YRDSB Every Student Counts Survey
Research Brief

School Climate:
Inclusive Learning Experiences and School Safety

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Research Project Team

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The Human Rights Commissioner's Office, York Region District School Board, Dr. Bette Stephenson Centre for Learning, Room 202, 36 Regatta Avenue Richmond Hill, Ontario L4E 4R1. Phone: (905) 884-2046 extension 311. Email: aoda@yrdsb.ca

Introduction

This Research Brief highlights the **YRDSB's 2018 Every Student Counts Survey** findings on school climate: inclusive learning experiences and school safety. In particular, we analyzed Grade 7 to 12 students' experiences within the following six inclusive and safe categories: (1) the inclusion of learning human rights/social justice issues, (2) the application of fair school rules to students, (3) students' feelings of safety at school, (4) students' experiences of discrimination as well as (5) their experiences of bullying, and (6) whether students felt comfortable speaking to an adult at their school about incidences of bullying. By examining the survey data relevant to these six categories, the aim was to better understand the experiences of YRDSB students to inform professional practice for the implementation of intentional interventions and strategies in hopes to close opportunity gaps among various groups of students.

Anti-Oppression Note

This research brief aims to prompt critical dialogue toward positive social change for underserved groups of students as well as aims to illuminate systemic barriers certain groups of students may be facing and continue to face at schools, particularly regarding their perceptions of school climate: inclusive learning experiences and school safety. It is important for us to emphasize that the opportunity gaps found within this report are attributed to the social inequities perpetuated by systems of power, which requires steps toward positive social change for underserved groups of students (Oluo, 2018) and are not at all a reflection of deficits within students and families. As such, it is importance to review these findings within this report through an Anti-Oppressive Framework. Before reading any further, we encourage readers to read the anti-oppressive prompts listed below and to keep them front and center when engaging with the findings of this report

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Engaging with ESCS Data through an Anti-Oppressive Framework

The following questions are intended to support readers of this report in using an anti-oppression framework to review the ESCS 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., school practices, school environment, school board practices) 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 the data?
- In what ways are the data similar to, or different from, other data sources (e.g., municipal, community agencies, other school boards)?
- What additional data sources are needed to understand both complementary and divergent perspectives regarding educational experiences?

Research Questions

In this research brief, we focused on answering the following research questions:

1. From 2015-2021, what are some of the overall trends regarding participating students' perceptions of inclusive and safe schools?
2. Which group(s) of students are being underserved from the education system the way it is currently functioning?
   a. What are some notable findings regarding students' perceptions of inclusive and safe schools by grade, racial and Indigenous identity as well as special education needs?
   b. Are there any associations between participating students' perceptions of inclusive and safe schools as well as their perceived mental health and well-being?

Key Findings and Implications

This research brief illuminates several key findings that have important implications for future research and practice. These findings most especially warrant the use of a mixed methods study design with further intersectionality analyses and frameworks in order to explore and understand more deeply the perceptions and experiences of underserved groups of students. An intersectional approach in addition to a more reflexive dialogue that makes visible multiple interpretations of lived experiences will further contextualize information about students' lives and enrich findings (Goswami & Rutherford, 2009).

Several other implications for research and practice linked to notable findings found within this report are:

Inclusion of Learning Human/Rights Social Justice Issues

- There were groups of students who chose not to identify their racial or Indigenous identity across grade panels and this group of students consistently reported the lowest agreement rates for being encouraged to learn about human rights/social justice across the various topics; thereby, there is a need to further explore why these students did not identify their racial or Indigenous identity across grade panels when responding to this survey prompt as well as why they are seemingly least encouraged to learn about human rights/social justice issues across topics.
- The percentage of students who were encouraged to think and learn about human rights/social justice issues related to people with disabilities decreased for Grade 9 to 12 students from the year 2018 to 2021 but not for any other topic across the grade panels; thereby, there is a need to further investigate why this may be so.
  - This finding points to an additional need to engage in curricular planning that affords more opportunities for students to engage in a broad range of learning about human rights/social justice issues, with an emphasis on learning about people with disabilities in Grades 9 to 12.
- Students who were identified with a Developmental Disability consistently reported the lowest agreement rates across the grade panels for being encouraged to learn about human rights/social justice issues across the various topics, excluding learning about people with disabilities within the Grade 9 to 12 panel; thereby, there is a strong need to investigate why this may be so.
  - This finding also points to an additional need to engage in curricular planning that affords more opportunities for students identified with a Developmental Disability to learn about these topics.
- Learning about sexual orientation in Grade 7 to 8 and learning about poverty in Grades 9 to 12 had the lowest agreement rates overall compared to all the other topics, which was consistent across the racial and Indigenous identity data as well as special educations needs data; thereby, there is a strong need to investigate why this may be so.
- Overall, the percentage of students who reported feeling good about themselves was higher among those who were encouraged to learn about human rights/social justice issue related to their identities (e.g., Indigenous and racial identities, special education needs) compared to those who were not encouraged.
- Additionally, a lower percentage of students who were encouraged to learn about human rights/social justice issues related to these identities reported feeling nervous all the time or often. However; there were inverse patterns found for the following identity groups regarding the intersections among racial and Indigenous identity, being encouraged to learn about culturally relevant curricular topics and their feeling good about themselves or feeling nervous, which calls for a need to further investigate:

(1) Students who self-identified as Indigenous within the Grades 7 to 8 panel, their learning related to Indigenous peoples and their feeling nervous;

(2) Students who self-identified as Latino/a/x within the Grade 7 to 8 panel, their learning related to race, ethnicity and culture and their feeling good about themselves;

(3) Students whose racial or Indigenous identity were not listed in the Grade 9 to 12 panel, their learning related to race, ethnicity and culture and their feeling good about themselves;

(4) Students whose racial or Indigenous identity were not listed in the Grade 9 to 12 panel, their learning related to race, ethnicity, and culture and their feeling nervous.

Application of Fair School Rules to Students

- Across grade panels students who self-identified as Indigenous or Black and those who did not self-identify their racial or Indigenous identity as well as those who were identified with a Behavioural exceptionality consistently reported the lowest agreement rates for school rules being applied to them in a fair way; thereby, there is a need to develop intentional intervention strategies that ensure the application of fair school rules to all students, most especially to these group of students.

Feelings of Safety at School

- Across grade panels students who self-identified as Indigenous and those who did not self-identify their racial or Indigenous identity as well as those who were identified with a Learning Disability or a Behavioural exceptionality consistently reported the lowest agreement rates for feeling safe at school; thereby, there is also a need to develop intentional intervention strategies that ensure al students feel safer at school, most especially these groups of students.

Experiences of Discrimination

- There is a need to further investigate why a more notable decline was found in 2021 regarding students' experiences of discrimination at school and whether the pandemic had an influence on this decline.
- Students who self-identified as Black or those who were identified with Autism consistently reported the highest rates for experiencing discrimination in school/class that year; thereby, there is also a strong need to develop intentional intervention strategies that mitigate students' experiences of discrimination at school, most especially for these groups of students.

Experiences of Bullying

- There is also a need to further investigate why there was a more noticeable decline in 2021 regarding students experiencing bullying and whether the pandemic influenced this decline.
- Across surveys, there was a considerably higher percentage of students in Grades 7 to 8 that reported they had been bullied at school compared to students in Grades 9 to 12; thereby, there is a need to also further investigate why this may be so.

- Additionally, since those students who self-identified as Indigenous, as well as those who did not self-identify their racial or Indigenous identity across both grade panels consistently reported the highest rates for being bullied by other students at school all the time or often, there is a need to develop intentional intervention strategies that mitigate students experiences of bullying at school, most especially for these groups of students.

Feeling Comfortable Speaking to an Adult about Being Bullied

- Across grade panels, those students who self-identified as Black or Southeast Asian as well as those identified as Gifted consistently reported the lowest rates for feeling comfortable speaking to an adult at school if they were bullied that school year; thereby there is a strong need to develop intentional intervention strategies that support students in feeling more comfortable speaking with an adult about being bullied at school, most especially for these groups of students.
- Overall, findings also indicate that participants who did not provide identity information for certain categories (e.g., racial or Indigenous identity) are more likely to be underserved by the system in terms of the way it is currently functioning; however, we do not know the identity groups to which they identify. This means that the percentages for some identity groups may actually be higher than reported. Thereby, there is a need to further investigate why this may be

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so. This finding points to an additional need to engage in curricular planning that affords more opportunities for students to engage in a broad range of learning about human rights/social justice issues, with an emphasis on learning about people with disabilities in Grades 9 to 12.

From 2015 to 2021, what are some of the overall trends regarding participating students' perceptions of inclusive and safe schools?

This report analyzes six survey prompts pertaining to school climate: inclusive learning experiences and school safety. The six survey prompts analyzed throughout this report are:

1. At my school I am encouraged to think and learn about human rights/social justice issues related to: (a) Indigenous peoples (b) gender identity (c) poverty (d) people with disabilities and (e) race, ethnicity and culture.
2. School rules are applied to me in a fair way.
3. I feel safe at this school.
4. Since the start of this school year, have you experienced discrimination in school/class?
5. Since the start of this school year, have you been bullied by other students at school?
6. There is an adult at this school I would feel comfortable speaking to if I or someone else have been bullied

This section of the report examines the overall trends found over time between the years 2015 to 2021 for these survey prompts. Table 1 details the response rates for each survey. Only the survey prompts pertaining to inclusive and safe schools that were included in the ESCS 2018 survey and at least one other previous YRDSB system-level survey were analyzed for this report. This selection criteria yielded 4 survey prompts for analysis. Upon closer examination, two additional questions pertaining to students' experiences of discrimination and bullying were included. Although the wording and scale of these two questions were different across several of the previous surveys administered, we were able to determine whether students experienced discrimination or bullying (yes) by merging the following scales across some surveys: "all the time," "often," and "sometimes." By merging these three scales, we were able to represent the response for "yes" for prompt four and five listed above.

Table 1. System Surveys Response Rates

Grade	SCSS 2015	SCSS 2017	ESCS 2018	SCSS 2021
7 to 8	77% (Gr 5-8)	92% (Gr 5-8)	93%	33% (Gr 7-12)
9 to 12	67%	66%	87%	N/A

Figure 1 shows the overall trends for prompt one listed above across two surveys administered – one in 2018 and one in 2021.

Figure 1. Trend Data: "At My School I am Encouraged to Think and Learn About Human Rights/Social Justice Issues Related to the Following Topics . . ."

(Strongly Agree / Agree)
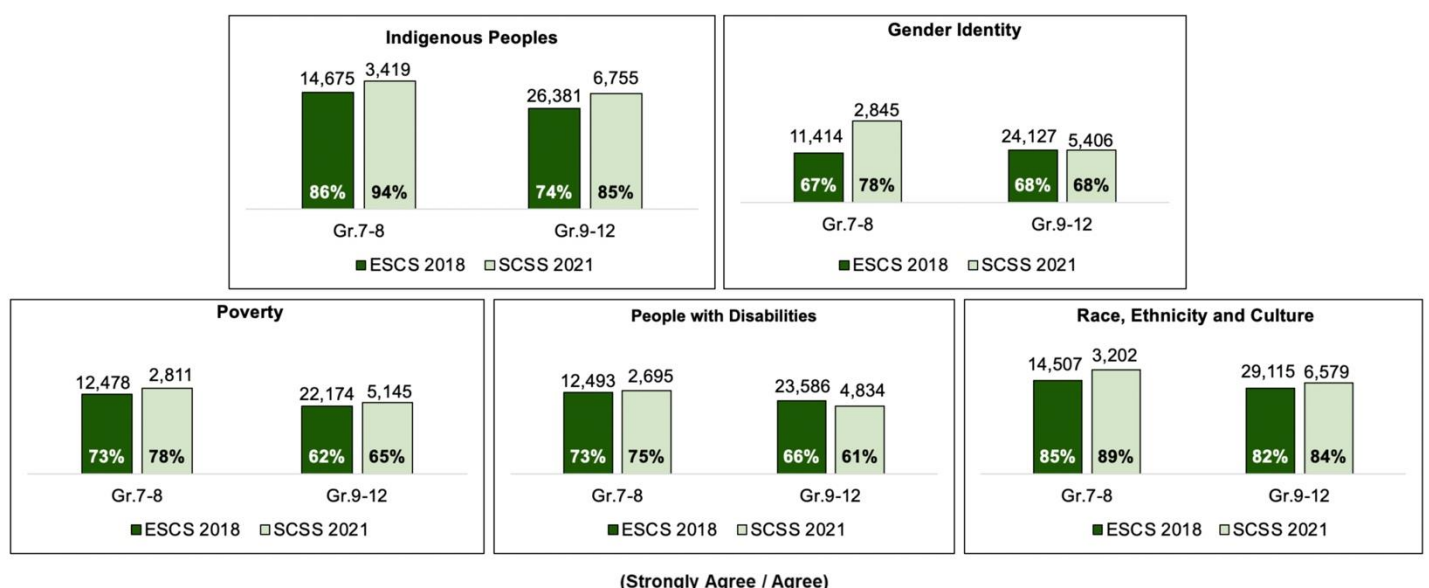
Several key findings surfaced:
- Across the two grade panels, the percentage of students who were encouraged to think and learn about human rights/social justice issues related to different topics increased from 2018 to

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2021 with the exception of Grade 9 to 12 students who (strongly) agreed they were encouraged to learn about people with disabilities.
- Students most especially (strongly) agreed that they were encouraged to think and learn about Indigenous peoples as well as race, ethnicity and culture.

Figure 2 shows the overall trends for prompt two listed above across two surveys administered – one in 2018 and one is 2021.

Figure 2. Trend Data: "School Rules are Applied to Me in a Fair Way."

The following key findings surfaced:

- There were no notable differences found across the two grade panels and the two surveys administered in 2018 and 2021: the percentage of students who (strongly) agreed that school rules applied to them in a fair way increased only slightly from 2018 to 2021 for both the Grade 7 to 8 and Grade 9 to 12 panel.
- A slightly higher percentage of students in Grades 9 to 12 (strongly) agreed that school rules applied to them in a fair way compared to students in Grades 7 to 8

Figure 3 shows the overall trend for prompt three listed above across four surveys administered between the years 2015-2021.

Figure 3. Trend Data: "I Feel Safe at This School."
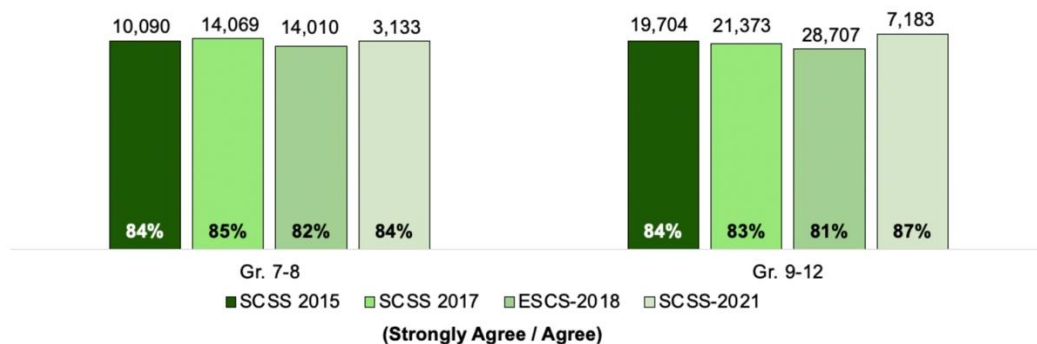
Note: the surveys administered across 2015-2021 all asked about students experiences of bullying, albeit in different or slightly different ways and, at times, with different scales; thereby data for some surveys were merged, such as for those students who selected: "all the time," "often," and "sometimes" for the survey prompt, "during this school year, how often have you experienced discrimination in school/class" to represent "yes" for the survey prompt analyzed in this report.

The following key finding surfaced:

- Although in 2018 there was a slight decrease in the percentage of students who felt safe at school, there were no notable differences found across grade panels and surveys administered over the years.

Figure 4 shows the overall trend for prompt four listed above across four surveys administered between the years 2015-2021.

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Figure 4. Trend Data: "Since the Start of This School Year, Have You Experienced Discrimination in School/Class?"

| | 3,899 | 4,306 | 4,087 | 421 | | 6,410 | 5,780 | 7,446 | 679 |
| | 33% | 29% | 24% | 11% | | 28% | 25% | 21% | 8% |

Gr. 7-8   Gr. 9-12

■ SCSS 2015   ■ SCSS 2017   ■ ESCS-2018   ■ SCSS-2021

(Yes)
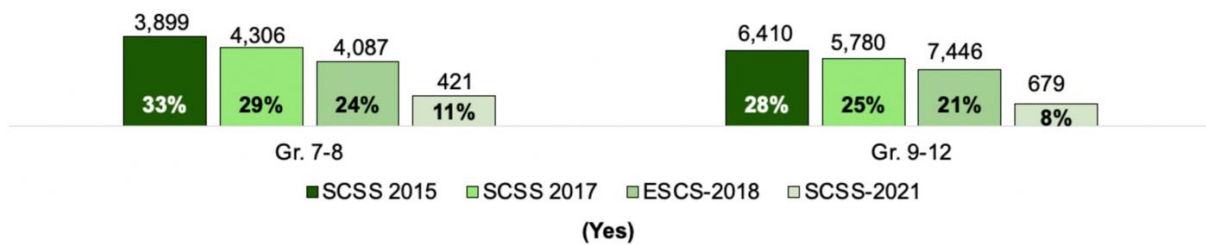
Note: the surveys administered across 2015-2021 all asked about students experiences of discrimination, albeit in different or slightly different ways and, at times, with different scales; thereby data for some surveys were merged, such as the scales: "all the time," "often," and "sometimes" for the survey prompt, "during this school year, how often have you experienced discrimination in school/class" to represent "yes" for the survey prompt analyzed in this report.

The following key finding surfaced:

- The percentage of students who experienced discrimination decreased year over year, with a more notable decline in 2021 during the pandemic.

Figure 5 shows the overall trend for prompt five listed above across four surveys administered between the years 2015-2021.

Figure 5. Trend Data: "Since the Start of This School Year, Have You Been Bullied by Other Students at School?"

| 5,992 | 3,744 | 5,583 | 402 | | 7,691 | 3,414 | 7,147 | 346 |
| 51% | 25% | 33% | 11% | | 33% | 15% | 20% | 4% |

Gr. 7-8   Gr. 9-12

■ SCSS 2015   ■ SCSS 2017   ■ ESCS-2018   ■ SCSS-2021

(Yes)
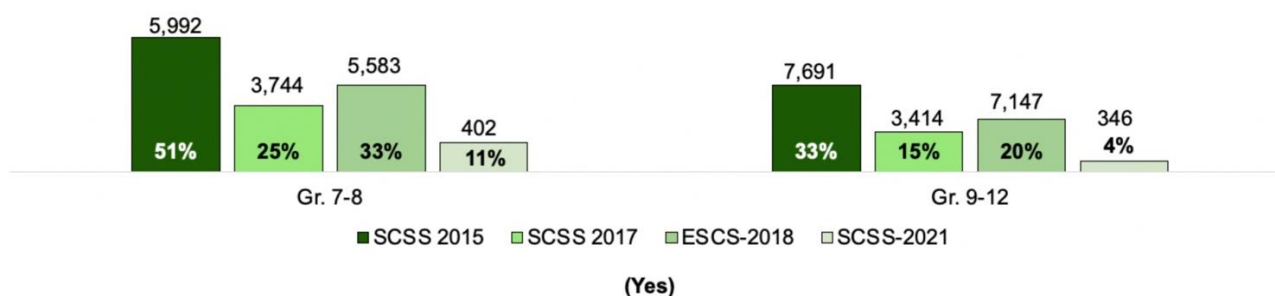
The following key findings surfaced:

- Since 2015, there was an overall decrease in the percentage of Grade 7 to 12 students who reported that they have been bullied at school, with a slight increase from 2017 to 2018 followed by a noticeable decline in 2021 during the pandemic.
- Overall, a considerably higher percentage of students in Grades 7 to 8 reported that they have been bullied at school compared to students in Grades 9 to 12.

Figure 6 shows the overall trend for prompt six listed above across four surveys administered between the years 2015-2021.

Figure 6. Trend Data: "There Is an Adult at This School I would Feel Comfortable Speaking to if I or Someone Else Have Been Bullied."

	Gr. 7-8	Gr. 9-12
SCSS 2015	7,933	6,787
SCSS 2017	9,512	11,745
ESCS 2018	11,778	21,383
SCSS 2021	2,765	5,574

	SCSS 2015	SCSS 2017	ESCS-2018	SCSS 2021
Gr. 7-8	68%	65%	69%	75%
Gr. 9-12	60%	53%	60%	69%

—●— Gr. 7-8   —○— Gr. 9-12

(Strongly Agree / Agree)
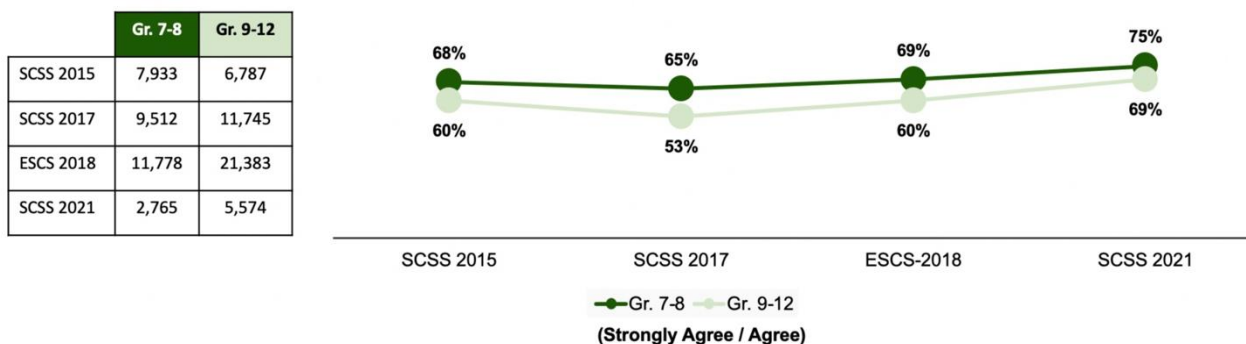
The following notable findings surfaced:

- From 2015 to 2021, there was a slight increase in the percentage of students who (strongly) agreed there is an adult at school they would feel comfortable speaking to if they or someone else had been bullied, with a slight decrease in 2017 for both grade panels.

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- There was a higher percentage of Grade 7 to 8 students who (strongly) agreed to this survey prompt compared to their peers in higher grades.

What are some notable findings regarding students' perceptions of inclusive and safe schools by grade, racial and Indigenous identity as well as special education needs?

This section of the report examines the same six survey prompts; however, it examines more closely the 2018 ESCS survey by disaggregating the data by racial and Indigenous identity as well as special education needs. In so doing, we calculated quartiles to determine the groups of students most underserved by the system in terms of the way that it is currently functioning. The quartiles were calculated by dividing the set of values (percentages) into 4 equal parts. For example, in Figure 7 under learning about Indigenous peoples, the data was first arranged in ascending order from 75.2% (minimum value) to 89.7% (maximum value), then was grouped into quartiles by first calculating the median (the middle value, 86.2%). The cutoff point for the first quartile (82.8%) lies in the middle of the minimum value (75.2%) and the median (86.2%). The median is the cutoff point for the second quartile. The middle value lying between the median (86.2%) and the maximum value (89.7%) is the cutoff point for the third quartile (87.7%). The fourth quartile represents the highest 25% of the values. Thereby, any value equal or lower than 82.8% was considered the 25th percentile and grouped in the first quartile (lowest). Likewise, any value equal or lower than 86.2% but higher than 82.8% was considered the 50th percentile and grouped in the second quartile, and any value equal or lower than 87.7% but higher than 86.2% was considered the 75th percentile and grouped in the third quartile. Those values higher than 87.7% was grouped in the fourth quartile (highest).

This report first explores the quartile analysis for Indigenous and racial identity.

> **Anti-oppression Note**
>
> Throughout this section of the report, blue arrows and prompts are used on each figure to draw your attention to the quartiles that represent the groups of students who are most underserved at the York Region District School Board (YRDSB) with the intention of better serving these groups of students. It is important to reiterate that these findings are not to be viewed through a deficit lens, but through an anti-oppressive framework that draws particular attention to the inequities faced by groups of students in terms of the way the education system is currently functioning.

Indigenous and Racial Identity

Figures 7 and 8 show 2018 ESCS data for prompt one listed previously disaggregated by racial and Indigenous identity. Figure 7 reflects the Grade 7 to 8 panel and Figure 8 reflects the Grades 9 to 12 panel.

Figure 7. "At My School I am Encouraged to Think and Learn about Human Rights/Social Justice Issues Related to . . ." by Racial and Indigenous Identity (Gr. 7-8)

Indigenous Peoples	Gender Identity	Race, Ethnicity & Culture	Sexual Orientation	Poverty	People with Disabilities
89.7% Latino/a/x	70.8% South Asian	89.3% South Asian	62.8% Indigenous	78.8% South Asian	77.8% South Asian
88.9% South Asian	70.1% East Asian	87.7% Latino/a/x	60.7% South Asian	75.7% Multiple Races	76.7% Latino/a/x
87.7% Multiple Races	70.0% Indigenous	87.0% Southeast Asian	60.1% East Asian	72.1% Indigenous	75.0% Middle Eastern
87.3% East Asian	68.5% Southeast Asian	86.3% East Asian	59.8% White	75.2% East Asian	73.3% Southeast Asian
86.8% Middle Eastern	68.3% Not Listed	85.2% White	58.4% Southeast Asian	74.7% Latino/a/x	73.1% East Asian
86.2% White	67.0% Middle Eastern	85.0% Middle Eastern	56.9% Multiple Races	71.9% Southeast Asian	73.0% Multiple Races
85.7% Black	63.9% Multiple Race	84.4% Multiple Races	56.7% Middle Eastern	71.5% White	72.1% Indigenous
85.6% Southeast Asian	63.9% White	82.2% Black	55.2% Not Listed	71.5% Not Listed	71.7% White
82.8% Not Listed	63.7% Latino/a/x	81.8% Not Listed	53.1% Black	71.4% Middle Eastern	71.2% Not Listed
82.1% Indigenous	62.4% No Selection	81.7% Indigenous	52.7% Latino/a/x	69.4% Black	70.0% Black
75.2% No Selection	61.9% Black	74.9% No Selection	51.3% No Selection	63.6% No Selection	67.9% No Selection

What might the data suggest about the experiences of underserved groups of students?

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(Strongly Agree / Agree)

The following notable findings surfaced for the Grade 7 to 8 panel:

- The Grade 7 to 8 students who did not select an option to self-identify their racial or Indigenous identity consistently reported the lowest agreement rates for being encouraged to learn about the following human rights/social justice topics: Indigenous peoples, gender identity, race, ethnicity and culture, sexual orientation, poverty, people with disabilities.

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- Grade 7 to 8 students who indicated that their racial category was not listed or who self-identified as Black, Indigenous, Latino/a/x and Middle Eastern were also among those with lowest rates of being encouraged to think or learn about various human rights/social justice topics.
- Overall, learning about sexual orientation appeared to have the lowest agreement rates compared to the other topics for this grade panel.

The following notable findings surfaced for the Grade 9-12 panel:

- The Grade 9 to 12 students who did not select an option to self-identify their racial or Indigenous identity consistently reported the lowest agreement rates for being encouraged to learn about the following human rights/social justice topics: Indigenous peoples, gender identity, race, ethnicity and culture, sexual orientation, poverty, people with disabilities.
- Grade 9 to 12 students who self-identified as Black, Indigenous, multiple race or who indicated that their racial category was not listed were also among those with lowest agreement rates for being encouraged to think or learn about various human rights/social justice topics.
- Learning about poverty appeared to have the lowest agreement rates compared to the other topics for this grade panel.

Figure 8. "At My School I am Encouraged to Think and Learn about Human Rights/Social Justice Issues Related to . . ." by Racial and Indigenous Identity (Gr. 9-12):

Indigenous Peoples	Gender Identity	Race, Ethnicity & Culture	Sexual Orientation	Poverty	People with Disabilities
77.4% East Asian	72.7% East Asian	86.1% South Asian	70.0% East Asian	66.3% Southeast Asian	72.2% Southeast Asian
76.8% Southeast Asian	72.3% South Asian	84.6% East Asian	70.3% South Asian	66.0% South Asian	68.7% South Asian
76.0% South Asian	71.2% Southeast Asian	84.6% Southeast Asian	69.7% Southeast Asian	65.3% Latino/a/x	68.6% Latino/a/x
74.9% Latino/a/x	67.4% Middle Eastern	83.4% Latino/a/x	67.2% White	64.5% East Asian	67.9% East Asian
74.1% White	67.4% Latino/a/x	82.2% White	66.2% Latino/a/x	63.3% Not Listed	67.5% Middle Eastern
73.5% Middle Eastern	65.3% White	81.3% Middle Eastern	66.0% Middle Eastern	62.1% White	65.8% Not Listed
73.3% Not Listed	65.0% Not Listed	79.5% Multiple Races	64.6% Multiple Races	60.7% Middle Eastern	65.4% White
73.2% Multiple Races	64.7% Multiple Races	78.4% Not Listed	64.4% Not Listed	60.1% Indigenous	63.9% Black
72.5% Indigenous	63.3% Black	74.4% Indigenous	61.9% Black	59.9% Black	62.8% Indigenous
68.5% Black	60.5% Indigenous	74.3% Black	59.8% Indigenous	57.5% No Selection	63.1% Multiple Race
64.5% No Selection	60.2% No Selection	71.5% No Selection	59.1% No Selection	57.1% Multiple Races	62.9% No Selection

What might the data suggest about the experiences of underserved groups of students?

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(Strongly Agree / Agree)

Figure 9 shows the 2018 ESCS data for prompt two listed previously disaggregated by racial and Indigenous identity. The following notable findings surfaced:

- Grade 7 to 12 students who self-identified as Indigenous or as Black as well as those who did not select an option to self-identify their racial or Indigenous identity, consistently reported the lowest agreement rates for school rules being applied to them in a fair way.
- Additionally, students in Grade 7 to 8 who self-identified as Latino/a/x were also among those with lowest agreement rates for this survey prompt.

- **Figure 9. "School Rules Are Applied to Me in a Fair Way" by Racial and Indigenous Identity.**

Grades 7-8		Grades 9-12	
86.4%	South Asian	86.9%	East Asian
83.6%	East Asian	85.0%	South Asian
82.0%	Southeast Asian	84.1%	Southeast Asian
80.3%	Middle Eastern	82.9%	White
77.8%	White	80.8%	Middle Eastern
77.7%	Not Listed	78.9%	Multiple Race
76.2%	Multiple Races	77.6%	Latino/a/x
75.1%	No Selection	76.8%	Not Listed
74.9%	Indigenous	75.0%	No Selection
74.7%	Latino/a/x	74.1%	Black
72.5%	Black	71.4%	Indigenous

What might the data suggest about the experiences of underserved groups of students?

Grades 7-8   Grades 9-12

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

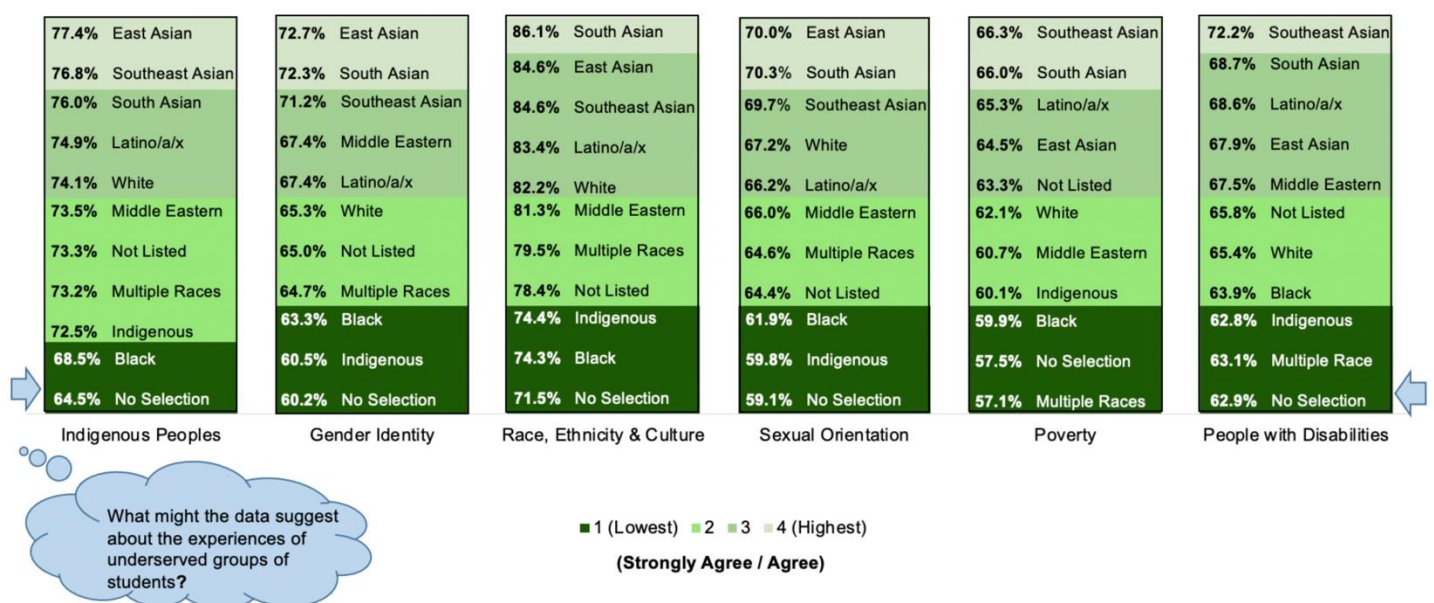**(Strongly Agree / Agree)**

Figure 10 shows the 2018 ESCS data for prompt three listed previously disaggregated by racial and Indigenous identity. The following notable findings surfaced:
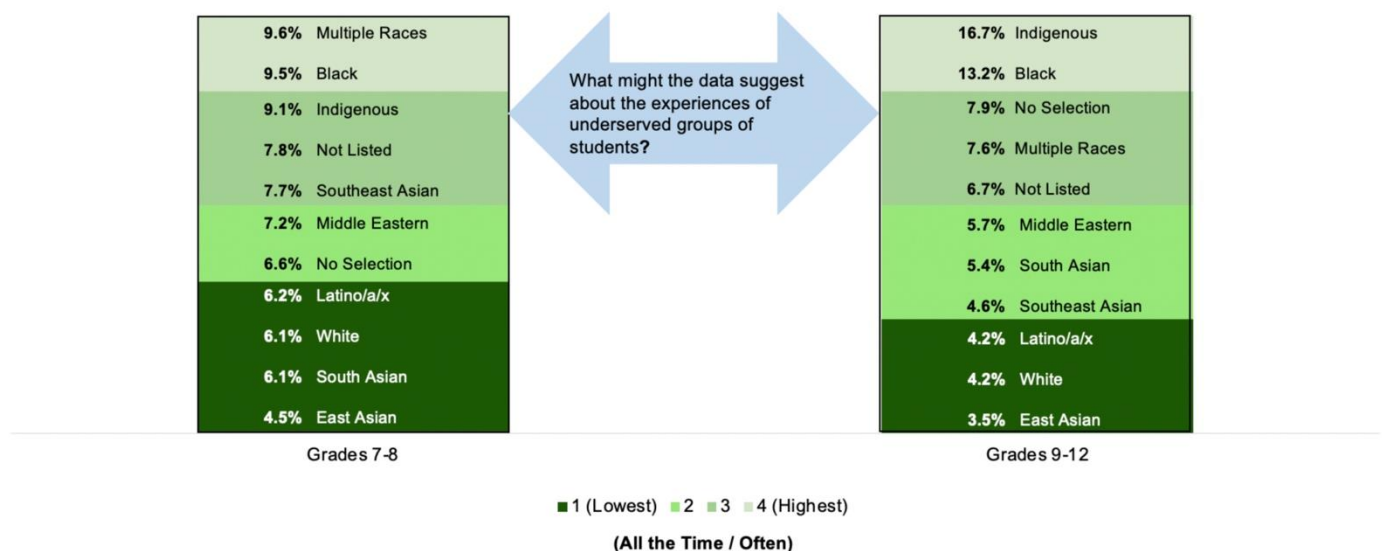
- Across the two grade panels, students who self-identified as Indigenous and who did not self-identify their racial or Indigenous identity consistently reported the lowest agreement rates for feeling safe at school.
- Students in Grades 7 to 8 who self-identified as Latino/a/x and students in Grades 9 to 12 who self-identified as Black were also among those with lowest agreement rates for this survey prompt.

Figure 10. "I Feel Safe at This School" by Racial and Indigenous Identity

Grades 7-8		Grades 9-12	
86.8%	South Asian	84.9%	East Asian
83.4%	East Asian	83.4%	South Asian
82.5%	Southeast Asian	81.8%	Middle Eastern
81.7%	White	80.8%	White
81.7%	Middle Eastern	80.7%	Latino/a/x
80.0%	Multiple Races	79.0%	Not Listed
79.0%	Not Listed	78.9%	Southeast Asian
77.1%	Black	76.7%	Multiple Races
76.7%	Latino/a/x	74.3%	Black
75.7%	Not Selection	70.7%	No Selection
75.5%	Indigenous	66.1%	Indigenous

What might the data suggest about the experiences of underserved groups of students?

Grades 7-8   Grades 9-12

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(Strongly Agree / Agree)

Figure 11 shows the 2018 ESCS data for prompt four listed previously disaggregated by racial and Indigenous identity.

Figure 11. "Since the Start of This School Year, Have You Experienced Discrimination in School/Class" by Racial and Indigenous Identity?

Grades 7-8		Grades 9-12	
9.6%	Multiple Races	16.7%	Indigenous
9.5%	Black	13.2%	Black
9.1%	Indigenous	7.9%	No Selection
7.8%	Not Listed	7.6%	Multiple Races
7.7%	Southeast Asian	6.7%	Not Listed
7.2%	Middle Eastern	5.7%	Middle Eastern
6.6%	No Selection	5.4%	South Asian
6.2%	Latino/a/x	4.6%	Southeast Asian
6.1%	White	4.2%	Latino/a/x
6.1%	South Asian	4.2%	White
4.5%	East Asian	3.5%	East Asian

What might the data suggest about the experiences of underserved groups of students?

Grades 7-8   Grades 9-12

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(All the Time / Often)

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The following notable findings surfaced:

- Grade 7 to 12 students who self-identified as Black consistently reported the highest rates for experiencing discrimination in school/class.
- Students in Grades 7 to 8 who self-identified with multiple races and students in Grades 9 to 12 who self-identified as Indigenous were also among those with highest rates for this survey prompt.

Figure 12 shows the 2018 ESCS data for prompt five listed previously disaggregated by racial and Indigenous identity. The following notable finding surfaced:

- Across the two grade panels, students who self-identified as Indigenous and those who did not self-identify their racial or Indigenous identity consistently reported the highest rates for being bullied by other students at school all the time or often.

Figure 12. "Since the Start of This School Year, Have You Been Bullied by Other Students at School" by Racial and Indigenous Identity?

Grades 7-8	Grades 9-12
11.5% Indigenous	15.5% Indigenous
9.2% No Selection	7.5% No Selection
8.8% Not Listed	7.1% Black
8.8% Middle Eastern	5.9% Multiple Races
8.4% Black	4.9% Not Listed
8.4% White	4.8% Latino/a/x
8.1% Multiple Races	4.7% White
7.5% South Asian	4.6% Middle Eastern
5.8% Southeast Asian	4.3% South Asian
5.5% Latino/a/x	2.4% East Asian
5.3% East Asian	1.8% Southeast Asian

What might the data suggest about the experiences of underserved groups of students?

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)
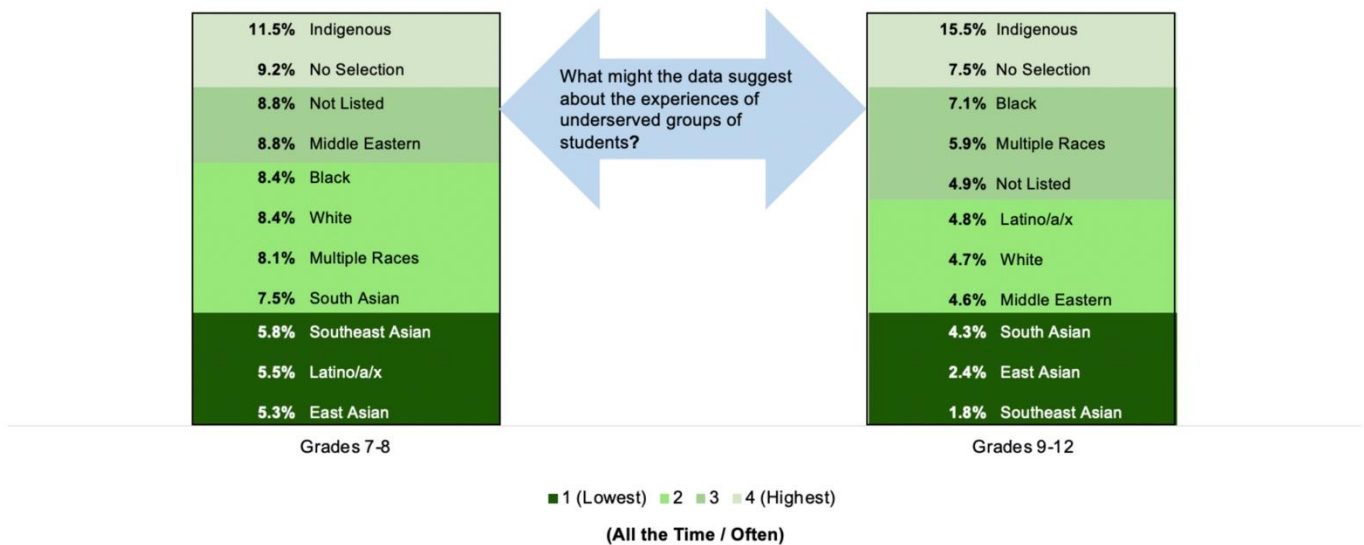
(All the Time / Often)

Figure 13 shows the 2018 ESCS data for prompt six listed previously disaggregated by racial and Indigenous identity. The following notable findings surfaced:

- Across the two grade panels, students who self-identified as Black and Southeast Asian consistently reported the lowest agreement rates for feeling comfortable speaking to an adult at school if bullied.
- Students in Grades 7 to 8 who self-identified as East Asian and students in Grades 9 to 12 who did not self-identify their racial or Indigenous identity were also among those with lowest agreement rates for this survey prompt.

Figure 13. "There Is an Adult at This School I would Feel Comfortable Speaking to if I Am Bullied" by Racial and Indigenous Identity.

Grades 7-8	Grades 9-12
67.7% South Asian	58.7% White
67.3% White	56.2% South Asian
65.1% Indigenous	54.4% Middle Eastern
63.9% Middle Eastern	53.9% East Asian
62.1% Not Listed	53.1% Multiple Races
59.6% Latino/a/x	52.9% Latino/a/x
59.4% Multiple Races	52.6% Not Listed
59.4% No Selection	52.5% Indigenous
59.2% Black	51.1% Southeast Asian
58.9% Southeast Asian	50.8% No Selection
57.0% East Asian	50.7% Black

What might the data suggest about the experiences of underserved groups of students?

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(Strongly Agree / Agree)
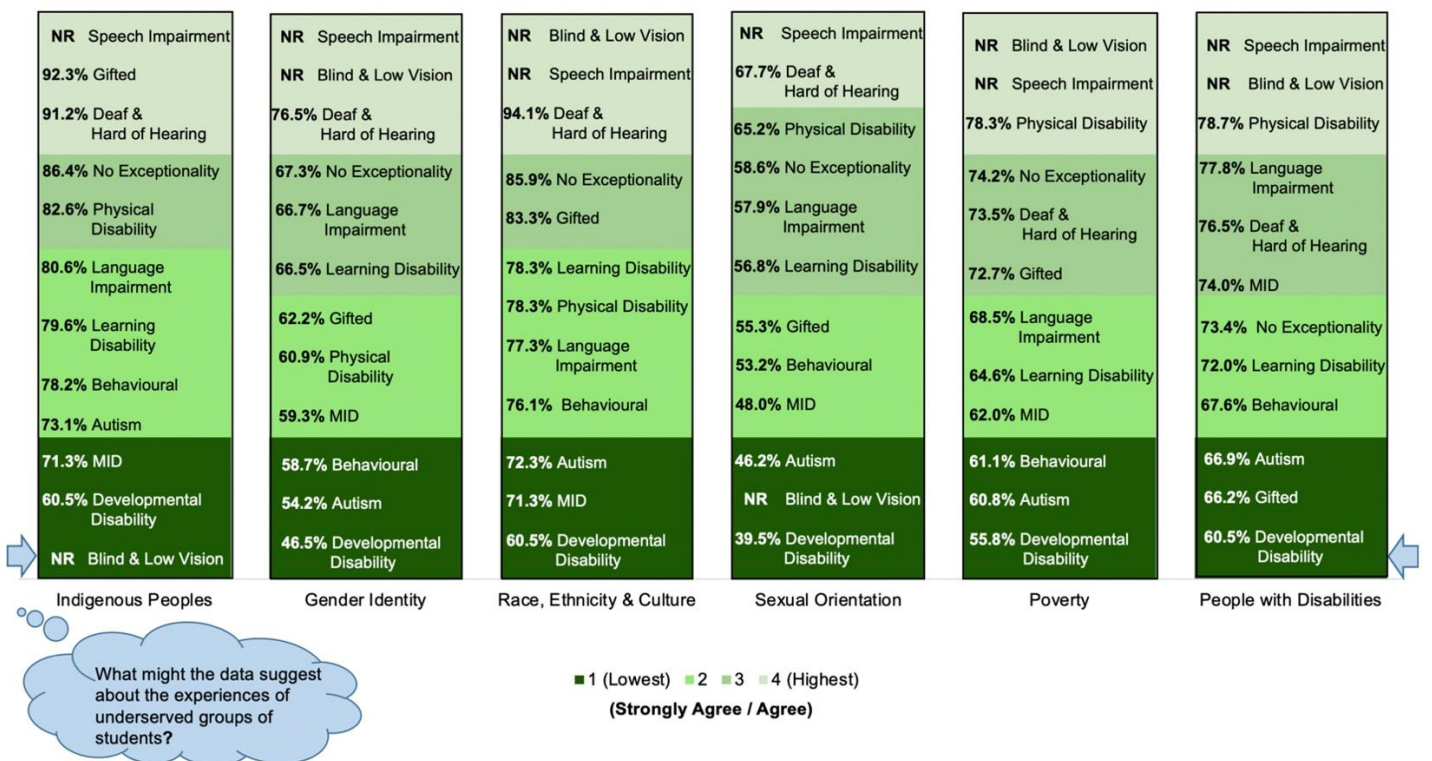
Special Education Needs

This section examines the six 2018 ESCS survey prompts disaggregated by special education needs (SEN). Identification data for special education needs is from the student information system (SIS).

Those students grouped under "no exceptionality" refer to students without a special education need on the student information system. Additionally, "NR" denotes there were less than 15 students in a particular group and therefore the resulting figure is Not Reported (NR) to preserve the privacy of the students.
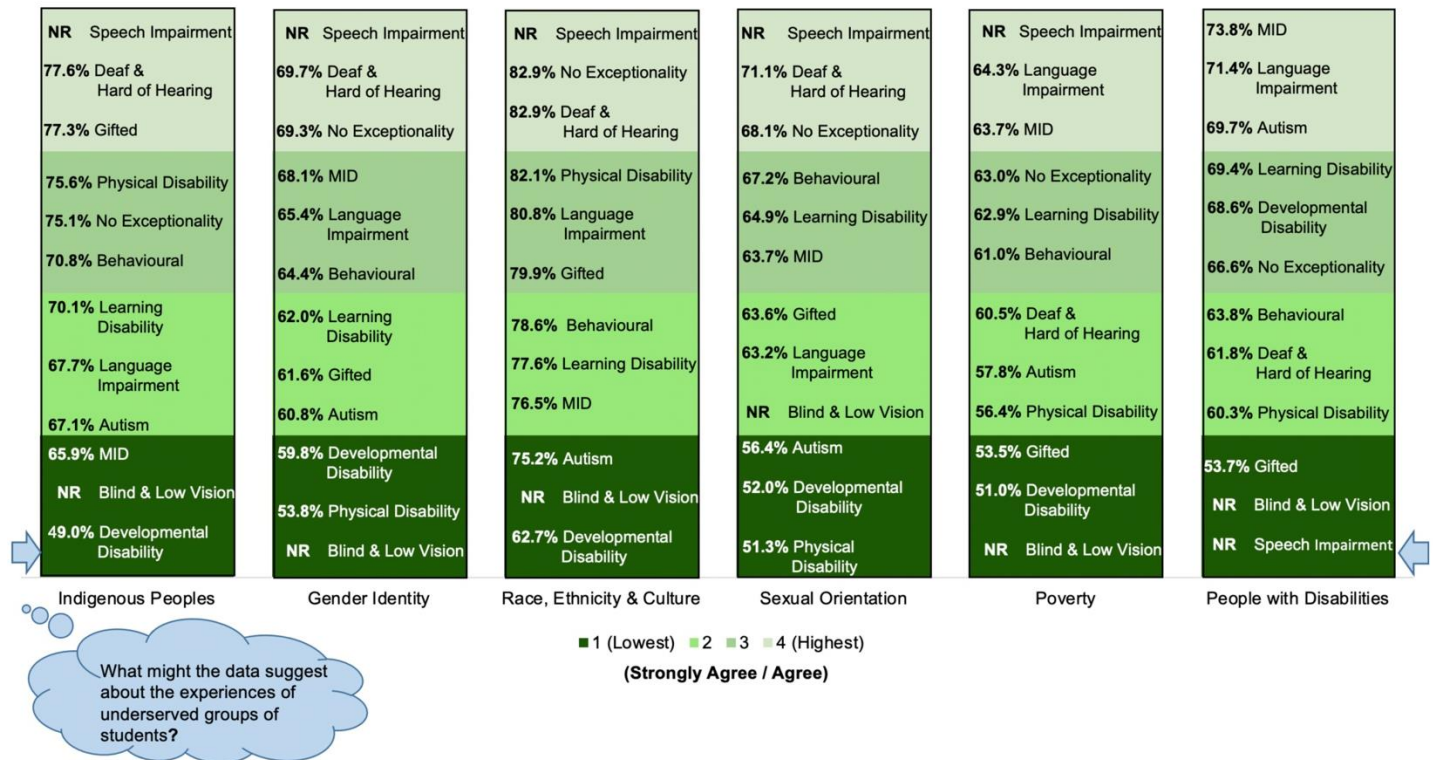
Figure 14 and Figure 15 show the 2018 ESCS data for prompt one listed previously disaggregated by SEN. The following notable findings surfaced for Grades 7 to 8:

- The Grade 7 to 8 students who were identified with a Developmental Disability consistently reported the lowest agreement rates for being encouraged to think or learn about the following human rights/social justice topics: Indigenous peoples, gender identity, race, ethnicity and culture, sexual orientation, poverty, and people with disabilities.
- Students who were identified with Autism, Mild Intellectual Disability (MID), Blind and Low Vision, Behavioural and Gifted were also among those with lowest rates of being encouraged to think or learn about various human rights/social justice topics for the Grade 7 to 8 panel.
- Consistent with the findings seen among students with different racial or Indigenous identities, learning about sexual orientation appeared to have the lowest agreement rates among students with and without special education needs compared to the other topics for Grades 7 to 8 students.

Figure 14. "At My School I am Encouraged to Think and Learn about Human Rights/Social Justice Issues Related to . . ." by Special Education Needs/Exceptionalities (Gr. 7-8)

Figure 15. "At My School I am Encouraged to Think and Learn about Human Rights/Social Justice Issues Related to . . ." by Special Education Needs/Exceptionalities (Gr. 9-12)

Indigenous Peoples	Gender Identity	Race, Ethnicity & Culture	Sexual Orientation	Poverty	People with Disabilities
NR Speech Impairment	NR Speech Impairment	NR Speech Impairment	NR Speech Impairment	NR Speech Impairment	73.8% MID
77.6% Deaf & Hard of Hearing	69.7% Deaf & Hard of Hearing	82.9% No Exceptionality	71.1% Deaf & Hard of Hearing	64.3% Language Impairment	71.4% Language Impairment
77.3% Gifted	69.3% No Exceptionality	82.9% Deaf & Hard of Hearing	68.1% No Exceptionality	63.7% MID	69.7% Autism
75.6% Physical Disability	68.1% MID	82.1% Physical Disability	67.2% Behavioural	63.0% No Exceptionality	69.4% Learning Disability
75.1% No Exceptionality	65.4% Language Impairment	80.8% Language Impairment	64.9% Learning Disability	62.9% Learning Disability	68.6% Developmental Disability
70.8% Behavioural	64.4% Behavioural	79.9% Gifted	63.7% MID	61.0% Behavioural	66.6% No Exceptionality
70.1% Learning Disability	62.0% Learning Disability	78.6% Behavioural	63.6% Gifted	60.5% Deaf & Hard of Hearing	63.8% Behavioural
67.7% Language Impairment	61.6% Gifted	77.6% Learning Disability	63.2% Language Impairment	57.8% Autism	61.8% Deaf & Hard of Hearing
67.1% Autism	60.8% Autism	76.5% MID	NR Blind & Low Vision	56.4% Physical Disability	60.3% Physical Disability
65.9% MID	59.8% Developmental Disability	75.2% Autism	56.4% Autism	53.5% Gifted	53.7% Gifted
NR Blind & Low Vision	53.8% Physical Disability	NR Blind & Low Vision	52.0% Developmental Disability	51.0% Developmental Disability	NR Blind & Low Vision
49.0% Developmental Disability	NR Blind & Low Vision	62.7% Developmental Disability	51.3% Physical Disability	NR Blind & Low Vision	NR Speech Impairment

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)
(Strongly Agree / Agree)

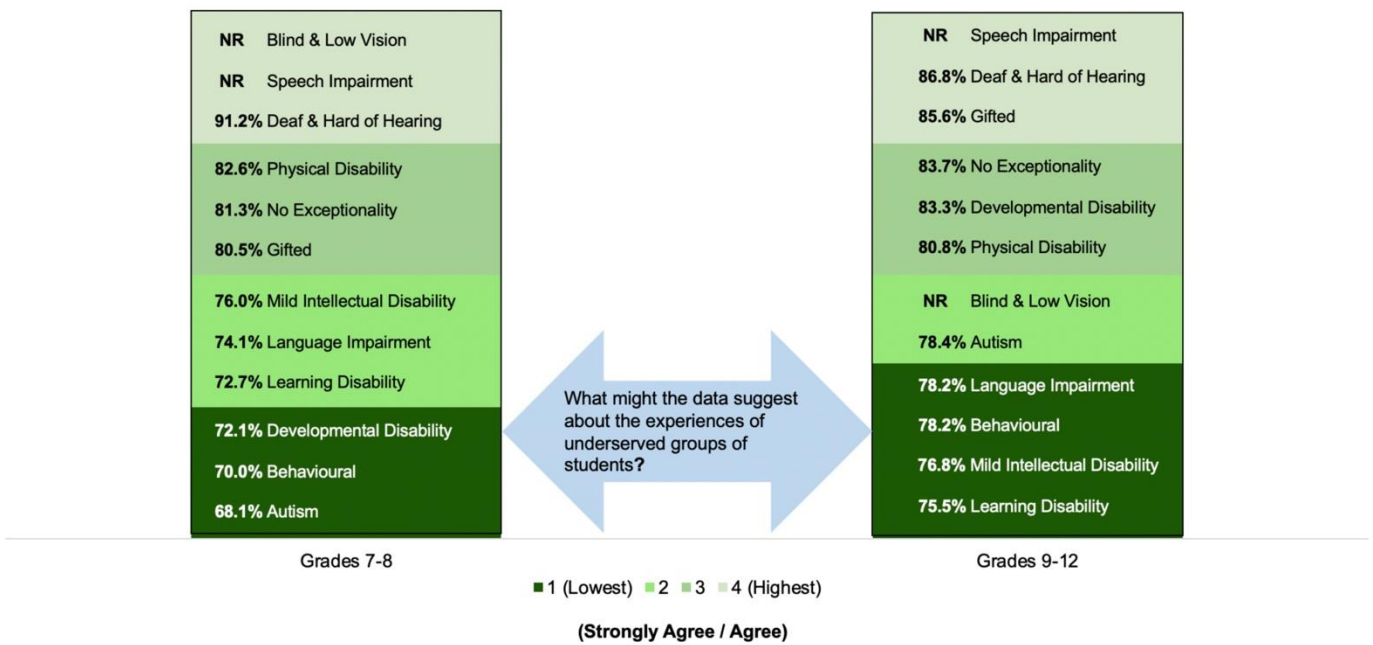*What might the data suggest about the experiences of underserved groups of students?*

The following notable findings surfaced for Grades 9 to 12:

- The Grade 9 to 12 students identified with Blind and Low Vision as well as a Developmental Disability consistently reported the lowest agreement rates for being encouraged to learn about the following human rights/social justice topics: Indigenous peoples, gender identity, race, ethnicity and culture, and poverty.
- Students who were identified with a Developmental Disability also reported the lowest agreement rates for being encouraged to learn about Sexual Orientation and students who were identified with Blind and Low Vision also reported the lowest agreement rates for being encouraged to learn about people with disabilities.
- Students who were identified with Autism, Physical Disability, Gifted, Mild Intellectual Disability (MID) and Speech Impairment were also among those with lowest rates of being encouraged to think or learn about the various human rights/social justice topics for the Grade 9 to 12 panel.
- Consistent with the findings seen among Grade 9 to 12 students with different racial or Indigenous identities, learning about poverty appeared to have the lowest agreement rates among students with and without special education needs compared to the other topics for Grade 9 to 12 students.

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Figure 16 shows the 2018 ESCS data for prompt two listed previously disaggregated by SEN.

Figure 16. "School Rules Are Applied to Me in a Fair Way" by Special Education Needs/Exceptionalities.
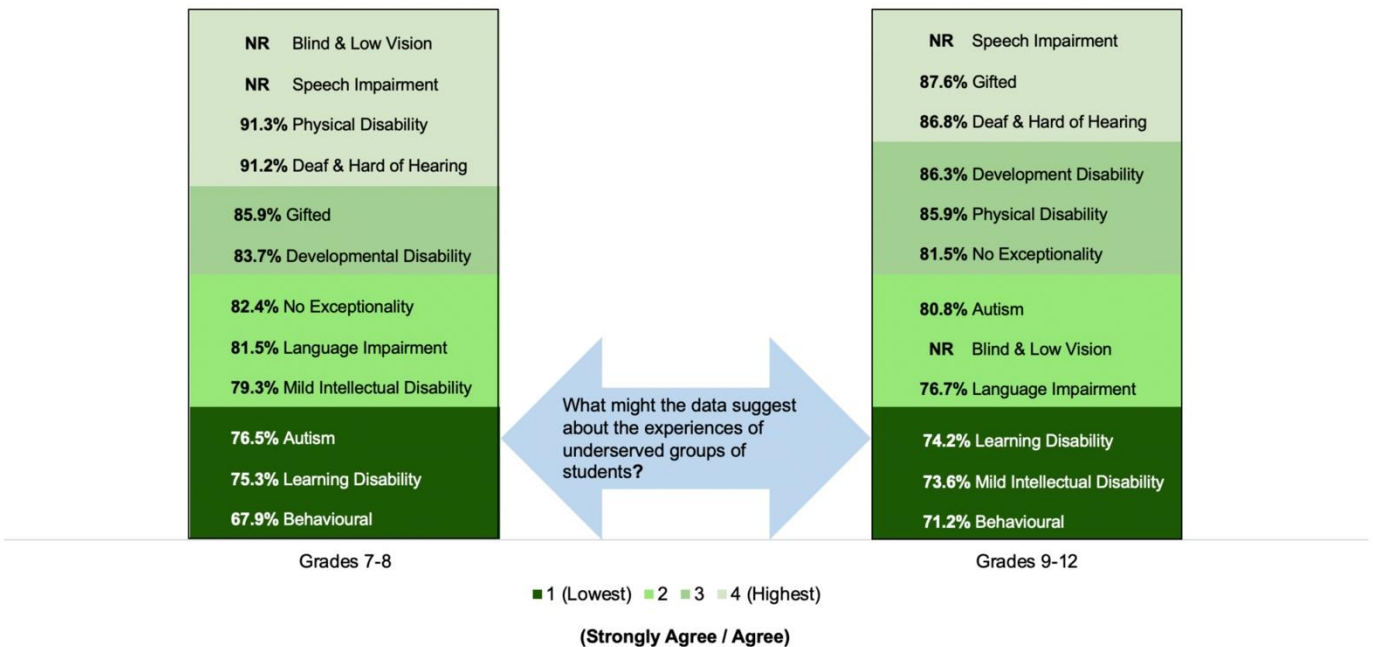

Grades 7-8		Grades 9-12
NR Blind & Low Vision		NR Speech Impairment
NR Speech Impairment		86.8% Deaf & Hard of Hearing
91.2% Deaf & Hard of Hearing		85.6% Gifted
82.6% Physical Disability		83.7% No Exceptionality
81.3% No Exceptionality		83.3% Developmental Disability
80.5% Gifted		80.8% Physical Disability
76.0% Mild Intellectual Disability		NR Blind & Low Vision
74.1% Language Impairment		78.4% Autism
72.7% Learning Disability	What might the data suggest about the experiences of underserved groups of students?	78.2% Language Impairment
72.1% Developmental Disability		78.2% Behavioural
70.0% Behavioural		76.8% Mild Intellectual Disability
68.1% Autism		75.5% Learning Disability

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(Strongly Agree / Agree)

The following notable findings surfaced:

- Across the two grade panels, students who were identified with a Behavioural exceptionality consistently reported the lowest agreement rates for school rules applying to them in a fair way.
- Students in Grades 7 to 8 who were identified with Autism and a Developmental Disability and students in Grades 9 to 12 who were identified with a Mild Intellectual Disability (MID), Learning Disability and a Language Impairment were also among those with lowest agreement rates for this survey prompt.

Figure 17 shows the 2018 ESCS data for prompt three listed previously disaggregated by SEN.

Figure 17. "I Feel Safe at This School" by Special Education Needs/Exceptionalities

Grades 7-8		Grades 9-12
NR Blind & Low Vision		NR Speech Impairment
NR Speech Impairment		87.6% Gifted
91.3% Physical Disability		86.8% Deaf & Hard of Hearing
91.2% Deaf & Hard of Hearing		86.3% Development Disability
85.9% Gifted		85.9% Physical Disability
83.7% Developmental Disability		81.5% No Exceptionality
82.4% No Exceptionality		80.8% Autism
81.5% Language Impairment		NR Blind & Low Vision
79.3% Mild Intellectual Disability		76.7% Language Impairment
76.5% Autism	What might the data suggest about the experiences of underserved groups of students?	74.2% Learning Disability
75.3% Learning Disability		73.6% Mild Intellectual Disability
67.9% Behavioural		71.2% Behavioural

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(Strongly Agree / Agree)

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The following notable findings surfaced:

- Across the two grade panels, students who were identified with a Learning Disability and a Behavioural exceptionality consistently reported the lowest rates for feeling safe at school.
- Students in Grades 7 to 8 who were identified with Autism and students in Grades 9 to 12 who were identified with a Mild Intellectual Disability (MID) were also among those with lowest rates for this survey prompt.

Figure 18. "Since the Start of This School Year, Have You Experienced Discrimination in School/Class" by Special Education Needs/Exceptionalities

Grades 7-8		Grades 9-12
NR Blind & Low Vision	What might the data suggest about the experiences of underserved groups of students?	9.5% Autism
14.0% Developmental Disability		7.9% Behavioural
11.2% Autism		6.9% Mild Intellectual Disability
8.7% Mild Intellectual Disability		6.6% Learning Disability
8.6% Learning Disability		6.4% Physical Disability
8.5% Behavioural		5.9% Developmental Disability
7.9% Language Impairment		5.6% Language Impairment
6.0% No Exceptionality		5.1% Gifted
5.9% Deaf & Hard of Hearing		4.9% No Exceptionality
5.0% Gifted		NR Blind & Low Vision
4.3% Physical Disability		0% Deaf & Hard of Hearing
NR Speech Impairment		NR Speech Impairment

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(All the Time / Often)

Figure 18 shows the 2018 ESCS data for prompt four listed previously disaggregated by special education needs. The following findings surfaced:

- Across the two grade panels, students who were identified with Autism consistently reported the highest rates for experiencing discrimination in school/class.
- Students in Grades 7 to 8 who were identified with Blind and Low Vision or a Developmental Disability and students in Grades 9 to 12 who were identified with a Mild Intellectual Disability (MID) or Behavioural exceptionality were also among those with highest rates for this survey prompt.

Figure 19. "Since the Start of This School Year, Have You Been Bullied by Other Students at School" by Special Education Needs/Exceptionalities

Grades 7-8		Grades 9-12
NR Bind & Low Vision	What might the data suggest about the experiences of underserved groups of students?	12.3% Autism
14.3% Behavioural		9.1% Mild Intellectual Disability
12.3% Learning Disability		9.0% Physical Disability
12.0% Mild Intellectual Disability		7.7% Behavioural
11.6% Language Impairment		NR Blind & Low Vision
10.8% Autism		7.1% Learning Disability
7.0% No Exceptionality		6.9% Developmental Disability
4.7% Developmental Disability		6.8% Language Impairment
4.4% Gifted		3.8% No Exceptionality
4.3% Physical Disability		3.4% Gifted
2.9% Deaf & Hard of Hearing		2.6% Deaf & Hard of Hearing
NR Speech Impairment		NR Speech Impairment

■ 1 (Lowest) ■ 2 ■ 3 ■ 4 (Highest)

(All the Time / Often)

Figure 19 shows the 2018 ESCS data for prompt five listed previously disaggregated by SEN.

The following findings surfaced:

- Students in Grades 7 to 8 who were identified with Blind and Low Vision, a Learning Disability or a Behavioural exceptionality were among those with highest rates for being bullied by other students all the time or often.
- In Grades 9 to 12, students who were identified with a Mild Intellectual Disability (MID), a Physical Disability or Autism were among those with highest rates for this survey prompt.

Figure 20 shows the 2018 ESCS data for prompt six listed previously disaggregated by SEN. The following notable findings surfaced:

- Across the two grade panels, students who were identified with Gifted consistently reported the lowest rates for feeling comfortable speaking to an adult at school if they were bullied.
- Students in Grades 7 to 8 who were identified with a Physical Disability or Speech Impairment and students in Grades 9 to 12 who were identified with a Learning Disability or with no exceptionality were also among those with lowest rates for this survey prompt.

Figure 20. "There Is an Adult at This School I would Feel Comfortable Speaking to if I Am Bullied" by Special Education Needs/Exceptionalities

Grades 7-8

NR	Blind & Low Vision
70.0%	Mild Intellectual Disability
67.4%	Developmental Disability
64.8%	Language Impairment
64.7%	Deaf & Hard of Hearing
63.8%	Behavioural
63.2%	Learning Disability
63.1%	Autism
62.4%	No Exceptionality
60.9%	Physical Disability
57.8%	Gifted
NR	Speech Impairment

Grades 9-12

NR	Speech Impairment
73.5%	Developmental Disability
71.1%	Deaf & Hard of Hearing
69.2%	Physical Disability
66.5%	Autism
64.4%	Mild Intellectual Disability
NR	Blind & Low Vision
60.5%	Language Impairment
59.9%	Behavioural
58.1%	Learning Disability
54.3%	No Exceptionality
51.4%	Gifted

What might the data suggest about the experiences of underserved groups of students?

■1 (Lowest) ■2 ■3 ■4 (Highest)

(Strongly Agree / Agree)

What associations (if any) are found between participating students' perceptions of inclusive and safe schools as well as their perceived mental health and well-being?

This section provides an intersectional analysis on two of students' emotions – feeling good about themselves and feeling nervous – and culturally relevant learning, namely, whether students (strongly) agreed they were encouraged to think or learn about human right/social justice issues related to (1) Indigenous peoples; (2) race, ethnicity and culture, as well as (3) peoples with disabilities.

Figure 21 examines associations between students' feeling good about themselves and culturally relevant learning experiences pertaining to Indigenous peoples as well as disaggregated the data by grade and Indigenous identity.

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Figure 21. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to Indigenous Peoples by Students' Indigenous Identity and Their Feeling Good About Themselves
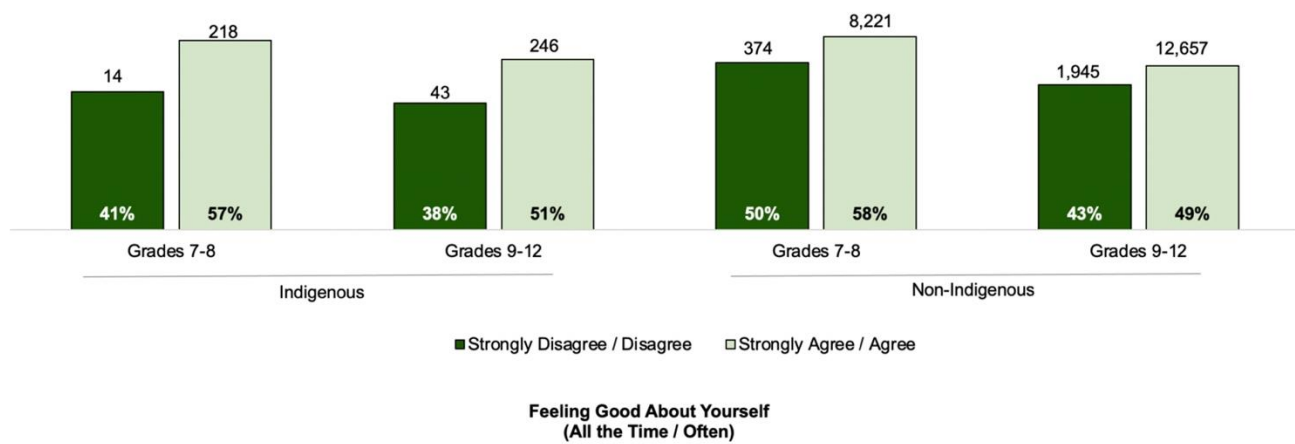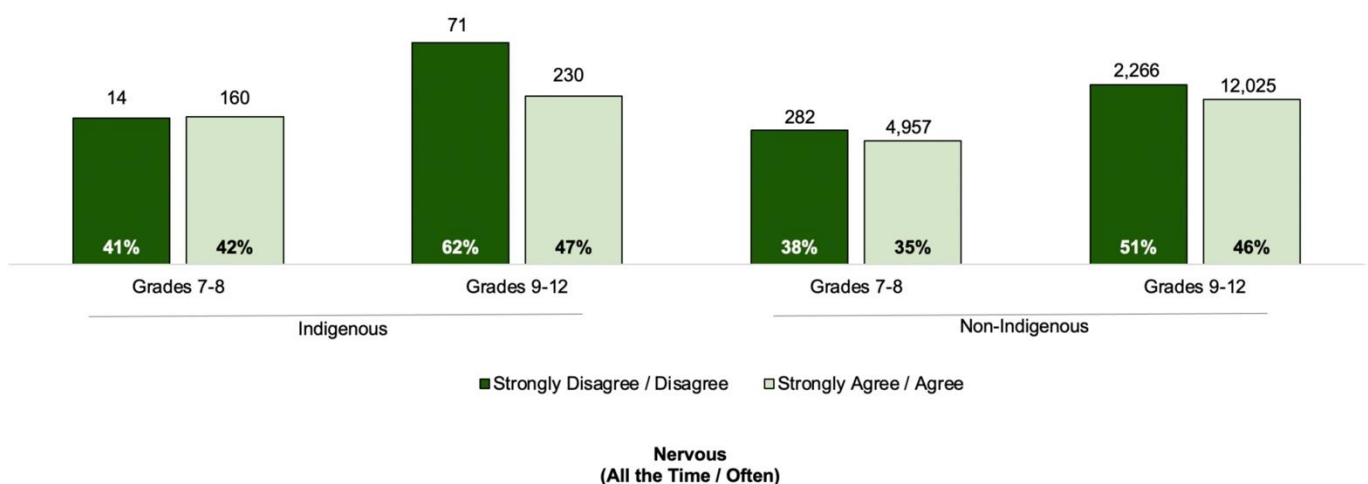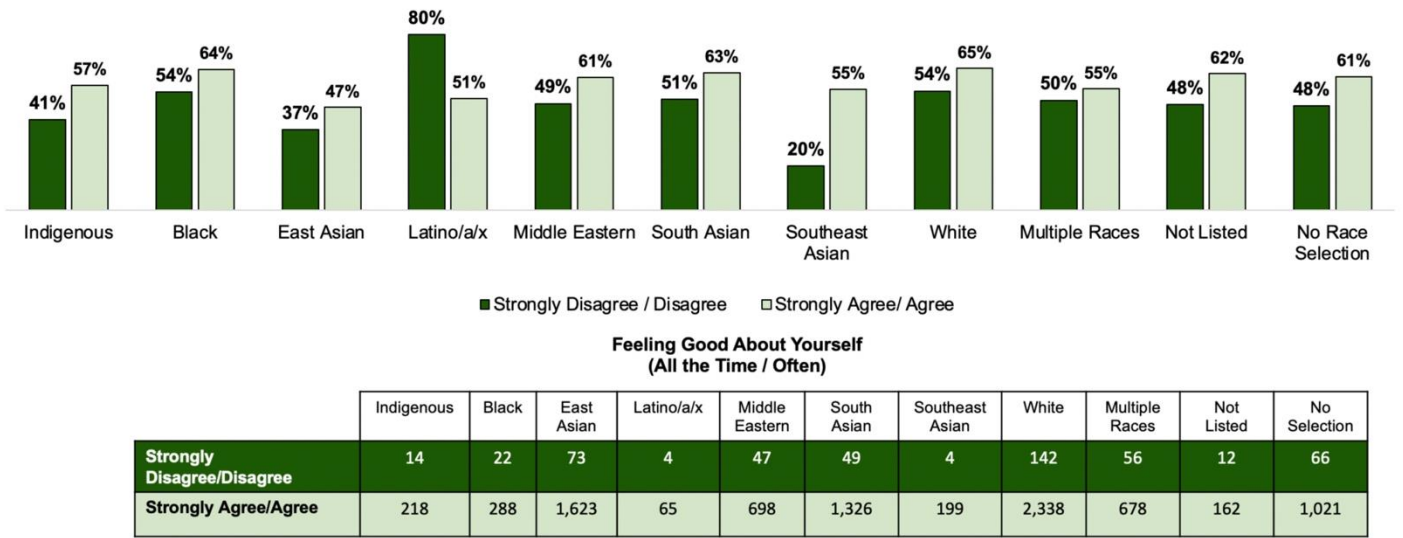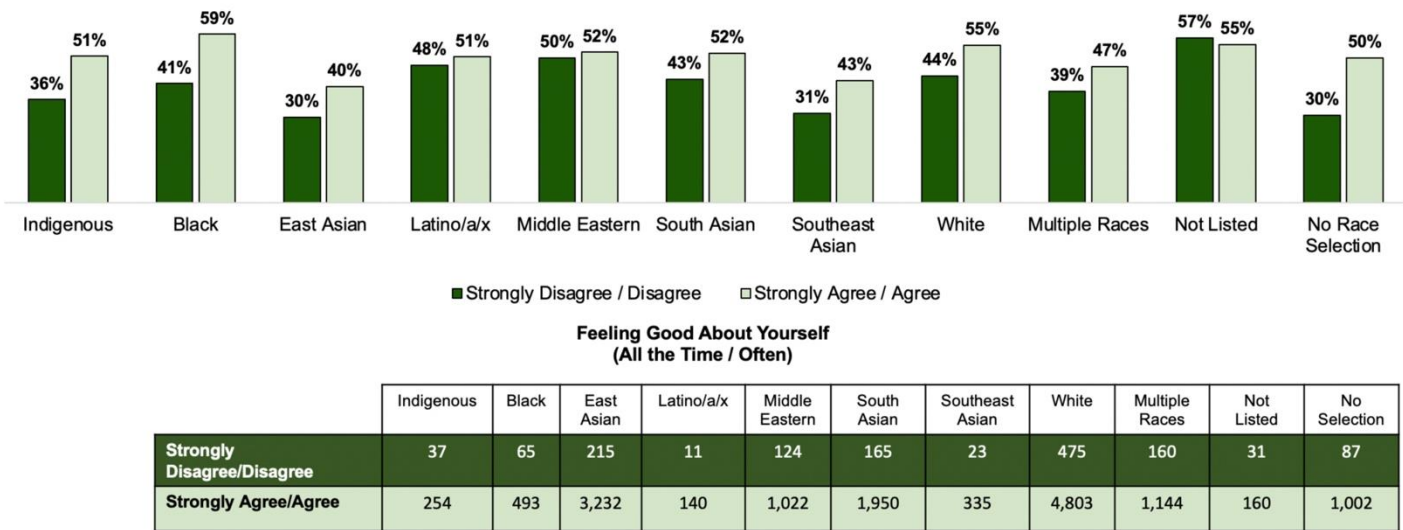

The following notable findings surfaced:

- There was a consistent association between students being encouraged to learn about human rights/social justice issues related to Indigenous peoples and feeling good about themselves: those who (strongly) agreed that they were encouraged to learn about Indigenous peoples reported higher rates of feeling good about themselves compared to those who (strongly) disagreed, and this rate was slightly higher for students in Grades 7 to 8 compared to Grades 9 to 12.
- Students identified as non-Indigenous across both grade panels consistently reported higher rates of feeling good about themselves compared to their peers who self-identified as Indigenous.

Similarly, Figure 22 examines associations between students feeling nervous and culturally relevant learning experiences pertaining to Indigenous peoples.

The following notable findings surfaced:

- There was a consistent association between students being encouraged to learn about human rights/social justice issues related to Indigenous peoples and feeling nervous: those students who (strongly) agreed that they were encouraged to learn about Indigenous peoples reported lower rates of feeling nervous compared to those who (strongly) disagreed with the exception of Indigenous students in Grades 7 to 8 who reported a slightly different pattern.
- Overall, Grades 7 to 8 students reported notably lower rates of feeling nervous compared to Grades 9 to 12 students.
- Additionally, students identified as non-Indigenous consistently reported lower rates of feeling nervous compared to their peers who self-identified as Indigenous.

Figure 22. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to Indigenous Peoples by Students' Indigenous Identity and Their Feeling Nervous

Figure 23 and Figure 24, examine associations between students' feeling good about themselves and culturally relevant learning experiences pertaining to race, ethnicity and culture. Data was disaggregated by grade and racial and indigenous identity.

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Figure 23. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to Race, Ethnicity, and Culture by Students' Indigenous Identity, Racial Identity and Their Feeling Good About Themselves (Gr. 7-8)
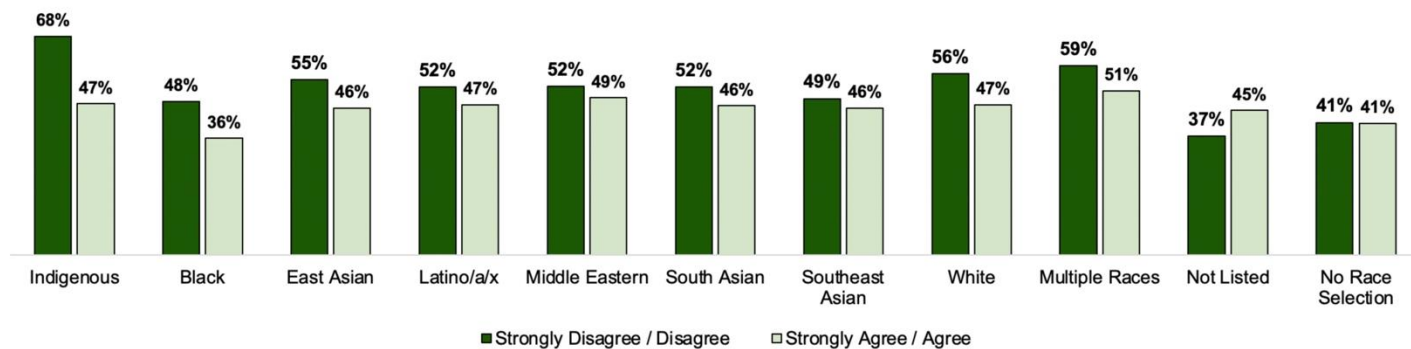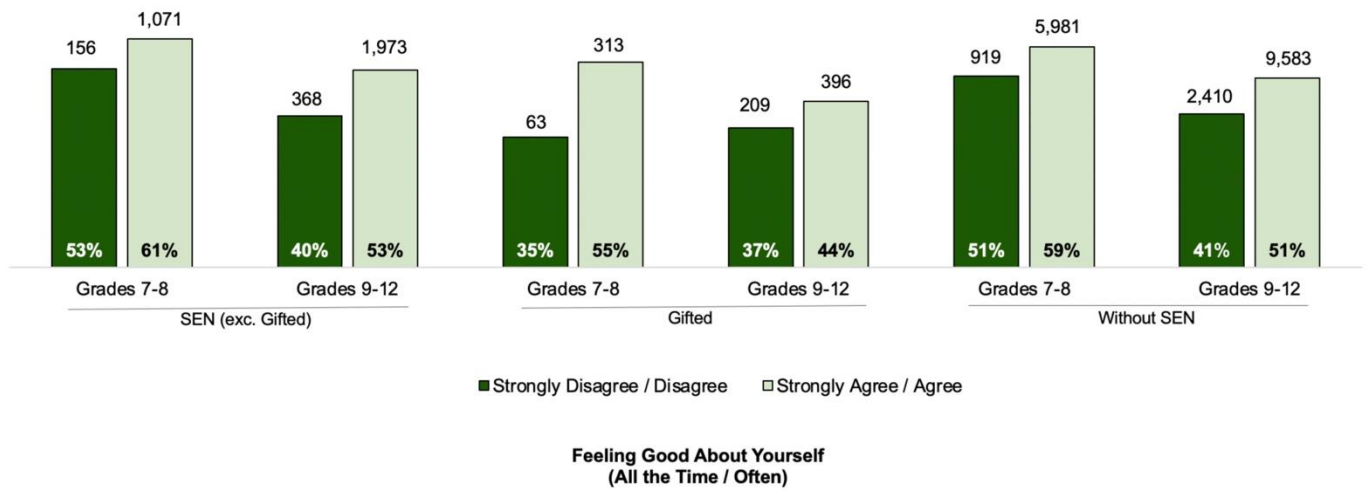

Feeling Good About Yourself
(All the Time / Often)

	Indigenous	Black	East Asian	Latino/a/x	Middle Eastern	South Asian	Southeast Asian	White	Multiple Races	Not Listed	No Selection
Strongly Disagree/Disagree	14	22	73	4	47	49	4	142	56	12	66
Strongly Agree/Agree	218	288	1,623	65	698	1,326	199	2,338	678	162	1,021

The following notable findings surfaced:

- There was a consistent association between Grade 7 to 8 students being encouraged to learn about human rights/social justice issues related to race, ethnicity and culture and feeling good about themselves: those who (strongly) agreed that they were encouraged to learn about race, ethnicity and culture reported higher rates of feeling good about themselves compared to those who (strongly) disagreed, with the exception of students who self-identified as Latino/a/x.

Figure 24: Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to Race, Ethnicity and Culture by Indigenous Identity, Racial Identity and Their Feeling Good About Themselves (Gr. 9-12)'

Feeling Good About Yourself
(All the Time / Often)

|	Indigenous	Black	East Asian	Latino/a/x	Middle Eastern	South Asian	Southeast Asian	White	Multiple Races	Not Listed	No Selection
Strongly Disagree/Disagree	37	65	215	11	124	165	23	475	160	31	87
Strongly Agree/Agree	254	493	3,232	140	1,022	1,950	335	4,803	1,144	160	1,002

- There was also a strong association between Grade 9 to 12 students being encouraged to learn about human rights/social justice issues related to race, ethnicity and culture and feeling good about themselves: those who (strongly) agreed that they were encouraged to learn about race, ethnicity and culture reported higher rates of feeling good about themselves compared to those who (strongly) disagreed, with the exception of students who indicated that their racial or Indigenous identity was not listed.

Similarly, Figure 25 and Figure 26 examines associations between students' feeling nervous and culturally relevant learning experiences pertaining to race, ethnicity and culture.

Figure 25. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to Race, Ethnicity, and Culture by Indigenous Identity, Racial Identity and Their Feeling Nervous (Gr. 7-8)
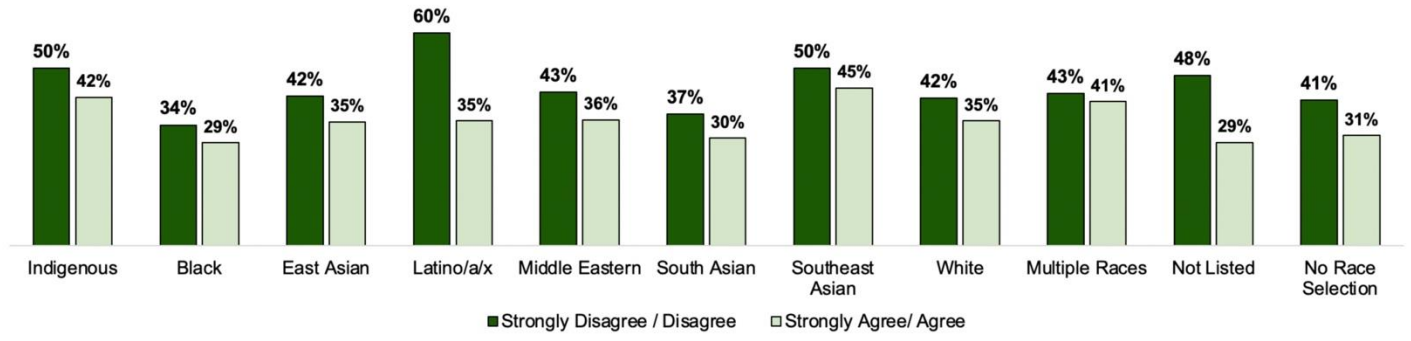
Nervous (All the Time / Often)	Indigenous	Black	East Asian	Latino/a/x	Middle Eastern	South Asian	Southeast Asian	White	Multiple Races	Not Listed	No Selection
Strongly Disagree/Disagree	17	14	84	3	42	36	10	109	48	12	57
Strongly Agree/Agree	161	130	1,210	45	410	642	161	1,276	49	76	522

The following notable findings surfaced:

- There was a strong association between Grade 7 to 8 students being encouraged to learn about human rights/social justice issues related to race, ethnicity and culture and feeling nervous: those who (strongly) agreed that they were encouraged to learn about race, ethnicity and culture reported lower rates of feeling nervous compared to those who (strongly) disagreed.

Figure 26. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to Race, Ethnicity, and Culture by Indigenous Identity, Racial Identity and Their Feeling Nervous (Gr. 9-12)

Nervous (All the Time / Often)	Indigenous	Black	East Asian	Latino/a/x	Middle Eastern	South Asian	Southeast Asian	White	Multiple Races	Not Listed	No Selection
Strongly Disagree/Disagree	70	75	395	12	129	201	36	607	243	20	118
Strongly Agree/Agree	234	306	3,648	129	456	1,741	361	4,093	1,236	131	814

- There was also a strong association between Grade 9 to 12 students being encouraged to learn about human rights/social justice issues related to race, ethnicity and culture and feeling nervous: those who (strongly) agreed that they were encouraged to learn about race, ethnicity and culture reported lower rates of feeling nervous compared to those who (strongly) disagreed, with the exception of students who indicated that their racial or Indigenous identity was not listed.

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Figure 27. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to People with Disabilities by Special Education Needs and Their Feeling Good About Themselves

Figure 27 examines associations between students' feeling good about themselves and culturally relevant learning experiences pertaining to people with disabilities. Data was disaggregated by grade and special education needs.

The following notable findings surfaced:

- Overall there was a strong association between students being encouraged to learn about human rights/social justice issues related to special education needs and feeling good about themselves: those who (strongly) agreed that they were encouraged to learn about people with disabilities reported higher rates of feeling good about themselves compared to those who (strongly) disagreed.
- Additionally, students identified as Gifted reported the lowest rates of feeling good about themselves compared to peers within the same grade panel who were identified with or without special education needs.

Similarly, Figure 28 examines associations between students' feeling nervous and culturally relevant learning experiences pertaining to people with disabilities.

The following notable findings surfaced:

- There was a strong association between students being encouraged to learn about human rights/social justice issues related to special education needs and feeling nervous: those who (strongly) agreed that they were encouraged to learn about people with disabilities reported lower rates of feeling nervous compared to those who (strongly) disagreed.
- Overall, students identified as Gifted reported the highest rates of feeling nervous compared to peers within the same grade panel who were identified with and without special education needs.

Figure 28. Being Encouraged to Think or Learn About Human Rights/Social Justice Issues Related to People with Disabilities by Special Education Needs and Their Feeling Nervous

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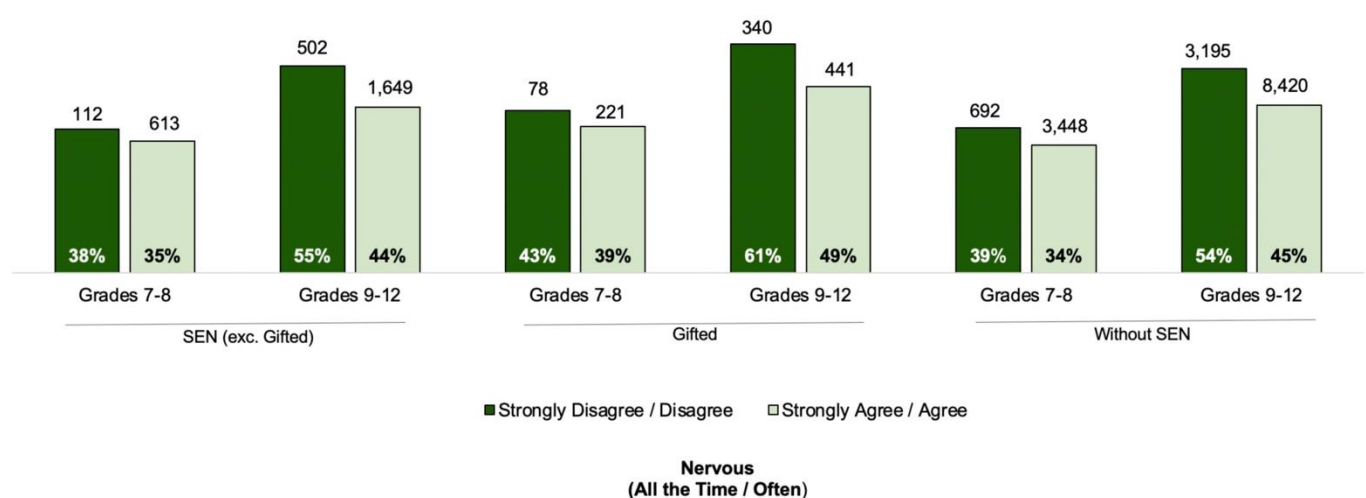
Explanation of Terms

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.

Autism: The ministry of Education defines autism as a learning disorder that is characterized by disturbances in the rate of educational development; ability to relate to the environment, mobility, perception, speech, and language. Autism is also characterised by a lack of the representational-symbolic behaviour that precedes language (as cited in York Region District School Board, 2021).

Behavioural: The Ministry of Education defines behavioural (or behavioural disorder) as characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance. This may be accompanied by one or more of the following: a) significant difficulty to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; and d) an inability to learn that cannot be traced to intellectual, sensory, or health factors, or any combination thereof (as cited in York Region District School Board 2021).

DABRS: DABRS is an acronym that refers to YRDSB's Dismantling Anti-Black Racism Strategy.

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).

Developmental Disability: The Ministry of Education defines developmental disability as a severe learning disorder characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; and c) a limited potential for academic learning, independent social adjustment and economic self-support (as cited in York Region District School Board, 2021).

Disability: Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. A disability may be temporary, sporadic or permanent.

Disaggregated 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.

EIAC: EIAC is an acronym that refers to the Equity and Inclusivity Advisory Committee.

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

Exceptionality: The Education Act sets out five categories of exceptionalities in the definition of an exceptional pupil including: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that will affect a student's learning needs. (Government of Ontario, 2017, p. 63).

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).

Gifted: The Ministry of Education defines giftedness as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated (as cited in York Region District School Board, 2021).

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.

IEAC: IEAC is an acronym that refers to the Indigenous Education Advisory Council.

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).

Intersectionality: "Intersectionality is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people's experiences of racism or privilege, including within any one group, may vary depending on the individual's or group's relationship to additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors" (Government of Ontario, 2021).

Language Impairment: The Ministry of Education defines language impairment as a learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors (as cited in York Region District School Board, 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, 2021).

Mild Intellectual Disability: Mild intellectual disability refers to a learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; and c) a potential for academic learning, independent social adjustment and economic self-support (as cited in York Region District School Board, 2021).

Mixed Methods: Mixed methods involve the use of both qualitative and quantitative methods.

Not Reported (NR): NR denotes where in tables or graphs there were less than 15 students in a particular group and therefore the resulting figure is Not Reported (NR) to preserve the privacy of the students.

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).

Racialized (person or group): "Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia" (Government of Ontario, 2021).

Reflexivity: Reflexivity is a technique used in qualitative research involving the practice of providing multiple perspectives in the written report, particularly ones beneath the master narrative. It involved staying "awake" (Clandinin et al., 2010, p. 82) to what is provided and was it not, what is heard as well as the silence. It also involves the ability to disclose biases rooted from personal experiences.

PEAC: PEAC is an acronym that refers to the Parent, Family and Community Engagement Advisory Committee.

Physical Disability: The Ministry of Education defines physical disability as a condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level (as cited in York Region District School Board, 2021).

SEAC: SEAC is an acronym that refers to the Special Education Advisory Committee.

Social Location: Social Location (Positionality) refers to the recognition that where you stand in relation to others in society shapes what you can see and understand. It is how people are impacted by social relations of inequity (e.g., gender, race, ethnicity, immigrant status, disability, class, age, etc.) as well as their intersections (see Vosko, 2006). Social location emphasizes that inequity is complex, and that people hold positions of dominance and subordination in different contexts (Anthias, 2012).

Special Education Needs: Special education needs is a classification for students who have idiosyncratic strengths, needs and abilities that may require more specialized or intensive programing and support.

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.

Systemic Racism: "Systemic racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others" (Government of Ontario, 2021).

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YRDSB Research Brief: School Climate: Inclusive Learning Experiences and School Safety