

Quebec High School
CQSB Educational Services
References: EMSB Policy for Racial incident, CQSB ABAV plan, Policy Against all Forms of Harassment at CQSB.

PREAMBLE

Some efforts have been put in place to educate the students of QHS regarding Racial Issues. Following a presentation from an anti-racism organism, it was noticed that incidents of racism were still occurring and even increasing. The content seen during that presentation has been used against the cause. With this said, Quebec High School is already equipped with an up-to-date Anti-Bullying and Anti-Violence plan which covers situations of racism. As well as for bullying and violent situations, all the prevention measures and protocols for interventions and sanctions can apply to situations of racism. Furthermore, the Central Quebec School Board also has a policy Against all Forms of Harassment that applies to all members of the CQSB community. We think that it is imperative that specific guidelines regarding situations of racism are to be provided to the school community of QHS.

PRINCIPLES

As per the Education Act and Bill 9

- Each school must provide a healthy and secure learning environment that allows every student to develop their full potential, free from any form of bullying or violence.
- School boards must also ensure a healthy and secure working environment for their staff, and the staff must participate in ensuring a safe and respectful working climate.
- Support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.

The School Board shall:

- See to it that each of its schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.

The Principal shall:

- Support any group of students wishing to conduct activities conducive to preventing and stopping bullying and violence *and racism*.
- See to it that all school staff members are informed of the school's rules of conduct, safety measures and ABAV measures, and of the procedure to be followed when an act of bullying or violence *and racism* is observed.
- Promptly deal with any report or complaint concerning an act of bullying or violence *and racism* that the principal receives or that the regional student ombudsman sends to the principal.
- On receiving a complaint concerning bullying or violence *and racism*, and after considering the best interest of the students directly involved, the principal shall promptly communicate with their parents to inform them of the measures in the ABAV plan *and this guideline*.
- Inform them of their right to request assistance from the school board.

It is the school principals' duty to make sure that all staff knows that any type of exchanges or gestures involving racial or ethnical derogatory connotation are not acceptable under any circumstances and will not be tolerated at QHS.

PURPOSE OF THE GUIDELINE

1. Provide the school and its community with clear procedures to deal with any type of incident related to situations of racism.
2. Provide a specific sanction plan to address the current situation at QHS regarding situations of racism. This is an addition to the ABAV element 8 specific disciplinary sanction.

DEFINITIONS

1. Racism:

- a. " Racism corresponds to the "set of ideas, attitudes and actions whose purpose is to make ethnocultural and national groups feel inferior socially, economically, culturally and politically, thereby preventing them from benefitting fully from the advantages to which all citizens are entitled." Racist discourse is usually based on

real or presumed physical and cultural differences " (*Ministère de l'Éducation du Québec: Violence and Intercultural Relationships*).

2. Individual racism:

- a. Is a form of racial discrimination that stems from conscious, personal prejudice (EMSB racial incident's policy).

3. Racial incidents:

- a. Can be verbal, written, or physical.
- b. Directed or not towards someone.
- c. Are seen as interactions or exchanges between or among students, staff, student and staff or students and parents.
- d. Is the expression of derogatory attitudes towards or hate for a person or a particular group based on race, color, culture, or nationality.
- e. Can take many forms: name-calling, slurs, insults, intimidation, physical assault, outright violence, teasing, graffiti, avoidance behavior, etc.

PROCEDURE FOR SANCTION:

1. General consideration:

- a. Presence or not of past offenses.
- b. Context around the situation reported (directed towards an individual, a conversation between two people not related to the issue, etc.)
- c. Intent: deliberate or unconscious because of insensitivity, or in jest.

2. Steps to follow:

- a. All reported events are to be investigated as soon as possible. It is possible that staff chooses to put a student on time-out in the reflection room for the time of the investigation, if need be.
- b. First offense:
 - i. Suspension and reflection assignment at home. Time to be determined in consideration of the elements above.
 - ii. The school-team meets the parents and the student upon reintegration. Expectations and the next sanction to be applied are discussed.

- iii. Follow-up meetings with a SET on the assignment that had to be done during the suspension.
- c. Second and consecutive offense:
 - i. Suspension for a minimum of 5 days. Reflection assignment to be done during the suspension.
 - ii. The school-team meets the parents and the student upon reintegration. Expectations and the next sanction to be applied are mentioned.
 - iii. Follow-up meetings with a SET on the assignment that had to be done during the suspension.
- d. Recurring offenders:
 - i. Are to be suspended until the end of the year. A tutor paid by the school board will be provided to these students so that they can finish their schooling year.
 - ii. Reflection assignments will be provided, and the student will have to report on the work done once a week to the school. A follow-up on this reflection work will be done with a SET of the school to ensure that the student is making progress.
- 3. At any time, a meeting with the parents to tell them of their child's behavior at school should occur as soon as possible. If this has been done already, it is recommended that the community police officer be involved in the conversation so that the student understands the legal implications of such behavior.

We hope that by actively involving all stakeholders in this action plan, QHS will become a safe and caring environment for all students and staff.