

# **Bias-Related Incident Tracking (BRIT) Tool: Semiannual Report**

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# What is Bias?

## What Is Explicit Bias?

Explicit biases reflect attitudes or beliefs expressed at a conscious level of awareness. Decades of psychological research support a connection between explicit bias and *behavior*. Explicit attitudes can lead to stereotyping that affects decision-making processes and can lead to prejudicial behavior.

## What Is Implicit Bias?

Implicit bias results from non-conscious cognitive processes that may be automatically activated. Implicit bias literature examines the implicit stereotypes and attitudes that people may hold about groups or individuals. Some researchers prefer to use the term implicit preferences (instead of implicit bias) since this research is more focused on attitudes (preferences) than behaviors (bias). In fact, prominent researchers from the Project Implicit website have noted that, “The link between implicit bias and behavior is fairly small on average but can vary quite greatly.”

“You must let suffering speak, if you want to hear the truth”

- **Cornell West**

# Best Practices in Collecting Bias Related Data

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## **How we track Explicit Bias (Visible/Behavior):**

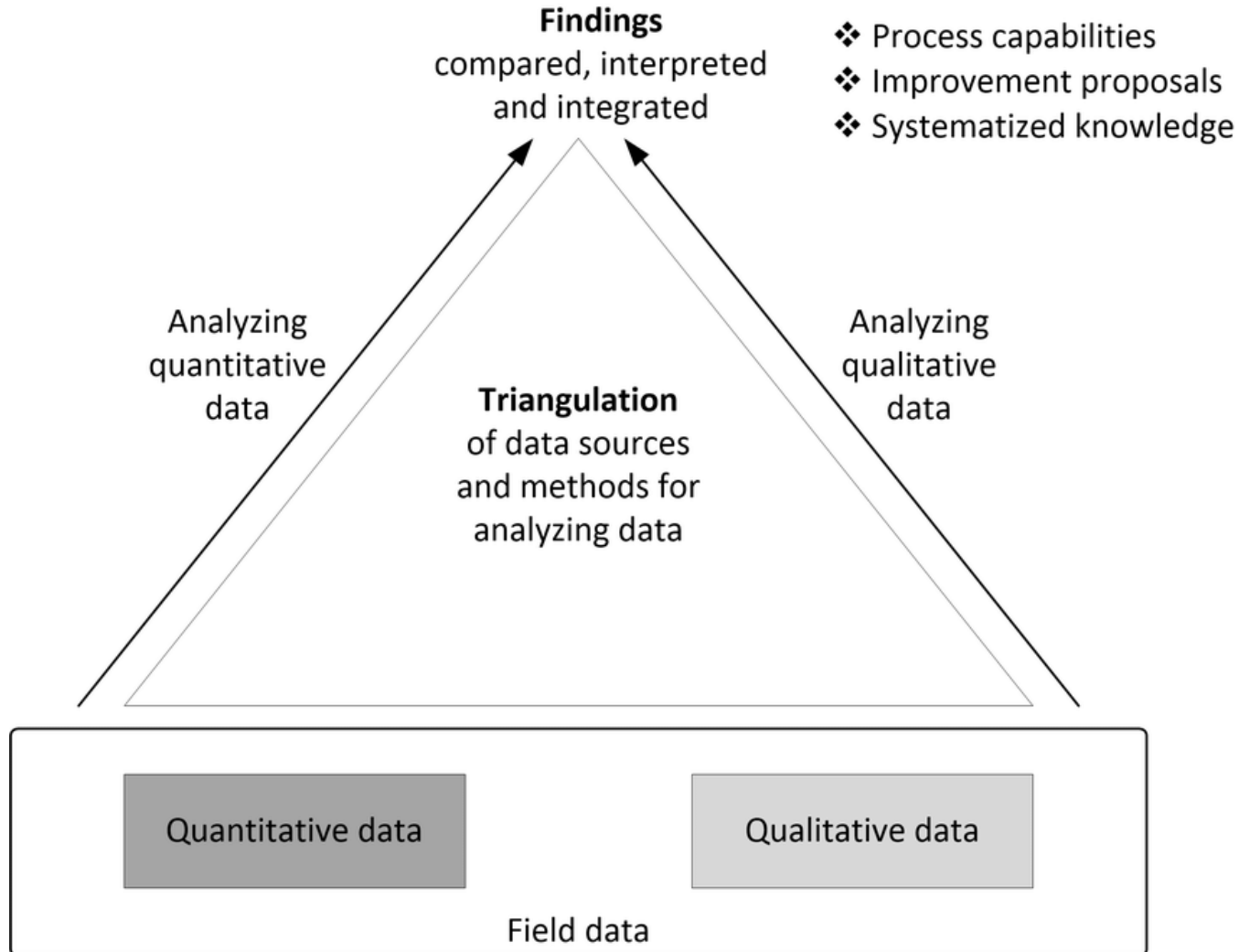
Bias-related Incident Tracker: BRIT

AERIES

## **How we track Implicit Bias (Attitudes):**

Surveys of how people perceive others' attitudes towards them

# Multiple Sources of Information



# **Record-Keeping Requirements (BP 5145.3)**

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## Record-Keeping:

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

# Bias-Related Incident Tracking Tool: Overview

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- Developed to compile accurate records of bias-related incidents across multiple platforms (student information system, site complaint files, site vandalism files, Human Resources records, district complaint files, etc.)
- Functions as double-entry following the proper documentation within established systems
- Does NOT replace internal reporting of incident to appropriate personnel (principal, department manager) OR external reporting where appropriate (low enforcement)
- Does NOT serve as the full formal record of an incident  
Example: Report using the tool can reference AERIES#

# Information Required to Submit via Tool

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- Name of person submitting form
- Name/E-mail/Phone of person reporting incident
- Site/department where incident occurred
- Date of incident
- Type of incident (bullying, harassment, etc.)
- Actual or perceived characteristic associated with alleged incident
- Nature of incident
- Role of individual subjected to bias-related action (student, staff, parent/guardian, other community member)
- Role of individual who committed bias-related action
- Investigation status
- Location(s) of incident documents

# Summary of Reported Locations:

## Fall/Winter 2018

School Site	Incidents Reported
Alameda High	10
ASTI	3
Encinal Jr. & Sr. High	1
Franklin Elementary	1
Haight Elementary	1
Ruby Bridges Elementary	4
Wood Middle	1
<b>Total</b>	<b>21</b>

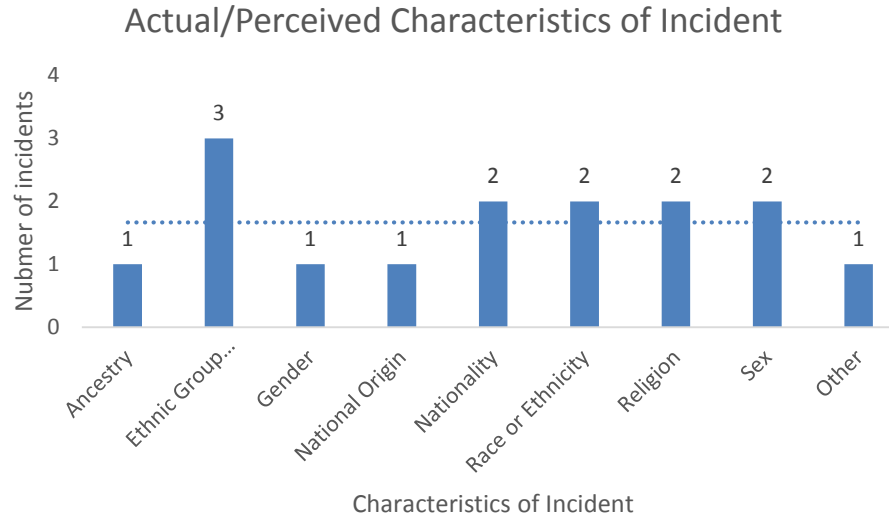
## Fall/Winter 2019

School Site	Incidents Reported
Alameda High	1
Encinal Jr. & Sr. High	2
Lincoln Middle	2
Otis Elementary	1*
<b>Total</b>	<b>6</b>

\* Reported during school break



# Summary of Reported Actual or Perceived Protected Characteristics Pertaining to Incident: Fall/Winter 2019



**Ancestry, Ethnic Group,  
National Origin, Nationality,  
Race or Ethnicity, Religion**

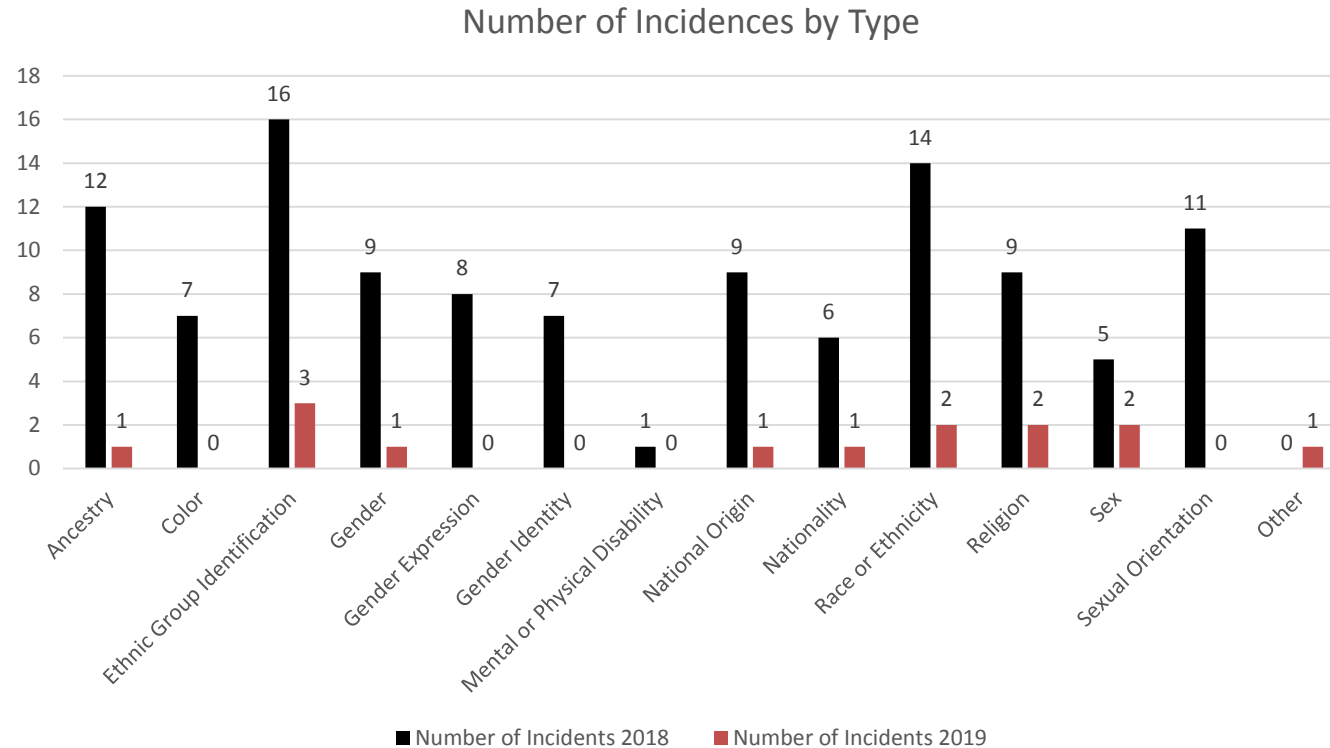
Anti-Semitic (4)  
White Nationalist (1)  
Anti-African American (1)

**Gender, Sex**

Female objectification/  
harassment (1)

Note: Responses are duplicated as single incidents may have multiple characteristics

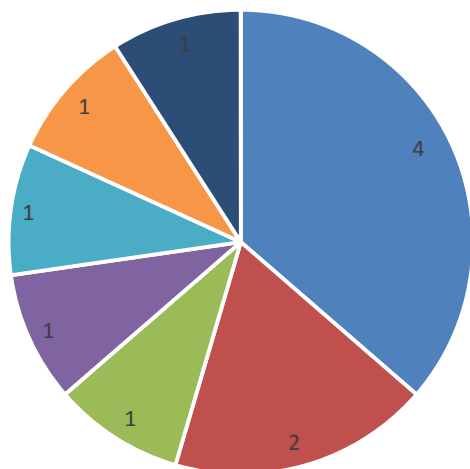
# Summary of Reported Actual or Perceived Protected Characteristics Pertaining to Incident: Fall/Winter 2018 Compared to Fall/Winter 2019



Note: Responses are duplicated as single incidents may have multiple characteristics

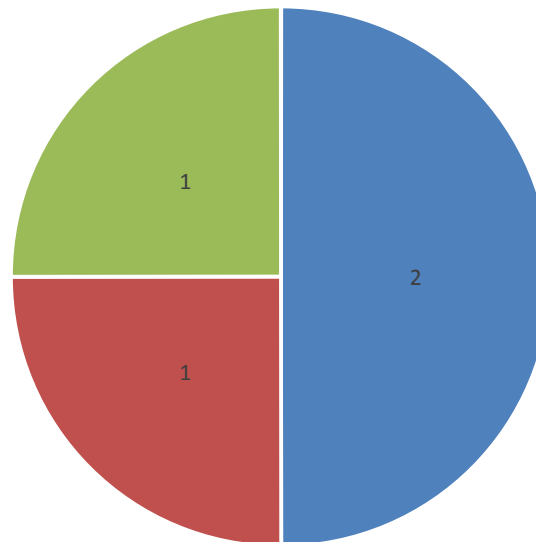
# Summary of Reported Types of Individuals who Committed and were Subjected to Bias-related Actions: Fall/Winter 2019

Individual(s) Subjected to Bias-Related Actions



■ Student ■ Teaching Staff ■ Administrative Staff  
■ Parent/Guardian ■ Other community member ■ Property  
■ Other

Individual(s) who Committed Bias-Related Actions



■ Student ■ Teaching Staff ■ Other

Note: Responses are duplicated as single incidents impact multiple types of individuals

# What New Things are We Doing to Address Bias Across AUSD?

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- Instructional Leadership Team focus on Culturally Responsive Teaching and The Brain and Implicit Bias
- All administration training on Best Practices in Investigations
- Trauma Informed training
- Creating partnerships with National Equity Project and Kingmakers of Oakland

## **Some pilots of note that we may want to do across our district:**

- Otis: piloting Not in Our Town partnership
- Edison: [neighborsforracialjustice.com](http://neighborsforracialjustice.com)
- Lincoln: student culture survey
- Encinal: Partnership with American Association of Yemeni Students and Professionals to address bias related incidents

# Next Steps Based on this Data

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- Each site will name a strategy in their SPSA to address Implicit and Explicit Bias related to an Equity Goal
- Ensure staff understand what must be reported using the BRIT and what is reported into AERIES
- Continue to support staff in using the tool with fidelity to ensure that all documented incidents on campus are represented in the BRIT database
- Continue current anti-bias professional development and partnerships (National Equity Project, Kingmakers of Oakland, Facing History, ADL, etc.)
- Based on school site level pilots, form new partnerships and practices
- Continue implementation of Restorative Practices (RP) and Trauma Informed Practices across all sites
- Continue Implicit Bias Training with ILT
- Continue engaging with community roundtables, site-based equity groups, and Community Advisory Committee to engage in discussions of equity and recommend action steps to the Board and staff

# Improving our Data Collection Strategies

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We want to be purposeful with the collection of information so that we are able to use multiple measures to determine best next steps in connection to eliminating bias.

Examples of further data collection strategies that can be used to understand bias in AUSD:

- California Healthy Kids Survey
- California School Parent Survey
- Discipline and Referral Data tagged if based on bias
- Implement collecting further data through a staff survey

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Questions?