



<b>REPORT TO:</b>	Program and School Services Advisory Committee
	Public or In-Camera: Public
<b>TITLE OF REPORT:</b>	Everyone Belongs District Results
<b>PRESENTERS:</b> <i>(list ONLY those attending the meeting)</i>	Karen Wilkinson, Interim Associate Director Christine Stager, Manager, Research and Assessment Services
<b>REPORT AUTHORS:</b>	Research and Assessment Services
<b>PRESENTED FOR:</b>	Information
<b>Recommendations:</b> <i>(only required when presented for approval)</i>	
<b>Purpose:</b> <i>(include context)</i>	To provide an overview of the 2024 Everyone Belongs Survey administration, results, and next steps.
<b>Content:</b>	Presentation slides
<b>Financial Implications:</b>	N/A
<b>Timeline:</b>	1. Results shared at PASSA February 4, 2025 2. Results on the Everyone Belongs website in February, 2025 3. Results shared with various groups and committees February-June, 2025
<b>Communications:</b>	N/A
<b>Appendices:</b>	Everyone Belongs Survey 2024 District Results PASSA Presentation

**Connection to Strategic Directions:**

We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs: Yes  
 To support student achievement, our schools and workplaces must be safe spaces for all: Yes  
 Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence: Yes  
 To inform our decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent: Yes



**Thames Valley**  
District School Board



**Everyone Belongs**  
at Thames Valley

# Everyone Belongs Student & Staff Survey

## DISTRICT RESULTS



# Collecting Identity Data



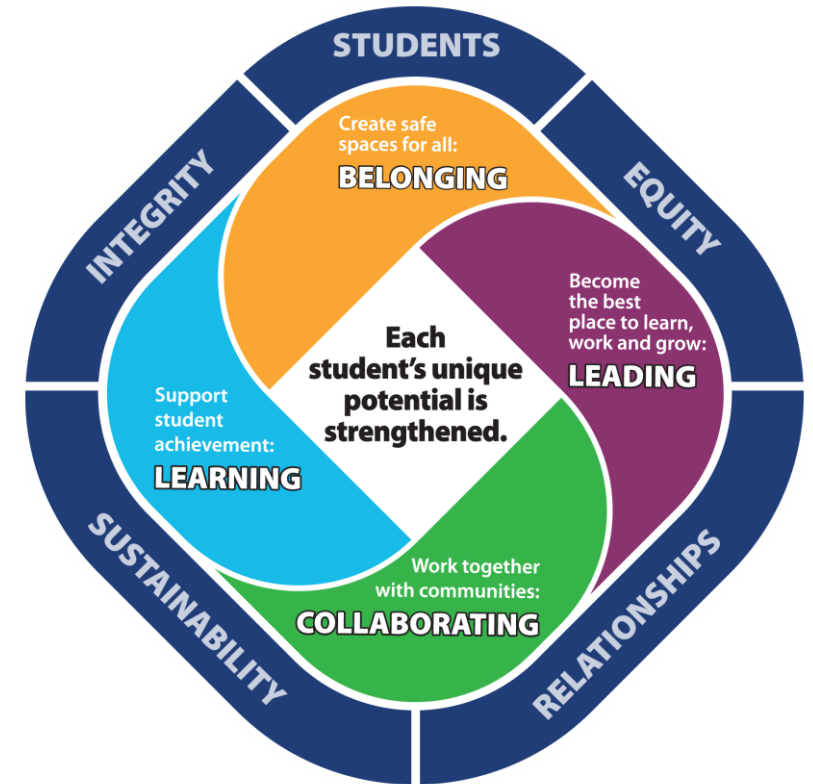
- ▶ Learn about and affirm student and staff identities
- ▶ Promote equitable outcomes and experiences
- ▶ Understand diversity in TVDSB
- ▶ Create opportunities that reflect student and staff identities
- ▶ Ensure decisions, policies, programming reflect identities

# TVDSB Multi-Year Strategic Plan: Strategic Direction #2

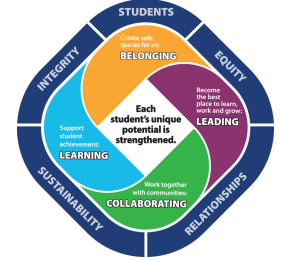
## BELONGING - Create Safe Spaces for All

### GOAL:

- 2.3 Educational environments are created that actively recognize and affirm the identities and abilities of students and staff by fostering inclusivity and respect across the district.



# BELONGING: Create Safe Spaces for All



## GOAL

## OUTCOMES

## INDICATORS

2.3. Educational environments are created that actively recognize and affirm the identities and abilities of students and staff by fostering inclusivity and respect across the district.

- 2.3.b Students and staff feel like they belong and are comfortable expressing their identities at school and at work.
- 2.3.c Students' diverse identities are reflected in each staffing group in the TVDSB.

- % of students in grades 7-12 and staff who feel comfortable expressing their identities at school and work
- % of staff who identify as a member of an equity-deserving community



**Everyone Belongs Student and Staff Survey**

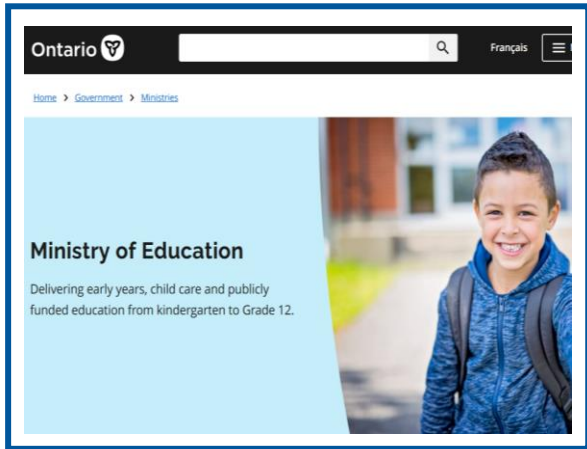
# The Everyone Belongs Survey

Voluntary survey about student and staff identities

Questions related to:

- Ethnicities
- Languages
- Gender Identities
- Racial Identities
- Newcomers
- Sexual Orientations
- First Nations, Métis, Inuit Identities
- Religions
- Disabilities

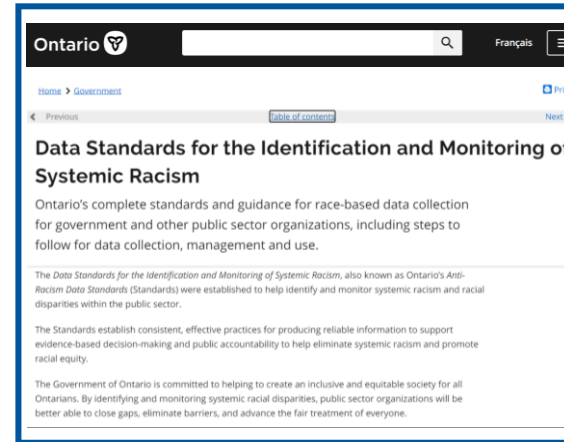
# Survey Development



Ministry of Education  
Template



Ontario's Anti-Racism  
Strategic Plan



Data Standards for the  
Identification and  
Monitoring of Systemic  
Racism



Feedback from TVDSB  
Staff and Communities

# The Everyone Belongs Survey



- Parents/caregivers of K-6 students
- Students grades 7-12



- TVDSB employees



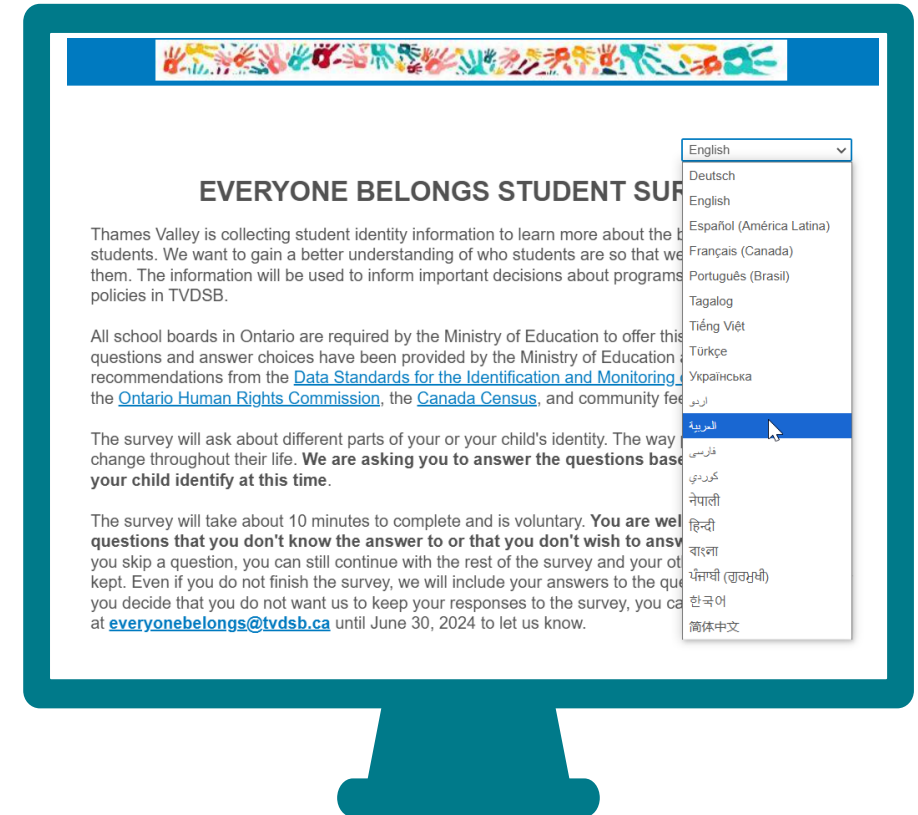
# Strategies to Support Students, Parents, Caregivers, & Staff

Translated survey and information

Online, on paper, over the phone

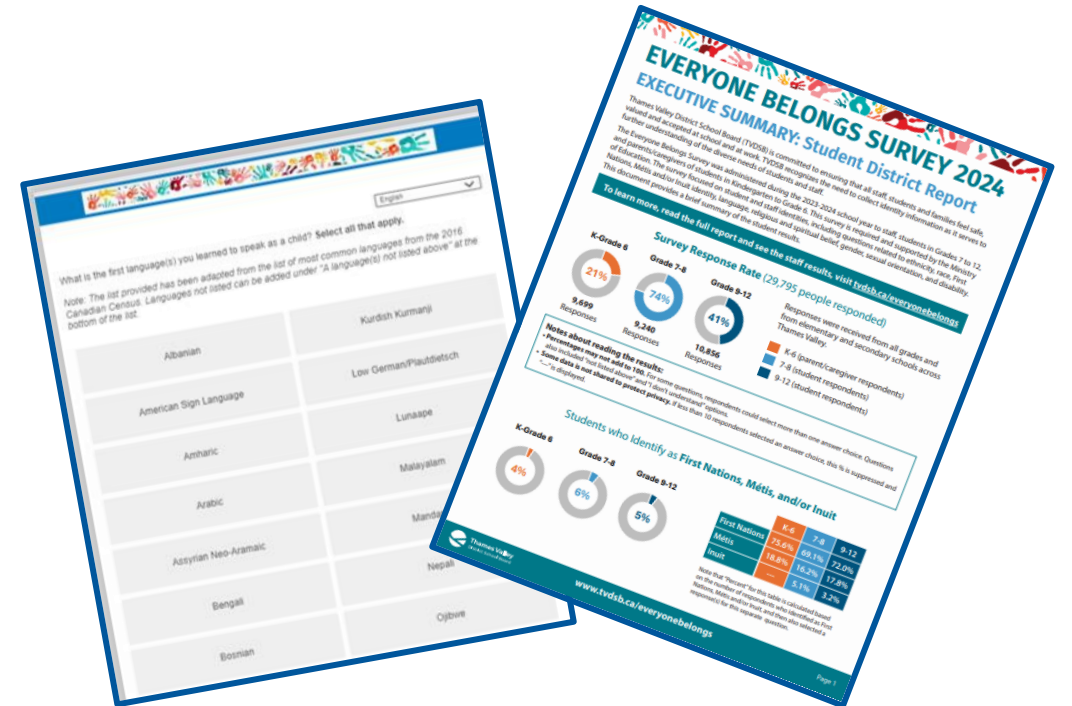
Compatible with Assistive Technology

Information packages provided to staff



# Guiding Principles for Collecting, Analyzing, & Reporting Identity Data

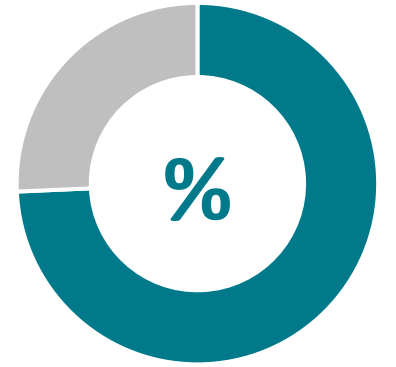
- ▶ Include as many identities as possible
- ▶ Focus on equity-deserving groups
- ▶ Do not prioritize the majority
- ▶ Protect student and staff privacy



# Summary of the Survey Results



# Notes About the Data



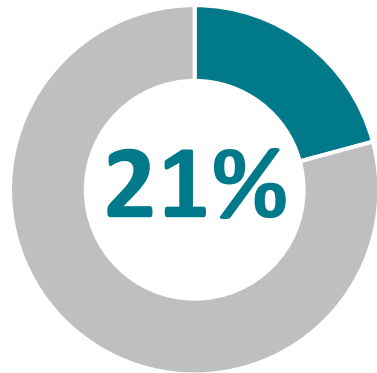
- ☑ Questions included an option to write in a response
- ☑ Every question included “I don’t understand this question”
- ☑ Terminology is evolving; glossaries were provided
- ☑ Parents/caregivers of students K-6 responded for their child
- ☑ Results represent a snapshot in time

# Survey Overall Response Rate

Total of 35,840 responses

## PARENTS/CAREGIVERS

Kindergarten-Grade 6

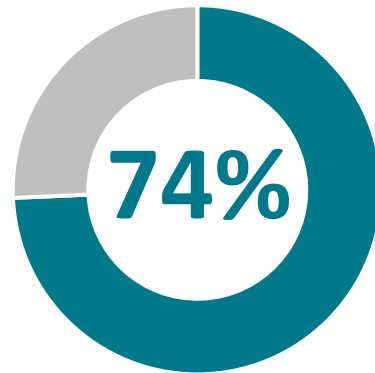


9,699

Responses

## STUDENTS

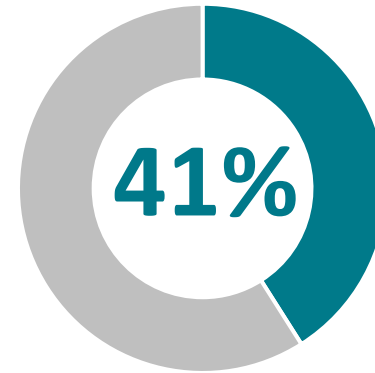
Grade 7-8



9,240

Responses

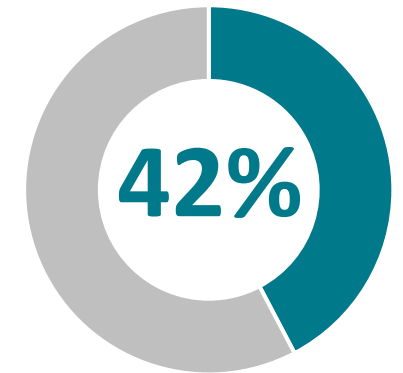
Grade 9-12



10,856

Responses

## STAFF



6,045

Responses

Note: Response rate for each group should be carefully considered when interpreting the survey results

Survey Responses from Thames Valley

# Schools, Grades, Employee Groups

Student responses for elementary and secondary schools across the district



Student responses from Kindergarten to grade 12

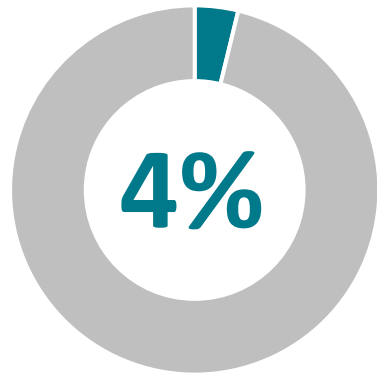
Staff responses from all employee groups



% of Students and Staff who Identify as  
**First Nations, Métis, and/or Inuit**

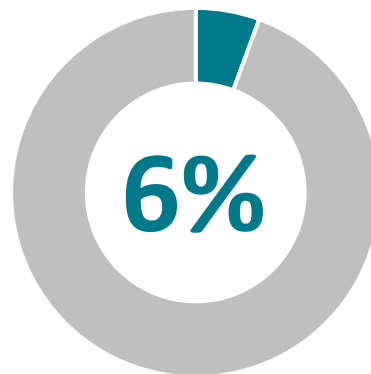
**PARENTS/CAREGIVERS**

Kindergarten-Grade 6

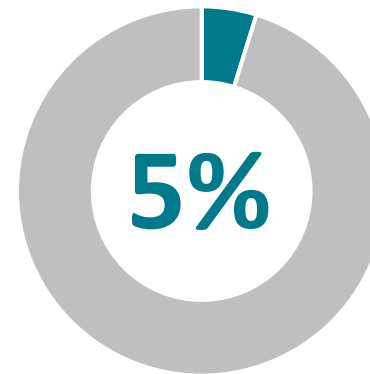


**STUDENTS**

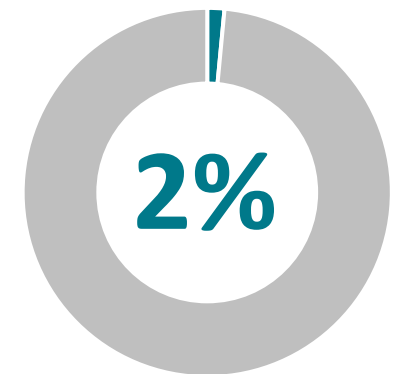
Grade 7-8



Grade 9-12



**STAFF**



# Number of Ethnic and Cultural Origins

Represented Among Students and Staff



Students: Over 200

Staff: Over 100

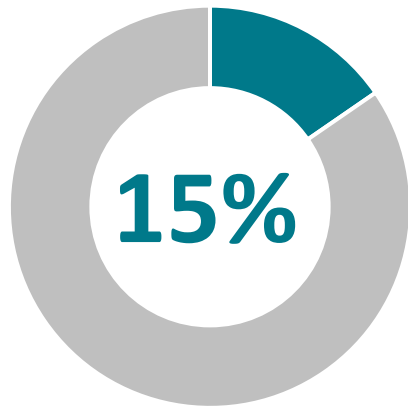


% of Students and Staff who Identify as a

# Racialized Person/Member of a Racialized Community

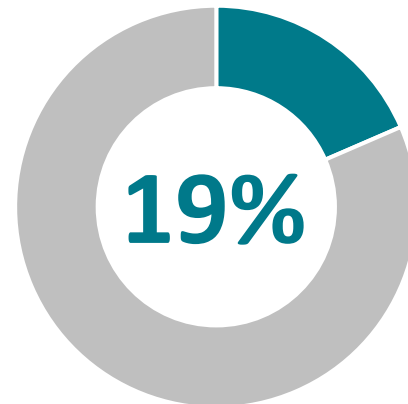
## PARENTS/CAREGIVERS

Kindergarten-Grade 6

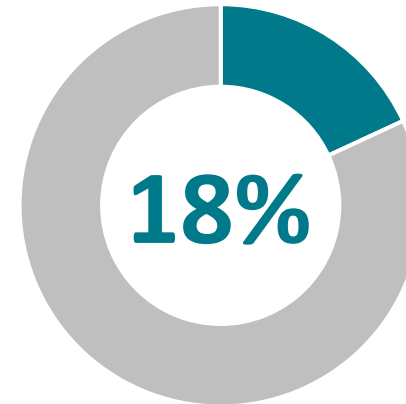


## STUDENTS

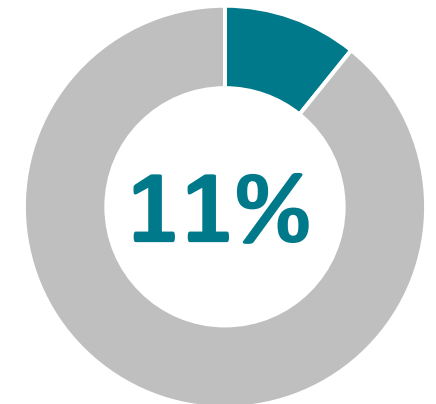
Grade 7-8



Grade 9-12



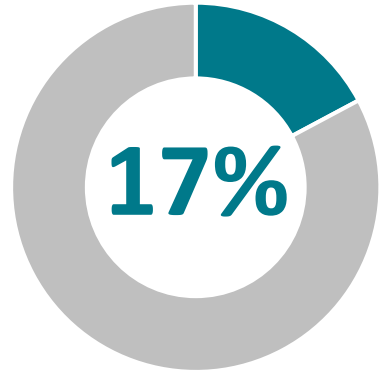
## STAFF



% of Students and Staff who  
**Moved to Canada in the Last 5 Years**

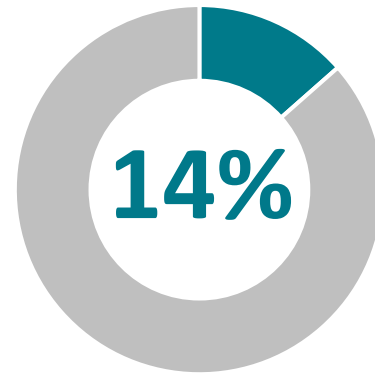
**PARENTS/CAREGIVERS**

Kindergarten-Grade 6

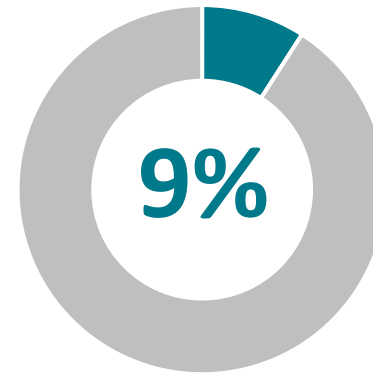


**STUDENTS**

Grade 7-8



Grade 9-12



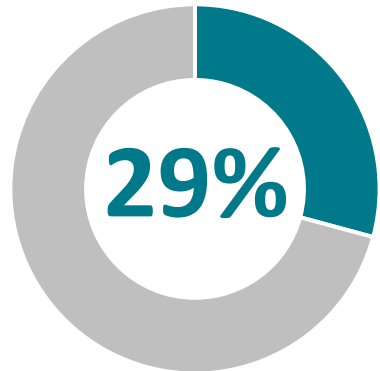
**STAFF**



% of Students and Staff who  
**Speak More than One Language**

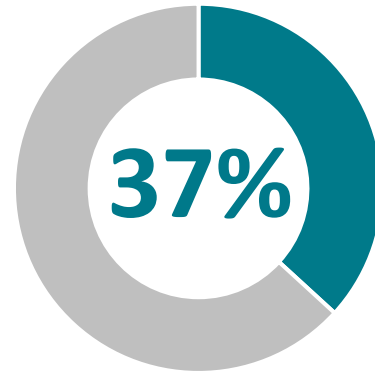
**PARENTS/CAREGIVERS**

Kindergarten-Grade 6

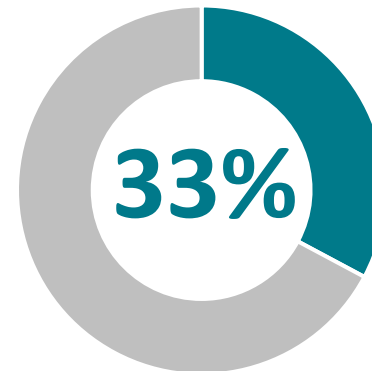


**STUDENTS**

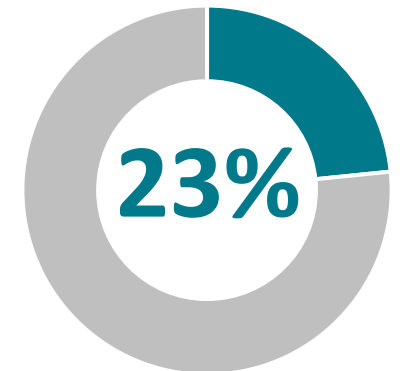
Grade 7-8



Grade 9-12



**STAFF**



# Number of Fluent Languages

Spoken by Students and Staff

**Students:  
Over 100**

**Staff:  
Over 50**

# Number of Religions, Creeds, Beliefs, Spiritual Affiliations

Followed by Students and Staff

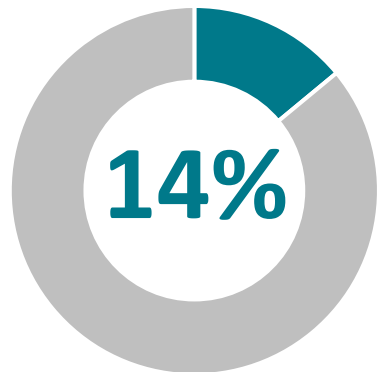
**Students:  
Over 30**

**Staff:  
Over 15**

# % of Students and Staff who Identify as Having a Disability

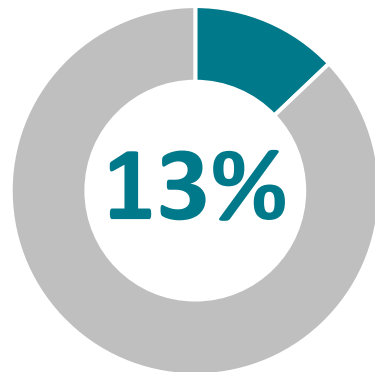
## PARENTS/CAREGIVERS

Kindergarten-Grade 6

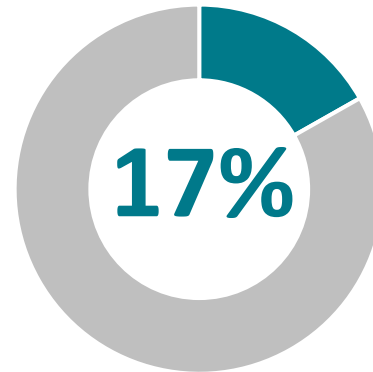


## STUDENTS

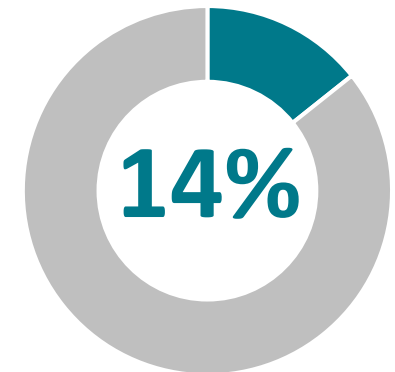
Grade 7-8



Grade 9-12

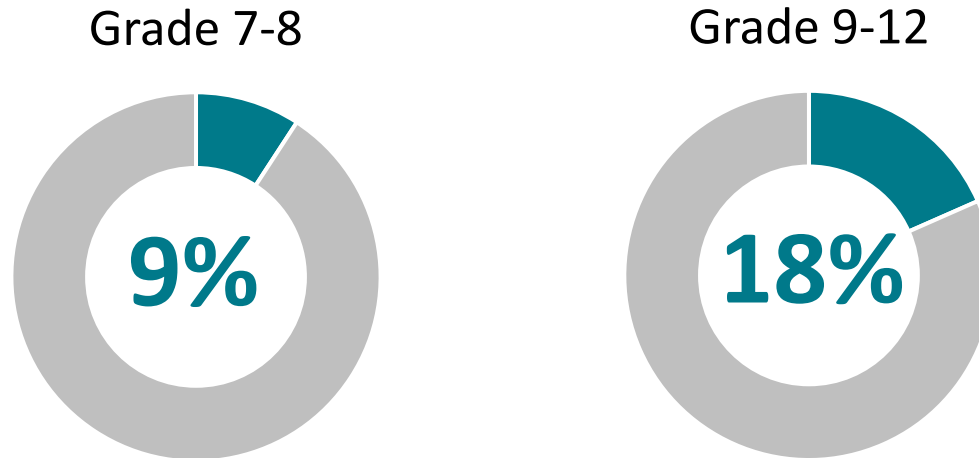


## STAFF

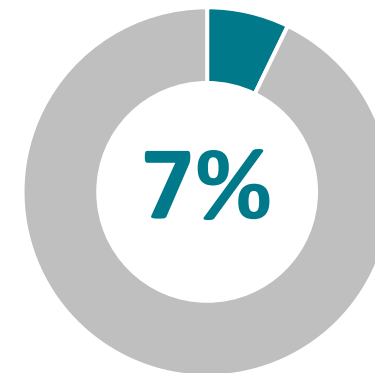


# % of Students and Staff who identify as a **2SLGBTQIA+ Person**

## STUDENTS



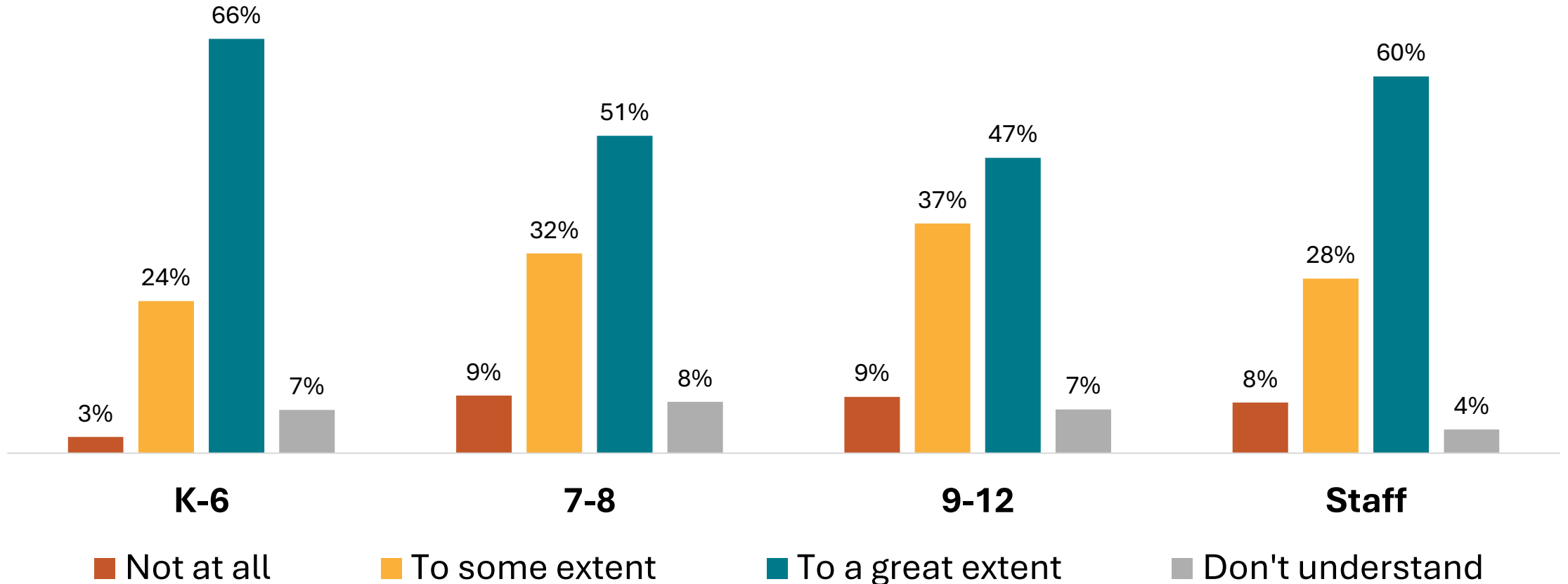
## STAFF



Parents/caregivers of students in K-6 were not asked this survey question. 2SLGBTQIA+ was defined on the survey as an acronym that stands for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and more. A glossary of terms related to sexual orientation can be accessed at: <https://www.btb.termiumplus.gc.ca/publications/diversite-diversity-eng.html>

% of Students and Staff Who Feel Comfortable

# Expressing their Identity at School/Work



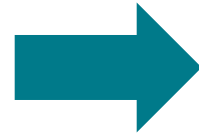


# Revisiting MYSP Indicators

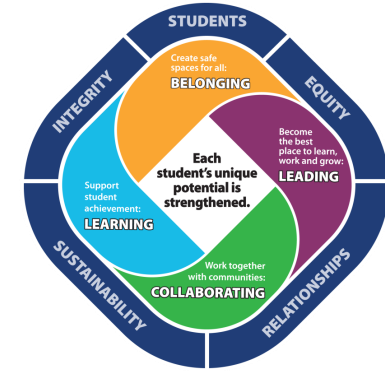
## BELONGING: Create Safe Spaces for All

### INDICATORS

% of students in grades 7-12 and staff who feel comfortable expressing their identities at school and work



Feel Comfortable to a Great Extent	Percent
Students Grades 7-8	51%
Students Grades 9-12	47%
Staff	60%

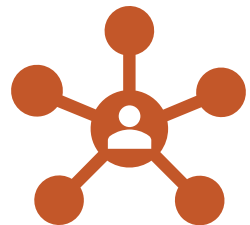


% of staff who identify as a member of an equity-deserving community



Equity-Deserving Community	Percent	Equity-Deserving Community	Percent
Racialized	11%	Recently moved to Canada	1%
Racial Identity, Black	2%	Have a Disability	14%
First Nations, Métis, and/or Inuit	2%	2SLGBTQIA+	7%

# Next Steps: Using Identity Data



Share results with staff, schools, families, the public



Support departments/portfolios in using results to develop inclusive and equitable experiences for all



Use data to support the work of the MYSP

# Next Steps: Linking Student Identities to Outcomes

## Key Considerations



**Data Availability**



**Group Size**



**Analyses that  
support students**



**Communicating  
Results**

# Thank You!

