



DDSB
Ignite Learning

Anti-Oppression
Department

Compendium of Action for

Black Student Success 2.0



Education is the most powerful weapon
we can use to change the world.

Nelson Mandela

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The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

Black Legacy Acknowledgement

I wish to acknowledge my ancestry, a deep and profoundly relevant history of Black Peoples across the diaspora.

A history, lineage and inheritance that predates this country, chattel slavery and colonialism and begins with Africa and ancestry that recognizes struggle and survival while honouring our narrative of pursuing self determination. Today I stand valued, grateful and proud to be Black. — Justice Donald McLeod

Message from the **Director of Education**

The Durham District School Board has made a strong and clear commitment to creating the conditions for all students to reach their full potential, to find joy, to explore their talents and to author their own path. Through our work, research and learning, we recognize that Black students have historically faced obstacles that get in the way of unleashing their excellence and experiencing joy in their school lives.

This document illuminates the foundations of anti-Black racism faced by people of African descent in our schools and school communities. This reality necessitates a precise and persistent call to action in our schools, our classrooms and at the desk of each student. The strategic and precise plan of action outlined in the pages that follow, build upon the presumed Black excellence and impending success.

We know that for this work to be successful, it must be collaborative and reciprocal in nature. The Black community is rich in diverse histories, languages, cultures and faith, and so, by extension, every Black child carries unique identities and lived experiences. Through continued partnership with students, staff and community, we will engage in responsive and impactful strategies to confront anti-Black racism, and in doing so, provide all students a vision of Black excellence and possibility as they grow into their own personal potential.

Together we will thrive at the Durham District School Board.

Camille Williams-Taylor

Director of Education

Durham District School Board

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Why?

The Durham District School Board (DDSB) is committed to upholding the basic human rights of its students and staff and ensuring that all students receive an education that is free from discrimination.

The DDSB recognises that anti-Black racism (ABR) has led to unequal achievement levels for Black students and is committed to dismantling ABR and ensuring that Black students receive an education that allows them to succeed and realize their potential.

This will be accomplished by:

- addressing systemic inequities
- listening to Black students
- responding in a purposeful and direct manner to student needs
- prioritizing the well-being of Black students
- identifying, preventing and addressing board policies and practices for anti-Black bias in order to dismantle and disrupt said policies and practices
- implementing curricula that affirms, reflects and responds to Black identities and experiences
- ensuring resources are bias and discrimination free
- responding to and acting on concerns of the Black community to address ABR (in response to student and community voice)
- examining curriculum resources for bias and discrimination
- building strong relationships and working collaboratively in partnership with parents, guardians and community members
- providing ongoing anti-Black racism training for DDSB staff to learn more about anti-Black racism and how to address it



You can never have an impact on society if you have not changed yourself.

Nelson Mandela





We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history, there “is” such a thing as being too late. This is no time for apathy or complacency. This is a time for vigorous and positive action.

Martin Luther King Jr.



Anti-Black Racism

The Durham District School Board’s (DDSB) commitment to addressing anti-Black racism has been communicated clearly through the Director’s Office, Human Rights Department and the Anti-Oppression Department as noted in the Compendium of Action for Black Student Success (2018). As an organization, the DDSB must be responsive to events in society.

The brutal killing of George Floyd, a Black man in Minneapolis, illuminated the “urgency of the now” to focus on the systemic nature of ABR and how it operates in societal institutions. The death of George Floyd was a catalyst for worldwide awakening and understanding of ABR. It captured the attention of the world, led to international protests and a call to action and change to address ABR.

Canada is not exempt from ABR. Many members of Black communities experience various forms of intersectional racism, discrimination and hate crimes. With this reality facing many members of our school community daily, we must address ABR in education.

While ABR is prevalent and evident in Canada, Canadians frequently point to the fact that we live in a diverse society. Faced with this reality and the lived experience of many members of our school communities we must address ABR. Canada was built on the enslavement and oppression of peoples of African descent and the genocide and oppression of Indigenous people.

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

James Baldwin, American essayist, novelist, and playwright

The DDSB is committed to providing support and resources and facilitating critical conversations to address feelings of outrage, frustration, sadness, and defeat of Black students, families, guardians and community members. As a district, we must actively challenge ABR wherever and whenever possible since it is action, not mere words, that can affect real change in education. Moreover, to

understand anti-Blackness, we need to recognize that race is a social construct that was created to justify the unequal treatment of Blacks.

Ontario Anti-Racism Directorate defines anti-Black racism as “prejudice, attitudes, beliefs, stereotyping, or discrimination directed at people of African descent and is rooted in their unique history and experience of enslavement and colonization. anti-Black racism is deeply embedded in Canadian institutions, policies, and practices to the point that it has become part of our system”.

Facing up to the numbers:

In Canada...

These statistics are not myths; they are ways in which [anti-Black racism](#) continues today in the broader community. These statistics demonstrate how [race](#) has been positioned historically within the more general social context.

206 the number of years that slavery was practiced in this country.

Slavery officially ended in 1834, which is not that long ago, but anti-Black racism continues in many ways today.

9.2%

the number of Black people in federal prison whilst they represent 3.5% of the population

[CBC News: Canada failing Black, Indigenous prisoners as overrepresentation persists: report](#)

41%

the number of Black children in CAS care, whilst they represent just 8% of the youth population

[CBC News: 'Crisis' in Children's Aid over number of black children in care](#)

12.5%

the unemployment rate for Black people in Ontario, which is higher than non-racialized people (6.9%)

[Study: A labour market snapshot of Black Canadians during the pandemic](#)

1965

the last segregated school closed in Ontario

1983

the last segregated school closed in Nova Scotia



75.6¢

how much a Black person earns for every dollar earned by a non-racialized person

[Labour Market Information Council: What can the data tell us about Black Canadians and the labour market?](#)

Black History did not begin with Slavery...

Human civilization is believed to have begun in Africa and throughout history it has been home to some of the world's most dynamic and powerful leaders, both male and female, who helped shape world history. Queen Nzinga, of the Mbandaka people of what is now Angola, was a gifted military strategist. Mansa Musa was the richest person in history and under his leadership, the Kingdom of Mali became one of the richest empires in the world. King Amenhotep III was considered one of the greatest Pharaohs of Egypt. During his reign, Egypt enjoyed stability, wealth, and peace and was influential in diplomacy and foreign policy.

Many ancient African societies were culturally and economically vibrant. Historic omissions do not recognize the technologically advanced societies that existed in Africa prior to the forced migration of Africans. African countries like Timbuktu had rich trading empires and organized cities prior to European contact. Timbuktu was home to the first university in the world. Kush was the first kingdom to be ruled by a monarchy. This is history not taught in schools.

European colonization and influence robbed some African nations of their independence and individuality. The disruption caused by the transatlantic slave trade in the 1400s interrupted the societal structures of these countries and led to the disbursement of many Africans throughout Europe, the Americas, and the Caribbean.

The enslavement of African people in Canada supplied free labour to Canadian colonizers and promoted the idea that Black people were dangerous and needed to be controlled and separated from White people.

Understanding [anti-Black racism](#) in its current form requires an understanding of the impact of the subjugation of people from African countries. While there is a tendency to see Canada as more accepting and more tolerant of Black communities than other countries, there are Canadian examples of [anti-Black racism](#). They include the 1910 Immigration Act, which prohibited people who were declared unsuited to the climate or requirements of Canada; the arrest of Viola Desmond in 1946 for refusing to move from her seat in the Whites only section of the movie theatre and the destruction of Africville by the city of Halifax in 1962.

It is undeniable that Black students experience ABR. Knowing the history and the context of the Black experience in Canada helps us to understand why Black students are perceived as dangerous and excluded from schools at higher rates than other students.

To ensure Black students are not negatively affected by [anti-Black racism](#), educators and board staff must name, challenge, and change the values, structure and behaviours that perpetuate [systemic racism](#). This requires action. The Compendium of Action for Black Student Success is a document of actions. It is focused on naming, addressing, and ending [anti-Black racism](#) in our classrooms and our schools. (*Sankofa Black Heritage Collection: Early Civilizations of Africa*).

How Anti-Blackness Operates in our Schools

The Compendium of Action for Black Student Success identifies [anti-Black racism](#) in schools and outline strategies to address [barriers](#) faced by Black students.

What are some of the consequences of the historical context of [anti-Black racism](#)?
How does ABR manifest itself in schools today?

“The hardest thing about being Black in Canada is the prejudice I face, and that’s where my fear comes from.”

Cameron Davis, a 15-year-old YouTuber who uses the platform to make videos about what it is like to be a Black teenager living in Canada.

In order to address [anti-Black racism](#) it is important to identify the ways in which anti-Blackness operates in schools:

- **Erasure** – the invisibility of Black identities within the curriculum (for example, few novels have a Black character as the protagonist). Black students often do not see themselves reflected in the curriculum or in the staff in their school environment.
- **Streaming** — The Ministry of Education has addressed the discriminatory effects of streaming, which has led to second-generation segregation because of the ongoing inequities it perpetuates. It directs [racialized](#) and low-income students out of classes that could lead to higher education and does lasting harm to their future pathways.
- **Adultification of Black Girls** — Perception that Black girls are less innocent and more adult than White girls of the same age. This implicit [bias](#) sometimes leads to harsher consequences in school.
- **Heightened Surveillance** — Black youth face heightened surveillance and disciplinary measures at disproportionately higher rates compared to White youth. They are dissuaded from gathering in groups, are closely monitored and are treated as suspects instead of youth.
- **Harsher Discipline** — Black students are subjected to more extreme disciplinary measures than White students and are eight times more likely to face discipline than White youths. White students are granted more leniency when expressing racist hostility.
- **Black Parents/Guardians** — End up on the receiving end of trespass orders. Black parents/guardians have been unnecessarily reported to the Children’s Aid Society.

These effects of anti-Blackness are exacerbated based on intersectional identities.

The examples delineated above are a part of the legacy of slavery and anti-Blackness.

Today, we are at a point where it matters how we lead, teach, address, disrupt, and dismantle anti-Black racism via the action items in this Compendium of Action for Black Student Success!

Partnership with the Anti-Racism Directorate

In 2016, the Anti-Racism Directorate (ARD), established by the Government of Ontario, works to eliminate systemic racism in government policies, decisions, and programs and advance racial equality in broader public-sector organizations for Black, Indigenous, and racialized populations. The ARD recognizes the United Nations International Decade for People of African



Descent (2015-2024) to formally acknowledge that people of African descent represent a distinct group whose rights must be promoted and protected.

The ARD has also developed the *Anti-Black Racism Strategy* (a roadmap for addressing anti-Black racism in government institutions). This strategy targets systemic racism in policies, decisions, and programs and helps education systems to move toward long-term systemic change. “Systemic racism occurs when institutions or systems create or maintain racial inequity, often because of hidden institutional biases in policies, practices, and procedures that privilege some groups and disadvantage others” (*Anti-Black Racism Strategy, 2017*). The vision of ARD is the elimination of inequitable outcomes for Black Ontarians in education. In addition, the Anti-Racism Act (2017) acknowledges the existence of anti-Black racism and has implemented legislation to address ABR.

The Durham District School Board partnered with ARD to train all DDSB staff beginning with classroom teacher and Board resource support personnel, to address, disrupt and dismantle anti-Black racism.

Compendium History

Community Voice Forums — Justice Donald McLeod

Data gathered through the Community Voice Forums led by Justice Donald McLeod (2016) echoes the results of similar reports from Peel Region and the Toronto District School Board — *Fighting an Uphill Battle* (Report on the Consultation into the Well Being of Black Youth in Peel Region) and *Towards Race Equity in Education: The*

Schooling of Black Students in the Greater Toronto Area (2017) (this document references the DDSB).

The reality is that Black students feel disengaged and disconnected in our schools because of a lack of recognition of systemic racism that they continue to experience. In addition, parents and families of Black students voice frustration that their children continue to experience low teacher expectations and low academic performance, high rates of suspension, and discrimination in pathways planning — *100 Strong Report (May 2016)*. These barriers in education for Black students lead to fewer Black students pursuing post-secondary pathways, which limit potential career choices and options.

The purpose of the Compendium of Action for Black Student Success is to use the recommendations from the Community Voice Forums, as well as the collected data and suggested recommendations from *Towards Race Equity in Education (2017)* to be specific and intentional in a plan for the success of Black students in the DDSB. In alignment with the Equity and Diversity Strategic Framework, the Human Rights Anti-Discrimination and Anti-Racism Policy and procedures, the Compendium of Action for Black Student Success lays out a specific plan to remove barriers, reduce frustration for families and improve the success and experiences of Black students in our system.

“

Strong Communities are born out of individuals being their best selves.

- Rosemary Brown, the first Black Canadian woman to become a member of a provincial legislature and to run for leadership of a federal political party

”



Justice Donald McLeod

Quotes from Black Students...

"When students can relate to the content in class, then they are more engaged."

"Learning about important people who made an impact and pioneered in a specific field."

"When posting historical figures around the school we can use people of different backgrounds."

"There seems to be a lack of discussions about anti-Black racism especially after the events that occurred in the recent past (*George Floyd*), there were no conversations included in courses that should be open to having those conversations."

"Have diverse protagonists and authors from different backgrounds but a full review of the content being talked about."



“Disconnect between a member of a different community educating students on a community’s experience. Have a speaker come in and speak about their authentic experiences.”

“Include opportunities for Black students encouraging diversity in all aspects of the school.”

“We need to add Black history to the history curriculum.”

“History shouldn’t just be about slavery.”

“Don’t single out Black students when discussing racism.”

“In an English class there was a novel which was full of biblical references and many students, who were not exposed to the Bible, were not able to pick up the references and speak about the significance of the novel leaving them feeling alienated.”



Black Parents/Guardians and Community Voices

“Although there have been some positive changes with respect to hiring Black staff, our children still continue to face implicit bias.”



“Representation should be there. It does a lot for the children. So many benefits attached to seeing staff who look like Black children.”

“We need more Black role models.”

“I found that at my child’s school it’s about the individual teachers implementing ABR curriculum. A lot falls on the Black staff to ensure that it’s being done.”

More training in understanding who people of colour are.



“I wonder if the lack of interest on the part of Black students to enter the field of education is due to the lack of representation.”

“Understand that Black people are no less intelligent than other children but do face overt obstacles that are challenging to quantify or qualify.”

“My youngest child did not learn about Black history in school, so I took it upon myself to teach.”

Compendium of Action for

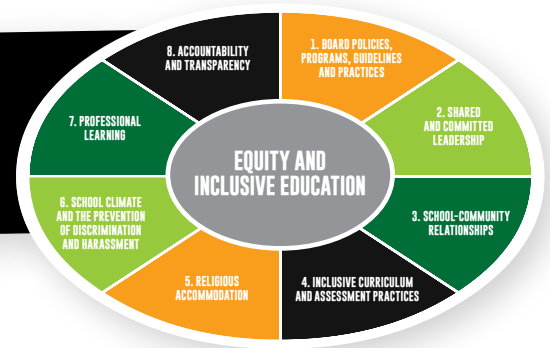
Black Student Success

Status Updates and Action Items



** Compendium of Action for Black Student
Success 2.0 Action Items begin on Page 20*

Compendium Status Update 2018-2021



1 BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

- Equitable framework for [Progressive Discipline](#) completed and presented at administrative council
- January 2019 recruitment fair for Black community: 168 applications for teaching and non-teaching positions, 42 supply teachers, 3 supply clericals, 13 supply EAs, and 4 supply ECEs
- Hired 15 [racialized](#) administrators during the 2019 principal and vice-principal promotion process
- Hired 175-plus Black staff
- Hired a Black graduation coach

2 SHARED AND COMMITTED LEADERSHIP

- Black Advisory Committee comprised of Black parents/guardians and community members established in 2019 in partnership with Durham Black Educators Network (DBEN)
- Supervisory officers assigned to equity portfolio

3 SCHOOL-COMMUNITY RELATIONSHIPS

- 100 Strong student mentorship program ongoing
- Communications regarding programs supporting the Black community are ongoing — emails, websites, displays
- Farley Flex Mentorship Project at Bolton C. Falby PS
- Everyday Excellence - Dwayne Morgan (8 schools)
- Love of Music — Benjamin DeGraaf (Secondary Black Student Leadership Initiative at 4 secondary schools)
- Modern Day Griot program — University of Toronto Scarborough — Shellene Drakes-Tull (5 secondary schools)
- Use of social media platforms to communicate with parents/guardians and community members
- [Affinity networks](#) to collaborate with the Parent Engagement Department and with schools on Parent Reaching Out (PRO) Grants at the Regional SCC meeting

4

INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

- Black Studies course continues to be offered at some high schools
- Culturally Relevant Responsive Pedagogy
- Canadian Black History resource available in both English and French

5

RELIGIOUS ACCOMMODATION

- Dates of Significance shared Board wide via various means
- Every DDSB school is required to allocate a space for prayer/reflection, if requested

6

SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

- Principals and Vice-Principals trained in [bias](#)-free interviewing every 2 years
- Vice-Principals trained on the Equitable Framework for Progressive Discipline document

7

PROFESSIONAL LEARNING

- Ongoing Dismantling ABR training for kindergarten teachers — special education resource teachers, intermediate teachers and pathway guidance counsellors began in 2020
- Dismantling ABR training provided to school leaders, school teams, educational assistants, ISS (special education staff), social workers
- 46 schools engaged in Critically Conscious Practitioner Inquiry initiative

8

ACCOUNTABILITY AND TRANSPARENCY

- Voluntary Board-wide and workforce census completed in 2019
- Data from survey used to drive practice and policy

** While the district was able to move forward on many of the Compendium actions items, the implementation of some of these action items have been delayed as a result of COVID-19 restrictions/limitations.*

List Of Action Items for the Compendium of Action for Black Student Success

1

Board Policies, Programs, Guidelines and Practices

- 1.1 Anti-Oppression, Research and Strategic Analytics (RSA) and Positive School Climate Departments to partner to ensure the inclusion of questions that reflect the disrupting and dismantling of [anti-Black racism](#) is added to the School Climate Survey.
- 1.2 The Board will hire an Afrocentric [Facilitator](#) to focus on the development of curriculum and resources that incorporate the Black intersecting experience and the dismantling of [anti-Black racism](#) within our schools.
- 1.3 Two data collection processes will be used to monitor the intentional hiring of Black employees. The voluntary and anonymous Staff Workforce Census will help us understand Black representation within our current staff. The confidential DDSB Voluntary Equity Survey will help us understand Black representation of applicants to jobs in the DDSB and where [barriers](#) exist as they move through the shortlist, interview, and hiring stages. These data sets will be analyzed to remove [barriers](#) and improve hiring and retention practices and processes for our current and future Black staff members.
- 1.4 Include a reflection component of [equity](#) and anti-oppressive practices as part of the Teacher's Annual Learning Plan and the Vice-Principal and Principal Growth Plan.
- 1.5 The Board will continue with the employment of two Black Graduation Coaches to support Black students and families with successful graduation and pathway planning.

Evidence of Impact

- Greater accountability to the entire school community with the use of data.
- Increased evidence of equitable outcomes and experiences for Black students and staff, as indicated by the Afrocentric [Facilitator](#) and Graduation Coaches' work and bi-yearly reports to the Anti-Oppression Department.
- Increased representation of Black staff at all levels of the DDSB.
- School-led professional development on Culturally Relevant Responsive Pedagogy (CRRP), Universal Design for Learning, and Staff Learning Goals align with the School Learning Plan and Board Multi-Year Strategic Plan.

2

Shared and Committed Leadership

- 2.1** Anti-Oppression and People and Culture/Recruitment Departments to partner to develop and support targeted recruitment events, programming, and new opportunities for potential DDSB central staff and the New Teacher Induction Program (NTIP) participants.
- 2.2** Anti-Oppression and Leadership Departments to partner to develop support for our Black aspiring leaders (affinity job-embedded mentoring and coaching) to help them grow their leadership and to navigate [barriers](#) in their professional journey.
- 2.3** Anti-Oppression and Communications Departments to partner and create a list of Black community organizations/groups within the Durham Region. This list will be used to support a communication and marketing plan around the Board's [Anti-Oppression](#) Initiatives.
- 2.4** Anti-Oppression, Human Rights, and Teaching and Learning Departments to partner to work with [Facilitators](#), Interdisciplinary Teams, Central Staff, and Anti-Oppression Leads from the Family of Schools as we develop a system of collaboration involving the work around dismantling [anti-Black racism](#). The collaboration will involve knowledge building, job-embedded training, coaching, and mentoring of colleagues to make recommendations with regard to curriculum information that helps identify, prevent, and address [anti-Black racism](#) and [anti-oppression](#).

Evidence of Impact

- Increased diversity amongst DDSB staff.
- Increased number of Black staff in leadership positions in the system.
- Increased profile given to [anti-oppression](#) and anti-[discrimination](#) programs/initiatives and greater participation from the Black community.
- Increased integration of departmental work around the dismantling of [anti-Black racism](#).
- Decrease in the number of incident reports relating to [anti-Black racism](#) and anti-[discrimination](#) as reported by the Human Rights Department.

3

School Climate

- 3.1** The DDSB will support the Black Studies course yearly, and each high school will offer and run the course.
- 3.2** All schools are to establish a Human Rights and Anti-Oppression Team to include administration, teachers, support staff, students, parents/guardians, and community members.
The team will:
- facilitate connections between the system, school, and community.
 - assist in the development of the school's [anti-oppression](#) inquiry which is to be a part of their school learning plan.
 - ensure accountability in the work being done to dismantle anti-discriminatory and anti-racist practices.
 - ensure all school committees and groups are working to provide a positive school climate that is safe, welcoming, equitable, accessible, and based on the principles of human rights.
- 3.3** All schools will work with the Anti-Oppression Department on developing a Critically Conscious Practitioner Inquiry (CCPI) centred on the dismantling of [anti-Black racism](#).
- 3.4** Administrators will lead their staff in annual training focused on human rights approaches to [progressive discipline](#), [bias-aware discipline](#), and [restorative practices](#) to ensure that everyone understands student and staff rights and [duty bearer](#) responsibilities.
- 3.5** Schools will use the DDSB Human Rights, Anti-Discrimination, and Anti-Racism Policy section - Student/Family Human Rights Issue, Incident and Complaint Resolution Procedure, as well as reference the DDSB resource modules on [anti-Black racism](#) and the Prohibited Use of Slurs and Epithets memo when dealing with incidents of [anti-Black racism](#).
- 3.6** Superintendents will monitor school climate measurables outlined in each school's learning plan to provide ongoing support and guidance on the dismantling of [anti-Black racism](#).

3

Evidence of Impact

- All students have an opportunity to learn about Black communities and their experiences, as part of an integrated curriculum throughout the year.
- A targeted inquiry supporting the dismantling of anti-oppression will lead to a more barrier-free experience in education for the students of historically and traditionally marginalized groups.
- Teachers learn and put into practice ways of dealing with preventing and addressing discrimination, racism, and erasure, as they instruct and assess as demonstrated by students expressing they are seeing, feeling, and hearing a more inclusive curriculum.
- Student rights are upheld within each school community as noted by students expressing being seen and heard during school forums/townhalls.
- Increased use of tier 1 teacher interventions to support student-disciplined behaviour. These interventions would include more teacher-student conferencing, restorative practices used in class, a caring adult approach, etc., and a decline in student office referrals, suspensions, etc.
- A consistent system-wide process is used to respond to and address acts of anti-Black racism.
- Superintendents' school visits will focus on supporting the school's anti-oppression goals.

Guiding questions to be used:

- What have been the key learnings/achievements you, your staff, and your community have experienced with this work?
- What is the impact of this work?
- How did you measure the impact?

4

Classroom Climate and Instruction

- 4.1 The Black Studies course will be updated to support a relevant and responsive curriculum on the intersectional Black identity, contributions, and celebrations of members of the Black diaspora, dismantling [anti-Black racism](#), and [anti-oppression](#) learning. There will be at least two teacher PD sessions each year.
- 4.2 Review, rename, and update the K-12 Afrocentric Curriculum resource to include student voice and choice.
- 4.3 Schools will ensure the curriculum incorporates the intersectional Black experience and voice and is reflected in assessments and evaluations. Incorporation could include but is not limited to historical content from the anti-[colonialism](#) perspective, Black excellence and joy, everyday experiences, contributions to our societal institutions by members of the Black diaspora, community involvement, guest speakers and Black role models and leaders, and the various immigration waves of Black people from countries around the world and how this has contributed to the prosperity of Canada, etc. Some examples include:

Elementary: picture books celebrating Black joy and experiences, integration of new physical activities — cricket, netball, jump rope, hand-clapping, and singing games, social science via personal narrative, lived experiences with guest speakers, etc.

Secondary: inclusion of historical thriving Canadian Black settlements in history and business classes, arts, and culture in physical education, arts and social science classes; past and present contributions of Black mathematicians, scientists, technologists, and politicians; immigration waves of Black people from countries of the world, etc.
- 4.4 A repository of resources covering topics of dismantling [anti-Black racism](#), [anti-discrimination](#), and [anti-oppression](#) will be created by the DDSB Anti-Oppression Department. Resources to include (but not limited to):
 - Dr. Nicole West-Burns Foundation training on dismantling anti-Black racism.
 - See Us, Learn Us Webinar Series
 - The Cypher Series 2021 and 2022
 - D2L Black Studies course
 - Afrocentric Curriculum Resource document

4

Classroom Climate and Instruction (*continued*)

- DDSB Black History document
- Elementary Teachers' Federation of Ontario (ETFO) 365 Black Canadian Curriculum
- The Black Experience Project
- The Administrator's Podcast on [anti-Black racism](#)
- BLK videos, as well as many other online resources

- 4.5** Inclusive Student Services (ISS) teams will prioritize student identity, and recognize [intersectionality](#), as part of intervention planning and support
- 4.6** ISS teams will receive training in foundations of [anti-Black racism](#) as this translates into system capacity building of the [intersectionality](#) of Inclusive Education and Black students. Knowledge building will support all students with an [Individual Education Plan \(IEP\)](#), including students identified as gifted.
- 4.7** Supporting ISS resources and documents will be rewritten to support the focus on prioritizing identity and belonging for each student.

Evidence of Impact

- Track the uptake and implementation of Black Studies Courses at secondary schools.
- Inclusive team of DDSB staff to review and rewrite the Afrocentric Curriculum Resource document.
- Increased sense of belonging by Black students as demonstrated by qualitative school climate survey data as well as increased academic achievement as shown by Power BI data collection.
- Use of the Afrocentric Curriculum and Black History Resource documents to support instruction.
- Students express through voice that they are experiencing a more culturally responsive curriculum. Through student subject reviews that can be implemented by teachers, it can be established if teachers are embracing new frameworks of Culturally Relevant and Responsive Pedagogy (CRRP) and Universal Design for Learning (UDL).
- A wide variety of content is provided by teachers and staff across the system to support the repository.
- All Inclusive Student Services staff use identity affirming when creating [Individual Education Plans \(IEP\)](#), support, intervention, and safety plans. This becomes standard practice.

5

Student Voice and Space

- 5.1** DDSB schools will provide a space for prayer/reflection to accommodate prayer needs, time, and space. Space will be noted on school maps, and information about this space will be posted in the student agenda.
- 5.2** All schools will support a student affinity group/space for Black students, if requested by students or the community.

Evidence of Impact

- Students are welcome to practice their faith in a safe space.
- Students demonstrate agency through leadership activities via their affinity group (i.e. school murals, cultural events, speaker series, etc.)



6

Family/Guardian School Relations

- 6.1** Create an online and accessible portal for parents/guardians to learn about the school transition process from Grade 8 to 9, including but not limited to the Grade 8 parent/guardian night at each local high school, the "[Choosing My Success](#)" document, access to pathway counselling, [IPRC/IEP](#) information, school tour dates, videos, etc.
- 6.2** The Anti-Oppression and Family & Community Engagement Departments and individual schools will offer parents/guardians and community members engagement sessions, grounded in reciprocity, to update them on the progress of human rights work and initiatives to address [anti-Black racism](#). The Board will provide at least two annual updates, and individual schools will include at least four updates annually on the progress of this work within their school to the community.

Evidence of Impact

- Parents/guardians seize the opportunity to activate their agency in supporting their child's overall achievement, equitable experiences, and opportunities within the system.
- Parents/guardians' voices will be heard and concerns validated at engagement sessions.
- Data gathered during the school-community engagement session will identify [barriers](#), support transformative work, and expose and transform systemic structures.
- Increased participation by Black families in school initiatives.



- 7.1** Schools will use a minimum of five percent of their library/resource budget annually to purchase resources that reflect the diverse experiences of the global Black community.
- 7.2** Ontario College of Teachers' Professional Misconduct Regulation [O.Reg. 437/97] to be shared at the first staff meeting in the Fall annually. (Making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of [discrimination](#) under Part I of the Human Rights Code. O. Reg. 437/97, s. 1; O. Reg. 134/08, s. 1; S.O. 2009, c. 33, Sched. 13, s. 7; O. Reg. 175/18, s. 1; O. Reg. 619/20, s. 1), will be deemed as professional misconduct. Information shared should include the resources that support the dismantling of [anti-Black racism](#) from OCT, ETFO, and OSSTF.
- 7.3** Create an electronic tracking system as part of the administrator's annual growth plan to hold administrators accountable for completing the various onboarding modules.
- Human Rights, Anti-Discrimination, and Anti-Racism Policy and Procedures
 - Safe and Respectful Workplace Policy and Procedures
 - Dismantling [anti-Black racism](#)
 - [Bias-Aware Progressive Discipline](#)
 - Create an electronic tracking system as part of the administrator's annual growth plan to hold administrators accountable for completing the various onboarding modules
- 7.4** Provide 1:1 mentoring and job-embedded training when needed to support the learning hub module topics.

Evidence of Impact

- Students see themselves and their lived experiences directly within school library books and resources.
- Staff create safe learning spaces for all students free of hate and [discrimination](#).
- Development of a well-rounded school leader who is confident to lead the work in human rights, [anti-oppression](#), and the dismantling of [anti-Black racism](#).

8

Community Connections

- 8.1** Develop student mentoring, academic and experiential opportunities (in-school, after-school, community-based) in partnership with organizations, for example, Durham Black Educators' Network (DBEN), 100 Strong, Tech Spark, Minds on Math, The Modern Day Griot, etc., to address barriers, increase academic performance, and support well-being and engagement amongst Black children and youth.
- 8.2** School leaders to connect with faith-based leaders and community partners to foster positive relationships and connections to build religious literacy.
- 8.3** Anti-Oppression and Positive School Climate Departments to partner with Special Education Advisory Committee (SEAC), Federation of Parents and Friends of Lesbians and Gays (PFLAG), Durham Alliance Outreach, and The First Nation, Métis, and Inuit Education Advisory Circle to establish support with local community-based resources specific to anti-Black racism and intersectionality.

Evidence of Impact

- Improved student achievement and engagement demonstrated by improved attendance, increased enrolment in university STEM pathways, as well as an overall uptake in post-secondary applications and apprenticeship programs.
- Enhanced demonstration of Black student's leadership, mentorship, and self-advocacy skills within their school community.
- Developed understanding by school staff of the intersectionality of religion and the various cultures within each school community.
- Families use their agency to build stronger relationships with a wider cross-section of community agencies that can provide support outside of the school.

9

Culture of Professional Development

- 9.1** Ongoing prioritized and differentiated professional development to focus on the dismantling of [anti-Black racism](#), human rights, [bias](#)-aware protocols/procedures, as well as Culturally Relevant Responsive Pedagogy (CRRP), Universal Design of Learning (UDL), Historical Responsive Literacy (HRL), and critical consciousness, for the following groups:
- System Leaders
 - Education Centre Instructional Staff
 - Targeted Teaching Groups (Kindergarten, Intermediate Teachers, (Grades 7 to 10), Special Education Resource Teachers (SERTs), Guidance and Pathway Counsellors
 - Educational Services Staff (Administrative Assistants, Educational Assistants, Early Childhood Educators, Custodians)
 - Business Operation Staff at the Education Centre (Management Professional Association).


This is not an exhaustive list of DDSB staff.

- 9.2** Superintendents review strategies for professional learning on the dismantling of [anti-Black racism](#) used in Family of Schools.
- 9.3** Anti-Oppression Department to partner with ETFO, OSSTF, and CUPE to collaborate in developing professional development materials and opportunities to disrupt and dismantle [anti-Black racism](#).

Evidence of Impact

- Enhanced and ongoing mandatory human rights, [anti-oppression](#), and [anti-racism](#) training for all members of the DDSB to support capacity building across the system.
- Metrics gleaned from PD sessions, both at the Board and school level will show increased participation, engagement, and the need to understand how [anti-Black racism](#) creates [barriers](#) and how to address these [barriers](#).

Notes



**“ Privilege isn’t about what you’ve gone through;
it’s about what you haven’t had to go through.
And right now, we are in a time that is calling
on us to learn the stories that we don’t know. ”**

Janaya Khan – co-founder of Black Lives Matter Toronto

Compendium of Action for

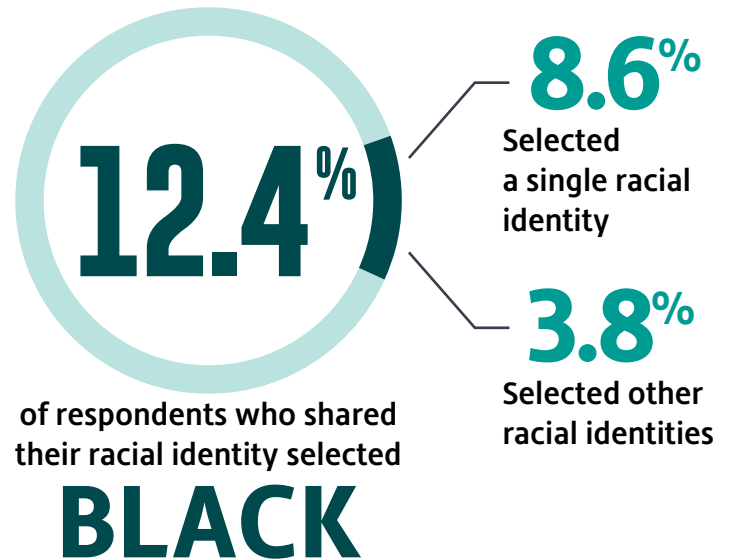
Black Student Success 2.0



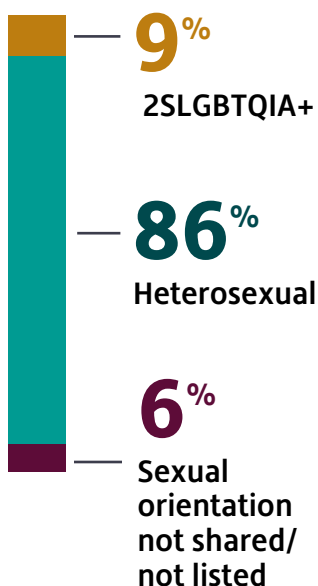
Student Census **IDENTITY RESULTS**

In the Spring of 2019, the DDSB conducted the voluntary We Are DDSB Student Census open to all students from Kindergarten to Grade 12. The purpose of the census was to gain a clearer understanding of who our students are in order to support equity, student achievement, and well-being.

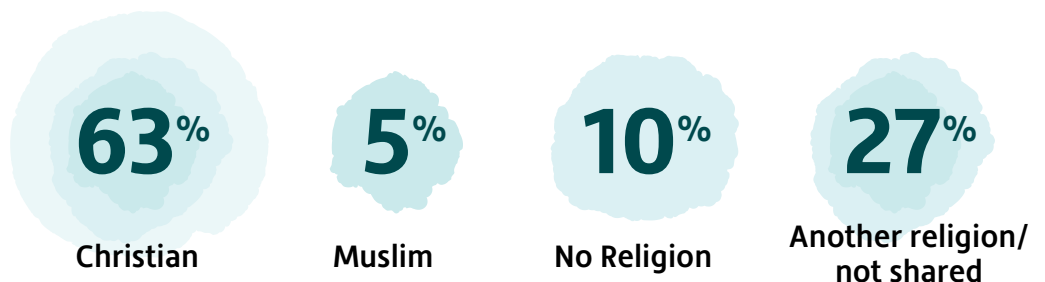
A total of **26,034** students responded to the census for a participation rate of 37%. This summary represents the results of the **3,166** students who identified as **Black** as part of their racial identity.



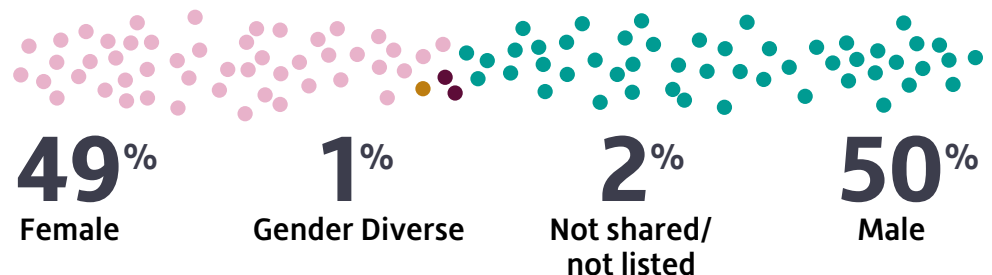
Black Student Identity by **SEXUAL ORIENTATION** (Grades 7-12)



Black Student Identity by **RELIGION**



Black Student Identity by **GENDER**



*Percentages may not sum to 100% because respondents were able to select more than one option for all census questions

Academic Outcomes for **BLACK STUDENTS**



The following academic outcomes summaries are limited to the 2018-2019 school year (unless otherwise stated). **Results presented are based only on those who participated in the 2018-2019 Student Census and shared their identity.**

LEGEND:  Black Students  All DDSB students who completed the Census

Elementary Achievement

% of GRADE 8 students at level 3/4
(averaged across strands)

Literacy



Numeracy

Elementary Individual Education Plan (IEP)*

% with an IEP in Grades 1-8

Of the students who participated in the census and had an IEP (excluding gifted), **10% identified as Black**. This is consistent with the percentage of students who identified as Black in the census.

Elementary and Secondary Suspension*

Black students accounted for **over 2 times** the number of suspensions compared to their representation in the Student Census.

*Results for those who selected Black as a single racial identity

Secondary Achievement

% GRADE 12 students at 70% or higher

Grade 12 University English



Grade 12 University Math

Grade 12 College English



Grade 12 College Math

Average discrepancy in grades

10%

Graduation Rate

% Graduating in 4 Years

(Graduating by the end of the 2019-2020 school year)





The only way you really see change is by helping to create it.

Lena Waithe – American actress, producer, and screenwriter



DDSB Student Census Results

The DDSB student census data indicates that the current system imposes barriers that disproportionately and negatively impact students who identify as Black.

According to the Ontario Human Rights Code, data shows that disparities and the disproportionalities based on race are indicators of systemic racism. Black students in DDSB experience school differently and fare worse academically than their White and South Asian classmates, and experience higher suspensions rates than the representation in the student census. In addition, fewer Black students graduate from high school in four years compared to White and South Asian students. The achievement gap demonstrated in the census data reflects systemic ABR in the education system.

The Compendium of Action for Black Student Success aims to disrupt this trend by providing specific, direct, and targeted actions for educators and staff working to address systemic discriminatory and racist barriers for Black students. Doing so will address systemic education barriers and support students' right to an education free from discrimination as promised to Ontario students through the Ontario Human Rights Code.



Doing what needs to be done to ensure our young people have what they need to be affirmed and face the world with knowledge of self.

- Jean Augustine

Accountability and Evidence of Success

The DDSB implemented the Human Rights Roles, Responsibility and Accountability framework in 2022. Accountability is best defined as the process through which individuals or organizations in the education system take responsibility for their actions and report on these actions to all stakeholders and is a critical element in the success of improving education systems. Accountability for and commitment to the completion of the action items in this Compendium of Action for Black Student Success must be transparent and visible to everyone within the DDSB as well as parents/guardians and members of the community. Accountability must be modeled and articulated by senior leaders and staff at all levels of the organization.

Successful completion of the action items outlined in this document will be realized when:

- Schools are drawing on the voices and realities of Black students to make responsive and intentional programming decisions.
- Schools ensure that their programming is authentic and reflects the lived experiences and abilities of all learners.
- The collective capacity knowledge and leadership of all students, staff, and communities increase concerning anti-Black racism.
- The Durham District School Board has trained educators to understand anti-Black racism and to use proactive effective strategies to eliminate it.
- Fundamental changes are made to ensure the well-being and academic change to the success of Black students.

Indicators and Targets of Success

- The Board is committed to addressing the disparities and unequal experiences of Black students.
- Fewer suspensions and expulsions of Black students.
- Reduced dropout/push out rates of Black students.
- Higher achievement levels for Black students as evidenced by report card data and provincial assessments.
- More Black students receiving academic awards.
- Fewer Black students in Special Education Programs.
- Increase the percentage of Black students feeling welcome in schools as demonstrated by student feedback in the student climate survey.

Performance Monitoring Plan

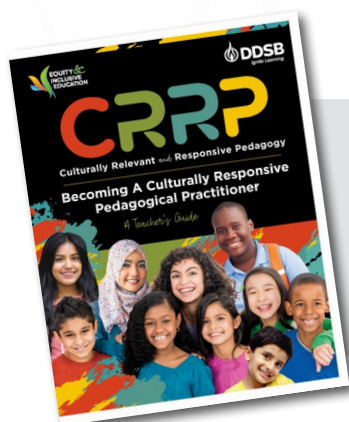
- Anti-Oppression department to review action items two times per year to determine evidence-based results.
- Review to ensure action items are achieving intended results.
- Community information session to be held two times per year to share progress and seek feedback and input.

REVIEW SCHEDULE

1st Review	November 2024
2nd Review	March 2025
3rd Review	September 2025
4th Review	March 2026

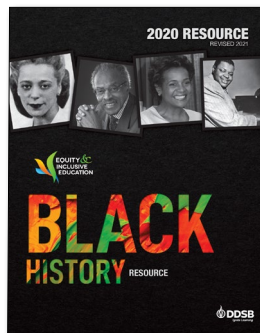
Future Reviews to be completed bi-annually

Culturally Relevant Responsive Pedagogy (CRRP)

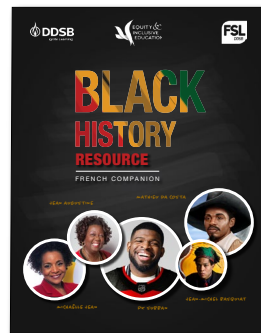


The DDSB launched CRRP Board-wide in 2019. CRRP provides an anti-oppression framework to ensure an equitable education for all students.

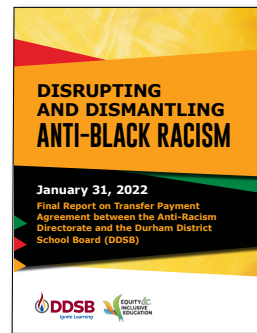
Resources for Teachers



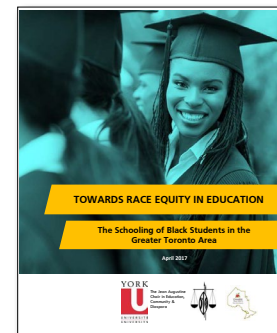
Black History
Resource
English Version



Black History
Resource
French Version



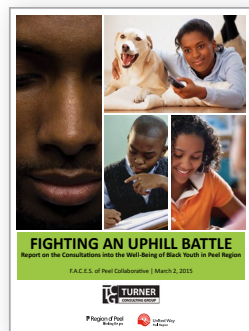
Anti-Black Racism
Directorate Report



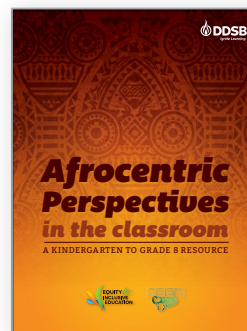
Towards Race
Equity in
Education



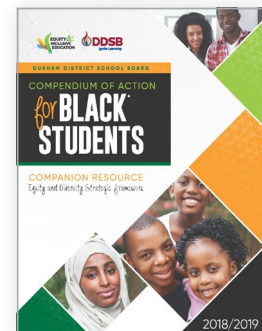
The Black
Experience
Project
in the GTA



Fighting an
Uphill Battle



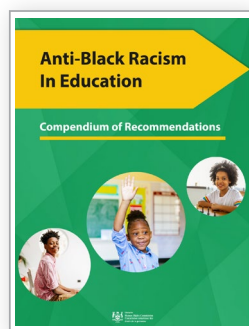
Afrocentric
Perspectives in
the Classroom



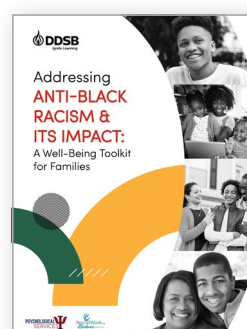
Black Student
Compendium



Connect Durham
April Report



Anti-Black Racism
in Education
Compendium of
Recommendations



Addressing
Anti-Black Racism
and its Impact

Resources for Parents/Guardians

BOARD RESOURCES

- Addressing Anti-Black Racism and its Impact: A Well-Being Toolkit for Families
- Accommodating Creed Document
- French as a Second Language Parent Network
- DDSB Parent Involvement Committee (PIC)
- Human Rights, Anti-Discrimination, and Anti-Racism Policy

COMMUNITY RESOURCES

- Durham Family and Cultural Centre (previously known as Side by Side Family Centre)
- Kujenga
- S.N.A.P (Stop Now and Plan)
- Durham Black Educators' Network
- Durham ONE
- The Congress of Black Women Canada – Pickering/Ajax Chapter
- Disrupting and Dismantling Anti-Black Racism Directorate Report

COMMUNITY CONNECTIONS/ PARTNERSHIPS

- Anti-Black Racism Action Committee
- Pickering Anti-Black Racism Taskforce
- Student and Family Advocate Program (previously known as Side by Side Family Centre)
- Durham Black Educators' Network
- Durham Family and Cultural Centre (previously known as Side by Side Family Centre)

Glossary of Terms

Affinity Network: staff with shared identities goals and objectives.

Anti-Oppression: an approach that recognizes the power imbalance within society that attributes benefits to some groups and excludes others. This approach seeks to develop strategies to create an environment free from oppression, racism and other forms of discrimination. It acknowledges the intersections of identity and Human Rights Code grounds and aims to promote equity between various identities.

Anti-Racism: an active and consistent process of change to eliminate individual, institutional and [systemic racism](#) as well as the oppression and injustice racism causes. An anti-racism approach is a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including [systemic racism](#). Anti-racism actively seeks to identify, remove, prevent, and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

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

Barrier: anything that prevents a person from fully taking part in any aspect of DDSB services, employment or learning and working environments based on a Human Rights Code ground(s) and can include policies, procedures and practices, and physical, architectural, information or communications, attitudinal, and technological barriers. Barriers can be overt or subtle, intended or unintended, and systemic or specific to an individual or group. Barriers prevent or limit access to opportunities, benefits, services or advantages that are available to others. See also "[systemic barrier](#)" below.

Bias: a predisposition, prejudice or generalization about a group of persons based on personal characteristics or stereotypes.

Bias Aware Discipline: a continuum of prevention strategies to foster and reinforce positive behaviour, and to help students make good choices.

Choosing My Success: student, parent, guardian information regarding transition from Grade 8 to 9.

Colonialism: the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.

Culturally Responsive and Relevant Pedagogy: teaching that recognizes all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity.

Discrimination: any practice or behaviour, whether intentional or not, which results in a person or group experiencing differential or inequitable treatment (or where they are denied opportunities or benefits) based on one or more of the prohibited grounds of discrimination under the Human Rights Code (This is often based on stereotypes, assumptions or negative attitudes about a group of people).

Duty Bearer: employees who are responsible for promoting, protecting and upholding human rights and DDSB Human Rights Policy and preventing and addressing discrimination in DDSB services, employment, learning and working environments. Duty bearer responsibilities are outlined in the Human Rights Policy and procedures. Duty to accommodate: DDSB has a legal obligation under the Human Rights Code to accommodate students' and employees' Human Rights Code related needs, to the point of undue hardship (see definition below). The duty includes procedural and substantive elements to collaboratively identify accommodation options and solutions, and to provide accommodation that must respect the individual's dignity and needs, and that maximizes integration, independence and participation.

Equity: a process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality for individuals or groups. The intent of equity initiatives is not to produce sameness or equality of outcome. It is to create the conditions of fair, inclusive and respectful treatment through which everyone may have equal access to resources, and equal opportunity to thrive (for example, by identifying and removing barriers that impact specific groups of people).

Facilitators: classroom teachers seconded to support classroom teachers in curriculum.

Historical Literacy (HRL): teaching, learning, and leadership beliefs and practices authentically respond to: Students' cultural (and other) identities. The cultural (and other) identities of others – Gholdy Muhammed. The five parts to the HRL frame are intellect, skill, identity, criticality and joy.

Identification, Placement and Review Committee (IPRC): a school board committee that decides whether your child is exceptional and requires special education programs and services. They also decide the placement within the school and the decision is reviewed annually.

Inclusive Design: design that considers the full range of human diversity with respect to ability, language, culture, gender, age, and other forms of human differences.

Individualized Education Program (IEP): students who receive special education and related services must have an Individualized Education Program (IEP). The plan is a legal document and individualized to meet the needs of the student.

Institutional Racism: also known as systemic racism, is a form of racism that is embedded in the laws and regulations of a society or organization.

Intersectional Discrimination/Intersectionality: discrimination based on the overlap between or combination of two or more Human Rights Code related characteristics. Often it is the result of identities that intersect in a socially significant way. It refers to discrimination that occurs based on two or more Human Rights Code grounds that produces a unique and distinct form and experience of discrimination, and recognizes that people's lives involve multiple overlapping identities, and that marginalization, exclusion and discrimination may be further exacerbated because of how these identities interact or "intersect".

Job Embedded Training: the learning that is grounded in the daily work of teachers, with the goal of improving student outcomes.

Learning Environment: any space, premise, location or thing at, upon, or in which a DDSB student or community member learns or engages in activities connected to the learning environment (e.g., parent engagement/parent council activity, etc.). This includes virtual/online environments. Conduct that has consequences for the learning environment, regardless of where it occurs, may be considered to have occurred in a learning environment (e.g., schools and school-related activities, such as extra-curricular activities and excursions).

Marginalized Group: refers to a long-term, structural process of systemic discrimination that creates a group(s) of disadvantaged peoples. These groups become permanently confined to the margins of society; their status is continually reproduced because of the various dimensions of exclusion in society and it affects full and meaningful participation in society.

Power: access to privileges such as information/knowledge, connections, experience and expertise, resources and decision-making that enhance a person's chances of getting what they need to live a comfortable, safe, productive and profitable life.

Prejudice: negative prejudgment or preconceived feelings or notions about another person or group of persons based on perceived characteristics.

Privilege: unearned power, benefits, advantages, access and/or opportunities that exist for members of the dominant group(s) in society. It can also refer to the relative privilege of one group compared to another.

Progressive Discipline: appropriate consequences and/or supports to help students improve their behaviour, while considering their individual circumstances. The goal is to help prevent inappropriate student behaviour from happening again.

Race: a social construct to categorize people based on geographic, historical, political, economic and social factors. This social construction of race is called "racialization" and the process also contains a value judgement or response to individuals or groups. In addition to physical characteristics such as colour, some characteristics that are commonly racialized include language, accent, name, clothing, beliefs and practices. 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.

Racialized: 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.

Racism: a belief that one group is superior or inferior to others. Racism can be openly displayed in racial "jokes", slurs or hate crimes. It can also be more deeply rooted in attitudes, values and stereotypical beliefs, and are assumptions that have evolved over time and have become part of systems and institutions. Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another.

Restorative Practices: a strategy used to repair the harm done by providing forums for sharing the harm done and harm caused by the actions.

Stereotypes: incorrect assumptions based on ancestry, race, disability, gender identity, gender expression, sexual orientation, creed/religion and other Human Rights Code grounds. Stereotyping typically involves attributing the same characteristics to all members of a group regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalizations.

Systemic Barrier: a barrier embedded in the social or administrative structures of an organization, including the physical accessibility of an organization, organizational policies, practices and decision-making processes, or the culture of an organization. These may appear neutral on the surface but exclude members of groups protected by the Human Rights Code or may result in differential treatment.

Systemic Discrimination: where systems, rules, policies, patterns of behaviour or practices that are part of the social or administrative structures or cultures of an organization (whether intentionally or unintentionally, and even if they may appear neutral) have a discriminatory impact on particular people or groups based on Human Rights Code grounds, or that create or perpetuate a position of relative disadvantage for groups identified under the Human Rights Code.

Systemic Racism: also known as institutional racism, is a form of racism that is embedded in the laws and regulations of a society or organization.

Targeted Universalism: a principle that recognizes that everyone benefits from the targeted removal of systemic barriers faced by the most disadvantaged communities. Reducing barriers and disparities leads to a better environment for everyone.

Universal Design Learning: an approach to teaching and learning that gives all students equal opportunity to succeed.

White Supremacy: a racist ideology based on the belief that White identity is the norm, standard and ideal. "It does not refer to extreme hate groups or far right extremists. It is not about good and bad people. It is about the accumulation of social, cultural and institutional power that has and continues to advantage a group of people" (from Addressing Anti-Asian Racism: A Resource for Educators, TDSB and ETFO). It refers to the "pervasiveness, magnitude, and normalcy of White privilege, dominance, and assumed superiority in society" (from Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education, Ozlem Sensoy, Robin DiAngelo).

Notes

The Durham District School Board is committed to providing accessible information and communications. If you require an alternative format, please contact the Digital Accessibility Coordinator by email at communications.department@ddsb.ca.



Acknowledgement

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Compendium of Action for

Black Student Success 2.0



Anti-Oppression
Department

“

We must **open the doors** and we
must see to it they remain open,
so that others can pass through.

Rosemary Brown

”