

JCS Diversity Policy

Joane Cardinal-Schubert High School is committed to creating, fostering, and preserving a school culture built on diversity, equity and inclusion.

Our diversity makes us stronger.

We recognize that the people in this building are the most important asset we have. The collective sum of the individual differences, experiences, knowledge, innovation, self-expression, unique capabilities and talent that our staff and students bring to Joane Cardinal-Schubert represent a significant part of not only our culture, but our reputation and school's achievement as well.

We embrace and encourage our community's differences in age, race, ethnicity, religion, national origin, family or marital status, gender identity or expression, sexual orientation, neurodiversity, physical and mental ability, socio-economic status, and other characteristics that make our school community unique.

Joane Cardinal-Schubert High School's diversity initiatives are applicable—but not limited—to our practices and policies in the ongoing development of a school environment built on a foundation of diversity that encourages and enforces:

- Respectful communication and cooperation between all community members.
- Active affirmation of the value and strengths of our diverse population.
- Teamwork and collaboration between diverse groups. Working together to share different perspectives, experiences, and histories.
- Contributions to the communities we serve to promote a greater understanding and respect for diversity and active citizenship.

All students and staff of Joane Cardinal-Schubert High School have a responsibility to always treat others with dignity and respect. All community members shall be responsible and accountable for their behaviour and conduct:

- While involved in school-sponsored or related activities.
- During any recess or lunch periods on or off school property
- While traveling to and from school.
- In vehicles used for the transportation of students to and from school and school activities.
- While engaging in electronic communication both on and off school property.
- Beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of Joane Cardinal-Schubert.

Any community member found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action as per:

- **The CBE Student Code of Conduct.**
- **Professional Codes of Conduct (applicable to staff in the building).**

Students who believe they have been subjected to any kind of discrimination that conflicts with the school's diversity policy and initiatives should seek assistance from a trusted school staff member. The following policies and procedures outline how we will respond to incidents of racism and discrimination in our school:

JCS Policies and Procedures for Racism and Discrimination

Procedure for students experiencing racism and/or discrimination:

What to do if you have witnessed and/or experienced racism, discrimination, and/or bullying:

- Find a staff member at JCS that you are comfortable discussing this event with; this may be a teacher, guidance counsellor, administrator or other trusted adult. Let them know what is going on.
- Try your best to be specific in reporting the incident, date, details, and people involved.

Procedure for staff receiving, witnessing, experiencing, reports of racism and/or discrimination:

- All reported events of discrimination brought forth by a student must be dealt with as promptly as possible.
- Administration needs to be made aware of the incident – students involved, steps currently taken, and advise of the follow-up steps.
- Staff will refer to the training and procedures for reporting as outlined during JCS staff training, and available from Administration.
- Staff who witness or experience another staff member engaging an act of racism and/or discrimination should follow the best practices for reporting as outlined by the Alberta Teacher Association.

Flow chart?

- Incidents of discrimination that warrant direct intervention (ie. One-on-one discussion with a student, suspension, participation in restorative justice, conversations) need to be recorded in Powerschool "*Incidents*" (by administration) to ensure that repeat issues are recognized and addressed appropriately.
- Recording of event in IRIS at discretion of the teacher
- Info will go to Admin, Admin will handle record keeping of these incidents

JCS Response plan for dealing with racism and discrimination

The JCS school community respects diversity and the right to a safe place for all students to access the education they deserve. **There is no excuse for racism and discrimination in the JCS community, it is always wrong.**

Racism and discrimination at JCS are defined as the following:

Overt and covert forms of discrimination that occur between groups and individuals within our school community.

- **Overt and intentional forms of racism:**
 - Targeted Graffiti and other unapproved messaging posted in the school (symbols and direct comments on walls/bathroom stalls/etc.)
 - Targeted insults involving references to race, ethnicity, religion, heritage, sexual orientation, gender expression, physical diversities, and mental abilities.
 - Use of racial slurs and derogatory language (regardless of context).
 - Harassment and/or violent incidents based on racism and or discriminatory views.
- **Microaggressions and other forms of covert racism** that result from a lack of understanding and awareness. While these issues may be unintentional, they cause harm and need to be addressed and learned from.

Intention vs Ignorance

- There is a difference between ignorance and intentional actions and it is important to recognize the difference in addressing the incident.
- Incidents will be addressed in a manner appropriate to their severity and the accountability a student shows when confronted.

Outcomes

- All reported events of racism and discrimination will be followed up on and addressed with
 - perpetrating students
 - Victims
 - Witnesses/bystanders directly connected to the incident when:
 - doing so addresses their need for follow-up, support, or closure
 - doing so does not create further harm to affected parties
- JCS is committed to creating an inclusive community through proactive education and restorative justice.

Restorative Justice at JCS is defined as the following:

- a process in which involved parties (victims, community members, perpetrators) develop a consequence for violating community rules that seeks to:
 - Educate the perpetrator on how their actions harmed the community
 - Identify a meaningful way the perpetrator can reconcile with, or give back to the community that they have harmed. This might take the form of a learning plan, participation in school events or groups, volunteer opportunities, or participating in sharing and reconciliation processes.
 - Allow victims opportunities and a safe space to speak their truth and confront the perpetrator and/or community about how they have been harmed if they desire to.
- In serious circumstances further consequences may involve meeting with administration and/or School Resource Officer, contacting home, suspension and expulsion pertaining to our Student Code of Conduct and CBE disciplinary policies.

Sources of Guidance in the creation of the JCS Diversity Policy

<https://www.diaglobal.org/en/about-us/diversity-equity-and-inclusion-statement>

<https://www.cetainternational.org/ceta-diversity-policy>

<https://www.lji.org/about-us/statements/lji-diversity-and-inclusion-statement/>

<https://voqal.org/our-story/deipolicy/>

<https://www.shrm.org/resourcesandtools/tools-and-samples/policies/pages/diversitypolicy.aspx>