Identity Matters!
2019—2020
OCDSB Student Survey Results

Understanding identity is essential to our ability to build relationships to support student learning and well-being. This is complex work that must be done in partnership with the community.

Valuing Voices — Identity Matters

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

ACKNOWLEDGEMENTS

The Ottawa-Carleton District School Board is indebted to many individuals and community organizations who have contributed significantly to this work including the Advisory Committee on Equity and the Indigenous Education Advisory Council. The organizations listed below were invited to share their insight and experience to inform the data collection project. With their guidance, the District hosted focus groups with parents and students which led to very powerful discussions with participants sharing their experiences about racism, bias, and gaps that exist in the system.

The themes that emerged from these discussions helped to frame questions for the *Valuing Voices Student Survey* and identify broad areas (e.g., achievement gaps, suspension rates, access to programs) for further exploration that would require linkage of survey data to other datasets. In the fall, community organizations were once again instrumental in helping to refine the questions themselves, and served as ambassadors with their respective communities to stress the importance of participating in the survey process.

Moving forward, we look forward to continuing to work with community organizations to understand and interpret the data and to prioritize areas of further inquiry as we work to identify and address systemic barriers, bias, and racism within the system.

Our Appreciation to these Community Organizations

Assembly of Seven Generations
AZBGC – Annes Zabuli Boys and Girls Club
Children's Aid Society of Ottawa
Guyana Ottawa Cultural Association
Indigenous Education Advisory Council
Islam Care Centre
Jaku Konbit
Jamaican Ottawa Community Assoc.
Jewish Federation of Ottawa
Kind Space
Lebanese and Arab Community Centre/Social Services
Métis Nation of Ontario
Muslim Family Services
National Council of Canadian Muslims
Odawa Native Friendship Centre
Ottawa Aboriginal Coalition
Ottawa Community Immigrant Services Organization (OCISO)
Ottawa Inuit Children's Centre
Ottawa Local Immigration Partnership
Ottawa Public Health
Parents for Diversity

Pathways to Education
Pinecrest-Queensway Community Health Centre (CHC)
Rainbow Alliance arc-en-ciel
Rainbow Service Providers Network
RAJO Project: Canadian Friends of Somalia
Rideau-Rockcliffe Community Resource Centre
Sandy Hill Community Health Centre
Social Planning Council
Somali Centre Family Services
Somerset West CHC
Spiritual Care Workers
St. Lucia Ottawa Association
St. Vincent and Grenadines Association of Ottawa
Trinidad and Tobago Assoc. of Ottawa
Tungasuvvingat Inuit
United Way
Wabano Centre for Aboriginal Health
Youth Services Bureau of Ottawa
613819 Black Hub

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RACISM AND HUMAN RIGHTS

"Racism consists of ideas, beliefs or practices that establish, maintain or perpetuate the superiority or dominance of one racial group over another.

Systemic racism occurs when institutions or systems create or maintain racial inequity often as a result of hidden institutional biases in policies, practices, and procedures that privilege some groups and disadvantage others.

Throughout Canada's history including prior to Confederation, colonial practices, including the oppression of Indigenous peoples and the enslavement of people of African descent, have entrenched public attitudes, beliefs, and practices that continue to negatively impact Indigenous, Black, and racialized individuals and communities in social, economic, and political life.

The legacy of this history impacts Indigenous, Black, and racialized groups by perpetuating the advantages and institutional power of the historically dominant group (White individuals with higher socio-economic status). The negative consequences of this legacy are compounded over time and transmitted intergenerationally. Systemic racism continues to result in racially inequitable outcomes across public sectors such as education, child welfare and justice. Racist ideas and practices persist in a variety of forms, including anti-Black racism, anti-Indigenous racism, Islamophobia and antisemitism (see glossary for definitions of these terms)."

Data Standards for the Identification and Monitoring of Systemic Racism,
Government of Ontario

In Ontario, "Every person has a right to equal treatment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Ontario Human Rights Code
R.S.O. 1990, CHAPTER H.19

INTRODUCTION

Background and Purpose

The Ottawa-Carleton District School Board acknowledges that racism and systemic barriers exist in our education system. The Board has identified the need to prioritize the dignity and well-being of all students in inclusive and caring classrooms and to remove barriers to equity of access, opportunity, and outcomes for students and staff. Dignity cannot be prioritized until we recognize, understand, and validate student identity.

The regular collection of identity-based data is a step forward in giving students voice. Taking a human rights-based approach to data collection means using disaggregated data about identity and other characteristics to inform our understanding of possible inequalities and address discrimination. It allows for comparisons between groups with different characteristics and, when used appropriately, can help highlight and address systemic barriers which preclude certain groups from realizing equal access, opportunities and outcomes. This is the story of identity at the Ottawa-Carleton District School Board.

In 2011, the OCDSB undertook a comprehensive student survey and generated a series of thematic research reports. Since then, the community and our Board of Trustees have expressed strong interest in formalizing a process for the ongoing collection of identity-based data as a tool to better understand and eliminate systemic barriers. With the introduction of the *Ontario's Education Equity Action Plan* (2017), and the subsequent enactment of the *Ontario Anti-Racism Act* (2017), a framework for school districts to move forward with this work is now in place. Standards for the collection of identity-based data by public sector institutions in Ontario are described in the *Data Standards for the Identification and Monitoring of Systemic Racism*.

These standards establish "*consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. The Standards set out requirements, rationale, and guidance at every stage from planning and preparation to analysis and reporting. This includes, collecting, using, disclosing, de-identifying, and managing information, including personal information.*" With the legislative authority and standards in place, the OCDSB began planning for the data collection process in the 2019-2020 school year. Considerable preparatory work was undertaken to ensure organizational readiness for this work, recognizing that we continue to learn and grow on our journey of understanding.

Our Journey

Like all journeys, there are many steps along the way. The following describes some of the key milestones along this path.

Where We Have Been

Long before the collection of data could begin, it was necessary to lay the foundation for organizational readiness. Ensuring not only the infrastructure, legislative authority and capacity to collect data, but also the cultural proficiency of the organization to receive the data. Data collection is not useful without the organizational knowledge and willingness to listen and to be open to using the data to expose structural racism and bias in the system.

To develop our understanding and inform our path forward, engaging our community was (and continues to be) an essential component of this process. This process requires listening to the voices of those most affected and learning from them about how to effect change. The key message from our focus group sessions was *Identity Matters.*

Where We Are Now

The survey allowed us to hear directly from almost 35,000 parents and students, and the experiences shared echo what we learned through the focus groups. Through both qualitative and quantitative data collection, we are hearing the need for action. This action is embedded in the priorities of the OCDSB 2019-2023 strategic plan, as well as the Indigenous, Human Rights and Equity Roadmap 2019-2023 (draft in progress). The Roadmap is currently in draft development and outlines specific goals and actions to address systemic barriers for students and staff and to hold the District accountable for progress. This work recognizes that change is absolutely essential for success.

> *"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do this. Whether we do it or not must finally depend on how we feel about the fact that we have not done it so far."* – (Edmonds, 1979)

This is the first of a series of reports to be generated from this data and, together with what we heard from the community focus groups, it is the story of identity. Not only does this data serve to describe the diversity of the OCDSB student population, it is foundational work which future reports will build upon to advance equity of access and outcomes through a Culture of Caring and a Culture of Social Responsibility.

Where We Are Going

Over the next few months, internal school-level dashboards will be created to facilitate access to aggregate level demographic and perceptual data for each school. While ensuring individual privacy is protected, these dashboards will provide schools with valuable insights about their student population.

Moving forward, future reports will link the survey data to other datasets in order to identify, address, and monitor issues of disparity and/or disproportionality in relation to such things as:

- achievement outcomes;
- suspension and expulsion rates;
- streaming (e.g., program pathways – academic, applied, locally developed; English/core French, French immersion);
- sense of Belonging; and
- feeling Safe at School.

These reports will include calculations of disparity and/or disproportionality indices, as required under the *Data Standards*. Consultation with community organizations and other stakeholders will be essential throughout this process in order to help refine the focus of the inquiries, to help establish thresholds and identify appropriate reference groups, and to provide important context for the results that emerge from the analyses. We will continue to build our practice of learning with community, and use the data to identity trends and patterns which help us to intentionally address structural racism and systemic barriers, and to effect change.

Engaging with Community

The Advisory Committee on Equity and the Indigenous Education Advisory Council have been important voices in encouraging and guiding the collection of identity-based data. In May 2019, the OCDSB invited community groups and agencies to begin discussions about how to approach this work; 44 community members attended one of the two meetings. The insight of community organizations was a critical starting point for planning the Focus Group Sessions.

Focus Group Sessions

In the spring of 2019, the District held focus group sessions with students and with parents of students who have experienced racism, biases, or barriers, including anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. Separate focus groups were held for participants who identified from the Indigenous community.
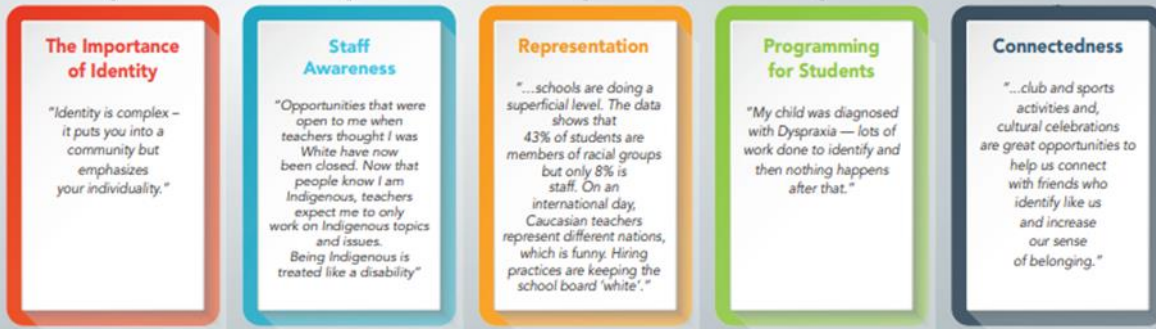
Through May and June, five focus group sessions were held and we were fortunate to have participation from approximately 60 students and 147 parents who shared their experiences about racism, biases, and gaps that exist in the system.

What did we hear?

The Importance of Identity

"Identity is complex – it puts you into a community but emphasizes your individuality."

Staff Awareness

"Opportunities that were open to me when teachers thought I was White have now been closed. Now that people know I am Indigenous, teachers expect me to only work on Indigenous topics and issues. Being Indigenous is treated like a disability"

Representation

"...schools are doing a superficial level. The data shows that 43% of students are members of racial groups but only 8% is staff. On an international day, Caucasian teachers represent different nations, which is funny. Hiring practices are keeping the school board 'white'."

Programming for Students

"My child was diagnosed with Dyspraxia — lots of work done to identify and then nothing happens after that."

Connectedness

"...club and sports activities and, cultural celebrations are great opportunities to help us connect with friends who identify like us and increase our sense of belonging."

Five themes emerged in the discussions:

- **The Importance of Identity** – participants discussed the complexity of identity; the sense of community that arises from identity; the risks of stereotyping associated with identity; and the very personal nature of the journey of how we define our identity;
- **Staff Awareness** – participants acknowledged the need for better staff awareness and capacity to supporting issues of identity; concern was expressed about the risk of learning expectations being established based on identity rather than capacity; and the need to balance engaging students identity in the classroom and expecting the students to be a knowledge expert on the history and culture of their identity;
- **Programming for Students** – participants discussed the importance of relevant programming for students; access to programming and resources; and the need to ensure that where specific learning needs are identified and documented, such as in an IEP, those needs are addressed in the classroom;
- **Representation** – participants addressed the importance and value of having an OCDSB workforce that is representative of the students in our classrooms; in addition, they discussed the importance of having learning resources which include and reflect the identities of our students;
- **Connectedness** – participants discussed the importance of ensuring opportunities for students/communities to connect, and acknowledged the value of forums such as the Black Youth Forum, the Indigenous Youth Day, Date for Diversity, and the Rainbow Youth Forum to create awareness and a sense of belonging.

The information collected from focus group participants helped the District better understand the context within which disparities, biases, and gaps operate within the system. A report summarizing what we heard was shared with senior staff and Trustees

in September 2019; the information was also used to shape the data collection process, enhance system capacity to support student learning and well-being, and inform the development of the survey instrument. Most importantly, the focus group sessions shone a light on what we need to do as an organization to move forward in this work.

The acknowledgement that racism and bias exist in the education system was such an important step forward for the Ottawa-Carleton District School Board. Listening to students and parents talk about their experiences was powerful. With this in mind, we embarked on the survey development process – Valuing Voices, Identity Matters!

Survey Development

A multi-disciplinary project team was established in the spring of 2019 to oversee the work leading up to the collection of identity-based data. Members of the team included staff from Program & Learning K-12 (PAL), Equity, Indigenous Education, Communications, Business & Learning Technologies (B&LT), and Research, Evaluation & Analytics (READ).

The purpose of the survey was to gather information about the OCDSB student population (Kindergarten through Grade 12) in order to:

- better understand the unique and diverse characteristics of the student population;
- identify and respond to systemic barriers to student learning and well-being; and
- enhance our capacity to serve an increasingly diverse student population and client communities.

The survey included both demographic and perceptual questions. Demographic items for the survey were developed in accordance with the *Anti-Racism Act (2017)* and its

associated *Data Standards for the Identification and Monitoring of Systemic Racism*. Respondents were asked about their (or their child's):

- first language
- Indigenous identity
- ethnicity
- race
- religion, creed, or spiritual affiliation
- gender identity

- sexual orientation
- disability
- status in Canada
- income range and number of persons in household (parents JK-6 only)

Perceptual questions were developed to help gain further insight into student experience to understand potential systemic barriers and biases that may impact student learning and well-being. Survey items developed and used in the OCDSB 2011 Student Survey, as well as those used by other school districts (e.g., York Region District School Board, Toronto District School Board, Algoma District School Board, Peel District School Board, and Durham District School Board), provided a solid foundation from which to work. Items were modified based on input from the cross-departmental project team and community organizations to meet system needs.

Questions included such things as:

- experience in school
- emotional well-being
- OCDSB exit outcomes
- sense of belonging
- participation in extra-curricular activities

- representation of self in activities, curriculum, etc.
- expression & exploration of identity
- experience of stereotyping, prejudice, discrimination
- safety

Two survey instruments were developed – one for parents/guardians of students in JK to grade 6 and one for students in grades 7 to 12. The survey questions were the same, but the structure of the questions was modified to the respective audience (parents versus students). The parent survey (JK-6) had one additional question regarding family income. This was not asked on the 7-12 survey.

Confidentiality, Privacy & Security

The survey was designed to be confidential, but not anonymous. Student names did not appear on the survey, but each survey included a unique survey ID to allow District research staff to link survey data to other datasets (e.g., achievement outcomes,

participation rates in different programs/courses, suspension rates, etc.). This is necessary in order to:

- determine a baseline for understanding the disparity and disproportionately that exists in the system;
- develop programs, policies, and practices aimed at improving outcomes and services for students; and
- monitoring progress towards creating greater equity of access to programs and services and outcomes.

The survey data is encrypted and stored in a separate database which does not contain information that could identify individual students. The database is stored on Canadian servers and is accessible to a limited number of staff in the Research, Evaluation & Analytics Division for the purpose of analysis and reporting.

In order to protect students' privacy, results are reported for groups of students. In this initial stage of reporting no suppression rules have been applied given that the risk of being able to identify an individual is low and the data is being reported for each item independent of other data. In future reporting, suppression rules will be applied to ensure that individual privacy continues to be protected.

In accordance with Standard 35 of the Data Standards, a de-identified data set containing the number and percentage of respondents selecting each response category for each question posed in the demographic section of the survey will be made available on the OCDSB website at the time this report is made public.

Data will be retained in an active state for a period of five (5) years from the time of collection, at which time it will move to inactive storage for a period of six (6) years in accordance with current OCDSB retention policies. At the end of this time, data will be securely destroyed and removed from the servers.

Communications & Consent

Direct communications to parents regarding the Valuing Voices survey began in October 2019 through the District Newsletter, *Keeping You Connected*, and School Council Updates. These communications were more general in nature, with more details beginning to be provided in early November. School principals received information and materials to assist in creating awareness amongst students, staff, and the broader school community beginning in October. Direct communications with students in grades 7 to 12 occurred on November 8 using the District's email system.

Information letters distributed to both parents and students outlined the purpose of collection, how data would be used, and advised of the voluntary and confidential nature of the collection. Parents/guardians of children in JK through grade 6 consented to participation in the collection by completing and submitting the survey.

Parents/guardians of children in grades 7 to 12 could request that their child not participate in the collection by completing an opt-out form. A total of 318 (0.4%) of parents of students in grades 7-12 submitted an opt-out request; these students did not receive the email and survey link. Students and parents who completed the survey could choose to complete all, some, or none of the survey questions.

Survey Implementation

The survey was administered electronically using the *Qualtrics* survey platform. Paper copies of the survey were sent via Canada Post to parents/guardians of students in JK to grade 6 for whom an email address was not on file with the school District. Postage paid return envelopes were included for ease of direct return to the READ division.

A dataset was provided to staff in READ by B&LT that contained the following student information, including:

- student name
- Ontario Education Number (OEN)
- local student ID number
- school
- grade
- student OCDSB email address (grades 7-12)
- names and email addresses for the first and second parent/guardian point of contact (JK-6 and those in specialized special education classes e.g., Autism, Developmental Disability, Behaviour Intervention Program)
- language

Random survey IDs were generated for each student. One record per student containing the unique survey ID, student's first name, school, grade, and email contact (student or parent/guardian) was uploaded into *Qualtrics* which generated a unique URL associated with the unique survey ID. Parents/guardians with more than one child in JK to grade 6 were invited to complete one survey per child – the email invitation included the first name of the child to indicate for whom the survey should be completed.

Initial survey distribution to the first point of contact for parents/guardians of students in JK to grade 6 took place on November 26 directly from the survey platform. A minor technical issue resulted in a re-distribution to all parents/guardians on November 27 to ensure the student first name was clear.

Parents completed the survey at their leisure. For students in grades 7 to 12, time was allocated during the school day to complete the survey in small groups. Schools provided a schedule for administration to READ in order to facilitate distribution of survey links to students on the morning of administration.

Translation and Support

In order to make the survey accessible to everyone in the community, all survey instruments, as well as the information letters to parents/guardians, were translated into Arabic, Chinese, French, Somali, and Urdu to reflect the most common languages spoken by students and families as reported in the Trillium student information system in November 2019. Communications to parents/guardians, and the paper version of the survey, were also translated into Inuktitut and posted to the District website to support the Inuk community (the survey platform does not currently support the font type for this language).

In addition to translated materials, schools were encouraged to develop local strategies to encourage participation and to support families who might require assistance. Examples included access to a computer at school to complete the survey, access/ support from the Multi-Cultural Liaison Officers, school or school council awareness campaigns and/or events and activities to encourage completion, support through the Family Reception Centre or other mechanisms.

Accessibility

The survey platform supports survey completion using both mobile and desktop devices. The system is also compatible with a range of assistive technology supports, such as *Read & Write for Google*, which is widely used in the OCDSB by students with special education needs and English language learners. For students in grades 7 to 12 enrolled in specialized special education programs (e.g., Autism, Developmental Disability, Behavior Intervention Program (BIP)) who required substantive support to complete the survey, links were sent to the parent/guardian who was asked to complete the survey with their child.

METHODS AND PARTICIPATION

Theoretical Framework for Analysis

This work sets the foundation required for the identification and removal of systemic barriers and biases that perpetuate racism and inequities in the education system. Careful consideration has been given to allow readers of the report to make their own observations and draw their own conclusions from the responses received from parents and students, so as not to influence the meaning that is ascribed to the data. This approach is guided by the QuantCrit framework for analysis described by Gillborn, Warmington & Demack (2018) which is based on the following principles:
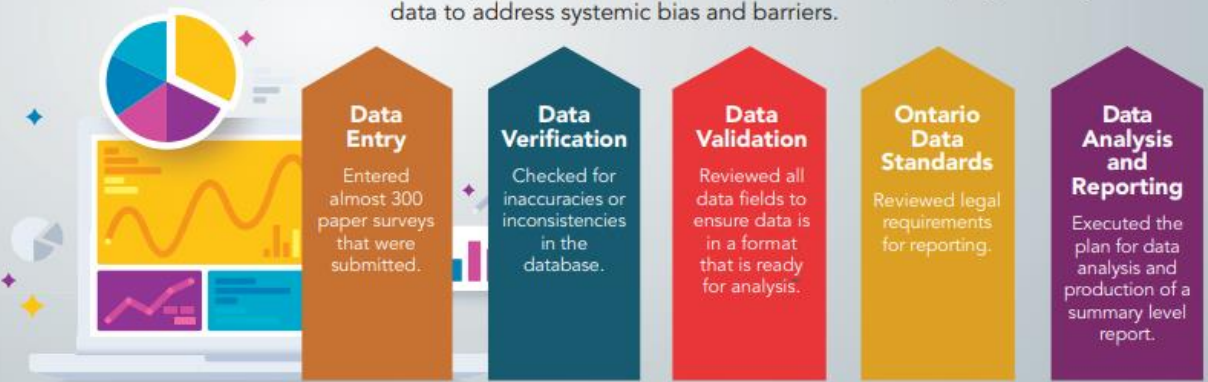
- at its core, racism is a complex and deeply rooted aspect of society that is not readily amenable to quantification;

- numbers are not neutral and should be interrogated for their role in promoting deficit analyses that serve white racial interests;
- categories are neither 'natural' nor given, therefore, the units and forms of analysis must be critically evaluated;
- voice and insight are vital: data cannot 'speak for itself'; critical analyses should be informed by the experiential knowledge of marginalized groups; and
- statistical analyses have no inherent value but they can play a role in striving towards social justice.

Data Processing and Verification

What have we been doing since the collection?

Collecting the data is the first step. Once collected there are several steps that must occur in order to ensure the database is properly structured and formatted. Once the database is established, we can do the analysis on suspension rate, graduation rate, and programming data to address systemic bias and barriers.

Data Entry — Entered almost 300 paper surveys that were submitted.

Data Verification — Checked for inaccuracies or inconsistencies in the database.

Data Validation — Reviewed all data fields to ensure data is in a format that is ready for analysis.

Ontario Data Standards — Reviewed legal requirements for reporting.

Data Analysis and Reporting — Executed the plan for data analysis and production of a summary level report.

"The focus on research is a fundamentally important strategy if we want to improve student learning, achievement and wellbeing."
— Dr. Avis Glaze

Once the survey administration period closed, staff began to prepare the dataset for analysis and reporting. This process included:

- data entry of approximately 300 completed paper surveys for parents of children in JK to grade 6;
- removal of duplicate records;
- reassignment of unique survey IDs where the parent/guardian had indicated the survey had been completed for the wrong child;
- recoding of short-answer, open-ended response options (demographic and perceptual) into existing response options, where applicable, or creating additional categories where none existed previously;

- creation of themes and key terms for the two open-ended response options associated with sense of belonging, and assignment of themes to each respondent using both traditional qualitative coding practices and leveraging functionality within *Qualtrics*.

The goal of this phase of work was to retain as much data as possible and only exclude responses where it was clear that the respondent was not answering truthfully (e.g., all, or an unreasonably large number of, response options were selected for multiple questions). From the responses received, 10 (0.1%) JK to grade 6 surveys, and 128 (0.6%) surveys for students in grades 7 to 12, were removed from the analysis.

Survey Response and Participation

A total of 74,975 parents/guardians (JK to grade 6) and students in grades 7 to 12 were invited to complete the *Valuing Voices Student Survey*; 34,888 individuals responded to the survey representing an overall response rate of 46.5% for the District. The response rate was higher for students in grades 7-12 compared to parents/guardians of children in JK through grade 6, as shown in the following table.

Survey	Total Distributed	Total Returned	Response Rate
Parents (JK-6)	39,604	12,751	32.2%
Students (7-12)	35,371	22,137	62.5%
Overall (JK-12)	**74,975**	**34,888**	**46.5%**

Examination of response rates by school showed ranges from 13.9% to 42.3% for the JK to grade 6 parent survey, and from 4.2% to 98.5% for students in grades 7 to 12. Lower response rates tended to be observed in schools with specialized or unique student populations (e.g., specialized special education centres, Adult High School, and secondary alternate sites). For the grades 7 to 12 survey, 13 sites had response rates below 50% - Adult HS, five secondary alternate sites, and the grades 7 and 8 portion of enrolment in seven schools.

Of the school districts that have undertaken data collection under this framework, OCDSB response rates for parents were marginally higher than those reported in Durham (30%) and York Region (30.1%). Response rates for students in grades 7 to 12 varied considerably across school districts, ranging from 46% in Durham to approximately 90% in York Region and Peel.

Most respondents completed the survey in English (95.5% of parents; 97.8% of students). Approximately 2% of parents responded to the survey in Arabic, and 1% in

Chinese. The remaining languages in which the survey had been translated had been accessed by less than 1% of participating parents or students.

Of the 34,888 surveys returned, not all participants responded to every question. To ensure that all voices were captured in this initial report, participation rates have been calculated for each survey question (or item) by respondent group. These figures are presented at the beginning of each table for ease of reference. Participation rates for survey items typically exceeded 90% for students in grades 7 to 12; rates were typically higher for this group compared to parents/guardians of children in JK to grade 6. For both groups of respondents, higher participation rates were observed for the demographic questions compared to the perceptual questions. The lowest participation rates were associated with the question regarding participation in extra-curricular activities.

Descriptive Analysis

The analyses undertaken for this phase of reporting are descriptive in nature. That is, they represent both the number and percentage of respondents who selected particular responses to each question. Given that results are reported independently for each question (i.e., there is no cross-tabulation of data across questions or linkage of data to other datasets), there is no risk of identifying individuals from the data resulting in no suppression of data for this report. For most of the demographic questions, responses will not necessarily add to 100%, as respondents were permitted to select as many responses that applied.

While every effort was made to provide as inclusive a list of response options as possible for each question, respondents also had the option of adding additional information in an open-ended text field at the end of most demographic questions. In these cases, responses were re-coded to existing response options where it was clear that the open-ended response matched an existing category; additional categories were created to account for the remaining responses – these are clearly indicated in the detailed tables that follow.

Respondents were also invited to respond to one of two open-ended questions designed to gain insight into what has, or would, contribute to a greater sense of belonging at school. For these items, thematic analysis (TA) was used to group similar responses into themes and associated key words (Terry et al., 2017; Braun & Clarke, 2006). Both inductive and semantic approaches to TA were used to develop themes.

Methodological Considerations and Limitations

Every effort was made to pose survey questions that were clear and that had been used previously in other data collections. Nevertheless, there is always the potential for respondents to interpret questions differently from the way in which they were intended.

One example is in relation to the question asking people about their Indigenous (First Nations, Métis, Inuit) background. Specifically, the additional information provided by respondents who indicated "yes" to one or more of these groups suggested that some folks were unclear that the categories reflected a North American context and not that of Indigenous peoples from other areas of the world.

Translation of specific concepts or terms may also influence how someone responds to a question. For example, despite the preamble provided before the Race and Ethnic/Cultural background questions, the nuance between how you are perceived by others (i.e., Race) and how you identify yourself (i.e., ethnic/cultural background) may not have been clear to some respondents, as these terms are often used interchangeably.

Communications with parents/guardians relied upon information that was available in the Student Information System at the time of survey launch. This included email addresses for the first custodial point of contact and physical home addresses in the case of students for whom a parent/guardian email was not entered into the system. If there was inaccurate or incomplete information in the system, surveys were returned as being "undeliverable" or may not have reached the intended target. Throughout the survey administration period, staff responded to individual queries received from parents/guardians through the Valuing Voices email account, updating email addresses in the *Qualtrics* distribution system and resending links, as requested. Redistribution of returned paper copies was not feasible within the administration window of the survey and in light of the labour sanctions in place at the time. Packages returned as undeliverable accounted for less than 0.1% of the total JK to grade 6 student population.

Responses to some of the additional open-ended response options raised questions as to whether or not they should be included in the reporting of results. Specifically, some information provided was prejudicial or discriminatory in nature (e.g., gender identity and sexual orientation questions), or seemed somewhat implausible (e.g., religious, creed, and/or spiritual affiliations referring to specific world leaders). To maintain as neutral a stance on this initial phase of reporting as possible, and not introduce additional bias into the results that are presented, these response options have been maintained in the reporting of individual questions and are included in the frequency counts for the "additional response" options. Given there were relatively small numbers of responses that fell into this category, the overall percentages provided in the tables that follow are not significantly impacted. Further investigation of these responses will be required as the next phases of reporting are undertaken.

HOW TO USE THIS REPORT

Each survey question is presented in its entirety, in the order in which it appeared in the survey. Demographic results are presented first, followed by perceptual data that reflects the experiences of OCDSB students in our District. The numbers and percentages of respondents for each item and response option are presented in the tables that follow.

Where applicable, external data sources were used to allow comparisons of District data to that of the surrounding community. External data sources were carefully considered in relation to the demographic data collected through the survey. The final decision to use 2016 Census Data from Statistics Canada was based on the comparability of the external source to the questions and response options provided on the Valuing Voices survey, the reliability of the external data source, and how recent the data was collected. This information is presented next to the survey categories to serve as a general guide/context for interpretation, but should not be expected to reflect the exact composition of the OCDSB student population or respondents to this survey. Specifically, there are many other factors that need to be considered (e.g., other school districts in the area, school-aged vs. full population).

In alignment with the QuantCrit theoretical framework, interpretation of results is left to the reader who is encouraged to think about the following:

- What stands out for you in the data/information presented?
- What questions does the data/information raise?
- What actions/next steps should be considered?

How to Read the Tables

Indicates the question that was posed to grades 7 to 12 students.

Indicates the survey version.

Indicates the percentage of people in the City of Ottawa in each response category.

What is the first language(s) you learned to speak?	JK-6 Parents		Grades 7-12 Students		Ottawa[1]
	#	%	#	%	%
Respondents/Participation	11,726	92.0%	20,119	91.4%	923,370
Albanian	34	0.3%	69	0.3%	0.1%
Algonquin	4	0.0%	40	0.2%	0.0%
American Sign Language	19	0.2%	97	0.5%	0.0%

Indicates the response options for the question.

Indicates the number of people who selected each response option.

Indicates the percentage of people who selected each response option (based on the number of people who responded to the question).

Indicates the number of people who responded to the question, and the percentage of the overall survey sample that this represents.

Things to Keep in Mind
- The table format above, or slight variations of, is used to present data from the Valuing Voices survey in this report;
- Only questions that have a comparable data reference for the City of Ottawa have the Ottawa column included;
- For questions that allowed respondents to select all options that applied to them, both the number and percentage sum to more than 100%, as percentages were taken as a proportion of the number of people responding to the question and not a percentage of responses;
- For questions that allowed respondents to select one option only, percentages may not sum to 100% due to rounding.

RESULTS

Demographics

The first section of the survey posed demographic questions which are important components of a person's identity. The questions were based on those provided by the Ministry of Education in the fall of 2019, developed through provincial consultations with staff from several school districts, the Anti-Racism Directorate, and other subject matter experts. Where permitted, modifications were made to individual questions in consultation with community partners. For some questions, a preamble was required to help provide context for the question that followed; these are noted in text boxes preceding each table. With the exception of language, all questions relate to areas protected under the Ontario Human Rights Code (1990) which prohibits acts of discrimination against an individual on these grounds.

Identity is complex and multifaceted, and we heard that it matters. Providing a space that allows people to express their identity is a critical first step for the District to understand the unique and diverse characteristics of the student population it serves. It is important to note that some aspects of a person's identity are unlikely to change over time (e.g., the language(s) you first learned to speak), while other aspects may change (e.g., gender identity and/or disability). For this reason, the collection of identity-based data cannot be a one-time collection to fully understand the student population.

The information presented in the tables below reflects the student or parent response to each individual survey question. The responses to each question are reported as distinct. This allows us to fully capture and report on the breadth of identity of respondents. In reality, respondents are multidimensional and they had the ability to select multiple responses or "all that apply" on many questions. In future analyses, it will be necessary to ensure those who have provided multiple responses are properly captured when reporting about specific groups. In addition to properly reflecting the multidimensional nature of respondents, the next phases of analyses will examine the intersectionality of identity in relation to student experiences, perceptions, and outcomes.

First Language Spoken

School districts were permitted to adjust the response options for this question to reflect local needs. Based on input from community partners, the options included in the survey reflected languages of students recorded in Trillium at the time of the survey and that were aligned with the 2016 Census categories. An open text box was also provided for respondents to identify any languages that were not presented in the available list of options, including Indigenous languages.

Respondents were permitted to select multiple response options; the majority selected only one (88.4% of JK to grade 6 students; 81.3% of students in grades 7 to 12).

What is the first language(s) you learned to speak?	JK-6 Parents		Grades 7-12 Students		Ottawa[1]
	#	%	#	%	%
Respondents/Participation	**11,726**	**92.0%**	**20,119**	**91.4%**	**923,370**
Albanian	34	0.3%	69	0.3%	0.1%
Algonquin	4	<0.1%	40	0.2%	0.0%
American Sign Language	19	0.2%	97	0.5%	0.0%
Amharic	7	0.1%	71	0.4%	0.2%
Arabic	1,152	9.8%	1,807	9.0%	3.7%
Bengali	94	0.8%	240	1.2%	0.4%
Berber	12	0.1%	30	0.1%	0.0%
Bosnian	6	0.1%	43	0.2%	0.1%
Bulgarian	8	0.1%	42	0.2%	0.1%
Burmese	4	<0.1%	32	0.2%	0.0%
Cambodian	17	0.1%	51	0.3%	0.1%
Cantonese	86	0.7%	237	1.2%	1.1%
Chinese	382	3.3%	999	5.0%	3.4%
Creole	16	0.1%	65	0.3%	0.9%
Croatian	6	0.1%	18	0.1%	0.1%
Dari	48	0.4%	50	0.2%	
Dutch	17	0.1%	29	0.1%	0.2%
English	9,067	77.3%	14,612	72.6%	60.9%
Estonian	3	<0.1%	13	0.1%	0.0%
Farsi	96	0.8%	166	0.8%	0.7%
French	488	4.2%	2,094	10.4%	13.8%
German	27	0.2%	112	0.6%	0.6%
Greek	17	0.1%	34	0.2%	0.2%
Gujarati	19	0.2%	32	0.2%	0.2%
Harari	1	<0.1%	4	<0.1%	0.0%
Hebrew	13	0.1%	69	0.3%	0.0%
Hindi	81	0.7%	144	0.7%	0.3%
Hungarian	7	0.1%	23	0.1%	0.2%
Igbo	6	0.1%	4	<0.1%	0.0%
Inuktitut	19	0.2%	35	0.2%	0.0%
Italian	13	0.1%	66	0.3%	1.0%

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[1] 2016 Canadian Census – reflects the "mother tongue" breakdown for Ottawa; cells that are shaded and that contain no data were not options available on the Census, but were reflected in the OCDSB Student Information System.

First Language Spoken (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Japanese	36	0.3%	88	0.4%	0.1%
Kannada	4	<0.1%	15	0.1%	0.1%
Karen	11	0.1%	28	0.1%	0.0%
Kinyarwanda	1	<0.1%	14	0.1%	0.1%
Kirundi	1	<0.1%	7	<0.1%	
Korean	58	0.5%	137	0.7%	0.2%
Kurdish	25	0.2%	49	0.2%	0.1%
Lao	2	<0.1%	10	<0.1%	0.0%
Latvian	3	<0.1%	5	<0.1%	0.0%
Lingala	1	<0.1%	5	<0.1%	0.0%
Luganda Kinandai	0	0.0%	1	<0.1%	
Macedonian	6	0.1%	1	<0.1%	0.0%
Malayalam	21	0.2%	26	0.1%	0.1%
Mandarin	120	1.0%	169	0.8%	2.0%
Marathi	11	0.1%	9	<0.1%	0.0%
Mongolian	3	<0.1%	4	<0.1%	0.0%
Nepali	23	0.2%	62	0.3%	0.1%
Norwegian	2	<0.1%	6	<0.1%	0.0%
Pashto	48	0.4%	91	0.5%	0.1%
Persian (Farsi)	34	0.3%	108	0.5%	0.7%
Polish	16	0.1%	32	0.2%	0.6%
Portuguese	46	0.4%	73	0.4%	0.5%
Punjabi	67	0.6%	110	0.5%	0.4%
Romanian	26	0.2%	65	0.3%	0.3%
Russian	112	1.0%	278	1.4%	0.7%
Serbian	25	0.2%	64	0.3%	0.2%
Serbo-croatian	5	<0.1%	11	0.1%	0.1%
Sinhala	12	0.1%	37	0.2%	0.1%
Slovak	6	0.1%	10	<0.1%	0.1%
Somali	105	0.9%	252	1.3%	0.7%
Spanish	150	1.3%	359	1.8%	1.3%
Swahili	9	0.1%	57	0.3%	0.1%
Swedish	6	0.1%	18	0.1%	0.0%
Tagalog	26	0.2%	59	0.3%	0.7%
Tamil	64	0.5%	117	0.6%	0.3%
Telugu	29	0.2%	27	0.1%	0.1%
Thai	6	0.1%	15	0.1%	0.0%
Turkish	102	0.9%	144	0.7%	0.2%
Twi	4	<0.1%	7	<0.1%	

First Language Spoken (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Ukrainian	8	0.1%	29	0.1%	0.2%
Urdu	166	1.4%	320	1.6%	0.5%
Uzbek	5	<0.1%	9	<0.1%	0.0%
Vietnamese	65	0.6%	314	1.6%	0.6%
Yoruba	7	0.1%	22	0.1%	
Another language not listed[2]	78	0.7%	149	0.7%	
Not Sure	3	<0.1%	57	0.3%	0.2%

Indigenous Self-identification

Standard 13 requires there be a distinct question on Indigenous identity. The format presented in the Data Standards was deemed to be acceptable by community partners. There was a desire, however, to include a follow-up question inviting respondents to include additional information about the territory, region, or community to which they belong, as this is an important component of identity.

Respondents were permitted to select multiple response options; the majority selected only one (89.7% of JK to 6 students; 92.8% of students in grades 7 to 12).

Do you identify yourself as First Nations, Métis, or Inuit?	JK-6 Parents		Grades 7-12 Students		Ottawa[3]
	#	%	#	%	%
Respondents/Participation	**11,952**	**93.7%**	**21,471**	**97.6%**	**916,860**
No	11,582	96.9%	20,671	96.3%	97.5%
Yes, First Nations	274	2.3%	547	2.5%	1.2%
Yes, Métis	107	0.9%	245	1.1%	1.0%
Yes, Inuit	81	0.7%	139	0.6%	0.1%

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[2] Includes: Afaan Oromo, Afar, Afrikaans, Algerien, Anishnabe, Armenian, Atas, Azerbaijani, Basaya, Basque, Bini, Catalan, Chad, Cham, Chichewa Tumbuka, Chinyanja, Czeck, Choui, Circassian, Cree, Danish, Dhat ki Sindhi, Dinka, Dubunlih, Eritrean, Ewe, Filipino, Finnish, Fulani (Fula), Ghanian, Ghanongga, Hausa, Icelandic, Ilocano, Indonesian, Irish Gaelic, Itawis, Kachowedidian, Kaya, Kazakh, Khmer, Klingon, Konkani, Kutchi, Lai, Lazio, Lebanese, Lithuanian, Malagasy, Malay, Mandinka, Maori, Memon, Mohawk, Newari, Odiya, Ojibwe, Oromo, Patois, Pecs, Scottish Gaelic, Sesotho, Shanghainese, Shona, Sindhi, Swiss German, Taiwanese, Tajik, Tamazight, Tedim Burma, Tibetan, Tigriny(g)a, Tulu, Turkmen, Venezuelan, Visayan, Wolof, Yiddish, Zulu.
[3] Statistics Canada, 2016 Census, Aboriginal identity for the population in households.

Respondents who identified as Indigenous were invited to provide more details about their community, territory, or region. The following visualization shows the diversity of these communities reflected in the OCDSB student population.
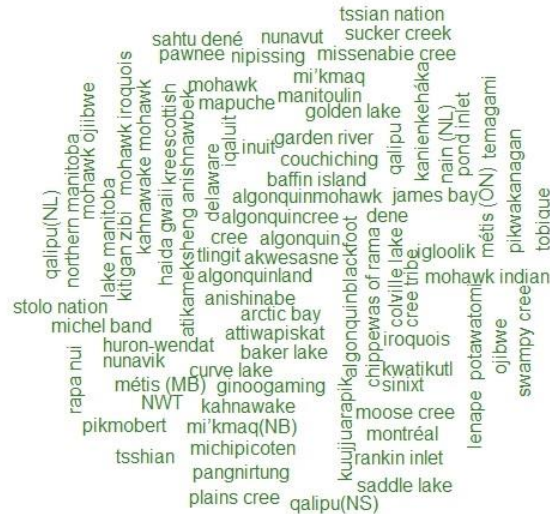
Ethnic/Cultural Origins

This question allows students to identify as Canadian. When this question precedes the question on ethnic origin, students will provide a greater depth of responses about their ethnic or cultural origins.

Do you consider yourself Canadian?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**12,007**	**94.2%**	**21,657**	**98.4%**
Yes	10,995	91.6%	18,731	86.5%
No	422	3.5%	1,475	6.8%
Not Sure	590	4.9%	1,451	6.7%

> Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

Data Standard 17 requires that this question be phrased in this way. Some flexibility was provided to school districts in terms of using an open-end text box or drop-down menu. While some response options were required, school districts had flexibility in

determining how many and which additional response options to be made available. Under the advisement of community partners, a drop-down menu containing 237 of the approximately 300 2016 Canadian Census categories was used (i.e., ethnic backgrounds where there were no respondents in the City of Ottawa in 2016 were omitted from the drop-down menu). An open-ended text box was also made available.

Respondents were permitted to select multiple response options; nearly three-quarters identified with only one (72.7% of JK to grade 6; 74.2% of students in grades 7-12).

What is your ethnic or cultural origin(s)?	JK-6 Parents		Grades 7-12 Students		Ottawa[4]
	#	%	#	%	%
Respondents/Participation	**11,355**	**89.1%**	**19,851**	**90.2%**	**916,855**
Acadian	75	0.7%	140	0.7%	0.4%
Afghan	145	1.3%	269	1.4%	0.4%
Afrikaner	39	0.3%	49	0.2%	0.0%
Akan	10	0.1%	14	0.1%	0.0%
Albanian	34	0.3%	48	0.2%	0.1%
Algerian	38	0.3%	75	0.4%	0.1%
Alsatian	2	<0.1%	16	0.1%	0.0%
American	178	1.6%	440	2.2%	1.3%
Amhara	2	<0.1%	23	0.1%	0.0%
Angolan	6	0.1%	14	0.1%	0.0%
Anishnaabe	21	0.2%	25	0.1%	
Antiguan	4	<0.1%	2	<0.1%	0.0%
Arab	780	6.9%	1,038	5.2%	0.8%
Arawak	0	0.0%	3	<0.1%	0.0%
Argentinian	13	0.1%	17	0.1%	0.1%
Armenian	12	0.1%	22	0.1%	0.2%
Ashanti	5	<0.1%	1	<0.1%	0.0%
Assyrian	1	<0.1%	12	0.1%	0.0%
Australian	22	0.2%	74	0.4%	0.1%
Austrian	24	0.2%	55	0.3%	0.6%
Azerbaijani	4	<0.1%	10	0.1%	0.0%
Bahamian	3	<0.1%	7	<0.1%	0.0%
Bangladeshi	95	0.8%	206	1.0%	0.2%
Bantu	1	<0.1%	4	<0.1%	0.0%
Barbadian	21	0.2%	39	0.2%	0.1%
Basque	0	0.0%	5	<0.1%	0.0%

[4] Statistics Canada, 2016 Census, Ethnic origin for the population in private households; shaded cells containing no data were not amongst the Census categories but was a requirement of the Ministry of Education survey.

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Bavarian	3	<0.1%	7	<0.1%	0.0%
Belgian	13	0.1%	42	0.2%	0.5%
Belizean	0	0.0%	5	<0.1%	0.0%
Bengali	28	0.2%	78	0.4%	0.1%
Beninese	0	0.0%	13	0.1%	0.0%
Berber	14	0.1%	20	0.1%	0.1%
Bermudan	2	<0.1%	9	<0.1%	0.0%
Bhutanese	2	<0.1%	5	<0.1%	0.0%
Bolivian	2	<0.1%	10	0.1%	0.0%
Bosnian	20	0.2%	43	0.2%	0.1%
Brazilian	49	0.4%	70	0.4%	0.1%
Breton	6	0.1%	17	0.1%	0.0%
Bulgarian	17	0.1%	48	0.2%	0.2%
Burkinabe	2	<0.1%	2	<0.1%	0.0%
Burmese	7	0.1%	34	0.2%	0.1%
Burundian	3	<0.1%	12	0.1%	0.2%
Byelorussian	6	0.1%	12	0.1%	0.1%
Cambodian	31	0.3%	79	0.4%	0.3%
Cameroonian	13	0.1%	22	0.1%	0.1%
Canadian	5,716	50.3%	7,245	36.5%	28.5%
Carib	2	<0.1%	2	<0.1%	0.0%
Caribbean origins	74	0.7%	79	0.4%	2.8%
Catalan	0	0.0%	6	<0.1%	0.0%
Chadian	12	0.1%	30	0.2%	0.0%
Channel Islander	2	<0.1%	4	<0.1%	0.0%
Chilean	17	0.1%	35	0.2%	0.1%
Chinese	741	6.5%	1,782	9.0%	5.1%
Colombian	19	0.2%	43	0.2%	0.2%
Congolese	17	0.1%	60	0.3%	0.4%
Coptic	0	0.0%	6	<0.1%	0.0%
Cornish	2	<0.1%	3	<0.1%	0.0%
Corsican	0	0.0%	6	<0.1%	0.0%
Costa Rican	5	<0.1%	9	<0.1%	0.0%
Cree	12	0.1%	31	0.2%	
Croatian	30	0.3%	52	0.3%	0.4%
Cuban	27	0.2%	33	0.2%	0.1%
Cypriot	3	<0.1%	4	<0.1%	0.0%
Czech	31	0.3%	59	0.3%	0.4%
Czechoslovakian	13	0.1%	38	0.2%	0.1%

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Danish	53	0.5%	89	0.4%	0.6%
Dinka	0	0.0%	3	<0.1%	0.0%
Djiboutian	11	0.1%	29	0.1%	0.1%
Dominican	9	0.1%	21	0.1%	0.1%
Dutch	232	2.0%	394	2.0%	3.1%
East Indian	172	1.5%	146	0.7%	3.0%
Ecuadorian	12	0.1%	13	0.1%	0.0%
Edo	2	<0.1%	1	<0.1%	0.0%
Egyptian	106	0.9%	183	0.9%	0.6%
English	1,097	9.7%	2,237	11.3%	21.1%
Eritrean	12	0.1%	61	0.3%	0.1%
Estonian	11	0.1%	18	0.1%	0.1%
Ethiopian	25	0.2%	98	0.5%	0.3%
Ewe	3	<0.1%	2	<0.1%	0.0%
Fijian	1	<0.1%	4	<0.1%	0.0%
Filipino	121	1.1%	162	0.8%	1.4%
Finnish	50	0.4%	79	0.4%	0.4%
First Nation	91	0.8%	145	0.7%	3.2%
Flemish	6	0.1%	6	<0.1%	0.0%
French	347	3.1%	838	4.2%	20.1%
Frisian	1	<0.1%	4	<0.1%	0.0%
Gabonese	0	0.0%	3	<0.1%	0.0%
Gambrian	3	<0.1%	7	<0.1%	0.0%
Georgian	2	<0.1%	7	<0.1%	0.0%
German	295	2.6%	864	4.4%	8.6%
Ghanaian	20	0.2%	34	0.2%	0.1%
Goan	5	<0.1%	4	<0.1%	0.0%
Greek	76	0.7%	188	0.9%	0.8%
Grenadian	0	0.0%	9	<0.1%	0.0%
Guadeloupean	3	<0.1%	2	<0.1%	0.0%
Guatemalan	6	0.1%	7	<0.1%	0.0%
Guinean	3	<0.1%	6	<0.1%	0.0%
Gujarati	35	0.3%	50	0.3%	0.0%
Guyanese	46	0.4%	63	0.3%	0.1%
Haitian	44	0.4%	101	0.5%	1.1%
Harari	0	0.0%	3	<0.1%	0.0%
Hawaiian	1	<0.1%	5	<0.1%	0.0%
Hazara	3	<0.1%	1	<0.1%	0.0%
Hispanic	20	0.2%	51	0.3%	0.0%

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Hmong	0	0.0%	4	<0.1%	0.0%
Honduran	5	<0.1%	9	<0.1%	0.0%
Hungarian	61	0.5%	98	0.5%	0.9%
Ibo	4	<0.1%	4	<0.1%	0.0%
Icelandic	11	0.1%	27	0.1%	0.2%
Indonesian	20	0.2%	37	0.2%	0.1%
Inuit	39	0.3%	56	0.3%	0.2%
Iranian	116	1.0%	212	1.1%	0.7%
Iraqi	62	0.5%	162	0.8%	0.5%
Irish	704	6.2%	1,345	6.8%	21.7%
Israeli	26	0.2%	98	0.5%	0.1%
Italian	203	1.8%	484	2.4%	5.0%
Ivorian	6	0.1%	5	<0.1%	0.1%
Jamaican	92	0.8%	182	0.9%	0.8%
Japanese	75	0.7%	149	0.8%	0.3%
Jewish	198	1.7%	263	1.3%	0.6%
Jordanian	36	0.3%	36	0.2%	0.2%
Karen	11	0.1%	37	0.2%	0.0%
Kashmiri	1	<0.1%	6	<0.1%	0.0%
Kazakh	3	<0.1%	9	<0.1%	0.0%
Kenyan	6	0.1%	43	0.2%	0.1%
Kittitian Nevisian	0	0.0%	1	<0.1%	0.0%
Korean	80	0.7%	190	1.0%	0.3%
Kosovar	5	<0.1%	6	<0.1%	0.0%
Kurd	30	0.3%	42	0.2%	0.1%
Kuwaiti	17	0.1%	32	0.2%	0.1%
Kyrgyz	3	<0.1%	3	<0.1%	0.0%
Laotian	7	0.1%	14	0.1%	0.1%
Latvian	16	0.1%	21	0.1%	0.1%
Lebanese	197	1.7%	310	1.6%	2.8%
Liberian	0	0.0%	4	<0.1%	0.0%
Libyan	45	0.4%	102	0.5%	0.1%
Lithuanian	11	0.1%	22	0.1%	0.3%
Luxembourger	0	0.0%	3	<0.1%	0.0%
Macedonian	10	0.1%	5	<0.1%	0.1%
Malagasy	3	<0.1%	4	<0.1%	0.0%
Malaysian	8	0.1%	25	0.1%	0.1%
Malian	2	<0.1%	6	<0.1%	0.0%
Malinké	0	0.0%	1	<0.1%	0.0%

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Maltese	7	0.1%	6	<0.1%	0.1%
Manx	2	<0.1%	3	<0.1%	0.0%
Maori	1	<0.1%	2	<0.1%	0.0%
Mauritian	6	0.1%	20	0.1%	0.0%
Maya	0	0.0%	3	<0.1%	0.0%
Métis	40	0.4%	55	0.3%	1.4%
Mexican	49	0.4%	102	0.5%	0.3%
Mi'kmaq	10	0.1%	23	0.1%	
Moldovan	3	<0.1%	8	<0.1%	0.0%
Mongolian	5	<0.1%	10	0.1%	0.0%
Montenegrin	0	0.0%	2	<0.1%	0.0%
Montserratan	0	0.0%	1	<0.1%	0.0%
Moroccan	35	0.3%	76	0.4%	0.2%
Nepali	31	0.3%	68	0.3%	0.1%
New Brunswicker	11	0.1%	31	0.2%	0.0%
New Zealander	15	0.1%	24	0.1%	0.1%
Newfoundlander	43	0.4%	75	0.4%	0.1%
Nicaraguan	12	0.1%	16	0.1%	0.1%
Nigerian	62	0.5%	79	0.4%	0.2%
Norwegian	55	0.5%	108	0.5%	0.7%
Nova Scotian	49	0.4%	62	0.3%	0.0%
Ojibwé	12	0.1%	13	0.1%	3.2%
Ontarian	137	1.2%	304	1.5%	0.0%
Oromo	9	0.1%	5	<0.1%	0.0%
Pacific Islands Origins	3	<0.1%	2	<0.1%	0.0%
Pakistani	238	2.1%	424	2.1%	0.5%
Palestinian	72	0.6%	140	0.7%	0.4%
Panamanian	0	0.0%	4	<0.1%	0.0%
Paraguayan	0	0.0%	1	<0.1%	0.0%
Pashtun	1	<0.1%	13	0.1%	0.0%
Peruvian	14	0.1%	23	0.1%	0.1%
Peuhl	2	<0.1%	0	0.0%	0.0%
Polish	144	1.3%	278	1.4%	3.5%
Polynesian	3	<0.1%	2	<0.1%	0.0%
Portuguese	58	0.5%	118	0.6%	1.0%
Puerto Rican	6	0.1%	4	<0.1%	0.0%
Punjabi	106	0.9%	157	0.8%	0.1%
Québécois	44	0.4%	104	0.5%	0.1%
Roma	1	<0.1%	6	<0.1%	0.0%

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Romanian	49	0.4%	122	0.6%	0.7%
Russian	114	1.0%	312	1.6%	0.7%
Rwandan	3	<0.1%	22	0.1%	0.1%
Salvadorean	25	0.2%	12	0.1%	0.2%
Samoan	0	0.0%	3	<0.1%	0.0%
Saudi Arabian	18	0.2%	30	0.2%	0.1%
Scottish	653	5.8%	1,187	6.0%	18.5%
Senegalese	4	<0.1%	11	0.1%	0.0%
Serbian	41	0.4%	90	0.5%	0.3%
Seychellois	0	0.0%	1	<0.1%	0.0%
Sicilian	0	0.0%	3	<0.1%	0.0%
Sierra Leonean	1	<0.1%	4	<0.1%	0.0%
Singaporean	9	0.1%	8	<0.1%	0.0%
Sinhalese	16	0.1%	27	0.1%	0.0%
Slavic	6	0.1%	33	0.2%	0.0%
Slovak	20	0.2%	30	0.2%	0.3%
Slovenian	8	0.1%	9	<0.1%	0.1%
Somali	169	1.5%	365	1.8%	1.1%
South African	35	0.3%	40	0.2%	0.1%
Spanish	43	0.4%	169	0.9%	1.3%
Sri Lankan	61	0.5%	123	0.6%	0.3%
St. Lucian	7	0.1%	10	0.1%	0.1%
Sudanese	15	0.1%	40	0.2%	0.1%
Swedish	58	0.5%	111	0.6%	0.7%
Swiss	30	0.3%	70	0.4%	0.5%
Syrian	108	1.0%	207	1.0%	0.5%
Taiwanese	27	0.2%	49	0.2%	0.1%
Tajik	4	<0.1%	2	<0.1%	0.0%
Tamil	47	0.4%	89	0.4%	0.1%
Tanzanian	7	0.1%	11	0.1%	0.0%
Tatar	2	<0.1%	4	<0.1%	0.0%
Thai	16	0.1%	40	0.2%	0.1%
Tibetan	3	<0.1%	1	<0.1%	0.0%
Tigrian	4	<0.1%	7	<0.1%	0.0%
Togolese	0	0.0%	4	<0.1%	0.0%
Trinidadian Tobagonian	33	0.3%	52	0.3%	0.2%
Tunisian	16	0.1%	21	0.1%	0.1%
Turk	129	1.1%	173	0.9%	0.3%
Turkmen	3	<0.1%	7	<0.1%	0.0%

What is your ethnic or cultural origin(s)? (continued)	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Ugandan	6	0.1%	12	0.1%	0.0%
Uighur	0	0.0%	1	<0.1%	0.0%
Ukrainian	163	1.4%	264	1.3%	2.7%
Uruguayan	5	<0.1%	9	<0.1%	0.0%
Uzbek	7	0.1%	8	<0.1%	0.0%
Venezuelan	11	0.1%	20	0.1%	0.1%
Vietnamese	123	1.1%	432	2.2%	1.0%
Vincentian Grenadinian	2	<0.1%	3	<0.1%	0.0%
Welsh	78	0.7%	138	0.7%	1.9%
West Indian	14	0.1%	48	0.2%	0.2%
Wolof	1	<0.1%	3	<0.1%	0.0%
Yemeni	26	0.2%	32	0.2%	0.1%
Yoruba	16	0.1%	11	0.1%	0.0%
Yugoslavian	7	0.1%	10	0.1%	0.1%
Zambian	5	<0.1%	5	<0.1%	0.0%
Zimbabwean	13	0.1%	18	0.1%	0.0%
Zulu	2	<0.1%	14	0.1%	0.0%
Another ethnicity (not specified)[5]	212	1.9%	178	0.9%	

Race

People are often described as belonging to a certain "race" based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group.

[5] Includes: Abenaki Native American Tribe First Nations, Afar, African, African American, Asian, Bahai, Bashkir, Belarussian, Beothuk, Bidayuh Borg, Botswana, British, Caucasian, Celtic, Circassian, Crimean Karaite, East African, Eurasian, European, Haudenosaunee, Hebrew, Higenan, Hindu, Ilocano, Indian, Jain, Kalinga, Kannada, Kannadiga, Kerala, Keralite, Lesotho, Maharashtrian, Malawian, Malayali, Mandingo, Maritimer (PEI), Mennonite, Mohawk, Mozambique, Newar, Northern Sotho, Nubian, Odawa Mohawk, Odiyan, Pagan, Persian, Philipino, Potawatomi, Qatari, Rapa Nui, Saint Kitts and Nevis, Salish, Scandinavian, South India, Sotho, Southeast Asian, Surinamese, West African, Yogad

 "Race shapes who they are - to deny that is denying their lived experiences."

Parent Focus Group, June 2019

"It [racial identity] impacts everything I do, how I see the world. I can't walk away from it, it's everything you are."

Student Focus Group, May 2019

Standard 14 requires a preamble and question that enables individuals to self-report race as a social description or category. Standard 15 sets out the required response options (Black, East Asian, etc.), and subcategories are not permitted with the exception that East/Southeast Asian may be collected as two separate categories.

Respondents were permitted to select multiple response options; the majority reported only one (89.8% of JK to grade 6 students; 90.2% of students in grades 7 to 12).

In our society, people are often described by their race or their racial background. Which racial group(s) best describes you?	JK-6 Parents		Grades 7-12 Students		Ottawa[6]
	#	%	#	%	%
Respondents/Participation	11,604	91.0%	21,944	95.2%	916,860
Black (African, Afro-Caribbean, African-Canadian descent)	847	7.3%	1,954	9.3%	6.6%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	988	8.5%	2,416	11.4%	5.1%
Indigenous (First Nations, Métis, Inuit descent)	228	2.0%	510	2.4%	2.5%
Latino/Latina/Latinx (Latin American, Hispanic descent)	249	2.1%	593	2.8%	1.2%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	1,775	15.3%	3,036	14.4%	5.5%

[6]Statistics Canada. 2016 Census, Visible minority for the population in private households. (Note: Categories from Valuing Voices have been mapped onto 2016 Census according to the conversion table in the Anti-Racism Data Standards, Appendix D).

In our society, people are often described by their race or their racial background. Which racial group(s) best describes you? *(continued)*	JK-6 Parents		Grades 7-12 Students		Ottawa[7]
	#	%	#	%	%
South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	944	8.1%	1,723	8.2%	4.2%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	367	3.2%	846	4.0%	2.6%
White (European descent)	7,199	62.0%	12,192	57.7%	73.7%
A racial group not listed above[8]	362	3.1%	254	1.2%	0.3%

Religion, Creed and/or Spiritual Affiliation

> People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Standard 16 of the Data Standards sets out the requirements for this question, including the minimum response options. While school districts had the option of adding subcategories, based on input from community partners, the response options provided by the Ministry of Education were deemed to be adequate.

Respondents were permitted to select multiple response options; the majority reported only one (89.9% of JK to grade 6 students; 91.8% of students in grades 7 to 12).

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[7]Statistics Canada. 2016 Census, Visible minority for the population in private households. (Note: Categories from Valuing Voices have been mapped onto 2016 Census according to the conversion table in the Anti-Racism Data Standards, Appendix D).

[8] Includes: Central Asian (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan), Indian, Mixed.

What is your religion, creed and/or spiritual affiliation?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**11,530**	**90.5%**	**20,847**	**94.7%**
Agnostic	885	7.7%	939	4.5%
Atheist	708	6.1%	3,326	15.8%
Buddhist	196	1.7%	491	2.3%
Christian	3,324	28.8%	5,303	25.1%
Hindu	299	2.6%	530	2.5%
Indigenous Spirituality	60	0.5%	111	0.5%
Jewish	246	2.1%	451	2.1%
Muslim	2,311	20.0%	3,999	19.0%
Sikh	87	0.8%	136	0.6%
Spiritual, but not religious	892	7.7%	874	4.1%
No religious or spiritual affiliation	3,141	27.2%	3,835	18.2%
Religion(s) or spiritual affiliation(s) not listed above[9]	261	2.3%	345	1.7%
Not sure	548	4.8%	2,485	11.8%
I do not understand this question	49	0.4%	352	1.7%

Gender Identity

> Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex) It is different from and does not determine a person's sexual orientation.

Response options for this question match those provided by the Ministry of Education in the fall of 2019. While it was recommended that this question be administered to be consistent with *The Ontario Curriculum, Health and Physical Education,* as updated in August 2019, feedback from the focus groups conducted in the spring with parents and students indicated that this was an important part of identity. As a result the question

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[9] Includes: Bahal Faith, Church of Christ Iglesia Ni Cristo, Druze Faith, Greek Mythology, Jah Rastafari, Jainism, Jehovah's Witness, Mormon Latter Day Saints, Paganism, Scientology, Seventh Day Adventist, Shinto, Taoist, Wicca, Zoroastrian

and response options were available on both versions of the survey (JK to grade 6 and grades 7 to 12).

Respondents were permitted to select multiple response options; the majority reported only one (97.7% in both JK to grade 6 and grades 7 to 12).

What is your gender identity?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**11,547**	**90.6%**	**21,302**	**96.8%**
Boy or man	5,983	51.8%	10,116	47.3%
Gender Fluid	20	0.2%	128	0.6%
Gender Non-conforming	28	0.2%	95	0.4%
Girl or woman	5,429	47.0%	10,316	48.2%
Non-Binary	13	0.1%	178	0.8%
Questioning	25	0.2%	207	1.0%
Trans boy or man	8	0.1%	125	0.6%
Trans girl or woman	10	0.1%	73	0.3%
Two-Spirit	3	<0.1%	68	0.3%
Gender identity(ies) not listed above[10]	30	0.3%	351	1.6%
Not sure	90	0.8%	124	0.6%
I do not understand this question	77	0.7%	108	0.5%
I prefer not to answer	121	1.0%	220	1.0%

Sexual Orientation

> Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex.

Response options for this question match those provided by the Ministry of Education in the fall of 2019. The most common responses are listed first to minimize first response bias shown to skew responses in this data category, when the responses are listed alphabetically. In the focus groups conducted in the spring with parents and students, sexual orientation is an important aspect of identity. As a result, this question was included on both versions of the survey.

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[10] Includes responses that indicated it was too soon to know, or that were prejudicial and/or disciminatory in nature.

Respondents were permitted to select multiple response options; the majority reported only one (97.0% of parents/guardians of children in JK to grade 6; 96.1% of students in grades 7 to 12).

What is your sexual orientation?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**11,210**	**87.9%**	**21,125**	**96.0%**
Straight / heterosexual	6,129	54.7%	16,779	79.4%
Lesbian	13	0.1%	297	1.4%
Gay	9	0.1%	217	1.0%
Bisexual	29	0.3%	1,509	7.1%
Two-Spirit	1	<0.1%	51	0.2%
Queer	4	<0.1%	210	1.0%
Questioning	42	0.4%	439	2.1%
Asexual	10	0.1%	273	1.3%
Pansexual	5	<0.1%	446	2.1%
A sexual orientation(s) not listed[11]	396	3.5%	210	1.0%
Not sure	3,186	28.4%	673	3.2%
I do not understand this question	388	3.5%	397	1.9%
I prefer not to answer	1,346	12.0%	830	3.9%

Disability

Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special plan at school to help them (an Individual Education Plan or IEP), but some do not.

"I don't get to walk away from my disabilities. They'll always be there. I have to take care of me."

Student Focus Group, May 2019

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[11] Includes responses that indicated it was too soon to know (parents JK to grade 6), and the following sexual orientations as reported by students in grades 7 to 12: aromantic, demisexual/demiromantic, ecosexual, homiesexual, and panromantic. This category also includes identities that were prejudicial and/or discriminatory in nature.

Response options for this question match those provided by the Ministry of Education in the fall of 2019. The range of disabilities listed on the survey extend beyond what school districts classify as exceptionalities that are identified through the Identification, Placement, and Review Committee process. Further analyses will be undertaken during the next phases of reporting to better understand this information in relation to other aspects of identity and outcomes for students.

Do you consider yourself to be a person with a disability(ies)?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	11,380	89.2%	21,321	96.9%
Yes	1,072	9.4%	1,862	8.7%
No	9,891	86.9%	16,766	78.6%
Not sure	293	2.6%	1,899	8.9%
I do not understand this question	18	0.2%	273	1.3%
I prefer not to answer	106	0.9%	521	2.4%

If respondents indicated "yes" to the previous question, they were permitted to select multiple response options from the list of disabilities presented below. Although many reported only one (62.8% of parents/guardians of children in JK to grade 6; 59.9% of students in grades 7 to 12), more than one-third reported having multiple disabilities.

If "Yes", please select all that apply:	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	1,041	97.1%	1,585	85.1%
Addiction(s)	2	0.2%	181	10.7%
Autism Spectrum Disorder	321	30.8%	279	16.5%
Blind or low vision	19	1.8%	142	8.4%
Chronic pain	5	0.5%	134	7.9%
Developmental disability(ies)	153	14.7%	98	5.8%
Learning disability(ies)	509	48.9%	869	51.4%
Mental health disability(ies)	154	14.8%	571	33.8%
Mobility	16	1.5%	69	4.1%
Physical disability(ies)	67	6.4%	211	12.5%
Speech impairment	140	13.4%	116	6.9%
Any disability not listed above[12]	216	20.7%	222	14.0%

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[12] Includes: allergies (severe), behavior (e.g., ADD, ADHD), chronic diseases, colour blindness, Down's Syndrome, dyslexia, medical (e.g., diabetes), neurological disorders

Status in Canada

Response options for this question match those provided by the Ministry of Education in the fall of 2019, with the exception of some of the response options provided in the follow-up question about current status in Canada. Specifically, community partners recommended using categories that more closely resembled those used by Citizenship and Immigration Canada.

Were you born in Canada?	JK-6 Parents		Grades 7-12 Students		Ottawa
	#	%	#	%	%
Respondents/Participation	**11,331**	**88.9%**	**21,373**	**97.1%**	**916,855**
Yes	9,411	83.1%	16,654	77.9%	74.7%
No	1,920	16.9%	4,719	22.1%	23.6%

If the respondent indicated they were not born in Canada, they were asked to indicate their current status from the list of options provided (only one option could be selected).

If "no", are you currently:	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**1,894**	**98.6%**	**4,688**	**99.3%**
a Canadian citizen	653	34.5%	2,423	51.7%
a member of an Indigenous community (e.g., First Nations, Inuit, Metis)	1	0.1%	11	0.2%
an international student (enrolled through a study permit)	179	9.5%	606	12.9%
a landed immigrant/permanent resident	747	39.4%	881	18.8%
a refugee claimant	143	7.6%	127	2.7%
a conventional refugee	65	3.4%	47	1.0%
a member of a diplomatic family	61	3.2%	118	2.5%
Not sure	30	1.6%	360	7.7%
I do not understand this question	15	0.8%	115	2.5%

Income and Family

> *"People who lack financial resources are in a more difficult position to navigate the system."*
>
> Parent Focus Group, June 2019

School districts had considerable flexibility with this question. Community organizations recommended including a direct question to be posed only to parents that asked about income ranges. The addition of the follow-up questions regarding the number of persons living in the household were added. Together, the information from these questions will help staff to compare this direct collection to other data the District collects on a cyclical basis (e.g., Resource Allocation Index based on Socioeconomics (RAISE); students living in lower income neighbourhoods as reported in the Annual Student Achievement Report).

What is the total household income of your family for one year?	JK-6 Parents #	%	Ottawa[13] %
Respondents/Participation	**11,139**	**87.4%**	**373,760**
<$19,999	519	4.7%	8.5%
$20,000 - $39,999	955	8.6%	11.8%
$40,000 - $59,999	712	6.4%	13.1%
$60,000 - $79,999	699	6.3%	12.8%
$80,000 - $99,999	901	8.1%	11.7%
$100,000 - $119,000	1,023	9.2%	
$120,000 - $139,000	888	8.0%	42.0%
>$140,000	3,316	29.8%	
I prefer not to answer	2,126	19.1%	

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[13] Statistics Canada. 2016 Census, Income of Households in 2015. (Note: income brackets over $100,000 do not directly map onto Census ranges, therefore a combined percentage has been provided for these three income ranges). The median income of households in 2015 was $85,981.

How many people live in your home on a regular basis?	Number of People	JK – 6 Parents	
		#	%
Respondents/Participation		**11,079**	**86.9%**
Under the age of 18	One	2,066	18.6%
	Two	5,346	48.3%
	Three	2,086	18.8%
	Four	960	8.7%
	Five or more	621	5.6%
Respondents/Participation		**10,623**	**83.3%**
Over the age of 18	One	1,044	9.8%
	Two	8,310	78.2%
	Three	743	7.0%
	Four	371	3.5%
	Five or more	155	1.5%

Perceptual Data

This section of the report focuses on the perceptual questions posed in the survey that reflected themes that emerged from the focus groups with parents and students in the spring of 2019.

Similar to some of the demographic questions, perceptions and experiences are subject to change over time. The information presented in the tables below reflect the views of the OCDSB student population responding to the survey between November 2019 and January 2020. The question posed to students in grades 7 to 12 has been included for each item (parents/guardians of children in JK to grade 6 were asked the same question, phrased slightly differently, as they were responding to each question on behalf of their child).

Experience in School

"Representation matters! Being able to approach   teachers that you know will understand you and LISTEN to you, and hear you is important."

Student Focus Group, May 2019

"Identity is challenged in the school space - he sees nobody else who is like him"

FNMI Parent Focus Group, June, 2019

Thinking about your experience in school, please indicate your level of agreement with each of the following statements:	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**11,041**	**86.7%**	**21,322**	**96.9%**
I feel accepted by other students.	Strongly Agree	3,532	32.0%	5,665	26.6%
	Agree	6,240	56.5%	12,345	57.9%
	Disagree	594	5.4%	1,329	6.2%
	Strongly Disagree	157	1.4%	526	2.5%
	Not Sure	518	4.7%	1,457	6.8%
Respondents/Participation		**10,931**	**85.8%**	**21,246**	**96.5%**
I feel accepted by staff and adults in the school.	Strongly Agree	5,114	46.8%	6,696	31.5%
	Agree	5,166	47.3%	11,526	54.3%
	Disagree	273	2.5%	1,220	5.7%
	Strongly Disagree	60	0.5%	607	2.9%
	Not Sure	318	2.9%	1,197	5.6%
Respondents/Participation		**10,936**	**85.8%**	**21,185**	**96.3%**
I feel respected at school.	Strongly Agree	3,542	32.4%	4,710	22.2%
	Agree	5,975	54.6%	12,090	57.1%
	Disagree	589	5.4%	1,916	9.0%
	Strongly Disagree	102	0.9%	672	3.2%
	Not Sure	728	6.7%	1,797	8.5%

Thinking about your experience in school, please indicate your level of agreement with each of the following statements: *(continued)*	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,908**	**85.6%**	**21,188**	**96.3%**
I feel like my identity is welcomed at school.	Strongly Agree	4,154	38.1%	7,084	33.4%
	Agree	5,713	52.4%	10,974	51.8%
	Disagree	291	2.7%	1,188	5.6%
	Strongly Disagree	55	0.5%	543	2.6%
	Not Sure	695	6.4%	1,399	6.6%
Respondents/ Participation		**10,955**	**86.0%**	**21,215**	**96.4%**
I feel like I am part of the school community.	Strongly Agree	4,113	37.5%	4,980	23.5%
	Agree	5,755	52.5%	10,954	51.6%
	Disagree	402	3.7%	2,518	11.9%
	Strongly Disagree	63	0.6%	936	4.4%
	Not Sure	622	5.7%	1,827	8.6%
Respondents/Participation		**10,955**	**86.0%**	**21,221**	**96.4%**
I have the same opportunities for a quality education as other students.	Strongly Agree	4,539	41.4%	7,606	35.8%
	Agree	5,241	47.8%	10,299	48.5%
	Disagree	532	4.9%	1,496	7.0%
	Strongly Disagree	184	1.7%	697	3.3%
	Not Sure	459	4.2%	1,123	5.3%

Well-Being

In general, how often do you:	Frequency	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,998**	**86.3%**	**21,326**	**96.9%**
feel happy	All the time	2,500	22.7%	2,553	12.0%
	Often	7,326	66.6%	10,178	47.7%
	Sometimes	1,081	9.8%	6,269	29.4%
	Rarely	69	0.6%	1,625	7.6%
	Never	7	0.1%	435	2.0%
	Not Sure	15	0.1%	266	1.2%
Respondents/Participation		**10,918**	**85.7%**	**21,227**	**96.4%**
enjoy daily activities	All the time	2,755	25.2%	3,239	15.3%
	Often	6,707	61.4%	9,365	44.1%
	Sometimes	1,336	12.2%	6,439	30.3%
	Rarely	95	0.9%	1,584	7.5%
	Never	6	0.1%	392	1.8%
	Not Sure	19	0.2%	208	1.0%
Respondents/Participation		**10,924**	**85.7%**	**21,217**	**96.4%**
feel irritable or in a bad mood	All the time	46	0.4%	1,028	4.8%
	Often	648	5.9%	4,792	22.6%
	Sometimes	5,591	51.2%	9,763	46.0%
	Rarely	4,164	38.1%	4,673	22.0%
	Never	419	3.8%	642	3.0%
	Not Sure	56	0.5%	319	1.5%
Respondents/Participation		**10,902**	**85.6%**	**21,188**	**96.3%**
feel nervous or anxious	All the time	108	1.0%	2,687	12.7%
	Often	904	8.3%	5,510	26.0%
	Sometimes	4,176	38.3%	7,485	35.3%
	Rarely	4,344	39.8%	4,049	19.1%
	Never	1,240	11.4%	1,201	5.7%
	Not Sure	130	1.2%	256	1.2%

In general, how often do you: *(continued)*	Frequency	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,917**	**85.7%**	**21,219**	**96.4%**
feel tired in the morning	All the time	373	3.4%	10,558	49.8%
	Often	1,323	12.1%	5,823	27.4%
	Sometimes	4,389	40.2%	3,296	15.5%
	Rarely	3,691	33.8%	1,028	4.8%
	Never	1,097	10.0%	402	1.9%
	Not Sure	44	0.4%	112	0.5%
Respondents/Participation		**10,915**	**85.7%**	**21,226**	**96.4%**
complain of headaches/ stomach aches	All the time	97	0.9%	1,865	8.8%
	Often	581	5.3%	3,168	14.9%
	Sometimes	2,440	22.4%	5,566	26.2%
	Rarely	5,060	46.4%	7,179	33.8%
	Never	2,638	24.2%	3,036	14.3%
	Not Sure	99	0.9%	412	1.9%
Respondents/Participation		**10,932**	**85.8%**	**21,248**	**96.5%**
not want to go to school	All the time	293	2.7%	4,637	21.8%
	Often	720	6.6%	3,655	17.2%
	Sometimes	2,477	22.7%	6,211	29.2%
	Rarely	4,332	39.6%	4,352	20.5%
	Never	3,074	28.1%	2,090	9.8%
	Not Sure	36	0.3%	303	1.4%

Exit Outcomes

In the Ottawa-Carleton District School Board, our goal is to have every student leave our school district with the required characteristics and skills to be a 21st-century success story. The OCDSB Exit Outcomes listed below provide a target for every OCDSB student, regardless of program pathway.

"My teachers know I am Indigenous and have given me the freedom and choice to do projects on Indigenous topics that represent me."

Indigenous Student Focus Group, May 2019

"[My child is] not being provided with alternative ways of learning. For example, hands on, experiential learning rather than presentations, especially in French class."

Indigenous Parent Focus Group, June, 2019

How would you describe yourself in terms of your:	Self-Assessment Ratings	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,850**	**85.2%**	**21,144**	**96.1%**
Academic Diversity (e.g., exposure and interest in a range of subjects)	Excellent	2,956	27.2%	5,019	23.7%
	Good	5,581	51.4%	11,266	53.3%
	Satisfactory	1,468	14.5%	3,122	14.8%
	Needs Improvement	566	5.2%	983	4.6%
	Not Sure	279	2.6%	754	3.6%
Respondents/Participation		**10,804**	**84.8%**	**21,119**	**96.0%**
Creativity (e.g., imagination or coming up with new ideas)	Excellent	4,721	43.7%	6,504	30.8%
	Good	4,589	42.5%	10,102	47.8%
	Satisfactory	1,047	9.7%	3,181	15.1%
	Needs Improvement	348	3.2%	956	4.5%
	Not Sure	97	0.9%	376	1.8%
Respondents/Participation		**10,798**	**84.8%**	**21,045**	**95.6%**
Critical thinking (e.g., reasoning and connecting different ideas)	Excellent	3,285	30.4%	5,650	26.8%
	Good	5,170	47.9%	11,129	52.9%
	Satisfactory	1,533	14.2%	3,054	14.5%
	Needs Improvement	590	5.5%	702	3.3%
	Not Sure	220	2.0%	510	2.4%
Respondents/Participation		**10,779**	**84.6%**	**21,068**	**95.7%**
Collaboration (e.g., working with other people)	Excellent	3,103	28.8%	6,600	31.3%
	Good	5,241	48.6%	9,771	46.4%
	Satisfactory	1,618	15.0%	3,061	14.5%
	Needs Improvement	676	6.3%	1,253	5.9%
	Not Sure	141	1.3%	383	1.8%

How would you describe yourself in terms of your: *(continued)*	Self-Assessment Ratings	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,792**	**84.7%**	**21,041**	**95.6%**
Communication (e.g., being able to express feelings, ideas)	Excellent	3,108	28.8%	5,580	26.5%
	Good	4,951	45.9%	9,392	44.6%
	Satisfactory	1,698	15.7%	3,792	18.0%
	Needs Improvement	961	8.9%	1,801	8.6%
	Not Sure	74	0.7%	476	2.3%
Respondents/Participation		**10,781**	**84.6%**	**21,007**	**95.4%**
Global Awareness (e.g., empathetic and responsive to the local and global community)	Excellent	2,534	23.5%	5,190	24.7%
	Good	4,837	44.9%	10,007	47.6%
	Satisfactory	2,087	19.4%	3,808	18.1%
	Needs Improvement	686	6.4%	1,060	5.0%
	Not Sure	637	5.9%	942	4.5%
Respondents/Participation		**10,778**	**84.6%**	**20,998**	**95.4%**
Digital Fluency (e.g., using technology to enhance learning)	Excellent	2,910	27.0%	7,951	37.9%
	Good	5,041	46.8%	9,301	44.3%
	Satisfactory	1,790	16.6%	2,562	12.2%
	Needs Improvement	462	4.3%	720	3.4%
	Not Sure	575	5.3%	464	2.2%
Respondents/Participation		**10,760**	**84.5%**	**21,009**	**95.5%**
Decision Making (e.g., making ethical decisions)	Excellent	2,094	19.5%	5,316	25.3%
	Good	5,629	52.3%	10,816	51.5%
	Satisfactory	2,013	18.7%	3,168	15.1%
	Needs Improvement	592	5.5%	1,074	5.1%
	Not Sure	432	4.0%	635	3.0%
Respondents/Participation		**10,768**	**84.5%**	**21,027**	**95.5%**
Goal Setting (e.g., self-motivation and sense of responsibility)	Excellent	1,745	16.2%	4,964	23.6%
	Good	4,642	43.1%	8,843	42.1%
	Satisfactory	2,656	24.7%	4,473	21.3%
	Needs Improvement	1,340	12.4%	2,228	10.6%
	Not Sure	385	3.6%	519	2.5%

How would you describe yourself in terms of your: *(continued)*	Self-Assessment Ratings	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,771**	**84.5%**	**21,052**	**95.7%**
Resiliency (e.g., faces and overcomes challenges)	Excellent	1,624	15.1%	5,597	26.6%
	Good	5,037	46.8%	10,047	47.7%
	Satisfactory	2,573	23.9%	3,568	16.9%
	Needs Improvement	1,281	11.9%	1,206	5.7%
	Not Sure	256	2.4%	634	3.0%

Sense of Belonging

"Identity is important to have a feeling of belongingness, feeling of pride, feeling part of society."

Parent Focus Group, June 2019

To what extent do you feel a sense of belonging at school?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**10,831**	**85.0%**	**21,194**	**96.3%**
Strong	6,131	56.6%	7,501	35.4%
Moderate	3,496	32.3%	9,927	46.8%
Low	540	5.0%	2,355	11.1%
Not sure	664	6.1%	1,411	6.7%

Respondents were asked to identify things that helped to contribute to their feeling of a "strong" sense of belonging at school. The following themes emerged from the responses received:

- **Friends:** Participants indicated the importance of friends in creating a strong sense of belonging at school. It was evident in participants' responses that friendship is linked to greater sense of belonging in many ways at school such as acceptance, inclusion, and respect. A grade 11 student indicated:

  "The student body has a significant impact on the belonging that students, including myself, feel they have in their school. from personal experience, i can say confidently that my school has a diverse, accepting community with diligent and resilient students alike. as such, this has in turn helped

*create a sense of belonging in my school, as many students share the
same interests and understand the importance of inclusion and respect
for other members of the community…"*

Similarly, parents/guardians of children in JK through grade 6 referred to the
potential impact of peer relations on sense of belonging at school.

*"…She has maintained positive friendships with a number of students
over the years which has given her a sense of community in the school."*

- **Teachers:** "Teachers" was a common theme that both parents/guardians and
students pointed out as contributing to a strong sense of belonging at school, and
doing so in many different ways. As an example, one of the students shared that:

*"The teachers are all very welcoming and kind. We can relate to some of
them, which can help us create a bond with our educators…"*

Similar thoughts were shared by another student:

*"…another factor that has helped me in creating a sense of belonging are
my teachers which have helped me whenever i needed their assistance
and have been there to give me advice on school related topics as well as
personal topics."*

Parents/guardians of JK to grade 6 students also acknowledged the importance
of teachers' role in creating a positive climate to encourage a greater sense of
belonging at school. One parent shared the following:

*"Her relationship with her teachers really helped her seeing herself as
part of the whole school. She feels accepted by her class and other
subject teachers in the school."*

- **Activities/Clubs:** Extra-curricular and club activities at schools were also
identified by participants as being important contributors to a strong sense of
belonging. A student shared this experience through the survey:

*"A big part of feeling that you belong is to have the initiative to put
yourself in the environment by participating in clubs, athletic teams, and
school events. my school has a wide variety of clubs and teams and that
made it simple to find a club or team you are interested in joining, thus
facilitating the individual in becoming involved in the school community.
This was especially true for me as i quickly chose a few clubs to dedicate
myself to and eventually became more involved until I became
the club executive myself. furthermore, my school has a lot
of activities such as spirit days and games that anyone is free to
participate in. there are also link activities and leadership camps that all*

leave lasting memories of the school in feeling that you belong, because of the warm and inclusive school environment."

A parent/guardian of a student reported:

"Participating in a variety of activities through school (ie choir) and outside of school (dance, ringette) with some of her peers has reinforced the sense of belonging…"

Respondents who reported a low or moderate sense of belonging in their school were asked to identify things that would help to improve it. Responses to this question yielded similar themes to those generated by respondents who felt a strong sense of belonging in school.

- **Friends:** Having "friends" at school was one of the most predominant themes that emerged from the responses received, and would go a long way to improve ones' sense of belonging. One student reported:

  "I would feel a greater sense of belonging at school if I had friends or teachers who understand me and who I am comfortable talking to, which I do not. I do not feel like I belong at school because I cannot relate to the problems my friends have and they cannot relate to mine. I do not feel like others understand me or accept me."

- **Teachers**: Respondents felt that teachers could also play a crucial role in promoting a positive sense of belonging for students. For example, a grade 10 student shared:

  "I would feel like I belong at school more if the teachers cared more and made sure that the students are happy and comfortable with what they are learning….."

  A parent pointed out that:

  "[A] great teacher can get students reading, inspire a passion for languages, make math or science fun, and turn history lessons into fun and exciting stories. For many teachers, one of their simplest goals is to inspire their students to love learning. But the inspirational power of a teacher can transcend the classroom."

- **Activities/Clubs:** Extra-curricular and club activities are perceived to make an important contribution to ones' sense of belonging at schools by providing more opportunities for dialogue and interaction between students. The following quote from a parent provides one example:

"My child would have a greater sense of belonging if additional opportunities arise for creative outputs, like drawing or painting. Ideas could be painting a mural in the school or a lunch time comic drawing club."

Similarly, a student shared the following:

"I feel like my school needs more inclusive events and activities that would bring all students of all genders and races and ethnicities together."

Participation in Extra-Curricular Activities

"I wish there were more cultural activities and it didn't have to depend on me to do it."

Indigenous Parent Focus Group, June, 2019

Respondents were permitted to select multiple response options; the majority reported more than one (83.8% of parents/guardians of children in JK to grade 6; 89.0% of students in grades 7 to 12).

Please indicate which of the following activities you <u>currently participate in</u> and those you <u>would like to participate in</u>:		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**7,300**	**57.3%**	**17,967**	**81.6%**
Currently participate: in school	Arts	3,652	50.0%	8,779	48.9%
	Cultural Group Activities	895	12.3%	1,743	9.7%
	Leadership Programs	640	8.8%	3,483	19.4%
	Music	2,172	29.8%	6,893	38.4%
	School Clubs	2,154	29.5%	7,291	40.6%
	School Publications	499	6.8%	2,469	13.7%
	School Special Events	3,208	43.9%	6,376	35.5%
	Team Sports	2,629	36.0%	8,551	47.6%
	Student Council Activities	426	5.8%	2,412	13.4%
	Youth programs, clubs, or organizations	299	4.1%	1,516	8.4%
	Volunteer Activities	647	8.9%	3,779	21.0%

Please indicate which of the following activities you currently participate in and those you would like to participate in: *(continued)*	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**7,300**	**57.3%**	**17,967**	**81.6%**
Arts	2,253	30.9%	4,543	25.3%
Cultural Group Activities	1,159	15.9%	2,953	16.4%
Leadership Programs	428	5.9%	2,707	15.1%
Music	1,661	22.8%	4,149	23.1%
School Clubs	261	3.6%	1,181	6.6%
School Publications	94	1.3%	678	3.8%
School Special Events	534	7.3%	1,665	9.3%
Team Sports	3,288	45.0%	7,734	43.0%
Student Council Activities	65	0.9%	613	3.4%
Youth programs, clubs, or organizations	1,203	16.5%	2,854	15.9%
Volunteer Activities	857	11.7%	7,826	43.6%

Row label (left): Currently participate: outside of school

Please indicate which of the following activities you currently participate in and those you would like to participate in: *(continued)*	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**3,099**	**24.3%**	**8,712**	**39.6%**
Arts	865	27.9%	2,110	24.2%
Cultural Group Activities	619	20.0%	2,534	29.1%
Leadership Programs	1,180	38.1%	3,197	36.7%
Music	1,224	39.5%	2,327	26.7%
School Clubs	1,048	33.8%	2,756	31.6%
School Publications	857	27.7%	3,862	44.3%
School Special Events	641	20.7%	2,846	32.7%
Team Sports	1,198	38.7%	2,956	33.9%
Student Council Activities	734	23.7%	3,543	40.7%
Youth programs, clubs, or organizations	882	28.5%	2,992	34.3%
Volunteer Activities	848	27.4%	2,780	31.9%

Row label (left): Would like to participate in these activities

Respondents who indicated they would like to participate in extracurricular activities were permitted to select multiple response options from the barriers listed below. Just over half of the respondents identified more than one barrier to participating in extracurricular activities (56.5% of parents/guardians of children in JK to grade 6; 53.7% of students in grades 7 to 12).

What prevents you from participating in extracurricular activities?	JK-6 Parents		Grades 7-12 Students	
	#	%	#	%
Respondents/Participation	**2,839**	**91.6%**	**8,349**	**95.8%**
Ability/skill	416	14.7%	2,434	29.0%
Accessibility (e.g., physical barriers)	136	4.8%	805	9.6%
Cost	1,172	41.4%	1,990	23.7%
Cultural reasons	58	2.0%	324	3.9%
Distance or location	637	22.5%	1,922	22.9%
Family values	49	1.7%	634	7.6%
Time	1,571	55.5%	5,475	66.4%
Transportation	606	21.4%	2,351	28.0%
Other[14]	884	31.2%	1,670	19.9%

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[14] Includes the following: personal barriers (e.g., too shy, mental health battles, social/anxiety, nervous, anger issues, lack of confidence), schoolwork/homework, involvement in activities/sports outside of school, health reasons, availability of activities, communication (e.g., lack of information), restrictions (e.g., prerequisites, age, grade, advanced skill level), did not participate (e.g., forgot to sign up), language barrier, government barrier (e.g., teacher strike), gender identity, new to community/country, and energy level/effort.

Positive Reflection of Identity

> *"Sense of belonging is lost when a student's identity is not reflected in the classroom or curriculum."*
> Parent Focus Group, June 2019

> *"Kids need to see themselves in schools, so they can bring all the parts together."*
> Indigenous Parent Focus Group, June, 2019

At my school, I see myself/ my identity reflected positively in:	Level of Agreement	JK-6 Parents #	JK-6 Parents %	Grades 7-12 Students #	Grades 7-12 Students %
Respondents/Participation		**10,123**	**79.5%**	**20,471**	**93.0%**
Pictures, posters and displays in school	Strongly Agree	2,807	27.7%	3,117	15.2%
	Agree	5,233	51.7%	9,625	47.0%
	Disagree	397	3.9%	2,714	13.3%
	Strongly Disagree	133	1.3%	1,115	5.4%
	Not Sure	1,553	15.3%	3,900	19.1%
Respondents/Participation		**10,094**	**79.2%**	**20,391**	**92.6%**
Learning materials teachers use in class (e.g., books, videos/films)	Strongly Agree	2,637	26.1%	3,448	16.9%
	Agree	5,028	49.8%	10,691	52.4%
	Disagree	393	3.9%	2,533	12.4%
	Strongly Disagree	121	1.2%	858	4.2%
	Not Sure	1,915	19.0%	2,861	14.0%
Respondents/Participation		**10,043**	**78.8%**	**20,187**	**91.7%**
Lessons or curriculum content	Strongly Agree	2,284	22.7%	2,869	14.2%
	Agree	5,190	51.7%	10,366	51.3%
	Disagree	517	5.1%	2,738	13.6%
	Strongly Disagree	148	1.5%	932	4.6%
	Not Sure	1,904	19.0%	3,282	16.3%
Respondents/Participation		**10,016**	**78.6%**	**20,298**	**92.2%**
Extra-curricular activities (e.g., sports, clubs, art activities)	Strongly Agree	2,168	21.6%	5,605	27.6%
	Agree	4,678	46.7%	9,342	46.0%
	Disagree	613	6.1%	1,772	8.7%
	Strongly Disagree	194	1.9%	719	3.5%
	Not Sure	2,363	23.6%	2,860	14.1%

At my school, I see myself/ my identity reflected positively in: *(continued)*	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,033**	**78.7%**	**20,245**	**92.0%**
School events/activities (e.g., extra-curricular activities, cultural celebrations, religious/faith/ethnic activities)	Strongly Agree	2,190	21.8%	3,998	19.7%
	Agree	4,916	49.0%	9,667	47.8%
	Disagree	645	6.4%	2,136	10.6%
	Strongly Disagree	203	2.0%	825	4.1%
	Not Sure	2,079	20.7%	3,619	17.9%

Expression of, and Learning About, Identity

"I would like to learn more about my culture."

Indigenous Student Focus Group, May 2019

At school, I have opportunities to:	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,157**	**79.7%**	**20,596**	**93.6%**
	Strongly Agree	2,842	28.0%	5,022	24.4%
	Agree	5,630	55.4%	10,625	51.6%
Express my identity	Disagree	378	3.7%	2,173	10.6%
	Strongly Disagree	103	1.0%	830	4.0%
	Not Sure	1,204	11.9%	1,946	9.4%
Respondents/Participation		**10,103**	**79.3%**	**20,521**	**93.2%**
	Strongly Agree	1,759	17.4%	3,037	14.8%
	Agree	4,772	47.2%	7,860	38.3%
Learn about my own background and identity	Disagree	1,190	11.8%	5,095	24.8%
	Strongly Disagree	287	2.8%	2,047	10.0%
	Not Sure	2,095	20.7%	2,482	12.1%
Respondents/Participation		**10,103**	**79.3%**	**20,530**	**93.3%**
	Strongly Agree	2,123	21.0%	4,442	21.6%
	Agree	5,661	56.0%	10,677	52.0%
Learn about the background and identity of others	Disagree	619	6.1%	2,668	13.0%
	Strongly Disagree	89	0.9%	973	4.7%
	Not Sure	1,611	15.9%	1,770	8.6%

Experiences of Stereotyping, Prejudice or Discrimination

"Being Indigenous is treated like a disability."
Indigenous Student Focus Group, May 2019

"Who we are counts, what we look like counts."
Student Focus Group, May 2019

Have you experienced being stereotyped, prejudice or discrimination at school as a result of your:	Frequency	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,001**	**78.5%**	**20,391**	**92.6%**
Appearance	Often	248	2.5%	2,475	12.1%
	Sometimes	1,530	15.3%	4,670	22.9%
	Rarely	1,270	12.7%	4,589	22.5%
	Never	5,099	51.0%	7,382	36.2%
	Not Sure	1,854	18.5%	1,275	6.3%
Respondents/Participation		**9,934**	**78.0%**	**20,341**	**92.4%**
Clothing	Often	117	1.2%	1,774	8.7%
	Sometimes	1,425	14.3%	4,544	22.3%
	Rarely	815	8.2%	3,330	16.4%
	Never	5,845	58.8%	9,518	46.8%
	Not Sure	1,732	17.4%	1,175	5.8%
Respondents/Participation		**9,782**	**76.8%**	**20,132**	**91.5%**
Disability	Often	191	2.0%	702	3.5%
	Sometimes	444	4.5%	1,603	8.0%
	Rarely	454	4.6%	942	4.7%
	Never	7,530	77.0%	15,485	76.9%
	Not Sure	1,163	11.9%	1,400	7.0%
Respondents/Participation		**9,882**	**77.6%**	**20,175**	**91.7%**
Ethnic background	Often	92	0.9%	1,245	6.2%
	Sometimes	713	7.2%	2,979	14.8%
	Rarely	417	4.2%	2,265	11.2%
	Never	7,053	71.4%	12,265	60.8%
	Not Sure	1,607	16.3%	1,421	7.0%

Have you experienced being stereotyped, prejudice or discrimination at school as a result of your: (continued)	Frequency	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**9,849**	**77.3%**	**20,213**	**91.8%**
Family income	Often	49	0.5%	841	4.2%
	Sometimes	376	3.8%	2,204	10.9%
	Rarely	199	2.0%	1,326	6.6%
	Never	7,612	77.3%	14,660	72.5%
	Not Sure	1,613	16.4%	1,182	5.8%
Respondents/Participation		**9,852**	**77.3%**	**20,173**	**91.7%**
Family structure	Often	71	0.7%	749	3.7%
	Sometimes	465	4.7%	2,016	10.0%
	Rarely	301	3.1%	1,156	5.7%
	Never	7,429	75.4%	14,952	74.1%
	Not Sure	1,586	16.1%	1,300	6.4%
Respondents/Participation		**9,852**	**77.3%**	**20,170**	**91.6%**
First language	Often	67	0.7%	821	4.1%
	Sometimes	479	4.9%	1,710	8.5%
	Rarely	268	2.7%	996	4.9%
	Never	7,738	78.5%	15,656	77.6%
	Not Sure	1,300	13.2%	987	4.9%
Respondents/Participation		**9,809**	**77.0%**	**20,130**	**91.5%**
Gender identity	Often	56	0.6%	766	3.8%
	Sometimes	292	3.0%	1,390	6.9%
	Rarely	149	1.5%	889	4.4%
	Never	8,002	81.6%	16,073	79.8%
	Not Sure	1,310	13.4%	1,012	5.0%
Respondents/Participation		**9,840**	**77.2%**	**20,215**	**91.8%**
Grades or achievement level	Often	170	1.7%	2,012	10.0%
	Sometimes	957	9.7%	4,467	22.1%
	Rarely	801	8.1%	3,782	18.7%
	Never	6,093	61.9%	9,000	44.5%
	Not Sure	1,819	18.5%	954	4.7%

Stereotyping, Prejudice, Discrimination *(continued)*	Frequency	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**9,556**	**75.0%**	**19,916**	**90.5%**
Indigenous background (e.g., First Nations, Metis, Inuit)	Often	23	0.2%	361	1.8%
	Sometimes	153	1.6%	670	3.4%
	Rarely	51	0.5%	306	1.5%
	Never	8,143	85.2%	17,164	86.2%
	Not Sure	1,186	12.4%	1,415	7.1%
Respondents/Participation		**9,789**	**76.8%**	**20,107**	**91.4%**
Race	Often	69	0.7%	1,125	5.6%
	Sometimes	503	5.1%	2,459	12.2%
	Rarely	316	3.2%	1,850	9.2%
	Never	7,409	75.7%	13,590	67.6%
	Not Sure	1,492	15.2%	1,083	5.4%
Respondents/Participation		**9,793**	**76.9%**	**20,076**	**91.2%**
Religion or faith	Often	65	0.7%	876	4.4%
	Sometimes	467	4.8%	2,049	10.2%
	Rarely	265	2.7%	1,404	7.0%
	Never	7,452	76.1%	14,632	72.9%
	Not Sure	1,544	15.8%	1,115	5.6%
Respondents/Participation		**9,718**	**76.3%**	**20,020**	**91.0%**
Sexual Orientation	Often	19	0.2%	766	3.8%
	Sometimes	190	2.0%	1,343	6.7%
	Rarely	56	0.6%	919	4.6%
	Never	7,968	82.0%	15,742	78.6%
	Not Sure	1,485	15.3%	1,250	6.2%
Respondents/Participation		**3,956**	**31.0%**	**8,829**	**40.1%**
Other reasons[15]	Often	86	2.2%	625	7.1%
	Sometimes	88	2.2%	269	3.0%
	Rarely	139	3.5%	364	4.1%
	Never	2,489	62.9%	6,159	69.8%
	Not Sure	1,154	29.2%	1,412	16.0%

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[15] Includes: Grades or achievement level, appearance, bullying, disability, race/background, ability/skill/talent, opinions/beliefs/political, gender identity, sexual orientation, food choice, language/voice or accent, vocabulary, medical or health/physical, family income, religion, staff perspective/influence, family status/structure, age, personal reasons.

Safety

"Students need safe spaces to share experiences and feelings without being dismissed or shut down."

Student Focus Group, May 2019

"Parents not feeling safe or free to disclose their identity"

Indigenous Parent Focus Group, June 2019

Please indicate your level of agreement with each of the following statements regarding your sense of safety:	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**10,008**	**78.5%**	**20,419**	**92.8%**
I feel safe in the classroom.	Strongly Agree	4,255	42.5%	6,904	33.8%
	Agree	5,135	51.3%	11,269	55.2%
	Disagree	298	3.0%	1,036	5.1%
	Strongly Disagree	73	0.7%	466	2.3%
	Not Sure	247	2.5%	744	3.6%
Respondents/Participation		**9,986**	**78.4%**	**20,367**	**92.5%**
I feel safe in the other parts of the school (e.g., gym, cafeteria, washroom, hallways).	Strongly Agree	3,525	35.3%	5,733	28.1%
	Agree	5,408	54.2%	11,253	55.3%
	Disagree	421	4.2%	1,753	8.6%
	Strongly Disagree	93	0.9%	640	3.1%
	Not Sure	539	5.4%	988	4.9%
Respondents/Participation		**9,971**	**78.3%**	**20,343**	**92.4%**
I feel safe outside on school property (e.g., schoolyard, school parking lot).	Strongly Agree	3,089	31.0%	5,435	26.7%
	Agree	5,481	55.0%	11,459	56.3%
	Disagree	677	6.8%	1,735	8.5%
	Strongly Disagree	153	1.5%	632	3.1%
	Not Sure	571	5.7%	1,082	5.3%
Respondents/Participation		**9,951**	**78.1%**	**20,306**	**92.3%**
I feel safe in the neighbourhood beside/ around school.	Strongly Agree	2,909	29.2%	5,401	26.6%
	Agree	5,552	55.8%	11,205	55.2%
	Disagree	347	3.5%	1,649	8.1%
	Strongly Disagree	64	0.6%	606	3.0%
	Not Sure	1,079	10.8%	1,445	7.1%

Please indicate your level of agreement with each of the following statements regarding your sense of safety: *(continued)*	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**9,944**	**78.0%**	**20,322**	**92.3%**
I feel safe on my way to and from school.	Strongly Agree	3,392	34.1%	6,167	30.3%
	Agree	5,580	56.1%	11,330	55.8%
	Disagree	357	3.6%	1,353	6.7%
	Strongly Disagree	83	0.8%	544	2.7%
	Not Sure	532	5.3%	928	4.6%
Respondents/Participation		**8,910**	**69.9%**	**19,322**	**87.8%**
I feel safe on the school bus.	Strongly Agree	2,207	24.8%	4,729	24.5%
	Agree	3,773	42.3%	8,667	44.9%
	Disagree	429	4.8%	1,258	6.5%
	Strongly Disagree	144	1.6%	826	4.3%
	Not Sure	2,357	26.5%	3,842	19.9%

Bullying

Bullying is when a person tries to hurt another person, and does it more than once. It can be physical, verbal, or social, and can also take place over the internet with emails or text messages. The bully is usually in a position of real or perceived power over the victim.

"Racial profiling and bullying for being Indigenous [has prevented me from feeling and doing my best in school]."

Indigenous Student Focus Group, May 2019

To the best of your knowledge in the past 4 weeks, how often have you been:	Level of Agreement	JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Respondents/Participation		**9,820**	**77.1%**	**19,753**	**89.7%**
Worried about being bullied?	All the time	225	2.3%	910	4.6%
	Often	599	6.1%	1,043	5.3%
	Sometimes	1,906	19.4%	2,281	11.5%
	Rarely	2,596	26.4%	4,021	20.4%
	Never	4,494	45.8%	11,498	58.2%
Respondents/Participation		**9,859**	**77.4%**	**20,238**	**92.0%**
Physically bullied? (e.g., pushed, punched, or scared by someone).	All the time	106	1.1%	440	2.2%
	Often	365	3.7%	503	2.5%
	Sometimes	1,604	16.3%	1,142	5.6%
	Rarely	2,481	25.2%	2,852	14.1%
	Never	5,303	53.8%	15,301	75.6%
Respondents/Participation		**9,816**	**77.0%**	**20,242**	**92.0%**
Cyber bullied? (e.g., called names, teased, threatened by email, text messages, or social media).	All the time	38	0.4%	552	2.7%
	Often	88	0.9%	593	2.9%
	Sometimes	292	3.0%	1,277	6.3%
	Rarely	852	8.7%	2,601	12.8%
	Never	8,546	87.1%	15,219	75.2%
Respondents/Participation		**9,812**	**77.0%**	**20,245**	**92.0%**
Socially bullied? (e.g., excluded by others, had rumors spread about you, or had someone try to make you look bad).	All the time	153	1.6%	908	4.5%
	Often	470	4.8%	1,122	5.5%
	Sometimes	1,528	15.6%	2,184	10.8%
	Rarely	2,078	21.2%	3,243	16.0%
	Never	5,583	56.9%	12,788	63.2%
Respondents/Participants		**9,825**	**77.1%**	**20,242**	**92.0%**
Verbally bullied? (e.g., called names, teased, threatened, or received negative comments).	All the time	160	1.6%	949	4.7%
	Often	553	5.6%	1,144	5.7%
	Sometimes	1,875	19.1%	2,088	10.3%
	Rarely	2,542	25.9%	3,317	16.4%
	Never	4,695	47.8%	12,744	63.0%

NEXT STEPS

The data presented in this report serves as a starting point for ongoing discussions with community organizations and other stakeholders. It is the story of identity. Not only does it serve to describe the diversity of the OCDSB student population, it is foundational work which future reports will build upon to advance equity of access and outcomes through a Culture of Caring and a Culture of Social Responsibility.

As staff begin to undertake the linking of this data with other data (e.g., achievement, program pathways, suspension rates, etc.) over the coming months, it will be important to create opportunities for communities to share their voice and provide context to the numbers and results from the statistical analyses undertaken (Andrews et al., 2019). This work will begin during the week of June 22, 2020.

Over the next few months, dashboards will be created to facilitate access to aggregate level demographic and perceptual data at the school level. These dashboards are intended for internal use and will be created in such a way as to ensure individual privacy is protected. For example, displays will be at the item level and suppression rules will be applied where there are fewer than 10 respondents for any given category.

The crux of this work occurs, however, when survey data is linked to other administrative datasets to quantify:

- disparity in student outcomes (e.g., achievement, suspension rates, graduation rates) and experiences in school (e.g., sense of belonging, safety, etc.), and

- disproportionate representation of different groups across programs and services (e.g., academic/applied/locally developed level courses; English with core French/French immersion programs).

Working with community organizations and stakeholders to better understand what the underlying systemic issues are that may be contributing to these outcomes will be an important component of this work. In accordance with the *Data Standards*, this will necessarily include them in the establishment of appropriate thresholds, and benchmarks and/or reference groups against which these disparities and disproportionalities are to be measured. Dialogue with communities will also be required for the development of data sharing protocols/agreements (e.g., the rights of First Nations communities to have ownership, control, access, and possession of their data; The First Nations Information Governance Centre, 2014).

Developing and implementing strategies to remove these barriers will be critical. Placing human rights and equity at the centre of our work, safeguards the ability of every student to realize their right to access equal educational opportunities and outcomes and every staff member to work in an environment free from harassment and discrimination.

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GLOSSARY OF TERMS

Accommodation means an adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the *Ontario Human Rights Code* (the "Code") or other similar grounds.

Agnostic refers to someone who claims neither belief or disbelief in God.

Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, to the extent that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifest in the current social, economic, and political marginalization of African Canadians, which includes unequal opportunities, lower socioeconomic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system.

Anti-Indigenous racism is the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish, maintain and perpetuate power imbalances, systemic barriers, and inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system. It is also manifest in the overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health. Individual lived-experiences of anti-Indigenous racism can be seen in the rise in acts of hostility and violence directed at Indigenous people.

Anti-racism is a proactive course of action to identify, remove, prevent, and mitigate the racially inequitable outcomes and power imbalances between dominant and disadvantaged groups and the structures that sustain these inequities. It recognizes the historic nature and cultural contexts of racism, and focuses critically on systemic racism.

Antisemitism is latent or overt hostility, or hatred directed towards, or discrimination against, individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual, and religious heritage.

Asexual is a term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Atheist refers to someone who disbelieves or lacks belief in the existence of God or gods.

Bisexual refers to a person who is emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

Coding involves the generation of succinct labels (codes/variable names) that identify important features of open-text data that might be relevant to answering the research question. These labels are then applied to relevant records in the dataset and available for use in analysis.

Creed means a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Data consists of facts, figures, and statistics objectively measured according to a standard or scale (e.g., frequency, volumes or occurrences.

Database is any collection of data or information that is specially organized for rapid search and retrieval by a computer. Databases are structured to facilitate the storage, retrieval, modification, and deletion of data through various data-processing operations.

Dataset refers to an organized collection of data. The most basic representation of a data set is data elements presented in tabular form. A data set may also present information in a variety of non-tabular formats, such as an extensible mark-up language (XML) file, a geospatial data file, an image file, etc.

Disability refers to a permanent or long term health condition that makes it difficult for individuals to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special education plan at school to help them (an Individual Education Plan or IEP), but some do not.

Discrimination refers to unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, marital status, family status, or disability, as set out in the *Ontario Human Rights Code*, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to

opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity refers to a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnicity is multifaceted, referring to groups that share a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

First Nations people are the descendants of the original inhabitants of Canada who lived here for many thousands of years before explorers arrived from Europe. First Nations people identify themselves by the Nation to which they belong, for example, Algonquin, Cree, Mohawk, Oneida and so on. There are over 630 First Nations communities in Canada.

Gay refers to people whose enduring physical, romantic and/or emotional attractions are to people of the same sex.

Gender Fluid refers to a gender identity or expression that changes or shifts along the gender spectrum.

Gender Identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex). It is different from, and does not determine, a person's sexual orientation.

Gender Non-conforming is a broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

Inclusive Education refers to education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected.

Indigenous is a term that includes First Nations, Métis and Inuit communities.

Inductive Approach to Thematic Analysis occurs when coding and theme development are directed by the content of the data.

Inuit are the Indigenous peoples of the Arctic. The word Inuit means "the people" in the Inuit language of Inuktitut. The singular of Inuit is Inuk.

Intersectionality is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people's experiences of racism or privilege, including within any one group, may vary dependeing on the individual's or group's relationship to additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors.

Islamophobia is racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic, and societal level.

Keyword research is the process of uncovering and generating relevant keywords for your content. This is useful when there are multiple words in a dataset that fall under an identified theme. Keywords assist with ensuring that all responses in a dataset are captured and coded under an appropriate theme.

Lesbian refers to a sexual orientation in which a woman has emotional, physical, spiritual and/or sexual attraction to other women.

LGBTQ2S+ means Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, TwoSpirit, and additional sexual orientation and gender identities.

Métis means a person of Historic Métis Nation ancestry who resided in west central North America, and is accepted by the Métis Nation which is now comprised of all Métis Nation citizens and is one of the "aboriginal peoples of Canada" within the meaning of s.35 of the *Constitution Act 1982*.

Non-binary is an adjective describing a person who does not identify exclusively as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.

Pansexual describes someone who has the potential for emotional, romantic or sexual attraction to people of any gender though not necessarily simultaneously, in the same way or to the same degree.

Participation Rates, reported as percentages, represent the number of people who answered a particular survey question (or item) divided by the number of people who answered the survey. In this case, participation rates are calculated for parents/ guardians of JK to grade 6 students, and for students in grades 7 to 12.

Privacy means the quality or condition of being secluded from the presence or view of others. The state of being free from unsanctioned intrusion: a person's right to privacy.

Queer is a term people often use to express fluid identities and orientations. Often used interchangeably with LGBTQ.

Questioning is a term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Race is a social construct based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group. Race categories may vary over time and place.

Racial Disproportionality Index measures a racial group's overrepresentation or underrepresentation in a program, service, or function relative to the group's representation in the reference population.

Racial Disparity Index measures group differences in outcomes by comparing the outcomes for one group with those of another.

Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another.

Religion refers to any religious denomination, group, sect, or other religiously defined community or system of belief and/or spiritual faith practices.

Response Rates, reported as percentages, represent the number of people who answered the survey divided by the number of people in the target population. In this case, the target population was the number of elementary and secondary students enrolled in OCDSB schools at the time of survey implementation.

Retention Period refers to the length of time personal information is stored. For electronic data bases, the Data Standards require a minimum retention period of at least five years after the day it was last used, or for as long as reasonable and necessary for the purposes of identifying systemic racism and advancing racial equity unless an individual requests removal of their personal information. For the OCDSB, once the 5-year retention period has been observed, data will be maintained in inactive storage for a period of six (6) years in accordance with its current records retention policy.

Security means the protection of personal information regardless of the format in which it is held and includes, but is not limited to, physical measures such as locked filing cabinets and restricted offices, organizational measures such as limited access, and technological measures, such as a the use of passwords and encryption.

Semantic Approach to Thematic Analysis occurs when coding and theme development reflect the explicit content of the data.

Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different sex.

Stereotypes are qualities ascribed to individuals or groups that are based on misconceptions, false generalizations, and/or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate racism and racial discrimination and give rise to racial inequalities.

Systemic Racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others.

Thematic Analysis (TA) is used to identify patterns of meaning across a dataset that provide an answer to the research question being addressed. Patterns are identified through a rigorous process of data familiarization, data coding, and theme development and revision.

Themes in this TA approach are defined as patterns of shared meaning underpinned by a central concept or idea.

Trans boy or man refers to a person whose sex assigned at birth is "female" and identifies as a man may also identify as a trans man

Trans girl or woman refers to a person whose sex assigned at birth is "male" and identifies as a woman may also identify as a trans woman

Two Spirit is a term used by Aboriginal people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender.