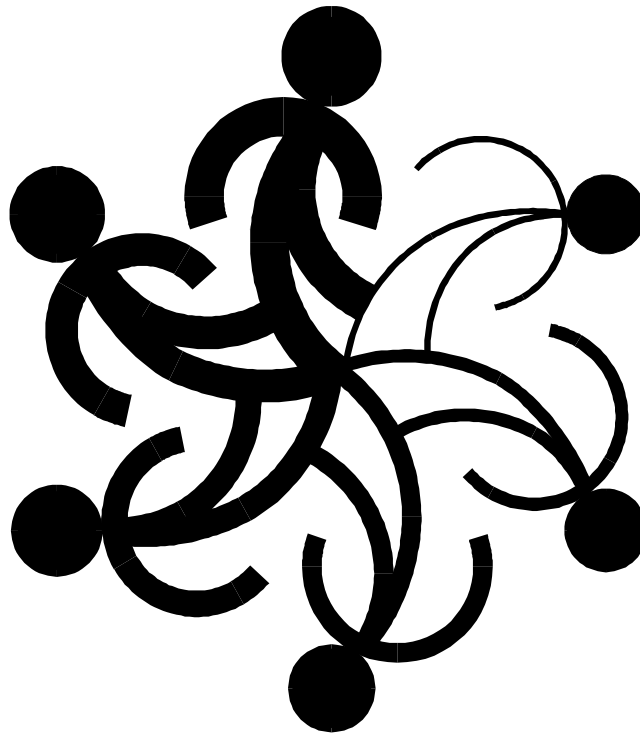




NATIONAL LONGITUDINAL SURVEY OF CHILDREN & YOUTH

Cycle 2 Survey Instruments 1996-97
Book 2 - Education, 10-11 and 12-13 year olds



Catalogue no. 89FOO77XIE, no. 2b

1997



Statistics Canada
Human Resources
Development Canada

Statistique Canada
Développement des ressources
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 1996-1997 - Cycle 2.

Introduction

This is the second in a set of two documents containing the NLSCY cycle 2 instruments, by which we mean the various questionnaires used to gather information from parents, children, teachers and principals. This document includes the teacher, principal and youth self-complete questionnaires only; the parent questionnaires can be found in Book 1. A companion document is available which describes these questionnaires and the process used to collect the information, entitled "National Longitudinal Survey of Children and Youth: Overview of Survey Instruments for 1996-97 Data Collection, Cycle 2". The questions used in Cycle 2 are quite similar to those used in Cycle 1; the reader may also wish to refer to the Cycle 1 documentation, available upon request:

- C National Longitudinal Survey of Children: Survey Instruments for 1994-95 Data Collection, Cycle 1
- C National Longitudinal Survey of Children: Overview of Survey Instruments for 1994-95 Data Collection, Cycle 1
- C National Longitudinal Survey of Children and Youth: User's Handbook and Microdata Guide

A series of articles exploring various aspects of the Cycle 1 data has been 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 2

Survey Instruments - Book 2

- 1. Teacher's Questionnaire (for kindergarten teachers)**
- 2. Teacher's Questionnaire (for a school environment where the child has one teacher for the basic academic subjects)**
- 3. Teacher's Questionnaire (for a school environment where a child/youth has different teachers for the basic academic subjects)**
- 4. Principal's Questionnaire**
- 5. Questionnaire for 10-11 year olds**
- 6. Questionnaire for 12-13 year olds**
- 7. Informed Consent Form**
- 8. Indicator Answer Sheet**

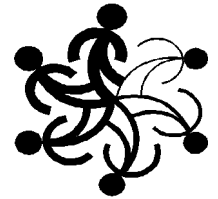


Special Surveys Division &
Centre for Education Statistics, Canada

National Longitudinal Survey of Children and Youth - Cycle 2

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

Place label here

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 in your class, various school practices, and to 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.

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**.

When you finish this survey

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



SECTION 1 This child's education

The following sections relate to the educational development of a specific child in your class.

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

01 In what level is this child?

- 1 Junior kindergarten (generally 2 years preceding grade 1)
- 2 Kindergarten/Senior kindergarten (generally 1 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 (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 physical development (health, motor skills, large/small muscle 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





04

How would you rate this child's learning skills (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

05

How would you rate this child's language/communication skills (understanding, using language effectively, listening, talking with others)?

- 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

Considering reading skills, is this child:
(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 unable to assess



07

Considering writing skills, is this child:
(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 print
- 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 unable to assess

08

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

- ⁰¹ able to sort and classify objects
- ⁰² able to use 1 to 1 correspondence
- ⁰³ able to count
- 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 unable to assess

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

09

How many instructional days does this child receive in a year? (Please report the number of days the child should be present in school counting 1 day even for half days.)

--	--	--

instructional days



10

What type of program is this child enrolled in?

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

11

On average, how much class time in hours per week does this child receive in

Hours per week

	0	Less than 4	4 to less than 8	8 to less than 12	12 or more
a) general communications	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

	0	Less than 1	1 to less than 2	2 to less than 3	3 or more
c) second language education	¹¹ <input type="radio"/>	¹² <input type="radio"/>	¹³ <input type="radio"/>	¹⁴ <input type="radio"/>	¹⁵ <input type="radio"/>
d) language education (immersion level) 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	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) learning how to use computers	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"/>
<i>please specify</i>	<input style="width: 600px; height: 20px;" type="text"/>				

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





12

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

- 1 0 minutes/week
- 2 1 to 30 minutes/week
- 3 31 to 60 minutes/week
- 4 More than 60 minutes/week

13

What is the main language used in this child's class(es)?

(Mark the circle corresponding to the predominant language of instruction in this child's regular class(es).)

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

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

14

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

1 Yes

2 No → **Go to QUESTION 17**





15

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 behavioral problem
- ⁰⁷ Mental disability or limitation
- ⁰⁸ Home environment/problems at home
- ⁰⁹ Problems understanding the language spoken at school
- ¹⁰ Other, *please specify*

16

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 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

17 About what percentage of class time has this child 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 %

18 Since the start of school in the fall, how often has this child arrived:

	Never	Rarely	Sometimes	Usually	Always	N/A
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"/>
b) too tired to participate	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 a lunch/snacks	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) without proper nourishment	¹⁹ <input type="radio"/>	²⁰ <input type="radio"/>	²¹ <input type="radio"/>	²² <input type="radio"/>	²³ <input type="radio"/>	²⁴ <input type="radio"/>

19 Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” 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"/>





Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” how often would you say that this child:

	Never or not true	Sometimes or somewhat 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 angry with someone tries to get others to dislike her/him	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) can't concentrate, can't 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 angry 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"/>





Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” how often would you say that this child:

	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
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 awaiting turn in games or groups	089 <input type="radio"/>	090 <input type="radio"/>	091 <input type="radio"/>	092 <input type="radio"/>
x) when another child accidentally hurts her/him (such as by bumping into her or him), assumes that the other child meant to do it, and then 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 (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"/>	206 <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 another child 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 anything for more than a few moments	133 <input type="radio"/>	134 <input type="radio"/>	135 <input type="radio"/>	136 <input type="radio"/>



**19 Concluded**

Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” how often would you say that this child:

	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
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) stares into space	145 <input type="radio"/>	146 <input type="radio"/>	147 <input type="radio"/>	148 <input type="radio"/>
ll) when angry with someone, says to others: let's not be with her/him	149 <input type="radio"/>	150 <input type="radio"/>	151 <input type="radio"/>	152 <input type="radio"/>
mm) is nervous, high-strung, or tense	153 <input type="radio"/>	154 <input type="radio"/>	155 <input type="radio"/>	156 <input type="radio"/>
nn) kicks, bites, hits other children	157 <input type="radio"/>	158 <input type="radio"/>	159 <input type="radio"/>	160 <input type="radio"/>
oo) will invite bystanders to join in a game	161 <input type="radio"/>	162 <input type="radio"/>	163 <input type="radio"/>	164 <input type="radio"/>
pp) is inattentive	165 <input type="radio"/>	166 <input type="radio"/>	167 <input type="radio"/>	168 <input type="radio"/>
qq) has trouble enjoying self	169 <input type="radio"/>	170 <input type="radio"/>	171 <input type="radio"/>	172 <input type="radio"/>
rr) 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"/>
ss) when angry with someone, tells the other one's secrets to a third person	177 <input type="radio"/>	178 <input type="radio"/>	179 <input type="radio"/>	180 <input type="radio"/>
tt) takes the opportunity to praise the work of less able children	181 <input type="radio"/>	182 <input type="radio"/>	183 <input type="radio"/>	184 <input type="radio"/>





20

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

	Never	Rarely	Sometimes	Usually	Always
a) works cooperatively with other children	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) plays cooperatively with other children	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) follows rules	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) follows instructions	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) respects 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) demonstrates self-control	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) shows self-confidence	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) demonstrates respect for adults	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) demonstrates respect for other children	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) accepts responsibility for actions	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>

21

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

	Never	Rarely	Sometimes	Usually	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"/>





22

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 helps or hinders the child's progress and development.

23

Since the beginning of school last fall did a parent/guardian of this child ...

	Yes	No	Not applicable
a) participate in regularly scheduled parent-teacher conferences (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	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>
(please specify) <input style="width: 300px; height: 20px;" type="text"/>			

24

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 Don't know the parent(s)/guardian(s) well enough





25

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 Don't know the parent(s)/guardian(s) well enough

26

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 not support
- ⁴ Don't know the parent(s)/guardian(s) well enough





SECTION 4 The child's class(es) 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(es) that you teach this child.

27 In the class(es) that you teach this child how many children on average are presently enrolled?

children

28 Please estimate the average percentage of instruction time when a qualified teaching assistant (including student teachers) and/or an adult volunteer is(are) available to the class(es) that you teach this child.

Average percentage of time available

	Not available	1 to 25%	26 to 50%	51 to 75%	More than 75%
a) Qualified 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"/>

29 In the class(es) that you teach this child, how many children 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 children

b) an emotional, or behavioural problem children

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





30

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

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(es) and your teaching practices.

31

Compared with other class(es) in the same level in your school, do you feel that the class(es) you teach this child generally has(have) ...

- 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 there are no other classes at the same grade

32

Overall, in your class(es) attended by this child, the children in the class(es) ...

	Never	Rarely	Sometimes	Usually	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 I am 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"/>





33

Please rate the extent to which each of the following meets the needs of the class(es) that 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) Computers for course instruction	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Computer software for course instruction	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Audio-visual resources (e.g., VCR's, film projectors)	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Science equipment	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) Equipment for mathematics instruction	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) Special equipment for physically disabled/challenged children	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) Library or adequate access to teacher-librarian	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>
k) Gym equipment (e.g. mats, balls)	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>
l) Outdoor play equipment	56 <input type="radio"/>	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>
m) Adequate access to teaching assistants/aides, ect.	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>	64 <input type="radio"/>	65 <input type="radio"/>





34

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

	Minutes per week			
	0	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 parents/guardians	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.

35

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 belong):

	Hours per week				
	0	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 parents/guardians	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>



36

The following statements describe various attributes about yourself and the children 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 children 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) 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"/>
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 my children	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) I push 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 Perceptions of your school

37 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
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 principals, 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 feed-back from the principal/vice principals	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 gets around 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"/>



**37** 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
k) The principal/vice-principal(s) spends 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"/>

38 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 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 6 Personal information

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

39 Are you ...

¹ Female?

² Male?

40 To which age group do you belong?

¹ 20 to 29 years

² 30 to 39 years

³ 40 to 49 years

⁴ 50 to 59 years

⁵ 60 years or older

41 How much experience do you have as...
(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) a teacher? year(s) month(s) None

b) a teacher at this grade? year(s) month(s) None

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



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

- ⁰¹ Some coursework 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 coursework
- ⁰⁶ A post-baccalaureate diploma or certificate
- ⁰⁷ Some coursework towards a Master's degree
- ⁰⁸ A Master's degree
- ⁰⁹ Some coursework towards a Doctorate
- ¹⁰ A Doctorate
- ¹¹ Trade/vocational certification (including journey person certification)
- ¹² Other, *please specify*

Please indicate the field of study of your highest level of education?

- ⁰¹ Language Arts (e.g., oral communication, grammar, composition, English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Education
- ⁰⁴ Sciences (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 General (no specialisation/concentration, e.g., B.A.General)
- ¹⁵ Other, *please specify*



44

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

45

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

46

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

- ¹ Yes (please specify)

- ² No

47

Do you use a computer or a terminal connected to a computer at ...

	Yes	No	Not applicable
a) home	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>
b) school, in your classroom, as a teaching tool for children	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
c) school, outside your classroom, as a teaching tool for children	⁰⁷ <input type="radio"/>	⁰⁸ <input type="radio"/>	⁰⁹ <input type="radio"/>
d) school as an administrative tool (e.g. to compile marks or for word processing)	¹⁰ <input type="radio"/>	¹¹ <input type="radio"/>	¹² <input type="radio"/>
e) school as a learning/professional development tool for yourself (e.g., education discussion groups on internet)	¹³ <input type="radio"/>	¹⁴ <input type="radio"/>	¹⁵ <input type="radio"/>





48

Can you:
(Mark all that apply.)

- ¹ use a computer
- ² format a diskette
- ³ copy, move, delete files
- ⁴ use education specific software
- ⁵ use software such as word processing and/or spreadsheet applications
- ⁶ access a wide area network (e.g., internet)
- ⁷ use a programming language

49

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada (and the Department of Health & Community Services of N.B.). 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

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



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

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

If you do not have the reply envelope please call 1-800-307-3382 for instructions on where to send the completed questionnaire.

Your contribution to this effort is greatly appreciated



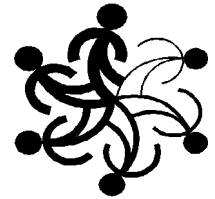


Special Surveys Division &
Centre for Education Statistics, Canada

National Longitudinal Survey of Children and Youth – Cycle 2

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

Place label here

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 in your class, various school practices, and to 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.

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**.

When you finish this survey

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



SECTION 1 This student's education

The following sections relate to the educational development of a specific student in your class.

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

These first few questions ask about this student's grade and educational history.

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

¹ Yes → What grades are contained in this class?

Grade¹ to grade¹

² No, the class contains a single grade

³ No, the class is ungraded

02 Is this student assigned to a grade?

¹ Yes → In what grade is this student?

Grade¹

² No, this student is not assigned to a grade

03 Is this student currently repeating his or her grade?

¹ Yes

² No

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.





04

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

- 1 I do not teach reading
- 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

05

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

- 1 I do not teach mathematics/arithmetic
- 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

06

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

- 1 I do not teach spelling or composition
- 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



07

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

08

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 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.

09

How long is the normal school year for this school?
(Specify the number of days.)

--	--	--

school days



10

On average, how much instruction time in hours per week does this student receive in...

Hours per week

	0	Less than 4	4 to less than 8	8 to less than 12	12 or more
a) language arts (e.g. oral communications, grammar composition, 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"/>
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

	0	Less than 1	1 to less than 2	2 to less than 3	3 or more
c) second language education	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) language education (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	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	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	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>
l) physical education	56 <input type="radio"/>	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>
m) learning how to use computers	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>	64 <input type="radio"/>	65 <input type="radio"/>
n) other topics (please specify)	66 <input type="radio"/>	67 <input type="radio"/>	68 <input type="radio"/>	69 <input type="radio"/>	70 <input type="radio"/>
<input type="text"/>					

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





11

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

- 1 0 minutes/week
- 2 1 to 30 minutes/week
- 3 31 to 60 minutes/week
- 4 More than 60 minutes/week

12

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

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

13

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 15**

14

Where does this student receive this enhanced or extra instruction?

- 1 Exclusively within a regular classroom
- 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





15

Does this student receive additional help (e.g., remedial) because he/she is weak in certain subjects or skills?

¹ Yes

² No

16

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

¹ Yes

² No → **Go to QUESTION 19**

17

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)





18

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.

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

- 1 0 days
- 2 1 – 3 days
- 3 4 – 6 days
- 4 7 – 10 days
- 5 11 – 20 days
- 6 More than 20 days

20 Since the beginning of school in the fall, approximately how many times has this student skipped a day of school (was absent without a valid reason)?

- 1 Never
- 2 Once or twice
- 3 Three to five times
- 4 Six to ten times
- 5 More than ten times
- 6 Don't know





21

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

	Never	Rarely	Some- times	Usu- ally	Always	N/A	Don't know
a) without the materials needed to do his/her school work (e.g., note-books, 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	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 proper nourishment	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"/>

22

Using the answers "never or not true," "sometimes or somewhat true" and "often or very true," 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 for 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"/>





Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” 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 angry with someone, tries to get others to dislike him/her	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) can't concentrate, can't pay attention for long	061 <input type="radio"/>	062 <input type="radio"/>	063 <input type="radio"/>	064 <input type="radio"/>
q) is unusually fearful or anxious	065 <input type="radio"/>	066 <input type="radio"/>	067 <input type="radio"/>	068 <input type="radio"/>
r) when angry 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"/>





Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” how often would you say that this student:

	Never or not true	Sometimes or some- what true	Often or very true	Don't know
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"/>
w) has difficulty awaiting turn in games or groups	089 <input type="radio"/>	090 <input type="radio"/>	091 <input type="radio"/>	092 <input type="radio"/>
x) when another child accidentally hurts him/her (such as by bumping into him or her), assumes that the other child/youth meant to do it and then 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 (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 pick up objects another child/youth 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 anything for more than a few moments	133 <input type="radio"/>	134 <input type="radio"/>	135 <input type="radio"/>	136 <input type="radio"/>



**22** Concluded

Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true,” how often would you say that this student:

	Never or not true	Sometimes or some- what true	Often or very true	Don't know
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) stares into space	145 <input type="radio"/>	146 <input type="radio"/>	147 <input type="radio"/>	148 <input type="radio"/>
ll) when angry with someone, says to others: let's not be with her/him	149 <input type="radio"/>	150 <input type="radio"/>	151 <input type="radio"/>	152 <input type="radio"/>
mm) is nervous, high-strung, or tense	153 <input type="radio"/>	154 <input type="radio"/>	155 <input type="radio"/>	156 <input type="radio"/>
nn) kicks, bites, hits other children	157 <input type="radio"/>	158 <input type="radio"/>	159 <input type="radio"/>	160 <input type="radio"/>
oo) will invite bystanders to join in a game	161 <input type="radio"/>	162 <input type="radio"/>	163 <input type="radio"/>	164 <input type="radio"/>
pp) is inattentive	165 <input type="radio"/>	166 <input type="radio"/>	167 <input type="radio"/>	168 <input type="radio"/>
qq) has trouble enjoying self	169 <input type="radio"/>	170 <input type="radio"/>	171 <input type="radio"/>	172 <input type="radio"/>
rr) 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"/>
ss) when angry with someone, tells the other one's secrets to a third person	177 <input type="radio"/>	178 <input type="radio"/>	179 <input type="radio"/>	180 <input type="radio"/>
tt) takes the opportunity to praise the work of less able children/youths	181 <input type="radio"/>	182 <input type="radio"/>	183 <input type="radio"/>	184 <input type="radio"/>





The next three questions deal with this student's social and personal skills.

23

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

	Never	Rarely	Some-times	Usually	Always
a) works cooperatively with other students	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) plays cooperatively with other students	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) follows rules	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) follows instructions	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) respects 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) demonstrates self-control	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) shows self-confidence	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) demonstrates respect for adults	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) demonstrates respect for other children	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) accepts responsibility for actions	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>

24

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

	Never	Rarely	Some-times	Usually	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"/>





25

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 parents and guardians

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 helps or hinders the student's academic achievement and development.

26

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 (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"/>

27

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) well enough





28

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 Don't know the parent(s)/guardian(s) well enough

29

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 Do not support
- 4 Don't know the parent(s)/guardian(s) well enough





SECTION 4 This student's class 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.

30 In the class(es) that you teach this student, on average how many students are presently enrolled?

students

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

Average percentage of instruction time available

	Never 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"/>

32 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





33

How many students in the class(es) you teach this student...
(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.

34

Compared with other class(es) in 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 There are no other classes at the same grade

35

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

¹ Yes

² No → **Go to QUESTION 37**





36

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

	Never	Rarely	Some- times	Usually	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>specify</i>)	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>

37

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

¹ Yes

² No → **Go to QUESTION 39**

38

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

	Never	Rarely	Some- times	Usually	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"/>





38 Concluded

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

	Never	Rarely	Sometimes	Usually	Always
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"/>
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 (specify)	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
<input type="text"/>					

39

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

¹ Yes

² No → **Go to QUESTION 41**

40

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

	Never	Rarely	Sometimes	Usually	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"/>



**40 Concluded**

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

	Never	Rarely	Sometimes	Usually	Always
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>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"/>					

41

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

- ⁰¹ Language arts (e.g., English as a first language other than reading and writing (composition))
- ⁰² Second language education
- ⁰³ Sciences (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 Other (*specify*)

42

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

- ¹ Five days a week
- ² Three or four days a week
- ³ One or two days a week
- ⁴ Less than one day a week
- ⁵ Never → **Go to QUESTION 45**





43

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

- ¹ Less than 16 minutes a day
- ² 16 to 30 minutes a day
- ³ 31 to 45 minutes a day
- ⁴ More than 45 minutes a day

44

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

	Never	Rarely	Some- times	Usually	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"/>

45

Overall, in your class(es) attended by this student, the students in the class(es) ...

	Never	Rarely	Some- times	Usually	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"/>



**45 Concluded**

Overall, in your class(es) attended by this student, the class(es) as a whole...

	Never	Rarely	Sometimes	Usually	Always
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 I am 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"/>

46

Please rate the extent to which each of the following meets the needs of the 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 in your classroom	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) Computers for course instruction	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Computer software for course instruction	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Audio-visual resources (e.g., VCRs, film projectors)	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Science equipment	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) Equipment for mathematics instructions	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) Special equipment for physically disabled/challenged students	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) Library or availability of time with a teacher-librarian	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>



**46 Concluded**

Please rate the extent to which each of the following meets the needs of the 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
k) Gym equipment (e.g., mats, balls)	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>
l) Outdoor play equipment	56 <input type="radio"/>	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>
m) Adequate access to teaching assistants/aides, ect.	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>	64 <input type="radio"/>	65 <input type="radio"/>

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

	Minutes per week			
	0	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' parents/guardians	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 belongs.

48 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 belong):

	Hours per week				
	0	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"/>



**48 Concluded**

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 belong):

	Hours per week				
	0	Less than 2	2 to less than 3	3 to less than 4	4 or more
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' parents/legal guardians	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>

49

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 of 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 push 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 Perceptions of your school

50 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 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) gets around 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"/>



**50** Concluded

Below are several statements that may describe the climate of your school. Please indicate how strongly you agree or disagree that each statement is descriptive of your school.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
k) The principal/vice principal(s) spends 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"/>

51 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 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 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 6 Personal information

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

52 Are you...

- ¹ female?
² male?

53 To which age group do you belong?

- ¹ 20 to 29 years
² 30 to 39 years
³ 40 to 49 years
⁴ 50 to 59 years
⁵ 60 years or older

54 How much experience do you have as...

(Specify the number of years and months of experience, e.g., 1 year and 5 months.)

- a) a teacher? year(s) month(s) None
- b) a teacher at this grade? year(s) month(s) None
- c) a teacher at this school? year(s) month(s) None

55 Please specify the levels 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





55 Concluded

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

- 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 journey person certification)
- ¹² Other (*please specify*)

56

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

- ⁰¹ Language Arts (e.g., oral communication, grammar, composition, English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Education
- ⁰⁴ Sciences (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 General (no specialisation/concentration, e.g., B.A. General)
- ¹⁵ Other (*please specify*)



57

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

58

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

59

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

- ¹ Yes (please specify)
- ² No

60

Do you use a computer or a terminal connected to a computer at ...

	Yes	No	Not applicable
a) home	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>
b) school, in your classroom, as a teaching tool for students	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
c) school, outside your classroom, as a teaching tool for students	⁰⁷ <input type="radio"/>	⁰⁸ <input type="radio"/>	⁰⁹ <input type="radio"/>
d) school as an administrative tool (e.g., to compile marks or for word processing)	¹⁰ <input type="radio"/>	¹¹ <input type="radio"/>	¹² <input type="radio"/>
e) school as a learning/professional development tool for yourself (e.g., education discussion groups on internet)	¹³ <input type="radio"/>	¹⁴ <input type="radio"/>	¹⁵ <input type="radio"/>



61

Can you:
(Mark all that apply.)

- ¹ use a computer?
- ² format a diskette?
- ³ copy, move, delete files?
- ⁴ use education-specific software?
- ⁵ use word processing, spreadsheet and/or other common applications?
- ⁶ access a wide area network (e.g., internet)?
- ⁷ use a programming language?

62

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada (and the Department of Health & Community Services of N.B.). 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

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



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

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

If you do not have the reply envelope please call 1-800-307-3382 for instructions on where to send the completed questionnaire.

Your contribution to this effort is greatly appreciated



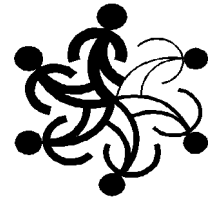


Special Surveys Division &
Centre for Education Statistics, Canada

National Longitudinal Survey of Children and Youth - Cycle 2

Teacher's Questionnaire

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



Document 3

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

Confidential when completed

Version française disponible

Place label here

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 in your class, various school practices, and to 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.

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**.

When you finish this survey

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

8-2200-380.1: 1996-04-11 STC/ECT-180-75020



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SECTION 1 This student's education

The following sections relate to the educational development of a specific student in your class.

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

These first few questions ask about this student's grade and educational history.

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

- ¹ Yes → What grades are contained in this class? grade¹ to grade¹
- ² No, the class contains a single grade
- ³ No, the class is ungraded

02 Is this student assigned to a grade?

- ¹ Yes → In what grade is this student? grade¹
- ² No, this student is not assigned to a grade

03 Is this student currently repeating his or her grade?

- ¹ Yes
- ² No

04 How would you rate this student's current academic achievement in non-written communication (e.g., comprehension, oral communication and oral presentation) ?
(If you don't feel confident evaluating this student in non-written communication, 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 Unable to get the appropriate evaluation

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.





05

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

(If you don't feel confident evaluating this student in written work, 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 Unable to get the appropriate evaluation

06

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

(If you don't feel confident evaluating this student in math, 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 Unable to get the appropriate evaluation

07

How would you rate this student's current academic achievement in sciences (e.g., physics, chemistry, etc.)?

(If you don't feel confident evaluating this student in sciences, 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 Unable to get the appropriate evaluation



08 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 Unable to get the appropriate evaluation

09 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 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.

10 How long is the normal school year for this student's grade in your school?
(Specify the number of days.)

school days

On average, how much instruction time in hours per week does this student receive in...

Hours per week

	0	Less than 4	4 to less than 8	8 to less than 12	12 or more
a) language arts (e.g. oral communications, grammar, composition, 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"/>
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

	0	Less than 1	1 to less than 2	2 to less than 3	3 or more
c) second language education	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) language education (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 (e.g., physics, chemistry, biology)	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) trade/vocational	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 (e.g., history, geography)	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	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>
l) physical education	56 <input type="radio"/>	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>
m) informatics/computer science	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>	64 <input type="radio"/>	65 <input type="radio"/>
n) other topics <input type="text"/> please specify	66 <input type="radio"/>	67 <input type="radio"/>	68 <input type="radio"/>	69 <input type="radio"/>	70 <input type="radio"/>

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



12

What is the main language of instruction in this students' 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

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

13

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 15**

14

Where does this student receive this enhanced or extra instruction?

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

15

Does this student receive additional help (e.g., remedial) because he/she is weak in certain subjects or skills?

- ¹ Yes
- ² No
- ³ Don't know



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

¹ Yes

² No

³ Don't know

} **Go to QUESTION 19**

17 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

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

¹ Exclusively within regular classrooms with existing resources

² Exclusively within regular classrooms with a special aide/assistant teacher

³ Primarily within regular classrooms but with some time spent in special education classes or resource rooms

⁴ Exclusively or primarily within special education classes or resource rooms 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.

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

- 1 0 days
- 2 1 - 3 days
- 3 4 - 6 days
- 4 7 - 10 days
- 5 11 - 20 days
- 6 More than 20 days

20 Since the beginning of school in the fall, approximately how many times has this student skipped your class (was absent without a valid reason)?

- 1 Never
- 2 Once or twice
- 3 Three to five times
- 4 Six to ten times
- 5 More than ten times
- 6 Don't know





21

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

	Never	Rarely	Some- times	Usually	Always	N/A	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"/>	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 his/her homework completed	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) late for school	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 proper nourishment	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"/>

22

Using the answers "never or not true," "sometimes or somewhat true" and "often or very true", 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) 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"/>





Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true”, how often would you say that this student:

	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
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 angry with someone tries to get others to dislike her/him	037 <input type="radio"/>	038 <input type="radio"/>	039 <input type="radio"/>	040 <input type="radio"/>
k) is not as happy as other students	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) can't concentrate, can't 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 angry 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"/>
w) has difficulty awaiting turn in games or groups	089 <input type="radio"/>	090 <input type="radio"/>	091 <input type="radio"/>	092 <input type="radio"/>



**22** Continued

Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true”, how often would you say that this student:

	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
x) when another individual accidentally hurts her/him (such as by bumping into her or him), assumes that the other child/youth meant to do it, and then 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 others (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 another child/youth 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 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) stares into space	145 <input type="radio"/>	146 <input type="radio"/>	147 <input type="radio"/>	148 <input type="radio"/>
ll) when angry with someone, says to others: let's not be with her/him	149 <input type="radio"/>	150 <input type="radio"/>	151 <input type="radio"/>	152 <input type="radio"/>



**22** Concluded

Using the answers “never or not true,” “sometimes or somewhat true” and “often or very true”, how often would you say that this student:

	Never or not true	Sometimes or somewhat true	Often or very true	Don't know
mm) is nervous, high-strung, or tense	153 <input type="radio"/>	154 <input type="radio"/>	155 <input type="radio"/>	156 <input type="radio"/>
nn) kicks, bites, hits other students	157 <input type="radio"/>	158 <input type="radio"/>	159 <input type="radio"/>	160 <input type="radio"/>
oo) will invite bystanders to join in a game	161 <input type="radio"/>	162 <input type="radio"/>	163 <input type="radio"/>	164 <input type="radio"/>
pp) is inattentive	165 <input type="radio"/>	166 <input type="radio"/>	167 <input type="radio"/>	168 <input type="radio"/>
qq) has trouble enjoying self	169 <input type="radio"/>	170 <input type="radio"/>	171 <input type="radio"/>	172 <input type="radio"/>
rr) helps others (friends, brother or sister) who are feeling sick	173 <input type="radio"/>	174 <input type="radio"/>	175 <input type="radio"/>	176 <input type="radio"/>
ss) when angry with someone, tells the other one's secrets to a third person	177 <input type="radio"/>	178 <input type="radio"/>	179 <input type="radio"/>	180 <input type="radio"/>
tt) takes the opportunity to praise the work of less able children/youths	181 <input type="radio"/>	182 <input type="radio"/>	183 <input type="radio"/>	184 <input type="radio"/>

23

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

	Never	Rarely	Sometimes	Usually	Always
a) works cooperatively with other students	01 <input type="radio"/>	02 <input type="radio"/>	03 <input type="radio"/>	04 <input type="radio"/>	05 <input type="radio"/>
b) interacts socially with other students	06 <input type="radio"/>	07 <input type="radio"/>	08 <input type="radio"/>	09 <input type="radio"/>	10 <input type="radio"/>
c) follows rules	11 <input type="radio"/>	12 <input type="radio"/>	13 <input type="radio"/>	14 <input type="radio"/>	15 <input type="radio"/>
d) follows instructions	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) respects 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) demonstrates self-control	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) shows self-confidence	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>



**23 Concluded**

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

	Never	Rarely	Sometimes	Usually	Always
h) demonstrates respect for adults	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) demonstrates respect for other youth	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) accepts responsibility for actions	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>

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

	Never	Rarely	Sometimes	Usually	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"/>

25 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 parent(s) and/or guardian(s) is(are) with this student's education. This information will enable us to determine whether such involvement helps or hinders the student's academic achievement and development.

26

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

	Yes	No	Not applicable
a) participate in regularly scheduled parent-teacher conferences (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 our 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"/>

27

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) well enough





28

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 Don't know the parent(s)/guardian(s) well enough

29

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 not support
- ⁴ Don't know the parent(s)/guardian(s) well enough





SECTION 4 This Student's Class 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

30 In the class(es) that you teach this student, on average, how many students are now enrolled?

students

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

Average percentage of instruction time available

	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"/>

32 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 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 which interferes with learning) students



33

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.

34

Compared with other class(es) in 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 other classes
- 2 similar overall academic ability to other classes
- 3 higher overall academic ability than other classes
- 4 a greater diversity of academic abilities than other classes
- 5 there are no other classes at the same grade

35

Which of the following subjects do you teach to this student?
(Mark all that apply.)

- 1 Language arts (e.g., English as a first language)
- 2 Mathematics
- 3 Second language education
- 4 Sciences (e.g., physics, chemistry, biology)
- 5 Trade/Vocational
- 6 Family studies
- 7 Social Studies (e.g., history, geography)
- 8 Environmental Studies
- 9 Music
- 10 Art
- 11 Physical education
- 12 Informatics/computer science
- 13 Religion/Ethics
- 14 Other (specify)

36

How often do you use each of the following strategies to teach this(these) subject(s) to the class(es) you teach this student ?

	Never	Rarely	Sometimes	Usually	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 having 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 having 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>specify</i>) <input type="text"/> <input type="text"/>	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>

37

How often do you assign homework to the class(es) you teach this student?
(Please include classroom work made intentionally long to be completed out of the classroom.)

- 1 Five days/week
- 2 Three or four days/week
- 3 One or two days/week
- 4 Less than one day/week
- 5 Never → **Go to QUESTION 40**

38

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

- 1 Less than 16 minutes/day
- 2 16 to 30 minutes/day
- 3 31 to 45 minutes/day
- 4 More than 45 minutes/day



39

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

	Never	Rarely	Sometimes	Usually	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/agenda	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) students' own or their peer's evaluations.	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>

40

Overall, in your class(es) attended by this student, the students in the class(es) ...

	Never	Rarely	Sometimes	Usually	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 I am 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"/>



41

Please rate the extent to which each of the following meets the needs of the 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) Computers for course instruction	16 <input type="radio"/>	17 <input type="radio"/>	18 <input type="radio"/>	19 <input type="radio"/>	20 <input type="radio"/>
e) Computer software for course instruction	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Audio-visual resources (e.g., VCR's, film projectors)	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Science equipment	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) Equipment for mathematics instruction	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) Special equipment for physically disabled/challenged students	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) Library or adequate access to teacher-librarian	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>
k) Gym equipment (e.g. mats, balls)	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>
l) Appropriate locker space.	56 <input type="radio"/>	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>



42

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

	Minutes per week			
	0	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' parents/guardians	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.

43

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 belong):

	Hours per week				
	0	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/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' parents/guardians	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>





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) The emphasis in my classroom 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 push 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 Perceptions of Your School

45 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
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 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"/>
j) The principal/vice-principal(s) gets around 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) spends 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"/>





46

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 6 Personal Information

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

47 Are you ...

¹ Female?

² Male?

48 To which age group do you belong?

¹ 20 to 29 years

² 30 to 39 years

³ 40 to 49 years

⁴ 50 to 59 years

⁵ 60 years or older

49 How much experience do you have as...

(Specify the number of years and months of experience; e.g., 1 year and 5 months.)

a) a teacher? year(s) month(s) none

b) a teacher at this grade? year(s) month(s) none

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

d) a teacher in your current subject(s)? year(s) month(s) none

50 Please specify the levels of education you have attained.

(Mark all that apply.)

⁰¹ Some coursework 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 coursework



50 Concluded

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

- 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 journey person)
- ¹² Other, *(Please specify)*

51

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

- ⁰¹ Language Arts (e.g., oral communication, grammar, composition, English as a first language)
- ⁰² Mathematics
- ⁰³ Second Language Education
- ⁰⁴ Sciences (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 specialisation/concentration, e.g., B.A.General)
- ¹⁶ Other *(Please specify)*

52

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

- ⁰¹ One class in, or part of, a special education program
- ⁰² A special education certificate
- ⁰³ A graduate degree in special education
- ⁰⁴ Other
- ⁰⁵ None of the above

53

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

- ⁰¹ One class in, or part of, a second language program
- ⁰² A certificate in second language education
- ⁰³ A graduate degree in second language education
- ⁰⁴ Other
- ⁰⁵ None of the above

54

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

- ¹ Yes (please specify)
-
-
- ² No

55

Do you use a computer or a terminal connected to a computer at ...

	Yes	No	Not applicable
a) home	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>
b) school , in your class, as a teaching tool for students	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
c) school, outside the class, as a teaching tool for students	⁰⁷ <input type="radio"/>	⁰⁸ <input type="radio"/>	⁰⁹ <input type="radio"/>
d) school as an administrative tool (e.g. to compile marks or for word processing)	¹⁰ <input type="radio"/>	¹¹ <input type="radio"/>	¹² <input type="radio"/>
e) school as a learning/professional development tool for yourself (e.g., education discussion groups on internet)	¹³ <input type="radio"/>	¹⁴ <input type="radio"/>	¹⁵ <input type="radio"/>



56

Can you ...
(Mark all that apply.)

- ¹ use a computer ?
- ² format a diskette ?
- ³ copy, move, delete files ?
- ⁴ use education specific software ?
- ⁵ use software such as word processing and/or spreadsheet applications ?
- ⁶ access a wide area network (e.g., internet) ?
- ⁷ use a programming language ?

57

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada (and the department of Health & Community Services of N.B.). 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

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

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

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

If you do not have the reply envelope please call 1-800-307-3382 for instructions on where to send the completed questionnaire.

Your contribution to this effort is greatly appreciated

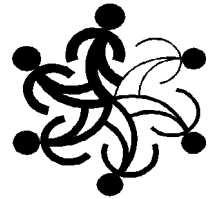




Special Surveys Division &
Centre for Education Statistics, Canada

National Longitudinal Survey of Children and Youth – Cycle 2

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

Place label here

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. However, we strongly encourage you to complete the questionnaire, within the next five days, to ensure that we have a complete picture of all the forces which shape this student's development.

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**.

When you finish this survey

Please place the completed questionnaire in the 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 on where to send the completed questionnaire.

THANK YOU FOR YOUR COOPERATION.

8-2200-379.1: 1996-12-03 STC/ECT-180-75020



Statistics
Canada

Statistique
Canada

Canada



SECTION 1 The students in your school

The following questions relate to various aspects of your school, its policies, and the students attending 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.

This section of the questionnaire gathers information about students and how they are assigned to classrooms.

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

¹ Yes

² No → **Go to QUESTION 4**

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

¹ Yes

² No → **Go to QUESTION 4**



03

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

	Never	Rarely	Sometimes	Usually	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 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) assign students 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 when grouping students	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) consider teachers' input when grouping students	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>

04

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

¹ Yes

² No → **Go to QUESTION 7**



05

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

¹ Yes

² No → **Go to QUESTION 7**

06

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

	Never	Rarely	Sometimes	Usually	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 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) assign students 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 when grouping students	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) consider teachers' input when grouping students	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 sufficient 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	Usually	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 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) assign students 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 when grouping students	³¹ <input type="radio"/>	³² <input type="radio"/>	³³ <input type="radio"/>	³⁴ <input type="radio"/>	³⁵ <input type="radio"/>
h) consider teachers' input 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 0%	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** As of September 1995, what was the total enrollment of your school?

students

- 12** Including those who have not been officially identified as having the following long-term problems, how many students attending your school have:
(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 (i.e.: a problem with attention, memory, reasoning, reading, writing, spelling, or calculation which interferes with learning)? 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? students
- b) have arrived in Canada within the last year? students
- c) are from a rural or farm setting? students



14

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

	None 0%	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) Fillipino	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) Aboriginal (e.g., North American Indian, Métis, Inuit)	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 (<i>specify</i>) <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 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 5 %
- ³ 6 to 10 %
- ⁴ 11 to 15 %
- ⁵ 16 to 20 %
- ⁶ More than 20 %
- ⁷ 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 ...

	Never	Rarely	Sometimes	Usually	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 (incl. 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 impression of how involved parents and/or guardians are in your school.

20

What percentage of all your students' parents/guardians volunteer to help with ...

	1 to 5 %	6 to 10 %	11 to 15 %	16 to 20 %	21 % or more	Not appli- cable
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"/>
b) fund raising activities	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) field trips	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) classroom activities	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) supervising students (i.e., at recess or lunch time)	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) the parent-school association/home and school liaison committee/parent advisory committee	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>	36 <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 association, home and school liaison committee, parent advisory committee and/or parent council?

- ¹ Very active
- ² Active
- ³ Somewhat active
- ⁴ Not very active
- ⁵ Not at all active
- ⁶ There is no parent-school association, home and school liaison committee or parent advisory committee

Go to SECTION 3, QUESTION 24

23

How much influence on school policies or practices does the parent-school association, home and school liaison committee, parent advisory committee or parent council have?

- ¹ A strong influence
- ² A considerable influence
- ³ Some influence
- ⁴ A little influence
- ⁵ No influence



SECTION 3 Characteristics of your school

Questions in this section collect information on a variety of features of your school such as its enrollment, the range of grades taught, and the resources which are available to the school.

- 24 What is the range of grades¹ taught in your school (e.g., Junior kindergarten to grade 8)? For schools containing junior kindergarten and/or kindergarten/pre-grade one classes please use "JK" to indicate junior kindergarten and "KN" to indicate kindergarten/pre-grade one classes.

grade¹ to grade¹

- 25 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, i.e., Psychiatrist, audiologist, nurse, occupational therapist, ect. 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"/> <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"/> <input type="text"/>
d) Classroom teachers	<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"/>
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"/> <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"/> <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"/>	<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"/> <input type="text"/>
i) Resource teachers (e.g., special ed. teachers, educational therapists, physical educators for special needs students, etc.)	<input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

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.



★ **25** Concluded ★

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, i.e., Psychiatrist, audiologist, nurse, occupational therapist, ect. 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
j) Guidance counselors _____	<input type="text"/> <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"/>	<input type="text"/> <input type="text"/>
l) Other (specify) <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"/>
m) 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"/> <input type="text"/>

26 How many specific homeroom classes are there in your school?

homeroom classes or

¹ not on a homeroom or similar system

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

¹ Yes

² No

28 Since September 1995, approximately how many days has teaching been offered by supply/substitute teachers due to regular teachers being unavailable to teach? *(Specify total number of teaching days, i.e., if two teachers were unavailable on the same day please count 2 days.)*

Approximately teaching days offered by supply/substitute teachers



29

How many volunteers (e.g., co-op students, parents/guardians) are working directly with students on a regular basis?

volunteers or ¹ none

30

How many of the teachers and teaching assistants/student assistants/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

31

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 days the service is expected to be used in your school during this school year (*normally September 1996 to June 1997*).

(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>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 attribute 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) 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) Computers for course instruction	21 <input type="radio"/>	22 <input type="radio"/>	23 <input type="radio"/>	24 <input type="radio"/>	25 <input type="radio"/>
f) Computer software for course instruction	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>
g) Library materials	31 <input type="radio"/>	32 <input type="radio"/>	33 <input type="radio"/>	34 <input type="radio"/>	35 <input type="radio"/>
h) Audio-visual resources (e.g., VCR's, film projectors)	36 <input type="radio"/>	37 <input type="radio"/>	38 <input type="radio"/>	39 <input type="radio"/>	40 <input type="radio"/>
i) Office space (e.g., for the administration, for teachers)	41 <input type="radio"/>	42 <input type="radio"/>	43 <input type="radio"/>	44 <input type="radio"/>	45 <input type="radio"/>
j) School buildings	46 <input type="radio"/>	47 <input type="radio"/>	48 <input type="radio"/>	49 <input type="radio"/>	50 <input type="radio"/>
k) School grounds	51 <input type="radio"/>	52 <input type="radio"/>	53 <input type="radio"/>	54 <input type="radio"/>	55 <input type="radio"/>
l) Heating and lighting	56 <input type="radio"/>	57 <input type="radio"/>	58 <input type="radio"/>	59 <input type="radio"/>	60 <input type="radio"/>
m) Science equipment	61 <input type="radio"/>	62 <input type="radio"/>	63 <input type="radio"/>	64 <input type="radio"/>	65 <input type="radio"/>
n) Equipment for mathematics instruction (e.g., counting blocks, calculators)	66 <input type="radio"/>	67 <input type="radio"/>	68 <input type="radio"/>	69 <input type="radio"/>	70 <input type="radio"/>
o) Budget for consumables	71 <input type="radio"/>	72 <input type="radio"/>	73 <input type="radio"/>	74 <input type="radio"/>	75 <input type="radio"/>



32	Concluded
-----------	------------------

Below are a number of different resources which may be available to your school. Please rate the extent to which each attribute 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
p) Special equipment for physically disabled/challenged students	76 <input type="radio"/>	77 <input type="radio"/>	78 <input type="radio"/>	79 <input type="radio"/>	80 <input type="radio"/>
q) Gymnasium	81 <input type="radio"/>	82 <input type="radio"/>	83 <input type="radio"/>	84 <input type="radio"/>	85 <input type="radio"/>
r) Gym equipment (e.g., mats, balls)	86 <input type="radio"/>	87 <input type="radio"/>	88 <input type="radio"/>	89 <input type="radio"/>	90 <input type="radio"/>
s) Outdoor play equipment	91 <input type="radio"/>	92 <input type="radio"/>	93 <input type="radio"/>	94 <input type="radio"/>	95 <input type="radio"/>
t) Other (<i>specify</i>)	96 <input type="radio"/>	97 <input type="radio"/>	98 <input type="radio"/>	99 <input type="radio"/>	100 <input type="radio"/>
<input style="width: 100%; height: 20px;" type="text"/>					





SECTION 4 Perceptions of your school

These questions ask how you feel about your school as a place to work and study.

33

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 becoming 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 pushed 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 5 Personal information

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

34 Are you ...

¹ Female

² Male

35 To which age group do you belong?

¹ 20 to 29 years

² 30 to 39 years

³ 40 to 49 years

⁴ 50 to 59 years

⁵ 60 years or older

36 How much experience do you have as...
(Specify the number of years and months of experience: e.g., 1 year and 5 months.)

a) a principal _____ years and months

b) a principal at this school _____ years and months

c) a vice-principal / assistant principal _____ years and months none

d) a vice-principal / assistant principal at this school _____ years and months none

e) a teacher _____ years and months none

f) a teacher at this school _____ years and months none



37

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

- ⁰¹ Some coursework 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 coursework
- ⁰⁶ A post-baccalaureate diploma or certificate
- ⁰⁷ Some coursework towards a master's degree
- ⁰⁸ A master's degree
- ⁰⁹ Some coursework towards a doctorate
- ¹⁰ A doctorate
- ¹¹ Other (*specify*)

38

Please indicate the field of study of your highest level of education?

- ¹ Language arts (e.g., oral communication, grammar, composition, English as a first language)
- ² Mathematics
- ³ Second Language Education
- ⁴ Sciences
- ⁵ Social Studies (e.g., history, geography)
- ⁶ Environmental Studies
- ⁷ Music
- ⁸ Art
- ⁹ Physical Education
- ¹⁰ Informatics/Computer Science
- ¹¹ Education
- ¹² School/Educational Administration
- ¹³ Other (*please specify*)



39

Have you obtained advanced qualifications in:
(Mark all that apply.)

- ¹ Staff development
- ² School administration/policy
- ³ Curriculum development
- ⁴ Other related areas (please specify)

40

Do you use a computer or a terminal connected to a computer at ...

	Yes	No	Not applicable
a) home	⁰¹ <input type="radio"/>	⁰² <input type="radio"/>	⁰³ <input type="radio"/>
b) school as a learning/professional development tool for yourself	⁰⁴ <input type="radio"/>	⁰⁵ <input type="radio"/>	⁰⁶ <input type="radio"/>
c) school as a learning/professional development tool for your staff	⁰⁷ <input type="radio"/>	⁰⁸ <input type="radio"/>	⁰⁹ <input type="radio"/>
d) school as an administrative tool (e.g., to assist in preparing budgets or for word processing)	¹⁰ <input type="radio"/>	¹¹ <input type="radio"/>	¹² <input type="radio"/>

41

Can you:
(Mark all that apply.)

- ¹ use a computer?
- ² format a diskette?
- ³ copy, move, delete files?
- ⁴ use education-specific software?
- ⁵ use word processing, spreadsheet and other common applications?
- ⁶ access a wide area network (e.g., internet)?
- ⁷ use a programming language?
- ⁸ none of above





42

Statistics Canada is conducting this survey jointly with another federal department, Human Resources Development Canada (and the Department of Health & Community Services of N.B.). 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. It should not be shown to any other person and should be sent directly to Statistics Canada by the person who completed this questionnaire.

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

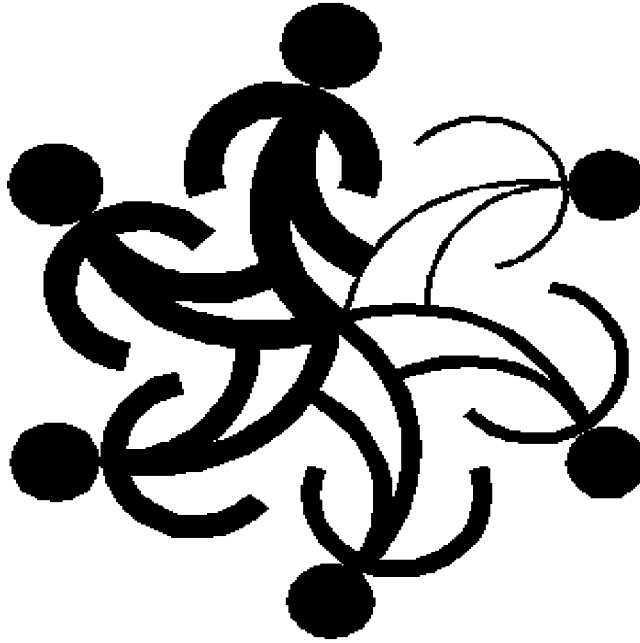
If we have not provided a business reply envelope please call 1-800-307-3382 for instructions on where to send the completed questionnaire.

Your contribution to this effort is greatly appreciated





Questionnaire for 10 - 11 year olds



Please read instructions on next page before beginning

For office use only

Sample - 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 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.



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



When you finish this questionnaire

Please put this questionnaire into the envelope and return it to the Interviewer when you have finished.

**The answers that you give will be kept private by Statistics Canada.
No one from your home or school will see what you write.**

THANK YOU FOR YOUR HELP!





SECTION A Friends and Family

The following statements are about your friends and family.

Please answer each question.

Mark your answers like this ⊗ or write in a number.

A1

I have a lot of friends.

- ⁰ False
 - ¹ Mostly false
 - ² Sometimes false/Sometimes true
 - ³ Mostly true
 - ⁴ True
-

A2

I get along with kids easily.

- ⁵ False
 - ⁶ Mostly false
 - ⁷ Sometimes false/Sometimes true
 - ⁸ Mostly true
 - ⁹ True
-

A3

Other kids want me to be their friend.

- ⁰ False
 - ¹ Mostly false
 - ² Sometimes false/Sometimes true
 - ³ Mostly true
 - ⁴ True
-

A4

Most other kids like me.

- ⁵ False
- ⁶ Mostly false
- ⁷ Sometimes false/Sometimes true
- ⁸ Mostly true
- ⁹ True



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





A5

About how many days a week do you do things with 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?
(Write in a number.)

Number of close friends
(If none, write 00)

A7

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

⁰ Yes → **Go to question A8**

¹ 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
- ¹⁰ Sitter or babysitter
- ¹¹ Parent's boyfriend/girlfriend
- ¹² Teacher
- ¹³ Coach or leader (e.g. scout or church leader)
- ¹⁴ Other



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



**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, occasional problems
- 18 Not too well, frequent 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 are spending the most time with.)

- 20 Very well, no problems
- 21 Quite well, hardly any problems
- 22 Pretty well, occasional problems
- 23 Not too well, frequent problems
- 24 Not well at all, constant problems
- 25 Am not in touch with my mother
- 26 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 are spending the most time with.)

- 27 Very well, no problems
- 28 Quite well, hardly any problems
- 29 Pretty well, occasional problems
- 30 Not too well, frequent problems
- 31 Not well at all, constant problems
- 32 Am not in touch with my father
- 33 Don't have a father



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





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 are spending the most time with.)

- 34 Very well, no problems
- 35 Quite well, hardly any problems
- 36 Pretty well, occasional problems
- 37 Not too well, frequent problems
- 38 Not well at all, constant problems
- 39 Am not in touch with my brothers and sisters
- 40 Don't have brothers and sisters

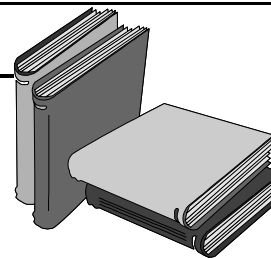


**Statistics Canada will keep your answers PRIVATE.
No one from your home or your school will see what you write.**





SECTION B School



Please mark only one circle for each statement.

Mark your answers like this ⊗.

About my School and Me

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?

- ⁰ Very important
- ¹ Important
- ² Somewhat important
- ³ Not very important
- ⁴ Not important at all



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



**B4**

I like mathematics.

- ⁵ False
- ⁶ Mostly false
- ⁷ Sometimes false/Sometimes true
- ⁸ Mostly true
- ⁹ True

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

B5I feel safe **at** school.

- ⁰ All the time
- ¹ Most of the time
- ² Some of the time
- ³ Rarely
- ⁴ Never

B6I feel safe on my way **to**
and **from** school.

- ⁵ All the time
- ⁶ Most of the time
- ⁷ Some of the time
- ⁸ Rarely
- ⁹ Never

B7Children say nasty and
unpleasant things to me
at school.

- 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.



**B8**I am bullied **in** school.

- 5 All the time
6 Most of the time
7 Some of the time
8 Rarely
9 Never
-

B9I am bullied on my way **to** and **from** school.

- 0 All the time
1 Most of the time
2 Some of the time
3 Rarely
4 Never
-

B10

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



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





About my Teacher and Me

B11

If I need extra help, my teacher gives it to me.

- ⁰¹ All the time
- ⁰² Most of the time
- ⁰³ Some of the time
- ⁰⁴ Rarely
- ⁰⁵ Never
- ⁰⁶ Don't need extra help

B12

My teacher treats me fairly.

- ⁰⁷ All the time
- ⁰⁸ Most of the time
- ⁰⁹ Some of the time
- ¹⁰ Rarely
- ¹¹ Never

About my Parents and School

B13

If I have problems at school, my parents are ready to help.

- ¹² All the time
- ¹³ Most of the time
- ¹⁴ Some of the time
- ¹⁵ Rarely
- ¹⁶ Never
- ¹⁷ Don't have problems at school

B14

My parents encourage me to do well at school.

- 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.**





B15

My parents expect too much of me at school.

- 5 All the time
- 6 Most of the time
- 7 Some of the time
- 8 Rarely
- 9 Never

About my Homework

B16

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

- 0 All the time
- 1 Most of the time
- 2 Some of the time
- 3 Rarely
- 4 Never

B17

When my teacher gives me homework, I do it.

- 5 All the time
- 6 Most of the time
- 7 Some of the time
- 8 Rarely
- 9 Never



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



SECTION C About Me

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

Please mark only one circle for each statement. Mark your answers like this ⊗.

C1

	False	Mostly false	Sometimes false/ Sometimes true	Mostly true	True
a. In general, I like the way I am.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
b. Overall I have a lot to be proud of.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
c. A lot of things about me are good.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
d. When I do something, I do it well.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
e. I am good looking.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
f. I have a pleasant looking face.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
g. Other kids think I am good looking.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
h. I have a good looking body.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○



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



SECTION D Feelings and Behaviours

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

Please mark only one circle for each statement.

Mark your answers like this ⊗.

D1

	Never or not true	Sometimes or somewhat true	Often or very true
a. I show sympathy to (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, am restless or hyperactive.	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 will 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 volunteer 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 distractible, have trouble sticking to any activity.	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
j. I try when I am mad at someone, to get others to dislike him/her.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



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



D1

	Never or not true	Sometimes or somewhat true	Often or very true
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 kids.	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
m. I will try, if there is an argument, 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, 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, act without thinking.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
t. I tell lies or cheat.	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
u. I offer to help other kids (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 am worried.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
w. I have difficulty awaiting my turn in games or groups.	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>



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D1

	Never or not true	Sometimes or somewhat true	Often or very true
x. I assume, when another kid accidentally hurts me (such as bumping into me), that the other kid meant to do it, and then 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 - am rather solitary.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
z. when 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 a 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 objects which another kid has dropped (e.g. pencils, books.)	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"/>



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D1

	Never or not true	Sometimes or somewhat true	Often or very true
jj. I am cruel, 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 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"/>
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. I will invite bystanders to join in a game.	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
pp. I steal outside the home.	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
qq. I am inattentive, 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 mad at someone, I tell the other one's secrets to a third person.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
uu. I take the opportunity to show support for the work of other people my age who can't do things as well as me.	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>



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**D2**

In the past year, about how many times...

Never**Once or twice****Three or four times****Five times or more**

a. did you stay out later than your parents said you should?

1 2 3 4

b. did you stay out all night without permission?

5 6 7 8

c. did you skip a day of school without permission?

1 2 3 4

d. did you get drunk?

5 6 7 8

e. were you questioned by the police about anything you might have done such as stealing, damaging property or anything else?

1 2 3 4

f. did you run away from home?

5 6 7 8 **D3**

In the past year were you part of a group that did bad things?

1 Yes2 No

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SECTION E My Parent(s) and Me

Please mark only one circle for each statement.

Mark your answers like this ⊗.

E1

My parents (or step parents or foster parents)...

Never Rarely Sometimes Often Always

a. smile at me. ⁰ ¹ ² ³ ⁴

b. want to know exactly where I am and what I am doing. ⁵ ⁶ ⁷ ⁸ ⁹

c. soon forget a rule they have made. ⁰ ¹ ² ³ ⁴

d. praise me. ⁵ ⁶ ⁷ ⁸ ⁹

e. let me go out any evening I want. ⁰ ¹ ² ³ ⁴

f. tell me what time to be home when I go out. ⁵ ⁶ ⁷ ⁸ ⁹

g. nag me about little things. ⁰ ¹ ² ³ ⁴

h. listen to my ideas and opinions. ⁵ ⁶ ⁷ ⁸ ⁹

i. and I solve a problem together whenever we disagree about something. ⁰ ¹ ² ³ ⁴

j. only keep rules when it suits them. ⁵ ⁶ ⁷ ⁸ ⁹

k. make sure I know I am appreciated. ⁰ ¹ ² ³ ⁴



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E1

	Never	Rarely	Sometimes	Often	Always
l. threaten punishment more often than they use it.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
m. speak of the good things I do.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
n. find out about my misbehaviour.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
o. enforce a rule or do not enforce a rule depending upon their mood.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
p. hit me or threaten to do so.	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
q. seem proud of the things I do.	⁰ ○	¹ ○	² ○	³ ○	⁴ ○



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SECTION F Puberty

Please mark only one circle for each statement.

Mark your answers like this ⊗.

F1

Would you say that your body hair ("body hair" means underarm and pubic hair):

- 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

For girls only

F2

Have your breasts begun to grow?

- ¹ Not yet started growing
- ² Have barely started growing
- ³ Breast growth is definitely underway
- ⁴ Breast growth seems completed

F3

Have you begun to menstruate (your monthly periods)?

- ⁵ Yes
- ⁶ No



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For boys only

F4

Have you noticed a deepening of your voice?

- ¹ 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 Not yet started growing
- ⁶ Has barely started growing
- ⁷ Facial hair growth is definitely underway
- ⁸ Facial hair growth seems completed



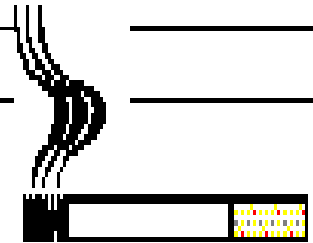
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SECTION G

Smoking, Drinking and Drugs



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.

Mark your answers like this or write in a number.

G1

Have you ever tried cigarette smoking, even just a few puffs?

¹ Yes

² 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



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G2

If you do smoke, how often do you smoke cigarettes?

I do not smoke

→ **Go to question G5**

I only tried once or twice

→ **Go to question G5**

A few times a year

About once or twice a month

About once or twice a week

Every day

G3

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.)

I have never done this

OR

I was years old

G4

On the days that you smoke, about how many cigarettes do you usually smoke?
(Mark one only.)

I do not smoke

OR

number of cigarettes

G5

How many of your friends smoke?

friends who smoke

(If none, write 00)



**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.

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 G9*

⁹ No → *Go to question G9*

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 → *Go to question G9*

OR

⁹⁹ I have only had a few sips → *Go to question G9*

OR

I was years old

G8

If you drink anything alcoholic, how often do you do so?

⁰ I do not drink alcohol

¹ I only tried once or twice

² A few times a year

³ About once or twice a month

⁴ About once or twice a week

⁵ Every day



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**G9**

How many of your friends drink alcohol?

--	--

Friends who drink alcohol
(If none, write **00**)

G10

Have you ever tried drugs or sniffed glue or solvents?

⁸ Yes → **Go to question G11**

⁹ No → **Go to question G13**

G11

If you use the following substances, how often do you...

a. use marijuana (“pot”, “grass”) or hash?

- ⁰¹ I do not use marijuana or hash
- ⁰² I only tried once or twice
- ⁰³ A few times a year
- ⁰⁴ About once or twice a month
- ⁰⁵ About once or twice a week
- ⁰⁶ Every day

b. sniff glue or solvents like nail polish remover, paint thinner or gasoline?

- ⁰⁷ I do not sniff glue or solvents
- ⁰⁸ I only tried once or twice
- ⁰⁹ A few times a year
- ¹⁰ About once or twice a month
- ¹¹ About once or twice a week
- ¹² Every day

c. use other drugs like cocaine, crack, speed, LSD/acid?

- ¹³ I do not use other drugs
- ¹⁴ I only tried once or twice
- ¹⁵ A few times a year
- ¹⁶ About once or twice a month
- ¹⁷ About once or twice a week
- ¹⁸ Every day



**Statistics Canada will keep your answers PRIVATE.
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G12

If you have used drugs
(such as marijuana, glue,
solvents or cocaine, etc.)
how old were you when
you first did so?
(Mark one only.)

I have never used drugs

OR

I was years old

G13

How many of your
friends have tried drugs
or sniffed glue or
solvents?

Friends who have tried drugs or sniffed glue
or solvents

*(If none, write **00**)*



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SECTION H Activities

Please mark only one circle for each statement.

Mark your answers like this ⊗.



H1

In the past year (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 instructor (biking, skateboarding etc.)?	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
b. played sports WITH a coach or instructor, other than in gym class (school teams, swimming lessons etc.)?	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. taken part in dance, gymnastics or cheerleading groups or lessons, other than in gym class?	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
d. taken part in art, drama or music groups, clubs or lessons outside of class?	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups?	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
f. had a job (a paper route, baby sitting, etc.)?	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. played computer or video games?	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
h. watched TV?	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>



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**H2**

On average, about how many hours a day do you watch TV?

- ⁰ 0 - 1 hour a day
- ¹ 1 - 2 hours a day
- ² 3 - 4 hours a day
- ³ 5 - 6 hours a day
- ⁴ 7 or more hours a day

H3

How often do you read for fun (not for school)

- ⁴ Every day
- ⁵ A few times a week
- ⁶ Once a week
- ⁷ A few times a month
- ⁸ Less than once a month
- ⁹ Almost never

Thank you for taking part in this survey!

When you finish this survey:



put this questionnaire in the envelope



return it to the Interviewer.

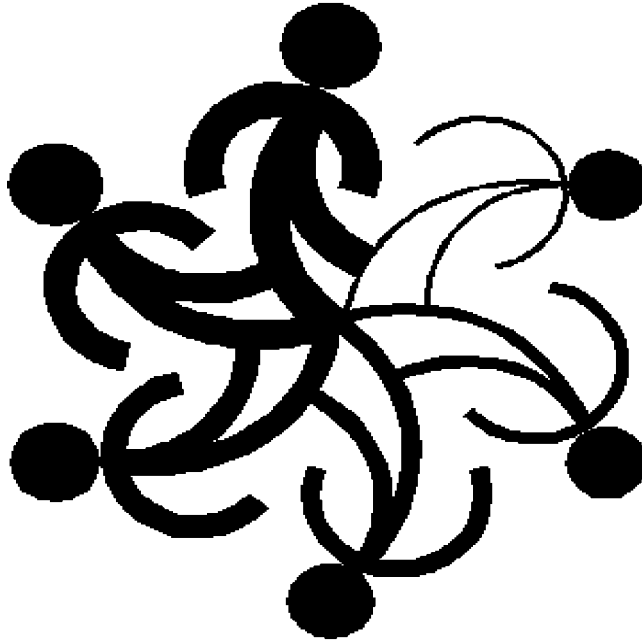


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Questionnaire for 12- 13 year olds



Please read instructions on next page before beginning

For office use only

Sample - ID

First Name

Assignment Number

Questionnaire No.







INSTRUCTIONS

This is a survey with questions about 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.



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



When you finish this questionnaire

Please put this questionnaire into the envelope and return it to the Interviewer when you have finished.

**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!





SECTION A Friends and Family

The following statements are about your friends and family.

Please answer each question.

Mark your answers like this \otimes or write a number.

A1

I have a lot of friends.

- ⁰ False
 - ¹ Mostly false
 - ² Sometimes false/Sometimes true
 - ³ Mostly true
 - ⁴ True
-

A2

I get along with kids easily.

- ⁵ False
 - ⁶ Mostly false
 - ⁷ Sometimes false/Sometimes true
 - ⁸ Mostly true
 - ⁹ True
-

A3

Other kids want me to be their friend.

- ⁰ False
 - ¹ Mostly false
 - ² Sometimes false/Sometimes true
 - ³ Mostly true
 - ⁴ True
-

A4

Most other kids like me.

- ⁵ False
- ⁶ Mostly false
- ⁷ Sometimes false/Sometimes true
- ⁸ Mostly true
- ⁹ True



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A5

About how many days a week do you do things with 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 of your close friends are girls?
(Write in a number.)

(If none, write 00)

A7

How many of your close friends are boys?
(Write in a number.)

(If none, write 00)

A8

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

⁰ Yes → **Go to question A 9**

¹ No → **Go to question A 10**

A9

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 Grandfather or grandmother
- ⁰⁸ Other relative
- ⁰⁹ A friend of the family
- ¹⁰ Sitter or babysitter
- ¹¹ Parent's boyfriend/girlfriend
- ¹² Teacher
- ¹³ Coach or leader (e.g. scout or church leader)
- ¹⁴ Other



**Statistics Canada will keep your answers PRIVATE.
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A10

How often do you share your secrets and private feelings with your close friends?

- 0 All of the time
- 1 Most of the time
- 2 Some of the time
- 3 Rarely
- 4 Never

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, occasional problems
- 8 Not too well, frequent 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 are spending the most time with.)

- 10 Very well, no problems
- 11 Quite well, hardly any problems
- 12 Pretty well, occasional problems
- 13 Not too well, frequent problems
- 14 Not well at all, constant problems
- 15 Am not in touch with my mother
- 16 Don't have a mother

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 are spending the most time with.)

- 17 Very well, no problems
- 18 Quite well, hardly any problems
- 19 Pretty well, occasional problems
- 20 Not too well, frequent problems
- 21 Not well at all, constant problems
- 22 Am not in touch with my father
- 23 Don't have a father



**Statistics Canada will keep your answers PRIVATE.
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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 are spending the most time with.)

- 24 Very well, no problems
- 25 Quite well, hardly any problems
- 26 Pretty well, occasional problems
- 27 Not too well, frequent problems
- 28 Not well at all, constant problems
- 29 Am not in touch with my brothers and sisters
- 30 Don't have brothers and sisters

A15

At what age, if at all, did you begin going out alone on a date with someone of the opposite sex?

I was years old

OR

- 99 Have not started going out on dates.

A16

If you have started going out alone on a date with someone of the opposite sex, about how often do you usually do this?

- 1 Haven't started going out on dates yet
- 2 Almost never
- 3 A few times a year
- 4 Once or twice a month
- 5 Once a week or more

A17

If you go out on a date with someone of the opposite sex, do you usually go out with the same person?

- 6 Don't usually go out
- 7 Yes
- 8 No



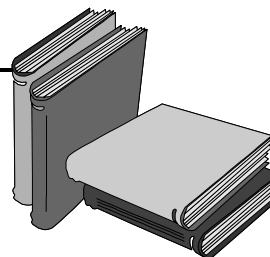
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SECTION B School

Please mark only one circle for each statement.

Mark your answers like this ⊗.



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, that is in 1994/1995?

⁸ Yes → **Go to question B5**

⁹ No

B3 For your most recent change in schools, why did you change schools?
(Please mark all that apply)

- ¹ Change from elementary school to middle school or junior high
- ² Change from elementary school to high school
- ³ Change from middle school or junior high to high school
- ⁴ Moved
- ⁵ Other, specify _____



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





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 Using lockers
- ⁰⁵ Changing classes
- ⁰⁶ No friends
- ⁰⁷ Other, specify: _____

B5

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

- ⁰⁸ Very well
- ⁰⁹ Well
- ¹⁰ Average
- ¹¹ Poorly
- ¹² Very poorly

B6

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

- ⁰ Very important
- ¹ Important
- ² Somewhat important
- ³ Not very important
- ⁴ Not important at all



**Statistics Canada will keep your answers PRIVATE.
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B7 How do you like the following subjects?

	I hate it	I don't like it very much	I like it a bit	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. Science	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. English (writing, reading)	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
d. French	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Gym/Phys. Ed.	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>

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

B8 I feel safe **at** school.

- 0 All the time
- 1 Most of the time
- 2 Some of the time
- 3 Rarely
- 4 Never

B9 I feel safe on my way **to** and **from** school.

- 5 All the time
- 6 Most of the time
- 7 Some of the time
- 8 Rarely
- 9 Never



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





B10

Other students say nasty and unpleasant things to me at school.

- All the time
 - Most of the time
 - Some of the time
 - Rarely
 - Never
-

B11

I am bullied in school.

- All the time
 - Most of the time
 - Some of the time
 - Rarely
 - Never
-

B12

I am bullied on my way **to** and **from** school.

- All the time
 - Most of the time
 - Some of the time
 - Rarely
 - Never
-

B13

I feel like an outsider (or left out of things) at my school.

- All the time
 - Most of the time
 - Some of the time
 - Rarely
 - Never
-

B14

Since the beginning of this school year, in September, how often did you **skip a day** of school WITHOUT permission?

- Never
- Once or twice
- Three or four times
- Five times or more



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B15

During the past month, how often did you **cut or skip a class** WITHOUT permission?

- ⁵ Never
 - ⁶ Once or twice
 - ⁷ Three or four times
 - ⁸ Five times or more
-

B16

My teachers treat me fairly.

- ⁰ All the time
 - ¹ Most of the time
 - ² Some of the time
 - ³ Rarely
 - ⁴ Never
-

B17

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

- ⁰¹ All the time
 - ⁰² Most of the time
 - ⁰³ Some of the time
 - ⁰⁴ Rarely
 - ⁰⁵ Never
 - ⁰⁶ Don't need extra help
-

B18

If I have problems at school, my parents are ready to help.

- ⁰⁷ All the time
- ⁰⁸ Most of the time
- ⁰⁹ Some of the time
- ¹⁰ Rarely
- ¹¹ Never
- ¹² Don't have problems at school



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B19 My parents encourage me to do well at school.

- 5 All the time
 6 Most of the time
 7 Some of the time
 8 Rarely
 9 Never
-

B20 My parents expect too much of me at school.

- 0 All the time
 1 Most of the time
 2 Some of the time
 3 Rarely
 4 Never
-

B21 I have a place at home to do homework or study.

- 5 All the time
 6 Most of the time
 7 Some of the time
 8 Rarely
 9 Never
-

B22 When my teachers give me homework, I do it.

- 0 All the time
 1 Most of the time
 2 Some of the time
 3 Rarely
 4 Never
 5 I never get homework
-

B23 How far do you hope to go in school?

- 4 I will complete middle school/junior high
 5 I will complete high school
 6 I will complete college
 7 I will complete a university degree
 8 I don't know
 9 Other



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SECTION C. About Me

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

Please mark only one circle for each statement. Mark your answers like this .

C1

	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 am good looking.	⁰ <input type="radio"/>	¹ <input type="radio"/>	² <input type="radio"/>	³ <input type="radio"/>	⁴ <input type="radio"/>
f. I have a pleasant looking face.	⁵ <input type="radio"/>	⁶ <input type="radio"/>	⁷ <input type="radio"/>	⁸ <input type="radio"/>	⁹ <input type="radio"/>
g. Other kids think I am good looking.	⁰ <input type="radio"/>	¹ <input type="radio"/>	² <input type="radio"/>	³ <input type="radio"/>	⁴ <input type="radio"/>
h. I have a good looking body.	⁵ <input type="radio"/>	⁶ <input type="radio"/>	⁷ <input type="radio"/>	⁸ <input type="radio"/>	⁹ <input type="radio"/>



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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

My future looks good to me.

⁵ Strongly disagree

⁶ Disagree

⁷ Agree

⁸ Strongly agree



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SECTION D Feelings and Behaviours

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

Please mark only one circle for each statement.

Mark your answers like this ⊗.

D1

	Never or not true	Sometimes or somewhat true	Often or very true
a. I show sympathy to (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, am restless or hyperactive	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 will 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 volunteer 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 distractible, have trouble sticking to any activity	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
j. I try when I am mad at someone, to get others to dislike him/her	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



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D1

	Never or not true	Sometimes or somewhat true	Often or very true
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 kids	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
m. I will try, if there is an argument, 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, 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, act without thinking	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
t. I tell lies or cheat	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
u. I offer to help other kids (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 am worried	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
w. I have difficulty awaiting my turn in games or groups	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>



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D1

	Never or not true	Sometimes or somewhat true	Often or very true
x. I assume, when another kid accidentally hurts me (such as bumping into me), that the other kid meant to do it, and then 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 - am rather solitary	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
z. When 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 a 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 objects which another kid has dropped (e.g. pencils, books.)	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"/>



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D1

	Never or not true	Sometimes or somewhat true	Often or very true
jj. I am cruel, 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 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"/>
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. I will invite bystanders to join in a game	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>
pp. I steal outside the home	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
qq. I am inattentive, 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 mad at someone, I tell the other one's secrets to a third person	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
uu. I take the opportunity to show support for the work of other people my age who can't do things as well as I can	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>



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D2

Has anyone in your school actually killed or tried to kill herself/himself?

- ⁰ Yes, within the last 6 months
 - ¹ Yes, within the last year
 - ² Yes, more than a year ago
 - ³ No, never
 - ⁴ Don't know
-

D3

During the past 12 months, did you ever **seriously** consider trying to kill yourself?

- ⁵ Yes
 - ⁶ No
-

D4

During the past 12 months, did you make a plan about how you would try to kill yourself?

- ⁷ Yes
 - ⁸ No
-

D5

During the past 12 months, how many times did you actually try to kill yourself?

- ⁰ Never/none
 - ¹ 1 time
 - ² 2 or 3 times
 - ³ 4 or 5 times
 - ⁴ 6 or more times
-

D6

If you tried to kill yourself during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

- ⁵ I did not try to kill myself during the past 12 months
- ⁶ Yes, I needed help from a doctor or nurse
- ⁷ No, I did not need help from a doctor or nurse



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D7

In the past year (last 12 months), about how many times...

	Never	Once or twice	Three or four times	Five 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 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"/>
d. Were you questioned by a security guard in a store or shopping mall, a teacher or a principal about anything you might have done 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?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
g. Have you stolen something from a school?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Have you taken money from your parents without their permission?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
i. Have you broken into, or snuck into, a house or building with the idea of stealing something?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. Have you threatened to beat someone up?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
k. Have you been in a physical fight with someone (excluding your brothers or sisters), but where no one was very seriously injured (they were not bleeding or knocked unconscious)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>



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D7

In the past year (last 12 months), about how many times...

	Never	Once or twice	Three or four times	Five times or more
l. Have you used or bought or tried to sell something you knew was stolen?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
m. 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)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
n. 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)?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
o. Have you been in a fight where you hit someone with something other than your hands (for example, a stick, club, knife, or rock)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
p. Have you carried a knife for the purpose of defending yourself if attacked?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
q. Have you carried a knife because you wanted to use it in a fight?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
r. Have you carried a gun to defend yourself?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
s. Have you fired a gun at someone?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
t. 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"/>
u. Have you taken someone's purse, wallet, or bag?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
v. Have you bought, or gotten drugs from someone for your own use, or for someone else?	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>



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D7

In the past year (last 12 months), about how many times...

Never**Once or twice****Three or four times****Five times or more**

w. Have you sold any drugs?

1 2 3 4

x. Have you used someone's credit card or bank machine card without their permission?

5 6 7 8

y. Have you attempted to touch the private parts of another person's body (while knowing that they would probably object to this)?

1 2 3 4

z. Have you tried to force someone into having sex with you?

5 6 7 8

aa. Have you taken a car, motorbike, or motorboat without permission (and if it belonged to your parents, you knew they would not allow it)?

1 2 3 4

bb. Have you driven a vehicle after drinking alcohol?

5 6 7 8

cc. Have you set fire on purpose to a building, or a car, or something else not belonging to you?

1 2 3 4 **D8**

In the past year, were you part of a group that did bad things?

5 Yes6 No

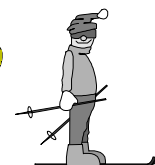
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SECTION E Activities

Please mark only one circle for each statement.

Mark your answers like this ⊗.



E1

In the past year (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 (biking, skateboarding, etc.)?

1 2 3 4

b. Played sports **WITH** a coach or instructor, other than in gym class? (school teams, swimming lessons, etc.)?

5 6 7 8

c. Taken part in dance, gymnastics or cheerleading groups or lessons, other than in gym class?

1 2 3 4

d. Taken part in art, drama or music groups, clubs or lessons, outside of class?

5 6 7 8

e. Taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups?

1 2 3 4

f. Done a hobby or craft (drawing, model building, etc.)?

5 6 7 8



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**E2**

Do you have special responsibilities in any of your activities, such as team leader, captain, secretary, etc.?

- ¹ Yes
² No

E3

How often do you read for fun (not for school)?

- ⁰¹ Every day
⁰² A few times a week
⁰³ Once a week
⁰⁴ A few times a month
⁰⁵ Less than once a month
⁰⁶ Almost never

E4

In the past year (the last 12 months), have you helped **without pay** by...
(Mark all that apply)

- ⁰⁷ Doing activities at school (yearbook committee, school patrol, student council, etc.)
⁰⁸ Adopting a cause (food bank, environmental group, etc.)
⁰⁹ Fund raising (a charity, school trips, etc.)
¹⁰ Helping in your community (hospital volunteering, etc.)
¹¹ Helping neighbours or relatives (cutting grass, babysitting or shoveling snow for a neighbour, etc.)
¹² Other
¹³ Haven't done any of these activities without pay

E5

Outside of school hours, how many days a week do you watch TV or videos?

- ¹⁴ None
¹⁵ 1 or 2 days
¹⁶ 3 or 4 days
¹⁷ 5 or 6 days
¹⁸ 7 days



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**E6**

On average, on the days you watch TV or videos, about how many hours a day do you watch?

- ¹⁹ I don't watch TV or videos
- ²⁰ Less than 1 hour a day
- ²¹ 1 or 2 hours a day
- ²² 3 or 4 hours a day
- ²³ 5 or 6 hours a day
- ²⁴ 7 or more hours a day
-

E7

Outside of school hours, how many days a week do you spend time on a computer? Include playing video games.

- ²⁵ None
- ²⁶ 1 or 2 days
- ²⁷ 3 or 4 days
- ²⁸ 5 or 6 days
- ²⁹ 7 days
-

E8

On average, on the days you spend time on the computer, about how many hours a day do you do this? Include playing video games.

- ³⁰ I don't spend time on the computer
- ³¹ Less than 1 hour a day
- ³² 1 or 2 hours a day
- ³³ 3 or 4 hours a day
- ³⁴ 5 or 6 hours a day
- ³⁵ 7 or more hours a day



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E9

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?

- 36 I don't have a brother or sister
- 37 I don't spend any time at home looking after a younger brother or sister while my parents are not home
- 38 Less than 1 hour a day
- 39 1 or 2 hours a day
- 40 3 or 4 hours a day
- 41 5 or 6 hours a day
- 42 7 or more hours a day

E10

On average, how much time in a day do you spend alone at home while nobody else is home?

- 43 I don't spend time alone while nobody else is home
- 44 Less than 1 hour a day
- 45 1 or 2 hours a day
- 46 3 or 4 hours a day
- 47 5 or 6 hours a day
- 48 7 or more hours a day



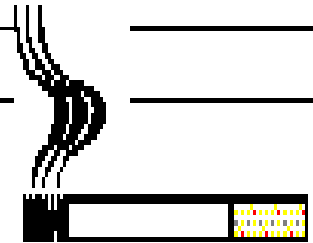
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SECTION F

Smoking, Drinking and Drugs



In this section, we would like to ask you some questions about your experiences with smoking, drinking, drugs and gambling.

Many of the questions will apply to you even if you have not smoked, had a drink, used drugs or gambled.

Mark your answers like this \otimes or write in a number.

F1

Have you ever tried cigarette smoking, even just a few puffs?

Yes → **Go to question F2**

No → **Go to question F5**

F2

If you do smoke, how often do you smoke cigarettes?

I have never smoked → **Go to question F5**

I only tried once or twice → **Go to question F5**

I do not smoke now → **Go to question F4**

A few times a year

About once or twice a month

About once or twice a week

Every day

F3

On the days that you smoke, about how many cigarettes do you usually smoke each day?
(Mark one only)

I do not smoke

OR

number of cigarettes



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F4

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)

⁹³ I have never done this

I was years old

F5

How many of your friends smoke?

friends who smoke

(If none, write 00)

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.**

F6

Have you ever had a drink of alcohol?

¹ Yes, at least one drink → **Go to question F7**

² I have only had a few sips → **Go to question F12**

³ No → **Go to question F12**

F7

If you have ever had a drink of alcohol, how old were you when you first did this?
(Mark one only)

⁹³ I have never had a drink of alcohol

OR

⁹⁴ I have only had a few sips

OR

I was years old



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F8

If you drink anything alcoholic, how often do you do so?

I have never had a drink of alcohol → **Go to question F12**

I only tried once or twice → **Go to question F12**

I do not drink alcohol now

A few times a year

About once or twice a month

About once or twice a week

Every day

F9

Have you ever been drunk?

Yes → **Go to question F10**

No → **Go to question F12**

F10

How old were you when you were drunk for the first time?
(Mark one only)

I was years old

F11

In the past 12 months, how often were you drunk?

times

(If none, write 00)

F12

How many of your friends drink alcohol?

friends who drink alcohol

(If none, write 00)



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The next questions are about your use of drugs.

- ✓ “Marijuana” can be called “pot” or “grass”.
- ✓ “Solvents” includes things such as nail polish remover, paint thinner or gasoline
- ✓ “Hallucinogens” include drugs such as LSD and acid.
- ✓ “Other drugs” can include heroin, speed and PCP (“Angel Dust”).

Please answer the questions even if you do not use drugs.

Mark your answers like this ⊗.

F13

How often do you take the following substances?

	I don't take it	I only tried once or twice	A few times a year	About once or twice a month	About once or twice a week	Every day
a. Marijuana (“pot”, “grass”) or hash	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	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. Hallucinogens (LSD/acid)	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. Crack/cocaine	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 drugs (such as heroin, speed, PCP)	25 <input type="radio"/>	26 <input type="radio"/>	27 <input type="radio"/>	28 <input type="radio"/>	29 <input type="radio"/>	30 <input type="radio"/>



Statistics Canada will keep your answers PRIVATE.
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F14

How old were you when you first took the following substances?

**I have never taken it
(Mark your answers
like this ⊗.)**

**I took it first
when I was...**

a. Marijuana ("pot", "grass") or hash

⁹⁰

OR

years old

b. Glue or solvents

⁹¹

OR

years old

c. Hallucinogens (LSD/acid)

⁹²

OR

years old

d. Crack/cocaine

⁹³

OR

years old

e. Other drugs (such as heroin, speed, PCP)

⁹⁴

OR

years old

F15

How many of your friends have tried the following substances?

**Number of friends who have tried it
(If none, write 00)**

a. Marijuana ("pot", "grass") or hash

friends

b. Glue or solvents

friends

c. Hallucinogens (LSD/acid)

friends

d. Crack/cocaine

friends

e. Other drugs (such as heroin, speed, PCP)

friends

F16

How often do you gamble, such as playing cards or lotteries to win money?

⁴ I don't gamble

⁵ I only tried once or twice

⁶ A few times a year

⁷ About once or twice a month

⁸ About once or twice a week

⁹ Every day



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



SECTION G My Parent(s) and Me

Please mark only one circle for each statement.

Mark your answers like this ⊗.

G1

My parents (or step parents or foster parents)...

Never Rarely Sometimes Often Always

a. smile at me 0 1 2 3 4

b. want to know exactly where I am and what I am doing 5 6 7 8 9

c. soon forget a rule they have made 0 1 2 3 4

d. praise me 5 6 7 8 9

e. let me go out any evening I want 0 1 2 3 4

f. tell me what time to be home when I go out 5 6 7 8 9

g. nag me about little things 0 1 2 3 4

h. listen to my ideas and opinions 5 6 7 8 9

i. and I solve a problem together whenever we disagree about something 0 1 2 3 4

j. only keep rules when it suits them 5 6 7 8 9



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No one from your home or your school will see what you write.



G1

My parents (or step parents or foster parents)...

	Never	Rarely	Sometimes	Often	Always
k. get angry and yell at me	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
l. make sure I know I am appreciated	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
m. threaten punishment more often than they use it	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
n. speak of the good things I do	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
o. find out about my misbehaviour	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
p. enforce a rule or do not enforce a rule depending upon their mood	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
q. hit me or threaten to do so	⁰ ○	¹ ○	² ○	³ ○	⁴ ○
r. seem proud of the things I do	⁵ ○	⁶ ○	⁷ ○	⁸ ○	⁹ ○
s. seem too busy to spend as much time with me as I'd like	⁰ ○	¹ ○	² ○	³ ○	⁴ ○

G2

How often do you share your secrets and private feelings with your parents?

- ⁵ ○ All of the time
⁶ ○ Most of the time
⁷ ○ Some of the time
⁸ ○ Rarely
⁹ ○ Never



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

**G3**

How often do your parents **let you decide...**

	Almost never	Sometimes	Often	Always
a. The time you go to bed on weeknights	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. The time you must come home on Friday and Saturday nights	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
c. The people you hang around with	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. What you wear	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
e. How much television you watch	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>



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





SECTION H Health

H1 How tall are you (without your shoes on)? Answer in feet and inches **or** metres and centimetres. (Please estimate if you are not sure)

5 Feet

6 . Inches

OR

7 Metre

8 Centimetres

H2 How much do you weigh? Answer in pounds **or** kilograms. (Please estimate if you are not sure)

1 Pounds

OR

2 . Kilograms



Please mark only one circle for each statement.

Mark your answers like this ⊗.

H3 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. Feeling low (depressed)	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
e. A bad mood (irritable)	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Feeling nervous (uneasy)	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
g. 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"/>
h. Feeling dizzy	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>
i. Rashes or other skin problems	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.
No one from your home or your school will see what you write.



**H4**

How often do you use a seat belt when you ride in a car?

- ⁵ Seldom or never
 - ⁶ Always
 - ⁷ Often
 - ⁸ Sometimes
 - ⁹ Usually there is no seat belt where I sit
-

H5

How often do you wear a helmet when you ride your bicycle?

- ⁰ Seldom or never
 - ¹ Always
 - ² Often
 - ³ Sometimes
 - ⁴ I do not ride a bicycle
-

H6

How often do you eat breakfast on school days?

- ⁵ Never
 - ⁶ 1 or 2 times a week
 - ⁷ 3 or 4 times a week
 - ⁸ Every day
-

H7

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



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





H8

During the past 7 days, which one of the following did you do to lose weight or to keep from gaining weight?

- ⁵ I did not try to lose weight or keep from gaining weight
- ⁶ I dieted
- ⁷ I exercised
- ⁸ I exercised and dieted
- ⁹ I used some other method, but I did not exercise or diet

H9

How often do you eat so much food in a short period of time that you feel out of control and would be embarrassed if others saw you?

- ⁰ Never
- ¹ Less than once a month
- ² Once a month
- ³ 2 to 3 times a month
- ⁴ 2 or more times a week

H10

If you have ever eaten so much food in a short period of time that you felt out of control and would have been embarrassed if others saw you, did you ever try to make yourself vomit or throw up?

- ⁵ I have never eaten that much
- ⁶ Yes
- ⁷ No



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**H11**

How often have you felt or behaved this way in the past week (7 days)?

Rarely or none of the time (less than 1 day)

Some or a little of the time (1 to 2 days)

Occasionally or a moderate amount of the time (3 to 4 days)

Most or all of the time (5 to 7 days)

a. I did not feel like eating; my appetite was poor

b. I felt like I could not shake off the blues even with help from my family or friends

c. I had trouble keeping my mind on what I was doing

d. I felt depressed

e. I felt like I was too tired to do things

f. I felt hopeful about the future

g. My sleep was restless

h. I was happy

i. I felt lonely

j. I enjoyed life

k. I had crying spells

l. I felt people disliked me



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**H12**

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 H15

For girls only

H13

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

H14

Have you begun to menstruate (your monthly periods)?

- ¹ Yes
- ² No

Girls go to question H17



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For boys only

H15

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

H16

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

For girls and boys



H17

How often have you had the following experiences with a boyfriend/girlfriend?

	Never	Once	A few times	Often
a. Holding hands	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Hugging	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
c. Kissing	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Petting above the waist	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>
e. Petting below the waist	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Sexual intercourse (going all the way)	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>



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





SECTION I

My Work and Sources of Money



I1

Since September, on average, how much money per week have you received from...

No money

\$1 to \$10

\$11 to \$20

\$21 to \$30

\$31 to \$40

More than \$40

a. your parents

01

02

03

04

05

06

b. working at a job

07

08

09

10

11

12

c. other

13

14

15

16

17

18

I2

Since September, on average, how many hours per week have you worked for pay?

1 I don't work

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

I3

How do you usually spend your money?
(Mark all that apply)

19 buying clothes

20 buying other things for myself and friends (videos, snacks, CD's, etc).

21 going out (movies, arcades)

22 activities or equipment (school trips, books, music or sport lessons, etc.)

23 buying gifts

24 buying other things for my family (groceries, etc.)

25 public transportation

26 savings



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





When you finish this survey:



put this questionnaire in the envelope



return it to the Interviewer.

**KIDS HELP PHONE
JEUNESSE, J'ECOUTE**



1-800-668-6868

Remember the KIDS HELP PHONE: 1 (800) 668-6868

Thank you for the thought and effort you have put into answering these questions.



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





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

Consent to Contact Teacher
Consentement à communiquer avec le professeur

	Yes/Oui	No/Non	N/A – S/O
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	

Consent to Administer Math Test
Consentement à administrer le test de mathématique

	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
--	----------------------------	----------------------------	----------------------------

Consent to Administer Reading Test
Consentement à administrer le test de lecture

	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
--	----------------------------	----------------------------	----------------------------

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.



Indicator Answer Sheet

Feuille de réponse de l'indicateur

Collected under the authority of the Statistics Act, Revised Statutes of Canada, 1985, Chapter S19.

Renseignements recueillis en vertu de la Loi sur la statistique, Lois révisées du Canada, 1985, chapitre S19.

Person I.D. / Numéro de la personne: - - - -

Child's First Name / Prénom de l'enfant:

Assignment Number / No. de tâche:

Test Language / Langue du test: 1 English / Anglais 2 French / Français

Sequence Number / No. de séquence:

SECTION

Check: 01 A 02 B 03 C 04 D 05 E 06 F 07 G 08 Not Applicable / Sans objet

Start time: : End time: :

Temps de départ: : Temps d'arrêt: :

Question	Answer / Réponse				
IND_1	0 <input type="radio"/> a	1 <input type="radio"/> b	2 <input type="radio"/> c	3 <input type="radio"/> d	4 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_2	5 <input type="radio"/> e	6 <input type="radio"/> f	7 <input type="radio"/> g	8 <input type="radio"/> h	9 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_3	0 <input type="radio"/> a	1 <input type="radio"/> b	2 <input type="radio"/> c	3 <input type="radio"/> d	4 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_4	5 <input type="radio"/> e	6 <input type="radio"/> f	7 <input type="radio"/> g	8 <input type="radio"/> h	9 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_5	0 <input type="radio"/> a	1 <input type="radio"/> b	2 <input type="radio"/> c	3 <input type="radio"/> d	4 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_6	5 <input type="radio"/> e	6 <input type="radio"/> f	7 <input type="radio"/> g	8 <input type="radio"/> h	9 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_7	0 <input type="radio"/> a	1 <input type="radio"/> b	2 <input type="radio"/> c	3 <input type="radio"/> d	4 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_8	5 <input type="radio"/> e	6 <input type="radio"/> f	7 <input type="radio"/> g	8 <input type="radio"/> h	9 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_9	0 <input type="radio"/> a	1 <input type="radio"/> b	2 <input type="radio"/> c	3 <input type="radio"/> d	4 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_10	5 <input type="radio"/> e	6 <input type="radio"/> f	7 <input type="radio"/> g	8 <input type="radio"/> h	9 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_11	0 <input type="radio"/> a	1 <input type="radio"/> b	2 <input type="radio"/> c	3 <input type="radio"/> d	4 <input type="radio"/> DON'T KNOW / NE SAIT PAS
IND_12	5 <input type="radio"/> e	6 <input type="radio"/> f	7 <input type="radio"/> g	8 <input type="radio"/> h	9 <input type="radio"/> DON'T KNOW / NE SAIT PAS

Indicator Assessment

The questions below refer to the environment in which the indicator was administered and the child's attitude towards the indicator.

What was the child's reaction towards the doing of the indicator?

Negative

IAS-Q1

0

Neutral

1

Positive

2

How was the child's motivation or interest?

IAS-Q2

Poor

3

Average

4

Excellent

5

Do you feel the presence of a parent (or other adult) interfered with the child's ability to do the indicator?

IAS-Q3

Yes, it was very interfering.

6

Yes, it was somewhat interfering.

7

No, it was not interfering.

8

There was no parent present.

9

Do you feel the presence of a sibling interfered with the child's ability to do the indicator?

IAS-Q4

Yes, it was very interfering.

0

Yes, it was somewhat interfering.

1

No, it was not interfering.

2

There was no sibling present.

3

Do you feel there were any other interruptions or distractions interfering while the child was doing the indicator?

IAS-Q5

Yes, it was very interfering.

4

Yes, it was somewhat interfering.

5

No, it was not interfering.

6

There was no interruption/distraction.

7

Évaluation de l'indicateur

Les questions ci-dessous portent sur l'attitude de l'enfant et les conditions dans lesquelles l'indicateur a été administré.

Quelle était la réaction de l'enfant envers l'indicateur?

Négative

Neutre

Positive

Quelle était le degré de motivation ou d'intérêt de l'enfant?

Médiocre

Moyen

Excellent

Pensez-vous que la présence des parents (ou autre adulte) causait des problèmes à l'enfant lorsqu'il faisait l'indicateur?

Oui, elle causait de gros problèmes.

Oui, elle causait quelques problèmes.

Non, elle ne causait pas de problème.

Les parents n'étaient pas présents.

Pensez-vous que la présence de frères ou sœurs causait des problèmes à l'enfant lorsqu'il faisait l'indicateur?

Oui, elle causait de gros problèmes.

Oui, elle causait quelques problèmes.

Non, elle ne causait pas de problème.

Ils n'étaient pas présents.

Y avait-il d'autres interruptions ou distractions qui causaient des problèmes à l'enfant lorsqu'il faisait l'indicateur?

Oui, elles causaient de gros problèmes.

Oui, elles causaient quelques problèmes.

Non, elles ne causaient pas de problème.

Il n'y avait pas d'interruption/distraction.