

# Understanding Misinformation as it Relates to Anti-Black Racism in the Region of Peel: A Literature Review

Peel Anti-Black Racism Project –

A project by the Peel Institute of Research and Training –

Family Services of Peel

Funded by: DCCP

## Table of Contents

Abstract	3
Introduction	3
Methodology	4
Limitations	6
Anti-Black Racism	7
The Media's Influence on Microaggressions	9
Mental Health Impacts of Microaggressions	18
Accessing Mental Health Services	20
Physical Health Impacts of Microaggressions	21
Educational Impacts of Microaggressions	21
Economic and Social Impacts of Microaggressions	23
Overall Life Satisfaction and Subjective Well-being	24
Coping Mechanisms	25
The Black Community's Perceptions of Other Races and Ethnicities	27
Recommendations	28
Conclusions	31
References	34
Appendix A: Family Services of Peel's Anti-Oppression, Anti-Racism, Equity Framework	44
Appendix B: Social Media Posts	46
Appendix C: Additional Social Media Posts	58

## Abstract

Microaggressions are common statements, actions, environmental indignities, and assaults that demonstrate negative attitudes toward people of colour. This literature review examines the impacts of racial microaggressions on Black youth in the Region of Peel. It analyzes mainstream and social media portrayals of Black youth; the types of microaggressions they face, both in the education system and in public and social spheres; the impacts of microaggressions and coping mechanisms. Findings from this review show that microaggressions are a daily experience for Black youth in the Region of Peel. Despite this, little has been done to combat misinformation regarding stereotypes that impact Black youth in the education system and in public spheres. Additionally, mental health stigma, combined with limited access to racially or culturally informed mental health care, exacerbates the effects of microaggressions.

## Introduction

This report seeks to address online misconceptions related to anti-Black racism and conceptualize ways to combat them. Determining the level of misinformation on social media and other news platforms and assessing individuals' susceptibility to believe this misinformation are its other goals. This literature review will attempt to draw a connection between the existing misinformation online and how it impacts individuals' views and perspectives of Black youth in the Region of Peel. The primary focus of this report is to examine microaggressions against Black youth in the Region of Peel, with a brief section dedicated to the Black community's views on other races and ethnicities. It will examine how mainstream and social media stereotypes influence microaggressions in the Region of Peel, as well as their impact on Black youth. Specifically, it will analyze the impact of microaggressions on the mental and physical health of Black youth, as well as their educational, social, and economic experiences and opportunities.

This research is the first of its kind in the Region of Peel and relies heavily on the perspectives of Black youth within the region. The Peel Institute of Research and Training (PIRT), the research arm of Family Services of Peel (FSP), formed a Youth Advisory Committee as part of its Anti-Black Racism Project. The committee members are aged 16 to 30, with all but one member residing in the Region of Peel, though she resides within the Greater Toronto Area (GTA). For this literature review, the committee members were asked to review a sample of the sources used and to provide feedback to ensure that this work reflects the thoughts and experiences of Black youth in the Region of Peel. In addition, this research draws from academic and non-academic sources, including social and local news media, as well as grey literature. As previously mentioned, this pilot research seeks to answer several questions on how to combat anti-Black racism. Therefore, despite the project's focus and most sources coming from the Region of Peel, the research had to be expanded by drawing from work in the GTA, Ontario, and Canada.

This review utilizes the Family Services of Peel's Equity, Anti-Oppression and Anti-Violence Framework. This framework helps us examine the topic of anti-Black racism within the Region of Peel by considering behavioural and environmental factors; community infrastructures, systems, and resources; and historical, social, political, and economic factors (Appendix A1). In addition, using an intersectional approach will help us understand how multiple identities and interconnected forms of oppression affect individuals (Appendix A2). For example, understanding the specific challenges of being both Black and a woman creates a different experience than being both Black and a man. As this review seeks to establish equity for Black youth within the Region of Peel, it is imperative to consider how intersectionality generates specific needs for different individuals to prevent further harm to Black communities. Furthermore, this topic will be analyzed through the lens of individual lifestyle factors, social and community networks, and socioeconomic, cultural and environmental conditions and how that affects the well-being of Black youth in the Region of Peel.

The key questions behind this literature review are:

- What types of microaggressions does the Black community experience in the Region of Peel?
- What misconceptions exist online regarding racism, and how do we combat them?
- What is the level of misinformation on social media and other alternative news platforms?
- What is the susceptibility of individuals to believe misinformation based on their primary news source?
- How does misinformation impact individuals' views and perspectives on racism and racialized individuals?

## Methodology

This literature review has been conducted by the Peel Anti-Black Racism Project, utilizing peer-reviewed articles and other scholarly sources, as well as grey literature, including theses and dissertations, government and organization reports, and news regarding microaggressions affecting Black youth in the Region of Peel. Social media platforms were also utilized for supporting evidence.

The following inclusion and exclusion criteria were applied to the literature search:

### *Inclusion*

- Must be posted between 2017-2023.
- Must be posted by a creator/outlet based in Canada, with a focus on the GTA and Region of Peel.
- Scholarly or grey literature from reputable sources focused on microaggressions and the impacts of racial discrimination on health, social, educational, and economic well-being.



- This includes videos, blog posts, photos, short stories, news articles, tweets, and memes.
- Content from Twitter, Instagram, TikTok, Facebook, local news channels, etc.
- Must depict microaggressions and/or subtle racism toward the Black community.
- A small portion of this literature review will focus on the thoughts of Black people toward other races/ethnicities. Specifically, comments about assumptions, microaggressions, or subtle racism towards other communities.
- Additionally, content featuring Black creators speaking on experiences or interacting with other communities.

### *Exclusion*

- Posted before 2017.
- Posted outside of Ontario (With the exception of a few sources which provide Canadian context relevant to the study).
- Blatant racism (The focus of the project is more subtle aspects; we will not be including content that is blatantly racist):
  - Derogatory and racist comments toward the Black community
  - Physical violence towards Black people with racist intentions by the perpetrator
  - Comments openly displaying racism (i.e., using offensive language and stereotypes openly towards black people)
  - This includes blatant racism from Black people toward other communities

The literature review included searches of the following databases:

### *Search terms*

**Google Scholar:** Peel AND Black student; Peel school AND racism; Peel school AND Black student, Brampton microaggressions; Social media AND Black athletes Peel Region; Microaggressions GTA; Media portrayal Black Canadians; Media treatment of Black people Ontario; Peel Region microaggressions social media; Peel Region microaggressions Black youth social media; GTA Black youth microaggressions; Social media anti-Black racism Peel Region; GTA Black students university sports scholarships

**Google:** GTA AND Black student; Microaggressions Peel Region pdf; Microaggressions Peel Region; Peel Region microaggressions; Region of Peel microaggressions; Region of Peel microaggressions news; Media reporting on Black Canadians; Media portrayal by race Canada pdf; Black communities attitudes towards other races Peel Region; Black youth in Peel schools racism; Black youth in Peel schools news; Black youth in Peel schools; Mississauga news anti-Black racism; Peel Region racism; Racial microaggressions Peel Region

**Canada Commons:** Media AND Black AND Canada

**InSauga:** Microaggressions

**Twitter:** Mississauga AND Black; Brampton AND Black; Brampton AND Black friend; Peel police AND Black; Brampton racism; Mississauga racism; Caledon racism; Racist Brampton;

Brown in Brampton; White and Black people Mississauga; Black people Caledon; Racist Brampton; Peel Regional Police

**Facebook:** Peel Region AND racism; InSauga AND Black; Mississauga AND racism; Caledon AND racism; Peel Regional Police; Microaggressions Brampton; Microaggressions Peel Region; Affirmative action Brampton; Mississauga news; Racism in Peel Region; Racism in Caledon; Racism in Brampton; Toronto racism; Black friends in Peel Region; Black in Brampton; Hate crime Brampton; Indian people in Brampton

**TikTok:** Region of Peel AND racism; Toronto AND racism; Renting in Brampton; Toronto shorty phase

**Instagram:** Bramalea.rd

## Results

We reviewed all that seemed related to our subjects of interest and excluded ones that did not fit our inclusion criteria. Of the 65 academic articles, reports, books, and news articles initially found, 37 were selected as relevant to our literature review. In addition, 107 of 112 social media sources were selected. The article by Houshmand (2017) was selected despite being based in Montreal, as it was one of the only articles to address coping mechanisms and responses to racial trauma. Literature that was unable to meet our standards for the purpose of this report failed for the following reasons:

- The articles were related to our interest in microaggressions against Black youth; however, they did not mention Peel Region and were, therefore, outside our geographical criteria.
- The articles were related to our interest in anti-Black microaggressions; however, their focus was on Black individuals over the age of 30 and therefore was outside our focus on Black youth.
- A few articles matched our criteria for our target demographic and geographical criteria but were outside the range of the inclusion criteria pertaining to when the article was published.
- Some articles and books mentioned microaggressions, Black youth, and the Region of Peel, but only briefly and not significantly enough to include them in this literature review.
- A few articles were not selected due to their sole focus on blatant or systemic racism.
- Social media sources determined to be examples of overt racism rather than microaggressions, and those outside of the geographical criteria were excluded.

## Limitations of this Literature Review

The Peel Institute of Research and Training (PIRT) has many goals with this literature review. These include examining how the media portrays Black youth in the Region of Peel, uncovering the impact on their physical and mental well-being, and determining Black people's thoughts

toward other communities. This literature review has a broad scope but is limited in its breadth. Most existing research on racial microaggressions against Black youth focuses broadly on Canada or specifically on the GTA, with limited research on the Region of Peel. This research would have benefitted from including more statistics and demographical information, such as the age groups of people most likely to commit microaggressions. That information, however, was unavailable for the Region of Peel. Additionally, only one academic source was found that discussed the Black community's opinions of other races and ethnicities within the Region of Peel, the GTA, Ontario, or Canada, and only a few social media sources addressed this sub-topic.

## **Anti-Black Racism**

Anti-Black racism is defined as “Prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy. Anti-Black racism is deeply entrenched in Canadian institutions, policies, and practices and manifests in current social, economic, and political marginalization of African Canadians” (see Appendix B1).

Over the last few years, we have seen an increase in mainstream and social media content discussing issues related to anti-Black racism. Common themes demonstrate that Canada is not immune to racism (see Appendix B2); that racism, not race, creates systemic inequities (see Appendix B3); that social media is biased against content promoting anti-racist rhetoric (see Appendix B4); and that finding a way to combat anti-Black racism is important. We have seen a surge of racist content in response.

The level of attention paid to anti-Black racism in the media has resulted in numerous responses. These include demonstrating strong, anti-Black racist attitudes; having anti-racist conversations; showing neutrality; making excuses for theirs, their families', or their friends' anti-Black attitudes; and those very evidently expressing racist thoughts and opinions. Reflective social media posts were created by those hoping to assist individuals in assessing their anti-racist or specifically anti-Black attitudes. For example, one creator made a post titled “Are you anti-Black? Answer these questions and read the caption.” Questions were posed, such as, “Does this line of question bother you?” and “Does the term Black Lives Matter make you want to roll your eyes?” (see Appendix B5).

It is important to listen to Black content creators to learn how to combat anti-Black racism as well as how to practice allyship. Especially as “73% of Black people in Canada believe that anti-Black racism efforts and broader diversity, equity and inclusion initiatives will be ‘put on the back burner’ by their employer during an economic downturn” (see Appendix B6). The content creator behind the TikTok account, Racial Equity Insights LLC, discussed five ways to be a better anti-racist (see Appendix B7). Firstly, he says we must educate ourselves on the history and legacy of racism. He recommends the video series, “Race: The Power of an Illusion”

(see Appendix B7). He also says to begin the tough work of uncovering our own hidden racial biases and recommends Harvard's Implicit Association Test as a starting point (see Appendix B7). Additionally, expanding beyond the "good person/bad person" binary is essential as a person can be "good" and still have racist ideas. He also highlights the importance of following content creators of colour by giving them support and allowing their perspectives to help reprogram our thoughts (see Appendix B7). Finally, developing an intersectional analysis is crucial in understanding that systems of oppression do not exist in a vacuum and that people who occupy multiple identities require extra sensitivity (see Appendix B7).

### *Multiculturalism and Colour Blindness*

Canada's official multiculturalism policy, which aims to embrace and promote all races, ethnicities, and cultures, distinguishes itself from the United States (Capurri, 2021). The Multiculturalism Act (1985) was created to enhance the multicultural heritage of Canadian immigrants, suggesting that it is possible to maintain their cultural and ethnic identity while participating within Canadian systems and structures (McPherson, 2019). Despite this, McPherson (2019) found that Black people continue to struggle with belonging.

In 2020, a Facebook user discovered that the Region of Peel's Twitter account had "liked" a Tweet by the National Post stating, "Rex Murphy: Canada is not a racist country, despite what the Liberals say" (see Appendix B8). In addition, several Tweets mocking diversity were uncovered in the Region of Peel, specifically in response to crime-related news. For example, there were comments such as "Cultural enrichment," "This is what happens when you value diversity and inclusion over public safety," "Looks like diversity is working" (see Appendix B9). A Facebook user implied that anti-racism was impossible, in response to a rally in the Region of Peel denouncing racism and demanding radical change, stating, "Living in one of the most diverse and accommodating countries but sure..." (see Appendix B10).

The concepts of multicultural tolerance and colour blindness have fostered a culture of whiteness, resulting in microaggressions against racialized students (Visentin, 2022). Colour blindness is embedded in the education system, which has been demonstrated through the attitudes and beliefs of non-racialized teachers (Visentin, 2022). These colour blind attitudes emerged from policies that sought to implement "bias-free" hiring practices across Ontario, which were created to have the opposite effect (Visentin, 2022). Despite these teachers wanting to ignore the unique experiences of racialized students, their behaviours showed that they were not colour blind (Visentin, 2022). A few Ontario teachers were quoted as saying, "If people work hard enough, they will overcome the myriad obstacles" (Visentin, 2022), which may partially explain why Black youth found they had to work harder than their white peers to succeed (McPherson, 2019; James, 2021; Anucha et al., 2017).

Non-racialized teachers resisted these changes within schools as they believed there was no need to recognize diversity in their classes (Visentin, 2022). Similarly, institutions operate on

the assertion that the education they offer is free of cultural bias and that there is no dominant group or culture that informs educational practices and content (McPherson, 2022). Visentin (2022) also found that colour blindness and white apathy were linked, therefore resulting in students without the same opportunities, access to curriculum, learning experiences, or resources. In response to these attitudes, a group of students at a Mississauga high school felt they needed to change the curriculum, as they had never learned about the full history of Black people in Canada (CBC News Kids, 2022). The curriculum around Black history addressed the emancipation of enslaved Black people, as well as the legacy of such figures as Martin Luther King Jr. and Viola Desmond (CBC News Kids, 2022). Feeling left out of the curriculum, a Black student named Jayden Dill created and distributed a survey via Snapchat, which resulted in the school offering a new course called “A History of Black People in Canada” with the help of two other students (CBC News Kids, 2022).

Social media provided countless examples of colour blind attitudes toward Black individuals. Referencing a Tweet about the police being called on a four-year-old Black girl in school, Twitter users quickly claimed that colour had nothing to do with the actions taken and that the police are called on students of all races (see Appendix B11). In a similar scenario where Peel Police handcuffed a six-year-old Black girl at school, a Twitter user commented, “Everything is anti black racism now. Anti everyone else racism is ok, though” (see Appendix B12). Likewise, a Facebook post about ending anti-Black racism in the Region of Peel attracted comments about teaching children to respect each other, rather than talking about racism (see Appendix B13).

Commenters also expressed colour blind attitudes in response to posts about Black people’s experiences outside of the education system. For example, in a Tweet about a Black woman being refused a rental property by a Brampton landlord, commenters claimed that race had nothing to do with it. Despite these colour blind attitudes, Briggs (2021) found that landlords might refuse to rent to Black people as they expect that incidents of crime and violence will follow. Another example of colour blindness was found in a Tweet about a Member of Provincial Parliament’s challenge to the government, concerning cuts to the anti-racism directorate. A commenter to the Tweet wrote, “What racism he is talking about, this is Canada for God sake. We have no racism, we have those who are trying to get advantage from looking differently to act differently, though. Our race is Canadians” (see Appendix B14). It is clear from these comments that a significant demographic of social media users in the Region of Peel continue to hold colour blind attitudes and spread misinformation across social media.

### **The Media’s Influence on Microaggressions**

Microaggressions are defined as “commonplace, brief, subtle denigrating messages” (Houshmand, 2017, p. 6) or verbal or non-verbal insults targeted at people of colour because they belong to a racial minority group (Corkett, Cho, & Steele, 2021). They can occur in both formal and informal settings, such as a classroom or a locker room (Houshmand, 2017). A

microaggression is a form of violence that is detrimental, as they remind people every day that they do not belong (Douglas, 2018). A Canadian study showed that between 50.2% to 93.8% of participants experienced a form of racial microaggression, with the numbers varying based on the type (Cénat, Hajizadeh, Dalexis, Ndengeyingoma, Guerrier, & Kogan, 2022). The average age of the participants was 24.96 (Cénat et al., 2022), and is therefore relevant to this literature review examining the experiences of Black youth.

Mainstream media is the sole frame of reference for many individuals who grow up without exposure to diversity, making it easy to internalize the same stereotypes repeatedly being portrayed on television (Being Seen, 2022b). Black youth are rarely represented in the media compared to white youth, yet when they are, negative stereotypes are depicted, leading to a one-dimensional view of Black people (York University, 2017; Briggs, 2021; Briggs, 2019; Being Seen, 2022b; George, 2020). These negative portrayals result in Black youth facing countless microaggressions in their daily lives (York University, 2017; Williams, Khanna Roy, MacIntyre, & Faber, 2022; Anucha, Srikanthan, Slad-Togane, & Galabuzi, 2017; Visentin, 2022; Cénat et al., 2022; McPherson, 2019; Chadha, Herbert, & Richard, 2020). Black youth in the Region of Peel mainly face microaggressions in the education system, which have been shown to impact how they view themselves in general, as well as academically, and their choices when entering the workforce (Chadha et al., 2020; Sanni-Anibire, 2022; Visentin, 2022; Green, 2019; George, 2020). Yet, school is not the only place where they are exposed to various forms of subtle racism. Black youth also face microaggressions in public and social spaces.

### *Mainstream Versus Social Media*

Mainstream and social media heavily influence how society views diverse groups of people, with media being used to create and maintain stereotypes that negatively shape Black people's lives (McPherson, 2019). These portrayals also often differ by gender (McPherson, 2019; George, 2020; Being Seen, 2022b; Raza, 2022; James, 2021; and Briggs, 2021).

Additionally, these two forms of media vary in the types and levels of stereotyping we see as a society (McPherson, 2019). Mainstream media has been cited as more harmful than social media, as it has been created by those with access to power and media ownership who get to determine how different people and groups are depicted (McPherson, 2019). Alternatively, social media platforms enable users to produce and share their own messages, ideas, perceptions, and representations of identities (McPherson, 2019). Despite social media allowing individuals to demonstrate alternate realities and perceptions of various identities, these platforms still promote negative and inaccurate stereotypes (McPherson, 2019). For example, McPherson (2019) found in her interviews with participants, that social media circulated more sexually suggestive images of Black girls, while television upheld the “*baddy*” Black girl image, described as a “tough, aggressive female”.

Screen media has been criticized for its limited yet recurring stereotypes of Black communities, with Black characters cast as gangsters or drug dealers, as part of broken families, or as the best friend or sidekick who helps the white protagonist on their character arc (Being Seen, 2022b). Similarly, Black women are often portrayed as “less than,” as prostitutes or side chicks, or as having experienced great trauma (McPherson, 2019). Additionally, one of McPherson’s (2019) participants also believed that Black girls were portrayed as unintelligent or there for comedic effect.

While examining social media accounts within the Region of Peel, microaggressions emulating the stereotype of criminality were most seen. The most frequent messaging was found in comments under posts regarding crime from the Twitter account of Peel Regional Police. For example, in posts with mugshots featuring Black men, commenters indicated their lack of surprise by writing variations of “Not surprised,” “Shocker,” and “Everyday this type of mugshot” (see Appendix B15). Additionally, an Instagram user commented, “ask all Jane n finch mans that moved here” in response to a post stating, “Peel Region ranked one of the safest communities in Canada” (see Appendix B16).

In a Tweet about protestors gathering in Mississauga to speak out against anti-Black racism, a user commented, “I hope these fools don’t start destroying property and killing people” (see Appendix B17). Other various Tweets described instances of a group of Black boys being called thugs in a 7-Eleven store, a man discussing that he likes living in Caledon because “there’s no ghetto shit here, no Black people,” and a police officer referring to Black people as gangbangers (see Appendix B18). Additionally, an Instagram post stating, “Brampton couple welcomes two sets of twins in the same year,” attracted comments including, “4 new criminals born” and “4 bikes just got stolen in Brampton” (see Appendix B19). These comments were left on this post which was meant to be an uplifting and incredible story, as cited in the caption.

These media portrayals have real-life consequences as we tend to believe what we see represented to us over time. For example, a participant in Being Seen’s *Black Communities Report* (2022b) discussed her experience of people avoiding sitting beside her on the bus. She attributed this to Black people being viewed in the media as gangsters involved in violent acts or in drug activity. A Twitter user cited an identical scenario where she claimed that taking the transit as a Black woman in Brampton was a blessing, as people avoided sitting next to her unless they, too, were Black (see Appendix B20). In response, one commenter shared having the same experience, while another said, “People don’t want to get shot” (see Appendix B20). Another Facebook post included a link to a Brampton Guardian article. The article referred to the Region of Peel declaring an anti-Black racism crisis. Comments on the post stated, “Those fists look violent” (see Appendix B21) and, “Getting attacked by oppressed black people doesnt appeal to me!!” (see Appendix B21).



### *Gender Differences Within Stereotypes*

There are differences in how mainstream media portrays Black girls and boys, resulting in gender-specific microaggressions and affecting how they are perceived. For Black girls, mainstream media is largely to blame for the bias and discrimination they face, impacting them on both a social level with peers and in school with teachers and administrators (McPherson, 2019). Despite more diversity and variety in contemporary media, limited narratives and images portraying Black people continue to result in inequality in educational and social realms (McPherson, 2019). McPherson's (2019) study and Being Seen's (2022b) report found that common stereotypes Black girls face include the "baby momma" or being sexually promiscuous, being the "angry Black woman," and being underachievers who are uninterested in school. Additionally, Black girls are often depicted as loud or funny and goofy, as well as uneducated and athletic, and therefore, are not seen as academically inclined (McPherson, 2019; Being Seen, 2022a; George, 2020). McPherson (2019) interviewed 14 Black girls who described Black female characters they viewed in the media as distraught, abused, with low self-esteem, engaged in fighting, working as strippers, or growing up poor in the projects.

Black boys are often stereotyped as being lazy, violent, aggressive, anti-intellectual, and as threats to hard-working, peaceful members of society (Briggs, 2021; Raza, 2022; York University, 2017). In the *Black Communities Report*, a participant shared how they hated seeing Black people portrayed as rappers, athletes, and criminals in the media (Being Seen, 2022b). They were also depicted as being unable to handle workplace responsibilities (Briggs, 2021). Black male youth are often labelled as "at risk," therefore justifying educational discipline and placing them in special education classes (Briggs, 2021; James, 2021). This "at risk" label is further supported by the above-mentioned stereotypes, as well as claims that they are immigrants, "fatherless," and underachieving troublemakers (James, 2021). Despite this label indicating the need for educational support, guidance, and mentorship, it instead places Black male youth at risk by encouraging racial preconceptions, therefore shaping their experiences in school and society (James, 2021).

Another predominant stereotype Black youth are subjected to is that of the athlete. This stereotype is seen throughout mainstream media (Being Seen, 2022b; Aladejebi, Allain, George, & Nzindukiyimana, 2021). The media portrays Black people as naturally gifted at sports; therefore, a one-dimensional expectation exists that they will succeed at athletic endeavours over academics (McPherson, 2019). The stereotype was also cited across the literature, with Briggs (2021) finding that Black males are labelled as being oriented toward physical activity and sports. Green (2019) states that Black students in two Toronto Catholic schools were often subjected to the "Black athlete" stereotype. One of the participants in Thomas-Reynolds' (2020) study described being involved in music and, as a result, was separated from negative Black stereotypes. She said that the Black athletes had bad reputations, despite not being bad kids or students. She found herself avoiding associating with them, wondering if it was because she was



afraid, or simply because she hung around instead with students in the music program (Thomas-Reynolds, 2020).

Thomas-Reynolds' (2020) research uncovered perceptions of sports and athletic performance and their impact on GTA students' futures. One participant in her study felt lost, knowing she was not going to the United States anymore for college (Thomas-Reynolds, 2020). She described that being in athletics at a Canadian university is a vastly different experience, where you can get academic grants, but not funding for being an athlete (Thomas-Reynolds, 2020). Additionally, she found that her success in sports, that took place exclusively outside of school, meant she failed to receive the social acceptance that others gain for their in-school athletic performance (Thomas-Reynolds, 2020). She elaborated on her experience by expressing how being 'othered' in the education system pushes Black Canadian athletes to pursue full scholarships from American universities (Thomas-Reynolds, 2020). Thomas-Reynolds (2020) deduced that inadequate financial support from Canadian universities and the socialization of Black students to imagine their chances of success elsewhere, pushes them to look outside a Canadian setting.

Additionally, teachers and administrators were found to have failed to provide support and assistance to Black youth while also demonstrating low expectations of them (James, 2021). Black youth experienced more athletic than academic support, and it was discovered that coaches provided significant positive attention to their athletes (George, 2020; James, 2021). Similarly, Thomas-Reynolds (2020) found a correlation between Black students' access to resources and their athletic contributions to an institution. Within this stereotype, gender differences were discovered. James (2021) found that high school coaches gave more attention, training, and support to Black male athletes, with Black female athletes often being ignored or treated in ambivalent ways (James, 2021).

Aladejebi et al. (2021) describe the advertising campaign in 2014 of We the North, which showed mostly racially diverse young men playing basketball on outdoor courts. Although Black boys are pushed towards athleticism, stereotypes surrounding criminality and violence further alienate them (Aladejebi et al., 2021). At the same time the We the North campaign was running, a neighbourhood in the Region of Peel was having basketball nets removed out of fear that they would attract violence, criminals, drugs, and disrespectful behaviour (Aladejebi et al., 2021). Those using the basketball courts, who were known to be racialized, were described as outsiders, with the claim that the nets were attracting an "unwanted crowd" (Aladejebi et al., 2021, p. 25). Residents of the neighbourhood also stated that those playing basketball on the courts were not from their neighbourhood, and that their kids "play hockey, not basketball" (Aladejebi et al., 2021, p. 25). Aladejebi et al. (2021) found that despite all the claims of the deviant behaviour these basketball nets were attracting, residents had not witnessed drug problems over the years.

### *Educational Microaggressions*

Black youth experience specific forms of microaggressions in the education system. The Peel District School Board (PDSB) was found to have “fostered a schooling environment that made learning tough and challenging” for Black students (Green, 2019, p. 3). Microaggressions occurred daily, without teachers intervening in the PDSB (InBrampton, 2020). Cénat et al.’s (2022) study found that 60.5% of Black Canadians who participated in their study had negative experiences in educational settings because of their race.

Teachers were committing these microaggressions by acting surprised that Black male students were in their classes (Raza, 2022) or telling students that they did not believe “their group of people could do certain things” (Visentin, 2022). Teachers were also astounded when Black students received good grades or succeeded in post-secondary education, despite being discouraged to pursue higher education (Visentin, 2022). Similarly, many students within the PDSB shared their experiences of being fluent in English and excelling in their English classes yet being pushed to take English as a Second Language (ESL) classes (Raza, 2022). One student said that because she was an immigrant with an accent, she was told, “No, she can’t speak; she has to go into ESL” (Raza, 2022). Another student who attended school in the GTA explained feeling confused when she was an exceptional reader, yet her teacher would place her in very low reading groups (Thomas-Reynolds, 2020). Similarly, Black students were more likely than their white peers to be academically streamed into work-related courses, suspended, or expelled, and to drop out of school without graduating (Green, 2019; Briggs, 2021; Briggs, 2018; Williams et al., 2022; Lettman, 2020). Additionally, Lettman (2020) and McPherson (2022) found that students and teachers judged Black students based on their appearance, including their clothing. Overall, racial discrimination has resulted in negative outcomes for Black students, including poor academic performance, increased stress, and low college persistence (Houshmand, 2017).

Although these barriers are systemic, microaggressions expressed by teachers and other administrators discourage Black youth from pursuing higher education (Briggs, 2021; Visentin, 2022; McPherson, 2019; Cénat et al., 2022; Chadha et al., 2020). This could be partially explained by mainstream media casting people who are white, while excluding people of colour in storylines about higher education (Houshmand, 2017). Stereotypes in mainstream media are connected to inequities in educational practices that result in a lack of educational success for school-aged youth (McPherson, 2019). Teachers’ attitudes towards Black youth demonstrate apathy, low expectations, and surprise at good academic performance (Briggs, 2021; McPherson, 2019). These microaggressions affect Black youth, yet there are unique challenges faced by Black males and females.

McPherson (2019) found that teachers specifically struggled to see Black girls as multidimensional, due to the lack of positive, complex representations in the media. Despite these stereotypes, many Black students desired higher education and careers apart from being an entertainer or an athlete, pursuing athletics, such as working in a retail sports store, or other

precarious work (Briggs, 2021). Another challenge Briggs (2019) found was that Black males were discouraged from pursuing higher education. Higher learning was considered by some to be feminine, or a whitewashing process, which would leave them with a non-authentic Black identity, due to internalizing microaggressions in school. When Black males expressed interest in non-stereotypical Black pathways, non-Black teachers and peers showed cynicism and humour regarding their chances of success (Briggs, 2021). The stereotypes constructing Black males as lazy, anti-intellectual, and violent are shown in dominant media images that create negative perceptions of Black male identity (Briggs, 2021). The anti-intellectual stereotype is the most detrimental in the education system, as it is directly correlated with academic streaming (Briggs, 2021).

Despite the significant challenges Black males face in school, Black female students receive far fewer resources and attention (George, 2020). In fact, there was a consensus view that teachers were indifferent to the positive development and well-being of Black girls (McPherson, 2019). Similarly, teachers showed a lack of concern or attention toward them, assuming they had no interest in school (McPherson, 2019). Black girls reported that the media had a significant influence on how they were treated by teachers and peers (McPherson, 2019). Media depictions of Black girls as “less than” led to teachers expecting them to have an attitude and to show anger and aggression, therefore punishing Black girls who were not even exhibiting these behaviours (McPherson, 2019). For example, Thomas-Reynolds (2020) found that Black girls experienced teachers getting upset with them and sending them to the office over minor instances, such as whispering to each other, despite girls of other races doing the same. This was found to result in suspensions and to happen as early as Grade 4 (Thomas-Reynolds, 2020). The Black girls in her study described altering their personalities to become quieter and more obedient after these experiences (Thomas-Reynolds, 2020).

Additionally, the notion of criminality in the education system was raised throughout the literature. McPherson (2022) found that teachers' perceptions of Black students as violent or as criminals or drug dealers led them to assuming the worst. These sentiments were shared by other administrators and students (McPherson, 2022). One participant in McPherson's (2022) study cited that teachers' expectations of how Black students should act resulted in teachers intentionally triggering students to elicit a reaction. She also said that teachers sometimes followed Black students when they tried to walk away from the situation (McPherson, 2022). Participants in the *Black Experience Project* shared that they thought the most common beliefs non-Black people had about Black people were that they were involved in crime, violence, gangs, or drugs and that they were uneducated and unintelligent (York University, 2017). Participants in Cénat et al.'s (2022) study cited being treated as potential criminals, because of their racial or ethnic background.

Social media users supported the claims found in the academic literature and reports on the PDSB. A Facebook user, Ayesha Ansari, collected a series of stories from Instagram in

response to a post about microaggressions the Instagram user faced in Clarkson. She re-shared these stories on Facebook. They highlighted the racism experienced at Port Credit Secondary School. In the stories from Instagram, two users described not feeling comfortable enough to eat in the cafeteria as a person of colour, because of the “unwelcoming environment” (see Appendix B22). Another Instagram user still attending Port Credit Secondary School described an instance where a Grade 10 English teacher favoured anyone over boys of colour (see Appendix B22). They explained that the teacher used a biased marking scheme and would falsely accuse the boys of colour of plagiarism, resulting in a failing or barely passing mark (see Appendix B22). Another Facebook user, Pernia Jamshed, created her own post in response, sharing her experiences about her time there. She said she encountered daily microaggressions and snide comments (see Appendix B22). She also described living with fear, instilled by the Vice-Principal’s treatment of her (see Appendix B22).

Also, on Facebook, a user responded to a news article about eliminating anti-Black racism in Brampton and Mississauga schools, stating, “As someone who went to high school in Peel Region, none of this is new” (see Appendix B23). The post links to a Brampton Guardian article that describes Kathy McDonald, a PDSB trustee’s experience having children in the PDSB. McDonald recalled a time when a teacher at Agnes Taylor Public School told her not to bother inquiring about programs for bright students, because her son would never go to university (Marychuk, 2020). McDonald also explained that when her son was in Grade 9, he earned a perfect score on the University of Waterloo math test, yet his teacher did not tell him the results, and he did not get to have his picture taken with the other award winners (Marychuk, 2020). She also heard PDSB staff refer to Black children as “dumb, lazy and savages” (Marychuk, 2020).

A Twitter user responded to a photo of a white family in a car, smiling and looking back in their seats at a camera. The user said, “I’m dying because this is how the white and Indian people in Brampton behaved when Rap music came on, when Black people showed up in textbooks (usually followed by a “is that your cousin?” remark) and when it was Black History Month at school (see Appendix B24). An Instagram user left a comment saying, “Lmao I’ll never forget when this guy was our substitute for gym one day and looked at our predominantly black class and said “wow this is a dark room” in response to a post about a Brampton teacher (Nk, 2022). Additionally, the Facebook account for the radio station *Flow 98.7* posted a news story about a supply teacher in the PDSB being investigated after posting an alleged racist photo of a student on social media (Flow 98.7, 2018; Paradkar, 2018; Appendix B25). The post was uploaded to Instagram, with two photos, side by side. On one side was “Loc Dog,” a character from the 1996 movie, “Don’t Be a Menace to South Central, While Drinking Your Juice in the Hood,” and the other side showed a picture of a Black student (Flow 98.7, 2018; Paradkar, 2018; Appendix B25). The caption said, “Who rocked it better? LOLLOL”, referring to their hair (Flow 98.7, 2018; Paradkar, 2018; Appendix B25).

### *Public and Social Microaggressions*

In the Region of Peel, Anucha et al.'s (2017) study found that microaggressions shaped the daily experiences of Black youth in Ontario. Participants reported being labelled immediately, even when successful. For example, one participant stated that Black people in Mississauga were asked where they got their nice cars. Another Mississauga participant described how Black people were represented in the media in response to the topic of Black excellence not being recognized (Anucha et al., 2017). In the GTA, four out of five participants reported commonly experiencing microaggressions (York University, 2017). These included others expecting their work to be inferior, being treated in a condescending manner, and frequently experiencing others reacting to them in a fearful or intimidated way because of their race (York University, 2017).

Cénat et al.'s (2022) study found that the most common microaggressions experienced by participants were as follows. 61.5% were subjected to unfair job hiring practices, 56.7% were dismissed from their jobs, 55.5% described negative experiences by the police, and 53.1% experienced negative treatment in health services (Cénat et al., 2022). 47.5% of the participants also reported being unfairly treated because of their skin colour in housing, and 46.3% said the same when being considered for bank loans (Cénat et al., 2022). Additionally, female participants reported experiencing more racial discrimination than male participants (Cénat et al., 2022).

Symonds (2017) found that two specific microaggressions were commonly experienced by some of the participants in her study: being asked where they came from and having people ask if they could touch their hair. Regarding being asked where they came from, one participant described these conversations as frustrating, expressing that white people came on boats, like everyone else, yet they do not face the same questions (Symonds, 2017). The participant also described this line of questioning as emphasizing the 'where' she came from, "like they're waiting for me to say Africa!" (Symonds, 2017, p. 20). The participants described the 'touching hair' microaggression as rude and inappropriate, stating they have had this happen to them in public, in the workplace, and in social settings (Symonds, 2017). One participant also said that white females were the likeliest to commit this type of microaggression (Symonds, 2017). She also shared that she did not believe it was out of hatred, but ignorance, which made her feel like she was different, not part of the group, and exoticized (Symonds, 2017).

Additionally, Paradkar's (2018) article reported on a short film out of Toronto called PICK, that aimed to straighten out misconceptions about Black women's hair. Black women are constantly judged for their hair being too "poofy, unkempt, nappy, matted" (Paradkar, 2018). The film depicts a young Black girl who faces racist comments and microaggressions from her teachers. Then, the story's focus shifts to picture day, where she has to decide whether she wants to wear her Afro, which is what she wanted to do, yet everyone was pressuring her to tie her hair

back instead (Paradkar, 2018). The two sisters who created the film are Black, and the film was based on one of the sister's experiences growing up with a natural Afro (Paradkar, 2018). One of the sisters explained that negative comments and strangers trying to touch her hair resulted in her chemically straightening her hair for 12 years, starting at age 11 (Paradkar, 2018).

On Twitter, Black users shared their experiences of being in public and having racial microaggressions targeted at them. Black people cited facing microaggressions while trying to rent properties in the Region of Peel. One Twitter user described her experience, explaining that she is 29 years old, with great credit history, salary, and references, but struggled to find a place to rent as she was told that "they weren't sure I was responsible enough" (see Appendix B26). Additionally, Wittnebel's (2021) article on Peel police not prioritizing Black voices provided an example of microaggressions that Black youth face outside the education system. Former chief of police, Jennifer Evans, stated that the Black youth who attended meetings about racial profiling only showed up because they were offered free pizza, demonstrating her distrust and disrespect for Black youth (Wittnebel, 2021). Other examples of microaggressions occurred in the workplace. For example, employees at a restaurant in Brampton were talking about a Black male who died by falling off a roller coaster in a group chat (see Appendix B27). Ignorant jokes quickly turned into racial microaggressions, with one person writing, "watermelon flavoured" (see Appendix B27). Overall, racial microaggressions in the Region of Peel are displayed both overtly towards Black people, as well as in private settings, such as group chats.

## **Mental Health Impacts of Microaggressions**

Microaggressions have been proven to have minor to severe mental health impacts on Black youth in the Region of Peel. These range from emotional issues to mental health conditions and disorders. Researchers have also discovered the phenomenon of Racial Battle Fatigue, which is found in individuals who experience perpetual microaggressions (Williams et al., 2022). The persisting stigma around mental health and the lack of access to services within the Region of Peel exacerbate these issues.

### *Impacts on Mental Health*

The same emotional impacts were found across the literature as a result of experiencing persistent microaggressions. They include feelings of isolation, hopelessness, powerlessness, inferiority, a lack of motivation, low self-esteem and confidence, anger, and stress (York University, 2017; McPherson, 2019; Houshmand, 2017; Briggs, 2021; Briggs, 2019; Briggs, 2018; Sanni-Anibire, 2022). In addition, limiting beliefs (Visentin, 2022) and developing resilience out of necessity were found (Sanni-Anibire, 2022; Houshmand, 2017; York University, 2017; McPherson, 2019). These have also been linked to developing more severe mental health conditions and disorders, including depression, anxiety, PTSD, as well as suicidal ideation (Williams et al., 2022; Sanni-Anibire, 2022; Houshmand, 2017; Cénat et al., 2022; Briggs, 2021; Briggs, 2018; McPherson, 2019; George, 2020).

McPherson (2019) reported that no matter how seemingly insignificant a microaggression is, they “evoke powerful emotional reactions and increased perceived stress” (p. 101). Stress due to experiencing microaggressions and stereotypes was one of the most cited mental health effects across the literature (McPherson, 2019; Briggs, 2021; Briggs, 2018; Briggs, 2019; Williams et al., 2022; Houshmand, 2017; Sanni-Anibire, 2022). Black female students experienced stress as they struggled to define themselves in the face of ongoing pressure and exposure to negative stereotypes (McPherson, 2019). In general, Black students having to work twice as hard academically while rejecting negative stereotypes of Africans, created more stress, despite their resilience (Sanno-Anibire, 2022). Additionally, Black youth seeking stable employment and experiencing a lack of income security resulted in extreme stress and anxiety (Briggs, 2018; Briggs, 2019). Briggs (2019) also found that Black males in precarious employment experienced further stress, marginalization, and social exclusion.

Anucha et al. (2017) state that Black youth in Ontario experience disempowerment, isolation, internalized racism, and poor self-esteem from experiencing daily microaggressions and stereotypes. Popular sentiments that racism does not exist, result in feelings of self-doubt, frustration, and isolation from facing subtle racial bias (Houshmand, 2017). McPherson (2017) found that school could be an isolating place for Black girls, causing them to experience feelings of marginalization and “otherness.” Additionally, Black girls felt isolated more than Black boys due to the intersections of race and gender (McPherson, 2019). The lack of culturally relevant instructional materials and misrepresentations were contributing factors to Black girls' sense of isolation (McPherson, 2019). Isolation contributes to Black girls' disengagement in schools and is exacerbated by being in predominantly white spaces, furthering feelings of loss (McPherson, 2019). Briggs (2018) and Briggs (2019) found that isolation for Black male youth was felt in school and followed them into the workforce. Experiencing educational neglect through a lack of guidance, low expectations, and limited to no support can alienate youth in a way that limits their pathways to employment (Briggs, 2018; Briggs, 2019).

Black youth also experience low self-esteem, confidence, and self-worth, in addition to outright self-hatred due to microaggressions and stereotyping (Williams et al., 2022; Houshmand, 2017; Anucha et al., 2017; Briggs, 2018; Briggs, 2019; McPherson, 2019; Lettman, 2020; George, 2020; York University, 2017). It is important to note that not all York University (2017) *Black Experience Project* participants experienced a loss of self-esteem caused by racist experiences. Some experienced a loss of self-esteem or an increase in self-doubt, while others claimed these experiences made them stronger or increased their desire to succeed or create change (York University, 2017). Those who were bothered by these experiences felt the need to downplay their Black identity, especially at work or in public places (York University, 2017). Additionally, explicit racism was associated with lower depressive affect, externalizing symptoms, and anger (Williams et al., 2022). Yet, subtle racism was linked to internalizing symptoms and higher depressive affect (Williams et al., 2022). This was discovered in Williams et al.'s (2022) survey study, where 67.5% of the participants were female, 80.4% were Canadian

citizens, and 7.6% were landed immigrants, ranging in age from 16 to 65 years (Williams et al., 2022).

The literature detailed other mental health issues accompanying this loss of self, stress, and isolation. Racism-related distress was tied to exhaustion, sleep dysregulation, anger, a lowered sense of safety, frustration, and feeling violated (Williams et al., 2022; Briggs, 2021; Capurri, 2021; Houshmand, 2017). These emotional and mental health impacts caused Black youth to develop more severe mental health conditions and disorders, especially among male youth (Sanni-Anibire, 2022; Briggs, 2018). Further, a study examining the prevalence of post-traumatic stress disorder (PTSD) symptoms in Black Canadians aged 15 to 40 found that those who experienced mid and very high levels of racial microaggressions, and everyday discrimination, reported greater PTSD symptoms (Cénat, Dalexis, Darius, Kogan, & Guerrier, 2022). Additionally, this study also concluded that participants born in Canada were more likely to experience significant PTSD symptoms, compared to those who immigrated to Canada (Cénat et al., 2022).

An Instagram user described going to school in Port Credit as “the root and catalyst” for their friend’s mental illness (see Appendix B28). They said their friend’s experiences in that school contributed to their anxiety and stress disorder (see Appendix B28). They described the blatant division in the school, how Black and Brown students struggled to fit in, and the constant gaslighting by white students, teachers, and higher-up officials (see Appendix B28).

Additionally, racial battle fatigue was a term used by many of the authors, defined as “a syndrome marked by anxiety, worrying, hypervigilance, intrusive thoughts, and difficulty thinking clearly” (Williams et al., 2022). Houshmand (2017) added that those who experience racial battle fatigue also have feelings of shock, anger, disappointment, helplessness, hopelessness, and fear. Briggs (2021) specifically discusses racial battle fatigue in the context of Black males transitioning from school to the workforce. As they experience continuous microaggressions and jobs with low pay, minimal benefits, no pensions, and limited job security, they feel exhausted, frustrated, stressed, and anxious (Briggs, 2021). Briggs (2021) also discussed active battle fatigue, which describes micro and macroaggressions that people of colour are conscious of. He says Black people experience this in addition to unconscious micro and macroaggressions, of which they are passive recipients (Briggs, 2021). Therefore, Briggs (2021) states that racialized individuals’ well-being is impacted at multiple levels simultaneously, having to constantly fight conscious and unconscious forms of oppression.

## **Accessing Mental Health Services**

Given the vast amount of mental health impacts that Black youth in the Region of Peel face, it is important that they have access to adequate mental health services. Despite this necessity, the literature raised two significant issues that prevent Black youth from receiving the help they need. There is a stigma around mental health and a lack of access to mental health



services within the Region of Peel (Peel Region, 2021). These issues worsen the impacts of experiencing racial discrimination on a continuous basis (Anucha et al., 2017).

### *Mental Health Stigma and the Lack of Access to Services*

Unfortunately, there is still a stigma around mental health in the Black community (Peel Region, 2021). People from racialized communities face more considerable cultural stigmas for having mental health difficulties, let alone diagnosable mental disorders (Williams et al., 2022). Many consider it taboo to converse about mental health issues with others outside of their community, and not having many health professionals of colour is a significant barrier to seeking mental health support (Williams et al., 2022). When Black youth in the Region of Peel decide to seek professional help, they discover that the mental health specialists do not represent them racially or culturally (Peel Region, 2021). One individual was quoted as saying how difficult it was to find a Black psychiatrist and psychologist and that they could only find one Black psychiatrist in the Region of Peel (Peel Region, 2021). Black families need culturally appropriate services that acknowledge that the system of racism exists, as well as its impact on Black communities (Peel Region, 2021).

Anucha et al. (2017) say that the Black community acknowledging mental illness is not enough and that positive support is necessary to help youth cope with mental illness. Black youth are often left to deal with their mental illness alone out of fear of being judged and penalized by their own community (Anucha et al., 2017). Another barrier youth experience in seeking professional help is the criminalization of mental health by various organizations within the community (Anucha et al., 2017). These issues worsen the impacts of experiencing racial discrimination.

### **Physical Health Impacts of Microaggressions**

There is a direct correlation between the mental health impacts cited above and the physical health impacts Black youth experience due to being subjected to continuous microaggressions (Williams et al., 2022; Briggs, 2018). Williams et al. (2022) found that one participant experienced hypertension because of suppressed anger, while another said racism contributed to her over-eating. General experiences of racial discrimination are associated with high blood pressure, cardiovascular diseases, chronic pain, and a 1.6 times higher mortality rate for Black people when compared to white populations (Williams et al., 2022; Houshmand, 2017; Cénat et al., 2022; Briggs, 2018). Sleep dysregulation and exhaustion were other common physiological effects of experiencing microaggressions (Williams et al., 2022).

### **Educational Impacts of Microaggressions**

Microaggressions in the PDSB result in negative outcomes that significantly affect the futures of Black youth and their ability to succeed (Peel District School Board, 2022; Raza, 2022; InBrampton, 2020; Newport, 2020). Students, parents, the PDSB Reviewers, and the Minister of Education, Stephen Lecce, have all concluded similar findings. Across the PDSB,

Black students have been subjected to academic streaming, overrepresentations in suspensions and expulsions, harsh disciplinary measures, dealing with guidance counsellors and teachers who expressed low expectations of them and pushed them toward precarious work, police involvement over trivial matters, and children leaving the PDSB as it was not safe for them (Chadha et al., 2020; Newport, 2020; Raza, 2022; InBrampton, 2020).

Streaming is the process of grouping students into classes based on their perceived ability and/or potential (McPherson, 2019). The Ontario Human Rights Commission, examining the 2019 Review of the Peel District School Board, found that Black students were disproportionately streamed into applied and locally developed classes (Ontario Human Rights Commission, n.d.), as opposed to university streams (Briggs, 2019). Data from the Ministry of Education's review of the 2018-2019 school year found that only 10.1% of Grade 9 and 10 students were Black, yet only 7.7% and 21.7% of Black students were enrolled in academic and applied courses, respectively (Raza, 2022). Conversely, 25.4% of Black students were in locally developed courses (Raza, 2022). Anucha et al. (2017) suggest that streaming limits the ability of Black youth to aim for meaningful career choices, resulting in precarious jobs with minimal security, benefits, and stability. Supporting this, York University (2017) found that streaming Black students into non-academic programs limits future educational opportunities and career advancement.

Similar to the effects of streaming, teachers and guidance counsellors have a significant impact on Black youth achieving their future goals. Students within the PDSB cited that their teachers and guidance counsellors did not ask them about their future goals when considering their course options (Chadha et al., 2020). One Black student shared their experience of having an A average yet was forced to wait weeks for an appointment with the guidance counsellor just to have a five-minute meeting where they were encouraged to take non-academic courses (Chadha et al., 2020). A former student in the PDSB expressed regret over taking teachers' advice to take applied courses and enroll in a vocational program, despite having high marks (Chadha et al., 2020). They expressed that this advice resulted in having limited college program choices and being excluded from university options (Chadha et al., 2020; Lettman, 2020). Overall, the literature shows that academic disengagement limits the occupational opportunities of Black youth (Briggs, 2018; McPherson, 2019). Students experiencing abandonment by staff who are supposed to help them realize their full potential can result in the belief that their only choices of finding success are as musicians or rap artists or in precarious work (Briggs, 2018).

Another significant issue in the PDSB is that Black students are disproportionately represented in suspensions and expulsions (Chadha et al., 2020; George, 2020). Raza (2022) referenced the Ministry's report on the PDSB, based on the review launched by Lecce, finding that Black students accounted for 22% of suspensions yet made up 10% of the student population. In other words, Black students were approximately two-and-a-half times likelier to be suspended than white students (Feinstein, 2022). The report also found that Black children in

junior and senior kindergarten faced suspensions (InBrampton, 2020; Chadha et al., 2020). Teachers in the PDSB were suspending Black students for wearing hoodies, hoop earrings, and durags (Chadha et al., 2020). The long-term consequence of suspension is that students fall behind academically (Lettman, 2020). Further, expulsions from school have been linked to youth experiencing homelessness (Lettman, 2020). Additionally, a PDSB report from September 2021 discovered that Black students were two to five times more likely than the average Peel student to not graduate after five years (Feinstein, 2022).

Chadha et al. (2020) and George (2020) found that Black students experience disproportionately more discipline, which is also harsher and not progressive. Findings showed that disciplinary measures were used to exclude children from the classrooms, with one vice-principal noting that children spend days staring at a white wall, not learning, and parents were not informed of this (Chadha et al., 2020). A participant in McPherson's (2022) study had an incident with a teacher being rude to her in front of the class and refusing to acknowledge it. The girl explained that the teacher's actions hurt and embarrassed her, to which the teacher responded by threatening to call her mom and the principal to have a meeting (McPherson, 2022). Other participants in McPherson's (2022) study also shared their experiences. One girl explained that her white peers were allowed to submit schoolwork past the deadline, yet Black students were provided excuses as to why they were not allowed to do the same (McPherson, 2022). Another participant explained that one of her teachers constantly called her out "for no reason" (McPherson, 2022, p. 15). The consequences of teachers taunting Black students and forcing them to act in stereotypical ways to justify disciplinary actions destroy the trust Black students have in the education system (McPherson, 2022). This results in further tensions, diminishing the quality of education Black students receive (McPherson, 2022).

Further, some teachers are unaware of or choose to ignore the various challenges Black students encounter in their personal lives and at home (Lettman, 2020). These difficulties may impact students' punctuality, attendance, and/or academic performance, but teachers nevertheless penalize students without considering the reasons for their behaviour (Lettman, 2020). For example, a former student in the GTA described her experience after her dad got into a really bad accident that significantly impacted her (Thomas-Reynolds, 2020). She explained how none of the teachers inquired about how she was doing, despite how obviously she was struggling (Thomas-Reynolds, 2020). She felt as if they viewed her as just another Black student who did not want to be there, who wanted to skip school, and who was just another statistic (Thomas-Reynold, 2020).

### **Economic and Social Impacts of Microaggressions**

While microaggressions are not directly associated with negative social and economic impacts in the lives of Black youth, microaggressions in the education system result in Black youth making or being forced into choices that limit their options regarding their futures. Black males face more economic disadvantages from working in precarious jobs. It is more likely that

they pay for their own job training compared to those with permanent positions; they are less likely to have employment benefits or pension plans; and 85% are required to report their work hours on a weekly or monthly basis (Briggs, 2021). Social challenges also arise out of economic struggles. For example, 40% of workers employed in precarious jobs experience employment anxiety which interferes with their personal and family lives (Briggs, 2021). Additionally, unstable employment and unlivable income result in uncertainty and exclusion from resources, family activities, and access to social services (Briggs, 2018; Briggs, 2021). Black youth also face further challenges, including poor housing and inadequate social networks (Briggs, 2021).

While microaggressions can be the starting point for eventually experiencing economic and social challenges, further microaggressions can be experienced because of these challenges. For example, those with inadequate incomes experienced microaggressions in the form of being ignored, overlooked, or not provided service in a store or restaurant, being treated rudely or disrespectfully, having accusations hurled at them, and being observed or followed in public spaces (York University, 2017). Additionally, those struggling financially often report that the Black people close to them, including family and friends, have been significantly affected because of their race (York University, 2017).

### **Overall Life Satisfaction and Subjective Well-being**

Well-being is defined by Black youth in the Region of Peel as experiencing emotional, mental, and financial safety; not feeling judged; having support and self-confidence; thriving; having basic needs met; having access to culturally appropriate tools and resources; and being seen as an individual (Peel Region, 2021). York University's (2017) study of 1,504 Black participants in the GTA, including the Region of Peel, found a strong relationship between being bothered by experiences of anti-Black racism and life satisfaction, health, mental health, and stress. Briggs (2021) claims that Black individuals' well-being is impacted by facing conscious and unconscious micro and macro-aggressions.

Cénat et al. (2022) found that racial discrimination predicted low life satisfaction and low self-esteem, with persistent discrimination a predictor of poor physical and mental health. Similarly, Peel Region (2021) found a strong correlation between the consequence and the impact of racism on mental well-being. Additionally, participants who had day-to-day experiences with discrimination most often expressed having medium life satisfaction, followed by high and then low life satisfaction (York University, 2017). Williams et al. (2022) found that although socioeconomic and political conditions are the most important factors in determining Black people's well-being, stigmas contribute to their lack of accessibility.

Racialized students who experience racism daily display negative impacts on their well-being and academic success (Visentin, 2022). Black males' well-being and quality of life are negatively impacted by economic disadvantages caused by being forced into precarious work (Briggs, 2021; Briggs, 2018). A significant limitation in the existing literature is that most of the

research on well-being and the education of Black youth in Ontario has focused on Black boys (McPherson, 2019). Yet, Black girls' experiences in the education system have a direct impact on their overall development and well-being (McPherson, 2019). Research needs to be conducted specifically on Black girls' well-being and their participation in society as they tend to face additional challenges in the education system (McPherson, 2019). Further, teachers and school administrators reacting as if Black students are aggressive and placing the blame on Black girls, impacts their academic success and well-being (McPherson, 2019). Teachers were also found to have little interest in the positive development and well-being of Black girls by directing microaggressions and differential treatment toward them (McPherson, 2019).

## **Coping Mechanisms**

The literature found both negative and positive coping mechanisms utilized by Black youth in response to daily microaggressions. Overall, more positive than negative coping mechanisms were reported. The theme of belonging is repeatedly cited throughout the various coping mechanisms Black youth employed (Peel Region, 2021; York University, 2017; Sanni-Anibire, 2022; Briggs, 2019).

### *Negative Coping Mechanisms*

In response to experiencing perpetual racial microaggressions, Black youth sometimes develop negative coping mechanisms. These include disordered eating and drinking heavily (George, 2020; Williams et al., 2022; Houshmand, 2017). Additionally, Houshmand (2017) found that Black people who used emotion-focused responses to cope with negative feelings resulting from racism, were likely to suffer from higher blood pressure, lower self-esteem, and lower life satisfaction. Emotion-focused strategies are passive tactics aimed at regulating emotional distress (Houshmand, 2017). These include avoiding, detaching, or denying the situation or turning to religion (Houshmand, 2017). Overall, though, Black people were less likely to use emotion-focused responses when dealing with racism (Houshmand, 2017).

Briggs (2018) found that some young Black men are at risk of engaging in forms of anti-social and criminal behaviour that threaten their well-being. These young Black men's dreams are often based on a desire to gain respect, which they develop through associating respect and success with athletes and entertainers (Briggs, 2018). As they struggle to find full-time jobs that pay well, they can turn to alternative forms of making money, resulting in a self-destructive lifestyle (Briggs, 2018).

### *Positive Coping Mechanisms*

There were significantly more positive than negative coping mechanisms utilized by Black youth throughout the literature. Houshmand's (2017) thesis provided substantial material for this section, as she extensively wrote about coping with racial microaggressions. She identified different forms of coping: collective, resistant, protective, and spiritual (Houshmand, 2017). She also identified problem-focused strategies, most often utilized by Black individuals

experiencing racism, which have been linked to better psychological outcomes (Houshmand, 2017).

Collective coping was the most popular and consisted of group-centered strategies and reliance on support networks, including family members, allies, friends, and partners (Houshmand, 2017). For example, Black students formed study halls and peer groups in response to improper racial stereotypes of African American people (Houshmand, 2017). Resistant coping includes direct and indirect behavioural strategies that challenge perpetrators and dominant ideologies (Houshmand, 2017). An example of this is Black women wearing their natural hair as a form of resistance (Houshmand, 2017). Houshmand (2017) described protective coping as acts that safeguard an individual from the negative effects of racial microaggressions. Examples include focusing on work, eating, or sleeping to detach and distance themselves from microaggressions (Houshmand, 2017). Finally, spiritual coping uses prayer, meditation, and other rituals to direct tensions linked with racial microaggressions toward a Higher Purpose (Houshmand, 2017).

Houshmand (2017) also recognized seven themes under resilient responses to racial microaggressions. They included calling out perpetrators; seeking out others for advocacy, resources, and emotional support; choosing a positive outlook, including cognitive reframing and spirituality; empowering themselves and others; choosing not to engage; utilizing humour; and taking care of themselves through creative expression and comforting activities (Houshmand, 2017).

Social media was also used as a positive coping tool in dealing with racial microaggressions (McPherson, 2019). Despite the racial microaggressions present on social media, Black youth found that social media allowed users to filter the type of media they accessed on sites like Instagram, Twitter, and YouTube (McPherson, 2019). Therefore, Black youth could view media without seeing negative representations of themselves, thus maintaining their self-esteem (McPherson, 2019). Additionally, McPherson (2019) found that social media has been used to generate narratives and images that empower and enlighten Black girls. For example, Akeelah's Room was created by the Engaging Girls Empowerment Leadership Development Action (EGELDA) program to promote the creation of media content and safer spaces for Black girls in the GTA (McPherson, 2019). It utilizes social media platforms, including Instagram and YouTube, to engage Black girls in discussing topics that impact their lives (McPherson, 2019). These spaces allow Black girls to resist the negative narratives and representations they see of themselves (McPherson, 2019). Social media also differs from mainstream media as it allows viewers to counter what they see, whereas the producers of mainstream media produce content without the opportunity to provide feedback (McPherson, 2019).

A sense of belonging and community also counteracts the negative effects of racism and increases well-being (Peel Region, 2021). A participant in the *Black Experience Project* found that surrounding herself with other Black girls helped her self-esteem, as they understood her experiences with racial microaggressions (York University, 2017). She stated that she became less passive and more confident (York University, 2017). Similarly, Sanni-Anibire (2022) found that play, friendships, parental involvement, and positive attitudes of educators helped foster integration and belonging for Nigerian immigrant children. Similar to collective coping and seeking out others for emotional support, Symonds (2017) identified self-preservation methods her Black female participants used to cope with racist encounters. Their methods included talking and venting, building community and engaging in culture, looking to positive examples, or choosing what thoughts would occupy their minds (Symonds, 2017).

Briggs (2019) wrote about a sense of belonging that Caribbean Black Male Youth (CBMY) in Toronto fostered for themselves out of necessity. CBMYs were forced to rely on their peers to find encouragement and a sense of direction while looking for stable employment (Briggs, 2019). Negative perceptions of higher education, microaggressions in school impacting their employment trajectories, and insufficient structural, educational, and social support push them toward obtaining support within their peer groups (Briggs, 2019). Briggs (2019) found that some CBMYs discuss future employment goals but do not have tangible plans or guidance on how to achieve them. Others enjoy the company of their peers, which may not contribute to stable employment, yet they find enjoyment in their lives and in friendships (Briggs, 2019). Additionally, these friend groups enabled Black youth to exchange ideas and frustrations and be vulnerable with each other within the labour market (Briggs, 2019).

Cultural identity also works to protect against anti-Black racism and is defined as “the identity or feeling of belonging to a group (Anucha et al., 2017). It is symbolic of a person’s self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality, or any kind of social group that has its own distinct culture” (Anucha et al., 2017, p. 5). Conversely, Williams et al. (2022) found that many second-generation immigrants could potentially be at risk for discrimination because their cultural identity was an important part of their being Canadian. Houshmand (2017) also found certain participants avoided discussing activities pertaining to their cultural identity to prevent being stereotyped and discriminated against.

### **The Black Community’s Perceptions of Other Races and Ethnicities**

This section of the literature review explores the Black community’s views towards other races and ethnicities within the Region of Peel. The academic literature reported narrow findings on this topic, and the social media posts found some recurring themes. Conversations about people in Brampton were found on social media, and the literature demonstrated how the Black community views Asian people. It was difficult to gain a significant understanding of how the



Black community in the Region of Peel perceives other races and ethnicities due to the limited existing research and social media examples available.

However, Black Facebook and Twitter users made claims about Brampton being “overpopulated by Indians” and referring to Brampton as “Browntown,” “Singhtown,” or “Bramladesh” (see Appendix B29). Other social media users said that Indian people were “the most racist” and that they “hate Black people” (see Appendix B30). One Facebook user wrote a long post about how he never judges people on their “race, class, ethnic background, religion, or creed,” yet he was now concerned about people’s ethnicity as “Indians are swarming my community. They have taken over Brampton” (see Appendix B31). He referred to Indian real estate brokers as “very aggressive” and claimed that “every house in Brampton is for sale by an Indian” (see Appendix B31). He also raised concerns about “turban-wearing men” being in the Federal Cabinet as well as the “sensitive post of Minister of Defence” (see Appendix B31). Another common theme expressed by Black social media users was that people living in Brampton “refused to use deodorant or take showers,” as well as references to Brampton “smelling like curry and struggle” (see Appendix B32).

In 2020, Thomas-Reynolds hosted a series of interviews with seven Black university graduates who studied in the GTA during their academic careers (2020). Her study focused on the educational experiences of these graduates, and through these interviews, the stereotype of Asian people as the “model minority” came up (Thomas-Reynolds, 2020). One of her participants described their high school experience as positive, feeling the need to perform better as the students at her school were predominantly Asian (Thomas-Reynolds, 2020). She further stated that she felt she was falling behind because the student body was so high achieving and that if she had gone to a school with more Black students or a variety of students, she might not have felt that way (Thomas-Reynolds, 2020).

## **Recommendations**

Racial microaggressions have no place in the Region of Peel. Therefore, we recommend that swift action be taken. As of September 2022, only five of the Ministry of Education’s 27 directives with more than 54 actions to dismantle systemic racism at the board, have been carried out (Feinstein, 2022). Implementing training and changes to the curriculum would be the most effective place to start. As the PDSB accepts the responsibility to prevent racism and racial microaggressions, we recommend they immediately implement staff training, beginning with senior leadership (Peel District School Board, 2022). As the PDSB Anti-Racism Policy states, anti-racism training and resources will be provided with supplementary training when additional resources are requested and/or when the Board’s race-based data analysis highlights shortcomings in anti-racist policy understanding and implementation (Peel District School Board, 2022). We recommend that this training be ongoing and fully comprehensive to ensure that PDSB staff are constantly learning and improving and that we do not have to rely on them to initiate more training.



Further, Equity, Diversity, and Inclusion/Inclusivity (EDI) training, specifically experiential training, combined with anti-racism training, is recommended (Sarr, Knight, Strauss, Ouimet, Cénat, Williams, & Shaughnessy, 2022). Experiential training is learning from experience, using a four-stage approach that is applied to all teachings (Kolb & Kolb, 2017). It begins with having a concrete experience; reflecting and observing; conceptualizing; and finally, partaking in active experimentation (Kolb & Kolb, 2017). Sarr et al. (2022) found that experiential training directed at increasing interracial connectedness by decreasing microaggressions led to fewer microaggressions committed by white students, increased ethnic identity of Black students, and increased positive feelings towards Black students by white students.

We agree with the policy's recommendation to provide Human Rights training and education to all Board members (Peel District School Board, 2022). We believe that a board that is adequately trained and reflects the demographic of students within the PDSB will be able to provide culturally and racially accurate training, as well as know how to deal with transgressions by the PDSB staff, should that occur (Peel District School Board, 2022).

Making immediate changes to the curriculum to incorporate material that demonstrates and promotes Black excellence is recommended. We suggest shifting the curriculum from focusing on Black pain and American Black figures to highlighting the Black experience, as well as Canadian figures (McPherson, 2022; CBC News Kids, 2022; Francis & Ngabo, 2020). This will prevent Black students from feeling unwelcome and as though their voice only matters when school activities focus on Black pain (McPherson, 2022). We recommend using the course "A History of Black People in Canada," which was implemented in September 2022 at Our Lady of Mount Carmel Secondary School in Mississauga, as a reference when building new courses into the curriculum (CBC News Kids, 2022). As this course was developed by Black students, it reflects their educational wants and needs. Further, we recommend that similar courses are implemented in all schools throughout the Region of Peel, are mandatory to take, and are taught by Black teachers. Additionally, incorporating material that directly addresses microaggressions and demonstrates their impact is recommended. The short film PICK, which focuses on microaggressions around Black hair, was suggested by its creators to be put online, played in schools, and have a program developed around it (Paradkar, 2018). Viewing this film is an accessible and engaging way to teach youth about the microaggressions their Black peers may experience regarding their hair, and how to best prevent this from happening through education and discussions.

Our next recommendation is to hire staff that reflect the demographics of the student population. In 2020, the ministry reported that 70% of the PDSB's staff were white, while only 16% of the board's students were white, with no publicly available data updates since this finding was published (Feinstein, 2022). Throughout the literature, Black students expressed

wanting more Black teachers and feeling excluded with low self-esteem when they do not see themselves represented in their teachers (York University, 2017; Briggs, 2018; Chadha et al., 2020). Black teachers make Black students feel supported and help manage issues related to race and racism in schools (York University, 2017; James, 2021). Black students stated that having Black role models or examples would have made achieving post-secondary educational goals easier for them (York University, 2017). The benefit of having more Black teachers is an inherent understanding of the Black experience without the need for training, thus immediately reducing the concern surrounding students experiencing racial microaggressions in schools (Chadha et al., 2020). In addition, having a diverse faculty of BIPOC members fosters creativity in solutions and dismantles groupthink (Sarr et al., 2022). Further benefits include higher GPAs, retention of BIPOC students, and a reduction in the achievement gap between white and BIPOC students (Sarr et al., 2022).

Similarly, hiring more Black guidance counsellors, particularly male guidance counsellors, is recommended (Chadha et al., 2020). For years, Black students have complained about white guidance counsellors not showing care or asking questions about their future interests and goals (Chadha et al., 2020). Additionally, the biases that white guidance counsellors hold directly lead to academic streaming, thus limiting the choices of Black students relating to post-secondary education and future career prospects (Briggs, 2021; Chadha et al., 2020). Further, the importance of guidance counsellors who reflect the student population and demonstrate care is evident when students claim that even when they have high achievement levels, they feel lost without clear plans, as they do not have guidance counsellors to advise them (Briggs, 2018).

Finally, we agree with the policy's recommendation to develop an anti-racism program that is fair and judicious (Peel District School Board, 2022). We found this section of the policy to lack substance and would further recommend that this policy be implemented immediately but also address all issues regarding race, racism, microaggressions and more subtle or covert forms of racism. Further, we recommend that repeated transgressions by students, teachers or staff be dealt with in a manner that protects the well-being of Black students in the PDSB. We also recommend increasing the frequency of reports. The policy currently states that reports will be provided annually, with interim updates every six months. As racial discrimination in PDSB schools directly impacts the educational and career opportunities of Black students, it is important to ensure that their chances of higher education and professional success are not diminished.

Providing education and training in schools can help minimize microaggressions among school-aged youth, as well as teachers and staff. To reduce microaggressions Black youth experience outside of the education system, we recommend mandatory training and education in all workplaces within the Region of Peel. We believe this is the most effective way to reach the greatest number of people. Between those in the workforce and those in the education system,

most of the population will have received education and training on microaggressions and their impact.

## Conclusions

Microaggressions are part of the daily experience of Black youth in the Region of Peel. This literature review sought to determine the most common types of microaggressions they face, where they face them, and how they are impacted by these subtle forms of racism, using academic and grey literature, as well as social and local news media.

First, we examined Canada's multiculturalism and how its policies result in a society with colour blind attitudes. Despite Canadians' desire to argue that we live in a colour blind society, mainstream and social media demonstrate harmful stereotypes about Black youth. It was found that there were differences in the types of stereotypes portrayed in mainstream and social media, with some similarities. Criminality was found to be a predominant stereotype across all forms of media, with social media's portrayals of Black girls as sexual and screen media's depictions as aggressive. We also found that there were gender differences in stereotypes, although more research would need to be conducted to determine how these differences appear in mainstream versus social media.

Black youth in the PDSB described facing microaggressions from teachers, students, and staff. Our findings showed that the most common microaggressions Black students faced in school included surprise at high levels of intelligence, discouraging the pursuit of higher education, the association between accents and a perceived lack of fluency in the English language, assumptions of criminality, and insufficient attention and resources provided. These microaggressions, influenced by stereotypes portrayed in the media, resulted in harsher disciplinary measures Black students received compared to their white peers for the same 'indiscretions'.

While our research uncovered a wealth of information regarding the microaggressions Black youth face within schools in the Region of Peel, we had to rely more on social and local news media for public and social microaggressions. They revealed that Black youth are often suspected of criminal behaviour when driving nice cars, and that they experience difficulties in the workplace, when applying for bank loans, looking for housing, or accessing healthcare services. Additionally, they experience people acting intimidated by them, wanting to touch their hair, and constantly being asked where they are from.

Microaggressions are correlated with negative mental health effects, including a loss of self-esteem, confidence, or motivation, as well as experiencing stress and anger. These emotional impacts are associated with developing mental health disorders, stemming from exposure to colour blind attitudes, having to work twice as hard to succeed, having to reject negative stereotypes of Black people, and having their career opportunities limited, resulting in

socioeconomic disadvantages. These are further exacerbated by the stigma around mental health within and outside of the Black community, as well as having a lack of access to culturally and racially sensitive mental health services. Additionally, there is very little research on the physical health impacts of microaggressions within the Region of Peel and even on a national and international scale. Despite this, mental health issues caused by experiencing microaggressions were found to result in physical symptoms.

There were significant findings on the educational impacts of microaggressions, which were discovered to worsen mental health symptoms. Black youth being overrepresented in the practice of academic streaming, suspensions and expulsions, drop-out rates, and police involvement in minor incidents pushed Black students towards precarious employment and resulted in limited beliefs about what they could accomplish. Feelings of abandonment by teachers and guidance counsellors, as well as differential treatment, lowered their self-esteem and often resulted in Black students mentally and physically withdrawing from school. As a result of their limited options in the school-to-work transition, Black youth experienced economic and social difficulties.

The significant mental, physical, economic, and social barriers and consequences faced by Black youth, lead to diminished life satisfaction and well-being. While more research needs to be conducted on the impacts of racial microaggressions on Black girls' well-being, existing research shows that those who experience racism daily have less academic success, more economic disadvantages, and lower well-being. Our literature review also addressed the findings on negative and positive coping mechanisms used by Black youth to deal with the effects of racial microaggressions, with the literature citing a plethora of positive coping mechanisms and a few negative coping mechanisms.

The biggest limitation we encountered when writing our literature review, occurred while researching the Black community's perceptions of other races and ethnicities. Though we were able to find some evidence, it was limited to social media posts and comments created by Black users regarding their views on Brown people living in Brampton. Furthermore, the existing literature only addressed Black people's perception of Asian people in the education system. Additional research would benefit from examining how the Black community views other races and ethnicities in academic, economic, public, and social settings.

Overall, this review has implications for the PDSB, the workforce, broader community-based organizations, including social and mental health services, the public, and other stakeholders and funding bodies. It can help facilitate a better understanding of how racial microaggressions affect Black youth and their futures and, thereby, help reduce them. By identifying the types of microaggressions Black youth face and who is committing them, adequate training and consequences can be developed and enforced to ensure the eradication of racial microaggressions within the education system, the workplace, and services, as well as in

public and social spheres. Further policy development can benefit from this review, as it outlines specific recommendations to improve the lives of Black youth within the Region of Peel, both within and outside the education system.

## References

- Aladejebi, F., Allain, K. A., George, R. C., & Nzindukiyimana, O. (2021). We the North? Race, nation and the multicultural politics of Toronto's first NBA championship. Retrieved January 19, 2023, from [https://static1.squarespace.com/static/55d52c8de4b074178ca70eac/t/60bf8ee47a799a16be04c786/1623166693160/We+the+North\\_FinalSubmission.pdf](https://static1.squarespace.com/static/55d52c8de4b074178ca70eac/t/60bf8ee47a799a16be04c786/1623166693160/We+the+North_FinalSubmission.pdf)
- Ali [@MrAhmednurAli]. (2022, February 25). *If you need to call police on a 4 year old Black baby, you shouldn't be a teacher. Full stop.* [Tweet] Twitter. <https://twitter.com/MrAhmednurAli/status/1497230115855556608>
- Alicia [@equitywithalicia]. (2022, October 7). *Are you anti-Black?* [Instagram Photo]. [https://www.instagram.com/p/Cjagr6LXrB/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/Cjagr6LXrB/?utm_source=ig_web_copy_link)
- Aliev, R. [@RamizAliev]. (2018, July 18). *Would @KevinYardeNDP speak for anti-criminal directorate, instead? What racism he is talking about, this is Canada for God sake. We have no racism, we have those who are trying to get advantage from look differently to act differently, though. Our race is Canadians.* [Tweet] Twitter. <https://twitter.com/RamizAliev/status/1019747830033010688>
- Amin [@Faiza\_AminTV]. (2021, January 7). *A 6 yr old Black girl who was handcuffed by Peel Police while she was at school, has been "awarded" \$35k in damages.* [Tweet; image attached] Twitter. [https://twitter.com/Faiza\\_AminTV/status/1347213546774474753](https://twitter.com/Faiza_AminTV/status/1347213546774474753)
- Amoah, A. (2020, July 4). *My friend and I call it Singhtown. Plus they do not provide opportunities for black folks and they are horrible neighbours.* [Comment]. Facebook. <https://www.facebook.com/groups/BlackTorontoGTA/permalink/556471171693740/>
- Ansari, A. (2020, June 2). Black Lives Matter. And in light of recent events, the BLM movement has made me critically reflect on the community I grew up in. [Status update] Facebook. <https://www.facebook.com/ayeshi.ansari/posts/pfbid0APqKqN5Xjw72fA1rngYrn4mhrtnXmKHMT6d5AysLu2G161dhtFAGSH4oQ196B9M6l>
- Anucha, U., Srikanthan, S., Slad-Togane, R., & Galabuzi, G-E. (2017). Doing right together for Black youth: What we learned from the community engagement sessions for the Ontario Black youth action plan. *York Space*. Retrieved January 19, 2023, from <https://yorkspace.library.yorku.ca/xmlui/handle/10315/35717>

- Being Seen. (2022a). *Children's Media Report*.  
<https://www.beingseen.ca/wp-content/uploads/2022/03/Childrens-Media-Report-BSO-Final-EN.pdf>
- Being Seen. (2022b). *The Black communities report*.  
<https://www.beingseen.ca/wp-content/uploads/2022/05/The-Black-Community-BSO-EN.pdf>
- Bougie, M. (2021, March 28). *Cultural enrichment!* [Comment]. Facebook.  
<https://www.facebook.com/peelregionalpolice/posts/pfbid02tmiSL9c2MVmXYcquiJLFmkjlTa1Jjws3JN4UBhMhuQUxeea2zbQMLXz2cAEpk9aRl>
- Briggs, A. Q. (2021). Getting a foot in the door: A critical anti-race analysis of underemployed second generation Caribbean Black male youth. *SAGE Journals*, 16(2).  
<https://doi.org/10.1177/1746197920909051>
- Briggs, A. Q. (2018). Second generation Caribbean Black male youths discuss obstacles to educational and employment opportunities: A critical race counter-narrative analysis. *Journal of Youth Studies*, 21(4), 533-549.  
<https://doi.org/10.1080/13676261.2017.1394997>
- Briggs, A. (2019). "We had support from our brothers": A critical race counter-narrative inquiry into second-generation Black Caribbean male youth responses to discriminatory work pathways. *Journal of Education and Work*, 32(10), 1-16.  
<https://doi.org/10.1080/13639080.2019.1624696>
- [burner9686]. (2022). *Ask all Jane n finch mans that moved here*. [Comment]. Instagram.  
<https://www.instagram.com/p/Chc5GTapFCj/?hl=en>
- Capos, S. [@Sicari0Soldado]. (2020, June 7). *I live across the street from Celebration Square and a security guard from my building cane to my door and told me to keep it closed. I hope these fools don't start destroying property and killing people*. [Tweet] Twitter.  
<https://twitter.com/Sicari0Soldado/status/1269691646414913540>
- Capurri, V. (2021). "I cannot hide my anger to spare you guilt": On BLMTO and Canadian mainstream media's response. *Studies in Social Justice*, 15(1), 129-144.  
<https://doi.org/10.26522/ssj.v15i1.2145>
- CBC Kids News. (2022, April 28). These students fought for a Black history course at their

school, and won.

<https://www.cbc.ca/kidsnews/post/these-students-fought-for-a-black-history-course-at-the-ir-school-and-won>

Cénat, J. M., Hajizadeh, S., Dalexis, R. D., Ndengeyingoma, A., Guerrier, M., & Kogan, C. (2021). Prevalence and effects of daily and major experiences of racial discrimination and microaggressions among Black individuals in Canada. *Journal of Interpersonal Violence*, 37(17-18). <https://doi.org/10.1177/08862605211023493>

Cénat, J. M., Hajizadeh, S., Dalexis, R. D., Darius, W.P., Kogan, C.S., & Guerrier, M. (2022). Prevalence of current PTSD symptoms among a sample of Black individuals aged 15 to 40 in Canada: The major role of everyday racial discrimination, racial microaggressions, and internalized racism. *The Canadian Journal of Psychiatry*. <https://doi.org/10.1177/07067437221128462>

Chadha, E., Herbert, S., & Richard, S. (2020). Review of the Peel District School Board. *Massey College*. <https://www.masseycollege.ca/wp-content/uploads/2020/11/Peel-District-School-Board-Report-Anti-Black-Racism.pdf>

Corkett, J.K., Cho, C.L., & Steele, A. (2021). *Global perspectives on microaggressions in schools*. Scholars Portal Books. <https://books.scholarsportal.info/uri/ebooks/ebooks7/taylorandfrancis7/2022-07-12/3/9781003089681>

DEE DEE [@GLDN24k] (2023, January 6). Finding a place to rent as a single black woman was one of the worst experiences of my life lol. [Tweet]. Twitter. <https://twitter.com/GLDN24k/status/1611427549111848960>

Defiant [@FluentAsFluck]. (2023, January 6). *People don't want to get shot*. [Tweet]. Twitter. <https://twitter.com/FluentAsFluck/status/1611354258347024384>

Douglas, P. (2018, November 26). Violence is like a heart attack - the symptoms need to be treated. *Brampton Guardian*. <https://www.bramptonguardian.com/news-story/9051441-violence-is-like-a-heart-attack-the-symptoms-need-to-be-treated/>

EL Gran' Osvaldo [@Vizzy\_rayven]. (2020, August 31). *Brampton will soon become a city were only indians in canada live in, to top it off they are the most racist idiots out here*. [Tweet]. Twitter. [https://twitter.com/Vizzy\\_rayven/status/1300458063728705541](https://twitter.com/Vizzy_rayven/status/1300458063728705541)



#endanglophonecrisis in Cameroon [@ety\_17]. (2023, January 5). *Taking the transit as a black woman in Brampton is such a blessing because everyone avoids sitting next to you unless they are black too.* [Tweet]. Twitter.

[https://twitter.com/ety\\_17/status/1610987511278456832](https://twitter.com/ety_17/status/1610987511278456832)

Feinstein, C. (2022, September 10). 'We're in a state of emergency.' Parents frustrated by slow pace of tackling racism in Peel schools. *Toronto Star*.

<https://www.thestar.com/news/gta/2022/09/10/were-in-a-state-of-emergency-parents-frustrated-by-slow-pace-of-tackling-racism-in-peel-schools.html>

Flow 98.7 (2018, June 5). A supply teacher in the Peel District School Board (PDSB) is under investigation after posting an alleged racist photo of a student on social media. [Status update]. Facebook.

<https://www.facebook.com/G987FM/posts/pfbid0K6bwA6TrfVFqEp7g8vbDfSskYQ1WtDdez8UHTVAfAd2hjJoRx4CntLyx5uckW6CFI>

Francis, A., & Ngabo, G. (2020). Hundreds protest to demand 'transformational' change in Ontario schools to address anti-Black racism. *Toronto Star*.

<https://www.thestar.com/news/gta/2020/08/03/hundreds-protest-to-demand-transformational-change-in-ontario-schools-to-address-anti-black-racism.html>

George, R. C. (2020). Holding it down? The silencing of Black female students in the educational discourses of the Greater Toronto Area. *Canadian Journal of Education*, 43(1), 32-58. Retrieved January 19, 2023, from

<https://journals.sfu.ca/cje/index.php/cje-rce/article/view/3801>

Goddess of BLACK [@xm\_muva]. (2017, January 27). *Brampton smells like curry and struggle.* [Tweet]. Twitter. [https://twitter.com/xm\\_muva/status/825117666423734273](https://twitter.com/xm_muva/status/825117666423734273)

Godspeed. [@Tommytooraw]. (2023, January 3). *Can't even take a small nap on the bus home from Brampton cause the way that smell infiltrates your nostrils is madddd.*

<https://twitter.com/Tommytooraw/status/1610337844387631104>

Green, M. (2019). Soul tending and the pedagogy of hope: A mixed method study examining the experiences of racialized students in Southern Ontario Catholic schools. University of St. Michael's College - University of Toronto. Retrieved January 19, 2023, from

<https://religiouseducation.net/papers/rea2019-green.pdf>

Houshmand, S. (2017). *Resilient responses: Coping with racial microaggressions*. McGill

- University. Retrieved January 19, 2023, from <https://escholarship.mcgill.ca/concern/theses/rv042w44t>
- InBrampton. (2020, March 22). Peel District School Board to meet to discuss concerning report on anti-Black racism in Brampton schools. <https://www.insauga.com/peel-district-school-board-to-meet-to-discuss-concerning-report-on-anti-black-racism-in-brampton-schools/>
- James, C. E. (2021). *Colour matters: Essays on the experiences, education, and pursuits of Black youth*. University of Toronto Press.
- Jamshed, P. (2020, June 3). I am grateful for my time at Port Credit Secondary School. [Status update]. Facebook.
- Kjj, Mandela. (2020, April 30). *As someone who went to highschool in Peel region, none of this is new*. [Status update]. Facebook.
- Kolb, A.Y. & Kolb, D.A. (2017). Experiential Learning Theory as a Guide for Experiential Educators in Higher Education. *Experiential Learning & Teaching in Higher Education*, 1(1), 7-44. Retrieved February 3, 2023, from <https://nsuworks.nova.edu/elthe/vol1/iss1/7>
- Lavoie, R.C. (2022a). *This is what happens when you value “diversity” and inclusion” over public safety*. [Comment]. Facebook.
- Lavoie, R.C. (2022, November 2b). *Well surprise, surprise*. [Comment]. Facebook. <https://www.facebook.com/photo.php?fbid=487356750090776&set=a.229549322538188&type=3>
- Lettman, S-A. (2020). *A discourse analysis of Peel District School Board documents: Situating the realities of Black male students*. Ryerson University. Retrieved January 19, 2023, from [https://rshare.library.torontomu.ca/articles/thesis/A\\_Discourse\\_Analysis\\_of\\_Peel\\_District\\_School\\_Board\\_Documents\\_Situating\\_the\\_Realities\\_of\\_Black\\_Male\\_Students/14664435](https://rshare.library.torontomu.ca/articles/thesis/A_Discourse_Analysis_of_Peel_District_School_Board_Documents_Situating_the_Realities_of_Black_Male_Students/14664435)
- Loren., T (2021, May 30). *Instead of all of this talk about racism, why don't we just teach children about respecting each other*. [Comment]. Facebook. <https://www.facebook.com/CityNewsTO/posts/pfbid0HPYoX3HANxcCbKaNBKnNsApuBpp4f8izMjV8tiRCx6dioJyCVzyYWNQu7RkxfZHCl>

- Low, T. (2020, June 18). *What??? Give me a break!! What next? Does anyone in Brampton go for a walk at night? No? Why not? Oh yeah, getting attacked by oppressed black people doesnt appeal to me!!*. [Comment]. Facebook.
- Marychuk, M. (2020, March 24). 'I don't like what's happening': Trustee fights to eliminate anti-Black racism in Brampton and Mississauga schools. *Brampton Guardian*. [https://www.bramptonguardian.com/news-story/9912389--i-don-t-like-what-s-happening-trustee-fights-to-eliminate-anti-black-racism-in-brampton-and-mississauga-schools/?fbclid=IwAR0xStRuqS7ul1EdemistjcqAz11xguNBeuOdOmzk3\\_F2JBkWBbMnMa5JQY#.XqfYgBg2XeE.facebook](https://www.bramptonguardian.com/news-story/9912389--i-don-t-like-what-s-happening-trustee-fights-to-eliminate-anti-black-racism-in-brampton-and-mississauga-schools/?fbclid=IwAR0xStRuqS7ul1EdemistjcqAz11xguNBeuOdOmzk3_F2JBkWBbMnMa5JQY#.XqfYgBg2XeE.facebook)
- McLeod [@Superpescado]. (2022, September 13). *Looks like diversity is working*. [Tweet]. Twitter. <https://twitter.com/Superpescado/status/1569642558485053441>
- McPherson, K. N. (2019). *Black girls clapback: Intersectionality, Black girlhood and inequity in the Greater Toronto Area (GTA)*. York University. Retrieved January 19, 2023, from [https://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/37375/McPherson\\_Kisha\\_N\\_2019\\_PhD.pdf?sequence=2&isAllowed=y](https://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/37375/McPherson_Kisha_N_2019_PhD.pdf?sequence=2&isAllowed=y)
- McPherson, K. (2022). "The teacher said nothing": Black girls on the anti-Black racism in Greater Toronto Area (GTA) schools. *Journal of the American Association for the Advancement of Curriculum Studies*. Retrieved January 19, 2023, from <https://ojs.library.ubc.ca/index.php/jaaacs/article/view/194206/192262>
- Michelle, L. (2020, June 15). *Those fists look violent*. [Comment]. Facebook.
- N [@meowyyjane]. (2019, June 25). So while waiting in the car for my G test, this guy pulled up and was talking to his instructor about why he likes living in caledon and one thing he said was, " there's no ghetto shit here, no black people". [Tweet]. Twitter. <https://twitter.com/meowyyjane/status/1143568393179713536>
- ' Nell [@\_jaannelle] (2021, April 21). *Naw, I'm dying because this is how the white and Indian people in Brampton behaved when Rap music came on, when Black people showed up in textbooks (usually followed by a "is that your cousin?" remark) and when it was Black History Month at school*. [Tweet]. Twitter. [https://twitter.com/\\_jaannelle/status/1384995941216923650](https://twitter.com/_jaannelle/status/1384995941216923650)
- Newport, A. (2020, June 17). Teachers' union calls on Peel District School Board to address

anti-Black racism in Mississauga schools. *InSauga*.

<https://www.insauga.com/teachers-union-calls-on-peel-district-school-board-to-address-anti-black-racism-in-mississauga-school/>

Nguyen, T. (2020, June 2). *Dear councillors Charmaine Williams and Pat Fortini, can you please explain why the Region of Peel's official Twitter account liked such an appalling racist article from the National post especially after they acknowledged the issue with anti-black racism in the region's school system? This is very upsetting.* [Status update]. Facebook.  
<https://www.facebook.com/thanh.canada.nguyen/posts/pfbid022VbAjA9duXXyMdnHECYuF54EDA33gbBWuHwd3nrFrp6yqB2RZTSjdDLcEJ3HpGU7l>

Nk [@\_steeznash]. (2022). *Lmao I'll never forget when this guy was our substitute for gym one day and looked at our predominantly black class and said "wow this is a dark room".* [Comment] Instagram.  
[https://www.instagram.com/p/CiBoAbpLf8k/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CiBoAbpLf8k/?utm_source=ig_web_copy_link)

Only\_V [@onlylad\_v]. (2022, October 19). *Everyday this type of mugshot.* [Tweet] Twitter.  
<https://twitter.com/PeelPolice/status/1582426888420888577?cxt=HHwWgsDU9d639PUrAAAA>

Ontario Human Rights Commission. (n.d.). *How Ontario students are performing.*  
<https://www.ohrc.on.ca/en/right-to-read-inquiry-report/how-ontario-students-are-performing>

Paradkar, S. (2018, June 11). New short film PICK aims to straighten out misconceptions about Black women's hair. *Toronto Star*.  
<https://www.thestar.com/opinion/star-columnists/2018/06/11/new-short-film-pick-aims-to-straighten-out-misconceptions-about-black-womens-hair.html>

Peel District School Board. (2022). *Peel District School Board Anti-Racism Policy.*  
[https://www.peelschools.org/documents/PDSB\\_Anti-Racism\\_Policy.pdf/PDSB\\_Anti-Racism\\_Policy.pdf](https://www.peelschools.org/documents/PDSB_Anti-Racism_Policy.pdf/PDSB_Anti-Racism_Policy.pdf)

Peel Region. (2021). *Community engagement report. A community safety & well-being plan for Peel: Voices from the community.*  
[https://peelregion.ca/community-safety-wellbeing-plan/\\_media/community-engagement-report.pdf](https://peelregion.ca/community-safety-wellbeing-plan/_media/community-engagement-report.pdf)

Raza, A. (2022, April 13). Being Black in school: Peel students open up about the racism they

- face in the classroom. *CBC News*.  
<https://www.cbc.ca/news/canada/toronto/peel-students-racism-panel-1.6408851>
- Raza, A. (2022, May 8). ‘Significant shift’ coming to ESL programs to end systemic racism, Peel board says. *CBC News*.  
<https://www.cbc.ca/news/canada/toronto/pdsb-esl-ministry-directives-racism-1.6436821>
- Robinson, R. (2022, October 25). *The Indians are coming: Rishi Sunak, an Indian, is the new prime Minister of Great Britain*. [Status update]. Facebook.  
<https://www.facebook.com/radcliffe.robinson.5/posts/pfbid027WrGd2YrzdpfSSNJZDeWi2V33sGhHUfoPR3sg8jiTABU6FyM8FUeELhhkskoAfZfl>
- s [@xsehar]. (2022, April 9). *August 8 restaurant in Brampton!!! This is absolutely disgusting behaviour from their staff*. [Tweet]. Twitter.  
<https://twitter.com/xsehar/status/1512983500680540168>
- Sanni-Anibire, H. (2022). “Why are we so Black?”: Nigerian families’ integration into schools in Canada. The University of Manitoba. Retrieved January 19, 2023, from  
[https://mspace.lib.umanitoba.ca/bitstream/handle/1993/36857/Sanni-Anibire\\_Hafizat.pdf?sequence=1&isAllowed=y](https://mspace.lib.umanitoba.ca/bitstream/handle/1993/36857/Sanni-Anibire_Hafizat.pdf?sequence=1&isAllowed=y)
- Sarr, F., Knight, S., Strauss, D., Ouimet, A.J., Cénat, J.M., Williams, M.T, & Shaughnessy, K. (2022). Increasing the representation of Black, Indigenous, and people of colour as students in psychology doctoral programs. *Canadian Psychology/Psychologie canadienne*, 63(4). <https://doi.org/10.1037/cap0000339>
- Simmons Cohen, L. (2017, November 13). *Oh what a surprise*. [Comment]. Facebook.  
<https://www.facebook.com/peelregionalpolice/posts/pfbid0okZZF4P2ke5tRz9DSrEDKSqfiWr4ZmtY98McbSXypMh81V6rB8zqkN1QUWhGdE3VI>
- Sinope, D.V. (2020, October 4). *Living in one of the most diverse and accommodating countries but sure...* [Comment] Facebook.  
<https://www.facebook.com/watch/?v=783067062236760&ref=sharing>
- Sly-Mason, C. (2022, September 1). *Not surprised*. [Comment] Facebook.
- Smith, S.L. (2020, July 5). *Naw...i live next to family that do not take showers or use deoderant. I am all set*. [Comment]. Facebook.  
<https://www.facebook.com/groups/BlackTorontoGTA/permalink/556471171693740/>

- Snow, K. (2021, March 28). *Shocker*. [Comment]. Facebook.  
<https://www.facebook.com/peelregionalpolice/posts/pfbid02tmiSL9c2MVmXYcquiJLFmkjlTa1Jjws3JN4UBhMhuQUxeea2zbQMLXz2cAEpk9aRl>
- Stop.antiblackracism [@stop.antiblackracism]. (2023, January 12). *Canada is not immune to racism*. [Instagram Photo].  
[https://www.instagram.com/p/CnVmt6KLsZm/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CnVmt6KLsZm/?utm_source=ig_web_copy_link)
- [@SweetTimTim] (2020, May 22). *I just drove into Brampton in the 410 and literally got BOXED by curry wow I'm flabbergasted*. [Tweet]. Twitter.  
<https://twitter.com/SweetTimTim/status/1263787813281112064>
- Symonds, S.N. (2017). Exploring complexities: Multiracial Black women - Racism, sexism and resistance. *Toronto Metropolitan University*. Retrieved on February 2, 2023.  
[https://rshare.library.torontomu.ca/articles/thesis/Exploring\\_Complexities\\_Multiracial\\_Black\\_Women\\_-\\_Racism\\_Sexism\\_and\\_Resistance/14657523](https://rshare.library.torontomu.ca/articles/thesis/Exploring_Complexities_Multiracial_Black_Women_-_Racism_Sexism_and_Resistance/14657523)
- The Black Outreach Collective [@theblackoutreachcollective]. (2021, May 26). *Anti-Black racism*. [Instagram Photo].  
[https://www.instagram.com/p/CPWiR2gDXLW/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CPWiR2gDXLW/?utm_source=ig_web_copy_link)
- The Markup [@themarkup]. (2023, January 26). *Popular Instagram account Anti-Racism Daily saw its Black History Month ads rejected....Until they removed the word "Black."* [Tweet]. Twitter. <https://twitter.com/themarkup/status/1618658807835664386>
- TModotti [@hereformycity]. (2021, July 21). *exactly - I know this one cop (he is undercover but he literally tells everyone - I barely know him) who refers to Black people as gang-bangers, hates the city and lives in Caledon in a trash monster home - my hatred for him is palpable*. [Tweet]. Twitter.  
<https://twitter.com/hereformycity/status/1418013975791476739>
- Tre [@\_trevohn]. (2019, December 14). *Not even lowkey, HIGHKEY*. [Tweet]. Twitter.  
[https://twitter.com/\\_trevohn/status/1206038354011336704](https://twitter.com/_trevohn/status/1206038354011336704)
- Visentin, E. (2022). *Baked in like a muffin: The culture of whiteness in Ontario elementary schools*. Queen's University. Retrieved January 19, 2023, from  
[https://qspace.library.queensu.ca/bitstream/handle/1974/30208/Visentin\\_Elise\\_202206\\_MEd.pdf?sequence=3&isAllowed=y](https://qspace.library.queensu.ca/bitstream/handle/1974/30208/Visentin_Elise_202206_MEd.pdf?sequence=3&isAllowed=y)
- Wairiumu Muthiora, P. (2020, July 4). *Brampton is actually Browntown. Car insurance is*

*ridiculously high*. [Comment]. Facebook.

<https://www.facebook.com/groups/BlackTorontoGTA/permalink/556471171693740/>

Whyte, R-A. [@WhyteRae91]. (2020, May 22). *Bramladesh was welcoming you*.

<https://twitter.com/SweetTimTim/status/1263787813281112064>

Williams, M. T., Khanna Roy, A., MacIntyre, M-P., & Faber, S. (2022). The traumatizing impact of racism in Canadians of colour. *Current Trauma Reports*, 8, 17-34.

<https://doi.org/10.1007/s40719-022-00225-5>

Wittnebel, J. (2021, August 26). Peel police not prioritizing Black voices, advocates say; report shuns request for anti-Black racism committee. *The Pointer*.

<https://thepointer.com/article/2021-08-26/peel-police-not-prioritizing-black-voices-advocates-say-report-shuns-request-for-anti-black-racism-committee>

York University. *The Black experience project in the GTA*. (2017).

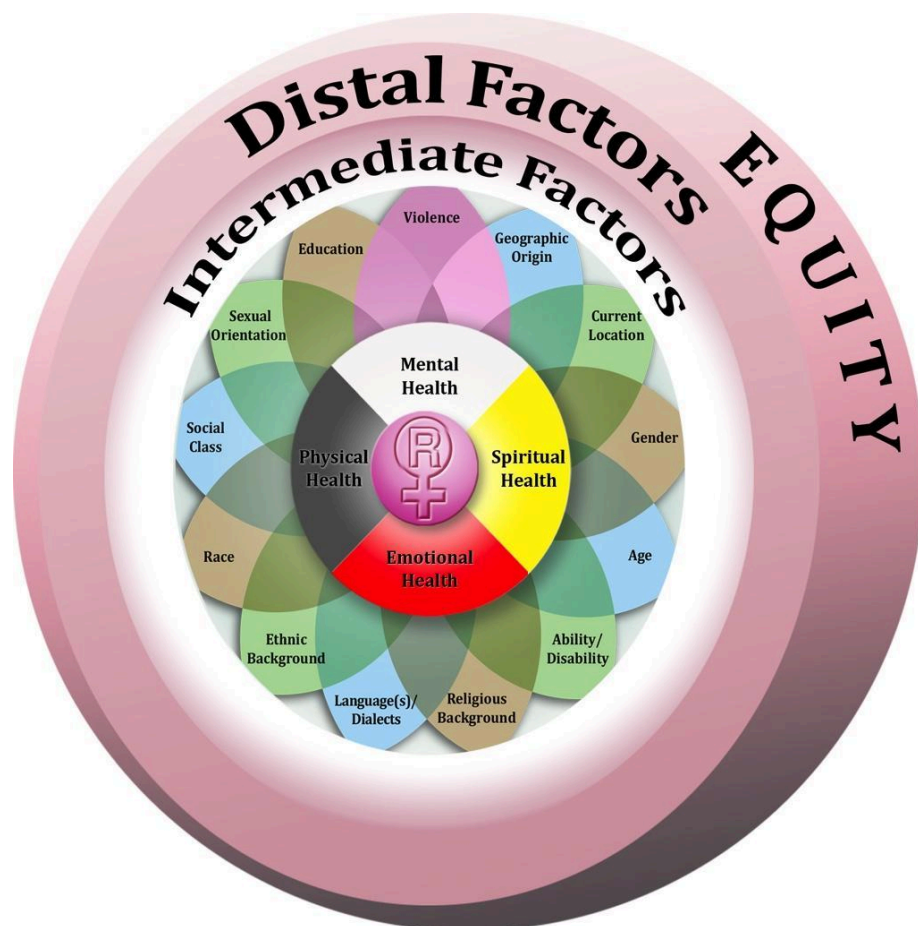
<https://edu.yorku.ca/files/2014/06/Black-Experience-Project-GTA-OVERVIEW-REPORT.pdf>

## **Appendix A**

This appendix describes Family Services of Peel's Anti-Oppression, Anti-Racism, Equity Framework. Appendix A1 demonstrates the types of determinants that affect an individual's life. These include proximal factors, which are the most immediate behavioural and environmental factors to the individual. Following those factors are immediate factors, which consist of community infrastructures, systems, resources, and capacities. Finally, distal factors are the historical, social, political, and economic factors that affect individuals' lives. Appendix A2 describes the intersecting identities an individual can have that determine how they experience the world, with certain identities contributing to multiple forms of oppression. Appendix A3 shows a graphic showing the social determinants of health. This graphic demonstrates that an individuals' health is not just determined by one thing but is simultaneously affected by their individual lifestyle factors, social and community networks, and general socio-economic and environmental conditions.

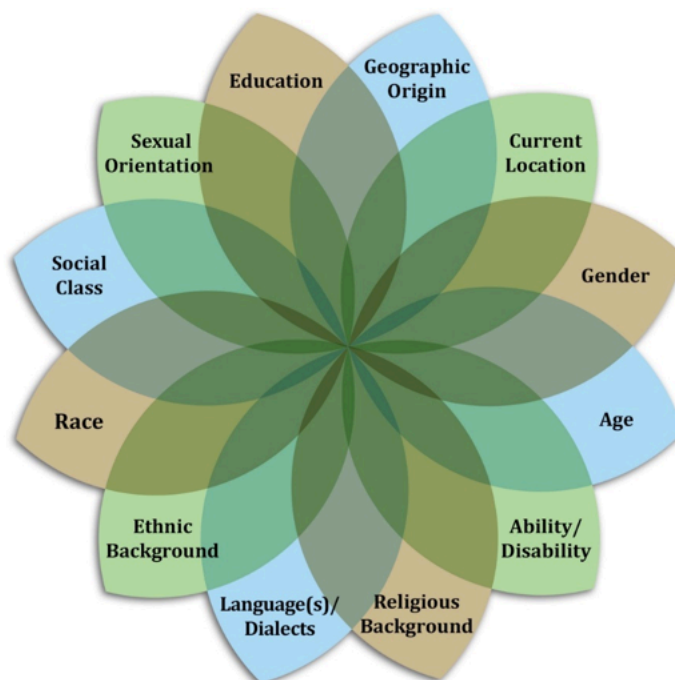
### **Appendix A1: Types of Determinants**



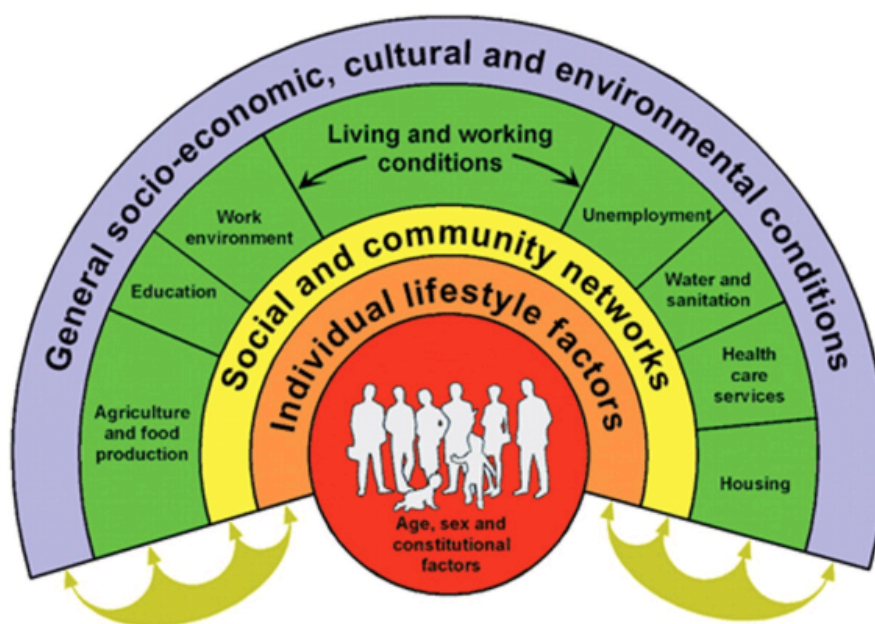


Monica Riutort, Peel Institute on Violence Prevention , 2015  
 Adapted from: Integrated Life Course and Social Determinants Model of Aboriginal Health. Charlotte Loppie 2009

## Appendix A2: Intersectionality



### Appendix A3: Social Determinants of Health



## Appendix B

This appendix includes all the social media posts and comments that were included in the literature review as supporting evidence for the major themes.

### Appendix B1

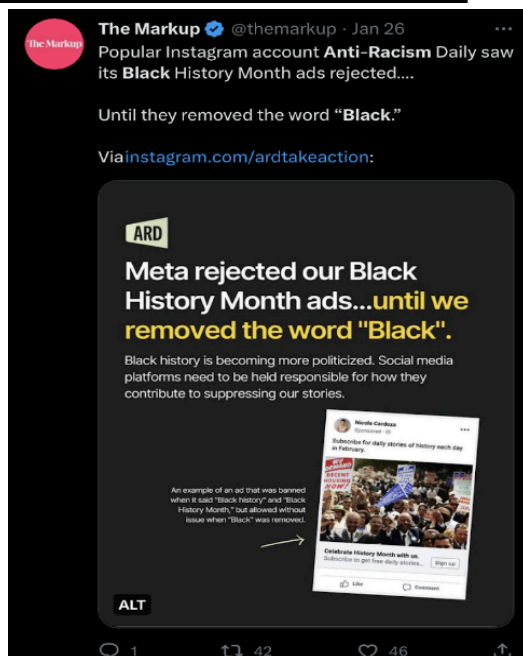
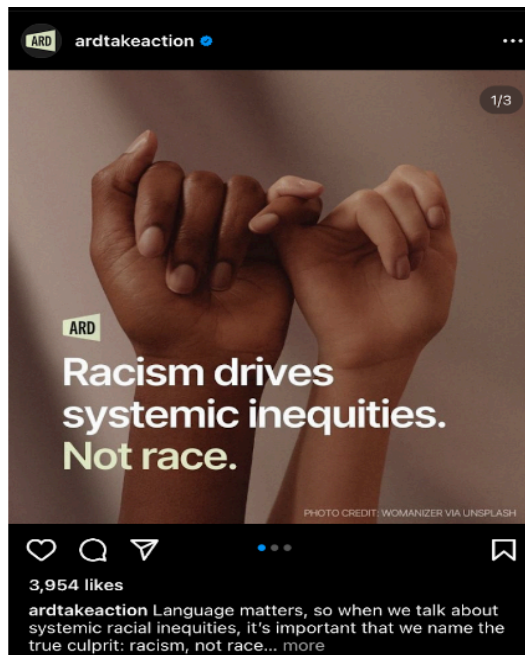


### Appendix B3

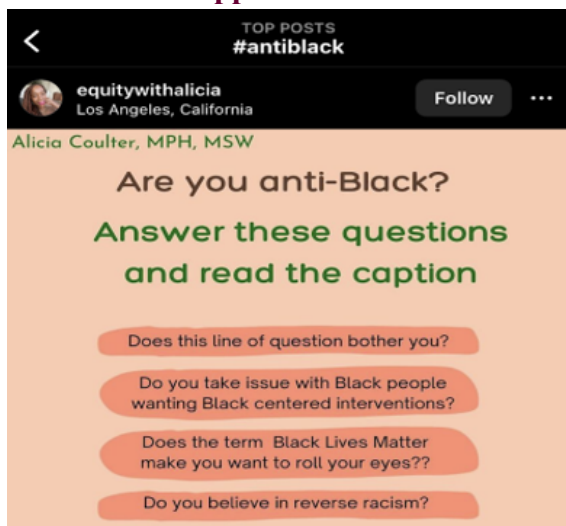
### Appendix B2



### Appendix B4



## Appendix B5



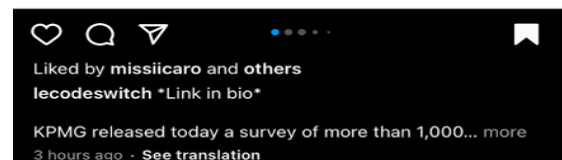
CODE SWITCH

# 73%

of Black people in Canada believe anti-Black racism efforts and broader diversity, equity and inclusion initiatives will be 'put on the back burner' by their employer during an economic downturn.

Employers making progress on anti-Black racism, KPMG survey

@LECODESWITCH



## Appendix B6

## Appendix B7

## Appendix B8

## Appendix B9







Public Safety Advisory Following Stranger Stabbing



PEELPOLICE.CA

### Public Safety Advisory Following Stranger Stabbing

Region of Peel – Investigators from the 12 Division Criminal Investigation Bureau are asking th...

17

4 comments 5 shares



Ryan Christopher Lavoie

This is what happens when you value "diversity" and "inclusion" over public safety.



Like Reply 5d



CBC News Alerts

@CBCAlerts

Police are looking for a suspect considered armed and dangerous in a black Jeep Cherokee after a double shooting in Mississauga, Ont.



cbc.ca

Shooting rampage includes Toronto police officer killed in 'ambush,' business o...

A gunman shot and killed a Toronto police officer at close range at a Mississauga, Ont., restaurant Monday afternoon in what police described as a...

4:27 PM · Sep 12, 2022

130 Retweets 12 Quote Tweets 195 Likes



James Mcleod @Superpescado · Sep 13, 2022

Replying to @CBCAlerts

Looks like diversity is working





Peel Regional Police

March 28, 2021 · 🌐

...

#### KIDNAPPING

- R/C 2:56am for disturbance at a residence
- Interaction btw #PRP & man -officer discharged firearm
- Man fled in vehicle with unwilling woman
- Suspect- Kwami Garwood -21yrs
- Female Victim- Salina Ouk
- Vehicle - Black Honda Civic -BZHE247
- Occurred in Mayfield Rd and Msga Rd area in #Brampton
- SIU have invoked their mandate
- Media officer @OfficerCannon will be in the media office shortly and will be heading to the scene
- updates to follow as information is available
- Don't approach! If seen call 911



👍👎👤 132

72 comments 454 shares



Marcellin Bougie  
Cultural enrichment!

👍👎👤 4

...

Like Reply 1y

## Appendix B10



CityNews Toronto

October 4, 2020 · 🌐

...

Denouncing racism and demanding radical change were two main goals of a rally in Mississauga Saturday. Brandon Rowe spoke with organizers on how this group would like to see change enacted in Peel region across public sectors



  36

34 comments 7 shares



Diogenes Von Sinope

Living in one of the most diverse and accommodating countries but sure...

Like

Reply

2v

 4

## Appendix B11



Ahmed Ali

@MrAhmednurAli

If you need to call police on a 4 year old Black baby, you shouldn't be a teacher. Full stop.

10:20 AM · Feb 25, 2022

538 Retweets

57 Quote Tweets

4,236 Likes





**Marc Parkin** @MarcParkin · Feb 25, 2022

Replying to @MrAhmednurAli

Just maybe you don't have all the details



**Oakville Homes** @MattamyWatch · Feb 25, 2022

Replying to @MrAhmednurAli

Ppl find it difficult to deal with out of control kids - in today's PC WOKE world, one wrong move you are fired. Once, an 8 yr old racist beat up an 18 Yr old lifeguard - feared legal charges if she defended herself. Call police - let them take heat. Try & control a violent kid.



2



1



**Snoflake** @SafeSnoflake · Feb 25, 2022

Replying to @MrAhmednurAli

You've taken away teacher's ability to discipline you moron. Way easier to make it about race and but all the other kids in danger. Liberals are so dumb.



**Marion Neil** @marionneil\_ · Feb 25, 2022

Replying to @MrAhmednurAli

Clear example of Leftist ideology making things worse. If the teacher is not allowed to touch the child, please enlighten us what they should do. How about we blame the parents that at 4 year old has no respect for adults.



**Julie Roedding** @JulieRoedding · Feb 25, 2022

Replying to @MrAhmednurAli

BTW, colour is not always the reason. Police have been called on students of all races.



1



**Charlotte loves Canada, even the ic...** @Charlotte... · Feb 25, 2022

Replying to @MrAhmednurAli and @JANEMCARTHUR11

It's not that simple. I'm not saying it's OK, I'm just saying that it's not simple. Remember that educators cannot touch a child unless the child is in danger. Their hands are tied. Sometimes police are called when a child runs away, for example.



7



9



Appendix B12

Appendix B13

Appendix B14



CityNews Toronto

May 29, 2021 · 🌐

While the world marked the anniversary of the murder of George Floyd, Peel Region's school board has been tackling the education system to end anti-Black racism. Anureet has the story.



TORONTO.CITYNEWS.CA

**Peel District School Board tackles anti-Black racism - CityNews Toronto**

While the world marked the anniversary of the murder of George Floyd, Peel Region's school b...



34

67 comments 4 shares



Top fan

**Toni Loren**

Instead of all this talk about racism, why don't we just teach children about respecting each other.



1y



**Jake JJ**

Toni Vit I totally agree with you but that would make too much sense and is too logical and doesn't fit their agenda.



**Faiza Amin** @Faiza\_AminTV

A 6 yr old Black girl who was handcuffed by Peel Police while she was at school, has been "awarded" \$35k in damages.

Police were called by the elementary school in Peel Region in 2016. Handcuffs were placed on her wrists and ankles.

From the Human Rights Tribunal:



**Mark M** @MarkM14307129 · Jan 7, 2021

Replying to @Faiza\_AminTV and @CityNews

Everything is anti black racism now. Anti everyone else racism is ok though.



**Ontario NDP** @OntarioNDP · Jul 18, 2018  
This morning, the NDP MPP for Brampton North @KevinYardeNDP asked the minister appointed to oversee Ontario's Anti-Racism Directorate about ending discriminatory carding. His answer is appalling. Share if you agree. #onpoli



**Ramiz Aliev** @RamizAliev

Replying to @OntarioNDP

Would @KevinYardeNDP speak for anti-criminal directorate, instead? What racism he is talking about, this is Canada for God sake. We have no racism, we have those who are trying to get advantage from look differently to act differently, though. Our race is Canadians. #onpoli

8:56 PM · Jul 18, 2018



**David Clarke** @spedassist · Jul 18, 2018

Replying to @RamizAliev and @OntarioNDP

We have no racism in Canada? What corner are you living in? When people are treated differently because of their colour it's called racism.



**Ramiz Aliev** @RamizAliev · Jul 19, 2018

Replying to @spedassist and @OntarioNDP

People are treated differently because of their behavior, not the color. I do not ignore a bias, though, but for the same reason. Yes, we have no racism supported by Canadian policies. The rest of my response is posted earlier.



Appendix B1



Peel Regional Police  
March 28, 2021 · 🌐

KIDNAPPING

- R/C 2:56am for disturbance at a residence
- Interaction btw [#PRP](#) & man -officer discharged firearm
- Man fled in vehicle with unwilling woman

Suspect- Kwami Garwood -21yrs  
Female Victim- Salina Ouk  
Vehicle - Black Honda Civic -BZHE247

- Occurred in Mayfield Rd and Msga Rd area in [#Brampton](#)
- SIU have invoked their mandate
- Media officer @OfficerCannon will be in the media office shortly and will be heading to the scene
- updates to follow as information is available
- Don't approach! If seen call 911






132


72 comments

454 shares




Peel Regional Police  
November 2, 2022 · 🌐

#WANTED




**Name:** Andre Douse  
**Age:** 37 Years  
**Description:** 5'9", 150 lbs, medium build, may have a goatee  
**Charges:** Trafficking in Persons, Exercise Control, Communicate with anyone for the Purpose of Obtaining Sexual Services, Material Benefit from Sexual Services, Receiving Benefit Resulting from Trafficking in Persons, Advertising Sexual Services, Assault Causing Bodily Harm, Assault with a Weapon, Utter Death Threats, Assault x 3 & Criminal Harassment















Anyone with information is asked to call Peel Regional Police at (905) 453-2121, Ex 3555 or Ext. 2133 or Peel Crime Stoppers at 1-800-222-TIPS.



[@peelpolice](#)




peelpolice.ca



8

4 comments

22 shares



Ryan Christopher Lavoie

Well surprise, surprise.

Like

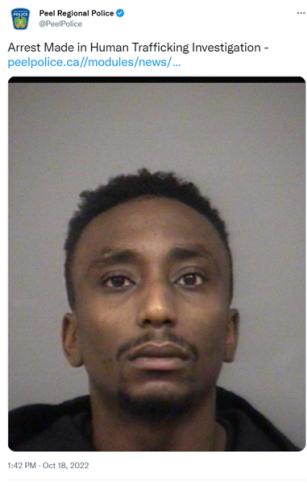
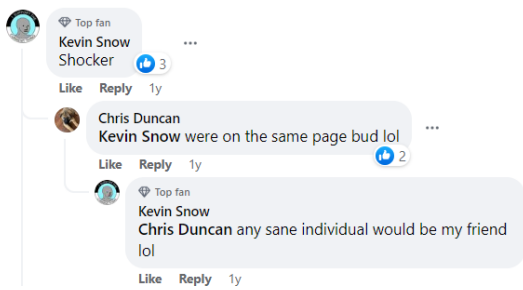
Reply

13w

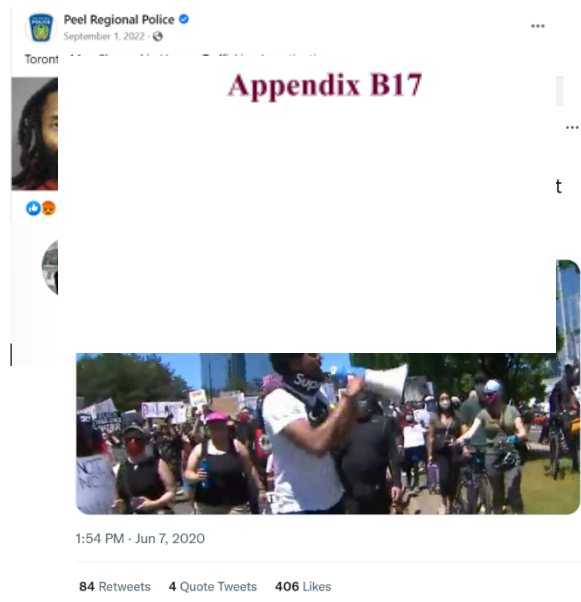


burner9686 ask all Jane n finch mans that moved here  
20w 2 likes Reply

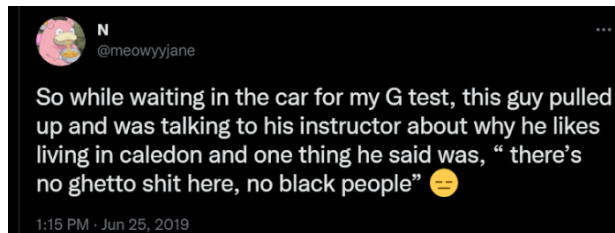
## Appendix B18



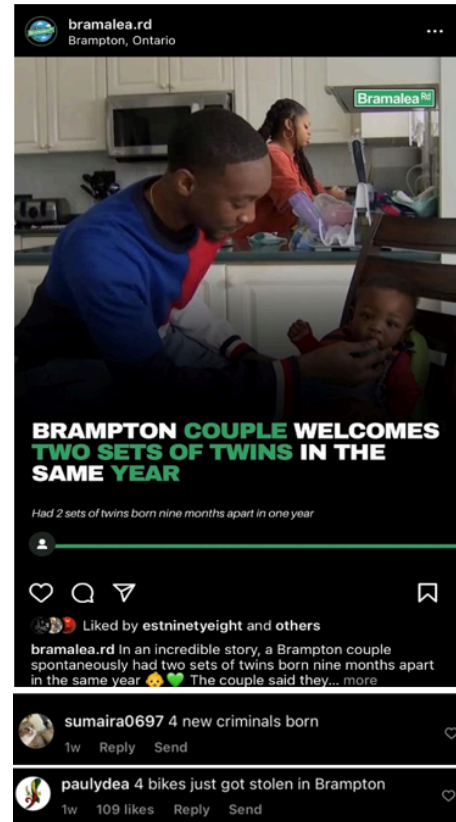
Only\_V @onlylad\_v · Oct 19, 2022  
Replying to @PeelPolice  
Everyday this type of mugshot



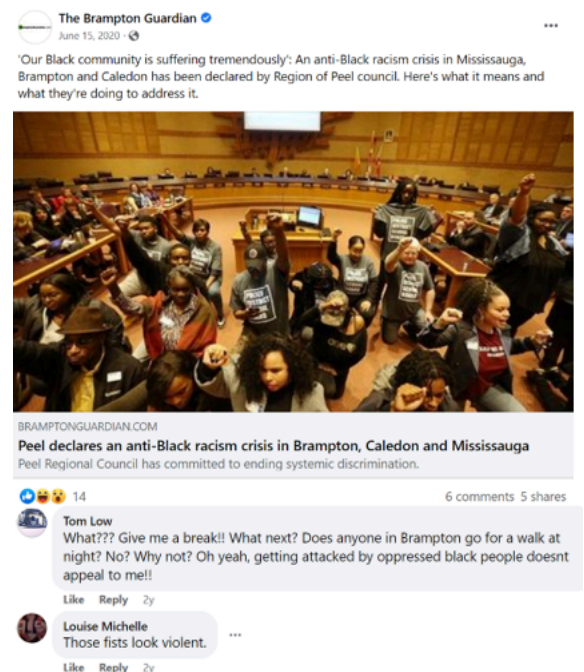
## Appendix B19



## Appendix B20

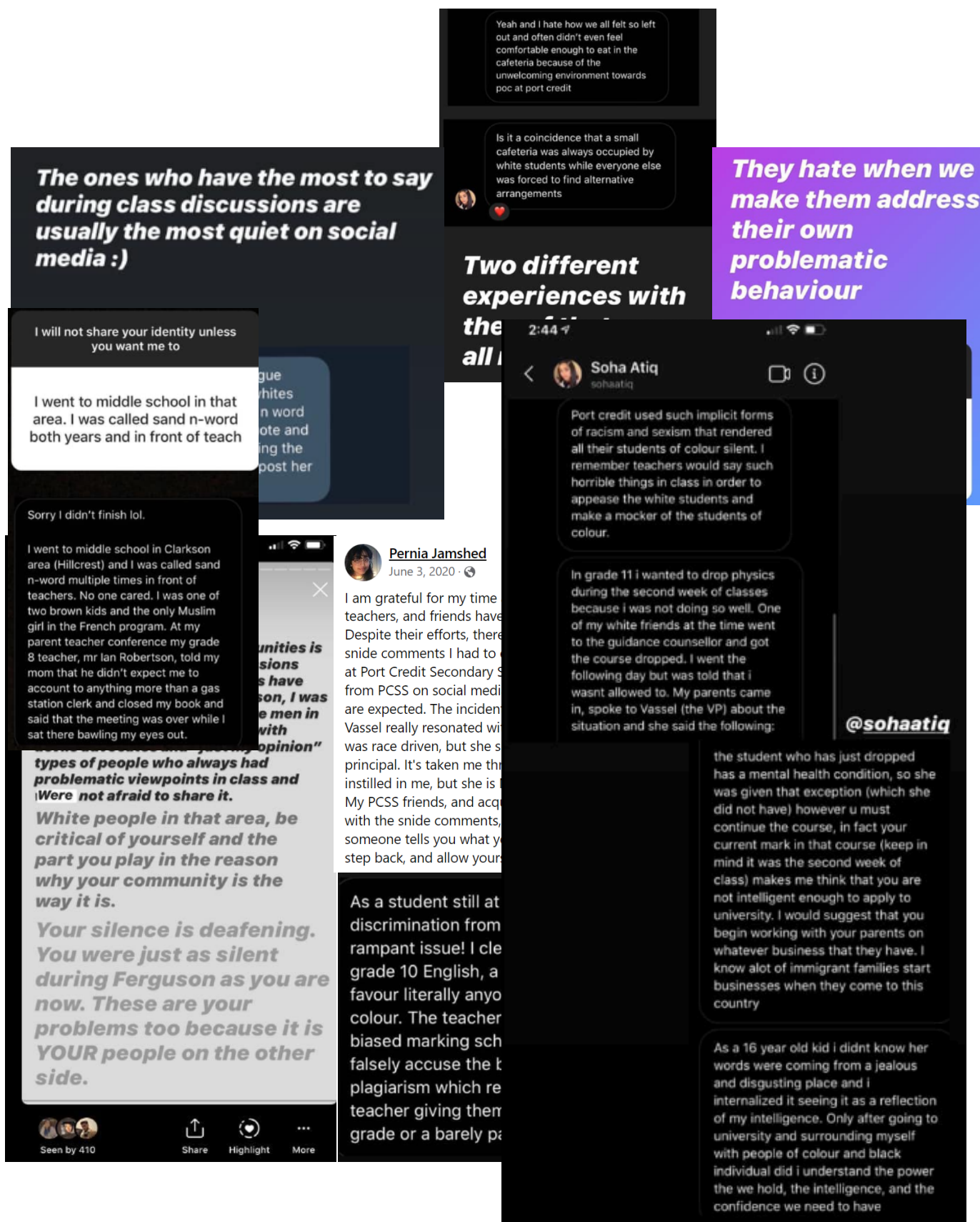


## Appendix B21





## Appendix B22





Kathy McDonald knows what it's like to experience anti-Black racism.

As the parent of four children, enrolled at schools in the Peel District School Board (PDSB), she's witnessed firsthand how Black children are discriminated against.

When McDonald inquired about programs for bright students for her children at Agnes Taylor Public School, the teacher told her not to bother with it.

"My son's teacher told me he would never go to university," she said.

McDonald's son, Benjamin who is now 21, is in his last year at the University of Toronto.

When Benjamin was in Grade 9, he earned a perfect score on the University of Waterloo math test. McDonald said his teacher didn't tell him the result.

McDonald complained to the school principal, who was appalled and drove her son to the awards ceremony. McDonald said her son didn't get to have his picture taken with the other award winners — but at least got to cross the stage to receive his award.

Since then, McDonald said she's heard PDSB staff refer to Black children as dumb, lazy and savages.

Mississauga parent Kola Iluyomade became an advocate of the rights of Black students after his 11-year-old son was called a "monkey" by another child and he said the board failed to act. Iluyomade has appeared as a delegate at PDSB meetings to draw attention to anti-Black racism.

## Appendix B24

'Nell 🍌  
@jaannelle

Naw, I'm dying because this is how the white and Indian people in Brampton behaved when Rap music came on, when Black people showed up in textbooks (usually followed by a "is that your cousin?" remark) and when it was Black History Month at school

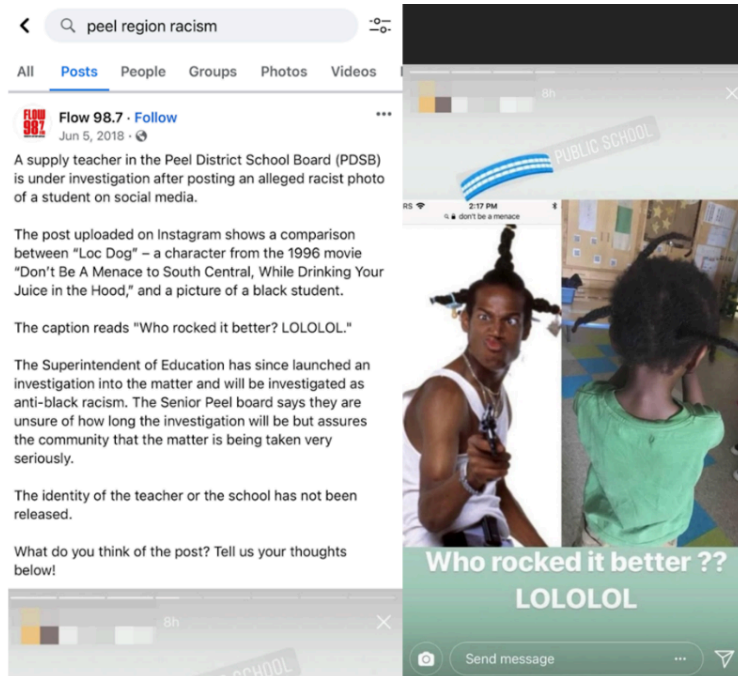
Tru.feelzzz @ninastruu · Aug 27, 2019

When u riding with ur white friends and a rap song comes on 🎧

"This ones for u Quan!!!!" 🙄

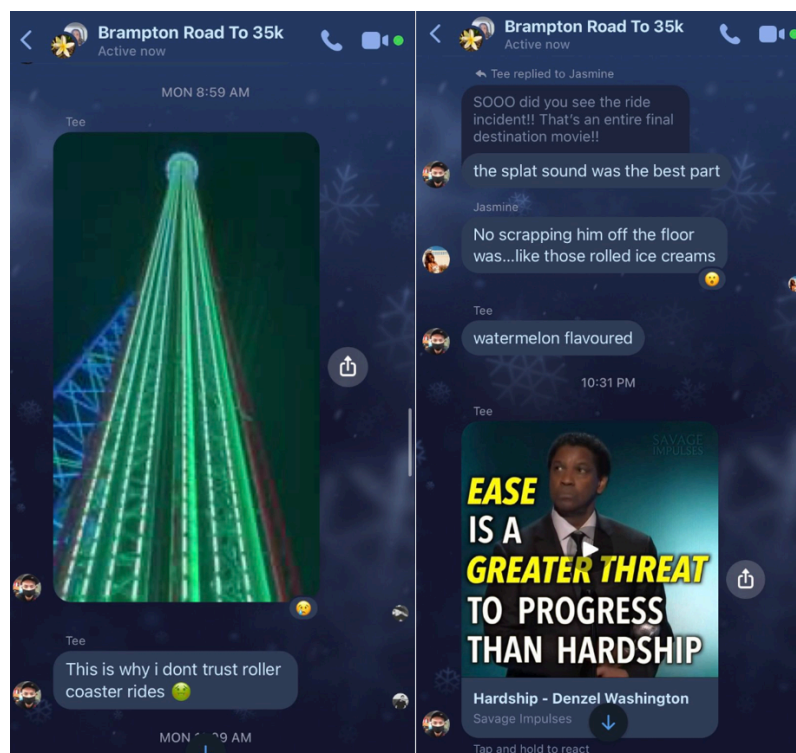


6:22 PM · Apr 21, 2021



## Appendix B25

Appendix B26  
Appendix B27





## Appendix B28

 **Peris Wairimu Muthiora**  
Brampton is actually Browntown. Car insurance is ridiculously high. In Brampton stop signs are just a suggestion, yield signs are decorations on the road and when the light turns orange it actually means step on the gas with all you have. There are more Indians in the GTA than any ethnicity. As many have said. Southern Ontario is very diverse. Forget about race and look into cost of living, the job market and now after covid the job market is hard on all industries. Unless you are in health care of which you need to be Canadian certified. Good luck

Like Reply Share 2y Edited    9

 **Adwoa Amoah**  
**Peris Wairimu Muthiora** My friend and I call it Singhtown. Plus they do not provide opportunities for black folks and they are horrible neighbors

Like Reply Share 2y  2

 **LaMarr Smith**  
**Adwoa Amoah** They are horrible neighbors. I live next to a family and they stink to high heavens!!!! The children are adorable though. Can't blame them. But the parents? OMG!

Like Reply Share 2y  2

 **Rae-Ann Whyte** @WhyteRae91 · May 22, 2020  
Replying to @SweetTimTim  
     Bramladesh was welcoming you.

 **EL Gran' Osvaldo**  @Vizzy\_rayven · Aug 31, 2020  
**Brampton** will soon become a city were only indians in canada live in, to top it off they are the most **racist** idiots out here. They lick the asses of white people and hate black people in return.

Indians living in canada, what have we done to you? Smh


  22  27  55 





## Appendix B30

## Appendix B31

## Appendix B32

 **Goddess of BLACK.** @xm\_muva · Jan 27, 2017  
**Brampton** smells like **curry** and struggle.

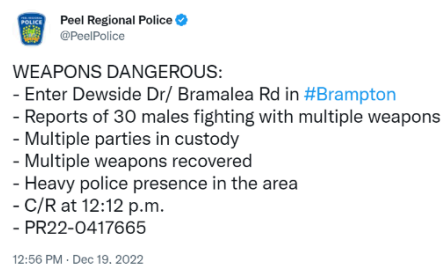
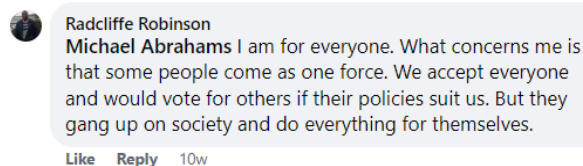
   1  1

 **Radcliffe Robinson**  
 October 25, 2022 · 

The Indians are coming: Rishi Sunak, an Indian, is the new prime Minister of Great Britain. That rich cat is worth more than 700 million pounds Sterling -a Billionaire in US dollars. For those who know me, I never judge people on their race, class, ethnic background, religion, or creed. I always look at issues on their merit. Yesterday was the Municipal elections in Canada. For the first time, I was concerned about people's ethnicity. Why: I live in the suburbs; half an hour east of Toronto. I paid off my house two years ago. I do not intend to move for now. But in the early part of the year, I noticed a disturbing trend. The Indians are swarming my community. They have taken over Brampton, a city west of Toronto. No other race can win an election in Brampton. Prime Minister Justin Trudeau played into the politics. Four turban-wearing men are in the Federal Cabinet. The sensitive post of Minister of Defence has been run by one of them. I notice at the start of 2022, the Indian real estate brokers have been very aggressive in my area. Every house sale is by a Indian. One comes to my house everyday, asking me to sell. I told him no a thousand times. All of a sudden most of my neighbours are Indians. Go into Walmart, KFC, and McDonald. Pure Indians. Now, they are running in the elections for various posts. They want to take over the East like they do in the West of Brampton. Yesterday, I went into the polling station to vote for White people because Black people are joking. At least the Whites have principle, law order and justice. I chose one of the Indians for Regional Councillor, a lady whom I know for a while. What disturbs me is that they appear to have an agenda to take over the place. The Blacks are busy smoking weed and shooting one another. God help us.

   10

83 comments · 1 share



## Appendix C

This appendix includes all social media sources we had found that met our inclusion criteria, yet did not fit into the literature review. It provides further examples about microaggressions against Black youth in the Region of Peel.

### Appendix C1: Criminality



**Peel Regional Police** @PeelPolice

**WEAPONS DANGEROUS:**

- Enter Dewside Dr/ Bramalea Rd in #Brampton
- Reports of 30 males fighting with multiple weapons
- Multiple parties in custody
- Multiple weapons recovered
- Heavy police presence in the area
- C/R at 12:12 p.m.
- PR22-0417665

**SHOOTING:**

- Royal Windsor Dr/Southdown I
- 1 male has been shot in parking
- male pronounced deceased on
- u/k suspect information at this
- investigation ongoing
- more as we receive it
- C/R at 9:34 p.m.
- PR22-0405738

12:56 PM · Dec 19, 2022

303.7K Views 82 Retweets 83 Quote Tweets 238 Likes

**Simple Canadian** @maverick\_202203 · Dec 19, 2022

Replying to @PeelPolice

I feel like I'm hearing this every couple of weeks. Oh well, I guess that's why I left.... "DiVerSiTy Is ouR sTRenGth"

2,150

**mark jones** @mattareshunch · Dec 8, 2022

Inbrampton

Anti-Black racism declared a crisis in Brampton

40 Retweets 13 Quote Tweets 99 Likes

**INBRAMPTON.COM**

**Anti-Black racism declared a crisis in Brampton**

At a time when protests against anti-Black racism continue to take place around the world—a...

47 19 comments 20 shares

**Steve King**

Let's have a crime count in Brampton! Who's committing them? Let's call thy crisis OUT...

Like Reply 2y

**Firearm Seizure -**

**Aquitaine** @antisophistry · Nov 20, 2022

Replying to @PeelPolice

What demographic is carrying these guns? @PeelPolice Do you not have an obligation to tell the rest of us who deserve protection?

16 Retweets 4 Quote Tweets 132 Likes

**Doug-E-Fresh** @XmedicNow · Aug 26, 2022

Replying to @TorontoStar and @12:32 PM · Aug 26, 2022

is that because blacks are committing more than their share of crime .....

2 9

**Lisa** @YoungStreete · Aug 26, 2022

Replying to @TorontoStar

May have to do with who is committing the crimes.

2 8

## Appendix C2: Mocking Diversity

**Doug-E-Fresh** @XmedicNow · Aug 26, 2022

Replying to @TorontoStar and @12:32 PM · Aug 26, 2022

is that because blacks are committing more than their share of crime .....

2 9

**Lisa** @YoungStreete · Aug 26, 2022

Replying to @TorontoStar

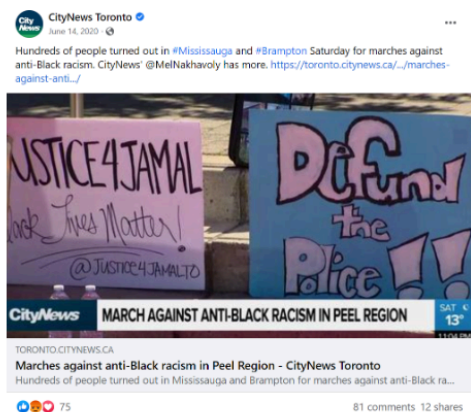
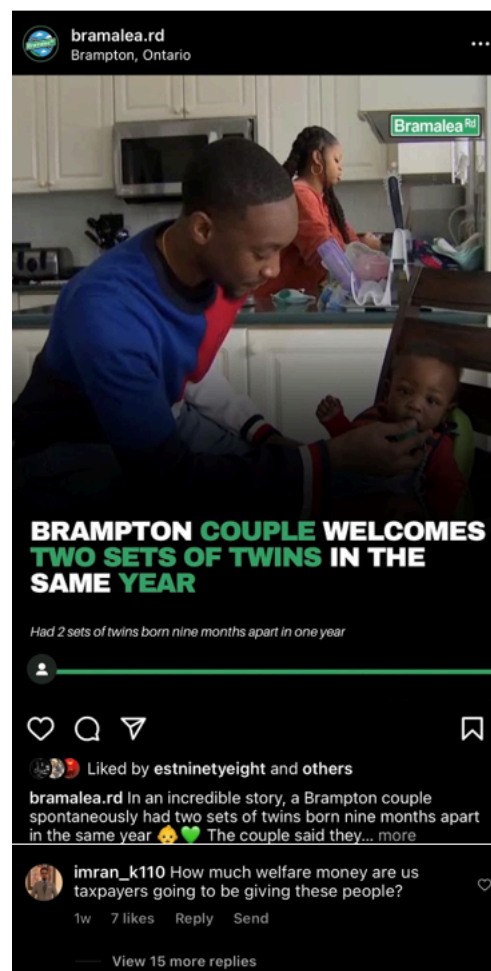
May have to do with who is committing the crimes.

2 8

## Appendix C3: Welfare



## Appendix C4: Deportation



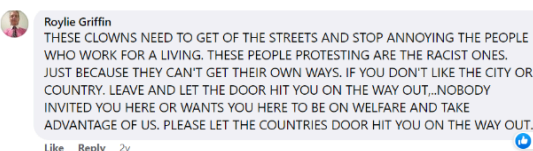
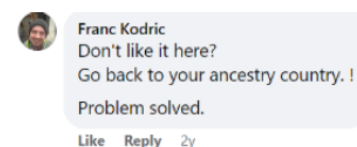
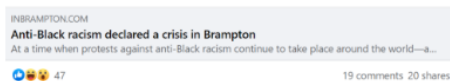
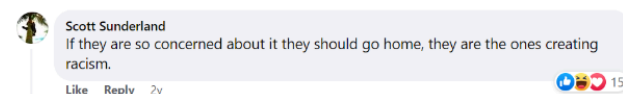
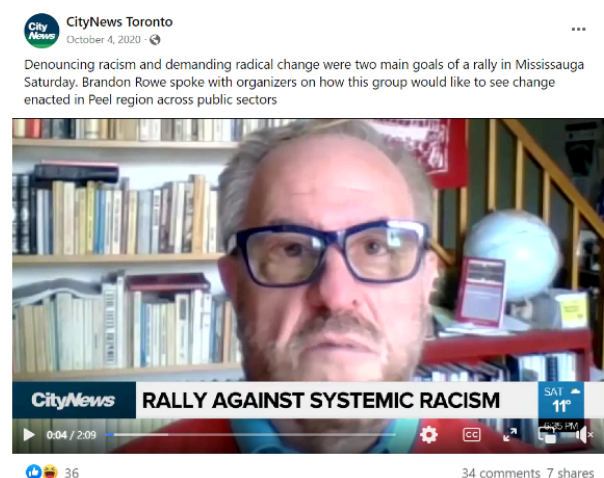
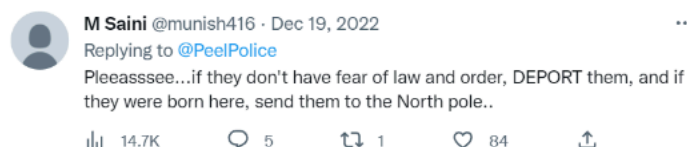
Rick Cook

DEFUND WELFARE !!!



4







Shree Paradkar//श्री पराडकर 🇨🇦  
@ShreeParadkar

Remember that big push against anti-Black racism couple of years ago? Well, racism flourishes long after everyone's attention gets diverted. Two years after being shot in the stomach by Peel police, a Black Mississauga woman was again in their crosshairs.



thestar.com

Opinion | Two years ago police accidentally shot this Black woman. Now, she s...  
Chantelle Krupka, 36, says Peel police officers violently arrested her and her fiancé while they were taking their puppy out for a walk.

5:36 PM · Nov 14, 2022

11 Retweets 24 Likes



Dr Pureblood. @MrAnon77601382 · Nov 14, 2022  
Replying to @ShreeParadkar and @TorontoStar  
Professional Victims.



2

## Appendix C5: Colour Blind Attitudes



Ali Raza  
@TorontoRaza

For CBC News, I spoke to four students from the Peel school board in a panel discussion to hear their experiences with anti-Black racism. Here's what they had to say.

Please read, watch, and share.

#Peel #Brampton #Mississauga



cbc.ca

Being Black in School: Peel students open up about the racism they face in the ...  
From racial slurs in the hallway to teachers ignorant of their cultural backgrounds, four students opened up about their personal experiences during...

9:18 AM · Apr 13, 2022

41 Retweets 4 Quote Tweets 67 Likes



Jaime @CZXQ6841 · Apr 15, 2022  
Replying to @TorontoRaza

Oh god importing American-style victimology to Canada 🇨🇦



Tina Yazdani  
@TinaYazdani

A family is speaking out tonight after they say a landlord refused to rent them a house in Brampton, because of the colour of their skin. A human rights lawyer tells us anti-black racism is entrenched in the housing market, preventing excellent tenants from securing housing:



6:01 PM · Jun 8, 2020 from Toronto, Ontario

390 Retweets 127 Quote Tweets 548 Likes



Truth Matters, Speak Up! @TruthMattersCDN · Jun 8, 2020

Replying to @TinaYazdani and @CityNews

Black people gringbup the race card all the time. Maybe after checking references the landlord had reason not rent to them?



5



1



LoyalCyn @CynLoyal · Jun 10, 2020

Replying to @TinaYazdani

EVIDENCE please



 **Peel Regional Police** ✓  
October 22, 2022 · 🌐

Six Arrested following a Series of Shootings in Peel Region



PEELPOLICE.CA

**Six Arrested following a Series of Shootings in Peel Region**  
Region of Peel- Investigators from Peel Regional Police have arrested six individuals believed t...

👍 30      9 comments 7 shares

 **Ryan Christopher Lavoie**  
They will end up back on the street in days, because the law is apparently 'systemically racist against blacks' now.





K.  
@koko\_butta

Being black and tryna find an apartment in Brampton is so frustrating

7:02 PM · Jan 4, 2023

1,397 Views 1 Retweet 6 Likes



Jared D @RamRod1983 · 15h

Replying to @koko\_butta

Why does being Black come into the equation ? Just curious

78 1



Gurratan Singh  
@GurratanSingh

Let's be real here.

Is it just a coincidence that people in Brampton – a city full of Black and brown families – get charged 123% more for car insurance than the rest of Ontario?

This is what systemic racism looks like. [#onpoli](#)

10:31 AM · Apr 29, 2021

17 Retweets 112 Likes



nidhi north @nidhi38996167 · Apr 29, 2021

Replying to @GurratanSingh

Plz do not make it about race colour @CBCAlerts @CP24 @CTVToronto @NDP

1



Dr. Nadia Alam (she/her)  
@DocSchmadia

This is so wrong. There is no place for this in [#Mississauga](#).

I grew up being subject to [#racism](#), was bullied and beaten over it. To see it crop up when I thought society was evolving past it is heartbreaking. My heart goes out to this man and his family.  
[nationalpost.com/news/canada/al...](https://nationalpost.com/news/canada/al...)

7:49 AM · Jul 19, 2018

22 Retweets 42 Likes



Brenda Martin @BLMmednorth · Jul 19, 2018

Replying to @DocSchmadia

I have a thought ....stop defining crimes by the nature of the victim (race, religion, gender, economic status). Instead report a person was aggressively attacked by .....Let's not perpetrate divisionism by labelling the victim or imply any motive for this sick criminal.

1



دینش  
@dan\_nch

Let's talk about [#PeelPolice](#) for a change instead of focusing only on [#TorontoPolice](#) Yesterday they shot and killed a schizophrenia father of 4 in Malton. Peel police has been notorious for shooting people of colour and black people. [#justiceforejaz](#) [#Mississauga](#)

5:08 PM · Jun 21, 2020

31 Retweets 2 Quote Tweets 74 Likes



Enward @BaconSuplex · Jun 21, 2020

Replying to @dan\_nch

The knife was probably more of a factor than his color.



Oct 14, 2021 ·



insauga.com

New program will give Black families in Mississauga and Brampton greater access to home ownership

Like Comment Share

84

16 Shares

Most relevant



Susheel Harrison

Why is it only about black people we r ppl too no who agrees with me

1y Like Reply

2



Lindsay Elizabeth Jenkins

This is ridiculous I'm sorry!! We all grew up how we did and chose our paths. It doesn't matter if your black, white purple or blue. We are all equal and this is bs.

insauga.com

## Teachers' union calls on Peel District School Board to address anti-Black racism in Mississauga schools

Like Comment Share

43

4 Shares

Most relevant ▾



Dan Satanos Rossi



media1.tenor.co  
media1.tenor.co

2y Like Reply



Top fan

Eve St. Clair

Of course they do as they need something new and shiny to complain about. Why didn't they speak up at the time?

2y Like Reply

CityNews Toronto  
June 14, 2020

Hundreds of people turned out in #Mississauga and #Brampton Saturday for marches against anti-Black racism. CityNews' @MelNakhavoly has more. <https://toronto.citynews.ca/~marches-against-anti-/>



CityNews MARCH AGAINST ANTI-BLACK RACISM IN PEEL REGION

Tina Yazdani  
@TinaYazdani

A family is speaking out tonight after they say a landlord refused to rent them a house in Brampton, because of the colour of their skin. A human rights lawyer tells us anti-black racism is entrenched in the housing market, preventing excellent tenants from securing housing:



58.6K views

6:01 PM · 2020-06-08 from Toronto, Ontario · Twitter for iPhone

The landlord did a full background check, credit score etc. & approved them on paper. They signed a lease agreement, and were set to move in on the 1st. First & last month even paid. Everything was in order. Until the landlord met the family. Then refused to give them the key.

8:24 PM · 2020-06-08 from Toronto, Ontario · Twitter for iPhone

88 Likes 13 Retweets 2 Quote Tweets



Truth Matters, Speak Up! @TruthMattersCDN · Jun 8, 2020

Replying to @TinaYazdani and @CityNews

Black people gringbup the race card all the time. Maybe after checking references the landlord had reason not rent to them?

5 1

CityNews Toronto  
May 29, 2021

While the world marked the anniversary of the murder of George Floyd, Peel Region's school board has been tackling the education system to end anti-Black racism. Anureet has the story.



TORONTO.CITYNEWS.CA

Peel District School Board tackles anti-Black racism - CityNews Toronto

While the world marked the anniversary of the murder of George Floyd, Peel Region's school b...

34

67 comments 4 shares



Al Dunn

Slavery was abolished over two hundred years ago. I have yet to hear a thank you. Also, has it occurred to any of you guilty whites that slaves were bought so they could be freed and brought to other countries to save them from being slaves in Africa?

Like Reply 1y Edited



The Pointer - Brampton

October 7, 2020

In June, members of OSSTF in Peel voted to create three new executive positions designed to help dismantle the anti-Black racism that permeates education in the region.

The new positions were a victory for racialized staff, desperate to be represented by their bargaining unit. However, union leadership has proved unwilling to cooperate.



THEPOINTER.COM

Members frustrated with white union leaders blind to anti-Black racism

In June, members of OSSTF in Peel voted to create three new executive positions designed to help dismantle the anti-Black racism that permeates education in the region.

2

1 comment

Like Comment Share



Write a comment...

Most relevant ▾

David Ballantine Love

"Members frustrated with White union leaders..." Capitalize please.

Like Reply 2v

City of Brampton - Your Local Government  
March 6, 2022

Join the City's Equity Office in virtual conversations on anti-Black racism, specifically, its impact on mental health in Black communities and tools for coping and resiliency on March 7 and 10, in recognition of Black Mental Health Day tomorrow! Details: <http://ow.ly/c42X50law3F>



1

2 comments



Viqar Sarwar Khan

That has to be the stupidest day ever to pop up in my ever so imaginative brain. Why only black? Have you heard of "Bell Let's Talk"? Meant for all mental cases not just the African American population.

Like Reply 43w

Mississauga News  
September 22, 2019

"As the post shared is considered anti-black racism, we became concerned as this behaviour is simply unacceptable," PDSB spokesperson Carla Pereira said in a statement.

# Peel District School Board

MISSISSAUGA.COM

Peel teacher who posted racist image on Instagram ordered to take cultural sensitivity training

5

7 comments 1 share



Chris Scade

Salman Abu Mariam the school board saying it is racist anti-black is bad enough.

The picture on the left is a character from the movie Don't Be a Menace to South Central While Drinking Your Juice in the Hood, which is a spoof of modern black culture, so it really just shows that the spoof was based on fact.

Like Reply 3y Edited



Tim Duke

Stop being a bunch of crybabies

Like Reply 3y



Chris Scade

I think you are confused... do you need me to call someone for you?

City of Brampton – Your Local Government  
June 19, 2020

Just released | City of Brampton announces Senior Advisor, Economic Empowerment and Anti-Black Racism. Read more: <http://ow.ly/5Csh50Ad0Yt>



5

3 comments 1 share

Like

Comment

Share

Most relevant



Write a comment...



Margarita Martins

Racism should be fought in general because it is everywhere, I do not understand why it has to be separated. I have seen a lot of discrimination towards people from India, hispanics, etc. The important thing is to fight against all kinds of racism, many times many do not even realize that they are, luckily young people have less prejudice.

Like Reply 2y Edited

CityNews Toronto  
June 18, 2020

The province will be appointing a supervisor in Peel after saying trustees failed to address anti-Black racism in the region's schools. Ginella Massa has more from a virtual town hall held tonight for parents of Peel students.



TORONTO.CITYNEWS.CA

Province to appoint supervisor to address anti-Black racism in Peel schools - CityNews Toronto

19

17 comments 2 shares



Neta Smith

I just wonder, there are more crimes against jews than against all other race groups. Why you, liberal media, NEVER post anything about the most suffering group and goes straight to blacks and muslims(now also forgotten)? Why you pretend there is no racism against whites while there are a lot of cases? Why to get a job or to get to a university people are judged for their ethnicity and not only for their skills? Everybody knows that there are demands to hire a person of a victimized group over a white person?

<https://www.youtube.com/watch?v=ZW86uodqew>



YOUTUBE.COM

Left tactic against racism: Attack people on basis of race

Like Reply 2y Edited

2



Russ Sacrey

How about addressing all racism?

Like Reply 2y



Eugen Doesmortgage Denchik

okay... and what about addressing everyone that experiences racism (which is everyone)

Like Reply 2y

11



Eric Draven

Eugen Gini only blm experience racism didnt you know? What i want to know is where is the money coming from to pay for this supervisor? What are their qualifications for the job and how do you pick one candidate over another?

Like Reply 2y



Frank Ch Eigler

Eric Draven 95% odds on a minority activist being chosen

Like Reply 2y



Eric Draven

Frank Ch Eigler thats a given

Like Reply 2y



Neta Smith

those everyone don't matter

Like Reply 2y

Mississauga News  
November 7, 2019

"Allegations related to equity in the Peel District School Board have raised concerns, specifically related to anti-Black racism and the lack of adherence to governance, leadership, and human resources practices," said Education Minister Stephen Lecce in a statement announcing a review of the school board.



MISSISSAUGA.COM

Province to review Peel District School Board following anti-black racism allegations

6

6 comments 5 shares



Irish Mist

what a load of crap

Like Reply 3y

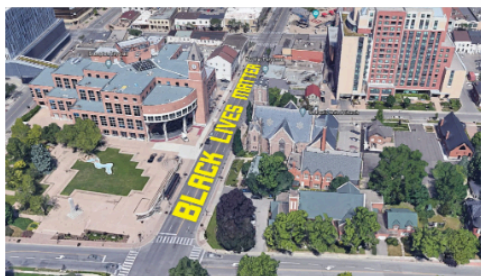


**Brampton NOW**  
June 6, 2020 · 🌐

Wouldn't this be great in Brampton? In solidarity with the Mayor Muriel Bowser in Washington DC and to show an ongoing commitment to justice, equality and anti-black racism.

Contact your councillor and Mayor [Patrick Brown](#) to give the go ahead. Yes, it is a political statement, that racism won't be tolerated in Brampton.

Martin Medeiros... [See more](#)



66

55 comments 9 shares

**Linda Violet Carrington**  
I do believe black lives matter but I don't want to see it painted on a road.

Like Reply 2y

**Valerie Currie**  
What about white lives? And brown lives? And yellow lives...save the money for PPES.

Like Reply 2y

**Robyn Aycan Elich**  
Valerie Currie all lives matter, but that's not the current point.

**Veronica Arnaud**  
All races matter --All colours matter. We are ONE RACE --the HUMAN RACE.

Like Reply 2y

**Kenny Singh**  
Please request them to paint every road in Brampton with "Black lives matter" "cop lives matter" "white lives matter" "brown lives matter"

Like Reply 2y

**Global Toronto** · Follow  
Sep 9, 2020 · 🌐

Support for Black businesses was one of the requests in a June letter penned by the Parliamentary Black Caucus calling on governments across Canada to imm... [See more](#)



globalnews.ca  
**Trudeau announces \$221M business loan program for Black entrepreneurs**

267

254 comments 61 shares

**Chris Boswell**  
Nauseating!

2y Like Reply



**Art Decors**

Why not put money into helping young Canadians? Instead of just Black Canadians? If we want to end discrimination, we should treat everyone equally and stop identifying projects or people based on race.

What is % of black population in Canada?? WHY are they getting special treatment?? WHY are rest of us paying for their crimes and incompetency?? This is typical liberal insanity at display... pathetic

2y Like Reply

4

**Balvinder Singh**  
Rather than doing some affirmative actions, we don't need show business here.

There are hundreds of minorities here, very well functioning law and order system in place, world class worth envy administrative system in place, then why just react to a single incidence something that's not even happening here with such graffiti to vitiate the minds here.

Or is it had become a fashion and customary politically to compete with each other to play victim card each time?

Like Reply 2y

**Nikki AgBo**  
Balvinder Singh did we forget D'andre Campbell, Regis Korchinski-Paquet, Jermaine Carby, and multiple other black men and women who have died at the hands of the police. Dont comment on issues you have no knowledge about

Like Reply 2y

**Balvinder Singh**  
**Nicole Agyenim** well we can't move forward in life and society with dragging past. I m not going to enumerate how many whites killed blacks and how many blacks killed whites, because giving colour to these heinous crimes itself is racism.

A man in uniform killed a man. Period.

As much as I understand these violent protests, looting of stores under the veil of protests is highly condemnable.

Now making a graffiti on road justification?

Are you aware almost every community immigrated here, say sikhs, Tamils, Afghans, Palestinian and so on had tasted persecution sometime in their life in their own back home. Does that mean we start writing on every wall? ( though I m well aware our current politicians have started using it as well for vote bank).

The whole world is on road without any direction? What do they want, from whom?

Laws are already in place and are plenty already to safeguard the oppressed. Now is the turn of oppressed to shun the victim card and be part of progress and mainstream.

After some days of road protests, what's gonna happen? Every one back to work! Because humans have short memories.

So why not work towards upliftment of oppressed and marginalized?

Nevertheless any knowledge from you is most welcome as long as it's factual

Like Reply 2y

**insauga**  
March 23, 2020 · 🌐

"Reviewers heard from Black students that some teachers use 'any excuse' to exclude them from the classroom and some principals use 'any excuse' to suspend them from schools."

INSAUGA.COM

**Peel District School Board to meet to discuss concerning report on anti-Black racism in Mississauga schools**

22

14 comments 5 shares

**Paul J Pacheco**  
And some black kids/parents use racism to dismiss consequences of their own behaviour

Like Reply 2y

**سيد حمزة**  
Who needs facts when you can let victimization narrative run your life. Grow up.

Like Reply 2y

**Jane Masters Eddy**  
I don't believe it has anything to do with color or race it has to do with the disruptive behavior we deal with in the classroom. ..or the violent behaviour as well at times or the attitude I don't have to follow rules or listen to you....

Like Reply 2y

**Richard Theriault**  
I'm gonna say bs if you act like a tool you will be treated like one if your good and well behaved you will be treated accordingly maybe color isn't the issue

Like Reply 2y Edited

13



InBrampton

June 16, 2020 · 🌐

...

Anti-Black racism declared a crisis in Brampton

INBRAMPTON.COM

**Anti-Black racism declared a crisis in Brampton**

At a time when protests against anti-Black racism continue to take place around the world—a...



47

19 comments 20 shares

**Angela Wilson**

People just stop all this drama.. we are all equals. Asian : Black.. indina..white... we bleed the same !!! Every race has there bad apples..

Like Reply 2y



6

**Mark Basciano**

I really think the writers of In Brampton have nothing better to do than invite division among people. Stop it. I love Brampton and all the people of all races and ethnicities. Start posting some positive articles please.

Like Reply 2y Edited



14

**Paul Martin**

More False new everyone has friends from all races. Canada is a multicultural country.

Like Reply 2y



10



insauga

November 29, 2019 · 🌐

...

Schools in Mississauga under review following racism allegations

INSAUGA.COM

Province appoints reviewers in wake of anti-Black racism allegations surrounding Peel District School Board



13

4 comments 2 shares



Sonny Khindria

Anti black. Anti brown. Anti white. It's all a mess. When you have cultural saturation as predominant as it is in peel you need to look at racism as a equality issue. Not specific to anti black. When my young kid is teased and called whitey, the school doesn't classify that as a racial comment or bullying. But yet its slander against an individual because of the colour of their skin. No diff to me.

Like Reply 3y



5

## Appendix C6: “Black on Black crime” and BLM

**Inbrampton** · Follow  
Mar 23, 2020 · 🌐

**Ontario NDP** @OntarioNDP · Jul 18, 2018  
This morning, the NDP MPP for Brampton North @KevinYardeNDP asked the minister appointed to oversee Ontario's Anti-Racism Directorate about ending discriminatory carding. His answer is appalling. Share if you agree. #onpoli



0:31 13.9K views

49 380 336

**AConservativeKingd** @DavidMu22437538 · Jul 19, 2018  
Replying to @OntarioNDP  
Here we go again. Blacks commit the highest rate of murder and crime across the planet and the only conclusion is racism. The political game of race has lost its power

1

**Peel Regional Police** · August 22, 2022 · 🌐

**CityNews Toronto** · October 3, 2020 · 🌐

Denouncing racism and demanding radical change were two main goals of a rally in Mississauga Saturday. Brandon Rowe spoke with organizers on how this group would like to see change enacted in Peel region across public sectors. <https://bddy.me/3neuspP>



TORONTO.CITYNEWS.CA  
**Rally against systemic racism - CityNews Toronto**  
Denouncing racism and demanding radical change were two main goals of a rally in Mississau...

58 89 comments 4 shares

**Sava Steve**  
BLM not denouncing the gun & gang violence amongst themselves needs to be addressed before calling others racists.

Like Reply 2y 22

**Frank Gardner**  
AH you forget, BLACK ON BLACK killing is not racism, so all good. That is why BLM does not comment on it or even acknowledge it as an issue.

Like Reply 2y 7 shares

**Sava Steve**  
BLM not denouncing the gun & gang violence amongst themselves needs to be addressed before calling others racists.


Like Reply 2y 4

**Denis LaCourse**  
The only racism is from visible minoritys. They need to learn some morals. All the gun violence is them killing each other.

Like Reply 2y 10

**insauga** · Follow  
Jun 16, 2020 · 🌐

Anti-Black racism declared a crisis in Mississauga



i

Peel Regional Police  
March 28, 2021 · 6



John Andreasen

December 17, 2019 · 6

There are schools in Brampton that are 90% Asian/Middle Eastern, 8% black/Caribbean and 2% "white". I wonder if these genius politicians and racist school boards will import some more white kids to fix this world class disaster (sarcasm). I'm white and am now a visible minority in Brampton..... and yet it doesn't cause any problems at all except in the minds insane politicians who are using "race and sexual orientation" to further divide our country. We need "equal opportunity for all qualified people"..... not the quotas and affirmative action crap that been an utter failure EVERYWHERE.



THESTAR.COM

Brampton dropping the ball on diversity and inclusion, city employees say | The Star



Marcellin Bougie

Al Craig Probably 8 warning shots, because if the police age, BLM will be out rioting.

7

Appendix C7:  
Claims of  
"Reverse

cmaj CMAJ  
@CMAJ

Pediatric surgeons in Canada face racism and systemic inequity in diversity within the field and spheres.

A framework for anti-racist pediatric surgeons: [cmaj.ca/lookup/doi/10.1503/cmaj.201000](https://cmaj.ca/lookup/doi/10.1503/cmaj.201000) #Pediatrics



It is insufficient for pediatric surgeons to merely acknowledge systemic racism. As pediatric surgeons, we must help transform health care to prevent these harms.

Antiracist practice for pediatric surgeons in Canada: Olivera, D. MD MPH, Shahzad, J. MD, Dickens, S. MD, Pramod, S. MD, Pulgarin, J. MD on behalf of the Canadian Association of Pediatric Surgeons

ALTY commentary

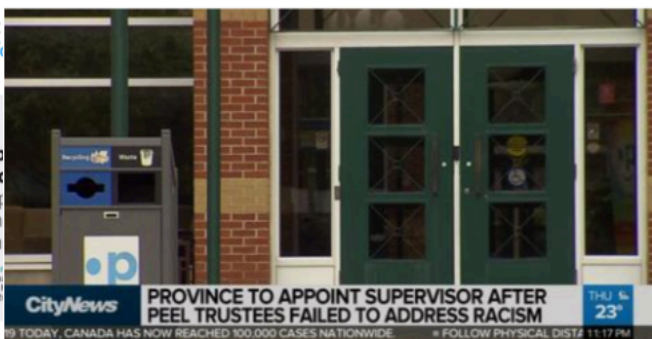
Tito Daodu MD and 4 others

9:25 AM · Jun 13, 2022

33 Retweets 29 Quote Tweets 64 Likes

CityNews Toronto  
June 18, 2020 · 6

The province will be appointing a supervisor in Peel after saying trustees failed to address anti-Black racism in the region's schools. Ginella Massa has more from a virtual town hall held tonight for parents of Peel students.



TORONTO.CITYNEWS.CA

Province to appoint supervisor to address anti-Black racism in Peel schools - CityNews Toronto

19

17 comments 2 shares



Jamie Duff @JamieDuffDe

Replying to @CMAJ @TitoDaodu MD and 4 others  
Healthcare Equity Now! V list so people from historic receive priority care!

11



Eric Draven

Eugen Gini only blm experience racism didnt you know? What i want to know is where is the money coming from to pay for this supervisor? What are their qualifications for the job and how do you pick one candidate over another?

Like Reply 2y



Frank Ch Eigler

Eric Draven 95% odds on a minority activist being chosen

Racism/Affirmative Action"



## Appendix C8: Employment Stereotypes



People gathered in [#Mississauga](#) Sunday to show solidarity with the Black Lives Matter movement [bddy.me/3OZLejC](https://bddy.me/3OZLejC)

8:29 PM · Aug 16, 2020

7 Retweets · 2 Quote Tweets · 41 Likes



**db** @dbyingt905 · Aug 17, 2020  
Replying to @CityNewsTO and @CityNews  
Get jobs maybe?



**Global Toronto** · Follow  
Sep 9, 2020 · 🌐

Support for Black businesses was one of the requests in a June letter penned by the Parliamentary Black Caucus calling on governments across Canada to imm... See more



globalnews.ca

**Trudeau announces \$221M business loan program for Black entrepreneurs**

👍👍👍 267

254 comments · 61 shares



**David Lawson**  
Why don't they work for it like other 'people'  
2y · Like · Reply



### Appendix C9: Black Friends/White Guilt



Lauri

@LeverLaurie

Replying to @LeverLaurie and @Gerrty

I'm white and grew up in Brampton Ontario Canada my best friends were brown and black and I feel sick to my stomach for being white. Please know we are all not like this.

2:29 PM · Jun 1, 2020

1 Like

### Appendix C10: Racial Profiling



Mike Stevens

Wow lived in peel for 30 years. Best friend is black and my 3 nephews are black. None of us have seen this really bad racism . Maybe it's where you hang out or the people you hang with. You ever hear a rap tune. Maybe have a listen,

Like Reply 2y

<https://vm.tiktok.com/...>

The creator comments on a law teacher in Mississauga that made microaggressions/racist comments about racial profiling



jms7

@bangtanphile

Replying to @pixitannies @JeonsJahan and @fresccoo

this pic just said n\* and said it's ok for him to say it bc he's a brampton mans w lots of black friends

2:29 AM · Apr 23, 2018

1 Like

< today at 3:08pm i went to heart...

All Posts People Groups Photos Videos

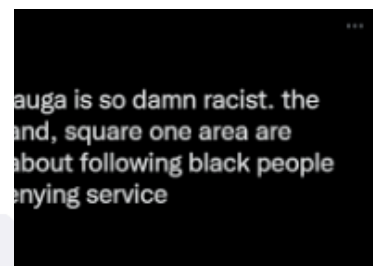
So disappointing with everything that's going on in this world.

HERE'S HER STORY.....

Today around 3:08pm, I went to Heart Sushi at 815 Britannia Road West, Toronto, to place a take out order. The sign flashed open. I went inside and in the back was two men and a woman. Everyone looked at me. I asked for a menu. I repeated my request twice. The lady looked at me then talked to the man behind her. I waited and waited. After what seem like 5 mins I went out to my family. I got into the car, shocked. I didn't want to think I had been denied service because of my skin colour. I am black, female, in my 50s. My son and husband asked me what happen. At first I said nothing then I burst into tears. I said that they refused to serve me. I said that they ignored me. I remained in the car. My husband and son went into the restaurant. A few minutes later, they returned. My husband, a white man, said that he was approached as soon as he entered. A lady welcomed him and offered to take his order. He didn't stay. He left after telling her how wrong it was that she would not serve me, a black person.

Prior to this incident I would have recommended this restaurant. Today, I am warning all minorities NOT to enter this establishment. In this day and in light of the racial unrest I am shocked. I was humiliated and my dignity has a human being is damaged. My son has now seen first hand that racism exist.

Do not eat there!  
Natalie M.





ppl need to calm down  
@sabbs1977

Replying to @TinaYazdani

It is disgraceful. I am half Indian, but the south Asian community only sees me as black. I am often discriminated against, at work they ask for someone else if they do not want to deal with me. Are we not discriminate against all the time, this need to stop.

12:50 PM · Jun 9, 2020

2 Retweets 1 Quote Tweet



Sharlene  
@sfergs\_

Lmao yo. When I was looking for a new place on kijiji, all the ads said "Indian girls only" "Indians only" "Punjabi only" "Indian students only" I had someone hang up in my ear when I told them I was black over the phone. The racism runs DEEP, that's all i'm gonna say.

6:34 PM · Jun 9, 2020 from Toronto, Ontario



@issamilliff

The city of Brampton is by far the most RACIST city I have ever lived in in all of my 26 years of life. There should be no reason these landlords MAINLY BROWN ONES are allowed to so boldly and openly discriminate again black people. I've never seen this in my life wow

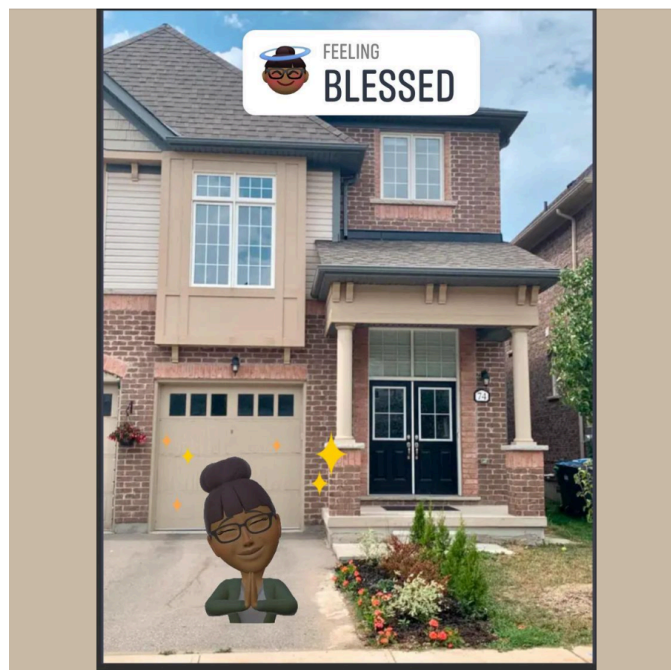
2:58 PM · Mar 12, 2022



Shanty Boucher is in Caledon, Ontario.

December 14, 2022 at 12:06 PM · 🌐

Finally, I officially move in tomorrow! It has been such a battle to get this place, I have faced racism in the rental market, gone through harassment from the new landlord and tenants above me. Yet god was always on my side and kept me strong. I am excited to start this new chapter in my life and focus on my business and family.



👍❤️ 50

24 comments

## Appendix C10: Difficulties Renting

<https://vm.tiktok.com/ZMFKu4DhR/>

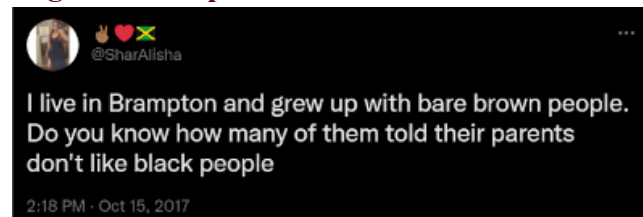
<https://vm.tiktok.com/ZMFKuxKHo/>

These TikTok's are insinuating that the creator is declined rent opportunities because she is Black

<https://vm.tiktok.com/ZMFKuqusj/>

The creator is speaking on difficulties

## Appendix C11: Disliking Black People



## Appendix C12: Appropriation

This section of the series of TikTok's about phase (not limited to girls too). It is a common girls getting over their where many non-Black popular Black styles, slicked edges, wearing Black girls wear, Toronto rap, speaking etc.



## Cultural

appendix shows a the Toronto Shorty in Toronto, all of Peel TikTok trend to show “Toronto shorty” phase, girls are emulating such as high buns with the styles that many listening to mainly with a forced accent,



Kyra Nankivell is with Erick Baptiste.

June 5, 2020 · 🌐

Black in a White Town - SHARE THIS PLEASE

For context, my full name is Emma Kyra Nankivell and I started going by my middle name in grade 10 to "feel more black" among other reasons.

I want to share my experiences because I've been told that it really helped people recognize their ignorance and try to understand. So here it goes...

I've always described my experience growing up in Centre Wellington by this simple line, "The first time I saw a black person in school was like grade 9."

Although, I never fully understood my situation until Erick (my bf) looked at my CWDHS 2018 yearbook and saw pages and pages of white kids in every grade. He was just in awe. And honestly I never saw my yearbook like that... That was a "wow" moment. Like holy sh\*t I actually grew up in that environment. Obviously I wasn't an idiot and there was racism but it became so NORMAL to me.

Here are some very specific experiences:

1. Finding out my best friend had a confederate flag in her basement
2. Being asked countless times to punch "N\*\*\*\*r cards" so people could say the word.
3. My school invited a group from Brampton to perform for black history month and they didn't even invite me to the assembly. On top of that, everyone was asking me who the group was and why they were at my school. AS IF I KNEW.
4. Getting my hair braided and having almost every TEACHER ask me if I went on vacation.
5. Going to track & field meets in Guelph and actually seeing black people was the first time I felt NORMAL.
6. PEOPLE TOUCHING MY HAIR 24/7 and people asking why I don't straighten my hair.



Mississauga News

September 22, 2019 · 🌐

"As the post shared is considered anti-black racism, we became concerned as this behaviour is simply unacceptable," PDSB spokesperson Carla Pereira said in a statement.

**Peel District School Board**

MISSISSAUGA.COM

Peel teacher who posted racist image on Instagram ordered to take cultural sensitivity training

👍👍👍 5

7 comments 1 share



Billy Walters  
I see nothing wrong with it.

Like Reply 3y



Chris Scade  
Not sure how that is racist... it is mocking the hairstyle, nothing about race or skin colour.

Like Reply 3y

- <https://vm.tiktok.com/ZMFKufc34/> -

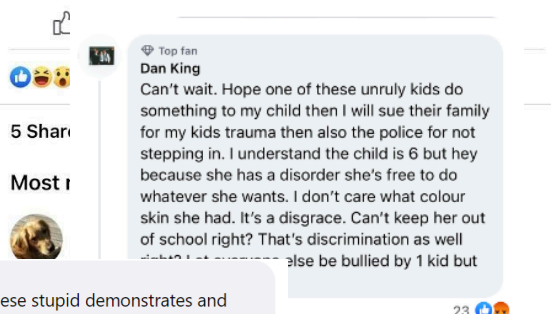
This creator like some others said that letting go of this "phase" is strange because many Black girls dress and act like this regularly.

- <https://vm.tiktok.com/ZMFKuqeyQ/>
- <https://vm.tiktok.com/ZMFKuQjSy/>
- <https://vm.tiktok.com/ZMFKHJEge/>
- <https://vm.tiktok.com/ZMFKHFjH3/>

## Appendix C13: Common Stereotypes

"Reviewers heard from Black students that some teachers use 'ar some school

The family of a Black girl who was handcuffed by police at her school in Mississauga has been awarded \$35k in damages



DISARM these stupid demonstrates and internal cultural problems like 1. Dealing neighborhoods. 2. Stop blaming the "WHITE Cultures who also have had issues are their communities. 3. Start letting your wing or caring where they are. 4. Show it about YOURSELVES all the time. 5. o you if you stopped with the ATTITUDE as every one else in PEEL, Toronto, Ontario or



**In Brampton**  
May 27, 2021 · 🌐

Peel Region politicians declare a commitment to address systemic discrimination

---


INSUAUGA.COM  
Leaders from Mississauga, Brampton and Caledon set to declare anti-Black racism a "crisis"

👍 12      13 comments 1 share

**KayLa Dee**  
As a parent of 2 black sons and a secondary educator, THIS IS A NECESSITY. Google the data. Facts don't lie. Suspencuon and graduating #s are GROOSLY disproportionate. And it's not a PDSB issue, it's a world issue. Change requires change.

Like Reply 1y Edited

**Michael Arseneau**  
KayLa Dee it never sounds good when you tell people to "Google It". Just provide the facts.  
<https://thevarsity.ca/.../opinion-black-students-arent.../>

 THEVARSITY.CA  
Opinion: Black students aren't dropping out of schools — they're being pushed out

Like Reply 1y

**KayLa Dee**  
Michael Arseneau agree to disagree as a boundary for me is knowing I've done my part, including on going research. Not my job to enlighten others. MOST don't want change, yet to just hear their own voices. I use my energy wisely.

Like Reply 1y

**KayLa Dee**  
I get paid to teach curriculum. ...

Like Reply 1y

**Wayne Pyburn**  
Michael Arseneau it's funny how you say your an educator and teach curriculum. First of all I would yank my kid out of your class right away as I don't believe you are a teacher. Suspencuon?? What is that? Or do you mean suspension. GROOSLY? Is that some kind of bird? Or do you mean grossly? The reason for the high number of single moms and mass incarceration of black males is because of the crimes committed and because of the "playas" bouncing from one baby momma to the next. To tell us to "google it" shows that if you are a teacher then your not a very good one, relying on us to go forth and use our energy to educate ourselves on a matter that is of interest to you. As an "educator" I would want to give to a class as much information as possible so they could learn and have their interests piqued. Finally yes it is your job to enlighten others, that's what teachers do.

Like Reply 1y

## Appendix C14: Educational Stereotypes



Lisa Post is with John Raeburn and 8 others.

June 15, 2022 · 🌐

...

\*\*\*Additional Note and Edit: I want to be clear that the Principal has apologized for the actions that were taken and I want to also acknowledge that we all make mistakes despite our best intentions some times. But the way forward includes apologizing and accepting responsibility but also by trying to make the situation right. I don't want this to be an attack on Ms. Kennedy, I just want for the situation to be fixed and for the RIGHT equity work to be done to support the students of Caledon Central and of PDSB as a whole. \*\*\*

I want to start this post by thanking each and every person who reached out to me to share their feelings about the destruction of the mural at Caledon Central Public School. Some of you knew my Grandfather very well and that was apparent by the awesome stories and memories you have shared with me over these last few days.

I've had some requests for updates and I will try to keep this post as short as I possibly can. The updates at this point are not what we are hoping to share. The Principal and the Board Office seem to want to stand by their "Equity Plan" narrative which makes me angrier and more upset the more I think about it. My family and I have stood firm that there are two things we want:

1. The mural to be reinstalled - whether that is a chemical that can remove the primer or recommissioning the artist to do it from scratch
2. A public apology and retraction of the inferences that were made to the removal of the mural as a means to address racism and oppression in the school/board. This inference has tarnished by Grandfathers reputation - especially to those who might be new to the community who haven't learned the history.

On an emotional and personal note, I am so very disheartened that this was done. But, as a person who has committed myself to Equity, Diversity and Inclusion work, I have tried to remove the emotion and look at it through that lens. But that has just made me angrier.

I have dedicated myself to this work because it is important. Because there are marginalized and racialized people in our community who need and deserve support and equity. Because I want everyone in our community to feel safe and included. This work is hard. It is uncomfortable. I am trying to start to undo centuries of systemic inequities. And I often get pushback about the need for the work to be done. But I keep going because it is important.

But, every single time that someone paints over a mural and calls it anti-racism/anti-oppression equity work, it devalues the work and it devalues the need. Every time someone paints over a mural and calls it equity work it sends a message to the people who are marginalized that this is how they are addressing inequities - with paint rather than tangible and meaningful actions. Every time someone paints over a mural and calls it equity work, I lose a potential ally because they think that's what anti-oppression and anti-racism work looks like.

I took the letters and the facts to my EDI colleagues to ensure that I wasn't allowing my emotions to cloud my EDI lens - they told me to keep fighting because they don't want to see their work devalued in this way. So I will keep fighting. I will keep ensuring that people know that my Grandfather was not only NOT a racist, he was instead a pioneer for change. He worked to amplify women's voices in politics when that was NOT the popular thing to do. He worked to preserve the environment at a time when growth and consumerism were in full force. He was a community man with a community heart.

For those of you who have asked how you can help, I am asking you to make some noise and to keep the pressure on. If you are willing, please let your thoughts be known by sending an email. You can send it to:



Andrew Welch

This is outrageous. Eradicating the contribution of a citizen to our history just because they are Caucasian or male is an excellent example of racism and oppression.

👍 [\*\*\* EDIT: It has now been made clear that the principal has apologized and recognizes that a mistake was made. Always good to know more of the story.

There seems to be a teachable moment here - an apology should be made meaningful by an attempt to right the wrong. How do we restore some of the tribute to Alex Raeburn while also advancing the Equity Plan?]

Like Reply 29w Edited




Andrew Welch

Seriously - if you want to teach inclusivity and equity, you "include" and give "equal" attention - you don't paint over and eradicate to the lowest common denominator of blankness. You "add" to the conversation, you don't suppress





 \_steeznash Lmao I'll never forget when this guy was our substitute for gym one day and looked at our predominantly black class and said "wow this is a dark room" 🤔🤔

5w Reply

 The Brampton Guardian

December 12, 2019 · 🌐

'The time has come to act': McCrimmon Middle School in Brampton is getting a new name after a trustee referred to it as McCriminal. But, does the move do anything to address anti-black racism?



BRAMPTONGUARDIAN.COM

**ANALYSIS:** Will changing the name of McCrimmon Middle School in Brampton stop anti-black racism?

👍🤔🤔 25 48 comments 25 shares



**Tom Low**

Ha ha ok, what a joke, lets change it to Bob Marley school or Kanye West school, bend over...bend way way over

Like Reply 3y



**Jennifer Cassle**

😂😂😂 oh good grief what's wrong with "you people" we are living with a bunch of snowflakes . Come on North peel was No Knowledge collage for god sakes . Noone cried about that

Like Reply 3y

**Petula Wilmot-Chambers**

June 4, 2020 · 🌐

For whom Mr Ford?? Right here in Peel region we have been engaged in a battle( as parents) against anti black racism, to ensure our black children and educators get the respect and fair treatment which they deserve. However, when we began attending the PDSB meetings and voicing our concerns in the format outlined by the PDSB... the police was called, the meeting abruptly ended and without substantive reasons. What about the Dufferin- Peel school board director who called a parent that was actively participating and engaging in the school council, a racial slur??

You don't know Doug because as soon as the conversation becomes difficult most(white folks) turn away or tune out. Sorry,that's the truth.



**This content isn't available right now**

When this happens, it's usually because the owner only shared it with a small group of people, changed who can see it or it's been deleted.

👍 🤔 🙄 11

4 comments



BRAMPTONGUARDIAN.COM  
Under fire from Black community, province names third reviewer in Peel school board racism probe

9

2 comments 3 shares



**Gege Burrell**

Is his name Token? 🤔

Like Reply 3y

## Appendix C15: Tokenism

## Appendix C16: Police

**In Brampton**

December 16, 2021 · 🌐

Only 45 per cent said the force is committed to police reform



INSAUGA.COM

Police in Mississauga, Brampton and Caledon need better anti-racism training: survey

👍 🤔 7

4 comments



**William Vaughn**

All people need to learn to respect police

Like Reply 1y

5



**Sev Zei**

How about we let police concentrate on fighting crime.

Like Reply 1y

👍



**Melvyn Lopez**

...



Like Reply 1y



**Prisca Sebaratnam**

February 2, 2021 · 🌐

Ontario police departments like Durham Region and Peel police with egregious antiblack racism & human rights records have the mf AUDACITY to put notable Black leaders on their police cars on some performative faux solidarity bullshit for Black History Month has got to be the BIGGEST show of hypocrisy and self delusion I have ever witnessed in life smh



👍 🤔 13

13 comments 1 share



**Creighton Leigh**

They'd lock up them all up or worse. Like wtf is this

Like 1y

2



**Prisca Sebaratnam**

Creighton Leigh ZACTLY. This the most performative fraudulence I've ever seen smh

Peel police have even done horrible things to Black kids even. Friggin KIDS!

Like 1y



**Carlitos Way** · Follow

On the backseats too they swear its a joke

Like 1y

...

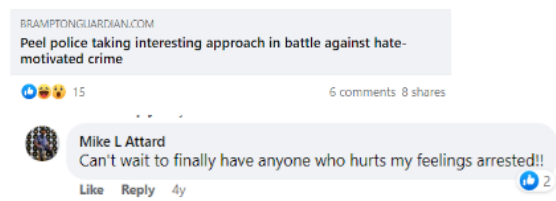
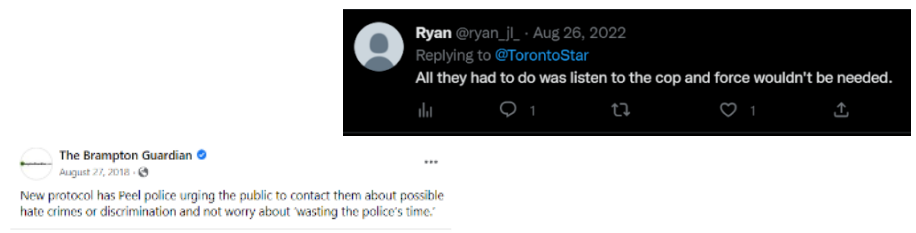


**Prisca Sebaratnam**

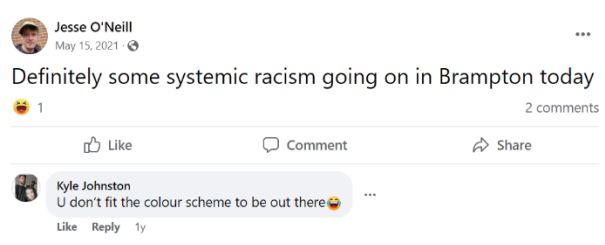
Hank Hill what?? You're kidding??

Like 1y

...



## Appendix C17: Racial Jokes about the Region of Peel



## Appendix C18: Miscellaneous

