RESPONDING *to* HATE *at* SCHOOL

A GUIDE *for* TEACHERS, COUNSELORS *and* ADMINISTRATORS

PUBLISHED *by* TEACHING TOLERANCE

It can happen *in* any school

— a hateful act by a student, staff member or person outside the school family suddenly poisons the air. The Teaching Tolerance handbook *Responding to Hate at School* is a step-by-step, easy-to-use guide designed to help administrators, counselors and teachers react promptly and effectively whenever hate, bias and prejudice strike.

Responding to Hate at School offers proven strategies and concrete recommendations for addressing day-to-day problems such as casual use of putdowns, emergency situations like hate crimes, and long-term issues including school policies and staff development designed to promote harmony. As outlined in the guide, a key ingredient for both response to and prevention of hateful acts is getting students, parents and community leaders involved in finding solutions to underlying tensions.

As painful and disruptive as a hateful act can be, it's important to remember that such an incident does not define the school's character. Rather, the real test is the message the school sends to everyone concerned — each day as well as in emergencies.

Write *to* us!

Teaching Tolerance wants to hear about your experiences in using this guide. Please contact us at:

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Responding *to* Hate *at* School

A Guide for Teachers, Counselors and Administrators

first edition, 1999

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Be Prepared

It can happen in any school — a hateful act by a student, staff member or person outside the school family suddenly poisons the air. Most schools have plans in place for responding to fires, hazardous weather, weapons possession, fights, medical emergencies and other situations that call for quick assessment and decisive action. Unfortunately, when bias-motivated incidents occur, many educators discover that they have not planned ahead.

At such a moment, school officials face a number of difficult challenges that include ensuring safety and preventing escalation. As painful and disruptive as a hateful act can be, it's important to remember that a bias incident does not define the school's character. Rather, the real test is the message the school sends to everyone concerned — each day as well as in emergencies.

Responding to Hate at School is designed to help administrators, teachers and counselors react promptly and effectively to all bias incidents, and to involve students, as well as parents and community leaders, in finding solutions to underlying tensions. It offers proven strategies and concrete steps for addressing day-to-day problems such as casual use of putdowns, emergency situations like hate crimes, and long-term issues including school policies and staff development designed to promote harmony.

We have defined *bias incidents* broadly as any acts directed against people or property that are motivated by prejudice based on race, religion, ethnicity, sexual orientation, gender, social affiliation, ability or appearance. These include hate crimes, ranging from violent assault and harassment to vandalism and graffiti, as well as hate speech, hate literature and derogatory language and imagery in all media.

The events cited in this guide are actual incidents that have occurred in recent years. In developing model responses for similar incidents, we talked to administrators, teachers and students in school districts across the country. They generously described and evaluated steps their schools took when bias incidents occurred, sometimes adding steps they wished they had taken. We also talked to victims of campus incidents, teachers who train student conflict mediators, religious leaders, and organizations concerned with hate at school. We thank them all.

We extend special gratitude to Mariner High School in Everett, Wash., for sharing its simple but effective respect policy (*see p. 48*). "Respect is the cornerstone of all our interactions and behaviors," it begins. "We acknowledge the dignity and worth of one another, and strive never to diminish another by our conduct or our attitudes." As we explore the best ways to prevent and confront hateful acts at school, these words help keep us focused.

Part One

EVERYDAY ACTION

Bias appears in many guises. Use Guidelines 1.1 through 1.6 to help you respond promptly to overt expressions of intolerance, such as racial slurs, hate graffiti and hate literature, as well as more subtle messages of bias, such as casual putdowns, the use of school mascots that promote stereotypes, or mockery of students with disabilities.

Educators teach respect most effectively to both students and colleagues by modeling it in classrooms, halls and lounges. In class and faculty discussions of bias incidents, focus on the reasons an offense is unacceptable, rather than on the offender. Nurture student leadership in responding to and preventing bias.

Guideline 1.1

Create *an* unwelcome environment *for* hate speech *and* symbols

A 14-year-old boy at a Vineland, N.J., school approaches a Jewish classmate, raises his hand in a Nazi salute and says, "Go, Hitler."

In a central Illinois high school cafeteria, a group of students make fun of special education students by imitating the way they eat.

White students in Texas wave Confederate flags at a Latino classmate and yell, "Go back to Mexico!"

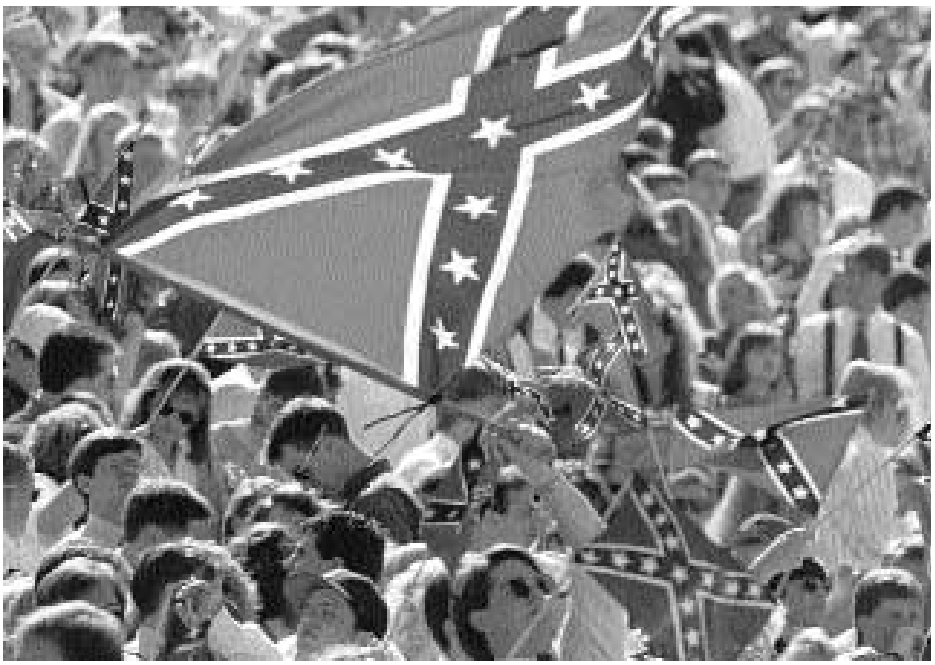
One of the simplest measures of a school's commitment to respect is the quality of interaction in its hallways. Unchecked use of putdowns and epithets, physical intimidation or visual messages of hate creates a toxic environment for learning and growth.

The First Amendment may protect students' right to say, write or display offensive words and symbols, but courts have ruled that schools can punish behavior, including speech, that is disruptive to the educational process. Perhaps the best approach in balancing First Amendment rights with other concerns — and in avoiding win-lose confrontations — is to stress the importance of a safe atmosphere in which every student is treated with respect.

Send a strong message that hateful words and images are "uncool" at your school:

▲ **Create deterrents to disrespectful language.** Set clear prohibitions against the use of racial epithets, ethnic slurs and pejorative terms relating to ability, appearance, country of origin, home language, religion, sexual orientation or social class. Establish consequences for repeated use and enforce them throughout the school. If these prohibitions are not already stated clearly in the school handbook, add them as soon as possible.

▲ **Denounce hate speech immediately.** Respond every time you hear a slur or any example of bias speech, whether the speaker used it in a joking or serious manner, so that everyone knows that disrespectful speech is always unacceptable. For example, if you hear a student use a hateful epithet such as "bitch," "faggot" or "nigger," or other slurs such as "four eyes," "spastic" or "taco," you might say, "That word hurts people, so you may not use it in this classroom" or "Disrespectful words are never acceptable at this school." (*See also Guideline 1.4.*)



Community conflict over divisive sports symbols can often be resolved through respectful dialogue.

Many schools have eliminated mascots that stereotype or demean Native Americans.

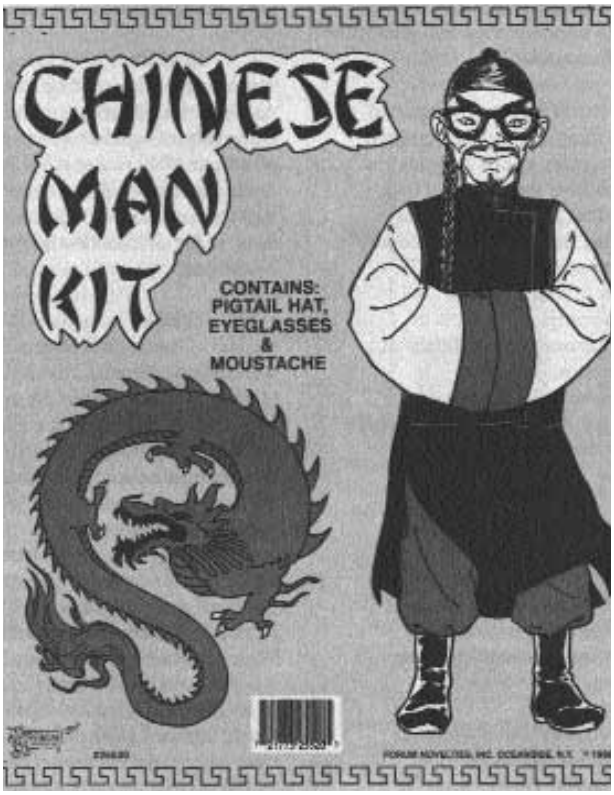
▲ **Discuss the meaning of pejorative terms.** If a student uses hate speech in the classroom, decide whether the whole class will respond seriously to a discussion of the word's offensiveness at that time. If not, speak individually outside of class to the offender and any targeted students and plan a better time for class discussion. In either case, avoid railing at the offender, as that is more likely to alienate than to educate. If you feel too uncomfortable to address the issue, invite the school's "safe contact person" (*see Guideline 3.1*) or a counselor to talk to your class.

▲ **Look for patterns of disparagement.** If a particular type of disrespectful language occurs frequently, address it directly with students and teachers (*see Appendix 6, p. 54*). For example, one Missouri civics teacher responded to widespread use of the terms "faggot" and "gay" by inviting a representative from Parents, Families and Friends of Lesbians and Gays (P-FLAG) to talk to freshman classes.

▲ **Post reminders about respectful speech.** One example for a classroom or cafeteria poster might be "Words can hurt. Words can heal."

▲ **Respond to non-verbal derision.** If a student mocks another's appearance, mannerism or mobility, call the offender's attention to the fundamental issue of respect. Reassure the targeted person that such behavior will not be permitted.

▲ **Recognize hate symbols that appear at school.** Use Appendix 1 (*pp. 46-47*) to identify hate symbols that may be displayed on clothing patches, bumper stickers, notebooks, tattoos, graffiti and the like. Ask one knowledgeable, sensitive person to keep abreast of hate symbols, to periodically educate teachers about the symbols, and



Racial and ethnic stereotypes often surface at Halloween.

to be available to talk to students about offensive symbols that appear at school.

▲ **Discourage the use of divisive school emblems.** Common examples include the "Rebel" flag or a Native American "Warrior," which may be perceived by some students, parents or community members as disrespectful. Research the issue of mascots and consider holding a school or public forum to debate the topic.

Sometimes a pragmatic consideration of safety can help schools break a deadlock on a divisive mascot issue. For example, Kelly Childers, a Vale, N.C., principal and former football coach, convinced students and parents that the Confederate flag had to be removed after 30 years as a school symbol by pointing out that it was so offensive to some visiting sports teams that it created serious safety issues. Despite walkouts by students, protests from parents and insults by schoolmates to his own daughters, the principal continued to appeal to students, the PTA and athletic directors until the Confederate flag was removed as a school emblem.

▲ **Unmask hate at Halloween.** Costumes and pranks sometimes involve negative stereotyping and other hurtful messages. Recent examples in schools have included KKK robes, grotesque "Arab" masks, "Gypsy" costumes, "homeless person" and "battered woman" outfits, and displays of racist symbols. As the holiday approaches, discuss the hurt that cartoonish or sinister representations can inflict on racial, ethnic or other groups. Enlist students' help in setting guidelines for appropriate costumes, or plan holiday activities that do not include costumes.

"If I were a teacher and saw students mocking classmates with severe disabilities, I'd get those [classmates] who had observed it to brainstorm ideas for responding. Ultimately students are the best people to take responsibility for those kinds of social norms, and often they have the best ideas for how to work with the individuals involved."

Dr. Charles Peck, professor of special education, Washington State University at Vancouver

Guideline 1.2

Put the lid *on* hate graffiti *and* other vandalism

Scrawled furtively in silence, hate graffiti in public places shouts its message loud and clear. Likewise, gang graffiti can post warning of members' intent to fight or even kill someone. In schools, nothing may seem more important for preventing victim humiliation and fear, as well as copycat actions, than getting graffiti covered and cleaned as quickly as possible.

Because some defacement of property is criminal, however, the steps below suggest ways to preserve and record evidence while minimizing its impact on students. For high-profile incidents, the emergency school-wide response detailed in Guidelines 2.1-2.7, in which students are encouraged to discuss the incident and suggest solutions to underlying problems, may be the best response.

▲ **Contact appropriate authorities.** For major property crimes or defacement, ask police to initiate a thorough investigation. In smaller-scale incidents, such as textbook or blackboard graffiti, notify administrators and discuss with students.

▲ **Document any high-profile defacement.** Take photographs of graffiti — an instant or video camera eliminates the delay and uncertainty of film processing — and write a description that includes location and time of discovery.

▲ **Conceal hate graffiti.** If the police have been called, cover the defacement — opaque plastic or lightweight fabric secured with nails or duct tape works well — until police approve removing it.

▲ **Remove the offensive graffiti as soon as possible.** Consider organizing a school- or community-wide group clean-up to send a counter-message of "blotting out hate" (*see photo, next page*). For classroom or textbook defacement, arrange a clean-up during class time, with group discussion.

Klan symbols, swastikas and hateful words are scrawled with a white stone onto the wall of a Head Start facility in Ohio.

In Nashville, Tenn., the words "bitch" and "whore" are spray-painted on a middle school wall.

A Yucaipa, Calif., teacher finds geography textbooks defaced with swastikas and hate messages.

Hateful defacement of school property demeans everyone.

A "paint-out" can be a highly visible way of confronting hate graffiti at school and in the community.

▲ **Trace the source.** Ask anyone who has information about the incident to report it, and assure the safety and anonymity of those who provide assistance.

▲ **Support those targeted by hate graffiti.** Devote class time to discussion of the defacement, but avoid singling out members of a targeted group. For example, if vandals have painted swastikas in the hall, avoid asking for Jewish students' responses unless they volunteer them. (*See Guideline 2.5.*)

▲ **Enforce appropriate consequences for offenders** (*see Guideline 2.6*). Educate them about the meaning of the words or symbols they have used and the reasons those words and symbols hurt a group of people. An education session might be more effective outside of a disciplinary conference, perhaps with a counselor, teacher or trained peer mediator.

▲ **Thwart year-end bias pranks.** In many schools, there is a long-standing tradition of year-end pranks. To prevent defacement of school property and other hateful acts, set up extra monitoring of halls and school grounds during the final weeks of school. Enlist the support of student publication staff members to avert attempts by students to slip offensive material into yearbooks, literary magazines or graduation programs.

If offensive pictures or messages do appear in school publications, involve a diverse group of student leaders in decisions about what to do. Options include cutting out the offensive pages or covering them with special adhesive pages available from some yearbook companies.

"After hate graffiti was sprayed on the middle school wall, every student in the building wrote a positive statement about tolerance, diversity or respect. We made a collage on one cafeteria wall with all those statements. We wanted the message that we value differences out there. And if the individual responsible was in the student body, we wanted that person to know that he or she did not share the beliefs and values of our community."

Dr. Sandra Kolk, assistant superintendent, South Orangetown School District, N.Y.

Guideline 1.3

Take a stand *against* hate literature, music, Web sites *and* E-mail

A growing challenge for students, teachers and parents in the Information Age is to recognize and reject hateful material transmitted through mass media. Hate literature has a long, ugly history, but new technology has brought cheaper, speedier distribution and a broader reach. The racist novel *The Turner Diaries*, for example, which served as a blueprint for the Oklahoma City bombing, was formerly available only through "underground" channels from its publisher, the National Alliance. Now, the book can be downloaded from the Alliance's Web site — in three languages!

Using a Billings, Mont., high school yearbook to identify students by race, a neo-Nazi organization targets White students with hate literature.

As more schools open E-mail access to students, teachers or media specialists must discuss both the ramifications of hateful E-mail and the likelihood that it will be traced. In reported instances, most offenders claimed that they sent the mail as a joke and never considered the fear or emotional pain it might cause.

The Web site of an independent Baptist church in Topeka, Kan., declares "God Hates Fags" and celebrates the murder of gay Wyoming student Matthew Shepard.

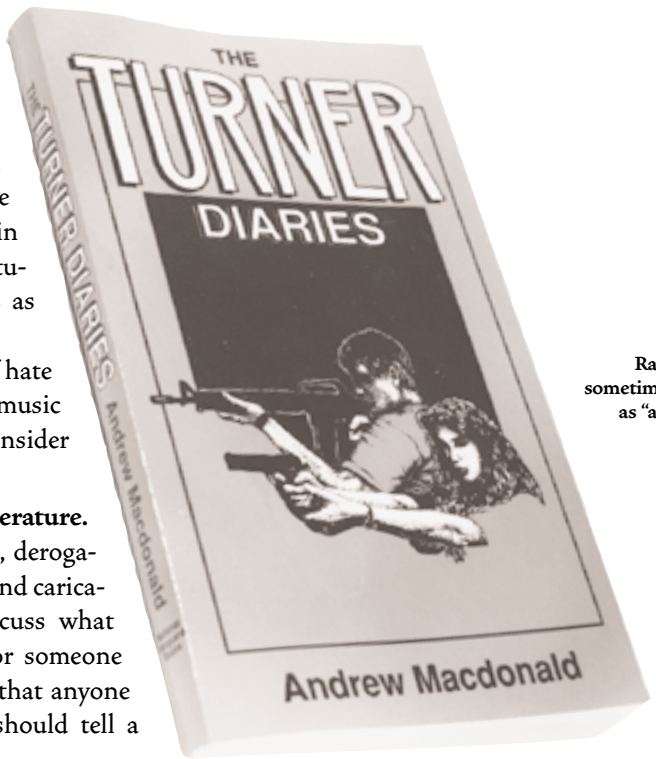
Music is another medium that has experienced an upsurge in hateful content. According to Michelle Lefkowitz, an official with Oregon's Communities Against Hate who has worked to get teenagers out of the Skinhead movement, "[Music] is probably the most successful organizing tool White supremacist Skinheads have. Kids get into the scene because of the music, and then they're introduced to the politics."

Although the market for White supremacist music is small, a much larger audience of both teens and adults regularly listen to forms of "gangsta" rap and other music that contains degrading and violent references to women, homosexuals and White people.

In the wake of the Columbine High School massacre and other tragedies, the influence of antisocial messages in all media has come under increasing scrutiny. By emphasizing equity and respect in all aspects of school life — and the need to examine media messages in these terms — teachers can equip students to make responsible choices as readers, viewers and listeners.

When addressing the problem of hate in literature, electronic media and music at school and in the community, consider the following steps:

▲ **Help students recognize hate literature.** "Warning signs" include swastikas, derogatory references to race or ethnicity, and caricatures of racial/ethnic groups. Discuss what students can do when they find or someone gives them a hate flier. Emphasize that anyone finding or receiving such a flier should tell a



Racist propaganda sometimes masquerades as "adventure fiction."

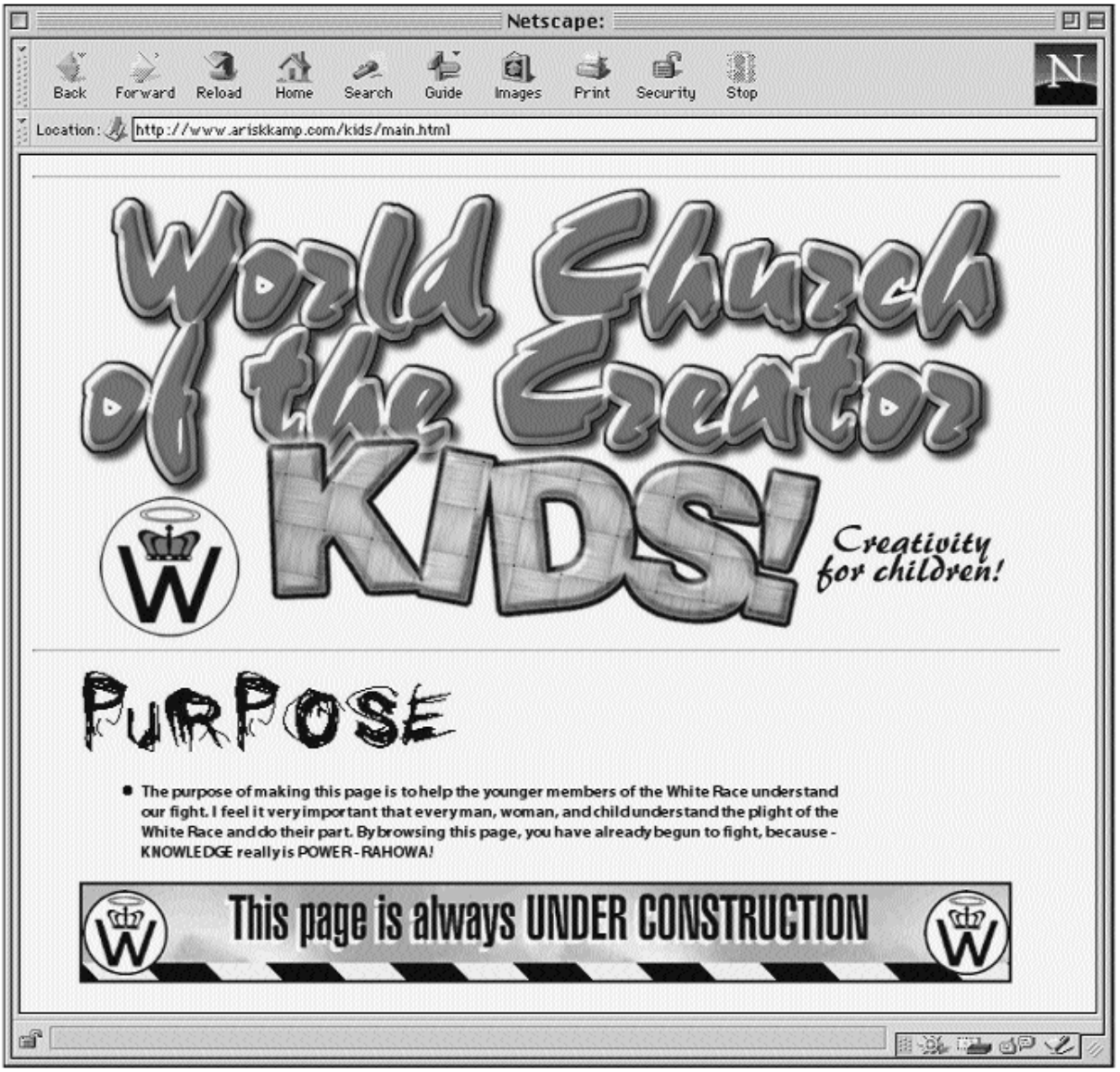
A White 16-year-old in Clifton Park, N.Y., sends a racist E-mail message, signed "KKK," to an African American man.

teacher immediately. Ignoring it or dropping it on the ground only makes it available for others to find.

▲ **Contact police and hate-watch groups.** When recruitment or leafletting by hate groups occurs at your school, inform police immediately. Such activity may violate local ordinances. Make three copies of any literature distributed by the individual or group. If possible, copy audiocassettes and videotapes, as well. Give one to police, file one, and send one to an organization such as the Southern Poverty Law Center that tracks hates groups.

▲ **Review sensitive curricular material.** Remember that some "classics" and mainstream literary works contain language, scenes and characters that may offend some students. The novel *Huckleberry Finn*, for example, has raised widespread concerns over its use of the word "nigger." Before assigning such a book, discuss with students the objectionable elements and their possible interpretations, and communicate with parents about your reasons for using the material. Avoid singling out members of minority groups in the process. Keep in mind that the appropriateness of such materials is always subject to debate.

Despite recent surges in other media, printed tracts and fliers are still a mainstay of hate propaganda.



Hate groups are using the Internet to target a young, technologically sophisticated audience.

▲ **Evaluate media messages.** Be alert to music, video games and other entertainment products that demean people. Help students consider the ways that media messages influence their own attitudes for better or worse. With student input, establish respect-based criteria for all music and other entertainment permitted at school functions.

▲ **Promote responsible Internet use.** Adopt an Acceptable Use Policy for the Internet that addresses on-line hate and harassment (*see Appendix 7, p. 55*). Send copies of the school's Internet use policy home for each student and a parent or guardian to sign as a permission agreement and keep signed forms on file in the office or media center. Emphasize that keeping a password private is part of a user's responsibility for ensuring that no disrespectful messages are sent from his or her E-mail address.

▲ **Be aware of on-line hate.** Use research by an organization such as the Southern Poverty Law Center's Intelligence Project to stay informed about hate sites and on-line recruitment by hate groups. Train students in media centers, or in language arts or

social studies classes, to identify electronic hate propaganda and evaluate all sources on the Internet for bias and accuracy.

▲ **Counteract cyber-hate.** Encourage a class or student organization to set up an anti-hate Web site or a page on the school Web site, perhaps centered on an issue of local concern like Indian mascots or Confederate flags. The project could have strong appeal to today's creative and technologically savvy teens as a means of fighting hate. For ideas, check out "Coloradans United Against Hatred" at *www.cuah.org,* a Web site recently launched by a coalition of community organizations as a response to a series of hate crimes in Colorado (*see also Guideline 3.3*).

White supremacist music is a growing force in the hate movement.

"If I filled a room with 1,000 neo-Nazi Skinheads and asked them, 'What's the single most important thing that influenced you to join the neo-Nazi Skinhead movement?' probably 900 of them would say the music. The Internet is also extremely important. ... With the Net, you're getting the bright kid, the 11- or 12-year-old who knows how to surf the World Wide Web. I'd say there are probably as many racist recruiters on the Net as there are on the street now."

Thomas Leyden, former Skinhead and now consultant to the Simon Wiesenthal Center in Los Angeles, an international center for Holocaust remembrance and defense of human rights

Guideline 1.4

Be alert *to* signs *of* student alienation

Recent highly publicized campus shootings have drawn attention to the estrangement and animosity that some students experience at school. The causes of youthful alienation are varied and complex. The perception by peers that a person or group is "different" in some unacceptable way may result in harassment of individuals or mutual stereotyping among cliques. In other cases, inadequate assessment of special emotional, cognitive or physical needs may leave students "on their own" in an environment to which they are not well adapted.

School policies emphasizing respect for all people can help students who seem marginalized or isolated from school life. Follow these steps to detect signs of student estrangement and to create an inclusive atmosphere at your school:

▲ **Curb taunting.** Make an extra effort to detect particular patterns of derision that may be occurring at your school. Examples might include hurtful comments about body size, disabilities, sexual orientation, unfashionable or eccentric dress, use of languages other than English, and social and economic status. (*See also Guideline 1.1.*) Provide opportunities for classroom discussion of the issue. Encourage students to brainstorm responses and preventive measures.

▲ **Create a bully-proof environment.** Watch for bullying behavior in young children and provide an avenue for confidential reporting. Enlist other students to help support victims of bullying. If victims know that they are supported, they will be better able to stand up for themselves. Suggest ways victims can affirm themselves through "self-talk" that acknowledges the bully's abusive behavior but denies its validity. For example, a child being victimized because of his size might repeat to himself, "They may think I'm a short runt, but I know I'm OK." Use role-plays to highlight bully problems and model solutions.

Bear in mind that bullying behavior often masks feelings of insecurity. Make parents of bullying students aware of their child's behavior and offer to work with them through the school counselor in identifying underlying causes and supporting positive behavior. Simplify and clarify classroom rules, and provide consequences that reinforce respect. For instance, a 5th grade bully might be asked to hand out stickers to 1st grade "peacemakers."

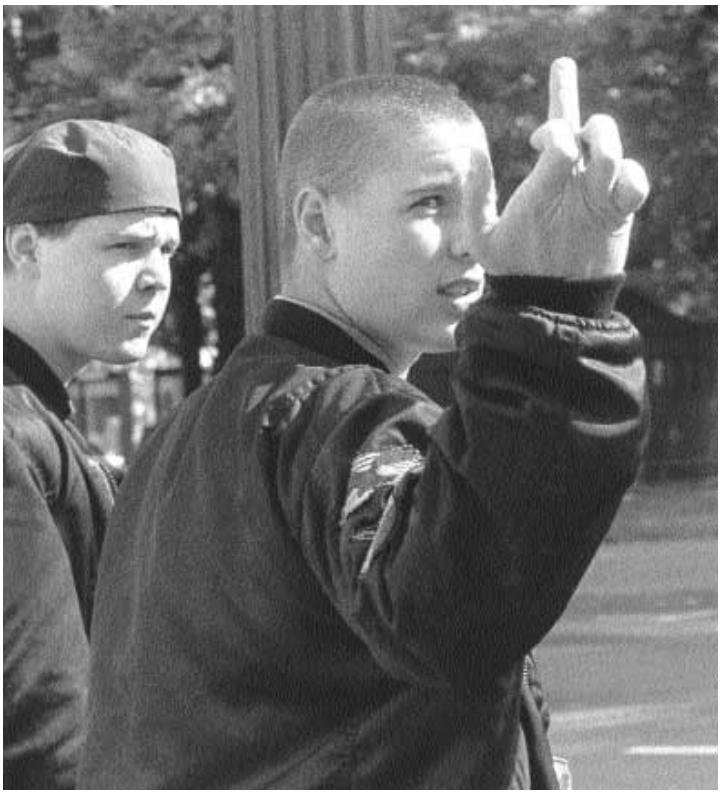
▲ **Be aware of students on the margins.** Try to engage individual students who routinely appear to be "left out" in the cafeteria, on the playground or in other social settings. In response to the Littleton, Colo., shootings, seniors at one high school set out to identify and befriend troubled freshmen.

Show an interest in the music your students listen to, the Web sites they frequent, and the emblems they display on clothing and backpacks. Encourage dialogue about the feelings these materials represent. Confer with parents if a student exhibits hostility or depression or a marked change in behavior, attitude or academic performance.

▲ **Don't ignore warning signs of hate.** Be alert to book reports or essays that convey messages of hate or violence. Rather than simply disqualifying an offensive book, help all students put such materials in the larger contexts of propaganda and respect. Follow up with the student in question and consult with his or her family and a school counselor.

To minimize elitism and foster teamwork, a Plainfield, Ind., middle school abolishes tryouts for extracurricular activities. Every student who wants to can participate in sports, band, cheerleading and student council.

In response to the Littleton, Colo., school massacre, more than 1,000 students at Hillsboro High School in Nashville, Tenn., sign a pledge to avoid all taunting. The pledge circulates through media coverage and a Web site, with versions in six languages.



Displays of student hostility often mask feelings of not fitting in.

▲ **Ensure adequate assessment of special needs.** Familiarize yourself and your colleagues with the rights of students in your state to appropriate special education, including emotional and mental health services. Call upon referral agencies for evaluation and action plans. Work with school counselors to make sure that no student with a physical, emotional or learning disability "falls through the cracks."

▲ **Reach out to cliques and social groups, including gangs.** Initiate conversations in the halls and cafeteria with students from all segments of the school community. Administrators who do this send a message of inclusion, lay a foundation for communication, and help to dispel the "mystique" surrounding certain groups.

Remember that gang rivalry often involves hate. Gang conflicts can create the same safety issues as racial and other bias-related conflicts and the same need for immediate denunciation of the hateful act, as well as for involvement by the school and local community in developing solutions. The responses to bias-motivated conflicts suggested in this guide may apply to many gang conflicts, as well.

▲ **Support a wide range of extracurricular activities.** Although every child needs to feel valued, not every child can be a star in the classroom or on the playing field. Offering many specialized clubs can help students "find their place" at school and foster feelings of belonging.

▲ **Examine the ways your school recognizes student achievement.** Longstanding traditions that may contribute to a sense of superiority among some students and feelings of frustration or inadequacy in others often go unquestioned. For example, the practice of spotlighting athletes and cheerleaders at pep assemblies on a regular basis, or encouraging them to stand out by dressing up on game days, often contrasts markedly with the way other groups are recognized. Also, athletes, honor students and student leaders may be perceived by classmates, rightly or wrongly, as enjoying special privileges or being disciplined less severely for offenses. Take steps to avoid favoritism and to celebrate a broad range of student achievement.

"The social strata are very, very real during adolescence. It is so difficult to change your peers' perceptions of you once you have a "reputation." I feel young men especially have a hard time, as what it's "cool" to be is so limited for them. ... The descriptions of the young men involved in this week's shooting [at Columbine High] sound like they could have been my son."

Parent, Maynard, Mass.

Guideline 1.5

Speak up *when* bigotry comes *from* colleagues

Everyone harbors some stereotypes and prejudices. In a 1999 Teaching Tolerance survey, teachers reported that they hear biased comments more often from colleagues than from students. Teachers have a special responsibility to search within themselves for these biases and try to eliminate them. They also have a responsibility to intervene whenever the attitudes or actions of their colleagues jeopardize the welfare of any student. Teachers whose biases go unchallenged can easily apply or transmit these attitudes to students or be insensitive to expressions of bias in the classroom.

A Randolph County, Ala., high school principal threatens to cancel the prom if students bring dates of another race.

Responding to colleagues' or supervisors' biased comments or actions can be extremely difficult. In some situations, teachers may worry that such a response could jeopardize their job. The following suggestions range from quiet persuasion to direct action:

To chastise an Arab American student for littering, a Dallas teacher says, "Pick up that trash or I'll burn your tent and kill your camel."

▲ **Be a role model.** This means being constantly alert to your own attitudes and actions to ensure that you don't slip into stereotypical thinking. As one teacher put it, "I have to constantly tell myself to deal with each student as a person, not part of a group." By letting your colleagues see you consistently treat all students fairly; respect each as an individual; avoid racist, sexist and homophobic jokes and comments; and actively strive to establish a democratic climate in your classroom, you are setting a good example for them as well as for your students.

▲ **Befriend the bigot.** While this is not always easy (since you may be prejudiced against them because you think they're prejudiced!), this approach can have a quiet but powerful impact on a biased colleague. Getting to know the person can afford you an opportunity to explore the reasons behind his or her attitudes, as well as allow you to share with that person your own commitment to equity and respect.

▲ **Don't tune out disparaging remarks.** When you hear hateful words in the teacher's lounge, speak up. Silence, or even worse, laughter, suggests agreement with what was said. Practice an appropriate response until you feel comfortable with it. Suggestions might include: "I don't want to put you on the spot, but that kind of remark makes me uncomfortable." "Donald, I really can't go along with that kind of humor." Such comments can be offered pleasantly, and everyone in the room will probably take note. Be prepared for defensive comebacks and suggest further discussion later. One consolation: Interrupting bias gets easier with practice.

Parents protested at a Riverside, Calif., school board meeting after a local teacher gave a "gang math" test that called for computing the value of cocaine, the cost of living on welfare, and the amount of graffiti that could be applied from one can of spray paint.

▲ **Stand up against all forms of bias.** Incident reports indicate that school officials often respond differently to anti-gay harassment than to

A Salt Lake City school board votes to ban all extracurricular clubs rather than allow a gay/straight alliance at a high school.

other bias matters. Be alert to colleagues' comments that blame gay students for the bias or abuse they have suffered, such as "You have to expect this kind of stuff if you're going to be gay." Provide information that addresses the special concerns of gay and lesbian students (*see also p. 30*). Teachers who want to respond to anti-gay incidents but lack administrative support can seek tips from the Gay, Lesbian and Straight Education Network (GLSEN) through its Web site or local chapters (*see Resources*).

▲ **Listen carefully to allegations of teacher bias.** Be alert to specific details and to patterns of accusation, but be careful to avert false charges or overreaction. If a student reports that a teacher is "racist," for example, explain that such a charge requires evidence that the teacher treats some students differently from others on the basis of race.

If the report is more specific — for instance, that the teacher has used a slur — inform the student that such accusations are very serious and that false accusations warrant disciplinary action. Let the student know that your handling of the matter will reflect your respect for both the student and the teacher. Inform the teacher of the allegation, remind him or her of your obligation to take the matter seriously, and assure the teacher, as well, that your response will reflect your respect for both parties. As the situation warrants, consider options such as notification of the principal, a teacher apology, parent-teacher conference, colleague mediation or mandatory anti-bias training.

▲ **Respond to high-profile incidents of teacher bias.** If a teacher's biased comment or action has affected the whole school, administrators should consider a school-wide response, as discussed in Part 2 of this guide.

▲ **Take a personal stand.** Obviously, responding to a serious incident involving a principal is a challenge. If class discussions of a bias incident are not possible, teachers may decide to respond on their own. For example, in the Alabama incident cited on p. 16, a teacher might tell students at the beginning of class, "I regret that our principal criticized interracial dating and offended many students. I disagree with what he said."

▲ **Seek advice from experts.** The Office of Civil Rights, the Department of Justice Community Relations Service, teacher associations or local chapters of human rights organizations can provide guidance and support. The American Federation of Teachers, for example, offers assistance through its Human Rights and Community Relations Department (*see Resources*).

"Most of us school administrators are trained to play turtle — pull your head in and hope things will go away. One of the hardest things I've ever done was to open up [about a teacher-made worksheet that appeared to promote the KKK] and let TV cameras zoom in on it and say, 'This is the worksheet the teacher used; these were the teacher's intentions. There's nothing to hide. There are a lot of misconceptions about it on both sides, and the only way to deal with them is to be open.' We knew tackling it that way would be more painful in the short run but more helpful and healing in the long run."

Mark Stock, superintendent of Wawasee (Ind.) Community School Corporation

Guideline 1.6

Respond *to* community *and* national hate incidents

When a hate crime occurs in the community or a hate organization schedules an activity there, educators should look for ways to denounce the crime and discuss the event with students. Similarly, hate incidents that are widely reported in regional or national media call for a response at school. Students may be frightened by what has happened or what may yet happen. Discussions give them a chance to get facts and also consider ways they and their families can respond to the events.

The following steps can help educators take a stand against hate crimes that occur in the larger community as well as in their school:

▲ **Take time to reflect.** Ask that teachers of one subject, perhaps social studies or English, take some class time to discuss highly publicized hate incidents in the community or nation. Make sure that teachers are well-informed prior to the discussion. Ask what students think should be done. Encourage them to send letters with their suggestions to the editor of the local paper.

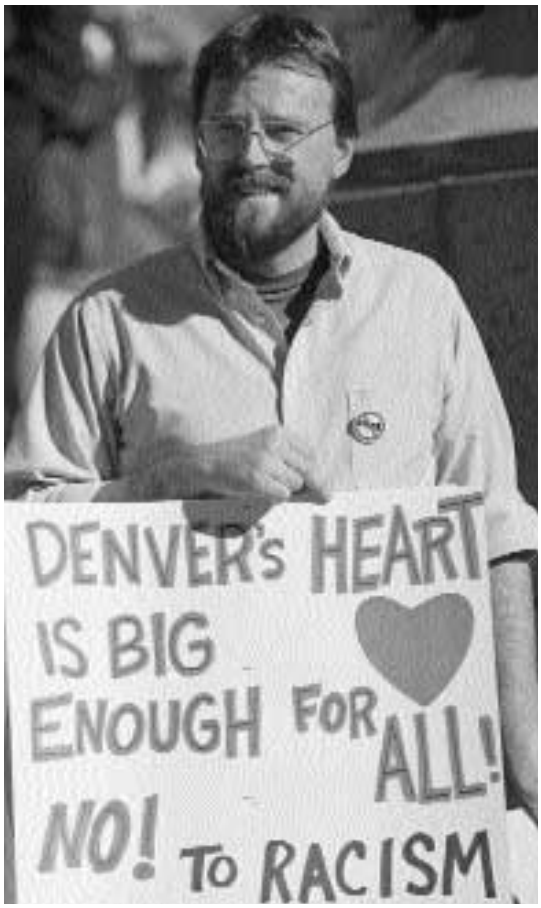
▲ **Speak publicly against injustice.** Ask students and teachers to prepare comments for use in public address announcements, classroom television broadcasts or written notices. For example: "Most of you have probably heard of the beating and murder of Matthew Shepard, a gay college student in Wyoming. His death reinforces the reason that we have a school policy of respect for all people, and the reason we all need to speak up when we hear someone say hateful things about people whose sexual orientation, race, country of origin, religion, gender or physical or mental abilities are different from his or her own. Let's use this terrible incident to remind ourselves to show respect to everyone around us and to speak up when others don't."

▲ **Create a game plan.** When local events, such as Klan marches, that raise fears among many people are scheduled in the community, take time to discuss the best community responses. Ask police to notify the school if a hate organization schedules an event. If that

The racist murder of an African American man in Jasper, Texas, reminds people across the nation that lynchings can still happen.

Members of the Knights of the Ku Klux Klan hold a rally in St. Joseph, Mich.

In Quasqueton, Iowa, a cross is burned on the lawn of an interracial couple.



Educators can help set a positive tone following a local bias crime.

Unity rallies held in response to highly publicized hate incidents often become annual community events.

happens, invite community leaders concerned about justice issues to talk to students about the group's history, answer questions, and offer their suggestions for responding to the rally. Tape the session for future use. *Ten Ways to Fight Hate* (see Appendix 8, p. 57) offers consideration of these issues, along with other possible community responses.

▲ **Participate in healing.** Encourage students of all ages to extend support to local or national victims of hate crime or their families. Letters, which can be saved and reread, offer an excellent way of doing that. If no address is available, send them to the family in care of the local newspaper or police.

"Driving home from work, I saw the Klan passing out literature. Just seeing them scares me and makes me want to cry, because of what they symbolize. Even if they say they're not a hate group, their hoods symbolize years and years of abuse toward people they don't like."

Kristi Brandon, student at Wawasee High School, Syracuse, Ind.

Part Two

SCHOOL-WIDE EMERGENCY RESPONSE

News of bias-motivated assaults, clashes, walk-outs by students or other high-profile disruptions travels like lightning through school halls and classrooms, creating excitement, confusion and fear. Often accompanied by inaccurate details and rumors, the news can quickly polarize an entire community.

When a hate crime or other serious bias incident occurs, use Guidelines 2.1 through 2.7 and the model response statements in the Appendices to guide your school through the important steps of denouncing the act, providing accurate information and creating opportunities to discuss and propose solutions.

Guideline 2.1

Focus *on* safety first

A series of incidents at a Knoxville, Tenn., high school, including the draping of a small noose over a doorway and the posting of "Black Power" signs, culminates in an assault on two Black students by White students wielding wooden sticks.

Off campus during open lunch, eight Fayetteville, Ark., high school students assault a gay classmate verbally and then kick him repeatedly, breaking his nose and damaging his kidneys.

A Sikh youth in Union City, Calif., is taunted on a school bus and later beaten by several schoolmates, one of whom is Samoan and another, Black.

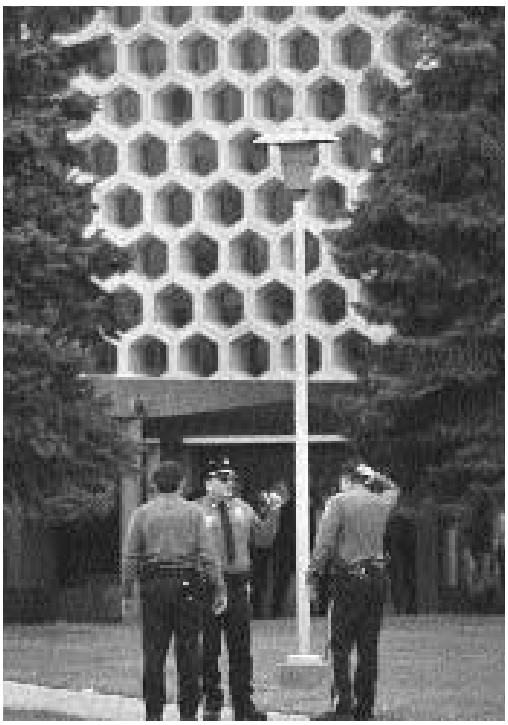
Every bias incident at school violates someone's sense of safety, respect and belonging. An incident that involves a violent assault, clash or threat of violence requires specific responses addressing acute physical danger.

When a bias incident threatens the safety of anyone at school, consider the following steps:

▲ **Alert authorities.** Contact school security officers or local law enforcement if anyone poses a direct threat to students or staff. This is not only a safety measure but also a signal to students that hate crimes are serious matters. Be aware, though, that the dramatic arrival of armed police can escalate tensions. Request that police arrival be quick but low-key and that the number of officers be appropriate to the situation.

▲ **Follow school safety procedures.** Assist anyone who is injured. Provide first aid and emergency services as needed. Contact a parent or guardian of any minors who are injured.

▲ **Restore order.** Isolate offending students as quickly as possible. (*See Guideline 2.6.*) Direct uninvolved students back to classrooms. If necessary for safety, hold bells and deliver intercom or written messages to teachers to keep students in classrooms until further notice. Assure students and teachers that everyone is all right or being cared for and that you will provide more information about what has happened as soon as possible.



Clear communication can ensure an appropriate police response.

▲ **Protect witnesses and informants.** Use a telephone tip-line to provide a safe means for students or parents to report information anonymously.

▲ **Take rumors of violence seriously.** Make clear to everyone that all such rumors — whether well-founded or bogus — present a threat to safety. Emphasize that anyone hearing such a rumor should report it to the principal's office immediately for investigation.

"If there's a criminal act, law enforcement must be called. But it's important to build a strong relationship between the school and police, to have an ongoing dialogue about what things need to be reported, and to spell out the process for requesting police intervention. If a staff person sees a skirmish and reports it and a lot of police arrive, that can exacerbate the situation."

Larry Turner, Boston mediator for the U.S. Department of Justice Community Relations Service

Guideline 2.2

Get the facts

Although teachers and administrators must be alert to bias motivation in any student conflict, it is important not to assume such a motivation erroneously. Not every conflict involving students of different races, for example, is motivated by racial bias. It may be just as dangerous to conclude falsely that "we have a race riot on our hands" as it is to downplay a real racial incident as "only a fight." Keep in mind, however, that any confrontation involving students of different identity groups can escalate into a bias incident if participants or bystanders inject slurs or other incitements.

After a fight breaks out among 20 Black and Hispanic students at an Austin, Texas, high school, students and administrators debate whether the conflict was racial or gang-related.

Particularly in the younger grades, students may make derogatory comments or perform other apparent acts of bias without fully comprehending their significance. A 3rd grader who describes his classmate's new shirt as "gay," for example, may be using the term as a kind of generic putdown. In this case, it's not the word itself but its disparaging use that is unacceptable. In other cases, a child may use a racist or other offensive term or symbol unawares.

School officials in Wytheville, Va., suspend 10 students for fashioning their jacket drawstrings into nooses. Parents of four challenge the suspensions, insisting that a noose is not a racist symbol.

In rare instances, as with any type of offense, individuals may fabricate reports of bias incidents. Such deception can reflect a variety of motivations, including malicious mischief, a desire to call attention to oneself, or, ironically, a wish to dramatize an issue about which the perpetrator feels passionately, such as the need for a campus hate-crime policy. When reports of real harassment go unaddressed, victims may exaggerate or make up incidents (e.g., by writing hate notes to themselves) to prompt a response. The challenge for educators is to avert the "crying wolf" effect and ensure that all subsequent bias incidents receive serious attention.

In investigating and assessing bias incidents, consider these steps:

▲ **Look for signs of bias motivation.** The following indicators are cited in *Protecting Students from Harassment and Hate Crime* (see Resources). Note the presence of any of these factors in reports to police and in your own file accounts of incidents:

- A perception by the victim that the perpetrator was motivated by bias;
- Victim's known association with activities relating to his or her race, ethnicity, religion, disability, sex or sexual orientation (for example, participation in a Black History Month program);
- Prior news coverage of similar bias incidents;
- Hostile acts directed against members of groups whose presence in the area is opposed;
- The manner and means of attack (for example, violent attacks or beatings without another apparent motive);
- Use of racial and ethnic slurs and hate symbols such as swastikas and burning crosses;
- Ongoing neighborhood or community conflicts or problems that may have initiated or contributed to the act (for example, bias incidents that may provoke retaliation);
- Possible involvement by an organized hate group, as shown by circulation of printed literature or organized hate activity in the area or by alleged offender's known association with such a group;

After the victim of an apparent anti-lesbian assault at St. Cloud (Minn.) State University later admits to having fabricated the attack, equity advocates on campus worry that the episode will delay or diminish the school's response to real bias incidents in the future.

- A pattern of attacks in which the victim and perpetrator are of a different race, religion, national origin, gender or sexual orientation.

▲ **Take all reports of bias incidents seriously.** Remember that the presence of any bias indicators — whether real, fabricated or unintentional — has the potential to offend as well as to incite further offenses.

▲ **Gather information.** Conduct individual interviews with eyewitnesses as soon as possible to ensure accurate recollections. Go from lead to lead until all participants are identified. Contact the parent or guardian of each student as they are questioned to explain the investigation, to ask them to talk about the incident with their child that night, and to call if they have questions. If police are involved in the questioning, parents or guardians of students should be present.

▲ **Denounce false reports.** If the investigation reveals that the incident was fabricated, address the negative message of the act anyway. Point out the damaging effect such deceptions can have on the credibility of real incidents in the future and stress the safety risks presented by false reporting.

"If I had your child in the office for questioning, I'd call and say, 'Mrs. Smith, I have Sandy in my office. We're discussing an event that took place at lunch today that was pretty nasty. There was some racial name-calling. We're trying to determine what happened. I want to ask that you talk about it tonight at home, find out whatever you can and call me if you have any questions."

Paula Martin, associate principal, Mariner High School, Everett, Wash.

Guideline 2.3

Denounce *the* hateful act *and* address fears *and* confusion

When a high-profile bias incident occurs at school and officials remain silent, conditions are ripe for fear, confusion and mistrust. Denouncing hateful acts on the day they occur or are discovered, on the other hand, and addressing students' fear and confusion at the same time, can help to restore a sense of calm to the school community, control rumors and signal the beginning of a healing process.

Schools sometimes fail to respond promptly to hateful acts and at other times respond in ways that seem unfair to students. Sometimes quick, unpopular and unexplained responses seem necessary for safety. But if administrators do not subsequently explain those circumstances to students, and if students do not believe that their voices are being heard in times of high tension, the tensions will continue to build.

After schools have addressed safety concerns and begun an investigation of the incident (*see Guidelines 2.1 and 2.2*), the following steps will help strengthen confidence in school leadership. Whenever possible, begin these steps on the day of the incident:

▲ **Issue a statement.** After addressing safety concerns and beginning an investigation of the incident (*see Guidelines 2.1 and 2.2*), write out a simple response statement denouncing the hateful act and reiterating the school's commitment to a respectful, safe environment for all students. (*See Model First Response Statement, p. 51.*) Read the first response statement aloud to all students before the end of the day. The principal or administrator in charge should do this, as his/her leadership will be another signal to students that the matter is important and under control.

Responding to rumors that tensions between White and Latino students may erupt in fistfights at an assembly for the homecoming coronation, a Garden City, Kan., principal cancels the assembly and has the ceremony broadcast via closed-circuit television in classrooms.

After high school students in a Georgetown, Ky., gym chant "KKK" and "White Power," rumors spread that the KKK is distributing pamphlets at school. Black parents go to the school, fearful about their children's safety.

Unaddressed fears at school spread quickly into the community.

When fliers condemning Black History Month are distributed at a Columbia, S.C., high school, the school's Unity Task Force organizes a clean-up campaign to destroy the fliers and generate positive publicity.

▲ **Keep parents informed.** Urge students to discuss the incident with their parents and let them know that they, too, will be kept informed about the incident and given an opportunity to respond. If possible, distribute copies of the first response statement to all students to take to their families.

▲ **Designate one individual to handle outside inquiries.** Keep that person updated on all developments, and route related phone calls to her or him.

▲ **View the media as allies.** They can help disseminate accurate information about what has happened and the positive steps the school is taking in response. During interviews or press conferences, give reporters copies of all statements that you give to students and ask them to include these in their stories. Keep in mind that, as members of the school community, students deserve to hear news of the incident before the media receive and broadcast it.

▲ **Address faculty and staff concerns.** Set up an emergency meeting to discuss the incident with all administrators, teachers and support staff (including receptionists, cafeteria workers, bus drivers, custodians, etc.). Meet at the earliest possible time — before school the next morning, if possible, and definitely within the next two days.

▲ **Encourage respectful behavior.** At the end of the day, ask students to leave the building quietly, to be especially conscious of showing respect to all students and staff, and to honor a "no retaliation" commitment. Emphasize that responding in kind to violence or harassment only increases the danger to everyone.

"Rumors were growing and some parents were concerned that their kids were not safe. I believed that even though we were speaking the truth about what happened, we needed to be more public. So when a radio station invited me to be on a call-in show that weekend, I went with an African American teacher and two students, one African American and one White. I think the fact that we were upfront with it and we put ourselves up there really helped. Sure, we had worries that we might get hateful calls, but people responded well. There were some callers I disagreed with, but they were expressing honest opinions."

Bill Jones, retired principal, Scott County High School, Georgetown, Ky.

Guideline 2.4

Involve everyone *in* finding solutions

When administrators follow a strong denunciation of the hateful act with efforts to involve students, faculty, staff and the community in examining tensions underlying the incident, the denunciation becomes a unifying call to action. In secondary schools, no factor is more important to success than student involvement in suggesting and implementing solutions. After carrying out the appropriate steps in Guidelines 2.1 through 2.3, schools can steer toward unification through the following steps:

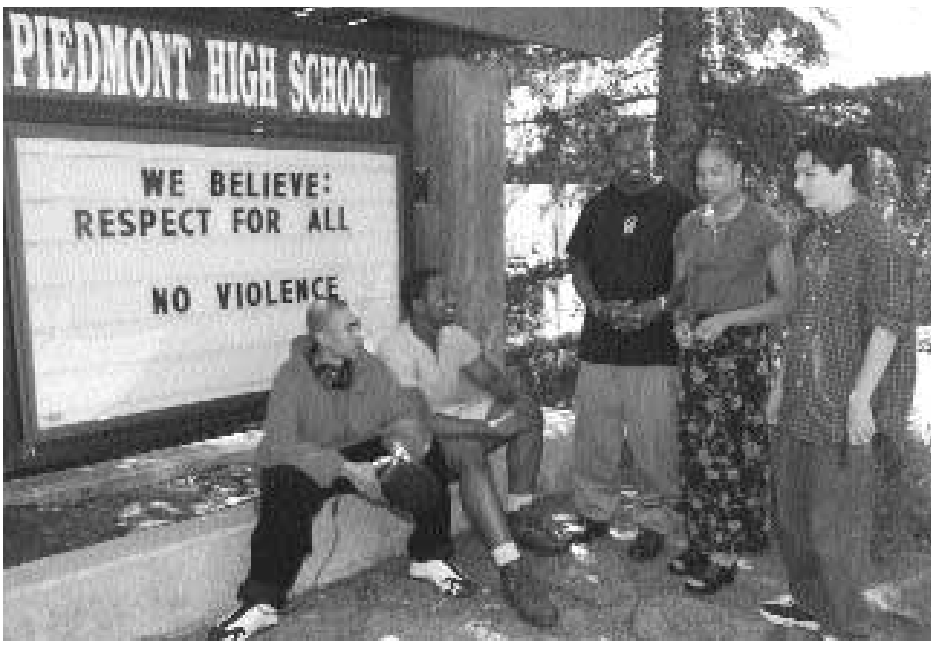
▲ **Prepare a detailed summary of events** (*see Model Incident Recap, p. 52*). By the second or third day, you should be able to include more details than you covered in your first response statement. Describe what happened, why the incident was unacceptable, how the school has responded thus far, and how it will involve students, parents and the community in resolving underlying problems. Include the time and date, within the next week, of an evening meeting for all interested persons.

▲ **Encourage open discussion.** At the emergency faculty/staff meeting, distribute the incident recap and invite comment. Ask teachers to read or distribute the incident recap to all students during the first period. If possible, open classroom dialogues on the incident and related issues. Have students write down their suggestions for preventing further incidents and promoting respect, and collect the suggestions. Ask students to take the incident recap home and discuss it with their parents. Remind everyone of the upcoming meeting for parents and community members. Give the incident recap to reporters, post it on the school or community Web site, read it at the open meeting, and consider offering to read and discuss it on a call-in radio show.

▲ **Make counseling available for students and staff.** Some may want more time to discuss what has happened, individually or in small groups. Others may want to talk

To address tensions following an assault by Latino students on Black students in Santa Maria, Calif., faculty and staff attend an early morning meeting, and first-hour classes discuss the incident.

When racial slurs are discovered in yearbook captions at a San Bruno, Calif., high school, the student council monitors an open-mike session about the incident during lunch period.

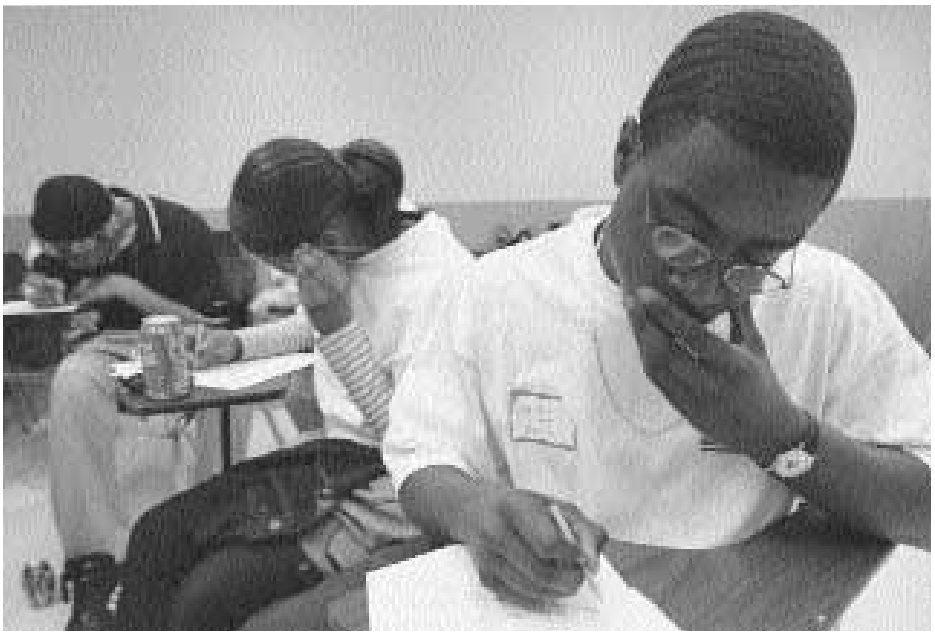


In the wake of a bias incident, open communication is the key to recovery.

After an assault on a gay student by classmates at a Belton, Texas, high school, administrators request help from students in an elective class called Teen Involvement.

about fears related to acute or chronic bias issues. Make sure that school counselors maintain comprehensive, up-to-date resources and referral information.

▲ **Give students a leadership role.** Invite a student group that reflects campus diversity to compile proposed solutions submitted by students during classroom discussions, then select, prioritize and implement the best suggestions. If no such group exists, sponsor one (*see Guideline 3.3*). Encourage the student leadership group to report its progress regularly to students.



Boston high school students answered a questionnaire about school violence and how to prevent it.

"When I discovered the 30-year-old KKK plaque attached to the base of a school flag pole at the beginning of my first year as superintendent and immediately had it dozed down, I should have called the press. That needs to be a matter of public concern and debate. But as superintendent, my indoctrination was to protect my school district's reputation for excellence. I assumed that the KKK organization in the area was long defunct. I was wrong."

Missouri associate professor and former superintendent

Guideline 2.5

Provide support *for* victims

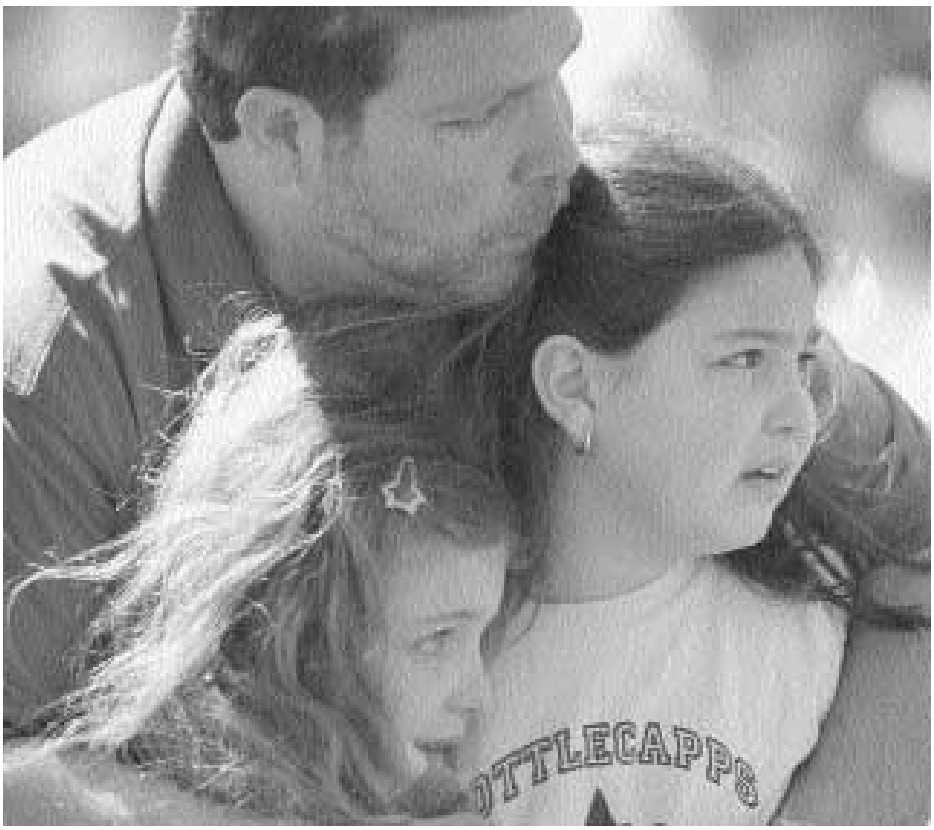
Educators demonstrate support for victims of hate crimes and other bias incidents by providing for their physical safety, condemning the act and implementing appropriate consequences for perpetrators. In addition, victims of hateful acts have emotional needs that must be met. They often feel violated, angry, vulnerable and alone. Psychologists emphasize that most such incidents target individuals as scapegoats for whole identity groups toward which the perpetrator has an irrational prejudice. Nonetheless, the experience often leaves victims tormented by the question "Why me?"

A victim's wishes regarding privacy should be respected. In the case of teachers, a close colleague should find out if the victim wants other people to know what has happened. In the case of students, a teacher close to the student or the designated safe contact person (*see Guideline 3.1*) should ask the student his or her wishes regarding privacy. Unless a victim requests otherwise, follow the advice of one California teacher: "Surround them with people who care." Here are ways to do that:

▲ **Confer with the victim's family.** In the case of assault or serious personal threat or intimidation against a student, contact his or her parents immediately and invite them to school to talk to administrators and counselors about the incident. Allow the victim to invite a favorite teacher or staff member to conferences about the incident. School nurses, for example, are often privy to the health consequences of harassment and assault. Tell victims and parents about victim advocacy, counseling and support resources at school and in the community.

After several students at a Hawaii intermediate school target an African American classmate with hateful acts, the principal invites the victim's parent to an assembly and apologizes publicly for the offenses.

Following a fight between White and Native American students and an outbreak of anti-Indian graffiti, the principal of a Lee, Maine, high school organizes a goodwill visit by White students and teachers to the nearby reservation where the Native students live.



Students targeted by hateful acts feel violated, vulnerable and alone.

At the request of an Austin, Texas, junior high student, a therapist waits in a nearby room in the guidance office, prepared to intervene if her help is needed, while the teen breaks up with her abusive boyfriend.

▲ **Use extreme sensitivity.** Avoid any suggestion that the victim somehow "brought on" the attack. If a victim of harassment retaliates against the perpetrator, be careful not to allow the original provocation to go unaddressed.

▲ **Express regret.** Let victims of serious hate incidents know that they are supported throughout the school. Tell them that you are sorry for what has happened and that the school will do everything possible to identify offenders and provide appropriate consequences. Ask other faculty and staff members to express their regret about the incident, too. Ask victims for their suggestions for preventing future incidents, and invite them to join organized problem-solving efforts, such as a diversity council.

▲ **Encourage student outreach.** Ask concerned students to offer victims their support. If the school has peer mediators, a diversity club or support groups appropriate to the situation, such as a minority student alliance, ask them to do the same.

▲ **Be sensitive to privacy concerns in anti-gay incidents.** Avoid making an issue of the victim's actual sexual orientation. Focus solely on the incident itself, plans for action and future protection. Special care must be taken to ensure that a gay student is not forcibly or inadvertently "outed." According to a study published in 1985 in *Clinical Pediatrics,* 26 percent of gay and lesbian youth report having had to leave home because of negative parental reactions to their sexual identity. Student victims of anti-gay bias who are not gay must also deal with adverse assumptions and reactions. Targeted teachers who are gay or lesbian may fear losing their jobs if they reveal their sexual orientation. Those who are not homosexual face the consequences of false implication.

Parents of victimized students must be notified when serious incidents occur, but schools should be sure that a person who is knowledgeable about and supportive of gay students, such as the school's "safe contact" (*see p. 37*), discusses the incident with parents. When the harassment is verbal, the safe contact or a supportive counselor should talk to the student before contacting parents.

A show of support for victims can be a unifying force in the community.

"In 8th grade, kids drew a picture of me on the bathroom wall and put a swastika on my forehead and wrote 'Jews burn in the oven' and 'kike.' I did not want to go back to school. I started cutting and my studies dropped off. To have people who acted as friends to your face and then did things like that behind your back . . . I couldn't think straight about school. All I could think was, 'Why is this happening to me? What did I do to deserve this?'"

New Jersey student

Guideline 2.6

Enforce appropriate consequences *for* offenders

One of the biggest challenges for schools in the wake of bias incidents — or for courts in cases of hate crimes — is to provide consequences that will prevent the repetition of hateful acts and that may also change offenders' attitudes. Sometimes the most effective consequences emphasize enlightenment over punishment.

Understandably, victims and their families may judge some disciplinary measures to be inappropriate or lenient. This is less likely to happen, though, if the schools have already addressed hate-motivated incidents in discipline policies, and if they enforce the consequences fairly across the board. If some offenders seem to be treated more leniently than others, the school community will have little sense of justice and closure.

Some of the following suggestions for providing appropriate consequences, such as the suggestion for community service, require a fair amount of organizational time. Parent and community volunteers might be interested in helping.

▲ **Involve the family of the offender.** When serious incidents occur or less serious incidents are repeated, inform parents or guardians of offenders and invite them to come to talk with their child and administrators, counselors and teachers about the incident, why it was unacceptable and what will be done about it. Violent offenses require severe, non-negotiable consequences, including removal from campus. Inform parents and student offenders of community counseling services that might be helpful. For example, women's shelters sometimes provide counseling for batterers.

▲ **Involve a teacher whom the offender respects.** Invite the teacher to parent conferences about the problem. He or she may be able to get through to the offender when others cannot.

At a Chicago high school basketball game, White students chant racial slurs at visiting Black players. The home prinicipal sends a letter of apology to the visiting school, but that principal rejects it and demands a public apology.

Two Jewish teenagers are arrested on felony and misdemeanor charges for spray-painting swastikas and White Power slogans on a Calabasas, Calif., elementary school.

Enforcing the law is only the first step in dealing effectively with violent bias offenders.

On an Oceanside, N.Y., school bus, students choke a 6-year-old Asian Pacific American boy and taunt him about the shape of his eyes. The bus driver repeatedly fails to intervene.

▲ **Incorporate affirmative measures into "punishment."** For nonviolent offenders, consider combining a temporary loss of privileges (e.g., in-school suspension, no extracurriculars, lunch in detention) with a requirement for community service. If possible, arrange the offender's service requirement with respected community leaders from the group targeted in the incident.

▲ **Strive to change biased attitudes.** Use community resources, both individuals and organizations, to educate offenders about the groups targeted for hate. For example, a rabbi might be willing to guide offenders through a local Holocaust museum or temple; an African American minister or businessperson might agree to accompany the offender to a Black History exhibit.

▲ **Seek student input.** Ask a class or student organization to suggest consequences for hate incidents. The discussion may raise consciousness and yield creative ideas.

Class discussions can be useful in developing meaningful consequences for hate incidents.

"I find most defendants are not bigoted in their hearts but are acting out, using hate words but often not knowing why they are hateful. You want to create an environment in which the [student] can grow from this."

Rabbi Steven Moss, creator and director of STOPBIAS, a rehabilitation program for hate-crime offenders in Suffolk County, N.Y.

Guideline 2.7

Take *the* next step *in* building unity

The hateful act has rocked the school, and the school has denounced it. Administrators and teachers are dealing with victims and offenders. The school has provided opportunities for faculty and staff, students, parents and other community members to discuss the underlying issues of the incident and offer suggestions for change. Now is the time to start a project or series of projects that draw students together in a commitment to prevent further bias incidents. The key to success is student involvement.

Once the campus has settled back into its usual routine after an explosive incident, it's easy to procrastinate on implementing change. Long-term responses are essential to the healing process and to prevention of future problems, so start working on them quickly.

▲ **Follow through on previous commitments.** Establish timetables for each response. Use the local media or school newsletter to share the plans with students, parents and the community, and invite members of each group to join action committees.

▲ **Gather resources to help action committees.** The booklet "Preventing Youth Hate Crime," published jointly by the Departments of Justice and Education and available online at *www.ed.gov/offices/OESE/SDFS,* offers guidance in setting up a hate prevention program, suggests activities and resources for classrooms, lists resource organizations and includes an extensive bibliography (*see Resources*).

After incidents of racial harassment, high school students in Belton, Texas, organize a blood drive to emphasize that race is only skin deep. The local blood bank sets up a program to benefit students and faculty who need blood during the year.

Following the suspension of two teachers because of bias incidents, high school students in the Lake Wawasee area of Indiana collect money to run a full-page ad in the local paper, condemning racism and listing the names of nearly 750 student supporters.

Each link in this paper chain at a Texas high school represents a personal commitment to work for tolerance.

In response to mounting tension over U.S. and Mexican flags, two teens in Garden City, Kan., design a new school T-shirt that displays 22 flags, representing the national origins of all students in the school.

▲ **Plan a school-wide or community-wide show of unity.** Ribbons of a special color or paper chains make a simple but effective visual statement. After a school incident involving the Klan, students in one Indiana town designed a unity symbol to be printed in the local newspaper and displayed for a week by residents and businesses.

▲ **Sponsor a "tolerance retreat" for students and staff.** At one South Orange County, Calif., high school, a student club organizes an annual all-day off-campus event for all 9th graders, with a focus on diversity issues. The National Conference for Community and Justice is one of several organizations that conduct student leadership camps (*see Resources*).

▲ **Read Part 3 of this guide.** It includes other ways to foster an environment of respect at school.

"We as teachers sometimes are fearful about talking about understanding, about race issues. As demographics change, we have to begin dialogues among students and among teachers about the messages that students are getting [about other races and ethnic groups] in their home environment or their community or through the media. We have to discuss them and check to see how valid they are. It's not a one-time thing. We have to explore that continuously."

Dr. Socorro Herrera, assistant professor of ESL/bilingual and elementary education, Kansas State University

Part Three

LONG-RANGE COMMITMENT

If you haven't already done so, commit yourself and your school now to promoting tolerance and respect in every aspect of school life. Use Guidelines 3.1 through 3.4 to involve large, diverse groups of students in every step of the process: adopting a respect policy and specific handbook guidelines, discussing student concerns at staff development sessions, brainstorming and carrying out activities that build unity among diverse groups of students, and contacting parents and community leaders for support.

Guideline 3.1

Establish school policies *that* promote equity *and* respect

In response to increasing diversity — and increasing disrespect — at their school, administrators and teachers at Mariner High in Everett, Wash., spend months developing a Respect Policy that quickly becomes a hallmark of the school's identity.

As the examples in the margins show, collaboration, creativity and openness to change are key factors in implementing a hate-free school philosophy. Review your school's policies carefully and revise or replace them as needed. Look for ideas in Mariner High School's Respect Policy, p. 48; the Safe Contacts Policy, p. 50; the Polk-Hardville Acceptable Internet Use Policy, p. 55; and effective policies used by other schools in your area.

▲ **Adopt an equity, respect or anti-bias policy.** Include consequences for hate crimes and other bias incidents, and publish the policy in the school handbook. Post a large-print copy in the main hallway and other common areas. Read and discuss it in an assembly at the beginning of each school year. Call parents' attention to the policy at the same time through newsletters, a school Web page or other means. Review it with newcomers throughout the year.

▲ **Research all applicable hate-crime and civil rights laws.** School system attorneys can advise you about the school's obligations to protect students under federal, state and local laws. Although many school-based bias incidents do not fall under legal restriction, it's important to know what the laws are.

▲ **Reflect religious diversity in the school calendar.** Take into account major religious holidays of all groups represented in the school and avoid scheduling testing or special events on such days. Make special arrangements for absences as necessary.

▲ **Recognize and eliminate sexual harassment.** In 1999, the Supreme Court ruled that school districts can be held liable for damages for failing to intervene when a student subjects a classmate to severe and persistent sexual harassment.

School activities that celebrate student diversity lay a solid groundwork for respect. These students are demonstrating *tinikling*, a traditional dance of the Philippines.

Many schools have taken extra measures to guard against sexual harassment that involves improper physical contact between staff or teachers and students. But other types of sexual harassment, such as shows of force by male students toward female students, are often ignored. For example, when a male high school student makes a show of force by lifting or carrying a female classmate, both parties may be laughing, and teachers may dismiss the action as flirtation or harmless play. However, domestic violence counselors report that actions like these are common in both teen and adult abusive relationships.

After studying the use and impact of Native American imagery in school sports, a task force convened by the Dallas Public Schools recommends — and amicably coordinates— the replacement of virtually all Indian mascots in the system.

▲ **Be aware of gay students' high risk for violent harassment.** Those perceived to be gay and those with gay family members or friends are also at risk. Although some teachers feel they cannot support "the gay lifestyle," personal attitudes about identity, lifestyle or behavior can never excuse educators from providing a safe school environment for all students. Gay students may lack support from their own families. Fearing that they will find no support at school, either, they may never report hateful acts or may skip classes or drop out altogether.

▲ **Ensure respect for students' home language.** Studies by multicultural scholar Sonia Nieto (1992) and others have shown that, whether or not a school offers bilingual instruction, teachers' attitudes toward students' native language can positively or negatively affect those students' academic and social success.

Casual criticism of bilingual or ESL programs by teachers in front of students, for example, sends a negative message about non-English-speaking students. By contrast, providing opportunities for ESL students to use and share their home language at school sends a message of respect.

▲ **Designate "safe contacts."** Identify and provide training for one or more counselors or teachers, preferably in male/female pairs, to serve as safe contact persons for matters related to particular targets of harassment. For example, a school might have two safe contacts to whom students could report bias incidents related to sexual orientation, gender, appearance and ability, and two others for matters of race or ethnicity, country of origin and religion. If each safe contact or pair of contacts handles several different types of harassment, students might feel less worried about being seen talking to those teachers.

Introduce the designated contacts at the beginning of each school year and review the procedure with new students. A copy of the policy could be posted on classroom bulletin boards and sent home to parents. If the contact persons are willing, include their home phone numbers. (*See Appendix 3.*)

"The old model of school tends only to address the needs of a few students at the top. Our goal [in eliminating tryouts for extracurricular activities] is to promote an equity of participation, so all students can learn the lessons of cooperation, collaboration and teamwork."

Jerry Goldsberry, principal, Plainfield (Ind.) Middle School

Guideline 3.2

Provide staff development *on* diversity *and* tolerance

An Emporia, Kan., elementary school with large numbers of Spanish-speaking and Asian American students conducts a 2 1/2-year staff development program to address issues of language and culture.

A teacher at Framingham (Mass.) High School develops a semester-long course for colleagues on incorporating gender violence and equity issues into the curriculum. The school district offers participants two salary credits.

Establishing and maintaining an environment of respect at school is an ongoing learning process for everyone involved. Ideally, district administrators will support a coordinated, systemwide effort. At any grade level, schools and individual teachers can plant the seeds for positive change.

When seeking outside help to provide staff development opportunities on bias issues, be aware that choosing the right facilitator is crucial. Repairing the damage from a bungled diversity workshop can sometimes be a bigger challenge than accomplishing your original goals! Take steps to define your school's needs, and seek the broadest range of recommendations.

▲ **Strive for continuity.** Always solicit the advice of teachers with a strong interest in equity issues in the planning process. Also include community representatives who have agreed to work with the school on an ongoing basis (*see Guideline 3.4*). That way, if outside facilitators are brought in for the training, there will be a sense of continuity after the facilitators leave.

▲ **Offer training to all employees.** Include support personnel (secretaries, aides, custodians, cafeteria workers) in staff development programs addressing major bias inci-

Staff training in skills such as sign language and conflict resolution underscores the school's commitment to equity.

dents, as well as introductory training on diversity issues. This step sends two strong messages: 1) that the attitudes and behaviors of support staff can constructively or adversely affect school life; and 2) that administrators and faculty respect all members of the school community.

▲ **Be sensitive to the position of minority faculty and staff.** As in the classroom, never single out members of a particular group for their response to bias incidents or other diversity matters.

▲ **Get help from experts.** Local human rights or human relations organizations, or nearby chapters of national organizations such as the Anti-Defamation League (ADL); the National Association for the Advancement of Colored People (NAACP); the Gay, Lesbian and Straight Education Network (GLSEN); and Parents, Families and Friends of Lesbians and Gays (P-FLAG) may have experienced facilitators who can help you (*see Resources*). For additional assistance, contact your regional U.S. Department of Justice Community Relations Service or Department of Education Equity Assistance Center.

▲ **Keep the dialogue going.** For example, include diversity-related news items, quotes, cartoons and thought questions in the school newsletter and on bulletin boards. Take a few minutes at regular faculty meetings to do a "school climate check." Several times during the year, invite representatives from student organizations to offer their perceptions. Anticipate and discuss upcoming events — such as ethnic holidays or the anniversary of a bias incident — that may heighten racial or other intergroup tensions.

▲ **Encourage continuing education in multiculturalism.** Gather and circulate among faculty information on language classes, including sign language, at local colleges.

▲ **Evaluate curricular materials.** Make sure that materials in all classes and resource areas reflect the broadest possible diversity, including all groups represented at the school. The semiannual *Teaching Tolerance* magazine, free to educators (*see Resources*), regularly features such materials and examines the ways teachers are using them effectively.

To begin preparing for the merger of two longtime rival middle schools, teachers in Crete-Monee, Ill., schedule a staff development workshop in cross-cultural communication.

"I try to help people realize that verbal miscues and misunderstandings are inevitable potholes in the road to better cultural understanding. If we are to continue learning about each other (and ourselves), we can't expect a 'bumpless' ride. We have to grit our teeth and drive over a few potholes, despite our fears."

GLENDA VALENTINE, ATLANTA-BASED DIVERSITY TRAINER

Guideline 3.3

Encourage student activism

At Piedmont Hills High School, in San Jose, Calif., trained student mediators sit down with students returning from suspensions to make sure that all tensions that led up to the suspension have been resolved.

After developing a close friendship with a deaf peer, a Chesterfield, Mo., high school student initiates a program called "Deaf Link." Teen volunteers at his school join younger students at a residential school for the deaf for after-school activities twice a week.

Many teens naturally exude energy, enthusiasm and a strong interest in justice. By nurturing student leadership through curriculum, activities and open communication at all levels, schools can build stronger communities both inside and outside the school walls.

▲ **Sponsor and promote a student diversity club.** Members can meet regularly to discuss problems that may arise and to plan projects to draw the school community closer together. Keep in mind that projects initiated and carried out by faculty or administrators seldom "take off" in middle schools or high schools; the key to success is always student involvement.

▲ **Create a conflict resolution team.** The training of both teachers and students takes

Students at East High School in Salt Lake City staged a walkout to protest the school board's decision to ban extracurricular clubs rather than permit formation of a gay/straight alliance.

time but can be enormously helpful in both preventing and dealing with hate incidents. Invite students from all of the school's racial, ethnic and other identity groups to become mediators.

Ask all students and teachers to note and report signs of tensions between racial or ethnic groups and harassment of students for any reason, and allow trained peer mediators to help resolve the tensions.

▲ **Support the formation of a gay/straight alliance.** A group that offers all students a safe place to discuss sexual orientation and other issues can often accomplish projects that gay youth alone might never undertake.

▲ **Promote respect for students with disabilities.** Plan an annual disability awareness event. Involve student athletes as mentors for Special Olympics athletes.

▲ **Enlist the help of student editors.** Encourage the student newspaper to highlight diversity at your school through multicultural feature articles, news stories or opinion surveys. Point out that the editorial staff is in an important position for responding constructively to major bias incidents as well as ongoing matters of equity and respect at school.

▲ **Organize an assembly about the effects of bias.** Hold the program annually to help deter bias incidents and lay the groundwork for an effective response should a problem arise. Involve students as planners. Invite a diverse panel of college students or other young adults to discuss the issue. Invite a law enforcement officer to discuss legal prohibitions and consequences. Ask a representative from a local civil rights organization, college or university to provide a historical overview. Arrange for someone from the community — such as a domestic violence shelter director, gang counselor or Holocaust survivor — to address emotional and psychological factors concerning both victims and perpetrators. As a follow-up, encourage teachers to implement lessons on the causes and impact of prejudice.

"There are no deaf kids at my high school, and there were a lot of misconceptions. When the teen volunteers started working with the kids [at St. Joseph Institute for the Deaf], they realized that what they were trying to say was just what any kid would say."

Brian Elliot, student at Parkway Central High School, Chesterfield, Mo., and founder of "Deaf Link"

Guideline 3.4

Establish a network *of* community support

To help homeless students feel less conspicuous, a Cleveland, Ohio, district-sponsored agency arranges for local businesses to provide vouchers that students can use to purchase clothes, hygiene products and school supplies of their own choosing.

Ongoing relationships across all segments of the community are an invaluable asset for responding effectively to bias incidents. Decide which school official will handle the following responsibilities in creating and maintaining a support network:

▲ **Develop a plan with police for handling hate crimes.** The handbook *Protecting Students from Harassment and Hate Crime: A Guide for Schools* (see Resources), released by the U.S. Department of Education in early 1999, offers guidelines for establishing relationships with police and involving them, when necessary, in ways that will not escalate tensions.

▲ **Set up a resource database.** Designate one person, such as a counselor, to maintain current and comprehensive information on local, state and national victim advocacy and support services. In addition to collecting print resources, bookmark appropriate Internet sites on an office computer. Consider reserving a bulletin board in the school office or main hall for news items and announcements relating to local equity issues and agencies.

▲ **Enlist community members to help with tolerance efforts.** Ask influential minority leaders, equity advocates and religious leaders if they are willing to assist as conflict mediators should the need arise. Invite the group to assist in developing a "response plan" to have in place for emergency use. Keep in touch with them about tolerance efforts as well as problems throughout the year.

Be aware that, although religious leaders and interfaith councils can be especially helpful in addressing racial and ethnic issues, their inclusion in some circumstances may raise special concerns. Students who are gay or lesbian, for example, or atheist, or

In Montgomery, Ala., the Friendly Supper Club has met monthly for more than 15 years to further racial unity.

A unity march in Spokane, Wash., celebrates Martin Luther King's life and legacy.

members of unrepresented religious minorities may fear a judgmental attitude from the religious leaders. If careful attention is not paid to this point, the victimized students may feel attacked a second time.

▲ **Ask local businesses to finance tolerance projects.** They may be willing to fund student ideas for promoting harmony in the school or wider community. After a series of bias incidents in the area, a rural Indiana superintendent joined with business leaders to create a diversity training fund. The money is used to bring in professional consultants to conduct community sessions each year.

▲ **Broaden your school's cultural horizons.** Take advantage of multicultural resources in the community by inviting area residents of diverse backgrounds to share their home cultures with school groups through traditional foods, songs, stories and other activities.

▲ **Join forces with other groups.** Find out about human rights and diversity organizations already working in the area and link your efforts. Many regions have created networks of human rights coalitions. They share information on hate groups and can mobilize a large anti-hate team when needed. Here are a few examples:

- The Pennsylvania Network of Unity Coalitions connects many groups that are fighting the Ku Klux Klan and other White supremacists throughout the state. As hate groups test the waters of new communities with speeches and rallies, local officials and educators can call on the coalition's members for practical advice. Each new Klan rally tends to prompt a new local unity coalition, adding to the tolerance web.

Since 1965, the St. Louis organization Springboard to Learning has used state and community funding to send locally based "ambassadors" from other cultures into the schools.

- The Northwest Coalition Against Malicious Harassment links grassroots groups in Montana, Idaho, Washington and Oregon. "No individual stands alone," says director Bill Wassmuth, who believes local coalitions are the best single weapon against hate crimes. "You can create an atmosphere in which a bigot cannot thrive."
- West Virginia has a "Not in Our Town, Not in Our State" coalition, headed by an assistant attorney general.
- The California Association of Official Human Relations Agencies, based in San Francisco, is covering the state with hate violence response networks.
- The League of Minnesota Human Rights Commissions publishes guidelines for responding to hate crimes, including a link to a "response network."

▲ **Renew contacts annually.** At the beginning of each academic year, phone or send a letter to community resource groups to reestablish ties. Keep a current list of contacts in the school office with crisis plans.

"Announcing school closings in Spanish is an idea that came directly from the diversity training [for educators, business people and religious leaders] I attended. The issue was brought up that parents who speak only Spanish had no way of knowing if the schools would be closed or would operate on a different schedule because of snow. So we recorded our [announcements], such as closings or two-hour delays, in Spanish.

"Some advertisers were very vocal about the fact they didn't like that, and I got a lot of flack from people calling in and asking when I was going to do it in German or Polish. I would do it in German and Polish if we had a significant population who spoke only those languages. The point is that it's in the interest of every member of the community that every child is in school. Some kids were missing school because of communication problems. It's a problem we could solve, and we did."

Bill Dixon, general manager, WAWC-FM radio station, Syracuse, Ind.

Part Four

APPENDICES

This section includes a guide to hate symbols, sample school policies addressing prevention of and responses to bias incidents, and an annotated resource guide.

Schools are welcome to adapt the policies for their own use. Cross-references are included for the guideline in which each policy is discussed.

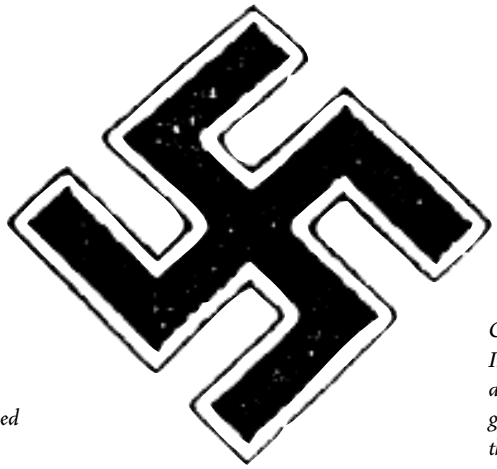
Appendix 1

Symbols *of* Hate

White supremacists and other extremists have long been fond of signs, symbols, logos and emblems, the meanings of which are not always obvious to the uninformed observer. Reproduced here are some of the most popular symbols in current use on World Wide Web pages or in extremist publications. A brief explanation of each is included.

Ku Klux Klan Blood Drop

The blood drop is one of the Ku Klux Klan's best-known symbols. For Klan members, the drop represents the blood that Jesus Christ shed on the cross as a sacrifice for the White race.



Nazi Swastika

Adopted in 1935 as the official emblem of Germany's Nazi Party, the swastika is now widely used by neo-Nazi, Skinhead and other White supremacist groups. Dozens of variations on the swastika are common.

Celtic Cross

Originally a symbol for the Celts of ancient Ireland and Scotland, the Celtic cross has been adopted by many American White supremacist groups. In modern times, it was first used by the far-right National Front in England.

The Night Rider

This depiction of the traditional robed Klansman on horseback signifies the Ku Klux Klan. Night riders originated in Ohio in the 1920s as a group of black-robed Klan terrorists who specialized in violent attacks on Blacks and others.

Thunderbolt

A Nazi symbol signifying the Schutzstaffel *(SS), the elite military arm of Adolf Hitler's Third Reich. The SS supervised Nazi Germany's network of death camps.*

ZOG

ZOG stands for Zionist Occupied Government, a phrase used by anti-Semitic and White supremacist groups to denote the federal government. These groups believe the government is secretly controlled by Jews.

WAR Skins

This logo incorporating a skull and crossbones is used by the Skinhead followers of the neo-Nazi group White Aryan Resistance (W.A.R.).

National Alliance Life Rune

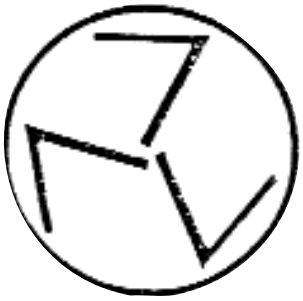
This is the official symbol of the neo-Nazi National Alliance, based in Hillsboro, W. Va. Originally, it was a character from a Runic alphabet which signified life, creation, birth, rebirth and renewal. Several Runic alphabets were used by the Germanic peoples between the 3rd and 13th centuries.

White Pride World Wide
Some groups have incorporated this White supremacist slogan into the Celtic cross.

W. A. R. Swastika
The symbol used by the neo-Nazi group White Aryan Resistance (W.A.R.) incorporates the California-based group's acronym into a Nazi swastika.

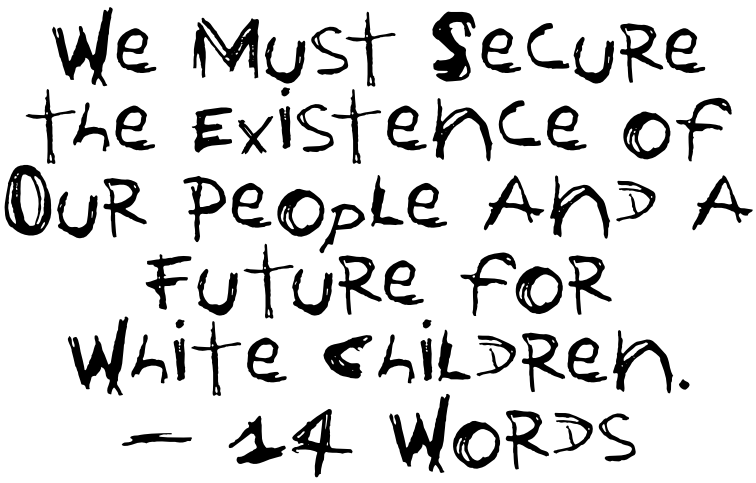
Aryan Nations
This symbol is used by the neo-Nazi Aryan Nations, based in Hayden Lake, Idaho.

Crossed Hammers
Crossed hammers signify the many Skinhead groups that use the word "hammer" as part of their names. Such groups exist in Australia, Europe and the United States, and many incorporate the crossed hammers into their own symbols.

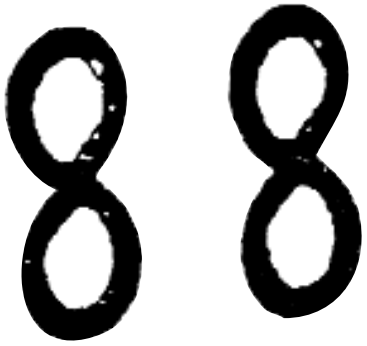


Three-Bladed Swastika
This is a variation of the traditional swastika of Nazi Germany that is popular among some Skinhead and other White supremacist groups. It also has been used by some South African extremist groups.

Skinhead Skull and Crossbones
Many Skinhead groups use variations of this symbol, which incorporates the Celtic cross into a skull and crossbones.



14 Words
Shorthand for a slogan coined by David Lane, an imprisoned member of the Order, or Silent Brotherhood: "We must secure the existence of our people and a future for White children." The Order was a revolutionary neo-Nazi group responsible for the theft of millions of dollars in armored car heists and the murder of a Jewish radio talk show host in the 1980s.



88
This number, widely used by neo-Nazis and others, is shorthand for "Heil Hitler." H is the eighth letter of the alphabet, and so the abbreviation H.H. is translated as 88.

Appendix 2

Respect Policy

Mariner High School, Everett, Wash.

In the early 1990s, associate principal Paula Martin and others spent months developing the following Respect Policy to help students in their increasingly diverse school get along better. The policy was later adopted by the entire Mukilteo, Wash., School District.

"At the beginning of every school year," says Martin, "we go from class to class in teams that include students, counselors, administrators and often parents, and we talk about the rules of the school, the culture of the school and the Respect Policy. We do small presentations because a large assembly with lots of content is hard to pull off in September.

"Also, we can talk about sexual harassment and sexual orientation, which immature students might hoot about at a large assembly but won't in a class of 30," she observes. "We have a high annual turnover rate, so we have to teach and reteach all the time, to students, parents, staff, bus drivers, cafeteria workers — everyone." (*See Guideline 3.1.*)

Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another, and strive never to diminish another by our conduct or our attitudes.

Our Mission: To prepare students to live and work in a complex and interdependent society. To acknowledge diversity and build community by practicing hospitality, civility and respect.

Why We Need a Policy: Mariner is a community which dedicates itself to the safety and well-being of its citizens and which recognizes that human dignity is the basis for all our relationships and growth.

Definition of Misconduct: Any physical, spoken or written act of abuse, violence, harassment, intimidation, extortion, the use of vulgarity, cursing, making remarks of a personally destructive nature toward any other person, and any restriction or prevention of free movement of an individual. This prohibition applies whether the act is deliberate, intentional or unintentional or is directed toward an individual or group regarding race, color, creed, national origin, sex, sexual orientation, physical or mental disability, political or religious ideology. Federal law and Washington State rules and regulations will apply.

Corrective Action:

- Discipline file entry, parent notification and counseling; detention;
- In-school suspension, short or long-term suspension;
- Emergency expulsion (may or may not be final, depending on investigation of incident)/final expulsion;
- Police may be contacted; charges may be filed.

Note: The severity of the offense dictates the consequence. These expectations apply to all facets of school life — at school, school activities, on transportation, at bus stops, on field trips, and so on.

How to File a Grievance

1. Consult the Student Rights and Responsibilities Handbook issued by the Mukilteo School District to file a formal, written report.
2. District policy and all applicable laws will be followed regarding all grievances.

Putting a Stop to Disrespect

Step One: When you witness behavior that is in violation of the Respect Policy, tell the person to stop. Apathy, silence or laughter encourages the abuse and further disrespects the victims. Inform an adult in school and your parents.

Step Two: If the behavior doesn't stop, contact an administrator as soon as possible to initiate a complaint. See "How to File a Grievance" in this brochure. Again, report to the adult in charge of the area.

Step Three: If the behavior continues, keep a journal of further incidents, including description, time, date, place and witnesses. Keep your parents and administrators informed.

Appendix 3

Safe Contacts Policy

A Safe Contacts Policy gives schools a way to ensure that students know to whom they can turn for sensitive problems. The principal can distribute or read the policy to students early in the year and ask teachers to post it in classrooms, or a team of educators and students that includes the designated safe contact persons can take it to classrooms. The words of one North Carolina teacher and sponsor of a gay/straight alliance are applicable to many subjects that seem too sensitive to discuss: "As long as we continue to talk about gay and lesbian issues in hushed voices, kids who need information won't get it." (*See Guideline 3.1.*)

> As you know, here at Cobblestone High we take the issue of respect for all students very seriously. If any issues of harassment or prejudice should arise during the year, we want to be able to deal with them immediately. We hope that students will feel comfortable reporting problems to any teacher or administrator, but we know that, in some situations, reporting bias incidents can be difficult.
>
> We want all students to know that there are safe contact people to whom they can turn if they are harassed or if they need confidential information. The following teachers have had training to deal with special issues in a confidential manner: Mr. Don Lowe and Ms. Gloria Harris — matters related to race, ethnicity, country of origin, appearance, or mental or physical abilities; Ms. Juanita Arias and Mr. Gregory Youngblood — matters related to sex, sexual orientation or religion.

Appendix 4

Model First Response Statement *for* a Serious Hate Incident

When administrators respond to a serious hate incident on the day it occurs or is discovered, they help to calm student fears, control rumors and signal the start of a healing process. The following simple statement can guide the school in preparing one appropriate to its circumstances. (*See Guideline 2.3.*)

As many of you know, a very unfortunate incident occurred today. It involved a group of about 30 students who walked out of the building at 10 o'clock. Some of the students were shouting racial insults, and some waved Confederate flags. No students were physically injured. School officials and police are meeting with the students at this time. It may take several days to get all the facts about what happened and why.

An incident like this affects our whole school and our community, though, and that's why I wanted to address it right now. Every person in this school deserves respect. Our school can be a community in which everyone gets respect only if none of us will tolerate disrespect against anyone else.

I apologize to everyone for the hateful language you may have heard and for the waving of Confederate flags at school. There will be consequences for those involved in this unacceptable incident. I ask students who have information about this to report it to a teacher or to me. You can also leave information anonymously via the telephone tip-line or E-mail.

One way you can demonstrate respect to all students and staff is by leaving the building in a quiet and orderly manner this afternoon. Remember that responding in kind to violence or harassment only increases the danger to everyone.

In the days and weeks to come, I hope that we can all focus on more than the upsetting incident today. This is a good time for us to examine the ways we are all showing respect for one another. Are some students being harassed by others? If so, how and why? And, most important, what can all of us do to stop it?

Within the next few days, you will have an opportunity to discuss these questions at school and suggest solutions. Please let your parents know that we will also schedule an evening meeting next week for them, you and other people in the community to talk about today's incident and to consider these same questions. Let's use this unfortunate incident as an impetus to make changes that will make our school a better place for everyone.

Appendix 5

Model Incident Recap *for* a Serious Hate Incident

A summary of events prepared within a few days of a serious bias incident can be used to control rumors, open fruitful discussion, and involve everyone in suggesting solutions to underlying problems. The summary works well when distributed first in meetings with faculty and staff, next in teacher-led discussions with students and, finally, to the media. (*See Guideline 2.4.*)

Principal Jeffrey Hearn used the following "incident recap" in January 1997 in response to an assault by some Latino gang members against a smaller group of Black students at Santa Maria (Calif.) High School. Tensions had escalated the day after the assault, when Black students vented their frustration about other acts of harassment, as well.

"Our idea was to make sure that all the information that went out was accurate," says Hearn, "to make ourselves accessible, and to make sure that everyone had an opportunity to be part of the solution. At the emergency meeting for faculty and staff early that morning, everyone liked having their own copies [of the incident recap], so we decided to duplicate it so every kid had one in hand during discussions in first-hour classes. We had decided to set aside what we were doing and deal with what we felt was far more important, and that seemed to work really well."

Santa Maria High School experienced an unfortunate situation on our campus that is, sadly, all too often seen in our society — ethnic tensions among students. As a California Distinguished School, we pride ourselves on making every effort to provide all students a safe and positive learning environment. We view this incident as an opportunity to address with our students the need for mutual tolerance and respect. We would like to clarify the incidents that occurred over the last two days.

At the end of lunch on Wednesday, January 29, 1997, two students at Santa Maria High School verbally assaulted each other about the possession of a cassette tape. The confrontation accelerated to the point that several Black students were physically assaulted by a group of Hispanic students who allegedly are members of a gang. Upon the initial investigation by the Santa Maria High School administration and Santa Maria Police Department, four students were arrested and suspended pending pre-expulsion hearings. The investigation continues. It appears that this incident prompted the events that took place during lunch on January 30.

During lunch on Thursday, January 30, 1997, there was a small gathering of angry, frustrated students, some of whom were involved in the January 29 incident. Their frustration and anger centered around the intolerance and intimidation they have experienced from other students.

No students were assaulted or injured on January 30. Through the efforts of the Santa Maria Police Department and the Santa Maria High School administration, security, staff and students, the situation was defused. A meeting with involved students and parents took place with efforts focused on identifying possible solutions to address their frustrations.

As a result of this meeting, the following will be implemented:

1. An emergency staff meeting will be held Friday morning, January 31, 1997, at 7 a.m. to inform the staff of the events that occurred during the last two days. Their

assistance will be sought to monitor students before and after school, at lunch and break. They also will be asked to address harassment and intimidation with their students in the classroom.

2. A "WE-TIP" program was established in the Community Services Center (phone #), in which students and parents can call and anonymously report incidents of intimidation. In addition, a drop box is also available outside the Community Services Center for reporting these incidents.
3. Parents were encouraged to attend the Parent-Teacher-Student Club to explore ways we, as a school community, can positively address this issue further. The next meeting will be on Monday, February 3, 1997, at 7 p.m. in the library.
4. Areas where large groups of students congregate will continue to be closely monitored by staff.
5. In our continuing effort to access student opinions, all methods of actively involving students in addressing this problem on campus will be explored.
6. Our staff will actively engage students in discussing positive strategies to deal with cultural and racial diversity.

Appendix 6

Model Statement *for* Addressing Widespread Bias Speech

Franklin McCallie, principal of Kirkwood (Mo.) High School, believes in discussing problems openly with faculty and students. In a September 1998 PA announcement (*excerpted below*), he addressed the use of put-downs related to sexual orientation. (*See Guideline 1.1.*)

Last February, the *Kirkwood Call* conducted a survey of our student body concerning bullying and name-calling. I know that we have spoken many times over this Public Address system as to why some persons like to curse and ridicule others in the hallways and classrooms of our school. Last year many students complained to me of offensive language, and the KHS staff was so often distraught over this subject that it was a frequent topic at faculty meetings. At KHS our actions have often been much nicer than our words.

What surprised me about the *Call* survey was that 61 percent of the students answering said they insult people daily, with such words as "gay." Then I realized that the insult which I have heard most frequently in our school is not racial, not sexist, not anti-ethnic, but it is just as ignorant, insensitive, and wrong, yet many at this school seem not to notice. These words are "fag" and "faggot." And, yes, some students are so insensitive that they are probably laughing now, because they do not understand how much those words hurt other people. Actually, such insensitivity hurts us all. ...

Research tells us that a certain percentage of all human beings are gay or lesbian. I do not know whether the true number is the often quoted figures of 2 percent or 10 percent or in between. But I do know that there are recent statistics showing that gay and lesbian students — TEENAGERS!! — are more likely than other students in this country to commit suicide or to attempt suicide. I cannot prove that this terrible situation is due to the brutal treatment many gay and lesbian students receive from the so-called straight population, but I see no room for name-calling or mistreatment of any person at Kirkwood High.

Students and staff: With few exceptions, we have begun this school year on such a high plane; let us keep this excellent standard. I call for courage on the part of every member of the Kirkwood family to stand for courtesy and respect for every other member of our Kirkwood family. ... My goal in this statement ... is that we treat each person with whom we come into contact with the courtesy and respect that each human being deserves. We will be kinder human beings and we will be a better school for it.

Appendix 7
Acceptable Internet Use Policy

The Polk-Hordville (Neb.) school district developed the Acceptable Internet Use Policy excerpted below, through which students and a parent commit to responsible use of the Internet and E-mail. Keith Leckron, middle and high school principal in the rural district, took advantage of the Internet's resources when he formulated the policy in 1996. He searched through policies posted on-line by other districts and used a cut-and-paste method to flesh out the following clear and comprehensive policy for his district.

"We debated using a filtering system," says Leckron, "but felt that the responsibility of Internet use lies with the students, rather than a system that would block sites they might need for research. The parent signature is another way to get parents involved in their child's education." (*See Guideline 1.3.*)

District Internet and E-mail regulations

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. These are outlined in the student handbook.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. Access is a privilege — not a right. Access entails responsibility.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

As outlined in Board policy and procedures on students' rights and responsibilities, copies of which are available in school offices, the following are not permitted:

- Sending or displaying hateful or pornographic messages or pictures
- Using obscene language or profanity
- Harassing, insulting or attacking others
- Engaging in promoting violence
- Engaging in racial, gender or other slurs
- Receiving or transmitting information pertaining to dangerous instrumentalities such as bombs, automatic weapons, or other illicit firearms, weaponry, or explosive devices
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes
- Transmitting personal information without written parental consent
- Accessing areas considered as borderline without written parental consent

Violations may result in a loss of access as well as other disciplinary or legal action.

User Agreement and Parent Permission Form

As a user of the Polk-Hordville Public Schools computer network, I hereby agree to comply with the stated regulations, communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Signature _____ Date _____

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use — setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media. I also understand that I will be notified by the Network Administrator if my son or daughter is accessing questionable material.

Parent Signature _____ Date _____

Name of Student _____ Student I.D. # _____

School _____ Grade _____

Soc. Sec. # _____ Birth Date _____

Street Address _____

City _____ State _____ Zip _____

Home Telephone _____

Network Administrator's Use Only

Network Administrator Signature _____ Date _____

Log-in _____

Password _____

Date Account Activated _____ Date account deactivated _____

Appendix 8

Ten Ways to Fight Hate

The following is an overview excerpted from the community action guide *Ten Ways to Fight Hate*, published by the Intelligence Project of the Southern Poverty Law Center, 1999. The guide highlights grassroots initiatives around the country that fight hate and promote harmony.

1. **Act** — Do something. In the face of hatred or a hate crime, apathy will be interpreted as acceptance — by the haters, the public and, worse, the victim. Decency must be exercised, too. If it isn't, hate invariably persists.
2. **Unite** — Call a friend or co-worker. Organize a group of allies from churches, schools, labor unions and other civic sources. Create a diverse coalition. Gather ideas from everyone and delegate the work.
3. **Support the Victims** — Let them know you care. Set up a neighbor watch. Help them through the judicial system. Hate victims are especially vulnerable, fearful and alone. If you're a victim, report every incident and ask for help.
4. **Do Your Homework** — Determine if a hate group is involved and research its symbols and agenda. Seek advice from anti-hate organizations. Accurate information can then be spread from pulpits, forums and news stories.
5. **Create an Alternative** — Do NOT attend a hate rally. Find another outlet for anger and frustration and people's desire to do something. Find a news hook, like a "hate-free zone." Involve children. Call the media.
6. **Speak Up** — You, too, have a 1st Amendment right. Hate must be exposed and denounced. Buy an ad. Help news organizations achieve balance and depth. Do not debate hate mongers in conflict-driven shows.
7. **Lobby Leaders** — Persuade politicians, police and business leaders to take a stand against hate. Early action creates a positive reputation for their community.
8. **Look Long-Range** — Create a "bias response" team. Hold annual events, such as a parade or culture fair to celebrate your community's diversity and harmony. Build something the community needs. Get kids involved. Create a Web site.
9. **Teach Tolerance** — Bias is learned early, and schools are one place where children of different cultures can be influenced. Sponsor an "I have a dream" contest. Target youths who may be tempted by Skinheads or other hate groups.
10. **Dig Deeper** — Look into issues that divide us — economic depression, immigration, affirmative action, sexual orientation. Work against discrimination in housing, employment and education. Create a human relations network. Create forums for open, honest discussion and nonviolent resolution. Strive to create a tolerant community.

Appendix 9

Resources

Please contact sources listed for complete information before ordering materials.

General

Organizations

The Human Rights and Community Relations Department of the **American Federation of Teachers** (AFT) advises schools on current trends, publications and laws relating to civil, human and women's rights.

American Federation of Teachers
Human Rights/Community Relations Dept.
555 New Jersey Ave. N.W.
Washington, DC 20001
(800) 238-1133
www.aft.org

The **American Jewish Committee** (AJC), the oldest human rights agency in the U.S., protects the rights and freedoms of Jews, combats bigotry and promotes human rights for all. The AJC offers "Hands Across the Campus," a diversity training program for middle and high school students.

American Jewish Committee
1156 15th St. N.W.
Washington, DC 20005
(202) 785-4200
www.ajc.org

The **Anti-Defamation League** (ADL) is dedicated to combating hate crime and promoting intergroup cooperation and understanding. With more than 30 regional offices, ADL develops training programs and resources for schools and communities to promote racial and religious tolerance. On-line resources include "Prejudice: 101 Ways You Can Beat It" and "Responding to Hate Crime."

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017
(212) 885-7800
www.adl.org

Educators for Social Responsibility (ESR) creates and disseminates publications and programs to teachers and students emphasizing violence prevention, intergroup relations, diversity appreciation and character education. The initiative "Resolving Conflict Creatively" is a comprehensive K-12 program that provides models for preventing racial violence in school.

Educators for Social Responsibility
23 Garden St.
Cambridge, MA 02138
(800) 370-2515
www.esrnational.org

The 10 federally funded regional **Equity Assistance Centers** (EAC) work with school districts and other agencies in confronting the issues that arise in districts with diverse student populations.

U.S. Dept. of Education
OESE, School Improvement Programs
Room 3C122-FOB6
400 Maryland Ave. S.W.
Washington, DC 20202-6140
(202) 260-2638

Facing History and Ourselves is a national educational and teacher training organization that encourages middle and high school students to examine racism and prejudice and promote a more tolerant society.

Facing History and Ourselves
16 Hurd Rd.
Brookline, MA 02146
(617) 232-1595
www.facing.org

The **National Conference for Community and Justice** (NCCJ) trains young leaders from different racial, ethnic and religious groups to develop leadership skills to address prejudice and intolerance, promote multicultural awareness and develop strategies for inclusion.

National Conference for
Community and Justice
475 Park Ave. S., 19th Floor
New York, NY 10016
(212) 545-1300
www.nccj.org

The Human and Civil Rights Division of the **National Education Association** (NEA) provides training, technical assistance and information to NEA's members and to the public on how to prevent and respond to hate-motivated incidents in schools.

National Education Association
1201 16th St. N.W.
Washington, DC 20036
(202) 822-7453
www.nea.org

Teaching Tolerance was launched in 1991 by the Southern Poverty Law Center to provide teachers at all levels with ideas and free resources for building community in the classroom and beyond. Through its semiannual *Teaching Tolerance* magazine, video-and-text packages, teacher grants and Internet activities, the project helps schools nationwide fight bias and celebrate diversity.

Teaching Tolerance
400 Washington Ave.
Montgomery, AL 36104
Fax (334) 264-3121
www.teachingtolerance.org

The **U.S. Department of Education's Office for Civil Rights** (OCR) provides technical assistance to schools and assists in the resolution of complaints regarding discrimination and harassment based on race, national origin, sex, disability and age.

U.S. Dept. of Education-OCR
330 C St. S.W.
Washington, DC 20202
(800) 421-3481
www.ed.gov/offices/OCR

The **U.S. Department of Justice's Community Relations Service** (CRS) helps resolve and prevent racial and ethnic violence and disorder, and to diffuse potentially explosive situations in schools and communities through mediation

and conflict resolution. There are 10 regional offices across the U.S.

U.S. Dept. of Justice CRS
5550 Friendship Blvd., Suite 330
Chevy Chase, MD 20815
(301) 492-5990
www.usdoj.gov/offices/crs.html

Publications

The *Annual Report on School Safety* is issued by the U.S. Departments of Education and Justice. This free report presents an overview of the general issue of school crime and identifies strategies schools and communities can take to address the problems of school safety and hate crimes.

U.S. Dept. of Education
EDPUBS
P.O. Box 1398
Jessup, MD 20794-1398
(877) 433-7827
www.ed.gov/pubs/AnnSchoolRept98

Because We Can Change the World: A Practical Guide to Building Cooperative, Inclusive Classroom Communities includes ideas for educators on how to address teasing, harassment, exclusion and other sensitive topics such as racism, poverty and disabilities.

Prentice Hall Canada
1970 Birchmont Rd.
Scarborough, Ontario
Canada M1P 2J7
(800) 643-5506
www.prenticehall.ca.com

Counseling for Prejudice Prevention and Reduction is an exhaustive compendium of tools for school counselors who are faced with prejudice-related concerns for both victims and perpetrators of bias. It also discusses the psychological factors that lead to prejudicial behavior and suggests ways to identify potential problems, change attitudes and foster intercultural understanding among students.

American Counseling Association
180 Gordon Dr., Suite 108
Exton, PA 19341
(800) 422-2648
www.counseling.org

Erasing Hate: Your Guide to Your Civil Rights in School is a concise, easy-to-use brochure designed to inform middle and high school students of their civil rights at school and where they can turn for help.

Massachusetts Office of
the Attorney General
Civil Rights Division
One Ashburton Place
Boston, MA 02108
(617) 727-2200

Hate Crimes: ADL Blueprint for Action is a booklet describing the organization's numerous anti-bias initiatives, including training, programs and prevention strategies for schools and communities.

(See ADL, page 58, for address)

Healing the Hate: A National Bias Crime Prevention Curriculum for Middle Schools is a comprehensive curriculum that also features useful material for high school audiences. *Healing the Hate* covers historical as well as contemporary issues and provides activities and strategies for reducing hate crime among youth.

Education Development Center
55 Chapel St.
Newton, MA 02158-1060
(800) 223-4276
www.edc.org

Preventing and Countering School-Based Harassment: A Resource for K-12 Educators addresses all types of harassment impacting students. This guide offers useful information for educators, administrators, parents and students.

Northwest Regional
Educational Laboratory
101 S.W. Main St., Suite 500
Portland, OR 97204-3297
(503) 275-9519
www.nwrel.org

The free pamphlet *Preventing Youth Hate Crime — A Manual for Schools and Communities* summarizes strategies for preventing hate crime and describes model programs.

U.S. Dept. of Education
Safe and Drug-Free Schools Program
600 Independence Ave. S.W.
Washington, DC 20202-6123
(877) 433-7827
www.ed.gov/offices/OESE/SDFS

A joint project between the U.S. Department of Education's Office for Civil Rights and the National Association of Attorneys General, *Protecting Students from Harassment and Hate Crime: A Guide for Schools* (free) provides technical suggestions for developing comprehensive policies, from writing anti-harassment policies in school to responding to bias incidents.

(See OCR, page 58, for address)

Whether you need a crash course on how to deal with an upcoming Klan rally, effective ways to help victims of hate crimes, or a long-range plan to promote tolerance in your community, the Intelligence Project special report *Ten Ways to Fight Hate* (free) provides practical advice and easy-to-follow steps on how to combat hatred.

Intelligence Project
Southern Poverty Law Center
400 Washington Ave.
Montgomery, AL 36104
(334) 264-0286
www.splcenter.org

The booklet *When Hate Groups Come to Town* offers guidelines to assist communities in responding effectively and appropriately to hate-group activity such as rallies and marches.

Center for Democratic Renewal
P.O. Box 50469
Atlanta, GA 30302
(404) 221-0025

Videos

The thought-provoking video *Real People: What Is Hate All About?* looks at how hate is permeating the lives of young people across the country. Commentary by teenagers, experts and a former Skinhead enhance the discussion. A teacher's guide is included. (Grades 6-12. 24 min.)

Sunburst Communications
101 Castleton St.
Pleasantville, NY 10570
(800) 431-1934
www.sunburst.com

Prejudice: The Monster Within explores how prejudice triggered some of the most horrifying events in history and how it touches the

lives of young people today. A teacher's guide is included. (Grades 6-12. 45 min.)

Knowledge Unlimited
P.O. Box 52
Madison, WI 53701
(800) 356-2303
www.ku.com

Not in Our Town tells the inspiring story of the citizens of Billings, Mont., who took a stand against a series of hate crimes in their community. Students will see how united communities can resist the forces of hate. A viewer's guide is included. (Grades 6-12. 27 min.)

California Working Group
5867 Ocean View Dr.
Oakland, CA 94618
(510) 268-9675
www.igc/an/niot

Anti-Violence

Organizations

Children's Creative Response to Conflict (CCRC) offers training and workshops in prejudice reduction, communication skills, mediation, conflict resolution and problem-solving for teachers, students and communities. Their resources include an annual newsletter, books, information packets and a catalog of materials.

Children's Creative Response to Conflict
P.O. Box 271
Nyack, NY 10960
(914) 353-1796

National Coalition Building Institute (NCBI), through its national and regional offices, provides training workshops and consultations in conflict resolution, prejudice reduction and leadership development to teachers, students and organizations. Their publication *Healing into Action* is a how-to guide for community diversity initiatives.

National Coalition Building Institute
1835 K St. N.W., Suite 715
Washington, DC 20006
(202) 785-9400
www.ncbi.org

The **National Youth Gang Center** (NYGC) assists state and local jurisdictions in the monitoring and analysis of gang-related activity and offers strategies for anti-gang programs.

The Institute for Intergovernmental Research
P.O. Box 12729
Tallahassee, FL 32317
(800) 446-0912
www.irr.com/nygc

The **Peace Education Foundation** offers a variety of teaching tools to help children become peacemakers. One resource developed especially for young children is *Peacemaking Skills for Little Kids,* an activity booklet that explains the basic tenets of friendship, community and responsibility.

Peace Education Foundation
P.O. Box 191153
1900 Biscayne Blvd.
Miami, FL 33132
(800) 749-8838
www.peace-ed.org

The **Safe Schools Coalition** is a nonprofit organization dedicated to making safer communities across the country. Areas of concern include gang violence, sexual assault/harassment and racial/ethnic conflict.

The Safe Schools Coalition
P.O. Box 1338
Holmes Beach, FL 34218-1338
(941) 778-6652
www.ed.mtu.edu/safe

School Mediation Associates assists educators in encouraging young people to resolve their conflicts nonviolently. *The School Mediator's Field Guide* is a thorough resource for implementing conflict resolution strategies in schools.

School Mediation Associates
134 Standish Rd.
Watertown, MA 02472
(800) 833-3318
www.schoolmediation.com

Publications

Children in Danger: Coping With the Consequences of Community Violence deals with the issue of chronic violence and its impact on child development. Chapters address the school as a refuge and the use of art and play in the healing process. Teachers whose school environments are touched by violence will find this an outstanding resource.

Jossey-Bass
350 Sansome St.
San Francisco, CA 94104
(415) 433-1740
www.josseybass.com

Deadly Consequences: How Violence Is Destroying Our Teenage Population and A Plan To Begin Solving The Problem is a serious book that lives up to its subtitle. Written by a public health expert, the book challenges society to view teenage violence in the same way it would view any other destructive disease. After taking a close look at factors that influence violence — guns, gangs, television and movies — the book presents specific strategies for preventing violence.

HarperCollins Publishers
10 East 53rd St.
New York, NY 10022
(800) 242-7737
www.harpercollins.com

"How do we raise nonviolent children in a culture of violence?" is the inquiry of the author of *Free the Children! Conflict Education for Strong and Peaceful Minds.* With activities, background information, handouts and resources appropriate for planning effective programs for preschoolers and 12th graders alike, this book is eloquent and empowering.

New Society Publishers
P.O. Box 189
Gabriola Island, British Columbia
Canada V0R 1X0
(800) 567-6772
www.newsociety.com

Gangs and Schools, written by an educator who has spent more than 25 years working with gangs, provides insight into what schools and communities can do to reduce gang violence.

Learning Publications
5351 Gulf Dr.
Holmes Beach, FL 34217
(941) 778-6651

Get Real About Violence consists of three self-contained modules that

address vulnerability, contributors and alternatives to violence. Each module contains a short, graphic video; a teacher's guide; and either a cassette tape, role-play guide or poster set to supplement the lessons. A resource guide, *Preventing Violence: A Framework for Schools and Communities,* is also included. (Grades 6-8)

Comprehensive Health
Education Foundation
1420 Fifth Ave., Suite 3600
Seattle, WA 98101
(800) 323-2433
www.chef.org

The following three titles are available from Hunter House Publishers. For ordering information, contact: (800) 266-5592, www.hunterhouse.com.

Based on programs developed by the Oakland Men's Project and Battered Women's Alternatives, the book *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators and Parents* offers a proactive, multicultural, activity-filled approach for getting at the roots of violent behavior.

The curriculum *Making the Peace: A 15-Session Violence Prevention Curriculum for Young People* provides youth group leaders and educators with ready-to-use exercises, role-plays, handouts and discussion guidelines. The guide addresses a broad spectrum of issues, from economic factors in youth violence to sexual harassment to suicide.

A part of the Making the Peace program, *Days of Respect: Organizing a Schoolwide Violence Prevention Program* empowers students to create a climate of respect. This hands-on organizer's manual includes ready-to-use outlines, timelines, agendas, training exercises and a guide for media outreach, as well as step-by-step instructions for staging a school campaign.

Videos

As Tough as Necessary: A Discipline With Dignity Approach to Countering Aggression, Hostility, and Violence, a 4-video set with a staff development guide, leads teachers step-by-step through the familiar yet always uncertain terrain of highly charged encounters with uncooperative students of every age level. This is a worthy investment for district resource centers. (Grades K-12)

National Educational Services
1252 Loesch Rd.
Bloomington, IN 47404
(800) 733-6786
www.wnesonline.com

Disability Issues

Organizations

The **Clearinghouse on Disabilities and Gifted Education** is a division of ERIC that acquires, indexes and distributes relevant professional literature and educational information on disabilities across all age groups.

ERIC Clearinghouse on Disabilities and
Gifted Education
1920 Association Dr.
Reston, VA 20191-1589
(800) 328-0272
www.cec.sped.org/ericec.htm

The **National Information Center for Children and Youth with Disabilities** (NICHCY) provides information on disabilities and disability-related issues for families, educators and professionals, with a focus on children and youth under age 22.

National Information Center for Children
and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285
www.nichcy.org

The **National Organization on Disability** (NOD) is the only national disability network concerned with all disabilities and all age groups. NOD offers assistance and advice to schools and educators on all issues relating to disabilities.

National Organization on Disability
910 16th St. N.W.
Washington, DC 20006
(202)-293-5960
www.nod.org

Publications

The curriculum *Kids with Special Needs: Information and Activities to Promote Awareness and Understanding* includes simulation activities to give young students a better understanding of what it is like to be disabled.

Council for Exceptional Children
1920 Association Dr.
Reston, VA 20191-1589
(888) 232-7733
www.cec.sped.org

Including All of Us: An Early Childhood Curriculum about Disability is an innovative curriculum that incorporates into its activities nonsexist, multicultural role models of adults and children with disabilities.

Educational Equity Concepts
114 East 32nd St.
New York, NY 10016
(212) 725-1803
www.edequity.org

Inclusion Times, a newsletter published five times a year, provides teachers and administrators with the latest information on model programs, trends, and activities on how to create a more welcoming and constructive learning environment for students with disabilities.

National Professional Resources
25 S. Regent St.
Port Chester, NY 10573
(800) 453-7461
www.nprinc.com

Ethnic Bias and Racism

Organizations

The **American Arab Anti-Discrimination Committee** (ADC), the largest Arab American grassroots organization in the U.S., defends the rights of people of Arab descent and celebrates their rich cultural heritage.

American Arab
Anti-Discrimination Committee
4201 Connecticut Ave. N.W., Suite 300
Washington, DC 20008
(202) 244-3196
www.adc.org

The **National Association for the Advancement of Colored People** (NAACP) provides counseling and legal referral services to African American youth and assists in resolving problems related to violence, harassment and discrimination.

National Association for the
Advancement of Colored People
4805 Mount Hope Dr.
Baltimore, MD 21215
(410) 358-8900
www.naacp.org

The **National Asian Pacific American Legal Consortium** (NAPALC) works to advance the legal and civil rights of Asian Pacific Americans through litigation, education and public policy.

National Asian Pacific American
Legal Consortium
1140 Connecticut Ave. N.W., Suite 1200
Washington, DC 20036
(202) 296-2300
www.napalc.org

The **National Council of La Raza** (NCLR) is dedicated to reducing poverty and discrimination and improving educational and professional opportunities for Hispanic Americans.

National Council of La Raza
111 19th St. N.W., Suite 1000
Washington, DC 20036
(202) 289-1380
www.nclr.org

The **National Indian Education Association** (NIEA) provides workshops on bias against American Indians and works to ensure culturally accurate and appropriate curricula in schools.

National Indian Education Association
700 N. Fairfax St., Suite 210
Alexandria, VA 22314
(703) 838-2870

Publications

Ask anyone who has ever tried to engage in a conversation about race — it is much easier said than done. *The Color of Words,* an 851-word "dictionary of ethnic bias," can support this dialogue by guiding students in understanding ethnic labels and racist language. Containing definitions, etymologies and cross-references, this well-researched reference tool avoids a "politically correct" tone.

Intercultural Press
P.O. Box 700
Yarmouth, ME 04096
(800) 370-2665
www.interculturalpress.com

Beverly Daniel Tatum's book *Why Are All the Black Kids Sitting Together in the Cafeteria?* helps educators and parents explore the psychological causes and emotional reality of racism. By illuminating race as a critical dimension of identity, Tatum gives teachers a conceptual framework for opening meaningful dialogue across racial and ethnic lines.

HarperCollins
10 East 53rd St.
New York, NY 10022
(800) 242-7737
www.harpercollins.com

Through Students' Eyes: Combating Racism in U.S. Schools, by Karen McLean Donaldson, examines how racism manifests itself in America's schools and details model curriculums and projects designed to diminish the problem.

Praeger Publishers
88 Post Rd.
Westport, CT 06881
(203) 226-3571
www.greenwood.com/praeger.htm

Healing Racism: Education's Role is a compilation of 16 articles written by noted experts on how to attack racism through classroom education, from elementary school to college campuses.

Whitcomb Publishing
32 Hampden St.
Springfield, MA 01103
800-354-1789

Videos

The Awareness of Culture Video Series helps students explore cultural similarities and differences with people from many cultural backgrounds and ethnic groups. (Grades 6-9)

Scooter Press
505 East 12th St.
Spokane, WA
(888) 393-3636

Blacks and Jews is an insightful examination of the division between the African American and Jewish communities in the U.S. The video explores the origins of tensions between the groups and features individuals and groups who are working to bridge the gap. (Grades 9-12, 85 min.)

California Newsreel
149 Ninth St., Suite 420
San Francisco, CA 94103
(415) 621-6196
www.newsreel.com

The award-winning documentary, *Forgotten Fires* tells the story of the burning of Macedonia Baptist Church in South Carolina and the community's ability to stick together and face unsettling truths about race relations in the 1990s. (Grades 6-12. 60 min.)

Independent Television Service
P.O. Box 78008
San Francisco, CA 94107-8008
(415) 356-8383
www.itvs.org

The *Multicultural Peoples of North America* video series explores in 15 segments the heritage and current status of different cultural groups in the U.S. today. Each video takes a look into the lives of families who share memories of their country of origin and their perspectives on life in the U.S. (Grades 6-9)

Library Video Company
P.O. Box 1110
Bala Cynwyd, PA 19004
(800) 843-3620
www.libraryvideo.com

Whitewash is an award-winning animated feature that tells the story of Helene Angel, an African American girl attacked by a gang of White thugs who paint her face white. Inspired by actual events, the video shows the community reaching out to Helene and her family, giving her the strength to face the problem and emerge from seclusion. (Grades K-6. 25 min.)

First Run Features
153 Waverly Place
New York, NY 10014
(212) 243-0600
www.firstrunfeatures.com

Gay and Lesbian Issues

Organizations

The **Gay, Lesbian and Straight Education Network** (GLSEN) brings together teachers, parents, students and concerned citizens to work to end homophobia in schools. GLSEN also produces videos and publications. *Tackling Gay Issues in School* is a comprehensive resource for educators who need assistance in incorporating lesbian, gay and transgender issues in school.

Gay, Lesbian and Straight Education Network
121 W. 27th St., Suite 804
New York, NY 10001
(212) 727-0135
www.glsen.org

The **Human Rights Campaign** (HRC) is the largest lesbian and gay political organization in the U.S. The HRC lobbies the federal government; educates the public on gay, lesbian and AIDS issues; and provides training and expertise at the state and local level.

Human Rights Campaign
919 18th St. N.W.
Washington, DC 20006
(800) 777-4723
www.hrc.org

The **National Youth Advocacy Coalition** (NYAC) is dedicated to improving the lives of gay, lesbian, bisexual and transgendered youth through advocacy, education and information. The Bridges Project provides technical assistance and resources, and *Crossroads: Supporting Lesbian, Gay, Bisexual and Transgender Youth* is a newsmagazine outlining issues relevant to GLBT youth, educators and counselors.

National Youth Advocacy Coalition
1711 Connecticut Ave. N.W., Suite 206
Washington, DC 20009
(202) 319-7596
www.nyacyouth.org

Parents, Families and Friends of Lesbians and Gays (PFLAG) promotes the health and well-being of gay, lesbian, bisexual and transgendered persons, their families and friends through support, education and advocacy.

Parents, Families and Friends
of Lesbians and Gays
1101 14th St. N.W., Suite 1030
Washington, DC 20005
(202) 638-4200
www.pflag.org

Publications

The manual *Creating Safe Schools for Lesbian and Gay Students: A Resource Guide for School Staff* provides strategies for creating a violence- and harassment-free environment for GLBT students.

Youth Pride
134 George M. Cohan Blvd.
Providence, RI 02903
(401) 421-5626

Gay/Straight Alliances: A Student Guide is a free publication that helps students create support groups for GLBT and heterosexual students.

Safe Schools Program for
Gay and Lesbian Students
Massachusetts Department of Education
350 Main St.
Malden, MA 02148-5023
(617) 388-3300

The exhaustive report *They Don't Even Know Me!: Understanding Anti-Gay Harassment and Violence in Schools* chronicles and analyzes incidents of anti-gay violence and harassment in schools in Washington state. In addition, the *Safe Schools Resource Guide* includes strategies for implementing prevention and response policies to anti-gay harassment in schools.

The Safe Schools Coalition of Washington
P.O. Box 21428
Seattle, WA 98111
(206) 233-9136
www.safeschools-wa.org

Videos

It's Elementary: Talking About Gay Issues in Schools explores what happens in schools when youngsters openly discuss homosexuality. This documentary, developed for parents and teachers, promotes dialogue and challenges stereotypes. (78 min.)

New Day Films
22D Hollywood Ave.
Hohokus, NJ 07423
(800) 343-5540
www.newday.com

Out of the Past: The Struggle for Gay and Lesbian Rights in America features the stories of pioneering gay rights activists, including Kelli Peterson, a 17-year-old student in Salt Lake City, Utah, who fought for the right to start a gay/straight alliance at her high school. (70 min.)

(See GLSEN, col. 1, for address)

Sexual Harassment and Dating Violence

Organizations

One of the oldest women's civil rights organizations in the U.S., **Equal Rights Advocates** (ERA) aims to empower women of all ages through education and legal counsel on such issues as sexual harassment aimed at high school students by fellow students and staff members.

Equal Rights Advocates
1663 Mission St., Suite 550
San Francisco, CA 94103
(800) 839-4372
www.equalrights.org

The **National Women's Law Center** is dedicated to protecting women's rights, focusing on issues relating to families, education and sexual harassment.

National Women's Law Center
11 Dupont Circle N.W., Suite 800
Washington, DC 20036
(202) 588-5180
www.nwlc.org

The **Wellesley College Center for Research on Women** is home to a community of scholars and experts on sexual harassment, sex equity, gender violence and bullying. The Center sponsors workshops and produces various publications, including *Bullying and Sexual Harassment in Elementary Schools: It's Not Just Kids Kissing Kids.*

Wellesley College Center
for Research on Women
106 Center St.
Wellesley, MA 02481
(781) 283-2500
www.wellesley.edu/WCW

Publications

Gender Violence/Gender Justice is an interdisciplinary teacher's guide that explores violence and inequities that often emerge in relationships between teenage girls and boys. The guide uses selections from literature and history to teach lessons on friendship, respect and affection.

(See Wellesley College Center, p. 63, for address)

The guide *Righting the Wrongs: A Legal Guide to Understanding, Addressing, and Preventing Sexual Harassment in Schools* features detailed examinations of legal issues relating to sexual harassment, prevention and intervention strategies, and a comprehensive list of resources.

(See National Women's Law Center, p. 63, for address)

The pamphlet *Sexual Harassment: It's Not Academic,* available free of charge from the U.S. Department of Education, provides administrators, teachers and students with important information to assist them in addressing sexual harassment in school.

(See U.S. Dept. of Education-OCR, p. 58, for address)

Teen Dating Violence Resource Manual is a comprehensive guide that offers an overview of the problem and extensive resource lists, including a state-by-state breakdown of violence prevention programs for teens.

National Coalition Against Domestic Violence
P.O. Box 18749
Denver, CO 80218
(303) 839-1852
www.ncadv.org

Videos

Flirting or Hurting? Sexual Harassment in Schools includes re-enactments to dramatize and define sexual harassment, demonstrate the various effects harassment can have on students, and show how students can respond to offensive behavior. A teacher's guide is included. (Grades 6-9. 60 min.)

GPN
P.O. Box 80669
Lincoln, NE 68501-0669
(800) 228-4630
www.gpn.unl.edu

In Love and in Danger: Teen Dating Violence examines how some young men manipulate, intimidate and control young women in dating relationships that often turn violent. A study guide is included. (Grades 9-12, 15 min.)

Intermedia
1700 Westlake Ave. N., Suite 174
Seattle, WA 98109
(800) 553-8336
www.intermedia-inc.com

Using everyday situations, *In Real Life: Sexual Harassment in Schools* examines a variety of forms of sexual harassment in school and the measures students can take to combat it. A leader's guide is included. (Grades 9-12, 24 min.)

Altschul Group Corporation
1560 Sherman Ave., Suite 100
Evanston, IL 60201
(800) 323-9084
www.agcmedia.com

Additional Resources

For "tolerance retreat" guidelines and activities developed by the Orange County (Calif.) Human Relations Council, send a self-addressed envelope with stamps for four ounces of postage to:

Mark Celestin, District Coordinator
Griffins With A Mission
Los Alamitos High School
3591 Cerritos
Los Alamitos, CA 90720

Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with 4th and 5th Grade Students includes lesson plans on helping students differentiate between teasing and bullying and identify how this behavior can often lead to sexual harassment.

(See Wellesley College Center, p. 63, for address)

Even You is a video that tells the story of Josh, a bright and popular student, whose life unravels when his family becomes homeless. By addressing the stereotypes about homelessness, the video reminds students that homelessness can happen to anyone at any time. A facilitator's guide is included. (Grades 6-12. 27 min.)

Cleveland Municipal School District
Project ACT
1380 East 6th St.
Cleveland, Ohio 44114
(216) 574-8203
www.projectact.org

America's Religions: An Educators' Guide to Beliefs and Practices focuses on religions that are flourishing in the U.S. and therefore likely to be encountered in the public school system. Each chapter highlights a specific religion and discusses its origins, basic beliefs, and the misunderstandings and stereotypes associated with it.

Teacher Ideas Press
P.O. Box 6633
Englewood, CO 80155-6633
(800) 237-6124
www.lu.com/tip

The video *Living With Our Deepest Differences: Religious Liberty in a Pluralistic Society* uses the Bill of Rights to examine and celebrate religious diversity in the U.S. (Grades 6-12. 30 min.)

Learning Connections
P.O. Box 6007
Boulder, CO 80306
(303) 441-9260

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Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another and strive never to diminish another by our conduct or our attitudes.

Mariner High School
Everett, Washington

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