



# Senior Leadership Series - Equity & Access Winter 2020

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**Exhibit 3**

# Identity & Self - It Matters



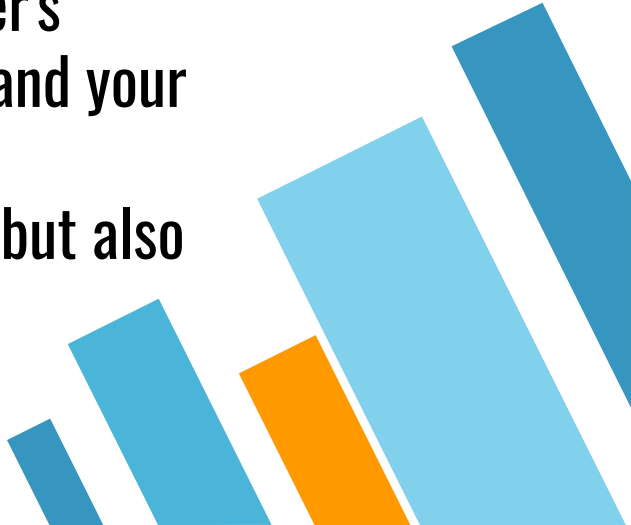
# Goals for the Day

- Understanding who ***you*** are as a ***person*** and how your ***identities*** show up in your ***position***.
- How those ***identities*** impact the work you do and the relationships you build.
- An increased level of awareness and understanding of **LGBTQ+ terminology** and the importance of inclusive practices and schools.




# Ground Rules/Safe Space

## **The Vegas Rule: Learning leaves and the names/stories stay here.**

- Share the air with others.
  - Challenge yourself to be respectful of each other's feelings, perspectives, abilities, and identities (and your own).
  - Remember it's not just the intent that matters, but also the impact.
- 




# Ground Rules/Safe Space

- **Be the expert of your experience, use "I" statements.**
  - **Leave space for processing and after-processing, both inside and outside of the space (aka take care of yourself).**
  - **Reserve the right to change your mind.**
  - **Accept/Expect non-closure.**
  - **Is there anything you'd like to add?**
- 



# Welcome & Land Acknowledgement


A **Land Acknowledgement** is a formal statement that recognizes and respects **Indigenous Peoples** as traditional stewards of this **land** and the enduring relationship that exists between **Indigenous Peoples** and their traditional territories.





# Welcome & Land Acknowledgement

As we begin our training, we want to acknowledge and honor the **Native and Indigenous Peoples** whose land we currently gather on. **Springfield Public Schools** is built on ancestral territory of the **Osage, Delaware and Kickapoo Nations and Peoples**. In doing social justice work, it is important we acknowledge the dark history and violence against **Native and Indigenous People** across the world. In this work, we are committed to promoting, supporting and affirming all communities, especially those that are marginalized.






# Laying the Groundwork

**Before learning about racism and acquiring the tools to fix it, you have to first better understand yourself and the privileges your identities hold.**

**This may be new to you or something you have learned before. It may trigger moments of affirmation or discomfort, but growth and learning are what will make you an ethical leader and stronger advocate for SPS students.**





# MATCHING GAME

1. Power
  2. Privilege
  3. Oppression
  4. Race
  5. Ethnicity
  6. Identity
  7. Gender
  8. Sexual Orientation
  9. Class
- a. A social identity used interchangeably with biological sex in a system that presumes if one has male characteristics, one is male, and if one has female characteristics, one is female.
  - b. The system of ordering a society in which people are divided into sets based on perceived social or economic status.
  - c. A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.
  - d. One's natural preference in sexual and/or romantic partners.
  - e. A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.
  - f. The sense of self, providing sameness and continuity in personality over time; the condition of being oneself and not another.
  - g. Unearned access to resources only readily available to some people as a result of their advantaged social group membership.
  - h. A socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.
  - i. The ability to decide who will access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

# Group \_\_\_\_\_

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2. Privilege
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# Terminology: Match Game







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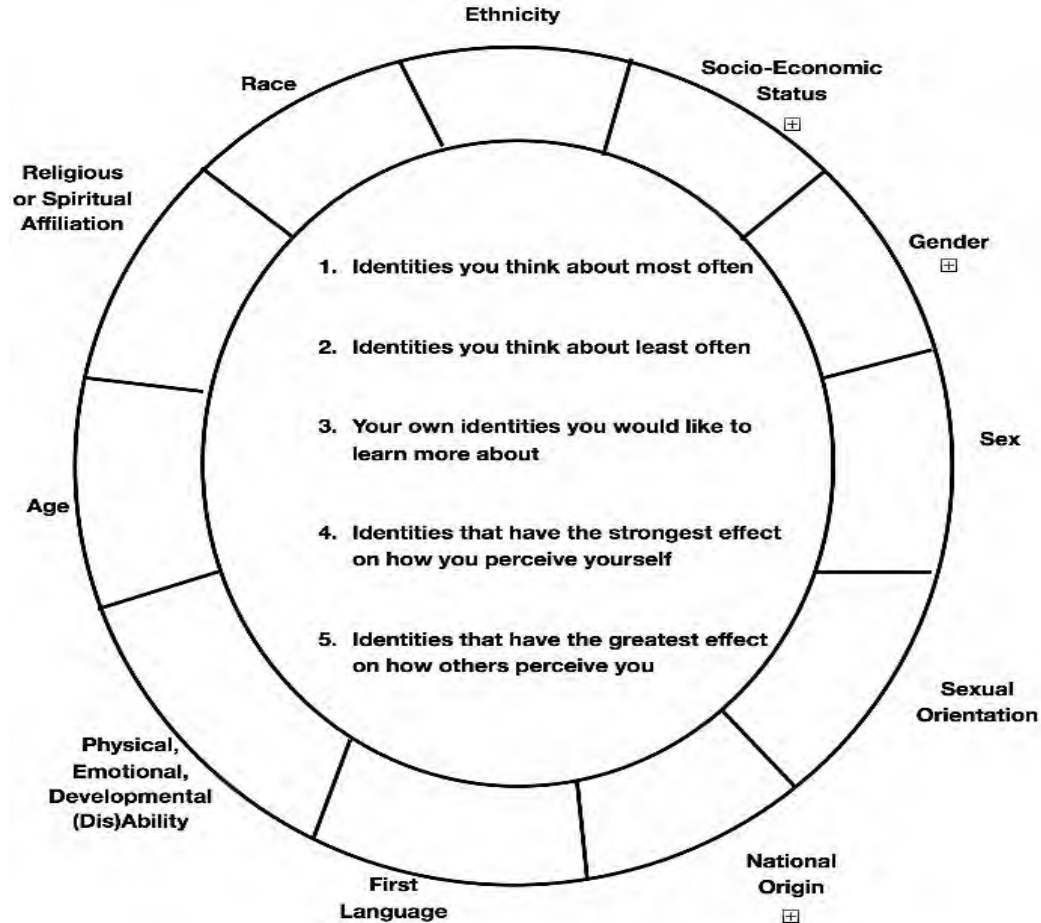
 Crowd URL

[crowd.live/KP8KC](https://crowd.live/KP8KC)

 Trivia Game Code


**KP8KC** 

# Social Identities

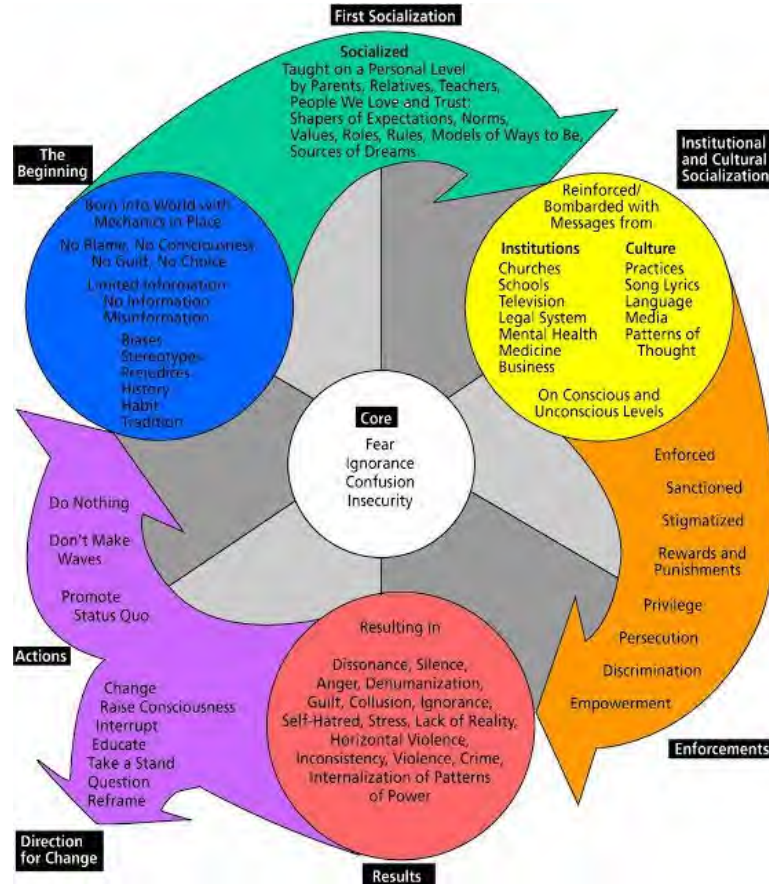




# Social Identities

- **Partner with someone not at your table you have not spoken to today.**
  - **Share your initial reaction to the activity.**
  - **Share two of the four questions with your partner.**
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# Cycles of Oppression





# Cycles of Oppression

**Take 3- 5 minutes to process at your tables and identify three groups of people today in our community that are experiencing some form of oppression (no more than one group can be related to race).**

**Each table will share what they discussed.**





# Privilege

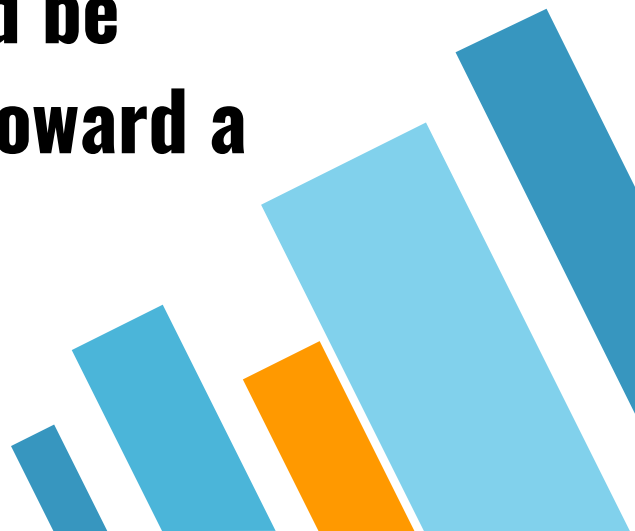
Why does it make people so angry?





# Food for Thought

**“Becoming aware of privilege should not be viewed as a burden or source of guilt, but rather, an opportunity to learn and be responsible so that we may work toward a more just and inclusive world.”**





# LGBTQ Students & Staff:

**What All School  
Personnel Need to Know**  
...but maybe are afraid to ask





# Questioning Our Bias and Privilege

- Intro activity: pink handout
  - Share our thoughts & feelings
- 

## SUPPORT FOR OUR “COLLECTIVE WHY”

**NASSP** (National Association of Secondary School Principals): highlights the important role that principals have on the safety and inclusion for LGBTQ students:

<http://blog.nassp.org/2018/09/13/nassp-and-hrc-lead-school-inclusion-efforts-for-lgbtq-students/>:

They also have a position on creating policy for transgender students:

<https://www.nassp.org/policy-advocacy-center/nassp-position-statements/transgender-students/>

**NAESP** (National Association of Elementary School Principals): advocates for inclusive schools and the enumeration of sexual orientation, gender identity, and gender expression in anti-bullying policies:

[https://www.naesp.org/sites/default/files/resources/2/Middle\\_Matters/2009/MM2009v17n5a4.pdf](https://www.naesp.org/sites/default/files/resources/2/Middle_Matters/2009/MM2009v17n5a4.pdf)

**NEA** (National Education Association): is committed to addressing the needs of LGBTQ+ students with inclusive policies: <http://www.nea.org/tools/30420.htm>

**ASCA** (American School Counselor Association): has a position statement calling for all school counselors to support inclusive policies that protect LGBTQ+ students:

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_LGBTQ.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_LGBTQ.pdf)

**NASN** (National Association of School Nurses): charges our nurses with supporting our LGBTQ+ students and supporting policies to protect them:

<https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-lgbtq>

**NSBA** (National School Board Association): enumerates discrimination against sexual orientation and gender in its beliefs and policies: <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-lgbtq>

**AAP (American Academy of Pediatrics)**: “Being a member of this group of teenagers is not, in itself, a risk behavior and many sexual minority youth are quite resilient; sexual minority youth should not be considered abnormal. However, the presence of stigma from homophobia and heterosexism often leads to psychological distress, which may be accompanied by an increase in risk behaviors... With proper support and guidance, the majority of LGBTQ youth emerge as adults with sexual identities that are associated with little or no significant increase in risk behaviors compared with other youth. These resilient young adults lead happy, productive lives.”


<https://pediatrics.aappublications.org/content/132/1/198.full?sid=b aab3d90-dd2d-4618-8b7d-b3091d6eb732>

## Compared to gender- and heteronormative students, LGB students are more likely to be bullied or harassed based on:

- ✘ sexual orientation (67% vs. 13.5%)
- ✘ gender expression (59.7% vs. 17.6%)
- ✘ gender (39.9% vs. 17%)
- ✘ appearance/body size (68.4% vs. 50.3%)



## Compared to gender- and heteronormative students, LGB students are more likely to:

- ✘ experience sexual harassment (43.6% vs. 26.4%)
  - ✘ have rumors/lies spread about them (67.2% vs. 52.7%)
  - ✘ be cyber-bullied (40.2% vs. 32.8%)
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# Compared to gender- and heteronormative students, LGB students are:

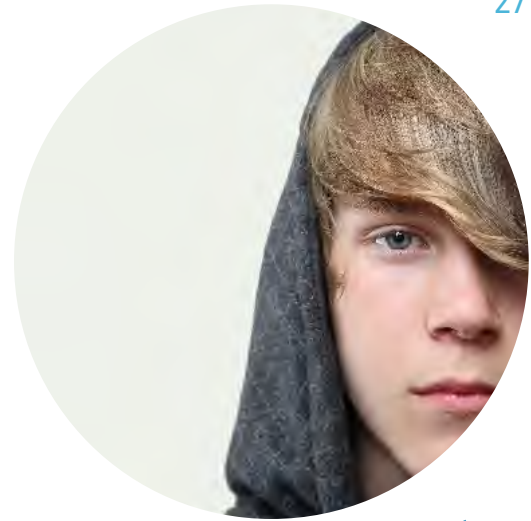
- ✘ more than twice as likely to have missed school in the past month because they felt unsafe or uncomfortable (36.6% vs. 14.7%)
- ✘ 3 times more likely to report that they do not plan to complete high school (2.7% vs. 0.8%) or to continue their education past high school (9.6% vs. 5.7%)
- ✘ less likely to participate in sports (40.2% vs. 19.2%)



# The Environment for Trans Youth



- ✘ 41% self-report previous suicide attempt(s)
- ✘ 57% report that family will not speak/spend time with them
- ✘ 50% report being harassed/bullied at school
- ✘ 60% report that a healthcare professional refused to treat them




- ✘ 70% reported suffering physical or sexual violence at school
- ✘ 60% reported being disrespected or harassed by law enforcement
- ✘ 69% reported experiencing periods of homelessness

GLSEN National School Climate Survey, 2015



# Student Experiences





# Biological Sex Assigned at Birth

(genitals, chromosomes, hormones)

|male-----intersex-----female|





# Gender Identity

(psychological sense of self)

|man-----gender-fluid/non-binary-----woman|





# Gender Expression

(communication/outward expression of gender)

|masculine-----androgynous-----feminine|







# Sexual Orientation

(romantic/erotic response)

|women-----bisexual/asexual/pansexual--- men|



# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



## Gender Identity



Female / Woman / Girl  
Male / Man / Boy  
Other Gender(s)



## Gender Expression



Feminine  
Masculine  
Other



## Sex Assigned at Birth

Female



Male



Other/Intersex



## Physically Attracted to



Women  
Men  
Other Gender(s)



## Emotionally Attracted to



Women  
Men  
Other Gender(s)

To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

# Pronouns Matter





# Pronoun Activity

Share a story about a student without .....





# Talking the Talk

DEFINITIONS (white half sheet)









# Talking the Talk...

✘ Transgender:  
a person whose  
gender identity is  
not congruent with  
their sex assigned  
at birth



✘ Cisgender:  
when gender  
identity is  
congruent with  
sex assigned at  
birth





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- ✘ Transgender woman: trans person who identifies as a woman (MTF)
  - ✘ Transgender man: trans person who identifies as a man (FTM)
  - ✘ Transsexual: an older term for transgender, most of the community does not prefer this term (overly clinical, misleading, focuses on sex)
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- ✘ Gender non-conforming: individuals whose gender expression is different from societal expectations related to gender
  - ✘ Transitioning: when a person begins to live as the gender with which they identify. Can include changing names, gender expression, medical interventions, legal concerns...
  - ✘ Drag queen: male who performs theatrically as a female
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- ✘ **Queer**: term used to describe LGBT people. Has been derogatory in the past; is now being reclaimed as an affirming term
  - ✘ **Non-binary**: does not identify with “either/or” (gender identity/ gender expression/ sexuality)
  - ✘ **Intersex**: term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite, which is now derogatory
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- ✘ **pansexual**: a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
  - ✘ **PGP**: personal gender pronouns
  - ✘ **Polyamorous**: refers to the practice of, desire to, or orientation towards having ethically, honest, and consensual non-monogamous relationships (i.e. relationships that may include multiple partners)
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# Ways to Offer Support

You can never go wrong by saying,  
“Tell me more about that...”

“It feels like you’re...”

“Thank you for sharing.”



# Just One Accepting Adult Can Save an LGBTQ Young Person's Life

A [new report](#) from the Trevor Project shows that just one accepting adult can reduce the risk of a suicide attempt by 40 percent.

<https://www.thetrevorproject.org/2019/06/27/research-brief-accepting-adults-reduce-suicide-attempts-among-lgbtq-youth/>



# Display Symbols of Support in Offices and in the School





## **Promote LGBTQ-inclusive organizations like Gay-Straight Alliances/Gender-Sexuality Alliances (GSAs).**

The Equity Project, GLSEN, It Gets Better Project, Scouts for Equality, The Trevor Project, Gender Spectrum, National Youth Pride Services, [youthallies.com](http://youthallies.com), etc...