

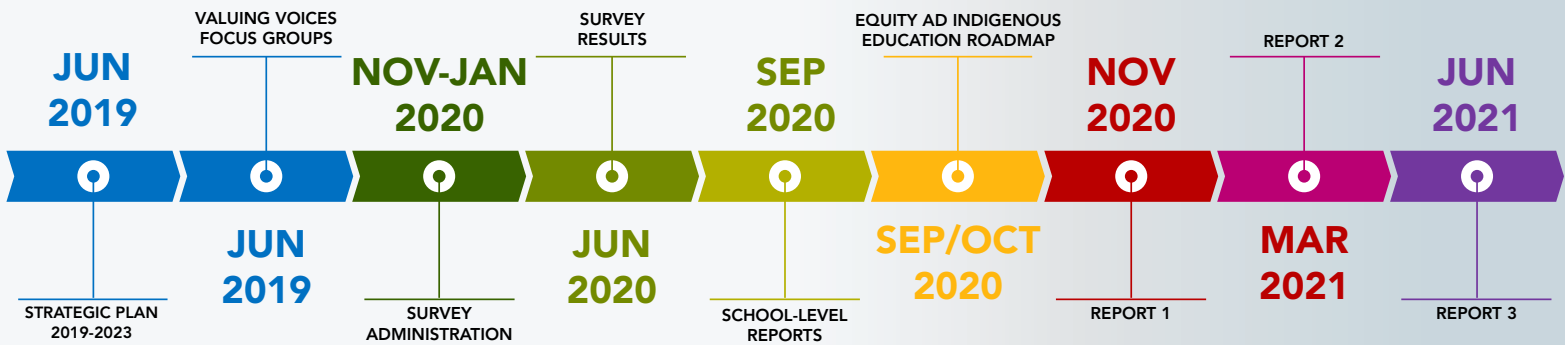


Valuing Voices – Identity Matters! Survey Results

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.

The OCDSB has been preparing for this work for the past several years. The timeline below provides an overview of what has taken place over the past 18 months and our vision to the end of the next school year. Three separate reporting timelines have been established for the 2020–2021 school year – November, March, and June. While it is anticipated that each report will have a specific focus (e.g., achievement, suspension, sense of belonging), consultation with community partners will help to refine the focus and prioritize when each report will come forward. Further analyses and reporting will be undertaken during the following school year.

Timeline

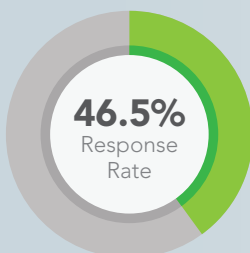


Survey Participation

A total of 74,975 parents/guardians (JK to grade 6) and students in grades 7–12 were invited to complete the survey; 34,888 individuals responded to the survey representing an overall response rate of 46.5%

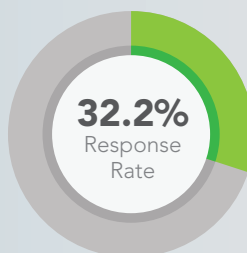
Overall Participation

- Distributed: 74,975
- Responded: 34,888



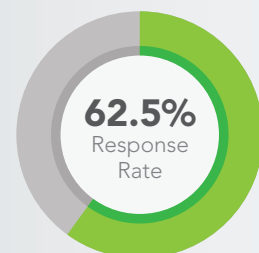
Parents (JK–6)

- Distributed: 39,604
- Responded: 12,751



Students (7–12)

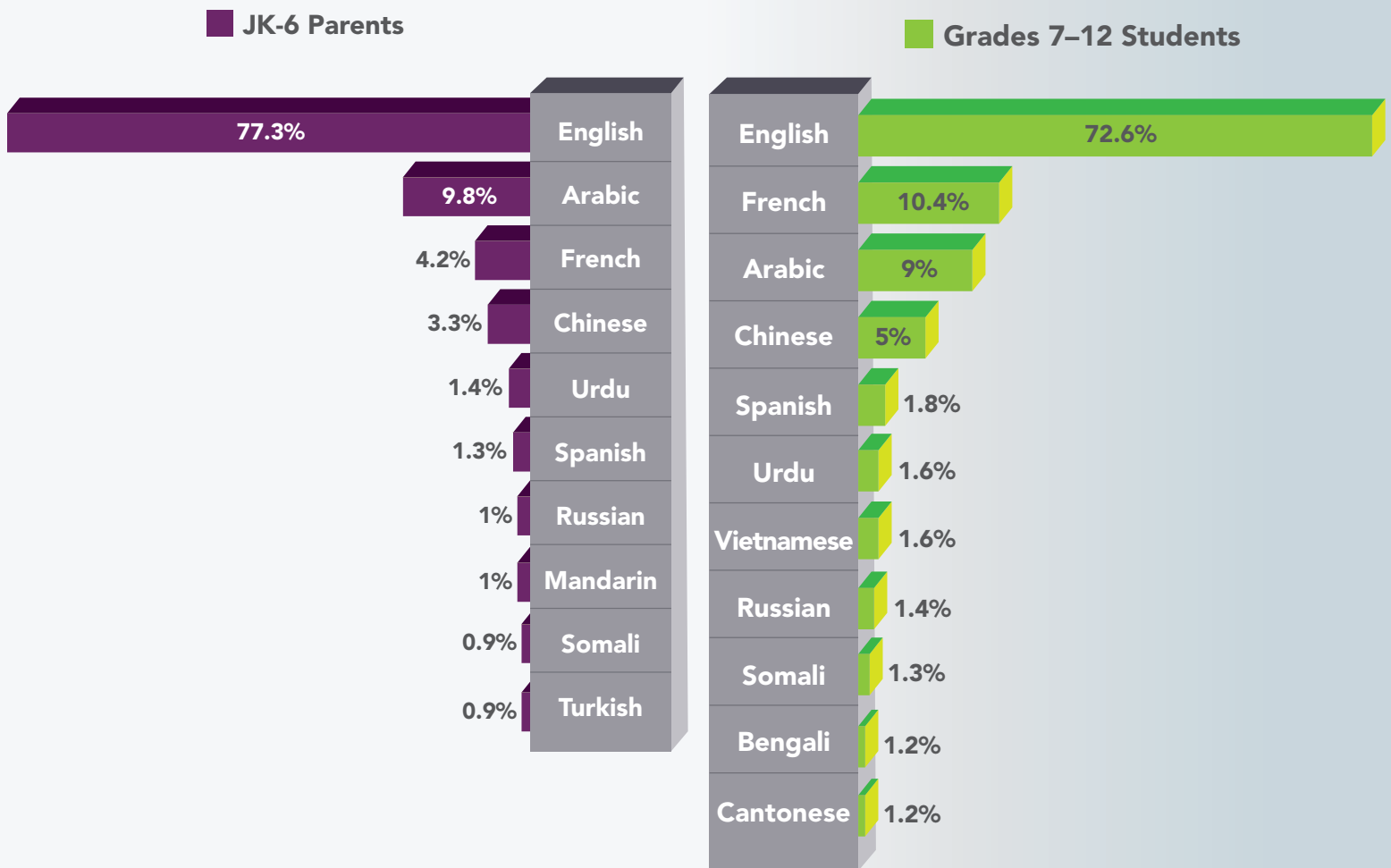
- Distributed: 35,371
- Responded: 22,137



Demographics

First Language Spoken

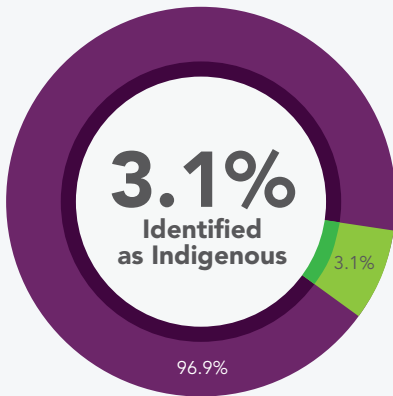
There were more than 150 languages that students were reported to have first learned to speak as a child. Amongst the most common were English, Arabic, French and Chinese. We have listed the top 10 languages for JK–6 parents and Grades 7–12 Students (Turkish and Cantonese both had the same percentage).



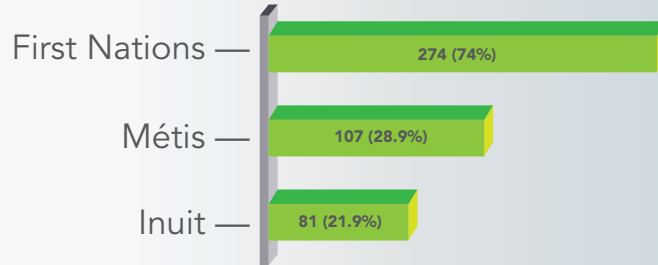
Indigenous Self-identification

Approximately 3.5% of survey respondents identified as being First Nations, Métis, and/or Inuit. Diversity within this population of students was reflected in the many communities, regions, or territories from which they came.

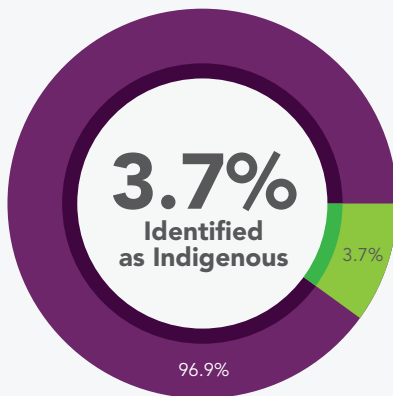
JK-6 Parents



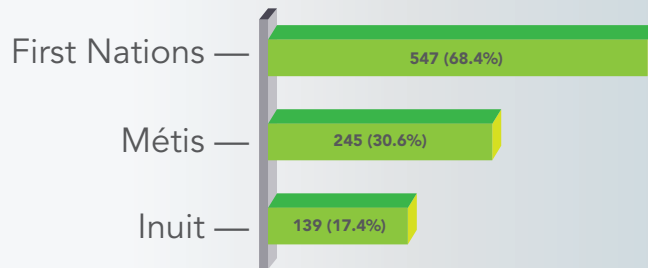
Yes — 370 (3.1%)
No — 11,582 (96.9%)



Students (Grades 7-12)



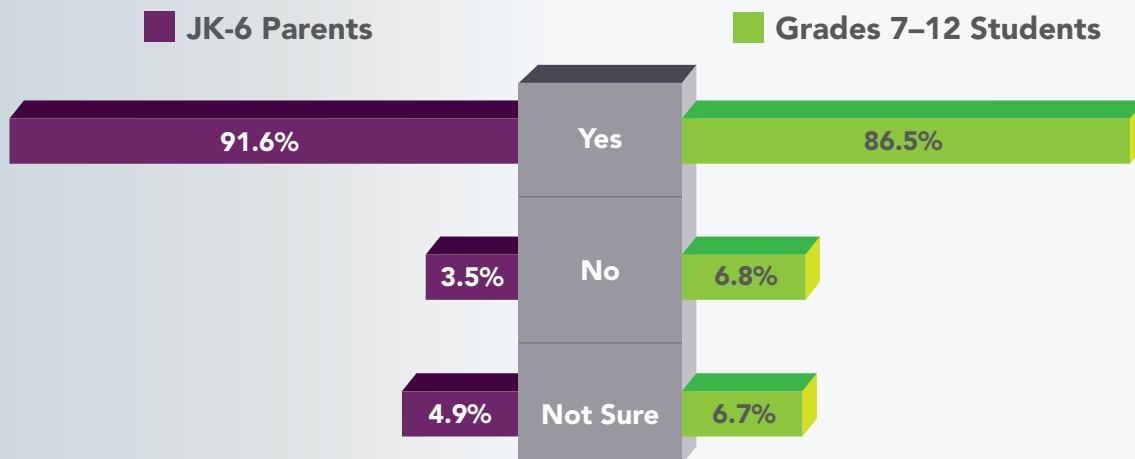
Yes — 800 (3.7%)
No — 20,671 (96.3%)



Ethnic/Cultural Origins

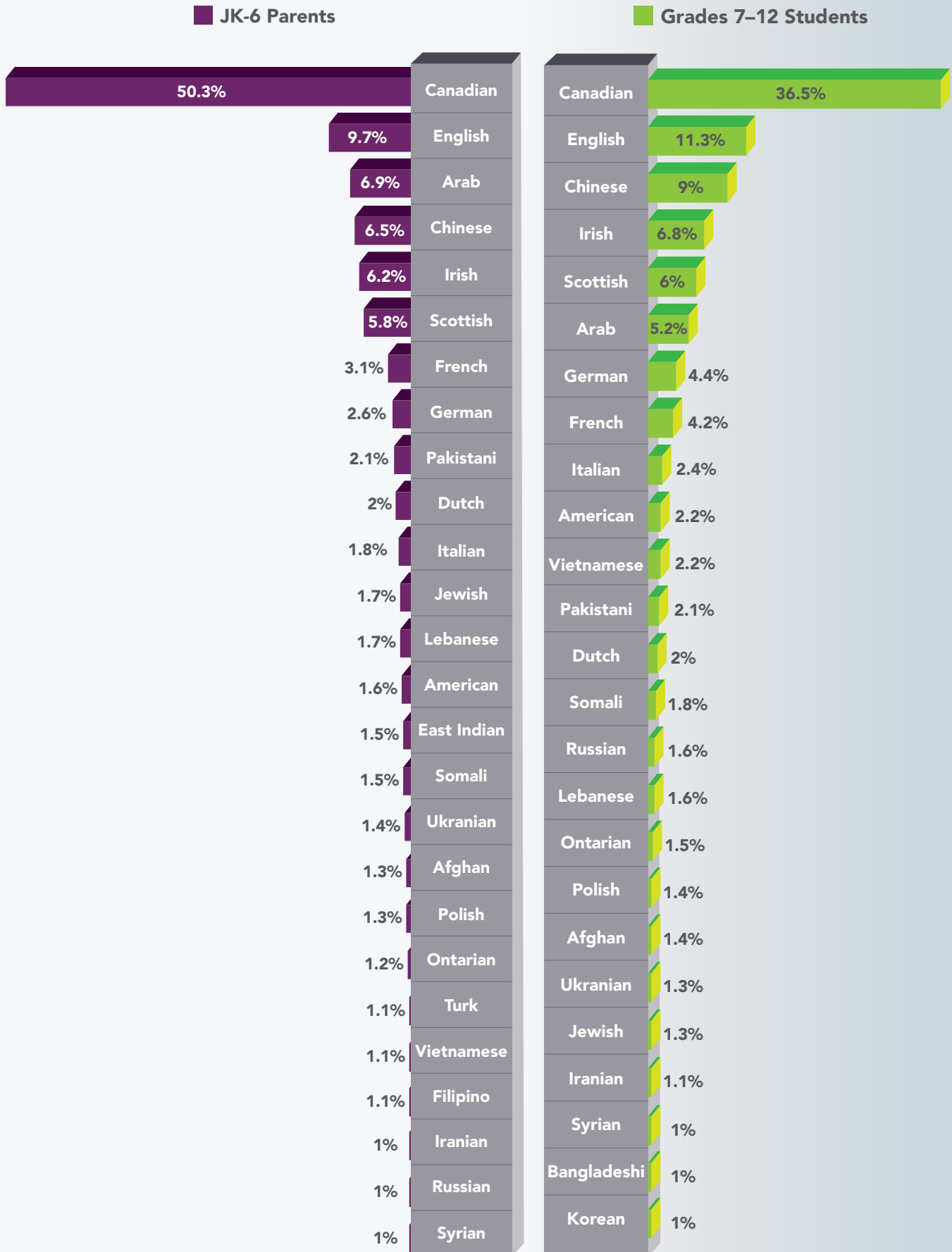
Most survey respondents considered themselves to be Canadian, despite more than 300 ethnic/cultural backgrounds being reported.

Do you consider yourself Canadian?



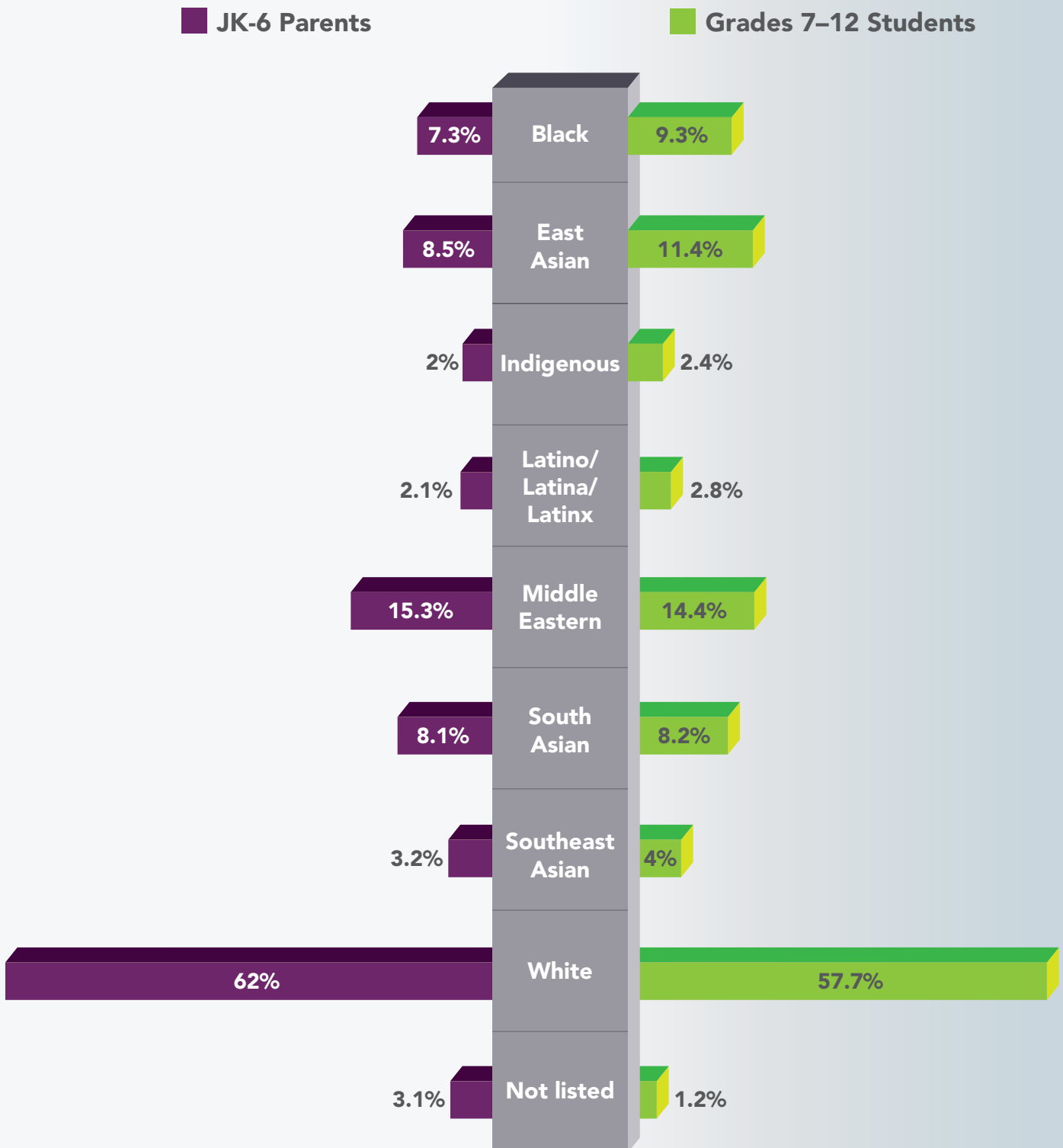
Ethnic/Cultural Origins: Details

Aside from Canadian, more than 5% of survey respondents reported being of Arab, Chinese, English, Irish, or Scottish descent. The following graph shows those that were most common (i.e., reported by at least 1% of survey respondents).



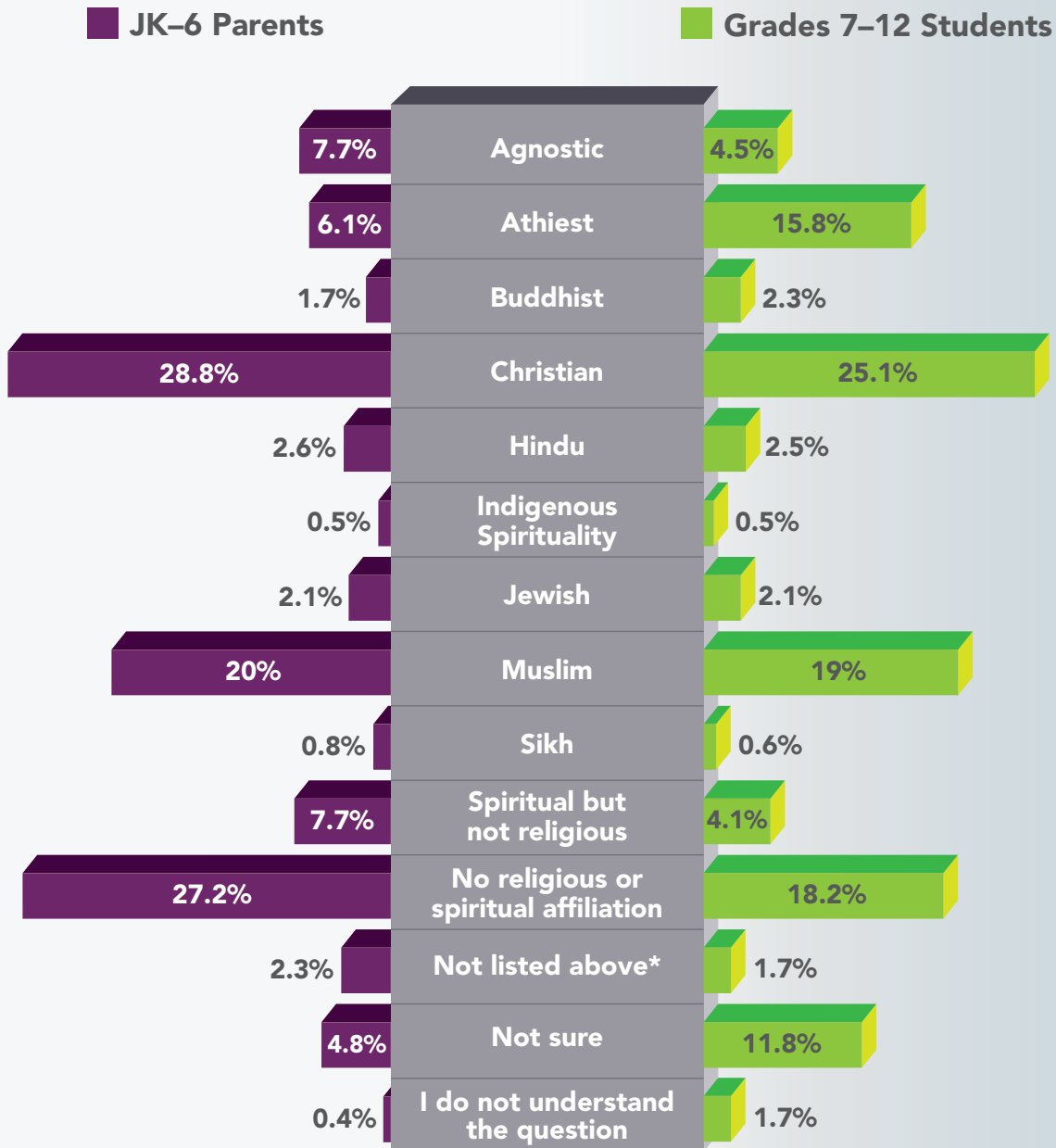
Race

While the majority of respondents identified as White, there was student representation from all response options provided to the question about race. Black, East Asian, Middle Eastern, and South Asian were amongst those most frequently reported.



Religion, Creed and/or Spiritual Affiliation

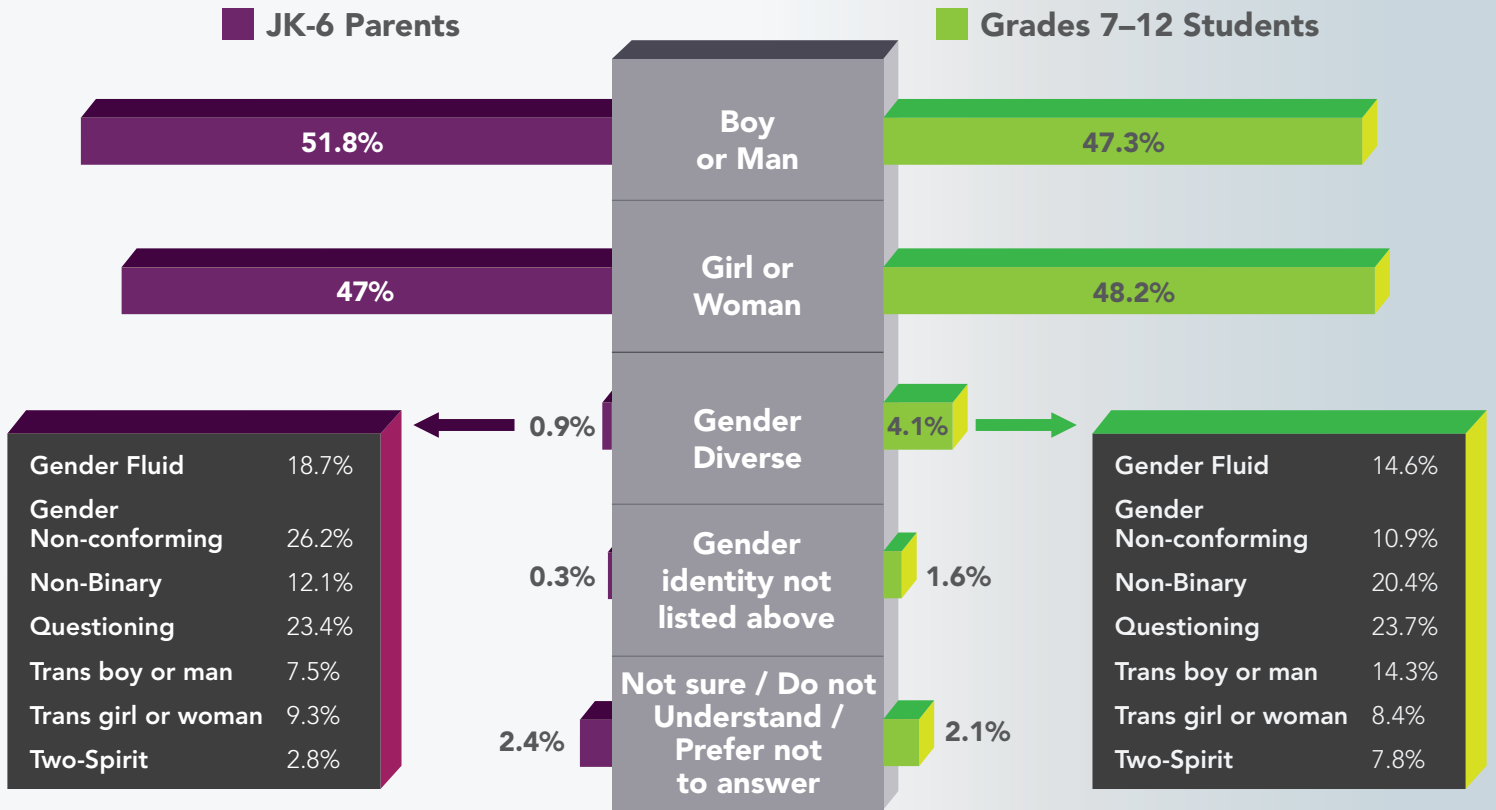
The OCDSB student population is reflective of a multi-faith community; Christian and Muslim faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.



*Includes: Bahai 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

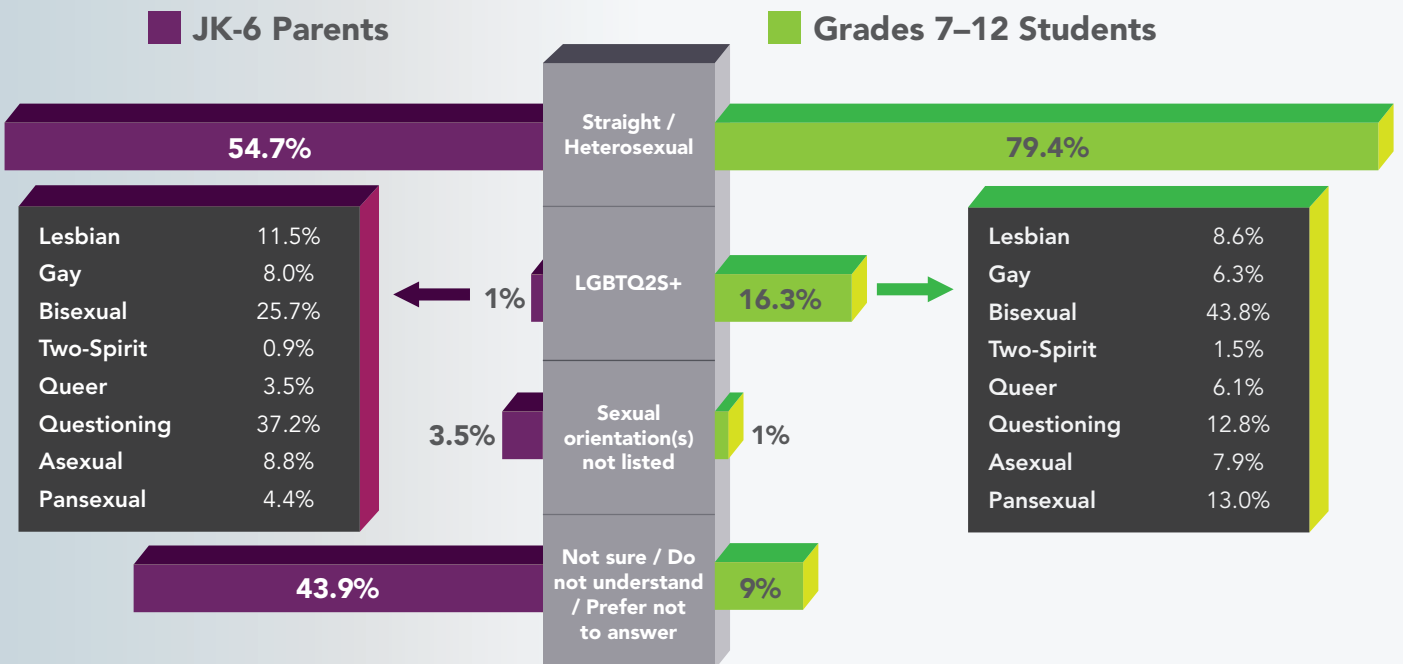
Gender Identity

Just over 1% of students in JK to grade 6, and more than 5% of students in grades 7 to 12, reported diverse gender identities.



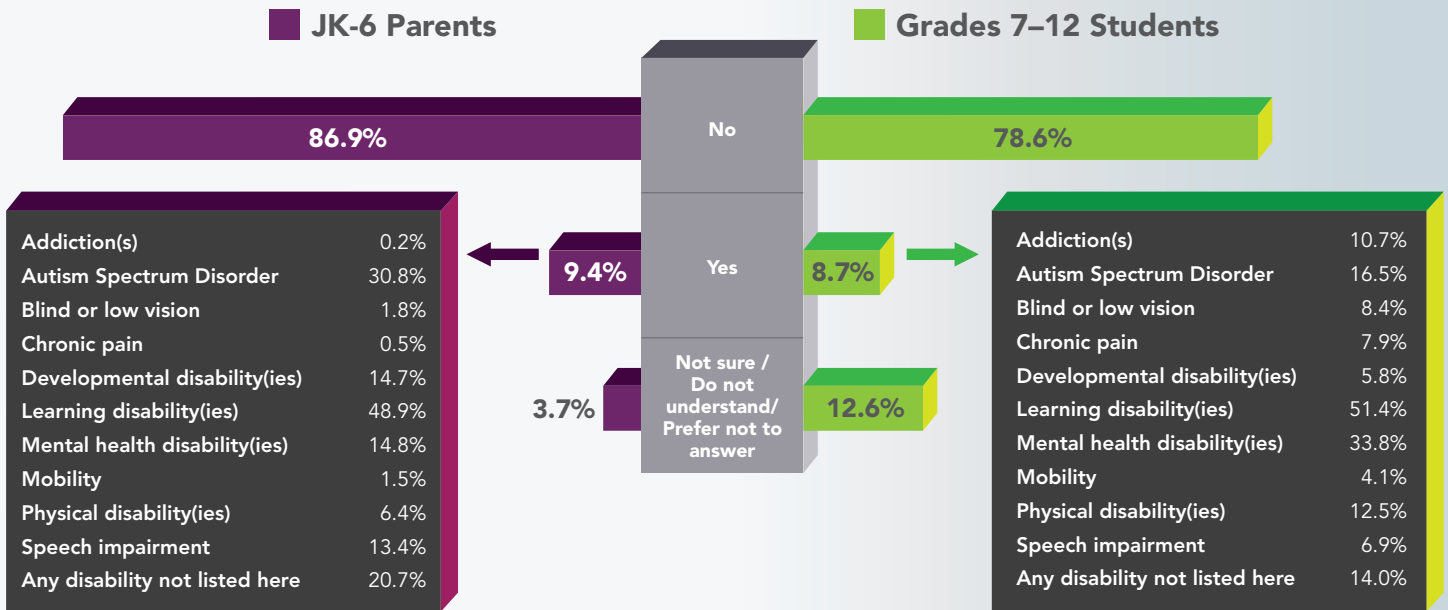
Sexual Orientation

Approximately 40% of parents/guardians of children in JK to grade 6 were uncertain or preferred not to answer the question about their child's sexual orientation; the balance of respondents reported that their child was straight/heterosexual (55%), LGBTQ2S+ (1.5%), or that it was too soon to know (3.5%). Just over 16% of survey respondents in grades 7 to 12 identified as LGBTQ2S+.



Disability

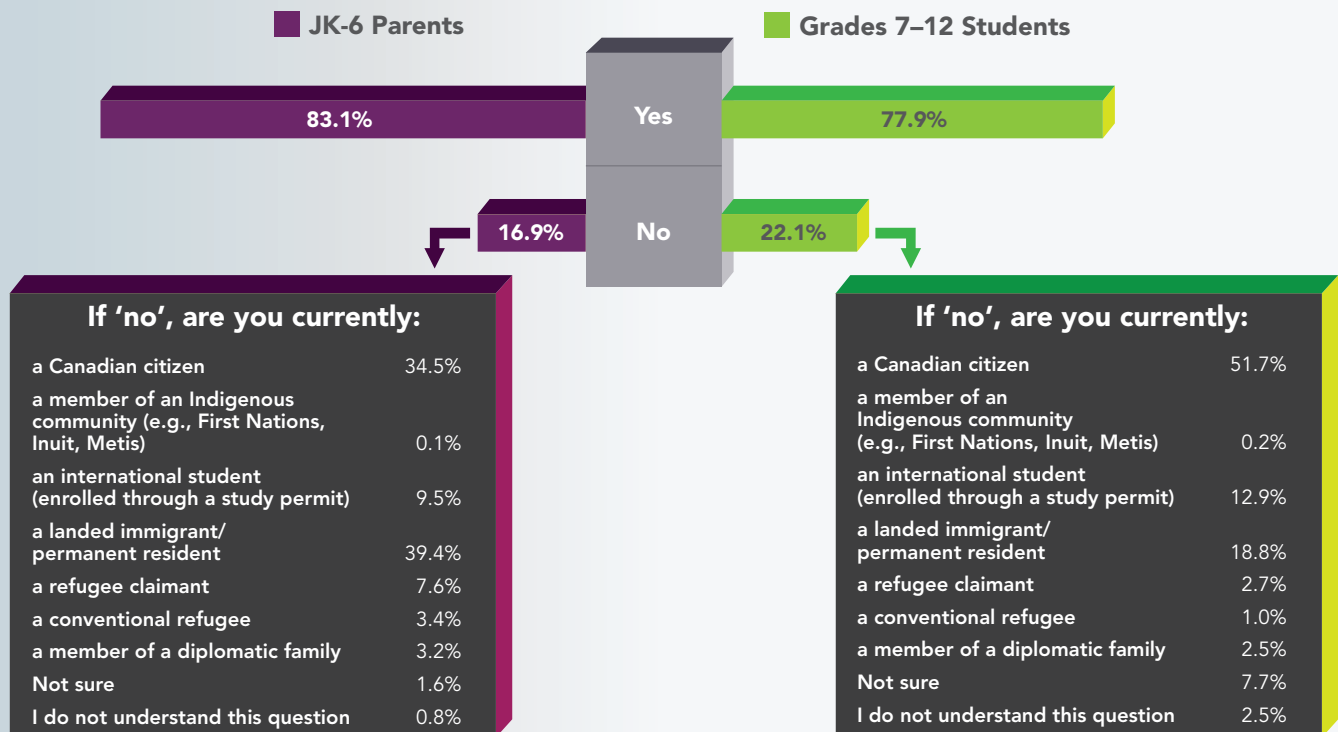
Approximately 9% of survey respondents (parents/guardians of students in JK to grade 6, and students in grades 7 to 12) reported having a disability at the time of the survey. Learning disability was the most commonly reported disability for both groups of respondents. Close to one-third of students in JK to grade 6 were reported as having Autism, while a similar percentage of students in grades 7 to 12 reported having a mental health disability.



Status in Canada

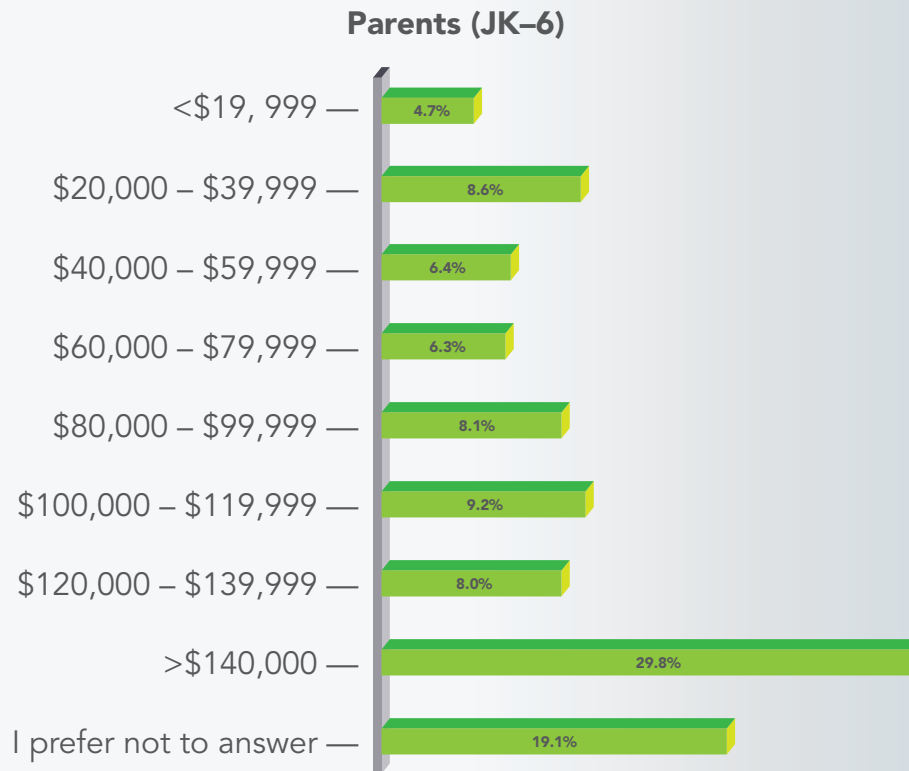
Over three-quarters of survey respondents were born in Canada. Of those not born in Canada, most reported being a Canadian Citizen or landed immigrant/ permanent resident at the time of the survey. Ten percent of JK to grade 6 students, and 13% of students in grades 7 to 12, were enrolled through a study permit as an international student.

Status in Canada



Income

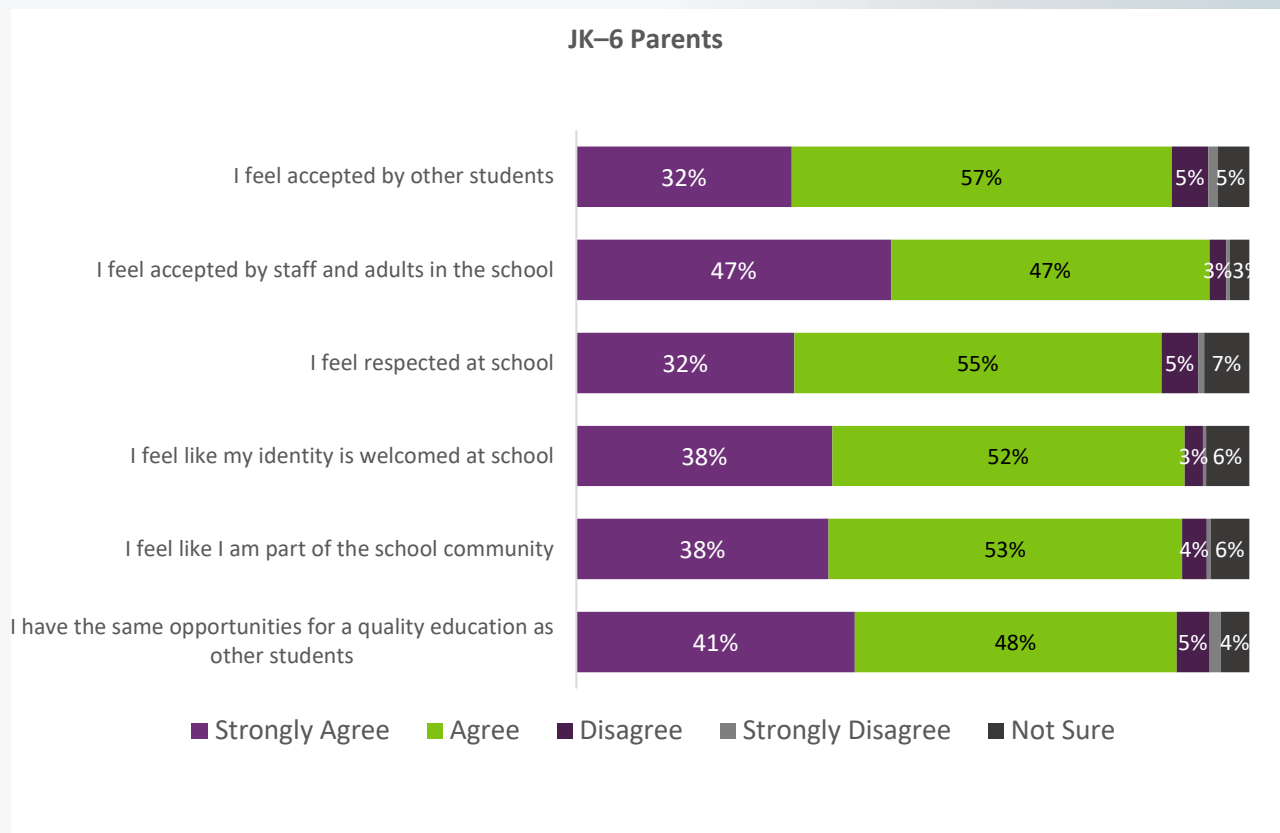
Nearly 50% of parents/guardians of JK to grade 6 students reported an annual household income that was more than \$100,000; another 19% preferred not to disclose.



Perceptual Data

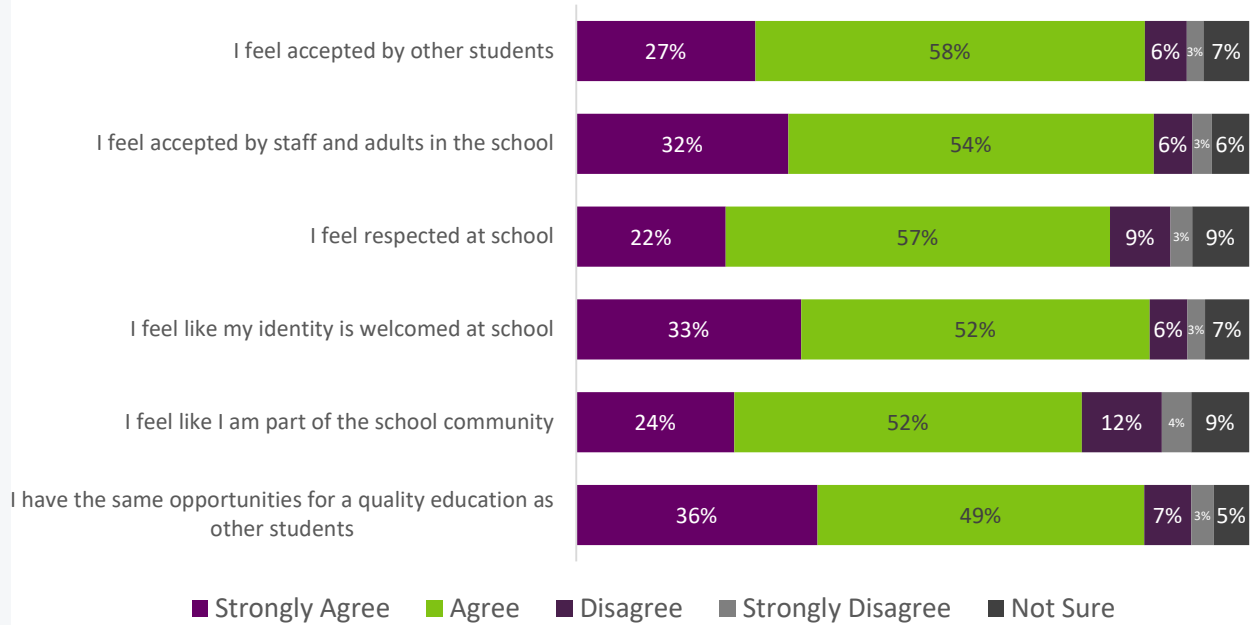
Experience in School

Although most survey respondents reported positive school experiences, parents/guardians of children in JK to grade 6 tended to rate their child's experiences more positively compared to students in grades 7 to 12. For both groups, results suggest that an area of focus should be on respect. For younger students, acceptance was another area that warrants further attention, while older students need to be made to feel like they are part of the school community.



JK-6 Parents	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I feel accepted by other students	32%	57%	5%	1%	5%
I feel accepted by staff and adults in the school	47%	47%	3%	1%	3%
I feel respected at school	32%	55%	5%	1%	7%
I feel like my identity is welcomed at school	38%	52%	3%	1%	6%
I feel like I am part of the school community	38%	53%	4%	1%	6%
I have the same opportunities for a quality education as other students	41%	48%	5%	2%	4%

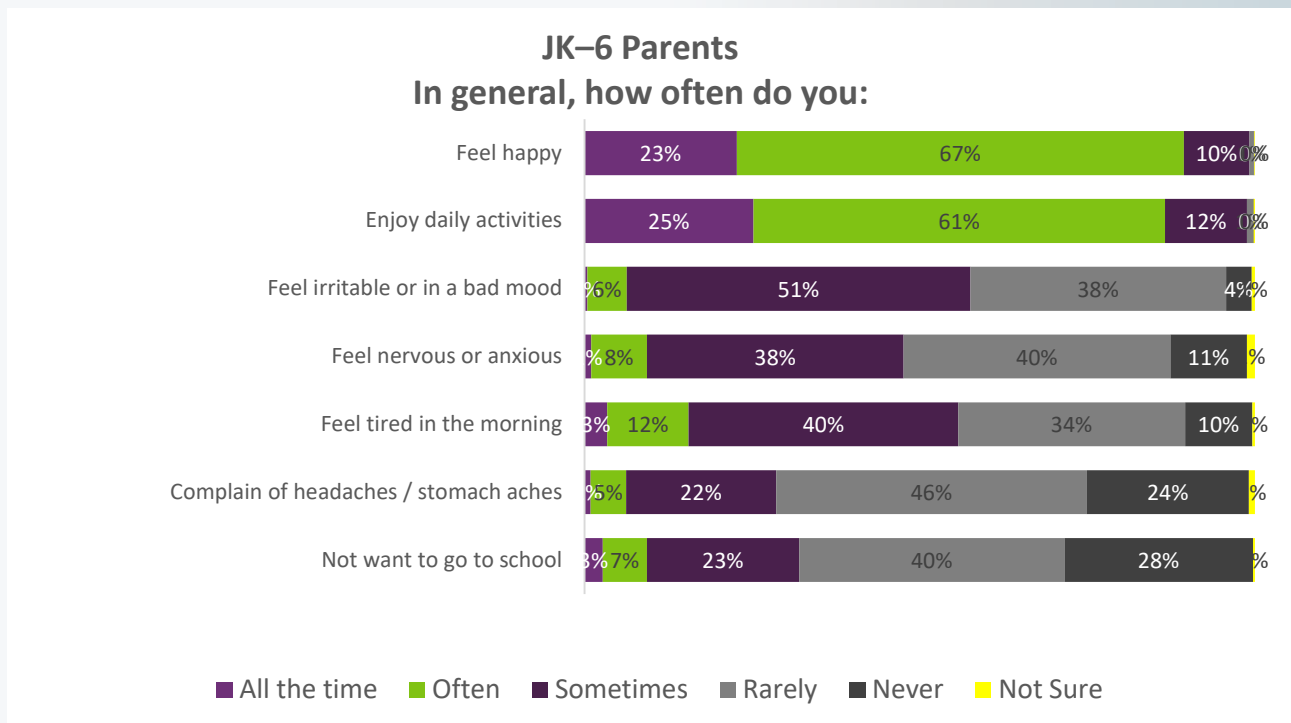
Grades 7–12 Students



Grades 7–12 Students	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I feel accepted by other students	27%	58%	6%	3%	7%
I feel accepted by staff and adults in the school	32%	54%	6%	3%	6%
I feel respected at school	22%	57%	9%	3%	9%
I feel like my identity is welcomed at school	33%	52%	6%	3%	7%
I feel like I am part of the school community	24%	52%	12%	4%	9%
I have the same opportunities for a quality education as other students	36%	49%	7%	3%	5%

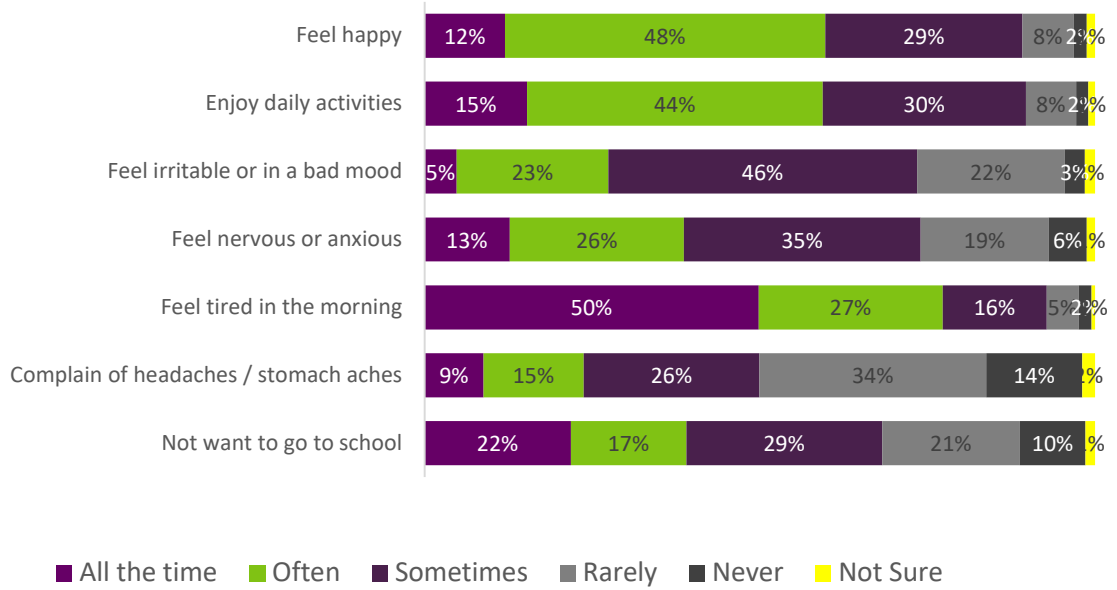
Well-Being

The majority of survey respondents reported positive moods and attitudes towards school than negative ones. More than 75% of students in grades 7 to 12, however, reported being tired in the morning.



JK–6 Parents	Feel happy	Enjoy daily activities	Feel irritable or in a bad mood	Feel nervous or anxious	Feel tired in the morning	Complain of headaches / stomach aches	Not want to go to school
All the time	23%	25%	0%	1%	3%	1%	3%
Often	67%	61%	6%	8%	12%	5%	7%
Sometimes	10%	12%	51%	38%	40%	22%	23%
Rarely	1%	1%	38%	40%	34%	46%	40%
Never	0%	0%	4%	11%	10%	24%	28%
Not Sure	0%	0%	1%	1%	0%	1%	0%

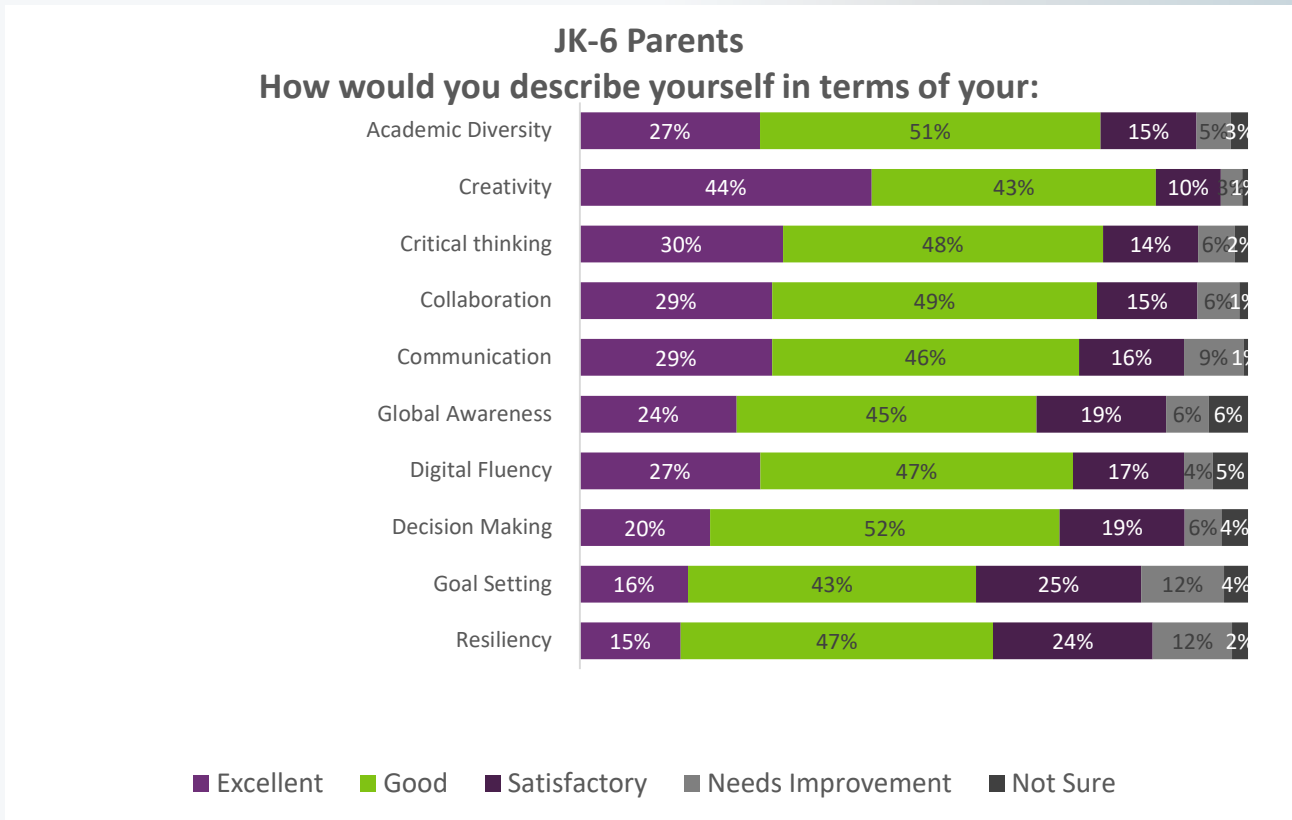
Grades 7–12 Students
In general, how often do you:



Grades 7–12 Students	Feel happy	Enjoy daily activities	Feel irritable or in a bad mood	Feel nervous or anxious	Feel tired in the morning	Complain of headaches / stomach aches	Not want to go to school
All the time	12%	15%	5%	13%	50%	9%	22%
Often	48%	44%	23%	26%	27%	15%	17%
Sometimes	29%	30%	46%	35%	16%	26%	29%
Rarely	8%	8%	22%	19%	5%	34%	21%
Never	2%	2%	3%	6%	2%	14%	10%
Not Sure	1%	1%	2%	1%	1%	2%	1%

Exit Outcomes

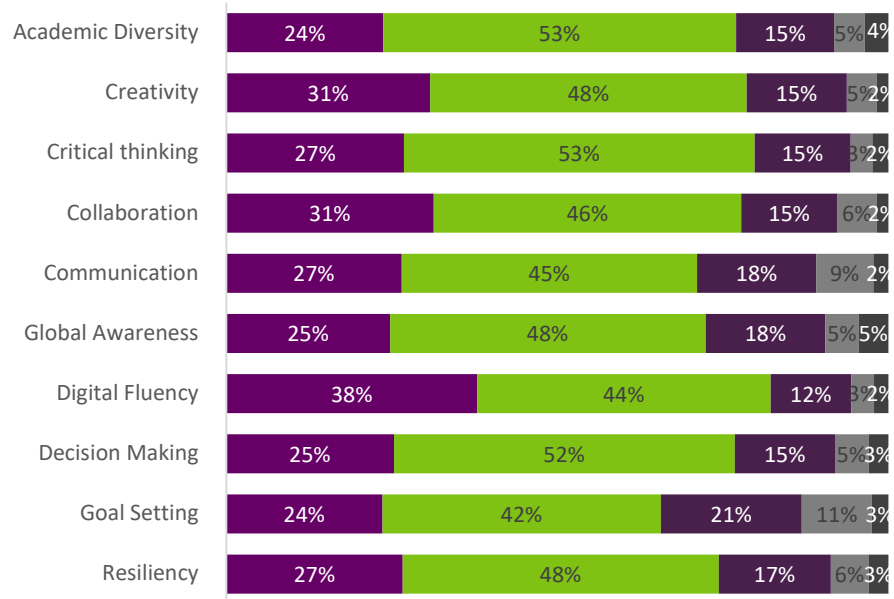
The majority of survey respondents described themselves as having “excellent” or “good” attainment of the characteristics and skills identified in the OCDSB Exit Outcomes. For the younger cohort of students, Creativity was a particular area of strength, and for the older cohort of students it was Digital Fluency. Areas that require further support include Goal Setting (both cohorts), Resiliency (younger cohort), and Communication and Global Awareness (older cohort).



JK-6 Parents	Academic Diversity	Creativity	Critical thinking	Collaboration	Communication	Global Awareness	Digital Fluency	Decision Making	Goal Setting	Resiliency
Excellent	27%	44%	30%	29%	29%	24%	27%	20%	16%	15%
Good	51%	43%	48%	49%	46%	45%	47%	52%	43%	47%
Satisfactory	15%	10%	14%	15%	16%	19%	17%	19%	25%	24%
Needs Improvement	5%	3%	6%	6%	9%	6%	4%	6%	12%	12%
Not Sure	3%	1%	2%	1%	1%	6%	5%	4%	4%	2%

Grades 7–12 Students

How would you describe yourself in terms of your:

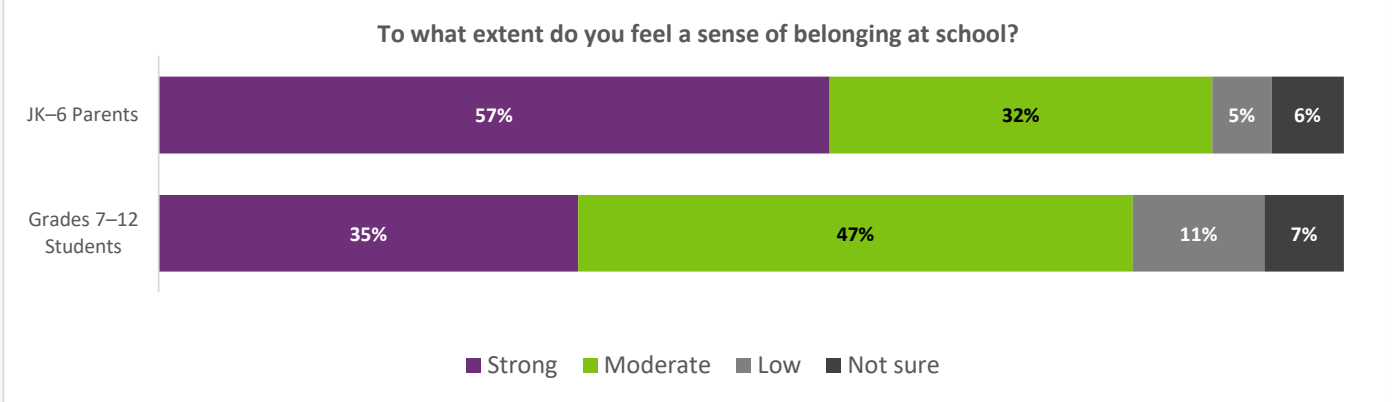


■ Excellent
 ■ Good
 ■ Satisfactory
 ■ Needs Improvement
 ■ Not Sure

Grades 7–12 Students	Academic Diversity	Creativity	Critical thinking	Collaboration	Communication	Global Awareness	Digital Fluency	Decision Making	Goal Setting	Resiliency
Excellent	24%	31%	27%	31%	27%	25%	38%	25%	24%	27%
Good	53%	48%	53%	46%	45%	48%	44%	52%	42%	48%
Satisfactory	15%	15%	15%	15%	18%	18%	12%	15%	21%	17%
Needs Improvement	5%	5%	3%	6%	9%	5%	3%	5%	11%	6%
Not Sure	4%	2%	2%	2%	2%	5%	2%	3%	3%	3%

Sense of Belonging

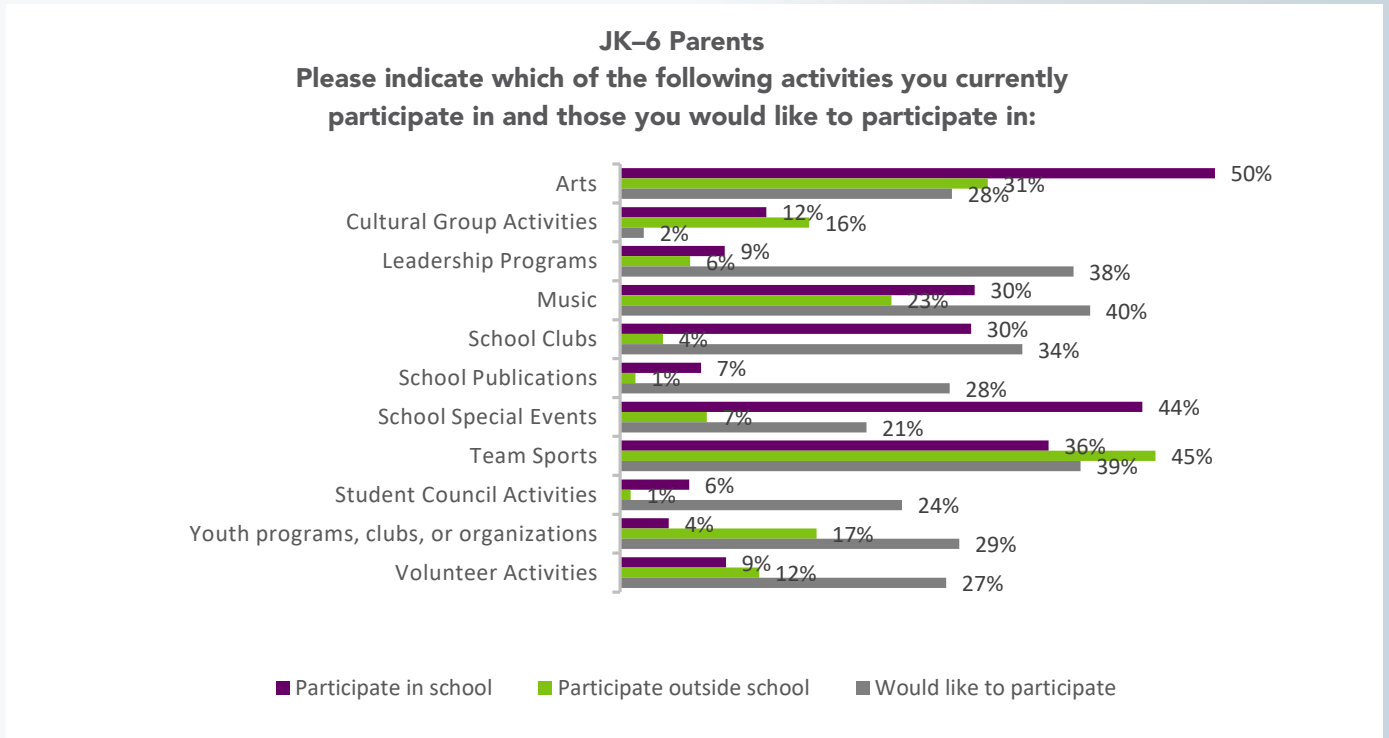
A sense of belonging at school was stronger for the younger cohort of students compared to those in the older cohort. Five percent of students in JK to grade 6, and 11% of students in grades 7 to 12, reported a low sense of belonging.



To what extent do you feel a sense of belonging at school?	JK-6 Parents	Grades 7-12 Students
Strong	57%	35%
Moderate	32%	47%
Low	5%	11%
Not sure	6%	7%

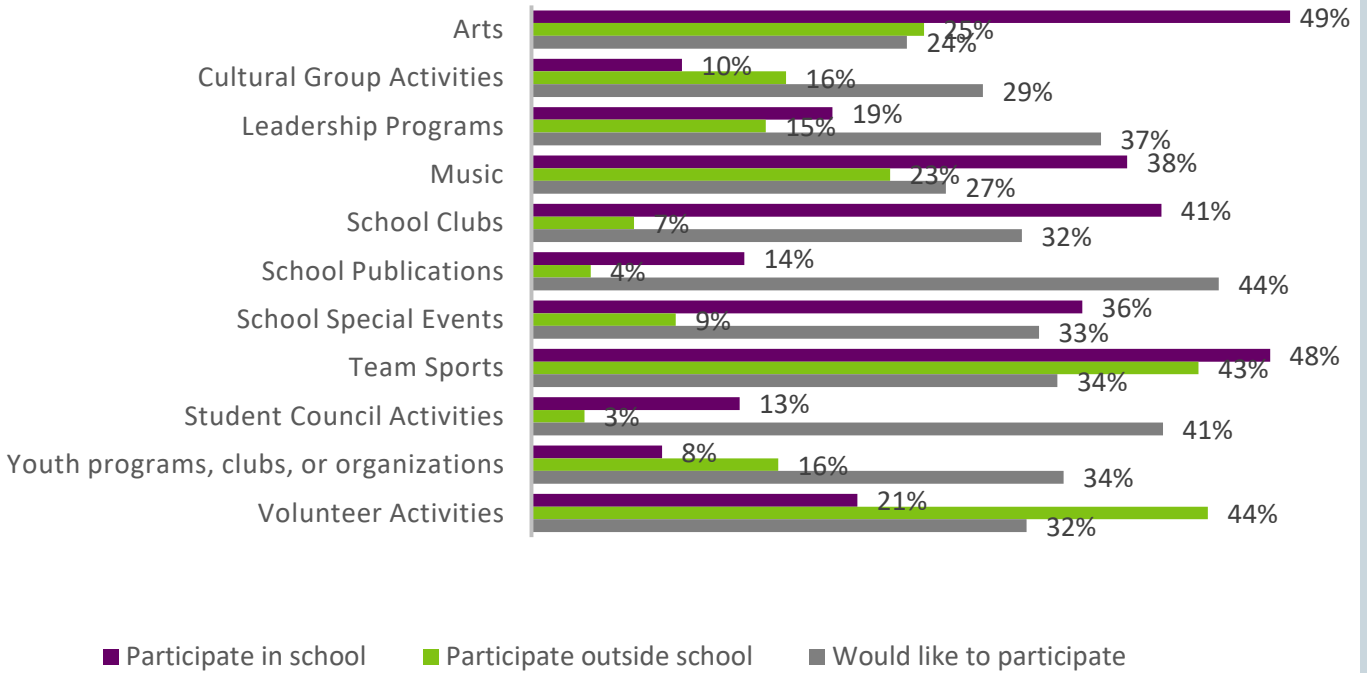
Extra-Curricular Activities

Between 30% and 50% of survey respondents reported participating in Arts, Music, School Clubs, School Special Events, and Team Sports in school. These activities, with the exception of School Clubs and School Special Events, also tended to be the most common out-of-school activities. More than 25% of survey respondents reported an interest in participating in extracurricular activities, but an inability to do so. Time, cost, distance/location, and transportation were amongst the most frequently cited barriers.



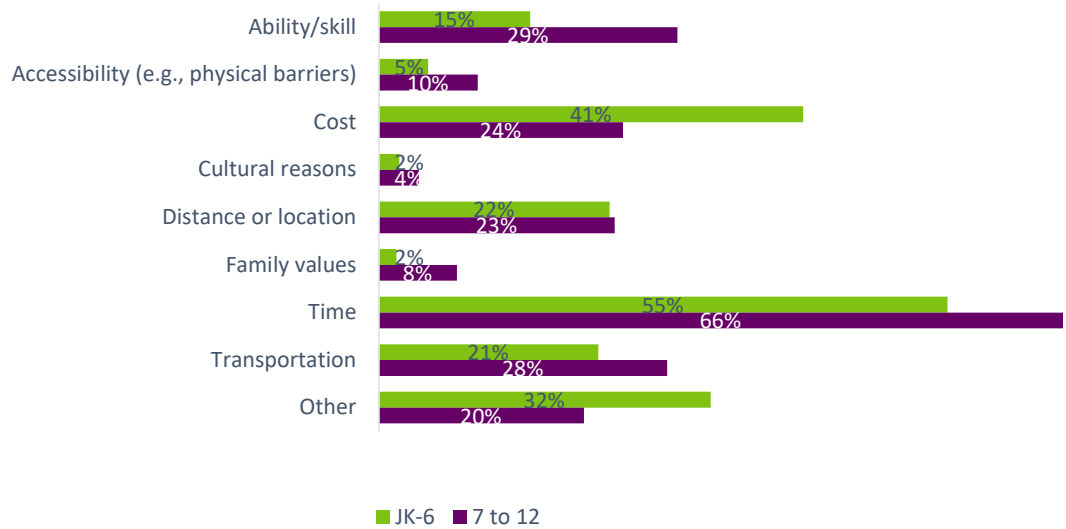
JK-6 Parents	Participate in school	Participate outside school	Would like to participate
Arts	50%	31%	28%
Cultural Group Activities	12%	16%	2%
Leadership Programs	9%	6%	38%
Music	30%	23%	40%
School Clubs	30%	4%	34%
School Publications	7%	1%	28%
School Special Events	44%	7%	21%
Team Sports	36%	45%	39%
Student Council Activities	6%	1%	24%
Youth programs, clubs, or organizations	4%	17%	29%
Volunteer Activities	9%	12%	27%

Grades 7–12 Students
Please indicate which of the following activities you currently
participate in and those you would like to participate in:



Grades 7–12 Students	Participate in school	Participate outside school	Would like to participate
Arts	49%	25%	24%
Cultural Group Activities	10%	16%	29%
Leadership Programs	19%	15%	37%
Music	38%	23%	27%
School Clubs	41%	7%	32%
School Publications	14%	4%	44%
School Special Events	36%	9%	33%
Team Sports	48%	43%	34%
Student Council Activities	13%	3%	41%
Youth programs, clubs, or organizations	8%	16%	34%
Volunteer Activities	21%	44%	32%

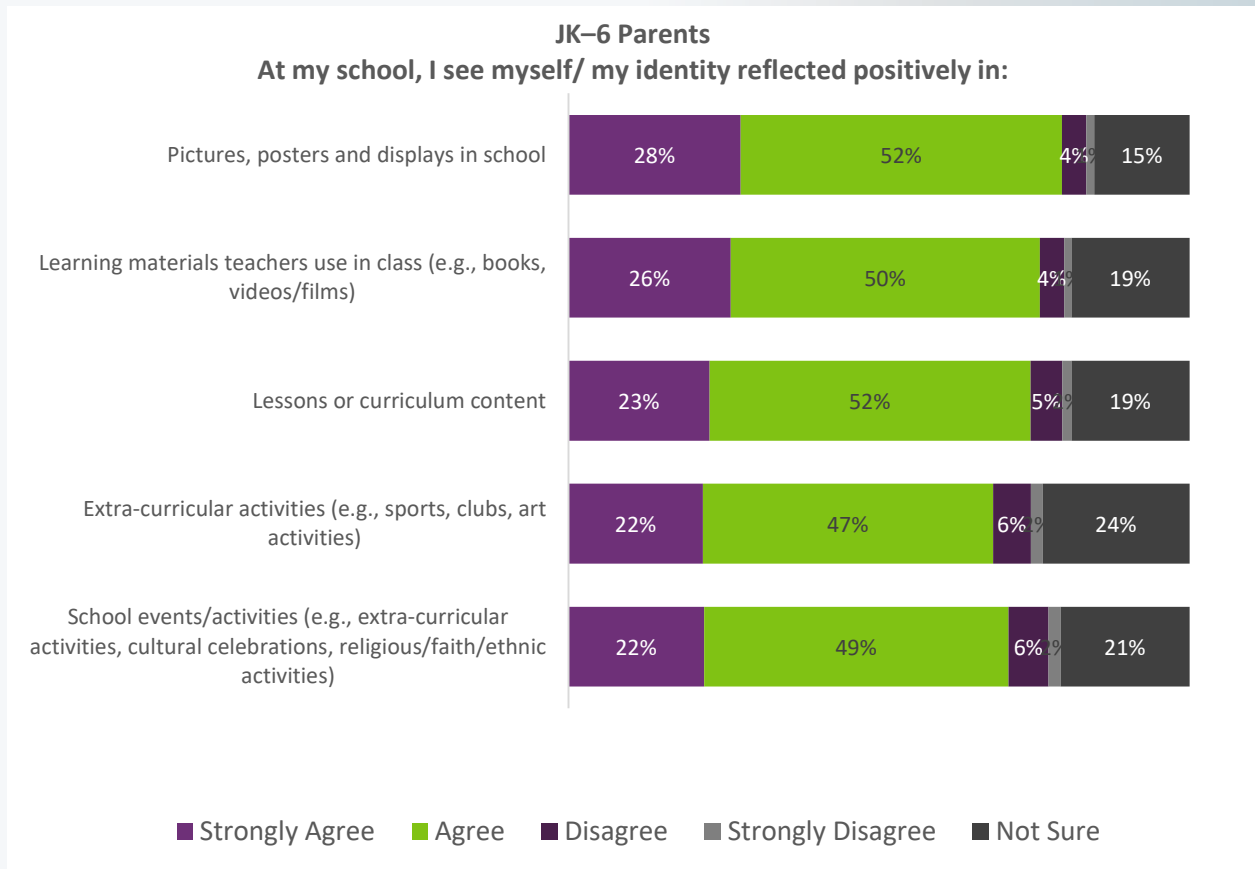
What prevents you from participating in extracurricular activities?



	JK-6 Parents	Grades 7-12 Students
Ability/skill	15%	29%
Accessibility (e.g., physical barriers)	5%	10%
Cost	41%	24%
Cultural reasons	2%	4%
Distance or location	22%	23%
Family values	2%	8%
Time	55%	66%
Transportation	21%	28%
Other	32%	20%

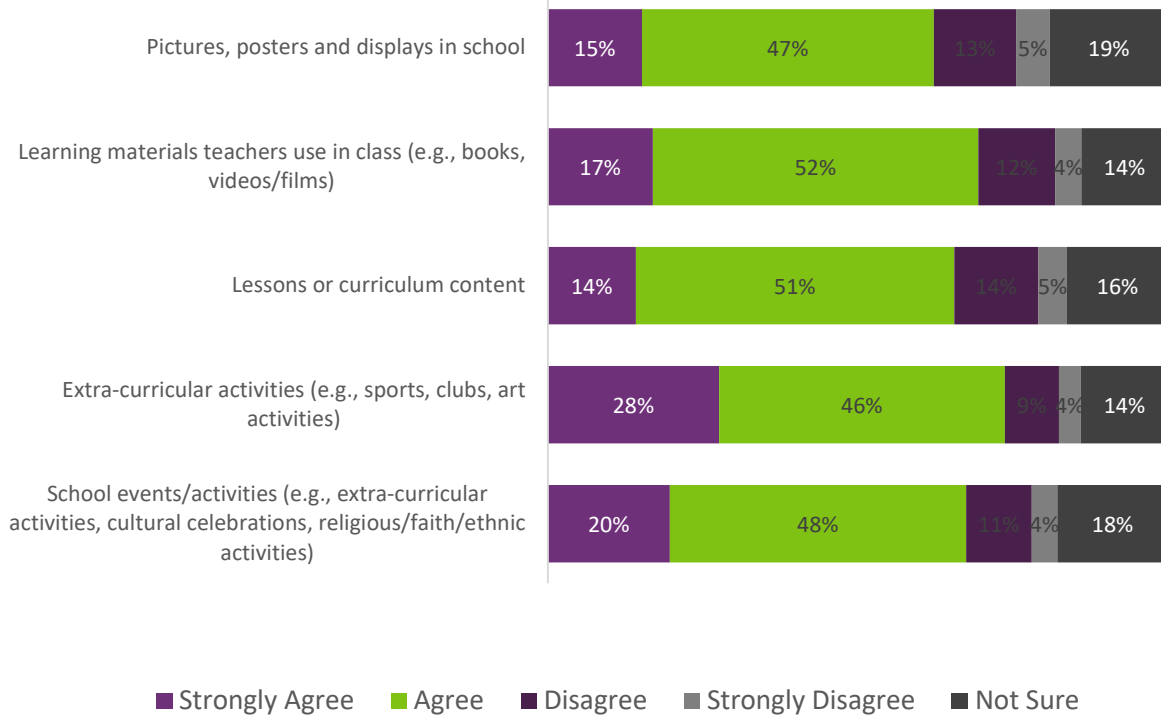
Reflection of Identity

Most survey respondents saw their identity reflected positively within the school. For students in JK to grade 6, this was particularly true with respect to pictures, posters, and displays, whereas extracurricular activities was the area in which students in grades 7 to 12 felt it the most.



JK–6 Parents	Pictures, posters and displays in school	Learning materials teachers use in class (e.g., books, videos/films)	Lessons or curriculum content	Extra-curricular activities (e.g., sports, clubs, art activities)	School events/activities (e.g., extra-curricular activities, cultural celebrations, religious/faith/ethnic activities)
Strongly Agree	28%	26%	23%	22%	22%
Agree	52%	50%	52%	47%	49%
Disagree	4%	4%	5%	6%	6%
Strongly Disagree	1%	1%	2%	2%	2%
Not Sure	15%	19%	19%	24%	21%

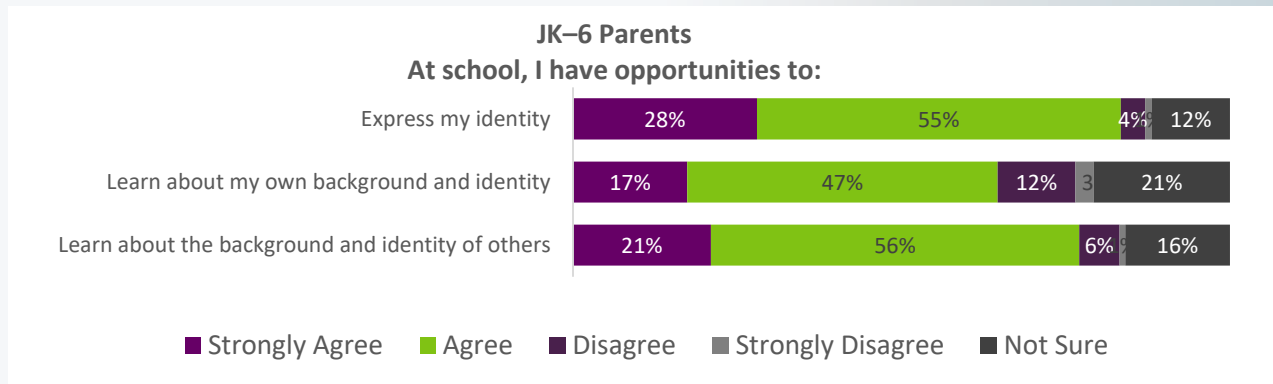
Grades 7–12 Students
At my school, I see myself/ my identity reflected positively in:



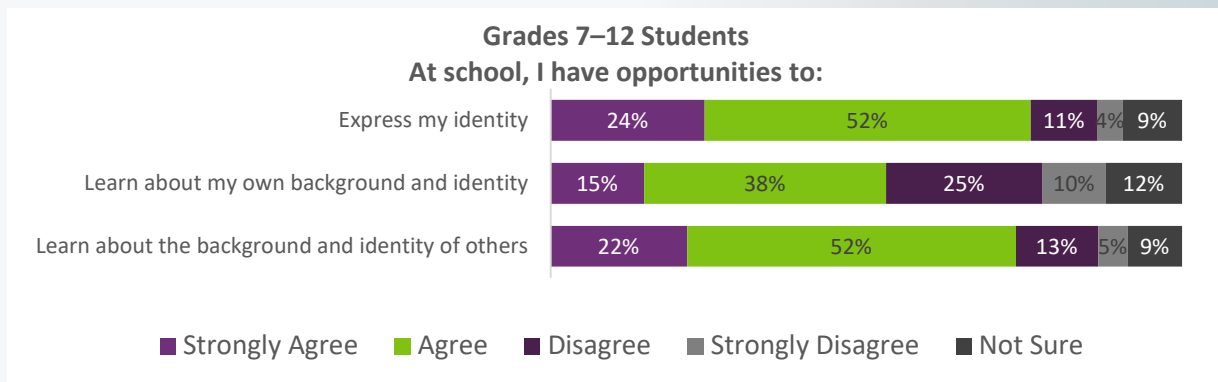
Grades 7–12 Students	Pictures, posters and displays in school	Learning materials teachers use in class (e.g., books, videos/films)	Lessons or curriculum content	Extra-curricular activities (e.g., sports, clubs, art activities)	School events/activities (e.g., extra-curricular activities, cultural celebrations, religious/faith/ethnic activities)
Strongly Agree	15%	17%	14%	28%	20%
Agree	47%	52%	51%	46%	48%
Disagree	13%	12%	14%	9%	11%
Strongly Disagree	5%	4%	5%	4%	4%
Not Sure	19%	14%	16%	14%	18%

Expression of Identity

Survey respondents were more likely to report having opportunities to express their identity and learn about the identity of others, than they were to have opportunities to learn about their own identity.



JK–6 Parents	Express my identity	Learn about my own background and identity	Learn about the background and identity of others
Strongly Agree	28%	17%	21%
Agree	55%	47%	56%
Disagree	4%	12%	6%
Strongly Disagree	1%	3%	1%
Not Sure	12%	21%	16%



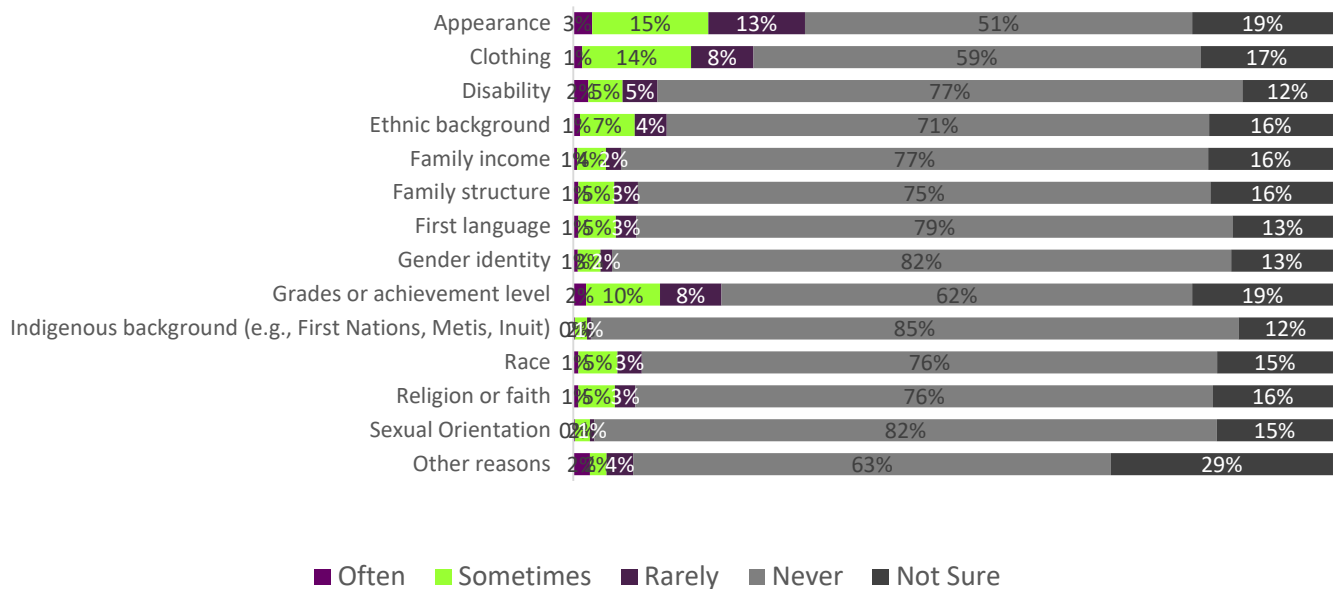
Grades 7–12 Students	Express my identity	Learn about my own background and identity	Learn about the background and identity of others
Strongly Agree	24%	15%	22%
Agree	52%	38%	52%
Disagree	11%	25%	13%
Strongly Disagree	4%	10%	5%
Not Sure	9%	12%	9%

Experiences of Stereotyping, Prejudice, Discrimination

Students who have experienced stereotyping and/or acts of prejudice or discrimination within the school system, are most likely to report that it is associated with their appearance, clothing, or grades/achievement.

JK-6 Parents

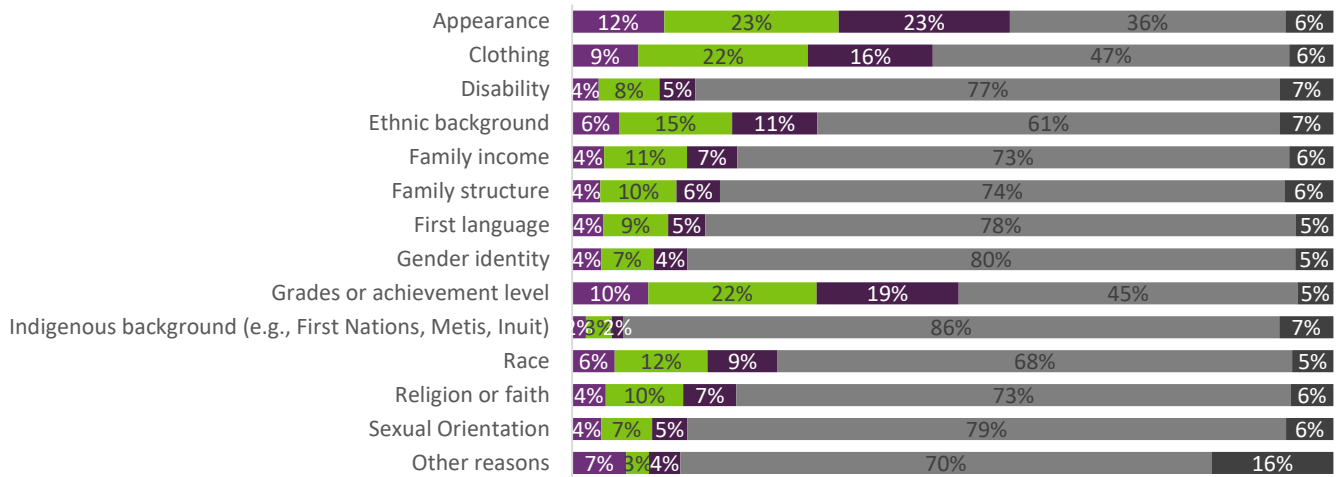
Have you experienced being stereotyped, prejudice or discrimination at school as a result of your:



JK-6 Parents	Appearance	Clothing	Disability	Ethnic background	Family income	Family structure	First language	Gender identity	Grades or achievement level	Indigenous background (e.g., First Nations, Metis, Inuit)	Race	Religion or faith	Sexual Orientation	Other reasons
Often	3%	1%	2%	1%	1%	1%	1%	1%	2%	0%	1%	1%	0%	2%
Sometimes	15%	14%	5%	7%	4%	5%	5%	3%	10%	2%	5%	5%	2%	2%
Rarely	13%	8%	5%	4%	2%	3%	3%	2%	8%	1%	3%	3%	1%	4%
Never	51%	59%	77%	71%	77%	75%	79%	82%	62%	85%	76%	76%	82%	63%
Not Sure	19%	17%	12%	16%	16%	16%	13%	13%	19%	12%	15%	16%	15%	29%

Grades 7–12 Students

Have you experienced being stereotyped, prejudice or discrimination at school as a result of your:



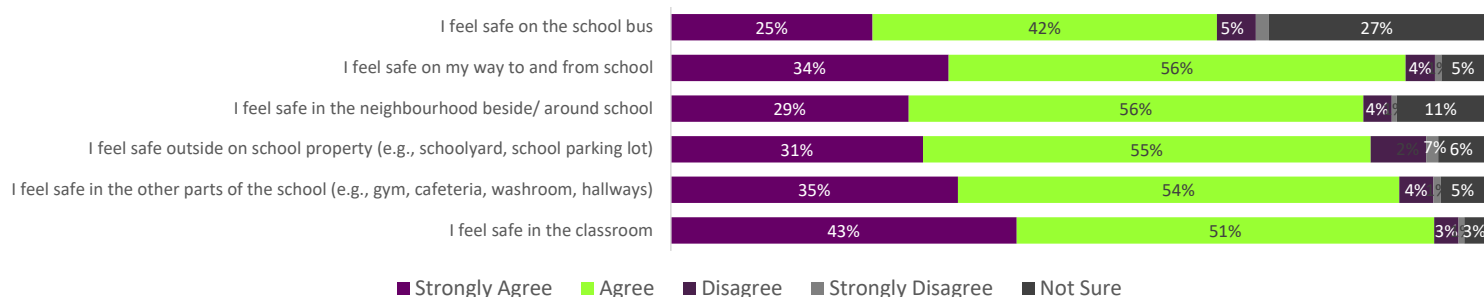
■ Often
 ■ Sometimes
 ■ Rarely
 ■ Never
 ■ Not Sure

Grades 7–12 Students	Appearance	Clothing	Disability	Ethnic background	Family income	Family structure	First language	Gender identity	Grades or achievement level	Indigenous background (e.g., First Nations, Metis, Inuit)	Race	Religion or faith	Sexual Orientation	Other reasons
Often	12%	9%	4%	6%	4%	4%	4%	4%	10%	2%	6%	4%	4%	7%
Sometimes	23%	22%	8%	15%	11%	10%	9%	7%	22%	3%	12%	10%	7%	3%
Rarely	23%	16%	5%	11%	7%	6%	5%	4%	19%	2%	9%	7%	5%	4%
Never	36%	47%	77%	61%	73%	74%	78%	80%	45%	86%	68%	73%	79%	70%
Not Sure	6%	6%	7%	7%	6%	6%	5%	5%	5%	7%	5%	6%	6%	16%

Safety

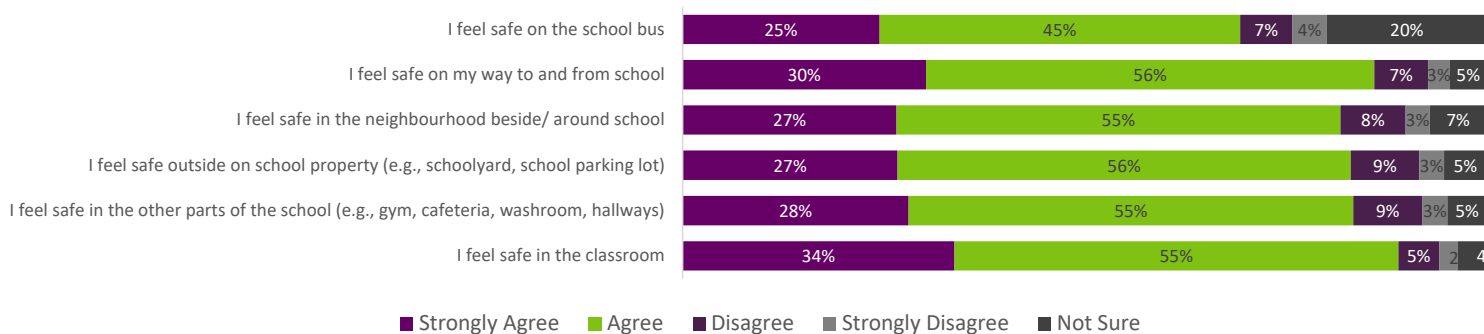
For the most part, students reported feeling safe at school, in the area around the school, and on the way to and from school. Feelings of safety on the school bus, however, is an area that warrants further investigation.

Safety (JK–6 Parents)



JK–6 Parents	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I feel safe on the school bus	25%	42%	5%	2%	27%
I feel safe on my way to and from school	34%	56%	4%	1%	5%
I feel safe in the neighbourhood beside/ around school	29%	56%	4%	1%	11%
I feel safe outside on school property (e.g., schoolyard, school parking lot)	31%	55%	7%	2%	6%
I feel safe in the other parts of the school (e.g., gym, cafeteria, washroom, hallways)	35%	54%	4%	1%	5%
I feel safe in the classroom	43%	51%	3%	1%	3%

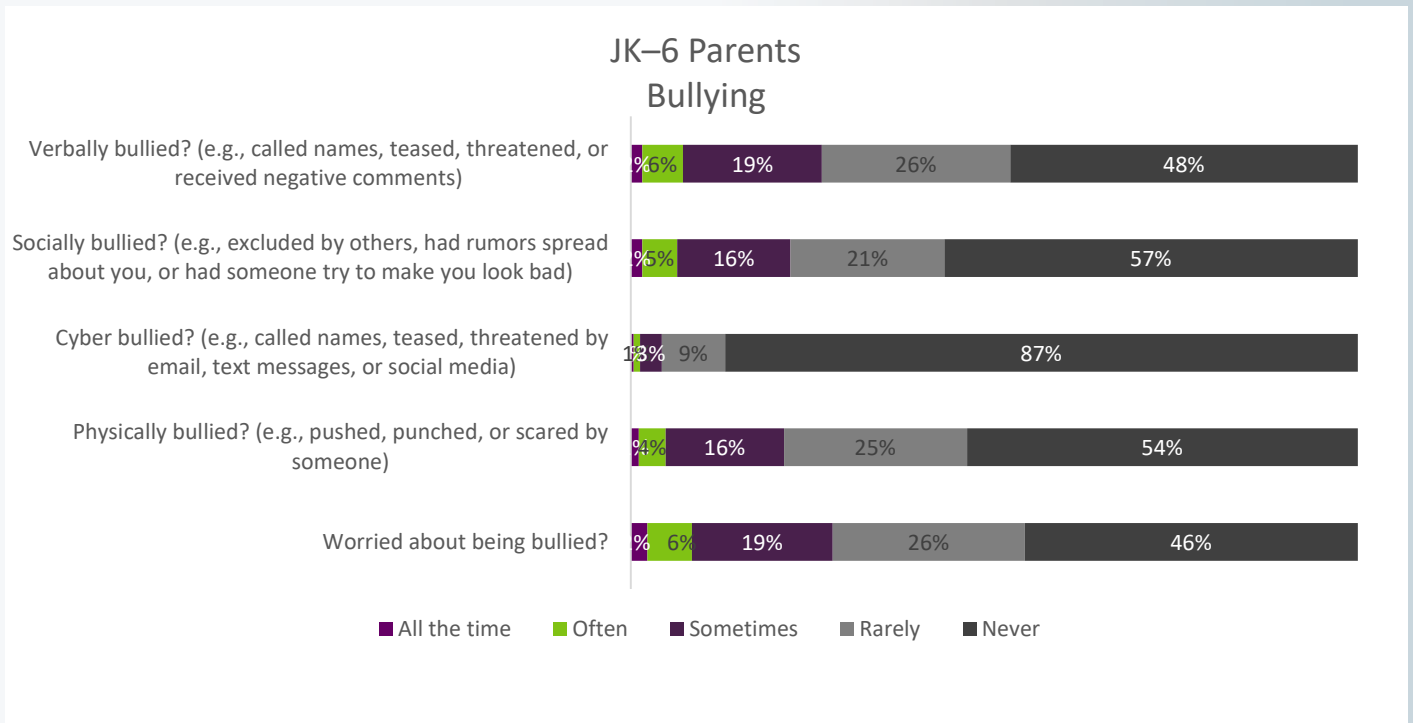
Safety (Grades 7–12 Students)



Grades 7–12 Students	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
I feel safe on the school bus	25%	45%	7%	4%	20%
I feel safe on my way to and from school	30%	56%	7%	3%	5%
I feel safe in the neighbourhood beside/ around school	27%	55%	8%	3%	7%
I feel safe outside on school property (e.g., schoolyard, school parking lot)	27%	56%	9%	3%	5%
I feel safe in the other parts of the school (e.g., gym, cafeteria, washroom, hallways)	28%	55%	9%	3%	5%
I feel safe in the classroom	34%	55%	5%	2%	4%

Bullying

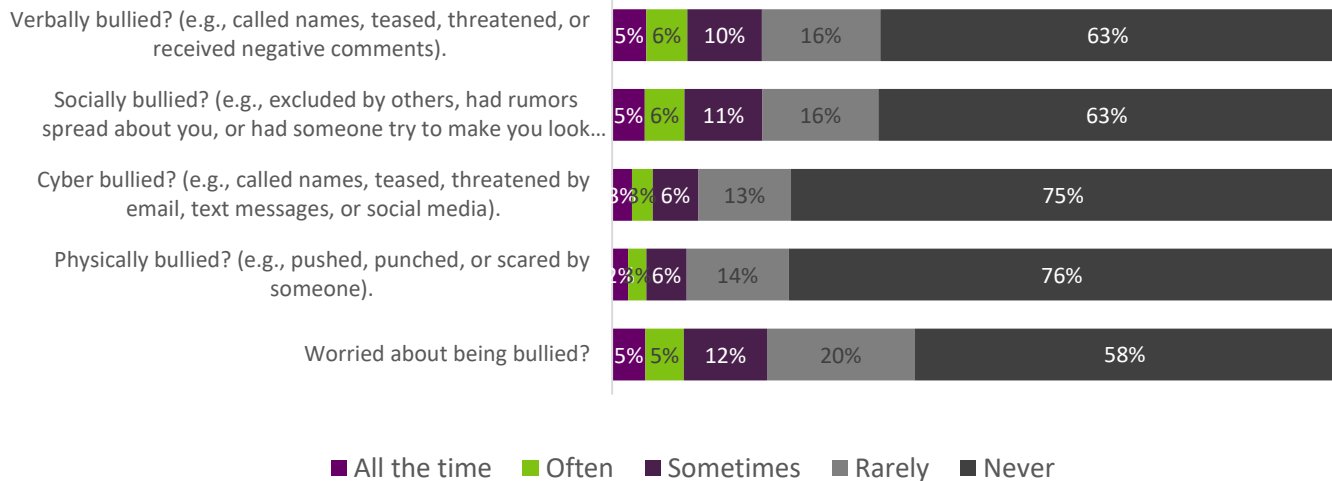
The majority of respondents do not worry about being bullied and have not been subjected to bullying. Of those students who had been the victim of bullying in the four weeks leading up to the survey, verbal bullying was the most common form for students in JK to grade 6, whereas verbal and social bullying were most common amongst students in grades 7 to 12.



JK–6 Parents	All the time	Often	Sometimes	Rarely	Never
Verbally bullied? (e.g., called names, teased, threatened, or received negative comments)	2%	6%	19%	26%	48%
Socially bullied? (e.g., excluded by others, had rumors spread about you, or had someone try to make you look bad)	2%	5%	16%	21%	57%
Cyber bullied? (e.g., called names, teased, threatened by email, text messages, or social media)	0%	1%	3%	9%	87%
Physically bullied? (e.g., pushed, punched, or scared by someone)	1%	4%	16%	25%	54%
Worried about being bullied?	2%	6%	19%	26%	46%

Grades 7-12 Students

Bullying



Grades 7–12 Students	All the time	Often	Sometimes	Rarely	Never
Verbally bullied? (e.g., called names, teased, threatened, or received negative comments).	5%	6%	10%	16%	63%
Socially bullied? (e.g., excluded by others, had rumors spread about you, or had someone try to make you look bad).	5%	6%	11%	16%	63%
Cyber bullied? (e.g., called names, teased, threatened by email, text messages, or social media).	3%	3%	6%	13%	75%
Physically bullied? (e.g., pushed, punched, or scared by someone).	2%	3%	6%	14%	76%
Worried about being bullied?	5%	5%	12%	20%	58%