



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



2024 Valuing Voices - Identity Matters Student Survey

Demographic Report

December 2024

ACKNOWLEDGEMENTS

We are grateful for the significant contributions of many individuals and community organizations, including the Ottawa Community Immigrant Services Organization (OCISO), OCDSB Family and Community Engagement Office, OCDSB Advisory Committees, and the Technical Advisory Group (TAG).

TAG was established following the 2019 Valuing Voices data collection to provide guidance and feedback to support the analysis and reporting of demographic data. The group is composed of volunteer community representatives who share expertise and lived experience related to various identities. Moving forward, we will continue to consult TAG for guidance as we work to understand the data and identify and address racism within the system.



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EXECUTIVE SUMMARY

Participation

The overall response rate was 61%, which was an improvement from the response rate in 2019 (47%). Greater engagement this cycle was seen from both caregivers of students Kindergarten to Grade 6, and from students themselves in Grades 7-12.

First Language Spoken by Participants

The OCDSB community is linguistically diverse. Top languages reported by participants included English, Arabic, French, Chinese, Urdu, Spanish, and Russian. English was reported as the most commonly spoken first language, with 71% of respondents who identified it as the student's first language. Arabic and French were also relatively common where they accounted for 11% and 9% respectively, and have increased since 2019.

First Nations, Métis, or Inuit

The percentage of participants who self-identified as First Nations (2%), Métis (1%), and Inuit (0.7%) was similar to that reported in 2019. Overall, the percentage of participants who self-identified as Indigenous were higher in Grades 7 to 12, as compared to Kindergarten to Grade 6. Participants also provided Algonquin, Anishinaabe, Cree, Mi'kmaq, Mohawk, Nunavut, and Ojibwe as additional nation, territory, region, or community information.

Canadian Identity

In 2024, 83% of participants identified themselves/their children as Canadian, a notable decline from 88% in 2019. The percentage of students identified as Canadian was higher in Kindergarten to Grade 6 compared to Grade 7 to 12.

Ethnicity

There was an overall increase in the diversity of ethnicities in the OCDSB community. Participants reported more than 300 ethnicities in the Valuing Voices Student Survey in 2024. The percentage of individuals who identified as "Canadian" remained the largest group, though there was a slight decrease for this response option (from 42% in 2019 to 38% in 2024), indicating a shift toward more multicultural demographics over time. There were particular increases in reporting for identifying as Arab or Ukrainian.

Race

Overall, there was an increase in racial diversity among the respondents. Overall, White respondents still represented the largest group (53%) in 2024, although this was a



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decrease from 58% in 2019. The percentage of participants who identified themselves or their children as Black increased from 8% in 2019 to 10% in 2024. Middle Eastern respondents rose from 14% to 18%, and South Asian respondents increased from 8% to 10% from 2019 to 2024.

Religion

The survey data reveals a diverse range of religious and spiritual affiliations among students, with Muslims representing the largest group at 25%, followed closely by Christians at 24%. Almost a quarter of respondents identified as having no religious or spiritual affiliation.

Gender Identity

The majority of respondents identified as either boy/man (48%) or girl/woman (47%). There was diversity in reported gender identities, with 1.5% identifying as non-binary, 1.4% as transgender, 1.0% as genderfluid, and 0.8% as gender non-conforming.

Sexual Orientation

This question was only included in the survey for students in Grade 7-12. The majority of students identified as straight/heterosexual, making up 75%, though this was a decrease from 79% in 2019. Bisexual students accounted for 7%, showing a stable presence across surveys in 2019 and 2024. In addition, other sexual orientations saw varied increasing representation from the previous data collection in 2019. Overall, these results reflect a continued diversity in sexual orientations among students, with a rise in the representation of non-heterosexual identities such as bisexual, pansexual, asexual, and queer compared to previous years.

Disability

In 2024, 11% of participants identified themselves or their children to be a person with disability(ies), an increase from 9% in 2019. Of those who identified as having a disability, 43% identified as having learning disability(ies), 34% as having autism spectrum disorder, 25% as having developmental disability(ies), and 24% identified mental health in response to this question.

Status in Canada

Based on the survey responses, 73% of students were born in Canada while 27% were born outside Canada. Of those who were born outside Canada, 42% reporting being Canadian Citizens, 30% landed immigrants, and 11% international students.



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INTRODUCTION

Background and Purpose

In 2017, the Ontario Ministry of Education introduced the [Ontario's Education Equity Plan](#) and the subsequent enactment of the [Ontario Anti-Racism Act](#) to help the school boards identify and address discriminatory biases and systemic barriers in order to support the achievement and well-being of all students (Ministry of Education Ontario, 2017).

To improve equity of access and opportunity for all students, Ottawa-Carleton School District Board (OCDSB) collected demographic information from students in 2019 and 2024 using *Valuing Voices – Identity Matters Student Survey*. The [Data Standards for the Identification and Monitoring of Systemic Racism](#) served as a guide for survey development and implementation, following the data requirements for the collection, storage, and use of identity-based data. In the survey, respondents were asked about their (or their child's):

- First Language
- Indigenous Identity
- Ethnicity
- Race
- Religion, Creed, or Spiritual Affiliation
- Gender Identity
- Sexual Orientation
- Disability
- Status in Canada

The survey also included questions related to student engagement, well-being, and experiences at school. Perceptual data from the 2024 survey, disaggregated by identity, will be integrated into regular OCDSB reporting. The OCDSB will utilize this information to reinforce its commitment to human rights and equity. These will build upon a series of reports published using the identity-based data collected in 2019. These reports helped identify trends and patterns, enabling the District to take action against structural racism and systemic barriers. For example, the data provided insights into racial disparities in student outcomes, such as achievement, suspension rates, and graduation rates, as well as experiences in school, including a sense of belonging and safety. It also highlighted the disproportionate representation of different groups across programs and services, and contributed to the development of the Indigenous, Equity, and Human Rights Roadmap.

Confidentiality, Privacy & Security

The survey was confidential, but not anonymous. Student names did not appear on the survey, but each survey included a unique survey identifier to allow research staff at the



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District to link survey data to other datasets (e.g., achievement, absences, etc.). This was necessary in order to identify trends and to develop programs, policies, and practices aimed at improving outcomes and services for students.

Survey data is encrypted and stored in a database that does not contain information that could identify individual students. The database is stored on Canadian servers and is accessible to a limited number of staff in the Research, Evaluation, & Analytics Department for the purpose of analysis and reporting. In order to protect students' privacy, results are reported for groups of students. In this initial stage of reporting, no suppression rules have been applied given that the risk of being able to identify an individual is low and the data is being reported for each item independent of other data. In subsequent reporting, suppression rules will be applied when needed to ensure that individual privacy is protected.

Communications & Consent

Communications about the Valuing Voices survey began in February 2024 through the District Newsletters and School Council Updates. These communications were general in nature, with more details beginning to be provided in early March. School principals received information and materials to assist in creating awareness amongst students, staff, and the broader school community beginning in April. Direct communications with students in Grades 7 to 12 occurred around the same time using the District's email system. Research staff also visited Advisory Committees to inform them about the Valuing Voices Student Survey.

Information letters to both parents and students advised of the voluntary and confidential nature of the collection. Parents/guardians of children in Kindergarten through Grade 6 consented to participation in the collection by completing and submitting the survey. Parents/guardians of students in Grades 7 to 12 could request that their child not participate in the collection by completing an opt-out form. This allowed staff to remove the students' email address from the distribution list and prevent the student from receiving a survey link. Students in Grades 7 to 12 whose parents had not elected to opt their child out of the survey could choose to complete all, some, or none of the survey questions. Participants of the Valuing Voices Survey have the opportunity to update or remove their data at any time by contacting valuingvoices@ocdsb.ca.

To promote participation in the survey, flyers were sent home in students' backpacks, advertising was done on CHIN radio, paper copies were made available, and several community events were attended to raise awareness of the data collection. Furthermore, members of the research team participated in school-level data collection



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events, where they supported parents and guardians in completing the Valuing Voices Student Survey by providing iPad access and offering technical assistance.

Translation

All survey instruments, as well as the information letters to parents/guardians, were translated into Arabic, Chinese, Mandarin, French, Urdu, Somali, Spanish, Russian, Pashto, and Urdu (the most common languages reported in the student information system as of September 2023), as well as Inuktitut.

Accessibility

The survey platform supported survey completion using both mobile and desktop devices. The system was also compatible with a range of assistive technology supports, such as *Read & Write for Google*, which is widely used in the OCDSB by Multilingual Learners and students with special education needs. For students in Grades 7 to 12 enrolled in specialized program classes who required substantive support to complete the survey, links were sent to the parent/guardian who was asked to complete the survey with their child. Paper copies were also available as needed.



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METHODS AND PARTICIPATION

Survey Implementation

The survey platform was used to create three electronic versions of the survey – one for parents/guardians of students in Kindergarten to Grade 6, one for students in Grades 7 to 12, and one for parents/guardians of students attending special education sites (with modified questions based on feedback from school administrators to better meet the needs of the school community). To distribute the survey, research staff generated random survey identifiers for each student and unique survey links were generated by the survey platform. Parents/guardians with more than one child in Kindergarten to Grade 6 were invited to complete one survey per child; the email invitation included the first name of the child to indicate for whom the survey should be completed.

Initial survey distribution took place on April 11, 2024 directly from the survey platform. For students Kindergarten-Grade 6 with multiple parent/guardians contacts on file, the survey was sent to all email addresses listed. Weekly reminder messages were sent to students and parents/guardians for whom a survey response had not been received up until the close of the survey on May 10, 2024. Paper copies of the survey were mailed to parents/guardians of students in Kindergarten to Grade 6 for whom an email address was not on file with the school District. Postage paid return envelopes were included for ease of direct return to the OCDSB. For students in Grades 7-12, time was allocated during the school day to complete the survey. Principals were provided with real-time dashboards to monitor their school's participation rate by grade during the administration period.

Data Processing and Verification

Once the survey administration period closed, staff began to prepare the dataset for analysis and reporting. This process included:

- Data entry of completed paper surveys for parents of children in Kindergarten to Grade 6;
- Removal of duplicate records;
- Reassignment of unique survey IDs where the parent/guardian had indicated the survey had been completed for the wrong child;
- Recoding of open-ended response options for demographic questions into existing response options, where applicable, and categorization of 'other' responses for internal use and consideration for future surveys.

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Reporting

Reporting of responses includes the number and percentage of respondents who selected particular responses to each question. Given that results for each survey item are presented independently and at the group level, data was not suppressed in instances of low numbers. For the demographic questions, responses will not necessarily add to 100%, as respondents were encouraged to select as many responses that applied.

Survey Participation

The results show a notable increase in participation between 2019 and 2024. In 2024, a total of 77,834 surveys were distributed, resulting in 47,153 responses and an overall response rate of 60.6%, an improvement from the 46.5% recorded in 2019. This upward trend is particularly evident among parents of students in Kindergarten-Grade 6, whose response rate increased from 32.2% in 2019 to 56.0% in 2024. Similarly, students in Grades 7-12 demonstrated increased engagement, with a response rate rising from 62.5% to 66.0%. Additionally, the inclusion of parents of Special Education students (Kindergarten to Grade 12) in 2024 yielded a response rate of 37%, marking the first time this group's feedback was collected. Overall, these findings suggest enhanced engagement and a growing commitment from both parents and students to participate in the survey process.

Table 1. Participation rates for the Valuing Voices Student Survey conducted in 2024 and 2019.

Survey	Total Distributed		Total Returned		Response Rate	
	2024	2019	2024	2019	2024	2019
Parents (Kindergarten-6)	40,828	39,604	22,760	12,751	56%	32%
Students (7-12)	37,006	35,371	24,365	22,137	66%	63%
Overall (Kindergarten-Grade 12)	77,834	74,975	47,125	34,888	61%	47%

*Parents of all students enrolled in special education sites (Clifford Bowey and Crystal Bay) were invited to complete the survey on behalf of their children. The participants were distributed to Kindergarten-Grade 6 and Grade 7-12 numbers based on the student's grade.



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RESULTS

Results in this section are presented for each item in the order in which they appeared in the Valuing Voices survey. The number of participants and the respective participation rate for each item is included, along with the number and percentage of respondents who selected each response option. Where available, data from the 2021 Canadian Census for Ottawa has been referenced to help provide additional context to help understand the representativeness of respondents. The 2019 results were also added to show change over time, but it is important to note that differences observed could also be due to the increased number of respondents and/or differences across cohorts.

First Language Spoken

The OCDSB community is linguistically diverse. Top languages reported by participants included English, Arabic, French, Chinese, Urdu, Spanish, and Russian. English was reported as the most commonly spoken first language, with 71% of respondents who identified it as the student's first language. Arabic and French were also relatively common where they accounted for 11% and 9%, respectively and continue to grow since 2019. These results are in line with the broader linguistic landscape as reflected in the 2021 Canadian Census for Ottawa, which shows similar trends regarding language use.

The results on the first languages spoken by respondents show a variety of linguistic backgrounds from both participant groups: parents/guardians reporting on behalf of students in Kindergarten-Grade 6 and students in Grades 7-12. For both groups, English was the most common first language, with 73% of K-6 respondents and 69% of 7-12 respondents reporting it as their first language. Additional languages represented in the data included Arabic, spoken by 11% of students, and French spoken by 9% of students. Other common languages reported included Urdu (2%), Punjabi (1%) Mandarin (1%), and Turkish (1%). In both Kindergarten-Grade 6 and Grade 7-12 groups, 1% selected "another language not listed," indicating the presence of additional linguistic diversity. These findings underscore the multicultural nature of the respondents, highlighting the wide range of languages spoken across the two groups.

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Table 2. First Languages Spoken by OCDSB Students.

What is the first language(s) you learned to speak? Select all that apply	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Respondents/ Participation	21,279	93.5%	22,029	90.4%	43,308	91.9%	31,845	91.3%	1,006,965
Albanian	50	0.2%	76	0.3%	126	0.3%	103	0.3%	0.1%
Algonquin	3	<0.1%	43	0.2%	46	0.1%	44	0.1%	<0.1%
American Sign Language	24	0.1%	141	0.6%	165	0.4%	116	0.4%	<0.1%
Amharic	31	0.1%	97	0.4%	128	0.3%	78	0.2%	0.2%
Arabic	2,093	9.8%	2,539	11.5%	4,632	10.7%	2,959	9.3%	4.3%
Bengali	202	0.9%	286	1.3%	488	1.1%	334	1.0%	0.4%
Berber	31	0.1%	49	0.2%	80	0.2%	42	0.1%	<0.1%
Bosnian	14	0.1%	43	0.2%	57	0.1%	49	0.2%	0.1%
Bulgarian	10	<0.1%	39	0.2%	49	0.1%	50	0.2%	0.1%
Burmese	8	<0.1%	38	0.2%	46	0.1%	36	0.1%	<0.1%
Cambodian	25	0.1%	51	0.2%	76	0.2%	68	0.2%	0.1%
Cantonese	157	0.7%	238	1.1%	395	0.9%	323	1.0%	1.0%
Chinese	735	3.5%	1,027	4.7%	1,762	4.1%	1,381	4.3%	3.3%
Creole	36	0.2%	77	0.3%	113	0.3%	81	0.3%	0.4%
Croatian	5	<0.1%	33	0.1%	38	0.1%	24	0.1%	0.1%
Dari	243	1.1%	165	0.7%	408	0.9%	98	0.3%	0.2%
Dutch	17	0.1%	61	0.3%	78	0.2%	46	0.1%	0.2%
English	15,592	73.3%	15,161	68.8%	30,753	71.0%	23,679	74.4%	58.2%
Estonian	5	<0.1%	28	0.1%	33	0.1%	16	0.1%	<0.1%
Farsi	312	1.5%	288	1.3%	600	1.4%	262	0.8%	0.1%
French	1,130	5.3%	2,798	12.7%	3,928	9.1%	2,582	8.1%	12.5%
German	44	0.2%	134	0.6%	178	0.4%	139	0.4%	0.4%
Greek	14	0.1%	56	0.3%	70	0.2%	51	0.2%	0.2%
Gujarati	93	0.4%	63	0.3%	156	0.4%	51	0.2%	0.3%
Harari	2	<0.1%	15	0.1%	17	0.0%	5	0.0%	<0.1%

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What is the first language(s) you learned to speak? Select all that apply	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Hebrew	46	0.2%	89	0.4%	135	0.3%	82	0.3%	<0.1%
Hindi	258	1.2%	267	1.2%	525	1.2%	225	0.7%	0.4%
Hungarian	9	<0.1%	38	0.2%	47	0.1%	30	0.1%	0.1%
Igbo	13	0.1%	39	0.2%	52	0.1%	10	0.0%	<0.1%
Inuktitut	38	0.2%	41	0.2%	79	0.2%	54	0.2%	<0.1%
Italian	18	0.1%	85	0.4%	103	0.2%	79	0.2%	0.8%
Japanese	76	0.4%	138	0.6%	214	0.5%	124	0.4%	0.1%
Kannada	30	0.1%	33	0.1%	63	0.1%	19	0.1%	<0.1%
Karen	17	0.1%	41	0.2%	58	0.1%	39	0.1%	<0.1%
Kinyarwanda	7	<0.1%	48	0.2%	55	0.1%	15	0.0%	0.1%
Kirundi	3	<0.1%	30	0.1%	33	0.1%	8	0.0%	0.2%
Korean	89	0.4%	150	0.7%	239	0.6%	195	0.6%	0.3%
Kurdish	60	0.3%	75	0.3%	135	0.3%	74	0.2%	0.1%
Lao	2	<0.1%	22	0.1%	24	0.1%	12	0.0%	<0.1%
Latvian	9	<0.1%	17	0.1%	26	0.1%	8	0.0%	<0.1%
Lingala	3	<0.1%	23	0.1%	26	0.1%	6	0.0%	<0.1%
Macedonian	7	<0.1%	18	0.1%	25	0.1%	7	0.0%	<0.1%
Malayalam	48	0.2%	57	0.3%	105	0.2%	47	0.1%	0.1%
Mandarin	216	1.0%	203	0.9%	419	1.0%	289	0.9%	2.2%
Marathi	39	0.2%	30	0.1%	69	0.2%	20	0.1%	<0.1%
Mongolian	10	<0.1%	25	0.1%	35	0.1%	7	0.0%	<0.1%
Nepali	73	0.3%	77	0.3%	150	0.3%	85	0.3%	0.1%
Norwegian	4	<0.1%	18	0.1%	22	0.1%	8	0.0%	<0.1%
Pashto	261	1.2%	269	1.2%	530	1.2%	139	0.4%	0.1%
Persian (Farsi)	145	0.7%	239	1.1%	384	0.9%	142	0.4%	0.1%
Polish	23	0.1%	59	0.3%	82	0.2%	48	0.2%	0.5%
Portuguese	103	0.5%	124	0.6%	227	0.5%	119	0.4%	0.6%
Punjabi	172	0.8%	139	0.6%	311	0.7%	177	0.6%	0.6%

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What is the first language(s) you learned to speak? Select all that apply	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Romanian	24	0.1%	77	0.3%	101	0.2%	91	0.3%	0.3%
Russian	335	1.6%	330	1.5%	665	1.5%	390	1.2%	0.7%
Serbian	26	0.1%	49	0.2%	75	0.2%	89	0.3%	0.2%
Serbo-croatian	4	<0.1%	21	0.1%	25	0.1%	16	0.1%	0.3%
Sinhala	36	0.2%	55	0.2%	91	0.2%	49	0.2%	0.1%
Slovak	6	<0.1%	25	0.1%	31	0.1%	16	0.1%	0.1%
Somali	173	0.8%	339	1.5%	512	1.2%	357	1.1%	0.7%
Spanish	358	1.7%	481	2.2%	839	1.9%	509	1.6%	1.4%
Swahili	30	0.1%	77	0.3%	107	0.2%	66	0.2%	1.0%
Swedish	8	<0.1%	26	0.1%	34	0.1%	24	0.1%	<0.1%
Tagalog	68	0.3%	76	0.3%	144	0.3%	85	0.3%	0.6%
Tamil	153	0.7%	155	0.7%	308	0.7%	181	0.6%	0.3%
Telugu	61	0.3%	72	0.3%	133	0.3%	56	0.2%	1.0%
Thai	21	0.1%	46	0.2%	67	0.2%	21	0.1%	<0.1%
Turkish	219	1.0%	279	1.3%	498	1.1%	246	0.8%	0.3%
Twi	11	0.1%	24	0.1%	35	0.1%	11	0.0%	<0.1%
Ukrainian	156	0.7%	168	0.8%	324	0.7%	37	0.1%	0.2%
Urdu	413	1.9%	394	1.8%	807	1.9%	486	1.5%	0.5%
Uzbek	5	<0.1%	26	0.1%	31	0.1%	14	0.0%	<0.1%
Vietnamese	126	0.6%	222	1.0%	348	0.8%	379	1.2%	0.7%
Yoruba	44	0.2%	54	0.2%	98	0.2%	29	0.1%	0.1%
Another language not listed**	194	0.9%	239	1.1%	433	1.0%	227	0.7%	
Not Sure	22	0.1%	70	0.3%	92	0.2%	60	0.2%	

*The 2021 Canadian Census data reflects mother tongue, as reported for Ottawa; shaded cells containing no data were not options available on the Census but were reflected in the OCDSB's Valuing Voices Student Survey Data.

**Another language not listed option included languages such as Afar, Afrikaans, Armaneen, Czech, Indonesian, Tibetan, Tigrinya, and Uyghur.



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First Nations, Métis, or Inuit Identity

The percentage of participants who identified as being First Nations (2%), Métis (1%), and Inuit (0.7%) was similar to that reported in 2019. The percentage of participants who responded yes to this question was higher in Grades 7 to 12, as compared to Kindergarten to Grade 6. As a follow-up to the question, participants who identified as belonging to any of the Indigenous categories were invited to share additional information about their nation, territory, region, or community. Some of the additional information included Algonquin, Anishinaabe, Cree, Mi'kmaq, Mohawk, Nunavut, and Ojibwe.

Table 3. Identification as First Nations, Métis, and Inuit.

Do you identify yourself as First Nations, Métis, or Inuit? Select all that apply	K-6		7-12		K-12		OCDSB		Ottawa
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Respondents/ Participation	22,422	98.5%	24,084	98.8%	46,506	98.7%	33,423	95.8%	1,000,935
No	21,622	96.4%	22,919	95.2%	44,541	95.8%	32,253	96.5%	
Yes, First Nations	414	1.8%	568	2.4%	982	2.1%	821	2.5%	1.3%
Yes, Métis	146	0.7%	301	1.2%	447	1.0%	352	1.1%	1.1%
Yes, Inuit	118	0.5%	201	0.8%	319	0.7%	220	0.7%	0.1%
Yes, FNMI unspecified**	179	0.8%	295	1.2%	474	1.0%			

*2021 Canadian Census-reflects the Indigenous identity reported for Ottawa.

**FNMI unspecified includes the number of participants who selected “Yes” to the self identification question, but did not specify an Indigenous identity.

Canadian Identity

In 2024, 83% of participants identified themselves/their children as Canadian, a decrease from 88% in 2019. The percentage of students identified as Canadian was higher in Kindergarten-Grade 6 (87%) compared to Grades 7 to 12 (79%).

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Table 4. Identification as Canadian.

Do you consider yourself Canadian?	K-6		7-12		K-12		OCDSB	
	2024		2024		2024		2019	
	#	%	#	%	#	%	#	%
Respondents/ Participation	22,491	98.8%	24,169	99.2%	46,660	99.0%	33,664	96.5%
Yes	19,644	87.3%	19,129	79.1%	38,773	83.1%	29,726	88.30%
No	1,375	6.1%	2,591	10.7%	3,966	8.5%	1,897	5.64%
Not Sure	1,472	6.5%	2,449	10.1%	3,921	8.4%	2,041	6.06%

Ethnicity

There was an overall increase in the diversity of ethnicities in the OCDSB community. Participants reported more than 300 ethnicities in the Valuing Voices Student Survey in 2024. The percentage of individuals who identified as “Canadian” remained the largest group, though there was a slight decrease for this response option (from 42% in 2019 to 38% in 2024), indicating a shift toward more multicultural demographics over time. Other ethnic or cultural origins included English (9%), Chinese (8%), Arab (7%), and Irish (6%). Additionally, 2% of Kindergarten-Grade 6 respondents and 2% of Grade 7-12 respondents selected “another ethnicity (not specified),” reflecting the diverse cultural identities.

There were particular increases in reporting for identifying as Arab or Ukrainian. The ethnicity data also highlights the growth of Indigenous and First Nations representation, with ethnicities like Cree, Ojibwé, and Inuktitut seeing modest increases.

Table 5. Ethnicities at the OCDSB.

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Respondents/ Participation	20,974	92.2%	21,356	87.7%	42,330	89.8%	31,206	89.4%	1,006,965
Acadian	111	0.5%	142	0.7%	253	0.6%	215	0.7%	0.7%
Afghan	682	3.3%	736	3.4%	1418	3.4%	414	1.3%	0.4%
Afrikaner	82	0.4%	90	0.4%	172	0.4%	88	0.3%	

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Akan	20	0.1%	50	0.2%	70	0.2%	24	0.1%	<0.1%
Albanian	53	0.3%	99	0.5%	152	0.4%	82	0.3%	0.1%
Algerian	140	0.7%	159	0.7%	299	0.7%	113	0.4%	0.2%
Alsatian	4	<0.1%	41	0.2%	45	0.1%	18	0.1%	
American	323	1.5%	416	1.9%	739	1.7%	618	2.0%	1.1%
Amhara	10	<0.1%	69	0.3%	79	0.2%	25	0.1%	<0.1%
Angolan	13	0.1%	56	0.3%	69	0.2%	20	0.1%	
Anishnaabe	44	0.2%	66	0.3%	110	0.3%	46	0.1%	<0.1%
Antiguan	6	<0.1%	40	0.2%	46	0.1%	6	<0.1%	
Arab	1,620	7.7%	1,481	6.9%	3,101	7.3%	1,818	5.8%	2.1%
Arawak	3	<0.1%	36	0.2%	39	0.1%	3	<0.1%	
Argentinian	29	0.1%	61	0.3%	90	0.2%	30	0.1%	0.1%
Armenian	29	0.1%	53	0.2%	82	0.2%	34	0.1%	0.2%
Ashanti	6	<0.1%	36	0.2%	42	0.1%	6	<0.1%	
Assyrian	4	<0.1%	42	0.2%	46	0.1%	13	<0.1%	<0.1%
Australian	61	0.3%	95	0.4%	156	0.4%	96	0.3%	0.1%
Austrian	44	0.2%	100	0.5%	144	0.3%	79	0.3%	0.5%
Azerbaijani	20	0.1%	56	0.3%	76	0.2%	14	<0.1%	<0.1%
Bahamian	12	0.1%	43	0.2%	55	0.1%	10	<0.1%	
Bangladeshi	240	1.1%	277	1.3%	517	1.2%	301	1.0%	0.4%
Bantu	13	0.1%	41	0.2%	54	0.1%	5	<0.1%	0.1%
Barbadian	24	0.1%	63	0.3%	87	0.2%	60	0.2%	0.1%
Basque	1	<0.1%	40	0.2%	41	0.1%	5	<0.1%	<0.1%
Bavarian	4	<0.1%	41	0.2%	45	0.1%	10	<0.1%	
Belgian	35	0.2%	73	0.3%	108	0.3%	55	0.2%	0.4%
Belizean	6	<0.1%	34	0.2%	40	0.1%	5	<0.1%	
Bengali	64	0.3%	124	0.6%	188	0.4%	106	0.3%	0.1%
Beninese	5	<0.1%	40	0.2%	45	0.1%	13	<0.1%	<0.1%
Berber	32	0.2%	64	0.3%	96	0.2%	34	0.1%	0.1%

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Bermudan	5	<0.1%	41	0.2%	46	0.1%	11	<0.1%	
Bhutanese	5	<0.1%	40	0.2%	45	0.1%	7	<0.1%	
Bolivian	5	<0.1%	39	0.2%	44	0.1%	12	<0.1%	
Bosnian	42	0.2%	83	0.4%	125	0.3%	63	0.2%	0.1%
Brazilian	117	0.6%	140	0.7%	257	0.6%	119	0.4%	0.3%
Breton	6	<0.1%	51	0.2%	57	0.1%	23	0.1%	<0.1%
Bulgarian	29	0.1%	69	0.3%	98	0.2%	65	0.2%	0.2%
Burkinabe	7	<0.1%	39	0.2%	46	0.1%	4	<0.1%	
Burmese	19	0.1%	57	0.3%	76	0.2%	41	0.1%	<0.1%
Burundian	12	0.1%	55	0.3%	67	0.2%	15	<0.1%	0.3%
Byelorussian	16	0.1%	47	0.2%	63	0.1%	18	0.1%	0.1%
Cambodian	81	0.4%	112	0.5%	193	0.5%	110	0.4%	0.2%
Cameroonian	65	0.3%	85	0.4%	150	0.4%	35	0.1%	0.1%
Canadian	9,078	43.3%	6,824	32.0%	15,902	37.6%	12,961	41.5%	11.4%
Carib	7	<0.1%	42	0.2%	49	0.1%	4	<0.1%	
Caribbean origins	139	0.7%	171	0.8%	310	0.7%	153	0.5%	0.2%
Catalan	4	<0.1%	38	0.2%	42	0.1%	6	<0.1%	
Chadian	29	0.1%	80	0.4%	109	0.3%	42	0.1%	
Channel Islander	0	<0.1%	37	0.2%	37	0.1%	6	<0.1%	
Chilean	33	0.2%	85	0.4%	118	0.3%	52	0.2%	0.1%
Chinese	1,462	7.0%	1,817	8.5%	3,279	7.8%	2,523	8.1%	4.8%
Colombian	65	0.3%	113	0.5%	178	0.4%	62	0.2%	0.2%
Congolese	62	0.3%	115	0.5%	177	0.4%	77	0.2%	0.5%
Coptic	3	<0.1%	35	0.2%	38	0.1%	6	<0.1%	0.1%
Cornish	3	<0.1%	33	0.2%	36	0.1%	5	<0.1%	
Corsican	0	<0.1%	31	0.1%	31	0.1%	6	<0.1%	
Costa Rican	12	0.1%	37	0.2%	49	0.1%	14	<0.1%	<0.1%
Cree	47	0.2%	70	0.3%	117	0.3%	43	0.1%	0.2%

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Croatian	31	0.1%	97	0.5%	128	0.3%	82	0.3%	0.3%
Cuban	37	0.2%	65	0.3%	102	0.2%	60	0.2%	0.1%
Cypriot	6	<0.1%	37	0.2%	43	0.1%	7	<0.1%	
Czech	33	0.2%	92	0.4%	125	0.3%	90	0.3%	0.3%
Czechoslovakian	9	<0.1%	56	0.3%	65	0.2%	51	0.2%	0.1%
Danish	78	0.4%	130	0.6%	208	0.5%	142	0.5%	0.5%
Dinka	1	<0.1%	33	0.2%	34	0.1%	3	<0.1%	
Djiboutian	27	0.1%	67	0.3%	94	0.2%	40	0.1%	
Dominican	21	0.1%	63	0.3%	84	0.2%	30	0.1%	0.1%
Dutch	346	1.7%	474	2.2%	820	1.9%	626	2.0%	2.6%
East Indian	293	1.4%	201	0.9%	494	1.2%	318	1.0%	
Ecuadorian	18	0.1%	42	0.2%	60	0.1%	25	0.1%	<0.1%
Edo	9	<0.1%	34	0.2%	43	0.1%	3	<0.1%	<0.1%
Egyptian	194	0.9%	278	1.3%	472	1.1%	289	0.9%	0.7%
English	1,810	8.6%	2,078	9.7%	3,888	9.2%	3,334	10.7%	15.6%
Eritrean	35	0.2%	137	0.6%	172	0.4%	73	0.2%	0.2%
Estonian	18	0.1%	46	0.2%	64	0.2%	29	0.1%	0.1%
Ethiopian	68	0.3%	135	0.6%	203	0.5%	123	0.4%	0.3%
Ewe	4	<0.1%	30	0.1%	34	0.1%	5	<0.1%	
Fijian	3	<0.1%	28	0.1%	31	0.1%	5	<0.1%	<0.1%
Filipino	307	1.5%	233	1.1%	540	1.3%	283	0.9%	1.4%
Finnish	57	0.3%	115	0.5%	172	0.4%	129	0.4%	0.4%
First Nation	157	0.7%	200	0.9%	357	0.8%	236	0.8%	1.1%
Flemish	2	<0.1%	33	0.2%	35	0.1%	12	<0.1%	<0.1%
French	649	3.1%	944	4.4%	1593	3.8%	1185	3.8%	14.1%
Frisian	2	<0.1%	38	0.2%	40	0.1%	5	<0.1%	
Gabonese	1	<0.1%	30	0.1%	31	0.1%	3	<0.1%	
Gambrian	3	<0.1%	33	0.2%	36	0.1%	10	<0.1%	
Georgian	7	<0.1%	35	0.2%	42	0.1%	9	<0.1%	

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
German	525	2.5%	863	4.0%	1388	3.3%	1159	3.7%	7.4%
Ghanaian	52	0.2%	74	0.3%	126	0.3%	54	0.2%	0.1%
Goan	11	0.1%	29	0.1%	40	0.1%	9	<0.1%	<0.1%
Greek	112	0.5%	190	0.9%	302	0.7%	264	0.8%	0.7%
Grenadian	11	0.1%	33	0.2%	44	0.1%	9	<0.1%	<0.1%
Guadeloupean	0	<0.1%	29	0.1%	29	0.1%	5	<0.1%	
Guatemalan	15	0.1%	39	0.2%	54	0.1%	13	<0.1%	<0.1%
Guinean	11	0.1%	44	0.2%	55	0.1%	9	<0.1%	<0.1%
Gujarati	114	0.5%	95	0.4%	209	0.5%	85	0.3%	0.1%
Guyanese	79	0.4%	89	0.4%	168	0.4%	109	0.3%	0.2%
Haitian	97	0.5%	142	0.7%	239	0.6%	145	0.5%	1.0%
Harari	4	<0.1%	28	0.1%	32	0.1%	3	<0.1%	
Hawaiian	3	<0.1%	33	0.2%	36	0.1%	6	<0.1%	
Hazara	14	0.1%	37	0.2%	51	0.1%	4	<0.1%	
Hispanic	56	0.3%	83	0.4%	139	0.3%	71	0.2%	0.1%
Hmong	0	<0.1%	29	0.1%	29	0.1%	4	<0.1%	
Honduran	2	<0.1%	34	0.2%	36	0.1%	14	<0.1%	<0.1%
Hungarian	84	0.4%	149	0.7%	233	0.6%	159	0.5%	0.8%
Ibo	19	0.1%	37	0.2%	56	0.1%	8	<0.1%	
Icelandic	25	0.1%	63	0.3%	88	0.2%	38	0.1%	0.1%
Indonesian	34	0.2%	54	0.3%	88	0.2%	57	0.2%	0.1%
Inuit	84	0.4%	84	0.4%	168	0.4%	95	0.3%	0.2%
Iranian	367	1.8%	259	1.2%	626	1.5%	328	1.1%	0.7%
Iraqi	103	0.5%	223	1.0%	326	0.8%	224	0.7%	0.4%
Irish	1,210	5.8%	1,425	6.7%	2,635	6.2%	2,049	6.6%	19.2%
Israeli	68	0.3%	125	0.6%	193	0.5%	124	0.4%	0.1%
Italian	437	2.1%	558	2.6%	995	2.4%	687	2.2%	4.6%
Ivorian	21	0.1%	47	0.2%	68	0.2%	11	<0.1%	0.1%
Jamaican	174	0.8%	233	1.1%	407	1.0%	274	0.9%	0.7%

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Japanese	142	0.7%	203	1.0%	345	0.8%	224	0.7%	0.3%
Jewish	382	1.8%	287	1.3%	669	1.6%	461	1.5%	1.1%
Jordanian	54	0.3%	82	0.4%	136	0.3%	72	0.2%	0.2%
Karen	21	0.1%	49	0.2%	70	0.2%	48	0.2%	<0.1%
Kashmiri	8	<0.1%	41	0.2%	49	0.1%	7	<0.1%	<0.1%
Kazakh	13	0.1%	44	0.2%	57	0.1%	12	<0.1%	
Kenyan	37	0.2%	64	0.3%	101	0.2%	49	0.2%	0.1%
Kittitian Nevisian	2	<0.1%	26	0.1%	28	0.1%	1	<0.1%	
Korean	156	0.7%	242	1.1%	398	0.9%	270	0.9%	0.4%
Kosovar	5	<0.1%	30	0.1%	35	0.1%	11	<0.1%	
Kurd	86	0.4%	94	0.4%	180	0.4%	72	0.2%	0.1%
Kuwaiti	14	0.1%	80	0.4%	94	0.2%	49	0.2%	
Kyrgyz	8	<0.1%	28	0.1%	36	0.1%	6	<0.1%	
Laotian	20	0.1%	40	0.2%	60	0.1%	21	0.1%	0.1%
Latvian	32	0.2%	47	0.2%	79	0.2%	37	0.1%	0.1%
Lebanese	305	1.5%	384	1.8%	689	1.6%	507	1.6%	2.4%
Liberian	5	<0.1%	27	0.1%	32	0.1%	4	<0.1%	
Libyan	55	0.3%	157	0.7%	212	0.5%	147	0.5%	0.1%
Lithuanian	26	0.1%	42	0.2%	68	0.2%	33	0.1%	0.2%
Luxembourger	1	<0.1%	29	0.1%	30	0.1%	3	<0.1%	
Macedonian	20	0.1%	39	0.2%	59	0.1%	15	<0.1%	0.1%
Malagasy	7	<0.1%	27	0.1%	34	0.1%	7	<0.1%	<0.1%
Malaysian	26	0.1%	51	0.2%	77	0.2%	33	0.1%	0.1%
Malian	12	0.1%	45	0.2%	57	0.1%	8	<0.1%	
Malinké	5	<0.1%	24	0.1%	29	0.1%	1	<0.1%	
Maltese	14	0.1%	33	0.2%	47	0.1%	13	<0.1%	0.1%
Manx	3	<0.1%	26	0.1%	29	0.1%	5	<0.1%	
Maori	1	<0.1%	24	0.1%	25	0.1%	3	<0.1%	
Martinican	1	<0.1%	25	0.1%	26	0.1%	1	<0.1%	

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Maure	1	<0.1%	23	0.1%	24	0.1%	26	0.1	
Mauritian	22	0.1%	43	0.2%	65	0.2%	26	0.1%	0.1%
Maya	1	<0.1%	25	0.1%	26	0.1%	3	<0.1%	<0.1%
Métis	84	0.4%	103	0.5%	187	0.4%	95	0.3%	1.1%
Mexican	125	0.6%	167	0.8%	292	0.7%	151	0.5%	0.3%
Mi'kmaq	18	0.1%	44	0.2%	62	0.1%	33	0.1%	0.2%
Moldovan	6	<0.1%	34	0.2%	40	0.1%	11	<0.1%	<0.1%
Mongolian	17	0.1%	42	0.2%	59	0.1%	15	<0.1%	<0.1%
Montenegrin	1	<0.1%	28	0.1%	29	0.1%	2	<0.1%	
Montserratan	0	<0.1%	24	0.1%	24	0.1%	1	<0.1%	
Moroccan	132	0.6%	169	0.8%	301	0.7%	111	0.4%	0.3%
Nepali	93	0.4%	94	0.4%	187	0.4%	99	0.3%	0.1%
New Brunswicker	19	0.1%	46	0.2%	65	0.2%	42	0.1%	0.1%
New Zealander	13	0.1%	48	0.2%	61	0.1%	39	0.1%	<0.1%
Newfoundlander	70	0.3%	89	0.4%	159	0.4%	118	0.4%	0.2%
Nicaraguan	15	0.1%	47	0.2%	62	0.1%	28	0.1%	0.1%
Nigerian	168	0.8%	164	0.8%	332	0.8%	141	0.5%	0.4%
Norwegian	86	0.4%	116	0.5%	202	0.5%	163	0.5%	0.7%
Nova Scotian	74	0.4%	69	0.3%	143	0.3%	111	0.4%	0.1%
Ojibwé	32	0.2%	52	0.2%	84	0.2%	25	0.1%	0.1%
Ontarian	265	1.3%	297	1.4%	562	1.3%	441	1.4%	0.5%
Oromo	17	0.1%	40	0.2%	57	0.1%	14	<0.1%	<0.1%
Pacific Islands Origins	13	0.1%	28	0.1%	41	0.1%	5	<0.1%	
Pakistani	557	2.7%	505	2.4%	1062	2.5%	662	2.1%	0.7%
Palestinian	198	0.9%	290	1.4%	488	1.2%	212	0.7%	0.5%
Panamanian	4	<0.1%	26	0.1%	30	0.1%	4	<0.1%	
Paraguayan	2	<0.1%	27	0.1%	29	0.1%	1	<0.1%	<0.1%
Pashtun	20	0.1%	46	0.2%	66	0.2%	14	<0.1%	0.1%
Peruvian	33	0.2%	57	0.3%	90	0.2%	37	0.1%	0.1%

2024 Valuing Voices - Identity Matters Student Survey

What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa* 2021
	#	%	#	%	#	%	#	%	%
Peuhl	5	<0.1%	24	0.1%	29	0.1%	2	<0.1%	
Polish	288	1.4%	349	1.6%	637	1.5%	422	1.4%	3.0%
Polynesian	1	<0.1%	23	0.1%	24	0.1%	5	<0.1%	
Portuguese	83	0.4%	114	0.5%	197	0.5%	176	0.6%	1.0%
Puerto Rican	5	<0.1%	30	0.1%	35	0.1%	10	<0.1%	
Punjabi	284	1.4%	231	1.1%	515	1.2%	263	0.8%	0.3%
Québécois	74	0.4%	125	0.6%	199	0.5%	148	0.5%	0.7%
Roma	0	<0.1%	31	0.1%	31	0.1%	7	<0.1%	<0.1%
Romanian	63	0.3%	161	0.8%	224	0.5%	171	0.5%	0.6%
Russian	179	0.9%	313	1.5%	492	1.2%	426	1.4%	1.3%
Rwandan	12	0.1%	52	0.2%	64	0.2%	25	0.1%	0.2%
Salvadorean	41	0.2%	46	0.2%	87	0.2%	37	0.1%	0.2%
Samoan	0	<0.1%	23	0.1%	23	0.1%	3	<0.1%	
Saudi Arabian	27	0.1%	68	0.3%	95	0.2%	48	0.2%	
Scottish	1,140	5.4%	1,143	5.4%	2,283	5.4%	1,840	5.9%	16.0%
Senegalese	18	0.1%	41	0.2%	59	0.1%	15	<0.1%	<0.1%
Serbian	66	0.3%	92	0.4%	158	0.4%	131	0.4%	0.3%
Seychellois	0	<0.1%	23	0.1%	23	0.1%	1	<0.1%	
Sicilian	6	<0.1%	29	0.1%	35	0.1%	3	<0.1%	<0.1%
Sierra Leonean	11	0.1%	31	0.1%	42	0.1%	5	<0.1%	
Singaporean	9	<0.1%	38	0.2%	47	0.1%	17	0.1%	<0.1%
Sinhalese	27	0.1%	55	0.3%	82	0.2%	43	0.1%	0.1%
Slavic	21	0.1%	93	0.4%	114	0.3%	39	0.1%	0.1%
Slovak	25	0.1%	63	0.3%	88	0.2%	50	0.2%	0.3%
Slovenian	12	0.1%	34	0.2%	46	0.1%	17	0.1%	0.1%
Somali	302	1.4%	489	2.3%	791	1.9%	534	1.7%	1.0%
South African	71	0.3%	86	0.4%	157	0.4%	75	0.2%	0.2%
Spanish	72	0.3%	151	0.7%	223	0.5%	212	0.7%	1.1%
Sri Lankan	111	0.5%	162	0.8%	273	0.6%	184	0.6%	0.3%

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What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
St. Lucian	14	0.1%	37	0.2%	51	0.1%	17	0.1%	0.1%
Sudanese	61	0.3%	103	0.5%	164	0.4%	55	0.2%	0.1%
Swedish	95	0.5%	137	0.6%	232	0.5%	169	0.5%	0.7%
Swiss	52	0.2%	78	0.4%	130	0.3%	100	0.3%	0.4%
Syrian	183	0.9%	316	1.5%	499	1.2%	315	1.0%	0.7%
Taiwanese	60	0.3%	74	0.3%	134	0.3%	76	0.2%	0.1%
Tajik	15	0.1%	42	0.2%	57	0.1%	6	<0.1%	<0.1%
Tamil	159	0.8%	148	0.7%	307	0.7%	136	0.4%	0.2%
Tanzanian	13	0.1%	43	0.2%	56	0.1%	18	0.1%	<0.1%
Tatar	14	0.1%	30	0.1%	44	0.1%	6	<0.1%	
Thai	40	0.2%	85	0.4%	125	0.3%	56	0.2%	0.1%
Tibetan	17	0.1%	27	0.1%	44	0.1%	4	<0.1%	<0.1%
Tigrinan	8	<0.1%	36	0.2%	44	0.1%	11	<0.1%	
Togolese	1	<0.1%	27	0.1%	28	0.1%	4	<0.1%	
Trinidadian Tobagonian	55	0.3%	79	0.4%	134	0.3%	85	0.3%	0.2%
Tunisian	84	0.4%	75	0.4%	159	0.4%	37	0.1%	0.1%
Turk	240	1.1%	279	1.3%	519	1.2%	302	1.0%	0.4%
Turkmen	8	<0.1%	33	0.2%	41	0.1%	10	<0.1%	
Ugandan	24	0.1%	46	0.2%	70	0.2%	18	0.1%	0.1%
Uighur	9	<0.1%	31	0.1%	40	0.1%	1	<0.1%	
Ukrainian	512	2.4%	523	2.4%	1035	2.4%	427	1.4%	2.4%
Uruguayan	6	<0.1%	31	0.1%	37	0.1%	14	<0.1%	<0.1%
Uzbek	9	<0.1%	37	0.2%	46	0.1%	15	<0.1%	
Venezuelan	25	0.1%	43	0.2%	68	0.2%	31	0.1%	0.1%
Vietnamese	240	1.1%	402	1.9%	642	1.5%	555	1.8%	1.0%
Vincentian Grenadinian	4	<0.1%	31	0.1%	35	0.1%	5	<0.1%	
Welsh	111	0.5%	180	0.8%	291	0.7%	216	0.7%	1.6%
West Indian	41	0.2%	97	0.5%	138	0.3%	62	0.2%	0.1%
Wolof	3	<0.1%	26	0.1%	29	0.1%	4	<0.1%	



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What is your/ your child's ethnic or cultural origin(s)? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Yemeni	26	0.1%	90	0.4%	116	0.3%	58	0.2%	0.1%
Yoruba	65	0.3%	48	0.2%	113	0.3%	27	0.1%	0.2%
Yugoslavian	11	0.1%	34	0.2%	45	0.1%	17	0.1%	0.1%
Zambian	4	<0.1%	32	0.1%	36	0.1%	10	<0.1%	
Zimbabwean	17	0.1%	48	0.2%	65	0.2%	31	0.1%	<0.1%
Zulu	5	<0.1%	35	0.2%	40	0.1%	16	0.1%	
Another ethnicity (not specified)	504	2.4%	403	1.9%	907	2.1%	390	1.2%	

*The 2021 Canadian Census reflects the "ethnicity" breakdown for Ottawa; shaded cells containing no data were not options available on the Census but were reflected in the OCDSB's Valuing Voices Student Survey Data.

** Another ethnicity included additional ethnicities not listed above such as African, British, Hindu, Indian, Malayi, Mennonite, North Indian, Persian, South Indian, and Telugu.

Race

Overall, there was an increase in racial diversity among the respondents; White respondents represented the largest group (53%), though this reflects a decrease from 2019 (58%). Middle Eastern respondents increased from 14% to 18% and both Black and South Asian respondents each increased from 8% to 10%. When comparing the racial backgrounds of Kindergarten-Grade 6 and Grade 7-12 respondents, we see that a slightly greater proportion of Kindergarten-Grade 6 respondents identify as White, compared to Grade 7-12.

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Table 6. Students' Racial Backgrounds.

In our society, people are often described by their race or their racial background. Which racial group(s) best describes you? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Respondents/ Participation	21,747	95.5%	23,475	96.3%	45,222	96.0%	33,548	96.2%	1,006,965
Black (African, Afro-Caribbean, African-Canadian descent)	1868	8.6%	2,591	11.0%	4,459	9.9%	2,801	8.3%	8.5%
East Asian (Chinese, Korean, Japanese, Taiwanese descent)	1897	8.7%	2,504	10.7%	4,401	9.7%	3,404	10.1%	5.2%
Indigenous (First Nations, Métis, Inuit descent)	453	2.1%	729	3.1%	1182	2.6%	738	2.2%	0.4%
Latino/Latina/Latinx (Latin American, Hispanic descent)	593	2.7%	842	3.6%	1435	3.2%	842	2.5%	1.4%
Middle Eastern (Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, etc.)	3,961	18.2%	4,380	18.7%	8,341	18.4%	4,811	14.3%	5.8%
South Asian (South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)	2471	11.4%	2,248	9.6%	4,719	10.4%	2,667	7.9%	5.8%



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In our society, people are often described by their race or their racial background. Which racial group(s) best describes you? Select all that apply.	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Southeast Asian (Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)	746	3.4%	947	4.0%	1693	3.7%	1,213	3.6%	1.5%
White (European descent)	11,711	53.9%	12,455	53.1%	24,168	53.4%	19,391	57.8%	67.5%
A racial group not listed above**	712	3.3%	701	3.0%	1413	3.1%	616	1.8%	0.4%

*The 2021 Canadian Census reflects the racial backgrounds reported for Ottawa; shaded cells containing no data were not options available on the Census but were reflected in the OCDSB's Valuing Voices Student Survey Data.

**A racial group not listed above included races such as Balkan, Biracial, Canadian, Central Asian, Indian, Jewish, Mixed, and North African.

Religion

The survey data reveals a diverse range of religious and spiritual affiliations among students, with Muslims representing the largest group at 25%, followed by Christians at 23%. Almost a quarter (24%) of respondents identified as having no religious or spiritual affiliation.

Table 7. Students' Religious Backgrounds.

What is your religion, creed and/or spiritual affiliation? Select all that apply	K-6		7-12		K-12		OCDSB		Ottawa*
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Respondents/ Participation	21,586	94.8%	23,273	95.5%	44,859	95.2%	32,377	92.8%	1,000,935
Agnostic	1316	6.1%	1294	5.6%	2610	5.8%	1824	5.6%	
Atheist	1181	5.5%	3,057	13.1%	4,238	9.4%	4,034	12.5%	
Buddhist	347	1.6%	513	2.2%	860	1.9%	687	2.1%	1.1%

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What is your religion, creed and/or spiritual affiliation? Select all that apply	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019		Ottawa*
	#	%	#	%	#	%	#	%	%
Christian	4,997	23.1%	5,588	24.0%	10,585	23.6%	8,627	26.6%	55.5%
Hindu	859	4.0%	728	3.1%	1,587	3.5%	829	2.6%	2%
Indigenous Spirituality	138	0.6%	192	0.8%	330	0.7%	171	0.5%	<0.1%
Jewish	444	2.1%	514	2.2%	958	2.1%	697	2.2%	1.1%
Muslim	5,379	25.0%	5,733	26.6%	11,112	24.8%	6,310	19.5%	9.9%
Sikh	212	1.0%	226	1.0%	438	1.0%	223	0.7%	0.6%
Spiritual, but not religious	1,520	7.0%	934	4.0%	2,454	5.5%	1,766	5.5%	
No religious or spiritual affiliation	6,265	29.0%	4,557	19.6%	10,822	24.1%	6,976	21.5%	0.316
Religion(s) or spiritual affiliation(s) not listed above**	428	2.0%	715	3.1%	1,143	2.5%	606	1.9%	0.8%
Not sure	875	4.0%	2,291	9.8%	3,166	7.1%	3,033	9.4%	
I do not understand this question	125	0.6%	384	1.6%	509	1.1%	401	1.2%	

*The 2021 Canadian Census reflects the religions reported for Ottawa; shaded cells containing no data were not options available on the Census but were reflected in the OCDSB's Valuing Voices Student Survey Data.

**Religion(s) or spiritual affiliation(s) not listed included responses such as Bahai, Druze, Jain, Pagan, Taoism, and Wiccan.

Gender Identity

The majority of respondents identified as either boy/man (48%) or girl/woman (47%). There was diversity in reported gender identities, with 1.5% identifying as non-binary, 1.0% as genderfluid, and 0.8% as gender non-conforming. Transgender students made up 1.4% of the K-12 population, with 0.9% identifying as trans boy/man and 0.5% as trans girl/woman. A small proportion reported being unsure about their gender identity, with 1% marking "not sure" and 1% indicating they did not understand the question. Furthermore, 1% of students preferred not to answer.



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Table 8. Students' Gender Identity.

What is your gender identity? Select all that apply	K-6 2024		7-12 2024		K-12 2024		OCDSB 2019	
	#	%	#	%	#	%	#	%
Respondents/ Participation	21,721	95.4%	23,473	96.3%	45,194	95.9%	32,849	94.2%
Boy or man	11,060	50.9%	10,817	46.1%	21,877	48.4%	16,099	49.0%
Genderfluid	54	0.2%	384	1.6%	438	1.0%	148	0.5%
Gender Non-conforming	52	0.2%	322	1.4%	374	0.8%	123	0.4%
Girl or woman	10,205	47.0%	11,154	47.5%	21,359	47.3%	15,745	47.9%
Non-Binary	118	0.5%	578	2.5%	696	1.5%	191	0.6%
Questioning	63	0.3%	344	1.5%	407	0.9%	232	0.7%
Trans boy or man	12	0.1%	399	1.7%	411	0.9%	133	0.4%
Trans girl or woman	23	0.1%	207	0.9%	230	0.5%	83	0.3%
Two-Spirit	12	0.1%	153	0.7%	165	0.4%	71	0.2%
Gender identity(ies) not listed above	71	0.3%	431	1.9%	502	1.1%	381	1.2%
Not sure	129	0.6%	236	1.0%	365	0.8%	214	0.7%
I do not understand this question	121	0.6%	213	0.9%	334	0.7%	185	0.6%
I prefer not to answer	194	0.9%	394	1.7%	588	1.3%	341	1.0%

**Gender identity(ies) not listed above included responses such as Agender, Bigender, and Demigirl.

Sexual Orientation

This question was only included in the Grade 7 to 12 survey in 2024. The majority of students identified as straight/heterosexual (75%), representing a decrease from 79% in 2019. Bisexual students represented 7%, showing a stable presence across surveys in 2019 and 2024. Other sexual orientations saw varied representation: Both Gay and Lesbian students accounted for 2% each, both of which showed an increase from the previous cycle. Asexual students made up 3%, an increase from 1% in 2019, while pansexual students represented 3%, up from 2% in 2019. Queer students made up 2%, and Two-Spirit students were 1%, both categories showing increases compared to 2019. There were also 2% who identified as questioning their sexual orientation.



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Overall, these results reflect a continued diversity in sexual orientations among students, with a rise in the representation of bisexual, pansexual, asexual, and queer compared to 2019.

Table 9. Grade 7-12 Students' Sexual Orientation.

What is your sexual orientation? (Select all that apply)	7-12			
	2024		2019	
	#	%	#	%
Respondents/Participation	23,167	95.1%	21,125	96.0%
Straight / heterosexual	17,473	75.4%	16,779	79.4%
Lesbian	533	2.3%	297	1.4%
Gay	363	1.6%	217	1.0%
Bisexual	1,664	7.2%	1,509	7.1%
Two-Spirit	128	0.6%	51	0.2%
Queer	476	2.1%	210	1.0%
Questioning	517	2.2%	439	2.1%
Asexual	671	2.9%	273	1.3%
Pansexual	702	3.0%	446	2.1%
A sexual orientation(s) not listed**	487	2.1%	210	1.0%
Not sure	741	3.2%	673	3.2%
I do not understand this question	523	2.3%	397	1.9%
I prefer not to answer	1265	5.5%	830	3.9%

**A sexual orientation(s) not listed included responses such as Aroace, Aromantic, Demisexual, and, Omnisexual.

Disability

In 2024, 11% of participants identified themselves or their children to be a person with disability(ies), an increase from 9% in 2019. Of those who responded, 6% said they were “not sure” and 2% selected “preferred to not to answer” as a response option. A higher proportion of Kindergarten-Grade 6 respondents (83%) responded “No”, compared to 75% in Grades 7-12.

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Table 10. Student Disability(ies).

Do you consider yourself to be a person with a disability(ies)?	K-6		7-12		K-12		OCDSB	
	2024		2024		2024		2019	
	#	%	#	%	#	%	#	%
Respondents/ Participation	21,709	95.4%	23,291	95.6%	45,000	95.5%	32,701	93.7%
Yes	2,290	10.5%	2,665	11.4%	4,955	11.0%	2,934	9.0%
No	18,518	85.3%	17,542	75.3%	36,060	80.1%	26,657	81.5%
Not sure	647	3.0%	2,151	9.2%	2,798	6.2%	2,192	6.7%
I do not understand this question	36	0.2%	307	1.3%	343	0.8%	291	0.9%
I prefer not to answer	218	1.0%	626	2.7%	844	1.9%	627	1.9%

If respondents indicated “Yes” to the previous “Do you consider yourself to be a person with a disability(ies)?” question, they were prompted to select from the list of disabilities below. Of those who identified as having a disability, 43% identified as having learning disability(ies), 34% as having autism spectrum disorder, 25% as having developmental disability(ies), and 24% as having mental health disability(ies).

Table 11. Student Disability Categories.

If “Yes”, please select all that apply:	K-6		7-12		K-12		OCDSB	
	2024		2024		2024		2019	
	#	%	#	%	#	%	#	%
Respondents/ Participation	2,290	100%	2,655	100%	4,945	100.0%	2,626	100.0%
Addiction(s)			271	10.2%	271	5.5%	183	7.0%
Autism Spectrum Disorder	887	38.7%	787	29.6%	1,674	33.8%	600	22.8%
Blind or low vision	40	1.7%	205	7.7%	245	5.0%	161	6.1%
Chronic pain	14	0.6%	271	10.2%	285	5.8%	139	5.3%
Developmental disability(ies)	669	29.2%	571	21.5%	1,240	25%	251	9.6%
Deaf/Hard of Hearing	96	4.2%	184	6.9%	280	5.7%		
Learning disability(ies)	855	37.3%	1292	48.5%	2,147	43.3%	1,378	52.5%



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If “Yes”, please select all that apply:	K-6		7-12		K-12		OCDSB	
	2024		2024		2024		2019	
	#	%	#	%	#	%	#	%
Mental health disability(ies)	259	11.3%	931	35.1%	1,190	24.1%	725	27.6%
Mobility	36	1.6%	178	6.7%	214	4.3%	85	3.2%
Physical disability(ies)	92	4.0%	283	10.7%	375	7.6%	278	10.6%
Speech impairment	296	12.9%	220	8.3%	516	10.4%	256	9.7%
Disability undefined*	33	1.4%	146	5.5%	179	3.6%		
Any disability not listed above**	552	24.1%	596	22.4%	1,148	23.2%	438	16.7%

*Disability unspecified includes the number of participants who selected “Yes” to the self identification question, but did not specify an Indigenous identity.

**Any disability not listed above included responses such as Asthma, Diabetes, and Epilepsy.

Status in Canada

In 2024, 73% of participants indicated that they were born in Canada, a decline from 80% in 2019, while 27% of participants said they were born outside Canada. The percentage of respondents who were born in Canada was slightly higher in Kindergarten-Grade 6 (76%) and than Grade 7-12 respondents (71%).

Table 12. Status in Canada.

Were you born in Canada?	K-6		7-12		K-12		OCDSB		Ottawa
	2024		2024		2024		2019		2021
	#	%	#	%	#	%	#	%	%
Respondents/ Participation	21,727	95.5%	23,389	96.0%	45,116	95.7%	32,704	93.7%	916,855
Yes	16,471	75.8%	16,593	70.9%	33,064	73.3%	26,065	79.7%	74.7%
No	5,256	24.2%	6,796	29.1%	12,052	26.7%	6,639	20.3%	23.6%

If “no” was selected to the previous “Born in Canada” question, participants were prompted to report their current status. Of those who were born outside Canada, 42% reported being a Canadian Citizen, 12% a landed immigrant, 11% an international student, 5% a refugee, and the remaining participants were either a member of a diplomatic family or a member of an Indigenous community.



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Table 13. Follow Up Question on Status in Canada.

If “no”, are you currently:	K-6		7-12		K-12		OCDSB	
	2024		2024		2024		2019	
	#	%	#	%	#	%	#	%
Respondents/Participation	5,256	100%	6,796	100%	12,052	100%	6,582	100%
a Canadian citizen	1775	33.8%	3,337	49.1%	5,112	42.4%	3,076	46.7%
a member of an Indigenous community (e.g., First Nations, Inuit, Metis)	1	<0.01	21	0.3%	22	0.2%	12	0.2%
an international student (enrolled through a study permit)	659	12.5%	608	8.9%	1267	10.5%	785	11.9%
a landed immigrant/permanent resident	2069	39.4%	1494	22.0%	3563	29.6%	1628	24.7%
a refugee claimant	226	4.3%	173	2.5%	399	3.3%	270	4.1%
a conventional refugee	100	1.9%	96	1.4%	196	1.6%	112	1.7%
a member of a diplomatic family	152	2.9%	144	2.1%	296	2.5%	179	2.7%
Not sure	132	2.5%	624	9.2%	756	6.3%	390	5.9%
I do not understand this question	52	1.0%	217	3.2%	269	2.2%	130	2.0%
Undefined*	90	1.7%	82	1.2%	172	1.4%		

*"No" was selected to the previous "Born in Canada" question, but no selection was made for the follow up question



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NEXT STEPS

The data collected through the Valuing Voices Student Survey in 2024 will play a critical role in supporting data-driven decisions related to the OCDSB's key policy documents. The results highlight the multicultural composition of the population, emphasizing the importance of recognizing and celebrating this diversity at the OCDSB. The OCDSB's 2023-2027 strategic plan focuses on providing equitable opportunities for students to reach their full potential and contribute to society, with key priorities in Learning, Well-Being, and Social Responsibility (OCDSB, 2023). The data presented in this report will not only help measure progress in these core areas but also inform efforts to narrow achievement gaps between specific student groups, ensuring that the strategic plan's objectives are effectively monitored and advanced.

Over the next 4 years, the data presented in this report will be linked to other data in the student information system (e.g., achievement, program pathways, suspension rates, graduation metrics, etc). The linkage of the identity data with the other data sources will help the OCDSB identify trends and patterns, which will allow the District to take action to address structural racism and systemic barriers.

The key findings in this report highlights the increasing diversity of the OCDSB population with respect to language spoken by students, ethnicity, race, religion, and gender identity since it was last measured in 2019 through the Valuing Voices Student Survey. These key findings will continue to make a significant contribution in shaping the programs and supports offered to students in OCDSB schools.



2024 Valuing Voices - Identity Matters Student Survey

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GLOSSARY OF TERMS¹

Participant/Respondent refers to both parents/guardians who completed the survey on behalf of their child in Grades Kindergarten to 6 and students in Grades 7 to 12 who completed the survey during a class time.

Anti-racism is a proactive course of action to identify, remove, prevent, and mitigate the racially inequitable outcomes and power imbalances between dominant and disadvantaged groups and the structures that sustain these inequities. It recognizes the historic nature and cultural contexts of racism, and focuses critically on systemic racism.

Asexual A person who does not experience sexual attraction, and/or who has little to no interest in sexual activity. When used as an umbrella term, it encompasses identities reflecting a range of experiences and degrees of interest in sexual intimacy, including demisexual and graysexual.

Bisexual A person who experiences attraction to both people of their own gender and people of gender different from their own.

Creed means a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Data consists of facts, figures, and statistics objectively measured according to a standard or scale (e.g., frequency, volumes, or occurrences).

Database is any collection of data or information that is specially organized for rapid search and retrieval by a computer. Databases are structured to facilitate the storage, retrieval, modification, and deletion of data through various data-processing operations.

Dataset refers to an organized collection of data. The most basic representation of a data set is data elements presented in tabular form. A data set may also present information in a variety of non-tabular formats, such as a geospatial data file, an image file, etc.

Disability refers to a permanent or long term health condition that makes it difficult for individuals to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. Some students who have disabilities may have a special education plan at school to help them (an Individual Education Plan or IEP), but some do not.

¹ Note that some of these definitions have evolved over time. After consultation with respective teams, slight revisions have been made to ensure definitions relevant and appropriate. In some cases, this includes minor updates to terms since the time of survey administration.



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Discrimination refers to unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, marital status, family status, or disability, as set out in the *Ontario Human Rights Code*, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Diversity refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity refers to a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnicity is multifaceted, referring to groups that share a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and/or religious characteristics.

First Nations people are the descendants of the original inhabitants of Canada who lived here for many thousands of years before explorers arrived from Europe. First Nations people identify themselves by the Nation to which they belong, for example, Algonquin, Cree, Mohawk, Oneida and so on. There are over 630 First Nations communities in Canada.

Gay can be used as an umbrella term for people who experience attraction to people of the same gender as themselves. It can be used by individuals of any gender, but is often used to refer to attraction between two men/non-women.

Genderfluid refers to a gender identity or expression that changes or shifts along the gender spectrum.

Gender Identity refers to a person's internal sense or feeling of being a woman, a man, both, neither or anywhere on the gender spectrum, which may or may not be the same as the person's sex assigned at birth (e.g. male, female, intersex). It is different from, and does not determine, a person's sexual orientation.

Gender Non-conforming individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as "feminine men" or "masculine women" or as androgynous, outside of the categories "boy/man" and "girl/woman." People who are gender diverse may or may not identify as trans.



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Indigenous refers to the collective name for the original inhabitants of a region and their descendants. In Canada, this includes distinct groups of Indigenous peoples: First Nations, Métis, and Inuit. These communities are diverse, encompassing many unique cultures, languages, and traditions within them, each with its own identity and history.

Inuit are the Indigenous peoples of the Arctic. The word Inuit means "the people" in the Inuit language of Inuktitut. The singular of Inuit is Inuk.

Lesbian refers to an attraction between two women/non-men.

LGBTQ2S+ means Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, TwoSpirit, and additional sexual orientations and gender identities.

Métis means a person of Historic Métis Nation ancestry who resided in west central North America, and is accepted by the Métis Nation which is now comprised of all Métis Nation citizens and is one of the "aboriginal peoples of Canada" within the meaning of s.35 of the *Constitution Act 1982*.

Non-binary refers to someone who does not exclusively identify as a man or a woman. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. While many also identify as transgender, not all non-binary people do.

Pansexual refers to a person who experiences sexual and/or romantic attraction to others, regardless of gender.

Participation Rates, reported as percentages, represent the number of people who answered a particular survey question (or item) divided by the number of people who answered the survey. In this case, participation rates are calculated for parents/guardians of Kindergarten to Grade 6 students, and for students in Grades 7 to 12.

Queer is an umbrella term that may variously describe 2SLGBTQIA+ communities, one's relationship to a particular community, or an individual identity. It can denote same-gender attraction or reflect more complex dynamics between one's sex, gender, and attraction experiences.

Questioning is a term used to describe people who are in the process of exploring their sexual orientation or gender identity.

Race is a social construct based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways which can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group. Race categories may vary over time and place.

Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another.



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Religion refers to any religious denomination, group, sect, or other religiously defined community or system of belief and/or spiritual faith practices.

Security means the protection of personal information regardless of the format in which it is held and includes, but is not limited to, physical measures such as locked filing cabinets and restricted offices, organizational measures such as limited access, and technological measures, such as the use of passwords and encryption.

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

Stereotypes are qualities ascribed to individuals or groups that are based on misconceptions, false generalizations, and/or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate racism and racial discrimination and give rise to racial inequalities.

Systemic Racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others.

Trans boy or man refers to a person whose sex assigned at birth is "female" and identifies as a man may also identify as a trans man

Trans girl or woman refers to a person whose sex assigned at birth is "male" and identifies as a woman may also identify as a trans woman

Two Spirit is a term used by Indigenous peoples to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender.