eliminating racism
empowering women
ywca
South Hampton Roads

RACIAL PROFILING
EDUCATION SYSTEM CHECKLIST

There are many types of violence in the world and not all violence is acknowledged or responded to equally—especially as it impacts the lives of women, girls and people of color. YWCA USA knows that the disproportionate suspension and expulsion of girls of color in K-12 educational settings is a form of racial profiling that begins with the assumption that girls of color are exceptionally dangerous and ends with disproportionately harsh punishments that often include police involvement for behavior that should be handled by the school. According to data from the U.S. Department of Education and other recent studies, black girls are suspended six times more than white girls, while black boys are suspended three times as often as white boys.

The Racial Profiling Education System Checklist translates the data referenced above into a tool for everyday citizens and community organizations that want to take action and eliminate racism in their community. At YWCA South Hampton Roads we know that racism has a direct impact on practices and policies of local institutions such as school boards and school districts. If you believe that racial profiling is one of the ways that institutional and structural racism impact your local community, this tool can help you identify patterns and practices that can be documented. By seeking and documenting the answers to this series of questions you can: transform your community, make recommendations to local decision makers, organize to change public policy, and educate others about this important issue.

SECTION I

- ☐ **Do your local K-12 schools have any form of a "zero tolerance" disciplinary policy?**

SECTION II

- ☐ **Are police officers assigned to or stationed in your K-12 schools?**
  - ☐ All schools or certain schools?
  - ☐ What are the race, ethnic, gender and socio-economic demographics of the students in schools with a police presence, as compared to schools that do not have a police presence?

SECTION III

- ☐ **What role do police officers play in school disciplinary processes?**

SECTION IV

Are there any training requirements for teachers, administrators or school police officers, of any kind, concerning:

- ☐ Trauma informed care or the related topics of:
  - ○ Domestic violence?
  - ○ Sexual assault?
  - ◇ Child abuse?
- ☐ Unconscious/Implicit Bias or the related topics of:
  - ○ Race?
  - ○ Gender, gender identity or gender performance?
  - ○ Religion?
  - ○ Sexual orientation?
- ☐ Crisis Intervention, de-escalation, and negotiation?
- ☐ Child development and age appropriate behavior?

SECTION V

Does your local, county, or state educational system track or collect data on:

- ☐ The number of students suspended or expelled and the violation that warranted this action?
- ☐ The number of students that become involved in the criminal/juvenile justice system as a result of school policy infractions?
  - ○ What percentage of these incidents were school police officers involved?
- ☐ Teacher/administrator use of inappropriate language or behavior with students?
- ☐ Teacher/administrator use of excessive force?
- ☐ Patterns of teachers/administrators involved in school suspension/expulsions?
- ☐ Patterns of teachers/administrators involved in school arrests?

continued...

RACIAL PROFILING EDUCATION SYSTEM CHECKLIST (CONTINUED)

SECTION V (continued)

- ☐ Teachers/administrators involved in sexual misconduct?
  - ○ Stalking?
  - ○ Sexual Harassment?
  - ○ Sexual Assault?
- ☐ Teachers/administrators involved in domestic violence?
- ☐ Teachers/administrators involved in hate crimes?
- ☐ Has a teacher/administrator ever been fired or arrested for … against a person of color?
  - ○ using excessive or lethal force
  - ○ sexual assault/rape
  - ○ sexual harassment
  - ○ domestic violence
  - ○ committing a hate crime
  - ○ child abuse/neglect/endangerment
- ☐ Has a teacher/administrator ever been fired or arrested for … against a white person?
  - ○ using excessive or lethal force
  - ○ sexual assault/rape
  - ○ sexual harassment
  - ○ domestic violence
  - ○ committing a hate crime
  - ○ child abuse/neglect/endangerment
- ☐ Does this data track the race, ethnicity and gender of the teacher/administrator involved as well and the victim/survivor of the incident?
- ☐ Is any of this data disaggregated by race, ethnicity, and gender?
  - ○ Who has access to this data?

SECTION VI

- ☐ **Do your educational facilities have mounted video camera surveillance on the property?**
  - ☐ Classrooms?
  - ☐ Administrative offices?
  - ☐ Playgrounds?
  - ☐ Parking lots?

SECTION VII

If your educational facilities have mounted video camera surveillance on the property:

- ☐ Where is the camera data stored?
- ☐ Who has access to the data?
- ☐ How is the data protected from tampering?
- ☐ What are the consequences for teachers/administrators interfering with, altering, or causing damage to the cameras or data?

SECTION VIII

What is the relationship between local law enforcement agencies, the juvenile justice system and the local schools or school system?

- ☐ Does the leadership of these three entities reflect the population served by these entities: race, ethnicity, class, and gender?
- ☐ What percentage of suspensions and expulsions were related to minor issues common for students of that developmental stage?

SECTION IX

Do your local or state educational policies/practices violate the law or create mistrust among communities of color?

- ☐ Is there a pattern of violation of the First Amendment?
- ☐ Is there a pattern of violation of the Fourth Amendment?
  - ○ Is there a pattern of use of excessive force?
- ☐ Do school practices and policies impose substantial barriers to the challenge or resolution of policy violations?
- ☐ Does the school impose unduly harsh penalties for minor offenses?
- ☐ Do the actions of the local school or school system impose a disparate impact on specific communities/demographics of race, ethnicity, gender, and/or religion (real or perceived)?
- ☐ Is there a history of discriminatory intent on the part of local schools/ school systems/teachers/administrators?
  - ○ History of Fourth Amendment violations?
  - ○ History of other violations of state or federal laws or policies?
- ☐ Does the use of administrative or teacher “discretion” undermine community trust?
- ☐ What is the policy or practice related to complaints of teacher/administrator misconduct?
- ☐ Is there a failure to respond to complaints of teacher/administrator misconduct?
- ☐ Is there a failure to impose appropriate penalties for teacher/administrator misconduct?
- ☐ Is there a lack of community involvement on the part of local schools and school systems; if so, does that lack of engagement coincide with community distrust?

Adapted from YWCA USA. This form is intended to help communities identify patterns and practices of institutional and structural racism. For more information on racial profiling go to: http://cqrcengage.com/ywca/racialprofiling. If you are working to end racial profiling in your community and want to connect with The YWCA SHR Racial Equity & Justice Team, you can email equityjustice@ywca-shr.org

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