SCHOOL LEADERS' RESPONSES TO COMBAT HATE

Equilearn Virtual Roundtable

Midwest and Plains Equity Assistance Center

August 29, 2018
AGENDA

Welcome

Roundtable Discussion

Review Resources and Wrap Up
COMMITMENTS

Stay engaged

Experience discomfort

Speak your truth

Expect and accept non-closure

(Singleton & Linton, p. 18, 2006)
WELCOME TO EQUILEARN VIRTUAL ROUNDTABLE

This virtual roundtable is interactive - join the discussion live via the chat feature

To reduce noise distractions, participants’ microphones are asked to be muted when not speaking

A recording of this virtual roundtable and materials will be posted to greatlakesequity.org
PANELISTS

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POLLING ACTIVITY

Please select any hate-based incidents that took place in your local setting.

- Immigration
- Anti-Semitism
- Restriction on LGBTQ rights
- Health Care
- Environment
HATE ON THE RISE IN SCHOOLS

KEY FINDINGS:

• 79% of teachers reported that their students have expressed concern for their well-being or the well-being of their families in response to one or more hot-button policy issues including immigration, travel bans with Muslim countries, restrictions on LGBTQ rights, healthcare, and the environment.

• A growing number of schools, particularly those that are predominantly White became hostile environments for racial and religious minorities.

• Many teachers described how the political environment “unleashed” racist, anti-Islamic, anti-Semitic, or homophobic rhetoric in their schools and classrooms.

(Rogers et al, 2017)
HATE ON THE RISE IN SCHOOLS

Percentage of teachers reporting (more, same, or fewer) students are experiencing high levels of stress and anxiety this year compared to previous year:

- More: 6.6%
- About the same number: 42%
- Fewer: 51.4%

Percentage of Teachers reporting school or district leaders took action to promote civil exchange and understanding:

- Provided guidance support:
  - Predominantly White Schools: 15%
  - Predominantly Students of Color Schools: 28.6%
- Issued Statements:
  - Predominantly White Schools: 28.3%
  - Predominantly Students of Color Schools: 41.4%

Little or no response in many schools

(Rogers et al, 2017)
During lunch at a Katy, Texas, junior high school, every Black eighth-grader received threatening text messages from unknown numbers that included the n-word and the phrase “y’all can die.” Sent just four days after the nearby Santa Fe, Texas, shooting, the text messages left many students “scared to death,” a parent said.
Overview

Focus on an incident

Before ➔ During ➔ After
Panelist Share Out

What was the hate-based incident that took place?

How did you respond?

Looking back, what are key points that should have been addressed before, during, and after the incident you discussed?
Responding to Hate

BEFORE
What are key elements to address in your school community BEFORE a hate-based incident occurs?

01

DURING
What are key elements to address once a hate-based incident has occurred?

02

AFTER
What are key elements to address AFTER a hate-based incident has occurred?

03
Action Steps

How can you begin to implement the Before, During, and After blueprint in the classroom? School? District?

What would you add to this blueprint?
RESOURCES

Anti-Harassment Policy Review Tool

Created by:
Great Lakes Equity Center

July 2016

Impact: Educate, Engage, Empower

"Religious pluralism is neither mere coexistence nor forced consensus. It is a form of proactive cooperation that affirms the identity of the constituent communities while emphasizing that the well-being of each and all depends on the health of the whole. It is the belief that the common good is best served when each community has a chance to make its unique contribution." – Eboo Patel, 2007

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Meet the Authors

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4:30-4:45
#mapchat
@DrTerah
THANK YOU FOR YOUR PARTICIPATION!

PLEASE PROVIDE YOUR FEEDBACK

Post-Session Questionnaire

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References
