



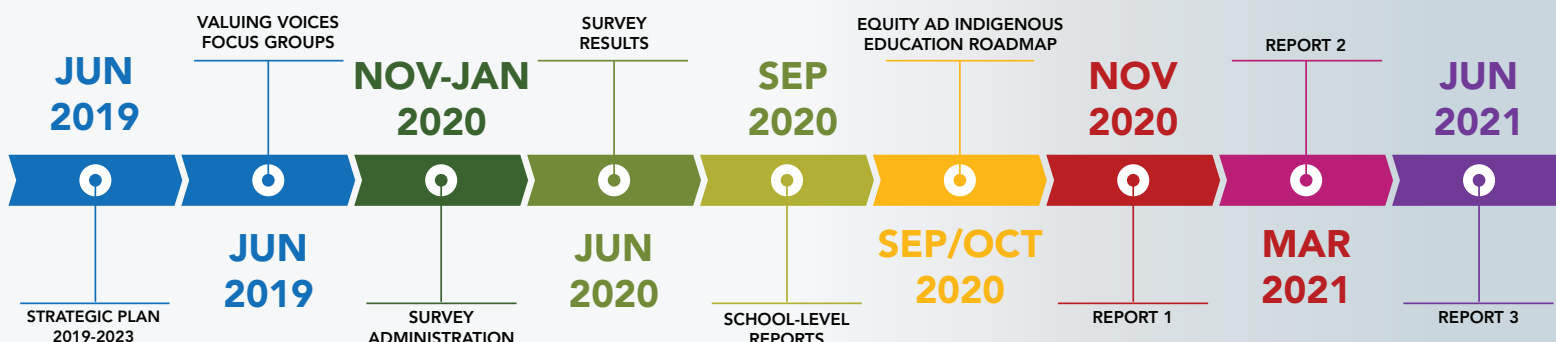
Valuing Voices — Identity Matters!

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

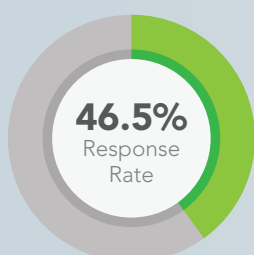


Survey Participation

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%

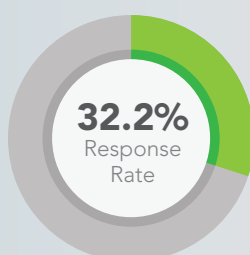
Overall Participation

Distributed: 74,975
Responded: 34,888



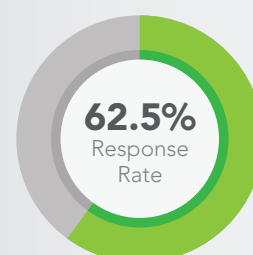
Parents (JK–6)

Distributed: 39,604
Responded: 12,751



Students (7–12)

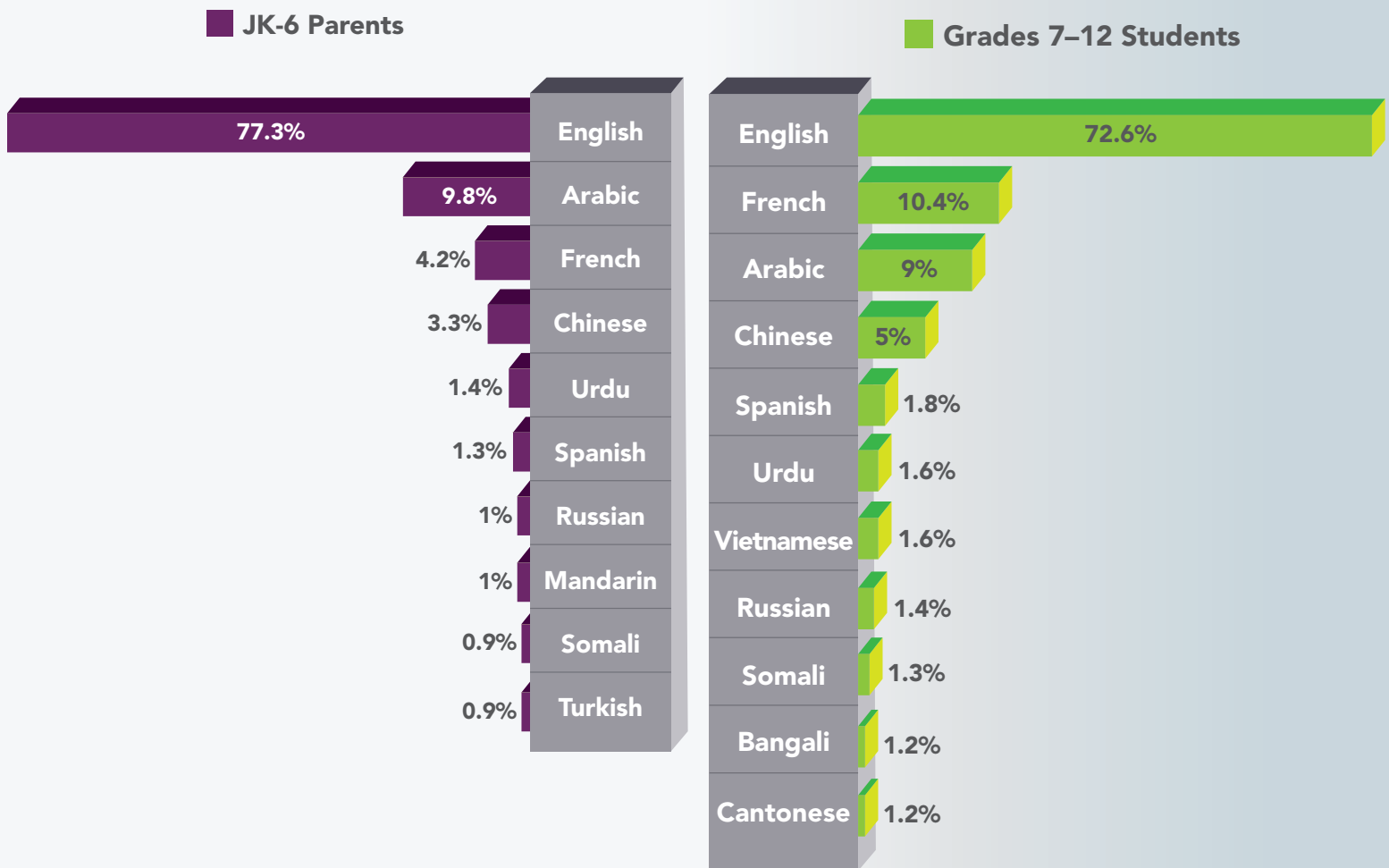
Distributed: 35,371
Responded: 22,137



Demographics

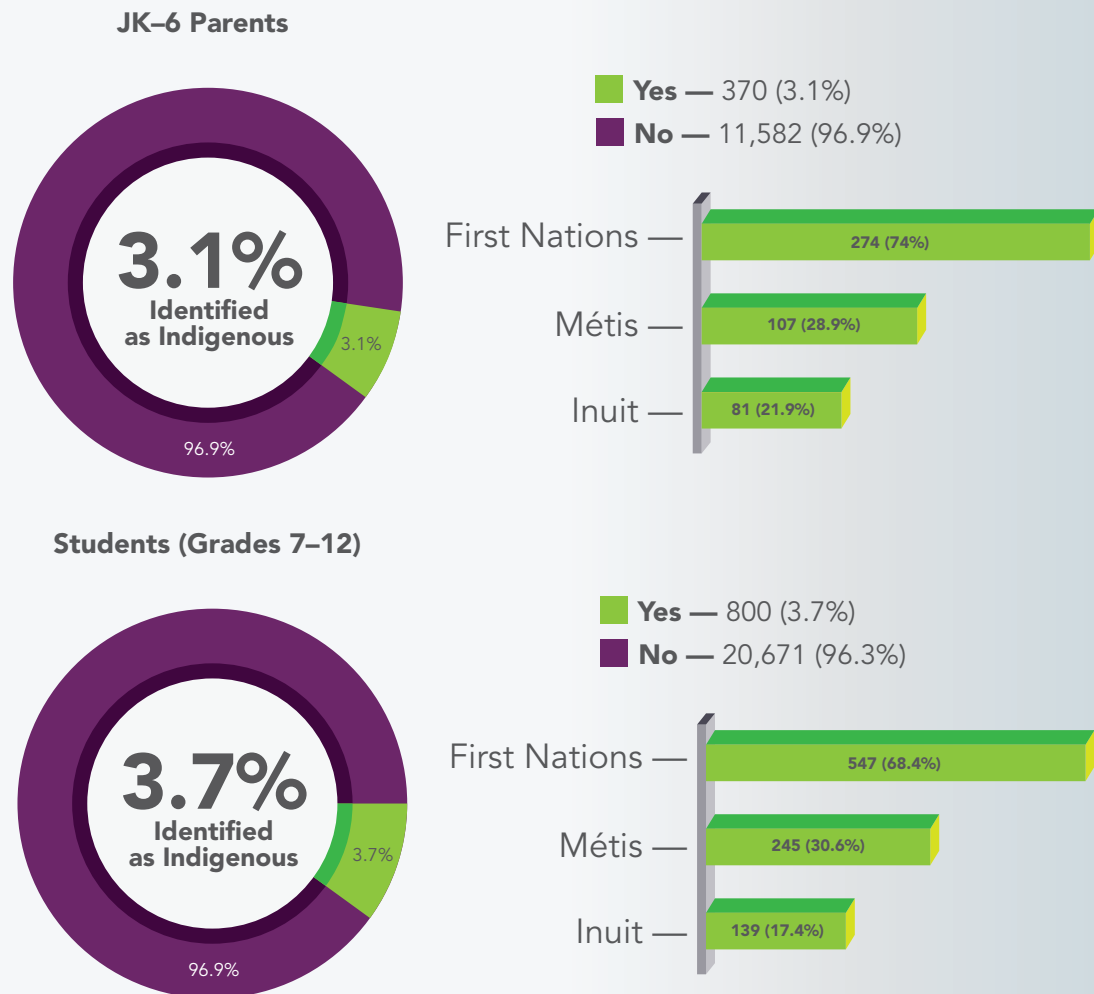
First Language Spoken

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).



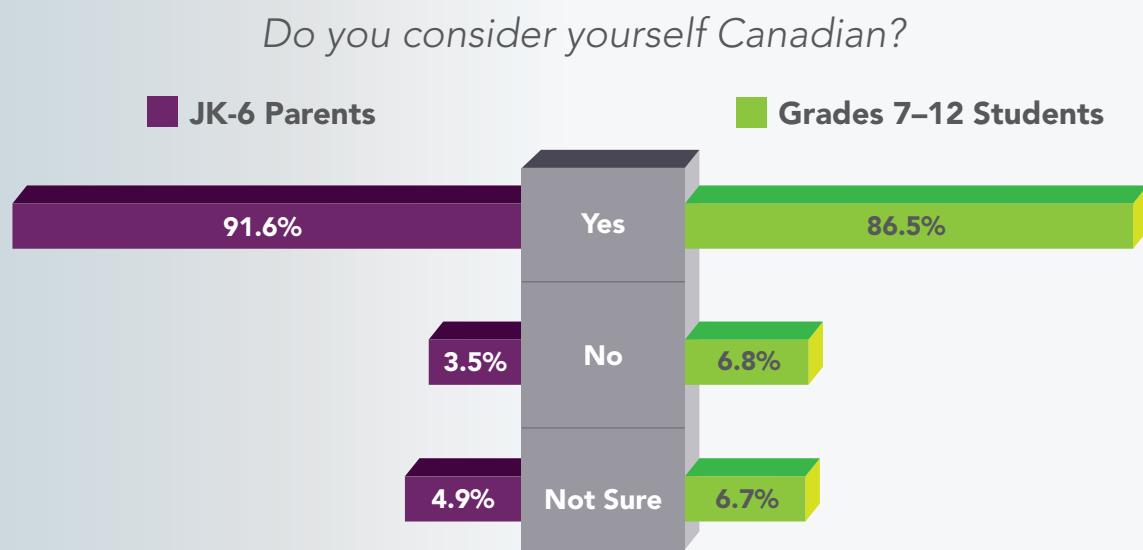
Indigenous Self-identification

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.



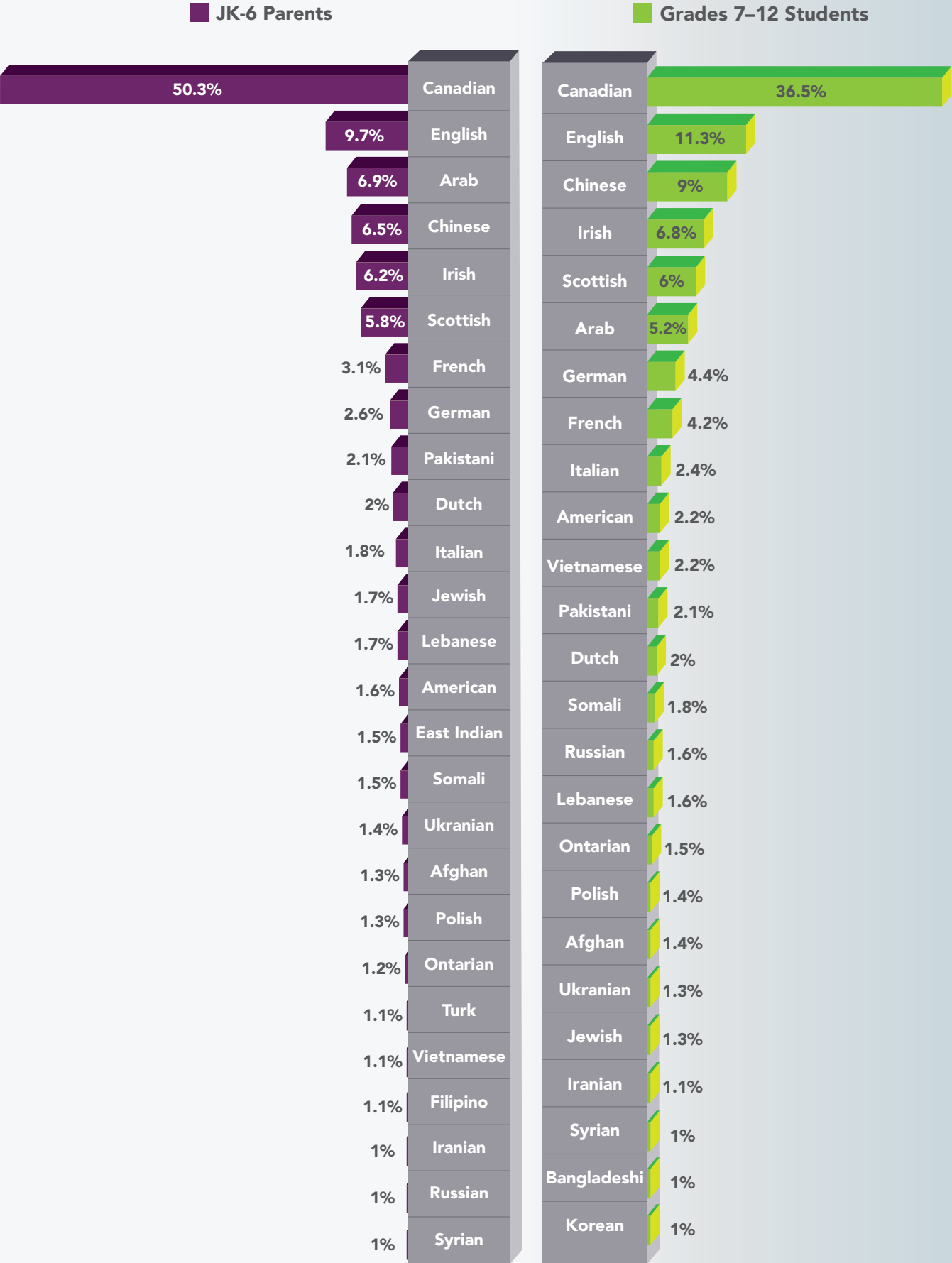
Ethnic/Cultural Origins

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



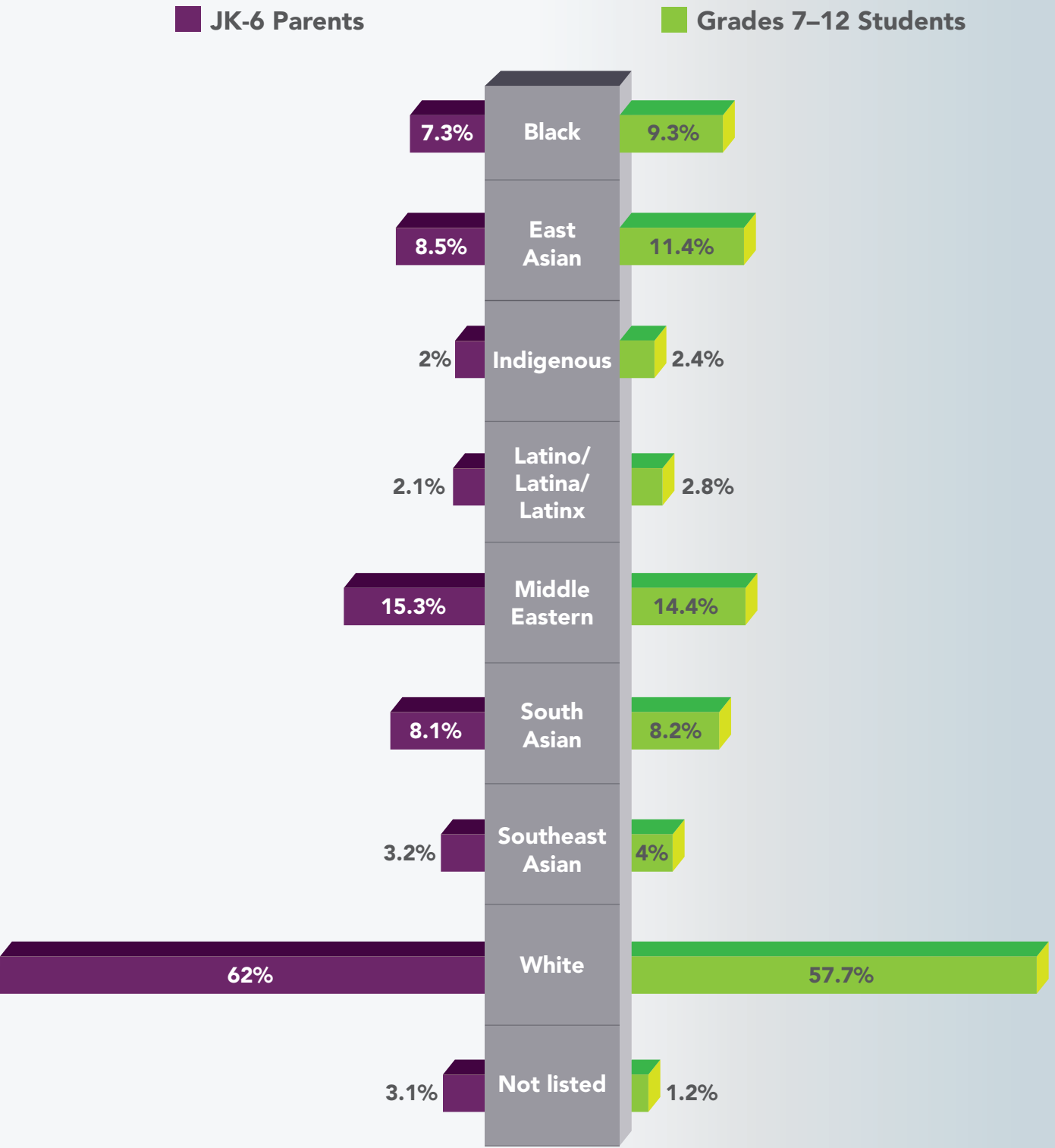
Ethnic/Cultural Origins: Details

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).



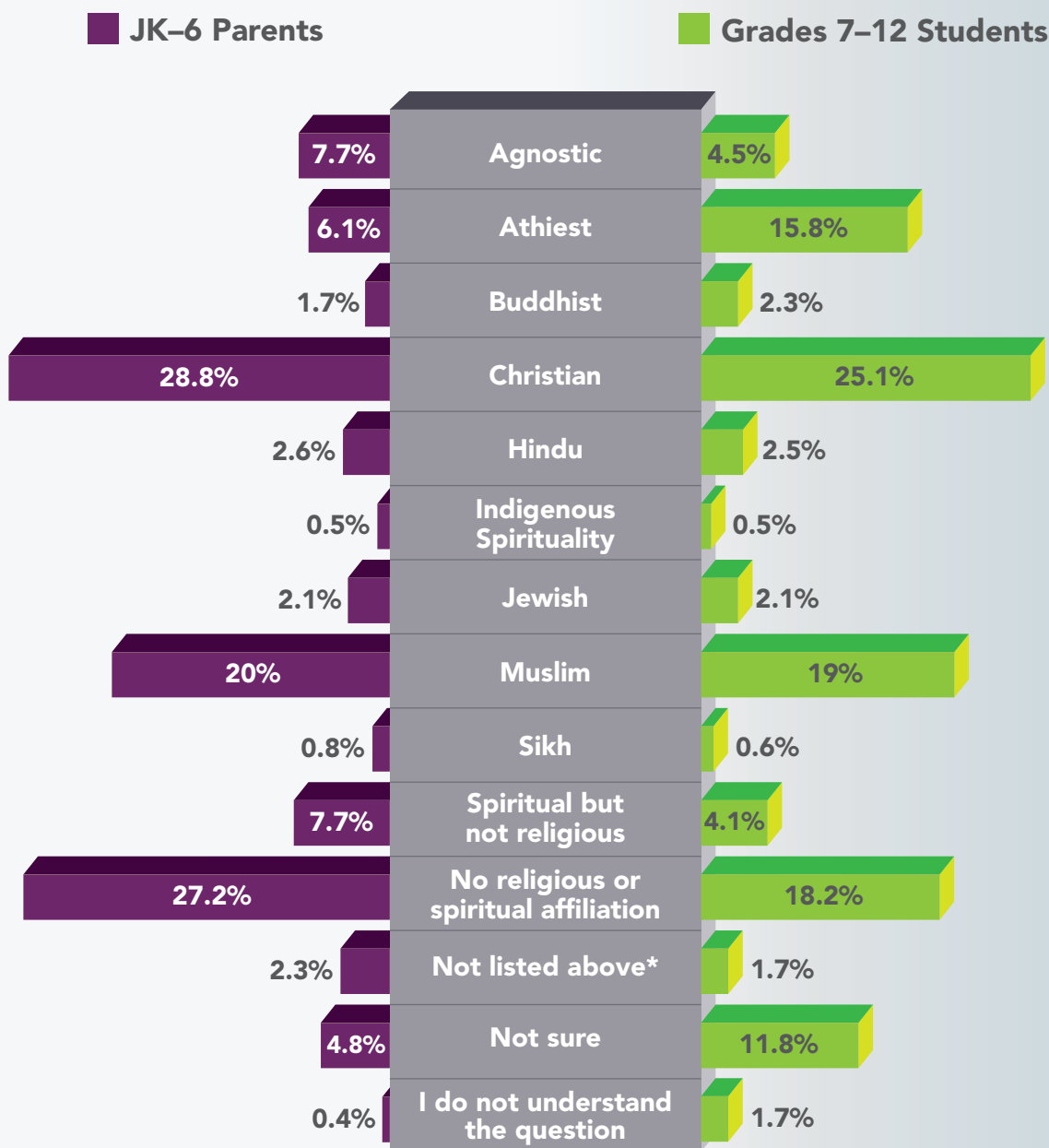
Race

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

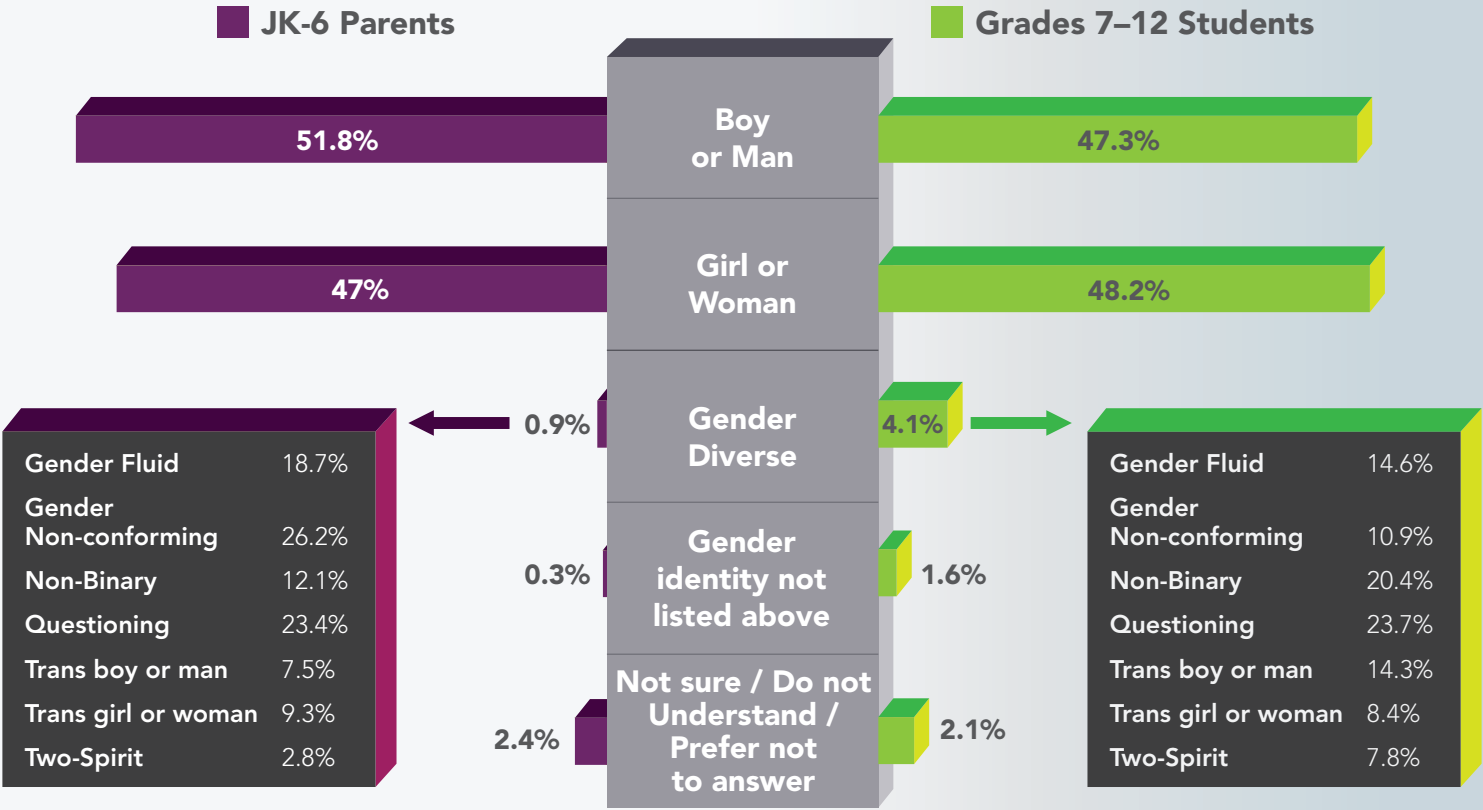
The OCDSB student population is reflective of a multi-faith community; Christian and Muslim faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.



*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

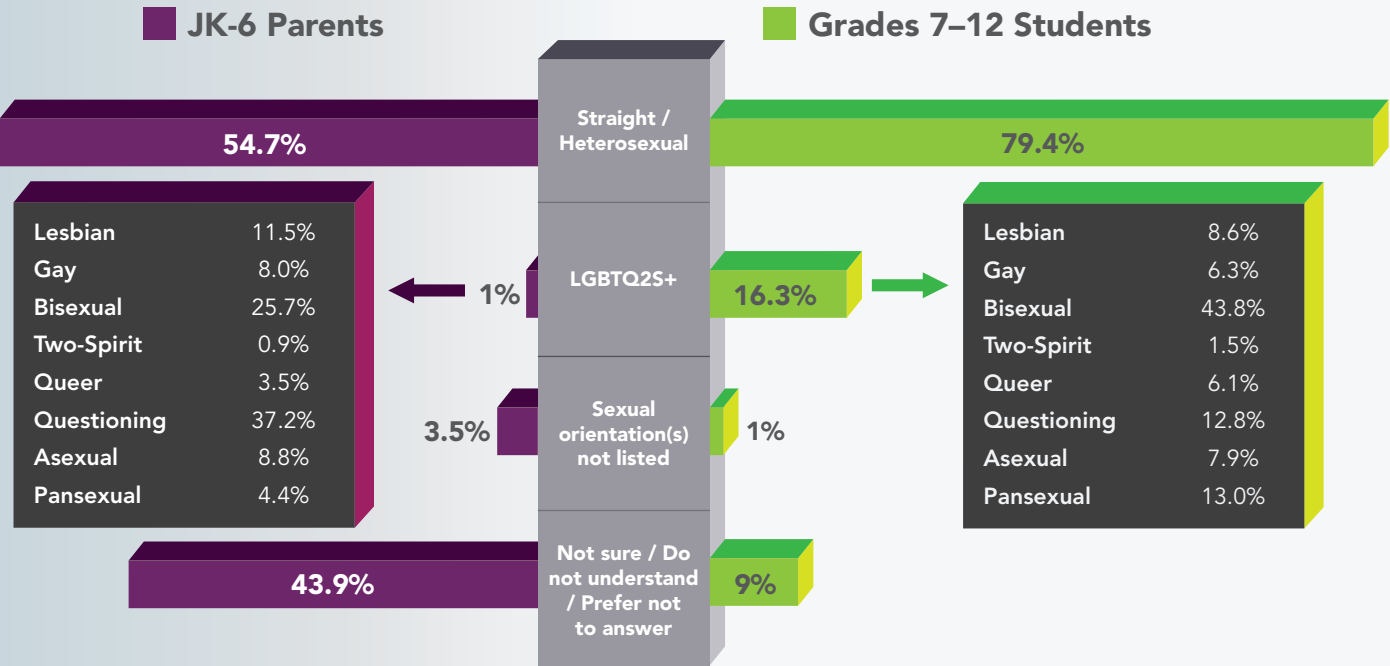
Gender Identity

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.



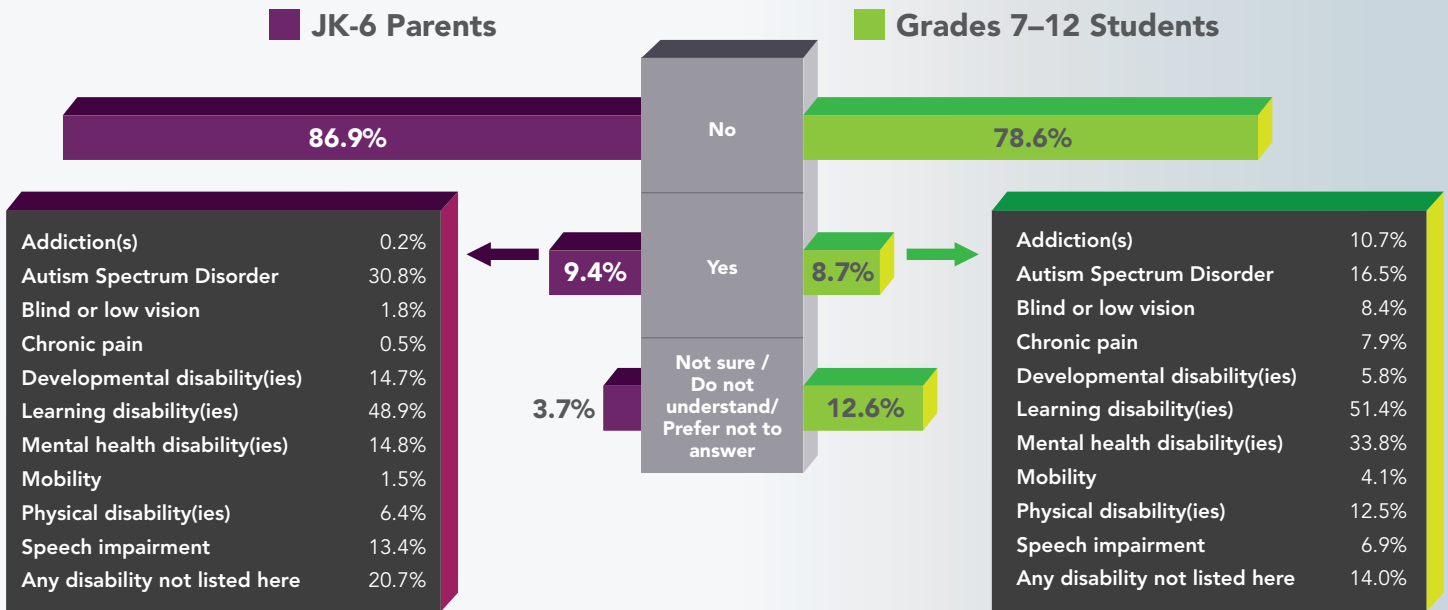
Sexual Orientation

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

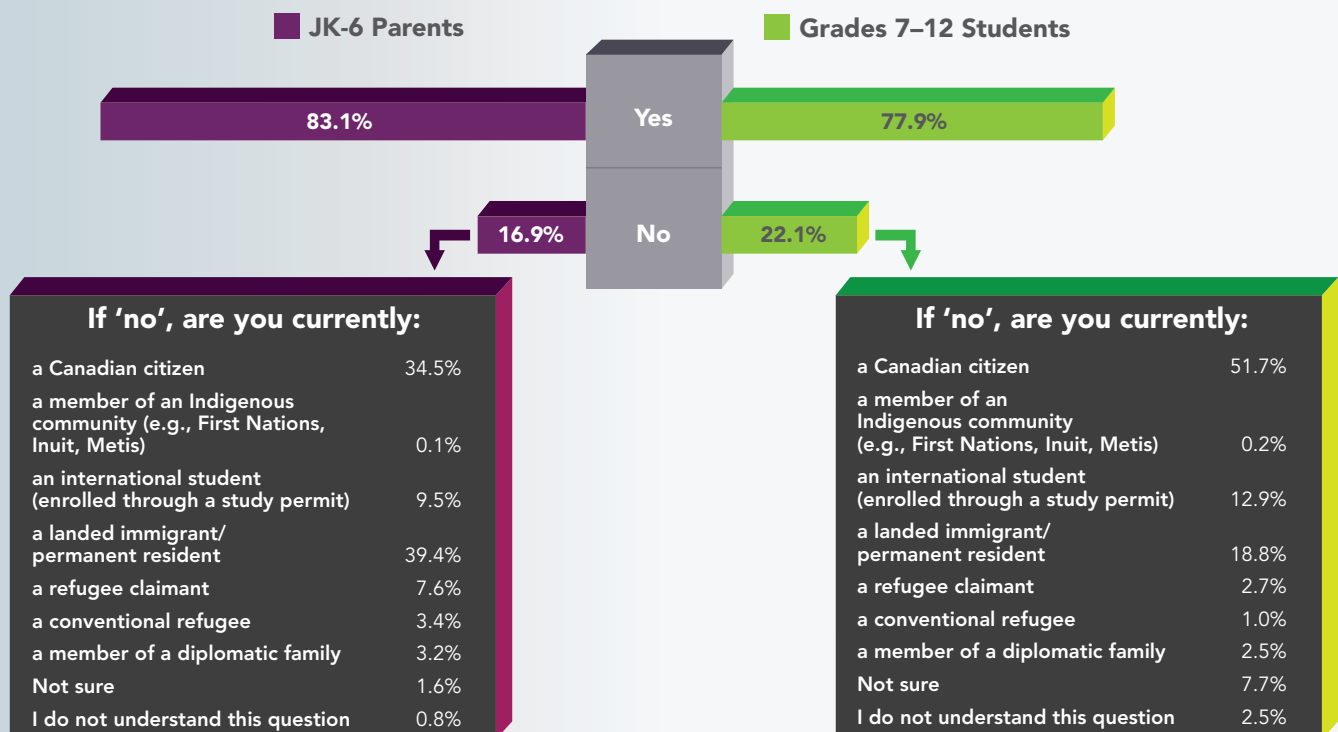
Approximately 9% of survey respondents (parents/guardians of students in JK to grade 6, and students in grades 7 to 12) reported having a disability at the time of the survey. Learning disability was the most commonly reported disability for both groups of respondents. Close to one-third of students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

