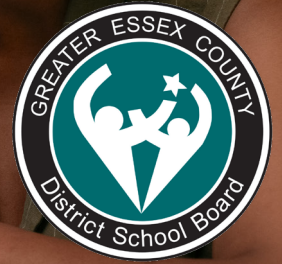




CENSUS PORTRAIT BLACK STUDENTS

Academic Achievement and Well-being



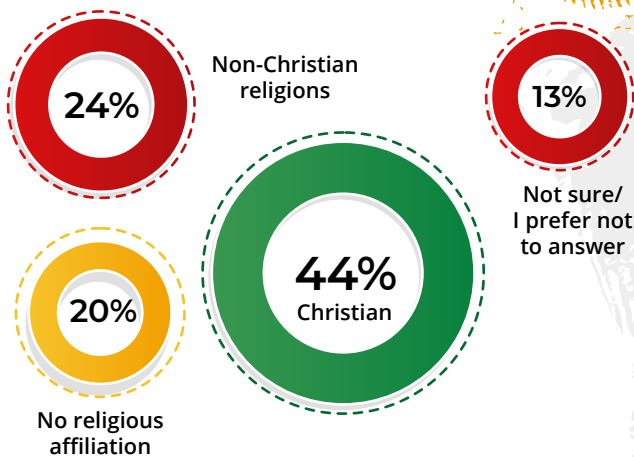
As required by the Ministry of Education and the Anti-Racism Act, the Greater Essex County District School Board (GECD SB) conducted its first Student Census in the 2023-2024 school year. The analysis of the data will help the Board understand the experiences of students who have been historically underserved by the education system and put programs in place to close any gaps in academic achievement and well-being.

Of the almost 36,000 students in the GECD SB in 2023-2024, parents/guardians completed the Student Census for **18%** of students in JK-Grade 8, while **58%** of students in Grades 9-12 completed the Student Census.

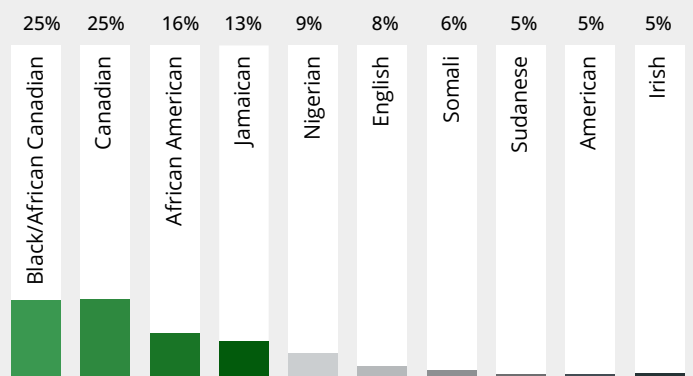
The data shows that **8%** (820) of all GECD SB students who completed the Census identify as Black. **30%** of these students were born outside of Canada.

There is a great deal of diversity among students who identify as Black.

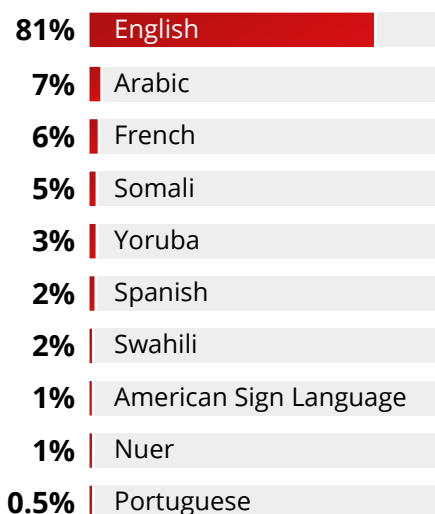
RELIGION



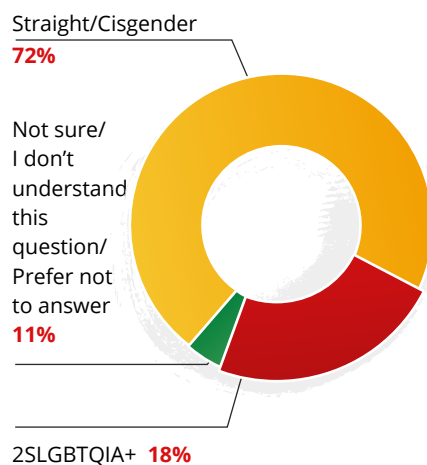
Top 10 Ethnic Origins



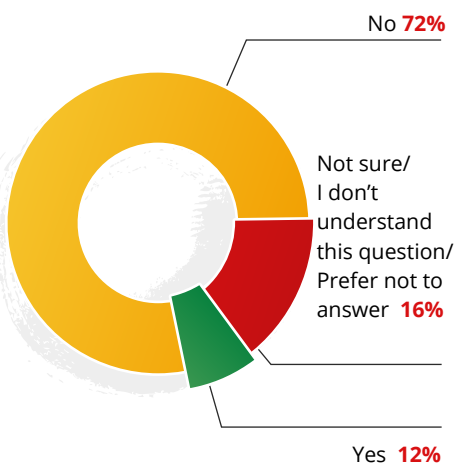
TOP 10 LANGUAGES FIRST SPOKEN AS A CHILD



2SLGBTQIA+



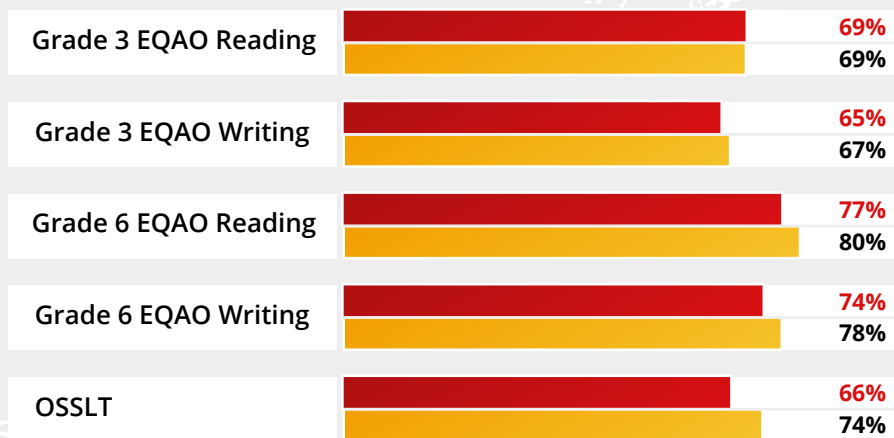
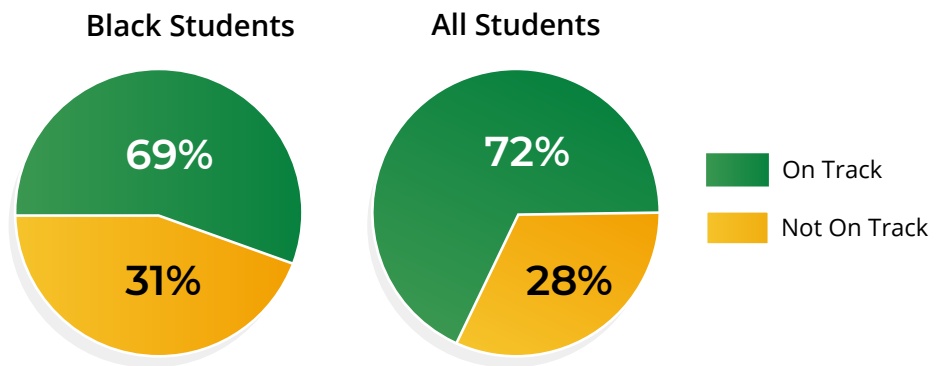
DISABILITY



ACADEMIC ACHIEVEMENT

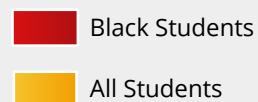
CREDIT ACCUMULATION

A student is considered to be on track to graduate within four years if they have accumulated at least 16 credits by the end of Grade 10.



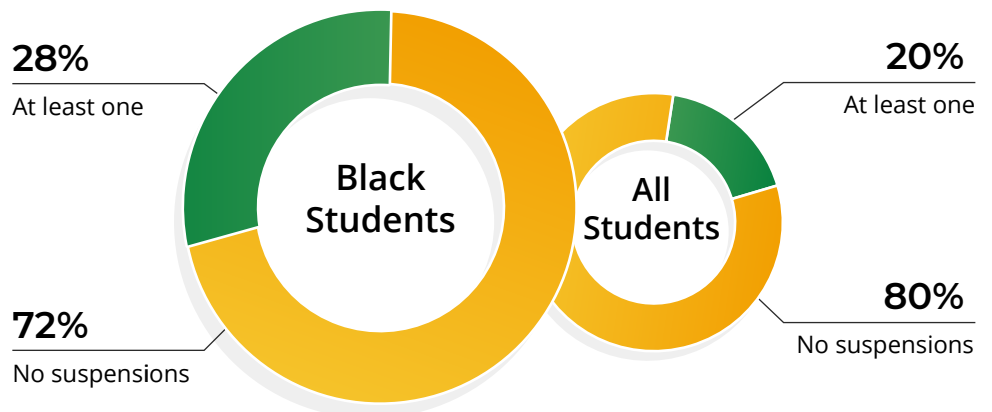
LITERACY ACHIEVEMENT

EQAO scores assess a student's reading and writing skills against provincial standards.



SUSPENSIONS (GRADES 4-12)

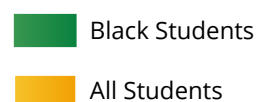
Percentage of students who have been suspended at least once between Grades 4 and 12.



ACADEMIC COURSES IN GRADE 10



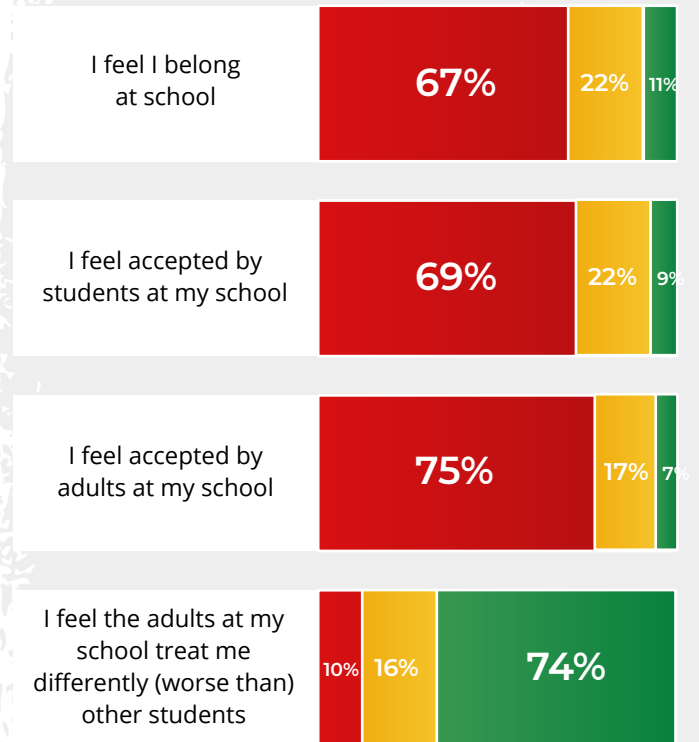
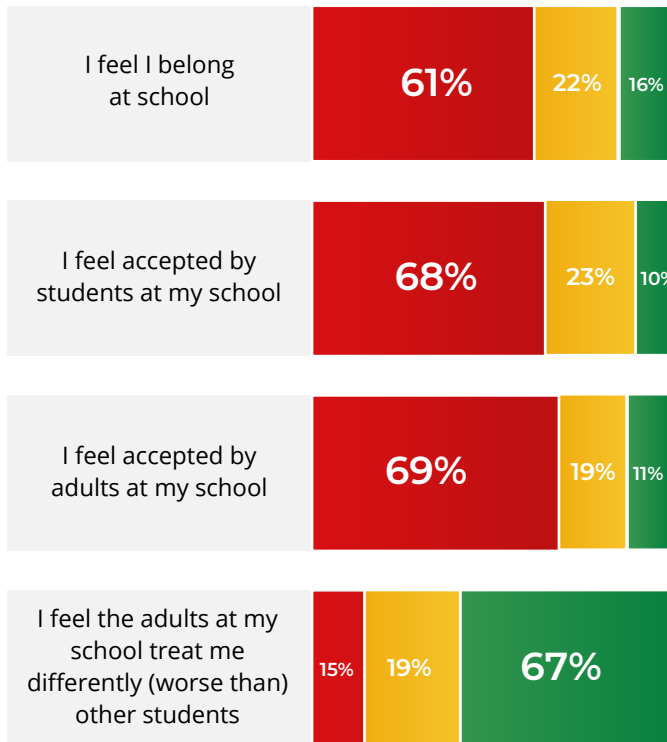
Percentage of students who have taken academic level English, Math, and Science, which allows them to go on to university.



WELL-BEING

BLACK STUDENTS

ALL STUDENTS

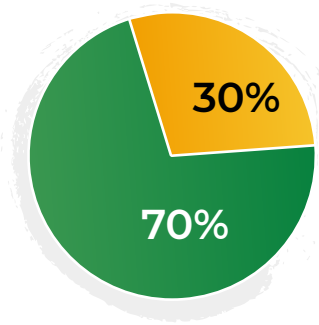
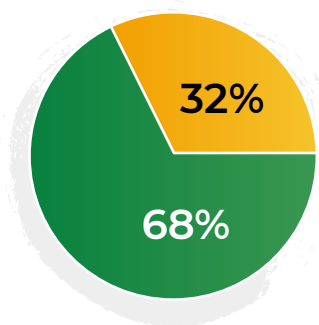


■ Always and Often
 ■ Sometimes
 ■ Rarely and Never

TRUSTED SCHOOL ADULT (GRADES 4-12)

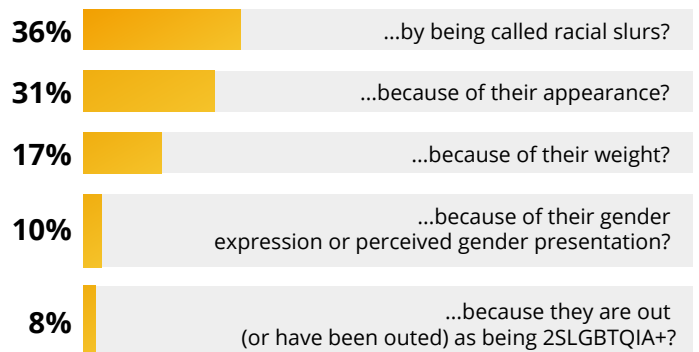
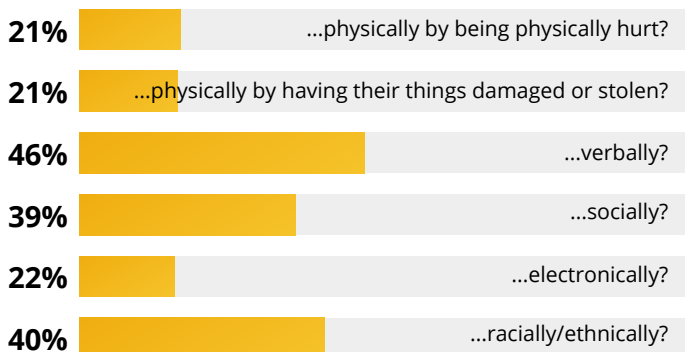
Black Students

All Students



■ One or More Trusted Adult
■ No Trusted Adult

EXPERIENCES OF BULLYING (GRADES 4-12)



INPUT FROM CONSULTATIONS

To help understand the data, input was sought from students, parents/guardians, staff, and community members. The following summarizes the main themes from these consultations and the recommendations made.

- **Data from the Student Census tells only part of the story:** Many consultation participants felt that the Student Census data did not reflect the full experience of Black students. They shared their concern that Black students who are most disengaged or isolated at school may not have completed the Census or may not have honestly described their experiences. In addition, language may have been a barrier to parents/guardians' knowledge of the Census and their ability to accurately complete it.



When your feelings/concerns have been ignored for so long, students and parents don't see a point in reporting incidents of racism or discrimination.

- **Biases of educators and staff:** Concern was also raised about the conscious and unconscious biases of staff, school leaders, and system leaders, which impact interactions with Black students and their families. There was also concern that these biases are embedded within the development and implementation of board policies. These biases also result in the streaming of Black students into courses below their level of ability.
- **Issues begin in elementary school:** Participants shared concern that streaming and poor treatment of Black students begins in elementary school. This includes the lack of inclusion among students, the use of the N-word, and low expectations from educators.

- **Anti-Black racism:** Participants were concerned that educators, staff, and school leaders are not equipped to foster inclusive learning environments or effectively address incidents of anti-Black racism when they do occur, which contributes to anti-Black racism becoming normalized in some schools. In addition, because these issues have been ignored or not effectively addressed in the past, Black students and their parents/guardians may not report issues when they occur.

- **Barriers for newcomer parents:** Concern was expressed that newcomer parents may not have information about the education system or the language skills needed to navigate the school system and effectively advocate for their children. Many newcomers also place a great deal of trust in the education system and may not understand the importance of engaging with the school system. Many families also experience other barriers to engaging with the education system including poverty, immigration status, and mental health.



Newcomers have incredible trust in the education system and may not understand they need to advocate for their Black child.

- **Lack of representation:** Black students don't see themselves reflected among educators and staff or in the curriculum. This undermines their academic achievement, engagement, and well-being.

RECOMMENDATIONS

- Set clear goals to increase the number of Black educators and staff.
- Provide more information to parents/guardians to help them understand and navigate the GECSB.
- Provide ongoing professional learning for educators, staff, school administrators, and system leaders regarding anti-Black racism, equity, mental health, and trauma-informed education.
- Support Black and other racialized staff who experience racism in the workplace.
- Increase the knowledge of Black students and parents/guardians regarding the various pathways open to them.
- Better equip staff to interrupt and address anti-Black racism when it does occur.
- Better communicate and engage with Black families.
- Provide opportunities for Black students, parents/guardians, and staff to share concerns anonymously.
- Ensure interventions, supports, and role models are in place in elementary school for Black students.
- Collect and report on incidents of anti-Black racism to understand the extent of the issue and where the Board should focus its efforts.
- Provide additional opportunities for Black students in elementary schools to gather with other Black students, particularly for students in schools with a small number of Black students.