



# **Understanding, Reporting and Responding Restoratively to Incidents of Hate-Bias**

**What Will Our Legacy Be?  
Speaking Up Against All Hate**

**4/27/23**

**VIDEO**



**Dr. Monifa B. McKnight**

Commitments made by Dr. Monifa B. McKnight, School Superintendent include:

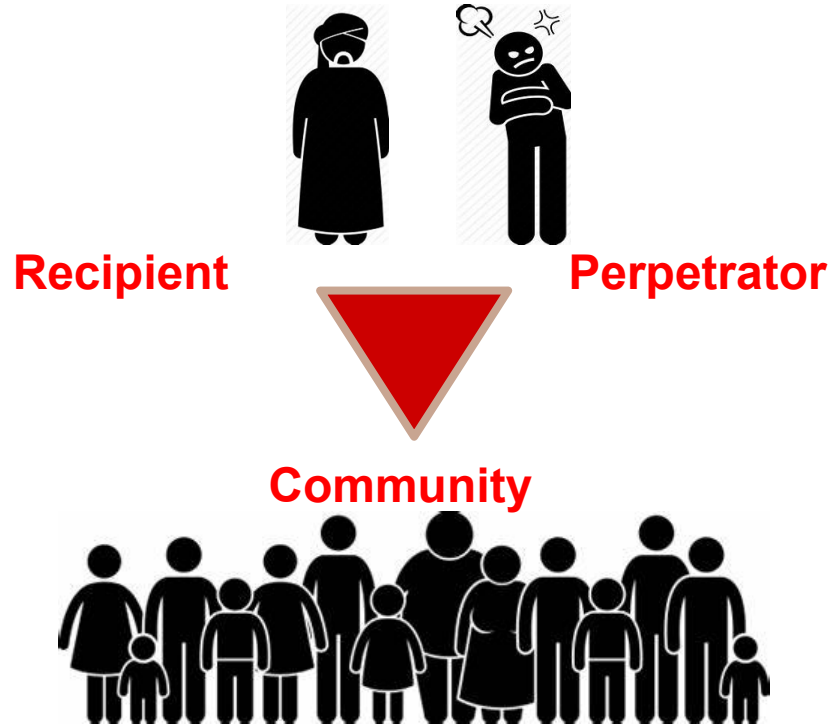
- We will be tightly coordinated to prevent and respond to incidents of hate and bias...diluting responsibility leaves too much to chance. We will identify key experts in equity, cultural proficiency, and nondiscrimination to respond to incidents and strictly scrutinize our system's decisions for evidence of equity.
- We will continue to deepen our leaders' expertise in antiracist leadership, through training for ALL central office employees. This is underway RIGHT NOW. And it will continue.
- We will help ALL the adults in our school system recognize and respond to hate and bias through training on hate and bias that all staff will engage in for next school year and repeat this every year.
- We will bring our community to the table. Our whole community. Schools cannot do this alone and should not do this alone. That's why we will put a Multicultural Advisory Group in place to monitor the Antiracist System Action Plan, model positive public discourse, and partner with our school system to educate families on how hatred is spread through forces like social media, popular culture, and gaming.
- We will teach our students about the role that hate, and bias has played across history. We are currently revising our fourth and fifth grade curriculum to align with social justice standards and teach students about the role that upstanders and bystanders have played throughout history. All fourth and fifth grade teachers will be trained in how to teach the sort of lessons that will marry historical context and character building. So that we can make the next chapter of our history one of upstanders.
- We will establish opportunities throughout our students' school days to learn about these issues— in assemblies, through student advisory boards, and in class.

# Definition of MCPS' Hate-Bias Incidents

**A hate-bias incident is either intentional or unintentional, harasses or harms anyone in our community based on actual or perceived personal characteristics that include (not an exhaustive list):**

- **Race**
- **Ethnicity**
- **Gender identity**
- **Sexual orientation**
- **Religion**

# We Are All Harmed By Hate-Bias



# What groups experience the most Hate-Bias Incidents in MCPS?

Current “serious incident” reporting data as of June 30, 2023

Hate Bias/Crime	Reported Incidents	Average (per day)
FY18	66	0.36
FY19	55	0.30
FY20	57	0.31
FY21	31	0.17
FY22	65	0.36
<b>FY23</b>	<b>238</b>	<b>1.31</b>

<b>2022-2023</b>	
August	3
September	1
October	9
November	8
December	6
January	17
February	42
March	66
April	19
May	42
June (As of 6/30/23)	25
<b>Total</b>	<b>238</b>
Race	116
Religion	97
LGBTQ+	42

# Voice Data Impact

“So just at recess, me and three other of my friends, we were just playing basketball... And one of my friends she was really Black. And then a White kid just walked up, but I don't think any of us knew him.

And he just said, 'Geez lady, what furnace have you been knocked into.' He cursed at her.”

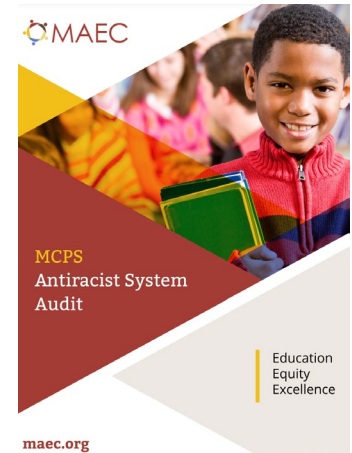
“One of my kids was in elementary school and he had been bullied a lot by being called servant since he was the only child of color in a classroom full of White people... He had been intimidated, harassed, bullied the whole time in front of his classmates.”

“There's been multiple times where she's been called terrorist in class, where the leadership like has told her to go sit down, to not make a fuss. She's had a couple of teachers who stood up for her, but for the most part, the teachers don't seem to care.”

“They've asked staff, they've asked in different formats, we've had these waves of we're going to do something different and do something better. And you start to feel like you are kind of stupid or crazy because you keep coming out to these things and you keep sharing your thoughts, knowing nothing's going to change.”

# Connection to the Antiracist System Audit

<b>Observation</b>	<u>Observation 3.3</u> : Staff members express uncertainty that school administration and/or the district address reports about bullying, discrimination, or harassment.
<b>Recommendations</b>	1.3: Ensure district-level policies and procedures related to reporting and addressing race-based and other forms of bullying and harassment are consistently communicated to all members of the MCPS community.
<b>Deliverable:</b>	As a part of and in alignment with the professional learning structures outlined in Domain 6, implement professional learning at the school level to develop inclusive cultures, affirming climates, bullying free spaces, equitable achievement and discipline practices.







# Reporting Hate-Bias Incidents

# Addressing Hate-Bias Incidents:

## STUDENT WELFARE AND COMPLIANCE

<https://www2.montgomeryschoolsmd.org/compliance/>

→ Serves as a resource for schools to ensure consistency and coherence when responding incidents:

- ◆ Student Bullying
- ◆ Student Sexual Harassment
- ◆ Child Abuse and Neglect
- ◆ **Student Hate-Bias**
- ◆ Student Hazing
- ◆ Student Gender Identity

→ **Quick Guides:** Steps by step support for student incidents

[SWC@mcpsmd.org](mailto:SWC@mcpsmd.org)

**240-740-3215**

# What is the Difference?

## HATE-BIAS INCIDENT

Motivated by Bias based on one's personal characteristics or identity

Examples:

- ❖ Name Calling/Degrading Language
- ❖ Creating Racist or Derogatory Images/Drawings
- ❖ Using Social Media to Degrade/Target

[MCPS Policy ACA](#), *Nondiscrimination, Equity, and Cultural Proficiency*

[MCPS Hate-Bias Incident Procedures](#)

A CRIME



MOTIVATION  
BASED ON BIAS



A HATE CRIME

**Commission of a Crime that is motivated by Bias is Punishable by State and Federal Laws**

Examples:

- ❖ Defacing, Damaging, Destroying, Burning, Property
- ❖ Force or Threat of Force
- ❖ Assaults, Bodily Injury, Murder
- ❖ Acts of Violence

Annotated Code of Maryland 10-301 through 10-308

**ALL incidents are reported to the police to determine if a crime has occurred**

# Reporting Hate-Bias Incidents:

**REPORT HATE-BIAS**

## Witness or receive an allegation?

- Use the [Quick Guides](#): outlines steps
- Complete [MCPS Form 226-5 Hate Bias Report Form](#)
- Inform [Administration](#)
- Questions? [Student Welfare & Compliance](#)

### QUICK REFERENCE: Hate Bias Incident Reporting Procedures

Founded on the principles of Board of Education [Policy ACA](#), Nondiscrimination, Equity, and Cultural Proficiency, **Hate-Bias Incidents** are incidents involving discrimination based on personal characteristics that include ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations.

Discrimination in any form will not be tolerated. It impedes Montgomery County Public Schools' (MCPS) discharge its responsibilities to all students and staff, and achieve our community's long-standing efforts to foster, and promote equity, inclusion, and acceptance for all.

The Board recognizes that equity goes beyond meeting the letter of the law. Equity also requires proactively identifying and redress implicit biases and structural and institutional barriers that too often hinder identifiable groups of students and staff being unjustifiably or disproportionately excluded or underrepresented in key educational program areas and sectors of the workforce, as well as of student discipline actions.

MCPS will be proactive in our approach, as well as investigate and respond to incidents of hate bias that do not rise to the level of criminal activity as identified by the Montgomery County Police Department.

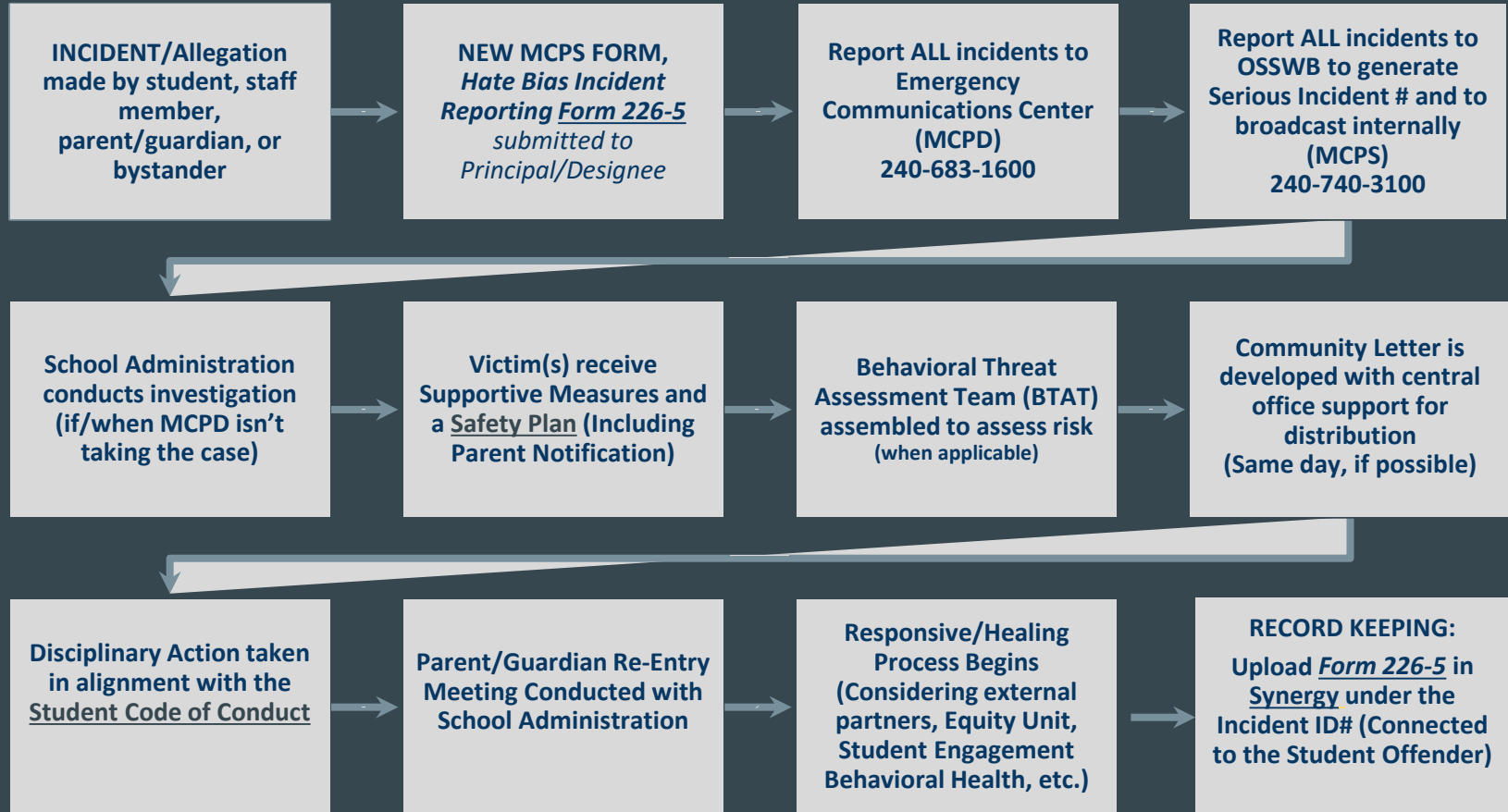
- 1. **INCIDENT / COMPLAINT:** Student, staff member, parent/guardian, or bystander reports an incident to any staff member/administrator. [[Incident Flow Chart Available](#)]
- 2. **COMPLETE MCPS FORM 226-5, Hate Bias Incident Reporting Form and SUBMIT IT TO THE OFFICE OF DISTRICT OPERATIONS—STUDENT WELFARE AND COMPLIANCE:** May be completed by a staff member, student, parent/guardian, or other school community member who will assist the student/parent/guardian if they cannot complete the form. [[MCPS Form 226-5 Available Online HERE](#)]
- 3. **REPORT TO POLICE:** All hate-bias incidents **must** be reported to the Montgomery County Police Department (MCPD) or Montgomery County Police Department Emergency Communications Center (ECC) 240-683-1600 per MCPD MOU. If imminent danger to a child, call 911.
- 4. **BEHAVIORAL THREAT ASSESSMENT:** Principal will triage the situation and refer the incident to the Behavioral Threat Assessment Team (BTAT) to determine the degree of threat, or targeted violence posed by an individual or group based on the incident.

The image shows a sample of the MCPS Form 226-5 Hate Bias Incident Reporting Form. The form is titled 'Hate-Bias Incident Reporting Form' and is issued by Montgomery County Public Schools. It includes sections for 'DIRECTIONS', 'PERSON REPORTING INCIDENT', and 'NAME(S) OF ALLEGED STUDENT (OR GROUP) HARMED'. The form is designed to be filled out by a student, parent/guardian, or other school community member who witnesses or receives an allegation of hate bias.

## Quick References

**MCPS Form 226-5**

# Flow Chart for Reporting/Investigating: All Incidents of alleged **HATE-BIAS**:





# **Restoratively Responding to Hate-Bias Incidents**

# Restorative Responses to Incidents of Hate-Bias

When harm, specifically Hate-Bias occurs, it can be a very traumatic experience. There is an extensive amount of work that should be done to not only respond to the event, but also begin the healing process.

In responding to incidents of Hate Bias, schools consider the following:

- **Getting parental consent** for students to engage in the Restorative Justice Process. We want to communicate with parents and avoid forcing students to participate in a conversation with the person that has caused harm.
- Have the harm-doer complete an **RJ reflection form**. Allow the harmed student an opportunity to reflect on the incident and express their needs
- Facilitating a **restorative conversation** with the harm-doer/harmed individuals (Prompts to guide the conversation).
- Facilitating a **Restorative Circle on Hate Bias Language and Actions**
- Facilitating a **townhall** to address current concerns
- Consider having the harm-doer complete the **Culture of Respect module** or review the website **Learning for Justice** and complete a student task.
- **Make “Never Again” a Meaningful Commitment**

# Ways to Restore the School Community

- Conduct a Town Hall meeting with a particular grade level or the entire school
- Facilitate **Community Circles** with particularly affected groups or grade levels for the purpose of resetting, restoring or problem-solving **Religious & Cultural Diversity**
- Provide professional development to staff around ABAR educational practice or Restorative Justice \_\_\_\_\_
- Facilitate **Community Circles** for the purpose of relationship building
- Consider becoming a 'No Place for Hate' school





# Restorative Responses Enhancements 23-24

- Share and present data and trends to school directors, including analyzing school cluster patterns of areas of strength and growth.
- Restorative Implementation Evaluations should be a consideration when crafting the new “School Culture and Climate Goals” for the school improvement plan.
- Hosting *School Support & Planning* meetings from June through August 2023: Using the findings from the spring 2023 implementation evaluations as a baseline, specific goals, and action plans will be developed with school teams.
- Increase district efforts to engage parents in restorative justice learning and planning. In the evaluations, school feedback showed that parents are often reluctant to engage with each other. Create a stakeholder advisory group and a district parent communication plan for restorative justice.
- Implement additional listening sessions in the summer. Two sessions have been added for students only, led by students in July and August.
- Implement a standardized consent and feedback form for formal use that can be monitored at the district level.
- Create and share a uniform school reintegration process map for schools to use when students return from an exclusionary form of discipline.