

# Diversity and Sensitivity Staff Training Update

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# Clarification on Staff Training

1. This presentation is specific to staff training **only**
2. This presentation is **not** about:
  - a. Curriculum
  - b. California Healthy Youth Act
  - c. Student lessons
3. Multiple Board Policies (BP) and Administrative Regulations (AR) inform us that staff are to be trained and able to respond to instances or claims of:
  - a. Bullying
  - b. Harassment
  - c. Discrimination
4. We are focused on supporting and preparing our dedicated staff

# CVUSD Policies & Regulations: Bullying, Harassment, Discrimination

## **BP/AR 5145.3 Nondiscrimination / Harassment (BP 2019/AR 2018)**

- “The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.” *(CVUSD Board Policy 5145.3)*

## **BP/AR 5131.2 Bullying (BP/AR 2018)**

- “The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.” *(CVUSD Board Policy 5131.2)*

## **BP 4119.21, 4219.21, 4319.21 Professional Standards (2018)**

- “Inappropriate employee conduct includes, but is not limited to: Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.” *(CVUSD Board Policy 4119.21, 4219.21, 4319.21)*

# Why Gender Diversity?

“**Gender identity**” refers to a person’s gender-related identity, appearance or behavior whether or not different from that traditionally associated with the person’s physiology or assigned sex at birth.” (CA Department of Education)

**Frequently Asked Question:** Why are you singling out one protected class (gender diversity) from all the other protected classes (e.g. race, ethnicity, ancestry, religion, age, immigration status)?

1. Each protected class has unique experiences that require unique supports and training
2. Knowing the uniqueness to each protected class allows us to be more effective in preventing bullying/harassment/discrimination
3. We totally agree! All protected classes deserve support and training
  - a. We view this as the beginning
  - b. We also do not view these as mutually exclusive

# Anti-Bullying/Harassment/Discrimination Training Provided

- Annual Mandatory Training - *Sexual harassment & non-discrimination, bullying* (All Staff)
- UDL Training, August 2019 - *Briefly how identity impacts learning* (All Teachers)
- RISE Counselor Training, November 2019 - *Supporting LGBTQ students* (All Counselors/Psychologists)
- Training & Memo, October 2018 - *Harassment & Discrimination* (Training for Administrators; Memo for All Staff)

# Actions Taken Since September 2019

1. 5 meetings with parents with children who identify as transgender in CVUSD elementary schools
  - a. Parents requested the meetings to:
    - i. Share their individual experiences about supporting their children at the school sites
    - ii. Request action from the District to provide training and supports to staff
    - iii. Collaborate with CVUSD on this journey
    - iv. Indicate they are available as a resource to other parents in CVUSD
2. Individual elementary teacher meetings with those who have transgender identified students within their classes to:
  - a. Hear if they felt prepared and if so how, and if not in what ways
  - b. Solicit input on need for additional training



# Actions Taken Since September 2019

3. Individual Principal meetings to:
  - a. Hear how they have supported school site staff regarding gender diversity
  - b. Solicit input on what supports they feel are needed for the administrators and for all other site staff
4. Meetings scheduled with High School Gay Straight Alliance student clubs to:
  - a. Listen to student experiences
  - b. Solicit input on what might create a more inclusive environment
5. Presentation to Principals
6. Reviewed and researched staff training materials from other school districts

# What We Have Learned Since September 2019

1. Parents of transgender students feel they are responsible for training staff because staff have shared they have not received training
2. Teachers feel inadequate District support and training to support gender diverse students in their classes
  - a. Teachers are very appreciative of the kindness and patience from the student's parents
3. Administrators would like additional guidance from the District on how to support their staff on gender diversity awareness and navigating conversations with staff and parents on anti-bullying/harassment/discrimination
4. All stakeholders reported insufficient training and support thus far



# CVUSD 7th, 9th, 11th Graders identifying as transgender or not sure

<u>Grade</u>	Total Students 2017-2018	Transgender	Not Sure
7	1493	15	30
9	1755		17
11	1799	18	32
<b>Grand Total</b>	<b>5047</b>	<b>33</b>	<b>79</b>

Source: [California Healthy Kids Survey \(2017-2018\)](#)

# Next Steps:

1. Continue to solicit stakeholder input from staff, students, families
2. Compile stakeholder input to identify and prioritize key training goals
3. Provide a subsequent update to the Board of Education
4. Strengthen immediate support and guidance to staff that currently educate gender diverse students
5. District not pursuing curriculum adoption



Questions?

Thank you for the opportunity to present.