

Supporting Students. Supporting Safe Schools.

Jordan Mix

They/Them/Theirs

Director of Educational Programming

Iowa Safe Schools

iowa



schools

About Iowa Safe Schools

Midwest's Largest LGBTQ Youth Organization

- ▶ Policy and Advocacy
- ▶ Youth Engagement
- ▶ Education



01/29/19

STUDENT DAY AT THE CAPITOL

6TH ANNUAL
TRANS EDUCATION SUMMIT
NOVEMBER 14, 2022
FFA ENRICHMENT CENTER - ANKENY

[BIT.LY/TRANSSUMMIT22](https://bit.ly/transsummit22)

A banner for the 6th Annual Trans Education Summit. The banner features a QR code in the bottom left corner and the text "6TH ANNUAL TRANS EDUCATION SUMMIT NOVEMBER 14, 2022 FFA ENRICHMENT CENTER - ANKENY". Below the banner is a blue bar with the URL "BIT.LY/TRANSSUMMIT22". The background of the banner is dark blue with light blue hexagonal patterns.

Before We Start – Ground Rules:

- ▶ Brave Space
- ▶ Participate in the Conversation
- ▶ Ask Questions
- ▶ Be Respectful
- ▶ Use “I” Statements
- ▶ Be Open to New Perspectives

LGBTQ 101: Disclaimers and De-pathologizing

- ▶ According to the American Medical Association (AMA) and the American Psychological Association (APA) LGBTQ identities:
 - ▶ Are not a choice or an illness/disorder
 - ▶ Cannot be “fixed” or “repaired” with any kind of “therapy”¹
 - ▶ Have been documented in many cultures and historical eras²
 - ▶ Are normal aspects of human identity²
- ▶ “Homosexuality” was removed from the DSM in 1974 and Gender Identity Disorder was removed in 2013^{1,2,3}
 - ▶ Both have been replaced with anxiety disorders relating to the stress associated with being LGBTQ as a result of increased barriers to resources, harassment, and lack of understanding and acceptance.

1. American Medical Association. “Caring for the LGBTQ Community”. Access: <https://www.ama-assn.org/delivering-care/population-care/advocating-lgbtq-community>

2. American Psychological Association. “Sexual orientation and Homosexuality”. Access: <https://www.apa.org/topics/lgbtq/orientation>

3. Homosexual(ity) is a word we generally avoid due to its association with identifying LGBTQ identity as a medical disorder. Alternatives are “LGBTQ,” “Queer,” or the specific identity with which a person identifies.

LGBTQ 101

- ▶ LGBTQ is an acronym that stands for **L**esbian, **G**ay, **B**isexual, **T**ransgender, and **Q**ueer/**Q**uestioning
- ▶ The LGBTQ acronym is also an **umbrella term** that refers to a community of people with a wide array of sexual orientations and gender identities
 - ▶ “LGBTQ Community”, “They are a part of the LGBTQ community”, “Does she identify as LGBTQ?”
- ▶ Though it was once used as a slur, “queer” is also used as an umbrella term and the two can usually be used interchangeably
 - ▶ “He identifies as queer”, “the queer community”. “Do they identify as queer?”



Trans 101:

Cisgender

- ▶ "Cis" is the Latin prefix meaning "on the same side of"
- ▶ A person is *cisgender* if their gender correlates as expected with the sex they were assigned at birth

Transgender

- ▶ "Trans" is the Latin prefix for "on the opposite side of"
- ▶ A person is *transgender* if their gender does not correlate as expected with the sex they were assigned at birth
- ▶ No physical or social transition is required to identify as trans*

* Sometimes physical/social/legal transitions are required to have access to certain gendered spaces

Trans 101

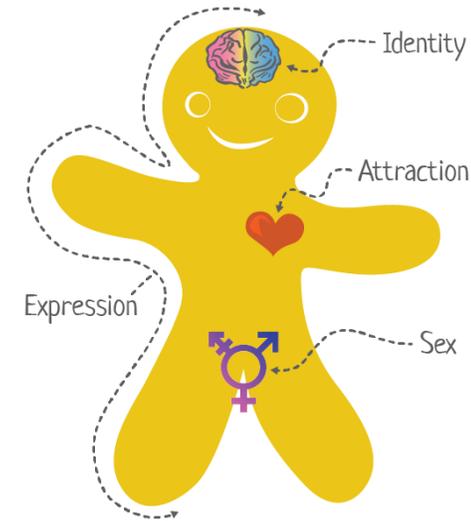
- ▶ Trans or transgender is an umbrella term.
- ▶ There are lots of words someone might use to describe how their gender does not correlate as would traditionally be expected with the sex they were assigned at birth.
 - ▶ Nonbinary: A person who does not identify with the binary gender options of man or woman
 - ▶ Genderqueer: A person whose gender exists outside of the conventions of traditional gender identities
 - ▶ The nuances between many of the words people use to talk about their gender are specific and personal to them, so always ask what words they are comfortable with, rather than assuming.



Trans 101

- ▶ **Gender Identity:** A person's internal understanding of themselves
- ▶ **Gender Expression:** A person's external communication of that identity is a way that feels authentic to them
- ▶ **Biological sex:** A person's biological sex assignment, usually assigned at birth, but also includes chromosomes, genetics, hormones, and both internal and external anatomy
- ▶ **Attraction:** Separate from gender and sex, but related because the assumptions of who we will be attracted to are rooted in assumptions people make about us based on our assigned sex at birth
- ▶ We all have a gender identity and a gender expression. Spend some time thinking about yours!

The Genderbread Person v4 by its pronounced METROsexual



⊖ means a lack of what's on the right side

 Gender Identity

⊖ → Woman-ness
⊖ → Man-ness

 Gender Expression

⊖ → Femininity
⊖ → Masculinity

 Anatomical Sex

⊖ → Female-ness
⊖ → Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male

 Sexually Attracted to... and/or (a/o)

⊖ → Women a/o Feminine a/o Female People
 ⊖ → Men a/o Masculine a/o Male People

 Romantically Attracted to...

⊖ → Women a/o Feminine a/o Female People
 ⊖ → Men a/o Masculine a/o Male People

Why Does this Matter?

- ▶ Individuals know themselves better than we know them
- ▶ Providing space and support for continued understanding of oneself
- ▶ Demonstrating trust, empathy, kindness, and respect

LGBTQ Youth Face Adversity...

At Home

- **67%** of LGBTQ youth report that they've heard family members make negative comments about LGBTQ people₂
- **Over 60%** of LGBTQ Youth report having wanted health care, but were unable to get it due to concerns about parental permission₁
- **Over 50%** of trans youth were kicked out or ran away after coming out to their families₄

At School

- **86%** of LGBTQ Youth report being harassed or assaulted at school₃
- **67%** of LGBTQ students report having heard a teacher or staff member making negative remarks about their gender expression or sexual orientation₃
- **23%** of students report being prevented from using their name/pronouns in class₃

In Public

- **1 in 3** LGBTQ youth reported that they had been physically threatened or harmed in their lifetime due to their sexual orientation.₁
- Nearly 40% of transgender youth report they've been physically threatened or harmed due to their gender identity.₁
- **91% of** transgender and nonbinary youth reported being prevented or discouraged from using a bathroom that corresponds with their gender identity.₁

1. The Trevor Project Mental Health Survey. 2022.

2. <https://www.hrc.org/resources/2018-lgbtq-youth-report>

3. GLSEN 2019 School Climate Survey

4. The Trevor Project Mental Health Survey. 2020.

LGBTQ Youth Are **More** Likely To...

Not receive healthcare

- ▶ **60%** of LGBTQ youth report they wanted psychological or emotional counseling from a mental health professional but were unable to receive it in the past 12 months ¹
- ▶ Concerns around being “outed” to their caregivers is the number 1 reported barrier to accessing healthcare for LGBTQ youth. Affordability is number 4.¹

Face housing instability

- ▶ **About 30%** of LGBTQ Youth report consistent housing insecurity ¹
- ▶ **33%** of LGB Youth are kicked out of their home upon coming out ¹
- ▶ **56%** of transgender youth are kicked out of their home upon coming out ¹

LGBTQ Youth Are **Less** Likely to...

- ▶ Attend school on a regular basis¹
- ▶ Be on time to school/class
- ▶ Graduate high school¹
- ▶ Participate in extracurricular activities due to fear of harassment¹
- ▶ Use the bathroom during the school day and use school locker rooms¹
- ▶ Drink enough water each day²
- ▶ Eat fruits and veggies²
- ▶ Eat breakfast²

1. The Trevor Project Mental Health Survey. 2022.

2. CDC Youth Risk Behavior Report. 2019.

Mental Health and Suicidality

- ▶ Each episode of LGBT victimization, such as physical or verbal harassment or abuse, increases the likelihood of self-harming behavior by 2.5 times on average.²
- ▶ LGBTQ Youth report higher rates of anxiety and depression than their heterosexual and cisgender peers.¹
- ▶ In 2022 45% of LGBTQ Youth seriously considered suicide, with 52% of transgender and non-binary youth considering suicide.¹
- ▶ While there has always been a disparity between LGBTQ youth and their heterosexual and cisgender peers, it appears that the COVID-19 Pandemic has widened these gaps for the first time in the last several years.¹

1. The Trevor Project Mental Health Survey. 2022.

2. IMPACT. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. *American Journal of Public Health*. 100(12), 2426-32.

Understanding The Role of the Youth-Serving Professional

- ▶ Transgender and nonbinary youth who reported having pronouns respected verbally and on documents attempted suicide at lower rates than those who did not ¹
- ▶ LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide than those who did not.¹
- ▶ LGBTQ Youth who went to schools with affirming spaces had lower rates of suicidality than those who did not¹
- ▶ 1 in 2 LGBTQ Youth report having an affirming school environment. Only 1 in 3 report an affirming home environment.

What are Pronouns?

- ▶ **Respect names and pronouns!**
 - ▶ Get comfy talking about pronouns!
 - ▶ Never ask anyone what their “real” name is
 - ▶ Always use the name and pronouns a person tells you to use
 - ▶ Don't dwell on slip-ups



Using Inclusive Language Everyday

- ▶ Using Inclusive Language
 - ▶ Avoid using gendered language
 - ▶ Ex: “ladies and gentlemen;” “men and women;” “his or her”
 - ▶ Avoid splitting people into groups by gender
 - ▶ Try dividing the group based on other things, like shirt color or birthday

Instead of		Try
HIS or HERS	→	THEIRS
LADIES and GENTLMAN	→	DISTINGUISHED GUESTS
MEN or WOMEN	→	EVERYONE
LADY/MAN in the red shirt	→	PERSON in the red shirt
GUYS	→	FOLKS


**INTERNATIONAL
NON-BINARY PEOPLE'S DAY**



*“A person’s name is, to
that person, the
sweetest and most
important sound in any
language.”*

- Dale Carnegie

Starting with Ourselves

- ▶ Remember that we are not neutral participants in spaces we're in[1]
- ▶ We send messages to kids all day, every day. Whether we mean to or not
- ▶ How can we be intentional about the space we create?
 - ▶ Understand how we move through the world in relation to others.
 - ▶ How does the way that we embody space influence us?
[2]

[1] *Fostering Civil Discourse: A Guide for Classroom Conversations*

[2] <https://everydayfeminism.com/2014/09/what-is-privilege/>

Starting with Ourselves



1. How does the way I embody space manifest itself in the policies and procedures?
2. How does the way I embody space manifest itself in the resources I select?
3. How does the way I embody space manifest itself in the group discussions I have with youth?
4. How does the way I embody space manifest itself in the individual interactions I have with youth?

Myths vs. **Facts** about LGBTQ Students

- ▶ School-age students are too young to know their gender identity or sexual orientation
- ▶ If a student comes out, it means they need additional mental health supports
- ▶ Students are jumping on the bandwagon – they're not really LGBTQ
- ▶ Babies understand gender expression by 18-24 months, and understand their own gender by age 3.
- ▶ While LGBTQ youth are more likely to battle depression and anxiety, being LGBTQ/coming out **does not** automatically mean that they need a mental health professional
- ▶ While it seems like the percentage of youth identifying as LGBTQ is sharply increasing, this is attributed to an increase in access to language to talk about LGBTQ experiences, not an increase in people who are LGBTQ

Dos and Don'ts for Supporting LGBTQ Students

- ▶ Call parents to confirm that it's okay to use a student's chosen name/pronouns
- ▶ Immediately call a social worker when a student comes out
- ▶ Avoid talking about LGBTQ people/topics because it makes you uncomfortable
- ▶ Apologize profusely when you slip up on someone's name/pronouns
- ▶ Share information about a student's gender identity or sexual orientation without their consent
- ▶ Keep intentional and frequent communication with students re: their wishes for privacy and any other needs
- ▶ Be intentional when it comes to which information needs to be shared:
 - ▶ Referring to a counselor? Why? Make sure your referral is more specific than "they're transgender"
- ▶ Talk openly about LGBTQ people/topics/events
- ▶ Practice pronouns and correct mistakes
- ▶ Respect students privacy **at all times**

Protections for LGBTQ Students

- ▶ Students have the right to be free from discrimination in academic settings
 - ▶ Iowa Code 216.9
 - ▶ Title IX
 - ▶ Equal Access Act
 - ▶ BOEE Code of Conduct and Ethics Standard VI
- ▶ Students have the right to privacy at school
 - ▶ HIPAA
 - ▶ FERPA



*“Every Kid Is ONE
Caring Adult Away
from Being a Success
Story.”*

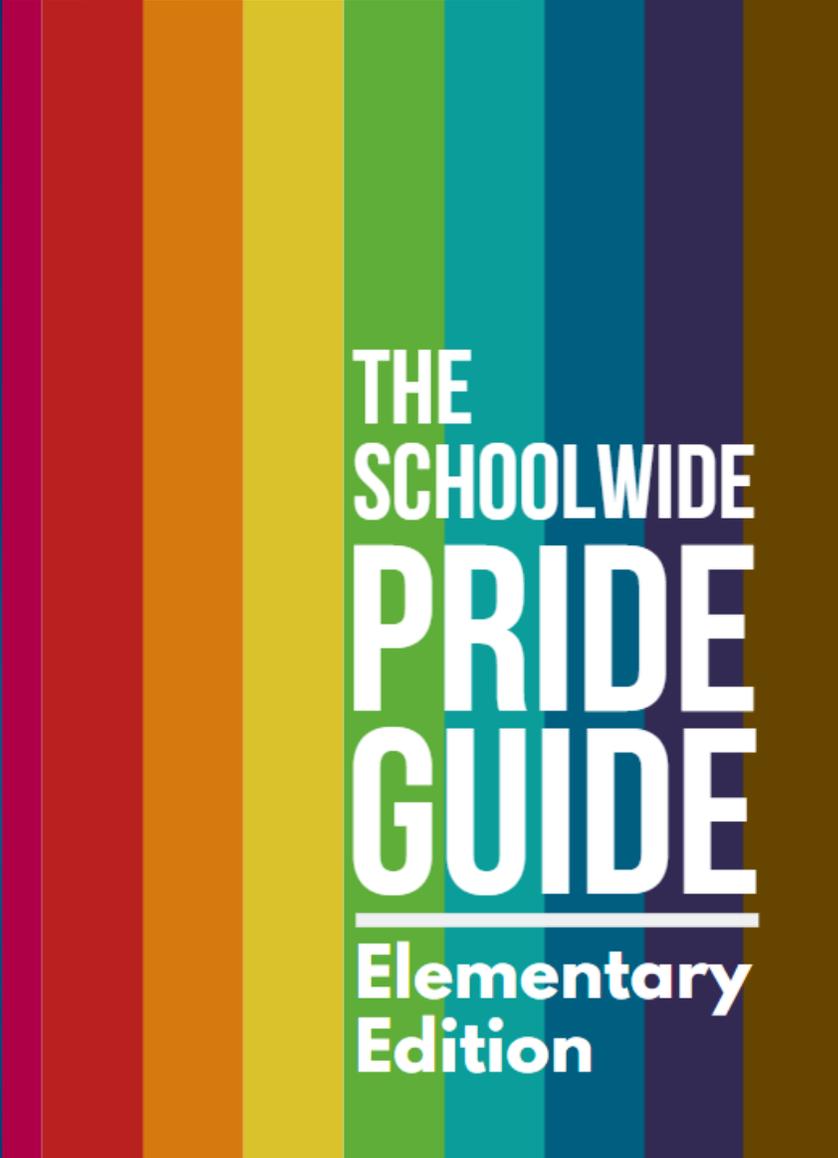
- Josh Shipp

Students Have A Right to Safety

- ▶ Students cannot learn if they do not feel safe
- ▶ Students are the single best monitors of their own safety
- ▶ Outing students to their families can severely threaten student safety
- ▶ Children may, or may not, need additional mental health support upon coming out
- ▶ Help students create a safety plan

Helpful Takeaways

- ▶ Practice respect and empathy
- ▶ Get comfy talking about LGBTQ issues
- ▶ Don't dwell on small oopsie-doopsies –
- ▶ Always look for ways to improve



THE SCHOOLWIDE PRIDE GUIDE

Elementary Edition

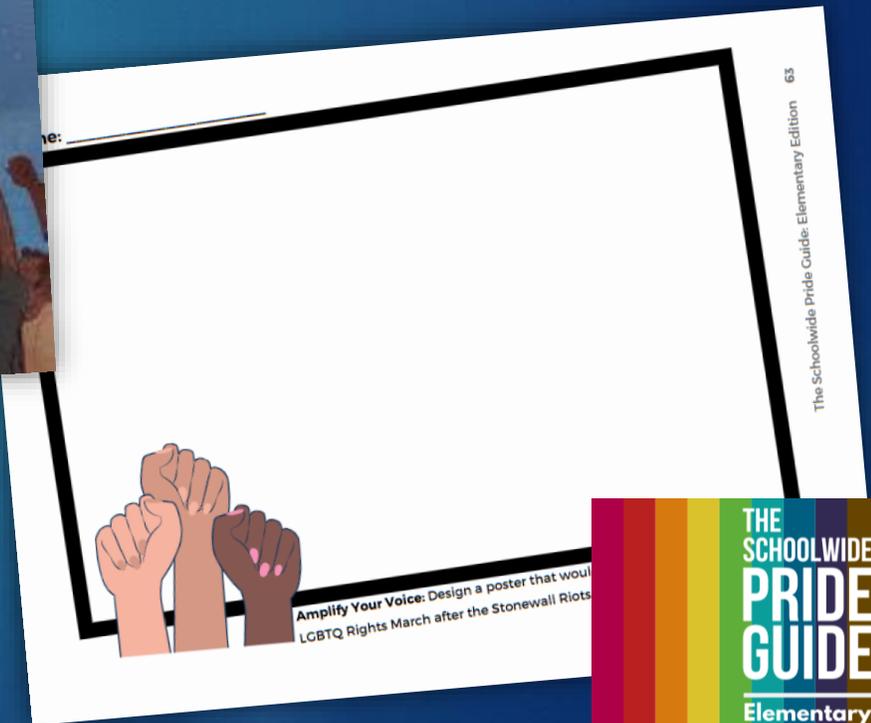
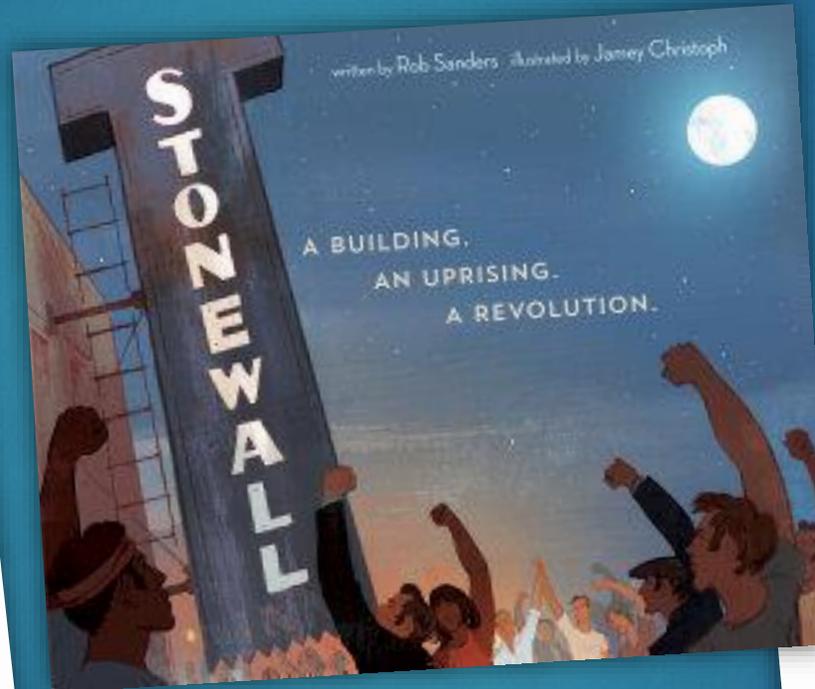
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Civil Discourse in the Elementary Classroom:

Stand Up!

Have the students stand up if they agree with the comment or sit down if they disagree with the comment. Engage the students in a dialogue about why they selected their answers. Some of the statements are not easy "Right or Wrong" situations.

- #1: Everyone should be treated equally in the classroom.
- #2: Making sure everyone is included is not my job. It is my teacher's job.
- #3: Classroom rules should never be questioned. They should stay the same forever.
- #4: I usually follow my friends when forming an opinion or deciding what to do.
- #5: It is not important to learn about people from other countries, because I do not live there.
- #6: It is ok to exclude people from playing a game at recess. There is always something else they can do.
- #7: Sometimes, making the right decision means I could get in trouble.
- #8: Nothing good ever comes from protesting.



THE SCHOOLWIDE PRIDE GUIDE

Middle School
Edition



Gender Lightbulb:

Inside the lightbulb, write about a time when you were aware of being treated differently because of your gender. Then, take some time to color and decorate the lightbulb!

Big Picture Storyboard

Before the Riots During the Riots After the Riots

What are three Big Picture takeaways from what you have learned today about upstanders and the Stonewall Riots?

#1

#2

#3

What is a Big Gay Book Club?

Big Gay Book Clubs are inclusive spaces where small groups of students can truly engage with a novel through social interactions. As opposed to silently reading one novel alone, students have the opportunity to have in-depth conversations while also developing empathy and social efficacy in the lived experiences of LGBTQ people and their families. They are just like any other book club or literature circle... but with a little more flair!

Included in this section is a list of age-appropriate LGBTQ novels that you can incorporate into your middle school curriculum. There are also effective literacy strategies and handouts included which can help facilitate quality conversations and reflections while students read these novels together!

Cultivating Allyship with Your Colleagues:

There is the possibility of resistance from fellow educators to teaching LGBTQ topics in their classrooms. Here are some ideas to help develop a welcoming school staff:



- #1: Invite a local LGBTQ group or Gay-Straight Alliance (GSA) to lead a professional development session on relevant student issues
- #2: Facilitate a book study with coworkers on an LGBTQ book
- #3: Articulate the ways the lessons from this curriculum guide meet state and local education standards

Book Club Choice Board:

In what ways did you see the characters' privilege in the book? In what ways did you see the characters being oppressed? Use textual evidence to support your claims.	Describe the lessons you are currently learning from this text and how those lessons could impact your everyday life.	Find three sentences from the book with difficult or confusing words. Look up their definitions, and then rewrite each of the sentences in your own words.
Make a BEFORE & AFTER CHART explaining how the book has changed your thinking about LGBTQ people and experiences. Be sure to include textual evidence.	Your Choice! Write a paragraph about anything you want to write about. Provide evidence from the book to support it.	Summarize what you read today in a paragraph. Based on what you read, also respond to these writing prompts: "I'm thinking..." "I'm feeling..." "I'm wondering..."
Write about someone in the book who is acting like an ALLY and describe their ALLYSHIP. Use the textual evidence to support your claims.	Draw 3 different pictures to describe the settings within the book, and explain why each setting is important to the author's story.	Create a CHARACTER WEB, by writing all of the characters' names on a sheet of paper. On each line that connects them, write a statement about their relationship.



THE SCHOOLWIDE PRIDE GUIDE

High School
Edition





Privilege Statements

Make This Activity Your Own!

Maybe these sets privileges do not fully represent the underrepresented identities you see in your schools and classrooms. Feel free to modify this activity to make the conversation more applicable to your students!



Cisgender Privilege: Take a Bead If...

1. I can use public restrooms without fear of verbal abuse, physical intimidation, or arrest.
2. In general, I blend in as I navigate the world, not being constantly stared or gawked at, whispered about, pointed at, or laughed at because of my gender expression.
3. I can access gender-exclusive spaces such as gendered book clubs and athletic teams, and not be excluded because I don't "pass" as a given gender.
4. Strangers call me by the name I provide and don't ask what my "real name" (birth name) is and then assume that they have a right to call me by that name.
5. I can be reasonably sure that I won't break a dress code because my clothes are "too masculine" or "too feminine".

Pronoun Prep

You're familiar with traditional masculine pronouns, he/him/his and traditional feminine pronouns, she/her/hers. You might also be familiar with a popular gender neutral pronoun set, they/them/theirs! Many of us learned that the pronouns "they" and "them" are plural, and while that's true, "they" and "them" can be singular, too, and have been for hundreds of years. In fact, many of us transition to using the singular they without even realizing it. For example, if you find a wallet on the floor, you'd say "oh no! Someone lost their wallet."

Use the chart below to get familiar with the proper way to use they/them and other gender neutral pronouns.

Subjective	Objective	Possessive Adjective	Possessive Pronoun	Reflexive
She <small>She is here.</small>	Her <small>I called her.</small>	Her <small>Her feet are cold.</small>	Hers <small>That is hers.</small>	Herself
He	Him	His	His	Himself
They	Them	Their	Theirs	Themselves
Ze	Zir	Zir	Zirs	Zirself
Xe	Xem	Xir	Xirs	Xirself



Gender Grammar

Expanding our understanding of gender comes with a whole new vocabulary to master. Learning this vocabulary not only means memorizing new terminology, it also requires that we learn how to use these words correctly in our speaking and writing.

Even though it might be clunky at first, learning how to effectively utilize terms relevant to the LGBTQ community is a great way to demonstrate to your students that you respect them and take their identities seriously. The following chart is adapted from Trans Student Educational Resources and is helpful in addressing some commonly misused terms!

Problem	Correction	Reasoning
"Transgendered" (Adj.)	Transgender	Only adjectives that are derived from nouns (unlike transgender) or verbs end in ed
"Intersexed"	Intersex	Only adjectives that are derived from nouns or verbs (unlike intersex) end in ed
"Transgendered" (verb)	Transition	Only verbs can end in "ed" to become a participle
"A transgender" "transgenders"	A transgender person/transgender people	"Transgender" is not a noun.
"Sex change," "sex reassignment surgery"	Gender affirming surgery	Surgery does not change someone's sex/gender, it only helps harmonize their body and mind

Professional Development:

Safe Schools Academy

- ▶ 55 Inclusive Professional Development Courses
- ▶ Online and In-Person

SafeSchoolsAcademy.org

making your classroom
safe for lgbtq youth

1 CREDIT
3-week course

recognizing and
empathizing with
student grief and loss

1 CREDIT
3-week course

when the scale defines
the student:
understanding eating
disorders

1 CREDIT
3-week course

transforming trauma:
providing students with
safety and support

1 CREDIT
3-week course

Professional Development:



Certification Requirements:

Foundations in School Climate and Culture:

- Cultivating Diverse Classrooms: Cultural Competency (2 Credits)
- Taking Your School Temperature: Using Data to Improve School Climate (1 Credit)

Climate and Culture Core Competencies:

Complete one course from each of the three competencies below. See which courses satisfy each competency on the next page, or go to www.safeschoolsacademy.org/sca

-  Civil and Social Engagement
-  Diversity and Inclusion
-  Safety, Support, and Wellness

Climate and Culture Capstone:

- School Culture Advocacy through Educator-Driven Leadership (3 Credits)



For any questions, feel free to email at info@iowasafeschools.org or call Iowa Safe Schools at 515-381-0588.

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Questions?

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