Biased Incident Response

Respond

Prevent

Restore

School and System Readiness

COSA

Access the Presentation

https://bit.ly/3FrtKAW

Who's In The Room ?

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Scenario

Before first period, a student reports seeing a social media post made by kids from school that diparages and negatively stereotypes other students who are of Latinx heritage and those that practice the Islamic faith. The post is filled with racial and anti-Islamic rhetoric.

By the end of the day, more than 1,000 have viewed the post and there are *many* shares.

The front office is inundated with phone calls and emails from upset families and community members. You have a reporter waiting for you to return their phone call.

5

Components in the Every Student Belongs Rule

Condemn the use & display of symbols of hate: Neo-Nazi symbols, noose, and Battle Flag of the Confederacy — #4

Acknowledge harm, establish processes to stop the harm, establish trauma-informed processes for responding, and training — #5

Develop/ adopt policy addressing biased incidents and symbols of hate — Start

Develop protocols for reporting, investigating, and responding to incidents, as well as disciplinary and restorative processes — #3

Development of a complaint and appeal process specific to Every Student Belongs — #2

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5

Components in the Every Student Belongs Rule

Order of Operations

Develop/ adopt policy addressing biased incidents *and* symbols of hate

Development of a complaint and appeal process specific to Every Student Belongs

Develop protocols for reporting, investigating, and responding to incidents, as well as disciplinary and restorative processes

Condemn the use & display of symbols of hate: Neo-Nazi symbols, noose, and Battle Flag of the Confederacy

Acknowledge harm, establish processes to stop the harm, establish trauma-informed processes for responding, and training

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Prevent

Preventing incidents starts with a culture of care and respect

Establish, foster, and maintain a school climate of safety and respect
Build relationships between staff and students and staff and families. Regularly assess school climate through constituent input and by systematically using data to rack incidents and share climate expectations with staff, students, and families.

District polices and practices prioritize equity and non-discrimination
Constituents receive and can access communication about protective policies, methods of reporting, and avenues to access support.

Decision-making done an equity lens, is transparent, & communicated
Focus on interrupting inequitable practices and outcomes, and removing barriers to access.

Training is provided to all staff and students
Staff know to recognize and respond to incidents of bias, hate, and discrimination. Students receive training on expectations for a safe and respectful school, and how to report incidents.

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Respond

Treat incidents seriously and with immediate attention

Stop immediate harm and provide physical and emotional support
Victims of biased incidents need to feel heard. School leadership must stop immediate harm and implement safety measures for victims. Communicating with all victims the denouncement of the biased incident and plans to address and restore are important to build and maintain trust and start the healing process.
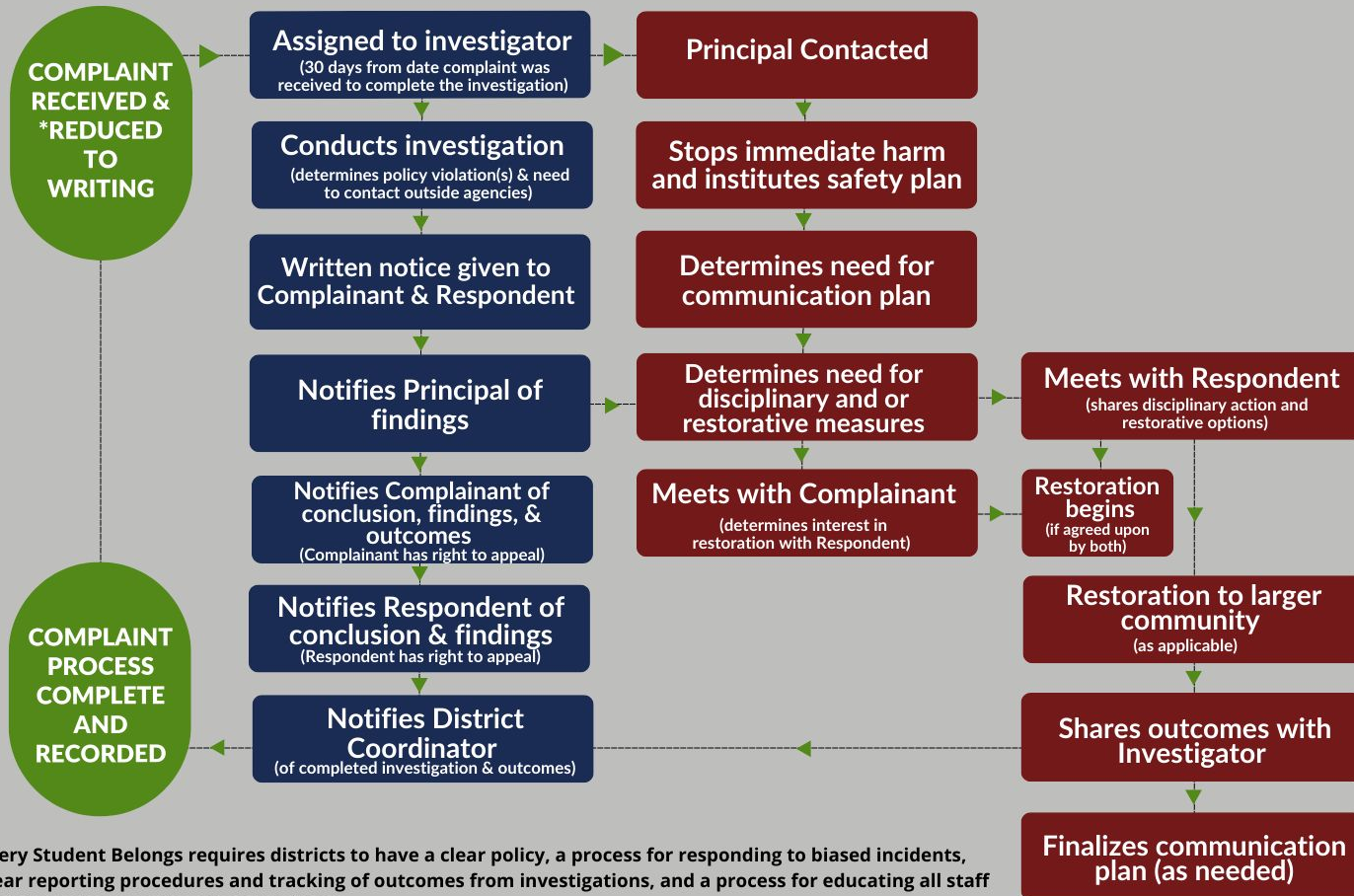
Investigate and Document Actions
Follow district policy and investigate with integrity. It is important to understand the scope of the incident in order to respond and make decisions that support all those who were impacted. Make decisions with a lens of equity while focusing on caretaking and maintaining the safety of impacted persons. Seek support as needed (or as directed by policy or by law) for the investigation.

Communicate
Follow district policy regarding communication of the investigation and findings. Follow up with each constituent group with transparent and accessible language about what is legal to share about the process. Frequent and accurate communication shows constituents the incident is being treated seriously.

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Biased Incident Response Process

COMPLAINT RECEIVED & *REDUCED TO WRITING

Assigned to investigator
(30 days from date complaint was received to complete the investigation)

Principal Contacted

Conducts investigation
(determines policy violation(s) & need to contact outside agencies)

Stops immediate harm and institutes safety plan

Written notice given to Complainant & Respondent

Determines need for communication plan

Notifies Principal of findings

Determines need for disciplinary and or restorative measures

Meets with Respondent
(shares disciplinary action and restorative options)

Notifies Complainant of conclusion, findings, & outcomes
(Complainant has right to appeal)

Meets with Complainant
(determines interest in restoration with Respondent)

Restoration begins
(if agreed upon by both)

Notifies Respondent of conclusion & findings
(Respondent has right to appeal)

Restoration to larger community
(as applicable)

COMPLAINT PROCESS COMPLETE AND RECORDED

Notifies District Coordinator
(of completed investigation & outcomes)

Shares outcomes with Investigator

Finalizes communication plan (as needed)

Every Student Belongs requires districts to have a clear policy, a process for responding to biased incidents, clear reporting procedures and tracking of outcomes from investigations, and a process for educating all staff and students regarding biased incidents.
*If the report is received orally, the administrators documents the complaint in writing.

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Prevent

Prevent Resources

- **ODE ESB Guidance**
- **Equity Readiness Self Assessment Tool (Staff)**
- **Site Walkthrough Tool**
- **Student Voice Examples**
  https://drive.google.com/file/d/1xcirthssOKhFbfQ19s1GKIPE3-JkQcqW/view?usp=sharing
- **Speak Up at School, a Student Guide**
- **No Place for Hate, Activity Library, ADL**
- **Let's Talk! Discussing Race, Racism, and Other Difficult Topics with Students, Learning for Justice (formerly Teaching Tolerance)**
- **Consult your district's equity and anti discrimination policies**

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Address

Address Resources

- **Scope of Incident Tool**
- **Checklist of Steps to Take**
- **Communication Notes and Templates**
- **ODE Toolkit: Communicating about Racial Equity in a Charged Environment**
- **Investigation and Documentation Tool**
- **Behavioral Threat Assessment -NASP**
- **Trauma-Informed Approach to Interviewing a Victim of Assault, Abuse, or Violence**
- **Consult your district's equity lens and anti discriminaton policies**

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Restore Resources

❑**ODE Every Student Belongs Updated Guidance 2.0**

❑**Western States Center: Confronting White Nationalism in Schools**

❑**Responding to Hate and Bias in Schools, from Learning for Justice**

❑**Anti-Defamation League- Responding to Bias Incidents in Middle and High Schools**

❑**Mental Health Resources for Communities of Color**

❑**Student Voice**

❑**Incident Response Evaluation Tool**

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