



# **School Climate Surveys 2020-2021**

## **Full Report**

# **Findings from YRDSB 2020-2021 Student and Family Surveys**

**YRDSB Research and Assessment Services**

**December 2021**

# Land Acknowledgement



**Source:** Turtle Island emoji designed by Chief Lady Bird (Nancy King) is an Anishinaabe artist based in Toronto. Her work is also seen across the city as public murals.

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement, we will take up our responsibility to be respectful of their traditions, knowledge, and inherent rights as sovereign nations.

We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.



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**Title: Full Report: Findings from YRDSB 2020-2021 Student and Family Surveys**

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## A: Introduction: YRDSB Student and Family Surveys 2020-2021

During the 2020-2021 school year, circumstances associated with the COVID-19 pandemic led to substantial and unprecedented changes to learning environments around the world. In Ontario, emerging research on the impacts of the pandemic points to increased stress for families, particularly in its initial stages (Offord Centre, 2020). In addition, pre-existing inequities, disparities, and systemic barriers within school systems and the broader social context were intensified (Ciuffetelli & Conversano, 2021; OECD, 2021).

Understanding how York Region District School Board (YRDSB)'s students and families experienced learning in the context of the pandemic offers an important opportunity to continue to support students, especially those who are systematically underserved within YRDSB (i.e., students who are historically and currently marginalized within education systems).

YRDSB routinely consults with students and families in a variety of ways to understand their perspectives on, and experiences of, learning environments. To further understand students' and families' experiences of learning (face-to-face and virtual) during the 2020-2021 school year, YRDSB's Research and Assessment Services department implemented two online surveys in May, 2021.

The *2021 YRDSB Student Survey* and the *2021 YRDSB Family Survey* were designed to achieve several objectives including:

- responding to students and families based on the impact of the pandemic on student learning and well-being;
- meeting Ministry-mandated requirements to conduct school climate surveys on a cyclical basis;
- meeting the requirements of PPM164, which instructed school boards to assess perceptions of remote learning; and
- monitoring YRDSB's [Multi-Year Strategic Plan](#) (MYSP) and [Director's Action Plan](#) (DAP) goals.

This report includes key findings from these surveys related to the following topics:

- student well-being and mental health;
- safe, equitable, and inclusive learning environments;
- student engagement and learning; and,
- remote learning, technology, and learning tools.

Importantly, these findings provide insight into student and family experiences and perceptions during an unprecedented learning context that resulted from the COVID-19 pandemic. This report can also be used to understand trends in perceptions among YRDSB students and families over time. Findings also offer important information to support school, department, and system planning and intervention strategies that aim to better serve students and raise the learning outcomes and well-being of students who are systemically underserved within YRDSB.

### Using Perception Data to Support School, Department, and System Planning with Data Literacy and an Anti-Oppression Framework

Data play a critical role in supporting school, department, and system planning. Findings in this report represent perception data, which is one of several types of data used at YRDSB to inform decision-making regarding policies, programs, practices, and procedures that aim to achieve YRDSB's [DAP](#) goals (see Figure 1).

# Introduction

## YRDSB Director’s Action Plan Goals

To raise the achievement and well-being of our students who are underserved, we will:

### Foster Well-Being and Mental Health:

We create safe, healthy and inclusive learning and working environments.

### Champion Equity and Inclusivity:

We develop the knowledge, skills and attitudes to remove barriers in support of all learners.



### Build Collaborative Relationships:

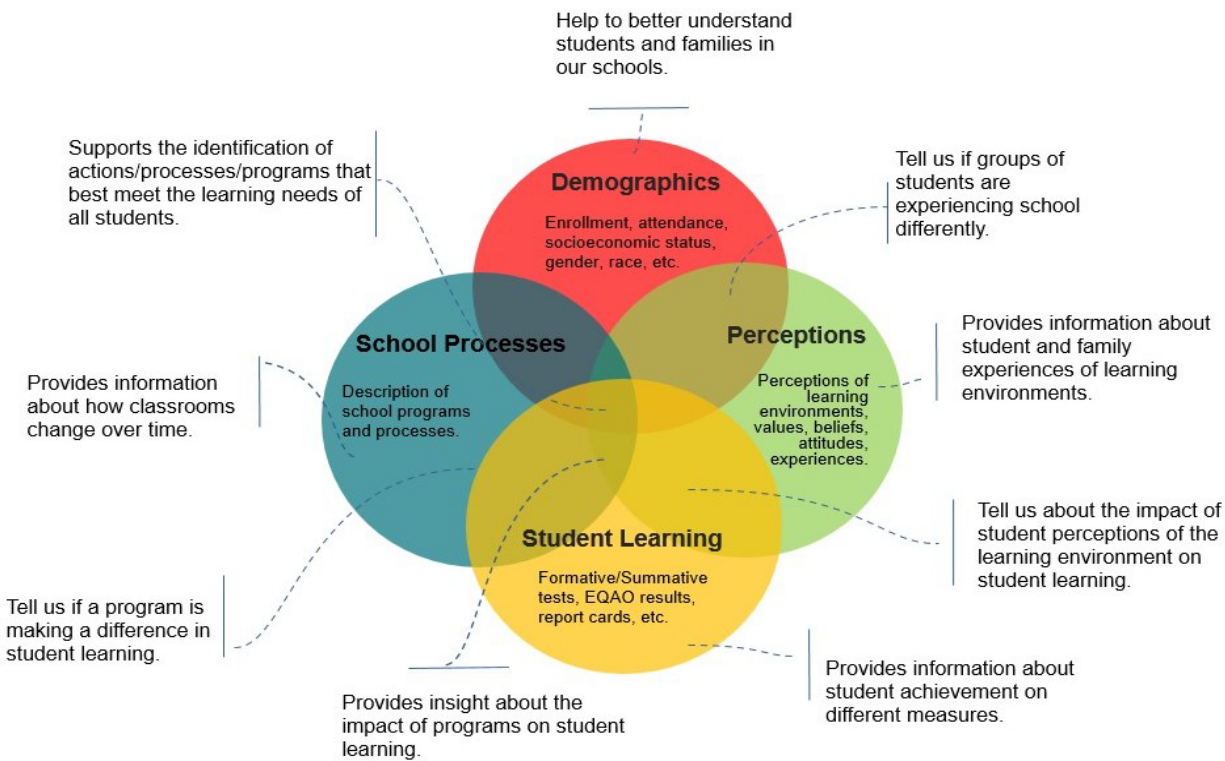
We build trusting relationships based on respectful and responsive communications.

### Empower Ethical Leadership:

We lead ethically by focusing on students and upholding our value.

Using perception data alongside multiple and diverse data sources (e.g., student learning data, school programs and processes data, and demographic data) is an important part of school, department, and system planning and monitoring processes (see Figure 2). Together, multiple sources of data can be used to develop an understanding of the areas of strength and need within YRDSB, as well as the strategies and actions required to support all students, especially those who are systemically underserved at YRDSB.

## Multiple and Diverse Sources of Data for Planning and Monitoring



**Source:** Adapted from Bernhardt V. L. (2013). *Data Analysis for Continuous School Improvement (3<sup>rd</sup> ed)*. New York: Routledge, p.17.

Data can also play an important role in advancing the goals of equity and social justice (Garcia et al., 2018) and can support YRDSB’s goal to raise the achievement and well-being of students who are underserved. At the same time, care must be taken to ensure that data are collected, interpreted, reported, and used in ways that do not harm individuals or groups that the data represent. Developing Data Literacy and applying the principles of Anti-Oppression help to ensure that data are not used in ways that stereotype, marginalize or stigmatize social groups, or promote deficits perspectives towards students and families.

As outlined in this report, findings from the student and family surveys point to disparities in schooling experiences of different groups of students depending on their identities such as Indigenous identity, racial identity, sexual orientation, and gender identity. YRDSB recognizes that these disparities are

the result of inequities within and beyond schools and school boards and are not a reflection of deficits within students and families. As such, it is important to review findings in this report with the understanding that:

- Differences in student experiences and perceptions reflect systemic inequities;
- Individual and systemic biases and barriers must be examined to ensure that students, families and communities are not further marginalized or stigmatized in reviewing and interpreting data; and
- Responses to differences in student experiences and perceptions must focus on strategies and initiatives to promote equitable institutional structures and practices to enable all students to achieve their highest potential.

Below are guiding questions that can support readers in reviewing and using data in ways that promote equitable experiences and outcomes for students and families:

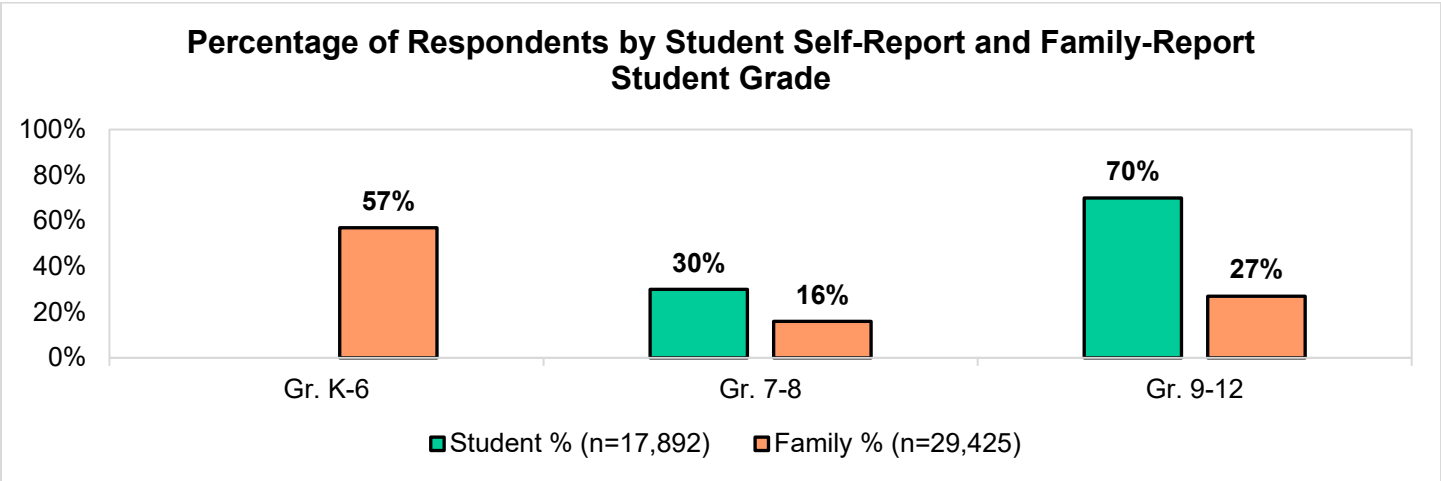
- What do you notice about the data? What stands out for you?
- How might your social location influence how you interpret the data?
- What assumptions might you be making about students and families based on the data? How might biases be shaping these assumptions?
- What additional data sources are needed to understand both complementary and divergent perspectives about students' and families' experiences and perceptions?
- How will you shift or maintain your focus on what the data suggest about educational structures and practices (e.g., school practices and environments, Board policies and practices, etc.) rather than attributing perceptions and experiences to deficits within students, families, or social groups?
- How will you use the information in this report to change practices in ways that raise the achievement and well-being of students who are underserved?

Survey Methodology and Response Rates

Students in Grades 7-12 were invited to complete the *YRDSB 2021 Student Survey*. Families of students in Grades K-12 were invited to complete the *YRDSB 2021 Family Survey*. The surveys were available online between May 26 and June 29, 2021, through a third-party data collection tool. Surveys were designed to take approximately 15 to 20 minutes to complete and were available in the following 13 languages: Arabic, Simplified Chinese, Traditional Chinese, Farsi, Gujarati, Hebrew, Korean, Punjabi, Tamil, Turkish, Russian, Urdu, and Vietnamese, which are the most commonly spoken languages in YRDSB households. Surveys were anonymous and confidential, and participants could skip any questions they did not want to answer. Survey questions were developed in consultation with numerous subject matter experts across YRDSB.

In total, 19,879 student surveys were completed, for an overall approximate response rate of 33%. A total of 31,480 family surveys were completed, for an overall approximate response rate of 21%. Most student surveys were completed by students in Grades 9-12, and most family surveys were completed by families of students in Grades K-6. Figure 1 details the percentage of responses by student self-reported grade and family-reported student grade.

Figure 1: Student Self-Reported Grade and Family-Reported Student Grade



**Source:** School Climate Student Survey 2021  
**Notes:** Not all respondents indicated a student grade.

Data Analysis and Reporting

The analyses undertaken for this report are *descriptive* in nature, meaning that they are intended to summarize participants’ responses to the survey. Qualitative analysis involved identifying key themes, categories, and patterns in the responses to three open-ended questions in the student survey that asked about the successes and challenges associated with remote learning. Quantitative analysis involved identifying the number and percentage of respondents who selected response options to each survey question. In this report, for all questions in which a participant could select only one response category, “n” refers to the number of *respondents* who selected that response category. For questions in which a participant could select more than one response category, “n” refers to the number of *responses* to a particular survey item. In this report, Figures include data for select response categories (e.g., Strongly Agree/Agree, Always/Often, etc.).

In alignment with the commitment to anti-oppression, which calls attention to the role of institutions in shaping power, privilege and oppression, disaggregate findings by student identities in this report are included only for questions that emphasize the role of educational structures, practices, and environments in shaping students’ and families’ experiences of learning. The Pearson Chi-Square significance test was conducted for all questions that were disaggregated by student self-identified race, sexual orientation, and gender identity. Notably, findings for these questions were found to be statistically significant ( $p<.05$ ), and while statistical analyses such as significance testing have no inherent or superior value in research inquiries, such analyses can be used to advance social justice and equity goals (Garcia et al., 2018). Here, the results of our statistical significance testing are treated as further evidence of the importance of examining and improving educational structures and practices in ways that support equitable experiences and outcomes for students.

In this report, findings are presented in the following four main sections:

- student well-being and mental health;
- safe, equitable, and inclusive learning environments;
- student engagement and learning; and
- remote learning, technology, and learning tools.

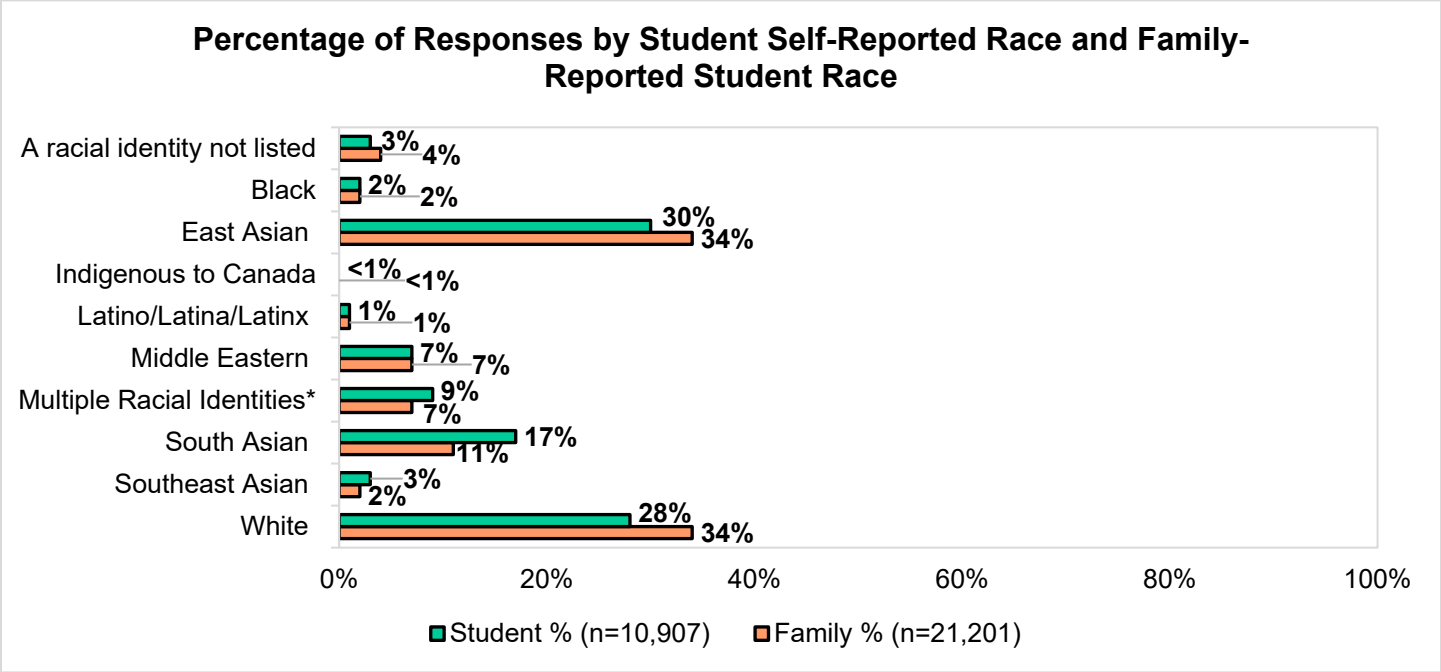
About the Survey Participants

To carry out the survey objectives and understand how various identity groups experienced the 2020-2021 school year, the *YRDSB 2021 Student Survey* and the *YRDSB 2021 Family Survey* included identity-based demographic questions. Collecting identity-based data is an important part of identifying and removing systemic biases and barriers to equitable learning experiences, opportunities, and outcomes for students who are historically and currently marginalized within education systems, and for establishing equitable practices that support the achievement and well-being of all students.

There are, however, inherent challenges associated with the collection of identity-based data as identities are not necessarily captured by fixed categories, and the ways in which people describe themselves are diverse and may change over time ([Ontario Human Rights Commission, 2009](#)). For these surveys, identity-based questions follow the Ministry of Ontario’s [Anti-Racism Data Standards](#) (2018) which provide guidance on data collection requirements to support the identification of systemic inequities and disparities in the public sector.

Figures 2 to 5 and Tables 1 and 2 provide an overview of responses to the identity-based data collected in the student and family surveys. Data in this section reflect both student self-reported identity data as well as family-reported identities of their child. Note that for questions about race, gender identity, and sexual orientation, participants could select more than one identity category.

Figure 2: Student Self-Reported Race and Family-Reported Student Indigenous and Racial Identities



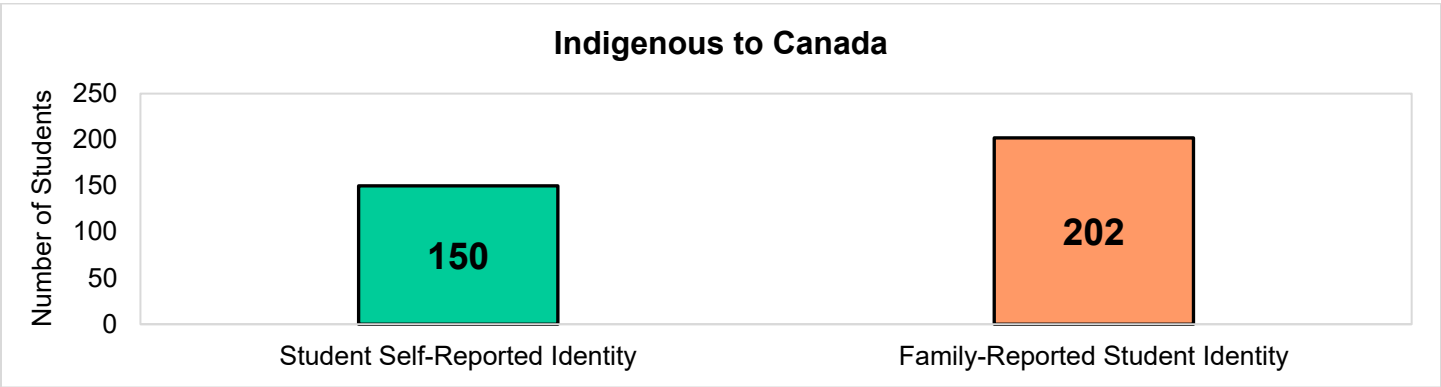
**Source:** School Climate Student Survey 2021

**Notes:** (\*) Respondents could select more than one racial identity from the list provided. The “multiple racial identities” category includes the percentage of respondents who selected more than one race category from the list provided. The category entitled, “a racial identity not listed” includes the percentage of respondents who indicated that their racial identity was not listed in the options provided. Where percentages are less than 0.5%, “<1%” is shown

In this survey, students were invited to indicate Indigenous identity as a self-reported race category (see Figure 2), as well as in a separate question that asked if students are Indigenous to Canada. A higher number of students and families responded to the question on Indigenous to Canada, therefore, in this report, numbers representing Indigenous students are from the question that asked students if they are Indigenous to Canada (see Figure 3).



Figure 3: Student Self-Reported and Family-Reported Student Indigenous Identity



Source: School Climate Student Survey 2021

Table 1: Student Self-Reported and Family-Reported Student Gender Identity

Gender Identity	% Student Grade 7-12 (n=11,232)	% Family K-12 (n=22,368)
A Gender Identity Not Listed	<1%	<1%
Gender Fluid	1%	<1%
Gender Nonconforming	<1%	<1%
Man/Boy	35%	52%
Multiple Gender Identities*	4%	1%
Non-Binary	1%	<1%
Questioning	1%	<1%
Transgender	<1%	<1%
Two-Spirit	<1%	<1%
Woman/Girl	58%	46%

Source: School Climate Student Survey 2021

Notes: (\*) Respondents could select more than one gender identity from the list provided. The “multiple gender identities” category includes the percentage of respondents who selected more than one gender identity category from the list provided. Where percentages are less than 0.5%, "<1%" is shown.

Table 2: Student Self-Reported Sexual Orientation

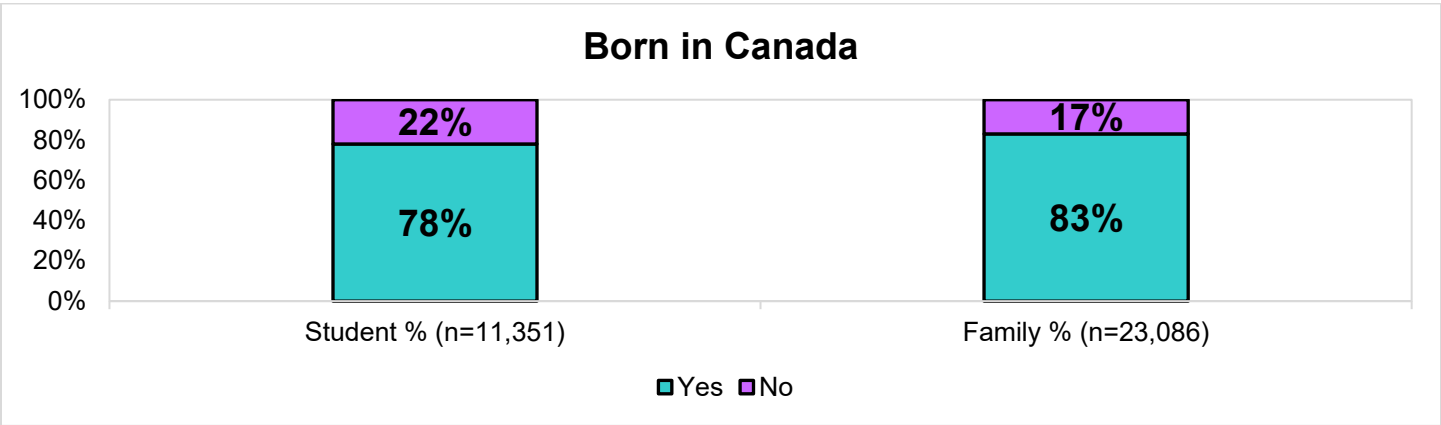
Sexual Orientation	% Students Grades 7-12 (n=11,313)
Asexual	4%
A Sexual Orientation Not Listed	<1%
Bisexual	6%
Gay	<1%
Lesbian	1%
Multiple Sexual Orientation Identities*	7%
Pansexual	2%
Queer	<1%
Questioning	3%
Heterosexual	62%
Two-Spirit	4%

Source: School Climate Student Survey 2021

Note: (\*) Respondents could select more than one sexual orientation identity from the list provided. The “multiple sexual orientation identities” category includes the percentage of respondents who selected more than one sexual orientation identity category from the list provided. Where percentages are less than 0.5%, "<1%" is shown.

As indicated in Figure 4, of the 11,351 students who answered this question, most (78%, n=8,903) reported that they were born in Canada, and among the 23,086 families who answered this question, most (83%, n=19,049) reported that their child was born in Canada. This percentage aligns closely with that in the YRDSB Student Information System (SIS) wherein data indicates that 82% of YRDSB students are born in Canada.

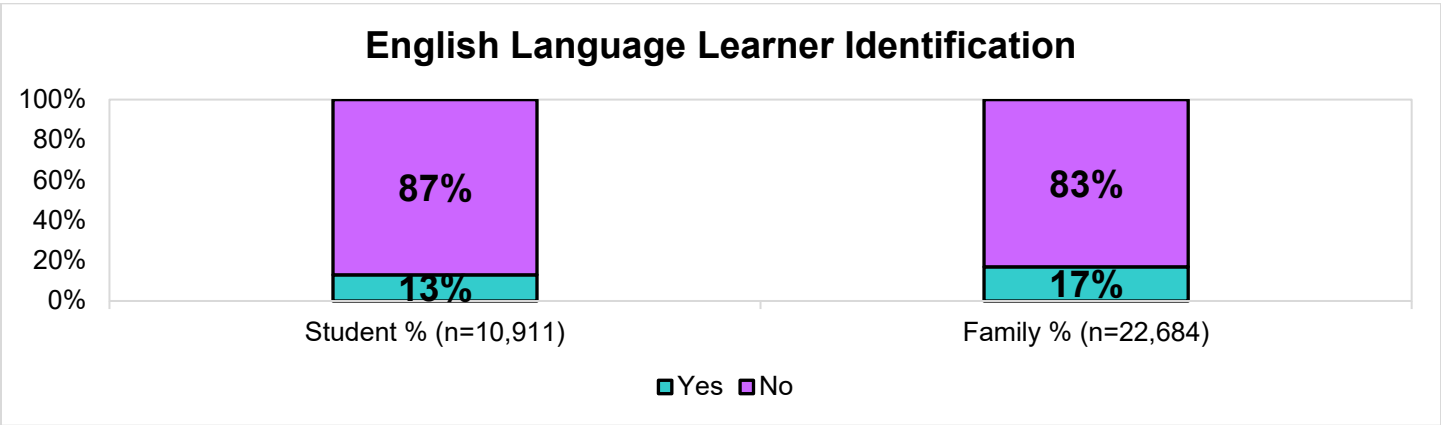
Figure 4: Student Self-Reported and Family-Reported Born in Canada



Source: School Climate Student Survey 2021

Indicated in Figure 5, of the 10,911 students who answered this question, 13% (n=1,466) self-identified as an English Language Learner (ELL). Seventeen percent of family respondents (n=3,748) identified their child as an English Language Learner. Notably, student self-identified English Language Learners in this survey are underrepresented compared to the broader YRDSB population, wherein English Language Learners make up 26% of all YRDSB students as identified in YRDSB’s Student Information System. This underrepresentation may be due to a low response rate among students with an ELL identification or to the possibility that students with an ELL identification did not indicate this in the survey.

Figure 5: Student Self-Reported and Family-Reported English Language Learner Identification



Source: School Climate Student Survey 2021

B: Summary of Survey Findings

Well-Being and Mental Health

Findings from the 2021 surveys suggest that the pandemic context has negatively impacted student well-being and mental health. An analysis of student perceptions across surveys also indicates that since 2017, there has been a substantial increase in the percentage of students who report feelings related to negative well-being and mental health (e.g., anxious, socially isolated) and a substantial decrease in the percentage of students who report feelings related to positive well-being and mental health (e.g., happy, positive about the future).

There has also been a decrease in the percentage of students who report feeling like they matter to people at school. While overall, there has been an increase in the percentage of students who report that there is at least one caring adult at their school who supports them, there are differences across racial, gender, and sexual orientation identities. Survey results indicate that students who identified as Indigenous, Latino/Latina/Latinx, those who selected multiple racial identities, and those who selected 2SLGBTQ+ gender and sexual orientation identities were less likely than their peers to report feeling supported by a caring adult at their school during the 2020-2021 school year.

Safe, Equitable, and Inclusive Learning Environments

Findings from both the student and family surveys suggest that overall, most students feel safe at their school, that their school is a welcoming place, that they are treated with respect at their school, and that school rules are applied to them in a fair way. However, findings also indicate that there are differences across student social identities with respect to experiences of safety, equity, and inclusion at school. Specifically, findings suggest that students with marginalized racial, gender, and sexual orientation identities are less likely than their peers to report feeling safe at school, like they belong at their school, and like school rules are applied to them in a fair way. These students are also more likely to report experiences of racism, bullying, discrimination, and harassment.

With respect to safe, equitable, and inclusive learning environments, most students reported that they know how to report if bullying, cyberbullying, racism, discrimination, or harassment happen at their school. In addition, in 2021 most students indicated that they are encouraged to think or learn about human rights/social justice issues. An analysis of student perceptions across surveys indicates that since 2017, there has been an increase in the percentage of students who report that they are encouraged to think or learn about human rights/social justice issues related to Indigenous peoples of Canada, race, and poverty.

Student Engagement and Learning

Findings from the student and family surveys suggest that student engagement has been challenging in the pandemic context. Overall, findings suggest that compared to students in Grades 7-8, secondary students are less likely to report that they have learning opportunities related to student engagement (e.g., opportunities to assess their learning, share thoughts about how they learn best, etc.). In addition, an analysis of student perceptions across surveys indicates that there has been a decrease in the percentage of students who report that they have opportunities related to student engagement at their school.

With respect to the relevance of instruction, findings suggest that there are differences across student social identities with students with marginalized racial, gender, and sexual orientation identities being less likely to indicate that the instruction they receive is relevant and has real-life connections. In addition, families of secondary students are less likely to perceive the instruction their child receives as being relevant and having real-life connections compared to families of elementary students.

With respect to ESL/ELD support, less than half of students reported that the support they received helps their learning, and less than half of families indicated that this support helps their child with learning. Similarly, with respect to special education programming, less than half of students and



families indicated that this programming supported their, or their child’s strengths, needs, and interests.

**Remote Learning, Technology, and Learning Tools**

Findings from both surveys indicate that the majority of YRDSB students had access to reliable internet and electronic devices to support them during periods of remote learning, and that they were comfortable using virtual learning devices and virtual learning tools on their own. Many families did report, however, that their child needed support for remote learning, with families of elementary students being more likely to indicate this than families of secondary students. In addition, most students reported that they had the materials they needed to complete assignments and were able to access school staff for support when they needed it. However, less than half of students indicated that they were able to stay motivated in their classes.

On average, half of students indicated that overall, online learning worked for them. Qualitative feedback from students also suggests that not all students experienced remote learning in the same way. That is, the characteristics of remote learning that worked well for some students did not work well for others. Overall, findings point to a continuum of student and family experiences of remote learning during the 2020-2021 school year.

C: Student Well-Being and Mental Health

YRDSB is working to support student well-being and mental health by building safe, healthy, and inclusive learning environments wherein students all feel they matter and belong. Students’ perceptions of their well-being and mental health and families’ perceptions of their child’s well-being and mental health provide important information that can be used to support efforts to achieve these goals.

Below is a summary of key findings related to student well-being and mental health from the 2021 YRDSB Student Survey and the 2021 YRDSB Family Survey, as well as a summary of data trends in perceptions of student well-being and mental health between 2017 and 2021 using the 2017 School Climate Survey for Students (indicated in Figures as SCSS), the 2018 Every Student Counts Survey (indicated in Figures as ESCS), and the 2021 YRDSB Student Survey (indicated in Figures as SS).

What we were told about student well-being and mental health in 2021:

- A higher percentage of secondary students reported feelings related to negative well-being and mental health than elementary students.
- Among both elementary and secondary students, less than half reported experiencing feelings related to positive emotional well-being and mental health (i.e., happy, positive about the future, good about themselves) all the time or often during the 2020-2021 school year.
- A higher percentage of both elementary and secondary students reported feeling nervous or anxious, socially isolated, and like they are running out of time so that they cannot do anything fun compared to other feelings related to negative well-being and mental health.
- Students who identified as Indigenous, Latino/Latina/Latinx, students who selected multiple racial identities, those who identified with 2SLGBTQ sexual orientation and gender identities were less likely to report feeling supported by and cared for by adults at their school.
- Family reports of their child’s well-being and mental health are consistent with student self-reports, with a higher percentage of families of secondary students reporting that their child experienced feelings related to negative well-being and mental health than families of elementary students.
- Among families of students in all grades, a higher percentage of respondents indicated that their child felt lonely and socially isolated than other indicators of negative emotional well-being (i.e., sad or depressed, nervous or anxious, angry, running out of time, pushed to do too much).

Trends in perceptions about student well-being and mental health since 2017:

- There has been a substantial increase in the percentage of students who report feelings related to negative well-being and mental health.
- There has been a substantial decrease in the percentage of students who report feelings related to positive well-being and mental health.
- There has been a decrease in the percentage of students who report feeling like they matter to people at school.
- There has been an increase in the percentage of students who report that there is at least one caring adult at their school who supports them.

Moving forward: Strategies and Actions to Support Student mental Health and Well-being in YRDSB’s Multi-Year Strategic Plan and Director’s Action Plan

To support the achievement and mental health of students and to remove barriers to meaningful education for all students we will continue to:

- implement the [ABCs of Mental Health Lesson Series for K-12 \(Acknowledge, Bridge, Connect\)](#), which is designed with an anti-oppressive framework and identifies and challenges oppressive ideologies such as pathologization, universalism, and deficit thinking.
- place the individual student at the centre of our actions.
- ensure active family and student voice in the proactive planning to support students.

# Student Well-Being and Mental Health

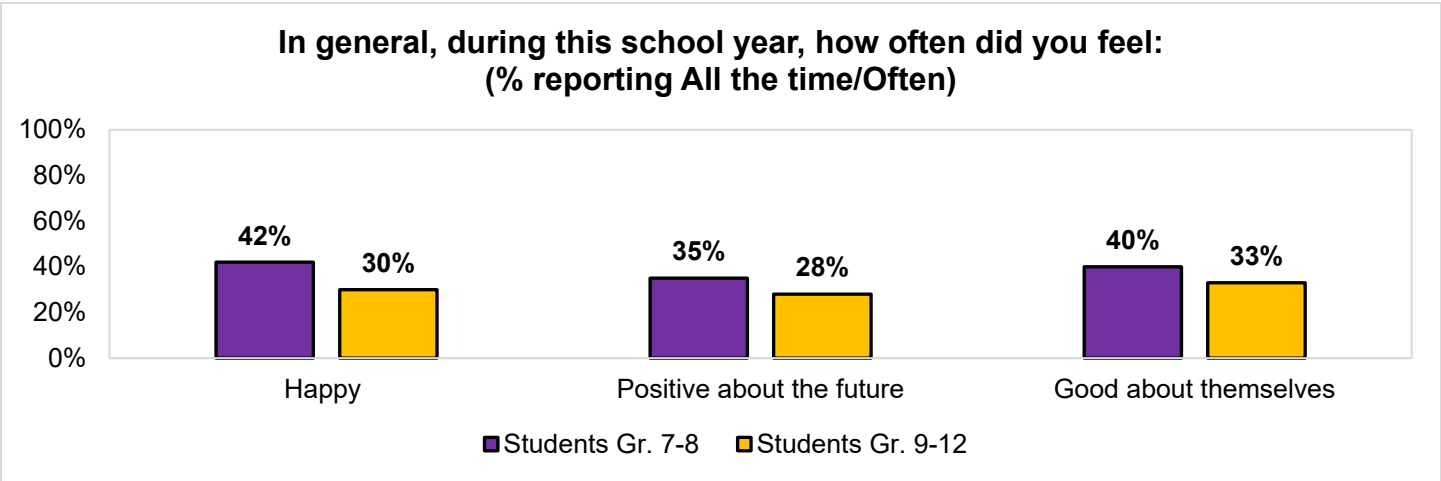
- enhance the *Student Mental Health and Addictions Newsletter* with emphasis on tips for families and encouraging dialogue with schools in efforts to provide accessible communications for families (e.g., encouraging participation in web events, and drop-ins for families and youth).
- provide culturally relevant and responsive mental health care.
- centre intersecting social identities for students in affirming practices in programming, services and supports.
- continue to build collaborative relationships with external organizations and agencies that provide culturally, racially, and linguistically relevant mental health services.
- enhance and extend student leadership for mental health initiatives in tandem with student leaders and other stakeholders.

## Student Emotional Well-Being

Students were asked how often they experienced feelings and perspectives related to positive emotional well-being during the 2020-2021 school year. As detailed below, fewer than half of all students agreed that they felt happy, positive about the future, and good about themselves all the time or often during the 2020-2021 school year. Similarly, just over half or fewer than half of families indicated that their child felt happy, positive about the future, or good about themselves all the time or often during the 2020-2021 school year. Overall, a higher percentage of families indicated that their child experienced feelings and perceptions related to positive emotional well-being than student self-reported perceptions.

As outlined in Figure 6, 42% (n=1,638) of students in Grades 7-8 indicated that they felt happy; 35% (n=1,349) indicated that they felt positive about the future; and 40% (n=1,553) indicated that they felt good about themselves all the time or often during the school year. Among secondary students, 30% (n=2,552) indicated that they felt happy; 28% (n=2,355) indicated that they felt positive about the future; and 33% (n=2,761) indicated that they felt good about themselves all the time or often during the school year.

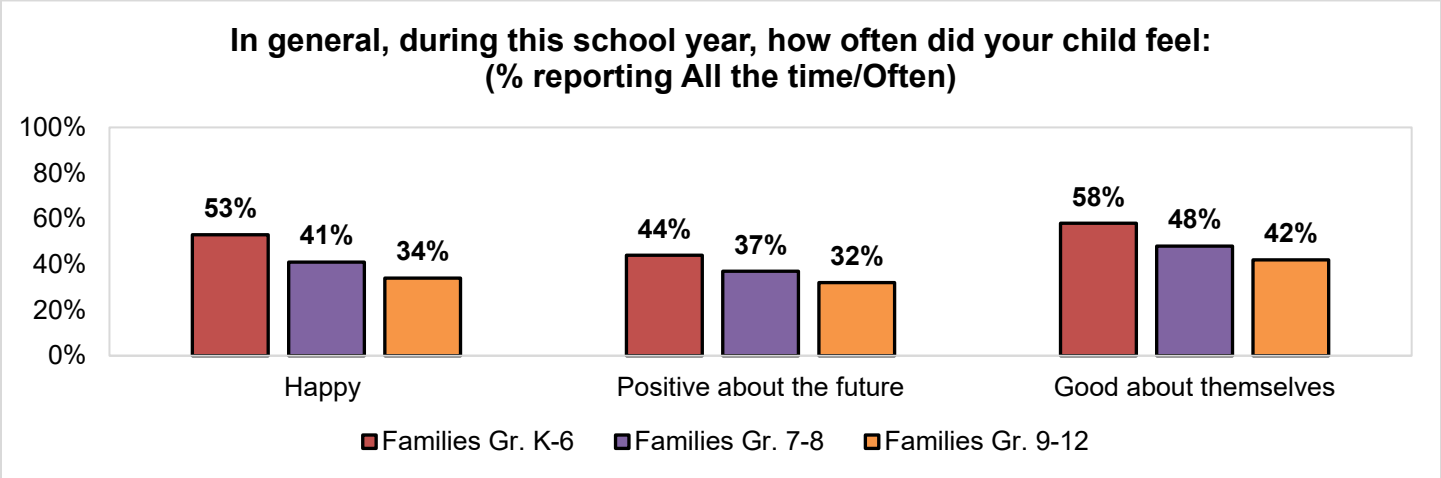
Figure 6: Student Self-Reported Emotional Well-Being



Source: School Climate Student Survey 2021

Families were also asked to indicate how often their child experienced feelings and perceptions related to positive emotional well-being during the 2020-2021 school year. Figure 7 demonstrates that among families of students in Grades K-6, 53% (n=7,872) indicated that their child felt happy; 44% (n=6,615) indicated that their child felt positive about the future; and 58% (n=8,504) indicated that their child felt good about themselves all the time or often during the school year. Among families of students in Grades 7-8, 41% (n=1,681) reported that their child felt happy; 37% (n=1,525) reported that their child felt positive about the future; and 48% (n=1,933) reported that their child felt good about themselves all the time or often during the school year. Among families of students in Grades 9-12, 34% (n=2,341) indicated that their child felt happy; 32% (n=2,195) indicated that their child felt positive about the future; and 42% (n=2,821) indicated that their child felt good about themselves all the time or often during the school year.

Figure 7: Family-Reported Student Emotional Well-Being



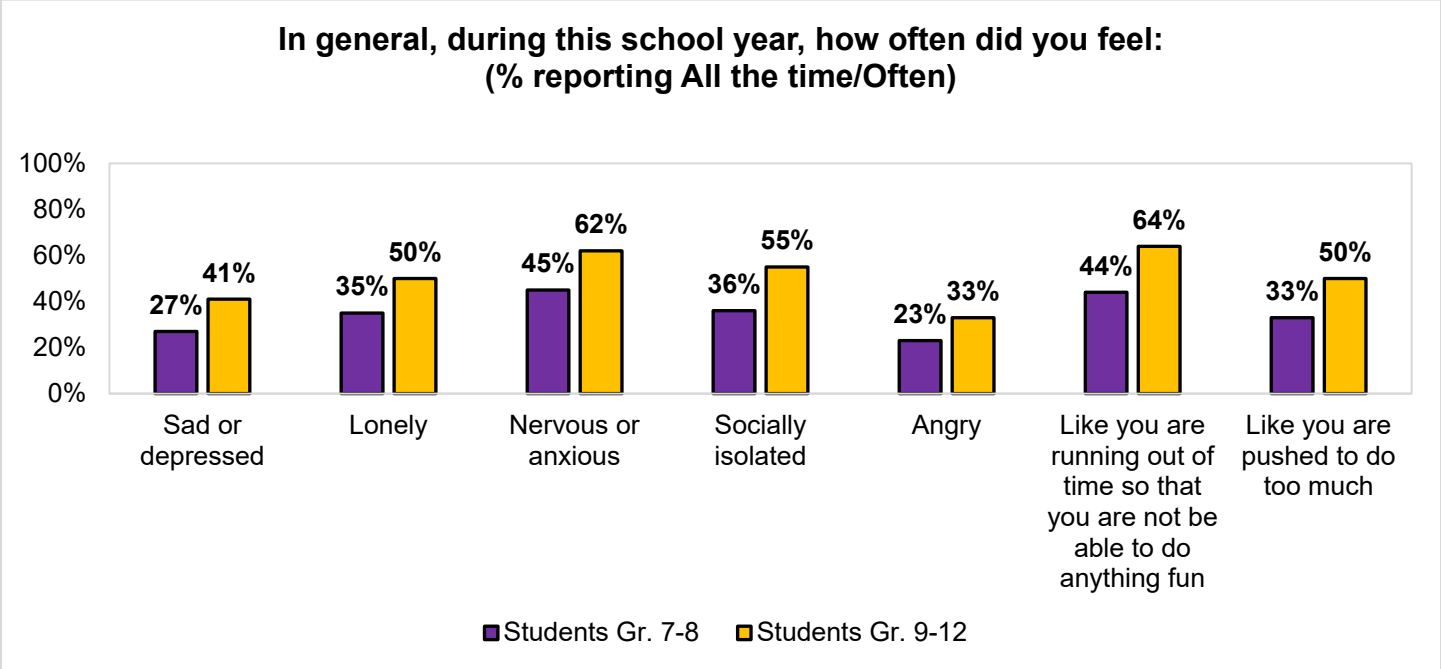
Source: School Climate Student Survey 2021

Students were also invited to indicate how often they experienced feelings associated with negative emotional well-being. Figure 8 demonstrates that overall, the percentage of students in Grades 7-8 who indicated that they experienced feelings associated with negative emotional well-being all the time or often during the 2020-2021 school year varied. In addition, a higher percentage of students indicated that they felt like they were running out of time so that they are not able to do anything fun, as well as nervous or anxious, than other feelings associated with negative emotional well-being.

Twenty-seven percent (n=1,023) felt sad or depressed, 35% (n=1,333) felt lonely, 45% (n=1,749) felt nervous or anxious, 36% (n=1,369) felt socially isolated, 23% (n=875) felt angry, 44% (n=1,670) felt like they are running out of time so that they are not able to do anything fun, and 33% (n=1,266) felt like they are pushed to do too much.

Compared to students in Grades 7-8, a higher percentage of secondary students reported that they had experienced feelings associated with negative emotional well-being. Half or more than half of secondary students indicated that they felt lonely (50%, n=4,174), nervous or anxious (62%, n=5,173), socially isolated (55%, n=4,570), like they are running out of time so that they are not able to do anything fun (64%, n=5,303), and like they are pushed to do too much (50%, n=4,155) all the time or often during the 2020-2021 school year. Forty-one percent (n=3,411) of secondary students indicated that they felt sad or depressed and 33% (n=2,735) indicated that they felt angry all the time or often during this time.

Figure 8: Student Self-Reported Experiences of Negative Emotional Well-Being



Source: School Climate Student Survey 2021

Families were also invited to indicate how often their child experienced feelings related to negative emotional well-being during the 2020-2021 school year (see Figure 9). Overall, a higher percentage of families of secondary students reported that their child experienced feelings related to negative

# Student Well-Being and Mental Health

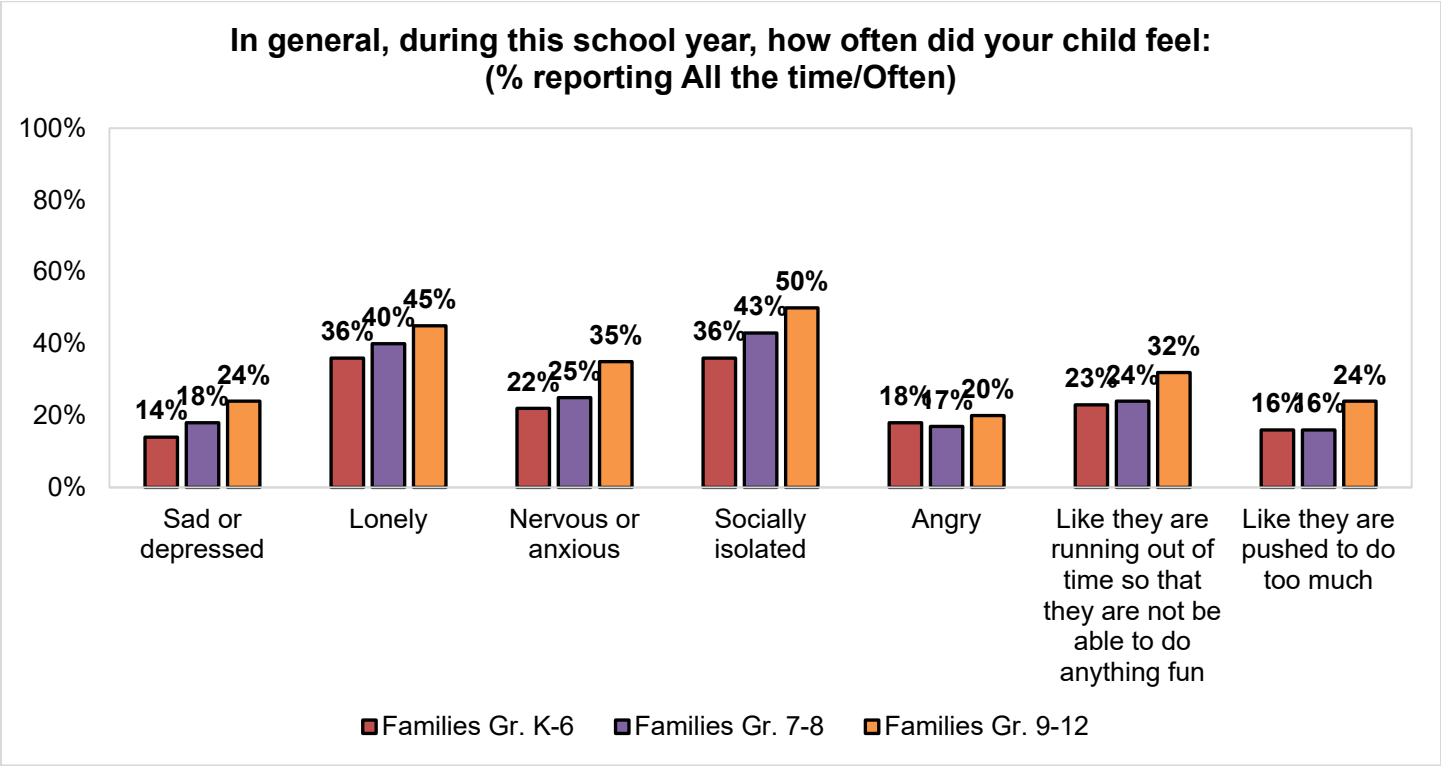
emotional well-being than families of students in Grades 7-8 and families of students in Grades K-6. In addition, a higher percentage of family respondents indicated that their child felt lonely and socially isolated than other feelings of negative emotional well-being (i.e., sad or depressed, nervous or anxious, angry, running out of time, pushed to do too much).

Among families of students in Grades K-6, 36% indicated that their child felt lonely (n=5,430) and socially isolated (n=5,380). A lower percentage of these families indicated that their child felt sad or depressed (14%, n=2,130), nervous or anxious (22%, n=3,344), angry (18%, n=2,693), like they are running out of time so that they are not able to do anything fun (23%, n=3,312), and like they are pushed to do too much (16%, n=2,286).

Among families of students in Grades 7-8, 43% (n=1,741) indicated that their child felt socially isolated, and 40% (n=1,623) indicated that their child felt lonely. A notably lower percentage of these families indicated that their child felt sad or depressed (18%, n=738), nervous or anxious (25%, n=1,033), angry (17%, n=699), like they are running out of time so that they are not able to do anything fun (24%, n=949), and like they are pushed to do too much (16%, n=655).

A higher percentage of families of secondary students indicated that their child experienced feelings related to negative emotional-well-being than families of students in Grades K-6 and Grades 7-8. Half (50%, n=3,406) indicated that their child felt socially isolated and nearly half (45%, n=3,086) indicated that their child felt lonely. Approximately one third of these families indicated that their child felt nervous or anxious (35%, n=2,378) and like they are running out of time so that they are not able to do anything fun (32%, n=2,190). Twenty-four percent of families indicated that their child felt sad or depressed (n=1,655) and like they are pushed to do too much (n=1,606). Twenty percent (n=1,363) of families indicated that their child felt angry all the time or often during the 2020-2021 school year.

Figure 9: Family-Reported Student Experiences of Negative Emotional Well-Being



Source: School Climate Student Survey 2021

## Trends in Student Emotional Well-Being

Analyses of findings across surveys indicate that there has been a substantial decrease in the percentage of students who report feelings related to positive well-being and mental health since 2017. Figure 10 demonstrates that among students in Grades 7-8, 73% (n=10,761) indicated that they felt happy all the time or often during the 2016-2017 school year compared to 75% (n=12,909) in 2017-2018. This percentage dropped to 42% (n=1,638) during the 2020-2021 school year. Similarly, while 62% (n=9,091) of students indicated that they felt hopeful or positive about the future during the 2016-2017 school year, and 54% (n=9,232) indicated this for the 2017-2018 school year, only 35% (n=1,349) indicated this for the 2020-2021 school year. While 57% (n=9,730) indicated that they felt



# Student Well-Being and Mental Health

good about themselves all the time or often during the 2017-2018 school year, 40% (n=1,553) indicated this for the 2020-2021 school year.

A similar trend is observed in the secondary student data. As outlined in Figure 11, whereas 62% (n=14,701) of students indicated that they felt happy all the time or often in 2017 school year, and 64% (n=22,730) agreed to this in 2018, only 30% (n=2,552) indicated they felt happy all the time or often during the 2020-2021 school year. Similarly, only 28% (n=2,355) of students indicated that they felt hopeful or positive about the future all the time or often during the 2020-2021 school year, compared to 45% (n=15,947) in 2018 and 52% (n=12,275) in 2017. Compared to 2018 wherein almost half of students (48%, n=16,911) indicated they felt good about themselves, only 33% (n=2,761) indicated this in 2021.

Figure 10: Trends in Student Emotional Well-Being, Grades 7-8

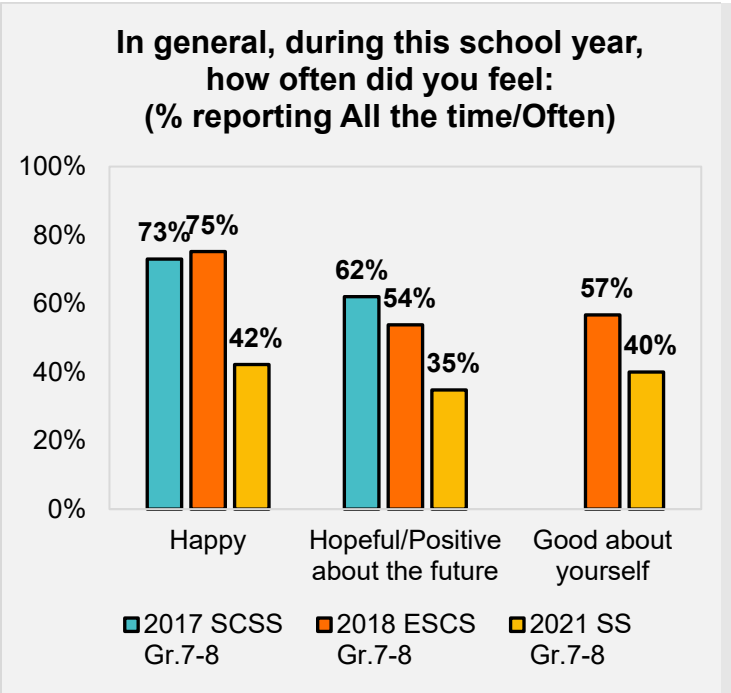
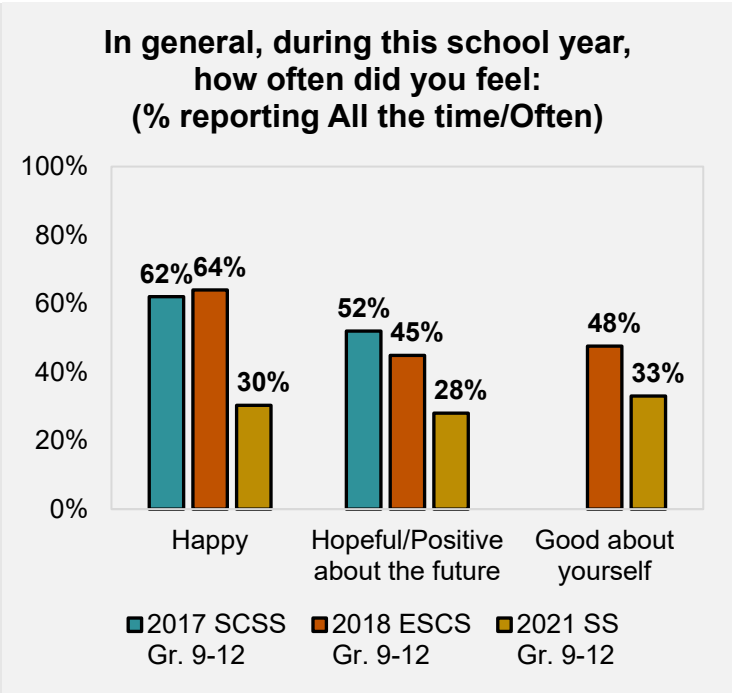


Figure 11: Trends in Student Emotional Well-Being, Grades 9-12



**Source:** School Climate Student Survey 2017 (SCSS), Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)  
**Note:** Missing data bars in trend Figures are due to differences in questions across surveys.

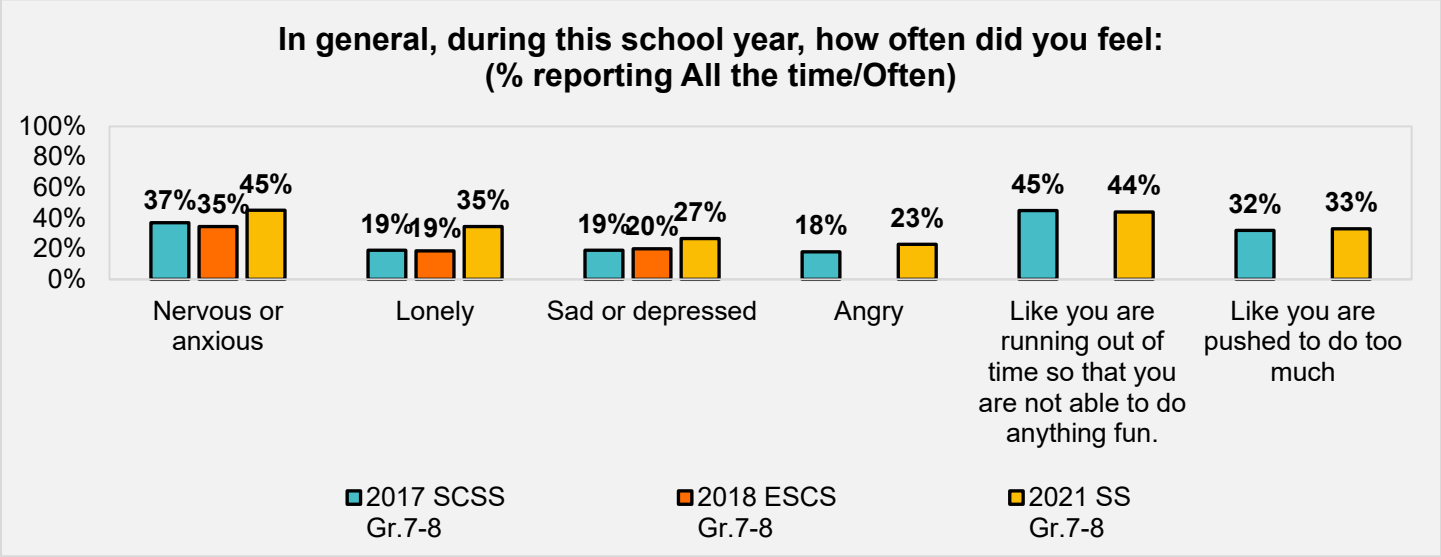
Trend data also indicate there has been an increase in the percentage of students in Grades 7-8 who report feelings related to negative emotional well-being since 2017.

As indicated in Figure 12, 37% (n=5,352) of Grades 7-8 students indicated that they felt nervous or anxious all the time or often during the 2016-2017 school year compared to 35% (n=5,925) in 2017-2018 and 45% (n=1,749) during the 2020-2021 school year. Similarly, while 19% (n=2,810) of students indicated that they felt lonely during the 2016-2017 and the 2017-2018 school years, a higher percentage (35%; n=1,333) indicated this for the 2020-2021 school year. While 19% (n=2,716) indicated that they felt sad or depressed all the time or often during the 2016-2017 school year, and 20% (n=3,499) indicated this during the 2017-2018 school year, 27% (n=1,023) indicated they felt sad or depressed all the time or often during the 2020-2021 school year. In addition, 18% (n=2,595) of students in Grades 7-8 indicated that they felt angry all the time or often during the 2016-2017 school year. This percentage increased to 23% (n=875) in 2020-2021.

There was less discrepancy across years in the percentage of students in Grades 7-8 who indicated that they felt like they are running out of time so that they could not do anything fun, and those who indicated that they feel they are pushed to do too much. In 2016-2017, 45% (n=6,487) of students indicated they felt they are running out of time so they could not do anything fun and 44% (n=1,670) indicated this for 2020-2021. Similarly, 32% (n=4,613) of students indicated that they felt like they are pushed to do too much in 2016-2017, and 33% (n=1,266) indicated this in 2020-2021.

# Student Well-Being and Mental Health

Figure 12: Trends in Student Self-Reported Negative Emotional Well-Being, Grades 7-8



**Source:** School Climate Student Survey 2017 (SCSS), Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)  
**Note:** Missing data bars in trend Figures are due to differences in questions across surveys.

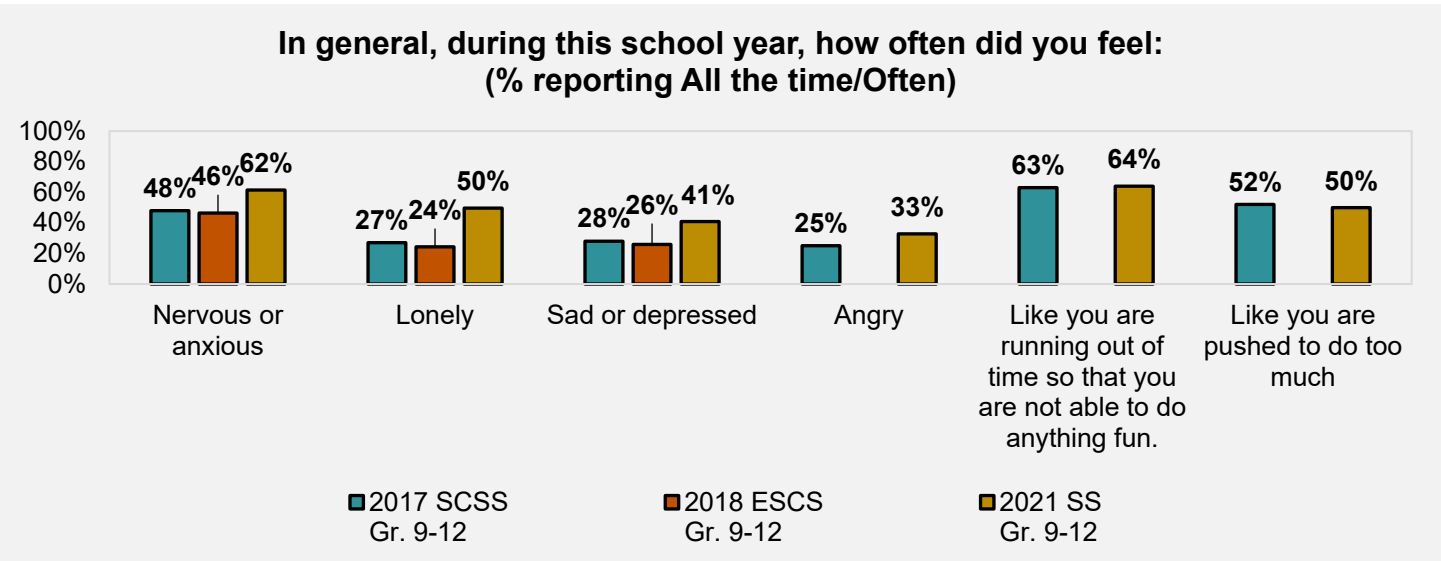
Trend data also point to an increase in the percentage of secondary students who report feelings related to negative emotional well-being.

As indicated in Figure 13, while 48% (n=11,481) of secondary students indicated they felt nervous or anxious all the time or often during the 2016-2017 school year, and 46% (n=16,488) indicated this during the 2017-2018 school year, this percentage increased to 62% (n=5,173) in 2020-2021.

There has also been a substantial increase in the percentage of secondary students who indicated that they felt lonely during the 2020-2021 school year. During this time, half (50%, n=4,174) of secondary students reported that they felt lonely compared to 24% (n=8,642) in 2017-2018 and 28% (n=6,334) in 2016-2017. Similarly, while 28% (n=6,649) of secondary students indicated they felt sad or depressed during the 2016-2017 school year, and 26% (n=9,194) indicated this during the 2017-2018 school year, this percentage increased to 41% (n=3,411) in 2020-2021.

The percentage of secondary students who indicated that they felt angry all the time or often during the school year has also increased, with 25% (n=6,016) indicating this during the 2016-2017 school year, and 33% (n=2,735) in 2020-2021. The percentage of students who indicated that they feel like they are running out of time so that they are not able to do anything fun and the percentage who indicated that they feel like they are pushed to do too much has remained consistent. Sixty-three percent (n=15,006) of students in 2017 and 64% (n=5,303) of students in 2021 indicated that they feel like they are running out of time so that they are not able to do anything fun. Similarly, 52% of students (n=12,464) indicated that they feel like they are pushed to do too much in 2017, and half (50%, n=4,155) indicated this in 2021.

Figure 13: Trends in Student Negative Emotional Well-Being, Grades 9-12



# Student Well-Being and Mental Health

**Source:** School Climate Student Survey 2017 (SCSS), Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)

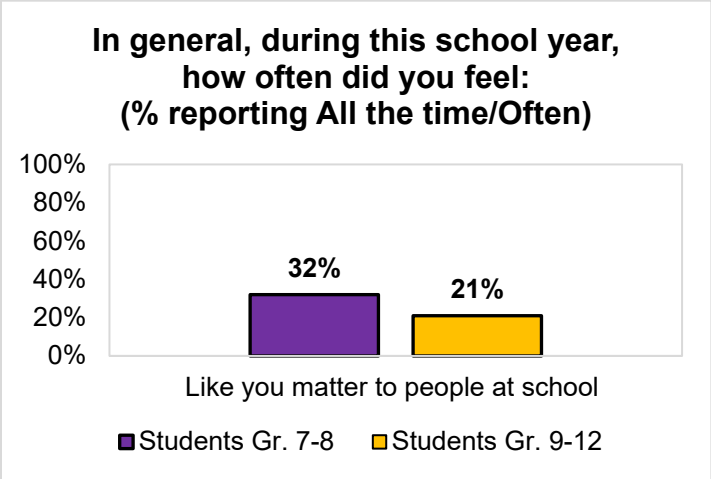
**Note:** Missing data bars in trend Figures are due to differences in questions across surveys.

## Student Mattering at School

A notably low percentage of students indicated that they feel like they matter to people at school all the time or often during the 2020-2021 school year. In addition, as indicated in Figure 14, a lower percentage of secondary students (21%, n=1,781) indicated that they felt like they matter to people at school than elementary students in Grades 7-8 (32%, n=1,229).

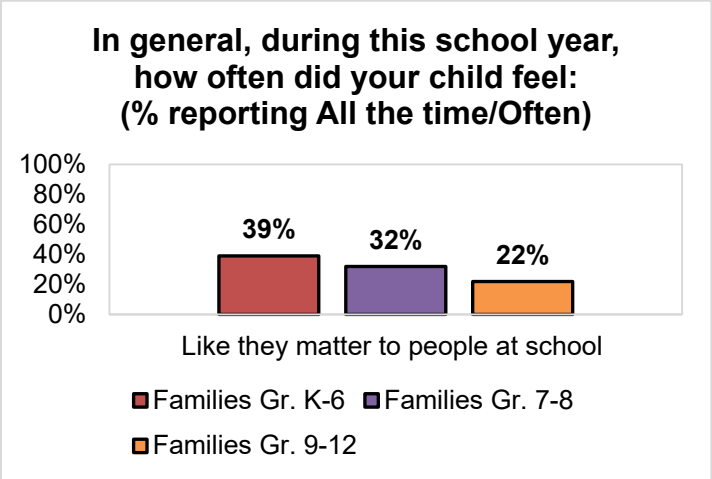
Figure 15 indicates that more families of students in Grades K-6 (39%, n=5,675) indicated that their child felt like they matter to people at school all the time or often, than families of students in Grades 7-8 (32%, n=1,276) and families of secondary students (22%, n=1,514).

Figure 14: Student Perceptions of Mattering at School



**Source:** School Climate Student Survey 2021

Figure 15: Family Perceptions of Student Mattering at School



## Trends in Student Mattering at School

There has also been a substantial decline in the percentage of students who indicate that they feel like they matter to people at school over the past few years. Figures 16 and 17 demonstrate that whereas in 2018, nearly half of students in Grades 7-8 (48%; n=8,178) reported that they felt like they matter to people at school all the time or often, 32% (n=1,229) of students reported this sentiment in 2021. Similarly, while 42% (n=14,754) of secondary students reported that they felt like they matter to people all school all the time or often in 2018, half of this percentage (21%, n=1,229) reported this sentiment in 2021.

Figure 16: Trends in Student Perceptions of Mattering at School, Grades 7-8

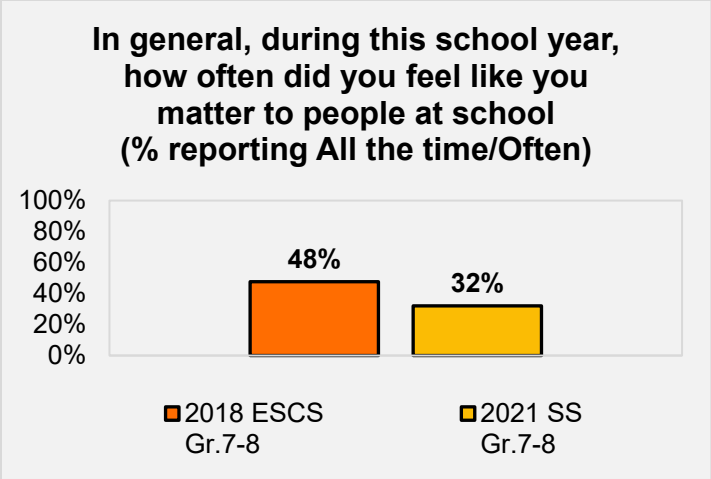
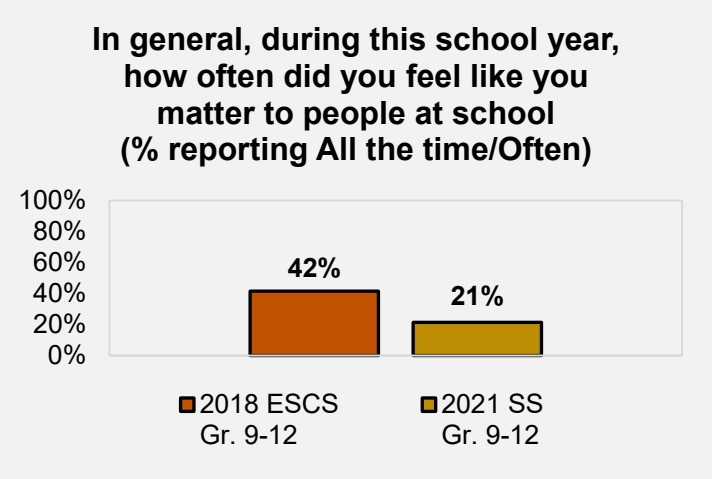


Figure 17: Trends in Student Perceptions of Mattering at School, Grades 9-12



**Source:** Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)

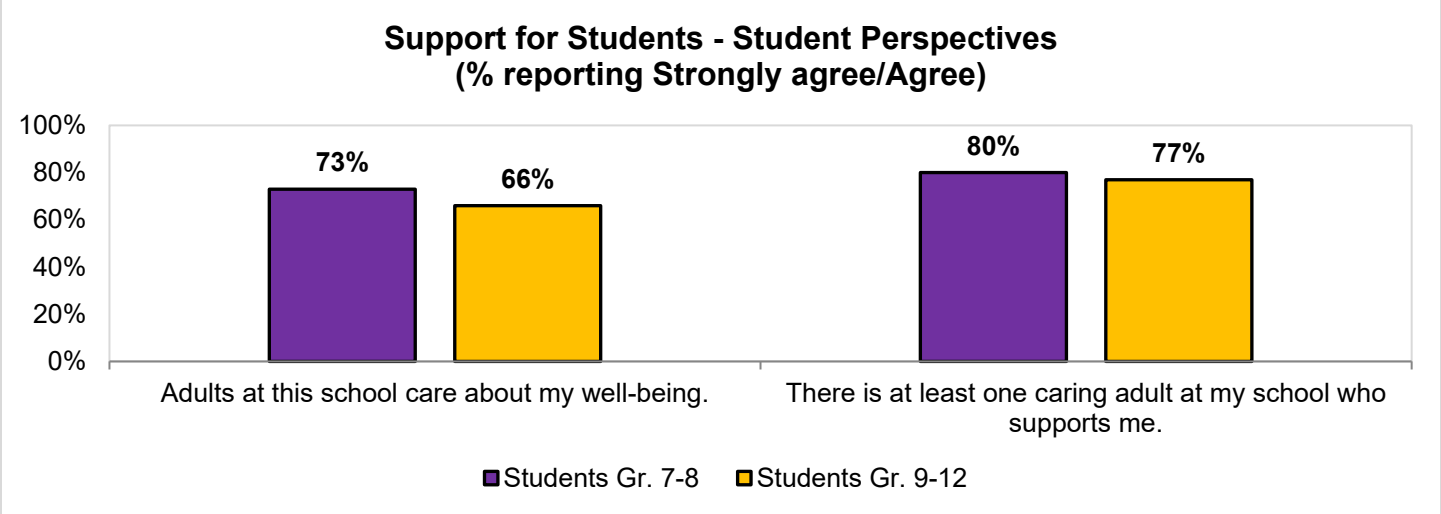


# Student Well-Being and Mental Health

## Well-Being and Mental Health Support for Students

Compared to the relatively low agreement among students regarding perceptions of mattering to people at school, there is notably higher agreement among students in both grade groups regarding perceptions about caring adults at school. As indicated in Figure 18, 73% of students in Grades 7-8 (n=2,784) and 66% of secondary students (n=5,440) agreed that adults at their school care about their well-being. Eighty percent (n=3,047) of students in Grades 7-8 and 77% of secondary students (n=6,400) agreed that there is at least one caring adult at their school who supports them. Sixty-seven percent of students in Grades 7-8 (n=2,525) and 63% of secondary students (n=5,219) agreed that if they needed support(s) related to mental health, they would know how to get help.

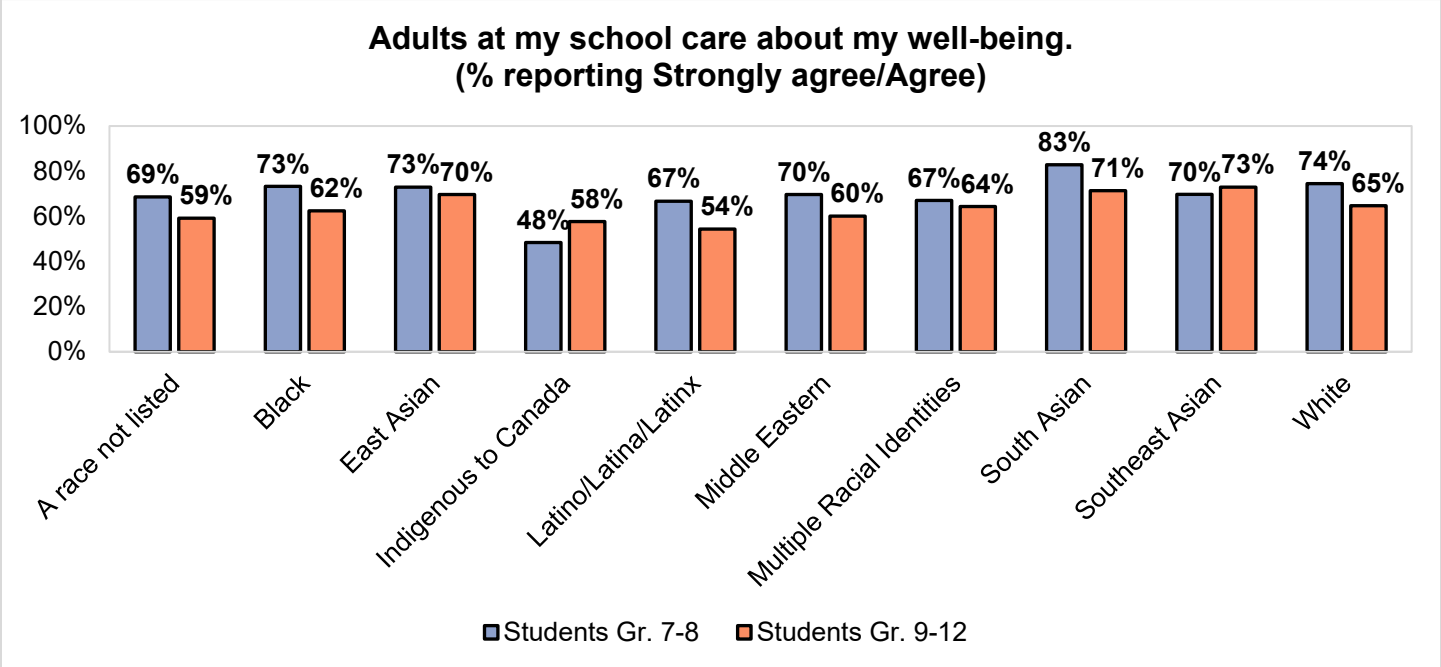
Figure 18: Support for Students - Student Perspectives



Source: School Climate Student Survey 2021

There is variation across student racial identities in the percentage of students who report care and support from adults at their school. Figure 19 indicates that apart from students who identify as Indigenous to Canada and Southeast Asian, a lower proportion of secondary students agreed that adults at their school care about their well-being compared to students in Grades 7-8. Among students in Grades 7-8, a higher percentage of students who identify as Black, East Asian, South Asian, and White agree that adults at their school care about their well-being compared to other racial groups. Among secondary students, a higher percentage of students who identify as East Asian, South Asian, Southeast Asian and White agreed to this sentiment.

Figure 19: Student Perceptions of Caring Adults at School by Race



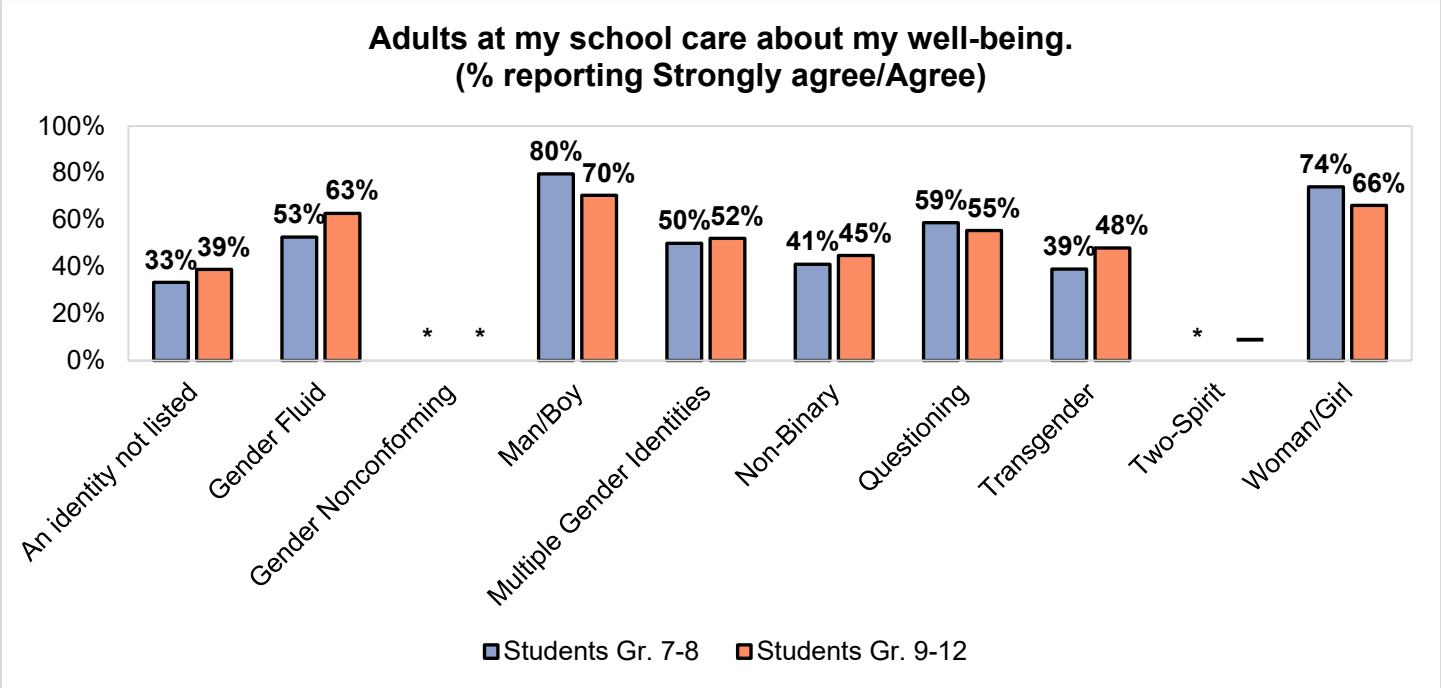
Source: School Climate Student Survey 2021

There are disparities across student sexual orientation identities with respect to caring supportive adults at school. Among students in Grades 7-8, a far lower percentage of those who identify as

# Student Well-Being and Mental Health

Bisexual, Lesbian and Queer agreed that adults at their school care about their well-being compared to students who indicated other sexual orientation identities. Among secondary students, a lower percentage of those who identified as Bisexual, Gay, Lesbian, Pansexual and Queer agreed that adults at their school care about their well-being. In addition, apart from those who identified as Lesbian, a lower percentage of secondary students agreed to this statement than students in Grades 7-8.

Figure 20: Student Perceptions of Caring Adults at School by Student Sexual Orientation



**Source:** School Climate Student Survey 2021

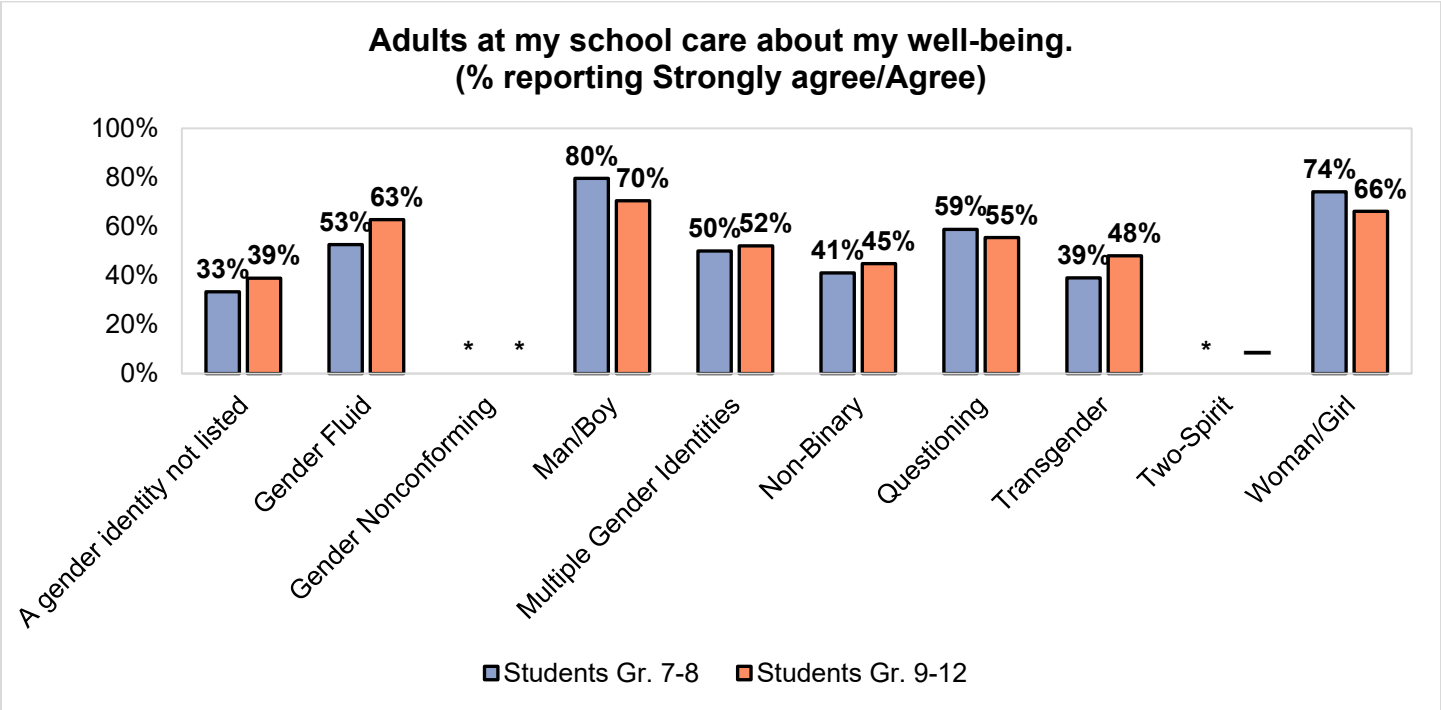
**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

There is also substantial variation across student gender identities with respect to perceptions about caring adults at school. As demonstrated in Figure 21, a lower percentage of students who identify as Gender Fluid, Non-Binary, Questioning, Transgender, those who selected multiple gender identities, and those who indicated that their gender identity was not listed in the response options, agreed that adults at their school care about their well-being compared to those who identify as Man/Boy or Woman/Girl. Compared to secondary students, a lower percentage of students in Grades 7-8 who identify as Man/Boy, Questioning or Woman/Girl agreed that that adults at their school care about their well-being. This finding contrasts with secondary students who identify as Gender Fluid, Non-Binary, Transgender, those who indicated that their gender identity was not listed in the response options, and those who selected multiple gender identities, a larger percentage of whom agree that adults at their school care about their well-being compared to Grades 7-8 students who selected these identities.

# Student Well-Being and Mental Health

Figure 21: Student Perceptions of Caring Adults at School by Student Gender Identity



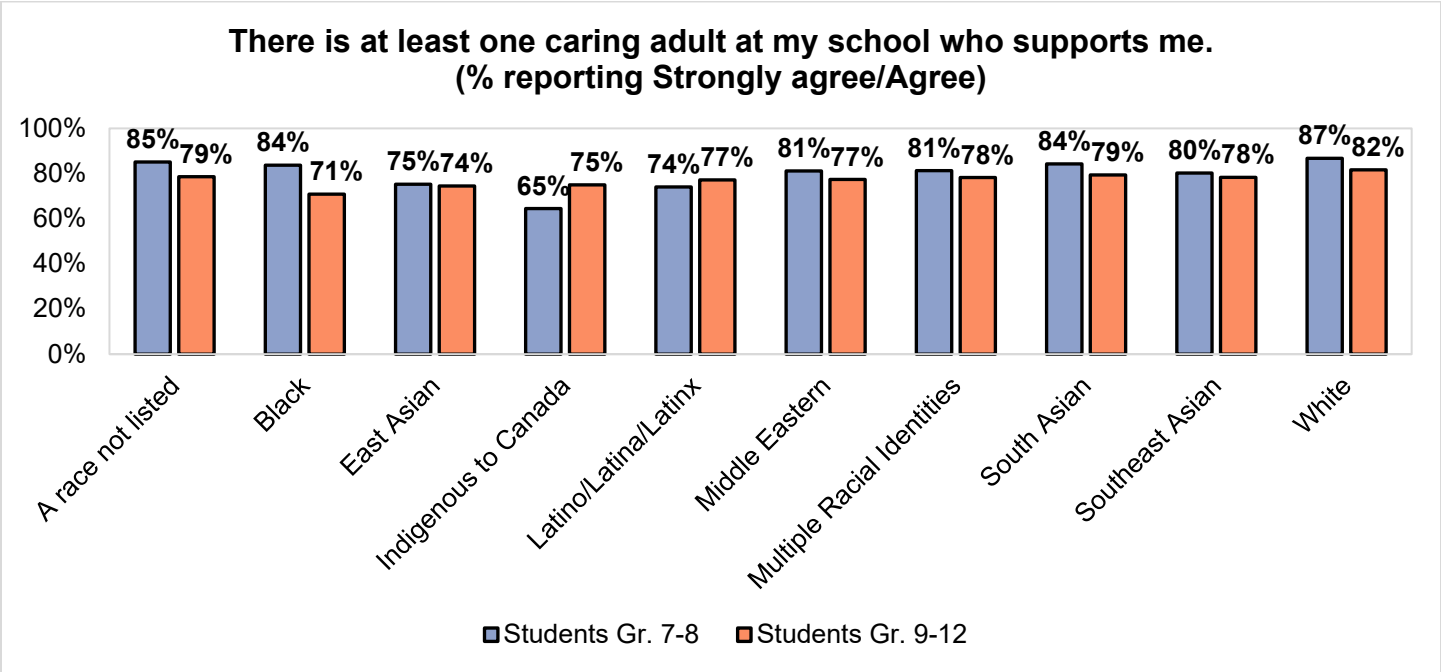
**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total n (or number of responses) to a particular variable (or survey response option) equals fewer than 10. This data suppression is used in instances when very limited data is gathered and presenting the data graphically would either cause harm to certain identity groups and/or misrepresent student experiences by depicting an unrealistic (or overly positive or overly negative) response to a survey question.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

There was notable variation across students’ racial and Indigenous identities with respect to the percentage of students who agree that there is at least one caring adult at their school who supports them. In Grades 7-8, a slightly lower percentage of students who identify as East Asian, Indigenous to Canada and Latino/Latina/Latinx agreed that there is at least one caring adult at their school who supports them compared to students who selected other racial identities in this grade group. Among secondary students, those who identify as Black are the least likely to agree that there is at least one caring adult at their school who supports them.

Figure 22: Student Perceptions of Support from Caring Adults by Indigenous Identity and Race



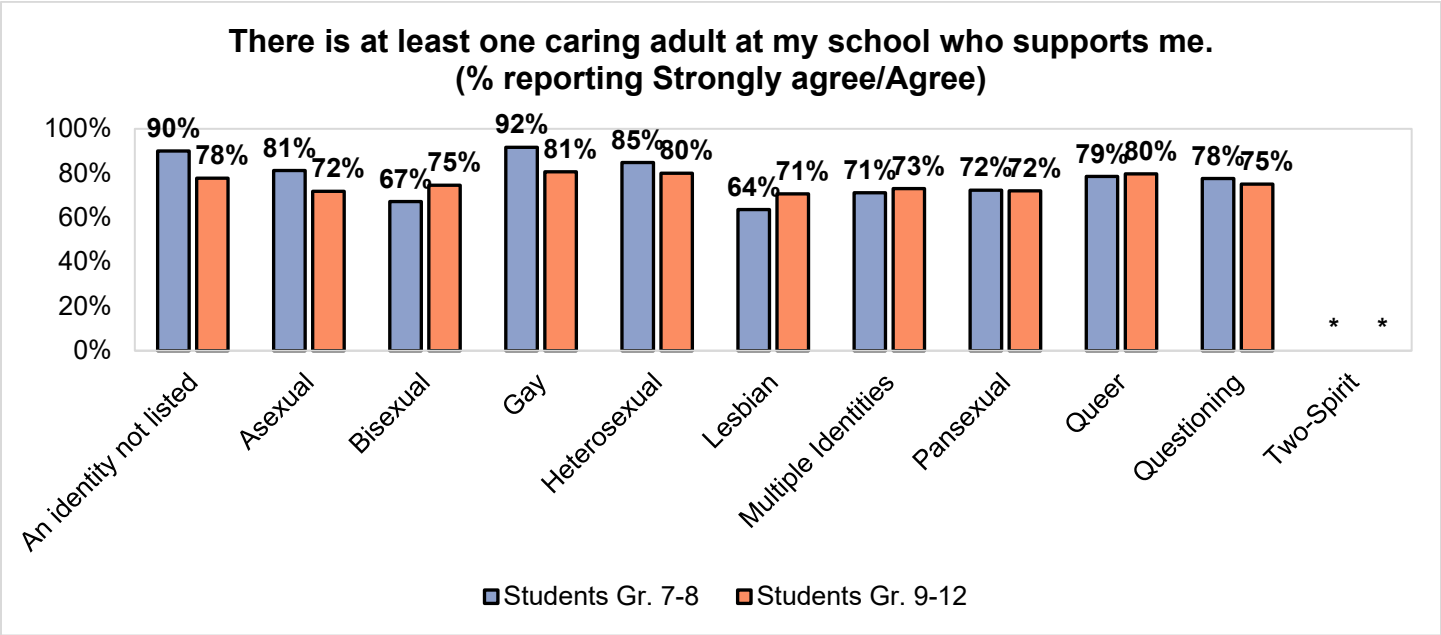
**Source:** School Climate Student Survey 2021

There is also variation across student sexual orientation identities in terms of the percentage who agreed that there is at least one caring adult at their school who supports them. Among students in Grades 7-8, those who identify as Bisexual and Lesbian are least likely to agree that there is a caring

# Student Well-Being and Mental Health

adult at their school who supports them. Students in Grades 9-12 who identify as Queer, Heterosexual and Gay are the most likely to agree that there is a caring adult at their school who supports them, compared to students who selected other sexual orientation identities.

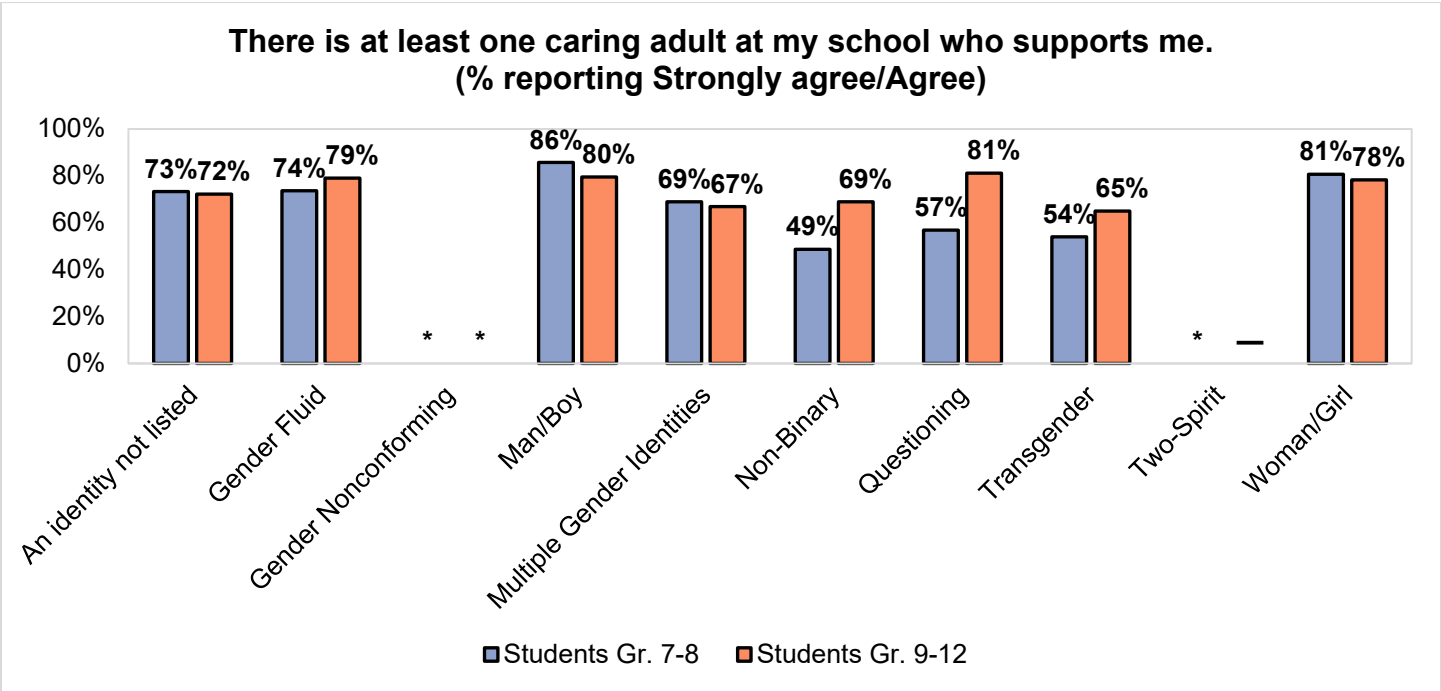
Figure 23: Student Perceptions of Support from Caring Adults by Sexual Orientation



**Source:** School Climate Student Survey 2021  
**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is also notable variation across students' gender identities with respect to the percentage of students who agreed that there is at least one caring adult at their school who supports them. Figure 24 demonstrates that a lower percentage of students in Grades 7-8 who identify as Gender Fluid, Non-Binary, Questioning and Transgender agreed that there is at least one caring adult at their school who supports them, compared to secondary students who selected these identities. In addition, a lower percentage of students who selected Gender Fluid (Grades 7-8), Non-Binary, Transgender, multiple gender identities, a gender identity not listed in the response options, and Questioning agreed that there is at least one caring adult at their school who supports them compared to students who selected Man/Boy or Woman/Girl in the same grade group.

Figure 24: Student Perceptions of Support from Caring Adults by Gender Identity



**Source:** School Climate Student Survey 2021  
**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

# Student Well-Being and Mental Health

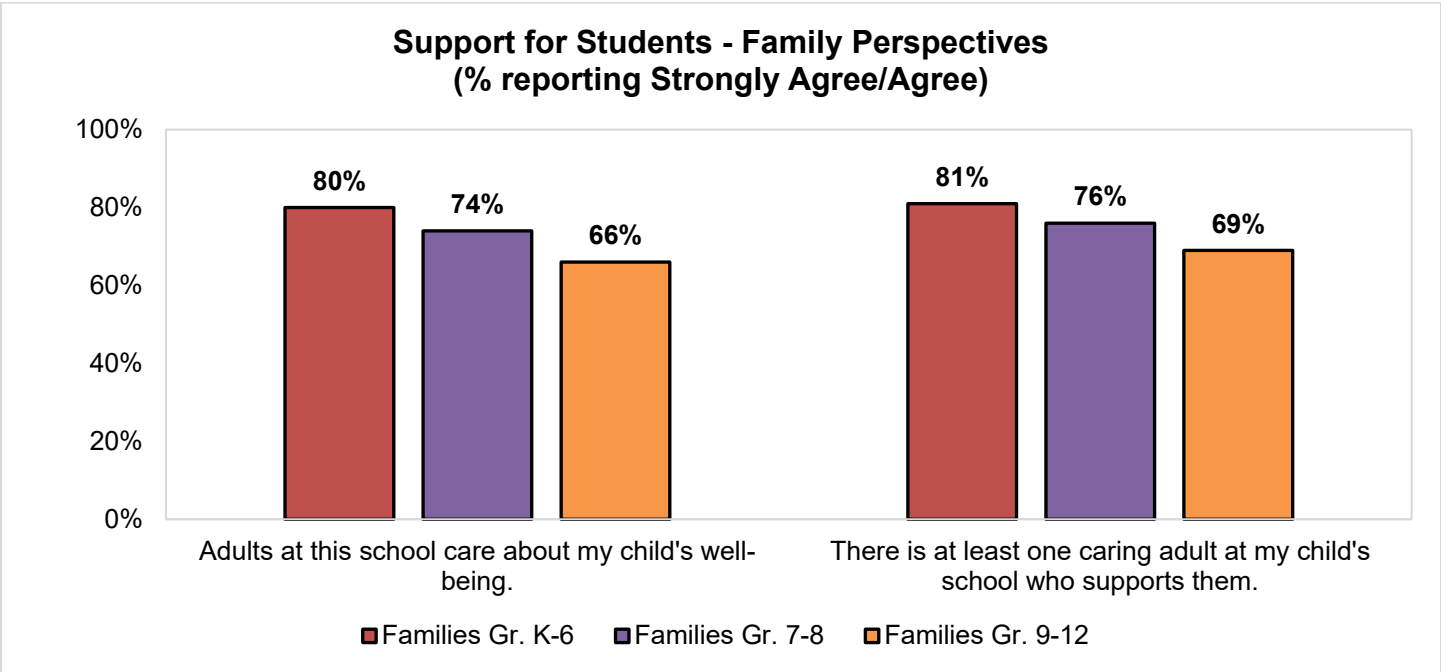
(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Families were also invited to share perceptions related to caring adults at their child’s school. Overall, a greater percentage of families of elementary students (Gr. K-6 and Gr. 7-8) than families of secondary students (Gr. 9-12) reported that adults at their child’s school care about their child’s well-being, and that there is at least one caring adult at their child’s school who supports them. Notably, a lower percentage of families with children in Grades K-6 than families of children in other grades indicated that if their child needed support(s) related to mental health, they would know how to get help.

Figure 25 demonstrates that while 80% (n=11,571) of families of students in Grades K-6 agree that adults at this school care about their child’s well-being, 74% (n=2,966) of families of students in Grades 7-8, and 66% (n=4,431) of families of secondary students agree with this statement. A similar trend is observed in family perceptions of caring and supportive adults. While 81% (n=11,682) of families of students in Grades K-6 agree that there is at least one caring adult at their child’s school who supports them, 76% (n=3,035) of families of students in Grades 7-8 and 69% (n=4,627) of families of secondary students agreed to this sentiment.

Notably, a lower percentage of families of students in Grades K-6 (64%, n=9,272) compared to families of students in Grades 7-8 (n=2,739) and families of secondary students (68%, n=4,577) agreed that if their child needed support(s) related to mental health, they would know how to get help.

Figure 25: Support for Students – Family Perspectives

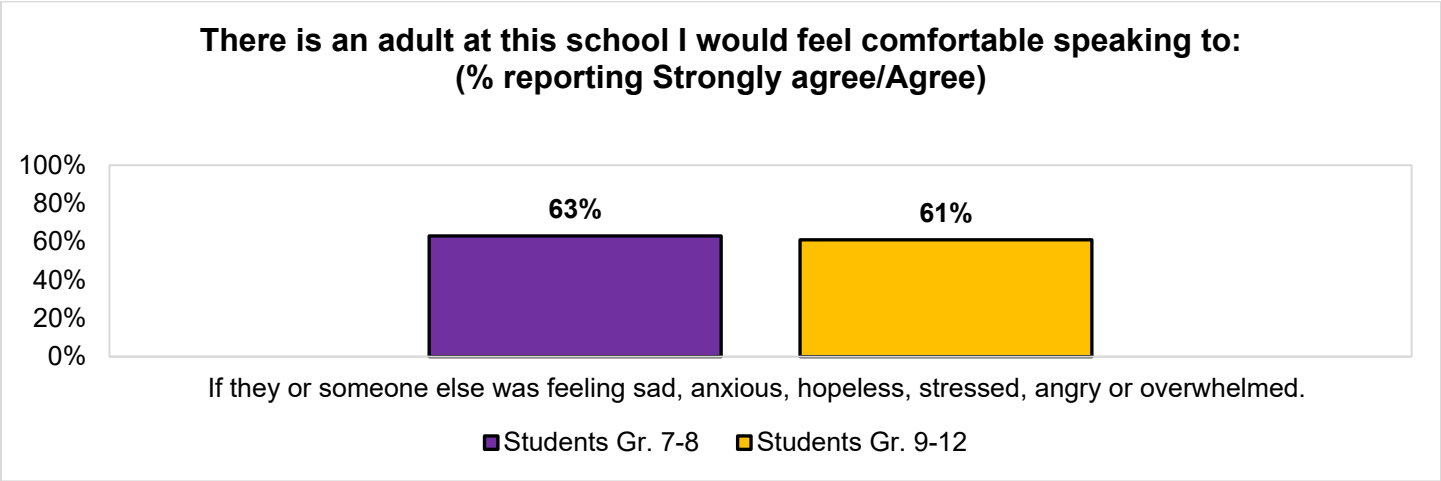


Source: School Climate Student Survey 2021

Students were also asked about their comfort with speaking to an adult about emotions related to well-being and mental health. Overall, 63% (n=2,319) of students in Grades 7-8 and 61% (n= 4,870) of secondary students strongly agreed or agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was feeling sad, anxious, hopeless, stressed, angry or overwhelmed.

# Student Well-Being and Mental Health

Figure 26: Caring Adult at School – Student Perspectives



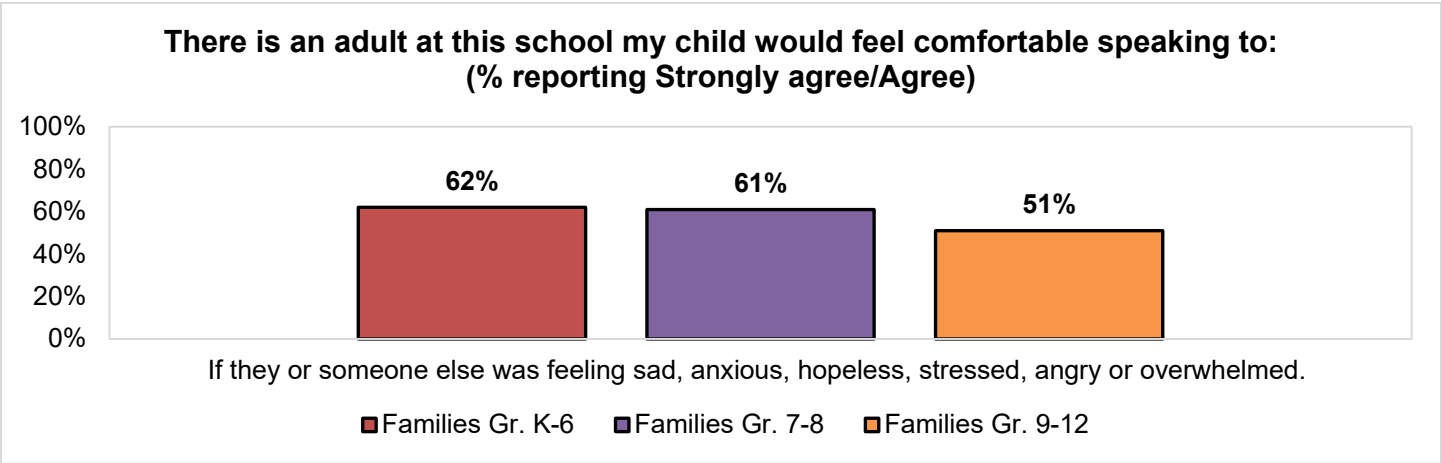
Source: School Climate Student Survey 2021

Families were also asked about their child’s comfort with speaking to an adult about emotions related to well-being and mental health. Overall, fewer families of secondary students than those of elementary students agreed that there is an adult at their child’s school that their child would feel comfortable speaking to if they or someone else was feeling sad, anxious, hopeless, stressed, angry or overwhelmed.

Figure 27 indicates that 62% (n=8,542) of families of students in Grades K-6, and 61% (n=2,322) of families of students in Grades 7-8 indicated that there is an adult at their child’s school that their child would feel comfortable speaking to if they or someone else was feeling sad, anxious, hopeless, stressed, angry or overwhelmed.

Just over half (51%, n=3,252) of families of students in Grades 9-12 indicated that there is an adult at their child’s school that their child would feel comfortable speaking to if they or someone else was feeling sad, anxious, hopeless, stressed, angry or overwhelmed.

Figure 27: Caring Adult at School – Family Perspectives



Source: School Climate Student Survey 2021

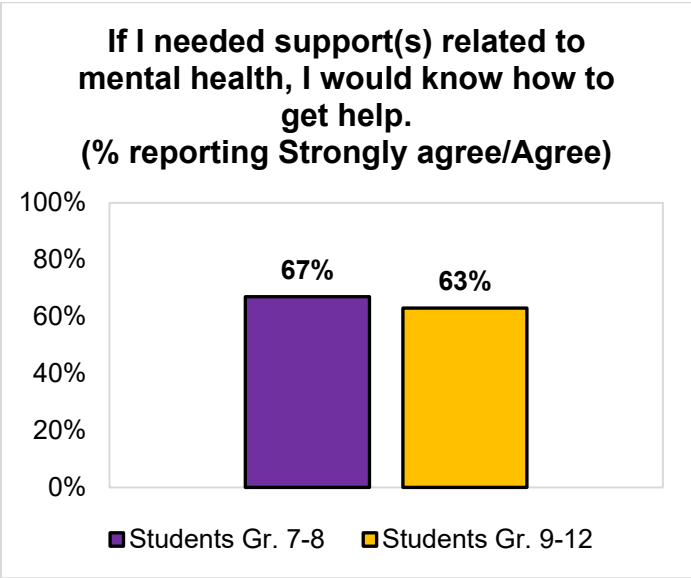
## Accessing Support for Student Well-Being and Mental Health

Students were asked to indicate whether they would know how to get help if they needed supports related to their mental health. Families were also asked to indicate whether they would know how to access mental health supports for their child. As shown in Figure 28, 67% (n=2,525) of students in Grades 7-8 and 63% (n=5,219) of secondary students agreed that if they needed supports related to their mental health, they would know how to get help. Similarly, as shown in Figure 29, 64% (n=9,272) of families of students in Grades K-6, 69% (n=2,739) of families of students in Grades 7-8, and 68% (n=4,577) of families of secondary students agreed that if their child needed supports related to mental health, they would know how to get help.



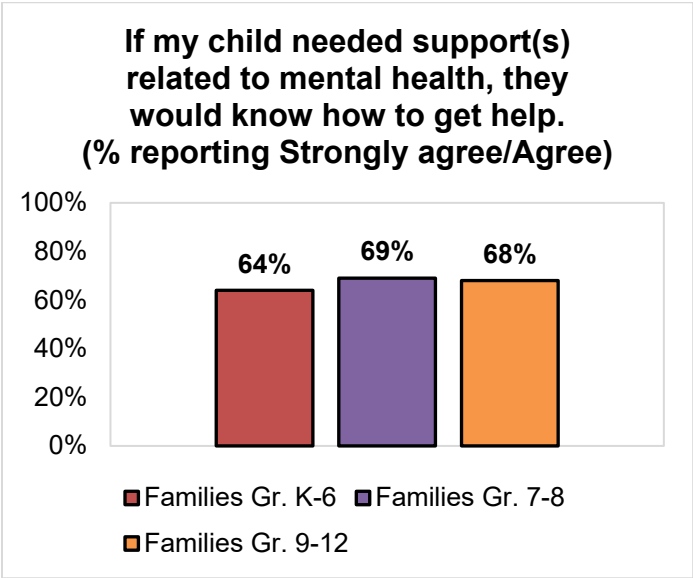
# Student Well-Being and Mental Health

Figure 28: Student Perceptions of Knowing How to Access Mental Health Supports



Source: School Climate Student Survey 2021

Figure 29: Family Perceptions of Knowing How to Access Mental Health Supports



## Trends in Well-Being and Mental Health Support for Students

Trend data indicate that since 2017, there has been an increase in the percentage of students who report that there is at least one caring adult at their school who supports them. Figure 30 indicates that while 71% (n=10,221) of students in Grades 7-8 agreed that there is at least one caring adult at their school who supports them in 2017, this percentage increased to 82% (n=14,020) in 2018 and 80% in 2021 (n=3,047). Similarly, Figure 31 demonstrates that while 62% (n=14,710) of secondary students agreed that there is at least one caring adult at their school who supports them in 2017, this percentage increased to 77% in both 2018 (n=27,235) and 2021 (n= 6,400).

Figure 30: Student Perceptions of Caring Adults at School, Grades 7-8

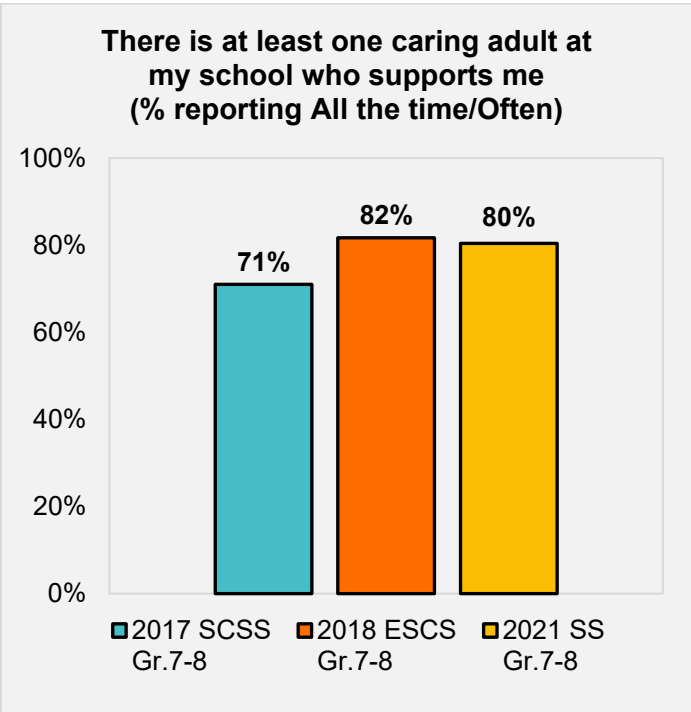
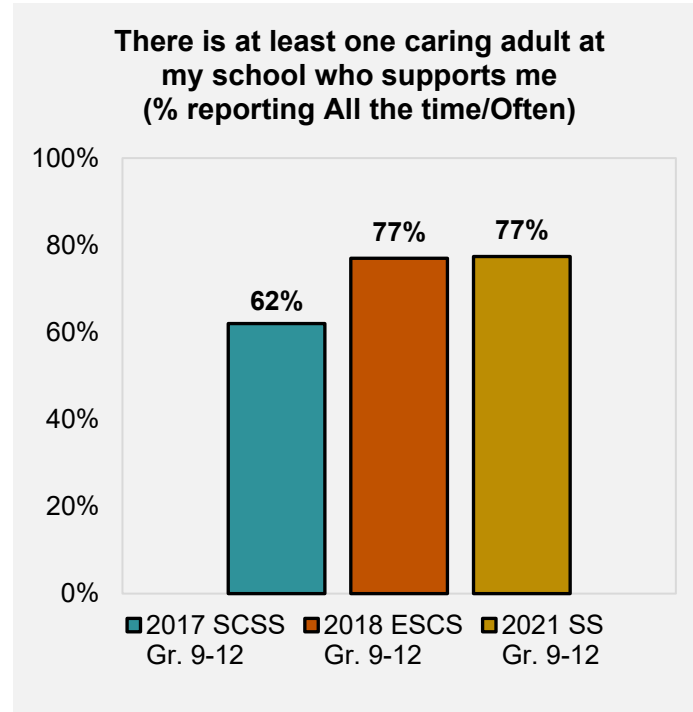


Figure 31: Student Perceptions of Caring Adults at School, Grades 9-12



Source: School Climate Student Survey 2017 (SCSS), Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)

D: Safe, Equitable, and Inclusive Learning Environments

The York Region District School Board (YRDSB) is committed to student achievement and well-being by working to ensure equitable access and outcomes through accessible and inclusive learning and working environments ([YRDSB Indigenous Education and Equity Strategy](#)). Understanding student and family perceptions and experiences related to safe, equitable, and inclusive learning environments plays an important role in identifying systemic barriers to student success and, in turn, creating more equitable and inclusive school environments. Below is a summary of findings related to safe, equitable and inclusive learning environments from the *2021 YRDSB Student Survey* and the *2021 YRDSB Family Survey*, as well as a summary of data trends in student perceptions between 2017 and 2021 using the *2017 School Climate Survey for Students* (indicated in Figures as SCSS), the *2018 Every Student Counts Survey* (indicated in Figures as ESCS), and the *2021 YRDSB Student Survey* (indicated in Figures as SS).

What we were told about safe, equitable and inclusive learning environments in 2021:

- Most students reported that they feel safe at their school, and most families reported that their child feels safe at their school. Most students reported that their school is a welcoming place, that they are treated with respect at their school, and that school rules are applied to them in a fair way.
- Students who identified as Indigenous to Canada, Latino/Latina/Latinx, Lesbian, Queer, Non-Binary and Transgender are less likely to report that they feel safe at school.
- Overall, a low percentage of students reported that they feel like they belong at their school. This finding is even lower for students who identified as Black, Latino/Latina/Latinx, Indigenous to Canada, Bisexual, Lesbian, Pansexual, Queer, Gender Fluid, Non-Binary, Questioning, Transgender, multiple gender identities and a gender identity not listed (note that responses for students who identity as Gender Nonconforming and Two-Spirit were suppressed due to low numbers).
- Students who identified as Indigenous, Latino/Latina/Latinx, Gender Fluid, Non-Binary and Transgender are less likely to report that school rules are applied to them in a fair way.
- Most students reported that they are encouraged to think or learn about human rights/social justice issues related to Indigenous peoples of Canada, race, ethnicity, and culture.
- A higher percentage of students who identified as Black, Indigenous, Latino/Latina/Latinx, Multiple Racial Identities, and Southeast Asian reported that they experienced racism at school compared to students who selected other racial identities.
- A higher percentage of students who identified as Indigenous, Multiple Racial Identities, Bisexual, Gay, Lesbian, Queer, Gender Fluid, Non-Binary and Transgender reported that they experience discrimination at school compared to students who indicated other social identities.
- Most students reported that they know how to report if bullying, cyberbullying, racism, discrimination, or harassment happen at their school.

Trends in perceptions about safe, equitable and inclusive learning environments since 2017:

- Student and family perceptions of safety at school have remained consistent, with most students reporting that they feel safe at school, and most families reporting that their child feels safe at school.
- There has been a decline in the percentage of students who indicate that they feel like they belong at their school.
- There has been an increase in the percentage of students who report that they are encouraged to think or learn about human rights/social justice issues related to Indigenous peoples of Canada, race, and poverty.

Moving forward: Strategies and Actions in YRDSB’s Multi-Year Strategic Plan and Director’s Action Plan:

To support the achievement and well-being of students and to remove barriers to meaningful education for all students we will continue to:



# Safe, Equitable and Inclusive Learning Environments

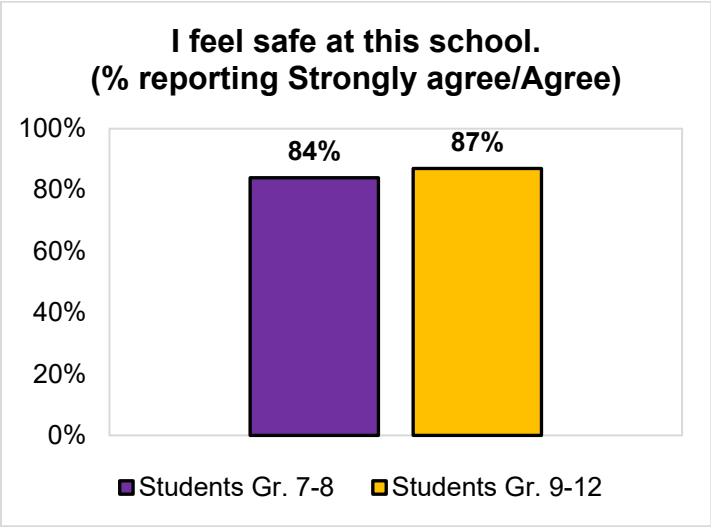
- Select/use texts and learning resources that represent diversity of social identities, experiences and world views in identity-affirming ways that do not limit choices of possible selves.
- Co-construct learning, knowledge and spaces that affirm students’ identities and incorporate multiple ways of knowing.
- Build learning environments that encourage students to question existing power dynamics and take action against oppression and discriminatory elements in society.
- Name and respond effectively to acts of harm and incidents of identity-based hate, discrimination or bullying.
- Engage in partnership with students and families to incorporate and value multiple community funds of knowledge (Moll et al., 1992) that decenter euro-centric ways of knowing and doing.
- Analyze data (including student and community voice) using an anti-racist and anti-oppressive framework to actively seek information about students who have been marginalized to inform program planning and instructional practice. Safe, equitable, and inclusive learning environments are key to ensuring equitable experiences and outcomes for students. Using data from multiple sources can help to identify and eliminate barriers to equitable experiences and outcomes, and improve student achievement and well-being (YRDSB Indigenous Education and Equity Strategy).

Below is a summary of key findings related to safe, equitable, and inclusive learning environments from the *2021 YRDSB Student Survey* and the *2021 YRDSB Family Survey*, as well as a summary of data trends in perceptions related to these topics between 2017 and 2021.

## Student Perceptions of Safety at School

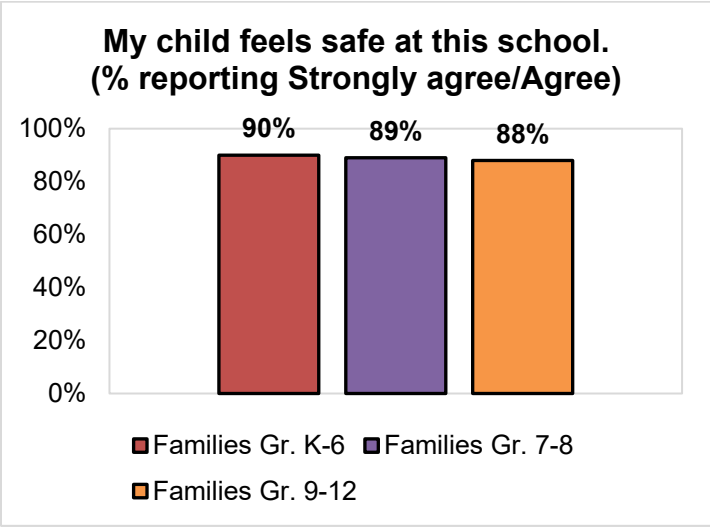
Most students agreed that they feel safe at their school, and most families agreed that their child feels safe at their school. As indicated in Figures 32 and 33, 84% of students in Grades 7-8 (n= 3,149) and 87% of secondary students (n=7,173) agreed that they feel safe at their school. Similarly, most families agreed that their child feels safe at their school, with 90% of families of students in Grades K-6 (n=12,945), 89% of families of students in Grades 7-8 (n=3,539), and 88% of families of secondary students (n=5,843) agreeing that their child feels safe at their school.

Figure 32: Student Perceptions of Safety at School



Source: School Climate Student Survey 2021

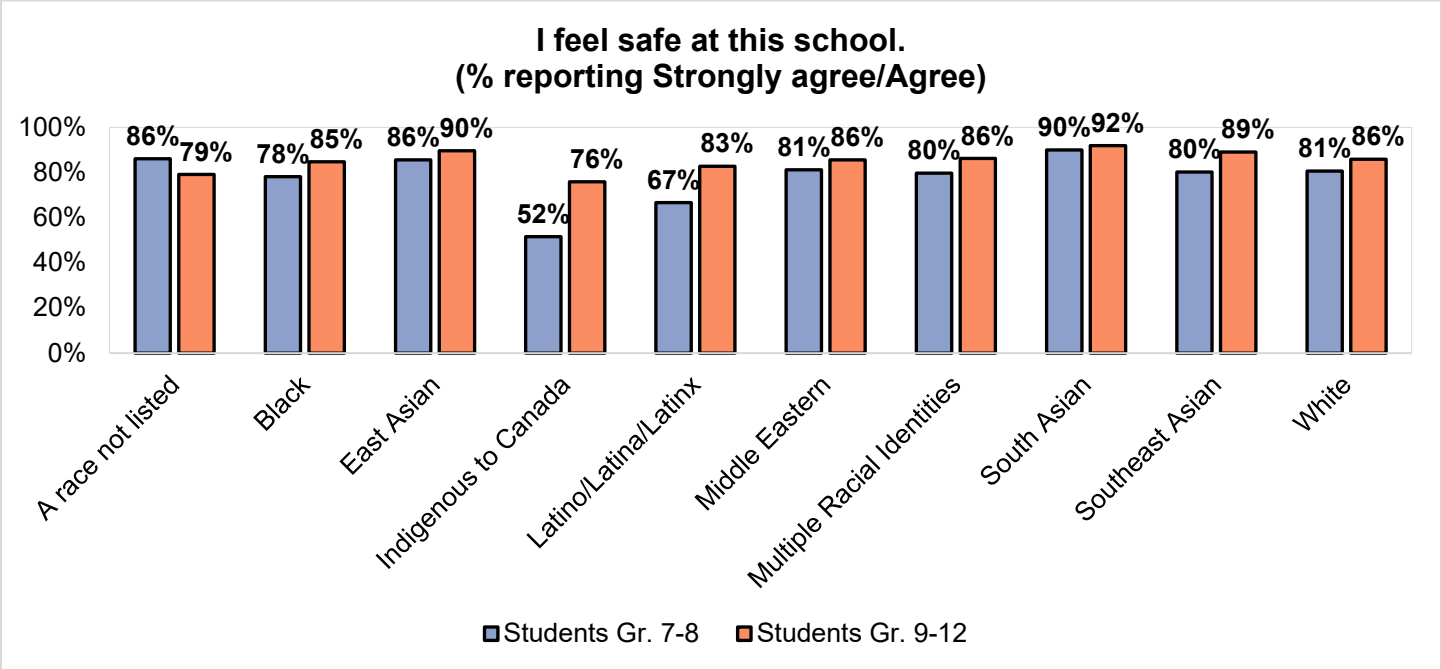
Figure 33: Family Reported Student Perceptions of Safety at School



While overall, most students agreed that they feel safe at their school (see Figure 32), there are clear differences across student racial identities in terms of the percentage of students who agreed with this statement. Among students in both grade groups, a lower percentage of students who selected Indigenous to Canada and Latino/Latina/Latinx agreed that they feel safe at their school compared to students who selected other racial groups.

# Safe, Equitable and Inclusive Learning Environments

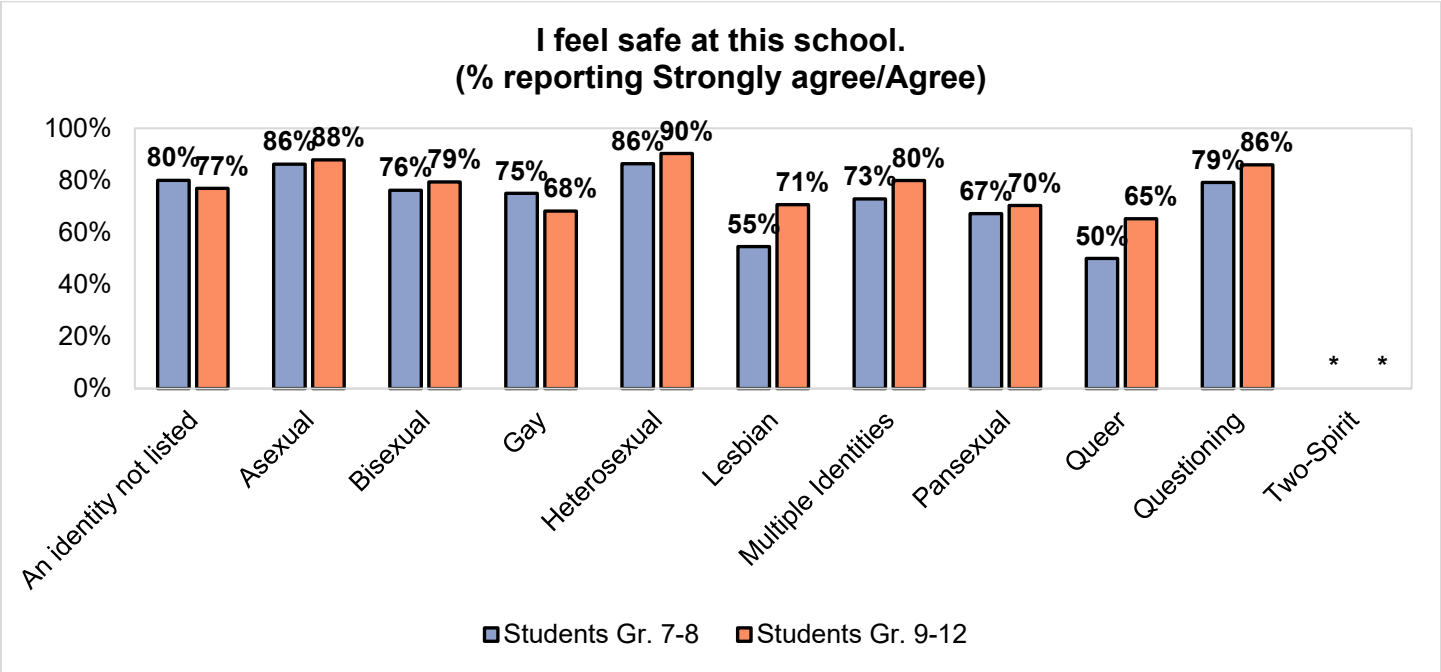
Figure 34: Student Perceptions of Safety at School by Indigenous Identity and Race



Source: School Climate Student Survey 2021

There are also notable differences in perceptions of safety at school across student sexual orientation identities. As outlined in Figure 35, there is relatively high agreement among students who selected Asexual, Heterosexual and Questioning compared to students who selected other sexual orientation identities. Among students in Grades 7-8, a far lower percentage of those who selected Lesbian, Pansexual, or Queer agreed that they feel safe at their school compared to students who selected other sexual orientation identities. Similarly, among secondary students, a lower percentage of those who identified as Gay, Lesbian, Pansexual and Queer agreed that they feel safe at their school compared to students who identified with other sexual orientation identities.

Figure 35: Student Perceptions of Safety at School by Sexual Orientation

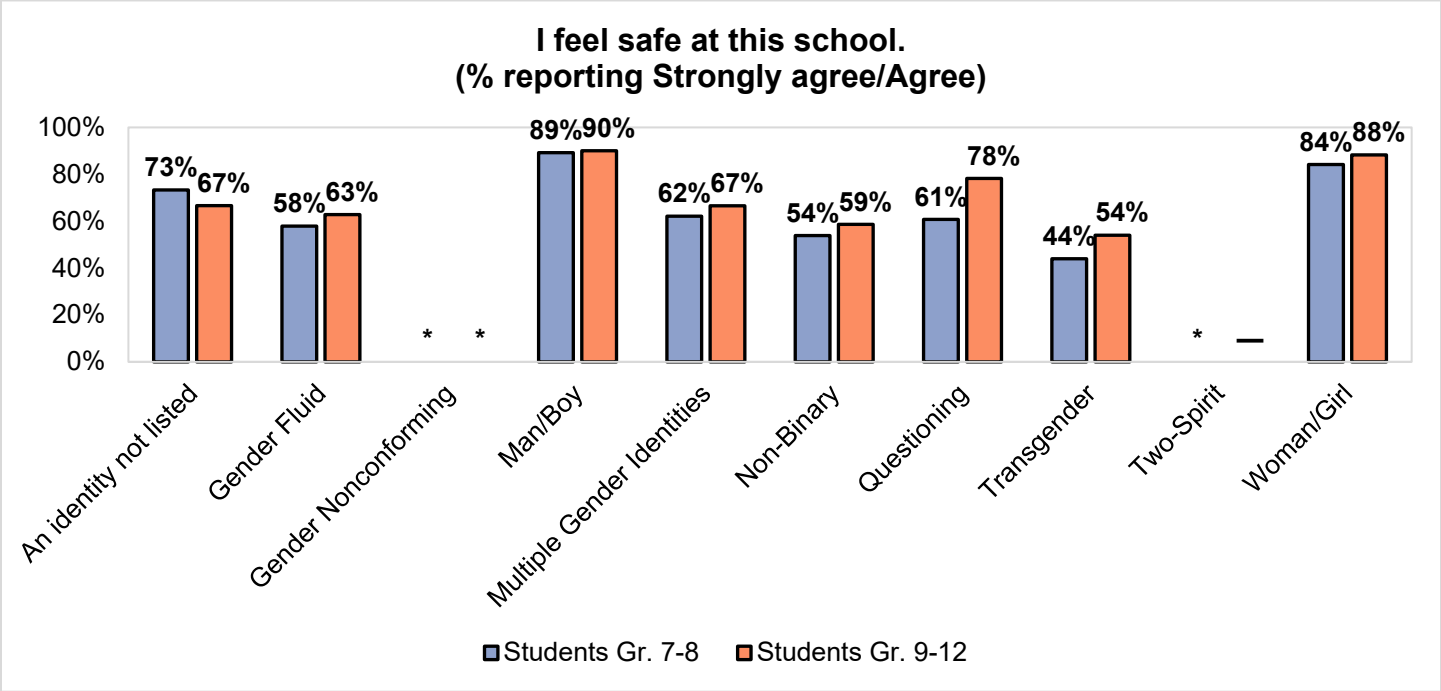


Source: School Climate Student Survey 2021

Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

Differences are also observed across student gender identities with respect to perceptions of safety at school. Figure 36 demonstrates that compared to students who selected Man/Boy or Woman/Girl, a far lower percentage of students who selected Gender Fluid, Non-Binary, Questioning, multiple gender identities and those who indicated that their gender identity was not listed in the response categories agreed that they feel safe at their school.

Figure 36: Student Perceptions of Safety at School by Gender Identity



**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Trends in Student Perceptions of Safety

An analysis of student perceptions of safety at school across surveys indicates that between 2017 and 2021, the percentage of students who indicated that they feel safe at their school has remained consistent, with most students reporting that they feel safe at their school. Figure 37 shows that among students in Grades 7-8, 85% (n=13,063) agreed to this statement in 2017, and 82% (n=14,010) did so in 2018. Eighty-four percent of students (n=3,149) agreed that they feel safe at their school in 2021. Figure 38 shows that among secondary students, 83% (n=21,373) agreed that they feel safe at their school in 2017, and 81% (n=28,707) did so in 2018. This percentage increased to 87% (n=7,173) in 2021.

Figure 37: Trends in Student Perceptions of Safety, Grades 7-8

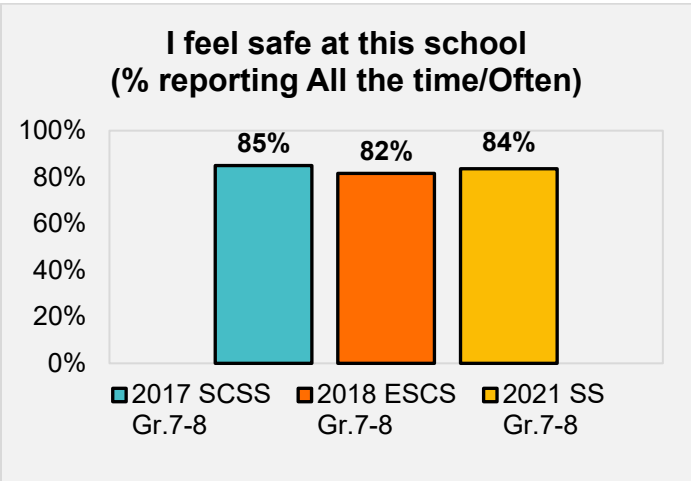
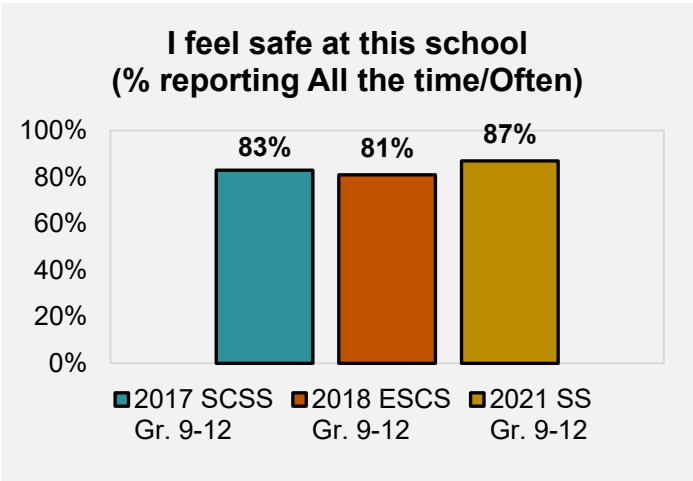


Figure 38: Trends in Student Perceptions of Safety, Grades 9-12



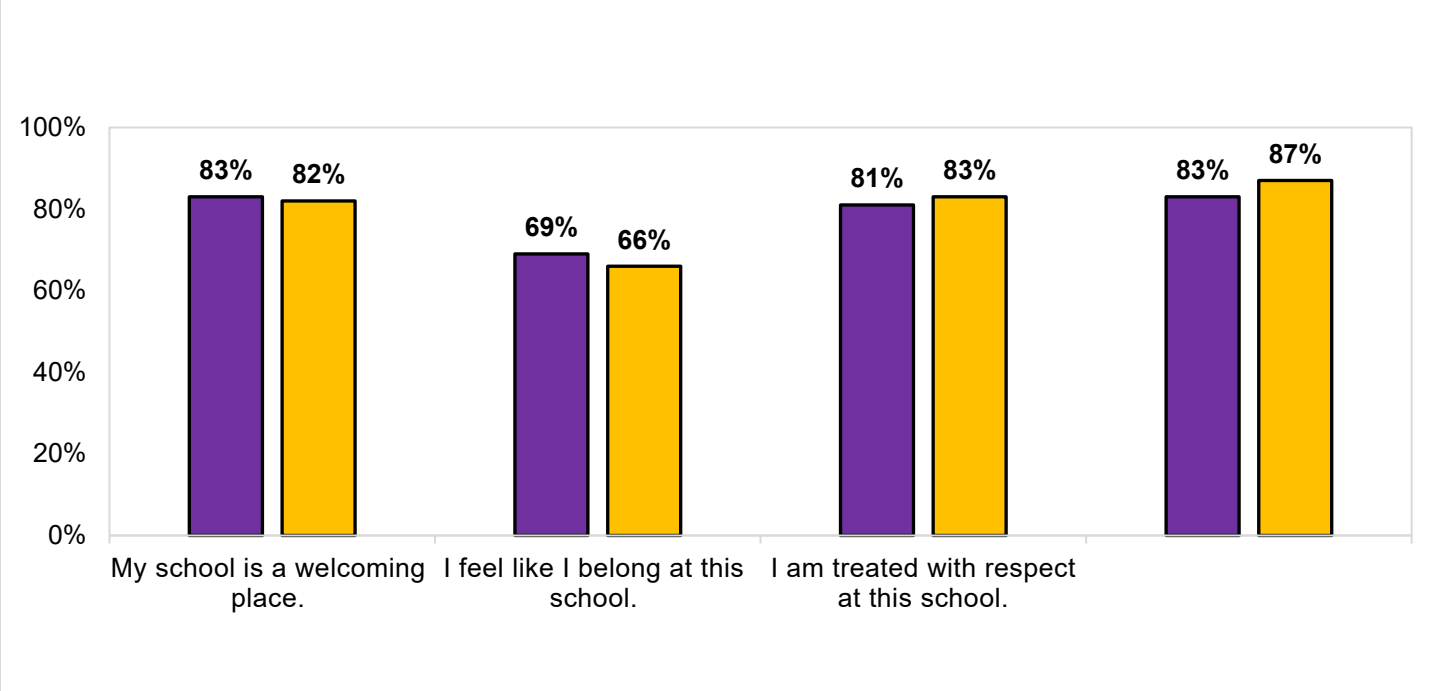
**Source:** School Climate Student Survey 2017 (SCSS), Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)

Students were invited to provide feedback about their perceptions and experiences related to learning environments during the 2020-2021 school year. Most students agreed that their school is a welcoming place, that they are treated with respect at their school and that school rules are applied to them in a fair way. However, fewer students agreed that they feel like they belong at their school.

# Safe, Equitable and Inclusive Learning Environments

As outlined in Figure 39, 83% of students in Grades 7-8 (n=3,061) and 82% of secondary students (n=6,563) agreed that their school is a welcoming place. Sixty-nine percent of students in Grades 7-8 (n=2,557) and 66% of secondary students (n=5,253) agreed that they feel like they belong at their school. Eighty-one percent of students in Grades 7-8 (n=2,960) and 83% of secondary students (n=6,652) agreed that they are treated with respect at their school. Finally, 83% (n=3,064) of students in Grades 7-8 and 87% of secondary students (n=6,980) agreed that school rules are applied to them in a fair way.

Figure 39: Student Perceptions of Learning Environments



Source: School Climate Student Survey 2021

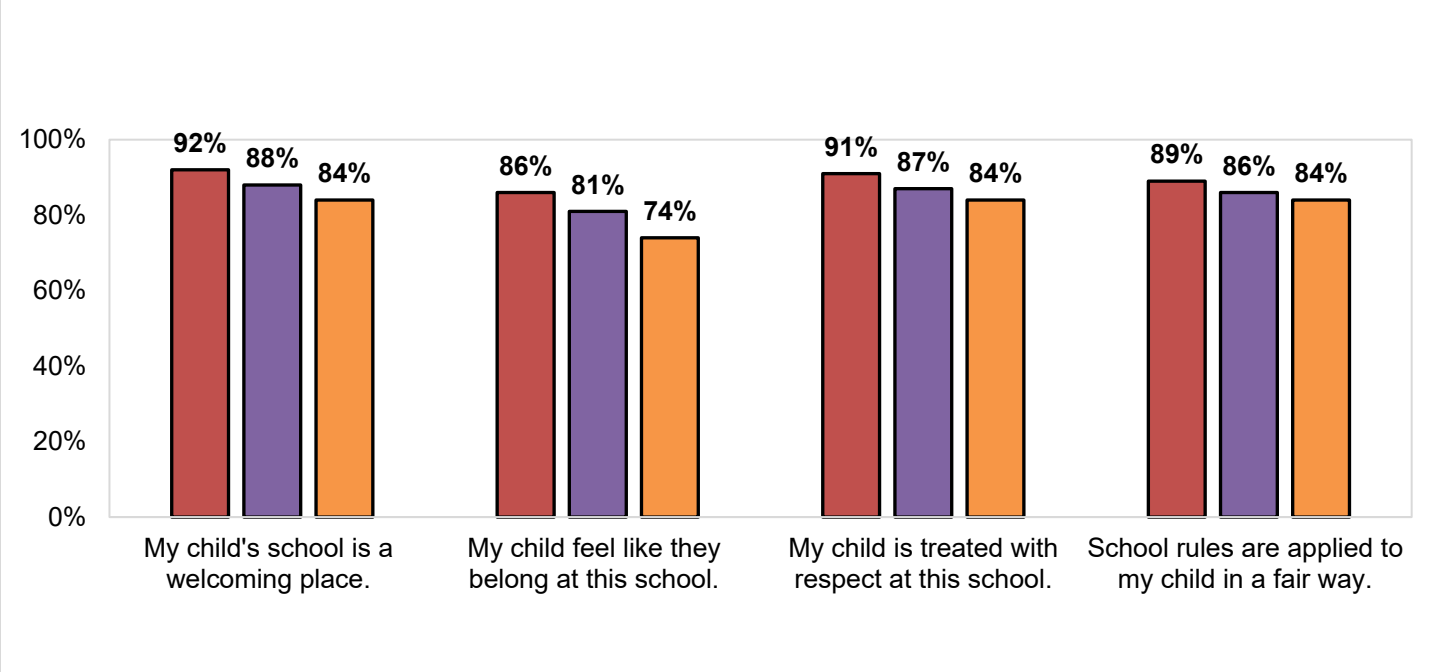
Families were also invited to provide feedback about their child’s perceptions and experiences related to their learning environment during the 2020-2021 school year. Overall, as indicated in Figure 40, a higher percentage of families of students in Grades K-6 agreed with statements related to their child’s learning environment than families of students in Grades 7-8 and secondary students.

Among families of students in Grades K-6, the majority (92%, n=12,636) agreed that their child’s school is a welcoming place, and that their child is treated with respect at their school (91%, n=12,444). Most (86%, n=11,821) also agreed that their child feels like they belong at their school and that school rules are applied to their child in a fair way (89%, n=12,246).

Most families of students in Grades 7-8 also agreed that their child’s school is a welcoming place (88%, n=3,369), that their child is treated with respect at their school (87%, n=3,299), and that school rules are applied to their child in a fair way (86%, n=3,267). A slightly lower percentage of these families (81%, n=3,084) agreed that their child feels like they belong at their school.

Among families of secondary students, 84% agreed that their child’s school is a welcoming place (n=5,384), that their child is treated with respect at their school (n=5,377), and that school rules are applied to their child in a fair way (n=5,373). Fewer families (74%, n=4,752) agreed that their child feels like they belong at their school.

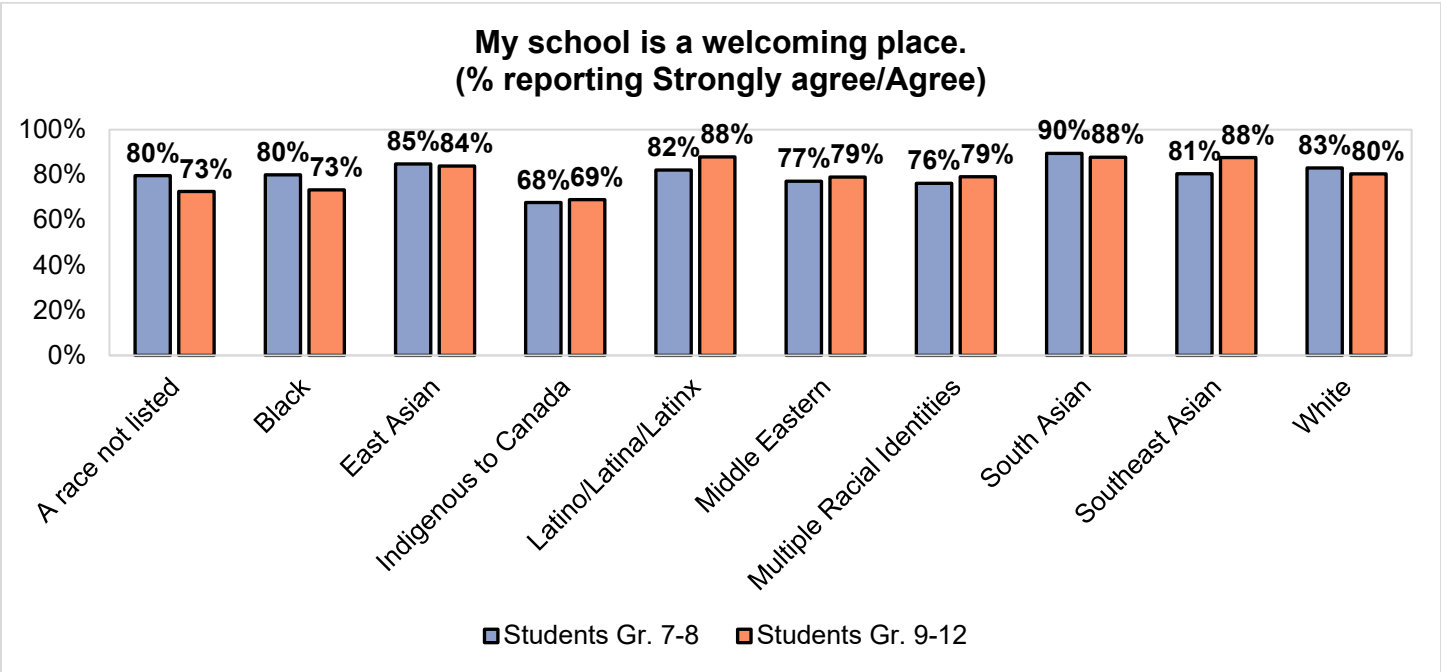
Figure 40: Family Reported Student Perceptions of Learning Environments



Source: School Climate Student Survey 2021

Overall, most students agreed that their school is a welcoming place (see Figure 39). However, as shown in Figure 41, a lower percentage of students who identify as Indigenous to Canada in both grade panels, as well as Grades 7-8 students who identified as Black and those who indicated that their racial identity was not listed as a response option agreed that their school is a welcoming place.

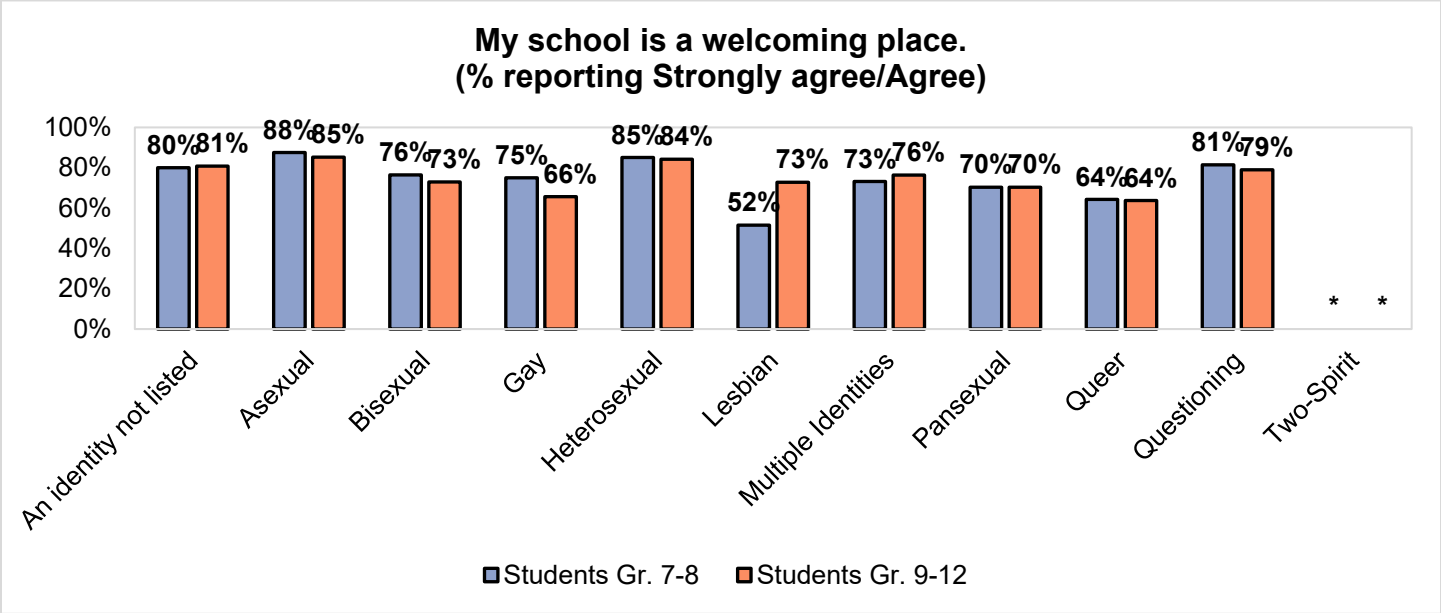
Figure 41: Student Perceptions of School as a Welcoming Place by Indigenous Identity and Race



Source: School Climate Student Survey 2021

There are also differences across student sexual orientation identities with respect to the percentage of students who agreed that their school is a welcoming place. As outlined in Figure 42, among students in Grades 7-8, a notably lower percentage of students who selected Lesbian or Queer agreed that their school is a welcoming place, compared to the percentage of students who selected other sexual orientation identities. Among secondary students, a notably lower percentage of students who identified as Gay or Queer agreed that their school is a welcoming place.

Figure 42: Student Perceptions of School as a Welcoming Place by Sexual Orientation

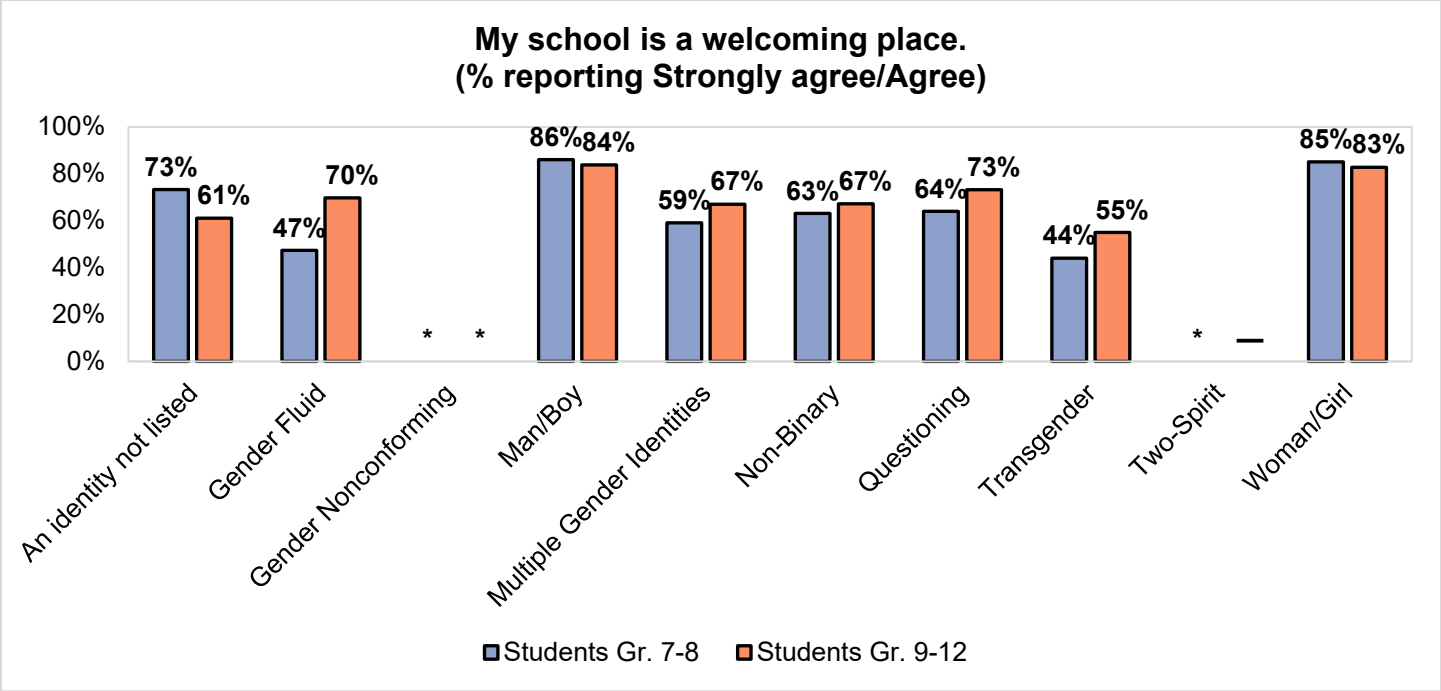


**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There are also differences across student gender identities in perceptions of school as a welcoming place. Figure 43 demonstrates that compared to students who identified as Man/Boy or Woman/Girl, a far lower percentage of students in both grade groups who identified as Gender Fluid, Non-Binary, Questioning, Transgender, and those who selected multiple gender identities agreed that their school is a welcoming place.

Figure 43: Student Perceptions of School as a Welcoming Place by Gender Identity



**Source:** School Climate Student Survey 2021

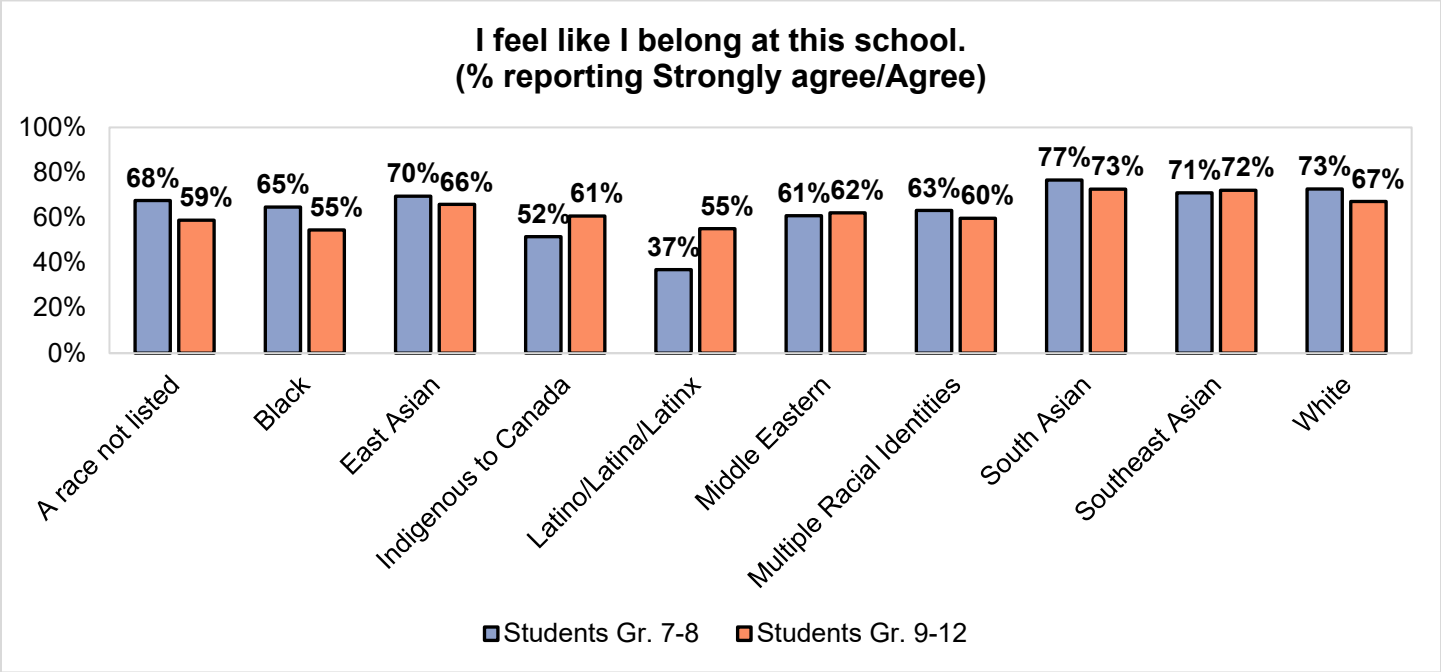
**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

There are also clear differences among student racial groups with respect to the percentage of students who agreed that they feel like they belong at their school. While overall, fewer than 70% of students agreed that they feel like they belong at their school (see Figure 39). Figure 44 demonstrates that a far lower percentage of students who indicated that their race was not listed in the survey options, as well as students who identified as Black, Indigenous to Canada, and Latino/Latina/Latinx agreed with this statement.



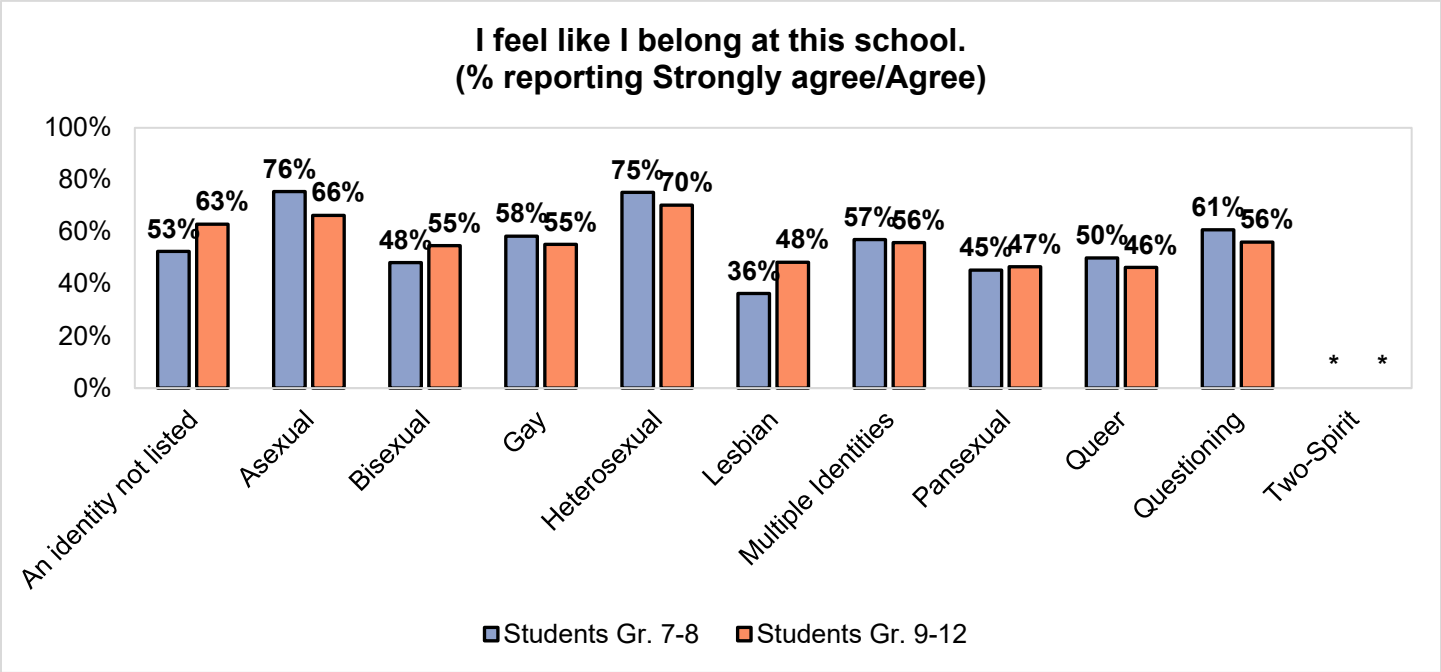
Figure 44: Student Perceptions of Belonging at School by Indigenous Identity and Race



Source: School Climate Student Survey 2021

There are substantial differences between student sexual orientation groups with respect to perceptions of belonging at school. As outlined in Figure 45, compared to students who identified as Asexual and Heterosexual, a far lower percentage of students in both grade groups who identified as Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, and as identifying with multiple sexual orientation identities agreed that they feel like they belong at their school.

Figure 45: Student Perceptions of Belonging at School by Sexual Orientation

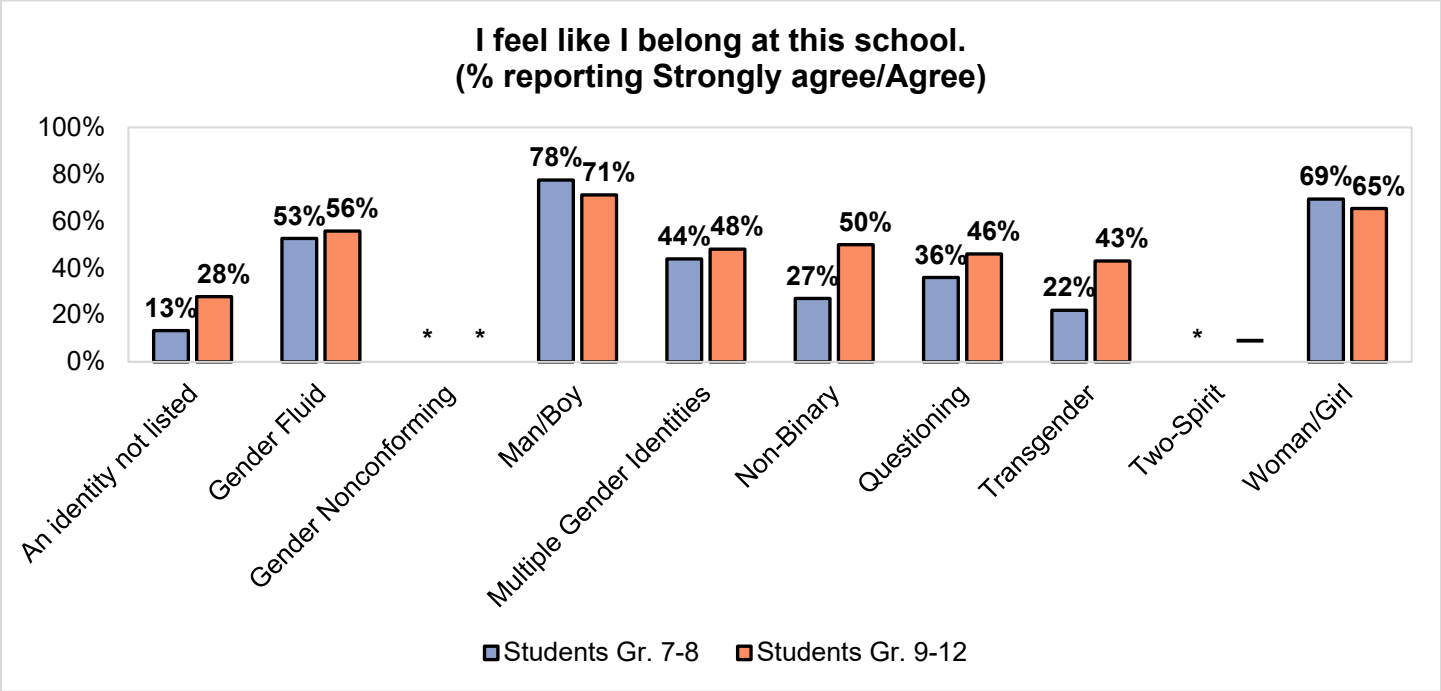


Source: School Climate Student Survey 2021

Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There are substantial differences across student gender identities with respect to perceptions of belonging at school. As outlined in Figure 46, across both grade groups, compared to students who identified as Man/Boy or Woman/Girl, a substantially lower percentage of students who selected Gender Fluid, multiple gender identities, Non-Binary, Questioning, Transgender, and those who indicated that their gender identity was not listed as a response option agreed that they feel like they belong at their school. In addition, except for students who selected Man/Boy or Woman/Girl, a higher percentage of secondary students agreed that they feel like they belong at their school compared to students in Grades 7-8.

Figure 46: Student Perceptions of Belonging at School by Gender Identity



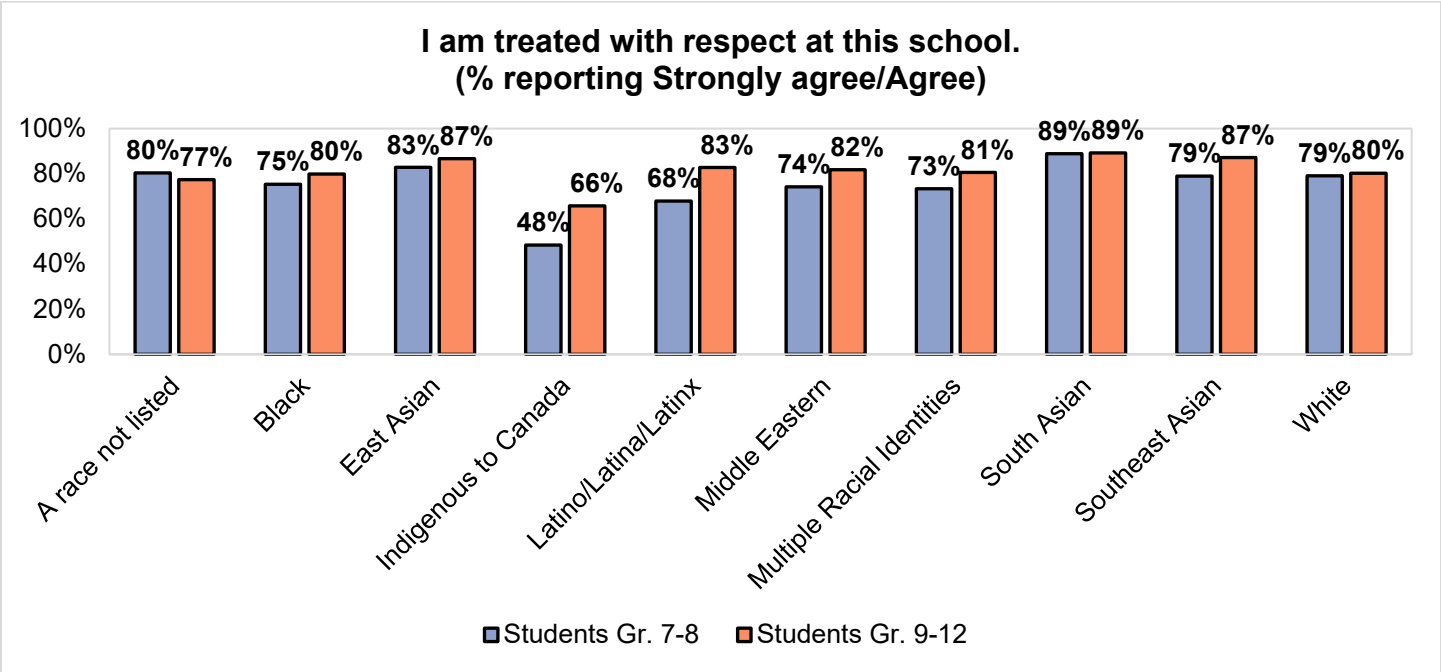
**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

There are also differences across student racial identities with respect to the percentage of students who agreed that they are treated with respect at their school. A far lower percentage of students who identified as Indigenous to Canada, and students in Grades 7-8 who identified as Latino/Latina/Latinx agreed to that they are treated with respect at their school compared to students in both grade groups who selected other racial identities.

Figure 47: Student Perceptions of Respect at School by Indigenous Identity and Race

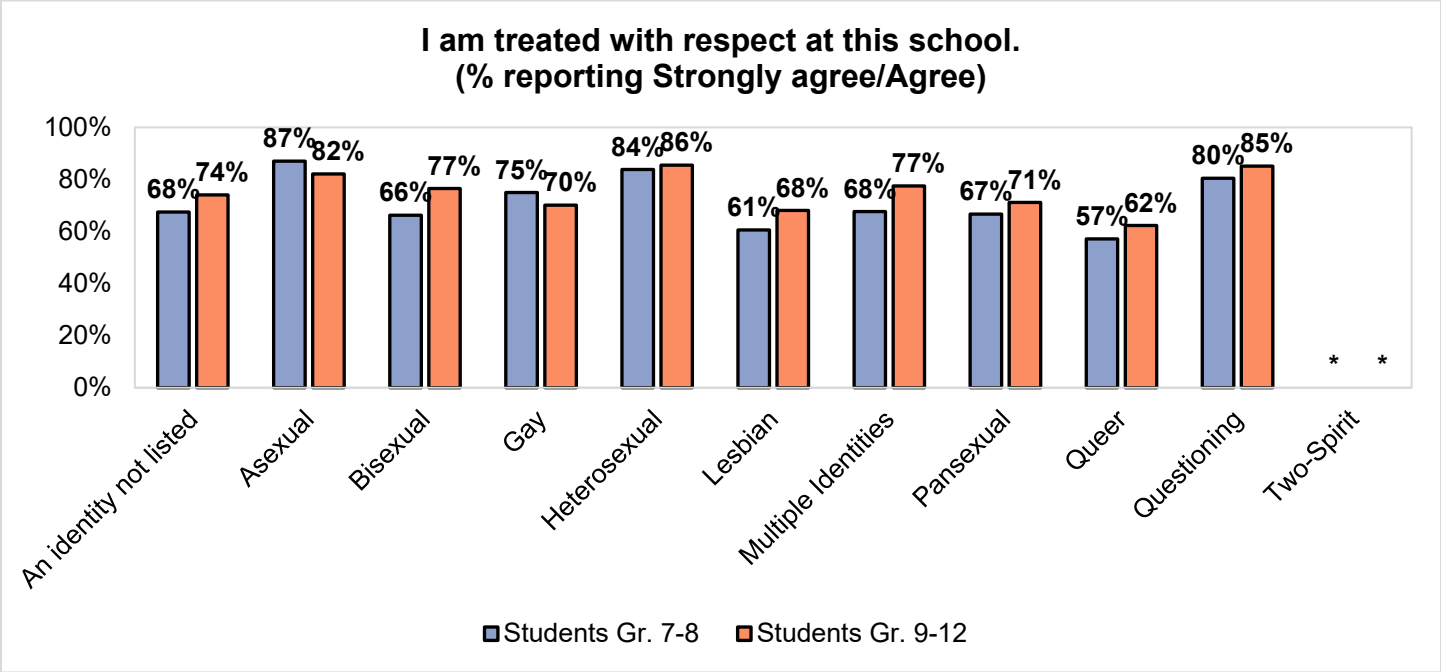


**Source:** School Climate Student Survey 2021

When disaggregating by sexual orientation, several notable differences were also found with respect to the percentage of students who agreed that they are treated with respect at their school. As shown in Figure 48, students in both grade groups who selected Queer and Lesbian reported the lowest rates of feeling like they are treated with respect at school. Students who selected Heterosexual reported the highest rates of feeling like they are treated with respect at school.



Figure 48: Student Perceptions of Respect at School by Sexual Orientation

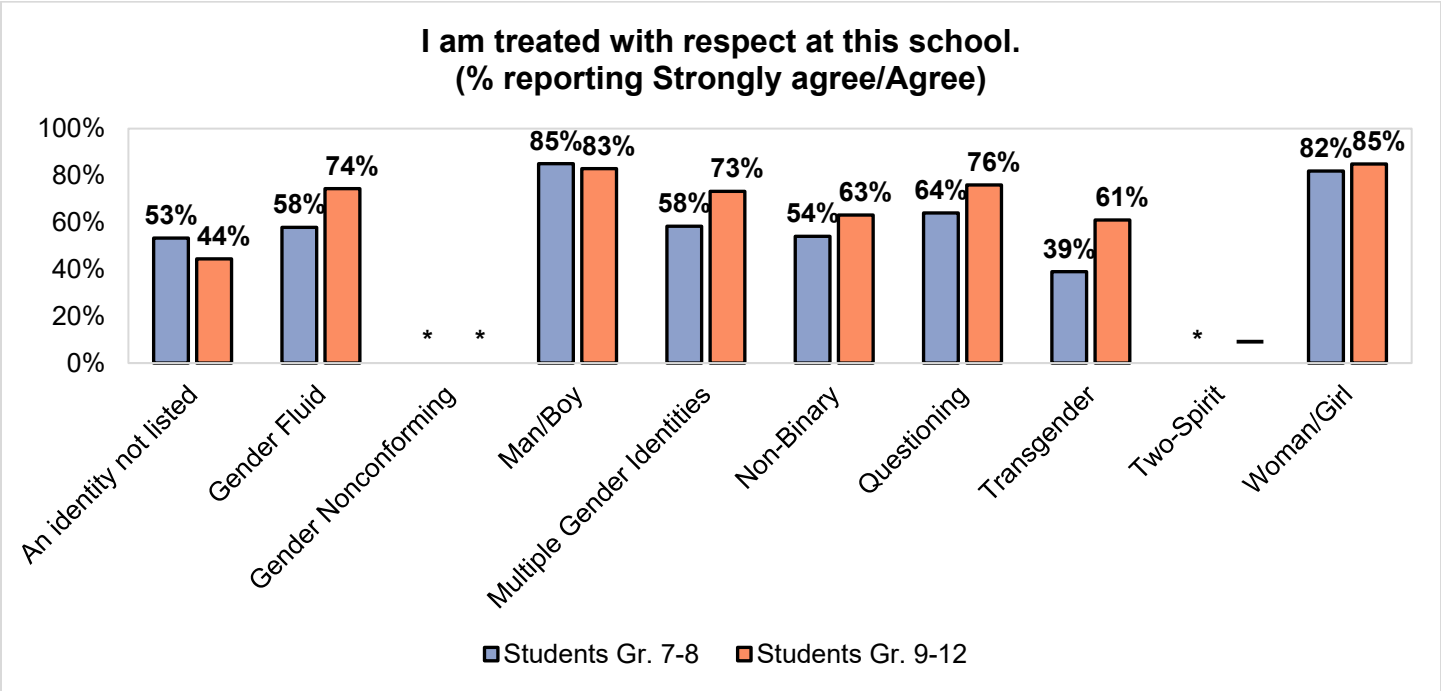


**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There are also notable differences across student gender identities with respect to the percentage of students who agreed that they are treated with respect at their school. As shown in Figure 49, compared to students who selected Man/Boy or Woman/Girl, a lower percentage of students who selected Gender Fluid, Non-Binary, Questioning, Transgender, multiple gender identities, and those who indicated that their gender identity was not listed in the response options, agreed that they are treated with respect at their school. In addition, apart from those who selected Man/Boy and those who indicated that their gender identity was not listed as a response option, a lower percentage of students in Grades 7-8 agreed that they are treated with respect at their school compared to secondary students.

Figure 49: Student Perceptions of Respect at School by Gender Identity



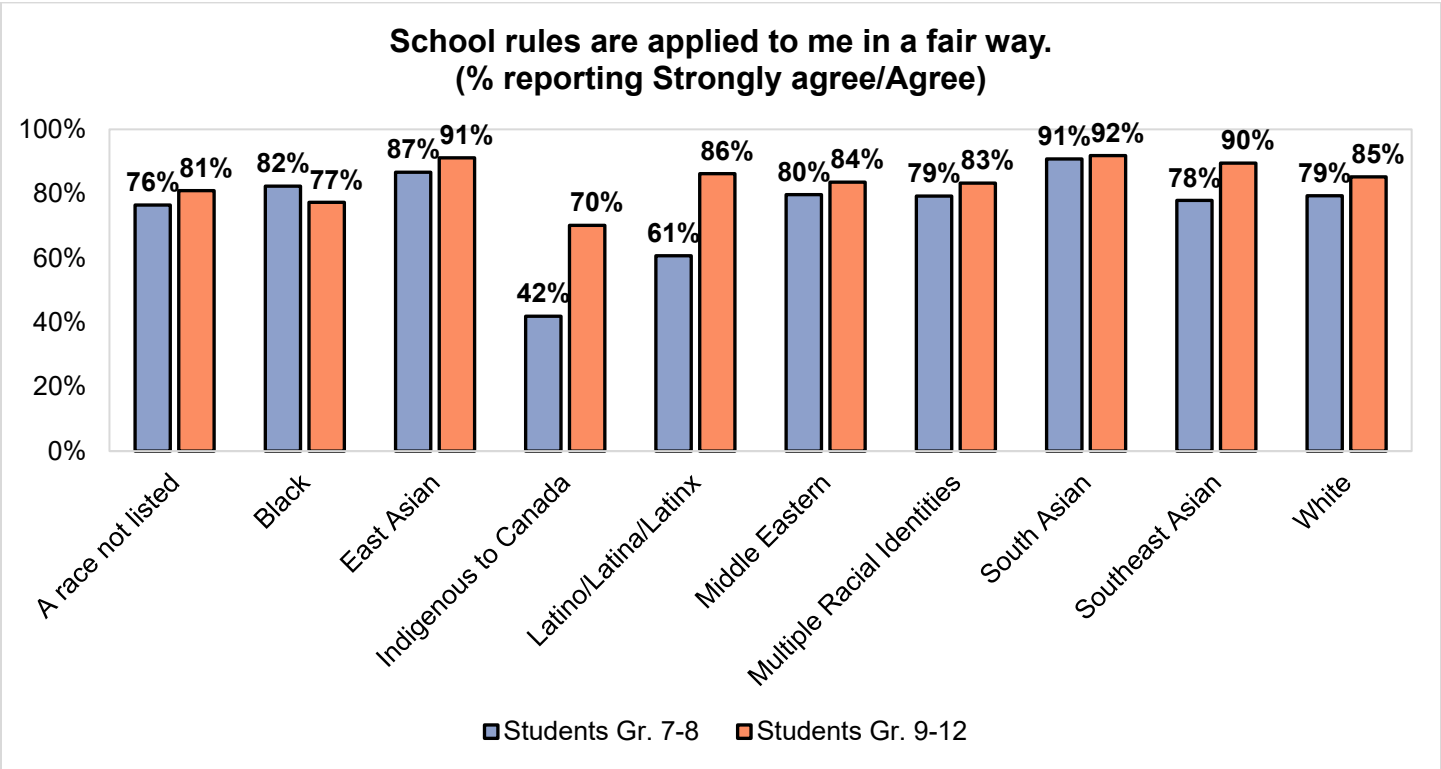
**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

While overall, most students agree that school rules are applied to them in a fair way (see Figure 39), there are differences across student racial identities with respect to the percentage of students who agreed that school rules are applied to them in a fair way. Figure 49 demonstrates that a substantially lower percentage of students in both grade panels who selected Indigenous to Canada and Latino/Latina/Latinx agreed that school rules are applied to them in a fair way compared to students who selected other racial identities.

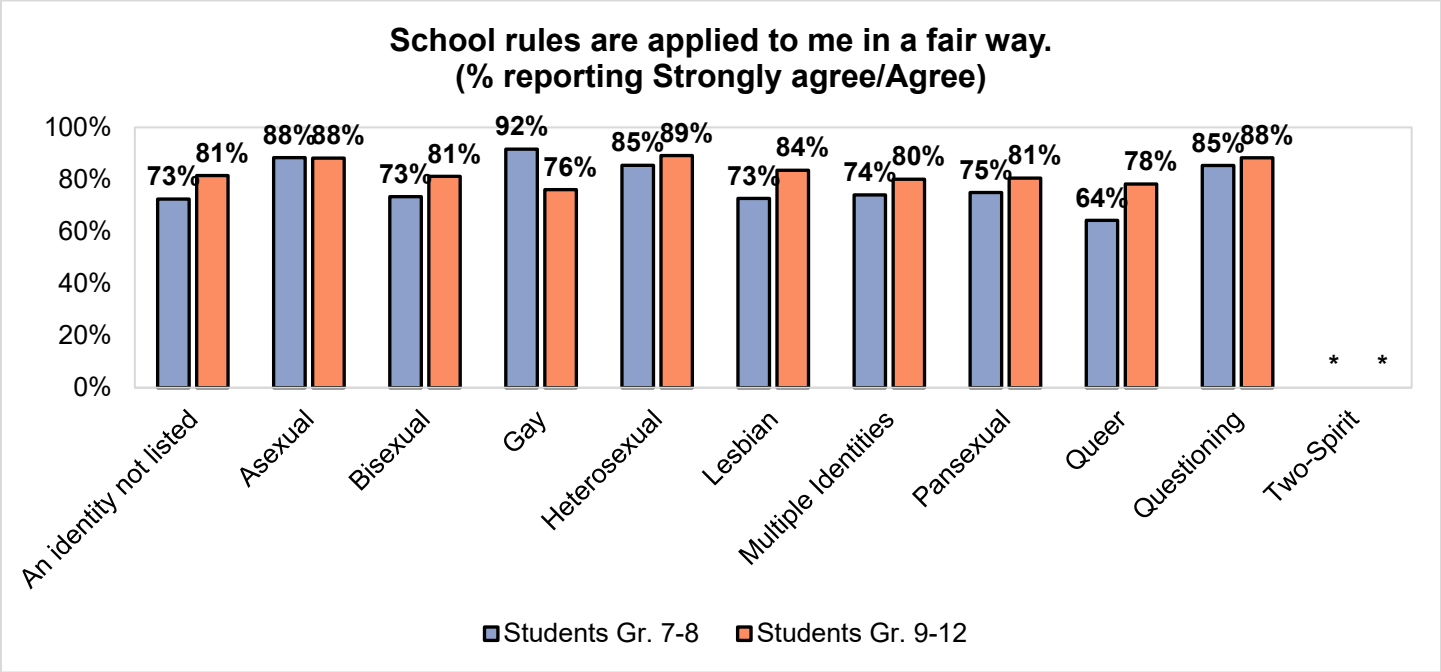
Figure 50: Student Perceptions of School Rules by Indigenous Identity and Race



Source: School Climate Student Survey 2021

While overall, most students agreed that school rules are applied to them in a fair way (see Figure 39), there are differences across student sexual orientation identities with respect to the percentage of students who agreed that school rules are applied to them in a fair way. As outlined in Figure 51, among students in Grades 7-8, a lower percentage of students who selected Bisexual, Lesbian, Pansexual, Queer, and those who selected multiple sexual orientation identities agreed that school rules are applied to them in a fair way compared to students overall and compared to students who selected other sexual orientation identities. Similarly, among secondary students, although the percentage gap is not as pronounced as that for students in Grades 7-8, a lower percentage of secondary students who selected Bisexual, Gay, Lesbian, Pansexual, Queer, and those who selected multiple sexual orientation identities agreed that school rules are applied to them in a fair way compared to secondary students overall and students who identified as Asexual, Heterosexual, or Questioning.

Figure 51: Student Perceptions of School Rules by Sexual Orientation

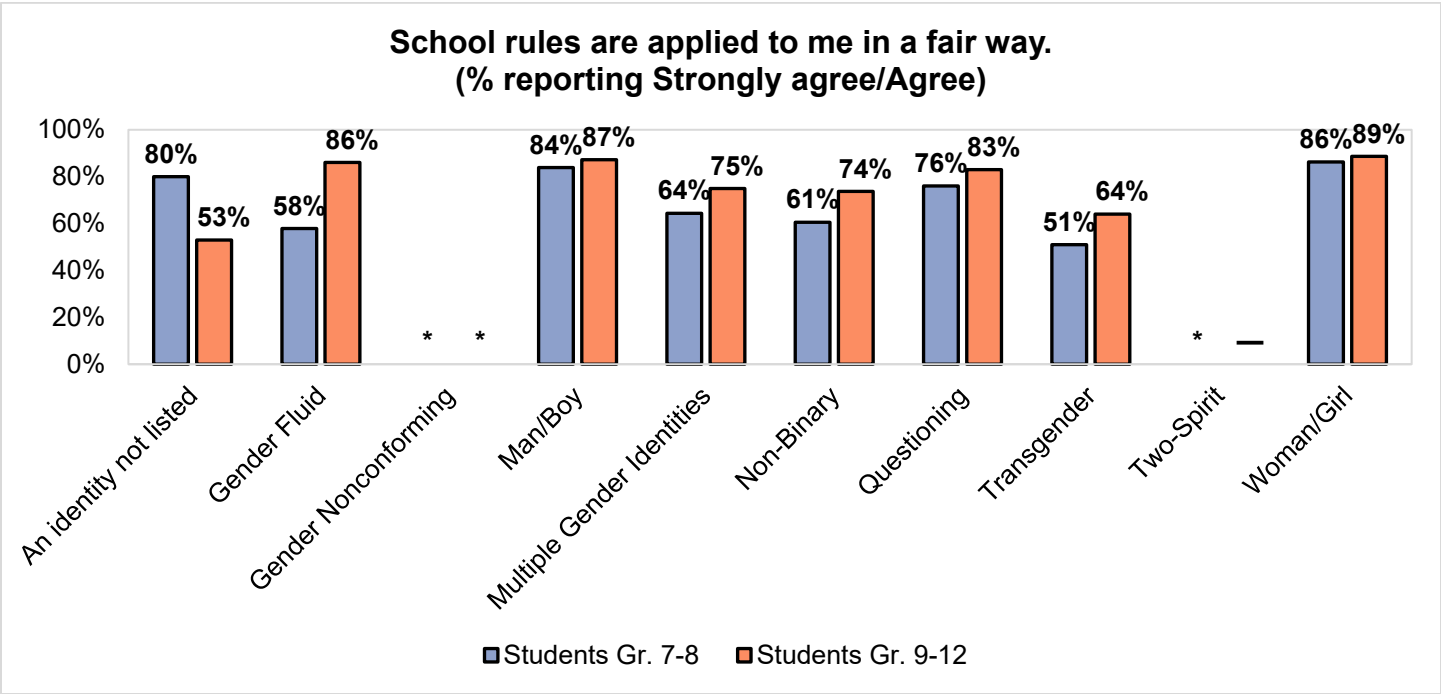


**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is also notable variation across student gender identities with respect to the percentage of students who agreed that school rules are applied to them in a fair way. As shown in Figure 52, among students in Grades 7-8, a far lower percentage of students who selected Gender Fluid, multiple gender identities, Non-Binary and Transgender agreed that school rules are applied to them in a fair way compared to students who selected Man/Boy, Woman/Girl, and those who indicated that their gender identity was not listed as a response category. Among secondary students, a lower percentage of students who selected Transgender, Non-Binary, multiple gender identities, and those who indicated that their gender identity was not listed as a response category agreed that school rules are applied to them in a fair way compared to secondary students who selected Gender Fluid, Man/Boy, Questioning and Woman/Girl.

Figure 52: Student Perceptions of School Rules by Gender Identity



**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Trends in Student Perceptions of Learning Environments

An analysis of student perceptions of learning environments across surveys indicates that the percentage of students who agreed that their school is a welcoming place and that they are treated with respect at their school has remained fairly consistent. However, the percentage of students who agreed that they feel like they belong at their school decreased.

As outlined in Figure 53, among students in Grades 7-8, 86% (n=14,010) agreed that their school is a welcoming place in 2018. A slightly lower percentage of students (83%; n=3,061) agreed to this in 2021. In 2018, 79% of students (n=13,581) agreed that they are treated with respect at their school, and this percentage increased to 81% (n=6,652) in 2021. However, while 78% (n=13,581) of students agreed that they feel like they belong at their school in 2018, this percentage declined to 69% (n=2,557) in 2021.

Figure 54 demonstrates that among secondary students, 84% (n=29,668) agreed that their school is a welcoming place in 2018 and 82% (n=6,563) did so in 2021. While 76% (n=26,810) of secondary students agreed that they feel like they belong at this school in 2018, this percentage declined to 66% (n=5,253) in 2021. The percentage of secondary students who agreed that they are treated with respect at their school has been fairly consistent, with 84% (n=29,761) agreeing to this in 2018, and 83% (n=6,652) in 2021.

Figure 53: Trends in Student Perceptions of Learning Environments, Grades 7-8

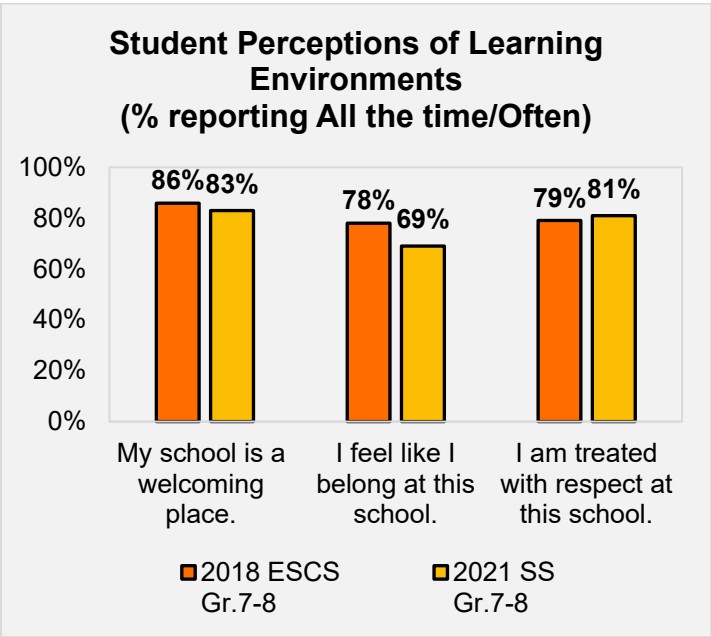
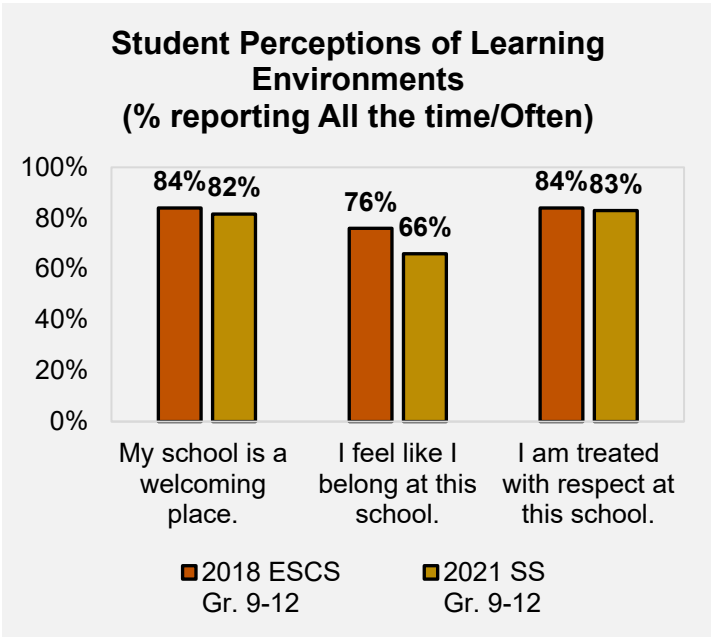


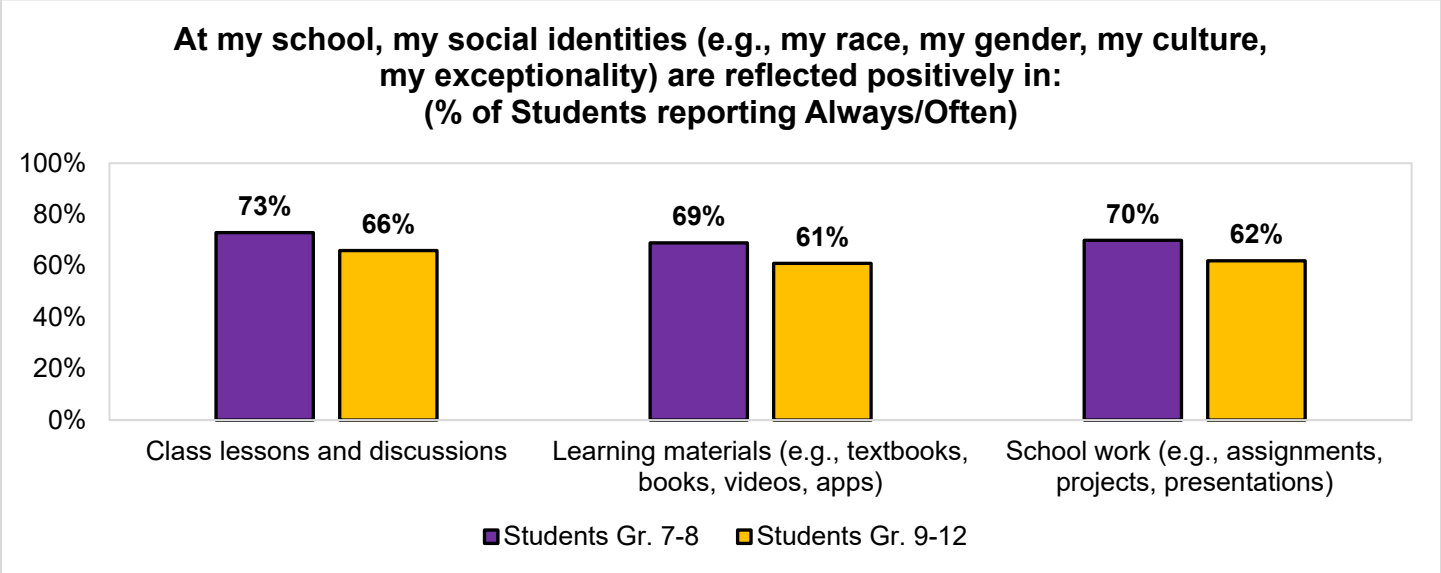
Figure 54: Trends in Student Perceptions of Environments, Grades 9-12



Source: Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)

In the 2021 Student Survey, students were asked to provide feedback about whether their social identities are reflected positively in their learning environments. Overall, a higher percentage of students in Grades 7-8 agreed that their social identities such as their race, their gender, their culture, or their exceptionality are reflected positively in class lessons and discussion, learning materials, and schoolwork than did secondary students. Nearly three quarters of students in Grades 7-8 (73%, n=2,669) and 66% of secondary students (n=5,225) agreed that their social identities are reflected positively in class lessons and discussions. Sixty-nine percent of students in Grades 7-8 (n=2,516) and 61% of secondary students (n=4,821) agreed that their social identities are reflected in learning materials such as textbooks, books, videos or apps. Seventy percent of students in Grades 7-8 (n=2,551) and 62% of secondary students (n=4,938) agreed that their social identities are reflected positively in schoolwork such as assignments, projects, or presentations.

Figure 55: Student Social Identities at School



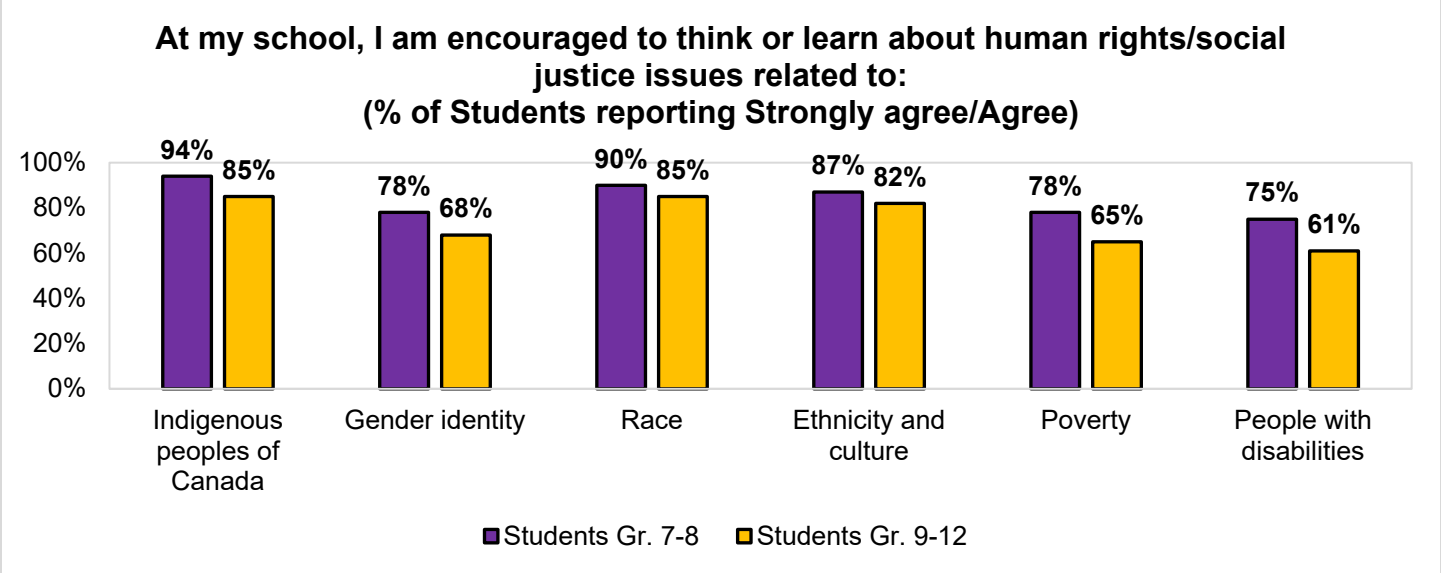
Source: School Climate Student Survey 2021

Students were also asked to provide feedback about learning opportunities in the areas of human rights and social justice. Figure 56 indicates that overall, compared to secondary students, a higher percentage of elementary students in Grade 7-8 agree that they are encouraged to think or learn about human rights/social justice issues related to Indigenous peoples of Canada, gender, identity, race, ethnicity and culture, poverty, and people with disabilities.

Most elementary students in Grades 7-8 agree that they are encouraged to think or learn about human rights/social justice issues related to Indigenous peoples of Canada (94%, n=3,433), race (90%, n=3,284), and ethnicity and culture (87%, n=3,142). Many secondary students also reported that they are encouraged to learn about human rights/social justice issues related to Indigenous peoples of Canada (85%, n=6,738), race (85%, n=6,703) and ethnicity and culture (82%, n=6,435).

Overall, a lower percentage of students agreed that they are encouraged to think or learn about human rights/social justice issues related to gender identity, poverty, and people with disabilities. Seventy-eight percent of students in Grades 7-8 (n=2,857) and 68% of secondary students (n=5,397) agreed that they are encouraged to think or learn about human rights/social justice issues related to gender identity. The same percentage of Grades 7-8 students (78%, n=2,820) and 65% of secondary students (n=5,133) agreed with this statement with respect to poverty. Seventy-five percent of Grades 7-8 students (n=2,706) and 61% of secondary students (n=4,825) agreed that they are encouraged to think or learn about human rights/social justice issues related to people with disabilities.

Figure 56: Student Learning Opportunities



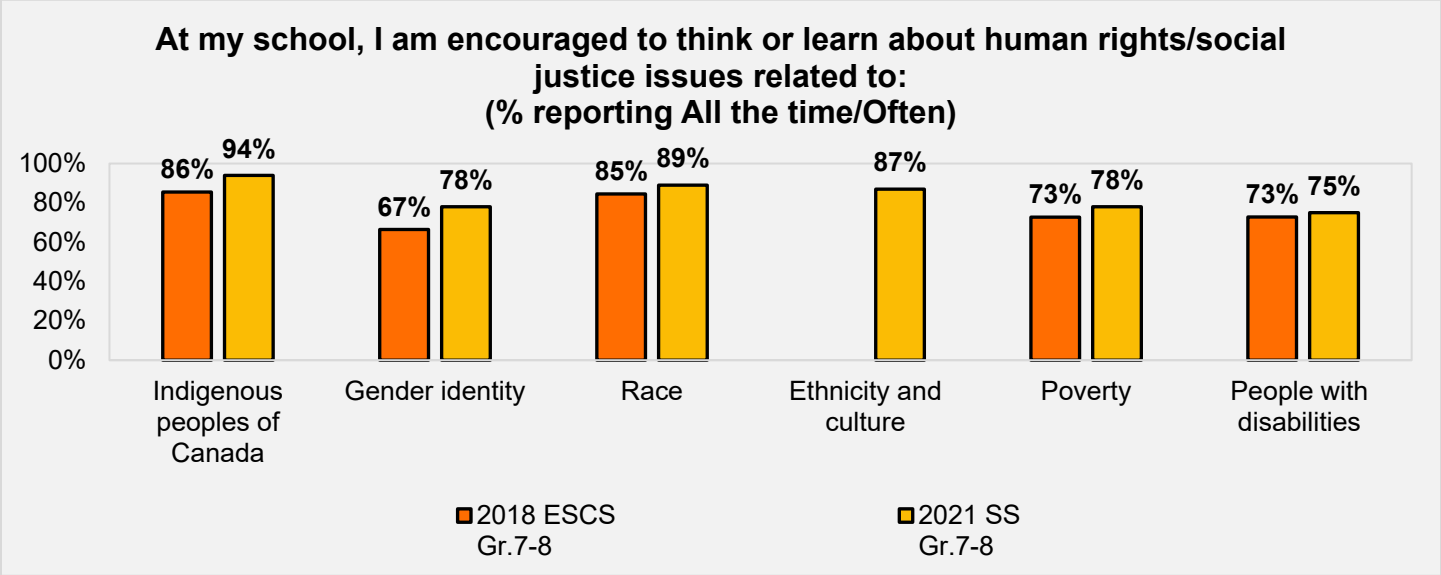
Source: School Climate Student Survey 2021

Trends in Student Perceptions of Learning Opportunities

An analysis of student perceptions across surveys indicates that compared to 2018, there has been an increase in the percentage of students who agree that they are encouraged to think or learn about social justice issues related to Indigenous peoples of Canada, gender identity, race, ethnicity and culture, poverty, and among Grades 7-8 students, people with disabilities.

Figure 57 demonstrates that among students in Grades 7-8, while 86% (n=14,675) of students reported that they are encouraged to learn about human rights/social justice issues related to Indigenous peoples of Canada in 2018, this percentage increased to 94% (n=3,433) in 2021. Similarly, while 67% (n=11,414) indicated that they are encouraged to think or learn about human rights/social justice issues related to gender identity in 2018, this percentage increased to 78% (n=2,857) in 2021. The percentage of students who agreed that they are encouraged to learn about human rights/social justice issues related to race in 2018 was 85% (n=14,507) and 89% (n=3,284) in 2021. In 2018, 73% (n=12,478) of students indicated that they are encouraged to think or learn about human rights/social justice issues related to poverty, and 78% (n=2,820) agreed to this statement in 2021. The percentage of students who agreed that they are encouraged to learn about human rights/social justice issues related to people with disabilities increased slightly from 73% (n=12,493) in 2018 to 75% (n=2,706) in 2021.

Figure 57: Trends in Student Perceptions of Learning Opportunities, Grades 7-8

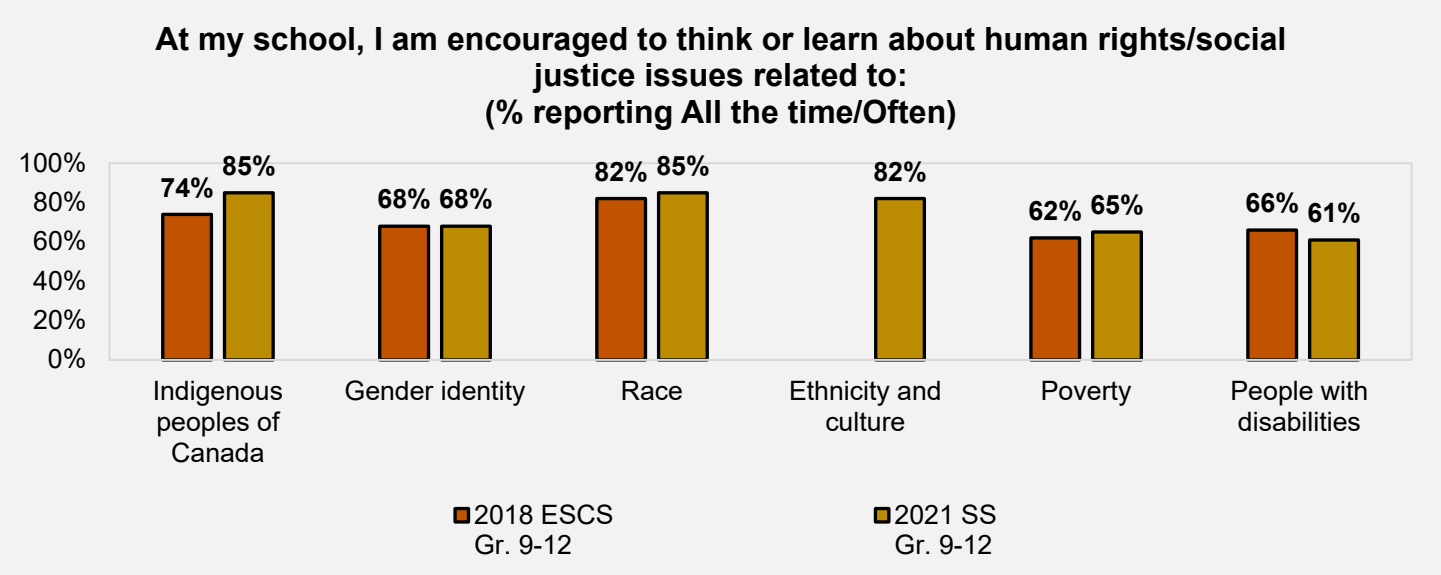


**Source:** Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)  
**Note:** Missing data bars in trend Figures are due to differences in questions across surveys.

Figure 58 shows that among secondary students, while 74% (n=23,381) agreed that they are encouraged to think or learn about human rights/social justice issues related to Indigenous peoples of Canada in 2018, this percentage increased to 85% (n=6,738) in 2021. The percentage of secondary students who indicated that they are encouraged to think or learn about human rights/social justice issues related to gender identity remained consistent at 68% (2018 n=24,127, 2021 n=5,397). In 2018, 82% of secondary students (n=29,115) agreed that they are encouraged to think or learn about human rights/social justice issues related to race, and 85% (n=6,703) did so in 2021. Sixty-two percent of secondary students (n=22,174) agreed that they are encouraged to think or learn about human rights/social justice issues related to poverty in 2018 and 65% (n=5,133) did so in 2021. In contrast to the trends related to other items in Figures 35 and 36, there was a decline in the percentage of secondary students who agreed that they are encouraged to think about human rights/social justice issues related to people with disabilities, 66% (n=23,586) of whom agreed to this in 2018 and 61% (n=4,825) in 2021.



Figure 58: Trends in Student Perceptions of Learning Opportunities, Grades 9-12



**Source:** Every Student Counts Survey 2018 (ESCS) and School Climate Student Survey 2021 (SS)  
**Note:** Missing data bars in trend Figures are due to differences in questions across surveys.

Barriers to Equitable and Inclusive Learning for Students

Students were invited to indicate the barriers they feel get in the way of their learning and well-being at school. Three-quarters of students (Grade7-8: 75%, n= 2,415); (Grade 9-12: 76%, n=5,200) indicated that they do not feel there are barriers that get in the way of their learning and well-being at school. Among families of students in Grades K-6, 82% (n=9,892) reported that they do not feel there are barriers that get in the way of their child’s learning and well-being at school. Seventy-nine percent (n=2,680) of families of students in Grades 7-8 and 77% (n=4,402) of students in Grades 9-12 reported this sentiment. Table 3 outlines the percentage and number of students and families who identified barriers that get in the way of learning and well-being at school.

Table 3: Student- and Family-Reported Barriers to Learning and Well-Being at School

Barriers	Family K-6 (%, n)	Family 7-8 (%, n)	Family 9-12 (%, n)	Student 7-8 (%, n)	Student 9-12 (%, n)
Anti-Indigenous racism	1% (n=144)	1% (n=41)	1% (n=48)	3%, (n=82)	2% (n=149)
Ableism (special education needs or disability)	4% (n=493)	5% (n=152)	5% (n=264)	6% (n=185)	6% (n=377)
Anti-Asian racism	5% (n=576)	5% (n=178)	5% (n=277)	7% (n=233)	7% (n=469)
Anti-Black racism	2% (n=263)	3% (n=86)	2% (n=121)	5% (n=169)	4% (n=282)
Antisemitism (anti-Jewish racism)	2% (n=215)	2% (n=73)	2% (n=107)	3% (n=98)	3% (n=210)
Classism (poverty)	2% (n=261)	3% (n=86)	2% (n=125)	4% (n=120)	4% (n=278)
Homophobia	1% (n=164)	3% (n=89)	2% (n=113)	11% (n=364)	9% (n=621)
Islamophobia	2% (n=196)	2% (n=70)	2% (n=114)	5% (n=153)	4% (n=299)
Sexism	2% (n=229)	3% (n=114)	3% (n=154)	14% (n=451)	12% (n=803)
Transphobia	1% (n=123)	2% (n=51)	1% (n=71)	7% (n=216)	5% (n=347)
Another reason	10% (n=1,228)	11% (n=366)	13% (n=765)	9% (n=295)	7% (n=497)

Student Experiences at School

Students were asked to indicate how often they experienced bullying, cyberbullying, racism, discrimination, or harassment during the 2020-2021 school year. Families were also asked to indicate

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how often their child had these experiences. The percentage of students in Grades 7-8 who indicated they **never** had these experiences during the 2020-2021 school year are outlined in Table 4.

Table 4: Students and Families Reporting “Never” to Experiences of Bullying, Cyberbullying, Racism, Discrimination, and Harassment

Experiences at School	Family K-6 (%, n)	Family 7-8 (%, n)	Family 9-12 (%, n)	Student 7-8 (%, n)	Student 9-12 (%, n)
Bullying	62% (n=8,877)	63% (n=2,486)	78% (n=5,080)	78% (n=2,715)	86% (n=7,107)
Cyberbullying	78% (n=11,103)	69% (n=2,703)	77% (n=5,010)	75% (n=2,843)	85% (n=6,989)
Racism	85% (n=12,034)	77% (n=3,011)	79% (n=5,164)	80% (n=3,002)	83% (n=6,813)
Discrimination	81% (n=11,454)	73% (n=2,855)	76% (n=4,941)	74% (n=2,794)	80% (n=6,611)
Harassment	80% (n=11,336)	73% (n=2,867)	80% (n=5,227)	76% (n=2,867)	83% (n=6,853)

The percentage of students and families who indicated that they or their child experienced these events **all the time, often, or sometimes** since the start of the 2020-2021 school year are outlined in Table 5.

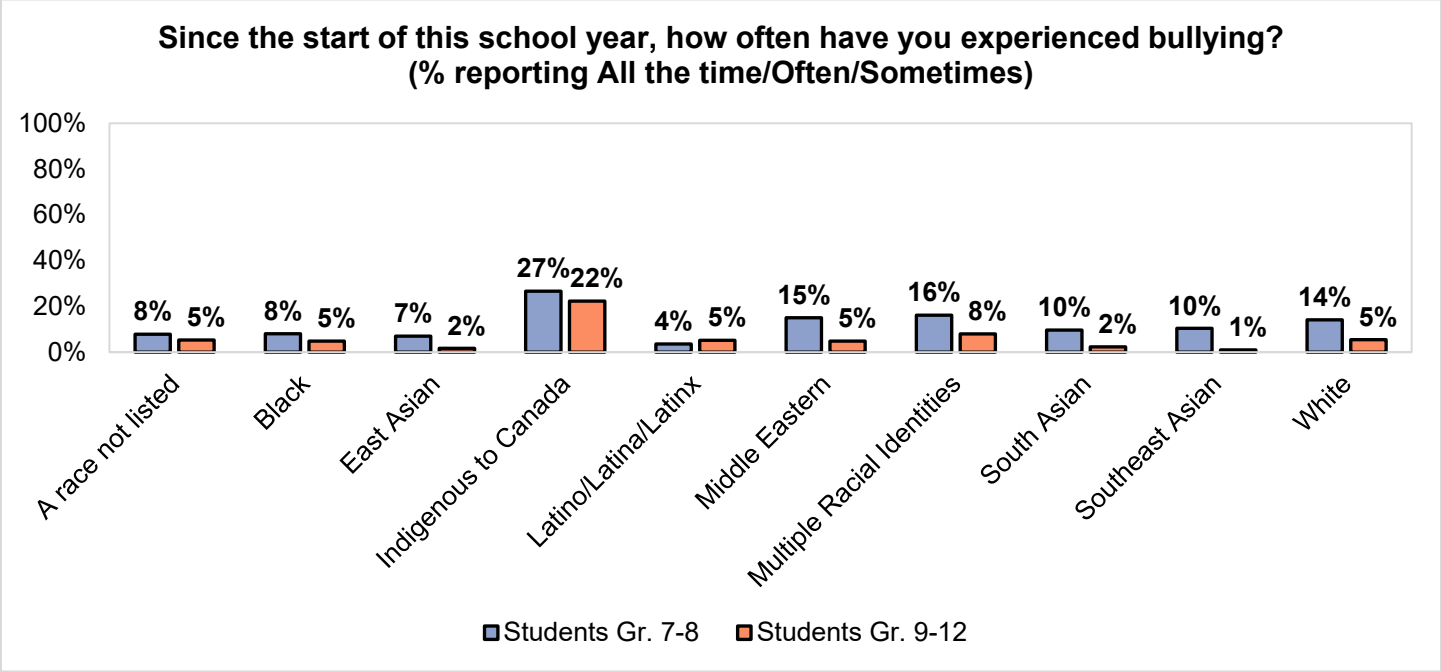
Table 5: Students and Families Reporting “Always/Often/Sometimes” to Experiences of Bullying, Cyberbullying, Racism, Discrimination, and Harassment

Experiences at School	Family K-6 (%, n)	Family 7-8 (%, n)	Family 9-12 (%, n)	Student 7-8 (%, n)	Student 9-12 (%, n)
Bullying	15% (n=2,082)	13% (n=503)	5% (n=351)	11% (n=407)	4% (n=339)
Cyberbullying	6% (n=863)	10% (n=383)	6% (n=386)	9% (n=323)	6% (n=497)
Racism	4% (n=502)	6% (n=231)	5% (n=349)	8% (n=304)	7% (n=535)
Discrimination	6% (n=808)	9% (n=344)	7% (n=480)	11% (n=428)	8% (n=669)
Harassment	6% (n=874)	8% (n=332)	5% (n=304)	11% (n=401)	7% (n=549)

Notable differences are observed across student racial identities with respect to the percentage of students who indicate that they experienced bullying during the 2020-2021 school year. As indicated in Figure 59, a far higher percentage of students in both grade panels who selected Indigenous to Canada reported that they had experienced bullying at this time compared to other racial groups. A higher percentage of students in Grades 7-8 who selected Middle Eastern, multiple racial identities, and White also indicated that they had experienced bullying compared to students who selected other racial identities and those in the secondary grade panel.

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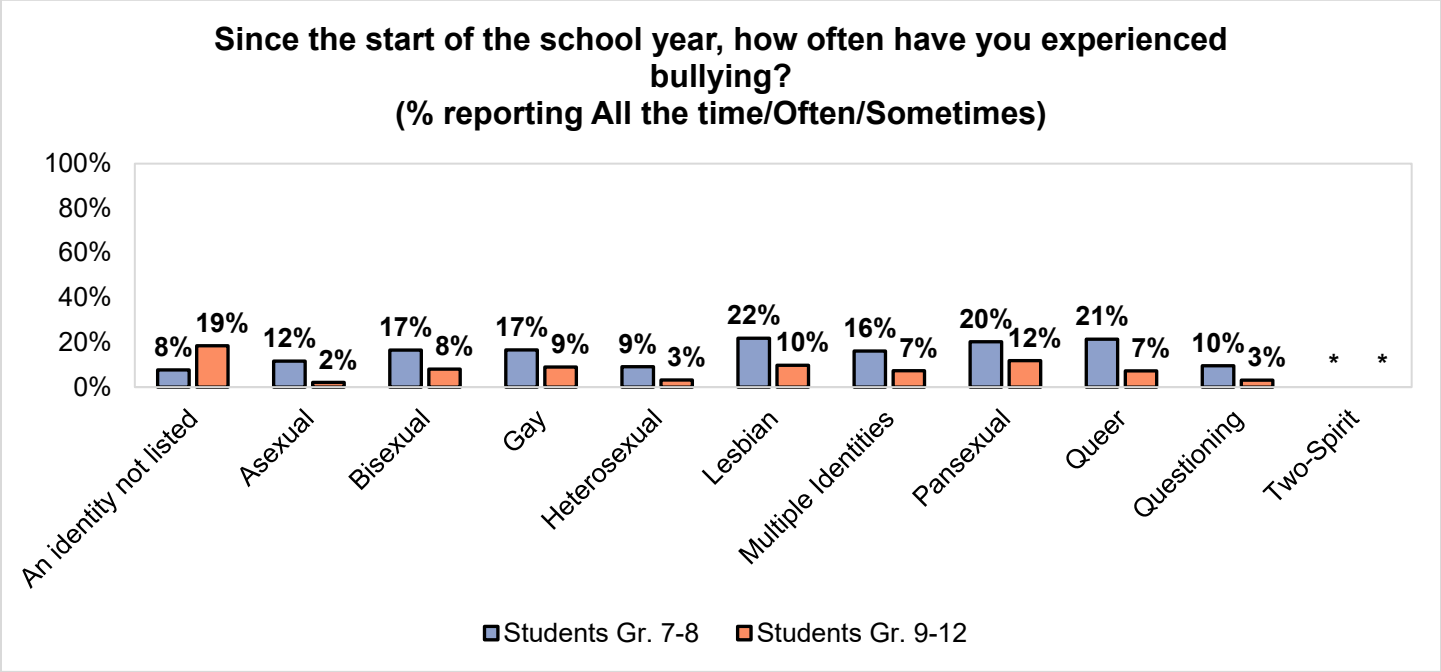
Figure 59: Student Experiences of Bullying at School by Indigenous Identity and Race



Source: School Climate Student Survey 2021

Notable variation across student gender identities is also observed regarding the percentage of students who indicated that they experienced bullying during the 2020-2021 school year. As shown in Figure 60, students in Grades 7-8 who selected Queer or Lesbian reported the highest rates of experiences of bullying. Students in Grades 9-12 who selected Heterosexual, Asexual, and Questioning reported the lowest rates of experiencing bullying during the 2020-2021 school year.

Figure 60: Student Experiences of Bullying at School by Sexual Orientation



Source: School Climate Student Survey 2021

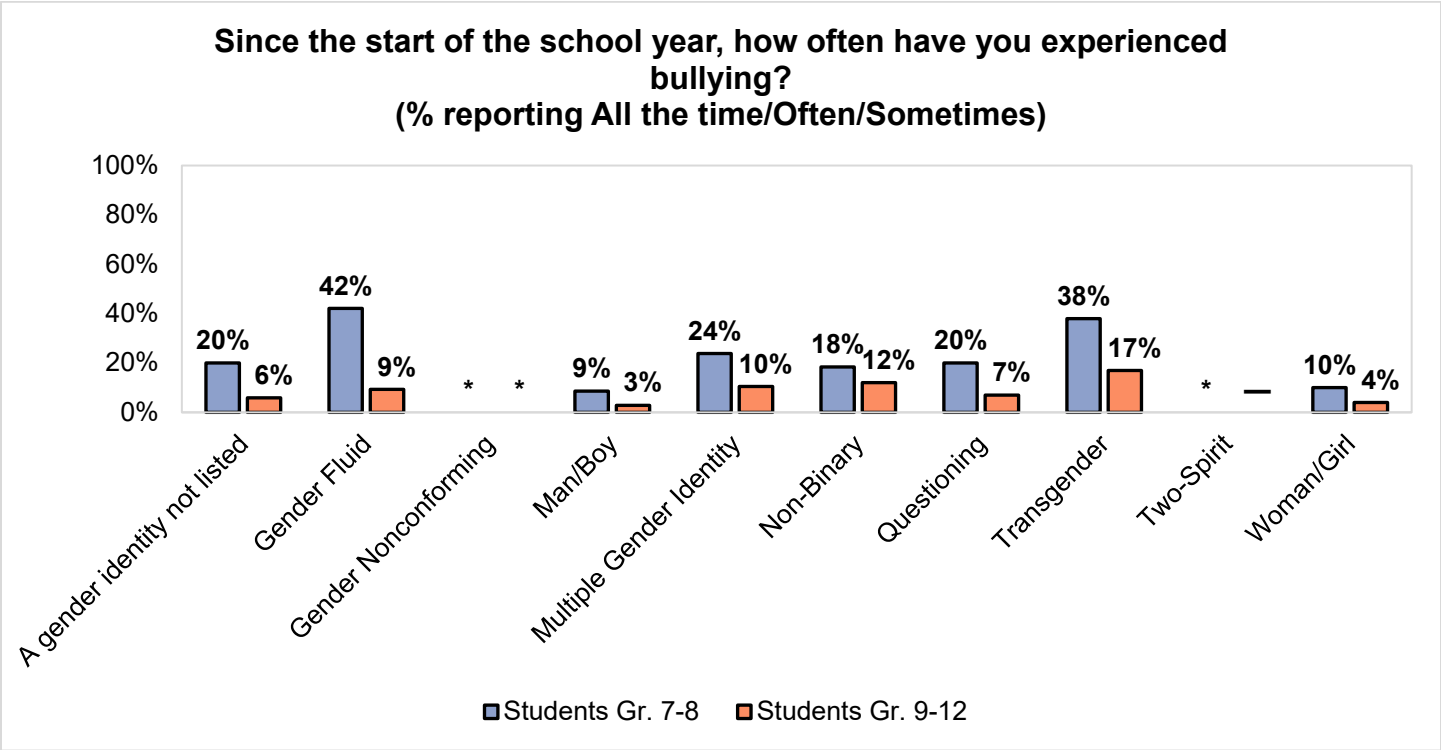
Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There are also notable differences across student gender identities with respect to experiences of bullying. As indicated in Figure 61, among students in Grades 7-8, a substantially higher percentage of students who selected Gender Fluid and Transgender reported that since the start of the 2020-2021 school year, they had experienced bullying either all the time, often, or sometimes compared to students in this grade group who selected other gender identities. A higher percentage of students in this grade group who selected multiple gender identities, Non-Binary, and Questioning as well as those who indicated that their gender identity was not listed in the response options also indicated that they had experienced bullying during this school year compared to students who selected Man/Boy or Woman/Girl. Among secondary students, a far higher proportion of students who

# Safe, Equitable and Inclusive Learning Environments

selected Transgender indicated that they had experienced bullying compared to students who selected other gender identities.

Figure 61: Student Experiences of Bullying at School by Gender Identity



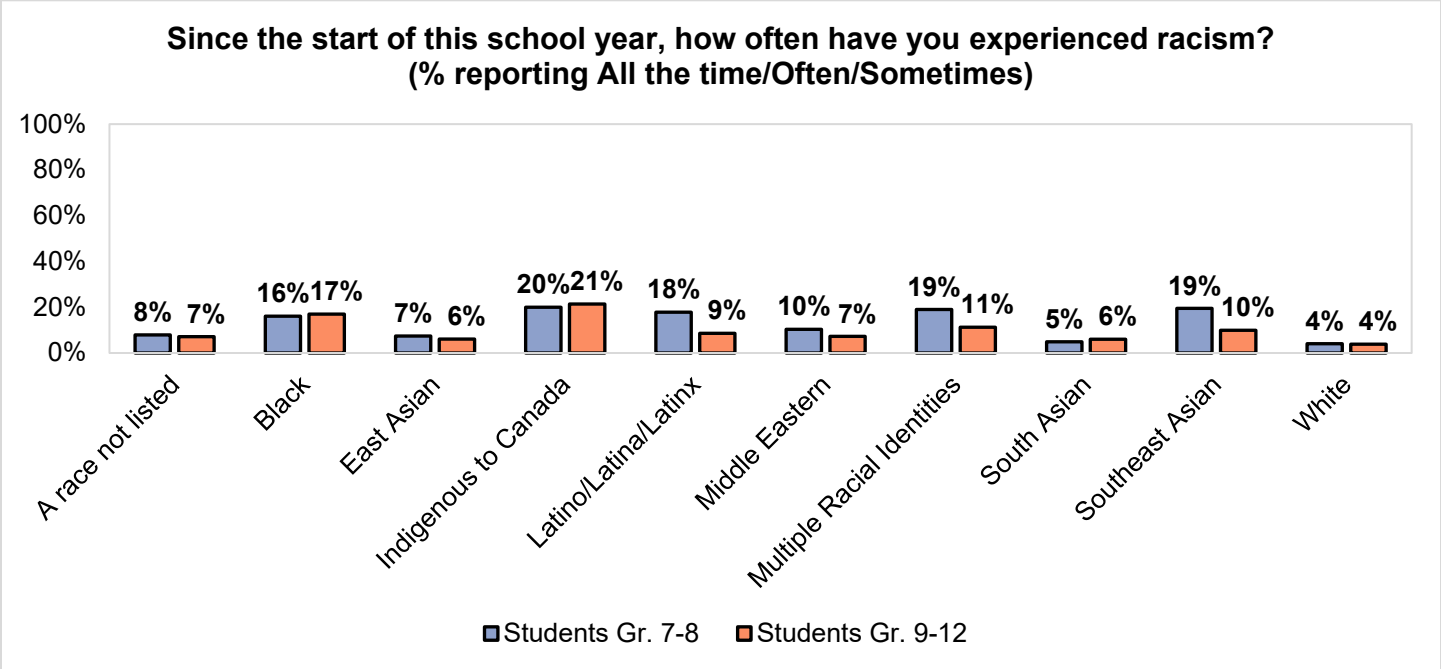
**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

There are also notable differences across student racial identities in the percentage of students who indicated that they experienced racism during the 2020-2021 school year. Figure 62 demonstrates that among students in Grades 7-8, a higher percentage of students who selected Black, Indigenous to Canada, Latino/Latina/Latinx, Southeast Asian, and multiple racial identities indicated that they experienced racism during this year compared to students in other racial groups and in the secondary grade panel. Among secondary students, a higher percentage of students who selected Black and Indigenous to Canada reported that they experienced racism compared to students who selected other racial groups.

Figure 62: Student Experiences of Racism at School by Indigenous Identity and Race

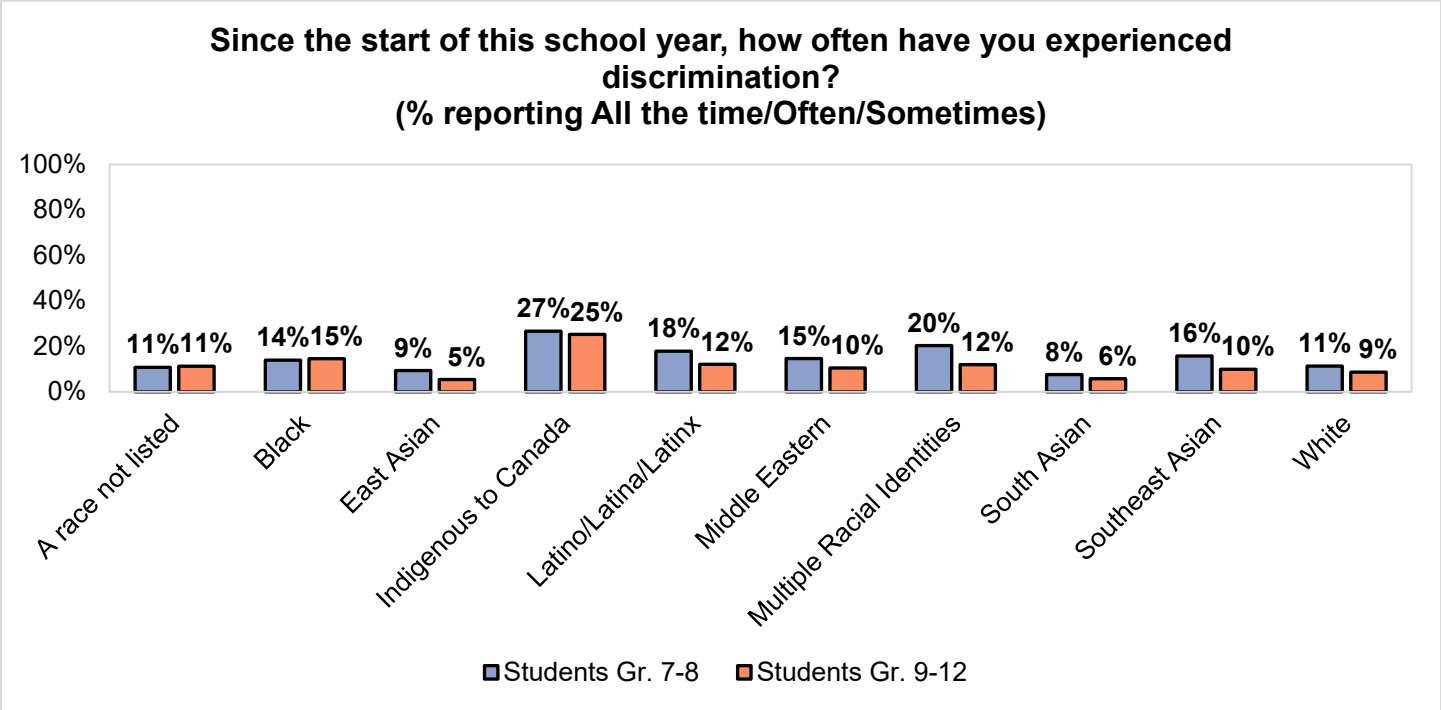


**Source:** School Climate Student Survey 2021

# Safe, Equitable and Inclusive Learning Environments

Again, there is substantial variation across student racial identities with respect to the percentage of students who indicate that they experienced discrimination in the 2020-2021 school year. As indicated in Figure 63, a far higher percentage of students in both grade panels who identify as Indigenous to Canada reported experiencing discrimination. Among students in Grades 7-8, a higher percentage of students who identified as Black, Latino/Latina/Latinx, Middle Eastern, Southeast Asian, and those who selected multiple racial identities reported that they experienced discrimination at this time compared to students who identified with other racial groups and students in the secondary grade panel.

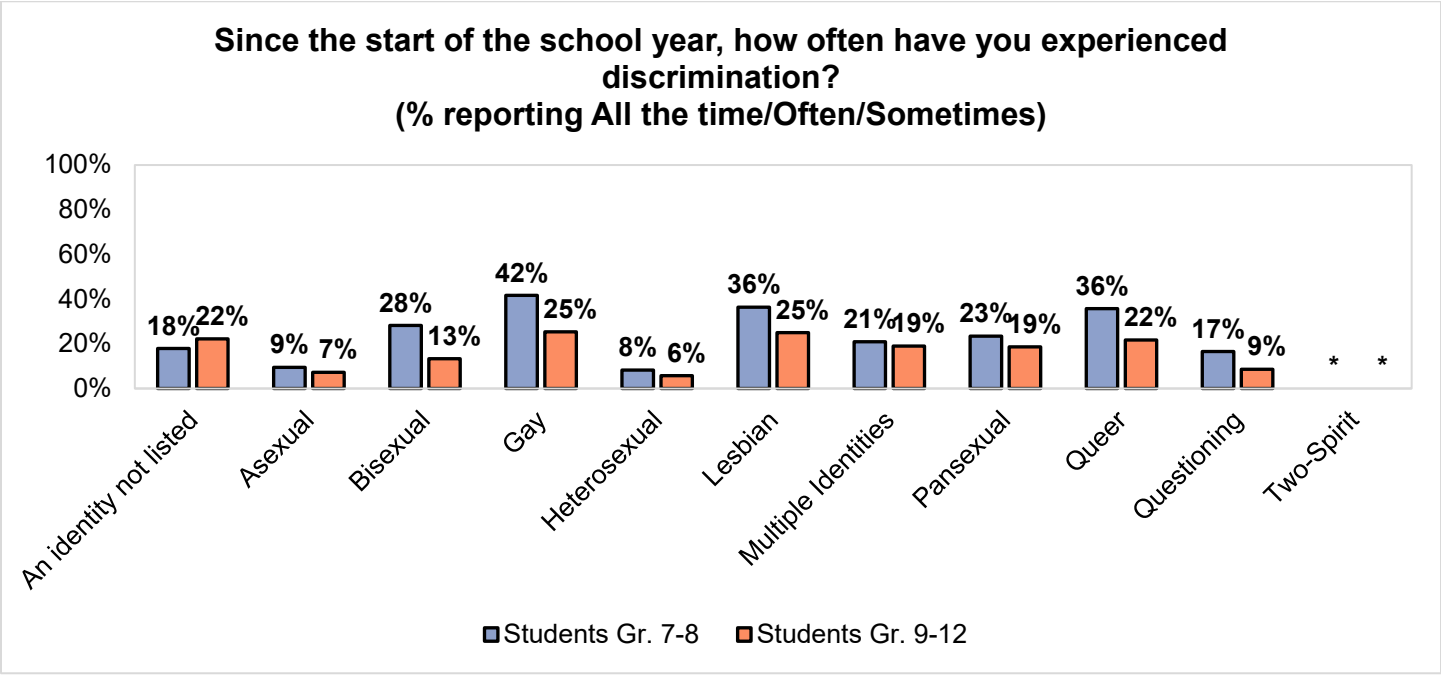
Figure 63: Student Experiences of Discrimination at School by Indigenous Identity and Race



Source: School Climate Student Survey 2021

When disaggregating the data by sexual orientation, notable differences were also found regarding the percentage of students who indicated that they experienced discrimination in the 2020-2021 school year. As shown in Figure 64, students in Grades 7-8 who selected Gay reported the highest rates of experiencing discrimination that school year. Overall, students in both grade groups who selected Heterosexual, Asexual or Questioning reported the lowest rates of experiencing discrimination during that school year.

Figure 64: Student Experiences of Discrimination at School by Sexual Orientation

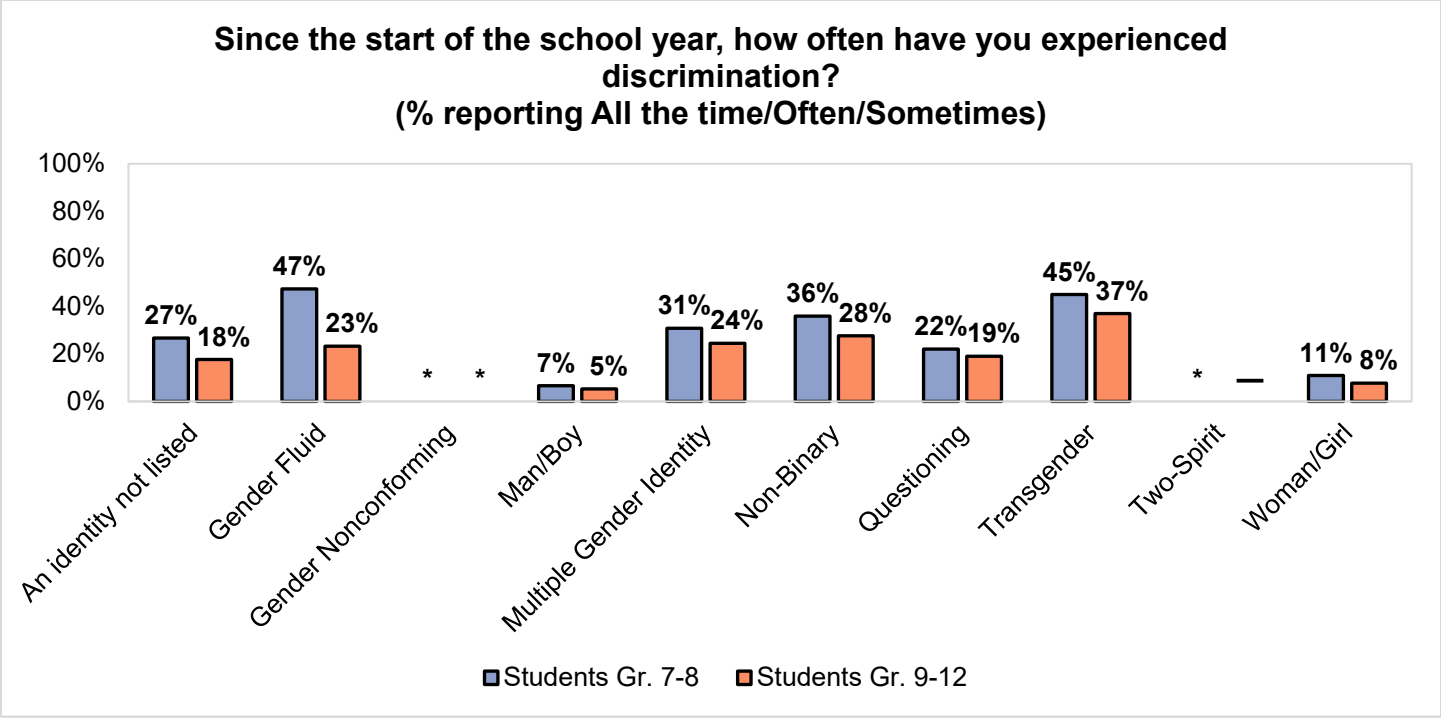


Source: School Climate Student Survey 2021

Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is also variation across student sexual orientation identities with respect to the percentage of students who indicated that they experienced discrimination during the 2020-2021 school year. As shown in Figure 65, compared to students who selected Man/Boy or Woman/Girl, a far higher percentage of students who selected Gender Fluid, multiple gender identities, Non-Binary, Questioning and Transgender, as well as those whose gender identity was not listed in the response options reported experiencing discrimination. Among students in Grades 7-8, those who selected Gender Fluid and Transgender report the highest rates of discrimination compared to students in both grade groups and compared to students who selected other gender identities. Among secondary students, those who selected Transgender and Non-Binary report the highest rates of discrimination compared to secondary students who selected other gender identities.

Figure 65: Student Experiences of Discrimination at School by Gender Identity



**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

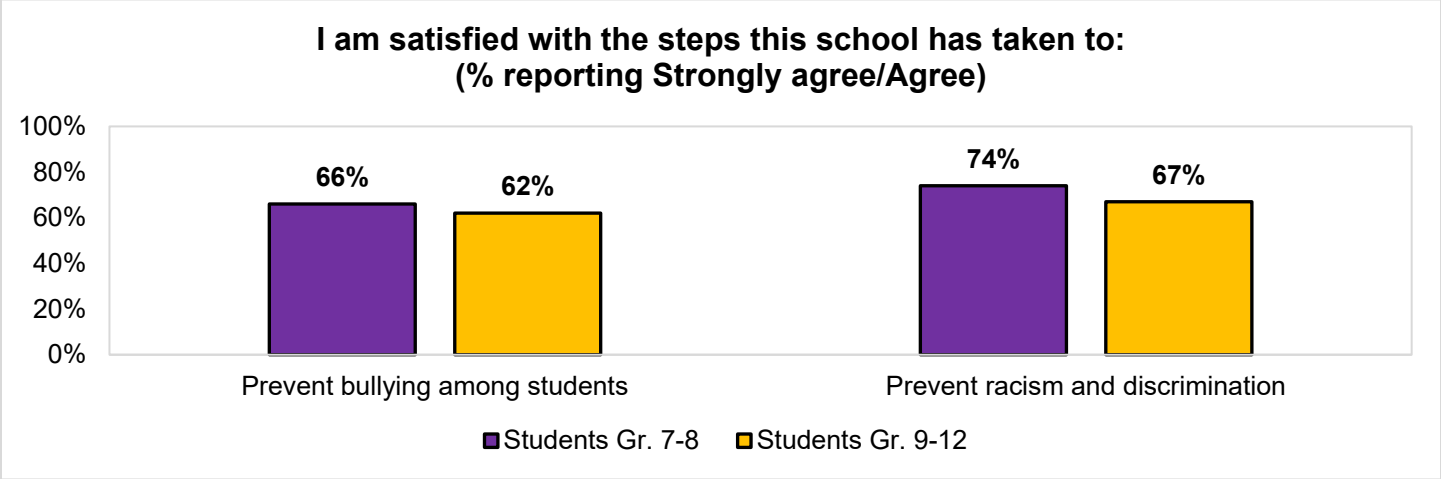
(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Preventing Inequities

There is substantial variation across student gender identities with respect to the percentage of students who agreed that they are satisfied with the steps their school has taken to prevent bullying among students as well as to prevent racism and discrimination. Figure 66 indicates that compared to students in Grades 7-8, a lower percentage of secondary students agree that they are satisfied with the steps their school has taken to prevent bullying, racism, and discrimination. Sixty-six percent of students in Grades 7-8 (n=2,448) compared to 62% of secondary students (n=5,062) agreed that they are satisfied with the steps their school has taken to prevent bullying among students. With respect to the steps their school has taken to prevent racism and discrimination, 74% of students in Grades 7-8 (n=2,757) and 67% (n=5,398) agreed that they are satisfied with the steps their school has taken to prevent these issues.



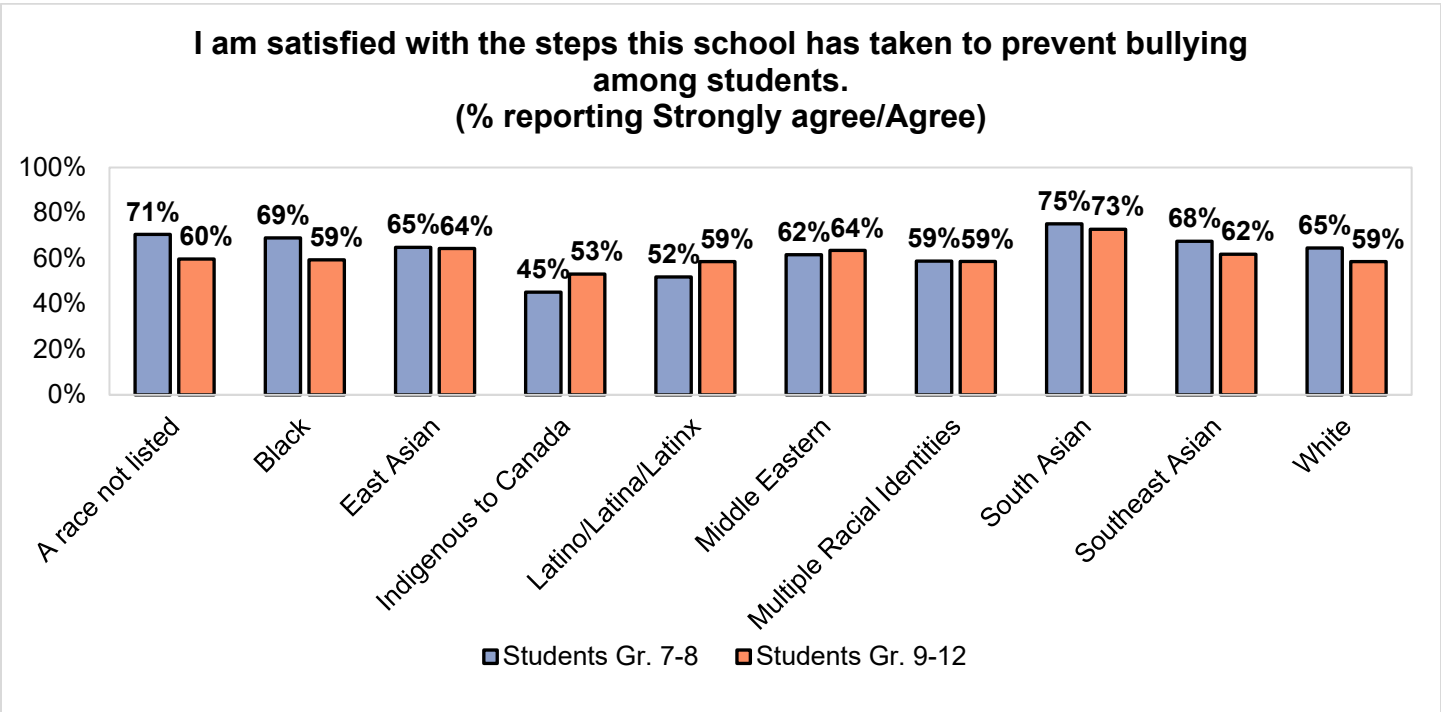
Figure 66: Preventing Bullying, Racism, and Discrimination – Student Satisfaction



Source: School Climate Student Survey 2021

There is also variation across student racial identities with respect to the percentage of students who agreed that they are satisfied with the steps their school has taken to prevent racism and discrimination. As shown in Figure 67, among students in Grades 7-8, most students who selected South Asian or Southeast Asian agreed with this statement, while the lowest percentage of agreement is observed for students who selected Indigenous or Latino/Latina/Latinx. Among secondary students, a higher percentage of students who selected South Asian or Southeast Asian agreed to this statement than students who selected other race identities.

Figure 67: Preventing Racism and Discrimination - Student Satisfaction by Indigenous Identity and Race

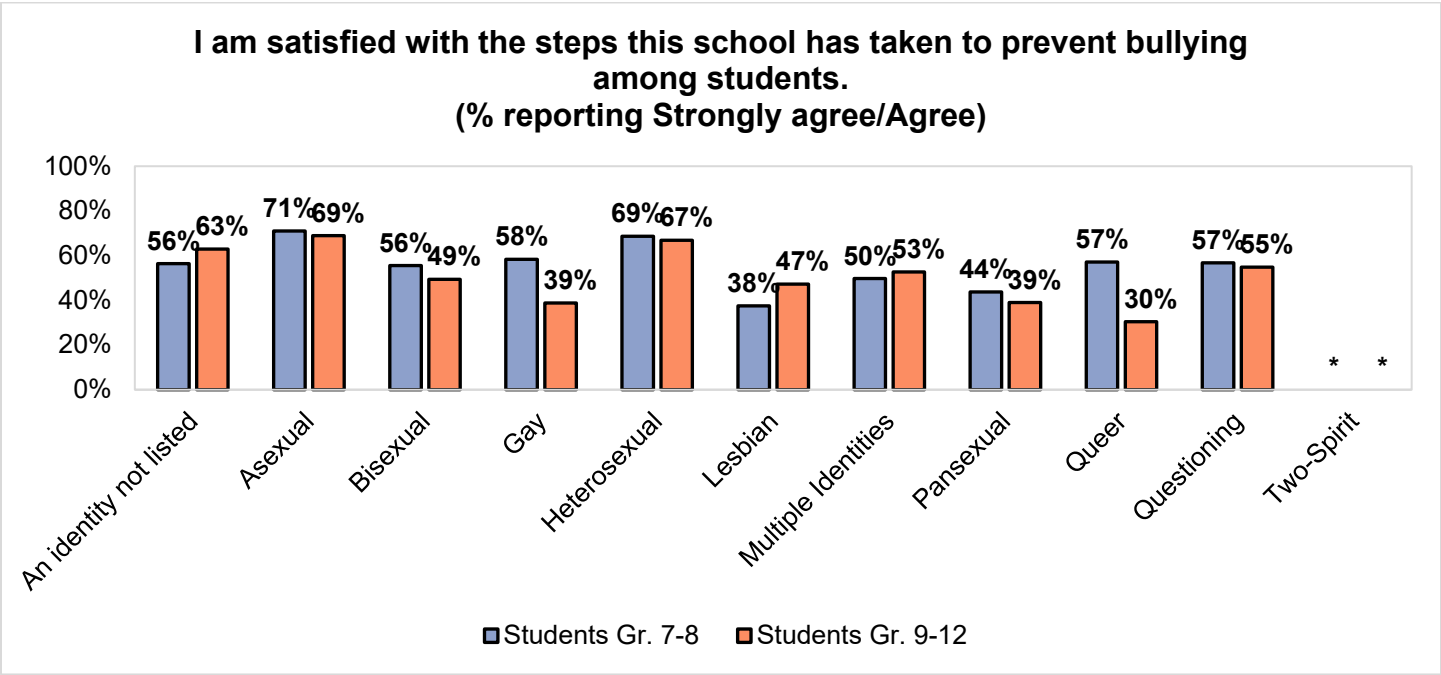


Source: School Climate Student Survey 2021

There is also variation across student sexual orientation identities with respect to the percentage of students who agreed that they are satisfied with the steps their school has taken to prevent bullying. As shown in Figure 68, among students in Grades 7-8, a lower percentage of students who selected Lesbian and Pansexual agreed with this statement compared to students who selected other sexual orientation identities. Among secondary students, a lower percentage of those who selected Bisexual, Gay, Lesbian, multiple sexual orientation identities, Pansexual, and Queer agreed that they are satisfied with the steps their school has taken to prevent bullying among students compared to secondary students who selected other sexual orientation identities. Note that students who selected these identities are also more likely to indicate that they had experienced bullying or discrimination at their school during the 2020-2021 school year (see Figures 59 and 63).

# Safe, Equitable and Inclusive Learning Environments

Figure 68: Preventing Bullying - Student Satisfaction by Sexual Orientation

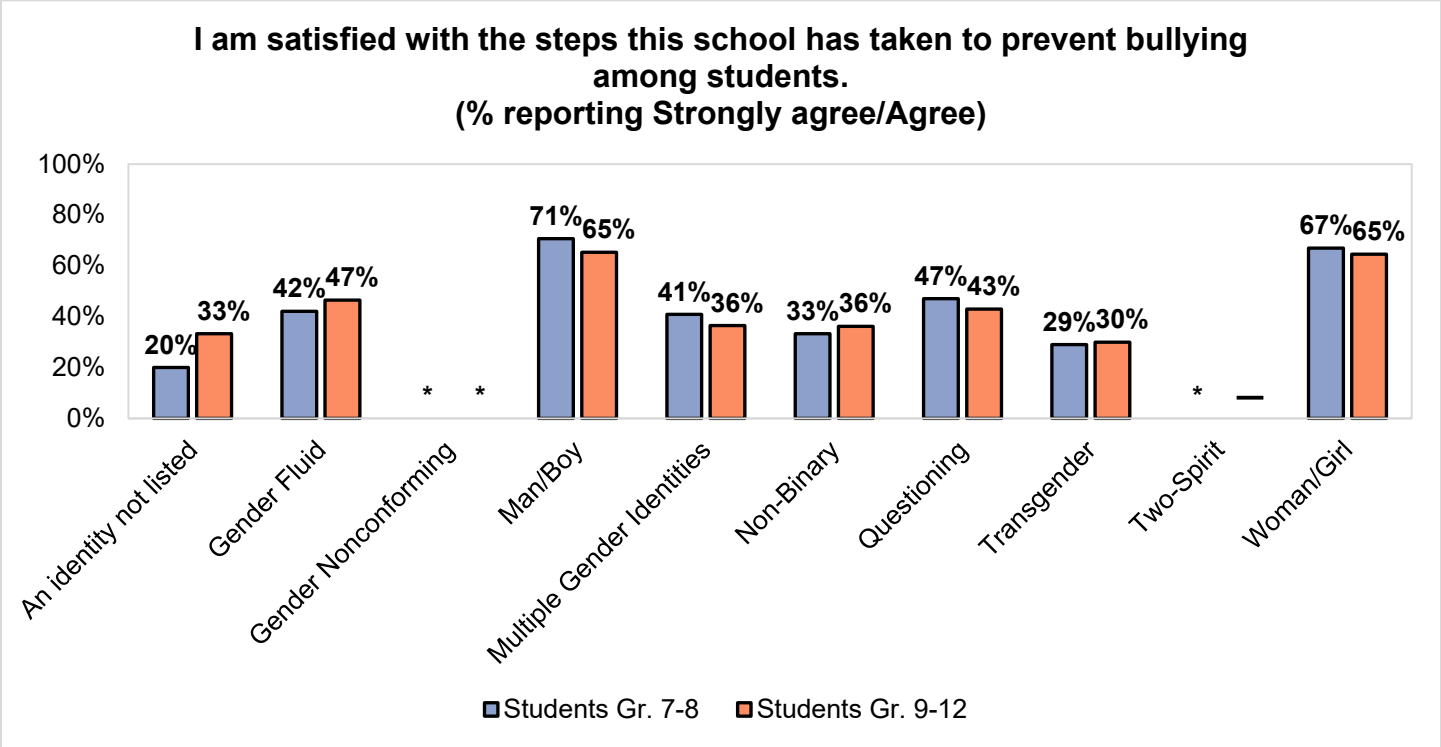


**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

When disaggregating the data by gender identity, notable differences were also found regarding the percentage of students who agreed that they are satisfied with the steps their school has taken to prevent bullying. As shown in Figure 69, compared to students who selected Man/Boy or Woman/Girl, a lower percentage of students in both grade groups who selected Non-Binary, Questioning, Transgender, multiple gender identities, Gender Fluid, and those who indicated that their gender identity was not listed in the response options agreed that they are satisfied with the steps their school has taken to prevent bullying among students.

Figure 69: Preventing Bullying - Student Satisfaction by Gender Identity



**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Families were also invited to share feedback about their satisfaction with the steps their child’s school has taken to prevent bullying among students, and to prevent racism and discrimination. As indicated

# Safe, Equitable and Inclusive Learning Environments

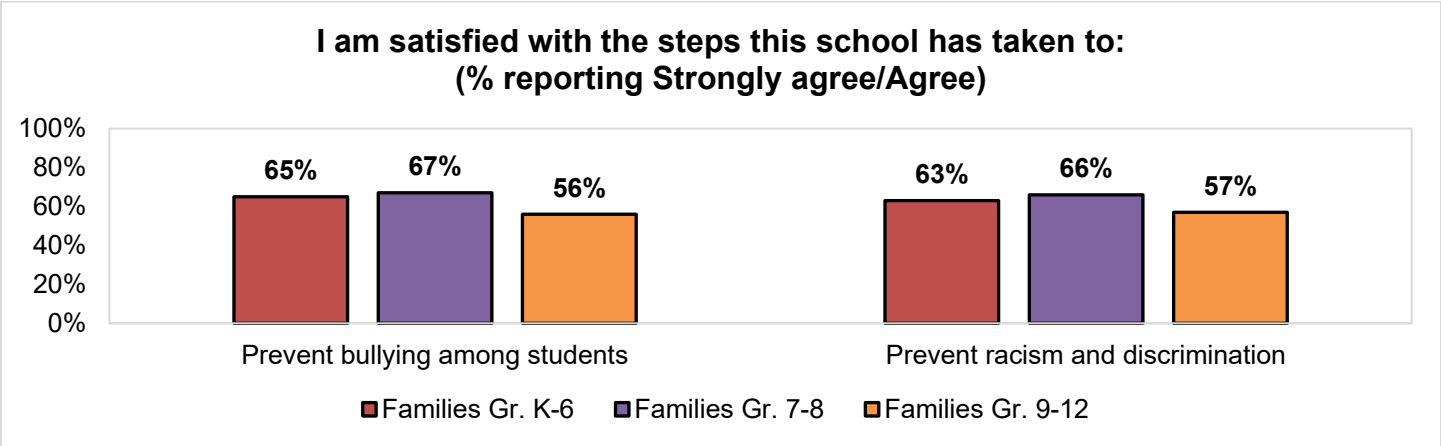
in Figure 70, compared to families of elementary students, a lower percentage of families of secondary students agreed that they are satisfied with the steps their child’s school has taken to prevent bullying, racism, and discrimination.

Sixty-five percent (n=9,159) of families of students in Grades K-6 indicated that they are satisfied with the steps their child’s school has taken to prevent bullying among students, while 63% (n=8,788) agree that they are satisfied with the steps their child’s school has taken to prevent racism and discrimination.

Among families of students in Grades 7-8, 67% (n=2,609) agreed that they are satisfied with the steps their child’s school has taken to prevent bullying among students, and 66% (n=2,573) agree that they are satisfied with the steps their child’s school has taken to prevent racism and discrimination.

A lower percentage of families of secondary students agreed that they are satisfied with the steps their child’s school has taken to prevent bullying among students (56%, n=3,675), and to prevent racism and discrimination (57%, n=3,675).

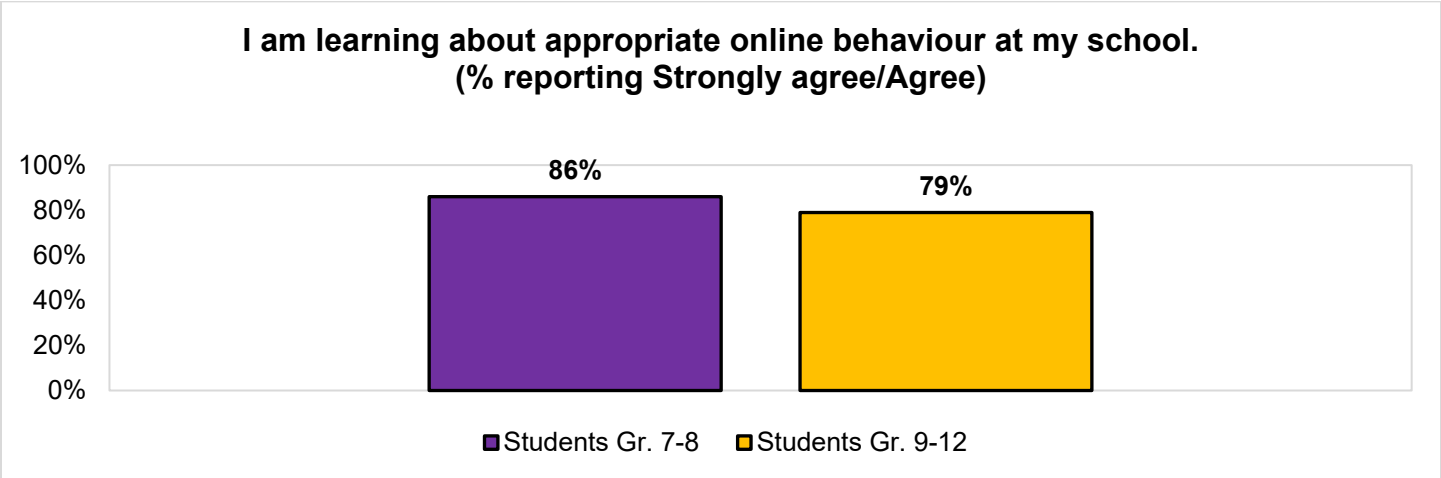
Figure 70: Preventing Bullying, Racism, and Discrimination – Family Satisfaction



Source: School Climate Student Survey 2021

As indicated in Figure 71, most students in Grades 7-8 (86%, n=3,162) and Grades 9-12 (79%, n=6,323) agreed that they are learning about appropriate online behavior at their school.

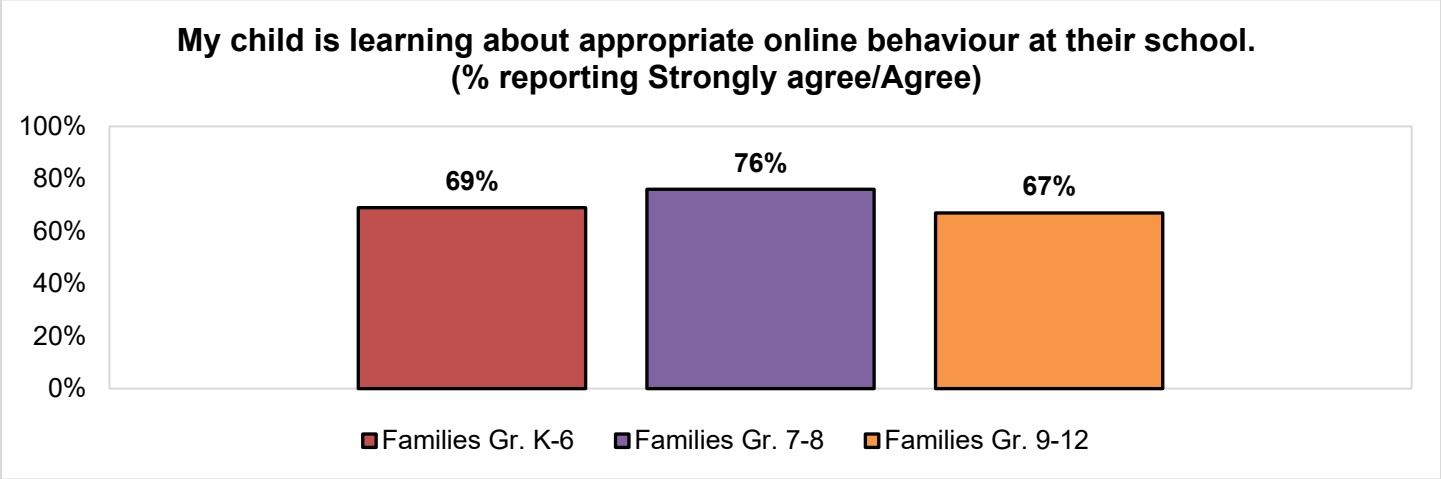
Figure 71: Learning About Online Behaviours – Student Perspectives



Source: School Climate Student Survey 2021

Figure 72 indicates that 69% of families of students in Grades K-6 (n=9,524), 76% of families of students in Grades 7-8 (n=2,911) and 67% of families of secondary students (n=4,307) agreed that their child is learning about appropriate online behavior at their school (e.g., appropriate use of social media, cyberbullying/harassment awareness).

Figure 72: Learning About Online Behaviours – Family Perspectives



Source: School Climate Student Survey 2021

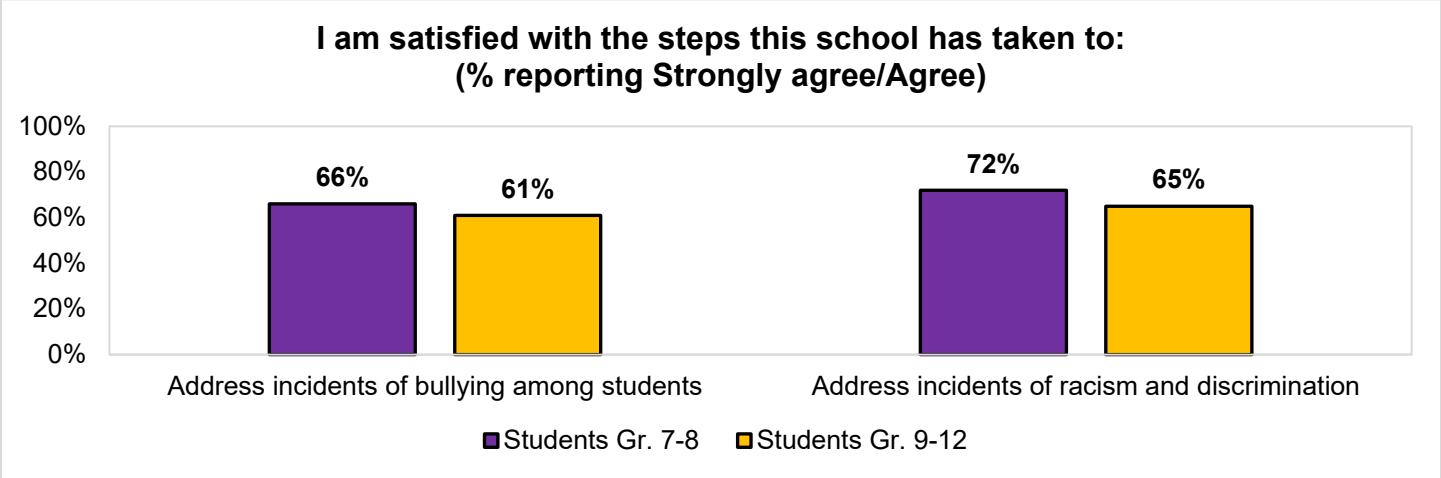
Responding to Inequities

Students were invited to provide feedback about their satisfaction with the steps their school has taken to address incidents of bullying, racism, and discrimination. Figure 73 indicates that compared to students in Grades 7-8, a lower percentage of secondary students agree that they are satisfied with the steps their school has taken to address incidents of bullying, racism, and discrimination.

Sixty-six percent of students in Grades 7-8 (n=2,469) compared to 61% of secondary students (n=4,913) agreed that they are satisfied with the steps their school has taken to address incidents of bullying among students.

With respect to the steps their school has taken to address incidents of racism and discrimination, 72% of students in Grades 7-8 (n=2,668) and 65% (n=5,292) agreed that they are satisfied with the steps their school has taken to prevent these issues.

Figure 73: Addressing Incidents of Bullying, Racism, and Discrimination - Student Satisfaction

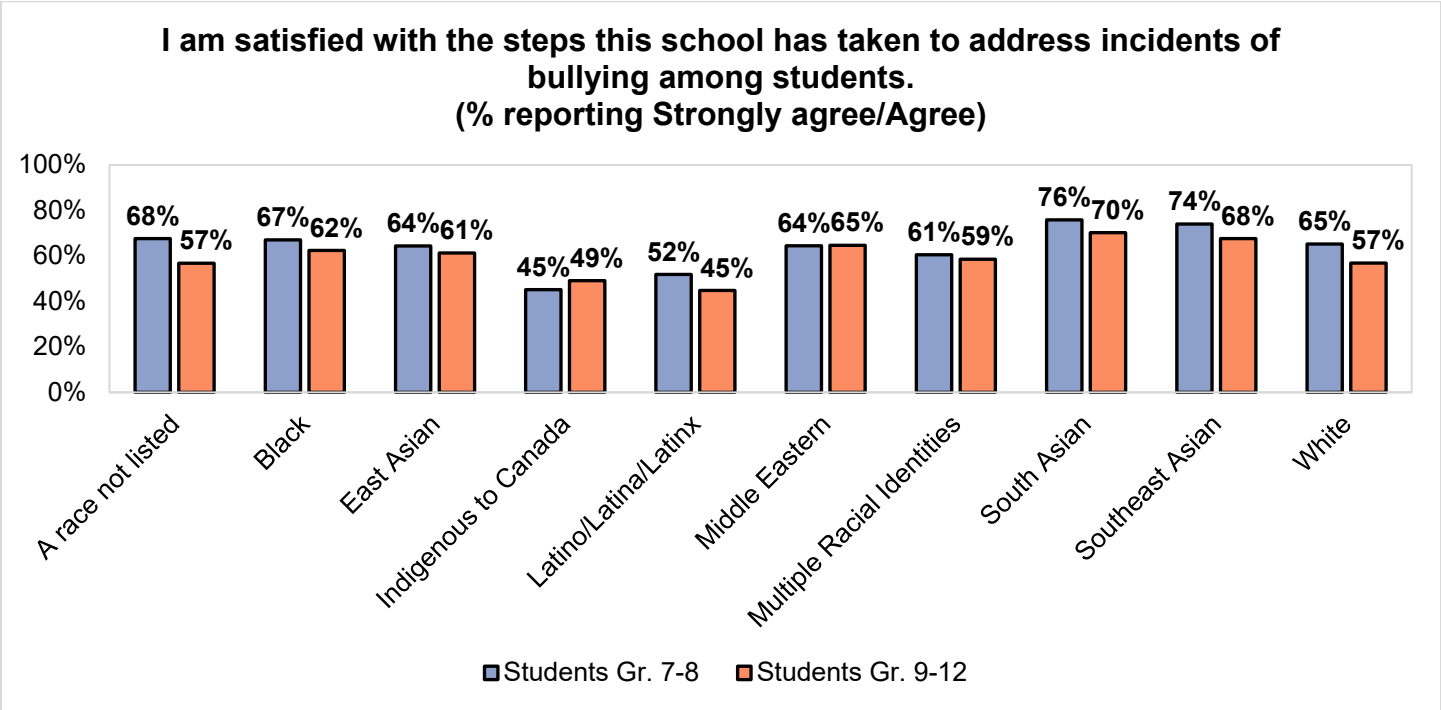


Source: School Climate Student Survey 2021

There is variation across student racial groups with respect to the percentage of students who agree that they are satisfied with the steps their school has taken to address incidents of racism and discrimination. As shown in Figure 74, a higher percentage of students in Grades 7-8 who identify as South Asian or Southeast Asian agreed that they are satisfied with the steps their school has taken to address these issues, compared to students who identified with other race categories. Also notable is the far lower percentage of students in both grade panels who identify as Indigenous to Canada, Latino/Latina/Latinx, and students who indicated that they have multiple racial identities who agree that they are satisfied with the steps their school has taken to address incidents of racism and discrimination, as compared to students from other racial groups and students overall (see Figure 72).

# Safe, Equitable and Inclusive Learning Environments

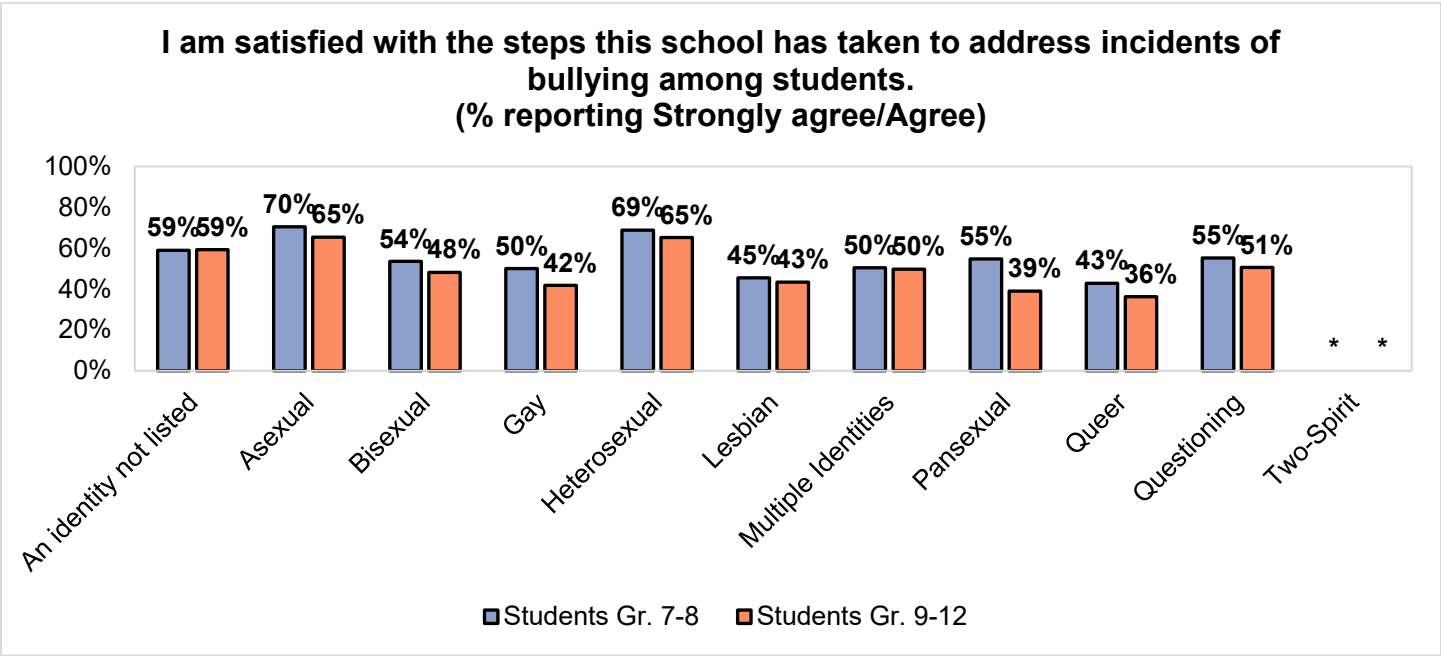
Figure 74: Addressing Incidents of Bullying, Racism, and Discrimination - Student Satisfaction by Indigenous Identity and Race



Source: School Climate Student Survey 2021

There is also notable variation across student sexual orientation identities with respect to the percentage of students who agreed that they are satisfied with the steps their school has taken to prevent bullying among students. As shown in Figure 75, students in both grade groups who selected Queer reported the lowest rates of feeling satisfied with the steps taken to prevent bullying among students at their school while students who selected Heterosexual or Asexual reported the highest rates of feeling satisfied with the steps taken to prevent bullying at their school. Note that these groups are among those who reported higher rates of experiencing bullying at their school (see Figure 59).

Figure 75: Addressing Incidents of Bullying, Racism, and Discrimination - Student Satisfaction by Sexual Orientation



Source: School Climate Student Survey 2021

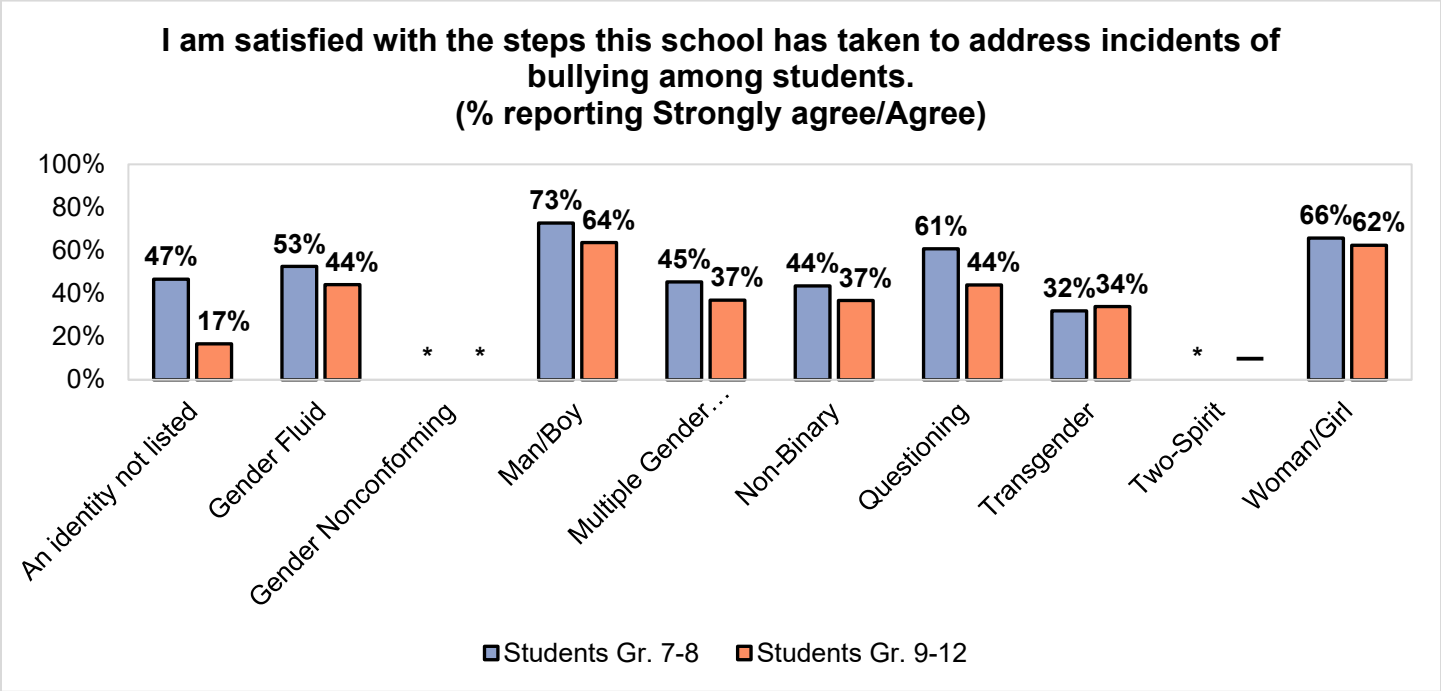
Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is also substantial variation across student gender identities with respect to the percentage of students who agreed that they are satisfied with the steps their school has taken to prevent bullying among students. As shown in Figure 76, compared to students who selected Man/Boy, Woman/Girl, and Questioning (Grades 7-8), a far lower percentage of students who selected Gender Fluid, Non-Binary, Transgender, multiple gender identities, and those who indicated that their gender identity

# Safe, Equitable and Inclusive Learning Environments

was not listed in the response options, agreed that they are satisfied with the steps their school has taken to address incidents of bullying among students.

Figure 76: Addressing Incidents of Bullying, Racism, and Discrimination - Student Satisfaction by Gender Identity



**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Families were also invited to share feedback about their satisfaction with the steps their child’s school has taken to address bullying, racism, and discrimination. As indicated in Figure 77, compared to students (see Figure 73), a lower percentage of families agreed that they are satisfied with the steps their child’s school has taken to address incidents of bullying, racism, and discrimination.

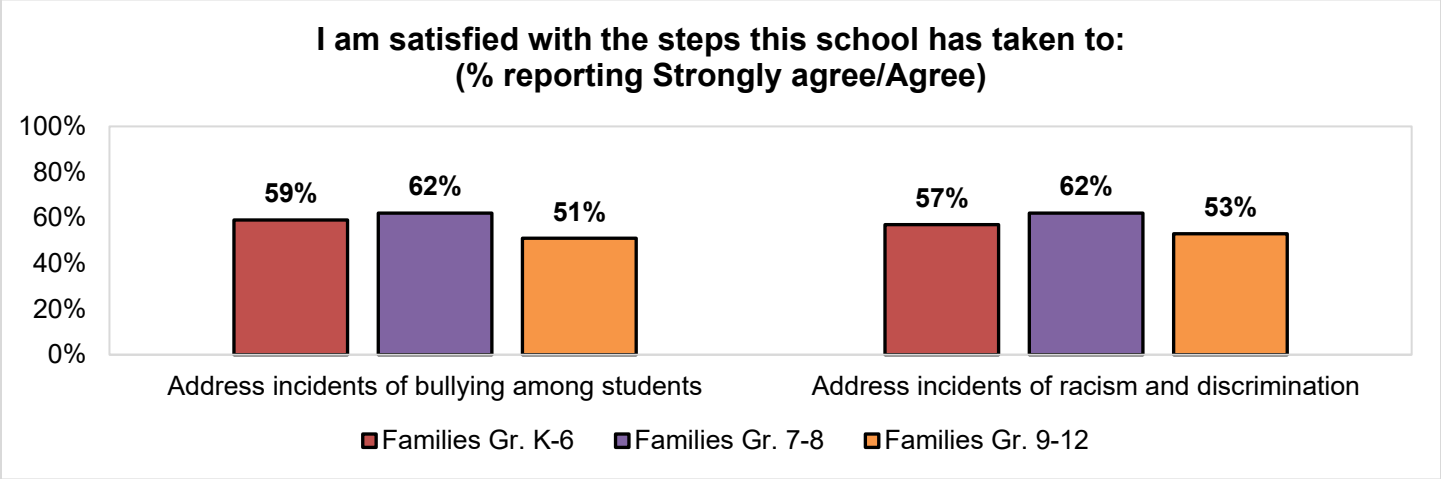
Fifty-nine percent (n=8,226) of families of students in Grades K-6 indicated that they are satisfied with the steps their child’s school has taken to address bullying among students, while 57% (n=7,943) agreed that they are satisfied with the steps their child’s school has taken to address racism and discrimination.

Among families of students in Grades 7-8, 62% (n=2,410) agreed that they are satisfied with the steps their child’s school has taken to address incidents of bullying among students, and 62% (n=2,395) agree that they are satisfied with the steps their child’s school has taken to address incidents of racism and discrimination.

A notably lower percentage of families of secondary students agreed that they are satisfied with the steps their child’s school has taken to address incidents of bullying among students (51%, n=3,341), and to address incidents of racism and discrimination (53%, n=3,421).



Figure 77: Addressing Incidents of Bullying, Racism, and Discrimination – Family Satisfaction



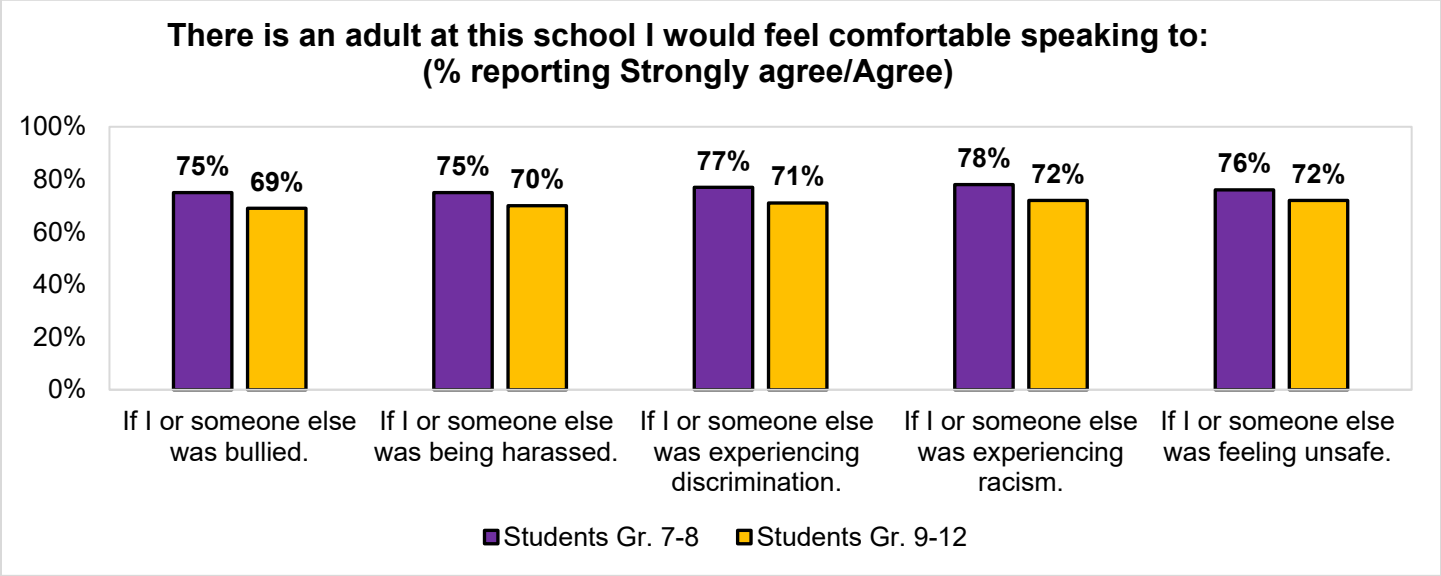
Source: School Climate Student Survey 2021

Students were invited to share feedback about their comfort with speaking to an adult at their school about bullying, harassment, discrimination, racism, and safety. Overall, as indicated in Figure 78, compared to secondary students, a higher percentage of students in Grades 7-8 agree that there is an adult at their school they would feel comfortable speaking to if they or someone else was being bullied or harassed, experiencing discrimination or racism, or feeling unsafe.

Seventy-five percent of students in Grades 7-8 agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was bullied (n=2,777) or harassed (n=2,779). Seventy-seven percent of these students (n=2,838) agreed that there is an adult they would feel comfortable speaking to if they or someone else was experiencing discrimination, and 78% (n=2,871) agreed to this with respect to experiencing racism. Seventy-six percent (n=2,785) agreed there is an adult at their school they would feel comfortable speaking to if they or someone else was feeling unsafe.

Among secondary students, 69% (n=5,567) agreed there is an adult at their school they would feel comfortable speaking to if they or someone else was bullied, while 70% (n=5,683) agreed to this with respect to harassment. Seventy-one percent (n=5,696) agreed that there is an adult they would feel comfortable speaking to if they or someone else was experiencing discrimination, and 72% (n=5,765) agreed to this with respect to experiencing racism. Seventy-two percent (n=5,794) agreed that if they or someone else was feeling unsafe, there is an adult at their school they would feel comfortable speaking to.

Figure 78: Supportive Adults at School – Student Perspectives



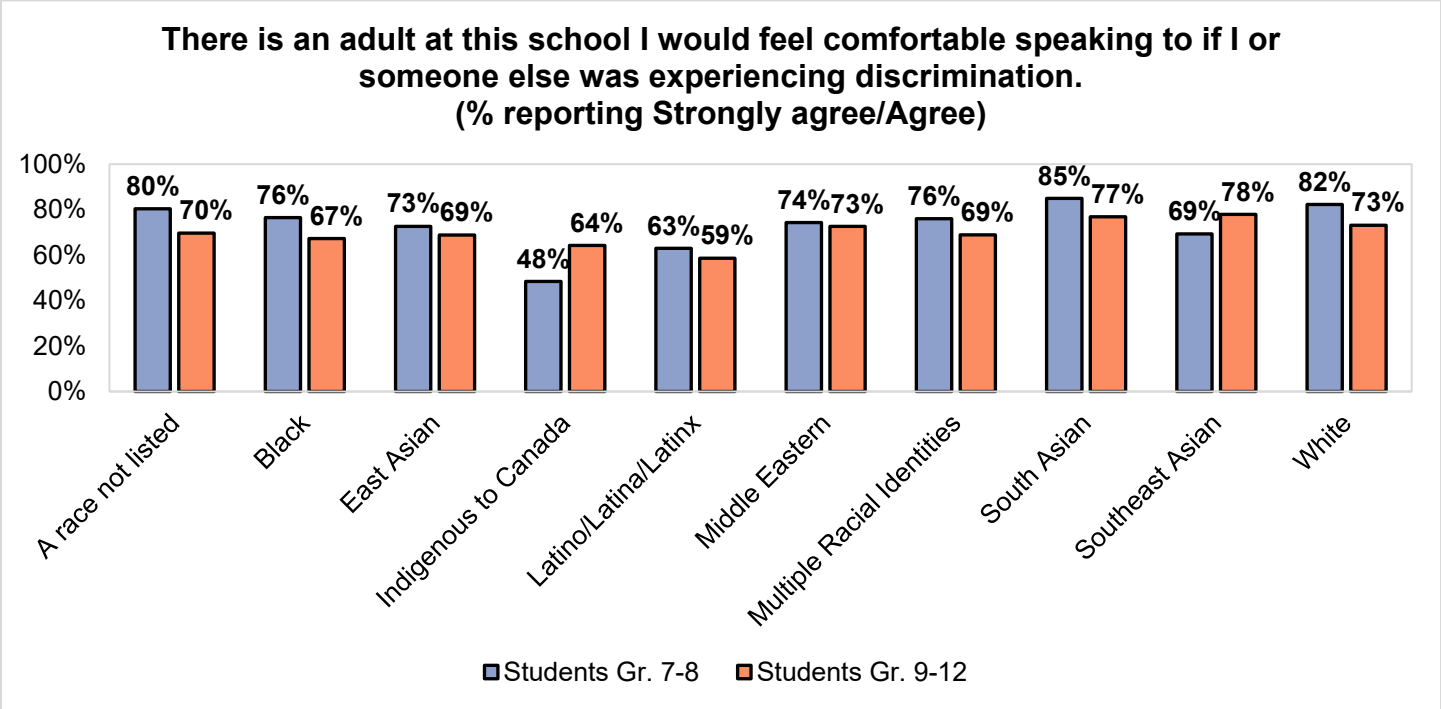
Source: School Climate Student Survey 2021

There is variation across student racial identities with respect to the percentage of students who agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was experiencing discrimination. Figure 78 demonstrates that apart from secondary students who identify as Indigenous to Canada and Southeast Asian, a higher percentage of students

# Safe, Equitable and Inclusive Learning Environments

in Grades 7-8 agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was experiencing discrimination, compared to secondary students. In addition, a notably lower percentage of students in both grade panels who selected Indigenous to Canada and Latino/Latina/Latinx agreed that there is an adult they would feel comfortable speaking to about experiences of discrimination, compared to the percentage of students who selected other racial identities.

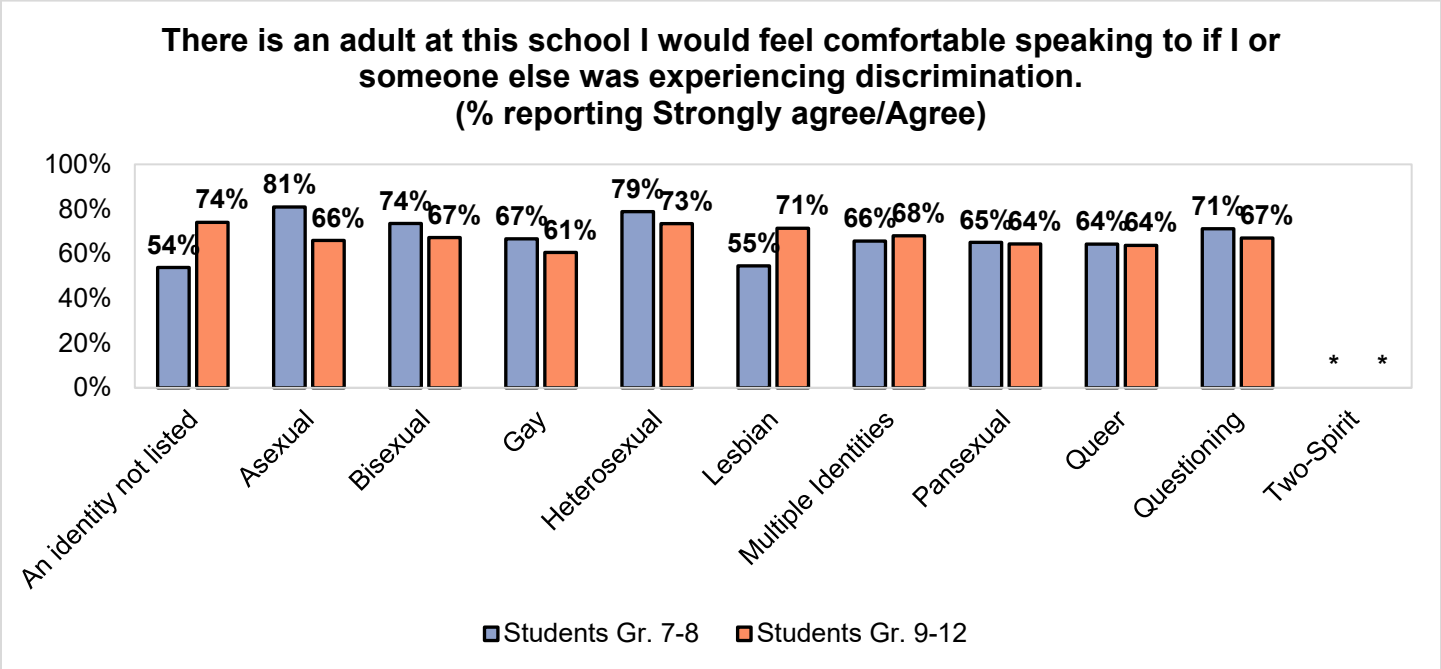
Figure 79: Speaking to an Adult at School about Discrimination by Indigenous Identity and Race



Source: School Climate Student Survey 2021

There is also variation across student sexual orientation identities with respect to the percentage of students who agreed that there is an adult at their school they would be comfortable speaking to about discrimination. Figure 80 shows that among students in Grades 7-8, a lower percentage of students who selected Gay, Lesbian, Pansexual, Queer, Questioning, and those who selected multiple sexual orientation identities agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was experiencing discrimination, compared to students who selected Asexual or Heterosexual. Compared to secondary students who selected Heterosexual, a lower percentage of secondary students who selected other sexual orientation identities agreed that there is an adult at their school they would feel comfortable speaking to about discrimination.

Figure 80: Speaking to an Adult at School about Discrimination by Sexual Orientation



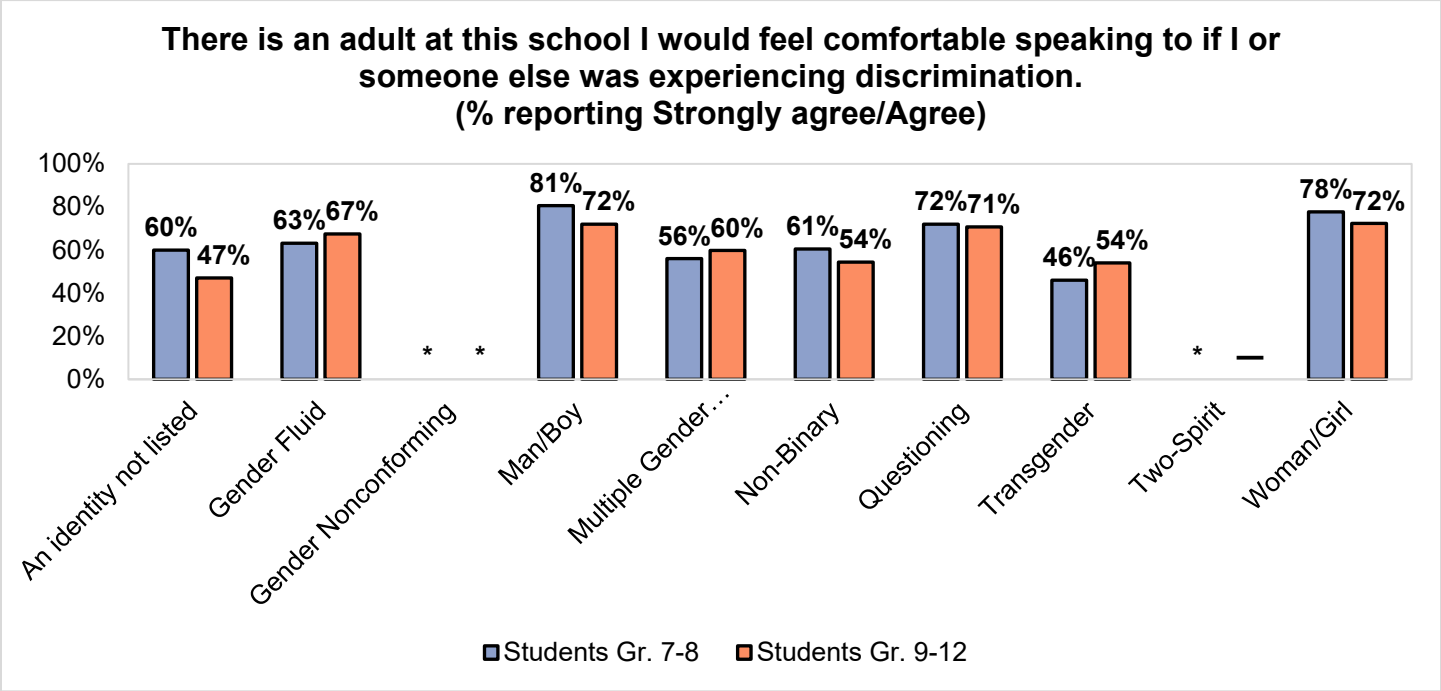
Source: School Climate Student Survey 2021

# Safe, Equitable and Inclusive Learning Environments

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is notable variation across student gender identities regarding perceptions of comfort with speaking to an adult at school about discrimination. As shown in Figure 81, compared to students who selected Man/Boy, Woman/Girl and Questioning, a lower percentage of students who selected Gender Fluid, multiple gender identities, Non-Binary, and Transgender agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was experiencing discrimination. Note that these groups are among those who reported higher rates of bullying and discrimination (see Figures 61 and 62), and lower rates of agreement that school rules are applied to them in a fair way (see Figure 52).

Figure 81: Speaking to an Adult at School about Discrimination by Gender Identity



**Source:** School Climate Student Survey 2021

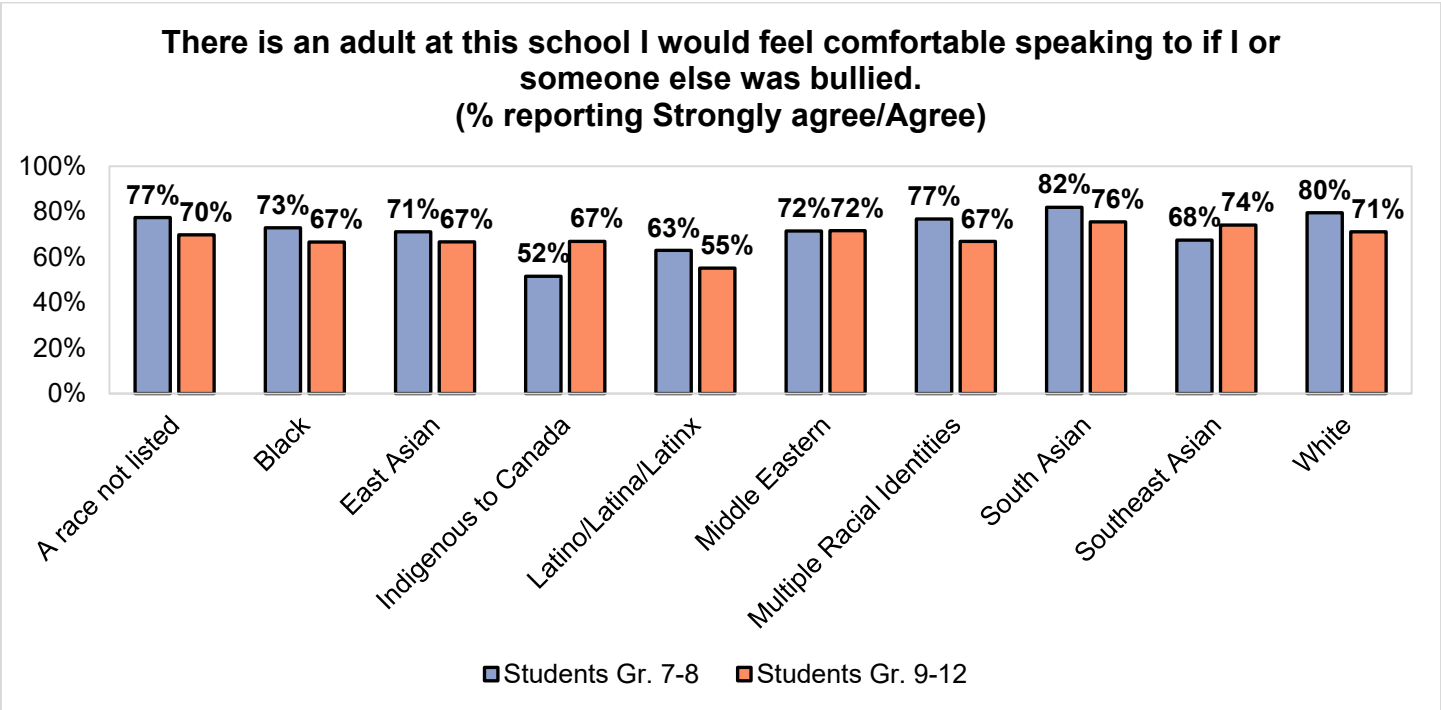
**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

A similar trend is observed regarding variation across student racial identities with respect to the percentage of students who agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was experiencing bullying. A lower percentage of students in both grade groups who selected Latino/Latina/Latinx agreed with this statement compared to students who selected other racial identities. Among students in Grades 7-8, a far lower percentage of students who selected Indigenous to Canada agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was bullied compared to students in this grade group who selected other racial identities and compared to secondary students.

# Safe, Equitable and Inclusive Learning Environments

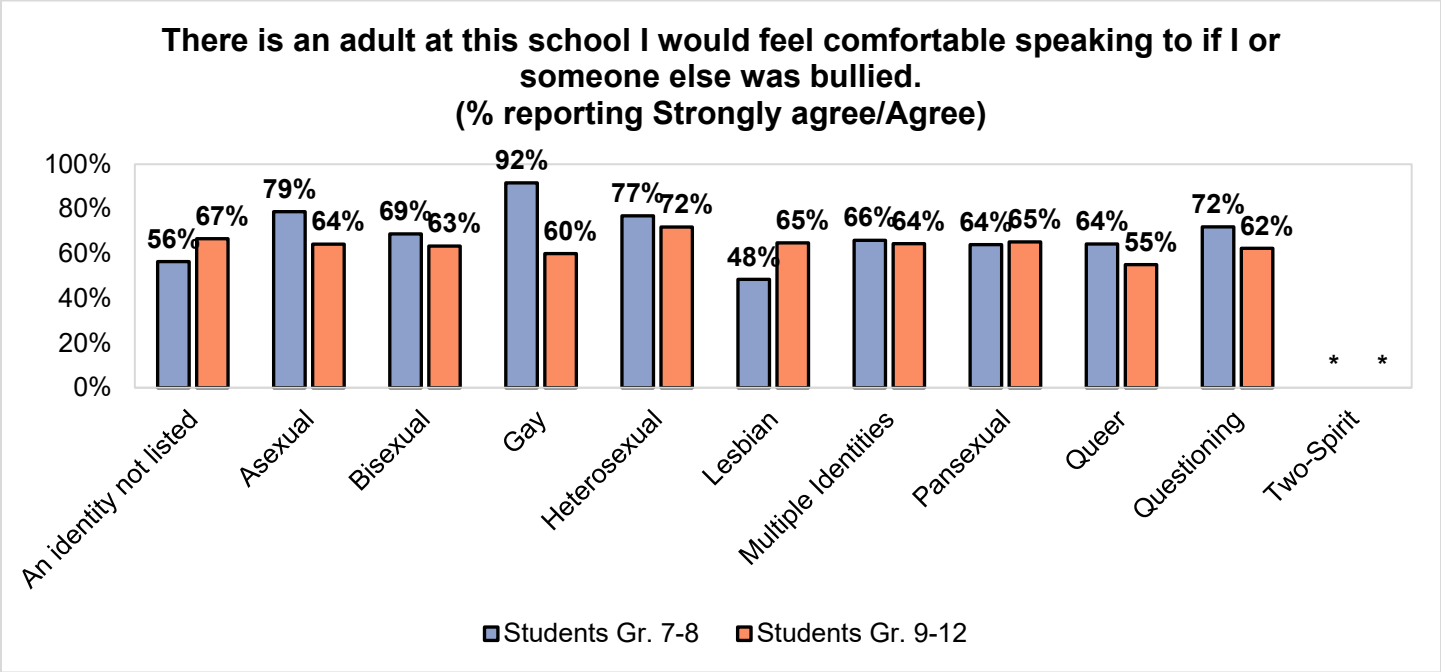
Figure 82: Speaking to an Adult at School about Bullying by Indigenous Identity and Race



Source: School Climate Student Survey 2021

There is also variation across student sexual orientation identities regarding perceptions of comfort with speaking to an adult at school about bullying. As shown in Figure 83, among students in Grades 7-8, those who selected Lesbian, Queer and Pansexual reported the lowest rates of agreement that there is an adult at their school they would feel comfortable speaking to if they or someone else was experiencing bullying. Among secondary students, those who selected Queer reported lower rates of agreement that there is an adult at their school they would feel comfortable speaking to about this issue compared to students who selected other sexual orientation identities. Note that these groups are also among those who reported higher rates of experiencing either bullying or discrimination during the 2020-2021 school year (see Figure 59 and 63).

Figure 83: Speaking to an Adult at School about Bullying by Sexual Orientation



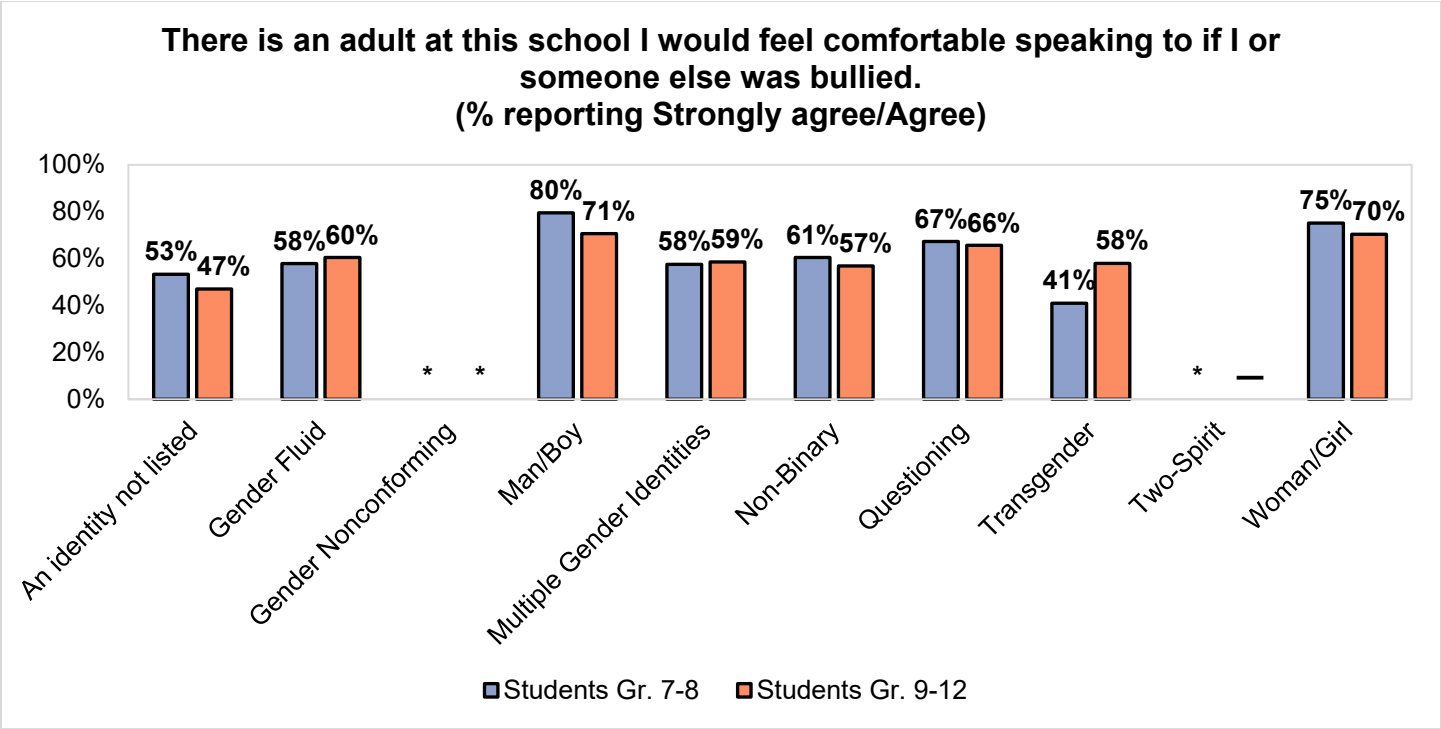
Source: School Climate Student Survey 2021

Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is also variation across student gender identities with respect to the percentage of students who agreed that there is an adult at their school they would feel comfortable speaking to if they or someone else was bullied. Figure 84 shows that in both grade groups, a higher percentage of students who selected Man/Boy or Woman/Girl agreed with this statement compared to students who

selected Gender Fluid, multiple gender identities, Non-Binary, Questioning, Transgender, and those who indicated that their gender identity was not listed in the response categories. Note that these students are among those who reported higher rates of bullying during the 2020-2021 school year (see Figure 61).

Figure 84: Speaking to an Adult at School About Bullying by Gender Identity



**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

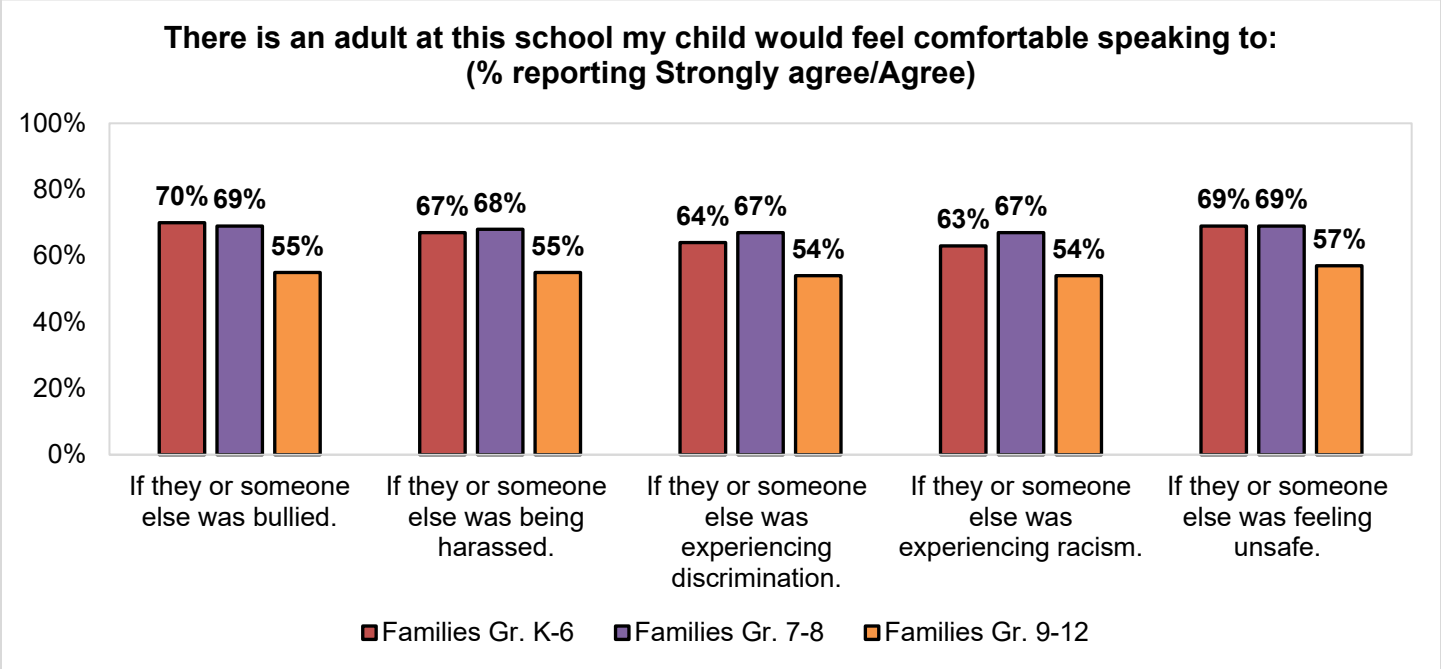
Families were also invited to share feedback about their child’s comfort with speaking to an adult at their school about bullying, harassment, discrimination, racism, and safety. As indicated in Figure 85, compared to families of elementary students, a lower percentage of families of secondary students agreed that there is an adult their child would feel comfortable speaking to if they or someone else was bullied or harassed, if they or someone else was experiencing discrimination or racism, and if they or someone else was feeling unsafe.

Many families of students in Grades K-6 agreed that there is an adult at their child’s school their child would feel comfortable speaking to if they or someone else was bullied (70%, n=9,666), harassed (67%, n=9,308), experiencing discrimination (64%, n=8,851) or racism (63%, n=8,691), or feeling unsafe (69%, n=9,514).

Many families of students in Grades 7-8 also agreed that there is an adult at their child’s school their child would feel comfortable speaking to if they or someone else was bullied (69%, n=2,644), harassed (68%, n=2,604), experiencing discrimination (67%, n=2,568) or racism (67%, n=2,539), or feeling unsafe (69%, n=2,640).

Compared to families of students in Grades K-6 and Grades 7-8, a notably lower percentage of families of secondary students agreed that there is an adult at their child’s school their child would feel comfortable speaking to if they or someone else was bullied (55%, n=3,572), harassed (55%, n=3,525), experiencing discrimination (54%, n=3,483) or racism (54%, n=3,450), or feeling unsafe (57%, n=3,613).

Figure 85: Speaking to an Adult at School – Family Perspectives



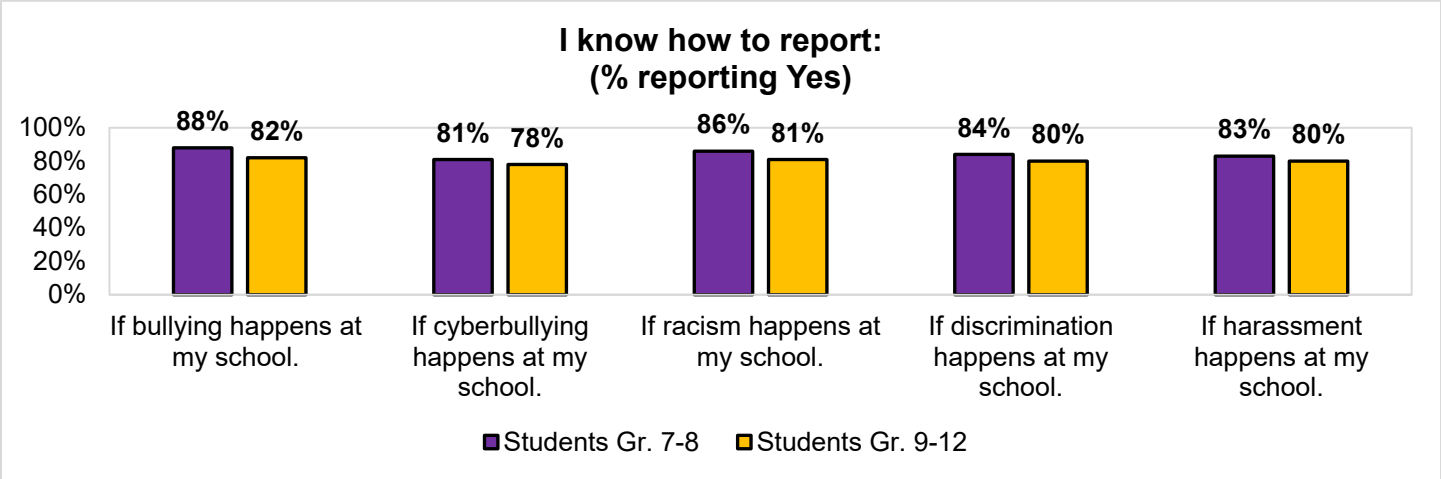
Source: School Climate Student Survey 2021

Students were asked to indicate whether they know how to report if bullying, cyberbullying, racism, discrimination or harassment happen at their school. Overall, as indicated in Figure 86, most students in Grades 7-8 and 9-12 agreed that they know how to report these issues, although compared to students in Grades 7-8, a slightly lower percentage of secondary students indicate that they know how to report these incidents.

Most students in Grades 7-8, indicated they know how to report if bullying (88%, n=3,322), cyberbullying (81%, n=3,032), racism (86%, n=3,215), discrimination (84%, n=3,163) and harassment (83%, n=3135) happens at their school.

Most secondary students also indicated that they know how to report if bullying (82%, n=6698), cyberbullying (78%, n=6,391), racism (81%, n=6,628), discrimination (80%, n=6,504), or harassment (80%, n=6,560) happens at their school.

Figure 86: Student Reporting Awareness – Student Perspectives



Source: School Climate Student Survey 2021

Families were also asked to indicate whether their child knows how to report if bullying, cyberbullying, racism, discrimination or harassment happen at their school. As outlined in Figure 87, a notably lower percentage of families of students in Grades K-6 indicated that their child knows how to report if bullying, cyberbullying, racism, discrimination, or harassment happens at their school, compared to families of students in Grades 7-8 and Grades 9-12.

Among families of students in Grades K-6, 65% (n=9,268) indicated that their child knows how to report if bullying happens at their school. Approximately half of families indicated that their child



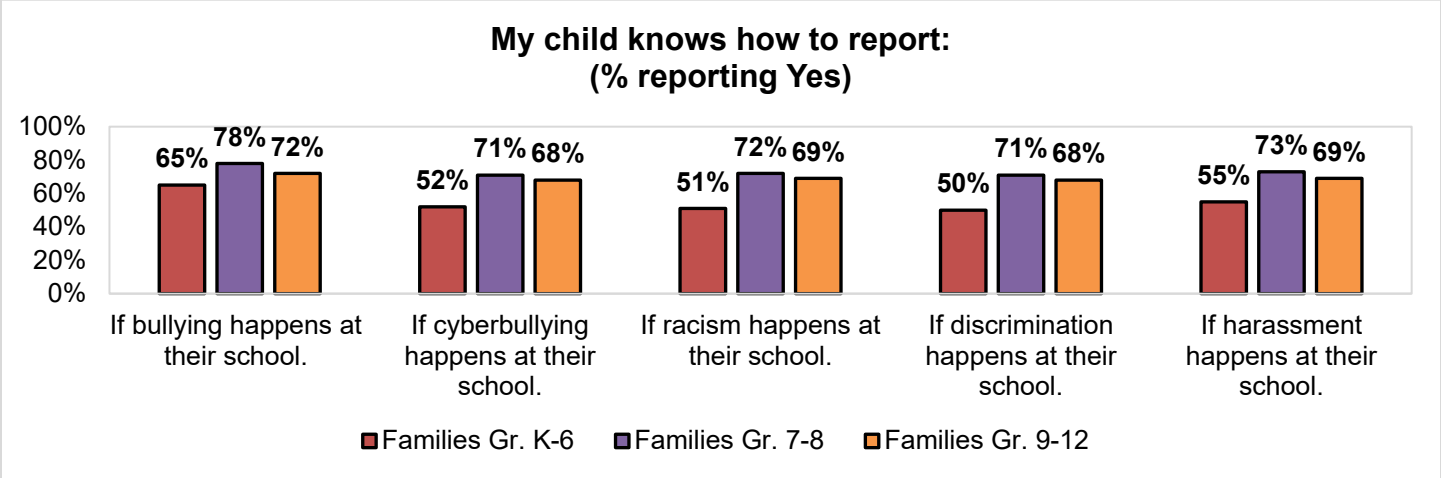
# Safe, Equitable and Inclusive Learning Environments

knows how to report if cyberbullying (52%, n=7,320), racism (51%, n=7,206), discrimination (50%, n=7,063), or harassment (55%, n=7,767) happens at their school.

A notably higher percentage of families of students in Grades 7-8 indicated that their child knows how to report if bullying (78%, n=3,052), cyberbullying (71%, n=2,875), racism (72%, n=2,837), discrimination (71%, n=2,784) or harassment (73%, n=2,849) happens at their school.

Many families with secondary students also indicated that their child knows how to report if bullying (72%, n=4,701), cyberbullying (68%, n=4,471), racism (69%, n=4,512), discrimination (68%, n=4,444) or harassment (69%, n=4,510) happens at their school.

Figure 87: Student Reporting Awareness – Family Perspectives



Source: School Climate Student Survey 2021

## E: Student Engagement and Learning

YRDSB aims to provide effective instruction and assessment that reflects students’ identities, lived experiences, strengths, needs and interests (YRDSB DAP Goal 3). Understanding student and family perceptions of student engagement and learning opportunities is one of several data sources that can be used to measure progress towards this goal. Below is a summary of key findings related to student engagement and learning from the *2021 YRDSB Student Survey* and the *2021 YRDSB Family Survey*, as well as a summary of data trends in perceptions of student engagement and learning between 2017 and 2021.

### What we were told about student engagement and learning in 2021:

- Compared to secondary students, a higher percentage of students in Grades 7-8 indicate that they have opportunities to: share how they learn best, set and follow through on learning goals; demonstrate and assess their learning; learn from mistakes; and give, receive and use feedback to improve their work.
- A lower percentage of families of secondary students agreed that the instruction their child receives is relevant and has real-life connections, compared to families of students in Grades K-6 and Grades 7-8.
- Nearly two-thirds of students in Grades 7-8 and just over half of secondary students indicated that the instruction they receive is relevant and has real-life connections.
- On average, three-quarters of families reported that their child’s school recognizes them as a partner in their child’s learning and well-being.
- Fewer than half of students and families report that the support they or their child received for English as a Second Language (ESL) or English Literacy Development (ELD) helped them with their learning.
- Fewer than half of students and families report that the special education programming they or their child received supported their strengths, needs, and interests.

### Trends in perceptions about student engagement and learning since 2017:

- Among students in Grades 7-8, there has been a decrease in the percentage of students who indicated that they have opportunities to set goals for their learning and follow through on those goals, show what they have learned in a variety of ways, learn from their mistakes, give and receive feedback on their schoolwork with peers, and use feedback to improve their work.
- Among students in Grades 7-8, there has been an increase in percentage of students who indicated that they have opportunities to assess their learning and share thoughts about how they learn best.
- Among secondary students, the percentage of students who indicate that they have opportunities to assess their learning has remained consistent.
- Among secondary students, there has been a decrease in the percentage of students who indicate they have opportunities to set goals for their learning and follow through on those goals, show what they have learned in a variety of ways, give and receive feedback on their schoolwork with peers, and share their thoughts about how they learn best.

### Moving forward: Strategies and Actions in YRDSB’s Multi-Year Strategic Plan and Director’s Action Plan

To support the achievement and mental health of students and to remove barriers to meaningful education for all students we will continue to:

- Reflect on the ways in which social identities, lived experiences, power and privilege, biases and assumptions intersect with planning, instruction and assessment and seek to decentre dominant perspectives.
- Cultivate students’ mindsets that promote risk-taking, build sustained engagement in deep learning, and value mistakes as learning opportunities.

# Student Engagement and Learning

- Co-construct learning opportunities that involve student collaboration and voice, invite choice, and reflect the diverse identities, strengths, needs and interests of students.
- Co-construct learning opportunities that are innovative, experiential, reflective of and connected to the communities from which students come and the diversity of Canadian society.
- Co-construct learning so that problem solving, inquiry and student agency are central to the development of fundamental concepts and skills.
- Differentiate learning and provide multiple entry points in order to ensure all students have access to learning.
- Increase use of effective questioning, accountable/equitable talk, prompting, and feedback as instructional strategies.
- Use observations, conversations, and products/representations to document evidence of learning over time and understand students as learners.
- Engage students in the assessment and learning processes through co-constructing success criteria, self-assessment, and providing feedback to their peers.

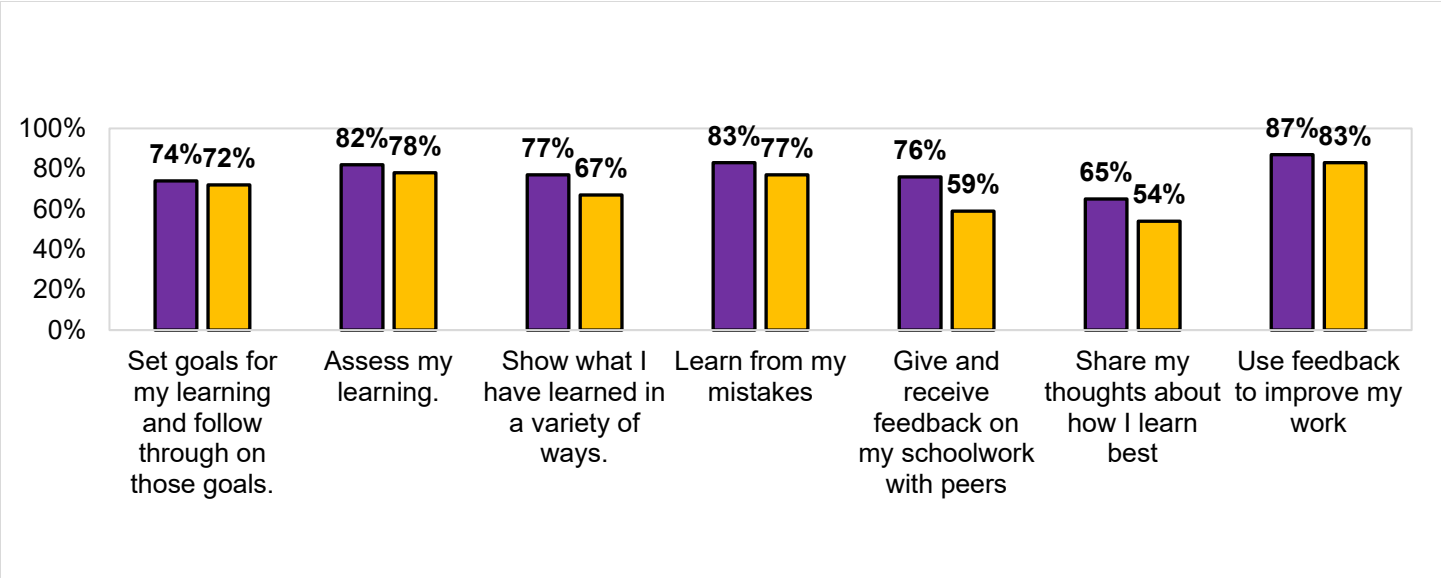
## Student Learning Opportunities

Students were asked to indicate their agreement to a number of statements related to learning opportunities at their school. As outlined in Figure 88, a higher percentage of students in Grades 7-8 agreed to statements related to learning opportunities than secondary students.

Most students in Grades 7-8 agreed that they have opportunities to assess their learning (82%, n=3,799), learn from their mistakes (83%, n=3,880), and use feedback to improve their work (87%, n=3,905). A slightly lower percentage agreed that they have opportunities to set goals for their learning and follow through on those goals (74%, n=3,464), show what they have learned in a variety of ways (77%, n=3,566), and give and receive feedback on their schoolwork with peers (76%, n=3,428). A notably lower percentage of these students agreed that they have opportunities to share their thoughts about how they learn best (65%, n=2,908).

Among secondary students, most agreed that they have opportunities to use feedback to improve their work (83%, n=8,103). Many also agreed that they have opportunities to assess their learning (78%, n=8,063), and learn from their mistakes (77%, n=7,876). A lower percentage of students agreed that they have opportunities to set goals for their learning and follow through on those goals (72%, n=7,372) and show what they have learned in a variety of ways (67%, n=6,932). A notably lower percentage agreed that they have opportunities to give and receive feedback on schoolwork with peers (59%, n=5,793) and share thoughts about how they learn best (54%, n=5,344).

Figure 88: Student-Reported Learning Opportunities at School



Source: School Climate Student Survey 2021

Families were also asked to indicate their agreement to a number of statements related to learning opportunities at their child's school. As indicated in Figure 89, half (50%, n=7,615) of families of

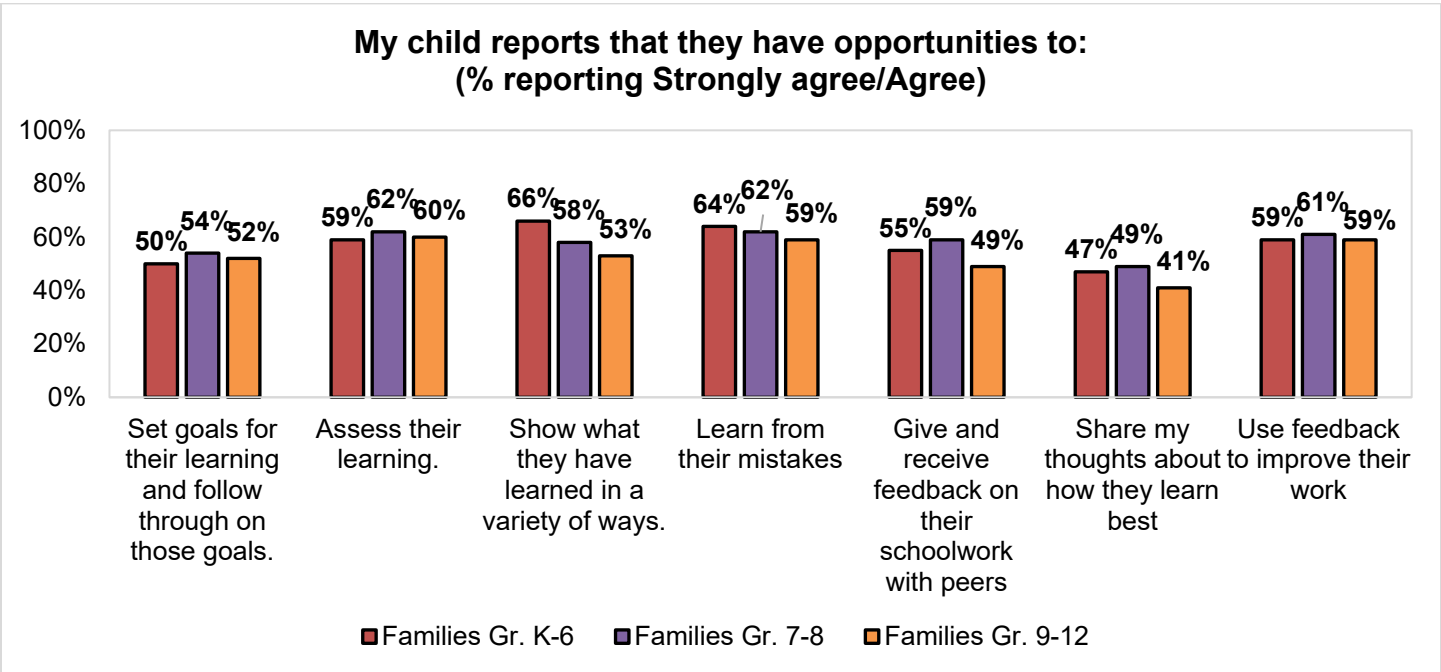
# Student Engagement and Learning

students in Grades K-6 agreed that their child reports opportunities to set goals for their learning and follow through with those goals. Nearly half (47%, n=7,012) agreed that their child reports opportunities to share their thoughts about how they learn best. Just over half of these families (55%, n=8,242) agreed that their child reports opportunities to give and receive feedback on their schoolwork with peers. Fifty-nine percent of these families agreed that their child reports opportunities to assess their learning (n=8,954) and use feedback to improve their work (n=8,780). A higher percentage of families of students in Grades K-6 agreed that their child reports opportunities to show what they have learned in a variety of ways (66%, n=10,049) and learn from their mistakes (64%, n=9,778) compared to other learning opportunities.

Figure 89 also indicates that approximately half of families of students in Grades 7-8 agreed that their child reports opportunities to set goals for their learning and follow through on those goals (54%, n=2,267) and share their thoughts about how they learn best (49%, n=2,008). Fifty-eight percent of these families (n=2,412) agreed that their child reports opportunities to show what they have learned in a variety of ways, and 59% (n=2,409) agreed that their child reports opportunities to give and receive feedback on their schoolwork with peers. Just over 60% of these families agreed that their child reports opportunities to assess their learning (62%, n=2,577), learn from their mistakes (62%, n=2,619) and use feedback to improve their work (61%, n=2,502).

Among families of secondary students, fewer than half agreed that their child reports opportunities to give and receive feedback on their schoolwork with peers (49%, n=3,373), and share their thoughts about how they learn best (41%, n=2,819). Just over half of these families agreed that their child reports opportunities to set goals for their learning and follow through on those goals (52%, n=3,643) and show what they have learned in a variety of ways (53%, n=3,661). Fifty-nine percent of these families agreed that their child reports opportunities to learn from their mistakes (n=4,121) and use feedback to improve their work (n=4,029). Sixty percent of families of secondary students agreed that their child reports opportunities to assess their learning (n=4,192).

Figure 89: Family-Reported Student Learning Opportunities at School



Source: School Climate Student Survey 2021

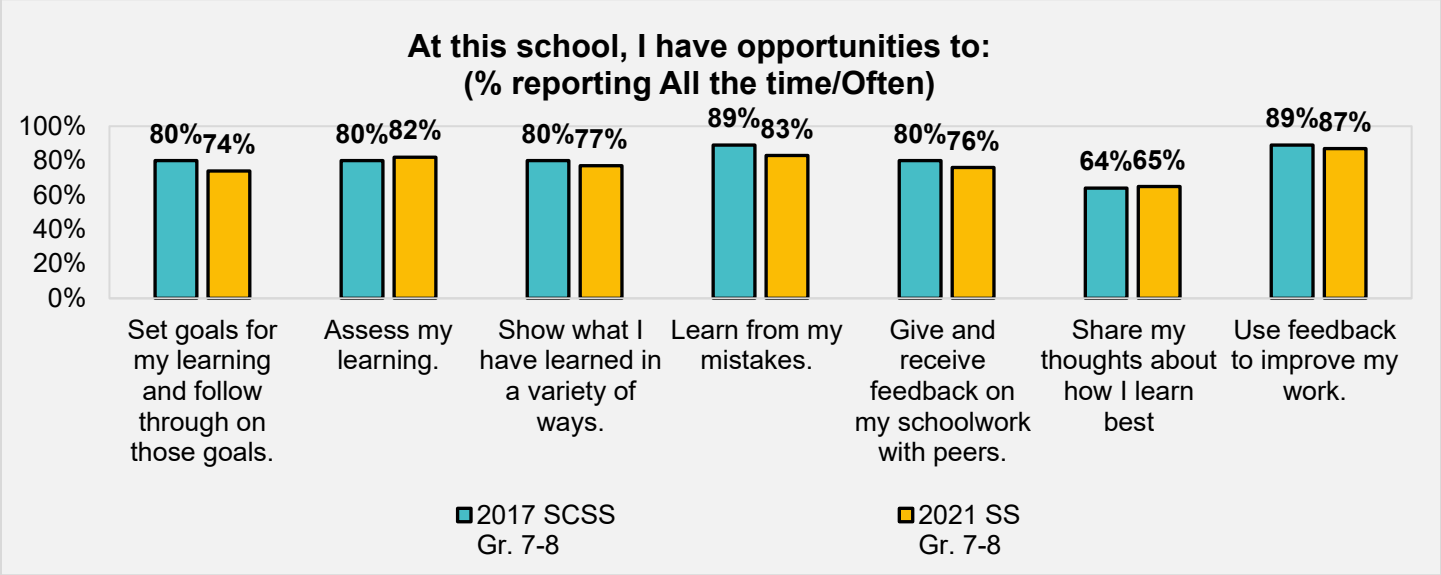
## Trends in Student Learning Opportunities

An analysis of student perceptions across surveys related to learning opportunities indicates that the percentage of students in Grades 7-8 who agreed to statements about their learning opportunities has remained fairly consistent since 2017. As demonstrated in Figure 90, In 2017, 80% of students agreed that they have opportunities to set goals for their learning and follow through on those goals (n=12,877), assess their learning (n=12,842) show what they have learned in a variety of ways (n=12,845) and give and receive feedback on their schoolwork with peers (n=12,870) compared to 2021 wherein 74% (n=3,464), 82% (n=3,799), 77% (n=3,566) and 76% (n=3,428) agreed to these statements, respectively. In 2017, 89% of students in Grades 7-8 agreed that they have opportunities

# Student Engagement and Learning

to learn from their mistakes (n=14,261) and use feedback to improve their work (n=14,324), compared to 2021 wherein 83% (n=3,880) and 87% (n=3,905) agreed to these statements, respectively. In 2021, a slightly higher percentage of students agreed that they have opportunities to share their thoughts about how they learn best (65%, n=2,908), compared to 64% (n=10,299) in 2017.

Figure 90: Trends in Student Learning Opportunities - Student Perspectives, Grades 7-8



Source: School Climate Student Survey 2017 (SCSS) and School Climate Student Survey 2021 (SS)

Among secondary students, there has been some change in the percentage of students who agreed that they have various learning opportunities at their school. As indicated in Figure 91, compared to students in Grades 7-8, there is a greater difference in the percentage of secondary students who agreed to statements related to student learning opportunities in 2017 and 2021. In addition, a lower percentage of secondary students agreed to these statements in 2021 than in 2017.

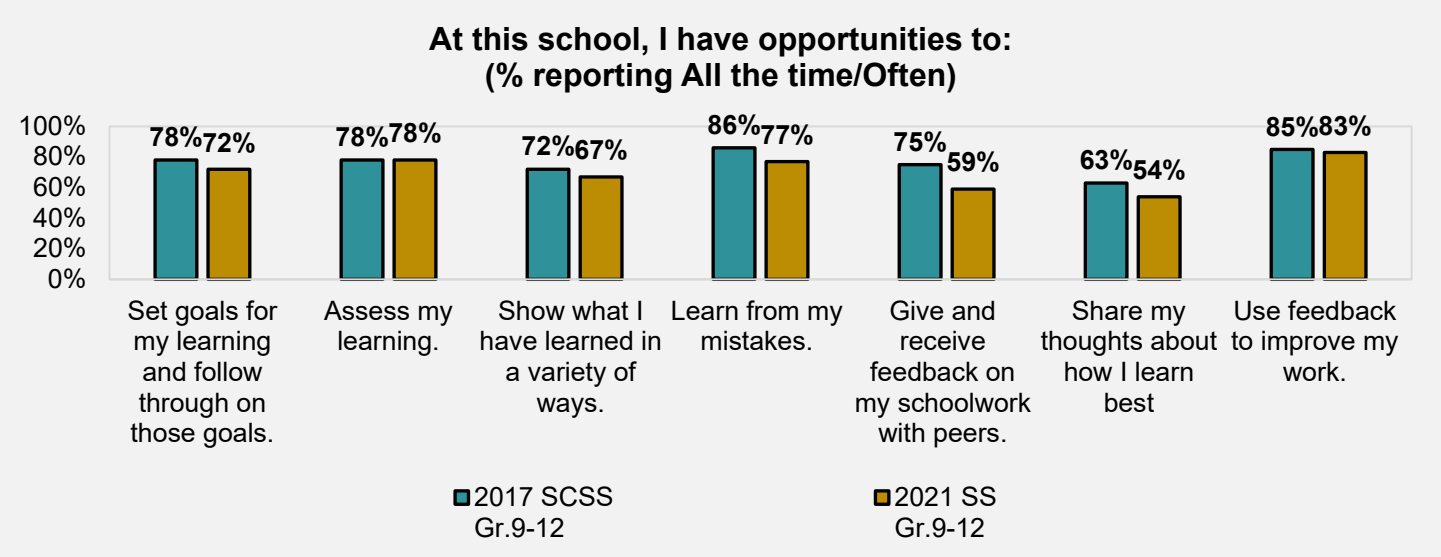
In 2017, 78% of secondary students agreed that they had opportunities to set goals for their learning and follow through on those goals (n=19,209) and assess their learning (n=19,328). While the percentage of those who agreed they have opportunities to assess their learning remained the same (78%, n=8,063) in 2021, a lower percentage of secondary students (72%, n=7,372) agreed that they have opportunities to set goals for their learning and follow through on those goals in 2021.

Compared to 2017, there was a slight decrease in the percentage of secondary students who agreed that they have opportunities to show what they have learned in a variety of ways and use feedback to improve their work in 2021. Seventy-two percent (n=17,739) of secondary students agreed that they have opportunities to show what they have learned in a variety of ways in 2017, 67% (n=6,932) did so in 2021. Similarly, while 85% (n=21,196) of students agreed that they have opportunities to use feedback to improve their work in 2017, 83% (n=8,103) did so in 2021.

There is a larger discrepancy between the percentage of students who agreed that they have opportunities to learn from their mistakes, give and receive feedback on their schoolwork with peers, and share thoughts about how they learn best between 2017 and 2021. While 86% (n=21,209) of secondary students agreed that they have opportunities to learn from their mistakes in 2017, 77% (n=7,677) did so in 2021. Similarly, whereas 75% (n=18,562) of secondary students agreed that they have opportunities to give and receive feedback on their schoolwork with peers in 2017, 59% (n=5,793) did so in 2021. Finally, whereas in 2017, 63% of secondary students agreed that they have opportunities to share their thoughts about how they learn best, just over half (54%, n=5,344) did so in 2021.



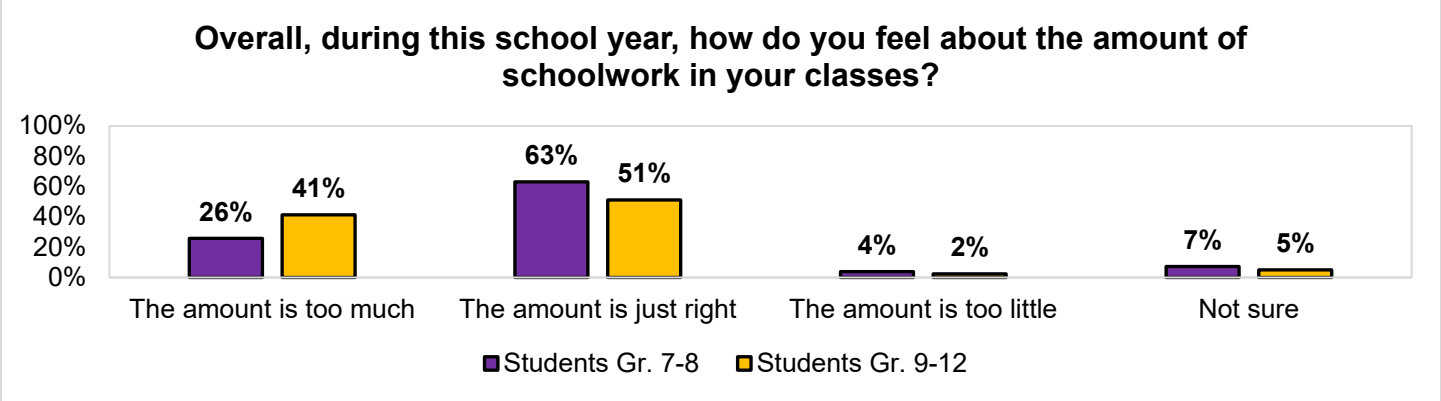
Figure 91: Trends in Student Learning Opportunities - Student Perspectives, Grades 9-12



Source: School Climate Student Survey 2017 (SCSS) and School Climate Student Survey 2021 (SS)

Students were asked to indicate how they felt about the amount of schoolwork in their classes. As seen in Figure 92, among students in Grades 7-8, just over a quarter (26%; n=1,267) reported that the amount is too much while 63% (n=3,096) reported that the amount was just right. Four percent (n=190) reported that the amount was too little. Just over half of secondary students (51%, n=5,697) indicated that the amount was just right, and 41% (n=4,601) indicated that the amount was too much. Two percent (n=266) reported that the amount was too little.

Figure 92: Amount of Schoolwork - Student Perspectives

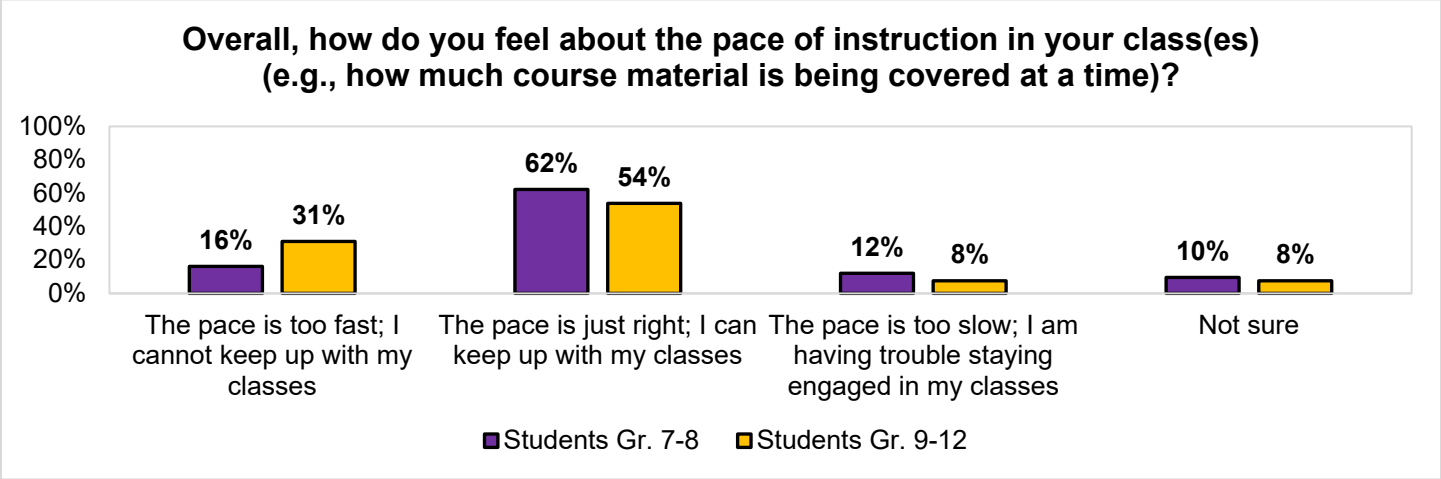


Source: School Climate Student Survey 2021

Students were also invited to share feedback about the pace of instruction in their class(es). Similar to the feedback about the amount of schoolwork, in Figure 93, the greatest proportion of respondents indicated that the pace of instruction was just right, and that they could keep up with their classes. Among students in Grades 7-8, 16% (n=791) indicated that the pace was too fast and that they could not keep up with their classes. Sixty-two percent (n=3,046) of students in this grade group indicated that the pace of instruction was just right and that they could keep up with their classes. Twelve percent (n=585) reported that the pace was too slow and that they were having trouble staying engaged in their classes. Among secondary students, just over half (54%, n=5,988) reported that the pace was just right, while 31% (n=3,454) indicated that the pace was too fast. Eight percent (n=836) indicated that the pace was too slow and that they were having trouble staying engaged in their classes.



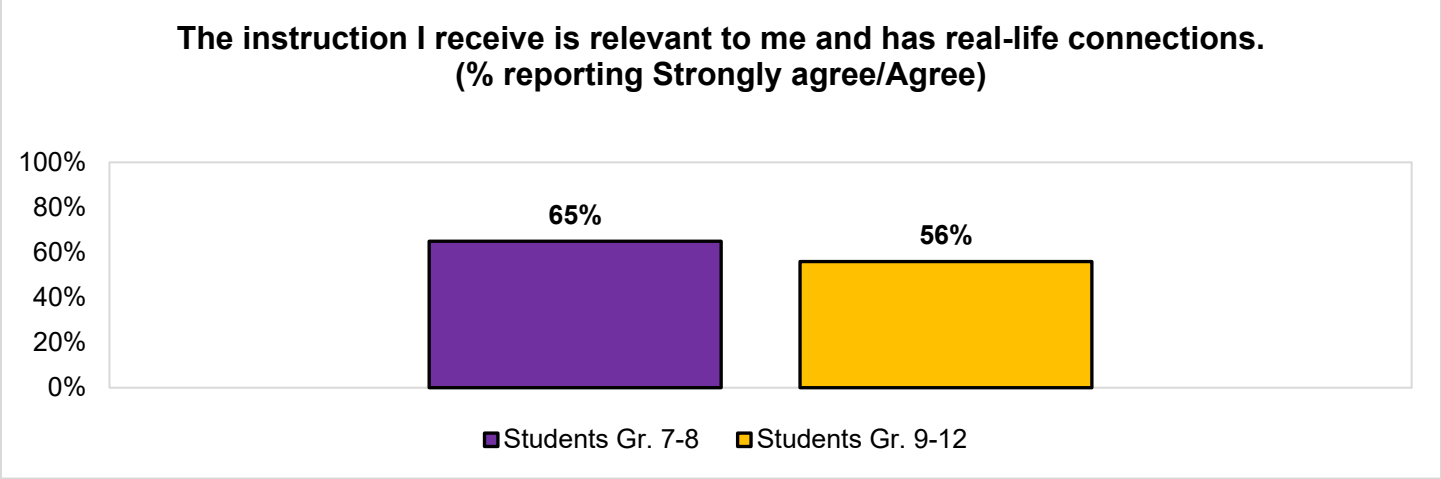
Figure 93: Pace of Instruction in Classes - Student Perspectives



Source: School Climate Student Survey 2021

Students were also asked about the relevance of their instruction. As indicated in Figure 94, 65% of students in Grades 7-8 (n=3,139) and 56% of secondary students (n=6,187) agreed that the instruction they receive is relevant to them and has real-life connections.

Figure 94: Relevance of Instruction - Student Perspectives

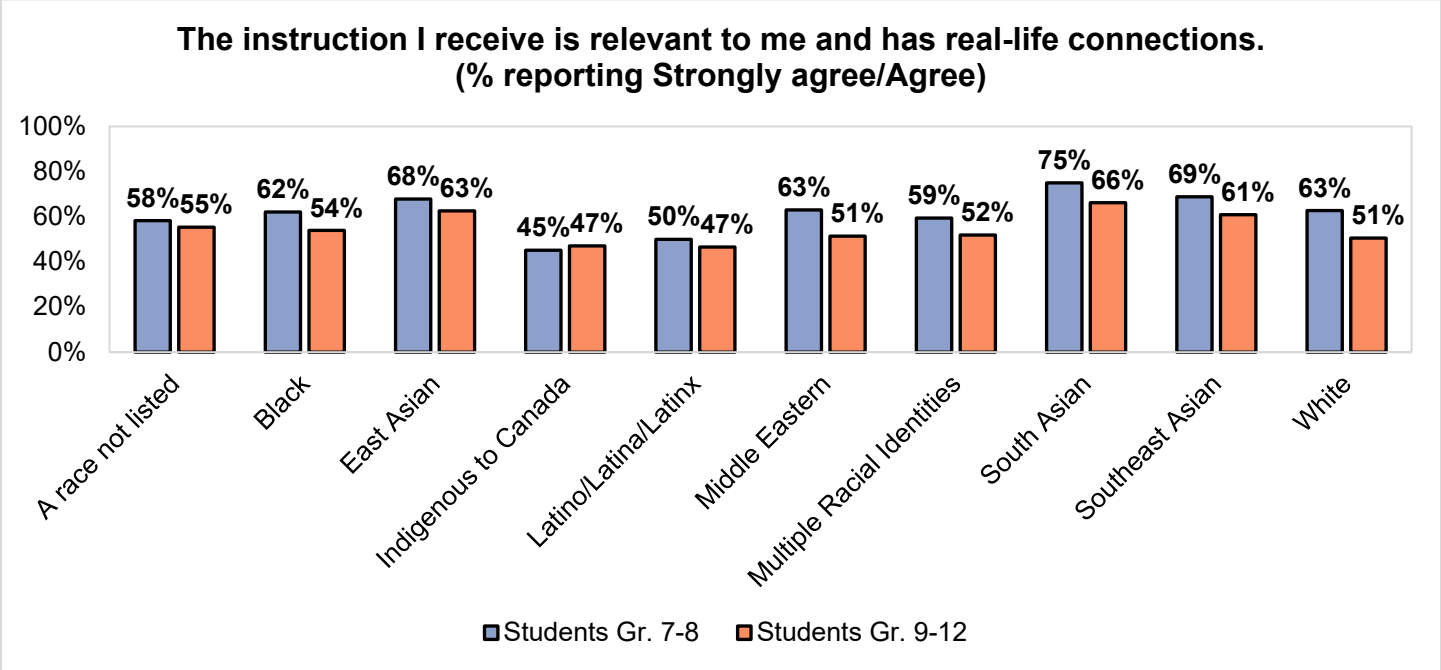


Source: School Climate Student Survey 2021

There is variation across student racial identities with respect to perceptions of the relevance of the instruction they receive. Figure 95 demonstrates that among students in Grades 7-8, a higher percentage of students who selected East Asian, Middle Eastern, South Asian, and Southeast Asian, agreed that the instruction they receive is relevant and has real-life connections compared to students who selected other racial groups. Among secondary students, a higher percentage of students who selected East Asian, South Asian and Southeast Asian agreed with this statement compared to other racial groups. Notably, less than half of students in both grade panels who identified as Indigenous to Canada agreed that the instruction they receive is relevant and has real-life connections. Similarly, half of students in Grades 7-8 and less than half of secondary students who selected Latino/Latina/Latinx and less than half of secondary students agreed that the instruction they receive is relevant to them and has real-life connections.

# Student Engagement and Learning

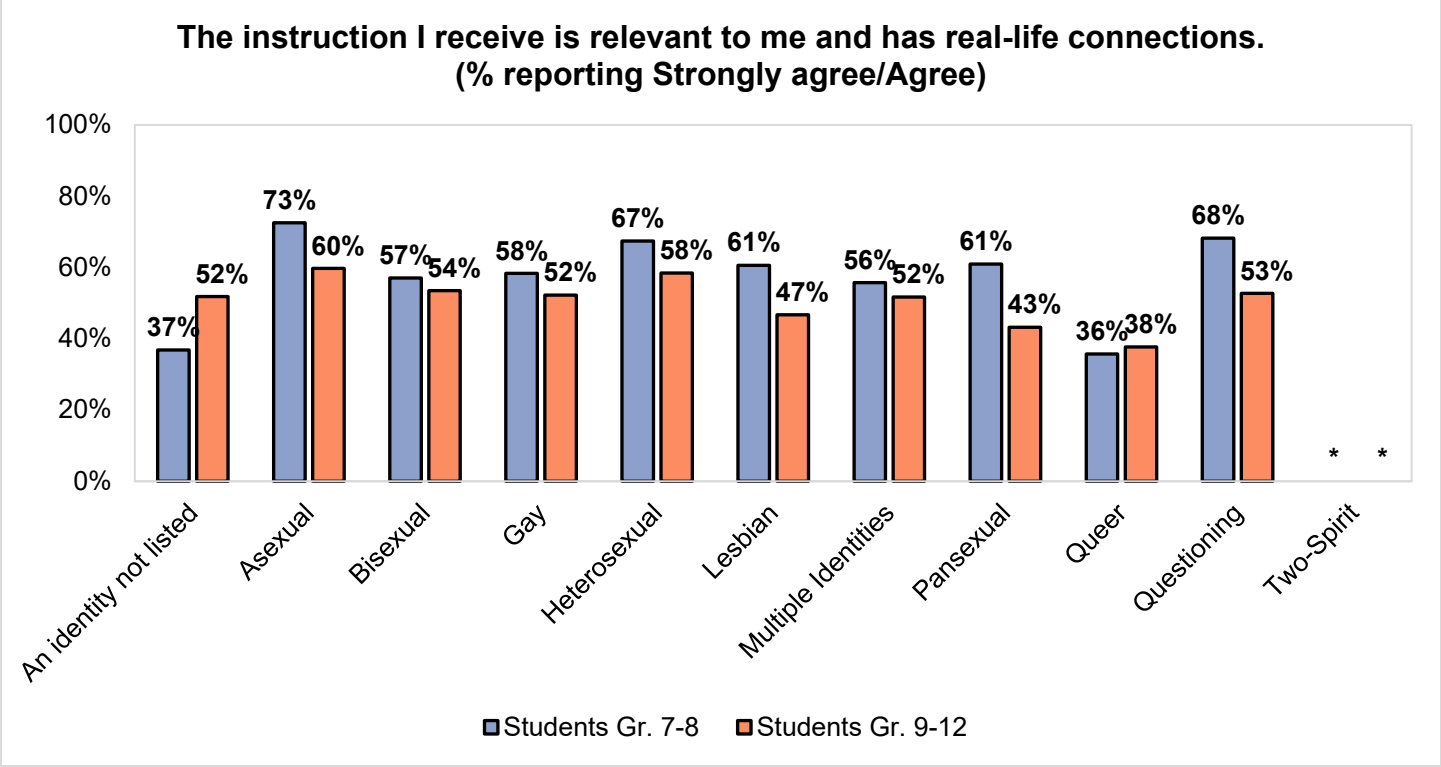
Figure 95: Relevance of Instruction by Student Indigenous Identity and Race



Source: School Climate Student Survey 2021

There is also variation across student sexual orientation identities with respect to perceptions about the relevance of instruction at school. As shown in Figure 96, students in both grade groups who selected Queer reported the lowest rates of agreement that the instruction they receive is relevant and has real life connections. Among students in both grade groups, those who selected Asexual, Heterosexual and Questioning reported higher rates of agreement that school instruction is relevant and has real-life connections.

Figure 96: Relevance of Instruction by Sexual Orientation



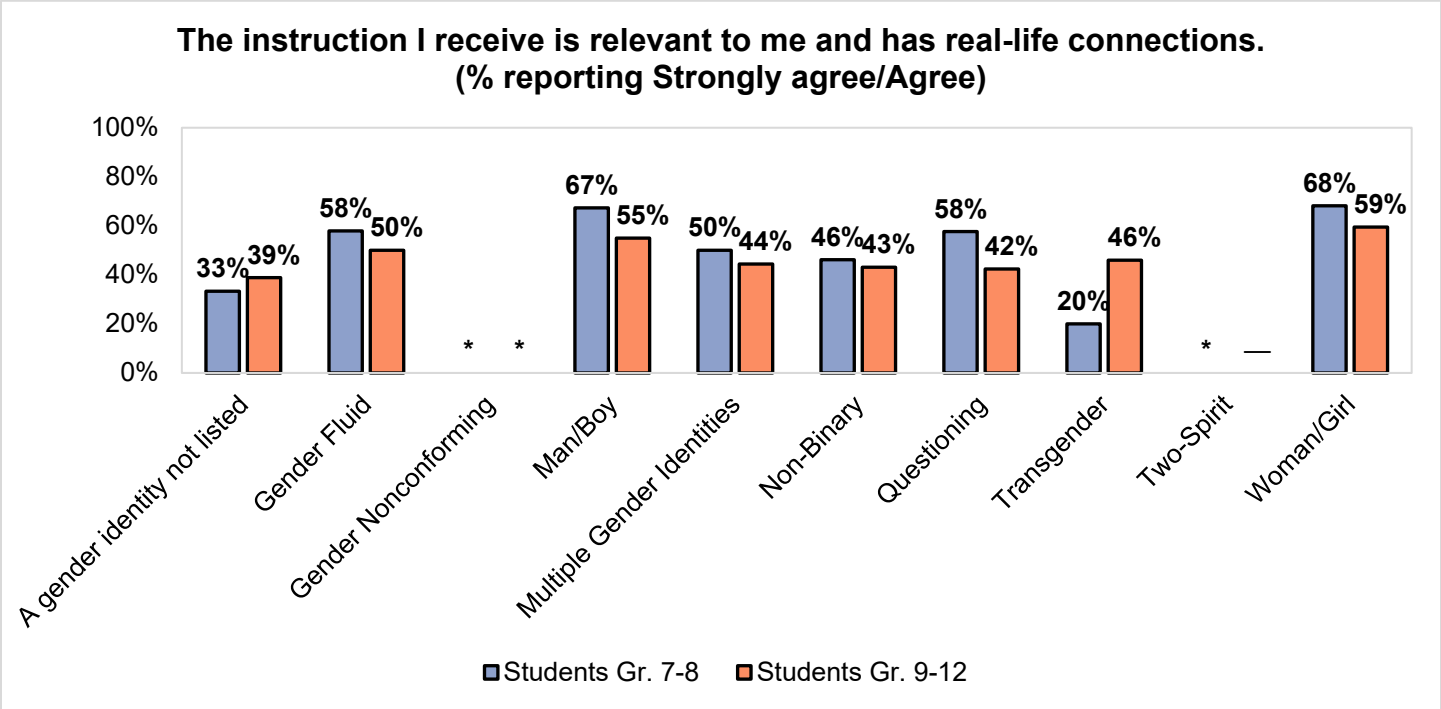
Source: School Climate Student Survey 2021

Notes: (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

There is also variation across gender identity categories with respect to the percentage of students who agreed that the instruction they receive is relevant to them and has real-life connections. Figure 97 demonstrates that among students in both grade groups, compared to students who selected Man/Boy or Woman/Girl, a lower percentage of students who selected Gender Fluid, multiple gender identities, Non-Binary, Questioning, Transgender, and those who indicated that their gender identity

was not listed as a response option agreed that the instruction they receive is relevant to them and has real-life connections.

Figure 97: Relevance of Instruction by Gender Identity



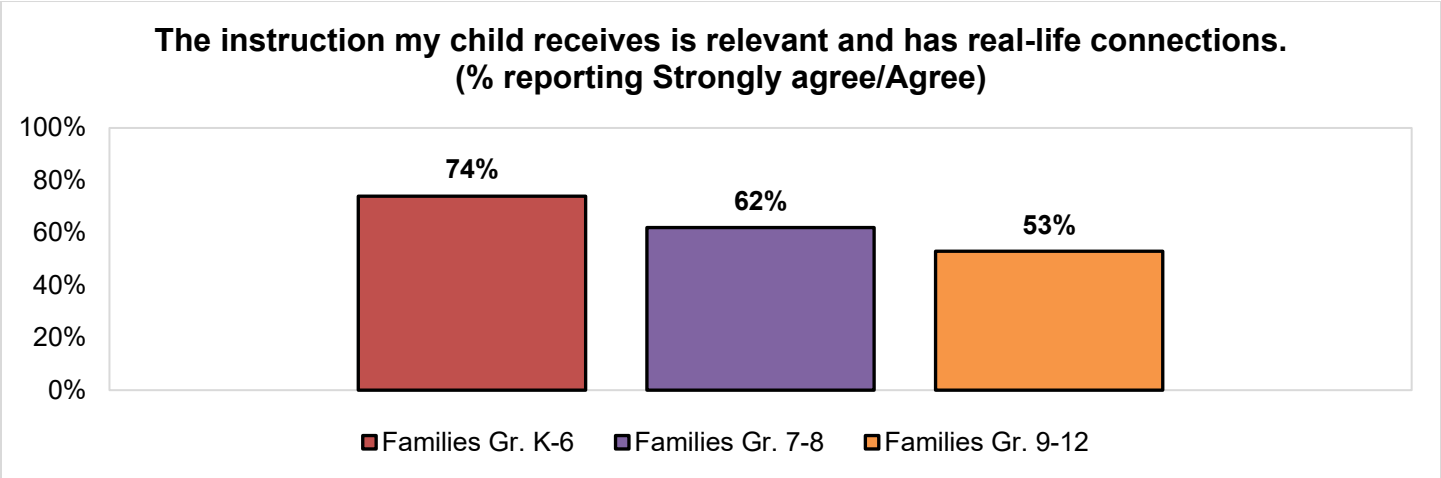
**Source:** School Climate Student Survey 2021

**Notes:** (\*) A data label represented with an asterisk indicates that the total number of responses to a particular survey response option equals fewer than 10. This data suppression is used in instances when very limited data is available and when presenting the data may risk misinterpretation of the experiences of respondents.

(—) A data label represented with a dash indicates that the total number of responses associated with a particular identity group equals zero.

Families were also asked to comment on the relevance of their child’s instruction at school. Overall, fewer families of students in Grades 7-8 (62%, n=2,682) and Grades 9-12 (53%, n=3,763) agreed that the instruction their child receives is relevant and has real life connections, compared to families of students in Grades K-6 (74%, n=11,598).

Figure 98: Relevance of Instruction - Family Perspectives

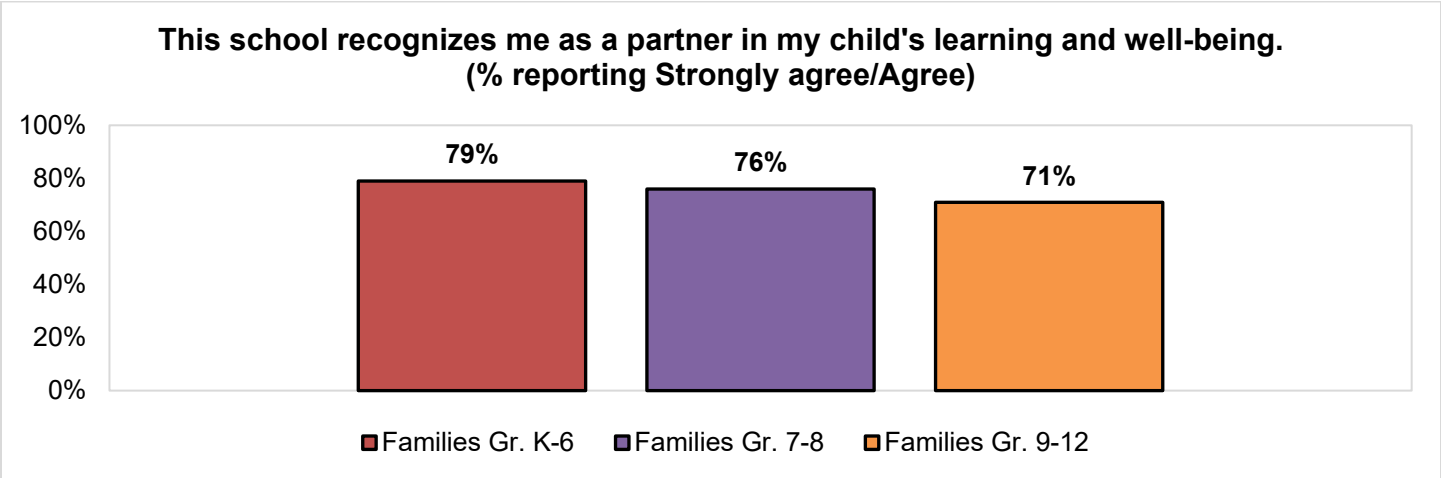


**Source:** School Climate Student Survey 2021

Overall, many families agreed that their child’s school recognizes them as a partner in their child’s learning and well-being, although fewer families of secondary students agreed with this statement. As outlined in Figure 99, seventy-nine percent of families of students in Grades K-6 (n=10,598) and 76% of families of students in Grades 7-8 (n=2,833) agreed that their child’s school recognizes them as a partner in their child’s learning and well-being, while 71% of families of secondary students (n=4,472) agreed with this statement.

# Student Engagement and Learning

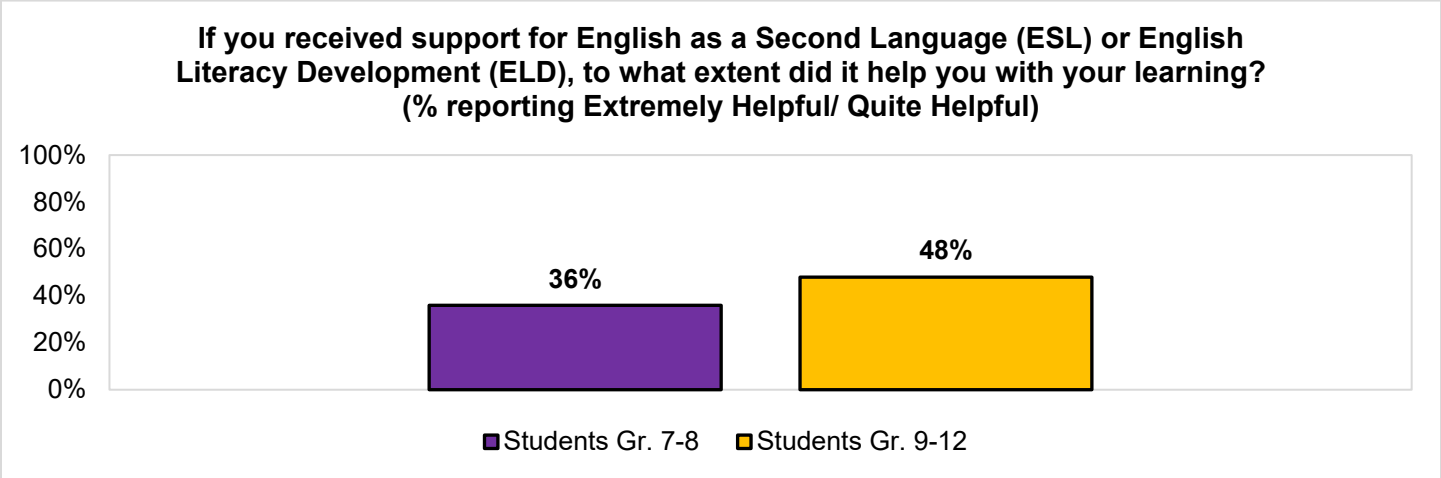
Figure 99: Family School Partnership - Family Perspectives



Source: School Climate Student Survey 2021

As indicated in Figure 100, 36% (n=206) of students in Grades 7-8 and 48% (n=469) of secondary students reported that the support they received for ESL or ELD was extremely helpful or quite helpful.

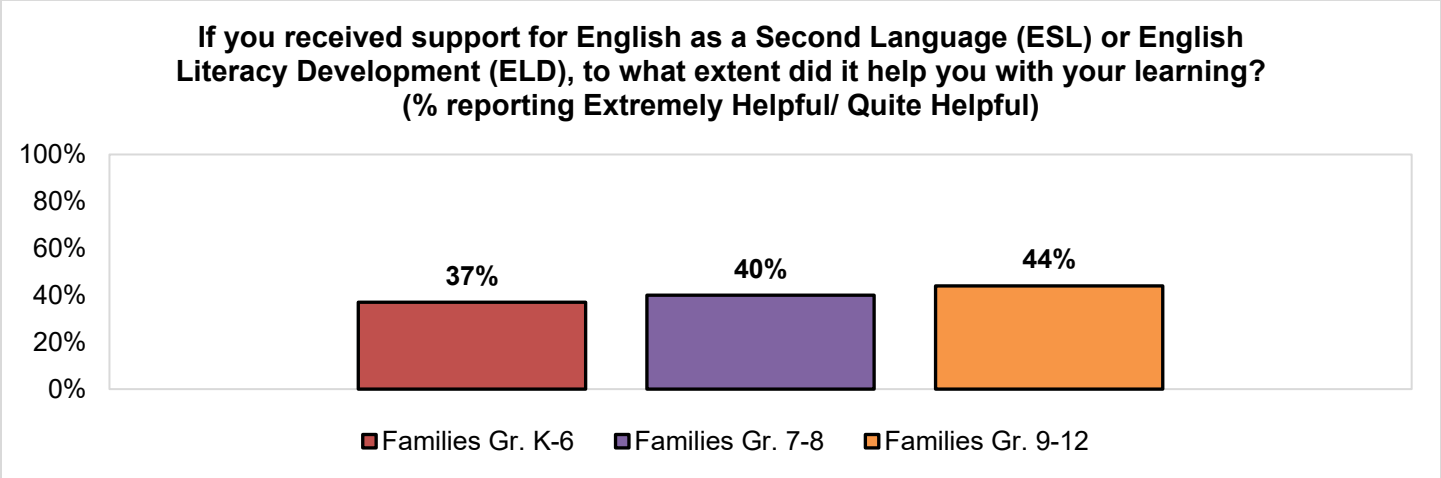
Figure 100: ESL/ELD Support - Student Perspectives



Source: School Climate Student Survey 2021

Families were also asked about their child’s ESL or ELD support. Figure 101 demonstrates that among families of students in Grades K-6, 37% (n=2,055) indicated that the ESL/ELD support was helpful with their learning. Forty percent of families of students in Grades 7-8 (n=593) and 44% of families of secondary students (n=899) reported that the ESL/ELD support for their child helped them with their learning.

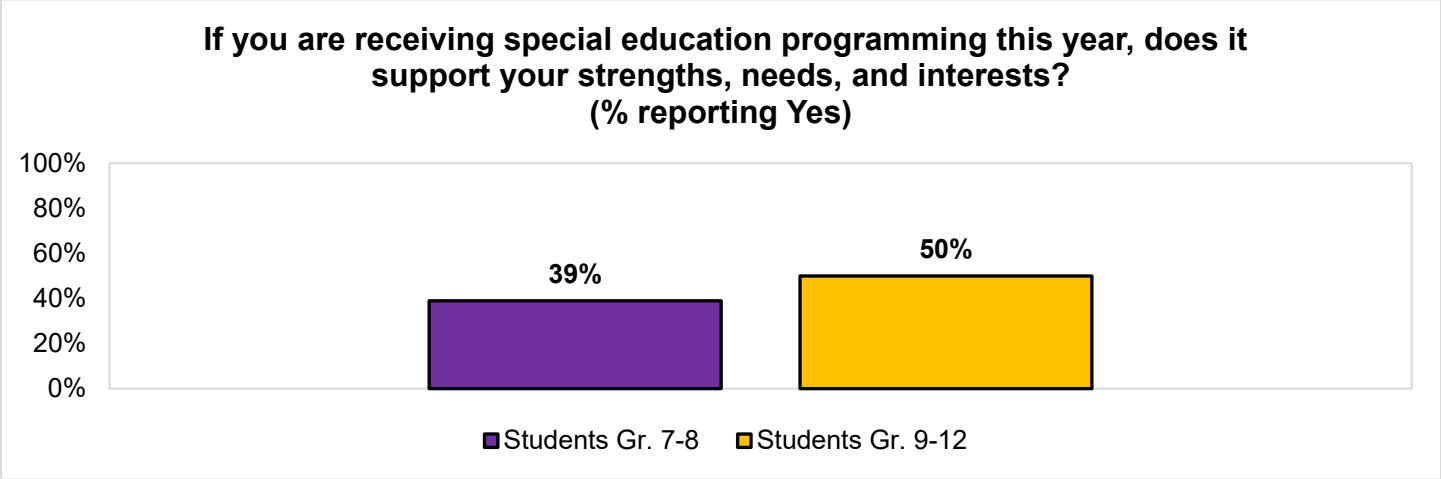
Figure 101: ESL/ELD Support - Family Perspectives



Source: School Climate Student Survey 2021

Figure 102 indicates that 39% (n=814) of students in Grades 7-8 and half (50%, n=1,783) of secondary students reported that the special education programming they received in 2020-2021 supported their strengths, needs, and interests.

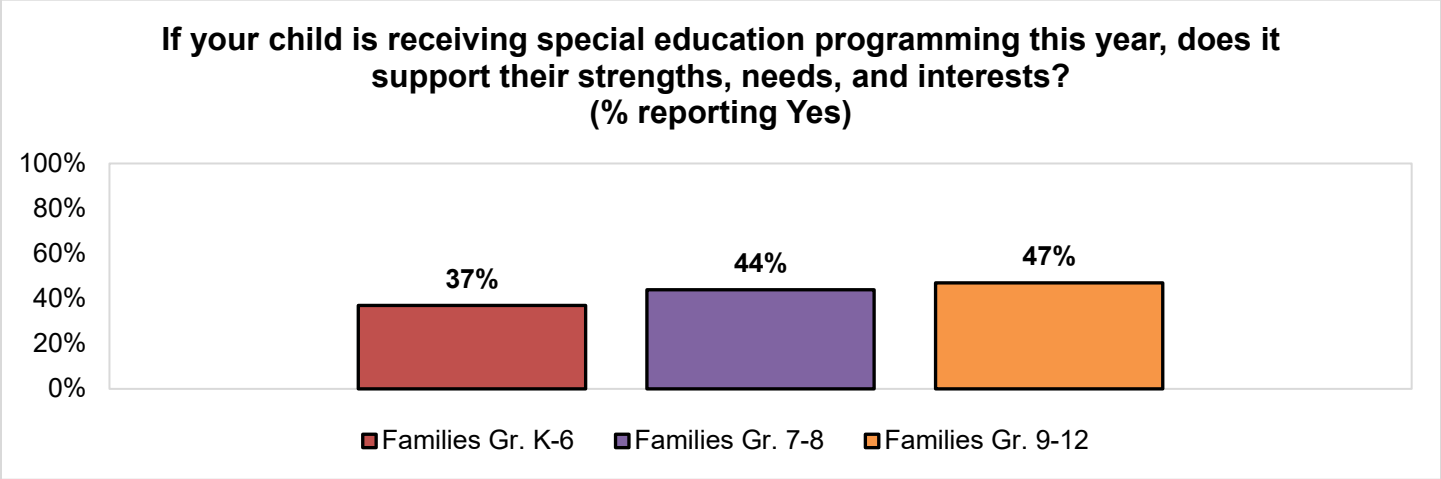
Figure 102: Special Education Support -Student Perspectives



Source: School Climate Student Survey 2021

Figure 103 demonstrates that among families of students in Grades K-6, 37% (n=3,712) reported that the special education programming their child received in 2020-2021 supported their child’s strengths, needs, and interests. Forty-four percent (n=1,328) of families of students in Grades 7-8 reported this sentiment, as did 47% (n=2,212) of families of secondary students.

Figure 103: Special Education Support - Family Perspectives



Source: School Climate Student Survey 2021

F: Remote Learning, Technology, and Learning Tools

The COVID-19 global pandemic led to unprecedented changes to YRDSB learning structures as well as student and family experiences of learning. During the 2020-2021 school year, in-school learning was voluntary and students who were not learning in person at schools were expected to learn remotely. Due to government-issued school closures, however, all YRDSB students experienced periods of remote learning during the 2020-2021 school year.

This section of the report includes findings related to remote learning, technology, and learning tools from the *2021 YRDSB Student Survey* and the *2021 YRDSB Family Survey*. Questions related to remote learning, technology, and learning tools were developed to understand learning experiences in the context of the COVID-19 pandemic and are new to these surveys; therefore, no trend data are available.

What we were told about remote learning in 2021:

- Most students reported that they had access to reliable internet and electronic devices, and the majority of families also reported that their child had access to reliable internet and electronic devices to support remote learning.
- Most students reported that they were comfortable using virtual learning devices (e.g., a computer, laptop, Chromebook, Assistive Technology, electronic refreshable braille device, hearing receiver) and virtual learning tools (e.g., Google Classroom, video calls, Jamboard, Google Chat) on their own. Most families also reported that their child was comfortable using virtual learning devices and virtual learning tools on their own.
- Approximately three-quarters of families of students in all grades reported that their child needed support for remote learning all the time or often during the 2020-2021 school year, while 68% reported that they were very comfortable or comfortable to support their child with remote learning.
- Most students reported that they had the materials they needed to complete assignments and that they were able to get help from teachers and other staff when needed.
- Less than half of students in Grades 7-8 (44%) and slightly more than one quarter (28%) of secondary students reported that they were able to stay motivated in their classes.
- Less than half of families reported that their child was able to stay motivated in their classes.
- Approximately half of students in Grades 7-8 (51%), and just over 40% of students in Grades 9-12 reported that overall, online learning worked for them.
- On average, approximately 43% of families reported that overall, online learning worked for their child.

Moving forward: YRDSB Strategies to Support Students Learning Remotely and their Families

To support the achievement and mental health of students and to remove barriers to meaningful education for all students we will continue to:

- Ensure families with no or limited access to devices are provided with devices for virtual learning;
- Provide appropriate accommodations and modifications and technological supports in a virtual learning environment;
- Engage in continuous two-way communication between YRDSB and community to ensure students' and families/guardians' needs are being met; and
- Promote student engagement through community building initiatives.

Survey Participants and Learning Models

To ensure learning continuity for students during the pandemic, and to support the diverse health, safety, and learning needs of the YRDSB community, YRDSB developed and implemented several learning opportunities for elementary and secondary students. Most YRDSB students accessed learning through the following models:



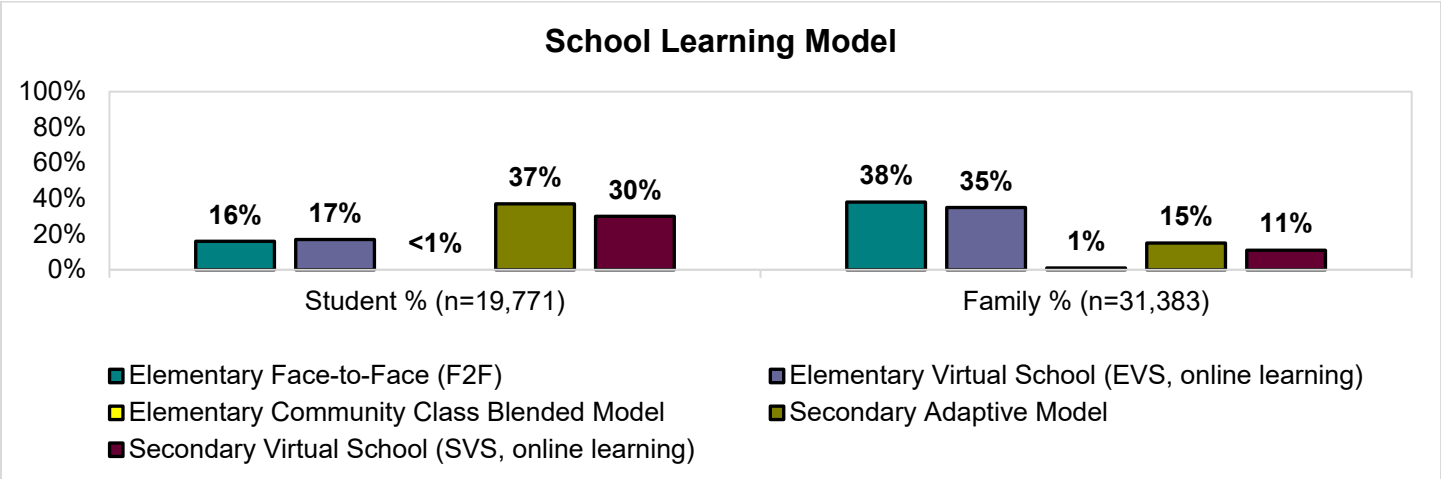
# Student Engagement and Learning

- Elementary Face-to-Face (F2F), wherein elementary students attended in-school learning
- Elementary Virtual School (EVS), wherein elementary students accessed learning exclusively through a virtual platform.
- Secondary Adaptive Model, wherein secondary students alternated between in-school and virtual learning
- Secondary Virtual School (SVS), wherein secondary students accessed learning exclusively through a virtual platform
- Blended Learning Model, wherein elementary students with significant special education needs in community classes who cannot be accommodated with online learning accessed learning (Note: at the secondary level, community classes were available in either SVS or F2F school).

As outlined in Figure 104, out of the 19,771 students who participated in the student survey, the highest proportion were learning in the Secondary Adaptive Model (37%) or the Secondary Virtual School (30%). Seventeen percent of student respondents were learning in the Elementary Virtual School and 16% were learning in the Elementary Face-to-Face model. Less than 1% of respondents were learning in the Elementary Community Class Blended Model.

Among the 31,383 families who participated in the family survey, the highest proportion were families of students learning in the Elementary Face-to-Face model (38%) and families of students in the Elementary Virtual School (35%). Fifteen percent of respondents were families of students in the Secondary Adaptive Model, and 11% were families of students in the Secondary Virtual School. Approximately 1% of respondents had children learning in the Elementary Community Class Blended model.

Figure 104: Student Self-Reported and Family Reported School Learning Model



Source: School Climate Student Survey 2021

## Remote Learning: What Worked Well, and What Didn't Work Well for Students?

Students were invited to respond to the following open-ended statements: “*The thing about online learning that worked well for me was...*” and “*The thing about online learning that didn't work for me was...*”. Students' responses to these two statements suggest that not all students experienced remote learning in the same way. In many instances, themes that emerged as characteristics of remote learning that worked well for students were often the same themes that emerged as characteristics of remote learning that did not work well for students. For example, some students indicated that their mental health improved because of online learning and others indicated that their remote learning had a negative impact on their mental health. Below is a summary of the themes that emerged from student feedback about experiences of remote learning that worked well and did not work well for them.

### Remote Learning: What Worked Well for Students?

As elaborated below, student feedback indicates that there were several characteristics of remote learning that supported student learning.

# Student Engagement and Learning

*Learning at home* – Students identified learning in the comforts of their own home and in their own space as beneficial for their learning, noting that learning at home enabled them to be more focused, less distracted, and able to concentrate on their schoolwork. Students also shared that learning at home gave them an increased sense of autonomy and independence with respect to their schoolwork. Students also appreciated that learning at home allowed them to spend more time with family.

*Learning structure* – Students commented on the convenience of being able to access assignments, lessons, and learning resources in an organized online platform. Not having a commute to school was also identified as a key benefit associated with the remote learning structure. Using technology to support their learning was also identified as beneficial, with some students noting that technology use supported their learning style and learning needs.

*Improved well-being and mental health* – Some students noted that learning remotely contributed to an increased sense of safety from Covid-19 and that it allowed them to be less worried about Covid-19 overall. For many students, the lack of commute to school enabled them to get more sleep, which they identified as improving their overall well-being. In addition, some students identified being able to keep their cameras off during lessons as contributing to reduced anxiety.

*Improved learning skills and work habits* – Students identified improvements in their time management, which contributed to increased efficiency in completing their schoolwork and more available time overall.

*Increased engagement in learning* – Students noted that remote learning contributed to improved engagement in their classes, many of whom identified being able to keep their cameras off while speaking as contributing to an increased sense of confidence while contributing to class discussions. Some students also commented that remote learning contributed to their improved attendance. Students also appreciated being able to ask for assistance from their teacher privately.

*Support from educators and peers* – Students commented on the support they received from their teachers and other staff, as well as their peers. Students appreciated having clear instructions and assistance with their schoolwork when needed. Students also appreciated being able to participate in online social connections with peers.

## Remote Learning: What Didn't Work Well for Students?

As elaborated below, student responses suggest that for some students, there were characteristics of remote learning that did not work well for their learning and well-being.

*Learning at home* – Some students shared that remote learning was difficult because of distractions in their home.

*Challenges associated with engagement* - Some students indicated that during remote learning they were not motivated, had difficulty staying focused or engaging in and completing group work (e.g., virtual breakout rooms).

*Challenges associated with learning skills and work habits* – Some students identified challenges with managing their time and responsibility to complete their schoolwork as a characteristic of remote learning that did not work well for them.

*Problems with technology and internet* – Some students noted that they had problems with technology and internet access or reliability (e.g., freezing, lagging).

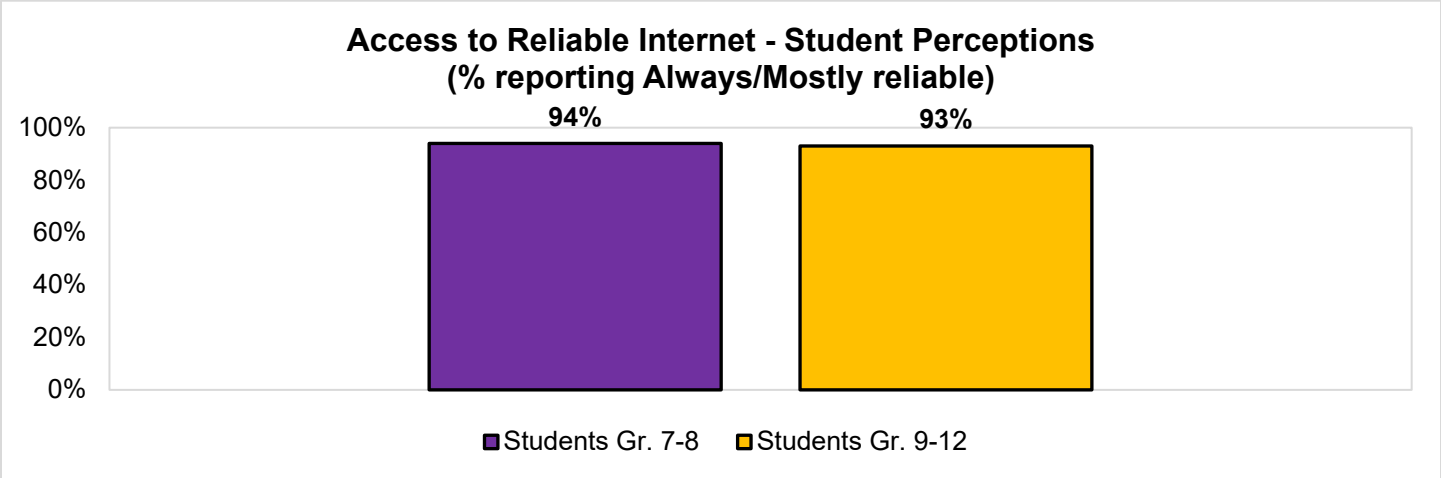
*Negative impact on well-being and mental health* – Some students identified lack of sleep, sleep problems, social isolation, lack of interaction/socialization, not seeing friends or people in general; too much screen time; and a lack of physical and outdoor activity as having a negative impact on their well-being and mental health during periods of remote learning.

*Heavy workloads* – Some students commented that they found the pace of learning too fast and the amount of schoolwork, homework, and assignments to be too much. Some also noted that timelines for completing and submitting assignments were too short.

Access to Remote Learning Tools

Most students indicated that they had access to internet at home that was always or mostly reliable during the 2020-2021 school year [94% Gr.7-8 (n=4,820) and 93% Gr.9-12 (n=10,799)].

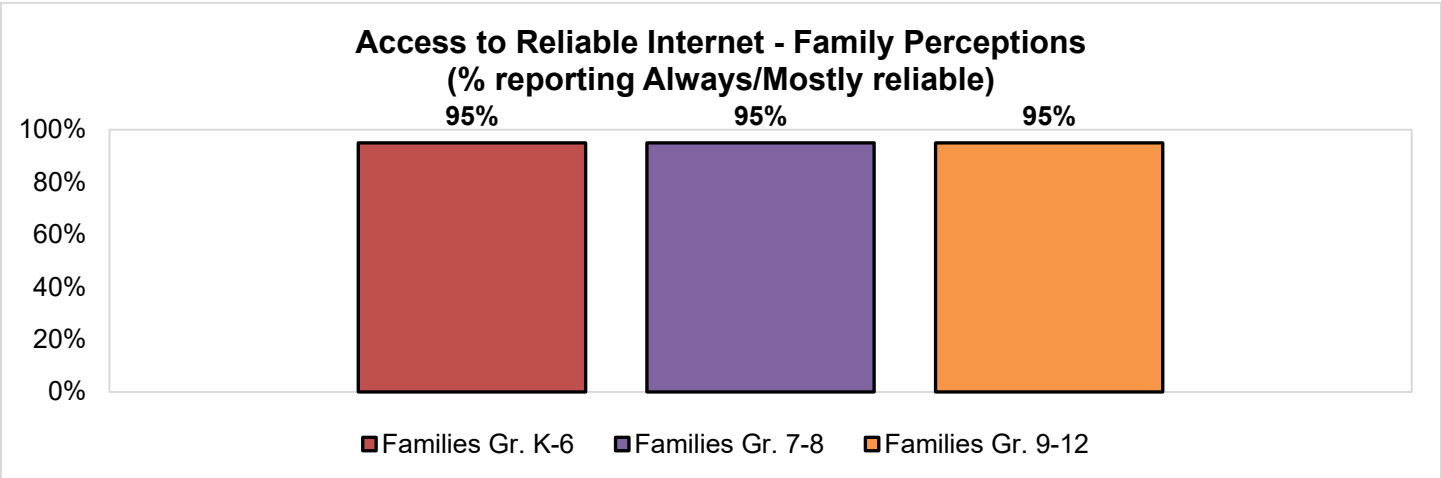
Figure 105: Access to Reliable Internet during Remote Learning – Student Perspectives



Source: School Climate Student Survey 2021

The majority (95%) of families of students in all grades also indicated that their child had access to internet at home that was always or mostly reliable during the 2020-2021 school year [Gr. K-6 (n=15,663); Gr. 7-8 (n=4,340); Gr. 9-12 (n=7,136)].

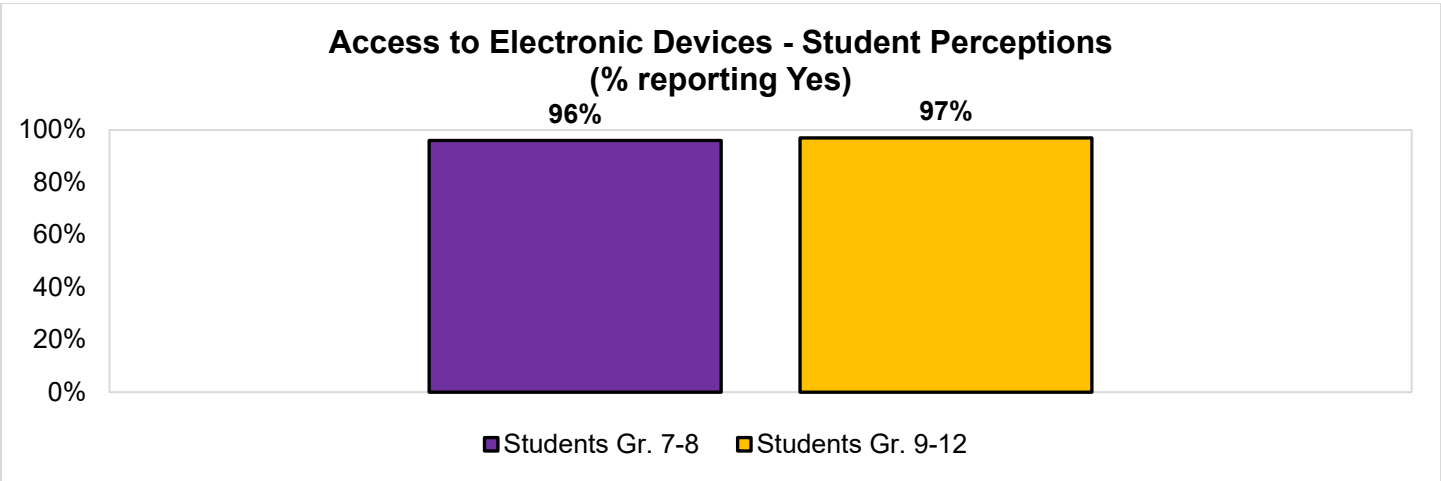
Figure 106: Access to Reliable Internet during Remote Learning – Family Perspectives



Source: School Climate Student Survey 2021

Most students also had access to an electronic device during remote learning. As indicated in Figure 107, 96% (n=4,913) of students in Grades 7-8 and 97% of secondary students (n=11,290) indicated that they had access to an electronic device (e.g., a computer, laptop, Chromebook, Assistive Technology, electronic refreshable braille device, hearing receiver) to complete their schoolwork.

Figure 107: Access to Electronic Devices during Remote Learning – Student Perspectives

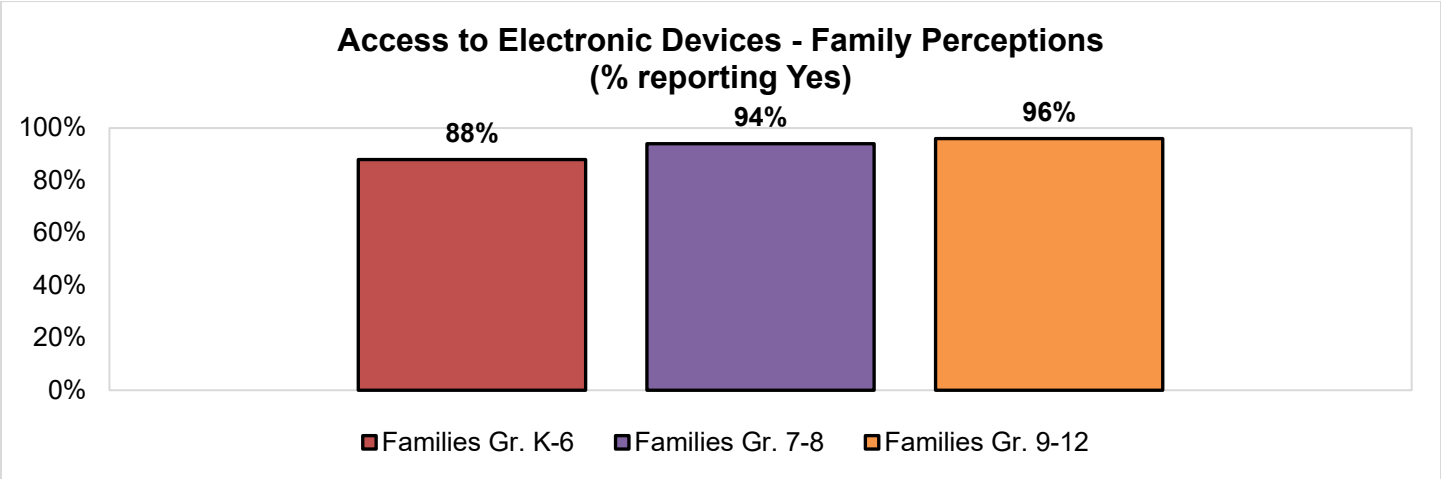


Source: School Climate Student Survey 2021

# Student Engagement and Learning

Figure 108 indicates that while most families reported that their child had access to an electronic device to complete their schoolwork, fewer families of students in Grades K-6 (88%, n=14,411) indicated that their child had access to a device compared to families of students in Grades 7-8 (94%, n=4,285) or Grades 9-12 (96%, n=7,248).

Figure 108: Access to Electronic Devices during Remote Learning – Family Perspectives

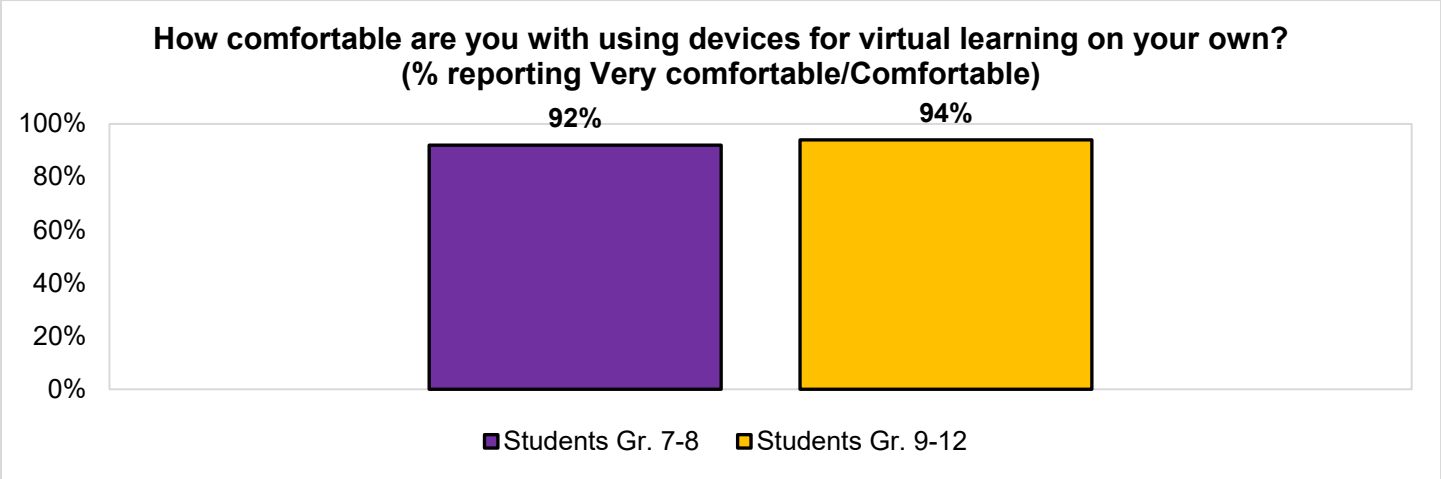


Source: School Climate Student Survey 2021

## Student and Family Comfort with Remote Learning

Most students reported that they were comfortable using devices for virtual learning on their own. Among students in Grades 7-8, 92% (n=4,711) and 94% of secondary students (n=10,940) indicated that they were comfortable using devices for virtual learning on their own.

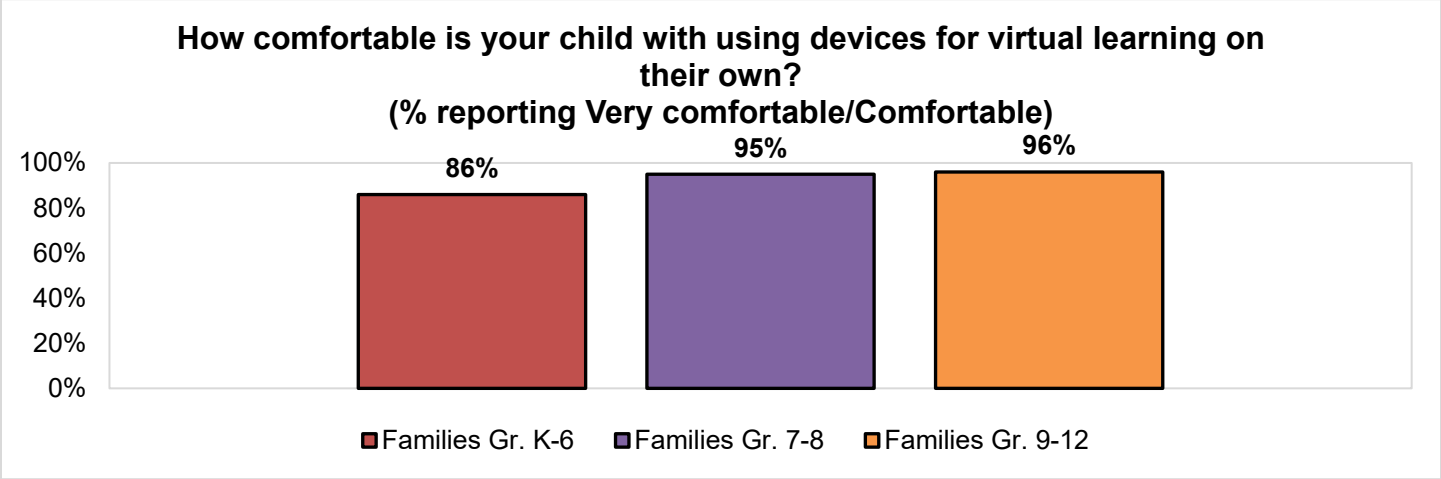
Figure 109: Student Comfort with Virtual Learning Devices – Student Perspectives



Source: School Climate Student Survey 2021

As indicated in Figure 110, most families of students in Grades K-6 (86%, n=14,080) and most families with students in Grades 7-8 (95%, n=4,333) and 9-12 (96%, n=7,189) reported that their child was comfortable using devices for virtual learning on their own.

Figure 110: Student Comfort with Virtual Learning Devices – Family Perspectives

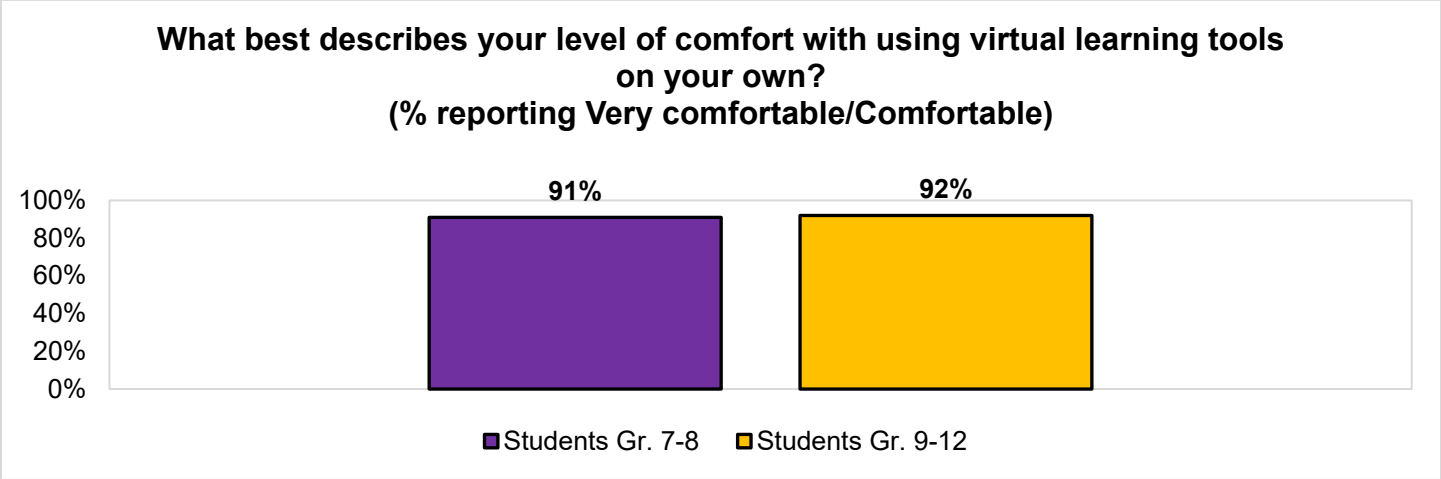


# Student Engagement and Learning

Source: School Climate Student Survey 2021

Most students report that they are comfortable using virtual learning tools on their own. Figure 111 shows that among students in Grades 7-8, 91% (n=4,651) reported that they were comfortable using virtual learning tools on their own, and 92% of students in Grades 9-12 (n=10,651) reported that they were comfortable using these tools on their own.

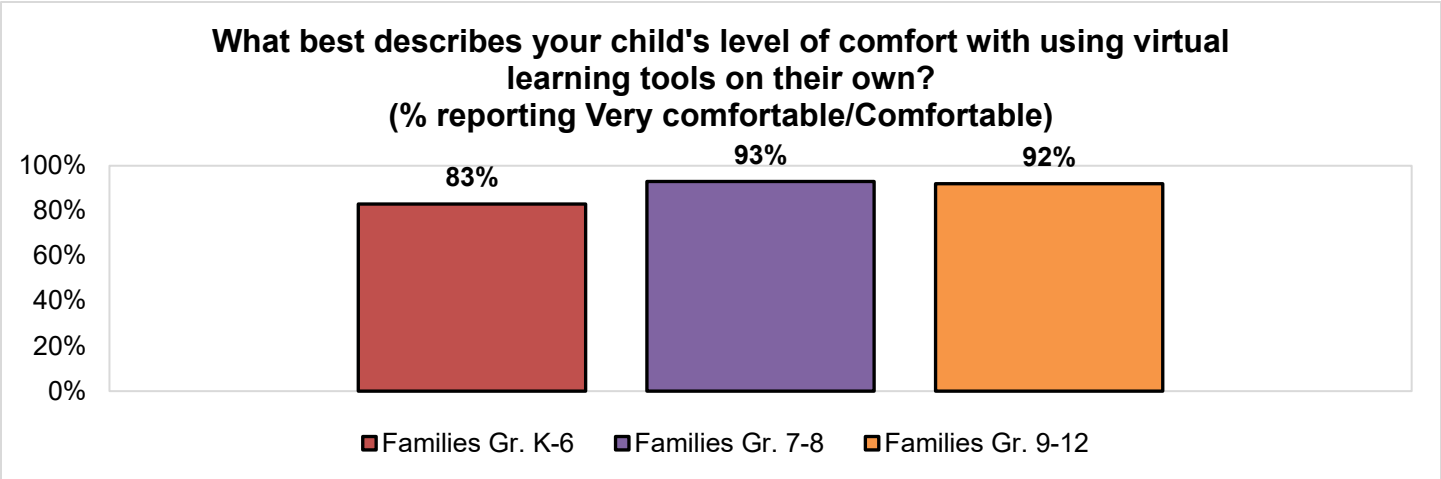
Figure 111: Student Comfort with Virtual Learning Tools – Student Perspectives



Source: School Climate Student Survey 2021

Figure 112 shows fewer families of students in Grades K-6 (83%, n=13,648) reported that their child was comfortable using virtual learning tools on their own than families of students in Grades 7-8 (93%, n=4,244) and families of students in Grades 9-12 (92%, n=6,944).

Figure 112: Student Comfort with Virtual Learning Tools – Family Perspectives

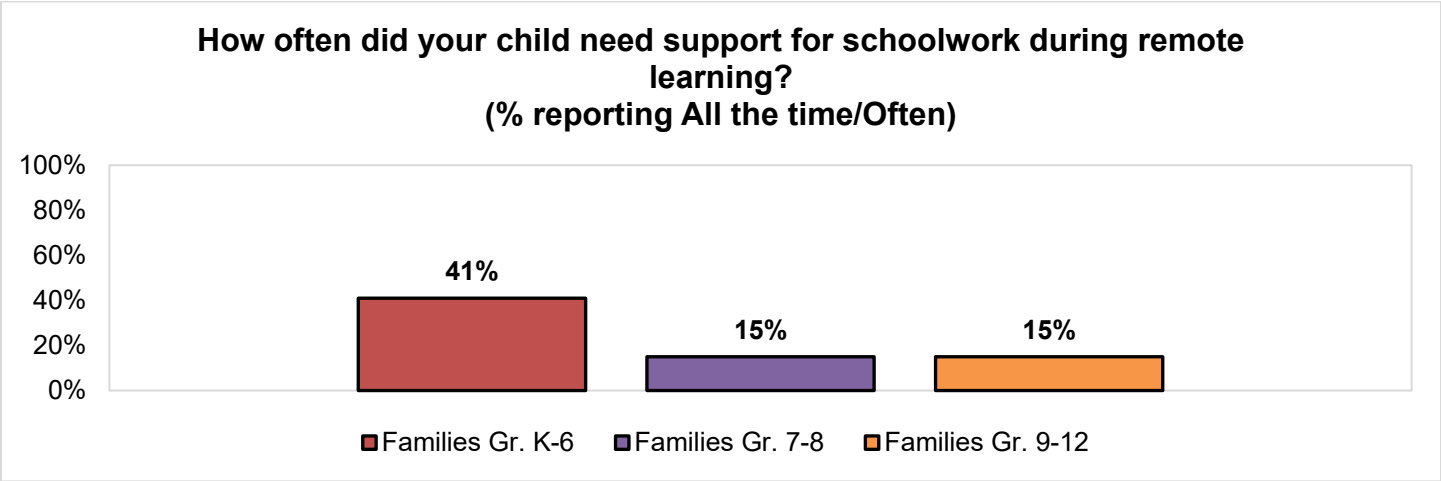


Source: School Climate Student Survey 2021

Families of students in all grades reported that their child needed support for virtual learning all the time or often during the 2020-2021 school year. However, as demonstrated in Figure 113, a substantially higher percentage of families of students in Grades K-6 (41%, n=6,658) reported that their child needed support for virtual learning during this time compared to families of students in Grades 7-8 (15%, n=681) and families of students in Grades 9-12 (15%, n=1,117).

Support for Students during Remote Learning

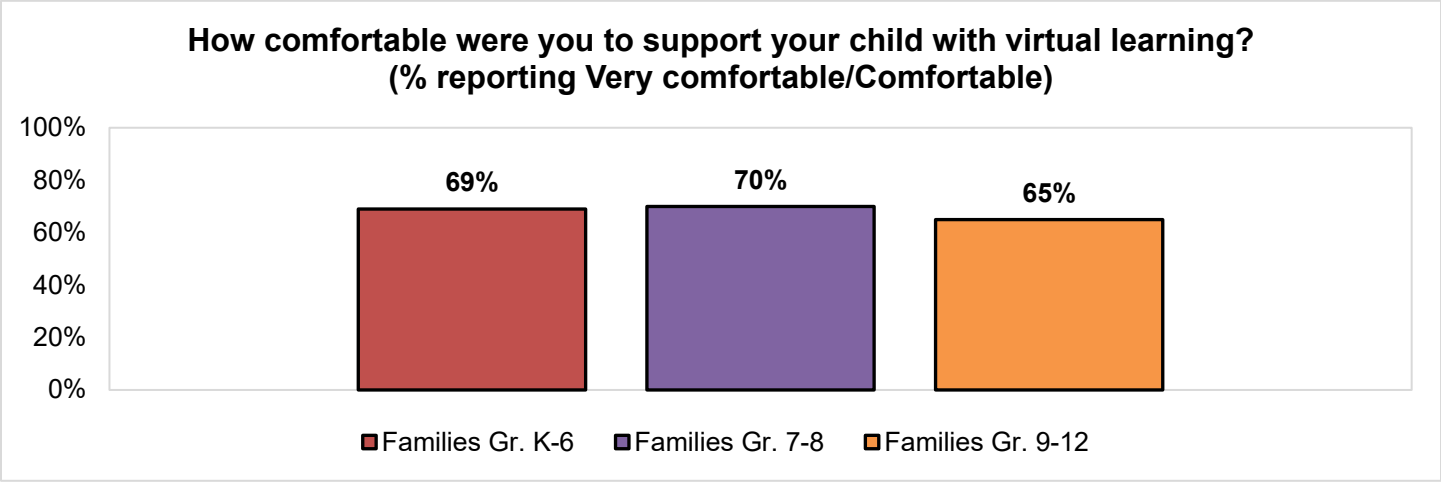
Figure 113: Frequency of Support for Students during Remote Learning – Family Perspectives



Source: School Climate Student Survey 2021

Many families also indicated that they were comfortable supporting their child with virtual learning. Figure 114 demonstrates that among families of students in Grades K-6, 69% (n=11,284) indicated that they were comfortable to do this, as were 70% (n=3,162) of families of students in Grades 7-8. Fewer families of secondary students (65%, n=4,841) indicated that they were comfortable to support their child with virtual learning.

Figure 114: Family Comfort to Support during Virtual Learning

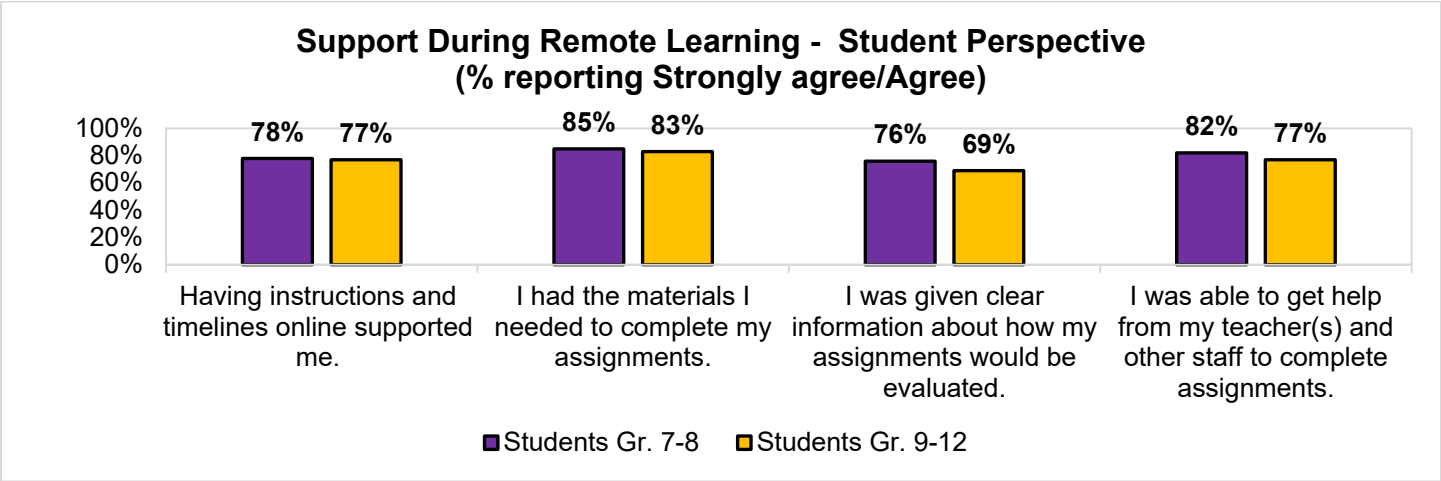


Source: School Climate Student Survey 2021

Many students agreed to various statements about access to support during remote learning. Figure 115 demonstrates that most students in Grades 7-8 (85%, n=3,635) and secondary students (83%, n=7,766) agreed that they had the materials they needed to complete assignments. Many also agreed that they were able to get help from their teacher(s) and other staff to complete their assignments during remote learning (Grade 7-8: 82%, n=3,480 and Grade 9-12: 77%, n=7,145). Many students agreed that having instructions and timelines online supported them during remote learning (Grade 7-8: 78%, n=3,319 and Grade 9-12: 77%, n=7,233). However, a lower percentage of secondary students (69%, n=6,473) agreed that they were given clear information about how their assignments would be evaluated compared to students in Grades 7-8 (76%, n=3,240).



Figure 115: Support during Remote Learning – Student Perspectives



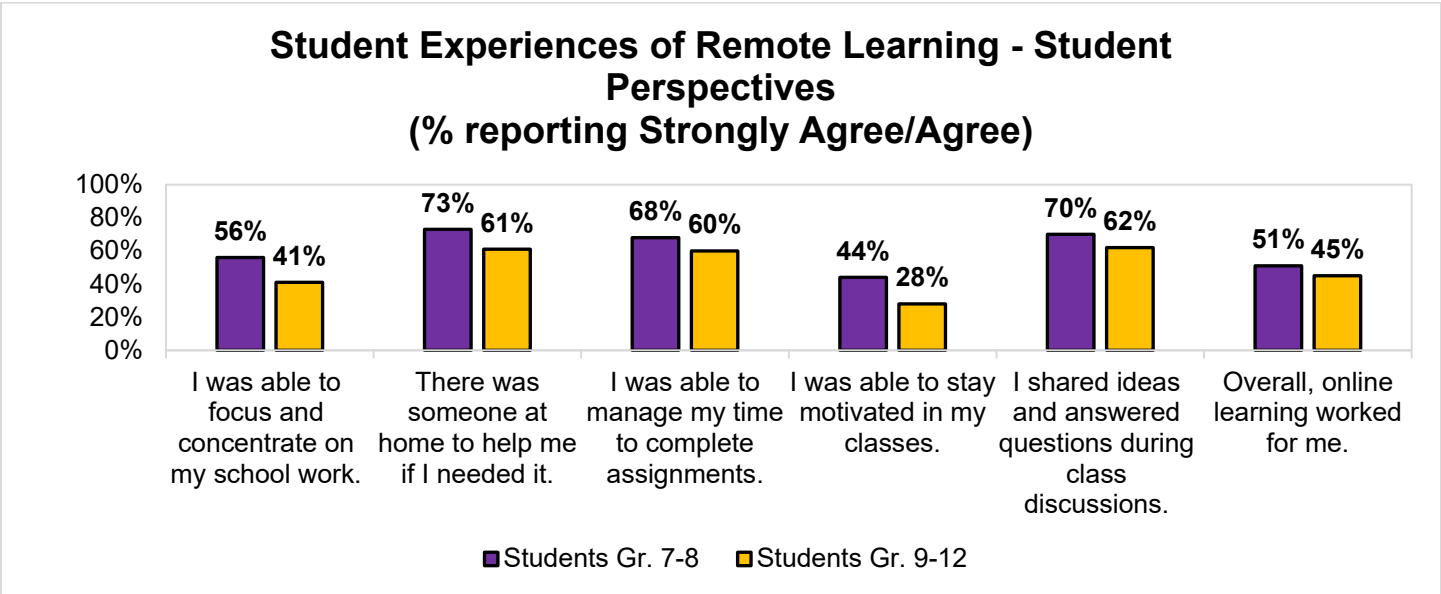
Source: School Climate Student Survey 2021

Student Experiences of Remote Learning

Figure 116 indicates that among elementary students in Grades 7-8, more than half (56%, n=2,348) agreed that they were able to focus and concentrate on their schoolwork, although less than half (44%, n=1,824) agreed that they were able to stay motivated in their classes. Sixty-eight percent (n=2,844) agreed that they were able to manage their time to complete assignments, and 70% (n=2,915) agreed that they shared ideas and answered questions during class discussions. Nearly three quarters (73%, n=3,065) agreed that there was someone at home to help them if they needed it. Slightly more than half of students in Grades 7-8 (51%, n=2,133) agreed that overall, online learning worked for them.

Overall, a lower percentage of secondary students agreed to the statements in Figure 116 compared to elementary students in Grades 7-8. Forty-one percent of secondary students (n=3,715) agreed that they were able to focus and concentrate on their schoolwork, and less than a third (28%, n=2,574) agreed that they were able to stay motivated in their classes. Sixty percent (n=5,516) agreed that they were able to manage their time to complete assignments, and 62% (n=5,643) agreed that they shared ideas and answered questions during class discussions. Sixty-one percent (n=5,593) agreed that there was someone at home to help them if they needed it. Fewer than half of secondary students (45%, n=4,098) agreed that overall, online learning worked for them.

Figure 116: Student Experiences of Remote Learning – Student Perspectives



Source: School Climate Student Survey 2021

As outlined in Figure 117, fewer than half of families of students in Grades K-6 (46%, n=7,478) and slightly more than half of families of students in Grades 7-8 (52%, n=2,346) and Grades 9-12 (54%, n=3,976) strongly agreed or agreed that their children were able to focus and concentrate on their schoolwork while learning from home during the 2020-2021 school year.

# Student Engagement and Learning

Similarly, less than half of families of students in all grades agreed that their children were able to stay motivated in their classes while learning remotely. Forty-nine percent of families of students in Grades K-6 (n=7,796), 46% of families of students in Grades 7-8 (n=2,022) and 43% of families of secondary students (n=3,152) agreed that their child was able to stay motivated in their classes.

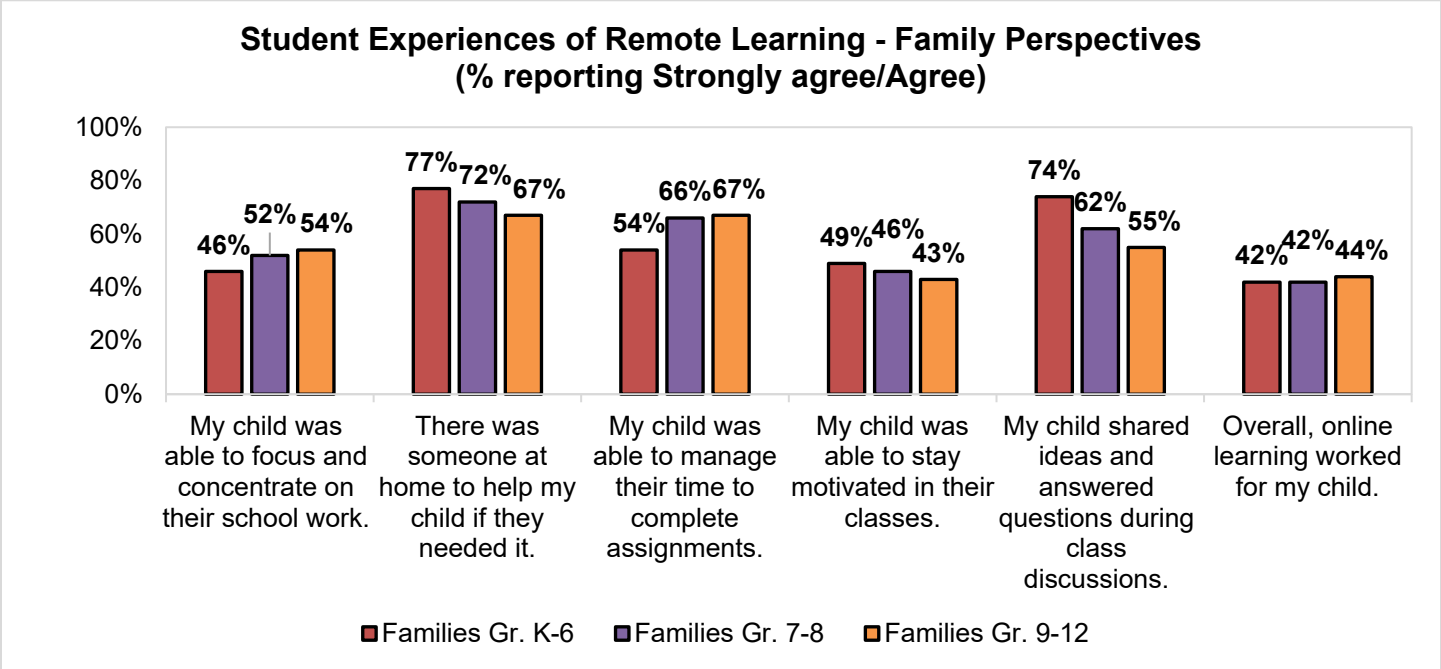
A higher percentage of families reported that their children actively participated in their online class discussions by sharing ideas and answering questions. Nearly three-quarters of families of students in Grades K-6 (74%, n=11,775) and 62% of families of students in Grades 7-8 (n=2,731) and just over half of families of secondary students (55%, n=3,985) agreed that their child shared ideas and answered questions during class discussions.

Among families of students in Grades K-6, 54% (n=8,803) agreed that their child was able to manage their time to complete assignments while 66% of families of students in Grades 7-8 (n=2,967) and 67% of secondary students (n=4,942) agreed with this statement.

Many families agreed that there was someone at home to help their child if they needed it. Seventy-seven percent of families of students in Grades K-6 (n=12,467), 72% of families of students in Grades 7-8 (n=3,215) and 67% of families of secondary students (n=4,936) agreed to this statement.

Across all grades, less than half of families agreed that overall, online learning worked for their child. Forty-two percent of families of students in Grades K-6 (n=6,777) and Grades 7-8 (n=1,855) and 44% of families of secondary students (n=3,250) agreed that online learning worked for their child.

Figure 117: Student Experiences of Remote Learning – Family Perspectives



Source: School Climate Student Survey 2021

## Student Recommendations for Improving Online Learning in the Future

Students were invited to share recommendations for improving remote learning by responding to the following open-ended question: “Here’s what I would suggest to improve online learning in the future...”. Below is a list of key recommendations from students:

### Technology

- Support educators’ use of technology
- Provide support for technology use (e.g., tech support, faster internet, better devices)

### Workload & Class Structure

- Shorten classes and provide longer breaks between classes
- Create learning opportunities that involve less screen time
- Create more opportunities for students to collaborate in small groups
- Ensure appropriate workload (e.g., reduced number of tests/assignments, flexible deadlines)
- More opportunities to connect with teachers for feedback, support, extra help, and check-ins

# Student Engagement and Learning

## Student Engagement & Well-Being

- Consider student voice in remote learning programming
- Create more opportunities for students to connect with one another
- Consider individual student preferences for use of camera during lessons
- Promote student engagement (e.g., engaging discussions, less repetitiveness, interactive activities, virtual clubs, leveraging technology tools)
- Increase support for student well-being (e.g., psychological support)
- Remove online learning



### Student Voices from the 2021 School Climate Survey

#### The thing about online learning that worked well for me was:

*“All information was always posted in one place and was easy to find.” -Secondary Student*

*“Being able to work around my own schedule was beneficial, as it helps me develop more organizational skills and responsibility. In addition, it allows me to take breaks when I feel like my mind needs one, so it has also benefitted my mental health.” -Elementary Student*

#### The thing about online learning that didn't work for me was:

*“At times it was very hard to stay motivated and I really missed having face to face interaction with my friends and teachers. I also extremely missed music, phys-ed, science experiments, live drama and other hands-on activities.” -Elementary Student*

*“Distractions are everywhere at home, while in school provides an easy-to-concentrate environment.” -Secondary Student*

#### To improve online learning in the future:

*“Access to more interactive activities, and less textbook work.” -Secondary Student*

*“Allow students to get to know their classmates better, its hard learning in an environment where you don't know anyone.” Secondary Student*



## Explanation of Terms

**Anti-Oppression Framework:** An approach that places equity and human rights at the forefront of actions by intentionally identifying, addressing and changing the values, structures, policies, attitudes and practices that result in discrimination against individuals or groups. The framework promotes an understanding of how power, privilege and oppression operate within institutions.

**Anti-Racism Data Standards:** Anti-Racism data standard were established by the Government of Ontario to help identify and monitor systemic racism and racial disparities within the public sector in order to create an inclusive and equitable society for all Ontarians. The standards establish consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity.

**Asexual:** Asexual refers to a person who does not experience sexual attraction.

**Bisexual:** Bisexual refers to a person who experiences attraction to both male-identified and female-identified people.

**Data:** “Data is defined as facts, figures, and statistics objectively measured according to a standard or scale, such as frequency, volumes or occurrences. Data does not include information like reports or manuals.” (Government of Ontario, 2021).

**Data Literacy:** “Data literacy is the ability to ask and answer real-world questions from large and small data sets through an inquiry process, with consideration of ethical use of data” (Wolff, 2016).

**Disaggregate Data:** “Disaggregated data is broken down into component parts or smaller units of data for statistical analysis. In the context of race-based data, this means breaking down the composite (aggregate) “racialized” category into its component parts such as Black, South Asian, East/Southeast Asian, Latino, Middle Eastern, White, etc.” (Government of Ontario, 2021).

**Discrimination:** Discrimination is the distinction between individuals not based on legitimate terms; refers to arbitrary bias for or against an individual or a group, or the unjust and inequitable treatment of an individual or group. Discrimination can be based on age, birth, socioeconomic class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith belief, sex, or sexual orientation.

**English as a Second Language (ESL) or English Language Learners (ELL):** “ESL [/ELL] programs, are for students whose first language is [a language] other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills” (Ontario Ministry of Education, 2007).

**English Literacy Development (ELD):** “ELD programs are for students whose first language is [one] other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, and they have had limited opportunities to develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario schools with significant gaps in their education” (Ontario Ministry of Education, 2007).

**Equity:** Equity refers to “the systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for ... differences” (Government of Ontario, 2021).

**Ethnicity:** Ethnicity refers to ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and / or religious characteristics.

**Funds of Knowledge:** Funds of knowledge in Education refers to any culturally rooted knowledge found within communities (Moll et al., 1992).

# Explanation of Terms

**Gay:** Gay refers to a person who experiences attraction to people of the same sex and / or gender. Gay can include both male-identified individuals and female-identified individuals or refer to male-identified individuals only.

**Gender Fluid:** Gender fluid refers to a person whose gender identity or expression changes or shifts along the gender spectrum.

**Gender Identity:** Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum (i.e., gender fluid, gender nonconforming, non-binary, questioning, transgender, two spirit). A person's gender identity may be different from the sex assigned at birth (i.e., female or male).

**Gender Nonconforming:** Gender nonconforming refers to a person not being in line with the cultural associations made in a given society about a person's sex assigned at birth.

**Harassment:** Harassment is "engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome" (Ontario Human Rights Commission, 2013, p. 58).

**Heterosexual:** Heterosexual refers to "people whose enduring physical, romantic and/or emotional attraction is to people of the opposite sex. (Ontario Human Rights Commission, 2013, p. 62).

**Identity-Based Data:** "Identity-based data refers to information about various aspects of students' identities (e.g., racial / ethnic background, and sexual orientation). In the educational context, students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Collecting identity-based data is important for evaluating how well programs, resources and practices support students, and identify the groups of students who may be underserved in order to develop and revise programs, strategies, policies and teaching practices, as well as allocate resources and supports to improve school environments and help students succeed. The Ontario Human Rights Code permits and encourages the collection and analysis of identity data for the purposes of identifying and removing systemic barriers, preventing discrimination, and promoting equity and inclusivity" (Government of Ontario, 2021).

**Indigenous:** "Indigenous people identify as being descended from the Original Peoples of what is currently known as Canada. In this context, Indigenous peoples include people who may identify as First Nations (status and non-status), Métis and/or Inuit and any related identities" (Government of Ontario, 2021).

**Learning Disability:** The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills (as cited in York Region District School Board, 2021a).

**Lesbian:** Lesbian refers to a female-identified person who experiences attraction to female-identifies people.

**Marginalization:** "Marginalization is a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society" (Government of Ontario, 2021).

**Non-Binary:** Non-binary refers to a person whose gender identity does not align with the binary concept of gender such as man or woman.

**Oppression:** Oppression refers to the "a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom" (dictionary.combridge.org, 2021).

**Pansexual:** Pansexual refer to a person who experiences attraction to people of diverse sexes and/or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and/or genders that exist across a spectrum and to challenge the sex/gender binary.



# Explanation of Terms

**Pathologization:** Pathologization “refers to the process by which an experience comes to be seen and approached as something that elicits suffering. It can thus broadly be interpreted as turning something into a problem” (Liebert, 2014)

**Power:** Power is defined as “access to privileges such as information/knowledge, connections, experience and expertise, resources and decision-making that enhance a person’s chances of getting what they need to live a comfortable, safe, productive and profitable life (Ontario Human Rights Commission, 2013, p. 61).

**Privilege:** Privilege is defined as “unearned power, benefits, advantages, access and/or opportunities that exist for members of the dominant group(s) in society. Can also refer to the relative privilege of one group compared to another” (Ontario Human Rights Commission, 2013, p. 61).

**Queer:** Queer refers to some members within LGBTQ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction, or by an individual to reflect the interrelatedness of these aspects of their identity.

**Questioning:** Questioning refers to a person who is unsure about their own sexual orientation.

**Race:** “Race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., “socially constructed”), with significant consequences for people’s lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings” (Government of Ontario, 2021).

**Racism:** “Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another” (Government of Ontario, 2021). These ideas and practices are maintained when racial prejudice is so often backed by systems of power (Oluo, 2018)

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

**Social Identity:** Social identity refers to a person’s sense of who they are based on the social groups the person was born into and belongs to. People can identify or be identified by others on the basis of their social identity (and their intersections). This aspect of an individual’s self-conception is not based on their personal qualities (e.g., skills and abilities).

**Social Location:** Social location refers to one’s position relative to others in society. A person’s social location is shaped by broader power structures that lead to hierarchies and social inequities. Social location influences both *what people experience* and *how they interpret* their and others’ experiences. It is therefore important to consider how social location might influence interpretations of data (Anthias, 2012).

**Statistical Significance Testing:** Significance testing is a set of procedures used to determine whether the differences between two groups or models are unlikely to arise solely from chance (APA Dictionary of Psychology).

**Stereotype:** A stereotype can be understood as a quality that is “...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.” (Government of Ontario, 2021).

**Stigma:** Stigma is defined as a harmful negative stereotype (Canadian Mental Health Association, 2021).

**Students with Special Education Needs:** “Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included” (EQAO, 2019, p.38). Special education needs refers to a classification of students for school to provide specialized or intensive programming and support. It is closely associated with Program of



# Explanation of Terms

Study (Brown & Sinay, 2008; Brown & Parekh, 2010) or “streaming” and is widely considered to be strongly connected to postsecondary access.

**Systemic Barriers:** “Systemic barriers are policies, programs and practices that result in particular groups of students receiving inequitable access to opportunities or being excluded in a way that creates or maintains disadvantages for these marginalized groups” (Government of Ontario, 2021).

**Transgender:** Transgender refers to a person whose gender identity differs from the one associated with their birth-assigned sex.

**Two-Spirit:** Two-spirit refers to an Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine, or non-binary spirits.

**2SLGBTQ+:** 2SLGBTQ+ is an acronym used in this report to refer to two-spirit, lesbian, gay, bisexual, transgender, queer or questioning. 2SLGBTQ+ is an acronym often used as an umbrella term to encompass a much wider range of identities and experiences related to sex, gender and attraction that fall outside the dominant norms of heterosexual and cisgender. In this report, the “T” for transgender is not included when the acronym is used in reference to sexual orientation. Transgender is included under gender identity.

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