



ADDRESSING RACIAL HARM

From Surviving to Thriving



Where We've Been

WEST METRO

Lawsuit: Suburban Minnesota school district turned 'blind eye' to racist bullying

The lawsuit says school officials did nothing as black students in Eastern Carver County Schools endured physical violence, death threats and racial slurs.

By Andy Mannix Star Tribune | SEPTEMBER 3, 2019 — 10:18PM



MARK VANCE/LEAVE - STAR TRIBUNE

Minnesota Attorney General Keith Ellison met with Chaska residents at a discussion last month hosted by anti-racist community group Residents Organizing Against Racism.

News Education

Video attacking equity efforts inflames racial controversy in Eastern Carver Co. Schools

The equity work seeks to address growing racial tensions in the district which serves the cities of Carver, Chanhassen, Chaska and Victoria.

By Erin Hinrichs | MinnPost Staff Writer



Board chair Tim Klein, center, addressing the controversy fueled by a new published Alpha News video at the school board meeting Monday evening.

LOCAL NATIONAL COMMENTARY CRIME FAITH
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Home Faith ALPHA NEWS DOCUMENTARY: Eastern Carver Co. Schools Exposed

ALPHA NEWS DOCUMENTARY: Eastern Carver Co. Schools Exposed

Scandal on the politicizing of Minnesota Schools that now involves Attorney General Keith Ellison. A shocking, in-depth Special Report that exposes reckless spending by a Minnesota School Board that has pushed a radical, political agenda on parents, students, & staff.

By Alpha News Staff - September 16, 2019

Facebook Twitter



Parents in Eastern Carver County have had some concerns

WEST METRO

Parents push for answers in Eastern Carver district after racist incidents

About 30 people met for discussion with state attorney general.

By Liz Sawyer Star Tribune | AUGUST 20, 2019 — 11:23PM | Listen with Speechify



What IS Racial Harm?

Racial harm is an incident(s) in which intentional or unintentional harm is intended for a student or group of students due to their ethnic origin, race, color of their skin.

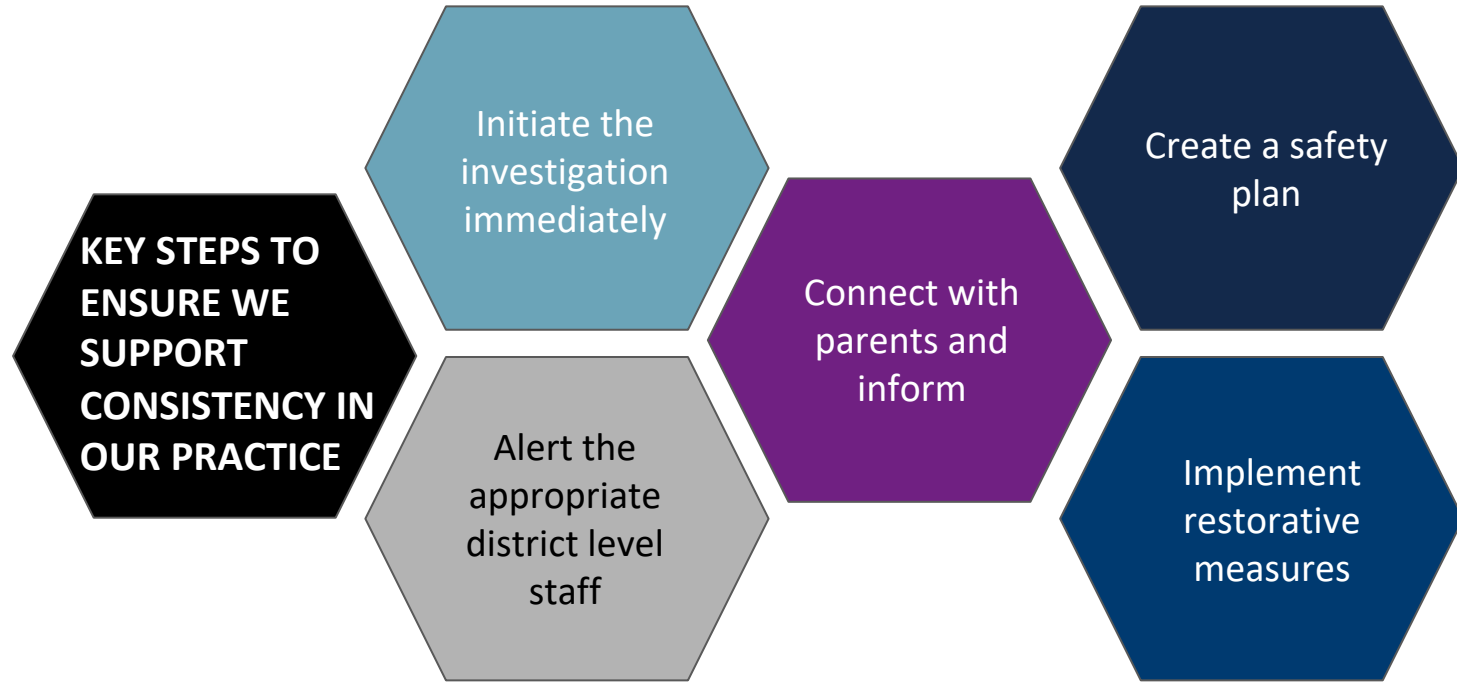
The harm can occur by:

- Derogatory name calling
- Verbal insults, such as racist jokes
- Display of racially offensive materials
- Exclusion
- Encouraging others to do the above
- Non-verbal racially offensive gestures

(This is not a comprehensive list)



Walking Through Our Protocol



School Perspective

PROACTIVE

- ☐ Student Perspective
- ☐ School Norms
- ☐ Classroom Visits
- ☐ Professional Development - All staff
- ☐ Lead Teams
- ☐ Transparency

IN CRISIS

- ☐ Follow Protocol
 - ☐ Safety First
 - ☐ Denounce the act
 - ☐ Notify Key people
- ☐ Teacher/Staff, Leadership Team, & Support Staff

FOLLOW UP

- ☐ Support
- ☐ Safety Plan
- ☐ Communication



School Perspective

Chaska High School PRIDE Norms



Respectful Language

1. Keep verbal and nonverbal communication positive
2. Do not use offensive language – insults, slurs: sexuality, race, gender
3. Seek to understand, listen and respect everyone's opinions and beliefs
4. Use social media as tool for positivity and not for hate and drama
5. If you don't have anything nice to say, don't say anything at all

Civil Discourse

1. To truly understand you have to listen and be open-minded
2. Respectfully agree to disagree on one's stance and opinions
3. Know when to draw the line when it comes to your opinion
4. Follow PRIDE in discussion

Conflict Resolution

1. Debate the topic not the person, and stay mature
2. Find understanding in your differences in order to satisfy both sides
3. Be cautious with your words
4. Don't push people's limits. Assume good intentions
5. When you see something, say something
 - a. Don't be a bystander. Let an adult know
 - b. Stand up for someone experiencing disrespect
6. Come to a conflict with the mindset of resolution



RESPONDING TO HATE AND BIAS IN THE CLASSROOM (TEACHERS)

BEFORE AN INCIDENT

1. **Acknowledge the climate**
 - a. Establish class agreed norms at the beginning of each semester and when discussing controversial topics or units.
 - b. [Review CIVIL DISCOURSE Norms](#)
2. **Teachable Moments**
 - a. "Before starting a controversial unit, find a case that occurred elsewhere and use it for discussion. "Could it happen? How we respond? What should we avoid?"

WHEN THERE IS AN INCIDENT

1. **Safety First**
 - a. Shut down the conversation with a clear statement that the behavior is not tolerated.
 - b. Check in with the student's who were harmed in private. Do not put them in the spot in front of the class.
 - c. Announce that a private conversation will occur with each party (the student's who harmed and the student's who were harmed).
 - d. Check in with your own emotions and wellbeing. Identify what you need.
2. **Deescalate the Act To The Class**
 - a. Nervous travels fast. Nothing in private information. It is better to make a statement.
 - b. "An unacceptable incident has occurred" (be as specific as you can, enhance privacy if possible)
 - c. Depending on the situation, "I will report this, and a full investigation will be made."
 - d. "Our school stands for respect and inclusion. It is a place where all are welcome and appreciated."
3. **Notify the deans (Deans will take the following steps):**
 - a. Deans will assess the situation with the teacher and give direction.

Three options will be considered:

- a. Teacher handles the response with guidance from deans
- b. Deans will work with teacher to co-facilitate a response
- c. Deans will handle the situation

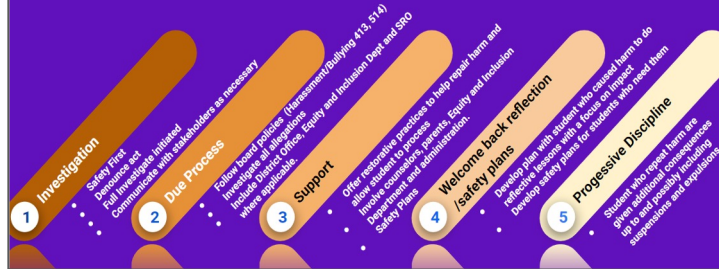
3. **Conciliation and Restorative Practice**
 - a. Conciliation and Restorative Practice will check in with student's who were harmed.
 - b. Restorative practice may take place
 - c. Reflective lessons may take place with the student's who harmed

AFTER AN INCIDENT

1. **Check in**
 - a. Check in with student's who were harmed
 - b. Check in with student who caused harm
 - c. If applicable, check in with whole class

Adapted from Teaching Tolerance [Discipline to Hurt and Heal in Schools](#) & [Discipline to Transform](#)
[See Also Resources](#)

Administrative Response to Reported Incidents of Hate and Bias



District Communication

- 1 Have a protocol**
- 2 Don't respond from a place of fear**
- 3 Choose your words wisely**
- 4 Center students**
- 5 Make sure your communicator is at the table**



Putting the Pieces Together



Thank You

Questions?

