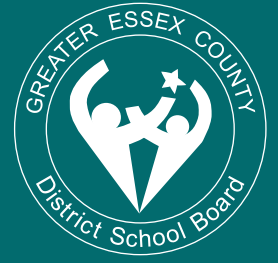


GECSB

# Dismantling Anti-Black Racism

STRATEGY



2022-2027



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# Letter from the Director of Education

In the fall of 2021, our Board and its leadership team vowed to do better and continue the work of eliminating discrimination, systemic racism and unconscious bias in our schools, workplaces and the entire Greater Essex County District School Board.

Following a number of discussions with the Black Council of Windsor-Essex, who brought forward concerns of systemic anti-Black racism, we retained the services of Turner Consulting Group work with us to develop a strategy for dismantling anti-Black racism in our organization.

This blueprint, paired with collaborative discussions, led both to its creation and informed its recommendations. The recommendations will help us better understand and learn to be proactive on issues and the potential implications for Black students, staff and their families. As an organization, we were wrong to not have realized our past shortcomings. We are grateful for broad local community, national and international activism highlighting the inequities of our system. I refer to the inequities experienced by Black students, staff and their families and ways in which overt actions, unconscious biases, micro-aggressions and systemic, oppressive policies have negatively affected Black communities.

It is undeniable that Black students, staff and families have not always felt as welcomed, listened to, supported or encouraged as they should have been. On behalf of the Greater Essex County District School Board, I apologize to the Black communities of Windsor and Essex County and to those individuals who have experienced anti-Black racism as a result of our actions or inactions. We know we must do better and we will do better. Now we have a plan in place and a strategy that will hold us accountable.

We are deeply indebted to the members of the GECD SB Anti-Black Racism Steering Committee and all the groups and people throughout Windsor and Essex County who generously gave their time and demonstrated courage and commitment in sharing their lived experience with us. Their firsthand experiences have served as a powerful catalyst for us to dig deeper, learn and become better. We pledge to a process of learning and unlearning as we develop our implementation plan in partnership with those affected by it. We are committed to sharing regular updates through our accountability framework as we create culturally affirming and supportive learning and working environments.

The Greater Essex County District School Board aspires to provide everyone with safe spaces to learn and work. This will require bold action, the acceptance of change, hard work as well as ongoing open and collaborative conversations.

We will rapidly and conscientiously implement the priorities and actions from this strategy for our students, families, staff and the communities we serve. Join me in fulfilling the priorities and actions of this strategy to accept and redress our previous failures, improve our understanding and increase the potential for an environment of diversity, equity and inclusive education wherein racial equity can be realized.



**Erin Kelly**

Director of Education

# Acknowledgements

We are grateful to the many people who have contributed to and supported the development of this strategy. We would like to acknowledge the many Black and non-Black students, staff, and community members who shared their perspectives and experiences through the online survey and focus groups.

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# Land Acknowledgement

We acknowledge that we are on land and surrounded by water, originally inhabited by Indigenous Peoples who have travelled this area since time immemorial.

This territory is within the lands honoured by the Wampum Treaties; agreements between the Anishinaabe (Ah-nish-e-naa-bay), Haudenosaunee (Hoe-den-oh-show-nee), Leni (Len-eh) Lenape (Le-naw-pay) and allied Nations to peacefully share and care for the resources around the Great Lakes.

Specifically, we would like to acknowledge the presence of the Three Fires Confederacy (Ojibwe (Oh-jib-way), Odawa (Oh-dah-wah), Potawatomi (Paw-taw-watt-oh-me) and Huron/Wendat (Wen-dat) Peoples. We are dedicated to honouring Indigenous history and culture while remaining committed to moving forward respectfully with all First Nations, Inuit, and Métis.

# Africentric Land Acknowledgement

The land was stolen from Indigenous peoples and enslaved Africans were brought en masse to build these cities. This is occupied Indigenous territories of many nations and these cities are built with stolen African labour and resources. One cannot be remembered without the other. We invite you into a tradition with us of acknowledging and remembering whose territory you are on wherever you are in the Americas (from the North to the Caribbean and to the South) and, also remembering and acknowledging that these countries were built with stolen African and Black labour and resources as well.

***Adapted from Blackness Between Us Collective ~ Bishara & Ashai***



# Building on Existing Work

The Greater Essex County District School Board (GECDSB) believes Black students and staff have a right to learning and working environments that not only protect them from anti-Black racism and other forms of oppression, but also affirm their identities, foster their strengths, and contribute to their overall well-being. To support our work in dismantling anti-Black racism, we hired a Human Rights and Equity System Advisor to support a culture of respect for human rights and equity throughout the district. We also expanded our Black Graduation Coach Program, and hired a Teacher Consultant who is responsible for fostering equity and inclusion in our board.

GECDSB has an ongoing commitment to education and employment equity and has several initiatives and strategies already in place to make a difference in achieving equity within its learning and working environments. This strategy will build on the following existing work, although the list below does not fully capture the good work being done at the system level and within schools and classrooms:

## **COLLECTING DATA FOR ANALYSIS TO INFORM ACTION**

GECDSB has retained Turner Consulting Group to support the Staff and Student Census. The Staff Census data collection occurred in the fall of 2021, and a report of Staff Census data will be available in the very near future. Student Census data collection will also occur soon.

We are conducting an Employment Systems Review to evaluate the formal and informal policies and practices related to the following employment systems: recruitment, organizational culture, accommodation, and workplace accessibility.



## **COLLABORATING AND CONSULTING**

GECDSD has initiated a system-level Diversity, Equity, and Inclusion (DEI) committee representative of staff from all bargaining groups with lived experience. The group meets monthly with three Senior Officers and the Human Rights and Equity System Advisor. The focus of the DEI committee includes consultation on, but not limited to, the following domains: policy and regulations, systemic plans, staff professional learning and leadership development, hiring practices and recruitment, family and community engagement, safe schools and student discipline practices, programming to support student achievement and curriculum and instructional resources.

Our ongoing engagement with the community includes our regular meetings with the Anti-Black Racism Advisory Committee (ABRAC), Indigenous Education Advisory Committee (IEAC), the Special Education Advisory Committee (SEAC), the Greater Essex Parent Involvement Committee (GECPIC), and the Student Senate.

## **DEVELOPING POLICY AND REGULATIONS AND SHORT-TERM AND LONG-TERM PLANNING**

The Board Equity Improvement Plan (BEIP) is a demographic data-driven tool designed to capture the experiences and outcomes of Black students, Indigenous students, and other racialized groups of students, students with disabilities and/or special education needs (nongifted), 2SLGBTQ+ students, and students from low-income households. School boards are required to provide baseline data and set aspirational targets for each performance indicator laid out in the BEIP, including relevant disaggregated demographic data.

## **DEVELOPING CURRICULUM PROGRAMMING AND MANAGING INSTRUCTIONAL RESOURCES**

A draft plan for the review of Black resources is in progress and will commence in the spring of 2022.

The GECDSD locally developed African Canadian Roads to Freedom documents (elementary and secondary) were updated and released this school year with the additional support of a Brightspace module for both elementary and secondary educators.

GECD SB launched the Detroit River Project International Freedom Curriculum pilot project titled Resistance Along the Fluid Frontier. This inquiry-based curriculum project will give Grade 7 students in Windsor and Grade 8 students in the Detroit area the opportunity to take on the role of community historians as they explore the early local history of abolition and the Underground Railroad, resistance to slavery, anti-racist organizing, border crossing, and freedom seeking along the Detroit River.

Because streaming has been shown to disproportionately affect Black and low-income students when it comes to graduation rates and the chance of going to a post-secondary institution, we will initiate a renewal of all Grade 9 English resources to prepare for the de-streaming process that will commence in September 2022.

### **PROVIDING PROFESSIONAL LEARNING TO BUILD STAFF CAPACITY**

The Senior Team engaged in a book talk on *Me and White Supremacy*, written by Layla Saad, to learn how to dismantle the privilege within themselves so that they can stop (often unconsciously) inflicting damage on people of colour, and in turn, help other White people do better, too. Awareness leads to action, and action leads to change.

Unconscious bias training with the KoJo Institute was held for Senior Administration, Managers, Supervisors, Coordinators, Principals, Vice Principals, Administrative Assistants, Human Resources Officers, and Communications Officers.

System professional development days have included a focus on diversity, equity, inclusion, anti-oppression, and mental health and well-being, with the book *Is Everyone Really Equal?* as required reading.

We have trained all teachers in the area of unconscious bias, and provided teachers with time to continue exploring and unpacking the revised African Canadian Roads to Freedom: Black Canadian Connections to the Ontario Curriculum and Brightspace modules.

All elementary and secondary educational support staff participated in professional development that explored the fundamental right of students to learn in a bias-free environment. The training also examined the role that educational assistants, developmental service workers, and child and youth workers should play in fostering equitable classrooms in partnership with the school community. The learning session provided a link between unconscious bias, anti-oppression pedagogy, and human rights.

Representation of “upstanders/helpers” in the area of DEI was launched in March 2022 with the inaugural Equity Advocate Support Team (EAST). The EAST membership is anticipated to include up to two staff from each school/department who will receive training to support them in taking a leadership role on DEI in their respective schools/departments.

A Practical Guide to Actioning Human Rights for Principals and Vice-Principals – Part II is scheduled in small group sessions in April and May 2022. This learning is led by our Human Rights and Equity System Advisor.

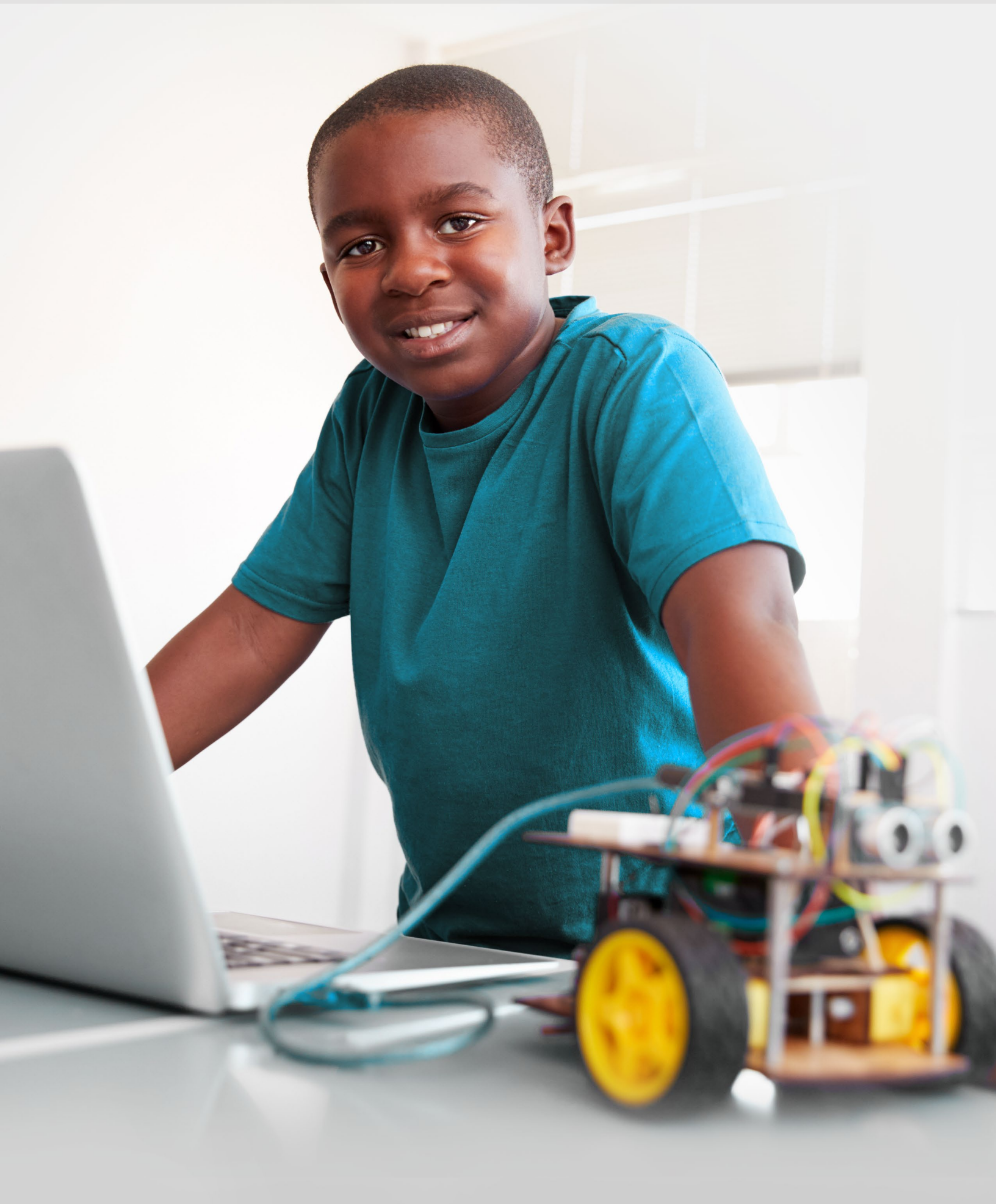
After-school learning sessions have taken place in several of our schools to explore Dr. Muhammad Khalifa’s Culturally Responsive School Leadership and the Ontario Institute for Studies in Education’s Equity Continuum.



# Guiding Principles

The following principles guided the development of this strategy and will guide its implementation:

- 1** Anti-Black racism is a systemic problem in education.
- 2** Poor education outcomes reflect systemic biases, not ability.
- 3** Black parents and communities must be engaged as partners in their child's education.
- 4** Urgent change is needed.
- 5** Ideology and culture need to change, not only behaviours.
- 6** The Board will adopt a learning mindset when implementing this strategy.
- 7** The measures of progress for Black students and staff will be outcomes, not activities.
- 8** Accountability and transparency.



# 1 **Anti-Black racism is a systemic problem in education.**

Many studies have identified and explored anti-Black racism within Ontario's education system. Anti-Black racism is a systemic problem in the education system and throughout society, and harm can be perpetuated by even the most well-meaning and competent staff.

# 2 **Poor education outcomes reflect systemic biases, not ability.**

Black children experience an educational system that limits their ability to learn. The gap in achievement for Black students does not reflect their innate ability, but rather the systemic anti-Black racism within the education system.

# 3 **Black parents and communities must be engaged as partners in their child's education.**

Educators and school administrators need to engage Black parents and communities to gain their trust and create a positive and inclusive learning environment that supports the academic achievement and well-being of Black students. It is through these relationships that educators will understand where their students come from so that they can create an environment that is a place of safety, growth, and learning.

# 4 **Urgent change is needed.**

This strategy will be implemented with urgency, recognizing that generations of Black students in Windsor and Essex County have experienced anti-Black racism in education. While change is hard and takes time, it is more likely to be embraced by staff when it is treated as a priority and a sense of urgency is felt at all levels of the Board.



## 5

### **Ideology and culture need to change, not only behaviours.**

In order to change outcomes for Black students, the ideology and culture that sustain anti-Black racism need to change, not simply the behaviours of individuals.

## 6

### **The Board will adopt a learning mindset when implementing this strategy.**

The Board will act with courage, sustained focus, and endurance to embrace innovation. Recognizing that not all initiatives in this strategy may have the desired impact, the Board will adopt a learning mindset when implementing this strategy. Outcomes will be assessed as the strategy is being implemented, and the needed adjustments will be made to ensure that the initiatives are having the intended impact.

## 7

### **The measures of progress for Black students and staff will be outcomes, not activities.**

Success will be measured not by the completion of actions, but by the change made to the well-being and academic achievement of Black students and the representation and well-being of Black staff.

## 8

### **Accountability and transparency.**

Accountability for and commitment to the implementation of this strategy must be visible throughout the organization and in the community, and be clearly articulated and demonstrated by senior leaders. The Board will be open, transparent, and accountable in its implementation of this strategy, which will include meaningful engagement of Black communities and timely public reporting.

# Strategic Priorities & Actions

This section identifies the five strategic priorities that will be the focus of this strategy, along with the actions that will be implemented to achieve each priority. These priorities and actions will be implemented over the coming 5 years and will be adjusted as the internal and external environments change.

These strategic priorities and actions will help GECDSB develop annual implementation plans that will include the actionable steps needed to turn these objectives into change within the Board's learning and working environments.

These priorities are not listed in order of importance, as they are all equally important. The success of this strategy relies on equal sustained attention to each priority.

## PRIORITY

## 1

# Equip senior leaders to boldly lead the implementation of this strategy.

The Director of Education and superintendents will set the direction, specify organizational expectations, and allocate the needed resources to support the implementation of this strategy. Senior leaders will boldly lead conversations on anti-Black racism, implement anti-racist organizational change efforts, and create and maintain learning and working environments that affirm the intersecting identities of Black students and staff.

## ACTIONS

## GECD SB COMMITS TO THE FOLLOWING ACTIONS

## 1.1

Provide ongoing professional development and support to senior leaders to ensure they are able to effectively lead the implementation of this strategy and lead staff in applying an anti-racist/anti-oppressive lens (with a focus on anti-Black racism) to their work.

## 1.2

Establish anti-racism performance goals for senior leaders with specific measurable outcomes for implementation of this strategy.

## 1.3

Include racial literacy and a demonstrated commitment to anti-racism/anti-oppression as leadership competencies for vice principals, principals, and superintendents.

## 1.4

Advocate with the main universities and colleges from which GECD SB hires to embed anti-racism/anti-oppression training into their curriculum and develop the racial literacy of new teachers and other staff in order to increase their ability to create Black-affirming learning environments.

## 1.5

Partner with other organizations in Windsor and Essex County to raise awareness of and address anti-Black racism within the broader community.

PRIORITY

2

## Foster Black-affirming and anti-racist learning and working environments.

GECDSD will foster belonging and dismantle oppressive systems that maintain marginalization. Staff will be intentional about including Black history and narratives, showcasing Black excellence (past and present) while reflecting the full cultural diversity and intersecting identities within the Black community. School leaders and managers throughout the organization will also foster anti-racist and inclusive learning and working environments and will have the competence and confidence to address issues when they arise.

This will also require that all staff are willing and able to competently, confidently, and courageously interrupt and address acts of interpersonal anti-Black racism when they do occur, and to advocate for changes to harmful school policies and practices.

ACTIONS

### GECDSD COMMITS TO THE FOLLOWING ACTIONS

2.1

Embed the past and present-day contributions of Black people and infuse an understanding of anti-Black racism more fully into the K–12 curriculum, with a focus on local communities and in consultation with local experts and communities.

2.2

Build the capacity of all educators to engage with culturally responsive pedagogy and critical literacy, and make explicit curricular connections that support the achievement and well-being of Black students.

2.3

Reconsider the texts currently in use and incorporate those that best reflect the diversity of GECDSD students, including Black students.

2.4

Offer an anti-Black racism course for high school students to help them understand racism as a structural and historical phenomenon as well as an interpersonal one.

- 2.5** Strengthen internal mechanisms and processes to enable students, parents/ caregivers, and staff to report acts of anti-Black racism free from reprisal and address issues when they do occur. This should be supported by a strengthened investigation process that is communicated to everyone in the school community. These processes should ensure that culturally appropriate supports are available for the victims of harassment or discrimination and that training and coaching is available for the perpetrators.
- 2.6** Inform students, parents/caregivers, and staff about their right to safe and respectful learning and working environments and the right to be free from reprisal, as well as the process for making a complaint and the follow-up process when an issue does occur.
- 2.7** Create an anonymous mechanism for students, parents/caregivers, and staff to raise concerns about anti-Black racism.
- 2.8** Continue to pause the High School Resource Officer Program, pending the outcome of a review of the program and all non-essential police programs and their impact on Black students.
- 2.9** Develop guidelines to address the use of discriminatory slurs and statements by both students and staff, including the n-word. The guidelines should clearly state that the use of discriminatory slurs and statements is not condoned in any GECD SB learning or working environment and should address the responsibility of all Board staff to act when they hear or learn of the use of discriminatory slurs and statements.
- 2.10** Develop guidance for students and various staff groups, specific to their roles and responsibilities, on how to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of. This guidance should be supported by ongoing learning and should be mandatory learning for all Board staff. This guide should be supported by the education of staff about their legal obligations to create learning and working environments free from anti-Black racism, harassment, and discrimination per *Ontario's Human Rights Code* and *Occupational Health and Safety Act*.

**2.11**

Review dress codes, school names, and school mascots through an anti-racist lens.

**2.12**

Include questions in the Climate Surveys to assess the school climate experienced by Black students and staff.

**2.13**

Work with student groups and other partners to create school-based anti-racism education campaigns.

**PRIORITY**

**3**

## **Improve the ways in which Black parents and communities are engaged.**

For Black parents to be partners in their children's education, Black parents and community members need to feel welcome within all schools and have the information to adequately support the schooling of Black students. Recognizing that Black parents and communities have been harmed by a long history of anti-Black racism, GECDSB will work to correct these wrongs by repairing these relationships, building trust, and proactively engaging with Black parents and communities as partners in education.

**ACTIONS**

### **GECDSB COMMITS TO THE FOLLOWING ACTIONS**

**3.1**

Develop a community engagement framework to support ongoing communication and engagement with the various communities within the school community, in particular Black communities, in order to build and maintain trust and credibility with the communities in Windsor and Essex County.

**3.2**

Develop mechanisms to support ongoing communication with Black parents/ caregivers and communities in order to share information about how systemic racism is manifested in public education and the actions being taken by GECDSB to address it.

**3.3**

Develop resources, provide supports, and host events to engage Black parents and caregivers in learning about the education system and to support them in navigating the system as partners in their child’s education.

**3.4**

Inform Black parents and caregivers about who to contact when issues arise, the process for addressing issues, and how they will be informed of the outcome.

**PRIORITY**

**4**

**Inspire and support Black student success.**

GECDSB recognizes that Black students may be underperforming because they experience barriers to academic success. As such, GECDSB will identify and remove these barriers, close opportunity gaps, and foster welcoming learning environments that inspire Black student success. The Board will also undertake initiatives to ensure that Black students have access to culturally relevant mental health and other supports, and are kept in mainstream learning environments.

**ACTIONS**

**GECDSB COMMITS TO THE FOLLOWING ACTIONS**

**4.1**

Conduct a Student Census to identify disproportionalities and disparities in the academic achievement and well-being experienced by Black students.

**4.2**

Review Student Services to address the gaps in supports and guidance for Black students.

**4.3**

Provide Black students with culturally appropriate supports, including for academic achievement and well-being, such as the Black Graduation Coach Program, and ongoing opportunities to gather and heal in a safe space.

- 4.4** Work with the Windsor-Essex Children's Aid Society to identify any patterns of over-reporting and any need for interventions and ongoing training, including Duty To Report Through an Anti-Racist Lens.
- 4.5** Increase the representation of Black students in specialized programs, such as French Immersion, IB, and arts school, and ensure that these spaces are safe and identity-affirming for them.
- 4.6** Review the process by which students are assessed for English as a Second Language and special education placement through an anti-racist/anti-oppressive lens to ensure the appropriate placement of Black students.
- 4.7** Provide the tools and resources for creating Black-affirming and anti-racist learning and working environments. Support school administrators to identify issues and foster anti-racist learning and working environments through school equity audits.
- 4.8** Develop programs to interrupt streaming and the overidentification of Black students as having learning disabilities or special needs, as well as the over-disciplining of Black students, with the aim of keeping Black students in mainstream learning environments and reducing the number of school days lost to suspensions.
- 4.9** Review school discipline policies and approaches to prioritize restorative practices, with a focus on keeping Black students in the classroom.
- 4.10** Create programs that encourage and empower Black students to aim for high academic achievement, and that provide identity-affirming spaces that allow them to maintain a strong and positive sense of self rooted in their racial identity.
- 4.11** Make mandatory the identity-affirming celebration of Black history in all schools. Black history should not only be taught during Black History Month, but also be integrated in the curriculum throughout the year.
- 4.12** Develop Black history resources for schools (in consultation with African diasporic community partners), and provide schools with greater resources to celebrate and recognize Black history throughout the year and throughout the curriculum.



## PRIORITY

## 5

## Hire and support Black staff.

GECDSD recognizes that all students benefit from seeing educators and staff from all backgrounds in various roles within their schools and throughout the Board. Black students also benefit from having Black staff in their schools to offer support and advocate for them. Black students who see Black teachers will also see teaching as a viable profession, thereby increasing the supply of Black teachers. In addition, stereotypes of Black people and anti-Black racism are disrupted when non-Black students and members of the community see Black people as teachers, as staff, and in other positions of authority and responsibility.

GECDSD recognizes that in order to contribute their best to students, staff need to feel welcome and safe themselves. The Board will therefore focus on hiring more Black staff and supporting their inclusion, advancement, and well-being.

## ACTIONS

### GECDSD COMMITS TO THE FOLLOWING ACTIONS

## 5.1

Prioritize the hiring of Black teachers, guidance counsellors, graduation coaches, and other Black staff, and support the advancement of Black staff into leadership positions.

## 5.2

Foster inclusive, Black-affirming, anti-racist working environments, and effectively address issues when they do occur in a timely manner.

## 5.3

Support the creation of a Black Employee Network that provides Black teachers and staff with Black-only safe spaces to gather, share, and heal, and an opportunity to give feedback on the implementation of this strategy.

## 5.4

Advocate with the Board's Employee Assistance Program to ensure that it can provide Black staff with access to Black therapists and culturally responsive resources and supports.

### 5.5

Partner with universities to create a program that targets Black elementary students who are interested in becoming teachers, and nurture and support them all the way through high school and into university.

### 5.6

Partner and advocate with the University of Windsor for the admission of more Black students, especially to the Faculty of Education, to graduate more Black teachers.

### 5.7

Through the New Teacher Induction Program, partner new Black teachers with experienced Black teachers, where possible.

### 5.8

Through the Employment Systems Review, identify the barriers to the hiring, advancement, and full inclusion of Black staff and make a plan to remove them.

# Accountability Framework

Achieving the intended outcomes of this strategy requires clearly defined accountability for its implementation. An accountability framework creates a sense of urgency, fosters transparency, and creates a lasting commitment to anti-racism and better outcomes for Black students and staff.

This accountability framework includes both internal and external mechanisms. Within the organization, the Director of Education and Board of Trustees will be responsible for overseeing the strategy, allocating resources, and monitoring implementation. The community is an important external mechanism that will play a critical role in the monitoring and evaluation of the implementation of this strategy.

Because it is easy to place far more attention on the implementation of equity actions than on the outcomes they are intended to achieve—as well as too much responsibility on one person—this framework is designed to focus on outcomes and cascade responsibility to school administrators, educators, and other staff. This framework also enables the Board to effectively monitor progress and make course corrections as needed. This framework also establishes the use of Student Census data to measure progress as well as regular public reporting to allow for community input beyond what will be provided through the Anti-Black Racism Steering Committee.

The following chart lays out the main components of the accountability framework.



LEVEL OF ACCOUNTABILITY

# System

COMPONENT	REPORTING FREQUENCY	MECHANISM
ABR Advisory Committee	<b>Quarterly</b> ●●●●	Quarterly updates on strategy implementation.
Black Student Advisory Committee	<b>Quarterly</b> ●●●●	Quarterly updates on strategy implementation.
Trustees	<b>Twice Annually</b> ●●	Updates on strategy implementation.
Public Reporting	<b>Annually</b> ●	Written annual report on strategy implementation and outcomes. Verbal updates to Windsor and Essex County Black communities.
Operational Plan	<b>Annually</b> ●	Written update to the Board of Trustees
Evaluation	<b>Annually, over 5-year period</b> ●	Process evaluation, to assess implementation of the strategy. Impact evaluation, to assess.



LEVEL OF ACCOUNTABILITY

# School / Department

COMPONENT	REPORTING FREQUENCY	MECHANISM
School/Department Improvement and Equity Plan	<p><b>Annually</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	Written report on strategy implementation and measures of progress



LEVEL OF ACCOUNTABILITY

# Individual

COMPONENT	REPORTING FREQUENCY	MECHANISM
<p>Job descriptions/position profiles</p> <p>Performance appraisals/evaluations</p> <p>Teacher Annual Learning Plans</p>	<p><b>Annually</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	Strategy implementation



# Measures of Progress

## STUDENTS

**PRIORITY**

### Learning Recovery & Renewal

#### MENTAL HEALTH AND WELL-BEING

- % of Black students who accessed school-based mental health services.
- % of Board-level staff and educators receiving professional learning on ABR literacy and how to deliver services through a culturally responsive lens.

#### EARLY READING AND MATH

- % of Black students who received targeted early reading and math supports.

#### RE-ENGAGING STUDENTS

- % of schools that have implemented activities that promote school connections, including extracurricular activities.
- % of schools that have an intentional strategy to keep Black students engaged.

**PRIORITY**

### Achievement

#### IMPROVED MATH ACHIEVEMENT

- % of Black students who meet or exceed the provincial standard on Grades 3, 6, and 9 EQAO math.
- % of Black students who meet or exceed the provincial standard in math report card assessments in Grades 3, 6, and 9.

## IMPROVED LITERACY ACHIEVEMENT

- % of Black students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6.
- % of Black students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6.
- % of first-time eligible fully participating students who are successful on the OSSLT.

## IMPROVED CONDITIONS FOR LEARNING

- % of Black students in Grades 4-12 who report they see themselves reflected and affirmed in their learning.

### PRIORITY

## Human Rights and Equity

### BUILD ANTI-RACIST CAPACITY

- % of SOs, Ps, and VPs whose performance appraisal plan includes goals to eliminate disparities revealed by student and workplace demographic data collection.
- % of teachers who have included anti-racist strategies (in particular ABR) in their Annual Learning Plans.

### SUCCESSFUL DE-STREAMING

- % of Black students achieving the provincial standard in Grade 9 de-streaming math.
- % of student enrollment by program of study in Grades 11 and 12.
- % of students in Grades 9 and 10 participating in locally developed compulsory credit courses.

### REDUCE DISCRETIONARY STUDENT DISCIPLINE PRACTICES

- % of suspension and expulsion across Grades 4-12
- % of students in the expulsion program who are Black
- % of school staff who have undertaken professional development to support fair student discipline practices

## **ADDRESS HUMAN RIGHTS COMPLAINTS AND HATE-BASED INCIDENTS**

- # of human rights complaints related to ABR raised and % resolved (informally and formally).
- # of complaints raised by Black staff, students and parents.
- # of reported hate-based incidents related to ABR.

### **PRIORITY**

## **Mental Health, Well Being & Engagement**

### **IMPROVED STUDENT MENTAL HEALTH AND WELL-BEING**

- % of Black students in Grades 4-12 who feel their school is safe and inclusive environment.
- % of Black students in Grades 4-12 who report feeling comfortable seeking supports for their mental health.

### **IMPROVED STUDENT, PARENT AND COMMUNITY ENGAGEMENT**

- Black student attendance rate

### **PRIORITY**

## **Pathways & Transitions**

### **IMPROVED GRADUATION RATES**

- % of Black students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9.



## IMPROVED STUDENT READINESS FOR FUTURE SUCCESS

- % of Black students participating in job skills programs.
- % of Black students in Grades 7-12 who annually update their Individual Pathways Plan in My Blueprint.
- % of Black students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school.
- % of students enrolled in STEM-related in courses in Grades 11 and 12.



## Measures of Progress

### STAFF

**PRIORITY**

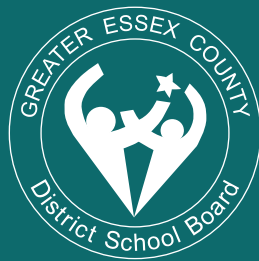
## Hiring and Support Black Staff

### REPRESENTATION

- % of teachers who are Black, compared with the proportion of students who are Black.
- % of school administrators who are Black, compared with the proportion of teachers who are Black.

### WELL-BEING

- % of Black teachers feel welcome and included in their workplace.



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