

## **EAG Student Forums**

**December 2019**

Students from SHS and BHS were asked to reflect on District Commitments E and I.

E. Ensure disciplinary actions are undertaken without bias and/or disproportionality.

I. Develop reporting, investigation, communication and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions.

### **Common responses:**

#### **1. The procedure for reporting slurs, racist comments is greatly inconsistent and unsatisfactory**

- a) No follow up from admin
- b) Teacher doesn't know how to handle it / doesn't call it out when it's a "joke"
- c) Teacher speaks to the perpetrator but then nothing changes
- d) Teacher speaks to the perpetrator in the presence of the reporter, but that's awkward
- e) Need to have all three parties present to address
- f) Only 20% report situations
- g) No clear procedure for teachers to report
- h) Need to help teachers feel more comfortable and clear about their role in noticing and reporting
- i) Process is cumbersome
- j) Afraid of reporting a teacher
- k) Admin takes sides when they are friends with the students
- l) Two-day suspension, but then the behavior didn't change
- m) Apology isn't enough
- n) Teachers/admin don't take it seriously
- o) Teachers look for the actual behavior, but not the situation/reason underlying the behavior
- p) Kids aren't motivated to report
- q) No trust in the student body that corrective action will be taken if they report
- r) Things "swept under the rug" – vaping in the bathroom, teachers who are racist, teacher said "you will go nowhere in life," friends giving cigarettes, slurs about LGBTQ, name calling on social media, victim shaming (sexual harassment) online, bullying (told to avoid the person),

#### **2. No common understanding of what constitutes a racist comment**

- a) Those who want to learn attend, but not everyone does
- b) Microaggressions happen, more in classrooms than in hallways
- c) It's dismissed as a joke
- d) Need education on the "n" word
- e) Students are not being good allies when they hear something
- f) "Snitch" culture outweighs ally culture
- g) Need a detailed definition of racism and microaggressions
- h) What is racist among students is a very grey area
- i) Bullying happens when students don't know how to handle personal situations so they take it out on classmates

### 3. Need other methods to report and deal with racism

- a) Have a clear process to report
- b) Teach students and teachers how to report
- c) Have an option to email a report
- d) Don't expect the victim to teach the perpetrator
- e) Have trained reps at the school to mediate the situations
- f) Do training/discussion in small groups
- g) Peer mediation
- h) Restorative justice circles with adult supervision
- i) Some see restorative justice as a joke
- j) If student reports to teacher, teacher should report to Admin
- k) Have to change hearts and minds or the behavior won't change
- l) Person impacted should get to choose whether to report or not
- m) Peers holding each other accountable
- n) Need a timeline for when to get back to the person reporting (was told 3 days, took 2 months)
- o) Observe patterns of students of color quitting a teacher's class and address it
- p) Specific and frequent listening time for students to bring concerns and incidents to be addressed, with teachers and admin
- q) Teach us how to read body language
- r) Learn from mistakes
- s) More flexibility for switching classes
- t) Remove barriers between students seeing and follow up by adults

### 4. Teacher/staff role:

- a) Need stronger relationships between teachers and students, and having a safe adult
- b) Teachers need to build strong community in classrooms/ train teachers to be more welcoming
- c) Teachers being authentic, admit when they make a mistake is helpful and students trust them
- d) Extend Totem Pride beyond just the start of the year to make connections/accountability
- e) Need to be taught how to intervene – mandatory training – provide practices to correct microaggressions
- f) Staff meetings that focus on racism
- g) Learning materials are very White
- h) Inclusive events and cultural awareness trainings for teachers
- i) Teach race and racism for every student
- j) Race in the US should be a mandatory class for freshmen (not seniors – by then it's too late)
- k) Some teachers filling the void – counselors are less known and less effective
- l) More teachers of color

### 5. Tardies and Attendance

- a) Rules aren't clear
- b) Have supports in place for students who are struggling rather than punishments
- c) Wednesday tutorials/detention doesn't really help
- d) Have a grace period before marked tardy
- e) Some teachers take attendance too early (7:59 when class starts at 8:00)

- f) Acknowledge students have lives/challenges outside of school (attendance/tardies)
- g) Address students individually (if it's about absenteeism)
- h) White student didn't receive the strongly worded expulsion letter and they are late often
- i) Get to the root of why students are late (living outside the area – most are POC – buses run late)
- j) Bullying is way worse than attendance issues – focus on that