2017 SCHOOL CLIMATE SURVEY FOR STUDENTS
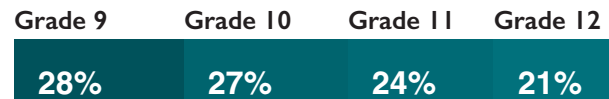# SELF-IDENTIFIED DEMOGRAPHICS

York Region DISTRICT SCHOOL BOARD InspireLearning!

From March to May 2017, **78%** of students (32,931 elementary; 25,851 secondary) in Grades 5 to 12 completed the YRDSB School Climate Survey for Students. This infographic shows participating students' self-reported identities. These findings will be used to inform Board and school improvement planning to support student achievement and well-being, and create more equitable and inclusive school environments.
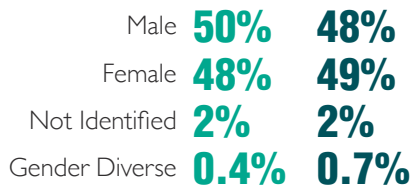
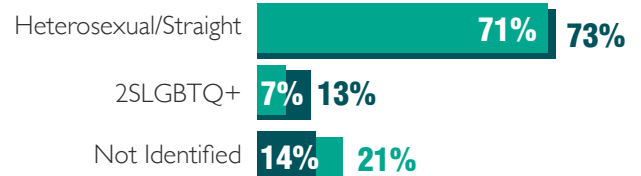**Elementary** Grades 5 - 8

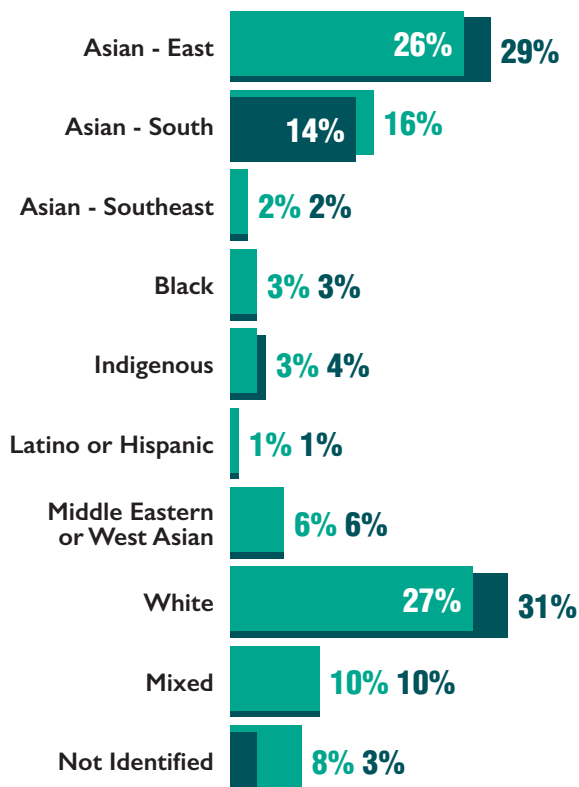**Secondary** Grades 9 - 12

Grade

Grade 5	Grade 6	Grade 7	Grade 8
25%	25%	25%	25%

Grade 9	Grade 10	Grade 11	Grade 12
28%	27%	24%	21%

Gender Identity

Male	50%	48%
Female	48%	49%
Not Identified	2%	2%
Gender Diverse	0.4%	0.7%

Sexual Orientation

Heterosexual/Straight	71%	73%
2SLGBTQ+	7%	13%
Not Identified	14%	21%

(Grades 7 - 12 only)

Racial/Ethnic Background

Asian - East	26%	29%
Asian - South	14%	16%
Asian - Southeast	2%	2%
Black	3%	3%
Indigenous	3%	4%
Latino or Hispanic	1%	1%
Middle Eastern or West Asian	6%	6%
White	27%	31%
Mixed	10%	10%
Not Identified	8%	3%

*Special Education Identification (based on responses from 5,492 elementary and 4,984 secondary students)

Autism	6%	7%
Behaviour	8%	8%
Blind and Low Vision	1%	2%
Deaf and Hard of Hearing	2%	3%
Developmental Disability	1%	2%
Gifted	28%	33%
Language Impairment	6%	4%
Learning Disability	42%	46%
Mild Intellectual Disability	4%	4%
Physical Disability	1%	4%
Multiple Exceptionalities	1%	2%
Another Reason	13%	15%
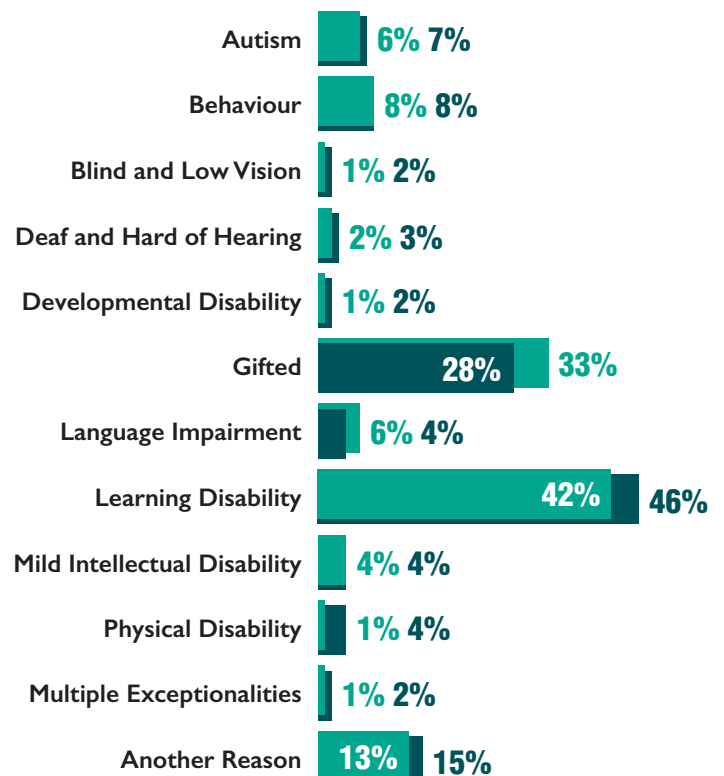
* Percentages may not sum to 100% as students could choose more than one category.

How to Read and Interpret the 2017 Student School Climate Survey Infographics

Results are displayed in four (4) sections according to the following self-reported identities: Gender Identity; Racial/Ethnic Background; Sexual Orientation; and Special Education Identification.

The percentages shown in the following graphs **are based on the number of students who answered each question.** The number of responses varies by each identity.

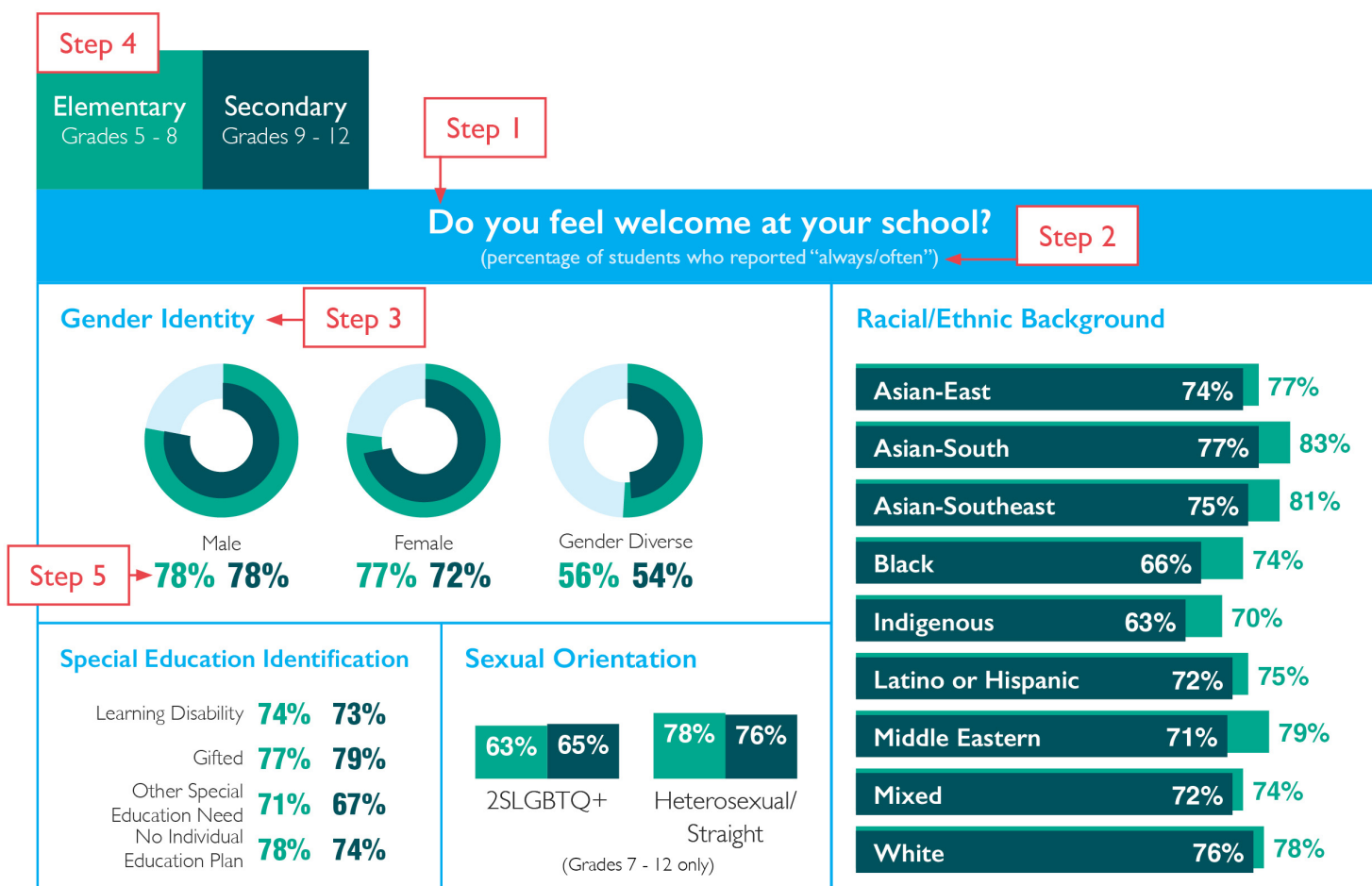**Step 1** – Consider the **question** (e.g., Do you feel welcome at your school?)

Step 2 – Note the **reported responses** (e.g., always/often)

Step 3 – Look at one **identity section** at a time (e.g., Gender Identity)

Step 4 - Note the **legend** (results for elementary students represented by light green; results for secondary students represented by dark green)

Step 5 – **Read** the data. (e.g., *78% of elementary students who identify as male reported that they always/often feel welcome at their school*)

Step 6 – Planning teams are encouraged to **interpret** the data from the infographics (i.e., What is the data telling you? Do these data affirm, extend or conflict with other data you've explored? What questions do these data raise? How do these data relate to ongoing school improvement actions? What other actions might be required from your school?)

Step 4

Elementary Grades 5 - 8 | **Secondary** Grades 9 - 12

Step 1

Do you feel welcome at your school?
(percentage of students who reported "always/often")

Step 2

Gender Identity — Step 3

	Male	Female	Gender Diverse
Step 5	78% 78%	77% 72%	56% 54%

Special Education Identification

Learning Disability	74%	73%
Gifted	77%	79%
Other Special Education Need	71%	67%
No Individual Education Plan	78%	74%

Sexual Orientation

2SLGBTQ+	Heterosexual/ Straight
63% 65%	78% 76%

(Grades 7 - 12 only)

Racial/Ethnic Background

	Elementary	Secondary
Asian-East	74%	77%
Asian-South	77%	83%
Asian-Southeast	75%	81%
Black	66%	74%
Indigenous	63%	70%
Latino or Hispanic	72%	75%
Middle Eastern	71%	79%
Mixed	72%	74%
White	76%	78%

CARING AND SAFE SCHOOLS

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Elementary Grades 5 - 8 | **Secondary** Grades 9 - 12

The percentages shown in the following graphs are based on the number of students who answered each question. The number of responses varies by each identity.

I feel safe at this school.
(percentage of students who reported "agree/strongly agree")
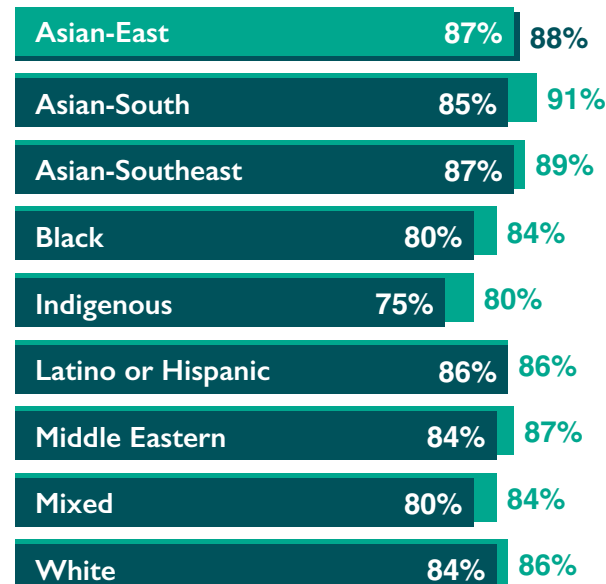
Gender Identity

Male **86%** **84%**

Female **88%** **86%**

Gender Diverse **50%** **57%**

Racial/Ethnic Background

Asian-East	87%	88%
Asian-South	85%	91%
Asian-Southeast	87%	89%
Black	80%	84%
Indigenous	75%	80%
Latino or Hispanic	86%	86%
Middle Eastern	84%	87%
Mixed	80%	84%
White	84%	86%

Special Education Identification

Learning Disability	85%	80%
Gifted	87%	91%
Other Special Education Need	80%	75%
No Individual Education Plan	87%	84%

Sexual Orientation

2SLGBTQ+ **76%** **78%**
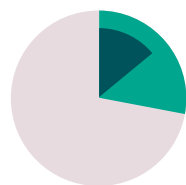
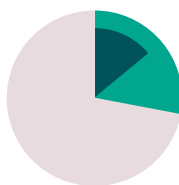Heterosexual/ Straight **87%** **86%**

(Grades 7 - 12 only)
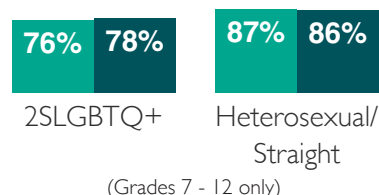
This year, have you been bullied by other students at this school?
(percentage of students who reported "yes")
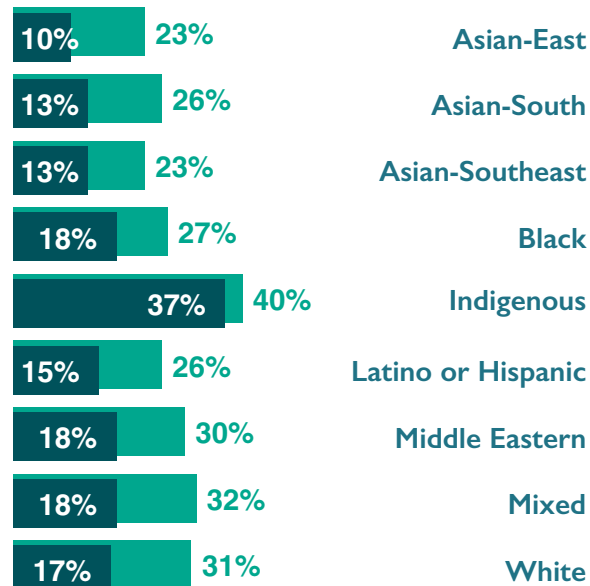
Gender Identity

Male **28%** **14%**

Female **28%** **14%**

Gender Diverse **42%** **28%**

Racial/Ethnic Background

10%	23%	Asian-East
13%	26%	Asian-South
13%	23%	Asian-Southeast
18%	27%	Black
37%	40%	Indigenous
15%	26%	Latino or Hispanic
18%	30%	Middle Eastern
18%	32%	Mixed
17%	31%	White

Special Education Identification

Learning Disability	32%	19%
Gifted	26%	12%
Other Special Education Need	36%	24%
No Individual Education Plan	28%	14%

Sexual Orientation

2SLGBTQ+ **36%** **26%**

Heterosexual/ Straight **24%** **13%**

(Grades 7 - 12 only)
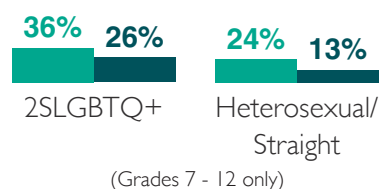
CARING AND SAFE SCHOOLS

Elementary Grades 5 - 8 | **Secondary** Grades 9 - 12

The percentages shown in the following graphs are based on the number of students who answered each question. The number of responses varies by each identity.

There is an adult at this school with whom I would feel comfortable speaking if I am bullied.
(percentage of students who reported "agree/strongly agree")

Gender Identity

Male **63% 51%**

Female **61% 46%**

Gender Diverse **46% 44%**

Special Education Identification

Learning Disability **67% 58%**

Gifted **54% 45%**

Other Special Education Need **65% 54%**

No Individual Education Plan **61% 47%**

Sexual Orientation

2SLGBTQ+ **49% 46%**

Heterosexual/ Straight **58% 48%**

(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East **46%** **56%**

Asian-South **49%** **67%**

Asian-Southeast **49%** **62%**

Black **47%** **63%**

Indigenous **52%** **65%**

Latino/Hispanic **43%** **59%**

Middle Eastern **47%** **63%**

Mixed **45%** **58%**

White **51%** **65%**

I am satisfied with the steps this school has taken to prevent bullying among students.
(percentage of students who reported "agree/strongly agree")

Gender Identity

Male **71% 67%**

Female **68% 57%**

Gender Diverse **52% 39%**

Special Education Identification

Learning Disability **70% 64%**

Gifted **64% 49%**

Other Special Education Need **66% 59%**

No Individual Education Plan **70% 61%**

Sexual Orientation

2SLGBTQ+ **54% 56%**

Heterosexual/ Straight **66% 61%**

(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East **64%** **69%**

Asian-South **64%** **77%**

Asian-Southeast **62%** **73%**

Black **60%** **70%**

Indigenous **65%** **68%**

Latino or Hispanic **59%** **68%**

Middle Eastern **59%** **69%**

Mixed **57%** **66%**

White **60%** **69%**

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CARING AND SAFE SCHOOLS

STRATEGIES AND INITIATIVES

YRDSB will continue to expand and enhance its strategies and initiatives to ensure safe, welcoming, equitable, accessible and inclusive learning environments. The following list highlights some examples:

- Caring and Safe Schools policy and procedures
- Equity and Inclusivity policy and procedures
- Equity Action Plan
- Mental Health and Addiction Strategy
- YRDSB Special Education Plan
- Anti-Bullying Strategy including Bullying Awareness and Prevention Week to promote education, communication, and trusting relationships to support bullying prevention
- Roots of Empathy
- Restorative Practices to promote inclusiveness, relationship-building and conflict resolution
- Equity and Inclusivity Advisory Committee (EIAC)
- Special Education Advisory Committee (SEAC)
- Gay Straight Alliances (GSAs) in secondary schools
- Substance Misuse and Abuse including Substance Misuse Webinar Series
- Partnership with York Regional Police, Addiction Services for York Region, York Region Public Health, and many other community organizations
- Professional partnership with EGALE Canada for ongoing training on creating safe and inclusive schools for 2SLGBTQ+ and gender diverse youth
- Partnership with Family Services York Region and COMPASS worker to support transgender and gender diverse students and their families
- Shared Solutions
- Creating Collaborative Care Pathways
- Anonymous online tool to report bullying and discrimination, Report IT
- Supports and Services for Newcomers and English Language Learners
- Supports for First Nation, Métis and Inuit students

DESCRIPTION OF TERMS

- **Gender Diverse**
  Refers to gender identities and/or gender expressions that differ from cultural or societal expectations based on assigned sex.

- **2SLGBTQ+**
  Refers to the following categories of sexual orientation provided in the survey: Lesbian, Gay, Bisexual, Two-Spirit, Queer, Questioning, Asexual, and/or Intersex.

- **Other Special Education Need**
  Refers to the following categories of special education need provided in the survey: Autism, behaviour, blind and low vision, deaf and hard of hearing, developmental disability, language impairment, mild intellectual disability, physical disability, and multiple exceptionalities.