



every
STUDENT COUNTS
SURVEY

2022–2023 Every Student Counts Survey Board Report

June 2024

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Report Accessibility

Feedback regarding this report is both encouraged and essential for advancing accessibility at York Region District School Board (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:

The Human Rights 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

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

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For more information about this report, contact Research and Assessment Services, York Region District School Board, Centre for Leadership and Learning, 300 Harry Walker Parkway South, Newmarket, ON L3Y 8E2 or email research.services@yrdsb.ca.

Introduction

York Region District School Board (YRDSB) is the third largest school district in Ontario, serving over 130,000 students in 180 elementary and 33 secondary schools. YRDSB's students and their families reflect diverse racial, ethnic, and cultural groups. Diversity is YRDSB's strength, and equity and inclusivity are foundational to its work. These values are woven throughout the Trustees' [Multi-Year Strategic Plan](#) as well as the [Director's Action Plan](#), which strives to raise the achievement and well-being of underserved and underperforming students through five key priorities: Championing Equity and Inclusivity, Fostering Well-Being and Mental Health, Providing Effective Instruction and Assessment, Building Collaborative Relationships, and Empowering Ethical Leadership.

As part of this critical work, YRDSB conducted its second student census, entitled Every Student Counts Survey (ESCS). All YRDSB students from kindergarten through Grade 12 were invited to participate in this voluntary and confidential survey between April and June 2023. Families of students in kindergarten to Grade 3 completed the survey with their child at home, and students in Grades 4 to 12 completed the survey during class time.

This report presents a summary of board-level results from the ESCS. These results are presented according to students' grade levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 8, and Grades 9 to 12.

In the future, student census data will be linked to other data sources to identify and eliminate opportunity gaps among students (e.g., disproportionalities and disparities among student groups with respect to: suspensions and / or expulsions, attendance, course enrollment, etc.) as well as gaps in learning outcomes (e.g., disproportionalities among student groups with respect to: learning outcomes, credit accumulation, graduation, postsecondary access, etc.). The ESCS will be conducted every four years to allow the board to monitor trends, including improvements over time, and to help identify the ongoing needs of our diverse student community.

YRDSB is committed to improving student learning and well-being by working to ensure equitable, accessible, and inclusive learning environments. Students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible, and inclusive learning environments, therefore, requires the intentional identification and removal of systemic barriers to student success and well-being.

A critical step in this process is collecting identity-based data through the ESCS, which allows YRDSB to identify how groups of students are underserved and thus unable to reach their full academic, social, and emotional potential.

The Ontario Human Rights Commission permits the collection of identity-based data for the purposes of eliminating systemic barriers and promoting equity. Also, the province's [Anti-Racism Act](#) (ARA), which was passed in 2017, requires public sector organizations, including school boards, to collect race-based data.

Purpose and Objectives

The purpose of the ESCS is to better understand our students' identities, as well as their experiences at school. ESCS results will be used to inform Board and school improvement planning that aims to:

- Identify and eliminate systemic barriers to student success.
- Create more equitable and inclusive school environments.
- Improve student learning and well-being.

Findings from the ESCS will be used to develop and support the monitoring and evaluation of board strategies (e.g., [Dismantling Anti-Black Racism Strategy](#), [Indigenous Education and Equity Strategy](#), [Mental Health and Addictions Strategy](#), etc.) and realign supports to where they are needed the most. This work will be guided by an anti-oppression framework.

Methodology

CCI Research Inc. was contracted in the winter of 2022 to support the implementation of the ESCS. The ESCS Advisory Committee informed all phases of the research process (e.g., survey design, consultation plan, data analysis, reporting, knowledge mobilization and action planning) and consisted of a broad representation of YRDSB staff from various departments and schools.

Survey Development

[Survey questions](#) for the ESCS were developed in consultation with various departments (e.g., Inclusive School and Community Services, the Human Rights Commissioner's Office, Student Services, Caring and Safe Schools, and Curriculum and Instructional Services), and community members (e.g., Affinity groups, Board Committee members, Data Analytics Reporting Advisory Group, Indigenous Parent Group).

As required by legislation under the Anti-Racism Act (2017), the ESCS includes questions that gather information about student demographics. These questions adhered to the [Anti-Racism Data Standards](#).

To ensure age-appropriate language, three versions of the survey were created: one for kindergarten to Grade 3 students, one for Grades 4 to 6 students, and one for Grades 7 to 12 students.

The surveys include questions related to five focus areas:

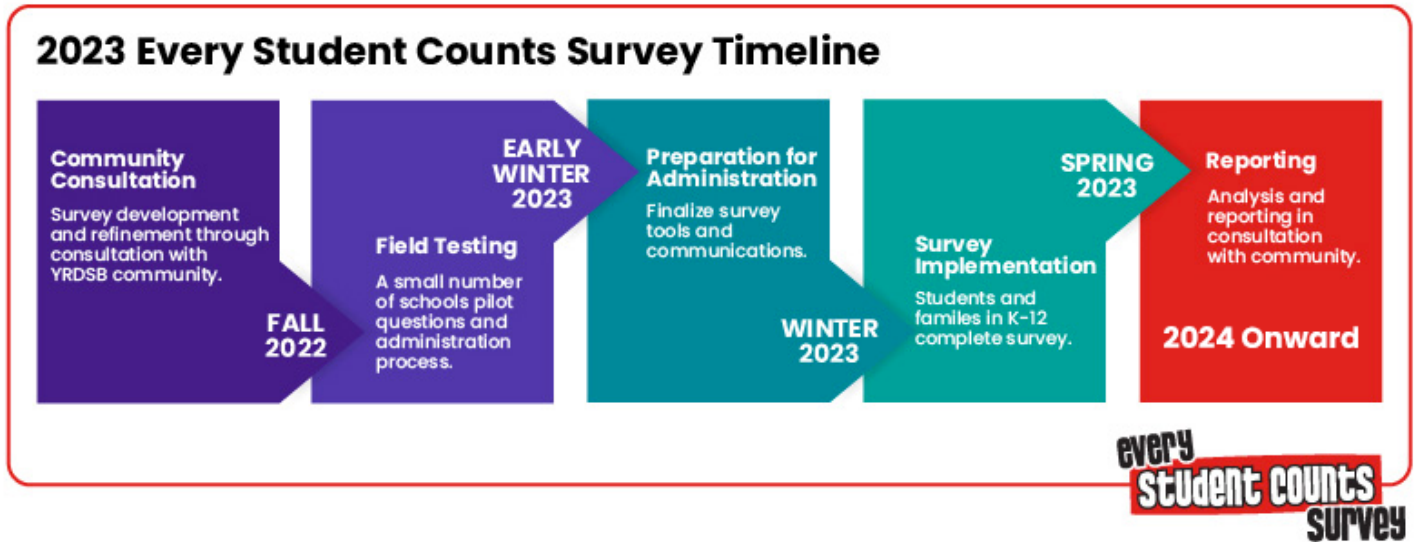
1. Questions About Me
2. Engagement and Learning
3. Well-Being and Mental Health
4. Equitable and Inclusive Learning Environments
5. Safety, Bullying and Discrimination

Implementation

The ESCS was administered from April through June 2023. During this time, over 130,000 online survey invitations or hard copies of survey packages were sent to families of kindergarten to Grade 3 students and Grades 4 to 12 students at all YRDSB schools. Families of students in Grades 4 to 12

had the opportunity to opt their child out from taking part in the survey at school. Families of students in Grades K to 3 were able to opt-out by not completing the survey at home. The English and translated versions of the survey were administered primarily online through a secure website.

The image below displays the high-level timeline for the ESCS from consultation to reporting.



Confidentiality and Privacy

Completion of the ESCS was voluntary and confidential, but not anonymous. To ensure confidentiality, no direct identifying information (such as student name or ID number) was included in the survey. Students and families could voluntarily skip any of the survey questions they did not feel comfortable answering.

As one of the survey's main purposes is to identify and eliminate systemic barriers to student success, all surveys included a unique alphanumeric code that would link the survey data with YRDSB data (e.g., student learning outcomes, suspensions, programs, etc.). The purpose of linking these data is to identify gaps in student outcomes, specifically, which groups of students are being underserved and as a result are underperforming academically.

To protect students' identities, survey results are only reported at group level. No individual students are identified.

YRDSB is committed to privacy and confidentiality in collecting information about students and follows all privacy requirements outlined in the [Municipal Freedom of Information and Protection of](#)

[Privacy Act](#) (MFIPPA). The information gathered through the ESCS is collected under the legal authority of section 169.1 (2.1) of the [Education Act](#) (R.S.O. 1990, c. E. 2, as amended) for educational and research purposes only.

Our Approach to Data Analysis and Reporting for the ESCS

The public reporting of the ESCS data will occur in a phased approach over the 2023-2024 and 2024-2025 school year. Research and Assessment Services will continue to work closely with the YRDSB community to understand their needs and to create themed research reports disaggregated by student identities that are inclusive, relevant, actionable and meaningful. At the center of our community engagement strategy is active listening, responding, learning, and co-creating reports with community partners. Ongoing communication with our communities about the use of the ESCS data is an essential part of our community engagement process.

Sample Size and Return Rates

The ESCS survey was provided to 130,571 students. In total, 97,960 surveys were completed, which produced an overall response rate of 75%. Response rates by grade are presented in the table below.

Response Rates by Reporting Group

Response Rate Statistics	Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	YRDSB
Total number of students enrolled during the survey administration period	40,082	28,431	19,738	42,320	130,571
Number of respondents	17,559	26,461	18,507	35,433	97,960
Return Rate	44%	93%	94%	84%	75%

Engaging with ESCS Data

The purpose of this report is to acknowledge what data has been collected. These data are presented in aggregate form (not displayed by identity groups) in this report. The disaggregation of responses by social identity (e.g., race, gender identity, religion) will be provided in consultation with subject matter experts and affected communities over the next two years.

In the meantime, those who use these aggregated data to make inferences about YRDSB students must consider their own social location and positionality as they consider whose voices may not be visible in the data as presented. It is important to note that when looking at these data, readers should use an anti-oppression framework and be left with more questions than answers.

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, 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?

Keep in Mind!

When we review data and/or discuss identity, racism, and other forms of oppression, it is important to name that **equity deserving** groups and communities are not the cause of the harm, oppression, barriers, and inequities that impact them negatively.

Engagement and Learning

This section includes responses to questions related to students' engagement and learning experiences at school by students' grades.

Q1. (Grades K-3) At school, my child has opportunities to show what they know in different ways.

Q1. (Grades 4-12) At school, I have opportunities to show what I know in different ways.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	27% (4,647)	21% (5,413)	18% (3,329)	14% (5,044)	19% (18,433)
Agree	62% (10,673)	62% (16,281)	65% (11,915)	64% (22,444)	63% (61,313)
Disagree	3% (490)	3% (842)	6% (1,137)	11% (4,009)	7% (6,478)
Strongly disagree	0.5% (83)	1% (203)	1% (245)	3% (972)	2% (1,503)
Not sure	7% (1,270)	14% (3,588)	10% (1,819)	8% (2,665)	10% (9,342)
Total Respondents	100% (17,163)	100% (26,327)	100% (18,445)	100% (35,134)	100% (97,069)
Did not respond to question	2.3% (396)	0.5% (134)	0.3% (62)	0.8% (299)	0.9% (891)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s)

Q2. (Grades K-3) At school, my child has opportunities to use feedback to improve their work.

Q2. (Grades 4-12) At school, I have opportunities to use feedback to improve my work.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	28% (4,796)	30% (8,002)	26% (4,871)	21% (7,221)	26% (24,890)
Agree	59% (9,992)	55% (14,442)	60% (11,139)	64% (22,494)	60% (58,067)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Disagree	4% (690)	4% (1,007)	5% (916)	8% (2,858)	6% (5,471)
Strongly disagree	0.6% (105)	1% (183)	1% (164)	2% (583)	1% (1,035)
Not sure	8% (1,418)	10% (2,678)	7% (1,340)	5% (1,759)	7% (7,195)
Total Respondents	100% (17,001)	100% (26,312)	100% (18,430)	100% (34,915)	100% (96,658)
Did not respond to question	3.2% (558)	0.6% (149)	0.4% (77)	1.5% (518)	1.3% (1,302)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s)

Q3. (Grades K-3) At school, my child has opportunities to learn in ways that are best for them.

Q3. (Grades 4-6) At school, I have opportunities to learn in ways that are best for me.

Q3. (Grades 7-12) At school, I have opportunities to learn in ways that reflect my identity, strengths, needs, and interests.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	30% (5,015)	30% (7,892)	15% (2,793)	13% (4,369)	21% (20,069)
Agree	56% (9,461)	47% (12,430)	53% (9,703)	55% (19,081)	52% (50,675)
Disagree	5% (858)	8% (2,034)	13% (2,346)	16% (5,694)	11% (10,932)
Strongly disagree	1% (165)	2% (493)	3% (574)	4% (1,536)	3% (2,768)
Not sure	9% (1,500)	13% (3,457)	16% (2,975)	12% (4,222)	13% (12,154)
Total Respondents	100% (16,999)	100% (26,306)	100% (18,391)	100% (34,902)	100% (96,598)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	3.2% (560)	0.6% (155)	0.6% (116)	1.5% (531)	1.4% (1,362)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q4. (Grades 4-12) How often does your school or class focus on building friendships and working well with other students?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	N/A	13% (3,369)	10% (1,769)	7% (2,440)	10% (7,578)
Often	N/A	37% (9,643)	32% (5,976)	25% (8,659)	30% (24,278)
Sometimes	N/A	34% (9,062)	38% (6,919)	40% (13,906)	38% (29,887)
Rarely	N/A	9% (2,437)	14% (2,581)	21% (7,186)	15% (12,204)
Never	N/A	2% (528)	3% (604)	5% (1,898)	4% (3,030)
Not sure	N/A	5% (1,274)	3% (570)	2% (867)	3% (2,711)
Total Respondents	N/A	100% (26,313)	100% (18,419)	100% (34,956)	100% (79,688)
Did not respond to question	N/A	0.6% (148)	0.5% (88)	1.3% (477)	0.9% (713)

Note 1: 1) N/A means the question was not asked for Grades K-3 students.

Q5. (Grades K-3) This school year, has your child missed school many times for any of the following reasons? (Select all that apply)

Q5. (Grades 4-12) This school year, have you missed school many times for any of the following reasons? (Select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Scared of being bullied	2% (400)	5% (1,219)	4% (628)	2% (818)	3% (3,065)
Avoiding other students	2% (300)	4% (1,098)	7% (1,273)	7% (2,316)	5% (4,987)
Avoiding adults at school	0.5% (76)	2% (440)	3% (623)	5% (1,550)	3% (2,689)
Experiencing mental health or well-being challenges (for example: feeling anxious, sad, overwhelmed)	3% (523)	8% (1,964)	12% (2,216)	22% (7,303)	13% (12,006)
Have few or no friends	2% (329)	5% (1,172)	4% (755)	5% (1,642)	4% (3,898)
Feeling excluded	2% (307)	5% (1,349)	5% (967)	4% (1,349)	4% (3,972)
Parts of my identity are not accepted (for example race, gender, disability)	0.4% (66)	1% (336)	1% (241)	2% (518)	1% (1,161)
Studying or completing work for another class	N/A	N/A	6% (1,133)	23% (7,843)	17% (8,976)
Work at my job(s)	N/A	N/A	1% (109)	3% (1,070)	2% (1,179)
I did miss school many times, but for reasons not listed above	25% (4,130)	33% (8,332)	30% (5,259)	22% (7,493)	27% (25,214)
I did not miss school many times	69% (11,404)	53% (13,460)	55% (9,711)	50% (16,956)	55% (51,531)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Responses (Total Respondents)	17,535 (16,459)	29,370 (25,303)	22,915 (17,812)	48,858 (33,895)	118,678 (93,469)
Did not respond to question	6.3% (1,100)	4.4% (1,158)	3.8% (695)	4.3% (1,538)	4.6% (4,491)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) Percentages do not sum to 100% as students could choose more than one category.

Q6. (Grades K-3) At school, adults help my child with their learning when they need it.

Q6. (Grades 4-12) At school, adults help me with my learning when I need it.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	35% (5,882)	36% (9,571)	28% (5,228)	19% (6,483)	28% (27,164)
Agree	56% (9,485)	50% (13,171)	56% (10,315)	63% (21,957)	57% (54,928)
Disagree	3% (532)	5% (1,263)	7% (1,204)	9% (2,966)	6% (5,965)
Strongly disagree	0.6% (99)	1% (346)	2% (315)	2% (826)	2% (1,586)
Not sure	6% (1,029)	7% (1,972)	7% (1,338)	7% (2,593)	7% (6,932)
Total Respondents	100% (17,027)	100% (26,323)	100% (18,400)	100% (34,825)	100% (96,575)
Did not respond to question	3.0% (532)	0.5% (138)	0.6% (107)	1.7% (608)	1.4% (1,385)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s)

Q7. (Grades K-3) Adults at my child’s school expect them to do well.

Q7. (Grades 4-12) Adults at school expect me to do well.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	29% (4,981)	29% (7,601)	30% (5,585)	28% (9,727)	29% (27,894)
Agree	57% (9,680)	45% (11,776)	50% (9,176)	56% (19,440)	52% (50,072)
Disagree	3% (473)	5% (1,268)	4% (824)	5% (1,576)	4% (4,141)
Strongly disagree	0.3% (59)	1% (284)	1% (179)	1% (425)	1% (947)
Not sure	10% (1,729)	20% (5,290)	14% (2,627)	10% (3,530)	14% (13,176)
Total Respondents	100% (16,922)	100% (26,219)	100% (18,391)	100% (34,698)	100% (96,230)
Did not respond to question	3.6% (637)	0.9% (242)	0.6% (116)	2.1% (735)	1.8% (1,730)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q8. (Grades K-3) My child enjoys being at this school.

Q8. (Grades 4-12) I enjoy being at this school.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	52% (8,752)	36% (9,491)	18% (3,374)	12% (4,298)	27% (25,915)
Agree	42% (7,199)	36% (9,508)	41% (7,448)	46% (15,939)	42% (40,094)
Disagree	3% (463)	8% (2,041)	13% (2,432)	15% (5,266)	11% (10,202)
Strongly disagree	0.6% (99)	5% (1,339)	10% (1,889)	10% (3,535)	7% (6,862)
Not sure	3% (469)	15% (3,892)	18% (3,231)	16% (5,675)	14% (13,267)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Total Respondents	100% (16,982)	100% (26,271)	100% (18,374)	100% (34,713)	100% (96,340)
Did not respond to question	3.3% (577)	0.7% (190)	0.7% (133)	2.0% (720)	1.7% (1,620)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q9. (Grades K-3) This school year, my child is satisfied with their overall learning experiences.

Q9. (Grades 4-12) This school year, I am satisfied with my overall learning experiences.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	33% (5,577)	21% (5,537)	14% (2,506)	9% (3,277)	18% (16,897)
Agree	57% (9,727)	51% (13,367)	51% (9,302)	52% (18,213)	53% (50,609)
Disagree	4% (676)	9% (2,436)	15% (2,796)	19% (6,727)	13% (12,635)
Strongly disagree	0.8% (136)	3% (763)	5% (876)	5% (1,845)	4% (3,620)
Not sure	5% (843)	16% (4,144)	16% (2,907)	13% (4,646)	13% (12,540)
Total Respondents	100% (16,959)	100% (26,247)	100% (18,387)	100% (34,708)	100% (96,301)
Did not respond to question	3.4% (600)	0.8% (214)	0.6% (120)	2.0% (725)	1.7% (1,659)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q10. (Grades K-3) If your child is learning English as an additional language and requires ESL or ELD support, do they feel supported in the classroom to learn and use English to successfully participate in their classes?

Q10. (Grades 4-12) If you are learning English as an additional language and require ESL or ELD support, do you feel supported in the classroom to learn and use English to successfully participate in all subject learning?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes, I feel supported all the time	19% (3,209)	16% (4,080)	9% (1,583)	7% (2,401)	12% (11,273)
Yes, I feel supported sometimes	11% (1,918)	18% (4,610)	10% (1,871)	9% (3,118)	12% (11,517)
No, I do not feel supported	2% (302)	2% (558)	2% (287)	2% (726)	2% (1,873)
I am not learning English as an additional language	68% (11,336)	64% (16,250)	79% (14,284)	82% (27,934)	74% (69,804)
Total Respondents	100% (16,765)	100% (25,498)	100% (18,025)	100% (34,179)	100% (94,467)
Did not respond to question	4.5% (794)	3.6% (963)	2.6% (482)	3.5% (1,254)	3.6% (3,493)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) Students who answered “I am not learning English as an additional language” are included in the denominator when calculating the percentage for those who answered “Yes, I feel supported...” and “No, I do not feel supported”. Due to this, percentages may not represent the sentiment of those who are ELLs.

Q11. (Grades 7-12) My school provides opportunities and courses to help me learn about career options and post-secondary pathways (for example: apprenticeship, college, university, and workplace).

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	N/A	N/A	18% (3,233)	20% (6,745)	19% (9,978)
Agree	N/A	N/A	43% (7,848)	52% (18,106)	49% (25,954)
Disagree	N/A	N/A	13% (2,456)	11% (3,865)	12% (6,321)
Strongly disagree	N/A	N/A	6% (1,027)	3% (1,189)	4% (2,216)
Not sure	N/A	N/A	20% (3,743)	13% (4,642)	16% (8,385)
Total Respondents	N/A	N/A	100% (18,307)	100% (34,547)	100% (52,854)
Did not respond to question	N/A	N/A	1.1% (200)	2.5% (886)	2.0% (1,086)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Q12. (Grades 7-12) What do you plan to do after finishing high school? (Select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Work or find a job	N/A	N/A	37% (6,779)	26% (8,781)	30% (15,560)
Attend college	N/A	N/A	24% (4,362)	17% (5,701)	19% (10,063)
Attend university	N/A	N/A	71% (12,904)	77% (26,555)	75% (39,459)
Attend a community-based day program	N/A	N/A	0.9% (171)	0.5% (171)	0.7% (342)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Attend a skilled trade or apprenticeship program (e.g., electrician, carpenter, plumber, automotive service technician)	N/A	N/A	5% (847)	5% (1,578)	5% (2,425)
Start a business or become an entrepreneur	N/A	N/A	13% (2,353)	9% (3,179)	11% (5,532)
Volunteer	N/A	N/A	14% (2,460)	7% (2,301)	9% (4,761)
Travel	N/A	N/A	14% (2,609)	13% (4,542)	14% (7,151)
Take a year off	N/A	N/A	5% (905)	7% (2,408)	6% (3,313)
Other plans not listed	N/A	N/A	7% (1,349)	3% (873)	4% (2,222)
Not sure	N/A	N/A	15% (2,752)	9% (3,230)	11% (5,982)
Responses (Total Respondents)	N/A	N/A	37,491 (18,165)	59,319 (34,368)	96,810 (52,533)
Did not respond to question	N/A	N/A	1.8% (342)	3.0% (1,065)	2.6% (1,407)

Note 1-2: 1) N/A means the question was not asked for Grades K-3 and Grades 4-6 students. 2) Percentages do not sum to 100% as students could choose more than one category.

About Me

Q13. (Grades K-3) What language(s) does your child use at home? (Select all that apply)

Q13. (Grades 7-12) What language(s) do you use at home? (Select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
American Sign Language	0.62% (105)	N/A	1.08% (195)	1.18% (396)	1.02% (696)
Akan	0.08% (14)	N/A	0.05% (9)	0.09% (30)	0.08% (53)
Albanian	0.15% (25)	N/A	0.19% (34)	0.27% (91)	0.22% (150)
Arabic	1.04% (175)	N/A	2.60% (468)	1.80% (605)	1.82% (1,248)
Bengali	0.35% (59)	N/A	0.41% (74)	0.37% (126)	0.38% (259)
Cantonese	18% (3,065)	N/A	13% (2,401)	13% (4,399)	14% (9,865)
Cree	0.01% (1)	N/A	0.04% (8)	0.04% (15)	0.04% (24)
Creole or Patois	0.10% (16)	N/A	0.34% (62)	0.45% (150)	0.33% (228)
Croatian	0.03% (5)	N/A	0.05% (9)	0.08% (28)	0.06% (42)
Dari	0.89% (150)	N/A	0.50% (91)	0.69% (233)	0.69% (474)
Dene	0.01% (1)	N/A	0.01% (2)	0.01% (4)	0.01% (7)
Dutch	0.01% (2)	N/A	0.17% (30)	0.12% (42)	0.11% (74)
English	60% (10,102)	N/A	76% (13,713)	73% (24,637)	71% (48,452)
Farsi or Persian	7% (1,256)	N/A	7% (1,282)	6% (1,915)	6% (4,453)
French	3% (440)	N/A	5% (897)	4% (1,311)	4% (2,648)
German	0.12% (20)	N/A	0.50% (90)	0.42% (140)	0.36% (250)
Greek	0.45% (76)	N/A	0.93% (168)	0.93% (315)	0.82% (559)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Gujarati	1.17% (197)	N/A	1.48% (267)	1.49% (502)	1.41% (966)
Hausa	0.01% (1)	N/A	0.04% (7)	0.03% (11)	0.03% (19)
Hebrew	1% (130)	N/A	3% (451)	2% (634)	2% (1,215)
Hindi	2% (276)	N/A	3% (474)	2% (701)	2% (1,451)
Hungarian	0.11% (19)	N/A	0.19% (35)	0.24% (82)	0.20% (136)
Inuit	0.01% (1)	N/A	0.01% (2)	0.02% (7)	0.01% (10)
Italian	0.30% (50)	N/A	1.09% (197)	1.55% (521)	1.12% (768)
Korean	3% (460)	N/A	2% (401)	2% (638)	2% (1,499)
Malayalam	0.33% (56)	N/A	0.24% (43)	0.20% (68)	0.24% (167)
Mandarin	25% (4,206)	N/A	18% (3,311)	17% (5,876)	20% (13,393)
Mi'kmaw	0.02% (3)	N/A	0.01% (1)	0.02% (8)	0.02% (12)
Michif	(0)	N/A	0.01% (1)	0.01% (5)	0.01% (6)
Mohawk	0.01% (1)	N/A	0.04% (8)	0.03% (11)	0.03% (20)
Ojibwe	0.02% (4)	N/A	0.04% (8)	0.06% (21)	0.05% (33)
Pashto	0.16% (27)	N/A	0.27% (48)	0.26% (88)	0.24% (163)
Polish	0.05% (8)	N/A	0.19% (35)	0.19% (64)	0.16% (107)
Portuguese	0.35% (59)	N/A	0.47% (85)	0.57% (192)	0.49% (336)
Punjabi	1% (205)	N/A	3% (457)	2% (794)	2% (1,456)
Russian	3% (471)	N/A	5% (933)	4% (1,447)	4% (2,851)
Serbian	0.10% (17)	N/A	0.26% (47)	0.26% (86)	0.22% (150)
Shona	(0)	N/A	0.04% (7)	0.03% (10)	0.02% (17)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Sinhala	0.18% (30)	N/A	0.19% (35)	0.21% (70)	0.20% (135)
Somali	0.08% (13)	N/A	0.12% (22)	0.13% (44)	0.12% (79)
Spanish	1% (205)	N/A	2% (353)	2% (706)	2% (1,264)
Swahili	0.06% (10)	N/A	0.13% (24)	0.12% (41)	0.11% (75)
Tagalog	0.58% (98)	N/A	0.80% (144)	0.90% (304)	0.80% (546)
Tamil	4% (673)	N/A	5% (892)	5% (1,661)	5% (3,226)
Turkish	1.15% (193)	N/A	1.67% (302)	1.36% (457)	1.39% (952)
Ukrainian	0.53% (89)	N/A	0.71% (128)	0.74% (249)	0.68% (466)
Urdu	3% (503)	N/A	5% (822)	4% (1,326)	4% (2,651)
Vietnamese	0.99% (166)	N/A	1.36% (245)	1.56% (524)	1.36% (935)
Yoruba	0.20% (33)	N/A	0.22% (39)	0.18% (59)	0.19% (131)
Language not listed	4% (629)	N/A	5% (982)	4% (1,313)	4% (2,924)
Not sure	0.12% (21)	N/A	0.68% (122)	0.80% (270)	0.60% (413)
Chinese languages	41% (6,933)	N/A	29% (5,302)	28% (9,394)	32% (21,629)
Responses (Total Respondents)	31,299 (16,830)	N/A	35,763 (18,034)	62,621 (33,694)	129,683 (68,558)
Did not respond to question	4.2% (729)	N/A	2.6% (473)	4.9% (1,739)	4.1% (2,941)

Note 1-5: **1)** Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). **2)** N/A means the question was not asked for Grades 4-6 students. **4)** Percentages do not sum to 100% as students could choose more than one category. **5)** Chinese Languages was not a response option on the survey and was calculated because of the number of respondents who wrote “Chinese” or other Chinese dialects in the Languages not listed response option. Chinese Languages was calculated by

combining responses to Mandarin, Cantonese and responses from the Languages not listed option that made reference to Chinese languages. (e.g. Shanghainese, Toisan, Fuzhouese).

Q15. (Grades K-3) If your child were able to study an Indigenous language in school, which language(s) would you choose? Please select all that apply.

Q15. (Grades 4-12) If you were able to study an Indigenous language in school, which language(s) would you choose? Please select all that apply.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Cree	25% (68)	27% (340)	29% (99)	25% (159)	26% (666)
Dene	5% (15)	9% (120)	10% (32)	13% (80)	10% (247)
Inuit	20% (55)	37% (476)	30% (102)	29% (184)	32% (817)
Mi'kmaw	6% (16)	12% (147)	13% (44)	15% (94)	12% (301)
Michif	4% (10)	7% (94)	9% (30)	11% (68)	8% (202)
Mohawk	8% (21)	22% (280)	21% (71)	21% (130)	20% (502)
Ojibwe	16% (43)	26% (325)	32% (108)	33% (209)	27% (685)
Other	38% (105)	17% (214)	11% (38)	12% (75)	17% (432)
Responses (Total Respondents)	333 (276)	1,996 (1,271)	524 (336)	999 (632)	3,852 (2,515)
Did not respond to question	98.4% (17,283)	95.2% (25,190)	98.2% (18,171)	98.2% (34,801)	97.4% (95,445)

Note 1-3: **1)** Q15 was only asked of students who selected “Yes” to being Indigenous to Canada. Due to how the data was processed, the number of Indigenous students does not align with the number of respondents to this question **2)** Students in Grades K-3 completed the survey at home with their parent(s), guardian(s), or caregiver(s). **3)** Percentages do not sum to 100% as students could choose more than one category.

Q16. (Grades 4-12) Do you consider yourself Canadian? (You do not have to be born in Canada to think of yourself as Canadian.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	N/A	74% (19,400)	77% (14,138)	80% (27,650)	77% (61,188)
No	N/A	10% (2,590)	10% (1,767)	10% (3,491)	10% (7,848)
Not sure	N/A	16% (4,231)	13% (2,428)	10% (3,313)	13% (9,972)
Total Respondents	N/A	100% (26,221)	100% (18,333)	100% (34,454)	100% (79,008)
Did not respond to question	N/A	0.9% (240)	0.9% (174)	2.8% (979)	1.7% (1,393)

Note 1: N/A means the question was not asked for Grades K-3 students.

In our society, people are often described by their race or racial background. People are often described as belonging to a certain “race” based on how others see and behave toward them. These ideas about who belongs to what race are usually based on physical features such as skin colour. Ideas about race are often imposed on people by others in ways that can affect their life experiences and how they are treated. Race is often confused with ethnicity, but there can often be several ethnicities within a racialized group.

Q18. (Grades K-3) Which racial group(s) best describes your child? (If they identify with multiple racial groups, select all that apply.)

Q18. (Grades 4-12) Which racial group(s) best describes you? (If you identify with multiple racial groups, select all that apply.)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Self-Identified Indigenous Identity					
Indigenous to Canada (First Nations, Métis, Inuit descent) - from FNMI	1.0% (166)	0.5% (107)	0.5% (79)	0.4% (126)	0.5% (478)
Self-Identified Race Identity					
Black (African, African-Canadian, Afro-Caribbean descent, e.g., Caribbean, Ghanaian, Moroccan, Nigerian, South African)	3% (508)	6% (1,406)	5% (955)	6% (1,986)	5% (4,855)
East Asian (Chinese, Japanese, Korean, Mongolian, Taiwanese descent)	50% (8,195)	41% (9,608)	37% (6,448)	35% (11,523)	40% (35,774)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Latino or Latina or Latinx (Latin American, Hispanic South American, Afro-Latino/a, Colombian, Ecuadorian, Mexican, Peruvian, Spain descent)	2% (260)	2% (478)	2% (400)	3% (899)	2% (2,037)
Middle Eastern (Arab, Persian, West Asian descent e.g., Afghan, Egyptian, Israeli, Iranian, Kurdish, Lebanese, Turkish)	13% (2,057)	15% (3,464)	16% (2,788)	13% (4,249)	14% (12,558)
South Asian (South Asian descent e.g., Bangladeshi, East Indian, Indo-Caribbean, Pakistani, Sri Lankan, Tamil descent)	15% (2,417)	15% (3,587)	17% (2,990)	16% (5,430)	16% (14,424)
Southeast Asian (Cambodian, Filipino, Indonesian, Malaysian, Thai, Vietnamese, other Southeast Asian descent)	4% (617)	5% (1,083)	5% (814)	5% (1,625)	5% (4,139)
White (European descent e.g., British, French, German, Italian, Russian descent)	20% (3,257)	23% (5,350)	28% (4,833)	33% (10,810)	27% (24,250)
Racial background not listed	1.3% (217)	5% (1,115)	2% (358)	1.5% (495)	2% (2,185)
Responses (Total Respondents)	17,694 (16,266)	26,198 (23,598)	19,665 (17,442)	37,143 (33,153)	100,700 (90,459)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	7.4% (1,293)	10.8% (2,863)	5.8% (1,065)	6.4% (2,280)	7.7% (7,501)

Note 1-3: 1) Indigenous to Canada was calculated in consultation with the First Nation, Métis and Inuit Education team. The numbers above were calculated based on responses to questions about Indigenous Identity, Indigenous Race, and information from the Student Information System. These numbers above may not be representative of the true population of Indigenous (First Nations, Métis, Inuit) students in the Board. **2)** Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). **3)** Percentages do not sum to 100% as students could choose more than one category.

People can be treated differently based on their religion, or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Q19. (Grades K-3) What is your child's religion and/or spiritual affiliation? (Select all that apply)

Q19. (Grades 4-12) What is your religion and/or spiritual affiliation? (Select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Agnostic (A person who thinks it's impossible to know if any God or Gods exist)	3% (505)	6% (1,474)	7% (1,178)	9% (3,045)	7% (6,202)
Atheist (A person who does not believe in any God or Gods)	6% (955)	7% (1,843)	11% (2,003)	14% (4,851)	10% (9,652)
Buddhist	5% (852)	4% (1,074)	4% (756)	4% (1,368)	4% (4,050)
Christian	21% (3,458)	21% (5,435)	24% (4,310)	24% (8,182)	23% (21,385)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Hindu	8% (1,347)	7% (1,856)	8% (1,376)	7% (2,510)	8% (7,089)
Indigenous Spirituality	0.06% (10)	0.24% (63)	0.17% (30)	0.13% (45)	0.16% (148)
Jewish	4% (690)	7% (1,811)	8% (1,368)	7% (2,401)	7% (6,270)
Muslim	11% (1,807)	12% (3,090)	13% (2,415)	11% (3,661)	12% (10,973)
Sikh	1% (178)	1% (323)	1% (242)	1% (448)	1% (1,191)
Spiritual, but not religious	4% (680)	3% (644)	4% (669)	5% (1,681)	4% (3,674)
No religious or spiritual affiliation	27% (4,371)	9% (2,223)	12% (2,113)	13% (4,390)	14% (13,097)
Religion or spiritual affiliation not listed	1% (132)	1% (375)	2% (336)	1% (450)	1% (1,293)
Not sure	6% (1,042)	20% (5,072)	13% (2,335)	9% (2,896)	12% (11,345)
I do not understand this question	1% (236)	8% (1,996)	3% (488)	1% (407)	3% (3,127)
Prefer not to answer	10% (1,606)	10% (2,603)	7% (1,170)	6% (1,958)	8% (7,337)
Responses (Total Respondents)	17,869 (16,429)	29,882 (25,717)	20,789 (17,991)	38,293 (33,469)	106,833 (93,606)
Did not respond to question	6.4% (1,130)	2.8% (744)	2.8% (516)	5.5% (1,964)	4.4% (4,354)

Note 1-3: 1) The number and percent of students who identify as Jewish, is a combination of student responses to Q17 (open-ended ethnic or cultural origin), Q18 (open-ended race), and Q19 (religion). **2)** Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). **3)** Percentages do not sum to 100% as students could choose more than one category.

Gender identity is a person’s internal and deeply felt sense of being a man, a woman, both, neither, nor having another identity on the gender spectrum. A person’s gender identity may be different from their gender assigned at birth (e.g., female, male or intersex).

Q20. (Grades K-3) What is your child’s gender identity? (Open ended)

Q20. (Grades 4-6) What is your gender identity? (Open ended)

Q20. (Grades 7-12) What is your gender identity? (Select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Boy or Man	48% (7,868)	42% (10,939)	50% (9,075)	50% (16,743)	47% (44,625)
Girl or Woman	46% (7,538)	42% (10,933)	45% (8,170)	46% (15,370)	45% (42,011)
Gender Diverse (Non-Binary, Genderqueer, Agender, Gender Non-conforming, Gender Fluid refers to a person whose gender identity does not align with the binary concept of gender such as boy or girl, or whose gender identity changes or shifts within the gender identity spectrum)	0.1% (23)	1% (237)	2% (376)	3% (955)	2% (1,591)
Two-Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine, or non-binary spirits)	(0)	(0)	0.2% (30)	0.2% (68)	0.1% (98)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Questioning my gender identity	(0)	0.02% (6)	2% (315)	1% (506)	1% (827)
Gender identity not listed	(0)	(0)	0.2% (41)	0.2% (73)	0.1% (114)
Not sure	1% (230)	5% (1,170)	1% (183)	1% (291)	2% (1,874)
I do not understand this question	(0)	0.02% (4)	0.7% (119)	0.7% (233)	0.4% (356)
Prefer not to answer	4% (735)	10% (2,643)	2% (294)	1% (482)	4% (4,154)
Responses (Total Respondents)	16,394 (16,393)	25,932 (25,892)	18,603 (18,109)	34,721 (33,773)	95,650 (94,167)
Did not respond to question	6.6% (1,166)	2.2% (569)	2.2% (398)	4.7% (1,660)	3.9% (3,793)

Note 1: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) This question was an open-ended for students in Grades K-6, and responses were recoded into the response options provided to students in Grades 7-12. 3) Percentages do not sum to 100% as students could choose more than one category.

Q21. (Grades 7-12) Do you identify as Trans or Transgender?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	N/A	N/A	1% (197)	2% (588)	2% (785)
No	N/A	N/A	92% (14,200)	93% (27,635)	93% (41,835)
Not sure	N/A	N/A	2% (369)	2% (462)	2% (831)
I do not understand this question	N/A	N/A	2% (310)	2% (515)	2% (825)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Prefer not to answer	N/A	N/A	2% (352)	2% (549)	2% (901)
Total Respondents	N/A	N/A	100% (15,428)	100% (29,749)	100% (45,177)
Did not respond to question	N/A	N/A	16.6% (3,079)	16.0% (5,684)	16.2% (8,763)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Sexual orientation covers the range of human sexuality and is different from gender identity.

Q22. (Grades 7-12) What is your sexual orientation? (If you identify with multiple sexual orientations, select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Asexual (A person who experiences little to no sexual attraction)	N/A	N/A	6% (1,009)	4% (1,418)	5% (2,427)
Aromantic (A person who feels little to no romantic attraction)	N/A	N/A	4% (669)	2% (827)	3% (1,496)
Bisexual (A person who experiences attraction to two or more genders)	N/A	N/A	5% (934)	7% (2,320)	6% (3,254)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Gay (A person who experiences attraction to people of the same gender. Gay can include both individuals who identify as boy or man and girl or woman, or refer to individuals who identify as boy or man only)	N/A	N/A	1% (134)	1% (395)	1% (529)
Straight or Heterosexual (A man or boy who is attracted to women or girls or a woman or girl who is attracted to men or boys)	N/A	N/A	70% (12,386)	73% (24,352)	72% (36,738)
Lesbian (A girl or woman who experiences sexual attraction to a girl or woman)	N/A	N/A	1% (164)	1% (426)	1% (590)
Pansexual (A person who experiences sexual attraction to all or any genders)	N/A	N/A	2% (312)	2% (666)	2% (978)
Queer (A person whose sexual orientation or gender identity represents identities that are part of the acronym 2SLGBTQ+)	N/A	N/A	1% (139)	2% (608)	1% (747)
Questioning (A person who is exploring their own sexual orientation)	N/A	N/A	3% (602)	3% (995)	3% (1,597)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Two Spirit (An Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine, or non-binary spirits)	N/A	N/A	0.06% (11)	0.1% (28)	0.1% (39)
Sexual orientation not listed	N/A	N/A	0.8% (134)	0.5% (177)	0.6% (311)
Not sure	N/A	N/A	7% (1,211)	4% (1,363)	5% (2,574)
I do not understand this question	N/A	N/A	4% (751)	3% (862)	3% (1,613)
Prefer not to answer	N/A	N/A	9% (1,616)	6% (2,018)	7% (3,634)
Responses (Total Respondents)	N/A	N/A	20,072 (17,792)	36,455 (33,161)	56,527 (50,953)
Did not respond to question	N/A	N/A	3.9% (715)	6.4% (2,272)	5.5% (2,987)

Note 1-2: 1) Percentages do not sum to 100% as students could choose more than one category. 2) N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Q23. (Grades K-3) Was your child born in Canada?

Q23. (Grades 4-12) Were you born in Canada?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	81% (13,545)	75% (19,602)	75% (13,703)	72% (24,742)	75% (71,592)
No	19% (3,177)	22% (5,833)	24% (4,327)	26% (8,994)	23% (22,331)
Prefer not to answer	0.5% (80)	3% (775)	1% (250)	1% (456)	2% (1,561)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Total Respondents	100% (16,802)	100% (26,210)	100% (18,280)	100% (34,192)	100% (95,484)
Did not respond to question	4.3% (757)	0.9% (251)	1.2% (227)	3.5% (1,241)	2.5% (2,476)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q24. (Grades K-3) My child is:

Q24. (Grades 7-12) I am:

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
A Canadian citizen	22% (686)	N/A	33% (1,406)	35% (3,156)	32% (5,248)
A dual citizen	9% (284)	N/A	15% (622)	15% (1,345)	14% (2,251)
An international student (enrolled through a study permit)	15% (481)	N/A	5% (235)	15% (1,296)	12% (2,012)
A landed immigrant or permanent resident	42% (1,322)	N/A	18% (759)	21% (1,886)	24% (3,967)
A refugee claimant	4% (113)	N/A	2% (80)	2% (194)	2% (387)
Not sure	3% (83)	N/A	18% (762)	7% (602)	9% (1,447)
I do not understand this question	1% (39)	N/A	4% (184)	1% (95)	2% (318)
Prefer not to answer	4% (128)	N/A	6% (240)	4% (344)	4% (712)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Total Respondents	100% (3,136)	N/A	100% (4,288)	100% (8,918)	100% (16,342)
Did not respond to question	1.3% (41)	N/A	0.9% (39)	0.8% (76)	0.9% (156)

Note 1-4: **1)** Q24 was only asked of students who selected “No” to Q23 above. **2)** Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). **3)** N/A means the question was not asked for Grades 4-6 students. **4)** Percentages do not sum to 100% as students could choose more than one category.

Q25. (Grades K-3) How long has your child lived in Canada?

Q25. (Grades 7-12) How long have you lived in Canada?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Since I was born	2% (50)	N/A	1.1% (47)	0.8% (68)	1.0% (165)
Less than 1 year	27% (846)	N/A	13% (561)	14% (1,276)	16% (2,683)
1-3 years	32% (1,011)	N/A	19% (818)	20% (1,804)	22% (3,633)
4-6 years	31% (975)	N/A	24% (1,049)	21% (1,846)	24% (3,870)
7-9 years	8% (261)	N/A	19% (837)	15% (1,334)	15% (2,432)
10 or more years	0.03% (1)	N/A	19% (832)	27% (2,406)	20% (3,239)
Not sure	0.3% (8)	N/A	3% (125)	1% (130)	2% (263)
Prefer not to answer	0.5% (16)	N/A	1.1% (49)	1.0% (92)	1.0% (157)
Total Respondents	100% (3,168)	N/A	100% (4,318)	100% (8,956)	100% (16,442)
Did not respond to question	0.3% (9)	N/A	0.2% (9)	0.4% (38)	0.3% (56)

Note 1-4: 1) Q25 was only asked of students who selected “No” to Q23 above. 2) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 3) N/A means the question was not asked for Grades 4-6 students. 4) Percentages do not sum to 100% as students could choose more than one category.

Some people identify as a person with a disability(ies). A person’s disability may be diagnosed or not diagnosed. It may be invisible (hidden) or visible. A disability may be physical, mental, behavioural, developmental, sensory, communicational or a combination of any of these conditions. Barriers faced by people with disabilities can make it difficult for them to fully participate and engage in environments that are not fully accessible and inclusive.

Q26. (Grades 7-12) Do you identify as a person with a disability(ies)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	N/A	N/A	8% (1,353)	9% (3,177)	9% (4,530)
No	N/A	N/A	75% (13,536)	79% (26,467)	77% (40,003)
Not sure	N/A	N/A	11% (2,036)	7% (2,459)	9% (4,495)
I do not understand this question	N/A	N/A	2% (448)	2% (642)	2% (1,090)
Prefer not to answer	N/A	N/A	4% (634)	3% (915)	3% (1,549)
Total Respondents	N/A	N/A	100% (18,007)	100% (33,660)	100% (51,667)
Did not respond to question	N/A	N/A	2.7% (500)	5.0% (1,773)	4.2% (2,273)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Q27. (Grades K-3) Does your child experience any of the following? If yes, please select all that apply. If no, please select "No, none of the above."

Q27. (Grades 4-12) Do you consider yourself to be a person with or experiencing any of the following? If yes, please select all that apply to you. If no, please select "No, none of the above"

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Addiction(s)	0.2% (37)	5% (1,147)	3% (520)	5% (1,335)	4% (3,039)
Attention Deficit and Hyperactivity Disorder (ADHD)	3% (423)	7% (1,780)	10% (1,562)	12% (3,523)	9% (7,288)
Autism	3% (549)	2% (465)	2% (364)	3% (983)	3% (2,361)
Neurodiversity	0.6% (100)	0.6% (154)	1.1% (175)	3% (868)	2% (1,297)
Acquired Brain Injury	0.02% (4)	0.3% (75)	0.2% (32)	0.4% (129)	0.3% (240)
Blind or Low Vision or any other Visual Disability	1% (86)	4% (878)	3% (464)	2% (688)	2% (2,116)
Chronic Pain	0.05% (8)	0.3% (74)	0.6% (99)	1.3% (389)	0.7% (570)
Deafness or Hearing loss	0.4% (62)	0.6% (152)	0.6% (94)	0.8% (238)	0.6% (546)
Developmental Disability(ies)	0.4% (68)	0.3% (77)	0.2% (36)	0.4% (118)	0.4% (299)
Language Impairment or Developmental Language Disorder	1.1% (178)	0.8% (203)	0.3% (48)	0.3% (91)	0.6% (520)
Learning Disability(ies)	1% (201)	3% (727)	4% (654)	6% (1,871)	4% (3,453)
Mental Health challenges (e.g., anxiety, depression)	2% (261)	9% (2,292)	15% (2,261)	20% (5,878)	13% (10,692)
Mild Intellectual Disability	0.06% (9)	0.2% (48)	0.1% (22)	0.4% (130)	0.2% (209)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Mobility challenges	0.1% (21)	0.2% (53)	0.1% (23)	0.4% (110)	0.2% (207)
Physical Disability(ies)	0.1% (24)	0.5% (119)	0.6% (95)	0.8% (245)	0.6% (483)
Speech Impairment (e.g., speech sound production, voice disorder, dysfluency, or stuttering)	3% (491)	2% (525)	2% (287)	2% (540)	2% (1,843)
Disability(ies) not listed	0.6% (96)	1.3% (327)	1.2% (181)	0.6% (179)	0.9% (783)
No, none of the above	88% (14,251)	73% (17,883)	69% (10,684)	63% (18,258)	72% (61,076)
Responses (Total Respondents)	16,869 (16,137)	26,979 (24,444)	17,601 (15,488)	35,573 (28,906)	97,022 (84,975)
Did not respond to question	8.1% (1,422)	7.6% (2,017)	16.3% (3,019)	18.4% (6,527)	13.3% (12,985)

Note 1-3: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) Percentages do not sum to 100% as students could choose more than one category. 3) This question was visible regardless of participants' response to question 26.

Q28. (Grades K-3) Has your child experienced homelessness in the last twelve months (for example, living in shelters, living in cars or abandoned buildings)?

Q28. (Grades 7-12) Have you experienced homelessness in the last twelve months (for example, not having a permanent home and living in: shelters, parks, bus stations, cars, abandoned buildings)?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	0.3% (43)	N/A	1.1% (196)	1.5% (507)	1.1% (746)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
No	99.7% (16,665)	N/A	98.9% (17,994)	98.5% (33,359)	98.9% (68,018)
Total Respondents	100% (16,708)	N/A	100% (18,190)	100% (33,866)	100% (68,764)
Did not respond to question	4.8% (851)	N/A	1.7% (317)	4.4% (1,567)	3.8% (2,735)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students.

Q29. (Grades K-3) Please answer the following questions about you and your relationship with your child. Parent or Guardian 1 (Yourself): Please indicate your relationship with this child. (Select one answer only)

Q29. (Grades 7-12) Parent or Guardian 1 is the parent or guardian that you currently live with most of the time. Please select their relation to you. (Select one answer only)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Mother	74% (12,469)	N/A	73% (13,256)	73% (24,589)	73% (50,314)
Father	21% (3,465)	N/A	14% (2,521)	16% (5,357)	17% (11,343)
Parent	4% (682)	N/A	10% (1,830)	7% (2,271)	7% (4,783)
Stepmother	0.04% (6)	N/A	0.1% (16)	0.1% (43)	0.1% (65)
Stepfather	0.04% (7)	N/A	0.08% (15)	0.1% (34)	0.1% (56)
Grandparent	0.2% (38)	N/A	1.1% (190)	0.7% (229)	0.7% (457)
Relative	0.3% (47)	N/A	0.5% (85)	1.0% (331)	0.7% (463)
Guardian	0.1% (16)	N/A	0.2% (43)	1.2% (394)	0.7% (453)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Foster parent	0.02% (3)	N/A	0.07% (12)	0.3% (92)	0.2% (107)
Friend or Family Friend	0.1% (14)	N/A	0.1% (21)	0.3% (92)	0.2% (127)
A person not listed	0.1% (20)	N/A	0.2% (39)	0.2% (81)	0.2% (140)
I am living on my own	N/A	N/A	0.06% (11)	0.3% (86)	0.1% (97)
I live in a shelter, transitional housing, or a group home	N/A	N/A	0.1% (18)	0.2% (62)	0.1% (80)
Total Respondents	100% (16,767)	N/A	100% (18,057)	100% (33,661)	100% (68,485)
Did not respond to question	4.5% (792)	N/A	2.4% (450)	5.0% (1,772)	4.2% (3,014)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students, and the response option was not provided to Grades K-3 students.

Q30. (Grades K-3) Parent or Guardian 1: Were you born in Canada?

Q30. (Grades 7-12) Parent or Guardian 1: Was this person born in Canada?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	23% (3,723)	N/A	25% (4,344)	28% (9,354)	26% (17,421)
No	77% (12,700)	N/A	72% (12,734)	69% (22,853)	72% (48,287)
Not sure	0.1% (22)	N/A	3% (526)	2% (677)	2% (1,225)
Total Respondents	100% (16,445)	N/A	100% (17,604)	100% (32,884)	100% (66,933)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	6.3% (1,114)	N/A	4.9% (903)	7.2% (2,549)	6.4% (4,566)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students.

Q31. (Grades K-3) Parent or Guardian 2 is the other parent or guardian responsible for this child. Please select their relation to this child. (Select one answer only)

Q31. (Grades 7-12) Parent or Guardian 2 is the other parent or guardian responsible for you. Please select their relation to you. (Select one answer only)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Mother	24% (3,729)	N/A	16% (2,718)	17% (5,419)	18% (11,866)
Father	71% (11,116)	N/A	69% (11,859)	68% (21,538)	69% (44,513)
Parent	3% (546)	N/A	9% (1,560)	6% (1,810)	6% (3,916)
Stepmother	0.03% (4)	N/A	0.3% (57)	0.5% (171)	0.4% (232)
Stepfather	0.36% (56)	N/A	1.37% (237)	1.6% (516)	1.3% (809)
Grandparent	0.9% (145)	N/A	2.1% (361)	1.6% (507)	1.6% (1,013)
Relative	0.3% (51)	N/A	0.8% (135)	1.6% (498)	1.1% (684)
Guardian	0.1% (22)	N/A	0.4% (74)	1.1% (351)	0.7% (447)
Foster parent	0.02% (3)	N/A	0.04% (7)	0.2% (62)	0.1% (72)
Friend or Family Friend	0.2% (27)	N/A	0.2% (35)	0.5% (163)	0.3% (225)
Another person not listed	0.4% (58)	N/A	1.2% (199)	1.1% (355)	0.9% (612)
I am living on my own	N/A	N/A	0.07% (12)	0.3% (93)	0.2% (105)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
I live in a shelter, transitional housing, or a group home	N/A	N/A	0.1% (18)	0.2% (61)	0.1% (79)
Total Respondents	100% (15,757)	N/A	100% (17,272)	100% (31,544)	100% (64,573)
Did not respond to question	10.3% (1,802)	N/A	6.7% (1,235)	11.0% (3,889)	9.7% (6,926)

Note 1-3: 1) Students were asked to skip Q31 if they lived with only one parent or guardian. 2) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 3) N/A means the question was not asked for Grades 4-6 students, and the response option was not provided to Grades K-3 students.

Q32. (Grades K-3) Parent or Guardian 2: Was this person born in Canada?

Q32. (Grades 7-12) Parent or Guardian 2: Was this person born in Canada?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes	21% (3,308)	N/A	23% (3,948)	28% (8,538)	25% (15,794)
No	78% (12,246)	N/A	73% (12,290)	70% (21,676)	73% (46,212)
Not sure	0.3% (52)	N/A	4% (645)	3% (816)	2% (1,513)
Total Respondents	100% (15,606)	N/A	100% (16,883)	100% (31,030)	100% (63,519)
Did not respond to question	11.1% (1,953)	N/A	8.8% (1,624)	12.4% (4,403)	11.2% (7,980)

Note 1-2: 1) Students were asked to skip Q32 if they lived with only one parent or guardian. Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students.

Well-Being and Mental Health

Q33. (Grades K-3) At school, my child feels happy.

Q33. (Grades 4-12) At school, I feel happy.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	35% (5,887)	14% (3,747)	9% (1,577)	6% (2,141)	14% (13,352)
Often	49% (8,208)	45% (11,675)	40% (7,232)	33% (11,253)	40% (38,368)
Sometimes	14% (2,381)	29% (7,563)	34% (6,246)	38% (12,915)	31% (29,105)
Rarely	1% (147)	9% (2,259)	12% (2,110)	15% (5,072)	10% (9,588)
Never	0.1% (23)	2% (581)	4% (706)	6% (1,882)	3% (3,192)
Not sure	1% (101)	1% (387)	2% (366)	2% (724)	2% (1,578)
Total Respondents	100% (16,747)	100% (26,212)	100% (18,237)	100% (33,987)	100% (95,183)
Did not respond to question	4.6% (812)	0.9% (249)	1.5% (270)	4.1% (1,446)	2.8% (2,777)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q34. (Grades K-3) At school, my child feels nervous or anxious.

Q34. (Grades 4-12) At school, I feel nervous or anxious.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	0.5% (86)	5% (1,434)	8% (1,524)	11% (3,884)	7% (6,928)
Often	3% (467)	14% (3,543)	20% (3,574)	25% (8,393)	17% (15,977)
Sometimes	25% (4,134)	30% (7,961)	34% (6,188)	35% (11,874)	32% (30,157)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Rarely	37% (6,238)	35% (9,266)	27% (4,966)	20% (6,870)	29% (27,340)
Never	29% (4,855)	12% (3,016)	9% (1,556)	6% (2,137)	12% (11,564)
Not sure	5% (898)	4% (971)	2% (404)	2% (667)	3% (2,940)
Total Respondents	100% (16,678)	100% (26,191)	100% (18,212)	100% (33,825)	100% (94,906)
Did not respond to question	5.0% (881)	1.0% (270)	1.6% (295)	4.5% (1,608)	3.1% (3,054)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q35. (Grades K-3) At school, my child feels sad.

Q35. (Grades 4-12) At school, I feel sad.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	0.3% (43)	2% (558)	4% (651)	6% (1,914)	3% (3,166)
Often	1% (231)	9% (2,271)	10% (1,878)	13% (4,231)	9% (8,611)
Sometimes	22% (3,601)	27% (7,171)	28% (5,153)	32% (10,687)	28% (26,612)
Rarely	44% (7,369)	43% (11,352)	40% (7,274)	33% (11,306)	39% (37,301)
Never	28% (4,718)	15% (3,983)	15% (2,687)	14% (4,569)	17% (15,957)
Not sure	4% (745)	3% (835)	3% (561)	3% (1,116)	3% (3,257)
Total Respondents	100% (16,707)	100% (26,170)	100% (18,204)	100% (33,823)	100% (94,904)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	4.9% (852)	1.1% (291)	1.6% (303)	4.5% (1,610)	3.1% (3,056)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q36. (Grades K-3) At school, my child feels lonely.

Q36. (Grades 4-12) At school, I feel lonely.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	0.5% (76)	3% (668)	3% (635)	5% (1,763)	3% (3,142)
Often	2% (364)	8% (1,977)	8% (1,405)	9% (2,971)	7% (6,717)
Sometimes	17% (2,779)	20% (5,165)	20% (3,727)	24% (8,169)	21% (19,840)
Rarely	28% (4,750)	31% (8,018)	32% (5,865)	32% (10,992)	31% (29,625)
Never	47% (7,870)	36% (9,341)	33% (5,928)	26% (8,853)	34% (31,992)
Not sure	5% (872)	4% (998)	4% (649)	3% (1,110)	4% (3,629)
Total Respondents	100% (16,711)	100% (26,167)	100% (18,209)	100% (33,858)	100% (94,945)
Did not respond to question	4.8% (848)	1.1% (294)	1.6% (298)	4.4% (1,575)	3.1% (3,015)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q37. (Grades K-3) At school my child feels under a lot of stress or pressure.

Q37. (Grades 7-12) At school, I feel under a lot of stress or pressure.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	0.5% (84)	N/A	14% (2,570)	22% (7,541)	15% (10,195)
Often	2% (324)	N/A	20% (3,588)	28% (9,446)	19% (13,358)
Sometimes	12% (2,079)	N/A	31% (5,700)	30% (10,249)	26% (18,028)
Rarely	27% (4,515)	N/A	21% (3,873)	12% (4,226)	18% (12,614)
Never	50% (8,288)	N/A	11% (1,967)	5% (1,805)	18% (12,060)
Not sure	8% (1,408)	N/A	3% (499)	2% (653)	4% (2,560)
Total Respondents	100% (16,698)	N/A	100% (18,197)	100% (33,920)	100% (68,815)
Did not respond to question	4.9% (861)	N/A	1.7% (310)	4.3% (1,513)	3.8% (2,684)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students.

Q38. (Grades K-3) My child gets along well with other students at this school.

Q38. (Grades 4-12) I get along well with other students at this school.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	34% (5,660)	20% (5,246)	21% (3,799)	18% (5,983)	22% (20,688)
Agree	58% (9,775)	55% (14,297)	58% (10,582)	64% (21,721)	59% (56,375)
Disagree	2% (401)	7% (1,864)	7% (1,203)	6% (2,119)	6% (5,587)
Strongly disagree	0.3% (56)	2% (617)	3% (474)	3% (854)	2% (2,001)
Not sure	5% (829)	16% (4,132)	12% (2,133)	10% (3,224)	11% (10,318)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Total Respondents	100% (16,721)	100% (26,156)	100% (18,191)	100% (33,901)	100% (94,969)
Did not respond to question	4.8% (838)	1.2% (305)	1.7% (316)	4.3% (1,532)	3.1% (2,991)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Belonging is knowing that you are important, understood, accepted, and respected in the places you enter and by the people around you. It also includes feeling like you matter and are connected to the people around you.

Q39. (Grades K-3) My child feels like they belong at this school.

Q39. (Grades 4-12) I feel like I belong at this school.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	39% (6,510)	26% (6,803)	17% (3,117)	11% (3,769)	21% (20,199)
Agree	53% (8,908)	46% (12,019)	50% (9,089)	55% (18,410)	51% (48,426)
Disagree	2% (322)	6% (1,595)	9% (1,659)	11% (3,791)	8% (7,367)
Strongly disagree	0.4% (66)	3% (676)	5% (856)	5% (1,744)	4% (3,342)
Not sure	5% (894)	19% (4,833)	19% (3,376)	18% (6,005)	16% (15,108)
Total Respondents	100% (16,700)	100% (25,926)	100% (18,097)	100% (33,719)	100% (94,442)
Did not respond to question	4.9% (859)	2.0% (535)	2.2% (410)	4.8% (1,714)	3.6% (3,518)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Feeling accepted by others includes feeling valued and appreciated for who you are.

Q40. (Grades K-3) My child feels accepted by adults at this school.

Q40. (Grades 4-12) I feel accepted by adults at this school.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	39% (6,445)	28% (7,194)	21% (3,797)	15% (5,179)	24% (22,615)
Agree	54% (8,980)	49% (12,882)	54% (9,767)	61% (20,419)	55% (52,048)
Disagree	1% (216)	5% (1,411)	7% (1,274)	7% (2,507)	6% (5,408)
Strongly disagree	0.3% (43)	2% (489)	3% (557)	3% (922)	2% (2,011)
Not sure	6% (989)	16% (4,055)	15% (2,736)	14% (4,684)	13% (12,464)
Total Respondents	100% (16,673)	100% (26,031)	100% (18,131)	100% (33,711)	100% (94,546)
Did not respond to question	5.0% (886)	1.6% (430)	2.0% (376)	4.9% (1,722)	3.5% (3,414)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q41. (Grades 7-12) If you had a concern about your mental health and spoke to an adult at school, do you feel they helped you?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
I spoke with an adult at school, and they helped me	N/A	N/A	11% (2,014)	12% (4,084)	12% (6,098)
I spoke with an adult at school, and they did not help me	N/A	N/A	4% (759)	5% (1,678)	5% (2,437)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
I did not speak to an adult at school about it	N/A	N/A	25% (4,406)	32% (10,682)	30% (15,088)
I did not have a mental health concern this year	N/A	N/A	60% (10,618)	51% (16,796)	54% (27,414)
Total Respondents	N/A	N/A	100% (17,797)	100% (33,240)	100% (51,037)
Did not respond to question	N/A	N/A	3.8% (710)	6.2% (2,193)	5.4% (2,903)

Note 1-2: N/A means the question was not asked for Grades K-3 and Grades 4-6 students. **2)** Students who answered, “I did not have a mental health concern this year” are included in the denominator when calculating the percentage for those who answered “I spoke with an adult...” and “I did not speak to an adult...”. Due to this, percentages may not represent the sentiment of those who had a concern about their mental health.

Q42. (Grades K-3) At my child’s school, there is a focus on supporting the mental health and well-being of students.

Q42. (Grades 7-12) At this school, there is a focus on supporting the mental health and well-being of students.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	23% (3,890)	N/A	18% (3,206)	10% (3,335)	15% (10,431)
Agree	51% (8,414)	N/A	44% (7,985)	42% (14,227)	45% (30,626)
Disagree	3% (493)	N/A	11% (1,944)	17% (5,682)	12% (8,119)
Strongly disagree	1% (140)	N/A	5% (929)	7% (2,192)	5% (3,261)
Not sure	22% (3,705)	N/A	22% (4,016)	24% (8,182)	23% (15,903)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Total Respondents	100% (16,642)	N/A	100% (18,080)	100% (33,618)	100% (68,340)
Did not respond to question	5.2% (917)	N/A	2.3% (427)	5.1% (1,815)	4.4% (3,159)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students.

Equitable and Inclusive Learning Environments

Social justice issues are about the challenges and problems that certain groups of people experience when treated negatively based on parts of their identity (for example: gender, race, disability, religion).

Q43. (Grades K-3) At school, my child learns about human rights or social justice issues related to Indigenous Peoples of Canada.

Q43. (Grades 4-12) At school, I learn about human rights or social justice issues related to Indigenous Peoples of Canada.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	20% (3,346)	27% (6,950)	34% (6,161)	25% (8,407)	27% (24,864)
Agree	48% (7,889)	45% (11,391)	52% (9,344)	55% (18,252)	50% (46,876)
Disagree	3% (477)	3% (755)	3% (546)	7% (2,275)	4% (4,053)
Strongly disagree	1% (149)	1% (336)	1% (211)	2% (746)	2% (1,442)
Not sure	28% (4,698)	24% (6,028)	9% (1,684)	11% (3,687)	17% (16,097)
Total Respondents	100% (16,559)	100% (25,460)	100% (17,946)	100% (33,367)	100% (93,332)
Did not respond to question	5.7% (1,000)	3.8% (1,001)	3.0% (561)	5.8% (2,066)	4.7% (4,628)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q44. (Grades 7-12) At school, I learn about human rights or social justice issues related to gender identity and sexual orientation.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	N/A	N/A	21% (3,384)	14% (4,330)	16% (7,714)
Agree	N/A	N/A	53% (8,667)	49% (15,344)	50% (24,011)
Disagree	N/A	N/A	9% (1,424)	16% (5,049)	13% (6,473)
Strongly disagree	N/A	N/A	3% (477)	5% (1,607)	4% (2,084)
Not sure	N/A	N/A	15% (2,434)	17% (5,241)	16% (7,675)
Total Respondents	N/A	N/A	100% (16,386)	100% (31,571)	100% (47,957)
Did not respond to question	N/A	N/A	11.5% (2,121)	10.9% (3,862)	11.1% (5,983)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Q45. (Grades K-3) At school, my child learns about human rights or social justice issues related to race, ethnicity, and culture.

Q45. (Grades 4-12) At school, I learn about human rights or social justice issues related to race, ethnicity, and culture.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	19% (3,090)	22% (4,821)	29% (4,952)	19% (6,267)	22% (19,130)
Agree	50% (8,063)	46% (9,982)	56% (9,478)	58% (18,944)	53% (46,467)
Disagree	4% (575)	3% (730)	4% (761)	9% (2,873)	6% (4,939)
Strongly disagree	1% (131)	1% (285)	2% (298)	3% (931)	2% (1,645)
Not sure	27% (4,356)	27% (5,876)	9% (1,500)	11% (3,481)	17% (15,213)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Total Respondents	100% (16,215)	100% (21,694)	100% (16,989)	100% (32,496)	100% (87,394)
Did not respond to question	7.7% (1,344)	18.0% (4,767)	8.2% (1,518)	8.3% (2,937)	10.8% (10,566)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q46. (Grades K-3) At school, my child learns about human rights or social justice issues related to disabilities.

Q46. (Grades 7-12) At school, I learn about human rights or social justice issues related to disabilities.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	16% (2,653)	N/A	16% (2,711)	10% (3,182)	13% (8,546)
Agree	44% (7,184)	N/A	47% (8,187)	39% (12,780)	42% (28,151)
Disagree	6% (911)	N/A	15% (2,617)	25% (8,203)	18% (11,731)
Strongly disagree	1% (207)	N/A	4% (744)	8% (2,731)	6% (3,682)
Not sure	33% (5,440)	N/A	17% (3,015)	18% (5,846)	22% (14,301)
Total Respondents	100% (16,395)	N/A	100% (17,274)	100% (32,742)	100% (66,411)
Did not respond to question	6.6% (1,164)	N/A	6.7% (1,233)	7.6% (2,691)	7.1% (5,088)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). **2)** N/A means the question was not asked for Grades 4-6 students.

Q47. (Grades K-3) School rules are applied to my child in the same way as other students.

Q47. (Grades 4-12) School rules are applied to me in the same way as other students.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	36% (6,011)	37% (9,752)	27% (4,830)	24% (7,901)	30% (28,494)
Agree	54% (9,005)	43% (11,076)	49% (8,787)	57% (19,251)	51% (48,119)
Disagree	2% (316)	7% (1,768)	10% (1,834)	8% (2,589)	7% (6,507)
Strongly disagree	0.4% (71)	3% (689)	5% (890)	3% (1,083)	3% (2,733)
Not sure	7% (1,183)	11% (2,761)	10% (1,748)	8% (2,773)	9% (8,465)
Total Respondents	100% (16,586)	100% (26,046)	100% (18,089)	100% (33,597)	100% (94,318)
Did not respond to question	5.5% (973)	1.6% (415)	2.3% (418)	5.2% (1,836)	3.7% (3,642)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q48. (Grades K-3) At school, there are adults with the same identities as my child like their culture, disability, language(s) spoken, race, religion, etc.

Q48. (Grades 4-12) At school, there are adults with the same identities as me, like my culture, disability, language(s) spoken, race, religion, etc.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	23% (3,738)	21% (5,317)	19% (3,446)	21% (6,923)	21% (19,424)
Agree	48% (7,899)	38% (9,887)	43% (7,769)	50% (16,710)	45% (42,265)
Disagree	5% (850)	6% (1,569)	8% (1,501)	8% (2,536)	7% (6,456)
Strongly disagree	2% (307)	3% (843)	5% (812)	4% (1,264)	3% (3,226)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Not sure	22% (3,701)	32% (8,250)	25% (4,492)	18% (6,044)	24% (22,487)
Total Respondents	100% (16,495)	100% (25,866)	100% (18,020)	100% (33,477)	100% (93,858)
Did not respond to question	6.1% (1,064)	2.2% (595)	2.6% (487)	5.5% (1,956)	4.2% (4,102)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q49. (Grades K-3) When thinking about all parts of your child's school experience (for example: class lessons, books, clubs, hallways, classroom walls), I see my child's identities (for example: disability, ethnicity, gender identity, race, Indigenous background) represented in a positive way.

Q49. (Grades 7-12) When thinking about all parts of school (such as: class lessons, books, clubs, hallways, classroom walls), I see my identities (for example: disability, ethnicity, gender identity, race, Indigenous background, etc.) represented in a positive way.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	23% (3,817)	N/A	13% (2,286)	11% (3,727)	15% (9,830)
Agree	55% (9,051)	N/A	46% (8,129)	49% (16,212)	49% (33,392)
Disagree	3% (501)	N/A	9% (1,525)	10% (3,387)	8% (5,413)
Strongly disagree	1% (151)	N/A	4% (661)	4% (1,291)	3% (2,103)
Not sure	18% (2,969)	N/A	29% (5,257)	26% (8,622)	25% (16,848)
Total Respondents	100% (16,489)	N/A	100% (17,858)	100% (33,239)	100% (67,586)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	6.1% (1,070)	N/A	3.5% (649)	6.2% (2,194)	5.5% (3,913)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) N/A means the question was not asked for Grades 4-6 students.

Q50. (Grades K-3) At school, my child learns about the accomplishments and contributions of: (select all that apply)

Q50. (Grades 7-12) At school, I learn about the accomplishments and contributions of: (select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Women and girls	55% (7,565)	N/A	74% (12,235)	75% (22,338)	70% (42,138)
Indigenous peoples of Canada	67% (9,155)	N/A	88% (14,416)	83% (24,747)	81% (48,318)
Many ethnic, cultural, or racial groups	73% (9,993)	N/A	74% (12,230)	71% (21,048)	72% (43,271)
Various religious or faith communities	49% (6,672)	N/A	37% (6,158)	34% (10,192)	38% (23,022)
People with disabilities	52% (7,100)	N/A	51% (8,480)	36% (10,634)	44% (26,214)
People who are Two Spirit or of diverse gender identities	N/A	N/A	25% (4,153)	20% (5,884)	22% (10,037)
People who are Two Spirit or of diverse sexual orientations	N/A	N/A	24% (3,980)	20% (5,844)	21% (9,824)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
People with differing income levels	N/A	N/A	41% (6,747)	42% (12,371)	41% (19,118)
Responses (Total Respondents)	40,485 (13,703)	N/A	68,399 (16,471)	113,058 (29,699)	221,942 (59,873)
Did not respond to question	22.0% (3,856)	N/A	11.0% (2,036)	16.2% (5,734)	16.3% (11,626)

Note 1-3: **1)** Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). **2)** N/A means the question was not asked for Grades 4-6 students, and the response option was not provided to Grades K-3 students. **3)** Percentages do not sum to 100% as students could choose more than one category.

Feeling welcomed means that the people around you make an effort to see, hear and value you.

Q51. (Grades K-3) My child feels welcomed at this school.

Q51. (Grades 4-12) I feel welcomed at my school.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	58% (9,616)	33% (8,560)	22% (4,049)	17% (5,588)	30% (27,813)
Often	31% (5,194)	37% (9,731)	39% (7,106)	42% (13,907)	38% (35,938)
Sometimes	7% (1,212)	18% (4,608)	22% (3,930)	25% (8,447)	19% (18,197)
Rarely	1% (178)	6% (1,528)	8% (1,394)	7% (2,429)	6% (5,529)
Never	0.2% (36)	2% (547)	4% (639)	3% (1,050)	2% (2,272)
Not sure	2% (389)	4% (1,051)	5% (888)	6% (1,931)	5% (4,259)
Total Respondents	100% (16,625)	100% (26,025)	100% (18,006)	100% (33,352)	100% (94,008)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	5.3% (934)	1.6% (436)	2.7% (501)	5.9% (2,081)	4.0% (3,952)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q52. (Grades 7-12) Since September, if you were involved in an incident that resulted in an action by your principal or vice principal, which of these follow-up actions did you have to do? (Select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Conversation with the principal/vice principal	N/A	N/A	43% (5,921)	23% (4,885)	31% (10,806)
Conversation with a Child and Youth Worker (CYW), Intervention Support Worker (ISW) or Educational Assistant (EA)	N/A	N/A	4% (533)	3% (716)	4% (1,249)
Write a reflection or apology note	N/A	N/A	12% (1,721)	4% (904)	7% (2,625)
Participate in a Restorative Conversation/ Community Circle	N/A	N/A	2% (241)	1% (218)	1% (459)
Serve a detention (before or after school, during lunch) or be kept in for recess	N/A	N/A	8% (1,132)	3% (652)	5% (1,784)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Was removed from class and kept elsewhere (for example in the office, a different classroom, or hallway)	N/A	N/A	9% (1,246)	4% (753)	6% (1,999)
Missed a portion or was removed from an extracurricular activity (for example, sports team, club)	N/A	N/A	2% (327)	1% (195)	1% (522)
In-school suspension	N/A	N/A	4% (567)	2% (503)	3% (1,070)
Out-of-school suspension	N/A	N/A	3% (427)	3% (549)	3% (976)
Put in the ACCESS (Alternative Classroom and Counselling for Expelled and Suspended Students) Program	N/A	N/A	0.3% (36)	0.5% (108)	0.4% (144)
Asked to explain the harm you experienced to peers or school staff in order to support their learning	N/A	N/A	4% (615)	2% (490)	3% (1,105)
A consequence/action not listed	N/A	N/A	1% (207)	1% (194)	1% (401)
Not sure	N/A	N/A	52% (7,244)	73% (15,557)	65% (22,801)
Responses (Total Respondents)	N/A	N/A	20,217 (13,845)	25,724 (21,173)	45,941 (35,018)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Did not respond to question	N/A	N/A	25.2% (4,662)	40.2% (14,260)	35.1% (18,922)

Note 1-3: 1) Students could choose multiple options, so the totals may not match the total percentage of student responses. 2) N/A means the question was not asked for Grades K-3 and Grades 4-6 students. 3) Percentages do not sum to 100% as students could choose more than one category.

Q53. (Grades 7-12) This school has a club(s) or student group(s) that focuses on creating a positive space for me based on my identity (for example: Gender and Sexual Alliance [GSA], Asian Voices Association, Black Students Association, Jewish Culture Club, Muslim Students Association, Newcomers Club, Tamil Students Association).

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Yes, and I participate in at least one	N/A	N/A	16% (2,807)	16% (5,285)	16% (8,092)
Yes, but I don't want to participate in any of them	N/A	N/A	25% (4,452)	41% (13,421)	36% (17,873)
No, there are not clubs or student groups that represent me	N/A	N/A	29% (5,096)	16% (5,315)	21% (10,411)
Not sure	N/A	N/A	30% (5,324)	26% (8,556)	28% (13,880)
Total Respondents	N/A	N/A	100% (17,679)	100% (32,577)	100% (50,256)
Did not respond to question	N/A	N/A	4.5% (828)	8.1% (2,856)	6.8% (3,684)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Safety, Bullying and Discrimination

Feeling safe means not worrying about someone hurting your body, feelings or belongings.

Q54. (Grades K-3) My child feels safe at this school.

Q54. (Grades 4-12) I feel safe at this school.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	39% (6,439)	27% (7,104)	20% (3,649)	17% (5,603)	24% (22,795)
Agree	52% (8,631)	46% (11,853)	49% (8,865)	56% (18,524)	51% (47,873)
Disagree	4% (733)	10% (2,577)	12% (2,169)	12% (3,916)	10% (9,395)
Strongly disagree	1% (151)	4% (1,023)	6% (1,035)	5% (1,537)	4% (3,746)
Not sure	4% (664)	13% (3,436)	12% (2,243)	11% (3,724)	11% (10,067)
Total Respondents	100% (16,618)	100% (25,993)	100% (17,961)	100% (33,304)	100% (93,876)
Did not respond to question	5.4% (941)	1.8% (468)	3.0% (546)	6.0% (2,129)	4.2% (4,084)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q55. (Grades 7-12) At school, I feel unsafe in: (select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
School entrances, hallways, and stairwells	N/A	N/A	12% (2,048)	16% (4,952)	14% (7,000)
Classrooms	N/A	N/A	10% (1,705)	6% (1,887)	7% (3,592)
The library	N/A	N/A	2% (385)	3% (913)	3% (1,298)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Gym, change rooms or locker rooms	N/A	N/A	8% (1,286)	9% (2,713)	8% (3,999)
Eating areas or cafeteria	N/A	N/A	5% (806)	8% (2,519)	7% (3,325)
The office	N/A	N/A	9% (1,555)	5% (1,499)	6% (3,054)
The school yard or on school grounds	N/A	N/A	13% (2,247)	7% (2,262)	9% (4,509)
Washrooms	N/A	N/A	14% (2,415)	30% (9,416)	24% (11,831)
Other places not listed	N/A	N/A	1% (136)	1% (170)	1% (306)
This statement does not apply to me	N/A	N/A	67% (11,461)	59% (18,694)	62% (30,155)
Responses (Total Respondents)	N/A	N/A	24,044 (17,089)	45,025 (31,449)	69,069 (48,538)
Did not respond to question	N/A	N/A	7.7% (1,418)	11.2% (3,984)	10.0% (5,402)

Note 1-2: 1) N/A means the question was not asked for Grades K-3 and Grades 4-6 students. 2) Percentages do not sum to 100% as students could choose more than one category.

Bullying is a repeated behaviour that causes fear and harm to another person's body or feelings. Cyberbullying is bullying using technology such as texting, social media, online chats, emails. Bullying and cyberbullying are more than just a disagreement or argument between two people.

Q56. (Grades K-3) Since September, how often has your child experienced bullying or cyberbullying?

Q56. (Grades 4-12) Since September, how often have you experienced bullying or cyberbullying?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	1% (119)	2% (624)	2% (408)	2% (608)	2% (1,759)
Often	3% (466)	6% (1,631)	5% (827)	2% (749)	4% (3,673)
Sometimes	13% (2,150)	14% (3,522)	11% (2,020)	6% (2,069)	10% (9,761)
Rarely	23% (3,746)	24% (6,218)	21% (3,791)	15% (4,927)	20% (18,682)
Never	52% (8,671)	45% (11,685)	52% (9,155)	67% (21,951)	55% (51,462)
Not sure	9% (1,434)	9% (2,221)	9% (1,535)	8% (2,607)	8% (7,797)
Total Respondents	100% (16,586)	100% (25,901)	100% (17,736)	100% (32,911)	100% (93,134)
Did not respond to question	5.5% (973)	2.1% (560)	4.2% (771)	7.1% (2,522)	4.9% (4,826)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q57. (Grades 7-12) I am satisfied with how my school responds to bullying or cyberbullying among students.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	N/A	N/A	10% (1,754)	6% (1,887)	7% (3,641)
Agree	N/A	N/A	32% (5,616)	28% (8,952)	29% (14,568)
Disagree	N/A	N/A	18% (3,167)	16% (5,046)	17% (8,213)
Strongly disagree	N/A	N/A	13% (2,323)	11% (3,488)	12% (5,811)
Not sure	N/A	N/A	26% (4,429)	40% (12,883)	35% (17,312)
Total Respondents	N/A	N/A	100% (17,289)	100% (32,256)	100% (49,545)
Did not respond to question	N/A	N/A	6.6% (1,218)	9.0% (3,177)	8.1% (4,395)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Discrimination is being treated negatively because of your culture or ethnicity, disability, gender identity, race, religion, sexual orientation, special education needs, or other factors. Discrimination can be intentional or unintentional.

Q58. (Grades K-3) Since September, how often has your child experienced discrimination in their school or class?

Q58. (Grades 4-12) Since September, how often have you experienced discrimination in your school or class?

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
All the time	0.6% (96)	2% (440)	3% (539)	3% (832)	2% (1,907)
Often	1% (152)	4% (1,079)	6% (1,028)	3% (1,088)	4% (3,347)
Sometimes	4% (584)	9% (2,248)	12% (2,204)	9% (3,063)	9% (8,099)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Rarely	10% (1,671)	17% (4,322)	20% (3,518)	18% (5,840)	17% (15,351)
Never	71% (11,615)	52% (13,110)	46% (8,069)	55% (18,126)	55% (50,920)
Not sure	14% (2,347)	16% (4,133)	13% (2,321)	12% (3,807)	14% (12,608)
Total Respondents	100% (16,465)	100% (25,332)	100% (17,679)	100% (32,756)	100% (92,232)
Did not respond to question	6.2% (1,094)	4.3% (1,129)	4.5% (828)	7.6% (2,677)	5.8% (5,728)

Note 1: Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s).

Q59. (Grades K-3) Since September, have you felt your child was excluded (not accepted) or discriminated against (treated negatively) at school because of: (select all that apply)

Q59. (Grades 4-12) Since September, I have felt excluded (not accepted) or discriminated against (treated negatively) at school because of: (select all that apply)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
My disability or special education needs	2% (237)	2% (564)	3% (440)	3% (904)	2% (2,145)
My family's income level	0.3% (41)	N/A	2% (276)	2% (526)	1% (843)
My language or accent	2% (342)	3% (695)	3% (534)	3% (911)	3% (2,482)
Being new to Canada	1% (154)	1% (353)	1% (201)	1% (417)	1% (1,125)
My religion	1% (108)	3% (741)	4% (707)	4% (1,160)	3% (2,716)
Being Indigenous to Canada (First Nations, Métis, Inuit)	0.03% (5)	0.2% (42)	0.1% (19)	0.1% (45)	0.1% (111)

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
My race	2% (265)	3% (778)	8% (1,360)	8% (2,521)	6% (4,924)
My gender	1% (120)	4% (981)	5% (754)	4% (1,261)	4% (3,116)
My sexual orientation	N/A	N/A	3% (423)	3% (996)	3% (1,419)
Being Trans or Transgender	N/A	N/A	1% (120)	1% (313)	1% (433)
The size of my body	3% (411)	N/A	11% (1,816)	6% (1,929)	7% (4,156)
Another reason not listed	2% (366)	9% (2,015)	3% (477)	1% (349)	4% (3,207)
I do not understand this question	3% (520)	12% (2,723)	5% (765)	4% (1,088)	6% (5,096)
I did not experience exclusion or discrimination	86% (13,504)	67% (15,887)	69% (11,267)	74% (22,577)	73% (63,235)
Responses (Total Respondents)	16,073 (15,688)	24,779 (23,603)	19,159 (16,437)	34,997 (30,649)	95,008 (86,377)
Did not respond to question	10.7% (1,871)	10.8% (2,858)	11.2% (2,070)	13.5% (4,784)	11.8% (11,583)

Note 1-2: 1) Students in Grades K-3 completed the survey at home with their parent(s), guardian(s) or caregiver(s). 2) Percentages do not sum to 100% as students could choose more than one category.

Q60. (Grades 7-12) I am satisfied with how my school responds to discrimination among students.

Response Options	Grades K-3 % (n)	Grades 4-6 % (n)	Grades 7-8 % (n)	Grades 9-12 % (n)	YRDSB % (n)
Strongly agree	N/A	N/A	11% (1,995)	7% (2,331)	9% (4,326)
Agree	N/A	N/A	38% (6,539)	34% (10,821)	35% (17,360)
Disagree	N/A	N/A	14% (2,508)	14% (4,402)	14% (6,910)
Strongly disagree	N/A	N/A	9% (1,624)	8% (2,512)	8% (4,136)
Not sure	N/A	N/A	27% (4,689)	37% (11,979)	34% (16,668)
Total Respondents	N/A	N/A	100% (17,355)	100% (32,045)	100% (49,400)
Did not respond to question	N/A	N/A	6.2% (1,152)	9.6% (3,388)	8.4% (4,540)

Note 1: N/A means the question was not asked for Grades K-3 and Grades 4-6 students.

Appendix A: Terminology

1. **Anti-Racism Act, 2017 (ARA)** provides a framework for the Ontario government to identify and eliminate systemic racism and advance racial equity in the province. The legislation sets out requirements to maintain an anti-racism strategy and establish targets and indicators to measure the effectiveness of the strategy (Government of Ontario, 2022).
2. **Anti-Racism Data Standards** 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. This term is a common way of referencing the Data standards for the identification and monitoring of systemic racism (Government of Ontario, 2021).
3. **Director's Action Plan** sets out five goals that align with the strategic plan and YRDSB's Mission, Vision and Values. The Director's Action Plan goals focus on raising the achievement of students who are underserved and underperforming. This is in line with concepts in the Ministry of Education's Learning for All, which outlines that "assistance targeted at a specific group can help everyone." When we focus on raising the achievement and well-being of students who are underserved and underperforming, all students benefit.
4. **Disparity** refers to "Unequal outcomes in a comparison of one group to another group" (Government of Ontario, 2021).
5. **Disproportionalities** refers to the over-representation or under-representation of an [identity] group in a particular program or system, compared with their representation in the general population" (Government of Ontario, 2021).
6. **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).

7. **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).
8. **Equity deserving groups** "are communities that experience significant collective barriers in participating in society. This could include attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation (Human Right and Equity Office, Queen's University, 2020, p. 3).
9. **Every Student Counts Survey (ESCS)** is a YRDSB student survey that helps to better understand students' identities and experiences inside school. ESCS results are used to inform Board and school improvement planning that aims to identify and eliminate systemic barriers to student success, create more equitable and inclusive school environments and improve student achievement and well-being.
10. **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 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 to identify and remove systemic barriers, prevent discrimination, and promote equity and inclusivity.
11. **Inclusive** processes, policies, services, program and practices are accessible to and useable by as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. An inclusive environment is open, safe, equitable and respectful. Everyone can enjoy a sense of trust, belonging and involvement, and everyone is encouraged to contribute and participate fully" (Government of Ontario, 2021).

12. **Marginalization** is a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society” (Government of Ontario, 2021).
13. **Mental Health** or being mentally healthy is the capacity of everyone to feel, think and act in ways that enhance their ability to enjoy life and deal with challenges or adversity (York Region Mental Health, 2023).
14. **Multi-Year Strategic Plan** is an annual YRDSB’s plan to guide system direction for a four-year period. The MYSP reflects emergent priorities identified by our educational communities.
15. **Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)** provides individuals with a right of access to certain records and personal information under the custody or control of institutions covered by the Acts. The purposes of the MFIPPA are to provide a right of access to information under the control of institutions in accordance with the principles that, (a) information should be available to the public, (b) necessary exemptions from the right of access should be limited and specific, (c) decisions on the disclosure of information should be reviewed independently of the institution controlling the information; and (d) to protect the privacy of individuals with respect to personal information about themselves held by institutions and to provide individuals with a right of access to that information (Government of Ontario, 2018).
16. **Ontario’s Education Equity Action Plan** outlines how we will identify and eliminate inequities in the education system. This strategy involves working with parents, educators, principals, board staff, trustees, and the community to ensure Ontario’s publicly funded education system will be fairer and more inclusive for all students, educators, and staff, regardless of race, religion, ethnicity, or any other factor related to individual identity (Government of Ontario, 2022).
17. **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.