



2017 SCHOOL CLIMATE SURVEY FOR STUDENTS

SELF-IDENTIFIED DEMOGRAPHICS

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?*)

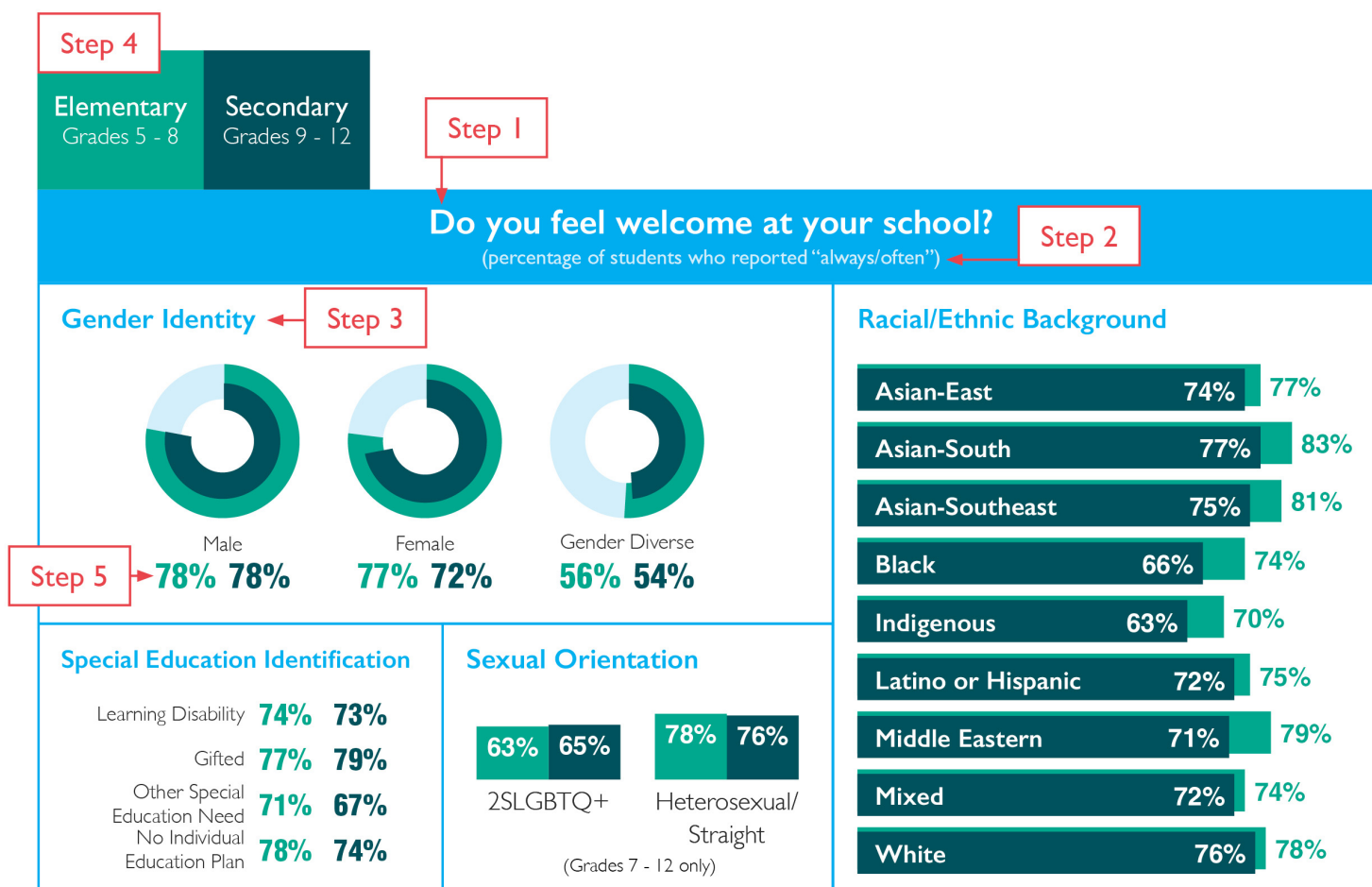
Step 2 – Note the **reported responses** (e.g., *always/often*)

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?)





EQUITY AND INCLUSIVE EDUCATION

Elementary
Grades 5 - 8

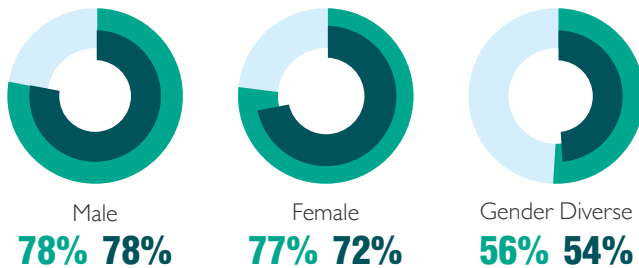
Secondary
Grades 9 - 12

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.

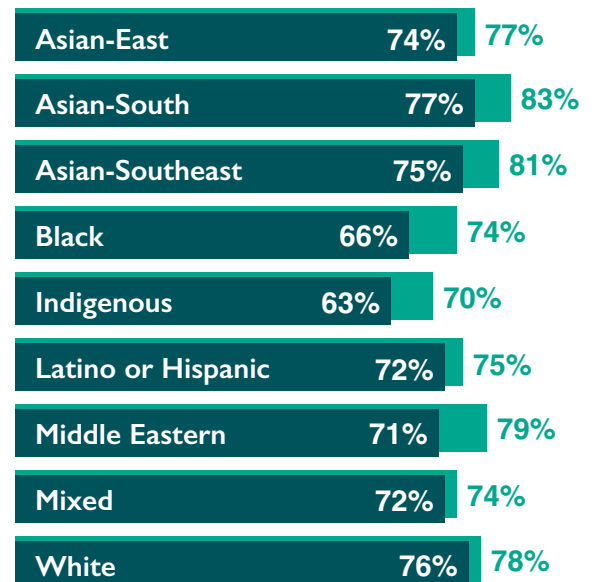
Do you feel welcome at your school?

(percentage of students who reported "always/often")

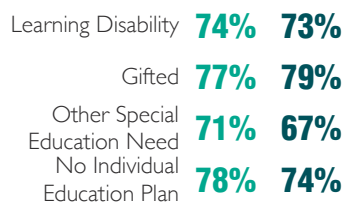
Gender Identity



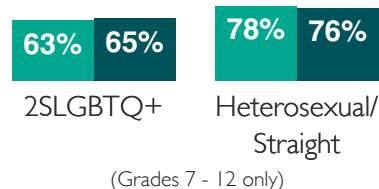
Racial/Ethnic Background



Special Education Identification



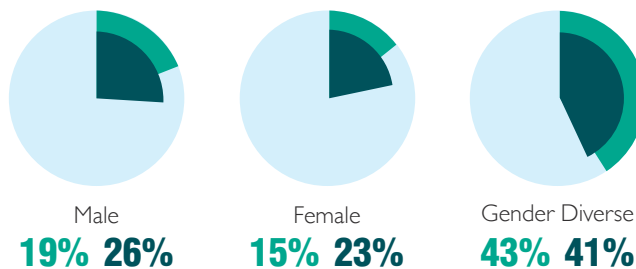
Sexual Orientation



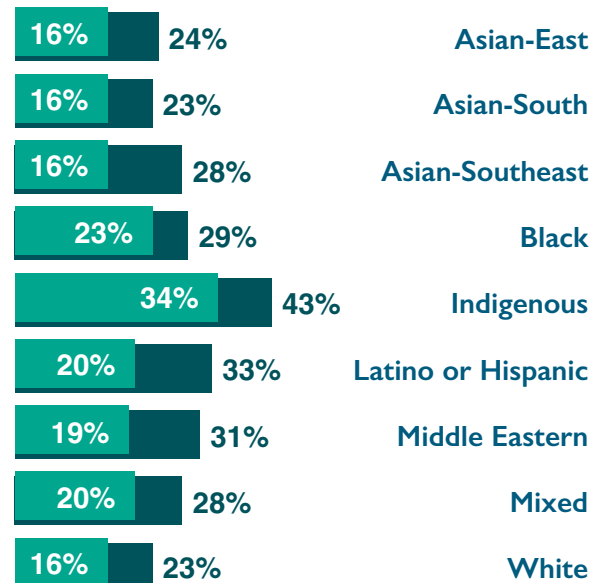
Do you feel there are barriers that stand in the way of your learning at school?

(percentage of students who reported "always/often")

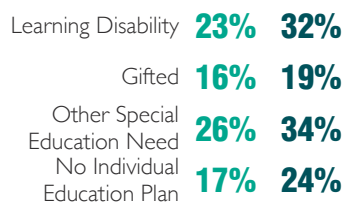
Gender Identity



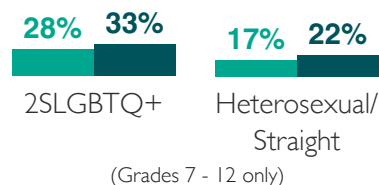
Racial/Ethnic Background



Special Education Identification



Sexual Orientation





EQUITY AND INCLUSIVE EDUCATION

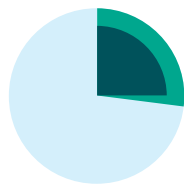
Elementary
Grades 5 - 8

Secondary
Grades 9 - 12

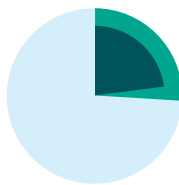
The percentages shown in the following graphs are based on the number of students who answered each question. The number of responses varies by each identity.

In this school year, have you experienced discrimination in your school/class?
(percentage of students who reported "yes")

Gender Identity



Male
27% 25%



Female
26% 23%



Gender Diverse
56% 49%

Special Education Identification

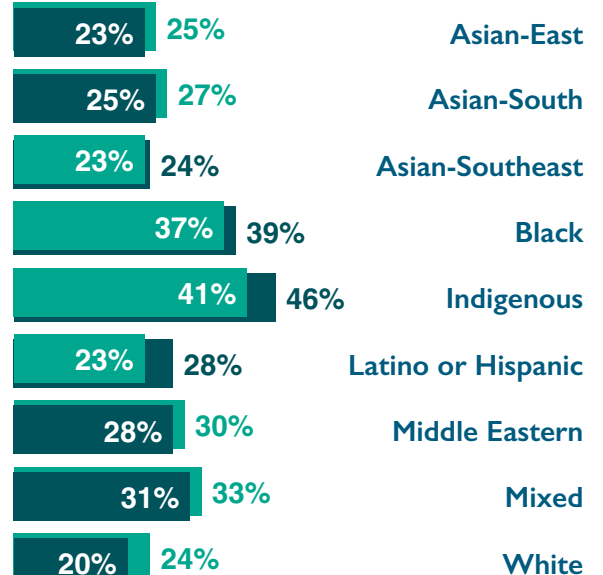
Learning Disability	31%	27%
Gifted	24%	22%
Other Special Education Need	34%	32%
No Individual Education Plan	27%	25%

Sexual Orientation

Sexual Orientation	Elementary	Secondary
2SLGBTQ+	43%	37%
Heterosexual/ Straight	27%	22%

(Grades 7 - 12 only)

Racial/Ethnic Background



In this school year, have you talked to an adult at school about discrimination that you experienced in your school/class?
(percentage of students who experienced discrimination and reported "yes" they talked to an adult at school about it)

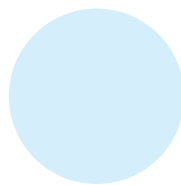
Gender Identity



Male
37% 23%



Female
33% 19%



Gender Diverse
*** ***

Special Education Identification

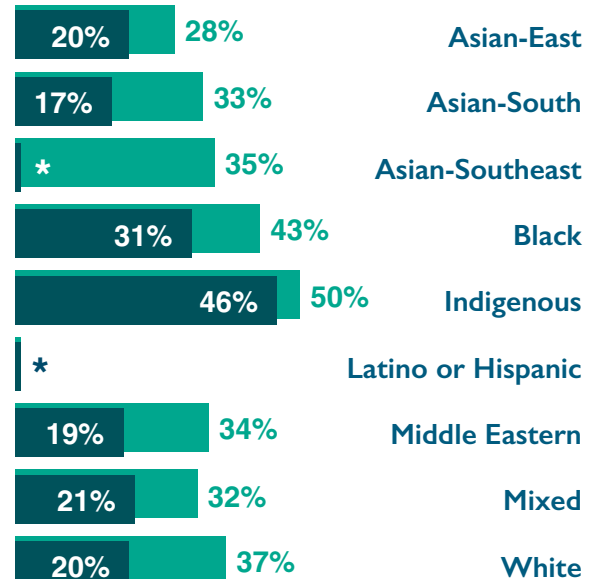
Learning Disability	47%	28%
Gifted	23%	16%
Other Special Education Need	49%	36%
No Individual Education Plan	33%	19%

Sexual Orientation

Sexual Orientation	Elementary	Secondary
2SLGBTQ+	26%	29%
Heterosexual/ Straight	25%	17%

(Grades 7 - 12 only)

Racial/Ethnic Background





EQUITY AND INCLUSIVE EDUCATION

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:

- [Equity Action Plan](#)
- [Equity and Inclusivity](#) policy and procedures
- [Caring and Safe Schools](#) policy and procedures
- [YRDSB Special Education Plan](#)
- [Inclusive Schools and Community Services Department](#)
- [Equity and Inclusivity Advisory Committee \(EIAC\)](#)
- [Special Education Advisory Committee \(SEAC\)](#)
- [Community and SEAC Agencies](#)
- 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
- [Gay Straight Alliances \(GSAs\)](#) in secondary schools
- [SpeakOUT](#) conference for GSAs
- [Teacher Liaison Teams](#) to support the implementation of inclusive curriculum
- Anonymous online tool to report bullying and discrimination, [Report IT](#)
- Guides for Parents and Students including: [A Parent's Guide to Identification, Placement and Review Committee](#), [The Individual Education Plan: A Guide for Parents](#), [Special Education: A Communication Guide for Parents and Students](#)
- 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.



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.

I feel safe at this school.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
86% 84%



Female
88% 86%

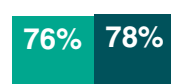


Gender Diverse
50% 57%

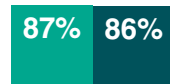
Special Education Identification

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

Sexual Orientation



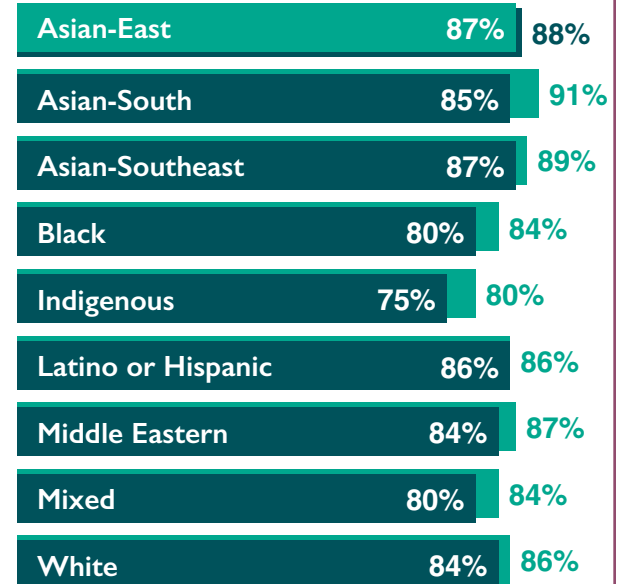
2SLGBTQ+



Heterosexual/
Straight

(Grades 7 - 12 only)

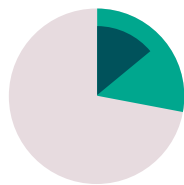
Racial/Ethnic Background



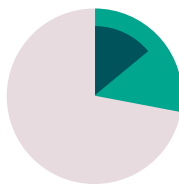
This year, have you been bullied by other students at this school?

(percentage of students who reported "yes")

Gender Identity



Male
28% 14%



Female
28% 14%

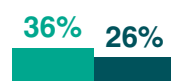


Gender Diverse
42% 28%

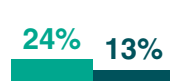
Special Education Identification

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

Sexual Orientation



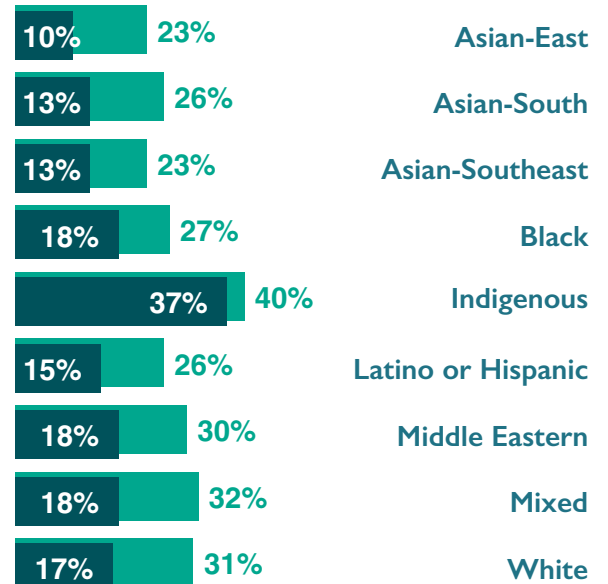
2SLGBTQ+



Heterosexual/
Straight

(Grades 7 - 12 only)

Racial/Ethnic Background





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

Sexual Orientation	Agree/Strongly Agree	Disagree/Strongly Disagree
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

Sexual Orientation	Agree/Strongly Agree	Disagree/Strongly Disagree
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%



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.



MATHEMATICS

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.

Making mistakes is helpful in learning mathematics.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
84% **78%**



Female
83% **76%**

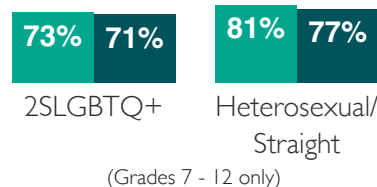


Gender Diverse
71% **60%**

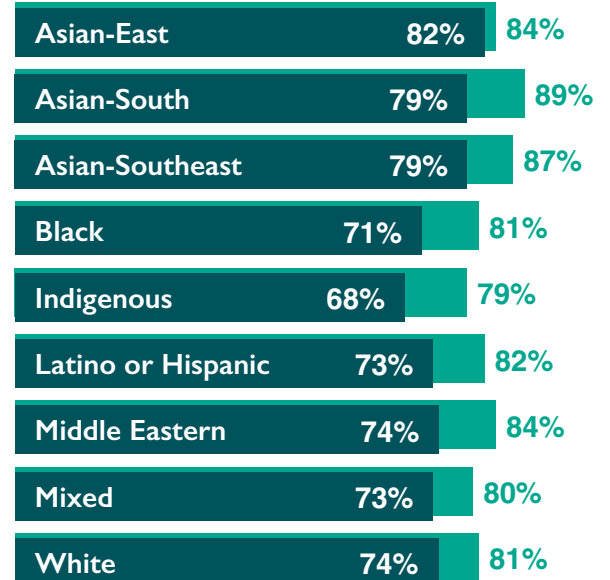
Special Education Identification

Learning Disability **78%** **70%**
Gifted **80%** **77%**
Other Special Education Need **76%** **70%**
No Individual Education Plan **84%** **77%**

Sexual Orientation



Racial/Ethnic Background



The math I learn in class is useful for everyday life.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
73% **46%**



Female
68% **33%**

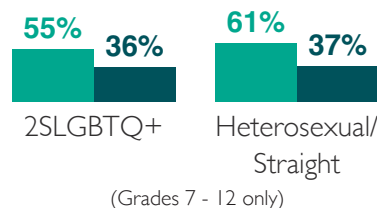


Gender Diverse
56% **28%**

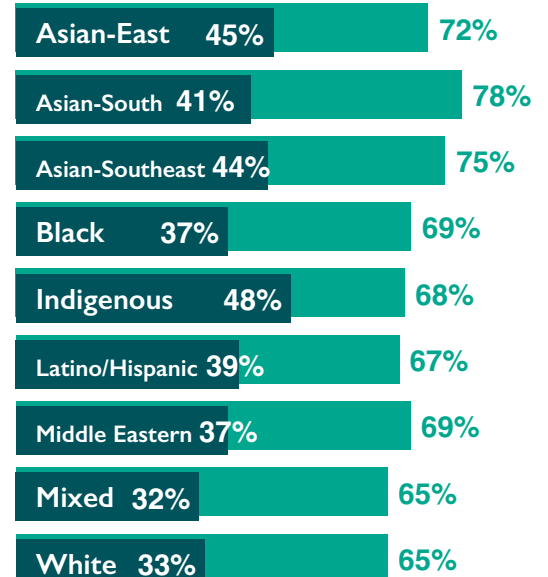
Special Education Identification

Learning Disability **69%** **40%**
Gifted **64%** **40%**
Other Special Education Need **67%** **43%**
No Individual Education Plan **70%** **38%**

Sexual Orientation



Racial/Ethnic Background





MATHEMATICS

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 ask questions to help make sense of mathematics.

(percentage of students who reported "yes")

Gender Identity



Male
81% 77%



Female
80% 76%



Gender Diverse
58% 51%

Special Education Identification

Learning Disability **78% 72%**
Gifted **78% 76%**
Other Special Education Need **74% 71%**
No Individual Education Plan **81% 76%**

Sexual Orientation

68% 70% **80% 78%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East	78%	79%
Asian-South	77%	85%
Asian-Southeast	76%	81%
Black	73%	78%
Indigenous	69%	75%
Latino or Hispanic	72%	75%
Middle Eastern	76%	83%
Mixed	71%	78%
White	77%	80%

I learn from other students in math class.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
72% 72%



Female
77% 72%



Gender Diverse
59% 56%

Special Education Identification

Learning Disability **69% 65%**
Gifted **74% 75%**
Other Special Education Need **64% 61%**
No Individual Education Plan **76% 73%**

Sexual Orientation

67% 67% **75% 73%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East	75%	76%
Asian-South	78%	81%
Asian-Southeast	77%	81%
Black	66%	75%
Indigenous	66%	69%
Latino or Hispanic	67%	76%
Middle Eastern	66%	74%
Mixed	70%	74%
White	68%	72%



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:

- [Equity and Inclusivity](#) policy and procedures
- [Equity Action Plan](#)
- [Inclusive Schools and Community Services Department](#)
- [Equity and Inclusivity Advisory Committee \(EIAC\)](#)
- [YRDSB Special Education Plan](#)
- [Special Education Advisory Committee \(SEAC\)](#)
- [Ontario's Renewed Math Strategy](#)
- [YRDSB's Math Strategy](#)
- [Comprehensive Math Program](#)
- [Understanding Learning Disabilities - How Processing Affects Mathematics Learning](#)
- [The Third Teacher: Designing the Learning Environment for Mathematics and Literacy](#)
- [Understanding Indigenous Ways of Knowing](#)
- [A Teacher's Guide to Reasoning and Sense Making](#)
- [Questioning the Moment: Glimpses of Grade 8 Students Solving the Movie Theatre Problem](#)
- [Doing Mathematics with Your Child](#)
- [Homework Help](#)
- [Resources for Parents and Students](#)
- [The Individual Education Plan: A Guide for Parents](#)
- 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.



MODERN LEARNING

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.

My school work is presented in a variety of ways to meet my needs.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
83% 79%



Female
87% 81%



Gender Diverse
61% 58%

Special Education Identification

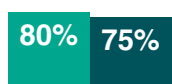
Learning Disability **80% 76%**

Gifted **85% 77%**

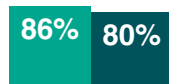
Other Special Education Need **74% 73%**

No Individual Education Plan **85% 79%**

Sexual Orientation



2SLGBTQ+



Heterosexual/
Straight

(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East **83% 86%**

Asian-South **82% 90%**

Asian-Southeast **82% 87%**

Black **76% 82%**

Indigenous **72% 77%**

Latino or Hispanic **77% 85%**

Middle Eastern **78% 86%**

Mixed **76% 85%**

White **78% 83%**

I use technology, including the internet to help me learn outside of school.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
90% 93%



Female
93% 96%



Gender Diverse
74% 79%

Special Education Identification

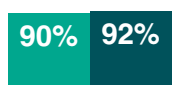
Learning Disability **88% 91%**

Gifted **95% 97%**

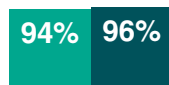
Other Special Education Need **85% 87%**

No Individual Education Plan **92% 95%**

Sexual Orientation



2SLGBTQ+



Heterosexual/
Straight

(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East **93% 97%**

Asian-South **95% 96%**

Asian-Southeast **92% 95%**

Black **89% 92%**

Indigenous **83% 85%**

Latino or Hispanic **88% 92%**

Middle Eastern **93% 94%**

Mixed **91% 93%**

White **91% 95%**



MODERN LEARNING

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.

What I learn at school is relevant to my everyday life.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
65% 51%



Female
66% 47%

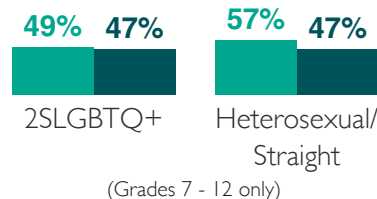


Gender Diverse
47% 39%

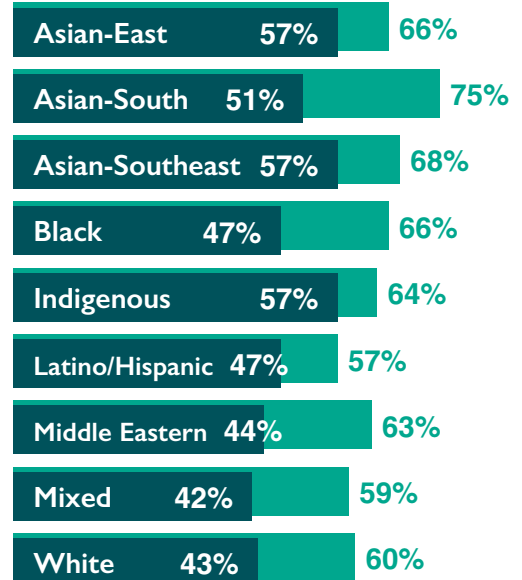
Special Education Identification

Learning Disability **65% 49%**
Gifted **61% 47%**
Other Special Education Need **62% 50%**
No Individual Education Plan **65% 48%**

Sexual Orientation



Racial/Ethnic Background



At this school, I have opportunities to give and receive feedback from my peers.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
78% 74%



Female
85% 78%

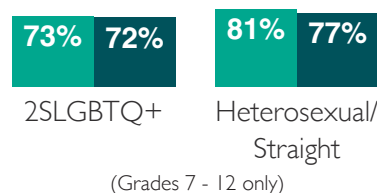


Gender Diverse
64% 60%

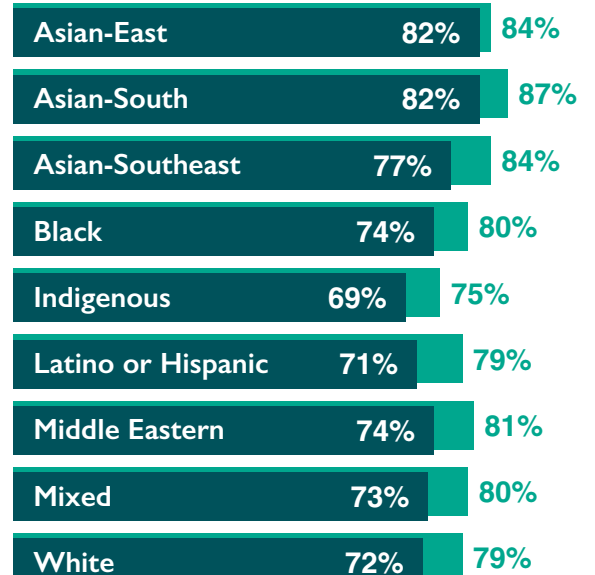
Special Education Identification

Learning Disability **73% 70%**
Gifted **86% 80%**
Other Special Education Need **71% 67%**
No Individual Education Plan **82% 76%**

Sexual Orientation



Racial/Ethnic Background





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:

- [Equity and Inclusivity](#) policy and procedures
- [Equity Action Plan](#)
- [Inclusive Schools and Community Services Department](#)
- [YRDSB Special Education Plan](#)
- [Equity and Inclusivity Advisory Committee \(EIAC\)](#)
- [Special Education Advisory Committee \(SEAC\)](#)
- The [Modern Learning Strategy](#) provides direction for actions in classrooms, schools and the system to engage students in authentic, relevant and deep learning that enables them to create, connect, communicate and share their learning with the world and to be future ready.
- [21st Century Competencies](#)
- [21st Century Teaching and Learning](#)
- [A Rich Seam: How New Pedagogies Find Deep Learning](#)
- [Principals as Co-Learners, Supporting the Promise of Collaborative Inquiry](#)
- [Student Identity and Engagement in Elementary Schools](#)
- [Student Voice: Transforming Relationships](#)
- [The Third Teacher: Designing the Learning Environment for Mathematics and Literacy](#)
- [Dynamic Learning](#)
- 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.



MENTAL HEALTH AND WELL-BEING

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 like I matter to people at school.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
61% 62%



Female
59% 54%



Gender Diverse
44% 34%

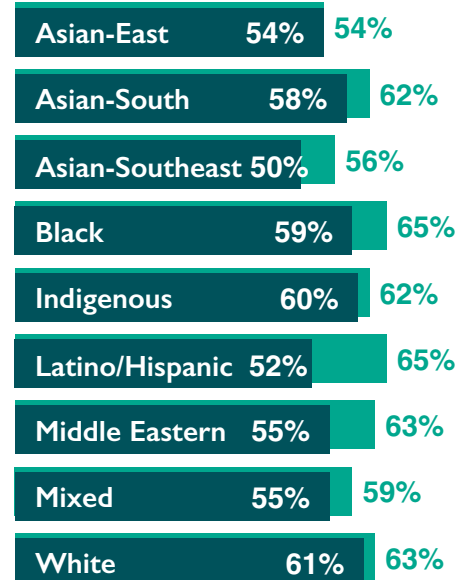
Special Education Identification

Learning Disability **59% 55%**
Gifted **56% 55%**
Other Special Education Need **57% 52%**
No Individual Education Plan **60% 58%**

Sexual Orientation

44% 49% **61% 59%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background



I feel like I matter to people at home or in the community.

(percentage of students who reported "agree/strongly agree")

Gender Identity



Male
85% 81%



Female
84% 79%



Gender Diverse
58% 50%

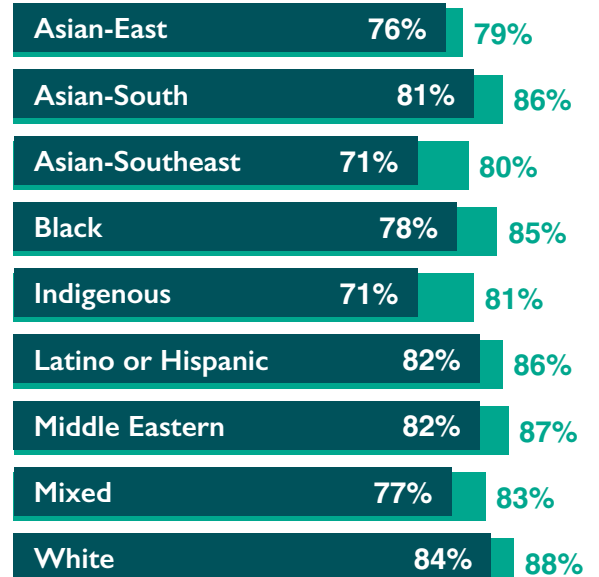
Special Education Identification

Learning Disability **83% 78%**
Gifted **80% 77%**
Other Special Education Need **80% 82%**
No Individual Education Plan **84% 80%**

Sexual Orientation

67% 69% **85% 83%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background





MENTAL HEALTH AND WELL-BEING

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.

In general, during the school year, how often did you feel happy?

(percentage of students who reported "all the time/often")

Gender Identity



Male
78% 66%

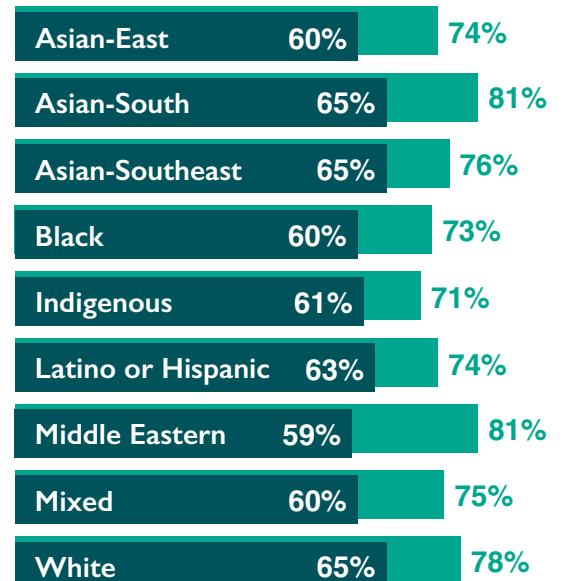


Female
78% 60%



Gender Diverse
47% 38%

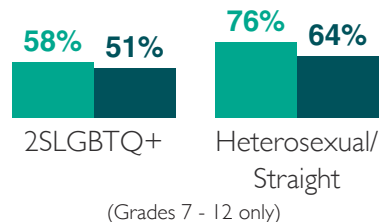
Racial/Ethnic Background



Special Education Identification

Learning Disability	76%	63%
Gifted	70%	59%
Other Special Education Need	72%	58%
No Individual Education Plan	78%	62%

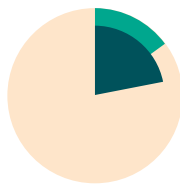
Sexual Orientation



In general, during the school year, how often did you feel sad or depressed?

(percentage of students who reported "all the time/often")

Gender Identity



Male
15% 22%

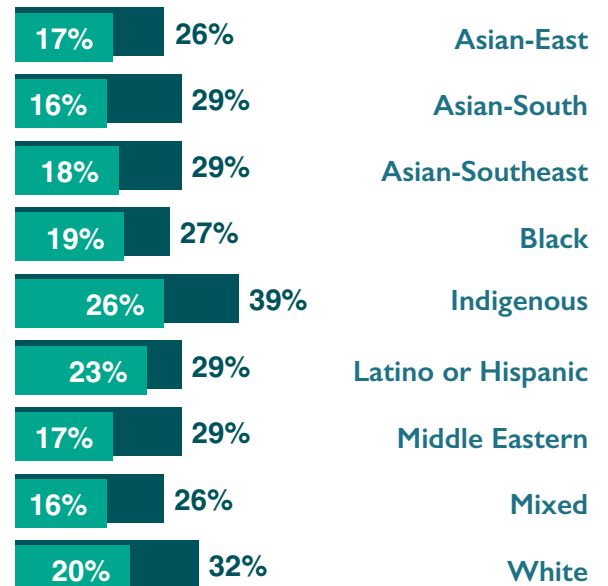


Female
19% 31%



Gender Diverse
50% 63%

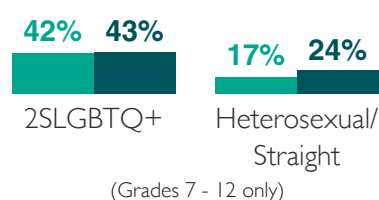
Racial/Ethnic Background



Special Education Identification

Learning Disability	18%	27%
Gifted	20%	30%
Other Special Education Need	21%	35%
No Individual Education Plan	17%	27%

Sexual Orientation





MENTAL HEALTH AND WELL-BEING

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:

- [Equity and Inclusivity](#) policy and procedures
- [Equity Action Plan](#)
- [Inclusive Schools and Community Services Department](#)
- [Caring and Safe Schools](#) policy and procedures
- [YRDSB Special Education Plan](#)
- [Equity and Inclusivity Advisory Committee \(EIAC\)](#)
- [Special Education Advisory Committee \(SEAC\)](#)
- [Mental Health and Addiction Strategy](#)
- [Ontario's Strategy for Well-Being Family Fact Sheet](#)
- [School Mental Health ASSIST](#)
- [Joint Consortium for School MH Resources/Toolkits](#)
- Promote mentally healthy schools using [Leading Mentally Healthy Schools](#)
- Build system capacity for [Culturally Responsive Pedagogy](#) to create inclusive, [mentally healthy schools and classrooms](#)
- [Top Ten Organizational Conditions for School Mental Health](#)
- [Edugains Mental Health Resources](#)
- [Gay Straight Alliances \(GSAs\)](#) in secondary schools
- 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.