

FINAL RESEARCH REPORT

SURVEY ON RACISM, IMPLICIT BIAS, AND OTHER FORMS OF DISCRIMINATION

KEY FINDINGS AND RECOMMENDATIONS

Prepared by

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- Student Members of the Board of Education of Harford County:
 - **Christian Walker**, *Former Student Board of Education Member*
 - **Phoebe Bailey-Probst**, *Current Student Board of Education Member*

- Survey Contributors and Reviewers:
 - **Dr. Paula Stanton**, *Supervisor of Equity and Cultural Proficiency*
 - **Lindsay Bilodeau**, *Communications Specialist*
 - **Christian Walker**, *Former Student Board of Education Member*
 - **Phoebe Bailey-Probst**, *Current Student Board of Education Member*
 - **Dr. Sean Bulson**, *Superintendent of Schools*
 - **Jacqueline Tarbert**, *Director of Organizational Development and Continuous Learning*
 - **Dr. Dyann Mack**, *Director of Elementary School Instruction and Performance • Ed Services*
 - **Dr. Susan Brown**, *Executive Director of Curriculum, Assessment, and Instruction*
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 - **Craig Killoran**, *Enterprise Infrastructure and Operations Team Leader*
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INTRODUCTION

In May 2020, former Student Member of the Board of Education (SMOB) of Harford County, Christian Walker, and incoming SMOB, Phoebe Bailey-Probst, approached the Superintendent of Schools Sean Bulson, Ed. D. to suggest conducting a survey to learn about student perceptions of racism, implicit bias, and other forms of discrimination within Harford County Public Schools (HCPS).

Dr. Bulson encouraged Mr. Walker and Ms. Bailey to work with Mr. Yakoubou Ousmanou, manager of Research and Program Evaluation, and Dr. Paula Stanton, supervisor of Equity and Cultural Proficiency, to develop and administer the HCPS Survey on Racism, Implicit Bias and Other Forms of Discrimination. Dr. Bulson and his senior leadership team encouraged the administration of this survey and provided all the resources and support needed to successfully launch the survey; and pledged to use the findings of the survey to help address the issues of systemic racism, implicit bias, and other forms of discrimination in HCPS.

RESEARCH QUESTIONS AND KEY OBJECTIVES

This research report presents key findings and recommendations from an analysis of the aforementioned survey. The following research questions guided the analysis of both closed and open-ended responses to the survey.

1. What are current student perceptions of racism, implicit bias, and other forms of discrimination within HCPS?
2. What are HCPS' current areas of strength and areas of improvement as related to student perceptions of racism, implicit bias, and other forms of discrimination within the district?
3. What advocacy do HCPS students believe is needed from their Student Members of the Board of Education around these issues?

METHODOLOGY

HCPS administered the anonymous survey in June 2020 and received 3,912 responses after data cleaning, a process for removing incomplete, irrelevant, or duplicate responses from the raw survey data.

Respondent Characteristics (n=3,912)					
Grade Level	<i>n</i>	%	Race/Ethnicity	<i>n</i>	%
Elementary School (Grade 5)	176	4%	Asian American	279	7%
Middle School (Grade 6-8)	1,581	40%	Black or African American	670	17%
High School (Grade 9-12)	2,155	55%	White	2,370	61%
Gender	<i>n</i>	%	Hispanic/Latino	157	4%
Male	1,240	32%	Two or more races	407	10%
Female	2,587	66%	American Indian/Alaskan Native or Native Hawaiian/Pacific Islander	29	1%
Non-Binary	85	2%			

Of the 3,912 responses, 1,914 (48.9%) provided comments for at least one of the open-ended questions analyzed. American Indian/Alaskan Native or Native Hawaiian/Pacific Islander segmentations were excluded from open-end analysis (less than 20 respondents). An internal team of HCPS researchers and staff members, as well as an external team of researchers from a third-party independent research firm, conducted the quantitative and qualitative data analysis of the survey responses and used topic modeling analysis, a statistical model for identifying “topics” that occur in a collection of open-ended survey and written responses.¹ Percentages may sum to greater than 100% for open-ended questions where responses can be classified across multiple topics.

¹ Feinerer, I., K. Hornik, & D. Meyer. (2008). Text Mining Infrastructure in R. Journal of Statistical Software, 25(5), 1 - 54.

Results are presented aggregated and segmented by grade level, by gender, and by race/ethnicity. For full aggregated and segmented results, please consult the accompanying data supplement included in this report. Statistically significant differences (95% confidence level) between groups are noted with an **asterisk**. Question text and answer options are sometimes truncated for clarity and brevity. A dagger symbol “+” designates an abbreviated response. For the full text, please consult the data supplement. Data labels for values less than 5% are removed from some figures to improve legibility. Additionally, in the Appendix B of this report, we reproduced quotes (comments provided by survey respondents) nearly verbatim but made few edits to correct typos when needed.

Please note that findings should be interpreted as reflecting the sample, which may not necessarily align with the HCPS student population as a whole.

RECOMMENDATIONS

The findings included in this report supports the following three (3) recommendations to help effectively address the issues of systemic racism, implicit bias, and other forms of discrimination.



I. Engage in strategic planning around racism, implicit bias, and discrimination.

Students have identified these as issues throughout the district; however, additional data collection, analysis, and planning are required in order to ensure comprehensive, long-term improvements to district climate and culture. Further research and analysis will help determine the extent of racism, implicit bias, and discrimination in HCPS schools, the impact of these issues on student and staff outcomes, and the most appropriate evidence-based strategies and programs the district should implement to make improvements.



II. Audit and analyze current curricula and programming for the inclusion of diverse experiences and perspectives.

Currently, a majority of students do not believe they are learning about the experiences and history of persons of color. Changes to core curricula, library resources, extracurricular programming, and other student offerings as a result of the audit and analysis should ensure the incorporation of multiculturalism as well as anti-racism and anti-oppression.



III. While students seek harsher consequences for those who engage in racist or discriminatory actions, the district should review the secondary literature before making changes to policy.

Punitive measures may produce short-term individual change but may not serve to fundamentally improve school climate and culture or reduce racism or discrimination on school campuses.

KEY FINDINGS



1. Most student respondents say teachers and staff members create an overall inclusive environment at HCPS. A majority (68-69%) of all student respondents agree or strongly agree their school is welcoming and inclusive to students of all skin colors, cultures, religions, and other personal traits and that both their teachers and their principals and school administrators treat all students equally, regardless of their skin color.² Positive impressions of inclusion at HCPS are almost universal among students in elementary school (90% or higher agree or strongly agree on all school environment measures) as well as by about three-quarters of students who are white (73% or higher agree or strongly agree on all school environment measures).



2. Most student respondents indicate they have been encouraged to take advanced or honors classes or participate in extracurriculars. More than two-thirds (68%) of all student respondents, and 82% of high school students indicate a teacher has encouraged them to take honors or advanced classes.³ Students who are white (70%) are more likely to affirm this statement than students who are Black or African American (66%). Additionally, 80% of all student respondents say they have been encouraged to participate in extracurricular activities at school. Students who are Hispanic/Latino, however, are somewhat less likely to agree with this statement (71%).



3. Student respondents feel comfortable discussing racism and discrimination with their parents and their peers. More than three-quarters of all student respondents (77-82%) agree or strongly agree that they are comfortable talking about racism with their parents, an adult they are close with, or their classmates or peers.⁴ A majority of student respondents (51% agree or strongly agree) also affirm they are comfortable talking with their teachers about racism; however, only 41% of student respondents who are Black or African American, and less than half (45%) of students who identify with two or more races, agree or strongly agree they are comfortable speaking on this issue with their teachers.



4. Slightly less than half of student respondents agree that racism and implicit bias are problems at HCPS. Approximately 40% of student respondents agree or strongly agree that both racism and implicit bias are problems at HCPS,⁵ including a majority (52% agree or strongly agree) of student respondents in high school.



5. Most student respondents have personally witnessed or experienced racist and hurtful comments from their peers. About three-quarters (73-74%) of all student respondents say they have heard a classmate or peer make a racist comment or joke to or about another student, or listened to another student make a biased and hurtful comment about another student.⁶ And nearly half (46%) say they have personally experienced a classmate or peer making a racist comment or joke to or about them, including 54% of student respondents in high school and about two-thirds (67-69%) of student respondents who are Hispanic/Latino or Asian American.



6. Student respondents have also personally witnessed or experienced racist and hurtful comments from adults at school. One-third (33%) of student respondents say they have heard an adult at school make a biased and harmful comment to another

² See Appendix A, pages 16 and 17

³ See Appendix A, pages 24 and 25

⁴ See Appendix A, pages 13, 14, and 15

⁵ See Appendix A, pages 19 and 20

⁶ See Appendix A, pages 21 and 22

student.⁷ Additionally, 18% have listened to an adult at school make a racist comment or joke about another student, including 24-25% of students who are Black or African American, Hispanic/Latino, or identify with two or more races.



7. Slightly less than half of student respondents agree that the experiences and history of persons of color are reflected in the classroom or school libraries. Only 46% of student respondents, including 34% of student respondents who are Black or African American, agree or strongly agree that what they learn in school reflects the experiences and history of persons of color.⁸ Additionally, just 40-42% of students agree or strongly agree their texts in the school library and classroom reflect the racial diversity of their country and their school.



8. Half or more of student respondents do not feel represented by the teachers at school. Half of the student respondents (50%) disagree or strongly disagree that the racial diversity of teachers at their school is similar to the racial diversity of students.⁹ including 57% of student respondents in high school and nearly two-thirds (63%) of Black or African American student respondents.



9. Student respondents who are in high school, identify as female or non-binary, and/or are Black or African American are more likely than their peers to agree that racism and discrimination exist at HCPS.

While a majority of high school students (52%) agree or strongly agree racism is a problem at HCPS, students in middle school (45%) and elementary school (66%) are more likely to disagree or strongly disagree with this sentiment.¹⁰

Student respondents who identify as female (45%) and a majority of student respondents who identify as non-binary (51%) agree or strongly agree that racism is a problem at HCPS. In contrast, student respondents who identify as male disagree with this sentiment (45% disagree or strongly disagree).

Less than half of white student respondents disagree or strongly disagree with the statement that racism is a problem at HCPS (41%); however, a majority of student respondents who are Black or African American agree or strongly agree that racism is a problem at HCPS (56%). Student respondents who are Asian American, Hispanic/Latino, and identify with two or more races are also more likely to agree or strongly that racism is a problem at HCPS (47-48%).



10. Most student respondents want HCPS to do more to address racism and implicit bias at HCPS. About six-in-ten (59-61%) student respondents agree or strongly agree HCPS needs to do more to address both racism and implicit bias,¹¹ including more than two-thirds (67-69% agree or strongly agree) of respondents in high school and about half (51-52% agree or strongly agree) of respondents in middle school.



11. Student respondents suggest that HCPS prioritize increasing education on the Black, Indigenous, and other People of Color (BIPOC) experience and culture and implementing harsher consequences for discriminatory actions of students and teachers. In open-end responses on preferred actions for the future Student Members of the Board of Education (SMOB),¹² respondents consistently give two thematic responses: 1) offer more lessons on the history of the African American experience, Asian American experience, Hispanic/Latino experience, and other groups who not currently

⁷ See Appendix A, pages 21 and 23

⁸ See Appendix A, pages 16 and 18

⁹ See Appendix A, pages 16 and 18

¹⁰ See Appendix A, pages 14 and 15

¹¹ See Appendix A, pages 19 and 20

¹² See Appendix B, pages 30, 31, and 32

discussed (23%); and 2) implement stricter and more consistent punishments for students and adults who commit racist or discriminatory actions or comments (19%). Additionally, many student respondents want the SMOB to speak out and educate other students on biased language and actions (15%).

HCPS RESPONSE TO RECOMMENDATIONS AND KEY FINDINGS

On Monday, August 10, 2020, Dr. Bulson, Mr. Ousmanou, and Dr. Stanton, presented the preliminary results and findings of the *HCPS Survey on Racism, Implicit Bias and Discrimination* to the Board of Education.

While this final report was not yet published on August 10, 2020, detailed results of the survey questions and responses were posted on the HCPS Board of Education website at that time along with the presentation.

Link to Survey Results Posted on August 10, 2020 on HCPS Website:

<https://www.hcps.org/boe/BoeAgendaExhibits.aspx?MeetingID=2303>

Link to the August 10, 2020 BOE Presentation:

<https://www.hcps.org/boe/BoeAgendaExhibits.aspx?MeetingID=2318>

The survey results posted on the HCPS website do not include the analysis of all the anecdotal comments received from the survey respondents; however, sample comments received from the survey are included in the presentation.

This final report only differs from the preliminary report in that it includes more sample comments from the survey, additional analysis of the comments, and the following summary of the initiatives that we are currently implementing as a result of the survey. We honor the confidentiality of the survey responses and comments received by not releasing information that could help identify the survey respondents. We received more than 3,900 responses and comments.

Summary of HCPS Initiatives In Response to Survey Findings:

I. HCPS is releasing the final report of this survey in coordination with our work on the Superintendent's Task Force on Equity.

- This task force is developing policy procedures for implementing the recently adopted HCPS Equity Policy and working with the Manager of Research and Program Evaluation (North Star) to coordinate the work that has begun in anticipation of the public release of this final report.
- This coordination will include the work of established student groups across the county (the Superintendent's Student Advisory Council and Voices of Equity).
- These groups meet regularly with facilitators and ***are planning a summit to address racism, discrimination, and implicit bias.*** They will be using key findings and recommendations from this survey report as part of their plan for the summit.

II. On September 14, 2020, Dr. Susan Brown, executive director of Curriculum, Assessment, and Instruction, delivered a presentation to the Board of Education about the work her team completed to address issues related to inclusivity and diversity in the HCPS curriculum.

- They created 40-week Critical Content Instructional Pacing Guides with a clear focus on being more inclusive and diverse for the 2020-21 school year.
- That work emphasizes diverse writers and viewpoints, as well as the removal of outdated novels, e.g., *Maniac Magee*, from the curriculum with a more diverse selection of contemporary novels written by authors like Jason Reynolds, Angie Thomas, and Marijane Satrapi.

- III. Also, in September 2020, all instructional staff participated in professional development that included findings and recommendations from the survey.**
- The professional learning included: learning about the history of desegregation in HCPS, reading about and viewing clips of microaggressions, implicit bias, and discrimination in HCPS and beyond and applying their learning to solve authentic school scenarios related to racism, bias, and discrimination.
- IV. On October 12, 2020, Dr. Stanton, delivered a presentation to the Board of Education describing those efforts.**
- V. On December 21, 2020, the Board of Education ratified the new Board Policy Entitled Educational Equity. In addition to other activities described above, Dr. Stanton facilitates the work of four representative teams whose job will be to develop administrative procedures to describe how HCPS will implement this new policy.**
- The teams are consistent with the major focus areas found in the state’s policy on educational equity and represent the following four areas: Academic Achievement and Growth, Leadership and Human Capital, School Climate and Culture, and Educator and Staff Capacity.
- VI. In January 2021, HCPS partnered with the Mid-Atlantic Equity Consortium (MAEC) to audit our policies, procedures, and processes and to conduct a needs assessment of our work to advance equity.**
- They have already begun meeting with focus groups that include faculty, staff, parents, and students. Upon completion of the needs assessment, HCPS will work with MAEC to co-create professional development that addresses their findings as well.
 - The purpose of these focus groups is to gain additional information that we may not have been able to gather in the original survey on racism. One of the questions that focus group participants are being asked is: ***How does race, language, or class play a role in how students are treated, taught, or disciplined?***
- VII. In February 2021, HCPS leadership engaged in work that included reflecting on the results of the survey, continuing our work of engaging in professional learning about racism, privilege, and a sense of belonging (using the work of Ijeoma Oluo, So You Want to Talk about Race), and committing to actionable ways to develop a mindset of belonging as we prepare to re-open schools for in-person learning.**
- VIII. In March 2021, HCPS leadership continued the conversation from February 2021 by engaging in sessions in which they explored and refined their individual definitions of racism in order to develop a shared understanding of how racism, prejudice, bias, and discrimination show up in our interactions, processes, and policies and to work on ways to respond and address them.**
- These sessions will also be offered for teachers and staff during the countywide April 6th professional development day.

CONCLUSIONS

To help address the issues of systemic racism, implicit bias, and other forms of discrimination in HCPS, the school district conducted a comprehensive student survey and used the following research questions:

1. What are current student perceptions of racism, implicit bias, and other forms of discrimination within HCPS?
2. What are HCPS' current areas of **strength** and areas of **improvement** as related to student perceptions of racism, implicit bias, and other forms of discrimination within the district?
3. What advocacy do HCPS students believe is needed from their SMOB around these issues?

What are the current student perceptions of racism, implicit bias, and other forms of discrimination within hcps?

While students report an overall inclusive environment at HCPS, they also identify racism, implicit bias, and discrimination at HCPS as issues of concern. Students report instances of peers and school staff members making inappropriate comments or jokes. Additionally, students note a lack of diverse representation in the curriculum and the staff. Students who are Black or African American, Asian American, or identify with two or more races, as well as students in high school or students who identify as female or non-binary, are more likely to affirm the existence of implicit bias and racism at HCPS.

What are HCPS' current areas of strength as related to student perceptions of racism, implicit bias, and other forms of discrimination within the district?

Overall, student respondents believe teachers and adults work to create a general feeling of inclusion for students of all backgrounds. Most student respondents feel comfortable discussing issues of racism with their parents and peers, and a majority of students feel comfortable discussing issues with their teachers. Additionally, many student respondents have been encouraged by their teachers to participate in extracurriculars or to take advanced classes.

What are HCPS' current areas for improvement related to student perceptions of racism, implicit bias, and other forms of discrimination within the district?

Student respondents identify a need to reduce racially insensitive and discriminatory comments from their peers, as well as inappropriate comments from adults. Additionally, student respondents seek greater integration of the experience and history of persons of color into the classroom to understand the perspective of their classmates and feel represented at school.

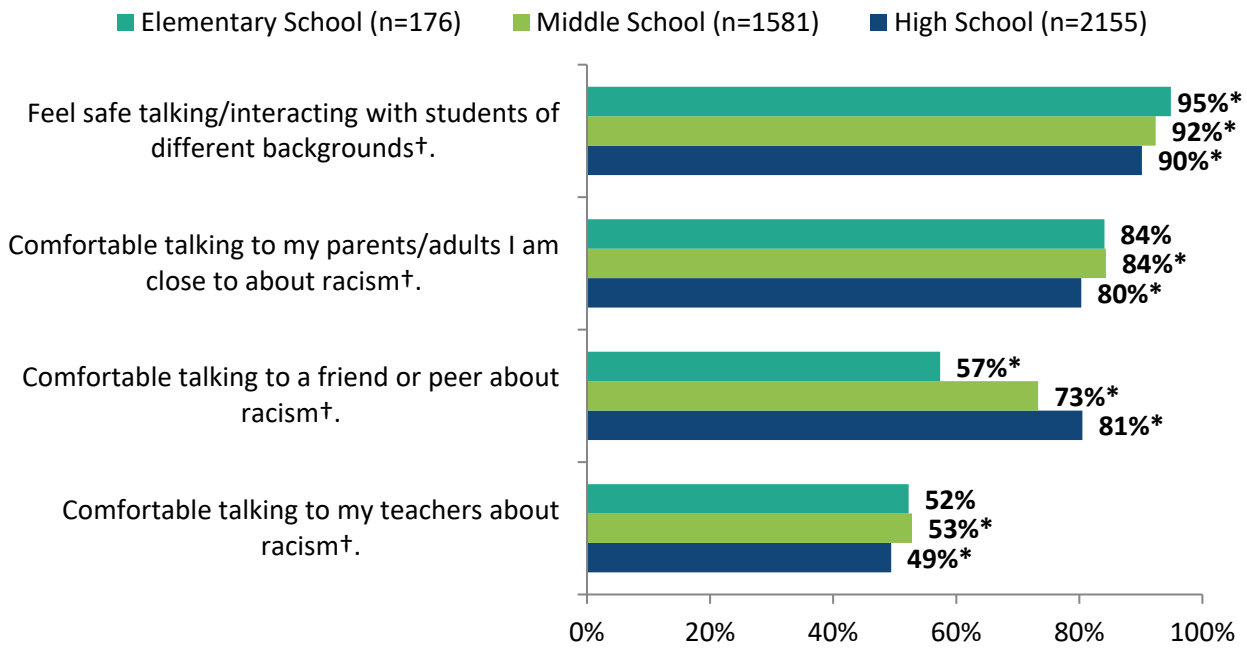
What advocacy do HCPS students believe is needed from their SMOB around these issues?

Among student respondents who seek specific actions, two consistent themes emerge:

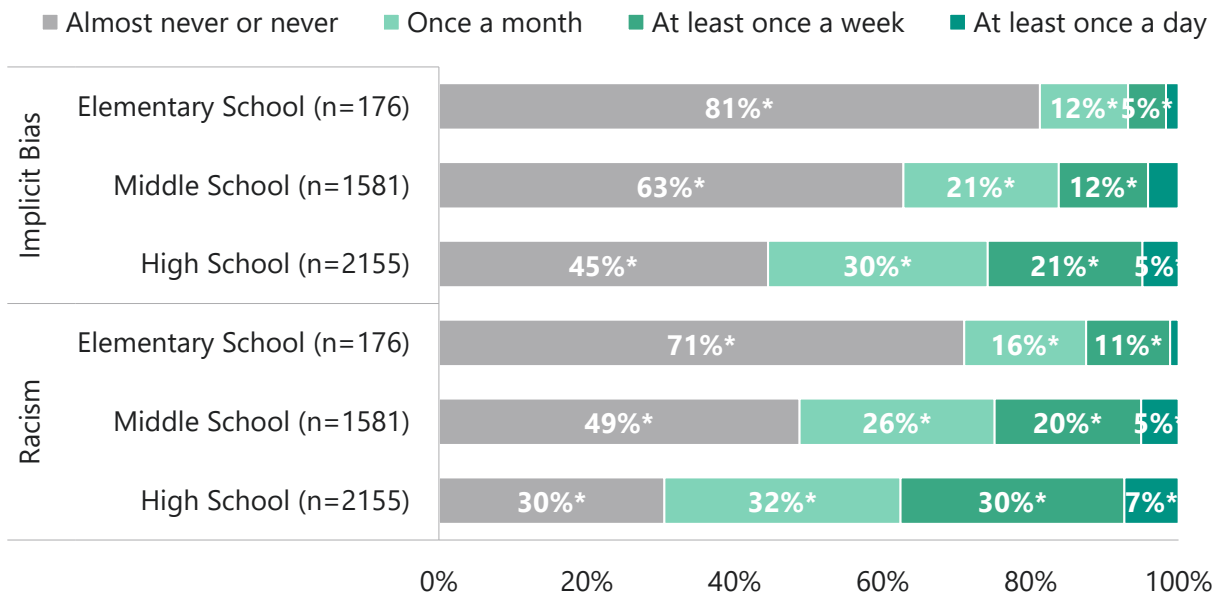
1. Includes more tangible consequences for those who make discriminatory comments or commit racist or discriminatory actions; and
2. Improve integration of the history and experience of persons of color into the classroom.

APPENDIX A: CLOSE-ENDED RESULTS

Please say how much you agree or disagree with the following statements: *Discussing Racism*
 %Agree + %Strongly Agree

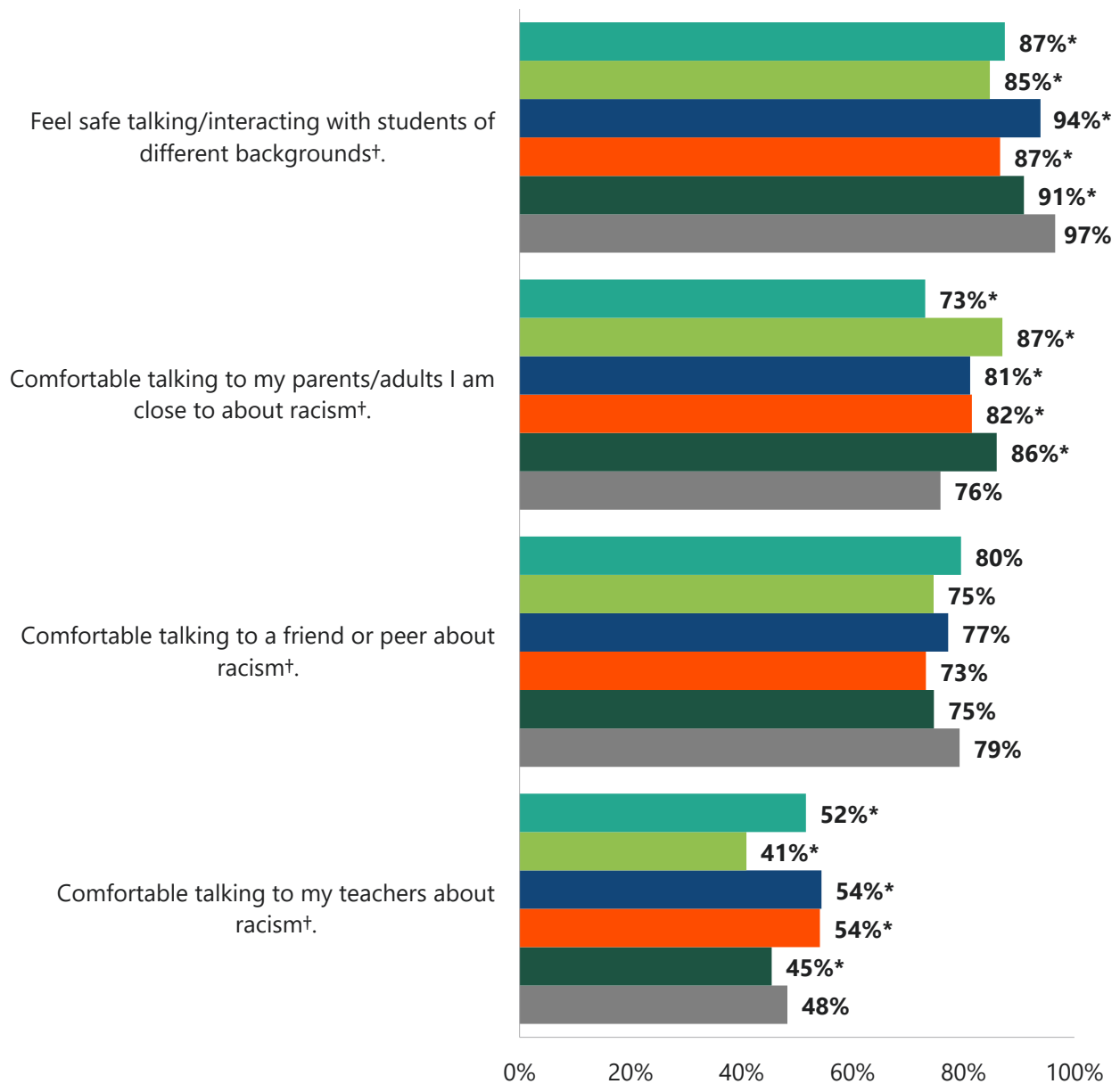


How often do you find yourself in a situation where you are talking with people directly about (racism/implicit bias)?



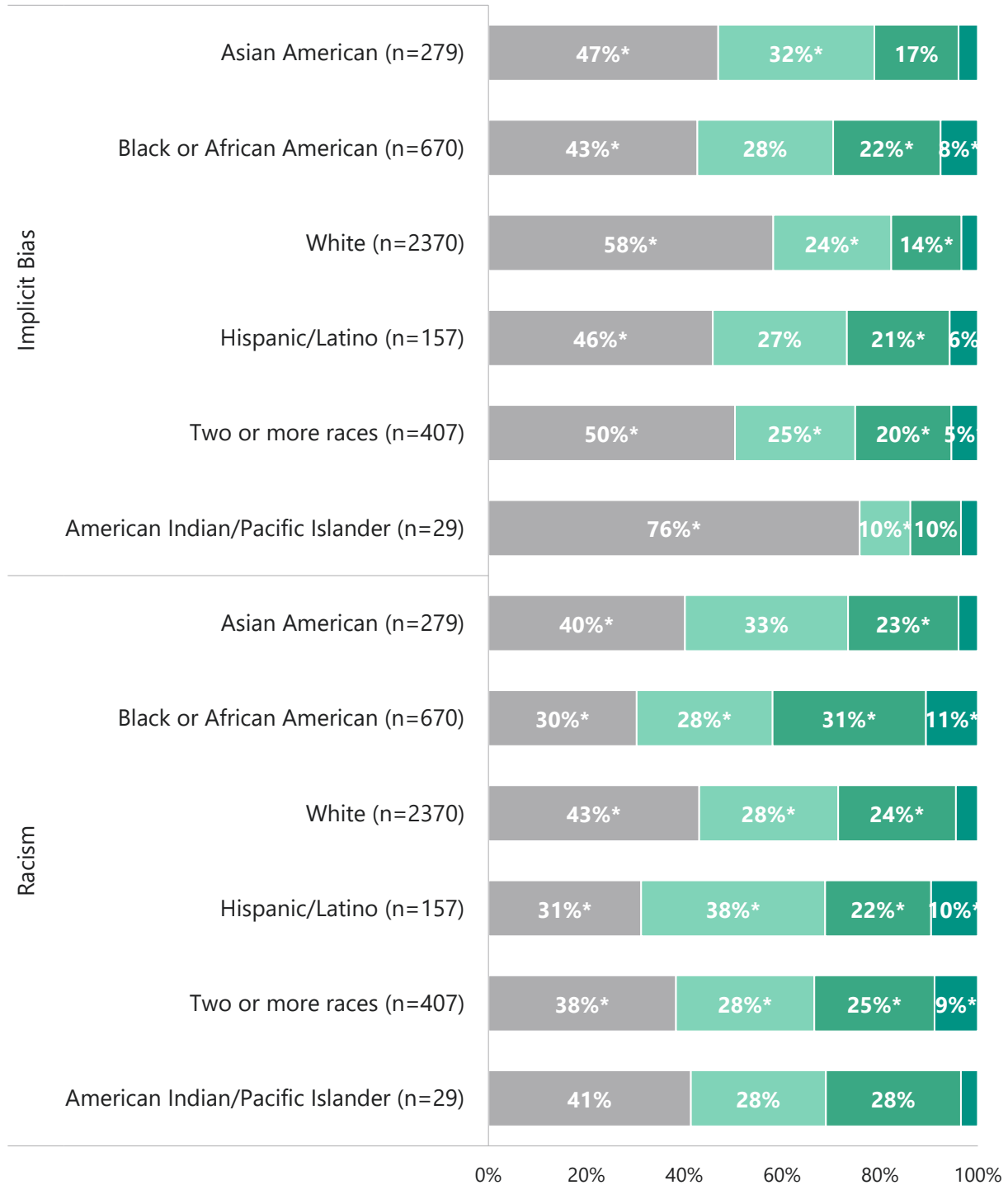
Please say how much you agree or disagree with the following statements: *Discussing Racism*
%Agree + %Strongly Agree

- Asian American (n=279)
- Black or African American (n=670)
- White (n=2370)
- Hispanic/Latino (n=157)
- Two or more races (n=407)
- American Indian/Pacific Islander (n=29)

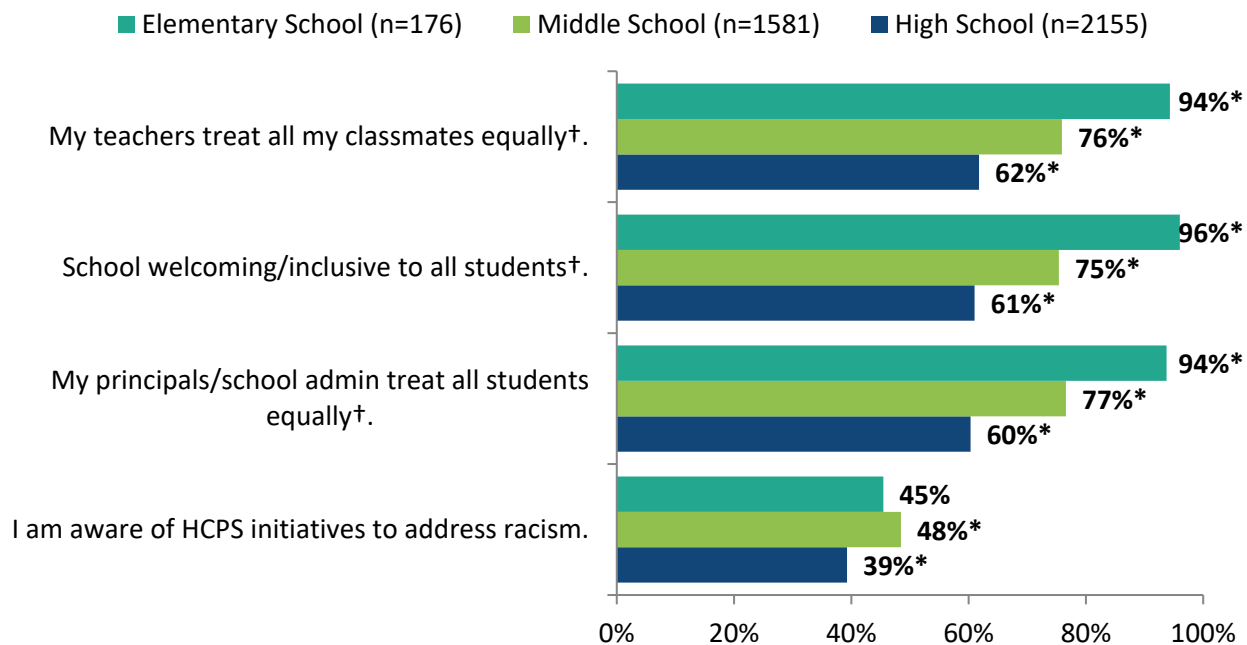


How often do you find yourself in a situation where you are talking with people directly about (racism/implicit bias)?

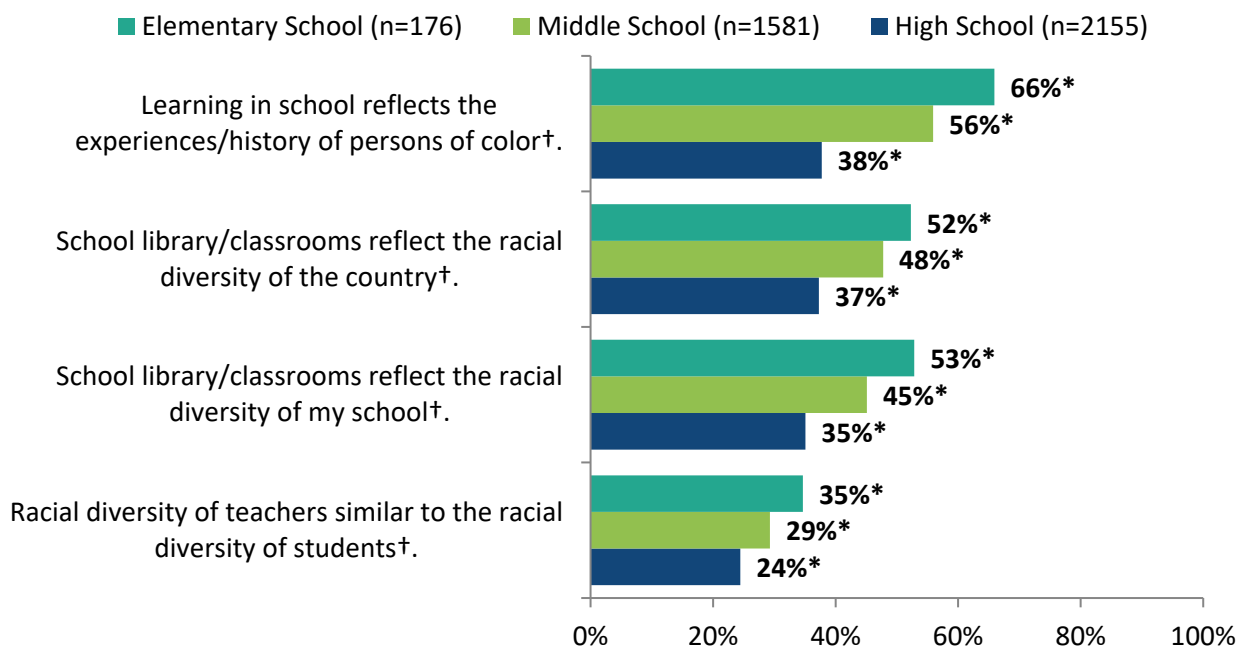
■ Almost never or never ■ Once a month ■ At least once a week ■ At least once a day



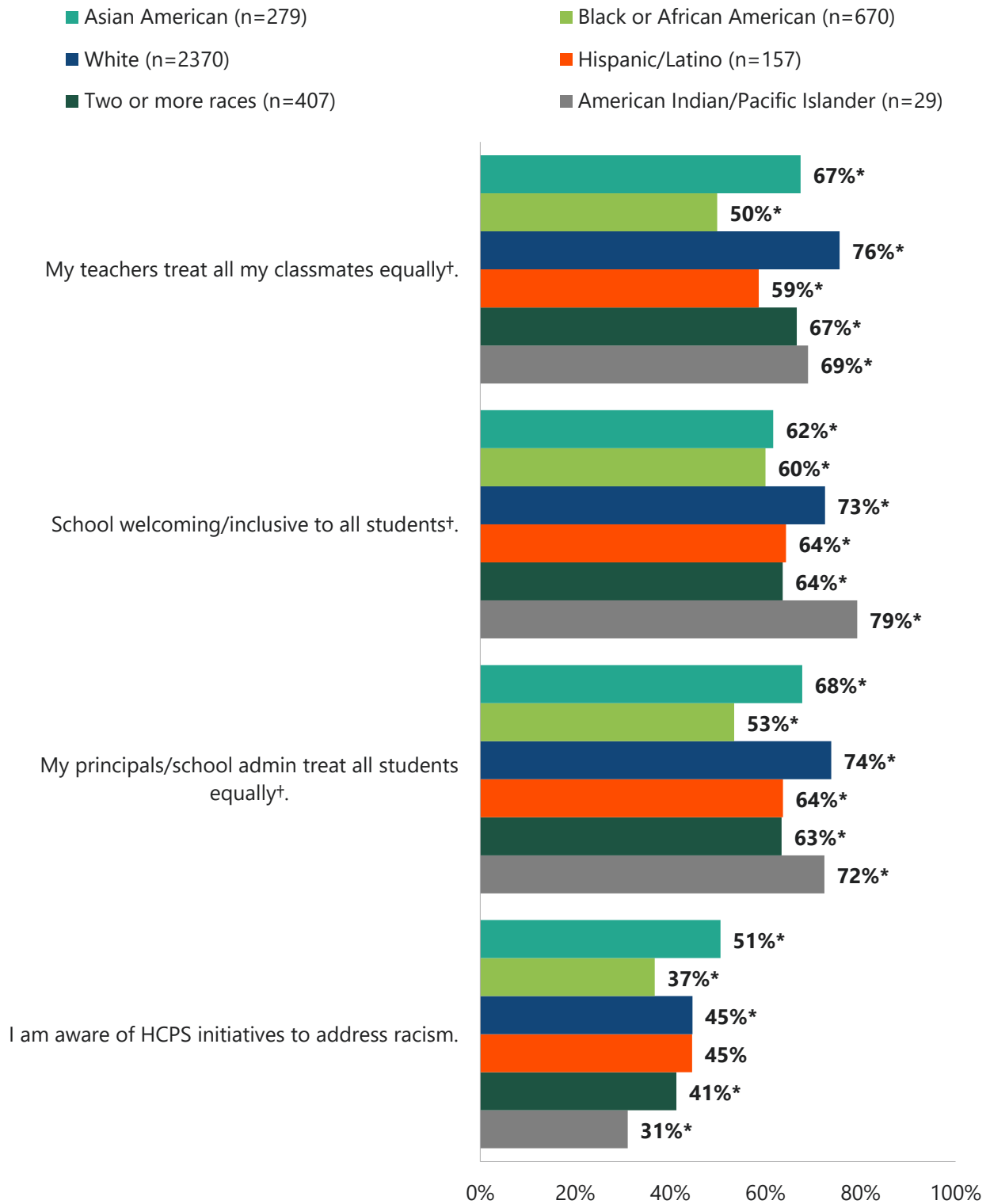
Please say how much you agree or disagree with the following statements: *School Environment*
 %Agree + %Strongly Agree



Please say how much you agree or disagree with the following statements: *Representation in the Classroom*
 %Agree + %Strongly Agree

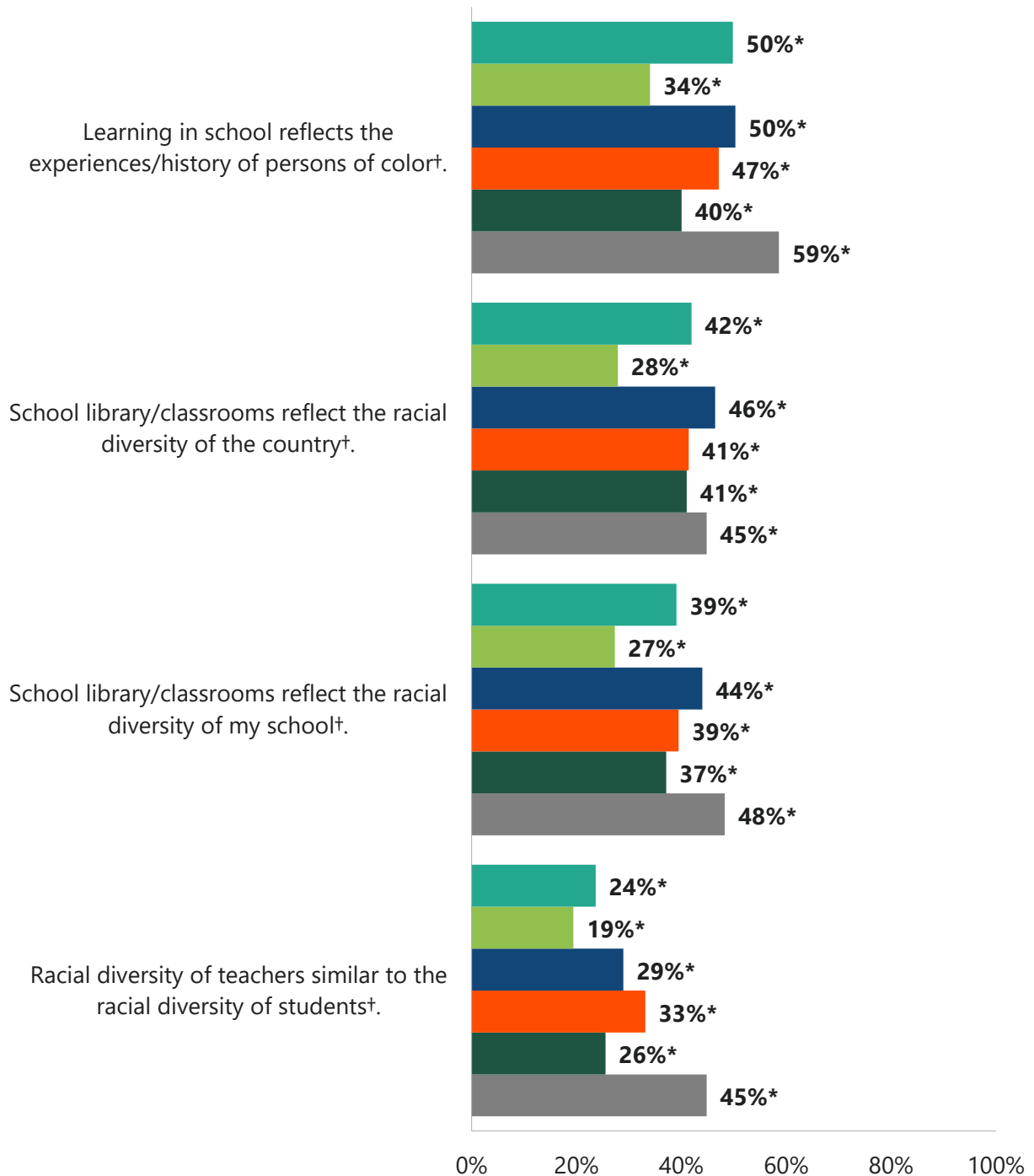


Please say how much you agree or disagree with the following statements: *School Environment*
%Agree + %Strongly Agree

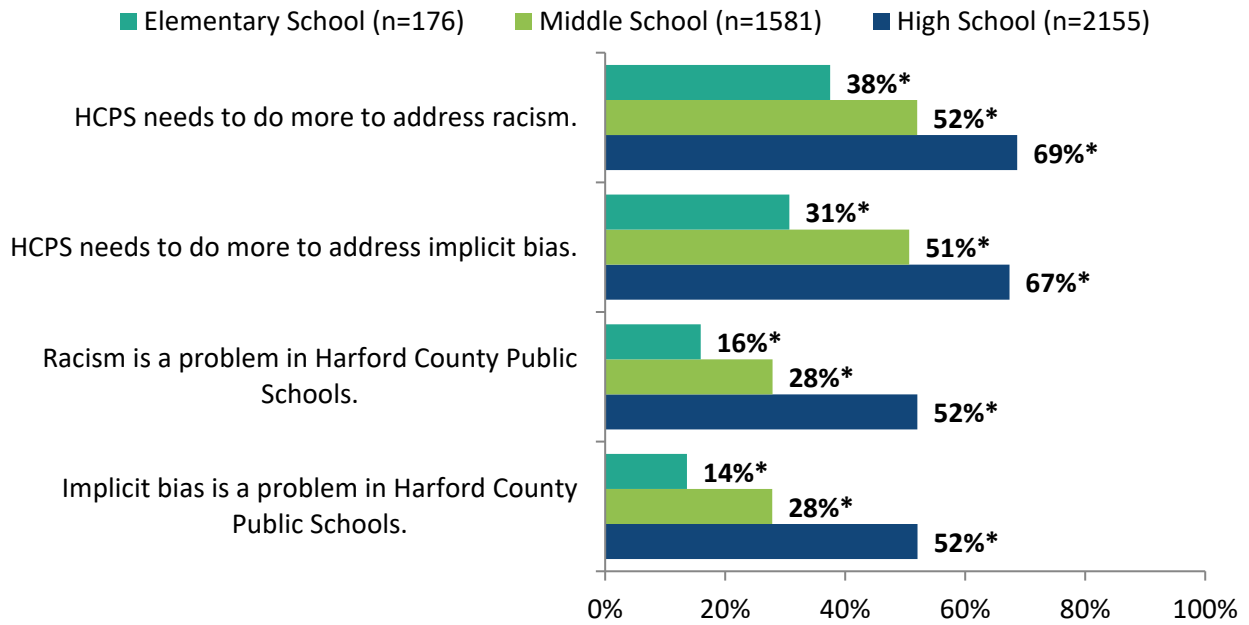


Please say how much you agree or disagree with the following statements: *Representation in the Classroom*
%Agree + %Strongly Agree

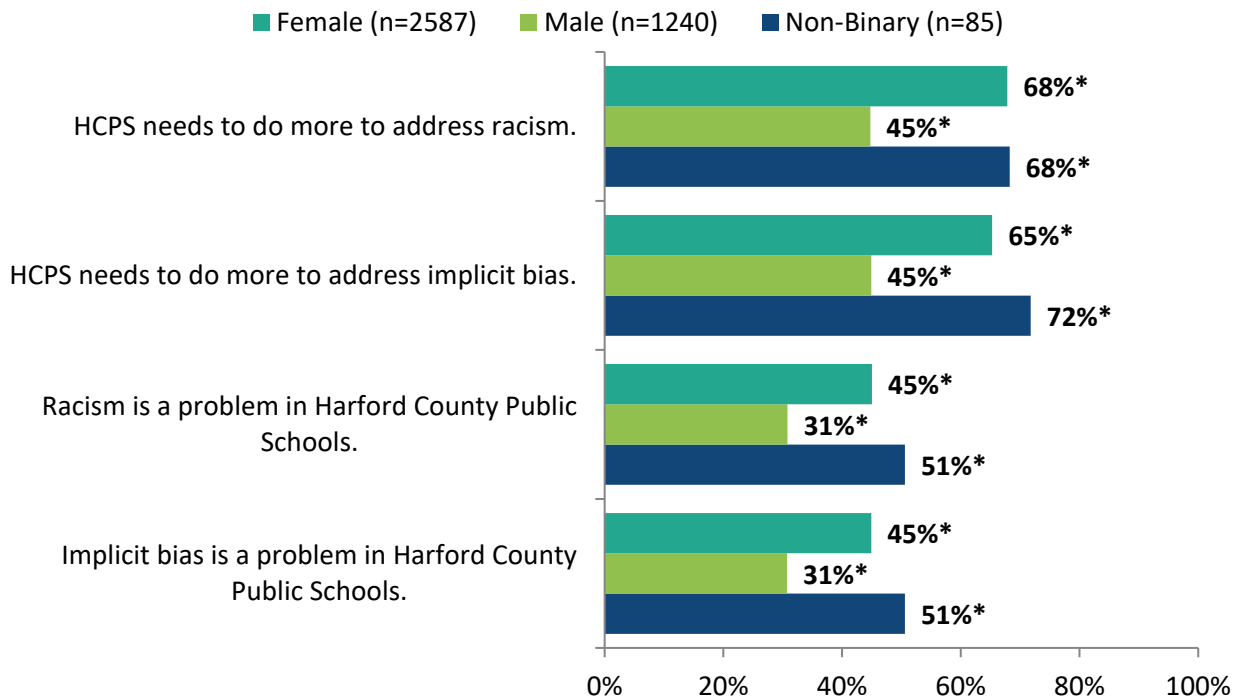
- Asian American (n=279)
- Black or African American (n=670)
- White (n=2370)
- Hispanic/Latino (n=157)
- Two or more races (n=407)
- American Indian/Pacific Islander (n=29)



Please say how much you agree or disagree with the following statements: *Racism and Implicit Bias*
%Agree + %Strongly Agree

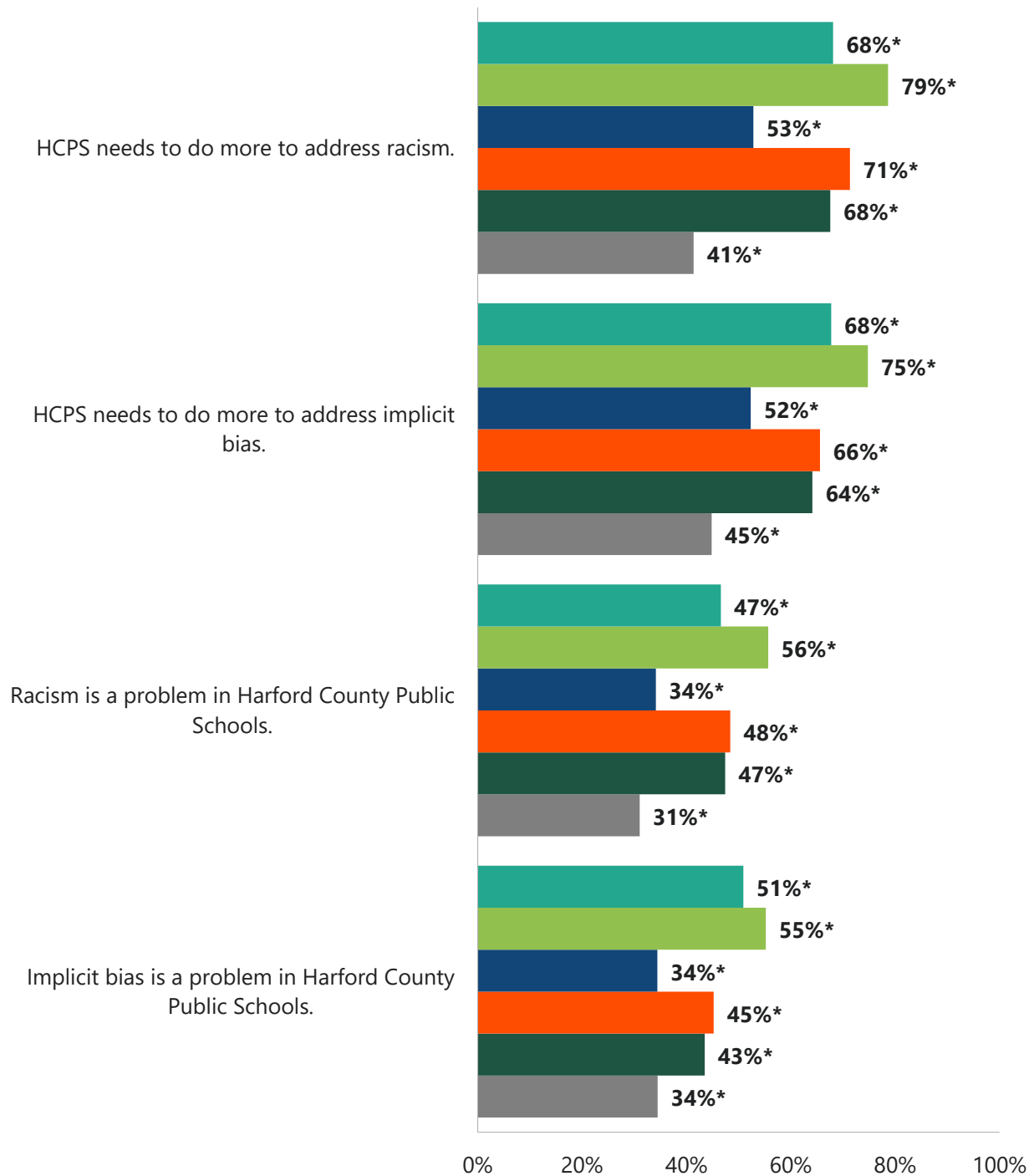


Please say how much you agree or disagree with the following statements: *Racism and Implicit Bias*
%Agree + %Strongly Agree

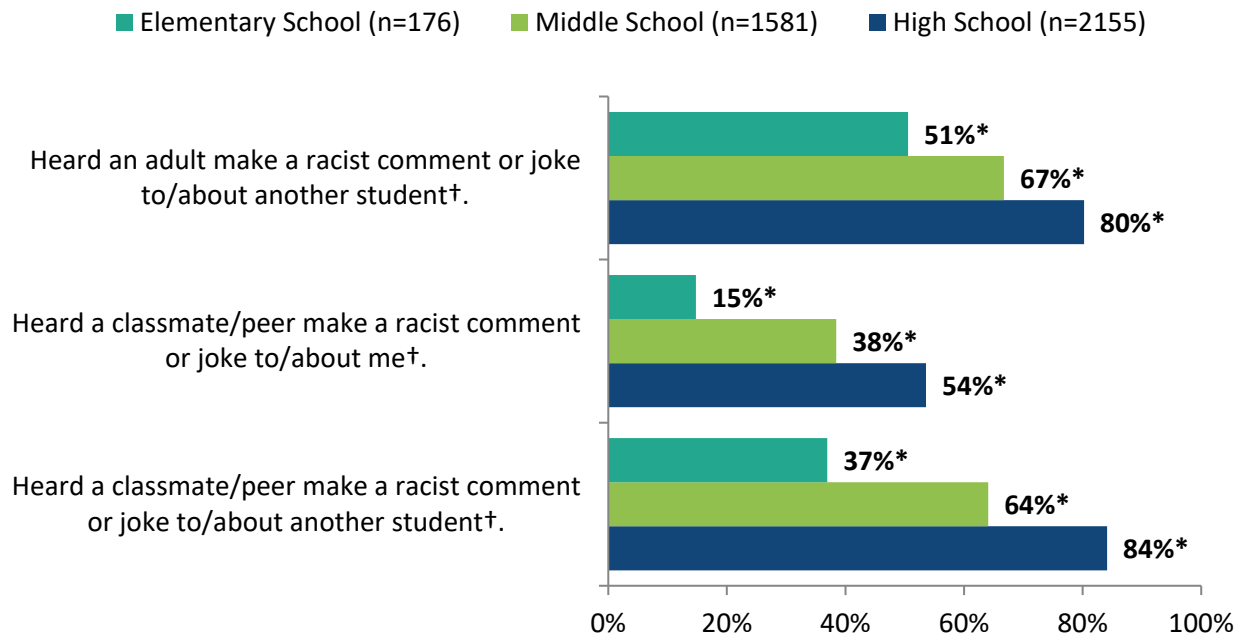


Please say how much you agree or disagree with the following statements: *Racism and Implicit Bias*
%Agree + %Strongly Agree

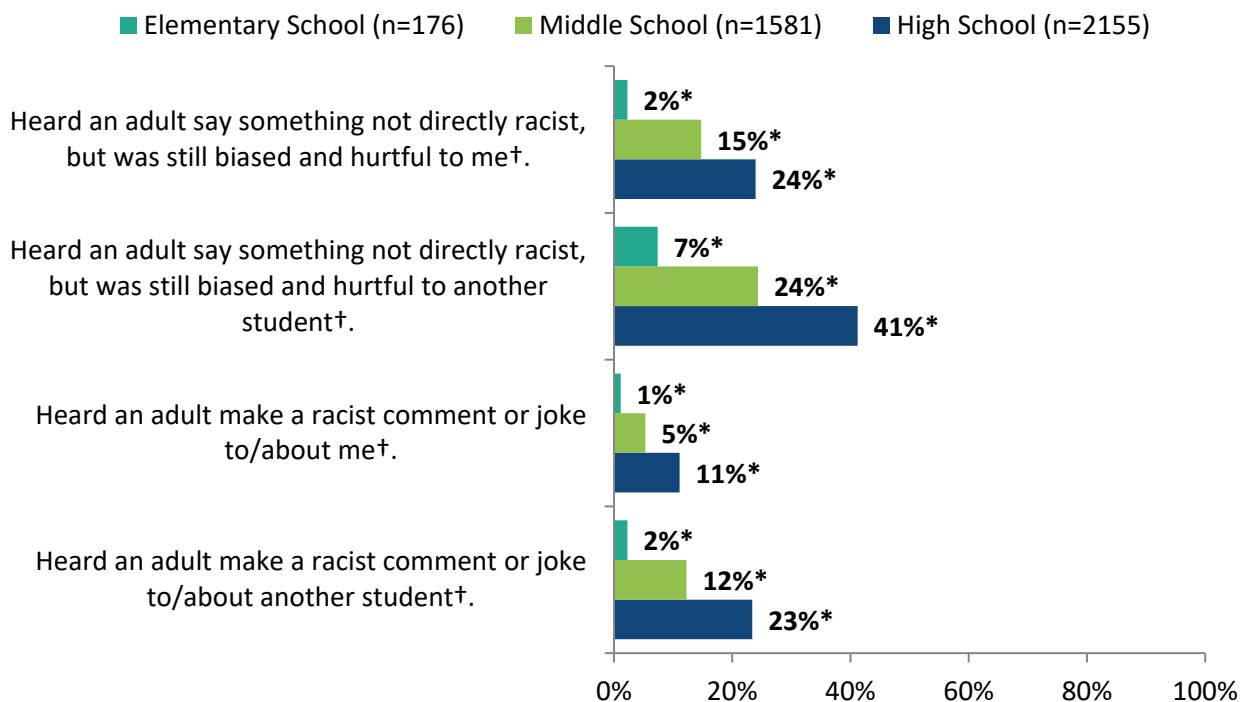
- Asian American (n=279)
- Black or African American (n=670)
- White (n=2370)
- Hispanic/Latino (n=157)
- Two or more races (n=407)
- American Indian/Pacific Islander (n=29)



Please answer the following statements with a Yes or No:
Peers/Classmates
 %Yes



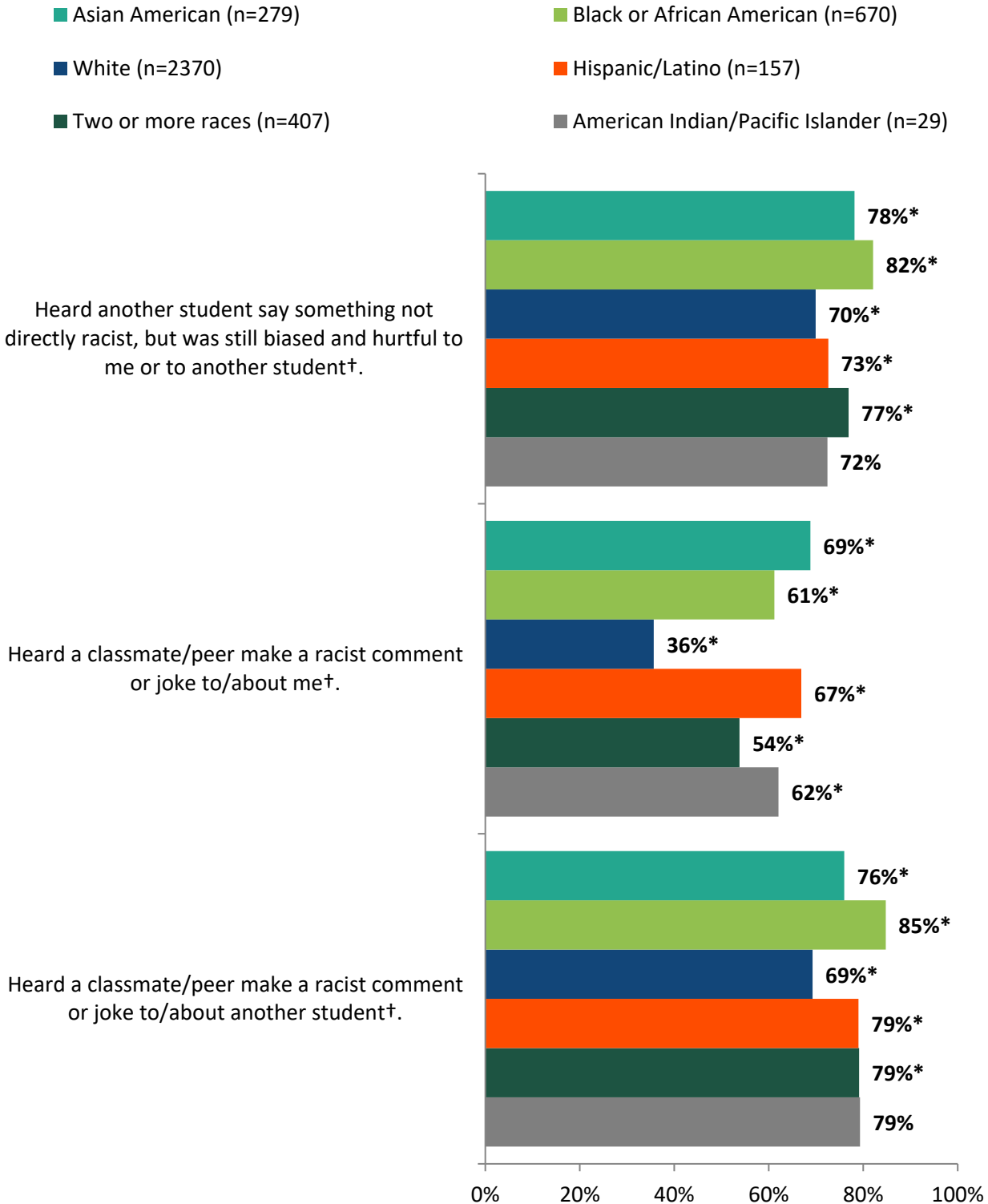
Please answer the following statements with a Yes or No:
Adults
 %Yes



Please answer the following statements with a Yes or No:

Peers/Classmates

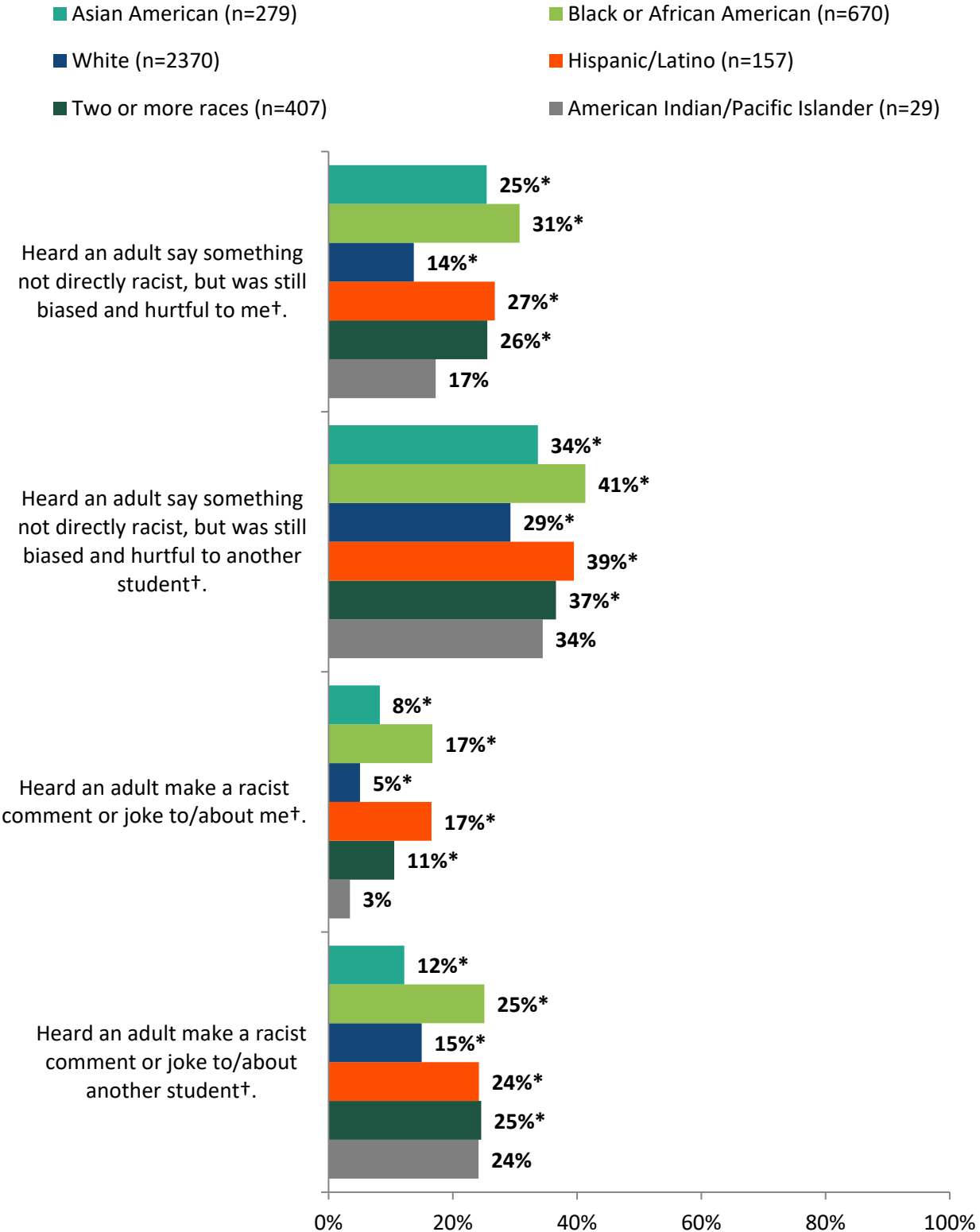
%Yes



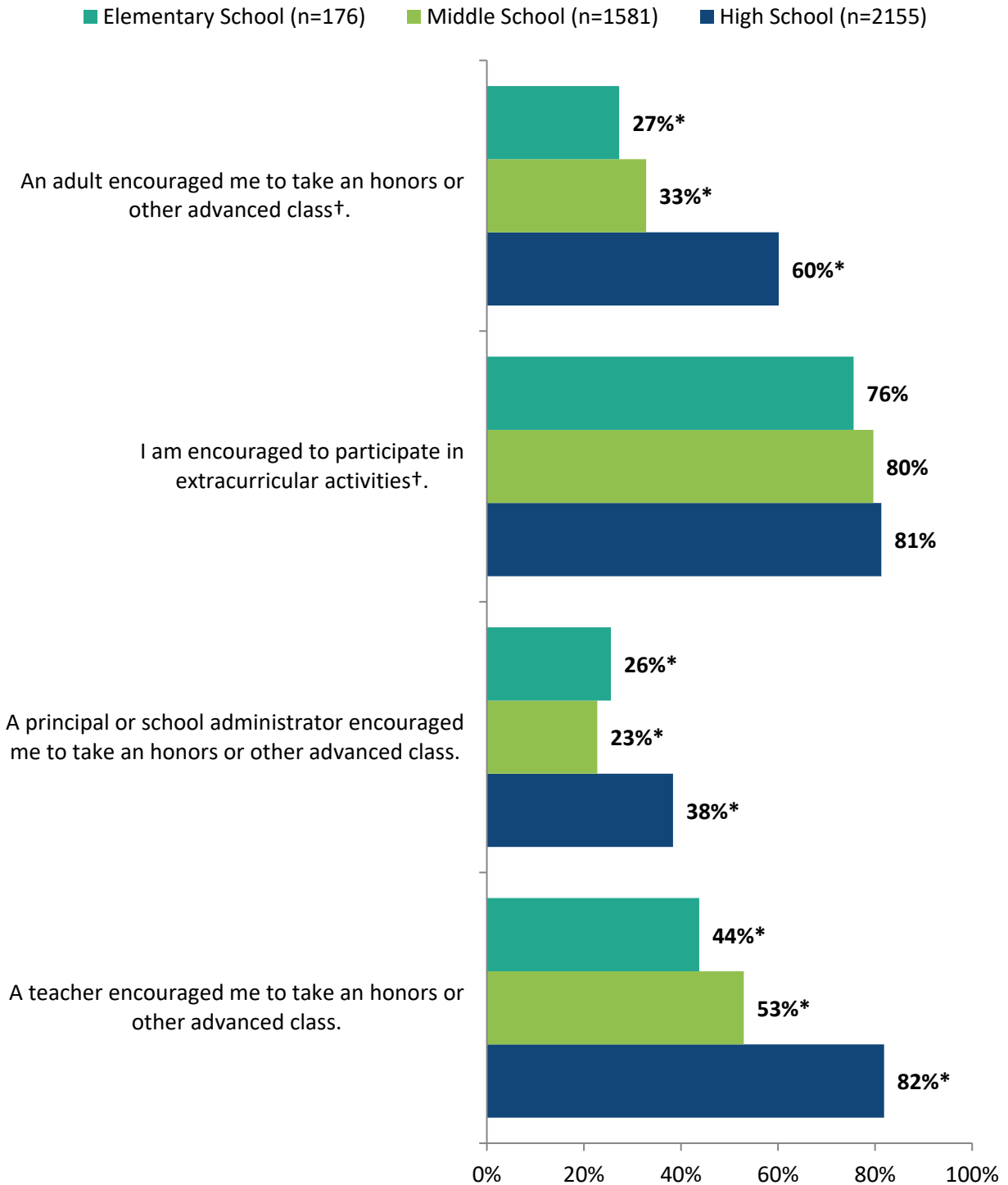
Please answer the following statements with a Yes or No:

Adults

%Yes



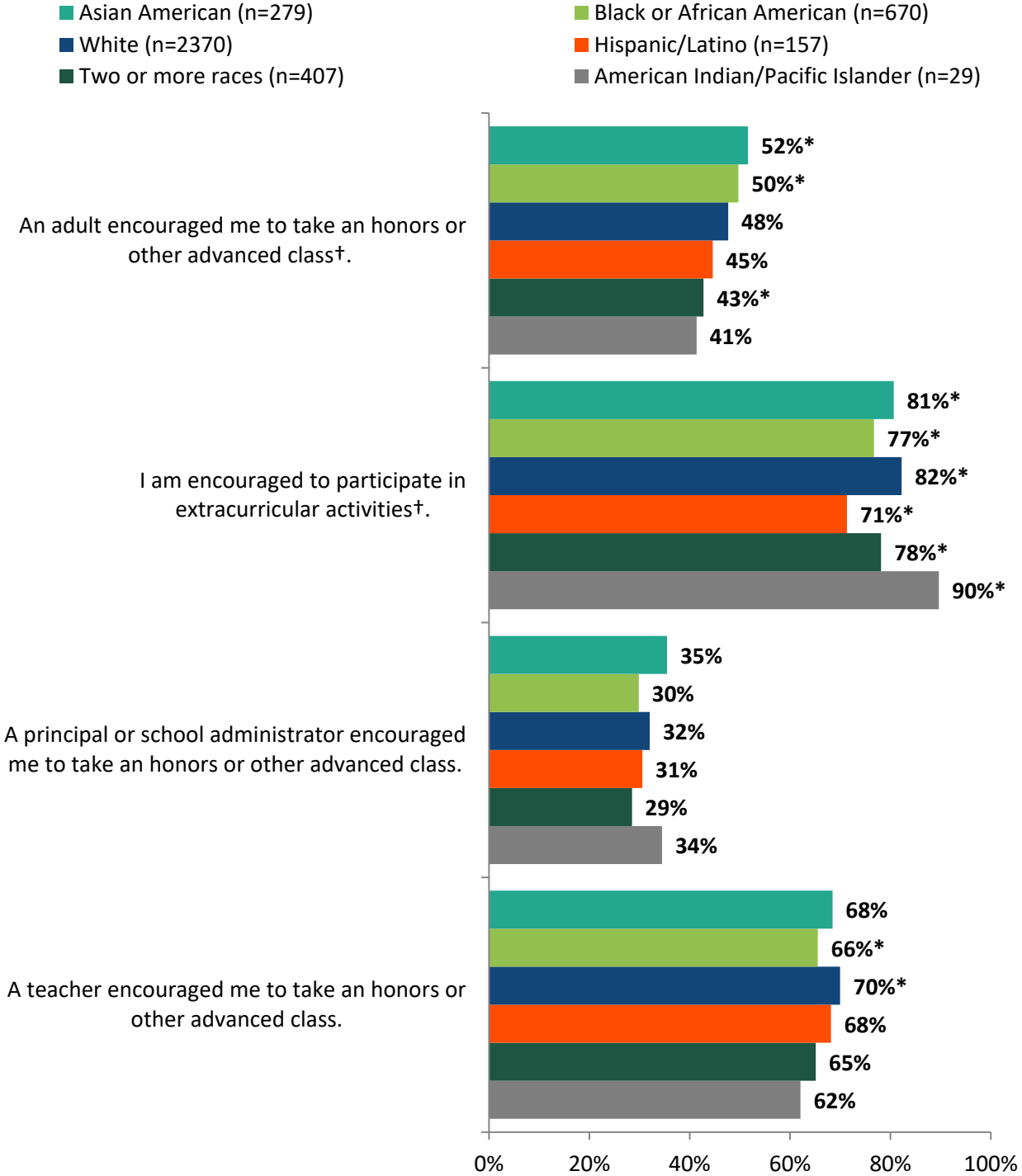
Please answer the following statements with a Yes or No:
Positive Support
 %Yes



Please answer the following statements with a Yes or No:

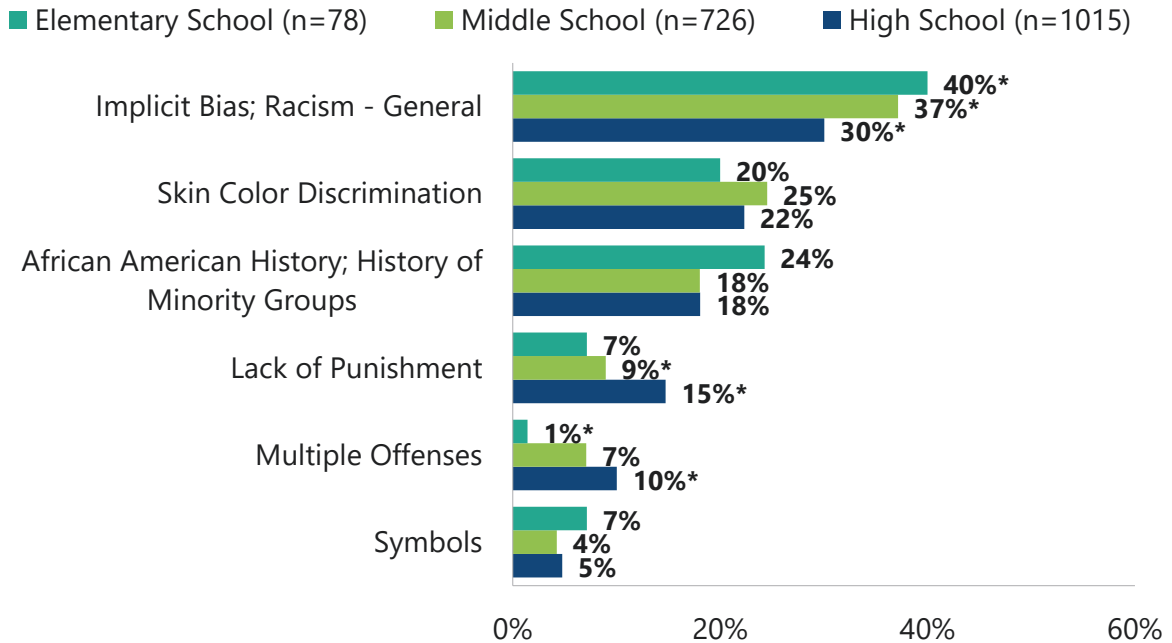
Positive Support

%Yes

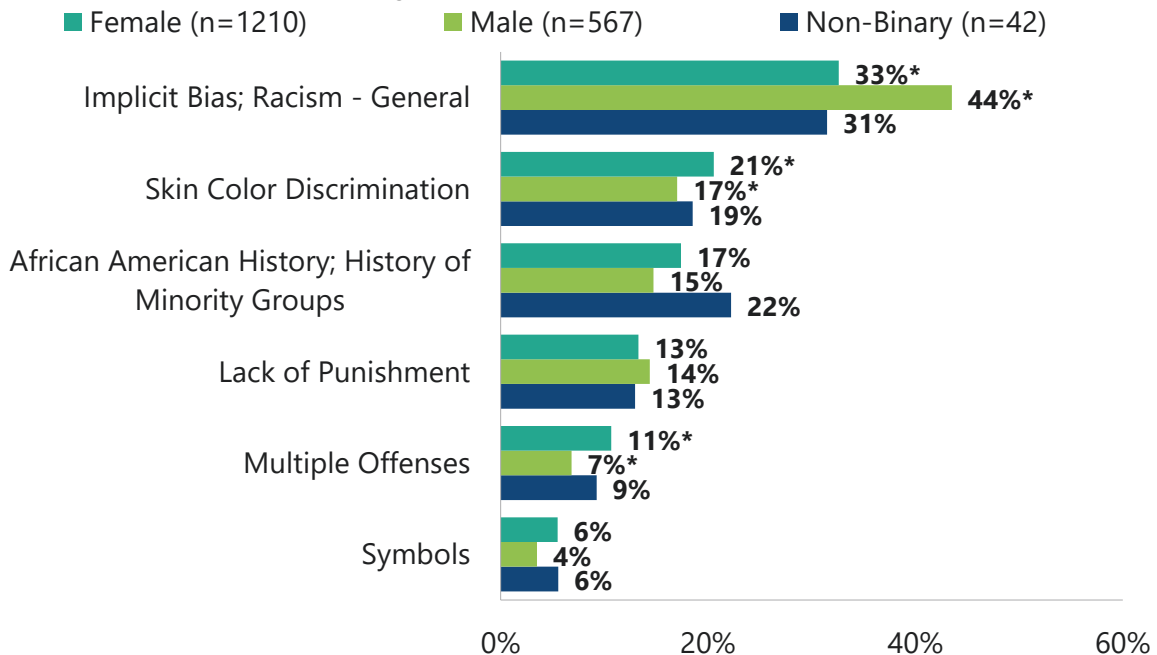


APPENDIX B: OPEN-ENDED RESULTS

Please share your thoughts, comments, experiences, or suggestions on the issues of racism, implicit bias and/or discrimination in Harford County Public Schools. *Response Topics*

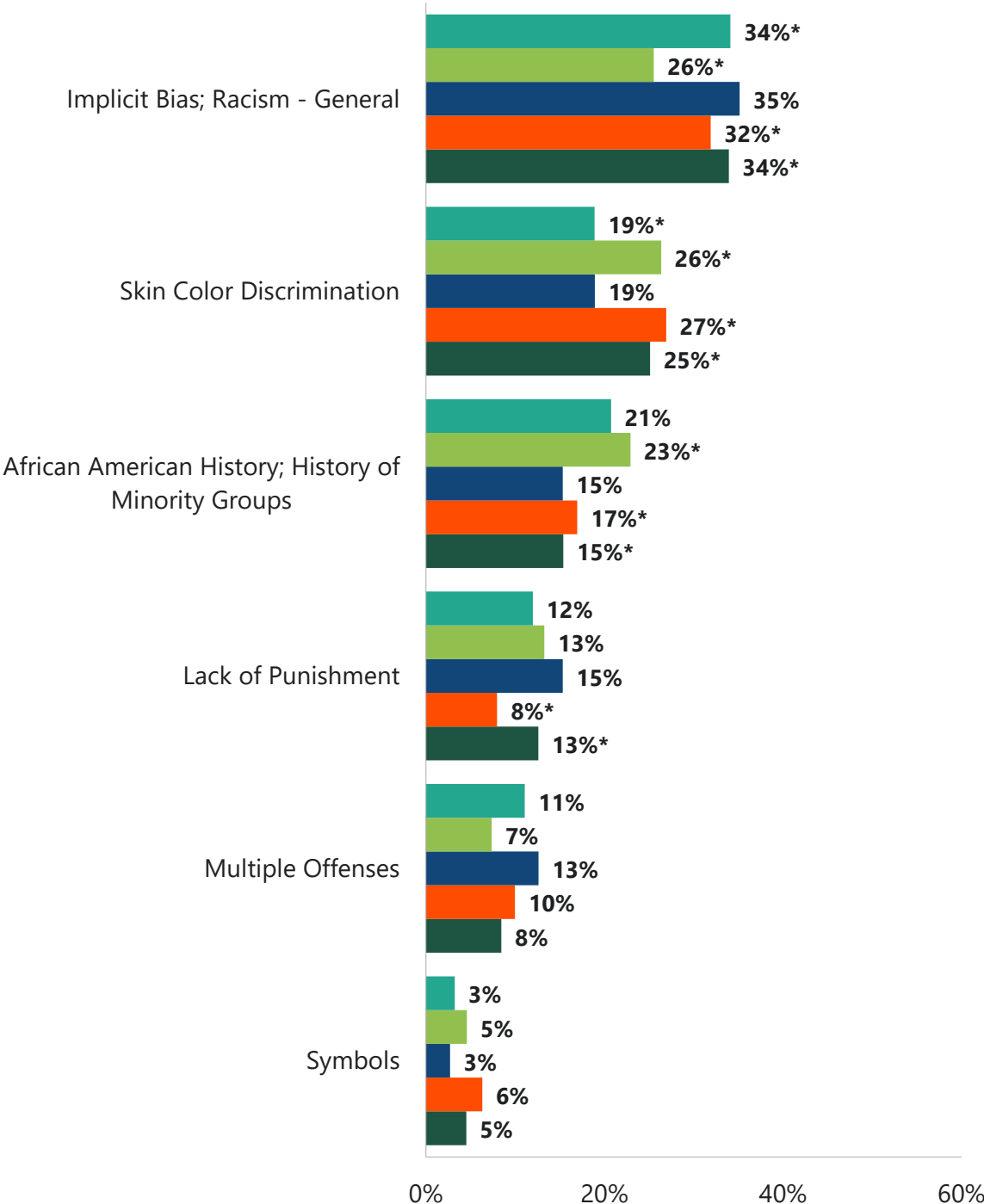


Please share your thoughts, comments, experiences, or suggestions on the issues of racism, implicit bias and/or discrimination in Harford County Public Schools. *Response Topics*



Please share your thoughts, comments, experiences, or suggestions on the issues of racism, implicit bias and/or discrimination in Harford County Public Schools. *Response Topics*

- Asian American (n=128)
- Black or African American (n=368)
- Hispanic/Latino (n=68)
- Two or more races (n=205)
- White (n=1037)

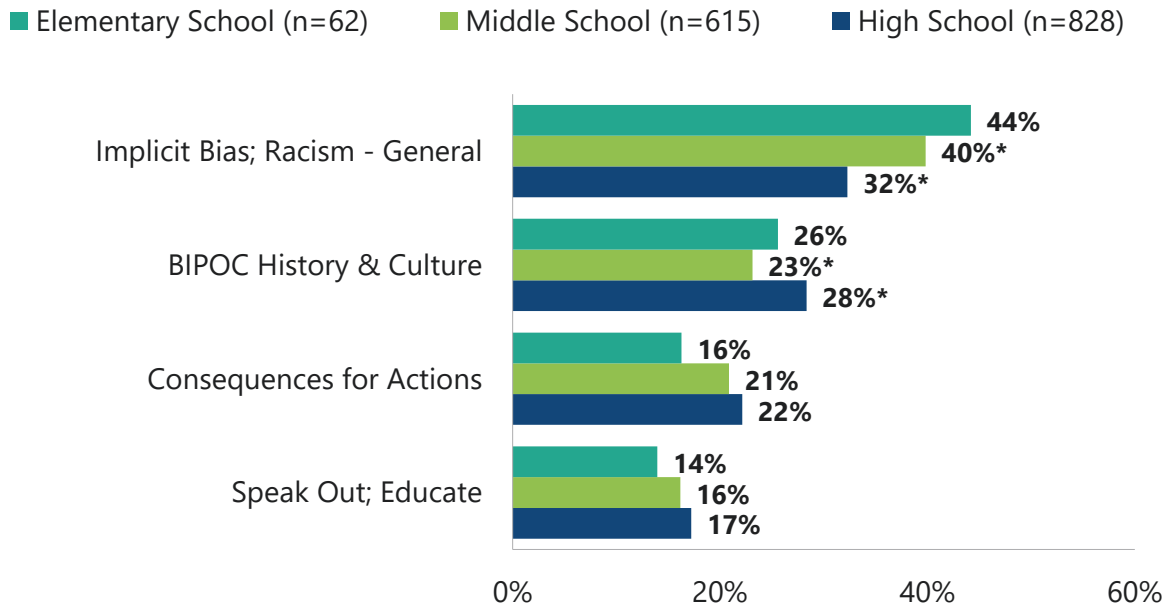


**Please share your thoughts, comments, experiences, or suggestions
on the issues of racism, implicit bias and/or discrimination in
Harford County Public Schools. *Response Topics***

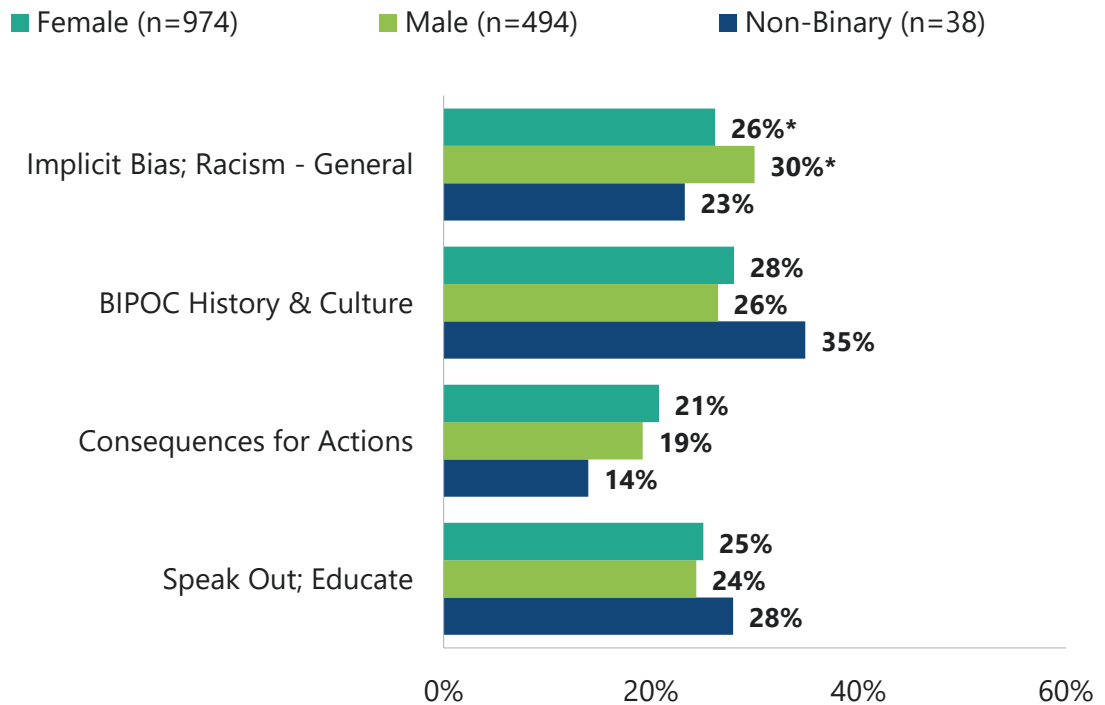
Topic	Keywords	Sample Responses
<p style="text-align: center;">IMPLICIT BIAS; RACISM – GENERAL COMMENTS</p>	<ul style="list-style-type: none"> • Implicit bias • Racism • Discrimination 	<ul style="list-style-type: none"> • <i>"The students and teachers should take racism and implicit bias more seriously because we should all be treated equal."</i> – Asian American, Male, Middle School • <i>"I believe that racism and implicit bias is a huge problem within Harford County Public School."</i> – White, Female, High School • <i>"I feel like there is no racism or implicit bias in HCPS."</i> – Black or African American, Female, Elementary School
<p style="text-align: center;">SKIN/HAIR COLOR</p>	<ul style="list-style-type: none"> • Skin color • Colorism • Color of my/their skin • Hair • Physical appearance 	<ul style="list-style-type: none"> • <i>"I have seen tons of fights where people are constantly being racist and being bias[ed] because of another person's skin color."</i> – Asian American, Male, Middle School • <i>"My sister, who goes to Aberdeen Middle School, was bullied and mocked for her eyes because she's Asian."</i> – Female, Asian American, High School • <i>"The one time that I think about the most that still makes me really upset is when someone said something about my skin color and my friends right too my face."</i> – Native Hawaiian or Pacific Islander, Female, High School • <i>"Many girls of color, including myself, have been told by teachers that we cannot wear our hair out because it is too wild/distracting."</i> – Female, Two or more races, High School
<p style="text-align: center;">AFRICAN AMERICAN HISTORY; HISTORY OF MINORITY GROUPS</p>	<ul style="list-style-type: none"> • Black history • African American history • Slavery • White history 	<ul style="list-style-type: none"> • <i>"Most of the books we have to read are about white people, and even if there is a person of color in that story, they are either the bad guy or rarely in the story."</i> – Black or African American, Female, Middle School • <i>"I feel like the curriculum that we learn quickly brushes over black history. During these times, I've learned about so many other events that the school has failed to teach me, for example, the burning of black wall street."</i> – Black or African American, Female, High School
<p style="text-align: center;">LACK OF PUNISHMENT</p>	<ul style="list-style-type: none"> • Action • Punishment • Incidents • Bully • Lack of awareness 	<ul style="list-style-type: none"> • <i>"Most admins cover up the racist act of students with little to no reprimanding for said actions or words."</i> – White, Female, High School • <i>"I've seen teachers ignore a student's racist comment because they think he is kidding, and that's not right."</i> – Black or African American, Male, Middle School • <i>"Racism should be taken a lot more serious...Overall, racism should be dealt with promptly and not just given a slap on the wrist type of punishment."</i> – Hispanic/Latino, Female, High School

<p>MULTIPLE OFFENSES</p>	<ul style="list-style-type: none"> • Language • Multiple times • Seen as racist • Extremely racist comment • Lack of 	<ul style="list-style-type: none"> • <i>"I would like to stop repeatedly hearing holocaust jokes right after another student find out that I'm Jewish."</i> – White, Female, High School • <i>"The amount of students I hear that aren't black saying the N word on a regular basis it's wrong."</i> – Black or African American, Female, High School
<p>SYMBOLS</p>	<ul style="list-style-type: none"> • Confederate flag • Pride flag • Dress code 	<ul style="list-style-type: none"> • <i>"You may claim that picks and durags have the potential to hurt someone, but how are confederate flags unharful."</i> – Black or African American, Female, High School • <i>"The school told [students] that they can no longer wear flags...the pride flag is not harmful; a confederate flag is. This should not have happened."</i> – White, Female, High School

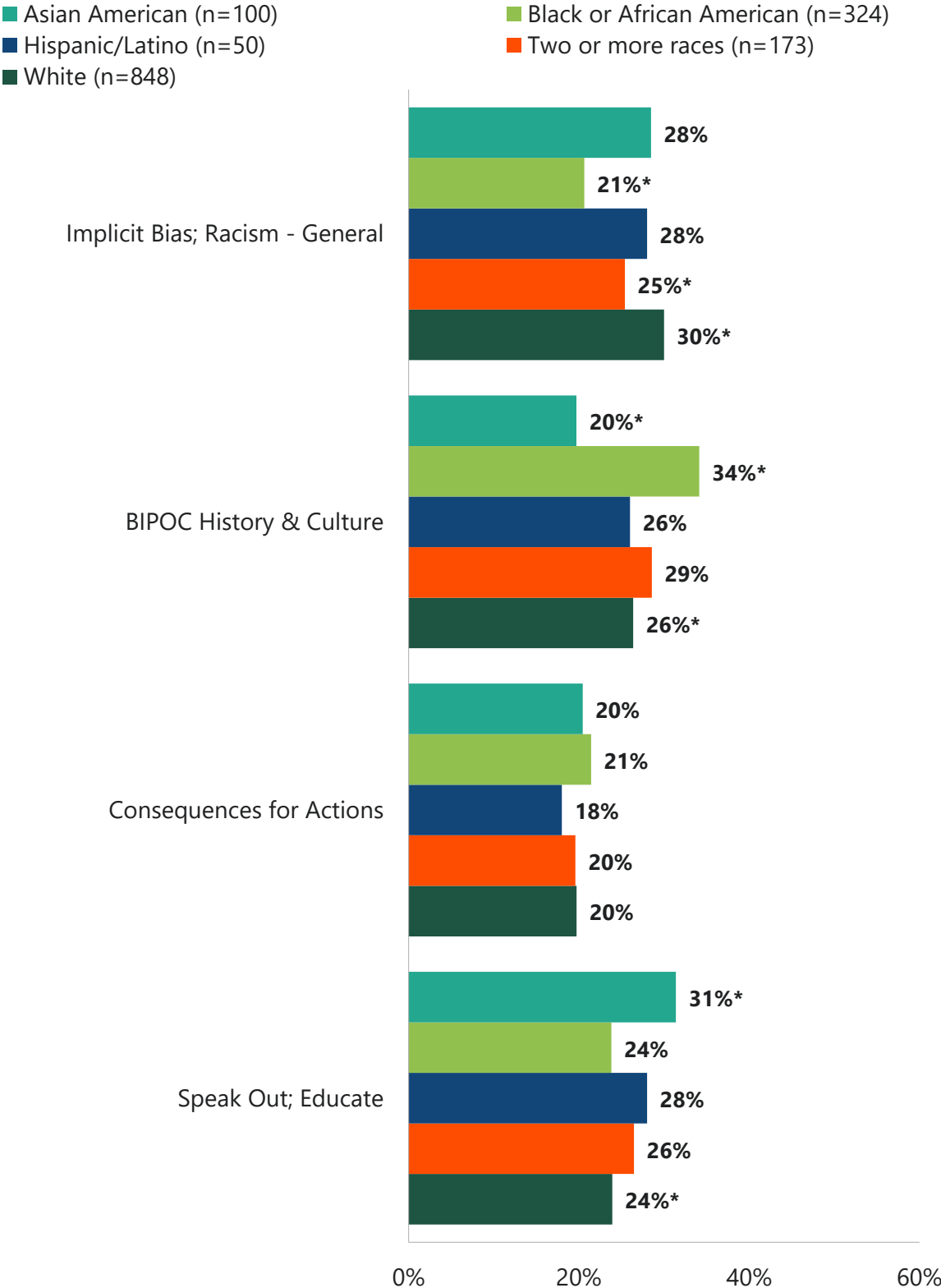
How would you like the future Student Member of the Board of Education (SMOB) to advocate for you on the issues of racism, implicit bias, and other forms of discrimination? Response Topics



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IMPLICIT BIAS; RACISM – GENERAL COMMENTS	<ul style="list-style-type: none"> • Implicit bias • Racism • Discrimination 	<ul style="list-style-type: none"> • <i>“Talk about the topics of racism and implicit bias at board meetings.” – White, Male, High School</i> • <i>“I would like the future Student Member of the Board of Education to hold a meeting or some sort of announcement to talk about racism and implicit bias.” – White, Female, High School</i> • <i>“I would like the SMOB just to try to raise awareness for racism and implicit bias.” - Hispanic/Latino, Male, Middle School</i>
BIPOC History and Culture	<ul style="list-style-type: none"> • Black history • African American history • White history • Minority experience 	<ul style="list-style-type: none"> • <i>“They should change the lessons in history classes to be about racism and slavery and all the little things that they just skip over.” – Black or African American, Female, Middle School</i> • <i>“Here seems to be much more European history taught in school than African history. Can we possibly learn more about Ancient Egypt, or even the Kush empire or Kemet? Can we also learn about the great Egyptian (African) Queens and Pharaohs?” – Black or African American, Female, Middle School</i> • <i>“I do think it’s important for people and my peers to learn the history of America. I also think they should learn the importance of other places that are not learned about. I’m talking about Central America...They do not know how Latino people were also slaves too. That’s why we all look different. Why some of us are darker lighter, have curly hair, our facial shapes.” – Hispanic/Latino, Female, Middle School</i>
Consequences for Actions	<ul style="list-style-type: none"> • Consequences • Racist • Punishment • Show • Bad • Action • Assembly 	<ul style="list-style-type: none"> • <i>“Literally just call out people being racist! Teachers and admin need to lose their jobs, and students need harsher consequences.” – Black or African American, Female, High School</i> • <i>“They should advocate for the punishment of students and staff who act with implicit bias or exhibit racism. Racism and implicit bias should not be tolerated, and current punishments are too light if anything is even done. ” – White, Female, High School</i> • <i>“I’d like much stricter rules against bias and racism. I’ve had friends who, despite going to counselors and other adults, received racist comments and other similar hurtful things from certain students in particular, and those students were never punished to the point where they stopped; the counselors would suspend the kids for a few days if it were bad, but then when the kid came back they would do the same things, with no punishment until it got bad enough that my friend (or their parents) threatened to do something about it themselves.” – White, Female, High School</i>

Speak Out; Educate

- Education
- Encourage
- Speak
- Future

- . *“Educate others on race and why some things are wrong to say to a person of color. Pretty much how to speak about minorities and the non-privileged people.”* – Black or African American, Female, High School
- . *“ we can have lessons whenever we have half days so people can be more educated on those [discriminatory] topics .”* – Asian American, Female, Middle School
- . *“Hire a diverse range of staff members, and have public speakers come to speak about the subject in schools for the students to better understand what it's like.”* – Asian American, Female, High School