

The Black Community Census Data Evening Question and Answer Document
June 10, 2021

QUESTION/COMMENT	ANSWER/RESPONSE
<p>When my son was in grade 10 history, his teacher played the movie Hotel Rwanda, and that's okay, except that it perpetuated the stereotype that only war or famine comes out of Africa. I went to the Ajax library and found a 2018 DVD entitled Rwanda the Royal Tour. This DVD demonstrated the healing and the prosperity that NOW exists in Rwanda. Unfortunately, my son's teacher does not know about it, and students are left with negative stereotypes. Please provide teachers with an up-to-date curriculum and resources.</p>	<p>We have been working as a system to ensure that Culturally Responsive and Relevant pedagogy supports the foundational work in which educators engage. In addition, we want to ensure that the curriculum affirms identity and ensures that the curriculum builds pathways to addressing the negative stereotypes and biases that impact the experiences of how our students come to understand the world.</p>
<p>Will the census data presentation be shared with attendees?</p>	<p>Summaries of the Census data are available online. Please try this link: https://www.ddsb.ca/en/about-ddsb/student-census.aspx We don't have the academic summaries online yet, as we have not conducted various community group sessions.</p>
<p>Do we know whether there was double counting for those respondents who selected more than one racial identity?</p>	<p>Yes, those who identified with more than one racial identity will show up in the data twice. Although not shared in this presentation, we are exploring the outcomes of students with multiple identities.</p>
<p>I find it interesting that the education system can find Black children to suspend and ill-treat them. I believe that they are</p>	<p>The Census was voluntary. Not all families and students may be willing to share this information. We are reviewing our</p>

<p>aware of the systematic impact on Black children but don't make special efforts to ensure all parents of black children participate in this critical Census.</p>	<p>communications to promote awareness, have extended the deadlines to expand availability, and have made paper versions available to afford accessibility. This process asks people to trust the organization with their information. We hope to use this information to support students, remove barriers, and gain families' trust to participate in the next Census. And respond to what the data is telling us to do the SELF-WORK as educators in our collective efforts to improve Black students' experiences.</p> <p>Although everyone has not participated, these DDSB summaries are consistent with the barriers and obstacles that have been identified by the TDSB and other boards engaged in this work. It is not all the data, but it is enough of the data to highlight systemic racism.</p>
<p>The following year (2020), my son took a grade eleven law course. The teacher used U.S. material to demonstrate systemic racism in U.S. courts. I said to this teacher, racism also exists in Canada. Why do you not use Canadian material? Without Canadian stats, Canadians will think that WE do not have a problem of injustice in Canada. But, unfortunately, the teacher replied, "I don't have Canadian resources to address this issue." DDSB, please provide teachers with up-to-date resources and Canadian resources.</p>	<p>This is indicative that many are on a journey of learning about Canada's history of anti-Black racism. The resources that educators can access are growing, as are professional development opportunities for all administrators and staff. The Equity Department is available to educators to seek support, and we aim to connect people with the appropriate resources and support.</p> <p>We recognize that there is racial injustice in Canada. Although traditionally it has been easier to find U.S. data, we are working with teachers to identify and talk about the injustice that exists in Canada and use Canadian data where available.</p>
<p>How do we know whether or not the percentage under "no religion" and "LGBTQ..." don't represent black students in the Grade 8 literacy and numeracy statistics?</p>	<p>This is a good question that speaks to the importance of intersections. These summaries by individual identities are only the first step and we are exploring intersectionality.</p>

	<p>We have shared some intersections in the infographic, though this is just a start.</p>
<p>How does The DDSB fulfill staffing positions to represent the students with disabilities?</p>	<p>We hire staff with a variety of lived experiences. As a result, staff have the knowledge, skills, attributes, and lived and other experiences to best support students and effectively respond to the diverse identities, strengths, needs, and experiences of the DDSB communities.</p> <p>The DDSB adheres to hiring staff with the qualifications and requirements and when selecting and evaluating qualified applicants, will also consider:</p> <ul style="list-style-type: none"> ● applicants' additional work and other experiences, skills, backgrounds, and lived experiences that respond to local needs and support the best possible program. <p>Concerning staff being representative of the students they serve, staff need to understand better how to provide culturally relevant interventions, strategies and supports to address better the identities, strengths, and needs of all students, including Black students and students with disabilities. We are working with school administrators to help them understand the importance of diversifying staff, including leadership positions in special education, to build all staff capacity and ensure representation in these important support positions.</p>
<p>A difference in achievement levels is not prima facie evidence that the school system is the cause. Did you do a multivariate analysis to eliminate other causes? Did you examine other possible causes?</p>	<p>When we look across the province, there are many indicators aside from academic achievement that points to systemic racism. For example, the over-representation of suspensions, referrals to special education, the applied stream of courses rather than the academic stream, the lack of representation and role models within the system, and Black students' compromised mental</p>

	<p>health and wellness, to name a few. A recent report from York University looked at this in-depth. You can read the information at: https://edu.yorku.ca/files/2017/04/Towards-Race-Equity-in-Education-April-2017.pdf</p> <p>Durham was included in this report. On page 3, it is stated that: "We also acknowledge that while this report focuses on the similarities of experiences in schools in Toronto, Peel, York, and Durham, there may be issues particular to each school district that need to be explored." This collection of identity-based data is helping us to explore our systemic issues further.</p>
<p>Is there demographic data about Administration and staff in the DDSB?</p>	<p>Yes, we conducted a Workforce census in 2017-2018.</p>
<p>Thanks for the update, very sobering and disappointing. What is the trend concerning Black student achievement since 2018?</p>	<p>The trend is as reported in the census data. Our goal moving forward is to remove barriers during the Grade 8 to Grade 9 transition with the support of pathway counsellors to activate student voice and choice in pathway selection (academic vs. applied) going into high school. We also want to build capacity with our high school guidance counsellors about the experiences of Black students.</p> <p>We continue to expand on this work with summaries for the 2019-2020 and the 2020-2021 school year. Once we have more summaries of achievement and expand student participation in the student census, we will see how student achievement changes through grades and time.</p>
<p>I'm happy we are sharing this information. What policy changes</p>	<p>Answered live by Human Rights and Equity Advisor Devika</p>

<p>or recommendations will be implemented to ensure these statistics improve?</p>	<p>Mathur</p>
<p>Live Black History needs to be addressed in the classrooms in real-time. For example, the swearing-in of Vice President Kamala Harris on Jan 20 was not discussed in the school until I had my son ask if they were going to address it, and the answer was "next month."</p>	<p>As a system, we are working to build capacity with ALL our school leaders in supporting the work with their staff in disrupting and dismantling anti-Black racism in supporting the foundational conversation. One key learning is understanding the importance of Black History Month and not waiting for February to have conversations with our students. The Equity Department has created a Black History resource to support the ongoing coaching and mentoring conversations with our school teams.</p>
<p>Good evening. I have heard that there will be changes to student access to French Immersion programs. My child is a student at Frenchman's Bay and entered Grade 3. Unfortunately, there are few Black students (proportionately speaking) in the program.</p> <p>This year, having siblings able to enter the school in Kindergarten changed to a lottery system. As a result, my J.K. daughter now goes to a different school than her Grade 3 brother. I hope to finally have my children attending the same school in September of 2022. Are there further changes to French Immersion entry that will prevent this from happening?</p> <p>Is there any intentional actions to create more proportional representation of Black students in French Immersion programs?</p>	<p>Answered live by Superintendent Margaret Lazarus</p>
<p>There seems to be an overall lack of governance and accountability in the education system. Unfortunately, everyone wants a government job and pension</p>	<p>We will continue to ensure equitable outcomes for Black students by dismantling the structures that create barriers for our students</p>

<p>but has no care for students, especially black students. Unless the people who are perpetrating injustices against all students can be held accountable, nothing will change. Words with little to no action are not acceptable.</p>	<p>and continue to work to build capacity with all employee groups in our system in this vein.</p>
<p>What is being done in the elementary schools to ensure that students in elementary are not placed in special education classes with a modified curriculum? This is the actual start of streaming for our students?</p>	<p>Answered live by Education Officer Kyla McKee</p>
<p>If the children are so important, how come the school is not fighting to reopen the schools? I understand the virus, but medical health has been saying it is safe for the better part of a year. Golf, professional sports, stores seem to be more important. How come we haven't seen outrage from our teachers</p>	<p>The Ministry of Education provides direction to schools with regards to in-person and online. We comply when we follow ministry directives as they are the governing body for all schools in Ontario.</p>
<p>Will we get a copy of the recording?</p>	<p>The Equity Department will post a recording of this event along with the Q and A on the DDSB website.</p>
<p>What is the most recent data on suspensions?</p>	<p>The next census data will give up updated information on suspensions. In the future, there will be no K-3 suspension as per the new Ministry of Education policy. Our Suspension Policy is currently under review. Schools will need to consult with the Superintendent on any suspensions as we adjust the criteria for suspensions. One goal is to consider and apply human rights principles, widen the lens on mitigating factors, and evaluate mandatory suspensions versus optional. As well, we are looking to use alternatives to suspensions, such as restorative practices.</p>
<p>Is there a review in place by the Administration when a teacher knows that the student will fail a course? Are there any expectations for teachers to attempt any sort of</p>	<p>All schools have a student success team that works with the Administration and guidance to review students who are deemed in risk of losing a credit. All schools have intervention plans to</p>

<p>intervention?</p>	<p>support students in attaining their credits. Some schools have credit rescue days that would occur just after the midterm reporting cycle, and these days are used to allow students to hand in missed work for a completion mark. All schools have a credit completion day at the end of each semester to support students close to attaining their credit. Usually, these students have done poorly on a significant unit test or an assignment. They are often allowed to complete a make-up assignment to help get them to a passing grade in that course.</p>
<p>How is the school board engaging parents to ensure that struggling students get the extra assistance they need to succeed? These numbers are so alarming.</p>	<p>There are many parts to the plan of action for Black student success within the Board. The Compendium of Action for Black Student Success is currently being revised and implemented over the next three years. In addition to the Compendium, the Board is also implementing curriculum resource selection, epithets and slurs, and an overall Human Rights Policy. Continuous training and mentoring for administrators (principals and vice-principals) and educators is a part of the ongoing plan to support Black student success and dismantle anti-Black racism.</p>
<p>I would like to understand what the action plan is, and you didn't address that here.</p>	<p>The Action Plan is as follows:</p> <ul style="list-style-type: none"> ● Continue to implement the action items in the Compendium of Action for Black Student Success. The action items were identified by members of the Black community and continue to be a DDSB focus. This document is currently being revised and updated with an implementation timeline of 2021 - 2024. ● Continue to address the dismantling of structures that create barriers for Black students through staff training in the effects of White supremacy on educational institutions

	<ul style="list-style-type: none"> ● Hire a graduation coach for Black students to support graduation and post-secondary access ● Curriculum changes: Increase the number of high schools offering Black studies courses; infuse Afrocentric perspectives in curriculum beginning at the elementary level as this is an area of need. Continue to work with Dr. Nicole West-Burns and knowledgeable others to disrupt the work in understanding curriculum and its relationship to dismantling and disrupting anti-Black racism. ● Resources in our schools need to reflect the lived experiences of Black students ● Revisit and revise policy documents that create barriers for and disproportionately and negatively affect Black students and racialized staff: i.e., progressive discipline, hiring policy, assessment, and evaluation
<p>Along with the ongoing training of staff, teaching materials must be updated and prevent allowing offensive materials to enter classrooms that glorify slavery and other historical black traumas. For example, as recently as Feb. 2020, my child's Grade 4 teacher sent home material riddled with the "N" word and repeatedly used the term in class when reading the material to the children. When my child voiced how offensive it was as a Black student, the teacher responded by saying: "it wasn't a big deal."</p>	<p>We have a committee working on Racial Epithets looking at words such as the 'N' word and addressing the issues in our schools that discriminate against students. We are looking at addressing it in literature and music, and representation to emphasize that these words cannot be said in our schools We are working on the capacity building of Administrators in engaging in Courageous Conversations on Race. Our ongoing work is to ensure this information is being shared with educators, support workers, and parents to be aware of the ongoing work.</p>
<p>What is the power/intent of this group? Where do its scope and authority end?</p>	<p>Answered live by Director Norah Marsh</p>
<p>We currently have teachers who do not believe in systematic racism. Therefore the dialogue in High School classes amongst</p>	<p>This indicates that we still have a lot of work to do to help educators reflect on their impact on students. Many do not yet</p>

<p>teachers and students is challenging for our young Black students and their allies. I have sat in virtual classes where teachers brush key issues aside and do not hold accountable those overtly using microaggressions to justify the status quo.</p>	<p>see the result of their words and actions because they have not been impacted themselves. Our responsibility is to work with educators to ensure that they understand how they are making students feel.</p>
<p>What is being done about this?</p>	<p>The Action Plan is as follows:</p> <ul style="list-style-type: none"> ● Continue to implement the action items in the Compendium of Action for Black Student Success. The action items were identified by members of the Black community and continue to be a DDSB focus. This document is currently being revised and updated. ● Continue to address the dismantling of structures that create barriers for Black students through staff training in the effects of white supremacy on educational institutions ● Hire a graduation coach for black students to support graduation and post-secondary access ● Curriculum changes: Increase the number of high schools offering Black studies courses; infuse Afrocentric perspectives in curriculum beginning at the elementary level as this is an area of need. We will continue to work with Dr. Nicole West-Burns and knowledgeable others to disrupt the work in understanding curriculum and its relationship to dismantling and disrupting anti-Black racism. ● Resources in our schools need to reflect the lived experiences of Black students ● Revisit and revise policy documents that create barriers for Black students and racialized staff: i.e., progressive discipline, hiring policy, assessment, and evaluation
<p>What steps should a parent take if their child is experiencing anti-black racism in their school?</p>	<p>The first step would be to connect with the school principal to discuss the matter. If you are not satisfied with the response, you</p>

<p>What measures has the Board put in place to ensure staff who are perpetrators are held accountable for their actions?</p>	<p>can connect with Merrill Mathews, Education Officer, or email him equity.education@ddsb.ca. He will address your concerns and connect you with the superintendents of Equity, Mohamed Hamid or Margaret Lazarus.</p> <p>Capacity-building around human rights and rights and the responsibility of staff as duty bearers is an ongoing priority.</p> <p>The use of coaching and mentoring approach is used to work with school leaders when the community shares discriminatory actions.</p>
<p>I applaud the DDSB for their acknowledgment and willingness to right the wrongs caused by systemic anti-black racism. That's the first step to meaningful dialogue and positive change</p>	<p>We will continue to work to dismantle colonial and oppressive structures that create barriers for Black students.</p>
<p>Our Principal is retiring this year, replacing the female Principal (two female leaders). But it would be nice to see teachers/principals that look like my son.</p>	<p>As a District, we know that representation matters. At the leadership level, the Board has consciously hired Black staff in leadership positions, and with the revoking of Reg.274, there will be more opportunities for hiring Black staff in our classrooms. We are also partnering with Faculties of Education at the University to recruit and attract more racialized teachers to the DDSB.</p> <p>We recognize that this continues to be an area of growth and is a priority in our Human resources department.</p>
<p>What type of training do teachers/admins receive around when and how should they involve C.A.S.?</p>	<p>Answered live by Associate Director Jim Markovski</p>
<p>How are you measuring the impact(s) of your initiatives, and how often?</p>	<p>We are continuing to engage in the work defined by the Anti-Racism Directorate to provide updates on the outcomes of</p>

	<p>students in terms of academics, positive school climate, engagement which involves the following:</p> <ul style="list-style-type: none"> • student outcomes (enrollment, report cards, suspension data, graduation, university, and college applications, to mention a few), • feedback through surveys, • focus groups consultations and interviews to hear student, parent, and staff voices and experiences, • program evaluation, as well as feedback from professional development and follow-ups on implementation.
<p>What is being done to adjust the curriculum to include Black history, which gives a more accurate picture of past contributions of Black people? It is essential that the teaching of black history deal with other events and not just start with the shame of slavery, but ensure that it is more engaging and a much more positive experience for Black students in school?</p>	<p>Culturally Relevant and Responsive Pedagogy is a framework that the DDSB uses to support how students' identities are affirmed. One of the parts of this framework is making sure that students' lived realities are valued. Educators are learning that this means that there needs to be more of a focus on the positive contributions, rich ancestry, and histories of students of the Black diaspora. Resources are growing, and more and more teachers are looking to improve their practice, but we still have a lot of work to do to get everyone to shift. Many schools are now offering Black Studies courses as well, and the feedback from students that have been in these courses is resoundingly positive in terms of them learning more about themselves and learning to value who they are.</p>
<p>A recent study by the B.C.G. and CivicAction in 2020 shows that having Black teachers in classrooms can result in a 13% increase in enrollment in post-secondary education and decrease dropout rates by 29%. How diverse are the leadership teams, teachers, and student committees in our DDSB schools and classrooms? What roles are they playing in helping our</p>	<p>We recognize that this is an area of growth for the DDSB as a diverse workforce is not reflected in all schools. Therefore, it is a priority for Human Resources Services. We are making deliberate efforts to attract a diverse racialized staff and retain their expertise and voice in the system and have emphasized that this is a focus for ALL schools.</p>

<p>Black students achieve success?</p>	<p>Currently, for all new job postings, applicants are asked to identify their race (if they choose) At the leadership level of DDSB, Black staff numbers have increased. We have 3 Black superintendents to date. The Board also has approximately 35 Black Principals and Vice-principals. In addition, we are partnering with university Faculties of Education to attract new teachers who are racialized to increase diverse staff in classrooms.</p>
<p>I appreciate black history month in the DDSB; however, I do not see information about Black inventors. Students and society respect innovation, but students do not learn about Black inventors. This needs to change. How about making a poster featuring Black inventors and their accomplishments.</p>	<p>We will be sure to add a section on Black inventors to the Black History resource. In the past, there have been Black inventors displays in some of our schools during February.</p>
<p>Given such a low response rate, can the census data be collected another way? For example, can it be attached to income tax filings or other required activities at the regional or federal level?</p>	<p>Although we do use Statistics Canada data, we do not have access to information specific to the families and students on our Board to meet the requirements of the Anti-Racism Act.</p> <p>The Student Census is just one tool to gather information. The Ministry of Education has provided support and consultations with school boards on how to collect this information. We have begun including identity questions in some of our other data collection processes, such as the School Climate Survey, which was just administered this year, and the Grade 8 and Grade 12 student exit surveys. The Census gives us some information that meets the needs of the Anti-Racism Act and Anti-Racism Directorate. We are looking to other processes in the DDSB to provide us with additional and better views on the obstacles that students and families face.</p>

<p>It is my understanding that the TDSB has deployed an Anti-Racist Curriculum for grade 12 students. Unfortunately, introducing such a critical curriculum at grade 12 is hugely late, and Black students experience racism very early in the elementary grades. What is the DDSB's intention to deploy such a curriculum and hopefully across the Board to all grades? Thank you.</p>	<p>Answered live by Superintendent Mohamed Hamid</p>
<p>Will the Board consider offering conversational French for students who can speak and understand the language but has literacy challenges?</p>	<p>The Ministry Document, Including Students with Special Education, Needs in French as a Second Language Programs, mandates that all students have the right to access F.S.L. regardless of ability. Students identified with a special need are encouraged to remain in French and are provided with modifications to the curriculum. In addition, there are students whose French programs are modified to just the oral component of the language. In short, our F.S.L. teachers implement the strategies and tools outlined in the Ministry document Education for All.</p>
<p>My son is in grade 8 and was doing online schooling all year. He failed at least 2 of his classes and had the worst year he's ever had in school. He lost motivation as he was overwhelmed by the amount of work.</p>	<p>I would encourage you to connect with your son's school to discuss the issue to see if there is an opportunity to recover his credits before the school year ends.</p>
<p>What about the principals that are refusing to do the work? How will that number (though maybe small) be held accountable?</p>	<p>All principals are expected to do the work. They will be held to account by the Superintendent responsible for that school. In addition, as a district, we work with principals to provide support to them through mentoring and coaching from members of the equity team</p>

<p>When it comes to special education and children being identified as behavioral but no diagnosis, how is this harming the black child's overall trajectory and educational experience? What work is being done around this as this starts as early as junior Kindergarten</p>	<p>Answered live by Education Officer Kyla McKee</p>
<p>Trend meaning % change?</p>	<p>As more people participate in the student census and our other data collection processes and have more time for analyses, we'll explore trends like changes over time and across cohorts. The data shared tonight is where we are currently in our analyses, but the work continues to expand.</p>
<p>What is the data regarding our youth's ability to access scholarships - academic or athletic. Also, whom should parents be seeking out to support them to navigate this?</p>	<p>The data shared at the community session is just the beginning of our work exploring access. As we continue to expand our analysis, we will be including summaries of access to scholarships in the future.</p>
<p>Is there access to Canadian-based Black History resources available to all students via books, audible books? I am disappointed that my son had to wait until he attended university to take a Canadian-based Black history course as an elective.</p>	<p>The experience of your son is something that we do not want our students to continue to experience. Therefore, we created and launched a resource for elementary and secondary teachers, Black History, that can be used year-round and not just during Black History Month. A companion resource in French has also been created for French teachers to use in French Immersion schools and Core French classes.</p> <p>We offer a Black studies course that centers the curriculum around the Black identity and experiences at the secondary level. Two schools also offer e-learning Black studies courses for the 2021-2022 school year, and any student in the Board can access the course. DDSB@Home is also offering a Black Studies course.</p>

<p>Why was it necessary to survey to determine what every Black parent sees readily where the result of institutional and systemic racism negatively impacts their children? And until teachers have been trained in Anti-racism practices determination, will the "status quo "remain the same?</p>	<p>We are currently training teachers, administrators, and school teams in the principles of addressing anti-Black racism. The Compendium identified specific teaching groups Kindergarten Teachers, Special Education Resource Teachers, Guidance Counsellors, and Intermediate Teachers (grades 7-10). That training started two years ago with kindergarten teachers. The training continues to expand. The Compendium of Action for Black Student Success is currently being revised. If you have not seen the document, I encourage you to read it. It can be found on the board website under the Equity icon. It is the document referenced by the Director and Superintendent Lazarus</p>
<p>My son got the worst marks he ever got, but I let it slide due to Covid. My concern is that the teachers never called me or emailed me to discuss this. Shouldn't they have contacted me to discuss how bad his marks are? It's as if they didn't care.</p>	<p>His teacher should have contacted you. I would encourage you to connect with his teacher(s). Trustee Barnes spoke to parents contacting teachers. Let teachers know that you as a parent will be holding them accountable</p>
<p>Is there a possibility of establishing a partnership agreement, if there hasn't already been, between the Durham District School Board and the Durham Regional Police Services in a community-based capacity, specifically with regards to the Black student population?</p>	<p>We do currently have a partnership agreement with Durham Regional Police Services (DRPS). Therefore, we can undoubtedly engage our Positive School Climate Department to connect with DRPS to explore community-based partnerships related to Black students.</p>
<p>How do I get to be a part of these committees mentioned? How do I voice my concerns and contribute?</p>	<p>Are you interested in the Parent Advisory Committee, if so please feel free to contact me at jacqueline.steer@ddsb.ca</p>
<p>I thank you for answering the question and building capacity, but at the same time, just an acknowledgment that "today is a huge</p>	<p>Thank you for your commitment to affirming student voice. We currently have Student Trustees who meet regularly with the</p>

<p>day in history because....and we will get into this for sure at a later date". It doesn't take much time to spend a few minutes hearing how students feel about what they are seeing and hearing in real-time. But it needs to be at least addressed in real-time.</p>	<p>DDSB Student Senate. The Student Senate is a group of student leaders from secondary schools: student council presidents/prime ministers and two additional elected student leaders who meet to represent their schools. The Student Senate meets nine times per year. The goal is to create opportunities for students to share their ideas, thoughts, feelings, and what they would like to see with the school board. The student trustees bring their issues and concerns to the Board.</p>
<p>South Asians are also BIPOC (Black, Indigenous, and People of Colour) but doing very well. What lessons can be learned from their academic success at the district level?</p>	<p>The academic summaries that we presented are only one area of analysis. Although students who identify as South Asian are achieving well academically, it does not mean that they do not have to navigate obstacles and challenges imposed by schools and the Board. The barriers to the success of students who identify as South Asian may emerge in other data summaries and feedback of their experiences in school</p>
<p>I understand that this Census was derived from a survey. Doesn't DDSB have demographic information for all their students? If not, why not?</p>	<p>Until recently, the only demographic data collected by the DDSB through registration forms were things like gender (only male or female), age, program participation, and enrollment. The Anti-Racism Act highlighted the absence and necessity of this information and provided guidelines and standards to gather it. Before the Anti-Racism Act, the Toronto District School Board was the first and only Board engaged in this work</p>
<p>How are Black people being sent out of the class after being bullied?</p>	<p>The DDSB continues to work with school staff to address issues of bullying. As this situation sounds like an isolated incident, I cannot comment on the exact case. There is to be a full investigation at the school level with any student who is bullied. Sometimes, class removal is involved for the protection of each student until the investigation is completed. If a suspension is warranted at the end of the investigation (a formally documented</p>

	<p>removal from school for a period of time), one is issued. If the findings can lead the Administration to a restorative justice conference, this is what often occurs.</p>
<p>What is this group or the DDSB specifically doing to increase the Black representation of teachers and administrators, so our students and children are inspired to see other leaders who look like them and not be subjected to stereotypes from those who don't understand the Black experience?</p>	<p>The DDSB continues to implement fair, consistent, and transparent hiring procedures and practices to attract, recruit and retain a qualified and diverse workforce that reflects the diverse communities the DDSB serves and Ontario. In addition, we continue to hire staff from under-represented groups to reflect better the diverse communities the DDSB serves.</p> <p>These efforts include the change in Administrator (Principal and Vice-Principal) hiring, which resulted in outreach to a more diverse pool of candidates to be leaders in DDSB.</p> <p>For teacher hiring, we continue with recruitment efforts to outreach through the community events (Black Educators Information Night held in April 2018), working with the Ontario College of teachers to connect with internationally trained teachers, and recruiting teachers from outside the Durham region.</p>
<p>Does the teacher's union (ETFO) support the initiatives implemented by the Board to address anti-Black racism? If so, how? Also, why can't addressing anti-Black racism, or Equity in general, be included in teacher evaluations? Based on the information just shared, this should be a requirement.</p>	<p>ETFO does support the work being done concerning anti-Black racism. They have produced quite a few resources and offered workshops on anti-Black racism that support this work. However, this is a work in progress as we work with various groups in the district to be aligned concerning equity work.</p>
<p>How will the DDSB hold educators or staff accountable who demonstrate anti-oppressive and anti-Black racist behaviour</p>	<p>The Durham District School Board (DDSB) is currently developing our Human Rights Policy and Procedure document.</p>

<p>towards students or parents? How can we, as parents, hold DDSB educators or staff accountable?</p>	<p>These documents are scheduled to be released in Winter 2021/2022. Within the procedures will be an accountability framework that outlines the following responsibilities:</p> <ul style="list-style-type: none"> · treat everyone with dignity and respect · promote and protect human rights · prevent discrimination and harm. <p>Parents of DDSB Students should expect their child/children in care's experience to reflect that commitment. This applies to all staff, students, and visitors of the DDSB. However, if a parent feels that this is not the case, parents can challenge this by speaking to the teacher, Principal, Superintendent of their child/child in care's school.</p>
<p>How is the DDSB addressing the secondary guidance staff who regularly push Black students out of the academic stream? Not only at transition year of grade 8 repeatedly in grade 9, grade 10, and grade 11. Black students are constantly under attack and being pushed out of the university opportunity with low expectations.</p>	<p>As a system, we are working to removing barriers during Gr. 8 to 9 transition with the use of Choosing my Success and pathway counsellors to support student voice and choice in course pathway selection going into high school and with the focus on De-streaming, the pathways conversations will involve capacity building with guidance teams and school administrators about the experiences of Black students</p>
<p>At what point in their education do we see a gap in achievement for Black students? Does it start from Kindergarten, or does it happen later during the elementary school years? Are we targeting the years that we are noticing the gap starts to widen?</p>	<p>Although we have achievement summaries for 2018-2019, we will need to see what student achievement looks like over the next few years to answer these questions. This is a priority and focus of our analysis but will require time to collect and analyse data before we have a clear picture of where and when these obstacles can first be seen.</p>

SO Hamid: Are there any intentional actions in DDSB to decrease adverse outcomes for Black students (suspensions and academic achievement gaps) and increase representation in preferred "positive" academic programming/outcomes. Specifically, are there intentional anti-racist policies or board motions to speak to changing outcomes?

Yes, we are in the final phase of a system staff directive preventing the uttering, writing, or use of derogatory (Racial epithets), dishonoring, or potentially injurious terms used about any aspect of identity, the intersection of identities, traits, or social location. We are also developing a curriculum guideline to ensure that all materials meet in full the requirements outlined in the Human rights policy. These will both be launched in Fall 2021.

Many black parents have refused to have their child identified under the exceptionality of behaviour because they believe it adds further negative implications to their child's learning. What is the Board doing to address this concern?

Partnerships with parents/guardians are vital to understanding the concern and working together to provide meaningful interventions based on student identity. This exceptionality provides essential learning supports that can support specific learning needs, but working together for the best solution is needed. A focus on intervention before identification is a system shift.

Post-secondary supports have also significantly improved, and an I.E.P. may provide essential support and access that wasn't there before. Again, working together to develop the best solution is critical, with students at the heart of the planning.

Ministry definition of Behavioural Exceptionality: A learning disorder characterized by specific behaviour problems over such a period, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships;
- b. excessive fears or anxieties;
- c. a tendency to compulsive reaction;

	<p>d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.</p>
<p>In speaking about accountability frameworks, are there any measures being put in place for teachers/administrators who consistently demonstrate harmful behaviours toward Black students, impacting Black student educational success? As a parent, when addressing these issues with administrators, they often side with the staff leaving parents feeling frustrated and disempowered with nowhere to turn. What pathways exist for Black parents needing support?</p>	<p>Parents of DDSB students can reach out to the Durham Black Educators network to seek support in bringing a complaint to the Board. In addition, community services such as Side by Side Services can assist with grievances and activate the help of Side by Side as an advocate for African Canadian families. sbsaccess@gmail.com sidebysideaccess@gmail.com 1-416-518-1569</p>
<p>While I appreciate the Black legacy acknowledgment when considering our black students, I firmly believe that the second sentence of the Indigenous human rights acknowledgment is equally fitting. The Black legacy acknowledgment appears as though it is encouraging black students to be proud of being black. Being proud of being black is not the problem. The systemic racism throughout the DDSB is, and the Board's commitment to stop it should be reflected in the Black acknowledgment.</p>	<p>Thank you for your comment. It is noted, and we will revisit the Black Legacy Acknowledgement to include DDSB's commitment to dismantling systemic structures that create barriers for Black Students.</p>
<p>We have to look deeper at the Black male youth who are suspended. Early in their education, systemic issues push them out of school, resulting in disengagement. The suspension or expulsion was years in the making.</p>	<p>Yes, this is true. We are putting forth resources in Early Years' education through coaching, hiring, and targeted training to address anti-Black racism. Specific to discipline, the Board now has no suspensions from Kindergarten through to grade 3.</p>
<p>I know many teachers, administrators, and parents who do not "believe in" systemic racism or are not actively engaging in anti-racism work because they don't have many Black students in</p>	<p>The DDSB is committed to supporting the work of dismantling anti-Black racism through ongoing training. As a Board, we recognize the existence of anti-Black racism. This message has</p>

<p>their school. For example, on a parent's council, my voice was silenced because the Principal didn't "believe" it was an issue since there were not many Black kids. They have a Black studies course, but it has no enrolment, so he thinks they don't need it or any other anti-racism work. And there's nothing to compel him</p>	<p>been communicated to all staff via Board and System messages. However, if you continue to face situations such as the one outlined in this question, please connect with the Equity Department, equity.education@ddsb.ca. You will receive support in addressing some of these issues at the school level.</p>
<p>Why, when it comes to Black children, everything takes so long? What more does the system need to effect change? It's just too much lip service. I think black children need a SEPARATE EDUCATION SYSTEM. Black children deserve this much. They deserve to be treated like humans, nurtured, protected, and loved by those who provide education.</p>	<p>Thank you for your commitment to the well-being of Black students. While we recognize the importance and urgency of this work, we also understand that we will not see improvements immediately as we are working within white supremacy systems that have been in existence for decades. However, as a Board, we are committed to addressing anti-black racism by setting measurable action items such as those laid out in the Compendium of Action for Black Student Success.</p>
<p>When I went to U of T, I was highly impressed when I walked into a room filled with Black doctors, Black dentists, Black pharmacists, and Black professors. For Bring Your Kid To Work Day, I want to see a career day event filled with Black professions so that our students today can be inspired just like I was. I will volunteer for this event and speak to students about occupational therapy.</p>	<p>Thank you for your suggestion. We may offer a system-wide career fair for students and would certainly welcome your input into such an event. Please email margaret.lazarus@ddsb.ca to discuss this further if you would like.</p>
<p>Why is it that our Black students have the worst or lowest education outcomes than other students?</p>	<p>Thank you for your insightful questions. The creation (2018) and the current revision (2021) to the Compendium of Action for Black Student Success to inform HOW to improve classroom conditions for Black students. The existing materials used in classrooms are not culturally responsive. We also need to continue to shift mindsets from low to high expectations. Thus, we have ongoing</p>

	<p>professional development for our teachers and administrators as we partner with the Anti-Racism Directorate to improve outcomes for our Black students.</p>
<p>I hope there is a diversity training program in place for all teachers, principals, and board members so that the school board will have some consistency within the schools across the Board, and this training has to be done continuously</p>	<p>We have ongoing professional development for teachers and administrators across the system to work on deficit mindset and teacher beliefs about Black students. The goal is undoubtedly to build consistency across the system.</p>
<p>History class has previously taught white history. Can this group influence expand beyond white history AND not just negative history? This is not limited to black history.</p>	<p>There have been many shifts in the approach to instruction in the History classroom. However, the curriculum looks at significant themes recurring over time and includes the diverse voices and experiences that make up the Canadian mosaic. This includes experiences of Indigenous peoples, Asian and Southeast Asian, along with Black people.</p>
<p>Does the Board have an advisory committee consisting of students and parents who can speak to their lived experience and the support they need to be successful? If so, how can others get involved? If not, are you open to having the people we are talking about sitting at the table so they can be a part of the change they would like to see?.</p>	<p>One of the action items from the Compendium of Action for Black Student Success was to work with Durham Black Educators' Network (DBEN) to establish a parent advisory committee that would bring concerns to the Board. The committee was established in June 2019. The committee meets monthly with virtual meetings during the pandemic. During the 2020-2021 school year, DBEN's Parent Advisory Committee hosted a session that focused on the well-being of Black Students and families. A second session - Spring 2021, was an open forum where parents had time to provide feedback that contributed to the review of the Compendium of Action for Black Student Success. The committee has identified various parental concerns and will work with the Board to address these concerns. The committee is planning to expand its membership during the 2021 2022 school year.</p>

<p>It was acknowledged early in the presentation that DDSB recognized that Black students are not very engaged. Therefore, in initial research, what tool(s) have been identified that can be applied to start September to make an immediate difference to students' level of engagement towards achieving better outcomes in 2021-2022?</p>	<p>A considerable part of this is creating opportunities for our black students to be leaders in learning by instilling confidence and pride in us as a people. DBEN has done this through events such as the And Still We Rise elementary and secondary conferences. For example, we are working with DDSB educators to support the Cypher Conference, which is centered around Black identity and showcases our culture and experiences with black students. It also helps create allyship, which is an integral part of shifting the change we need to lead to better engagement and outcomes for our students.</p>
<p>Who is telling Black children they are not worthy? Do we have children in school doing this to children, and has this been addressed with the parents?</p>	<p>Although not always explicitly spoken, some Black students feel this way based on their interactions with adults and peers alike. School staff and administrators address these issues, providing insights to those projecting this negativity and hurt. In addition, at the school administrator's discretion, parents are often looped in to reinforce school expectations.</p>
<p>A significant issue is that racism is insidious and infiltrates legislation and policies. Is there Black representation sitting at these tables within the DDSB?</p>	<p>Currently, DDSB has Black leaders at all levels of the organization. We have three Black superintendents and approximately 35 Black school leaders. The Black staff has increased, and the Board is continuing to address this systemic problem. We recognize that Black staff is not reflected in all schools, but the work emphasizes this for ALL schools.</p>

Respectfully, we have known about this issue for years. I believe the Stephen Lewis report was released in 1992. We need to move past conversations and onto action. When can students and parents expect access to the new Human Rights document that the Board is developing? When does the Board plan to evaluate the success or failure of the steps already taken?

As part of a phased consultation approach, a draft Human Rights Policy Framework and Consultation Plan were shared with communities in fall 2020 for input and feedback. Based on that first phase of consultations, the district is finalizing a draft Human Rights, Anti-Racism, Anti-Discrimination, and Respectful Workplace Policy. To support the policy, we are drafting four related procedures to help: anti-discrimination and anti-racism; inclusive design and accommodation; student human rights issues and complaints; and safe and respectful workplaces. In addition, we are also drafting a framework to help define and clarify individual and organizational roles, responsibilities, and accountabilities for human rights.

The policy and procedures set out roles, responsibilities, and specific actions to promote and protect human rights and help identify, address, and prevent discrimination in all aspects of the district's services, employment, learning, and working environments. This applies to those who work directly in schools and classrooms and all system departments that support schools.

The policy and procedures include requirements to develop an evaluation plan that will involve collecting and analyzing additional data to help evaluate and report on progress in meeting the policy's objectives.

We expect to share the draft policy, procedures, and accountability framework with communities (including students, parents/caregivers, and employees) for feedback in early fall 2021 and launch the final policy package in the winter. We will communicate more information and specific dates in the new school year.

In the meantime, we are applying human rights principles and requirements to develop other new (or review existing) policies,

procedures, and initiatives across the district.

Is DDSB's policy not to disclose the outcome of an investigation to parents because the child is no longer a part of that school board?

When an incident involving one of our students takes place, we should report the results of the investigation to the parent or guardian as per Education Act, s. 300.3

(4) When notifying a parent or guardian of a pupil under this section, the Principal shall disclose,

(a) the nature of the activity that resulted in harm to the pupil;

(b) the nature of the harm to the pupil; and

(c) the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity.

Education Act, s. 300.3

(5) When notifying a parent or guardian under this section, the Principal shall not disclose the name of or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm, except in so far as is necessary to comply with subsection (4).

I know about the robust Cypher conference/event for young Black male students, but I wonder if there is anything in the works for young Black female students. In the past, I was told that Black girls aren't a concern because they generally do well in class, but Black girls are facing their struggles within and outside of school environments. So, will there be a Cypher-style event for Black girls?

We host a black female conference for girls in grades 6-8 pre COVID. The conference is called "Empower Her." And indeed, it is an empowering conference. We hope to begin planning for this in the fall with a date for the event in the spring.

How is the DDSB working with other systems such as child welfare (C.A.S.) and the police system to stop our children and families' systemic discrimination/humiliation?

DRPS and DDSB work to coordinate their efforts to create and sustain safe learning environments that respect the legal rights of all students and staff at all times. These efforts include the need to:

- support both rights and responsibilities of students, teachers, principals, and staff;
- respect the fundamental rights of students, teachers, principals, and staff about disability, race, creed, ethnic origin, and other prohibited grounds of discrimination under the Ontario Human Rights Code.

We will continue to work with DRPS to ensure that our learning

	<p>environments are safe for all students</p> <p>DDSB also partners with C.A.S., and we are both committed to anti-oppressive practices in which we both challenge the impacts of power and privilege. DDSB's social work team continues to engage in discussion to understand better how we can work to dismantle and confront discriminatory practices. Partnering with C.A.S., we recognize that the more we focus on the identity of our students, the better we will know our families and work with C.A.S. to solve problems.</p>
<p>Temporary I.E.P.s do exist. Please inform parents.</p>	<p>Thank you for bringing to light these issues. You are correct. Temporary I.E.P.'s do exist. In DDSB, they are activated for specific situations: students needing technology to support their access to the curriculum. If students are new to the Board and have arrived with a temporary I.E.P., we uphold the accommodations in the I.E.P. However, we move quickly to an IPRC process to identify the student to ensure that they have the appropriate services they need and do what is necessary to remove barriers that impede the students' success. It is important to note that we are currently reviewing all processes related to identifying students with special needs in light of the Census Data results.</p>
<p>My daughter was assessed in grade 5 and was diagnosed with General Anxiety Disorder and a Learning Disability. She is now finishing grade 9. I have tried for the past two years to get her reassessed as I believe she may be autistic. How do I get her reassessed?</p>	<p>You will need to meet with the Special Education Resource Teacher at your child's school to activate Psychological Services to begin the discussion for an assessment to be done. Assessment can be done internally through the school board or externally with an outside Organization if you choose to go that route.</p>

Thoughts on separate schools for Blacks?

A Black-focused school has its place within the variety of alternative schools in Ontario's education system. A Black focussed school would undoubtedly help engage Black youths as they would without a doubt see themselves reflected in the curriculum and its leadership. In addition, a Black-focused school would promote positive Black identity and a strong sense of community with Black teachers sharing their knowledge and experiences and holding high expectations for all their students.

It is important to note that at the DDSB, we strive to infuse the aspects of the Black-focused school indicated in the paragraph above into the way we operate. For example, we are engaging with our educators to ensure a more inclusive curriculum for our students to explore Black culture and identity and utilizing culturally relevant and responsive pedagogy as a framework for approaching learning. In addition, we are working to ensure that Black students see themselves represented in staffing at all levels in the organization and that the Black identity is affirmed. Finally, we are engaged in capacity building with guidance counsellor teams about the experience of Black students and the importance of holding high expectations for our black students.

Could someone please explain the criteria for out of area application? For example, if a parent has an issue with the high school, their child is scheduled to attend.

All grade 9 students are required to attend their in-area high school. However, in grades 10-12, if a program is offered at another high school (e.g., Specialist High Skills Major (SHSM)) that is not provided at the home high school, parents can apply for out-of-area status. Suppose you are requesting an out of area status for any other reason. In that case, you will need to connect with the Administrative Officer at the Board for your designated high school to initiate a discussion/request.

<p>This school year has been challenging for every student. I am very concerned that our Black students have experienced a school year that will affect them if more support is not provided. Online learning has played a role in which some have disengaged in their learning. Will this be addressed to the DDSB.</p>	<p>DDSB is aware of the issues around disengagement due to the nature of the school year being blended or fully remote. As a result, numerous supports have been made available within schools and centrally for students to access well-being interventions. As planning continues with the 2021-22 school year, we anticipate improving as students return to in-person learning.</p>
<p>Not all parents know how to navigate the system, and the process can be intimidating if you do not know.</p>	<p>The Durham Black Educators' Network (DBEN) general meetings create space for members, educators, parents/guardians, and community members to be informed of updates about DBEN and DDSB initiatives that have taken place or are developing in support of the Black Diaspora in Durham Region General meetings can also allow the community to connect with DBEN members about their concerns for our students and families, bringing system supports and needs into perspective. Please visit www.dben.org for more information and updates.</p>
<p>I am fortunate also to have Trustee Barnes for my ward, but what about parents dealing with trustees and administrators who refuse to recognize anti-Black racism as an issue?</p>	<p>DBEN does a great job partnering with the DDSB to support the system to ensure that the voices of our black students and their families are heard when issues arise. If your school administrators or area Trustee are not acknowledging issues related to anti-Black racism, please contact the DDSB equity department to help navigate and address the challenges you are having. Also, please look to join DBEN'S parent advisory committee, we can listen and bring your concerns back to the system.</p>
<p>Is there a support person or consultant(s) who can contact parents and students who need direction or support in situations within the system and need help in voicing an issue or how to proceed and whom to proceed to if needed? If not, this would be helpful, primarily to support families who are unsure or</p>	<p>The DDSB has recently partnered with an organization called Side by Side, and this agency provides services and support to families, including African Canadian children, youth, and families. sbsaccess@gmail.com sidebysideaccess@gmail.com 1-416-518-1569</p>

<p>uncomfortable pursuing an incident they have experienced.</p>	
<p>We also need to be mindful that our children are not left in the environment after escalation. So yes, we hear that option exists. However, we often have to pick out battles.</p>	<p>It should be the expectation that if a parent/guardian or caregiver brings an issue forward to the school, there are no repercussions. If one is not happy with the response from the school administration, then you can seek further assistance at the Board level</p>
<p>When children misbehave and are sent to the office, they sit on a chair for everyone walking by to see them, and it is stigmatizing!!!! Stop doing it. Black kids are VISIBLE minorities. People remember seeing them. Give these kids some privacy! Send them to a room that has no windows to the hallways!</p>	<p>We are working as a system to build capacity with our school administrators in understanding the importance of bias-aware progressive discipline. We want to ensure our Black students' dignity and safety and create pathways to restoring the well-being of our Black students and their experiences in school.</p>
<p>Sincere thanks to the Board, panelists, and parents who posed great questions this evening. Unfortunately, I have to leave the meeting early. Will I have access to the recording after? If yes, please let me know how to access the video. mccalla@rogers.com</p>	<p>You are very welcome. The Equity Department will post a recording of this event along with the Q and A on the DDSB website.</p>
<p>Our children are everything to us. School and the education system are failing many Black children by leaving them behind if they don't meet a certain threshold academically. Who is keeping these teachers accountable that do not provide assistance but instead pinpoint shortcomings? If there is no accountability, this will continue forever. But, again, who keeps them accountable?</p>	<p>We will continue to ensure equitable outcomes for Black students by dismantling the structures that create barriers for our students and continue to work to build capacity with all employee groups in our system. In addition, we are looking critically at shifting to an asset-based approach to educating Black students.</p>
<p>We, as parents, need to try our best to get more involved with our school community.</p>	<p>We encourage parents to attend the School Community Council (S.C.C.) meeting. Information about these meetings is usually available on the school's website/newsletter, or you can contact the Principal for information. Commit to attending at least two</p>

	<p>meetings. The meetings allow parents to have a voice and to learn more about your child's school Schools have a variety of activities throughout the school year. Ask your child's teacher or the Principal about these events</p>
<p>I have constant feelings and experience of distrust among the Administration and staff. How can black parents work together to mobilize within the Board to address these negative experiences that many of us are feeling? How can we work together as a parent voice to get more favourable outcomes? When we are redirected back to Administration and teachers, usually the first line of contact, you send us back to the same oppressive attitudes and mentalities. Should we expect different outcomes?</p>	<p>Parents can also activate the help of Side by Side, which acts as an advocate for African Canadian families. sbsaccess@gmail.com sidebysideaccess@gmail.com 1-416-518-1569</p>
<p>Representation within the school is vital, and this is the real question</p>	<p>The DDSB continues to implement fair, consistent, and transparent hiring procedures and practices to attract, recruit and retain a qualified and diverse workforce that reflects the diverse communities the DDSB serves and Ontario. We continue to hire staff from under-represented groups to reflect better the diverse communities the DDSB serves.</p>

What is the hiring process for teachers? I don't think job posting is the issue; I believe allowing access to black candidates might be. Can you shed more light on this?

How public school boards hire teachers is governed by the Ministry of Education. In 2012 the Ontario Regulation 274/12 - Hiring Practices (Reg 274) came into existence which set out which positions teachers could apply for and how they were to be considered. Reg 274 is based on the seniority a teacher has with a school board. This meant those employed longer with a school board as an occasional teacher (supply teacher) would be eligible to apply to permanent positions eventually. The challenge in this model is that a school cannot hire based on the need to diversify its staff. Therefore, the regulation set out that they would have to consider the five (5) most senior qualified teachers to apply.

Under Reg 274, the path to becoming a permanent teacher started with an occasional teacher, L.T.O. list, and then candidates are eligible for permanent positions.

The Board has been working to increase the diversity of candidates for the L.T.O. list, with increased efforts to hire a more diverse occasional teacher (supply teacher) staff that would then be part of the teachers that can be selected for permanent positions. The 2017 DDSB workforce census reflected the efforts to increase racialized staff (11% in 2011 to 21% in 2017).

This change in our staff occurred by having more outreach through the community events (Black Educators Information Night held in April 2018), working with the Ontario College of teachers to connect with internationally trained teachers, and recruiting teachers from outside the Durham region.

As the Ministry changes the hiring practices, we will be moving to a process that seniority will no longer be a requirement to access positions. We are in the process of these new changes with

hiring teaching positions in secondary.

Did Ontario have a segregated school system, and if so, is it covered during history class. While looking into the Ryerson incident, I came across an article that implied Ontario had a segregated school system for a while. I followed up with my kids, and it was news to them. Is the Black experience in Canada covered as part of Canadian history, or is it only about the Underground Railroad?

Yes, Ontario did have a segregated school system, with the final segregated school closing in 1965. Unfortunately, many of our teachers are using the Euro-centric curriculum that does not account for these teachings. We are working closely with our subject facilitators, who work directly with classroom teachers, to incorporate such information within the curriculum so that all students will have a more accurate picture of Canada's history moving forward. Understanding the historical oppression will help to give a clearer understanding of the Black identity of today.

The deconstructing anti-Black racism and oppression course being offered in TDSB and DCDSB teaches students how to recognize the roots of and dismantle oppression. No other course equips our children to be part of the solution. The TDSB also has Black Studies and Black History classes but still offers this course.

Black Studies courses are currently being offered in 11 Secondary Schools. Our students can engage in Black Studies through in-person learning, DDSB@Home Secondary, and eLearning. This course addresses historical and contemporary issues and topics connected to the Black experience through a Canadian context. Centering Black identity, students develop their understanding of African Kingdoms, the Triangular Slave Trade, and the significance of Civil Rights movements. Addressing anti-Black racism and forms of oppression are critical parts of the course content. Students build a critical awareness and understanding of the power of their voice and contributions as social agents of change. Highlighting one of the curriculum pieces, students have voice and choice to use their new learning to shift perspectives while uprooting and dismantling internalized and systemic oppression in their schools and the community.

<p>Will the census data be available to staff or on the board website?</p>	<p>The initial analysis of who participated in the student census is currently available on the board website. We are now working to make our academic summaries available (hopefully in the same location). https://www.ddsb.ca/en/about-ddsb/student-census.aspx</p>
<p>I am interested in hearing specifically how Black Students are directly benefiting from the belief that anti-Black racism education is necessary; beyond training teachers and writing program policy documents, how are students helping program-wise? Besides excellent conferences like "Empower her " what else is being offered at an organizational level to support Black learners, especially at the elementary and transitional points?</p>	<p>We believe that the work that is being done in the area of anti-Black racism is directly supporting the students of the DDSB. With the partnering of many community organizations, with the number one organization being DBEN, we have supported the many initiatives that allow Black student voice to be front and centre along with leadership development opportunities. Many of the students who leave The Cypher and Empower Her Conferences to enter high school with skills that help them navigate their new surroundings and step up to take on leadership roles within the school. Students are finding their voices and requesting student choice with assessments to represent their learnings with more cultural content and relevant to their lived experiences. This is pushing our teaching staff to seek out a wider variety of resources for curriculum instruction so that students see themselves reflected within the curriculum. Regarding the younger grades, we have hired eight early years coaches who will focus on equity and inclusive practices, thus working with our early years' teachers to make sure that they follow Culturally Relevant and Responsive Pedagogy principles. This will ensure that your youngest learners are seen, and their lived experiences are valued and brought into the classroom as they learn.</p> <p>Through DBEN's And Still We Rise Ambassador Leadership Program, secondary students have created a webinar series that has been shared with all secondary schools. This webinar series</p>

	<p>activates Black students' leadership as agents of change. Topics addressing inequities from students' perspectives create opportunities for our secondary schools to engage in necessary conversations and learn from the experiences of Black students. Schools are left with the next steps that will activate leadership and culturally responsive practices.</p>
<p>Thank you all for providing this forum. I have had the opportunity to participate in the school S.C.C., which allowed me to include my thoughts and concerns within the school system. I also attended DDSB meetings. I genuinely believe that to address and combat anti-Black racism, microaggressions, bias, covert/overt racism embedded within our schools, parents should be involved. Educators should be trained as well. What type of training is going to be created for the educators?</p>	<p>Anti-Black racism training is being provided across the DDSB for teachers and administrators. As per the Compendium of Action for Black Student Success, the district is providing Anti-Black racism training for the following educators: Kindergarten, Intermediate SERTs, and guidance teachers In addition, Dr. Nicole West-Burns has begun working with a number of the schools in the district. Her focus is on Dismantling Anti-Black Racism. She works with school teams to help them understand how bias, oppression, privilege, and anti-Black racism negatively impact Black students and prevent them from realizing their potential. The training began last summer and is ongoing. The training includes a historical perspective of the Black experience in Canada. Parents can contact the Principal at their child's schools to find out about A.B.R. training for staff.</p>
<p>How are you training white teachers/staff to acknowledge that they have privilege and bias that is getting in the way of success for black students especially?</p>	<p>As a system, we have been working with staff/administration on bias, privilege, and power. We have chosen to start with book clubs, and this has been followed up with courageous conversation sessions and training with Dr. Nicole Westburns. The focussed books for many groups were How to be an Anti-Racist by Ibram X. Kendi and White Fragility by Robin DiAngelo.</p>
<p>Could you please post the response regarding how DDSB is increasing representation? Unfortunately, it was provided so quickly some of the details were not very audible. Thank you.</p>	<p>The DDSB continues to implement fair, consistent, and transparent hiring procedures and practices to attract, recruit and</p>

	<p>retain a qualified and diverse workforce that reflects the diverse communities the DDSB serves and Ontario. In addition, we continue to hire staff from under-represented groups to reflect better the diverse communities the DDSB serves.</p> <p>Efforts include diversity-focused media recruitment ensuring positions are visible to a diverse candidate pool within and outside the Durham region.</p> <p>Attending and hosting career fairs and information sessions with diversity a vital purpose of the events.</p> <p>The 2017 DDSB workforce census reflected the impact of these efforts. DDSB experienced an increase in racialized staff (11% in 2011 to 21% in 2017).</p>
<p>Thank you, Mohamed! Fire the teachers who oppress! They have no place. Not a question, just a statement</p>	<p>DDSB's commitment remains to use practical tools and strategies to dismantle anti-Black racism. Your affirmation is appreciated.</p>
<p>Many schools in the DDSB refuse to name anti-Black racism in this Board in 2021. Administrators are too busy comforting Whiteness and explaining the intent instead of calling the act of racism and dealing with it.</p>	<p>The Durham District School Board (DDSB) is currently developing our Human Rights Policy and Procedure document. These documents are scheduled to be released in Winter 2021/2022. Within the procedures will be an accountability framework that outlines the following responsibilities:</p> <ul style="list-style-type: none"> · treat everyone with dignity and respect · promote and protect human rights · prevent discrimination and harm. <p>Parents of DDSB Students should expect their child/children in care's experience to reflect that commitment. This applies to all staff, students, and visitors of the DDSB. However, if a parent feels that this is not the case, parents can challenge this by</p>

	<p>speaking to the teacher, Principal, Superintendent of their child/children in care's school.</p>
<p>My daughter had to do an art presentation, and the list of artists was all white. So I had to ask "permission" for my daughter to present on a non-white artist.</p>	<p>As teachers start to embed the Culturally Relevant and Responsive Pedagogy principles into their practices, this situation should stop. Many educators are supporting the concepts of student voice and student choice.</p>
<p>Black Educators and students are being harmed. They know speaking out will further harm them. Not a question but a statement</p>	<p>Thank you for your statement that reaffirms our commitment to continue challenging white supremacy structures and barriers that impede the progress of our Black students</p>
<p>I've been in 'anti-racism or unconscious bias' training and watched colleagues roll their eyes. They were not open to acknowledging the issue, their privilege, or what they could learn. They just went through the motions. It's hard enough to remove teachers that aren't good. So what will the Board do with teachers who resist this type of training and do more harm than good for our kids in the classroom?</p>	<p>The Durham District School Board (DDSB) is currently developing our Human Rights Policy and Procedure document. These documents are scheduled to be released in Winter 2021/2022. Within the procedures will be an accountability framework that outlines the following responsibilities:</p> <ul style="list-style-type: none"> · treat everyone with dignity and respect · promote and protect human rights · prevent discrimination and harm. <p>Parents of DDSB Students should expect their child/children in care's experience to reflect that commitment. This applies to all staff, students, and visitors of the DDSB. However, if a parent feels that this is not the case, parents can challenge this by speaking to the teacher, Principal, Superintendent of their child/children in care's school.</p>

<p>Parents need to be empowered so that they can advocate for their children within the school system.</p>	<p>We hope that Parents/Guardians and Caregivers will continue to advocate for their child(ren) with the school administration. With the new Human Rights Policy and the continued professional development sessions that we are providing around anti-Black racism and systemic barriers, you should see a change in schools. The centering of each student's identity within the teachings and learning will be a priority. Parents can seek external support to help them with advocacy. One such group is the organization Side by Side. Their contact information is sbsaccess@gmail.com sidebysideaccess@gmail.com 1-416-518-1569</p>
<p>Virtual learning allowed me to hear my child's JK/SK teacher telling the class she "overheard the tooth fairy take baby teeth to Africa to build homes for the poor people." I don't even know what to do with this. Teacher training? I didn't bother escalating because I feel like my child has a long school career ahead, and I have to pick my battles.</p>	<p>Kindergarten teachers will receive training in anti-Black racism. Some teachers have already received this training. The training will continue for those kindergarten teachers who have not yet received it. Please share your concern with the teacher about this misinformation being shared with students. If you don't think your concerns are being heard, please contact your child's school administration. You must make them aware of your concerns! Also, please ask them to follow up with you as to how the situation is being addressed.</p>
<p>How are incidents in our DDSB schools involving Black students, whether from neglect to physical abuse, recorded, filed, or addressed? Are there incident report forms available in schools?</p>	<p>Any disclosure from a student of physical abuse or neglect from an adult is taken seriously. Under section 125 of the Child, Youth and Family Services Act, every person who has reasonable grounds to suspect that a child is or may require protection must promptly report the suspicion and the information upon which it is based to a Children's Aid Society (C.A.S.). When disclosures involving students from a marginalized segment of our community are made, it is good practice to ensure that any mitigating circumstances/details are carefully considered</p>

	promptly before deciding to make the call to C.A.S. A reporting form is to be completed when a call to C.A.S. is made.
There are teachers in our schools that are continuously harassing Black students. What is being done to educate them?	The DDSB provides professional development all year round as invitations for teachers to engage in critical conversations concerning Anti-racism, cultural pedagogy, and how to do best practices in promoting Positive School Climates. Additionally, teams from the Inclusive Student Services (I.S.S.) Department is integral in re-echoing, centering the experiences of Black students through presentations on Anti-Black racism and resources.
Where do Black teachers go for help?	The DDSB's Equity Department consists of Education Officers who work to implement equitable outcomes in schools for teachers and students through training, materials, and professional development. Additionally, affinity groups such as the Durham Black Educators Network provide education and support for teachers and students who identify as part of the Black community. All Durham teachers are provided Employee Assistance Program (E.A.P.) counseling for additional support through their benefits.
Yes - I know you are offering Black Studies / and by your admission and data, what you're doing isn't exactly working - maybe just Black Studies isn't enough, and what are you doing to ensure children are equipped to be anti-racists?	The Black Studies course is undergoing a revamp to include more relevant and responsive material for all enrolled students. As well, in some schools, there is a larger population of non-Black students taking the course, and the teachers are looking to do more work in the area of bias, privilege, and allyship. Along with the revamping of this course, many other subject areas include teachings about anti-racism. Whether it be English classes that are using novels beyond the Euro-centric lens to Canadian World Studies courses using a Culturally Relevant and Responsive Pedagogical approach, more high schools are infusing anti-racists teachings within their curriculum.

