



York Region District School Board's Dismantling Anti-Black Racism Strategy Annual Report: Year 1 (2021-2022)



**Creating anti-racist and Black-affirming
learning and working environments**

November 2022

Report Accessibility

Feedback regarding this report is both encouraged and essential for advancing accessibility at YRDSB in a way that recognizes the needs of all learners and community members.

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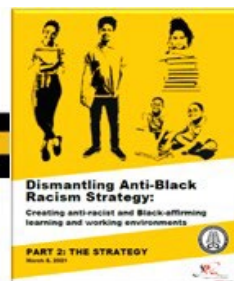
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Land Acknowledgement

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledge and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.



Ancestor Acknowledgement

We would like to acknowledge the African ancestors, those Indigenous to the African continent. It is important to acknowledge the generations of people of African descent who were [forcibly brought to this land](#) and displaced around the world, as a result of the Trans-Atlantic Slave trade.

We want to also acknowledge the historical and contemporary resilience of Black people of the African diaspora as they have and continue to unequivocally resist oppression; demand for social justice to dismantle oppressive practices, systemic and institutional racism; and make incredible contributions to our societies serving as examples of [excellence](#) and [inspiration](#).

We pay tribute to their sacrifice.

Introduction

YRDSB staff, students, families, community members and community agencies have been telling the Board about:

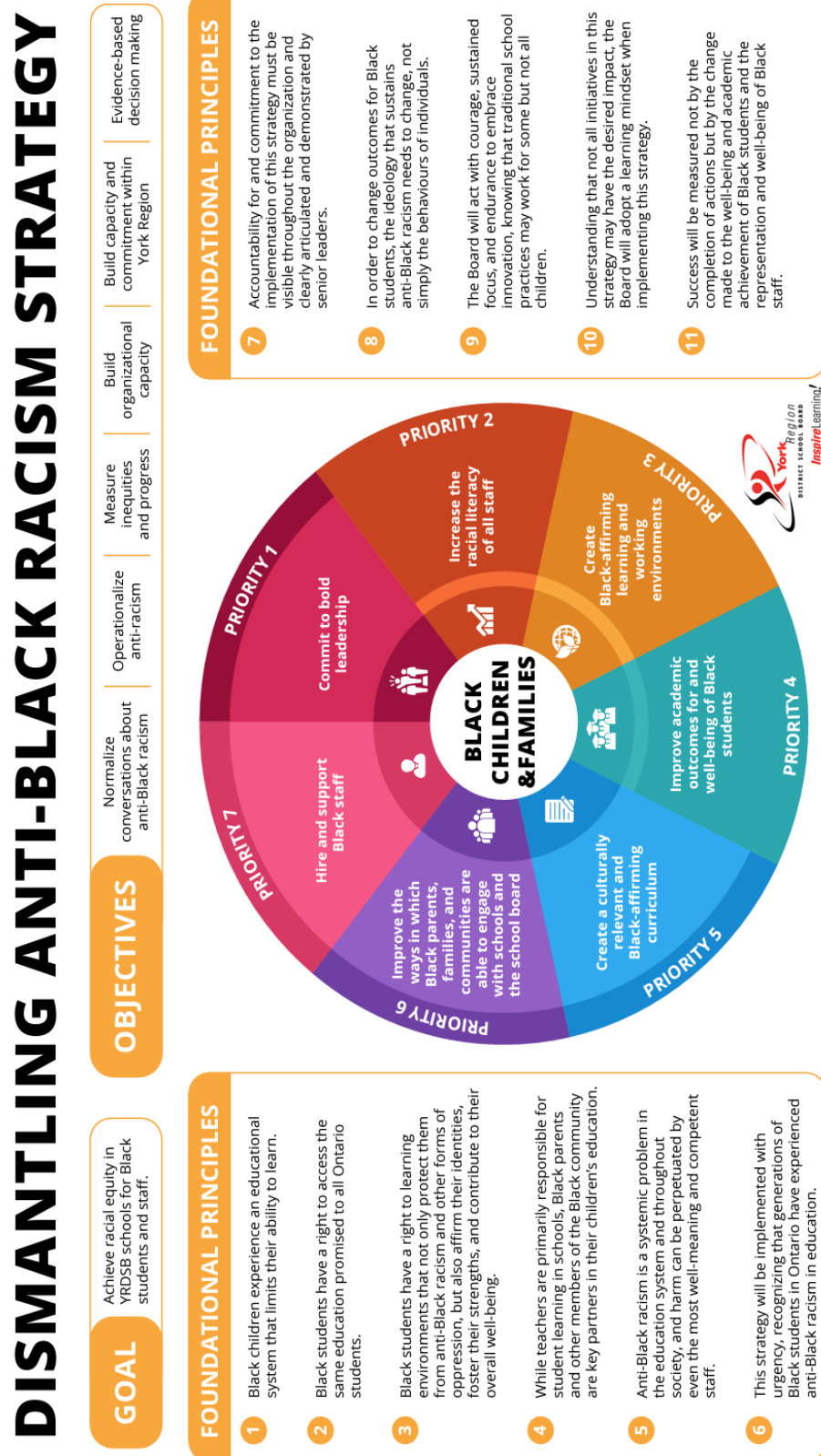
- Their concerns about how anti-Black racism continues to rob Black children, families, and communities of their futures,
- damaging ways anti-Black racism has impacted the mental health of staff and students, the career paths of staff, and
- the entrenched nature of anti-Black racism in the education system (e.g., practices, policies, and curriculum).

Through the collective dedication of YRDSB's Dismantling Anti-Black Racism Steering Committee, Turner Consulting Group Inc., and a Working Group consisting of members of the Black community and YRDSB staff, the YRDSB developed a Dismantling Anti-Black Racism Strategy (DABRS) to be implemented over five school years from 2020-2021 to 2025-2026.

On March 8, 2021, the "[Dismantling Anti-Black Racism Strategy: Creating anti-racist and Black-affirming learning and working environments](#)" was officially launched. The overall goal of this strategy is to ensure racial equity in YRDSB for Black students and Black staff, and dismantle the attitudes and structures that contribute to and maintain anti-Black racism within the Board.

This comprehensive strategy is outlined in two documents: [Part 1 - Background Report](#) and [Part 2 - The Strategy](#). The strategy, shown in Figure 1, is framed by eleven foundational principles which inform seven priorities for the Board along with 31 relevant key actions, an accountability framework, and Key Performance Indicators (KPIs).

Figure 1: Visual Summary of the [Dismantling Anti-Black Racism Strategy](#)



Achieving results

“It is easy to place far more attention on the implementation of equity actions than on the outcomes they achieve. This framework is therefore designed for implementing the actions in the strategy in a way that will create better outcomes for Black students and staff.”

Addressing anti-Black racism and creating Black-affirming learning and working environments demands concrete and demonstrable changes in practices, learning and working experiences, and outcomes. [The Dismantling Anti-Black Racism Strategy](#) creates accountability mechanisms for the Board to mobilize resources and monitor and evaluate strategy implementation. Throughout the 2021-2022 school year, the Board identified several actions to achieve the priorities set out in the strategy to ensure racial equity for Black students and staff.

On an annual basis, the YRDSB will prepare a public report for Trustees and communities documenting implementation of the Dismantling Anti-Black Racism Strategy to date, and the outcomes for Black students and Black staff connected to the strategy. These annual reports support Trustees in their governance role and ongoing monitoring of the Board’s [Multi-Year Strategic Plan](#). The Director of Education will invite members of Black communities to meet on an annual basis to review the findings of the annual report, and ask for their feedback and any concerns. In this way the public, and members of Black communities, will play a critical role in the monitoring and evaluation of the implementation of this strategy.

Purpose of this report

During the first year of implementation, three quarterly reports ([November 2, 2021](#), [February 8, 2022](#), and [May 10, 2022](#)) were provided to Trustees and YRDSB’s Anti-Black Racism Steering Committee, which outlined progress on implementation of the priority actions. This first annual report builds on these quarterly reports by providing updated summaries of the actions taken during 2021-2022 to implement the strategy, and introduces the baseline data (i.e., information collected before the implementation of a strategy, initiative, or intervention) for the Key Performance Indicators (KPIs). KPIs are used to monitor the impact of the strategy (i.e., how YRDSB may be influencing the experiences and outcomes of Black students over time as a result of implementing the strategy).

Baseline data in this report do not necessarily provide evidence of impact of individual actions in year one, and instead will be used from year two onwards to assess the impact of the strategy on Black students and Black staff overtime. Future annual reports will compare updated KPI data to the baseline data in this report to monitor strategy outcomes.

The KPIs will be used as one way to monitor the strategy and will be complemented through further information gathering and reporting at the community, family, system, school and student levels. For instance, anecdotal data (e.g., student and family feedback from various sources within the system, including but not limited to the Black Excellence Program, the RISE Brothers, and the Come Up) will illustrate the direct impact these initiatives have had on Black students. Information continues to be made available through the ESCS themed reports and research briefs.

The [accountability framework](#) outlined in the Dismantling Anti-Black Racism Strategy mandates regular public reporting to allow for broader community input beyond what is provided to the Board through the Anti-Black Racism Steering Committee and Board Trustees. This framework identified the following KPIs to support monitoring the strategy:

- [Graduation Rates, Leaver Rates, and Post-Secondary Pathways](#),
- [Representation in each program of study and specialized programs](#),
- [Representation in special education programs](#),
- [Representation among suspensions and expulsions](#),
- [Student well-being](#),
- [Representation of Black employees in workforce and among new hires](#), and
- [Staff well-being and workplace barriers](#).

Reporting on this data provides system and school leaders with an understanding of the nature and degree of inequities present in YRDSB schools and workplaces. It will allow the YRDSB to:

- set clear expectations for Black student achievement and well-being,
- identify opportunity gaps and how to address them (e.g., allocation of resources, developing initiatives, providing relevant learning, or training opportunities, etc.),
- invite the community to participate in holding the Board accountable to achieving the actions set out in the strategy,
- identify whether and where adjustments to this strategy are needed,
- identify any required adjustments to monitor the strategy implementation, and
- assess the impact of strategy initiatives.

Connections to Board Strategic Plans

The Dismantling Anti-Black Racism Strategy is an integral component of the [Director's Action Plan](#) (DAP).

Director's Action Plan (DAP)



Well-Being & Mental Health: Build safe, healthy, and inclusive learning and working environments where all feel they matter and belong.



Equity & Inclusivity: Build understanding of anti-racism, anti-oppression, culturally relevant and responsive pedagogy, and the ongoing impact of colonialism.



Effective Instruction & Assessment: Provide effective instruction and assessment that reflect students' identities, lived experiences, strengths, needs and interests.



Building Relationships: Build trust and collaborative relationships with students, families, and staff by developing shared solutions through



Ethical Leadership: Build a shared understanding of Ethical Leadership that elevates students, staff, family, and community voice.

While the strategy is relevant to all five goals of the Director's Action Plan as outlined above, it is situated within the Equity and Inclusivity Goal: Build understanding of anti-racism, anti-oppression, culturally relevant and responsive pedagogy and the ongoing impact of colonialism. The DAP is intentionally aligned with the [Trustees' Multi-Year Strategic Plan](#) (MYSP) and ensures that the organization remains focused on established Board priorities. The MYSP outlines the priorities that guide the work of all staff and represents the Trustee's commitment to the public and reflects input from community consultations. Accordingly, this annual report reflects the Board's continued commitment to mobilize and monitor interdepartmental actions that help achieve the priorities set out in the Trustees' MYSP, specifically in ensuring that the Board achieves racial equity for Black students and Black staff. This report also reflects the Board's commitment to transparency and to raising the achievement and well-being of Black students and Black staff, as well as a willingness to be held accountable by the public to this commitment.

Engaging with this Report through an Anti-Racism Framework

"The only way to undo racism is to consistently identify it and describe it and then dismantle it."

(Dr. Ibram X. Kendi, How to Be an Antiracist)

The [Dismantling Anti-Black Racism Strategy, Part 1: Background Report](#) provides an overview of the systemic nature of anti-Black racism and its manifestations within the education system.

As noted, this first annual report outlines baseline data that will be used to monitor the Dismantling Anti-Black Racism Strategy. Data plays an important role in advancing the goals of equity and social justice and can support the priority actions. At the same time, care must be taken to ensure that data are collected, interpreted, reported, and used in ways that do not harm Black students and staff that the data represent. When interpreting race-based data, it is important to consider the data through a critical lens that provides a framework for understanding the context in which findings occur. It is crucial to understand that systemic racism, specifically anti-Black racism, is one of the sources of these inequities, and subsequent inequitable outcomes experienced by Black students, their families, and Black staff. As a result, negative educational outcomes can “reinforce and hold in place the White racial frame and the related stereotypes teachers and administrators have about Black students”¹ instead of the onus falling on the education system that created the conditions for such outcomes. Developing racial literacy when looking at data and applying the principles of anti-racism will help to ensure that data are not used in ways that stereotype, marginalize or stigmatize racialized communities, or promote a deficit-based perspective of racialized students and families.

When reviewing race-based data, readers should use an anti-racism framework, to:

Put race and racial inequity at the forefront of data analysis and interpretation.

Acknowledge that racism continues to operate today (i.e., ask **where** and **how** racism is operating, not **if** racism is happening).

Allow for the historical, socio-cultural, and political contexts of racism, and specifically anti-Black racism, to inform our understanding of the data.

The following questions are intended to support readers in using an anti-racism lens:

- How does your identity influence how you interpret the data?
- What assumptions might you be making about Black students, their families and Black staff that perpetuate anti-Black racism?
- Are you able to understand that the negative outcomes experienced by students and staff reflect the deficits of the system (i.e., structures that create and maintain conditions of inequity)?
- Are you viewing Black students, families and staff through an affirming and positive lens when looking at the data and outcomes for students and staff?
- Whose voices are missing from the report, and/or in the data?
- Within the spaces you live/work/hold privilege, what is your commitment to amplifying Black voices and affirming Black identities and excellence?

Where are we now?

As year one is reflected upon, it is difficult not to consider the impact the Covid-19 pandemic had on implementing the strategy. Nonetheless, strategy implementation began with actions across all priority areas, which will be monitored and reported on across a 5-year period (i.e., short term impact in 1-2 years, medium term impact in 3-4 years, and long-term impact in 5 or more years). This section provides an overview of what was done in year one (i.e., [Summary of Strategy Implementation](#)) and the baseline data for the KPIs that will be used as comparisons in Years 2-5 (i.e., [Key Performance Indicators: Outcomes](#)). Going forward, KPI data will be used to demonstrate whether improvements in outcomes have taken place.

Summary of Strategy Implementation

Mobilizing teams to implement strategies to eliminate anti-Black Racism

This section focuses on the work of the multidisciplinary teams to implement actions across all seven priorities of the Dismantling Anti-Black Racism Strategy to achieve racial equity in YRDSB schools for Black students and staff. The actions are summarized by each of the seven priorities:

1. [Commit to bold leadership](#),
2. [Increase the racial literacy of all staff](#),
3. [Create Black-affirming learning and working environments](#),
4. [Improve academic outcomes for and well-being of Black students](#),
5. [Create a culturally relevant and Black-affirming curriculum](#),
6. [Improve the ways in which Black parents, families, and communities are able to engage with schools and the school board](#), and
7. [Hire and support Black staff](#).

To assess the extent to which the strategy was implemented in year one, an outline of the priority actions for 2021-2022 for each priority is provided, along with a summary of relevant implementation actions completed between August 2021 and August 2022. A progress status is also provided for each action. The status options are:

- Complete - This action has been successfully completed.
- Ongoing - This work is progressing and has met our timelines. Our progress is on track towards completion.
- In Progress - This work is moving along and being monitored given challenges of the pandemic. May require additional support and/or time.
- Action Required - This action has been delayed or postponed.

Priority 1 Actions (Commit to Bold Leadership)

Director of Education will build support for Dismantling Anti-Black Racism Strategy (Ongoing), and assign responsibility and ensure adequate resources are assigned to implement the strategy.

- Hired Inclusive School and Community Services staff responsible for the Dismantling Anti-Black Racism Strategy (September) (Status: Complete).
- Appointed Year 1 Leads for each priority: 1) Tania Sterling, 2) Heather Sears, 3) Clelia Della-Rovere and Darcie Sutherland, 4) Shawn Bredin, 5) Heather Sears, 6) Lois Agard and Fawzia Durrani, and 7) Mark Loya (September) (Status: Complete).

Implement the new Supervisory Officer Performance Appraisal (SOPA) process based on domains and competencies in YRDSB Leadership Framework (Fall 2021)

- SOs set one goal specifically aligned to the Dismantling Anti-Black Racism Strategy for 2021-22 SOPA cycle (October and November).
- The new SOPA process that is in alignment with the YRDSB Leadership Framework for Supervisory Officers and includes the Actions for Leaders has been implemented from December to May. The Director, Associate Directors and 21 Supervisory Officers participated in this new process (Status: Ongoing).

Gather and analyze Board data to inform and Dismantling Anti-Black Racism Strategy priorities at monthly Supervisory Officer Network (SON) meetings (Ongoing)

- Reviewed data analysis of School Climate Survey and ESCS at October SON meeting; identified data to share and analyze with Administrators (October and November) (Status: Complete).
- Review of data analysis was integrated into the Senior Leadership Team and SON meeting agendas (Status: Ongoing).

Equity and Dismantling Anti-Black Racism Strategy goals embedded in annual school/department improvement planning (Winter 2022)

- Leadership Development and Engagement team used Dismantling Anti-Black Racism Strategy to guide its Department Improvement Plan Refresh (October to June) (Status: Complete).
- Leadership Development and Engagement team uses Dismantling Anti-Black Racism Strategy as a guiding document in facilitating strategic planning with other departments to influence their work, practices, workplace culture, and learning (Status: Ongoing).

Launch the Leadership Frameworks for Supervisory Officers, School Administrators (November 2021) and Corporate Management and Professional Staff (CMPS) with competencies related to Human Rights and Inclusion, and Equitable and Inclusive Learning Practices which align and connect with priorities of Dismantling Anti-Black Racism Strategy (Ongoing)

- Learning opportunities aligned with the YRDSB Leadership Framework support building competency and consciousness through the Actions for Leaders associated with anti-racism, anti-oppression, collaborative relationships, culturally responsive practices, and equitable and inclusive practices. For example, more than 50 participants attended YRDSB Equity Symposium workshop called, 'Building a Collective Understanding of Ethical Leadership' (October) (Status: Complete).
- YRDSB Leadership Framework video describing the development of the framework and how it supports the goals of the Dismantling Anti-Black Racism Strategy has over 200 views (October) (Status: Complete).
- Developed YRDSB Leadership Framework for CMPS (May) (Status: Complete).
- YRDSB Leadership Framework video and other resources were shared as part of the launch at Compass Points (annual full day learning session for all Senior Leaders, Administrators, and CMPS Staff) (August) (Status: Complete).

Priority 2 Actions (Increase the Racial Literacy of All Staff)

The YRDSB will develop and deliver mandatory professional development for senior leaders, specific to their roles and responsibilities, in order to develop their racial literacy along with the knowledge and competence to support the implementation of this strategy (Ongoing)

- Senior Team engaged in learning related to Noticing and Naming Oppressive Ideologies: Going Deeper with Anti-Black Racism (Status: Complete).
- Senior Team completed data literacy course using an Anti-Oppressive Framework (Modules 1 to 3) (Status: Ongoing).
- Senior Team engaged in learning related to Discriminatory Slurs and Statements (Status: Ongoing).

The YRDSB will make racial literacy and a demonstrated commitment to creating Black-affirming spaces and dismantling anti-Black racism and intersecting oppressions key competencies when hiring educators and staff as appropriate, as well as when promoting vice-principals, principals, and superintendents (Ongoing)

- Vice-Principal and Principal Selection Committee members consult with ISCS colleagues and DABRS Leads to develop interview questions and look fors related to anti-Black racism and equity. This better ensures the selection of candidates who have engaged in and made demonstrable impact in their anti-racism and equity work. (Status: Ongoing).
- The YRDSB will develop and deliver mandatory professional development and ongoing learning for all school administrators, educators, and staff to develop their racial literacy along with the knowledge and competence to support the implementation of this strategy (Status: Ongoing).
- Provided professional learning for educators on PA Day focused on Dismantling Anti-Black Racism Strategy (September) (Status: Complete).

- Provided mandatory professional learning for all administrators at Continuing Education Centre (CEC) meetings: Anti-Oppressive Data Literacy Practices (October) and Noticing and Naming Oppressive Ideologies (November) (Status: Complete).
- Provided learning sessions on 'Addressing Anti-Black Racism' to administrators at Family of Schools (FOS) meetings (March) (Status: Complete).
- Developed an Anti-Racist Educators (ARE) Network to increase racial literacy, explore anti-racist education and collaborate in building anti-racist learning climates. Speakers included Dr. Andrew Campbell and Dr. Vidya Shah. There were 5 Learning Sessions (March to June), and weekly Networking Sessions (April to June). 155 participants included SOs, Administrators, Managers, Educational Assistants, Administrative Assistants, Community and Partnership Developers) (Status: Ongoing).
- The 2021-2022 Essential System Learning Program for school administrators, CMPS staff, and Corporate Administrative and Professional Staff (CAPS) outlined explicit connections to the Dismantling Anti-Black Racism Strategy and leadership actions in the LF to build racial literacy. Participants included all administrators at CEC meetings and approximately 300 CMPS/CAPS members at the April Network on Noticing and Naming Oppressive Ideologies (Status: Complete).
- Provided professional learning for secondary school departments impacted by the removal of Applied programming (English, French, Geography, History, Math and Science). Looked at over-representation of students (Black, Indigenous, experiencing low socio-economic circumstances) in applied courses. Provided supports on centering student identity in planning and assessment, and interrogating text selections during course design (Status: Ongoing).

Priority 3 Actions (Create Black-Affirming Learning and Working Environments)

Launch Protocol and Resolve tool, Guide, professional learning on tools and resources to create Black affirming and learning environments (September 2021)

- Launched the Discrimination and Hate Protocol for staff which outlines the steps to follow when incidents of discrimination or hate happen (September) (Status: Complete).
- Launched the RESOLVE tool to track incidents of hate and discrimination, including anti-Black racism (September) (Status: Complete).
- Developed draft of Addendum of Hate Protocol specific to anti-Black racism which will be used for Training/ Distribution in October 2022 (March).

Provide training for staff on Ontario Human Rights Code (OHRC) and their legal obligations to address anti-Black racism when they witness or learn of it to be able to track incidents of anti-Black racism (Winter 2021 and Ongoing)

- PA Day training for staff included completion of Ontario Human Rights Code modules (September) (Status: In Progress).

- Held consultations with LD&D, ISCS, Human Rights Office, RAS, and Human Resources Services to support content development for OHRC Training Module (Status: Ongoing).
- Drafted template and script for OHRC Training Module to be shared and reviewed (June) and roll out system wide to all staff in the 2022-2023 school year (Status: In Progress).

Foster opportunities for students to lead anti-Black racism learning experiences and action (include examples like student voice etc.) (Ongoing)

- Development of a Black Student Advisory Board to increase voice of self-identifying Black students and capacity to inform system changes (Status: In Progress).
- Development of a consultation process for the creation of Black Student Advisory Group (Status: In Progress).
- Created an implementation plan for schools to support Black Student Associations (BSA) (Status: In Progress).
- Offered the following programs for self-identifying Black students: Black Excellence Pilot Program, RISE Brothers, and The Come Up summer program 2022, Black Brilliance Summer Camp for incoming JK/SK's (Status: Complete/Ongoing).

Continue to build partnerships with community organizations and municipal agencies to address anti-Black racism and profile Black excellence

- Deepening relationships within community organizations to address anti-Black racism (Status: In Progress).
- Community Partnership Developer outreach resulted in representatives from Aurora Black Community Association, Markham African Caribbean Canadian Association and York Region Alliance of African Canadian Communities engaging in policy review of #238 Parent, Family and Community Engagement and #262 School Councils (October) (Status: Ongoing).

Priority 4 Actions (Improve Academic Outcomes for and the Well-Being of Black Students)

Hold public consultations on School Police Programs (Winter/Spring 2022)

- Assigned Project Lead and Third Party to conduct review of SRO Program and York Region Police (YRP) involvement in schools (Status: Complete).
- The following activities/programs will no longer be offered by YRP in YRDSB schools:
 - Values, Influences and Peers (VIP) Program for Grades 3, 6, 7 and 8
 - Empowered Student Partnership (ESP) - Student clubs can continue without YRP officers
 - Youth in Policing Initiatives (YIP)
 - Working with Administrators on Safe Schools Assemblies
 - Attending special events (face-to-face or virtual such as Grade 9 Day, Caring and

Safe School Assemblies), or as ambassadors in a non-law enforcement capacity (e.g., School Council events, student run events, school assemblies, fun fairs/BBQs)

- Advisor for clubs, sports teams, and various initiatives
- Classroom presentations on various topics (e.g., cyberbullying, sexting, impaired driving) apart from Career Day when an YRP officer comes as a parent/guardian in non-uniform
- Lockdown Drill practices
- Having consultations with YRP and YCDSB regarding YRP involvement in schools, including updates to the YRP Police Protocol (Status: Ongoing).

Provide educator learning on anti-racist approaches to understanding the data from Every Student Counts Survey (ESCS) (e.g., Anti-oppression Pedagogy Modules) and overall findings (e.g., suspensions, attendance, engagement) (Ongoing)

- Provided Knowledge Mobilization Sessions for Senior Leadership team on student and family climate surveys (October to February) (Status: Ongoing).
- Developed 6 mandatory learning modules for Senior Leadership Team and Administrators on Anti-Oppression and Data Literacy (AODL). Administrators examined AODL Modules 1-3 in depth at Family of Schools (FOS) Meeting (October) (Status: Ongoing).
- Provided learning for administrators on relationship between CRRP, AOP, and Anti-Racism as they connect to Mental Health (March and April). Feedback received indicated that 69% of participants indicated that they are able to access and use strategies to interrupt oppressive thinking and oppressive ideologies that negatively impact mental health and well-being; and 84% indicated they are likely/very likely to apply these learnings, tools and ways of knowing into practice (Status: Ongoing).
- Provided training to all Social Work staff on anti-oppressive practices and using a culturally responsive framework to support students and families. Social Workers continue to support Black students who are struggling with persistent absences from school / disengagement. Social workers are engaging with school teams (Teacher, Special Education Resource Teacher, Guidance, Administrator), student and family to explore factors that may be contributing to attendance concerns and collectively devise a plan for next steps (Status: Ongoing).
- Provided professional learning for Student Success Teachers at Network meeting to review data (e.g., Semester 1 math data, de-streamed math student survey, ESCS data on suspension rates by race, and Attendance correlation to achievement data) (April) (Status: Ongoing).

- Provided professional learning for Student Success Teams (Guidance, Co-op, Student Success, Student Services) on Improving Academic Outcomes and Well-being of Black Students (May) (Status: Ongoing).
- Review of Pathways Programs to bring disproportionality indices for enrolment closer to 1.0 through the promotion of programs with students and families, review of enrolment/application processes, and revising content and opportunities to be culturally reflective and responsive so that all students see their selves, the contributions of their communities, and the diversity of society reflected in what and how they are learning (Status: Ongoing).

Provide ongoing training for psychologists in culturally responsible and responsive assessments (Ongoing)

- Psychological Services engaged in training with: Dr. Janine Jones about culturally responsive, identity affirming anti-oppressive assessment practices and interpretation, psychoeducational tools, and applicable professional practice considerations (March 31), and 2) Dr. Jordan Wright on Anti-Oppressive Assessment Practices (April 27) (Status: Ongoing).

Review suspensions and expulsions to monitor racial disproportionalities (Winter/Spring 2022)

- Board published an ESCS Themed Research Report called “Facts and Trends in Suspensions” which provides racial disproportionalities of suspensions (September) (Status: Complete).

Develop a process to support Black students who have been (or are facing) suspensions or expulsions.

- Continued research into a variety of available supports, programs, and resources to provide Black-affirming interventions for students in relation to suspensions (Status: Ongoing).
- Supports and resources developed and provided to administrators to support Black students who have been (or are facing) suspensions or expulsions (January - June)

Develop culturally appropriate mental health supports for Black students (Ongoing)

- Started development of a Student Leadership Framework and Network to support students’ mental health with a focus on centering voices of Black, racialized, and marginalized students (January - June) (Status: Ongoing).
- Community Care Team supporting African, Caribbean and Diaspora hosted Black Mental Health Day events on:
 - February 22 and 23 for students to come together after school to hear about positive mental health and wellness,
 - March 7 was drop-in event for Black parents, guardians, and youth to learn about ways to promote and sustain positive mental health for children in light of pandemic and impacts of systemic racism. (Status: Complete/Ongoing)

- Alliance of Educators Supporting Black Students (AEBS) Family Conference held on March 28 with a focus on Black mental health (Status: Complete).
- Augmenting list of Mental Health Speakers with presentations regarding the intersectionality of race and mental health (Status: Ongoing).

Align the revisions of the Student Mental Health and Addiction Strategy with DABRS Priority 4 (Ongoing)

- Consulted with Alliance of Educators of Black Students (AEBS) (January) (Status: Ongoing).
- Consulted with Equity and Inclusivity Advisory Committee (EIAC) (February 10) (Status: Ongoing).
- Consulted with TAIBU Community Health Centre and Collaborative Relationships with External Service (CRES) partners on holistic approach to mental health and centering the affirmation of student identity (February 14) (Status: Complete).
- Strategy development workgroup is integrating feedback and guidance from consultations (Status: Ongoing).

Creating programs that encourage and empower Black students to aim for high academic achievement and that provide identity-affirming spaces that allow them to maintain a strong and positive sense of self rooted in their racial identity (2021-2022)

- Developed programs for Black students to affirm identity and support student achievement and well-being (Camp Black Brilliance, The Come-Up Summer program, Rise Brothers, and Black Excellence Program) (Status: Ongoing).
- Developed partnership with universities to provide summer transition programs for Black Students (Summer 2021) (Status: Ongoing).
- Held virtual story time sessions for Grades K-3 and 9-12 families (February 18) and Grades 4-8 families (February 24) (Status: Complete).
- DABRS team held a “Family Cookout evening with Chef Maxine” (February 25) (Status: Complete).
- Held a virtual Black History Month evening event with a guest speaker (February 28) (Status: Complete).

Priority 5 Actions (Create a Culturally Relevant and Black-Affirming Curriculum)

The YRDSB will embed the histories of people of African descent, as well as past and present-day contributions of Black people, more fully into the Kindergarten to Grade 12 curriculum. (Winter 2022)

- Provided Primary Math Learning Series Project called “The Many Ways We Are Connected” to ten elementary schools piloting culturally inclusive mathematics in the primary grades. Participating schools engaged in professional learning connected to

cultural awareness and socio-cultural competence. YRDSB developed resources, and picture books were provided to schools that enable the inclusion of history and contributions of other civilizations and cultures into math learning. The intention is to use the pilot as a basis to expand to other schools and other divisions (Status: Ongoing).

- Established a partnership between the Museum & Archives team and Black Canadian Veterans. Through our new No. 2 Construction Battalion Google Map, students and teachers can explore the soldiers who served in the segregated Canadian Expeditionary Force during the First World War (February) (Status: Complete).
- Board-wide order of Sankofa Counternarrative Collection Set for every elementary and secondary school and will be used starting in the Fall for students in Grades 4-10 to help promote understanding of the African Canadian narrative throughout the school year. These Black-affirming counternarratives will provide staff and students with cross-curricular texts that feature past and present contributions and experiences of African Canadians (April) (Status: Complete).
- YRDSB will make mandatory celebrating Black History Month in an identity-affirming way.
- Issued Black History Month Memo and Flyer of Events that outlined student events, community engagement, staff professional learning, podcasts, and drop-in chats (February) (Status: Complete/Ongoing).

The YRDSB will provide the professional development and ongoing learning, resources, and supports to educators to enable them to become more comfortable and confident in delivering a Black-affirming and anti-racist curriculum. (Ongoing)

- Developed and refining a Dismantling Anti-Black Racism in Curriculum and Instruction Traffic Light Thinking Tool for learning how to teach in a way that disrupts anti-Black racism in curriculum and instructional approaches and replaces them with identity-affirming learning based on high expectations (February to Present) (Status: Ongoing).
- Developed a Curricular Gap Analysis Process to support the interrogation of dominant Euro-Canadian narratives of white supremacy and anti-Black sentiments that exist in our curriculum and pedagogy (Status: Ongoing).
- Provided a Learning Series facilitated by Natasha Henry for central consultants, coordinators and principals that focused on unspoken curriculum, anti-Blackness in curriculum, white supremacy, critical race theory and counternarratives (October and November) (Status: Complete).
- Provided a 3-Part Learning Series and Resource called "Dismantling Anti-Black Racism Through the Arts" featuring Black community artists to engage educators and students in developing Black-affirming Arts curriculum and learning opportunities (December) (Status: Complete).
- Provided 3-part Learning Series for teachers, central consultants, coordinators and principals called African Indigeneity with Dr. George Dei, designed to increase and

develop educators' critical anti-racist pedagogy with a focus on bridging theory and praxis, while integrating alternative knowledge and worldviews (February and March) (Status: Complete).

- Provided a series of six learning sessions for Elementary Literacy Teacher Leaders focused on Dr. Gholdy Muhammad's "Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy Book Study" (February to May) (Status: Complete).
- Offered 3 webinars for Grades 7 and 8 English and French Immersion teachers called, "Interrogating Erasure: Using Primary Resources to Center Black Voices in Canadian History." Content co-developed by the Adolescent Literacy team, Historians of African descent (Dr. Cheryl Thompson and Dr. Karen Cyrus), and YRDSB Museums & Archives. The purpose was to empower educators to create culturally relevant and Black-affirming curriculum that showcases Black excellence reflecting the cultural diversity and intersecting identities within the Black community (April and May) (Status: Complete).
- The Adolescent Literacy team worked alongside Bahamian Canadian author Janice Lynn Mather to facilitate a 3-part virtual series called, "Disrupting the Canon: Creating a Culturally Relevant and Black Affirming Curriculum in Secondary English and French Immersion." The focus was on creating Black identity-affirming learning communities through text selection and high impact pedagogies (April and May) (Status: Complete).
- Provided a Learning Series called, "Reading Beyond 'Representation': Black and Indigenous Identity-Affirming Text Selection for Elementary FI Classrooms" which included 3 webinars and 3 drop-in sessions for elementary French Immersion teachers. Series was about identity-affirming text selection with a specific focus on Black and Indigenous identity-affirming texts (Note: This series is also connected to Priority 2 with the goal of increasing the racial literacy of staff). Participants included 65 FI educators from 36 schools across all four CECs. Each school in attendance received a collection of Indigenous-affirming and Black-affirming picture books/graphic texts and supportive pedagogical resources (April) (Status: Complete).

The YRDSB will collaborate with other school boards to create a compendium to the Ontario Curriculum that highlights the teaching of Black history and the Black experience throughout the Kindergarten to Grade 12 curriculum. (Ongoing)

- Continued to work with inter-board working group (established February 2020) consisting of staff from Durham DSB, Peel DSB, Ottawa-Carleton DSB, YRDSB and Ontario Black History Society (Status: Ongoing).
- Expanded membership to include additional members from each board (e.g., YRDSB Dismantling Anti-Black Racism Strategist) (January) (Status: Ongoing).

Priority 6 Actions (Improve the ways in which Black Parents, Families, and Communities can Engage with Schools and the School Board)

The YRDSB will inform Black parents and communities about its recognition and understanding of how systemic racism is manifested in public education, the actions being taken by YRDSB to address it, and how families may engage in this effort (Ongoing)

- Established a Priority 6 Implementation Team and Steering Committee (December) (Status: Ongoing).

The YRDSB will inform Black parents about who to contact when they have issues, the process for addressing issues, and how they will be informed of the outcome (Ongoing)

- Information was posted on the Centre for Black Student Excellence portal page (Status: Ongoing).

The YRDSB will develop mechanisms to communicate directly with Black parents (Ongoing)

- Developed DABRS team is developing a newsletter for families and parents of Black students (March) (Status: Complete/Ongoing).

The YRDSB will support Black parents to learn about the resources available to them to support them in partnering in their child's education.

- Drafted content for Developing web pages for families focused on families to support resources for Black students (February) (Status: Complete/Ongoing).
- Completed relevant sessions at the PEAC Regional Symposium including THRIVE presentation from MACCA; Mattering and Belonging: How student success is connected to well-being and equitable and inclusive learning environments from YRDSB's Equity Teacher Facilitators; and It Takes a Village from Sherron Grant, Clovis Grant, Sawubona Africentric Circle of Support (May 4) (Status: Complete).
- Held an information session for families of Black-identifying students called, "Transitions and Pathways". The focus of the session was to provide information regarding Grade 8 to 9 transition to secondary school, introduce the DABRS team, and respond to specific questions from parents and community members (February 7) (Status: Complete).

Priority 7 Actions (Hire and Support Black Staff)

Launch outreach recruitment strategy (2021-2022)

- Developing a system-wide recruitment process plan for principals, social workers, child and youth workers, student success teachers, guidance counsellors, community partners, and other support staff (Status: In Progress).

Continue Implementation of the Employment Equity Audit (Ongoing)

- Preparations for Report to Board on Employment Equity Audit and launch of internal/external progress tracker (November) (Status: Ongoing).

- Employment Equity Audit progress report (HRS action status, examples of changes, and data) brought to the Board. Plans for a www page containing regular updates is underway (February) (Status: Ongoing).

Create version of HRS Visibility Project for beta testing (Ongoing with full completion in 2023)

- Draft new HRS resources pages on BWW (Fall 2021) (Status: Complete).

Develop and launch Mentorship Program with emphasis on racialized and Indigenous staff (2021-2022)

- Re-design YRDSB Mentorship Program and hold consultations in collaboration with the Durham District School Board (Fall 2021) (Status: Complete).
- Pilot of revised Mentorship program underway (e.g., issued calls for mentors and mentees, and created programming with Turner Consulting Inc.) (Status: Complete).
- Ensuring the provision of options for preferred pathways to mentees (Status: In Progress).
- The Indigenous and Racialized Leaders Mentorship Program has 48 mentee/mentor pairs based on their preference (e.g., racial identity, panel) and learning on coaching is underway to support these mentoring relationships (Status: Ongoing).
- Offered 5 sessions to 31 participants in the Aspiring Indigenous and Racialized Leaders Learning series. Participants explored the implications of being an Indigenous and/or racialized leader, and effective leadership actions (Status: Complete).

Build internal and external mental health supports for Black staff members (Ongoing)

- Discussed enhancing external social identity specific supports with YRDSB's Employee and Family Assistance Program (EFAP)/Compsych (February) (Status: Ongoing).

Update the Unconscious Bias training for all SOs, Principals and HRS staff participating in the Principal and Vice-Principal Selection Processes

- HRCO updated Unconscious Bias Training for 2021-2022 school year and has been delivering it to hiring managers involved in Principal and Associate Director selection processes (Status: Ongoing).
- Revised Unconscious Bias Training for all SOs and HRS staff involved in the upcoming Principal Selection process (October) (Status: Complete/Ongoing).

Key Performance Indicators: Outcomes

The YRDSB recognizes that the inequitable differences in outcomes experienced by some Black students are a result of the Board and school policies, procedures, and practices that create barriers and perpetuate anti-Black racism. For year one of the five-year implementation period, the Board will look at baseline data to help understand what Black students and staff were experiencing prior to the strategy being implemented. This information informs monitoring and helps to identify how system and school initiatives are impacting Black students. The use of KPIs

is one form of improvement monitoring that complement additional types of information gathered and reported at the family, system², school and student levels.

KPI data were gathered from Board-wide initiatives that seek input from students, families, and staff, such as Every Student Counts Survey (2018-2019), School Climate Surveys (2018-2019, 2020-2021), and the Count Me In! YRDSB Workforce Census (2021-2022). These initiatives will be complemented by information and feedback gathered from some Black students and their families, and Black staff about their experiences at YRDSB. Throughout this first year of the strategy's implementation, the YRDSB's Research and Assessment Services Department released reports on key areas such as [suspensions](#), [special education programming](#), and [mental health and well-being](#). These reports, along with other reports and research briefs, provide further context to the inequities faced by students in the Board and can be found on the [Every Student Counts Survey webpage](#).

Student Outcomes

To understand the experiences of Black students within YRDSB schools, the following KPIs will serve as baseline data for monitoring the long-term impact of the strategy:

1. [Graduation Rates, Leaver Rates, and Post-Secondary Pathways](#),
2. [Representation in Program of Study and Specialized Programs and Schools](#),
3. [Representation in Special Education Programs](#),
4. [Representation among Suspensions and Expulsions](#), and
5. [Student well-being](#).

The monitoring of these KPIs is intended to:

- Provide clear expectations for Black student achievement and well-being,
- Assess the impact of the initiatives outlined in this strategy,
- Identify whether and where adjustments to this strategy are needed,
- Focus school board attention on opportunity gaps, and
- Provide accountability data for use by the community.³

Where are students experiencing barriers?⁴

- Graduation should be an expectation for all students. And, while the graduation rate can be an important indicator of student success overall, a more critical key indicator of equity is whether every student has a voice and choice into their post-secondary pathway programming. A review of students in two cohorts covering 2016 to 2022 indicates that practices, such as streaming, have resulted in Black students continuing to have diminished voice and choice in their post-secondary pathway programming.

Advancing multiple strategies and actions, including de-streaming are essential to redress systemic anti-Black racism within pathway programming.

- Black students (both those who selected Black as their only racial identity, and those who selected Black as one of multiple racial identities) are substantially over-represented as Early Leavers in the 2016-2017 and 2017-2018 Grade 9 Cohorts. The concept of early leavers is also studied as being ‘pushed out’ of school.⁵
- Accessing post-secondary pathways:
 - Black students have historically been over-represented in Applied/Locally developed courses, and as a result, this has limited pathways to post-secondary opportunities.
 - Higher proportions of Black students did not apply to post-secondary education than students of all other racial identities (14.6%), specifically 21.9% of students who only selected Black as their racial identity and 20.9% of students who selected Black as one of multiple racial identities.
 - Higher proportions of Black students had confirmed admission to college: 21.9% of students who only selected Black and 15.3% of students who selected Black as one of multiple racial identities, compared to 12.0% for all other races.
 - Lower proportions of Black students had confirmed admission to university: 43.4% of students who identified as Black as their only racial identity and 59.5% of students who selected Black as one of multiple racial identities, compared to 66.6% of students of all other races.
- Elementary Specialized Programs and Schools:
 - Students who selected Black as their only racial identity are under-represented in the Arts program.
- Secondary Specialized Programs and Schools:
 - Black students are under-represented in Advanced Placement, Arts (e.g., Unionville High School), College Delivered Dual Credit, Gifted Courses, International Baccalaureate, Specialist High Skills Major, and the Ontario Youth Apprenticeship Program.
 - Black students are over-represented in Bill Crothers (i.e., specialized focus on sports and athletics), French Immersion, and High Performance Athlete
- Special Education Programming: As a result of historical and current systemic racism, Black students are over-represented in Special Education Needs Programs (e.g., Special Education, SSC, Learning Strategies Courses), and are under-represented in Gifted programming.
- Suspensions: Black students have and continue to face disproportionately higher suspension rates compared to students of all other races, as well as significantly over-represented in out-of-school suspensions.

- Student well-being:
 - Lower proportions of Grades 7-8 Black students compared to all other racial identities reported that their school is a welcoming place, that they belong to their school, and that they are treated with respect.
 - Lower proportions of Grades 7-12 Black students compared to all other racial identities reported feeling like they belong at their school and are safe at school.
 - Lower proportions of students who selected Black as one of their multiple racial identities reported at least one caring adult who supported them, as well as feeling like adults at school cared about their well-being than students of all other racial identities in 2020-2021.
 - Grades 7-12 students who selected Black as their only racial identity were the highest proportion of students to report feeling good about themselves in 2018-2019 and 2020-2021 compared to students of all other racial identities. This is likely the impact of all that families do to prepare Black children and youth to feel good about themselves prior to entering schools, rather than an impact of schools.
 - Lower proportions of Grades 7-12 Black students (both those that selected Black only, and Black as one of multiple racial identities) reported feeling happy all the time/often in 2018-2019 and 2020-2021 compared to all other racial identities.
 - Higher proportions of Grades 7-12 Black students who selected Black as one of multiple racial identities consistently reported negative feelings such as sad or depressed, nervous/anxious, lonely and socially isolated than all other racial identities in both school years, but especially higher in 2020-2021.

Staff Outcomes

The Dismantling Anti-Black Racism Strategy outlines the Board's commitment to hiring more Black staff and creating working environments that are identity-affirming, inclusive, and anti-racist. To explore the impact of the Strategy on Black staff over the five-year implementation period (2020-2025), the following KPIs will be used as baseline data:

- [Representation of Black employees in workforce and among new hires](#), and
- [Staff well-being](#) (e.g., experiencing barriers due to anti-Black racism, sense of belonging).

How are Black staff represented in the workforce and among new hires?

In the YRDSB, 2.9% of staff self-identified as Black based on the 2021-2022 Staff Workforce Census.

In 2020-2021:

- 4.2% of all applicants to the YRDSB self-identified as Black (either as their only racial identity, or one of multiple racial identities)
- 4.4% of all successful applicants self-identified as Black (either as their only racial identity, or one of multiple racial identities)
- 4.3% of all new hires self-identified as Black (either single racial identity, or one of multiple racial identities)
- When looking at an employee's role, Developmental Support Workers (DSWs) and Intervention Support Workers (ISWs) were the largest proportions of newly hired employees who self-identified as Black (only racial identity) (8% and 15% respectively).

Where are staff experiencing barriers?

- Black staff continue to experience and report anti-Black racism across our system.
- Black staff continue to identify anti-Black racism as a barrier that hinders their access to professional opportunities and outcomes, negatively impacts their well-being, or creates a negative working environment.
- A lower percentage of Black staff agreed that they feel like they matter and feel like they belong compared to all other races.

Where are we going?

In this first annual report, implementation of the strategy priorities and associated actions to date, as well as baseline data for outcomes for Black students and Black staff are provided.

Looking Ahead to Year Two

Having assessed the implementation of the strategy during year one, we recognize that despite being able to accomplish much of what was planned, the pandemic continued to pose challenges (e.g., school model changes, school closures, staff redeployment). Moving into year two, staff are determining various areas of improvement, and how we need to pivot in the years to come and next steps in the process.

What worked

- The assigning and hiring of staff responsible for specifically overseeing the implementation of the Dismantling Anti-Black Racism Strategy helped ensure that this work happened. However, given that it is a small team, and the coordination and implementation of this strategy is a significant undertaking, ensuring the allocation of additional staff with the Dismantling Anti-Black Racism Strategy as part of their portfolio will support the continued success of the strategy implementation within the system.

- The intentional ways that specific initiatives, programming and professional development targeted creating Black-affirming and anti-racist environments were well-received, such as:
 - Black-affirming programming offered for students,
 - Events and outreach to engage Black families, and
 - Workshops and professional learning for staff about racial literacy.
- However, the need for these initiatives, programming and learning to be implemented Board-wide is still necessary to ensure all spaces within the Board are Black-affirming and anti-racist.

What follows are quotations from a student, parents, and staff who participated in specific programming that was offered.

“It was very good preparation before the high school journey. My child benefited from boost in confidence, more knowledge in so many areas, high school course requirements, long term planning post-secondary and beyond, more awareness of his Black identity and racism. I would definitely recommend to future parents. This program provided a feeling of community connectedness that I as a Black person feel has been missing in York Region.” (Parent)

“This was the best day ever. I feel so so smart here. Do I have to go back to class?” (Student)

“As an educator, I liked the variety of platforms used to center students on their journey of loving who they are and affirming their Black identity.” (Teacher)

“To share their own experiences but also to share what excellence looks like. Students were able to hope, [and] have desires to excel above and beyond those who shared with them.”

“Yes, my daughter benefited from the program 100%. The first thing she said in the first class was, ‘it was so nice to see a full class of Black kids!’ I think it helped her realize that other Black kids have the same thoughts as her in school settings. She loved the culture corner where the class was free to speak about different subjects that touched their core. She enjoyed the financial literacy, numbers were taught in a fun way.” (Parent)

What needs to improve

- More explicit ways regarding accountability for leaders to engage in leadership moves that commit to equity and addressing anti-Black racism in strategic planning as well as dismantling anti-Black racism within the day-to-day work of the Board.
- Continue to increase the racial literacy through continued mandatory professional development for senior leaders, school administrators, educators, and staff.

- Intentional efforts to embed a culturally relevant curriculum and pedagogy to create identity-affirming learning spaces and Black-affirming environments.
- Develop supports for staff to avoid creating conditions that lead to over-representation of Black students receiving out-of-school suspensions.
- Continue to review the Specialized Pathways Programs and Schools (e.g., Arts, Gifted, International Baccalaureate) to ensure more equitable representation of Black students across programming:
 - the promotion of programs (i.e., access, location, communication),
 - ongoing review of enrolment/application processes, and
 - revising content to be culturally reflective and responsive so that all students see themselves, the contributions of their communities, and the diversity of society reflected in what and how they are learning.
- YRDSB must continue their efforts to increase Black representation amongst employees. Continuing to support those involved in the recruitment process to understand the value that Black employees bring to the workplace and to recognize and mitigate their own unconscious biases.
- During learning opportunities associated with the YRDSB Leadership Framework, make explicit connections on how Actions for Leaders associated with anti-racism, anti-oppression, collaborative relationships, culturally responsive practices, and equitable and inclusive practices can directly support the priorities of the Dismantling Anti-Black Racism Strategy.

What will we do differently?

- Re-conceptualize the way in which system-led priority actions are implemented so that it operates less in silos and instead uses an expanded, more cohesive approach.
- Priority 6: “Improve the ways in which Black parents, families, and communities are able to engage with schools and the school board” should be occurring within the other six priority areas and not be positioned as a standalone.
- Staff Hiring, Supports, Retention:
 - Revise the racial identity response categories within Apply to Education to align with the racial group options in the 2022 YRDSB Count Me In Staff Census, 2022 Student Survey and 2022 YRDSB Family Survey for consistency and to allow for better comparison across datasets, which follow the Anti-Racism Data Standards.
 - Implement a voluntary self-identification form to gather demographic data to better understand representation of Black staff, and monitor retention and promotion of Black staff into leadership roles.

- Increase the number of Black teachers in the Indigenous and Racialized Leaders Mentorship Program, which is designed for mentoring racialized educators to pursue various career pathways.
- Increase the number of Black staff within schools and across the system.
- Create a process for administrators to monitor the demographic data of new hires, which includes reflection questions and associated actions.
- Based on staff well-being, determine what professional learning and training is needed about attitudes, organizational and structural changes related to anti-Black racism.
- For Monitoring:
 - Monitor available data and update KPIs based on reporting cycles.
 - Ongoing review of the KPIs within priority areas and identified actions.
 - Recognize the limitations of quantitative data for student and staff outcomes and include program/process/practice data that can be connected to school improvement planning.
 - Consider additional KPIs that: monitor career progression and pathways among Black staff, and help the Board better understand why students feel the way they do (Student Well-Being KPI); consider using the 'Within, Between, Around' framework and focus on between (relationships) and around (the environment).

Next Steps in Monitoring and Evaluation

The YRDSB Research and Assessment Services team plans to use both qualitative and quantitative research methods along with intersectionality and anti-racism frameworks to further explore and understand the perceptions and experiences of Black students and staff.

As part of our efforts to collaborate with community members, feedback on this report, the research approach or next steps regarding the ongoing monitoring and reporting structures for the Dismantling Anti-Black Racism Strategy is welcomed. Please contact: research.services@yrdsb.ca with any feedback.



Appendices: Student and Staff Outcomes

Appendix A: Student Outcomes

Identifying inequities and barriers

Important Note:

Throughout this report, the following two categories are used to identify Black participants: Black (single race selection) and Black (multiple race selection). Participants in the Black (single race selection) category indicated Black as their only racial identity. Participants in the Black (multiple race selection) category selected Black as one of multiple racial identity categories. The purpose of this distinction is to highlight the nuanced differences in the experiences of those who identify exclusively as Black and those who identify with multiple racial identities that include Black (also referred to as “mixed”, “biracial” or “multiracial”) that would be lost if participants were grouped into one category.

For several KPI’s, rather than only reporting rates, proportions and counts, a discussion of disproportionality is used to identify inequities and barriers experienced by Black students.

Disproportionality is a measure of an identity group’s over-representation or under-representation in a program, outcome or service relative to the group’s representation in the population.

A **disproportionality index** value that is more than 1 means over-representation, under 1 means under-representation and equal to 1 means equitable representation.

A disproportionality index is a reliable and valid measure that is widely used to quantify inequities within a program or service. When reviewing data, our intention is to examine the over-representation or under-representation of Black students and Black staff within some of the KPIs in order to inform Board actions to address the barriers experienced by Black students and staff.

In many of the graphs, there is an Equity Line (i.e., disproportionality index of 1.0) to illustrate what equitable representation would be within the outcome. For example, if Black students (single race selection) represent 3% of the YRDSB student population in Grades 9 to 12, then we would expect to see 3% of Black students (single race selection) within an outcome or secondary school program.

Graduation Rates, Leaver Rates, and Post-Secondary Pathways

The Dismantling Anti-Black Racism Strategy was launched in March, 2021. Therefore baseline data of the five-year graduation rates and early leaver rates of Black students are provided for the past two school years:

- 2020-2021: Calculated based on students who began Grade 9 in 2016-2017 and graduated within 5 years (i.e., Cohort 2016-2017), and
- 2021-2022: Calculated based on students who began Grade 9 in 2017-2018 and graduated within 5 years (i.e., Cohort 2017-2018).

Graduation Rates

What is it?

The graduation rate is the percentage of students belonging to the same Grade 9 Cohort who obtained an Ontario Secondary School Diploma (OSSD) within five years of beginning high school, less attrition.

- A cohort is comprised of all students who begin Grade 9 for the first time, in the same academic year.
- Attrition refers to a reduction in numbers as a result of transfers or death prior to obtaining an OSSD. Transfers are those who exited the YRDSB to continue their studies elsewhere.
- Only students working toward an OSSD are included in the calculation of graduation rates.

Table 1 provides baseline graduation rates of Black students in YRDSB. ESCS data (e.g., responses to the race question) were connected to graduation data from the Student Information System (SIS) to allow for the disaggregation of graduation rates by race.

Table 1: 5-Year Graduation Rates for YRDSB and Ontario

Graduation Year	Grade 9 Cohort	Ontario	YRDSB (Overall)	YRDSB Black Students (Single Race Selection)	YRDSB Black Students (Multiple Race Selection)
2020 - 2021	2016 - 2017	89.0%	94.7% ⁶	95.9%	96.3%
2021 - 2022	2017 - 2018	Not released yet	94.3%*	92.6%	94.9%

Source: The Provincial Rate is derived from Ministry of Education School Board Progress Report; the YRDSB rates are derived from Student Information System (SIS) and ESCS (2018-2019) data.

*The YRDSB rate is calculated based on the data entered to SIS as of September 14, 2022 and needs to be updated on Oct 31st when the Ministry will calculate the Provincial and school boards’ rates.

Notes: Percentages for YRDSB in this table are slightly different from the YRDSB Graduation and Leaver Rates from the Ministry report because the Ministry includes all students that started in our board in Grade 9 in calculations, even if they left to go to another board.

Why is it important?

Looking at graduation rates and early leaver rates of Black students offers the opportunity to identify the outcomes for students which can limit their access to post-secondary education. The objective of monitoring this KPI is to determine whether YRDSB has increased graduation rates of Black students and eliminated the over-representation of Black students as early leavers (i.e., also studied as being ‘pushed out’ of school⁷) to ensure every student has the opportunity for voice and choice into their post-secondary education.

Post-secondary education through a college or university is widely known to positively impact life experiences such as employment and income. Graduation from secondary school with an Ontario Secondary School Diploma (OSSD) is required⁸ for admission to an Ontario College or University and has therefore often been considered a key performance indicator of successful outcomes in school boards. It is important to note that not all students are pursuing an OSSD. Some students complete high school with an Ontario Secondary School Certificate or a Certificate of Accomplishment.⁹

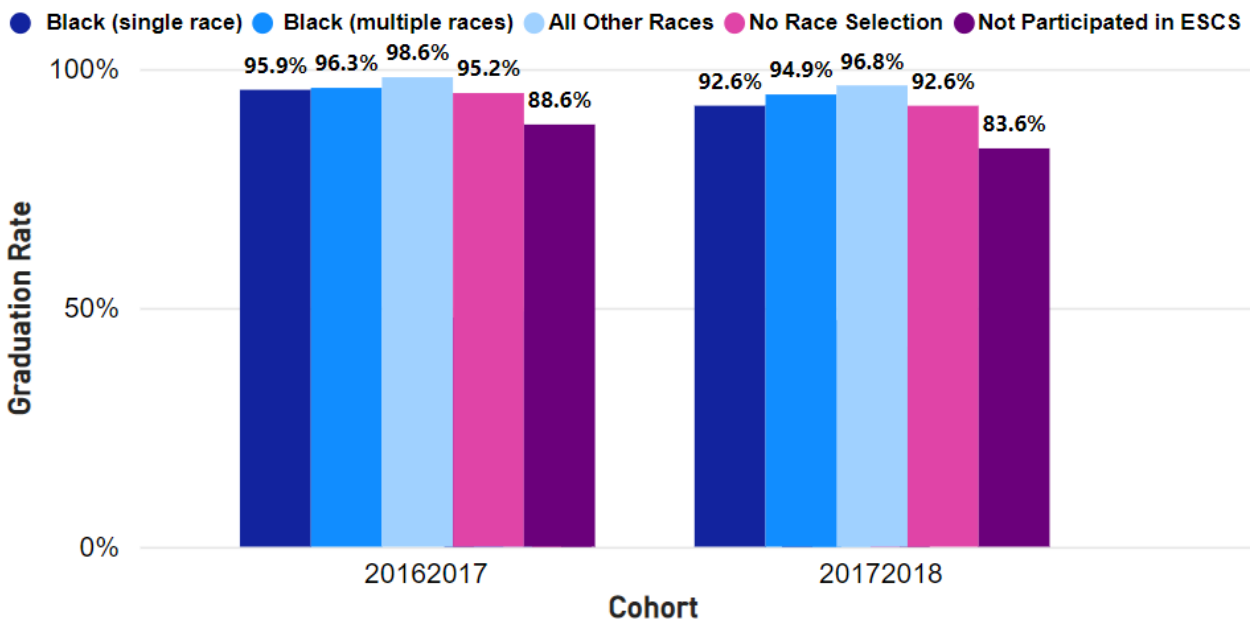
While student graduation rates may be related to several factors including family income, parent education, and language barriers, research demonstrates that systemic racism in education systems contribute to inequitable graduation experiences and outcomes for Black students.^{10,11} For example, districts in North America have reported that Black students are less likely to graduate compared to non-Black students.

What are Black students experiencing at YRDSB?

While the YRDSB graduation rates are usually higher than the Ontario average, it is important to examine whether there are differences in graduation rates across student racial groups (as seen in Figure 2 and Table 2).

- For the 2016-2017 Grade 9 Cohort, the five-year graduation rates for Black students were higher (95.9% and 96.3%) than the YRDSB (94.7%) and Provincial (89.0%) graduation rates; however, when compared to the graduation rates of students of all other racial identities (98.6%), the rates of Black students were slightly lower.
- For the 2017-2018 Grade 9 Cohort, the five-year graduation rates for Black (multiple race selection) students were slightly higher (94.9%) than the YRDSB graduation rate (94.3%). The graduation rates for Black students (both single race selection and multiple race selection) were slightly lower (92.6% and 94.9%) than the graduation rates of students of all other racial identities (96.8%).

Figure 2: 5-Year Graduation Rates of Grade 9 Cohorts (2016-2017 and 2017-2018) by Racial Identity



Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (2018-2019)
Note: Graduation rates for 2017-2018 cohort are calculated based on data entered into SIS as of September 14, 2022, and needs to be updated on October 31, 2022 when the Ministry will calculate the Provincial and School Board rates.

Table 2: 5-year Graduation Rates of Grade 9 Cohorts (2016-2017 and 2017-2018) by Racial Identity

Racial Identity	2016-2017 Cohort Size	2016-2017 Cohort Graduation Rate	2017-2018 Cohort Size	2017-2018 Cohort Graduation Rate**
Black (single race)	246	95.9%	256	92.6 %
Black (multiple races)	163	96.3%	158	94.9 %
All other races	6,370	98.6%	6,839	96.8%
No race selection	547	95.2%	647	92.4%
*Not participated in ESCS	977	88.6%	707	83.6%
YRDSB Total	8,568	94.7%	8,728	94.3%

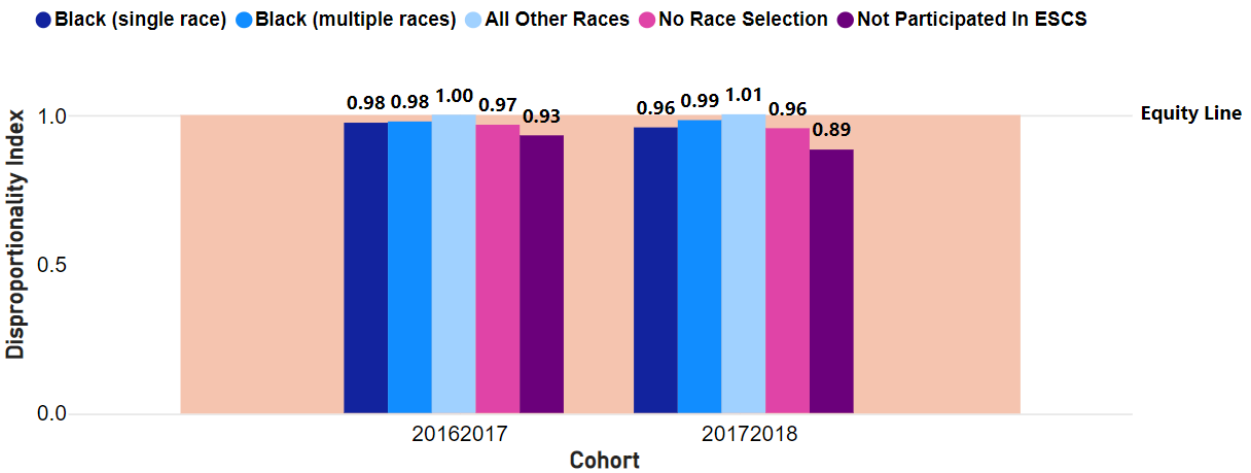
Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (2018-2019).

* Refers to students who were attending YRDSB schools but did not complete the ESCS.

**Graduation rates for this cohort are calculated based on data in SIS as of September 14, 2022 and needs to be updated on October 31, 2022 when the Ministry calculates Provincial and School Board.

In reviewing graduation rates as an overall rate, Figure 3 examines the disproportionality¹ of Black students within two Grade 9 Cohorts² (2016-2017 and 2017-2018) and shows that Black students are still facing systemic issues and are slightly under-represented in five-year graduation rates. For the 2016-2017 cohort, the disproportionality indices (DI) for Black students (both single race selection and multiple race selection) were 0.98, and for the 2017-2018 cohort, the DI were 0.96 and 0.98, respectively.

Figure 3: Disproportionality Indices of 5-Year Graduation Rates by Grade 9 Cohort and Racial Identity



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)

Note: The equity line is a disproportionality index (DI) of 1.0 and means equitable representation of that student group within graduation rates. A DI above 1.0 represents over-representation and below 1.0 represents under-representation.

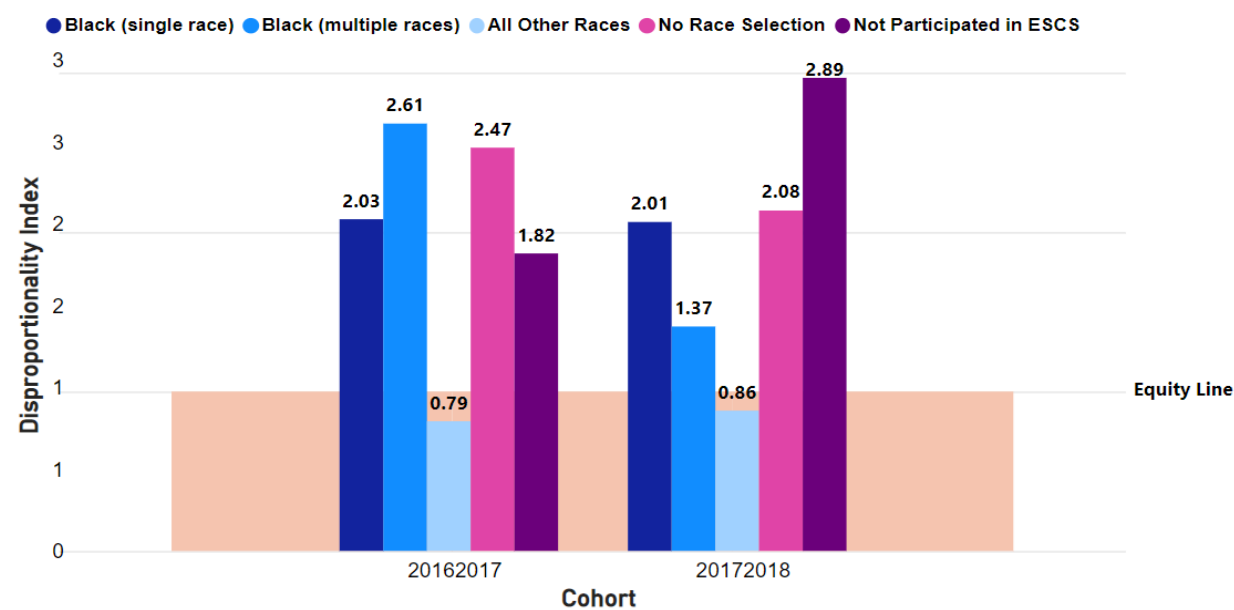
¹ Disproportionality is “a measure of an identity group’s overrepresentation or underrepresentation in a program, service, or function relative to the group’s representation in the reference population” (ARDS).

² Cohort is the group of students as identified by the year they began Grade 9. For example, the 2016-2017 Cohort began with students entering grade 9 in 2016-2017 and graduating in 4 years 2019-2020, or 5 years 2020-2021.

Early Leaver Rates

Another way to look at the experiences of students is to examine Early Leavers, who are students that leave school (not including students who transfer to another Board or education system in another country) before they graduate from high school with an OSSD. Figure 4 shows the substantial over-representation of Black students as Early Leavers. For the 2016-2017 cohort, the disproportionality indices (DI) for Black students are 2.03 (single race selection) and 2.61 (multiple race selection) compared to students of all other racial identities with a DI of 0.79. Similar trend for the 2017-2018 cohort, where the DI for Black students are 2.01 (single race selection) and 1.37 (multiple race selection) compared to students of all other racial identities with a DI of 0.86.

Figure 4: Disproportionality Indices of Early Leaver Rates by Grade 9 Cohort and Racial Identity



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019).
Note: 103 students considered Early Leavers in the 2016-2017 cohort and matched with racial identity in ESCS (2018-2019). 294 students considered Early Leavers in the 2017-2018 cohort and matched with ESCS (2018-2019). The equity line represents a DI of 1.0 and means equitable representation.

Post-secondary Pathways

Every Black student in the YRDSB should have a choice about post-secondary pathways that meets their needs, interests and strengths. Streaming of students into pathways creates barriers to post-secondary access and outcomes, and perpetuates systemic racism.

It is a key goal of YRDSB to increase the percentage of Black students who apply to post-secondary education, and to ensure equitable access to both post-secondary options (College and University). As such, post-secondary pathways as a KPI will be used to monitor progress towards these goals.

Post-secondary pathways look at data for two successive years of applications to Ontario colleges and universities. This data is calculated by matching student information gathered through the ESCS (2018-2019) to information collected from the Ontario University Applications Centre (OUAC) and the Ontario College Applications Centre (OCAS) for the 2016-2017 Grade 9 Cohort who graduated in 2020-2021. Students are organized into four categories:

- Did not apply to post-secondary;
- Applied to post-secondary but did not confirm an offer of admission from an Ontario post-secondary institution;
- Confirmed an offer of admission of an Ontario college;
- Confirmed an offer of admission to an Ontario university.

Being eligible to apply to college and university programs is heavily influenced by streaming practices within Ontario high schools. These programs have distinct prerequisites that are often delineated along the Grade 12 course pathways of either University, College or Mixed (University/College). In general, to attend university, students must be successful in Grade 12 University English, while to attend college, students may be successful in Grade 12 University or College level English. This post-secondary transitional streaming practice is established throughout Kindergarten to Grade 12, but becomes formalized in Grade 9 through the introduction of course types (i.e., Academic, Applied and Locally Developed).

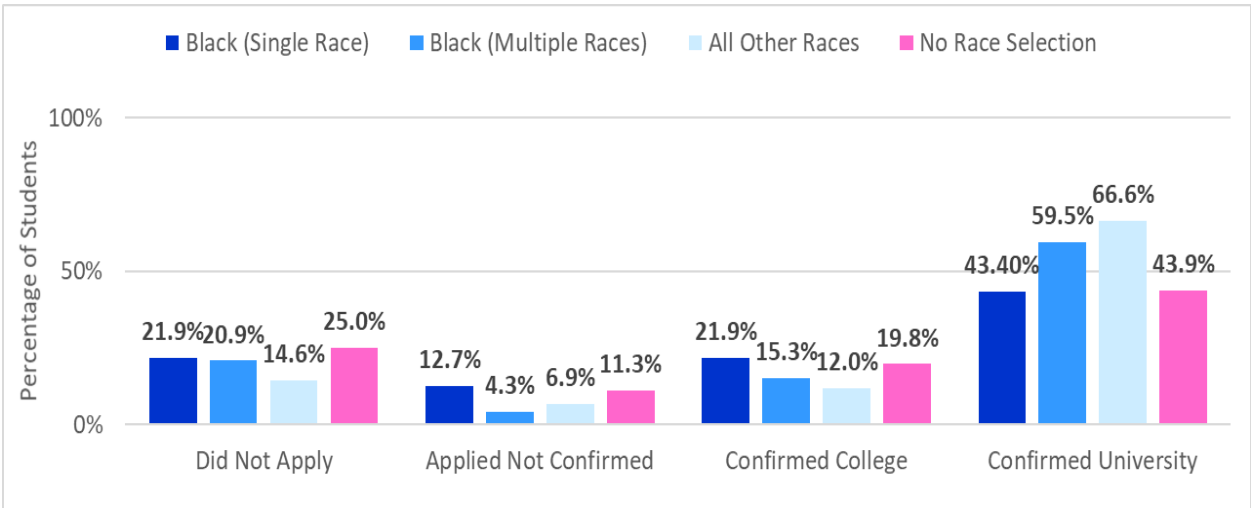
A generation ago, high school was generally the highest education level completed by most Canadians. In recent years, however, the vast majority of Canadians transition to post-secondary, and two thirds or more will ultimately complete a post-secondary credential. Given that most new jobs in the immediate future will require post-secondary education, and that post-secondary education is strongly connected to lifetime earnings and long-term health, it is important to examine key trends of YRDSB students’ pathways to post-secondary access.^{12,13}

What are Black students experiencing at YRDSB?

Figure 5 shows that while most students in the 2016-2017 Grade 9 Cohort¹⁴ transitioned to post-secondary programming:

- Higher proportions of Black students had confirmed admission to college: 21.9% of students who only selected Black and 15.3% of students who selected Black as one of multiple racial identities, compared to 12.0% for all other races.
- Lower proportions of Black students had confirmed admission to university: 43.4% of students who selected Black as their only racial identity and 59.5% of students who selected Black as one of multiple racial identities, compared to 66.6% for all other races.
- Higher proportions of Black students did not apply to post-secondary programming than students of all other racial identities, specifically 21.9% of Black (single race selection) students and 20.9% of Black (multiple race selection) students did not apply to post-secondary programming.

Figure 5: Post-Secondary Pathways for the 2016-2017 Grade 9 Cohort by Racial Identity



Source: YRDSB Student Information System, Every Student Counts Survey (2018-2019), the Ontario University Applications Centre (OUAC) and the Ontario College Applications Centre (OCAS).

Representation in Program of Study and Specialized Programs and Schools

“Black children experience an educational system that limits their ability to learn. As such, the gap in achievement does not reflect innate ability, but instead reflects systemic anti-Black racism within the education system.”

Existing barriers continue to hinder proportional representation and equity of access for Black students in specialized programs and schools across YRDSB.

What is it?

YRDSB offers secondary students the opportunity to enroll in classes within various Program of Study such as: Academic, Applied, and Locally Developed courses taken in Grades 9 and 10 and the University, Mixed, College, and Workplace Preparedness level courses taken in Grades 11 and 12.

Research consistently shows that there are significantly lower transition rates to post-secondary education for students who take mostly Applied courses compared to those who take mostly Academic courses in Grade 9. Furthermore, data show that the students most likely to be streamed into this course type are students who are Indigenous, Black, from low-income households, and/or have disabilities or other special education needs. Students in the Applied course stream are limited in the courses they can take in later grades, which in turn limits their access to post-secondary pathways.¹⁵

To support student success and promote inclusion and equitable outcomes, YRDSB phased out Grade 9 Academic and Applied (streamed) Mathematics courses in 2021-2022. At the same time, YRDSB phased in Grade 9 de-streamed courses and supported students to be successful in these courses.

In addition, the YRDSB offers a variety of specialized programming options for students at the elementary and secondary levels (e.g., Arts, French Immersion, Advanced Placement, International Baccalaureate). However, we know from our and other board's research that students attending these schools and programs do not reflect the diversity of the YRDSB population as a whole. In addition, Black students are disproportionately represented within the specialized programs and school.¹⁶

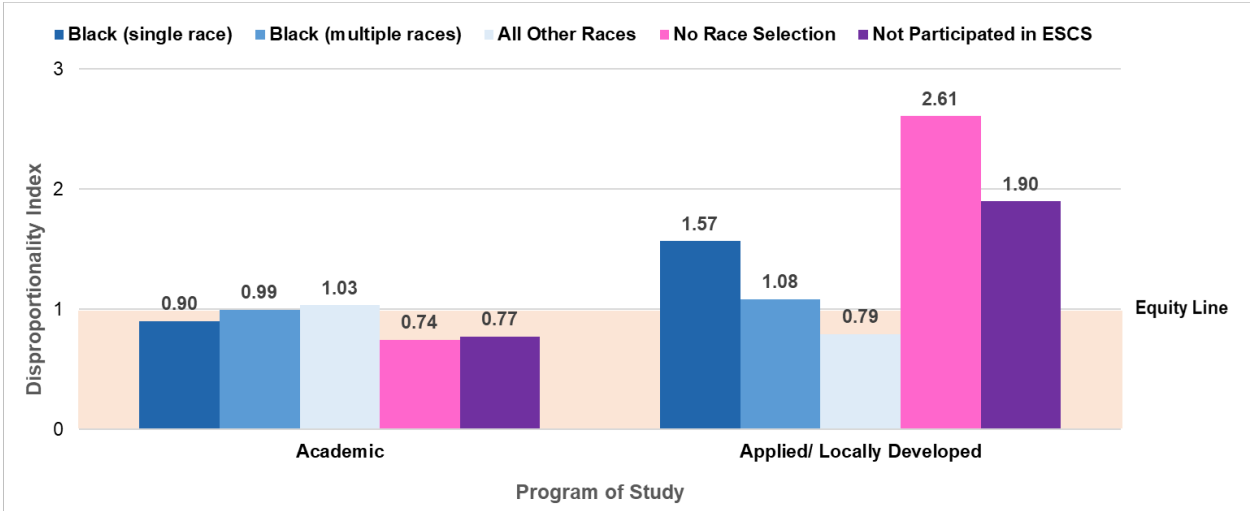
Why is it important?

The objective of monitoring this KPI is to ensure that Black students and their families have equitable opportunities to access the variety of specialized programming that exists in YRDSB from Grades 1 to 12. Students' pathways and programs through K-12 schooling are critically important in determining their graduation and post-secondary outcomes. However, anti-Black racism contributes to inequitable pathways and program outcomes for Black students. For instance, the prevalence of negative stereotypes about Black students limits the ability of educators "to see Black students as academically competent individuals whose abilities, talents, and strengths went beyond the artistic and athletic."¹⁷ Black students are underrepresented in academic streams and gifted programs, and overrepresented in special education and applied programs of study.¹⁸ Many have expressed concern that Black students are "robbed" of the opportunity to participate in gifted programming.¹⁹

What are Black students experiencing at YRDSB?

Figure 6 shows that students who identified as Black (single race) are slightly under-represented in Grade 9 Academic courses and over-represented in Grade 9 Applied/Locally Developed courses with disproportionality indices of 0.90 and 1.57 respectively. Students who identified as Black (multiple races) had more equitable representation in Grade 9 Academic and Applied/Locally developed courses as indicated by disproportionality indices of 0.99 and 1.08 which are closer to the Equity Line.

Figure 6: Disproportionality Indices for Grade 9 Program of Study by Racial Identity



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019).
Note: The equity line represents a disproportionality index (DI) of 1.0 and means equitable representation of that student group within the Grade 9 Program of Study. A DI above 1.0 is over-representation and below 1.0 represents under-representation.

Elementary Specialized Programs and Schools

For elementary school students the following specialized programs are offered: Arts (Grades 5-8), French Immersion (Grades 1-8), Gifted programming, Student Support Centres (SSC). Data about the SSC and Gifted programming are included in the [Special Education Needs Program](#) section. Elementary Art programs begin in Grade 5, and French Immersion begins in Grade 1.

Table 3 shows that Black students (single race selection) are under-represented in the Arts program, given the disproportionality index of 0.79. Black students (both single race and multiple race selections) are over-represented in the French Immersion program with disproportionality indices of 1.16 and 1.22 respectively.

Table 3: Elementary Specialized Programs and Schools by Racial Identity

Self-Identified Racial Identity	Arts (%)	Arts (DI)	French Immersion (%)	French Immersion (DI)	YRDSB
Black (single race)	0.8%	0.79	1.2%	1.16	1.0%
Black (multiple races)	1.6%	2.80	0.7%	1.22	0.6%
All other races	63.5%	1.69	38.6%	1.02	37.7%
No race selection	6.7%	1.60	3.9%	0.93	4.2%
*Not participated in ESCS	27.4%	0.48	55.7%	0.98	56.6%
YRDSB Total	252		12,663		86,128

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
* Refers to students who were attending YRDSB schools and did not participate in the ESCS at all.
Note: YRDSB Total refers to the number of all survey participants including students who selected an Indigenous Identity on survey and does not include students identified from the Student Information System.

Secondary Specialized Programs and Schools

Table 4 provides a breakdown of the proportions of students within the specialized programs and schools at the secondary level.

Table 4: Secondary Specialized Programs and Schools by Racial Identity

Specialized Program or School	Black (single race)	Black (multiple races)	All other races	No race selection	*Not participated in ESCS	YRDSB Total
Pre-AP	1.70%	2.40%	84.30%	3.40%	1.70%	1,137
AP	1.60%	1.50%	76.30%	2.70%	1.60%	731
Arts	1.10%	1.60%	79.90%	5.00%	1.10%	1,231
BC	6.10%	3.50%	75.80%	6.80%	6.10%	1,499
DC	2.00%	1.60%	59.90%	10.90%	2.00%	449
FI	4.10%	2.80%	80.30%	4.00%	4.10%	2,893
Gifted	0.80%	0.90%	82.90%	2.90%	0.80%	1,191
HPA	13.30%	8.00%	62.70%	1.30%	13.30%	75
IB	0.50%	0.60%	91.50%	3.10%	0.50%	1,231
SHSM	2.30%	1.60%	78.60%	5.00%	2.30%	4,676
OYAP	2.00%	1.20%	70.20%	7.00%	2.00%	1,620
YRDSB	2.80%	1.70%	75.50%	6.80%	13.20%	40,911

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
* Refers to students who were attending YRDSB schools, but they did not complete the ESCS.
Note: YRDSB Total refers to all survey participants, including students who selected an Indigenous Identity on survey and does not include students identified from the Student Information System.

Table 5 outlines disproportionality within secondary specialized programs and schools and shows that Black students (both single race selection and multiple race selection) are:

- Under-represented in [Advanced Placement](#) (AP), [Arts](#) (e.g., Unionville High School), [College Delivered Dual Credit](#) (DC), Gifted Courses, [International Baccalaureate](#) (IB), [Specialist High Skills Major](#) (SHSM) programs, and [Ontario Youth Apprenticeship Program](#) (OYAP), and
- Over-represented in [Bill Crothers](#) (i.e., specialized focus on sports and athletics) (BC), [French Immersion](#) (FI), and [High Performance Athlete](#) (HPA).

Table 5: Disproportionality Indices for Secondary Specialized Programs and Schools by Racial Identity

Specialized Program or School	Black (single race)	Black (multiple races)	All other races	No race selection	*Not participated in ESCS	YRDSB Total
Pre-AP	0.60	1.36	1.12	0.51	0.62	1,137
AP	0.59	0.86	1.01	0.40	1.34	731
Arts	0.38	0.93	1.06	0.73	0.94	1,231
BC	2.22	1.99	1.00	1.00	0.59	1,499
DC	0.73	0.89	0.79	1.61	1.93	449
FI	1.50	1.62	1.06	0.60	0.66	2,893
Gifted	0.30	0.53	1.10	0.43	0.94	1,191
HPA	4.82	4.58	0.83	0.20	1.11	75
IB	0.18	0.33	1.21	0.46	0.33	1,231
SHSM	0.84	0.92	1.04	0.73	0.95	4,676
OYAP	0.74	0.71	0.93	1.03	1.48	1,620
YRDSB	1,131	714	30,873	2,775	5,418	40,911

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
*Refers to students who were attending YRDSB schools, however they did not participate in the ESCS.
Note: YRDSB Total refers to all survey participants including students who selected an Indigenous Identity on survey and does not include students identified from the Student Information System.

Representation in Special Education Programs

Behaviors and academic work of racialized students are often perceived by educators as being different from the norm, unless educators are intentionally culturally relevant and responsive in their teaching. Behaviors and any perceived errors of students may lead teachers to view these as a deficit in the child, and falsely refer them to special education.

What is it?

Baseline data for the representation of Black students receiving special education programming is based on students who have been identified with an exceptionality (excluding giftedness) by the Identification, Placement and Review Committee (IPRC) process. Baseline data for Black students in the Gifted program are also provided.

Why is it important?

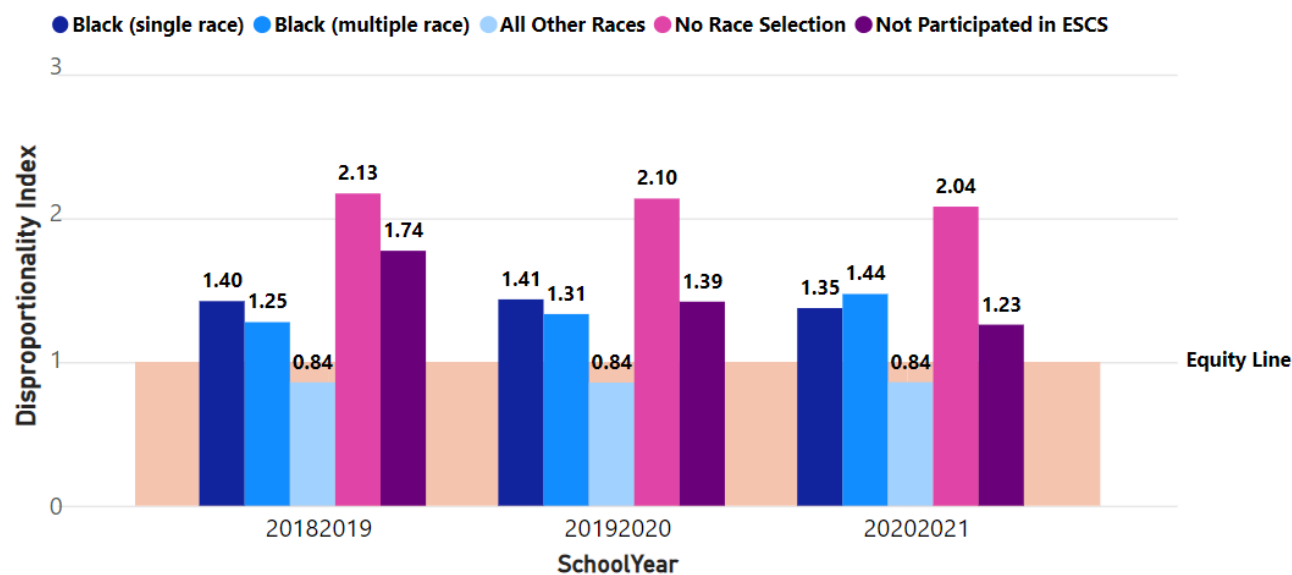
Black students are currently over-represented in special education programs within YRDSB. A key objective of the Dismantling Anti-Black Racism Strategy is to ensure that Black students have equitable representation in special education programming. Over the 5-year monitoring period, disproportionality indices will be used as a KPI to monitor this goal.

Experiences of Black Students in YRDSB

- Within the YRDSB student population, students who selected Black as their only racial identity, and students who selected Black as at least one of their racial identities represent 3.2% and 1.9% of the student population respectively. 4.4% of students with special education needs (SEN) are students who selected Black as only racial identity and 2.4% are students who selected Black as at least one of their racial identities.

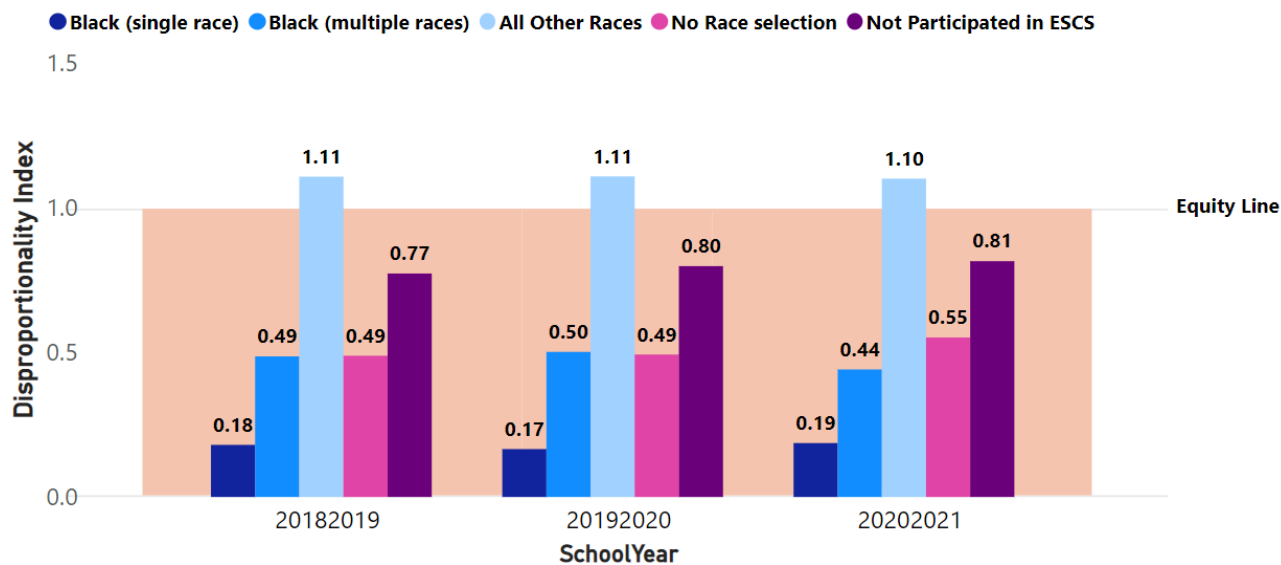
- Figure 7 shows that Black students (both single race selection and multiple race selection) in Grades 7 to 12 have been over-represented in Special Education programming (excluding Gifted) during the period from 2018 to 2021.
- Figure 8 shows that Black students (single race selection) are the least represented in Gifted programming across these school years.
- Table 6 shows that Black students (both single race selection and multiple race selection) have been over-represented in Elementary Student Support Centers (SSC) in 2018-2019 with a disproportionality index of 2.58 and 1.34, whereas students of all other races are under-represented in SSC with a DI of 0.73.
- Table 7 shows that Black students (both single race selection and multiple race selection) have been over-represented in the Secondary Special Education Learning Strategies Course during the period of 2016-2017 to 2020-2021.

Figure 7: Disproportionality Indices for Grades 7-12 Students in Special Education Needs Program (Excluding Giftedness) and Racial Identity



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
*Note above the Equity line (1.0) shows over-representation

Figure 8: Disproportionality Indices for Grades 7-12 Students in Gifted Program by Racial Identity



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
*Note under the Equity line (1.0) shows under-representation

Table 6: Percentages and Disproportionality Indices for Elementary Student Support Centers (SSC) by Racial Identity

Self-Identified Racial Identity	SSC %	SSC Disproportionality Index	YRDSB
Black (Single Race)	2.6%	2.58	1.0%
Black (Multiple Races)	0.8%	1.34	0.6%
Other Races	27.4%	0.73	37.7%
No Race Selection	11.1%	2.64	4.2%
*Not Participated in ESCS	58.1%	1.03	56.6%
YRDSB Total	2,235	n/a	86,128

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
* Refers to students who were attending YRDSB schools, however they did not participate in the ESCS.
Note: YRDSB Total refers to all survey participants including students who selected an Indigenous Identity on survey and does not include students identified from the Student Information System.

Table 7: Percentages and Disproportionality Indices (DI) for Secondary Learning Strategies Courses by Racial Identity

Self-Identified Racial Identity	Learning Strategies %	Learning Strategies DI	YRDSB
Black (Single Race)	3.9%	1.43	2.8%
Black (Multiple Races)	2.0%	1.15	1.7%
Other Races	59.8%	0.79	75.5%
No Race Selection	14.8%	2.18	6.8%
*Not Participated in ESCS	19.5%	1.47	13.2%
YRDSB Total	5,195	n/a	40,911

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)
*Refers to students who were attending YRDSB schools, however they did not participate in the ESCS.
Note: YRDSB Total refers to all survey participants and includes students with Indigenous Identity from Survey but does not include students identified from Student Information System

Representation in Suspensions and Expulsions

Racial identity plays a key role in how student behaviour has and continues to be interpreted²⁰ leading to the over-discipline of some racialized groups.

The Board’s bias-aware progressive discipline approach to address inappropriate behaviour in schools, suspensions, and expulsions²¹ may be applied to students in inequitable ways.

What is it?

The term “suspensions” in this report only refers to out-of-school suspensions. While this is important for understanding systemic inequities facing Black students, the use of out-of-school suspensions as a KPI for monitoring is limited in that it does not account for the “in-school” suspensions involving Black students. In this way, the current suspension data does not fully reflect the ways in which suspensions may be applied inequitably to Black students.

Suspension rates were calculated as the number of students suspended during the entire school year divided by the student enrollment as of October 31, for each respective school year. Demographic data from the ESCS was linked to data from the Student Information System

(SIS) to disaggregate the suspension rates by racial identity. Disproportionality indices are also used to examine the over-representation or under-representation of an identity group in receiving suspensions, compared with their representation in the general population.

Why is it important?

A key objective of the strategy is to ensure equitable representation for Black students in suspensions and expulsions. To this end, YRDSB is committed to reducing the overall suspension rates among Black students and ensuring that Black students are not overrepresented in suspensions and expulsions. This requires schools to commit to anti-racist and Black-affirming learning environments for students and ensure that behaviours are addressed through a bias aware perspective.

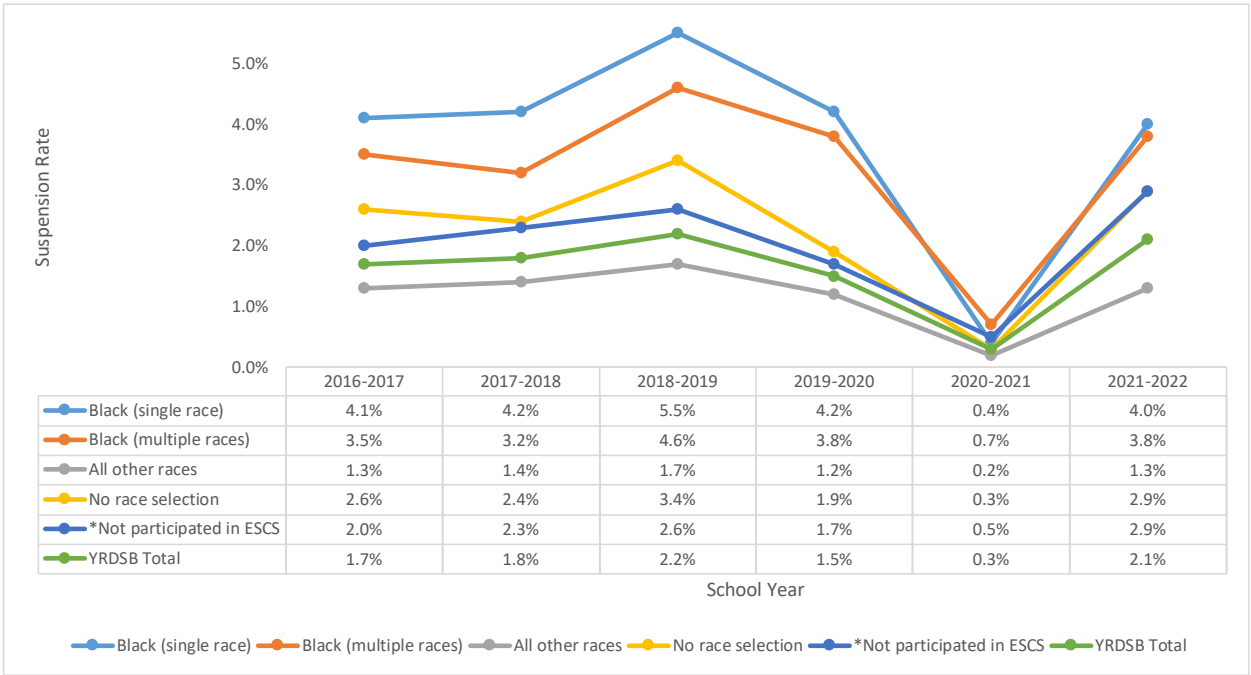
Suspensions and expulsions can negatively impact students' self-concept, self-worth, motivation, and feelings of competence and significance to others. Suspensions and expulsions also increase students' negative disposition toward school and staff and, in turn, promote similar forms of undesired behaviours. In addition, suspensions and expulsions may contribute to inequities among students. Research shows that students identifying as Black are more likely to be suspended than White students and other minority groups.²² Racial identity, for instance, plays a key role in how student behaviour has and continues to be interpreted,²³ leading to the over-discipline of some racialized groups. Over-discipline contributes to streaming some racialized students toward particular pathways. In addition, over-discipline increases the likelihood of students becoming involved in criminal activity²⁴ and decreases the likelihood of graduation from high school. Such disciplinary practices are also strongly linked to unemployment.²⁵

What are Black students experiencing at YRDSB?

- The baseline data for suspension rates (Figure 9 and Table 8) shows that Black students have experienced the highest suspension rates for the past six school years compared to students of all other racial identities.
- While suspension rates have been decreasing since 2018-2019, Grades 4-12 students who self-identified as Black (single race selection) had the highest suspension rates (5.5%) in 2018-2019. Students who selected Black as one of their multiple racial identities had the second highest rate at 4.6%.
- Students who self-identified as Black make up about 2.7% of students in YRDSB schools, yet they accounted for 8.0% of the students suspended in 2018-2019 with a disproportionality index of 2.93 (Figure 10).

Note: When interpreting the suspension rates for 2019-2020 and 2020-2021 school years, please consider that the decline in suspension rates may have been affected by pandemic-related school shutdowns and changes to the learning environments (e.g., virtual schooling).

Figure 9: Suspension Rates for Grades 4-12 Students by Racial Identity and School Year



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)

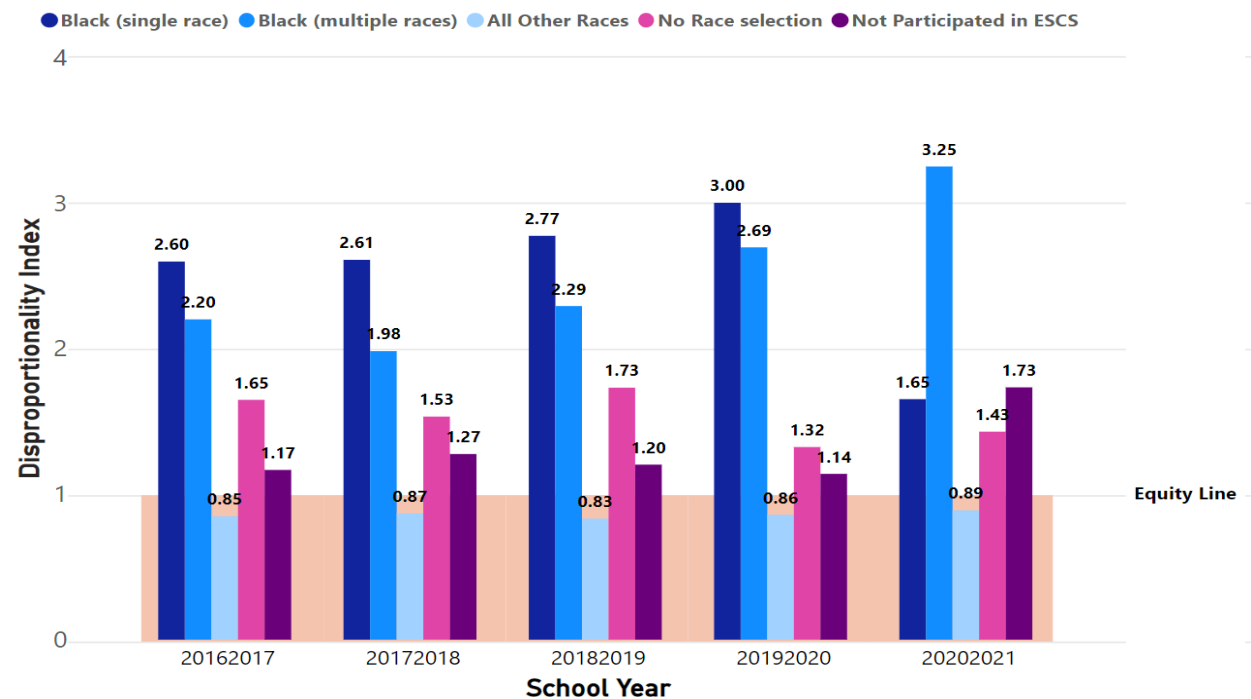
Table 8: Suspension Rates for Grades 4-12 Students by Racial Identity and School Year

Self-identified Racial Identity	Suspension Rate in 2016-2017	Suspension Rate in 2017-2018	Suspension Rate in 2018-2019	Suspension Rate in 2019-2020	Suspension Rate in 2020-2021	Suspension Rate in 2021-2022
Black (single race)	4.1%	4.2%	5.5%	4.2%	0.4%	4.0%
Black (multiple races)	3.5%	3.2%	4.6%	3.8%	0.7%	3.8%
All other races	1.3%	1.4%	1.7%	1.2%	0.2%	1.3%
No race selection	2.6%	2.4%	3.4%	1.9%	0.3%	2.9%
*Not participated in ESCS	2.0%	2.3%	2.6%	1.7%	0.5%	2.9%
YRDSB Total	1.7%	1.8%	2.2%	1.5%	0.3%	2.1%

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)

*Not participated in ESCS refers to students who were attending YRDSB schools but did not complete the ESCS.

Figure 10: Disproportionality Indices of Out-of-School Suspensions for Grades 4-12 Students by Racial Identity



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019)

Student Well-Being

Every student deserves to feel like they belong, matter, are welcomed and are safe in all aspects of their schooling experiences. This means they feel affirmed, validated, and nurtured at school.

What is it?

To establish baseline data regarding student well-being, indicators from existing datasets that were relevant to the physical, socio-emotional, and cognitive well-being of students were used. The data comes from Every Student Counts Survey (2018-2019) and the School Climate Survey (2020-2021) completed by students in Grades 7-12.²⁶

When interpreting the data, it is important to remember that it does not represent a longitudinal study following the same group of students over time; instead, the data for each grade represents a distinct group of students.

Why is it important?

Monitoring this KPI raises awareness of the experiences of Black Students, especially considering their experiences over the past two years with the pandemic and continued anti-Black racism within educational practices, policies, and curriculum. Moreover, continuing to look at this KPI will allow the Board to assess whether it is creating positive, Black-affirming learning environments where Black students can feel safer, welcomed, and respected.

What are Black students experiencing?

To specifically explore whether students perceived their schools and classrooms to be identity-affirming spaces that nurtured a sense of belonging, were welcoming and safe, and felt they were cared about by staff, responses to the following survey questions were used:

- Agreement with:
 - This school is a welcoming place
 - I feel like I belong to this school
 - I am treated with respect at this school

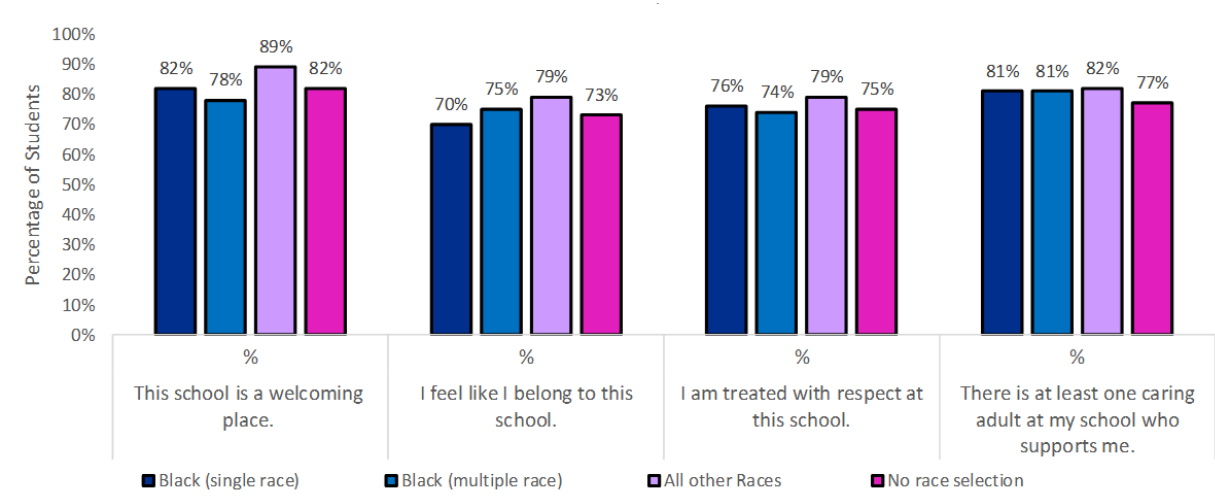
- Adults at my school care about my well-being
 - There is at least one caring adult at my school who supports me
 - I feel safe at this school
- Frequency of feeling like you matter to people at school (all the time/often).

What are Black students experiencing at YRDSB?

Based on Figures 11 to 15:

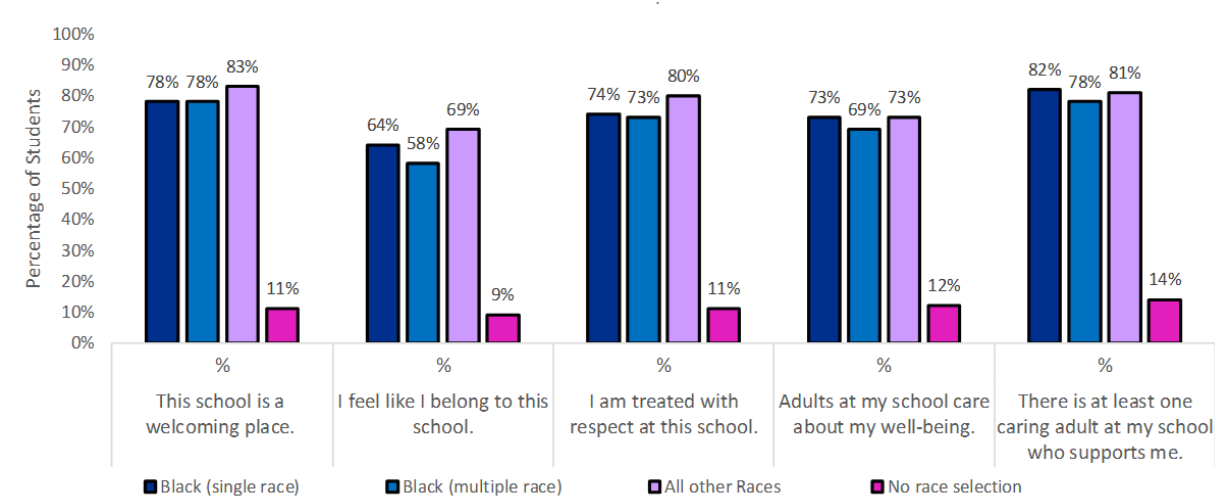
- Lower proportions of Grades 7-8 Black students compared to all other racial identities reported feeling safe at school, that their school is a welcoming place, that they belong to their school, and that they are treated with respect.
- Lower proportions of Grades 9-12 Black students compared to all other racial identities reported feeling like they belong at their school and are safe at school.
- Lower proportions of students who selected Black as one of their multiple racial identities reported at least one caring adult who supported them, as well as feeling like adults at school cared about their well-being than students of all other racial identities in 2020-2021.

Figure 11: Grades 7 and 8 Students Who Responded "Strongly agree" or "Agree" by Racial Identity



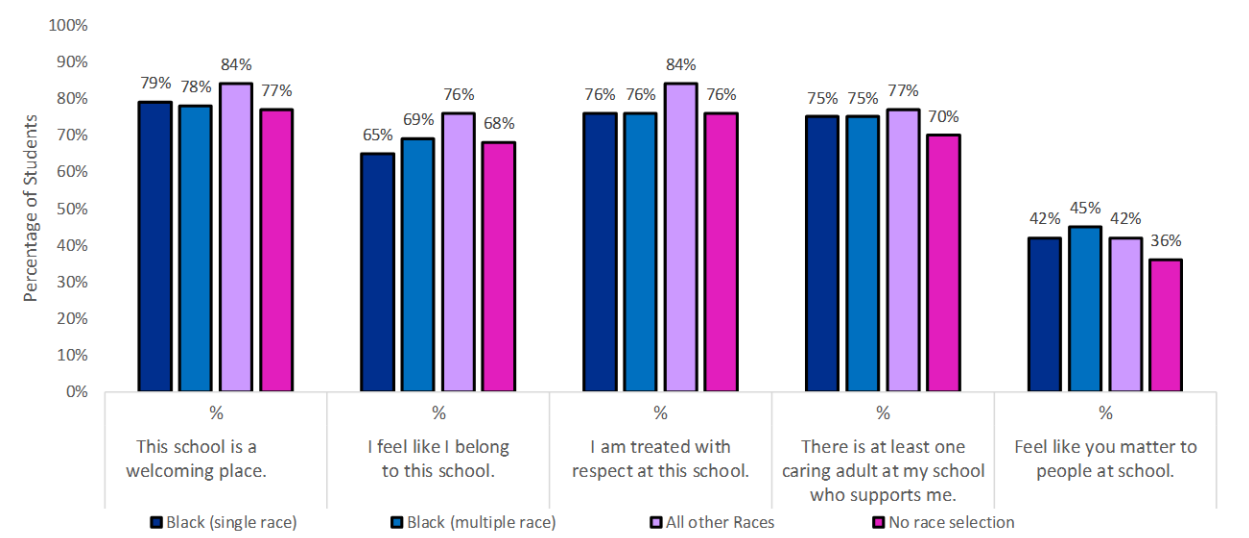
Source: Every Student Counts Survey (2018-2019)

Figure 12: Grade 7 and 8 Students Who Responded “Strongly Agree” or “Agree” by Racial Identity



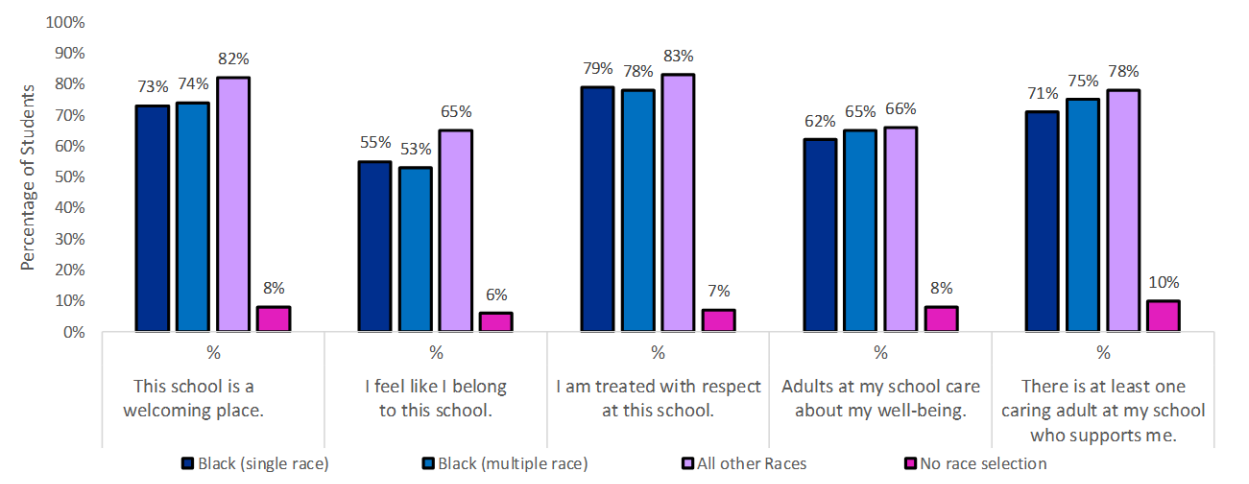
Source: School Climate Survey (2020-2021)

Figure 13: Grade 9-12 Students Who Responded “Strongly Agree” or “Agree” by Racial Identity



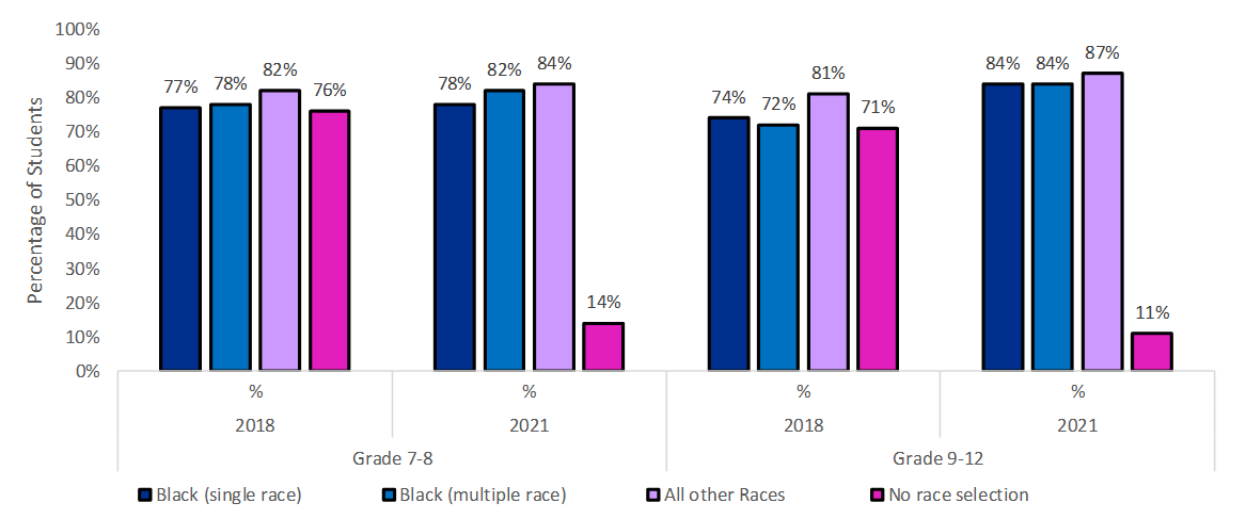
Source: Every Student Counts Survey (2018-2019)

Figure 14: Grade 9-12 Students Who Responded “Strongly Agree” or “Agree” by Racial Identity



Source: School Climate Survey (2020-2021)

Figure 15: Students Who Responded “Strongly Agree” or “Agree” to: I Feel Safe at School, by Racial Identity



Source: Every Student Counts Survey (2018-2019) and School Climate Survey (2020-2021)

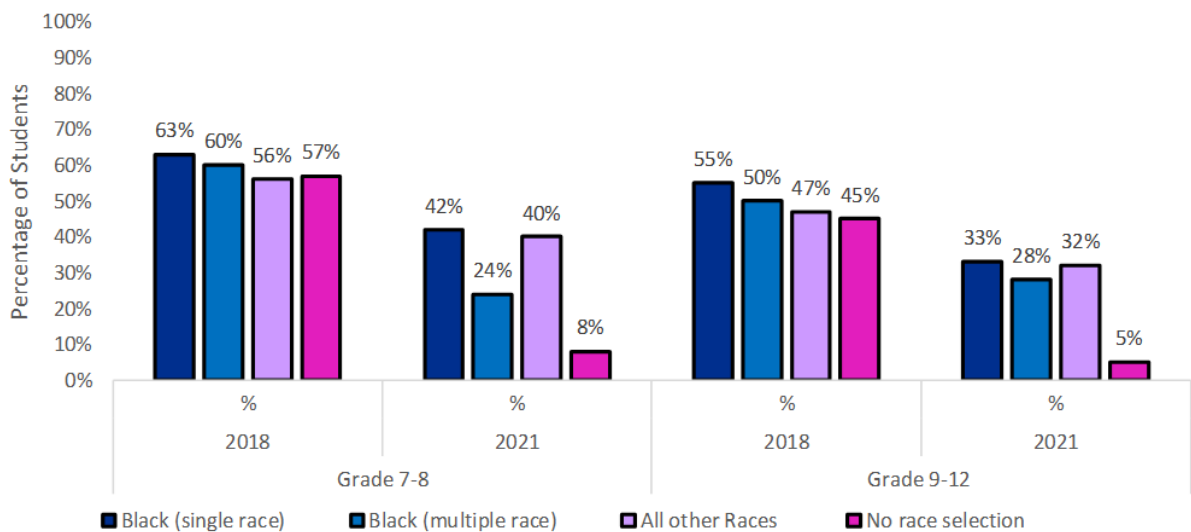
To understand the overall well-being of students the following questions were also explored:

- Agreement with: Feel good about yourself, and
- How often do you feel: Happy, Sad or Depressed, Nervous or Anxious, Lonely, and Socially Isolated?

Based on Figures 16-20, some of the key findings are:

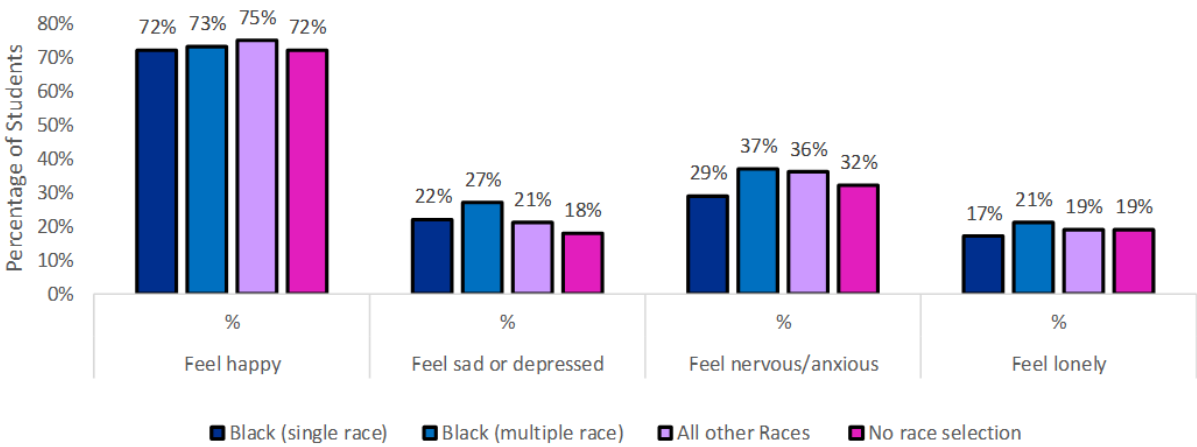
- Grades 7-12 students who only selected Black as their only racial identity were the highest proportion of students to report feeling good about themselves in 2018-2019 and 2020-2021 compared to students of all other racial identities.
- Lower proportions of Grades 7-12 Black students (both those that selected Black only, and Black as one of multiple racial identities) reported feeling happy all the time/often in 2018-2019 and 2020-2021 compared to all other racial identities.
- Higher proportions of Grades 7-12 Black students who selected Black as one of multiple racial identities consistently reported negative feelings such as sad or depressed, nervous/anxious, lonely and socially isolated than all other racial identities in both school years, but especially higher in 2020-2021.

Figure 16: Students Who Responded “All the Time” or “Often” to: I Feel Good About Myself by Racial Identity



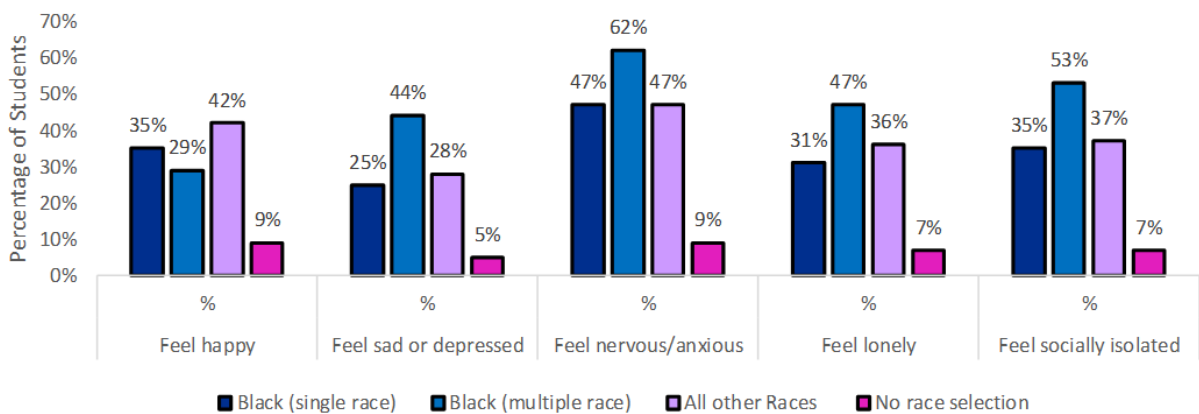
Source: Every Student Counts Survey (2018-2019) and School Climate Survey (2020-2021)

Figure 17: Grade 7 and 8 Students Who Responded “All the Time” or “Often” by Racial Identity



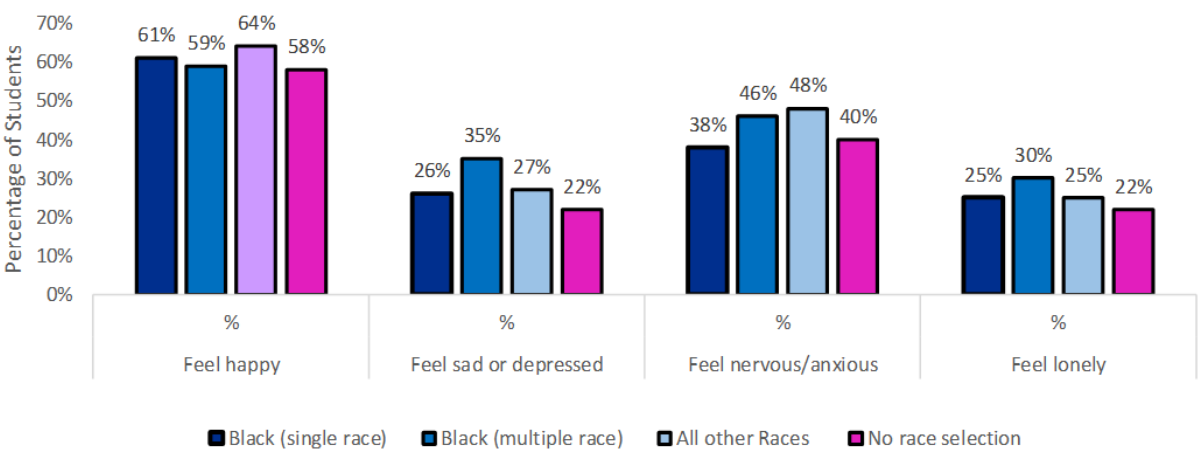
Source: Every Student Counts Survey (2018-2019)

Figure 18: Grade 7 and 8 Students Who Responded “All the Time” or “Often” by Racial Identity



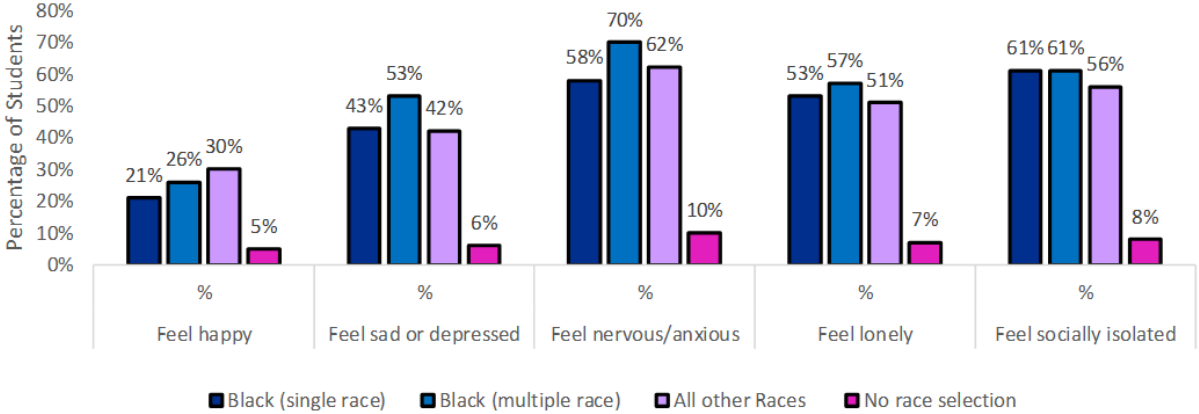
Source: School Climate Survey (2020-2021)

Figure 19: Grades 9 to 12 Students Who Responded “All the Time” or “Often” by Racial Identity



Source: Every Student Counts Survey (2018-2019)

Figure 20: Grades 9 to 12 Students Who Responded “All the Time” or “Often” by Racial Identity



Source: School Climate Survey (2020-2021)

Appendix B: Staff Outcomes

Representation of Black Employees in YRDSB: Workforce and New Hires

The YRDSB has the moral and legal duty to ensure its hiring practices are non-discriminatory and its workplaces are inclusive of the rich diversity of York Region.²⁷

What does it look like at YRDSB?

Of the staff who participated in the YRDSB Count Me In Workforce Census in May, 2022, 2.86% self-identified as Black.²⁸ In terms of staff who directly support students in schools²⁹:

- 1.3% of all elementary teachers in YRDSB self-identified as Black,
- 1.4% of all secondary teachers in YRDSB self-identified as Black,
- 1.3% of all schoolteachers in YRDSB self-identified as Black,
- 2.4% of all CUPE 1734 Student Support Staff (e.g., all Educational Assistant classifications, Designated Early Childhood Educators) in YRDSB self-identified as Black,
- 1.0% of all Professional Student Services Personnel in YRDSB self-identified as Black,
- 4.1% of all elementary Vice-Principals in YRDSB self-identified as Black,
- 1.2% of all secondary Vice-Principals in YRDSB self-identified as Black,
- 3.0% of all elementary Principals in YRDSB self-identified as Black, and
- 4.5% of all secondary Principals in YRDSB self-identified as Black.

Understanding the data

When looking at representation of Black staff among new hires, the baseline data provided is for 2020-2021.³⁰ The new hire data for all employee groups (i.e., not including superintendents, and corporate managers and professional staff) was collected through the Apply to Education website from an optional question in the job application process. This data represents only the applicants who chose to self-identify their race; therefore, there may be more Black applicants and new hires. Further, the data source grouped applicants who indicated more than two race categories into one “multiple race origin” category, without providing the specific race selections. As a result, these 34 applicants remained grouped within the “all other races” category; however, some of these individuals may also be Black. Additionally, the data source included 11 applicants who indicated “a race not listed above”. These applicants remained grouped within the “all other races” category; therefore, some of these individuals may also be Black.

About the Applicants

Table 9 provides a breakdown of the proportions of applicants by racial identities and role.

- 54.9% of all applicants self-identified their race. Of those applicants, 4.2% of all applicants self-identified as Black (single and multiple race).
- 4.4% of all successful applicants self-identified as Black (single and multiple race).
- 18.0% of applicants who self-identified as Black (single and multiple race) were successful applicants.

Table 9: Proportion of Applicants Who Self-Identified Race From the Total Number of Applicants by Role

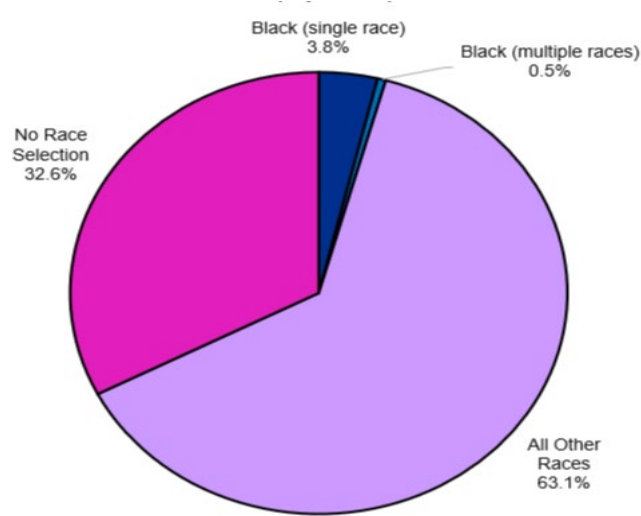
Employee Role	Black (single race)	Black (multiple races)	All other races	No race selection
All Employee Groups	3.7%	0.5%	50.6%	45.1%
Intervention Support Workers	8.6%	0.4%	30.9%	60.1%
French Teachers	6.5%	0.9%	64.6%	27.9%
Developmental Support Workers	4.7%	0.1%	32.7%	62.5%
Designated Early Childhood Educators	2.5%	0.3%	40.7%	56.5%
Secondary Occasional Teachers	4.0%	1.0%	77.5%	17.4%
Elementary Occasional Teachers	3.8%	0.8%	79.1%	16.4%
Caretakers	1.6%	0.3%	16.5%	81.6%
Administrative/ Clerical	1.2%	0.4%	28.5%	69.9%
Library Technicians	0.4%	0.0%	33.5%	66.1%

Source: Apply to Education (2020-2021)

About New Hires

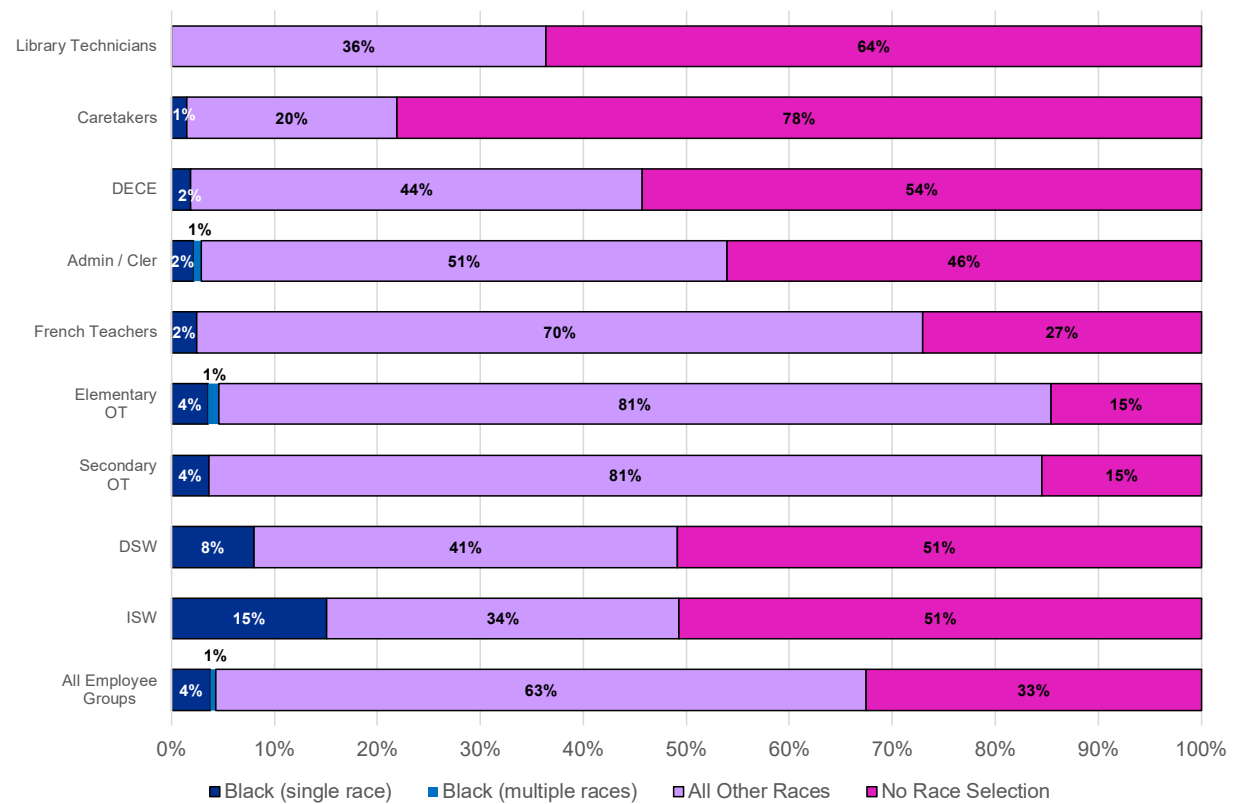
- Figure 21 shows that approximately 4.3% of all new hires in 2020-2021 self-identified as Black (either single racial identity, or one of multiple racial identities).
- Figure 22 and Table 10 provides a breakdown of the proportions of new hires by racial identities and role. Developmental Support Workers (DSWs) and Intervention Support Workers (ISWs) were the largest proportions of newly hired employees who self-identified as Black (only racial identity) - 8% and 15% respectively.

Figure 21: Proportions of New Hires in 2020-2021 by Self-Identified Race For All Employee Groups



Source: Apply To Education (2020-2021)

Figure 22: Proportions of New Hires in 2020-2021 by Self-Identified Race and Role



Source: Apply To Education (2020-2021)

Table 10: Proportions of New Hires by Self-Identified Race and Role

Employee Role	Black (single race)	Black (multiple races)	All other races	No race selection
All Employee Groups	3.8%	0.5%	63.1%	32.6%
Intervention Support Workers	15.1%	0.0%	34.2%	50.7%
Developmental Support Workers	8.0%	0.0%	41.1%	50.9%
Secondary Occasional Teachers	3.6%	0.0%	80.9%	15.5%
Elementary Occasional Teachers	3.6%	1.0%	80.8%	14.6%
French Teachers	2.5%	0.0%	70.5%	27.0%
Administrative/ Clerical	2.2%	0.7%	51.1%	46.0%
Designated Early Childhood Educators	1.9%	0.0%	43.8%	54.3%
Caretakers	1.5%	0.0%	20.4%	78.1%
Library Technicians	0.0%	0.0%	36.4%	63.6%

Source: Apply To Education (2020-2021)

Staff Well-Being and Workplace Barriers

Examining workplace barriers and its impact on staff well-being is integral to understanding the racial trauma experienced by Black staff due to systemic anti-Black racism within policies, practices, and interactions between staff.

To establish baseline data on staff well-being and workplace barriers, data from the 2022 “Count Me In! YRDSB Workforce Census”³¹ will be used. This section of the report outlines findings from the Workforce Census related to experiences of barriers in the workplace as well as perceptions of well-being experienced by Black staff participants.

What are Black staff experiencing?

Workplace Barriers:

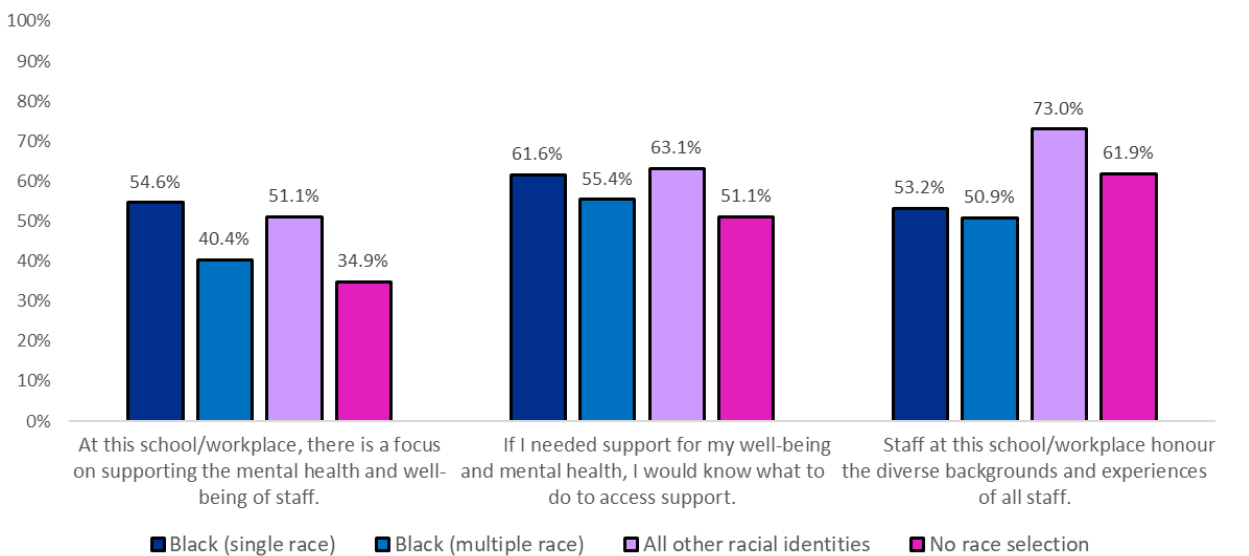
Of the 285 staff who selected Black as a racial identity on the Workforce Census,³² 49.3% (112 out of 227) who self-identified as Black (single race selection) and 22.4% (13 out of 58) who selected Black (multiple race selection) indicated anti-Black racism as a barrier that hinders access to their professional opportunities and outcomes, negatively impacts their well-being, or creates a negative working environment.

Well-being:

Figures 24 and 25 show the percentages of Black staff participants who reported “Strongly agree” or “Agree” to statements related to mental health and well-being.

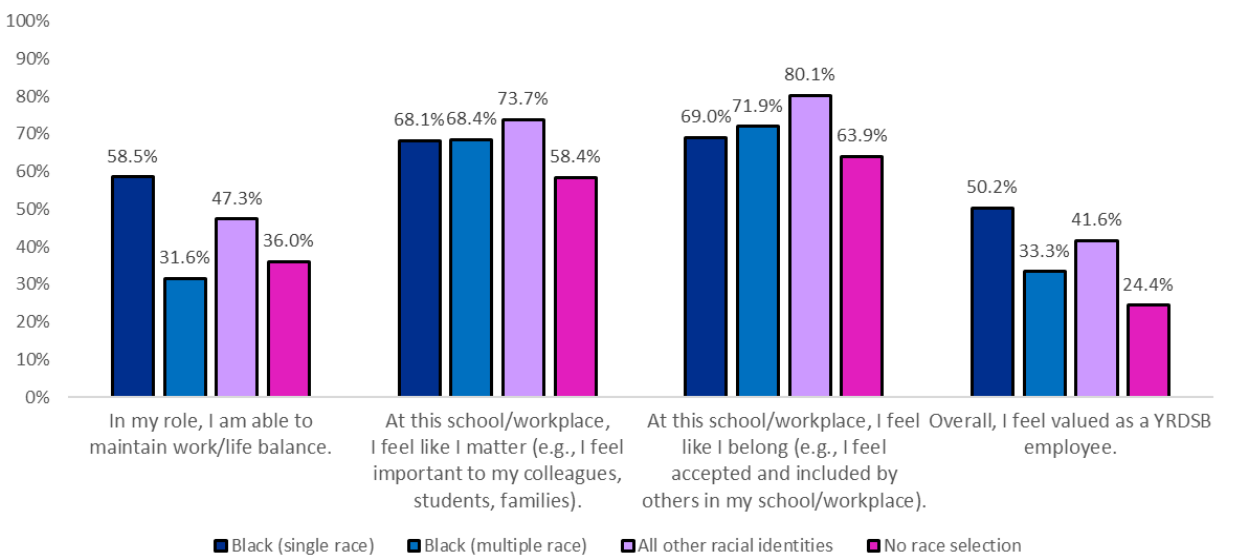
- A higher percentage of Black (single race selection) participants (54.6%) agreed that at their school/workplace there is a focus on mental health and well-being for staff, compared to Black (multiple race selection) participants (40.4%) all other racial identities (51.1%), and those who did not select a race category (34.9%).
- A notably higher percentage of those who selected Black (single race selection) (58.5%) agreed that in their role, they can maintain work/life balance compared to all other racial identities (47.3%) and those who did not select a race category (36.0%); however, a substantially lower percentage of Black (multiple race selection) (31.6%) agreed to this statement compared to these groups.
- Overall, a lower percentage of Black (both single and multiple race selection) staff agreed that they feel like they matter and feel like they belong compared to all other races.
- A higher percentage of Black (single race selection) participants (50.2%) agreed that they feel valued as a YRDSB employee compared to Black (multiple race selection) (33.3%), all other racial identities (41.6%) and those that did not select a race category (24.4%).

Figure 24: Staff Who Responded “Strongly agree” or “Agree” to Statements About Mental Health and Well-Being Supports by Racial Identity



Source: Count Me In! YRDSB Workforce Census (2021-2022)

Figure 25: Staff Who Responded “Strongly agree” or “Agree” to Statements About Mental Health and Well-Being by Racial Identity



Source: Count Me In! YRDSB Workforce Census (2021-2022)

Appendix C: Explanation of Terms

Anti-Oppression: An approach that places equity and human rights at the forefront of actions by intentionally identifying, addressing and changing the values, structures, policies, attitudes and practices that result in discrimination against individuals or groups. The framework promotes an understanding of how power, privilege and oppression operate within institutions.

Anti-Black Racism: Anti-Black racism is prejudice, attitudes, beliefs, stereotyping, and discrimination directed at people of African descent and rooted in their unique history and experience of enslavement. Anti-Black racism is deeply entrenched in Canadian institutions, policies, and practices, such that anti-Black racism is either functionally normalized or rendered invisible to the larger White society. Anti-Black racism is manifested in the legacy of the current social, economic, and political marginalization of African Canadians in society as evidenced by the lack of opportunities, lower socioeconomic status, higher unemployment, significant poverty rates, and overrepresentation in the criminal justice system.

Anti-Racism Data Standards: Anti-Racism Data Standards were established by the Government of Ontario to help identify and monitor systemic racism and racial disparities within the public sector to create an inclusive and equitable society for all Ontarians. The standards establish consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity.

Culturally Responsive Pedagogy: Culturally Responsive Pedagogy or Culturally Responsive Teaching acknowledges, responds to, and celebrates students’ cultures, languages, and life experiences in all aspects of students’ learning (Ladson-Billings, 1994).

DABRS: DABRS is an acronym that refers to YRDSB’s Dismantling Anti-Black Racism Strategy.

Data: “Data is defined as facts, figures, and statistics objectively measured according to a standard or scale, such as frequency, volumes or occurrences. Data does not include information like reports or manuals” (Government of Ontario, 2021).

Disaggregated Data: “Disaggregated data is broken down into component parts or smaller units of data for statistical analysis. In the context of race-based data, this means breaking down the composite (aggregate) “racialized” category into its component parts such as Black, South Asian, East/Southeast Asian, Latino, Middle Eastern, White, etc.” (Government of Ontario, 2021).

Discrimination: Discrimination is the distinction between individuals not based on legitimate terms; refers to arbitrary bias for or against an individual or a group, or the unjust and inequitable treatment of an individual or group. Discrimination can be based on age, birth, socioeconomic class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith belief, sex, or sexual orientation.

Equity: Equity refers to “the systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for ... differences” (Government of Ontario, 2021).

Gifted: The Ministry of Education defines gifted as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated (as cited in York Region District School Board, 2021a).

Identity-Based Data: “Identity-based data refers to information about various aspects of students’ identities (e.g., racial / ethnic background, and sexual orientation). In the educational context, students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Collecting identity-based data is important for evaluating how well programs, resources and practices support students, and identify the groups of students who may be

underserved in order to develop and revise programs, strategies, policies and teaching practices, as well as allocate resources and supports to improve school environments and help students succeed. The Ontario Human Rights Code permits and encourages the collection and analysis of identity data for the purposes of identifying and removing systemic barriers, preventing discrimination, and promoting equity and inclusivity” (Government of Ontario, 2021).

Ideologies: refers to “a set of beliefs or principles, especially one on which a political system, party or organization is based” (dictionary.cambridge.org, 2021)

Inclusive: “Inclusive processes, policies, services, program and practices are accessible to and useable by as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. An inclusive environment is open, safe, equitable and respectful. Everyone can enjoy a sense of trust, belonging and involvement, and everyone is encouraged to contribute and participate fully” (Government of Ontario, 2021).

Indigenous: “Indigenous people identify as being descended from the Original Peoples of what is currently known as Canada. In this context, Indigenous peoples include people who may identify as First Nations (status and non-status), Métis and/or Inuit and any related identities” (Government of Ontario, 2021).

Intersectionality: “Intersectionality is the way in which people’s lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people’s experiences of racism or privilege, including within any one group, may vary depending on the individual’s or group’s relationship to additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors” (Government of Ontario, 2021).

Marginalization: “Marginalization is a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society” (Government of Ontario, 2021).

Oppression: Oppression refers to the “a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom” (dictionary.combridge.org, 2021).

Privilege: Privilege is defined as “unearned power, benefits, advantages, access and/or opportunities that exist for members of the dominant group(s) in society. Can also refer to the relative privilege of one group compared to another” (Ontario Human Rights Commission, 2013, p. 61).

Program of Study: The course level in which the student took the majority of their courses in their Grade 9 year.

Race: “Race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., “socially constructed”), with significant consequences for people’s lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings” (Government of Ontario, 2021).

Racialized (person or group): “Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as “visible minorities” under the Canadian census and may include people impacted by antisemitism and Islamophobia” (Government of Ontario, 2021).

Racial Trauma: Racial Trauma or race-based traumatic stress is a cumulative emotional pain or stressful impacts of experiencing or witnessing discrimination, racism, and institutional racism (Carter, 2007).

Racism: “Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another” (Government of Ontario, 2021). These ideas and practices are maintained when racial prejudice is so often backed by systems of power (Oluo, 2018)

Social Identity: Social identity refers to a person’s sense of who they are based on the social groups the person was born into and belongs to. People can identify or be identified by others on the basis of their social identity (and their intersections). This aspect of an individual’s self-conception is not based on their personal qualities (e.g., skills and abilities).

Stereotypes: Stereotypes is defined as “Qualities ascribed to individuals or groups that are based on misconceptions, false generalizations, and/or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate racism and racial discrimination and give rise to racial inequalities.” (Government of Ontario, 2021).

Streaming: Streaming refers to the separation of students into different course types (streams). In Ontario, students are currently streamed for Math, English, Science, Geography, History and French. The course types (streams) for these Grade 9 and 10 courses are Academic, Applied and Locally Developed (York Region District School Board, 2021b).

Special Education Needs: “Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included” (EQAO, 2019, p.38). Special education needs is a classification of students for school to provide specialized or intensive programming and support. It is closely associated with Program of Study (Brown & Sinay, 2008; Brown & Parekh, 2010) or “streaming” and is widely considered to be strongly connected to postsecondary access.

Systemic Racism: “Systemic racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others” (Government of Ontario, 2021).

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- ¹ James, C. E., & Turner, T. (2017). [Towards Race Equity in Education: The Schooling of Black Students in the G.T.A.](#) Toronto, ON: York University. (p. 65)
- ² Information continues to be made available through the [ESCS themed reports and research briefs](#) published online.
- ³ The [Dismantling Anti-Black Racism Strategy. Part 2: The Strategy](#) (p.22) outlines the intended use of the KPIs.
- ⁴ The following list is a summary of key highlights. For a more detailed explanation with data, tables and graphs, please see [Appendix A: Student Outcomes](#).
- ⁵ Dei, G.J.S., Holmes, L., Mazucca, J., Mclsaac, E., & Campbell, R. (1995). Drop out or push out? The dynamics of black students' disengagement from school: A report. Retrieved at: <https://archive.org/details/dropoutorpushout00deig/page/n7/mode/2up>
- ⁶ Derived from YRDSB Graduation and Leaver Rates Report for 2012-2013 to 2016-17 Grade 9 Cohorts.
- ⁷ Dei, G.J.S., Holmes, L., Mazucca, J., Mclsaac, E., & Campbell, R. (1995). Drop out or push out? The dynamics of black students' disengagement from school: A report. Retrieved at: <https://archive.org/details/dropoutorpushout00deig/page/n7/mode/2up>
- ⁸ Some exceptions may exist (e.g., Mature Student).
- ⁹ Information can be found on the [YRDSB Graduation Requirements webpage](#).
- ¹⁰ Dei, G.J.S., Mazzuca, J., & Mclsaac, E. (1997). *Reconstructing Dropout: Understanding the Dynamics of Black Students Disengagement from School*. Toronto, ON: University of Toronto Press.
- ¹¹ Codjoe, H. (2001). Fighting a 'Public Enemy' of Black Academic Achievement: The Persistence of Racism and the Schooling Experiences of Black Students in Canada. *Race Ethnicity and Education*, 4(4), 343-375. DOI: [10.1080/13613320120096652](https://doi.org/10.1080/13613320120096652)
- ¹² Robson, K., Anisef, P., Brown, R. S., & George, R. C. (2018). Under-represented Students and the Transition to Post-secondary Education: Comparing Two Toronto Cohorts. *Canadian Journal of Higher Education*, 48(1), 39–59. <https://doi.org/10.7202/1050841ar>
- ¹³ Brown, R.S. & Tam, G. (2017). Grade 9 cohort post-secondary pathways, 2011-16. Fact sheet 3, November 2017. Toronto, Ontario, Canada: Toronto District School Board.
- ¹⁴ The cohort sizes of each of the racial identity categories are: Black (single race) is 251 students, Black (multiple races) is 163 students, all other races is 6,384 students, no race selection is 560 students, and not participated in ESCS is 1,014 students.
- ¹⁵ Ministry of Education: A Guide to De-streaming for Board Leaders Revised: January 19, 2021.
- ¹⁶ Sinay, E. (2010). Programs of choice in the TDSB: characteristics of students in French immersion, alternative schools, and other specialized schools and programs. (Research Report No.09/10-13). Toronto, Ontario, Canada: Toronto District School Board.
- ¹⁷ James, C. E., & Turner, T. (2017). [Towards Race Equity in Education: The Schooling of Black Students in the G.T.A.](#) Toronto, ON: York University. (p. 44)
- ¹⁸ James, C. E., & Turner, T. (2017). [Towards Race Equity in Education: The Schooling of Black Students in the G.T.A.](#) Toronto, ON: York University.
- ¹⁹ James, C. E., & Turner, T. (2017). [Towards Race Equity in Education: The Schooling of Black Students in the G.T.A.](#) Toronto, ON: York University. (p. 44)
- ²⁰ Jacobs, T. (2018, July 6). For Black students, stereotyping starts early. *Pacific Standard* <https://psmag.com/education/for-black-students-stereotyping-starts-early>.
- ²¹ Only suspension data is reported in this Annual Report since disaggregating 2018-2019 expulsion data by student demographics was not possible due to the low number of expulsions issued for 2018-2019 (16 expulsions) and 2019-2020 (4 expulsions).
- ²² Coleman, A. L. (2016). A quantitative analysis of school-level factors and their impact on the racial achievement gap. (Unpublished doctoral dissertation). University of Wisconsin-Milwaukee. <http://dc.uwm.edu/etd/1356>

²³ Jacobs, T. (2018, July 6). For Black students, stereotyping starts early. *Pacific Standard*. Retrieved at: <https://psmag.com/education/for-black-students-stereotyping-starts-early>.

²⁴ Cuellar, A. E., & Markowitz, S. (2015). School suspension and the school-to-prison pipeline. *International Review of Law and Economics*, 43(Issue C), 98-106.

²⁵ McMurtry, R., & Curling, A. (2008). [The review of the roots of youth violence: Volume 1](https://www.children.gov.on.ca/htdocs/english/documents/youthandthelaw/rootsofyouthviolencevol1.pdf). Government of Ontario. Retrieved at www.children.gov.on.ca/htdocs/english/documents/youthandthelaw/rootsofyouthviolencevol1.pdf

²⁶ Due to very low response rates to both the Every Student Counts Survey (2018-2019) and School Climate Surveys (2020-2021) for Kindergarten to Grade 6 students, baseline data for this group will not be reported. Response rate for School Climate Survey (2020-2021) was 33% for Grades 7-12.

²⁷ Turner Consulting Inc. (2018). [Employment Equity Audit: Workforce Census](#)

²⁸ The overall response rate for the YRDSB Count Me In Workforce Census in May, 2022 was 54%.

²⁹ Based on data from the YRDSB Count Me In! Workforce Census. (May 2022).

³⁰ The report was completed before the end of August, therefore data for 2021-2022 is incomplete and cannot be reported in this report.

³¹ In May 2022, YRDSB conducted its workforce census entitled, “Count Me In! YRDSB Workforce Census 2022”. The census survey asks questions related to employment, demographics, well-being and mental health, and equity and inclusivity. Surveys conducted with YRDSB staff take place on a cyclical basis. Although these surveys are not conducted every year and therefore cannot be used as annual KPI’s for the DABRS strategy, information from these surveys will be used to monitor DABRS implementation over time to provide information on employment, demographics, well-being, and barriers.

³² A total of 9,951 staff participated in the 2022 Workforce Census, representing an approximate overall response rate of 58%.