YRDSB 2021-2022 Student and Family School Climate Surveys Selected Key Findings

November 2022
YRDSB Research and Assessment Services

CONTENTS

Report Accessibility

Feedback regarding this report is both encouraged and essential for advancing accessibility at YRDSB in a way that recognizes the needs of all learners and community members. To provide feedback or questions about report accessibility, or if you require the report in a different format for accessibility purposes, please contact:

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Land Acknowledgement

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.

Report Citation

York Region District School Board, Research and Assessment Services (2022). October 2022 Student Learning, Well-Being, and Equity Report. (Research Report No. 02.01.09-22). York Region District School Board. York Region. ON

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Acknowledgements

Corporate Communications; Equity and Inclusivity Advisory Committee; Inclusive School and Community Services; Indigenous Community; Indigenous Education Advisory Council; Committee; Psychological Services; Research and Assessment Services; Senior Leadership Team; Special Education Advisory Committee; Special Education Services; Supervisory Officers Network

Engaging with this Report

The following questions are intended to support readers of this report in using an anti-oppression framework to review the findings:

- What do you notice about the data? What stands out for you?

- How does your social location influence how you interpret the data?

- How will you shift or maintain your focus on looking at systems and structures (e.g., policies, multi-year strategic plans, resource allocation) rather than attributing students' experiences and outcomes to deficits within students and families?

- What does the data suggest about the experiences of students and their families?

- What assumptions or inferences might you be making about students and their families based on the data?

- Whose voices may not be represented in these data?

- What additional data sources are needed to understand both complementary and divergent perspectives regarding educational experiences?

Section A: Executive Summary

The evidence found in 2021-2022 Student and Family School Climate Surveys supports in monitoring the implementation of the Multi-Year Strategic Plan (MYSP). The richness of the data would not be possible without the contributions of students, families, and staff. Staff have worked collaboratively and interdepartmentally to complement ongoing reporting provided through other reporting mechanisms, including Every Student Counts Survey (ESCS) Reporting, Dismantling Anti-Black Racism Strategy (DABRS), and Indigenous Education and Equity Strategy (IEES). Moreover, it would be important to recognize that system and school leaders continue using more fulsome data sets to support local contexts within the overall work of the MYSP and Director's Action Plan (DAP). This report is one step towards ensuring greater consistency, monitoring and accountability, especially for students whose outcomes are not being met equitably.

Learning models impacted their overall well-being and mental health. Students in remote learning noted marked differences, as compared to students learning F2F, in their ability to build friendships with other students, collaborate with other students and build relationships with teachers.

This report provides contextual information to support the Board's equity work. It includes an analysis of selected sections of the 2021-2022 Student and Family Climate Survey administered in June 2022, which garnered more than 24,900 responses.

Accommodation of students' religion/spiritual affiliation is essential to ensuring that all students can observe the beliefs of their faith, be free from harassment or discrimination, and study in safe and respectful environments. Most notably, no students or families of Indigenous Spirituality perceived their school as supportive of their faith accommodations. Moreover, these students report that their dress and looks are significant barriers to their learning and well-being.

Many students and families reported that racism and discrimination posed barriers to learning and well-being. No incident of hate, racism and discrimination is acceptable; and students report its existence as a barrier within our schools. In addition to specific forms of racism and discrimination, student marks were posed as the most significant barrier at 57% overall.

Information from the student and family survey notes that racism, hate and discrimination are prevalent and impacting student learning and well-being.

Data from the student and family survey indicates that most students in secondary schools (76%) found that culminating activity days were helpful for students' mental health and well-being. Across all grades, approximately 40% of students and families indicated that they were not sure or did not know how to get help for students' mental health concerns.

YRDSB aims to build collaborative relationships with all communities. The June 2022 survey indicates 65% of families agreed YRDSB is actively building trusting relationships with families, and 63% agreed the Board is actively building trusting relationships with communities. Overall, 85% of families agreed that the school provides them with communications that are easy to understand and 79% agreed the school's communications were easy to access. However, 67% agreed the school provided them with communication about the process for addressing issues and 63% agreed the school provided them with communications about how they will be informed of the outcome of any issues raised.

We appreciate the opportunity for YRDSB students and families to hold us accountable to our goals of ethical leadership, student success and well-being. Our June 2022 survey indicates that over three quarters of students and families felt satisfied with the overall quality of education students received this past year, and 72% felt the instruction received supported students' strengths, needs and interests.

Section B: Students, Families and Their Communities Demographics

Student, family, and community demographics gathered in the June 2022 Student and Family School Climate Survey are highlighted in this report. This anonymous survey was administered to students in Grades 7 to 12 and families of students in kindergarten to Grade 12 with a total of 24,931 responses received (16,267 from students and 8,664 from families). For the purposes of this report, students' and families' responses were combined to provide representative experiences of students.

From the responses received, over 200 unique ethnicities and cultural origins were volunteered by students and families. Families and students also identified with 22 sexual orientations. A full listing of ethnic and cultural origins can be found in Appendix **List A**. Appendix **List B** provides a list of sexual orientations identified by students and families.

Self-Identified Racial and Indigenous Identity

Table 1 displays an overview of YRDSB student and family communities by self-identified race. Overall, more than one third of survey respondents identified students as East Asian (36%), a third as White (33%), followed by 15% as South Asian, 10% Middle Eastern, 4% Black, 4% Southeast Asian, 2% Indigenous, and 2% Latino/a/x. Of note, 6% of students and families who participated in the survey preferred not to disclose their race. Respondent demographics are consistent with those who responded to the 2020-2021 Student and Family Survey and the 2018 Every Student Counts Survey. Appendix **List C** provides a list of races identified by students and families.

Table 1: Student and Family Self-Identified Race

Self-Identified Race	Elementary	Secondary	Overall
Black	4%	4%	4%
East Asian	37%	36%	36%
Indigenous to Canada	2%	2%	2%
Latino/Latina/Latinx	2%	2%	2%
Middle Eastern	12%	9%	10%
South Asian	15%	15%	15%
Southeast Asian	4%	4%	4%
White	31%	35%	33%
Prefer not to answer	7%	4%	6%

Note: Percentages may not sum to 100% as respondents could choose more than one category

Self-Identified Religion and/or Spiritual Affiliation

Across both panels, students and families self-identified 33 religious and spiritual affiliations, including those with no religious or spiritual affiliation (**List D** in the Appendix includes the complete list). As seen in **Table A** of the Appendix, the most frequently occurring response was 'no religious or spiritual affiliation' (18%), followed by Christian (non-Catholic) (16%), Atheist (12%), and Muslim (9%). Students and families who identified as Agnostic, Buddhist, Catholic, Hindu, Indigenous Spirituality, Jewish, Muslim, Sikh, and of a religious or spiritual affiliation not listed, each fall within the range of 1% and 7%. Twelve per cent of respondents indicated they were not sure of their religion.

Gender Identity

There were marginally more male (Boy/ Man) than female (Girl/ Woman) students across the Board. Non-Binary/ Genderqueer students made up 4%, Two-Spirit students made up <1%, and students who were not sure about their gender made up 1%. 2% of respondents preferred not to disclose their gender. See **List E** in Appendix for a list of gender identities volunteered by students and families and **Table B** for the distribution of students' self-identified gender by panel and overall.

Language(s) Spoken, Heard and/or Seen at Home

Figure 1 compares the languages spoken, heard and/or seen at home across Grades K-6, 7-8, and 9-12. Rather than highlight the proportions of students that speak, hear and/or see the 143 specific languages reflected in the Board, survey responses were grouped into three categories: Another language(s) only; Both English and Another language(s); and English only. This categorization allows for a better representation of the large proportion of students in the YRDSB who speak, hear and/or see multiple languages. See Appendix **List F** for a detailed list of the vast variety of languages spoken, heard and/or seen at home.

At the system level, 'Another language(s) and English' was the most frequently occurring response (46%). In other words, students may be learning English as the language of instruction (i.e., acquiring English as a second or additional language), or students may be growing up fully bilingual or multilingual (i.e., English and an additional home language(s)). 15% of students speak, see or hear 'Another language(s) only' at home. Overall, 61% of YRDSB students are multilingual (i.e., speak, see and/or hear 'Another language(s) and English' or speak, see and/or hear 'Another language(s) only'). Approximately one-third of students and families solely speak, hear or see English at home.

Figure 1: Student and Family Self-Identified Language(s) Spoken, Heard and/or Seen at Home
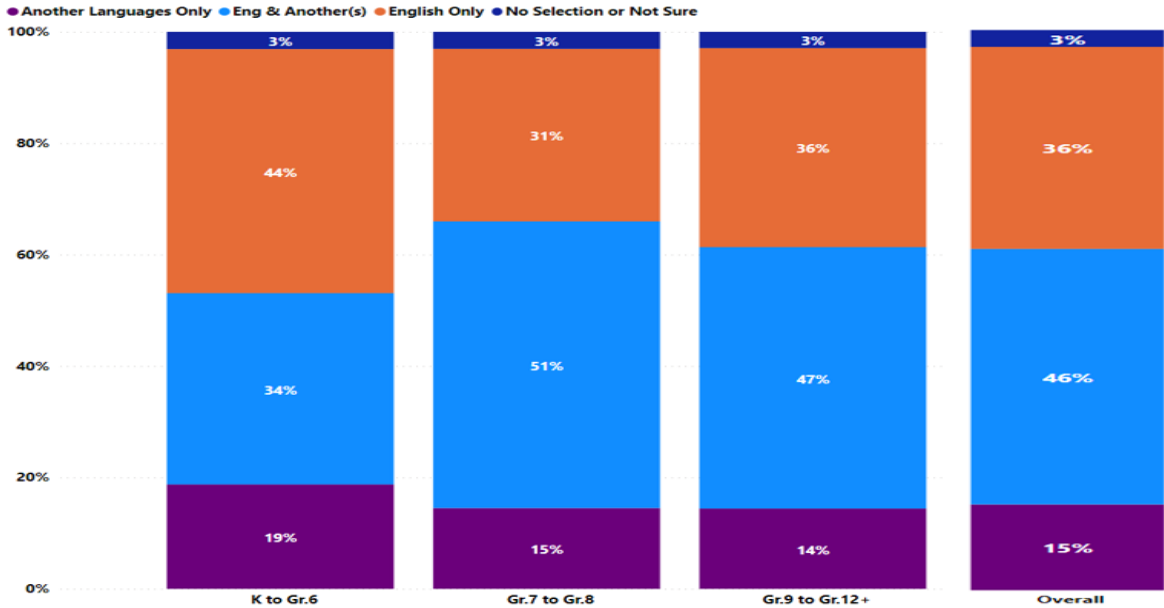
Section C: Equity and Inclusion

The DAP articulates the Board's goal to raise the achievement and well-being of students who are underserved and underperforming. Ontario's Equity and Inclusive Education Strategy calls upon Boards to review their policies and practices to identify and address processes, policies and structures that may contribute to structural inequities in the system that negatively impact students. In this section, the June 2022 student and family survey data was used to explore structural inequities by looking at faith accommodations, barriers to learning and well-being, and reported incidents of hate, racism, and discrimination.

Of important note is that many of the metrics reported on throughout this section overlap with the Director's Action Plan goal of Ethical Leadership and as such are also indicators of the impact of Ethical Leadership. The York Region District School Board Leadership Framework facilitates a shared vision for leadership and what it means to be an ethical leader. When leaders identify, interrupt, and remove oppressive structures, practices and barriers, the result is equity, inclusion, and well-being for students, families, community, and staff. They use an anti-racist and anti-oppressive lens to identify and remove barriers to create culturally responsive practices, inclusive environments, and equitable outcomes.

The above metrics are also indicators of the impact of Bold Leadership as identified in Priority One of the Dismantling Anti-Black Racism Strategy and Ethical Leadership. When leaders commit to equity, address anti-Black racism, and adopt an equity/Anti-Black racism lens to their work, the result is eradication of racial disproportionalities, disparities, and incidents.

Information gathered from our 2022 Student and Family Survey shows that 71% students indicated they understand how systemic racism occurs in education. **Figure 2** displays the percentage of students and families who indicated they understand how systemic racism occurs in education disaggregated by racial identity. Notably, only 53% of students and families who preferred not to disclose their race indicated they understood how systemic racism occurs in education.

Figure 2: Percentage of Students and Families Who Understand How Systemic Racism Occurs in Education (Answered: Strongly Agree and Agree)
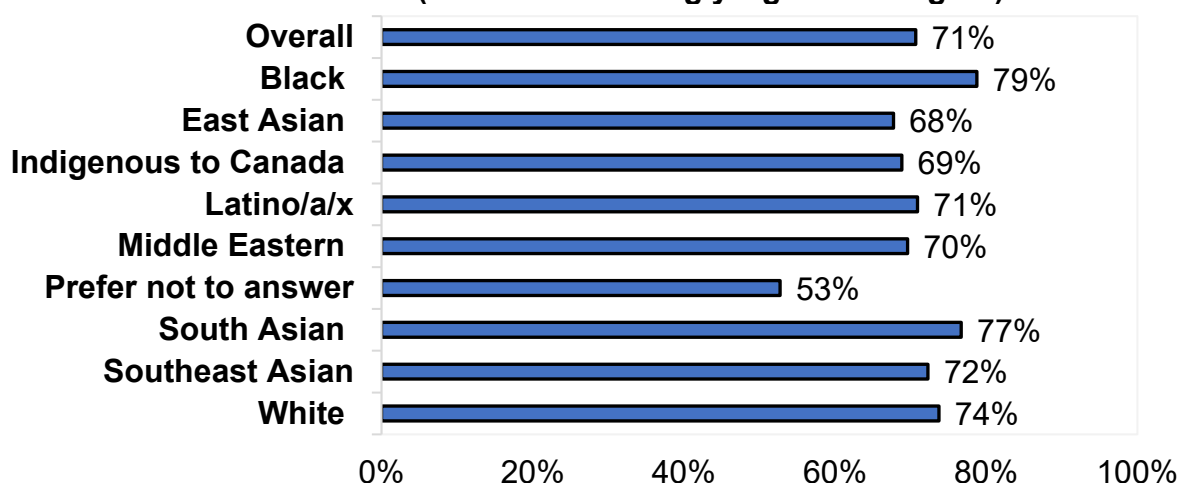
Religion/Spiritual Affiliation and Faith Accommodations

A review of faith accommodations examined the agreement level of elementary students and families on their perception of how supportive their school is regarding their faith accommodations (e.g., changes to music class and gym class). Most noticeable in **Table 2**, it appears no students or families of Indigenous Spirituality agreed, 13% disagreed, and 88% were not sure whether their school was supportive of their faith accommodations. Findings show that upwards of 52% of students and families of all other faiths (Agnostic, Atheist, Buddhist, Catholic, Christian Non-Catholic, Hindu, Jewish, Muslim, Sikh, Spiritual, and religious and spiritual affiliations not listed) agreed that their school is supportive of their faith accommodations. Most noticeable, there were no students or families of Indigenous Spirituality who agreed, 13%

disagreed, and 88% were not sure whether their school was supportive of their faith accommodations.

Table 2: In Elementary, my school is supportive of my faith accommodations.

Self-Identified Religion	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Not sure
Agnostic	54%	4%	41%
Atheist	56%	7%	37%
Buddhist	67%	5%	28%
Catholic	58%	4%	38%
Christian	58%	6%	35%
Hindu	75%	4%	21%
Indigenous Spirituality	0%	13%	88%
Jewish	60%	8%	33%
Muslim	70%	6%	24%
Sikh	56%	9%	35%
Spiritual, but not religious	55%	5%	40%
No religious or spiritual affiliation	52%	4%	44%
Not sure	59%	5%	36%
I do not understand this question	53%	9%	37%
Religion(s) or spiritual affiliation(s) not listed above	53%	6%	41%

Table 3: In Secondary, my school is supportive of my faith accommodations (e.g., changes to my music, gym class).

Self-Identified Religion	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Not sure
Agnostic	64%	8%	29%
Atheist	65%	8%	27%
Buddhist	70%	6%	24%
Catholic	64%	5%	31%
Christian	63%	9%	29%
Hindu	78%	7%	15%
Indigenous Spirituality	70%	0%	30%
Jewish	67%	7%	26%
Muslim	73%	10%	17%
Sikh	79%	8%	14%
Spiritual, but not religious	57%	8%	35%
No religious or spiritual affiliation	66%	5%	29%
Not sure	66%	6%	29%
I do not understand this question	59%	7%	34%
Religion(s) or spiritual affiliation(s) not listed above	60%	14%	26%

Table 3 shares the agreement level of secondary students and families on their perception of how supportive their school is regarding their faith accommodations (e.g., changes to music class and gym class). In direct contrast with elementary student and

family perceptions in **Table** 2, 70% of students and families of Indigenous Spirituality agreed, 0% disagreed, and 30% of these students and families are not sure that their school is supportive of their faith accommodations. Upwards of 57% of students and families of all other faiths (Agnostic, Atheist, Buddhist, Catholic, Christian Non-Catholic, Hindu, Jewish, Muslim, Sikh, Spiritual, and religious and spiritual affiliations not listed) agreed that their school was supportive of their faith accommodations, while 10% of Muslim students and families and 14% of students and families of a religion or spiritual affiliation not listed disagreed that their school was supportive of their faith accommodations.

Barriers to Learning and Well-Being

"We will work tirelessly to identify and dismantle systemic barriers where they exist, and through our collective actions, building one upon the other, create lasting, impactful and transformative change." Louise Sirisko, DABRS.

Overall, 48% of students and families reported that there are barriers that get in the way of learning and well-being at school. An overview of the barriers is provided in **Table 4**, which breaks the barriers down into Kindergarten to Grade 6, Grades 7 to 8, and Grades 9 to 12.

Overall, 57% of those reporting barriers get in the way indicated their grades or marks were the barrier; 50% said their hobbies, activities and/or interests; and 36% reported the way they look as a barrier to their learning and well-being. For students and families in Kindergarten to Grade 6, the top four barriers to learning and well-being were: hobbies, activities and/or interests (31%), grades or marks (30%), ableism (19%) and the way I look (18%). In grade 7 to 8, the top four barriers were: grades or marks (56%); hobbies, activities and/or interests (50%); the way I look (40%); and the way dress (37%). For the secondary students and families, the top four barriers were: grades or marks (64%) hobbies, activities and/or interests (55%); the way I look (39%); sexism (35%); and the way I dress (35%).

Table 4: Barriers that get in the way of learning and well-being at school.

Barriers	K to Gr.6	Gr.7 to Gr.8	Gr.9 to Gr.12+	Overall
Anti-Indigenous racism	8%	16%	15%	14%
Ableism (special education needs or disability)	19%	23%	24%	23%
Anti-Arab racism	4%	16%	15%	14%
Anti-Asian racism	9%	23%	23%	21%
Anti-Black racism	8%	20%	18%	17%
Anti-Sikh racism	4%	13%	12%	11%
Antisemitism (anti-Jewish racism)	5%	16%	16%	14%
Homophobia, Biphobia, Heterosexism	7%	30%	31%	27%
Islamophobia (anti-Muslim racism)	5%	19%	17%	16%
Language, Dialect Discrimination, my first languages	10%	22%	21%	20%
My grades or marks	30%	56%	64%	57%
My hobbies, activities and/or interests	31%	50%	55%	50%
Newcomer Status, Citizenship Discrimination	7%	17%	16%	15%

Barriers	K to Gr.6	Gr.7 to Gr.8	Gr.9 to Gr.12+	Overall
Sexism	9%	35%	35%	31%
Sizeism	11%	29%	25%	24%
The way I dress	16%	37%	35%	33%
The way I look	18%	40%	39%	36%
Transphobia, Cissexism	4%	18%	19%	17%

First Nations, Metis and Inuit Students and Families

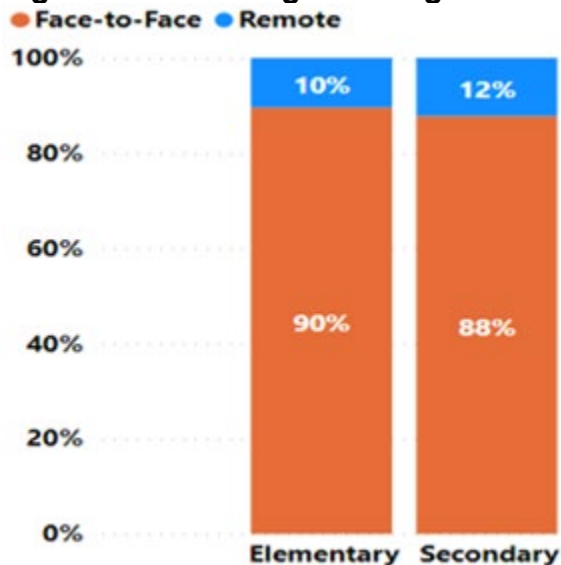**Figure 3: Percentage of Indigenous Students by Learning Model, 2021-2022**

Figure 3 displays the proportion of Indigenous students who were enrolled in F2F or Remote learning models for the 2021-2022 school year based on respondents from the 2022 Student and Family School Climate Survey.

Overall, 55% of Indigenous students and families reported that barriers get in the way of their learning and Well-being at school.

A little more than half of Indigenous students and families (53%) agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

Less than half of Indigenous students (47%) agreed with the statement: The instruction I receive is culturally relevant to my identity.

Sixty-nine per cent of all Indigenous students and families agreed with the statement: I understand how systemic racism occurs in education. **Table 5** provides a list of the barriers to learning and well-being and the proportions of Indigenous students and families who indicated the barriers that get in their way. Grades or marks, the way students look, and anti-Indigenous racism are the top three barriers that get in the way of learning and well-being of Indigenous students and families across all grades.

Table 5: Percentage of Indigenous Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely)

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	22%	36%	40%	35%
Ableism (special education needs or disability)	30%	35%	39%	36%
Anti-Arab racism	7%	25%	25%	22%
Anti-Asian racism	7%	32%	25%	23%
Anti-Black racism	7%	24%	28%	23%
Anti-Sikh racism	8%	27%	19%	19%
Antisemitism (anti-Jewish racism)	12%	27%	24%	22%
Homophobia, Biphobia, Heterosexism	15%	47%	41%	37%
Islamophobia (anti-Muslim racism)	12%	29%	22%	21%
Language, Dialect Discrimination, my first languages	8%	33%	27%	24%
My grades or marks	42%	58%	62%	57%
My hobbies, activities and/or interests	32%	50%	55%	50%
Newcomer Status, Citizenship Discrimination	12%	37%	24%	25%
Sexism	8%	40%	38%	33%
Sizeism	4%	40%	34%	30%
The way I dress	19%	47%	44%	40%
The way I look	32%	50%	48%	45%
Transphobia, Cissexism	4%	38%	28%	26%

The data presented in this section clearly demonstrate barriers exist for Indigenous students connected to Anti-Indigenous racism and that more work is needed across the systems to dismantle systemic barriers.

Black Students and Families

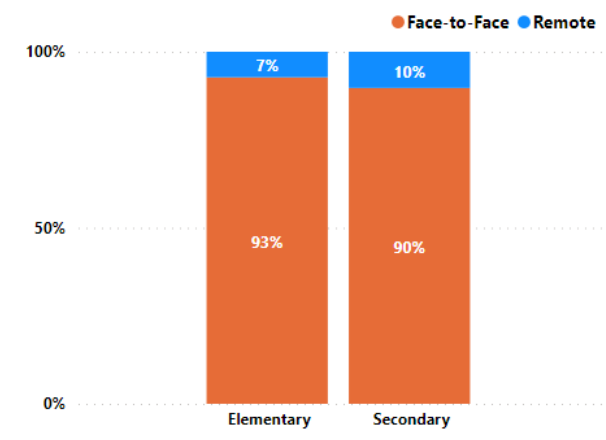**Figure 4: Percentage of Black Students by Learning Model, 2021-2022**

Figure 4 displays the proportion of Black students who were enrolled in F2F or Remote learning models for the 2021-2022 school year.

- Overall, 56% of Black students and families reported that barriers get in the way of their learning and well-being at school. **Table 6** provides a list of the barriers to learning and well-being and the proportions of Black students and families who indicated the barriers that get in their way. Anti-Black racism, Grades or marks and the way students look are the top three barriers that get in the way of learning and well-being of Black students and families across all grades. Islamophobia, antisemitism and language discrimination are also barriers indicated by over 20% of Grades 9-12 Black students and their families.

- 79% of Black students and families agreed with the statement: I understand how systemic racism occurs in education.

- 42% of Black students agreed with the statement: The instruction I receive is culturally relevant to my identity.

- When exploring other aspects of schooling spaces that can be barriers to learning and well-being, around half of Black students and families agreed with the following statements:
  - This school is actively working to create Black-affirming learning environments (49%),
  - YRDSB is actively working to address and dismantle systemic barriers (50%), and
  - YRDSB is committed to equity and dismantling anti-Black racism (54%).

Table 6: Percentage of Black Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

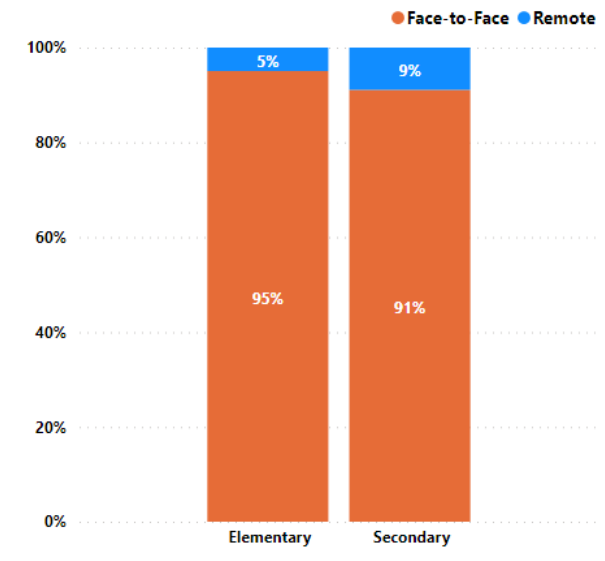| Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	15%	16%	24%	20%
Ableism (special education needs or disability)	30%	24%	32%	29%
Anti-Arab racism	7%	16%	25%	20%
Anti-Asian racism	9%	19%	23%	20%
Anti-Black racism	39%	49%	51%	48%
Anti-Sikh racism	2%	10%	19%	14%
Antisemitism (anti-Jewish racism)	4%	10%	22%	16%
Homophobia, Biphobia, Heterosexism	7%	28%	37%	30%
Islamophobia (anti-Muslim racism)	9%	18%	26%	21%
Language, Dialect Discrimination, my first languages	2%	17%	24%	19%
My grades or marks	33%	57%	62%	56%
My hobbies, activities and/or interests	29%	53%	58%	52%
Newcomer Status, Citizenship Discrimination	9%	14%	20%	16%
Sexism	16%	33%	37%	33%
Sizeism	7%	34%	34%	30%
The way I dress	15%	41%	40%	37%
The way I look	29%	45%	41%	41%
Transphobia, Cissexism	2%	17%	25%	19%

Figure 5 displays the proportion of Middle Eastern students who were enrolled in F2F or remote learning models for the 2021-2022 school year.

Seen in **Table 7**:
- Overall, 52% of Middle Eastern students and families reported that barriers get in the way of their learning and well-being at school.

- A little more than half of Middle Eastern students and families (55%) agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

- Less than half of Middle Eastern students (47%) agreed with the statement: The instruction I receive is culturally relevant to my identity.

- 69% of Middle Eastern Students and Families agreed with the statement: I understand how systemic racism occurs in education. Table 7: Percentage of Middle Eastern Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	12%	19%	16%	17%
Ableism (special education needs or disability)	13%	24%	26%	24%
Anti-Arab racism	5%	25%	23%	22%
Anti-Asian racism	8%	20%	18%	18%
Anti-Black racism	7%	21%	18%	18%
Anti-Sikh racism	5%	14%	12%	12%
Antisemitism (anti-Jewish racism)	11%	20%	22%	20%
Homophobia, Biphobia, Heterosexism	7%	31%	31%	28%

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Islamophobia (anti-Muslim racism)	8%	30%	28%	27%
Language, Dialect Discrimination, my first languages	13%	27%	26%	25%
My grades or marks	22%	58%	60%	55%
My hobbies, activities and/or interests	29%	50%	50%	47%
Newcomer Status, Citizenship Discrimination	8%	21%	24%	21%
Sexism	4%	42%	38%	36%
Sizeism	8%	34%	26%	27%
The way I dress	16%	42%	34%	35%
The way I look	18%	46%	39%	39%
Transphobia, Cissexism	2%	19%	18%	17%

Asian Students and Families
Asian (All: East Asian, South Asian, Southeast Asian Students and Families)

Figure 6: Percentage of Asian Students by Learning Model, 2021-2022

Figure 6 displays the proportion of Asian students who were enrolled in F2F or remote learning models for the 2021-2022 school year.

Seen in **Table** 8:

- 45% of all Asian students and families reported that barriers get in the way of their learning and well-being at school.

- 60% of Asian students and families agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

- A little more than half of Asian students (54%) agreed with the statement: The instruction I receive is culturally relevant to my identity.

- 70% of all Asian students and families agreed with the statement: I understand how systemic racism occurs in education.

Table 8: Percentage of Asian Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	10%	15%	15%	14%
Ableism (special education needs or disability)	17%	20%	21%	20%
Anti-Arab racism	7%	14%	15%	14%
Anti-Asian racism	16%	27%	31%	28%
Anti-Black racism	9%	19%	19%	18%
Anti-Sikh racism	6%	13%	13%	12%
Antisemitism (anti-Jewish racism)	6%	13%	14%	12%
Homophobia, Biphobia, Heterosexism	6%	28%	28%	26%
Islamophobia (anti-Muslim racism)	7%	17%	18%	16%
Language, Dialect Discrimination, my first languages	15%	23%	24%	23%
My grades or marks	32%	57%	68%	60%
My hobbies, activities and/or interests	35%	50%	58%	53%
Newcomer Status, Citizenship Discrimination	10%	17%	17%	16%
Sexism	11%	33%	31%	29%
Sizeism	14%	27%	26%	25%
The way I dress	17%	36%	35%	33%
The way I look	18%	39%	39%	37%
Transphobia, Cissexism	6%	16%	18%	16%

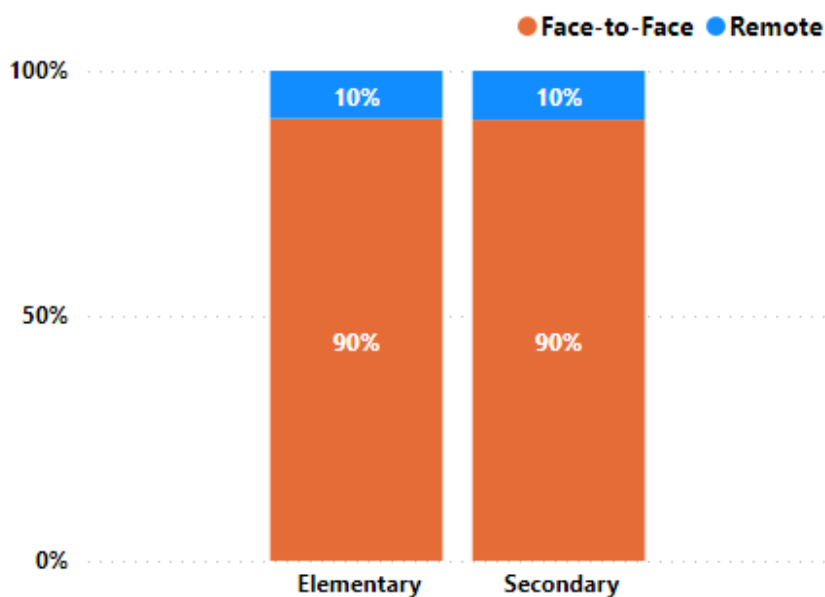**Figure 7: Percentage of East Asian Students by Learning Model, 2021-2022**
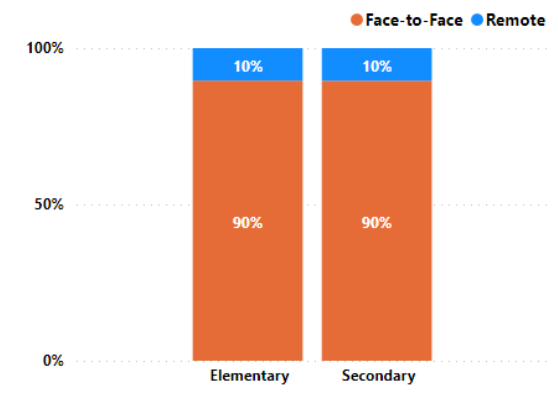

Figure 7 displays the proportion of East Asian students who were enrolled in F2F or remote learning models for the 2021-2022 school year.

Seen in **Table** 9:

- 45% of East Asian students and families reported that barriers get in the way of their learning and well-being at school.
- 68% of East Asian Students and Families agreed with the statement: I understand how systemic racism occurs in education.
- 59% of East Asian students and families agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.
- 54% of East Asian students agreed with the statement: The instruction I receive is culturally relevant to my identity.

Table 9: Percentage of East Asian Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	9%	14%	14%	13%
Ableism (special education needs or disability)	16%	19%	20%	19%
Anti-Arab racism	7%	12%	13%	12%
Anti-Asian racism	16%	27%	31%	28%
Anti-Black racism	9%	17%	17%	16%
Anti-Sikh racism	6%	11%	11%	10%
Antisemitism (anti-Jewish racism)	6%	12%	12%	11%
Homophobia, Biphobia, Heterosexism	7%	27%	27%	24%
Islamophobia (anti-Muslim racism)	5%	13%	14%	12%
Language, Dialect Discrimination, my first languages	15%	21%	23%	22%
My grades or marks	31%	56%	66%	58%
My hobbies, activities and/or interests	34%	49%	56%	51%
Newcomer Status, Citizenship Discrimination	10%	15%	16%	15%

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Sexism	11%	31%	29%	27%
Sizeism	14%	26%	24%	23%
The way I dress	16%	34%	33%	31%
The way I look	16%	36%	37%	34%
Transphobia, Cissexism	6%	16%	17%	15%

South Asian Students and Families

Figure 8: Percentage of South Asian Students by Learning Model, 2021-2022
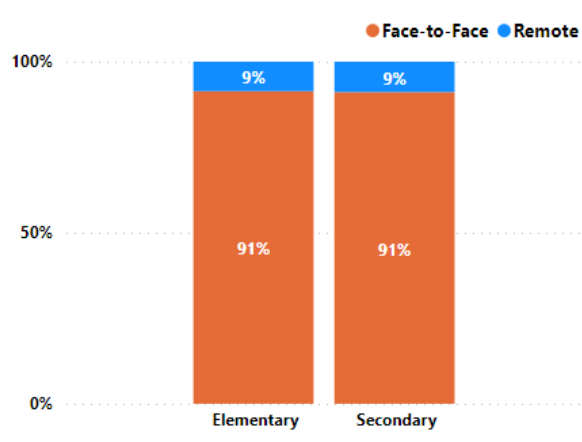

Figure 8 displays the proportion of South Asian students who were enrolled in F2F or remote learning models for the 2021-2022 school year.

Seen in **Table 10**:

• 44% of South Asian students and families reported that barriers get in the way of their learning and well-being at school.

• 62% of South Asian students and families agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

• 56% of South Asian students agreed with the statement: The instruction I receive is culturally relevant to my identity.

• 76% of all South Asian Students and Families agreed with the statement: I understand how systemic racism occurs in education.

Table 10: Percentage of South Asian Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	11%	17%	19%	17%
Ableism (special education needs or disability)	16%	22%	25%	23%
Anti-Arab racism	6%	19%	22%	19%

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Asian racism	16%	25%	30%	27%
Anti-Black racism	7%	21%	23%	21%
Anti-Sikh racism	5%	17%	20%	17%
Antisemitism (anti-Jewish racism)	5%	13%	17%	14%
Homophobia, Biphobia, Heterosexism	5%	29%	33%	28%
Islamophobia (anti-Muslim racism)	15%	27%	31%	28%
Language, Dialect Discrimination, my first languages	14%	24%	27%	25%
My grades or marks	30%	57%	71%	62%
My hobbies, activities and/or interests	35%	52%	63%	56%
Newcomer Status, Citizenship Discrimination	8%	19%	19%	18%
Sexism	10%	35%	38%	34%
Sizeism	13%	28%	32%	29%
The way I dress	17%	41%	42%	39%
The way I look	21%	44%	48%	44%
Transphobia, Cissexism	5%	18%	19%	17%

Southeast Asian Students and Families

Figure 9: Percentage of Southeast Asian Students by Learning Model, 2021-2022
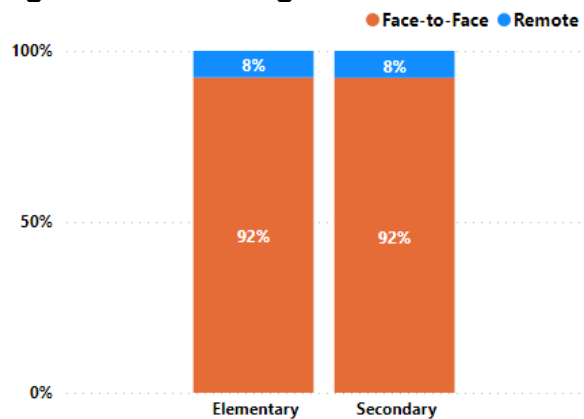

Figure 9 displays the proportion of Southeast Asian students who were enrolled in F2F or remote learning models for the 2021-2022 school year.

Seen in **Table 11**:

- 50% of Southeast Asian students and families reported that barriers get in the way of their learning and well-being at school.

- 57% of Southeast Asian students and families agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

- 49% of Southeast Asian students agreed with the statement: The instruction I receive is culturally relevant to my identity

- 72% of Southeast Asian students and families agreed with the statement: I understand how systemic racism occurs in education.

Table 11: Percentage of Southeast Asian Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	8%	13%	18%	15%
Ableism (special education needs or disability)	24%	20%	25%	23%
Anti-Arab racism	5%	17%	17%	15%
Anti-Asian racism	13%	36%	41%	36%
Anti-Black racism	11%	21%	23%	21%
Anti-Sikh racism	3%	12%	17%	14%
Antisemitism (anti-Jewish racism)	3%	15%	19%	16%
Homophobia, Biphobia, Heterosexism	8%	31%	36%	31%
Islamophobia (anti-Muslim racism)	8%	12%	18%	15%
Language, Dialect Discrimination, my first languages	16%	30%	28%	27%
My grades or marks	38%	60%	73%	64%
My hobbies, activities and/or interests	35%	55%	67%	59%
Newcomer Status, Citizenship Discrimination	14%	20%	22%	20%
Sexism	14%	37%	37%	34%
Sizeism	24%	29%	33%	31%
The way I dress	16%	33%	37%	33%
The way I look	16%	43%	39%	37%
Transphobia, Cissexism	8%	19%	22%	19%

Figure 10: Percentage of Latino/a/x Students by Learning Model, 2021-2022
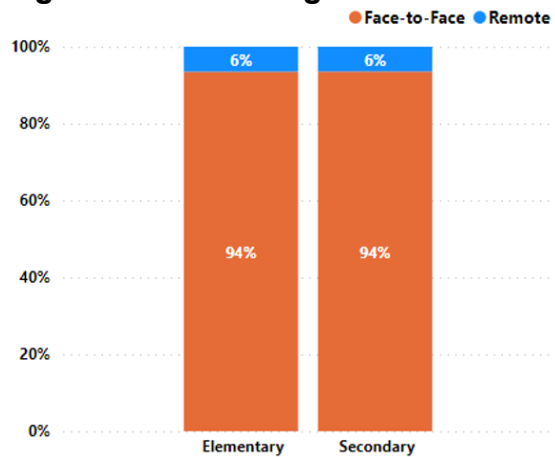

Figure 10 displays the proportion of Latino/a/x students who were enrolled in F2F or remote learning models for the 2021-2022 school year.

Seen in **Table 12**:

• 48% of Latino/a/x students and families reported that barriers get in the way of their learning and well-being at school.

• 53% of Latino/a/x students and families agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

• 37% of Latino/a/x students agreed with the statement: The instruction I receive is culturally relevant to my identity.

• 71% of Latino/a/x students and families agreed with the statement: I understand how systemic racism occurs in education.

Table 12: Percentage of Latino/a/x Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	17%	6%	17%	13%
Ableism (special education needs or disability)	22%	23%	26%	25%
Anti-Arab racism	12%	11%	17%	14%
Anti-Asian racism	12%	22%	22%	20%
Anti-Black racism	12%	17%	24%	20%
Anti-Sikh racism	6%	11%	16%	13%
Antisemitism (anti-Jewish racism)	12%	15%	23%	19%
Homophobia, Biphobia, Heterosexism	18%	30%	47%	37%
Islamophobia (anti-Muslim racism)	12%	17%	19%	18%
Language, Dialect Discrimination, my first languages	24%	21%	35%	29%

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
My grades or marks	35%	59%	64%	59%
My hobbies, activities and/or interests	41%	52%	54%	52%
Newcomer Status, Citizenship Discrimination	24%	17%	23%	21%
Sexism	18%	38%	44%	39%
Sizeism	6%	20%	36%	27%
The way I dress	35%	41%	44%	42%
The way I look	35%	43%	49%	46%
Transphobia, Cissexism	12%	20%	27%	23%

White Students and Families

Figure 11: Percentage of White Students by Learning Model, 2021-2022
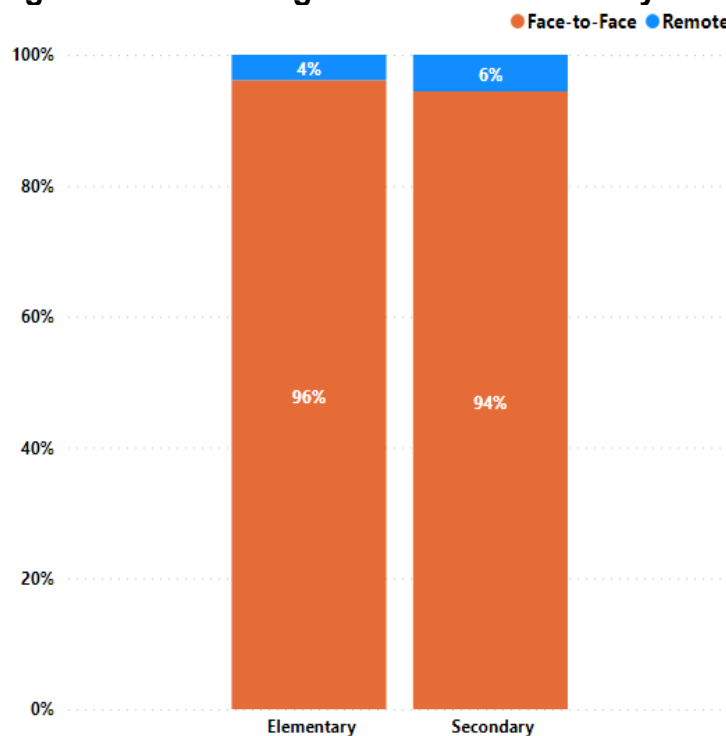

Figure 11 displays the proportion of White students who were enrolled in face-to-face or remote learning models for the 2021-2022 school year.

Seen in **Table 13**:

- 49% of White students and families reported that barriers get in the way of their learning and well-being at school.

- 52% of White students and families agreed with the statement: YRDSB is actively working to address and dismantle systemic barriers.

- 52% of White students agreed with the statement: The instruction I receive is culturally relevant to my identity.

- 74% of White students and families agreed with the statement: I understand how systemic racism occurs in education.

Table 13: Percentage of White Students and Families Who Indicated Certain Barriers Get in the Way of Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	5%	17%	13%	13%
Ableism (special education needs or disability)	24%	27%	28%	28%
Anti-Arab racism	2%	14%	11%	11%
Anti-Asian racism	2%	18%	13%	13%
Anti-Black racism	5%	18%	15%	14%
Anti-Sikh racism	1%	13%	10%	10%
Antisemitism (anti-Jewish racism)	3%	19%	17%	16%
Homophobia, Biphobia, Heterosexism	6%	35%	36%	32%
Islamophobia (anti-Muslim racism)	1%	16%	12%	12%
Language, Dialect Discrimination, my first languages	4%	17%	15%	14%
My grades or marks	31%	55%	62%	56%
My hobbies, activities and/or interests	27%	49%	55%	49%
Newcomer Status, Citizenship Discrimination	2%	16%	12%	11%
Sexism	7%	40%	40%	35%
Sizeism	9%	31%	25%	24%
The way I dress	16%	37%	36%	34%
The way I look	19%	42%	40%	37%
Transphobia, Cissexism	2%	22%	21%	18%

Students and Families of Students with Disabilities

Figure 12: Percentage of Students and Families of Students with Disabilities by Learning Model, 2021-2022
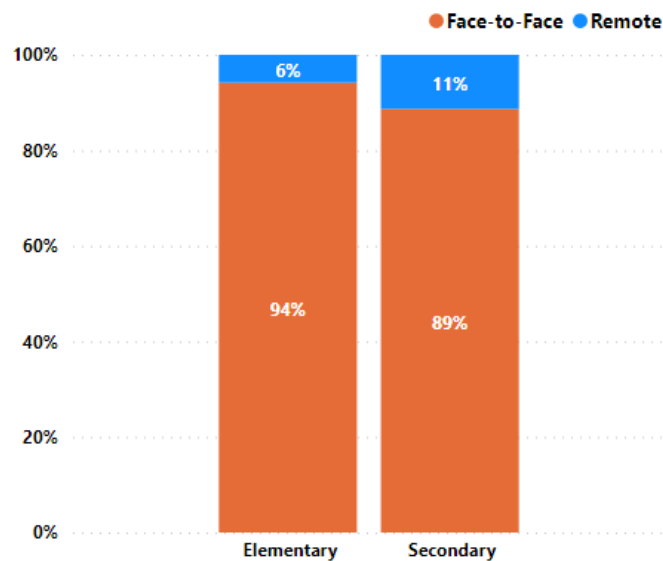

Figure 12 displays the proportion of students with disabilities who were enrolled in face-to-face or remote learning models for the 2021-2022 school year.

Seen in **Table 14**:

- 68% of students and families of students with disabilities reported that barriers get in the way of learning and well-being at school.

- 74% of students and families of students with disabilities agreed: I understand how systemic racism occurs in education.

- 51% of students and families of students with disabilities agreed: YRDSB is actively working to address and dismantle systemic barriers.

- 56% of students with disabilities agreed: The YRDSB is actively working to build trusting relationships with students.

- 60% of families of students with disabilities agreed: The YRDSB is actively working to build trusting relationships with families.

- 49% of students with disabilities agreed: The instruction I receive is culturally relevant to my identity.

Table 14: Percentage of Students and Families of Students with Disabilities Who Experience Barriers to Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	7%	17%	16%	15%
Ableism (special education needs or disability)	68%	54%	56%	58%
Anti-Arab racism	1%	17%	15%	14%
Anti-Asian racism	5%	24%	20%	18%
Anti-Black racism	6%	24%	20%	19%
Anti-Sikh racism	1%	17%	12%	12%
Antisemitism (anti-Jewish racism)	3%	23%	18%	17%
Homophobia, Biphobia, Heterosexism	8%	34%	42%	35%
Islamophobia (anti-Muslim racism)	3%	20%	15%	14%
Language, Dialect Discrimination, my first languages	4%	21%	17%	16%
My grades or marks	35%	60%	64%	59%
My hobbies, activities and/or interests	30%	46%	58%	51%
Newcomer Status, Citizenship Discrimination	5%	19%	15%	14%
Sexism	6%	35%	41%	34%
Sizeism	10%	33%	32%	29%
The way I dress	13%	35%	42%	36%
The way I look	21%	40%	44%	40%
Transphobia, Cissexism	1%	23%	29%	24%

Figure 13: Percentage of Students and Families of Students with Individual Education Plans by Learning Model, 2021-2022
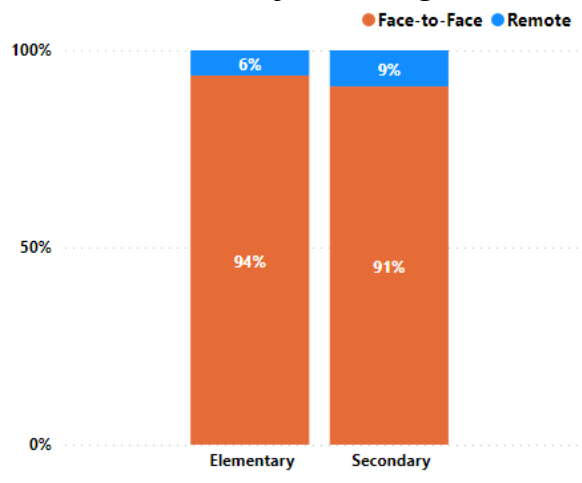

Figure 13 displays the proportion of students with disabilities who were enrolled in face-to-face or remote learning models for the 2021-2022 school year.

Seen in

Table 15**:**

- 56% of students and families of students with Individual Education Plans reported that barriers get in the way of learning and well-being at school.

- 74% of students and families of students with Individual Education Plans agreed: I understand how systemic racism occurs in education.

- 56% of students and families of students with Individual Education Plans agreed: YRDSB is actively working to address and dismantle systemic barriers.

- 59% of students with Individual Education Plans agreed: The YRDSB is actively working to build trusting relationships with students.

- 63% of families of students with Individual Education Plans agreed: The YRDSB is actively working to build trusting relationships with families.

- 52% of students with Individual Education Plans agreed: The instruction I receive is culturally relevant to my identity.

Table 15: Percentage of Students and Families of Students with Individual Education Plans Who Experience Barriers to Learning and Well-Being at School (All the time, Often, Sometimes and Rarely).

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Indigenous racism	8%	16%	18%	16%
Ableism (special education needs or disability)	47%	40%	43%	43%
Anti-Arab racism	3%	15%	16%	14%

Barriers	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Anti-Asian racism	5%	21%	22%	19%
Anti-Black racism	7%	20%	20%	19%
Anti-Sikh racism	2%	13%	13%	12%
Antisemitism (anti-Jewish racism)	3%	16%	19%	16%
Homophobia, Biphobia, Heterosexism	7%	29%	35%	30%
Islamophobia (anti-Muslim racism)	2%	16%	17%	15%
Language, Dialect Discrimination, my first languages	5%	18%	19%	17%
My grades or marks	36%	59%	61%	58%
My hobbies, activities and/or interests	36%	51%	53%	51%
Newcomer Status, Citizenship Discrimination	2%	16%	16%	14%
Sexism	5%	29%	37%	31%
Sizeism	7%	30%	29%	26%
The way I dress	15%	36%	37%	34%
The way I look	20%	38%	40%	37%
Transphobia, Cissexism	1%	17%	23%	19%

Religion

Table 16: Percentage of Respondents Who Experience Barriers to Learning and Well-Being at School by Religion

Barriers	Indigenous Spirituality	Jewish	Muslim	Sikh
Anti-Indigenous racism	54%			
Antisemitism (anti-Jewish)		43%		
Anti-Sikh				38%
Islamophobia (anti-Muslim)			43%	
The way I dress	50%	33%	36%	39%
The way I look	58%	37%	39%	42%

Seen in **Table 16**:

Jewish

- 43% of students and families who indicated Jewish as their religion and/or spiritual affiliation reported Antisemitism (anti-Jewish racism) as a barrier that gets in the way of their learning and well-being at school.

Sikh

- 38% of students and families who indicated Sikh as their religion and/or spiritual affiliation reported Anti-Sikh racism as a barrier that gets in the way of their learning and well-being at school.

- 42% of students and families who indicated Sikh as their religion and/or spiritual affiliation reported 'the way I look' as a barrier to their learning and well-being at school.

Muslim

- 43% of students and families who indicated Muslim as their religion and/or spiritual affiliation reported Islamophobia (anti-Muslim racism) as a barrier that gets in the way of their learning and well-being at school.

Indigenous Spirituality

- 54% of students and families who indicated Indigenous Spirituality as their religion and/or spiritual affiliation reported Anti-Indigenous racism as a barrier that gets in the way of their learning and well-being at school.

- 58% of students and families who indicated Indigenous Spirituality as their religion and/or spiritual affiliation reported 'the way I look' as a barrier to their learning and well-being at school.

- 50% of students and families who indicated Indigenous Spirituality as their religion and/or spiritual affiliation reported 'the way I dress' as a barrier to their learning and well-being at school.

Section D: Mental Health & Well-being

One of the priorities in the Trustees' MYSP is to Foster Well-Being and Mental Health in our students and our staff, with the ultimate goal of improving student success and Well-Being. The YRDSB Mental Health and Addictions Strategy supports the actions laid out in the DAP, highlighting the goal of building safe, healthy, and inclusive learning and working environments where all feel they matter and belong. The June 2022 student and family survey data were used to explore key indicators of Mental Health and Well-Being goal. The metrics reported on throughout this section overlap with the DAP goal of Ethical Leadership and as such are also indicators of the impact of Ethical Leadership. The YRDSB Leadership Framework facilitates a shared vision for leadership and what it means to be an ethical leader. Leaders are effective at influencing student success through a shared focus on safe and healthy learning and working environments, relationships, equity and inclusivity, and ethics. When leaders remove barriers, create shared solutions, and demonstrate authentic care the result is students, staff, families and community members all feel they matter and belong.

Figure 14: My Learning Model (in-person or online) Supported My Overall Well-Being and Mental Health
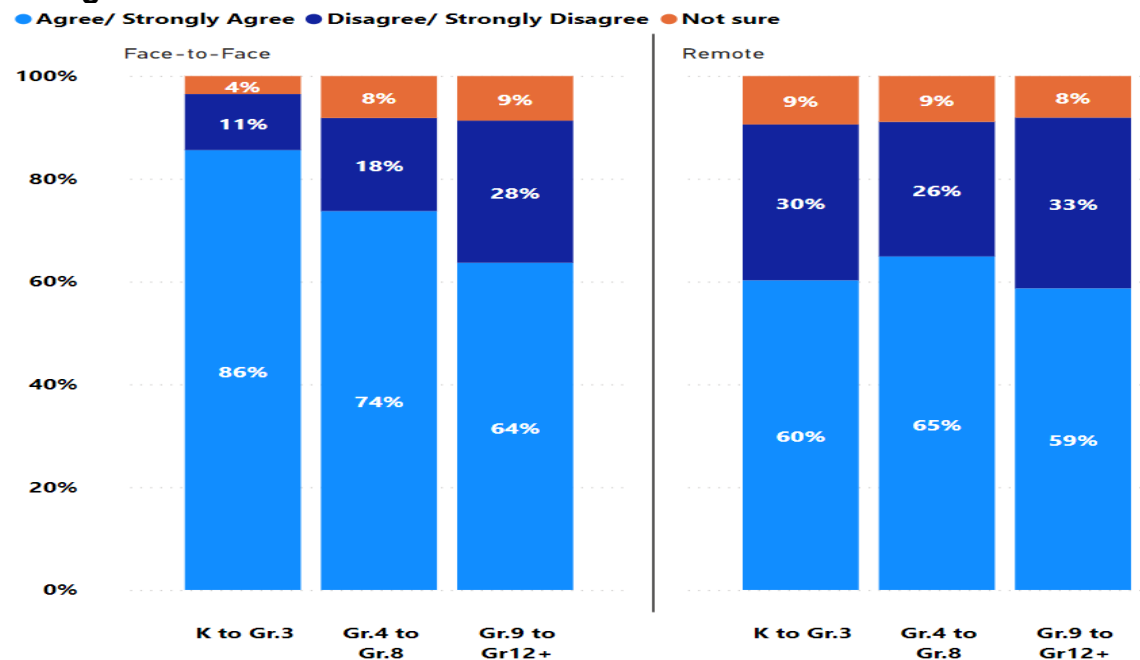
As seen in **Figure 14**, students and families were asked whether their learning model supported their overall well-being and mental health. In the F2F learning model, agreement trends downwards moving from 86% for Kindergarten to Grade 3, 74% for Grades 4 through 8 and 64% for Grades 9 through 12+. However, in the Remote learning model, the sentiment appears relatively similar across Kindergarten to Grade 3 (60%), Grades 4 through 8 (65%) and Grades 9 through 12+ (59%).

Five per cent of students reported being absent from school and/or the classroom during the 2021-2022 school year due to mental health and well-being difficulties, such as feeling anxious, unhappy and overwhelmed.

Figure 15: How helpful were the culminating activity days for your well-being and mental health?
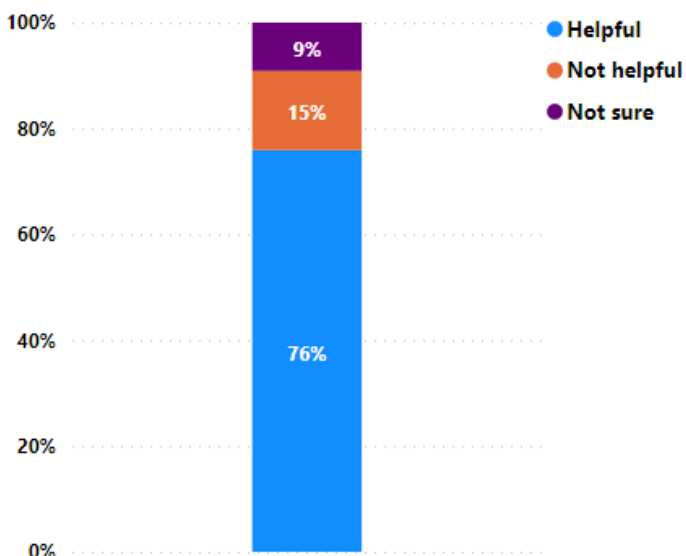
In secondary schools, culminating activity days replaced regular examination days (with an exception for students enrolled in an IB program). **Figure 15** displays the degree to which students and families agreed these days were helpful for students' mental health and well-being. While 9% were not sure how helpful culminating activity days were, 76% found the days helpful, 15% found the days not helpful.

Figure 16 shows the percentage of students and families who agreed the adults at their school care about their well-being. We see an inverse relationship with grade, specifically in Kindergarten through Grade 3 there is a higher level of agreement (84%) with this sentiment than Grades 4 through 8 and secondary at 73% and 67%, respectively.

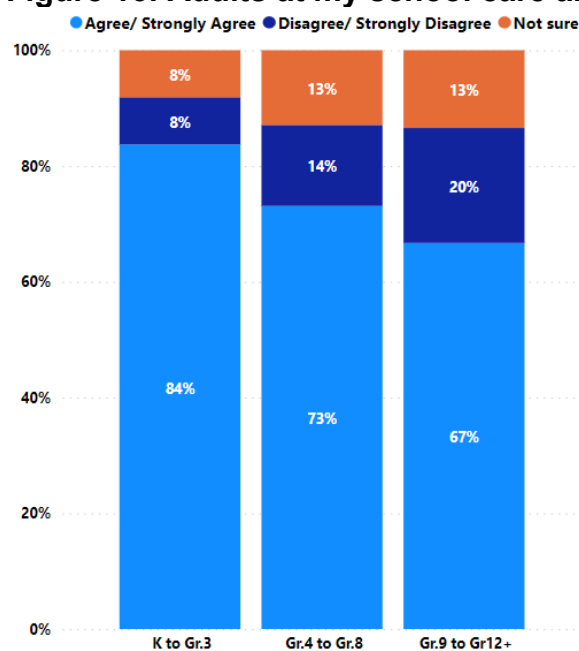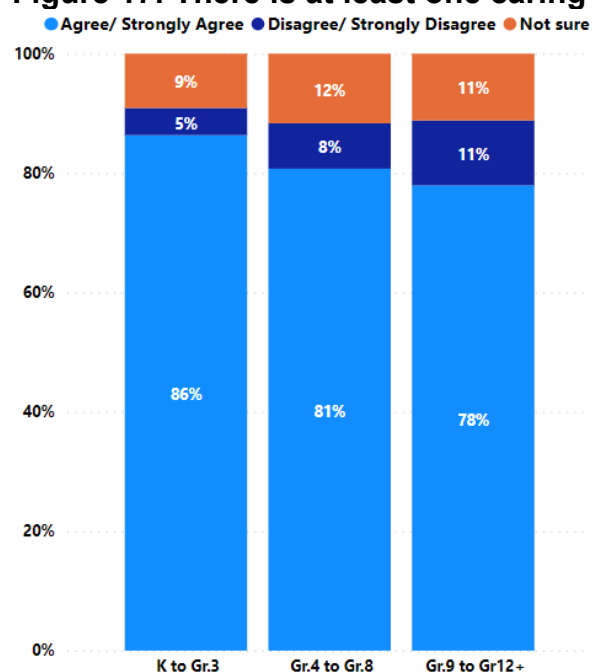## Figure 16: Adults at my school care about my well-being.

Legend: ● Agree/ Strongly Agree ● Disagree/ Strongly Disagree ● Not sure

K to Gr.3: 84% Agree, 8% Disagree, 8% Not sure
Gr.4 to Gr.8: 73% Agree, 14% Disagree, 13% Not sure
Gr.9 to Gr12+: 67% Agree, 20% Disagree, 13% Not sure

Figure 17: There is at least one caring adult at my school who supports me.

Legend: ● Agree/ Strongly Agree ● Disagree/ Strongly Disagree ● Not sure

K to Gr.3: 86% Agree, 5% Disagree, 9% Not sure
Gr.4 to Gr.8: 81% Agree, 8% Disagree, 12% Not sure
Gr.9 to Gr12+: 78% Agree, 11% Disagree, 11% Not sure

In contrast with **Figure 16**, **Figure 17** shows somewhat parallel levels of agreement across divisions, when asked if there was at least one caring adult at their school who supported them. 86% of Kindergarten to Grade 3 agreed, 81% of Junior and Intermediate agreed and 78% of secondary agreed. In **Figure 18** we see that while students and families across divisions indicate between 61% and 64% know how to get help if they need support(s) related to mental health, almost 40% disagreed or are not sure how to get help.

Figure 18: If I needed support(s) related to mental health, I would know how to get help.
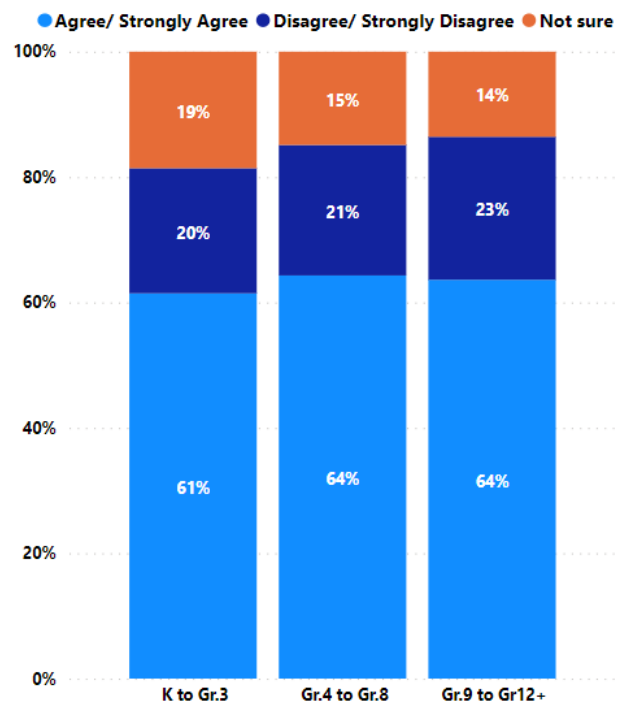

Figure 19: At this school, there is a focus on supporting the mental health and well-being of students.
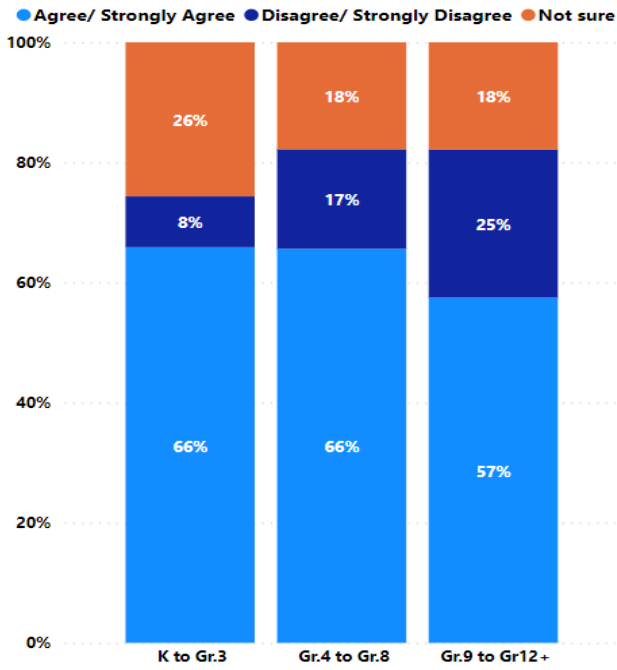

Figure 19, 66% of Primary students and families indicate there is a focus on supporting the mental health and well-being of students at their school, and more than a quarter said they are not sure. 66% of Junior and Intermediate respondents also indicated they agreed, however 17% of them disagreed with the statement as compared to only 8% of

Primary respondents. In secondary, had the lowest level of agreement at 57%, while a quarter of them disagreed, and 18% reported they were not sure.

Mental Health and Well-Being System Supports

On September 6, 2022, YRDSB released the **Student Mental Health and Addiction Strategy: A Holistic Approach to Mental Health, Within Us, Between Us, Around Us** in our ongoing commitment to Student Well-Being and Mental Health and in the alignment with the goals outlined in the DAP. A multidisciplinary team of YRDSB staff co-constructed the Strategy based on extensive internal and community consultation (e.g., community groups, parents, mental health advocacy groups, students, staff affinity groups). The Strategy aims to advance students' mental health and well-being through promotion of health, enhancing capacity, prevention of illness, and support when needed, in a way that honours the student where they are, fosters inclusion, inspires belonging and builds community. Acknowledging the many different individual and community understandings of the parts of mental health, the Strategy focuses on three main concepts:

Within: the gifts and assets of our self/spirit, various intersecting identities, and traditions, as well as our cognitive and emotional well-being;

Between: the social aspect of the relationships we have with other people, our families, and communities.

Around: the families, communities, and learning/social environments that surround us. Also encompasses the experiences of different life events, the systemic factors such as oppression, colonialization, racism, discrimination and marginalization. Also includes access to culturally representative, and responsive support and resources.

Each area, *Within, Between*, and *Around* will be enhanced by the implementation of specific priority actions for the system, school/classroom, student, and family/community. A brief introduction to the Strategy was part of the Sept.6, 2022 PA Day, the implementation of the Strategy will be accompanied by a classroom activity for grades K - 12 + which will be released to schools at the Oct. 21, 2022, PA Day learning, continued system learning opportunities throughout 2022-23, and social media packages.

We continue to collaborate with culturally responsive community groups and children and youth mental health centres through our CRES Partnership Process (CRES: Collaborative Relationships with External Services) to promote shifts in system and schools through direct counselling services for students and families, as well as professional development opportunities for schools. In addition, we will collaborate with our CRES partners and members of the YRDSB Community Care Social Work Team to offer a series of identity specific webinars and gatherings for families responding to their concerns and supporting mental health at home and community.

We continue to increase educator capacity for implementing identity affirming, culturally responsive, and healing centred mental health approaches in the classroom through a variety of in person and virtual learning opportunities including: Oct. 21, 2022 PA Day;

Oct. 13, 2022 Equity Symposium "Trauma Informed Approaches to Supporting Classroom Conversations About Hate, Discrimination, Racism, and Forms of Oppression" (available to all YRDSB staff). In November, "Identifying the Relationship between Anti-Oppressive Practices and Anti-Racism as they Connect to Mental Health and Well-Being" learning will be delivered to Corporate Managers and Professional Services. Professional learning will continue to be provided throughout the year.

Youth S.P.A.C.E. (Students Promoting Awareness and Connection and Empowerment for mental health and well-being), will occur in 8 pilot schools in grades 6-12. The Youth S.P.A.C.E student leadership initiative provides a safe, equitable and inclusive leadership space for student leadership and engagement in support of mental health and well-being. The Vision, supported by student consultation, is to elevate the voice and leadership of YRDSB students in the process of shaping mental health supports and initiatives with intentional recruitment and support for students who are marginalized and underrepresented. Youth S.P.A.C.E. will be a board wide initiative which aims to complement and align with existing student leadership structures.

School Mental Health Liaisons will also be introduced this school year. These school-based educators and support staff will serve as a link between the board Student Mental Health and Addiction Strategy and the school, providing mental health awareness, promotion, knowledge transfer and leadership at the school level. The intent is to increase mental health literacy at the school level, and support an identity affirming, and supportive school environment.

Section E: Building Collaborative Relationships & Student Engagement

To raise the achievement and well-being of our underserved and underperforming students, YRDSB will build trust and collaborative relationships with students, families and staff through respectful and responsive communication focused on shared solutions. Below are some key indicators for YRDSB's Building Collaborative Relationships goal.

As previously noted in other sections of this report, many of the metrics included throughout this section overlap with the DAP goal of Ethical Leadership and as such are also indicators of the impact of Ethical Leadership. The YRDSB Leadership Framework facilitates a shared vision for leadership and what it means to be an ethical leader. When leaders understand and model the importance of engaging in actions and communication that develop trust, the result is stronger relationships and welcoming environments that facilitate the opportunity to ask questions, engage in dialogue and discourse, and co-construct shared understandings.

Building Collaborative Relationships

In the June 2022 Family School Climate Survey, families were asked to indicate how YRDSB was doing in regard to building collaborative relationships. As outlined in **Table 17**, approximately 2/3 of all respondents agreed YRDSB is actively building trusting

relationships with families (65%); YRDSB is actively building trusting relationships with communities (63%) and YRDSB provides information about resources to support their child's education (67%). 84% of Primary families felt welcome at the school while only 75% of secondary families agreed with this statement. Overall, 75% of families reported they were satisfied with the information the YRDSB provides them about community agencies and their services.

Table 17: Percentage of Families Who Agreed/Strongly Agreed with the following statements.

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall l
YRDSB is actively working to build trusting relationships with families.	67%	63%	66%	65%
YRDSB is actively working to build trusting relationships with communities.	64%	61%	63%	63%
YRDSB provides me with information about resources to support my child's education.	67%	66%	68%	67%
I am satisfied with the information this Board provides me about community agencies and their services.	76%	74%	74%	75%
I feel welcome at this school.	84%	80%	75%	80%

Communications

In **Table 21,** 85% of families (overall) agreed the school provides them with communications that are easy to understand. 79% of families (overall) agreed the school's communications were easy to access. However, only 67% of families (overall) agreed the school provided them with communication about the process for addressing issues and only 63% of families agreed the school provided them with communications about how they will be informed of the outcome of any issues raised.

Table 18: Percentage of Families Who Agreed/Strongly Agreed with the following statements.

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall l
This school provides me with communication about the process for addressing issues.	68%	66%	66%	67%
This school provides me with communication about how I will be informed of the outcome of any issues that have been raised.	64%	64%	61%	63%
This school provides me with communication that is easy to access.	81%	79%	75%	79%

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
This school provides me with communication that is easy to understand.	87%	85%	82%	85%

Student Engagement and Learning

In June 2022, students and families were asked if they (their child) enjoyed being at their school, seen in **Table 19**. Overall, 71% agreed they enjoyed being at their school. Primary students and families reported the highest level of agreement at 91%, while only 66% of secondary respondents agreed they enjoyed being at their school.

Table 19: Percentage of Respondents Who Enjoy Being at Their School

I enjoy being at my school.	K to Gr.3	Gr.4 to Gr.8	Gr.9 to Gr12+	Overall
Agree/ Strongly Agree	91%	73%	66%	**71%**
Disagree/ Strongly Disagree	6%	19%	23%	**19%**
Not sure	3%	9%	11%	**9%**

Face-to-Face (F2F) and Remote Learning Models

F2F and Remote Learners surveyed, were asked to what extent they were able to build relationships with teachers, build friendships with other students and collaborate with other students. As indicated in both **Table 20** and **Table 21** below:

- Overall, 65% of F2F Learners and 46% of Remote Leaners reported being able to a large and moderate extent build relationships with their teachers.

- Overall, 74% of F2F Learners and 31% of Remote Leaners reported being able to a large and moderate extent build friendships with other students.

- Overall, 70% of F2F Learners and 37% of Remote Leaners reported being able to a large and moderate extent collaborate with other students.

Table 20: Percentage of Students in Face-to-Face Learning Who Responded to a Large or Moderate Extent for the following statements

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Build relationships with your teacher(s)	76%	69%	60%	65%
Build Friendships with other students	77%	79%	69%	74%
Collaborate with other students	70%	77%	65%	70%

Table 21: Percentage of Students in Remote Learning Who Responded to a Large or Moderate Extent for the following statements

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Build relationships with your teacher(s)	57%	53%	40%	46%

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
Build Friendships with other students	40%	37%	26%	31%
Collaborate with other students	35%	45%	32%	37%

In **Figure 20** below, 86% of Primary F2F learners and 62% of Primary remote Learners agreed their learning model supported their learning and achievement. Eighty-three per cent of Junior/Intermediate F2F learners and 71% of Junior/Intermediate Remote agreed their learning model supported their learning and achievement. 79% of secondary F2F learners and 67% of secondary remote learners agreed that their learning model supported their learning and achievement. Overall, 81% F2F learners and 68% of Remote Learners agreed that their learning model supported their learning and well-being.

Figure 20: Student and Family Responses to My Learning Model Supported my Learning and Achievement
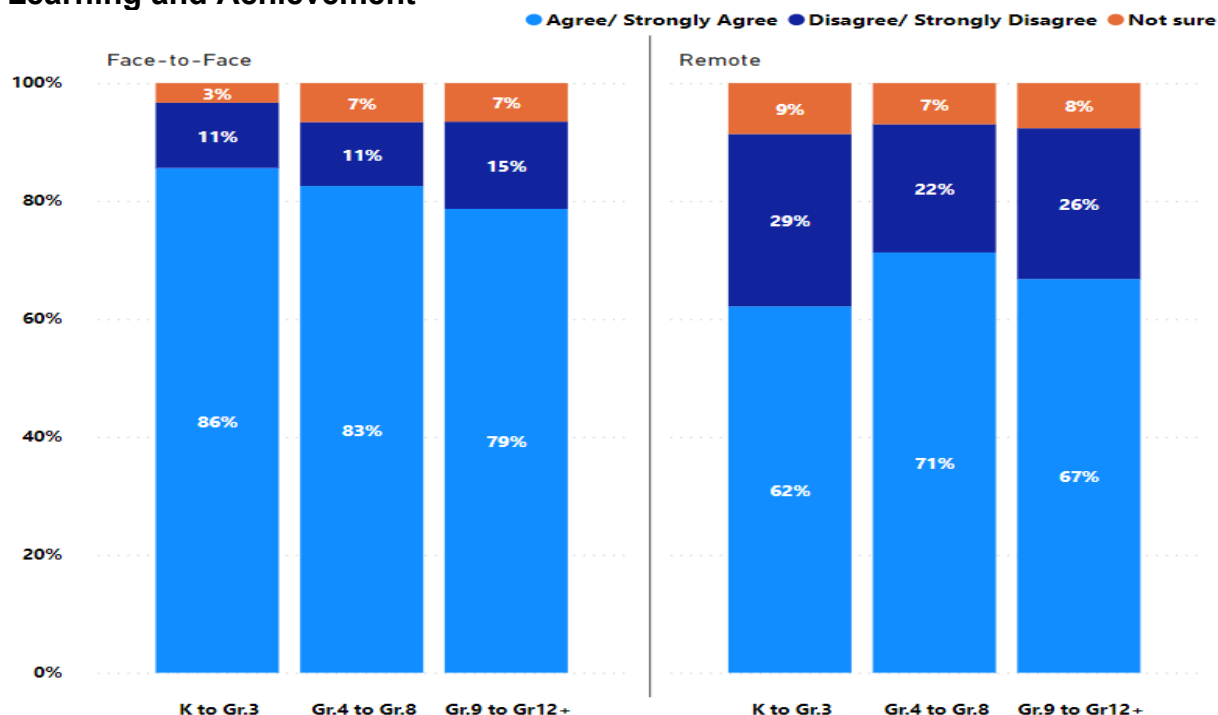

Table 22 displays 55% of students and families indicated they enjoyed learning and felt like they were part of a community. 78% of Primary respondents indicated that they (all the time/often) enjoyed learning and 74% felt (all the time/often) like they were part of a community.

Table 22: Percentage of Students and Families Who Responded All the Time/Often to When I am at school or learning online

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
I enjoy learning.	78%	56%	48%	55%
I feel like I am part of a community.	74%	59%	48%	55%

Section F: Ethical Leadership

> "Leadership is about taking action to achieve the YRDSB's vision and goals. Leaders are effective at influencing student success through a shared focus on safe and healthy learning and working environments, relationships, equity and inclusivity, and ethics."

> Leadership Framework, 2022.

The Student and Family Survey data was used to explore student and family satisfaction and experience, as well as family and community engagement.

YRDSB Community Report Card

Based on the June 2022 Student and Family School Climate Survey responses, the following three questions were summarized as a proxy measure of student and family experience and overall satisfaction. **Figure 21** displays 77% of students and families who responded felt satisfied with the overall quality of education students received.

Figure 21: Student and Family Satisfaction with Overall Quality of Education
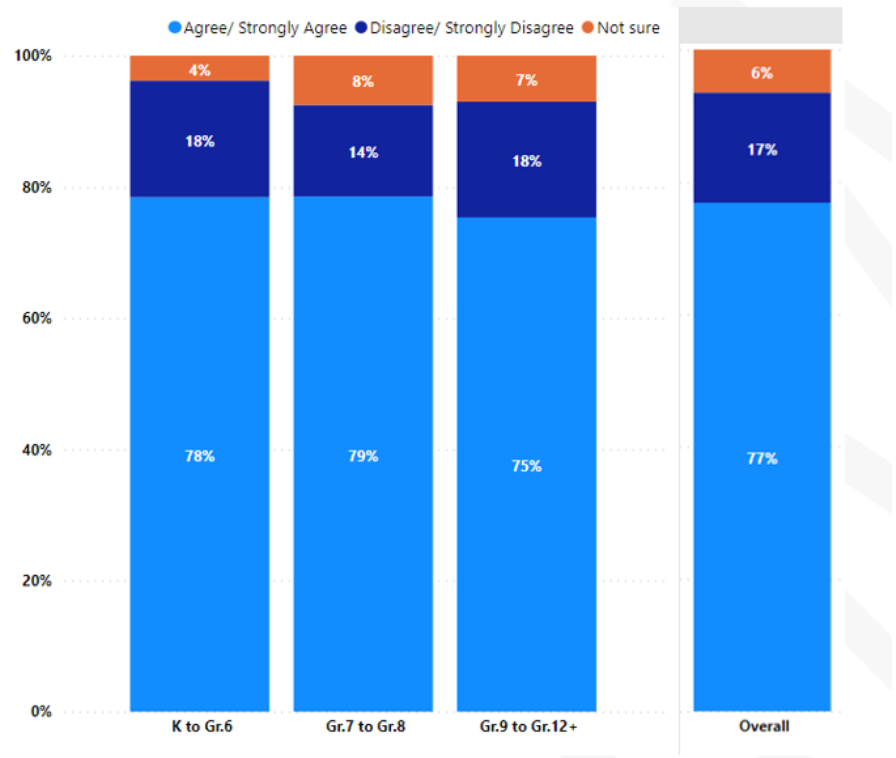
When students were asked how likely it was that they would recommend YRDSB to a friend or family member on a scale from 0 to 10, seven was the median score (i.e., 50% of the scores are above the median and 50% lie below the median.) When families were asked how likely it was that they would recommend YRDSB to a friend or family member, eight was the median score.

Figure 22 displays 72% of the students and families who responded felt the instruction received supported the students' strengths, needs and interests. Notably, 27% of the students and families either disagreed or were unsure that the instruction received supported students' strengths, needs and interests.

Figure 22: Based on my experiences this school year, the instruction I received supported my strengths, needs and interests.
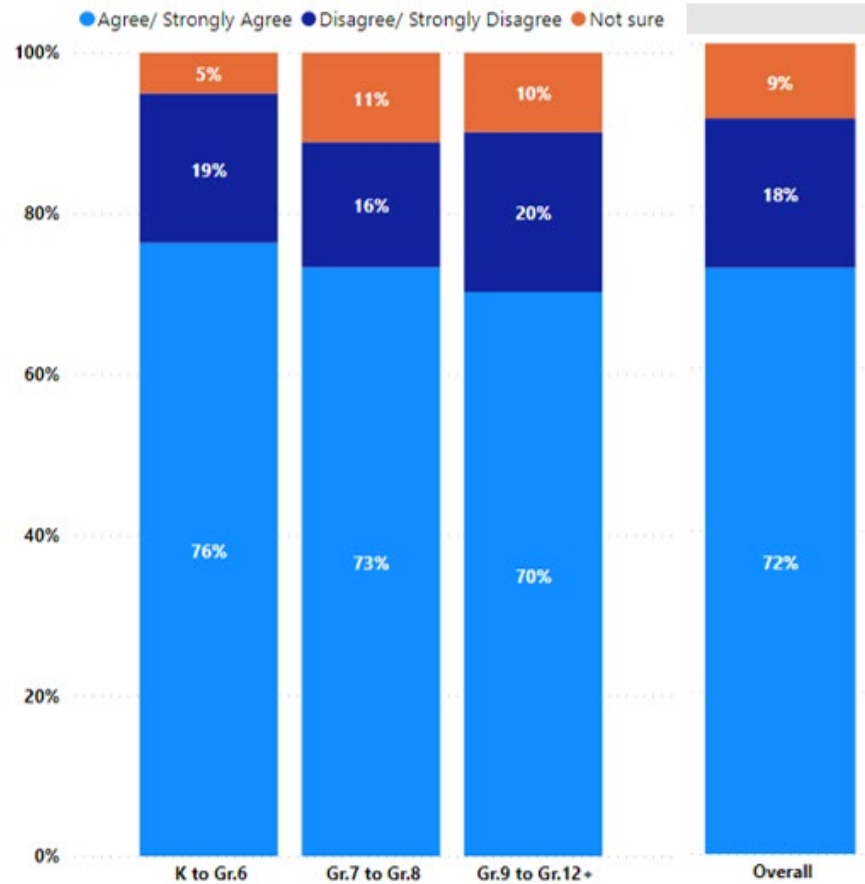
Family and Community Engagement

On the 2021-2022 survey, families were asked about their engagement with schools and YRDSB broadly. **Table 23** shares that overall, approximately 60% of families feel that YRDSB is engaging families and communities as partners in education. At the school level, overall, 79% of families feel that their school recognizes them as partners in their child's learning and well-being. Families feel that it is easier to connect with staff at their child's school in elementary school (86%) compared to secondary school (76%). In secondary schools, 82% of families feel they have enough information about their child's progress at school compared to Primary and Junior/Intermediate where approximately 75% of students feel they have enough information about their child's progress. Note that students were not asked these questions.

Table 23: Families Responding in Relation to Their Experiences in the 2021-2022 School Year

Statements	K – Gr. 6	Gr. 7 - Gr. 8	Gr. 9 - Gr. 12+	Overall
YRDSB is actively engaging communities as partners in education.	61%	58%	59%	59%
YRDSB is actively engaging families as partners in education.	66%	63%	65%	64%
The school recognizes me as a partner in my child's learning and well-being.	81%	78%	75%	79%
This school provides multiple ways for me to provide input into decisions that affect my child or my child's learning	74%	72%	71%	72%
It is easy to connect with staff at my child's school (e.g., teacher, principal or vice-principal).	86%	83%	76%	82%
This school provides me with enough information about what is being taught at school.	71%	68%	70%	70%
This school provides me with enough information about student progress at school.	75%	74%	82%	76%
This school provides me with enough information about the work of the School Council.	57%	58%	55%	56%

Ethical Leadership System Supports

To support improvement in the metrics in the Equity and Inclusion, Mental Health and Well-Being, and Building Collaborative Relationship and Student Engagement sections:

- Professional learning aligned with the domains and competencies of the YRDSB Leadership Framework supports awareness, understanding, growth and increased capacity by building the competency and consciousness of YRDSB leaders. Some examples of current leadership learning includes: An essential system learning program developed by subject matter experts facilitated at the Joint Administrator, Family of Schools, and Corporate Administrative, Management and Professional Staff Networks; Induction and mentoring/coaching programs for new staff; YRDSB/YR-OPC Speaker Series; delivery of equity-focused learning/supports as coordinated and collaborated with other learning partners; On Demand learning modules; Indigenous and Racialized Leaders Mentorship Program; Aspiring and Indigenous and Racialized Leaders Learning Series; and, The Quest 2022: Building and Growing An Ethical Organization.

- Human resource services processes aligned with the Actions for Leaders in the YRDSB Leadership Framework including those for recruitment, promotion, retention, and performance. Some examples include Supervisory Officer

Performance Appraisal; Supervisory Officer and School Administrator Selection; and, many staff who have accessed the YRDSB Leadership Framework Self-Assessment tool to engage in self-reflection and self-assessment for growth planning.

- Continued alignment with the YRDSB Leadership Framework to support a shared vision for leadership and what it means to be a leader in YRDSB. Examples include: developing a YRDSB Leadership Framework Self-Assessment Tool for Corporate Management and Professional Staff; accessing opportunities for all staff to see themselves in the YRDSB Leadership Framework through programs like the K-12 Network, Aspiring Leaders Program, professional/leadership learning for non-teaching school staff on PA Days, and consolidation of the Corporate Administrative, Management and Professional Staff Networks

To support student, parent, family, and community engagement through a continued focus on marginalized voices, equitable and inclusive practices, transparency, and access to information:

- Communication strategies and tools that improve access to information in multiple languages and outreach throughout the process of forming the new committee membership and when undergoing deep dives on Policy Review (including Policy #262 School Councils, Policy #238 Parent, Family and Community Engagement, Policy #672 Student Leadership & Student Voice #635 Student Dress Code).

- Leadership Development and Engagement staff supported strategies to elevate student voice. Some examples include supporting: Student Trustees to create a video to include in the Caring and Safe Schools presentation to bring attention to the Student Leadership and Student Voice and Dress Code policies; and, Student Trustees co-lead lessons on policy review with students to engage them in understanding the policies and participate in consultation on the policy reviews.

- More effective connections between parents, increasing communication and engagement with school council chairs, and helping parents support their children with at-home and in-school learning occurred with the launch of a PEAC newsletter, designated email, 'Contact Us' form, and most recently Edsby groups.

    Shared annual learning opportunities through PEAC Symposiums and School Council Forums.

Additional Resources

Every Student Counts Survey Reports:
- Overall Board Report, January 2020
- Facts and Trends in Suspensions, September 2021
- Mental Health and Well-Being, December 2021

Appendix

Table A: Student and Family Self-Identified Religion

Self-Identified Religion	Elementary	Secondary	Overall
Agnostic	5%	8%	7%
Atheist	9%	15%	12%
Buddhist	3%	3%	3%
Catholic	6%	7%	7%
Christian	17%	15%	16%
Hindu	7%	7%	7%
Indigenous Spirituality	<1%	<1%	<1%
Jewish	5%	4%	5%
Muslim	10%	8%	9%
Sikh	1%	1%	1%
Spiritual, but not religious	4%	4%	4%
No religious or spiritual affiliation	20%	17%	18%
Not sure	12%	11%	12%
I do not understand this question	2%	2%	2%
Religion(s) or spiritual affiliation(s) not listed above	1%	1%	1%

Note: Percentages may not sum to 100% as respondents could choose more than one category

Table B: Student and Family Self-Identified Gender Identity

Self-Identified Gender Identity	Elementary	Secondary	Overall
Boy / Man	46%	45%	45%
Girl / Woman	44%	44%	44%
Non-Binary / Genderqueer	3%	5%	4%
Two Spirit	<1%	<1%	<1%
Not sure	1%	1%	1%
I do not understand this question	1%	1%	1%
Gender identity not listed above	<1%	<1%	<1%
Prefer not to answer	3%	2%	2%

Note: Percentages may not sum to 100% as respondents could choose more than one category

List A: All Ethnicities and Cultural Origins Volunteered by Students and Families

- Afghani
- African
- Albanian
- Amazigh (aka Berber)
- American
- Antiguan
- Argentinian
- Armenian
- Ashkenazi Jewish
- Asian
- Assyrian
- Australian
- Austrian
- Azeri
- Bahamian
- Bajan
- Baloch
- Bangladeshi
- Bengali
- Barbadian
- Barbadian (aka Bajan)
- Belarusian
- Belarussian
- Belgian
- Belizean
- Bengali
- Bihari
- Biracial
- Black
- Bosnian

- Brazilian
- British
- Bulgarian
- Burmese
- Burundian
- Cambodian
- Caribbean
- Cherokee Nation
- Chilean
- Chippewa
- Circassians
- Colombian
- Congolese
- Costa Rican
- Croatian
- Cuban
- Cypriot
- Czech
- Danish
- Dominican
- East African
- East Indian
- Eastern European
- Ecuadorian
- Egyptian
- Eritrean
- Estonian
- Ethiopian
- European
- Fijian
- Filipino
- Finnish
- First Nation
- French Canadian
- Gabonese
- Gambian
- Georgian
- Ghanaian
- Greek
- Greek Cypriot
- Grenadian
- Guatemalan
- Gujarati
- Guyanese
- Hainanese
- Haitian
- Hakka
- Herzegovinian
- Hindu
- Hispanic/Latin
- Hongkongese
- Hungarian
- Icelandic
- Igbo
- Ilocano
- Indian
- Indo-Caribbean
- Indonesian
- Iranian
- Iraqi
- Irish
- Iroquois
- Ismaili
- Israeli
- Japanese
- Kasakh
- Kashmiri
- Kazakhstani
- Kenyan
- Khmer
- Khoja
- Kittian
- Kiwi
- Kurdish
- Kurmanji
- Kuwaiti
- Kyrgyz
- Laotian
- Latin American
- Latino
- Latvian
- Libyan
- Lithuanian
- Macedonian
- Malagasy
- Malayali
- Malaysian
- Maltese
- Mauritian
- Meitei
- Mexican
- Middle Eastern
- Mohawk
- Moldovan
- Mongolian
- Moroccan
- Muslim
- Namgis First Nation
- Native
- Nepali
- New Zealander
- Nicaraguan
- Nigerian
- Nordic
- North African
- North European
- Norwegian
- Ojibwe
- Oneida/ Iroquois
- Oromo
- Pakistani
- Palestinian
- Pashto
- Pekuakamiulnuatsh (First Nation)
- Persian
- Peruvian
- Puerto Rican
- Punjabi
- Quebecois
- Romani (aka Roma)
- Romanian
- Saint Lucian
- Salvadorian
- Scandinavian
- Shqipni
- Sikh
- Singaporean
- Slovak
- Slovenian
- Somali
- South African

- South American
- South Asian
- South Indian
- South Korean
- Southeast Asian
- Sudanese
- Swedish
- Swiss
- Syrian
- Taiwanese
- Tajik
- Tamil Eelam
- Tanzanian
- Tatar
- Taiwanese
- Telugu
- Teochew
- Thai
- Tibetan
- Tongan
- Trinidadian
- Tunisian
- Turkmen
- Ugandan
- United Kingdom
- Uruguayan
- Uyghur
- Uzbek
- Venezuelan
- Vincentian
- Welsh
- West African
- West Asian
- West Indian
- Yazidi
- Yemeni
- Yoruba
- Zimbabwean

List B: All Sexual Orientations Volunteered by Students and Families
- Aromantic/ Aromance
- Abrosexual
- Achillean
- Ageosexual
- Allosexual
- Androsexual
- Biromantic
- Cupiosexual
- Demipansexual
- Demiromantic
- Demisexual
- Dreamsexual
- Greyromantic
- Greysexual
- Neptunic
- Omniromantic
- Omnisexual
- Panromantic
- Polysexual
- Quoiromantic
- Sapphic
- Trans Lesbian

List C: All Races Volunteered by Students and Families
- Afghan
- Afghan Canadian
- African Canadian British
- African European Mix
- Albanian
- Amazigh
- Arab
- Armenian
- Ashkenazi Jewish
- Asian
- Asian White
- Azerbaijani
- Biracial
- Biracial (Black Latina White)
- Black
- Black Canadian
- Brazil
- Brazilian European
- British
- British Asian
- Brown
- Brown (Indian)
- Brown (Pakistani Canadian)
- Brown (Pakistani)
- Canada (Farsi Arab)
- Canada Chinese
- Canadian
- Canadian (Tan)
- Canadian Filipino
- Canadian Indian
- Canadian Italian Filipino
- Canadian Portuguese
- Canadian South Asian
- Canadian Tamil
- Canadian Thai
- Caribbean
- Caribbean Chinese Indian
- Caribbean South American
- Caribbean South Asian
- Caucasian
- Central Asia
- Central Asia (Kyrgyzstan)
- Central Asian (Tatar)
- China
- Chinese Canadian
- African European Asian
- Dutch East Asian

- East African
- East Asian
- Eastern European
- English Italian
- Eurasian
- European
- European Afro Caribbean
- European Asian
- Fijian
- Flemish
- Georgia
- German
- German Trinidadian East Indian
- Greek
- Greek Arabian
- Greek Chinese
- Greek English
- Gujrati
- Guyanese
- Guyanese Indian
- Hui
- Hispanic
- Hongkonger
- Hungarian
- India (Gujarat Maharashtra)
- India (Telangana Hyderabad)
- Indian
- Indian Pakistani Muslim
- Indigenous to Canada
- Indo Caribbean
- Indo Caribbean Europe
- Indo European
- Indo Guyanese
- Iraq
- Irish
- Irish Portuguese Canadian
- Irish Scottish West Indian
- Islam Afghanistan
- Israeli
- Jamaican
- Jamaican Scottish
- Jewish
- Jewish Canadian
- Kashmiri
- Kurdish
- Laos
- Latin Anglo
- Latin Easter European
- Latin West Indian East Indian Spanish
- Light Skin
- Mediterranean
- Métis
- Mexico
- Middle Eastern
- Mix (Chinese English)
- Mix (Indian English)
- Mixed
- Mixed (Black Bajan White Portuguese)
- Mixed (Black White)
- Mixed (Chinese White)
- Mixed (Haitian Canadian)
- Mixed (Middle Eastern European)
- Mixed (Pakistani Polish)
- Mixed (West Indian Spanish)
- Mixed (White Indigenous)
- Mixed Caribbean
- Moroccan
- Native African
- Native American
- New Zealanders (Kiwi)
- North African
- North African Tunisian
- North American
- North Asian
- North Indian
- Olive (Mediterranean)
- Palestinian
- Persian
- Persian Greek
- Portuguese
- Punjabi
- Punjabi North Indian
- Romani
- S.W.A.N.A. South American
- Scottish Congo Canadian
- Sikh
- Slavic
- Slavic (Ukrainian)
- Slovenian
- South African
- South African Tamil
- South American
- South Asian
- South Asian (Indian)
- South Asian Middle Eastern
- South Asian White
- South Indian
- South Indian Hyderabadi
- Southeast Asian
- Southwestern Indian
- Sri Lankan
- Sudan
- Tamil
- Telugu (South Indian)
- Torres Strait Islanders
- Trinidadian
- Turkey
- Turkmen
- Ukrainian
- Uzbek Turkic
- Uzbekistan
- West Asian
- West Indian

- West Indian Guyanese Canadian
- West Indian Caribbean
- West Indian Latina Canadian
- Western Asian Tajikistan
- White
- White (African Canadian)
- White (African)
- White (Russian Ukrainian Italian Canadian)
- White Asian
- White Canadian
- White Canadian Jewish
- White Caribbean Italian
- White East Asian
- White Jewish
- White Middle Eastern
- White Native
- White Pakistani
- White Persian
- White Southeast Asian
- White-passing Latina
- Zimbabwe

List D: All Religious and Spiritual Affiliations Volunteered by Students and Families

- Agnostic
- Ahmadiyya
- Alevi
- Astrology
- Atheist
- Baha'i
- Buddhist
- Catholic
- Christian
- Confucianism
- Druze
- Falun Dafa)
- Gnostic
- Hare Krishna
- Hellenistic
- Hindu
- Indigenous Spirituality
- Jainism
- Jewish
- Monotheist
- Mormon
- Muslim
- No religious or spiritual affiliation
- Omnism
- Pagan
- Pravoslavie
- Rastafarian
- Satanism
- Sikh
- Spiritual, but not religious
- Taoism
- Traditionalist
- Wiccan
- Zoroastrian

List E: All Gender Identities Volunteered by Students and Families

- Agender
- Bigender
- Boy / Man
- Boyflux
- Demiboy
- Demigirl
- Girl / Woman
- Non-Binary/ Genderqueer/ Gender Fluid
- Pangender
- Trans
- Two Spirit
- Unlabelled
- Xenogender

List F: All Languages Spoken/ Seen/ Heard at Home Volunteered by Students and Families. Languages marked with an asterisk (*) are the top 13 languages at YRDSB students and families, and the languages in which the Family Survey was made available.

- Afrikaans
- Albanian
- ASL
- Amharic
- Arabic*
- Aramaic
- Armenian
- Assamese
- Assyrian
- Azari
- Azerbaijani
- Balochi
- Belarusian
- Bengali
- Bosnian
- Bulgarian
- Burmese
- Cambodian
- Cantonese*
- Cebuano
- Cebuano/Bisaya

- Chaldean
- Cree
- Creole
- Croatian
- Kutchi
- Czech
- Danish
- Dari
- Dezfuli
- Dutch
- Ebonics
- English
- Esan
- Estonian
- Farsi/Persian*
- Filipino
- Finnish
- French
- Fujianese
- Georgian
- German
- Ghanaian
- Greek
- Gujarati*
- Hakka
- Havyaka Kannada
- Hazaragi
- Hebrew*
- Hindi
- Hindko
- Hokkien
- Hongkongese
- Hungarian
- Igbo
- Ilocano
- Indonesian
- Inuit
- Irish (Gaeilge)
- Italian
- Japanese
- Kachi

- Kaipingnese
- Kannada
- Kashmiri
- Khmer
- Kiswahili
- Konkani
- Korean*
- Kranji
- Kyrgyz
- Kurdish
- Kurmanji
- Kutchi
- Langi
- Laotian
- Lisan ud-Dawat
- Lithuanian
- Macedonian
- Malay
- Malayalam
- Mandarin*
- Manipuri
- Marathi
- Mi'kmaw
- Mohawk
- Mongolian
- Montenegrin
- Nepali
- Nigerian Pidgin
- [Nonverbal]
- Norwegian
- Odia
- Ojibwe
- Oriya
- Pashto
- Patois
- Polish
- Portuguese
- Punjabi*
- Romanian
- Russian*
- Sentinelese

- Serbian
- Shanghainese
- Shona
- Sichuanese
- Sindhi
- Sinhala
- Sinhalese
- Slovak
- Slovenian
- Somali
- Spanish
- Swahili
- Swedish
- Swiss German
- Tagalog
- Taishanese
- Taiwanese
- Tajik
- Tamil*
- Telugu
- Teochew
- Thai
- Tigrinya
- Toizan
- Tugen
- Tulu
- Turkish*
- Turkmen
- Twi
- Ukrainian
- Urdu*
- Uzbek
- Vietnamese*
- Welsh
- Wenzhounese
- Wolof
- Xhosa
- Yoruba
- Zulu