

Understanding and Developing Anti-racist Policies and Programs

Allen Broyles

Assistant Head of School
The Children's School



Reflect...

- Interesting...
- Made me wonder.....
- I found challenging....
- I complete agree with...
- I completely disagree with....



Participate...



Three Parts:

1. Human bias, the foundation of racism, is hardwired into our brains.
2. Racism, an extension of that bias, has been ***intentionally*** woven into our nation's laws, institutions and policies, including our schools.
3. In addressing that racism, creating anti-racist policies can increase equity faster than only working on hearts and minds.



**The
Children's
School**
Nurture the Amazing



SAIS
SERVING & ACCREDITING
INDEPENDENT SCHOOLS

The often ugly reality black students face in our schools

“School people, especially boards and heads, are really good at spinning words into fluffy fantasies of utopian worlds where they have “created diverse, inclusive communities,” “protected and empowered the most vulnerable” and “cultivated environments to unlock the richness of diversity.” Lofty sentences appear in glossy catalogues and websites and swaddle prospective parents and students of color at open houses. School heads create a nice mission statement, appoint a diversity committee and hire an equity and inclusion coordinator. Problem solved. And as often happens, people start to mistake the hype for reality. Sweet land of liberty, of thee we sing. Unfortunately, real life tends to occur in the shadows.”

Alden S. Blodget
School Leader, Researcher, Author

<https://www.washingtonpost.com/education/2020/06/22/often-ugly-reality-black-students-face-our-schools/?outputType=amp>

Right now...

Idaho governor signs bill to ban critical race theory from being taught in schools

Theory states that racism is embedded in US history and modern American law, and that legal institutions are inherently racist



Gov. Abbott signs ‘anti-critical race theory’ bill into law over objections from educators and civic groups

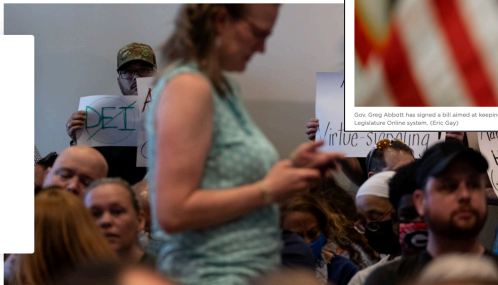
Opponents say the Texas law, which goes into effect Sept. 1, will have a chilling effect on schools.



Featured

- TODAY'S EPAPER >
- TEXT WITH OUR JOURNALISTS >
- YOUR CITY'S NEWS >
- STATE OF THE CITY >
- 50+ FREE NEWSLETTERS >
- PODCASTS >
- CORONAVIRUS UPDATES >
- TIMELESS IN TEXAS >
- CURIOS TEXAS >
- PUBLIC NOTICES >
- NEWSPAPER ARCHIVES >
- PUZZLES AND GAMES >
- AL DÍA - NOTICIAS EN ESPAÑOL >
- OBITUARIES >

Georgia education board passes resolution to limit classroom discussions of race



By Ty Tagami, The Atlanta Journal-Constitution

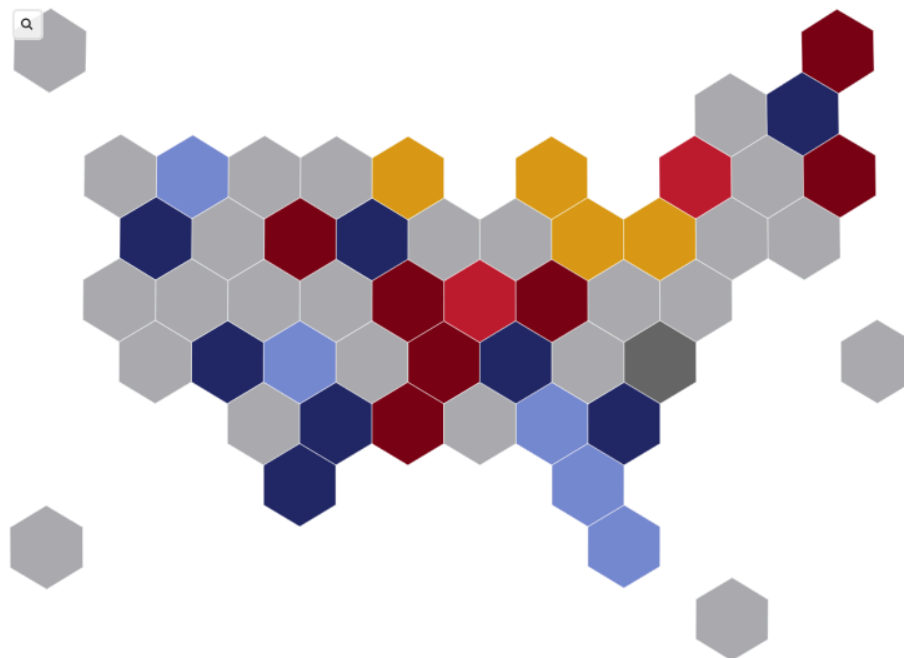
Texas school official says classrooms with books on Holocaust must offer 'opposing' views

In recording obtained by NBC News, curriculum director describes 'political mess' after passage of state law

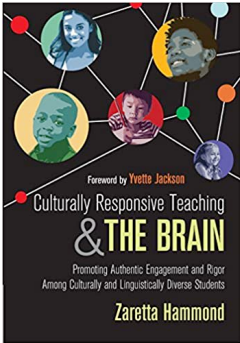
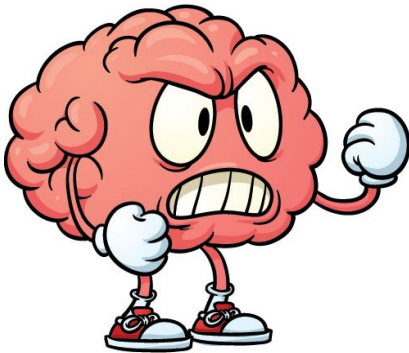


▲ The teacher training came after the school reprimanded a fourth-grade teacher over a book on anti-racism in her class. Photograph: Alamy Stock Photo

- Other state-level action
- No state-level action or bill introduced
- Bill has been signed into law
- Bill has been withdrawn or stalled indefinitely or legislative session has ended with no further action on the measure
- Bill has been pre-filed for next legislative session
- Bill has been proposed or is moving through state legislature
- Bill has failed, been withdrawn, or stalled indefinitely



Part One: Human bias, the foundation of racism, is hardwired into our brains



Key Concept #1 Your brain wants to survive

IN THE EVENT OF ZOMBIE ATTACK

3 STEPS TO SURVIVING INFESTATION

1. Avoidance
2. Termination
3. Disposal

1. AVOIDANCE

All zombie infestations render the location uninhabitable. The citizen's first duty is to vacate the area and proceed immediately to an authorized Rescue Station. Duly authorized Z.E.R.O. personnel will manage relocation – but, the key to an effective evacuation is COMPLETE AVOIDANCE OF HAZARDOUS CONDITIONS while en route.

EVACUATE

Gather family and essential small valuables only. DO NOT attempt to secure or defend property or possessions.

RELOCATE

Proceed immediately to the Rescue Station assigned to your area. In the absence of Z.E.R.O. Relocation Management personnel, monitor local radio broadcasts for directions.

DO NOT ENGAGE!

Is critical to remember that any zombies encountered during relocation are NOT family or friends but REANIMATED CORPSES INFECTED WITH A DEADLY CONTAGION. Under NO circumstances should you engage one in any kind of interaction. Contagion is transmitted via a bite, and ANY interaction with a zombie results in repeated attempts to bite.

IN THE EVENT OF A BITE...

Apply pressure to the wound with padding found in the supplied BITE KIT until proper medical supervision can be accessed.

IF THE WOUNDED INDIVIDUAL EXPIRES after being bitten, VACATE THE PREMISES IMMEDIATELY or execute guidelines found in next section.

2. TERMINATION

Engage this step only if in an unsecured location, and ONLY if you have positively identified a zombie by using the Zombie Classification Cards (supplied). Otherwise, any terminations should be referred to and executed by a duly authorized member of Z.E.R.O. or your local licensed Zombie Extremist.

CEREBRAL NEUTRALIZATION

The ONLY known method for effectively terminating a zombie, either by cranial penetration or blunt force trauma (A, B, C) or decapitation (D).

CENTER MASS

For stopping or slowing down target ONLY when distance does not permit a head shot. NOT an effective termination method.

LOWER EXTREMITIES

For stopping or slowing down target ONLY when distance does not permit a head shot. NOT an effective termination method.

3. DISPOSAL

"TAPE & TAG"

After terminating the zombie(s), mark the perimeter to enable Z.E.R.O. Disposal Unit personnel to locate the remains and ship to a Mobile Acid Disintegration (M.A.D.) unit for disintegration. This can be completed in two simple "Tape & Tag" steps:

1. Mark area surrounding the remains with an appropriate length of CAUTION: ZOMBIE OUTBREAK ZONE tape (supplied).
2. Attach a FORM 2BD tag (supplied) to the toe of the corpse.

DO NOT INCINERATE!

Incineration releases airborne toxins which spread infection to the uninfected deceased or, in areas of heavy humidity or precipitation, the recently interred deceased. This exponentially increases infestation levels.

Negativity Bias: Threat Reactivity

Two major types of mistakes:

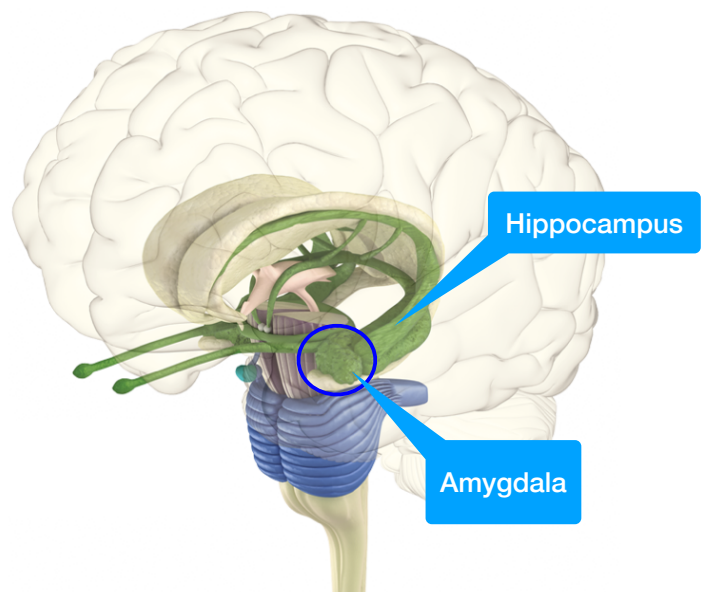
- Thinking there **IS** a tiger in the bushes when there **ISN'T** one
- Thinking there **ISN'T** a tiger in the bushes when there **IS** one

We evolved to make the first mistake again and again and the second one never.



Amygdala: Early Threat or Reward Processing

- Neural seat of implicit bias
- Immediate reactions
- Learned threat
- Drives memory



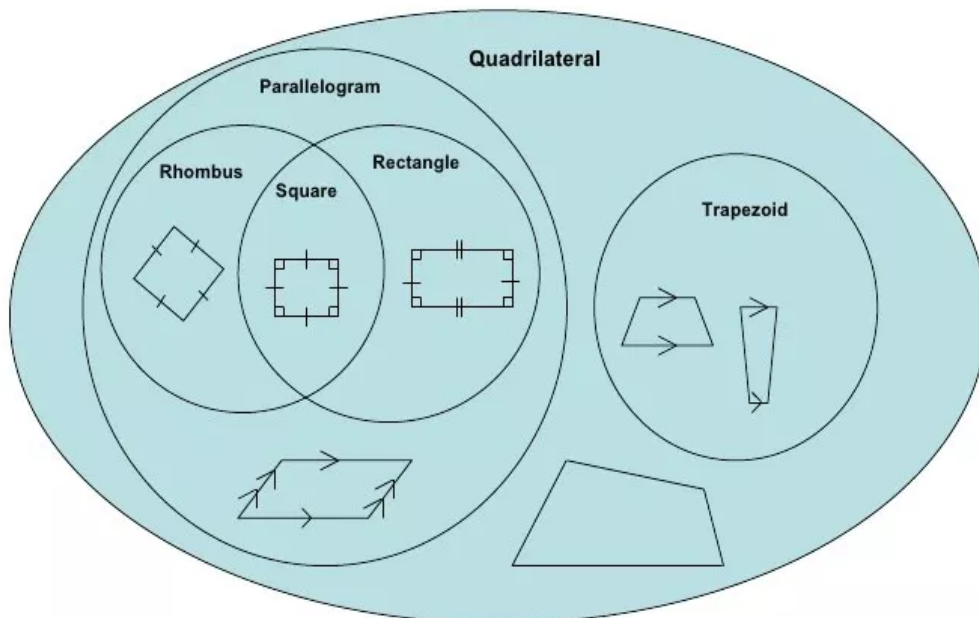


Key Concept #2

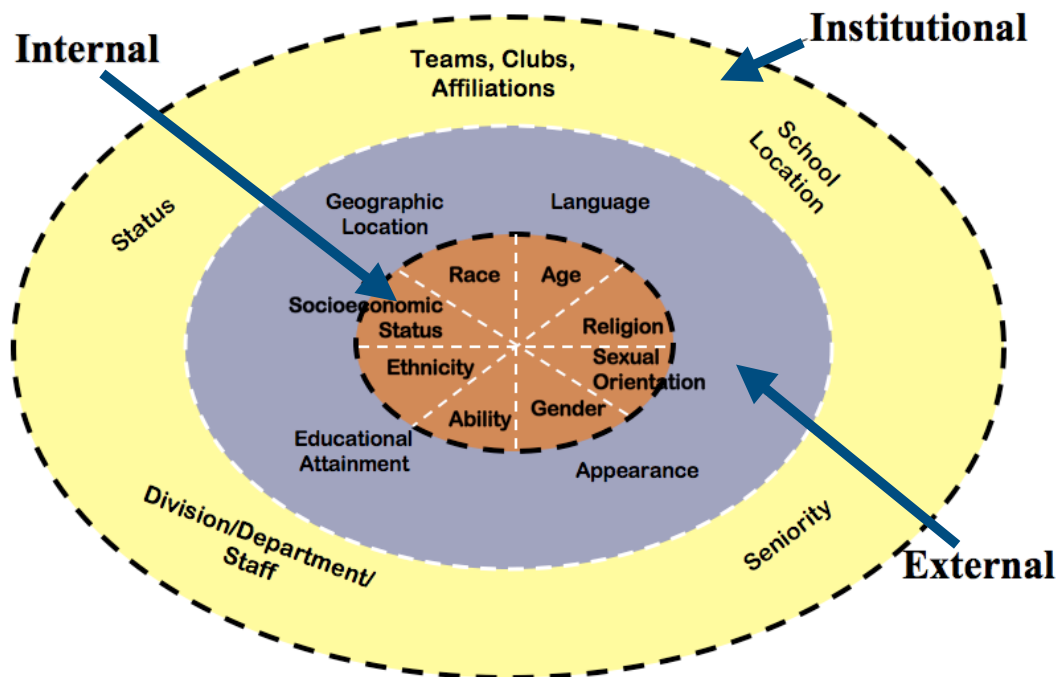
Your brain seeks patterns and assigns values



Sometimes straightforward and neutral...



Sometimes not...



This model of identifiers and culture was created by Karen Bradberry and Johnnie Foreman for NAIS Summer Diversity Institute, adapted from Loden and Rosener's *Workforce America!* (1991) and from *Diverse Teams at Work*, Gardenswartz & Rowe (SHRM 2003).

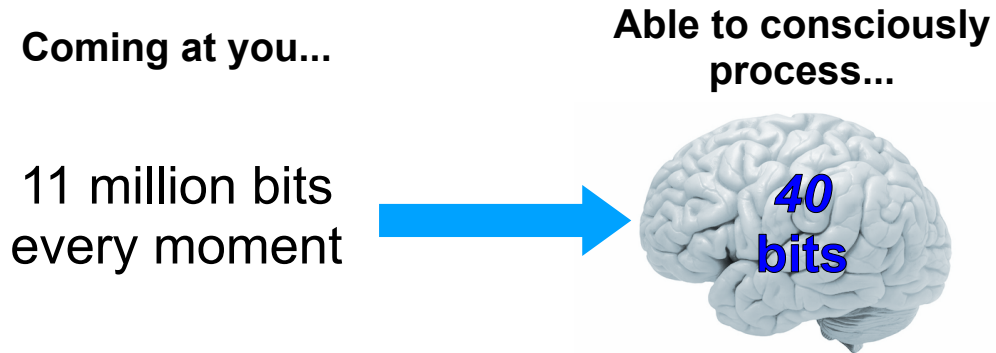


Key Concept #3

Your brain works on autopilot



There's Too Much Data!



green

red

yellow

purple

blue

orange

green

red

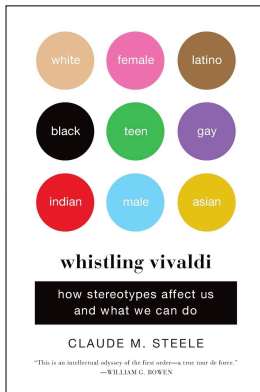
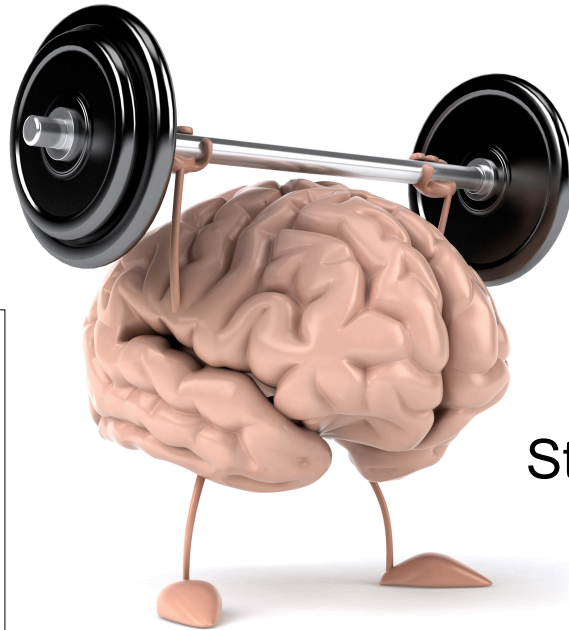
yellow

purple

blue

orange

Cognitive Load



Stereotype threat
Racial anxiety

Working Definition of “-isms”

The brain automatically detects patterns and assigns values

+

Stereotyping

+

Judgment and bias

+

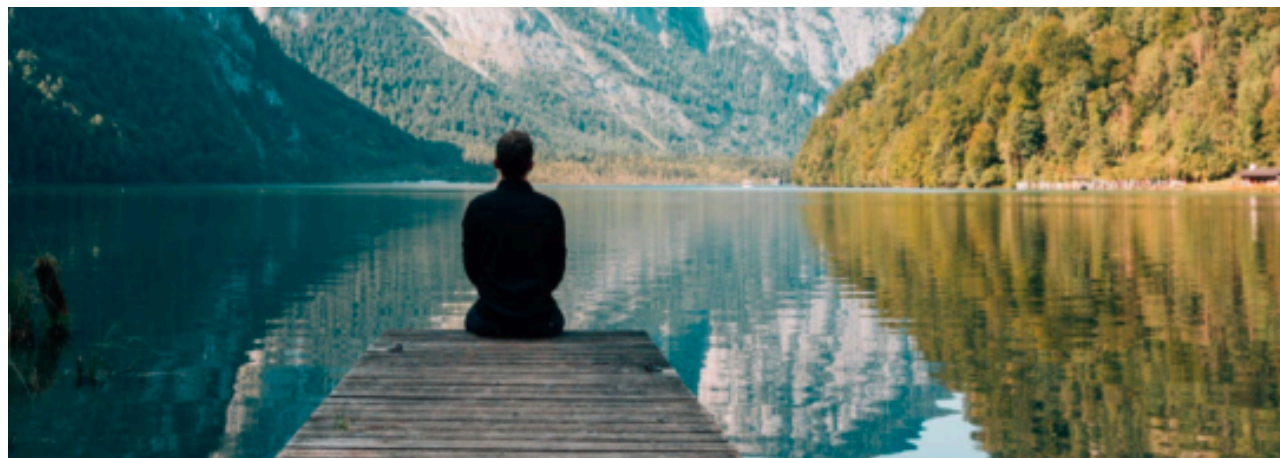
Social/Institutional power

=

-isms (racism, sexism, classism, etc.)

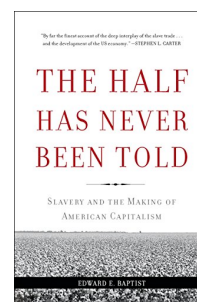
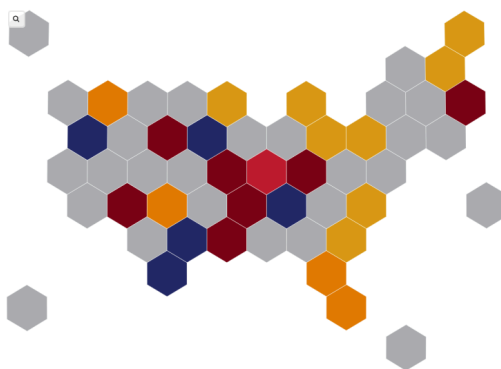
Reflect!

- Interesting!
- Made me wonder.....
- I found challenging....
- I agree with...
- I disagree with....



Part Two:

Racism has been **intentionally** woven into our nation's laws, institutions and policies, including our schools.



Participate...



US History: **Progress** and **Backlash**

Reconstruction (1863-1877)

Civil Rights Act (1875)

Jim Crow (1870's - 1968)

Civil Rights Cases (1883)

Plessy v. Ferguson (1896)

Wilmington Coup (1898)

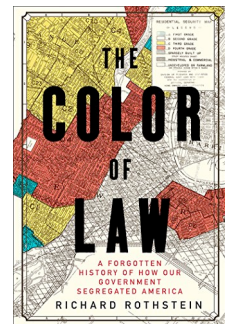
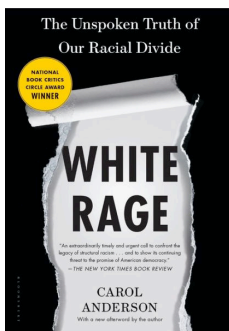
Brown v. Board (1956)

Voting Rights Act (1965)

Southern Strategy (mid-sixties - present)

Repeal of Section 4 of VRA (2013)

Voter Restrictions (2021)



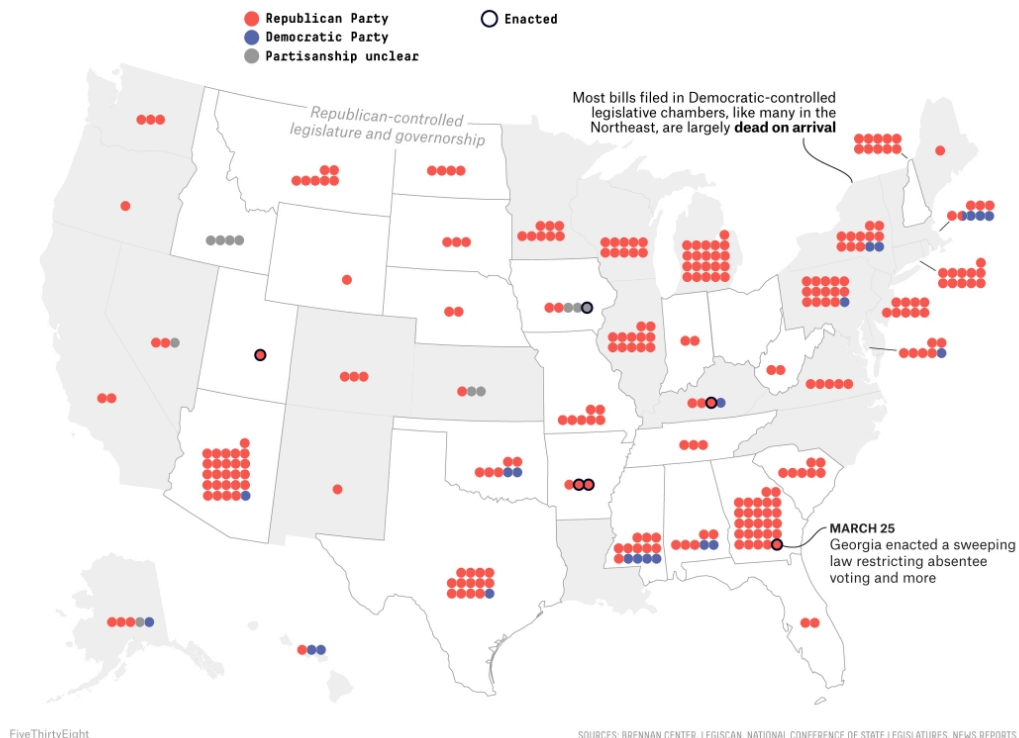
Again, intentionality...

“Y'all don't quote me on this. You start out in 1954 by saying, “N*****, N*****, N*****.” By 1968 you can't say “N*****” —that hurts you, backfires. So you say stuff like, uh, forced busing, states' rights, and all that stuff, and you're getting so abstract. Now, you're talking about cutting taxes, and all these things you're talking about are totally economic things and a byproduct of them is, blacks get hurt worse than whites.... “We want to cut this,” is much more abstract than even the busing thing, uh, and a lot more abstract than “N*****, N*****.”

Lee Atwater
Party Strategist, Reagan Campaign Deputy Director
1981 Interview



Current Voter Restriction Legislation



Implicit Bias Today

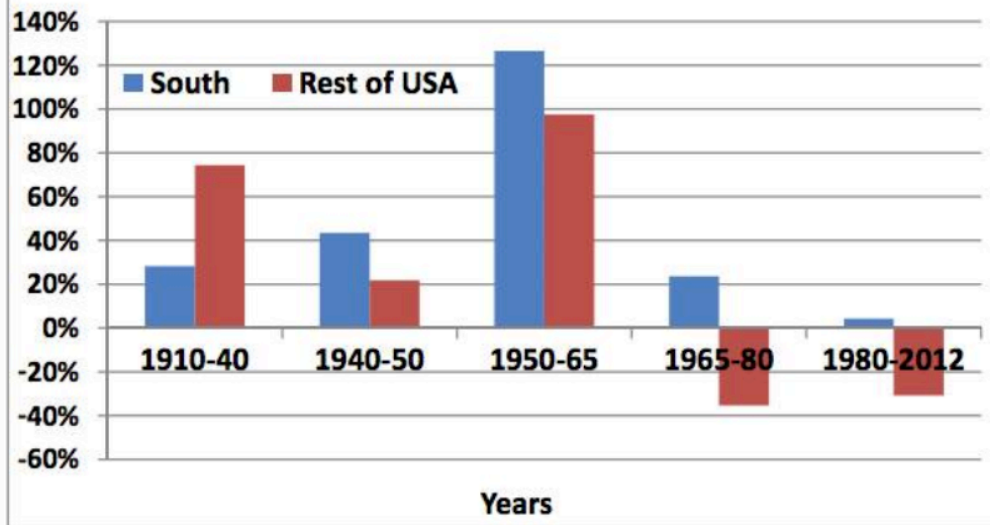
College Admissions and Activism
Facial Features and Prison Sentences
Resume Studies
Loan Rejections
Equity in Pay Raises



Meanwhile, in Independent Schools...

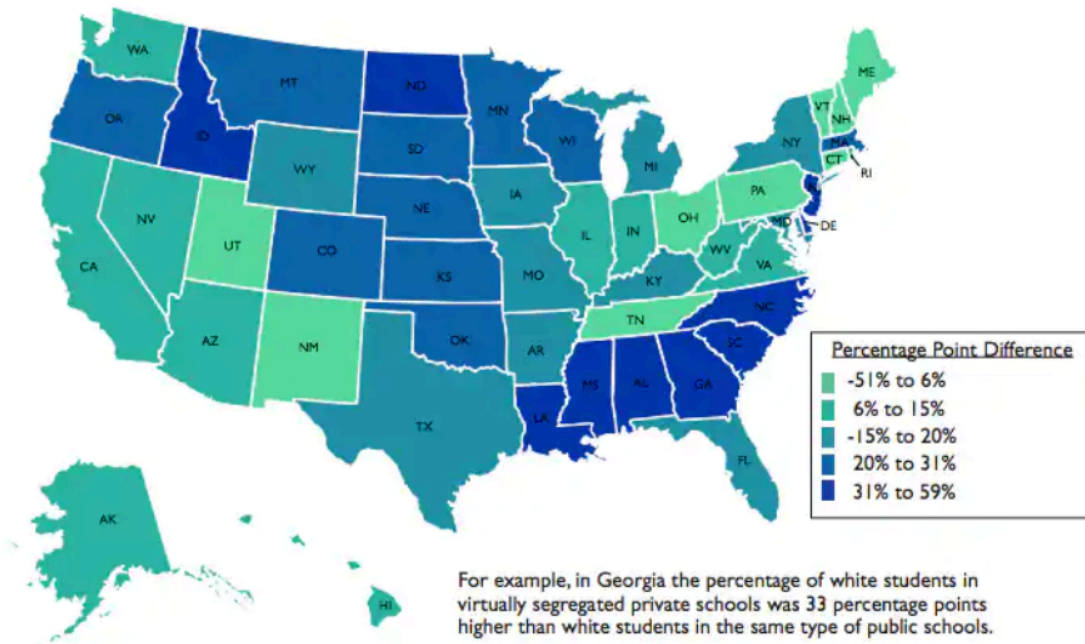


Changes in Private School Enrollment South and Rest of Nation: 1910-2012

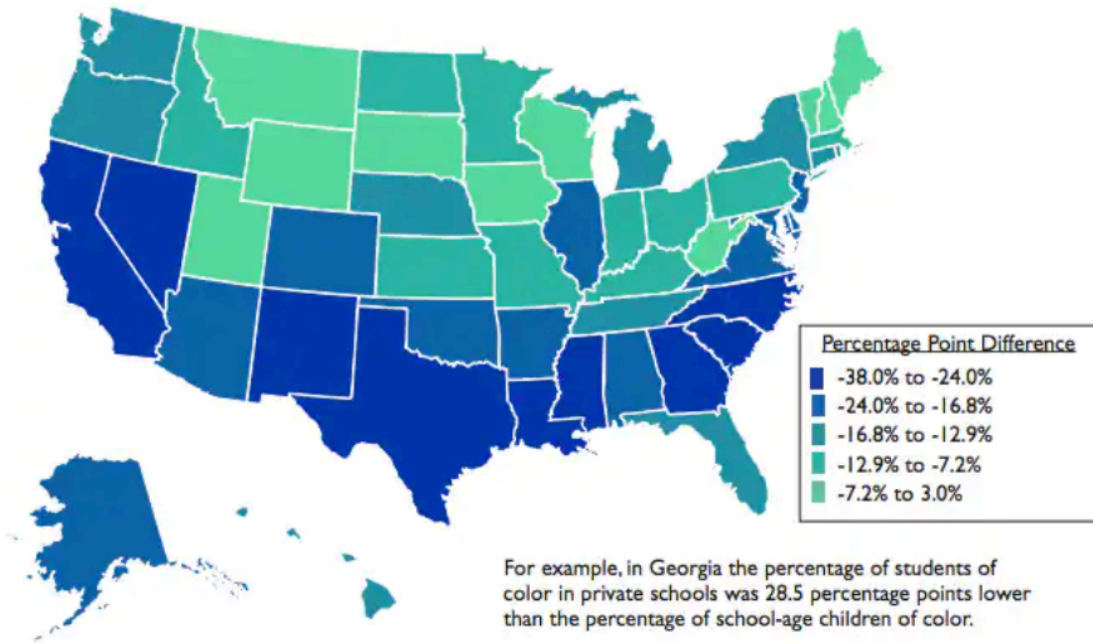


Source: Southern Education Foundation.

WHITE STUDENTS IN VIRTUAL SEGREGATION: THE EXTENT SCHOOLS EXCEED PUBLIC SCHOOLS: 2012



UNDER-REPRESENTATION OF STUDENTS OF COLOR IN PRIVATE SCHOOL: 2012



<https://www.washingtonpost.com/news/education/wp/2016/03/29/the-overwhelming-whiteness-of-u-s-private-schools-in-six-maps-and-charts/?outputType=amp>

Participate...



black@[your school here]



Instagram

"Black parents, in my experience, often feel that they are forced to choose between their children's positive self-concept and their children's quality education. This is sadly due to racism in our communities systemically keeping us from being able to access an education that will propel us socially and economically."

(30/32)

CLASS of 2010

"In 6th grade my math teacher refused to recommend me for honors math in middle school. My mom wouldn't let it go—my grades and standardized test scores were just fine for a recommendation—and I managed to worm my way around the teacher and make it in. She had recommended only a handful of students if I remember correctly—all white boys and one Black boy.

She told me I would struggle. I didn't."

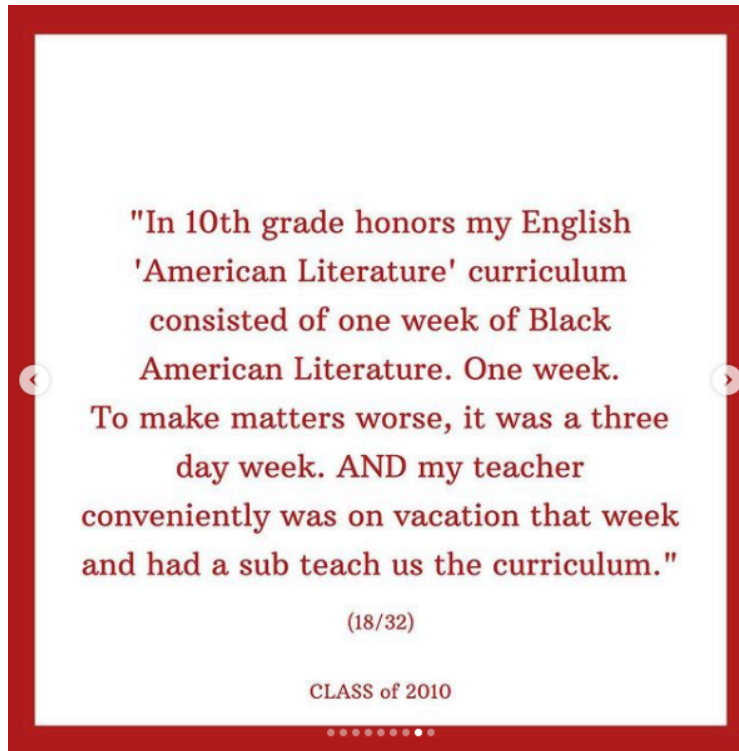
(13/32)

CLASS of 2010



In fourth grade, my "friends" were trying to figure out what the n-word was. They kept asking everyone until they came across a black kid who told them. For the rest of the day, they wouldn't stop saying it.

2025



Implicit Bias In Schools

Questioning Qualifications of People of Color

Assertion as Aggression or Defiance

Linguistic Diversity as Intellectual Deficit

Disproportionate Disciplining of Student of Color

Grading lower for non-white sounding names

Phew.



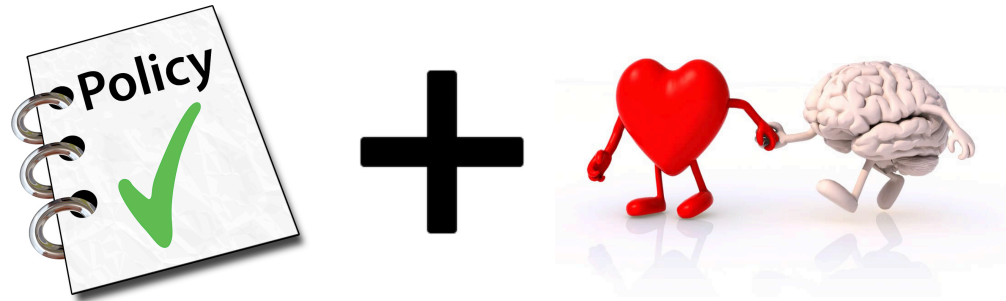
Reflect!

- I found interesting....
- Made me wonder.....
- Made me feel....
- I found challenging....
- I complete agree with...
- I completely disagree with....



Part Three:

A policy approach creates equity faster
(while you work on hearts and minds)



Diverse Schools are Stronger Schools

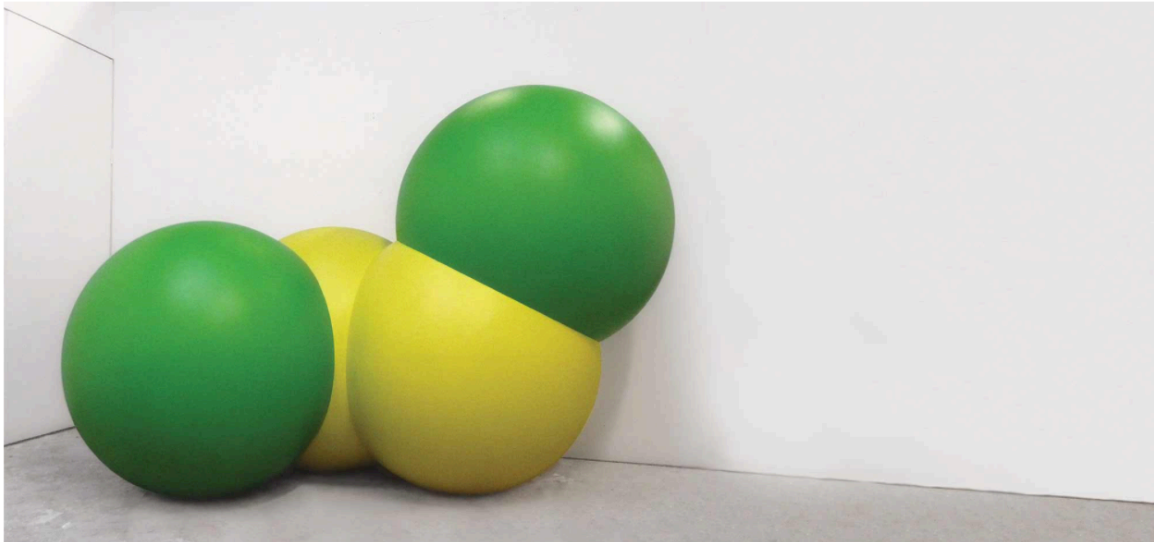
Students in integrated schools have

- Stronger academic outcomes
- Stronger critical thinking, problem solving, and creativity
- Reduced racial bias and stereotypes
- Improved students' satisfaction and intellectual self-confidence, and reduced anxiety
- Students better prepared to succeed in a global economy
- More productive, effective, and creative teams

Why Diversity Programs Fail

And what works better by Frank Dobbin and Alexandra Kalev

From the Magazine (July–August 2016)



Artwork: Roger Clarke, *The Deadliest Toxins (dsdc)*, 2009, polyester resin, fiberglass, varnish

Poor Returns on the Usual Diversity Programs

The three most popular interventions make firms less diverse, not more, because managers resist strong-arming. For instance, testing job applicants hurts women and minorities—but not because they perform poorly. Hiring managers don't always test everyone (white men often get a pass) and don't interpret results consistently.

% CHANGE OVER FIVE YEARS IN REPRESENTATION AMONG MANAGERS

Type of program	White		Black		Hispanic		Asian	
	Men	Women	Men	Women	Men	Women	Men	Women
Mandatory diversity training				-9.2			-4.5	-5.4
Job tests		-3.8	-10.2	-9.1	-6.7	-8.8		-9.3
Grievance systems		-2.7	-7.3	-4.8		-4.7	-11.3	-4.1

NOTE: GRAY INDICATES NO STATISTICAL CERTAINTY OF A PROGRAM'S EFFECT.
SOURCE: AUTHORS' STUDY OF 829 MIDSIZE AND LARGE U.S. FIRMS. THE ANALYSIS ISOLATED THE EFFECTS OF DIVERSITY PROGRAMS FROM EVERYTHING ELSE GOING ON IN THE COMPANIES AND IN THE ECONOMY.
FROM "WHY DIVERSITY PROGRAMS FAIL," BY FRANK DOBBIN AND ALEXANDRA KALEV, JULY–AUGUST 2016

© HBR.ORG

Diversity Programs That Get Results

Companies do a better job of increasing diversity when they forgo the control tactics and frame their efforts more positively. The most effective programs spark engagement, increase contact among different groups, or draw on people's strong desire to look good to others.

% CHANGE OVER FIVE YEARS IN REPRESENTATION AMONG MANAGERS

Type of program	White		Black		Hispanic		Asian	
	Men	Women	Men	Women	Men	Women	Men	Women
Voluntary training			+13.3		+9.1		+9.3	+12.6
Self-managed teams	-2.8	+5.6	+3.4	+3.9				+3.6
Cross-training	-1.4	+3.0	+2.7	+3.0	-3.9		+6.5	+4.1
College recruitment: women*	-2.0	+10.2	+7.9	+8.7		+10.0	+18.3	+8.6
College recruitment: minorities**			+7.7	+8.9				
Mentoring				+18.0	+9.1	+23.7	+18.0	+24.0
Diversity task forces	-3.3	+11.6	+8.7	+22.7	+12.0	+16.2	+30.2	+24.2
Diversity managers		+7.5	+17.0	+11.1		+18.2	+10.9	+13.6

*College recruitment targeting women turns recruiting managers into diversity champions, so it also helps boost the numbers for black and Asian-American men.

**College recruitment targeting minorities often focuses on historically black schools, which lifts the numbers of African-American men and women.

<https://hbr.org/2016/07/why-diversity-programs-fail>

Participate... 



A Few General Interventions for Bias

Counting and systematizing
Identifying common ground
Increased, meaningful, inter-group contact
Improvement of decision making processes



Domains to Consider

Hiring
Salary Equity
Admissions
Assessment and Grading
Pedagogy, Curriculum, and Lesson Design
Student Discipline
Meetings
Education of the Community



Hiring

- Identify desired competencies ahead of time and agree upon structured questions for interviews that everyone uses.
- Analyze for gateway bias. Identify organizations that promote alternative pipelines (Breakthrough Collaborative, HBCUs, IRT (Institute for Recruitment of Teachers), women's colleges and leadership cohorts, etc.).
- Examine the language and images of your websites, social media, job descriptions, etc. - whom does it invite or discourage? Is your commitment to diversity visible?



Salary Equity

- Make the salary scale of structure transparent.
- Conduct a salary audit by identity/experience
- Evaluate what you give experience credit for. Are there alternative paths or experiences that should be included?



Admissions

- Create a list of objective criteria that is applied to all students, ensure interview and essay questions draw out those criteria, and use rubrics to assess their meeting/not meeting those criteria.
- Withhold photographs, names, age and other identifiers of race or geographic location from the admissions committee until after a decision is reached.
- Examine the makeup of your admissions committee, add DEI Director.



Curriculum and Pedagogy

- Audit curriculum for inclusivity.
- How many perspectives on historical events are represented?
- What key figures and experts are elevated in the various subjects?
- Evaluate book collections and classroom readings for “windows and mirrors” (Emily Style).



Assessment and Grading

- Design rubrics and point systems that have objective and observable evidence as criteria.
- Provide students exemplars for a range of successful approaches to assignments.
- Hide student names when you grade.



Discipline

- Actively teach SEL and anti-bias strategies to minimize student misbehavior.
- Collect data - do the disciplinary cases reflect the distribution of the general population? If not, who is over or underrepresented?
- Write clear policy about what constitutes a violation of behavioral standards and clearly communicate to parents and students.



Meetings

- Create community norms
- Who speaks? Who takes the majority of the airtime?
- Are similar ideas ignored when it comes from one person and seen as a great idea when it comes from someone else?
- Who interrupted? Who was interrupted?
- Is gregariousness or talkativeness rewarded over deliberateness and quiet reflection?



Your Diversity Task Force...

Hiring

Salary Equity

Admissions

Assessment and Grading

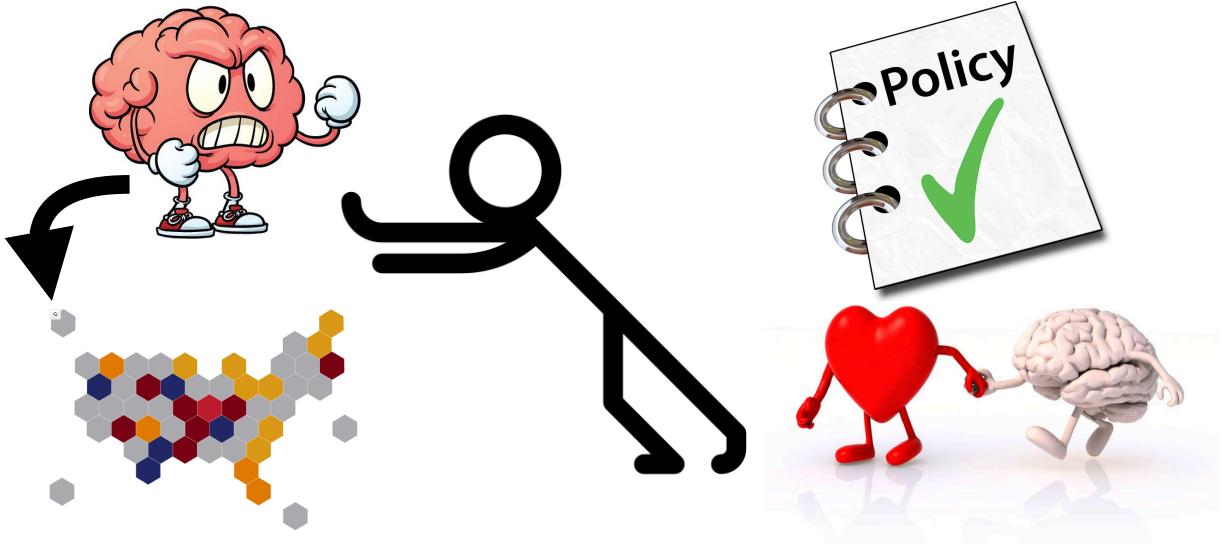
Pedagogy, Curriculum, and Lesson Design

Student Discipline

Meetings

Education of the Community





Bibliography

- Whistling Vivaldi, Claude Steele
- White Rage, Carol Anderson
- The Color of Law, Richard Rothstein
- The Half Has Never Been Told, Edward Baptist
- Culturally Responsive Teaching And The Brain, Zaretta Hammond

