

## ANONYMOUS USE OF HATE SPEECH OR HATE SYMBOLS



The range of physical and virtual spaces in a school community provides ample opportunities for students to express themselves and communicate with one another. Anonymous spaces, however, can foster the kinds of communication and expression that threaten the integrity of the school community. Bigoted graffiti, unsanctioned flyering, and anonymous online comment platforms challenge schools to maintain free and open spaces without making space for hate.

### EXAMPLES

» School property is vandalized with a hate group symbol or phrase, with no means to identify the culprit

» Someone has distributed flyers promoting a white nationalist group, event, or ideology

» Anonymous online content disparaging marginalized students or groups appears

## SUGGESTED APPROACHES

### STUDENTS

- » Document the incident if safely possible: take pictures or screenshots, and save a copy of any physical materials.
- » Report the incident to multiple staff members including administrators in ways that feel safest. Talk to a teacher or other staff member you trust about your concerns.
- » Talk to classmates and your parents, as well as any other stakeholders who can support you.
- » Engage with student-led groups as you feel comfortable, including student council, advisory committees or other student support groups.

### STAFF

- » Document the incident if safely possible: take pictures or screenshots, and save a copy of any physical materials.
- » Contact your administrator(s) to make them aware of the situation. Speak with colleagues to gauge their awareness and build a coalition of staff members committed to addressing the issue.
- » Disable anonymous commenting on classroom platforms.
- » If a specific student or group feels targeted by these actions, plan and provide aftercare.

### ADMINISTRATION

- » A quick and clear response can prevent escalation. While anonymous use of hate symbols is not generally considered an immediate threat to the school community, it is often cited after more serious incidents as an early indicator that went unaddressed.
- » Remove the content as quickly as possible, and make sure key stakeholders know you addressed the problem.
- » Share the incident, including evidence if possible, with your administrative team.
- » Connect with your faculty about the issue.
- » Contact any district supervisors who can assist you in responding.
- » Consider implementing a confidential or anonymous online reporting system as a way for students to make your team aware of situations like this.
- » Depending on the extent or severity, consider opening a community-wide conversation for other stakeholders to get information and ask questions.

## PARENTS

- » Ask your child to collect evidence if possible and safe to do so, and share this evidence with school administrators.
- » Engage with other parents and community members. Bring up the issue at any parent organizations or school community meetings you can attend. Cite other instances of this nature to substantiate your concerns.
- » Follow up with administrators to confirm that they address this.

## COMMUNITY MEMBERS

- » Collect evidence if safe and possible to do so.
- » Contact school administrators directly.
- » Attend meetings open to members of the broader community to express your concerns.
- » Check in with relevant entities—after school programs, parks, libraries, shopping centers—to see if hate speech or symbols are present elsewhere in the community.

## SUCCESS STORY

A swastika was found carved onto a library chair, with no way of knowing who had done it. The administration removed it immediately, and the school's newly formed culture and climate team discussed the incident and brainstormed ways to check in with students who knew it had happened and to be more vigilant about public spaces.

The school also implemented an anonymous reporting system to encourage students to come forward with concerns.

- ❌ Don't ignore the incident or dismiss concerns. While seemingly minor and untraceable, anonymous identifiers are often the first indicators of a nascent and potentially aggressive white nationalist presence.
- ❌ Don't overreact. Punishing the student body as a whole or fixating on identifying the perpetrator may shut down dialogue and render stakeholders reluctant to come forward with future concerns.

## WHAT NOT TO DO

## INVOCATION OF HATE-MOTIVATED IDEOLOGY



The best classroom environments support students seeking and engaging with outside sources. Research skills remain among the most vital to postsecondary success, alongside critical thinking and the ability to assess source material. Hate-motivated online personalities, bloggers, public speakers, and other prominent figures actively seek to influence and enlist young people with access to larger school communities. Students need support as they navigate the endless material available to them to ensure that their social, emotional, and cognitive development are not impeded by the dangerous rhetoric of hate-promoting social movements.

### EXAMPLES

» Students citing white nationalism or extremist source material in schoolwork

» Students citing, invoking, or parroting hate-motivated source material in class discussions

» Students distributing or promoting these materials on school property or through school-sanctioned platforms, including learning management systems or class web pages

## SUGGESTED APPROACHES

### STUDENTS

- » If you feel comfortable, ask follow-up questions of your classmate in a discussion or in peer editing situations: examine resources and viewpoints.
- » If a student shares materials outside of class, bring these to the attention of a staff member you trust.
- » Lead by example: research all source material, and research any sources with which you are not familiar to check for bias or problematic affiliations.
- » Ask your teachers if they keep lists of trusted online sources or if they can prepare a lesson to help students better understand bias in source material.

### STAFF

- » Establish assessment criteria for source material in student work, including for any structured discussions or other classroom activities to create and clarify accountability. See sample language for teachers on structured assessment of student work in this toolkit.
- » Collaborate with students to set classroom policies and procedures that establish community standards for cited materials.
- » Review resources for teaching digital and media literacy, and credible source selection ([learningforjustice.org](http://learningforjustice.org)).
- » Consider a workshop at the start of each year to review how students can vet source material for bias.
- » Meet with the student's counsellor or other wellness staff members to see if they have noticed any increase in aggression or frustration that might correspond to an interest in extremist ideology.
- » Make an administrator aware of your concerns; include evidence and relevant links.

### ADMINISTRATION

- » Meet with students and teachers involved to understand their concerns.
- » As appropriate, meet with the student who cited or promoted this material to understand the appeal and interest: for what frustrations are they seeking validation from hate-promoting individuals?
- » Consider a workshop for staff to help promote effective online research practices across disciplines. Involve your school librarian to design and implement research practices.
- » Ask teachers what resources might help them reinforce effective research skills, as well as what norms and policies have worked in their classrooms to clarify acceptable and valid source materials.
- » Consider adapting some of these as standards across the school.



## PARENTS

» A basic awareness of what kids absorb online is elemental to maintaining their safety and understanding their evolving perspectives. Sites not explicitly dedicated to white nationalist ideology—including Reddit, 4chan or 8chan—can host robust sections where kids are actively recruited.

» Open a conversation with your child about the spectrum of validity and bias in online resources, both academic and those rooted in personal interest. What YouTube channels do they follow? What podcasts have they heard about what subjects?

» If you have concerns, make an appointment with a counsellor or staff member you feel knows your child well. If your child shares concerns with you, help them voice these concerns to staff members they trust.

## COMMUNITY MEMBERS

» The ability to teach and reinforce effective research often hinges on the resources necessary to do so. Advocate for a certified full-time librarian in each of your local schools, and request information about how the school teaches research methodology.

» Consider joining or seeking election to advisory boards or panels that help make decisions about a school's budget and goals.

## SUCCESS STORY

In a Canadian History class, a student repeatedly cited from hate-promoting online sources, including sources by Stefan Molyneux. His parents did not seem receptive to the teacher's concerns when she met with them. The teacher revised future assessment rubrics to account for the viability and academic validity of source material, ruling out the vast majority of hate-promoting publications and figures.

A student used a recognized hate symbol as her avatar on a classroom discussion page. Concerned students emailed the teacher about it. The teacher met with the student outside of class, and she insisted she didn't know the image carried racist connotations. The teacher shared evidence with her from reputable sources, and they agreed that she would remove the avatar out of respect for her classmates.

## WHAT NOT TO DO

❌ Don't treat all student sources as equal; they're not. Validating hate-promoting is not the same as valuing other viewpoints. Rather, it concedes credibility to rhetoric that demeans members of our school communities.

❌ Don't sweep it away and move on. Young people are seeking and finding hate-motivated sources at alarming rates. Sharing this material via schoolwork or otherwise can indicate that a student needs support. Plan and provide aftercare by engaging with school wellness staff.

## HATE-MOTIVATED ICONOGRAPHY AND GROUP IDENTIFIERS



Overt expression of hate-motivated ideology or identification as part of an organized hate group reflects a more urgent problem. In these instances, students feel some combination of frustration and alienation, along with the confidence to reveal their stance to the school community. This increased visibility seeks to grab attention, unsettle others, and recruit more members. School communities are not helpless in the face of these efforts.

### EXAMPLES

» Students displaying hate-promoting symbols, slogans, or other identifying iconography on clothing, school supplies, cars parked on school property, or school-issued computers

» Students identifiably distributing materials that depict hate-promoting imagery or ideology, including buttons, stickers, avatars, screen names, or other visual representations to the school community

## SUGGESTED APPROACHES

### STUDENTS

- » If you feel safe doing so, gather evidence.
- » Report the incident to multiple staff members including administrators in ways you feel safest. Include documentation.
- » Talk to a teacher or other staff member you trust about your concerns.
- » Engage with student-led groups as you feel comfortable, including student council, advisory committees or other student support groups.
- » Consider organizing a meeting with peers to brainstorm response strategies in your school community. Include adults who share your concerns and can support your efforts.

### STAFF

- » Contact your administrator(s) to make them aware of the situation. Provide documentation about the threat of the ideology being promoted, as well as evidence of the danger these groups pose to school communities.
- » Speak with colleagues, including wellness staff members, to gauge their awareness and build a coalition of staff members committed to addressing the issue.
- » If a working relationship exists, meet with the student to share your concerns and ask questions. Consider inviting an additional trusted staff member to join this conversation.
- » Increase the visibility of symbols of diversity and tolerance in your classroom, including pride flags and culturally affirming posters and portraits of pioneering members of historically marginalized groups.

### ADMINISTRATION

- » Acknowledge the concerns of students or staff members who brought an incident to your attention.
- » Collect evidence about the nature and threat of the ideology being promoted, especially for any community meetings that may arise in response.
- » Reach out to student leadership groups to engage them in brainstorming solutions.
- » Reach out to civil rights organizations, locally or nationally, for resources and suggestions.
- » Examine your school's policies. Do the symbols fall under the category of gang activity or hate speech? Can they be considered disruptive to the educational process? Often these incidents are already prohibited under existing policies.
- » If such policies don't exist to cover these contingencies, start the process to create them.
- » Concurrent with any policy-based responses, open and continue a conversation with the student(s) involved, including wellness staff members when appropriate, to address underlying issues and support students on all sides.
- » Consider establishing a culture and climate team to discuss ways to prevent similar issues in the future. This can be a committee of staff members, ideally with student input, dedicated to ameliorating issues of inequity within the school community.



» If your child shares concerns with you about a hate-motivated presence at school, work with them to brainstorm the best way to open a conversation with school staff and administration.

### PARENTS

» Help them gather evidence of the threat posed by this presence, and ask them if they have specific concerns that you can help address. Are they worried about the potential for violence? Does the school seem unresponsive? Continue to check in with your child to help them manage the stress of this situation.

» If you feel comfortable doing so, attend a school board or council meeting to express your concerns.

» Reach out to community organizations, locally or nationally, for additional resources and suggestions.

» If you are worried about your child, please see the resources at the end of this toolkit, and reach out to a school counsellor immediately.

### COMMUNITY MEMBERS

» The health of a school community depends on the commitment and engagement of the community as a whole. Community-based entities, including libraries, after-school programs, service opportunities, sports teams, civic and faith-based organizations can all play a role in uniting the community in response to the presence of hate groups.

If a student or group of students is increasingly affiliated with hate-promoting groups, community entities can brainstorm positive responses to engage all students and build a stronger community—instead of fertile ground for hate group recruitment.

### SUCCESS STORY

❌ Don't categorize hate speech as free speech. Hate-promoting symbols are the schoolhouse equivalent of yelling 'fire' in a crowded theatre; this is dangerous speech, and it threatens not just the fabric of a school community, but the day-to-day safety of students and staff.

❌ Don't settle for a solely punitive response. While invoking policies that forbid the presence of hate symbols and rhetoric at school removes the visible indicator, it doesn't resolve the conditions that brought these elements into the school. Continue to seek and facilitate dialogue with student(s), staff members, wellness staff, and administrators to understand how this element gained currency in your community and what each stakeholder can do to address the problem.

### WHAT NOT TO DO

An art student added a lesser-known hate-promoting symbol to a class mural, and classmates noticed. The students brought the issue to the teacher's attention, who then consulted with colleagues and administration to decide on a course of action. The teacher and an administrator met with the student, but the student was inflexible and unremorseful about the harmful nature of what he did. Wellness staff was alerted and asked to watch for signs of increased stress or agitation in the student, and the teacher followed up with the initially concerned students. When the student subsequently threatened a classmate, the school had a record of the initial incident on which to base their concern and to advocate for additional intervention, which was then provided.

## EVIDENCE OF HATE-MOTIVATED ORGANIZING OUTSIDE OF SCHOOL



Students who have been recruited by an organized hate-promoting group will soon be pressed to recruit and proselytize in their school communities. Research traces a longstanding pattern of approaches, all of which aim to further increase visibility and membership, as well as destabilize diverse school communities.

### EXAMPLES

» Students distributing, physically or electronically, organizational propaganda to recruit new members and disseminate hate-motivated ideology—website links, pamphlets, manifestos, videos, mp3s, books, zines, and other formats all turn up in school settings as efficient ways to reach students

» Students distributing information, physically or electronically, about upcoming hate-promoting events—rallies, marches, speaking appearances, concerts, membership meetings, and other gatherings

## SUGGESTED APPROACHES

» If you feel safe doing so, gather evidence.

» Report the incident to multiple staff members, including administrators, in a way that feels safe. Include documentation about the ideology being promoted.

» Engage with student-led groups as you feel comfortable, including student council, advisory committees or other student support groups. Consider organizing a meeting with peers to brainstorm response strategies in your school community. Include adults who share your concerns and can support your efforts.

» As tempting as it might be, don't confront the student(s) involved. At this point, your classmate may be fully involved with a violent hate-promoting organization, and confrontation is not a safe option.

### STUDENTS

» Clarify that hate-promoting materials are not welcome in your classroom in any form.

» Collect evidence and report the efforts to an administrator immediately.

» In conjunction with administration, discuss the issue with students as necessary and appropriate.

### STAFF

» In conjunction with administration and wellness staff, meet with the student's cohort of teachers to share observations and discuss ways to support this student as the issue goes forward.

» Open a line of communication with the student's parents to work together in support of this student.

» If you have not already done so, collaborate with students to draft or revise classroom norms and policies that prohibit any materials that promote hatred and bigotry of any kind.

» Acknowledge the concerns of any students or staff members who brought this to your attention.

» Collect evidence about the nature and threat of the ideology being promoted, especially for any community meetings that may arise in response.

» Work with your staff to assess any level of threat this student might pose, and consider a systematic, holistic response: wellness issues are as vital to an effective response as academic and behavioral aspects.

» Reach out to student leadership groups to engage them in developing solutions.

» Reach out to civil rights organizations, locally or nationally, for resources and suggestions.

### ADMINISTRATION

» Most school districts have explicit guidelines about the distribution of outside materials, as well as policies that prohibit hate speech or otherwise offensive materials. If your school's policies don't cover this scenario, begin the process to revise the rules. No school community is obligated to allow the distribution of bigoted materials from outside organizations.

» Check in with your child to help manage the stress of increasing hate-promoting rhetoric at school.

#### PARENTS

» Engage with wellness staff and teachers to keep lines of communication open.

» Request updates from administration about their efforts to block recruitment.

» Attend any meetings open to you on these issues. Parents can obstruct attempts by white nationalist groups to infiltrate a school community for recruitment purposes, as well as attempts to increase their presence in the community at large.

» Parents enjoy connections across community entities, and those entities can build an effective response. Talk to community organizations, local businesses, elected officials, faith-based groups, parks staff, and others. Facilitate a meeting to develop an action plan.

» Collaborate with school staff, parents, students, and other community entities to monitor and formulate a response to increasing hate-promoting efforts in your area.

#### COMMUNITY MEMBERS

» All aspects of a community play a vital role in that community's overall health; no one is helpless or without a way to contribute. If you have a meeting space available, host leaders and residents from across your community to share information, ask questions, and brainstorm solutions. If you can donate food or supplies for these events, that's a huge help. If you can attend and encourage others to do so, that matters just as much. Your local school is the heart of your community, and it needs you involved.

❌ Don't let hate-promoting groups frame the conversation. Stay focused on the values of your community and the needs of students. Hate-promoting groups will co-opt language about free speech and cultural identity to steer the dialogue away from the bigoted nature of who they are and what they do.

❌ Don't ignore the needs of the community as a whole. At this level, a school community may see bystander trauma among students encountering these recruitment efforts, and the visibility of hate-promoting groups in the area may introduce additional complications outside of school. Keep wellness staff engaged and responsive, check in with students, and reach out to all aspects of the community.

#### WHAT NOT TO DO

A school newspaper student staff member composed an editorial advocating for a white history month, using language and argument support common in mainstream hate-motivated rhetoric, and the faculty sponsor ran the piece. In a subsequent edition, faculty and staff submitted response pieces, all maintaining respectful tones, and no disciplinary action was involved. Administration and wellness staff agreed to check in with the student periodically, as well as with her teachers, and the situation never escalated.

#### SUCCESS STORY

## ORGANIZING IN SUPPORT OF HATE-PROMOTING IDEOLOGIES AT SCHOOL



In tandem with active promotion of existing hate-promoting groups, students are often pressed to organize within their school communities. Hate groups have a playbook, and pushing students to form white student unions or argue in favour of teaching a white history month remains elemental to their efforts to deceptively empower young recruits. Students are convinced that they are the marginalized group, and as a result, they should demand rights and recognition they have never lacked. To be clear, the pro-white or pro-European group or event the student seeks to establish is a tool of hate-promoting groups.

### EXAMPLES

» Approaching teachers or administration to advocate for school events or groups promoting pan-European culture—a “white student union” or “European history month,” among other examples

» Establishment of pro-white online spaces within or adjacent to the school community as it exists online—a Facebook group, a discussion thread, a tweet, or any other facilitation of white nationalist online discourse



## STAFF

## SUGGESTED APPROACHES

### STUDENTS

- » This situation requires committed student advocates for tolerance and racial justice. Connect with leaders of a wide range of student groups, and enlist a faculty facilitator.
- » Plan a meeting to share concerns and ask questions.
- » Keep the health of your school community central to stated goals, rather than punishment for perpetrators. Pushback from peers can backfire, increasing tensions and seeming to justify requests for separate white entities and events.

» In conjunction with the administration, gather information on the history of white student unions (and similar efforts) as anti-diversity, especially since the growth of the Black Lives Matter movement.

» Share resources for colleagues to respond to students' questions about the issue, because by the time teachers hear about it, the student body has already been discussing it.

» Volunteer to facilitate meetings among student leadership to counteract these efforts.

» Record students' questions and concerns to share with administrators, as students may not feel comfortable doing so.

» Understand that some stunts, such as "white student unions/alliances" are designed specifically to invoke a strong response and media attention. There have been cases where college-level attempts were then used to lodge human and civil rights campaigns, alleging anti-white racism. Don't play into that and become an unwitting actor in these plays.

» Meet with the students making these requests. Listen to everything they want to say, record their requests, take supporting information from them, and ask thoughtful questions. Often, these students have little more than dogma to offer, but some students may have impassioned and intricate stances that have led them to this point. They will likely not listen to an administrative response if they feel they have not been heard, which may further cast them as victims of racial discrimination—the misguided perception that drives these requests.

### ADMINISTRATION

» With that said, the answer still needs to be "no." Many schools have groups celebrating specific European heritage groups, but this is vastly different from a pan-European or "white pride" group. Latinx student groups and Black student unions exist to mitigate long histories of social and educational inequities. The same need does not translate to white students, and to maintain a school community that promotes tolerance and refuses space for white nationalism, these requests cannot be dignified as viable.

» Understand that some stunts, such as "white student unions/alliances" are designed specifically to invoke a strong response and media attention. There have been cases where college-level attempts were then used to lodge human and civil rights campaigns, alleging anti-white racism. Don't play into that and become an unwitting actor in these plays.



## PARENTS

» Parents occupy a unique space from which to respond positively to students' formal attempts to organize within the school. As staff handle the intricacies of policy and the tense interactions likely taking place around the school building, parents can counterbalance these tensions.

» Speak to administrators to find out how parents can support existing student organizations that promote tolerance and racial justice. What events might the school community organize in response to increased hostility from white nationalist students?

» Consider planning a community dinner to unite the students and families in your area, a fundraiser for a local nonprofit serving marginalized communities, or a book drive to diversify the school's library materials.

» Increase the visibility of existing inclusive community organizations. Plan and promote events and activities for students and their families to counter attempts by hate-promoting groups and individuals.

## COMMUNITY MEMBERS

» Continue to connect community entities with one another and with staff, administrators, students and their families to support the school and further its goals of tolerance and equity.

A student who was found carrying dozens of copies of flyers for a longstanding hate-promoting group was initially suspended without additional support, and tensions surrounding his situation escalated. At the urging of staff members, follow-up counseling was provided, and the student's relationship with the school community greatly improved. He stopped wearing paraphernalia and espousing hate-motivated beliefs a few months later.

## SUCCESS STORIES

❌ Don't downplay the significance of these efforts. For years, hate-promoting groups have incited young recruits to push their racist agendas at school. This is a pivotal part of the white nationalist playbook, and schools must respond decisively.

❌ Don't wait for someone else to speak up. Hate-motivated organizing within a school can be unfamiliar and intimidating, making it difficult to respond. This is why communicating with all members of the community matters: everyone has the right to resist bigoted ideas.

## WHAT NOT TO DO

Social media accounts promoting a "white student alliance" popped up on Instagram in Edmonton. These stunts are generally intended to provoke a strong reaction and media coverage in part so that the perpetrator can claim the reaction itself is evidence of anti-white racism. The Edmonton Public School Board issued a strong statement condemning the rhetoric spread by the account, affirmed their commitment to students of colour, and committed to an investigation. Administration encouraged faculty to have honest dialogue with their students about the material, and parents were updated as the investigation progressed. The School Board also committed to further anti-racism education in their schools.

## ON THE SPOT/CLASSROOM SCENARIOS



Sometimes educators and students will find themselves in the position of requiring an immediate response to a student in class who invokes a bigoted ideology. While these situations should be treated carefully, they need to be addressed as they happen. These incidents can range from mild to severe, and each will require its own approach, depending on the situation.

### EXAMPLES

» A student argues in support of democracy-threatening events like the January 6, 2021 Capitol Hill attack, or movements like Stop the Steal, or the COVID-19 conspiracy movement in class discussion

» A student asks why there aren't any straight pride parades, or a white history month during class discussion

» A student uses a racist trope, slur, or a historically racist revision in class discussion

» A student uses the Hitler salute in class

## SUGGESTED APPROACHES FOR EDUCATORS

- ✓ Build a personal library of resources to have on-hand for these situations which require a more immediate and on the spot response. If you don't know the answer right away, a personal library of resources will help find it so it can be addressed at the time. Eg. the Anti-Defamation League's [education resources](#) and the SPLC's [Learning for Justice](#).
- ✓ Let the student know right away that behaviour is not acceptable and is harmful, and explain why. Educate the student if you feel the information is coming from a place of ignorance rather than malice.
- ✓ If able, counter the student's remarks with facts and create a teachable moment. If you are not sure how to counter, refer to resources to determine a good approach.
- ✓ Invite them to discuss with you further after class, one on one.
- ✓ Let the school administration know so it can be documented, if warranted.
- ✓ Depending on the situation, a meeting with the parent(s) may be warranted.

DOS

DON'TS

- ✗ Don't allow other students to pile onto the student. A strong reaction from classmates may push the student further into harmful ideologies.
- ✗ Don't keep it to yourself to address later. Doing so will reinforce a negative message that the students harmed by the action are not important, and will give students the false impression that it is ok.

## WHEN HATE COMES FROM STAFF MEMBERS



As disheartening as it is to imagine, a number of communities have encountered hate-promoting ideologies from the adults with whom they entrust their children each day. In fact, there are numerous well-documented examples of this occurring in Canada. One of the most famous Canadian Supreme Court cases involving wilful promotion of hatred involved a teacher who brought his ideas into the classroom. A more recent example involved a student teacher who abused his position of power to teach Holocaust denial.

Endorsement of hate-promoting messaging from teachers, administrators, or parents in and around the school setting is especially troubling, and it presents unique challenges in responding. We hope, for example, that students would feel comfortable approaching an administrator about a teacher denying the reality of the Holocaust in class, but we understand that this level of trust and confidence might not be widespread. A parent might not know how to report an administrator found to be posting in an online hate group, or a teacher could feel conflicted and nervous about reporting a colleague's troubling remarks to administrators. Like all of the scenarios in this toolkit, responding to these incidents requires that we apply what we know about our school community, its stakeholders, and its power structures.

Here are a few suggestions for how to respond when an adult authority figure in the school community promotes white nationalist views or attempts to recruit students to hate-promoting groups:

» As always, document as much as possible. What was said or written, where, and when? If it's online, get screenshots. If it was spoken, connect with others who witnessed it.

» Start with someone you trust and who you know would also stand against bigotry: a parent, a trusted colleague, an administrator or board member who has spoken out against hate in the past.

» Keep your school's stated values at the center of the conversation. What elements of a school mission or vision statement might provide guidance and serve as a reminder of what really matters?

» Explore your school or district's structures: is there a board meeting you could attend or a general email to which you can send concerns? Check school and district websites for comment forms or other outlets, and decide if you feel comfortable using identifying information if it is required and de-escalation training for your school.

» Consider engaging with a nonprofit dedicated to confronting bigotry. Several organizations have staff who liaise with schools and communities in the wake of these incidents.

» Challenging people in positions of power can be intimidating. Seek support and don't give up. If one approach doesn't yield results, consider other options: another administrator or board member, district human resources, or union representation. If the staff member offers up one of the Five Common Defences of Hate Propaganda (pg. 38) you can respond. We can't let abuse of authority in our schools go unchecked.

» A situation in which school staff members promote bigoted or hate-promoting views threatens to destroy community trust in the school's ability to provide factual and unbiased education and calls for immediate action by school administrators. Administrators who encounter hate-promoting rhetoric or activity from a staff member must consider appropriate disciplinary actions as well as direct support for any students or other school community members who may have been impacted. A full review of the staff member's responsibilities and areas in which they may have caused harm may be appropriate. Administrators should also consider broad reparative actions to reinforce inclusive values and regain trust across the school community.