



2017 SCHOOL CLIMATE SURVEY FOR STUDENTS

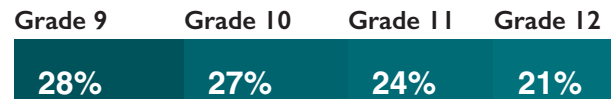
SELF-IDENTIFIED DEMOGRAPHICS

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.

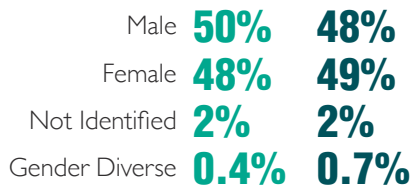
Elementary
Grades 5 - 8

Secondary
Grades 9 - 12

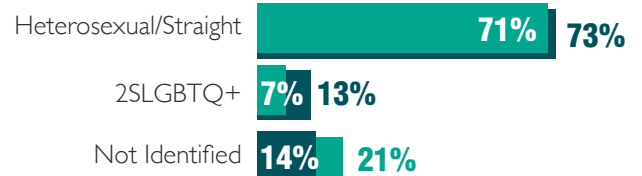
Grade



Gender Identity

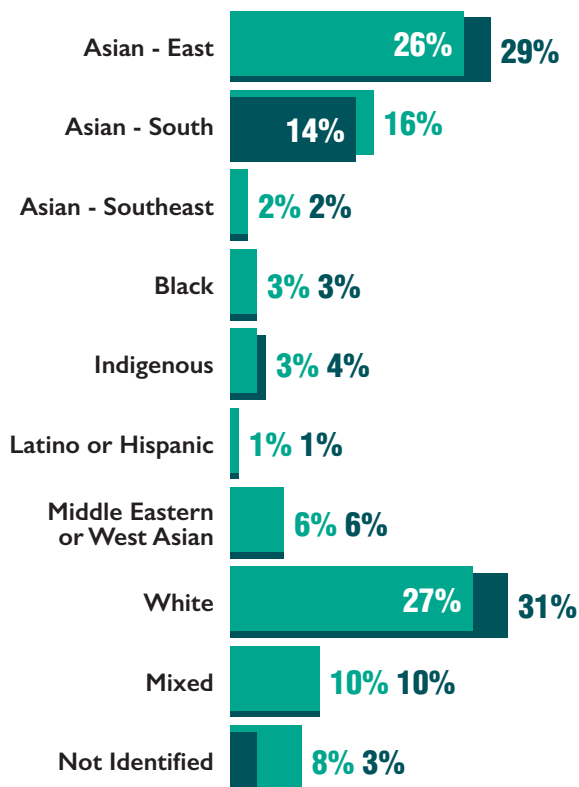


Sexual Orientation

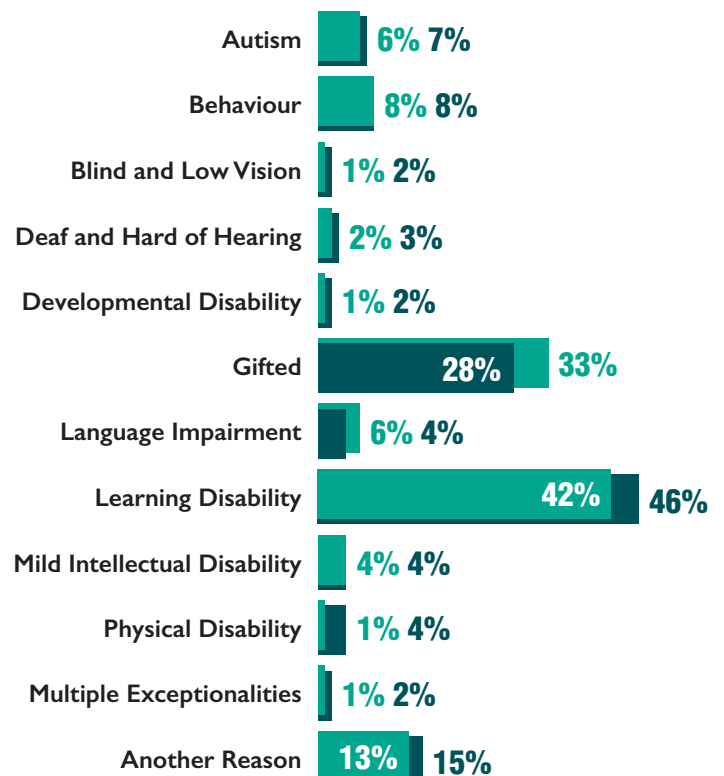


(Grades 7 - 12 only)

Racial/Ethnic Background



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



* 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?*)

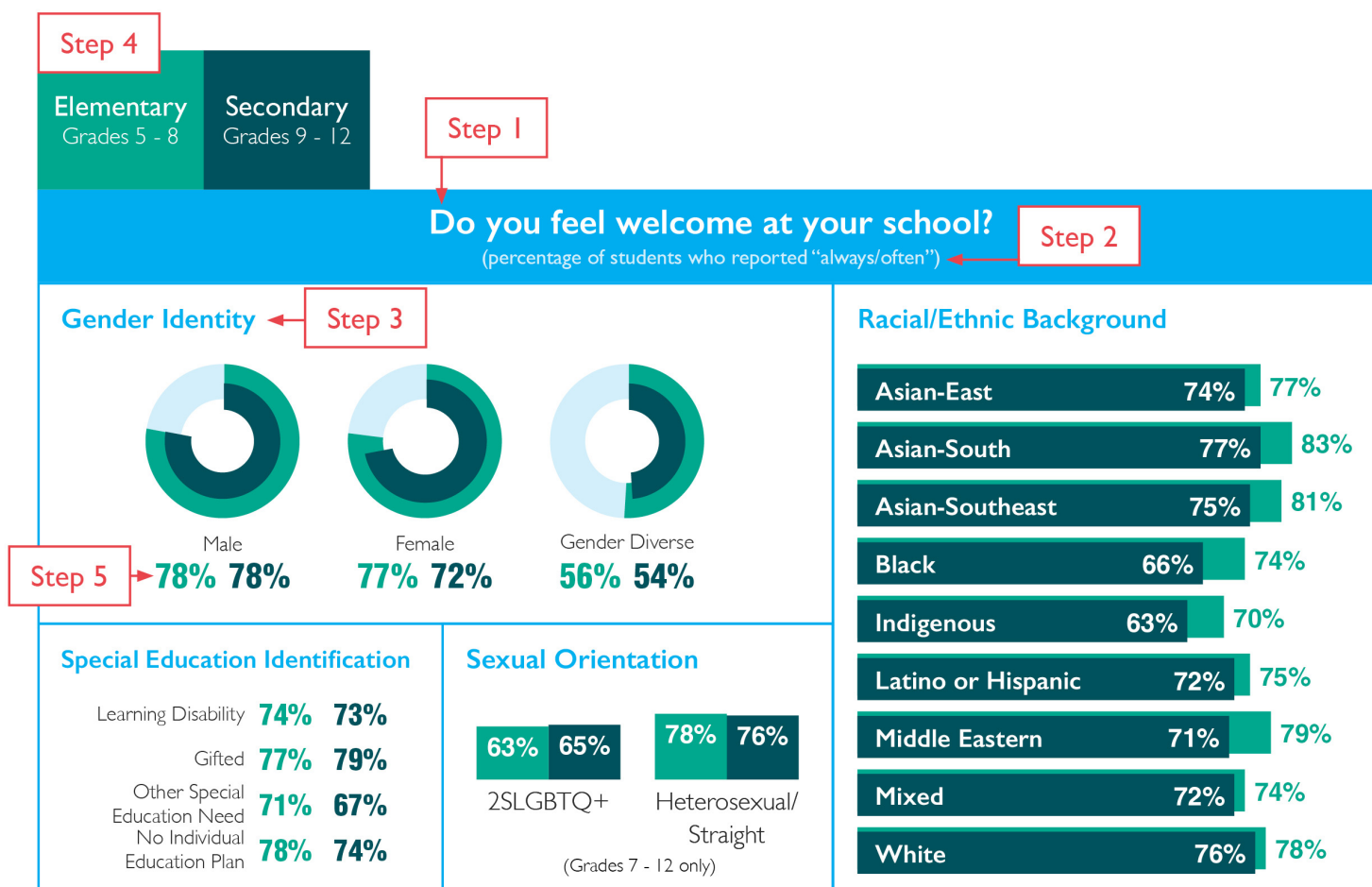
Step 2 – Note the **reported responses** (e.g., *always/often*)

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?)





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

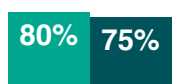
Learning Disability **80% 76%**

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

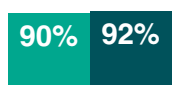
Learning Disability **88% 91%**

Gifted **95% 97%**

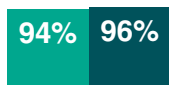
Other Special Education Need **85% 87%**

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

49% 47% **57% 47%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East	57%	66%
Asian-South	51%	75%
Asian-Southeast	57%	68%
Black	47%	66%
Indigenous	57%	64%
Latino/Hispanic	47%	57%
Middle Eastern	44%	63%
Mixed	42%	59%
White	43%	60%

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

73% 72% **81% 77%**
2SLGBTQ+ Heterosexual/
Straight
(Grades 7 - 12 only)

Racial/Ethnic Background

Asian-East	82%	84%
Asian-South	82%	87%
Asian-Southeast	77%	84%
Black	74%	80%
Indigenous	69%	75%
Latino or Hispanic	71%	79%
Middle Eastern	74%	81%
Mixed	73%	80%
White	72%	79%



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.