



York Region District School Board's Dismantling Anti-Black Racism Strategy Annual Report: Year 3 (2023-2024)



**Creating Anti-Racist and Black-Affirming
Learning and Working Environments**

February 2025

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.

To provide feedback or ask questions about report accessibility, or if you require the report in a different format for accessibility purposes, please contact:

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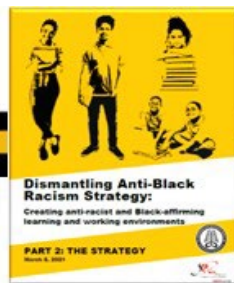
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Land Acknowledgement

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.



Executive Summary

The York Region District School Board (YRDSB) launched the [Dismantling Anti-Black Racism Strategy \(DABRS\)](#) on March 8, 2021, with the goal of establishing racial equity for Black students and staff. This strategy was developed through the collaboration of the Dismantling Anti-Black Racism Steering Committee, Turner Consulting Group Inc., and a Working Group of Black community members and YRDSB staff.

The Dismantling Anti-Black Racism Strategy (DABRS) is outlined in two documents: [Part 1 - Background Report](#) and [Part 2 - The Strategy](#). This third annual report tracks the progress and impact of the strategy on Black students and staff.

Executive Summary of Specific Key Performance Indicators (KPIs)

Section 1: Graduation Rates, Leaver Rates, and Post-Secondary Pathways

- **[Graduation Rates](#)**: Despite a slight improvement since the 2018-2019 cohort, Black students (single race) continue to have lower graduation rates compared to Black students (multiple races) and students of all other races. Disproportionalities remain, with Black students (single race) being underrepresented in graduation rates ([See Figures 3 and 4](#)).
- **[Leaver Rates](#)**: Black students (single race) were overrepresented among early leavers, though there was a gradual improvement. Black students (multiple races) showed occasional overrepresentation but improved over time ([See Figure 5](#)).
- **[Post-secondary Pathways](#)**: Although there has been a slight improvement since the 2018-2019 cohort, Black students (single race) were underrepresented in university admissions but overrepresented in college admissions, as well as among non-applicants and those who applied but did not confirm. Black students (multiple races) had similar trends but were closer to proportional representation ([See Figure 7](#)).

Section 2: Representation in Specialized Programs and Schools

- **[Elementary Programs](#)**: Representation of Black students (single race) gradually improved despite remaining underrepresented in the Arts Programs. Black students

(multiple races) were consistently overrepresented in Arts Programs. Both groups were overrepresented in French Immersion (FI) programs ([See Figure 8 and Figure 9](#)).

- **[Secondary Programs](#)**: Black students (single race and multiple races) were overrepresented in programs such as Bill Crothers Secondary School (BCSS), Dual Credit (DC) and Ontario Youth Apprenticeship Program. However, Black students (single race and multiple races) remained underrepresented in Advanced Placement (AP), Arts, Gifted, and International Baccalaureate (IB) programs ([See Table 1](#)).

Section 3: Representation in Special Education Programs and Learning Strategies Courses

- **[Special Education Needs Program \(Excluding Giftedness\)](#)**: Black students (single and multiple races) were overrepresented in SEN programs, while students of all other races were underrepresented ([See Figure 10](#)).
- **[Gifted Program](#)**: Black students (single and multiple races) were considerably underrepresented in Gifted programs, while students of all other races were overrepresented ([See Figure 11](#)).
- **[Secondary Learning Strategies Courses](#)**: Black students were overrepresented in Learning Strategies courses, with increasing Disproportionality Index (DI) values over time ([See Figure 12](#)).

Section 4: Representation among Suspensions

- **[Suspension rates](#)** Black students (single and multiple races) experienced increases in suspension rates and were overrepresented in receiving suspensions compared to students of all other races, indicating persistent inequities ([See Figure 13](#)).

Section 5: Incidents of Hate Racism and Discrimination

- The Resolve tool reported that Anti-Black racism accounted for over half of the reported incidents in both 2022-2023 and 2023-2024 school years ([See Table 2](#)).

Section 6: Staff Data

[Representation of Black staff among applicants and new hires](#)

- In the year 2022-2023, there was a significant increase in the proportion of Black applicants who chose to self-identify their race. This positive trend was also observed in the new hires data for 2022-2023 ([See Table 3](#)).

- There is an increase in the representation of Black employees in most of the employee groups ([See Table 4 and Figure 14](#)).

Recommended Transformational Shifts & Changes

As Year 4 of DABRS implementation begins, key transformational shifts and changes focus on key actions within three foci areas: bold leadership, culturally relevant teaching, and Black-affirming environments to enhance student achievement, well-being, and community engagement.

- **Enhancing DABRS FOCI Implementation:** Restructure FOCI working groups to directly implement anti-Black racism initiatives in schools, focusing on actionable strategies aligned with the new MYSP.
- **Continuing Targeted Graduation Support:** Support credit achievement and targeted academic assistance to improve graduation rates and expand access to post-secondary education, with a strong focus on the university pathway. This includes reviewing student progress, identifying barriers, and implementing strategies to ensure Black students earn the credits needed for academic advancement. Provide sustained mentorship and academic guidance for Black students through graduation coaches, ensuring they receive the necessary support to navigate their educational journey with confidence and success.
- **Strengthening System Accountability:** Monitor schools with DABRS-related equity goals and funding using structured reporting tools to track implementation, resource use, and impact.
- **Enhancing Community Engagement:** Hold monthly meetings with parents and Black-led community organizations and co-chair DABRS steering committee meetings to ensure Black community voices are central to decision-making.

York Region District School Board's Dismantling Anti-Black Racism Strategy Annual Report: Year 3 (2023-2024)

Introduction

YRDSB staff, students, families, community members, and community agencies have consistently communicated their concerns to the Board including:

1. The impact of anti-Black racism on Black children, families, and communities.
2. It's effect on mental health and career progression for Black staff and students.
3. The entrenched nature of anti-Black racism in the education system (e.g., practices, policies, and curriculum).

In collaboration with the Dismantling Anti-Black Racism Steering Committee, Turner Consulting Group Inc., and Black community representatives, the York Region District School Board (YRDSB) developed the Dismantling Anti-Black Racism Strategy (DABRS). Launched on March 8, 2021, the strategy aims to achieve racial equity for Black students and staff and dismantle structures that perpetuate anti-Black racism within the Board. The strategy is detailed in two documents: [Part 1 - Background Report](#) and [Part 2 - The Strategy](#).

The strategy, as outlined in the [ABR strategy summary](#), identifies seven priority areas, three focal points, 35 key actions, an accountability framework, and Key Performance Indicators (KPIs) (see Figure 1).

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



Dismantling Anti-Black Racism Strategy Implementation Overview



OUR GOAL

Increase Racial Equity for Black Students, Families and Staff

35

1

2

3

Priority Actions from the **Dismantling Anti-Black Racism Strategy** have been mapped across **3 foci areas**.

Bold Leadership and System Practices

This foci area align a commitment to bold leadership and enforces connection of the work of MYP-DAP-DABRS-Procedures-Guidelines-School Improvement Plan through the creation of procedures and guidelines that dismantle anti-Black racism in the Board. Leaders inspire and hold high expectations of efficacy for Black Students and Staff by leading Anti-Black Racism. Creating new possibilities for those in leadership positions to effectuate and be enrolled within the organization by boldly leading conversations on anti-Black racism.

Culturally Relevant Teaching, Learning and Equitable Outcomes

This foci establishes the essential cultural relevance in teaching, learning and curriculum to embrace diversity within, and complexities of, the Black experience(s) and the African diaspora.

Black Affirming Environments and Community Engagement

This foci area is cemented with a specified distinction and supports the creation of a Black-affirming environment conducive to pride, empowerment and clear narratives, that enrich and inspire. The importance of including/listening to voices of Black communities; partnering with Black communities; working alongside; building trust.

These actions are the collective responsibility of System, School and Classroom staff.

Achieving Results

Addressing anti-Black racism and fostering Black-affirming environments requires tangible changes in practices, policies, and outcomes. [The Dismantling Anti-Black Racism Strategy](#) (DABRS) creates an accountability mechanism for resource allocation, monitoring, and evaluation.

Since 2021-2022, the Board identified 35 key actions to advance racial equity for Black students and staff. Annually, the YRDSB publishes a public report documenting progress, supporting Trustees' governance and monitoring of the Board's [Multi-Year Strategic Plan](#). The Director of Education and Coordinating Superintendent of Education, Equity, Inclusive School and Community Services (ISCS), Research and Assessment Services will continue to meet annually with Black community members for feedback on these reports, ensuring community accountability.

Purpose of this report

This third annual report builds on previous reports, providing a comprehensive summary of the 2023-2024 actions and tracking KPIs from various data sources:

- YRDSB Every Student Counts Survey (2018-2019, 2022-2023)
- Student Information System (SIS)
- Ontario College & University Application Data (OCAS, OUAC)
- Resolve Tool & Black staff hiring data (2020-2023)

DABRS Accountability Framework and KPIs

The [accountability framework](#) outlined in the DABRS mandates regular public reporting to enhance community engagement and transparency. The KPIs tracked include:

- Graduation Rates, Leaver Rates, and Post-Secondary Pathways,
- Representation in specialized programs and schools,
- Representation in special education programs,
- Representation among suspensions and expulsions,
- Incidents of hate, racism and discrimination,
- Representation of Black employees in workforce and among new hires.

Why This Data Matters?

Tracking these KPIs enables YRDSB to:

- Set clear expectations for Black student achievement and well-being.
- Identify opportunity gaps and address them through policy, resources, and initiatives.
- Ensure board accountability through community participation.
- Refine and adjust the strategy as needed.
- Evaluate the impact of strategy initiatives.

Connections to Board Strategic Plans

DABRS is an integral component of the [Multi-Year Strategic Plan](#) and [District Action Plan \(DAP\)](#) ensuring a focused approach to racial equity for Black students and staff.

Figure 2: Multi-Year Strategic Plan



While the strategy is relevant to all three MYSP priorities, it is primarily situated within the Human Rights and Inclusive Education. This annual report reinforces the Board’s commitment to transparency, racial equity, and accountability to improving Black student achievement and well-being.

Engaging with this Report through an Anti-Racism Framework

The [Dismantling Anti-Black Racism Strategy, Part 1: Background Report](#) provides an overview of the systemic nature of anti-Black racism in education. This third annual report uses race-based data to monitor progress, while ensuring data collection, interpretation and reporting do not harm Black students and staff.

When analyzing race-based data, it is essential to apply an anti-racism framework by:

- Centring race and racial inequity in data interpretation.
- Recognizing racism as an active, ongoing issue, rather than a historical one.

- Considering historical, socio-cultural, and political contexts to understand disparities.

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?
- Do you 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?

DABRS is monitored over a span of 5 years, tracking short-term (1-2 years, medium-term (3-4 years), and long-term (5 years) impact.

- Year 1: Implementation faced challenges due to COVID-19 disruptions.
- Year 2: The report assessed key performance indicators (KPIs) using baseline data to determine success, challenges, and areas to improve in Black student and staff outcomes.
- Year 3: This report assesses progress and key performance indicators (KPIs) to determine improvements in Black student and staff outcomes.

Summary of Strategy Implementation

The Year 3 Implementation Plan for the DABRS was structured to continue emphasizing the three foci areas.

This following summary provides the relevant actions accomplished between August 2023 and August 2024. Each action is accompanied by a progress status, which falls into the following categories:

- **Complete** - This indicates that the action has been successfully completed.

- **Ongoing** - Denoting that the work is progressing as planned and has adhered to established timelines. The progress remains on track for completion.
- **In Progress** – Signifying that the work is actively advancing. Additional support and/or time might be required.
- **Action Required** - This indicates that the action has been delayed or postponed, necessitating further attention or rescheduling.

Foci Area 1: Bold Leadership & System Practices

Classroom Level: NA

School Level:

- Embed DABRS as a goal in each school's improvement plan (SIP) using SILC process **(1.1; ongoing)**.
- All staff receive mandatory training to understand racial trauma (i.e., Miss, Dismiss and Avoid Training) **(2.2, ongoing)**.
- Provision of professional administrator learning at Joint Administrators Meeting to support the equity goal to be specifically informed by and aligned with DABRS Priority Actions **(1.1, ongoing)**.
- Provision of professional administrators learning to effectively use data (i.e., Street Data Resource) in SIP at Joint Administrator Meetings, specific to priority actions **(1.1, ongoing)**.

System Level:

- Embed DABRS as a goal in each School's Improvement Plan (SIP) using SILC process **(1.1, ongoing)**.
- Establish a committee of Secondary Administrators to address school specific plans to address Key Performance Indicators in relation to achievement for Black Students **(1.1, 4.1, 4.2, & 4.5, ongoing)**.
- Development of DABRS Collaborative Inquiry Focused Pilot Project with four schools to focus on increasing their understanding of the YRDSB Text Selection tool **(1.1 ongoing)**.

Foci Area 2: Culturally Relevant Teaching and Learning Outcomes

Classroom Level: NA

School Level:

- Racial Literacy Project with focus on Grade 5 educators and classrooms in YRDSB **(5.3, complete)**.
- Professional Learning Collaboratives (ISCS) specific to addressing Anti-Black Racism in 16 pilot schools **(2.2, ongoing)**.
- Support for Black Affirming Environments Programming with 48 pilot schools **(4.7, ongoing)**.
- Developing structure to share; "Starting with Affirming Black Identity" Resource in Classrooms" **(5.3, ongoing)**.

System Level:

- Developing a continuum for teachers to reflect on their own journey as it relates to Racial Literacy and Culturally Relevant Responsive Pedagogy **(2.1, 2.2 & 5.3, ongoing)**.
- Development of Structures that hold schools accountable in creation of Black Affirming Environments in schools (i.e., Racial Literacy Project, DABRS Traffic Light Tool) **(2.3, ongoing)**.

Foci Area 3: Black-Affirming Environments and Community Engagement

Classroom Level: NA

School Level:

- Developing Community Engagement opportunities for Families of Black students (e.g., co creation of community-based symposium for Black Students and families) **(6.1, 6.2, 6.3 & 6.4, ongoing)**.

System Level:

- Working with Early Years Team to engage in sessions to help staff disrupt anti-Black Racism in summer programs **(3.2 & 5.3, complete)**.
- Create a new communication plan to ensure that opportunities for Black students and families during summer is shared for Discover Kindergarten Resources at schools **(6.2 & 6.4, complete)**.
- Continue to provide sessions for families of Black students to learn about pursuing different pathways (Ex. One session for Centre for Black Student Excellence Black History Month Session) and partnership with Black Family Community Network (BFCN) **(6.2, ongoing)**.
- Opportunity for families of Black Children to learn about data from DABRS Annual Report **(6.1, complete)**.
- Creation of Executive Summary Style of DABRS Annual Report to use for Community **(6.1, complete)**.

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 Specialized Programs and Schools,
3. Representation in Special Education Programs,
4. Representation among Suspensions and Expulsions,
5. Incidents of Hate, Racism and Discrimination.

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. (York Region District School Board, 2021a, p.22)

Please note, that for several KPIs, the focus of reporting is on Disproportionality Index (DI) as an equity measure rather than only reporting rates, proportions, and counts. A discussion of disproportionality is used to identify inequities and barriers experienced by Black students.

It is important to note the distinction between **percentages** and the **DI** in data analysis. While percentages reflect the proportion of individuals within a specific group who are represented in a particular category or outcome, the DI provides a comparative measure of representation of Black Students relative to their overall population.

This distinction is critical because even when percentages appear low, the DI can reveal significant disproportionalities that highlight underlying inequities that might otherwise go unnoticed. Detailed percentage data can be found in the appendix.

- **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 (DI)** value that is more than 1 means over-representation, under 1 means under-representation and equal to 1 means equitable representation.

Also, throughout this report, the following three categories are used to examine the outcomes for Black students: Black (single race), Black (multiple races) and all other races.

- **Black (single race)** includes students who identified Black as their only racial identity.
- **Black (multiple races)** includes students who selected Black as one of multiple racial identity categories. This distinction allows for a more nuanced understanding of the differing 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").

- **All Other Races** includes students who did not identify as Black, whether as a single or multiple racial identity. It includes students who selected other racial categories, either exclusively or in combination with multiple racial identities.

Section 1: Graduation Rates, Leaver Rates, and Post-Secondary Pathways

Graduation should be an expectation for all students. 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.

1.1 Graduation Rates and Leaver Rates

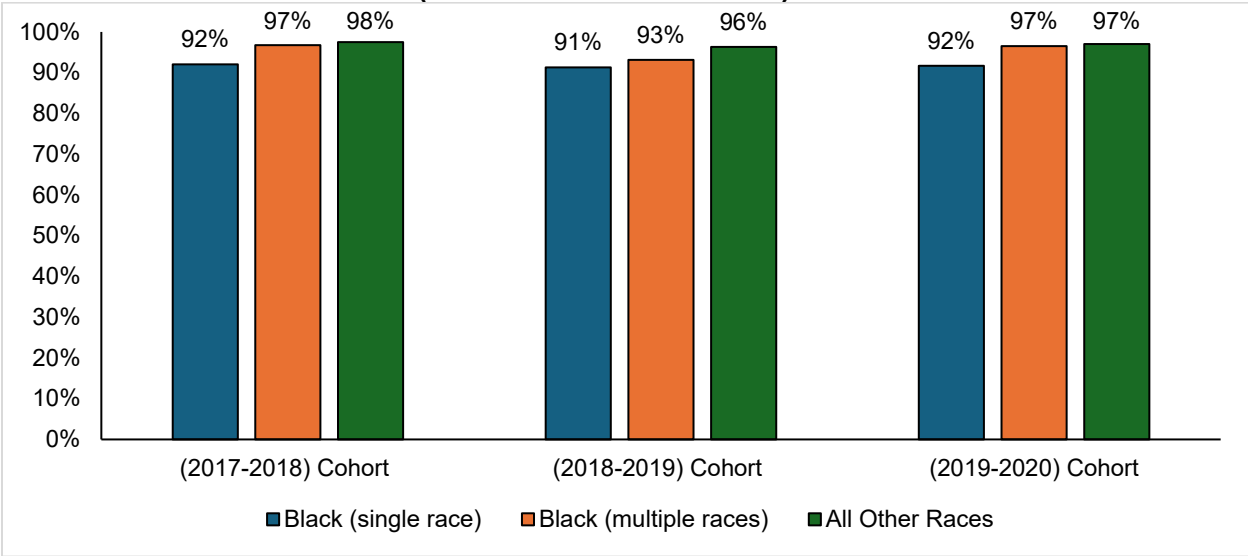
The graduation rate reflects the percentage of students in a Grade 9 cohort who obtain an Ontario Secondary School Diploma (OSSD) within five years, excluding students who transfer out of YRDSB or pass away. Only students pursuing an OSSD are included in the calculation.

Figure 3 shows 5-year graduation rates for three Grade 9 cohorts, comparing Black students (single race and multiple races) to students from all other races.

The percentage of students who graduated within 5 years has remained stable across the past three Grade 9 cohorts (2017-2018 to 2019-2020) for students who identify as Black (Single Race from 92% to 92%, Multiple Race from 97% to 97%). For students from all other races, graduation rates have decreased from 98% to 97% across time.

These trends highlight disproportionalities in graduation rates between racial groups, with Black (single race) students consistently graduating at lower rates compared to both Black (multiple races) and all other races, suggesting the need for continued monitoring and targeted support to ensure equitable educational outcomes for Black students.

Figure 3: Five-year Graduation Rate by Black Students and Students of All Other Races for Grade 9 Cohorts (2017-2018 to 2019-2020).

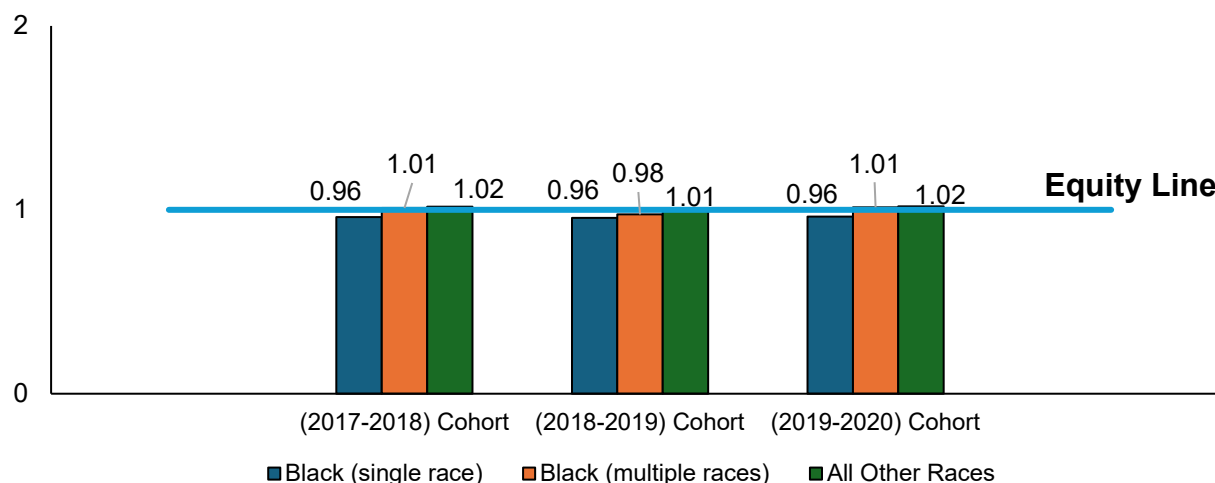


Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (ESCS) 2018-2019 and 2022-2023.

Notes: 2017-2018 Grade 9 Cohort Graduated within five years in 2021-2022; 2018-19 Grade 9 Cohort Graduated within five years in 2022-2023; 2019-2020 Grade 9 Cohort Graduated within five years in 2023-2024.

Figure 4 shows the disproportionality of Black (single race), Black (multiple race) and all other students in 5-year graduation outcomes for the last three Grade 9 Cohorts. The data shows that Black students (single race) had a slightly lower Disproportionality Index (DI) of 0.96 across the last three cohorts). In contrast, the DI for Black students (multiple races) fluctuated between 0.98 and 1.01, suggesting near-proportional graduation outcomes. Students from all other races showed the highest DI values, ranging from 1.01 to 1.02, indicating slight overrepresentation (see Figure 4).

Figure 4: DI Five-year Graduation Rate by Black Students and Students of All Other Races for Grade 9 Cohorts (2017-2018 to 2019-2020).



Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (ESCS) 2018-2019 and 2022-2023.

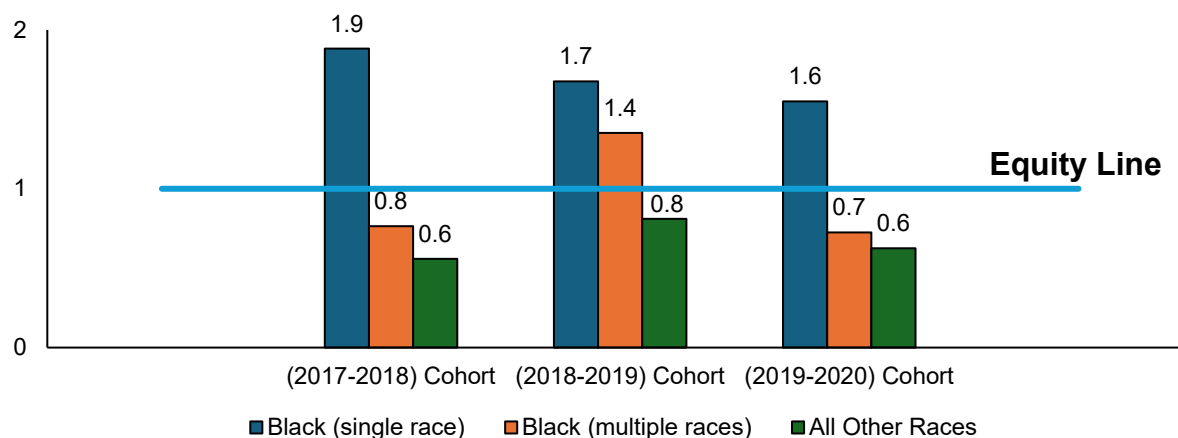
*Note: Above the Equity Line (1.0) shows over-representation.

1.2 Early Leavers

Another way to examine student experiences is by looking at early leavers: Students who leave school before earning an Ontario Secondary School Diploma (OSSD), excluding those who transfer to another board, education system, or country.

As shown in Figure 5, the DI remained above 1 for Black students (single race), reflecting continued overrepresentation among early leavers. However, there was a consistent decline over three consecutive cohorts, from 1.9 in 2017-2018 to 1.7 in 2018-2019 and 1.6 in 2019-2020, which suggests some improvement. Black students (multiple races) showed occasional overrepresentation, peaking at a DI of 1.4 in 2018-2019, but otherwise maintained DI values closer to equity, particularly most recently in 2019-2020 (DI of 0.7). In contrast, students from all other races consistently had DI values below 1.0, indicating underrepresentation among early leavers across all years. For percentages, see [Table 5 in Appendix B](#).

Figure 5: DI of Early Leaver Rates of Black Students and Students of All Other Races for Grade 9 Cohorts (2017-2018 to 2019-2020).



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019) and (2022-2023).

*Note: Above the Equity Line (1.0) shows over-representation.

1.3 Post-Secondary Pathways

It is a key goal of YRDSB to increase the percentage of Black students who apply to post-secondary education and ensure equitable access to both college and university pathways. Figure 6 presents data on post-secondary pathways for Grade 9 cohorts between 2017 and 2020, highlighting the post-secondary pathways of Black students, both self-identified as single race and multiple races, compared to students of all other races.

Students are organized into four categories:

- Confirmed an offer of admission to an Ontario university.
- Confirmed an offer of admission to an Ontario college.
- Applied but did not confirm an offer of admission.
- Did not apply to post-secondary in Ontario colleges or universities.

University Admission Confirmations

For students who confirmed an offer of admission to an Ontario university, data for Black students (single race) shows an increasing trend over the past three cohorts (see Figure 6). However, Black students (multiple races) were more likely to confirm university admission than their single-race peers (55% for the 2019–2020 cohort), although this is lower than the previous two cohorts. Despite these trends, both Black students (single race and multiple races) remain underrepresented in university confirmations compared to students of all other races (Figure 6). The DI for Black students (single race) was below 1, indicating underrepresentation, while Black students (multiple races) had DI values closer to 1 but still below equity. In contrast, students of

all other races had $DI > 1$, indicating overrepresentation in university confirmations (See Figure 7).

College Admission Confirmations

For students who confirmed an offer of admission to an Ontario college, Black students (single race) showed a decrease, from 24% in the 2018–2019 cohort to 20% in the 2019–2020 cohort. Similarly, Black students (multiple races) experienced a decline over the same period, from 23% to 21%. In contrast, students of all other races experienced a slight increase in college confirmations, from 12% to 13%. DI values for Black students (single race and multiple races) were above 1, indicating overrepresentation in college confirmations relative to their population, while students of all other races remained underrepresented ($DI < 1$).

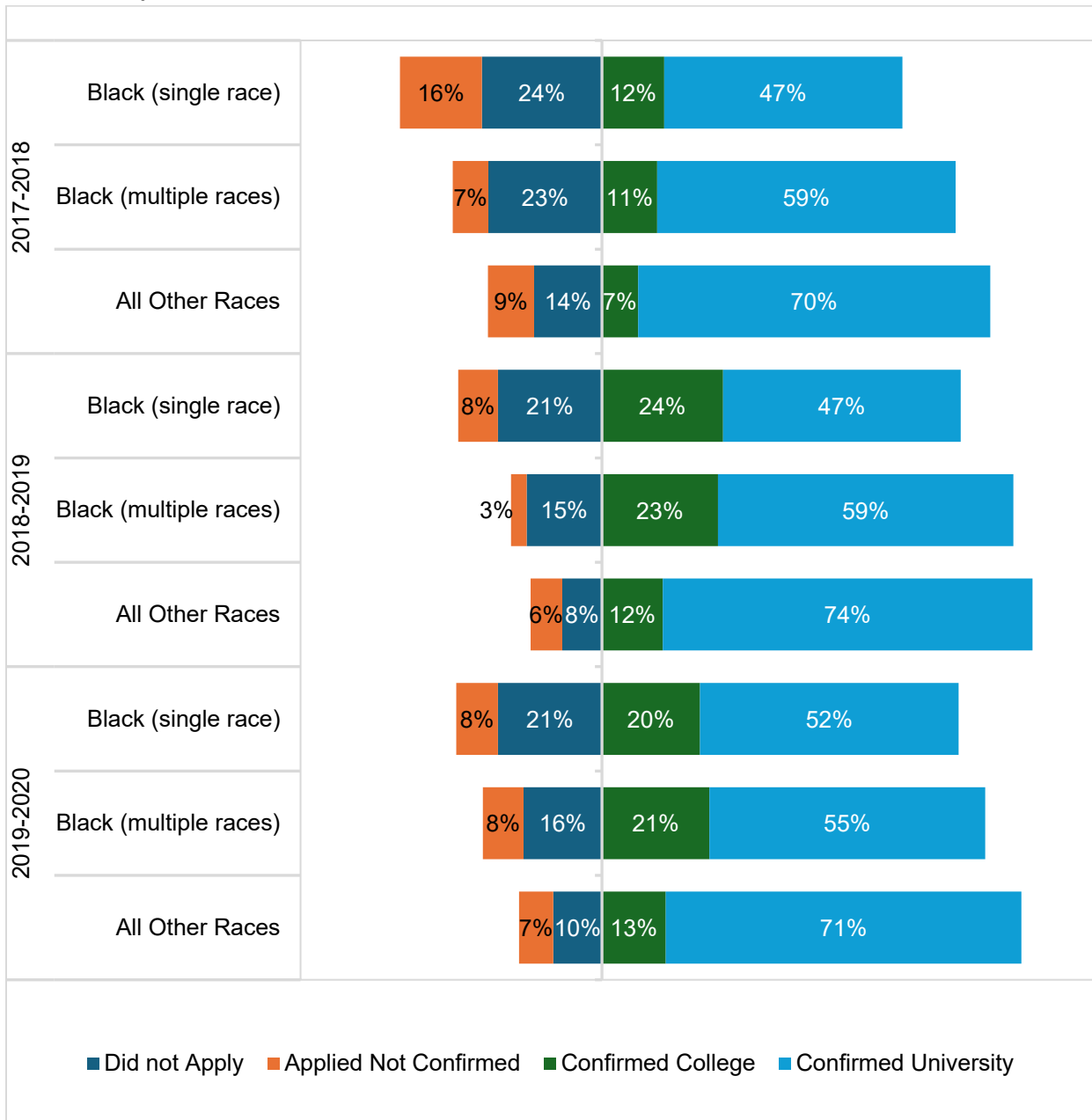
Applications Without Confirmation

Among students who applied but did not confirm admission, Black students (single race) experienced a decline starting in the 2017–2018 cohort, plateauing at 8% for the last two cohorts. Black students (multiple races) showed fluctuations over the same period, ending at 8% for the 2019–2020 cohort. Students of all other races consistently had the lowest rates, at 7% for the 2019–2020 cohort. The DI remained above 1 for Black students (single race and multiple races), highlighting their overrepresentation among unconfirmed applicants, while students of all other races had $DI < 1$, reflecting lower chances of applying without confirming an offer.

Non-Applicants to Postsecondary Education

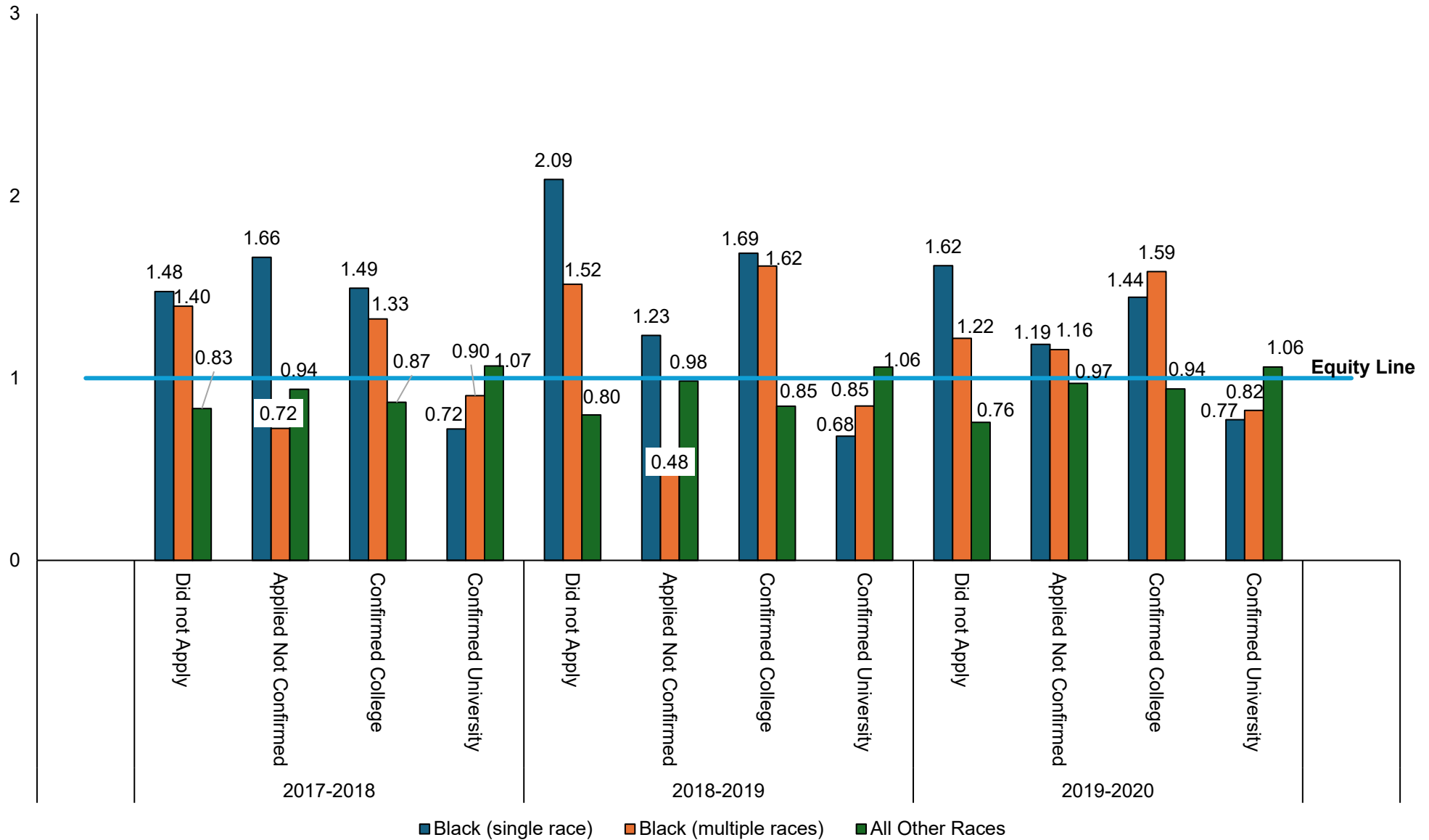
For students who did not apply to postsecondary institutions in Ontario, Black students (single race) maintained a steady rate of 21% over the last two cohorts. In contrast, Black students (multiple races) showed a decreasing trend, from 23% in the 2017–2018 cohort to 16% in the 2019–2020 cohort. Students of all other races continued to have the lowest non-application rates, at 10% for the 2019–2020 cohort. The DI for Black students (single race and multiple races) remained above 1, indicating overrepresentation among non-applicants, while students of all other races consistently had a $DI < 1$ (See Figure 7).

Figure 6: Percentages of Post-Secondary Pathways for Three Grade 9 Cohorts (2017-2018-2019-2020): Black Students Versus Students of All Other Races.



Source: YRDSB SIS, ESCS (2018-2019 and 2022-2023), OUAC and OCAS.

Figure 7: DI of Post-Secondary Pathways for Three Grade 9 Cohorts (2017-2018- 2019-2020): Black Students Versus Students of All Other Races.



Source: YRDSB SIS, ESCS (2018-2019 and 2022-2023), OUAC and OCAS.

*Note: Above the Equity Line (1.0) shows over-representation.

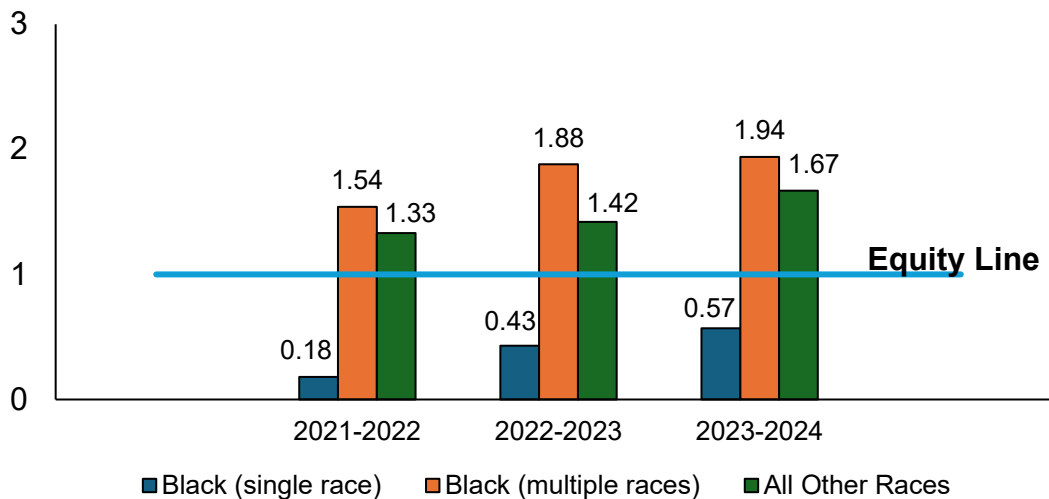
Section 2: Representation in Specialized Programs and Schools

2.1 Elementary Specialized Programs and Schools

The following specialized programs are offered for elementary school students: Arts (Grades 5-8), and French Immersion (FI) (Grades 1-8).

Figure 8 shows DI in **Arts programs** over three years. The DI for Black students (single race) show gradual improvement (0.18 in 2021-2022 to 0.57 in 2023-2024). However, their representation remains significantly below proportional levels and compared to Black students (multiple races) and students of all other races. Black students (multiple races) show consistent overrepresentation, with their DI increasing from 1.54 in 2021-2022 to 1.94 in 2023-2024, and relatively higher compared to students from all other races (Figure 8). For percentages, see [Table 6 in Appendix B](#).

Figure 8: Arts DI by Black Students and Students of All Other Races (2021-2024).

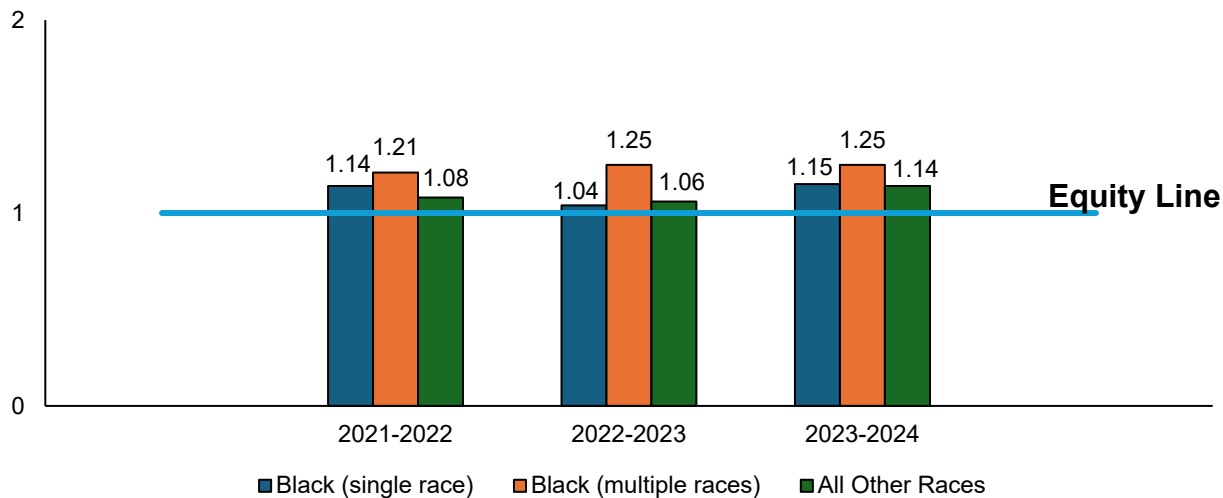


Source: YRDSB Student Information System (2022-2024)

*Note: Above the Equity Line (1.0) shows over-representation.

With respect to representation in the **French Immersion program**, data from 2021-2022 to 2023-2024 indicates consistent overrepresentation of Black students (single race and multiple races) relative to their overall population. For Black (single race) students, the DI has fluctuated slightly, increasing from 1.14 in 2021-2022 to 1.15 in 2023-2024. For Black (multiple races) students, the DI remained stable at 1.25 over the last two years, exceeding that of students from all other races. These findings suggest that Black students, particularly those identifying as multiple races, are proportionally overrepresented in FI programs compared to their general population (See Figure 9). For percentages, see [Table 7 in Appendix B](#).

Figure 9: French Immersion DI by Black Students and Students of All Other Races (2021-2024).



Source: YRDSB Student Information System (2022-2024)

*Note: Above the Equity line (1.0) shows over-representation.

2.2 Secondary Specialized Programs and Schools

Table 1 highlights the participation rates of Black students (single race and multiple races) across various specialized programs in the YRDSB from 2021-2022 to 2023-2024. For percentages, [see Table 8 in Appendix B](#).

- **Advanced Placement (AP):** Black students (single race) remained underrepresented, with their DI decreasing from 0.48 in 2021-2022 to 0.35 in 2023-2024. Black students (multiple races) also showed a slight decrease, with DI decreasing from 0.45 to 0.37. Students of all other races were overrepresented, with DI increasing to 1.15 in 2023-2024.
- **Arts Programs:** Representation of Black students (single race) improved, with DI increasing from 0.48 in 2021-2022 to 0.74 in 2023-2024, however, it is still below proportional levels. Black students (multiple races) remained near equity, with DI fluctuating from 0.95 to 0.96, while students of all other races were consistently overrepresented (DI 1.09).
- **Bill Crothers Secondary School (BCSS):** Black students (single race) were consistently overrepresented, with DI increasing from 2.46 in 2021-2022 to 2.60 in 2023-2024. Similarly, Black students (multiple races) had a DI of 2.86 in 2023-2024, while students of all other races were underrepresented (DI 0.87).
- **College Delivered Dual Credit (DC):** Black students (single race and multiple races) showed increasing overrepresentation, with DI rising from 1.46 to 2.66 for Black (single race) and from 1.19 to 2.50 for Black (multiple races) by 2023-2024. In contrast, students of all other races were underrepresented (DI 0.87 in 2023-2024).
- **French Immersion (FI):** Black students (single race and multiple races) were proportionally represented, with DI fluctuating around 1.14 to 1.45 for Black (single race) and 1.25 to 1.57 for Black (multiple races). Students of all other races had a DI of 1.11 in 2023-2024.
- **Gifted Program:** Black students (single race and multiple races) were significantly underrepresented, with DI values remaining below 1.0. For Black (single race) students, the DI declined to 0.16 in 2021-2022 and in 2023-2024 the DI was not reported because Results for groups with less than 5 students are not reported to maintain confidentiality. For Black (multiple races), it increased slightly from 0.58

to 0.75. Students of all other races were consistently overrepresented, reaching a DI of 1.20 in 2023-2024.

- **High Performance Athlete (HPA):** Black (single race) students were overrepresented with a DI of 1.22 in 2023-2024. Black students (multiple races) also remained overrepresented, with DI at 3.16 in 2022-2023 and 1.91 in 2023-2024. Students of all other races were underrepresented (DI 0.79).
- **International Baccalaureate (IB):** Black students (single race and multiple races) were underrepresented, with DI remaining below 1.0 (0.34 for single race and 0.48 for multiple races in 2023-2024). Meanwhile, students of all other races were consistently overrepresented (DI 1.18 in 2023-2024).
- **Specialist High Skills Major (SHSM):** Black students (single race) became proportionally represented, with DI increasing from 0.65 in 2021-2022 to 1.18 in 2023-2024. Black students (multiple races) remained near equity, with DI at 1.04 in 2023-2024, while students of all other races had DI of 1.13.
- **Ontario Youth Apprenticeship Program (OYAP):** Black students (single race) experienced increasing overrepresentation, with DI rising from 0.93 in 2021-2022 to 2.12 in 2023-2024. Black students (multiple races) were overrepresented (DI 1.44 in 2023-2024), while students of all other races remained underrepresented (DI 0.93 in 2023-2024).

Table 1: DI for Black Students and Students of All Other Races in Secondary Specialized Programs (2021–2024)

	2021-2022	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2023-2024	2023-2024	2023-2024
Specialized Program or School	Black (Single race)	Black (multiple races)	All other races	Black (single race)	Black (multiple races)	All other races	Black (single race)	Black (multiple races)	All other races
AP	0.48	0.45	1.08	0.20	0.56	1.07	0.35	0.37	1.15
Arts	0.48	0.95	1.09	0.53	1.01	1.05	0.74	0.96	1.09
BCSS	2.46	2.71	0.95	2.74	3.08	0.93	2.60	2.86	0.87
DC	1.46	1.19	0.85	1.95	1.30	0.88	2.66	2.50	0.87
FI	1.48	1.63	1.07	1.33	1.38	1.04	1.45	1.57	1.11
Gifted	0.16	0.71	1.16	0.06	0.58	1.11	*NR	0.75	1.20
HPA	3.45	4.21	0.69	**NA	3.16	0.92	1.22	1.91	0.79
IB	0.31	0.50	1.15	0.37	0.46	1.12	0.34	0.48	1.18
SHSM	0.65	0.69	1.06	0.80	0.76	1.05	1.18	1.04	1.13
OYAP	0.93	1.01	0.86	1.70	1.21	0.85	2.12	1.44	0.93

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019) and (2022-2023). Numbers in **bold** indicate an increase in representation from 2022-2023 to 2023-2024 for Black students.

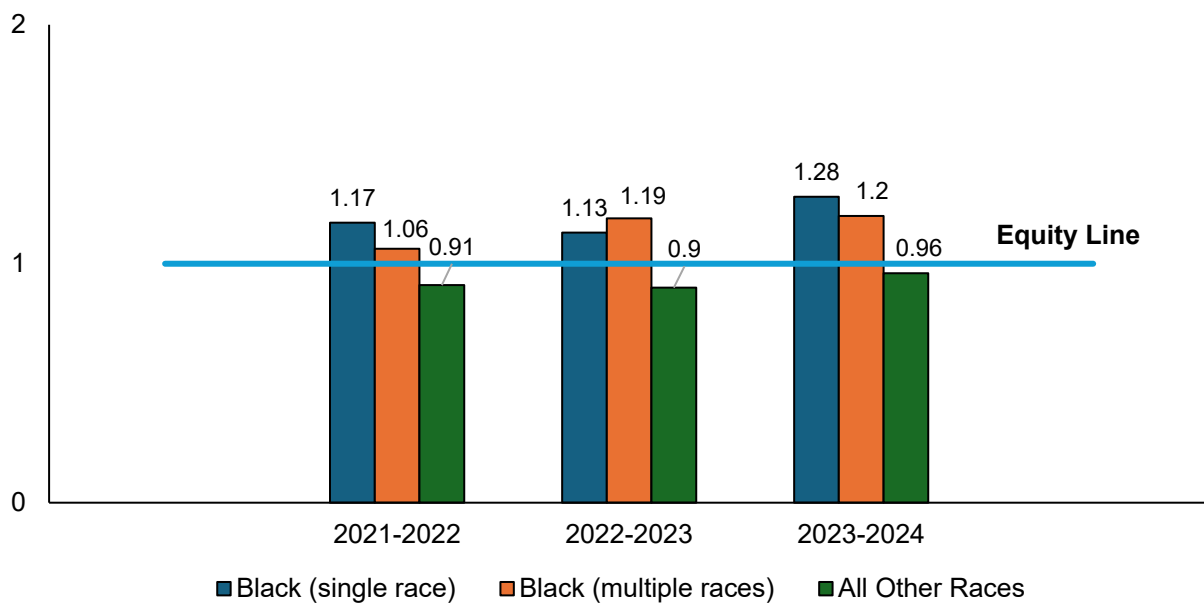
*NR: Results for groups with less than 5 students are not reported to maintain confidentiality. **NA: Not Applicable.

Section 3: Representation in Special Education Programs and Learning Strategies Courses

3.1 Special Education Needs Program (Excluding Giftedness)

Figure 10 highlights the overrepresentation of Black students (single race and multiple races) in Special Education Needs (SEN) programs compared to students of all other races. For Black students (single race), their DI increased from 1.17 in 2021-2022 to 1.28 in 2023-2024, indicating a growing disparity. Similarly, Black students (multiple races) consistently showed overrepresentation, with their DI rising from 1.06 in 2021-2022 to 1.2 in 2023-2024. In contrast, students of all other races had proportional or underrepresentation across all years, with DIs below 1.0. These patterns underscore systemic inequities in SEN placements, highlighting the need for continued efforts to address referral and assessment practices to ensure equitable representation.

Figure 10: DI for Black Students and Students of All Other Races in Grades 7–12 Special Education Needs Program (Excluding Giftedness) (2021–2024).



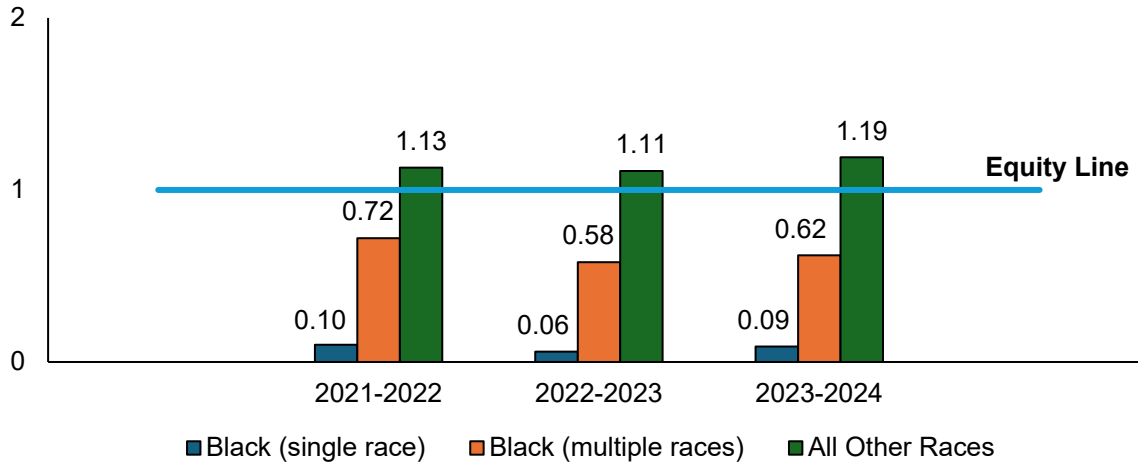
Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019 and 2022-2023)

*Note: Above the Equity line (1.0) shows over-representation.

3.2 Gifted Program

With respect to the representation in Gifted program, see Figure 11. The data shows that for Black students (single race), their DI remains notably low, with a slight increase from 0.06 in 2022-2023 to 0.09 in 2023-2024, but still far below equitable representation. Similarly, Black students (multiple races) also experience underrepresentation, with their DI showing a small increase from 0.58 in 2022-2023 to 0.62 in 2023-2024, after a decline from 0.72 in 2021-2022. In contrast, students of all other races consistently show overrepresentation in the Gifted program, with their DI increasing from 1.11 in 2022-2023 to 1.19 in 2023-2024. These findings highlight the importance of addressing barriers and ensuring that all students, including Black students, have equitable access to the Gifted Program and the associated opportunities for enrichment and academic advancement.

Figure 11: DI for Black Students and Students of All Other Races in Grades 7–12 Gifted Program (2021–2024).



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019 and 2022-2023).

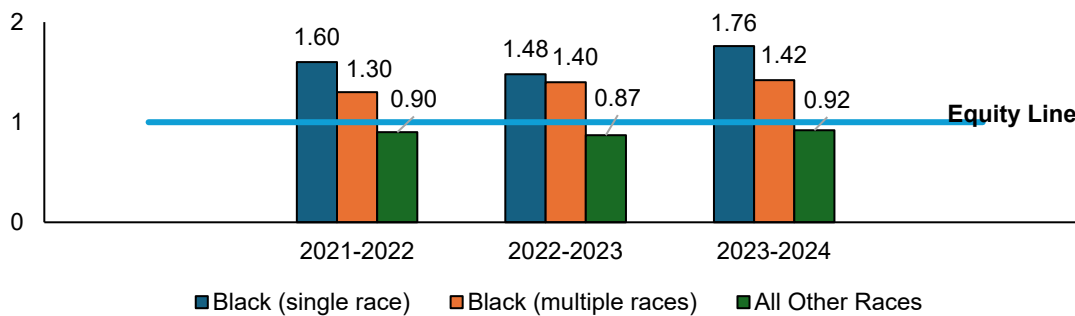
Note: Under the Equity line (1.0) shows under-representation.

3.3 Secondary Learning Strategies Courses

Figure 12 shows the representation in Learning Strategies Courses. Black students (single race) are consistently overrepresented, with DI values increasing from 1.60 in 2021-2022 to 1.76 in 2023-2024. Similarly, Black students (multiple races) are overrepresented, with DI values gradually increasing from 1.30 in 2021-2022 to 1.42 in 2023-2024. In contrast, students of all other races are underrepresented, with DI values remaining below 1.00 throughout the three years. For percentages, see [Table 9 in Appendix B](#).

These findings indicate a systemic disparity in the enrollment of Black students, particularly those identified as single race, in Learning Strategies Courses. Despite the low overall percentages, the overrepresentation indicated by DI highlights potential systemic barriers leading to disproportionately high placement in courses often associated with special education and Individual Education Plans (IEPs). This underscores the need for equity-focused strategies to address the underlying factors contributing to these disparities and ensure that Black students receive adequate support without disproportionate placement in specialized programs.

Figure 12: DI in Learning Strategies Courses by Black Students and Students of All Other Races (2021-2024).



Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019) and (2022-2023).

Section 4: Representation among Suspensions

The term “suspensions” refers specifically to out-of-school suspensions. The data presented does not include “in-school” suspensions.

A key objective of YRDSB’s strategy is to ensure equitable representation of Black students in both suspensions and expulsions. This includes reducing the overall suspension rates among Black students (single race and multiple races) and eliminating their overrepresentation in disciplinary actions. Achieving this requires schools to foster anti-racist and Black-affirming learning environments, addressing student behaviors through a bias-aware and restorative lens.

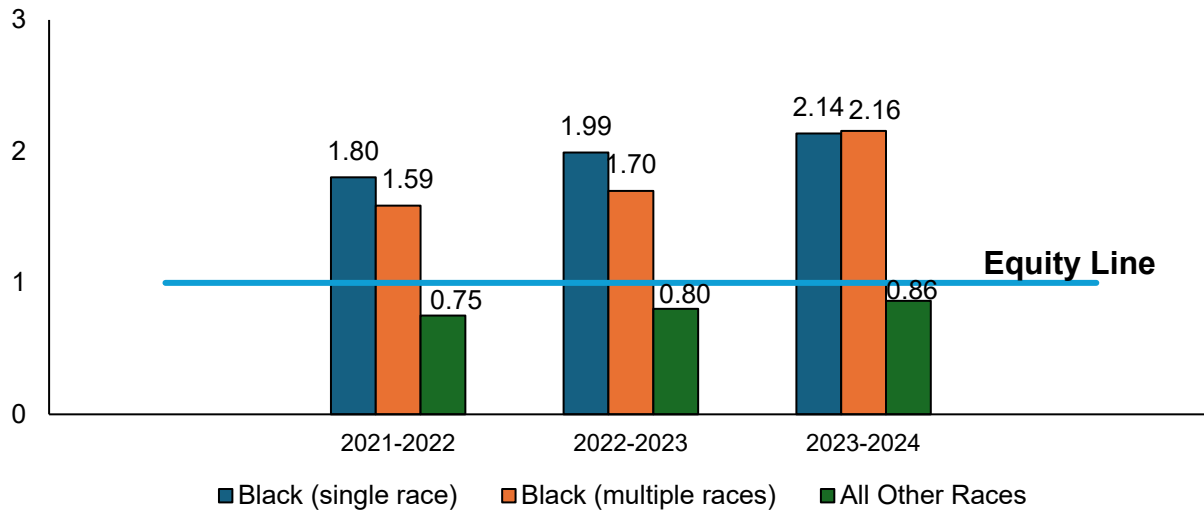
Suspensions and expulsions can have profound negative effects, including reduced self-esteem, motivation, and feelings of belonging. They may also lead to increased disengagement from school, strained relationships with staff, and a continuation of undesired behaviors. These outcomes not only hinder individual student success but also contribute to broader systemic inequities.

The suspension percentages show year-to-year fluctuations in the proportion of students receiving out-of-school suspensions. In 2021-2022, Black (single race) students had a suspension rate of 1.3%, which increased to 1.9% in 2022-2023 and further to 2.2% in 2023-2024. Similarly, Black (multiple races) students experienced a notable rise from 2.8% in 2021-2022 to 4.1% in 2022-2023, increasing to 5.5% in 2023-2024.

A similar decreasing trend was observed for students from All Other Races, with suspension percentages increasing in 2023-2024 to 5.4%. These trends highlight fluctuations that may reflect systemic efforts, policy changes, and external factors influencing disciplinary practices over time. For percentages table, see [Table 10 in Appendix B](#).

However, the DI provides a clearer picture of inequities by measuring how likely a group is to be suspended compared to others. See Figure 13. Throughout the years, Black students consistently showed higher DI values than All Other Races, reflecting persistent disparities. In 2021-2022, Black (single race) students had a DI of 1.80, meaning they were almost twice as likely to be suspended as students from All Other Races (DI of 0.75). Black (multiple races) students showed similar disproportionality with a DI of 1.59. In 2023-2024, Black students (multiple races) again had the highest DI at 2.16, with Black (single race) students at a DI of 2.14 compared to students of all other races who experienced an increase in their suspension rate but still underrepresented at a DI of 0.86. These patterns highlight that Black student (single and multiple races), remain disproportionately impacted by disciplinary actions.

Figure 13: DI of Suspension Rates for Grades 4-12 Students for Four Consecutive School Years by Black Students Versus Students of All Other Races.



Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (2018-2019) and (2022-2023).

Section 5: Incidents of Hate Racism and Discrimination

Resolve, is a tool used in alignment with the DABRS priority actions, stands as a centralized secure system-wide communication, collaboration, and documentation platform. It allows school administrators to collaborate with superintendents and system staff departments to report, address and respond to incidents of hate, racism and/or discrimination.

Throughout the 2023-2024 school year, as observed in Table 2, a total of 1,013 reported incidents of discrimination, hate or racism were documented using the Resolve tool (compared to 1,056 in the 2022-2023 school year). It is important to note that within each incident, multiple instances of racist or hateful behaviours may be reported, contributing to the cumulative total of reported behaviours.

Each incident of hate, racism and discrimination is distressing, emphasizing the importance of addressing all such occurrences. The data presented here remains concerning, with the majority of reported behaviours related to anti-Black racism, accounting for over half of the incidents in both years (57.8% in 2022-2023 and 58% in 2023-2024).

Table 2: Reported Incidents of Discrimination, Hate and Racism through Resolve Tool in 2022-2023 and 2023-2024

Incident Type	Total Number of Incidents	Total Number of Incidents
	2022-2023	2023-2024
Anti-Black racism	529	524
Other Incidents of Discrimination, Hate and Racism	527	489
Total	1,056	1,013

Source: Resolve Tool in 2022-2023 and 2023-2024.

This was the third full year of using Resolve, and while the total number of reported incidents has slightly decreased compared to the previous year, we recognize that the true number of incidents is likely higher. We remain determined to ensure the comprehensive recording of all such incidents

within Resolve, reinforcing our unwavering commitment to combating hate, racism, and discrimination within the educational system.

Staff Outcomes

Representation of Black Employees in YRDSB: Applicants and New Hires

What does it look like at YRDSB?

The DABRS 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.

Understanding the data

The following data examines the representation of Black applicants and new hires during the 2020-21, 2021-22 and 2022-23 years and is sourced from Apply to Education. It is important to note that this data includes all employee groups except superintendents and corporate managers and professional staff. The information was collected through the Apply to Education website where applicants were asked an optional question regarding their race during the job application process. As a result, the data represents only those applicants who chose to self-identify their race, as well as those who did not provide a race selection. Therefore, it is possible that there are more Black applicants and new hires among the latter group. The data is categorized into those who identify as Black (single race), Black (multiple races), and all other races. This comparison allows us to assess the representation of Black applicants and Black new hires in relation to applicants and new hires of all other races over three consecutive years.

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

About the Applicants Data

Table 3 provides a breakdown of the proportions of Black applicants and applicants of all other races and the roles they applied to for three consecutive years: 2020-2021, 2021-2022 and 2022-2023. For Black applicants (single race), there has been a slight increase in self-identifying their race at 7.4% in 2022-2023 compared to 7% in 2021-2022. A similar increase was noted for Black applicants (multiple races) at 1.8% in the same year compared to 1% in 2021-2022. This increasing trend was also observable among applicants of all other races at 84.8% in 2022-2023 compared to 80% in 2021-2022.

With respect to employee role, Black applicants (single race) data showed an increase from 2021-2022 to 2022-2023 among the following roles: French teachers (15%), secondary occasional teachers (3.8%), caretakers (11.6%), administrative or clerical (4%), and library technicians (5.1%). With respect to Black applicants (multiple races) data showed an increase from 2021-2022 to 2022-

2023 among the following roles: designated early childhood educators (1.3%), secondary occasional teachers (1.8%), elementary occasional teachers (2.1%), caretakers (1.2%), and administrative or clerical (1.2%).

Table 3: Proportion of Self-Identified Race Among Applicants by Role for the Years 2020-21, 2021-22 and 2022-23

Employee Role	Black (Single Race)	Black (Single Race)	Black (Single Race)	Black (Multiple Races)	Black (Multiple Races)	Black (Multiple Races)	All Other Races	All Other Races	All Other Races
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Employee Groups	3.7%	7%	7.4%	0.5%	1%	1.8%	50.6%	80%	84.8%
Intervention Support Workers	8.6%	18%	16.9%	0.4%	3%	2.9%	30.9%	64%	74.3%
Developmental Support Workers	4.7%	20%	Same as above*	0.1%	1%	Same as above*	32.7%	65%	Same as above*
French Teachers	6.5%	13%	15%	0.9%	2%	2%	64.6%	74%	75.6%
Designated Early Childhood Educators	2.5%	4%	3.8%	0.3%	0%	1.3%	40.7%	82%	89.6%
Secondary Occasional Teachers	4%	3%	3.8%	1.0%	1%	1.8%	77.5%	88%	88.1%
Elementary Occasional Teachers	3.8%	4%	4%	0.8%	1%	2.1%	79.1%	87%	87.9%
Caretakers	1.6%	6%	11.6%	0.3%	1%	1.2%	16.5%	77%	80%
Administrative/Clerical	1.2%	3%	4%	0.4%	1%	1.2%	28.5%	80%	89%
Library Technicians	0.4%	5%	5.1%	0%	3%	0.7%	33.5%	64%	91.2%

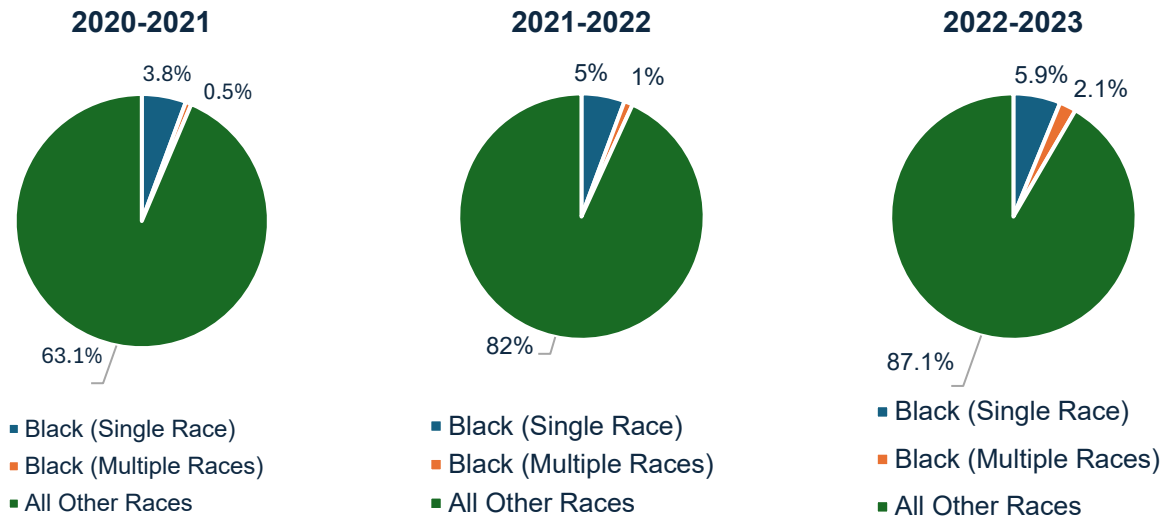
Source: Apply to Education 2020-2021, 2021-2022 and 2022-2023. Numbers in **bold** indicate an increase in applicants' representation from 2021-2022 to 2022-2023.

Note: The percentages do not add to 100% because remaining percentage represent those who identify with "No race selection". *In 2020-2021 and 2021-2022, Intervention Support Workers and Developmental Support Workers are reported as separate categories. However, in 2022-2023, the two categories were merged into a single reporting group.

About New Hires Data

Figure 14 represents a comparison between new hires for three consecutive years: 2020-2021, 2021-2022, and 2022-2023. An encouraging trend is evident with a notable increase in the proportion of Black new hires (single race and multiple races) across all employee roles when compared to the data from 2020-2021.

Figure 14: Proportions of New Hires by Self-Identified Race for All Employee Groups in 2020-2021, 2021-2022, and 2022-2023.



Source: Apply to Education (2020-2021), (2021-2022) and (2022-2023).

Table 4 provides the representation of new hires Black (single race and multiple races), compared to those of all other races, in different employee roles within YRDSB over three consecutive academic years (2020-2021, 2021-2022 and 2022-2023).

With respect to employee role, Black new hires (single race) data showed an increase from 2021-2022 to 2022-2023 among the following roles: Secondary occasional teachers (3.3%), elementary occasional teachers (4.2%), French teachers (10.5%), caretakers (9.9%) and library technicians (16.7%). With respect to Black applicants (multiple races) data showed an increase from 2021-2022 to 2022-2023 among the following roles: Secondary occasional teachers (2.6%), elementary occasional teachers (1.8%), administrative or clerical (1.7%), and caretakers (1.2%).

Table 4: Proportions of New Hires by Self-Identified Race and Role

Employee Role	Black (Single Race)	Black (Single Race)	Black (Single Race)	Black (Multiple Races)	Black (Multiple Races)	Black (Multiple Races)	All Other Races	All Other Races	All Other Races
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Employee Groups	3.8%	5%	5.9%	0.5%	1%	2.1%	63.1%	82%	87.1%
Intervention Support Workers	15.1%	22%	14%	0%	4%	4.7%	34.2%	60%	77.3%
Developmental Support Workers	8%	18%	Same as above*	0%	0%	Same as above*	41.1%	64%	Same as above*
Secondary Occasional Teachers	3.6%	3%	3.3%	0%	0%	2.6%	80.9%	87%	90.8%
Elementary Occasional Teachers	3.6%	3%	4.2%	1%	1%	1.8%	80.8%	89%	88.9%
French Teachers	2.5%	8%	10.5%	0%	3%	2.8%	70.5%	78%	76.9%
Administrative/ Clerical	2.2%	4%	1.7%	0.7%	0%	1.7%	51.1%	76%	93%

Designated Early Childhood Educators	1.9%	4%	2.9%	0%	0%	0%	43.8%	79%	89%
Caretakers	1.5%	8%	9.9%	0%	1%	1.2%	20.4%	74%	84%
Library Technicians	0%	0%	16.7%	0%	50%	0%	36.4%	50%	83.3%

Source: Apply to Education 2020-2021, 2021-2022 and 2022-2023. Numbers in **bold** indicate an increase in Black new hires' representation from 2021-2022 to 2022-2023.

Note: The percentages do not add to 100% because remaining percentage represent those who identify with “No race selection”.

*In 2020-2021 and 2021-2022, Intervention Support Workers and Developmental Support Workers are reported as separate categories. However, in 2022-2023, the two categories were merged into a single reporting group.

School Year Programs and Summer Programs for Black Students

Camp Black Brilliance

Camp Black Brilliance provides kindergarten children a culturally responsive, identity-affirming introduction to schooling. Through hands-on experiential learning, the camp fosters a positive transition into kindergarten, supporting children's sense of belonging and pride in their identity. In July 2024, the camp was held at Discovery Public School and Walter Scott Public School, combining experiential learning with cultural activities. Families feedback was positive, emphasizing the camp's impact on student confidence and transition success.

"The program was exactly what my daughter needed to build her self-esteem and be a part of an affinity group. Her exact words, with excitement, after the first day of camp were "Mommy there were so many brown people! " - A parent

The Come Up

The Come Up Summer program offers students in grades 9 and 10 a culturally affirming space to explore leadership, academic growth, and identity. In 2024, students reported increased self-esteem and readiness for future opportunities. The program also expanded its reach, introducing workshops on leadership and identity exploration.

"The career studies portion taught me more about future possible career interests but also gave me the opportunity to be with students of the same ethnicity. " - A student

Black Youth Internship Program (BYIP)

The Black Youth Internship Program (BYIP) provides high school students with work experience and mentorship, affirming their identity and supporting career readiness. In 2024, 26 students gained hands-on experience in various fields. Parents and students emphasized the program's impact on confidence, employability, and networking.

"My son's experience was very nice. He was able to learn more about the history of his race and how it has impacted our society positively. " - A parent

Ascending Sisters Mentorship Program

Ascending Sisters Mentorship Program offers Black female students a supportive space to explore leadership, academic success, and self-identity. Through mentorship and culturally responsive activities, the program fosters self-confidence and personal growth. In 2024, Ascending Sisters hosted virtual (80 students attended) and in-person

(120 students) sessions. Student and staff praised the program's impact on peer connections, belonging and leadership skills.

“It helped my confidence and when I'm in a space where I'm the only black person, I feel proud and confident.” - A student

Black Excellence Program

The Black Excellence Program provides elementary and secondary students with a supportive, identity-affirming space to explore interests, connect with peers, and enhance achievement and well-being. In Summer 2024, parents highlighted the program's positive impact on empowerment and cultural connection.

This year, Black Excellence expanded its reach, collaborating with schools across various regions:

- Stouffville District Secondary hosted career workshops with Bill Hogarth, Bill Crothers, Markham District, and feeder schools.
- Tommy Douglas led a similar initiative with Maple High, Woodbridge College, Emily Carr, Hodan Nalayeh, and feeder schools.
- Thornlea Secondary engaged Stephen Lewis, Langstaff, Westmount Collegiate, Thornhill SS, Bayview Secondary, and feeder schools.
- The Town of Markham partnership resulted in a career fair with participation from Pierre Elliott Trudeau, Middlefield Collegiate, Markville Secondary, and Milliken Mills SS.

“They were filled with joy to see many students who also look like them and learn more about their culture. They cannot wait until another BEP event!”- A parent

Rise Brothers Program

Rise Brothers supports Black male students in an identity-affirming space, fostering mentorship, leadership and academic growth. The program emphasizes personal growth, resilience, and the celebration of Black identity.

In 2024, Rise Brothers continued serving grades 7-12, hosting several sessions throughout the year. Over 30 students participated in February and March 2024, engaging with Black male mentors from YRDSB. Students gained educational and career insights through visits to institutions such as the University of Toronto and TD Securities. Rise Brothers hosted four major events throughout the year and expanded its reach through collaborative efforts.

Black Excellence Program: Events and Workshops Summary

As part of the DABRS strategy, the Black Excellence Centre tracks events, and workshops to ensure continuous engagement and impact on students, staff, and families. The following is a summary of events and workshops (2023-2024):

- **Family and Student Engagement:**

- Black Student Engagement Program: Family Session (Oct 12, 2023) supported Black families with tools for student success.
- The Come Up Information Session for Families (June 18, 2024) introduced opportunities for student leadership and career pathways.

- **DABRS Steering and Planning Meetings:**

- Regular DABRS Steering Committee meetings (Nov 15, 2023, Jan 17, Apr 3, May 29, 2024) facilitated equity-focused planning and implementation.
- Working Session to Review DABRS KPIs (Dec 18, 2023) and Developing a Plan (March 5-6, 2024) focused on refining key performance indicators.
- DABRS Foci Group Meeting (Feb 22, 2024) gathered stakeholders to review and enhance anti-Black racism strategies.

- **Cultural and Community Engagement:**

- Bayview Black Student Alliance's "Taste of Heritage" Event (May 16, 2024) celebrated Black culture, featuring the Honourable Dr. Jean Augustine as the keynote speaker.

Updates on Identity-specific programming for Black staff (May - June 2024)

Providing Black-Affirming Environments for Staff

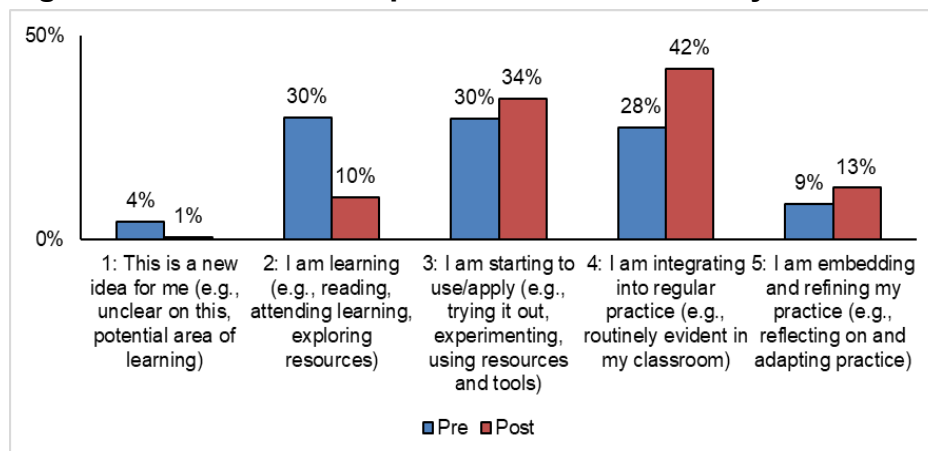
This initiative creates spaces where Black staff members feel valued, supported, and affirmed in their identities. By fostering a sense of belonging and offering culturally responsive support, the program helps Black staff thrive professionally. Staff have shared that these affirming environments have improved their well-being and sense of community within the workplace.

“I believe that it is important for Black identified staff have an opportunity to get to know each other so that we are aware of others who understand our journey. It is important that Black identified staff have a space where we can feel that we actually belong. I fully support the work that is being done by the Centre for Black Student Excellence. It is important that we as a community support the events.” - An Administrator

Developing Racial Literacy for All Staff

This initiative provides ongoing professional development to equip educators and staff with the skills and knowledge to address and disrupt anti-Black racism. The program focuses on enhancing racial literacy, helping staff confidently engage in conversations about racism and foster more equitable, inclusive learning environments. Teachers who participated in the racial literacy professional learning showed improved skills in racial literacy. This training helped them normalize conversations about racism, enabling them to identify, address, and disrupt anti-Black racism in their practice. (See Figure 1)

Figure 1: Teachers Perceptions on Racial Literacy 2023-24



Introduction to School Highlights: Advancing Black Student Success Across YRDSB

Schools across YRDSB are creating inclusive environments that help Black students thrive academically, socially, and emotionally. While many schools are engaged in meaningful equity-driven initiatives, this report highlights two standout schools: Wendat Village Public School and Poplar Banks Public School, which have made significant strides in student leadership, well-being, and community engagement.

These schools serve as exemplary models for those looking to implement or expand programs that support Black student success. Their efforts reflect YRDSB's broader commitment to equity, anti-Black racism education, and student empowerment. Future reports will feature additional schools to showcase the collective impact of equity work across the board.

The following sections highlight the transformative initiatives led by these two schools, illustrating how intentional actions can create lasting change in student experiences, leadership opportunities, and school culture.

Wendat Village Public School Serves as a Model for Supporting Black Student Success

Wendat Village Public School (WVPS) has set a powerful example in fostering an inclusive, affirming, and empowering environment for Black students. Through its Black Student Alliance (BSA) and school-wide equity initiatives, WVPS has built a sustainable model of leadership, community engagement, and student achievement that continues to inspire other schools across YRDSB.

A Foundation for Identity and Empowerment

The groundwork for these efforts was laid well before the BSA was officially launched in 2022. The school's equity teams and student-led Unity Community played an important role in establishing a school-wide culture of affirmation, where Black students felt valued, heard, and empowered. Led by educators Praga Gilbert and Mabel Lam, the Unity Community wove identity-affirming experiences into the school's fabric, celebrating heritage months, significant faith days, and culturally responsive learning opportunities.

Building on this foundation, the leadership team took bold action in February 2022 by integrating YRDSB's newly launched Text Selection Tool into a school-wide initiative. Students explored books by Black authors and texts with positive representations of Black protagonists, culminating in a community-wide celebration during Black History Month. These meaningful engagements caught student interest in forming a Black

Student Alliance, providing a dedicated space for Black students to lead, connect, and advocate for change.

Establishing the Black Student Alliance: A Transformative Space

By April 2022, teacher Nicole Josephs-Holloway partnered with parents and school administration to establish WVPS's first Black Student Alliance (BSA). The group's mission was clear:

- Create a safe space for Black students to share experiences, build community, and develop leadership skills.
- Strengthen family-school partnerships, ensuring Black families had an active voice in shaping their children's school experiences.
- Empower students through mentorship, connecting them with high school and post-secondary role models.

The BSA's early impact was immediate, as students in Grades 5 to 8 gathered weekly to foster connections, discuss identity and resilience, and take an active role in shaping their school experience.

Expanding Community Connections: Elementary to post-secondary

The success of Wendat's BSA quickly extended beyond the school walls:

- **Connecting with Secondary Schools:** WVPS's BSA partnered with Bill Crothers Secondary School (BCSS) to facilitate mentorship opportunities between elementary and high school students.
- **Bridging to Post-Secondary Pathways:** The partnership expanded further to include post-secondary student role models, including an OUA varsity athlete, offering WVPS students a clear vision of academic and athletic excellence beyond high school.

This intentional mentorship model showcased direct pathways from elementary to high school and post-secondary education, ensuring Black students could see themselves represented in successful academic and career trajectories.

Major Achievements (2022-2023): Expanding the Vision

WVPS's BSA grew in impact and influence, engaging in numerous high-profile initiatives, including:

- **Schoolwide Black History Month Text Celebration:** Classes explored Black excellence through art, science, activism, and intersectionality.

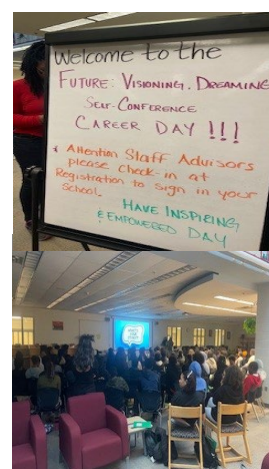
- **Black Panther, Wakanda Forever Screening:** Joined BSAs from other schools to celebrate Black representation in media.
- **Hair Symposium at Bill Crothers S.S.:** Engaged in critical conversations around Black hair, identity, and self-expression.
- **Black Excellence Program Representation:** WVPS students represented CEC North at the YRDSB Black Excellence Program.
- **Com Tech Black Hair Film Project:** Students participated in a student-led dramatic short film project celebrating Black hair.
- **High School Transition and Mentorship:** Partnered with Stouffville District Secondary School (SDSS) to create smoother transitions for Black students moving to high school.
- **Career Day 2023:** Hosted a student-led Career Day, featuring Black professionals in marketing, design, and skilled trades.



Scaling Up: A Community-Driven Movement (2023-2024)

WVPS continued to lead the way in fostering joyful and affirming experiences for Black students, expanding its reach to:

- Strengthen partnerships with other elementary schools across Stouffville and YRDSB.
- Host leadership and knowledge-sharing sessions for administrators and staff from schools interested in starting their own BSAs.
- Expand Career Day in March 2024 in partnership with the Centre for Black Excellence and SDSS, extending invitations to three additional secondary schools and welcoming over 20 Black professionals from diverse fields.



One of the most powerful student-led initiatives was My First Kwanzaa, where junior and intermediate students taught younger students about Kwanzaa through drumming, storytelling, and cultural arts, ensuring that Black culture was celebrated and understood by the entire school community.

Looking Ahead: The Future of Black Student Leadership

WVPS's impact continues to grow, setting the stage for Roots and Bridges 2025; a historic gathering on February 21st, 2025, bringing together Black-identifying students across the Stouffville Family of Schools to:

- ✓ Build cross-school connections and solidarity.
- ✓ Develop leadership and advocacy skills.
- ✓ Address challenges, including microaggressions, and develop strategies for empowerment.

A Legacy of Excellence and Impact

The remarkable progress of WVPS's Black Student Alliance and broader equity initiatives demonstrates the power of intentional action, student voice, and community collaboration. The commitment of teachers, the administrative team, students, families, and community partners has built a lasting foundation of identity-affirming leadership, academic success, and student empowerment.

Wendat Village Public School is not just supporting Black students, it is leading the way for other schools to learn, grow, and take action.

Building Me: Empowering Student Well-Being and Leadership at Poplar Banks PS

Building Me is an affinity space program designed to support students in developing essential life skills, including understanding emotions, positive communication, and interpersonal well-being. The program equips students with strategies to positively engage with themselves and others, particularly in times of stress, racial stress, and trauma within school communities, fostering resilience and empowerment.

At Poplar Banks PS, **Building Me** was implemented as a six-week workshop series with a follow-up session focused on Black Student Alliance (BSA) planning. Facilitated by School Social Workers and CCSWs supporting African, Caribbean, and Black (ACB) students, the program provided a safe and supportive space for students to explore topics such as:

- Effective communication and leadership within their school community.
- Managing stress, worry, and anxiety.
- Building self-esteem and emotional resilience.
- Practicing self-care techniques through mindfulness and meditation.

Delivered through small-group discussions, the program engaged ten voluntary participants from Grades 7 and 8, allowing students to share experiences, build self-awareness, and develop strategies for responding to anti-Black racism (ABR) both inside and outside the school community.

Building Towards a Black Student Alliance (BSA)

Before the **Building Me** program, some students had already expressed interest in forming a Black Student Alliance (BSA). Through the workshop series, students had the opportunity to speak openly about their experiences, and facilitators provided guidance on navigating racial stress and problem-solving strategies. With student permission, discussions from **Building Me** were used to highlight specific incidents of anti-Black racism, prompting the formalization of a BSA to offer a continued affinity space for Black students. With respect to the impact on students, facilitators noted that students showed increased self-confidence, leadership, and emotional well-being after participating in the program.

Future Considerations & Sustainability

Given the success of the program and its positive outcomes, there are plans to expand it to other schools. YRDSB will evaluate the program's relevance and potential for growth based on the interest expressed by other schools through consultation. This would create an opportunity to share best practices and foster a learning community among schools.

By fostering student voice, self-advocacy, and leadership, **Building Me** has laid a strong foundation for student empowerment, supporting Black students in navigating challenges, building community, and advocating for change. The future plans include using Building Me as a model for other schools to empower Black students and create lasting positive impact.

Sankofa Cultural Identity Programs: Supporting Black Student Success Across YRDSB

The Sankofa cultural identity programs, offered in partnership with York Region Alliance of African Canadian Communities (YRAAC), provide culturally affirming and identity-empowering experiences for Black students across YRDSB. These programs aim to foster a sense of self-confidence, cultural pride, academic success, and leadership development by creating intentional spaces for Black students to learn, connect and grow.

There are three core programs offered under the Sankofa initiative:

- **Sankofa Mentoring Program:** A student-centered mentorship program that connects Black students with Black mentors and educators. It focuses on self-advocacy, leadership, career exploration, and personal growth, equipping students with skills to navigate school and future opportunities.
- **Sankofa Storytelling (virtual):** A culturally immersive virtual experience that highlights the rich traditions of oral storytelling in African and Caribbean cultures. Students engage with stories that celebrate Black excellence, resilience and history.

- **Sankofa Identity Program:** A program designed to support students in understanding and embracing their Black identity, while also addressing the challenges of racial identity and belonging within the school system.

These initiatives are essential components of YRDSB's broader commitment to equity, student empowerment, and anti-Black racism education. To see the Sankofa Mentoring Program in action and hear from students and mentors, watch the video: [Sankofa YRDSB Video](#).

Recommended Actions

Building upon the achievements and reflections of the third annual report, it is evident that substantial progress has been made in the implementation of the DABRS. The assessment of strategy priorities associated actions, and baseline data for outcomes concerning Black students and Black staff is a commendable step toward accountability.

Looking Ahead to Year Four

As the DABRS enters its fourth year, the focus will remain on addressing systematic inequities while building on the progress achieved so far. The continued implementation of data-driven practices, and the commitment to foster Black -affirming environments will guide efforts to ensure meaningful change for Black students and staff.

What Needs to Be Improved?

Student Outcomes

While progress has been made to improving students' outcomes, there are still areas that requires attention to ensure equity and inclusion for Black students. Graduation rates and post-secondary pathways continue to show gaps that must be addressed. A key priority in year 4 will be increasing participation in specialized programs, for example, Advanced Placement (AP), International Baccalaureate (IB), and gifted program, where Black students are still underrepresented. Also, the persistent overrepresentation of Black students in Special Education Needs Programs and Learning Strategies courses highlights the need for targeted interventions to ensure equitable access to support services and advanced academic opportunities.

The board will prioritize collaborative efforts with DABRS team and YRDSB staff to address and eliminate incidents of hate, racism and discrimination, which remain the highest among all reported incidents. Through targeted initiatives, professional learning, and system-wide accountability measures, the focus will be on creating safer and more inclusive learning environments to all students. This includes fostering a culture of respect, enhancing anti-racism education, and ensuring that schools are well equipped to address and prevent incidents effectively.

Staff Outcomes

The representations of Black staff have improved significantly, with notable increase in applicants and new hires across different roles. However, continued efforts are needed to create inclusive work environments that affirm the identities of Black staff. In year 4, the board will focus on strategies to recruit and retain Black staff while providing professional learning opportunities that address anti-Black racism and support career advancement.

Transformational Shifts & Changes

As we embark on the fourth year, the following transformational shifts and changes are recommended:

Foci 1- Bold Leadership and System Practices

- Ensure that schools prioritize anti-Black racism work within their instructional and assessment practices.
- Strengthening school accountability through approved funded projects that align with DABRS priority actions. Schools receiving funding and release time will be required to report on their initiatives through structured monitoring tools and an evidence-based tracking mechanism.
- Enhancing data-driven decision making by ensuring equity-focused projects are effectively monitored and evaluated to track impact on Black student achievement and well-being.

Foci 2- Culturally Relevant Teaching, Learning and Equitable Outcomes

- Support credit achievement and targeted academic assistance to improve graduation rates and expand access to post-secondary education, with a strong focus on the university pathway. This includes reviewing student progress, identifying barriers, and implementing strategies to ensure Black students earn the credits needed for academic advancement.
- Continuing the work of graduation coaches for Black students to provide sustained mentorship and academic guidance for Black students, ensuring they receive the necessary support to navigate their educational journey with confidence and success.

Foci 3- Black Affirming Environments and Community Engagement

- Strengthening monthly engagement with community organizations, fostering collaborative opportunities for students and families and providing system updates and resources

- Co-chairing DABRS steering committee meetings with community members to ensure that Black community voices are at the forefront of decision-making.

Next Steps in Monitoring and Evaluation

- **Strengthening DABRS FOCI Working Groups for Systemic Change**

As the DABRS strategy enters its final 1.5 years, the FOCI working groups are being restructured to enhance their impact and ensure actionable outcomes within school environments. Groups will now consist of 5 to 8 members, including classroom teaching staff, to drive implementation efforts directly within schools. Members will be responsible for translating ideas into practice, aligning with the Multi-Year Strategic Plan's (MYSP) focus on Student Achievement, Health and Well-Being, and Human Rights and Inclusive Education. Participation requires engagement in both formal meetings and additional working sessions, ensuring strategies move beyond discussion and are embedded into school environments.

- **Targeted Graduation Support and Credit Attainment Initiative**

As part of ongoing efforts to improve graduation rates for Black students, the DABRS team is enhancing academic supports and expanding opportunities for students to fulfill credit requirements. These targeted interventions provide flexible learning pathways and structured assistance to help students stay on track toward graduation. Continuous monitoring will track student progress, credit attainment, and overall impact on graduation outcomes.

- **Sustained Community Engagement**

Monthly meetings, with Black parents and Black-led community organizations will continue to provide a platform for collaboration, feedback and opportunity sharing, to ensure that Black families and their students remain actively involved in shaping DABRS initiative. Also, co-chairing DABRS steering committee meetings with community members strengthen accountability and shared leadership in dismantling anti-Black racism.

- **School Accountability, Monitoring, and Data Transparency**

Projects that have an approved DABRS-related equity goal, along with allocated funding and release days, will be monitored through a structured accountability process. Schools receiving these resources will be required to track and report on their progress, documenting implementation details, educator involvement, timelines, and resource use. This reporting will also capture how initiatives align with DABRS priority actions, instructional strategies, and mental health and well-being supports.

To ensure system-wide accountability, all schools were surveyed to determine whether they have a DABRS-related goal in their School Improvement Plan (SIP) and how they are monitoring its progress. Schools will be expected to collect and analyze evidence, including student work, teacher lesson plans, surveys, and engagement data to assess the effectiveness of these interventions.

Appendix A: 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.

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).

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, 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).

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” (Cambridge University Press & Assessment 2024, 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).

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).

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.

Appendix B: Supplemental Tables

Table 5: Cohort Size and Percentages of Early Leavers of Black Students and Students of All Other Races for three Consecutive School Years.

Self-Identified Racial Identity Racial Identity	Cohorts		
	2017-2018	2018-2019	2019-2020
	Early Leavers (%)	Early Leavers (%)	Early Leavers (%)
Black (single race)	6.4%	6.2%	6.2%
Black (multiple races)	2.6%	5%	2.9%
All Other Races	1.9%	3%	2.5%

Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (2018-2019) and (2022-2023).

Table 6: Arts Participation Rates and DI by Black Students and Students of All Other Races (2021-2024)

Self-Identified Racial Identity	2021-2022	2022-2023	2023-2024
	Arts (%)	Arts (%)	Arts (%)
Black (single race)	NR*	NR	NR
Black (multiple races)	NR	NR	NR
All other races	<1%	<1%	<1%

Source: YRDSB Student Information System (2022-2024).

*NR denotes that there were less than 10 students in this group and therefore the number is Not Reported (NR) to preserve the privacy of the students.

Table 7: FI Participation Rates by Black Students and Students of All Other Races (2021-2024)

Self-Identified Racial Identity	2021-2022	2022-2023	2023-2024
	FI* (%)	FI (%)	FI (%)
Black (single race)	15.7%	13.7%	14.8%
Black (multiple races)	16.7%	16.5%	16%
All other races	15%	14%	14.6%

Source: YRDSB Student Information System (2022-2024).

* FI refers to French Immersion.

Table 8: Participation Rates in Secondary Specialized Programs by Black Students and Students of All Other Races (2021-2024)

Specialized Program or School	2021-22	2021-22	2021-22	2022-23	2022-23	2022-23	2023-24	2023-24	2023-24
	Black (Single race)	Black (multiple races)	All other races	Black (single race)	Black (multiple races)	All other races	Black (single race)	Black (multiple races)	All other races
AP	1.1%	1%	2.5%	<1%	<1%	1.5%	1%	1%	3.2%
Arts	1.5%	2.9%	3.3%	1.7%	3.1%	3.3%	2.4%	3.1%	3.5%
BCSS	9.3%	10.2%	3.6%	10.4%	11.7%	3.5%	9.3%	10.2%	3.1%
DC	1.3%	1.1%	<1%	<1%	<1%	<1%	3.2%	3.1%	1.1%
FI	11.5%	12.6%	8.3%	9.5%	9.8%	7.4%	10.3%	11.1%	7.9%

Gifted	<1%	2.6%	4.3%	<1%	2%	3.8%	NR	2.4%	3.9%
HPA	<1%	<1%	<1%	*NA	<1%	<1%	<1%	<1%	<1%
IB	1.5%	2.4%	5.5%	1.5%	1.9%	4.5%	1.4%	1.9%	4.7%
SHSM	5.1%	5.4%	8.3%	4.8%	4.5%	6.3%	8.9%	7.9%	8.6%
OYAP	1.2%	1.3%	1.1%	4.7%	3.4%	2.4%	4.3%	2.9%	1.9%

Source: YRDSB Student Information System (2021-2024). Numbers in **bold** indicate an increase in representation from 2022-2023 to 2023-2024 for Black students.

* NR denotes that there were less than 10 students in this group and therefore the number is Not Reported (NR) to preserve the privacy of the students.

**NA: Not Applicable.

Table 9: Participation Rates in Learning Strategies Courses by Black Students and Students of All Other Races (2021-2024)

Self-Identified Racial Identity	2021-2022	2022-2023	2023-2024
	Learning Strategies %	Learning Strategies %	Learning Strategies %
Black (Single Race)	7.9%	4.4%	8.2%
Black (Multiple Races)	6.4%	4.2%	6.6%
All Other Races	4.5%	2.6%	4.3%

Source: YRDSB Student Information System and Every Student Counts Survey (2018-2019) and (2022-2023).

Table 10: Suspension Rates for Grades 4-12 Black Students Versus Students of All Other Races for the last Four Consecutive School Years

Self-identified Racial Identity	Suspension %	Suspension %	Suspension %
	2021-2022	2022-2023	2023-2024
Black (single race)	1.3%	1.9%	2.2%
Black (multiple races)	2.8%	4.1%	5.5%
All other races	3.1%	4.8%	5.4%

Source: YRDSB Student Information System (SIS) and Every Student Counts Survey (2021-22), (2022-23), (2023-24) and (2024-25).

Title: York Region District School Board’s Dismantling Anti-Black Racism Strategy Annual Report: Year 3 (2023-2024)

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