



# Building Safety and Belonging in PGUSD

It is the mission of Pacific Grove Unified School District to *“challenge every student by providing a quality instructional program in a positive, safe, and stimulating environment.”* To achieve this mission for **ALL** students, **PGUSD** recognizes that a sense of belonging and guaranteed safety within the schools and the surrounding community is essential. The district is using the acronym **P.E.A.C.E.** as a framework to help guide the journey forward toward a future where the district mission is accomplished and the core values of **BELONGING, SAFETY,** and **PROSPERITY** can be instilled throughout the organization. This is an ambitious endeavor, but one that can be achieved if **WE** work together!

## What Does P.E.A.C.E. stand for?

- P - Prevent and Prepare:** Belonging and safety starts with relationship-building, the focus of our first district-wide professional development day put on by Restorative Justice Partners and site leadership
- E - Encourage Reporting:** We are implementing Sandy Hook Promise as a reporting tool, as well as a program to build a culture of reporting
- A - Act Quickly and Respond:** We have set in place a Bias Incident Response Protocol (see below), which was the focus of our afternoon trainings at our Aug. 2 District-wide professional development.
- C - Communicate:** This communication is an example of the efforts we will be making toward strengthening communication practices throughout the district
- E - Educate and Heal:** In addition to the intervention, support, and counseling available at all sites, we will be partnering with community organizations to help reinforce our efforts to instill our core values.

## Bias Incident Response Protocol

(What WE Will Do When an Incident Occurs)

- 1. Interrupt** - We can't ignore when incidents of bias or racism occur. Acting quickly is critical. Some example interruptive phrases include:
  - Let's pause and address what you just said
  - That language is not acceptable
- 2. Ask a question** - Questions help encourage empathy, expressions of feelings, and accountability. Through questions WE can more easily avoid blaming and shaming. Some suggested phrases include:
  - What do you mean?
  - Do you know the meaning of that term?
- 3. Explain the Impact** - When expectations are clear and communicated in advance, it is easier to explain the impact of an incident of bias. Example phrasing:
  - Do you know how that symbol makes people feel?
  - That kind of statement causes fear and pain. Can you understand why?
- 4. Broaden to a Universal** - An explanation will allow individuals to reflect on how their actions/behaviors impact the universal values of the group. For example: it is important to respect all individuals. Example phrasing:
  - Every person is an individual and deserves respect
  - What you just said is a generalization. Do you know what that means?
- 5. Make the Moment Teachable** - In the classroom, the goal is to get back to instruction. Incidents of bias can serve as opportunities for learning. As a community, LEARNING is at the core of what we do. Punishing, shaming, and excluding are detrimental to the learning process for all.