Creating Respectful and Inclusive Schools
In School District U46

Parent Webinar – January 15, 2025

We are different, but the same!

Today's Presenters

Dr. Leatrice Satterwhite

Assistant Superintendent of Equity and Innovation

Mr. Mark Gonnella

Coordinator of Culture and Climate

Presentation Outcomes

01

Expectations

- To bring awareness to why respectful language matters.

- To understand what is appropriate and respectful language.
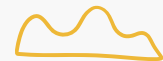
02

Parent Resources

- To provide guidance on how to discuss this topic with children.
- To offer Tips and Strategies for reinforcing respect with children.

03

Student Code of Conduct & Supports

- To review the Student Code of Conduct.
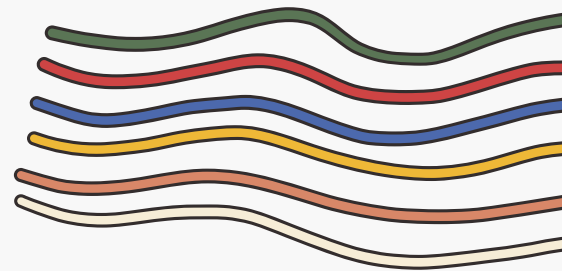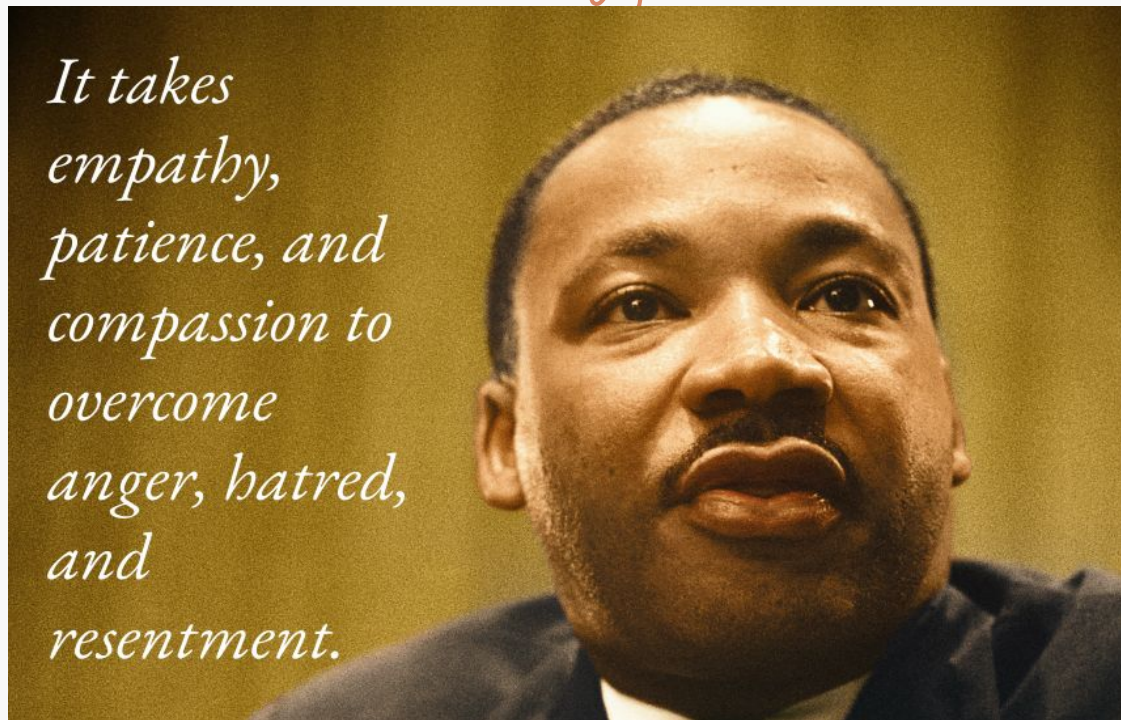- To share available school and district resources.

01

Expectations

Partnering to support students

It takes empathy, patience, and compassion to overcome anger, hatred, and resentment.

In Honor of Dr. Martin Luther King Day!
Jan. 20, 2025

Student Diversity in U-46

Hispanic – 57.9%

White – 23.3%

Disabilities/IEP – 19.8%
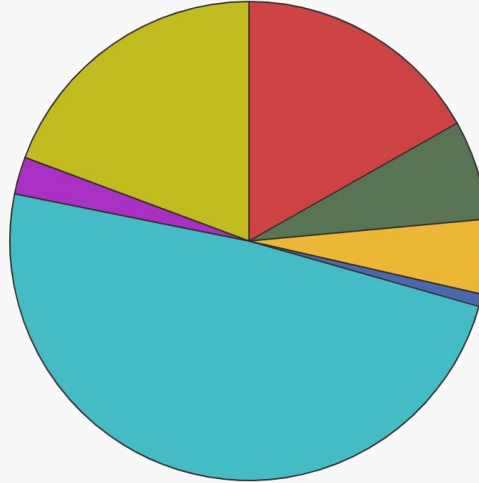
Asian – 8.3%

Black – 6.3%

Two or More Races – 3.1%

American Indian – 1%

Pacific Islander – .01%
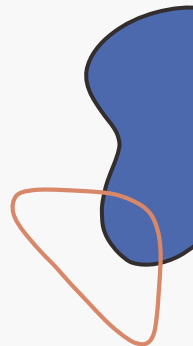
Why are we here?

- To focus on the importance of diversity and inclusion in our school community
- To explore how embracing different backgrounds, perspectives, and experiences enriches our learning environment
- To help foster a sense of belonging for all students by maintaining respectful and inclusive environments

How can you help?

- Parent involvement is crucial as we work together to create an inclusive atmosphere where every child can thrive.
- Students must understand that school is no place for hate speech, offensive language, or insulting slurs.
- Students must always treat others with respect, kindness and empathy.

Hate Speech

- Speech or actions that target or attack someone because of their race, ethnicity, gender, sexual orientation, religion, age, or a physical or mental disability.
- This includes using hurtful language, encouraging violence, or making serious threats.

Offensive Language

- Any words that are disrespectful, rude, offensive, hurtful, inappropriate, or go against what most people consider proper and decent.

Disclaimer: This presentation includes references to hate speech or offensive language for educational purposes. Discretion is advised, as some of the language from students describing their experiences may be disturbing. We encourage sensitivity and understanding as we aim to foster constructive dialogue on these important issues.

Offensive Language

1. Race
2. Ethnicity
3. Religion
4. Gender Identification
5. Disability
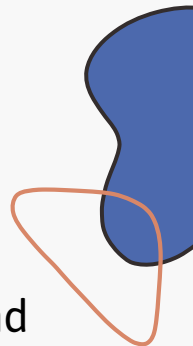
#1. Race: Offensive Language Examples

The N-Word:
- In school or on school grounds, **NEVER** say the full word no matter your race, jokingly, singing a song, in a lesson, or literature, nor if given permission to say it. This applies to students & staff (black-to-black, hispanic-to-black, white-to-white or white-to-black)

Its Use:
- Throughout history to harm and degrade black people
- Many times the root of race-based hate and bias incidents
- Used in music as a cool term for expressing a close relationship (but NOT at school)

#2. Ethnicity: Offensive Language

01   ANTI-SEMITIC & ANTI-MUSLIM CARICATURES

- Symbols such as an octopus or other vampires, representing groups as bankers, puppeteers, or corrupt figures, often portrayed with short swords and scenes of torture or violence.

02   DATA

January 2024 FBI Report:

"School was the third most common location for a reported hate crime offense from 2018 to 2022 (more than 4,300), comprising as much as 10 percent of all reported hate crime offenses in 2022."

Most Common
Anti-Black or African American - (1,690 offenses)
Anti-Jewish (745 offenses)
Anti-Lesbian, Gay, Bisexual, or Transgender (Mixed Group - 342 offenses)

#2 Race/Ethnicity: Offensive Language

Hispanic and Latino
- *Other terms used are Latinx or Latine and some individuals most often describe themselves by their family's country of origin (Mexican, Cuban, Puerto Rican, Salvadoran) - Pew Research Center*
- *When in doubt, ask*

- *"Speak English, This is America"*
- *Go back to Mexico*
- *Sp*c*
- *Wetb*ck*
- *Be*ner*
  - *2008 Long island, NY Ecuadorian immigrant, Marcelo Lucero, 37, was fatally stabbed in a rampage by a gang of white teens who described their actions as "be*ner-hopping"- NBC News*

#3. Religion: Offensive Language and Practices

- T*welhead or R*ghead (Individuals of different faiths that wear head garments)
- Bible thumper
- Bible basher
- Head covering being forcefully removed by other students
- Calling a certain group of students "terrorist" or saying "Don't blow us up"
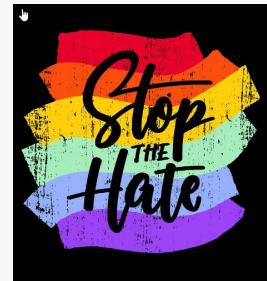
#4. Gender Identification: Offensive Language

- Use gender-neutral language like person or pronouns

- Transexual and transvestite are both outdated

#4. LGBTQ+ Hate Speech and Offensive Language

- F*g, Fag*ot
- D*ke
- H*mo
- G*y or That's so g*y
- Sissy
- Queer (in a derogatory way)

LGBTQ+ students who experienced higher levels of in-person victimization because of their gender expression:

· Were almost three times as likely to have missed school in a month than those who experienced lower levels (60.7% vs. 23.6%);

· Felt lower levels of belonging to their school community, performed poorer academically, (2.76 vs. 3.17 average GPA);

· Were twice as likely to report that they did not plan to pursue any postsecondary education (e.g., college or trade school; 18.3% vs. 8.8%) than those who experienced lower levels of victimization.

#5. Disability: Offensive Language Examples

Inappropriate Language

- *Fre*k*
- *R*tard*
- *L*me*
- *Cr*pple*
- *Crazy*
- *Psycho*
- *FLK (Funny Looking Kid)*
- *SPED kid*
- *Blind as a bat*

More Acceptable Language

- *Individual with a intellectual disability, specific disability or emotional disability*
- *Individual with a physical or visual impairment*
- *Deaf/Hard of Hearing*
- *Observable aggressive behaviors*
- *Disabilities are seen and unseen*

* Just because a person has a physical disability doesn't mean they have academic challenges.

Why Respectful Language Matters!

Promotes a Positive Environment

Improves Academic Success

Builds Stronger Relationships

Prepares for the Future

Reduces Conflicts

Encourages Inclusivity

02

Parent Resources

Words have meaning and can be hurtful

What Should I Say to a Child About Hate Speech

When teaching children about hate speech from the past that should not be used today, adults can use careful, age-appropriate language to foster understanding. Here are some things you might say:

Explain the History

A long time ago, some people used hurtful words because they didn't understand or respect others who were different from them. These words caused pain and harm."

Emphasize Growth

Over time, we've learned more about kindness and respect. We know now that those words aren't okay because they can make people feel bad about who they are.

Teach Empathy

Imagine how you would feel if someone used words that made you feel unwelcome or hurt. It's important that we speak kindly to one another, so everyone feels included.

Appropriate Language Expectations

Positivity

Teach children to use words that build others up rather than tear them down.

Open-mindedness

Replace negative language with curiosity.

Respect

Avoid stereotypes, slurs, offensive, derogatory/hurtful, and exclusionary language.

Empathy

Speak with kindness and empathy toward peers, teachers, and others.

In our home & community, we treat everyone with kindness and respect

Parent Engagement

Awareness

- Discuss the impact of words and the importance of kindness in daily conversations and immediately address inappropriate comments or actions.

Role-modeling

- Parents can model respectful language and communication at home on a daily basis.
- Demonstrate acceptance of others in your actions and words.

Strategies for Reinforcing Respect with your child

Have Open Conversations

Talk about differences and why they should be celebrated

Encourage Empathy

Role-play challenging situations to help children understand the impact of their words and practice using positive language

Address Bias Early

Help your child recognize and challenge stereotypes

Active Listening & Praise

Ask children to repeat back what they've heard in conversations and praise them when they exhibit respectful behavior.

03

Hate Speech

Understanding the Student Code of Conduct

Coordinator of Culture and Climate
Mark Gonnella––markgonnella@u-46.org
847-888-5000, ext. 5357

Administrative Assistant
Adriana RayaVillagomez, ext. 5426

Social Emotional Response Team--SERTs
- Under the Culture and Climate Office we have SERTs (1 per each network in the district) that oversees bullying cases and crisis incidents as they occur.
- They are to assist administration in cases that are reported to the office and provide supports to victims when necessary.
- Provide supports for families as needed

Purpose of the SCC

Purpose of the Student Code of Conduct (SCC):

The SCC is designed to clarify the rights and responsibilities of students, parents, teachers, and all other District personnel. Additionally, it is designed to promote understanding of the policies and procedures related to student behavior. Students, parents, and all school staff should familiarize themselves with the content of the Student Code of Conduct and use it as a reference.

The Student Code of Conduct is accessible online at u-46.org under the 'Culture and Climate' page both in English and Spanish.

This document is revised every year and presented to the Board of Education for final approval.

Disclaimer

- School rules are published in this document are subject to revision as needed to ensure compliance with federal, State, or local laws and regulations and are subject to revision change as needed to allow for the routine continued operation of the school.

- This guidebook is not inclusive of every rule of behavior and certain rules may not be included. The absence of a rule of behavior from the guidebook does not mean that a rule cannot be enforced.

- Students may be disciplined for other conduct not identified in this handbook if that conduct is deemed to be disruptive of the educational environment as provided in our Board Policy.
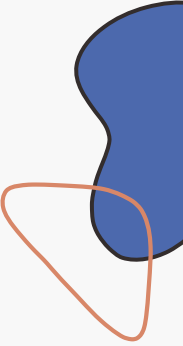
General Guidelines

- U-46 strives to take a preventative, positive approach to disciplined whenever possible rather than focusing exclusively on punishment.

- We respond to misconduct with behavioral interventions and understanding while addressing root causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school.

- We believe the purpose of disciplinary consequences are to help students understand the impact of their behavior both on themselves and on others.

- Restorative vs punitive approaches.
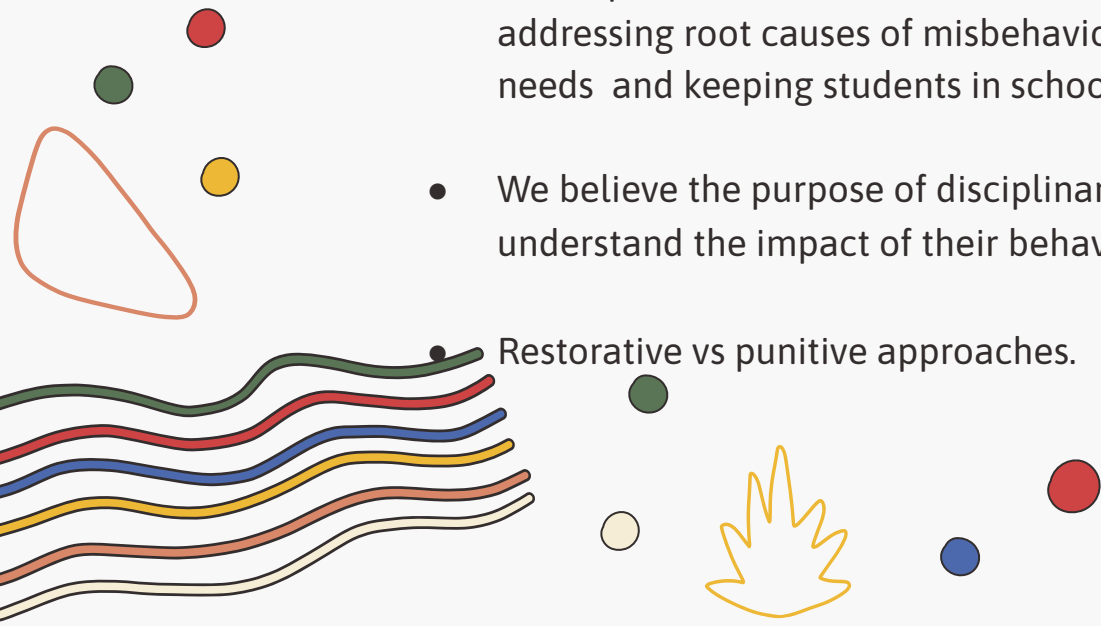
Student Rights and Responsibilities

- Be respected as individuals and treated courteously and respectfully by other students and staff.
- Treat teachers, staff and other students with respect.
- Take part in all school activities.
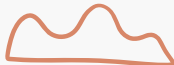- Attend school daily.

Anti-Bullying and Hate Speech Policies

The most effective place to report bullying is to a school employee. We do provide an additional reporting tool if you are not comfortable reporting this at your school.

Anyone can report a bullying incident via the online U-46 Bullying Reporting Form posted on the District's website under "Bullying Reporting and Resources". This can be done anonymously or can share their name and contact information.

U-46 has a bullying prevention policy where we seek to prevent, respond to, and put an end to bullying behavior by students and adults by using interventions and supports that reflect a commitment to our positive discipline philosophy.

Behavior Events - Offense Types and Levels

Level 1/Teacher Managed Behavior – Behavior events that disrupt the learning environment that are not serious enough to warrant administrative management of the behavior event.

Level 2-4/Administrator Managed Behavior – Behavior events that disrupt the learning environment and are serious enough to warrant administrative management of the behavior event. Behavior events either referred by the teacher to the administrator or behavior events that are handled by the administrator due to the nature of the behavior event.

The following chart provides guidance as to which behavior events result in teacher managed and/or administrator managed assignment of consequences and interventions:

Behavior Event	Level of Behavior Event				
	1	2	3	4	Referral to Police
Bullying - Based on Disability		Pk-12	Pk-12	Pk-12	*
Bullying - Based on Gender/Gender Identity		Pk-12	Pk-12	Pk-12	*
Bullying - Based on Race/Color/National Origin		Pk-12	Pk-12	Pk-12	*
Bullying - Based on Religion		Pk-12	Pk-12	Pk-12	*
Bullying - Based on Sexual Harassment		Pk-12	Pk-12	Pk-12	*
Bullying - Based on Sexual Orientation		Pk-12	Pk-12	Pk-12	*
Bullying – Other		Pk-12	Pk-12	Pk-12	*

Hate Speech--New for 2024-2025

Hate Crime	A committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, national origin or ethnicity, religion, disability, sexual orientation, gender, gender identity, or other protected characteristic; also known as bias crime.
Hate Speech	Speech that is motivated in whole or in part by bias against an individual on a protected basis or a protected characteristic (e.g. slurs).

Hate Speech	Pk-12	Pk-12	Pk-12	Pk-12	*

Consequences, Behavioral Supports, and Interventions

- Warning
- Apology letter
- Community Service
- Parent conferences/meetings
- Detentions (lunch, before and after school)
- Loss of Privileges
- Seat Change
- Class change
- Restorative conversations/conferences
- MTSS referrals
- Parent Shadows
- Behavior agreements
- Saturday School

- In-School Interventions
- Out of School Suspension
- Change in placement
- Expulsion (Extreme cases)
- Safety plans
- Threat Assessments
- Other

School Staff and Administration

- Establish a sense of community in the classroom and include opportunities for members of the school community to learn about and be respectful to each other's cultures.
- Be knowledgeable about federal and State laws and regulations about disciplinary process for all students.
- Enforce the policies, rules, and regulations of the District, School, classroom, and code of conduct including preventive and positive disciplinary policies.
- Communicate policies, expectations, and concerns to students and parents/guardians in a timely manner.
- Engage parents/guardians when their child is subject to disciplinary action and seek and receive support in preventing and responding to student behaviors in a supportive manner.
- Each school is equipped with counseling and suppression services.

Parent Involvement

Parents need to be informed of their child's attendance, academic performance and behavior.

Parents need to receive information and notification of inappropriate or disruptive behaviors by their child and any disciplinary action taken by school staff.

Parents have a voice in how to address their child's inappropriate or disruptive behaviors in a proactive manner.

Assure their child brings to school only things appropriate to the school setting.

Participate in the decision-making processes affecting school policies and procedures and the educational success of their child.
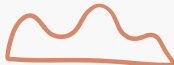
Regularly be available to communicate with the teachers and administration to resolve issues in the school setting.

Feedback and Evaluation

District U-46 provides structured opportunities for all stakeholders in our educational community to obtain information, help make decisions, and participate in the educational process. These stakeholders include all students, parents, guardians, district and school staff members including bus drivers, cafeteria workers, security officers and school resource officers, teachers, school-based mental health professionals, administrators, members of the school board or governing body of a charter school, and community members. We recognize that involvement of these various stakeholders in our educational community is essential to the success of our school or district, and we actively foster engagement with parents, families and community members.

Helpful Resources

Title	Type
"I Am Martin Luther King, Jr." by Brad Meltzer	Children's Book
"The Other Wes Moore" by Wes Moore.	Teens and parents' Book
"Talking to your child about slurs: When words hurt" by Ellen Greenlaw, Boston Children's Hospital	[Article (April 29, 2021)](#)
Talking to Young Children About Race and Racism	[PBS Kid resources for parents](#) (articles and videos)
Teaching Children to Understand and Value Diversity	[Pennsylvania Promise for Children](#)
Here's how to talk to your child about the "n-word" and racial slurs	[ParentsTogether Foundation December 27, 2023](#)
Building Community and Combating Hate	[*Middle School Resources for Parents and Families p.56*](#)

Helpful Resources

Title	Type
27 Picture Books for Children About Bullying, Bystanders, and Being Kind	[List of Picture Books](#)

Thanks!

Do you have any questions?
- Use the Q&A box
- Contact us via Let's Talk at www.u-46.org/letstalk
and school to the bottom of the page