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MESSAGE FROM EQUITY AND INCLUSION

Dear UCDSB community,

It is with great pleasure to announce that the Upper Canada District School Board is releasing the *2022-23 We All Belong Student Survey Report*. As you know, our school board is committed to ensuring all students report that school is safe and inclusive, and positively influences their mental health, wellness and sense of belonging.

We would like to emphasize the importance of collecting identity-based data in our school system. Understanding the demographic makeup of our student population and their school experience, and how they are being served, will help us to reduce achievement gaps and improve learning outcomes for all students.

We heard from students that the majority feel there is at least one caring adult at school. While there is work to be done, many of our students also report feeling welcome and comfortable at school and indicate a high sense of belonging. Students also report feeling accepted by students and staff and are interested in learning more about mental health and wellness, Real-World Learning (RWL), careers and building on academic skills.

Gathering demographic and climate school data allows us to celebrate the diversity of our school community and create inclusive learning spaces for all. By understanding the individual needs and experiences of our students, we can continue to build safe and inclusive learning environments, promoting equity and accountability in education.

This milestone report outlines specific, intentional actions we are taking to ensure that the voices of our students are included as the board plans meaningful next steps to make our schools better for all students. Together we can work towards ensuring that all students have an equal opportunity to succeed as 'we prepare all students for a successful life'.

Sincerely,



Marsha McNair
Superintendent of Equity, Inclusion &
Diversity



Dan McRae
Principal of Equity, Inclusion & Diversity

SURVEY HIGHLIGHTS

We heard from our students that there are encouraging and positive interactions occurring in our schools and there are strengths to be seen in students feeling safe and feeling there is a caring adult at school. This section provides survey highlights by focusing on student experiences at school and opportunities for growth and improvement.



2022-23 WE ALL BELONG STUDENT SURVEY HIGHLIGHTS

8,302 students in JK to Grade 12 completed the survey = **30%** response rate.

3,181 students in JK-8 completed the survey = **17%** response rate.

5,121 students in Grades 9-12 completed the survey = **56%** response rate.

Our Students

Highlights for JK-Grade 12



93%

speak English as their first language.

76%

say their identity is welcome at school & that they can express their identity often/all the time.

7%

Identify as Indigenous, of that 5% identify as First Nations, 2% Métis and 0.4% Inuit.

How students identify

- boy/man (47%)
- girl/woman (46%)
- non-binary/gender fluid (5%)



3/5



students report being hopeful about the future often/all the time.

Student Experiences in School

81%

always/often feel they have the same opportunities for a quality education as other students.

14%

identify as a person with a disability.

88%

of students say they have at least one caring adult at school.

79%

of students feel accepted by all/most staff and adults in the school.

63%

say they feel a sense of belonging at school often/all the time.

51%

say they often learn about the experiences of Indigenous Peoples.

43%

say they often learn about people of many races, cultures, and skin colours.

37%

of students say they often learn about mental health and wellness.

7/10 students feel safe in various locations throughout the school.

Learning Skills

Students want to learn more about :

- Real-World Learning (59%)
- Careers (52%)
- Academic Skill Preparedness (48%)



98% of students have access to the internet at home, 95% of students have access to computer at home.



74% say they feel welcome or comfortable at school.



40% of students are participating in extra-curricular activities at school often/all the time.



Opportunities for Growth & Improvement



31%

are comfortable asking for help with mental health, if they required mental health support.



68%

of students feel tired in the morning often/all the time.

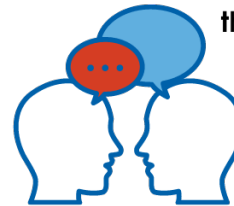


35%

of student were absent from school because they were too tired.

4.4/10 ★★★★★★☆☆☆☆

of students say they feel comfortable discussing a problem with all/most of their teachers or guidance counsellors.



HOW?

Holding 'How Do I Sessions' for leaders on how to read, interpret and action school survey data.

Next Steps



Board Improvement & Equity Plan

Baseline Assessment / Data Analysis	
Student Voice & Interests / Building Relationships	
Action Plans: We Asked / You Said / We're Doing	
Indigenous	
Equity / CRRP	
Wellness	

100% of students will report that school is safe and inclusive, and positively influences their mental health, wellness and sense of belonging.



Expanding the use of culturally appropriate, relevant and engaging texts in classrooms.

Support earlier start times for elementary students and a later start time for secondary students.



District Wide Time-Table structure with the potential to deliver mental health and wellness workshops by our Mental Health team.

Expanding RWL as a means for engaging students with more meaningful course experiences.



NEW

Course offerings in the Mohawk language.



Continuing to increase and strengthen community partnerships

Addition of 4 new Social Emotional Learning workers to provide support in lesson planning and promote mental health and social-emotional skill building.



INTRODUCTION

The Upper Canada District School Board (UCDSB) is one of the largest public-school boards in Ontario in terms of geographical area. The Board is comprised of 78 schools serving the Lanark, Leeds and Grenville, Stormont, Dundas and Glengarry, and Prescott-Russell counties, providing educational services to over 27,600 students in a 12,000 square-kilometre area.

The Upper Canada District School Board delivers educational services in an environment that emphasizes character and respect. Our school board aligns its goals and objectives with the Ministry of Education and reflects the priorities of our local communities. All staff and students are guided by our mission, vision, values, and credo, which show commitment to student and staff achievement, wellness, equity and inclusion, and Real-World Learning (RWL). These values centre our [Board's Work Plan](#) which sets out four priority areas and specific goals which are Graduation/Student Success, Student Culture, Staff Culture, and Community. Through this work, the *We All Belong Student Survey Report* demonstrates our continuing focus on these overarching principles during the 2022-2023 school year.

As part of this critical work and in response to [Ontario's Education Equity Action Plan \(2017\)](#), and in accordance with the Policy/Program Memorandum 144 from the Ontario Ministry of Education, the Upper Canada District School Board launched an identity-based initiative to better understand our students, their needs and ensure they feel safe and accepted within our school system.

The identity-based initiative was created within the context of the [Anti-Racism Act \(ARA\)](#) passed by the Ontario Government in 2017. Standards for the collection of identity-based data by public sector institutions in Ontario are described in the [Anti-Racism Data Standards \(ARDS\)](#), which guide boards in the collection, storage and use of demographic data. The ARA and ARDS permitted the collection of student identity data beginning in May 2018, and mandated that as of January 1, 2023, for school boards to collect student identity data (O. Reg. 267/18).

The identity-based survey data also helps us monitor progress in our own [Board Improvement and Equity Plan](#) which includes a goal that all students will “*report that school is safe and inclusive, and positively influences their mental health, wellness and sense of belonging.*” To help achieve this goal, the *We All Belong Student Survey Report* actions ‘**We Asked, You Said, We’re Doing**’. Following this direction, the UCDSB surveyed students, students shared their voices, and we are mobilizing this knowledge for action planning.

The purpose of this report is to present descriptive results of the We All Belong Student Survey, including an overview of the demographic makeup of our student population served by our school board, as well as school climate data. These results

are presented based on students in Junior Kindergarten to Grade 8, and Grades 9 to 12.

OBJECTIVE

The purpose of demographic data collection and the collection of school climate data is to identify and address systemic barriers and inequalities that have socially and historically disadvantaged or marginalized certain communities, for example, Indigenous peoples, people from Black and other racialized communities, people with disabilities, and 2SLGBTQIA+ people. The Ontario Human Rights Commission has stated that collecting demographic data is necessary to monitor and evaluate potential discrimination, identify and remove systemic barriers, address historical disadvantage, and promote equitable outcomes for Indigenous and equity-seeking communities (OHRC, 2010). Collecting demographic data and responding appropriately if the data reveals potential discrimination can help school boards uphold the rights of students, staff and families under the Ontario *Human Rights Code*.

Data collected from the UCDSB We All Belong Student Survey will help the UCDSB find gaps in our school system and see where biases exist. Understanding the demographic makeup of UCDSB's student population and their school experience, and how they are being served, will help UCDSB to reduce achievement gaps and improve learning outcomes for all students, regardless of class, gender, ethnicity, disability, race, religion, or sexual orientation. The initiative supports equity and student achievement through evidence-informed decision-making in the following areas:

- identifying and addressing any systemic discrimination
- to improve learning outcomes for all students
- making evidence-informed decisions
- establishing effective programs
- addressing any barriers to student achievement and success
- allocating resources according to student needs to create conditions for student success



WE ASKED



BACKGROUND: SURVEY PILOT TESTING

In spring 2022, 10 randomly selected secondary schools were invited to participate in a Demographic Snapshot across the Board to pilot the survey instrument and get a sense of our student response rates. The pilot survey opened mid-April and closed the end of May 2022. The response rate for the survey was 65%, with 3,091 students participating.

School leaders at the selected secondary schools were provided with additional board resources to prepare for the administration of the pilot survey. These resources included a school engagement strategy with the following direct supports from board staff:

- School leadership strategy sessions
- Staff meeting information sessions
- School Council presentation
- Student classroom presentations
- Direct support from centrally assigned staff

Students at each school were visited by board staff with classroom presentations explaining the reason for the survey as well as the voluntary and confidential process.

With this student and staff voice we mobilized information and knowledge heading into a fall 2022 survey administration with the goal to improve the survey tool. There were several take-aways from the spring pilot that informed the survey tool and data collection process in the fall. These included:

- ✓ A more defined and intentional communication strategy to increase response rates and provide more awareness of the survey so students, parents and the school community did not feel rushed or unaware of the fall survey administration.
- ✓ Scaling back and refining the survey instrument from 65 questions to 32.
- ✓ More questions focusing on mental health and well-being, safety and bullying, learning skills and pathways, and overall school climate.
- ✓ Translation of top 5 student languages.
- ✓ Actively seeking to reach and engage all learners (i.e., Special Education, Distance Learners, and English Language Learners).
- ✓ Planning the fall administration later in the school year, gives students time to reflect on school climate questions.
- ✓ Inviting all students JK-12 in the UCDSB to voluntarily participate.

- ✓ Satisfying Ministry requirements to be actively collecting data in the field by January 2023.

Throughout this process, we engaged in multiple internal and external consultations with board staff, parent groups, and various community stakeholders. For feedback, we provided the 10 participating schools with a customized infographic highlighting their own school data along with grouped data from the 10 selected schools. Schools were encouraged to share the findings from the pilot with their school teams for actioning or assisting with completing their School Improvement and Equity Plan.

The We All Belong Pilot was administered during the pandemic and during a period where schools were managing very challenging staffing shortages and student absenteeism. The school leaders and staff are to be commended for their efforts supporting this important work during this extraordinarily challenging time in schools.

CONSULTATION & DEVELOPMENT

Forum Research Inc. was contracted in the fall of 2022 for data collection, analysis, and reporting of the We All Belong Student Survey findings. Forum Research Inc. is a Canadian-owned market research firm with over 29 years of experience conducting research with expertise in developing and implementing educational surveys. UCDSB staff worked in consultation with Forum Research Inc. on all phases of the survey administration process.

The We All Belong Survey Team oversaw all phases of the research process such as data collection, analysis, report writing and dissemination, action planning, privacy and records management, data security measures. The Survey Team was a multi-disciplinary team comprised of board staff with representation from the following departments: Research, Equity, Diversity and Inclusion, Information and Records Management, Information Technology, Communications, and Mental Health and Well-being.

The We All Belong Steering Committee was created with representation from community partners and stakeholders, and school staff. The Survey Team provided Steering Committee members with regular updates on the progress of the survey which included timelines and deliverables. The Steering Committee was comprised of members across the Board who reflect various roles such as the Parent Involvement Committee, Special Services Counselor, Teaching and Learning, Special Education, Research, Equity, Diversity and Inclusion, Indigenous Education, one Trustee, Human Resources Specialist, ETFO, ETFO-OT, OSSFT, OSSFT-OT, Ontario Principal's Council, Superintendents, and Communications.

The UCDSB consulted and provided updates to both internal and external community partners and stakeholders including:

Table 1: Consultations with Stakeholders

Parent Involvement Committee	Superintendent of Schools- Equity, Inclusion & Diversity
	Research Officer
Student Focus Groups	Principal of Equity & Inclusion
Community Consultation Process	Special Education Advisory Committee
Student Equity & Inclusion Committee	Survey Steering Committee
Information & Records Management Specialist	Student Mental Health & Wellness
Communications Department	Principal of Indigenous Education
Special Services Counselor	Board Trustees
Teaching & Learning	Human Resource Specialist
ETFO Vice President	PSSP
ETFO-OT President	Ontario Principals' Council
OSSTF	Schools Operation Committee
OSSTF-OT President	Leadership Learning Modules for Administrators
CUPE President	Student Senate
CUPE-OT	Executive Council

TIMELINES AND DELIVERABLES: NOVEMBER 2022 TO APRIL 2023

Data Collection (November 2022-January 2023)

- November 14 survey opened for We All Belong Student Survey, and all students JK-12 were invited to participate and sent a personalized link to their school email account. Parents who signed up for My Family Room also received email notification about survey details. January 23 the survey closed after two extensions. The survey was extended to increase survey response rates and allow school teams more time to administer the surveys in-class for secondary schools.
- **Internal Communication Strategy-** was robust with several reminder emails to students' school email accounts and through our messaging system, MIR3 which sends out text, emails, and phone messages to families and students. We also posted to media platforms such as Facebook, Twitter, and school

newsletters. As well, Forum Research sent out survey links multiple times for students who accidentally deleted or misplaced the original link. Students were only able to complete the survey once- no risk of duplicate survey responses from a student/parent.

- **System supports-** here we shared a School Leaders Guide for administrators which provided background on the survey, Ministry requirements, and strategies for how to administer the survey for Grades JK-8 and 9-12 (see Appendix for School Leaders Guide). We also put out weekly system memos with survey details, more resources (how to administer the survey in-class for secondary schools) and supports for schools. On school visits, the Survey Team offered survey support for schools requesting further support.
- **Response Rate dashboard-** Forum Research Inc. created internal response rate dashboards where administrators were able to monitor the survey response rates for their schools. The dashboard did not provide student responses to the survey. The dashboard provided information on student name, grade level, and response status (screened out, started, or completed). By having access to school response rates, administrators were able to assemble their school teams and provide live updates on classes that had completed the survey and those classes where follow up was needed. The dashboards assisted with increasing response rates in all our schools, particularly in secondary schools.
- For elementary and intermediate schools (JK-8), principals were provided an Introduction letter home to families which asked parents to complete the survey with or on behalf of their child(ren) (see Appendix for Introduction letter). Each time letters from the schools went out, schools were able to track the response rates.

Data Cleaning & Validation (January-February 2023)

- With the closing of the surveys, the next phase of the work entailed cleaning the survey data and validating the data for reliable, accurate and actionable data. This process involved recoding fields, looking for sabotaging responses, incomplete responses, and misuse of "Other- please specify" in closed-ended questions where the option was already given.

Data Analysis & Report Writing (February-March 2023)

- Aggregate analysis based on system-level data was performed, which includes frequency distributions with raw counts and percentages.

Internal Survey Dashboards (April 2023)

- Starting April 2023, schools will have access to their survey data through an internal dashboard. The dashboards do not identify students, only school level data is accessible. Survey results are intended to be actioned within

each school and the data will also inform School Improvement and Equity Plans and the Board Improvement and Equity Plan moving forward.

Reporting (April 2023)

- Reports will be accessible on the WABS website.

SURVEY DESIGN

Every publicly funded school board in Ontario is required to collect identity-based data from students. The Ministry of Education provided school boards with a list of required questions with the expectation that every school board will ask these questions, with no changes to the vocabulary used for each question. Following Ministry guidelines, the survey instrument was developed in spring 2022 by the UCDSB's Equity, Inclusion and Diversity Department and the Research Department.

The We All Belong Student Survey consisted of 31 Questions for JK-8 and 32 questions for Grades 9-12. The JK-8 survey consisted of 9 questions based on identity categories provided by the Ministry of Education and informed by Ontario's Anti-Racism Data Standards (ARDS) and the Grades 9-12 survey consisted of 10 questions based on these Standards and Ministry recommendations.

The 10 required questions are:

- First Language
- Indigenous Identity
- Status in Canada
- Ethnicity
- Race
- Religion
- Gender Identity
- Sexual Orientation (only asked Grades 9-12 students)
- Disability
- Socio-Economic Status

School boards also have the opportunity to include additional questions to the student survey. UCDSB added school climate questions in the following areas: sense of belonging, student experiences, mental health and wellness, safety and bullying, and learning skills (see Appendix for survey questions).

There were two versions of the We All Belong Student Survey: one for parents/guardians of students in JK-8 and one for students in Grades 9-12. Both versions had the same questions with the exception of one question; the 9-12 survey

asked students a question on sexual orientation. For the majority of the questions, participants could select more than one option.

Parents/guardians and students were provided the option to decline to participate in the survey, skip or choose not to answer any question in the survey and could exit the online survey at any time. Survey participants also had the option of leaving the survey and picking up at another time to complete the survey through the personalized school email link.

Translation

The surveys were translated to provide students and parents the opportunity to complete the survey in their preferred language. These were translated into 4 languages other than English: Arabic, French, Tamil, and Urdu – reflecting the most common languages spoken by UCDSB students. For the language breakdown, 8,290 surveys were completed in English, and 12 responses were completed in an online translation version,

Accessibility

The survey platform used by Forum Research Inc. supported survey completion using both mobile and all electronic devices. The system was compatible and fully accessible according to the Web Content Accessibility Guidelines (WCAG) 2.0 Level AAA. The survey was also compliant with the Accessibility for Ontarians with Disability Act (AODA). The system was compatible with a range of assisted technology supports and programmed to work with accessibility software such as Zoomtext, Read&Write, and Kurzweill, which is widely used in the UCDSB by special education students and English language learners. The surveys were also compatible with screen recognition software such as Jaws, NVDA and Voiceover.

On average, it took participants 17.6 minutes to complete the JK-8 survey, and the 9-12 survey had participants completing the survey in approximately 15.8 minutes.

Data Management: Access & Storage

The survey was voluntary and confidential, but not anonymous. Surveys did not include student names, but each participant was emailed an individualized survey link with a unique survey ID for data linkages to other datasets.

Survey data can only be accessed by authorized UCDSB staff and Forum Research Inc. for the purposes of analyzing and reporting findings. All data will be collected and stored in a secure manner in accordance with our Privacy Impact Assessment, applicable privacy legislation and guidelines, and best practices.

In accordance with the Data Standards, an Open Data file (de-identified data set) containing the number and percentage of respondents selecting each response category for each question in the survey will be made available on the UCDSB We All Belong website with the public release of the final report.

Following the Data Standards, public sector organizations must retain personal information that is stored in electronic databases for 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.

SURVEY ADMINISTRATION

Communication

The UCDSB had a robust Communications Strategy to share the purpose of this survey and the timelines around when data was being collected. Written communication began in November 2022 through an Introduction letter and social media posts (Facebook, Instagram and Twitter). Communication continued at regular intervals throughout the duration of the data collection via email and social media, both centrally and at the school level. Families also received notification via SMS or phone call. Survey details were posted on the Upper Canada District School Board website in a dedicated space. School principals and vice-principals received information and a resource guide to share with school teams to promote awareness amongst students and staff in November 2022.

Information letters distributed to students outlined the Ministry requirements for collecting identity-based data, the purpose of collection, how data would be used, who to contact with questions, and advised of the voluntary and confidential nature of the collection.

The UCDSB We All Belong Student Survey was launched November 14, 2022 and remained open until January 23, 2023 whereby all elementary and secondary students had the opportunity to voluntarily participate and complete the survey. Parents/guardians of students in JK-8 were invited to complete the survey on behalf of or with their child(ren). Grades 9-12 students had the opportunity to complete the survey in class or at home. All participants were provided with a personalized link sent to their student email account to access the survey.

Consent

Students and families received a letter and an email from the UCDSB informing them about the survey. Parents/Guardians of child(ren) in Junior Kindergarten to grade 8 were asked to complete the survey with or on behalf of their child(ren). Families of students in Junior Kindergarten to Grade 8 consented to participate in the We All Belong Student Survey through the completion and submission of the survey. Families who did not want their child(ren) to participate in the survey were asked to contact their school directly (school would fill out an opt-out form) or they had the option of not submitting the survey (see Appendix for Introduction letter).

For Grades 9 to 12, students consented to participate in the We All Belong Student Survey through the completion and submission of the survey. The survey included a click-through notice that required respondents to consent to the collection and use

of personal information before they proceeded. The UCDSB provided the opportunity for a positive click-through action at the beginning of the survey to indicate the participant's consent. Students also had the option to withdraw consent from participating in the survey by contacting the school directly (school would fill out an opt-out form) or by not submitting the survey.

System Support & School Teams

For students in Grades 9-12, schools were asked to organize a school survey team to lead the administration of the survey in their school. In the weeks leading up to the survey launch, school leaders were supported with a series of workshops on how to administer the survey in schools, provided with survey information at our professional development sessions, and a School Leaders Guide which included a checklist of items to review and accomplish before the start of the survey administration. Secondary schools were asked to make arrangements for students to voluntarily complete the survey during class time.

Schools were asked to reach out to students who did not have home access to electronic devices (i.e., laptops, computers, mobile device) or Wi-Fi and make arrangements to have students and families complete the survey at school. Schools were also tasked with ensuring those students requiring support completing the survey would have school support through assisted technology or by using school resources.

Classroom teachers were asked to review the purpose of the survey and the voluntary nature of it with their students before administering the survey in the classroom. To monitor survey response rates, all schools had access to a response rate dashboard individualized for the school which included student name, grade level and survey status. School staff did not have access to any confidential student survey responses, the dashboards only displayed whether a student had completed the survey, were screened out, or had not started the survey.

Table 2: Communication Strategy & Data Collection Timeline

Survey Communication	Date
Introduction Letter to Trustees- sent from Director's Office Introduction Letter sent to Parents and Guardians Messaging sent to schools each month (Nov 2022-Jan 2023) to include in school newsletters.	November 10, 2022
Launch of student survey- survey link emailed to student email addresses. (see Appendix)	November 14, 2022
Reminder notification to students via student email address- sent by Forum Research Inc. (see Appendix)	November 28, 2022
Extension of survey to Jan 04,2023 Reminders sent to students via student email – Reminder shared on social media platforms	November 28- December 8, 2022

Notification made to UCDSB website	
MIR 3 survey reminders sent to all students and parents via text messaging, email and/or phone	December 15, 2022
Extension of survey to Jan 23, 2023- Email notification that the survey was extended until Jan 23. Notifications also went out on social media platforms Notification made to UCDSB website	January 5, 2023
Closure of data collection for student survey	January 23, 2023

Data Processing & Verification

After the survey administration closed, the survey response data was cleaned and verified.

Answers to individual questions were removed where:

- Too many answer options were selected in multiple-response questions, suggesting sabotaged responses.
- Open-ended answers were inappropriate or unrelated to the question.

Full survey cases were only removed where the entire survey response was inaccurate, especially when:

- All/most of the questions were skipped or unanswered.
- All/most of the open-ended answers were inappropriate or unrelated to the question.

11 cases met the above criteria and were removed from the dataset.

Once the data cleaning and verification process was complete, the open-ended responses were then recoded into existing response options or into new response options.

DATA ANALYSIS

The analyses in this report include descriptive summaries for each question. For each question, the data is presented in either a tabular or graphical format with percentages representing the number of students who selected an answer option. Percentages may not necessarily add up to 100% for questions where students were to select more than one answer option.

Rounding

Due to rounding, numbers presented throughout this document may not add up to the totals provided. For example, in some cases, the sum of all question values may add up to 101% instead of 100%. Similar logic applies to TOP2 and BTM2 values.

Multi-mentions

In some cases, more than one answer option is applicable to a respondent. Multiple mention questions allow respondents to select more than one answer category for a question. For questions that ask for multiple mentions (e.g., *"If you do not feel welcome or comfortable at school, why do you feel unwelcome or uncomfortable at school? Select all that apply."*), it is important to note that the percentages typically add to over 100%. This is because the total number of answer categories selected for a question can be greater than the number of respondents who answered the question.

The data presented are only of those students who answered the question and do not include those who did not answer the question or those were removed due to inaccurate data.

STUDENT QUOTATIONS

FEEDBACK

The following are student quotes from the UCDSB Student Equity and Inclusion Committee about the We All Belong Student Survey:

"Gave insight to looking at one's identity more".

"I really loved the amount of options we had for identification questions. It was very inclusive."

"I liked how many options for each section there were. I felt the survey did a good job representing everyone and representing many groups."

"Lots of inclusive questions."

"I liked the various options as responses and that minorities were listed. I believe the questions regarding the 2SLGBTQIA+ community would lead to insightful conclusions and were accepting. It was simple answering the questions as they were straightforward yet detailed. Overall, I liked how the survey discussed a variation of topics from school issues to ethnicity, gender identity, and more."

RESPONSE RATES: SURVEY POPULATION

A total of 27,915 survey emails were sent to students from Junior Kindergarten to Grade 12. At the end of the survey fieldwork, 104 students were identified as “Out of Board” and were removed from the data record. A total of 27,811 valid student records remained.

Of the 27,811 students who were invited to complete the survey:

- 8,302 students completed the survey and were verified
- 514 students opted out from participating in the survey
- 1,403 students started the survey but did not complete it
- 17,581 students did not respond to the survey
- 11 students completed the survey but were removed due to inaccurate survey data

Of the 18,624 JK-8 students who were invited to complete the survey:

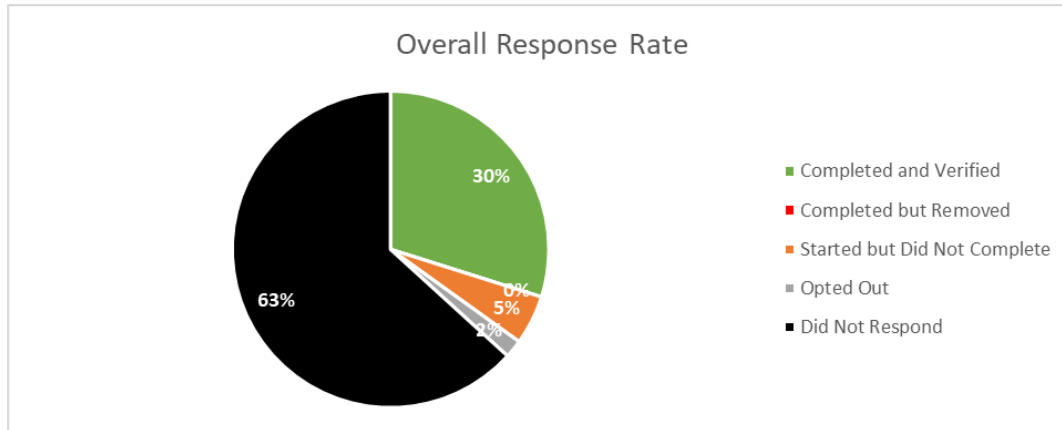
- 3,181 students completed the survey and were verified
- 187 students opted out from participating in the survey
- 952 students started the survey but did not complete it
- 14,299 students did not respond to the survey
- 5 students completed the survey but were removed due to inaccurate survey data

Of the 9,187 Grade 9-12 students who were invited to complete the survey:

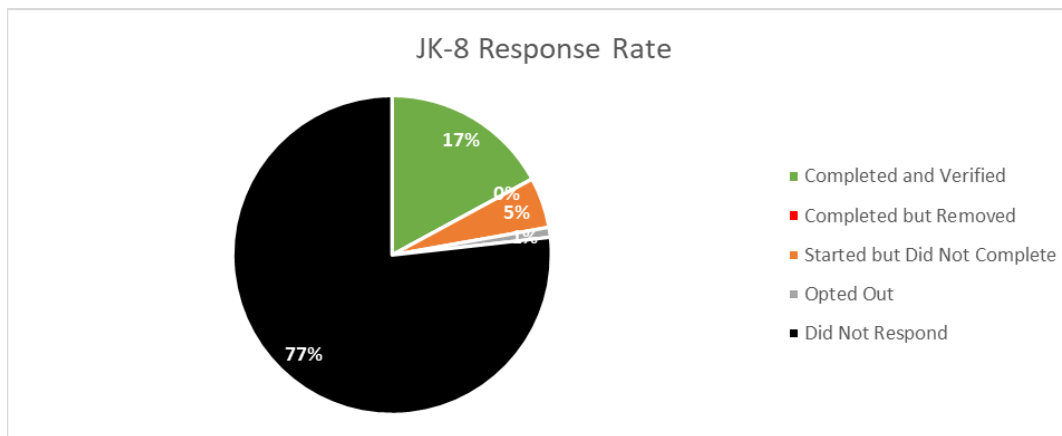
- 5,121 students completed the survey and were verified
- 327 students opted out from participating in the survey
- 451 students started the survey but did not complete it
- 3,282 students did not respond to the survey
- 6 students completed the survey but were removed due to inaccurate survey data

The Response Rates for the survey:

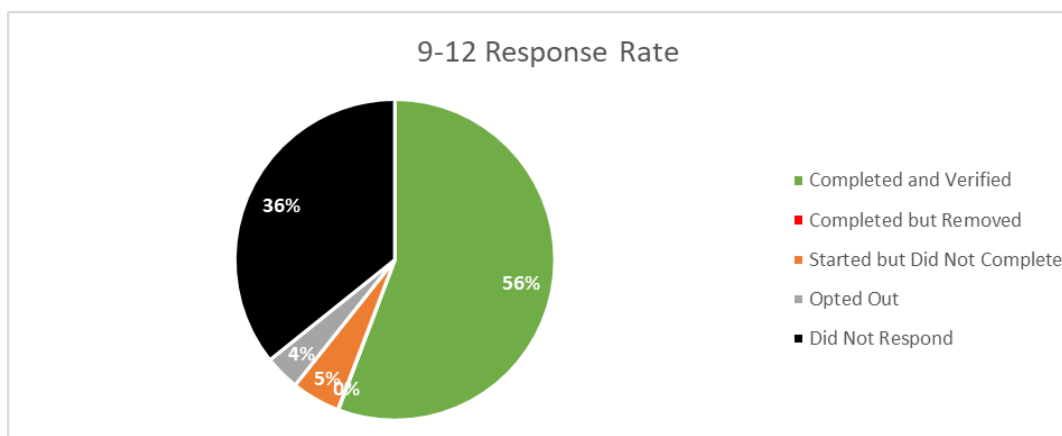
Overall survey (Junior Kindergarten to Grade 12) is **30%**.



Junior Kindergarten to Grade 8 is **17%**.



Grades 9 to 12 is **56%**



When interpreting the student survey data, we must be mindful that a response rate of 30% is not representative of the UCDSB student population. With a response rate less than 50% there is a potential nonresponse bias with misleading and skewed results. Caution must be exercised when making inferences about low response rates. Consequently, these results may only reflect the most accessible or eager respondents.

HOW TO READ & INTERPRET THE DATA TABLES

The table format in this report presents data from the We All Belong Student Survey. Demographic questions that have a comparable data reference in the Statistics Canada Census were included as a Census column. The Census column includes the Brockville, Clarence-Rockland, Cornwall, and Carleton Place Census subdivisions.

There are data tables which include a TOP2 column to the right of the table. This indicates that the response categories 'Often' and 'All the Time' have been combined and recoded to produce a TOP2 percentage column using unrounded values. When describing the results in the report, TOP2 is used to describe an indicator which includes the response categories 'Often/All the Time'.

There are also data tables which include a BTM2 in the description of the data. This indicates that the response categories 'All the Time' and 'Often' have been combined and recoded to produce a bottom (BTM2) percentage using unrounded values. When describing the results in the report, BTM2 is used to describe an indicator which includes the response categories 'All the Time/Often'.

While both these recoded categories (TOP2 and BMT2) combine the same response categories ('Often/All the Time'), they are used in different ways when describing the data for a richer and more meaningful data interpretation.

Important to note, the TOP2 and BTM2 values are calculated using the unrounded values for accuracy. For example, in Q21 for the response category, 'Feel tired in the morning' (Overall grouping) the unrounded TOP2 values are "24.4345569150908%" and "43.1714250401681%" and they add up to "67.6059819552%." This is how 68% is calculated.

YOU SAID

SURVEY RESULTS

LANGUAGE(S) FIRST SPOKEN

Over 9 in 10 students (93%) speak English as their first language. More than 1 in 10 students (13%) learned to speak French as their first language as well.

LANGUAGE(S) FIRST SPOKEN					
	Total Number	Total Percentage	JK-8	9-12	Census
English	7674	93%	94%	92%	69%
French	1087	13%	10%	15%	24%
Urdu	109	1%	1%	1%	1%
Arabic	102	1%	2%	1%	<1%
Spanish	93	1%	1%	1%	<1%
American Sign Language	73	1%	1%	1%	<1%
Indigenous language(s)	64	1%	<1%	1%	<1%
German	59	1%	<1%	1%	<1%
Italian	33	<1%	<1%	1%	1%
Russian	33	<1%	<1%	<1%	<1%
Dutch	27	<1%	<1%	<1%	<1%
Tamil	27	<1%	<1%	<1%	<1%
Japanese	23	<1%	<1%	<1%	<1%
Punjabi	21	<1%	<1%	<1%	<1%
Chinese	18	<1%	<1%	<1%	<1%
Portuguese	18	<1%	<1%	<1%	<1%
Tagalog	18	<1%	<1%	<1%	<1%
Bengali	17	<1%	<1%	<1%	<1%
Hindi	17	<1%	<1%	<1%	<1%
Greek	16	<1%	<1%	<1%	<1%
Ukrainian	14	<1%	<1%	<1%	<1%
Vietnamese	14	<1%	<1%	<1%	<1%
Korean	12	<1%	<1%	<1%	<1%
Farsi	11	<1%	<1%	<1%	<1%
Dari	9	<1%	<1%	<1%	<1%
Gujarati	9	<1%	<1%	<1%	<1%
Polish	9	<1%	0%	<1%	<1%
Serbian	8	<1%	<1%	<1%	<1%
Croatian	6	<1%	<1%	<1%	<1%
Malayalam	6	<1%	<1%	<1%	<1%
Hebrew	5	<1%	<1%	<1%	<1%
Hungarian	5	<1%	0%	<1%	<1%
Albanian	4	<1%	0%	<1%	<1%
Somali	3	<1%	0%	<1%	<1%
Other (Final)	95	1%	1%	1%	0%
No / None / Refused	1	<1%	0%	<1%	
Not sure	44	1%	<1%	1%	

Q1. (JK-8) What is the first language(s) your child learned to speak? Select all that apply. / (9-12) What is the first language(s) you learned to speak as a child? Select all that apply.

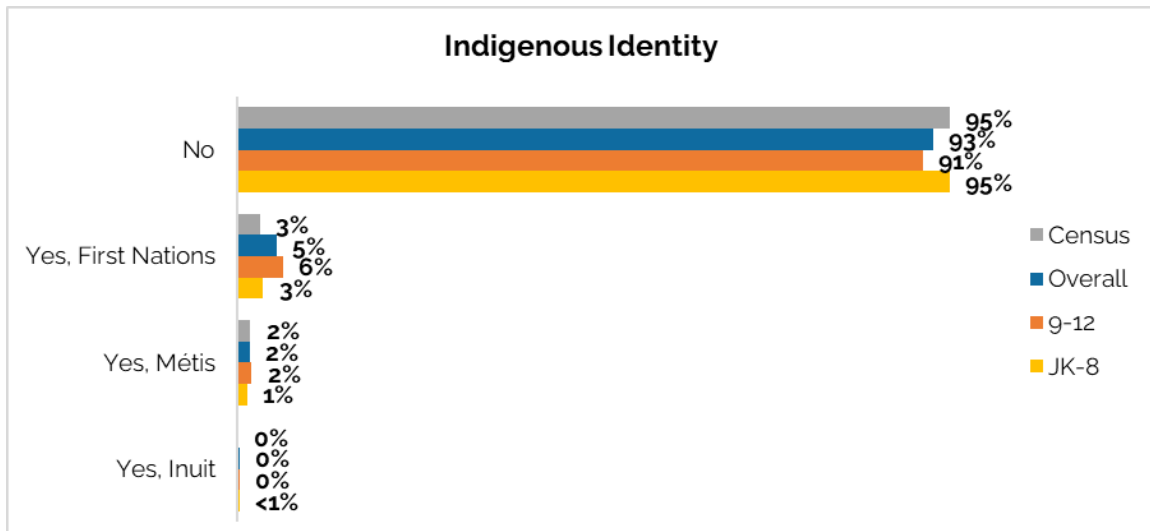
Sample size: N=8,248 (Overall), N=3,165 (JK-8), N=5,083 (9-12)

Framework: All respondents

Note: Based on top languages spoken in Ontario (2016 Census Data).

INDIGENOUS IDENTITY

Less than 1 in 10 students (7%) identify as Indigenous, with 5% identifying as First Nations.



Q2. (JK-8) Does your child identify as First Nations, Métis, and/or Inuit? / (9-12) Do you identify as First Nations, Métis, and/or Inuit?

Sample size: N=8,256 (Overall), N=3,159 (JK-8), N=5,097 (9-12)

Framework: All respondents

Of those who identify as Indigenous, the distribution for which Indigenous community the students belong to is diverse with Mohawk (27%), Akwesasne (15%) and Nation/First Nations – Other or unspecified (12%).

INDIGENOUS COMMUNITY			
	Total Number	Total Percentage	Census
Akwesasne	41	15%	
Algonquin	29	11%	
Blackfoot / Blackfeet	5	2%	
Cree	18	7%	
Inuit	7	3%	2%
Iroquois	16	6%	
Métis	12	4%	34%
Mi'kmaq / Mi'kmaw	16	6%	
Mohawk	72	27%	
Nunavut / Iqaluit	5	2%	
Oji / Ojibwa / Ojibwe	21	8%	
Pikwàkanagàn	7	3%	
Aboriginal / Native - Other or unspecified	17	6%	
Nation / First Nations - Other or unspecified	33	12%	60%

Other (Final)	18	7%	4%
No / None / Don't know / Refused	19	7%	

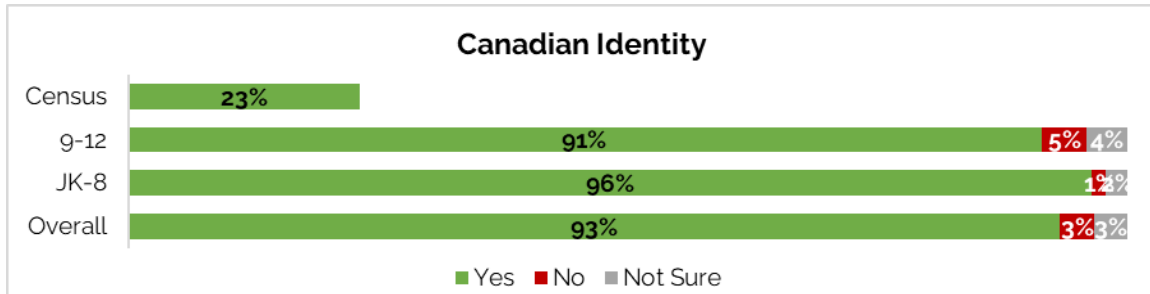
Q2B. (JK-12) If yes, you may provide additional information about the band, nation, territory, region, or community to which you belong:

Sample size: N=269 (Overall), N=69 (JK-8), N=200 (9-12)

Framework: Respondents who identify as First Nations, Métis, and/or Inuit

ETHNIC ORIGIN

The vast majority (93%) of students identify as Canadian.



Q3. (JK-8) Does your child consider themselves a Canadian? / (9-12) Do you consider yourself Canadian?

Sample size: N=8,217 (Overall), N=3,146 (JK-8), N=5,071 (9-12)

Framework: All respondents

Nearly 3 out of 4 students (74%) are of Canadian origin. The other most common ethnic or cultural origins include English (28%), Irish (16%), Scottish (14%) and French (13%).

ETHNIC ORIGIN					
	Total Number	Total Percentage	JK-8	9-12	Census
Canadian	6020	74%	78%	71%	23%
English	2270	28%	27%	28%	18%
Irish	1331	16%	15%	17%	20%
Scottish	1166	14%	14%	15%	18%
French	1059	13%	11%	14%	23%
German	590	7%	6%	8%	7%
Dutch	463	6%	4%	6%	3%
Italian	266	3%	3%	4%	3%
Ukrainian	153	2%	2%	2%	1%
Polish	141	2%	2%	2%	2%
Métis	132	2%	1%	2%	2%
Pakistani	113	1%	1%	1%	1%
Haudenosaunee	86	1%	<1%	2%	1%
Chinese	73	1%	1%	1%	1%
East Indian	72	1%	1%	1%	<1%
Jewish	69	1%	1%	1%	<1%
Inuit	60	1%	1%	1%	<1%
Jamaican	58	1%	1%	1%	<1%
Portuguese	54	1%	1%	1%	<1%
Cree	49	1%	1%	1%	<1%
Lebanese	48	1%	1%	<1%	<1%
Ojibwé	47	1%	1%	1%	<1%
Filipino	43	1%	<1%	1%	<1%
Indian	37	<1%	1%	<1%	1%
Russian	37	<1%	<1%	1%	<1%

Mi'kmaq	35	<1%	<1%	<1%	<1%
Greek	34	<1%	1%	<1%	<1%
Spanish	33	<1%	<1%	1%	1%
Anishnaabe	29	<1%	<1%	<1%	<1%
Japanese	27	<1%	<1%	<1%	<1%
Korean	25	<1%	<1%	<1%	<1%
Welsh	25	<1%	<1%	<1%	<1%
Guyanese	23	<1%	<1%	<1%	<1%
Swiss	23	<1%	<1%	<1%	<1%
Iranian	22	<1%	<1%	<1%	<1%
Sri Lankan	22	<1%	<1%	<1%	<1%
Mexican	22	<1%	<1%	<1%	<1%
Hungarian	20	<1%	<1%	<1%	<1%
Colombian	19	<1%	<1%	<1%	<1%
African	19	<1%	<1%	<1%	<1%
American	19	<1%	<1%	<1%	<1%
Danish	19	<1%	<1%	<1%	<1%
Finnish	19	<1%	<1%	<1%	<1%
Norwegian	19	<1%	<1%	<1%	<1%
Mohawk	17	<1%	<1%	<1%	1%
Moroccan	17	<1%	<1%	<1%	<1%
Swedish	17	<1%	<1%	<1%	<1%
Vietnamese	17	<1%	<1%	<1%	<1%
Afghan	16	<1%	<1%	<1%	<1%
Arab / Arabic	16	<1%	<1%	<1%	<1%
Haitian	15	<1%	<1%	<1%	<1%
Syrian	14	<1%	<1%	<1%	<1%
Thai	14	<1%	<1%	<1%	<1%
Egyptian	13	<1%	<1%	<1%	<1%
Congolese	12	<1%	<1%	<1%	<1%
British	11	<1%	<1%	<1%	<1%
Croatian	10	<1%	<1%	<1%	<1%
Indigenous	10	<1%	<1%	<1%	<1%
Native American	10	<1%	<1%	<1%	<1%
Chilean	9	<1%	<1%	<1%	<1%
Belgian	8	<1%	<1%	<1%	<1%
Trinidadian	8	<1%	<1%	<1%	<1%
Algerian	7	<1%	<1%	<1%	<1%
El Salvadoran	7	<1%	<1%	<1%	<1%
Estonian	7	<1%	<1%	<1%	<1%
Nigerian	7	<1%	<1%	<1%	<1%
Romanian	7	<1%	<1%	<1%	<1%
Somali	6	<1%	<1%	<1%	<1%
Algonquin	6	<1%	<1%	<1%	<1%
Australian	6	<1%	<1%	<1%	<1%
Bangladeshi	6	<1%	<1%	<1%	<1%
Brazilian	6	<1%	<1%	<1%	<1%
First Nations	6	<1%	<1%	<1%	<1%
Hispanic	6	<1%	<1%	<1%	<1%
Scandinavian	6	<1%	<1%	<1%	<1%
South African	6	<1%	<1%	<1%	<1%
Turkish	6	<1%	<1%	<1%	<1%
Bengali	5	<1%	<1%	<1%	<1%
Cambodian	4	<1%	<1%	<1%	<1%
Latino / Latina	4	<1%	<1%	<1%	<1%
Czech / Czech Republic	3	<1%	<1%	<1%	<1%
Other (Final)	218	3%	3%	2%	

No / None / Don't know / Refused	11	<1%	<1%	<1%
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Q4. (JK-8) What is your child's ethnic or cultural origin(s)? Please specify as many as applicable. / (9-12) What is your ethnic or cultural origin(s)? Please specify as many as applicable.

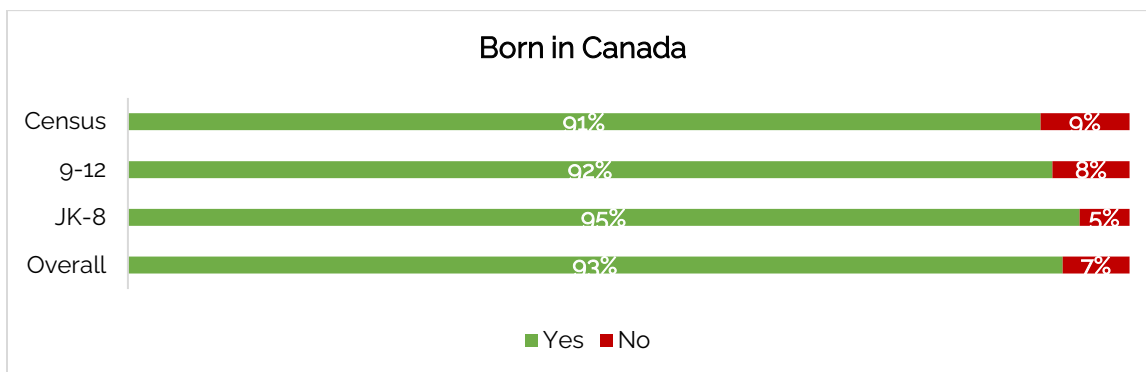
Sample size: N=8,153 (Overall), N=3,135 (JK-8), N=5,018 (9-12)

Framework: All respondents

Note: Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

STATUS IN CANADA

The vast majority (93%) of students are born in Canada.

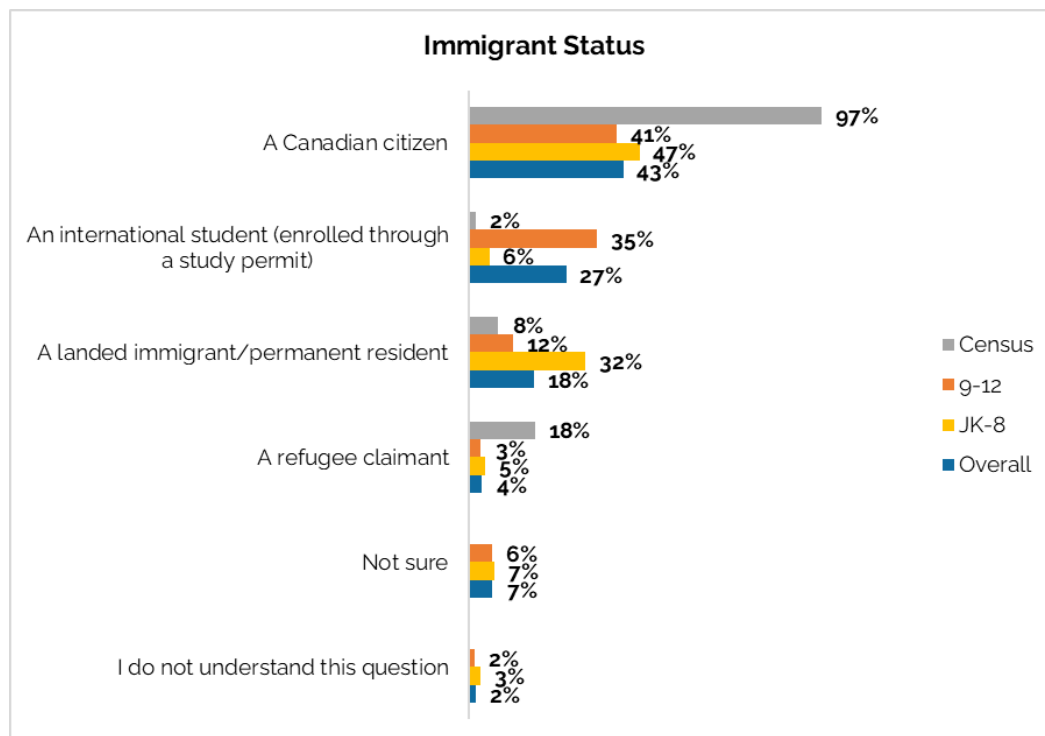


Q5. (JK-8) Was your child born in Canada? / (9-12) Were you born in Canada?

Sample size: N=8,285 (Overall), N=3,170 (JK-8), N=5,115 (9-12)

Framework: All respondents

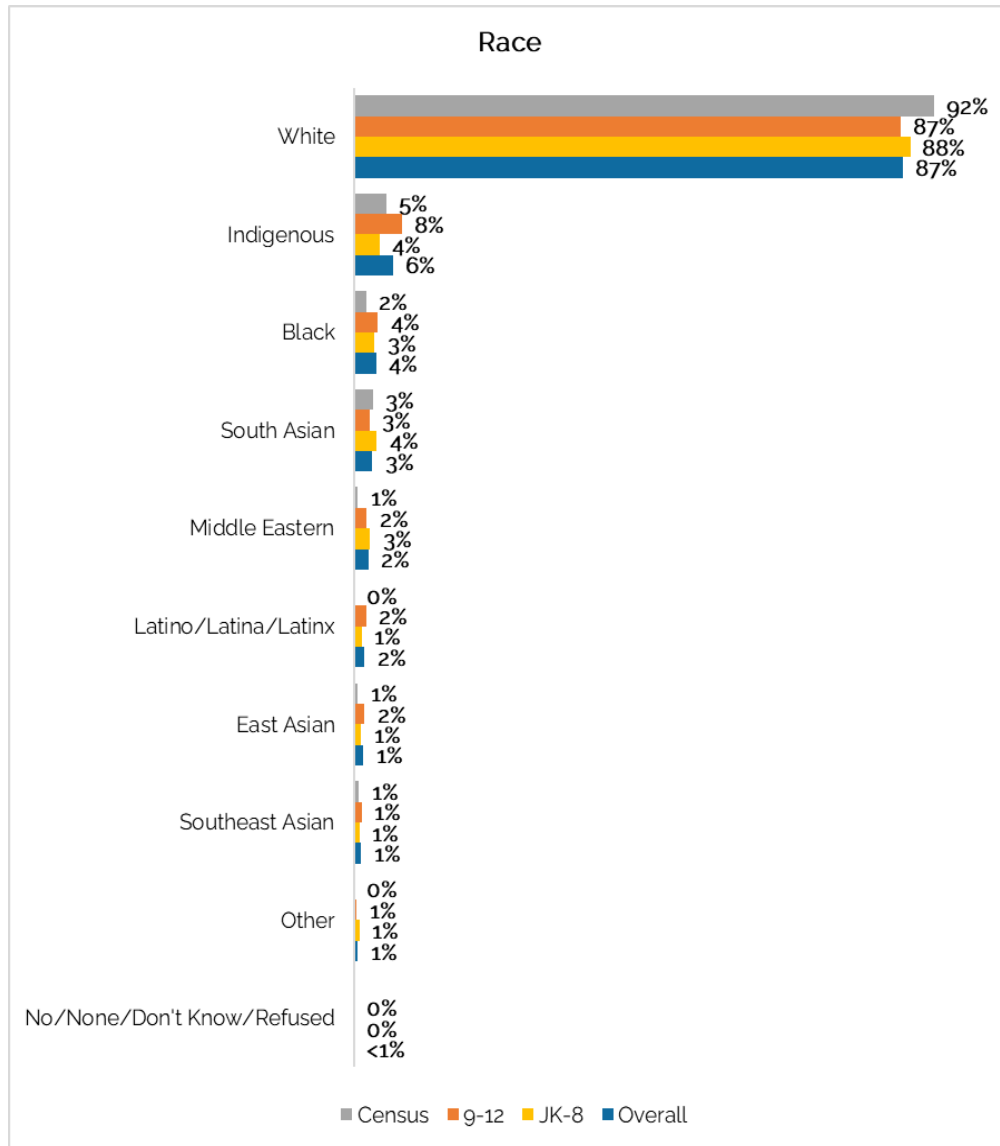
Among the students that are not born in Canada, 43% are Canadian citizens and 18% are landed immigrants/permanent residents.



Q5B. (JK-8) If no, is your child currently: / (9-12) If no, are you currently:
Sample size: N=542 (Overall), N=155 (JK-8), N=387 (9-12)
Framework: Respondents who are not born in Canada

RACE

Nearly 9 in 10 students (87%) describe their racial background as White.



Q6. (JK-8) In our society, people are often described by their race or racial background. Which racial group(s) best describes your child? Select all that apply. / (9-12) In our society, people are often described by their race or racial background. Which racial group(s) best describes you? Select all that apply.

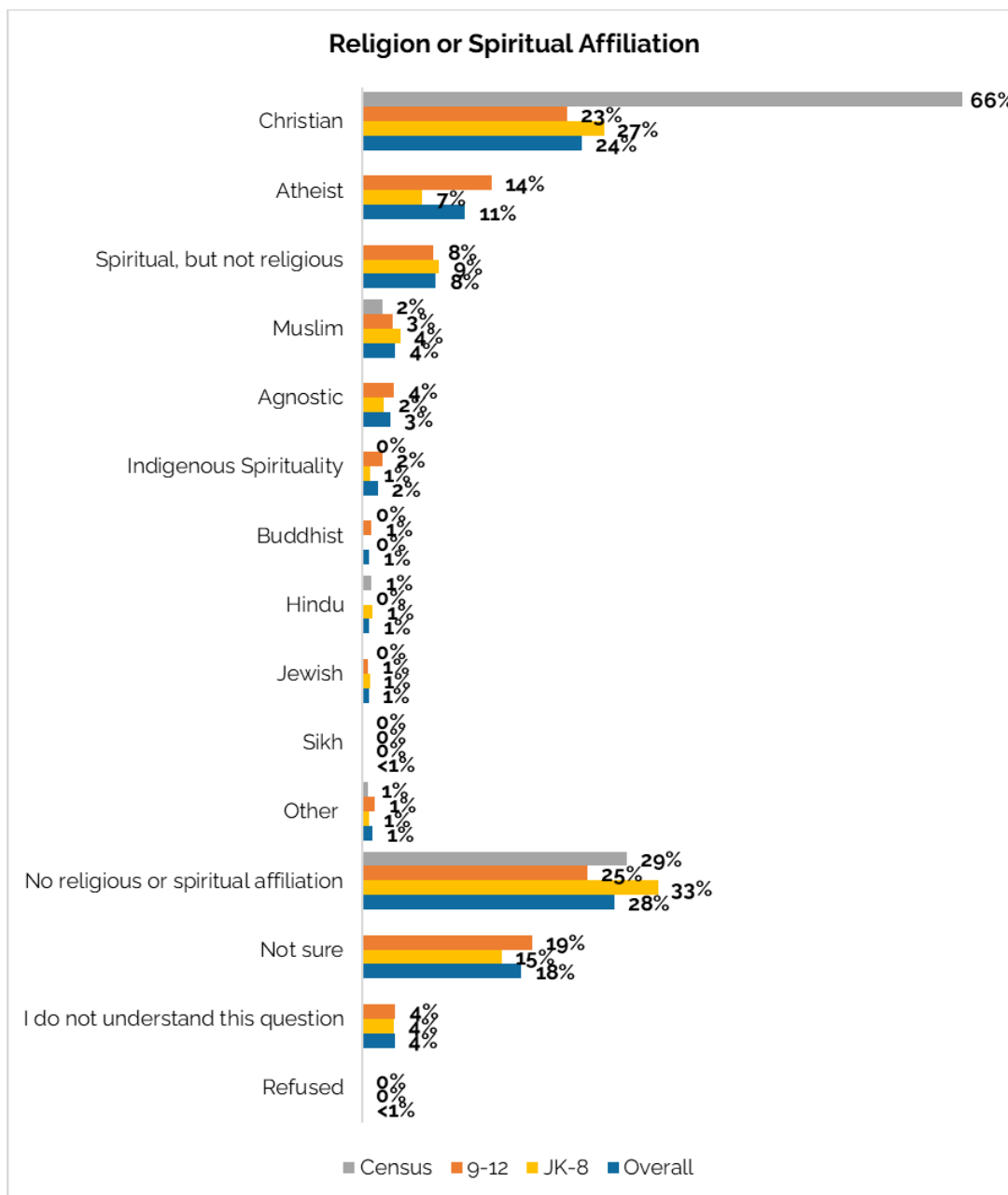
Sample size: N=8,091 (Overall), N=3,095 (JK-8), N=4,996 (9-12)

Framework: All respondents

Note: People are often described as belonging to a certain "race" based how others see and behave towards 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.

RELIGION OR SPIRITUAL AFFILIATION

About a quarter of students (28%) have no religious or spiritual affiliation. Another quarter of students are Christian (24%). Meanwhile, around 2 in 10 students (18%) are not sure.



Q7. (JK-8) What is your child's religion, faith, creed, and/or spiritual affiliation? Select all that apply. / (9-12) What is your religion, faith, creed, and/or spiritual affiliation? Select all that apply.

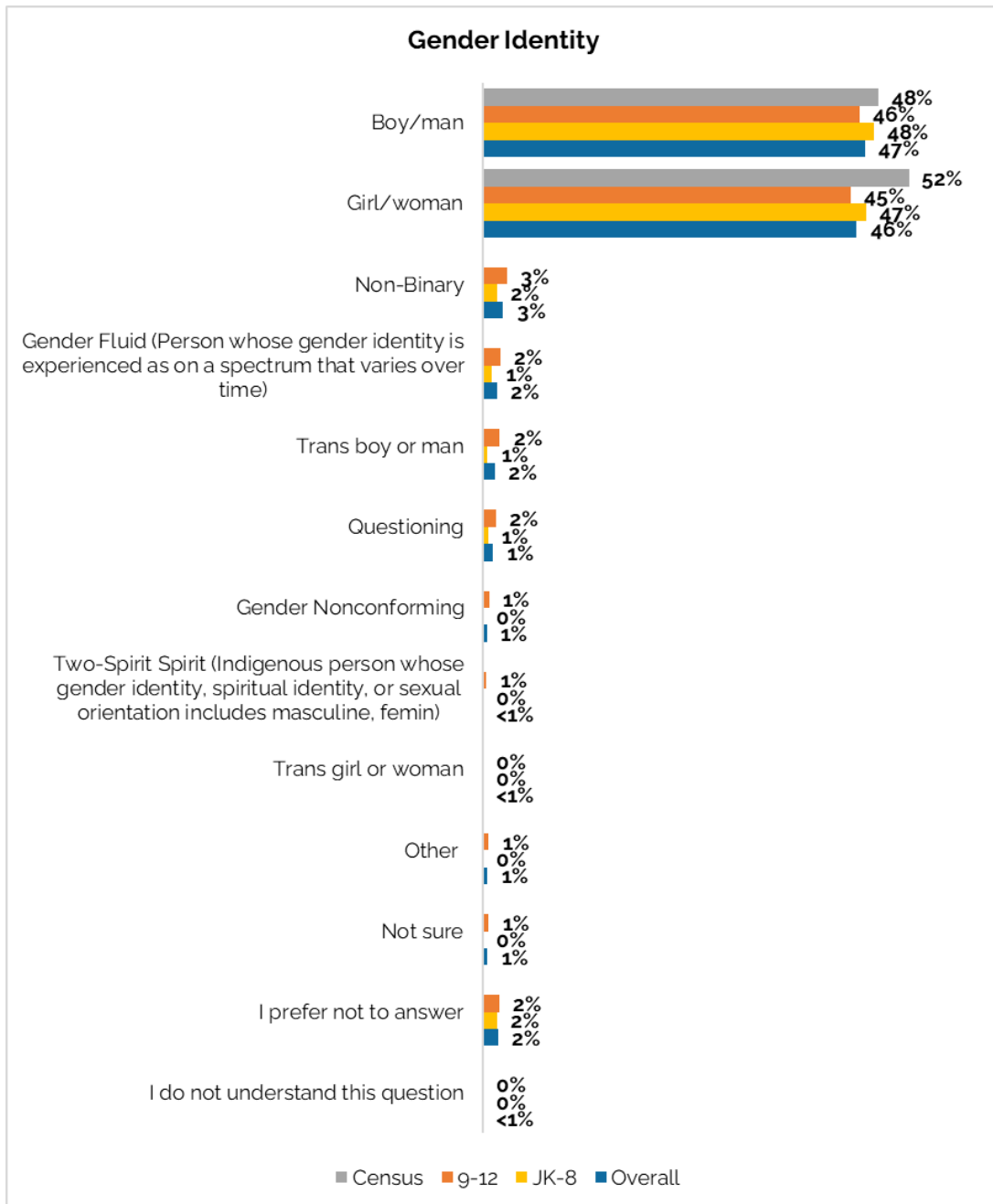
Sample size: N=8,177 (Overall), N=3,141 (JK-8), N=5,036 (9-12)

Framework: All respondents

Note: 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.

GENDER IDENTITY

47% of students identify as a boy/man and 46% identify as a girl/woman. 3% of students identified as non-binary.



Q8. (JK-8) What is your child's gender identity? Select all that apply. / (9-12) What is your gender identity? Select all that apply.

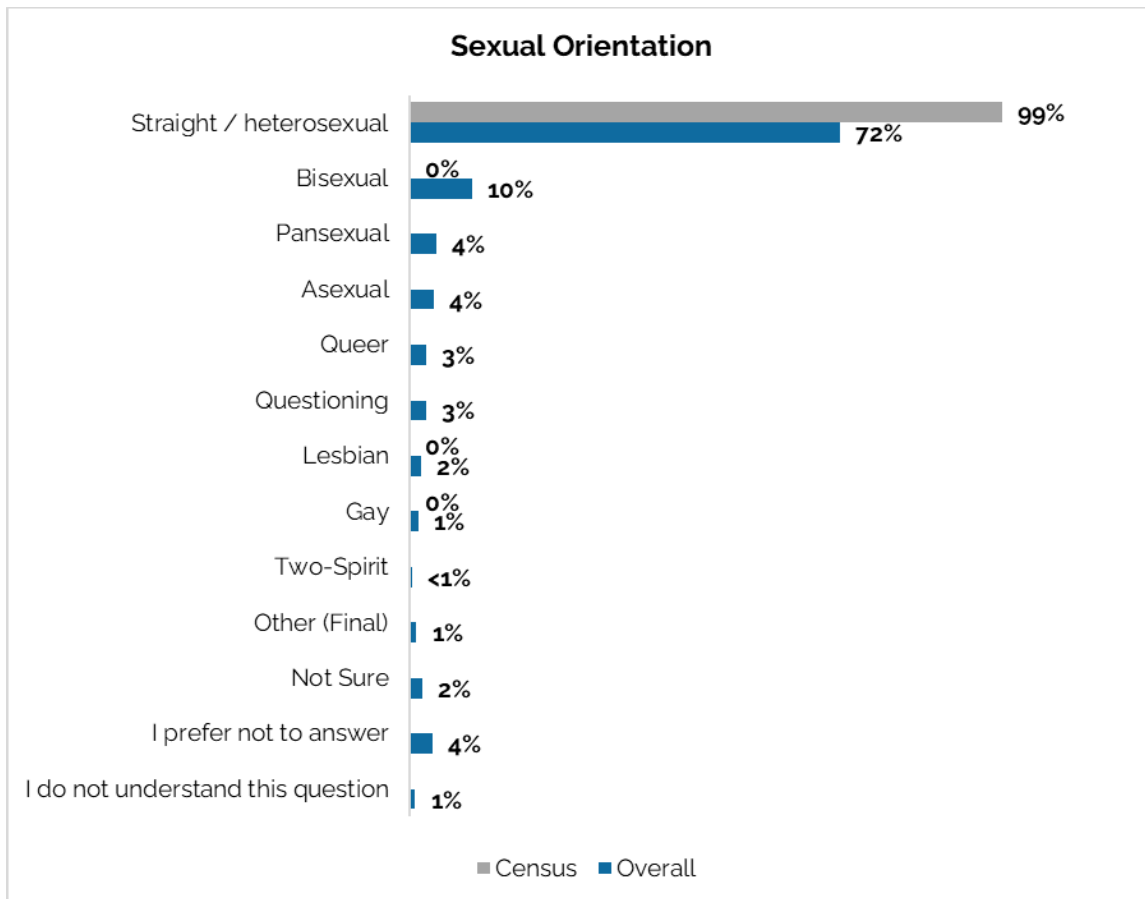
Sample size: N=8,206 (Overall), N=3,142 (JK-8), N=5,064 (9-12)

Framework: All respondents

Note: 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.

SEXUAL ORIENTATION (ONLY GRADES 9-12)

Nearly 3 in 4 high school students (72%) identify as straight/heterosexual. One in ten (10%) identify as bisexual.



Q9. (9-12) What is your sexual orientation? Select all that apply.

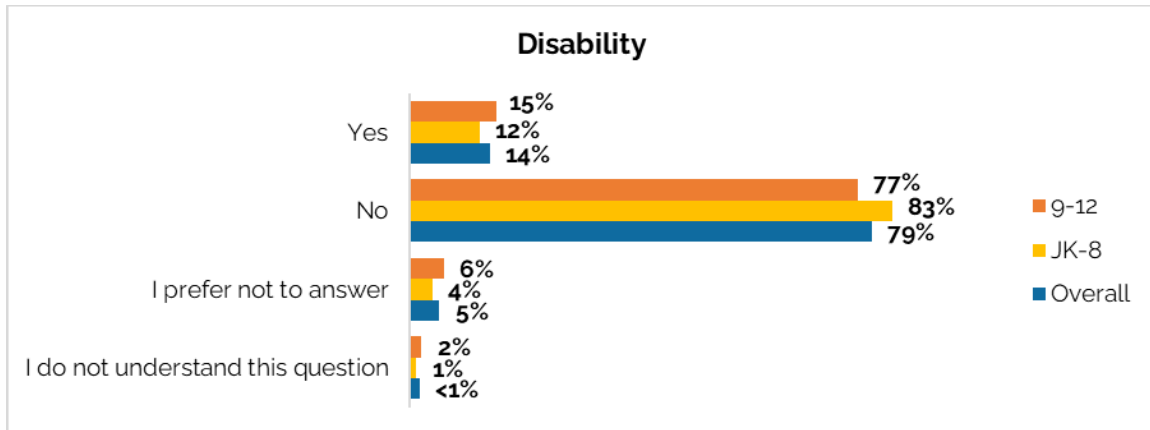
Sample size: N=5,063

Framework: Respondents who are in Grades 9 through 12

Note: Sexual orientation refers to a person's sense of sexual attraction to people of the same or different sex.

DISABILITY

More than 1 in 10 students (14%) consider themselves to be a person with a disability or disabilities.



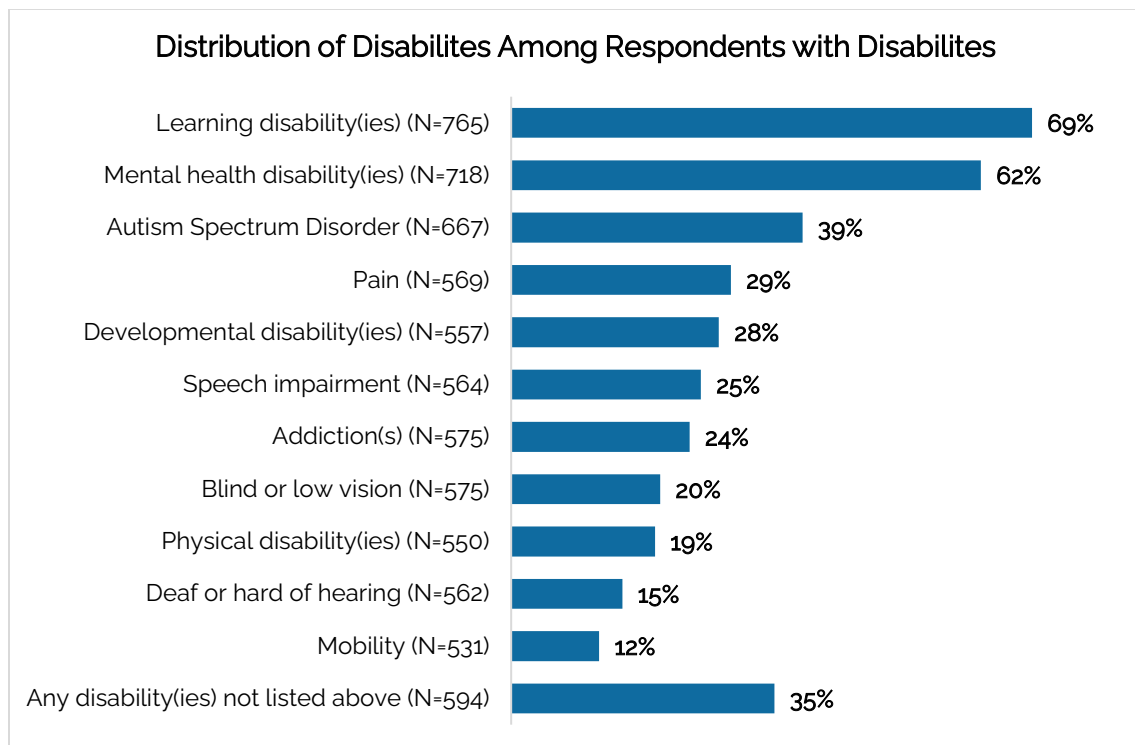
Q10. (JK-8) Does your child have a disability or disabilities? (Select one answer only) / (9-12) Do you consider yourself to be a person with a disability or disabilities? (Select one answer only)

Sample size: N=8,251 (Overall), N=3,158 (JK-8), N=5,093 (9-12)

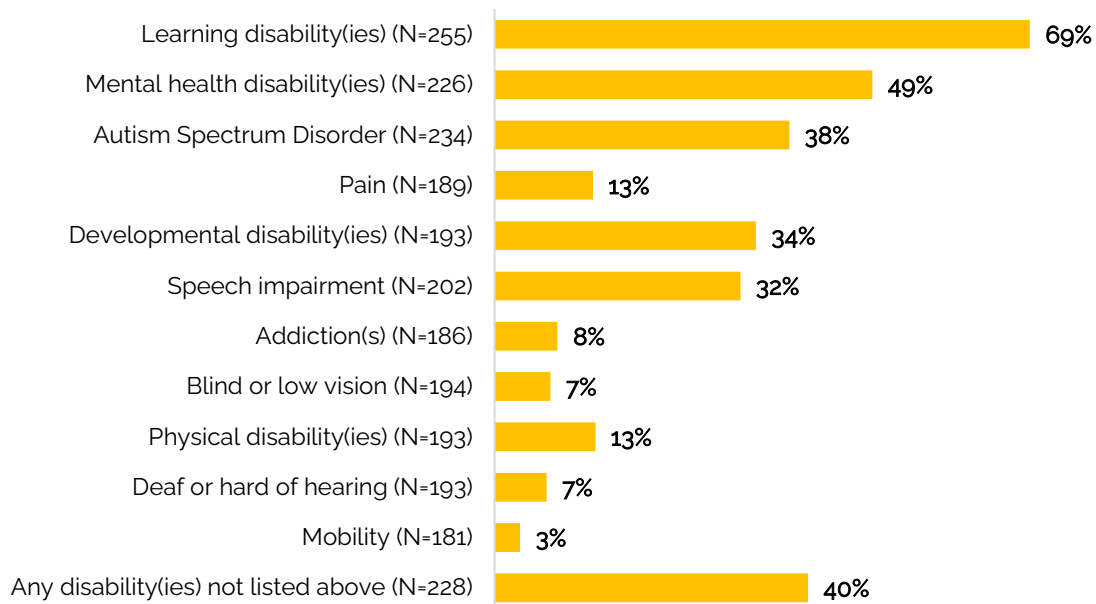
Framework: All respondents

Note: A disability may be physical, mental, behavioural, developmental, sensory, communicational or a combination of any of these. Barriers such as settings that are hard to access (like school, shops or public places), negative attitudes, and barriers to information contribute to a person's experience of having a disability.

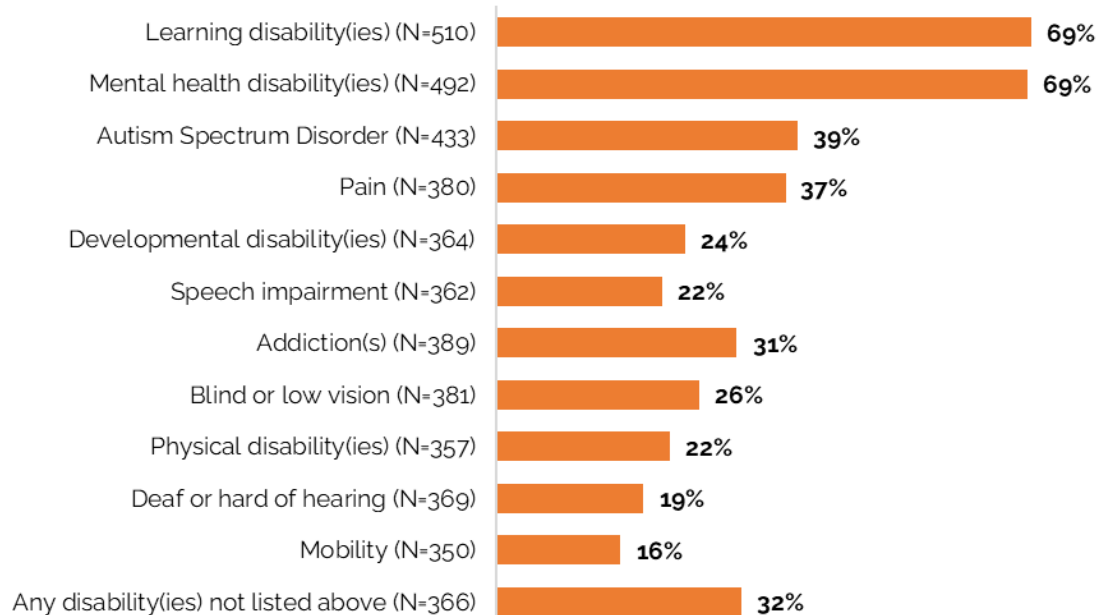
Among those who consider themselves to be a person with disability, learning disability (69%) and mental health disability (62%) were the most commonly selected disabilities.



Distribution of Disabilities Among Respondents with Disabilities (JK-8)



Distribution of Disabilities Among Respondents with Disabilities (9-12)

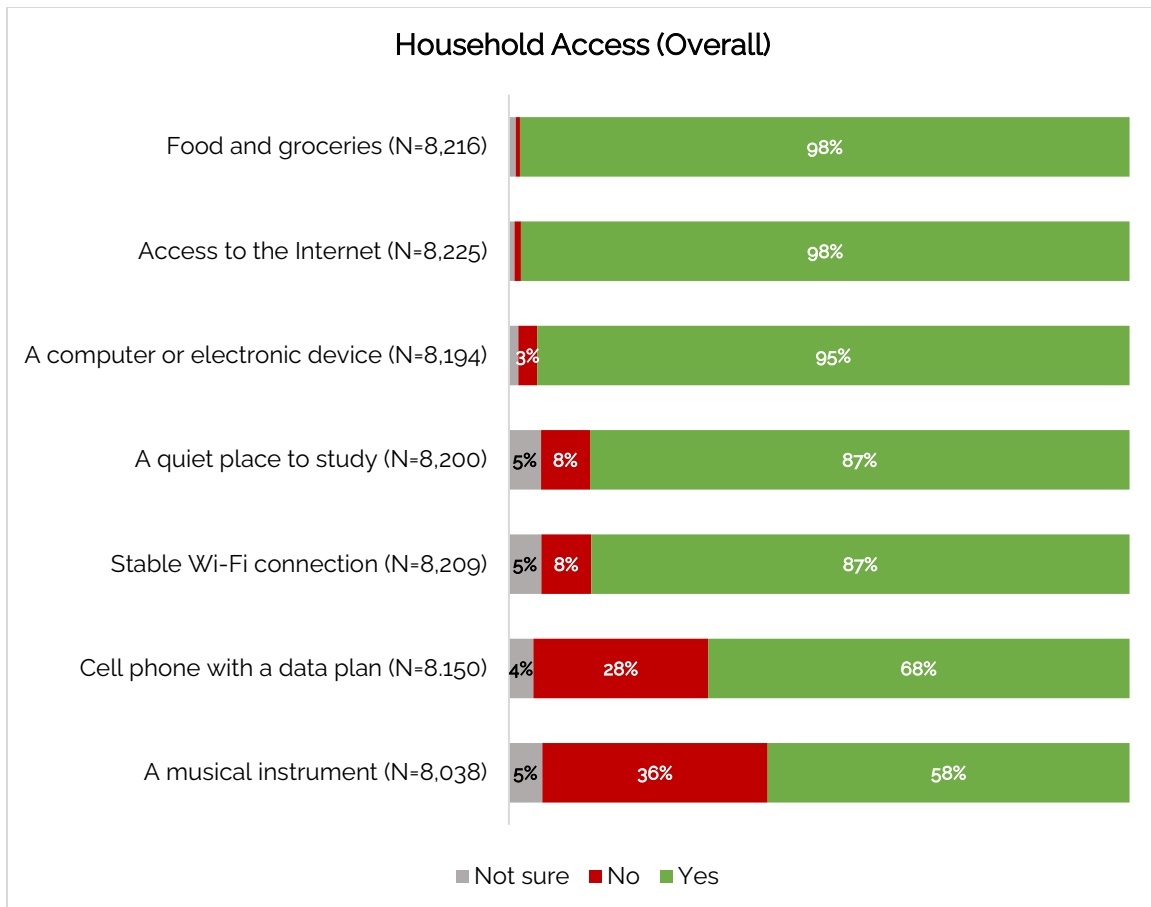


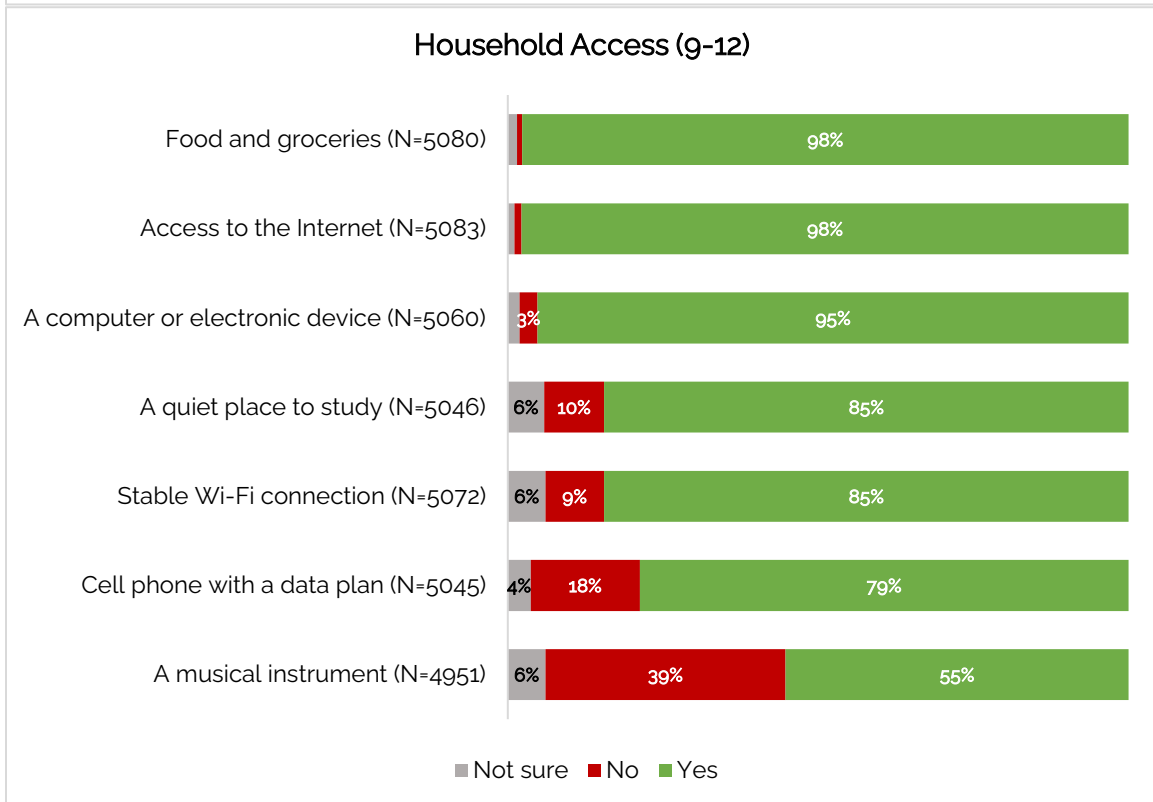
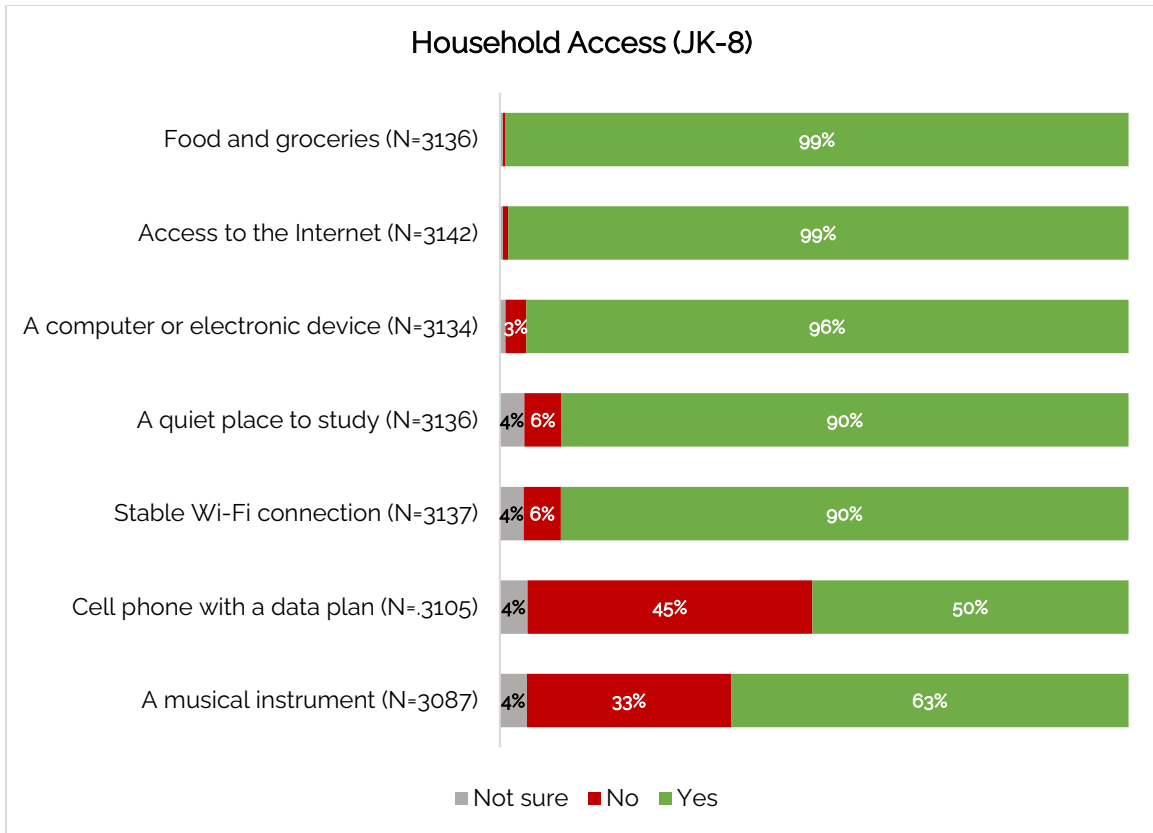
Q10B. (JK-12) If yes, select all that apply.
Framework: Respondents who have a disability

HOUSEHOLD INFORMATION: SOCIO-ECONOMIC STATUS

Household Access

Nearly every student had household access to food and groceries (98%), the internet (98%), and a computer or electronic device (95%). Around a third of students do not have access to a musical instrument (36%) or a cell phone with a data plan (28%).

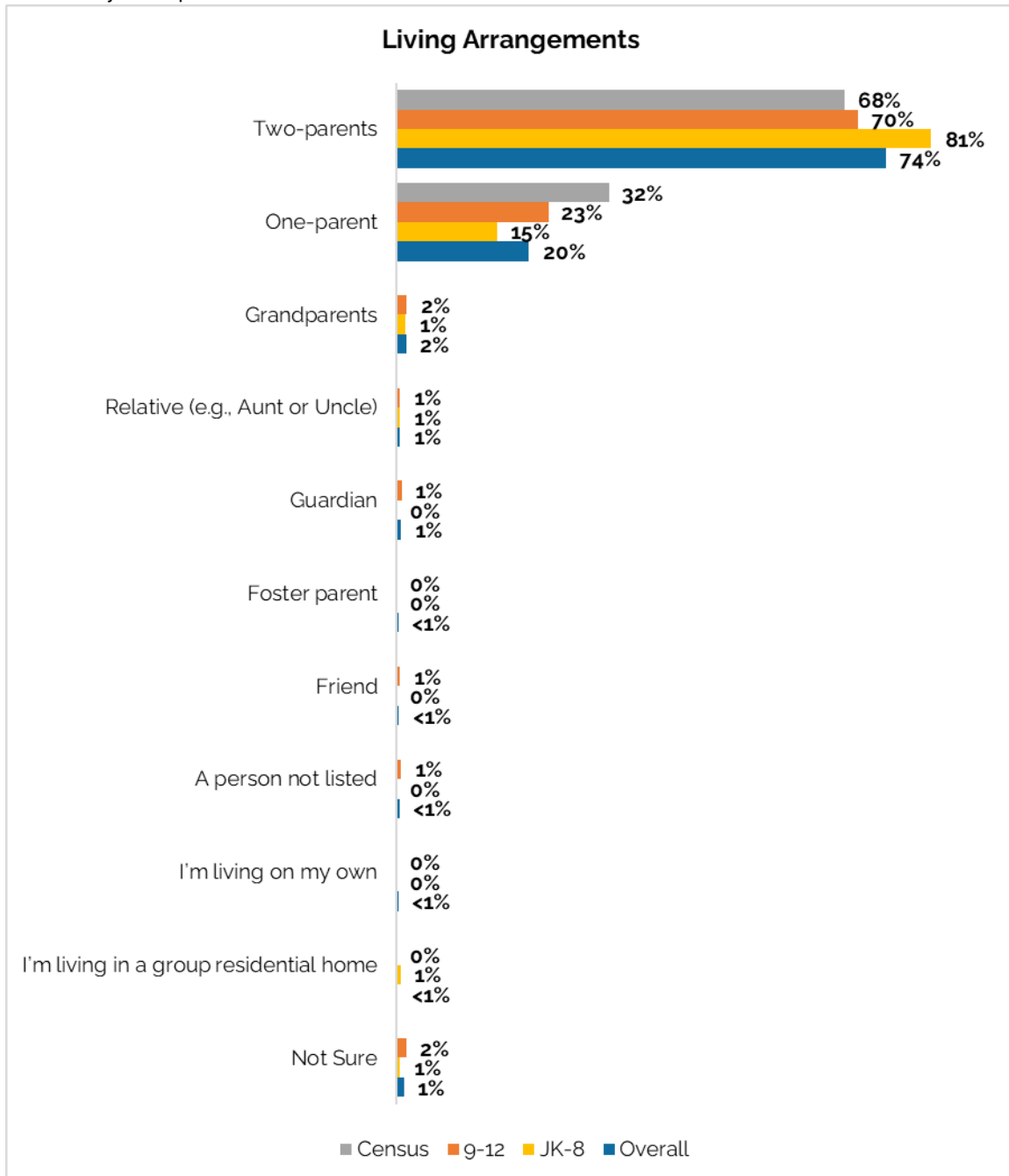




Q11. (JK-8) In your home does your child have access to: / (9-12) In your home do you have access to:
Framework: All respondents

Family Structure

Around three quarters of students (74%) live with two-parents. Meanwhile, 20% of students live with only one parent most of the time.



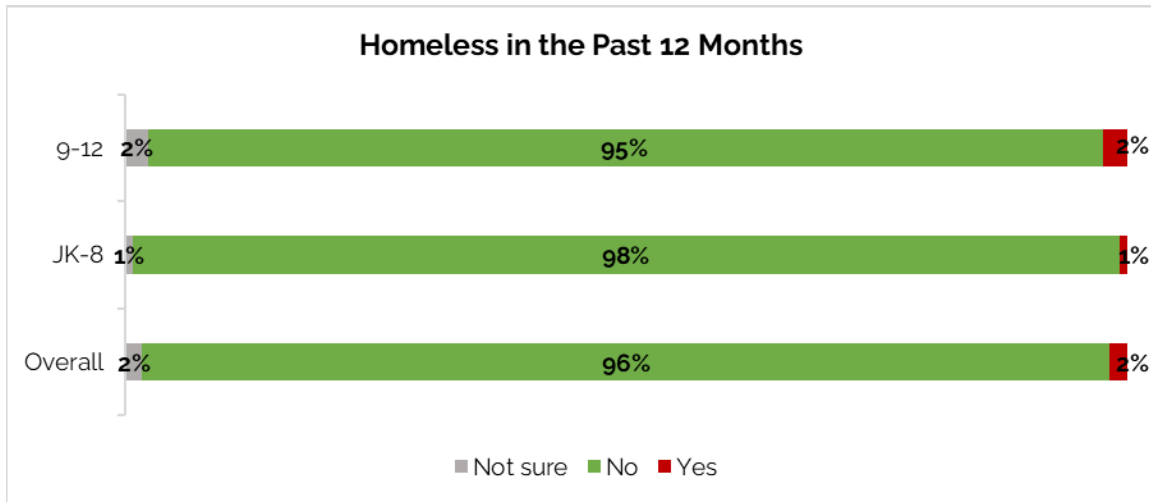
Q12. (JK-8) Who does your child live with most of the time? (Select one answer only) / (9-12) Who do you live with most of the time? (Select one answer only)

Sample size: N=8,259 (Overall), N=3,163 (JK-8), N=5,096 (9-12)

Framework: All respondents

Homelessness

A vast majority (96%) of students were not homeless in the past year. On the contrary, 2% of students considered themselves to be homeless.



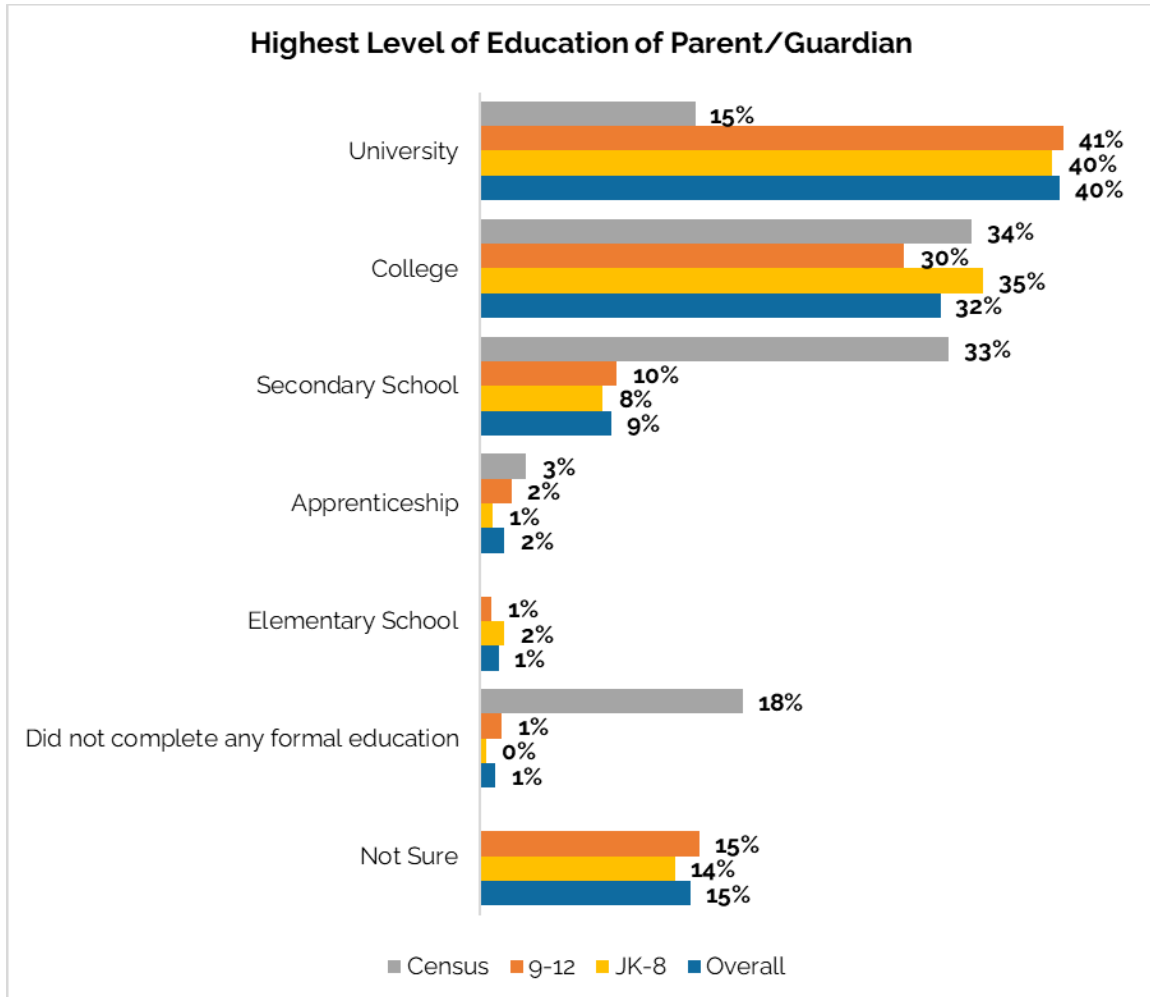
Q13. (JK-8) Has your child been homeless in the last twelve months (e.g., living in shelters, living in cars, abandoned buildings or couch surfing)? / (9-12) Have you considered yourself to be homeless in the last twelve months (e.g., living in shelters, living in cars, abandoned buildings or couch surfing)?

Sample size: N=8,266 (Overall), N=3,169 (JK-8), N=5,097 (9-12)

Framework: All respondents

Education Background of Parent/Guardian

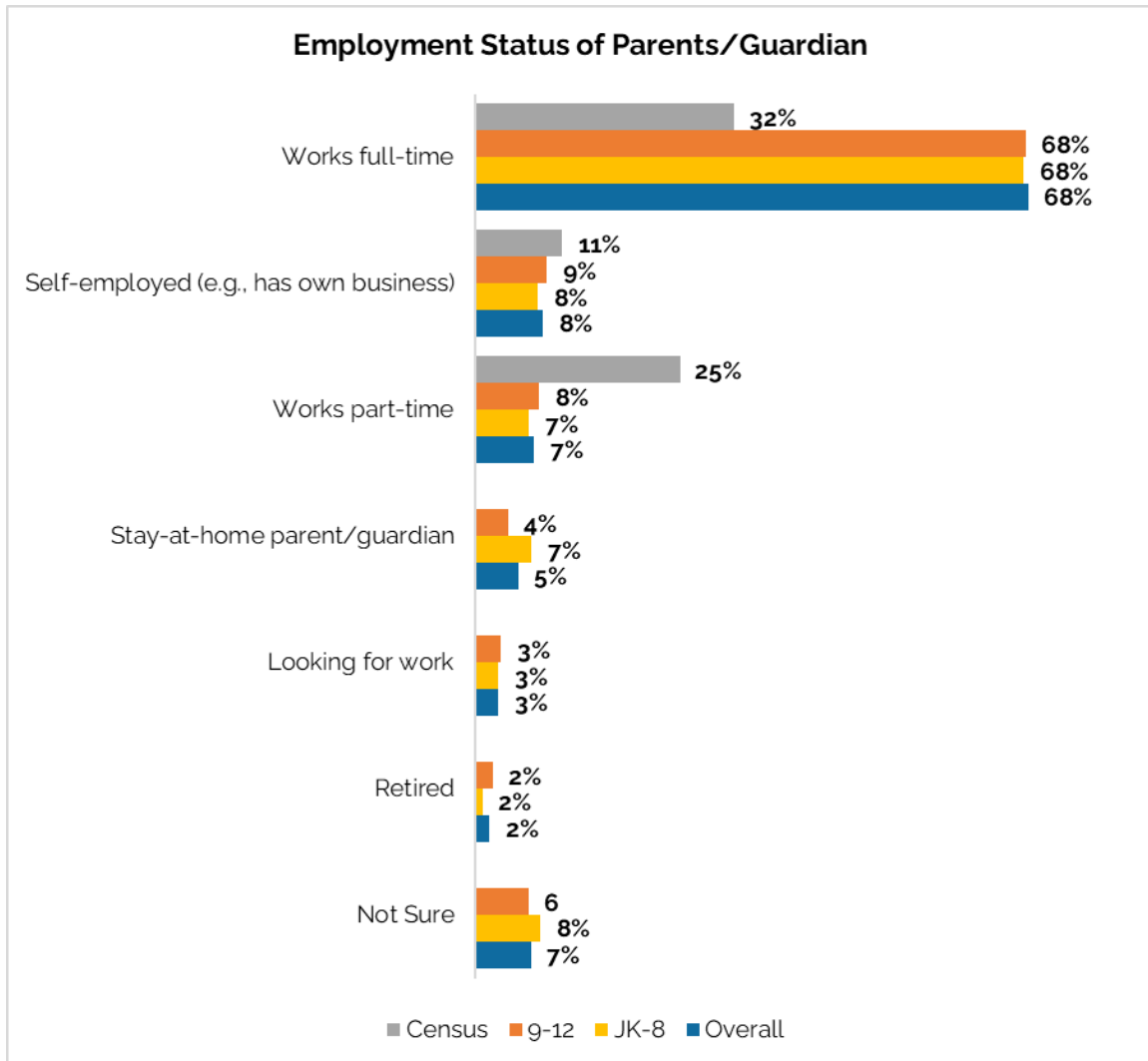
Four in ten students (40%) say their parent/guardian has a University degree as their highest level of education. Meanwhile, three in ten (32%) students say their parent/guardian has a College diploma and 15% are not sure.



Q14. (JK-8) What is the highest level of education of the person your child lives with? If they live with two people, choose the person with the highest level of education. / (9-12) What is the highest level of education of the person you live with? If you live with two people, choose the person with the highest level of education.
Sample size: N=8,251 (Overall), N=3,157 (JK-8), N=5,094 (9-12)
Framework: All respondents

Employment Status of Parent/Guardian

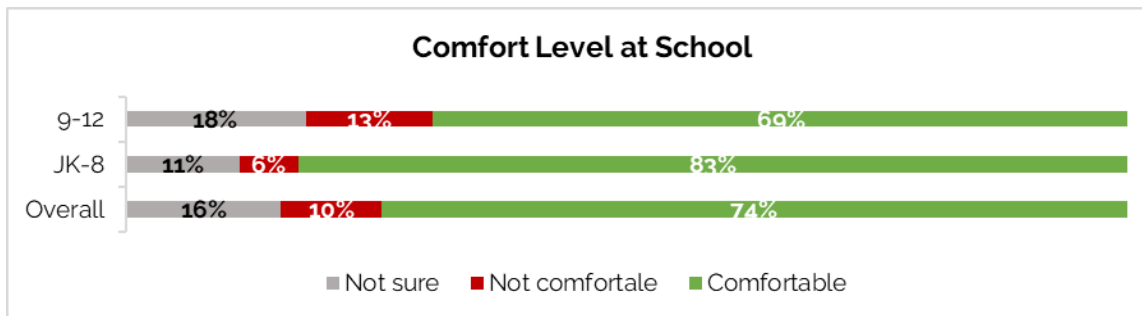
Around 7 in 10 students (68%) said their parent/guardian works full-time, while 1 in 10 students say they work part-time (7%) or are self-employed (8%).



Q15. (JK-12) What is this person's employment status?
Sample size: N=8,211 (Overall), N=3,137 (JK-8), N=5,074 (9-12)
Framework: All respondents

STUDENT EXPERIENCES IN SCHOOL AND OUTSIDE OF SCHOOL

Nearly three quarters of students (74%) feel welcome or comfortable at school.

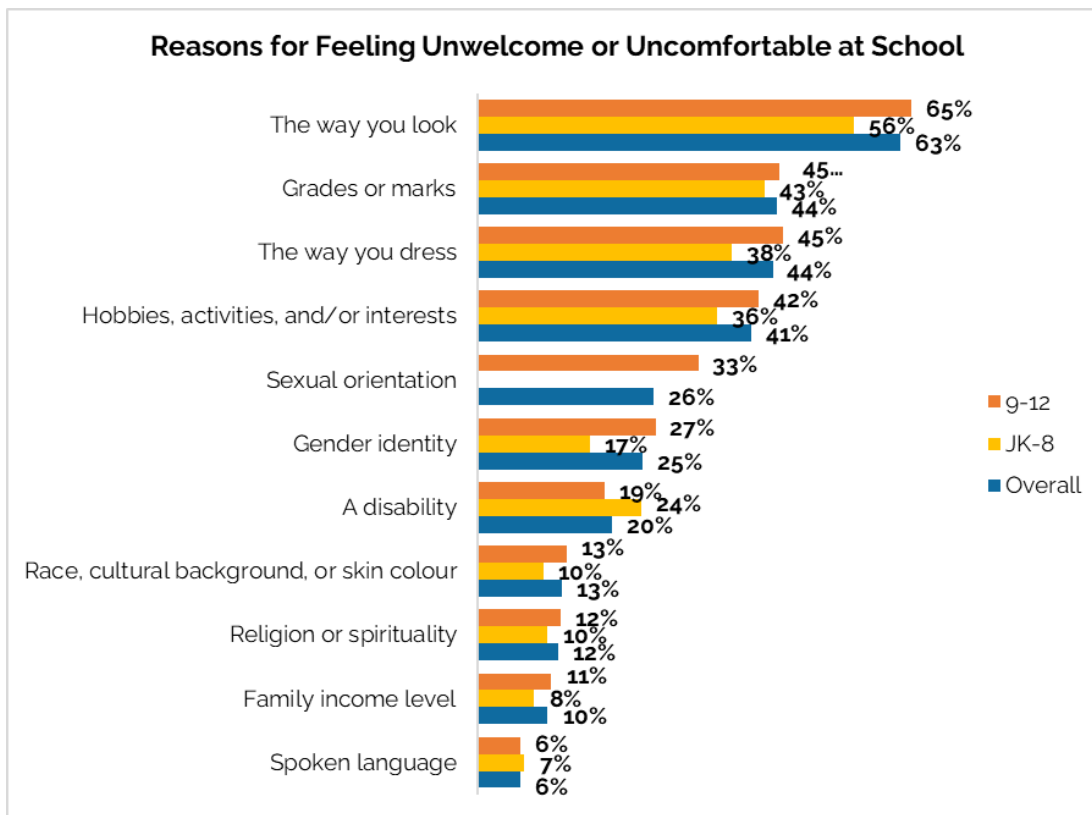


Q16A. (JK-8) Does your child feel welcome or comfortable at school? / (9-12) Do you feel welcome or comfortable at school?

Sample size: N=8,259 (Overall), N=3,164 (JK-8), N=5,095 (9-12)

Framework: All respondents

Among the students who feel unwelcome or uncomfortable at school, they most commonly mentioned that the way they looked (63%), their grades (44%) and the way they dressed (44%) were reasons for feeling this way.



Q16B. (JK-8) If they do not feel welcome or comfortable at school, why do they feel unwelcome or uncomfortable at school? Select all that apply. / (9-12) If you do not feel welcome or comfortable at school, why do you feel unwelcome or uncomfortable at school? Select all that apply.

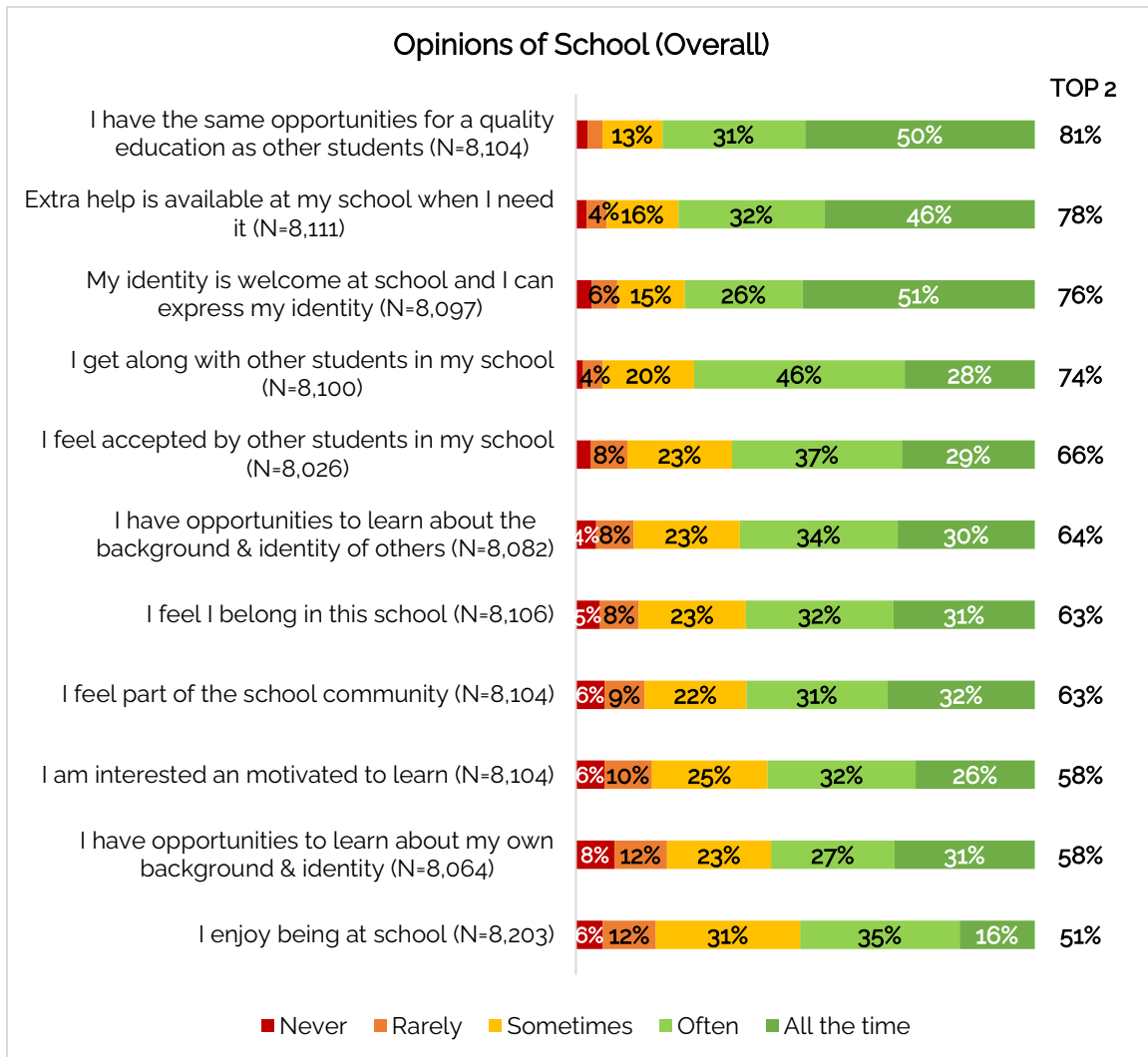
Sample size: N=708 (Overall), N=143 (JK-8), N=565 (9-12)

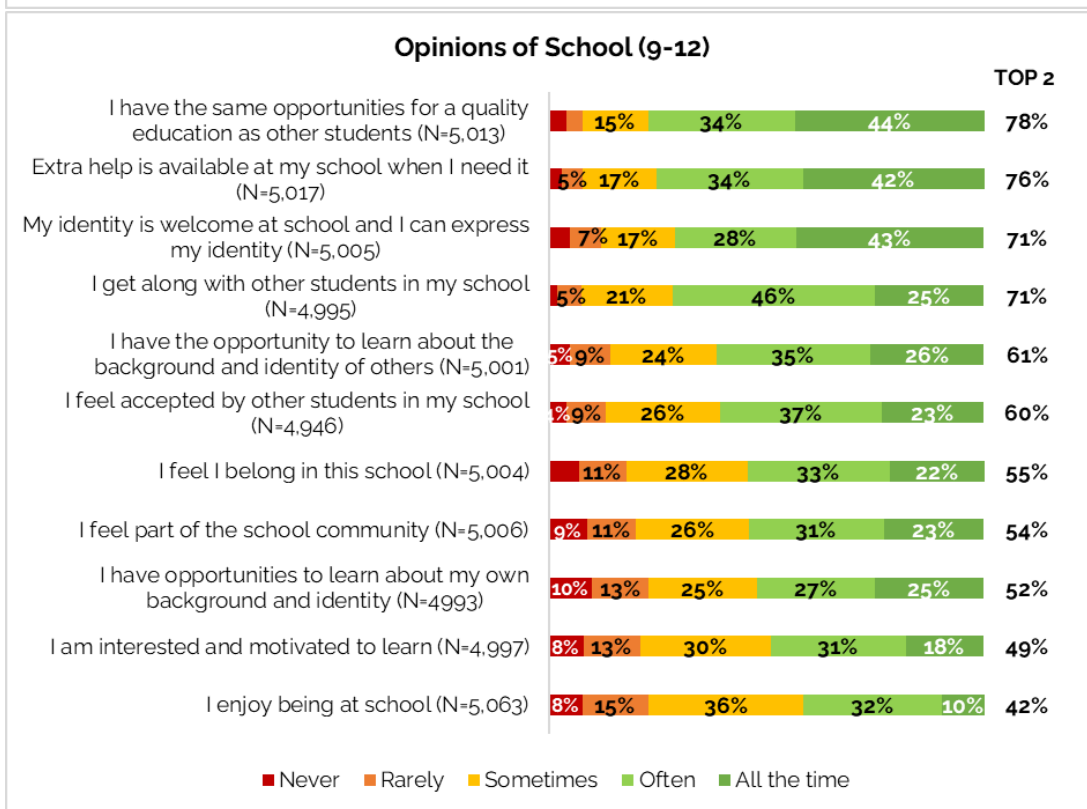
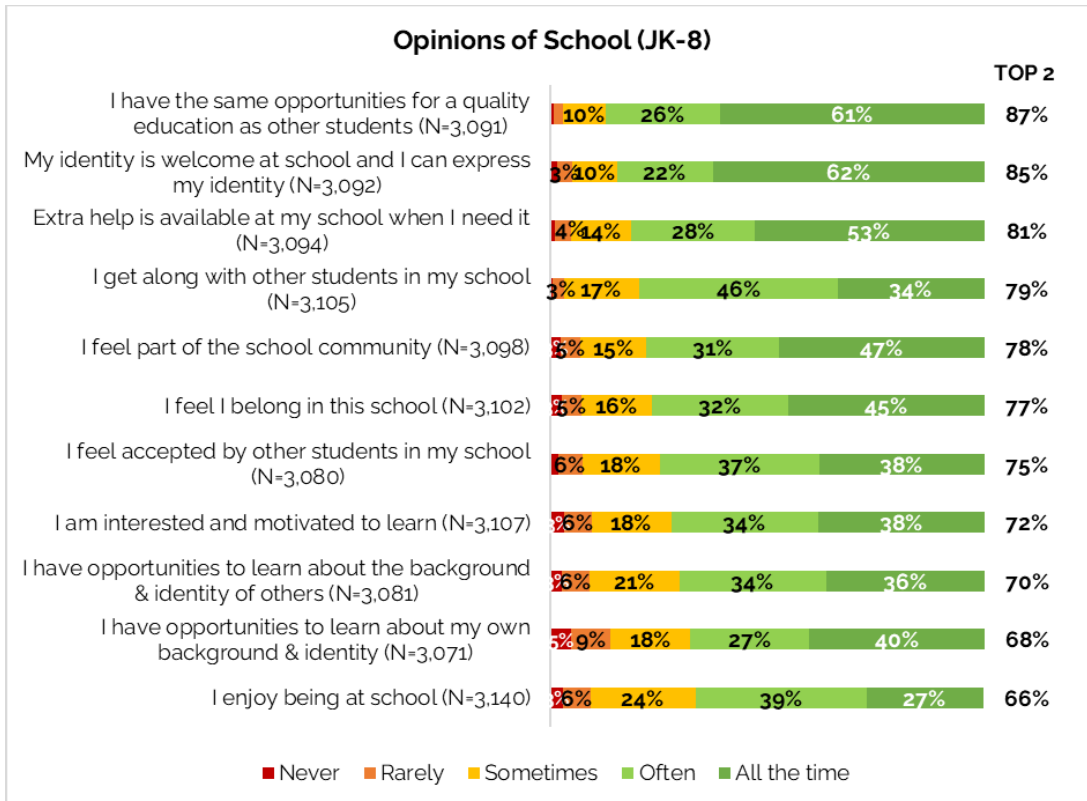
Framework: Respondents that selected 'No' in Q16A

SENSE OF BELONGING

Opinions of School

Around 8 in 10 students say they feel all the time/often that they have the same opportunities for a quality education as other students (TOP2: 81%), that extra help is available when they need it (TOP2: 78%) and that their identity is welcome at school (TOP2: 76%). On the contrary, only half (TOP2: 51%) of students feel that they enjoy being at school often/all the time.



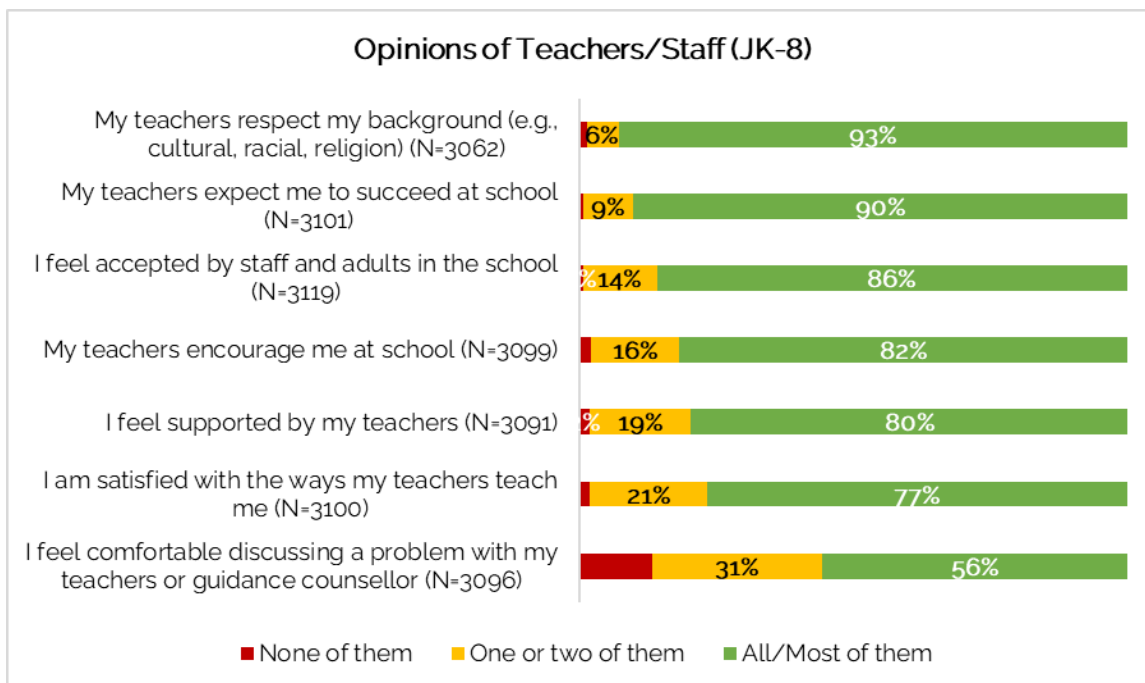
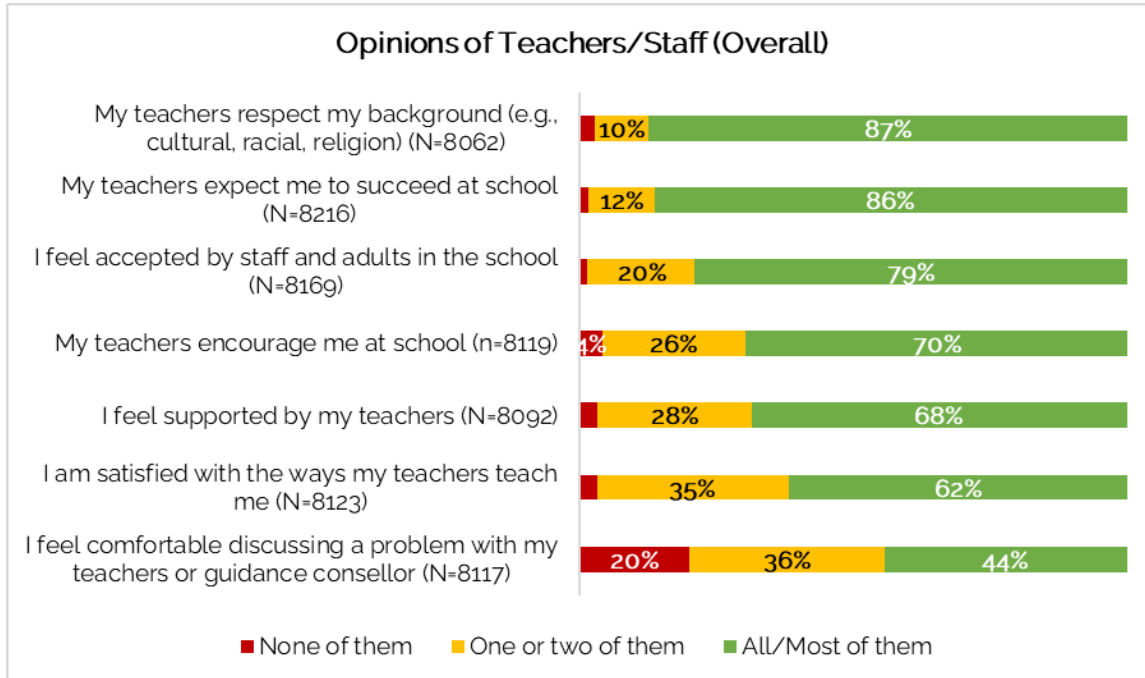


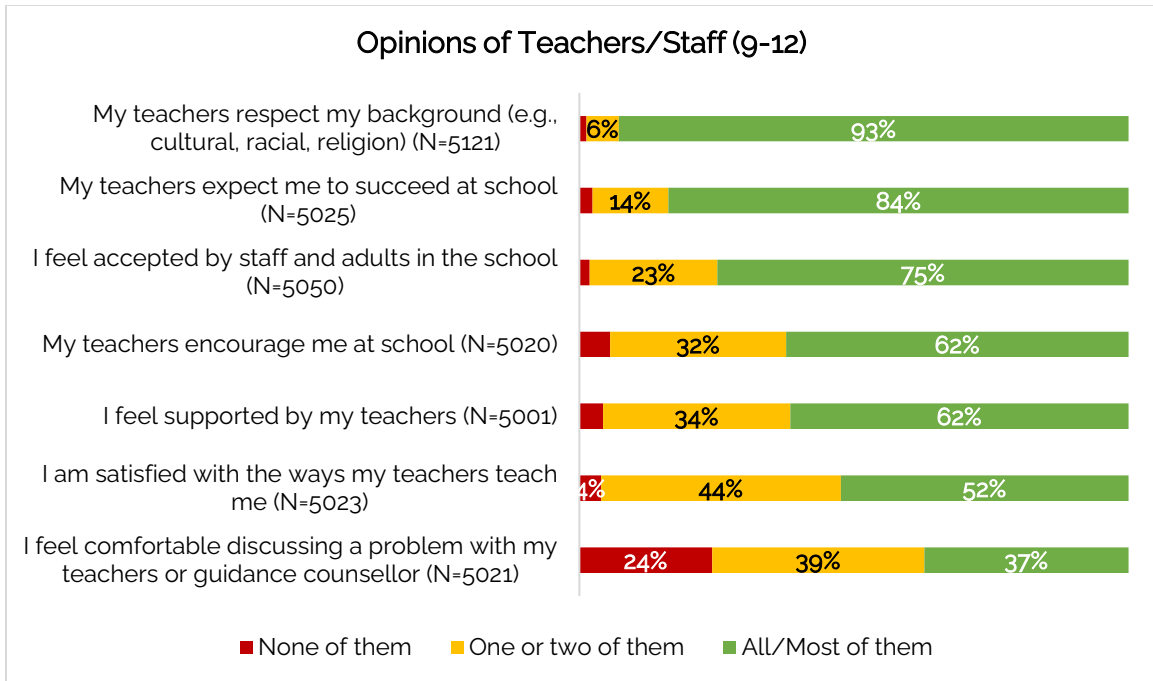
Q17. (JK-8) Answering with your child, how does your child feel about their school: / (9-12) How do you feel about your school:

Framework: All respondents

Opinions of Teachers/Staff

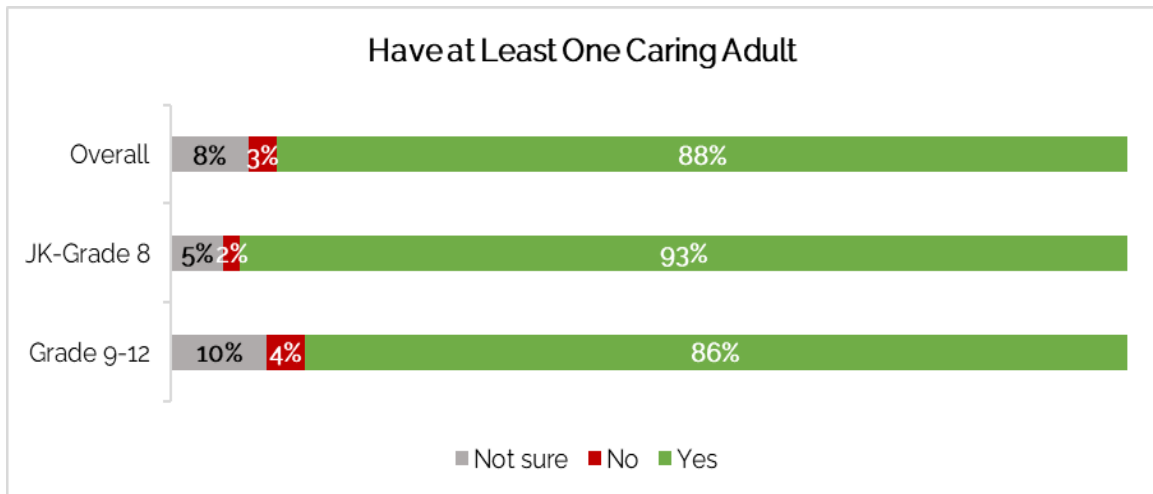
Nearly 9 in 10 of students (87%) say all/most of their teachers respect their backgrounds and 86% expect them to succeed at school. Only around 4 in 10 students (44%) say feel comfortable discussing a problem with all/most of their teachers or guidance counsellors.





Q18. (JK-8) Answering with your child, how does your child feel about their teachers and school staff: / (9-12) How do you feel about your teachers and school staff.
Framework: All respondents

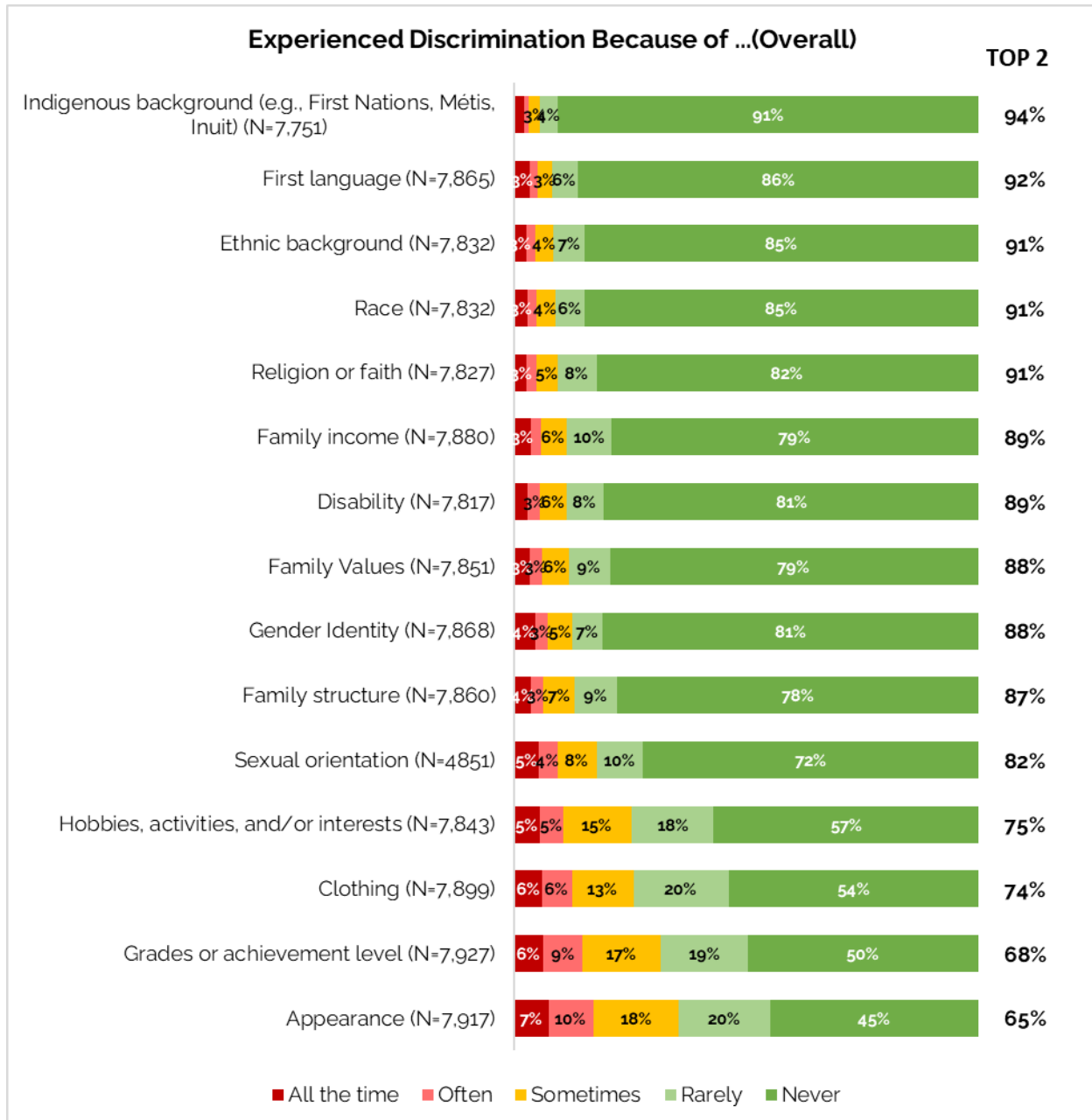
A vast majority of students, 88% have at least one caring adult at their school.

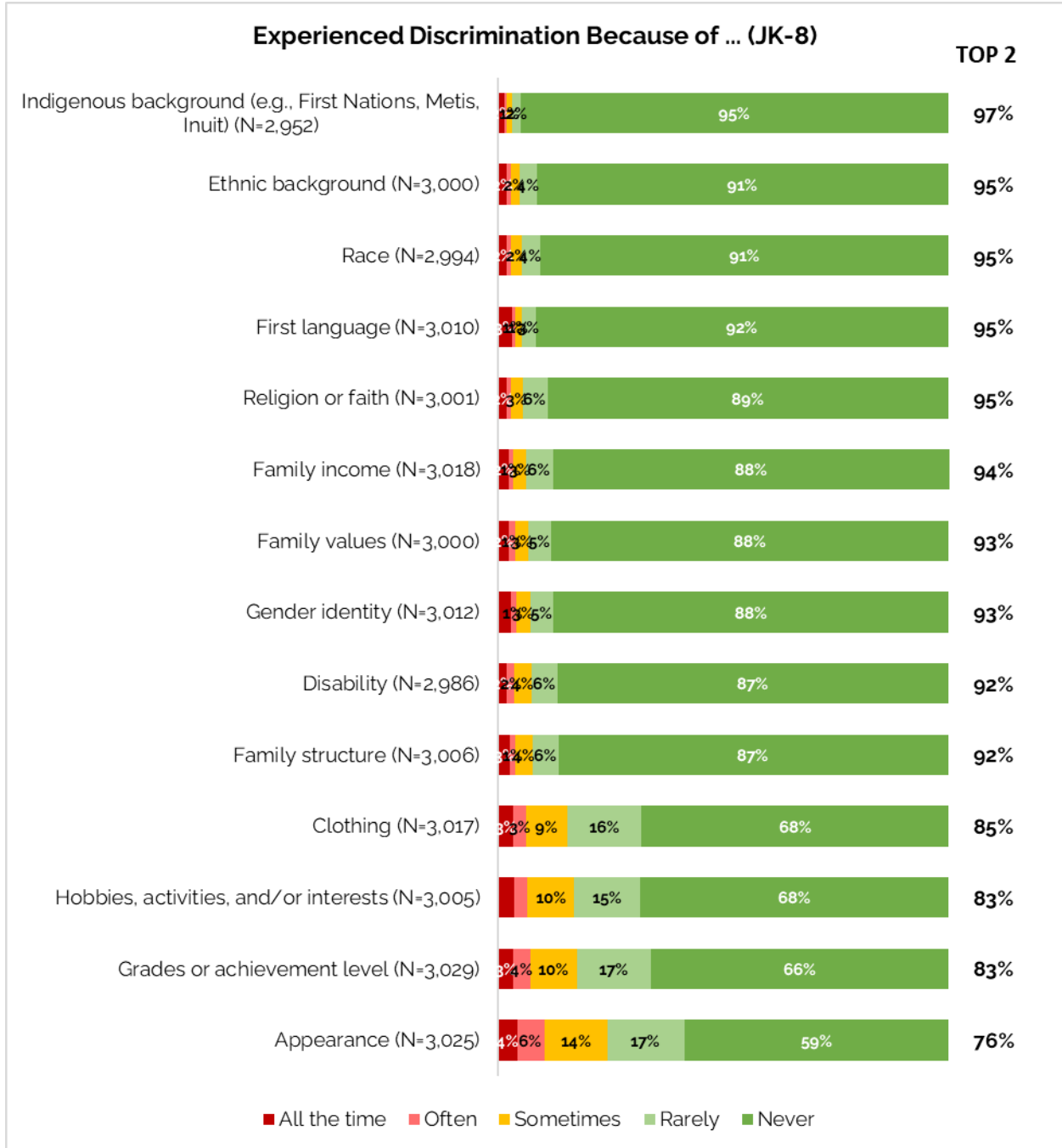


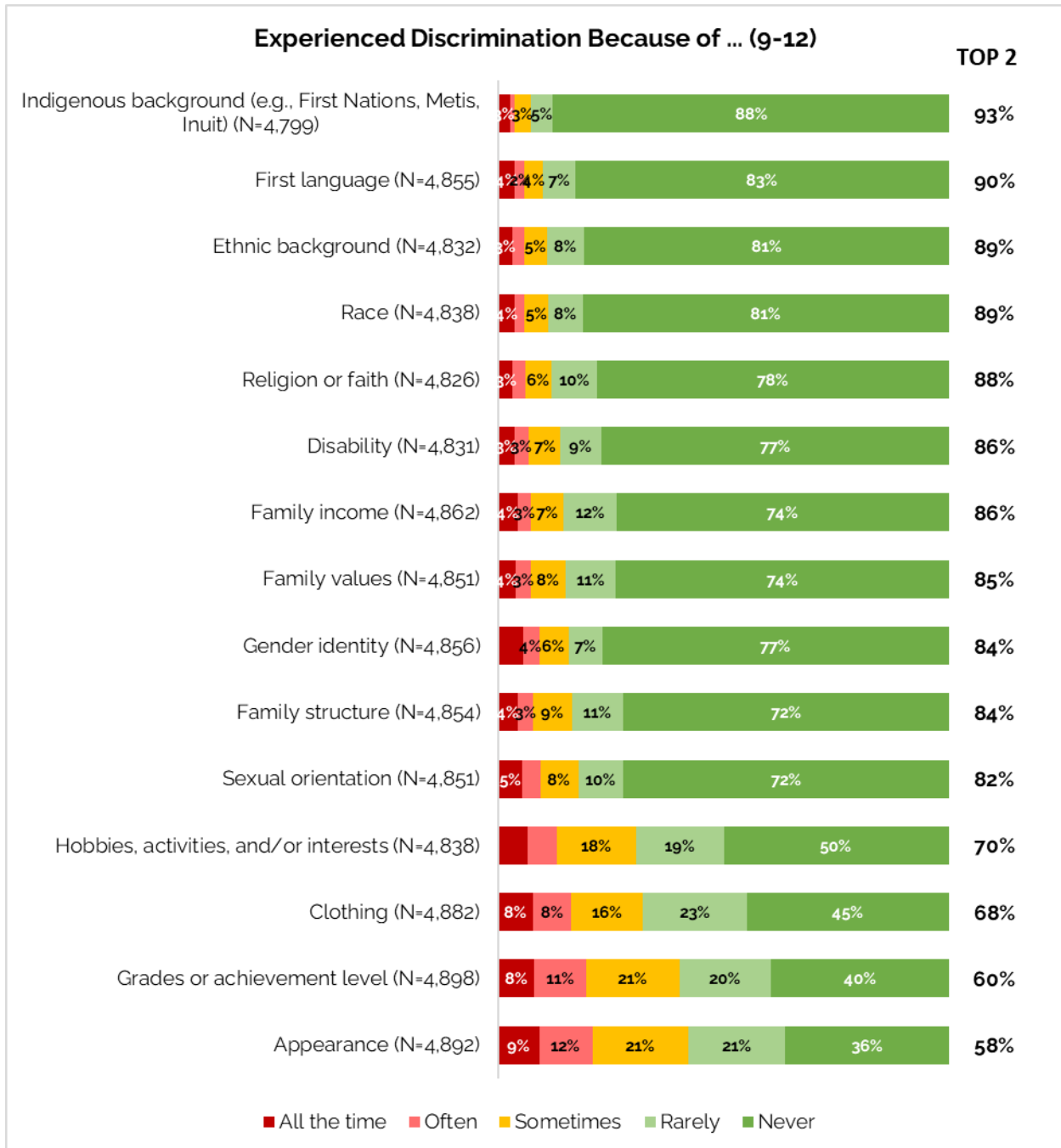
Q19. (JK-8) Does your child feel that there is at least one caring adult who cares about them, wants them to do well and helps them to do well at school? / (9-12) Do you feel that there is at least one caring adult who cares about you, wants you to do well and helps you to do well at school?
Sample size: N=8,248 (Overall), N=3,161 (JK-8), N=5,087 (9-12).
Framework: All respondents

Experience of Discrimination

The majority of students have rarely or never experienced discrimination. However, around 1 in 6 students say they often/all the time experienced discrimination as a result of their appearance (BTM2: 17%), grades (BTM2: 15%), clothing (BTM2: 12%) and hobbies/activities/interests (BTM2: 10%).



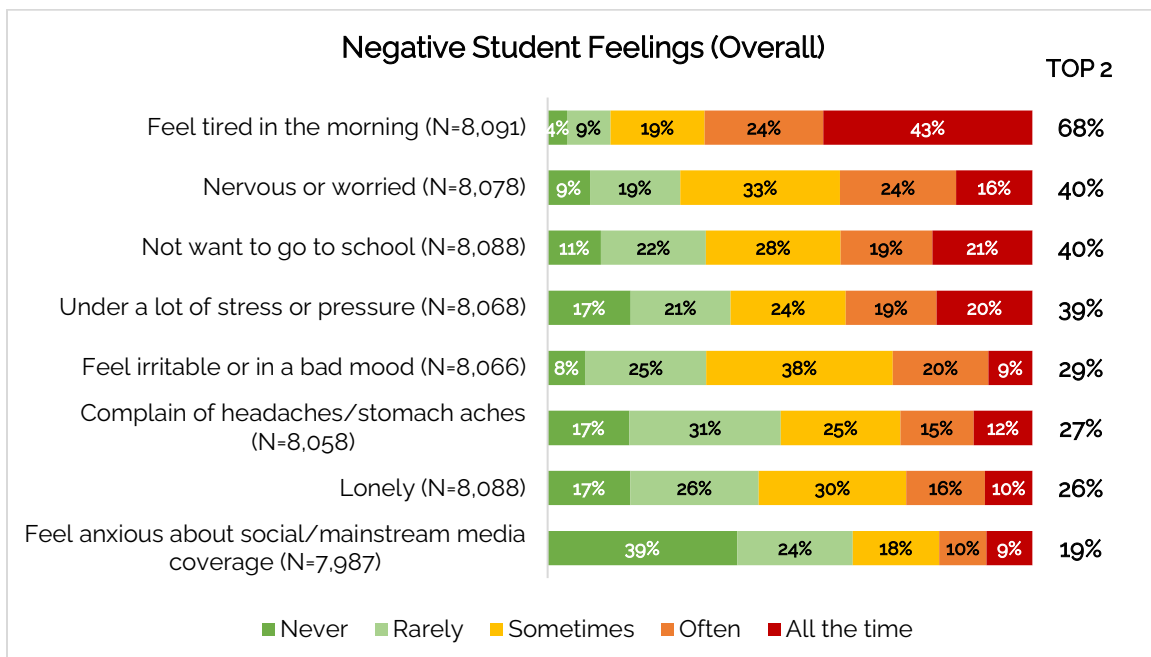
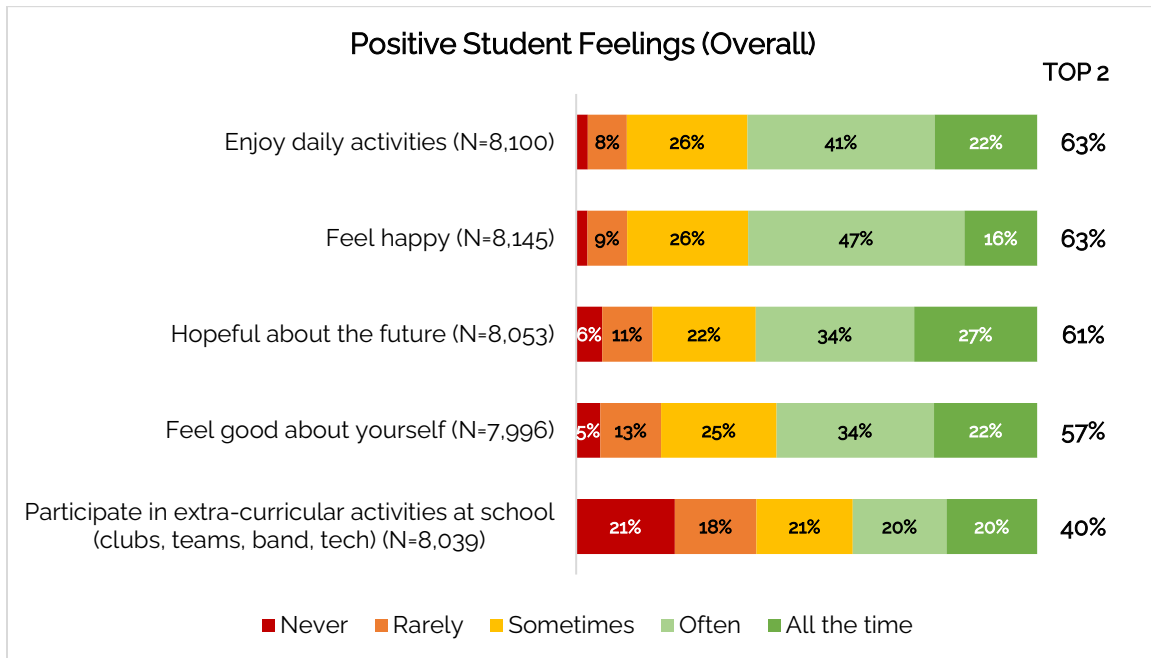


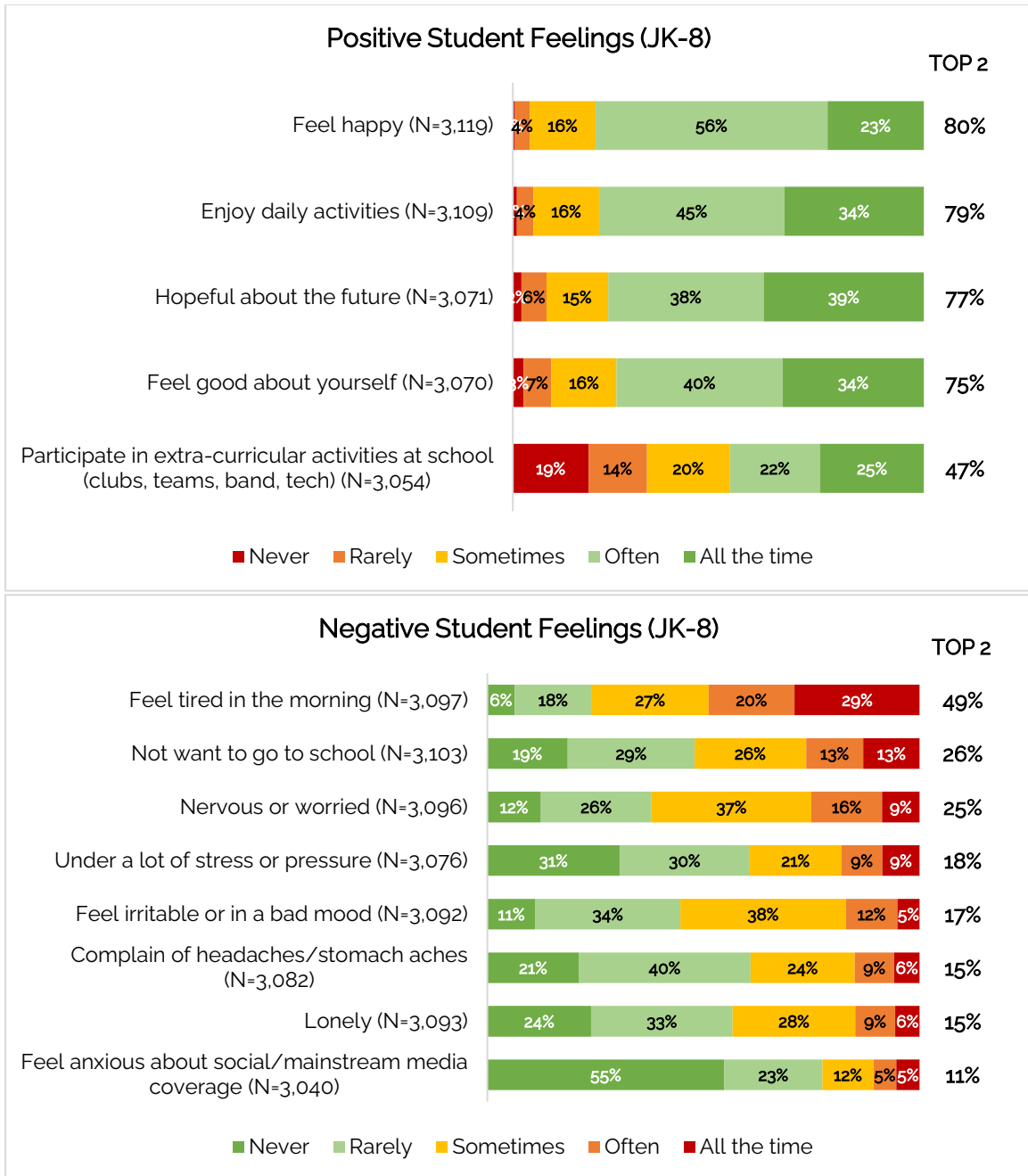


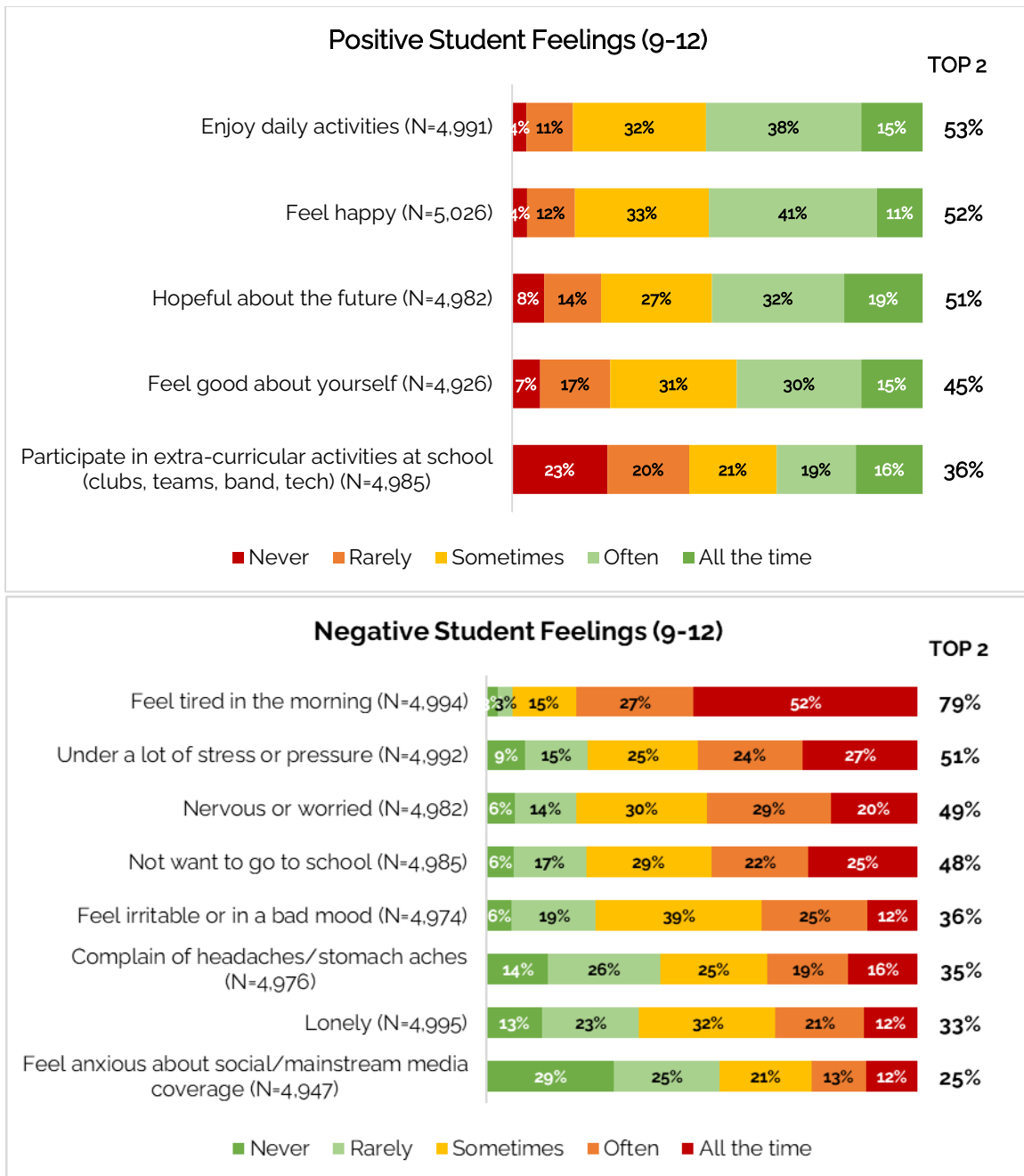
Q20. (JK-8) Has your child experienced being stereotyped, prejudice or discrimination at school as a result of their: / (9-12) Have you experienced being stereotyped, prejudice or discrimination at school as a result of your: Framework: All respondents

Student Feelings

Around 6 in 10 students enjoy daily activities (TOP2: 63%) and feel happy (TOP2: 63%) often/all the time. However, about 7 in 10 (TOP2: 68%) also say they often/all the time feel tired in the morning. For Grades 9-12 students, 79% report feeling tired often/all of the time, while 49% of JK-8 students feel tired often/all of the time.



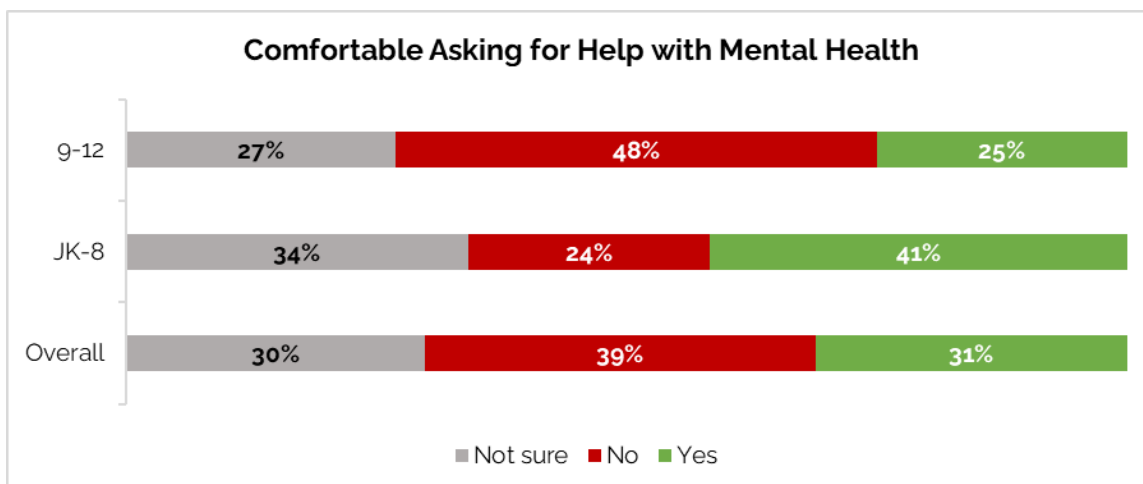




Q21. (JK-8) In general, how often does your child: / (9-12) In general, how often do you:
Framework: All respondents

Seeking Mental Health Support

Nearly 2 in 5 secondary students (39%) are not comfortable asking for help with mental health while 31% are comfortable asking for it. As a reference, School Mental Health Ontario reported that around 17%-40% of children and youth seek formal mental health service in Canada (School Mental Health Ontario, n.d.)



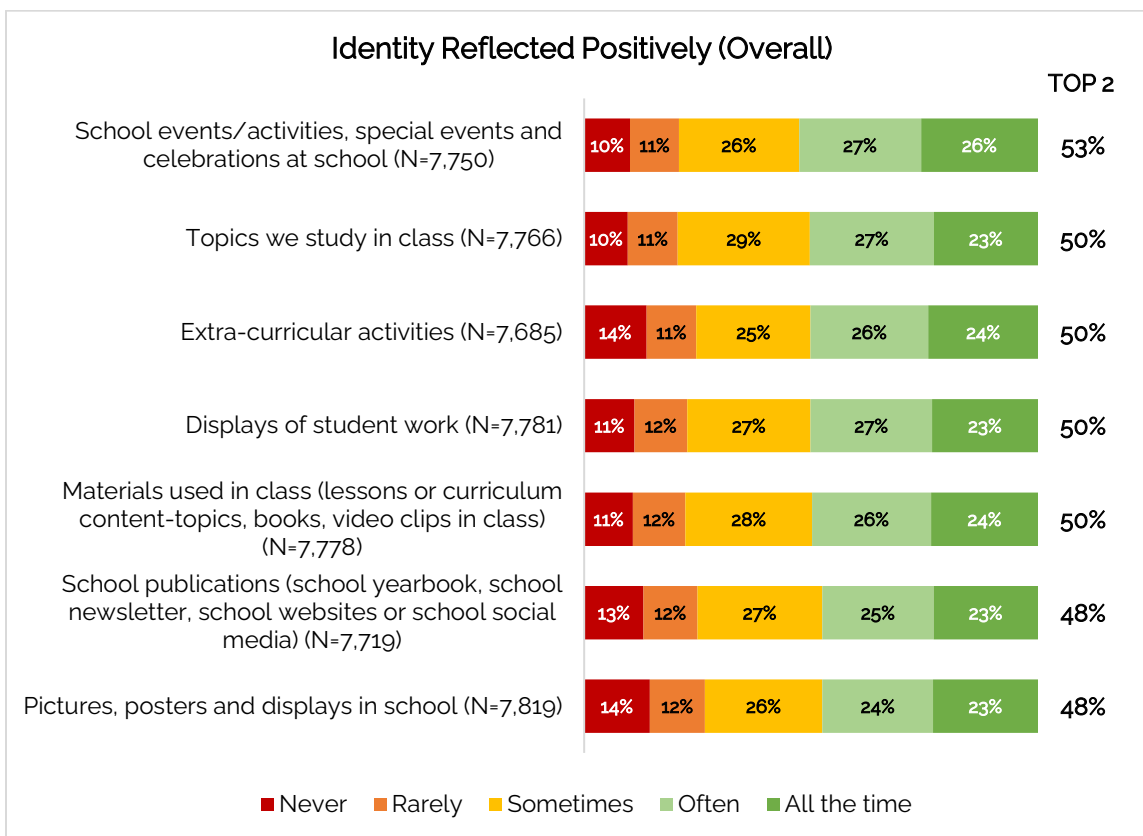
Q22. (JK-8) If your child required mental health support, would they feel comfortable asking for help with their mental health at school? / (9-12) If you required mental health support, would you feel comfortable asking for help with your mental health at school?

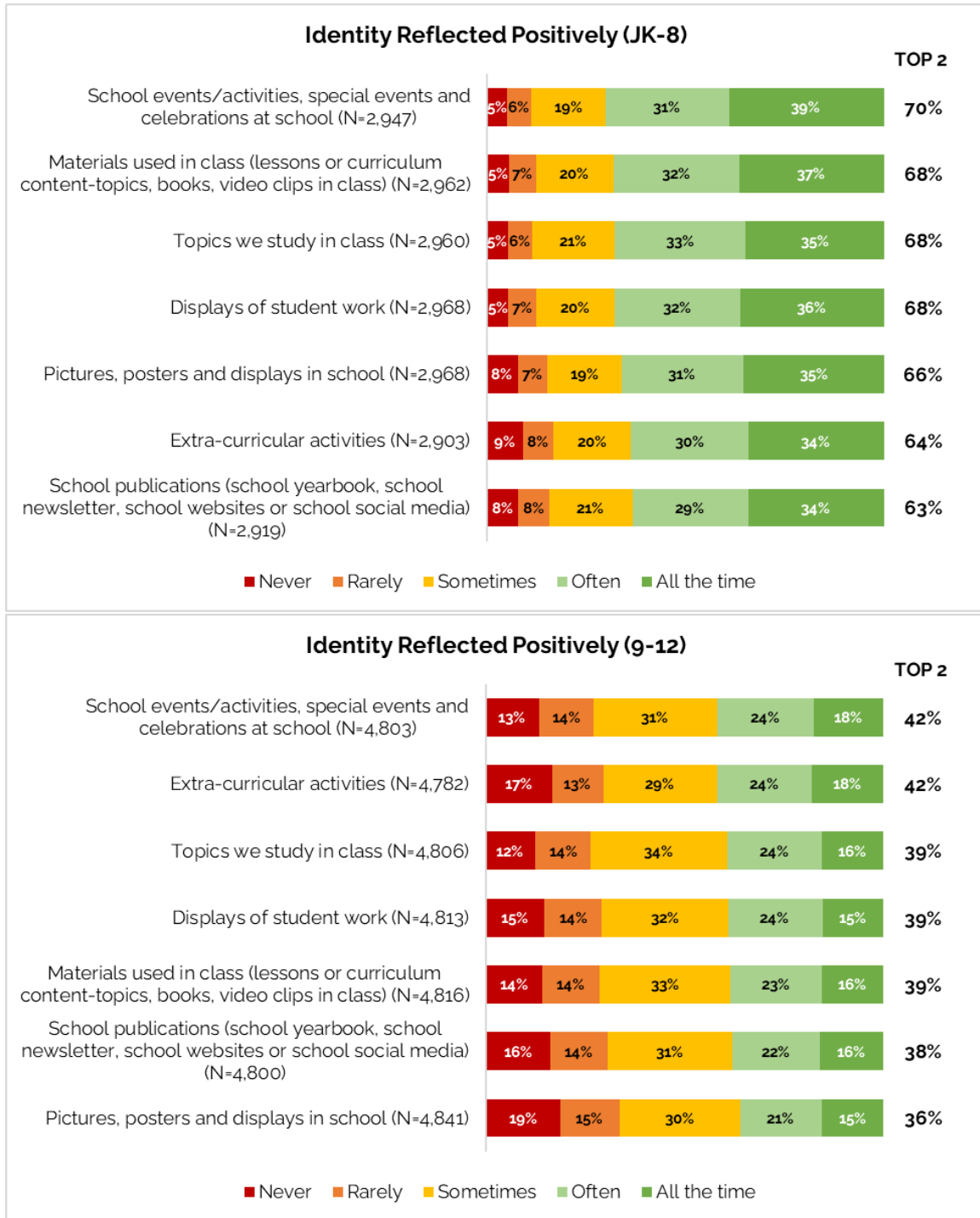
Sample size: N=8,205 Overall; N=3,134 (Junior Kindergarten to Grade 8); N=5,071 (Grades 9 to 12)

Framework: All respondents

Positive Self-Reflection

Around half of students often/always see themselves reflected positively at school, especially at school events (TOP2: 53%).

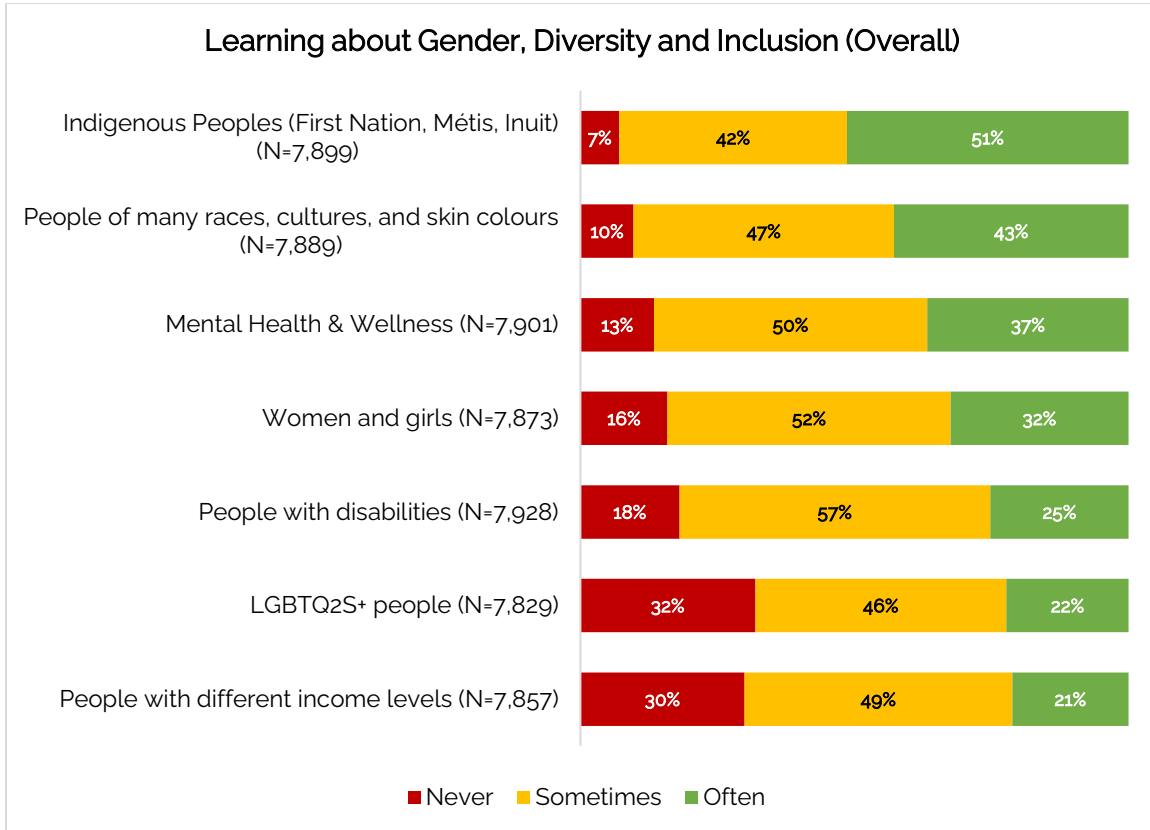


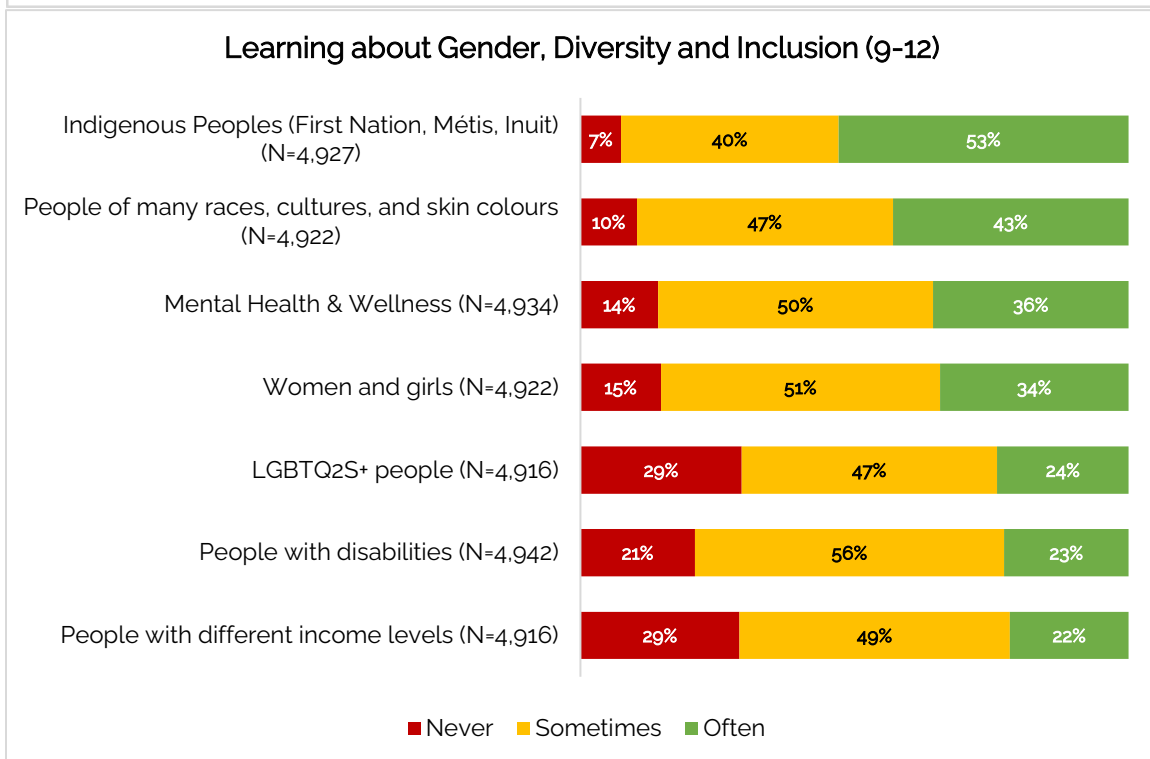
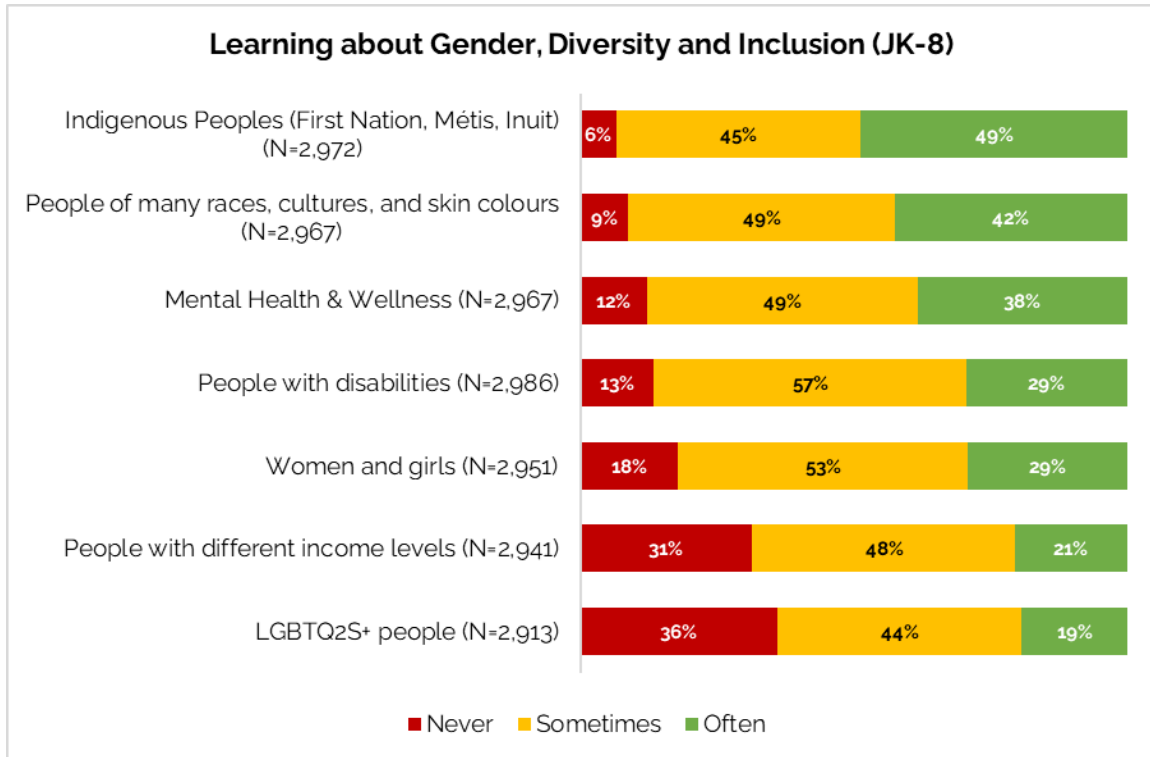


Q23. (JK-8) At school, does your child see themselves/their identity reflected positively in: / (9-12) At my school, I see myself/my identity reflected positively in:
 Framework: All respondents

Learning About Gender, Diversity and Inclusion

Around half of students say they often learn about the experiences of Indigenous Peoples (51%), while 37% report often learning about mental health and wellness. About 3 in 10 of students say they have never learned about experiences of 2SLGBTQIA+ people (32%).

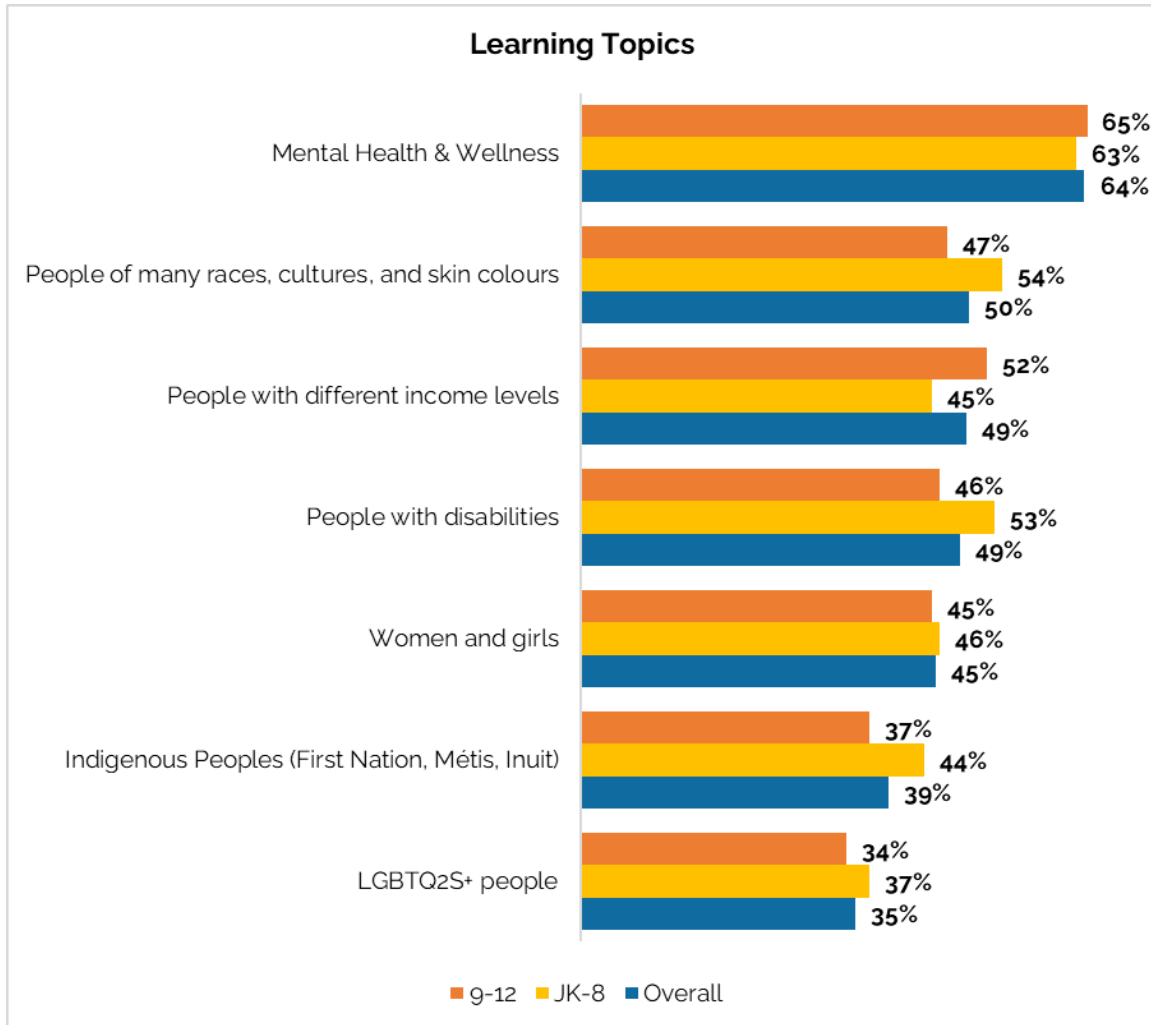




Q24. (JK-8) In school, how often has your child learned about the experiences and/or achievements of: / (9-12) In your school, how often have you learned about the experiences and/or achievements of:
Framework: All respondents

LEARNING TOPICS

A majority of students (64%) want to learn more about mental health and wellness and for teachers to teach this in the classroom.



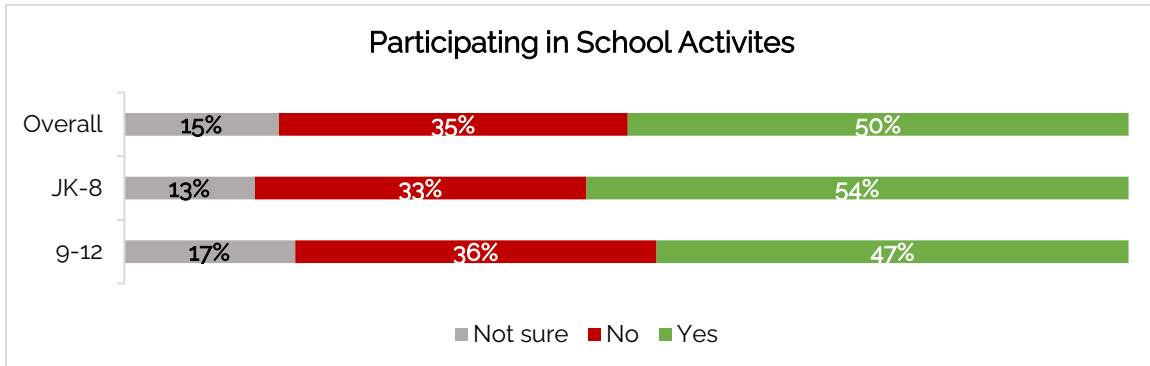
Q25. (JK-8) In school, what would your child want other students to learn more about and for teachers to teach in the classroom? (Select all that apply) / (g-12) In your school, what would you want other students to learn more about and for teachers to teach in the classroom?

Sample size: N=7,166 (Overall); N=2,745 (JK-8); N=4,421 (g-12)

Framework: All respondents

Participation in School Activities

Half of the students (50%) are participating in school activities.

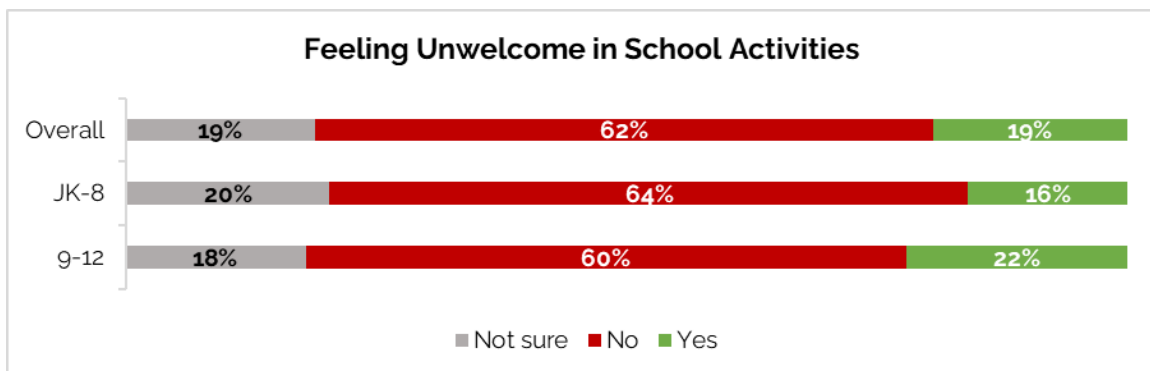


Q26. (JK-8) This school year, is your child participating in school activities, teams or clubs? / (9-12) This school year, are you participating in school activities, teams or clubs?

Sample size: N=8,182 (Overall); N=3,131 (JK-8); N=5,051 (9-12)

Framework: All respondents

However, there are 1 in 5 students (19%) who say they would like to join a school activity but do not feel welcome there.



Q27. (JK-8) Are there school activities, teams or clubs that they are part of or would like to take part in but do not feel that they are welcome or that they belong? / (9-12) Are there school activities, teams or clubs that you are part of or would like to take part in but do not feel that you are welcome or that you belong?

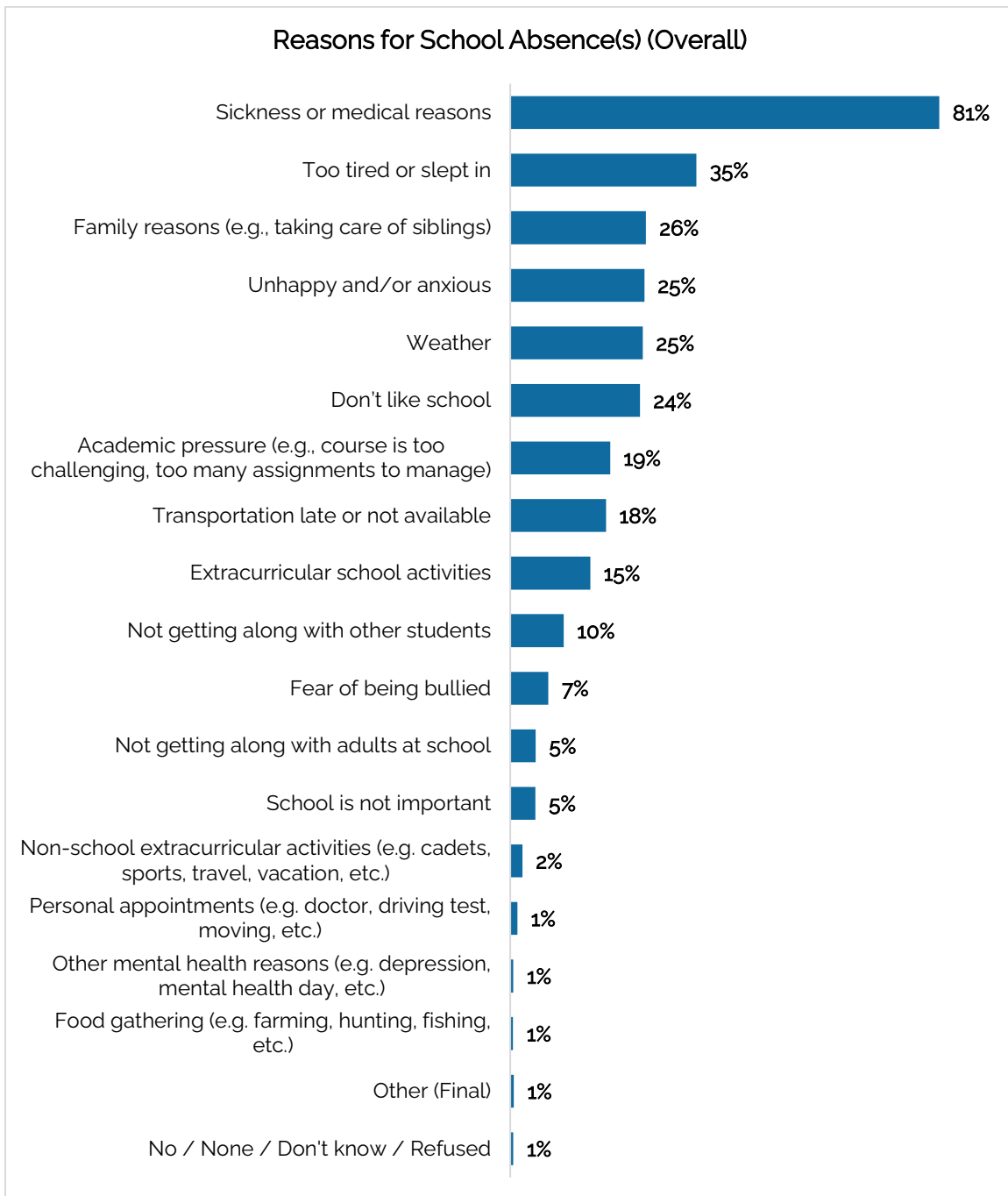
Sample size: N=8,016 (Overall); N=3,056 (JK-8); N=4,960 (9-12)

Framework: All respondents #70AD47 #C00000

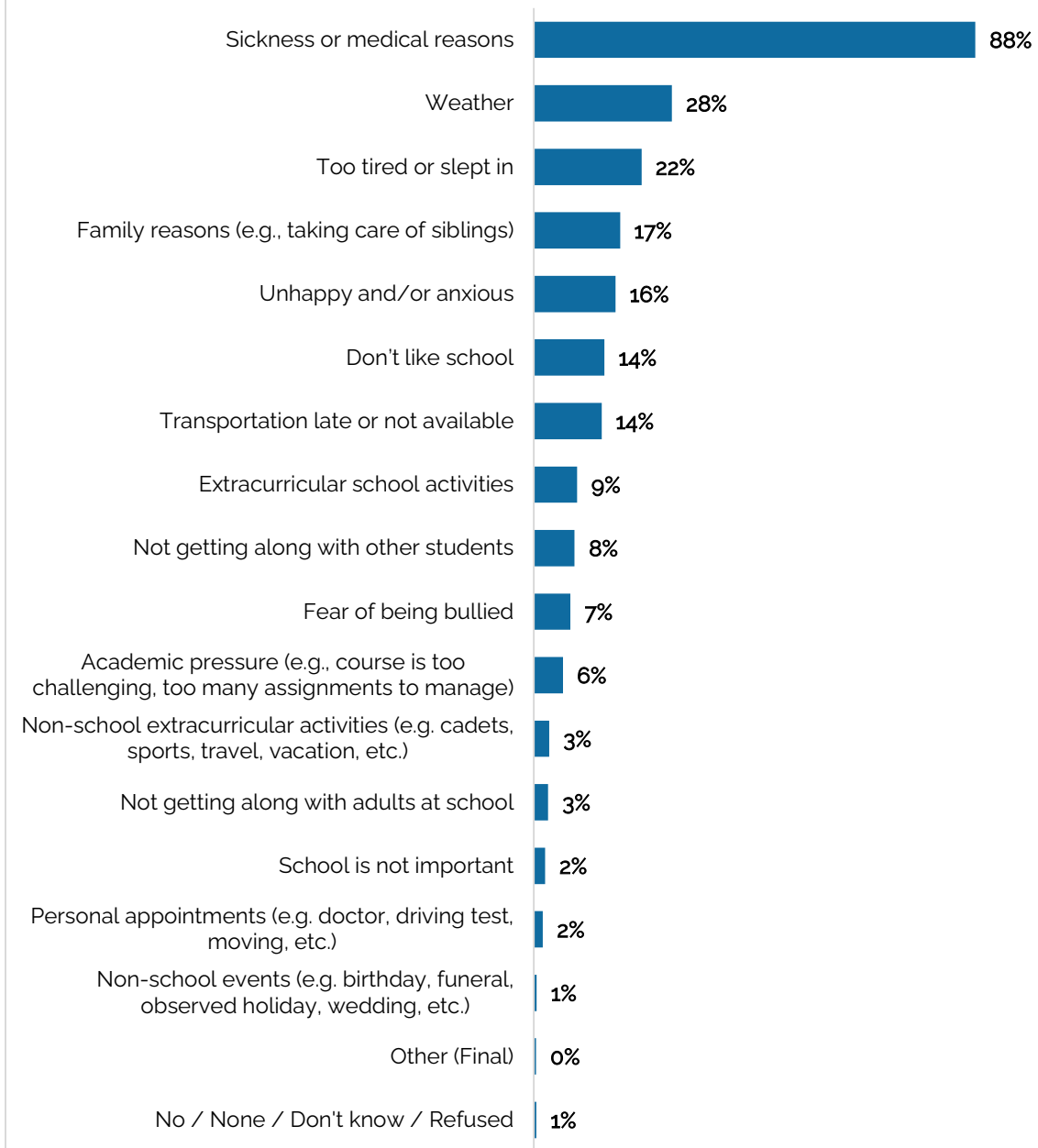
Reason for School Absence(s)

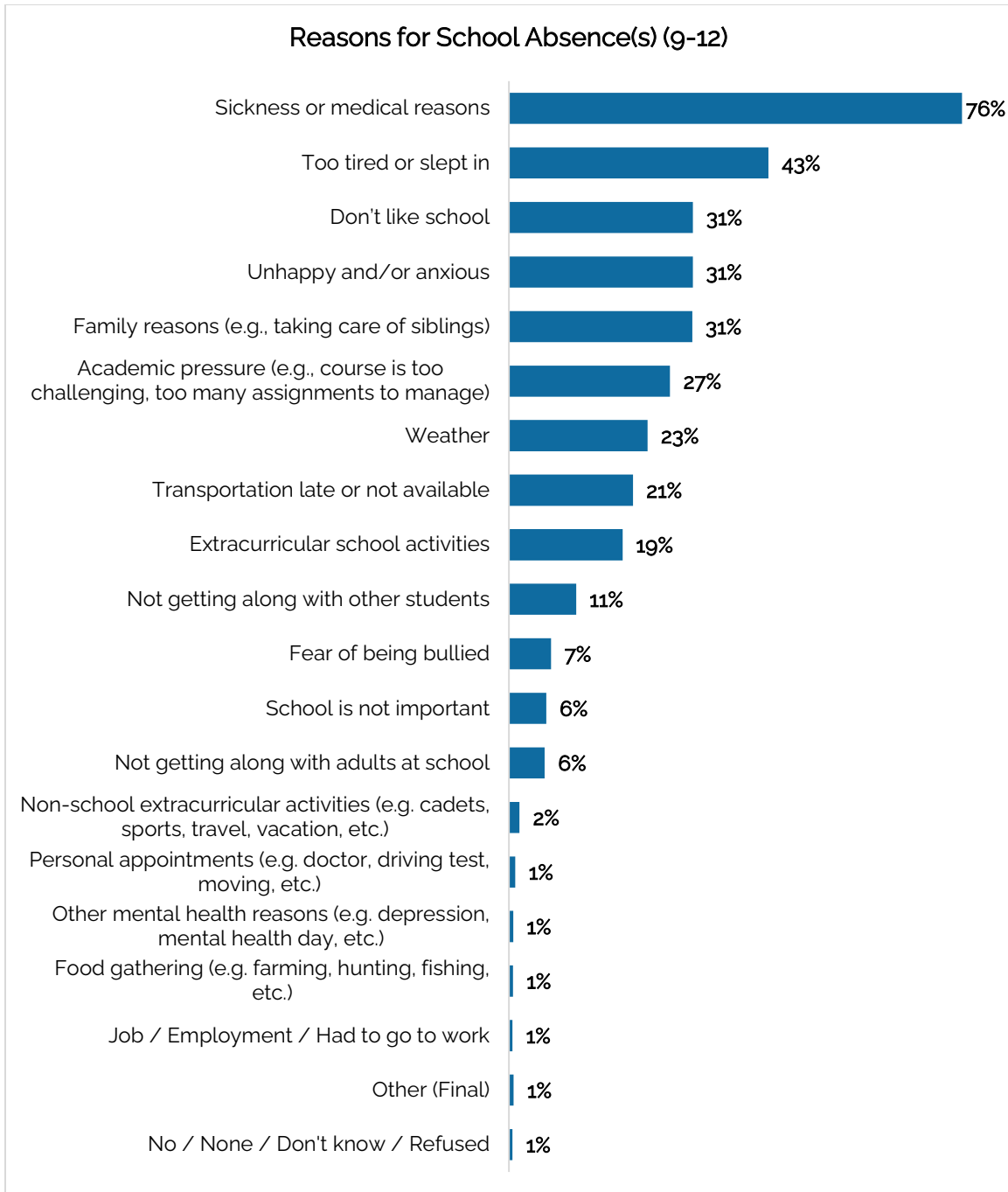
A vast majority of students (81%) were absent from school due to sickness or medical reasons. Other common reasons for students being absent were that they were too tired (35%), family reasons (26%), and they were unhappy and/or anxious (25%).

When looking at the response category 'Too tired or slept in', 43% of Grades 9-12 students report being absent from school due to being too tired or having slept in, for JK-8 this is lower at 22%.



Reasons for School Absence(s) (JK-8)





Q28. (JK-8) If your child has been absent from school this year, please select all that apply. (9-12) If you have been absent from school this year, please select all that apply.

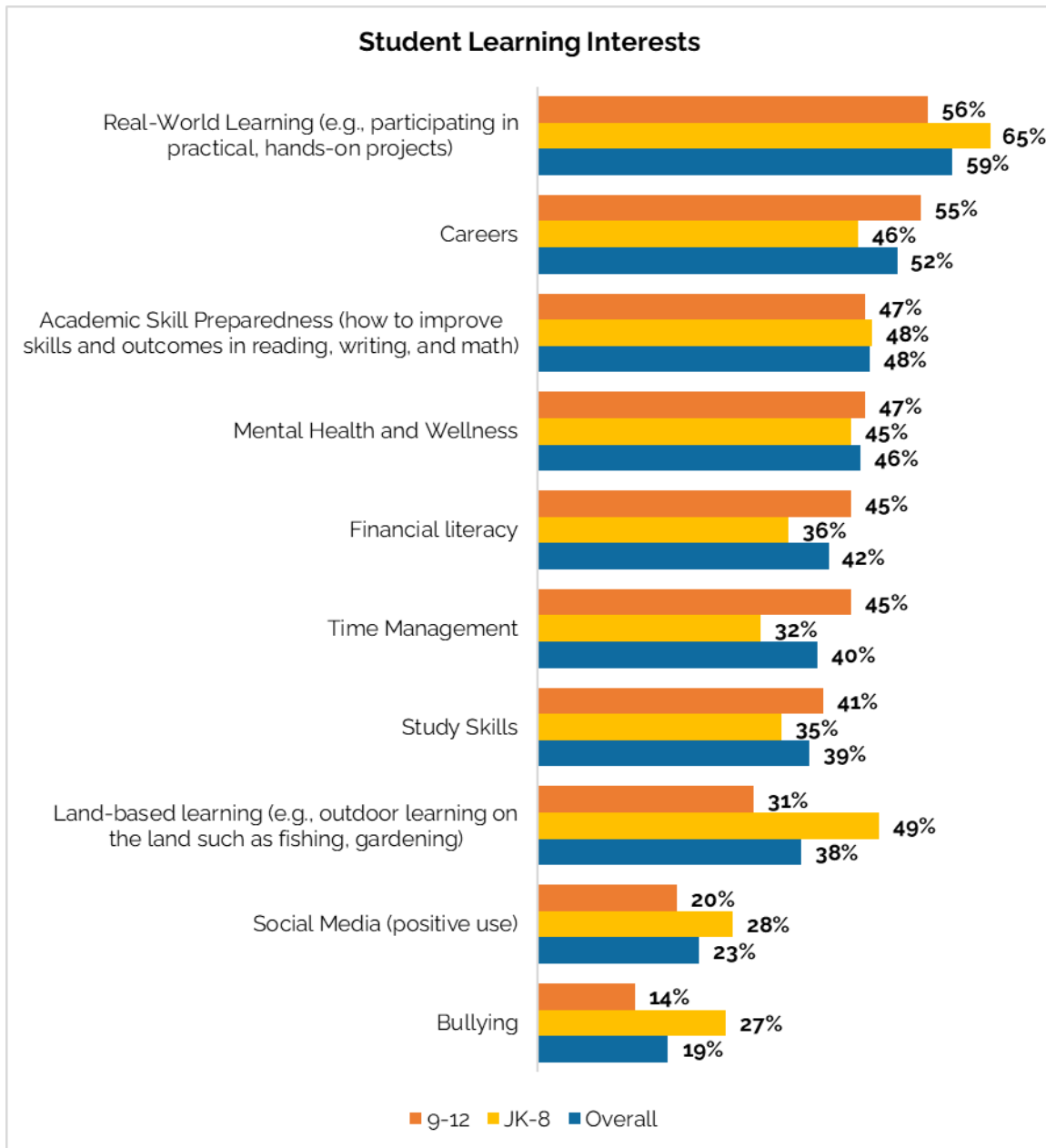
Sample size: N=7,587 (Overall); N=2,928 (JK-8); N=4,659 (9-12)

Framework: All respondents

LEARNING SKILLS & PATHWAYS

Learning Skills

Students want to learn more about Real-World Learning (59%), careers (52%) and academic skill preparedness (48%) the most.



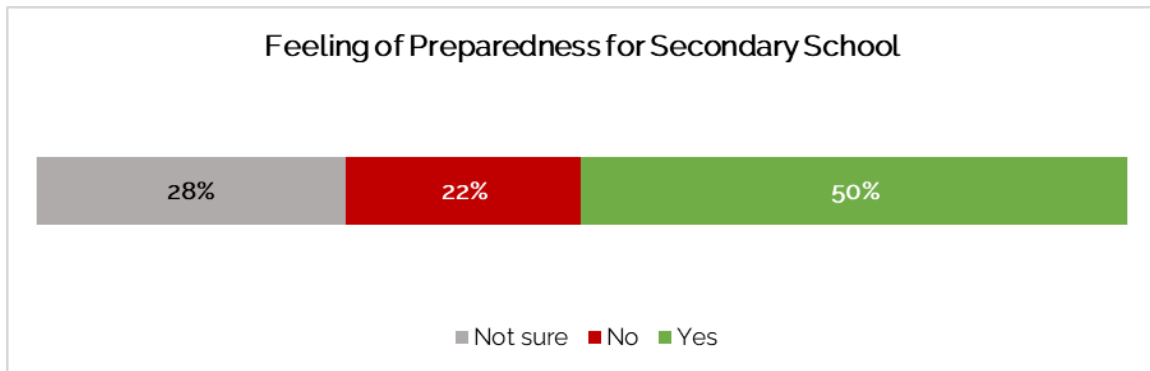
Q29. (JK-8) What does your child want to learn more about? / (9-12) What do you want to learn more about? (Select all that apply)

Sample size: N=7,630 (Overall); N=2,869 (JK-8); N=4,761 (9-12)

Framework: All respondents

Preparedness for Secondary School

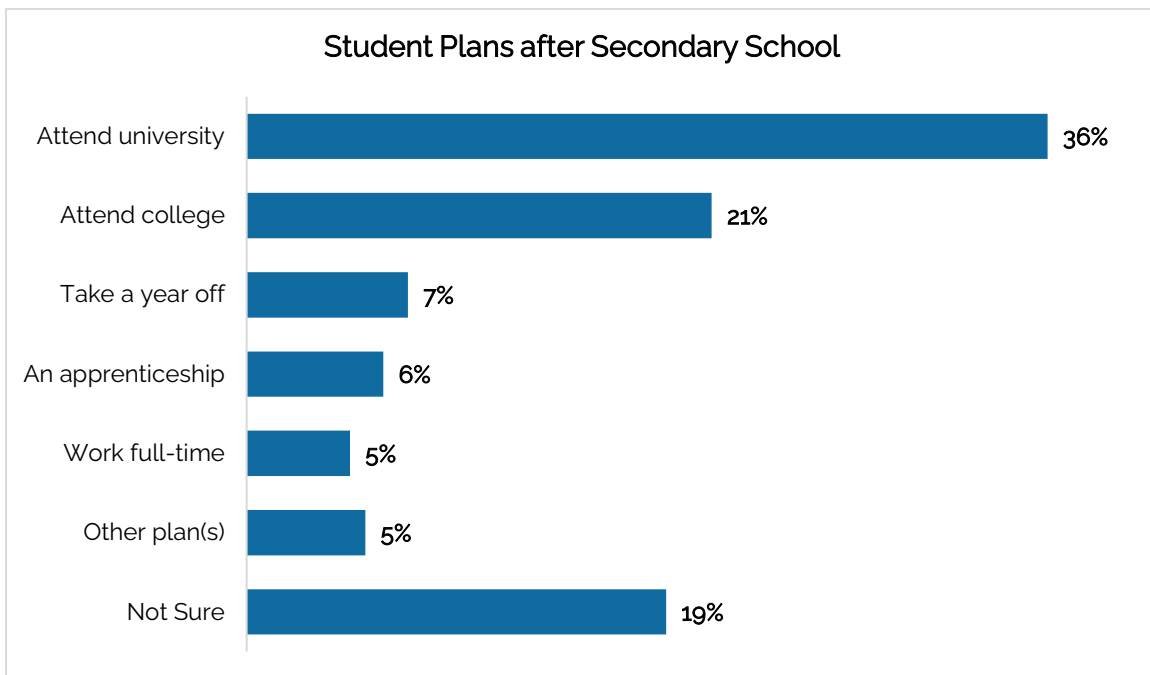
Half of the students (50%) feel they are prepared for secondary school. The other half say they are not prepared (22%) or are not sure (28%).



*Q30C. (Gr 8) As a Grade 8 student, do you feel prepared to enter secondary school?
Sample size: N=751
Framework: Respondents who are in Grade 8*

Plans After Secondary School

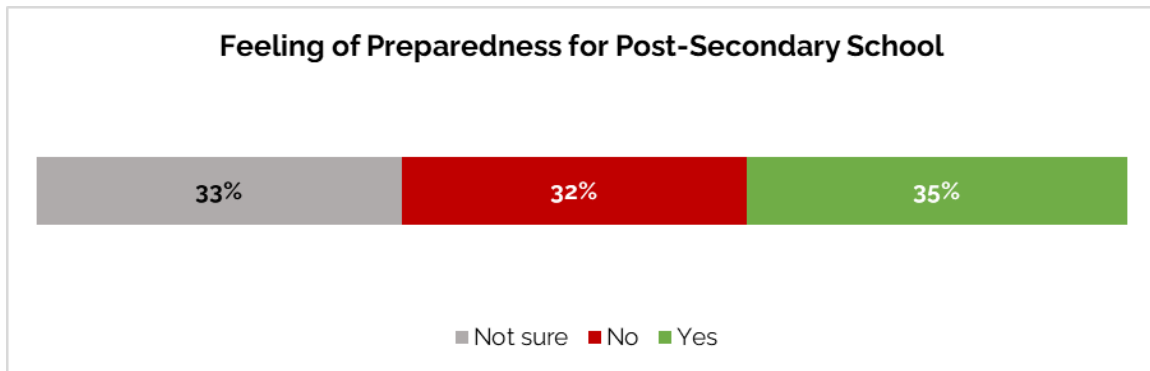
Nearly 4 in 10 students (36%) plan to attend university while 2 in 10 students (21%) plan to attend college. Another 2 in 10 (19%) are still unsure on their plans.



*Q30. (9-12) What do you plan to do after secondary school?
Sample size: N=5,036
Framework: Respondents who are in Grades 9-12*

Preparedness for Post-Secondary School

Only a third of students (35%) feel they are prepared for post-secondary school, while (32%) do not feel prepared for post-secondary and (33%) are not sure.



Q30B. (9-12) If you plan on attending post-secondary, do you feel prepared?

Sample size: N=3180

Framework: Respondents who are in Grades 9-12

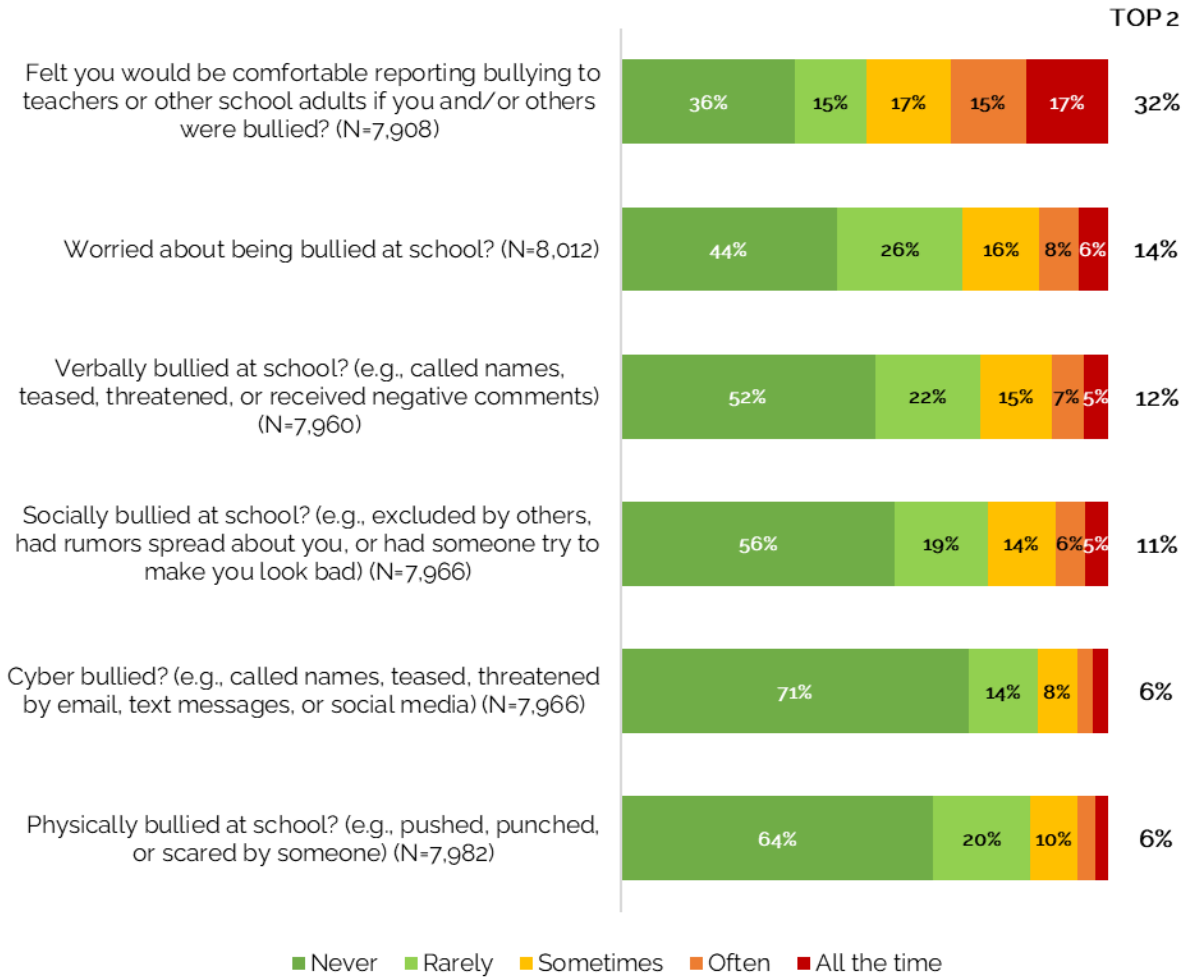
SAFETY & BULLYING

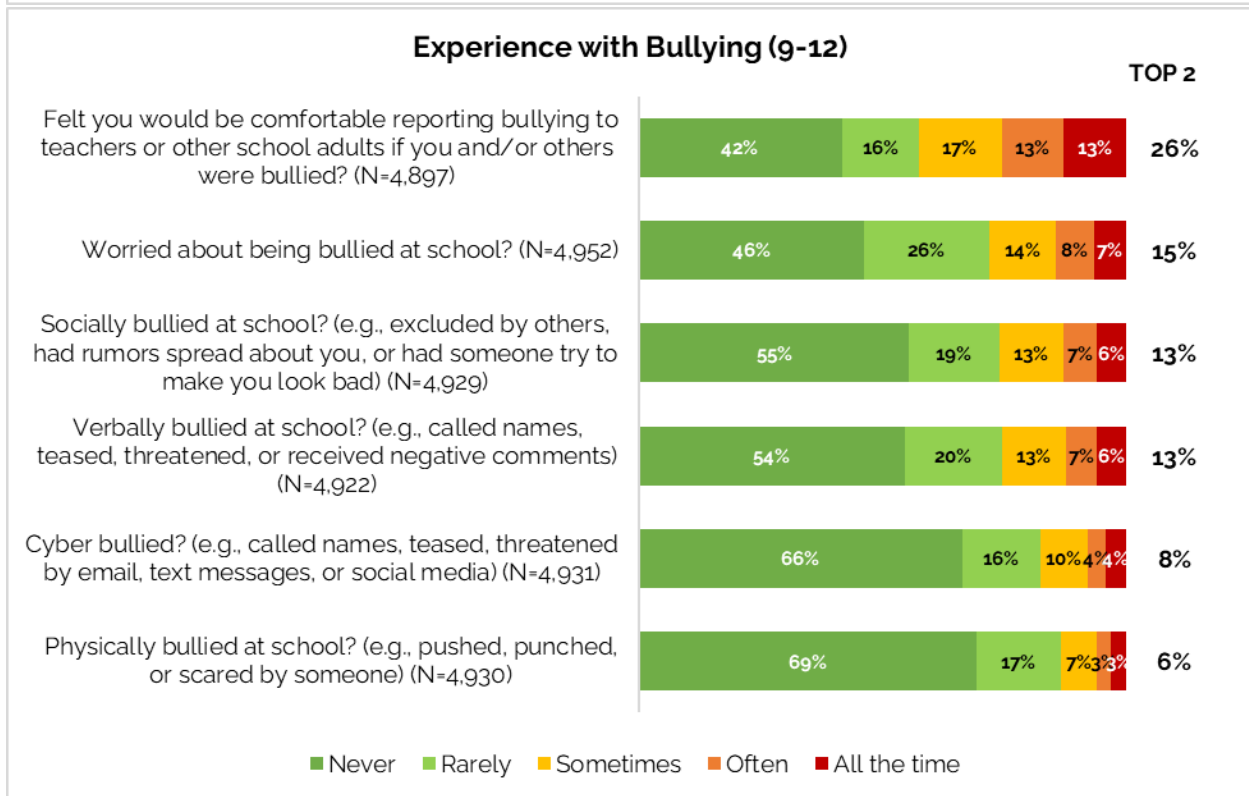
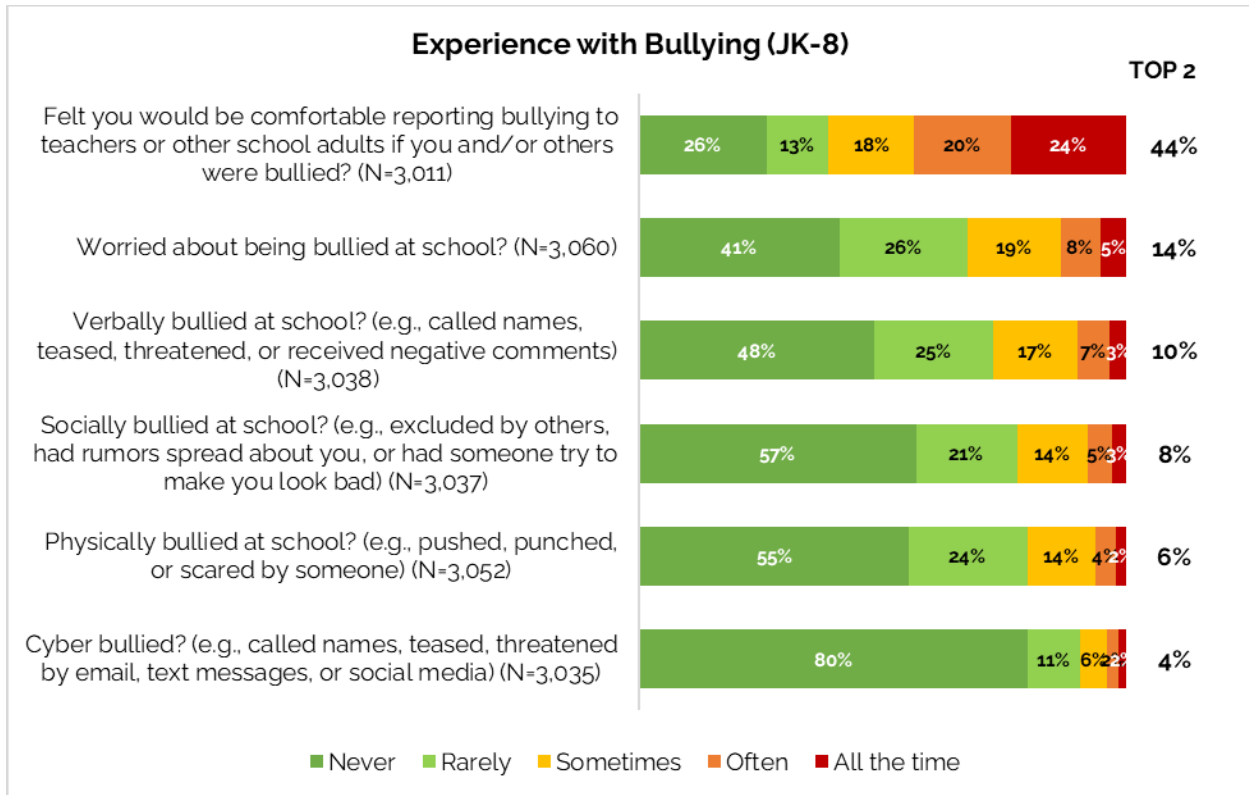
Experience with Bullying

About 1 in 10 students say they are often/all the time have been verbally (TOP2: 12%), socially (TOP2: 11%), physically (TOP2: 6%) and cyber bullied (TOP2: 6%). In addition, 1 in 10 students (TOP2: 14%) say they often/all the time worry about being bullied. Meanwhile, only 3 in 10 students (TOP2: 32%) feel comfortable reporting bullying to their teachers.

In this report, students in Grades 9-12 reported that they are sometimes/often/all the time have been verbally (26%), socially (26%), physically (13%), and cyber bullied (18%).

Experience with Bullying (Overall)

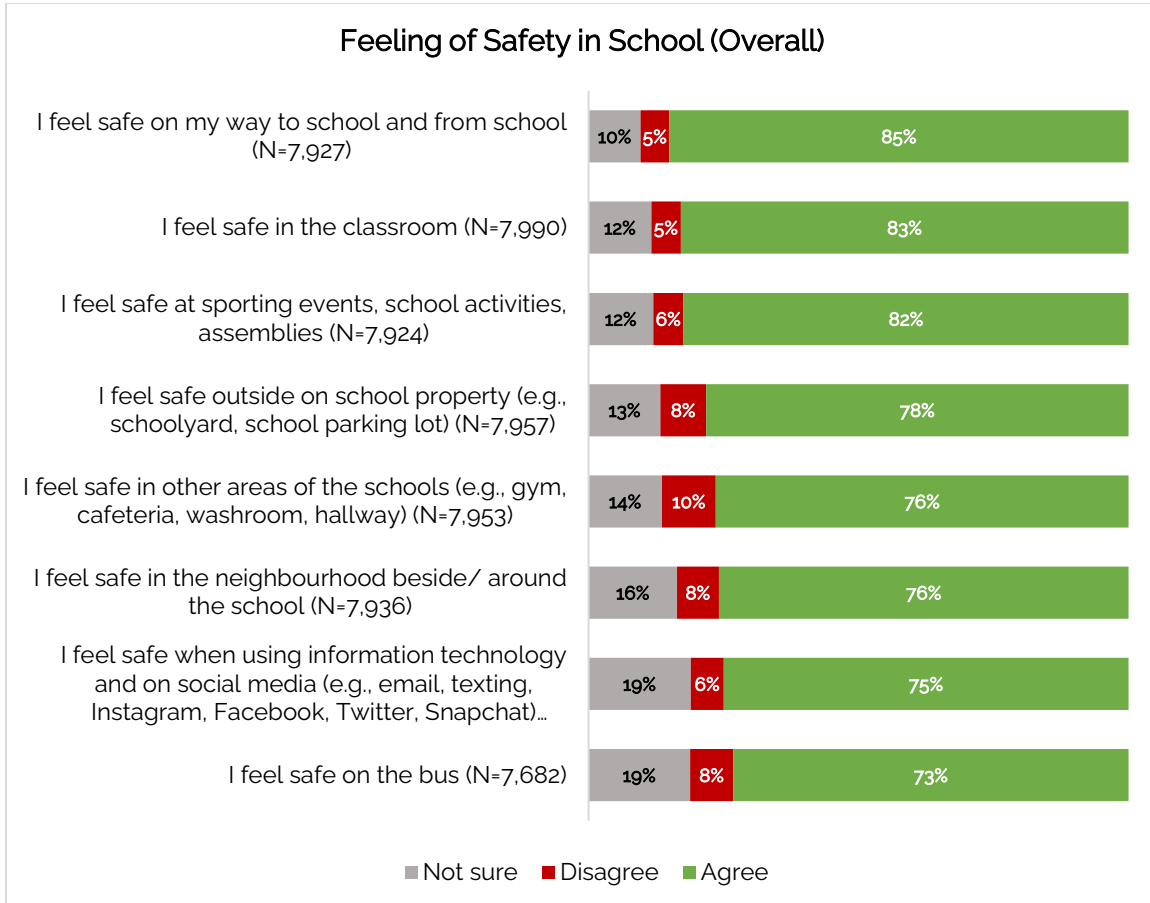




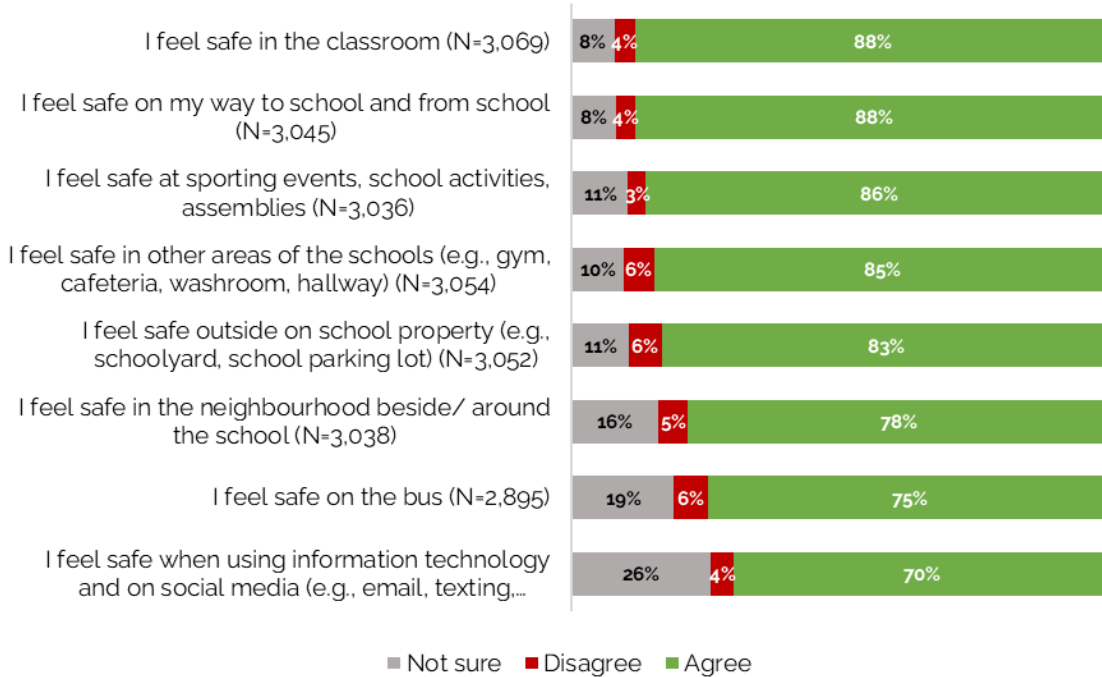
Q31. (JK-8) To the best of your knowledge during the school year, how often has your child been: / (9-12) To the best of your knowledge during the school year, how often have you been:
Framework: All respondents

Feelings of Safety

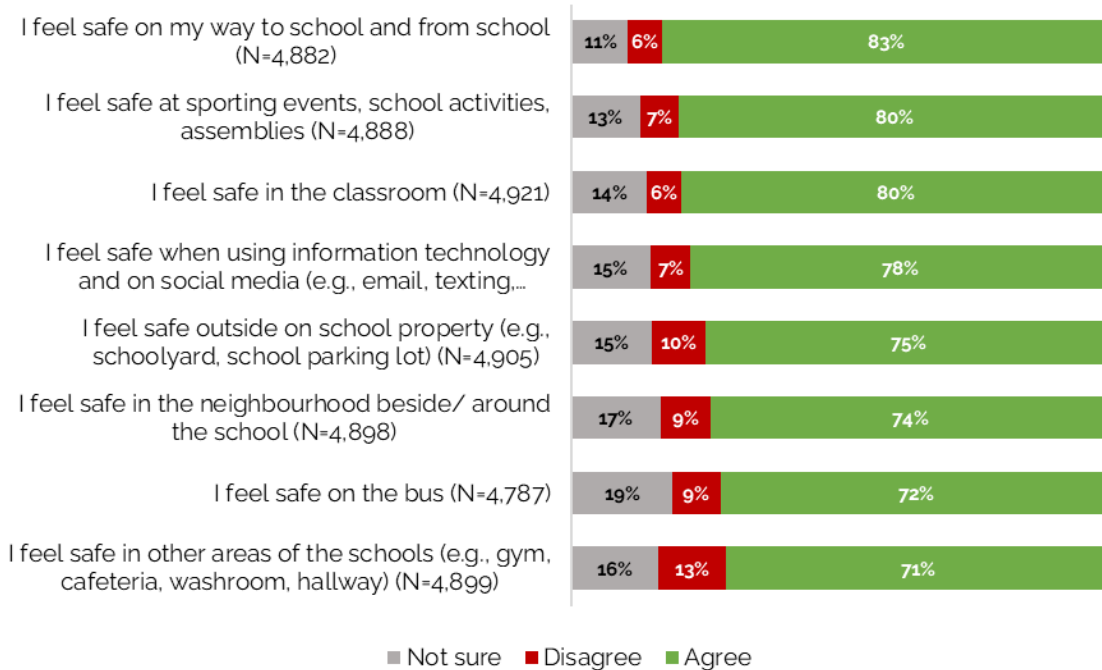
At least 7 in 10 students feel safe in various locations throughout the school, especially on their way to and from school (85%), in their classrooms (83%) and at sporting events, school activities and assemblies (82%).



Feeling of Safety in School (JK-8)



Feeling of Safety in School (9-12)



Q32. (JK-8) Please indicate your level of agreement with your child for each of the following statements regarding your child's sense of safety: / (9-12) Please indicate your level of agreement with each of the following statements regarding your sense of safety:

Framework: All respondents

METHODOLOGICAL CONSIDERATIONS

A number of strengths and limitations emerged throughout the implementation, data collection and data analysis of the surveys. These include:

- This was the first UCDSB student survey collecting identity-based data for Junior Kindergarten to Grade 12.
- The response rate for JK-12 was 30%; JK-8 was 17% and 9-12 was 56%.
- District level data will inform the Board Improvement and Equity Plan (BIEP).
- School level data from the dashboards will inform School Improvement and Equity Plans (SIEP).
- As the survey was not completed by 100% of UCDSB students in JK-12, there may be gaps in the data which might not provide a complete picture of the UCDSB's student population.
- The survey was conducted in November 2022. Any demographic or perceptual changes that have occurred since then are not incorporated within the current report.
- Factors that may have affected student responses include lack of students' knowledge in a particular area and the sensitive nature of some of the questions.
- Non-responses, whether participants skipped particular questions or did not complete the survey, may disproportionately represent certain social identity groups. As a result, the survey data may not represent these missing voices.
- 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.
- Paper copies of the survey were not administered.
- New registrations were not captured after Nov 18, 2022.
- Students in JK-8 were not asked about sexual orientation.
- Students were not asked questions about income or sexual assault.
- Communication with students relied on the student data available in PowerSchool (Student Information System) at the time of the survey launch. The student data did not always reflect all the information in the school records. If there was inaccurate or incomplete student information in the system, this could impact the response rate for a school.
- Survey was translated into top 5 languages, students speaking another language other than the top 5 would not have completed the survey.
- COVID-19 pandemic created some logistical issues when planning and implementing the pilot in spring 2022.

- Administration was pushed back in Nov 2022 with CUPE strike action. The possibility of further CUPE strike action occurred during the first week of the administration which could have impacted early response rates.



WE'RE DOING



NEXT STEPS

The Upper Canada District School Board is committed to preparing all students for a successful life. We are actively working towards reducing achievement gaps and improving learning outcomes for all students, regardless of class, gender, race, ethnicity, disability, sexual orientation, and other historical forms of marginalization. To achieve these goals, **'We Asked, You Said, We're Doing'**- we are working to ensure student voices are heard and remain at the centre of the process and solution(s) for academic and social success.

Some specific actions we are taking to support student equity and inclusion, well-being and student achievement are as follows:

- Holding 'How Do I Sessions' for leaders on how to read, interpret and action school survey data.
- Engaging students in various ways to provide more insights into data by collecting climate data annually which supports school improvement planning and the Board Improvement and Equity Plan.
- Support culturally responsive teaching and learning environments, including Reconciliation in Education.
- Expanding the use of culturally appropriate and meaningful, relevant and engaging texts in classrooms.
- New course offerings in the Mohawk language.
- Support school teams in the development of goals related to equity and wellness, and safe schools and supporting the actioning of these goals (i.e., strengthening staff and student relationships and improving school culture).
- Maintain and strengthen community partnerships with the Indigenous community, and people from Black and other racialized communities, and the 2SLGBTQIA+ community.
- Incorporate a well-being focus into professional learning opportunities bringing attention to a student-centred approach focusing on all areas of wellness such as emotional, social, physical, cognitive, and behavioural.
- The UCDSB will be initiating discussions and consultations with various stakeholders (i.e., Student Transportation of Eastern Ontario and Catholic School Board of Eastern Ontario) to explore earlier start times for elementary

students and a later start time for secondary students. Survey findings on student tiredness and reasons for absenteeism support this motion.

- Establishing a UCDSB Student Trustee Equity and Inclusion Sub-Committee.
- Expanding Real-World Learning (RWL) as a means for engaging students with more meaningful course experiences.
- Addition of four new Social Emotional Learning workers to provide school teams with guidance and support in the delivery of evidence-based lesson plans and other activities that promote mental health and social-emotional skill building.
- District Wide Time-Table structure with the potential to deliver mental health and wellness workshops by our Mental Health team.
- Increase awareness of how to access school and community based mental health services.
- Maintain and strengthen community partnerships to support mental health and wellness.
- Engage parents in meaningful ways, including through the Parent Involvement Committee, to build stronger relationships with parents and school community.

The Director's Work Plan and Board Improvement and Equity Plan set direction by outlining priority areas and specific goals which include using identity-based data to identify wellness concerns and act on inequalities found in the system. Creating a school culture that is welcoming and inclusive and that fosters a sense of belonging and overall well-being continues to be a priority of the UCDSB. The development of safe and mentally healthy school and classroom environments will allow for optimal learning and will contribute to student success. "A learning environment of this kind supports not only students' cognitive, emotional, social, and physical development but also their sense of self and/or spirit, their mental health, their resilience, and their overall state of well-being" ([Ministry of Education,2020-23](#)).

Knowing our student population allows us to create equitable and safe learning environments so we are better prepared to identify and address systemic discrimination and any barriers to student achievement and success. The survey data provides valuable insight into how students and parents feel, reflecting areas of strength and areas for change and improvement.

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APPENDIX

The following supporting documents [can be found on our website](#):

We All Belong Student Survey K-8

We All Belong Student Survey 9-12

Introduction Letter to Parents & Guardians

Email invitation (from Forum Research Inc.)

Reminder email (from Forum Research Inc.)

UCDSB School Leaders Guide