

BOARD (CONTINUATION) PUBLIC AGENDA

Continuation of 22 June 2020 Board Meeting
Tuesday, June 23, 2020, 5:00 pm
Zoom Meeting

	Pages
1. Call to Order -- Chair of the Board	
2. Matters for Action	
2.1 Report 20-042, New Stittsville Secondary School (M. Carson)	1
2.2 Report 20-055, Purchase of Replacement Chromebooks (S. Lehman)	41
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3.2 COVID-19 Update	
3.3 Report from OPSBA Representatives (if required)	
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5. New Business -- Information and Inquiries	

6. Adjournment



BOARD
Report No. 20-042

22 June 2020

New Stittsville Secondary School – Approval of Opening Grade Structure, Program, and Attendance Boundary

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To seek approval of the program, attendance boundary, and opening grade structure for the new Stittsville secondary school, and other associated changes.

CONTEXT:

2. In March 2018, the District received confirmation of capital funding from the Ministry of Education (MOE) for the construction of a 1353 pupil place secondary school to serve grade 7 to 12 students in the Stittsville area. The new school is currently scheduled to open to students in September 2022.

The District acquired the land for the new school in May 2019. The site is 6.54 hectares in size or just over 16 acres. It is located at the southwest corner of Robert Grant Avenue and Cope Drive, in the western portion of the Fernbank development area (see General Location Map attached as Appendix A).

At the Board meeting of 22 October 2019, trustees approved a consultation plan and timeline for the new Stittsville secondary school study (Report No.19-078) to determine the program, attendance boundary and opening grade structure, and other associated changes.

As part of the approved study process a public consultation meeting was to be held in April 2020. Given the restrictions in place in response to the current Covid-19 pandemic, the Board's ability to hold a standard public consultation meeting in a school setting was not possible.

In order to carry on with this process, the Board, at its meeting of 28 April 2020 approved an amendment to the previously approved consultation plan and timeline (Report No. 20-039). The revision permitted public consultation employing an alternate format of delivery (see Timeline and Consultation Plan attached as Appendix B).

KEY CONSIDERATIONS:

3. Due to the lack of a local English public secondary school in Stittsville, secondary school students from this area are currently directed to either A.Y. Jackson Secondary School (SS) in Kanata or South Carleton High School (HS) in the Village of Richmond for grades 9 to 12. Intermediate students (grades 7 & 8) are directed to A. Lorne Cassidy Elementary School (ES), Goulbourn Middle School (MS), or Glen Cairn PS.

Stittsville (including the Fernbank area) is currently the fastest growing development area in the City of Ottawa. Over the past three years, building permits have been issued for an average of approximately 1,500 new residential units per year for this part of the District. As part of this study, future residential development was examined to determine if any changes to attendance boundaries were required to better balance enrolment growth among area schools.

Consideration was given to redirecting a future residential development area located west of the Carp River/Terry Fox Drive. This area is currently located within the attendance boundaries for Kanata area schools - Castlefrank Elementary School (ES) (K-3), Katimavik ES (4-8) and Earl of March SS (9-12). This area is more geographically aligned with Stittsville.

Where possible, the District prefers to have a family of schools configuration in place with uniform feeding patterns. The opening of a new secondary school in Stittsville allows for the opportunity to take steps towards creating this type of model for the Stittsville area.

At this time, it is not possible to fully align all area school attendance boundaries. Students in English with Core French (ENG) and Middle French Immersion (MFI) programs, residing south of Fallowfield Road are directed to Richmond Public School (PS)/Goulbourn Middle School (MS). Due to a lack of elementary instructional space south of Fallowfield Road, Early French Immersion (EFI) program students are directed to Stittsville area schools (A. Lorne Cassidy ES or Westwind PS/Goulbourn MS). All of these students residing south of Fallowfield Road feed to South Carleton HS for grades 9 to 12.

A future elementary school site has been reserved within the developing residential lands in the Village of Richmond. A new school in this area would provide the District with the opportunity to add a local EFI program south of Fallowfield Road and revise existing attendance boundaries and grade structures to potentially create a family of schools.

The opening of the new grade 7 to 12 secondary school in Stittsville will significantly impact the attendance boundaries and school enrolments of both South Carleton HS and Goulbourn MS.

Upon completion of the current MOE moratorium on pupil accommodation reviews, a comprehensive review of that part of the District, including South Carleton HS and Goulbourn MS, could be initiated.

4. The Working Group

The Board-approved consultation plan included the formation of a local working group. This group met three times between November 2019 and March 2020. The working group was comprised of school council representatives and principals from potentially impacted schools, Board staff, and local community association members. Trustees who represent potentially affected school communities were also invited to attend the meetings.

The role of the working group was to provide localized input and advice with regard to proposed options, community and neighbourhood alignments, and parental and family preferences as they relate to student movement.

Representatives provided their school councils with updates regarding the study and its on-going progress. They also collected feedback from their school communities to share with the working group.

The following summarizes the study objectives that helped guide the working group through this process:

- examine options for an opening grade structure, program offering, and attendance boundary for the new Stittsville secondary school;
- analyze options with consideration given to existing school and program feeding patterns and neighbourhood alignments;
- create a set of attendance boundaries and programs for local schools which, if possible, will help balance enrolments at local area schools, are logical and sustainable in the longer-term, and provide for viable student programming;
- account for future planning considerations such as the opening of additional schools in future years; and
- examine designated school directions for new and future residential development areas - are there boundary adjustments that could be considered to create more geographically logical attendance boundaries and/or better balance future enrolments between area schools?

The working group process was collegial and informative in providing local input regarding a variety of options. The options discussed took into account updated student enrolment and school-age population trends, residential development patterns, and student distribution data.

5. The Proposed Plan

At its last meeting in March 2020, the working group came to a consensus with respect to a proposed plan to be shared at the public consultation meeting. The plan was to be presented for the purpose of receiving input from parents/guardians, students, and members of the broader community.

The proposed plan that was to be presented at the public meeting was to include two possible opening grade structure options (grades 7 to 9 or grades 7 to 10), two attendance boundary options, and two kindergarten to grade 6 elementary school attendance boundary redirections.

Under a grade 7 to 10 opening grade structure with an attendance boundary that includes all of Stittsville and the rural area to the west, the school would open in September 2022, with a projected enrolment of 945 students and a utilization rate of 70%. If the rural area to the west were excluded from the new school's boundary, the school would open with an enrolment of 910 students and a utilization rate of 67%. Portables for instructional use would likely be required on site upon its second year of operation. The school's first cohort of grade 10 students would have attended grade 9 at another secondary school (A.Y. Jackson SS or South Carleton HS). This group of students would attend three different schools in three successive years, for grades 8, 9, and 10.

Under a grade 7 to 9 opening grade structure with the same attendance boundary, the school would open in September 2022, with a projected enrolment of 723 students and a 53% utilization rate. If the rural area to the west were excluded from the new school's boundary, the school would open with an enrolment of 694 students and a utilization rate of 51%. Portables would most likely not be required until its third year of operation. This option would allow students who started grade 9 at one of the sending schools (A.Y. Jackson SS or South Carleton HS) to remain at that school until the completion of grade 12.

As stated earlier, due to Covid-19 restrictions, holding a standard public meeting to present the proposed plan and receive public feedback was not possible. An online public consultation process was initiated to gather public input on a draft staff recommendation report. The draft recommendations were based on the proposed plan. The feedback received was reviewed and help to inform this recommendation report.

6. The Recommendations – New Stittsville Secondary School

Staff is recommending that the new Stittsville secondary school open with a 7 to 9 grade structure and add one grade per year thereafter until reaching its full complement of grades, 7 to 12. The school would offer an ENG program, an EFI program, and an MFI program for grade 7 and 8 students. It would also offer ENG and French Immersion (FI) programs for grade 9 to 12 students.

The new Stittsville secondary school attendance boundary would generally be comprised of the kindergarten (K) to grade 6 ENG attendance boundaries of A. Lorne Cassidy ES, Stittsville PS, Westwind PS, the future new Fernbank

elementary school and the portion of the Castlefrank ES (K-3)/Katimavik ES (4-8) attendance boundary located west of the Carp River/Terry Fox Drive (see Appendix C).

Under the recommended plan, the school's projected 2022 enrolment as a grade 7 to 9 school would be 723 students with a utilization rate of 53% (see Appendix D). In September 2025 with a full complement of grades (7 to 12), the enrolment is projected to be 1,656 with a utilization rate of 122%. It is anticipated the school would most likely begin to require portables on site for instruction in its third year of operation.

It should be noted that typically, a new school does not open with a full complement of grades. The recommendation would allow existing grade 9 to 12 students from sending schools (A.Y. Jackson SS & South Carleton HS) to remain at that school to graduate with their grade cohort.

The recommended attendance boundaries take steps toward creating a family of schools feeding pattern. All Stittsville area elementary schools would have a standardized K to 6 grade structure. All students at these schools would feed to the new school for grade 7, with the exception of those who reside south of Fallowfield Road or east of Eagleson Road.

7. The Recommendations – Carp River/Terry Fox Drive
A kindergarten to grade 6 attendance boundary redirection between Stittsville PS and Castlefrank ES (K-3)/Katimavik ES (4-8) – West of the Carp River/Terry Fox Drive (see Appendix E).

This portion of the District is more aligned geographically with the Stittsville area than Kanata. The recommended K to 6 redirection to a Stittsville area school, would be consistent with the grade 7 to 12 attendance boundary revisions being recommended for this area. There are currently no students residing within this future residential development area.

It is recommended that this redirection be implemented for September 2020 prior to any students moving into the area.

This change would redirect K to grade 6 students residing west of the Carp River/Terry Fox Drive in approximately 1,825 future residential units located within the current Castlefrank ES/Katimavik ES attendance areas, to Stittsville PS. These students would feed to the new Stittsville SS for grades 7 to 12 upon its opening.

8. The Recommendations – A. Lorne Cassidy ES/Stittsville PS
A kindergarten to grade 6 attendance boundary redirection between A. Lorne Cassidy ES and Stittsville PS (see Appendix F).

Relocating the grade 7 and 8 program at A. Lorne Cassidy ES to the new Stittsville secondary school would result in additional available instructional space at A. Lorne Cassidy ES. In order to make best use of this surplus space, a

kindergarten to grade 6 attendance boundary redirection between A. Lorne Cassidy ES and Stittsville PS, to increase enrolment at the school, and better balance new and future residential development areas, is being recommended.

Students residing in the redirected area, attending Stittsville PS, the year prior to the opening of the new Stittsville secondary school, and their siblings, born the year of the new school's opening or earlier, would be given a one-time option to remain/attend Stittsville PS until the completion of grade 6. These students would be provided transportation if they are eligible under Student Transportation Policy P.127 TRA and Procedure PR.556 TRA.

There is currently no significant future residential development planned within the current A. Lorne Cassidy ES attendance boundary, however, there are over 3,000 future residential units expected within the Stittsville PS catchment. This revision would redirect a portion of the students residing in existing and future residential units north of Hazeldean Road from Stittsville PS to A. Lorne Cassidy ES. It would also redirect a small area of existing homes south of Hazeldean Road and east of Stittsville Main Street (Amberlakes Drive, Slowgrass Crescent, Ravenscroft Court and Wildpine Court).

9. The Recommendations - Individual School Summaries

- **A.Lorne Cassidy ES** would become a K to grade 6 ENG/EFI/MFI school serving all of its existing attendance boundary area, and a redirected portion of the Stittsville PS attendance boundary;
- The grade 7 and 8 program would be relocated to new Stittsville secondary school;
- Students residing north of Fallowfield Road would feed to new Stittsville secondary school for grades 7 to 12, excluding those who live east of Eagleson Road;
- Students residing south of Fallowfield Road or east of Eagleson Road would feed to Goulbourn MS for grades 7 and 8, and continue to feed to South Carleton HS for grades 9 to 12.; and
- MFI students would continue to feed into the school at grade 4 from Stittsville PS, Westwind PS, and new Fernbank elementary school upon its future opening (TBD).
- **New Fernbank elementary school** (opening date TBD) would remain a K to grade 6 ENG/EFI school to serve students within its previously approved attendance boundary area;
- Currently, students residing within its attendance boundary are being accommodated at John Young ES, which is experiencing significant accommodation pressures;
- Beginning September 2020, an approved interim measure would redirect some of these students to Westwind PS, until the new elementary school can be opened; and
- Students would feed to new Stittsville secondary school for grades 7 to 12.

- **Stittsville PS** would remain a K to grade 6 ENG/EFI school serving students within its revised attendance boundary area;
 - Students would feed to new Stittsville secondary school for grades 7 to 12; and
 - Students residing in the area being redirected to A. Lorne Cassidy ES and attending Stittsville PS the year prior to the opening of the new Stittsville secondary school and their siblings born the year of the new school's opening or earlier, would be given a one-time option to remain/attend Stittsville PS until the completion of grade 6.
-
- **Westwind PS** would remain a K to grade 6 ENG/EFI school serving students within its existing attendance boundary area;
 - Students residing north of Fallowfield Road would feed to new Stittsville secondary school for grades 7 to 12, excluding those who live east of Eagleson Road; and
 - Students residing south of Fallowfield Road or east of Eagleson Road would continue to feed to Goulbourn MS for grades 7 and 8, and South Carleton HS for grades 9 to 12.
-
- **Goulbourn MS** would remain a grade 6 to 8 ENG/MFI and a grade 7 and 8 EFI school with a reduced attendance boundary, generally serving students residing south of Fallowfield Road. The portion of its current attendance boundary north of Fallowfield Road would be redirected to new Stittsville secondary school for grades 7 and 8, except for the portion east of Eagleson Road which would remain directed to Goulbourn MS;
 - Richmond PS ENG/MFI students would continue to feed into the school at grade 6;
 - A. Lorne Cassidy ES students residing south of Fallowfield Road or east of Eagleson Road would feed into the school at grade 7;
 - Westwind PS students residing south of Fallowfield Road or east of Eagleson Road would continue to feed into the school at grade 7; and
 - Grade 8 students would continue to feed to South Carleton HS for grades 9 to 12.
-
- **South Carleton HS** would remain a grade 9 to 12 ENG/FI school with a reduced attendance boundary, generally serving students residing south of Fallowfield Road. The portion of its attendance boundary north of Fallowfield Road would be redirected to new Stittsville Ssecondary school for grades 9 to 12, except for the portion east of Eagleson Road which would remain directed to South Carleton HS; and
 - Existing students in grades 9, 10, 11, and 12 residing within the New Stittsville SS attendance boundary would remain at South Carleton HS to graduate with their grade cohort.

- **Glen Cairn PS** would remain a grade 7 and 8 ENG/EFI/MFI school with a reduced attendance boundary. The Fernbank portion of its attendance boundary west of the Carp River/Terry Fox Drive would be redirected to new Stittsville secondary school; and
- Students residing east of the Carp River/Terry Fox Drive would continue to feed to A.Y. Jackson SS for grades 9 to 12.

- **A.Y. Jackson SS** would remain a grade 9 to 12 ENG/FI school with a reduced attendance boundary. The Fernbank portion of its attendance boundary west of the Carp River/Terry Fox Drive would be redirected to new Stittsville secondary school; and
- Existing students in grades 9, 10, 11, and 12 residing within the new Stittsville Secondary school attendance boundary would remain at A.Y. Jackson SS to graduate with their grade cohort.

- **Castlefrank ES** would remain a K to 3 ENG/EFI school with a reduced attendance boundary. A future Kanata West residential development area west of the Carp River/Terry Fox Drive would be redirected to Stittsville PS; and
- Students residing east of the Carp River/Terry Fox Drive would continue to feed to Katimavik ES for grades 4 to 8.

- **Katimavik ES** would remain a grade 4 to 8 ENG/EFI school with a reduced attendance boundary. A future Kanata West residential development area west of the Carp River/Terry Fox Drive would be redirected to Stittsville PS for grades 4 to 6 and new Stittsville secondary school for grades 7 and 8; and
- Students residing east of the Carp River/Terry Fox Drive would continue to feed to Earl of March SS for grades 9 to 12.

- **Earl of March SS** would remain a grade 7 to 12 school with a reduced grade 9 to 12 attendance boundary. A future Kanata West residential development area west of the Carp River/Terry Fox Drive would be redirected to new Stittsville secondary school for grades 9 to 12.

- **Special Education Program Classes** - The relocation of current and the placement of future Special Education program classes at study area schools would be made through a separate process coordinated by the Learning Support Services Department.

10. The Recommendations – Considerations

Grade 8 students at new Stittsville secondary school its first year from both Glen Cairn PS and Goulbourn MS would have to attend three different schools in three successive years for grades 6, 7, and 8.

Under the recommendations two different feeding patterns would be created for EFI students attending A. Lorne Cassidy ES and Westwind PS. Students

residing north of Fallowfield Road would feed to the new Stittsville secondary school for grades 7 to 12, excluding those residing east of Eagleson Road. Students residing south of Fallowfield Road or east of Eagleson Road would feed to Goulbourn MS for grades 7 and 8, and South Carleton HS for grades 9 to 12.

An anomaly would be that Goulbourn MS would not be physically located within any of its attendance boundaries (ENG, EFI & MFI). Note that Goulbourn MS is currently not located within its MFI program attendance boundary.

In order to address this situation, the working group discussed setting Flewellyn Road, rather than Fallowfield Road, as the southern attendance boundary limit for new Stittsville secondary school and its feeder schools. It was agreed, however, that Fallowfield Road is the most logical division as it is the one used by most community programs.

11. Alternate Attendance Boundary Options

Working Option B – Rural Area West of Stittsville

This option is similar to the recommended plan, with the exception that the rural area west of Stittsville would not be within the attendance boundary for the new Stittsville secondary school.

The students residing in the rural area would remain directed to A. Lorne Cassidy ES for K to 6 ENG, EFI and grades 4 to 6 MFI. They would then feed to Goulbourn MS for grades 7 to 8 ENG, EFI and MFI and on to South Carleton HS for grades 9 to 12 (see Alternate Option B maps as Appendix G). There are approximately 50 grade 7 to 12 students residing in this area.

12. **Working Option C – An East-West Attendance Boundary**

Under an east-west attendance boundary option, more students would remain at A. Lorne Cassidy ES and South Carleton HS, and it would take longer for overcrowding to occur at the new school. Stittsville Main Street was used as the main east-west boundary division for the three options examined by the working group (see Alternate Option C map as Appendix H).

Capital funding was provided to serve Stittsville area students, however, under an east-west attendance boundary option, not all Stittsville area students would be accommodated at the new school. Students residing in the longer established Stittsville neighbourhoods would remain designated to attend South Carleton HS.

While this more compact attendance boundary design would slow accommodation pressures at the new school, it would delay the need for an addition to the new school and/or capital funding for the next secondary school to serve the remaining Stittsville area students.

There are approximately 375 to 560 grade 7 to 12 students currently residing in the areas north of Fallowfield Road that would not be directed to the new Stittsville secondary school under the three east-west attendance boundary options considered.

13. **Designated Schools for Fallowfield Village**

Fallowfield Village is a small residential area located north of Fallowfield Road, between Old Richmond Road and Moodie Drive. The village contains 72 residential lots, and there are approximately 25 K to grade 12 OCDSB students residing there. The students are currently directed to Richmond PS (K-5 ENG, 4-5 MFI), Westwind PS (K-6 EFI), Goulbourn MS (6-8 ENG & MFI, 7-8 EFI), and South Carleton HS (9-12).

A request was received as part of this study regarding whether consideration could be given to redirecting students from the village to Stittsville area schools, including the new Stittsville secondary school (see Appendix I).

Although the number of students in this area is small, significant accommodation pressures are anticipated for the new Stittsville secondary school and its feeder schools. Stittsville (including the Fernbank area) is currently the fastest growing residential development area in the City of Ottawa and it will take many years before full build-out is reached. It would therefore not be prudent to add more students to Stittsville area schools at this time.

There was also discussion about the possibility of considering geographically closer schools in Kanata South or Nepean. Both of these areas have a significant amount of ongoing new residential growth, and accommodation pressures exist at many of the schools in these areas. In this regard, a boundary revision between John McCrae SS/Cedarview MS and Longfields-Davidson Heights SS was recently approved to better balance significant accommodation pressures in Nepean.

Although the issue was raised at the working group level, only one response from the public has been received on the topic to date. Given the accommodation pressures that either exist or are projected at potential areas identified for redirection, staff are of the opinion that it is not the right time to recommend a change to current school designations for Fallowfield Village.

14. Input Received Regarding the Draft Staff Recommended Plan

An online public consultation process was held from 11 May 2020 to 10 June 2020, to gather input from parents/guardians, students, and members of the broader community on the draft staff recommendation report. Feedback was received using a study email address and a Thoughtexchange™ process.

Over 50 emails were received and 190 participants (71% were parents/guardians; 19% students; 4% staff; and 6% community members) took part in the Thoughtexchange™ process sharing 122 thoughts and assigning 2,619 stars to those thoughts.

The following summarizes the most numerous areas of discussion during the online public consultation:

- agreement with the draft staff recommended plan;
- excitement around the opening of the first English public secondary school in Stittsville;
- do not implement Option C;
- why is the new school being built so small?;
- open new school with a 7 to 10 grade structure;
- prefer Option B;
- do not want the September 2022 opening date delayed;
- provide a sibling provision to allow students to attend A.Y. Jackson SS or South Carleton HS with their older sibling;
- provide an option for students to choose to attend the new school or A.Y. Jackson SS/South Carleton HS;
- what is the future plan for South Carleton HS and all of its feeder schools, including Goulbourn MS and Richmond PS?;
- concern over projected enrolment at Goulbourn MS and/or South Carleton HS;
- prefer Option C;
- want a Riverside South Secondary School;
- want a Half Moon Bay Secondary School;
- expand the attendance boundary for South Carleton HS;
- new school attendance boundary is too large;
- expand the new school's attendance boundary;
- open the new school with a 7 to 11 or 7 to 12 grade structure;
- if the opening date is delayed would prefer the new school to open with a 7 to 10 grade structure rather than a 7 to 9, to allow students who thought they would be attending to still attend; and
- include the area behind Sobeys in the attendance boundary for the new school;

Overall the draft staff recommended plan was well received with most responses being in favour of the plan as it is. The least liked option was C (an east-west attendance boundary), which would provide a more compact catchment but excludes portions of the Stittsville area from the attendance boundary of the new school.

There is concern over the size of the new school not being able to accommodate all Stittsville area students in the future. This school design was used previously to build Longfields-Davidson Heights SS in South Nepean. Similar to that school, new Stittsville secondary school is being planned with the option to accommodate a future addition on site. The OCDSB also has a second designated secondary school site in the area where another school could be built and opened in the future.

The amount of new residential development in the larger Stittsville area, in combination with providing local accommodation to students residing in the Village of Stittsville proper, makes it unfeasible to build a single school which could serve all students in those areas at full build-out. The ultimate plan for accommodating grade 7 to 12 students in the area will occur through a staged approach over a long period of time, and will require the funding and construction of additional space.

There are concerns over the impact that the resulting lower enrolments at South Carleton HS and Goulbourn MS will have on the number of classes, breadth of course offerings, and extracurricular activities.

Staff is recommending that upon the completion of the current MOE moratorium on pupil accommodation reviews, a comprehensive review be initiated for this part of the District that includes South Carleton HS and all its elementary feeder schools.

This review would examine the specific needs of this part of the District, and include representatives from South Carleton HS and its feeder schools.

Some families expressed concerns over siblings having to attend different secondary schools - older sibling at A.Y. Jackson SS or South Carleton HS while younger sibling designated to attend the new school. With the long-awaited opening of the new school it is the expectation that students would want to attend their new local school. Not providing a sibling provision will ensure a sufficient number of students in each cohort in order to offer a variety of courses and extracurricular activities at the new school.

15. Staff Recommendation

Staff is recommending a plan which was guided by the study's key objectives while taking into consideration input from the working group, parents/guardians, students, and the public.

The recommended attendance boundaries work towards balancing enrolments at Stittsville area schools, are logical and align program feeding patterns, account for new and future residential development and future school openings, and take steps towards creating a Family of Schools configuration for the Stittsville area.

Note that all of the recommendations would come in to affect upon the opening of the new Stittsville secondary school, except for Recommendation B which would be implemented for September 2020.

Staff also recommends that a future pupil accommodation review of South Carleton High School and all its elementary feeder schools (K-8) be undertaken to examine the needs of these schools.

RESOURCE IMPLICATIONS:

16. The cost of conducting the study has been managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

17. As noted under the context section of this report, an alternate method for conducting the public consultation meeting portion of the study to receive parent/guardian, student, and community input was approved by Board.

This approach included the following:

- Notice to the public of the virtual public consultation format, which included messaging from study school principals, school and school council email notice, OCDSB website notice and local community newspaper(s);
- Posting of a draft staff recommendation report and PowerPoint video presentation based on the draft report;
- Study Reports and working group packages posted for reference;
- Online email address and Thoughtexchange™ to receive public input;
- Updates of FAQs and answers provided on an ongoing basis; and
- Consultation duration of approximately 30 calendar days.

A PowerPoint presentation video was posted on the OCDSB website which presented highlights of a draft staff recommendation report based on input provided by the working group. The report outlined the boundary options being put forth for consideration, included background material considered throughout the working group process.

Over 50 feedback emails were received from the public and 190 participants (71% were parents/guardians; 19% students; 4% staff; and 6% community members) took part in the Thoughtexchange™ process sharing 122 thoughts and assigning 2,619 stars to those thoughts.

The amount of public input received was similar to what we would have expected under a standard public consultation process undertaken by the OCDSB for the opening of a new school.

STRATEGIC LINKS:

18. The opening of a secondary school within the developing Fernbank area will provide the District with the ability to serve Stittsville area students locally.

The addition of a school within its own caring community is consistent with the objectives of the Strategic Plan by improving equity of access to a choice of high quality programs in an environment which fosters innovation and creativity. The provision of additional new school facilities within a growth area of the District provides opportunity for each of the Strategic Plan's three key priority areas to be addressed; creating a culture of innovation, caring and social responsibility.

RECOMMENDATIONS:

- A. THAT an opening grade structure, program offering, and attendance boundary for the new Stittsville secondary school, and revised attendance boundaries for A. Lorne Cassidy Elementary School, Glen Cairn Public School, Goulbourn Middle School, Katimavik Elementary School, A.Y. Jackson Secondary School, Earl of March Secondary School, and South Carleton High School, be approved according to Appendix C of Report No.20-042, and implemented upon its opening;
- B. THAT revised kindergarten to grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for Castlefrank Elementary School (K-3), Katimavik Elementary School (4-6), and Stittsville Public School (K-6), be approved according to Appendix E of Report No. 20-042, and implemented for September 2020;
- C. THAT revised Kindergarten to Grade 6 English with Core French Program and Early French Immersion Program attendance boundaries for A. Lorne Cassidy Elementary School and Stittsville Public School be approved according to Appendix F of Report No. 20-042, and implemented upon the opening of the new Stittsville secondary school;
- D. THAT students impacted by Recommendation C of Report No. 20-042 and their siblings born in the year new Stittsville secondary school opens or earlier be given a one-time option to remain at /attend Stittsville Public School until the completion of grade 6 and be provided transportation if they are eligible under Student Transportation Policy P.127 TRA and Procedure PR.556 TRA; and
- E. THAT any student on a cross boundary transfer at a school whose program cohort is being relocated to another school as a result of approved recommendations in Report 20-042 be allowed to move with their program cohort without having to reapply for a transfer.

Michael Carson
Chief Financial Officer

Camille Williams-Taylor
Director of Education and
Secretary of the Board

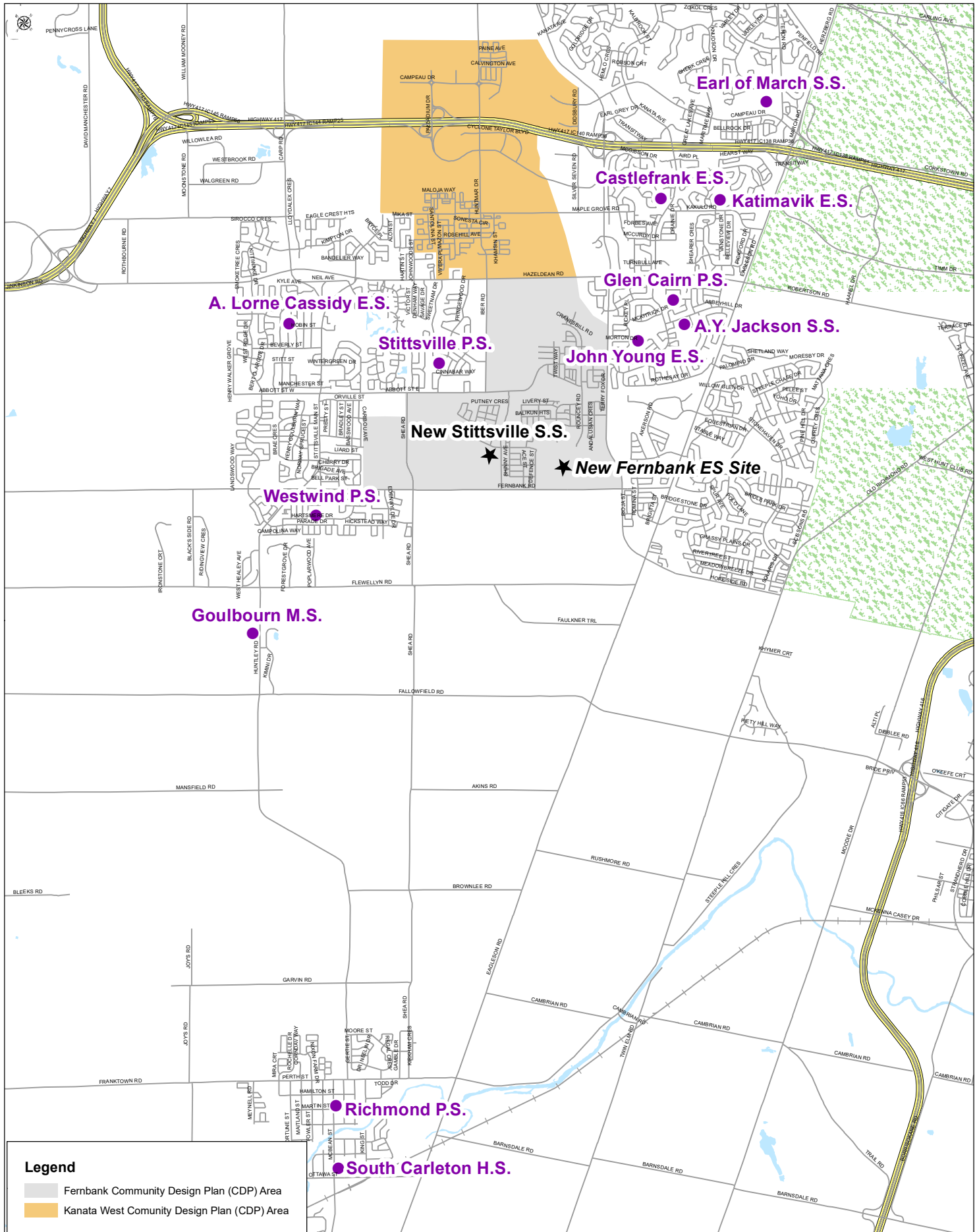
APPENDICES

- Appendix A General Location Map – New Stittsville Secondary School Study
- Appendix B New Stittsville Secondary School Study Timeline and Consultation Plan
- Appendix C New Stittsville Secondary School Attendance Boundary Maps
- Appendix D Five Year Projected Enrolments for Study Area Schools
- Appendix E K to 6 ENG & EFI Attendance Boundary Redirection Map – Between Castlefrank ES/Katimavik ES and Stittsville PS
- Appendix F K to 6 ENG & EFI Attendance Boundary Redirection Maps – Between A. Lorne Cassidy ES and Stittsville PS
- Appendix G Alternative Option B Attendance Boundary Composite Maps
- Appendix H Alternative Option C East-West Attendance Boundaries New Stittsville Secondary School (9 to 12) Map
- Appendix I Considered Fallowfield Village Redirection Maps



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

General Location Map - New Stittsville S.S. Site





NEW STITTSTVILLE SECONDARY SCHOOL STUDY TIMELINE – as amended

Activity	Date
Notice of Intention to Commence Study and Approve Study ➤ Board Approval of Study Consultation Plan and Timeline	October 2019
Consultative Stage ➤ Formation of Working Group ➤ Working Group Meetings ➤ Public Consultation Meeting - Revised Consultation & Extended Format	November 2019 27 November 2019 27 January 2020 9 March 2020 May-June 2020
Recommendation and Decision Making Stage ➤ Regular Committee of the Whole or Special Board – Presentation of Staff Recommendation Report ➤ Regular or Special Board Meeting – Final Decisions	June 2020 June 2020
Communication and Implementation Stage ➤ Communication of Board Approved Decision ➤ Implementation of Board Approved Decision	June 2020 September 2022



CONSULTATION PLAN(REVISED)

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	April 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Stittsville Secondary School Study – Approval of Alternate Public Meeting Consultation Format and Amendment to Study Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>Request to proceed to the public consultation meeting, following the series of working group meetings, previously attended by the impacted area school communities, regarding the proposed new Stittsville secondary school boundary and other associated changes. Due to current the Covid 19 Pandemic, and government imposed physical distancing and restrictions to large group gatherings, an alternate means of consultation must be undertaken.</p> <p><i>The scope of the consultation included six elementary and three secondary schools; A. Lorne Cassidy ES, Stittsville PS, Goulbourn MS, South Carleton HS, Glen Cairn PS, AY Jackson SS, Castlefrank ES, Katimavik ES, and Earl of March SS.</i></p> <p><i>The consultation process will serve to implement recommendations regarding the attendance boundary, program, and opening grade structure for the new grade 7 to 12 secondary school. Those changes may result in associated revisions to some area schools not directly impacted by the new school opening.</i></p>	
WHY?	
<p>2. WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p>	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<p><i>The consultation will seek to recommend a plan to implement an opening grade structure, program, and attendance boundary for the new school. To minimize disruption to families and students it will also likely recommend the phasing of some of the recommended changes.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	

**Appendix B (2)
to Report 20-039**

 OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community

- ☐ Students
☒ Parents/guardians
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☐ Advisory committees (Specify below)
☐ Special Education Advisory Committee, etc
☐ Other _____

Internal to OCDSB

- ☒ Trustees
☒ Superintendents
☒ Principals and/or Vice-principals
☐ Managers
☐ District staff
☐ Federations
☐ Other _____

External / Other (please identify)

- ☐ Agencies/associations _____
☒ Community groups _____
☒ General Public _____
☐ Other governments _____
☐ Other _____

Please describe or expand on who will be consulted and any partners in the consultation:

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

 In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Yes, local Trustees, the Superintendent of Instruction for area schools, and the Chief Financial Officer.

HOW?

6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- ☒ Media advertisement (print and/or radio)
☒ Letter distribution
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☒ School newsletter
☒ Website (schools and/or OCDSB sites)
☐ Other _____

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Stakeholders will be informed via school email, school parent council email which will include online format, date and duration and opportunity for feedback for the alternate method of consultation.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- ☐ Focus groups
☐ Interviews
☒ Mail-out or email circulation
☐ Open houses / workshops / cafes
☒ School council(s)
☐ Ottawa Carleton Assembly of School Councils
☒ Public meetings : **Online Format only – extended timeframe**
☐ Survey / questionnaire
☒ Web-based notice / Web-based comments
☐ Other _____

Please describe:



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

**Appendix B (2)
to Report 20-039**

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:	June 2020	
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<u>NOTES**</u>
October 2019	Board Approval of Study Consultation Plan and Timeline	
November 2019	Formation of Working Group	
November 2019 to March 2020	Working Group Meetings	
May-June 2020	Public Consultation Meeting – Alternate Online Format	
June 2020	Committee of the Whole Meeting – Presentation, Debate, and Recommendations – Format to be determined based on current government imposed group gathering restrictions.	
June 2020	Regular Board Meeting – Final Study Decisions - Format to be determined based on current government imposed group gathering restrictions.	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

Appendix B (2)
to Report 20-039

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

<input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> Letter distribution <input type="checkbox"/> Letter of Transmittal to committee/Board	<input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other
---	--

Please describe:

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

Consultation costs will be managed within existing departmental budgets.

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

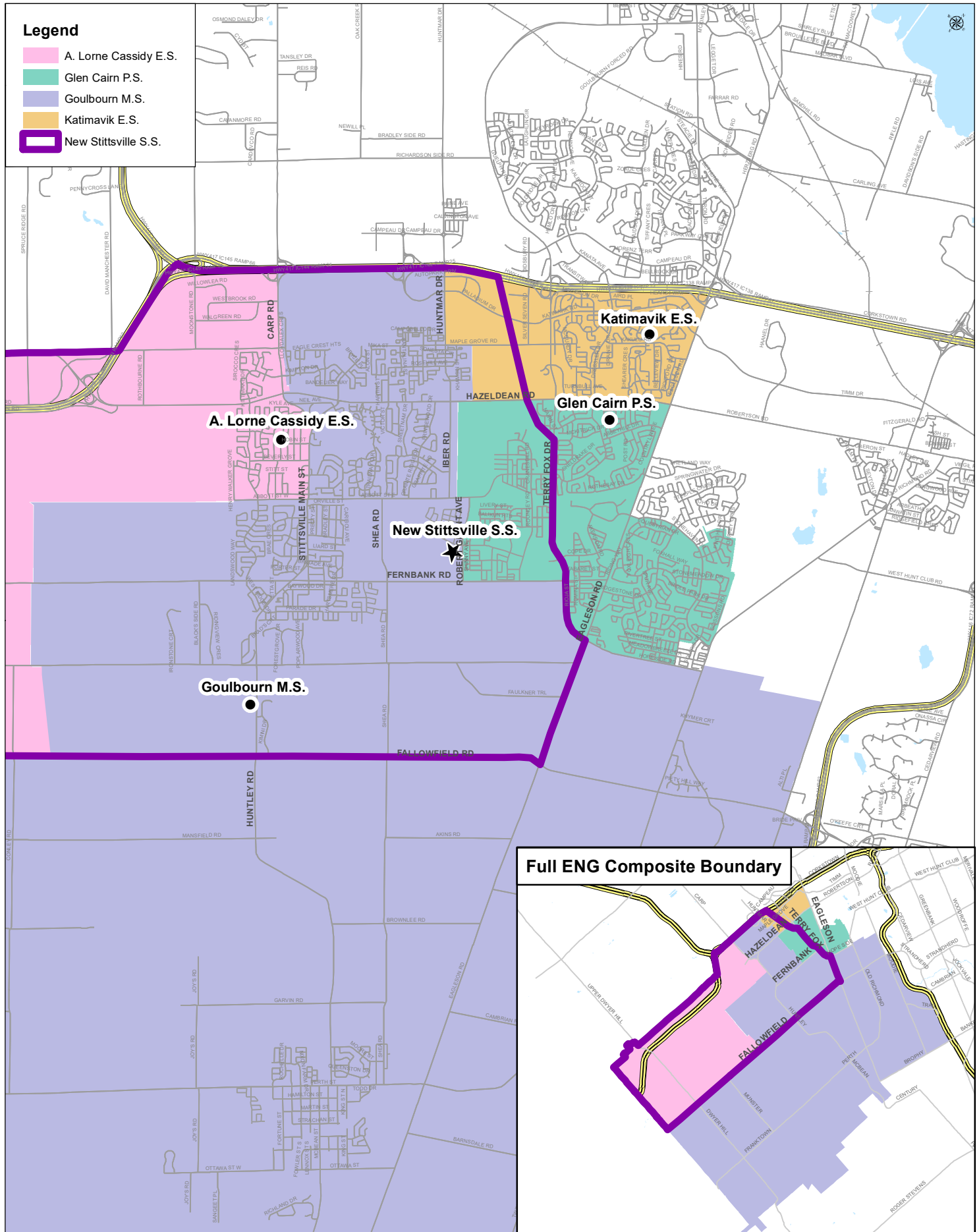
Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

As this is an alternate method of Public Meeting Consultation being employed a survey could be issued to participants and study area communities to determine the effectiveness and receipt of comments and ideas for modifications etc.

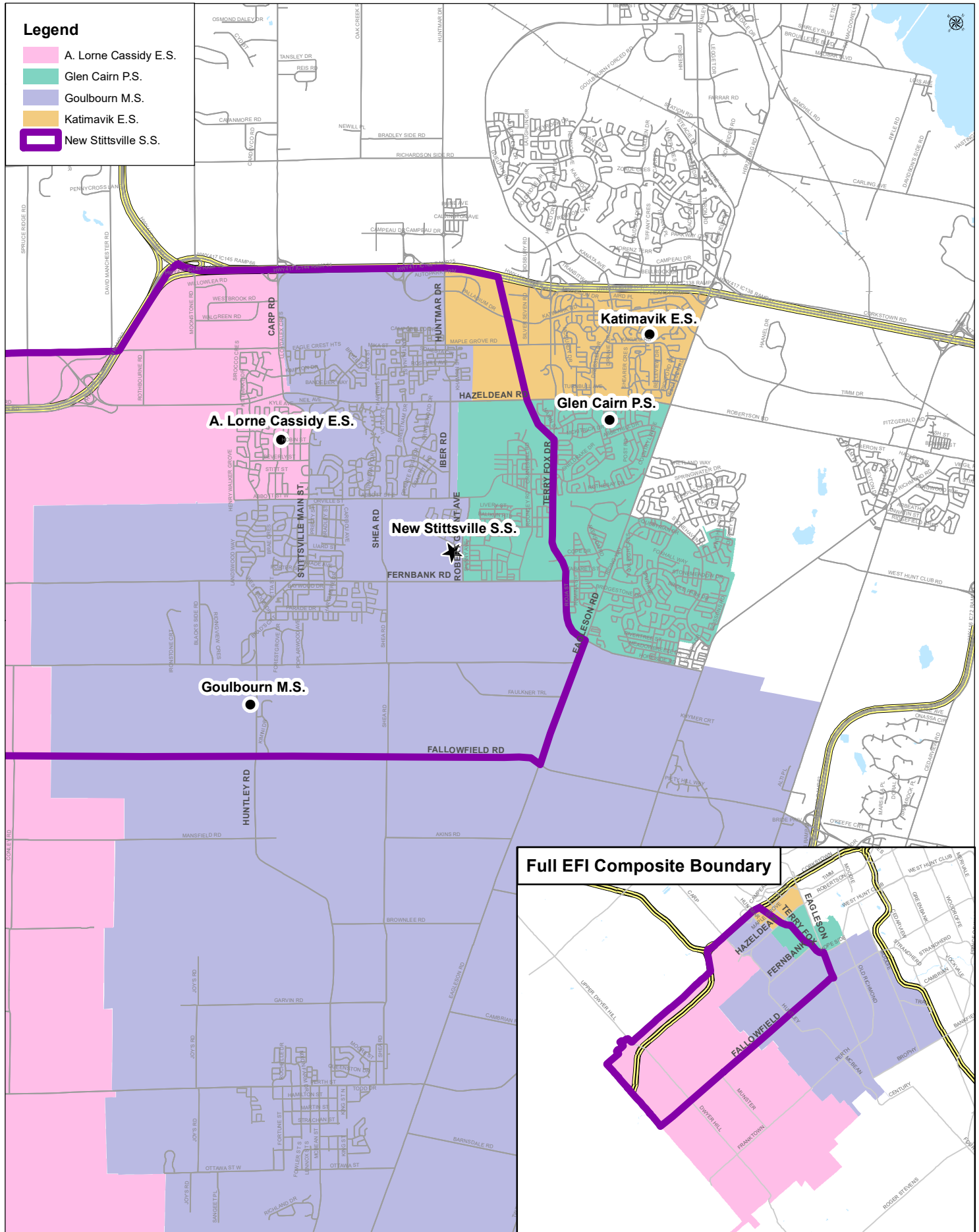
Recommended Attendance Boundaries

New Stittsville SS Study

7 to 8 ENG Composite Map



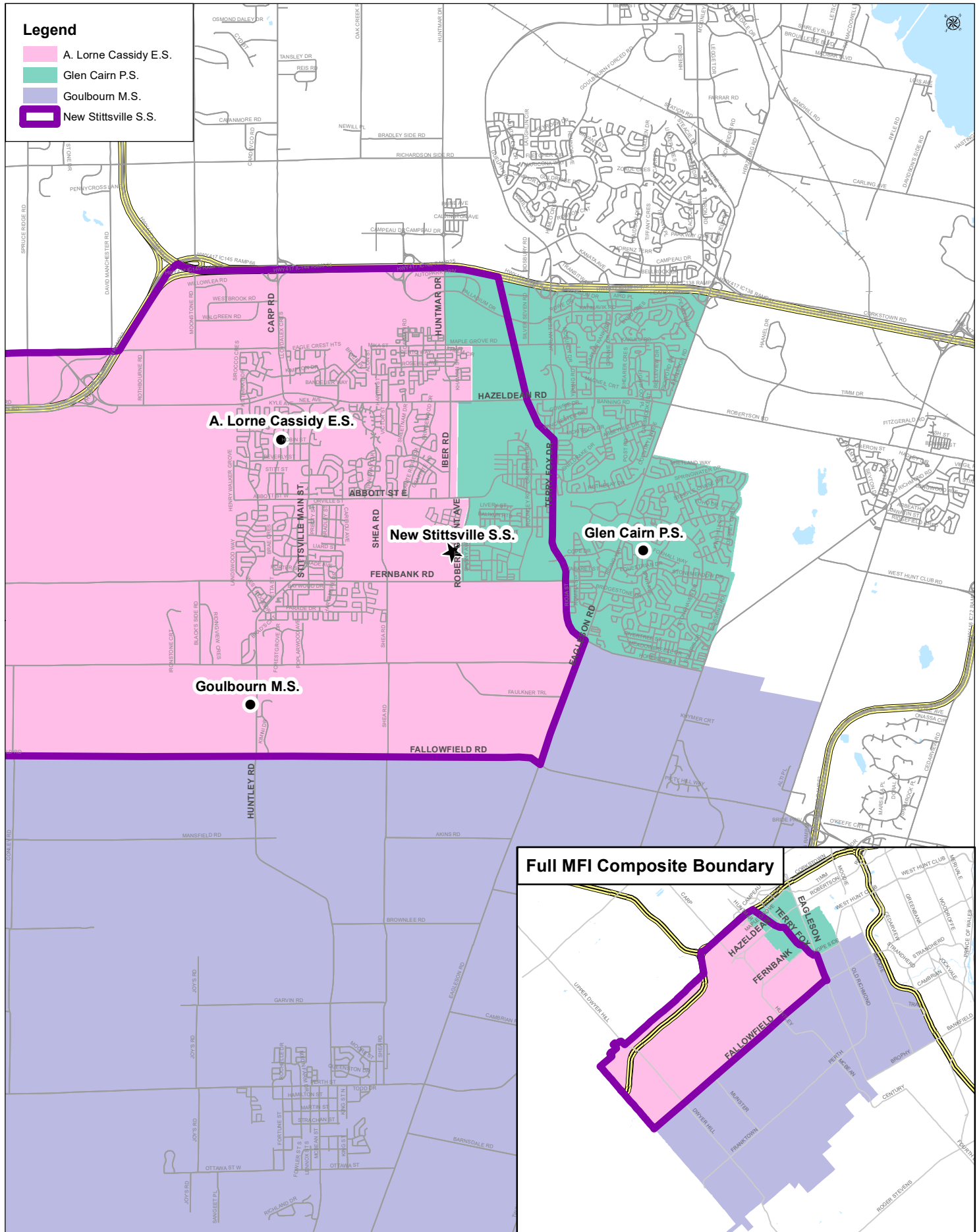
Recommended Attendance Boundaries New Stittsville SS Study 7 to 8 EFI Composite Map



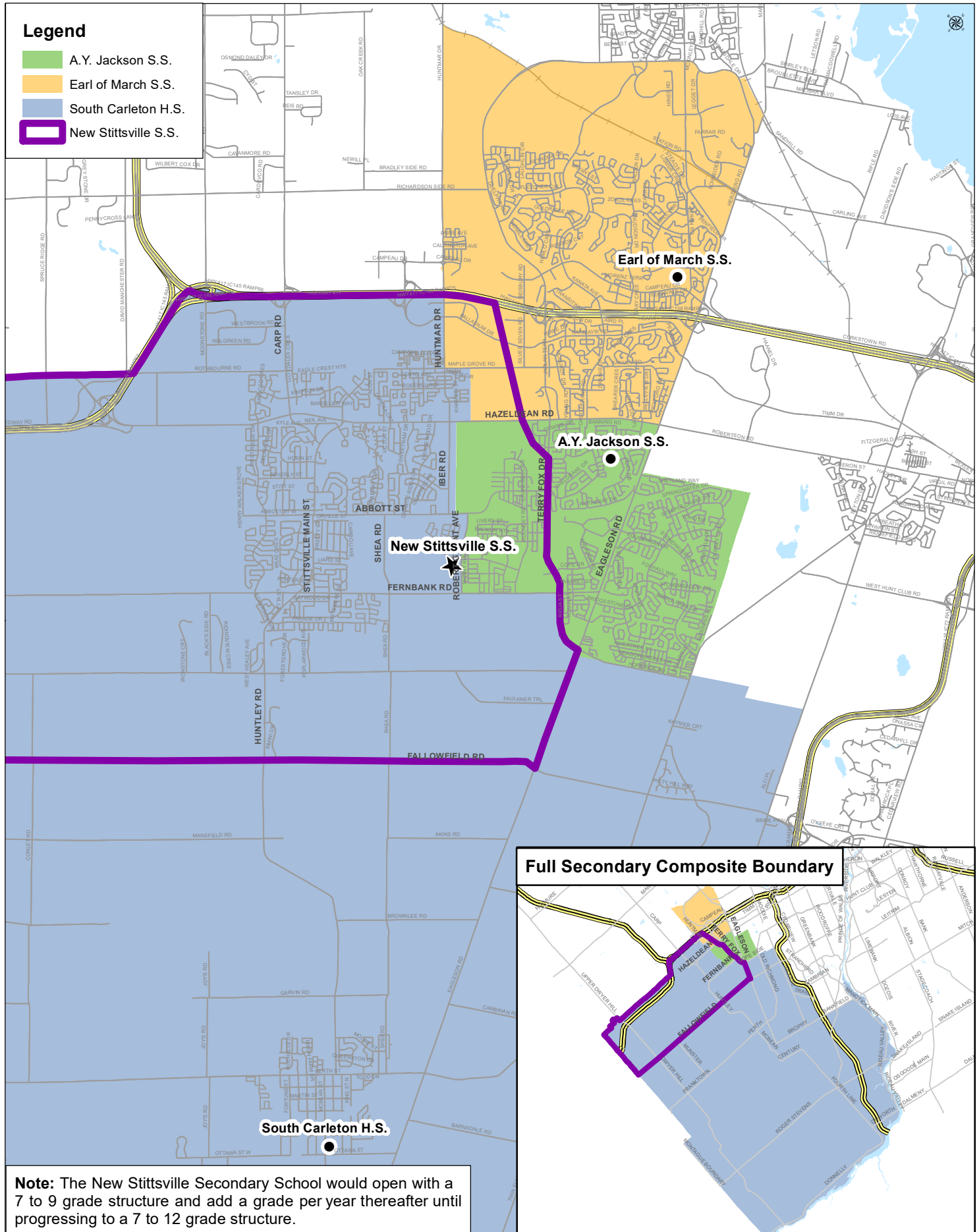
Recommended Attendance Boundaries

New Stittsville SS Study

7 to 8 MFI Composite Map



Recommended Attendance Boundaries New Stittsville SS Study Secondary School (Grade 9 to 12) Composite Map



Stittsville Secondary School Study

2022 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KG TN	45	52														97	75%
		ENG			7	9	12	5	14	11								58	
		EFI			45	43	47	42	40	36								253	
		MFI					9	15	17									41	
		Total	45	52	52	52	59	56	69	64								449	
Stittsville PS	626	KG TN	72	77														149	99%
		ENG			18	20	31	27	30	29								155	
		EFI			60	53	63	48	43	51								318	
		Total	72	77	78	73	94	75	73	80								622	
New Stittsville SS	1353	KG TN									97	94						191	53%
		EFI									146	104						250	
		MFI									25	28						53	
		9-12											229					229	
		Total									268	226	229	0	0	0		723	
TOTAL	3221		117	129	130	125	153	131	142	144	268	226	229	0	0	0	0	1794	56%
Goulbourn MS	400	KG TN																0	50%
		ENG								21	19	25					16	81	
		EFI									13	11						24	
		MFI								26	19	23						68	
		G.ENG									13	12						25	
		Total								47	64	71					16	198	
South Carleton HS	1344	Total											190	356	343	302	5	1196	89%
TOTAL	1744		0	0	0	0	0	0	0	47	64	71	190	356	343	302	21	1394	80%
Glen Cairn PS	352	KG TN																0	93%
		ENG									85	81					8	174	
		EFI									66	57						123	
		MFI									13	16						29	
		Total									164	154					8	326	
A.Y. Jackson SS	759	Total											238	262	265	276	11	1052	139%
TOTAL	2117		0	0	0	0	0	0	0	0	164	154	238	262	265	276	19	1378	65%
Castlefrank ES	416	KG TN	54	55														109	72%
		ENG			9	18	21										10	58	
		EFI			45	45	44											134	
		Total	54	55	54	63	65										10	301	
Katimavik ES	387	KG TN																0	91%
		ENG						30	30	21	24	22					28	155	
		EFI						47	44	31	38	38						198	
		Total						77	74	52	62	60					28	353	
Earl of March SS	1484	ENG									145	156					5	306	148%
		EFI									93	89						182	
		MFI									86	80						166	
		9-12											358	405	398	367	17	1545	
		Total									324	325	358	405	398	367	22	2199	
TOTAL	2287		54	55	54	63	65	77	74	52	386	385	358	405	398	367	60	2853	125%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study 2023 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KG TN	44	53														97	75%
		ENG			7	9	11	8	6	14								55	
		EFI			46	45	44	42	40	39								256	
		MFI						13	10	17								40	
		Total	44	53	53	54	55	63	56	70								448	
Stittsville PS	626	KG TN	73	74														147	99%
		ENG			18	21	25	33	30	30								157	
		EFI			64	54	49	60	47	43								317	
		Total	73	74	82	75	74	93	77	73								621	
New Stittsville SS	1353	ENG									99	97						196	77%
		EFI									160	147						307	
		MFI									19	28						47	
		9-12											248	244				492	
		Total									278	272	248	244	0	0		1042	
TOTAL	3221		117	127	135	129	129	156	133	143	278	272	248	244	0	0	0	2111	66%
Goulbourn MS	400	KG TN																0	48%
		ENG								18	24	19					16	77	
		EFI									13	13						26	
		MFI								22	26	17						65	
		G.ENG									12	13						25	
		Total								40	75	62					16	193	
South Carleton HS	1344	Total											193	199	356	357	5	1110	83%
TOTAL	1744		0	0	0	0	0	0	0	40	75	62	193	199	356	357	21	1303	75%
Glen Cairn PS	352	KG TN																0	107%
		ENG									123	92					8	223	
		EFI									61	62						123	
		MFI									18	14						32	
		Total									202	168					8	378	
A.Y. Jackson SS	759	Total											227	261	285	286	11	1070	141%
TOTAL	2117										202	168	227	261	285	286	19	1448	68%
Castlefrank ES	416	KG TN	53	57														110	71%
		ENG			9	17	20										10	56	
		EFI			46	41	41											128	
		Total	53	57	55	58	61										10	294	
Katimavik ES	387	KG TN																0	93%
		ENG						24	33	32	20	25					28	162	
		EFI						41	48	43	29	38						199	
		Total						65	81	75	49	63					28	361	
Earl of March SS	1484	ENG									122	166					5	293	152%
		EFI									72	90						162	
		MFI									89	85						174	
		9-12											386	376	430	422	17	1631	
		Total									283	341	386	376	430	422	22	2260	
TOTAL	2287		53	57	55	58	61	65	81	75	332	404	386	376	430	422	60	2915	127%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study 2024 Enrolment Projections - Working Option A

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)	
A. Lorne Cassidy ES	600	KGTN	45	52														97	74%	
		ENG			7	9	12	7	10	6								51		
		EFI			47	46	47	40	40	40								260		
		MFI						12	14	12								38		
		Total	45	52	54	55	59	59	64	58								446		
Stittsville PS	626	KGTN	72	75														147	100%	
		ENG			18	22	25	25	37	30								157		
		EFI			61	57	50	47	59	47								321		
		Total	72	75	79	79	75	72	96	77								625		
New Stittsville SS	1353	ENG									99	101						200	99%	
		EFI									152	161						313		
		MFI									19	20						39		
		9-12											270	263	252			785		
		Total									270	282	270	263	252	0		1337		
TOTAL	3221			117	127	133	134	134	131	160	135	270	282	270	263	252	0	0	2408	75%
Goulbourn MS	400	KGTN																0	50%	
		ENG								20	21	24					16	81		
		EFI									11	13						24		
		MFI								25	22	24						71		
		G.ENG									13	12						25		
		Total								45	67	73					16	201		
South Carleton HS	1344	Total											211	202	199	370	5	987	73%	
TOTAL	1744		0	0	0	0	0	0	0	45	67	73	211	202	199	370	21	1188	68%	
Glen Cairn PS	352	KGTN																0	123%	
		ENG									137	133					8	278		
		EFI									60	55						115		
		MFI									21	19						40		
		Total									218	207					8	433		
A.Y. Jackson SS	759	Total											235	250	280	308	11	1084	143%	
TOTAL	2117										218	207	235	250	280	308	19	1517	72%	
Castlefrank ES	416	KGTN	53	56														109	70%	
		ENG			10	17	18										10	55		
		EFI			48	42	38											128		
		Total	53	56	58	59	56										10	292		
Katimavik ES	387	KGTN																0	93%	
		ENG						23	27	35	31	21					28	165		
		EFI						39	41	47	40	29						196		
		Total						62	68	82	71	50					28	361		
Earl of March SS	1484	ENG									124	140					5	269	153%	
		EFI									95	70						165		
		MFI									72	88						160		
		9-12											404	405	398	455	17	1679		
		Total									291	298	404	405	398	455	22	2273		
TOTAL	2287		53	56	58	59	56	62	68	82	362	348	404	405	398	455	60	2926	128%	

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study 2025 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)	
A. Lorne Cassidy ES	600	KG TN	44	53														97	76%	
		ENG			7	10	12	8	9	10								56		
		EFI			46	47	48	42	38	39								260		
		MFI						12	13	16								41		
		Total	44	53	53	57	60	62	60	65								454		
Stittsville PS	626	KG TN	75	74														149	101%	
		ENG			18	21	27	26	29	37								158		
		EFI			62	55	53	48	46	59								323		
		Total	75	74	80	76	80	74	75	96								630		
New Stittsville SS	1353	ENG									92	101						193	122%	
		EFI									169	152						321		
		MFI									14	20						34		
		9-12											285	287	271	265		1108		
		Total									275	273	285	287	271	265		1656		
TOTAL	3221			119	127	133	133	140	136	135	161	275	273	285	287	271	265	0	2740	85%
Goulbourn MS	400	KG TN																0	47%	
		ENG									16	22	21					16		75
		EFI										10	11					21		
		MFI									20	25	20					65		
		G.ENG										12	13					25		
		Total									36	69	65					16		186
South Carleton HS	1344	Total											205	221	202	207	5	840	63%	
TOTAL	1744			0	0	0	0	0	0	0	36	69	65	205	221	202	207	21	1026	59%
Glen Cairn PS	352	KG TN																0	138%	
		ENG										149	148					8		305
		EFI										78	56					134		
		MFI										23	22					45		
		Total										250	226					8		484
A.Y. Jackson SS	759	Total											244	259	270	302	11	1086	143%	
TOTAL	2117											250	226	244	259	270	302	19	1570	74%
Castlefrank ES	416	KG TN	55	57														112	73%	
		ENG			11	18	19											10		58
		EFI			48	45	40											133		
		Total	55	57	59	63	59											10		303
Katimavik ES	387	KG TN																0	96%	
		ENG						21	26	29	34	33						28		171
		EFI						36	40	41	44	41						202		
		Total						57	66	70	78	74						28		373
Earl of March SS	1484	ENG										134	144					5	283	154%
		EFI										90	94					184		
		MFI										83	72					155		
		9-12											354	427	434	426	17	1658		
		Total										307	310	354	427	434	426	22	2280	
TOTAL	2287			55	57	59	63	59	57	66	70	385	384	354	427	434	426	60	2956	129%

Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)

Stittsville Secondary School Study

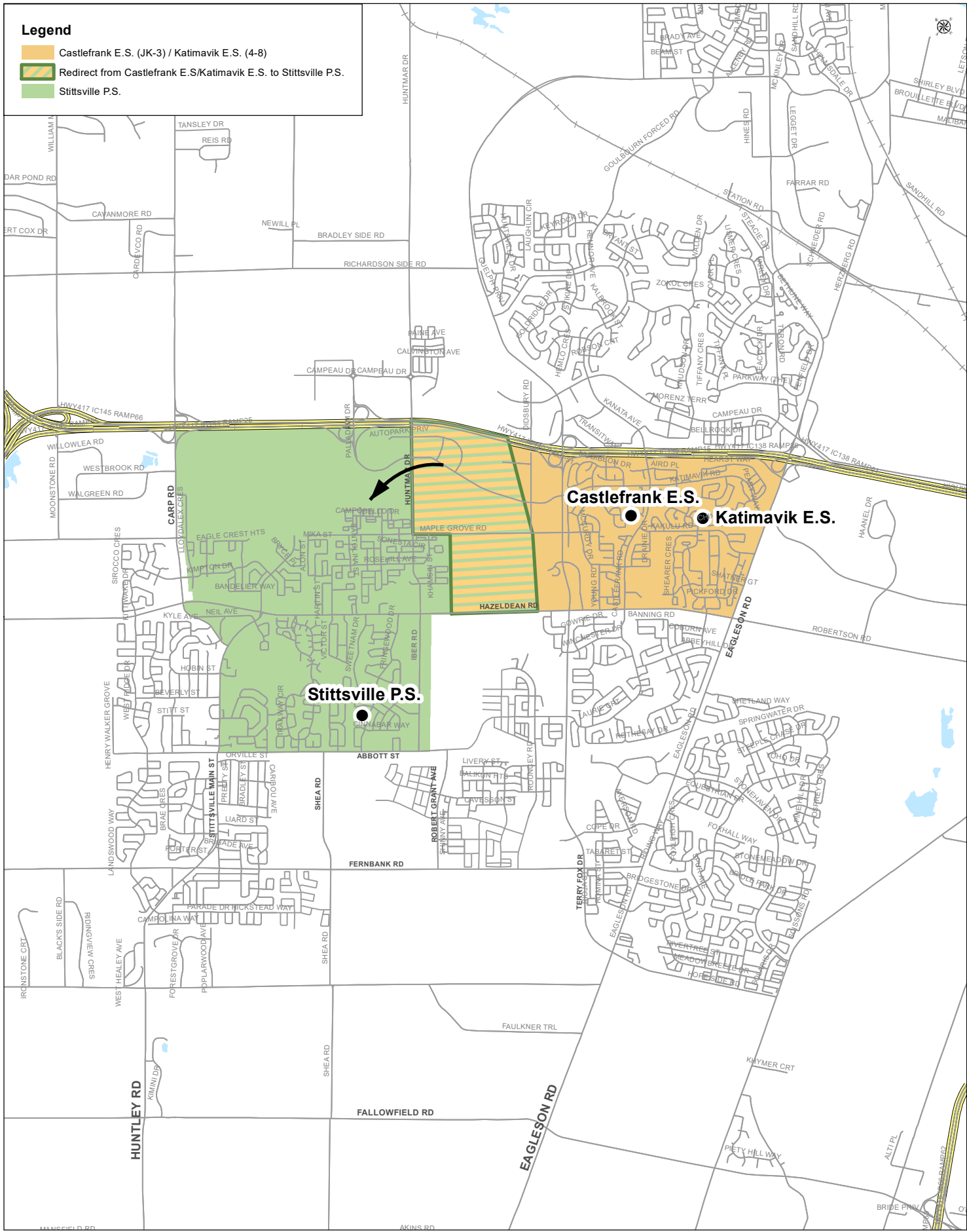
2026 Enrolment Projections - Recommended Option

School	Capacity	Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	9	10	11	12	SE	Total	UF(%)
A. Lorne Cassidy ES	600	KG TN	45	52														97	76%
		ENG			7	9	13	8	10	9								56	
		EFI			47	46	49	43	40	38								263	
		MFI						13	14	15								42	
		Total	45	52	54	55	62	64	64	62								458	
Stittsville PS	626	KG TN	77	77														154	99%
		ENG			18	22	26	28	30	29								153	
		EFI			61	56	51	51	47	46								312	
		Total	77	77	79	78	77	79	77	75								619	
New Stittsville SS	1353	ENG									122	95						217	131%
		EFI									189	171						360	
		MFI									18	15						33	
		9-12											286	301	295	284		1166	
		Total									329	281	286	301	295	284		1776	
TOTAL	3221		122	129	133	133	139	143	141	137	329	281	286	301	295	284	0	2853	89%
Goulbourn MS	400	KG TN																0	48%
		ENG								21	18	22					16	77	
		EFI									11	10						21	
		MFI								25	20	23						68	
		G.ENG									13	12						25	
		Total								46	62	67					16	191	
South Carleton HS	1344	Total											198	215	221	211	5	850	63%
TOTAL	1744		0	0	0	0	0	0	0	46	62	67	198	215	221	211	21	1041	60%
Glen Cairn PS	352	KG TN																0	145%
		ENG									151	161					8	320	
		EFI									73	71						144	
		MFI									24	24						48	
		Total									248	256					8	512	
A.Y. Jackson SS	759	Total											258	271	281	292	11	1113	147%
TOTAL	2117										248	256	258	271	281	292	19	1625	77%
Castlefrank ES	416	KG TN	57	59														116	75%
		ENG			11	20	20										10	61	
		EFI			49	45	42											136	
		Total	57	59	60	65	62										10	313	
Katimavik ES	387	KG TN																0	94%
		ENG						22	24	28	28	36					28	166	
		EFI						38	37	40	39	44						198	
		Total						60	61	68	67	80					28	364	
Earl of March SS	1484	ENG									115	156					5	276	156%
		EFI									97	89						186	
		MFI									73	83						156	
		9-12											383	375	457	464	17	1696	
		Total									285	328	383	375	457	464	22	2314	
TOTAL	2287		57	59	60	65	62	60	61	68	352	408	383	375	457	464	60	2991	131%

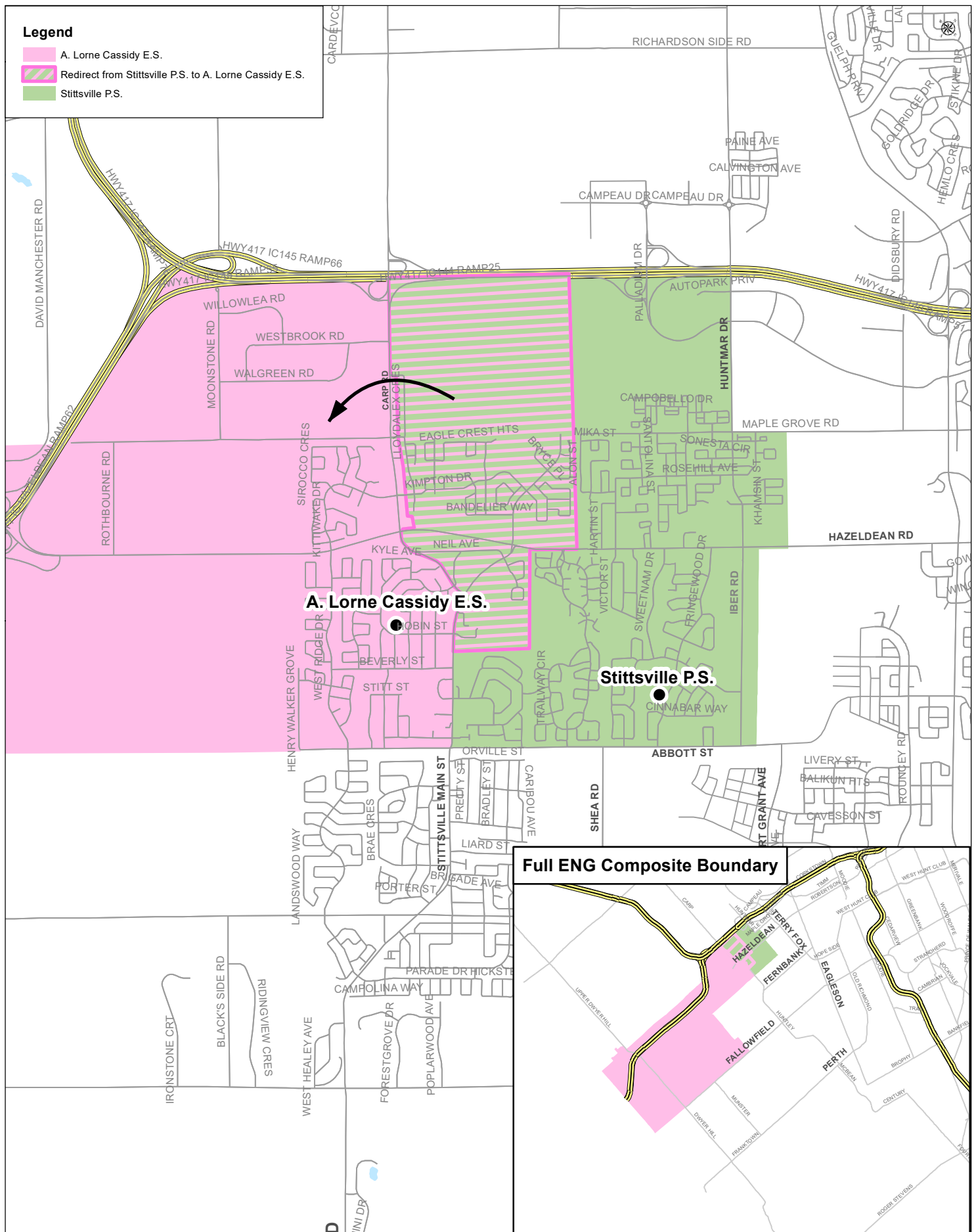
Note: SE = Congregated Special Education
UF% = Utilization (Head Count Total/Capacity)



Recommended K to 6 ENG and EFI Attendance Boundary Revision Between Castlefrank ES /Katimavik ES and Stittsville PS

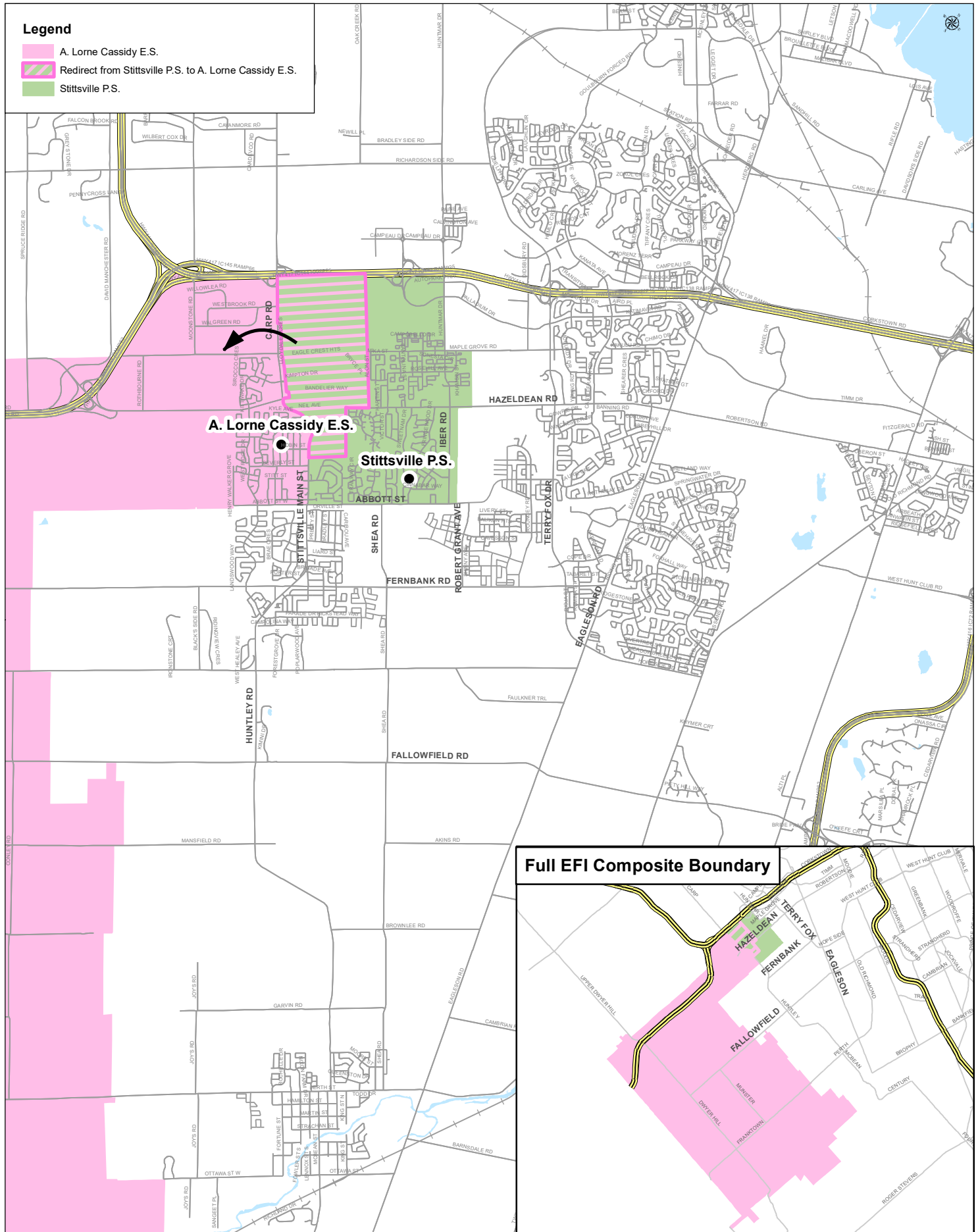


Recommended K to 6 ENG Attendance Boundary Revision Between A. Lorne Cassidy ES and Stittsville PS

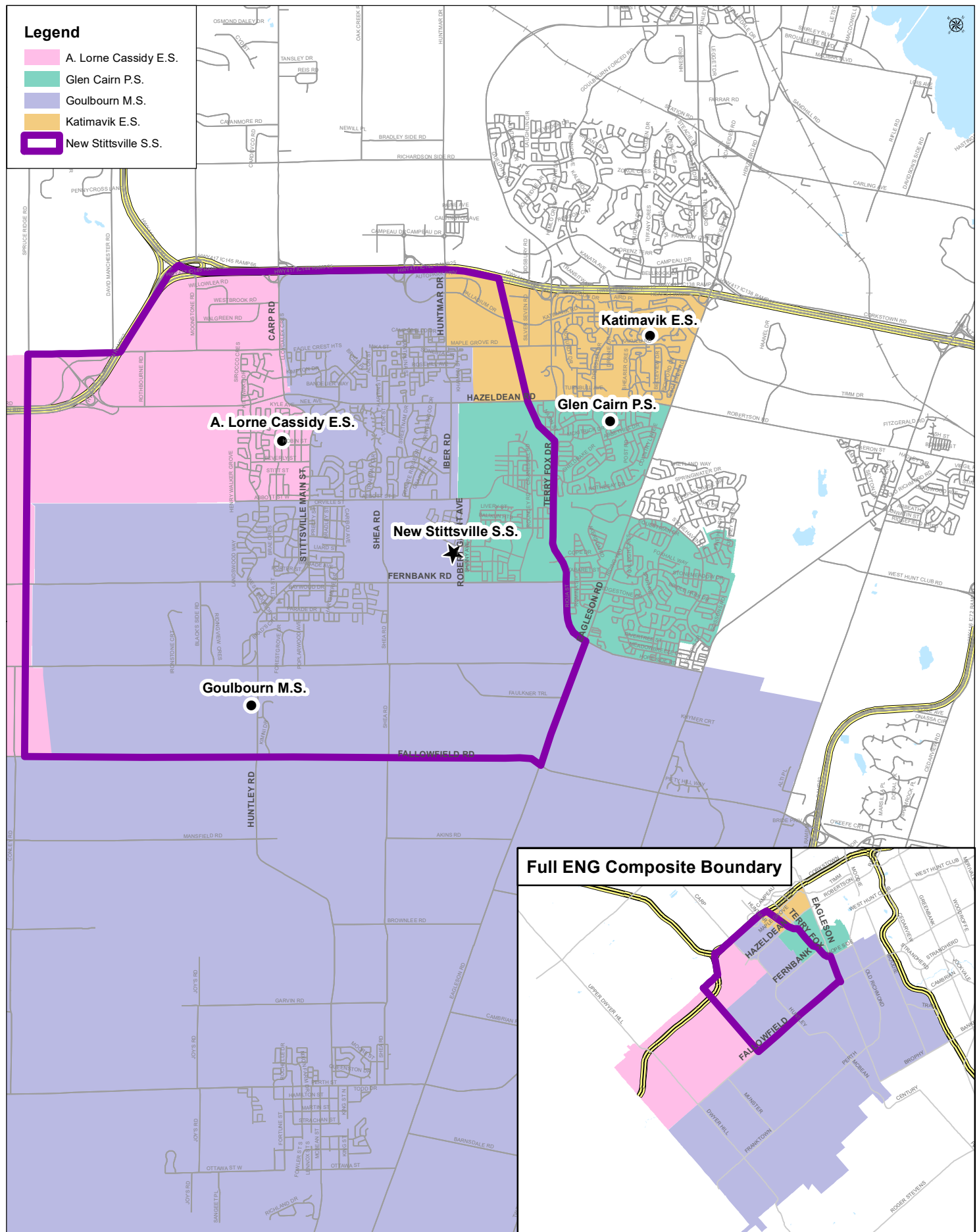




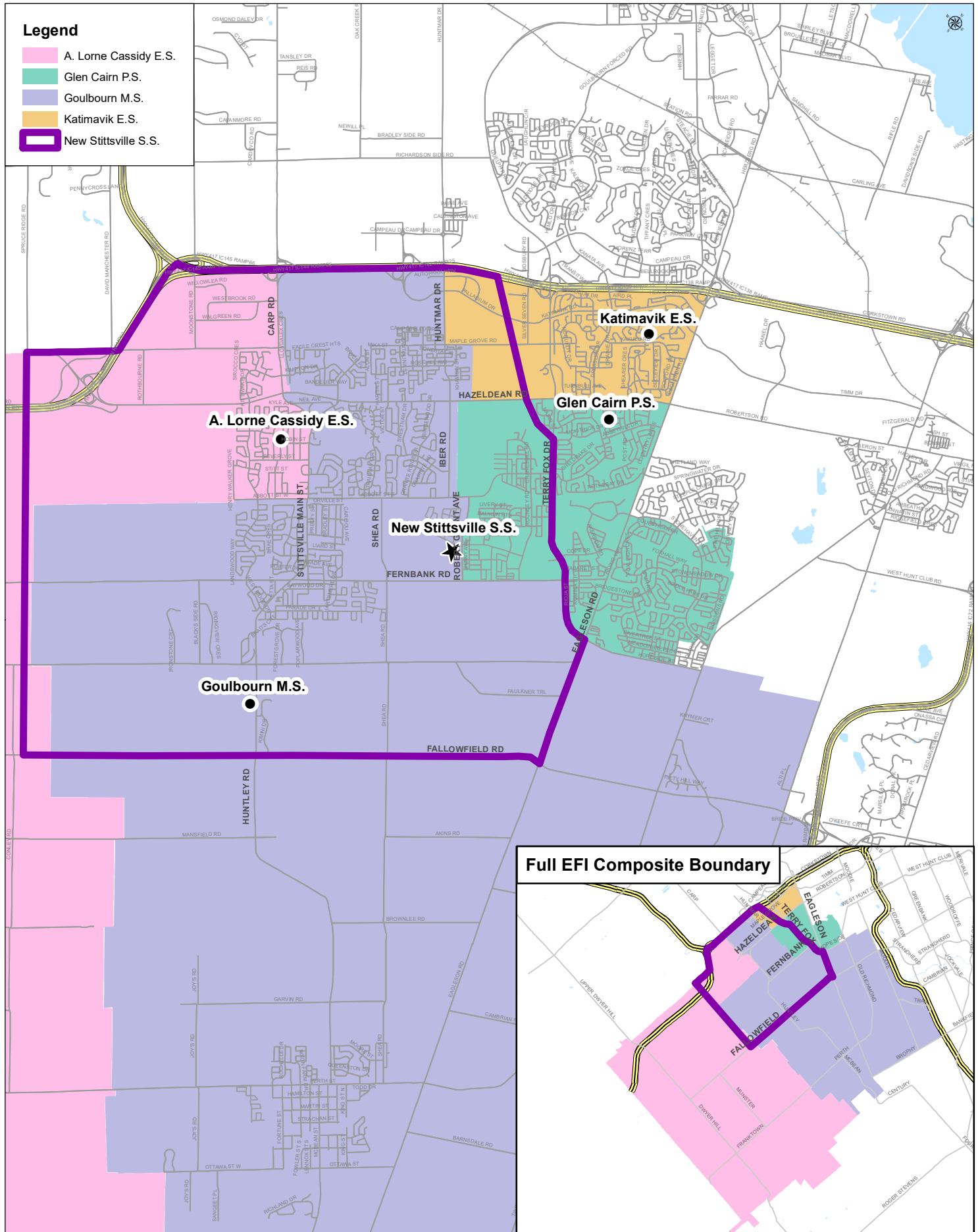
Recommended K to 6 EFI Attendance Boundary Redirection Between A. Lorne Cassidy ES and Stittsville PS



Alternate Option B Attendance Boundaries New Stittsville SS Study 7 to 8 ENG Composite Map



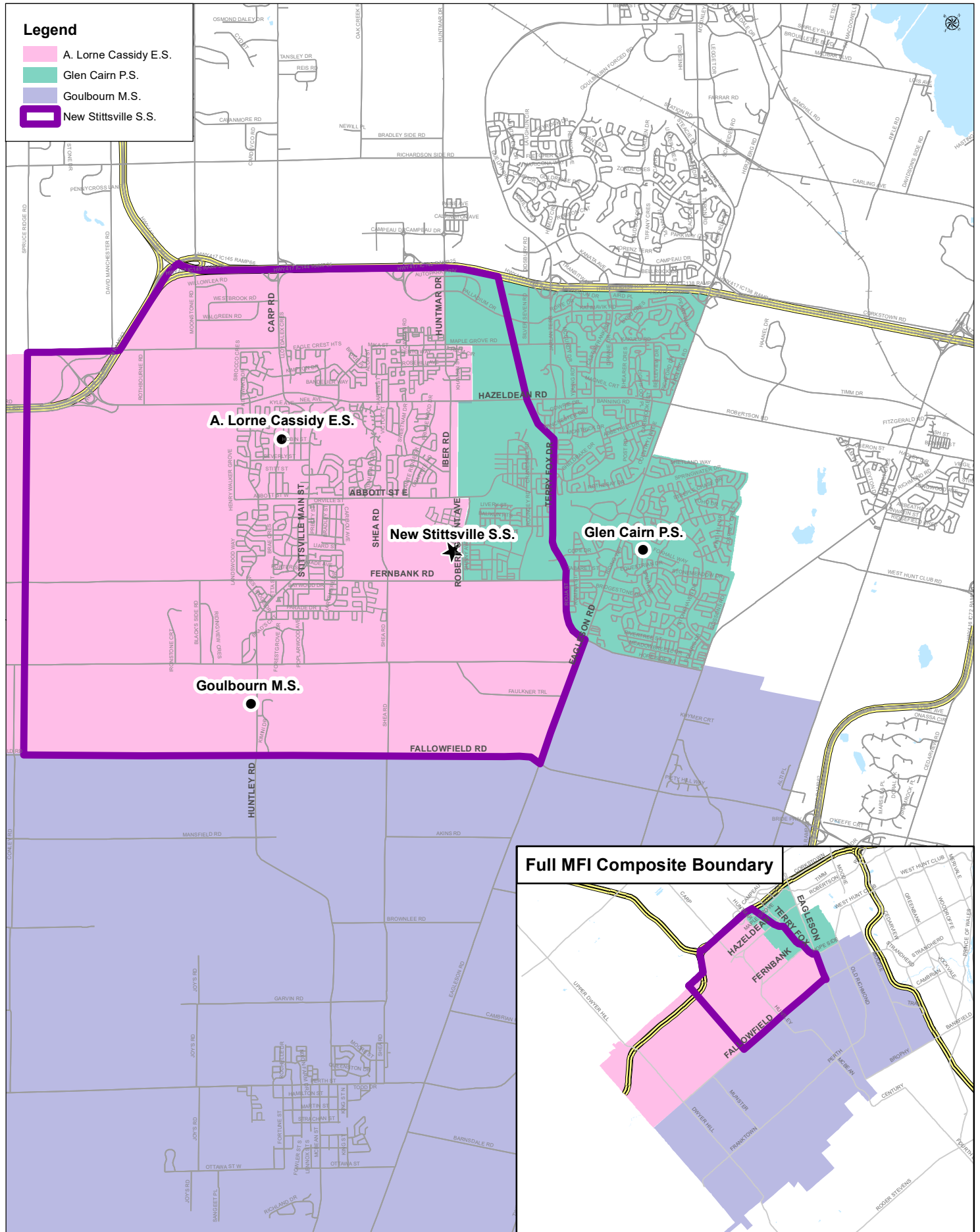
Alternate Option B Attendance Boundaries New Stittsville SS Study 7 to 8 EFI Composite Map



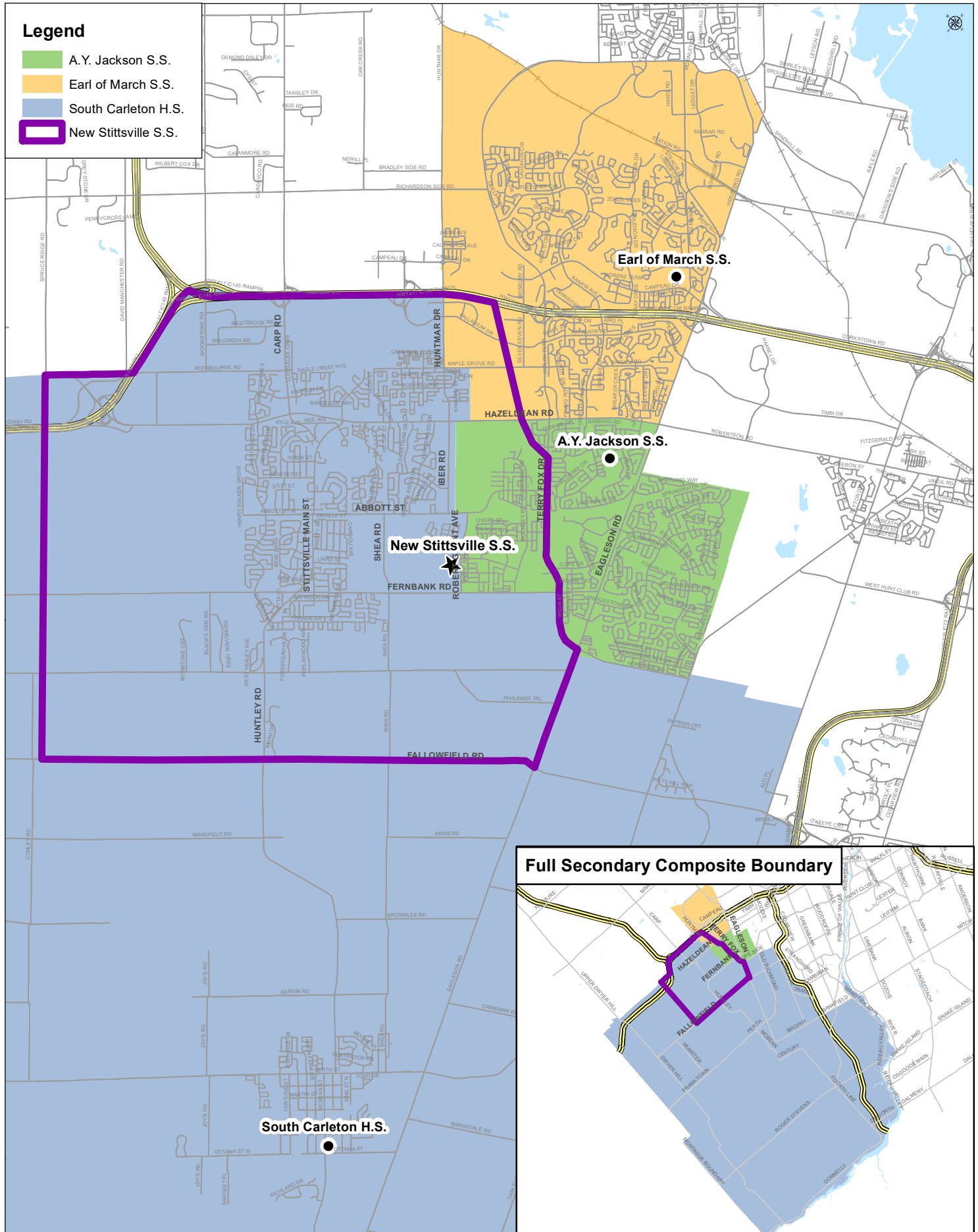
Alternate Option B Attendance Boundaries

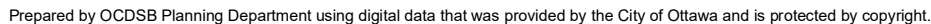
New Stittsville SS Study

7 to 8 MFI Composite Map

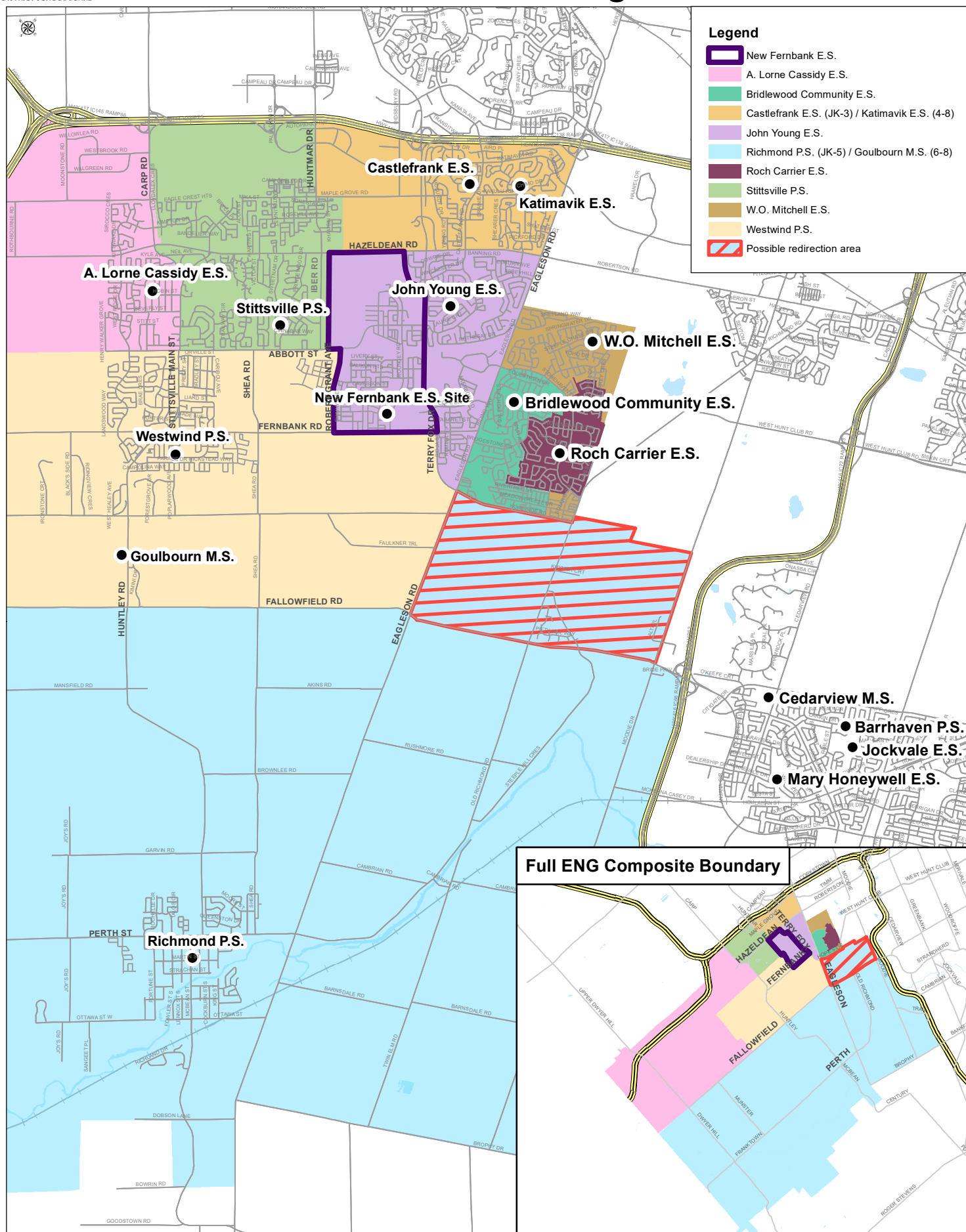


Alternate Option B Attendance Boundaries New Stittsville SS Study Secondary School (Grades 9 to 12) Composite Map

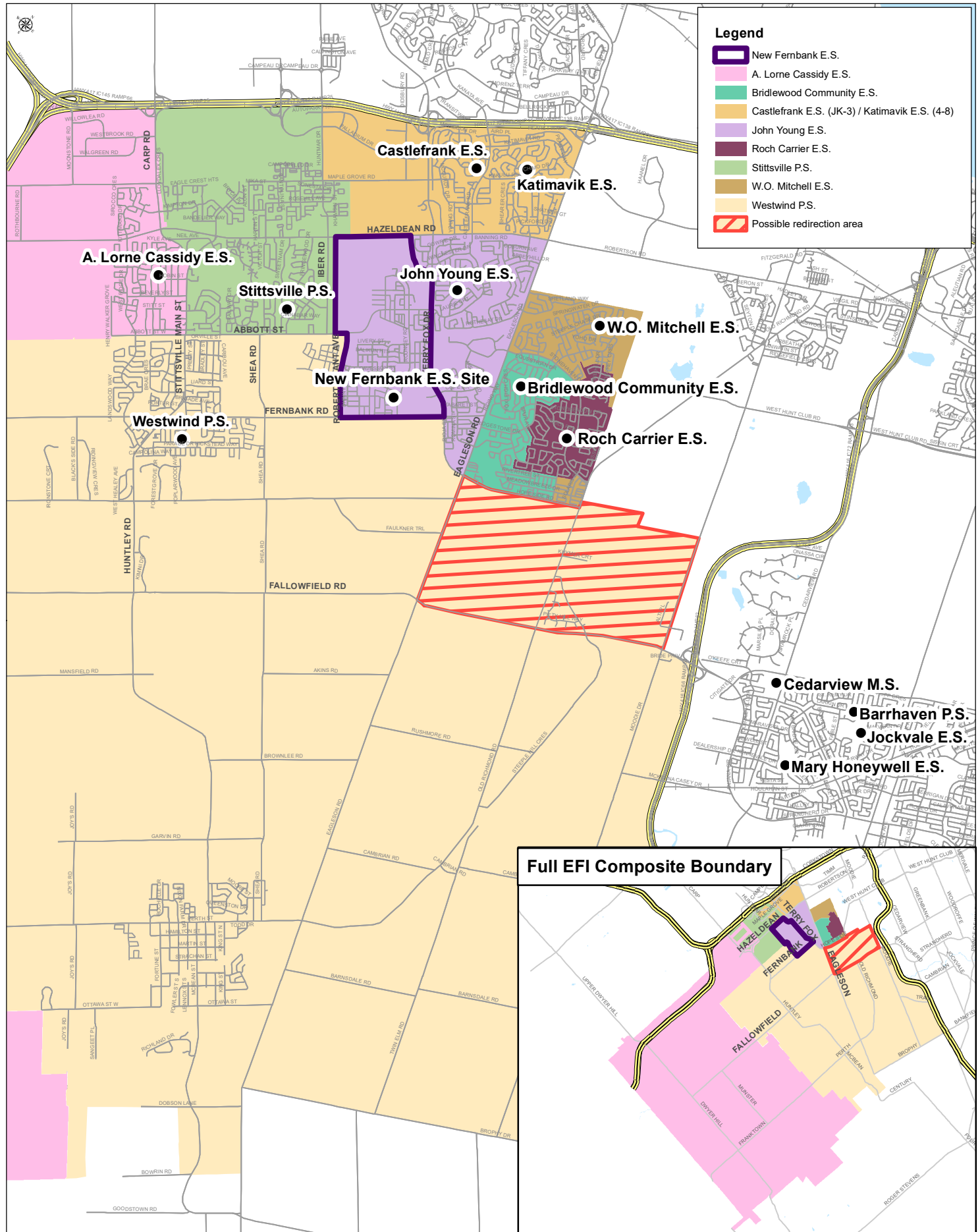




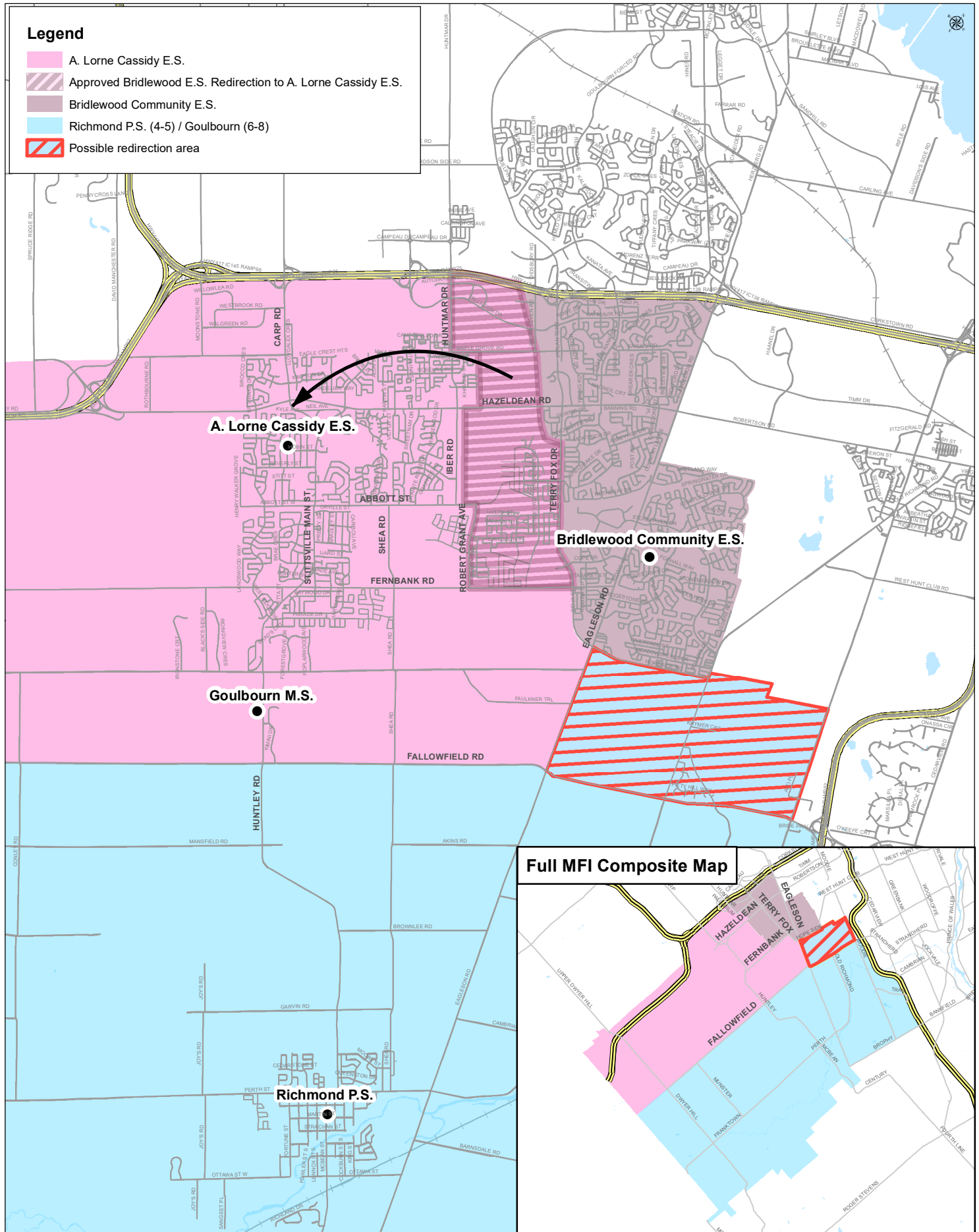
Current K to 6 ENG Composite Map Considered Fallowfield Village Redirection



Current K to 6 EFI Composite Map Considered Fallowfield Village Redirection



Current 4 to 6 MFI Composite Map Considered Fallowfield Village Redirection





Board (PUBLIC)

22 June 2020

Report No. 20-055

Purchase of Replacement and New Chromebooks

**Key Contact: Shawn Lehman, Superintendent of Instruction,
613-596-8211 ext. 8391**

PURPOSE:

1. To authorize the purchase of 5000 student chromebooks to replace some of the devices loaned to students as a result of school closure due to Covid-19 and to prepare for various learning scenarios in the fall of 2020, which we anticipate will require additional mobile technology for students and schools.

CONTEXT:

2. On March 12, 2020 the Province announced that schools would close until March 30th due to Covid-19 and risk of transmission of this virus. Subsequently, the Province and Ministry of Education extended the closure period on several occasions which resulted in school being closed until the end of the year. This necessitated school districts, staff and students to shift to a Learn at Home model. The province provided a Learn at Home framework for parents to access in the early stages requiring access to technology. Initially, OCDSB created a District wide Learn at Home framework for staff, students and parents to use which was also built on a platform best accessed through technology. Educators facilitated learning using Google tools or the Virtual Learning Environment (VLE).

In mid March, the District had schools survey families to determine how many students would require mobile technology and how many students did not have internet or reliable wireless technology.

The District has 23,500 student chromebooks in our schools. As of September 2019, 5,000 of these Chromebooks were no longer receiving updates from Google and will be removed from the fleet of board owned chromebooks during the 2020 - 2021 school year.

Since the end of March, schools and the board have collaboratively deployed 11,000 chromebooks to students and families to assist with learning at home. We

have 12,500 student chromebooks remaining in our schools with these devices being spread out over many of our sites; some buildings have provided all of their inventory to students and families through the deployment process.

KEY CONSIDERATIONS:

3. B< has the money in its budget to support the cost of the chromebooks; however, this request is in excess of what staff can support and requires specific board approval.

As we prepare for September 2020, there are three scenarios that the District is planning for:

- a) Full Return to In School Learning with no reduced class size limitations;
- b) Adaptive Delivery Model: return to school with physical distancing and smaller cohorts. This would require technology to be used and available to students while at school and learning at home; and
- c) Continued Full Remote Learning with all students learning at home which will necessitate mobile devices being required to support students while learning at home.

The other consideration we need to keep in mind is how technology will be used at school in the first two scenarios, the cleaning guidelines and if the technology will be able to be shared by students throughout the school day. In any in school model involving physical distancing, technology will play a key role for teachers to support students with 1:1 or small group targeted instruction, and to facilitate collaboration between students.

Program and Learning, Innovation and Adolescent Learning, Learning Support Services, Equity and Inclusion and Business and Learning Technologies (B<) are working on a technology model to ensure equitable distribution of mobile technology to students and school communities.

B< has decided not to collect mobile devices or hotspots from students and families at the end of June, except for students who are graduating or leaving the board. We are unsure what our schools will look like in September and students may continue to require use of these devices.

RESOURCE IMPLICATIONS:

4. B< will use money from its 2019-2020 budget to purchase 5,000 chromebooks at a cost of \$2,260,000.

COMMUNICATION/CONSULTATION ISSUES:

5. We have had conversations with some school principals who are concerned they do not have any chromebooks remaining in schools or they do not have enough chromebooks to support a 4:1 students to mobile technology ratio. We are also planning for damaged or broken devices being returned in the fall that are no longer usable.

The additional 5,000 chromebooks will complement the chromebooks we already have in our schools.

STRATEGIC LINKS:

6. This initiative is connected to the culture of innovation and our ability to modernize instructional practice and promote a culture of collaboration and learning. As part of the work in the B< three year plan, Transforming How we Learn and Work, this will enhance digital fluency for our students and leverage technology through instructional practice to improve student learning.

RECOMMENDATION:

THAT the Board authorize the expenditure of \$2,260,000 for 5000 student chromebooks.

Shawn Lehman
Superintendent of Instruction

Camille Williams-Taylor
Director of Education and
Secretary of the Board



**BOARD (PUBLIC)
Report 20-057**

22 June 2020

Provisions for Calling Extraordinary Meetings of the Board

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613) 596-8211 ext. 8310

PURPOSE:

1. To recommend adopting a resolution authorizing the calling of extraordinary meetings of the Board to deal with COVID-19 related issues.

SUPPORTING OUR STRATEGIC PLAN:

2. Improved governance practices is one of the desired outcomes of the culture of social responsibility. In its responsibility for implementing responsive governance structures and practices, the Board is responsible for adhering to its own By-laws and Standing Rules.

CONTEXT:

3. In accordance with Section 8.6 of the Board's By-laws, attached as Appendix A, the Board may adopt a resolution authorizing extraordinary meetings to be called by the Chair without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members. The enabling resolution must state the nature of the business to be transacted at such extraordinary meetings.

KEY CONSIDERATIONS:

3. The OCDSB is currently in the process of its planning for the gradual and safe resumption of in-person instruction at its schools and awaits further direction from the Ministry. It is anticipated that key decisions may require Board approval and to be responsive to Ministry timelines, it is preferable to invoke the provisions of the Board By-laws with respect to the calling of extraordinary meetings of the Board. Staff is proposing that the provisions of Section 8.6 of the By-laws be invoked for the period of 22 June 2020 to 31 December 2020, if required.

RESOURCE IMPLICATIONS:

4. There are no financial implications associated with the invoking of the provision of the extraordinary meeting.

COMMUNICATION/CONSULTATION ISSUES:

5. There is no consultation required.

RECOMMENDATION:

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19, for the period from 22 June 2020 to 31 December 2020.

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board

APPENDICES

Appendix A: Board By-laws and Standing Rules (excerpt re Extraordinary Meetings)



Appendix A

Report 20-057

EXCERPT FROM:

OCDSB By-Laws and Standing Rules November 2018

Extraordinary Meetings

- 8.6 (a) Provided a resolution has been previously adopted by the Board authorizing the calling of extraordinary meetings and stating the nature of the business to be transacted thereat, the Chair may call extraordinary meetings without the normal 48 hours' written notice, but with no less than six hours' notice by telephone, facsimile transmission or electronic mail to all Board members.
- (b) Notwithstanding the provision of an enabling resolution, the Chair may convene an Extraordinary meeting of the Board following the minimum six (6) hours' notice as required under 8.6 (a) to cover emergency situations for which no pre-authorization was possible, provided that the first item of business at such meeting will be to confirm a resolution enabling the meeting and stating the business to be transacted, with the approval of a two-thirds majority of all Board members.
- (c) Recognizing that it may not be possible to contact all Board members by telephone, records of all telephone calls shall be kept, including date and time of call, name of caller, and whether or not the caller spoke with the Board member, left a message, or was unable to reach the Board member. Records shall similarly be kept of e-mail or facsimile transmissions, together with Board members' acknowledgement thereof.
- (d) A quorum being present, all business transacted at such meeting which is within the scope of the authorizing Board resolution, shall be binding on the Board, its officers and employees.



BOARD

Report 20-048

22 June 2020

MINOR REVISION TO POLICY P.137.SCO CONCUSSION MANAGEMENT

**Key Contact: Nadia Towaij, Superintendent of Program and Learning
K-12, 613-596-8211 ext. 8573**

PURPOSE:

1. To seek approval of the proposed minor revision to Policy P.137.SCO Concussion Management in alignment with PPM 158 School Board Policies on Concussion.

CONTEXT:

2. On 28 January 2020, the Board approved a number of revisions to Policy P.137.SCO Concussion Management to ensure its alignment with the recently released PPM 158 School Board Policies on Concussion (Appendix A).

The District has been working to implement the revised concussion policy, including the preparation of a procedure for both the elementary and secondary levels to support the implementation of the newly mandated requirements. Amidst this work, staff received legal advice pertaining to one of the requirements of the revised PPM 158 related to the codes of conduct, which necessitated a minor revision to the policy.

KEY CONSIDERATIONS:

3. Requirements of PPM 158
On 2019 Rowan's Law Day, the Ministry issued an update to PPM 158 to strengthen concussion safety which mandated the following requirements:
 - a. The confirmation of annual review of approved concussion awareness resources by individuals participating in Board-sponsored interschool sports;
 - b. The establishment and confirmation of annual review of concussion code of conduct for individuals participating in Board-sponsored interschool sports;
 - c. Annual concussion training for relevant school staff;
 - d. The establishment of an updated process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity; and

- e. The establishment of a process to document and track a student's progress from the removal from an activity due to a suspected concussion to the return, through graduated steps, to learning and to physical activity.

4. Concussion Codes of Conduct

The above-listed requirements were embedded in the recently revised and approved P.137.SCO Concussion Management. This includes requiring participants in interschool Board-sponsored sports to confirm their review of concussion codes of conduct (Requirement b).

The District has made a decision to adopt OPHEA's (Ontario Physical and Health Education Association) concussion materials including their codes of conduct. Initially, staff plan to embed codes of conduct expectations in the responsibilities section of the procedure. The District received legal advice recommending that the concussion codes of conduct be maintained as stand-alone resources due to their significance. The minor revision to the policy, attached as Appendix B to this report, addresses this recommendation.

RESOURCE IMPLICATIONS:

- 5. There are no resource implications associated with this minor policy revision.

COMMUNICATION/CONSULTATION ISSUES:

- 6. The requirements of PPM158 with regards to concussion awareness, prevention, and management are complex. Working with the communications team, messages to staff, students, and families will be carefully considered to ensure they are clear, concise, and supportive of the safety and well-being of all students.

STRATEGIC LINKS:

- 7. Clarifying our expectations of different stakeholders, particularly when expectations concern the safety and well-being of all students, aligns with our Social Responsibility pillar of the Strategic Plan 2019-2023.

RECOMMENDATION:

THAT the proposed revisions to P.137.SCO Concussion Management, attached as Appendix B to Report 20-048, be approved.

Nadia Towaij
Superintendent of Instruction

Camille Williams-Taylor
Director of Education

APPENDICES

[Appendix A](#) - PPM 158 School Board Policies on Concussion

[Appendix B](#) - Updated Policy P.137.SCO Concussion Management



Ministry of Education

Policy/Program Memorandum No. 158

Date of Issue: September 25, 2019

Effective: January 31, 2020, until revoked or modified

Subject: **School Board Policies on Concussion**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools

Reference: This memorandum replaces Policy/Program Memorandum No. 158, March 19, 2014.

Introduction

The Ministry of Education is committed to helping all students¹ succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Ministry of Education supports concussion awareness, prevention, identification, management, tracking, and training in schools² through legislation, policy, and resources.

The purpose of this updated memorandum is to reflect legislative and policy changes that have occurred since the original memorandum on school board³ policies on concussion was released in 2014. This memorandum addresses concussion safety across all school and school board activities and applies to all publicly funded elementary and secondary schools. It does not apply to licensed child-care providers, including those operating on the premises of publicly funded schools.

On March 7, 2018, the Ontario government enacted Rowan's Law (Concussion Safety), 2018, and amended the Education Act, to protect amateur athletes, including students, by improving concussion safety on the field and at school. The amendments to the

1. In this memorandum, unless otherwise stated, *student(s)* includes children in Kindergarten and students in Grades 1 to 12.

2. In this memorandum, *school(s)* is used to refer to all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after-school programs for children aged 4 to 12 years.

3. In this memorandum, *school board(s)* and *board(s)* refer to district school boards, school authorities, and Provincial and Demonstration Schools.

Education Act came into force on July 1, 2019, and give the Minister of Education the authority to require school boards to comply with policy and guidelines on concussions, consistent with Rowan's Law.⁴

With the authority under the Education Act, the Minister requires all school boards in Ontario to have a policy on concussion safety for students that meets certain minimum requirements, as outlined in this memorandum. All school board policies must, at a minimum, require:

- receipt of confirmation of annual review of approved [Concussion Awareness Resources](#)⁵ by individuals participating in board-sponsored interschool sports;
- the establishment of Concussion Codes of Conduct for individuals participating in board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- annual concussion training for relevant school staff;
- the establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity;
- the establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

(See the section "Minimum Components of the School Board Policy on Concussion", for further details about each of these requirements.)

The implementation of this policy in all school boards is another important step in creating safe and healthy learning environments in Ontario. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through expectations in various subjects and disciplines in the Ontario curriculum.

Concussion: Definition and Diagnosis

Concussion is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a

4. Education Act, Part XIII.1, subsection 321.

5. See footnote 11 in this document.

concussion and their parents⁶ to seek a medical assessment by a physician or a nurse practitioner. The definition of *concussion* given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.⁷

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially.⁸ Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer.⁹ It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck

6. In this memorandum, *parent(s)* refers to parent(s) and guardian(s) as used in the Education Act. It may also be taken to include caregivers or close family members who are responsible for raising the child. For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are to be treated as adults.

7. Ophea. (2019). Ontario Physical Activity Safety Standards in Education. Concussion Definition. Retrieved August 14, 2019, from <https://safety.ophea.net/print/pdf/815>.

8. Zemek, R. L., Grool, A. M., Duque, D. R., DeMatteo, C., Rothman, L., Benchimol, E. I., . . . & Macpherson, A. K. (2017). Annual and seasonal trends in ambulatory visits for pediatric concussion in Ontario between 2003 and 2013. *The Journal of pediatrics*, 181, 222–228. Retrieved August 14, 2019, from <https://www.sciencedirect.com/science/article/abs/pii/S002234761631201X?via%3Dihub>.

9. McCrory, P., et al. (2017). Consensus statement on concussion in sport – the 5th international conference on concussion in sport held in Berlin, October 2016. *British Journal of Sports Medicine*, 51(11), 838–847. Retrieved August 14, 2019, from <https://bjsm.bmj.com/content/bjsports/51/11/838.full.pdf>.

pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.¹⁰

Updating the School Board Policy on Concussion

When updating their policy on concussion, school boards are encouraged to consult with school staff; students; parents; teacher federations; principals’ associations; education support-staff unions; Indigenous communities, partners, and organizations; and other education partners, as appropriate. School boards are also encouraged to consult with physicians, nurse practitioners, and their local board of health.

The roles and responsibilities of relevant school staff and board staff, as well as students, parents, and school volunteers, must be clearly articulated throughout the school board’s policy.

Ophea maintains a [concussion protocol](#), as part of the Ontario Physical Activity Safety Standards in Education (OPASSE). It was developed in partnership with the Ministry of Education; the Ministry of Health; the Ministry of Tourism, Culture and Sport; medical professionals; sport and recreation organizations; health organizations; and educational organizations. The concussion protocol, which is based on current research and evidence, is consistent with Rowan’s Law and the Ontario government’s Concussion Awareness Resources. The concussion protocol includes detailed information and procedures on:

- concussion prevention;
- concussion identification, including the signs and symptoms of a concussion;
- the initial response related to a suspected concussion;
- the Return to School Plan, which includes information on planning for the return to learning and return to physical activity for students with a diagnosed concussion.

The Ministry of Education considers the Ophea concussion protocol to be the minimum standard for risk management practices related to concussion. When developing their policy on concussion, school boards should refer to the Ophea concussion protocol.

10. Tator, C. H. (2013). Concussions and their consequences: Current diagnosis, management and prevention. *CMAJ*, 185(11), 975–979. Retrieved August 14, 2019, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3735746/>.

Minimum Components of the School Board Policy on Concussion

Each school board's policy on concussion is expected to contain, at a minimum, the following components:

1. Concussion Awareness Strategies

To establish consistency of concussion awareness across the province, the government of Ontario has developed a set of [Concussion Awareness Resources](#). These resources were developed by leading experts in injury prevention and are available on the government's concussion website. School boards are expected to use these resources to ensure that the information students receive regarding concussions at school is consistent with the information they receive from sport organizations.

The school board policy on concussion must include strategies to receive confirmation, from each of the following individuals, that an approved Concussion Awareness Resource¹¹ was reviewed every school year prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches¹² participating in board-sponsored interschool sports
- team trainers¹³ participating in board-sponsored interschool sports
- officials¹⁴ participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the approved Concussion Awareness Resources available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners,

11. In this memorandum, an *approved Concussion Awareness Resource* is one made available on the Ontario government's [concussion website](#). It may also refer to resources that have been approved by the school board, provided that the school board has ensured they are consistent with the government's Concussion Awareness Resources.

12. In this memorandum, a *coach* includes any type of coach, including a head coach or assistant coach.

13. In this memorandum, a *team trainer* is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition.

14. In this memorandum, an *official* includes an umpire, a referee or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition.

and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

The school board policy should also contain provisions for connecting student learning about concussions with the curriculum, where relevant. To further support awareness among students, the policy should include implementation plans for an annual concussion awareness event for students, to be held on or around [Rowan's Law Day](#), which occurs on the last Wednesday in September.

2. Concussion Awareness Training

Each school board's policy on concussion must include strategies for providing annual concussion training for relevant school staff about the policy itself and the content of the approved Concussion Awareness Resources. School boards are encouraged to provide the concussion training by the last Wednesday in September, Rowan's Law Day, every school year. The policy on concussion should also include provisions for new school staff to access training throughout the school year.

It is expected that school boards, in consultation with teachers' federations, principals' associations, and education workers' unions, will determine the scope of training required to support implementation of their concussion policy, as well as the mode of delivery of the training and any privacy implications that may arise. The scope of training should be consistent with expected duties of school staff, as outlined in the school board policy.

3. Concussion Prevention Strategies

The school board policy on concussion must include strategies for preventing and minimizing the risk of sustaining concussions at school.

Concussion Codes of Conduct

The school board policy must establish Concussion Codes of Conduct for several groups participating in board-sponsored interschool sports – students and parents of students under 18 years of age, as well as coaches and team trainers. School boards must review their Concussion Codes of Conduct whenever their concussion policy is reviewed or updated, at a minimum.

The Concussion Codes of Conduct must include the following requirements. Depending on their roles and responsibilities, individuals involved in board-sponsored interschool sports must commit to the relevant requirements below:

- maintaining a safe learning environment
- teaching and/or learning and applying the rules of a physical activity/sport
- implementing the skills and strategies for a physical activity in a proper progression
- fair play and respect for all
- acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions
- providing opportunities to discuss potential issues related to concussions
- recognizing and reporting concussions
- acknowledging the importance of communication between the student, parents, school staff, and any sport organization with which the student is registered
- supporting the implementation of a Return to School Plan for students who have a concussion diagnosis
- prioritizing a student's return to learning as part of the Return to School Plan

Ophea's [sample Concussion Codes of Conduct templates](#), which are geared to the roles and responsibilities of the individuals involved in board-sponsored interschool sports, provide further details.

The school board policy must include strategies to receive confirmation every school year, from each of the following individuals, that the relevant Concussion Code of Conduct was reviewed prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports
- parents of students under 18 years of age who are participating in board-sponsored interschool sports
- coaches participating in board-sponsored interschool sports
- team trainers participating in board-sponsored interschool sports

The school board policy on concussion should also include strategies for making the Concussion Codes of Conduct available – for example, through letters or emails, in a student handbook, and/or on the board website – to students; parents; school and school board staff; volunteers; Indigenous communities, partners, and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the school board's schools; as well as relevant community-based organizations, as appropriate.

4. Identification of a Suspected Concussion

School boards should refer to the Ophea [concussion protocol](#) when developing the process for the identification of suspected concussions.

The school board policy must establish a process for:

- identifying suspected concussions;
- immediately and safely removing a student who is suspected of having sustained a concussion from an activity, regardless of whether the concussion was sustained or is suspected to have been sustained at school or elsewhere;
- calling Emergency Medical Services if there is an emergency or if a student has any “red flag” signs and/or symptoms;¹⁵
- informing the student and the student’s parents, if the student is under 18 years of age, that removal from the activity was necessary due to a suspected concussion;
- advising the student who is suspected of having sustained a concussion and the student’s parents, if the student is under 18 years of age, that the student should undergo a medical assessment by a physician or nurse practitioner;
- sharing information about the school board’s process for supporting a student with a suspected concussion, and the school board’s Return to School plan.

The school board policy should also clarify that:

- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, should be encouraged to provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner to support the student’s return to learning;
- a student who is suspected of having sustained a concussion, or the student’s parents, if the student is under 18 years of age, must provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner and has not been diagnosed with a concussion, along with confirmation that the student has been medically cleared, before the student can return to full participation in physical activity.

15. For a complete list of “red flag” signs and/or symptoms of a concussion, please refer to the Ophea [concussion protocol](#).

5. Return to School Plan

Each school board's policy on concussion must include a Return to School Plan for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan supports both the student's return to learning and their return to physical activity.

The school board's policy, through the Return to School Plan, must:

- establish a process outlining the graduated steps that a student is expected to follow in order to return to learning and to physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of sharing with the school any medical advice or recommendations received in relation to the student's concussion diagnosis and their return to learning and physical activity;
- require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations);
- require that the student or the student's parents, if the student is under 18 years of age, provide confirmation of medical clearance by a physician or nurse practitioner as a prerequisite for the student's return to full participation in physical activity.

When these requirements are met, school boards can rely on the information received from a student or the student's parents, if the student is under 18 years of age, in carrying out the school board's responsibilities as part of the Return to School Plan.

When developing the Return to School Plan, school boards should refer to the [Ophea concussion protocol](#). Those developing the plan should note that the return-to-learning process is designed to meet the particular needs of the student, so there is no preset plan of strategies and/or approaches to assist with the return-to-learning activities. The return-to-physical activity process follows an internationally recognized graduated approach.

If a student who is recovering from a concussion is experiencing long-term difficulties that begin to affect their learning, the school board should follow established processes for identifying and documenting instructional approaches and resources that may be required for responding to the student's ongoing learning needs (e.g., individualized classroom accommodations).

6. Concussion Tracking

In accordance with relevant privacy legislation,¹⁶ the school board policy on concussion must include a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

In addition, school boards are encouraged to develop a process to track additional information on an ongoing basis in order to inform updates to their concussion policy, as part of the regular policy review cycle.

The Ministry of Education recognizes the sensitive nature of personal health information and reminds school boards to collect, use, and disclose only the relevant diagnostic information needed to fulfil the requirements of this policy and to disclose it only to the parties identified in this policy.

Similarly, when developing a process to document and track concussions, the school board must limit the collection, use, access, and disclosure of personal and health information to that which is reasonably necessary to carry out the school board's concussion identification procedures and Return to School Plan. Personal and health information collected by the school board must be retained, disclosed, and disposed of in accordance with the school board's personal information retention policy.

Implementation

School boards must implement their updated concussion policy no later than January 31, 2020. School boards must ensure that a process is in place to support ongoing implementation of and compliance with their school board policy at the school level.

School Board Reporting

In accordance with paragraph 27.1 of subsection 8(1) of the Education Act, school boards will be required to report to the Minister of Education, upon implementation and upon request thereafter, on their activities to achieve the requirements outlined in this memorandum.

16. School boards should note that diagnostic and/or clinical information meets the definition of personal health information under the Personal Health Information Protection Act, 2004.

Support for School Boards

The Ontario government has established a [concussion website](#) with key partners. It has been developed to provide reliable, evidence-based information on concussion awareness, prevention, identification, and management for parents, children and youth, educators, coaches, athletes, and health care providers. The website includes the government's Concussion Awareness Resources.

The Ministry of Education's [concussion web page](#) also provides information and resources for school boards on concussion awareness, prevention, identification, and management. The page includes a link to the Ophea [concussion protocol](#).

The [Ontario Public Health Standards: Requirements for Programs, Services, and Accountability](#) (the Standards) identify the minimum expectations for public health programs and services to be delivered by Ontario's boards of health. The Standards include the requirement that public health units reduce the burden of preventable injuries and substance use through consideration of a number of topics, including concussions.

**POLICY P.137.SCO**

TITLE: CONCUSSION MANAGEMENT

Date issued: 27 January 2015

Last revised: ~~28 January 2020~~

Authorization: Board: 27 January 2015

1.0 OBJECTIVE

To ensure awareness about head injury prevention and establish practices to manage concussions.

2.0 DEFINITIONS

In this policy,

2.1 **Board** refers to the Board of Trustees.

2.2 **Concussion** refers to a brain injury that causes changes in how the brain functions, leading to signs and symptoms that can be physical, cognitive, emotional and/or related to sleep. A concussion can occur from a direct blow to the head, face or neck but may also occur from a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull. A concussion can occur with or without a loss of consciousness and cannot normally be seen by means of medical imaging tests or magnetic resonance imaging (MRI) scans.

2.3 **District** refers to the Ottawa-Carleton District School Board.

2.4 **Return to School Plan** is a personalized strategy to support a student's Return to Learning and Return to Physical Activity after having sustained a concussion.

2.5 **Return to Learn** refers to the student's return to doing school work, including activities that involve reading and writing. It does not include physical activities.

2.6 **Return to Physical Activity** refers to the student's return to participation in any physical activity that increases the student's heart rate. It includes a student's return to activities such as sports or physical education classes.

3.0 POLICY

Guiding Principles

3.1 The Board is committed to ensuring the safety and well-being of students.

3.2 The Board recognizes that:

- a) head injuries and/or concussions can adversely impact the cognitive, physical, emotional and social development of students; and
 - b) head injuries and/or concussions can occur in any activity and are not restricted to only sports or other high-risk activities.
- 3.3 The Board believes that:
- a) activities that pose a higher risk for head injuries and/or concussions require additional consideration based on the type of activity and its associated risk;
 - b) awareness of the signs and symptoms of concussion and effective concussion management practices are key preventative strategies; and
 - c) administrators, educators (including occasional teachers), school staff, students, parents, and school volunteers play an important role not only in the prevention of concussion but also in the identification of a suspected concussion, as well as the ongoing monitoring of students with a diagnosed concussion throughout their Return to School Plan.
- 3.4 The Board recognizes the international consensus statement on concussion in sports.
- 3.5 The Board recognizes the Ontario Physical and Health Education Association (OPHEA)'s concussion protocol, as part of the Ontario Physical Activity Safety Standards in Education (OPASSE).

4.0 SPECIFIC DIRECTIVES

Awareness and Training

- 4.1 The Board recognizes Rowan's Law Day and shall ensure annual concussion awareness events for students and parents are held on or around Rowan's Law Day, which occurs on the last Wednesday in September.
- 4.2 The District shall make available information and resources regarding concussion prevention, identification, and management to:
- a) all staff;
 - b) students;
 - c) parents;
 - d) volunteers;
 - e) community partners; and
 - f) childcare providers.
- 4.3 Annual training shall be made available to relevant school staff and extra-curricular leaders to promote awareness and understanding of concussion management practices.

- 4.4 The District shall engage students in concussion-related discussions, including the following:
- a) the importance of fair play and respect for all;
 - b) understanding prohibited play that is considered high-risk for causing concussions;
 - c) understanding the risks of concussion in everyday activities; and
 - d) the importance of the recognition and reporting of concussion symptoms.
- 4.5 Other Prevention Strategies shall include:
- a) minimizing slips and falls in compliance with the Occupiers Liability Act;
 - b) incorporating the rules of a physical activity/sport in the District's learning materials; and
 - c) the proper progressive implementation of the skills required for any physical activity.

Identification and Management

- 4.6 The District shall have practices and procedures in place to govern the identification and management of concussions based on the safety guidelines established by the Ontario Physical and Health Education Association (OPHEA).
- 4.7 The management of a student's concussion is a shared responsibility, requiring regular communication between home, school, sports organizations with which a student is involved and registered, and the student's medical doctor or nurse practitioner or other licensed healthcare providers, such as nurses, physiotherapists, chiropractors, and athletic therapists, who may play a role in the management of a diagnosed concussion.
- 4.8 The District shall use a multi-step Return to School plan which includes: Rest, Return to Learn (symptoms improving), Return to Learn (symptom-free), Return to Physical Activity (light), Return to Physical Activity (specific sports) and Return to Physical Activity (full participation).
- 4.9 Where there is a reason for concern about the possibility of a head injury and/or concussion, the safe practice shall be to discontinue student participation in the activity.
- 4.10 The District shall make it a priority to communicate with parents immediately when a concussion is suspected.
- 4.11 A student with a suspected concussion shall not return to full participation in physical activity unless they are medically cleared by a physician or a nurse practitioner.

Implementation

- 4.12 Every year prior to participation in inter-school Board sponsored sports, ~~the District shall receive confirmation of the review of~~ **one of the Ministry of Education approved** concussion awareness resources **and the respective concussion code of conduct**

will be submitted to the District from the following individuals: ~~this policy, and the associated procedure from each of the following individuals:~~

- a) participant students;
- b) ***their*** parents/guardians;
- c) participant coaches;
- d) team trainers; and
- e) other participating staff.

4.13 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

Education Act, 1990, Section 321

Rowan's Law, 2018

[Consensus Statement on concussion in sport](#) by the Concussion in Sport Group.

OPHEA-[Concussion Protocol](#)

Ministry of Education [PPM 158, School Board Policies on Concussion](#)

[The Berlin Consensus Statement on Concussion in Sport, October 2016](#)

OCDSB Procedure PR.561.SCO Concussion Management



TO: Board

DATE: 22 June 2020

RE: OCDSB Motion for OPSBA Annual General Meeting Consideration

Trustee Scott has given notice that she will move the following motion at the Board meeting of 22 June 2020 for submission to the Ontario Public School Boards' Association (OPSBA) for consideration at the OPSBA 2020 Annual General Meeting.

Whereas, the provincial education funding formula was revised to recognize school districts' need to belong to their provincial trustee/school board associations at a time before the Ontario Student Trustees Association (OSTA-AECO) had been established; and

Whereas, Section 55(7) of the Education Act stipulates that a student trustee shall have "the same status as a board member with respect to access to board resources and opportunities for training";

Whereas, the Ontario Student Trustees Association (OSTA-AECO) provides high-quality professional development opportunities to Ontario student trustees to help them work effectively in their roles to improve Ontario's education system for its students; and

Whereas, school boards' lack of funding for membership in Ontario Student Trustees Association (OSTA-AECO) may be a barrier to the participation of many student trustees who would benefit from having access to the resources of their provincial association,

THEREFORE BE IT RESOLVED,

THAT OPSBA support and advocate for the recognition of annual fees for membership in the Ontario Student Trustees Association (OSTA-AECO) in the determination of funding for school district governance in the provincial Grants for Student Needs.

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Michèle Giroux
Executive Officer
Corporate Services

Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.



BOARD (PUBLIC)
Report 20-056

22 June 2020

Appointment of a Trustee to the Integrity Commissioner Selection Committee

Key Contact: Michele Giroux, Executive Officer, Corporate Services, (613) 596-8211 ext. 8310

PURPOSE:

1. To appoint a member to the Integrity Commissioner Selection Committee.

SUPPORTING OUR STRATEGIC PLAN:

2. Conducting an open and transparent process for engaging an Integrity Commissioner is consistent with the Culture of Social Responsibility objective of the 2019-2023 Strategic Plan. The appointment of an Integrity Commissioner was an element of the 2019-2020 Board's Annual Work Plan.

CONTEXT:

3. An Integrity Commissioner Selection Committee was formed on 28 January 2020. At that time, Trustees Boothby and Blackburn were elected to the committee. However, staff has received notice of Trustee Blackburn's resignation from the Integrity Commissioner Selection Committee and a replacement is required as the committee was unsuccessful in achieving its mandate and will need to renew the process in August 2020.

KEY CONSIDERATIONS:

4. Integrity Commissioner Selection Committee Composition
The Integrity Commissioner Selection Committee is comprised of the Chair of the Board, Vice-Chair of the Board, two members of the Board appointed by the Board of Trustees, the Director or Director's designate, the Executive Officer and the Manager of Risk and Supply Chain Management and was established for the purpose of supporting the management of the search and selection process for an Integrity Commissioner.
5. Terms of Reference
The Integrity Commissioner Selection Committee shall:

- review and provide input on the draft RFP prepared by Risk Management staff;
- provide guidance on search strategy details, including posting/advertising, communication and/or targeted recruiting;
- receive and review potential candidates;
- determine a shortlist of candidates;
- interview candidates (if required); and
- recommend a preferred candidate to the Board.

6. Timelines and Meetings

The Integrity Commissioner Selection Committee will meet one (1) to two (2) times between now and mid-August 2020 to review a revised RFP. The RFP will be posted for three (3) weeks. The meeting schedule in the fall is dependent on the applications received. Meetings will be conducted using the Zoom meeting platform and typically range between one (1) and (3) hours. It is anticipated that the Integrity Commissioner Selection Committee will conclude its mandate and make a recommendation to the Board in late November.

RESOURCE IMPLICATIONS:

7. There is no cost associated with reposting the RFP to the Bids and Tenders digital platform under the District's annual subscription. Advertisements will be placed in the County of Carleton Law Association newsletter, on the Association of Municipal Managers, Clerks, and Treasurers of Ontario (AMCTO) website and in Ontario Reports, a weekly publication sent to every lawyer in the province. The Integrity Commissioner Selection Committee may also explore the option of the use of an executive search firm to assist in the shortlisting of candidates or firms.

COMMUNICATION/CONSULTATION ISSUES:

8. No external consultation is required. Staff and committee members may seek input from other school boards who have Integrity Commissioners or are seeking Integrity Commissioners on their evaluation process and compensation schedule.

RECOMMENDATION:

THAT Trustee _____ be appointed as a member of the Integrity Commissioner Selection Committee.

Michele Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Attachments:

Appendix A: Policy P.141.GOV Integrity Commissioner



Appendix A to Report 20-056

POLICY P.141.GOV

TITLE: INTEGRITY COMMISSIONER

Date issued: 17 December 2019

Last revised:

Authorization: Board: 17 December 2019

1.0 OBJECTIVE

To establish the office of the Integrity Commissioner to provide advisory support to the Board and its members in matters of ethics and in the investigation of code of conduct complaints.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees of the Ottawa-Carleton District School Board.
- 2.2 **Board Member** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*.
- 2.3 **Complaint** means a written allegation filed with the Integrity Commissioner that a Board member has breached Board Policy P.073.GOV Board Member Code of Conduct.
- 2.4 **Staff Members** means employees of the Ottawa-Carleton District School Board.
- 2.5 **Trustee** means a member of the Board elected or appointed in accordance with the *Municipal Elections Act* and the *Education Act*, and includes student trustees.

3.0 POLICY

Role of the Integrity Commissioner

- 3.1 The Integrity Commissioner shall receive, review and mediate and/or investigate complaints under Board Policy P.073.GOV Board Member Code of Conduct.
- 3.2 The Integrity Commissioner, upon request by the Chair of the Board, shall provide guidance and recommendations to the Board on issues of ethics and integrity related to the application of Board Policy P.073.GOV Board Member Code of Conduct.
- 3.3 The Integrity Commissioner may, upon request, provide confidential written and oral guidance or advice to individual trustees in respect to situations they face in the

exercise of their official duties. Should the matter apply to other members, the advice shall be provided to the whole Board with no reference to the requesting trustee.

- 3.4 The Integrity Commissioner may, upon request, provide advice or recommendations to the Board on matters relating to policies and procedures, professional development and/or legislative changes affecting the Board governance and standards of ethical behaviour of trustees.
- 3.5 The Integrity Commissioner may provide general information, briefings or training to trustees about their duties and obligations under provincial and/or federal legislation, regulations or guidelines, including but not limited to the following:
 - a) *Education Act*;
 - b) *Municipal Elections Act*;
 - c) *Municipal Conflict of Interest Act*;
 - d) *Ontario Human Right Code*;
 - e) *Criminal Code of Canada*;
 - f) *Municipal Freedom of Information and Protection of Privacy Act*;
 - g) *Occupational Health and Safety Act*;
 - h) *Ombudsman Act*; and
 - i) Student Trustees Attendance and Conflict of Interest Guidelines, Education Act, 2007.
- 3.6 The Integrity Commissioner shall be appointed by the Board and carry out their duties independently.

Selection and Appointment of the Integrity Commissioner

- 3.7 The selection process for the Integrity Commissioner shall be conducted in accordance with the procurement policies of the District and overseen by a selection committee of Board members appointed by the Board and chaired by the Chair of the Board or designate.
- 3.8 The selection committee shall recommend a candidate for the Integrity Commissioner position for approval by the Board.
- 3.9 The Board shall appoint an Integrity Commissioner for a two-year term renewable for up to six years in total.
- 3.10 The appointment of the Integrity Commissioner shall be made by approval of the majority of Board members present and voting, at a regular or special meeting of the Board.

- 3.11 The removal of the Integrity Commissioner, for any reason, shall be made only by approval of two-thirds of all members of the Board at a regular or special meeting of the Board.

Accountability

- 3.12 The Integrity Commissioner is accountable to and reports to the Board.
- 3.13 The Integrity Commissioner shall annually report to the Board on:
- a) the number and nature of complaints handled by their office;
 - b) the number and nature of complaints received that were outside the jurisdiction of their office; and
 - c) other activities undertaken in the preceding year.
- 3.14 All annual reports from the Integrity Commissioner to the Board will be made available to the public.
- 3.15 The Integrity Commissioner shall redact any confidential information from their public reports in accordance with *the Municipal Freedom of Information and Protection of Privacy Act*.
- 3.16 The Integrity Commissioner may make interim reports to the Board where necessary and as required.

4.0 REFERENCE DOCUMENTS

Education Act, 1990

Municipal Election Act, 2017

Municipal Conflict of Interest Act, 2017

Criminal Code, 1985

Municipal Freedom of Information and Protection of Privacy Act, 1990

Occupational Health and Safety Act, 1990

Ombudsman Act, 1990

Board Policy P.025.GOV Board Member Conflict of Interest

Board Policy P.073.GOV Board Members Code of Conduct

Board Procedure PR.625.HR: Corporate Code of Conduct for Business Relationships



COMMITTEE OF THE WHOLE (PUBLIC)

Report No. 20-059

22 June 2020

Summary of Results from Student Survey (2019-2020): *Valuing Voices – Identity Matters!*

Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
613-596-8211 ext. 8310
Dorothy Baker, Superintendent of Instruction, ext. 8886

PURPOSE:

1. To provide a summary of the responses received through the Student Survey: *Valuing Voices – Identity Matters!* This equips us with knowledge of the characteristics and the diversity of our student population.

STRATEGIC LINKS:

2. This is essential and foundational work, which future reports will build upon to identify and remove barriers to equity of access, opportunity, and outcomes, and to create a safe and caring community for all students. This work aims to advance equity and contribute to a Culture of Social Responsibility and a Culture of Caring.

CONTEXT:

3. The OCDSB has a commitment to improving equity of access and opportunity for all students. Our community and the Board of Trustees are dedicated to understanding our student population and removing barriers to equity of access, opportunity, and outcomes at the OCDSB. This has resulted in a formalized process for the collection of identity-based data, which will serve as a tool to better understand and eliminate systemic barriers.

The collection of identity-based data builds on our 2011 Student Survey and our collaboration with other Districts through a working group with the Education Equity Secretariat at the Ontario Ministry of Education. Data collection was informed by the *Ontario Education Equity Action Plan* (2017), the *Ontario Anti-Racism Act* (2017), and the [Data Standards for the Identification and Monitoring of System Racism](#) (2018).

The Data Standards, which apply to public sector institutions in Ontario, 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.”

While the Data Standards have guided our approach to the survey, the OCDSB survey actually goes beyond the framework of the Anti-Racism Act. Recognizing that many groups experience systemic bias and barriers, the District included survey questions which aligned with the Ontario Human Rights Code. This meant including questions related not only to race and religion, but also ethnic origin, citizenship, creed, sexual orientation, gender identity, family status and disability.

Focus groups with community partners, parents, and students were conducted by the District in 2018-2019. Through these conversations, we were able to better understand lived experiences and how the collection of identity-based data might help to identify strategies to overcome systemic barriers (as summarized in Report 19-081). This understanding was instrumental in developing the *Valuing Voices – Identity Matters!* student survey to collect demographic and perceptual data for all students in the system. Despite ongoing labour disruption, the survey was administered between 26 November 2019 through 19 January 2020.

KEY CONSIDERATIONS:

Setting the Foundation

4. As identified at the outset of administration, the purpose of the student survey was:
 - (i) to gather demographic information about the unique and diverse characteristics of the OCDSB’s student population;
 - (ii) to identify and respond to barriers to student learning and well-being;
 - (iii) to enhance the District’s capacity to serve its increasingly diverse student population and client communities.

Each of these goals must be carried out with clear intent, careful attention to the validity and accuracy of the data, and thoughtful consideration of the input shared by the community. We heard from parents, students and community partners that identity is important, it matters. This report is the story of identity at the Ottawa-Carleton District School Board, and is critical for setting the foundation for analyses that follow.

Recognizing the Current Environment

5. The need for and the importance of this work has been well documented for many years, but never more so than in the face of recent events and examples of racism and in particular anti-Black racism. Within the Data Standards, anti-Black racism is defined as *“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.” This definition, the perspective gained following recent events, and the insights and experiences shared during focus groups, all provide important context for our work supporting student learning and well-being for all students.

Process of Data Collection

6. The survey was designed to gather information about the OCDSB student population. For students in Kindergarten through Grade 6, parents/guardians were invited to complete a survey on behalf of each child. Students in grades 7-12 were invited to complete the survey in school during class time. The survey was distributed electronically using a direct email link through the Qualtrics research platform; hard copies were made available upon request and sent via Canada Post to those families without an email contact on file. Supports for translation and accessibility were provided, as outlined on pages 7 and 8 of the attached summary report (Appendix A). Participation in the survey was voluntary, which means that individuals were able to opt out of survey completion entirely or opt out of specific questions. Full details on implementation are provided in Appendix A.
7. 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% for the District, 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%

8. Individual responses to the survey are confidential, but not anonymous. School staff does not have access to the individual student responses and the data is stored in a separate database from the Student Information System. There is a unique identifier on the survey data that allows research staff undertaking the analysis to link and analyze the survey data with other datasets (e.g., achievement data, suspension data, course participation rates, etc.). Results are reported for groups of students, not individuals.

Survey Content

9. The following 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, and modified based on feedback provided by community partners:

- 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 also included to help gain further insight into potential systemic barriers and biases that may impact student learning and well-being. 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.

Reporting

10. A QuantCrit framework (Gillborn, Warmington & Demack, 2018), as outlined on page 9 of Appendix A, guided the approach to analysis and reporting of identity. This was done to not influence the meaning that is ascribed to the data, but rather to ensure critical analyses is informed by the experiential knowledge of marginalized groups. To honour the specific input gathered through the data collection, data was retained even in circumstances where responses may otherwise have been suppressed or rolled up to broader categories.
11. In addition to the detailed technical report (Appendix A), a data set containing the numbers and percentages for each item on the survey has been made available on the District website. Standard 35 of the Data Standards sets out this requirement for the release of data collected under the Act. Given that this collection also included perceptual data from respondents, the District has also included data for those items on the survey as part of the public release data set.
12. Most survey questions allowed for the selection of multiple responses that honours the multidimensionality of identity. Understanding and recognizing the multidimensionality of identity is important in creating a sense of community and belonging, but also in maintaining uniqueness as an individual.

From an analysis and reporting perspective, this adds complexity. Analysis must be sensitive to commonalities and differences in experience and treatment among persons reporting multiple responses. As an organization, we will have to

work with the community to consider how to address the dimensions and the intersectionality of identity. The Data Standards describe the following considerations in terms of multiple race categories. *“In some cases, it may make sense to count persons who report White and some other race according to the other race category selected. In other circumstances, it may be necessary and appropriate to aggregate or construct socially meaningful mixed-race categories. For example, a generic mixed-race category may be appropriate if there are insufficient or small numbers of individuals (fewer than 15) who select multiple race categories. If a generic mixed-race category might obscure significant differences, and sample sizes are sufficient, consider using specific combinations of race categories.”*

Results

13. The results from the survey highlight the diversity of the OCDSB student population, as evidenced by:
 - 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.
 - 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.
 - Most survey respondents considered themselves to be Canadian, despite more than 300 ethnic/cultural backgrounds being reported. Aside from Canadian, more than 5% of survey respondents reported being of Arab, Chinese, English, Irish, or Scottish descent.
 - 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.
 - 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.
 - 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.
 - 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+.
 - 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.

- 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.
 - 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.
14. Responses to the perceptual questions shed further light on the student experience:
- 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.
 - The majority of survey respondents reported positive moods and attitudes towards school. More than 75% of students in grades 7 to 12, however, reported being tired in the morning.
 - 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).
 - 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.
 - 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.
 - 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.

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

Next Steps

15. The next phase of reporting will require the linking of survey data to other administrative datasets to help identify patterns and trends. The Data Standards require us to produce racial disproportionality and/or racial disparity indices for each unit of analysis. For example:
 - 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).

The calculation of disparity and disproportionality indices is complex and an area that requires further discussion with community partners.
16. Our reporting plan has been to incorporate the use of this data into other regular reports (ASAR, suspension data, school climate, etcetera) ensuring alignment with the Data Standards. We also recognize that the availability of this data allows for and generates interest in a range of additional reports. As we consider our path forward, we are guided by these principles:
 - i. the collection of race-based data must lead to reliable and high-quality race-based statistics which contribute to informed strategies and evidence-based decision-making; and
 - ii. information collected may only be used for the purpose of eliminating systemic racism and advancing racial equity as defined in subsection 7(2) of the Data Standards.
17. There are many ways to approach future reporting. In addition to our regular reports, other examples include census portraits, thematic reports, outcome analysis, mapping, etcetera. Recognizing the complexity of the data and the significant interest in using the data to effect change, we must be very thoughtful about our expectations and approach to reporting. It is not possible to generate

all of these types of reports at once. A phased approach to analysis and reporting which ensures timely and useable information, and informs decision making will be critical.

18. Community organizations and stakeholders will continue to play a key role moving forward both in terms of data usage and reporting and our plans and next steps in our equity and indigenous education framework. Working together we can better understand the underlying systemic issues that contribute to these outcomes, and as we develop strategies to remove barriers. 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). This will form part of the governance work to be undertaken, along with the development of a District policy and/or procedure that establishes parameters for Open Data more broadly.

RESOURCE IMPLICATIONS:

19. The District received \$103,000 in one-time funding through a Transfer Payment Agreement to support this work up until the survey was launched. These funds were used to hire research staff, with the balance allocated towards meeting costs associated with the conduct of focus groups. The Ministry of Education provided an additional allocation of \$50,000 to support costs associated with the analysis and reporting of data, and facilitation of community partner meetings through August 2020. The current workplan and project timelines are aligned with the current and projected budget allocations.
20. The District has also invested in the software that was used to support the data collection for this project. The software also offers capabilities to generate reports and dashboards, making it a versatile tool for other initiatives within the District. Annual licensing fees are approximately \$120,000 and have been absorbed by the READ operating budget, which includes approximately \$60,000 from the MISA Local Capacity Building budget allocation in the GSNs.

COMMUNICATION/CONSULTATION ISSUES:

21. The survey results report is a very comprehensive report which appeals to a particular audience. The structure of the report was determined based on the feedback from focus groups about representing all voices – as such there is no suppression of data. The report is rich with information and does not meet the needs of all readers. To ensure more fulsome community access to this information, an infographic summary report is also being generated. This shorter and more visual presentation of the data will be of interest to many audiences. As we move forward, our focus is to build a communication and awareness campaign that is respectful, culturally sensitive, transparent and done in an accessible way.
22. Communicating the survey results to the community, particularly to participants, is a vital part of the process. Sharing the process and results, both in report

format, infographic and through an open data set for public use, increases credibility, usability and impact. It is important for participants to see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

23. Our collaboration with community organizations has been critical to informing our practice. Going forward, we are planning meetings with community organizations for the week of June 22 to share the data and discuss next steps. These meetings will also be an opportunity for us to discuss how to engage the broader community in discussions about the data, the identification of patterns and trends and the strategies and actions planned in response. We are also looking to establish a community based data advisory panel with whom we can engage in ongoing discussions regarding the data, the application of the provincial Data Standards and the format and structure of reporting.

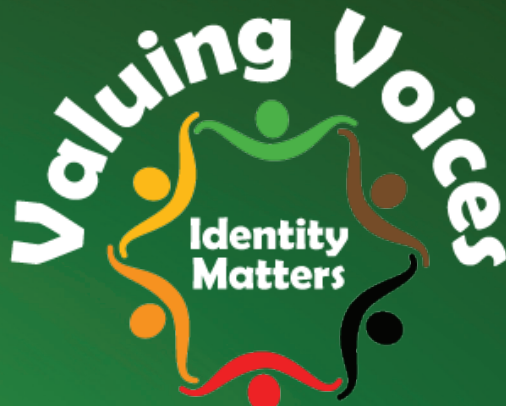
DISCUSSION QUESTIONS:

The following questions are provided for discussion purposes:

- What stands out for you in the data/information that is presented?
- How does the data support what we heard during the focus groups?
- What questions does the data/information raise?
- What actions/next steps should be considered?

Michèle Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education/
Secretary of the Board



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Identity Matters!

2019–2020

OCD\$B 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.

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	Pathways to Education
AZBGC – Annes Zabuli Boys and Girls Club	Pinecrest-Queensway Community Health Centre (CHC)
Children's Aid Society of Ottawa	Rainbow Alliance arc-en-ciel
Guyana Ottawa Cultural Association	Rainbow Service Providers Network
Indigenous Education Advisory Council	RAJO Project: Canadian Friends of Somalia
Islam Care Centre	Rideau-Rockcliffe Community Resource Centre
Jaku Konbit	Sandy Hill Community Health Centre
Jamaican Ottawa Community Assoc.	Social Planning Council
Jewish Federation of Ottawa	Somali Centre Family Services
Kind Space	Somerset West CHC
Lebanese and Arab Community Centre/Social Services	Spiritual Care Workers
Métis Nation of Ontario	St. Lucia Ottawa Association
Muslim Family Services	St. Vincent and Grenadines Association of Ottawa
National Council of Canadian Muslims	Trinidad and Tobago Assoc. of Ottawa
Odawa Native Friendship Centre	Tungasuvvingat Inuit
Ottawa Aboriginal Coalition	United Way
Ottawa Community Immigrant Services Organization (OCISO)	Wabano Centre for Aboriginal Health
Ottawa Inuit Children's Centre	Youth Services Bureau of Ottawa
Ottawa Local Immigration Partnership	613819 Black Hub
Ottawa Public Health	
Parents for Diversity	



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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 identify trends and patterns which help us to intentionally address structural racism and systemic barriers, and to effect change.

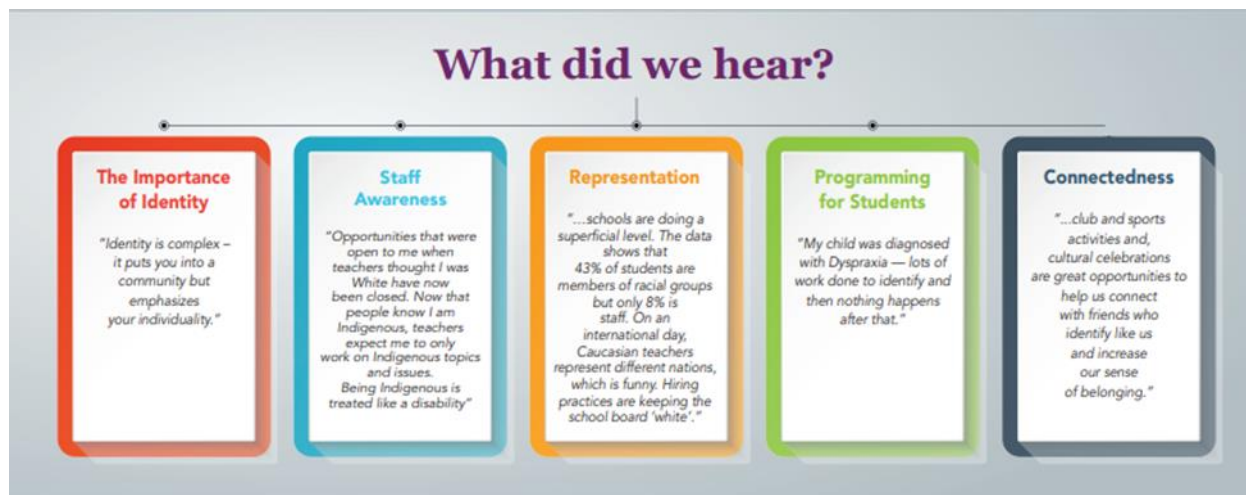
Engaging with Community

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.



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<), 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< 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

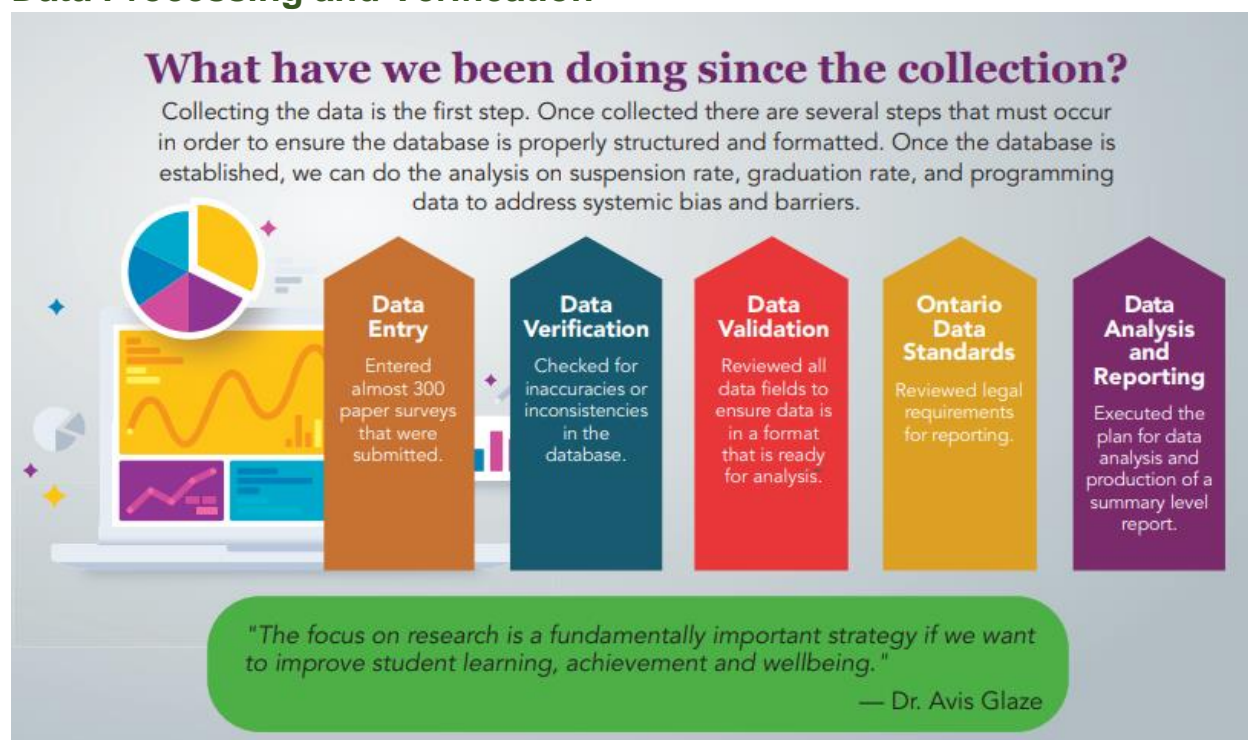
This work sets the foundation required for the identification and removal of systemic barriers and biases that perpetuate racism and inequities in the education system. Careful consideration has been given to allow readers of the report to make their own observations and draw their own conclusions from 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



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?



Valuing Voices - Identity Matters! Survey Results

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%

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.



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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%

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, Dubunli, 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.

[illegible]

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%

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.



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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%



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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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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%
Montserratian	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%



Valuing Voices - Identity Matters! Survey Results

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%
Tigrinan	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%



Valuing Voices - Identity Matters! Survey Results

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, Yagad



“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%

⁶Statistics 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 above⁸	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).

⁷Statistics 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.



Valuing Voices - Identity Matters! Survey Results

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

⁹ 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



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.

¹⁰ Includes responses that indicated it was too soon to know, or that were prejudicial and/or discriminatory 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

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.



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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%

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



Valuing Voices - Identity Matters! Survey Results

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%	42.0%
\$120,000 - \$139,000	888	8.0%	
>\$140,000	3,316	29.8%	
I prefer not to answer	2,126	19.1%	

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.



Valuing Voices - Identity Matters! Survey Results

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).



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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



Valuing Voices - Identity Matters! Survey Results

"[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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

Please indicate which of the following activities you currently participate in and those you would like to participate in:
(continued)

Respondents/Participation		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Currently participate: outside of school	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%

Please indicate which of the following activities you currently participate in and those you would like to participate in:
(continued)

Respondents/Participation		JK-6 Parents		Grades 7-12 Students	
		#	%	#	%
Would like to participate in these activities	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%



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%

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.



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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		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%



Valuing Voices - Identity Matters! Survey Results

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%
Express my identity	Strongly Agree	2,842	28.0%	5,022	24.4%
	Agree	5,630	55.4%	10,625	51.6%
	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%
Learn about my own background and identity	Strongly Agree	1,759	17.4%	3,037	14.8%
	Agree	4,772	47.2%	7,860	38.3%
	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%
Learn about the background and identity of others	Strongly Agree	2,123	21.0%	4,442	21.6%
	Agree	5,661	56.0%	10,677	52.0%
	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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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%

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.



Valuing Voices - Identity Matters! Survey Results

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%



Valuing Voices - Identity Matters! Survey Results

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



Valuing Voices - Identity Matters! Survey Results

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 depending 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 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.

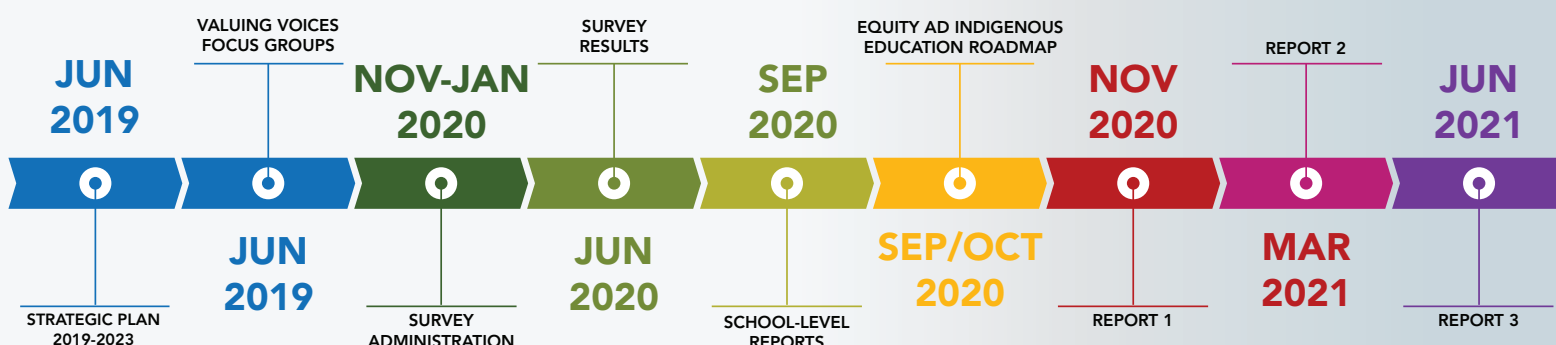


Valuing Voices — Identity Matters! Survey Results

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

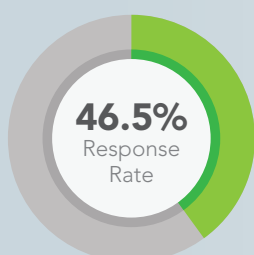


Survey Participation

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%

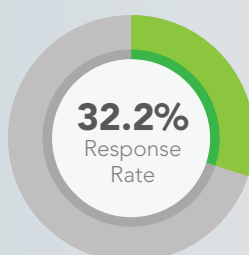
Overall Participation

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



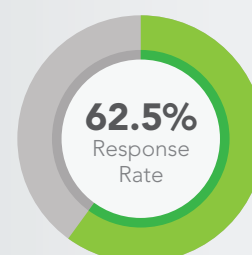
Parents (JK–6)

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



Students (7–12)

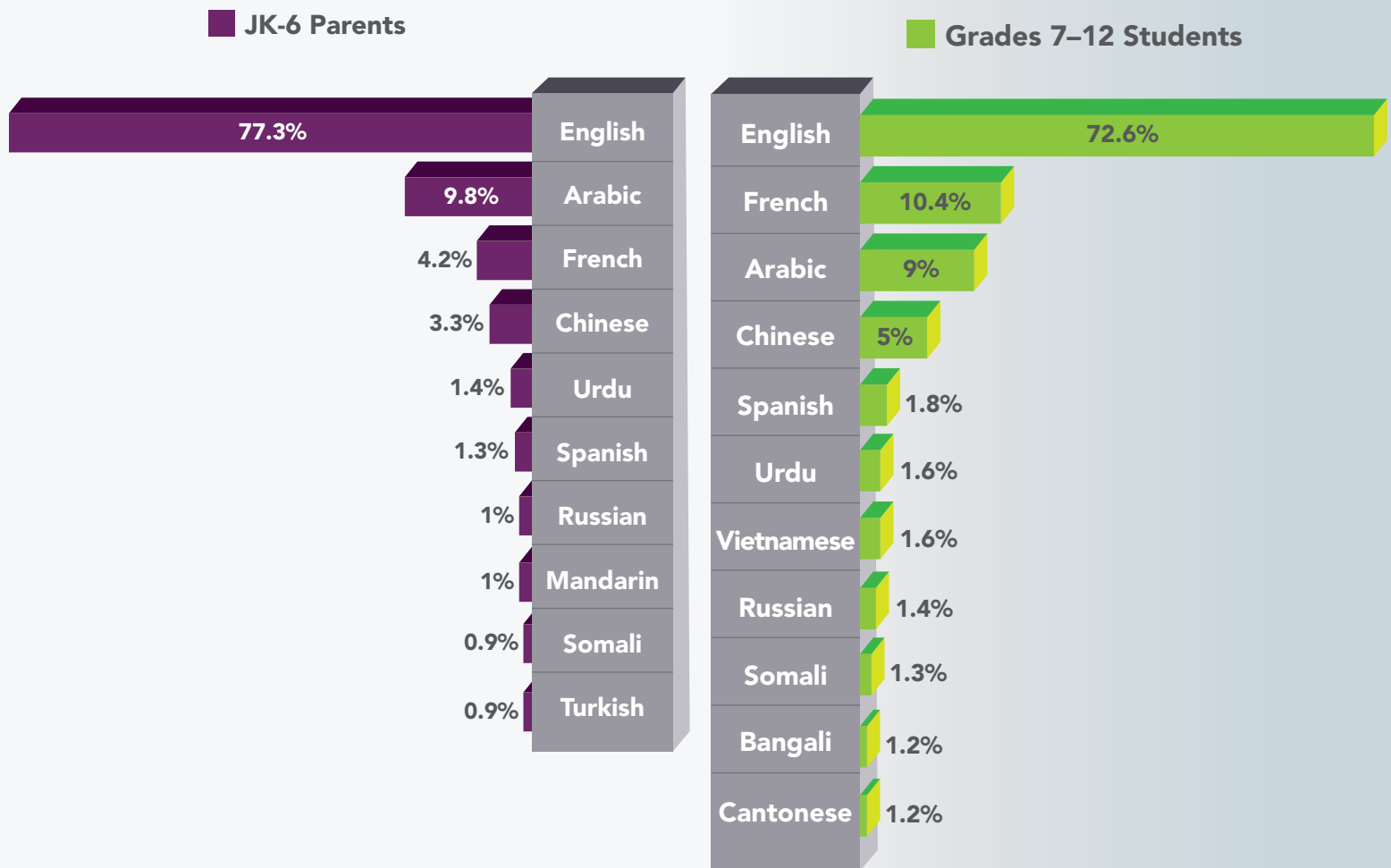
■ Distributed: 35,371
■ Responded: 22,137



Demographics

First Language Spoken

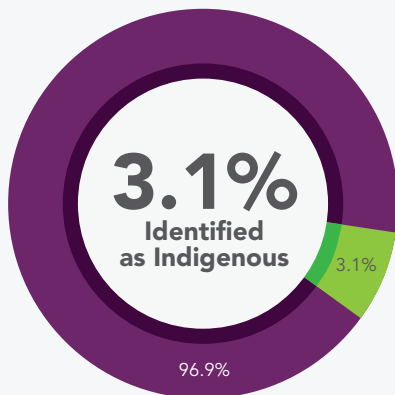
There were more than 150 languages that students were reported to have first learned to speak as a child. Amongst the most common were English, Arabic, French and Chinese. We have listed the top 10 languages for JK–6 parents and Grades 7–12 Students (Turkish and Cantonese both had the same percentage).



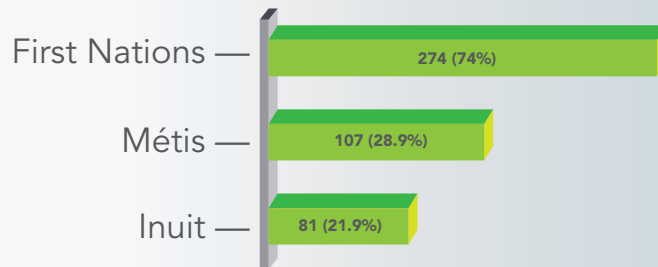
Indigenous Self-identification

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.

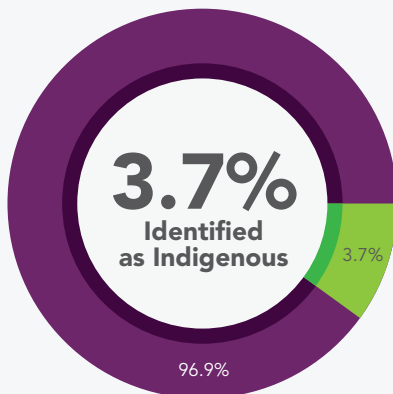
JK-6 Parents



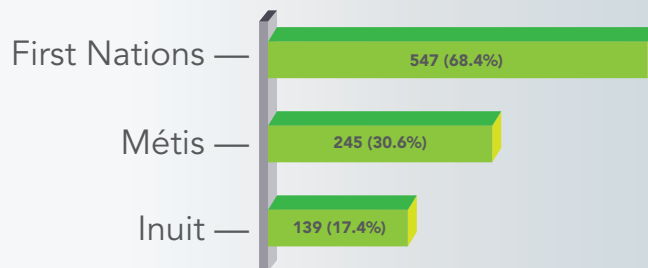
Yes — 370 (3.1%)
No — 11,582 (96.9%)



Students (Grades 7–12)



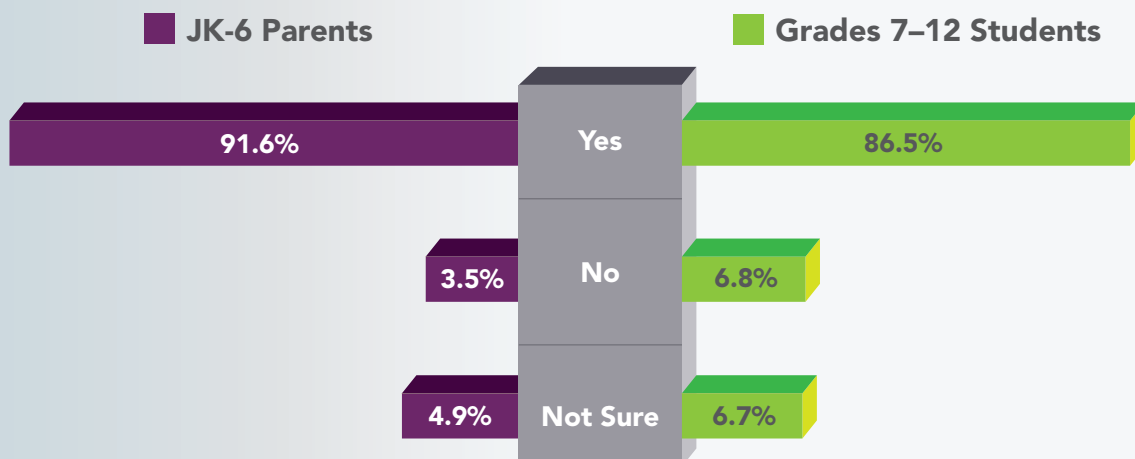
Yes — 800 (3.7%)
No — 20,671 (96.3%)



Ethnic/Cultural Origins

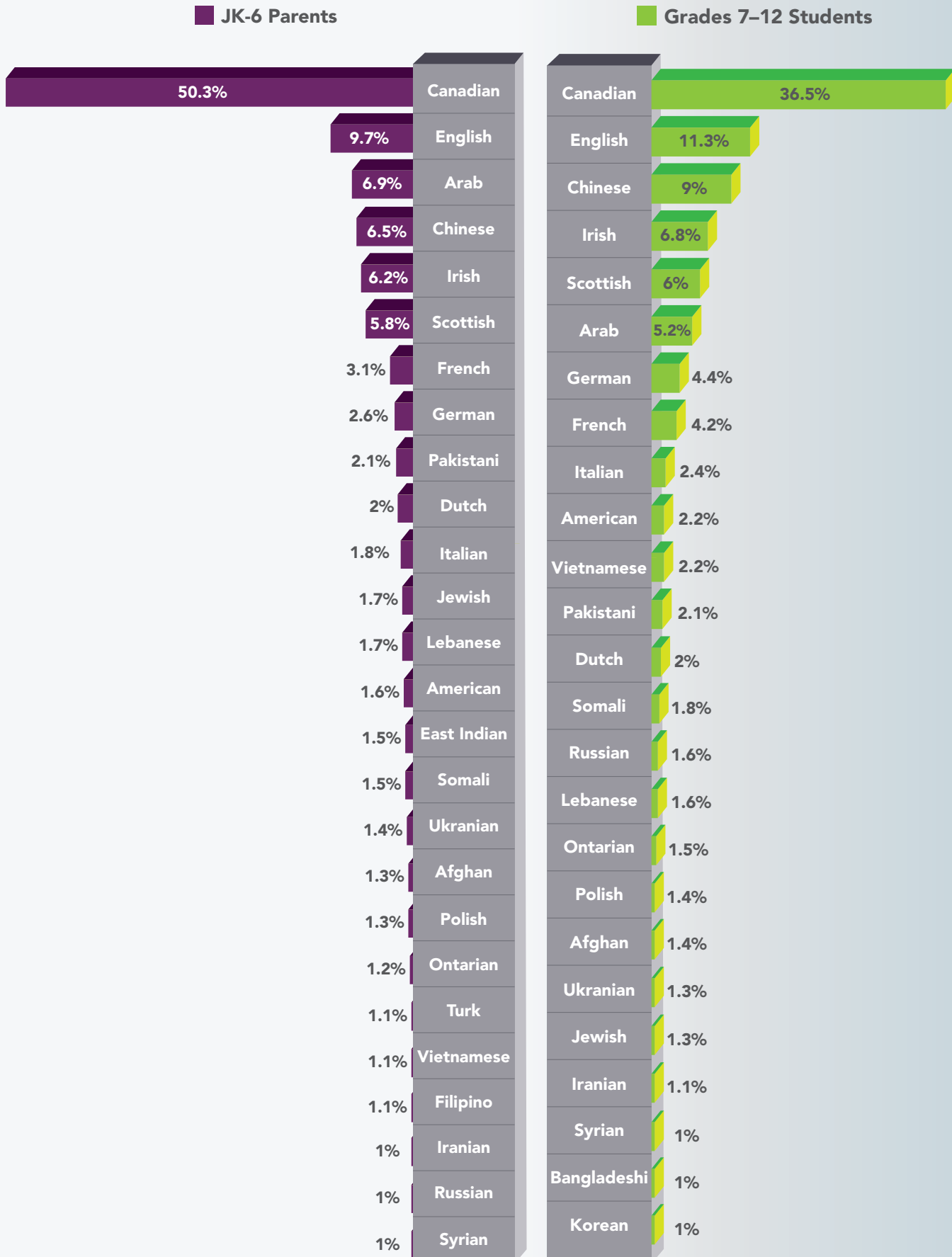
Most survey respondents considered themselves to be Canadian, despite more than 300 ethnic/cultural backgrounds being reported.

Do you consider yourself Canadian?



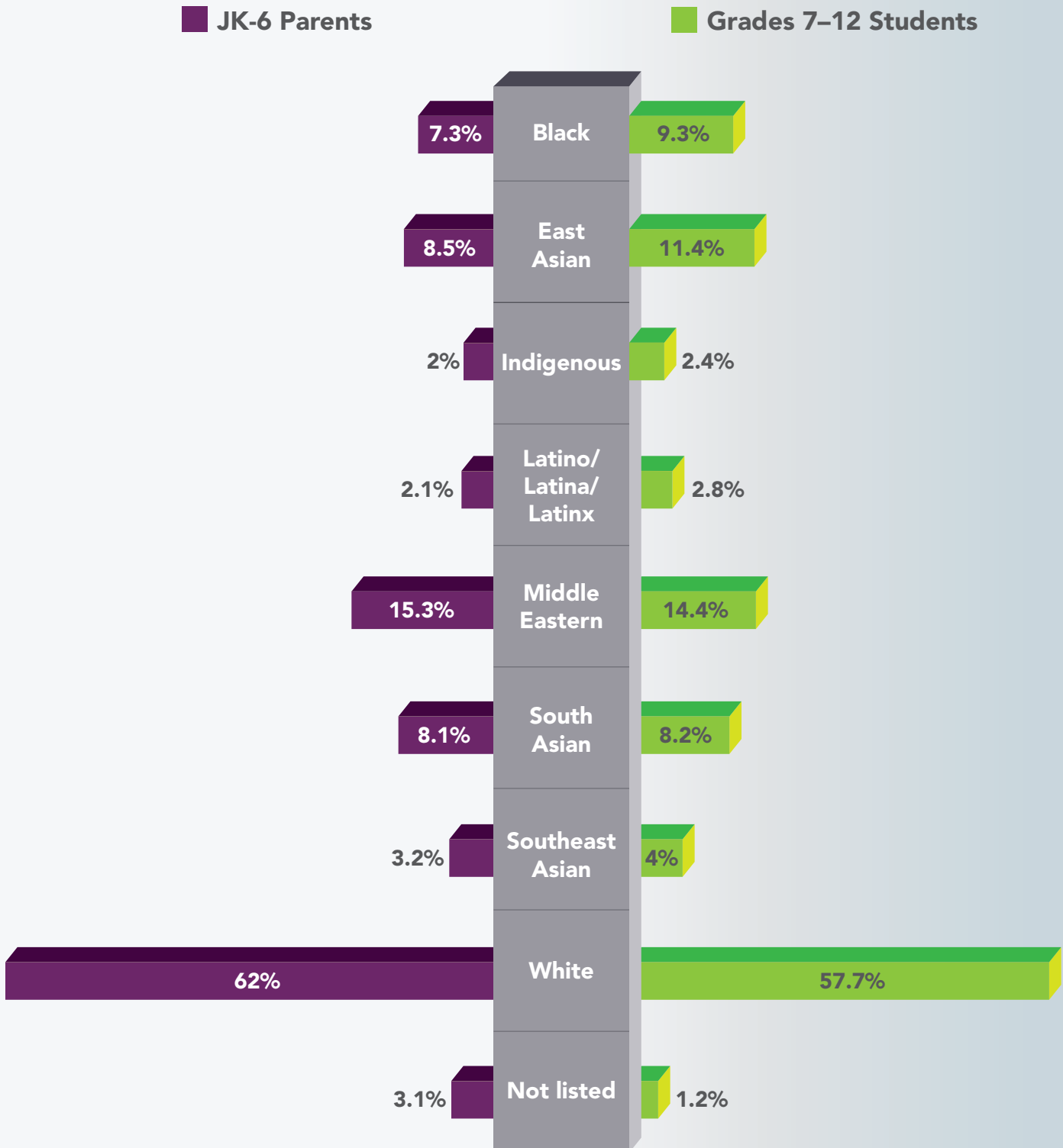
Ethnic/Cultural Origins: Details

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).



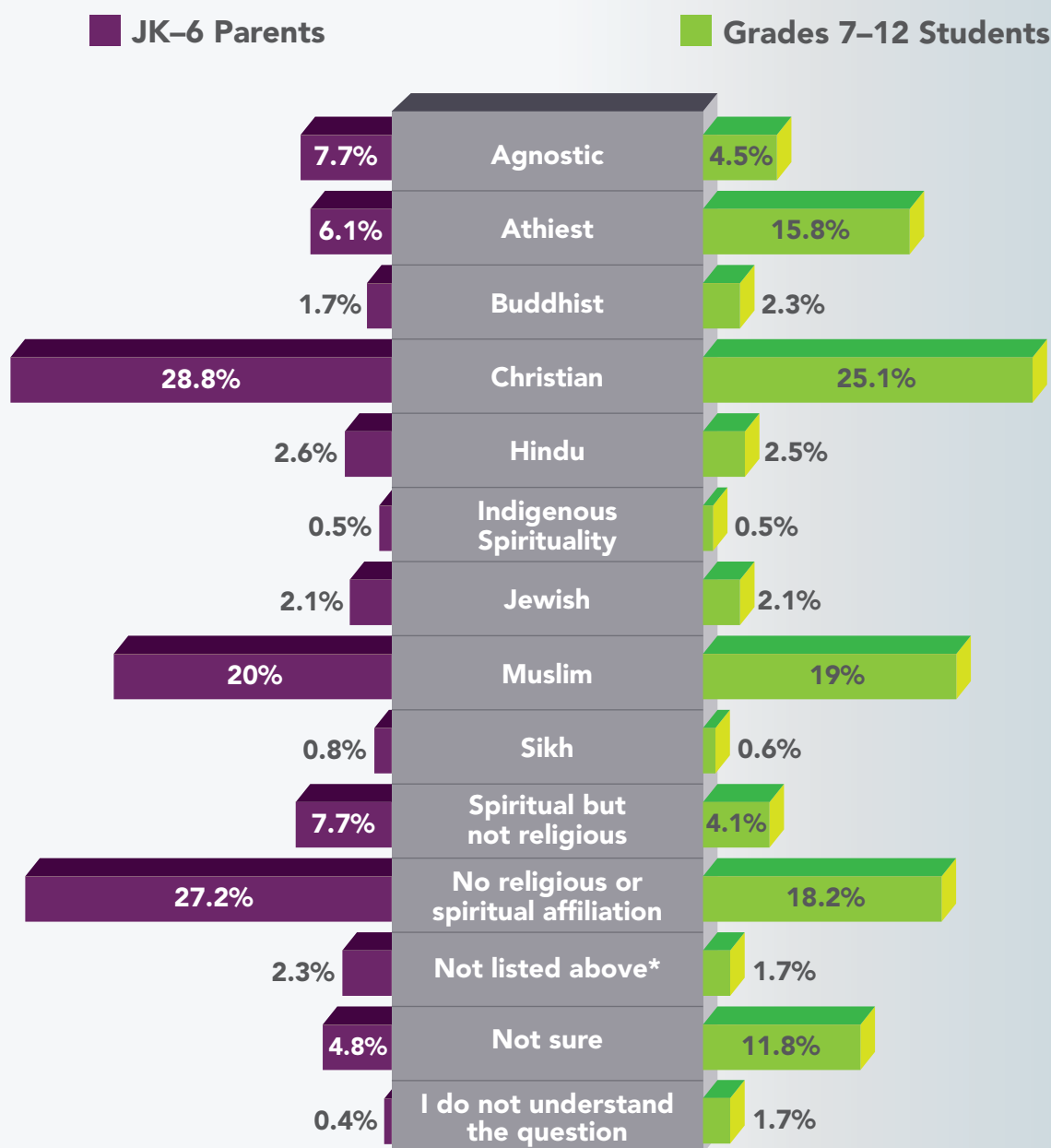
Race

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

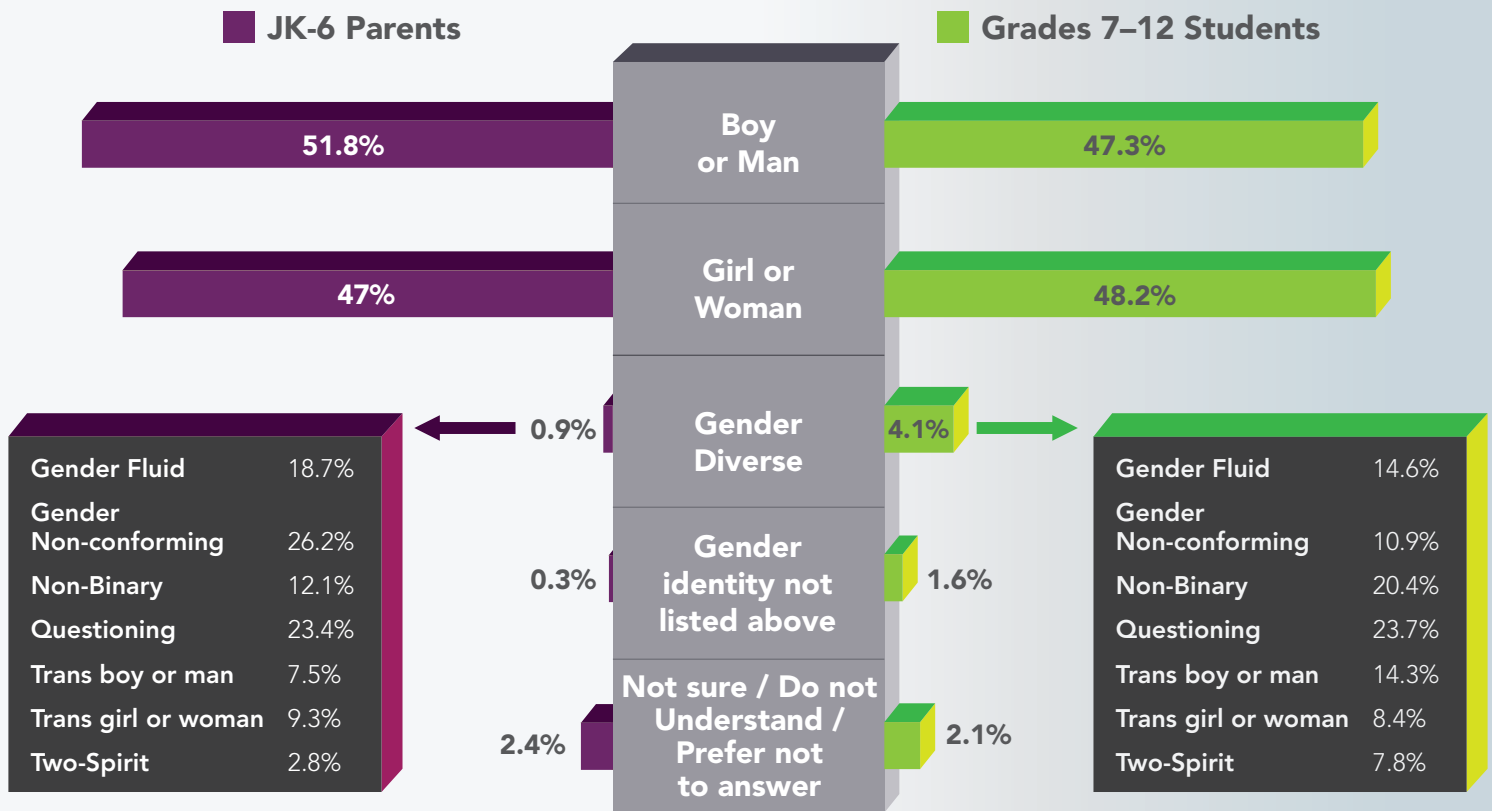
The OCDSB student population is reflective of a multi-faith community; Christian and Muslim faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.



*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

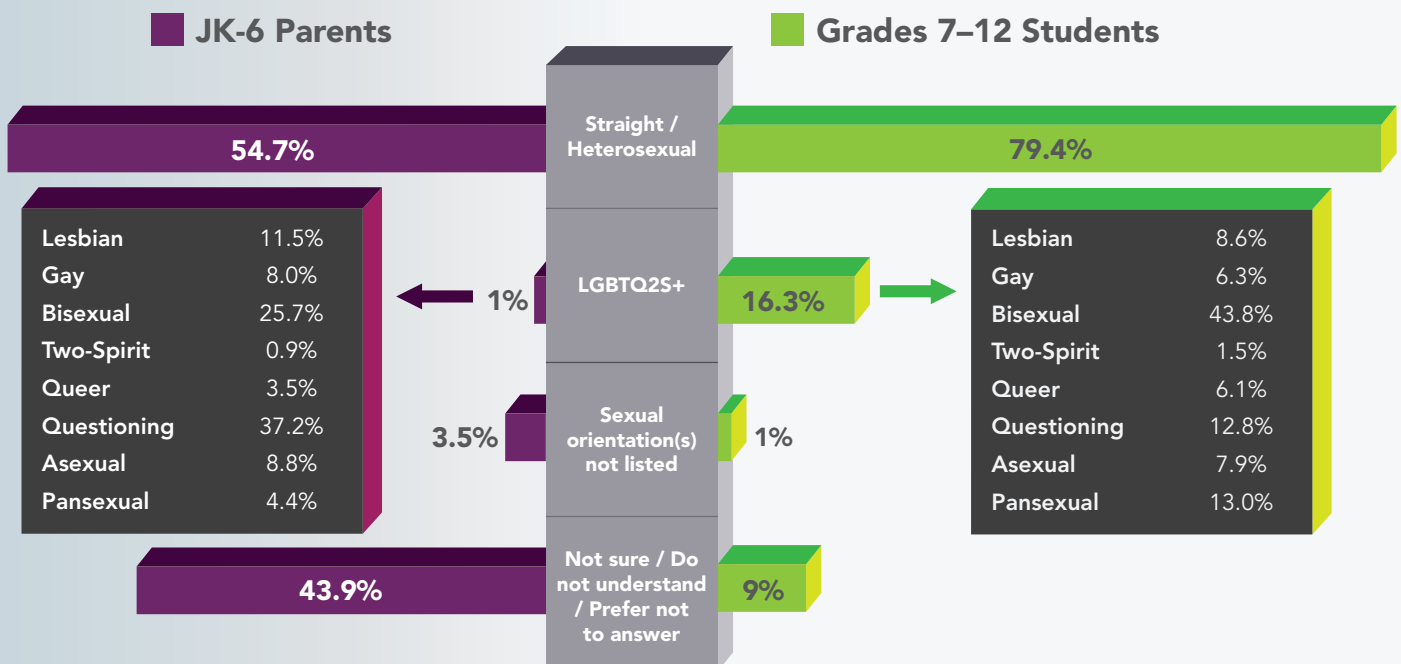
Gender Identity

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.



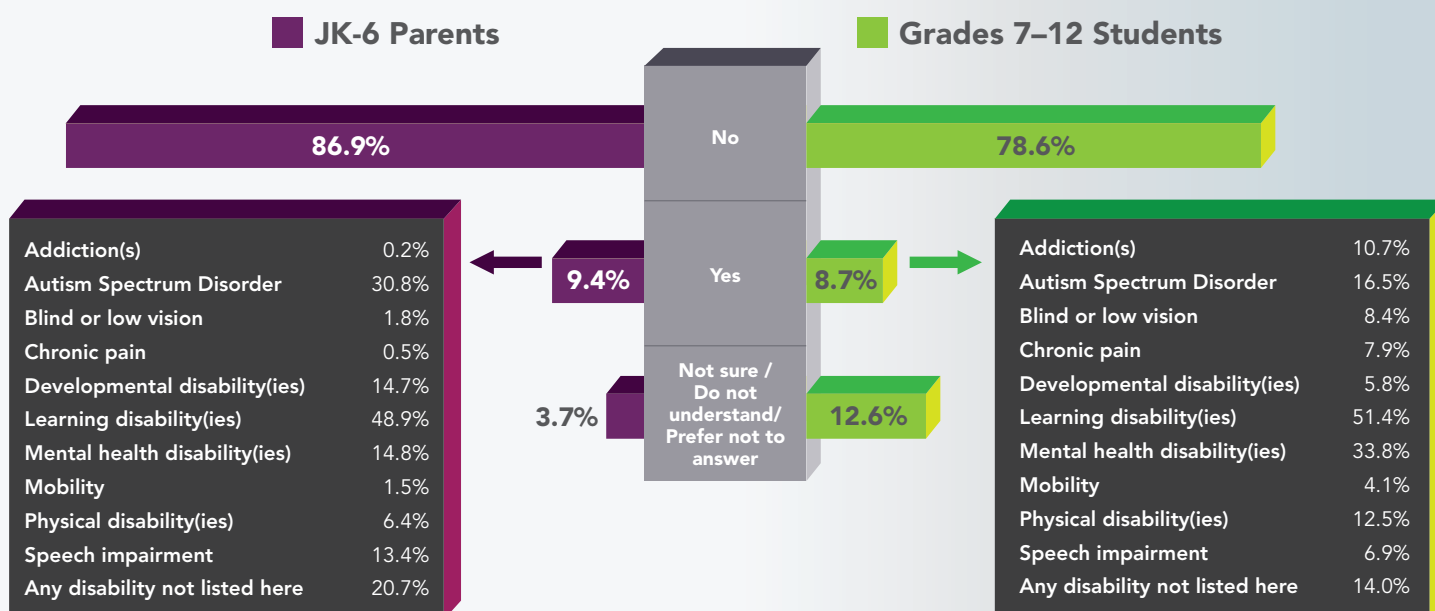
Sexual Orientation

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

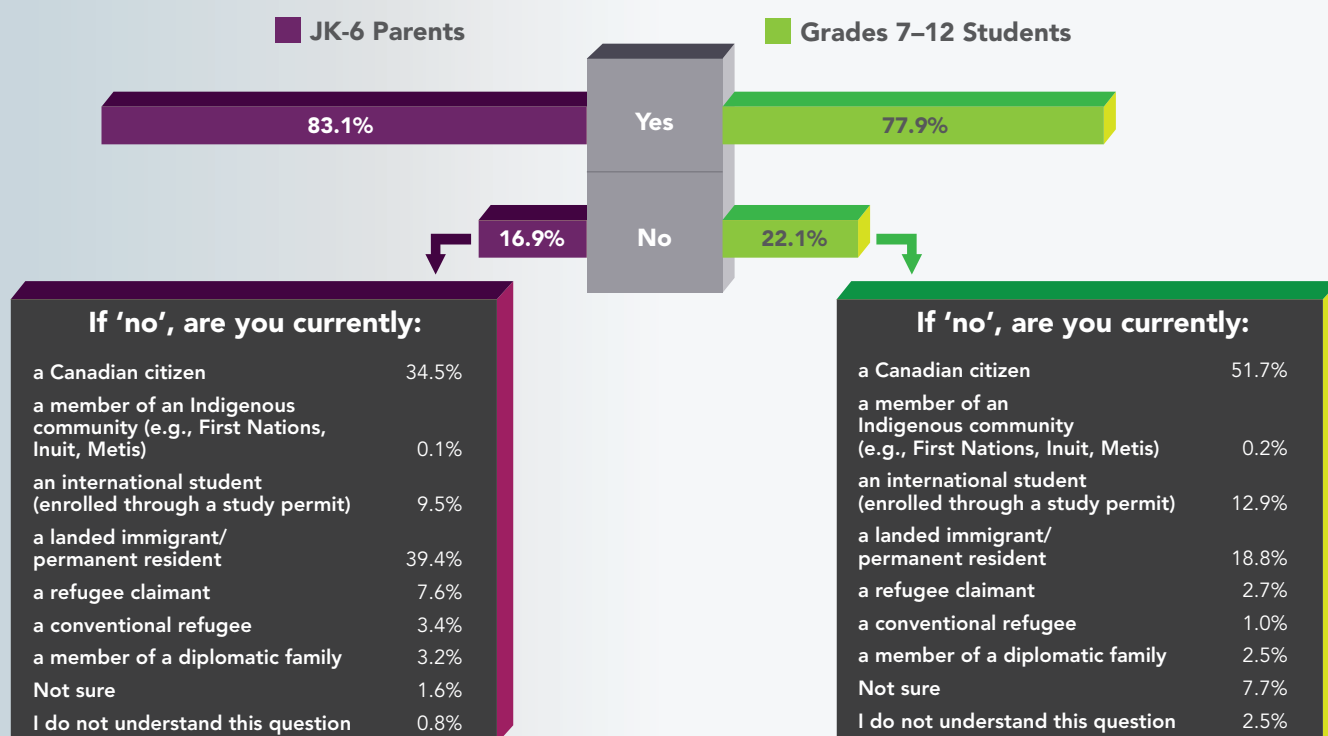
Approximately 9% of survey respondents (parents/guardians of students in JK to grade 6, and students in grades 7 to 12) reported having a disability at the time of the survey. Learning disability was the most commonly reported disability for both groups of respondents. Close to one-third of students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

