



Reporting Incidents Related to Culture and Identity (Elementary Focus)

Issaquah School District

April 2021

Welcome Parents

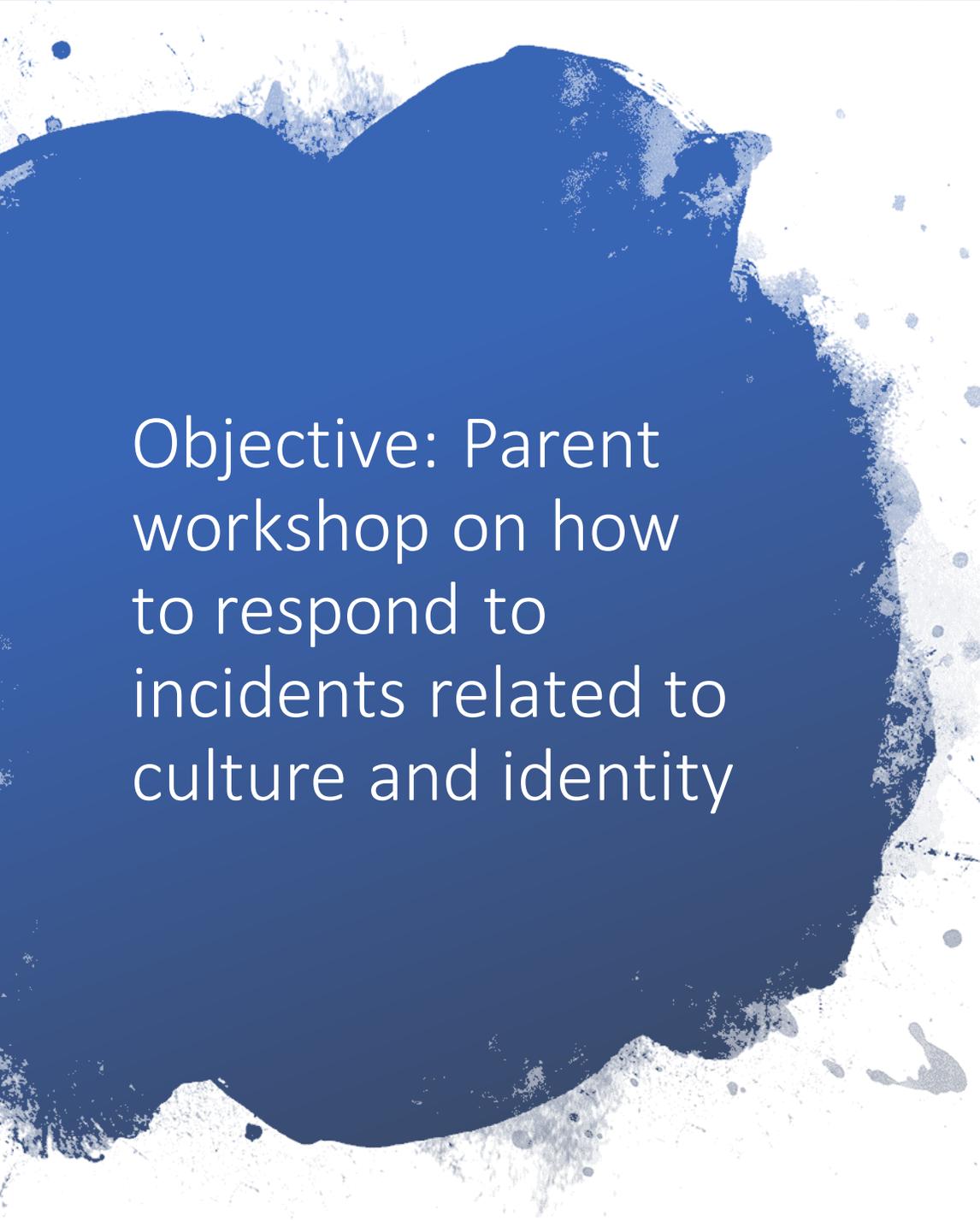
- English session (please see links to sessions in Chinese and Spanish in the Chat).
- Some reminders – please put your microphones on mute
- Enter questions in chat and staff will respond to group
- Parents can ask questions at the end of the session

Presenters

- Lorna Gilmour – Family Partnership Specialist
- LeAnn Tuupo –Principal, Sunset Elementary School
- Mykela Fantone – School Counselor, Challenger Elementary

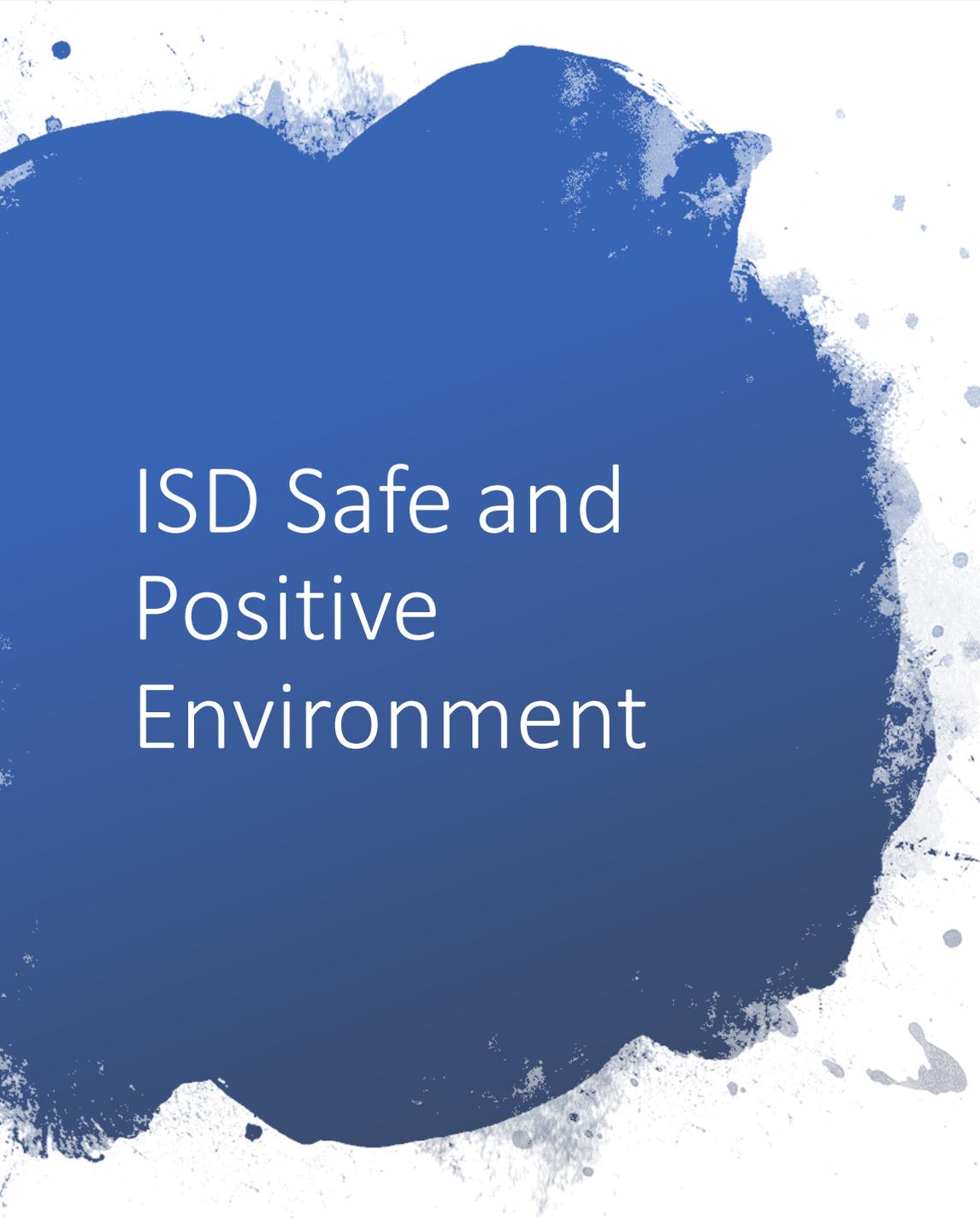
Videos by:

- Kylie Massey – Elementary School Counselor Specialist
- Stacey Zachau – HIB Compliance Coordinator, Assistant Director of Student Interventions



Objective: Parent workshop on how to respond to incidents related to culture and identity

- What ISD schools do to support students in elementary school?
- What can parents do to support their child?
- To whom and how to report incidents related to culture and identity.
- What does the follow up from reporting incidents look like?
- Provide definitions of terms such as Racist remarks, harassment, bullying, and intimidation.



ISD Safe and Positive Environment

The Issaquah School District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student's ability to learn and a school's ability to educate its students.

The Issaquah School District strives to maintain a learning environment where all students, staff and members of our community can be free from intimidation and harassment. One way we foster such an environment is by informing students and employees--as well as parents--of their personal rights. We explain proper behavior in schools and what kinds of behavior are inappropriate. The District's Regulations on harassment--sexual and otherwise--support our high expectations for proper behavior. Please take a moment to review the summary of Regulation 3205 and 3207, which protect students.

How do schools support students?

- District – [Equitable Conduct Policy](#) and [EL 16](#)
- School administration - Review the school policy at the start of the year (varies - announcements, visits to classroom, school assembly), at curriculum night with parents
- Teachers - Review procedures in Elementary school with students
Teachers often remind students about school rules and procedures throughout the year (usually after each break).
- Parents - Review the school policy at the start of the year (September)
 - Listed in the [Student Handbook](#) on school website and in EVP process for parent review in August
 - Listed in the School Planner and [Student Handbook](#) (Middle and High School)
 - If students enroll later in the year, parents should read the handbook and/or meet with a liaison to learn more about general school policies and procedures.
- School Counselor - Second Step Bullying Prevention Unit – Taught in ISD Elementary Schools from Kindergarten to 5th grade
School Counselor and along with the PBSES Coach will do classroom lesson on Bullying Prevention as part of the Second Step curriculum – Social Emotional Learning curriculum in the ISD elementary and middle schools.

What do School Counselors do?

- Conduct school wide trainings for staff, provide classroom lessons for students, and learning opportunities for parents.
- Identify students who need help:
 - Provide individual and small group counseling
 - Help families support their student
 - Work with teachers to support classroom success
 - Connect students and families to community resources (food, scholarships, mental health resources)
- Meet and discuss academic options and including postsecondary options (at high school).
- [Section 504 Coordinator](#) at the school (504 plan to support students with disabilities that limit daily activities in a major way – not special education)

More about the Role of Counselor – Elementary Schools

- Not a stigma to talk to counselor – support person in school
- Support for students to overcome challenges and barriers to achievement in school
- Works with individual and small groups of students in teaching social skills such as making friends and resolving conflicts
- Works with students about managing feelings
- Meet and talk with students and parents about social/emotional concerns.
- Along with the PBSES coach, counselors teach the Social and Emotional Learning (SEL) curriculum <https://www.issaquah.wednet.edu/academics/programs/pbses/SEL>
- Video – [Role of counselors and their role in bullying prevention](#)

How do elementary school support students? Curriculum Links

Second Step Bullying Curriculum

K-3 – Recognize, Report and Refuse (click here for examples of lessons)

Grade 4 and 5 – Build on K-3 lessons, bystander responsibility and cyberbullying

[Second Step Bullying Prevention Unit](#)

Homelinks – guides for families to support student with Social Emotional Learning (SEL)

[Kindergarten](#)

[First \(1st\) Grade](#)

[Second \(2nd\) Grade](#)

[Third \(3rd\) Grade](#)

[Fourth \(4th\) Grade](#)

[Fifth \(5th\) Grade](#)

Bullying Prevention Unit concepts taught

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Bystander vs Upstander vs Tattletale

- Students may be fearful of being tattletales when they experience, or witness mean or bullying behavior
 - [SEL curriculum in K-5](#) reviews the difference between tattling and reporting
 - The curriculum defines “passive **bystander**” and supportive bystander
 - Students are first taught the importance of speaking or acting out and then encouraged to speak up or act in support of an individual being bullied or treated unfairly (age appropriate and situation appropriate) being a supportive bystander – an **Upstander**
 - Students are encouraged to report – reporting to help someone for unkind, racist or bullying actions is not being a **tattletale**

For additional information - Homelinks

[Second Step Bullying Prevention Unit](#)

What is racist behavior around culture and ethnicity?

Behavior or language that makes a student feel unwelcome or marginalized due to race, heritage, culture, religion or other identity factors

- Teased or targeted- made fun of for hair, skin color, name, accent, facial features
- Students may be excluded from groups due to race, religion, or identity
- Made fun of for their dress (Sikh turban, hijab, other clothing)
- Made fun of the food eating at lunch or snack – rice, curry, tofu, noodles, pasta
- Other Microaggressions - a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as racial minority). As defined by Merriam-Webster.

Examples of racist incidents:

- “Ana – you cannot sit with us at this table, it is the “white” table and you are not white.”
- “Why does your hair look messy and so kinky?”
- “Eww, your food smells! It looks so gross.”
- “Slanty eyes”
- Calling an Asian student “Corona virus,” “China girl,” “Wuhan girl,”
- Telling a black or brown child their skin is dirty.
- Pulling the turban of a Sikh boy or the hair of black girls.



Who is doing this?

Any student may be the alleged aggressor (misconception that only white towards other students of color)

Racist incidents, bullying and unkindness is not ALWAYS one race towards another race.

- Incidents of Asians being unkind or picking on new Asian immigrants (Fresh off the Boat) (Power difference)
- Incidents of “full” blood Indian, Chinese or Black students picking on students that are bi-racial or multiracial.
- Incidents from Asian students or European students towards Blacks or Hispanic students.

Class, socioeconomic level, religion, privilege and power all play roles in such incidents.

Sometimes – it IS unintentional, uneducated and uninformed behavior

Intention vs. impact is discussed with students when incidents happen at school.

At the ISD, schools will work with students to correct such behavior and teach about civility and kindness.



To whom to report
the incident?

Students

- Building principal, Assistant Principal, Dean of students
- Classroom or Specialist Teacher
- School Counselor
- Bus driver, Paraprofessional (lunch helpers), Nurse,
- Custodians
- Any trusted adult staff member

Parents

- Building principal, Assistant Principal, Dean of students
- Classroom or Specialist Teacher
- School Counselor
- Any trusted adult staff member

Reporting incidents

Washington State and the ISD have clear definitions of HIB terms.

Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

See: [Definition of Bullying, Harassment and Intimidation](#)

Report the incident so that the school is aware of the concern and can address it.

[3207F Prohibition Against Harassment, Intimidation and Bullying \(wednet.edu\)](#)

Video by Stacey Zachau – HIB Compliance Officer

Behaviors/Expression

It can be very hard to distinguish if an incident is a “one-off” example of mean/unkind behavior or a pattern that is bullying behavior without details and background information.

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors,

Harassment refers to any malicious act, which causes harm to any person's physical well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

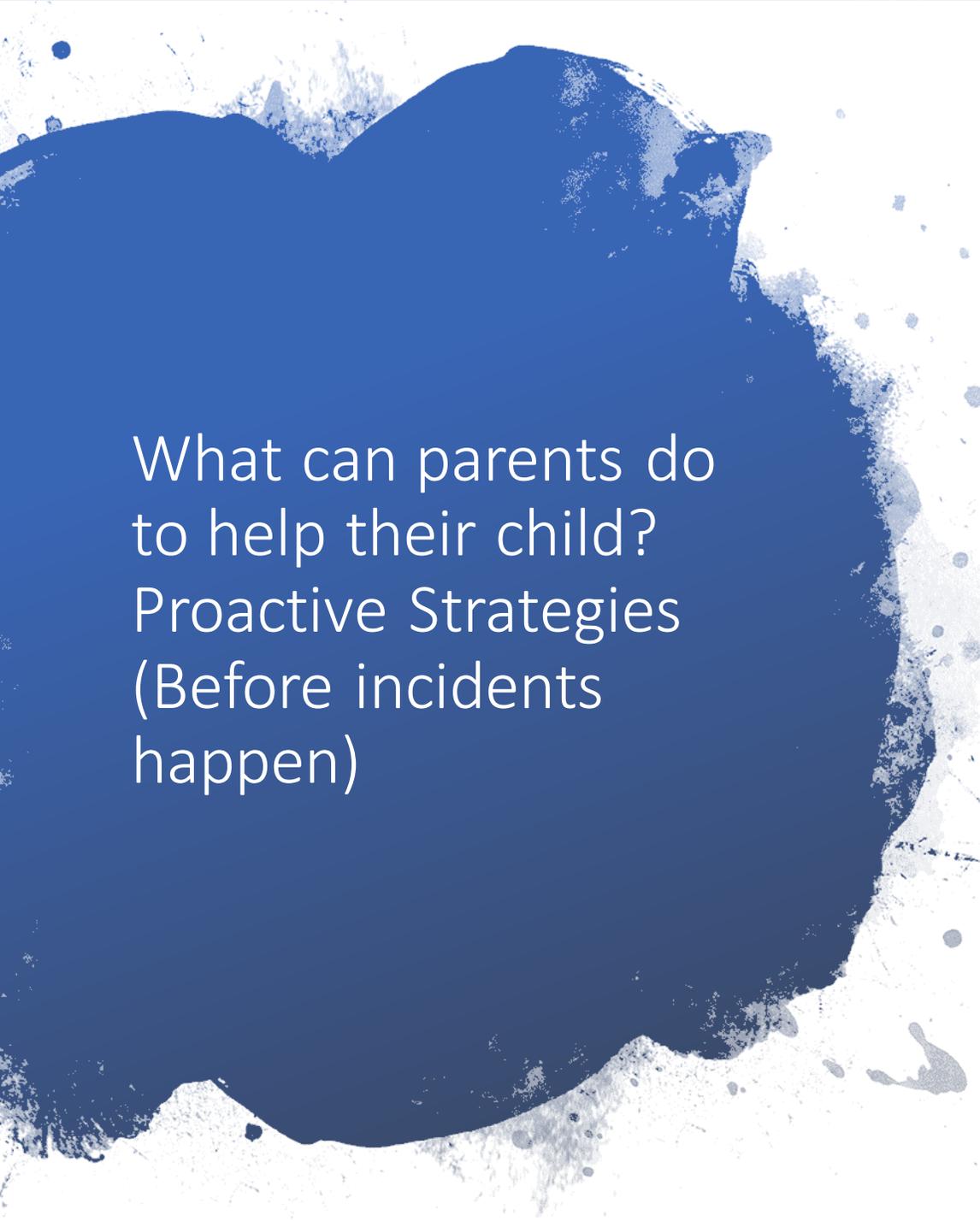
Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another student or group of students that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

Bullying may inflict harm on the targeted youth including physical or creates an intimidating or threatening educational environment.

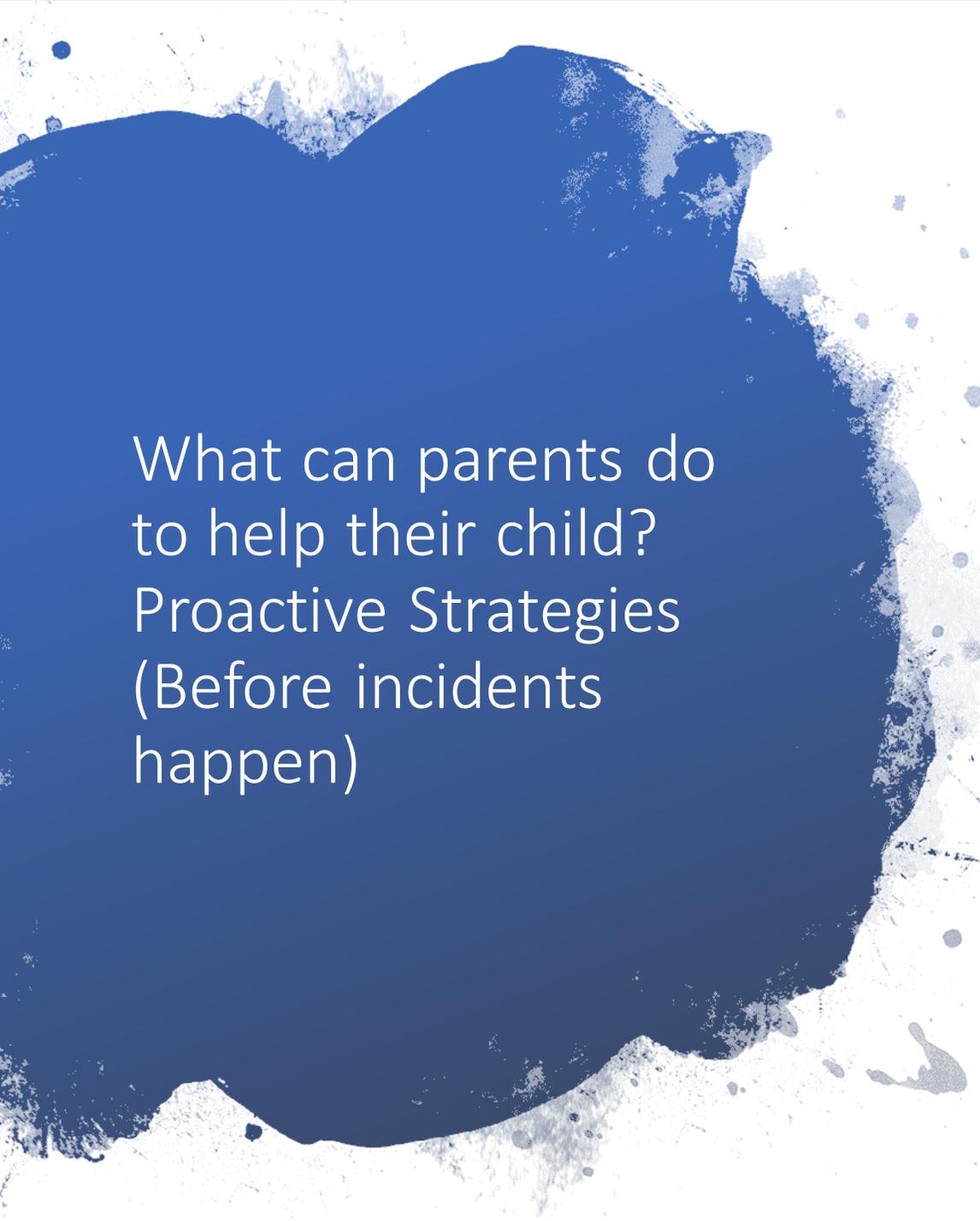
Bullying can also occur through technology and is called electronic bullying or **cyberbullying**

Every situation may be unique and is treated as such by the school administration.



What can parents do
to help their child?
Proactive Strategies
(Before incidents
happen)

- Ask your child about their day. What good things happened at school? What was something not positive or good that may have happened?
- Ask: What was recess, lunch, bus ride or class like that day?
- Ask your child – what they would do if someone was being mean to them or “bullying” them at school.
- Encourage your child to be an upstander (supportive bystander) and the difference between tattling and reporting
- Model empathetic behavior- words you use to talk about people of other races.
- Be aware of your own prejudice and bias.
- Review **Homelinks** for strategies and conversation stems



What can parents do
to help their child?
Proactive Strategies
(Before incidents
happen)

- [Talk to your kids about race](#) and culture.
- Talk to your kids about kindness and embracing differences – not to be colorblind but to recognize and see color, on being anti-racist individuals
- Show curiosity – learn about other cultures (Ideas: Read and watch TV/movies about other cultures)
- Discuss unkind or bullying behaviors when reading books or watching TV shows. (example books – *Always Anjali*, *My Food, Your Food, Our Food*; or *The Proudest Blue*).
- While reading: Ask question

What would you do?

Do you know someone who has experienced this?

Who would you talk to if this happened to you?

If you saw this happen to someone, how would you help them?

Warning Signs that something may be wrong

Monitor your child's behavior – know warning signs that something may be wrong at school.

Check with child's teacher if you have concerns.

If your child is experiencing unkind behavior or potentially being bullied, he or she might remain quiet out of fear, shame or embarrassment. Warning signs may be vague, and some may mimic mental health issues. Be on the lookout for:

- ✓ Lost or destroyed clothing, electronics or other personal belongings
- ✓ Abrupt loss of friends or avoidance of social situations
- ✓ Poor school performance or reluctance to go to school
- ✓ Headaches, stomachaches or other physical complaints
- ✓ Trouble sleeping or frequent nightmares
- ✓ Changes in eating habits
- ✓ Distress after spending time online or on the phone
- ✓ Abrupt avoidance of electronic devices
- ✓ Feelings of helplessness or low self-esteem
- ✓ Self-destructive behavior, such as running away from home

[Source: Mayo Clinic](#)

What can parents do to help their child when an incident happens

- Listen to child
- Validate child's concerns and feelings (See Homelinks for tips)
- Get details - ask questions so that you can get the context of the incident or incidents, names of students or adults involved, where and when it happened
- Consider if it is a problem the school needs to address? How can the classroom teacher, school or counselor address the behavior? Does the behavior need to be monitored? (big problem or minor problem)
- Ask your child to help you determine how to help them:
 - Can he/she address it on their own? – be a coach and mentor
 - Has it been going on for a while? - monitor
 - Is it impacting student behavior, academics, etc? How?
- Depending on age and incident – either have the student report or you may report incident to school administrator via an email or phone call.
- Parents can also fill out an incident report (more in video from Compliance Officer)
- Don't expect the child to solve the problem on their own in elementary school – intervene and monitor
- Cultural components
 - Parents may want to avoid a problem at school
 - Parents may not want to make a “big deal”
 - Some cultures and parents are fearful of reporting
 - If you are not sure since new to US school system, ask for help from the School Counselor, Family Partnership Liaison, or other staff

Parent Reporting an incident

- For major incidents, parents should contact school administrator by calling, emailing or filing an incident report.
- Call or email the School Principal, Assistant Principal or Dean of Students.
- Include the teacher (if incident is happening in classroom) so they are aware of your concern
- Parents can encourage students to report to a trusted adult but are always welcome to follow up with a call, email or report to school principal.

[Issaquah School District Prohibition Against Harassment, Intimidation and Bullying Incident Reporting Form](#)

Response by the school

- School administrator will talk to (interview) the students involved including witnesses to the incident (important to give details of when, who and where if possible).
- Review previous incidents by student or the person who engaged in the bullying or incident (alleged aggressor)
- Implement corrective measures after investigation-response will depend on unique situation (including if claim was false)
- Depending on severity of incident – corrective measures may include counseling, education, discipline, (referral to law enforcement as appropriate)
- Response will depend on several factors including – incident, age of student, history of behaviors, etc
- All responses of incident are confidential (from parents reporting, teachers and/or other staff unless they need to be involved).

Response of school for incidents reported

- **All responses of incident are confidential – even from the student/parent that reported the incident**
 - Parents are not connected with the other parents
 - No public apologies are required by the school
 - Consequences of incident are kept private and confidential
- If your child was the complainant (reporting student)
 - Supports are available for them – counselor or teacher check ins, check in with administrator, etc
 - **Retaliation is prohibited**
 - Students and parents are informed about retaliation in handbook and often in discussions about consequences for the behavior
- Parent role after reporting an incident
 - Check in with your child,
 - Ask if the situation has improved or resolved
 - Continue to monitor and check in with student, school administrator, teacher and counselor.

Resources

- **Second Step Elementary Program**
- Elementary curriculum access for families at www.Secondstep.org, using one of these activation codes:
 - SSP2 FAMI LY7K - Kindergarten
 - SSP1 FAMI LY71 – First Grade
 - SSP2 FAMI LY72 – Second Grade
 - SSP2 FAMI LY73 – Third Grade
 - SSP2 FAMI LY74 – Fourth Grade
 - SSP2 FAMI LY75 – Fifth grade
- ISD and Washington State definitions
- Social Emotional Learning
- **Second Step Bullying Prevention Unit**
- Cyberbullying (Page 3)
- **Family Resources for Bullying**
- Equitable Conduct Policy
(Definitions, information about reporting, etc)
- Incident Reporting Form

Equity Resources for parents:

Talking to Kids about race - <https://www.iss>

<https://www.learningforjustice.org/magazine/spring-2020/lets-talk-about-it>

Questions?

School staff are here to help you:

If you have any questions, please reach out to ISD staff.

Classroom teacher

School Counselor

Building Principal, Assistant Principal or Dean of Students

Family Partnership Liaison for help navigating the school

ISD HIB (Harassment, Intimidation and Bullying) Coordinator
(Compliance Officer)

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