



Expect  
**More.**

# Identity Harm Protocol

Presented to the School Board  
Dec. 17, 2024

# Focusing On What Matters

## Our Shared Beliefs

- Everyone belongs
- Everyone has a voice
- All students deserve an excellent education
- The whole child matters
- Curiosity thrives here

## Key Initiatives 2024-25

- Literacy
- School culture, equity and inclusion
- Social emotional learning



# Our Responsibility: Keep Kids Safe

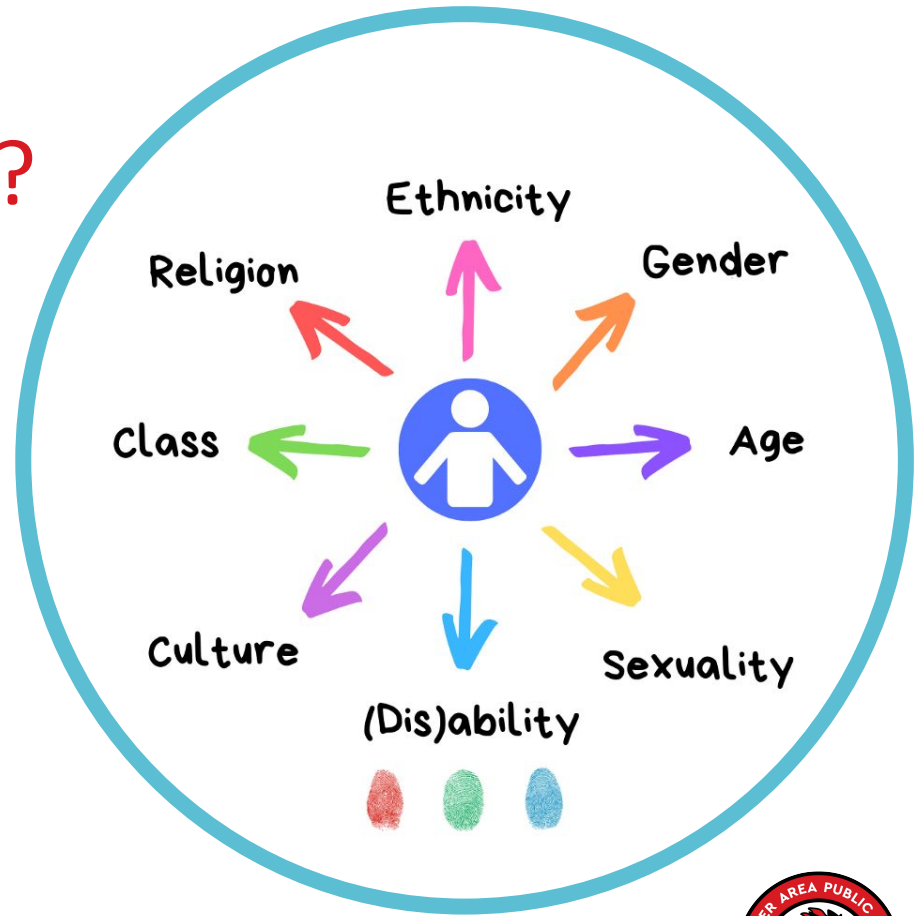
- [Policy 102](#): Equal Educational Opportunity
- [Policy 413](#): Harassment and Violence
- [Policy 514](#): Bullying Prohibition Policy
- [Policy 506](#): Student Discipline
- [Policy 522](#): Title IX - Sex Non-Discrimination



# What Is Identity Harm?

## Identity-Based Harm

happens whenever a person targets another person or group of people based on any aspect of their identity





## What Identity Harm May Look Like

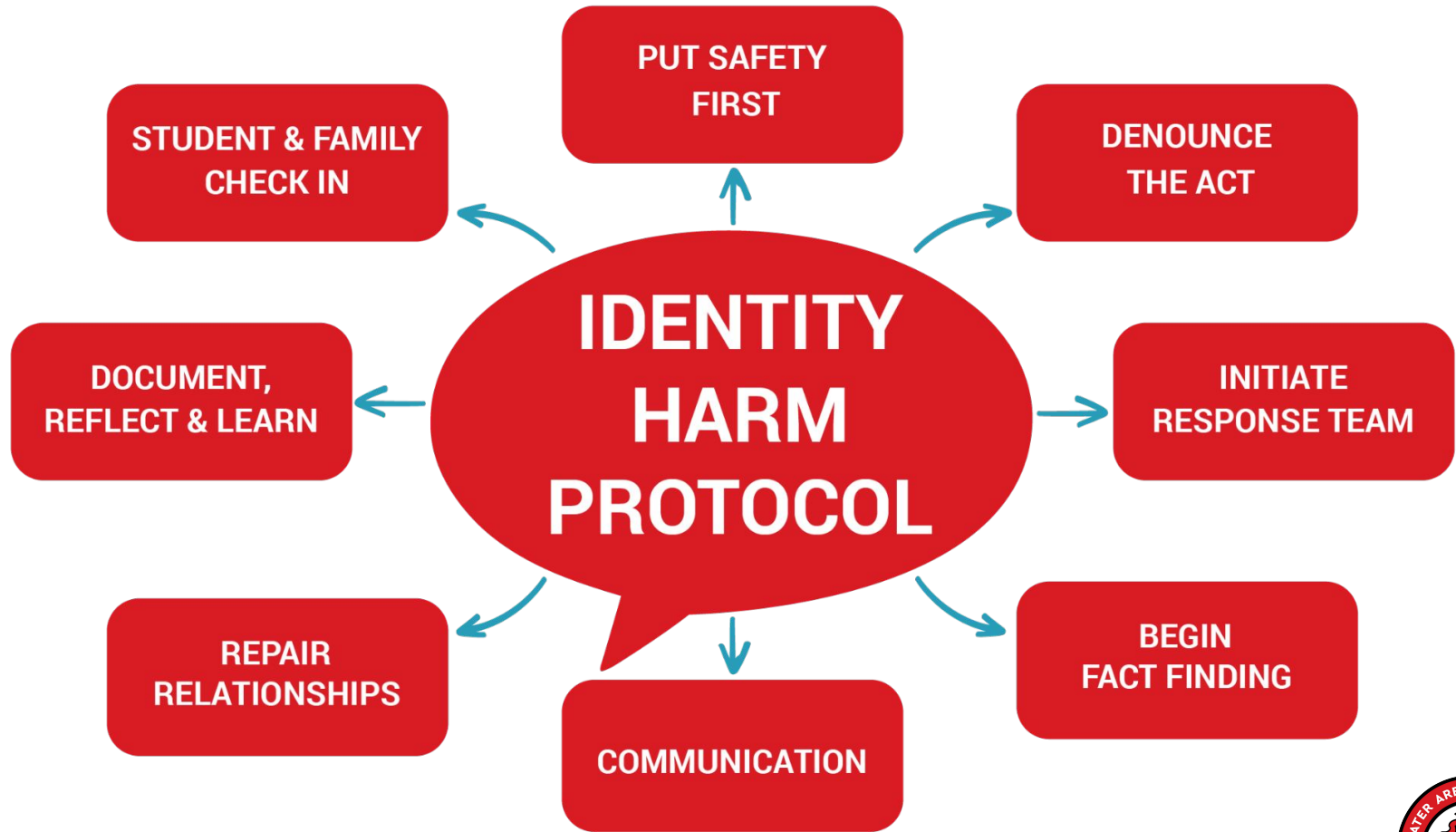
Teasing | Bullying | Exclusion | Discrimination  
| Name calling | Derogatory comments |  
Rumors | Threats | Pushing, shoving | Fighting



# Real Life Examples From Our Schools:

- Stereotypes or racial slurs
- Hurtful comments or assumptions about weight, hair color, or other physical features
- Teasing or being called derogatory names because of hobbies, interests, or clothing
- Homophobic slurs, exclusion, or bullying
- Faith mocked or dismissed
- Insensitive comments, exclusion from activities, or frustration from peers who don't understand a students' unique needs or abilities/disabilities
- Islamophobic comments or assumptions
- Antisemitic remarks, stereotypes or vandalism of religious symbols





# It's Not All New

## The Identity Harm Protocol:

- Builds off of the work we already do to address incidents of bullying, harassment, and discrimination
- Adds an extra level of transparency and accountability
- Helps us respond to incidents in a consistent and predictable way
- Focuses on repairing relationships and repairing harm

## What We Already Do:

- Ensure student safety
- Investigate allegations
- Repair relationships
- Communicate

## What's New or Enhanced:

- Denouncing the act
- Communication expectations for increased transparency
- Collaboration with families
- Consistent expectations and response







# Exploring The Protocol

# Put Safety First

- Prioritize the safety and security of students and staff
- Mitigate further physical and emotional harm
- Secure the area, if needed, and provide affected individuals with access to a safe location and an ally



# Denounce the Act



Publicly affirm the behavior is unacceptable and misaligned with district values

## What This Looks Like:

- Expressing disapproval
- Acknowledging impact
- Offering support
- Demonstrating accountability
- Emphasizing values



# Initiate Response

## Team

- Involve appropriate leaders and stakeholders to ensure a coordinated response
  - Bring together different perspectives (administrators, counselors, etc.) to help create a well-rounded plan to support all involved
- Prevent further harm through early and consistent communication



# Fact Finding

- Gain a clear understanding of the harm and its scope
- Gather facts and evidence to better understand the situation
- Consider needs of all individuals involved
- For more serious incidents, launch a formal investigation



# Communicate



- Teacher or staff member to call and/or email guardians of students directly involved, as soon as possible
- School staff communicates with larger community as needed

## Why This Matters

- Helps to ensure safety of students and prevent further harm
- Builds trust and credibility
- Provides support for those who are affected
- Engages families in the process
- Ensures accurate sharing of information



# Repair Relationships

- Use restorative practices to address harm and encourage behavioral change
- Facilitate check-ins and access to restorative supports like counseling or social work
- For more serious incidents, develop re-entry plan to ensure safety and accountability for offending students

## Restorative Practices Goals

- Rebuild trust between those affected
- Help those who caused harm understand the impact of their actions and take responsibility
- Make sure those who were hurt feel seen, heard, and supported
- Create a safe space where everyone feels like they belong



# Document, Reflect and Learn

- Record incidents
- Debrief with the response team to identify improvements
- Formalize the process to ensure learning and accountability for future incidents





## What the Protocol *Is*:

- **A Tool for Safety:** Focused on creating a safe, supportive environment for all students
- **A Restorative Approach:** Designed to repair harm, rebuild trust, and foster growth
- **A Clear Process:** Provides consistent, predictable steps to address incidents fairly and effectively
- **A Learning Opportunity:** Helps educate students and staff about the impact of their actions and promotes kindness and respect
- **A Partnership with Families:** Engages families in open communication to support students and build trust

## What the Protocol *Is Not*:

- **It Is Not A Political Agenda:** This is about protecting and caring for kids, not advancing political views or ideologies
- **It Is Not About Punishment Alone:** Focuses on accountability and growth rather than punitive measures
- **It Is Not Biased:** Applies to all students and staff, regardless of background or beliefs
- **It Is Not Reactive:** A proactive and thoughtful approach that prioritizes healing and prevention

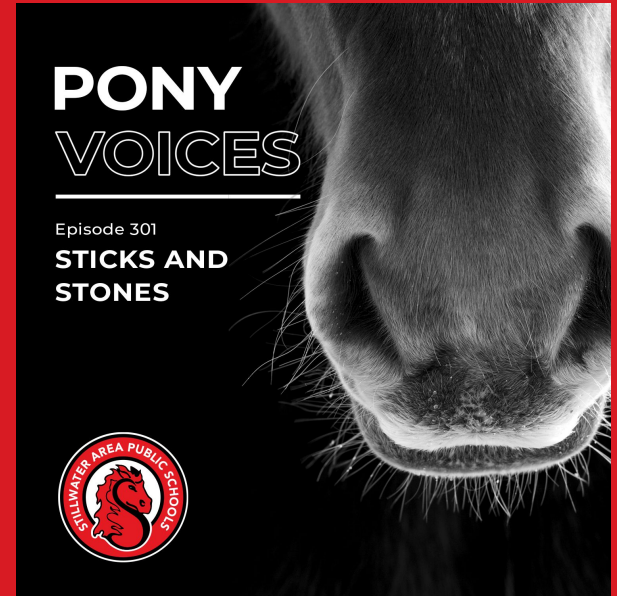


# Learn more about our Identity Harm Protocol



[stillwaterschools.org/identityharm](https://stillwaterschools.org/identityharm)

While you're there, listen to  
our latest podcast:  
"Sticks & Stones"





# Questions