



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



2024-2025

STUDENT LEARNING UPDATE:

Student Engagement and Well-Being



This summary focuses on students' participation in class time and student well-being, aligning with the second priority in the Ministry's Student Achievement Plan (SAP). Results that follow highlight key observations from attendance, suspension, and survey data, disaggregated by identity-based data.

Reporting of disaggregated data is done using two datasets. One is district-level reporting based on information available for the full population of students in the student information system. The other is for the subset of students who participated (or their parents/caregivers participated) in the 2024 Valuing Voices Student Survey. Demographic characteristics for which we have population data (based on our student information system) include: multilingual learners, students with special education needs, students who identify as Indigenous, and students residing in low-income neighbourhoods.



For Valuing Voices survey participants, reporting groups are based on self-reported information from one of five questions related to Indigenous identity, race, gender identity, disability, and religion. At the time of Valuing Voices data collection, parents of students in K-6 completed the survey on behalf of their child (response rate of 56%), while students in Grades 7-12 completed their own survey (response rate of 66%). Considerations of the data, such as representativeness of the survey participants compared to the full population, as well as external influential factors, should be acknowledged when interpreting disproportionality.

Detailed tables with disproportionality indices can be found [here](#).

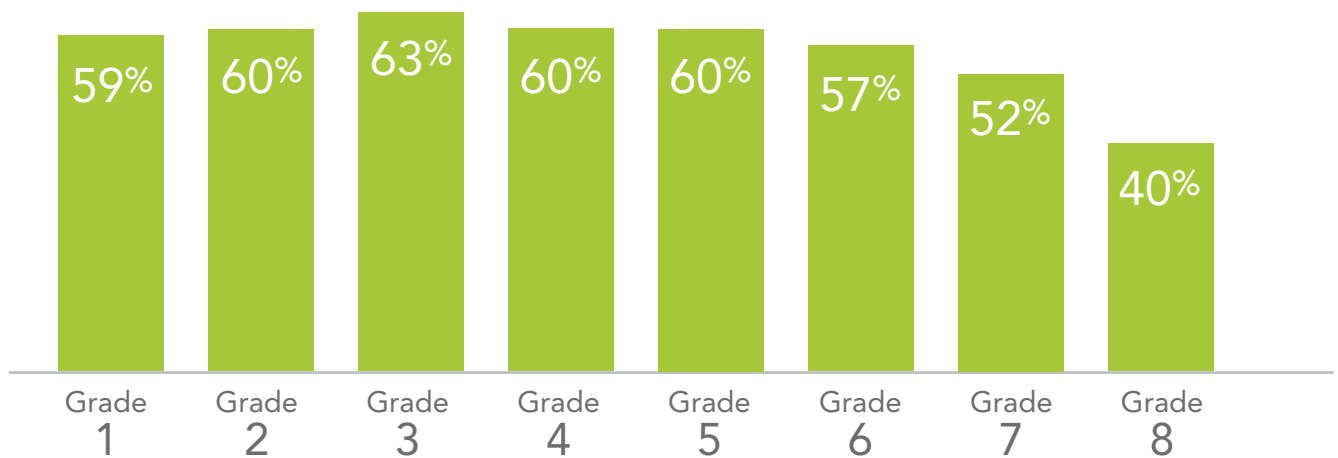
Attendance

Student attendance is crucial for academic success, social and emotional development, and overall well-being. To monitor student attendance, the Ministry-defined metric is based on the proportion of students in Grades 1 to 8 who are present for at least 90% of the instructional days in a given year. Based on the most recent provincial data on attendance (2022-2023), the OCDSB attendance rate was higher than the province (59% compared to 55% of elementary students meeting the 90% threshold).

Elementary student attendance has improved compared to last year, with OCDSB rates higher than the provincial average.

+4% OCDSB higher attendance rate than the province

Attendance Rates: Students (Grades 1 to 8) present for at least 90% of the instructional days



Across the Grades, attendance gradually increases from Grade 1 to 3, then declines with the lowest rates in Grade 8.

Based on OCDSB internal data we see a notable increase in attendance from 2022-2023 to 2023-2024. Although there are external factors which can influence attendance (e.g., class closures), this increase persists even when accounting for excused absences.



Since 2022-2023, the OCDSB has seen a

15% Increase

in the percentage of students (Grades 1 to 8) present for at least 90% of the instructional days

Results by Identity

Differences were observed in attendance rates based on student identity data. Students who identify as Indigenous had the lowest attendance rates; Multilingual learners, students with special education needs (excluding gifted), students residing in low-income neighbourhoods, and students who identify as transgender, non-binary or gender diverse also fell below the district average. Compared to the previous year, progress was made in reducing disproportionalities for most groups. Attendance rates were slightly higher for female students compared to male students.

Based on the Valuing Voices survey responses, identity-based data suggests that students who identify as Indigenous had attendance below the district average; however, attendance for Indigenous students has improved from the previous school year and the gap has decreased. This finding is driven by the increase in attendance for students who identify as First Nations; students who identify as Métis or Inuit reported lower attendance and had the largest disproportionalities. Students who identify as Middle Eastern, Latino/Latina/Latinx and/or South Asian also had lower attendance rates. Additionally, students with chronic pain, mental, physical or undisclosed disabilities had lower attendance rates compared to their peers.

Suspensions

Examination of student suspension data informs the implementation of actions/initiatives which are designed to enhance safety and support the cultural, emotional, and physical well-being of students. Results from 2023-2024 show:

- 3.2% of Grade 4-12 OCDSB students were suspended during the 2023-2024 school year (1,725 out of 53,114 students), a rate that is slightly higher than last year but lower than before the pandemic;
- Suspension rates for OCDSB students continue to be slightly below the provincial average;
- Consistent with trends province-wide, suspension rates continue to be higher in the secondary panel than they are in elementary;
- The number of discretionary¹ suspensions is almost identical to the previous year (n = 1,782 in 2023-2024, compared to n = 1,777 in 2022-2023), but the number of mandatory suspensions has seen a large increase (n = 591 in 2023-2024, compared to n = 337 in 2022-2023).
- 59% of suspensions issued were one-day suspensions; the majority of suspensions lasting for five or more days were of a mandatory nature;
- 73% of OCDSB students who were suspended were suspended one time;
- The most common reasons cited for suspensions for elementary and secondary include: *conduct injurious to the physical or mental well-being of others in the school and any act considered by the principal to be contrary to the District or school code of conduct or Board policies* (see Tables 3 and 4 at the end of this report for a full list by elementary and secondary);
- There were five expulsions in 2023-2024, compared to three issued in 2022-2023, all of which involved students being expelled from the OCDSB.

Despite an increase in mandatory suspensions, overall suspension rates for the OCDSB are below rates reported for the province.

¹ Discretionary suspensions may be issued for bullying, uttering a threat to inflict serious bodily harm on another person, etc.; whereas mandatory suspensions are issued when a student has engaged in activities posing a significant safety concern, such as: weapons related offenses, trafficking drugs, physical assaults that cause bodily harm requiring treatment by a medical practitioner, robbery, extortion, sexual assault, repeated bullying, actions motivated by hate, etc.

Suspension Rates: Percentage of students suspended at least once, relative to enrolment

Suspension rates	2018-2019*	2021-2022	2022-2023	2023-2024
Elementary	3.5%	1.9%	2.7%	3.2%
Secondary	4.3%	2.3%	3.0%	3.3%
All Students	3.9%	2.1%	2.8%	3.2%

Number of Students Suspended by Panel

Panel	2018-2019*		2021-2022		2022-2023		2023-2024	
	Students Suspended	Enrolment	Students Suspended	Enrolment	Students Suspended	Enrolment	Students Suspended	Enrolment
Elementary (Grades 4-8)	884	25,466	506	26,192	716	26,746	840	26,561
Secondary (Grades 9-12)	1,097	25,440	568	24,569	769	25,726	885	26,553
Total	1,981	50,906	1,074	50,761	1,485	52,472	1,725	53,114

Number of Suspensions Issued by Panel

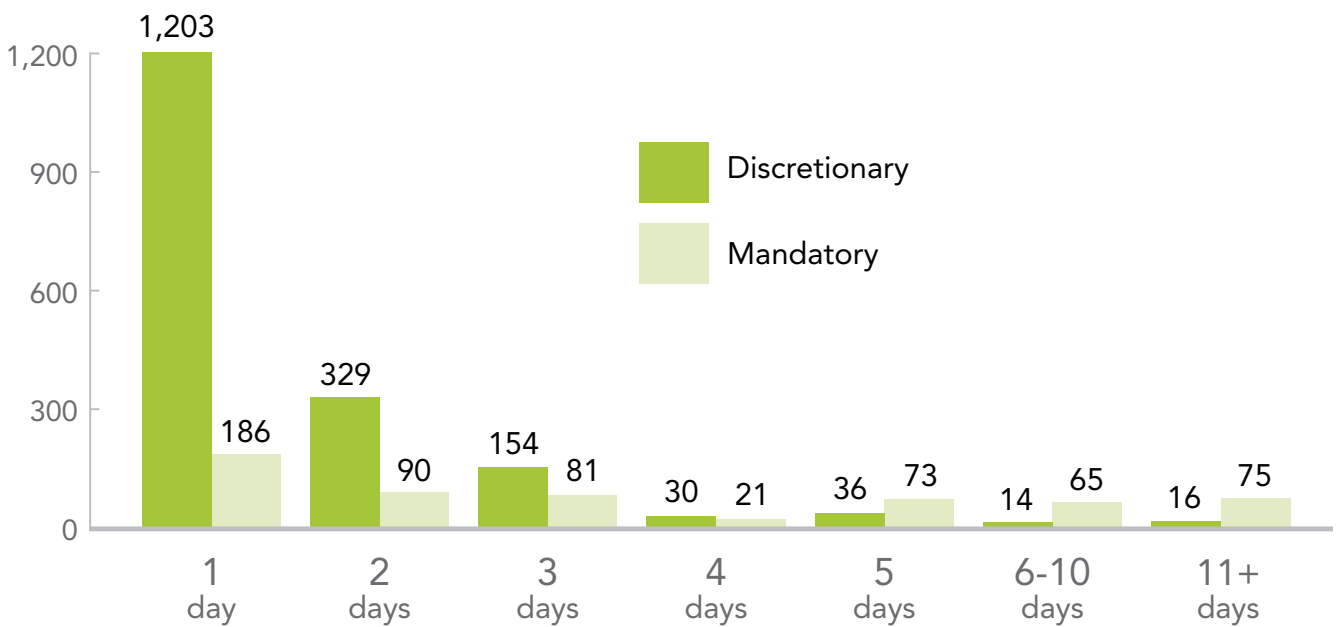
Panel	2018-2019*	2021-2022	2022-2023	2023-2024
Elementary (Grades 4-8)	1,473	653	1,044	1,214
Secondary (Grades 9-12)	1,609	746	1,070	1,159
Total	3,082	1,399	2,114	2,373

*Suspension rates for 2018-2019 are included as a pre-pandemic comparison, which was deemed a more appropriate historical comparison, given the nature of schooling during the pandemic (2019-2020 and 2020-2021).

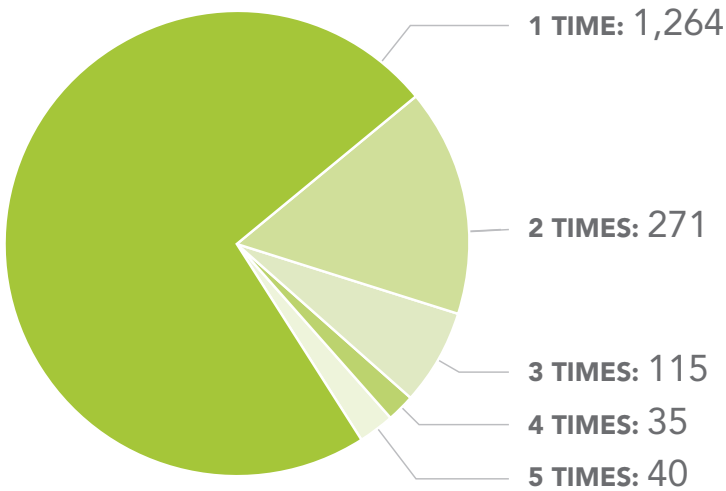
Number of Suspensions by Type (Mandatory vs. Discretionary), 2023-2024

Type of Suspension	Elementary	Secondary	All
Mandatory	254	337	591
Discretionary	960	822	1,782
All Suspensions	1,214	1,159	2,373
Rate of discretionary suspensions	79%	71%	75%

Length of Suspensions by Type



Number of Times a Student was Suspended During the School Year



Results by Identity

Based on data from our student information system: students with special education needs (excluding gifted) are suspended at almost twice the rate of the overall student population, among which those with a behavioural exceptionality are suspended most often. Students who identify as Indigenous, males, students who reside in low-income neighbourhoods, and Multilingual learners are suspended at a higher rate than all students. Compared to the previous, disproportionalities have decreased for some groups, but increased for Multilingual learners, males, and students with special education needs.

Based on additional data from the Valuing Voices Survey²: students who identify as Indigenous, Black, Middle Eastern, males, Muslim, and/or having a disability are suspended at a higher rate than all students. Compared to the previous year, we see that for most groups listed above suspensions have slightly increased, although to a lesser extent than the overall student population and therefore disproportionalities in suspension rates have decreased.

² For the portion of students who were issued a suspension in 2023-2024, self-reported identity-based data from the Valuing Voices Survey exists for 49%.

Awareness of Mental Health Supports and Services

OCDSB students' awareness of mental health supports are closely aligned with overall provincial results, which show greater awareness of students in older grades.

If I have questions or concerns about my mental health, I know about the supports that are available (for example, a help line or adults in my school)
% agreeing with the statement

	OCDSB	Province
Grade 6	58.6%	58.6%
Grade 9	61.2%	61.8%
OSSLT FTE	63.6%	62.0%

Note. FTE (first-time eligible) refers to students who are taking the Ontario Secondary School Literacy Test for the first time to meet graduation requirements.

Results by Identity

Students who identify as Indigenous and students with special education needs (excluding gifted) consistently report the lowest awareness levels. Multilingual learners and students residing in low-income neighbourhoods also fall below the district average, though to a lesser extent.

Based on the Valuing Voices survey responses, identity-based data revealed slight disproportionalities in mental health support awareness, with the following identity groups reporting lower levels of awareness: Black; Latino/Latina/Latinx; Indigenous; gender-diverse; those with autism, developmental, learning, and/or mental health disabilities; and students who identified as Buddhist. In contrast, students who identified as White, South Asian, Southeast Asian, and/or Hindu, no religious affiliation, and students without any reported disability demonstrated higher awareness.

School Climate Data

The OCDSB uses perceptual survey data to better understand student experiences at school, related to domains relevant to student well-being. Based on data from spring 2024, most domains saw improvements compared to the last round of school climate surveys, with the largest improvements in opportunities for extracurriculars and perceptions of school discipline. Across most topics, ratings were most favourable for students in the primary division (Kindergarten to Grade 3) and least favourable for students in the intermediate division (Grade 7-8).

Areas of relative strength include: sense of safety; instructional environment; student relationships with adults; and social emotional skills. Areas where we can improve include: knowledge of mental health support (Grade 7-12); school discipline, and extracurriculars. Approximately one third of respondents (31%) reported that they or their child were the victim of bullying in the previous 4 weeks, while 17% reported experiencing prejudice, stereotyping or discrimination since the start of the school year.

Although most school climate domains saw improvement since the last round of surveys, students from underserved communities continue to have less favourable experiences at school.

44,553
students & parents/
caregivers (57%)
engaged by completing
the school climate survey

93% of students & parents/
caregivers reported
their (child's) well-being
was moderate or high

78% of students &
parents/caregivers
report they/their child
feel(s) safe at school

Results by Identity

When examining responses by identity-based data, patterns showed less favourable experiences for students from communities identified as underserved. For example, students who identified as a gender included in the gender diverse composite reported lower levels of favourability across multiple domains, especially in sense of safety (24% lower than the district), general well-being (22% lower than the district), and sense of belonging (22% lower than the district). In addition, students who identified as Black and/or Indigenous reported less favourable sense of belonging (5% and 8% lower than the district, respectively) and less favourable relationships with adults (5% and 6% lower than the district, respectively). Bullying frequency was higher among those who identified as having a disability (11% higher than the district) and Indigenous (7% higher than the district). Jewish students had lower favourability ratings (19% lower than the district) on the representation domain, which is the extent to which students feel their identity is represented and positively reflected in the school environment. Detailed data is presented in Tables 6-11.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

March 2025

Table 1. Attendance Rates

% Students present for at least 90% of instructional days	N	% Present for 90%+ days	Disproportionality in Attendance Rate*	N	% Present for 90%+ days	Disproportionality in Attendance Rate*						
							2022-2023			2023-2024		
All Elementary Students (District, Gr.1-8)	40,857	41%		40,947	56%							
Multilingual Learners (ESL/ELD)	4,837	36%	0.88	5,633	49%	0.87						
Low-SES	13,830	36%	0.87	14,246	50%	0.89						
Female	19,461	42%	1.02	19,592	57%	1.02						
Male	21,168	40%	0.99	21,191	55%	0.99						
Transgender, Non-Binary, Gender Diverse	207	29%	0.70	139	44%	0.78						
Gender Not Disclosed	21	19%	0.47	25	48%	0.86						
Indigenous	792	27%	0.65	765	37%	0.67						
SpEd (excl. gifted)	7,865	33%	0.80	7,755	47%	0.83						
Valuing Voices Survey Respondents												
Indigenous Identity - All Respondents	23,328	44%		24,755	58%							
Does not identify as Indigenous	22,438	45%	1.01	23,833	59%	1.01						
First Nation	421	31%	0.71	458	47%	0.80						
Métis	219	37%	0.83	206	46%	0.78						
Inuit	144	34%	0.77	144	43%	0.74						
Unspecified	207	37%	0.84	206	55%	0.95						
All Indigenous	890	34%	0.77	922	48%	0.82						
Race - All Respondents	22,693	44%		24,130	59%							
Black	1,987	43%	0.97	2,155	57%	0.97						
East Asian	2,030	64%	1.44	2,165	73%	1.25						
Indigenous	582	31%	0.69	572	43%	0.73						
Latino/Latina/Latinx	612	37%	0.83	698	53%	0.90						
Middle Eastern	4,043	36%	0.80	4,505	49%	0.84						
South Asian	2,244	37%	0.84	2,480	53%	0.90						
Southeast Asian	793	53%	1.21	849	66%	1.12						
White	12,848	46%	1.03	13,080	61%	1.04						
Another race not listed	726	42%	0.95	804	58%	1.00						
Gender Identity - All Respondents	22,444	44%		23,912	58%							
Boy or Man	11,411	44%	1.00	12,206	58%	0.99						
Genderfluid	170	39%	0.89	129	58%	0.99						
Gender Non-Conforming	122	39%	0.87	97	60%	1.02						
Girl or Woman	10,441	45%	1.01	11,232	59%	1.01						
Non-Binary	305	44%	0.99	242	54%	0.93						
Questioning	157	45%	1.01	142	59%	1.01						
Trans Boy or Man	149	34%	0.76	97	54%	0.92						
Trans Girl or Woman	74	42%	0.95	66	52%	0.88						
Two-Spirit	66	35%	0.79	49	65%	1.12						
Not listed	239	39%	0.89	204	48%	0.82						
Not sure	156	46%	1.03	151	60%	1.03						
Gender Diverse (composite)	856	39%	0.89	708	52%	0.88						
Disability - All Respondents	20,611	45%		22,221	59%							
Does not identify as having a disability	17,980	46%	1.03	19,591	61%	1.02						
Addiction(s)	78	33%	0.74	43	47%	0.78						
Autism Spectrum Disorder	780	29%	0.66	836	47%	0.79						
Blind or Low Vision	104	33%	0.73	81	44%	0.75						
Chronic Pain	78	28%	0.63	46	35%	0.59						
Deaf or Hard of Hearing	127	36%	0.81	109	57%	0.96						
Developmental	763	40%	0.89	782	55%	0.93						
Learning	1,224	38%	0.84	1,132	52%	0.87						
Mental	486	31%	0.70	414	40%	0.68						
Mobility	88	31%	0.68	62	50%	0.84						
Physical	145	30%	0.66	129	41%	0.69						
Speech Impairment	256	30%	0.68	282	46%	0.77						
Undisclosed	92	36%	0.80	91	40%	0.67						
Another disability not listed	708	40%	0.90	716	54%	0.92						
Religion - All Respondents	22,369	44%		23,815	59%							
Agnostic	1,158	49%	1.09	1,194	66%	1.12						
Atheist	1,935	48%	1.06	1,751	61%	1.03						
Buddhist	390	53%	1.18	398	68%	1.15						
Christian	5,515	47%	1.04	5,856	62%	1.05						
Hindu	769	43%	0.96	871	60%	1.02						
Indigenous Spirituality	168	32%	0.72	155	45%	0.76						
Jewish	486	50%	1.11	494	66%	1.12						
Muslim	5,290	33%	0.73	5,928	46%	0.78						
Sikh	229	41%	0.91	225	56%	0.94						
Spiritual but not religious	1,206	43%	0.95	1,357	60%	1.01						
No affiliation	5,642	51%	1.14	6,064	66%	1.11						
Not sure	1,723	45%	1.00	1,626	57%	0.96						
Another religion not listed	518	42%	0.93	551	58%	0.97						

* **Disproportionality** refers to a group's representation among students based on attendance, relative to their share of the overall student population. Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are **displayed in red**.

Suspension by Student Demographics		2022-2023		2023-2024			
N	# Suspended	% Suspended	Disproportionally in Suspension Rate*	N	# Suspended	% Suspended	Disproportionally in Suspension Rate*
52,472	1,485	2.8%	0.82	53,114	1,725	3.2%	
11,154	258	2%	0.82	10,787	490	5%	
17,751	722	4%	1.44	18,446	849	5%	
25,183	366	1%	0.51	25,473	390	2%	
26,843	1,106	4%	1.46	27,136	1,233	5%	
387	13	3%	1.19	430	10	2%	
59	-	-	-	75	2	3%	
1,099	55	5%	1.77	1,072	56	5%	
11,440	607	5%	1.88	11,523	745	6%	
12,284	613	5%	1.88	12,260	757	6%	
876	25	3%	0.57	978	33	3%	
156	30	19%	3.85	150	48	32%	
69	2	3%	0.58	62	2	3%	
242	-	-	-	242	1	0%	
844	6	1%	0.14	737	11	1%	
210	11	5%	1.05	210	9	4%	
1,030	61	6%	1.19	887	56	6%	
386	35	9%	1.82	358	39	11%	
37	4	11%	2.17	47	2	4%	
53	1	2%	0.38	49	-	-	
2	-	-	-	2	-	-	
8,363	438	5%	1.05	8,523	555	7%	
25,690	543	2%	0.93	31,427	847	3%	
24,551	483	2%	0.93	30,030	763	3%	
531	32	6%	2.85	673	51	8%	
292	13	4%	2.11	349	16	5%	
191	12	6%	2.97	229	13	6%	
299	10	3%	1.58	355	19	6%	
1,139	60	5%	2.49	1,397	84	6%	
24,954	517	2%	0.93	30,546	808	3%	
2,413	106	4%	2.12	3,045	160	5%	
2,521	19	1%	0.36	3,142	45	1%	
728	44	6%	2.92	871	46	5%	
754	11	1%	0.70	999	30	3%	
4,328	36	4%	1.76	5,550	253	5%	
2,437	38	1%	0.71	2,994	39	1%	
951	21	2%	1.07	1,165	20	2%	
1,073	215	2%	0.74	1,6574	332	2%	
730	27	4%	1.79	915	35	4%	
24,588	510	2%	0.93	30,103	809	3%	
11,830	360	3%	1.47	14,495	592	4%	
369	9	2%	1.18	404	12	3%	
310	6	2%	0.93	344	10	3%	
11,619	126	1%	0.52	14,357	188	1%	
585	11	2%	0.91	649	10	2%	
328	6	2%	0.88	365	9	2%	
354	7	2%	0.95	396	11	3%	
187	6	3%	1.55	208	8	4%	
142	11	8%	3.73	155	9	6%	
411	19	5%	2.23	450	22	5%	
236	4	2%	0.82	271	8	3%	
1,673	43	3%	1.24	1,858	51	3%	
21,940	442	2%	0.90	27,071	698	3%	
18,873	344	2%	0.90	23,411	561	2%	
243	14	6%	2.86	261	19	7%	
900	27	3%	1.49	1,078	36	3%	
190	5	3%	1.31	216	6	3%	
247	5	2%	1.00	271	6	2%	
192	8	4%	2.07	223	8	4%	
732	22	3%	1.49	891	34	4%	
1,509	55	4%	1.81	1,802	70	4%	
939	36	4%	1.90	1,074	44	4%	
165	3	2%	0.90	186	6	3%	
273	5	2%	0.91	311	7	2%	
254	8	3%	1.56	307	11	4%	
135	10	7%	3.68	157	14	9%	
726	26	4%	1.78	865	32	4%	
24,511	500	2%	0.90	30,043	801	3%	
1,490	18	1%	0.59	1,758	29	2%	
3,052	30	1%	0.58	3,458	58	2%	
488	10	2%	1.00	632	12	2%	
5,880	125	2%	1.04	7,340	210	3%	
801	15	2%	0.92	985	15	2%	
205	12	6%	2.87	239	14	6%	
583	11	2%	0.92	683	14	2%	
5,671	210	4%	1.82	7,249	329	5%	
255	8	3%	1.54	291	9	3%	
1,139	22	2%	0.95	1,458	36	2%	
5,467	68	1%	0.61	6,639	109	2%	
2,208	58	3%	1.29	2,525	71	3%	
703	14	2%	0.98	839	24	3%	

Table 2. Suspension Rates

*Disproportionality refers to a group's representation among students who have been suspended at least once, relative to their share of the overall student population. Values over 1 indicate overrepresentation, while values under 1 indicate underrepresentation. Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red.

Table 3. Reasons for Suspension: Elementary

Infraction	Description	N
Discretionary	Conduct injurious to the physical or mental well-being of others in the school	543
Discretionary	Any act considered by the principal to be contrary to the District or school code of conduct or Board policies	150
Discretionary	Persistent opposition to authority	52
Discretionary	Uttering a threat to inflict serious bodily harm on another person	48
Discretionary	Bullying	40
Discretionary	Profane or improper language	26
Discretionary	Committing an act of vandalism that causes damage to Board property or to property located on the premises of the Board	24
Discretionary	Swearing at a teacher or at another person in a position of authority	24
Discretionary	Habitual neglect of duty as a student	12
Discretionary	Inappropriate use of information technology as defined in Board policies and procedures	10
Discretionary	Bullying, if, i. the pupil has previously been suspended for engaging in bullying, and ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	8
Discretionary	Willful destruction or theft of school property or property located on school premises	8
Discretionary	Smoking or vaping on School/District premises	6
Discretionary	Possessing alcohol, cannabis, or illegal drugs	4
Discretionary	Selling, distributing or providing any illegal drugs, alcohol, cannabis, and/or any vaping or tobacco products	3
Discretionary	Being under the influence of alcohol, cannabis, or illegal drugs	2
Mandatory	The student has engaged in activities that cause his or her presence in the school to be injurious to the physical or emotional well-being of other persons in the school	86
Mandatory	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	71
Mandatory	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	45
Mandatory	Using a weapon to cause or to threaten body harm to another person	16
Mandatory	Possessing a weapon, including possessing a firearm	15
Mandatory	The student's pattern of behaviour is so refractory that his or her presence is injurious to the effective learning environment of others	11
Mandatory	The student has engaged in activities that have caused extensive damage to the property of the Board or to property on Board premises	5
Mandatory	Committing sexual assault	3
Mandatory	Committing robbery or extortion	2

Table 4. Reasons for Suspension: Secondary

Infraction	Description	N
Discretionary	Conduct injurious to the physical or mental well-being of others in the school	315
Discretionary	Any act considered by the principal to be contrary to the District or school code of conduct or Board policies	129
Discretionary	Smoking or vaping on School/District premises	73
Discretionary	Persistent opposition to authority	55
Discretionary	Habitual neglect of duty as a student	53
Discretionary	Uttering a threat to inflict serious bodily harm on another person	39
Discretionary	Swearing at a teacher or at another person in a position of authority	29
Discretionary	Being under the influence of alcohol, cannabis, or illegal drugs	25
Discretionary	Bullying	21
Discretionary	Possessing alcohol, cannabis, or illegal drugs	18
Discretionary	Profane or improper language	16
Discretionary	Willful destruction or theft of school property or property located on school premises	15
Discretionary	Committing an act of vandalism that causes damage to Board property or to property located on the premises of the Board	10
Discretionary	Inappropriate use of information technology as defined in Board policies and procedures	9
Discretionary	Bullying, if, i. the pupil has previously been suspended for engaging in bullying, and ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	6
Discretionary	Selling, distributing or providing any illegal drugs, alcohol, cannabis, and/or any vaping or tobacco products	5
Discretionary	Giving cannabis to a minor. Code start date Oct. 17, 2018	2
Discretionary	Trafficking in weapons or in illegal drugs	2
Mandatory	The student has engaged in activities that cause his or her presence in the school to be injurious to the physical or emotional well-being of other persons in the school	144
Mandatory	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	60
Mandatory	Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	56
Mandatory	Using a weapon to cause or to threaten body harm to another person	26
Mandatory	Possessing a weapon, including possessing a firearm	24
Mandatory	The student's pattern of behaviour is so refractory that his or her presence is injurious to the effective learning environment of others	14
Mandatory	Committing sexual assault	9
Mandatory	Committing robbery or extortion	4

Table 5. Awareness of Mental Health Supports and Services

If I have questions or concerns about my mental health, I know about the supports that are available (for example, a help line or adults in my school)	N	% Agree	N	% Agree	N	% Agree	Disproportionality in Agreement*		
	Grade 6		Grade 9		OSSLT FTE		G6	G9	OSSLT
	All Students (District)	4,856	59%	4,471	61%	4,356	63%		
Multilingual Learners (ESL/ELD)	752	56%	799	57%	745	61%	0.95	0.94	0.97
Low-SES	1,547	56%	1,370	57%	1,262	61%	0.95	0.94	0.97
Female	2,554	60%	2,283	61%	2,133	63%	1.02	1.00	1.00
Male	2,288	57%	2,128	61%	2,140	64%	0.98	1.01	1.01
Transgender, Non-Binary, Gender Diverse	11	45%	4	100%	68	53%	0.78	1.64	0.84
Gender Not Disclosed	2	50%	54	52%	10	40%	0.85	0.85	0.63
Indigenous	79	49%	77	56%	62	56%	0.84	0.91	0.89
SpEd (excl. gifted)	1,043	55%	995	56%	947	62%	0.93	0.92	0.97
Valuing Voices Survey Respondents									
Indigenous Identity - All Respondents	2,420	61%	3,191	61%	2,902	64%			
Does not identify as Indigenous	2,340	61%	3,047	61%	2,745	64%	1.01	1.00	1.01
First Nation	36	50%	73	56%	63	57%	0.82	0.93	0.90
Métis	20	50%	30	47%	38	47%	0.82	0.77	0.74
Inuit	9	67%	20	30%	27	44%	1.10	0.49	0.70
Unspecified	22	45%	41	61%	59	58%	0.75	1.01	0.90
All Indigenous	80	49%	144	56%	157	54%	0.80	0.93	0.85
Race - All Respondents	2,331	61%	3,116	61%	2,809	64%			
Black	198	49%	319	52%	278	53%	0.81	0.86	0.83
East Asian	239	57%	336	65%	323	63%	0.94	1.08	0.99
Indigenous	39	44%	93	53%	89	57%	0.72	0.87	0.90
Latino/Latina/Latinx	52	62%	95	49%	87	52%	1.01	0.82	0.81
Middle Eastern	385	57%	535	59%	414	61%	0.95	0.97	0.96
South Asian	256	63%	332	63%	283	69%	1.04	1.05	1.09
Southeast Asian	70	60%	119	56%	113	69%	0.99	0.93	1.08
White	1,291	63%	1,729	61%	1,691	64%	1.04	1.02	1.01
Another race not listed	67	67%	89	51%	69	55%	1.11	0.84	0.87
Gender Identity - All Respondents	2,298	61%	3,065	61%	2,754	64%			
Boy or Man	1,226	63%	1,451	60%	1,215	66%	1.04	0.99	1.02
Genderfluid	10	30%	56	54%	71	56%	0.49	0.88	0.88
Gender Non-Conforming	11	64%	33	58%	64	64%	1.05	0.95	1.00
Girl or Woman	1,029	58%	1,467	62%	1,372	65%	0.96	1.03	1.01
Non-Binary	27	59%	74	50%	89	49%	0.98	0.82	0.77
Questioning	9	89%	36	50%	65	60%	1.46	0.82	0.94
Trans Boy or Man	1	100%	54	46%	72	57%	1.65	0.76	0.89
Trans Girl or Woman	3	67%	18	44%	35	66%	1.10	0.73	1.02
Two-Spirit	1	100%	18	39%	32	59%	1.65	0.64	0.93
Not listed	10	50%	50	52%	70	46%	0.82	0.86	0.71
Not sure	12	75%	31	65%	31	52%	1.23	1.06	0.80
Gender Diverse (composite)	54	56%	211	53%	272	54%	0.91	0.87	0.85
Disability - All Respondents	2,257	61%	2,709	62%	2,462	65%			
Does not identify as having a disability	1,976	61%	309	53%	2,099	65%	1.01	0.86	1.01
Addiction(s)	-	-	30	47%	46	54%	-	0.76	0.84
Autism Spectrum Disorder	61	56%	90	57%	105	56%	0.92	0.92	0.87
Blind or Low Vision	1	0%	32	44%	37	46%	0.00	0.71	0.71
Chronic Pain	1	100%	33	39%	43	44%	1.65	0.64	0.68
Deaf or Hard of Hearing	12	50%	26	38%	28	57%	0.82	0.62	0.88
Developmental	84	54%	65	55%	66	59%	0.88	0.90	0.91
Learning	152	57%	148	48%	187	63%	0.93	0.78	0.96
Mental	49	55%	104	46%	128	53%	0.91	0.75	0.82
Mobility	2	50%	26	50%	29	34%	0.82	0.81	0.53
Physical	9	67%	32	34%	39	41%	1.10	0.56	0.63
Speech Impairment	19	53%	24	46%	26	46%	0.87	0.74	0.71
Undisclosed	4	50%	15	47%	13	62%	0.82	0.76	0.95
Another disability not listed	87	60%	68	54%	77	68%	0.98	0.88	1.04
Religion - All Respondents	2,299	61%	3,057	60%	2,756	64%			
Agnostic	145	64%	141	57%	210	62%	1.06	0.94	0.97
Atheist	128	55%	398	63%	506	63%	0.90	1.04	0.98
Buddhist	36	44%	68	69%	57	60%	0.73	1.14	0.93
Christian	590	61%	753	60%	712	64%	1.00	0.99	1.01
Hindu	89	74%	99	63%	95	76%	1.22	1.04	1.19
Indigenous Spirituality	18	33%	24	46%	24	63%	0.55	0.76	0.98
Jewish	47	62%	82	66%	84	64%	1.02	1.09	1.01
Muslim	527	58%	722	56%	523	61%	0.95	0.93	0.95
Sikh	18	83%	41	56%	28	79%	1.37	0.93	1.23
Spiritual but not religious	174	62%	114	58%	127	64%	1.02	0.96	1.00
No affiliation	640	63%	626	63%	581	67%	1.04	1.04	1.05
Not sure	77	53%	318	58%	235	66%	0.88	0.95	1.03
Another religion not listed	45	64%	70	59%	112	54%	1.06	0.97	0.84

* **Disproportionality** refers to a group's representation among students with high awareness levels, relative to their share of the overall student population. Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red.

Table 6. School Climate Data: General Well-Being

General Well-Being ("In general, how would you describe your [or your child's] well-being?")	Parent/Caregiver (K-6) (n = 21,354)			Student (7-12) (n = 23,199)			Disproportionality in Agreement*	
	Total # of Parents/ Caregivers	# Parents/ Caregivers Moderate or High	% Moderate or High	Total # of Students	# Students Moderate or High	% Moderate or High	Parents/Caregivers	Students
All Respondents	19,749	19,412	98%	21,502	19,048	89%		
Indigenous Identity - All Respondents	19,557	19,221	98%	21,346	18,905	89%		
Does not identify as Indigenous	18,869	18,548	98%	20,356	18,126	89%	1.00	1.01
First Nation	365	357	98%	491	373	76%	1.00	0.86
Métis	130	125	96%	250	175	70%	0.98	0.79
Inuit	97	97	100%	160	116	73%	1.02	0.82
Unspecified	145	142	98%	240	204	85%	1.00	0.96
All Indigenous	688	673	98%	990	779	79%	1.00	0.89
Race - All Respondents	19,500	19,172	98%	21,280	18,848	89%		
Black	1,631	1,604	98%	2,217	1,978	89%	1.00	1.01
East Asian	1,746	1,724	99%	2,252	2,010	89%	1.00	1.01
Indigenous	381	369	97%	640	476	74%	0.99	0.84
Latino/Latina/Latinx	532	523	98%	737	625	85%	1.00	0.96
Middle Eastern	3,454	3,407	99%	3,857	3,503	91%	1.00	1.03
South Asian	2,166	2,145	99%	1,990	1,779	89%	1.01	1.01
Southeast Asian	678	672	99%	838	723	86%	1.01	0.97
White	10,403	10,191	98%	11,343	9,784	86%	1.00	0.97
Another race not listed	746	729	98%	780	656	84%	0.99	0.95
Gender Identity - All Respondents	19,655	19,324	98%	21,426	18,981	89%		
Boy or Man	10,004	9,817	98%	9,884	9,006	91%	1.00	1.03
Genderfluid	51	49	96%	337	198	59%	0.98	0.66
Gender Non-Conforming	50	47	94%	289	170	59%	0.96	0.66
Girl or Woman	9,259	9,132	99%	10,122	8,954	88%	1.00	1.00
Non-Binary	107	103	96%	485	311	64%	0.98	0.72
Questioning	59	56	95%	309	194	63%	0.97	0.71
Trans Boy or Man	11	9	82%	361	211	58%	0.83	0.66
Trans Girl or Woman	20	18	90%	180	100	56%	0.92	0.63
Two-Spirit	11	11	100%	126	63	50%	1.02	0.56
Not listed	90	87	97%	445	285	64%	0.98	0.72
Not sure	107	102	95%	202	154	76%	0.97	0.86
Gender Diverse (composite)	323	308	95%	1,623	1,083	67%	0.97	0.75
Disability - All Respondents	19,689	19,355	98%	21,391	18,959	89%		
Does not identify as having a disability	16,834	16,674	99%	16,110	14,901	92%	1.01	1.04
Addiction(s)	-	-	-	237	113	48%	-	0.54
Autism Spectrum Disorder	793	740	93%	729	458	63%	0.95	0.71
Blind or Low Vision	39	38	97%	187	104	56%	0.99	0.63
Chronic Pain	12	10	83%	243	120	49%	0.85	0.56
Deaf or Hard of Hearing	86	86	100%	163	97	60%	1.02	0.67
Developmental	265	241	91%	244	152	62%	0.93	0.70
Learning	774	706	91%	1,167	840	72%	0.93	0.81
Mental	224	167	75%	842	447	53%	0.76	0.60
Mobility	33	32	97%	160	79	49%	0.99	0.56
Physical	81	79	98%	244	140	57%	0.99	0.65
Speech Impairment	259	249	96%	187	110	59%	0.98	0.66
Undisclosed	28	24	86%	124	106	85%	0.87	0.96
Another disability not listed	541	505	93%	612	447	73%	0.95	0.82
Religion - All Respondents	19,471	19,143	98%	21,200	18,778	89%		
Agnostic	1,211	1,185	98%	1,179	932	79%	1.00	0.89
Atheist	1,090	1,065	98%	2,817	2,310	82%	0.99	0.93
Buddhist	321	316	98%	466	383	82%	1.00	0.93
Christian	4,427	4,343	98%	4,912	4,405	90%	1.00	1.01
Hindu	765	759	99%	652	564	87%	1.01	0.98
Indigenous Spirituality	126	122	97%	163	95	58%	0.99	0.66
Jewish	406	394	97%	446	352	79%	0.99	0.89
Muslim	4,781	4,722	99%	5,097	4,685	92%	1.00	1.04
Sikh	191	190	99%	189	138	73%	1.01	0.82
Spiritual but not religious	1,400	1,368	98%	846	646	76%	0.99	0.86
No affiliation	5,651	5,566	98%	4,179	3,689	88%	1.00	1.00
Not sure	759	741	98%	2,079	1,818	87%	0.99	0.99
Another religion not listed	420	406	97%	713	549	77%	0.98	0.87

* **Disproportionality** reflects the proportional difference and relative standing of each group relative to the overall student population (survey respondents). Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are **displayed in red**.

Table 7. School Climate Data: Sense of Belonging

Sense of Belonging and Social Connectedness (extent to which students feel accepted by their peers and a part of the school community)	Parent/Caregiver (K-6) (n = 21,354)			Student (7-12) (n = 23,199)			Disproportionality in Agreement*	
	Total # of Parents/Caregivers	# Parents/Caregivers Agree or Strongly Agree	% Agree or Strongly Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree or Strongly Agree	Parents/Caregivers	Students
All Respondents	21,236	17,339	82%	23,079	15,104	65%		
Indigenous Identity - All Respondents	21,043	17,186	82%	22,910	15,001	65%		
Does not identify as Indigenous	20,304	16,602	82%	21,821	14,404	66%	1.00	1.01
First Nation	381	300	79%	538	277	52%	0.96	0.79
Métis	139	108	77%	280	144	52%	0.95	0.79
Inuit	110	91	83%	188	93	49%	1.02	0.75
Unspecified	160	127	80%	263	160	61%	0.98	0.93
All Indigenous	739	585	79%	1,089	598	55%	0.97	0.84
Race - All Respondents	20,965	17,125	82%	22,829	14,960	66%		
Black	1,750	1,365	78%	2,452	1,508	61%	0.96	0.94
East Asian	1,833	1,573	86%	2,411	1,643	68%	1.05	1.04
Indigenous	418	317	76%	703	353	50%	0.93	0.77
Latino/Latina/Latinx	568	450	79%	814	466	57%	0.97	0.88
Middle Eastern	3,744	3,028	81%	4,212	2,759	66%	0.99	1.00
South Asian	2,323	1,891	81%	2,153	1,450	67%	1.00	1.03
Southeast Asian	724	617	85%	917	575	63%	1.04	0.96
White	11,187	9,181	82%	12,070	7,838	65%	1.01	0.99
Another race not listed	809	645	80%	843	470	56%	0.98	0.85
Gender Identity - All Respondents	21,149	17,271	82%	22,994	15,057	65%		
Boy or Man	10,742	8,595	80%	10,585	7,235	68%	0.98	1.04
Genderfluid	52	35	67%	367	161	44%	0.82	0.67
Gender Non-Conforming	50	32	64%	314	143	46%	0.78	0.70
Girl or Woman	9,972	8,367	84%	10,902	7,086	65%	1.03	0.99
Non-Binary	113	78	69%	516	241	47%	0.84	0.71
Questioning	62	45	72%	334	141	42%	0.88	0.65
Trans Boy or Man	12	9	77%	392	169	43%	0.94	0.66
Trans Girl or Woman	21	16	75%	201	79	39%	0.92	0.60
Two-Spirit	10	7	67%	145	47	32%	0.82	0.49
Not listed	91	62	68%	488	212	43%	0.83	0.66
Not sure	116	87	75%	228	114	50%	0.92	0.76
Gender Diverse (composite)	334	231	69%	1,743	834	48%	0.85	0.73
Disability - All Respondents	21,184	17,303	82%	22,956	15,036	65%		
Does not identify as having a disability	18,098	15,256	84%	17,301	12,051	70%	1.03	1.06
Addiction(s)	-	-	-	268	99	37%	-	0.57
Autism Spectrum Disorder	854	488	57%	770	339	44%	0.70	0.67
Blind or Low Vision	39	26	67%	204	73	36%	0.82	0.55
Chronic Pain	12	7	58%	265	103	39%	0.71	0.59
Deaf or Hard of Hearing	90	68	76%	183	70	38%	0.93	0.59
Developmental	287	168	59%	259	115	44%	0.72	0.68
Learning	824	530	64%	1,247	640	51%	0.79	0.78
Mental	229	120	52%	888	384	43%	0.64	0.66
Mobility	33	23	69%	170	64	38%	0.84	0.58
Physical	85	56	66%	264	115	44%	0.81	0.67
Speech Impairment	278	181	65%	212	86	41%	0.80	0.62
Undisclosed	30	19	64%	143	81	57%	0.78	0.87
Another disability not listed	574	391	68%	639	312	49%	0.83	0.75
Religion - All Respondents	20,932	17,102	82%	22,740	14,893	65%		
Agnostic	1,288	1,051	82%	1,270	799	63%	1.00	0.96
Atheist	1,151	937	81%	3,000	1,872	62%	1.00	0.95
Buddhist	343	288	84%	504	300	60%	1.03	0.91
Christian	4,725	3,853	82%	5,261	3,493	66%	1.00	1.01
Hindu	825	681	83%	706	465	66%	1.01	1.01
Indigenous Spirituality	130	94	72%	185	76	41%	0.89	0.63
Jewish	434	358	82%	492	285	58%	1.01	0.88
Muslim	5,173	4,189	81%	5,540	3,668	66%	0.99	1.01
Sikh	204	159	78%	218	120	55%	0.95	0.84
Spiritual but not religious	1,483	1,170	79%	914	511	56%	0.97	0.85
No affiliation	6,079	5,092	84%	4,438	2,969	67%	1.03	1.02
Not sure	828	653	79%	2,246	1,374	61%	0.97	0.93
Another religion not listed	452	351	78%	772	425	55%	0.95	0.84

* **Disproportionality** reflects the proportional difference and relative standing of each group relative to the overall student population (survey respondents). Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**. Caution is advised when interpreting results where counts (N) are low, these cases are **displayed in red**.

Table 8. School Climate Data: Relationships with Adults

Relationship with Adults (extent to which students feel accepted by staff and experience fair, positive, and supportive interactions with both teachers and other adults at school)	Parent/Caregiver (K-6) (n = 21,354)			Student (7-12) (n = 23,199)			Disproportionality in Agreement*	
	Total # of Parents/ Caregivers	# Parents/ Caregivers Agree or Strongly Agree	% Agree or Strongly Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree or Strongly Agree	Parents/ Caregivers	Students
All Respondents	20,884	18,116	87%	22,777	15,195	67%		
Indigenous Identity - All Respondents	20,695	17,957	87%	22,611	15,082	67%		
Does not identify as Indigenous	19,969	17,341	87%	21,536	14,430	67%	1.00	1.00
First Nation	376	321	85%	531	311	59%	0.99	0.88
Métis	137	113	83%	276	157	57%	0.95	0.85
Inuit	109	93	85%	184	97	53%	0.98	0.79
Unspecified	153	128	84%	259	165	64%	0.96	0.95
All Indigenous	726	616	85%	1,075	652	61%	0.98	0.91
Race - All Respondents	20,630	17,915	87%	22,537	15,038	67%		
Black	1,728	1,454	84%	2,401	1,482	62%	0.97	0.93
East Asian	1,808	1,620	90%	2,373	1,625	68%	1.03	1.03
Indigenous	411	344	84%	696	394	57%	0.96	0.85
Latino/Latina/Latinx	561	484	86%	799	488	61%	1.00	0.92
Middle Eastern	3,674	3,164	86%	4,147	2,645	64%	0.99	0.96
South Asian	2,277	1,996	88%	2,123	1,438	68%	1.01	1.02
Southeast Asian	716	646	90%	897	596	66%	1.04	1.00
White	11,023	9,573	87%	11,935	7,966	67%	1.00	1.00
Another race not listed	790	668	85%	835	476	57%	0.97	0.85
Gender Identity - All Respondents	20,806	18,058	87%	22,696	15,147	67%		
Boy or Man	10,564	9,052	86%	10,447	7,197	69%	0.99	1.03
Genderfluid	52	40	77%	363	179	49%	0.89	0.74
Gender Non-Conforming	50	38	77%	311	163	52%	0.88	0.79
Girl or Woman	9,819	8,681	88%	10,749	7,068	66%	1.02	0.99
Non-Binary	110	89	81%	510	285	56%	0.93	0.84
Questioning	62	50	81%	329	161	49%	0.93	0.73
Trans Boy or Man	11	8	76%	387	201	52%	0.87	0.78
Trans Girl or Woman	21	18	85%	199	96	48%	0.98	0.72
Two-Spirit	11	8	74%	143	45	31%	0.85	0.47
Not listed	91	64	71%	483	224	46%	0.82	0.69
Not sure	110	94	85%	227	123	54%	0.98	0.81
Gender Diverse (composite)	332	259	78%	1,725	958	56%	0.90	0.83
Disability - All Respondents	20,832	18,079	87%	22,656	15,123	67%		
Does not identify as having a disability	17,794	15,643	88%	17,060	11,786	69%	1.01	1.04
Addiction(s)	-	-	-	266	103	39%	-	0.58
Autism Spectrum Disorder	845	694	82%	763	450	59%	0.95	0.88
Blind or Low Vision	39	33	85%	199	80	40%	0.98	0.61
Chronic Pain	12	9	71%	263	118	45%	0.82	0.67
Deaf or Hard of Hearing	90	81	90%	177	79	44%	1.04	0.66
Developmental	283	224	79%	256	136	53%	0.91	0.80
Learning	816	632	77%	1,236	731	59%	0.89	0.89
Mental	230	163	71%	885	480	54%	0.82	0.81
Mobility	33	29	87%	170	72	42%	1.00	0.63
Physical	84	69	83%	263	129	49%	0.95	0.73
Speech Impairment	272	227	83%	206	91	44%	0.96	0.66
Undisclosed	30	23	78%	140	88	63%	0.90	0.94
Another disability not listed	567	457	81%	639	372	58%	0.93	0.87
Religion - All Respondents	20,592	17,883	87%	22,445	14,973	67%		
Agnostic	1,273	1,088	85%	1,247	813	65%	0.98	0.98
Atheist	1,134	989	87%	2,960	1,939	66%	1.01	0.98
Buddhist	338	300	89%	495	319	64%	1.02	0.96
Christian	4,660	4,076	87%	5,176	3,463	67%	1.01	1.00
Hindu	812	719	88%	696	455	65%	1.02	0.98
Indigenous Spirituality	131	102	78%	183	84	46%	0.89	0.69
Jewish	428	374	87%	484	290	60%	1.01	0.90
Muslim	5,066	4,369	86%	5,465	3,508	64%	0.99	0.96
Sikh	199	174	88%	214	117	55%	1.01	0.82
Spiritual but not religious	1,469	1,236	84%	904	578	64%	0.97	0.96
No affiliation	5,982	5,253	88%	4,394	3,021	69%	1.01	1.03
Not sure	817	693	85%	2,216	1,435	65%	0.98	0.97
Another religion not listed	451	373	83%	763	456	60%	0.95	0.90

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Table 9. School Climate Data: Student Sense of Safety

Safety (extent to which students feel safe at school and on the way to and from school)	Parent/Caregiver (K-6) (n = 21,354)			Student (7-12) (n = 23,199)			Disproportionality in Agreement*	
	Total # of Parents/Caregivers	# Parents/Caregivers Agree or Strongly Agree	% Agree or Strongly Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree or Strongly Agree	Parents/Caregivers	Students
All Respondents	19,878	17,427	88%	21,475	14,706	68%		
Indigenous Identity - All Respondents	19,687	17,254	88%	21,320	14,598	68%		
Does not identify as Indigenous	18,991	16,668	88%	20,332	14,022	69%	1.00	1.01
First Nation	366	307	84%	491	274	56%	0.96	0.82
Métis	131	106	81%	251	137	55%	0.92	0.80
Inuit	100	87	87%	163	85	52%	1.00	0.77
Unspecified	148	125	85%	235	148	63%	0.97	0.92
All Indigenous	696	585	84%	988	576	58%	0.96	0.85
Race - All Respondents	19,637	17,219	88%	21,247	14,565	69%		
Black	1,649	1,422	86%	2,208	1,442	65%	0.98	0.95
East Asian	1,752	1,603	91%	2,240	1,577	70%	1.04	1.03
Indigenous	389	313	80%	642	341	53%	0.92	0.78
Latino/Latina/Latinx	539	467	87%	740	467	63%	0.99	0.92
Middle Eastern	3,479	3,102	89%	3,873	2,643	68%	1.02	1.00
South Asian	2,166	1,921	89%	1,979	1,402	71%	1.01	1.03
Southeast Asian	687	623	91%	833	535	64%	1.03	0.94
White	10,472	9,062	87%	11,334	7,687	68%	0.99	0.99
Another race not listed	750	659	88%	772	443	57%	1.00	0.84
Gender Identity - All Respondents	19,797	17,358	88%	21,400	14,655	68%		
Boy or Man	10,067	8,761	87%	9,842	7,040	72%	0.99	1.04
Genderfluid	50	37	75%	333	145	44%	0.85	0.64
Gender Non-Conforming	50	32	64%	285	124	44%	0.73	0.64
Girl or Woman	9,330	8,295	89%	10,141	6,877	68%	1.01	0.99
Non-Binary	109	79	73%	482	244	51%	0.83	0.74
Questioning	59	46	78%	305	143	47%	0.89	0.68
Trans Boy or Man	11	9	77%	355	156	44%	0.88	0.64
Trans Girl or Woman	20	17	86%	178	75	42%	0.98	0.61
Two-Spirit	11	10	89%	123	35	29%	1.02	0.42
Not listed	89	69	77%	443	188	42%	0.88	0.62
Not sure	108	89	83%	200	104	52%	0.94	0.76
Gender Diverse (composite)	323	245	76%	1,620	801	49%	0.86	0.72
Disability - All Respondents	19,824	17,384	88%	21,365	14,636	69%		
Does not identify as having a disability	16,929	15,100	89%	16,104	11,658	72%	1.02	1.06
Addiction(s)	-	-	-	234	80	34%	-	0.50
Autism Spectrum Disorder	805	628	78%	724	365	50%	0.89	0.74
Blind or Low Vision	39	29	75%	181	64	35%	0.86	0.51
Chronic Pain	12	5	41%	239	89	37%	0.47	0.55
Deaf or Hard of Hearing	87	75	86%	161	58	36%	0.99	0.53
Developmental	268	199	74%	241	116	48%	0.85	0.70
Learning	785	586	75%	1,165	631	54%	0.85	0.79
Mental	227	139	61%	834	375	45%	0.70	0.66
Mobility	32	23	73%	157	59	37%	0.83	0.55
Physical	81	59	72%	241	103	43%	0.83	0.62
Speech Impairment	262	203	77%	189	68	36%	0.88	0.52
Undisclosed	27	22	82%	126	81	64%	0.94	0.94
Another disability not listed	544	423	78%	606	321	53%	0.89	0.77
Religion - All Respondents	19,607	17,202	88%	21,176	14,503	68%		
Agnostic	1,222	1,053	86%	1,176	777	66%	0.98	0.96
Atheist	1,091	948	87%	2,808	1,894	67%	0.99	0.98
Buddhist	325	287	88%	460	290	63%	1.01	0.92
Christian	4,462	3,892	87%	4,889	3,378	69%	0.99	1.01
Hindu	761	685	90%	657	447	68%	1.03	0.99
Indigenous Spirituality	125	95	76%	160	68	43%	0.86	0.62
Jewish	408	350	86%	451	262	58%	0.98	0.85
Muslim	4,815	4,288	89%	5,091	3,504	69%	1.02	1.01
Sikh	192	172	90%	187	110	59%	1.02	0.86
Spiritual but not religious	1,410	1,192	85%	848	512	60%	0.96	0.88
No affiliation	5,683	5,012	88%	4,169	2,880	69%	1.01	1.01
Not sure	766	654	85%	2,095	1,377	66%	0.97	0.96
Another religion not listed	422	362	86%	710	408	57%	0.98	0.84

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Table 10. School Climate Data: Representation

Representation (the extent to which students feel their identity is represented or positively reflected in the school and learning environment)	Parent/Caregiver (K-6) (n = 21,354)			Student (7-12) (n = 23,199)			Disproportionality in Agreement*	
	Total # of Parents/ Caregivers	# Parents/ Caregivers Agree or Strongly Agree	% Agree or Strongly Agree	Total # of Students	# Students Agree or Strongly Agree	% Agree or Strongly Agree	Parents/Caregivers	Students
All Respondents	19,140	14,242	74%	20,462	11,101	54%		
Indigenous Identity - All Respondents	18,972	14,107	74%	20,323	11,020	54%		
Does not identify as Indigenous	18,305	13,643	75%	19,356	10,543	54%	1.00	1.00
First Nation	350	243	69%	481	240	50%	0.93	0.92
Métis	123	82	67%	241	104	43%	0.90	0.79
Inuit	97	58	60%	160	73	46%	0.81	0.84
Unspecified	141	106	75%	234	112	48%	1.01	0.88
All Indigenous	667	464	70%	967	477	49%	0.93	0.91
Race - All Respondents	18,929	14,095	74%	20,262	10,997	54%		
Black	1,606	1,121	70%	2,141	1,133	53%	0.94	0.98
East Asian	1,651	1,244	75%	2,131	1,086	51%	1.01	0.94
Indigenous	374	227	61%	627	284	45%	0.82	0.84
Latino/Latina/Latinx	526	339	64%	720	336	47%	0.87	0.86
Middle Eastern	3,395	2,481	73%	3,746	1,973	53%	0.98	0.97
South Asian	2,113	1,544	73%	1,916	998	52%	0.98	0.96
Southeast Asian	660	515	78%	811	401	49%	1.05	0.91
White	10,032	7,564	75%	10,733	5,915	55%	1.01	1.02
Another race not listed	715	447	63%	741	327	44%	0.84	0.81
Gender Identity - All Respondents	19,071	14,197	74%	20,402	11,073	54%		
Boy or Man	9,679	7,175	74%	9,263	4,980	54%	1.00	0.99
Genderfluid	48	27	57%	327	120	37%	0.77	0.68
Gender Non-Conforming	46	29	62%	285	102	36%	0.83	0.66
Girl or Woman	9,028	6,797	75%	9,792	5,487	56%	1.01	1.03
Non-Binary	104	70	67%	475	195	41%	0.90	0.76
Questioning	57	45	80%	300	113	38%	1.07	0.69
Trans Boy or Man	10	7	68%	351	125	36%	0.91	0.66
Trans Girl or Woman	18	13	73%	176	50	28%	0.98	0.52
Two-Spirit	10	8	78%	125	27	21%	1.05	0.39
Not listed	83	45	55%	427	142	33%	0.73	0.61
Not sure	101	71	70%	197	78	40%	0.94	0.73
Gender Diverse (composite)	311	201	64%	1,571	654	42%	0.87	0.77
Disability - All Respondents	19,092	14,212	74%	20,379	11,058	54%		
Does not identify as having a disability	16,333	12,292	75%	15,358	8,653	56%	1.01	1.04
Addiction(s)	-	-	-	238	65	27%	-	0.50
Autism Spectrum Disorder	765	535	70%	695	282	41%	0.94	0.75
Blind or Low Vision	39	24	62%	175	49	28%	0.83	0.52
Chronic Pain	12	5	39%	238	77	33%	0.53	0.60
Deaf or Hard of Hearing	85	61	72%	160	49	30%	0.97	0.56
Developmental	253	161	64%	234	94	40%	0.86	0.74
Learning	762	523	69%	1,127	552	49%	0.92	0.90
Mental	216	136	63%	815	332	41%	0.84	0.75
Mobility	30	21	71%	154	42	27%	0.96	0.50
Physical	77	50	65%	233	80	34%	0.87	0.63
Speech Impairment	250	170	68%	188	61	33%	0.91	0.60
Undisclosed	26	20	76%	118	71	60%	1.02	1.12
Another disability not listed	515	358	69%	580	248	43%	0.93	0.79
Religion - All Respondents	18,906	14,084	74%	20,203	10,965	54%		
Agnostic	1,167	879	75%	1,141	574	50%	1.01	0.93
Atheist	1,047	764	73%	2,650	1,376	52%	0.98	0.96
Buddhist	324	242	75%	461	238	52%	1.00	0.95
Christian	4,336	3,203	74%	4,688	2,579	55%	0.99	1.01
Hindu	737	549	74%	629	307	49%	1.00	0.90
Indigenous Spirituality	124	71	58%	163	58	35%	0.77	0.65
Jewish	393	208	53%	439	171	39%	0.71	0.72
Muslim	4,686	3,475	74%	4,914	2,661	54%	1.00	1.00
Sikh	188	134	71%	190	73	38%	0.96	0.71
Spiritual but not religious	1,367	980	72%	819	406	50%	0.96	0.91
No affiliation	5,424	4,194	77%	3,930	2,167	55%	1.04	1.02
Not sure	735	551	75%	1,976	1,070	54%	1.01	1.00
Another religion not listed	398	256	64%	686	294	43%	0.86	0.79

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Table 11. School Climate Data: Bullying

Bullying (over the past 4 weeks)	Parent/Caregiver (K-6) (n = 21,354)			Student (7-12) (n = 23,199)			Disproportionality in Agreement*	
	Total # of Parents/ Caregivers	# Parents/ Caregivers Occasional or Frequent	% Occasional or Frequent	Total # of Students	# Students Occasional or Frequent	% Occasional or Frequent	Parents/Caregivers	Students
All Respondents	19,002	6,368	34%	20,938	6,033	29%		
Indigenous Identity - All Respondents	18,834	6,334	34%	20,791	5,998	29%		
Does not identify as Indigenous	18,175	6,087	33%	19,844	5,625	28%	1.00	0.98
First Nation	343	117	34%	465	196	42%	1.02	1.47
Métis	126	55	43%	243	118	48%	1.30	1.68
Inuit	95	34	35%	157	72	46%	1.05	1.60
Unspecified	142	53	37%	230	73	32%	1.12	1.10
All Indigenous	659	247	38%	947	373	39%	1.12	1.37
Race - All Respondents	18,782	6,300	34%	20,717	5,969	29%		
Black	1,518	465	31%	2,141	586	27%	0.91	0.95
East Asian	1,666	410	25%	2,207	534	24%	0.73	0.84
Indigenous	365	158	43%	617	264	43%	1.29	1.48
Latino/Latina/Latinx	516	170	33%	720	224	31%	0.98	1.08
Middle Eastern	3,269	1,035	32%	3,753	1,049	28%	0.95	0.97
South Asian	2,043	585	29%	1,949	505	26%	0.85	0.90
Southeast Asian	623	152	24%	815	239	29%	0.73	1.02
White	10,215	3,834	38%	11,081	3,572	32%	1.12	1.12
Another race not listed	713	233	33%	747	278	37%	0.97	1.29
Gender Identity - All Respondents	18,927	6,345	34%	20,861	6,016	29%		
Boy or Man	9,595	3,296	34%	9,582	2,760	29%	1.03	1.00
Genderfluid	50	25	50%	336	149	44%	1.48	1.54
Gender Non-Conforming	50	28	56%	285	117	41%	1.66	1.42
Girl or Woman	8,963	2,901	32%	9,916	2,745	28%	0.97	0.96
Non-Binary	108	48	44%	479	193	40%	1.32	1.40
Questioning	58	26	45%	301	133	44%	1.34	1.54
Trans Boy or Man	11	6	52%	357	161	45%	1.54	1.56
Trans Girl or Woman	19	7	36%	177	90	51%	1.07	1.77
Two-Spirit	10	6	57%	124	72	58%	1.69	2.01
Not listed	81	35	43%	431	198	46%	1.28	1.59
Not sure	101	38	37%	192	73	38%	1.11	1.31
Gender Diverse (composite)	311	143	46%	1,586	661	42%	1.37	1.45
Disability - All Respondents	18,956	6,350	33%	20,839	5,999	29%		
Does not identify as having a disability	16,242	5,187	32%	15,755	3,994	25%	0.95	0.88
Addiction(s)	-	-	-	227	144	63%	-	2.20
Autism Spectrum Disorder	719	262	36%	709	304	43%	1.09	1.49
Blind or Low Vision	39	13	34%	176	104	59%	1.01	2.05
Chronic Pain	11	6	57%	237	129	54%	1.70	1.89
Deaf or Hard of Hearing	81	30	37%	157	86	55%	1.10	1.90
Developmental	245	95	39%	235	115	49%	1.15	1.70
Learning	752	373	50%	1,136	494	43%	1.48	1.51
Mental	216	123	57%	818	396	48%	1.69	1.68
Mobility	29	8	26%	150	79	53%	0.79	1.82
Physical	79	25	31%	232	112	48%	0.94	1.67
Speech Impairment	245	81	33%	185	107	58%	0.99	2.02
Undisclosed	27	10	37%	119	44	37%	1.11	1.27
Another disability not listed	523	247	47%	597	272	46%	1.41	1.58
Religion - All Respondents	18,754	6,284	34%	20,644	5,955	29%		
Agnostic	1,192	482	40%	1,157	353	31%	1.21	1.06
Atheist	1,077	420	39%	2,776	854	31%	1.16	1.07
Buddhist	297	75	25%	454	150	33%	0.75	1.15
Christian	4,259	1,474	35%	4,778	1,498	31%	1.03	1.09
Hindu	710	201	28%	638	184	29%	0.85	1.00
Indigenous Spirituality	122	55	45%	154	85	55%	1.34	1.92
Jewish	401	138	34%	442	172	39%	1.03	1.35
Muslim	4,511	1,336	30%	4,927	1,260	26%	0.88	0.89
Sikh	182	58	32%	187	72	39%	0.94	1.34
Spiritual but not religious	1,360	554	41%	827	312	38%	1.22	1.31
No affiliation	5,530	1,886	34%	4,099	1,124	27%	1.02	0.95
Not sure	728	249	34%	2,001	648	32%	1.02	1.12
Another religion not listed	398	149	37%	683	250	37%	1.12	1.27

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