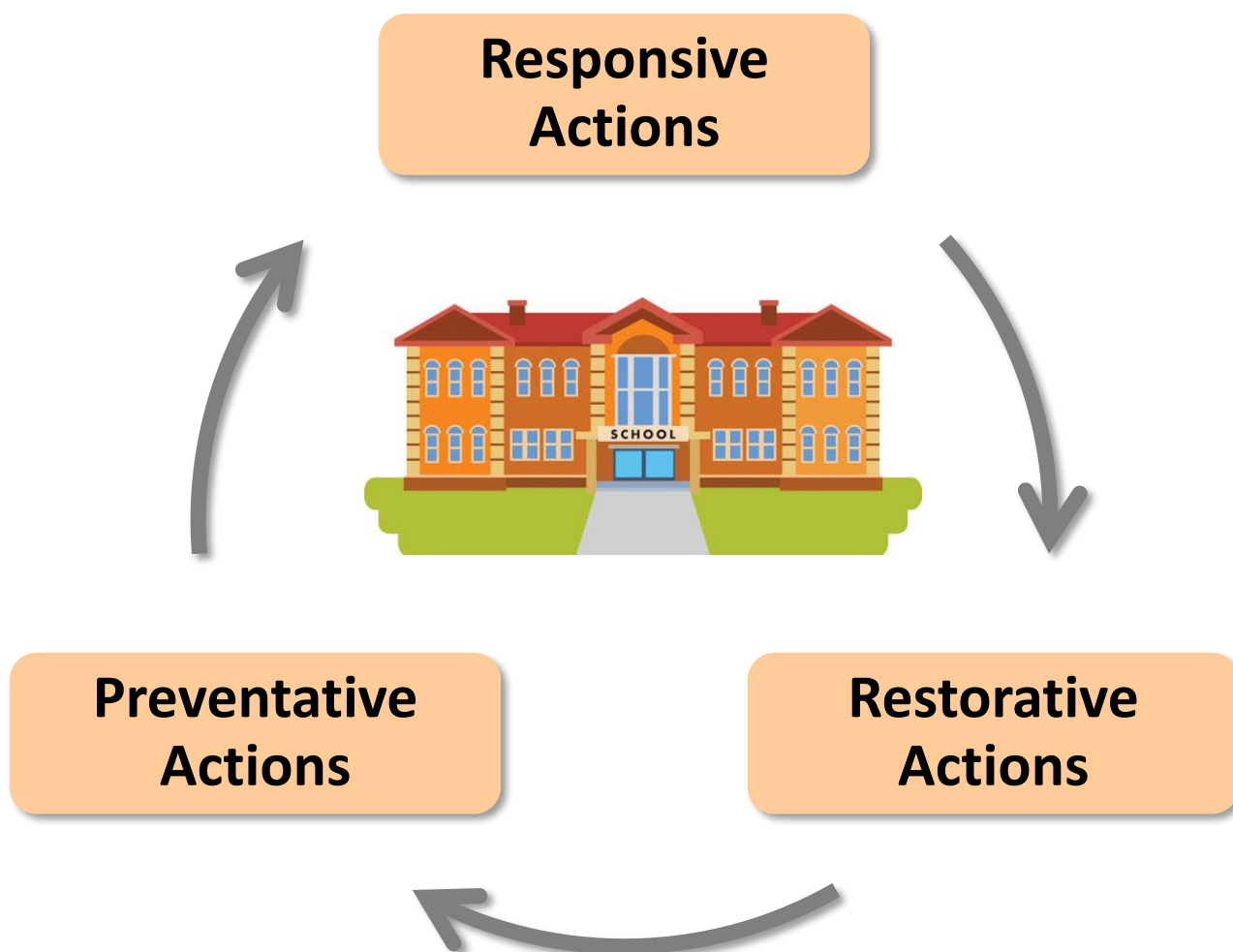


# Creating and Maintaining Safe Spaces in Schools: A Collaborative Model



**Addressing Hate-Bias Incidents in Schools**

# Hate-Bias Incidents Responding Procedures

## Responsive Actions

*Office of School Support and Improvement  
Student Welfare & Compliance*

When an incident occurs, the following steps should be taken:

1. Complete MCPS [Form 230-35](#), *Bullying, Harassment, or Intimidation Reporting Form*
2. Report to Montgomery County Police Department (MCPD) and triage incident with members of Behavioral Threat Assessment Team
3. Contact Office of School Support and Improvement – (**Central Support Team** may be convened)
4. Investigate and complete MCPS Form 230-36, *Bullying, Harassment, or Intimidation School Investigation Form (School should wait until police have completed the evidence portion of their investigation)*
5. Ensure student safety
6. Develop communication plan

## Restorative Actions

*Office Student & Family Support/Engagement*

After Incident Meeting (Admin, Security, Core/Leadership Team, Director) the following strategies may be employed:

1. Study Circles
2. Restorative Justice
3. Support from community partners (refer to **Hate-Bias Resource Addendum**)
4. Student and staff member education (**Project INTERRUPT** - MSDE Hate-Bias Grant)
5. Elementary Diversity and Inclusion dialogues
6. Community engagement
7. Mental health support

## Preventative Actions

*Equity Unit*

At the beginning of each school year and continuously through the school improvement process:

1. Engage staff members and students to create a **Heat Map** of spaces within the school and surround areas where hate bias incidents occur
2. Solicit staff member and student responses to the **School Climate Questionnaire**; analyze and present results to focus groups or students and staff members; discuss and respond to suggestions
3. Create a **School Hate-Bias Plan**
4. Identify ongoing activities to bring diverse students together

## Hate-Bias Incidents Responding Procedures

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

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

The Board recognizes that equity goes beyond meeting the letter of the law. Equity also requires proactive steps to identify and redress implicit biases and structural and institutional barriers that too often have resulted in identifiable groups of students and staff being unjustifiably or disproportionately excluded from or underrepresented in key educational program areas and sectors of the workforce, as well as over-identified in student discipline actions.

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

1. **INCIDENT / COMPLAINT:** Student, staff member, parent/guardian, or bystander makes verbal or written report to any staff member/administrator.
2. **COMPLETE MCPS FORM 230-35, *Bullying, Harassment, or Intimidation Reporting Form* and SUBMIT to Principal/Designee:** May be completed by a staff member, student, parent/guardian, or close relative. Staff members will assist the student/parent/guardian if they cannot complete the form. [[Available Online HERE](#)]
3. **VERBAL REPORT:** All hate-bias incidents of crime must be reported to the Montgomery County Police Department (MCPD) 301-279-8000. If imminent danger to a child, call 911.
4. **BEHAVIORAL THREAT ASSESSMENT:** Principal will triage the situation and work with members of the **Behavioral Threat Assessment Team (BTAT)** to determine the degree (scope and scale) of risk, threat, or targeted violence posed by an individual or group based on the incident.
5. **PRINCIPAL WILL CONTACT OTLS-SSI: REPORT THE INCIDENT WITHIN ONE HOUR OF INCIDENT** being reported. OTLS-SSI will create an incident report in Synergy and notify **Student Welfare and Compliance (SWC)**, mobilizing a **Central Support Team**, if appropriate.
6. **INVESTIGATION BY PRINCIPAL/DESIGNEE**
  - a. Within two days of completion of MCPS Form 230-35, the Principal (or designee) must investigate. If police are involved, once the evidence-gathering portion of their investigation is complete, promptly finalize the school investigation.
  - b. [MCPS FORM 230-36, \*Bullying, Harassment or Intimidation Incident School Investigation Form\*](#) will be used to investigate all hate-bias incident reports.
  - c. Update the incident status in Synergy within 24-48 hours of reporting the incident to OTLS-SSI and include the participants' names, a brief incident description, and resolution, if applicable.

## Hate-Bias Incidents Responding Procedures

- 7. **CONSIDER INTERIM MEASURES (SAFETY PLAN) TO ENSURE STUDENT SAFETY WHILE THE INVESTIGATION IS PENDING, SUCH AS:**
  - a. Implementing a [Safety Plan](#) for individual students if the hate-bias incident targeted a specific individual or group.
  - b. Rearranging schedules or placing restrictions on contact
  - c. Providing individual counseling services and community resources, medical services, tutoring
  - d. Removing negative grades or evaluations that resulted from the harassment from the student's record, or allowing a student to retake a test or class
  
- 8. **PARENT/GUARDIAN CONTACT:** After consulting with **Central Support Team**, the school principal and/or designee will determine next steps for outreach and potential notification and report the any findings. The level of threat and risk of the incident will determine the need/type of communication.
  - a. If victim/perpetrator (individual) is identified, school principal and/or designee will contact the parents/guardians involved within 24 hours of completing the investigation
  - b. PTA President will be contacted prior to communications with the community
  - c. Contact with special interest groups will be considered (Central Support Team)
  
- 9. **RECORD KEEPING: Student Welfare and Compliance will record and monitor incident of Hate-Bias and work with OTLS-SSI to determine trends, levels of needed support, etc.**
  
- 10. **HATE-BIAS RESPONSIVE, RESTORATIVE, & PREVENTATIVE ACTIONS:**  
**Incident-specific examples:**
  - a. **Equity Unit** will assist school leadership in determining next steps with staff and student professional development and training. (See **School Hate-Bias Plan**)
  - b. **Student and Family Support and Engagement (SFSE)** will assess situation to determine supports needed and the timeline for such supports. (PPW, Counseling, School Psychologists, Restorative Justice)
  - c. **MCPS Student Code of Conduct** will assist school administration in determining student discipline measures
  - d. Special interest and external support groups should be considered to assist in the planning of school/community education, response, reflection where appropriate

### REFERENCES:

[MCPS Regulation JHF-RA, Bullying, Harassment, or Intimidation;](#)  
[Board Policy ACA, Nondiscrimination, Equity, and Cultural Proficiency;](#)  
[MCPS Regulation JFA-RA, Student Rights and Responsibilities](#)

## Hate-Bias Incidents Responding Procedures

### *Hate-Bias Resource Addendum*

Resource	Description
<a href="#">Change the Discourse</a>	Tools and resources to create a safe environment for productive dialogue on challenging issues in the classroom and office.
<a href="#">Student/Staff Facilitator Training: Help Create an Inclusive School Community</a>	<p>Different views around race, culture, immigration, sexual orientation, gender identity, and politics are affecting relationships, safety, and a sense of community in some MCPS high schools. To help address these challenges, the Equity Unit Study Circles Program is holding a facilitator training for high school students and staff.</p> <p>Participants will learn how to create a safe environment for students and staff to engage in honest and productive dialogue.</p> <ul style="list-style-type: none"> <li>• Trainees will develop the skills to:</li> <li>• Create an environment where everyone feels safe to share their perspective</li> <li>• Stay neutral in difficult and uncomfortable conversations</li> <li>• Identify the structures required for productive dialogue</li> </ul> <p><a href="#">Facilitator Resource Guide</a></p>
<a href="#">Helping Elementary School Children Talk about Stereotypes and Discrimination</a>	<p>4 one-hour sessions for 4th and 5th grade students</p> <p>Can be facilitated by classroom teachers</p>
<a href="#">How to Design and Facilitator Community Conversations about Bias and other challenging issues</a>	<p>A training to help teachers develop the skills to design and facilitate community circles. This training is designed to be used during staff or planning meetings.</p> <p>Focused on:</p> <ul style="list-style-type: none"> <li>• A structure for safe and productive conversations</li> <li>• Process that connects to the goal of the session</li> <li>• Skill Building for Students</li> <li>• Facilitation Skills</li> </ul>
Online Facilitator Modules	<p>These short online modules are used to supplement training. They could be adapted to provide teachers support for facilitating in the classroom.</p> <p><a href="#">Session 1</a></p> <p><a href="#">Session 2</a></p>
Special Interest Groups and Organizations (list not exhaustive)	<p><i>Communities United Against Hate (CUAH)</i> <a href="http://www.cuahmcmd.org">www.cuahmcmd.org</a></p> <p><i>Jewish Community Relations Council (JCRC)</i>, 301-770-0881</p> <p><i>Anti-Defamation League (ADL)</i>, 202-452-8310</p> <p><i>ADL Resource and Tools:</i> <a href="https://www.adl.org/education-and-resources/resource-knowledge-base">https://www.adl.org/education-and-resources/resource-knowledge-base</a></p> <p><i>National Association for the Advancement of Colored People (NAACP)</i>, 301-657-2062</p> <p><i>The Black &amp; Brown Coalition</i>, <a href="mailto:www.mocoedequitynow@gmail.com">www.mocoedequitynow@gmail.com</a></p> <p><i>Identity</i>, 301-963-5900</p> <p><i>Impact Silver Spring</i>, 301- 298-5117</p> <p><i>New Wave Muslim Initiative</i>, <a href="https://nwmi.org/">https://nwmi.org/</a></p> <p><i>Muslim Community Center</i>, <a href="https://mccmd.org/">https://mccmd.org/</a></p> <p><i>Chinese American Parents Association</i> <a href="https://www.capamc.org/">https://www.capamc.org/</a></p>

## Hate-Bias Incidents Responding Procedures

Additional Resources:	<p>Recommended links for educators and parents:</p> <p><a href="https://www.ushmm.org/teach/teaching-materials/antisemitism-racism">https://www.ushmm.org/teach/teaching-materials/antisemitism-racism</a> <a href="https://www.adl.org/education/resources/tools-and-strategies/resources-to-address-and-challenge-antisemitism">https://www.adl.org/education/resources/tools-and-strategies/resources-to-address-and-challenge-antisemitism</a> <a href="https://www.adl.org/education/resources/tools-and-strategies/antisemitism-today">https://www.adl.org/education/resources/tools-and-strategies/antisemitism-today</a> <a href="https://pilibrary.org/beyond-books/pjblog/february-2017/how-to-talk-to-children-about-anti-semitism">https://pilibrary.org/beyond-books/pjblog/february-2017/how-to-talk-to-children-about-anti-semitism</a> <a href="https://www.parentmap.com/article/how-parents-and-teachers-can-stop-rise-antisemitism">https://www.parentmap.com/article/how-parents-and-teachers-can-stop-rise-antisemitism</a></p> <p>Recommended links for parents:</p> <p><a href="#">How to Talk to Children About Antisemitism (elle.com)</a> <a href="https://www.niot.org/blog/how-10000-menorahs-helped-town-defeat-hate">https://www.niot.org/blog/how-10000-menorahs-helped-town-defeat-hate</a> <a href="https://www.jssa.org/tips-talking-children-anti-semitism/">https://www.jssa.org/tips-talking-children-anti-semitism/</a> <a href="https://www.adl.org/education/resources/tools-and-strategies/table-talk/hate-symbols">https://www.adl.org/education/resources/tools-and-strategies/table-talk/hate-symbols</a> <a href="https://www.today.com/parents/how-talk-kids-about-anti-semitism-america-t115227">https://www.today.com/parents/how-talk-kids-about-anti-semitism-america-t115227</a></p>
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