



Hillcrest High School

Anti-Racism Goals

October 2020 to be reviewed May 2021

“In the end, we will remember not the words of our enemies but the silence of our friends” (MLK)
Speaking up is hard, sometimes unpopular. When our communities are in pain, silence is not an option for socially responsible leaders.

Camille Williams-Taylor
Director of OCDSB

Guidance, Learning Support, and Student Success

- We will keep informed of current events in our community and anticipate how it impacts our school community.
- We will continue to interact with and support our students without assumption, while also respecting each of their personal histories, perspectives, and abilities.
- We will promote and build access to culturally relevant community resources and supports for all students.
- We will help our student population achieve their full academic potential with access to additional supports.
- We will increase visibility of marginalized groups in our spaces so students can see themselves on our walls.

Special Education

- We will take advantage of our cultural resources in order to build & maintain frequent connections with our students' parents.
- We will examine and challenge the inequities or barriers in our programs and in the services we offer.
- We will provide specific, actionable, accessible feedback that is culturally responsive and helps students achieve expectations aligned with their goals.
- We will continue to focus on building a meaningful rapport with students in order to create safe learning environments.

Visual Arts, Music, and Physical Education

- We will identify racial inequities and disparities that have hindered participation in extracurricular activities at our school and find ways to help support those students who face these barriers.
- We will continue to create opportunities for more of the school community to participate in all musical endeavours, by offering bucket drumming, karaoke, and larger musical productions
- We will offer non-competitive activities and inclusive intramurals
- In our courses, we will be more deliberate in our promotion of BIPOC contributions in the areas of music, art, and sports that have paved the way for future musicians, artists and athletes. All areas of sport, art and music will be examined for decolonization.
- In Visual Arts, we commit to including racialized and marginalized artists in our Art History, focusing on the artistic expression of identity and culture.
- We will promote a more Non-Westernized view of music, history and theory, and to breakdown cultural stereotypes in musical representations
- We will encourage students to explore their own personal music history backgrounds and how that has shaped their identity
- Outdoor education will provide opportunities to talk, ask and learn about First Nations when we learn about the canoe and go on land walks with elders
- We will continue to promote Inuit games with the goal of expanding to other Indigenous games.
- When discussing artists' cultural traditions, we will recognize and respect the specific communities and their cultural diversity, highlighting student voice whenever possible.
- We commit to fostering a culture of respect, inclusiveness and safe space in all areas of phys ed, music and art. Our students will be able to see themselves in the assignments and around their classroom.
- We will step in and call it out when we witness instances of intolerance and racism in our classroom and community. Use of Inappropriate language (ex. race, gender) and other moments of intolerance will be used as a learning opportunity for ourselves and our students.
- We will continue to contribute to the Black History Month, by creating banners of awareness, and supporting other social issues raised in our school.



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Front Office

- We will each be aware of our own prejudice and bias when interacting with students, staff and community at large
- We will be aware of what is going on in our community on both a local and global scale and be mindful of how it affects our students and those around us
- We will ensure our Fun Fact/Positive Reinforcement showcase includes people of all ethnic groups and shows the success of all ethnic groups.
- We will gently redirect the thoughts and words of those around us who may not realize that their comments are hurtful or racist.

Math, Coop, Business

- We acknowledge that we are teaching in a system that has harmed racialized people.
- We will continue to work on ourselves as individuals by learning with and from our students, and to always listen to each other's lived experiences.
- We will consider what students are saying to us
- We will speak of the harm our country has done in the past
- We will speak of the harm our society has done in the past
- We will speak of the harm our education system has done in the past
- We will speak of events in our world which are currently harmful and exhibit racism.

Science

- We will highlight examples of BIPOC in the history of science.
- We will provide a welcoming environment to all students, to be mindful of their different backgrounds and cultures, and continue to have high expectations of all students regardless of race.
- We will cast a critical eye on our curriculum and its delivery as we look to give a more balanced education to our students.



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Principal Geordie Walker

- I am committed to lead with my truth in all my interactions with you
- I commit to be held accountable by students, staff, parents/guardians, and the community
- I am committed to practice, not perfection, I expect to get it wrong.
- I look for the gift of correction from those in the Black, Indigenous, LGBTQ2, and communities I do not represent by the colour of my skin.

Vice - Principal Tricia Jones

- I commit to check my own bias and privilege in all interactions with others
- I commit to help others recognize their own bias and privilege

Canadian & World Studies

- We will identify and disrupt our content that is either colonial or does not reflect diversity (class, religion, race, sexual orientation, gender orientation, ability), and where the tasks are not differentiated like "say, write, do" methodology. Openly share, circulate and implement diverse and equity-based resources and learning strategies.
- We will acknowledge that we must continually challenge our intentional and unintentional choice of words and their impact on others.
- We will discuss difficult subjects about diversity, privilege and systemic racism, keeping what is best for our students at the centre. We will teach resilience, resistance and reclamation before we examine trauma.
- We will intentionally be a "warm demander" to our students: Explicit focus on building rapport and trust with students by expressing warmth through verbal and non-verbal ways, while also holding high standards for student success. - Hammond (p.99)
- We will intentionally give "wise feedback" to our students: Providing targeted feedback that conveys high expectations, and the instructor's genuine belief that those expectations can be achieved by the student. - Hammond (p.105).
- We will engage in ongoing personal and department PD for equity, diversity, decolonized and culturally responsive teaching (Ex. book clubs, webinars, conferences etc.).

Indigenous Studies, English, Languages , Learning Commons

- We are committed to continuing our search for and inclusion of literature and media works from authors that identify as Indigenous, POC, and / or LGBTQ2
- We are committed to including student voice and community voice as we search for and include new inclusion of literature and media works from authors that identify as Indigenous, POC, and / or LGBTQ2
- We will learn and use our learning to create safe learning environments to ensure that discussions and tasks do not do harm.
- We will plan, create and support learning opportunities for staff and students about Indigenous history and perspectives that raise awareness of Indigenous culture, technology, artists and leaders.