One District’s Journey to Create Safe and Supportive Schools

Glendale Unified School District
Dr. Kelly King, Assistant Superintendent – Educational Services
Dr. Jenn Earl Foss, Principal, Hoover High School
Getting to Know You

• We would like to see which roles you identify with:
  • Parent
  • Student
  • School Administrators
  • Teachers
  • Psychologists and Mental Health Counselors
  • Medical Providers
  • Anyone We Missed???

• “Fist to Five” - how familiar are you with working with gender non-conforming students?
  • Fist = this is all new to me
  • Five = very familiar, very experienced
Why Are We Here?

• This is not about **when** you **might** have a student (or staff member) who is transgender or gender non-conforming…

• You already do

• You always have

• This is about how as educators we can and must create safe a supportive learning environments for students to be who they already know themselves to be.

• This is about us creating the space for all of our students to thrive.
Objectives

• Identify four important steps district leadership should take to create safe and supportive schools: policies, student records, training, and facilities

• engage in different scenarios from a principal's perspective to create a safe and secure learning environment for gender-expansive youth

• learn the need for flexibility as gender-expansive youth and their parents take different paths towards the affirmation of gender identity
Four Steps District Leadership Should Take

• Policies
• Student Records
• Training
• Bathrooms, Locker Rooms, Facilities
Step One:
Board Policies and Administrative Regulations

BP = Board Policies     AR = Administrative Regulations
www.gusd.net/Page/63

• BP/AR 5145.3 Nondiscrimination/Harassment
• BP/AR 1312.3 Uniform Complaint Procedures
• BP 0410 Nondiscrimination in District Programs and Activities
• BP Comprehensive Safety Plan
• BP 5131.2 Bullying
• BP/AR 5141.52 Suicide Prevention
• BP 5144 Discipline
• BP 5145.7 Sexual Harassment
• BP 6142.94 History-Social Science Instruction
• AR 6143 Courses of Study
• BP/AR 6145.2 Athletic Competition
BP 5145.3
Nondiscrimination/Harassment

• A mandated policy that reflects various provisions of state and federal law which 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, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

• Education Code 260 gives the Governing Board primary responsibility for ensuring that district programs and activities are free from discrimination based on age or any of these characteristics.
AR 5145.3
Nondiscrimination/Harassment

• California School Board Association (CSBA) has model language regarding “Transgender and Gender-Nonconforming Students” included in the AR
  – Definitions
  – Examples of prohibited conduct
  – Reference to using uniform complaint procedures to report and resolve complaints
  – Right to privacy
  – Determining a Student’s Gender Identity (student assertion)
  – Addressing a Student’s Transition Needs
  – Accessibility to Sex-Segregated Facilities, Programs, and Activities
  – Student Records
  – Names and Pronouns
  – Uniforms/Dress Code
BP/AR 1312.3 Uniform Complaint Procedures

• To address prohibited discrimination and violations of state and federal laws governing educational programs, districts are mandated to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures.

• Districts are required to adopt a uniform system of procedures that meets specified requirements for investigating and resolving complaints alleging
  1. noncompliance with state and federal laws and regulations governing educational programs;
  2. noncompliance with state law prohibiting the charging of student fees; or
  3. unlawful discrimination (such as discriminatory harassment, intimidation, and bullying)
Step Two:
Student Records

• A student's legal name or gender as entered on the mandatory student record shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

• The computerized student identification system is not the student’s “mandatory student record.”

• There is no requirement that mandates where a mandatory student record should be housed.
What is included in a “Mandatory Permanent Record?”

- "Mandatory Permanent Pupil Records" are those records which the schools have been directed to compile by California statute authorization or authorized administrative directive. Each school district shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every pupil who was enrolled in a school program within said district.

- Such records shall include the following:
  - (A) Legal name of pupil.
  - (B) Date of birth.
  - (C) Method of verification of birthdate.
  - (D) Sex of pupil.
  - (E) Place of birth.
  - (F) Name and address of parent of minor pupil.
    - 1) Address of minor pupil if different than the above.
    - 2) An annual verification of the name and address of the parent and the residence of the pupil.
  - (G) Entering and leaving date of each school year and for any summer session or other extra session.
  - (H) Subjects taken during each year, half-year, summer session, or quarter.
  - (I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
  - (J) Verification of or exemption from required immunizations.
  - (K) Date of high school graduation or equivalent.
Step Three: Training

• **Possible Trainings:**
  – Dimensions of Gender
  – Gender Support Plans
  – Uniform Complaint Procedures
  – Nondiscrimination/Harassment
  – Privacy/Confidentiality

• **Determine Who Needs What Training:**
  – Board of Education
  – Site Administrators and Teachers
  – Office Staff
  – Health Office Staff
  – Facilities Staff
  – PTA and Parent Groups
  – Students
Step Four: Bathroom, Locker Rooms, and Facilities

- AB 1266, School Success and Opportunity Act, effective January 1, 2014
  - Requires that pupils be permitted to participate in sex-segregated school programs, activities, and use facilities consistent with their gender identity, without respect to the gender listed in a pupil’s records.

- AB 1732, Equal Restroom Access Act, effective March 1, 2017
  - ERAA applies to all single-occupancy restrooms in businesses, government buildings, and places of public accommodation.
  - “Single-occupancy” is defined as a “toilet facility with no more than one water closet and one urinal with a locking mechanism controlled by the user.”
  - ERAA requires single-occupancy restrooms to be identified as gender-neutral by signs. The signs must comply with Title 24 of the California Code of Regulations.
Locker Rooms – Privacy Options

- Privacy increases access for many students who do not want to dress/undress in front of peers
  - Transgender and Gender non-conforming
  - Personality (shy, modest)
  - Religious Reasons
  - Medical Conditions
  - History of abuse or self-harm
One Principal’s Perspective
STAFF EXPECTATIONS
When expectations are clear and effectively communicated, we can expect appropriate behaviors. We can also hold members of our communities accountable for their actions.

Every system has exceptions. We are in the business of human beings and we must be willing to operate on a case by case basis to accommodate the needs of our community members.

-Jenn Earl Foss Ed. D.
Create the safe space. Let them fill it.

Students lead the way........
Honor the trust our families put in us by all means....
seen, safe, supported

11th annual gender spectrum conference
Saturday & Sunday
July 22-23
St. Mary's College of California in Moraga, CA
Students who are loved at home, come to our school to learn.

Student’s who do not get the love they need at home, come to our school to get it.

– Cynthia Livingston, Ed.D.
Buildings and bridges  
Are made to bend in the wind  
To withstand the world  
That's what it takes  
All that steel and stone  
Are no match for the air my friend  
What doesn't bend breaks  
What doesn't bend breaks

– Ani DiFranco, singer/songwriter
Support Systems

Parent/Guardian
Teacher
Counselor
Therapist
Someone Who Cares

1. Safely absorb changes
2. Allow for growth & movement
3. Hold it all together
Supports: Families & Community

Trainings

- Foundation
- Awareness
- Where can trainings for families & community occur?

Family Meetings

- Individualized support
- Only with student’s explicit consent
Supports: Students

One-on-One

- Safe Havens
- Gender Support Plans
- Therapy resources as needed

Larger student community

- Community within their community
- GSA and other clubs
- Assemblies, including Human Rights Assemblies
- Lunch time
- After School
Our Parting Thoughts

1. Students Drive This Process - It’s Their Path At Their Pace - NOT THE ADULTS’!!!
2. Create a Safe Space. Don’t Fill It.
3. Honor The Trust They’ve Placed With You (Privacy and Confidentiality)
4. Listen, Learn, Evolve, Affirm and Protect
Contact Information

• Kelly King  kking@gusd.net
• Jenn Foss Earl  jearl@gusd.net