2017 SCHOOL CLIMATE SURVEY FOR STUDENTS
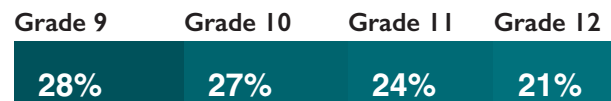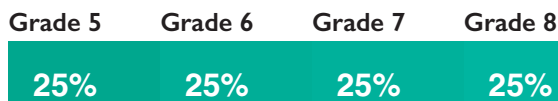# SELF-IDENTIFIED DEMOGRAPHICS

York *Region* DISTRICT SCHOOL BOARD *Inspire* Learning!

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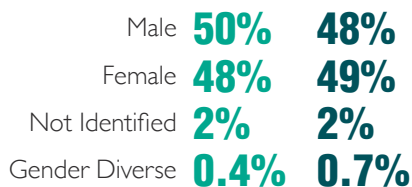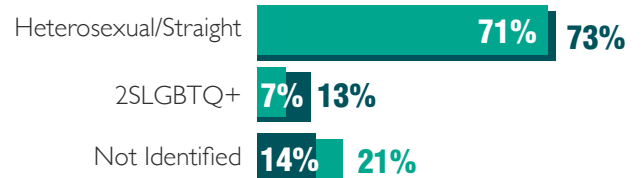
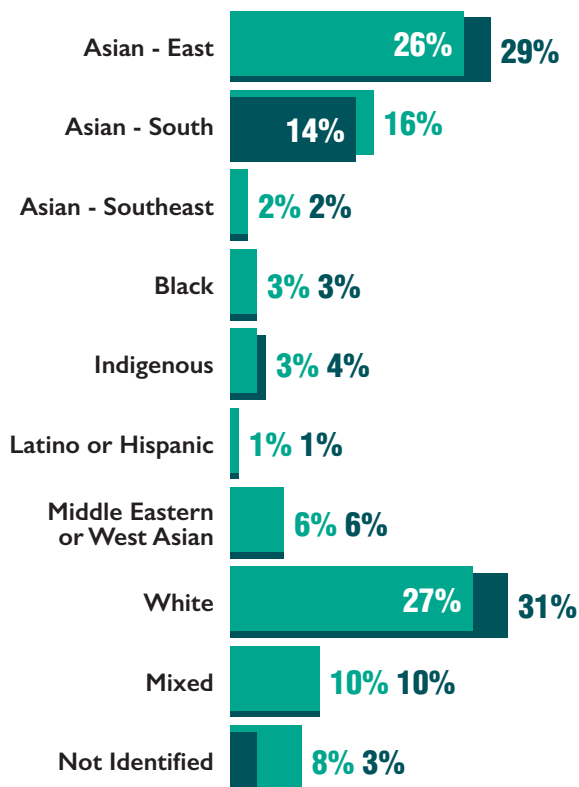**Elementary** Grades 5 - 8 | **Secondary** Grades 9 - 12

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

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

Sexual Orientation

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

(Grades 7 - 12 only)

Racial/Ethnic Background

	Elementary	Secondary
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)

	Elementary	Secondary
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%
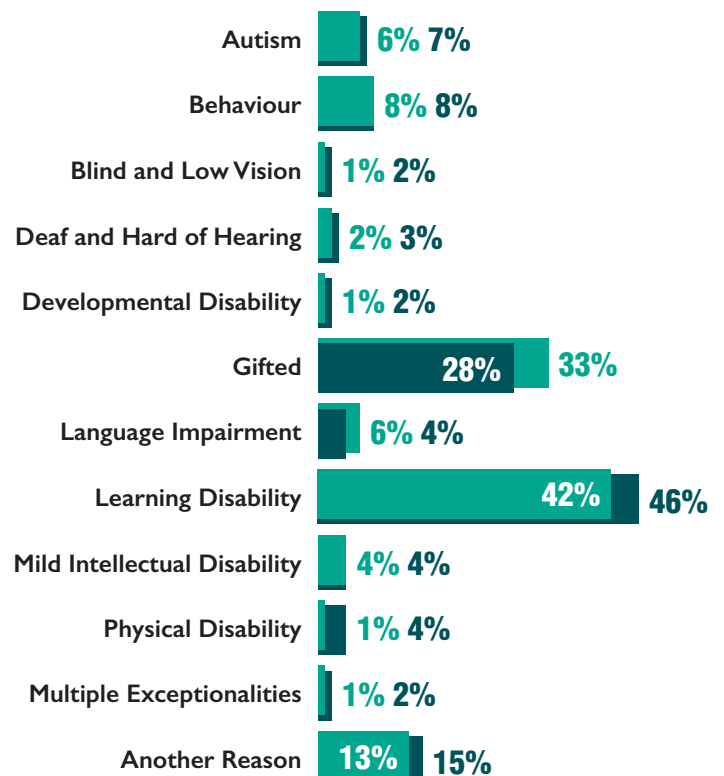
* Percentages may not sum to 100% as students could choose more than one category.

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.

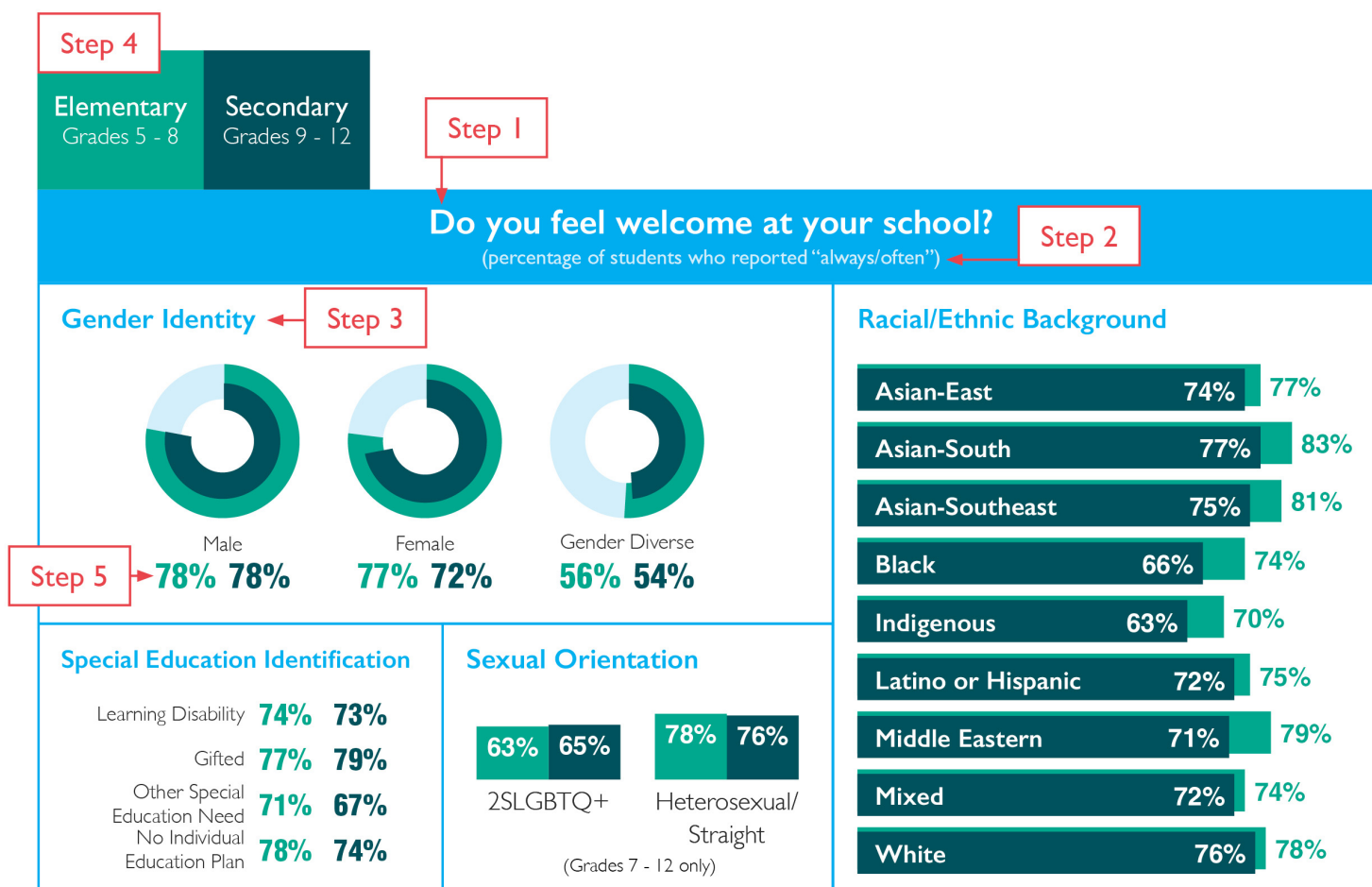**Step 1** – Consider the **question** *(e.g., Do you feel welcome at your school?)*

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
78% 78%

Female
77% 72%

Gender Diverse
56% 54%

Step 5

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%

Special Education Identification

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

Sexual Orientation

2SLGBTQ+
63% 65%

Heterosexual/Straight
78% 76%

(Grades 7 - 12 only)

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")
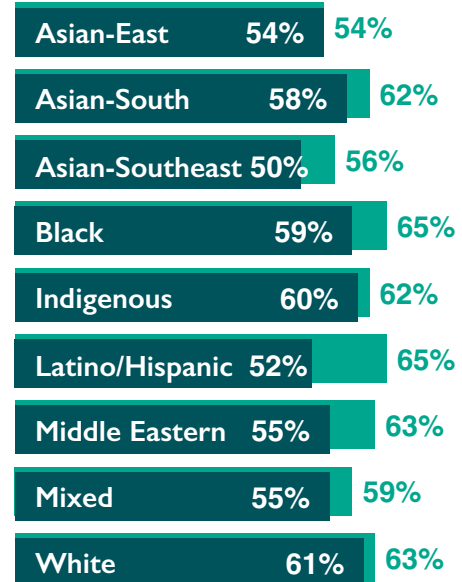
Gender Identity

Male **61% 62%**

Female **59% 54%**

Gender Diverse **44% 34%**

Racial/Ethnic Background

Asian-East	54%	54%
Asian-South	58%	62%
Asian-Southeast	50%	56%
Black	59%	65%
Indigenous	60%	62%
Latino/Hispanic	52%	65%
Middle Eastern	55%	63%
Mixed	55%	59%
White	61%	63%

Special Education Identification

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

Sexual Orientation

2SLGBTQ+ **44% 49%**

Heterosexual/Straight **61% 59%**

(Grades 7 - 12 only)
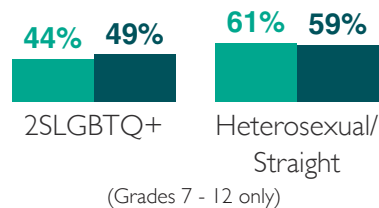
I feel like I matter to people at home or in the community.
(percentage of students who reported "agree/strongly agree")
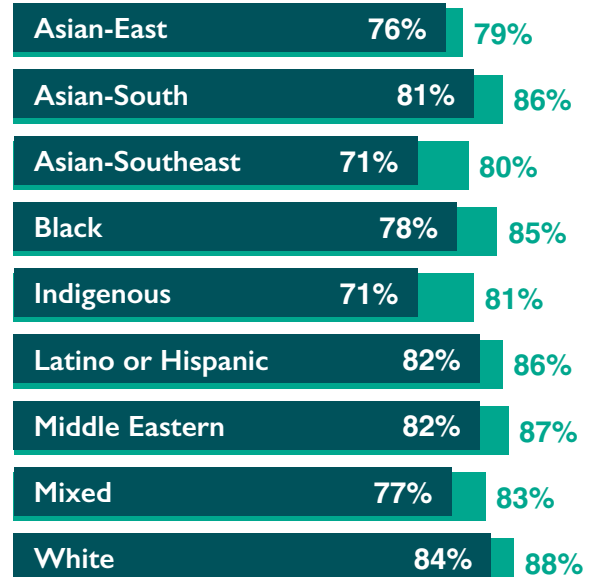
Gender Identity
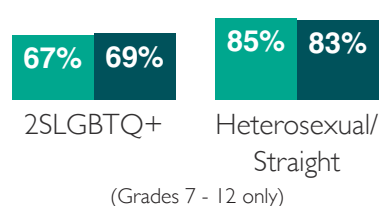
Male **85% 81%**

Female **84% 79%**

Gender Diverse **58% 50%**

Racial/Ethnic Background

Asian-East	76%	79%
Asian-South	81%	86%
Asian-Southeast	71%	80%
Black	78%	85%
Indigenous	71%	81%
Latino or Hispanic	82%	86%
Middle Eastern	82%	87%
Mixed	77%	83%
White	84%	88%

Special Education Identification

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

Sexual Orientation

2SLGBTQ+ **67% 69%**

Heterosexual/Straight **85% 83%**

(Grades 7 - 12 only)

MENTAL HEALTH AND WELL-BEING

York Region DISTRICT SCHOOL BOARD *Inspire*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.

In general, during the school year, how often did you feel happy?
(percentage of students who reported "all the time/often")
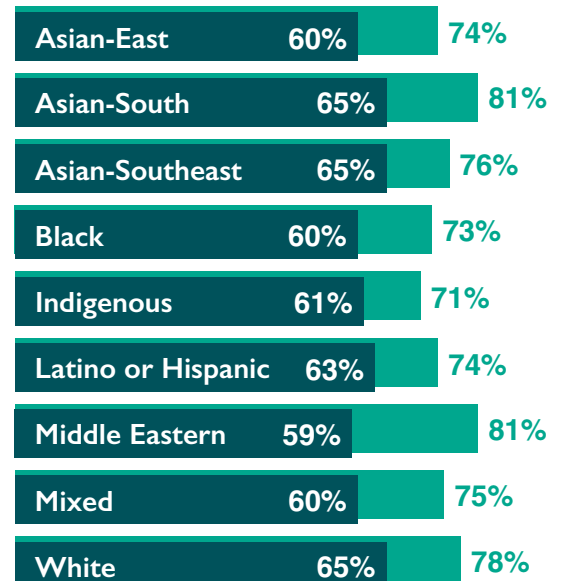
Gender Identity

**Male** **78%** **66%**

Female **78%** **60%**

Gender Diverse **47%** **38%**

Racial/Ethnic Background

Asian-East	60%	74%
Asian-South	65%	81%
Asian-Southeast	65%	76%
Black	60%	73%
Indigenous	61%	71%
Latino or Hispanic	63%	74%
Middle Eastern	59%	81%
Mixed	60%	75%
White	65%	78%

Special Education Identification

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

Sexual Orientation

2SLGBTQ+ **58%** **51%**
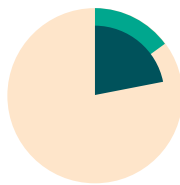
Heterosexual/ Straight **76%** **64%**

(Grades 7 - 12 only)
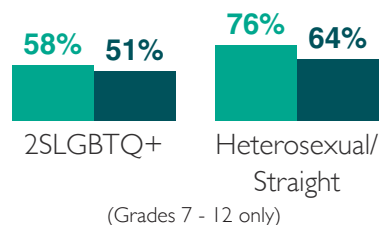
In general, during the school year, how often did you feel sad or depressed?
(percentage of students who reported "all the time/often")
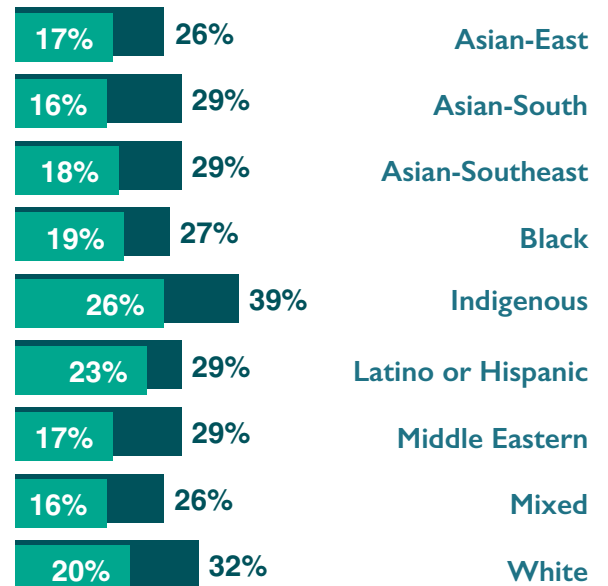
Gender Identity

Male **15%** **22%**

**Female** **19%** **31%**

Gender Diverse **50%** **63%**

Racial/Ethnic Background

17%	26%	Asian-East
16%	29%	Asian-South
18%	29%	Asian-Southeast
19%	27%	Black
26%	39%	Indigenous
23%	29%	Latino or Hispanic
17%	29%	Middle Eastern
16%	26%	Mixed
20%	32%	White

Special Education Identification

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

Sexual Orientation

2SLGBTQ+ **42%** **43%**

Heterosexual/ Straight **17%** **24%**

(Grades 7 - 12 only)
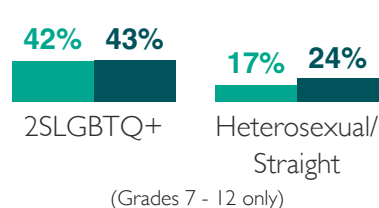
MENTAL HEALTH AND WELL-BEING

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.