

Gender & Race Equity Training



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Gender and Race Equity Training

This PowerPoint presentation was created by the Equity Center at Northwest Regional Educational Laboratory (NWREL) in collaboration with the Alaska Department of Education & Early Development. The content of this presentation does not necessarily reflect the views of the U.S. Department of Education or any other agency of the United States Government.



Northwest Regional Educational Laboratory Equity Center

Helping Schools and Communities Meet the Diverse Needs of All Students

The Equity Center provides training and technical assistance within the larger context of school improvement to public school personnel, school board members, students, parents, and other community members. It assists public school staff in providing equitable, high-quality education to all learners. The center is one of 10 regional Equity Assistance Centers funded by the U.S. Department of Education under contract number S004D020007. It is part of the Northwest Regional Educational Laboratory's Center for School, Family, and Community.



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Northwest Regional Educational Laboratory Equity Center

Helping Schools and Communities Meet the Diverse Needs of All Students

The Equity Center is committed to helping public school personnel embrace the key concepts of equity and eliminate bias and discrimination—whether overt or subtle, unconscious or intentional, personal or institutional—in the context of their day-to-day activities. Despite legislation, court rulings, and specially funded programs, it is individuals who determine whether our children receive equal access to an equitable, high-quality education.



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Gender and Race Equity Training

The purpose of this training is to provide educators with the knowledge necessary to identify gender and race inequities, the opportunity to review their schools' practices and policies, and the means to remedy any race or gender discrimination that may be present now, or that may emerge in the future.



Federal Anti-Discrimination Laws

- Title VI of the Civil Rights Act of 1964:
Prohibits discrimination in public schools on the basis of race, color, and national origin.
- Title VII of the Civil Rights Act of 1964:
Prohibits discrimination in the workplace on the basis of race, color, national origin, religion, or sex.



What is Title IX?

An amendment to Title VI enacted in 1972 which states:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.”



Title IX:

- Prohibits sexual harassment by any employee or agent of a school that receives federal funding
- Prohibits single-sex classes or programs within co-ed schools, unless such programs are designed to overcome the effects of conditions that resulted in limited participation by persons of particular sex.



Key Requirements of Title IX

- Evaluate current policies and practices to ensure compliance with Title IX
- Adopt and publish grievance procedures
- Develop policy against sex discrimination
- Appoint at least one employee to coordinate efforts to comply with Title IX



What is Gender Equity?

Gender equity is a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals. In our definition of gender equity, gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings.



Gender Equity Offers a Framework for Educational Reform...

In which females and males:

- Are engaged, reflective learners, regardless of the subject
- Are prepared for future education, jobs, careers, and civic participation
- Set and meet high expectations for themselves and others
- Develop as respectful, inclusive, and productive individuals, friends, family members, workers, and citizens
- Receive equitable treatment and achieve equitable outcomes in school and beyond



What is Harassment?

- Harassment is unwanted nonverbal, verbal, written, graphic, or physical behavior directed at an individual or group on the basis of race, color, or sex, or unwanted behavior of a sexual nature.



How is Sexual Harassment Analyzed?

- Hostile Environment: An intimidating, hostile, or offensive learning or working environment
- Quid Pro Quo: “This for that” or sexual favors



What Makes Harassing Behaviors Illegal?

- Unwanted/unwelcome
- Causes harm/is severe
- Repeated (pervasive and persistent)



School Example – The Incident

“Big Johnson” and “Coed Naked” T-shirts became popular among certain groups of students. Administrators disallowed them despite First Amendment claims.



School Example – The Response

The vice-principal met with a student forum to discuss the situation. She explained the issue of offending others, even a small minority. Students balked at participating in the discussion and wore the “outlawed” T-shirts to the meeting. The action taken proved effective, however. Students stopped wearing the T-shirts or began wearing jackets over them without complaint.



Equity Center Analysis

Public schools have a responsibility to uphold all students' constitutional rights both in the classroom and in school-related educational programs or activities. While the First Amendment may prohibit school officials from restricting certain forms of speech or expression that are offensive to some, it does not prohibit officials from condemning behavior and speaking out strongly against improper conduct. In this case, approaching this issue through discussion seemed to result in an increased understanding among students of the administration's position regarding inappropriate clothing.



School Example – The Incident

A high school student running for office told sexual stories and made comments of a sexual nature against her opponent, who was also female.



School Example – The Response

Staff and building administrators did nothing for a year in response to these acts. The district later became involved and conducted an investigation. They canceled elections until the investigation was complete and disciplinary actions had been taken. The investigation revealed the need to apply disciplinary procedures with respect to the actions of both the student and the staff members involved.



Equity Center Analysis

School staff should respond promptly by following school policies and procedures covering discrimination on the basis of sex. Alleged harassment of a sexual nature between two students of the same sex should be handled in the same manner as sexual harassment between male and female students. If the school determines sexual harassment took place, it should: 1) stop the behavior, 2) apply appropriate disciplinary procedures, 3) address any related effects on the student harassed, and 4) prevent future occurrences.



School Example – The Incident

A male high school student touched a female student's breasts in class. Both are special education students.



School Example – The Response

A paraprofessional witnessed the interaction and thought it was offensive and inappropriate. The teacher reported it immediately to the administration. The school investigated and documented the incident. The boy and girl both said they were “just playing around” Staff removed the male student, who had been acting as a teacher’s assistant from the classroom. An on-duty police officer explained sexual harassment to him.



Equity Center Analysis

Although the results of the investigation are not provided, the incident as described implies that neither student was participating unwillingly. If the behavior was not unwanted and not pervasive or persistent enough to constitute a hostile environment for others, it may not constitute harassment.

School staff, however appropriately reported the behavior immediately, and the administration investigated and documented the incident. The administration should explain sexual harassment to the female student, not just the male student, and address the concerns of the observer (the paraprofessional), who found the behavior “offensive and inappropriate.”



Examples of Adult-to-Student Harassment

- A bus driver playing a game with elementary students involving tickling and touching of the students by the driver
- A male teacher placing his arms around middle school girls and rubbing their backs as reinforcement for a job well done
- An adult leering or staring at the intimate body parts of a student

Source: Whaley, J. (Ed.) (2002). *Avoiding sexual harassment claims: Guide for the educator*. Gaithersburg, MD: Aspen Publishers.



Examples of Adult-to-Student Harassment

- Staff making comments to a student that are degrading, that are suggestive about the student's appearance or anatomy, or that indicate attraction to the student
- Staff patting students on or near their buttocks, breasts, or genitals
- A teacher showing movies in class that contain sexually explicit scenes or obscenities

Source: Whaley, J. (Ed.) (2002). *Avoiding sexual harassment claims: Guide for the educator*. Gaithersburg, MD: Aspen Publishers.



Examples of Adult-to-Student Harassment

-  A teacher making comments that have sexual innuendo, including double entendres (meanings)
-  A teacher showing favoritism toward students who welcome sexually suggestive comments or behaviors

Source: Whaley, J. (Ed.) (2002). *Avoiding sexual harassment claims: Guide for the educator*. Gaithersburg, MD: Aspen Publishers.



Reflection Questions

- What are your districts' policies related to sexual harassment?
- How are staff, students, and families made aware of district policies?



Title VI & VII – Three Key Elements

- Prejudice
- Racism
- Institutional Racism



Prejudice

"Preconceived judgment or opinion; an adverse opinion or learning formed without just grounds or before sufficient knowledge...an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics."

Webster's ninth New Collegiate Dictionary, Merriam-Webster, 1983



Racism

“Any attitude, action or institutional structure which subordinates a person or group because of their color. Racism is not just a matter of attitude; actions and institutional structures can also be a form of racism.”

Source: Racism in America and How to Combat It, U.S. Commission on Civil Rights, 1970

“Racism is different from racial prejudice, hatred, or discrimination. Racism involves having the power to carry out systematic discriminatory practices through the major institutions of our society.”

Source: What Curriculum Leaders Can Do About Racism, Delmo Dell-
Dora, New Detroit, Inc., 1970



School Example – The Incident

While Latino students danced on stage in a cultural performance, a group of non-Latino students threw food at them.



School Example – The Response

This behavior outraged some teachers and hurt and offended students. Administrators didn't take any action. Staff and students received no information about the resolution of the incident. Many “us-them” feelings surfaced at the school and lingered long after the incident.



Equity Center Analysis

The resentment following this incident demonstrates how the effect of disrespectful acts can permeate an entire school climate. It further demonstrates how the lack of appropriate effective response can undermine both student and staff morale. In this instance, school administrators should: 1) respond promptly, in accordance with any existing district policies or procedures; 2) make response efforts known to the school community; 3) take the lead in providing opportunities for discussion of the incident and increased cultural awareness among student groups.

Additional prevention efforts include staff training on curricular and instructional strategies to facilitate increased understanding and respect for all cultures.



School Example – The Incident

After school hours, a group of European American students verbally harassed and physically assaulted a male Asian American student near the school but off school grounds. An older student witnessed the assault and provided information to the administration and law enforcement officials. One of the students who had participated in the assault later harassed and threatened the older student, attempting to force him to change his statement.



School Example – The Response

School officials conducted an investigation, met with the victim and his family, and disciplined the perpetrators based on their level of involvement. The police cited several students for assault. The student who had threatened the witness was expelled.

School administrators believed the action taken sent a strong message to the staff, students, and community members about the district's strong policy against violence, whether it occurs during or after school hours, on or off school grounds.



Equity Center Analysis

The school's response appears appropriate and consistent with school disciplinary policies. Anyone reporting what she or he perceives to be an incident of harassment must feel protected from threats or acts of retaliation.

Further steps might include training and educational activities for all staff and students on issues of harassment and diversity.



School Example – The Incident

A biracial middle school student was called a racial slur. The student reported the incident to a staff member who confronted the name-caller. She admitted to using the racial slur. The staff member asked the student who complained what he thought would address the situation. The student asked for an apology.



School Example – The Response

The student who used the epithet apologized and the apology was accepted. Both students seemed satisfied so the staff member did not report the incident to the school principals.

This incident was one of the several other racially motivated incidents that had occurred. School staff addressed each incident individually.



Equity Center Analysis

School administrators should inform all staff of the need to report all instances of racially motivated behavior or harassment to the appropriate or designated school official. This incident may be a pattern of behavior that could create or sustain a racially hostile environment. Various factors, including the severity, persistence, and pervasiveness of these events, would determine whether such an environment exists.

Staff knowledge of a hostile environment that restricts a student from benefiting from the schools educational programs and services imposes a legal responsibility on school officials to take appropriate action.



Institutional Racism

"Institutions have great power to reward and penalize. They reward by providing career opportunities for some people and foreclosing them for others. They reward as well by the way social goods are distributed-by deciding who receives training and skills, medical care, formal education, political influence, moral support and self-respect, productive employment, fair treatment by the law, decent housing, self-confidence and the promise of a secure future for self and children. One of the clearest indicators of institutional racism is the exclusion of black members of society from positions of control and leadership."

Source: Institutional Racism in America by Louis Knowles and Kenneth Prewitt, Prentice-Hall, 1969.



Example of Institutional Racism: *Brown v. Board of Education*

Although much progress has been made since 1954, significant disparities persist among children of color and their white peers. The achievement gap between white students and students of color has been well-documented. White students are much more likely to attend magnet schools, AP classes, and honors programs, while students of color are overrepresented in non-rigorous courses, special education, and expulsions.



Example of Institutional Racism: *Brown v. Board of Education*

Just as troubling are recent reports issued by the Harvard Civil Rights Project and others indicating that resegregation is on the rise. In districts where court-ordered desegregation was ended in the past decade, there has been a major increase in segregation. “White flight” from urban centers and a return to neighborhood school patterns has led to “virtual apartheid” in some areas.



To read more, click here:

<http://www.nwrel.org/cnorse/look@equity/200406/index.html>



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State Laws/Regulations Governing Gender & Race Equity

- Chapter 18, Alaska Statute 14.18.010 –14.18.110
 - Prohibition Against Discrimination Based on Sex or Race in Public Education

- 4 AAC 06.500 - 4 AAC 06.600
 - Prohibition of Sex Discrimination

 - Click [here](#) to view the entire statute
 - Click [here](#) to view the entire regulation



District Responsibilities

- Boards establish procedures for Affirmative Action
- Boards adopt policies for implementation
- Boards enforce compliance



Discrimination Based on Sex or Race

In general, a person's gender or race may not be a factor in decisions regarding any employee or student of a public school.



Discrimination or Not?

- Is it discriminatory to only allow a female student to fill a slot on a traveling debate team to save money by sharing hotel rooms?
- Yes, funding cannot be a factor in selection.
- Is it discriminatory to prohibit a male teacher from staffing the girls locker room?
- No, regulations allow gender to be a criteria for some job duties (supervising showers etc.) 4 AAC 06.510



Discrimination in Employment Practices

Schools cannot use gender or race as a criteria for employment, advancement, compensation packages or assignment of instructional duties.



Discrimination or Not?

■ Is it discriminatory to hire a male janitor because he can lift bigger boxes?

■ Yes, employment decisions must not be influenced by gender or race.

■ Is it discriminatory to extend preference for an Alaska Native teacher?

■ No, 4 AAC 06.510 provides for this as a part of meeting employment goals under a valid affirmative action plan



4 AAC 06.510.

Discrimination in Hiring Practices



Click [here](#) to view the entire regulation



Discrimination in Counseling

Schools cannot utilize practices that stress access to career or vocational opportunities based on gender.



Discrimination or Not?

- Is it discriminatory to only direct females to careers such as nursing or teaching?
- Yes, gender cannot be an influence.
- Is it discriminatory to direct females to careers such as nursing or teaching?
- No, if gender is not a consideration, both males and females could be directed towards these careers.



Reflection Questions

- How does your district provide training to counselors to recognize gender bias in counseling materials?
- How does your district provide specific techniques that may be used with students to overcome the effects of gender bias?



Discrimination in Recreational and Athletic Activities

- Equal opportunities for both sexes must be provided in athletics and recreation which is commensurate with their general interests, as determined through surveys.
- Every third year, every school district must survey students grades 5-11 to determine student interest in recreational and athletic activities.



Recreational and Athletic Activities

Institutions are required to provide equitable athletic opportunities for all students, regardless of sex, in three separate areas:

- Participation
- Treatment of athletics
- Athletic scholarships

Source: AAUW Public Policy and Government Relations Department, January 2001



Discrimination or Not?

■ Is it discriminatory to only offer cheerleading to females?

■ Yes, if surveys indicated that males were also interested in this sport.

■ Is it discriminatory to only offer wrestling to males?

■ No, if surveys indicate that females lack interest in participation.



Reflection Questions

How does your district evaluate recreational activities to ensure activities are available to each gender regarding:

- Equal provision of equipment?
- Schedule of games and practices?
- Travel schedules and trips taken?
- Opportunities to get coaching?
- Access to lockers, practice, and competitive facilities?
- Publicity?



Discrimination in Course Offerings

Schools cannot use sex as a criteria for enrollment in classes and curriculum requirements.



Discrimination or Not?

■ Is it discriminatory to not expect females to use a skill saw in shop class if it is a course requirement?

■ Yes, course expectations cannot differ by sex.

■ Is it discriminatory to separate the boys and girls during sex education class?

■ No, AS 14.18.050 permits separation based on gender in this circumstance.



Reflection Questions

What are your district policies surrounding sex discrimination in course offerings?



Discrimination in Textbooks and Instructional Materials

Textbooks and instructional materials shall be free of any evidence of sex bias.



Discrimination or Not?

 Is it discriminatory to use textbooks that use gender defining descriptors?

 Yes, textbooks must be free of gender bias.

 Is it discriminatory to use literary works that may contain gender stereotypes?

 Nothing in this section prohibits use of literary works. Many teachers use such literary works to discuss and to debunk gender stereotypes.



Remedies

A person aggrieved by a violation of this chapter may file a complaint with the board.



4 AAC 06.560. Violations



Click [here](#) to view the entire regulation



4 AAC 06.570.

Assurance of Voluntary Compliance

 Click [here](#) to view the entire regulation



4 AAC 06.575

Nondiscrimination for Filing Grievance

 Click [here](#) to view the entire regulation



4 AAC 06.580 Remedies

 Click [here](#) to view the entire regulation



4 AAC 06.590

Additional Authority of the Commissioner

🔗 *Click [here](#) to view the entire regulation*



Gender Equity and Sexual Harassment Prevention: Curriculum

- ❏ In teaching of *history*, are women included?
- ❏ In *career education*, are women and men shown in a wide range of occupations and are all occupations referred to as having value?
- ❏ In *computer education, math, and science* are there any subtle messages that may convey that these are more appropriately male endeavors than female?
- ❏ In *reading, English, and literature* classes are all students assigned to read books and stories by and about females?



Gender Equity and Sexual Harassment Prevention: Interactions

- Do teachers interact equitably with students regardless of sex?
- Do all staff use inclusive, non-biased language?
- Do staff refrain from and intervene when boys are insulted by being called names that refer to females?



Gender Equity and Sexual Harassment Prevention: Classroom Organization

- Are teachers fully trained in cooperative learning, so that they have the skills to organize their students in ways the students might not self-select, e.g., boys and girls together?
- Is segregation by sex strictly prohibited?



Gender Equity and Sexual Harassment Prevention: Environment

- Are women and men equally represented in posters, pictures, bulletin boards and other visual displays around the school?
- Are boys' and girls' academic and athletic trophies displayed with equal prominence?



Gender Equity and Sexual Harassment Prevention: Staffing and Resource People

- Do students see women and men in a variety of occupational roles within the school?
- Are staff conscientious about inviting as guest speakers a balance of women and men?



Gender Equity and Sexual Harassment Prevention: Athletics

- Are girls' and boys' teams given equal support, respect, publicity, pep rallies, band and rally time, scheduling etc?



Creating a Gender and Race Inclusive Environment – Counselors

- Train students to be trainers and advocates
- Keep up with policies and procedures
- Conduct cultural awareness training in classrooms
- Communicate harassment issues or concerns to the designated harassment complaint manager
- Organize support groups



Creating a Gender and Race Inclusive Environment – Counselors

- Provide role-playing scenarios for discussion
- Ensure a safe, comfortable atmosphere for student disclosure to occur and provide ongoing support
- Act as parent liaison to administrators and students
- Act as a student advocate
- Act as a resource to staff members



Creating a Gender and Race Inclusive Environment – Counselors

- Advocate for staff and parents
- Serve as a link to appropriate resources for students and staff who have complaints
- Show respect and consideration to everyone regardless of race, color, national origin, sex, age, marital status, parental status, or physical condition
- Confront any biased or discriminatory behavior; refuse to condone offensive behavior by dealing with it directly and contacting the appropriate person or agency.



Creating a Gender and Race Inclusive Classroom – Business Teachers

-  Display posters, pictures, news or magazine articles that show women and people of color in the workforce (in different occupations, in nontraditional occupations, at major companies, etc.).
-  Discuss the past and present participation of women/people of color in business occupations. Student can write a report or make a presentation.
-  Invite a woman/person of color in a nontraditional business occupation to speak to the class.



Creating a Gender and Race Inclusive Classroom – Foreign Language Teachers

-  Have students research notable women and men who originate from a country where the language being studied is spoken, and either make a presentation or write a report.
-  Discuss the status of women in the country/countries where the language is spoken.
-  Invite a local person who originates from a country where the language of study is spoken to speak to the class.



Creating a Gender and Race Inclusive Classroom – Literature Teachers

- Display posters, pictures, news, or magazine articles of racially and ethnically diverse authors of both genders on the bulletin board.
- Have students read a book by a woman author/author of color and either make an oral presentation or write a report.
- Discuss the presence or absence of women writers and writers of color during different periods or in different genres (or have students research these topics).



Creating a Gender and Race Inclusive Classroom – Math Teachers

-  Display posters, pictures, news, or magazine articles of women mathematicians on the bulletin board (include race and diversity).
-  Have students research notable women mathematicians/mathematicians of color and either make an oral presentation or write a report.
-  Discuss the obstacles that have prevented women/people of color from participation in mathematics (or have students research this topic).



Creating a Gender and Race Inclusive Classroom – Physical Education Teachers

-  Display posters, pictures, news, or magazine articles of notable women athletes on the bulletin board (include race and diversity).
-  Have students research a woman athlete and either make an oral presentation or write a report. Have them discuss women's participation in athletics and any barriers to participation for women and/or people of color.
-  Invite a local woman athlete or coach to speak to the class.



Creating a Gender and Race Inclusive Classroom – Science Teachers

- Display posters, pictures, news, or magazine articles of women scientists on the bulletin board (include race and diversity).
- Have students research notable women scientists/scientists of color and discuss the obstacles that have prevented their participation in science. Students can make an oral presentation or write a report.



Why We Should Work Together to Prevent and Counter School-Based Harassment

-  The impact of harassment on a student's educational progress and attainment of future goals should not be underestimated. As a result of harassment, students may have trouble learning, lose self-esteem, become isolated, drop a class or drop out of school altogether.
-  Research shows that students perform best in safe, harassment-free environments.
-  It's the law.



Reflection Questions

In job-alike groups, discuss the following:

- Current practices and strategies employed to protect against gender/race inequity
- Potential areas needing improvement and changes that can be made



Next Steps

For additional professional development in the area of race and gender, or with questions about the content of this presentation, please contact:

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FX: 503-275-0452
Web: <http://www.nwrel.org/cnorse>



References

- Wellesley Center for Women
- Region X Equity Assistance Center at the Northwest Regional Educational Laboratory
- Commission on Civil Rights
- Webster's Ninth Edition
- Steineger, M. (2001). *Preventing and countering school-based harassment: A resource guide for K-12 educators*. Portland, OR: NWREL.



Equity Resources on the Web

Follow this link to resources for further study:

<http://www.nwrel.org/cnorse/equity.html>

