

3133Ā 3138





/HWWHU IURP

VFKRRO LQ 2QW DULR OFKHVWHU LQ ZKLVH OHJD FH DSUHV DHD B  
HYHU\ FRUULGRU RI WKH \*(&'6% VKRZLQJ XS LQ WKH KDOOZI  
SROLFLHV DQG SUDFWLFHV RI WKH %RDUG 7KLV OHJDF\ LV  
VXVSHQVLRQ UDWHV IRU %ODFN VWXGHQWV DQGOMKHHQWUHD  
DFDGHPLF FRXUVHV

\$V D GHILQLQJ IHDWXUH RI 2QWDULR·V HGXFDWLRQ V\ VWHP  
%ODFN VWXGHQWV DQG VWDII FRPSURPLVLQJ WKHLU OHDUQ  
HQGXUH V\ VWHP LF DQG LQWHUSHUVRQDO DQWL %ODFN UDFL  
HGXFDWLRQ %ODFN VWDII DUH VXEMHFWHG WR KDUPIXO DQ  
VXFFHVV RI %ODFN VWXGHQWV DQG VWDII ZLWKLQ WKHVH RS  
V\ VWHP LF EDUULHUV DQG DQWL %ODFN UDFLVP LV D WHVWD  
FRPPXQLWLHV DQG SHRSOH WR I \$IULFDQ G

7KLV UHSRUW VSHDNV WR WKH QHHG IRU \*(&'6% WR SULRULW  
DQG WKH FUHDWLRQ RI %ODFN DIILUPLQJ ZRUNLQJ OHDUQLQ

7KH \$QWL %ODFN 5DFLVP 6WHHULQJ &RPPLWWHH ZDV IRUPHO  
SUHVXUHV DSSOLHG WR WKH VFKRRO ERDUG E\ YDULRXV FR  
RI \*HRUJH )OR\G 7KLV UHYLHZ LV WKH FXOPLQDWLRQ RI WKH  
FRQVXOWDWLRQ E\ \*(&'6% 7UXVWHHV RQ GHFLVLRQV LPSDFW  
E\ %ODFN :RPHQ RI )RUZDUG \$FWLRQ OHVWHUV WR WKH VFK  
(GXFWRUV \$VVRFLDWLRQ PHHWLQJV ZLWK WKH OLQLVWU\ R  
&RXQFLO RI :LQGV RU (VVH[ DQG HQJDJHPHQW ZLWK ORFDO I  
7KH GRXEOH SDQGHPLF RI DQWL %ODFN UDFLVP DQGLWKHGJO  
WKH ILVVXUHV DQG JDSV LQ VXSSRUWV IRU %ODFN VWXGHQW  
WKHVH DGYRFDV\ HIIRUWV WKH \*(&'6% DJUHHG WR FRQGXFW  
VWUDWHJ\

7KH 'LVDPDQWOLQJ \$QWL %ODFN 5DFLVP 6WUDWHJ\³FR GHYHO  
VWDII DQG WKH \*(&'6%³IRU WKH ILUVW WLPK DQGV UHVSRO  
WR WKH VFKRRO ERDUG 7KLV EDFNJURXQG UHSRUW FDSWXU

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SDUHDQW/ ZH DUH KRSHIXO WKDW KHDULQJ WKHVVH VWRULHV  
\*(&'6% 7KH UHSRUW FDSWXUHV WKH P\ULDG RI H[SHULHQFHV  
IURP WKH %ODFN QHZFRPHU VWXGHQW ZKR ZDV QRW DIIRUGI  
QDPH WR %ODFN VWXGHQWV ZKR H[SUHVVHG FRQFHUQ DERX  
%ODFN VWDII ZKR DUWLFXODWHG WKH FXOWXUH RI UHWDOLD  
WKHLU VFKRROV 7KHVVH H[SHULHQFHV FOHDUO\ LOOXVWUDW  
DQWL %ODFN UDFLVP DW WKLV VFKRRO ERDUG 7KLV UHSRUW  
\*(&'6% DQG WKH %ODFN FRPPXQLW\ DV SDUWQHUV LQ HIIHFW

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.DLWO\Q (OOVZRUK 'U 9HQXV 2OOD  
7KH %ODFN &RXQFLO RI :LQGVRU (VUH[ &RXQW\ \$FWLYLVW

'U .HYLQ (OOVZRUK )UDQFLVFD 2PRURGLRQ  
&RPPXQLW\ \$FWLYLVW &RPPXQLW\ \$FWLYLVW

.HQQHEDGHER 5DFKH300QDO  
<RXWK &RQQHFWLRQV &RPPXQLW\ \$FWLYLVW

\*HPPDUH\ +DOO 3DWULFD &KULVWLDQ  
%ODFN :RPHQ RI )RUZDUG \$FWLYLVW %ODFN &RXQFLO RI :LQGVRU

ODKDUL +DJRV \$ULM5ZQDLKLR  
&RPPXQLW\ \$FWLYLVW 6WXGHQW

6KHOGRRQ +DUULVRQ 3ULQ6HPDOO  
&RPPXQLW\ \$FWLYLVW &RPPXQLW\ \$FWLYLVW

,VDDF .HGHHGH &OD\WRQ 7DOEHUW 6U  
7KH %ODFN &RXQFLO RI :LQGVRU (VUH[ &RXQW\ \$FWLYLVW

/HVOLH 0F&XUG\ 0DUJDUHWWH 7KRPSVRQ  
7KH %ODFN &RXQFLO RI :LQGVRU (VUH[ &RXQW\ \$FWLYLVW

,UHQH 0R'DVW 0DULXROVRQ 0XUWW\  
(VVH[ &RXQW\ %ODFN +LVWR7ULFD %ODFN &RXQFLO RI :LQGVRU  
5HVHDFK 6RFLHW\

3DWULFD 1HHO\ 0F&XUG\ &DURO 7ULVWDLQR  
&RPPXQLW\ \$FWLYLVW &RPPXQLW\ \$FWLYLVW  
7KH %ODFN &RXQFLO RI :LQGVRU (VUH[  
7UDPDLQLHWG

&KULVWLH 1HOVRQ 3DUHQW  
)DPLO\ )XVH

3HWHU 2JRFKXNZX ,MHK  
7KH \$IULFDQ &RPPXQLW\  
2UJDQL]DWLRQ RI :LQGVRU





# Land Acknowledgement

:H DFNQRZOHGJH WKDW ZH DUH RQ ODQG DQG VXUURXQ  
 ZDWHU RULJLQDOO\ LQKDELWHG E\ ,QGLJHQRXV 3HRSOH  
 KDYH WUDYHUVLQJ MFLVH DRULDO

7KLV WHUULWRU\ LV ZLWKLQ WKH ODQGV KRQRXUHG E\  
 :DPSXP 7UHDWLHV DJUHHPHQWV EHWZHHQ WKH  
 \$QLVKLQDDEH \$K QLVK H QDD ED\ +DXGHQRV DXQH +  
 GHQ RK VKRZ QHH /HQQL /HQ HK /HQDSH /H QDZ SD\  
 DQG DOOLHG 1DWLRQV WR SHDFHIXOO\ VKDUH DQG FDU  
 UHVRXUFHV DURXQG WKH \*UHDW /DNHV

6SHFLILFDOO\ ZH ZRXOG OLNH WR DFNQRZOHGJH WKH S  
 RI WKH 7KUHH )LUHV &RQIHGHUFD\ 2MLEZH 2K MLE ZD\  
 2GDZD 2K GDK ZDK 3RWDZDWRPL 3DZ WZD ZDWW RK  
 PH DQG +XURQ :HQGDW :HQ GDW 3HRSOHV :H DUH  
 GHGLFDWHG WR KRQRXULQJ ,QGLJHQRXV KLVWRU\ DQG  
 ZKLOH UHPDLQLQJ FRPPLWWHG WR PRYLQJ IRUZDUG  
 UHVSHFWIXOO\ ZLWK DOO )LUVW 1DWLRQV ,QXLW DQG

# Africentric Land Acknowledgement

7KH ODQG ZDV VWROHQ IURP ,QGLJHQRXV SHRSOHV DQG \$IULFDQV ZHUH EURXJKW HQ PDVVH WR EXLOG WKHVH FRFFXSLHG ,QGLJHQRXV WHUULWRULHV RI PDQ\ QDWLRQV FLWLHV IRU WKH \$IULFDQ DQG EURXUJHV FDQ ERWHPHPEHUHG ZLWKRXW WKH RWKHU :H LQYLWH D WUDGLWLRQ ZLWK XV RI DFNQRZOHGJLQJ DQG UHPHPEZKRVH WHUULWRU\ \RX DUH RQ ZKHUHYHU \RX DUH LQ W IURP WKH IRUWK WR WKH &DULEEHDQ DQG WR WKH 6RXU UHPHPEHULQJ DQG DFNQRZOHGJLQJ WKDW WKHVH FRXQ EXLOW ZLWK VWROHQ \$IULFDQ DQG %ODFN ODERXU DQG ZHOO

*\$GDSWHG IURP %ODFNQHVV %HWZH HQ 8V &ROOHFWLYH a %L*





UHVHDFK DSSURDFK WR FROOHFW DQG DQDO\JH WKH GDWD WR  
\*(&'6% 8QIRUWXQDWHO\ WKH RULJLQDO SODQ ZD\SDQGHRSFWHG  
,Q WKH HQG %ODFN VWXGHQWV ZHUH LQWHUYLHZHG WR H[SO  
VDIHW\ KHDOWK\ UHODWLRQVKLSV KHDOWK DQG ZHOOR EHLQJ

7KLV VWUDWHJ\ DOVR FRLQFLGHV ZLWK RWKHU ZRUN DW \*(&'6%  
RYHU WKH FRPLQJ \HDUV LQFOXGLQJ WKH UHFHQWO\ FRPSOHW  
(PSOR\PHQW 6\VWHPV 5HYLHZ \$ 6WXGHQW &HQVXV VXUYH\ LV D  
FULWLFDO GDWD IRU HVWDEOLVKLQJ WKH EDVHOLQH IRU %ODF  
ZLOO EH XVHG WR PHDVXUH WKH LPSDFW RI WKLV VWUDWHJ\ ,  
UHFHQWO\ UHYRNHG 5HJXODWLRQ ZKLFK IRFXVH EFDQKRIQDQ  
DQG SHUPDQ@P€`À•L ÀUH@0`@JPÀpÀ`@ð0•€`€pM€0p°€0  
U Àð0À €DW W W W p0p0L0`@EOR ðÂ ôQ"À U\ WQ 7W X ð0RD DQbQQp•R00A



## 1.2 ABOUT THE BACKGROUND REPORT AND STRATEGY

,Q UHVSQRQVH WR FRQWLQXHG DGYRFD\ RQ WKH SDUW RI WKH 7XUQHU &RQVXOWLQJ \*URXS LQ 2FWREHU WR DVVHVW WKH L DQG GHYHORS D VWUDWHJ\ WKDW ZLOO JXLGH WKH %RDUG RYH

7KLV VWUDWHJ\ LQFOXGHV WZR SDUWV 7KLV %DFNJURXQG 5HS FRQWH[W IRU D VWUDWHJ\ WR GLVPDQWOH DQWL %ODFN UDFLV %ODFN VWUDWHJ\

6HFWLRQ RI WKLV UHSRUW SURYLGHV FRQWH[WDO LQIRUPDW DQG 6,00KH PHWKRGRORJ\ IRU JDWKH €p1”Ep° UW SU Q Àp€0p°Xđ€p€ %`HORO€P dđ @` t00pP @ p€ ÈW QW

0  
Q À`à0  
Q À cSRÀR @u R\+ R TPW Tà  
Q¥`G 0  
C‡ ð  
D@ pKp •%@€€ — u À € p U0

Q À cSRÀR @pQ¥`G 0

D@B U QD W ð t•%SCP p U W p QD H @ p € °

Q F0 uP u€PPD V HIsTO GH5 |@  
0

OHDGHUV DQG RWKHU VWDII KDYH D GHHS XQGHUVWDQGLQJ RI  
LV HPEHGGHG DQG PDLQWDLQHG WKURXJKRXW WKH %RDUG

7KLUG WKLW UHSRUW FDSWXUHV LQVWLWXWLRQDO PHPRU\ RI Z  
WKH VWUDWHJ\

)LQDOO\ EHFDXVH WKH VWUDWHJ\ LV PHDQW WR EH D OLYLQJ  
WKURXJK DFFRXQWDELOLW\ VWUXFWXUHV WKLW UHSRUW ZLOO  
VWUDWHJ\ DUH WR EH PDGH

## GOAL

7KH JRDO RI WKLW VWUDWHJ\ LV WR DFKLHYH UDFLDO HTXLW\ Z  
VWXGHQWV DQG VWD

5DFLDO HTXLW\ LV GHILQHG DV WKH HOLPLQDWLRQ RI UDFLDO  
EH XVHG WR SUHTXLW\ IRFXVLQJ RQ ERWK DFDGHPLF  
EHLQJ E\ FORVLQJ RSSRUWXQLW\ JDSV DQG FUHDWLQJ LGHQWL  
ZRUNLQJ HQYLURQPHQWV 7KH \*(&'6% UHFRJQLJHV WKDW WKH V  
FRPPXQLWLHV IDLO HYHU\RQH \$GGUHVVLQJ DQWL %ODFN UDFL  
V\VWHPV WKDW VXSSRUW WKH DFDGHPLF DFKLHYHPHQW DQG ZH  
VWUDWHJ\ WR DFKLHYH UDFLDO HTXLW\ DW \*(&'6% LV WR WKH F  
DQGV\RXQW\

## OBJECTIVES

7KH VWUDWHJ\ KDV VL[ NH\ REMHFWLYHV

1 RUPDORQH HUWDELRQWL %ODFN

,Q RUGHU WR GLVPDQWOH DQWL %ODFN UDFLVP LW PXVW EH Q  
YLVLEOH GLVSURSRUWLRQDOLWLHV DQG GLVSDULWLHV WKDW %  
WR DGRSW UDFLVW EHOLHIV DERXW %ODFN VWXGHQWV WKHLU  
GLVFXVVLQJ WKH SROLFLHV DQG SUDFWLFHV WKDW UHFUHDWH  
VXSSRUWLQJ WKH VWXGHQW RQ DQ LQGLYLGXDO EDVLV LV PDG

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HTXLW\ 7KLV NHHSV WKH IRFXV RQ LQGLYLGXDO VWXGHQWV  
V\ VWHPV WKDW NHHS SURGXFLQJ GLVSURSRUWLRQDWH RXWF

7KLV VWUDWHJ\ ZLOO VXSSRUW WKH \*(&'6% WR GHILQH DQG  
PDQLIHVWHG ZLWKLQ WKH %RDUG.V OHDUQLQJ DQG ZRUNLQJ  
VXSSRUW FRQYHUVDWLRQV RQ WKH PDQ\ IRUPV WKDW DQWL  
VWUXFWXUHV DQV\ PLF LQV\ VWXSSRUWV DQV\ QDOLJHG

2SHUDWLQJ DQV\ FLVP

7KH LQHTXLWLHV H[SHULHQFHG E\ %ODFN VWXGHQWV DQG VWD  
WKHLU RZQ :KLOH WKH\ KDYH EHHQ FUHDWHG DQG VXVWDLQH  
ZLWKLQ WKH VFKRRO ERDUG WKH\ UHIOHFW WKH LGHRORJ\ RI  
UDFLDO LQIHULRULW\ FUHDWHG WR MXVWL\ WKH HQVODYHPHQ  
FRORXU EOLQG RU QRQ UDFLVW EXW PXVW WDNH DQ DQWL UDF  
UHTXLUV WKDW VWDII DUH VXSSRUWHG WR EH DQWL UDFLVW  
FRQVLVWHQWO\ LPSOHPHQWHG WKURXJKRXW WKH RUJDQLJDWL

0HDXLQHTXDQV\ SURJUHVV

,GHQWLW\ EDVHG GDWD PXVW EH FROOHFWHG DQG DQDO\JHG LI

FRQVLVWHQWO\ `7RrÁV uÁY €0XÀ ` pF0ÀKVP•H@P€p0À °€0p°€p`0PZKV`V`  
FRQVLVWHQWO\ QVTYHGD` SP p0p²wrQHDPQHTXLWL €`

%XLOG FDSDFLW\ DQG FRPPLWPHQW ZLWKLQ :LQGVRU DQG  
7KLV VWUDWHJ\ UHFRJQLJHV WKDW DQWL %ODFN UDFLVP LV VW  
WKH ZD\V LQ ZKLFK LQVWLWXWLRQV LQWHUDEFW ZLWK HDFK RW





VMD \$ FRQVXOWDWLRQ VWUDWHJ\ ZDV GHYHORSHG WR HQDEOH  
WR DQRQ\PRXVO\ VKDUH WKHLU H[SHULHQFHV ZLWK WKH FRQVX  
YLUWXDO IRFXV JURXSV 2YHU WKH PRQWKV RI 'HFHPEHU W  
IROORZLQJ FRQVXOWDWLRQV ZHUH KHOG

- 2QOLQH VXUYH\ UHVSRRQGHQWV
- )RFXV JURXSV DQG LQWHUYLHZV SHRSOH
  - <RXWK FRQVXOWDWLRQV VHVVLRQV
  - &RPPXQLW\ FRQVXOWDWLRQV VHVVLRQV
  - 6WDII FRQVXOWDWLRQV DQG LQWHUYLHZV VHVVLRQV

7R SURYLGH D VDIH VSDFH IRU SDUWLFLSDQWV WR VKDUH WKHLU  
KHOG IRU %ODFN DQG QRQ %ODFN VWXGHQWV SDUHQWV FDUHJ  
6RPH LQGLYLGXDOV GLG QRW IHHO VDIH SDUWLFLSDWLQJ WKUR  
WKH FRQVXOWDQWV WR SDUWLFLSDWH WKURXJK D RQH RQ RQH

7KH FRQVXOWDWLRQ LQFOXGHG %ODFN DQG QRQ %ODFN SHRSOH  
FRPSOHWHG WKH RQOLQH VXUYH\ DQG SDUWLFLSDWHG LQ WKH

- VWXGHQWV
- SDUHQWV FDUHJLYHUV DQG FRPPXQLW\ PHPEHUV
- VWDII

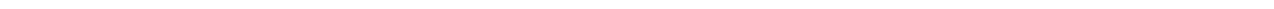
\$Q DGGLWLRQDO SHRSOH SDUWLFLSDWHG LQ WKH RQOLQH VX  
ZKLFK WKH\ EHORQJ

7KH FRQVXOWDWLRQV JDWKHUHG LQSXW LQ WKH IROORZLQJ DU

- .H\L~~VVX:KDW~~W DUH WKH NH\ LVVXH IDFLQJ %ODFN VWXGHQWV  
DGGUHV":KDW DUH WKH NH\ LVVXH IDFLQJ %ODFN VWDII V
- 6ROXW~~LKQW~~VKRXOG EH LQFOXGHG LQ WKH VWUDWHJ\ WR D
-

## 1.4 | DEVELOPING THE IMPLEMENTATION PLAN

:KLOH D VWUDWHJ\ LV FULWLFDO WR SURYLGH GLUHFWRQ DQG  
VWHS 7KLV VWUDWHJ\ QHHGV WR EH IROORZHG E\ DQ LPSOHPH





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3HR SOH RI \$IULFDQ GHV FHQW KDYH ORQJ UHV LGHG LQ ZKDW LV  
V ZKHQ VODYHU\ ZDV D IDFW RI OLIH IRU %ODFN SHRSOH DQ  
'HWURLW 5LYHU ERUGHUODQG ZDV D FRQWUDGLFWRU\ VSDFH R

VFKRRO ZLWK :KLSHOWKROK UHHQUHJDWHG VFKRROV ZHUH DJDLG  
SXEOLF VFKRRO RIILFLDOV FRQWLQXHG WR GHQ\ %ODFN VWXGH

,VDDF 5LFH D :KLWH PLVVLRQDU\ ZLWK WKH \$PHULFDQ 0LVVLR  
DSSRLQWHG WR \$PKHUVWEXUJ LQ VHW XS D VFKRRO IRU IU  
VFKRRO LQ WKH WRZQVKLS IRU %ODFN FKLOGUHQ 7KH &RORQL  
PLVVLRQ VFKRROV LQ \$PKHUVWEXUJ DQDU\GZEFRSGXUHQD WK  
KHU KRPH LQ 6DQGZLFK LQ WR VHUYH WKH JURZLQJ %ODFN  
KXVEDQG %ODFN DEROLWLRQLVW +HQU\ %LEE PRYHG WR :LQG  
VFKRRO ,Q ODU\ \$QQ 6KDGG &DU\ HVWDEOLVKHG D UDFLDO  
UHFHLYHG SDUWLDO IXQGLQJ IURP WKH \$0\$ ,WKHUPLDFLQHG RSH  
0HWKR(SLWF&SDXOFK KDG HVWDEOLVKHG ILYH VFKRROV E\ Z  
(VVH[ &RXQW\ HGXFDWLQJ PRUH WKDQ VWXGHQWV

6W \$OSKRQVXV 5RPDQ &DWKROLF &KXUFK.V FRORXUHG PLVVLR  
9HU\ 5HYHUHQG -DPHV 7KHRGRUH :DJQUH 'HDQ RI :LQGVURU 2Q  
FKLOGUHQ LQ WKH WRZQ 7KH PLVVLRQ LQFOXGHG D IUHH GD\ V  
+RO\ 1DPHV RI -HVXV DQG ODU\ 61-0 UHOLJLRXV RUGHU 7KH V  
&KULVWLDQ LQVWUXFWLRQ DV ZHOV DV WUDLQLQJ LQ GRPHVWL

0DQ\ SDUHQWV FKDOOHQJHG WKH IDFW WKDW WKHLU WD[HV ZH  
WKHLU FKLOGUHQ FRXOG QRW DWWHQG EHFDXVH RI WKHLU UDF  
ODZVXLWV DJDLQVW VFKRRO ERDUG RIILFLDOV WR FRQWHVW U  
GHVHJUHJDWLRQ DQG GHPDQG HTXDO IXQGLQJ ,Q D FRPP  
XQVFFHVVIXOO\ SHWLWLRQHG (JHURQ 5\HURQ WR LQWHUYH  
LQ SXEOLF VFKRROV DIWHU &OD\ERUQ +DUULV.V UHTXHVV WR P

%HWZHHQ DQG DW OHDVW VL[ ODZVXLWV ZHUH ODXQFK DOO EXW RQH FDVH WKH SUDFWLFH RI H[FOXGLQJ %ODFN FKLOG 6XSHULRU &RXUW RI &DQDGD :HVW 2QWDULR 7KH FRXUW UXO GHPRQVWUDWLYH RI KRZ HQWUHQFKHG DQG DFFHSWDEOH UDFL IRU %ODFN FKLOGUHQ LQ (VVH[ &RXQW\ FRQWURODQG GZLWLO LQ +DUURZ LQ \$PKHUVWEXUJ DQG LQ 1RUWK &ROFKHVWHU

7KH 6RXWK (VVH[ &LWL]HQVKLS \$GYDQFHPHQW \$VVRFLDWLRQ D LQVWUXPHQWDO LQ OREE\LQJ WKH JRYHUQPHQW WR UHSHDO W %UDLWKZDLWH WKH ILUVW HOHFWHG %ODFN OHPEHU RI 3URYLO PDLGHQ VSHHFK OHDGLQJ WR WKH 0LQLVWHU RI (GXFDWLRQ R FORVXUH RI WKH ODVW VHJUHJDWHG VFKRRO LQ &ROFKHVWHU

### 3°3 | **äñ ÷ îî ãi äæ òäæöð ìñ ò ñ ÷ ä õ ì ò ö** **EDUCATION SYSTEM**

6LQFH LWV LQFHSWLRQ WKH 2QWDULR SXEOLF VFKRRO V\ VWHP VWXGHQWV HTXLWDEO\ ,QVWHDG WKH VFKRRO V\ VWHP KDV EH RSSUHVVLQR IRU VRPH FRPPXQLWLV \$OWKRJK H[SOLFLW IRU UHPRYHG IURP HGXFDWLRQ SROLFLHV UDFLVW DQG FRORQLDO LVVXHV LQ WKH HGXFDWLRQ V\ VWHP DV WKH\ KDYH EHFRPH HP SUDFWLFHV WKH FXUULFXOXP WHDFKLQJ SUDFWLFHV DQG WH

For many Black students, though, schools are places where they experience degradation, harm, and psychological violence. Even as education environments continue to under-

9DULRXV VWXGLHV KDYH FRQILUPHG WKDW %ODFN VWXGHQWV  
2QWDULR.V SXEOLF HGXFDWLRQ V\WHP 7KH UHSRUW 7RZDUGV  
GDWD DYDLODEOH IURP WKH 7RURQWR 'LVWULFW 6FKRRO %RDU  
FROOHFWHG UDFH EDVHG VWXGHQW GDWD DW WKH WLPH DQG  
DQG H[SHULHQFHV RI %ODFN VWXGHQWV SDUHQRVRODQ \$IGHF  
WR H[SORUH DQWL %ODFN UDFLVP LQ HGXFDWLRQ 7KH QOPDONH LV  
RI VWXGHQW DFKLHYHPHQW GDWD IRU WKH 2 KLJK VFKRRO

- *%ODFN VWXGHQWV ZHUH PRUH OLNHOI WR EH LQ WKH \$SSOL  
LQ WKH \$FDGHPLF SURJUDP RIRVWV LQ VWXGHQWV ZHUH LQ  
LQ WKH0` VXTFDGHPLF ñÀ0bÀ0p 0P•@0*



- %ODFN VWXGHQWV WZLFH DV OLNHO\ DV WKHLU :KLWH SHHU  
GXULQJ KLJKQVFDKFR OE\ WKH WLPH WKH\ ILQLVKHG KLJK VFK  
KDG EHHQ VXVSHQGHG DW OHDVW RQFH FRPSDUHG ZLWK RQ
- %ODFN VWXGHQWV FRPSULVHG DOPRVW KDOI ~~RI DOO~~ VWXGH  
VWXGHQWV ZKR ZHUH H[SHOOHG RYHU WKH \H DU SHULRG  
%ODFN \HW %ODFN VWXGHQWV FRPSULVHG RQO\ RI DOO





UHVLOL5HQFHUGOHVV RI WKHLU RZQ SHUVRQDO H[SHULHQFH WK  
DOVR V XVFN SFDLEOHXWV K D EHLPSDFEWWGHP RWLRQDLOGXH RI  
WKH WHPDLHQFHLU %ODFN SHHUV  
:KLOH DQWL %ODFN UDFLVP LV HYLGHQW DW ERWK WKH PLFUR





:KLWH VXSUHPDF\ LV WKH LGHRORJ\ WKDW :KLWH SHRSOH DQG  
RI :KLWH SHRSOH DUH VXSHULRU WR UDFLDOLJHG SHRSOH DQG  
DFWLRQWKLW FRQWH[W :KLWH VXSUHPDF\ GRHV QRW UHIHU W  
LQGLYLGXDO ERORJHV\WRWHDW LW UHIHUV WR DQ RYHUDUFKLQJ  
V\VWHQRPPILQDWHKLVH VXSUHPDF\ FRPPXQLFDWHV WKDW :KLWH S  
HYHU\WKLQJ DVVRFLDWHG ZLWK ZKLWHQHVV LV VXSHULRU WR \  
DVVRFLDWHG ZLWK UDFLDOLJHG SHRSOH 7KLV LGHRORJ\ KDV E  
HFRQRPLF FKLOG ZHOIDUH KHDOWK FDUH FULPLQDO MXVWLFH  
WKH GRPLQDQW DQG UHODWLYH VXSHULRU SRVLWLRQ RI :KLWH  
SHRSOH

&XOWXUDO RSSUHVLRQ FRPHV D  
H[SHULHQFHV RI WKH GRPLQDQW  
EH XQLYHUVDO DQG D EDVHOLQH  
DUHYDOXDWKHGRPLQDQWWRUHP  
DQG FRPPXQLFDWHV WKLW LGHRORJ  
VXSHULRULW\ RI :KLWH SHRSOH  
QHJV DQG HQWHUWDLQPHQW PHQ  
UHOLJLRQ ,W LV DOVR FRPPXQL  
HGXFDFWLRQ KHDOWK FDUH FKLOG ZHOIDUH DQG FULPLQDO  
MXVWLFH V\VWHQ



&XOWXUH VHQQV VWURQJ PHVVDJHV DERXW ZKR EHORQJV ZKR  
&DQDGLDQV DUH ERUQ DQG VRFLDOLJHG LQWR D FXOWXUH WKD  
LGHRORJ\ EHFDXVH LW LV UHLQIRUFHG DFURVV VRFLHW\ LQ VF  
DQG HYHU\GD\ ZRUGV DQG H[SHUHVLRQV %HFDXVH WKHVH LGH  
HDVLO\ EHOLHYHG DQG WQWJHWDOLJHG E\ WKHLU

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Zšš%•WIIÁÁÁXÁZ]š •µ%œ u Ç µošµœ X]v(}|µ%o} •lđlĩlńlólđińóóiĩl}|µvzrzA  
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ĩó Dµoo oÇU XU ~ t •šU :X ~ĩiî•X Z oo vP]vP }%o%œ ••]}v v }v(œ}vš]vP %oC  
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SECTION 3:

# Findings from the Consultations

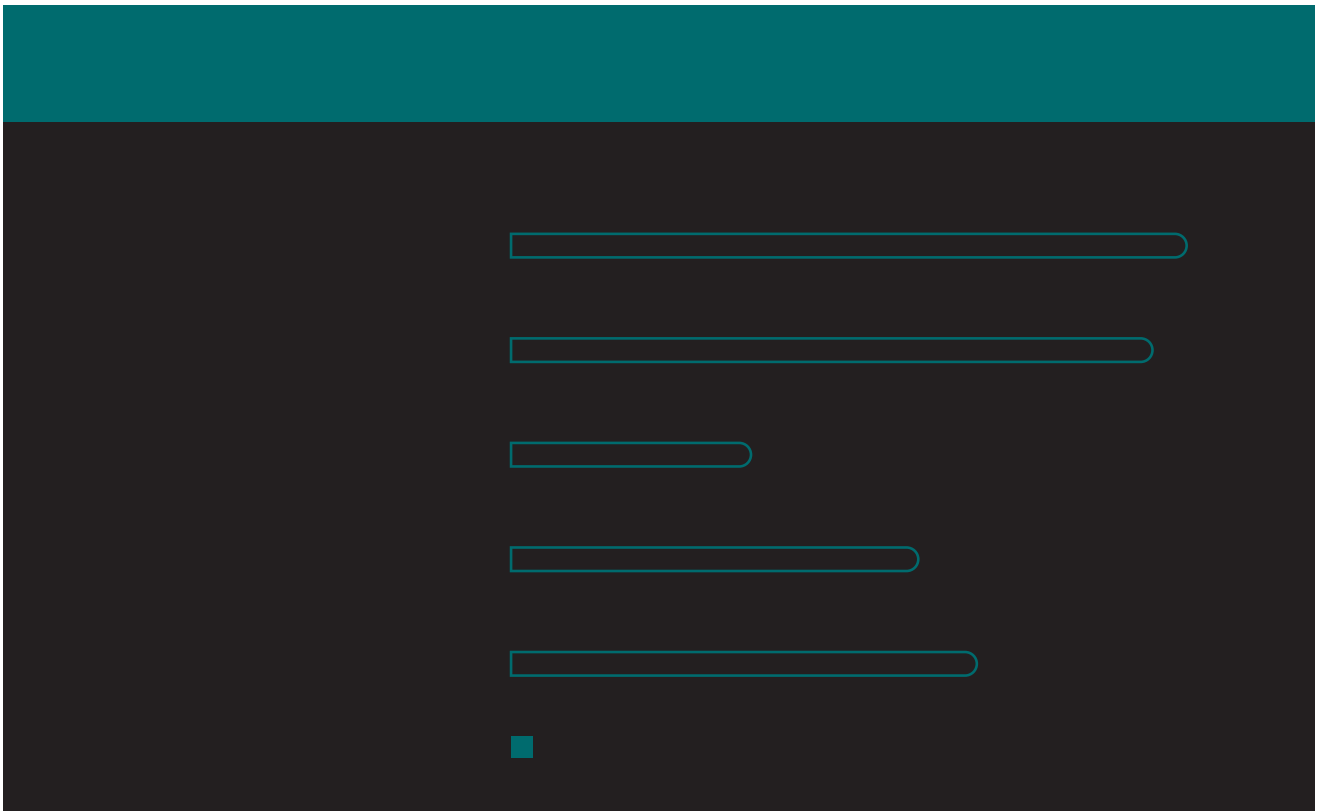
&ORVH WR SHRSOH SDUWLFLSDWHG LQ WKH FRQVXOWDWLRLQ  
VXUYH\ LQFOXGLQJ ZKR LGHQWLILHG DV D %ODFN VWXGHQW  
VWXGHQWV SDUHQWV DQG FRPPXQLW\ PHPEHUV ZKR LGHQWLI  
WR VSHFLI\ 7KLV VHFWRU JUDSKV WKH VXUYH\ UHVSQRVHV W  
WR UDpKH WKH H°DpKHQW WR ZKLFK WKH\ DJU€OHG RU WL` DJU€OH  
RS€RQ €R\GHG TXHVWLRQV DUO LQFOXGHG LQ WKH DQDOL` LV LA

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He's created a very safe space in his classroom for students to go into whether there's an issue or even just to go in there for lunch. Some of us will eat our lunches in there and he's a ÷ è ä æ ë è õ ÷ ë ä ÷ Ò é è è ï æ ò ñ \$ ç è ñ ÷ ä ñ ç Ò é è è ï Ò æ ä ñ õ è ä ï ï ü ÷ that extra step to create a relationship with each individual student. A lot of teachers don't necessarily do that. I think a lot of teachers are so stuck with just teaching by the books, just teaching right out of the curriculum. It's not so much that they don't create a safe space for students to learn.

%ODFN HGXFDWRUV DOVR VKDUHG KRZ %ODFN VWXGHQWV DQG  
LQIRUPDWLRQ DQG VXSSRUW ZKLFK WKH\ GRQ·W IHHO WKHVH V



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White counterparts. This has been something pervasive for me since early in my career.

The school environment is adverse for Black students. Black students can not assume any of the necessary safety, inclusion, positive interaction, recognition for talent and abilities or ê ø ì ç ä ñ æ è ÷ ò ú ä ö ç ç è ö ì ð è ç ì è ä ö ñ ì ñ ê ÷ ë ä ÷ ð ä î è ö è ç ø æ ä ÷ ì ò ñ è # the daily environment they enter into and that they spend enormous energy learning to cope with.

In my experiences the language and descriptions used for students who are Black, a lot of language is making statements like “they are wild”. I have heard of one student being referred to as “feral” when [that student] was just struggling to meet the expectations of the environment. Rather than identifying that a student struggling with transition from preferred items to non-preferred, there’s a quality we see. I have had conversations with [administrators] who are also evaluating the home life as a factor that contributes to their problem behaviour rather than looking at what is happening within the context of the school environment. They look outside and they want to place the blame somewhere else. It is ò è ä ï ü ë è ä ù ü ú ò ò î ÷ ò ö ø ó ó ò ð ÷ ÷ ë è ö è ö ÷ ä # ä ñ ç ö ÷ ø ç è ñ ÷ ö ú ë è external factors that come from a very biased place.

6 R P H W H D F K H U V V K D U H G W K D W W K H \ D U H R I W H Q W K H G L I I H U H G  
L Q P D L Q V W U H D P O H D U Q L Q J H Q Y L U R Q P H Q W V D Q G E H L Q J V W U H D  
2 Q H ) U H Q F K W H D F K H U V K D U H G K R Z W K H \ K D G V L [ % O D F N E R \ V L  
G R L Q J Z H O O \$ I W H U V K H F D P H E D F N I U R P D O H D Y H R I D E V H Q F H  
P R Y H G L Q W R V S H F L D O H G X F D W L R Q F O D V V H V K R Z H Y H U E D V H G  
W K H \ K D G Q R V S H F L D O H G X F D W L R Q Q H H G V

When I was a French teacher I had 6 Black boys in my class who were doing well. I went on leave and when I returned, they were all gone. None of them were in my French classes. I said, “Where’d they all go? Did they all move?” The response was, “Oh, no, they’re in Spec Ed so they’re exempt from French now.”

, Q D G G L W L R Q R Q F H W K H V H O D E H O V K D Y H E H H Q S O D F H G R Q D  
V F K R R O U H F R U G V W K L V L Q I R U P D W L R Q L Q I R U P V K R Z W K H \ D U H  
W H D F K H U V D Q G S U R I H V V L R Q D O V \$ V D U H V X O W E H L Q J V H H Q W  
F D Q F K D Q J H W K H W U D M H F W R U \ R I W K H L U H G X F D W L R Q D Q G W K H





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he was bored in his classes. And I was explaining that we are keeping the bar low for him. If my student is asking for this and I am seeing this in him and so many others, then why are we keeping him in applied? ... We fought for two years. He only was able to move when we got a new principal. Once the new principal came, that was it. He helped me help the student get to that school. So I think we're setting our bar low very much for our Black students, especially our Black male students.

I do think that Black students are really just being funneled into [our programs for students with intellectual disabilities], especially for students who are English Language Learners. When we have Black immigrant students coming in and they are struggling, I've seen a few instances of these students being put into [these programs]. And when students graduate is a major life decision that we've made for them... [Theets wg (e)Wtn th.7 (h1006000300F7>-6 <0

Ø ñ æ è ÷ ë è ü ê è ÷ ì ñ ÷ ò ê õ ä ç è !" ÷ ë ä ÷ ö ú ë è ñ ÷ ë è ü õ è ä ì ý è ÷ ë è courses all along. They've been taking all of those courses that were advised to them by their teachers and guidance counselors knowing they have the skills and ability and the mindset to be able to go into their desired university program. You can see right there that they were à è ì ñ ê ö ÷ õ è ä ð è ç á è ï ò ú ÷ ë è ì õ ö ì ì ì ö ä ñ ç ä á ì ì ÷ ì è ö ú ë è ñ ÷ ë è ü é to go to university. Even when I had the opportunity to see their transcripts, even those who were in a position to take those courses that would get them into university, I would tell them, "You have the courses and the marks to attend university". They would say to me "No, ma'am, I will go this route instead because that's what my teachers have been telling me"... their options have been limited by what information the teachers and the guidance counselors have given them.

Students I have encountered who have expressed that they were heading in one direction and then were told, "No, don't do that. It's going to be too hard. Do this instead." For example,

## Policing of Black student behaviours and over-disciplining of Black students

:KLOH QR GDWD FXUUHQWO\ H[LVWV WKDW H[SORUHV GLVFLSOL  
\*(&'6% VFKRROV WKHUH LV D JUHDW GHDO RI UHVHDUFK LQ ER  
H[SORUHV WKH RYHU GLVFLSOLQLQJ RI %ODFN VWXGHQWV WKH  
LPSDFW RXWFRPHV IRU %ODFN VWXGHQWV

2QH VWXG\ E\ <DOH 8QLYHUVLW\ UHVHDUFKHUV IRXQG WKDW GH  
NLQGHUJDUWHQ WHDFKHUV WR IRFXV WKHLU DWWHQWLRQ RQ %  
VWXGHQWV WHQG WR EH VXVSHQG HG DW KLJKHOJ EUDWKH & DQKDEG  
DQG WKH 8QLWHG 6WDWHV GDWD VKRZV WKDW %ODFN VWXGHQ  
WKHLU :KLWH SHHUV ZLWK %ODFN VWXGHQWV RIWHQ EHLQJ VX  
UHIXVLQJ WR UHPRYH D KDW ZHDULQJ KRRGLHV DQG ZHDULQJ

6WXGLHV DOVR IRXQG WKDW VXVSHQVLRQV GR OLWWOH WR FK  
GLVHQJDJHPHQW IURP VFKRRO DQG WKH OLNHOLKRRG WKDW W  
9DULRXV VWXGLHV KDYH IRXQG WKDW EHLQJ VXVSHQG HG MXVW  
RXW RI KLJK\$OFFRHO VWXG\ IRXQG WKDW HDFK DGGLWLRQDO V  
GURSSRLXEM

,Q DGGLWLRQ PDQ\ UHVHDUFK VWXGLHV KDYH DVVHVHG WK  
VWXGLHV KDYH IRXQG WKDW 6FKRRO 5HVRXUFH 2IILFHUV 652V  
VDIHW\ DQG LQ IDFW PD\ GHFUHDVH WKH VDIHW\ RI %ODFN V  
VDIHW\

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You are told to bottle up your emotions and keep it moving. Then when you bottle it up, it  
who acted out because he feels unseen and unheard and nobody wanted to understand.

Personally, that's my story. Talking to [two teachers] has been huge for me because they can  
relate to a lot of things I'm going through.

:KHQ %ODFN VWXGHQWV GHIHQG WKHPVHOYHV DQG PDNH DWWH  
DUH SHQDOLJHG ZKLOH WKH :KLWH VWXGHQW RIWHQ ZDONV DZ  
PHVVDJH WKDW UDFLVW EXOO\LQJ LV DFFHSWDEOH EHKDYLRXU  
EHKDYLRXU ZLWKRXW IHDU RI GLVFLSOLQH ,Q VRPH FDVHV ZH  
LV UHTXLUHG WR JR EDFN LQWR WKH VZKIR KODVQRWRPHDQ WKH  
GLVFLSOLQH

\$ QXPEHU RI %ODFN SDUHQWV VKDUHG WKDW ZKHQ VSHDNLQJ Z  
GLVFLSOLQH WKDW WKHLU FKLOGUHQ DUH IDFLQJ WKH SDUHQW  
UHJDUGLQJ WKH LVVXH DW KDQG RU WKDW WKHLU FKLOGUHQ  
PLWLJDWLQJ IDFWRUV 7KH\ VKDUHG WKDW DOWHUFDWLRQV LQ  
VXVSHQVLRQ H[SXOVLRQ RU DUUHVW RI WKDW VWXGHQW HYH  
DQG LQFLWHG E\ D :KLWH VWXGHQW DQG ZLWQHVVHG E\ RWKHU  
ZDV SUHYLRXVO\ EURXJKW WR WKH DWWHQWLRQ RI WHDFKHUV  
PDQ\ FDVHV WKH :KLWH VWXGHQW ZRXOG QRW UHFHLYH DQ\ FF  
FRQVHTXHQFHV %ODFN SDUHQWV WDNHG DERXW WKH UHVSRO  
'VFULSWHG UHVSROVHV μ ZLWK QR IROORZ XS WR SDUHQWV. FF  
FKLOGUHQ.V HGFODVLRQ RU Z

### Experiences of racism

7KURXJKRXW WKH FRQVXOWDWLRQV SDUWLFLSDQWV UHFRXQW  
\*(&'6% GLUHFWHG DW HLWKHU %ODFN VWDII RU VWXGHQWV LQ

- 3ULQF WSHDFKHU VWXGHQWV KHZR UGVD\LQJ VFULP WKDW RU\  
ZLWK RXXW HFTXHQFH
- \$ :KLWH WHDFKHU GHVFULEHG KHU %ODFN VWXGHQW DV D '  
FODVV GUHVHVG IRU FDUHHU GD\
- \$ :KLWH HGXFWRU VXJJHVWHG WKDW D %ODFN SDUHQW GL  
WKHLU FKLOG WR D KLJK UDQNLQJ SRVW VFRQGDU\ LQVWL

- \$ SDUWLFLSDQW VKDUHG RQH H[DPSOH ZKHUH KHU GDXJKW  
D VXSSO\ WHDFKHU WKDW VKH·V EHWWHU RII QRW WHOOLQJ  
6KH ZDV LQ \*UDGH
- 8VLQJ WHUPV VXFK DV ‘GDUN\ μ
- 5HPDUNV PDGH E\ D WHDFKHU VXFK DV ZKHQ VWXGHQWV GL  
FDPH WLPH IRU D %ODFN FKLOG WR GR KLV SUHVHQWDLRQ  
WXUQ RII WKH OLJKW WR ZKLFK VKH UHSOLHG ‘7KHQ ZH ZF
- ‘6ODYH GD\ Vμ UHVXOWLQJ IURP FRPSHWLWLRQ EHWZHHQ WZ  
WR EH WKH ‘VODYHV IRU D GD\ μ

&RQVXOWDLRQ SDUWLFLSDQWV DOVR VKDUHG RWKHU H[SHUL  
HYHQWV VXFK DV &UDJ\ +DLU 'D\ GUHV FRGHV DQG PDVFRWV  
WKHVH LVVXH KDV EHHQ UDLVHG ZLWK WKH %RDUG IRU GHFDG  
DSSURSULDWH LQWHUYHQWLRQ DQG KDYH FRQLQXHG WR FUH  
%ODFN VWXGHQWV

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like “You’re trying to be too politically correct” and “We can’t get rid of all the fun” and “Most  
kids like it.” No! It’s upsetting to some kids and needs to stop.

Black students experience microaggressions, lack of representation at administrative  
levels and anti-Black racism in the curriculum, lessons, displays and special events  
throughout schools.



upset because their students told them before they were even about to say it, that they couldn't say the word. The student said to her that she was not allowed to say that word.

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## Issues not addressed when raised / Retaliation for raising issues

&RPSRXQGLQJ WKH H[SHULHQFHV RI V\VWHPLF DQG LQWHUSHUV  
VWXGHQWV H[SHULHQFH LV WKH ODFN RI DWWHQWLRQ LQ DGGU  
EURXJKW WR WKH DWWHQWLRQ RI WHDFKHUV VFKRRO DGPLQLV



:KLOH \*(&'6% KDV ZRUNHG ZLWK %ODFN HGXFDWRUV WR GHYHO  
)UHHGRP PDQ\ VKDUHG WKDW ZKLOH WKH UHVRXUFH ZDV ODXQ  
LW DQG DUH FRQFHUQHG WKDW WKHUH DUH QR H[SHFWDWLRQV  
UHVRXUFH LV XVHG DQG WKDW %ODFN KLVWRU\ LV HPEHGGHG V  
V DHÿÀ ÀìVQøPWRHG VX\_ Á€ 0

## Lack of respect for the Muslim faith

)RFXV JURXS SDUWLFLSDQWV VKDUHG VWRULHV DERXW KRZ WK  
VWXGHQWV IURP GLIIHUHQW FXOWXUHV KDV EHHQ UHIOHFWHG  
0XVOLF VWXGHQWV 6RPH VKDUHG WKDW WKHUH LV D GLVUHJD  
SHUVRQ VKDUHG WKDW ZKHQ WKH\ DVNHG DERXW WKH IRRG EH  
UHVSRRQG HG VD\LQJ 'MXVW WHOO WKHP LW LV KDODO μ \$QRWK  
VWXGHQW·V ODFN RI IRFXV WKH WHDFKHU VKDUHG WKDW LW Z  
QRZ μ

## Lack of community and parent engagement

,Q DGGLWLRQ WR WKH GLUHFW H[SHULHQFHV RI %ODFN VWXGH  
RI WKH ODUJHU %ODFN FRPPXQLW\ DQG %ODFN SDUHQWV ZKHQ  
QXPEHU RI FRQVXOWDWRU SDUWLFLSDQWV QRWHG WKDW WKH  
ZLWK WKH FRPPXQLWLHV LW VHUYHV 7KH\ VKDUHG WKDW ZKLO  
UHODWLRQ WR WKH %ODFN FRPPXQLW\ WKH\ IHOW WKDW WKLV  
FXOWXUDO FRPPXQLWLHV 7KH\ VKDUHG WKDW WKH\ IHHO WKHU  
ZKLFK WKHQ QHJDWHV WKH YRLFHV RI %ODFN SDUHQWV ZKHQ V  
V\VVHPLF FKDQJH

3DUWLFLSDQWV DOVR VKDUHG WKDW QHZFRPHU SDUHQWV RIWH  
V\VVHP ZRUNV DQG DUH IUHTXHQWO\ JLYHQ ZKLFK DUH DHOXPH  
RI VWRULHV DERXW SDUHQWV EHLQJ WROG WKDW WKHLU FKLOG  
XQLYHUVLW\ RQO\ IRU WKHVH SDUHQWV WR ILQG RXW ODWHU<sup>3</sup>  
WKH\ GR QRW LQ IDFW KDYH WKH QHFHVVDU\ FRXUVHV WR DSS

6RPH DOVR VKDUHG WKH LQWLPLGDWLRQ WKDW SDUHQWV H[SH  
DWWHPSWLQJ WR DGYRFDWH IRU WKHLU FKLOGUHQ

Some of these parents, especially ... immigrants, don't seem to understand the way the system works. I remember few times I had to meet with the Superintendent. I could not believe how they brought the principal, the social worker, the psychologist and all the others. How can a parent, a poor immigrant parent who doesn't speak English very well, how can she or he understand the whole system if nobody is there to advocate for them?

There's also considerable intimidation that parents have faced when they try to engage with teachers, with administration, with senior administration and so on. It's really deeply unfair and unjust.

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2QO\ RQH TXDUWHU RI QRQ %ODFN UHVSRRGHQWV DJUHHG WKD  
UHFUXLW KLUH DQG UHWDLQ TXDOLILHG %ODFN WHDFKHUV DG  
QHHG WR VXFFHHG +RZHYHU D PFK VPDOOHUHQWV SRSRUWLRQ R  
UHVSHFWLYHO\ 2QO\ RRIQ%QD%NDUHVSRQGHQWV DJUHHG WK  
H[SHULHQFH D SRSRUWLRQV LURQPHQW

,Q DGGLWLRQ ZKLOH RI QRQ %ODFN UHVSRRGHQWV DJUHHG  
DQWL %ODFN UDFLVP DULVH WKH\ DUH HIIHFWLYH%ODFN GUHVH  
UHVSRRGHQWV 7KLUW\ WZR SHUFHQW RI QRQ %ODFN UHVSRRG  
DGPLQLVWUDWRUV XQGHUVWDQG ZRUNSODFH DQWL %ODFN UDF  
RI %ODFN UHVSRRGHQWV

7KH RQOLQH VXUYH\ DVNHG UHVSRRGHQWV WR LGHQWLI\ WLI\iV

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ZKR ZHUH SDLUHG ZLWK D %ODFN WHDFKHU LQ \*UDGH RU  
VFKRRH UHVHDUFKHUV DOVR IRXQG WKDW PDWFKLQJ ORZ LQF  
%ODFN WHDFKHU EHWZHHQ WKH WKLUG DQG ILIWK JUDGHV LQF  
E\

,Q DGGLWLRQ EHFDXVH %ODFN WHDFKHUV WHHWLQJ XUDWLRQ  
%ODFN VWXGHQWV DUH OHVV OLNHO\ WR EH HWLQVLF ESOHQFHG %  
IRXQG WKDW %ODFN VWXGHQWV EHKDYLRXUV LPSURYH ZKHQ W  
PRUH %ODFN WHDFKHUV GHFUWV SHQG WKHU SUREDELOLW\ RI

7KH EHQHILW JRHV EH\RQG VLP SO\ UHSUHVHQDWLRQ EXW LV  
WUHDWHG E\ %ODFN WHDFKHUV DQG WKH H[SHFWDWLRQV WKH\

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RQ DQG H[SHULHQFHV ZLWK ZKDW WKH\ IHHO LV D ELDVHG KLUI  
:KLWH WHDFKHUV \$V RQH SHUVRQ FRPPHQWHG

Black teachers face inequity; there is a lot of favouritism, unfair work practices, less promotions.

%ODFN HGXFDWRUV XQGHUVWRRG WKDW WKH\ DUH PRUH WKDQ  
DUH LPSRUWDQW DGYRFDWHV IRU %ODFN VWXGHQWV WKH\ KDY  
WKH\ RIIHU VDIH DQG DIILUPLQJ OHDUQLQJ HQYLURQPHQWV IRU  
VSRNH DERXW WKH YDOXH RI %ODFN WHDFKHUV RQO\ DV LW UH

It's systemic and if you look closely enough, it's right in front of our eyes. How many leaders are Black: senior reps, principals, vice-principals, people working in support roles? How many ÷ è ä æ ë è õ ö ä ã è È ï ä æ î Ñ ò ú ä ã è ÷ è è ö ÷ ä # õ è ó õ è õ è ñ ÷ ä ÷ ì ù è ò é Ò é ö ÷ ø ç è ñ ÷ ö ç ò ñ ò ÷ ö è è ÷ è è ð ö è ï ù è ö õ è ó õ è õ è ñ ÷ è ç å ü ÷ è è ö ÷ models don't exist. They also see fewer opportunities for them and they don't have contact with those that understand and live in the same "world".

I think it's an issue that Black students not being able to see educators that look like them.

## Experiences of racism and a hostile and unwelcoming work environment

%ODFN VWDII UHFRXQWHG QXPHURXV H[DP SOHV RI RYHUW UDFL  
 WKDW WKH\ H[SHULHQFH RQ D GDLO\ EDVLV :KHQ FRPSODLQWV  
 LQFLGDIGPLQLVRSWPLRQLVWJHQFLGRHQVPHDVHMWDDJDLWKKW  
 %ODFN VWDII ZKR DUH PDNLQJ WKH FRPSODLQW :H DOVR OHDU  
 VLPSO\ UHPDLQH G VLOHQW RQ WKH PDWWHUV DQG WDNH QR DF  
 DGPLQLVWUDWRUV UHLQIRUFHV D FXOWXUH RI KDUP WRZDUGV  
 FRPPXQLW\ 2YHU WLPH WKLW FDQ DIIHFW WKH PHQWDO KHDOV  
 SHUIRUP WKHLU GXWLHV DQG EH IXOO\ SUHVHQW IRU WKH VWX  
 LQFOXGH

- %HLQJ \HOOHG DW RU FXUVHG DW RSHQO\ LQ IURQW RI VWX
- %HLQJ LJQRUHG LQ OXQFKURRPV
- ([SHULHQFHV RI PLFURDJJUHVVLRQV

I experienced being looked at weird, the silence, the side eyes, or they look you up and down. You say, 'hello', and nobody replies. I'm comfortable in this school. I worked here for a long time, but it's toxic. It's just toxic and it's unhealthy.

There are many issues I have faced working for this board. I feel that I'm not respected.

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%ODFN HGXFDRUV VKDUHG WKDW WKH\ DUH RIWHQ WKH RQO\  
 IHOLQJ LVRODWHG LQ DQ XQZHOFRPLQJ HQYLURQPHQW :KLOH  
 SRFNHVV WKDW IHHO ZHOFRPLQJ RYHUDOO WKH\ GRQ·W H[SHU  
 HQYLURQPHQW

Occasional teachers who are Black or other races are not welcomed. I have watched other teachers not say hello and shun them. It seems to only happen to people of certain  
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or they say hello... It's very subtle and if you're not paying attention, you might not notice. It's  
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,Q DGGLWLRQ FRQVXOWDWLRQ SDUWLFLSDQWV DOVR VSRNH DI  
DWWHPSWHG WR DVVLVW %ODFN IDPLOLHV WKDW ZHUH EHLQJ C

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UHODWLRQVKLS EXLOGLQJ WRR ZHOO VXFK WKDW %ODFN VW  
VFKRRO DGPLQLVWUDWRUV EHFRPH XSVHW DERXW WKH UHODW  
WKDW WKH\ DUH WKHQ DW ULVN RI UHSULVDO

7KH\ DOVR VKDUHG WKDW %ODFN HGXFDWRUV DUH XQGHU IDU  
VWDQV ~~W~~ ~~D~~ ~~K~~ ~~H~~ ~~L~~ ~~V~~ ~~R~~ XQWHUSDUWV

I've heard administrators making disparaging comments about the way that a Black educator runs her classroom and quite vocally putting the blame that the teacher just doesn't know how to control the class. There'll be other classes in the school where it may seem a little bit

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ñò÷ ììö÷èñèç ÷ò óõòóèõü Ò÷ áèæòðèö ìñæõèäöìñêü çì&æøì  
share their stories when they continually have to dismantle the systemic racism in our system  
in order to be heard and valued.

:H OHDUQHG WKDW ZKHQ %ODFN VWDII GR GHFLGH WR LQLWLDV  
XQVFFHVIXO EHFDXVH WKH VDPH DJJUHVVURUV ZHUH7KQWR IUI  
XVXDOO\ UHVXOWHG LQ WKHLU FRPSODLQWV EHLQJ GLVPLVVHG  
H[DPSOHV ZH KHDUG WKDW XQLRQ UHSUHVHQWDWLYHV ODFNH  
DGYRFDWH IRU %ODFN PHPEHUV ZKHQ WKH FRPSODLQW ZDV ED  
GLVFULPLQDWLRQ RU KDUDVPHQW :H KHDUG WKDW LQ VRPH F  
WKHVH LVVXH IDOO VKRUW DQG UHVXOW LRU PVRKILV KUDHUPVWQ ZD  
%ODFN VWDII VSRNH DERXW DYRLGLQJ WKH LQLWLDWLRQ RI D I  
UHVXOW LQ IXUWKHU PDOWUHDWPHQW E\ DGPLQLVWUDWLRQ RU

## Personal impact

:KLOH %ODFN HGXFDWRUV H[SUHVHG WKHLU GHHS FRPPLWPHQ  
LPSDFW WKDW WKHLU ZRUN H[SHULHQFHV RYHU PDQ\ \HDUV KD  
VKDUHG WKH QHHG IRU %ODFN RQO\ VSDFHV WR VKDUH H[SHUL





## Long-standing issues of anti-Black racism

%ODFN IRFXV JURXS SDUWLFLSDQWV UHSUHVHQWHG WKUHH JHC  
DQG JUDQGSDUHQWV D QXPEHU VKDUHG WKDW ZKDW WKHLU FK  
DW WKH %RDUG LV VLPLODU WR WKHLU RZQ H[SHULHQFHV &RP  
OHQJWK\ DQG XQUHVROYHG KLVWRU\ RI WKHVH EHKDYLRXUV W  
ZLWK OLWWOH WR QR FKDQJH LQ WKH %RDUG WR DGGUHVV WKH

\$V VXFK WKH\ IHOW WKDW WKH LVVXH RI DQWL %ODFN UDFLV  
WKH FXOWXUH RI WKH RUJDQL]DWLRQ DQG ZLOO WDNH D JUHDV  
7KH\ IHOW WKDW ZKLOH WKHUH KDYH EHHQ VRPH LQLWLDWLYHV  
LVVXH RI DQWL %ODFN UDFLVP<sup>3</sup>LQFOXGLQJ WKH KLULQJ RI \*UD  
%ODFN IRFXVHG FRXUVHV<sup>3</sup>DV ZHOO DV UHVRXUFHV FUHDWHG W  
WKH %RDUG KDV QRW GRQH HQRXJK WR DFNQRZOHGJH DQG DGC  
ORQJ VWDQGLQJ KLVWRU\ RI %ODFN SHRSOH LQ :LQGVURU DQG (

\$V VXFK PDQ\ IRFXV JURXS SDUWLFLSDQWV VDZ WKDW WKH LV  
V\VVHPLF

The school environment is systemically averse to Black students. The “educators” are not held to a standard that would have them check and desist any racist (microaggressions and





0DQ\ VKDUHG WKDW \*(&'6% VWDII KDYH D ODFN RI SURIHVVLRQ  
ZKLFK LV UHIOHFWHG LQ KRZ VWDII LQWHUDFWOZQWØO%ØDFVNDW  
WKDW WKLV ODFN RI NQRZOHGJH FRXSOHG ZLWK ODFN RI DFFR

7KHUH ZHUH DOVR HPSOR\HHV ZKR H[SUHV VHG D GHVLUH IRU P  
FRPPLWPHQW WR VXSSRUW %ODFN DQG RWKHU UDFLDOL]HG VW  
NQRZOHGJH QDGHUVW DQG KDUHG H WLBHH SWIQR QG HUVW DQG LQJ  
DELWLVXSSROD VFWXGHQWV

Follow-up after courses – feel like it ends there and I do things on my own and implement what I have interpreted that I have learned and as a privileged person I don't know that I am doing it correctly – would like to know that I'm using the right language and would like to know how to support those students – I'm missing something, I would need a follow-up workshop.

I would hope that we would get to being included in the Anti-Black Racism Strategy, we are  
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– to help us unlearn some things of the largely privileged White community

### Other issues at GECDSB

&RQQHFVHG WR WKH LVVXH RI HTXLW\ DQG DQWL %ODFN UDFL  
LQFOXGLQJ ZKDW D QXPEHU RI VWDII LGHQWLILHG DV D GLVFR  
LV RFFXUVWV ZROV

I would suggest that the biggest issue is surrounding the senior administration team. There is a large separation between their actions and the on-the-ground responsiveness and understanding, meaning the priorities of the admin are often not the priorities of the  
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6RPH DOVR VKDUHG WKDW JUHDWHU DFWWQWELRRQVH ZKLV R W  
KDYH ODUJHU SURSRUWLRQV RI %ODFN VWXGHQWV HDG ZKLFK

Schools with a large Black student population don't have enough resources (no books that include Black and Brown representation, lack of technology, etc.). They are unable to raise money through parent groups, and classroom libraries are funded by teachers.

## Resistance to equity at GECDSB

:KLOH D QXPEHU RI PHPEHUV RI WKH VFKRRO FRPPXQLW\ VKDUH  
D GHVLUH WR VXSSRUW WKH %RDUG DORQJ LWV HTXLW\ MRXUQ  
RSSRVLWLRQ WR WKH GHYHORSPHQW RI WKLV VWUDWHJ\ EHFDX  
%ODFN VWXGHQWV IDFH DUH QR GLIIHUHQW IURP WKRVH H[SHU  
LQ LVVXHV LQ WKH %ODFN FRPPXQLW\

The key issue facing Black students is the racism we are about to breed through [this strategy to address anti-Black racism]. Kids are not inherently racist and by opening this can of worms you are actually INTRODUCING the concept of racism into their susceptible minds. Disgraceful!

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targets on them also creating resentment from the non focused students will be left behind.

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## SECTION 4:

# Conclusion

7KURXJKRXW WKH FRQVXOWDWLRQV SDUWLFLSDQWV VKDUHG WKH VDPH LVVXHV WKDW %ODFN VWXGHQWV SDUHQWV FDUHJL LGHQWLI\LQJ IRU GHFDGHV 7KLV LGHQWLILHV WKH QHHG IRU \* FRPPLWPHQW WR DGGUHVVLQJ WKHVH LVVXHV DQG WR FRQWLQ WR WKH %ODFN FRPPXQLWLHV LQ :LQGVURU DQG (VVH[ &RXQW\

7KH LVVXHV LGHQWLILHG WKURXJK WKH FRQVXOWDWLRQV SRLQGH EH WKH IRFXV RI WKH %RDUG·V VWUDWHJ\ WR GLVPDQWOH DQW

- 7KH QHHG IRU VHQLRU OHDGHUV WR GHYHORS WKHLU UDFLD WKH LPSOHPHQWDWLRQ RI WKH VWUDWHJ\
- )RVWHU %ODFN DIILUPLQJ DQG DQWL UDFLVW OHDUQLQJ HQ
- ,PSURYH WKH ZD\ LQ ZKLFK %ODFN SDUHQWV DQG FRPPXQ
- ,QVSDQWV %ODFN VWXGHQWV DQG
- +LUH DQG VXSSRUWI PRUH %ODFN VWD

7KRVH ZKR SDUWLFLSDWHG LQ WKH FRQVXOWDWLRQV ZHUH HQ WKH %RDUG LQFOXGLQJ WKLW ZRUN WR GHYHORS D VWUDWHJ\ DOVR D QXPEHU ZKR VKDUHG WKHLU FRPPLWPHQW WR DQG H[FHQJDJHG LQ DQWL UDFLVW ZRUN IRU \HDUV DQG DSSODXG WKH ZLOO OHDG WR V\VWHPLF FKDQJH 7KH\ VKDUHG WKHLU KRSH VHULRXVO\ DQG ZLOO IXOO\ LPSOHPHQW WKH VWUDWHJ\

:H KRSH WKDW WKH GHYHORSPHQW RI WKLW VWUDWHJ\ LV D FD FKDQJH WKH FXOWXUH RI WKH RUJDQL]DWLRQ DQG WKH DWWLW SDUHQWV IIDQGHU KRSH WKDW WKLW VWUDWHJ\ FDQ EH XVHG EHJLQQLQJ RI DQ DXWKHQWLF SURFHVV WR EXLOG D SRVLWLYH %ODFN FRPPXQLW\ WR HQVXUH HTXLWDEOH DFFHVV WR HGXFDV

GREATER SSEX CO