Daniel Boone Area High School

No Place for Hate®
Coordinator Planner

The No Place for Hate® Coordinator Planner is a supplement to the No Place for Hate Coordinator Handbook and Resource Guide We encourage you to use the planner throughout the school year to plan and document your progress. Simply double click on the headings below to jump to specific sections of the planner.

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Building and Maintaining Your
No Place for Hate® Committee

A strong No Place for Hate Committee is the foundation for creating sustainable positive change in your school's climate. It is important to consider the ratio of students to adults, how often the committee will meet, how will the committee meet and what role the committee will play throughout the year. Below are a few questions to help you build a strong committee. We encourage you to document your responses throughout the year and make any revisions/additions as needed. **PLEASE NOTE:** Proof of your process throughout the school year will support your designation application at the end of the year.

Recruiting Committee Members

ADL requires that you have at least two No Place for Hate coordinators, one administrator, one additional school staff member, two family members and several students on your No Place for Hate committee. In addition, ADL recommends having a student to adult ratio of at least 2:1. The ideal range for committee size is between 15-25 members, but you may choose to have more if you have specific ways to actively engage members.

1. **How many committee members will you recruit?**
Students? 15
Administrators? 2
Family Members? 0
Additional school staff? 3

2. **How will you recruit your committee members (e.g., recommendations, elections, etc.)?**
Most of our committee members came from a school diversity club (CAFE club). Other members were our students who expressed interest in the group. The CAFE club is a diverse group of students who work to engage the school community in conversations and activities that support the inclusion of all members of the student body.

3. **Who can support you in recruiting committee members?**
The faculty member in charge of the CAFE club helped recruit members and initial members helped get the word out to other students to see if they were interested. A school wide recruitment effort led to participation for student training conducted by ADL. This training helped to increase awareness of the student body about issues of inclusion.

4. **What paperwork/documents do you need to recruit committee members (e.g., description of committee member responsibilities, letter home to family members for student committee members, etc.)?**
We met with students to talk about No Place for Hate and described what their role would be on the committee. A presentation was made to the school board directors in Fall 2019 to share the tenets of

the program. All faculty & staff participated in training in Fall 2019 led by ADL. All members of the community were aware of the program expectations.

5. **Who are your committee members (keep track with first names and role at the school, e.g., student, administrator, etc.)?**

Teachers: Ashley, Catherine, Kelly (CAFE club director)
Students: Austin , Madison, Jaden, Rachel, Kendra, Kyra, Mikayla, Zoe, Devyn, Hannah, Alexander, Dylan, Mason and Payton
Administrators: Chris, Michelle

How, When and Why the Committee Will Meet

We recommend creating a consistent schedule of meetings so all members understand the time commit for joining the committee. ADL requires that the committee meet no less than four times during the school year as a full committee. Beyond that, you can choose to convene sub-committees to discuss specific tasks as needed. We also recommend having specific agendas for each meeting that engage committee members and allow them to share any progress with each other.

1. **How often will your committee meet?**

The committee met on club days (once a month) and after school for 2 to 3 additional meetings per month.

2. **When will your committee meet (e.g., during lunch periods, after school, etc.)?**

 The committee will meet during homeroom on club days and after school in the advisor's classroom.

3. **How will you convene your committee (e.g., in-person meetings, video conference, combination of both, etc.)?**

Committee meetings were convened in person prior to the pandemic and in schoology settings following the closure of school.

4. **What will the structure of your committee meetings look like (e.g., always starting with team building activity, time for report outs/updates, etc.)?**

We will start every meeting with updates and not every member can make every meeting so updates will inform members of things they may have missed. We will then do team building to allow the group to get to know each other and then focus on planning activities and recruiting more members.

Engaging Your Committee

The committee is responsible for planning and implementing all things related to No Place for Hate (e.g., signing the pledge, activity development, etc.). We recommend laying out the specific goals and tasks that the committee will be responsible for so your time together is productive and efficient. One way to do that is to divide your committee into sub-committees, with each being responsible for implementing one specific task throughout the year (e.g., getting signatures for the pledge, activities, etc.). We also think it is important to celebrate the great work your committee will be doing.

1. **Who on your committee will be responsible for the following tasks (use specific names if possible)?**

   a. **Getting the school to sign the pledge.**

   Teachers: Ashley, Catherine, Kelly (CAFE club director)
   Students: Austin , Madison, Jaden, Rachel, Kendra, Kyra, Mikayla, Zoe, Devyn, Hannah, Alexander, Dylan, Mason and Payton
   Administrators: Chris, Michelle

   b. **Planning and implementing Activity 1.**

   Blood Drive- Teachers: Ashley, Catherine, Kelly (CAFE club director)
   Students: Austin , Madison, Jaden, Rachel, Kendra, Kyra, Mikayla, Zoe, Devyn, Hannah, Alexander, Dylan, Mason and Payton
   Administrators: Chris, Michelle

   c. **Planning and implementing Activity 2.**

   Food Drive- Teachers: Ashley, Catherine, Kelly (CAFE club director)
   Students: Austin , Madison, Jaden, Rachel, Kendra, Kyra, Mikayla, Zoe, Devyn, Hannah, Alexander, Dylan, Mason and Payton
   Administrators: Chris, Michelle

   d. **Planning and implementing Activity 3.**

   Empathy Presentations- Teachers: Ashley, Catherine, Kelly (CAFE club director)
   Students: Austin , Madison, Jaden, Rachel, Kendra, Kyra, Mikayla, Zoe, Devyn, Hannah, Alexander, Dylan, Mason and Payton
   Administrators: Chris, Michelle

   e. **Completing the paperwork for No Place for Hate designation.**

   Teachers: Ashley, Catherine
   Administrators: Chris, Michelle

2. **What are ways that you will keep your committee engaged during and in-between scheduled meetings/check-ins (e.g., social media group messages, emails, etc.)?**

   We will keep in constant contact with our committee members via our schoology group. This will allow us to communicate between meetings. We will also send individual messages via schoology to check in with individuals or sub committees.

3. **How do you plan to celebrate your committee's triumphs?**

   We will post a bulletin board by the main office to display our success. This board will be a representation of the climate we want to build in our school.

Reflections (required for designation)

1. **Please list your committee members with first name and role at the school (e.g., student, administrator, etc.)?**

   Teachers: Ashley, Catherine, Kelly (CAFE club director)
   Students: Austin , Madison, Jaden, Rachel, Kendra, Kyra, Mikayla, Zoe, Devyn, Hannah, Alexander, Dylan, Mason and Payton
   Administrators: Chris, Michelle

2. **How often did your committee meet throughout the year?**

The committee met on club days (once a month) and after school for 2 to 3 additional meetings a month

3. **On a scale of 1-10, how engaged were your committee members throughout the year? If below a 9, how can you increase this rating next year?**

7- This was our first year and the committee was still forming throughout the year. Many students attend the Berks Career and Technology center program which made after school meetings slightly challenging because those students have a different bell schedule and must return to the high school from across the county. Many students were a part of many clubs which led to the development of the schoology page to keep all members informed and update while providing them maximum opportunities for involvement. Next year we will establish a committee earlier in the year and make sure to schedule meetings well in advance to ensure more attendees and increase engagement.

4. **Were the student committee members the primary drivers of the activities with primary accountability when possible? If not, what changes can you make to allow students to take more ownership of the activities next year?**

This year we worked as a whole committee but allowed students to take most of the responsibility with adult guidance around feasibility and structure. Next year, we will start the planning of events at the beginning of the year and assign students to specific activities that interest them in hopes of raising the level of student participation and ownership. Assignment of students to specific activities will also allow them to recruit other students with similar interests to work on the activities and thereby increase community engagement. Those students will be responsible for planning those activities and ironing out all of the details with adult assistance.

5. **Did each committee member have a specific role? If not, how can you divide up the work so everyone has something for which they are responsible next year?**

As noted in question 4 students worked as a whole group this year to complete the activities and with specific adult oversight to ensure the activity was in compliance with school and district policy and that the work of this committee was not infringing on the work of other student groups in the school. Where it was possible and where it allowed for greater student engagement, the students of this committee worked with student leaders of other groups such as student government to enhance the projects. As students continue to grow in their roles as leaders we will be able to give them even more responsibility and autonomy.

6. **What challenges currently exist in maintaining a strong and focused committee?**

The student body is relatively small with interested students often serving as leaders in multiple groups, clubs, teams or activities. This is both a strength and a challenge. The challenge is that our students are often pulled in many directions meaning they must choose which club or activity meeting they will attend. For this committee that meant that it was a challenge to have everyone in the same physical

room at the same time. One work around to this was to create a Schoology classroom where all members of the committee could read notes, add ideas, and collaborate outside of the established club time in the schedule.

7. **What actions can be taken to address these challenges in the future?**

The creation of a Schoology classroom helped to keep the group focused. This is something that could be expanded next year to create a broader base on support and to expand membership in the committee as it would mean that being able to physically attend a meeting was not necessary. This is one positive outgrowth of the pandemic, we have learned better ways to work collaboratively in a virtual environment. Moving into next year the district will be fully implementing an MTSS structure for the schedule. This schedule will allow for the creation of a flex period where students in good standing can participate in what is being called open campus. The open campus flex period may be another time where students can collaborate on the work of this committee.

8. **What worked really well that you want to replicate for future No Place for Hate activities/tasks?**

The tasks and activities that worked best for our committee were those that were planned with other student groups. This is likely not a surprise because many hands make light work. The blood drive saw all students in the school working together to bring change and hope to the community. In a large assembly the school community listened to many stories from multiple persons about how someone's donation of blood saved their life. The food drive, led by high school students, brought the entire school community together for a common goal. In each of our four buildings students donated food items for a local food pantry. The committee members collected that food and took the donations to the pantry. Prior to the start of the food drive, the school community learned about the services the food pantry provides in our community and how it works to reduce food insecurity. These lessons hit home very quickly when the pandemic hit and many of our families lost all of their income resulting in an increased use of the food pantry. The collaborative effort of our students was something to be proud of in this process and we look forward to growing and expanding these connections in the next school year.

Signing the No Place for Hate® Pledge

Signing the No Place for Hate Pledge is an opportunity for students and staff to express their commitment to creating a school where everyone feels valued and students can thrive academically and socially. This commitment will serve as the foundation for every No Place for Hate meeting and activity throughout the school year, reminding students, staff and family members what their role is in helping to create an inclusive school community. Therefore, we recommend that the Pledge signing happen in the first three months of the school year. Use these questions to help you figure out the most creative and effective way to get the greatest number of signatures possible that can be displayed in a public space.

Building the Pledge Signing Team

1. Who will be responsible for planning and implementing the school-wide Pledge Signing?

The committee will work together to come up with a creative way to display the pledge in our school and for explaining the tenets of the pledge to the student body. The committee feels it is important that the students be the voice that leads this work and they wish to develop some kind of video that highlights the work of the year and how everything that the school community has done supports the pledge. The students feel like if their classmates understand what it means to be a No Place for Hate school that they will more willingly participate in the signing of the pledge. They want to end the year with the pledge signing so that they can celebrate all of the inclusive activities that have been done throughout the year.

Getting Creative

1. What are some creative ways to sign the pledge (e.g., creating a large banner that features the pledge, etc.)?

The students would like to make the front hallway of school the focal point of their commitment to being a No Place for Hate school. They feel that it is important that the first thing visitors to the building see is their commitment to these principals. To that end they wish to use the bulletin boards in that hallway to make murals with and around the signed pledge cards.

2. How will you introduce the pledge to students in a way that inspires them to sign the pledge? Staff? Family Members?

As noted in the first portion of this section, the students want their voices to be the voice of this work. They will be developing a highlight video of the work of the entire student body that supports the ideals of No Place for Hate. Once completed, the video will be shown in homerooms and students will then sign the No Place for Hate pledge cards which will be turned into the hallway murals.

Logistics

1. When and where will the pledge-signing take place?

In order to maximize the committee planned activities as well as the activities and events that occur annually within our school that support the ideals of No Place for Hate, the students believe that the pledge signing should occur to conclude the year. After conversation it was determined that the pledge signing would occur in homeroom at the beginning of May.

2. What materials do you need to make your pledge signing successful?

Students will need access to the video studio so that they can edit the video they make. Homeroom teachers will need to be supplied with multi-colored index cards or construction paper, scissors and markers so that students can create their pledge card for the mural. To complete the mural committee students will need access to the bulletin boards in the entrance hallway of the building.

Reflections (required for designation)

1. What percentage of the student body signed the pledge? Staff? Family members?
And then the pandemic hit and schools were closed….

In reflection, we are disappointed that our students were not able to carry out this culminating project the way that they had planned. We believe it had great potential to celebrate the events and activities of this committee and of the student body as a whole, that showcase our school's

commitment to inclusion. As a committee we met with the students and with the administration about what to do with this important event. We wanted to honor the work of our specific committee students and the work of our students as a whole and we did not want to diminish the message of the students or have it reach minimal students because of our virtual status which resulted from the pandemic. We recognize that we could have done something virtually but we were very concerned about losing the buy in of our original committee members and about deprioritizing the message. These conversations were followed by the more recent events on our streets and the very clear voices of our students that we must address more directly the issues brought to the forefront again. With all of those thoughts in mind, we made a decision to circle back to the pledge signing in the fall and to use it as a reaffirmation that we are a place that does not stand for hate. The students will work during their first Blazer Day with our production department teacher to finish up their videos so that they are prepared for the event they had planned to occur as the concluding activity of our Blazer Days. Blazer Days are the first three days of school where all students engage in team building and community building activities that highlight expected culture and climate protocols. These days are also a chance for students to know and understand the opportunities for participation that exist in the school. We believe that using the pledge as a reaffirmation activity supports the intent of Blazer Days and sends a clear message of Daniel Boone being an environment highlighted by the No Place for Hate ideals.

2. **What worked well with the planning and implementation of the pledge signing event?**

Students were excited to be the voice of this project and to have the authority to deliver this important message to the school community. They felt like it was going to be received so much better by their peers because it was coming from them. As they spoke about what they would highlight in the video they took pride in their community as they realized the many things that happen to support diversity and inclusion. Their conversations began to include statements like, "I never thought of it that way…" and as they worked through the planning their excitement grew.

3. **What challenges, if any, existed when planning and implementing the pledge signing event?**

Planning was well underway when the pandemic hit. At that point, the entire teaching and learning environment shifted. Students, while technology savvy, began to have to interface with each other and their teachers very differently and simply getting the required school work done became the focus of everyone's work and days. Having schools close for the entire remainder of the school year meant that student work and ideas would either have to be compromised to check a box or recrafted to form a positive experience from which to grow. All of the members of the committee are underclassmen and so they will be back in the Fall to put their plan into action and they are excited to do so. Taking away that opportunity from them felt hasty and short sighted. In the end the students have expressed gratitude that the adults heard their concerns and are willing to use the pledge signing as a reboot and reaffirmation.

4. **What might you do differently the next time you plan a pledge signing event?**

They say hindsight is 20/20 and our committee certainly felt that this year. Obviously, moving forward we have learned that having the pledge signing at the beginning of the year seems ideal. We have also learned that even our best plans can be swept out from under us at a moment's notice. These reflections lead us to believe that the signing of the pledge fits perfectly into our Blazer Days school year kick off and together with our students we will ensure that it becomes a lasting part of this very important part of our school-year kick off.

Activity Development and Implementation

No Place for Hate activities are the drivers of change. Whether you choose to use activities that your school has implemented in the past or decide to create new activities, the whole school should be impacted and have an opportunity to engage in discussion around the topic(s) covered by the activity. See page 9 of the Handbook for a complete list of activity guidelines.

Below is a series of questions to help guide you through the activity development and implementation process. Please refer to page 11-17 of the No Place for Hate® Coordinator Handbook and Resource Guide for some considerations when developing your school's No Place for Hate activities. You will also find sample activities beginning on page 18 of the handbook.

Activity 1

Team
   1.   Who on your committee is responsible for planning and implementing Activity 1?
The whole No Place for Hate committee in support of and from our Art Teacher who is responsible for the communication between the school and the blood drive contact.

Description
   1.   What is the name of the activity?
Angela Hohl Blood Drive

   2.   When will you implement the activity?
December 17, 2019

   3.   What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?
This activity provides a learning opportunity around the history of blood donation and the receipt of blood by minority members of our community. Along with this learning students have the opportunity to hear first hand stories from members of the community about how a donation of blood saved their life or the life of someone important to them. Students have a chance to learn about diseases that require the transfusion of blood such as sickle cell anemia and how donations from one community can help another community. Recognizing the historical challenges associated with blood donation and transfusion and the modern day

ways that donated blood can save multiple lives raises our students' awareness of the need for all communities to work together to raise awareness, create change and do good for all.

4. **How will you achieve these learning objectives?**

Students will have the opportunity to hear speakers during assemblies. There will be mini lessons during homeroom about the history of blood donation and transfusion. Other mini-lessons will include information about blood borne diseases and how transfusions save lives. Posters with facts about blood donation will be posted around the building and informational flyers will be available to students.

5. **Will the activity** (check all that apply)**:**

X   Address school-based issues?
X   Have a school-wide impact?
X   Focus on inclusivity and community?
X   Promote respect for individual and group differences?
X   Involve students in the planning and implementation?
X   Involve active learning?
X   Involve student discussion?

6. **How can you turn any unchecked box in question five to a checked box?**

There were no unchecked boxes.

Logistics

1. **What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?**

Video, fun props, music/speakers, posters

2. **What are the specific tasks that need to be completed in order to implement this activity?**

Coordinating with Miller Keystone, putting up posters around the school and around the community, videoing students and staff for the blood drive video, compiling those videos, planning the assembly.

3. **What is the timeline for completing these tasks?**

Need to set a date with Miller Keystone in the beginning of the year. Once we have the date, create posters and put them up around the school. The videoing and planning for the assembly should be done by the end of November. The assembly will occur the week prior to the blood drive.

4. **What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?**

We need support from our principal so we can have an assembly and pull some students out of class to create the video. We need teachers to buy-in and help us engage the students during the assembly.

Reflections (required for designation)

1. **What is the name of the activity?**
   Blood Drive

2. **When was the activity implemented?**

3. What were the goals/learning objectives of this activity?

Students will put aside their differences to acknowledge the importance of donating blood to help those in need.

4. Did this activity meet the learning objectives? Why or why not?

Yes it united our students to work towards a common goal and raised their awareness of the importance of donating blood to help the larger community to be healthy.

5. Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):

Address school-based issues? Yes

Have a school-wide impact? Yes

Focus on inclusivity and community? Yes

Promote respect for individual and group differences? Yes

Involve students in the planning and implementation? Yes

Involve active learning? Yes

Involve student discussion? Yes

6. Would you do this activity again? Why or why not?

Yes, it was a great way to bring the whole school, students and staff, together for a single cause.

7. What changes would you make to this activity in the future, if any?

The event went smoothly so I wouldn't change anything in the future. However, it is important to keep the same attention to detail mindset. If possible it might be interesting to bring in a person who was subject to the racial inequity of blood transfusion to share their story. This direct and personal message coupled with perhaps an explanation by one of our science teachers can help bring home the point that working together in community should always be about what we can do together not what we perceive drives us apart. This would also be a way to highlight the importance of grounding our thoughts, attitudes and perceptions in quantifiable ways not just in what we think or believe.

Activity 2

Team

1. Who on your committee is responsible for planning and implementing Activity 2?

The whole committee in support of and in collaboration with student government.

Description

1. What is the name of the activity?

Food Drive

2. When will you implement the activity?

February to March, 2020

3. **What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?**

Our district has a socio-economic diversity that often drives a wedge between members of our community. The food drive is a way for all of our students to work together to support the local issue of food insecurity but more importantly it is an opportunity for our students to more fully understand why members of the community may need to rely on a food pantry. Knowing and understanding this can help build empathy in our school community and helps to reduce the stigmas associated with socio-economic standing.

4. **How will you achieve these learning objectives?**

Students will have the chance to learn from the coordinator of the food pantry about its importance in the community, how it works and who it serves. Further, students will have a chance to take their learning and share it with others across the district as this event is led by high school students but takes place in all of our buildings. BEing able to go to the other buildings and share what they learned gives our student leaders the chance to be the voice of changed opinion and action in the district. In addition to their personal appearances at each of the schools in the district, the students will make posters for distribution to the other buildings and they will construct reminders about the drive for the district's social media accounts.

5. **Will the activity** (check all that apply):

X Address school-based issues?
X Have a school-wide impact?
X Focus on inclusivity and community?
X Promote respect for individual and group differences?
X Involve students in the planning and implementation?
X Involve active learning?
X Involve student discussion?

6. **How can you turn any unchecked box in question five to a checked box?**

There are no unchecked boxes.

Logistics

1. **What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?**

Boxes to collect food, posters to put up around the school, car or van to deliver food

2. **What are the specific tasks that need to be completed in order to implement this activity?**

We need to get in touch with the local food bank and find out what food items they need. We need to put up posters and make the school aware of the food drive. We need to post what food items are accepted and what are not. We need students to go around either during a study hall or at the end of the day to collect food boxes.

3. **What is the timeline for completing these tasks?**

Contacting the local food bank should occur early January. Putting up posters and making the school aware should occur in the middle of February. The collection should occur for 2-3 weeks in March depending on the results.

4. **What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?**

We need teachers to buy-in because they are the ones seeing/talking to the students every day and can help make this a success by promoting the food drive. We need support from our principal because we will have students collecting food boxes during the school day. Students will also need permission slips to be able to share their story of the food pantry in the other buildings.

Reflections (required for designation)

1. **What is the name of the activity?**
   Food Drive

2. **When was the activity implemented?**
   February - March 2020

3. **What were the goals/learning objectives of this activity?**

We will run a school-wide food drive to donate to our local food bank. This activity will help disperse food to those in need in our community.

4. **Did this activity meet the learning objectives? Why or why not?**

Yes, students were actively involved in the food drive. We had many students donate food to those in their community who are in need. As we were concluding this activity, schools were closed for the pandemic and quickly thereafter the food insecurity issues of our community became more intense. The food pantry was particularly grateful for the work of our students as what was collected throughout the district provided a much needed boost to the inventory of the food pantry. Further reflection notes that this is likely an activity we should repeat very close to the beginning of the year to support the restocking of the food pantry as it provides weekend meals for many of our families during the school year.

5. **Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):**

   Address school-based issues? Yes
   Have a school-wide impact? Yes
   Focus on inclusivity and community? Yes
   Promote respect for individual and group differences? Yes
   Involve students in the planning and implementation? Yes
   Involve active learning? Yes
   Involve student discussion? Yes

6. **Would you do this activity again? Why or why not?**

Yes this activity was a great way for our students to get involved and help out their community. Given the lasting impact of the pandemic it would be a great activity to kick off the year across the district to support the restocking of the pantry.

7. What changes would you make to this activity in the future, if any?

Have more students involved in the collection process. Make bigger posters to put in each classroom. Return more frequently to the reasons why the food pantry matters as a place that provides for our community and helps to ensure equitable access to life sustaining items.

Activity 3 Please complete the Team, Description and Logistics section for designation if the activity will be held after April 1. PLEASE NOTE: Please complete the Reflections section after the activity is implemented as proof of completion. ADL reserves the right to revoke No Place for Hate designation status if you do not complete this section.

Team

1. Who on your committee is responsible for planning and implementing Activity 3?

The entire committee was responsible for the planning and implementation of this activity.

Description

1. What is the name of the activity?

Empathy Presentation

2. When will you implement the activity?

End of September/Early October

3. What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?

To teach our students about empathy and encourage them to apply it in their everyday lives.

4. How will you achieve these learning objectives?

We will train a small group of students about empathy. They will then train other students through presentations in homeroom.

5. Will the activity (check all that apply)**:**

X   Address school-based issues?
X   Have a school-wide impact?
X   Focus on inclusivity and community?
X   Promote respect for individual and group differences?
X   Involve students in the planning and implementation?
X   Involve active learning?
X   Involve student discussion?

6. How can you turn any unchecked box in question five to a checked box?

There are no unchecked boxes.

Logistics

1. **What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?**

A presentation on empathy, youtube videos about empathy, iPad for the interactive portion of the presentation

2. **What are the specific tasks that need to be completed in order to implement this activity?**

We need to train the small group of students on empathy. We need to create a presentation for them to use while training other students. We need to assign our students to specific homerooms and select a day for them to go.

3. **What is the timeline for completing these tasks?**

We will train our small group of students during the first or second week of school. The presentation will be created at that time as well. They will go into the homerooms by the end of September.

4. **What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?**

We need teachers to support the students giving the presentation in their homeroom.

Reflections (required for designation if activity is completed by April 1st)

1. **What is the name of the activity?**
   Empathy Presentation

2. **When was the activity implemented?**
   Late September/ Early October

3. **What were the goals/learning objectives of this activity?**

To teach our students about empathy and encourage them to apply it in their everyday lives.

4. **Did this activity meet the learning objectives? Why or why not?**

Yes it did, our students learned about empathy and how to incorporate it into their everyday lives.

5. **Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):**

   Address school-based issues? Yes
   Have a school-wide impact? Yes
   Focus on inclusivity and community? Yes
   Promote respect for individual and group differences? Yes
   Involve students in the planning and implementation? Yes
   Involve active learning? Yes
   Involve student discussion? Yes

6. **Would you do this activity again? Why or why not?**

Yes, empathy is a vital lesson to teach our students. This activity was student-run which gave them a sense of ownership.

7. **What changes would you make to this activity in the future, if any?**
Train more students in the small group in case some are absent the day of the presentation.

Additional Activities (optional)

Team
1. **Who on your committee is responsible for planning and implementing this activity?**

Description
1. **What is the name of the activity?**

2. **When will you implement the activity?**

3. **What are the learning objectives of this activity (e.g., to provide students with tools to address bullying behavior when they see it, to increase awareness around the issue of xenophobia and how it shows up in our school, etc.)?**

4. **How will you achieve these learning objectives?**

5. **Will the activity** (check all that apply)**:**
☐ Address school-based issues?
☐ Have a school-wide impact?
☐ Focus on inclusivity and community?
☐ Promote respect for individual and group differences?
☐ Involve students in the planning and implementation?
☐ Involve active learning?
☐ Involve student discussion?

6. **How can you turn any unchecked box in question five to a checked box?**

Logistics
1. **What resources do you need to implement this activity (e.g., videos, books, speakers, etc.)?**

2. What are the specific tasks that need to be completed in order to implement this activity?

3. What is the timeline for completing these tasks?

4. What permissions/support do you need to make this activity a reality (e.g., teacher buy-in, principal support, etc.)? How will you get this permission/support?

Reflections

1. What is the name of the activity?

2. When was the activity implemented?

3. What were the goals/learning objectives of this activity?

4. Did this activity meet the learning objectives? Why or why not?

5. Please indicate with a yes or no whether the activity met the following criteria (for any "no," please explain why):

   Address school-based issues?
   Have a school-wide impact?
   Focus on inclusivity and community?
   Promote respect for individual and group differences?
   Involve students in the planning and implementation?
   Involve active learning?
   Involve student discussion?

6. Would you do this activity again? Why or why not?

7. What changes would you make to this activity in the future, if any?

Assessments

School Climate Survey

Use the questions below to help you analyze your school climate data for inspiration to develop and implement your No Place for Hate activities.

1. **What surprised you the most when going through the school climate data?**
   When you walk through our hallways and observe student participation in activities it seems as if there is a broad base of involvement across all student groups yet, when you review the data there are students who are feeling unheard and as if they don't have a place in our community.

2. **What priorities, if any, became apparent after reading the results of the school climate survey?**
   It became apparent that we need to find a way to better hear the voices of our students and that we need to look beyond what they are involved in to determine who isn't involved and why. After this type of reflection and consideration it will be more possible to create a fully inclusive environment. This work will involve heavy lifting and challenging conversations in a community that is not always ready for those kinds of direct conversations. It will need to be led from a point of finding common understanding rather than creating overt conflict.

3. **What are some initial ideas on how to address the pressing issues identified in the climate survey results?**
   The building principal is beginning to consider ways to better hear the voices of all student groups. Additionally, students are afforded opportunities to create and grow clubs and activities that can grow the school's culture and climate to be more inclusive. The No Place for Hate work has been another starting point for these conversations.

4. **How will you turn these ideas into reality? What support and resources do you need?**
   We will continue to need the support of central administration and the board of school directors especially as the conversations become more challenging. The district has made a commitment to the ideals of No Place for Hate so we anticipate that this support will be forthcoming.

Assessing Yourself and Your School

In addition to forming a committee, signing the pledge and completing at least three activities that impact the entire student body, ADL recommends that you and members of your staff/administration complete the assessment found on pages 30 and 31 of the Coordinator Handbook and Resource Guide. This assessment will help you identify personal areas of growth as well as any schoolwide systems that may be contributing to a less inclusive learning environment. Once you complete the assessment, use the questions below to help you identify one or two things that you and your school can focus on to create a more inclusive space for learning.

Personal Assessment

1. **What are some personal areas of growth, if any, that were identified after completing the assessment?**

As coordinators of the program we recognize that one area of growth is that we need to give this work priority and its own focus. In looking to work collaboratively, we weren't always able to deliver as clear a message as we wanted to about the impact of bias in our lives.

2. **What is one goal you would like to focus on based on the results of the assessment?**

We would like to focus on controlling our own biases better and at being more aware of how they impact our words, actions and responses to situations.

3. **What action(s) will you commit to in order to achieve this goal?**

We will commit to working diligently to see issues and situations from a variety of perspectives. Taking the time to consider other points of view will help us to respond in a less biased way to challenging situations.

4. **How will you define and measure "success" related to this goal?**

Success in this case will require on-going self reflection. Taking the time to reflect and consider our responses and seeing, hopefully, a change in how we approach challenging situations with students and parents resulting in less conflict will be a measure of success.

5. **What is the timeline in achieving this goal?**

Achieving this goal will require diligence on an on-going basis. Reflecting year over year we would hope to see continual growth in ourselves in this area. We don't believe it is something that is "fixed" but rather it is something we must continually work on.

6. **How will you hold yourself accountable to this goal?**

Keeping a journal would be a way to hold ourselves accountable for this kind of reflective thinking. A journal would also make it easier to see where we have grown in this work and where we can still make changes.

7. **What support/resources do you need to achieve this goal?**

An accountability partner would be helpful in this setting. Working together we can commit to helping the other see different perspectives on challenging situations and we can process through them together.

School Assessment

1. **What are some areas of growth, if any, that were identified after completing the assessment?**

   We need to continue to make projects directly connected to our school and community. We must work together to unite our community and provide new opportunities to be successful.

2. **What is one goal you would like your school to focus on based on the results of the assessment?**
We feel it is important to plan this summer and look at what projects will move our school forward. From the creation of this plan, we will be able to develop 3 authentic projects for 2020-2021. After each project, we will have information that will guide us in the right direction throughout the academic year.

3. **What action(s) do you want your school to commit to in order to achieve this goal?**

We will set aside specific time to meet and discuss our NPFH goals. Therefore, we will have structure, details, and proper follow-thru as a school team during the 2020-2021 school year.

4. **How will you define and measure "success" related to this goal?**

We will define success as meeting our goal of team structure & 3 authentic projects.
We will measure success in June 2021 with proper documentation and meeting data.

5. **What is the timeline to achieving this goal?**

The timeline is 2020-2021 school year with numerous check points. Those check points include: Team meetings & at the conclusion of Project 1, 2, and 3.

6. **How will your school be held accountable to this goal?**

The principal team will make this a priority and add to their job description for 2020-2021. Therefore, we will be required to report our progress on a normal basis. We will also share out the celebrations and areas of improvement during the school year.

7. **What support/resources does your school need to achieve this goal?**
Continued contact with NPFH representatives & local school district partners to brainstorm ideas.

Meeting Notes/Thoughts/Reflections

It was great to complete this work in 2019-2020. Looking forward to a fantastic school year in 2020-2021!