

Executive Summary:

Examples of Critical Race Theory Being Taught and Trained at River Oaks Baptist School

Introduction

The ROBS Administration denies any introduction into our school of the principles of CRT. Without using the term “critical race theory;” however, ROBS has employed and continues to employ the use of CRT language throughout school-wide emails, Head of School Reports, Strategic Plan, Student and Parent Handbook, Vine & Branch publications, job postings, social media posts, and more. Critical race theorists have taken domain over numerous seemingly innocuous terms, including: accountability, ally/allyship, anti-racism/ist, anti-black, colonization, colorism, cultural appropriation, cultural competency, diversity, DEI, DEIJ, equity, implicit bias, implicit racism, inclusion, intersectionality, justice, microaggression, oppression, privilege, racial identity, racism, racist, white fragility, white privilege, white supremacy, whiteness, etc. This packet lists all known incidences of ROBS utilizing CRT language, most notably DEI and cultural competency, in published material and the progression of this approach which has noticeably increased since the first usage of the term “equity” in an email sent by Leanne Reynolds on June 1, 2020.

Incorporation of DEI into ALL Classes and Recruiting “Culturally Competent” Employees

ROBS intends to “integrate DEI principles into all grades and subject matter over the next two years” and “advance other DEI priorities in areas such as Biblical case for DEI and onboarding of new employees.” To that end, ROBS indicated it desires to “cast a wider net for new faculty and staff” by posting open positions on new job boards, including NEMNET and DiversityIS, both of which link to multiple articles on their respective websites discussing CRT favorably. ROBS also lists job openings on the NAIS website, which avoids using the actual term “critical race theory” but nonetheless teaches and advocates for this ideology. Additionally, ROBS now lists “develop and practice cultural competence in training and teamwork” as a job responsibility on all its job listings on all sites, including ROBS’ own website. Including cultural competency as a job responsibility is suggested by Allison Park of Blink Recruiting on her blog, in which she also posts numerous articles discussing CRT, and it is also encouraged by NAIS. ROBS has indicated it has severed its relationship with Ms. Park, but it appears her influence remains.

Indoctrination from NAIS (and to a slightly lesser extent, ISAS)

NAIS seems to be the source of ROBS’ introduction to the CRT ideology, as evidenced by the many conferences our administration has attended that focus almost entirely on CRT/DEI/cultural competency and the fact that Leanne Reynolds met Allison Park of Blink Consulting at one of these conferences.

NAIS holds an annual People of Color Conference, as well as a Diversity Leadership Institute and an Annual Conference. ROBS sent at least seven employees, including Leanne Reynolds, to the 2019 People of Color Conference, and Leanne and Todd Herauf attended the virtual Diversity Leadership Institute. It is unclear whether any ROBS employees attended the 2021 Annual Conference, but two of the keynote speakers are activists widely known for their support of CRT – Nikole Hannah-Jones who authored the *1619 Project* article and Jason Reynolds who co-authored a book with Ibram X. Kendi about anti-racism that is discussed in detail in this packet because it is on the HAISLN reading list for ROBS 7th graders.

The seminars offered at the 2019 People of Color Conference came almost entirely from a CRT perspective and expressly encouraged activism – from *We’re Not White: The Internalized Oppression of*

the Model Minority Myth to The White Elephant in the Room: Navigating the Reality of Whiteness at PoCC, from Theatre of the Oppressed: Breaking Through Difficult Conversations on Race, Class, and Gender to Resilience & Healing/Awareness & Accountability: A Deep Dive Into Implicit Bias, Racial Identity, and Microaggressions. One such class description announced, “we have to change ourselves, not fix and change other students of color,” indicating that it is only white individuals who need to self-reflect and make changes, while another stated they would be “using theories of critical race, black identity, and black feminism as a conceptual framework.”

Furthermore, both NAIS and ISAS require partner schools to develop and train for, as well as promote, cultural competency respectively. If ROBS intends to remain affiliated with these organizations, they will be expected to adhere to their social justice agendas.

Divisive Affinity Groups

ROBS has already enacted one of the principles of CRT with the creation of a black affinity group. As described in the brochure for the 2019 NAIS People of Color Conference, “you should only attend those sessions that correspond with the racial and ethnic identity to which you belong. Affinity groups at PoCC are not spaces to learn about the racial or ethnic identity of others, including that of a child, spouse, or partner. Trying to attend an affinity group to which you do not belong is an intrusion, and you will be asked to leave out of care and respect for the members’ psychological safety and well-being.” This divisive practice began at ROBS several years ago, and to date, there is only documentation of a black affinity group, no groups for Hispanics, Asians, whites, mixed-race, or other race).

CRT in ROBS’ Required and Recommended Reading

CRT ideology appears in numerous required and recommended books at ROBS, including one book co-authored by one of the most vocal and prominent critical race theorists, Ibram X. Kendi. This book contains numerous demoralizing, anti-white, anti-American statements, such as “white people think more of themselves, which further attracts them to racist ideas,” “to love capitalism is end up loving racism,” and “the only thing extraordinary about white people is that they think something is extraordinary about them.” Likewise, several other required and recommended books involve the principles of CRT, many of which have teaching guides that explicitly instruct educators to teach the books from a CRT perspective.

Additionally, the “all-school summer book read” of 2019 was *Waking Up White*, which explores white privilege and discusses examining one’s racial identity. ROBS purchased copies of this book for all trustees, administrators, faculty, staff, and Parent Association leaders.

Conclusion and Comments

It is clear CRT has infiltrated ROBS, both in the classroom, via books containing CRT principles and a white privilege-themed poem read aloud in chapel, not taking into account the reported instances that are not publicly documented, and with the employees via the partnership (now former) with Allison Park/Blink Consulting, the NAIS conferences our administration has attended, and the implementation of black affinity groups, Diversity Think Tanks, etc. The administration has indicated they attend these conferences, but “aren’t being indoctrinated and don’t have to take back what they learn into the classrooms.” If they do not plan to use the information they learn at these conferences, why are we paying to send them? What is the benefit of sending employees to training for something ROBS claims it is not doing?

Further, it is hard to believe administrators are not being influenced by these training sessions, especially when examined in light of the changes made at ROBS in the past two years, including the introduction of CRT terminology, significantly increased focus on racial issues, and mostly the personal testimonies by Leanne Reynolds in her Head of School reports, emails, and social media posts. It is also unclear whether NAIS has any training or conferences that have a primary purpose other than political and social activism centered on race, gender, class, or LGBTQ. It appears these issues are effectively the entire focus of NAIS and that it is more of a political or social justice advocacy group than anything else.

The following pages outline specific, verifiable, black and white, concrete examples of terminology, practices, training, and teaching critical race theory at ROBS over the past two years. The packet represents an objective summary of these examples, giving background information about certain seminar leaders, authors, etc., when deemed relevant. All examples, statistics, quotes, and background information are sourced with very few exceptions for which sourcing was not possible (e.g., since-deleted Tweets).

Yes, this packet is long. It is long because there are just that many examples. I ask that you please take the time to read this in its entirety. This ideology has no place in our Christian school. We are ALL made in God's image (Genesis 1:27) and to allow any of our students to feel oppressed or victimized because of the way God made them is shameful. At the very least, this is a divisive political issue that has no place in the classroom, but at our school, where we teach the Bible, this humanistic approach distorts the gospel of Christ with the false gospel of social improvement. (Galatians 1: 6–7). Instead of relying on the good news of grace, CRT/DEI/cultural competency relies on the works of humanity without Jesus Christ. An entire race cannot atone for what its members did centuries before. Even if it could, humankind cannot create a perfect utopia. That lies in salvation only. There is no "biblical case for DEI."

ROBS needs to return its focus to challenging our students with academic rigor and Bible-based character development. The amount of time and resources spent on this endeavor is alarming, and unfortunately, harm has already been done. But it is not too late. We must stop this before it gets any worse. I encourage you to take a deep look into the NAIS, including the descriptions of what it teaches at the seminars we spend thousands of tuition dollars on, and what it has become. NAIS focuses almost entirely on social justice, activism, and racial issues, and these issues do not align with ROBS' longstanding Christian values. I also encourage you to examine the new recruiting sites and job responsibilities. It stands to reason that any individuals recruited from the NAIS website or one of the new, social justice-focused websites will have already been trained in critical race theory. Finally, please take a look at the books required for and recommended to our impressionable children. You will find several that either explicitly or implicitly employ CRT ideologies.

Please consider the potential harm that teaching systemic racism can inflict on ROBS' students of color. Repeatedly telling a group of people that they are victims, that they are oppressed, and that society is structurally rigged against them due to their skin – and always will be – will lead to devastating results. Confirmation bias is one of the strongest forces in the human brain. When a person in that group has a failure or a struggle, instead of using it as an opportunity to learn and grow, it is much easier to chalk it up to oppression and victimhood when principles such as systemic racism or critical race theory are ingrained in their psyches.

Please stop our school from dividing our children. Please stop our school from influencing our children with these evil theories. Please stop our school from teaching our black students that they will

never be good enough to excel in math or science unless we “decolonize them,” will never succeed with traditional grading practices, will never be anything other than victims. Please stop our school from teaching our white students that they are privileged oppressors who need to sit down and shut up, that they must forever atone for the sins of generations past, that they don’t deserve anything they have achieved or accomplished. Please stop our school from teaching our Hispanic, Asian, and mixed-race students that they don’t really fit into the narrative so they must not matter at all. Please stop our school from teaching our kids that the color of their skin is anything other than part of a wonderful creation from God, made in His image, imperfect but redeemable. Please keep critical race theory, DEI initiatives, affinity groups, cultural competency, and NAIS far away from our beloved River Oaks Baptist School. The administration has not been transparent, and we want to see actionable steps taken to regain the trust that has been lost.

Examples of Critical Race Theory Being Taught and Trained at River Oaks Baptist School

The River Oaks Baptist School (ROBS) Board of Trustees, as well as an ad hoc committee comprised of parents and Trustees, is currently examining whether ROBS is teaching and/or training Critical Race Theory (CRT). The administration denies teaching CRT; however, many parents feel it has infiltrated the school under the guise of “diversity” and/or “cultural competency” initiatives and that the Diversity, Equity, and Inclusivity (DEI) concept recently introduced into ROBS’ updated Strategic Plan is just a Trojan Horse for CRT.

CRT has been defined in numerous ways. In an attempt to give a neutral definition, this packet will use the definition provided by Encyclopedia Britannica:

“Critical Race Theory (CRT)” [is an] intellectual movement and loosely organized framework of legal analysis based on the premise that race is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to oppress and exploit people of colour. Critical race theorists hold that the law and legal institutions in the United States are inherently racist insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans.

CRT was officially organized in 1989, at the first annual Workshop on Critical Race Theory, though its intellectual origins go back much farther, to the 1960s and ‘70s. Its immediate precursor was the critical legal studies (CLS) movement, which dedicated itself to examining how the law and legal institutions serve the interests of the wealthy and powerful at the expense of the poor and marginalized. (CLS, an offshoot of the Marxist-oriented critical theory, may also be viewed as a radicalization of early 20th-century legal realism, a school of legal philosophy according to which judicial decision making, especially at the appellate level, is influenced as much by nonlegal – political or ideological – factors as by precedent and principles of legal reasoning). Like CLS scholars, critical race theorists believed that political liberalism was incapable of adequately addressing fundamental problems of injustice in American society (notwithstanding legislation and court rulings advancing civil rights in the 1950s and ‘60s), because its emphasis on the equitable treatment under the law of all races (“colour blindness”) rendered it capable of recognizing only the most overt and obvious racist practices, not those that were relatively indirect, subtle, or systemic. Liberalism was also faulted for mistakenly presupposing the apolitical nature of judicial decision making and for taking a self-consciously incremental or reformist approach that prolonged unjust social arrangements and afforded opportunities for retrenchment and backsliding through administrative delays and conservative legal challenges. Unlike most CLS scholars, however, critical race theorists did not wish to abandon the notions of law or legal rights altogether, because, in their experience, some laws and legal reforms had done much to help oppressed or exploited people.

In their work Critical Race Theory: An Introduction, first published in 2001, the legal scholars Richard Delgado (one of the founders of CRT) and Jean Stefancic discuss several general propositions that they claim would be accepted by many critical race theorists, despite the considerable variation of belief among members of the movement. These “basic tenets” of CRT, according to the authors, include the following claims: (1) Race is socially constructed, not biologically natural. (2) Racism in the United States is normal, not aberrational: it is the common, ordinary experience of most people of colour. (3) Owing to what critical race theorists call “interest convergence” or “material determinism,” legal advances (or setbacks) for people of colour tend to

serve the interests of dominant white groups. Thus, the racial hierarchy that characterizes American society may be unaffected or even reinforced by ostensible improvements in the legal status of oppressed or exploited people. (4) Members of minority groups periodically undergo “differential racialization,” or the attribution to them of varying sets of negative stereotypes, again depending on the needs or interest of whites. (5) According to the thesis of “intersectionality” or “antiessentialism,” no individual can be adequately identified by membership in a single group. An African American person, for example, may also identify as a woman, a lesbian, a feminist, a Christian, and so on. Finally, (6) the “voice of colour” thesis holds that people of colour are uniquely qualified to speak on behalf of other members of their group (or groups) regarding the forms and effects of racism. This consensus has led to the growth of the “legal story telling” movement, which argues that the self-expressed views of victims of racism and other forms of oppression provide essential insight into the nature of the legal system.”¹

Supporters of CRT believe that race is a social construct and racism is a defining element of American society, and the goal is to challenge practices that reinforce white supremacy, white privilege, and the oppression of people of color. Opponents of CRT argue this ideology is harmful in that it is Marxist in theory, divisive in nature, racist on its face, contrary to the Bible, and anti-American in its teaching that America is an inherently racist nation. Many ROBS parents believe CRT has infiltrated our school and is antithetical to ROBS’ longstanding Christian values.

As of June 27, 2021, the following states have enacted legislation banning the teaching or training of CRT in their public schools or are considering such legislation: Alabama, Arizona, Arkansas, Georgia, Florida, Idaho, Iowa, Louisiana, Kansas, Kentucky, Maine, Michigan, Mississippi, Missouri, Montana, New Hampshire, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, West Virginia, Wisconsin, and Wyoming. Additionally, Senator Ted Cruz recently introduced a bill to prohibit federal funding for any agency or recipient of federal funding to teach critical race theory in workplace training.² This is an effort to reinstate the provisions of President Trump’s 2020 Executive Order 13950 “Combating Race and Sex Stereotyping,”³ which was rescinded by President Biden on his first day in office.⁴

The purpose of this packet is not to editorialize or attempt to persuade. There are no examples of incidences at school included herein, as they are more difficult to verify. Instead, this simply outlines the concrete, black and white, published examples of school emails, Head of School Reports, curricula from seminars at which ROBS employees were in attendance, recommended and required reading at ROBS, and social media posts from ROBS employees that employ the language and ideology of CRT/DEI as well as evidences the progression of same at ROBS.

¹ www.britannica.com/topic/critical-race-theory

² https://www.cruz.senate.gov/?p=press_release&id=5907

³ <https://www.federalregister.gov/documents/2020/09/28/2020-21534/combating-race-and-sex-stereotyping>

⁴ <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/>

CRT/DEI LANGUAGE IN ROBS PUBLICATIONS

I. In Touch/Leanne Reynolds Emails

- 5/22/19 “Our focus on diversity and inclusion will be a natural progression of initiatives set in motion by Director of Community Initiatives, Melanie Hightower...These examples are just the beginning. This summer the Administrative Team will flesh out the above initiatives with actionable goals and a projected timeline.”
- 8/16/19 Discussing anticipated changes to ROBS Strategic Plan – Differentiation, Diversity & Inclusion, Health & Wellness, and Programming & Scheduling: “This summer, the ROBS leadership team synthesized the ideas and input from the focus group discussions, researched industry best practices, and developed actionable goals within each priority area.”
- 10/4/19 This email mentions ROBS’ *Be the Example Blog*, which has since been taken down/deactivated. It also mentions “Leanne’s conversation with students on diversity and inclusion at ROBS.”
- 1/10/20 Strategic Plan Update – “mapping out multi-year implementation plan for four focus areas: Differentiation, Diversity & Inclusion, Wellness, Programming & Scheduling.” No mention at that time of equity. There was a link for a “more in-depth look at the focus areas,” but this link no longer works.
- 6/1/20 This email from Leanne Reynolds contains the first mention of “equity” and DEI by ROBS and includes the following:
- A. “The anger and sadness I feel, as a white American, is nothing compared to the fury, fear, and grief that our black and African-American brothers and sisters may be feeling. I don’t know if my words today help or not, but I feel led to reach out.”
 - B. “[W]e know there is deeper work that also must be done to address underlying issues of bias and systemic inequality in our society. We are committed to doing that work, too. It is why we have chosen diversity, equity, and inclusion as a priority in our next strategic plan. It is why Todd Herauf and I will be attending (virtually) the NAIS Diversity Leadership Institute this month. It is why we have engaged a curriculum consultant to work with our academic leaders on lessons in cultural competence and racial literacy. We will not turn away from this responsibility. In fact, today it seems more urgent than ever.”
 - C. “Communities of color do not have the luxury to avoid these conversations with their kids. In fact, what black parents call ‘the talk’ may be a matter of life and death.”
 - D. The email references Bishop Michael Curry’s Washington Post Op-ed, which says, in part: “Love looks like making the long-term commitment to racial

healing, justice, and truth-telling – knowing that, without intentional, ongoing intervention on the part of every person of good will, America will cling to its original, racist ways of being.” The article also states, “I look at searing images of racialized violence across our country – against the backdrop of the disproportionate number of covid-19 victims who are black, brown, and native – and I cannot help but notice love’s profound and tragic absence.”⁵

- E. The email also contains two links that are no longer active: link to “a list of resources” that might help families talk to their children about racism and link to a “powerful conversation led by Jeremy Foster, pastor of Hope City Church, for a dose of inspiration.”

- 11/2/20 Discussing expectations of students and teachers regarding the election: “Consistent with the school’s DEI Strategic Initiative, we must create space for constructive dialogue.”
- 12/4/20 “All faculty and staff will be spending the day in racial literacy and **cultural competency** training. Our work in DEIJ stems from the strategic vision set forth by our community...thank you for your understanding and for accommodating this strategic effort to advance the school’s mission.” This was the first mention of “Justice” in DEIJ.
- 12/18/20 “We will kick off the year with **cultural competency** consultant Alison Park. She will help us examine our curriculum with an eye toward diversity and inclusion as we enhance lessons to include **cross-cultural competency skills.**”
- 2/26/21 “We will also be adding a small number of parents to the Diversity Think Tank next year. This group meets quarterly with the administration to offer strategic advice and suggestions on our DEI efforts.”
- 3/5/21 Same as 2/26/21
- 3/12/21 Same as 2/26/21
- 5/3/21 Update on DEI “or more generally, **cultural competency**...faculty in-services this year have been dedicated to **cultural competency skills training**... we will transition to a Christian consultant who works with independent schools.”

II. Head of School Reports

A. September 2020⁶

1. First report to have a section devoted to DEI.
2. The report mentions 48 employees participating in voluntary professional development “on the experiences of color in independent schools” in September.

⁵ <https://www.washingtonpost.com/opinions/2020/05/31/black-man-i-understand-anger-our-streets-we-must-still-choose-love/>

⁶ https://robs.myschoolapp.com/ftpimages/162/download/download_5677527.pdf?_id=1624381290198

3. Introduced Alison Park.

- a. Although the administration has indicated ROBS will no longer be working with Alison Park/Blink Consulting, it must be noted that, out of approximately 125 schools partnering with the San Francisco-based Blink Consulting, ROBS was the only Baptist school and one of only two Texas schools (Episcopal High School is the other). The remainder are all California/Pacific Northwest schools, mostly secular.⁷
- b. According to the section of its website entitled “On Whiteness...Blink aspires to deconstruct the notion that white is a color without a culture and, in doing so, to further understandings of the experiences of diverse peoples. In order to see ourselves and each other clearly, Blink advocates the examination of white privilege within the context of white culture. It is time to consider the whole canvas, not just the brushstrokes that catch our eyes.”⁸
- c. Alison Park’s blog includes such statements as:
 - i. “Tacitly, people of color, no matter how young, are often expected to carry the conversation. To be the voice of experience. To educate white people...**So white people are supposed to be quiet and learn. Because you don’t have any experience. And this is not your place to speak** (although it is a thing that white people will tell people of color that what happened to them wasn’t racist and that they shouldn’t ‘make everything about race’ or ‘be so sensitive’)...But then, what is there to talk about? Your experience. Your experience of privilege. Your experience of privilege in your life and community, in a world of unequal privilege and disadvantage.”⁹
 - ii. “I work alongside my clients to unlearn and de-habituate all of the inhumanity we have been trained into by white supremacist patriarchal culture, that we have internalized and that we may perpetuate consciously and unconsciously even as we strive toward justice;”¹⁰
 - iii. Describing President Trump’s executive order banning the teaching of **critical race theory** for any entity receiving federal funds as “actually white supremacy mandated by Executive Order;”¹¹
 - iv. “So even though **critical race theory**...is not actually propaganda...we are to accept the definition that **critical race theory** is ‘divisive, un-

⁷ <https://www.rethinkingdiversity.com/partners>

⁸ <https://www.rethinkingdiversity.com/on-whiteness?rq=white%20privilege>

⁹ <https://rethinkingdiversity.wordpress.com/2020/06/09/onlyone/>

¹⁰ <https://rethinkingdiversity.wordpress.com/2021/04/11/this-is-what-i-do/>

¹¹ <https://rethinkingdiversity.wordpress.com/2020/09/23/to-my-dei-colleagues-is-anyone-else-confused/>

American propaganda,' even though it strives to strengthen society in offering a vision of equality under the law when laws are designed for equity,"¹²

- v. Referring to meritocracy and hard work: "It is, in fact, 'race or sex scapegoating' to suggest that the disproportionate over-representation of white men in positions of power across sectors of U.S. society in the U.S. is the fault or deficiency of people of color and women. But there I go again. With that critical race theory,"¹³
- vi. "Currently, independent schools do not have a uniform expectation or requirement for cultural competency that, in my opinion, is vital to teach at all...let alone to teach critical race theory,"¹⁴
- vii. "Some folks are just now learning that racism is systemic and structural. This game of 'pin the racism on the individual' is how white supremacy survives;"¹⁵
- viii. "Just like 'biological sex.' There is no clean 'male' or 'female' distinction,"¹⁶ and
- ix. "The problem is when we inflict white supremacist patriarchal rules (there's only one right way, don't screw up, the written word makes it true...) on ourselves and our students in what is supposed to be education for liberation. Then, we're really just teaching that white supremacist patriarchy always rules, even the discourse of 'antiracism.'"¹⁷
- d. Blink defines "Equity: As opposed to treating every individual equally (i.e., identically), equity practice presumes diversity (different privileges/disadvantages, access to resources and opportunities, experiences, statuses) and strives to equalize the ability to thrive by recognizing and addressing unfair cultural and institutional biases and discrimination."¹⁸
- e. Blink defines "Gender: An aspect of identity based on biological sex, phenotypic characteristics and social context that has evolved dichotomized societal categories, experiences, statuses and cultures."¹⁹

¹² <https://rethinkingdiversity.wordpress.com/2020/09/23/to-my-dei-colleagues-is-anyone-else-confused/>

¹³ <https://rethinkingdiversity.wordpress.com/2020/09/23/to-my-dei-colleagues-is-anyone-else-confused/>

¹⁴ <https://rethinkingdiversity.wordpress.com/2020/08/23/qualification-to-my-recommendation/>

¹⁵ <https://rethinkingdiversity.wordpress.com/2020/08/23/on-racism-within-antiracism-and-the-white-supremacy-of-cancel-culture/>

¹⁶ <https://rethinkingdiversity.wordpress.com/2020/08/01/you-cant-just-plug-and-play-antiracism-curricula/>

¹⁷ <https://rethinkingdiversity.wordpress.com/2020/08/01/you-cant-just-plug-and-play-antiracism-curricula/>

¹⁸ <https://www.rethinkingdiversity.com/on-language>

¹⁹ <https://www.rethinkingdiversity.com/on-language>

- f. Blink defines “Privilege: A systemic social advantage in the form of 1) entitlement to resources and opportunities; 2) preferential treatment; or 3) immunity from stigma, obligation, or expectation.”²⁰
- g. Blink defines “Race: An aspect of identity based on phenotypic characteristics, ancestry, and social context that on a group level has evolved disparate societal experiences, statuses, and cultures.”²¹
- h. Blink defines “Class: An aspect of identity and culture formed by 1) socioeconomic status; 2) access to social resources and opportunities; 3) daily living norms and expectations; and 4) sense of entitlement and constraint in the world that has historically and systemically accorded preferential status, privilege, and freedoms to economically advantaged individuals as a group, while subordinating groups with less economic power and authority. Class identity and culture are acquired and lost less easily than money.”²²

B. October 2020²³

- 1. “To be able to educate our students about diversity, equity, inclusion, and justice, we must first educate ourselves because we cannot teach what we don’t know. Efforts at expanding employees’ understanding of DEIJ issues include:”
 - a. Nineteen administrators and faculty participated in ISAS’s first quarterly eSeminar on Racial Literacy and Anti-racism;
 - b. An additional seven faculty members are participating in Virginia Commonwealth University’s monthly webinar series on Becoming an Anti-Racist Educator;
 - c. Todd Herauf and Melanie Hightower are meeting with each division in October to continue educating faculty about skills around cultural competence; and
 - d. All employees will have a kick-off Zoom call with ROBS’ diversity consultant Alison Park, of Blink Consulting, on November 4th.
- 2. Dawn Hanson, Ashley Mejia, Amy Womack, Tara Currin, Connor Cook, and Jerrod Bain, along with others across ROBS (19 total), attended the *ISAS Series* Racial Literacy 101.
 - a. This seminar was led by Monique Vogelsang of Pollyanna, Inc., and the sessions included titles such as Racial Literacy 101; *The Power of Language: The Importance of Developing and Embracing Anti-Racist Frameworks, Mindsets, and Actions – Word by Word*; *Creating an Anti-Bias & Anti-Racist*

²⁰ <https://www.rethinkingdiversity.com/on-language>

²¹ <https://www.rethinkingdiversity.com/on-language>

²² <https://www.rethinkingdiversity.com/on-language>

²³ https://robs.myschoolapp.com/ftpimages/162/download/download_5677530.pdf?_id=1624381290198

*School/Classroom or Organization: Microaggressions and Microaffirmations; and Ways to Build Community & Alliances: Personally and Professionally.*²⁴

- b. Pollyanna, Inc.'s mission "is to advance systemic change by developing stronger communities. We do this through programs that enhance **cultural competency**, racial literacy, and equity practices."²⁵
 - c. As part of her work with Pollyanna, Inc., Vogelsang created a Racial Literacy Curriculum (RLC),²⁶ part of which was taught at the NAIS 2019 People of Color Conference attended by ROBS administration, as outlined below.
 - d. Vogelsang/Pollyanna's RLC unit for 8th grade is entitled "Racism as a Primary 'Institution' of the U.S. – How We May Combat Systemic Inequality." The summary for this course explains: "The overarching goal is for students to develop a deeper understanding of racism as a primary 'institution' in the United States. Students will explore and analyze both historical and current forms of racism, including individual levels and systemic levels of racism, with a greater focus on the latter. For example, students will unpack sophisticated ideas like white privilege and white supremacy, as well as analyze the various manifestations of separate and unequal institutions and structures that generate and reify racial discrimination in the U.S., such as housing, education, and mass incarceration. Lessons will encourage students to think about their own agency and responsibilities. By the end of the unit, students will set commitments for rectifying current social ills, such as learning and planning how to carry out anti-racist activism and/or social advocacy in their communities and/or to improve their everyday lives."²⁷
 - e. Under the FAQs section of Pollyanna's website, the question "How do I know if my institution needs to address systemic racism?" is answered "Systemic racism is just that – 'systemic.' It permeates every aspect of our society and transcends person-to-person interactions. The question isn't whether our nation's schools are burdened by systemic racism; the question is how deliberately and purposefully we are working to dismantle it and counter the effects, creating the most equitable environment for our students."²⁸
3. "Seven faculty members are participating in Virginia Commonwealth University's monthly webinar series on *Becoming an Anti-Racist Educator*."²⁹ The complete list of session titles for this series is as follows:

²⁴https://www.isasw.org/uploaded/Conferences/Workshops/Pollyanna_eSeminar_Series_Information_-_1_page.pdf

²⁵<https://pollyannainc.org/>

²⁶<https://moniquevogelsang.com/>

²⁷<https://pollyannaincrlc.org/>

²⁸<https://pollyannainc.org/faq/>

²⁹<https://ose.soe.vcu.edu/professional-learning/becoming-an-antiracist-educator-series/>

- a. *Developing an Antiracist Mindset* – “The journey to antiracism begins with understanding what it means to be a racist. This session will introduce racism as a societal construct. Factors that contribute to racism will be unpacked and examined within the context of how race intersects with gender, language, class, and religion. Additionally, participants are presented with ideas that support an antiracist ideology. Antiracism will be defined and explored within the context of critical race theory.” The learning outcomes are to “define and distinguish between racist and antiracist” and “acknowledge the intersectionality of race on interrelating social categories.”³⁰
 - i. This seminar was led by Dr. Rachel Gomez, who is a professor at VCU³¹ and describes her work as “investigat[ing] the significant of critical pedagogies on the critical consciousness and sociopolitical development of adolescents, with particular focus on identity, race, ethnicity, immigration status, gender, and culture on educational experiences. From a practical and theoretical perspective, her research draws from Critical Race Theory, [etc.]”³²
 - ii. One of Dr. Gomez’s recent publications is entitled *We See You, Hermana – At All of Your Powerful Intersections! The White Racial Framing of Serena Williams*.³³ In this article, she describes White Racial Framing (WRF) as deep and pervasive and including “a pro-white sensibility in which white people view and understand themselves to be ‘good and decent folk,’ unconscious of any racist behavior” and discusses white entitlement. She believes white people have beliefs that promote the way “people of color are racialized, sexualized, minimized, and demonized in popular discourse and media” and “many white progressives ‘know’ not to engage in negative stereotyping openly...among white strangers or people of color. Instead, white folks ‘know’ to partake in negative racial stereotyping only in settings where all are white, and where one can assume that no serious disapproval will be voiced.”
- b. *Deconstructing Implicit Bias* – “understanding implicit bias within the context of a racialized environment...influence of implicit bias on interactions with others and daily decisions will be carefully analyzed. Specific strategies to recognize and minimize bias will be shared along with strategies to address microaggressions.” This seminar was led by Dr. Dwayne Cormier of VCU who lists a “Critical race theory and design

³⁰ <https://ose.soe.vcu.edu/professional-learning/becoming-an-antiracist-educator-series/>

³¹ <https://soe.vcu.edu/directory/full-directory/first--last-name-357667-en.html>

³² <https://icubed.vcu.edu/programs/urbaneducation/>

³³ <https://mas.arizona.edu/news/we-see-you-hermana-mas-alumna-dr-rachel-gomez-talks-intersectionality>

research” seminar on his CV³⁴ and has developed the “Cultural Proficiency Continuum Dialogic Protocol, which is a pedagogical tool designed to examine and classify individuals or groups’ **cultural competency**.”³⁵

- c. *Deepening our Understanding of Systemic Racism* – “thorough examination of how colonialism contributed to inequities imposed by the white race will be extrapolated as a contributing factor to systemic inequities.” This was led by Dr. Tomika Ferguson of VCU, who is a vocal supporter of **CRT** on her Twitter feed (e.g., 6/17/21 tweet: “Unfamiliarity about **Critical Race Theory**? Tune in to engagement in this discussion with the #DREAMCollect20” and shared a link to a podcast discussing **CRT**).³⁶
- d. *Determining the Impact of Power and Privilege* – “assess the impact of power and privilege within organized systems...exploration of whiteness, anti-blackness, and BIPOC; and how these groups exercise power and privilege differently within the systems in which they operate.” This seminar was led by Dr. Faith Wilkerson and Jevona Braxton. Dr. Wilkerson is Program Director for Minority Educators Recruitment, Retention, and Equity Center at VCU.³⁷
- e. *Dismantling Racial Disproportionality* – “highlight racial inequities such as school discipline, special education, and gifted education” Learning outcomes include “devise a plan to eradicate an identified racist system, policy, and/or practice within a school environment.” This seminar was led by Dr. Melissa Cuba, who is a Virginia Commonwealth Metropolitan Educational Research Consortium evaluation specialist;³⁸
- f. *Designing Antiracist Student Supports* – “the values normalized by the white dominant culture will be interrogated within the school context.” This seminar was led by Rodney Robinson, who tweeted on 6/19/21 “Don’t let people screaming about **CRT** distract you from real issues in educational equity. It’s all noise to maintain the current system. Keep fighting to change the system to meet everyone’s needs” and on 6/23/21 “It’s a shame that superintendents, administrators, teachers, and other education support personnel just finished the hardest year ever only to be attacked by those shouting about **CRT and other crazy conspiracies**” and on 6/28/21 that “no social studies teacher should be using textbooks.”³⁹ Additionally, on 12/30/20, Robinson encouraged acts of violence against then Senate Majority Leader Mitch McConnell and mocked injuries sustained by Senator Rand Paul in a since-deleted tweet:

³⁴ https://soe.vcu.edu/media/school-of-education/pdfs/cvs/10.24.2019_Dwayne_Ray_Cormier_CV_ada.pdf

³⁵ <https://soe.vcu.edu/directory/full-directory/first--last-name-363653-en.html>

³⁶ https://twitter.com/tomiferg?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

³⁷ <https://soe.vcu.edu/directory/full-directory/first--last-name-363923-en.html>

³⁸ <https://merc.soe.vcu.edu/about/team/>

³⁹ https://twitter.com/RodRobinsonRVA?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

“Who are Mitch McConnell’s neighbors? I’m just saying Rand Paul’s neighbor did what a true Kentucky hero should do. It’s your turn to step up.”

- g. *Developing Sustainable Antiracist Environments* – “this session will build upon the knowledge of systemic policies and practices that perpetuate racism,”
 - h. *Doing the Work: Allies, Accomplices, and Co-conspirators* – “participants will be challenged to move beyond allyship to more active engagement as accomplices and co-conspirators.”⁴⁰ This session was led by Dr. Andrew Daire who penned an article for University Business in which he advocated for CRT by arguing, “Candidates have not adequately learned about racism in America, and they do not possess the context to understand the frustration and anger that underrepresented minorities feel. Students may be offered a gratuitous multiculturalism course in which they superficially learn about diversity, but do not learn about critical race theory, cultural responsiveness, and proficiency as a standard part of the curriculum. They may never receive the opportunity to confront their own implicit biases...”⁴¹
- 4. “Todd Herauf and Melanie Hightower are meeting with each division in October to continue educating faculty about skills around cultural competence.”
 - 5. “All employees will have Zoom call with Alison Park on November 4.”
 - 6. “An affinity group of 12 black faculty and staff started meeting last spring and has resumed meeting this fall.” To date, there has been no publicly-documented mention of any affinity groups for Hispanic, Asian, white, mixed-race, or other racial or ethnic groups.
 - 7. “A new Diversity Think Tank comprised of parent leaders meets for the first time on October 26 and will advise the administration on decisions and issues related to DEI as they arise.”
 - 8. “Members of the Diversity Think Tank are also participating alongside Good Will Ambassadors in reaching out to new families, particularly families of color.”
 - 9. “On the advice of our school attorney, a provision was added to our Student/Parent Handbook and Employee Handbook about the school’s lack of tolerance for incidents of racism or bias and how to report them.” Additionally, DEI language was added and a section devoted to DEI was added.”⁴²

⁴⁰ <https://ose.soe.vcu.edu/professional-learning/becoming-an-antiracist-educator-series/>

⁴¹ <https://universitybusiness.com/equity-in-teacher-education/>

⁴² https://robs.myschoolapp.com/ftpimages/162/download/download_5667937.pdf?_id=1624642005807

C. November 2020⁴³

1. Antiracism with Alison Park – “The entire ROBS faculty and staff spent two hours after school working with Alison Park. The time together centered around conversations about what it means to be anti-racist. The group as a whole vocalized that this work is not something we can check a box on that it was done and time to move on...rather, this work will be a part of who we are at ROBS. Alison will be returning to work with ROBS faculty and staff on January 4th, as well as the Admin team on January 21st, and (hopefully) the Board on January 23rd,”
2. “Preschool administrators and teachers joined with Lower School and Middle school to attend *ISAS Series The Power of Language: The Importance of Developing and Embracing Anti-Racist Frameworks, Mindsets, and Actions.*” This was led by Vogelsang/Pollyanna, Inc. See above for an example of her teaching approach;
3. All faculty attended Courageous DEI Conversations with Melanie Hightower and Todd Herauf. Courageous Conversation (Glenn E. Singleton) describes its work: “We believe systemic racism is the most devastating factor contributing to the diminished capacity of all people – especially people of color and indigenous people – to achieve at the highest levels.”⁴⁴
4. Mary Stewart Clark attended *Developing an Antiracist Mindset* with Rachel Gomez. See above for description of course and facilitator.

D. February 2021⁴⁵

1. All faculty and staff attended Alison Park’s **Cultural Competency** training. See above for description of Park/Blink.
2. Amy Womack, Tara Currin, and Mary Stewart Clark attended the ISAS Series – *Creating an Anti-Bias and Anti-Racist School/Classroom or Organizations: Microaggressions and Micro-Affirmations.* See above for description of course and facilitator Vogelsang/Pollyanna, Inc.
3. Mary Stewart Clark attended *Determining the Impact of Power of Privilege*. See above for description of course and facilitator.
4. “As can be expected, there is a lot going on at ROBS related to DEI. It is not only a part of the current Strategic Plan, events have unfolded over the course of the last year which have provided thought-provoking moments for us all.”
5. Past parent Louma Ghandour, Rice University’s Director of Faculty Development, educated the administrative team on *Implicit Bias in the Hiring Process*.

⁴³ https://robs.myschoolapp.com/ftpimages/162/download/download_5677533.pdf?_=1624381290198

⁴⁴ <https://courageousconversation.com/>

⁴⁵ https://robs.myschoolapp.com/ftpimages/162/download/download_6121088.pdf?_=1624381290198

6. “To cast a wider net for new faculty and staff, we are posting open positions to new job boards such as Indeed, Southern Teachers, NEMNET, and DiversityIS.
- a. NEMNET Minority Recruitment shares such articles as *How to Promote Racial Equity in the Workplace*, which it summarizes by saying, “Many people deny the existence of racism against people of color because they assume that racism is defined by deliberate actions motivated by malice and hatred. When defined simply as differential evaluation or treatment based solely on race, regardless of intent, racism occurs far more frequently than most White people suspect.”⁴⁶
 - b. DiversityIS “highlight[s] the efforts of K-12 school educators, administrators, organizations, and other leaders across the country who are dedicated to increasing diversity, equity, and access in K-12 education and well as ensuring more inclusive environments for students and employees.
 - c. DiversityIS posts articles in its News section such as:
 - i. *Education Professor, Genocide Survivor Warns Schools About Student Radicalization*: “Amra Sabic-El-Rayess...says there are parallels between the recent rise of White nationalism in the U.S. and the Serbian Islamophobia of the 1980s that led to millions of death. [His] research suggests that young people become part of extremist movements based on ethnic and racial hatred through narratives that are ‘deliberately constructed outside classrooms to appeal to disenfranchised youths who harbor grievances.”⁴⁷
 - ii. *How Teachers Talked to Students About Chauvin Trial*: “Despite the difficulty and possible backlash, educators from Minnesota say that it is crucial to address systemic racism with students.”⁴⁸
 - iii. *Activists and Researchers Say School Dress Codes Unfairly Target African American Girls*: “African American girls must also contend with stereotypes and society’s sexualization of Black women from a young age, making them more likely to be accused of dress and uniform violations on the grounds of being too provocative. Such standards perpetuate rape culture.”⁴⁹
 - d. **ROBS’ job postings** on these websites, as well as on NAIS⁵⁰ and ROBS’ own website,⁵¹ list **responsibilities** of the teaching positions, including “develop and practice **cultural competence** in training and teamwork.”
 - i. As noted on p. 6 of this packet, this practice of listing **cultural competency** as a requirement for new hires is from Alison Park’s playbook.

⁴⁶ <https://www.nemnet.com/NewsItem.aspx?j=46>

⁴⁷ <https://diversityis.com/education-professor-genocide-survivor-warns-schools-about-student-radicalization>

⁴⁸ <https://diversityis.com/how-teachers-talked-to-students-about-chauvin-trial>

⁴⁹ <https://diversityis.com/activists-and-researchers-say-school-dress-codes-unfairly-target-african-american-girls>

⁵⁰ <https://careers.nais.org/jobs/14809892/lower-school-counselor>

⁵¹ <https://robs.org/careers/>

- ii. Alison Park defines “**cultural competency**” in the context of her being “tired of leadership getting to be leadership without any requirement to be culturally competent” as “being baseline fluent in DEI concepts and language, including being able to name how white supremacy even makes it possible to imagine [Rand] Paul’s argument [whereby he supported the Emmett Till Antilynching Act but opposed the bill’s language for being overly broad];⁵² able and expected to integrate cultural competency understandings, habits, and skills into everyday leadership, including the ability to take more than one perspective; and accountable for growing in their cultural competency.” She uses the term “cultural competency” twice to define the term “cultural competency.”⁵³
7. “We can’t teach what we don’t know, so administrators and faculty continue to learn about DEI issues through trainings such as: ongoing work with Alison Park, *How to Be An Anti-Racist School*, *ISAS Workshop on Microaggressions and Micro-Affirmations*, *Investing in a Culture of Well-Being for Students of Color*, *Equity in the All-Virtual Admission Process*, *Building an Inclusive Advancement Operation*, *Creating an Inclusion Dashboard*, a ROBS **Cultural Competency** Working Group has been formed to guide the work of **integrating DEI principles into all grades and subject matter over the next two years**, ad hoc committees are also being formed to **advance other DEI priorities in areas such as Biblical case for DEI** and onboarding of new employees.”

E. April 2021⁵⁴

1. Amy Womack, Tara Currin, and Mary Stewart Clark attended the ISAS Series – *Creating an Anti-Bias and Anti-Racist School/Classroom or Organizations – Ways to Build Community & Alliances: Personally and Professionally*. See above for course description and information about Vogelsand/Pollyanna, Inc.
2. Mary Stewart Clark attended *Dismantling Racial Disproportionality*. See above for description of course and facilitator.
3. “In conjunction with our Strategic Plan, **several committees continue working on other DEI priorities: The Biblical case for DEI, cultural competency working group with Alison Park, onboarding new employees to our DEI work**, ways to identify and support students and employees who feel left out. We find that those working in these committees are excited about the work ahead especially as we share the **Biblical case for DEI**.”

⁵²<https://www.npr.org/2020/06/05/871083578/gop-senator-rand-paul-seeks-changes-to-emmett-till-antilynching-act>

⁵³<https://rethinkingdiversity.wordpress.com/?s=cultural+competency&submit=Search>

⁵⁴https://robs.myschoolapp.com/ftpimages/162/download/download_6121095.pdf?_id=1624381290198

III. **February 10, 2020 Middle School Chapel – Black History Month**⁵⁵

- A. Leanne opened the lesson by discussing racism in the Bible.
- B. Poet Amanda Gorman spoke about “race & racism.”
- C. Leanne then talked about “good trouble”... “we can’t be silent or polite”... “As a middle school student at ROBS, you have a responsibility to the greater good of our community”
- D. Introducing poem by Kamiya Bell, who does not attend and never has attended ROBS, Leanne said: “Close your eyes and listen to Kamiya’s words. And while she’s speaking them, think about what it means for you, as a member of our community, to make sure no one ever feels the way Kamiya feels.”
- E. *Where Did We Go Wrong?* poem by Kamiya Bell excerpts:

“Others are living their privileged lives and couldn’t care less or seem to ignore the truth...

...

Behind her brown eyes she walked down the halls and saw privilege smeared all over the poisonous walls...

...

She’d befriended the rich white girls, walked into their mansions and would play pretend for the day, wishing she were them. And she hated herself for it, but at the end of the day would remember exactly who she was...

...

Where did we go wrong?

...

It wasn’t until the pretty white boy wearing a MAGA hat called her fat and her rich white friends told her that her dreams were unattainable that she saw her passion diminish.

...

But one day she grew up and realized most of the people she had known since she was three would never know the meaning of work ethic

Where did we go wrong?

She was done asking because that hurt her more
Than any police officer could
Than the hatred people had for their own skin
The hatred she had for her own skin
More than the pretty white boys”

- F. Following the poem, Leanne stated, “That’s good trouble. Right? That’s using your voice to express the hurt, the pain, and the hope.”

⁵⁵ <https://www.youtube.com/watch?v=rjiG60iCRAk>

IV. Roadmap 2020 – ROBS Strategic Plan⁵⁶

DEI Action Steps include “provide adult education and professional development in **cultural competency**.”

V. Vine & Branch – Summer 2020⁵⁷

- A. Leanne Reynolds: “I didn’t plan, for example, to learn so much about my implicit role as a white woman in the systems oppressing people of color as we explored diversity, equity, and inclusion as an educational priority. Or **how demoralizing the term ‘colorblind’ is**, dismissing the rich beauty of our differences. The learning and unlearning that has stemmed from this initiative has been eye-opening for me personally and game-changing for us educators.”
- B. “It is our responsibility to keep learning for [our students] and for our own future. It is why our academic leaders participated in the People of Color Conference last winter and the Diversity Leadership Institute this summer. It is why we have engaged a curriculum consultant to work with our academic leaders on lessons in **cultural competency** and racial literacy.”

VI. ROBS Recommended and Required Reading

- A. According to the April 26, 2019 Board of Trustees Board Meeting Packet, the “all-school summer book read will be Waking Up White by Debby Irving...Copies have been purchased for all trustees, administrators, faculty, staff, and Parent Association leaders.” This book explores white privilege and examining one’s racial identity.
- B. The HAISLN recommended reading list for 7th grade includes *Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Jason Reynolds and **Ibram X. Kendi**.⁵⁸
 - 1. This book contains such quotes as:
 - a. “**White people think more of themselves**, which further attracts them to racist ideas;
 - b. “Racist and anti-racist ideas have lived in human minds for nearly six hundred years. Born in Western Europe in the mid-1400s, racist ideas traveled to colonial America and have lived in the United States from its beginnings;”
 - c. “**To love capitalism is to end up loving racism**,”
 - d. “I did not fully realize that **the only thing extraordinary about White people is that they think something is extraordinary about them**,”
 - e. “There is no such thing as a not-racist idea, only racist ideas and anti-racist ideas;”

⁵⁶ https://issuu.com/riveroaksbaptistschool/docs/roadmap_for_robs_-_strategic_plan/4

⁵⁷ <https://robs.org/mapping-our-future/>

⁵⁸ https://robs.myschoolapp.com/ftpimages/162/download/download_6088033.pdf

- f. “Instead, they define policies not rigged for White people as racist. Ideas not centering White lives are racist. Beleaguered White racists who can’t imagine their lives not being the focus of a movement respond to ‘Black Lives Matter’ with ‘All Lives Matter;’”
 - g. “Embattled **police officers who can’t imagine losing their right to racially profile and brutalize** respond with ‘Blue Lives Matter;’”
 - h. “Do-nothing climate policy is racist policy since the predominantly non-White global south is being victimized by climate change more than the Whiter global north, even as the Whiter global north is contributing more to its acceleration;”
 - i. “Race is a mirage...they fail to realize that if we stop using racial categories, then we will not be able to identify racial inequality;”
 - j. “The most threatening racist movement is not the alt right’s unlikely drive for a White ethnostate but the regular American’s drive for a “race-neutral” one. The **construct of race neutrality actually feeds the White nationalist victimhood;**”
2. *Stamped* also makes numerous inflammatory “factual statements” without evidence and/or without full context. An example is the authors’ claim that since black people make up 13% of the U.S. population, black people “should make up something close to 13% of Americans killed by police and close to 13% of Americans in prison,” disregarding actual statistics.⁵⁹ According to FBI Uniform Crime Reports for arrests during the 2010 period, which the authors reference, black offenders committed 49% of murders and non-negligent manslaughter crimes and 55% of robberies nationwide.⁶⁰ Those percentages remained materially similar through the remainder of the Obama administration, which included a black president and two black attorneys general. Additionally, the book makes no mention of percentage for black-on-black crime, which represented approximately 90% of homicides involving black

⁵⁹ The full text of this book can be found at:

<https://static1.squarespace.com/static/54823cade4b0090d4b36f575/t/5ef38a5df767b55175e7731b/1593018979/Stamped+-+Racism%2C+Antiracism%2C+and+You.pdf>

⁶⁰ <https://ucr.fbi.gov/crime-in-the-u.s/2010/crime-in-the-u.s.-2010/tables/table-43>

victims during 2010,⁶¹ 2011,⁶² 2012,⁶³ 2013,⁶⁴ 2014,⁶⁵ 2015,⁶⁶ and 2016.⁶⁷ Likewise, the book does not discuss the ratio of white-on-black violent crime compared to black-on-white violent crime. The U.S. Department of Justice tracks violent crime in the United States by the race of both the victim and the perpetrator. Table 14 of the 2018 Criminal Victimization Report⁶⁸ outlines the percent of violent incidents, divided among white, black, Hispanic, and Asian. For purposes of this packet, we will examine only white-on-black crime and black-on-white crime. As such, the total number of victims of violent incidents in the chart equals 5,061,940, but the total number of black and white victims only is 4,145,300 (3,581,360 total white victims + 563,940 total black victims). That is the total number of crimes we will use for this demonstration. The chart shows that 15.3% of the 3,581,360 crimes with white victims (including Hispanic and Asian offenders) were committed by black perpetrators, equaling 547,948 crimes ($3,581,360 \times 0.153 = 547,948$). The chart also shows that 10.6% of the 563,940 crimes with black victims (including Hispanic and Asian offenders) were committed by white perpetrators, equaling 59,777 crimes ($563,940 \times 0.106 = 59,777$). With 547,948 black-on-white violent crimes and 59,777 black-on-black violent crimes, with a total of 607,725 interracial black and white crimes, the percentage of whites who are victims of violent crimes committed by blacks is 90.2% ($547,948 \div 607,725 = 0.9016$), while the percentage of blacks who are victims of violent crimes committed by whites is 9.8% ($59,777 \div 607,725 = 0.0983$).

3. Ibram X. Kendi, formerly known as Ibram Henry Rogers, is the individual who assigned a sinister motive to Supreme Court Justice Amy Coney Barrett for adopting two black children and called her a “colonizer” who uses her two adopted black Haitian children as props in a twitter post (since deleted). The tweet, which was in response to a picture of a white woman – he mistakenly thought was Barrett – holding two black children contained the following:
 - a. “Some White colonizers ‘adopted’ Black children,” he wrote. “They ‘civilized’ these ‘savage’ children in the ‘superior’ ways of White people, while using them”

⁶¹ <https://ucr.fbi.gov/crime-in-the-u.s/2010/crime-in-the-u.s.-2010/tables/10shrtbl06.xls>

⁶² <https://ucr.fbi.gov/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/tables/expanded-homicide-data-table-6>

⁶³ https://ucr.fbi.gov/crime-in-the-u.s/2012/crime-in-the-u.s.-2012/offenses-known-to-law-enforcement/expanded-homicide/expanded_homicide_data_table_6_murder_race_and_sex_of_victim_by_race_and_sex_of_offender_2012.xls

⁶⁴ https://ucr.fbi.gov/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/offenses-known-to-law-enforcement/expanded-homicide/expanded_homicide_data_table_6_murder_race_and_sex_of_victim_by_race_and_sex_of_offender_2013.xls

⁶⁵ https://ucr.fbi.gov/crime-in-the-u.s/2014/crime-in-the-u.s.-2014/tables/expanded-homicide-data/expanded_homicide_data_table_6_murder_race_and_sex_of_victim_by_race_and_sex_of_offender_2014.xls

⁶⁶ https://ucr.fbi.gov/crime-in-the-u.s/2015/crime-in-the-u.s.-2015/tables/expanded_homicide_data_table_6_murder_race_and_sex_of_victim_by_race_and_sex_of_offender_2015.xls

⁶⁷ <https://ucr.fbi.gov/crime-in-the-u.s/2016/crime-in-the-u.s.-2016/tables/expanded-homicide-data-table-3.xls>

⁶⁸ <https://bjs.ojp.gov/content/pub/pdf/cv18.pdf>

as props in their lifelong pictures of denial, while cutting the biological parents of these children out of the picture of humanity.”

- b. When it was pointed out the woman in the picture was not Justice Barrett, he doubled down, writing ““whether this is Barrett or not is not the point” and “it is a belief too many White people have: if they have or adopt a child of color, then they can’t be racist.”⁶⁹
4. Jason Reynolds regularly tweets his support of critical race theory: on 6/23/21 “People are conflating Critical Race Theory with History. Y’all really protesting the teaching of HISTORY in schools. And just because that history makes some uncomfortable, that doesn’t make it any less true,” on 6/24/21 “Can someone point me toward the curriculum that has everyone upset? I’m asking in earnest, because someone asked me if I’d seen it, and I haven’t. But I’d love to.”⁷⁰ Jason Reynolds, along with Nikole Hannah-Jones author of 1619 Project: A New Origin Story, was one of the keynote speakers at the 2021 NAIS Annual Conference, but it is not known whether ROBS sent anyone to this conference.
5. The authors of *Stamped* list several musical artists to whom they credit with “driving change and empowerment,” including Slick Rick, Ice T, and N.W.A.
 - a. One of Slick Rick’s songs is entitled “Kill Niggaz” and includes the lyrics “I still clock the mil’ figures, cock back triggers. Reason why you and your girlfriends dig us – ‘cause I kill niggas.”
 - b. One of Ice T’s songs is entitled “Straight Up Nigga” and includes the lyrics “A lot of people get mad ‘cause I use the word nigga. You know what I’m saying they don’t like the fact that I use the word nigga. They say you a black man. I tell ‘em I’m a nigga....Damn right I’m a nigga and I don’t care what you are. ‘Cause I’m a capital N-I-double G-E-R. Black people might get mad ‘cause they don’t see that they’re looked upon as a nigga just like me. I’m a nigga, not a colored man or a black or a negro or Afro American.”
 - c. N.W.A. stands for Niggaz Wit Attitude.
 - d. One of N.W.A.’s songs is entitled “Real Niggaz” and includes the lyrics “Real niggaz, straight off the streets of Compton. Quick to getting your shit without a second thought. And if your ass gets smoked, it’s my bullet you caught. So if you’re talking shit about the niggaz in black, bow down to the kings and raid a half.”
 - e. Another of N.W.A.’s songs is entitled “Fuck tha Police” and includes lyrics “Beat a police out of shape and when I’m finished, bring the yellow tape. To tape off the scene of the slaughter...Ice Cube will swarm on any motherfucker in a blue uniform. Just ‘cause I’m from the CPT, punk police

⁶⁹ <https://nypost.com/2020/09/28/bu-professor-suggests-amy-coney-barrett-is-a-white-colonizer/>

⁷⁰ https://twitter.com/JasonReynolds83?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

are afraid of me. A young nigga on a warpath, and when I'm finished, it's gonna be a blood bath of cops dyin' in L.A. Yo, Dre, I got something to say."

6. The publisher of *Stamped*, Hachette Book Group wrote, "Adults, in particular, might enjoy this book as a captivating introductory text into the larger genre of critical race theory."⁷¹
 7. In its reading guide for *Stamped*, Hachette Book Group states, "[p]rior to engaging students in this unit, it is important that educators confront their own racist ideas."⁷² (While this is only a recommended book and the guide is not listed, these notes from the publisher reveal the intended **CRT** approach of this book.)
 - a. Day 1 of the guide states, "So much has been hidden from us. As you listen to this letter to readers by Kendi, think about and prepare to discuss the following: What are the consequences of continued omissions about the history of racism and antiracism in the U.S?"
 - b. Day 2 asks students, "In what ways is racism woven into the fabric of American institutions?" and suggests students "consider how and why the definition of White shifts and changes as the institution of slavery is founded, and has continued to, even up to today."
 - c. Day 3's key concept: "Racist ideas were embedded in the formation of the U.S. government by the founding fathers, whose hypocrisy was manifested in documents that proclaimed freedom and equality for all."
 - d. Similar concepts, questions, and exercises for 20 days' worth of instruction.
 - e. The guide encourages students to examine key areas of popular culture, such as the Academy Awards, children's literature, and primetime TV shows, to provide a historic and current perspective to identify the prevalence of racist practices in these areas.
 8. Amazon reviews for *Stamped* include: "racism disguised as wokeness," "unacceptable," "this is going to mislead a generation of students and create even more racial strife in our culture," "vile propaganda designed to brainwash children," "filled with false information," "Dr. Kendi...is a false prophet...his work is hateful," "I have studied history in graduate school and taught history in high school. I found this book to be wildly wrong about a number of people and events in American history," "a twisted history," "very one-sided and very anti-white," "absolute atrocity," "their exposure of racism is really just justifying their racism," "if your school assigns this, ask for a different book."
- C. Required reading for 7th grade ROBS students in the school year 2020-21 included Jacqueline Woodson's *Harbor Me*.

⁷¹ <https://www.hachettebookgroup.com/book-list/finally-a-powerful-guide-to-antiracism-for-younger-readers/>

⁷² <https://www.hachettebookgroup.com/wp-content/uploads/2020/03/Stamped-Educator-Guide.pdf>

1. A teaching guide for this book states, "...teachers might...read like a critic, demonstrating for students how to identify injustice and resist oppressive ideologies such as white supremacy or heteronormativity" and "Critical Race Theory, Critical Disability Studies, Post-Colonialism, Queer Theory, and Gender Studies – all of these theoretical stances can be introduced to younger readers with the same basic questioning tools."⁷³ (While it is not known whether ROBS teachers utilized any specific teaching guide, these notes reveal the intended CRT approach of this book.)
 2. The teaching guide also outlines a "Salient Vocabulary 'Critical Race Theory'" list for the readers including the terms: whiteness, microaggression, social construction, institutional racism, intersectionality, metanarrative, and counternarrative.
 3. The guide provides "Essential Questions for Critical Race Theory," including "How can examining race in *Harbor Me* deepen our understanding of the role of race and racial bias in our own lives?" and "How do I analyze a text using critical race theory?" The questions the guide suggests to ask during reading include: "How are their experiences both affirming and oppressive? What role does school play in maintaining or challenging racial bias?" and post reading questions "How does reading the characters in *Harbor Me* using Critical Race Theory help us read other texts similarly?"
 4. Amazon reviews for this book include: "indoctrination at its finest," "too bad the author felt the need to indoctrinate them with her opinions," "there was plenty of white guilt, cop hating, and citizenship issues that didn't need to be in there except to push her agenda," "this book is a masterpiece of how to not teach kids about right and wrong," "the message to the reader is that kids are in a free country but have no understanding of the people who fought for that freedom," "this book ends up trying to indoctrinate children with ideologies that are based on many falsehoods," "our tax money should not be used to support this indoctrination."
- D. The HAISLN recommended reading list for 6th grade includes Lisa Moore Ramee's *A Good Kind of Trouble*.⁷⁴ This book revolves around a student's activism and refusal to remove her Black Lives Matter armband at school. The word "black" is capitalized throughout the book, while the word "white" remains lower case. It discusses white privilege and says, "a lot of the things you'll be taught at school are from...dead white men's perspective."⁷⁵ Amazon review of this book: "Terrible book...invokes violence and bashed police by saying they are racist killers."⁷⁶
- E. The HAISLN recommended reading list for 7th grade includes Renee Watson's *Piecing Me Together*.⁷⁷ This book is about a black girl attending a prestigious white private school and her

⁷³ <https://digitalcommons.montclair.edu/cgi/viewcontent.cgi?article=1275&context=nj-english-journal>

⁷⁴ https://robs.myschoolapp.com/ftpimages/162/download/download_6088032.pdf

⁷⁵ <https://www.pdfread.net/ebook/a-good-kind-of-trouble-lisa-moore-ramee/>

⁷⁶ https://www.amazon.com/product-reviews/B0796T62C4/ref=acr_dp_hist_1?ie=UTF8&filterByStar=one_star&reviewerType=all_reviews#reviews-filter-bar

⁷⁷ https://robs.myschoolapp.com/ftpimages/162/download/download_6088033.pdf

discomfort with being a minority. The Discussion Guide for this book created by its publisher, Bloomsbury, discusses “[e]xploring identity and intersectionality” and focuses on class, power, and privilege.⁷⁸ The guide includes a chart that outlines which “identities” are dominant (e.g., white, male, Christian, straight, high income, slim, etc.) and which are marginalized (people of color, female, poor, everyone not Christian, etc.). The guide discusses “oppression,” saying it “acknowledges that people are divided into categories by perceived identity and that those groups have access to more or less power and privileged depending on their dominant (often majority) or marginalized (often minority) position. The guide cites several “resources on oppression,” including a publication by Kimberle Williams Crenshaw, who is “a pioneering scholar and writer on ... critical race theory,” according to her profile on the Columbia Law School website where she is full-time faculty.⁷⁹ (Again, this is a recommended book and the guide is not listed, but these notes from the publisher reveal the intended CRT approach of this book.)

- F. The HAISLN recommended reading list for 5th grade includes Sharon Draper’s *Blended*. Racial tensions affect the main character’s school. The reading guide provided by the book’s publisher, Simon and Schuster, discusses Black Lives Matter and encourages teachers to “have students work in pairs to identify and research cases of police shootings of unarmed black children or teenagers.”⁸⁰ Again, this is a recommended book and the guide is not listed, but these notes from the publisher reveal the intended CRT approach of this book.)
- G. The HAISLN recommended reading list for 5th grade also includes Jerry Craft’s *New Kid*. Amazon reviewers include the following descriptors about this book: “racist,” “shames certain races,” “disrespectful for white teachers,” “extremely racist toward white people,” “so one-sided it’s ridiculous,” “teaches about microaggressions.”⁸¹
- H. The HAISLN recommended reading list for 3rd & 4th grade includes Irene Latham and Charles Waters’ *Can I Touch Your Hair: A Conversation*. Amazon reviewers include the following descriptors about this book: “absolutely the worst book we’ve ever read...not appropriate for school age children, it is full of hate, racism, stereotypes, and negativity,” section titled ‘The N-Bomb’ introduces that word, “after reading this book [elementary school students] will ‘see’ every difference known to man and judge people on this,” “if you want your child to believe police are the bad guys and intentionally inflict violence due to racial conflict, then buy the book,” “horrible view on race in America, not for kids, full of hateful stereotypes,” “turn the colors on this book, and there’d be total outrage.”⁸² Good Reads reviewers: “the feeling I get after reading this book as a white person is guilt,” “white people are demonized in the text,” “white = bad and I should feel bad because of something I have no control over

⁷⁸ <https://media.bloomsbury.com/rep/files/Piecing%20Me%20Together%20Guide.pdf>

⁷⁹ <https://www.law.columbia.edu/faculty/kimberle-w-crenshaw>

⁸⁰ <https://www.simonandschuster.com/books/Blended/Sharon-M-Draper/9781442495012>

⁸¹ https://www.amazon.com/product-reviews/B078R4MWFY/ref=acr_dp_hist_1?ie=UTF8&filterByStar=one_star&reviewerType=all_reviews#reviews-filter-bar

⁸² https://www.amazon.com/product-reviews/B07ZWCJDSN/ref=acr_dp_hist_1?ie=UTF8&filterByStar=one_star&reviewerType=all_reviews#reviews-filter-bar

being,” “so offensive.”⁸³ The reading guide for this book instructs teachers to “have [3rd and 4th graders] look at more videos of Trayvon Martin as a human in the world and describe how he might’ve been feeling walking home from the store that night.”⁸⁴ (Again, this is a recommended book and the guide is not listed, but these notes from the publisher reveal the intended **CRT** approach of this book.)

- I. The HAISLN recommended reading list for 7th grade includes Martin w. Sanders’ *1919: The Year That Changed America*.⁸⁵
 1. Amazon reviews for this book include: “violently partisan,” “blatant political bias, uncorroborated ‘facts’ (in actuality mere opinion) and unsubstantiated pronouncements mar this book...it often devolves into a political screed of the liberal bent,” “history as a backdrop for partisan screeds about current events...the sections on current events are also incredibly biased,” “I am disgusted this book has received such hype...it is preachy, unbalanced, turns history into a means to making commentary on sometimes barely related current events,” “the author claims that voter ID laws are intended to suppress the vote...Black Americans are fully capable of getting an ID, any suggestion otherwise is offensive. The statement is political and divisive in nature,” “too politically motivated.”⁸⁶

VII. **ROBS.org – “The Kids Are Alright”**⁸⁷

Following up on discussions Leanne had with various students regarding racial issues: “Not one student said that they had ever felt excluded based on their race or ethnicity. If I were to be completely honest, this surprised me. They said other students sometimes say things or do things that are unintentionally racist, which is referred to as microaggressions.”

VIII. **Glassdoor.com Reviews of Employment at ROBS**⁸⁸

This is hidden behind a paywall or membership wall of sorts, but there is one review that gives just one star and is entitled “Diversity and Inclusion at ROBS.” It is unclear whether this reviewer was unhappy with the new focus on DEI or felt there should be more.” Individuals with accounts on Glassdoor should be able to access entire review.

⁸³ https://www.goodreads.com/book/show/34007179-can-i-touch-your-hair-poems-of-race-mistakes-and-friendship#other_reviews

⁸⁴ https://www.irenelatham.com/pdf/hair_Curriculum_Guide_2017.pdf

⁸⁵ https://robs.myschoolapp.com/ftpimages/162/download/download_6088033.pdf

⁸⁶ https://www.amazon.com/dp/B0817GHS9F/ref=dp-kindle-redirect?_encoding=UTF8&btcr=1

⁸⁷ <https://robs.org/the-kids-are-alright/>

⁸⁸ https://www.glassdoor.com/Overview/Working-at-River-Oaks-Baptist-School-EI_IE1831554.11,36.htm

CRT/DEI on ROBS' Social Media

I. Tod Herauf Twitter @TeachinTodd⁸⁹

- 12/5/19 "Excited to be here at #NAISPoCC2019 with [Connor Cook, Amy Womack, Leanne Reynolds, Dawn Hanson, Brian Mahabee, and Melanie Hightower]"
- 12/26/20 Retweet of Emmanuel Acho: *Uncomfortable Conversations with a Black Man* video (all about white privilege, implicit bias, etc.)
- 12/29/20 Advancing equity through innovation: a choice, not a guarantee
- 1/15/21 Defining Implicit Bias and Racial Anxiety (NAIS article)
- 1/6/21 Retweet of Ashley Mejia: "An impactful and thought-provoking day working with ROBS and Alison Park focusing on cultural competencies. Feeling optimistic about our work in 2021 and beyond."
- 3/1/21 Retweet of Crystal Frommert article from ASCD: "Nine Ways to Promote Equity in Our Schools"

II. Leanne Reynolds Twitter @lreynolds65⁹⁰

- 12/5/19 "Me too!" – Sharing Todd Herauf's tweet "Excited to be here at #NAISPoCC2019."
- 6/22/20 "As I explored by racial identity, I realized how it informs the choices and decisions I make" with a link to NAIS article
- 6/30/20 Retweet of Emmanuel Acho: *Uncomfortable Conversations with a Black Man*

III. Leanne Reynolds Facebook and Instagram @reynolds_leanne

- 3/2/19 "The NAIS Conference was great..." (With Deborah Harper)
- 12/5/19 "I am in Seattle learning alongside thousands of colleagues about how educators can develop empathetic, culturally competent, and racially conscious graduates who will become empathetic, culturally competent, and racially conscious leaders of tomorrow. We can't do it without empathetic, culturally competent, a racially conscious faculty, staff, parents, and Trustees. I am mentally and emotionally exhausted after the first day, and I am mentally and emotionally exhilarated at the same time."
- 12/8/19 "An emotional and heartfelt call to love – revolutionary love – by Valerie Kaur at POCC. To experience joy, we must love others, love our opponents, and love ourselves."

⁸⁹ https://twitter.com/TeachinTodd?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

⁹⁰ <https://twitter.com/lreynolds65?lang=en>

- 2/4/20 "I saw this on Twitter just now. We spent an hour this afternoon designing plans for ensuring that every adult and child in our community are culturally competent and culturally responsive. The work ahead is vast, complicated, and necessary. Jesus led the charge to love God, self, and others. I can rest in knowing He's not just with us, He's in front of us preparing the way." (Shared quote: "Faith tells me that no matter what lies ahead of me, God is already there.)
- 2/29/20 A very emotional part of our 8th grade trip to DC was the visit to the National Museum of African American History and Culture. As I walked through the museum, my whiteness became very prominent. I walked alongside African American families often with young children. I stood and listened as they tried to explain things as their children asked, 'Why?' I watched as tears streamed down their faces. Finally, I had to say, 'I'm sorry.' I took a picture that sums up my struggle with slavery, and sums up what I wrestled with throughout the museum – The Paradox of Liberty. I still can't understand it." (Shared photo of Declaration of Liberty: "All men are created equal...with certain unalienable rights...whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it.")
- 6/1/20 "I have been heartbroken and afraid to speak out for fear of saying the wrong thing. Please watch this video. I now feel called and empowered to not worry about saying the wrong thing. My silence is more harmful than anything I say. #iamsorry" (Shared link to *Let's Talk: A Conversation with Pastors Jeremy Foster, Jimmy Rollins, Chris Durso & Earl McClellan*)
- 6/2/20 "I am so proud of my city! We showed the world today what civil discourse looks like. There was anger, passion, and weeping but not violence. #blackouttuesday #blacklivesmatter." (Shared photo of protestors holding Black Lives Matter sign and "We Can't Rest. No Justice. No Peace." sign)
- 6/4/20 "Will you join us? The feeling of helplessness is real. Educating ourselves, and dealing with the discomfort that will result is a step in the right direction." (Shared link to debbyirving.com: 21-Day Racial Equity Habit Building Challenge)
- 6/6/20 "Day 1 of my 21 Day Challenge. I am sharing a video that I found very enlightening." (shared video of Emmanuel Acho's *Uncomfortable Conversations With a Black Man*)
- 6/8/20 "Day 2 of my 21 Day Challenge. Besides having some informative conversations with colleagues and journaling, the following are my two learning activities for the day: 1) My sister sent me an article by Rev. Romel J. Tune called, 'The Unspoken Privilege of Being White.' 2) Watched Episode 2 of 'When They See Us.'" (shared sojo.net article *Richard Rohr on White Privilege* – article about 'systemic white privilege')
- 6/9/20 "Day 3 of my 21 Day Challenge..." (shared nytimes.com article *Episode 1: The Fight for a True Democracy* – an article about the 1619 Project)
- 6/9/20 "I plan to attend!" (shared photo of seminar entitled Racism and Privilege: Having Honest Conversations with Our Children)

- 6/14/20 “Great conversation tonight about how to talk to our children about race and privilege...” (shared screenshot of St. Luke’s Family Recourse Recommendations on Race and Privilege, which includes articles such as *The Air We Breathe: Implicit Bias and Police Shootings* and *The Truth About the American Church’s Complicity in Racism*, books from activist/author Ibram X. Kendi, and a link to take an implicit bias test)
- 6/15/20 “Day 8 of my learning journey. Last night, I participated in St. Luke’s Parenting Event, ‘Racism and Privilege: Having Healthy Conversations With Our Children’...One thing I took away is that privilege = immunity. We (whites) are immune to what our friends of color are dealing with on a daily basis because of systemic racism and bias...Then my sister, Debra Stewart, told me to watch *13th* about the 13th amendment. It was very informative.” (shared link to Ava DuVernay’s film *13th* – a film that documents slavery’s ties to mass incarceration, which she alleges disproportionately affects black Americans)
- 6/17/20 “...day 9...I learned many things from watching Robbie Gordy’s speech, but a couple of things stood out to me: 1) Fighting racism is not a political call to action, it is a moral one. 2) Fighting racism isn’t about having the right opinion (or the wrong one) it is about doing the right thing.”
- 6/20/20 “Day 12 – This morning, I woke up thinking about my conservative political views and what I am learning about racism...This is the quote that stuck with me... ‘Modern conservatism defends voluntary community, encourages strong families, praises earned wealth and demands honest labor. Racism oppresses. Conservatism liberates. Conservatives should be front and center, leading the way on how to end institutional racism in America.’” (shared courier-journal.com op-ed Why Conservatives Should be Leading the Way to End Institutional Racism)
- 6/22/20 “I was talking with some new friends today about the current racial climate and how exhausting it is for people of color.”
- 6/23/20 “I am participating in the Diversity Leadership Institute this week. One of my facilitators played a song for my small group and asked to listen quietly...The song was ‘What’s Going On’ by Marvin Gaye. I felt sad and discouraged. He wrote that song in 1971 and almost 50 years later, we are still hearing too many mothers crying, and too many brothers dying. We have to change things for our children and their children.”
- *The topic for the 2020 NAIS Diversity Leadership Institute was “The Conversation Ignored for Too Long: Race and Racism in Education and Society.” It was described on the website as “...faculty and participants invite you to join them in an honest conversation about race in America, one that can help pave the way for increasingly courageous conversations in your school communities. The high-profile and inhumane killings of black children, youth, and adults have raised public awareness about another pandemic, one that has plundered the lives of black and African American citizens for more than 400 years..”
- 6/24/20 “One of the many things I have been wrestling with over the last few weeks, is this...Can I be a conservative Christian that loves and supports our men and women in blue AND be an anti-racist?...I love, and pray for, our men and women in blue, AND, I am an anti-racist.”

- 6/25/20 “Day 15 – Today I am learning about how systems (I think school) can perpetuate conflict, racism, inequities, etc. because the people designing the systems are privileged (or not of a marginalized group). I know the word ‘privilege’ conjures up defensiveness but what I am learning is that there is no need for defensiveness, just recognize it for what it is. Privilege exists in many forms. For example, right-handed people are more privileged than left-handed people. Why? Because left-handed people make up about 10% of the world’s population. Things are not designed for the 10% - I guarantee you that a left-handed person did not invent the student desk or spiral-bound notebooks!...We can’t expect anger to go away until we acknowledge why it exists in the first place. As hard as it may be, I think we have to listen to the pain so that we can understand it, and with understanding comes the hope of reconciliation.”
- 6/26/20 “Day 16 of my 21 Day Learning Journey included the end of the Diversity Leadership Institute. I learned so much this week. Today’s session focused on leadership. We learned that for initiatives in our schools to be successful, we need all the pieces in place – one missing piece can inhibit success. And we must start with the ‘why.’” (shared slide from the NAIS Diversity Leadership Institute – ‘Vision + Consensus + Skills + Incentive + Resources + Action Plan = Change’)
- 6/28/20 “Day 18 – Growing up Southern Baptist, this hit home. I find it hopeful that churches are leading the conversation about race.” (shared YouTube video entitled “Live: A National Conversation on White Supremacy and American Christianity)
- 6/29/20 “Day 19 – Last week I learned about the neuroscience of bias. We all have biases. Implicit bias is when we act on stereotypes or prejudices without meaning to (unconscious bias). Here is an 8 point plan to fight implicit bias from the American Academy of Family Physicians: These eight tactics, which spell out ‘IMPLICIT,’ can help you mitigate your own implicit biases:
- Introspection: Explore and identify your own prejudices by taking implicit association tests or through other means of self-analysis.
 - Mindfulness: Since you’re more likely to give in to your biases when you’re under pressure, practice ways to reduce stress and increase mindfulness, such as focused breathing.
 - Perspective-taking: Consider experiences from the point of view of the person being stereotyped. You can do this by reading or watching content that discusses those experiences or directly interacting with people from those groups.
 - Learn to slow down: Before interacting with people from certain groups, pause and reflect to reduce reflexive actions. Consider positive examples of people from that stereotyped group, such as public figures or personal friends.
 - Individuation: Evaluate people on their personal characteristics rather than those affiliated with their group. This could include connecting over shared interests.

- Check your messaging: As opposed to saying things like ‘we don’t see color,’ use statements that welcome and embrace multiculturalism or other differences.
- Institutionalize fairness: Support a culture of diversity and inclusion at the organizational level. This could include using an ‘equity lens’ tool (multco.us) to identify your group’s blind spots or reviewing the images in your office to see if they further or undercut stereotypes. (The “equity lens” to which she refers is found on the website for Multnomah County, the county in which Portland, Oregon, is located. From the website: “The Equity and Empowerment Lens (with a racial justice focus) is a transformative quality improvement tool used to improve planning, decision-making, and resource allocation leading to more racially equitable policies and programs.)
- Take two: Resisting implicit bias is lifelong work. You have to constantly restart the process and look for new ways to improve.

7/1/20

“Day 21 – This is the end of my challenge, but I promise my friends of color that I am only beginning this journey. Here is why. I listened to a faculty child (8th) grader asking, ‘Where did WE go wrong?’ She is convicting. We all have to own our role in racism, and I am holding myself accountable, will you join me? ...We, white people, have no trouble saying that our Confederate flag flying peeps are not ‘us.’ But when there is looting, we want to generalize that all black people are pro-violence. Let’s be fair.”

9/30/20

“The ROBS Admin Team participated in a webinar today about racial literacy.”

ROBS' Accreditation and Affiliations with ISAS and NAIS

I. ISAS

- A. ROBS has accreditations from both the Independent Schools Association of the Southwest (ISAS) and the Accreditation Commission of the Texas Association of Baptist schools (ACTABS).
- B. The ISAS Standards for Membership⁹¹ include:
 - 1. “Equity and Justice – The school fosters equity and justice by promoting a climate in which all people are respected and valued. Requirements for compliance include:
 - a. The school promotes **cross-cultural competencies** for trustees, parents, students, and school personnel through training, support, and curricular offerings;
 - b. The school actively seeks diversity in its student body, trustees, faculty, and staff.
- C. “Commitment to Equity and Justice⁹² – The recent killings of Black men and women in the U.S. have brought renewed attention to centuries-long, systemic racism and violence against Black communities. In unprecedented response, people and institutions across the country and world are acting to address racial inequality and demand structural change...Living in a just and equitable society is a basic human right. Our Black community members deserve this, both in their school community and in the broader world. ISAS intends to be leaders in this effort, and we support our member schools that are modeling best practices in antiracist and culturally responsive teaching and learning while educating students who will become future agents of change. Presently, ISAS is commencing a full review of all Standards for Membership, practices, and programs through the lens of diversity, equity, inclusion, belonging, and justice. We will challenge and support our schools to be leaders against racism and injustice. In doing so, we pledge to foster safer, stronger, and more equitable school communities in our region. – September 2020.”
- D. Upcoming Conferences and Meetings
 - 1. 2021 DEI Conference – Oct 7, 2021, Houston, Texas;
 - 2. It is not clear whether ROBS will be sending anyone to this conference.
- E. Job Position Listings
 - 1. As of June 24, 2021, ROBS had three positions listed on ISAS’s website – Middle School Math Teacher, Lower School Counselor, and Lower School Teacher;

⁹¹https://resources.finalsite.net/images/v1564677234/isasw/mgel44u7o2relzs1rsii/ISASStandardsforMembership6-19_2.pdf

⁹²<https://www.isasw.org/about-isas/commitment-to-equity-and-justice>

2. The “responsibilities” listed for both Middle School Math Teacher and Lower School Counselor include “**develop and practice cultural competence.**”
3. Article linked in ISAS’s “News” section⁹³ on its website – *The Academic Concept Conservative Lawmakers Love to Hate*⁹⁴ discusses critical race theory and state legislation prohibiting such teaching. Stating that “Republican lawmakers across the country have declared war on an academic concept, and...introduced similar bills in at least a dozen states meant to curb what they see as the pernicious influence of critical race theory in public institutions.” The article quotes a University of Missouri law professor who studies “how conservative discontent is changing higher ed’s legal landscape.” He stated, “People are going to wonder, am I going to get in trouble with the state legislature if I teach history accurately...” The article goes on to loosely define critical race theory as “... ‘a loose set of propositions about the law and race’...include[ing] that racism is ‘structural’ and built into the law, that race is a social construction, and that racial progress is not inevitable. Critical race theorists reject the idea that the United States is a post-racial society and that ‘colorblindness’ is a solution. Not only does the concept undermine ‘law and social policy that rely on race-conscious analysis, but also soothes anxiety about the stubborn endurance of the structures of white dominance.’”
4. Another article linked in ISAS’s “News” section⁹⁵ – *When We Talk About Grades, We Are Talking About People*,⁹⁶ which discusses the practice of “ungrading” or “a response to the harm that grading has done, continues to do, and will always do unless we seek another practice...is inherently more equitable than grading.”

II. NAIS

- A. While not accredited by NAIS, ROBS is a member of and affiliated with this organization.
- B. The NAIS Vision – “All learners find pathways to success through the independence, innovation, and diversity of our schools, creating a more equitable world;
- C. The NAIS Principles of Good Practice for Equity and Justice⁹⁷ include:
 1. The school establishes the foundations for its commitment to equity and justice in its defining documents (mission, core value, and /or philosophical statements);
 2. The school respects, affirms, and protects the dignity and worth of each member and its community.

⁹³ <https://www.isasw.org/member-resources/education-news>

⁹⁴ https://www.chronicle.com/article/the-academic-concept-conservative-lawmakers-love-to-hate?utm_source=iterable&utm_medium=email&utm_campaign=campaign_2331940_nl_Daily-Briefing_date_20210513&cid=db&source=ams&sourceId=4899610&cid2=gen_login_refresh&cid2=gen_login_refresh

⁹⁵ <https://www.isasw.org/member-resources/education-news>

⁹⁶ <https://www.seanmichaelmorris.com/when-we-talk-about-grading-we-are-talking-about-people/>

⁹⁷ <https://www.nais.org/learn/principles-of-good-practice/equity-and-justice/>

3. The board of trustees and the head of school articulate strategic goals and objectives that promote diversity, inclusion, equity, and justice in the life of the school;
 4. The school develops meaningful **requirements for cross-cultural competency** and provides training and support for all members of the community, including the board of trustees, parents, students, and all school personnel.
 5. The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in admission, hiring, retention, financial aid, and curriculum development;
 6. The school works deliberately to ensure that the board of trustees, administration, faculty, staff, and student body reflect the diversity that is present in the rapidly changing and increasingly diverse school-age population in our country;
 7. The head of school ensures that diversity initiatives are coordinated and led by a designated individual who is a member of one of the school leadership teams, with the training, authority, and support needed to influence key areas of policy development, decisions making, budget, and management;
 8. The school uses inclusive language in all written, electronic, and oral communication.
 9. The school adopts a nondiscrimination statement applicable to the administration of all of its programs and policies, in full compliance with local, state, and federal law.
- D. The NAIS Principles of Good Practice for Heads of School⁹⁸ include “the head ensures that every element of school life reflects the principles of equity, justice, and the dignity of each individual.
- E. The NAIS Principles of Good Practice for the Hiring Process⁹⁹ include “The school has a stated procedure governing its hiring process and a strategic recruiting plan that includes strategies for seeking candidates who will add to the racial, cultural, and gender diversity of the institution.
- F. NAIS Conferences, Institutes, and Workshops Currently Scheduled
1. 2021 NAIS People of Color Conference: November 29 – December 4, 2021. “Acknowledging responsibility and taking principled action to redress wrongs is the call to character and courage in the national movement of our time. Reckoning with Impacts, Rolling with Just Intent is the theme of the 2021 NAIS [PoCC], and it will guide the future work we will do.”¹⁰⁰
 2. 2021 NAIS Online Diversity Leadership Institute.¹⁰¹ June 28 – July 2, 2021. “A global pandemic. The resurgence of racism in its most virulent forms. Pushback on longstanding race, diversity, equity, and inclusion programming in our schools...The NAIS Online [DLI]

⁹⁸ <https://www.nais.org/learn/principles-of-good-practice/heads/>

⁹⁹ <https://www.nais.org/learn/principles-of-good-practice/hiring-process/>

¹⁰⁰ <https://pocc.nais.org/>

¹⁰¹ <https://www.nais.org/participate/institutes-workshops/diversity-leadership-institute/>

provides a time for restoration, self-care, and engaged learning in a trusted community of practice. DLI supports your goals for creating just, inclusive, vibrant school communities where all students can thrive. It provides the tools you need to lead and manage through polarizing conflict, power imbalances, the impacts of unexamined racial identity, the effects of systemic racism, and other forms of oppression, and more.” Topics include “addressing DEI backlash and ‘fatigue.’”

3. NAIS Online Institute for New Heads: A Year of Support:¹⁰² Topics include “Diversity, Equity, and Inclusion”
4. 2021 NAIS Online Inclusive Schools Network Institute (ISNI):¹⁰³ “Daily we see more and more independent schools seeking effective ways to address the increasing diversity across the K-12 experience...Schools that implement gender-inclusive practices support their commitment to diversity and enhance a climate of campus well-being. NAIS is partnering with Gender Spectrum, a national leader in creating gender sensitive and positively responsive environments for all children and teens.” Topics covered include: “Dimensions of gender, key terminology, and the spectrum framework for gender,” “Climate assessment and making a case for gender education in schools;” “the pragmatics of creating gender-inclusive schools.”
5. NAIS Online Equity Design Lab: Grading for Equity:¹⁰⁴ “The goal is to develop innovative solutions and models that independent schools can use to address challenges and opportunities related to equity and social justice inside and out of the classroom...This institute will help teachers explore the ways traditional grading unwittingly reinforces century-old beliefs about students’ academic and intellectual capacities. It will invite teachers to examine whether their grading practices unintentionally reward students with more resources and penalize those with fewer material and financial supports...How do current grading practices thwart effective teaching and learning, convey misleading and inaccurate motivation, demotivate students, and undermine our equity work, perpetuating the very disparities we seek to interrupt? What are grading practices that are more accurate, bias-resistant, and build students’ intrinsic motivation to learn?...Participants will 1) Understand the history of our current approaches to grading and recognize the ways in which our continued use of those practices undermine equity and restrict how we want our students to experience learning and how we want to teach. 2) Learn equitable grading practices that are more accurate, bias-resistant, and motivational...”

¹⁰² <https://www.nais.org/participate/institutes-workshops/institute-for-new-heads/>

¹⁰³ <https://www.nais.org/participate/institutes-workshops/inclusive-schools-network-institute/>

¹⁰⁴ <https://www.nais.org/participate/institutes-workshops/equity-design-lab/>

NAIS People of Color Conference 2019

ROBS is a participating member of the National Association of Independent Schools (NAIS). They hold an annual People of Color Conference (PoCC). The following ROBS employees attended the 2019 NAIS PoCC in Seattle, Washington¹⁰⁵: Leanne Reynolds, Connor Cook, Amy Womack, Dawn Hanson, Brian Mahabee, Melanie Hightower, and Todd Herauf. Both Leanne and Todd tweeted they were excited to be there on December 5, 2019. Leanne also posted several times about the event on Facebook. Though not documented, it is widely known this conference is where Leanne met Alison Park of Blink Consulting.

The theme of the 2019 PoCC was: *1619. 2019. Beyond. Amplifying Our Intelligence to Liberate, Co-Create, & Thrive*, centering on the controversial 1619 Project, a controversial revisionist theory set forth in a 2019 New York Times article that aims to reframe our country's history by placing the consequences of slavery at the very center of the United States' national narrative, crossing out 1776 as America's founding date, and substituting 1619, the year 20 or so African slaves were brought to Jamestown, Virginia. It has been rejected by most prominent historians due to its one-sided nature and lack of scholarly support.

I. Welcome Statement

NAIS President, Donna Orem, and NAIS Vice President for Equity and Justice, Caroline G. Blackwell, penned the welcome statement in the program for the 2019 PoCC: "This year, with the theme of *1619. 2019. Beyond. Amplifying Our Intelligence to Liberate, Co-Create, & Thrive*, we join in an international commemoration of the 400 years since the first British ship carrying captured Angolans arrived in North America, initiating enslavement of black African people...Each year we are deeply grateful to our attendees for braving the challenges and opportunities to advance equity and justice in independence schools."

II. Local Committee Co-Chair Welcome

"PoCC is an opportunity for people of color to come together. Sometimes the conference inspires tough conversations, and those conversations can lead to breakthroughs, new ideas, and a path forward. It was in this spirit that groups like the Gang of Four and the second oldest chapter of the Black Panther Party worked to build something new in our city."

III. Speakers

One of the keynote speakers was Nikole Hannah-Jones, author of *1619 Project: A New Origin Story*. Another keynote speaker, Schuyler Bailar, is the first transgender athlete to compete in any sport on a NCAA Division 1 men's team. Schuyler made the choice to transition while a student at Harvard. Session speakers included Anthony Ocampo, a gay Filipino who "focuses on race, immigration, and LGBTQ issues,"¹⁰⁶ Dr. Wayne Au, whose academic interests "broadly encompass critical education theory and teaching for social justice,"¹⁰⁷ and Cinnamon Spear Kills First, who teaches courses such as "Decolonize the

¹⁰⁵ https://pocc.nais.org/PoCC/media/documents/program_archive/2019PoCC_program_FINAL.pdf

¹⁰⁶ <http://www.anthonycampo.com/>

¹⁰⁷ <https://www.uwb.edu/education/faculty-staff/wayneau>

Classroom”¹⁰⁸ and considers her work to be “a direct response to American misrepresentation and cultural appropriation.”

IV. Affinity Group Work at PoCC

- A. “PoCC hosts Affinity Group sessions to provide an opportunity for sharing and exploring your life and experiences within spaces defined by membership in a specific racial or ethnic identity group.”
- B. “To preserve the safety and integrity of each affinity group space, you should only attend those sessions that correspond with the racial and ethnic identity to which you belong. **Affinity groups** at PoCC **are not spaces to learn about the racial or ethnic identity of others**, including that of a child, spouse, or partner. Trying to attend an affinity group to which you do not belong is an intrusion, and you will be asked to leave out of care and respect for the members’ psychological safety and well-being.”
- C. “In 2014, NAIS Equity and Justice Team created Community Engagement Initiative (CEI) [which] will support schools to empower student affinity groups so that their students will develop advocacy skills and cultivate their capacity to be agents for change in their schools and communities.”
- D. ROBS’ Brian Mahabee served on the “Affinity Group Hosting Team” at the 2019 POCC.

V. CRT Terms Used in PoCC Brochure

- Equity was used 164 times
- Justice was used 117 times
- Black was used 98 times
- Diverse/diversity were used 72 times
- White was used 71 times
- Asian was used 48 times
- Affinity group was used 47 times
- Activism was used 35 times
- Anti-racist/m was used 28 times
- Oppress/ion was used 27 times
- Inclusive/inclusivity were used 27 times
- Racist was used 25 times
- Variations of Latin(a)(x) were used 21 times
- DEI was used 18 times
- Allyship was used 17 times
- Privilege was used 15 times
- Equitable was used 14 times
- Marginalized was used 12 times
- Slave/slavery/enslavement was used 12 times
- Predominantly white was used 11 times

¹⁰⁸ <https://becomingbelovedcommunity.org/events/decolonize>

- Variations of colonize were used 10 times
- Microaggressions was used 9 times
- Native American was used 9 times
- Whiteness was used 8 times
- Jew/Jewish was used 8 times
- LGBTQ was used 8 times
- Intersectional/ity was used 8 times
- Implicit bias was used 7 times
- African American was used 7 times
- Activist was used 7 times
- Racial identity was used 7 times
- Muslim was used 6 times
- Colorism was use 6 times
- Indigenous was used 6 times
- Cultural competence/y was used 6 times
- White supremacy was used 5 times
- Systemic was used 4 times
- Anti-blackness was used 4 times
- Victim/hood was used 4 times
- Folx was used 4 times
- Indian was used 4 times
- Critical race was used 3 times
- Cultural appropriate was used 3 times
- Cisgender was used 3 times
- Queer was used 2 times
- Bipoc was used 2 times
- Hispanic was used 1 time
- Antisemitic was used 0 times
- Caucasian was used 0 times

VI. Equity Seminars – Wed, Dec 4, 2019

This is just a sampling of the seminars offered. This list is not complete, and it does not represent the exact classes ROBS administration attended, which is not known at this time.

- *Ally is a Verb: White Educators at POCC & Beyond* – “This seminar will help white educators strengthen their competencies in supporting equity and justice initiatives in schools. Focusing on the importance of white affinity work and the development of accountable cross-racial partnerships, participants will examine how they can deepen their understanding of race and racism, whiteness, and the potential for transformative pedagogy by working with each other to develop their identities as anti-racist educators. Participants will discuss the history of racism and its current manifestations in the U.S.; consider their roles at POCC and beyond; explore why it is important for white educators to examine their own racial identity in order to be effective; and learn how they can support each other in their work to understand the impact of race/racism on their lives.”

- *Do You See What I Mean? Facilitating Courageous Conversations Visually* – “As educators and activists leading the work around DEI in our schools...”
- *Examining Ourselves in Order to be Culturally Responsive Educators & Create Inclusive Classrooms* – “educators need to hold their students to high academic and behavioral expectations...engaging in self-reflection, checking our implicit biases... **we have to change ourselves, not fix and change other students of color.**”
- *Practicing Anti-Racist Leadership* – “we’ll explore how whiteness, despite increasing racial diversity in our communities, continues to define our schools’ cultures and outcomes.”
- *Resilience & Healing/Awareness & Accountability: A Deep Dive Into Implicit Bias, Racial Anxiety, Racial Identity, and Microaggressions* – “how implicit biases and racial anxiety can impact us as educators...examine frameworks to deepen our understanding of racial identity and microaggressions...In affinity and multiracial spaces, educators of color will gain resilience strategies, and white educators will build accountability mechanisms to apply personally and within independent schools.”
- *Taking Care of Ourselves: Using Our Social and Emotional Intelligence to Thrive* – “Today’s socio-political climate dictates the necessity for people of color to display unfathomable emotional control. The world expects us to display enough positive emotion to contribute to white people’s comfort, while also stifling our outrage at the **modern-day lynchings happening on a daily basis.**”
- *Grading for Equity: How Traditional Grading Perpetuates Disparities & What We Can Do About It* – “dive deep into the history of our traditional grading practices and recognize how our continued use of those practices undermines equity and perpetuates disparities.”
- *Ideas to Action: Strategic Planning to Meet Your Equity & Inclusion Goals* – “This session will provide some strategies for making sure that the school’s strategic plan includes DEI and that the DEI leaders on campus have their own roadmap for how the work will get done. In this session, we will also discuss how to communicate effectively with different constituency groups and how to do the work even when not everyone is 100% on board.”
- *Understanding the Phenomenon of Dialect & Its Critical Role in Linguistically Diverse Schools* – “ideas teachers have about what constitutes formal/informal, positive/negative, aggressive/passive, and incorrect/correct uses of language are often infused with stereotypes about the English language and its speakers.”
- *You’re Not Crazy, You’re Not Alone: Resiliency in the Face of Implicit Bias, Microaggressions, and Everyday Racism* – “You will learn to identify microaggressions, implicit bias, and everyday racism.”
- *Understanding, Respecting, Connecting: A Guide for White Women Teaching Black Boys* – “focused inquiry around your relationships with black male students and the impact of those relationships on academic excellence, race, racism, privilege, and white supremacy.”
- *N!gga(er) in the Classroom, Hallway, Recess: Are We Becoming Moore (sic) Accepting of The Word?* – “engage in activities to examine your personal and professional histories with N!gga(er).”

VII. Equity Seminars – Thurs, Dec 6, 2019

This is just a sampling of the seminars offered. This list is not complete, and it does not represent the exact classes ROBS administration attended, which is not known at this time.

- *Beyond Buses and Boycotts: Revamping Black History Month and Your Entire School Calendar* – “You will discuss navigating your own and your students’ discomfort in dealing with sensitive topics, learn ways to present information through the lens of cultural competency, and empower the students in your classroom to celebrate themselves and each other.”
- *Dear White Folks at POCC: A Love Letter in Workshop Form* – “white colleagues took it as a learning opportunity to notice their own race at POCC...a panel of colleagues to hear about what they hope white people know and understand about their presence at POCC.”
- *Disrupting the System From Within* – “What’s the impact when we whitewash history? Hear how a few ‘progressive’ educators got tired of kind, well-meaning teachers bringing racism into the classroom by perpetuating the oppressive pedagogy that continues to marginalize people of color. The story begins with Dr. Seuss and ends with rosé.”
- *Grading for Equity: What It Is, Why It Matters, How It Transforms Schools and Classrooms* – “many common grading practices...are imbued with institutional and implicit biases that undermine our equity work.”
- *How Can Black People Work Toward Liberation for Themselves and Black Students in Independent Schools?* – “White supremacy and its practices are rooted in the subjugation of black bodies. Each day, black people must fight against the system and continuous oppression that started with enslavement and continues with subpar education and laws designed to suppress and oppress black people rather than provide federal protection. ‘We who believe in freedom cannot rest,’ so while black people cannot rest as they continue to fight for their freedom, they must also deal with the chronic stress caused by racism...attendees will workshop strategies for survival and rest and envision techniques for tagging each other ‘in’ and ‘out’ while doing the work of dismantling racism and combating anti-blackness in white supremacist spaces.”
- *Navigating Wholeness in Our Schools: Reclaiming Our Time and Our Authentic Selves* – “The toll of working at predominantly white institutions can be especially taxing for people of color. Institutions that were, by design, created neither by us nor for us inherently infuse biases and oppressions historically created and perpetuated within the United States. Navigating microaggressions, imposter syndrome, gaslighting, and code-switching while doing our best for our students can lead to losing or ignoring aspects of our multicultural selves; this reality calls for healing.”
- *Self-Knowledge is Power! A New Racial Literacy Toolkit for K-8 Students* – “A team of educators from Pollyanna, Inc., have created a comprehensive, innovative Racial Literacy Curriculum for grades K-8. It is designed to help students gain knowledge about race as it has been constructed in the U.S.”
- *Surviving ‘The Mammy Complex’: Being ‘the Only’ in a Brave New World* – “From the days of enslavement through the Jim Crow Era, the Mammy has served as a caricature of the political, cultural, and economic interests of White America.”
- *We Wear the Mask: Stories of the Black Girl Experience in Predominantly White Independent Schools* – “Using the theories of critical race, black identity, and black feminism as a conceptual framework, this research explored the role of race/class/gender and parental support as contributing factors to the racial consciousness development of black girls in middle school.”
- *Are You Doing Your Work? Calling in Our Cisgender and Heterosexual PoC Allies* – “Often as people of color, we want our white allies to educate themselves and do their own personal work around privilege in order to support equity and inclusion in independent

schools. We, as LGBTQ people of color, want the same from our heterosexual and cisgender colleagues of color. In this workshop, we will explore the role of allyship (as a verb) specifically for PoC supporting LGBTQ PoC. We will provide five concrete actions PoC allies can take to support those of us with intersecting, marginalized identities around race, gender, and sexuality.”

- *Biases and Balance (Part II): Talking to Families of Color About Learning Challenges* – “A common problem that arises when students of color demonstrate learning challenges is that faculty and administrators often make assumptions about the cultural beliefs, socioeconomic status, language, educational background, and structure of families of color. In this session, we will continue the work by having participants engage in a critical analysis of their own biases when interacting with families about academic concerns.”
- *Centering Joy as a Revolutionary Act for Womxn, Femmes, and Non-Binary People of Color* – “Let’s explore the pursuit of joy as a tool for subverting narratives that have historically told us who we are, what we’re worth, and how to live. This discussion/presentation examines historical and contemporary scholarship for ways womxn of color can leverage a pursuit of joy as an act of liberation and revolution...Through this frame, we’ll point to ways we might deliver an antidote to internalized racial oppression.”
- *Decolonizing Hearts and Minds: Using Ancestral Healing and Ancient Wisdom to Transmute Wounds Into Power* – “Our workshop will focus on different healing modalities that people of color can tap into that re-center our needs and subvert the colonial mindset. Too often, independent schools can serve as spaces that marginalize our communities and deepen societal wounds in a more intimate setting. Measures of success in this context can often be tick marks that continue to center and uplift ‘whiteness’.”
- *The Guide for White Women Who Teach Black Boys*
- *I Woke Up Like This: Teaching and Practicing Authenticity in Predominantly White Spaces* – “As an educator of color, how do we become culturally authentic in predominantly white spaces? In this workshop, we will define cultural authenticity and evaluate whether we as educators are being true to our identities. Attendees will define cultural authenticity for themselves and unpack hindrances that may prevent this from occurring within the institutions they serve. BeYonce’s artistry serves as an exemplar to provide a framework for the ways in which we navigate mainstream white institutions in an authentic and unapologetic manner.”
- *The Life of the Diversity Practitioner: Circle of Rebirth or Cycle of Abuse?* – “Independent schools proudly endorse diversity and equity in their missions; yet unspoken, vague, and unrealistic expectations and responsibilities dominate the lives of those explicitly engaged in ‘equity’ work. Whether holding formal titles or informally being building ‘experts,’ equity practitioners challenge white supremacy and other insidious narratives, care for the margins while educating everyone else, and contend for justice daily.”
- *STEM is Not Exempt: Anti-Racist STEM Education* – “...attendees will have an opportunity to articulate what anti-racist STEM education can look like in their schools.”
- *Toxic Stress in the Lived Experience of People of Color* – “...toxic stressors, such as the cumulative harm of microaggressions, strained learning and working conditions, being measured by higher standards, or the paucity of validation from one’s peer group.”

VIII. Equity Seminars – Fri, Dec 7, 2019

This is just a sampling of the seminars offered. This list is not complete, and it does not represent the exact classes ROBS administration attended, which is not known at this time.

- *All the Wealth They Cannot See: Cultural Assets and Community Capital* – “Eurocentric models are routinely applied to people of color in independent schools. In primarily white institutions, those marginalized by racism have their cultures judged as problematic, deficient, and dysfunctional. Institutions themselves typically offer assimilation and adaptation to white culture as the sole means of success, while failure to succeed by students of color is blamed on individual limitations, not the oppressive system itself. How can we refute this dominant ideology and create a counternarrative that validates and centers the experiences of marginalized students?”
- *Are They Ready? Discussing Mass Incarceration with Middle School Students and Building an Activist Toolkit* – “We are invested in popping the independent school ‘bubble’ and directly situating and implicating our students in the system of mass incarceration...will give educators implementable strategies and activities that support middle school students to be engaged in developmentally appropriate conversations about justice and situated toward activism.”
- *Black Boy Joy, Black Girl Magic: The Importance of Relationship in Academic Success* – “When students enter school environments as obvious minorities, establishing that relationship is inevitably more complicated. Addressing the complexities inherent in being black and brown in white spaces is a non-negotiable for creating culturally competent teaching practices and inclusive classrooms.”
- *“Come Get Your People”: Activating Asian Americans to Dismantle Anti-Blackness* – Many Asians Americans have failed to see mirrors, windows, and sliding-glass doors of Asian American activism. This absence and distorted narrative have contributed to our quest to be proximate to whiteness and, as a result, anti-blackness.”
- *Deep From the Heart of Texas: Reimagining the Head of School/Chief Diversity Officer Partnership* – “...we must be steadfast in our commitment to equity and justice work. And key to the success of this work is the relationship between the head of school and the diversity practitioner. This workshop will examine the rationality, positionality, and sustainability of the head-chief diversity officer relationship in building inclusive and equitable school communities at three Texas independent schools.”
- *DEI Practitioner as Data Analyst: Using Data Analysis to Drive Cultural and Institutional Change* – “The independent school DEI practitioner functions largely as a culture maker and change agent within relatively inflexible and rigid systems. One way to influence institutional change is to give your administrative teams the one thing they find hard to argue with: data. Not every school is resourced enough to embark on large data audits like the NAIS AIM or with other expensive consultants. However, small data collection and analysis from a number of school areas will help you build allies and forge relationships, uncover areas of growth and opportunity, and align strategic plans and mission statements to empower DEI initiatives. This workshop aims to empower DEI practitioners to leverage data in significant ways to help address issues of equity, justice, and inclusion within their own schools.”
- *Ed Tech as the Master’s Tools?* – “Participants will examine excerpts from Audre Lorde’s *The Master’s Tools Will Never Dismantle the Master’s House* and will use this text as a

framework to examine the ways in which educational technology, at the classroom, divisional, and institutional levels, can reinforce paradigms of power and privilege. In order to help disrupt this narrative, through hands-on examples and group case studies, participants will first brainstorm ways to create technology-infused projects or lesson plans that de-center whiteness using various DEI curricular frameworks. Participants will then strategize ways in which diversity practitioners and educational technologists can work together to ensure that divisional and institutional technologies, such as student information systems, reflect a commitment to dismantling systems of oppression in schools.”

- *Leading While Black and Male: Exploring the Lived Experiences of Black Male Heads of School* – “...we will consider the range of strategies that these leaders develop to enable them to navigate the multi-dimensional aspects of their racial identity within a dominant white racialized education system.”
- *Mournable Bodies: The Intended Consequences of Teaching About Racial and Political Violence* – “For those who teach about political violence or racial terror against a racial, ethnic, or religious group, how can the experiences of victims be honored with integrity? Whose gaze is privileged in our curricula? The oppressor or the oppressed? Using examples from curriculum designed to teach eighth graders about the Holocaust, racial terror in the American South, and the immigrant experience in the U.S., this workshop will challenge educators to ask hard questions about their practice and the possibility of implicit bias in their teaching...We will explore how educators make choices about whose bodies are mourned and which tragedies must be remembered.”
- *The Revolution Will Not Be Digitized: Has Technology Broken Our Chains or Created New Ones?* – “To what degree are we reinforcing rather than dismantling existing oppressive hierarchies?”
- *Shifting Beyond Patriarchy: Activating Feminine-Rooted Leadership* – “‘Playing the game’ usually assumes that anyone who occupies or aspires to mainstream leadership will default to and uphold patriarchal leadership models. Male-centered leadership can be relevant and effective in some capacities....many male leadership practices hold feminine qualities in contempt and doubt, which reinforces the unwritten rules of ‘the leadership game.’”
- *We’re Not White: The Internalized Oppression of the Model Minority Myth* – “This workshop unpacks the relationship between the model minority myth and the racialization of Asian Americans. The presenters investigate how the model minority myth is connected to our internalized oppression and how it can show up as anti-blackness, colorism, and the erasure of non-East-Asian identities in our communities. In order to be anti-racist and make change, we must do the work within our communities. We must take an honest look at our internalized oppression and how we participate in and perpetuate the oppression of others.” (*Model minority myth refers to the perception of universal success among Asian-Americans being wielded to downplay racism’s role in the persistent struggles of other minority groups, especially black Americans.)
- *The White Elephant in the Room: Navigating the Reality of Whiteness at PoCC* – “While conversations about white people at the PoCC are ubiquitous among attendees who are people of color, the topic can still be difficult to discuss. This panel aims to address this fraught issue by exploring ways in which we can productively navigate the reality of white people at the PoCC.”

- *Black Girl Magic: Working With White Women* – “This workshop will examine ways that the magical powers of black women can work with white women in order to co-create a space in our schools aimed at dismantling white supremacy and creating a more just society for all.”
- *Did Wakanda Exist? Seeking Truth From Fiction: Uncovering the Origins of STEM in Ancient Africa* – “The history of science and math is dominated by ancient Greek and Roman mathematicians...But did they truly ‘invent’ these ideas? Through our workshop, we will lead educators through ancient Africa, Asia, and Mesoamerica to uncover how deeply connected ancient people of color were to modern innovations in science and math. We believe that understanding this history can help students undo the damage created by centuries of trauma that led to the current notion that science and math were innovations of white men.”
- *Equitable Content: Inquiry-Based Math That Teaches Social Justice* – “Upper school math can be used to illuminate equity gaps, highlight racial discrimination, and empower our students as change agents. So why are textbooks filled with applications like randomly drawing cards or isotope decay? As leaders in this work, we must create curricula that teach content through the paradigm of equity and social justice. Students deserve to see upper-level math as relevant to their lives and important to their communities. During this session, participants will see one way to teach content and social justice simultaneously: Stop-and-Frisk legality through conditional probability, car value depreciation through exponential decay, income taxes through systems of equations, etc.”
- *Equity, Solidarity, and Allyship: How Do We Cultivate This Across Racial and Religious Identities* – “We will discuss the fraught nature of whiteness and some structural-historical realities of Jewish people alongside the realities of communities of color, including people of color who are religious minorities in the United States.”
- *From FADE (Filipina American Decolonization Experience) to Freedom: A Journey of Power, Actualization, and Solidarity* – “To decolonize is to reflect on internalized oppression and to heal; to decolonize is to question colonial narratives and to recover memory; to decolonize is to tell our stories and to encourage other critical narratives. Filipino/a/x educators are disrupting the halls of silence and dismantling centuries of colonization and oppression.”
- *The Invisibility of Headship: “Yes, I’m sure”* – “This workshop seeks to explore the nuanced way our intersectional identities as people of color affect the ways in which people respond to, and interact with, leaders of color. Despite the positional authority we have within our respective schools, we are often ill-prepared for the emotional toll that micro, passive, and even aggressive behaviors have on our psyches and our ability to lead. This workshop is aimed at unpacking examples of institutional racism within the world of education, particularly in the privileged environments of independent schools. After exploring examples of behaviors that serve to silence and marginalize people of color, we will provide strategies for coping with and responding to these challenges strategically.”
- *Invoking INVICTUS: Dealing With White Faces in Black Spaces* – “People of color feel acutely disrespected every day – discrimination sometimes felt as subtly micro-aggressive and, other times, as outright. Yet people of color have still found ways to provide sanctuary within a white supremacist society. Affinity spaces like fraternities, sororities, HBCUs, and PoCC allow people of color to ‘be themselves’ unapologetically exclusive from the white gaze. The presence of familiar faces, or just simply other folks of color, brings a

certain measure of comfort. How are these opportunities to free ourselves from the constraints, and individuals, that bind us jeopardized when white folks access these spaces? More important, how might we support people of color who push back in defense of the spaces they consider sacred?"

- *Learning to Unlearn: A Spanish Teacher's Journey With Gender-Neutral Pronouns* – "This is the journey of a cisgendered Mexican national immigrant who believes that teaching Spanish in the United States is a political act. This is the story of a high school Spanish teacher in a progressive school who decided to make his teaching an act of resistance for the students who use and promote the pronouns 'they/them' in their everyday lives, especially the Latinx people of color. This is also the story of constantly exploring how foreign languages mold our perception of identities and how people from marginalized groups can rewrite how they want to be officially recognized, in spite of traditional hegemonic binary definitions (e.g., Hispanic or Latinx) from institutions and agencies (e.g., U.S. Census, RAE)."
- *Moving the Work Forward: Scaffolding Equity and Inclusion Fundamentals for Community Buy-In* – "This workshop will aid those who work in service of DEI&SJ progression on their campuses. It will provide maps and materials to create robust pedagogical and emotional support for student-driven initiatives, including models of dialogues and exercises with faculty of all identities. The goal is for participants to create pathways for all constituents – students, parents, faculty, staff, admins – to engage fully and openly in student-led initiatives. In order to affect positive change and embrace the dissonance that comes with real work and advancement, understanding the fundamentals of the language of equity and the necessity of whole community participation is primary. Facility with the culture (language, norms, expectations) of DEI&SJ creates communities willing to examine themselves and participate in the work in pedagogically sound ways."
- *Safe Spaces for Black Male Educators (BMEs) to Connect, Grow, and Lead* – "...will discuss the triumphs and challenges of carving out a weekly BME affinity space on Twitter."
- *Showing Up For Our Siblings of Color: Combating Anti-Black Racism as Asians* – "We know about the model minority myth. We know Asian Pacific Islander South Asians (APISA+) are used as a wedge in race relations in America. How do we leverage this position to combat anti-black racism instead of benefitting from it?"
- *You're Not Crazy, You're Not Alone: Self-Care in the Face of Injustice* – "As educators, we are on the front lines of life. Our profession exposes us to everyday stressors including implicit bias, microaggressions, and racism."
- *"400 Years" – Decentering Whiteness: Creating a Sustainable Community-Based History Pedagogy* – "This workshop will model a process of shifting dominant white normative thought in independent school history departments to be more representative of different cultural epistemologies historically based on community engagement. Through a process based on social justice, community activism, and a curriculum steeped in equitable practices, a holistic and balanced environment for both students and teachers is achievable...Participants will leave with resources for shifting epistemological approaches in history while actively thinking about how to contextualized community-based education at their respective institutions."
- *Are We Doing Liberation Work or Just Working for Self-Preservation?* – "This workshop will ask people of color doing racial equity work to reflect on our racial equity practices through facilitated reflection and engagement. PoC equity practitioners will reflect on the ways in which we may operate in oppressive ways."

- *Growing Young Voices: Understanding Black Lives Matter for Teachers* – “This presentation is designed to immerse a racially diverse population of students and educators in social justice education. By asking students “Do black lives matter or do all lives matter? we will expose them to the fallacies that exist in both media and cultural understanding, make connections between today’s Black Lives Matter movement and the Civil Rights movement, and engage in social-emotional learning to support their development as young adults. We will help educators navigate the intricacies of teaching social justice issues to students of all ages. Using artwork, articles, and social media postings, we will demonstrate how to support the learning of students as we explore issues like unjust killings by police officers, discrimination, racism, and disenfranchisement.”
- *Icons for You and Me: Infographics for Social Justice Education in the Classroom* – “...you will learn how to do an ‘infographic project’ in your classroom as a means for students to engage in topics surrounding social and racial injustice. Infographics are not only fun for students; they also force students to understand the depth and extent of injustice.”
- *Incorporating Issues of Equity and Inclusion in Middle School Science* – “In science class, issues of equity, race, and inclusion are often set aside in favor of ‘just the facts.’ The curriculum can become an exhaustive list of vocabulary, with little grounding in the ‘real world.’ However, earth science, environmental science, and biology offer multiple touch points to address issues of social justice and ethics...Workshop participants will examine their own scope and sequence to find ‘low-hanging’ ways to bring equity into their classrooms.”
- *Let’s Get Free: Using Hip Hop Pedagogy as a Framework for Equity, Inclusion, and Liberation* – “Hip hop is not merely a category of music; it is a culture and a movement. Since its birth in the Bronx, hip hop has been a vehicle for amplifying black voices, resisting oppression, reflecting reality, and engaging in social critique...We will examine the cultural and curricular relevancy of hip hop and how it intersects with other pedagogical approaches to teaching as well as how it can serve as a framework and foundation for equity, inclusion, and social justice work within our respective school communities.”
- *Theatre of the Oppressed: Breaking Through Difficult Conversations on Race, Class, and Gender* – “How do we spark the difficult conversations? What are the ways to entice someone to share their experience with inequities? How do we strategically hear all voices in a space and challenge ideas, the status quo, and fear?”
- *They’re More Than Athletes: Educating Today’s Black Boys in Predominantly White Institutions* – “The goal of this workshop is to equip educators with resources, knowledge, and practicable strategies that can be employed to develop and advance black male students’ academic, social, and civic capacities. Moreover, the workshop is designed to help academic practitioners recognize how biases, policies, and curricula can impact and impede black male students’ ability to thrive in an academic environment that was not initially and, in some instances, still not currently designed to adhere to this subgroup of learners’ humanistic, emotional, and learning needs.”
- *Young, Gifted, and Black: Five Under-Fifty Female Writers to Add to Your Literature Curriculum* – “Using racial identity development and critical race theory models in small-group and Harkness-style settings, participants will analyze readings and engage in inquiry-based discussions about how varied identities and experiences, as well as competing voices and narratives, impact the teaching of black literature and the black female experience.”

IX. Equity Seminars – Sat, Dec 7, 2019

- *A Conversation for Asian and Asian Americans: It's Time We Talked About Intragroup Oppression* – “While people of color work in solidarity to push against the structures of white supremacy, it is no secret that many of us, as people of color, must also address our own internalized racism, intragroup oppression, and colonized mentality. While affinity space at PoCC has served to build Asian American solidarity, it has not been a space to address real oppression within our own community. Join a group of **critical race facilitators** as we dive into our own taboo conversations within the Asian and Asian American community on colorism, class, religion, body size and shape, education, status, and language. Because of the sensitive nature of this session, we ask that only Asian, Asian American, Pacific Islander, and South Asian participants attend.”
- *Expanding Affinity Potential: Affinity Groups in Elementary, Middle, and Early Childhood Education* – “Though affinity groups have existed for decades in some schools, they are still a controversial topic in others. Even in places where they have existed, there is still annual clarification on the need and purpose of these groups. Conversations can become especially charged when we discuss this work with our younger students and their families. In this workshop, we will explore the development of affinity groups in multiple pre-K-8 schools.”
- *“The Love That Dare Not Speak Its Name”: Queer Language in Chinese, History, and Spanish Classes* – “...presenters will share strategies for meaningfully integrating LGBTQ+ themes into World Language and History classes.”
- *Power Literacy: Reimagining How We Think About Privilege* – “Citizen-activist Eric Liu encourages us all to become power literate in order to effect change...we developed a new framework for approaching issues of privilege and positionality after experiencing resistance from students about discussing privilege. Instead of focusing on privilege and who has it, we asked students to map their relationship and access to power and to consider their responsibility to use that power for the greater good.”
- *Racism in Children's Music: Practical Steps for Liberating Music for the Black Child* – “This workshop will explore the history of racism in children's music, how popular nursery rhymes continue to be used to reinforce inferiority complexes in children, and the cultural appropriation of African music in popular children's movies.”
- *Redefining Time in Traditionally White Independent Schools: Debunking the Excuse that Change Must Be Slow* – “Without anti-racist work at the core, DEI practices at independent schools can only be performative. Creating equitable experiences for students must be rooted in the institutional belief that anti-racist work is imperative. Practices that place anti-racism work at the center of the institution create space for faculty and students of color. In this session, you'll hear from a BIPOC and an accomplice who are working to creatively change how traditionally white institutions perceive, discuss, and unpack racism as individuals with the desired outcome of systemic, collective change.”
- *Student Protest: Working With Youth Change Agents to Foster Activism While Balancing and Managing Risk* – “Black Lives Matter. School shootings. Climate change. Immigration. These are but a few of the issues at the heart of recent student protests. Young people of color have historically used protest as a method of social change, and youth are increasingly rediscovering their voice and power. Independent schools, as educational

institutions that foster critical thinking, are generally supportive of students exercising their freedom of speech to advocate on behalf of themselves and others. This presentation will provide an overview into the practical and legal issues to consider when students engage in walkout and other forms of protest during the school day. Discussion areas include whether to provide institutional support and understanding and the risks involved in providing support or withholding it.”

- *Taboo Topics: Talking About Race, Class, and Privilege in the Classroom* – “Join us as we engage in activities and dialogue in order to deepen understanding of the impact of the silences adults create around race, class, and privilege. Learn language, be introduced to tools, and gather resources as we begin to think about how to create ‘safer’ and more inclusive classroom spaces.”

Questions for ROBS Administration

1. 5/22/19 email from Leanne Reynolds
 - a. What are the “initiatives set in motion by Melanie Hightower?”
 - b. Is there any documentation or declaration of these initiatives?
 - c. What steps, if any, have been taken by ROBS to further these initiatives?
2. 8/16/19 email from Leanne Reynolds
 - a. What were the actionable goals developed within each of the four priority areas?
 - b. What was the input from the focus groups?
 - c. Who comprised the focus groups?
 - d. Who assembled the focus groups?
 - e. How many times did the focus groups meet?
 - f. Is there any documentation of these meetings, such as minutes or content distributed at the meetings?
 - g. Have they made any recommendations?
 - h. If so, what?
 - i. What steps, if any, have been taken to work toward these goals?
3. Be the Example Blog
 - a. What happened to the ROBS’ “Be the Example” blog?
 - b. When was it deactivated?
 - c. Why was it deactivated?
 - d. Is the content backed up and accessible?
4. 1/10/20 InTouch email mentions a link for a “more in-depth look at the focus areas,” but the link is no longer active.
 - a. What did this link to?
 - b. When was it deactivated?
 - c. Why was it deactivated?
 - d. Is that information still available?
 - e. What did this in-depth look reveal?
 - f. What steps, if any, were taken following this in-depth look?
5. 6/1/20 email from Leanne Reynolds has two inactive links.
 - a. What did these link to?
 - b. Is that information still available?
6. 2/26/21 InTouch email mentions a Diversity Think Tank.
 - a. What is this?
 - b. Who comprises this group?
 - c. Who assembled this group?
 - d. How many times have they met?
 - e. What has been the topic of those meetings?
 - f. Has this Diversity Think Tank offered strategic advice/suggestions pertaining to DEI efforts as stated in the email?
 - g. If so, what?

- h. What steps, if any, have been taken pursuant to any input or recommendations from this Diversity Think Tank?
- 7. 5/3/21 email from Leanne Reynolds mentions “faculty in-services this year have been dedicated to cultural competency skills training.”
 - a. Is this the only topic of in-services this year?
 - b. Why?
 - c. Are other topics normally addressed during in-services (e.g., education, leadership, character development, etc.) being neglected in favor of DEI training?
 - d. What materials/resources were used for this “cultural competency skills training?”
- 8. Oct 2020 Head of School Report mentioned “affinity group of 12 black faculty and staff.”
 - a. What is this?
 - b. Who comprises this group?
 - c. Who assembled this group?
 - d. Why is it comprised only of black individuals?
 - e. Is there a separate affinity group for Hispanic employees or Asian employees or white employees or mixed race employees?
 - f. What is the purpose of this group?
 - g. How many times have they met?
 - h. What has been the topic of those meetings?
 - i. Is there any documentation of these meetings, such as minutes or content distributed at the meetings?
 - j. Has this affinity group made any recommendations?
 - k. If so, what?
 - l. What steps, if any, have been taken pursuant to any input or recommendations from this affinity group?
- 9. Oct 2020 Head of School Report also mentions that the Diversity Think Tank will be reaching out to new families, “particularly families of color.”
 - a. What does this entail?
 - b. Is ROBS prioritizing new families of color over new white families?
 - c. If so, why?
 - d. Shouldn’t all new families be given the same welcome?
- 10. Student/Parent Handbook added Diversity, Equity, and Inclusion to the Character Development section.
 - a. Why was this language added?
 - b. When was this language added?
 - c. Who recommended this amendment and inclusion of DEI language?
 - d. How much emphasis is ROBS placing on DEI when evaluating an individual’s character development?
- 11. Feb 2021 Head of School Report states “to cast a wider net for new faculty and staff, we are posting open positions to new job boards such as Indeed, Southern Teachers, NEMNET, and DiversityIS.
 - a. What is meant by “wider net”?
 - b. Is ROBS seeking more minority employees?

- c. Is ROBS seeking more employees who are willing to teach DEI?
 - d. What advantages do these resources (Indeed, Southern Teachers, NEMNET, DiversityIS) provide over the resources ROBS has used in the past for posting open job positions?
 - e. Is the ROBS administration aware that NEMNET and DiversityIS have both posted articles endorsing CRT?
 - f. Why did ROBS add “practice and develop cultural competency” to its list of job requirements?
 - g. What does this entail?
12. Feb 2021 HOS Report mentions a ROBS Cultural Competency Working Group.
- a. Has this been formed?
 - b. What is it?
 - c. Who comprises this group?
 - d. Who assembled this group?
 - e. What is the purpose of this group?
 - f. How many times have they met?
 - g. What has been the topic of those meetings?
 - h. Is there any documentation of these meetings, such as minutes or content distributed at the meetings?
 - i. Have they made any recommendations?
 - j. If so, what?
 - k. What is their plan for “integrating DEI principles into all grades and subject matter over the next two years?”
13. Feb 2021 HOS Report mentions ad hoc committees.
- a. Have these committees been formed?
 - b. How many committees are there?
 - c. Who comprises these committees?
 - d. Who assembled the committees?
 - e. What is the purpose of the committees?
 - f. How many times have they met?
 - g. What has been the topic of those meetings?
 - h. Is there any documentation of these meetings, such as minutes or content distributed at the meetings?
 - i. Have they made any recommendations?
 - j. If so, what?
 - k. What is their plan for “advance[ing] other DEI priorities in areas such as Biblical case for DEI and onboarding of new employees”?
 - l. What is meant by “Biblical case for DEI”?
 - m. What is meant by “onboarding of new employees”?
 - n. Is it ROBS’ goal to hire more teachers who are on board with teaching DEI principles?
14. Feb 2021 HOS Report mentions an employee group working on ways to identify and support students who feel left out.
- a. Has this group been formed?
 - b. Who comprises this group?
 - c. Who assembled this group?
 - d. What is the purpose of this group?

- e. How many times have they met?
 - f. What has been the topic of those meetings?
 - g. Is there any documentation of these meetings, such as minutes or content distributed at the meetings?
 - h. Have they made any recommendations?
 - i. If so, what?
 - j. Have any of their recommendations been implemented?
 - k. What is their plan for “identify[ing] and support[ing] students who feel left out?”
 - l. Is this meant for students of color only?
 - m. What are the guidelines for determining which students feel left out? Is it race-based only?
 - n. Is there an existing problem with this at ROBS that necessitated this endeavor?
15. Roadmap 2020 – ROBS Strategic Plan states “DEI Action Steps include ‘provide adult education and professional development in cultural competency.’”
- a. What is ROBS’ definition of “cultural competency”?
 - b. How much priority is given or planned to be given to this?
 - c. Is there a problem at ROBS that necessitated this?
 - d. Is ROBS pressured to teach/train these principles simply because other peer schools and educational affiliations are addressing it?
16. ROBS Position on DEI
- a. Is it the position of ROBS and/or its administration that systemic racism exists in the United States and is a problem we need to address with our students at school?
 - b. Is it the position of ROBS and/or its administration that equity, as opposed to equality, should be taught at ROBS?
 - c. Is it the position of ROBS and/or its administration that an individual should be treated differently solely based on that individual’s race?
 - d. Is it the position of ROBS and/or its administration that an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex?
 - e. Is it the position of ROBS and/or its administration that an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex?
 - f. Is it the position of ROBS and/or its administration an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously?
 - g. Is it the position of ROBS and/or its administration that meritocracy or traits such as hard work ethic are racist or sexist, or were created by members of a particular race to oppress members of another race?
 - h. How many faculty members have voiced opposition to ROBS’ DEI initiatives, including but not limited to training, curriculum, and admissions?
 - i. How many faculty members have resigned due to same?
 - j. Are there any protocols in place for teachers/staff/employees to express concerns regarding any DEI initiatives taken by ROBS, including but not limited to training, curriculum, and admissions, in which they will be guaranteed immunity from retaliation?
 - k. Who, other than Melanie Hightower, was present at the exit interviews for any/all teachers who left ROBS at the end of the 2019-20 and 2020-21 school years?

- I. Has ROBS in the past used any of the following terms during the instruction of students as these terms relate to diversity instruction? Does ROBS intend to continue the usage of any of these words as they relate to diversity instruction?
 - i. Anti-racism/ist
 - ii. Anti-black
 - iii. Microaggression
 - iv. White supremacy
 - v. White privilege
 - vi. Systemic racism
 - vii. Whiteness
 - viii. Whitewashing
 - ix. Institutional/ized racism
 - x. Internal/ized racism
 - xi. Implicit bias
 - xii. Intersectional/ity
 - xiii. Social construct/ion
 - xiv. Model minority
 - xv. Oppression
 - xvi. Racial equity
 - xvii. Racial healing
 - xviii. Racial identity
 - xix. White fragility
 - xx. Yellow privilege
 - xxi. Colonization/decolonization
 - xxii. Critical Race Theory
 - xxiii. Ally
 - xxiv. Accountability
 - xxv. Cultural appropriation/misappropriation
 - xxvi. Equitable grading

17. Training and Development

- a. What training sessions, NAIS or otherwise, are ROBS employees currently registered for?
- b. Are any related to DEI, anti-racism, equitable learning, cultural competency, etc.?
- c. What training sessions, NAIS or otherwise, are ROBS employees required to take in preparation for or during the 2021–22 school year?
- d. Are any related to DEI, anti-racism, equitable learning, cultural competency, etc.?
- e. Does ROBS currently or has ROBS in the past require(d) teachers, administrators, or other employees to attend or engage in training, orientation, or therapy that presents any form of race or sex stereotyping or blame on the basis of race or sex?
- f. Does ROBS currently or has ROBS in the past required teachers, administrators, or other employees to attend or engage in training, orientation, or therapy that teaches any of the following concepts: (a) one race or sex is inherently superior to another race or sex; (b) an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (c) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (d) members of one race or sex cannot and should not attempt to treat others without respect to race or sex; (e) an individual's moral character is necessarily determined by his or her race or sex; (f) an individual, by virtue of his or her race or sex, bears responsibility

for actions committed in the past by other members of the same race or sex; (g) any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; or (h) meritocracy or traits such as hard work ethic are racist or sexist, or were created by members of a particular race to oppress members of another race?

- g. How much did ROBS spend on training or professional development pertaining to courses on diversity, equity, inclusion, cultural competency, etc., in the school year 2019–20?
- h. How much did ROBS spend on training or professional development pertaining to courses on diversity, equity, inclusion, cultural competency, etc., in the school year 2020–21?
- i. How much did ROBS spend on training or professional development pertaining to areas other than diversity, equity, inclusion, cultural competency, etc., in the school year 2019–20?
- j. How much did ROBS spend on training or professional development pertaining to areas other than diversity, equity, inclusion, cultural competency, etc., in the school year 2020–21?
- k. How much did ROBS pay Blink Consulting/Alison Park?
- l. What recommendations were made by Blink Consulting/Alison Park?
- m. Is there documentation of her instructions and/or recommendations?

18. ROBS' DEI Policies

- a. Does the administration agree that ROBS is or has been training and teaching CRT?
- b. Does the administration agree that DEI constitutes and/or is synonymous with CRT?
- c. In the administration's view, how do ROBS DEI initiatives differ from CRT?
- d. In the administration's view, what would need to be added or changed in ROBS' current approach to training and teachings with respect to DEI to constitute CRT?
- e. Does ROBS allow teachers to incentivize students or require students to work for, affiliate with, or partake in service learning in association with any organization engaged in lobbying for legislation, social or public policy advocacy, political activism, or like activity?
- f. Have any ROBS teachers, administrators, or other employees required or made part of a course any of the following concepts: (a) one race or sex is inherently superior to another race or sex; (b) an individual, by virtue of his or her race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously; (c) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (d) members of one race or sex cannot and should not attempt to treat others without respect to race or sex; (e) an individual's moral character is necessarily determined by his or her race or sex; (f) an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (g) any individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex; or (h) meritocracy or traits such as hard work ethic are racist or sexist, or were created by members of a particular race to oppress members of another race?
- g. Has ROBS ever instructed any of its teachers, administrators, or other employees to suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American, and Hispanic people to our country, including but not limited to denial or minimization of the Holocaust, the teaching of the 1619 Project, the defining of American history as something other than the creation of a new nation based largely on

universal principles stated in the Declaration of Independence, U. S. Constitution, the Bill of Rights, and subsequent amendments?

- h. Have any ROBS teachers, administrators, or other employees suppressed or distorted significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American, and Hispanic people to our country, including but not limited to denial or minimization of the Holocaust, the teaching of the 1619 Project, the defining of American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence, U. S. Constitution, the Bill of Rights, and subsequent amendments?
- i. Does ROBS give priority to people of color when hiring?
- j. Does ROBS give priority to people of color in admissions?
- k. Does ROBS, or any ROBS employee, engage in or practice equitable grading or plan to do so?
- l. What is ROBS' position on teaching the 1619 Project?
- m. What is ROBS' position on replacing Columbus Day with Indigenous People's Day and the teaching of same?

19. NAIS

- a. Has ROBS considered separating from the NAIS?
- b. If not, does ROBS plan on continuing to send employees to the NAIS conferences?
- c. Which specific seminars did ROBS employees attend at the 2019 NAIS People of Color Conference?
- d. Is there documentation of same?
- e. Did anyone from ROBS attend the NAIS 2020 People of Color Conference either online or in person?
- f. Did anyone from ROBS attend the NAIS 2020 Annual Conference, online or in person?
- g. Is ROBS aware of the position on CRT publicly taken by two of the keynote speakers for the 2020 Annual Conference (Nikole Hannah-Jones and Jason Reynolds)?
- h. Did anyone from ROBS attend the NAIS 2021 Annual Conference, online or in person?
- i. Did anyone from ROBS attend the NAIS Meetup for Diversity Practitioners on June 25, 2021?
- j. Does ROBS currently have any employees scheduled to attend any upcoming NAIS or ISAS conferences, workshops, classes, seminars, etc.?

20. Why does ROBS no longer employ a chaplain to lead chapel?

21. Why is Bible class now only considered an elective for lower and middle school students?

22. To whom does Kristin Smith (ROBS attorney) owe a fiduciary duty?