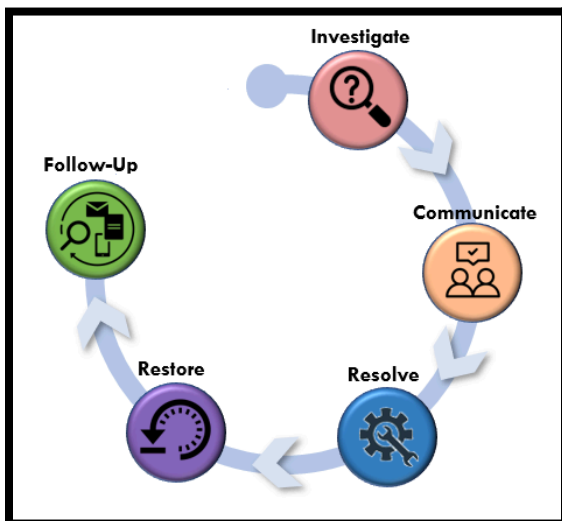


Protocol for Hate Language

Hate language is any kind of communication in speech, writing or behavior, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of their religion, ethnicity, nationality, race, color, descent, gender or other identity factor.

Any hate language action will take into consideration the scope, disruption and harm inflicted to the community. Each individual incident will be taken into special consideration and alternative methods of resolution may apply depending on the severity of impact.



The following process of investigation, communication, resolve, restore and follow-up are elements created in sequence to maximize the safety of the school environment. When incidents of this magnitude occur, this protocol aims to maintain communication and apply an equitable and consistent approach.

INVESTIGATE

Identify everyone involved

Offender, Offended, Staff, Other Witnesses

Review all pertinent information:

Check behavior log and developmental history of students

Interview students & staff in proximity to incident

Facilitate restorative conversations:

Ask Offender Restorative One Questions (to respond to challenging behavior):

- ☐ What happened?
- ☐ What were you thinking of at the time?
- ☐ Who has been affected by what you have done? In what way?
- ☐ What do you think you need to do to make things right?

Ask Offended Restorative Two Questions (to help those harmed by others actions):

- ☐ What did you think when you realized what had happened?
- ☐ What impact has this incident had on you and others?
- ☐ What has been the hardest thing for you?
- ☐ What do you think needs to happen to make things right?

Discuss findings. Building administrators review and discuss to determine next steps. If needed, contact Case Manager, School Counselor, Psychologist, Social Worker, and district administrators.

COMMUNICATE

During the investigation, building administration will contact parents/guardians.

- ☐ Refer to school common equity statements for guided conversations with parents/guardians timely, listening, care, affirm, support. Avoid defensive routines.
- ☐ Tell them that we are currently investigating
- ☐ Make parent/guardian aware of the restorative protocol in place
- ☐ Write all parent/guardian questions down
- ☐ Make note of any outside organization involvement
- ☐ Provide an update to assigned district administrator

RESOLVE

Once the investigation is complete, and communication has occurred with parents/guardians, work to resolve the situation:

- ☐ Offer a Restorative Conference to students
- ☐ If students agree, then set a Restorative Conference as soon as possible
- ☐ If student disagree, then see first offense section for next steps

RESTORE

Restorative Conference Complete

- If harm is confirmed, identify what the offender will do to resolve the problem.
- Provide Educational Components in collaboration with counselors, school social workers or psychologists.
- How empathetic was the offender?
- Check in with the offended separately, post meeting.
- Assess the need for additional resources for both offended and offender.

Log in restoration action agreed on by all parties when it is complete in power school.

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In cases involving a restorative process, follow up with both students post incident and determine if a follow up conference is needed. Provide needed resources and answer any questions the parents/guardian may have.

In cases involving out of school disciplinary action check in individually with all students. Provide needed resources and answer any questions the parents/guardian may have.