

THIS IS US!

NEAR NORTH DISTRICT SCHOOL BOARD
2018-19 STUDENT SURVEY RESULTS K-12
SUMMARY REPORT



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Results Overview

The Near North District School Board conducted a Student Census survey “This is Me” in the 2018/2019 school year for all students kindergarten to grade 12.

Parents/Guardians of students in kindergarten to grade 6 were asked to complete the survey on their child’s behalf.

Students in grade 7-12 were asked to complete the survey online while at school.

The survey was open from the end of April to the end of May 2019.

Out of a possible 5,309 respondents, 687 (13%) of parents and guardians of students in Kindergarten to Grade 6 completed the survey on behalf of their child.

Of the 4,482 students in Grades 7-12, 66% (2949) took part in the survey.

Overall 37% of our families and students Kindergarten to Grade 12 participated in the Student Identity Survey (3636 respondents).



Results Summary: Identity Questions (K-6)

Below is a summary of our findings for the Identity questions provided by the Ministry and aligned with the ARD Standards for K-6:

- First Language(s) Learned: 88% selected English as one of the first languages they learned to speak as a child. French (5%), Chinese (<5%), and Indigenous Language (<5%) were the next largest responses shared.
- Indigenous Identity: 10% of respondents identified as First Nations, Métis, and or Inuit.
- Ethnic/Cultural Origins: The 10 largest responses for ethnic/cultural origins shared were: Canadian (28%), English (18%), Scottish (17%), French (16%), German (10%), Dutch (6%), Ukrainian (<5%), Ojibwe (<5%), Welsh (<5%), British (<5%).
- Racial Background: 87% selected White as part of their racial background followed by Indigenous (9%) and South Asian (<5%)
- Religion, Creed, Spiritual Affiliation or Belief: 33% of respondents selected Christian as part of their religious or spiritual beliefs, while 39% of respondents selected "No religious or spiritual affiliation".
- Gender Identity: (49%) selected Boy while (49%) selected Girl as part of their gender identity.
- Disability: 15% of the respondents considered their child to be a person with a disability. Of this group, the most frequently selected response was Learning Disability (52%) and Autism (25%).



Results Summary: Identity Questions (7-12)

Below is a summary of our findings for the Identity questions provided by the Ministry and aligned with the ARD Standards for 7-12:

- First Language(s) Learned: 93% selected English as one of the first languages they learned to speak as a child. The next largest responses for languages were French (13%), Spanish (2%), and German (2%).
- Indigenous Identity: 16% of respondents identified as First Nations, Métis, and or Inuit.
- Ethnic/Cultural Origins: The 10 largest responses for ethnic/cultural origins shared were: Canadian (62%), English (18%), Irish (14%), French (13%), Scottish (12%), German (10%), Italian (25%), Dutch (4%), Polish (3%), American (3%).
- Racial Background: 84% selected White as part of their racial background followed by Indigenous (13%) and Black (3%).
- Religion, Creed, Spiritual Affiliation or Belief: 21% of respondents selected “Christian” as part of their religious or spiritual beliefs, while 45% of respondents selected “No religious or spiritual affiliation”.
- Gender Identity: 47% selected Man/Boy while (45%) selected Girl as part of their gender identity, while 3% selected a gender diverse identity.
- Sexual Orientation: Only Grade 7-12 students responded to this question. Of those who responded, 75% selected “Straight/Heterosexual” and 16% selected an LGBTQ2S+ sexual orientation.
- Disability: 18% of the respondents considered themselves to be a person with a disability. Of this group, the most frequently selected response was Learning Disability (57%) and Mental Health (44%).



Planning, Preparing, Consultations & Communication

In planning for the 2019 “This is Me” Student Survey, we assessed our objectives and priorities for collection and use of the personal information for the purpose of conducting this work. We wanted to bring further clarity to our diverse population and enhance the understanding of our students in the Near North District School Board. This project would support equity and student achievement through evidence-informed decision making. Other boards were consulted on their process for data collection. In addition to connecting with TDSB, we also connected with Peel District School Board and the Avon Maitland District School Board. Data collection practices and guidelines were reviewed and adhered to from the Education Equity Secretariat, the Anti-Racism Directorate and the Anti-Racism Data Standards.

Research was conducted and we familiarized ourselves with documents such as the ARD Standards, Ontario’s Equity Action Plan, The Anti-Racism Act, A Better Way Forward Ontario’s 3-Year Anti-Racism Strategic Plan, 2011 Student Census Grade 7-12: Previews TDSB, OHRC Guidelines for collecting data on enumerated grounds under the Code and Count Me In! Collecting human rights-based data.

Along with preparing the survey we also engaged in collaborative sessions with our Senior Administration team, our IT department (System Administrator /Data Analyst) as well as our Communication Officer. We met over a period of time to collaborate and discuss methods of collection for the data as well as how it would be stored in compliance with privacy laws, human rights and applicable legislation. Our decision related to collection and storage of the data was based on leveraging existing resources within the NNDSB. It was determined that we had the resources to develop a working model that would support the identity-based data collection. Engagement/Consultation sessions were organized with affected groups.

Through existing committees and working groups, we consulted with community stakeholders regarding the implementation considerations in data sharing and use, as the engagement sessions would support the collaboration and trust with the Near North District School Board communities. The following groups participated in our collaborative sessions: Executive Council, Trustees, First Nation Advisory Council, Indigenous Education Advisory Circle, Special Education Advisory Council, Parent Involvement Committee, Wellness Committee, Student Senate, Student working groups from each high school, Principals/Vice Principals, Union/Federations, Indigenous Education Board Lead, and the Multi-Cultural Society.

Various channels of communication were utilized to share information related to the Student Survey. Along with letters sent home to parents/guardians, messages were also sent via school messenger (both email and voice). Social Media channels (Twitter, Facebook), news and print media were also used. A webpage on the NNDSB website included centralized messaging, FAQs, along with authorization and confidentiality statements/letters, copies of the surveys as well as a short video outlining the Student Survey.



Privacy and Security

Information has been collected and stored in compliance with privacy laws, human rights and applicable legislation. Only our System Administrator/Data Analyst will have access to the full dataset.



Survey Administration

Over the period of two weeks between April 29 and May 10, 2019, students and parents/guardians took part in the “This is Me” survey. Parents/guardians of the students in K-6 were invited to complete the survey on behalf of their child. Students in Grades 7-12 were invited to complete the survey at school during class time. Parents/guardians were provided with an individualized ID along with a survey link to access the survey. Students 7-12, received an individualized email through their Office 365 account.

School administrators were asked to make arrangements for students in 7-12 to voluntarily complete the survey during class time. Prior to the survey being launched, school administrators were provided with background information, facilitator guides, keynote slides as well as a Youtube video about the “This is Me” survey to share with staff, students and Parents Advisory Councils in preparation for the survey launch.



Survey Analysis

Quantitative summaries (both number and percentages) were provided for each identity question as well as the questions that connect students to school in the analysis included in this report. For our Demographic data (identities) each question has been summarized by the number of individuals who responded to the question and the percentage represented in each of the identity categories. Respondents were able to select more than one option for many of the questions and therefore percentages may not add up to 100% and could result in small categorical fluctuations. Identity categories that had fewer than 15 respondents have been excluded from reporting unless otherwise stated. For the purpose of our reporting, Part A of the survey (questions connecting students to school), will be shared in a separate section of this report. Generalizations should be made with caution as the results for our K-6 survey represented only 13% of the population.



The Student Survey “This is Me” consisted of questions broken down into two sections. Both sections focused on equity and inclusive education. Section A included questions in relation to how students connected to school (shared separately in the report). Section B consisted of questions based on identity categories provided by the Ministry of Education and informed by Ontario’s Anti-Racism Data Standards (ARDS).

Section B: Identity Questions

- First Language(s) Learned
- Indigenous Identity
- Ethnic/Cultural Origins
- Racial Background
- Religion, Creed, Spiritual Affiliation, or Belief
- Gender Identity
- Sexual Orientation (Grade 7-12 Students only)
- Disability (consisting of two questions)

The “This is Me” survey was available online and a paper copy was available upon request. On average, the online version of the K-6 survey took parents/guardians approximately 10 minutes to complete, and the online version of the 7-12 survey took students approximately 11 minutes to complete. Examples of both surveys can be found in Appendix A and B.

Paper copies of the survey were made available to parents/guardians who were not CASL subscribed as well as those making a personal request. Two hundred and seventy (270) copies of the K-6 version of the survey were distributed to parents/guardians of students in Kindergarten to Grade 6 with 77 (29%) of those surveys returned completed.

There were two versions of the survey: one for parents/guardians of students in Kindergarten to Grade 6, and one for students in Grades 7-12. Both surveys had similar questions based on their intended audience for both parts of the survey. Demographic questions were the same for both versions of the survey with the exception of one question; the 7-12 Student Survey invited students to share their sexual orientation. Participants could select more than one option for many of the questions. Parents/guardians and students were informed the survey was voluntary and that at any time they could skip or choose not to answer any questions and could exit the survey at any time.



Survey Participation: Identity Questions

Thirty-seven percent (37%) of all K-12 students in the Near North District School Board participated in the the Student Survey (3620). Parents and guardians (K-6) completed the survey on behalf of their child with a response rate of 13% (687 respondents), while 2,949 (66%) students in Grades 7-12 completed the survey. Students, parents and guardians choosing to participate had the option to skip any question. The charts below indicate the number of respondents for each question by number and percentage.

● K-6 Survey (13 % or 681 respondents)

Identity Question	Number of Respondents to Question	Percentage of Total Respondents
First Language(s) Learned to Speak	686	99.8%
Indigenous Identity	677	98.5%
Ethnic or Cultural Origin	602	87.6%
Racial Group	667	97%
Religion, Creed, Spiritual Affiliation or Belief	671	97.6%
Gender Identity	687	100%
Disabilities	687	100%

● Grade 7-12 Survey (66% or 2937 respondents)

Question	Number of Respondents to Question	Percentage of Total Respondents
First Language(s) Learned to Speak	2937	99.5%
Indigenous Identity	2837	96.2%
Ethnic or Cultural Origin	2214	75%
Racial Group	2689	91%
Religion, Creed, Spiritual Affiliation or Belief	2794	94.7%
Gender Identity	2911	98.7%
Sexual Orientation	2879	97.6%
Disabilities	2920	99%

THIS IS US!

IDENTITY QUESTIONS ALIGNED WITH
ANTI-RACISM DATA STANDARDS

SURVEY RESULTS





First Language(s) Learned (K-6)

K-6 Results

Of the 686 parents/guardians who shared the language(s) their child first learned to speak, 94% selected “English” as one of their first languages. A little over 14% of the responses selected were a language other than English. The top four languages other than English most frequently selected were, “French” (6%), “Chinese” (<5%), “Indigenous Language” (<5%), and “Gujarati” (<5%).



Percentage of Students by First Language(s) Learned

First Language(s) Learned	%	First Language(s) Learned	%
English (N=649)	95%	Chinese (N<15)	<5%
French (N=38)	6%	Indigenous Language (N<15)	<5%
A Language not listed (N<15)	<5%	Gujarati (N<15)	<5%

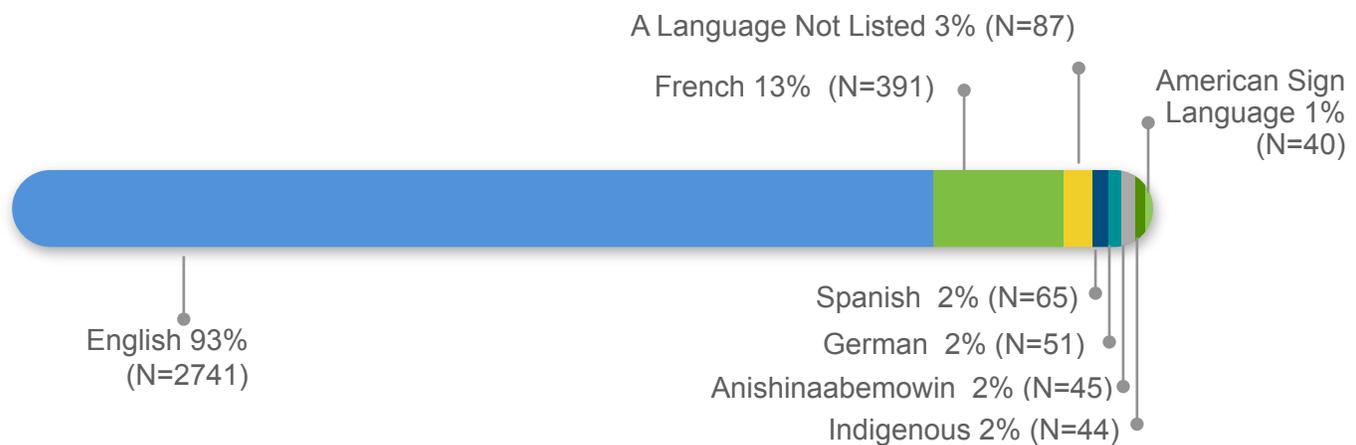
Note: Only languages with percentages greater than 0.5% shown



First Language(s) Learned (7-12)

7-12 Results

Of the 2,937 students who shared their first language(s) learned to speak as a child, 93% indicated “English” as one of their first languages. A little over 28% of responses selected were a language other than English. The top five languages other than English most frequently selected were, “French” (13%), “Spanish” (2%), “German” (2%), “Anishinaabemowin” (2%) and Indigenous Language (2%).



Percentage of Students by First Language(s) Learned

First Language(s) Learned	%	First Language(s) Learned	%
English (N=2741)	93%	Chinese (N=26)	1%
French (N=391)	13%	Portuguese (N=22)	1%
A Language not listed (N=87)	3%	Russian (N=22)	1%
Spanish (N=65)	2%	Dutch (N=20)	1%
German (N=51)	2%	Polish (N=20)	1%
Anishinaabemowin (N=45)	2%	Greek (N=19)	1%
Indigenous Language (N=44)	2%	Italian (N=19)	1%
American Sign Language (N=40)	1%	Albanian (N=18)	1%
Arabic (N=26)	1%	Urdu (N=15)	1%

Note: Only languages with percentages greater than 0.5% shown

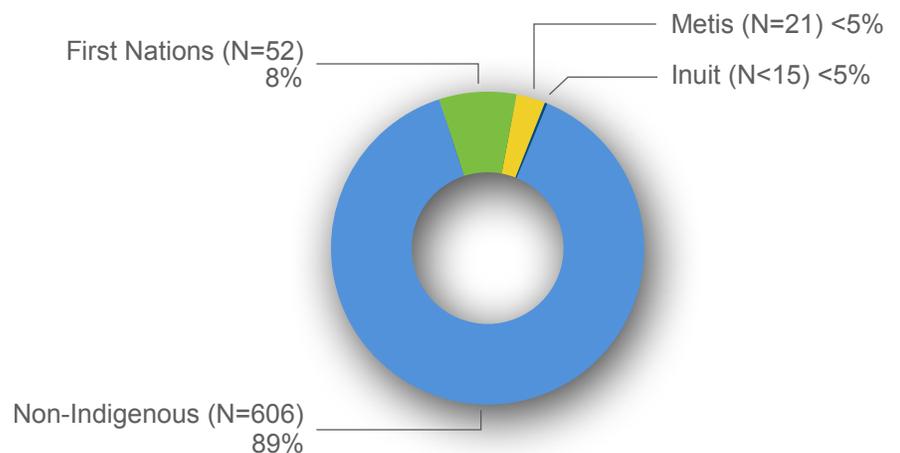


Indigenous Identity

Survey Respondents were asked whether they identify as First Nations, Métis, and or Inuit.

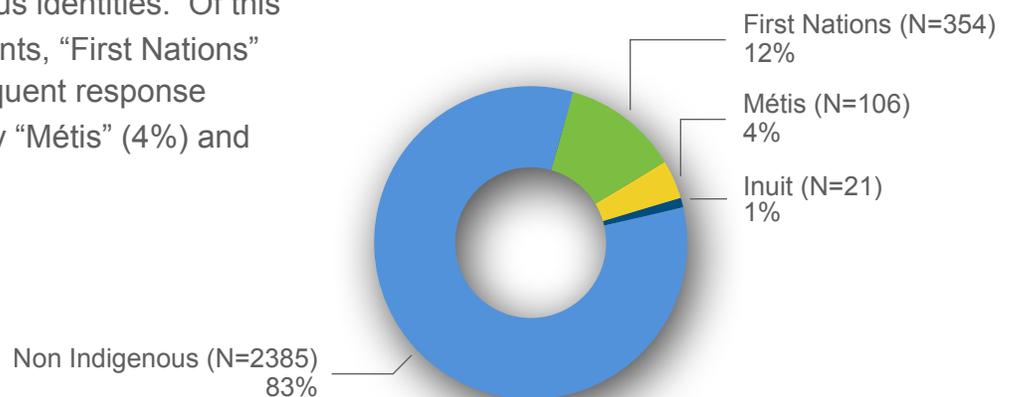
K-6 Results

Of the 681 K-6 parents and guardians who responded on behalf of their child, (10%) identified as one or more Indigenous identities. Of this group of participants, “First Nations” was the most frequent response (8%) followed by “Métis” (3%) and “Inuit” (<3%).



7-12 Results

Of the 2,866 Grade 7-12 respondents who shared, (16%) identified as one or more Indigenous identities. Of this group of participants, “First Nations” was the most frequent response (12%) followed by “Métis” (4%) and “Inuit” (1%).





Ethnic/Cultural Origins (K-6)

K-6 Results

Participants were asked to specify their child’s ethnic/cultural origins in an open-ended text box. Of the 602 respondents, almost 28% stated “Canadian” as part of their ethnic/cultural origins.

Along with Canadian, the 10 largest responses were:

Canadian	English	Scottish	French	German	Dutch	Ukrainian	Ojibwe	Welsh	British
28%	18%	17%	16%	10%	6%	<5%	<5%	<5%	<5%
N=166	N=109	N=100	N=95	N=58	N=33	N=22	N=20	N=20	N=18

Percent of Students by Ethnic/Cultural Origin

Ethnic/Cultural Origin	%	Ethnic/Cultural Origin	%	Ethnic/Cultural Origin	%
Canadian (N=166)	28%	Welsh (N=20)	<5%	Norwegian (N<15)	<5%
English (N=109)	18%	British (N=18)	<5%	Swedish (N<15)	<5%
Scottish (N=100)	17%	American (N=16)	<5%	European (N<15)	<5%
French (N=95)	16%	Italian (N<15)	<5%	Hungarian (N<15)	<5%
German (N=58)	10%	Polish (N<15)	<5%	Métis (N<15)	<5%
Dutch (N=33)	6%	Algonquin (N=<15)	<5%	Anishinaabe (N<15)	<5%
Ukrainian (N=22)	<5%	Chinese (N<15)	<5%	Portuguese (N<15)	<5%
Ojibewe (N=20)	<5%	East Indian (N<15)	<5%		

Note: Only ethnicities with percentages greater than 0.5% shown



Ethnic/Cultural Origins (7-12)

7-12 Results (Need the total number of responses for this question)

Participants were asked to specify their ethnic/cultural origins in an open-ended text box. Of the 2,214 participants who responded, 62% stated “Canadian” as part of their ethnic/cultural origins.

Along with Canadian, the 10 largest responses were:

Canadian	English	Irish	French	Scottish	German	Italian	Dutch	Polish	American
62%	18%	14%	13%	12%	10%	5%	4%	3%	3%
N=1376	N=385	N=310	N=297	N=256	N=212	N=102	N=78	N=62	N=61

Percent of Students by Ethnic/Cultural Origin

Ethnic/Cultural Origin	%	Ethnic/Cultural Origin	%	Ethnic/Cultural Origin	%
Canadian (N=1376)	62%	Dutch (N=78)	4%	Ukrainian (N=36)	2%
English (N=385)	18%	Polish (N=62)	3%	Welsh (N=34)	2%
Irish (N=310)	14%	American (N=61)	3%	Cree (N=33)	2%
French (N=297)	13%	British (N=60)	3%	Native (N=29)	1%
Scottish (N=256)	12%	Ojibwe (N=57)	3%	Chinese (N=27)	1%
German (N=212)	10%	Anishinaabe (N=43)	2%	Russian (N=23)	1%
Italian (N=102)	5%	Métis (N=39)	2%		

Note: Only ethnicities with percentages greater than 0.5% shown



Racial Background

K-6 Results

Of the 667 parents/guardians who shared their child's racial group, 87% selected "White" as part of their racial background. This was followed by "Indigenous" at (9%) and a racial group not listed at (5%).

White (N=582)		87%
Indigenous (N=58)		9%
Racial group not listed (N=30)		5%
South Asian (N<15)		<5%
East Asian (N=<15)		<5%
Black (N=<15)		<5%
Latino/Latina/Latinx (N<15)		<5%
Middle Eastern (N=<15)		<5%
Southeast Asian (N<15)		<5%

7-12 Results

Of the 2,688 Grade 7-12 students who shared their racial group, almost 84% selected "White" as part of their racial background. This was followed by "Indigenous" with (13%) and a racial group not listed at (4.5%).

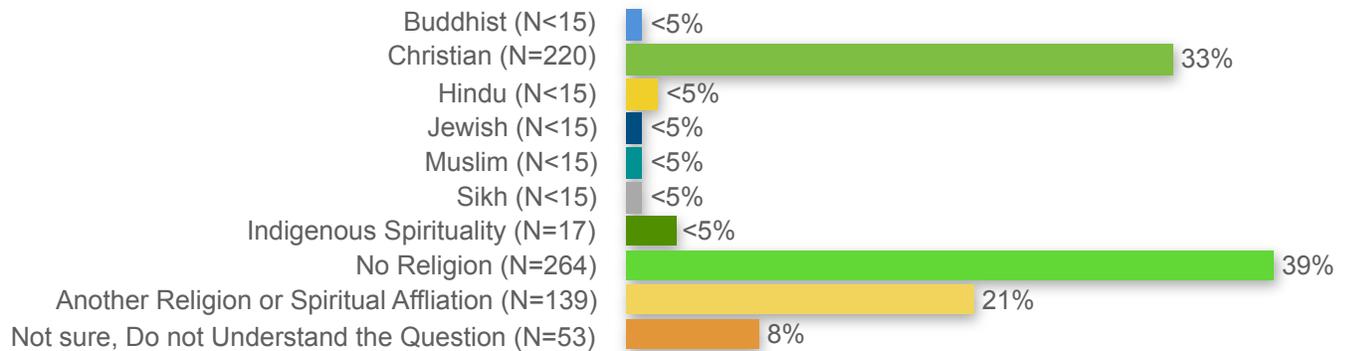
White (N=2246)		84%
Indigenous (N=348)		13%
Racial group not listed (N=136)		5%
Black (N=87)		3%
East Asian (N=63)		2%
Latino/Latina/Latinx (N=56)		2%
South Asian (N=35)		1%
Southeast Asian (N=33)		1%
Middle Eastern (N=30)		1%



Religion, Creed, Spiritual Affiliation or Belief

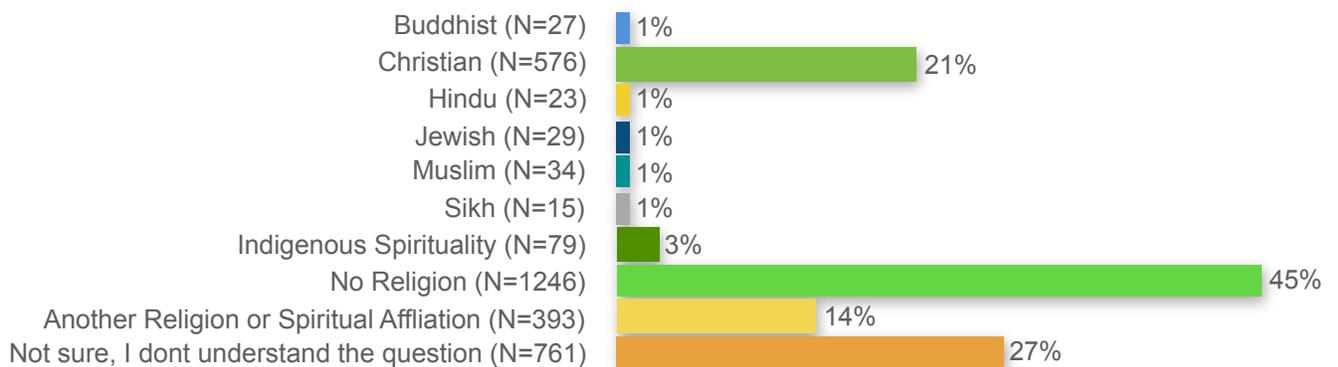
K-6 Results

Of the 671 K-6 parent/guardian(s) who shared the religious affiliations of their child; the most frequently selected response was “No Religion” with almost (39%) as part of their religious or spiritual beliefs. This was followed by “Christian”(33%) and “Another Religion or Spiritual Affiliation” (21%).



7-12 Results

Of the 2794, Grade 7-12 students who shared their religious affiliations, the most frequently selected response was “No Religion” (45%) as part of their religious or spiritual beliefs. This was followed by “Christian” (21%) and “Not sure, I don’t understand the question” (27%).



Note: The responses for this question have been mapped back to the nine categories as prescribed by the ARD Standards for analysis and reporting. Subcategories were included in the response options to be responsive, and help individuals select the appropriate response.

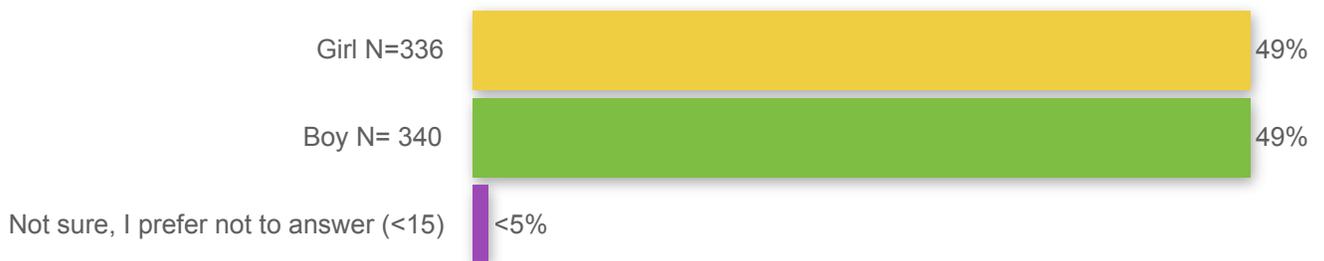
ARD Category	Subcategories
No Religion	Atheist, Agnostic, No Religious or Spiritual Affiliation
Another religion or spiritual affiliation	A religion or spiritual affiliation not listed, Spiritual



Gender Identity

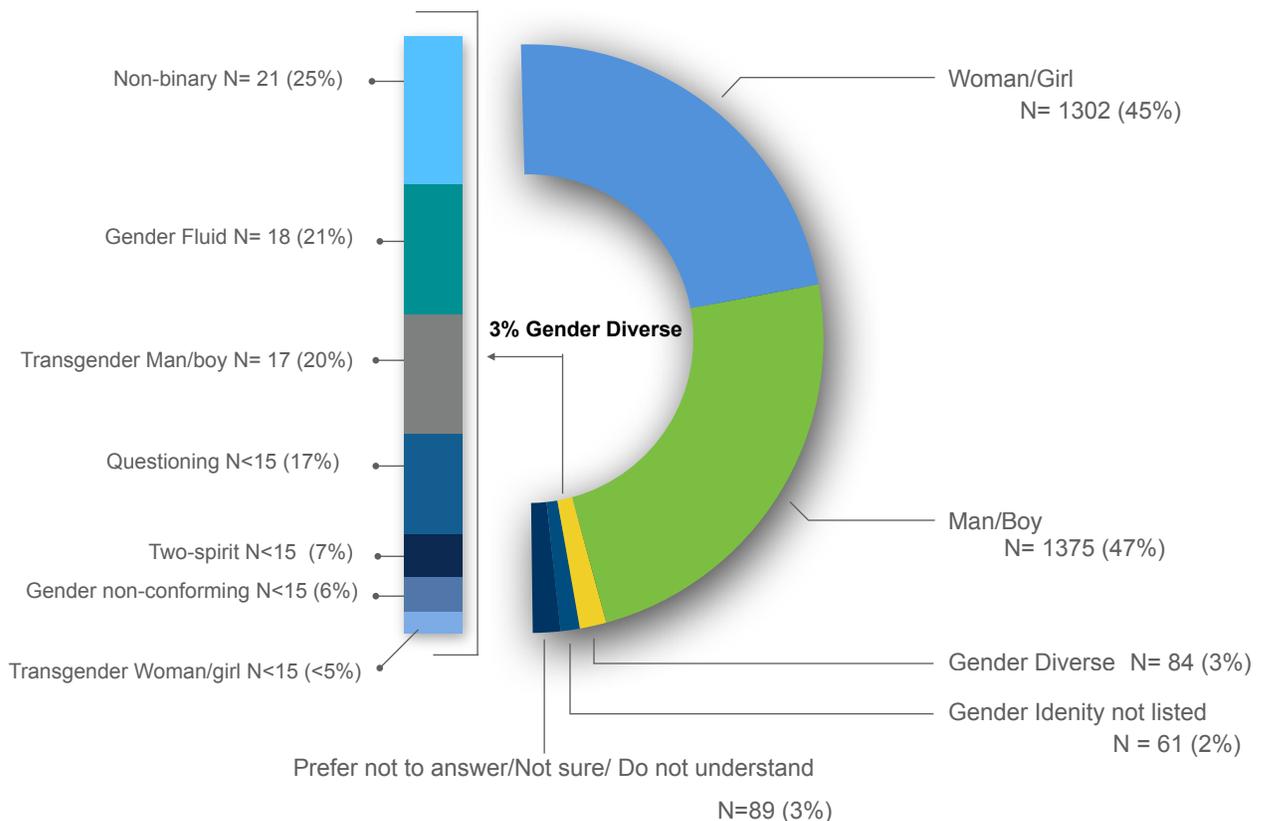
K-6 Results

Six hundred and eighty seven (687) K-6 parents/guardians responded to the question related to their child’s Gender Identity. Of the respondents who shared their child’s gender identity, 49% selected “Boy”, 49% selected “Girl” and less than 5% were either not sure or chose not to answer.



7-12 Results

Of the 2,911 students in Grade 7-12 who shared their gender identity, 47% selected “Boy or Man”, and almost 45% selected “Girl or Woman” as part of their gender identity. Of the 84 students who selected a diverse identity; 25% selected “Non-Binary”.

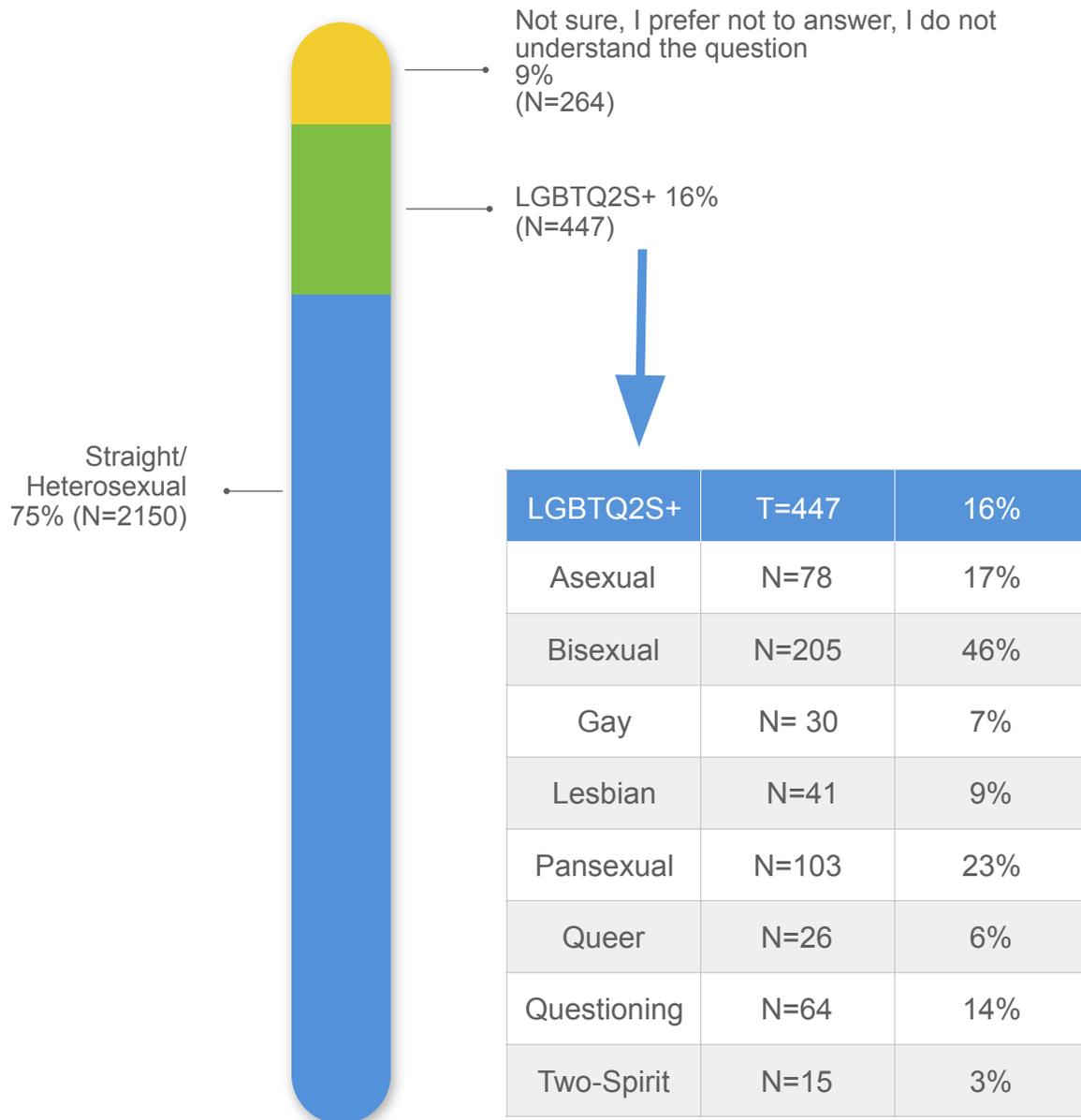




Sexual Orientation (Grade 7-12 Students)

7-12 Results

Of the 2,879 Grade 7-12 students who shared their sexual orientation, 75% selected “Straight” as part of their sexual orientation. Sixteen percent (16% or 447 respondents) selected a diverse LGBTQ2S+ sexual orientation. Of the 447 who selected an LGBTQ2S+ sexual orientation, 46% selected “Bisexual”.



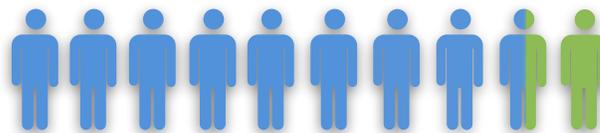


Disability

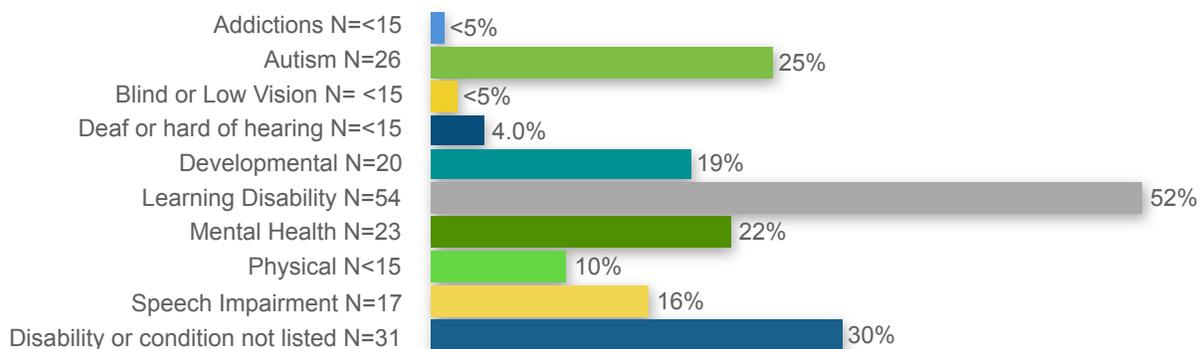
Participants were asked if their child was considered to be a person with a disability. Of the 687 respondents, 15% said “Yes” their child was considered to be a person with a disability. From this group of 104 respondents, “Learning Disability” (52%) was the most frequent selected disability.

K-6 Results

Approximately 15% of parents considered their child to have a disability.



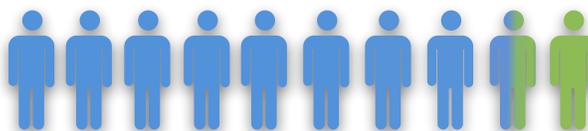
STUDENTS WITH DISABILITIES 15%



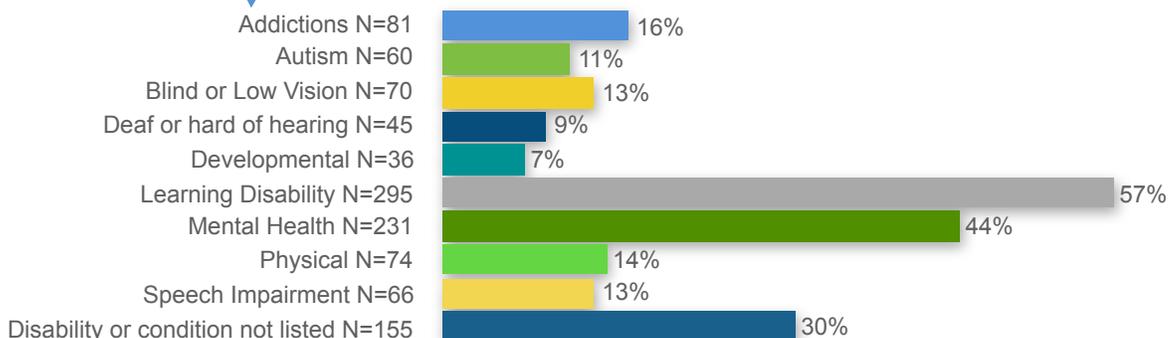
7-12 Results

Participants were asked if they considered themselves to be a person with a disability. Of the 2920 respondents, 18% said, “Yes” they considered themselves to be a person with a disability. From this group of 522 respondents, “Learning Disability” (57%) and “Mental Health” (44%) were the most frequent selected disabilities.

18% of students considered themselves as having a disability or possibly having a disability.



STUDENTS WITH DISABILITIES 18%



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**QUESTIONS CONNECTING STUDENTS
TO SCHOOL**

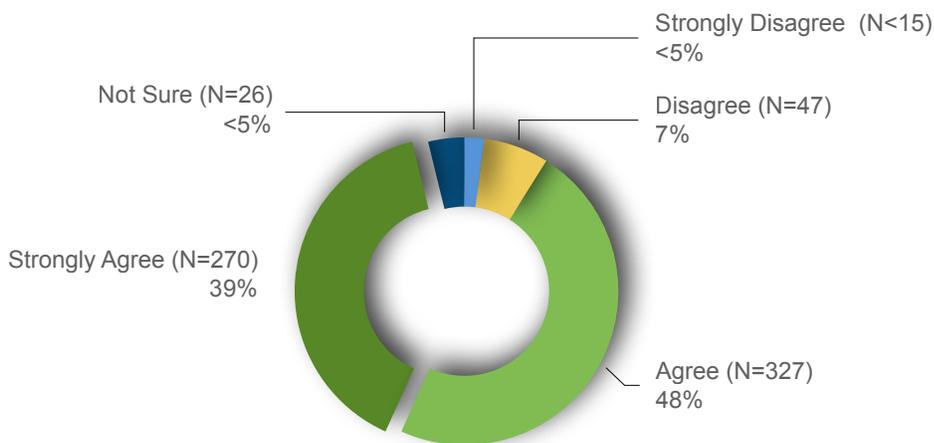
SURVEY RESULTS





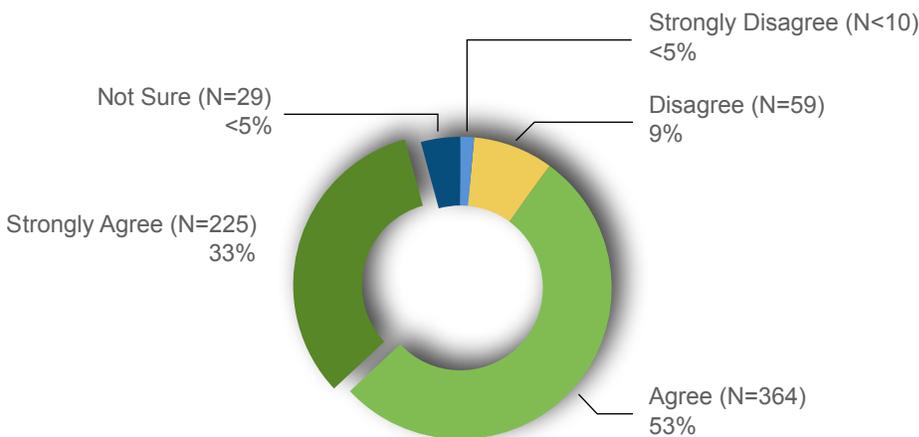
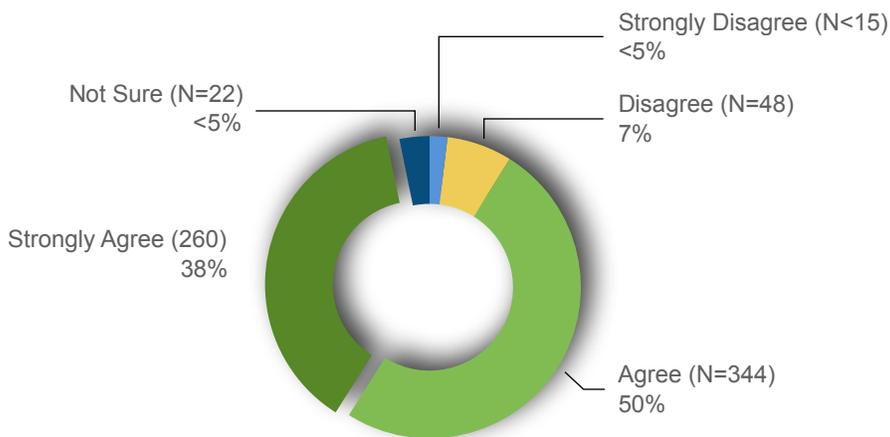
K-6 Results

Parent/guardian(s) of students in kindergarten to grade 6, were invited to complete the Near North District School Board’s student survey entitled “This is Me” on behalf of their child. The following questions looked at how their child connects to school.



Of the 684 responses collected, (87%) of parents/guardians indicate their child either agrees or strongly agrees they feel happy about their school.

Of the 687 K-6 parents and guardians who responded on behalf of their child, 604 (88%) indicate their child either agrees or strongly agrees they feel like they belong at school.

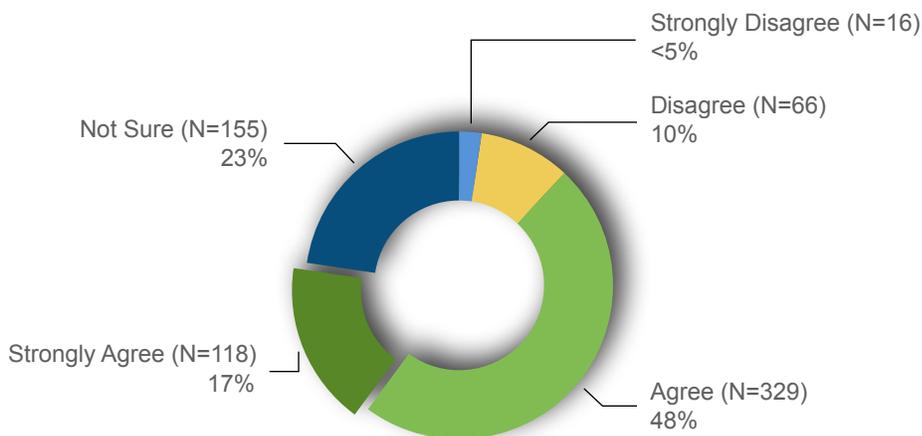
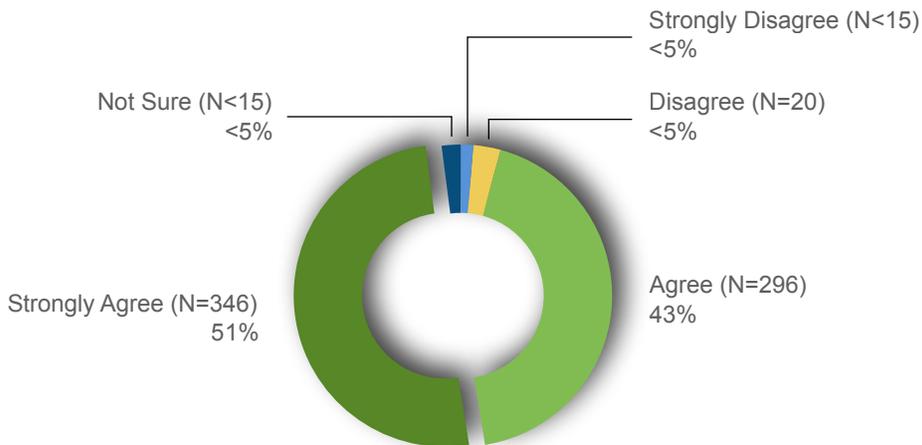


Out of 687 parents and guardians who responded on behalf of their child, 589 (86%) indicate their child either agrees or strongly agrees they feel accepted by students at their school.



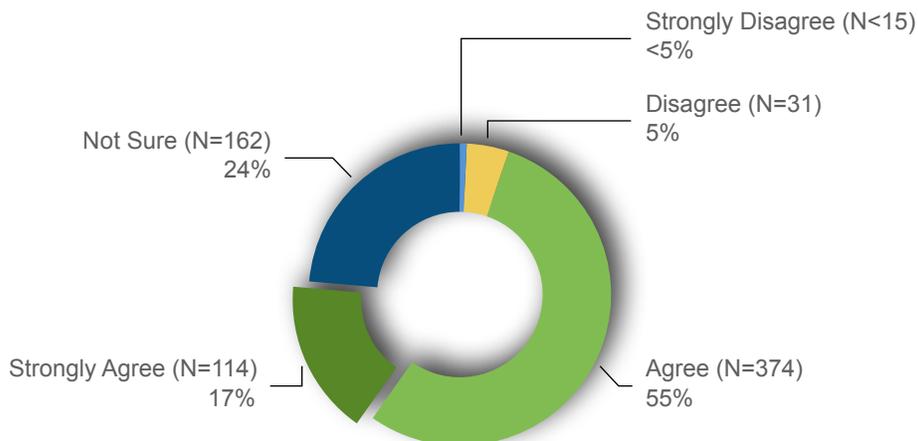
K-6 Results

Of the 685 responses collected, 642 (94%) parents/guardians indicate their child either agrees or strongly agrees they feel accepted by the adults at their school.



Of the 684 responses collected, 447 (65%) parents/guardians indicate their child either agrees or strongly agrees they have opportunities to learn about their own cultural/racial background at school.

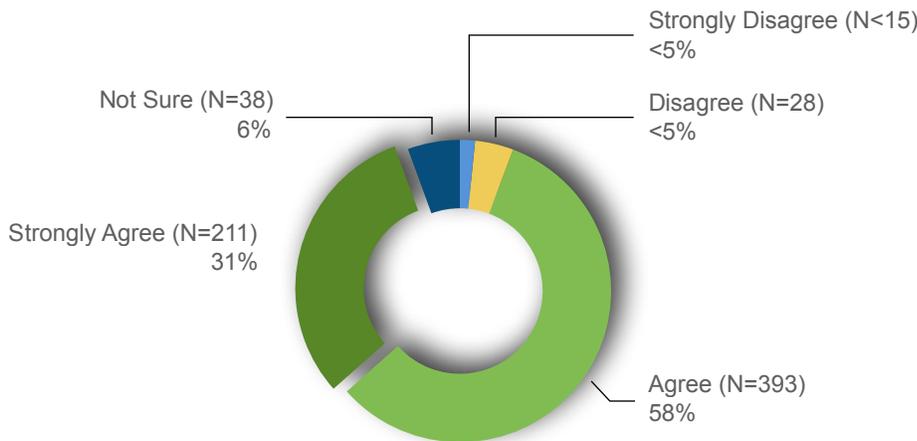
Out of a total 686 K-6 parents and guardians who responded on behalf of their child, 488 (72%) indicate their child either agrees or strongly agrees they have opportunities to express their cultural identity at school.





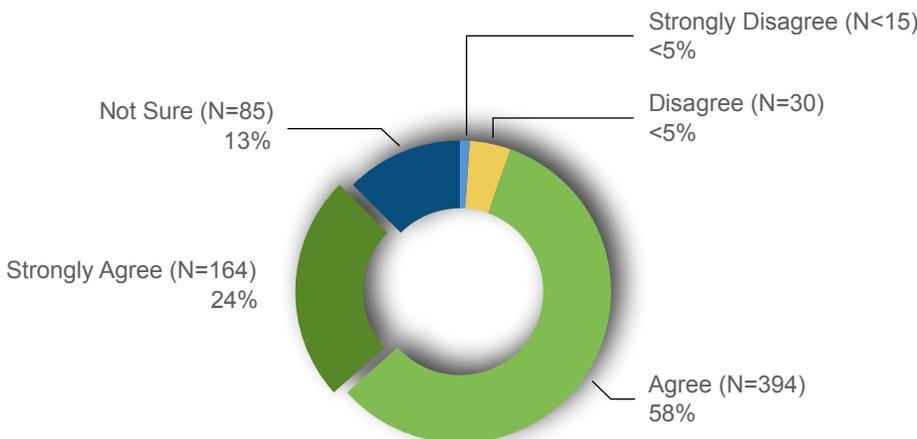
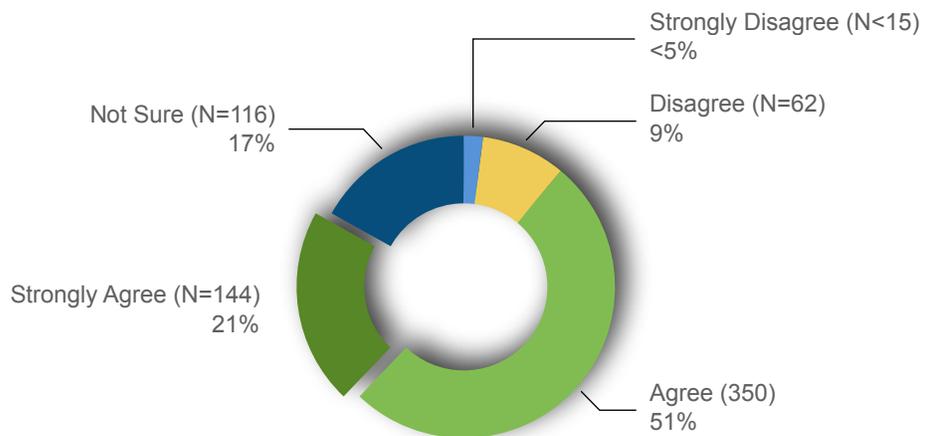
Questions Connecting Students to School: K-6

K-6 Results



Of the 681 K-6 parents and guardians who responded on behalf of their child, 604 (89%) indicate their child agrees or strongly agrees they have opportunities to learn about their own ability (e.g., physical, learning).

Of the 686 responses collected, 494 (72%) K-6 parents/guardians indicate their child either agrees or strongly agrees they have opportunities to learn about different life situations (e.g., poverty, disabilities) at school.

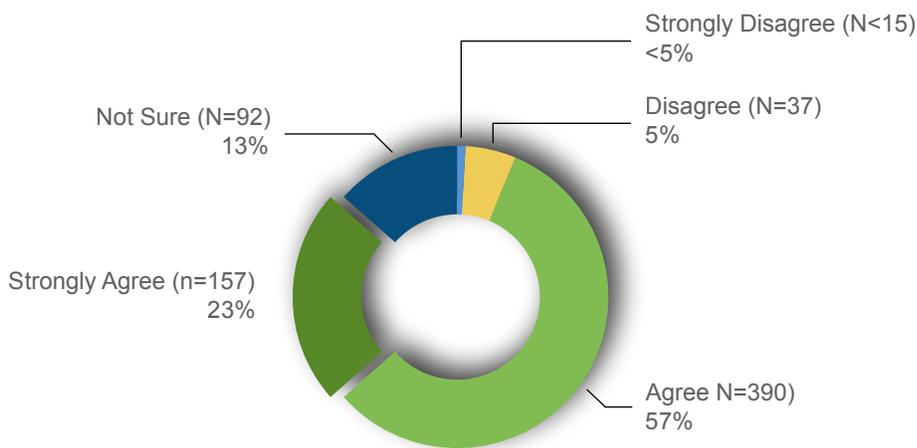
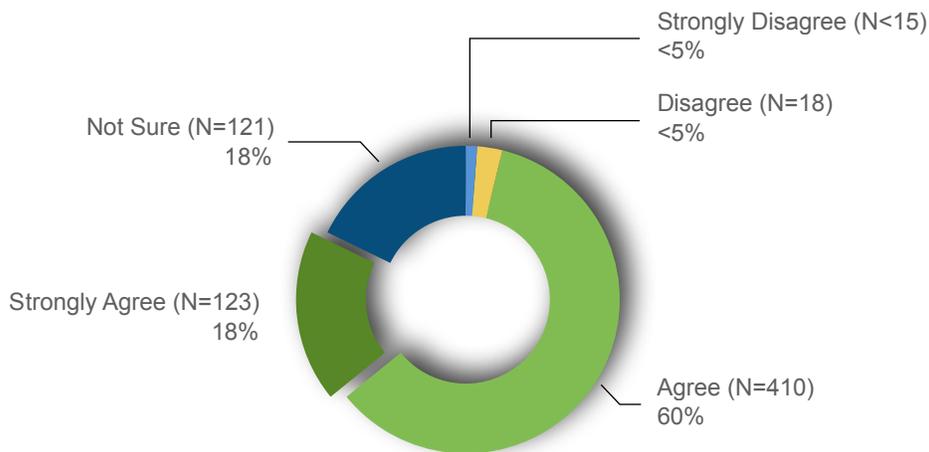


Out of a total 680 K-6 parents and guardians who responded on behalf of their child, 558 (82%) indicate their child either agrees or strongly agrees people like themselves are reflected positively in pictures, posters, signs and displays of work at school.



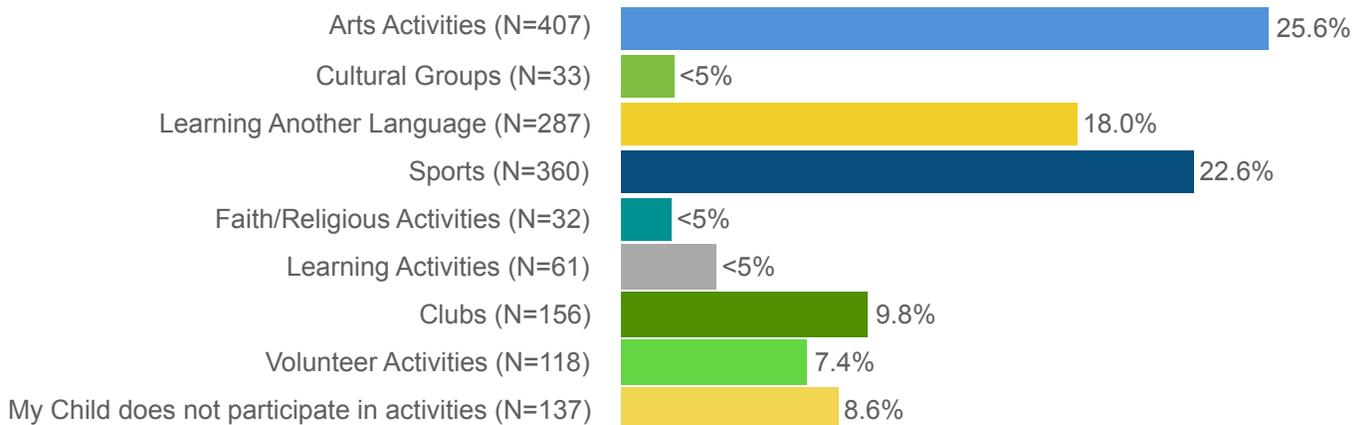
Questions Connecting Students to School: K-6

Of the 680 responses collected, 533 (78%) K-6 parents/guardians indicate their child either agrees or strongly agrees people like themselves are reflected positively in the topics they study in class.



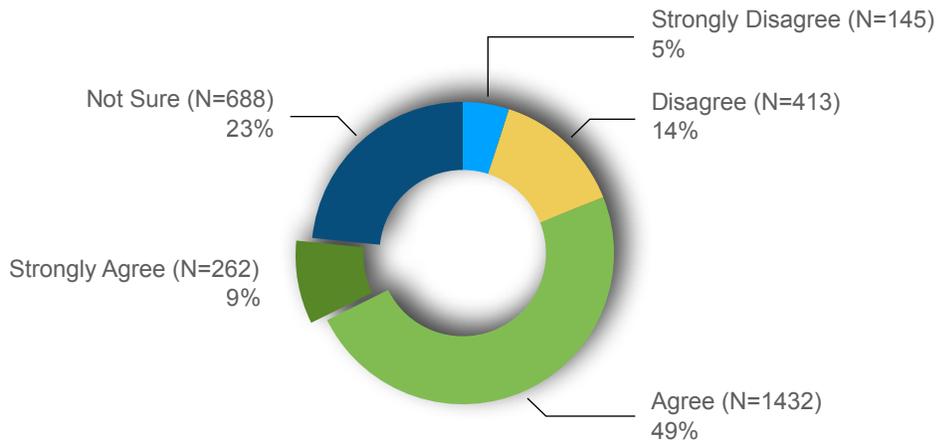
Of the 682 K-6 parents and guardians who responded on behalf of their child, 547 (80%) indicate their child agrees or strongly agrees people like themselves are reflected positively in school events/activities (e.g., extra curricular, celebrations).

K-6 parents/guardians were asked if their child took part in any of the activities outside the regular classroom listed below. Of the 1591 responses, the top three activities chosen were: “Arts Activities” (25.6%), “Sports” (22.6%) and “Learning Another Language” at (18%).



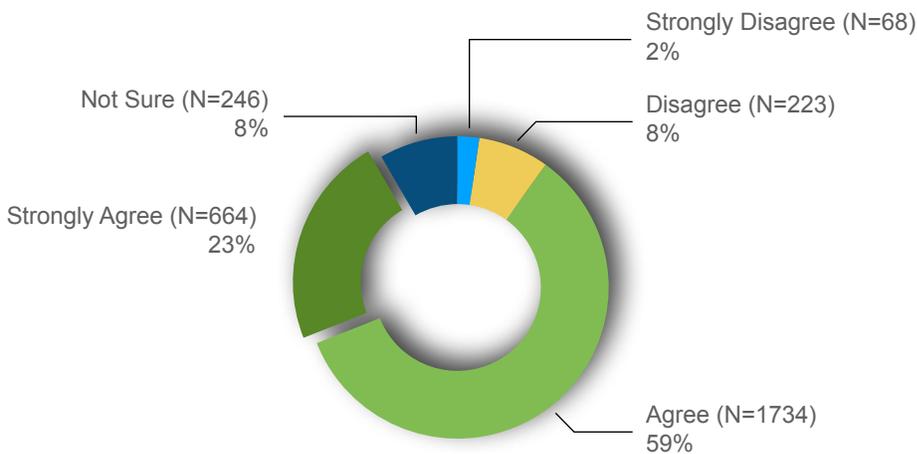
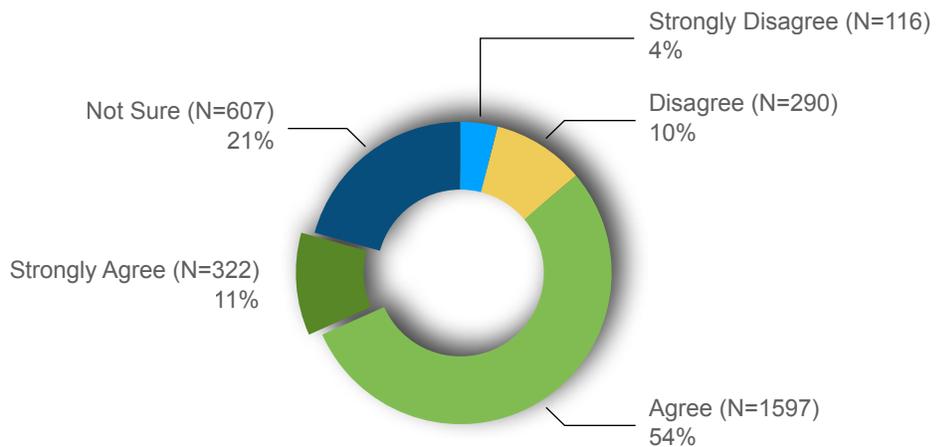


Questions Connecting Students to School 7-12



Of the 2,940 Grade 7-12 students who responded, 1694 (58%) indicate they agree or strongly agree they have opportunities to learn about their own cultural/racial background at school.

Of the total 2,932 Grade 7-12 students responding to this question, 1,919 (65%) indicate they either agree or strongly agree they have opportunities to express their cultural identity at school.

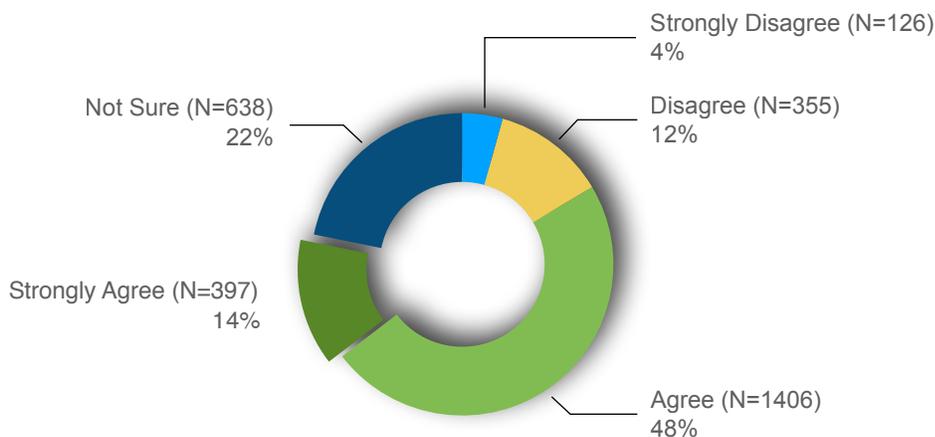
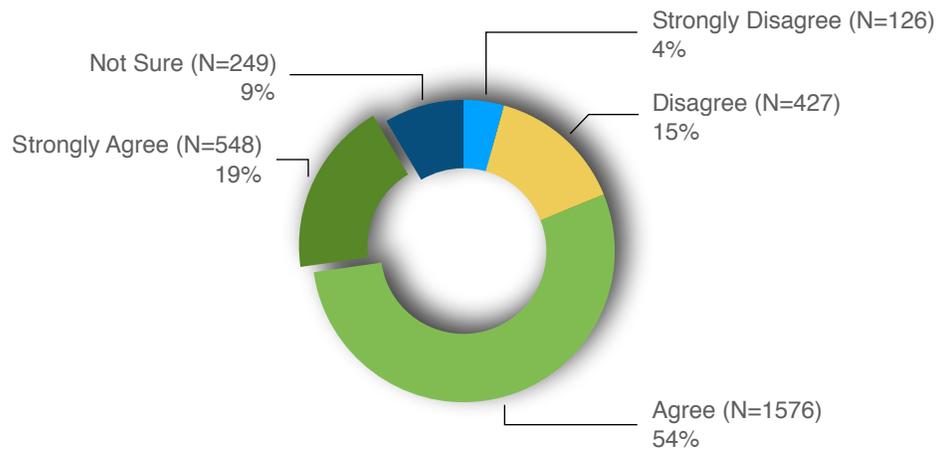


Of the 2935 responses collected, 2398 (82%) Grade 7-12 students indicate they either agree or strongly agree they have opportunities to learn about their own ability (e.g., physical, learning).



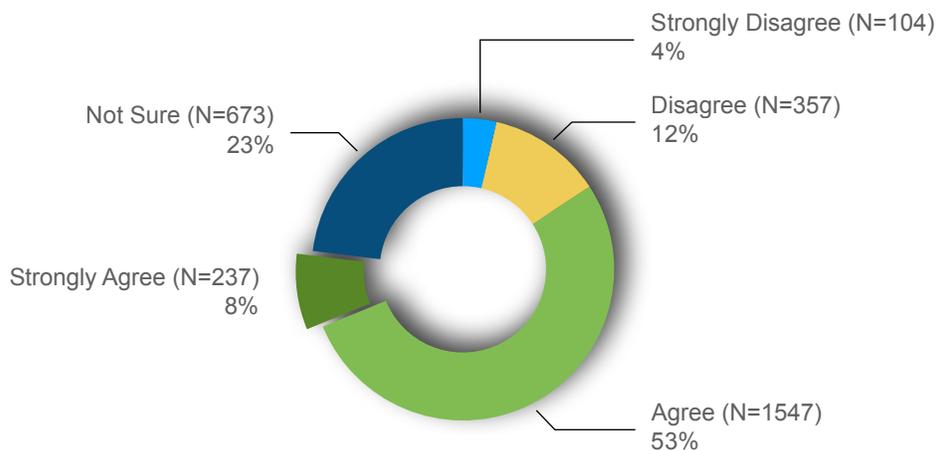
Questions Connecting Students to School 7-12

Of the 2926 responses collected, 2124 (73%) Grade 7-12 students indicate they either agree or strongly agree they have opportunities to learn about different life situations (e.g., poverty, disabilities) at school.



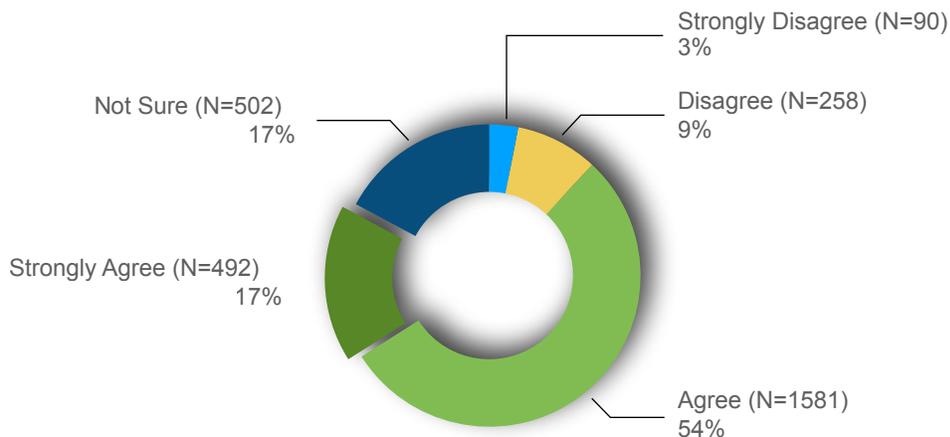
Out of a total 2,922 Grade 7-12 student responses, 1,803 (62%) indicate they either agree or strongly agree people like themselves are reflected positively in pictures, posters, signs and displays of work at school.

Of the 2,918 Grade 7-12 responses collected, 1784 (61%) indicate they either agree or strongly agree people like themselves are reflected positively in the topics they study in class.



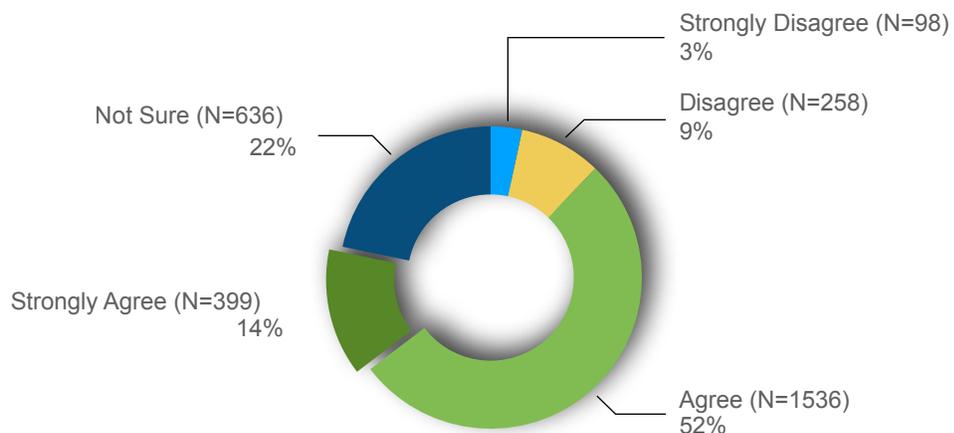


Questions Connecting Students to School 7-12

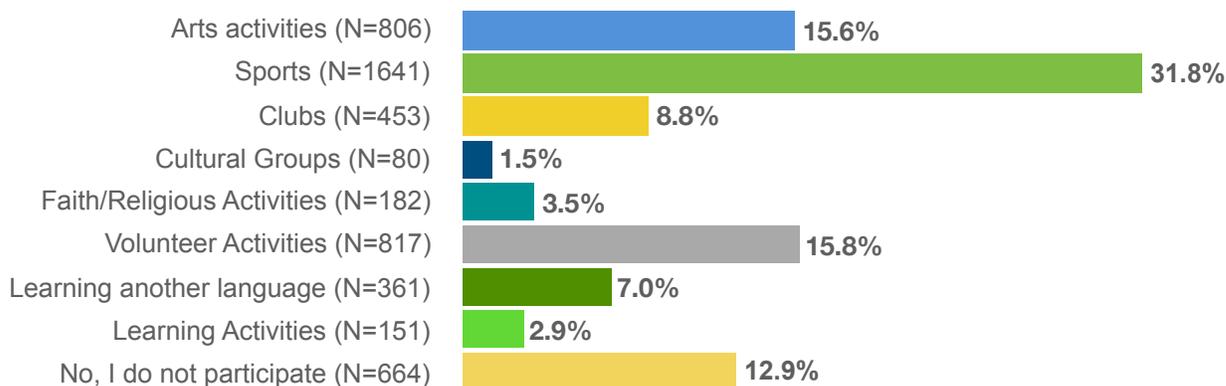


Of the 2,923 Grade 7-12 students who responded, 2,073 (71%) indicate they agree or strongly agree people like themselves are reflected positively in school events/activities (e.g., extra curricular, celebrations).

Of the 2,528 Grade 7-12 responses collected, 1,935 (66%) indicate they either agree or strongly agree people like themselves are reflected positively in clubs/organizations.



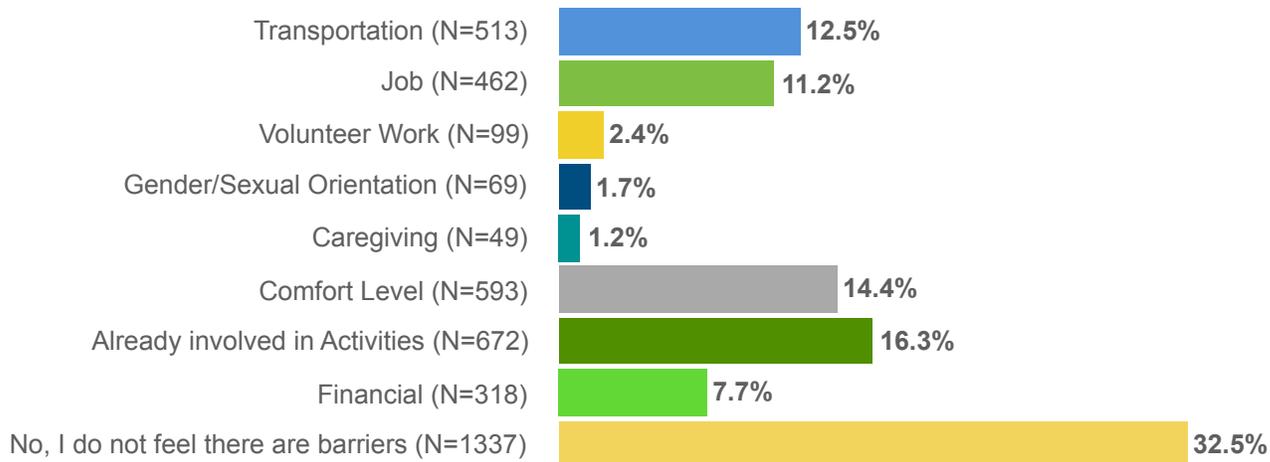
Grade 7-12 students were asked if they took part in any of the activities outside the regular classroom listed below. Of the 5,155 responses collected, the top three activities chosen were: "Sports" (31.8%), "Volunteer Activities" (15.8%) and "Arts Activities" at (15.6%), while 12.9% indicate "No, they do not participate".



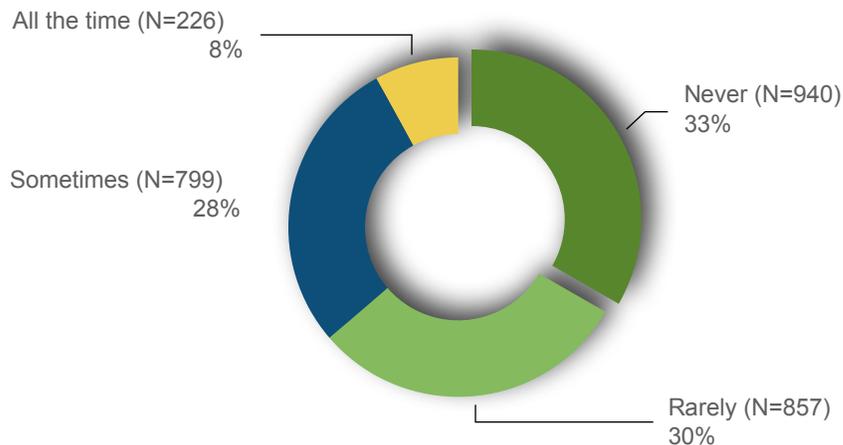


Questions Connecting Students to School 7-12

Grade 7-12 students were asked if there were any barriers that might prevent them from participating in the types of activities listed in the previous question. Of the 4,112 responses collected, 32.5% indicate they felt there weren't any barriers. Of the barriers listed, the top three were: "Already involved in Activities" (16.3%), "Comfort Level" (14.4%), and "Transportation" at (12.5%).



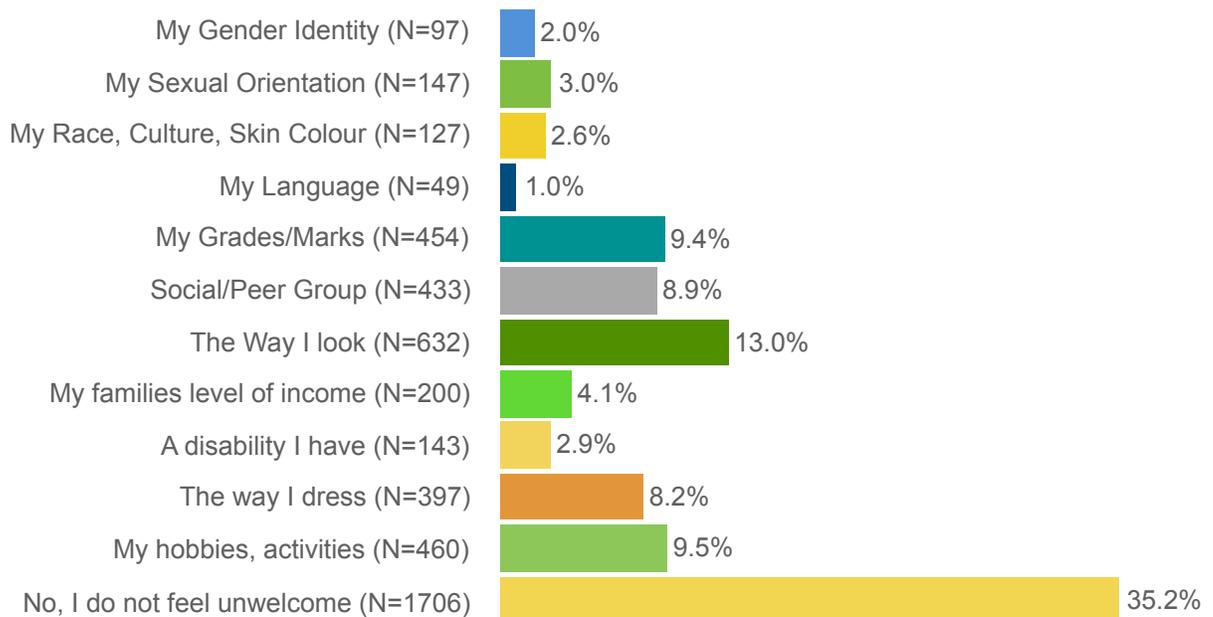
Of the 2,828 grade 7-12 student responses collected, 1800 (63%) of the students who take part in activities outside the regular classroom feel the activities never or rarely interfere with their ability to learn.



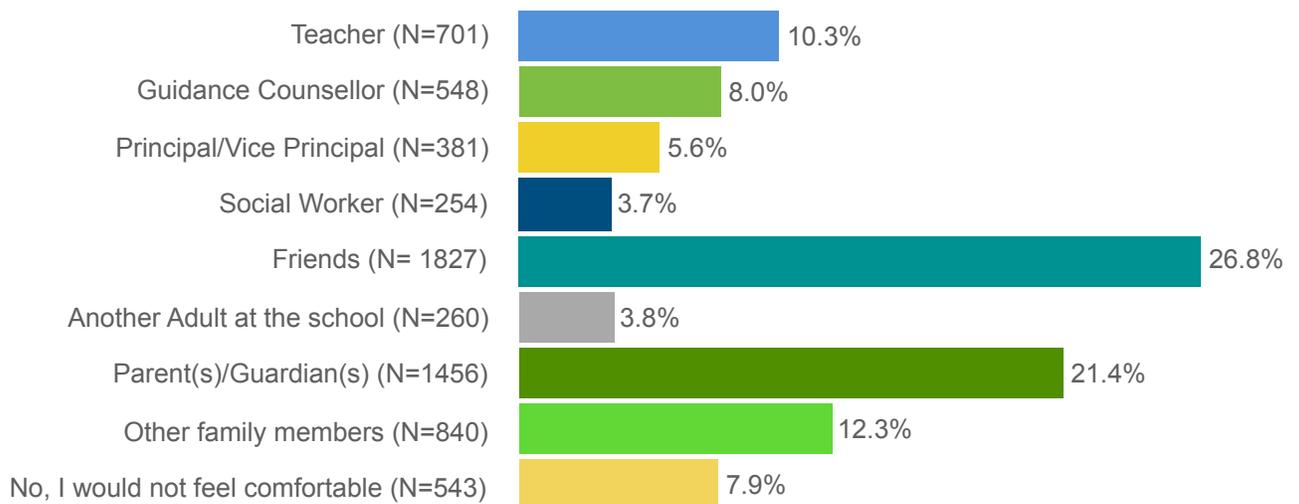


Questions Connecting Students to School 7-12

Of the 4,845 grade 7-12 student responses collected, 1,706 (35.2%) students shared they do not feel unwelcome or uncomfortable at their school, while 13% of students feel unwelcome or uncomfortable as a result of the way they look.



Grade 7-12 students were asked if they had an issue or concern (e.g., school, health, friends, relationships), who they would feel comfortable talking about it with. Of the 6,810 responses collected, (26.8%) indicate they would feel comfortable talking to “Friends”, (21.4%) would feel comfortable talking about it with “Parent(s)/Guardian(s)”, while (12.3%) would reach out to “Other family members”.





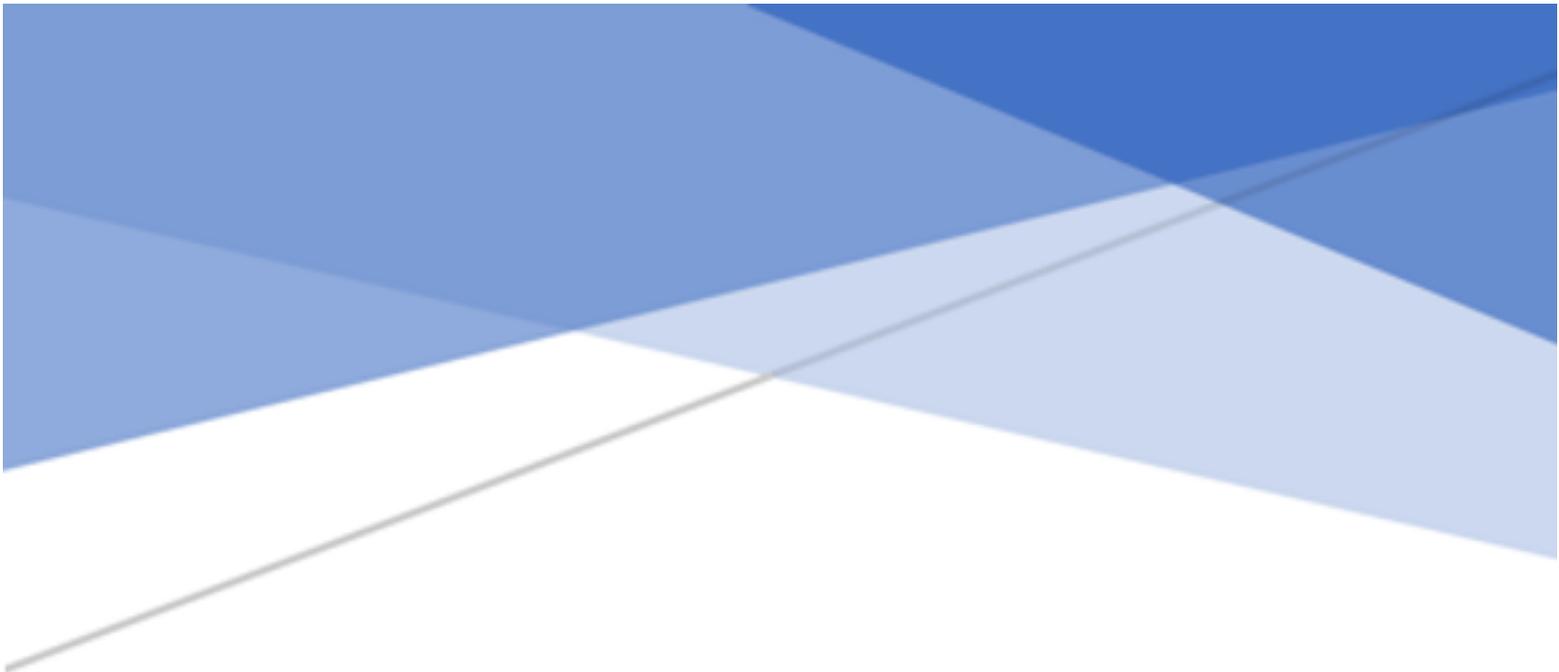
References

Government of Ontario. (2019) Data standards for the identification and monitoring of system racism.

Retrieved from: <https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism>

Count me in! Collecting human rights-based data. Ontario Human Rights Commission.

Retrieved from: <http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data>



This is Me

Student Identity Survey K-6



THIS IS ME
Tell us about yourself!
Participate Online April 29-May 10, 2019

Part A: Questions About How Your Child Connects to School

We want to know more about your child so that we can best support their learning. The answers you provide help us to serve your child and other students better. Please answer the following questions but feel free to skip a question if you don't know the answer or if it makes you feel uncomfortable.

1. Does your child feel happy about their school?
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

2. Does your child feel like they belong at their school?
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

3. Does your child feel accepted by students at their school?
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

4. Does your child feel accepted by the adults at their school?
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

5. At my child's school, they have opportunities to learn about their own cultural/ racial background:
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

6. At my child's school, they have opportunities to express their cultural identity:
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

7. At my child's school, they have opportunities to learn about their own ability (e.g., physical, learning):

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

8. At my child's school, they have opportunities to learn about different life situations (e.g., people living in poverty, people with disabilities):

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

9. At my child's school, they feel people like themselves are reflected positively in pictures, posters, signs, and displays of work:

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

10. At my child's school, they feel people like themselves are reflected positively in topics they study in class:

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

11. At my child's school, they feel people like themselves are reflected positively in school events/activities (e.g., extra-curricular, celebrations, announcements)

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

12. In a typical school year, does your child take part in these school activities? (Select all that apply or "No" if none apply)

- arts activities (e.g., visual arts, music, drama, dance)
- sports
- school clubs
- cultural group activities
- faith/religious activities
- Leadership groups or programs
- School Council activities
- No, my child does not participate in these school activities

Part B: Questions About My Child

1. What is the first language (s) your child learned to speak as a child? Select all that apply.

- American Sign Language
- Albanian
- Anishinaabemowin
- Indigenous language (drop down please specify)
- Arabic
- Bengali
- Chinese
- Croatian
- Dutch
- English
- French
- German
- Greek
- Gujarati
- Hebrew
- Hindi
- Hungarian
- Italian
- Korean
- Malayalam
- Polish
- Portuguese
- Punjabi
- Russian
- Serbian
- Somali
- Spanish
- Tagalog
- Tamil
- Ukrainian
- Urdu
- Vietnamese
- Welsh
- A language not listed above (please specify): _____
- Not sure
- I do not understand this question

2. Does your child identify as First Nations, Métis, and/or Inuit? (If yes, select all that apply)

- No,
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

3. If you wish please share your child's specific indigenous band or community. Please print in the box provided.

4. Does your child consider themselves a Canadian? (You do not have to be born in Canada to think of yourself as Canadian)

- Yes
- No
- Not sure

5. *What is your child's ethnic or cultural origin(s)?*

(For example: American, Anishinaabe, Arab, Bangladesh, Brazilian, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, Egyptian, English, Filipino, French, French-Canadian, German, Greek, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mexican, Mi'kmaq, Nigerian, Ojibwe, Pakistani, Polish, Portuguese, Scottish, Somali, Sri Lankan, Syrian, Ukrainian, Welsh, etc.)

Specify as many ethnic or cultural origins as apply.

6. In our society, people are often described by their race or racial background. For example, some people are considered "White" or "Black" or "East/Southeast Asian," etc.

Which racial group(s) best describes your child? If they have a mixed background select all that apply.*

- Black (African, Afro-Caribbean, African-Canadian descent)
- East Asian (Chinese, Korean, Japanese, Taiwanese descent)
- Indigenous (First Nations, Métis, Inuit descent)
- Latino/Latina/Latinx (Latin American, Hispanic descent)
- Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian (East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- White (European descent)
- A racial group not listed above. (please specify):

**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*

7. What is your child's religion and/or spiritual affiliation, creed or belief? Select all that apply.

- Agnostic (A person who thinks it's impossible to know if any God or Gods exist.)
- Atheist (A person who does not believe in any God or Gods.)
- Buddhist
- Christian
- Hindu
- Indigenous Spirituality
- Jewish
- Muslim
- Sikh
- No religion
- Spiritual, but not religious
- No religious or spiritual affiliation
- A religion or spiritual affiliation not listed above (please specify):
- Not sure
- I do not understand this question

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.

8. What is your child's gender identity*?

- Girl
- Boy
- Questioning (Referring to an individual who is unsure about their own gender identity.)
- Transgender (A person whose gender identity differs from what is typically associated with the sex they were assigned at birth.)
- Two-Spirit (A term used by some indigenous people to indicate a person whose gender identity, spiritual identity or sexual orientation comprises both male and female spirits.)
- A Gender identity not listed above (please specify):
- Not sure
- I do not understand this question
- I prefer not to answer

**A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth e.g., female, intersex, male).*

9. Do you consider your child to be a person with a disability*? (Select one answer only)

- Yes
- No
- Not sure
- I do not understand the question
- I prefer not to answer

10. If yes, select all that apply.

- Addiction(s)
- Autism
- Blind or low vision
- Deaf or hard of hearing
- Developmental
- Learning Disability
- Mental health disability
- Physical
- Speech impairment
- A disability not listed above (please specify):

**Disability is a term that covers a broad range and degree of conditions, some visible and others not. (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.*

11. Was your child born in Canada?

- Yes
- No

12. If no, is your child currently:

- A Canadian Citizen
- International student (enrolled through a study permit)
- A landed immigrant/permanent resident
- Refugee claimant
- Not sure
- I do not understand this question





This is Me

Student Identity Survey 7-12



THIS IS ME
Tell us about yourself!
Participate Online April 29-May 10, 2019

1. At my school, I have opportunities to learn about my own cultural/racial background:
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

2. At my school, I have opportunities to express my cultural identity:
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

3. At my school, I have opportunities to learn about my own ability (e.g., physical, learning):
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

4. At my school, I have opportunities to learn about different life situations (e.g., people living in poverty, people with disabilities):
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

5. At my school, I feel people like me are reflected positively in pictures, posters, signs, and displays of work:
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

6. At my school, I feel people like me are reflected positively in topics we study in class:
 - Strongly disagree
 - Disagree
 - Agree
 - Strongly Agree
 - Not sure

7. At my school, I feel people like me are reflected positively in school events/ activities (e.g., extra-curricular, celebrations, announcements)

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

8. At my school, I feel people like me are reflected positively in clubs/ organizations:

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not sure

9. Do you take part in any of the following types of activities outside the regular classroom? (Select all that apply or “No” if none apply)

- arts activities (e.g., visual arts, music, drama, dance)
- sports
- clubs
- cultural groups
- faith/religious activities
- volunteer activities
- learning another language
- learning activities (e.g., tutoring, Kumon, Oxford)
- No, I do not participate in activities outside the regular classroom

10. Are there any barriers that might prevent you from participating in the types of school activities listed in the previous question? (Select all that apply or “No” if none apply)

- transportation
- job
- Volunteer Work
- Gender Identity/Sexual Orientation
- caregiving
- comfort level
- I am already involved in activities outside of school
- financial
- No, I do not feel there are barriers preventing me from participating in school activities.

11. If you take part in activities outside of the regular classroom (e.g., job, volunteer work, sports, arts, caregiving, activities/clubs etc.) are there times when you feel these activities might interfere with your ability to learn at school?

- Never
- Rarely
- Sometimes
- All the time

12. Do you ever feel unwelcome or uncomfortable at your school because of any of the following? (Select all that apply or “No” if none apply)

- My gender identity
- My sexual orientation
- My race, culture, or skin colour
- My language
- My grades or marks
- Social/peer group
- The way I look
- My families level of income
- A disability I have
- The way I dress
- My hobbies, activities, and or interests
- No, I do not feel unwelcome or uncomfortable

13. If you had an issue or concern (e.g., school, health, friends, relationships) do you feel comfortable talking about it with:

- Teacher
- Guidance Counsellor
- Principal /Vice-principal
- Social Worker
- Friends
- Another Adult at school (e.g., office staff)
- Parent(s) / Guardian(s)
- Other family members or relatives
- No, I would not feel comfortable talking about it with anyone
-



Part B: Questions About Me (7-12)

1. What is the first language (s) you learned to speak as a child? Select all that apply.

- American Sign Language
- Albanian
- Anishinaabemowin
- Indigenous language (drop down please specify)
- Arabic
- Bengali
- Chinese
- Croatian
- Dutch
- English
- French
- German
- Greek
- Gujarati
- Hebrew
- Hindi
- Hungarian
- Italian
- Korean
- Malayalam
- Polish
- Portuguese
- Punjabi
- Russian
- Serbian
- Somali
- Spanish
- Tagalog
- Tamil
- Ukrainian
- Urdu
- Vietnamese
- Welsh
- A language not listed above (please specify): _____
- Not sure
- I do not understand this question

2. Do you identify as First Nations, Métis, and/or Inuit? (If yes, select all that apply)

- No,
- Yes, First Nations
- Yes, Métis
- Yes, Inuit

3. If you wish please share your specific indigenous band or community. Please print in the box provided.

4. Do you consider yourself a Canadian? (You do not have to be born in Canada to think of yourself as Canadian)

- Yes
- No
- Not sure

5. *What is your ethnic or cultural origin(s)?*

(For example: American, Anishinaabe, Arab, Bangladesh, Brazilian, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, Egyptian, English, Filipino, French, French-Canadian, German, Greek, Guyanese, Haudenosaunee, Hungarian, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Métis, Mexican, Mi'kmaq, Nigerian, Ojibwe, Pakistani, Polish, Portuguese, Scottish, Somali, Sri Lankan, Syrian, Ukrainian, Welsh, etc.)

Specify as many ethnic or cultural origins as apply.

6. In our society, people are often described by their race or racial background. For example, some people are considered “White” or “Black” or “East/Southeast Asian,” etc.

Which racial group(s) best describes you? If you have a mixed background select all that apply.*

- Black (African, Afro-Caribbean, African-Canadian descent)
- East Asian (Chinese, Korean, Japanese, Taiwanese descent)
- Indigenous (First Nations, Métis, Inuit descent)
- Latino/Latina/Latinx (Latin American, Hispanic descent)
- Middle Eastern (Arab, Persian, West Asian descent, e.g., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)
- South Asian (East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- Southeast Asian (Cambodian, Filipino, Indonesian, Thai, Vietnamese, other Southeast Asian descent)
- White (European descent)
- A racial group not listed above. (please specify):

**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*

7. What is your religion and/or spiritual affiliation, creed or belief? Select all that apply.

- Agnostic (A person who thinks it's impossible to know if any God or Gods exist.)
- Atheist (A person who does not believe in any God or Gods.)
- Buddhist
- Christian
- Hindu
- Indigenous Spirituality
- Jewish
- Muslim
- Sikh
- No religion
- Spiritual, but not religious
- No religious or spiritual affiliation
- A religion or spiritual affiliation not listed above (please specify):
- Not sure
- I do not understand this question

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.

8. What is your gender identity*?

- Woman/girl
- Man/boy
- Gender fluid (Referring to a person whose gender identity or expression changes or shifts along the gender spectrum.)
- Gender Non-conforming (That does not conform to what is culturally associated with a person's biological sex in a given society.)
- Non-Binary (Referring to a person whose gender identity does not align with a binary understanding of gender such as a man or woman.)
- Questioning (Referring to an individual who is unsure about their own gender identity or sexual orientation.)
- Transgender Woman/girl (A person whose gender identity differs from what is typically associated with the sex they were assigned at birth.)
- Transgender Man/boy (A person whose gender identity differs from what is typically associated with the sex they were assigned at birth.)
- Two-Spirit (A term used by some indigenous people to indicate a person whose gender identity, spiritual identity or sexual orientation comprises both male and female spirits.)
- A Gender identity not listed above (please specify):
- Not sure
- I do not understand this question
- I prefer not to answer

**A person's internal and deeply felt sense of being a man, a woman, both, neither or having another identity on the gender spectrum. A person's gender identity may be different from the sex assigned at birth e.g., female, intersex, male).*

9. *What is your sexual orientation*? Select all that apply.*

- Asexual (Referring to a person that experiences no sexual attraction to others.)
- Bisexual (A person who is sexually attracted to people of their sex and people of a different sex.)
- Gay (A person emotionally or sexually attracted almost exclusively to people of their sex.)
- Lesbian (A woman who is emotionally or sexually attracted almost exclusively to women.)
- Pansexual (Referring to a person who experiences sexual or romantic attraction for people, without being limited by sex or gender identity.)
- Queer (The term “queer” has been re-appropriated by LGBT communities in an attempt to transform it from an insult into a symbol of self-determination and freedom. It refers to ideas, practices, persons or identities that go against the standards that form the heteronormative social model.)
- Questioning (Refers to a person who is unsure about their own sexual orientation.)
- Straight/heterosexual
- Two-Spirit (A term used by some Indigenous people to indicate a person whose gender identity, spiritual identity or sexual orientation comprises both male and female spirits.)
- Not sure
- I do not understand this question
- I prefer not to answer

** Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.*

10. *Do you consider your child to be a person with a disability*? (Select one answer only)*

- Yes
- No
- Not sure
- I do not understand the question
- I prefer not to answer



11. If yes, select all that apply.

- Addiction(s)
- Autism
- Blind or low vision
- Deaf or hard of hearing
- Developmental
- Learning Disability
- Mental health disability
- Physical
- Speech impairment
- A disability not listed above (please specify):

**Disability is a term that covers a broad range and degree of conditions, some visible and others not. (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time.*

12. Were you born in Canada?

- Yes
- No

13. If no, are you currently:

- A Canadian Citizen
- International student (enrolled through a study permit)
- A landed immigrant/permanent resident
- Refugee claimant
- Not sure
- I do not understand this question

