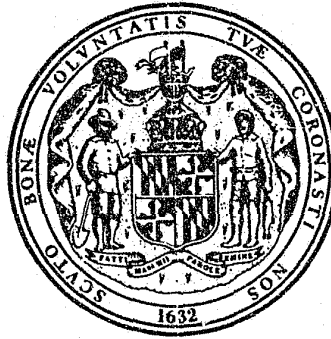


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REPORT
OF
THE GOVERNOR'S TASK FORCE
ON
VIOLENCE AND EXTREMISM:

POLICIES AND PROGRAMS
OF MARYLAND'S SCHOOL SYSTEMS
RELATING TO THE
PREVENTION AND CONTROL OF VIOLENCE AND EXTREMISM

AUGUST, 1985

103875

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GOVERNOR'S TASK FORCE ON VIOLENCE AND EXTREMISM
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Director, Criminal Justice Criminology, University of Maryland

The Honorable Albert R. Wynn
Maryland House of Delegates

"If a youngster paints a swastika on a synagogue and says "I do not know what that symbol means", then we must educate.

If a cross is burned on a family's lawn and the perpetrator says "I do not know what that symbol means", then, again, we must educate.

If, however, these acts are committed and the perpetrator understands exactly what has been done, then we have failed."

— Harry Hughes, Governor —

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MARYLAND SCHOOL SURVEY

EXECUTIVE SUMMARY

INTRODUCTION

Governor Harry Hughes established the Governor's Task Force on Violence and Extremism* in March 1981 to make certain that State government, in carrying out its responsibilities, would not condone incidents associated with racial, ethnic or religious bigotry.

Comprised of representatives from all three branches of government, the Task Force was given the following charges:

1. To assess each appropriate State department regarding the internal structure and method of serving the citizens of Maryland and recommend appropriate changes.
2. To promote a standardized system of identifying and reporting racial, religious or ethnic incidents of violence or intimidation and develop an effective system of law enforcement, human relations and education programs to address the issue.
3. To address education, victim assistance and prevention at the State and local levels.

Over the last several years the Governor's Task Force on Violence and Extremism has addressed each of these areas, its work including surveys of the general public, and analyses of the responses of the police and judicial systems to violence and extremism. In the Fall of 1984 the Task Force, in cooperation with the Public School Superintendents Association of Maryland, determined that an important area yet to be studied was the school system in Maryland. Understanding that schools can play a major role in the elimination of religious, racial, and ethnic violence and extremism by educating faculty, staff, and youths about this problem and by responding effectively to instances of prejudice that occur in or near the schools, the Task Force decided to survey the public school systems with regard to this problem.

*In this survey we refer to racially, ethnically and religiously motivated acts of violence and extremism. For purposes of this survey we will define such acts to be violations of law that are motivated by racial, ethnic or religious considerations. We are very mindful that in a political context

METHODOLOGY

Under the direction of the Office for Children and Youth and in cooperation with the Maryland Department of Education, the Task Force developed a questionnaire (See Attachment 1) that was sent to each of the superintendents of the twenty-four school systems in the State of Maryland. With the assistance of the school superintendents and the support of the Department of Education, the Task Force received responses from all twenty-four school systems in Maryland during the period September - December of 1984. These responses not only provided answers to the survey questions, but also contained detailed material describing school policies, programs, and procedures.

This report summarizes the major findings of the survey and describes the current state of attention which is focused on the problem of violence and extremism within our school systems. Based on the survey the report also identifies suggested policies, programs, and procedures that have proven to be effective in some school systems. The report concerns itself primarily with increasing the degree of attention paid to the problem of racially, ethnically and religiously motivated violence and extremism in our schools in order to prevent the occurrence of such activities in the future and to develop the most effective means possible for schools to respond to such problems in our communities.

The Task Force would like to acknowledge the extensive cooperation received from each of the school systems in the State of Maryland and to thank the Superintendent of Education and the Office for Children and Youth for their assistance in developing the survey instrument.

one person's extremism is another person's freedom of expression. Our concern is with violations of existing laws and regulations that our intended to harm, intimidate or deny expression of citizenship to individuals on the basis of their race, religion or ethnic identification. For convenience, in this survey we will refer to these specific behaviors as violence and extremism. However, our concern is not with all forms of violence and extremism. We are concerned only with violent and extremist acts that are racially, ethnically or religiously motivated.

SURVEY RESULTS

Table 1 presents a summary of the quantitative responses of the twenty-four school systems in Maryland to the survey items. The survey addressed four major areas: 1) policies; 2) curriculum; 3) activities and programs; and, 4) staff development. Within each of these areas the survey contained questions concerning the prevention of and response to instances of violence and extremism. The following sections review the qualitative results of the summary.

POLICY

Questions 1, 2, and 3 of the survey address the area of policy. In response to the question as to whether or not the school systems have a policy regarding intergroup understanding, fifty percent of the jurisdictions indicated that they do have such a policy. Of those systems reporting the existence of policy on intergroup understanding, two (2) indicated they have policies specific to the issues of racial, ethnic, and religiously motivated violence and extremism. The remaining ten (10) indicated that they have a general policy on intergroup understanding, but do not have specific policies addressing the problems of violence and extremism.

Forty-two percent of the school systems (10) indicated that they have a policy for reacting to or addressing acts of violence and extremism whether they occurred in school or elsewhere in the community. Again, of those that have such policies, seven (7) are general policies regarding intergroup problems while three (3) of the school systems indicated they have specific policies. The systems with specific policies reported that the policies have been effective in assisting them to address this problem.

When asked whether the local government had regulations about racial, ethnic, or religious violence or extremism which applied to the school system, thirty-eight percent (9) of the school systems in Maryland indicated that such regulations did exist. Of those with such local regulations four (4) reported that the regulations specifically addressed violence and extremism of a racially, ethnically or religiously motivated nature, while five (5) of the local governments had regulations addressing more general aspects of interpersonal relations.

CURRICULUM, ACTIVITIES AND PROGRAMS

In describing the curriculum currently in use, ninety-two percent of the school systems indicated they offer curricula or components that specifically focus on religious, racial and/or ethnic understanding. Only seven percent of the school systems offer programs or components which specifically address acts of religious, racial and/or ethnic violence and extremism. Thus, the curricula of the school systems appear to contain general information on problems of religious, racial, and ethnic tolerance, but do not specifically address the occurrence of violent or extremist acts. In addition when asked (Item 6, Subsections 1, 2, and 3) whether the school system offers any programs for students other than curricula, the responses indicated that fifty-eight percent of the systems offer programs that promote intergroup understanding; forty-six percent offer programs which attempt to prevent bigotry, violence or extremism; and, twenty percent have programs which address the issue of responding to acts of bigotry, violence or extremism.

STAFF DEVELOPMENT

Finally, the survey addressed the issue of staff development. Items 7, 8, 9, and 10 of Table 1, present basic information with regards to staff development and training. When asked whether staff development is offered or required for instructional staff to equip them in promoting intergroup understanding and effectively instructing culturally diverse students, seventy-five percent (18) of the school systems indicated that such developmental activities are offered or required. Fifty-four percent of the school systems provide such staff development for instructional staff to promote intergroup understanding between teachers, and fifty-eight percent provide such staff development for instructional staff to promote intergroup understanding in relation to other adults in the community.

An additional way in which school systems can emphasize the importance of dealing with violence and extremism in teaching diverse students is to include in teacher competence evaluations an assessment of a teacher's abilities in this area. Thirty-three percent of the school systems indicated that the competence of the teacher in equitably teaching diverse students is included as part of the school system's process for teacher assessment.

Finally in the area of staff development, the survey addressed whether the school systems offer or require staff development to promote intergroup understanding for non-instructional staff. Thirty-eighty percent of the systems (9) indicated that such staff development is offered or required to improve understanding of students and fifty-eight percent indicated that it is offered or required to promote understanding of adults in the community.

REVIEW

Overall the survey results indicate that many positive efforts to address racially, ethnically, and religiously motivated violence and extremism have been undertaken by the school systems in Maryland. While none of the survey items indicated that all school systems had developed policies, curricula, activities or staff development programs specifically directed at violence and extremism, in all instances there were some very positive developments.

The remainder of this report identifies policies, programs, activities, and staff development plans aimed specifically at violence and extremism which appear to the Task Force to merit consideration. These are offered as illustrations of efforts which those school systems without such programs, policies and procedures might wish to consider. While the Task Force has not determined that each system should have specific policies, curricula, programs and staff development directed to violence and extremism, we urge each school system to establish a process by which to determine if more attention should be given to this problem.

MODELS FOR IMPROVING POLICIES AND PROGRAMS

In this section we present some of the policies and procedures that have been developed by school systems in Maryland to address the issue of racial, ethnic, and religiously motivated violence and extremism. These are presented so that other school systems in the State who have not developed such policies, procedures, and programs can consider them for adoption or modification to meet their local situation. The Task Force urges all school systems to review their responses to the survey, and to consider whether the efforts suggested in this section might be appropriate for their systems.

POLICY

As previously indicated, a number of school systems have developed specific policies with regards to the control and prevention of violence and extremism. The Task Force noted with special interest the policies developed in Baltimore County, Frederick County, Howard County, Montgomery County, and St. Mary's County as they related to the topic of prevention. In each of these jurisdictions a major effort has been undertaken to articulate a set of policies to guide the school system in preventing instances of violence and extremism. These policies not only articulate goals to be achieved but specify subgoals and objectives to be undertaken within the school system.

For example, the Board of Education of Baltimore County adopted a report on racial and cultural concerns in the schools and has instructed the school system to move to implement the recommendations of the report.

Among the policies in this document are the following: the development of curriculum and materials for human relations courses which include, where appropriate, concepts about black experience, and rational approaches to extremist attitudes; reexamination by the school

staff of the NEA code of ethics as it relates to overt and covert forms of racism; encouragement of school administrators in establishment of channels of communication to enhance mutual understanding among students, staff, and communities; and the directing of a study of cooperative learning programs in the county and neighboring political units. This report, which was adopted by the School Board, forms a specific set of policies and the means of articulating these policies with regards to violence and extremism.

A very small number of school systems has developed policies with regards to reacting to or addressing acts of religious, racial or ethnic violence and extremism whether they occur in the school or elsewhere in the community. The school systems in Anne Arundel, Carroll, Montgomery, and St. Mary's Counties have clearly articulated such policies, and the Task Force recommends them for consideration.

For example, St. Mary's County has developed an extensive "response guide" for administrators to be used when instances of violence or extremism occur. The response guide includes a checklist of activities to be undertaken when violence or extremism is threatened; when disruptions, riots or walkouts occur; and identifies specific procedures for responding to the appearance of inflammatory, racist or hate literature. The guide also suggests methods for responding to bomb threats and to the media.

The guide was developed by the school system, not only to aid to administrators in formulating appropriate responses but also to help increase their awareness of the responsibilities involved in dealing with such incidents. The distribution of this response guide has apparently enhanced the awareness of the potential problems surrounding this issue and has better prepared St. Mary's County schools for responding should such incidents occur in the school or the community.

Again the Task Force, while not specifically endorsing the adoption in all jurisdictions of the St. Mary's response guide, urges school systems to consider developing similar guides. Those who wish to obtain a copy of this guide may do so by contacting Dr. Larry Lorton, Superintendent, St. Mary's County Public Schools, P. O. Box 641, Leonardtown, Maryland 20650, (301) 475-5261, Ext. 250.

CURRICULUM

While almost all school systems in the State of Maryland provide curricula or components that specifically focus on religious, racial, or ethnic understanding, a much smaller number provide curriculum, programs or components that specifically address acts of religious, racial and/or ethnic violence and extremism. Of those that have developed such specific curriculum the Task Force noted especially the work that has occurred within Montgomery County.

For example, in Montgomery County, Grade 10, has a required three-week unit on the topic of hate violence and extremist groups in America. In addition, this topic is included in U.S. History I and II, Contemporary Issues, and throughout the complete K-8 curriculum.

The Montgomery County public schools public also provide programs and components through the Department of Human Relations that address religious, racial or ethnic violence and extremism. Audiovisual and written materials are provided to schools and communities and, when desired, staff from the Department of Human Relations provides training assistance. The materials and programs are geared to specific grade levels and can be used to augment already developed disciplines. As a general rule of thumb, thirty minutes on any given day will be devoted to these themes in elementary school and one module is included at the junior/intermediate middle level, middle school level, and high school level.

In addition, Montgomery County has mandated that one day a year there will be a "Sensitivity Awareness Symposium" during which time student associations will have available to them program materials they can use to develop specific discussions of racial, ethnic, and religious harmony. This system of curricula components, programs, support activities, and special activities is coordinated through the Superintendent's office in close cooperation with the county Department of Human Relations.

The Task Force believes that such efforts within school systems are particularly appropriate and important in preventing the development of hate extremism among youth and school staff. Therefore, it urges all school systems to review their curricula to determine whether activities similar to those currently employed by Montgomery County would be appropriate in their systems.

STAFF

Most school systems in the State of Maryland require or offer staff development activities relevant to the issue of violence and extremism for both instructional and non-instructional staff. For instructional staff, the Task Force particularly notes the efforts in Baltimore City where each year a workshop is sponsored by the Office of Social Studies focusing on strategies and techniques to overcome racism, sexism, and religious bigotry. In this workshop, the emphasis is placed upon attitudes and understanding of the history and background of diverse ethnic, racial and religious groups.

In Frederick County, the Board of Education formed an Advisory Committee on Violence and Extremism. Following review of the Committee's research and recommendations, the School Board adopted policies and regulations promoting equity, and implemented a plan for action. As part of this plan a central equity council and equity committees in each school were developed. These bodies cultivate understanding and awareness, share information about problems and solutions, sponsor learning activities, and monitor progress.

Currently the Central Equity Council engages in a number of staff development activities. These include in-service programs for all administrative and supervisory personnel, in-service programs for local equity committees, in-service programs for the County Council of PTA's, development of a resource library for schools and parents, development of a brochure to be distributed to every student in the school system, and recommendations on disciplinary policy. The Council in its most recent deliberations has set as its future goals the enhancement of in-service programs for school system employees other than administrators, identifying particular curricula enhancements, and providing assistance to local equity committees.

While this description obviously goes beyond the area of staff development, it is clear that in Frederick County staff development is a critical component of its effort to address prejudicially-motivated violence and extremism. This effort appears to be particularly worthy of review if other systems move to develop similar activities.

In the area of non-instructional staff the Task Force also notes the efforts in Cecil County.

Cecil has implemented an in-service training program dealing with the role of discipline within the transportation setting and its role in promoting intergroup understanding. This program is directed toward increasing the understanding and toleration of all students and stressing the importance of bus drivers in the overall setting of the school system. This appears to provide a specific program of in-service training directed to a frequently overlooked segment of the school system.

These activities for staff development are particularly noteworthy since the survey indicated that close to half of the systems in Maryland have not formulated specific staff development programs for addressing violence and extremism. The Task Force again urges that school systems review their efforts in this area and, as appropriate, consider employment of strategies similar to those implemented by other counties which specifically address violence and extremism through their in-service training for instructional and non-instructional staff.

The survey indicated that few school systems in Maryland use a teacher's ability to equitably teach diverse students as part of the overall teacher evaluation and assessment system. The Task Force believes that school systems should give specific consideration to this and notes that in eight counties this is currently being done. For example, in Baltimore County, teacher evaluation includes as one major section human relations competencies. This segment of the teacher evaluation program is divided into the following subsections: rapport with students; intergroup relations; relationships with parents; relationships with coworkers; and contributions to the total school. Evaluation elements under these headings include, for example, avoiding making prejudicial remarks, avoiding stereotyping individuals in groups, striving to relieve intergroup tensions and conflicts, and acting in a manner which fosters and reflects cooperation and mutual respect. This component of human relations competency reflects the school system's decision that teacher evaluation should include such items. The Task Force suggests that school systems throughout the State consider including the ability to deal with diverse students as an essential element in the evaluation of teacher competence.

SUMMARY

While some school systems in Maryland may not currently seem to face problems associated with racially, ethnically or religiously motivated violence and extremism, experience indicates that vigilance is necessary if such problems are to be avoided in the future. Such vigilance within the school system includes the review of all areas of school life, and the development of an awareness of interpersonal relations.

The school survey results demonstrate that all of Maryland's school districts have made some effort to prevent or respond to prejudicially-motivated violence and extremism. However, they also reveal a number of potential gaps in the overall development and implementation of policies and programs in some of the school districts.

Recognizing that policies and programs appropriate for one system may not be so for another, the Task Force urges our school districts to review their own efforts and to determine the depth of their need and available avenues for improvement. This review should consider the following categories:

A. Policy

Policy should be of major concern because it sets the tone for administration of an entire school system. School districts interested in developing or refining such a policy may wish to review the school policies of Anne Arundel, Baltimore, Carroll, Frederick, Howard, Montgomery and St. Mary's Counties for guidance.

B. Curriculum

While most school systems include curricula or components that focus on intercultural understanding, few provide curricula or components which focus specifically on prejudicially-motivated violence and extremism. It is thought that such a focus may be both appropriate and important in preventing the development of hate extremism among youth and staff. School systems interested in pursuing such a program should review the model employed by Montgomery County. This program uses curricular and extracurricular activities.

C. Staff Development

Very few programs will prosper without the appropriate staff development. This applies equally to formal education and to extracurricula activities. Most school systems offer some staff development programs in intercultural understanding for both instructional and noninstructional staff, but nearly half do not offer development activities for addressing violence and extremism. School systems interested in reviewing what others are doing in the area of staff development should review the efforts of Baltimore City, and Baltimore, Cecil and Frederick Counties. They might also wish to consider using a teacher's ability to equitably teach diverse students as part of the teacher evaluation system, as is currently done by Baltimore County.

While it is unlikely that prejudicially-motivated violence and extremism will ever disappear entirely, there is much we can do as individuals, as families, and as communities, to ensure that this nation does not condone its growth and the dehumanization which accompanies it. We can begin in our schools.

APPENDIX A

Table 1 -- Survey Summary

Percent of School Systems Responding Positively to Survey Items
(Number of Systems in Parentheses)

Item	% Positive	#
1. Does the school system have a policy regarding education that is aimed at developing intergroup understanding?	50%	(12)
2. Does the school system have a policy for reacting to addressing acts of violence and extremism whether they occur in the school or elsewhere in the community?	42%	(10)
3. Does the local government have regulations about religious, racial or ethnic extremism and violence which apply to the school system?	38%	(9)
4. Does the school system offer curricula or component(s) that specifically focus on religious, racial and/or ethnic understanding?	92%	(22)
5. Does the school system offer programs or components which specifically address acts of religious, racial and/or ethnic violence or extremism if they occur?	29%	(7)
6. Does your school system offer any programs for students other than curricular which:		
1. promote intergroup understanding?	58%	(14)
2. prevent bigotry, violence or extremism?	46%	(11)
3. respond to acts of bigotry, violence or extremism?	29%	(7)
7. Is staff development offered/required for instructional staff to equip them to promote intergroup understanding and to effectively instruct culturally diverse students?	75%	(18)

- | | | | |
|-----|---|-----|------|
| 8. | Is staff development or other programming offered or required for instructional staff to promote their intergroup understanding vis a vis each other? | 54% | (13) |
| | vis a vis other adults (parents, administrators, community)? | 58% | (14) |
| 9. | Is the competence of a teacher in equitably teaching diverse students included as a part of your school system's process for teacher assessment? | 33% | (8) |
| 10. | Is staff development offered or required for noninstructional staff (e.g., clerical bus, cafeteria, janitorial staff) to promote their intergroup understanding vis a vis students? | 38% | (9) |
| | vis a vis adults? | 58% | (14) |

APPENDIX B

MODEL POLICIES

- Anne Arundel County Public Schools
For more information contact:

C. Barry Carter
Deputy Superintendent
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401
(301) 224-5303

- Baltimore County Board of Education
For more information contact:

Dr. Robert Y. Dubel
Superintendent
Baltimore County Board of Education
6901 North Charles Street
Towson, Maryland 21204
(301) 494-4281

- Carroll County Public Schools
For more information contact:

Dr. Olin L. Adams, Jr.
Superintendent
Carroll County Public Schools
Court Annex Building
55 North Court Street
Westminster, Maryland 21157
(301) 848-8280

- Frederick County Board of Education
For more information contact:

Dr. Donald Z. Koons
Frederick County Board of Education
115 East Church Street
Frederick, Maryland 21701
(301) 694-1313

- Howard County Public School System
For more information contact:

Mr. Paul Rhettts
Public Information Officer
Howard County Public School System
10910 Route 108
Ellicott City, Maryland 21043
(301) 992-0500

- Montgomery County Board of Education
For more information contact:

Jane Dofflemyer
Assistant for Regulation Development
Montgomery County Board of Education
Educational Services Center
850 Hungerford Drive
Rockville, Maryland 20850
(301) 992-0500

- St. Mary's County Public Schools
For more information contact:

Dr. Jayne Sullivan
Director, Student Services
St. Mary's County Public Schools
Lexington Park Office
Lexington Park, Maryland 20653
(301) 863-7495

APPENDIX C

MODEL CURRICULA AND ACTIVITIES

- Montgomery County Board of Education
For more information contact:

Dr. Lois Martin
Associate Superintendent for Instruction
and Program Development
Montgomery County Board of Education
Educational Services Center
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3411

APPENDIX D

MODEL STAFF DEVELOPMENT PROGRAMS

- Baltimore City Public Schools
For more information contact:

Dr. Ralph Jenkins
Staff Development Programs
Baltimore City Public Schools
3 East 25th Street
Baltimore, Maryland 21218
(301) 396-0250

- Baltimore County Board of Education
For more information contact:

Dr. Robert Y. Dubel
Superintendent
Baltimore County Board of Education
6901 North Charles Street
Towson, Maryland 21204
(301) 494-4281

- Cecil County Board of Education
For more information contact:

Mrs. Maybelle M. Moxey
Director
Curriculum and Staff Development
Cecil County Public Schools
Booth Street Center
Elkton, Maryland 21921
(301) 398-0400

- Frederick County Board of Education
For more information contact:

Dr. Daniel Gadra
Frederick County Board of Education
115 East Church Street
Frederick, Maryland 21701
(301) 694-1441

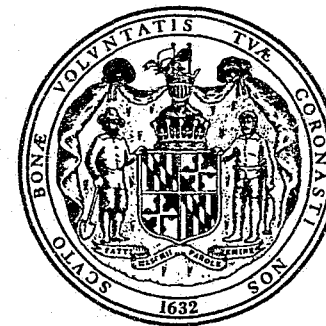
Violence and Extremism

**A Brief Guide of Responses for
School Administrators**

Maryland State Department of Education

VIOLENCE AND EXTREMISM

*A Brief Guide of Responses for
School Administrators*



Maryland State Department of Education

**200 West Baltimore Street
Baltimore, Maryland 21201**

301-659-2100

1982

FOREWORD

MARYLAND STATE BOARD OF EDUCATION

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Statement of Nondiscrimination

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Office of Equal Opportunity.

As you know, there has been an increase in the number of racial and religious incidents reported across Maryland. In response Governor Hughes appointed the Task Force on Violence and Extremism. The Maryland State Board of Education on July 24, 1981, passed the resolution on page 2. In addition, a number of local school systems have passed similar resolutions. We invite your careful attention to each of the paragraphs of the resolution. We urge you to seek ways to implement its spirit.

This small booklet is designed to help those at the local school building level to respond quickly and forcefully to a religious or racial incident in the school or in the community -- any which might be having even an informal impact on the young people of the school. These suggestions are not to replace the many on-going, long term programs that address issues of equity and equal educational opportunity. Those should be continued, reaffirmed, and, in some instances, strengthened.

It is the responsibility of each of us who are in positions of public trust to make clear that bigotry is not condoned in any way. Silence is interpreted as consent.

DAVID W. HORNBECK
State Superintendent of Schools

RESOLUTION
MARYLAND STATE BOARD OF EDUCATION
July 29, 1981

Resolution No. 1981-35 Re: Violence and Extremism

WHEREAS, The Maryland State Board of Education believes that public education is provided best in an atmosphere where differences are understood and appreciated, and where all persons are treated fairly, with respect and without discrimination or threats of violence or abuse; and

WHEREAS, The recent incidents of cross-burning, painting of swastikas, defacing of places of worship and other public buildings, threatened violence against the persons of civil rights organizations, distribution of hate literature to school children and similar acts by members of the Ku Klux Klan, Neo-Nazi organizations and other hate groups in Maryland are cause for concern and constructive response by all persons of good will; and

WHEREAS, Silence in the face of deliberate acts of wanton hatred cannot and must not be tolerated in this state; and

WHEREAS, The educational system of Maryland has an affirmative responsibility to help create within itself and within the communities of the state an atmosphere of respect, understanding, fairmindedness and tolerance between and among racial, ethnic and religious groups consistent with the democratic principles on which this nation is built; and

WHEREAS, Action, inaction, words and their absence by all citizens including employees of the MSDE and local school systems contribute significantly to the climate which either breeds or discourages racial, ethnic, and religious bigotry; now therefore be it

RESOLVED, That the Maryland State Board of Education finds intolerable and condemns any individual or organization such as the Ku Klux Klan and Neo-Nazi type groups that believe in, practice, or support verbal abuse, threats, or physical violence directed against others; and be it further

RESOLVED, That the State Board of Education commends the Governor in his appointment of the Task Force on Violence and Extremism and directs the State Superintendent as a member to support fully the work of the Task Force; and be it further

RESOLVED, That the State Board of Education directs the Maryland State Department of Education to continue to give positive emphasis in its curricula work, in-service training activities, grants, awards and all other appropriate contexts to issues of equity and to the unacceptability of the kind of activity to which this resolution is directed; and be it further

RESOLVED, That the State Board of Education strongly urges all citizens of good will to speak out against those who would foment hatred and seek to divide us; and be it further

RESOLVED, That the State Board of Education strongly encourages all local school systems to give specific attention to these issues in board policy, curricula offerings, staff development activities and extracurricular affairs; and be it further

RESOLVED, That the State Board of Education directs the State Superintendent to bring this resolution to the attention of each local board of education and local superintendent.

VIOLENCE AND EXTREMISM

The following suggestions are meant to provide school administrators with ideas for immediate responses to firmly demonstrate that they do not condone violent and extreme incidents such as:

- Klan student recruitment
- distribution of racist literature
- cross burning
- racist graffiti
- racist media incidents

A central purpose of our educational system is to provide guidance and training for the citizens of Maryland and the country during the coming decade. We as educators renege on this obligation if we do not speak out against the increasing incidents of racial and religious bigotry.

SUGGESTED SCHOOL ACTIVITIES

PUBLIC ADDRESS ANNOUNCEMENTS

- A statement in which the principal describes the incident accurately, dispels misinformation and exaggeration, and allays fears.

Example:

On (date), (incident) occurred in our community. Today I want to make clear for you what happened, where it happened, who was involved, and the school's position regarding the matter.

Describe the Incident

The Governor, the Maryland State Board of Education, and the State Superintendent of Schools have resolved that:

"The educational system of Maryland has an affirmative responsibility to help create within itself and within the communities of the State an atmosphere of respect, understanding, fairmindedness, and tolerance between and among racial, ethnic, and religious groups consistent with the democratic principles on which this nation is built."

- An announcement by the principal of plans the school will follow in response to the incident, e.g., an assembly or classroom activities
- Response to the incident by the student council

ASSEMBLIES

- An address by the principal focusing on the school's concern over the incident
- Speech by an invited guest stressing the social and moral problem of the incident
- A film which develops student awareness of the seriousness of the incident
- A student and teacher forum presenting a structured discussion of the various viewpoints concerning the incident
- A presentation by teachers of suggested ways to deal with the incident
- A dramatization depicting the moral implications of the problem
- An award presented to the winner of an essay contest concerning the issue

SPECIFIC CLASS ACTIVITIES

- Discussions by teachers in each discipline (following notification of the principal) about the problem within the context of their classes. For example:

Social Studies

- study the historical context of racism or ethnic groups

English

- define and clarify stereotyped and racist words
- examine propagandist techniques of extremist groups

Mathematics

- review wage rates by ethnic groups
- develop charts to illustrate increasing racial incidents
- study percentage figures of minority populations

Science

- examine the biological similarity of all ethnic and religious groups
- conduct a scientific analysis of "racist" ideas

Unified Arts

- draw posters that promote the elimination of bigotry
- study the contribution of ethnic foods and dress to the United States
- listen to the musical contribution of various ethnic and religious groups
- analyze the technical contribution of ethnic groups to society

Special Period

- An announcement that each fifth period class will conduct activities concerning the problem using such techniques as:
 - list problems caused by the incident
 - examine the extent to which the incident could have been prevented
 - study the means by which extremist groups promote their views
 - plan ways in which students, school, and community can cope with and respond to bigoted behavior
 - compare the similarities between the means and ideas of extremist groups
 - research how the problem developed
 - list three specific, positive suggestions how a school can promote positive inter-group cooperation and understanding
 - dramatize the emotional impact of an extreme event
 - debate a specific issue concerning ethnic or religious prejudice
 - write paragraphs on promoting cooperation
 - compose newspaper articles on how to diffuse racial incidents
 - write poems to foster empathy between people

SPEAKERS FOR CLASSES AND ASSEMBLIES

- A panel discussion on the increase of violence in the world
- Forums discussing ethnic prejudice
- Debates centering on ways to eliminate racial bigotry
- Lectures and slide presentations on ethnic diversity
- Various types of speakers:
 - ministers
 - law officers
 - Anti-Defamation League speakers bureau
 - appropriate community leaders
 - student leaders

FILM PRESENTATION AND DISCUSSION

- "Eye of the Storm," available from MSDE (25 minutes/color/not cleared for TV)

In this ABC-TV news special, the effects of prejudice are made patently clear as cameras record a unique two-day experiment conducted by a third-grade teacher in a Midwest agricultural community. On the first day, the teacher separated her class into 'superior' and 'inferior' groups, based solely on eye color. Blue-eyed children were 'superior'; brown-eyed children were 'inferior'. On the second day the roles were reversed. Attitudes, behavior, and classroom performance were measurably changed as children suffered segregation, discrimination, and the devastating virus of prejudice.

Two activities to follow are

- discuss the film in small groups
- reach conclusions on action to be taken in the future to reduce prejudice

SCHOOL NEWSLETTER TO PARENTS AND COMMUNITY

- An article clarifying the school's position on an extremist incident
- The school's plan for response to similar incidents in the future
- Recommendations for parental involvement in the home and discussion of important issues

STUDENT LEADERSHIP INVOLVEMENT

- Student-made P.A. announcements concerning a racial incident
- A student leader seminar on the issue
- A roundtable discussion by student leaders on resolving increasing violence in the community

- A student newspaper, or special newsheet, on an extremist event and how to develop student support for school opposition to the event
- Student-teacher debates on a vital issue
- Interviews of school and community leaders regarding a violent anti-religious confrontation
- Students' involvement in school decision making concerning extremist activities

TEACHER INVOLVEMENT

- Task forces which examine specific issues and report their recommendations
- Teacher dramatizations
- Teacher-sponsored inservice training activities concerning the elimination of racial bigotry
- Use of teachers with expertise, understanding, and sensitivity toward these issues

PRINCIPAL INITIATED SCHOOL ACTIVITIES

- A poster contest on cross-cultural friendship
- An original, in-school TV skit on the incident
- An essay contest on developing respect for different ethnic groups
- A multicultural event, e.g., a food fair
- A display of multicultural materials
- A seminar for interested students and teachers discussing the event
- Appropriate photos and illustration displays in the halls.

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Additional copies of the this Report may be obtained by writing:

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