**51** Concluded

Please indicate the approximate number of **hours a week** you spend on the following non-instructional activities **for all classes which you teach** (including those to which this student does not belong):

Hours a week

| | none | Less than 2 | 2 to less than 3 | 3 to less than 4 | 4 or more |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| f) supervising students at noon/recess/spares | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) assisting with or directing extra-curricular activities | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) discussing issues with students' parent(s)/guardian(s) | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |

52

The following statements describe various attributes about yourself and the students **in all classes you teach**. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Many of the students I teach are not capable of mastering the curriculum at their grade. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) In my classroom the emphasis is on the development of academic skills. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) I have a strong effect on the academic achievement of the students I teach. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) I feel competent in dealing with students' behavioural problems. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) I feel competent in dealing with students' learning problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) I feel students' success at school is determined mainly by their home environment. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) I have high expectations for the academic success of my students. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) I strongly encourage students to achieve their full academic potential. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |





SECTION 5 Computers, informatics & communications technology

53 Do you use a computer or a terminal connected to a computer at school in the following ways:

| | Yes | No | Not available | Not applicable |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) in your class, as a teaching tool for students | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| b) outside the class, as a teaching tool for students | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> |
| c) as a learning/professional development tool for yourself (e.g., education discussion groups on Internet) | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |
| d) to access the Internet for classroom instruction | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> | ¹⁶ <input type="radio"/> |
| e) make presentations or give demonstrations in class (e.g., LCD display for overhead projectors, or electronic overhead, color projector, giant screen) | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> |
| f) have students use basic software (e.g., word processing, spreadsheet, drawing) | ²¹ <input type="radio"/> | ²² <input type="radio"/> | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> |
| g) have students use telecommunications software (e.g., send and receive messages, join chat groups, research and consult, participate in forums) | ²⁵ <input type="radio"/> | ²⁶ <input type="radio"/> | ²⁷ <input type="radio"/> | ²⁸ <input type="radio"/> |
| h) have students use self-learning software (e.g., drill and practice software, tutorials, simulations, research, web sites, on-line help) | ²⁹ <input type="radio"/> | ³⁰ <input type="radio"/> | ³¹ <input type="radio"/> | ³² <input type="radio"/> |
| i) have students use specialized software while teaching specific subjects (e.g., music, design, advanced drawing, data processing, robotics) | ³³ <input type="radio"/> | ³⁴ <input type="radio"/> | ³⁵ <input type="radio"/> | ³⁶ <input type="radio"/> |





SECTION 6 Perceptions of your school

54

Below are a number of statements that may describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) The administrative, support and teaching staff work together as a team. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All staff are involved in decision making. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) School staff know what is expected of them in terms of their roles and responsibilities. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Staff clearly understand school policies and procedures. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers have considerable influence on school policies. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) Teachers have a strong influence on how resources (e.g., money, staff, instructional materials) are allocated. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) Students clearly understand school rules. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) The principal and, if applicable, vice principal(s), provide(s) support to teachers. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) Teachers receive positive feed-back from the principal/ vice-principal(s). | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |



**54 Concluded**

Below are a number of statements which describe the climate of your school. Please indicate the extent to which you agree or disagree with each statement.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| j) The principal/vice-principal(s) circulate(s) in the school to talk to staff. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) The principal/vice-principal(s) spend(s) time getting to know students. | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) The school provides a positive working environment for teachers. | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) The school provides a positive working environment for students. | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |

55

Please indicate the extent to which you agree with each of these statements regarding your school's disciplinary policies.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) Teachers in this school have reached a consensus about ways to discipline students who break rules. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) All students who break rules in this school face the same consequences. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) Teachers in this school rarely overlook physical aggression among students. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) Teachers in this school rarely overlook verbal aggression among students. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) Teachers feel there is insufficient support within the school for managing disciplinary problems. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |





SECTION 7 Personal information

Finally, we would like to ask a few questions about yourself and your experiences.

56 You are:

¹ female

² male

57 To which age group do you belong?

¹ 20 to 29

² 30 to 39

³ 40 to 49

⁴ 50 to 59

⁵ 60 or older

58 How much experience do you have in the following capacities:
(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) as a teacher _____ year(s) month(s) none

b) as a teacher at this grade level _____ year(s) month(s) none

c) as a teacher at this school _____ year(s) month(s) none

d) as a math teacher at the grade level of
this student _____ year(s) month(s) none





59

Please specify the **highest** level of education you have attained. (*Mark all that apply*)

- ⁰¹ some coursework towards a bachelor's degree
- ⁰² a teaching certificate, diploma or licence
- ⁰³ a bachelor's degree
- ⁰⁴ a Bachelor of Education degree
- ⁰⁵ some post-baccalaureate course work
- ⁰⁶ a post-baccalaureate diploma or certificate
- ⁰⁷ some course work towards a master's degree
- ⁰⁸ a master's degree
- ⁰⁹ some course work towards a doctorate
- ¹⁰ a doctorate
- ¹¹ trade/vocational certification (including journeyman certification)
- ¹² other (*please specify*)

60

Please indicate the main field of study of your highest level of education.

- ⁰¹ Language Arts (e.g., oral communication, grammar and composition in English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Arts
- ⁰⁴ Science (e.g., Physics, Chemistry, Biology)
- ⁰⁵ Trade/Vocational
- ⁰⁶ Family Studies
- ⁰⁷ Social Studies (e.g., History, Geography)
- ⁰⁸ Environmental Studies
- ⁰⁹ Music
- ¹⁰ Art
- ¹¹ Physical Education
- ¹² Informatics/Computer Science
- ¹³ Education
- ¹⁴ Special Education
- ¹⁵ General (no specialization/concentration, e.g., B.A. General)
- ¹⁶ Other (*please specify*)





61 Have you obtained any of the following advanced qualifications in special education?
(Mark all that apply.)

- ¹ one class in, or part of, a special education program
- ² a special education certificate
- ³ a graduate degree in special education
- ⁴ other
- ⁵ none of the above

62 Have you obtained any of the following advanced qualifications in second language education? (Mark all that apply.)

- ¹ one class in, or part of, a second language program
- ² a certificate in second language education
- ³ a graduate degree in second language education
- ⁴ other
- ⁵ none of the above

63 Have you obtained advanced qualifications in areas other than your highest level of education, special education or second language education?

- ¹ yes (please specify)

| |
|--|
| |
| |
| |
- ² no

64 Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada. The information collected will be kept confidential and used only for statistical purposes. Do you agree to share the information collected with Human Resources Development Canada?

- ¹ yes
- ² no



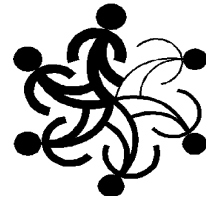
5. Principal's Questionnaire



Human Resources Development Canada & Statistics Canada
(Special Surveys Division & Centre for Education Statistics)

National Longitudinal Survey of Children and Youth – Cycle 3

Principal's Questionnaire



Document 4

This information is collected under
the authority of the Statistics Act
(RSC, 1985, c. S19)

Confidential when completed

Version française disponible

Instructions

The purpose of this survey is to gather information on various school factors which may influence the development and education of children. The items in this questionnaire relate to various school practices, the availability of resources, and the overall social climate of the school.

Under the Statistics Act, the information collected in this questionnaire will be kept confidential.

Completion of the questionnaire is voluntary. To ensure that we have a complete picture of all the forces which shape the student's development, we strongly encourage you to complete the questionnaire within the next five days. Please use a black or blue pen when answering the questions.

Please place the completed questionnaire in the business reply envelope and mail it directly to us today.

We would be most happy to answer any questions you might have. Please feel free to call. The telephone number is **1-800-307-EDUC/1-800-307-3382**.

If you have not been provided with a business reply envelope, please call **1-800-307-3382** for instructions about where to send the completed questionnaire.

THANK YOU FOR YOUR COOPERATION.

8-2200-379.1: 1998-11-02 STC/ECT-180-75020



Statistics Canada
Statistique Canada

Canada



SECTION 1 The students in your school

Please mark only one response circle per question unless otherwise indicated

As this section refers to different levels not necessarily present in all institutions, please ensure that you answer all appropriate questions for your school.

01 Are there students in your school who are enrolled in primary/elementary grades? *(Please include students enrolled in kindergarten/pre-Grade 1, junior kindergarten, primary, nursery, early childhood services, or first year of primary.)*

¹ yes

² no → **Go to QUESTION 04**

02 Does your school contain a sufficient number of students enrolled in primary/elementary grades to form more than one class per grade? *(Please include students enrolled in kindergarten/pre-Grade 1, junior kindergarten, primary, nursery, early childhood services, or first year of primary.)*

¹ yes

² no → **Go to QUESTION 04**





03

In general, how often do you use the following ways to assign students to classrooms for primary/elementary grades? (Please include kindergarten/pre-Grade 1 classes, junior kindergarten, primary, nursery, early childhood services, or first year of primary.)

Never Rarely Some-times Often Always

a) Students are grouped more or less at random. 01 02 03 04 05

b) Students are grouped according to similar ability levels. 06 07 08 09 10

c) Students are grouped so that classes contain a mixture of ability levels. 11 12 13 14 15

d) Students are assigned to classes according to the special expertise of teachers. 16 17 18 19 20

e) Students are assigned to classes composed of students of similar ages. 21 22 23 24 25

f) Groupings are based on social considerations (e.g., friendships, siblings, rivalries). 26 27 28 29 30

g) Parents'/guardians' requests are considered. 31 32 33 34 35

h) Teachers' input is considered. 36 37 38 39 40

04

Are there students in your school who are enrolled in the intermediate or middle levels (i.e., grades between primary/elementary and secondary/high school)?

1 yes

2 no -> Go to QUESTION 07





05 Does your school contain a sufficient number of students in the intermediate or middle levels (grades between primary/elementary and secondary/high school) to form more than one class per grade?

¹ yes

² no → **Go to QUESTION 07**

06 In general, how often do you use the following ways to assign students to classrooms for the intermediate or middle levels (i.e. grades between primary/elementary and secondary/high school)?

| | Never | Rarely | Sometimes | Often | Always |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Students are grouped more or less at random. | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) Students are grouped according to similar ability levels. | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |
| c) Students are grouped so that classes contain a mixture of ability levels. | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> |
| d) Students are assigned to classes according to the special expertise of teachers. | ¹⁶ <input type="radio"/> | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> |
| e) Students are assigned to classes composed of students of similar ages. | ²¹ <input type="radio"/> | ²² <input type="radio"/> | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> | ²⁵ <input type="radio"/> |
| f) Groupings are based on social considerations (e.g., friendships, siblings, rivalries). | ²⁶ <input type="radio"/> | ²⁷ <input type="radio"/> | ²⁸ <input type="radio"/> | ²⁹ <input type="radio"/> | ³⁰ <input type="radio"/> |
| g) Parents'/guardians' requests are considered. | ³¹ <input type="radio"/> | ³² <input type="radio"/> | ³³ <input type="radio"/> | ³⁴ <input type="radio"/> | ³⁵ <input type="radio"/> |
| h) Teachers' input is considered. | ³⁶ <input type="radio"/> | ³⁷ <input type="radio"/> | ³⁸ <input type="radio"/> | ³⁹ <input type="radio"/> | ⁴⁰ <input type="radio"/> |





07

Are there students in your school who are enrolled in the secondary/high school levels?

¹ yes

² no → **Go to QUESTION 10**

08

Does your school contain a sufficient number of students in the secondary/high school levels to form more than one class per grade?

¹ yes

² no → **Go to QUESTION 10**

09

In general, how often do you use the following ways to assign students to classrooms for the secondary/high school levels:

| | Never | Rarely | Sometimes | Often | Always |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Students are grouped more or less at random. | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b) Students are grouped according to similar ability levels. | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> |
| c) Students are grouped so that classes contain a mixture of ability levels. | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> |
| d) Students are assigned to classes according to the special expertise of teachers. | ¹⁶ <input type="radio"/> | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> |
| e) Students are assigned to classes composed of students of similar ages. | ²¹ <input type="radio"/> | ²² <input type="radio"/> | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> | ²⁵ <input type="radio"/> |
| f) Groupings are based on social considerations (e.g., friendships, siblings, rivalries). | ²⁶ <input type="radio"/> | ²⁷ <input type="radio"/> | ²⁸ <input type="radio"/> | ²⁹ <input type="radio"/> | ³⁰ <input type="radio"/> |
| g) Parents'/guardians' requests are considered. | ³¹ <input type="radio"/> | ³² <input type="radio"/> | ³³ <input type="radio"/> | ³⁴ <input type="radio"/> | ³⁵ <input type="radio"/> |
| h) Teachers' input is considered when grouping students. | ³⁶ <input type="radio"/> | ³⁷ <input type="radio"/> | ³⁸ <input type="radio"/> | ³⁹ <input type="radio"/> | ⁴⁰ <input type="radio"/> |



10

How would you describe the economic background of the students attending your school?
(Specify the approximate percentage of families in each category.)

| | None | Less than 5% | 5% to 10% | 11% to 30% | 31% to 60% | Over 60% |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) family income above \$60,000 per year | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b) family income between \$50,000 and \$60,000 per year | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c) family income between \$40,000 and \$50,000 per year | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| d) family income between \$30,000 and \$40,000 per year | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| e) family income below \$30,000 per year | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |

11

What was the total enrollment of your school at the beginning of this academic year?

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |
|----------------------|----------------------|----------------------|----------------------|----------|

12

Including those who have not been officially identified as having the following long-term problems, how many students attending your school have the following:
(Some students may belong to more than one category.)

| | | | | |
|---|----------------------|----------------------|----------------------|----------|
| a) a speech, hearing, vision, mobility or other health impairment that affects their learning | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |
| b) an emotional or behavioural problem | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |
| c) a learning problem (e.g., a problem with attention, memory, reasoning, reading, writing, spelling or calculation which interferes with learning) | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |

13

How many students attending your school:
(Some students may belong to more than one category.)

| | | | | |
|---|----------------------|----------------------|----------------------|----------|
| a) have a first language other than English or French | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |
| b) have arrived in Canada within the last year | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |
| c) are from a rural or farm setting | <input type="text"/> | <input type="text"/> | <input type="text"/> | students |

14

Approximately what percentage of your student population would belong to the following groups?

| | None | Less than 5% | 5% to 10% | 11% to 30% | 31% to 60% | Over 60% |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Chinese | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b) South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan) | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c) Black (e.g., African, Haitian, Jamaican, Somalian) | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| d) Arab/West Asian (e.g., Armenian, Egyptian, Iranian, Lebanese, Moroccan) | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| e) Filipino | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| f) South East Asian (e.g., Cambodian, Laotian, Indonesian, Vietnamese) | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> | 36 <input type="radio"/> |
| g) Latin American (e.g., Central and South American) | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |
| h) White | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> |
| i) Japanese | 49 <input type="radio"/> | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> |
| j) Korean | 55 <input type="radio"/> | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| k) Native/Aboriginal people (e.g., North American Indian, Métis, Inuit/Eskimo) | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> | 66 <input type="radio"/> |
| l) other (please specify) <input type="text"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> | 71 <input type="radio"/> | 72 <input type="radio"/> |

15

How many students have registered as new students during the course of the school year? (Do not include students registering for the first time at your school as part of the regular progression through the school system.)

students

16

How many students have left this school during the course of the school year? (Do not include students who have left your school as part of the regular progression through the school system.)

students



17

On average, what is the percentage of students absent from your school during any given school day? *(Please only include students who are absent for a full school day.)*

- ¹ less than 1%
- ² 1% to 2%
- ³ 3% to 5%
- ⁴ 6% to 10%
- ⁵ 11% to 15%
- ⁶ 16% to 20%
- ⁷ more than 20%
- ⁸ I don't know.

18

Approximately what percentage of students are chronically late for school? *(By "chronically late" we mean that a student is late for the start of school two or more times each week.)*

- ¹ less than 1%
- ² 1% to 2%
- ³ 3% to 5%
- ⁴ 6% to 10%
- ⁵ 11% to 15%
- ⁶ 16% to 20%
- ⁷ more than 20%
- ⁸ I don't know





19

Listed below are a number of different disciplinary problems that may occur in a school. How often do you have to discipline students because of the following:

| | Never | Rarely | Some- times | Often | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) verbal conflicts among students | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) physical conflicts among students | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) vandalism of school property | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) theft of student belongings | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) theft of staff belongings | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) smoking on school property | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) use of drugs on school property (including alcohol and glue) | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) verbal abuse of a staff member | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) physical assault of a staff member | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) harassment of certain students by groups of students | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) sexual harassment among students | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) conflicts among students of differing racial or ethnic backgrounds | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) students possessing weapons (e.g., pocket knife, gun) | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |





SECTION 2 Involvement of parents and guardians

These next questions concern your views regarding how the involvement of parents and/or guardians at your school.

20

What percentage of the students' parents/guardians volunteer to help with the following:

| | none | 1 to 5 % | 6 to 10 % | 11 to 15 % | 16 to 20 % | 21 % or more | Not applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) school events (e.g., sports, plays) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> |
| b) fundraising activities | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> |
| c) field trips | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> |
| d) classroom activities | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> |
| e) supervision of students (e.g., at recess or lunch time) | 29 <input type="radio"/> | 30 <input type="radio"/> | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| f) the parent school council/ association or school/parent liaison committee or parent advisory committee | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |

21

In your opinion, how strongly do parents/guardians support the efforts of the school's staff?

- 1 strongly support the efforts of the school's staff
- 2 support the efforts of the school's staff
- 3 support some of the efforts of the school's staff
- 4 oppose the efforts of the school's staff
- 5 strongly oppose the efforts of the school's staff
- 6 I don't know the parents/guardians well enough.



22 In your school, how active is the parent school council/association, the school/parent liaison committee or the parent advisory committee?

- ¹ very active
- ² active
- ³ somewhat active
- ⁴ not very active
- ⁵ not at all active
- ⁶ There is no such council/association/committee at this school.

→ **Go to QUESTION 24**

23 How much influence do these councils, associations, or committees, have on school policies or practices?

- ¹ very strong influence
- ² strong influence
- ³ some influence
- ⁴ little influence
- ⁵ no influence



SECTION 3 Characteristics of your school

24

What type of school is your institution?

Public school (funded by a provincial government)

- ¹ non-sectarian (no religious affiliation)
- ² sectarian/separate (with religious affiliation, e.g., Anglican, Roman Catholic, Mennonite, etc.)

Private school (charges tuition fees but may also receive some provincial support)

- ³ non-sectarian (no religious affiliation)
- ⁴ sectarian with religious affiliation (e.g., private school directed by a religious order or with a mandate to provide religious teaching e.g. Christian, Islamic, Jewish)

25

Is your school reserved for:

- ¹ physically impaired students only
- ² mentally/emotionally disabled student only
- ³ both of the above
- ⁴ none of the above

26

Which grades¹ are taught in your school, e.g., junior kindergarten to Grade 8? *(For schools containing junior kindergarten and/or kindergarten/pre-Grade 1 classes please use "JK" to indicate junior kindergarten and "KN" to indicate kindergarten/pre-grade one classes.)*

Grade¹ to Grade¹

¹ In the province of Quebec, grades at the secondary level should be reported as follows: Sec. 1 = S1, Sec. 2 = S2, Sec. 3 = S3, Sec. 4 = S4, Sec.5 = S5 and Sec. 6 = S6.





27

Please indicate whether the following programs exist in your school and rate the extent to which these programs benefit the students and your school.

| | Not available | Extent to which programs benefit the students and the school | | | | |
|--|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | A great deal | Some | Very little | Not at all | Don't know |
| a) before and after school, child care program | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b) breakfast program | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c) after school enrichment program | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> |
| d) reading programs led by parents/volunteers | 19 <input type="radio"/> | 20 <input type="radio"/> | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |
| e) parent/volunteers involvement in playground activities or supervision | 25 <input type="radio"/> | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| f) fund-raising events | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> | 36 <input type="radio"/> |
| g) book and toy sales | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> | 41 <input type="radio"/> | 42 <input type="radio"/> |
| h) other (please specify) <input type="text"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> |
| i) other (please specify) <input type="text"/> | 49 <input type="radio"/> | 50 <input type="radio"/> | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> |
| j) other (please specify) <input type="text"/> | 55 <input type="radio"/> | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |





If your school includes grades normally assigned to the intermediate and/or high school levels (e.g., grade 7 to grade 12), please answer questions 28 to 40; otherwise, go to question 41.

28

Does your school offer programs which require enrolled students to spend time with an employer for credit(s) (e.g., co-op, work education)?

¹ yes

² no → **Go to QUESTION 30**

29

What is the percentage of students at your school who, in the last three months, were enrolled in a program which required them to spend time with an employer for credit(s)?

%

30

How are students selected for these programs which require that time be spent with an employer for credit(s)?
(Mark all that apply).

⁰¹ open to anyone who applies

⁰² on a first come, first serve basis

⁰³ by random selection

⁰⁴ participation is mandatory

⁰⁵ by evaluation of application

⁰⁶ according to marks and grades

⁰⁷ according to year of study

⁰⁸ by staff recommendation or selection

⁰⁹ by acceptable attendance records

¹⁰ according to identification of a higher dropout risk

¹¹ other, (please specify)



31

Does your school offer programs or courses where students are required to do volunteer work?

¹ yes

² no → **Go to QUESTION 33**

32

What is the percentage of students at your school who, in the last three months, were enrolled in a program or course involving volunteer work?

%

33

How are students selected to participate in a program or course involving volunteer work? (Mark all that apply).

⁰¹ open to anyone who applies

⁰² on a first come, first serve basis

⁰³ by random selection

⁰⁴ participation is mandatory

⁰⁵ by evaluation of application

⁰⁶ according to marks and grades

⁰⁷ according to year of study

⁰⁸ by staff recommendation or selection

⁰⁹ by acceptable attendance records

¹⁰ according to identification of a higher dropout risk for the student

¹¹ other, (please specify)

34

Does your school offer programs where students specialize in vocational or work-oriented programs/classes?

¹ yes

² no → **Go to QUESTION 37**

35

What is the percentage of students at your school who, in the last three months, were enrolled in vocational or work oriented programs/classes?

%

36

How are students selected for specialization in vocational or work-oriented programs/classes?

- ⁰¹ open to anyone who applies
- ⁰² on a first come, first serve basis
- ⁰³ by random selection
- ⁰⁴ participation is mandatory
- ⁰⁵ by evaluation of application
- ⁰⁶ according to marks and grades
- ⁰⁷ according to year of study
- ⁰⁸ by staff recommendation or selection
- ⁰⁹ by acceptable attendance records
- ¹⁰ according to identification of a higher dropout risk
- ¹¹ other (*please specify*)

37

Does your school **only offer or mainly offer** the following types of programs?

- ¹ programs targeting the arts (e.g., dance, theater, visual arts)
- ² trade/vocational programs
- ³ programs for special needs other than the hearing and visual impairment (e.g., special education, learning difficulties)
- ⁴ alternative programs (e.g., programs flexible enough to accommodate students returning to school, pregnant teenagers, adults, etc.)
- ⁵ programs targeting gifted students (e.g., scientifically advanced programs)
- ⁶ other similar types of programs (*please specify*)
- ⁷ My school mostly offers regular types of programs; however, some of the above programs are also available.



38

Does your school have an ongoing partnership with a business/company?

¹ yes

² no → **Go to QUESTION 39**

39

What is the nature of this partnership? The business provides:

¹ learning materials (books, charts, etc)

² technology (e.g. computers)

³ work experience opportunities for students

⁴ curriculum input

⁵ funding

⁶ scholarships or rewards

⁷ other (*please specify*)

40

Approximately what percentage of last year's high school graduates went on to:

| | None | Less than 5% | 5% to 10% | 11% to 30% | 31% to 60% | Over 60% |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a) university | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| b) college | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |
| c) other postsecondary programs | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> | ¹⁶ <input type="radio"/> | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> |
| d) work or looking for work | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> | ²¹ <input type="radio"/> | ²² <input type="radio"/> | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> |
| e) other (<i>please specify</i>) <input type="text"/> | ²⁵ <input type="radio"/> | ²⁶ <input type="radio"/> | ²⁷ <input type="radio"/> | ²⁸ <input type="radio"/> | ²⁹ <input type="radio"/> | ³⁰ <input type="radio"/> |



Please report your current number of full-time equivalent positions for the following categories, as well as the number of full-time and part-time individuals staffed in these positions. *(Please exclude support services available at the school board level, e.g., psychiatrist, audiologist, nurse, occupational therapist. Additionally, if a full-time equivalent position is not available or if a position is not staffed by full-time or part-time individuals, please leave the appropriate space blank.)*

| | Number of full-time equivalent positions | Number of indiv. staffed in the position | |
|---|---|--|--|
| | | full-time | part-time |
| a) principal | <input type="text"/> . <input type="text"/> | <input type="text"/> | <input type="text"/> |
| b) vice-principals/assistant principals | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| c) department heads | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| d) classroom teachers | <input type="text"/> <input type="text"/> . | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| e) physical education teachers | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| f) arts teachers (e.g., music, painting) | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| g) teaching assistants/student assistants/teacher's aides | <input type="text"/> <input type="text"/> . | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| h) librarians | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| i) resource teachers (e.g., special ed. teachers, educational therapists physical educators for special needs students) | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| j) guidance counselors | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| k) secretaries, custodians, and other non-certified, non-teaching staff | <input type="text"/> <input type="text"/> . | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| l) other <i>(please specify)</i> <input type="text"/> | <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> |
| Total at this school | <input type="text"/> <input type="text"/> <input type="text"/> . <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> |

42

How many classrooms are there in your school?

classrooms

or

¹ not on a classroom or similar system

43

As the principal of this school, do your regular duties include teaching?

¹ yes

² no

44

Since September 1998, **approximately** how many days have been taught by supply/ substitute teachers because regular teachers were unavailable to teach?
(Specify total number of teaching days, e.g., please count 2 days if two teachers were unavailable on the same day.)

approximately teaching days offered by supply/substitute teachers

45

How many volunteers are working directly with students on a regular basis?

volunteers

¹ none

46

How many of the teachers, teaching assistants, student assistants and teacher's aides at your school have:

(Some teachers may belong to more than one category.)

a) a first language **other** than English or French? teacher(s), or ¹ none

b) a speech, hearing, visual, mobility or other health impairment? teacher(s), or ² none

47

Listed below are several types of support services available to some schools. Please indicate whether the service is available to your school, and if it is, how many full-time equivalent days the service is expected to be used in your school during this school year (*normally September 1998 to June 1999*).

(For example, a community health nurse who spends one full day and one half day each month at your school would be recorded as 15 full-time days.)

| | Available | | → | Full-time equivalent days expected to be used this year |
|---|--------------------------|--------------------------|---|--|
| | No | Yes | | |
| a) school psychologist | 01 <input type="radio"/> | 02 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| b) psychiatrist | 03 <input type="radio"/> | 04 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| c) speech and language therapist | 05 <input type="radio"/> | 06 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| d) audiologist | 07 <input type="radio"/> | 08 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| e) occupational therapist | 09 <input type="radio"/> | 10 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| f) physical therapist | 11 <input type="radio"/> | 12 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| g) social worker | 13 <input type="radio"/> | 14 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| h) community health nurse | 15 <input type="radio"/> | 16 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| i) instructor in Aboriginal peoples' culture | 17 <input type="radio"/> | 18 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| j) instructor in cultural awareness | 19 <input type="radio"/> | 20 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| k) police officer | 21 <input type="radio"/> | 22 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |
| l) other (<i>please specify</i>) <input type="text"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | → | <input type="text"/> <input type="text"/> <input type="text"/> |

Below are a number of different resources which may be available to your school. Please rate the extent to which each resource currently meets the needs of your school. *(Please consider resources regardless of whether they were provided by parents, students or the school staff.)*

| | Does not meet my school's needs | Partially meets my school's needs | Adequately meets my school's needs | Completely meets my school's needs | Not applicable |
|---|--|--|---|---|--------------------------|
| a) qualified human resources in teaching (e.g., teachers, teaching assistants/ teacher's aides) | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) instructional resources (e.g., curriculum documents, books) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) school supplies (e.g., paper, pencils) | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) instructional space (e.g., classroom size) | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) library materials | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) office space (e.g., for the administration, for teachers) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) school buildings | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) school grounds | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) heating and lighting | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) science equipment | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) equipment for mathematics instruction (e.g., counting blocks, calculators) | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |
| l) budget for consumables | 56 <input type="radio"/> | 57 <input type="radio"/> | 58 <input type="radio"/> | 59 <input type="radio"/> | 60 <input type="radio"/> |
| m) special equipment for physically disabled/ challenged students | 61 <input type="radio"/> | 62 <input type="radio"/> | 63 <input type="radio"/> | 64 <input type="radio"/> | 65 <input type="radio"/> |
| n) gymnasium | 66 <input type="radio"/> | 67 <input type="radio"/> | 68 <input type="radio"/> | 69 <input type="radio"/> | 70 <input type="radio"/> |
| o) gym equipment (e.g., mats, balls) | 71 <input type="radio"/> | 72 <input type="radio"/> | 73 <input type="radio"/> | 74 <input type="radio"/> | 75 <input type="radio"/> |
| p) outdoor play equipment | 76 <input type="radio"/> | 77 <input type="radio"/> | 78 <input type="radio"/> | 79 <input type="radio"/> | 80 <input type="radio"/> |
| q) other <i>(please specify)</i> | 81 <input type="radio"/> | 82 <input type="radio"/> | 83 <input type="radio"/> | 84 <input type="radio"/> | 85 <input type="radio"/> |



SECTION 4 Computers, informatics & communications technology

49 Do you use a computer or a terminal connected to a computer at school in the following ways:

| | Yes | No | Not applicable | Not available |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) as a learning/professional development tool for yourself | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b) as a learning/professional development tool for your staff | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c) as an administrative tool (e.g., to assist in preparing budgets or for word processing) | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| If you responded with “no”, “not applicable” or “not available” to all of the above, please go to question 54. | | | | |

50 Below are a number of different resources which may be available to your school. Please rate the extent to which each resource currently meets the needs of your school. *(Please consider resources regardless of whether they were provided by parents, students or the school.)*

| | Does not meet my school's needs | Partially meets my school's needs | Adequately meets my school's needs | Completely meets my school's needs | Not applicable |
|--|---------------------------------|-----------------------------------|------------------------------------|------------------------------------|--------------------------|
| a) computers for course instruction | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) computer software for course instruction | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) access to a large area network (e.g., Internet) | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) access to a local area network (e.g., your LAN system) | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) audio-visual resources (e.g., VCRs, film projectors) | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) access to specialized human resources in computers (e.g., trained computer instructors) | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |





51

What proportion of classrooms in your school have computers available to students?

%

52

What proportion of classrooms in your school have access to a large area network (e.g., Internet)?

%





SECTION 5 Perceptions of your school

53

Below are a number of statements which describe different aspects of schooling. Please indicate how strongly you agree or disagree with each of the following statements.

| | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|--------------------------|--------------------------|-----------------------------------|--------------------------|--------------------------|
| a) I find my professional role satisfying. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b) If I had to do it again, I would remain a teacher rather than become a principal. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c) I feel good about continuing my career in this school district. | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d) I feel competent in dealing with students' behavioural problems. | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| e) I have a considerable influence on my school's policies. | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> | 25 <input type="radio"/> |
| f) I have little influence on how money is allocated for school resources at the school. | 26 <input type="radio"/> | 27 <input type="radio"/> | 28 <input type="radio"/> | 29 <input type="radio"/> | 30 <input type="radio"/> |
| g) The emphasis in my school is on the development of academic skills. | 31 <input type="radio"/> | 32 <input type="radio"/> | 33 <input type="radio"/> | 34 <input type="radio"/> | 35 <input type="radio"/> |
| h) I have high expectations for the academic success of students attending this school. | 36 <input type="radio"/> | 37 <input type="radio"/> | 38 <input type="radio"/> | 39 <input type="radio"/> | 40 <input type="radio"/> |
| i) I try to ensure that students are encouraged to achieve their full academic potential. | 41 <input type="radio"/> | 42 <input type="radio"/> | 43 <input type="radio"/> | 44 <input type="radio"/> | 45 <input type="radio"/> |
| j) I feel students' success at school is determined mainly by their home environments. | 46 <input type="radio"/> | 47 <input type="radio"/> | 48 <input type="radio"/> | 49 <input type="radio"/> | 50 <input type="radio"/> |
| k) I feel sufficient academic resources are available to students and teachers in this school. | 51 <input type="radio"/> | 52 <input type="radio"/> | 53 <input type="radio"/> | 54 <input type="radio"/> | 55 <input type="radio"/> |





SECTION 6 Personal information

54 You are:

¹ female?

² male?

55 To which age group do you belong?

¹ 20 to 29

² 30 to 39

³ 40 to 49

⁴ 50 to 59

⁵ 60 or older

56 How much experience do you have in the following capacities:
(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) principal _____ years and months

b) principal at this school _____ years and months

c) vice-principal / assistant principal _____ years and months or None

d) vice-principal / assistant principal at this school _____ years and months or None

e) teacher _____ years and months or None

f) teacher at this school _____ years and months or None



57

Please specify the **highest** level of education you have attained. (*Mark all that apply*)

- ⁰¹ some course work towards a bachelor's degree
- ⁰² a teaching certificate, diploma or licence
- ⁰³ a bachelor's degree
- ⁰⁴ a bachelor of education degree
- ⁰⁵ some post-baccalaureate course work
- ⁰⁶ a post-baccalaureate diploma or certificate
- ⁰⁷ some course work towards a master's degree
- ⁰⁸ a master's degree
- ⁰⁹ some course work towards a doctorate
- ¹⁰ a doctorate
- ¹¹ other (*please specify*)

58

Please indicate the main field of study of your highest level of education.

- ⁰¹ language arts (e.g., oral communication, grammar and composition in English as a first language)
- ⁰² mathematics
- ⁰³ second language programs
- ⁰⁴ science (e.g., physics, chemistry, biology)
- ⁰⁵ social studies (e.g., history, geography)
- ⁰⁶ environmental studies
- ⁰⁷ music
- ⁰⁸ arts
- ⁰⁹ physical education
- ¹⁰ informatics/computer science
- ¹¹ education
- ¹² school/educational administration
- ¹³ other (*please specify*)



59

Have you obtained any of the following advanced qualifications?

(Mark all that apply)

- 1 staff development
- 2 school administration/policy
- 3 curriculum development
- 4 other related areas (please specify)

60

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada. The information collected will be kept confidential and used only for statistical purposes. Do you agree to share this information with Human Resources Development Canada?

- 1 yes
- 2 no

Do you have any comments about this survey? If so, please use the space below.

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |



Once completed this questionnaire is confidential and should not be shown to any other person. It should be sent directly to Statistics Canada by the person who completed it.

Please place the completed questionnaire in the self-addressed business reply envelope and mail it to us today.

If we have not provided a business reply envelope, please call 1-800-307-3382 for instructions about where to send the completed questionnaire.

Thank you for completing this questionnaire



6. Questionnaire for 10-11 year olds



I N S T R U C T I O N S

This is a survey with questions about you, your family, friends, how you feel and what you like to do. Your answers will help the government to plan programs and services for young people like yourself.

This is not a test and there are no right or wrong answers. Some questions may seem personal and some are about things which not everybody does. Take your time and please be sure to answer each question based on what you really think. You can choose whether or not to fill out this questionnaire. If you need help with any questions, you may ask the interviewer.

When you answer these questions, you can mark your answers like this ⊗ or fill in the circle ●, or write a number in the boxes, as in the examples below. When you write your answers, make sure you press hard with your pencil.

Example 1

B1 How do you feel about school?

- ⁰ I like school very much.
- ¹ I like school quite a bit.
- ² I like school a bit.
- ³ I don't like school very much.
- ⁴ I hate school.

Example 2

A6 How many close friends do you have?

⁹³ None

OR

number of close friends



Remember that the KIDS HELP PHONE is available to help you at any time if you feel like you would like to talk to someone about a problem.

1-(800) 668-6868

**Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**

THANK YOU FOR YOUR HELP!





Please indicate your starting time.

| | | | | |
|--|--|---|--|--|
| | | : | | |
|--|--|---|--|--|



SECTION A Friends and Family

Please answer the following statements about your friends and others your age.

| | False | Mostly false | Sometimes true / Sometimes false | Mostly true | True |
|---|-------------------------|-------------------------|-------------------------------------|-------------------------|-------------------------|
| A1 I have many friends. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| A2 I get along easily with others my age. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| A3 Others my age want me to be their friend. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| A4 Most others my age like me. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |

For the rest of this questionnaire, by "close friends", we mean the people that you trust and confide in. They are friends that you see or hang out with at school or outside school.

A5 About how many days a week do you do things with close friends outside of school hours?

0 Never

1 Less than once a week

2 1 day a week

3 2-3 days a week

4 4-5 days a week

5 6-7 days a week

A6 How many close friends do you have?

None OR Number of close friends

| | |
|--|--|
| | |
|--|--|

A7 Other than your close friends, do you have anyone else in particular you can talk to about yourself or your problems?

1 Yes → **Go to question A8**

2 No → **Go to question A9**

A8 What is their relationship to you? (Mark everyone you feel you can talk to about yourself or your problems.)

01 Mother

02 Father

03 Stepmother

04 Stepfather

05 Brother

06 Sister

07 Grandparent

08 Other relative

09 A friend of the family or a friend's parent

10 Sitter or babysitter

11 Parent's boyfriend/girlfriend

12 Teacher

13 Coach or leader (e.g. Scout, Guide or church leader)

14 Other (e.g. family doctor)



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A9

During the past 6 months, how well have you gotten along with other young people such as **friends** or **classmates**?

- 15 Very well, no problems
- 16 Quite well, hardly any problems
- 17 Pretty well, some problems
- 18 Not too well, many problems
- 19 Not well at all, constant problems

A10

During the past 6 months, how well have you gotten along with your **mother, step mother, or foster mother**?
(Answer about the mother you spend the most time with.)

- 20 Very well, no problems
- 21 Quite well, hardly any problems
- 22 Pretty well, some problems
- 23 Not too well, many problems
- 24 Not well at all, constant problems
- 25 I am not in touch with my mother
- 26 I don't have a mother

A11

During the past 6 months, how well have you gotten along with your **father, step father, or foster father**?
(Answer about the father you spend the most time with.)

- 27 Very well, no problems
- 28 Quite well, hardly any problems
- 29 Pretty well, some problems
- 30 Not too well, many problems
- 31 Not well at all, constant problems
- 32 Not well at all, constant problems
- 33 I don't have a father

A12

During the past 6 months, how well have you gotten along with your **brothers and sisters, step brothers and sisters, or foster brothers and sisters**?
(Answer about the ones you spend the most time with.)

- 34 Very well, no problems
- 35 Quite well, hardly any problems
- 36 Pretty well, some problems
- 37 Not too well, many problems
- 38 Not well at all, constant problems
- 39 I am not in touch with my brothers and sisters
- 40 I don't have brothers and sisters



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SECTION B School

B1 How do you feel about school?

- 0 I like school very much
- 1 I like school quite a bit
- 2 I like school a bit
- 3 I don't like school very much
- 4 I hate school

B2 How well do you think you are doing in your school work?

- 5 Very well
- 6 Well
- 7 Average
- 8 Poorly
- 9 Very poorly

B3 How important is it to you to get good grades in school?

- 1 Very important
- 2 Somewhat important
- 3 Not very important
- 4 Not important at all

B4 How do you like the following subjects:

| | I hate it | I don't like it very much | I like it a little | I like it a lot | I don't take it |
|------------|-------------------------|---------------------------|-------------------------|-------------------------|-------------------------|
| a. Math | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| b. English | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. French | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |

B5 Read the following statements and choose the answer that best describes how you feel.

| | All the time | Most of the time | Some of the time | Rarely | Never |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. I feel safe at school. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. I feel safe on my way to and from school. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| c. Other young people say mean things to me at school. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. I am bullied in school. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| e. I am bullied on my way to and from school. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. I feel like an outsider (or left out of things) at my school. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |



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About my teacher and homework.

B6

All the time

Most of the time

Some of the time

Rarely

Never



a. In general my teachers treat me fairly.

⁰⁰

⁰¹

⁰²

⁰³

⁰⁴

Don't need help

b. If I need extra help, my teachers give it to me.

⁰⁵

⁰⁶

⁰⁷

⁰⁸

⁰⁹

¹⁰

No homework

c. I have a place at home to do homework or study.

⁰⁰

⁰¹

⁰²

⁰³

⁰⁴

⁰⁵

d. When my teachers give me homework, I do it.

⁰⁶

⁰⁷

⁰⁸

⁰⁹

¹⁰

¹¹

B7

In the next statements, parents include guardians. They are the ones who live with you at home and influence your life.

All the time

Most of the time

Some of the time

Rarely

Never

No problems at school

a. If I have problems at school, my parents are ready to help.

⁰⁰

⁰¹

⁰²

⁰³

⁰⁴

⁰⁵

b. My parents encourage me to do well at school.

⁰⁶

⁰⁷

⁰⁸

⁰⁹

¹⁰

c. My parents expect too much of me at school.

⁰⁰

⁰¹

⁰²

⁰³

⁰⁴



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C1

Choose the answer that best describes how you feel.

| | False | Mostly false | Sometimes false/ Sometimes true | Mostly true | True |
|---|-------------------------|-------------------------|------------------------------------|-------------------------|-------------------------|
| a. In general, I like the way I am. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. Overall I have a lot to be proud of. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| c. A lot of things about me are good. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. When I do something, I do it well. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| e. I like the way I look. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |



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SECTION D Feelings and Behaviours



D1 Read the following statements and choose the answer that best describes you.

| | Never or not true | Sometimes or somewhat true | Often or very true |
|--|-------------------------|----------------------------|-------------------------|
| a. I show sympathy to (I feel sorry for) someone who has made a mistake. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. I can't sit still, I am restless. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| c. I destroy my own things. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| d. I try to help someone who has been hurt. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| e. I steal at home. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| f. I am unhappy, sad or depressed. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| g. I get into many fights. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| h. I offer to help clear up a mess someone else has made. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| i. I am easily distracted. I have trouble sticking to any activity. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| j. When I am mad at someone, I try to get others to dislike him/her. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| k. I am not as happy as other people my age. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| l. I destroy things belonging to my family or other young people. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| m. If there is an argument, I try to stop it. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| n. I fidget. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| o. I am disobedient at school. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| p. I can't concentrate, I can't pay attention. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| q. I am too fearful or anxious. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| r. When I am mad at someone, I become friends with another as revenge. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| s. I am impulsive, I act without thinking. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |



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D1

Read the following statements and choose the answer that best describes you.

| | Never or not true | Sometimes or somewhat true | Often or very true |
|---|-------------------------|----------------------------------|-------------------------|
| t. I tell lies or cheat. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| u. I offer to help other young people (friend, brother or sister) who are having difficulty with a task. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| v. I worry a lot. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| w. I have difficulty waiting for my turn in games or group activities. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| x. When another kid accidentally hurts me, I assume that the other kid meant to do it, and I react with anger and fighting. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| y. I tend to do things on my own. I am rather solitary. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| z. When I am mad at someone, I say bad things behind his/her back. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| aa. I physically attack people. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| bb. I comfort another young person (friend, brother or sister) who is crying or upset. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| cc. I cry a lot. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| dd. I vandalize. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| ee. I give up easily. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ff. I threaten people. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| gg. I help to pick up things which another young person has dropped. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| hh. I cannot settle to anything for more than a few moments. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ii. I feel miserable, unhappy, tearful, or distressed. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| jj. I am cruel. I bully or am mean to others. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| kk. I stare into space. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ll. When I am mad at someone, I say to others: let's not be with him/her. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |



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D1 Read the following statements and choose the answer that best describes you.

| | Never or not true | Sometimes or somewhat true | Often or very true |
|---|-------------------------|----------------------------------|-------------------------|
| mm. I am nervous, highstrung or tense. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| nn. I kick, bite, hit other people my age. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| oo. When I am playing with others, I invite bystanders to join in a game. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| pp. I steal outside my home. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| qq. I am inattentive, I have difficulty paying attention to someone. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| rr. I have trouble enjoying myself. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| ss. I help other people my age (friends, brother or sister) who are feeling sick. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| tt. When I am mad at someone, I tell that person's secrets to a third person. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| uu. I encourage other people my age who cannot do things as well as I can. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |

D2 In the past year, about how many times ...

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. did you stay out later than your parents said you should? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. did you stay out all night without permission? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| c. did you skip a day of school without permission? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. did you get drunk? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| e. were you questioned by the police about anything you might have done such as stealing, damaging property or anything else? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. did you run away from home? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |

D3 In the past 12 months were you part of a group that did bad things?

- 1 Yes
2 No



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SECTION E My Parent(s) and Me

My mother

E1 Think of the mother you spend the most time with. Is she ...
(Mark one only.)

- ⁰¹ your biological mother?
⁰² your adoptive mother?
⁰³ your stepmother?
⁰⁴ your foster mother?
⁰⁵ another person?

OR

⁰⁶ I am not in touch with my mother → **Go to question E4**

⁰⁷ I don't have a mother → **Go to question E4**

E2 Thinking of the mother you have identified in the previous question:

| | A great deal | Some | Very little | I am not in touch with my mother | I don't have a mother |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. How well do you feel that your mother understands you? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. How much fairness do you receive from your mother? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| c. How much affection do you receive from your mother? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |

E3 Overall, how would you describe your relationship with your mother?

- ⁰⁵ Very close
⁰⁶ Somewhat close
⁰⁷ Not very close
⁰⁸ I am not in touch with my mother
⁰⁹ I don't have a mother

My Father

E4 Now think of the father you spend the most time with. Is he ...
(Mark one only.)

- ⁰¹ your biological father?
⁰² your adoptive father?
⁰³ your stepfather?
⁰⁴ your foster father?
⁰⁵ another person?

OR

⁰⁶ I am not in touch with my father → **Go to question E7**

⁰⁷ I don't have a father → **Go to question E7**



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E5 Thinking about the father you have identified in the previous question:

| | A great deal | Some | Very little | I am not in touch with my father | I don't have a father |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. How well do you feel that your father understands you? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. How much fairness do you receive from your father? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| c. How much affection do you receive from your father? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |

E6 Overall, how would you describe your relationship with your father?

- ⁵ Very close
- ⁶ Somewhat close
- ⁷ Not very close
- ⁸ I am not in touch with my father
- ⁹ I don't have a father

Answer the following questions thinking of the father and mother you have identified in the previous questions.

E7 How well do you think your parents get along with each other?

- ⁰ Very well
- ¹ Fairly well
- ² Not very well
- ³ Not applicable

E8

| | Never | Rarely | Sometimes | Often | Always | Not applicable |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. How often do your parents disagree about how to deal with the children in your family? | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| b. How often do your parents get upset with one another, including times when they are mad but don't say much? | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |

E9 For each of the following statements, use the choice that best describes the way your parents (or stepparents, foster parents or guardians) in general have acted toward you **during the last 6 months**.

My parents ...

| | Never | Rarely | Sometimes | Often | Always |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. smile at me. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| b. want to know exactly where I am and what I am doing. | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| c. soon forget a rule they have made. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| d. praise me. | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| e. let me go out any evening I want. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |



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E9

For each of the following statements, use the choice that best describes the way your parents (or stepparents, foster parents or guardians) in general have acted toward you **during the last 6 months**.

My parents ...

| | Never | Rarely | Sometimes | Often | Always |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| f. tell me what time to be home when I go out. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| g. nag me about little things. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| h. listen to my ideas and opinions. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| i. and I solve a problem together whenever we disagree about something. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| j. only keep rules when it suits them. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| k. get angry and yell at me. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| l. make sure I know I am appreciated. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| m. threaten punishment more often than they use it. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| n. speak of the good things I do. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| o. find out about my misbehaviour. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| p. enforce a rule or do not enforce a rule depending upon their mood. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| q. hit me or threaten to do so. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| r. seem proud of the things I do. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| s. seem too busy to spend as much time with me as I'd like. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| t. take an interest in where I am going and who I am with. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

E10

How often do your parents let you decide ...

| | Almost never | Sometimes | Often | Always |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. the time you go to bed on weeknights? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| b. the people you hang around with? | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. how much television you watch? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |



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**SECTION F****Puberty**

We know that the following questions might be difficult, but would appreciate you answering them as well as you can. Changes in young people's bodies can affect many different aspects of their lives.

F1 Would you say that your body hair ("body hair" means underarm and pubic hair) has begun to grow?

- 1 Has not yet started growing
- 2 Has barely started growing
- 3 Growth of body hair is definitely underway
- 4 Growth of body hair seems completed

Boys go to question F4

For girls only

F2 Have your breasts begun to grow?

- 5 Have not yet started growing
- 6 Have barely started growing
- 7 Breast growth is definitely underway
- 8 Breast growth seems completed

F3 Have you begun to menstruate (your monthly periods)?

- 1 Yes
- 2 No

Girls go to section G

For boys only

F4 Have you noticed a deepening of your voice?

- 1 Has not yet started changing
- 2 Has barely started changing
- 3 Voice is definitely changing
- 4 Voice change seems completed

F5 Have you begun to grow hair on your face?

- 5 Has not yet started growing
- 6 Has barely started growing
- 7 Facial hair growth is definitely underway
- 8 Facial hair growth seems completed



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No one from your home or your school will see what you write.**





In this section, we would like to ask you some questions about your experiences with smoking, drinking and drugs. Many of the questions will apply to you even if you have not smoked, had a drink or used drugs.

Be as honest as you can - your answers are private and Statistics Canada will make sure no one will find out who filled out each questionnaire.

G1 Have you ever tried cigarette smoking, even just a few puffs?

Yes → **Go to question G2**

No → If **No**, which of the following are the **most important reasons** why you have never tried smoking?

- ⁰¹ Most of my friends do not smoke
- ⁰² My parents do not smoke
- ⁰³ I think it might be bad for my health
- ⁰⁴ I think I might not be able to stop
- ⁰⁵ It is against the law for me to smoke
- ⁰⁶ I would get into trouble with my parents or teachers
- ⁰⁷ I would get into trouble with the police
- ⁰⁸ I cannot get cigarettes or afford them
- ⁰⁹ I have other things I enjoy doing
- ¹⁰ Some other reason

Go to question G5

G2 Do you still smoke cigarettes?

¹¹ I have never smoked → **Go to question G5**

OR

¹² Yes → **Go to question G3**

¹³ No → **Go to question G4**

G3 How often do you smoke cigarettes? (Mark one only.)

⁰ I have never smoked → **Go to question G5**

¹ I only tried once or twice → **Go to question G5**

² I do not smoke now → **Go to question G5**

OR

- ³ A few times a year
- ⁴ About once or twice a month
- ⁵ About once or twice a week
- ⁶ About 3-5 times a week
- ⁷ Every day



Statistics Canada will keep your answers PRIVATE. No one from your home or your school will see what you write.

G4 If you have smoked one or more cigarettes every day for at least 7 days in a row, how old were you when you first did so?
(Mark one only.)

⁹⁸ I have never done this

OR

I was years old

G5 How many of your close friends smoke cigarettes?

¹ None

² A few

³ Most

⁴ All

The next questions are about drinking alcohol.

A drink of alcohol is:

- ✓ one bottle of beer or wine cooler, or
- ✓ one glass of wine, or
- ✓ one shot of liquor.



G6 Have you ever had a drink of alcohol?

⁷ Yes, at least one drink → **Go to question G7**

⁸ I have only had a few sips → **Go to question G8**

⁹ No → **Go to question G8**

G7 If you have ever had a drink of alcohol, how old were you when you first did this?
(Mark one only.)

⁹⁸ I have never had a drink of alcohol

OR

⁹⁹ I have only had a few sips

OR

I first had a drink of alcohol when

I was years old

G8 How many of your close friends drink alcohol?

¹ None

² A few

³ Most

⁴ All



Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.

G9 Have you ever tried drugs or sniffed glue or solvents?
(Drugs include marijuana, hash, cocaine, crack, acid, LSD, etc.)

⁸ Yes → **Go to question G10**

⁸ No → **Go to question G11**

G10 If you have used drugs (marijuana, glue, solvents, cocaine, etc.), how old were you when you first did so?
(Mark one only.)

⁹⁹ I have never used drugs

OR

I first used drugs when

I was years old

G11 How many of your close friends have tried drugs or sniffed glue or solvents?

¹ None

² A few

³ Most

⁴ All



Statistics Canada will keep your answers PRIVATE.
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SECTION H Activities



H1 In the last 12 months, how often have you...

| | Never | Less than once a week | 1 to 3 times a week | 4 or more times a week |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. played sports or done physical activities WITHOUT a coach or an instructor (e.g. biking, skateboarding, etc.)? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. played sports WITH a coach or instructor, other than in gym class (swimming lessons, baseball, hockey, etc.)? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| c. taken part in dance, gymnastics, karate or other groups or lessons, other than in gym class? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. taken part in art, drama or music groups, clubs or lessons outside of class? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| e. taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. done a hobby or craft (drawing, model building, etc.)? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| g. played computer or video games? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| h. done odd jobs (a paper route, babysitting, etc.)? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |

H2 On average, about how many hours a day do you watch TV or videos?

I don't watch TV or videos
 Less than one hour a day
 1 to 2 hours a day
 3 to 4 hours a day
 5 to 6 hours a day
 7 or more hours a day

H3 How often do you read for fun (not for school)?

Every day
 A few times a week
 Once a week
 A few times a month
 Less than once a month
 Almost never

H4 Do you have access to a computer at home?

Yes
 No



Please indicate your ending time to complete this questionnaire.

| | | | | |
|--|--|---|--|--|
| | | : | | |
|--|--|---|--|--|



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No one from your home or your school will see what you write.



SECTION I Help us to improve this questionnaire! Tell us what you think of it.

11 Overall, how easy did you find the questionnaire to read and understand?

- 1 Not at all easy
- 2 Not very easy
- 3 Fairly easy
- 4 Very easy

12 What about the length of the questionnaire?


- 5 Much too long
- 6 A bit too long
- 7 About right
- 8 Too short

13 Do you have other comments?

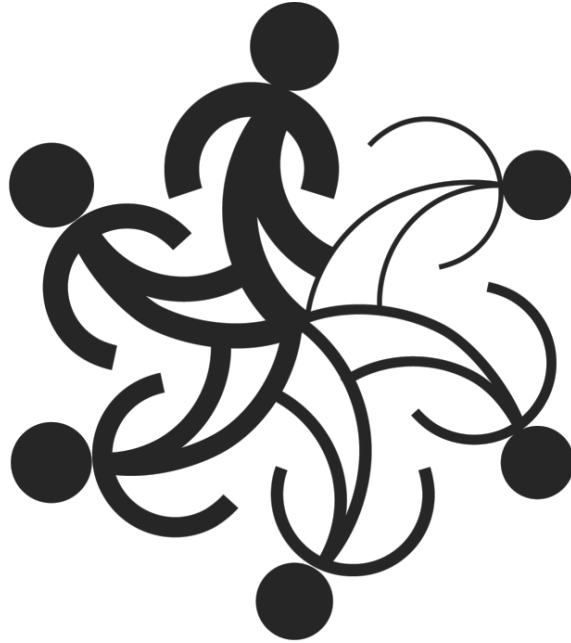
**Thank you very much for helping us.
Your comments are important.**

When you finish this survey:

- Put this questionnaire in the envelope.
- Return it to the interviewer.

 **Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**

7. Questionnaire for 12-13 year olds



Please read instructions on next page before beginning.

For office use only

Person ID

First Name

Assignment Number

Questionnaire No.





I N S T R U C T I O N S

This is a survey with questions about you, your family, friends, how you feel and what you like to do. Your answers will help the government to plan programs and services for young people like yourself.

This is not a test and there are no right or wrong answers. Some questions may seem personal and some are about things which not everybody does. Take your time and please be sure to answer each question based on what you really think. You can choose whether or not to fill out this questionnaire. If you need help with any questions, you may ask the interviewer.

When you answer these questions, you can mark your answers like this ⊗ or fill in the circle ●, or write a number in the boxes, as in the examples below. When you write your answers, make sure you press hard with your pencil.

Example 1

B1 How do you feel about school?

- ⁰ I like school very much.
- ¹ I like school quite a bit.
- ² I like school a bit.
- ³ I don't like school very much.
- ⁴ I hate school.

Example 2

A6 How many of your close friends are girls?

⁹³ None

OR

number of girls

KIDS HELP PHONE
JEUNESSE, P'ECOUTE



1-800-668-6868

Remember that the KIDS HELP PHONE is available to help you at any time if you feel like you would like to talk to someone about a problem.

1-(800) 668-6868

Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.

THANK YOU FOR YOUR HELP!





Please indicate your starting time.

| | | | | |
|--|--|---|--|--|
| | | : | | |
|--|--|---|--|--|



SECTION A Friends and Family

Please answer the following statements about your friends and others your age.

| | False | Mostly false | Sometimes true/ Sometimes false | Mostly true | True |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| A1 I have many friends. | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| A2 I get along easily with others my age. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| A3 Others my age want me to be their friend. | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| A4 Most others my age like me. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |

For the rest of this questionnaire, by "close friends", we mean the people that you trust and confide in. They are friends that you see or hang out with at school or outside school.

- A5** About how many days a week do you do things with close friends outside of school hours?
- ⁰ Never
 - ¹ Less than once a week
 - ² 1 day a week
 - ³ 2 or 3 days a week
 - ⁴ 4 or 5 days a week
 - ⁵ 6 or 7 days a week

How many of your close friends are:

| | None | | Number |
|----------------------|-------------------------------------|-----------|---|
| A6 ... girls? | ⁹³ <input type="radio"/> | OR | <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> |
| A7 ... boys? | ⁹⁴ <input type="radio"/> | OR | <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> |

- A8** How often do you share your secrets and private feelings with your close friends?
- ⁰ All the time
 - ¹ Most of the time
 - ² Some of the time
 - ³ Rarely
 - ⁴ Never



Statistics Canada will keep your answers PRIVATE. No one from your home or your school will see what you write.



**A9**

Other than your close friends, do you have anyone else in particular you can talk to about yourself or your problems?

Yes → **Go to question A10**

No → **Go to question A11**

A10

What is their relationship to you?
(Mark everyone you feel you can talk to about yourself or your problems.)

- 01 Mother
- 02 Father
- 03 Stepmother
- 04 Stepfather
- 05 Brother
- 06 Sister
- 07 Grandparents
- 08 Other relative
- 09 A friend of the family or a friend's parent
- 10 Sitter or babysitter
- 11 Parent's boyfriend/girlfriend
- 12 Teacher
- 13 Coach or leader (e.g. Scout, Guide or church leader)
- 14 Other (e.g. family doctor)

A11

During the past 6 months, how well have you gotten along with other young people such as friends or classmates?

- 5 Very well, no problems
- 6 Quite well, hardly any problems
- 7 Pretty well, some problems
- 8 Not too well, many problems
- 9 Not well at all, constant problems

A12

During the past 6 months, how well have you gotten along with your mother, step mother, or foster mother?
(Answer about the mother you spend the most time with.)

- 10 Very well, no problems
- 11 Quite well, hardly any problems
- 12 Pretty well, some problems
- 13 Not too well, many problems
- 14 Not well at all, constant problems
- 15 I am not in touch with my mother
- 16 I don't have a mother



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A13

During the past 6 months, how well have you gotten along with your **father, step father, or foster father**?
(Answer about the father you spend the most time with.)

- 17 Very well, no problems
- 18 Quite well, hardly any problems
- 19 Pretty well, some problems
- 20 Not too well, many problems
- 21 Not well at all, constant problems
- 22 I am not in touch with my father
- 23 I don't have a father

A14

During the past 6 months, how well have you gotten along with your brothers and sisters, **step brothers and sisters, or foster brothers and sisters**?
(Answer about the ones you spend the most time with.)

- 24 Very well, no problems
- 25 Quite well, hardly any problems
- 26 Pretty well, some problems
- 27 Not too well, many problems
- 28 Not well at all, constant problems
- 29 I am not in touch with my brothers and sisters
- 30 I don't have brothers and sisters



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SECTION B School


B1 How do you feel about school?

- 0 I like school very much
- 1 I like school quite a bit
- 2 I like school a bit
- 3 I don't like school very much
- 4 I hate school

B2 Are you in the same school that you were in two years ago?

8 Yes → **Go to question B5**

9 No → **Go to question B3**

B3 For your most recent change in schools, why did you change schools?
(Please mark all that apply.)

- 1 I changed from elementary school to middle school or junior high
- 2 I changed from elementary school to high school
- 3 I changed from middle school or junior high to high school
- 4 I moved
- 5 I was expelled
- 6 Other reason

B4 What did you find hard to get used to about your new school?
(Please mark all that apply.)

- 01 I did not find it hard to get used to my new school
- 02 Organizing homework
- 03 New teachers
- 04 Changing classes
- 05 Having to make new friends
- 06 Finding my way around
- 07 Taking the bus to a new school
- 08 Other

B5 How well do you think you are doing in your school work?

- 09 Very well
- 10 Well
- 11 Average
- 12 Poorly
- 13 Very poorly



Statistics Canada will keep your answers PRIVATE.
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B6

How important is it to you to do the following in school:

| | Very important | Somewhat important | Not very important | Not important at all |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. make friends? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. get good grades? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| c. participate in extra-curricular activities? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. always show up for class on time? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| e. learn new things? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. express your opinion in class? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| g. take part in student council or other similar groups? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

B7

How do you like the following subjects:

| | I hate it | I don't like it very much | I like it a little | I like it a lot | I don't take it |
|-----------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| a. Math | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b. Science | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c. English | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| d. French | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| e. Gym/Phys. Ed. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| f. Fine Arts (music, drama) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |

B8

I feel like an outsider (or left out of things) at my school.

- 5 All the time
- 6 Most of the time
- 7 Some of the time
- 8 Rarely
- 9 Never

B9During the past month, how often **did you cut or skip a class**, WITHOUT permission?

- 01 Never
- 02 Once or twice
- 03 3 or 4 times
- 04 5 times or more



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B10

Since the beginning of this school year, how many times have you ...

- | | Never | Once or twice | 3 or 4 times | 5 times or more |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. skipped a day of school WITHOUT permission? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. been suspended from school? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |

B11

The next statements are about teachers and homework.



- | | All the time | Most of the time | Some of the time | Rarely | Never | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| a. In general, my teachers treat me fairly. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | |
| b. If I need extra help, my teachers give it to me. | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> Don't need help |
| c. I have a place at home to do homework or study. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> No homework |
| d. When my teachers give me homework, I do it. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> |

B12

In the next statements, parents include guardians. They are the ones who live with you at home and influence your life.

- | | All the time | Most of the time | Some of the time | Rarely | Never | No problems at school |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. If I have problems at school, my parents are ready to help. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b. My parents encourage me to do well at school. | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | |
| c. My parents expect too much of me at school. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | |

B13

How far do you hope to go in school? I hope to complete ...

- 3 Middle school/junior high
- 4 High school
- 5 College or CEGEP
- 6 A university degree
- 7 More than one university degree
- 8 I don't know
- 9 Other



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C1 Choose the answer that best describes how you feel.

| | False | Mostly false | Sometimes false/ Sometimes true | Mostly true | True |
|---|--------------------------|--------------------------|------------------------------------|--------------------------|--------------------------|
| a. In general, I like the way I am. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b. Overall I have a lot to be proud of. | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| c. A lot of things about me are good. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| d. When I do something, I do it well. | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> |
| e. I like the way I look. | 00 <input type="radio"/> | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |

C2 In general, I am happy with how things are for me in my life now.

- 1 Strongly disagree
 2 Disagree
 3 Agree
 4 Strongly agree

C3 The next five years look good to me.

- 5 Strongly disagree
 6 Disagree
 7 Agree
 8 Strongly agree

During the last 12 months, how many times did someone ...

C4 say something personal about you that made you feel extremely uncomfortable?

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. While at school or on a school bus. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b. Elsewhere (including at home). | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |

C5 threaten to hurt you but not actually hurt you?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. While at school or on a school bus. | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| b. Elsewhere (including at home). | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

C6 physically attack or assault you?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. While at school or on a school bus. | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| b. Elsewhere (including at home). | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |



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SECTION D Feelings and Behaviours

D1

Read the following statements and choose the answer that best describes you.

**Never
or
not true**
**Sometimes
or
somewhat true**
**Often or
very true**

a. I show sympathy to (I feel sorry for) someone who has made a mistake.

 1

 2

 3

b. I can't sit still, I am restless.

 4

 5

 6

c. I destroy my own things.

 7

 8

 9

d. I try to help someone who has been hurt.

 1

 2

 3

e. I steal at home.

 4

 5

 6

f. I am unhappy, sad or depressed.

 7

 8

 9

g. I get into many fights.

 1

 2

 3

h. I offer to help clear up a mess someone else has made.

 4

 5

 6

i. I am easily distracted, I have trouble sticking to any activity.

 7

 8

 9

j. When I am mad at someone, I try to get others to dislike him/her.

 1

 2

 3

k. I am not as happy as other people may age.

 4

 5

 6

l. I destroy things belonging to my family or other young people.

 7

 8

 9

m. If there is an argument, I try to stop it.

 1

 2

 3

n. I fidget.

 4

 5

 6

o. I am disobedient at school.

 7

 8

 9

p. I can't concentrate, I can't pay attention.

 1

 2

 3

q. I am too fearful or anxious.

 4

 5

 6

r. When I am mad at someone, I become friends with another as revenge.

 7

 8

 9

s. I am impulsive, I act without thinking.

 1

 2

 3

**Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**

D1

Read the following statements and choose the answer that best describes you.

**Never
or
not true**

**Sometimes
or
somewhat true**

**Often or
very true**

| | | | |
|---|-------------------------|-------------------------|-------------------------|
| t. I tell lies or cheat. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| u. I offer to help other young people (friend, brother or sister) who are having difficulty with a task. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| v. I worry a lot. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| w. I have difficulty waiting for my turn in games or group activities. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| x. When another young person accidentally hurts me, I assume that he/she meant to do it, and I react with anger and fighting. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| y. I tend to do things on my own, I am rather solitary. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| z. When I am mad at someone, I say bad things behind his/her back. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| aa. I physically attack people. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| bb. I comfort another young person (friend, brother or sister) who is crying or upset. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| cc. I cry a lot. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| dd. I vandalize. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| ee. I give up easily. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ff. I threaten people. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| gg. I help to pick up things which another young person has dropped. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| hh. I cannot settle to anything for more than a few moments. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ii. I feel miserable, unhappy, tearful, or distressed. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| jj. I am cruel, I bully or am mean to others. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| kk. I stare into space. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ll. When I am mad at someone, I say to others: let's not be with him/her. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |



**Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**

D1

Read the following statements and choose the answer that best describes you.

**Never
or
not true**

**Sometimes
or
somewhat true**

**Often or
very true**

mm. I am nervous, highstrung or tense.

7

8

9

nn. I kick, bite, hit other people my age.

1

2

3

oo. When I am playing with others, I invite bystanders to join in a game.

4

5

6

pp. I steal outside my home.

7

8

9

qq. I am inattentive, I have difficulty paying attention to someone.

1

2

3

rr. I have trouble enjoying myself.

4

5

6

ss. I help other people my age (friends, brother or sister) who are feeling sick.

7

8

9

tt. When I am mad at someone, I tell that person's secrets to a third person.

1

2

3

uu. I encourage other people my age who cannot do things as well as I can.

4

5

6

The following questions are about suicide. Some of them might be hard for you to answer, but please answer them as well as you can. These questions will help us learn about young people. Remember to ask your interviewer any questions you might have. If you feel like you need support, we encourage you to talk to your family doctor or nurse, or use the resources provided to you by the interviewer.

D2

Has anyone in your school committed suicide?

0 Yes, within the last year

1 Yes, more than a year ago

2 No, never

3 I don't know

D3

Has anyone that you knew personally committed suicide?

4 Yes, within the last year

5 Yes, more than a year ago

6 No, never

7 I don't know

D4

During the past 12 months, did you **seriously** consider attempting suicide?

1 Yes

2 No → **Go to question D7**



**Statistics Canada will keep your answers PRIVATE.
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D5 During the past 12 months, how many times did you attempt suicide?

³ Never/none → **Go to question D7**

⁴ Once

⁵ More than once

D6 If you attempted suicide during the past 12 months, did you have to be treated by a doctor, nurse or other health professional (for a physical injury or counselling)?

⁶ I did not attempt suicide within the past 12 months

⁷ Yes

⁸ No

D7 During the past 12 months, about how many times ...

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. have you stayed out later than your parents said you should? | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. have you stayed out all night without permission? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> |
| c. were you questioned by the police about anything that they thought you did? | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| d. were you questioned by a security guard, a teacher or a principal about anything that they thought you did such as stealing, damaging property or anything else? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> |
| e. have you run away from home? | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| f. have you stolen something from a store or school? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> |
| g. have you taken money from your parents without their permission? | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| h. have you broken into, or snuck into, a house or building with the idea of stealing something? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> |
| i. have you used or bought or tried to sell something you knew was stolen? | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| j. have you damaged or destroyed anything that didn't belong to you (for example, damaged a bicycle, car, school furniture, broken windows or written graffiti)? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> |
| k. have you fought with someone to the point where they needed care for their injuries (for example, because they were bleeding, or had broken bones)? | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |



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D7

In the past 12 months, about how many times ...

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| l. have you been in a fight where you hit someone with something other than your hands (for example, a stick, club, knife, or rock)? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| m. have you carried a knife for the purpose of defending yourself or using it in a fight? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| n. have you carried a gun other than for hunting or target shooting? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| o. have you carried any other weapon such as a stick or a club? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| p. have you threatened someone in order to get their money or things? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| q. have you sold any drugs? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| r. have you attempted to touch the private parts of another person's body (while knowing that they would probably object to this)? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| s. have you tried to force someone into having sex with you? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| t. have you taken a car, motorbike, or motorboat without permission? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| u. have you set fire on purpose to a building, a car, or something else not belonging to you? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

D8

In the past 12 months, were you part of a gang that broke the law by stealing, hurting someone, damaging property, etc.?

5 Yes6 No

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**SECTION E****Activities****E1**

In the last 12 months, how often have you ...

Never

Less than
once a
week1 to 3
times a
week4 or more
times a
weeka. played sports or done physical activities **WITHOUT** a coach or an instructor (e.g. biking, skateboarding, etc.)?01 02 03 04 b. played sports **WITH** a coach or instructor, other than in gym class? (swimming lessons, baseball, hockey, etc.)?05 06 07 08

c. taken part in dance, gymnastics, karate or other groups or lessons, other than in gym class?

09 10 11 12

d. taken part in art, drama or music groups, clubs or lessons, outside of class?

13 14 15 16

e. taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups?

17 18 19 20

f. done a hobby or craft (drawing, model building, etc.)?

21 22 23 24 **E2**

In any of your activities, do you have special responsibilities, such as team leader, captain, secretary, etc.?

1 Yes2 No**E3**

How often do you read for fun (not for school)?

01 Every day02 A few times a week03 Once a week04 A few times a month05 Less than once a month06 Almost never**Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**

**E4**

In the past year (the last 12 months), have you helped **without pay** by ...
(Mark all that apply.)

- ¹ doing activities at school (yearbook committee, school patrol, student council, etc.)
- ² supporting a cause (food bank, environmental group, etc.)
- ³ fund raising (a charity, school trips, etc.)
- ⁴ helping in your community (hospital volunteering, etc.)
- ⁵ helping neighbours or relatives (cutting grass, babysitting or shovelling snow for a neighbour, etc.)
- ⁶ doing another volunteer activity (without pay)
- ⁷ I have not done any of these activities without pay.

E5

On average, about how many hours a day do you watch TV or videos?

- ⁰¹ I don't watch TV or videos
- ⁰² Less than 1 hour a day
- ⁰³ 1 to 2 hours a day
- ⁰⁴ 3 to 4 hours a day
- ⁰⁵ 5 to 6 hours a day
- ⁰⁶ 7 or more hours a day

E6

Do you have access to a computer at home?

¹ Yes

² No → **Go to question E8**

E7

Do you have access to a large area network (e.g. Internet) at home?

³ Yes

⁴ No

E8

On average, how much time in a day do you spend at home looking after a younger brother or sister while your parents are not home?

⁰¹ I don't have a brother or sister

⁰² I don't spend any time at home looking after a younger brother or sister while my parents are not home

⁰³ Less than 1 hour a day

⁰⁴ 1 to 2 hours a day

⁰⁵ 3 to 4 hours a day

⁰⁶ 5 to 6 hours a day

⁰⁷ 7 or more hours a day

E9

On average, how much time in a day do you spend alone at home while nobody else is home?

⁰⁸ I don't spend time alone while nobody else is home

⁰⁹ Less than 1 hour a day

¹⁰ 1 to 2 hours a day

¹¹ 3 to 4 hours a day

¹² 5 to 6 hours a day

¹³ 7 or more hours a day



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In this section, we would like to ask you some questions about your experiences with smoking, drinking and drugs. Many of the questions will apply to you even if you have not smoked, had a drink or used drugs. Be as honest as you can – your answers are private and Statistics Canada will make sure no one will find out who filled out each questionnaire.

F1 Have you ever tried cigarette smoking, even just a few puffs?

⁰¹ Yes → **Go to question F2**

⁰² No → **Go to question F6**

F2 Do you still smoke cigarettes?

⁰³ Yes → **Go to question F3**

⁰⁴ No → **Go to question F5**

F3 How often do you smoke cigarettes? (Mark one only.)

⁰⁵ I have never smoked → **Go to question F6**

⁰⁶ I only tried once or twice → **Go to question F6**

⁰⁷ I do not smoke now → **Go to question F5**

OR

⁰⁸ A few times a year

⁰⁹ About once or twice a month

¹⁰ About once or twice a week

¹¹ About 3 to 5 times a week

¹² Every day

F4 On the days that you smoke, about how many cigarettes do you usually smoke? (Mark one only.)

⁹³ I do not smoke

OR

number of cigarettes

F5 If you have smoked one or more cigarettes every day for at least 7 days in a row, how old were you when you first did so? (Mark one only.)

⁹⁴ I have never done this

OR

I was years old

F6 How many of your close friends smoke cigarettes?

¹ None

² A few

³ Most

⁴ All



Statistics Canada will keep your answers PRIVATE. No one from your home or your school will see what you write.



The next questions are about drinking alcohol.

A drink of alcohol is:

- ✓ one bottle of beer or wine cooler, or
- ✓ one glass of wine, or
- ✓ one shot of liquor.



F7 Have you ever had a drink or alcohol?

⁵ Yes, at least one drink → **Go to question F8**

⁶ I have only had a few sips → **Go to question F14**

⁷ No → **Go to question F14**

F8 If you have ever had a drink of alcohol, how old were you when you first did this? (Mark one only.)

⁹⁸ I have never had a drink of alcohol

OR

⁹⁹ I have only had a few sips

OR

I first had a drink when

I was years old

F9 Do you still drink alcohol?

⁹⁵ I have never had a drink of alcohol

OR

⁹⁶ Yes, I still drink alcohol

OR

⁹⁷ No, I do not drink alcohol anymore → **Go to question F11**

F10 If you drink alcohol, how often do you do so?

⁰ I have never had a drink of alcohol → **Go to question F14**

¹ I only tried once or twice

² I do not drink alcohol anymore

OR

³ A few times a year

⁴ About once or twice a month

⁵ About once or twice a week

⁶ About 3 to 5 times a week

⁷ Every day



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F11 Have you ever been drunk?

⁸ Yes → **Go to question F12**

⁹ No → **Go to question F14**

F12 How old were you when you were drunk for the first time? **(Mark one only.)**

⁹³ I have never been drunk

OR

I was first drunk when

I was years old

F13 In the past 12 months, how often were you drunk?

⁹⁴ Never

OR

times

F14 How many of your close friends drink alcohol?

⁰ None

¹ A few

² Most

³ All

The next questions are about drug use. Please answer even if you do not use drugs.

F15 How old were you when you did the following drugs **for the first time**?

I don't know what that drug is

I have never done it

I first did it when I was ...

a. Marijuana and cannabis products (also known as joint, pot, grass, hash).

⁹⁸ **OR**

⁹⁷ **OR**

years old

b. Glue or solvents (such as paint thinner, gasoline, etc.).

⁹⁶ **OR**

⁹⁵ **OR**

years old

c. Other drugs (heroin, speed, PCP, crack/cocaine, LSD, acid, ecstasy, etc.).

⁹⁸ **OR**

⁹⁷ **OR**

years old



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**F16**

In the last 12 months
how often did you do ...

I have
not
done
it in the
last 12
months
or
I have
never
done
it

I only
tried
once
or
twice

A few
times
a
year

About
once
or
twice
a month

About
once
or
twice
a week

About
3 or 5
times
a week

Every
day

a. marijuana and
cannabis products
(joint, pot, grass,
hash).

01 02 03 04 05 06 07

b. glue or solvents
(paint thinner,
gasoline, etc.).

08 09 10 11 12 13 14

c. other drugs
(heroin, speed,
PCP, crack/
cocaine, LSD, acid,
ecstasy, etc.).

15 16 17 18 19 20 21 **F17**

How many of your close friends
have tried the following drugs?

None

A few

Most

All

a. Marijuana and cannabis products
(joint, pot, grass, hash).

1 2 3 4

b. Glue or solvents
(paint thinner, gasoline, etc.).

5 6 7 8

c. Other drugs (heroin, speed, PCP, crack/
cocaine, LSD, acid, ecstasy, etc.).

1 2 3 4 

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SECTION G My Parent(s) and Me



My mother

G1 Think of the mother you spend the most time with. Is she ...
(Mark only one.)

- ⁰¹ your biological mother?
- ⁰² your adoptive mother?
- ⁰³ your stepmother?
- ⁰⁴ your foster mother?
- ⁰⁵ another person?

OR

⁰⁶ I am not in touch with my mother → **Go to question G4**

⁰⁷ I don't have a mother → **Go to question G4**

G2 Thinking of the mother you have identified in the previous questions:

| | A great deal | Some | Very little | I am not in touch with my mother | I don't have a mother |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. How well do you feel that your mother understands you? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. How much fairness do you receive from your mother? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| c. How much affection do you receive from your mother? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |

G3 Overall, how would you describe your relationship with your mother?

- ⁵ Very close
- ⁶ Somewhat close
- ⁷ Not very close
- ⁸ I am not in touch with my mother
- ⁹ I don't have a mother



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My Father

G4 Now think of the father you spend the most time with. Is he ...
(Mark only one.)

- ⁰¹ your biological father?
⁰² your adoptive father?
⁰³ your stepfather?
⁰⁴ your foster father?
⁰⁵ another person?

OR

⁰⁶ I am not in touch with my father

→ **Go to question G7**

⁰⁷ I don't have a father

→ **Go to question G7**

G5 Thinking about the father you have identified in the previous question:

| | A great deal | Some | Very little | I am not in touch with my father | I don't have a father |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. How well do you feel that your father understands you? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. How much fairness do you receive from your father? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| c. How much affection do you receive from your father? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |

G6 Overall, how would you describe your relationship with your father?

- ⁵ Very close
⁶ Somewhat close
⁷ Not very close
⁸ I am not in touch with my father
⁹ I don't have a father

Answer the following questions thinking of the father and mother you have identified in the previous questions.

G7 How well do you think your parents get along with each other?

- ⁰ Very well
¹ Fairly well
² Not very well
³ Not applicable



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G8

| | Never | Rarely | Sometimes | Often | Always | Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. How often do your parents disagree about how to deal with the children in your family? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b. How often do your parents get upset with one another, including times when they are mad but don't say much? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |

G9

For each of the following statements, use the choice that best describes the way your parents (or stepparents, foster parents or guardians) in general have acted towards you **during the last 6 months**.

My parents ...

| | Never | Rarely | Sometimes | Often | Always |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. smile at me. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| b. want to know exactly where I am and what I am doing. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. soon forget a rule they have made. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| d. praise me. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| e. let me go out any evening I want. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| f. tell me what time to be home when I go out. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| g. nag me about little things. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| h. listen to my ideas and opinions. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| i. and I solve a problem together whenever we disagree about something. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| j. only keep rules when it suits them. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| k. get angry and yell at me. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| l. make sure I know I am appreciated. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| m. threaten punishment more often than they use it. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| n. speak of the good things I do. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| o. find out about my misbehaviour. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| p. enforce a rule or do not enforce a rule depending upon their mood. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| q. hit me or threaten to do so. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| r. seem proud of the things I do. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| s. seem too busy to spend as much time with me as I'd like. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| t. take an interest in where I am going and who I am with. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |



Statistics Canada will keep your answers PRIVATE.
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G10 Your parents **let you decide...**

**Almost
never**

Sometimes

Often

Always

a. the time you go to bed on
weeknights.

5

6

7

8

b. the people you hang around with.

1

2

3

4

c. how much television you watch.

5

6

7

8



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SECTION H Health


H1 In general, would you say your health is ...

- 1 excellent?
 2 very good?
 3 good?
 4 fair?
 5 poor?

H2 How tall are you?
 (Please estimate if you are not sure.)

6 Feet 7 Inches

OR

8 Metre 9 Centimetres

H3 How much do you weigh?
 (Please estimate if you are not sure.)

1 Pounds

OR

2 Kilograms

Young people sometimes experience health problems that may or may not be related to stress, and may affect other areas in their life. Your answers to the following questions will help build a picture of your general health.

H4 In the last 6 months, how often have you had or felt the following?

| | Seldom or never | About once a month | About once a week | More than once a week | Most days |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Headache. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| b. Stomach ache. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. Backache. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| d. Difficulties in getting to sleep. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

H5 How often do you use a seat belt when you ride in a car?

- 5 Always
 6 Often
 7 Sometimes
 8 Seldom or never
 9 Usually there is no seat belt where I sit

H6 How often do you wear a helmet when you ride your bicycle?

- 0 Always
 1 Often
 2 Sometimes
 3 Seldom or never
 4 I do not ride a bicycle



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H7 During school weeks, how many times a week do you eat breakfast?

- ⁵ Never
- ⁶ 1 or 2 times a week
- ⁷ 3 or 4 times a week
- ⁸ Every day

H8 Which of the following are you trying to do?

- ¹ Lose weight
- ² Gain weight
- ³ Stay the same weight
- ⁴ I'm not trying to do anything about my weight

Puberty

We know that the following questions might be difficult, but would appreciate you answering them as well as you can. Changes in young people's bodies can affect many different aspects of their lives.

H9 Would you say that your body hair ("body hair" means underarm and pubic hair) has begun to grow?

- ⁵ Has not yet started growing
- ⁶ Has barely started growing
- ⁷ Growth of body hair is definitely underway
- ⁸ Growth of body hair seems completed

Boys go to question H12

For girls only

H10 Have your breasts begun to grow?

- ¹ Have not yet started growing
- ² Have barely started growing
- ³ Breast growth is definitely underway
- ⁴ Breast growth seems completed

H11 Have you begun to menstruate (your monthly periods)?

- ⁵ Yes
- ⁶ No

Girls go to question H14



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For boys only

H12 Have you noticed a deepening of your voice?

- ¹ Has not yet started changing
- ² Has barely started changing
- ³ Voice is definitely changing
- ⁴ Voice change seems completed

H13 Have you begun to grow hair on your face?

- ⁵ Has not yet started growing
- ⁶ Has barely started growing
- ⁷ Facial hair growth is definitely underway
- ⁸ Facial hair growth seems completed

Dating



H14 How old were you when you had your first boyfriend/girlfriend?

- ⁹³ I've never had a boyfriend/girlfriend → **Go to section I**

OR

I was years old

H15 Do you have a boyfriend/girlfriend right now?

- ⁸ Yes → **Go to question H16**

- ⁹ No → **Go to question H17**

H16 Outside of school hours, about how many days a week do you see your boyfriend/girlfriend?

- ⁰ I've never had a boyfriend/girlfriend
- ¹ I don't have a boyfriend/girlfriend now

OR

- ² Never
- ³ Less than once a week
- ⁴ One day a week
- ⁵ 2 or 3 days a week
- ⁶ 4 or 5 days a week
- ⁷ 6 or 7 days a week



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H17

When you go out on dates, do you always go out with the same person?

⁰ I have not yet gone out on dates

¹ I do not date now

OR

² Yes, with the same person

³ No, with different people

H18

How often have you had the following experiences with a boyfriend/girlfriend?

Never

Once

A few times

Often

a. Kissing.

¹

²

³

⁴

b. Petting above the waist.

⁵

⁶

⁷

⁸

c. Petting below the waist.

¹

²

³

⁴

d. Sexual intercourse (going all the way).

⁵

⁶

⁷

⁸



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SECTION I

Work and Money



11 Since September, on average, how many hours per week have you worked **for pay**?

- 1 I have not worked since September
- 2 1 to 4 hours a week
- 3 5 to 9 hours a week
- 4 10 to 14 hours a week
- 5 15 or more hours a week

12 Last week, how much money did you receive from ...

| | No money | \$1 - \$10 | \$11 - \$20 | \$21 - \$30 | \$31 - \$40 | More than \$40 |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. your parents? | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| b. working for employer(s)? | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |
| c. doing odd jobs (babysitting, delivering flyers, etc.)? | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> | ¹⁶ <input type="radio"/> | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> |
| d. other sources (gifts from relatives, etc.)? | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> | ²¹ <input type="radio"/> | ²² <input type="radio"/> | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> |

13 How do you usually spend your money? (You can mark more than one answer.)

- ²⁵ Meals, snacks or junk food
- ²⁶ Public transportation (bus, subway)
- ²⁷ Clothes, shoes
- ²⁸ Cigarettes, alcohol or drugs
- ²⁹ Other things for myself (make-up, CD's, lottery tickets, magazines, etc.)
- ³⁰ Activities or equipment (school supplies or school trips, music or sports lessons, computer supplies, etc.)
- ³¹ Going out (movies, arcades, parties, etc.)
- ³² Gifts for family or friends
- ³³ Family expenses (groceries, etc.)
- ³⁴ Savings
- ³⁵ Other. Specify: _____



Please indicate your ending time to complete this questionnaire.

□ □ : □ □



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8. Questionnaire for 14-15 year olds



I N S T R U C T I O N S

This is a survey with questions about you, your family, friends, how you feel and what you like to do. Your answers will help the government to plan programs and services for young people like yourself.

This is not a test and there are no right or wrong answers. Some questions may seem personal and some are about things which not everybody does. Take your time and please be sure to answer each question based on what you really think. You can choose whether or not to fill out this questionnaire. If you need help with any questions, you may ask the interviewer.

When you answer these questions, you can mark your answers like this ⊗ or fill in the circle ●, or write a number in the boxes, as in the examples below. When you write your answers, make sure you press hard with your pencil.

Example 1

B1 How do you feel about school?

- ⁰ I like school very much.
- ¹ I like school quite a bit.
- ² I like school a bit.
- ³ I don't like school very much.
- ⁴ I hate school.

Example 2

I13 In a typical week, how many hours did you work?

hours

OR

⁹⁴ I did not work last summer.



Remember that the KIDS HELP PHONE is available to help you at any time if you feel like you would like to talk to someone about a problem.

1-(800) 668-6868

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THANK YOU FOR YOUR HELP!





Please indicate your starting time.

□ □ : □ □



SECTION A Friends

Please answer the following statements about your friends and others your age.

| | False | Mostly false | Sometimes true/ Sometimes false | Mostly true | True |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| A1 I have many friends. | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| A2 I get along easily with others my age. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| A3 Others my age want me to be their friend. | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| A4 Most others my age like me. | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |

For the rest of this questionnaire, by "close friends", we mean the people that you trust and confide in. They are friends that you see or hang out with at school or outside school.

A5 I feel that my close friends really know who I am.

⁰ False

¹ Mostly false

² Sometimes false/Sometimes true

³ Mostly true

⁴ True

A6 About how many days a week do you do things with close friends outside of school hours?

⁰¹ Never

⁰² Less than once a week

⁰³ 1 day a week

⁰⁴ 2-3 days a week

⁰⁵ 4-5 days a week

⁰⁶ 6-7 days a week

How many of your close friends are:

| | | | |
|----------------------|-------------------------------------|-----------|---|
| | None | | Number |
| A7 ... girls? | ⁹⁹ <input type="radio"/> | OR | <input type="text"/> <input type="text"/> |
| A8 ... boys? | ⁹⁸ <input type="radio"/> | OR | <input type="text"/> <input type="text"/> |



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A9 How often do you share your secrets and private feelings with your close friends?

- 1 All the time
- 2 Most of the time
- 3 Some of the time
- 4 Rarely
- 5 Never

A10 How many of your close friends do the following:

| | None | A few | Most | All |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. smoke cigarettes? | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. drink alcohol? | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> |
| c. break the law? | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| d. have tried marijuana? | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> |
| e. have tried drugs other than marijuana? | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

A11 During this school year, how many of your close friends have done the following:

| | None | A few | Most | All |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. worked for an employer or at odd jobs? | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> |
| b. cut or skipped a day at school without permission? | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. been suspended from school? | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> |
| d. dropped out of school for more than one week? | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

A12 For each of the following statements, mark the circle that best corresponds to your situation with **your close friends**.

| | True | Mostly true | Mostly false | False |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. My close friends push me to succeed and to do interesting things that I would not do by myself. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> |
| b. When I make a decision, I take my close friends' opinion into account. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. My close friends sometimes push me to do foolish or stupid things. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> |



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A13 Other than your close friends, do you have anyone else in particular you can talk to about yourself or your problems?

⁰ Yes → **Go to question A14**

¹ No → **Go to Section B**

A14 What is their relationship to you?
(Mark everyone you feel you can talk to about yourself or your problems.)

- ⁰¹ Mother
- ⁰² Father
- ⁰³ Stepmother
- ⁰⁴ Stepfather
- ⁰⁵ Brother
- ⁰⁶ Sister
- ⁰⁷ Grandparent
- ⁰⁸ Other relative
- ⁰⁹ A friend of the family or a friend's parent
- ¹⁰ Parent's boyfriend/girlfriend
- ¹¹ Teacher
- ¹² Coach or leader (e.g. Scout, Guide or church leader)
- ¹³ Other (e.g. family doctor)



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SECTION B School


B1 How do you feel about school?

- 0 I like school very much
- 1 I like school quite a bit
- 2 I like school a bit
- 3 I don't like school very much
- 4 I hate school

B2 Are you in the same school that you were in two years ago?

⁰¹ Yes → **Go to question B5**

⁰² No → **Go to question B3**

B3 For your most recent change in schools, why did you change schools?
(Please mark all that apply.)

- 1 I changed from elementary school to middle school or junior high
- 2 I changed from elementary school to high school
- 3 I changed from middle school or junior high to high school
- 4 I moved
- 5 I was expelled
- 6 Other reason

B4 What did you find hard to get used to about your new school?
(Please mark all that apply.)

- ⁰¹ I did not find it hard to get used to my new school
- ⁰² Organizing homework
- ⁰³ New teachers
- ⁰⁴ Changing classes
- ⁰⁵ Having to make new friends
- ⁰⁶ Finding my way around
- ⁰⁷ Taking the bus to a new school
- ⁰⁸ Other

B5 How well do you think you are doing in your school work?

- 1 Very well
- 2 Well
- 3 Average
- 4 Poorly
- 5 Very poorly



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B6

How important is it to you to do the following in school:

| | Very important | Somewhat important | Not very important | Not important at all |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. make friends? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. get good grades? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| c. participate in extra-curricular activities? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. always show up for class on time? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| e. learn new things? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. express your opinion in class? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |
| g. take part in student council or other similar groups? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

B7

How do you like the following subjects:

| | I hate it | I don't like it very much | I like it a little | I like it a lot | I don't take it |
|----------------------------------|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| a. Math | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b. Science | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c. English | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| d. French | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| e. Gym/Phys. Ed. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| f. Fine Arts (art, music, drama) | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |

B8How much school spirit does **your school** have?

- 0 Almost all students have a lot of school spirit
- 1 Most students have a lot of school spirit
- 2 Some students have a lot of school spirit
- 3 Very few students have a lot of school spirit

B9How much school spirit do **you** have?

- 01 A great deal
- 02 Some
- 03 Very little
- 04 None



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B10

How often do you feel like an outsider (or left out of things) at your school?

- 0 All the time
 1 Most of the time
 2 Some of the time
 3 Rarely
 4 Never

B11

In the last 3 months, how often have you taken part in the following **school-based** activities (other than in class)?

| | Never | Less than once a week | 1 to 3 times a week | 4 or more times a week |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Played sports or done physical activities WITHOUT a coach or an instructor (e.g., softball during recess)? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b. Played sports WITH a coach or instructor, other than for gym class (e.g., school teams)? | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c. Taken part in dance, gymnastics, karate or other groups or lessons, other than in gym class? | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d. Taken part in art, drama or music groups, clubs or lessons, outside of class? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| e. Taken part in a school club or group such as yearbook club, photography club or student council? | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |

B12

During the past month, how often **did you cut or skip a class** **WITHOUT** permission?

- 01 Never
 02 Once or twice
 03 3 or 4 times
 04 5 times or more

B13

Since the beginning of this school year, how many times have you ...

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. skipped a day of school WITHOUT permission? | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. been suspended from school? | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> |



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B14 Have you ever dropped out of school for more than a week?

⁰¹ Yes → **Go to question B15**

⁰² No → **Go to question B16**

B15 The last time you dropped out of school, how long was it for?

⁰ I have never dropped out of school

¹ Less than a month

² 1-3 months

³ 4-6 months

⁴ More than 6 months

B16 The next statements are about teachers and homework.



All the time **Most of the time** **Some of the time** **Rarely** **Never**

a. In general my teachers treat me fairly. ⁰⁰ ⁰¹ ⁰² ⁰³ ⁰⁴

b. If I need extra help, my teachers give it to me. ⁰⁵ ⁰⁶ ⁰⁷ ⁰⁸ ⁰⁹ ¹⁰ **Don't need extra help**

c. I have a place at home to do homework or study. ⁰⁰ ⁰¹ ⁰² ⁰³ ⁰⁴ ⁰⁵ **No homework**

d. When my teachers give me homework, I do it. ⁰⁶ ⁰⁷ ⁰⁸ ⁰⁹ ¹⁰ ¹¹

B17 How often do you talk to a teacher outside of class?

⁰ Every day

¹ A few times a week

² Once a week

³ A few times a month

⁴ Less than once a month

⁵ Almost never



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B18

In the next statements, parents include guardians. They are the ones who live with you at home and influence your life.

| | All the time | Most of the time | Some of the time | Rarely | Never | No problems at school |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. If I have problems at school, my parents are ready to help. | ⁰⁰ <input type="radio"/> | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> |
| b. My parents encourage me to do well at school. | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | |
| c. My parents expect too much of me at school. | ⁰⁰ <input type="radio"/> | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | |

B19

How far do you hope to go in school? I hope to complete ...

- ⁰ Middle school/junior high
- ¹ High school
- ² College or CEGEP
- ³ A university degree
- ⁴ More than one university degree
- ⁵ I don't know
- ⁶ Other



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C1 Choose the answer that best describes how you feel.

| | False | Mostly false | Sometimes false/ Sometimes true | Mostly true | True |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. In general, I like the way I am. | ⁰⁰ <input type="radio"/> | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| b. Overall I have a lot to be proud of. | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> |
| c. A lot of things about me are good. | ⁰⁰ <input type="radio"/> | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |
| d. When I do something, I do it well. | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> |
| e. I like the way I look. | ⁰⁰ <input type="radio"/> | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> |

C2 In general, I am happy with how things are for me in my life now.

- ¹ Strongly disagree
² Disagree
³ Agree
⁴ Strongly agree

C3 The next five years look good to me.

- ⁵ Strongly disagree
⁶ Disagree
⁷ Agree
⁸ Strongly agree

C4 The following is a series of events that may directly affect youths. Have you personally been through these events?

| | Yes | No |
|---|------------------------------------|------------------------------------|
| a. A painful break-up with your boyfriend/girlfriend. | ¹ <input type="radio"/> | ² <input type="radio"/> |
| b. A serious problem in school. | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| c. A pregnancy or an abortion. | ¹ <input type="radio"/> | ² <input type="radio"/> |
| d. The death of someone close to you. | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| e. Another difficult event; specify: | ¹ <input type="radio"/> | ² <input type="radio"/> |



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C5 In the past 12 months, have you been treated unfairly because of ...

| | Yes | No | Don't know |
|---|--------------------------|--------------------------|--------------------------|
| a. your sex/gender? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| b. your race, skin colour, or ethnic group? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| c. your religion? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> |
| d. another reason? | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |

During the last 12 months, how many times did someone ...

C6 say something personal about you that made you feel extremely uncomfortable?

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. While at school or on a school bus. | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b. Elsewhere (including at home). | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |

C7 threaten to hurt you but not actually hurt you?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. While at school or on a school bus. | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| b. Elsewhere (including at home). | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |

C8 physically attack or assault you?

| | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. While at school or on a school bus. | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| b. Elsewhere (including at home). | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |



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SECTION D Feelings and Behaviours


D1 Read the following statements and choose the answer that best describes you.

| | Never or not true | Sometimes or somewhat true | Often or very true |
|--|-------------------------|----------------------------------|-------------------------|
| a. I show sympathy to (I feel sorry for) someone who has made a mistake. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. I can't sit still, I am restless. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| c. I destroy my own things. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| d. I try to help someone who has been hurt. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| e. I steal at home. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| f. I am unhappy, sad or depressed. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| g. I get into many fights. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| h. I offer to help clear up a mess someone else has made. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| i. I am easily distracted. I have trouble sticking to any activity. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| j. When I am mad at someone, I try to get others to dislike him/her. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| k. I am not as happy as other people my age. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| l. I destroy things belonging to my family or other young people. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| m. If there is an argument, I try to stop it. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| n. I fidget. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| o. I am disobedient at school. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| p. I can't concentrate, I can't pay attention. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| q. I am too fearful or anxious. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| r. When I am mad at someone, I become friends with another as revenge. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| s. I am impulsive, I act without thinking. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |



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D1

Read the following statements and choose the answer that best describes you.

**Never
or
not true**

**Sometimes
or
somewhat true**

**Often or
very true**

| | | | |
|---|-------------------------|-------------------------|-------------------------|
| t. I tell lies or cheat. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| u. I offer to help other young people (friend, brother or sister) who are having difficulty with a task. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| v. I worry a lot. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| w. I have difficulty waiting for my turn in games or group activities. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| x. When another kid accidentally hurts me, I assume that the other kid meant to do it, and I react with anger and fighting. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| y. I tend to do things on my own. I am rather solitary. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| z. When I am mad at someone, I say bad things behind his/her back. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| aa. I physically attack people. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| bb. I comfort another young person (friend, brother or sister) who is crying or upset. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| cc. I cry a lot. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| dd. I vandalize. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| ee. I give up easily. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ff. I threaten people. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| gg. I help to pick up things which another young person has dropped. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| hh. I cannot settle to anything for more than a few moments. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ii. I feel miserable, unhappy, tearful, or distressed. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |
| jj. I am cruel. I bully or am mean to others. | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| kk. I stare into space. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| ll. When I am mad at someone, I say to others: let's not be with him/her. | 4 <input type="radio"/> | 5 <input type="radio"/> | 6 <input type="radio"/> |



**Statistics Canada will keep your answers PRIVATE.
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D1

Read the following statements and choose the answer that best describes you.

Never
or
not true

Sometimes
or
somewhat true

Often or
very true

mm. I am nervous, highstrung or tense.

7

8

9

nn. I kick, bite, hit other people my age.

1

2

3

oo. When I am playing with others, I invite bystanders to join in a game.

4

5

6

pp. I steal outside my home.

7

8

9

qq. I am inattentive, I have difficulty paying attention to someone.

1

2

3

rr. I have trouble enjoying myself.

4

5

6

ss. I help other people my age (friends, brother or sister) who are feeling sick.

7

8

9

tt. When I am mad at someone, I tell that person's secrets to a third person.

1

2

3

uu. I encourage other people my age who cannot do things as well as I can.

4

5

6

The following questions are about suicide. Some of them might be hard for you to answer, but please answer them as well as you can. These questions will help us learn about young people. Remember to ask your interviewer any questions you might have. If you feel like you need support, we encourage you to talk to your family doctor or nurse, or use the resources provided to you by the interviewer.

D2

Has anyone in your school committed suicide?

0 Yes, within the last year

1 Yes, more than a year ago

2 No, never

3 I don't know

D3

Has anyone that you know personally committed suicide?

4 Yes, within the last year

5 Yes, more than a year ago

6 No, never

7 I don't know

D4

During the past 12 months, did you **seriously** consider attempting suicide?

1 Yes

2 No → Go to question D7



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D5 During the past 12 months, how many times did you attempt suicide?

Never/none → **Go to question D7**

Once

More than once

D6 If you attempted suicide during the past 12 months, did you have to be treated by a doctor, nurse or other health professional (for a physical injury or counselling)?

I did not attempt suicide within the past 12 months

Yes

No

D7 In the past 12 months, about how many times ...

| | Never | Once or twice | 3 or 4 times | 5 times or more |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. have you stayed out later than your parents said you should? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. have you stayed out all night without permission? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. were you questioned by the police about anything that they thought you did? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. were you questioned by a security guard, a teacher or a principal about anything that they thought you did such as stealing, damaging property or anything else? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. have you run away from home? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. have you stolen something from a store or school? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. have you taken money from your parents without their permission? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. have you broken into, or snuck into, a house or building with the idea of stealing something? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. have you used or bought or tried to sell something you knew was stolen? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. have you damaged or destroyed anything that didn't belong to you (for example, damaged a bicycle, car, school furniture, broken windows or written graffiti)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. have you fought with someone to the point where they needed care for their injuries (for example, because they were bleeding, or had broken bones)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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D7

In the past 12 months, about how many times ...

Never

Once or twice

3 or 4 times

5 times or more

l. have you been in a fight where you hit someone with something other than your hands (for example, a stick, club, knife, or rock)?

5 6 7 8

m. have you carried a knife for the purpose of defending yourself or using it in a fight?

1 2 3 4

n. have you carried a gun other than for hunting or target shooting?

5 6 7 8

o. have you carried any other weapon such as a stick or a club?

1 2 3 4

p. have you threatened someone in order to get their money or things?

5 6 7 8

q. have you sold any drugs?

1 2 3 4

r. have you attempted to touch the private parts of another person's body (while knowing that they would probably object to this)?

5 6 7 8

s. have you tried to force someone into having sex with you?

1 2 3 4

t. have you taken a car, motorbike, or motorboat without permission?

5 6 7 8

u. have you set fire on purpose to a building, a car, or something else not belonging to you?

1 2 3 4 **D8**

In the past 12 months, were you part of a gang that broke the law by stealing, hurting someone, damaging property, etc.?

1 Yes2 No

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SECTION E **Activities**



E1 OUTSIDE OF SCHOOL, in the last 12 months, how often have you ...

| | Never | Less than once a week | 1 to 3 times a week | 4 or more times a week |
|---|--------------------------|-----------------------------|---------------------------|------------------------------|
| a. played sports or done physical activities WITHOUT a coach or an instructor (e.g. biking, skateboarding, etc.)? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> |
| b. played sports WITH a coach or instructor (swimming lessons, baseball, hockey, etc.)? | 05 <input type="radio"/> | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> |
| c. taken part in dance, gymnastics, karate or other groups or lessons (always organized outside of school)? | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |
| d. taken part in art, drama or music groups, clubs or lessons (again outside of school)? | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> | 16 <input type="radio"/> |
| e. taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups? | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |
| f. done a hobby or craft (drawing, model building, etc.)? | 21 <input type="radio"/> | 22 <input type="radio"/> | 23 <input type="radio"/> | 24 <input type="radio"/> |

E2 In any of your activities, at school or outside school, do you have special responsibilities such as team leader, captain, secretary, etc.?

1 Yes
2 No

E3 Excluding for school or for work, how often do you ...

| | Daily | Weekly | Monthly | Several times a year | Never |
|--|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| a. use a public library? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> |
| b. write letters, poetry, stories, journals, etc.? | 06 <input type="radio"/> | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> |
| c. read newspapers or magazines? | 11 <input type="radio"/> | 12 <input type="radio"/> | 13 <input type="radio"/> | 14 <input type="radio"/> | 15 <input type="radio"/> |
| d. read books? | 16 <input type="radio"/> | 17 <input type="radio"/> | 18 <input type="radio"/> | 19 <input type="radio"/> | 20 <input type="radio"/> |



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**E4**

In the last 12 months, have you helped **without pay** by ...
(Mark all that apply.)

- ¹ Supporting a course (food bank, environmental group, etc.)
- ² Fund raising (a charity, school trips, etc.)
- ³ Helping in your community (hospital volunteering, etc.)
- ⁴ Helping neighbours or relatives (cutting grass, babysitting or shovelling snow for a neighbour, etc.)
- ⁵ Doing another volunteer activity (without pay)
- ⁶ I have not done any of these activities without pay

E5

On average, about how many hours a day do you watch TV or videos?

- ⁰¹ I don't watch TV or videos
- ⁰² Less than 1 hour a day
- ⁰³ 1 or 2 hours a day
- ⁰⁴ 3 or 4 hours a day
- ⁰⁵ 5 or 6 hours a day
- ⁰⁶ 7 or more hours a day

E6

Do you have access to a computer at home?

¹ Yes

² No → **Go to Section F**

E7

Do you have access to a large area network (e.g. Internet) at home?

³ Yes

⁴ No



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In this section, we would like to ask you some questions about your experiences with smoking, drinking and drugs. Many of the questions will apply to you even if you have not smoked, had a drink or used drugs. Be as honest as you can - your answers are private and Statistics Canada will make sure no one will find out who filled out each questionnaire.

F1 Have you ever tried cigarette smoking, even just a few puffs?

¹ Yes → Go to question F2

² No → Go to question F6

F2 Do you still smoke cigarettes?

³ Yes → Go to question F3

⁴ No → Go to question F5

F3 How often do you smoke cigarettes? (Mark one only.)

⁰ I have never smoked → Go to question F6

¹ I only tried once or twice → Go to question F6

² I do not smoke now → Go to question F5

OR

³ A few times a year

⁴ About once or twice a month

⁵ About once or twice a week

⁶ About 3-5 times a week

⁷ Every day

F4 On the days that you smoke, about how many cigarettes do you usually smoke? (Mark one only.)

⁹⁹ I do not smoke

OR

number of cigarettes

F5 If you have smoked one or more cigarettes every day for at least 7 days in a row, how old were you when you first did so? (Mark one only.)

⁹⁸ I have never done this

OR

I was years old



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The next questions are about drinking alcohol.

A drink of alcohol is:

- ✓ one bottle of beer or
- ✓ one glass of wine, or
- ✓ one shot of liquor.



F6 Have you ever had a drink of alcohol?

⁰ Yes, at least one drink → **Go to question F7**

¹ I have only had a few sips → **Go to question F13**

² No → **Go to question F13**

F7 If you have ever had a drink of alcohol, how old were you when you first did this? (Mark one only.)

⁹⁸ I have never had a drink of alcohol

OR

⁹⁹ I have only had a few sips

OR

I first had a drink

when I was years old

F8 Do you still drink alcohol?

⁹⁵ I have never had a drink of alcohol

OR

⁹⁶ Yes, I still drink alcohol

OR

⁹⁷ No, I do not drink alcohol anymore → **Go to question F10**

F9 If you drink alcohol, how often do you do so?

⁰ I have never had a drink of alcohol → **Go to question F13**

¹ I only tried once or twice

² I do not drink alcohol anymore

OR

³ A few times a year

⁴ About once or twice a month

⁵ About once or twice a week

⁶ About 3-5 times a week

⁷ Every day



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F10 Have you ever been drunk?

⁸ Yes → **Go to question F11**

⁹ No → **Go to question F13**

F11 How old were you when you were drunk for the first time?
(Mark one only.)

⁹⁴ I have never been drunk

OR

I was first drunk

when I was years old

F12 In the past 12 months, how often were you drunk?

⁹⁹ Never

OR

times

The next questions are about drug use. Please answer even if you do not use drugs

F13 How old were you when you did the following **for the first time**?

I don't know what that drug is

I have never done it

I first did it when I was ...

a. Marijuana and cannabis products (also known as joint, pot, grass, hash).

⁹⁸ **OR**

⁹⁷ **OR**

years old

b. Hallucinogens (like LSD, acid, magic mushrooms, "mesc" or PCP ("Angel Dust", etc.).

⁹⁶ **OR**

⁹⁵ **OR**

years old

c. Glue or solvents (such as paint thinner, gasoline, etc.).

⁹⁸ **OR**

⁹⁷ **OR**

years old

d. Drugs without a prescription or advice from a doctor: downers (seconal, Amytal, etc.); stimulants ("uppers", "Beans", "Christmas Trees", "Black Beauties", diet pills, etc.); tranquilizers (Valium, Librium, Serax, "5/10s", etc.).

⁹⁶ **OR**

⁹⁵ **OR**

years old

e. Other drugs like crack, cocaine, speed or ecstasy

⁹⁸ **OR**

⁹⁷ **OR**

years old



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F14

In the last 12 months, how often did you do marijuana and cannabis product (also known as joint, pot, grass or hash)?

- ¹ I don't know what that drug is
- ² I haven't done it in the last 12 months or I have never done it

OR

- ³ Once or twice
- ⁴ A few times a year
- ⁵ About once or twice a month
- ⁶ About once or twice a week
- ⁷ About 3-5 times a week
- ⁸ Every day

F15

In the last 12 months, how often did you do ...

| | I don't know what that drug is | I have not done it in the last 12 months or I have never done it | 1 or 2 times | 3 to 5 times | 6 to 9 times | 10 times or more |
|---|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. hallucinogens like LSD, acid, magic mushrooms, "mesc" or PCP ("Angel Dust", etc.). | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| b. glue or solvents (paint thinner, gasoline, etc.). | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |
| c. drugs without a prescription or advice from a doctor: downers (seconal, Amytal, etc.); stimulants ("uppers", "Beans", "Christmas Trees", "Black Beauties", diet pills, etc.); tranquilizers (Valium, Librium, Serax, "5/10s", etc.). | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| d. other drugs like crack, cocaine, heroin, speed or ecstasy, etc. | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |



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SECTION G My Parent(s) and Me

My mother

G1 Think of the mother you spend the most time with. Is she ...
(Mark one only.)

⁰¹ your biological mother?

⁰² your adoptive mother?

⁰³ your stepmother?

⁰⁴ your foster mother?

⁰⁵ another person?

OR

⁰⁶ I am not in touch with my mother

→ **Go to question G4**

⁰⁷ I don't have a mother

→ **Go to question G4**

G2 Thinking of the mother you have identified in the previous questions:

| | A great deal | Some | Very little | I am not in touch with my mother | I don't have a mother |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. How well do you feel that your mother understands you? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. How much fairness do you receive from your mother? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| c. How much affection do you receive from your mother? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |

G3 Overall, how would you describe your relationship with your mother?

⁵ Very close

⁶ Somewhat close

⁷ Not very close

⁸ I am not in touch with my mother

⁹ I don't have a mother



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My Father

G4 Now think of the father you spend the most time with. Is he ...
(Mark one only.)

- ⁰¹ your biological father?
⁰² your adoptive father?
⁰³ your stepfather?
⁰⁴ your foster father?
⁰⁵ another person?

OR

⁰⁶ I am not in touch with my father → **Go to question G7**

⁰⁷ I don't have a father → **Go to question G7**

G5 Thinking about the father you have identified in the previous question:

| | A great deal | Some | Very little | I am not in touch with my father | I don't have a father |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a. How well do you feel that your father understands you? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |
| b. How much fairness do you receive from your father? | ⁵ <input type="radio"/> | ⁶ <input type="radio"/> | ⁷ <input type="radio"/> | ⁸ <input type="radio"/> | ⁹ <input type="radio"/> |
| c. How much affection do you receive from your father? | ⁰ <input type="radio"/> | ¹ <input type="radio"/> | ² <input type="radio"/> | ³ <input type="radio"/> | ⁴ <input type="radio"/> |

G6 Overall, how would you describe your relationship with your father?

- ⁵ Very close
⁶ Somewhat close
⁷ Not very close
⁸ I am not in touch with my father
⁹ I don't have a father

Answer the following questions thinking of the father and mother you have identified in the previous questions.

G7 How well do you think your parents get along with each other?

- ⁰ Very well
¹ Fairly well
² Not very well
³ Not applicable



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G8

| | Never | Rarely | Sometimes | Often | Always | Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. How often do your parents disagree about how to deal with the children in your family? | 01 <input type="radio"/> | 02 <input type="radio"/> | 03 <input type="radio"/> | 04 <input type="radio"/> | 05 <input type="radio"/> | 06 <input type="radio"/> |
| b. How often do your parents get upset with one another, including times when they are mad but don't say much? | 07 <input type="radio"/> | 08 <input type="radio"/> | 09 <input type="radio"/> | 10 <input type="radio"/> | 11 <input type="radio"/> | 12 <input type="radio"/> |

G9

For each of the following statements, use the choice that best describes the way your parents (or stepparents, foster parents or guardians) in general have acted toward you **during the last 6 months**.

| My parents ... | Never | Rarely | Sometimes | Often | Always |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. smile at me. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| b. want to know exactly where I am and what I am doing. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. soon forget a rule they have made. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| d. praise me. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| e. let me go out any evening I want. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| f. tell me what time to be home when I go out. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| g. nag me about little things. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| h. listen to my ideas and opinions. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| i. and I solve a problem together whenever we disagree about something. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| j. only keep rules when it suits them. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| k. get angry and yell at me. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| l. make sure I know I am appreciated. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| m. threaten punishment more often than they use it. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| n. speak of the good things I do. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| o. find out about my misbehaviour. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| p. enforce a rule or do not enforce a rule depending upon their mood. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| q. hit me or threaten to do so. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| r. seem proud of the things I do. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| s. seem too busy to spend as much time with me as I'd like. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| t. take an interest in where I am going and who I am with. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |



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SECTION H Health


H1 In general, would you say your health is ...

- 5 excellent?
 6 very good?
 7 good?
 8 fair?
 9 poor?

H2 How tall are you?
 (Please estimate if you are not sure.)

5 Feet 6 Inches

OR

7 Metre 8 Centimetres

H3 How much do you weigh?
 (Please estimate if you are not sure.)

1 Pounds

OR

2 Kilograms

Young people sometimes experience health problems that may or may not be related to stress, and may affect other areas in their life. Your answers to the following questions will help build a picture of your general health.

H4 In the last 6 months, how often have you had or felt the following?

| | Seldom or never | About once a month | About once a week | More than once a week | Most days |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Headache. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. Stomach ache. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |
| c. Backache. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. Difficulties in getting to sleep. | 5 <input type="radio"/> | 6 <input type="radio"/> | 7 <input type="radio"/> | 8 <input type="radio"/> | 9 <input type="radio"/> |

H5 During school weeks, how many times a week do you eat breakfast?

- 1 Never
 2 1 or 2 times a week
 3 3 or 4 times a week
 4 Every day

H6 Which of the following are you trying to do?

- 5 Lose weight
 6 Gain weight
 7 Stay the same weight
 8 I'm not trying to do anything about my weight



**Statistics Canada will keep your answers PRIVATE.
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Puberty

We know that the following questions might be difficult, but would appreciate you answering them as well as you can. Changes in young people's bodies can affect many different aspects of their lives.

H7 Would you say that your body hair ("body hair" means underarm and pubic hair) has begun to grow?

- 1 Has not yet started growing
- 2 Has barely started growing
- 3 Growth of body hair is definitely underway
- 4 Growth of body hair seems completed

**Boys go to
question H10**

For girls only

H8 Have your breasts begun to grow?

- 5 Have not yet started growing
- 6 Have barely started growing
- 7 Breast growth is definitely underway
- 8 Breast growth seems completed

H9 If you have begun to menstruate (your monthly periods), at what age did you start?

I was

years
and

months old.

OR

- 99 Have not yet started

**Girls go to
question H12**

For boys only

H10 Have you noticed a deepening of your voice?

- 5 Has not yet started changing
- 6 Has barely started changing
- 7 Voice is definitely changing
- 8 Voice change seems completed



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H11 Have you begun to grow hair on your face?

- ¹ Has not yet started growing
- ² Has barely started growing
- ³ Facial hair growth is definitely underway
- ⁴ Facial hair growth seems completed

Dating



H12 How old were you when you had your first boyfriend/girlfriend?

- ⁹⁹ I've never had a boyfriend/girlfriend → **Go to question H17**

OR

I was years old

H13 Do you have a boyfriend/girlfriend right now?

- ¹ Yes → **Go to question H14**

- ² No → **Go to question H16**

H14 How long have you been dating him/her?

- ⁰¹ I've never had a boyfriend/girlfriend
- ⁰² I don't have a boyfriend/girlfriend now
- OR**
- ⁰³ Less than 1 month
- ⁰⁴ 1 to 5 months
- ⁰⁵ 6 months to a year
- ⁰⁶ Over a year

H15 Outside of school hours, about how many days a week do you see your boyfriend/girlfriend?

- ⁰⁷ I've never had a boyfriend/girlfriend
- ⁰⁸ I don't have a boyfriend/girlfriend now
- OR**
- ⁰⁹ Never
- ¹⁰ Less than once a week
- ¹¹ One day a week
- ¹² 2 or 3 days a week
- ¹³ 4 or 5 days a week
- ¹⁴ 6 or 7 days a week



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H16 In the past 12 months, how many different boyfriends/girlfriends have you had?

¹⁵ I've never had a boyfriend/girlfriend

OR

¹⁶ None in the past 12 months

¹⁷ 1

¹⁸ 2 or 3

¹⁹ 4 or 5

²⁰ 6 or more

H17 When you go out on dates, do you always go out with the same person?

⁰ I have not yet gone out on dates

¹ I do not date now

OR

² Yes, with the same person

³ No, with different people

H18 Have you ever had sexual intercourse?

⁴ Yes → **Go to question H19**

⁵ No → **Go to section I**

H19 How old were you when you first had sexual intercourse?

⁹⁸ I have not yet had sexual intercourse

OR

I was years old

H20 How old was the partner with whom you first had sexual intercourse?

⁹⁹ I have not yet had sexual intercourse

OR

He or she was years old

H21 Did you or your partner use a condom the last time you had sexual intercourse?

¹ I have not yet had sexual intercourse

² Yes

³ No

H22 Did you or your partner use other methods of birth control (birth control pills, diaphragm, etc.) the last time you had sexual intercourse?

⁴ I have not yet had sexual intercourse

⁵ Yes

⁶ No

⁷ I don't know



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**SECTION I****Work and Money**

Often, young people earn money by doing odd jobs such as babysitting, mowing lawns and raking leaves, or by having more regular jobs for employers (part-time or full-time), such as helper or cook in a restaurant. Most times, they get paid for that work but sometimes they work without pay. The following questions are about all types of work, paid or unpaid.

Work during this School Year

I1 Since the beginning of this school year, have you done any work ...

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. for pay for an employer (e.g., at a store or restaurant)? | 01 <input type="radio"/> | 02 <input type="radio"/> |
| b. for pay at odd jobs (babysitting, mowing a neighbour's lawn or delivering flyers)? | 03 <input type="radio"/> | 04 <input type="radio"/> |
| c. at your family's farm or business (with or without pay)? | 05 <input type="radio"/> | 06 <input type="radio"/> |
| d. without pay excluding work at your family's farm or business? | 07 <input type="radio"/> | 08 <input type="radio"/> |

If you have not worked since the beginning of this school year → Go to question I8

I2 Last week, did you do any work ...

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. for pay for an employer (e.g., at a store or restaurant)? | 09 <input type="radio"/> | 10 <input type="radio"/> |
| b. for pay at odd jobs (babysitting, mowing a neighbour's lawn or delivering flyers)? | 11 <input type="radio"/> | 12 <input type="radio"/> |
| c. at your family's farm or business (with or without pay)? | 13 <input type="radio"/> | 14 <input type="radio"/> |
| d. without pay excluding work at your family's farm or business? | 15 <input type="radio"/> | 16 <input type="radio"/> |

If you did not work at all last week → Go to question I6

I3 Think of the job at which you worked the most time last week: what type of work were you doing? (Mark one only.)

1 I did not work last week

OR

2 Working in a restaurant or fast food outlet, etc.

3 Working in a store (convenience store, grocery store, gas station, clothing or shoe store, etc.)

4 Working in another type of service (e.g. construction, hospital, office, arena, etc.)

5 Doing odd jobs (babysitting, mowing a neighbour's lawn or delivering flyers), etc.)

6 Working at my family's business or farm

7 Other type of work. Specify:



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14 Thinking of the same job, how many hours did you work last week ...

| | None | | Number of hours | | I did not work last week |
|-------------------------|-------------------------------------|----|---|----|-------------------------------------|
| a. Monday to Friday? | ⁹⁵ <input type="radio"/> | OR | <input type="text"/> <input type="text"/> | OR | ⁹⁶ <input type="radio"/> |
| b. Saturday and Sunday? | ⁹⁷ <input type="radio"/> | OR | <input type="text"/> <input type="text"/> | OR | ⁹⁸ <input type="radio"/> |

15 At this job, approximately how much did you make last week? (Answer one category only.)

² \$ ³ ¢ per hour

OR

⁴ \$ per week

OR

⁵ I worked but did not make any money last week

OR

⁶ I did not work last week

16 Now think of all the jobs you do in a typical school week. How many hours in total do you usually work?

| | None | | Number of hours | | I usually do not work |
|-------------------------|-------------------------------------|----|---|----|-------------------------------------|
| a. Monday to Friday? | ⁹⁵ <input type="radio"/> | OR | <input type="text"/> <input type="text"/> | OR | ⁹⁶ <input type="radio"/> |
| b. Saturday and Sunday? | ⁹⁷ <input type="radio"/> | OR | <input type="text"/> <input type="text"/> | OR | ⁹⁸ <input type="radio"/> |

17 Does this work cause you to study less or do less school work than you would like?

³ Yes, a great deal less

⁴ Yes, somewhat less

⁵ No, not at all less

⁶ I do not go to school anymore

Money

18 Last week, how much money did you receive from ...

| | No money | \$1 to 20 | \$21 to 40 | \$41 to 60 | \$61 to 100 | More than \$100 |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| a. your parents? | ⁰¹ <input type="radio"/> | ⁰² <input type="radio"/> | ⁰³ <input type="radio"/> | ⁰⁴ <input type="radio"/> | ⁰⁵ <input type="radio"/> | ⁰⁶ <input type="radio"/> |
| b. working for employer(s)? | ⁰⁷ <input type="radio"/> | ⁰⁸ <input type="radio"/> | ⁰⁹ <input type="radio"/> | ¹⁰ <input type="radio"/> | ¹¹ <input type="radio"/> | ¹² <input type="radio"/> |
| c. doing odd jobs? | ¹³ <input type="radio"/> | ¹⁴ <input type="radio"/> | ¹⁵ <input type="radio"/> | ¹⁶ <input type="radio"/> | ¹⁷ <input type="radio"/> | ¹⁸ <input type="radio"/> |
| d. other sources (gifts from relatives, etc.)? | ¹⁹ <input type="radio"/> | ²⁰ <input type="radio"/> | ²¹ <input type="radio"/> | ²² <input type="radio"/> | ²³ <input type="radio"/> | ²⁴ <input type="radio"/> |



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19

How do you usually spend your money?
(You can mark more than one answer.)

- 01 Meals, snacks or junk food
- 02 Public transportation (bus, subway)
- 03 Clothes, shoes
- 04 Cigarettes, alcohol or drugs
- 05 Other things for myself (make-up, CD's, lottery tickets, magazines, etc.)
- 06 Activities or equipment (school supplies or school trips, music or sports lessons, computer supplies, etc.)
- 07 Going out (movies, arcades, parties, etc.)
- 08 Gifts for family or friends
- 09 Family expenses (groceries, etc.)
- 10 Savings
- 11 Other. Specify: _____

Summer Work

110

Last summer, did you do any work ...

| | Yes | No |
|---|--------------------------|--------------------------|
| a. for pay for an employer (e.g. at a store or restaurant)? | 12 <input type="radio"/> | 13 <input type="radio"/> |
| b. for pay at odd jobs (e.g. babysitting, mowing a neighbour's lawn or delivering flyers)? | 14 <input type="radio"/> | 15 <input type="radio"/> |
| c. at your family's farm or business (with or without pay)? | 16 <input type="radio"/> | 17 <input type="radio"/> |
| d. without pay excluding work at your family's farm or business? | 18 <input type="radio"/> | 19 <input type="radio"/> |

If you did not work last summer → Go to section J

111

Think of all the jobs you had last summer;
what types of work did you do?
(Mark all that apply.)

- 0 I did not work last summer
- OR**
- 1 Working in a restaurant or fast food outlet, etc.
- 2 Working in a store (grocery or convenience store, clothing or shoe store, etc.)
- 3 Working in a gas station
- 4 Working in a camp
- 5 Working in another type of service (e.g. hospital, office, arena, etc.)
- 6 Working in construction, landscaping or painting
- 7 Doing odd jobs (cutting grass, house-sitting, babysitting, delivery flyers, newspapers, running errands, etc.)
- 8 Working at my family business or farm
- 9 Other type of work. Specify: _____



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I12 Thinking of all the jobs you had last summer, how many weeks did you work?

weeks

OR

⁹³ I did not work last summer

I13 In a typical week, how many hours did you work?

hours

OR

⁹⁴ I did not work last summer



Please indicate your ending time to complete this questionnaire.

:



**Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**

9. Informed Consent Form



Informed Consent

National Longitudinal
Survey of Children and Youth

Consentement éclairé

Enquête longitudinale nationale
sur les enfants et les jeunes

Confidential when completed

Confidenciel une fois rempli

Sequence No.
N° de séquence

To be completed by Interviewer - À être rempli par l'intervieweur

Person ID.
N° de la personne - - - -

Assignment No.
N° de tâche

Date (Month-day-year)
Date (Mois-jour-année) - -

Child's First Name
Prénom de l'enfant

Child's Surname
Nom de famille de l'enfant

Parent/Legal Guardian's Full Name
Nom du parent ou du tuteur légal

First name / Prénom

Last name / Nom de famille

Yes / Oui No / Non N/A – S/O

Consent to Contact Teacher(s)
Consentement à communiquer
avec le(s) professeur(s) 1 2

Consent to Administer Math Test 3 4 5

Consent to Administer Reading Test
Consentement à administrer le test de lecture 6 7 8

9 Consent obtained over the telephone – Consentement obtenu au téléphone

To be signed by parent or legal guardian - À faire signer par le parent ou le tuteur légal

I understand that this is a voluntary survey and that the information my child's teacher provides will be kept strictly confidential under the Statistics Act. This means that my name and my child's name will not be associated in any way with the results of the survey.

Je comprends que la participation à cette enquête est volontaire et que les renseignements fournis par le professeur de mon enfant resteront strictement confidentiels en vertu de la Loi sur la Statistique. Cela veut dire que mon nom et le nom de mon enfant ne seront reliés d'aucune façon aux résultats de l'enquête.

X

Signature of Parent or Legal Guardian – Signature du parent ou du tuteur légal

Informed Consent Form

I understand that this consent form is part of the **National Longitudinal Survey of Children and Youth**. Statistics Canada is carrying out this national study on behalf of Human Resources Development Canada.

I understand that this survey is voluntary and that any information that Statistics Canada collects from me, my child and my child's teacher will remain strictly confidential under the **Statistics Act**.

Formulaire de consentement éclairé

Je comprends que ce formulaire fait partie de l'**Enquête longitudinale nationale sur les enfants et les jeunes**. Statistique Canada mène cette enquête au nom de Développement des ressources humaines Canada.

Je comprends que la participation à cette enquête est volontaire et que tous les renseignements obtenus par Statistique Canada de moi, de mon enfant et du professeur de mon enfant resteront strictement confidentiels en vertu de la **Loi sur la statistique**.

What is the National Longitudinal Survey of Children and Youth?

The **National Longitudinal Survey of Children and Youth** has been developed jointly by Statistics Canada and Human Resources Development Canada. The purpose of the survey is to collect information that will help us understand the factors affecting the development of children in Canada. These findings will improve the prospects and conditions for all children.

Qu'est-ce que l'Enquête nationale longitudinale sur les enfants et les jeunes?

L'**Enquête longitudinale nationale sur les enfants et les jeunes** a été élaborée conjointement par Statistique Canada et par Développement des ressources humaines Canada. Son but est de recueillir des renseignements qui nous aideront à mieux comprendre les facteurs qui influencent le développement des enfants au Canada. Ces connaissances serviront à élaborer des programmes efficaces qui amélioreront les possibilités d'avenir de tous les enfants.

Why does my child's teacher need to be contacted?

Children spend much of their time at school. Your child's teacher will provide us with valuable information regarding your child's school experiences.

Pourquoi le professeur de mon enfant doit-il être contacté?

Les enfants passent une grande partie de leur temps à l'école. Le professeur de votre enfant fournira d'importants renseignements se rapportant à la vie de votre enfant à l'école.

What does my consent mean?

Your consent to contact the teacher means that your child's teacher will receive a questionnaire that will ask questions about your child's school achievement and behaviour, and about his/her classroom.

Your consent to the tests means that your child's principal will be asked to give your child a short test in math and reading skills.

Qu'est-ce que mon consentement veut dire?

Par votre consentement à communiquer avec le professeur, vous acceptez que le professeur de votre enfant reçoive un questionnaire portant sur le rendement scolaire de votre enfant, sur son comportement à l'école et sur sa classe.

Par votre consentement aux tests, vous acceptez que l'on demande au directeur de l'école de votre enfant de lui administrer un court test de mathématiques et de lecture.

What happens to the survey information I have provided if I do not consent?

The information you have provided in the interview is very valuable on its own. It will still permit important research to be conducted and influence future policies and programs.

Que se passe-t-il si je décide de ne pas signer le formulaire de consentement éclairé?

Les renseignements que vous avez déjà fournis lors de l'interview sont très importants. Ils permettront quand même de faire d'importantes recherches et d'influencer les politiques et les programmes futurs.