



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?*)

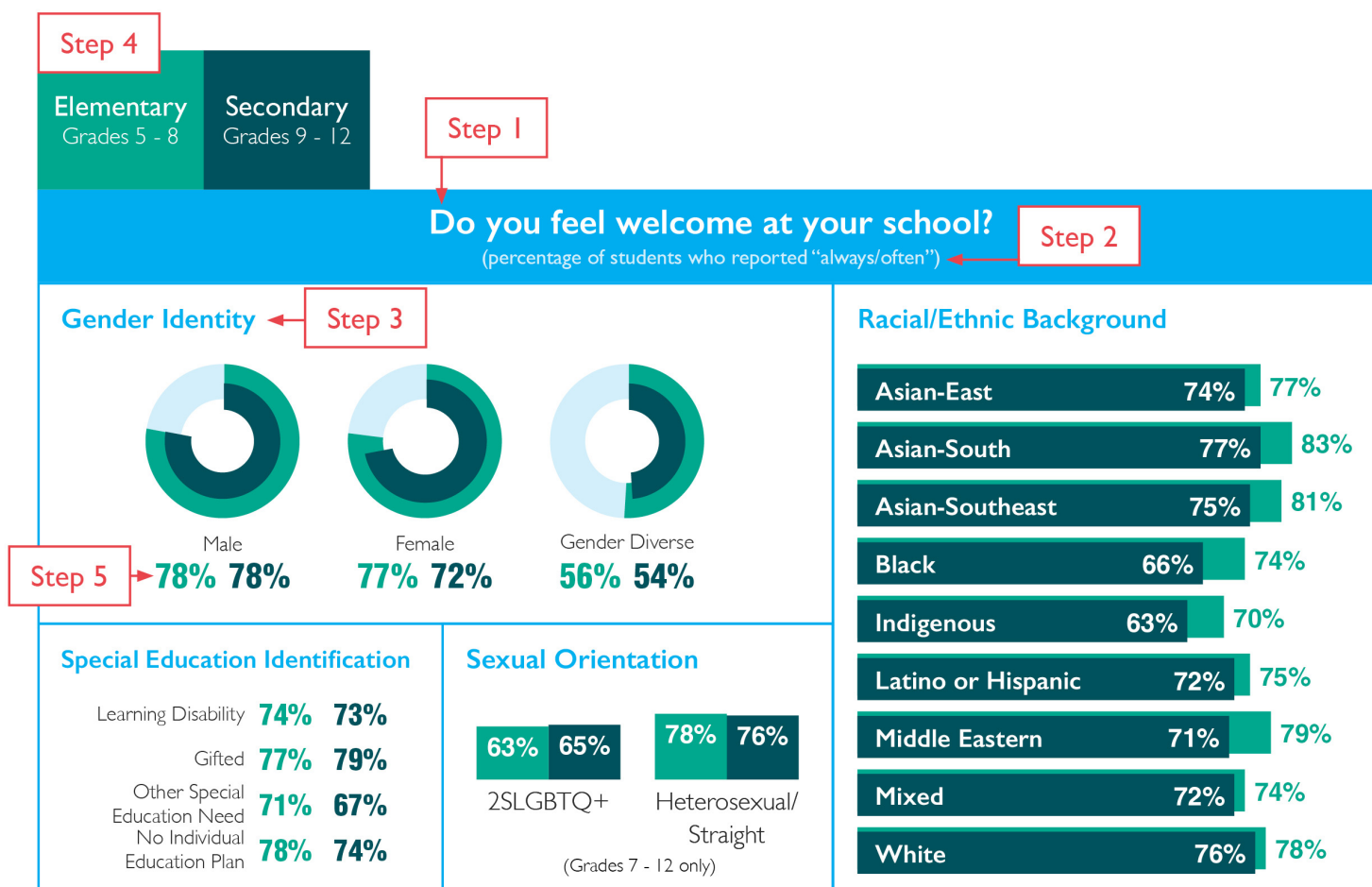
Step 2 – Note the **reported responses** (e.g., *always/often*)

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

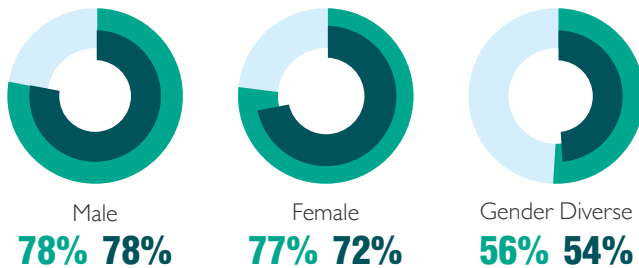
Secondary
Grades 9 - 12

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.

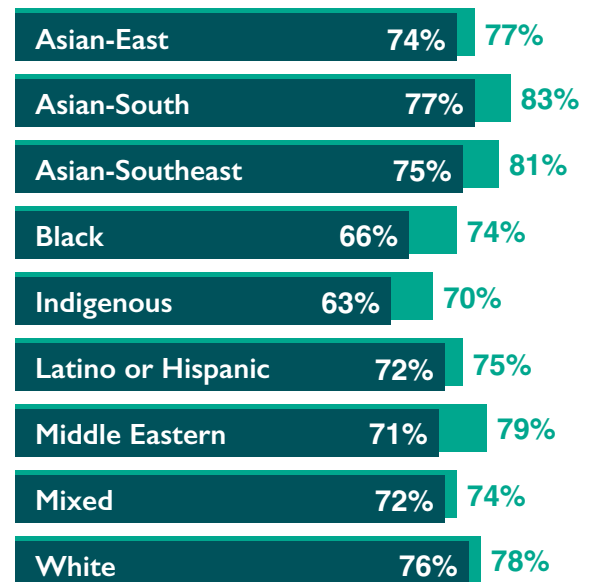
Do you feel welcome at your school?

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

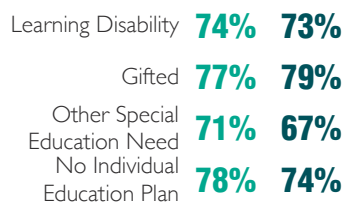
Gender Identity



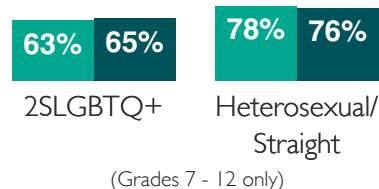
Racial/Ethnic Background



Special Education Identification



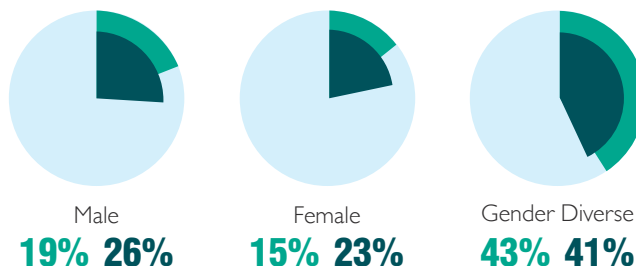
Sexual Orientation



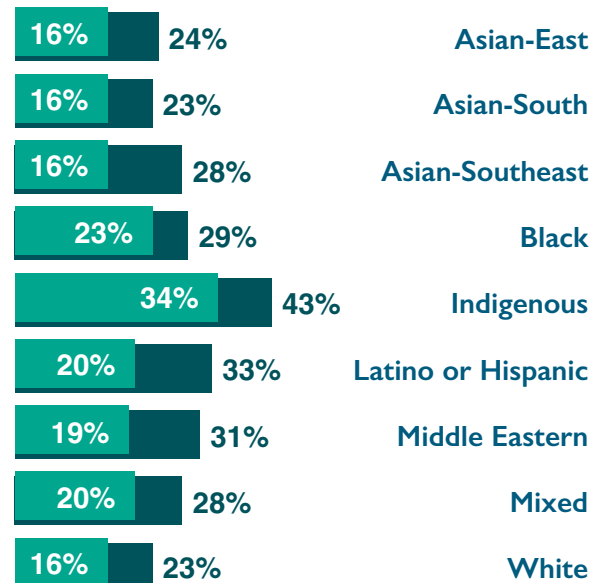
Do you feel there are barriers that stand in the way of your learning at school?

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

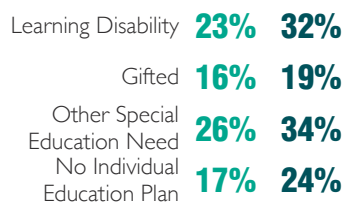
Gender Identity



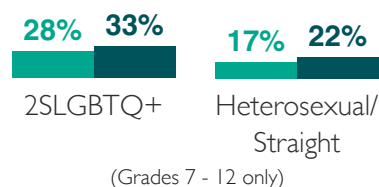
Racial/Ethnic Background



Special Education Identification



Sexual Orientation





EQUITY AND INCLUSIVE EDUCATION

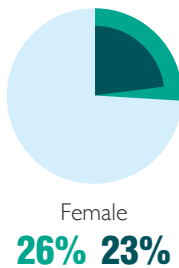
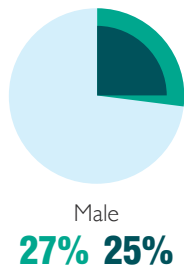
Elementary
Grades 5 - 8

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")

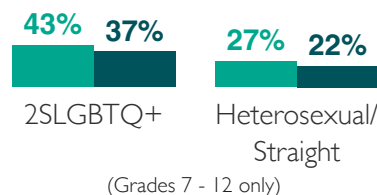
Gender Identity



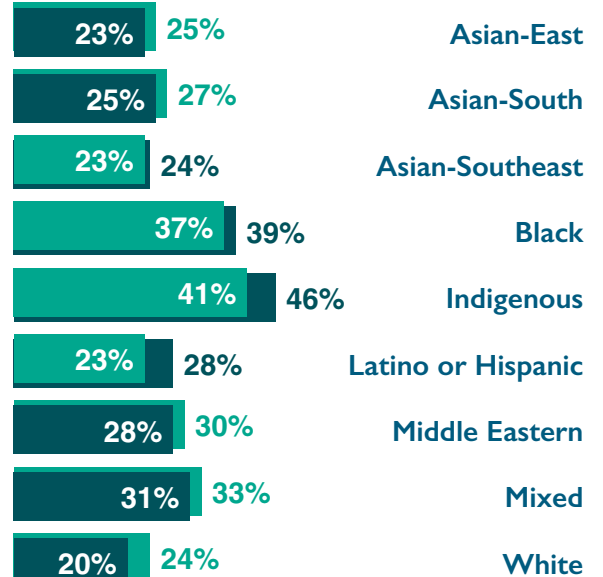
Special Education Identification

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

Sexual Orientation

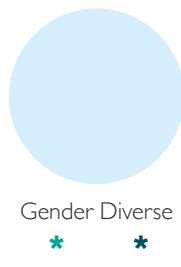
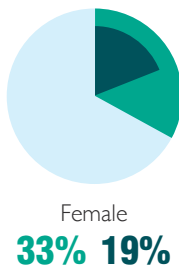
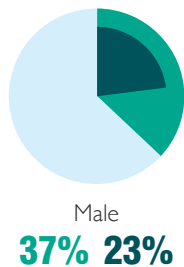


Racial/Ethnic Background



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)

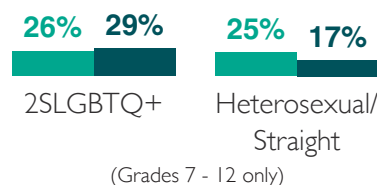
Gender Identity



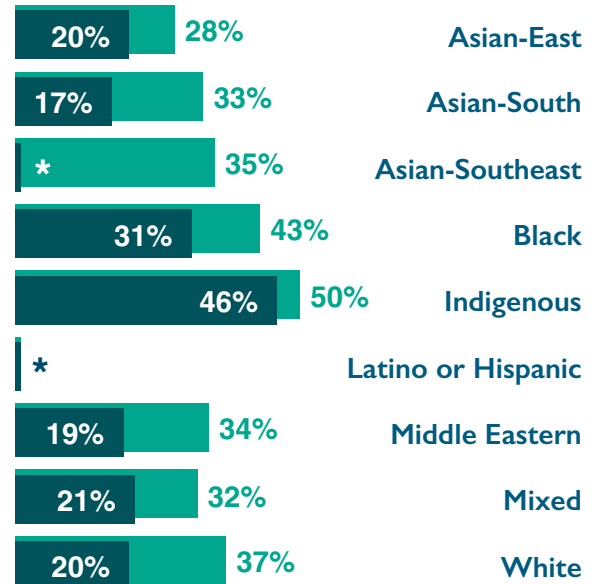
Special Education Identification

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

Sexual Orientation



Racial/Ethnic Background



* Percentage not included due to small number of responses.



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.