
STRATEGIC PLAN TO DISMANTLE ANTI-BLACK RACISM

2023-2027

**“...let us love, not in word or speech, but
in truth and action.”**

1 John 3:18

Believe

Excel

Respect

Thrive

Trust

STRATEGIC PLAN TO DISMANTLE ANTI-BLACK RACISM

Dismantling Anti-Black racism and improving outcomes for Black students, staff and community members

*"But let justice roll down like waters, and righteousness like an ever-flowing stream."
Amos 5:24*

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The Strategic Plan to Dismantle Anti-Black Racism (SPDABR) is a reflection of the Dufferin-Peel Catholic District School Board (DPCDSB) Catholic Board Improvement Learning Cycle (CBILC), Multi-Year Strategic Plan (MYSP), and Ministry of Education directives. The SPDABR seeks to nurture an understanding of hope, to value and affirm the lived experiences of Black students, families, and communities, and to reject the sin of racism. As educators we are entrusted to care for the students that enter our educational spaces. It is our responsibility and moral obligation to create and sustain affirming spaces that ensure success for all students. Pastoral Care in Catholic schools calls all staff members to create an environment of responsive Pastoral Care for Black students and their families. All staff members must work together to create and promote a school environment that reflects the reality of the Church as a community that nurtures human dignity and is dedicated to both spiritual and human development for all. DPCDSB employees must be united in a mission of compassion, solidarity, and love for one another and to commemorate the values of racial and social justice and harmony encompassed by the mission of Christ and envisioned by our Holy Father, Pope Francis.

DPCDSB recognizes the existence of anti-Black racism within educational institutions and is committed to addressing and eliminating it. The creation of a SPDABR is a response to the evidence of incidents of anti-Black racism present within our educational spaces. This plan will lead and support DPCDSB in working collectively to address anti-Black racism and fulfil our vocational call as Catholics to condemn the sin of racism by: honouring the human dignity of every student; ensuring that all are welcomed, included, and valued; and above all by improving educational outcomes for Black students. As this plan is dynamic and responsive, it will be subject to ongoing revision to hold all stakeholders within DPCDSB accountable. This commitment to accountability will ensure that all voices continue to be reflected in this document.

As a system, DPCDSB knows that equity and inclusion are valuable contributors to overall student success and, as a faith-filled community, we are committed to ensuring that all students are engaged and included in every aspect of school life. DPCDSB seeks to uphold the human dignity of all, as we are all created in the image and likeness of God. In a June 5th, 2020, statement, Cardinal Thomas Collins, Archbishop of Toronto, emphasized the reality of racism in our society. His Eminence stated that "Racism knows no boundaries and it remains a present-day challenge that must not be ignored."

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Mission: Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

Vision: Changing the world through Catholic education.

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In an effort to address and eliminate anti-Black racism within educational structures, this strategic plan will support the achievement and well-being of Black students. According to the Anti-Racism Directorate of the Ontario Ministry of Education, “an anti-racism approach acknowledges that systemic racism exists and actively confronts the unequal power dynamic between groups and the structures that sustain it.” The SPDABR will provide opportunities and guidance for members of the DPCDSB community to collectively come together to address racism in all its forms. This strategic plan seeks to value and affirm the needs, lived experiences, voices, and concerns of Black students, parents/guardians/caregivers, staff members, and community organizations regarding anti-Black racism.

DPCDSB will uphold the commitments and implementation of the actions stated in this plan so that all Black students who enter our educational spaces can encounter an education free from oppression and discrimination and that enables them to thrive and excel.

“The fight against racism requires a personal change of heart. What is needed is a genuine interior conversion — the long road of conversion that will compel personal change and systemic social reform.”

Archbishop Michael Miller, Archbishop of Vancouver, 2020

Creation and development of the SPDABR

The writing team that developed the SPDABR strived to incorporate an intersectional approach in its practices. This process included a diversity of people, voices, and ideas, with representation from relevant sectors. The development of this plan was a coordinated effort of varying stakeholders and members of the Black Community Advisory Council (BCAC) and wider community inclusive of Parents/Guardians/Caregivers, students, educators, members within the department of Equity and Indigenous Education, and input from Dr Carl James.

The implementation of the action items outlined within the SPDABR serves to benefit the success of not only Black students, but all students. There must be a whole community approach to ensuring and achieving success. Educating white students about race and racism is just as important as it is for Black students. All educators, students, and parents/guardians/caregivers within DPCDSB need to be informed of this plan and, as such, the plan and its action items must be disseminated system wide.

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Important Concepts

Having a foundational understanding of racism and its nuances is integral in dismantling oppression in all its forms. Below are definitions of important concepts to set context and to support an understanding of racism and how it operates within educational systems.

Race:

Race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., “socially constructed”), with significant consequences for people’s lives. Racial categories may vary over time and place, and can overlap with ethnic, cultural, or religious groupings (Anti-Racism Directorate, 2017a).

Racism:

Racism includes ideas or practices that establish, maintain, or perpetuate the racial superiority or dominance of one group over another (Anti-Racism Directorate, 2017a).

Anti-Black Racism

Anti-Black racism is the ideology and beliefs upon which attitudes, biases, and prejudices are based and which result in stereotyping and discrimination that are directed at people of African descent. It is rooted in Black people’s unique history and experiences of enslavement and colonization. Anti-Black racism is deeply entrenched in Canadian institutions through their policies, rules, and practices. Such deep entrenchment often makes anti-Black racism appear normal or invisible to members of the white society – especially white people (City of Toronto, n.d.).

Systemic Racism:

Systemic racism keeps in place the social construction of racialized groups, their location on the hierarchical structure, their differentiated life conditions due to inequitable opportunities, and the norms, values, expectations, and ethics (i.e., the culture of whiteness) on which the society is structured. Systemic racism consists of three interrelated levels of racism: societal, institutional, and individual. All three levels of racism operate in interlocking, reciprocal, and relational ways; hence the operation or the consequence of one cannot be fully understood without attention to the others (James, 2010).

Important Concepts (Continued)

Societal Racism:

Societal racism is largely related to the laws, legislations, and policies of the State, which in turn structure the norms, morals, customs, and traditions (i.e., the all-pervasive culture) which produce, regulate, and normalize hierarchies, privileges, and marginalization of members of society based on race – hence, the racialization or oppression of racialized people (James, 2010).

Institutional Racism:

Institutional racism is usually consistent with the culture of society. Institutions or agencies enact policies, regulations, and rules that shape their cultures, and which produce differential practices and treatments of individuals (i.e., discrimination) based on race – resulting in the disadvantages experienced by racialized people (James, 2010).

Individual Racism:

Individual racism encompasses the ideology, ideas, perceptions, and attitudes that individuals have of others based on race, and which lead to racialization, marginalization, and discriminatory practices or behaviours toward racialized people. Note that discrimination is the action resulting from racism. This level of racism is in relation to and is sustained by the institutional and societal racism into which individuals are socialized. (James, 2010).

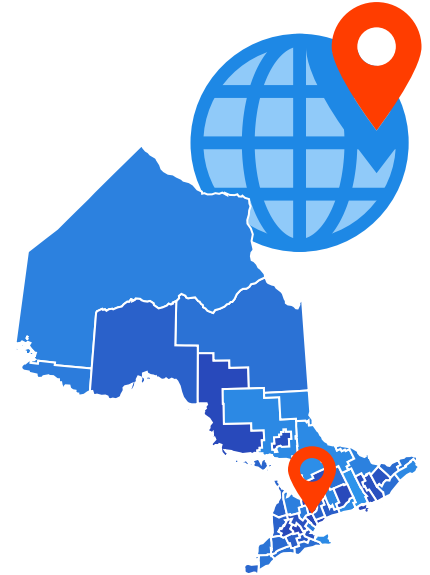
“We cannot tolerate or turn a blind eye to racism and exclusion in any form and yet claim to defend the sacredness of every human life.”

Pope Francis, 2020

Important Concepts (Continued)

Black Communities:

According to the Ontario Human Rights Commission (OHRC), when referring to people who are African descended, we use the terms “Black,” “African Canadian”, and “people of African descent.” As outlined in The Ontario College of Teachers’ Professional Advisory on Anti-Black Racism: “Black people and communities are not a monolithic group and come from diverse cultures, nationalities and have varying religions and customs”...[The term] Black will be used to describe racialized people who self identify as Black and/or are of African descent” (Ontario College of Teachers, n.d.).



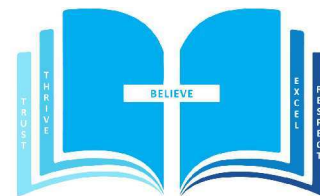
Intersectionality:

A term coined and developed by Kimberlé Crenshaw, intersectionality acknowledges:

“...the ways in which people’s lives are shaped by their multiple and overlapping identities and social locations, together, can produce a unique and distinct experience for that individual or group, for example, by creating additional barriers or opportunities. In the context of race...this means recognizing the ways in which people’s experiences of racism or privilege, including within any one racialized group, may differ and vary depending on the individual’s or group’s additional overlapping (or “intersecting”) social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status” (Anti-Racism Directorate, 2019).

In addition to the examples of intersecting social identities above, intersectionality also includes Indigenous identification, experiences with colonialism, socioeconomic status, or sexual orientation. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors.

Key Components of the DPCDSB SPDABR



Areas of Focus

1. Review of the Strategic Plan to Dismantle Anti-Black Racism
2. Accountability and Monitoring of the Strategic Plan to Dismantle Anti-Black Racism
3. Dedicated Staffing Plan to Dismantle Anti-Black Racism
4. Black Community Advisory Council
5. Centring and Enabling Black Student Voice
6. Mandatory Anti-Racism Professional Development with a focus on Dismantling Anti-Black Racism in Education
7. Critical Evaluation and Review of Pedagogical Approaches and Curriculum Resources
8. Review of Human Resources Practices
9. Review of Police Protocols

1. Review of the Strategic Plan to Dismantle Anti-Black Racism

1.1 Review of research and data regarding anti-Black racism in education and specifically within the DPCDSB community.

- Expand the research department to include a researcher with a dedicated portfolio to collect and analyse data on the impacts of anti-Black racism within the DPCDSB and report findings publicly by the end of 2026 school year.
- Continue to review potential gaps and areas for anti-racism support.
- Conduct an analysis of existing DPCDSB data sets that include disaggregated, race-based data. Data include both qualitative and quantitative information that identify gaps and areas of need.
- Continue to expand on review of climate surveys, and employee wellness surveys to determine and address achievement and opportunity gaps.
- Continue and expand research by staff from the Policy, Strategy, Research Department to conduct focus groups with Black students, Black parents and guardians and Black employees.
- Focus groups will seek to centre and capture the experiences of Black communities in DPCDSB. To remain flexible and responsive to needs, key informant interviews and/or surveys may be included where necessary.
- Continue to collect and analyse identity-based data gathered via the DPCDSB Student Census and DPCDSB Staff Census.
- Continue to collect and review data regarding suspensions, graduation and dropout rates, and enrollment in courses by stream or program level, with the implementation of a plan to address inequities identified.
- Continue to review disciplinary actions regarding Black students.

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- Within the 2024-2025 school year, develop and communicate clear direction regarding the process to report anti-Black racism incidents and/or experiences.
 - Implement a self-identification process through which Black students can self-identify upon registration with the DPCDSB, to be initiated in the 2025-2026 school year.
 - Develop a process through which data regarding student and family classification of generation status is collected, analysed and reported, by the end of the 2026 school year.
 - Collect data concerning incidents of anti-Black racism, Black student discipline and reports to CAS involving Black families and report by the end of 2026 school year.

1.2 Sustained review and implementation of the Strategic Plan to dismantle anti-Black racism.

- Within the 2024-2025 school year, conduct an interdepartmental review and develop a strategy to address achievement and opportunity gaps for Black students in STEM, as identified through data collection. This strategy will focus on dismantling anti-Black racism and include clear indicators that support the DPCDSB Multi-Year Strategic Plan (MYSP) 2024-2027 and the annual operation of the plan, the Catholic Board Improvement Learning Cycle (CBILC).
 - Continue to review the DPCDSB Strategic Plan to Dismantle Anti-Black Racism (SPDABR) to address the disproportionalities and disparities experienced by Black students.
 - Continue development and review of the SPDABR with the Black Community Advisory Council.
 - Work in collaboration with the Senior Executive Council and the Black Community Advisory council to review, develop and respond to the SPDABR.
 - Communicate system-wide the SPDABR by December 2024, alongside system-wide communication of the MYSP.
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2. Accountability and Monitoring of the Strategic Plan to Dismantle Anti-Black Racism

2.1 Commitment by DPCDSB system and school leadership to dismantle anti-Black racism.

- Continue to inform senior leadership of all incidents/issues/concerns pertaining to claims of anti-Black racism within DPCDSB and use the information to guide and create practices and policies that will focus on the dismantling of anti-Black racism within their roles and specific areas.
- Within the 2024-2025 school year, the DPCDSB's senior leadership shall determine ways in which to inform the Equity Department when incidents pertaining to anti-Black racism are reported, as well as involve the Equity Department in appropriate and timely responses with attention to the Board's established policies and practices.
- By September 2025, require system and school leadership to embed anti-racism and anti-oppression practices into the Catholic Board Improvement Learning Cycle (CBILC), Catholic School Improvement Learning Cycles (CSILCs), Annual Learning Plans and Teacher Performance Appraisal, policies, procedures and other system plans and strategies.
- Ensure system and school leadership promote the SPDABR and use the plan to inform staffing compositions in departments, schools and communities in which they lead. This work will include transparency into how to implement this plan at a department and school level.
- Identify and address barriers to collecting and sharing information regarding incidents of anti-Black racism with school and system staff.
- Ensure timely and transparent communication to the Black Community Advisory Council on incidents of anti-Black racism.
- Ensure that data concerning incidents of anti-Black racism, Black student discipline and reports to CAS involving Black families are shared with senior leadership, including the Director of Education, the BCAC and the Trustees.
- All DPCDSB policies, procedures and expectations shall be reviewed through a lens of anti-Black racism to ensure that they do not disproportionately impact Black students.
- When creating and reviewing DPCDSB policies, procedures, practices and expectations that impact Black identifying students, feedback shall be sought from the Black community and these voices will be prioritised.

2.2 Establishment and communication of measurable key performance indicators that will indicate SPDABR progress.

- Monitor progress towards the goals of the DPCDSB SPDABR, including a review of key performance indicators that will support the CBILC goals related to dismantling anti-Black racism in DPCDSB by establishing policies which ensure:
 - The elimination of disparity and disproportionality, where experienced by Black students in terms of achievement, well-being, sense of belonging, programming, credit accumulation and discipline.
 - Increased positive outcomes for Black students in terms of achievement, well-being, sense of belonging, credit accumulation.
 - Decreased disparities for Black students as it relates to progressive discipline, sanctions and suspensions.
 - Increased proportion of DPCDSB staff completing professional learning to dismantle anti-Black racism, impacts of colonialism and other forms of injustice.
 - Creation of digital learning modules specific to dismantling anti-Black racism available on a Learning Management System and monitor completion.
 - Increased representation of Black presence, contributions and achievements in curriculum resources and supports.
- Ensure administrators deliver clear and transparent communication to appropriate school councils, community groups and stakeholders regarding DPCDSB's SPDABR and measurable outcomes, within the 2024-2025 school year.
- Undertake ongoing data collection (e.g., including identity-based data in DPCDSB surveys and Youth Participatory Action Research) and review and revise the SPDABR as needed.
- Report publicly, at the end of the 3-year period, on activities implemented and outcomes for Black students.

2.3 Development of school-level action plans to support SPDABR progress.

- Within the 2024-2025 school year, develop school-level actions that address racism and specifically anti-Black racism with an intersectional approach. Individual schools will be encouraged to examine results from the DPCDSB Student Census and other DPCDSB student surveys, and to collect other qualitative information from parents/guardians/caregivers and students on a regular basis. Schools and families of schools will also assess effectiveness of strategies implemented to address racism and specifically anti-Black racism.
- Require action plans at the school level to address disparities impacting Black students, that will be embedded within CSILC goals. Schools will develop these action plans with the input of Black students and parents/caregivers from the school community from inception through implementation and evaluation and make them publicly available.
- Superintendents will support principals in the creation/review of action plans to ensure that they respond to the SPDABR and census data results, beginning in the 2024-2025 school year.
- Schools will leverage local, Black-led community organizations to provide culturally relevant and responsive supports.
- The BCAC will advise and inform DPCDSB on matters pertaining to anti-Black racism, any matters impacting Black identifying students, as well as the implementation of the PPM 119, developing and implementing equity and inclusive education policies in Ontario schools, the OCT Professional Advisory on anti-Black racism and the protected grounds of the OHRC.

2.4 Establishment of an accountability framework governing internal and public reporting of SPDABR progress.

- The DPCDSB shall use reports of anti-Black racism to inform actions and ensure a process of investigation related to these incidents.
- Develop and communicate accountability reporting timelines that include, at minimum, a yearly report of progress made. Schools will report on measurable progress of the goals in their plan, including data from centrally sanctioned surveys.
- In the 2024-2025 school year, commence a systematic review and revision of DPCDSB policies to ensure compliance with the Ontario Human Rights Code (OHRC) ensuring compliance with OHRC and related accountability measures as they relate to instances pertaining to anti-Black racism.

2.5 Review and revision of protocols to address incidents of anti-Black racism to ensure that DPCDSB learning and working environments are free from anti-Black racism.

- Ensure that all DPCDSB staff (1) understand what anti-Black racism looks like and that incidents of anti-Black racism violate the Ontario Human Rights Code, the Ontario Health and Safety Act, and DPCDSB's Catholic Code of Conduct, and (2) are required to take appropriate action.
- Ensure that parents and guardians, students, and staff have accessible and transparent methods to report and address incidents of anti-Black racism.
- Incidents of anti-Black racism will be responded to in a timely manner and individuals reporting incidents will receive a response that acknowledges impact and addresses next steps.
- Establish clear guidelines and protocols of how to respond to incidents of anti-Black racism through the development of a Human Rights policy within the 2024-2025 school year.

3. Dedicated Staffing Plan to Dismantle Anti-Black Racism

3.1 Dedicated team that works to dismantle anti-Black racism within DPCDSB.

- This team includes, but is not limited to the following personnel:
 - 1 Superintendent – Equity and Indigenous Education;
 - 1 Coordinator with a focus on Anti-Racism Education;
 - 1 Consultant with a focus on Anti-Racism Education;
 - Graduation Coaches for Black Students;
 - 1 Researcher with a dedicated focus on Anti-Racism.

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- Dedicate a budget and required resources needed to recognize, discuss, dismantle and disrupt racist ideologies that perpetuate the disparities that Black students face.
 - Continue to inform system of specific staffing roles and programming that provide direct supports to Black students (e.g. Graduation Coach for Black students).

4. Black Community Advisory Council

4.1 On-going support of the Black Community Advisory Council consisting of staff, parents, and guardians, community members and students who will work with system leaders to provide input and advisory to dismantle anti-Black racism.

- Director and Chair of the board to meet with BCAC as required.
 - Superintendent of Equity and Indigenous Education to meet with BCAC co-chair monthly.
 - Ensure the Black Community Advisory Council has opportunities and space to uplift the voice of Black parents and guardians, Black students and the Black community about issues that concern members of the Black community. The Black Community Advisory Council consists of:
 - Community representatives from various organizations and agencies;
 - Student representatives from the secondary panel;
 - Parents/guardians with students registered at DPCDSB schools;
 - Teachers and administrators in the secondary and elementary panels;
 - Appropriate central office staff.
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- Ensure the Black Community Advisory Council is supported to do the following:
 - Participate in review and update of the SPDABR;
 - Review and advise on new and existing DPCDSB policies as they pertain to issues surrounding anti-Black racism in order to recognize, discuss, dismantle and disrupt racist ideologies that perpetuate the disparities that Black students face;
 - Make recommendations to DPCDSB and provide strategies to address and eliminate anti-Black racism;
 - Identify and examine potential disparities and disproportionalities experienced by Black students through review of existing DPCDSB data sets that include disaggregated, race-based data. Data to include both qualitative and quantitative information that identify areas of concern;
 - Review initiatives that support anti-racism within the system;
 - Create strategies and advise system direction that will support the success of Black students and staff;
 - Advocate for resources and initiatives to combat anti-Black racism;
 - Provide consultation for decision making;
 - Liaise and connect with other school and system based advisory councils;
 - Develop and lead community engagement nights in response to interest and needs identified by the BCAC.

“Urgent action on anti-Black racism is needed since racism and its prevalence in public and private institutions have been studied for many decades with recommendations that resonate today as they did in generations past.”

Ontario College of Teachers Professional Advisory on Anti-Black Racism

5. Centring and Supporting Black Student Voice

5.1 Establishment of opportunities for Black students to contribute and provide feedback about their learning regarding all aspects of school life.

- Create and support safe and affirming spaces (affinity spaces) at the system and school level where Black students can thrive and share their lived experiences, contribute insights and propose solutions to influence the establishment of tangible actions to dismantle anti-Black racism;
- BCAC student representative leads to meet ongoing throughout the year and report back to Senior Administration to contribute insights and propose solutions to influence the establishment of tangible actions to dismantle anti-Black racism;
- Ensure students and families are aware of and have access to mental health and well-being supports specific to the Black community;
- Provide opportunities to gather input from Black students regarding culturally relevant curriculum, programming supports, and a variety of school initiatives that centre the joy, contributions, resistance, empowerment, and successes of Black communities over the narrative of oppression.

“Black students are as capable, as competent, as creative and as determined as all other students. The ways that Black students are constantly misjudged and mistreated by teachers and guidance counsellors is an injustice to our community. As educators who seek to enrich an increasingly diverse nation, it is your duty and responsibility to encourage, motivate, challenge and strengthen Black students like all others. When you begin to see Black students as part of your community, only then will you effectively fulfil your job as an educator.”

Black Student

James and Turner (2017). *Towards Race Equity in Education: The Schooling for Black Students in the Greater Toronto Area.*

6. Mandatory Anti-Racism Professional Development with a Focus on Dismantling Anti-Black Racism in Education

6.1 Development and implementation of mandatory anti-racism professional development for Trustees, senior management, and administrators.

- Continue to provide ongoing professional development sessions for all Trustees, senior leadership, and school administrators. Mandatory learning opportunities will include a collaborative approach with the Equity Department, and experts in the field of anti-racism education. Topics will include, but are not limited to, anti-racism, Culturally Responsive and Relevant Pedagogy (CRRP), Catholic Social Teachings, anti-oppression, decolonization and critical theories and pedagogical frameworks with a specific focus on dismantling anti-Black racism.
- Within the 2024-2025 school year, build capacity with system leaders on how to effectively engage staff in the rationale and purpose of the SPDABR to enact critical transformation in schools.
- Require leadership to promote, uphold, support and build capacity surrounding professional development opportunities that address anti-Black racism for their staffing compositions in departments, schools and communities in which they lead as reported through annual CSILC goals.

6.2 Development and implementation of mandatory anti-racism professional development for teachers and support staff.

- Continue to offer ongoing professional development sessions for all teachers and support staff within DPCDSB. These required learning opportunities will include a collaborative approach with the Equity Department, and experts in the field of anti-racism education. Topics will include, but are not limited to, anti-racism, Culturally Responsive and Relevant Pedagogy (CRRP), Catholic Social Teachings, anti-oppression, decolonization and critical theories and pedagogical frameworks with a specific focus on dismantling anti-Black racism.
- Provide professional development to guidance counsellors with the goal of addressing disproportionalities in streaming and representation in regional programs for Black students.

- Provide specific training on anti-oppression and anti-racism for staff in system-level roles including consultants, itinerant teachers and support staff in order to foster an understanding of anti-oppressive pedagogy and CRRP.
- Require that staff in system-level roles including consultants, itinerant teachers and support staff embed pedagogical approaches within their respective roles to include a lens of anti-oppression and CRRP, as outlined in Section 7. This is to be completed in collaboration with members of the Equity and Indigenous Education Department.

6.3 Planning and implementation, in each Family of Schools, of specific programming to respond to concerns with regard to incidents of anti-Black racism identified in focus groups, surveys and/or forums.

- Beginning in the 2024-2025 school year, use the DPCDSB Student Census and DPCDSB Staff Census datasets in individual school and families of schools to support and curate specific programming to identify and address needs and report plans through annual CSILC.

7. Critical Evaluation and Review of Pedagogical Approaches and Curriculum Resources

7.1 Critical evaluation and implementation of current anti-oppressive pedagogical approaches that are relevant and responsive in both secondary and elementary grades to address racist systemic practices and/or resources that may exist within programming.

- Prioritize culturally relevant and responsive pedagogical practices and frameworks to inform programming.
- Intentionally focus on implementing pedagogical approaches from Black scholars and thought leaders that serve to decentre whiteness and decolonize educational spaces.
- Intentionally focus on offering courses at the secondary level that focus on uplifting Black voices that centre joy, resistance, contributions and accomplishments.
- Implement anti-racist pedagogical supports and practices to address the existence of anti-Black racism and white supremacy within the delivery of the curriculum.

7.2 Critical analysis of classroom resources to ensure that Black History and narratives move away from a deficit lens and prioritize resources that showcase the joy, brilliance and resistance of Black communities.

- Continue to focus on the inclusion of content designed to allow affirming and culturally relevant and responsive depictions of Black communities reflected in curriculum.
- Annual review of assessment, resources and programming through an anti-oppressive lens.
- Centre the joy, contributions, resistance, empowerment, and successes of Black communities over the narrative of injustice.
- Critically review resources that support the curriculum to identify and address curricular violence.
- Where recommended by the Equity Department, presenters with a focus on Black stories, contributions and achievements will be prioritized for approval without the barriers imposed by system approval processes.

7.3 Responding to disparities in program access for Black students and identifying and addressing potential barriers to entry and retention.

- Monitor space for Black students in regional programs in response to disproportionalities as identified in data collection to address underrepresentation.
- Host parent/caregiver information sessions for Black families regarding regional programs in which Black students are underrepresented.
- Identify and respond to practices that impose barriers or limit entry for Black students into program areas with a goal of significantly increased representation by 2027.
- Address disproportionalities in streaming of Black students in secondary schools through targeted training for Guidance Counsellors and Instructional Staff.
- Professional learning surrounding destreaming shall be led through an anti-oppressive and intersectional lens that centres culturally relevant and responsive pedagogical frameworks.

8. Review of Human Resources Practices

8.1 Implementation of a system-wide review of Human Resources' practices for hiring, retention and promotion that addresses racism, anti-Black racism and other forms of systemic barriers.

- Examine specifically the supports in place for Black staff who are seeking leadership roles;
- Provide, inform, and support Black staff in accessing responsive and on-going mentoring opportunities;
- Support mentoring opportunities for Black staff seeking leadership roles in DPCDSB;
- Work towards the expansion of more staff roles providing direct support to Black students (e.g. Graduation Coach for Black students).
- Continue to advocate for dedicated Ministry of Education funding.

8.2 Explicit incorporation of equity and anti-racism competencies in job descriptions and hiring and promotion criteria.

- Prioritize anti-racism practices and competencies in job descriptions, hiring and promotion criteria, and performance appraisals for all educators, school administrators, and school system staff.
- Ensure Black and racialized administrators are on hiring panels.
- Ensure that, in the hiring process, candidates are specifically asked to demonstrate the following:
 - Address issues of education equity, anti-Black racism, and oppression;
 - Demonstrate their commitment to upholding Human Rights in education;
 - Articulate plans to address items outlined in the SPDABR in their new role.

8.3 Collection of identity-based data of teaching and administrative staff.

- Continue to support practices that normalize and maximize the collection of identity-based data from DPCDSB staff;
- Use results of identity-based data collection from staff to address disproportionalities in representation and barriers to hiring, and to inform hiring practices with a commitment to ensuring increased representation of Black staff.

9. Review of Police Protocols

9.1 Active participation by Black identifying DPCDSB staff, trustees and members of the BCAC in the review of police protocols.

- Ensure that the DPCDSB representative(s) address(es) concerns related anti-Black racism within police protocols;
- Review and advise on police protocols through a lens that prioritizes the impacts of anti-Black racism;
- Ensure DPCDSB representative(s) commit(s) to sharing, once the Police Protocol review is complete, details of this review with the BCAC. Future decisions surrounding police protocols and presence in schools will include consultation with multiple stakeholders within DPCDSB including the Black Community Advisory Council.
- The DPCDSB will offer timely and transparent communication to the BCAC on high-profile incidents involving police involvement with Black Students, with attention to all DPCDSB established protocols.

"There must be a conscious and intentional effort to dismantle anti-Black racism to shift ideology and practice"

**Building Black Voices: A Guide to Creating a Black Voices
Lab for Secondary Schools**

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