

December 10, 2019

The following information should be used in conjunction with existing policies and practices related to maintaining a safe and supportive environment for all students in your school.

Equity Collaborative Recommendations:

1. School Administrators establish proactive measures that intervene and mitigate the impact of racial incidents experienced by students of color in order to build an inclusive culture that doesn't tolerate harassment.
2. Provide specific social emotional support for students and families dealing with the traumatic impact of racism and discrimination.

Expectation for all school administration and leadership teams:

1. Always involve your support teams/members when allegations, perceptions, or actions related to hate speech, racism and discrimination occur. It is important to involve your support team member(s) within the day that the incident happens or the following day. The Support teams include the following people:
 - a. Unified Mental Health Team Support (School Counselor, School Social Worker, School Psychologist, Student Support Specialist)
 - b. Department of Pupil Services central office administrator
 - c. Any employee who has a positive relationship with the student

The Unified Mental Health Team member(s) can offer support by any of the following

- Meet with the student harmed to learn about the concern from the student's perspective and identify an appropriate response/intervention and follow up with the student
- Provide ongoing support to all students involved and/or impacted until the particular level of care is no longer deemed necessary (student harmed, student who placed harm, witnesses, or others)
- Meet with (individually or group) with other student(s) involved to repair the relationship to determine support
- Initiate a Restorative Conference and/or Circle, mediation, conflict resolution if appropriate
- Follow up with the parents of all students involved and/or impacted to offer support and/or resources
- Follow up with the faculty/staff member involved to offer support and/or resources needed for the impacted environment (classroom, grade level, bus, etc.)
- Identify and facilitate if there is a need to connect the student harmed to other positive peers (lunch buddy, peer advocate/ally)
- Report to the school administrator any concerns that the student(s) may raise which requires an administrative response
- Identify concerns that may be a school-wide issue needing to be addressed through training for faculty, staff, and possibly community

2. Maintain and nurture a supportive and inclusive school climate. Establish a culture of respect for differences through assemblies, school-wide messages, advisory activities and classroom lessons. Develop specific assemblies and/or classroom lessons about racism, racial slurs, bullying, put-downs are not accepted. Promote expectations through support of student leadership groups. Establish and use common language to model the expectation for faculty, staff, students (bystanders/upstanders).
 - a. Review climate surveys with students, faculty, and staff.
 - b. Review school practices and procedures for equitable practices void of implicit bias.
 - c. Find ways to educate and increase the racial consciousness of the school community: Schedule opportunities in the school schedule to use examples found in media for restorative circle discussions about race, discrimination, and supportive actions like *Hate Has No Home Here*.

3. When an issue of racial slurs or derogatory language or a related incident occurs consider the following (Teaching Tolerance – Responding to Hate and Bias at School):
 - Safety first: Follow discipline protocols and *Reflective Considerations Prior to Disciplinary Action*. Encourage staff and students if they see something, say something, remove racial slurs/derogatory language graffiti immediately.
 - Investigate: Involve HRTD if the allegation/concern involves an employee. Contact the Office of School Administration if the allegation/concern involves students and you need support or guidance.
 - Denounce the act: News travels when incidents occur. Determine the ripple effect, work with your level director and the PIO craft a statement about the concern and how you are addressing it. Remind parent community and students of the expectation around the concern. Be sure to provide accurate information to the extent possible and dispel misinformation.
 - Involve others as stated above in Number 1.
 - Provide support for the victim and bystanders/upstanders. Identify the ripple effect and leverage support of the UMHT and use of restorative practices (conference and/or circles as varied levels).
 - Identify an administrative response using discipline protocols for dispositions and educational outcomes. Contact Office of School Administration if you need additional guidance.
 - Involve parents of the students directly and indirectly affected. Identify community support that may offer ongoing school improvement.

4. Ongoing efforts after an incident of hate speech, racism or discrimination occurs.
 - Reflection: What went well? What are opportunities for improvement?
 - Debrief: UMHT, student level, employee level, faculty level, parent level, and community level as appropriate
 - Data review – PBIS and student record
 - Training considerations for faculty, staff, students