

Bias Incident Response Guide

The information provided is adapted from [Oregon Department of Education: Every Student Belongs Bias Incident Response Guide](#). In responding to any incident, refer to your district's policies and procedures.

Respond to Bias Incidents

Immediate Response

- Assess the physical and emotional safety of those involved.
- Determine what type of response aligns best with district policy and maintains your safety and the well-being of others involved.
- Identify and prioritize healing-centered, trauma-informed, strengths-based, racial equity/anti-racism approaches for information gathering and problem solving.



Immediate procedural considerations should include:

- Assessing the physical and emotional safety of those involved.
- Determining what type of response (in-person, by phone, or by email) aligns best with district policy and maintains your safety and the well-being of others involved.
- Identifying and prioritizing healing/centered, trauma-informed, strengths-based, racial equity/anti-racism approaches for information gathering and problem solving.

The checklist below has been adapted from the Oregon Department of Education Incident Response Check List:

The following incident response checklist should always follow district/school policy while being implemented.

Action	Checklist
Incident Reporting	<ul style="list-style-type: none"> <input type="checkbox"/> Record who reported the incident (e.g., Student; Staff; School Administrator; Parent; School Community Member; Official; Event Management). <input type="checkbox"/> Investigate the incident fully, ensuring that due process rights are upheld. <input type="checkbox"/> Write a summary of the incident, including the location where it occurred. Note that the location may be remote or on-site. <input type="checkbox"/> List names of person(s) impacted, including witnesses and other students in the broader community, and their role in the incident.
Immediate Crisis Support	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure the safety and well-being of person(s) impacted. <input type="checkbox"/> Plan for immediate crisis support for people involved in the incident if needed. This may include the person(s) impacted, staff, the person(s) who caused harm, witnesses to the event and/or members of the broader school community including the community of the opposing team involved in the OSAA sanctioned event.
Short-term/ Immediate Administrative Action	<ul style="list-style-type: none"> <input type="checkbox"/> Provide verbal and written notice to all involved person(s), including parents consistent with district policy, that you are investigating the incident. Ensure that documents are translated for non-English speaking families. <input type="checkbox"/> Follow your district policy regarding any legal violations or required
Student/Staff Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Consider race, culture, language, sex, gender identity, disability status and intersectionality to determine how the investigation is conducted. <input type="checkbox"/> Identify the staff member who is closest to the person(s) impacted and engage their support in this process.
Information Gathering w/all schools involved	<ul style="list-style-type: none"> <input type="checkbox"/> Communication between both schools needs to occur. School administrators need to discuss the events that occurred and the participants who were involved.
Safety/Support Planning for the Person(s) Harmed	<ul style="list-style-type: none"> <input type="checkbox"/> Consult with individuals and families of students who have been harmed by incidents of bias on their own safety and support planning to the extent desired.
Safety/Support Planning for the Person(s) Who Caused Harm	<ul style="list-style-type: none"> <input type="checkbox"/> Offer educational opportunities for safety and support planning that address the impact of the actions. <input type="checkbox"/> Prioritize non-punitive remedial measures, unless there is a risk to health or safety and/or this is a repeated violation with intent to cause harm and previous educational opportunities and remedial measures have not

Determination & Communication	<input type="checkbox"/> Determine if the claim is founded, unfounded, or if there is not enough evidence to make such a determination. <input type="checkbox"/> Provide written communication of the outcome to all parties in accordance with district policies and procedures.
Consequences for continued rule violation	<input type="checkbox"/> If education has been offered and an individual continues to engage in bias incidents, those individuals should be subject to the appropriate administrative action or disciplinary consequence identified under school policy. <input type="checkbox"/> When considering the appropriate response to repeated bias incidents, staff should prioritize the safety and healing of the person(s) impacted by the
Preventative Actions	<input type="checkbox"/> Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future. <input type="checkbox"/> Identify steps to remediate the hostile climate if it continues to exist. <input type="checkbox"/> Recommend improvements or changes to district policies and procedures, if applicable.

Information Gathering:

Interviews and other methods of information gathering may cause harm when not conducted in an appropriate manner. Before gathering any information:

- [Review Trauma-Informed Interviewing Techniques](#) to assist in developing your interview protocols.
- Review [Defining Restorative for facilitating restorative practices with people who have caused harm](#) to assist in developing your interview protocols.
- Develop a plan which includes:
 - An inclusive list of interviewees. Ensure no participant is interviewed more than 2 times.
 - How to determine who will conduct each interview with consideration to the **relationship between the person being interviewed and the interviewer.**
 - If more than one interviewer is needed, make sure that they have consistent training, and are asking similar or identical questions.
 - Information about when and where each interview will be conducted.
 - The interview protocol(s) to be used.
 - A list of supports to be provided for the person(s) who have been harmed during the interview process, if applicable, or information about how the person(s) can connect with an advocate to receive support.
 - Arrange translation services as necessary for individuals who are not fluent in English.
- Review information gathering plan for potential areas of bias as a team and plan to address those concerns proactively.

Safety and Support Planning for Person(s) Harmed:

The safety and healing of the individuals who have been harmed must be prioritized in safety and crisis support planning. What is supportive for one person may be harmful for another. Make sure

to offer culturally and linguistically responsive support. Involve family and supportive community members throughout the process.

The following list of safety plan considerations regarding the person(s) who experience harm serves as a starting point for discussions to evaluate needs and supports to inform plan development.

- Regular coach and team check-ins
- Person(s) impacted encounters the person(s) who caused harm
- Places where contact may be unavoidable
- Who to call in addition to 911 in case of emergency
- Safety measures (e.g., carrying cell phone, having contact numbers on person at all times, informing trusted persons of whereabouts, calling 911 when at risk, keeping copies of threatening emails or texts, obtaining a protective order if appropriate)

Safety and Support Planning for the Person(s) Who Have Caused Harm:

The following list of safety plan considerations regarding the person(s) who caused harm is intended to serve as a starting point for discussions to evaluate needs and supports to inform plan development. Include family and supportive community members in the planning process as needed.

- Limit access to school and athletic activities
- Educate regarding the impacts of hate speech and symbols, the history of racism and its effects, and other key related content areas
- Engage in relationship building
- Engage in Collaborative Problem Solving