



# Healing & Response Plan

## Objectives

- Strengthening a sense of belonging to foster student healing
- Strengthening staff preparedness to further cultivate student sense of belonging and foster healing
- Strengthening processes and procedures
- Strengthening district partnerships

	Phase 1: March
Initial Response	<p><b>Action:</b> Responded, investigated, and addressed all reports of hate post-assembly and will continue to address all reports.</p> <p><b>Action:</b> BHHS Administration met with students affiliated with the Muslim Student Alliance (MSA) and also the Jewish Student Alliance (JSA).</p> <p><b>Action:</b> Offered and prioritized restorative conversations in the form of listening circles, small group discussions, 1:1 meetings facilitated by administration, counselors, and social workers with students.</p> <p><b>Action:</b> Counselors and social workers met with students and staff and additional counselors and social workers were available as needed.</p> <p><b>Action:</b> Additional administrative support at the high school campus from central office and middle school administrators was provided.</p> <p><b>Action:</b> Officer Miller and Officer McGraw were on campus daily, and additional school visits by the police department.</p> <p><b>Action:</b> Therapy dogs available for students and staff.</p> <p><b>Action:</b> Initiated independent review of events leading up to, during, and post assembly.</p> <p><b>Action:</b> Faculty meeting with all staff to share the restorative measures, procedures for reporting concerns, and investigations being undertaken by BHHS and district administration.</p>
Focus Areas	Phase 2: April-June
Strengthening Staff Preparedness to further cultivate student sense of belonging and foster student healing	<p><b>Action:</b> Continue to offer and prioritize restorative conversations in the form of listening circles, small group discussions, and 1:1 meetings with students and teachers.</p> <p><b>Action:</b> Administration will work with teachers to identify authentic opportunities within course curriculum to participate in civil discourse and productive debate.</p> <p><b>Action:</b> Have BHHS faculty review various opportunities or experiences that promote the understanding of global perspectives and are available locally, tied to the curriculum, and make recommendations for participation.</p> <p><b>Action:</b> Identify opportunities to further cultivate faculty global perspectives with curriculum specific training regarding the facilitation of difficult topics.</p> <p><b>Action:</b> Provide resources to staff on identifying Antisemitism and Islamophobia.</p>
Strengthening Processes and Procedures	<p><b>Action:</b> Review and revise District Assembly Guidelines for non-district or third-party presenters to include a thorough vetting process and communication regarding assembly purpose and specifics with parental opt-out.</p>
Strengthening District Partnerships	<p><b>Action:</b> Work with the Interfaith Leadership Council on ways to further collaborate beyond the current Religious Diversity Journeys Program.</p> <p><b>Action:</b> Identify opportunities to strengthen student global perspectives with curriculum specific experiences.</p> <p><b>Action:</b> Identify opportunities with district partnerships for authentic capstone work experiences for high school students that expand global perspectives and develop professional skills.</p>

Focus Areas	Phase 3: September-Beyond
Strengthening Staff Preparedness to further cultivate <i>student sense of belonging</i> and foster student healing	<p><b>Action:</b> Identify and review research-based approaches to further develop a positive school culture and climate. Possible third party educational partnerships with BHHS administration in conducting needs assessments and identifying specific areas of growth.</p> <p><b>Action:</b> Finalize and invite students to attend Communication Camp. Communication Camp is a comprehensive program focused on civil discourse and critical dialogue facilitated by trained BHHS faculty.</p> <p><b>Action:</b> Offer optional Religious Diversity Journey experience for high school students.</p> <p><b>Action:</b> Review activities from phase 2, evaluate, and pull forward into phase 3.</p>
Strengthening Processes and Procedures	<p><b>Action:</b> Review activities from phase 2, evaluate, and pull forward into phase 3.</p>
Strengthening District Partnerships	<p><b>Action:</b> Review activities from phase 2, evaluate, and pull forward into phase 3.</p>