

OUT FOR SAFE SCHOOLS

Rafael McDonnell – Senior Advocacy, Policy, &
Communications Manager

Leslie McMurray - Transgender Education and
Advocacy Coordinator



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THANK YOU TO
TOYOTA
FOR YOUR SUPPORT OF
OUT FOR SAFE SCHOOLS!





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Resource Center

Resource Center is a trusted leader that empowers the lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) communities and all people affected by HIV through improving health and wellness, strengthening families and communities and providing transformative education and advocacy.



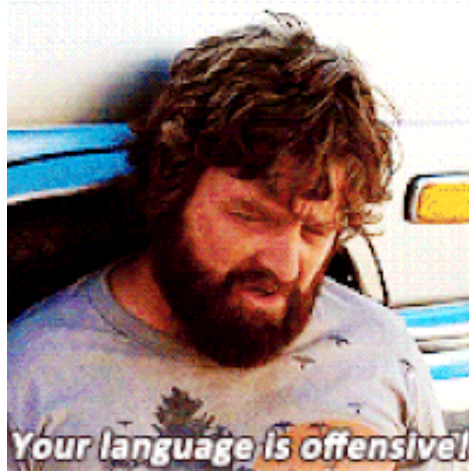
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If we do our jobs, at the end of this we will have...

- Provided basic terminology associated with the LGBTQIA+ community
- Given a foundation for cultural competency on LGBTQIA+ issues
- Looked at bullying harassment stats and policies
- Explored the role of GSAs on campus, their structures and purposes
- Connected you with local and national resources
- Encouraged you to become visible allies for LGBTQIA+ students



Language Matters



- LGBTQIA+
 - Lesbian, Gay, Bisexual and Transgender
Queer/Questioning, Intersex, Asexual/Ally (The + we will get to later)
- Sexual Orientation
 - A person's enduring physical, romantic, emotional and spiritual attraction to another person
 - Everyone has a sexual orientation





- Bisexual
 - An individual who is physically, romantically and/or emotionally attracted to more than one gender
 - Bisexuals need not have had sexual experience with more than one gender
 - In fact, they need not have had any sexual experience at all to identify as bisexual
 - By percentage, bisexuals make up the largest part of the LGBTQIA+ population





Language Matters

- **Heterosexual**
 - An adjective used to describe people whose enduring physical, romantic and/or emotional attraction is to people of the opposite sex



Asexual

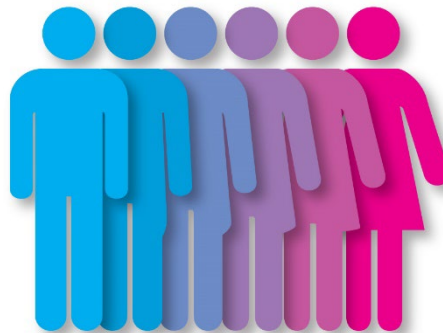


- **Asexual**
 - A person who experiences below average to no sexual attraction 1.7% of sexual minority adults identify as asexual.
- **Ace**
 - An umbrella term referring to individuals who identify on the asexual spectrum (demisexual, gray-a or gray-ace as examples)
- **Romantic attraction**
 - The desire to form a romantic, though not necessarily sexual, connection with someone



Language Matters

- **Gender Identity**
 - The sex with which one identifies
 - In most people, gender identity matches biological sex
 - When it doesn't, the umbrella term transgender is used



Language Matters



- **Transgender Clarified**
 - Gender Identity is **different** from sexual orientation
 - **IDENTIFICATION** is the key for a transgender person; surgery is not the determining factor
 - Outward appearance **may** or **may not** be helpful in determining how someone identifies
 - If there is uncertainty, **respectfully** ask which pronouns to use
- A person's gender identity is considered protected medical information





Language Matters

- **Transgender** is an *adjective*, not a noun
- Trans men **are** men
- Trans women **are** women
- Variants: Trans-masculine, trans-feminine, masculine of center...
- Cisgender: a person whose self-identity conforms with the gender that corresponds to their biological sex; not transgender



Language matters



Societies like ours tend to recognize just two genders, male and female. The idea of two genders is called “gender binary.”

Gender non-binary or gender-diverse

- Term people use to describe genders that don’t fall into one of these two (binary) categories, male or female

Facts

- You don’t have to understand what it means for someone to be non-binary to respect them.
- Being respectful to a non-binary person includes using the correct name and pronouns.
- Many times “they/them” pronouns are used.



Language Matters

- Transition

- The process of transitioning the body to match one's internal gender – Stopping the dysphoria
- There is no one right way – it's very personal, and asking about whether someone is planning on having or has had surgery or any medical procedure is inappropriate



Tip: Have a transition policy in place for students



Language Matters

- Transition

- Policies for transitioning students might include:
- Determining whether there is concern about parental acceptance
- Process of meeting with school counselor, nurse, trusted teacher and eventually administration.
- Policy for dealing with name and pronoun changes plus access to sex segregated facilities.
- TLC Policy for transitioning teachers/staff



Language Matters

- **Gender Expression:**
 - The way in which a person expresses their gender identity, typically through their appearance, dress, and behavior.

Gender identity is internal
while **gender expression** is external





Language Matters

- **Genderqueer**
 - A catch-all for gender identities that fall outside the binary. Their gender expression may be a blend of masculine and feminine expressions
- **Pangender**, **gender fluid**, **non-gendered**
- Gender Identity Disorder (Outdated)
Gender Dysphoria
- **Transgender** vs. Transsexual
- **Gender Non-conforming** (GNC)





Gender Non-Conforming

- Gender variance or gender non-conformity
 - Behavior or gender expression that does not match typical masculine or feminine gender norms



Additional Useful Terms

- **Allies**
- Intersex vs. hermaphrodite
- Drag is **performance!**
- **Two-Spirit, third gender**
- Pronouns – They **really** matter! { he, she, they, zhe, hir} If someone tells you their pronouns – **please use them**. Getting misgendered **hurts like a slap in the face and can put us in harm's way**.



What are Pronouns?

- **Pronouns**

- **They really matter!** {he, she, they, zhe, hir} If someone tells you their pronouns – **please use them.** *Getting misgendered hurts like a slap in the face.*

1	2	3	4	5
(f)ae	(f)aer	(f)aer	(f)aers	(f)aerself
e/ey	em	eir	eirs	eirself
he	him	his	his	himself
per	per	pers	pers	perself
she	her	her	hers	herself
they	them	their	theirs	themself
ve	ver	vis	vis	verself
xe	xem	xyr	xyrs	xemself
ze/zie	hir	hir	hirs	hirself



Pronoun Do's & Don'ts

Do

- Recognize that everyone has pronouns – not just trans people. Asking pronouns is very important , both so that someone is not mis-gendered but also to trans people are not the only ones who feel the need to share their pronouns.
- Ask people the pronouns they use when you ask their name – bear in mind, pronouns can sometimes change.



Pronoun Do's & Don'ts

Don't:

Refer to pronouns such as “They/Them” as gender neutral pronouns. While some trans people may identify as gender neutral, many see themselves as gendered. “Non-Binary pronouns” is better language

Describe pronouns as “preferred” or as “male or female”

Indicate that you don't care which pronouns are used. This can reinforce the privilege many cis people have in not worrying about ever being misgendered.



Pronouns

- Being “outed” even inadvertently, can put us in harms way
- Privilege is never having the wrong pronouns used. Sharing yours takes nothing from you but can make us feel more comfortable around you
- What if I make a mistake?




What if I screw up?

Apologize, correct it, and move on.

A good rule of thumb is: ***Make the apology last as long as the correction.***

We really don't want to make a fuss over it as it draws more attention.





I'M HERE, I'M QUEER

Language Matters

- **Queer**
 - Traditionally, a derogatory term for LGBTQIA+ persons and others; currently used by some LGBTQIA+ persons as a term of empowerment
- **Questioning**
 - A person who has questions about his or her sexual orientation or gender identity



Language Matters

Here's where the “+” comes in!

LGBTQQIAAP

Lesbian, Gay, Bisexual, Transgender, Queer,
Questioning, Intersex, Asexual, Allies,
Pansexual



Language Matters: AVOID

- Sexual preference
- Lifestyle/alternative lifestyle
- Homosexual
- Dead-Naming
- Transvestite/tranny
- Hermaphrodite

Call out inappropriate language



The Coming Out Process

- Four key components or stages:
 - **Feelings** (occurs as young age)
 - **Self** (one's own identification at LGBTQ)
 - **Friends and Family** (friends may be easier)
 - **Living Openly** (all settings)



What is Unconscious Bias?

- Unconscious biases are social stereotypes about certain groups of people that individuals form outside of their conscious awareness.
- Everyone has them
- They stem from our tendency to organize things in our world by category.
- This served us well in cavemen times...they can be a hinderance now



Intersectionality

- **Trans women of color share experiences of transphobia and cisnormativity with other trans people**
- Trans women of color share the experience of sexism with other women
- **Trans women of color share the experience of racism with other people of color**
- **These experiences interact and cannot be separated**
- **Trans women of color experience discrimination uniquely as trans women of color**



Creating Safe Spaces

- **Respect individuality**
- **Address prejudice** whenever you see it
- **Raise awareness** about the effects of prejudices
- **Avoid stereotypes** (even if it seems to be positive. Ex: Latinas are sexy, Asians are smart)
- **Help garner increased support** for minority populations
- Become familiar with various cultures & history



Creating Safe Spaces

- **Encourage** honest dialogues
- Remember **your role is to help**
- Respect confidentiality; talk and listen **without** judgment
- **Don't** shame people
- You **won't be an expert**, and it won't happen overnight



Myths/Perceptions



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- Teenagers are too young and immature to understand their sexual orientation or gender.
- Youth are accepting of LGBTQ people and it's easy for LGBTQ youth to come out now.
- Schools are a safe place for LGBTQ youth.
- There are only two genders.
- Being LGBTQ is a choice and can be "fixed."
- It is "just a phase" or "trend."

Issue: **LGBTQ Youth**

Harassment and Bullying

Pushout/Dropout



Issue: LGBTQ Youth

According to the 2017 GLSEN National School Climate survey....

- **60%** of LGBTQ students felt unsafe at school because of their sexual orientation, 44.6% because of their gender expression,
- **98.5%** of students heard “gay” used in a negative way (e.g., “that’s so gay” at school; 70.0% heard these remarks often or frequently, and 91.8% reported that they felt distressed because of this language.
- **95.3%** of LGBTQ students heard other types of homophobic remarks; 60.3% heard this type of language frequently or often.
- **87.4%** of LGBTQ students heard negative remarks specifically about transgender people; 45.6% heard them often or frequently.
- **56.6%** of students reported hearing homophobic remarks from their teachers or other school staff, 71.0% of students reported hearing negative remarks about gender expression from teachers/staff



Bullying

- Only 5% of LGBTQ youth in Texas attend a school with a comprehensive anti-bullying policy (GLSEN 0 2019)
- 58% of transgender students were prevented from using their chosen name or pronouns in school (GLSEN, 2019)
- 74% of transgender students in TX were prevented from using the restroom that aligned with their gender identity (GLSEN 2019)
(GLSEN, 2019)
- 30% of LGBTQ students reported that their school administration is somewhat or very supportive of LGBTQ students (GLSEN 2019)



Bullying

Bullying can take many different forms:

- Physical: Pushing and shoving – or worse
- Emotional: Threats, manipulation
- Cyber: Outing or deadnaming people, for instance. On-line bullying can be tremendously damaging, even resulting in suicide Ex: Tyler Clementi 2016
- Legislative: Proliferation of anti-trans bills this session
- Bullying is the perception of an imbalance in physical or social power
- Let's look at some of the statistics...



Issue: LGBTQ Youth

How does this impact LGBTQ student outcomes?

Absenteeism: lack of protections/inclusivity leads to avoidance

- **53.6%** of students who had missed school because of feeling unsafe or uncomfortable had been disciplined at school.

Dropout: lack of protections/inclusivity leads to giving up

- **7.6%** of transgender students planned to drop out or were not sure if they would complete high school vs 2% of cisgender students

Over representation in criminal justice system/homeless population:

- LGBTQ youth make up 7-9% of the youth population but studies have shown they make up 20% of all youth in juvenile detention and correctional facilities.
 - 39% of girls in the juvenile justice system self-identified as LGBTQ.
- 40% of homeless youth nationally identified as LGBTQ
- Approximately 300,000 LGBTQ youth are arrested and/or detained each year.
 - 60% of those are Black or Latinx



2021 Legislative Sessions

- 85% Of transgender and non-binary youth say their mental health has suffered due to recent state-level attacks on trans rights (Trevor Project 820 sample size 13-24 LGBTQ youth)
- 2021 was the worst year on record for these kinds of bills targeting the trans population
- Hundreds of anti-trans laws were filed in 37 states
- Trans and non-binary students report feeling angry (74%) Sad (57%) and stressed (43%) in their response to transgender athlete bans
- In 2021 – a record 51 transgender Americans were murdered



Issue: LGBTQ Youth

Four key tools to combat this poor climate, bullying and harassment:

- **Supportive and inclusive school policies**, such as anti-bullying/harassment policies and transgender/ gender nonconforming student policies;
- **GSAs** (Gay-Straight Alliances or Gender and Sexuality Alliances) or similar clubs;
- **Supportive school staff**; and
- **Curricular resources** that are inclusive of LGBTQ-related topics.



Issue: Laws and Policies

The CDC recommends bullying policies that:

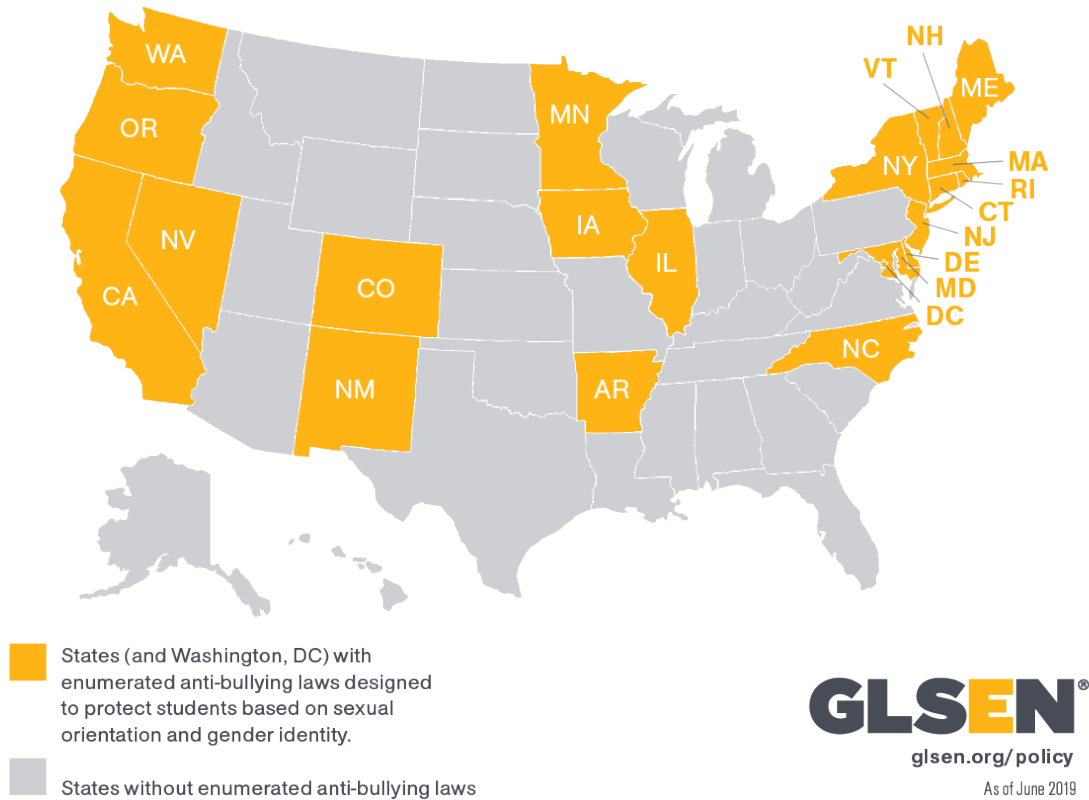
- Provide **clear definitions** consistent with state law (actions/locations/sanctions)
- Establish a system of **enforcement and support**
- State all students are covered but **enumerate** groups that might experience more bullying, including characteristics of that group (sexual orientation, gender identity/expression)

Source: CDC Healthy Youth, Anti-Bullying Policies and Enumeration: An Infobrief for Local Education Agencies



Issue: **Laws and Policies**

ENUMERATED ANTI-BULLYING LAWS BY STATE



Texas: Laws and Policies

Texas Law “Bullying”: Texas Education Code 37.0832 (2017)

(A) means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements provided by Subsection (A1), and that:

- Physically harms student, damages property, or places reasonable fear
- Is severe enough that is created an intimidating threatening or abusive environment
- Materially disrupts the educational process or order of a classroom
- Infringes on the rights of the victim at school

(B) includes cyberbullying.

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.



Texas: Laws and Policies

Texas Law “Harassment”:

Public Education Code: Section 37.105(h)

(2) "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety.

Penal Code: Section 42.07

Sec. 42.07. HARASSMENT. (a) A person commits an offense if, with intent to harass, annoy, alarm, abuse, torment, or embarrass another, the person....



Dallas ISD Policy: Harassment

The District prohibits discrimination, including harassment, against any student on the basis of race, color, ethnicity, religion, sex, gender, national origin, age, disability, sexual orientation, genetic information, gender identity, gender expression, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the Title IX grievance process is a violation of District policy and is prohibited.

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, ethnicity, religion, sex, gender, national origin, age, disability, ethnicity, sexual orientation, genetic information, gender identity, gender expression, or any other basis prohibited by law, that adversely affects the student. In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.



Dallas ISD Policy: **Bullying**

- **For purposes of this policy, “Bullying” is defined as the following:**
- Bullying means a single significant act or a pattern of acts by one or more scholars directed at another scholar that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that has the effect or will have the effect of physically harming a scholar, damaging a scholar's property, or placing a scholar in reasonable fear of harm to the scholar's person or of damage to the scholar's property; is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a scholar; materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or infringes on the rights of the victim at school; and includes cyberbullying.
- For purposes of this policy, “Cyberbullying is defined as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.
- Bullying applies to incidents that occur on, or that are, delivered to school property or to the site of a school-sponsored or school-related activity on or off school property; bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of scholars to or from school or a school-sponsored or school-related activity; and cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a scholar's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Dallas ISD Policy: **Bullying**

The District prohibits bullying, including cyberbullying. Any acts of bullying that are reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; ethnicity; color; religion; ancestry; national origin; gender; sex; sexual orientation; gender identity and expression; marital status; socio-economic background; social/family background; immigration status; linguistic preference; political beliefs; mental, physical, or sensory disability, difference, or impairment; or by any other distinguishing characteristic or because of one's association with a particular person or group of person are strictly prohibited.



Federal Transgender Policy Guidance

Slightly murky territory....

Dear Colleague letter, May 2016:

- “The Departments treat a student’s gender identity as the student’s sex for purposes of Title IX and its implementing regulations.”
- “..must allow transgender students access to such facilities consistent with their gender identity.”
- “Protecting transgender students’ privacy is critical to ensuring they are treated consistent with their gender identity”

Dear Colleague letter, February 2017:

- Not new policy, but rolls back 2016 interpretation/guidance.

Dear Colleague letter, February 2021:

- Not new policy, but reestablishes 2016 interpretation/guidance.



Youth/Adult Partnerships

GSA Models, Advisor Roles, Adulthood



GSA Network

- Genders and Sexuality Alliance Network is a youth leadership organization that connects school-based Gay-Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training.
- GSA Network supports young people in starting, strengthening, and sustaining GSAs and builds the capacity of GSAs to:
 - Create safe environments in schools for students to support each other and learn about homophobia, transphobia, and other oppressions,
 - Educate the school community about homophobia, transphobia, gender identity, and sexual orientation issues, and
 - Fight discrimination, harassment, and violence in schools.



GSAs

- A **Gay-Straight Alliance** (GSA) is a student-run club in a high school or middle school that brings together LGBTQ and straight students to support each other, provide a safe place to socialize, and create a platform for activism to fight homophobia and transphobia.

- Safer, Healthier Individual Youth
- Youth Leaders in LGBTQ Movement
- Non-Discrimination, Bullying and Other Inclusive Policies
- Safer School Climates
- Long-Term Systems and Cultural Change

- GSAs are **youth focused** -- resist **adulthood**!
- **Adulthood**: predisposition towards adults, defined as “behaviors and attitudes based on the assumptions that adults are better than young people, and entitled to act upon young people without agreement”
 - It may get in the way of youth taking charge – both at school and home.
 - Adulthood places youth in the position of being a hope for the future but not a central part of the present.



Roles of GSAs



Social GSA: Helpful for youth who want to meet other LGBTQ/ally students

Support GSA: Helpful for youth who need safe space to talk about issues they face

Activist GSA: Helpful for youth who actively work to improve climate and policy



Roles of GSA Advisors

All: Provide coaching and support to GSA student leaders
Support identity development, seek out resources to build trust/empathy

Social GSA: Helpful for youth who want to meet other LGBTQ/ally students
Help students find activities, movies and outings

Support GSA: Helpful for youth who need safe space to talk about issues they face
Seek out resources for mental health, coping skills, peer mentoring
Help students find appropriate support at school or in community

Activist GSA: Helpful for youth who actively work to improve climate and policy
Help students organize events, displays and campaigns
Help students make connections with outside organizations



GSA's: Dealing with Opposition

- “We can’t let our students have a club that’s about “sex”
- “We can’t let outsiders come in and start this kind of club in our school.”
- “It’s just too controversial.”
- If we let students start a GSA, then we’d have to let students form any other kind of club they want. What if they wanted to start a KKK club?



GSA: Dealing with Opposition

- “We can’t let our students have a club that’s about “sex”
 - *GSA is not about sex, they are about valuing LGBTQ students and offering students with a common interest a safe and supportive space. GSA is really no more about sex than a homecoming dance.*
- “We can’t let outsiders come in and start this kind of club in our school.”
 - *GSA is formed from the inside. The Equal Access Act ensures schools must support this type of club if it is started by students.*
- “It’s just too controversial.”
 - *Maybe the fact that is controversial shows the need for a GSA. These clubs don’t disrupt school and if others are concerned the school should address those concerns, not shut down a group.*
- If we let students start a GSA, then we’d have to let students form any other kind of club they want. What if they wanted to start a KKK club?
 - *If the club’s purpose is harass or intimidate then it would not be allowed. Also, is there an actual call for a KKK club?*



GSA's: Dealing with Opposition

- Know and use the laws
- Find a teacher, counselor, nurse... ally
- Don't assume someone will react in homophobic manner
- Find common ground around "safety"
- Bring LGBTQ-materials with you
- Identify advocates at the LEA level
- Identify local partners and build coalitions (incl. non-LGBTQ specific partners)



Summing Up: Creating Safer Schools

Steps Districts & Schools Can Take

- Establish/update Policies
- Train Staff & Faculty
- Visible Allies
- Support GSAs
- Identify Support
- Integrate Curriculum



Outcomes for Students & School Climate

- Less Harassment/Discrimination
- Less bullying
- Greater feelings of safety
- Greater feelings of connectedness
- Less absenteeism = more \$
- Greater in and out of school achievement



Trans/GNC Resources



Support Resources



GLBT National Help Center
Serving the Gay, Lesbian, Bisexual & Transgender Community

Providing free and confidential telephone and email peer-counseling, information and local resources for gay, lesbian, bisexual, transgender and questioning callers throughout the United States. We also work to strengthen local GLBT allies and organizations in their vision of service to our community.

GLBT NATIONAL HOTLINE
1-888-THE-GLNH
(1-888-843-4364)

The Gay, Lesbian, Bisexual and Transgender National Hotline serves callers of all ages (Youth & Adults). Peer-counseling, information and local resources. (2012)

GLBT NATIONAL YOUTH TALKLINE
1-800-246-PRIDE (7743)
Youth serving youth through age 25. Peer-counseling, information and local resources. (2012)

OTHER PROGRAMS
Including the largest GLBT resource database in the country and information on the National Association of GLBT Allies. (2012)

Advocacy Resources



Any Questions?



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