



# GENDER SENSITIVITY TRAINING

Part I





# Gender Stereotyping in Society

## Women do/are

- The household chores—cook and clean
- Raise children
- More organized
- More emotional and sensitive
- Communicative
- Nurturing and kind

## Men do/are

- Work outside the home
- Assertive
- Leaders
- Unorganized
- Handy with tools
- Emotionally inept
- Unable to communicate

# Gender stereotyping in commercials

## THEN...

AND NOW...

# Gender stereotyping in our schools

## Girls do/are...

- Neat
- Better at reading and arts
- Quiet/Shy
- Emotional
- Good
- Careful



## Boys do/are...

- Messy
- Better at math and science
- More rambunctious
- Louder
- Poor handwriting
- Quick to act, not think



# When stereotyping becomes discrimination...

- Stereotyping becomes discrimination when actions are taken against a particular group to limit opportunities or benefits



# TITLE IX



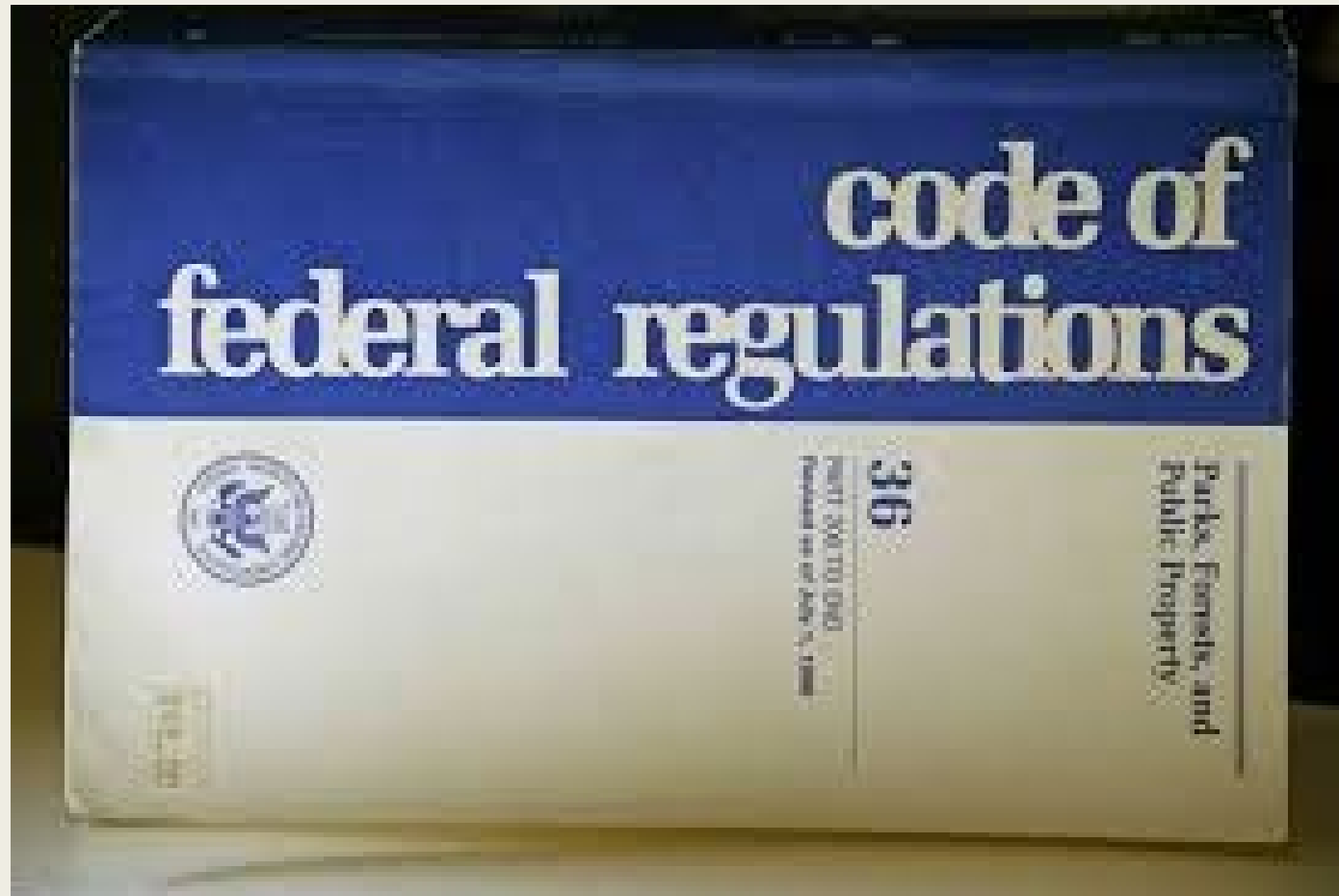


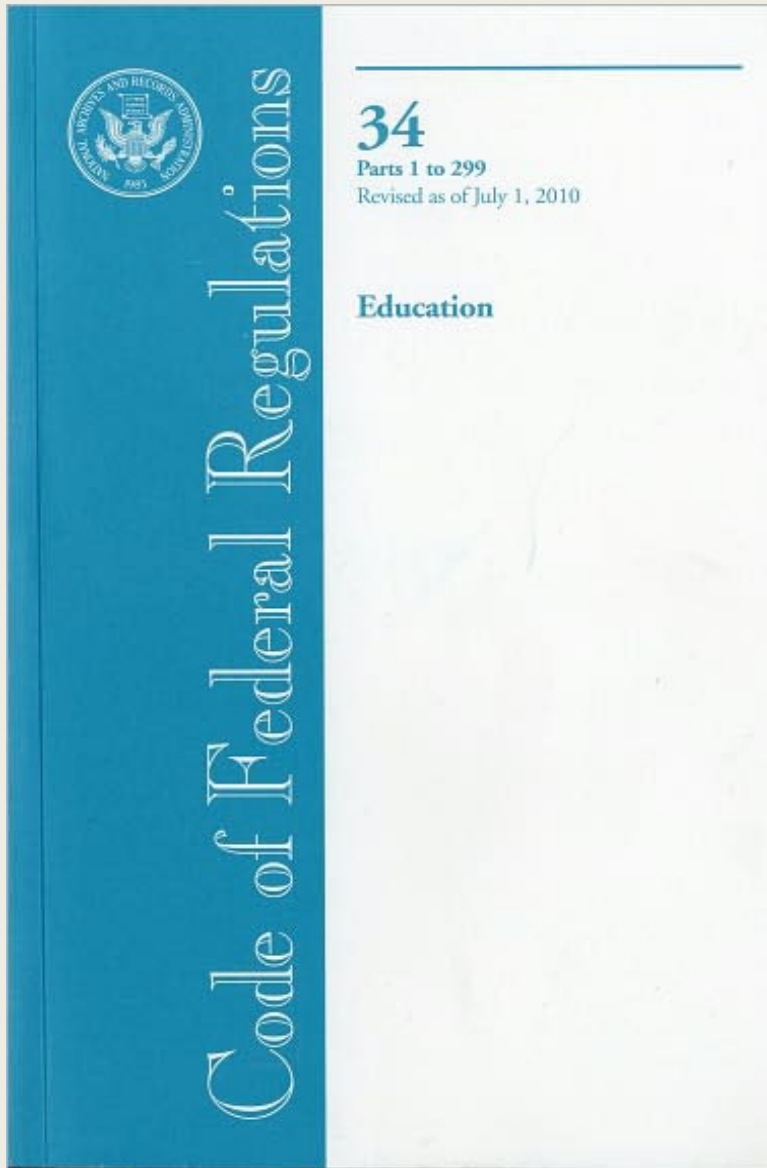
# Title IX

20 U.S.C. 1681(a) (2006)

“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 education program or activity receiving Federal financial assistance...”

# Title IX Federal Regulations





## 34 C.F.R 106

- Subpart A: Introduction
- Subpart B: Coverage
- Subpart C: Discrimination on the Basis of Sex in Admission and Recruitment Prohibited
- Subpart D: Discrimination on the Basis of Sex in Education Programs or Activities Prohibited
- Subpart E: Discrimination on the Basis of Sex in Employment in Education Programs or Activities Prohibited
- Subpart F: Procedures [Interim]



## A school district shall not, on the basis of sex:

- Treat one person differently from another in determining whether such person ...[receives any] aid, benefit, or service;
- Provide different aid, benefits, or services or ... in a different manner;
- Deny any person any such aid, benefit, or service;
- Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

34 CFR 106.31(b)

# Discrimination Prohibited

# Monitoring Officer

## School districts shall:

- Designate at least one employee to coordinate efforts to comply with and carry out its responsibilities ... including any investigation of any complaint.
- Notify all its students and employees of the name, office address and telephone number of the employee or employees appointed.

34 C.F.R. 106.8(a)

# Complaint Procedures

[School Districts] shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

34 C.F.R. 106.8(b)



# Notification of Policy

[A school district] shall implement specific and continuing steps to notify [everyone] that it does not discriminate on the basis of sex in the educational program.

34 C.F.R. 106.9(a)



Ladies



Gents

A [school district] may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

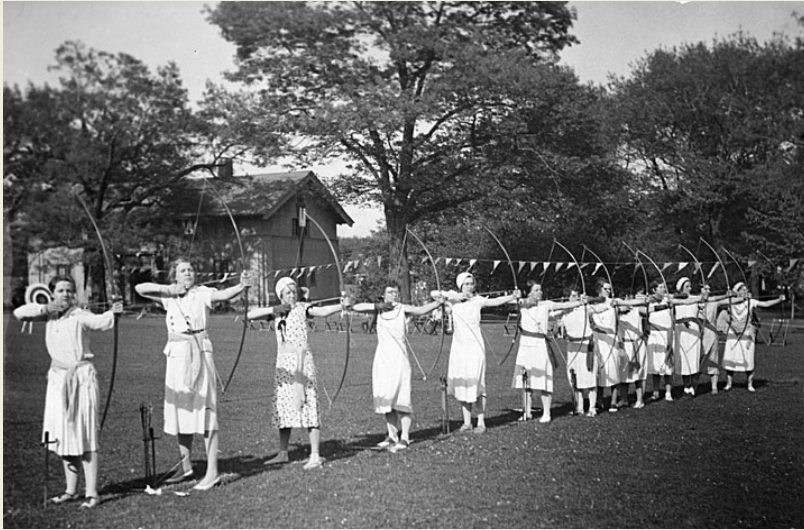
## Comparable Facilities

34 CFR 106.33



# Access to Course Offerings

34 CFR 106.34



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A [school district] shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

**No Single-Sex Courses (Limited Exceptions, see next slide)**

# Access to Course Offerings

34 CFR 106.34



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## Exceptions:

- (b) grouping of students in PE by ability as assessed by objective standards;
- (c) separation by sex in PE classes during wrestling, boxing, rugby, ice hockey, football, basketball, other contact sports;
- (e) separate sessions for human sexuality instruction;
- (f) choirs based on vocal range.

## Exceptions to 'No Single-Sex Courses' Rule

# Guidance Counseling

34 CFR 106.36



A [school district] shall not discriminate against any person on the basis of sex in the counseling or guidance of students.

Where a [school district] finds that a particular class contains a substantially disproportionate number of individuals of one sex, the [district] shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling.

# Pregnant Students

34 CFR 106.40



- A [school district] shall not discriminate against any student ... on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests *voluntarily* to participate in a separate portion of the program or activity.
- A [school district] which operates a portion of its education program or activity separately for pregnant students ... shall ensure that the separate portion is *comparable* to that offered to non-pregnant students.

**\*\*\*Voluntary and Comparable\*\*\***

# Athletics

34 CFR 106.41



District shall provide equal athletic opportunity:

- Interests and abilities
- Equipment and supplies
- Scheduling
- Travel
- Coaching opportunities
- Coaching compensation
- Facilities
- Medical services
- Housing and dining
- Publicity

## Equal Athletic Opportunities

# The Supreme Court on Title IX





# Cannon v. University of Chicago

441 U.S. 677 (1979)



- Supreme Court says Title IX includes an implied right of action, meaning people can sue under it.

# Franklin v. Gwinnett County Public Schools

## 503 U.S. 60 (1992)

- Sexual harassment constitutes sex discrimination under Title IX
- Title IX not only provides equitable remedies to require fair treatment, it also provides for damages awards (i.e., district can be sued for money)





# Sex Discrimination v. Sexual Harassment

- Sex discrimination means:

- *treating one person differently from another in determining whether such person ...[receives any] aid, benefit, or service;*
- *Providing different aid, benefits, or services or ... in a different manner;*
- *Denying any person any such aid, benefit, or service;*
- *Subjecting any person to separate or different rules of behavior, sanctions, or other treatment;*
- *Otherwise limiting any person in the enjoyment of any right, privilege, advantage, or opportunity.*

# Sex Discrimination v. Sexual Harassment

- Sexual Harassment means harassment that:
  - *--is sexual in nature;*
  - *--is unwelcome; AND*
  - *--denies or limits a student's ability to participate in or benefit from a school's education program*



For example, in 1999 (*Davis v. Monroe Board of Education*), Aurelia Davis, the mother of LaShonda, a fifth grader, brought a claim under Title IX for the alleged continuous sexual harassment of her daughter by a classmate.

Over a six-month period, a fifth-grade student identified as G. F. harassed or abused LaShonda (and others) by attempting to fondle her, fondling her, and directing offensive language toward her. An example of G. F.'s behavior occurred in December of 1992, when G. F. attempted to touch LaShonda's breasts and vaginal area, telling her "I want to get in bed with you," and "I want to feel your boobs." In another example, G. F. placed a doorstop in his pants and behaved in a sexually suggestive manner toward LaShonda.

# “Severe, Pervasive, and Persistent”

**What does it mean to deny or limit a student’s ability to participate in or benefit from a school’s program?**

It means the conduct is **PERVASIVE, PERSISTENT, or SEVERE\*** and it adversely affects a student’s education by creating a hostile or abusive education environment

\*Courts also state the behavior must be “objectively offensive” in order to claim monetary damages under a Title IX lawsuit.



# Examples of Potentially Sexually Harassing Behaviors

- Expressing inappropriate sexual comments, jokes, gestures, or looks creating an uncomfortable atmosphere
- Spreading sexual rumors
- Name-calling, using sexually offensive terms
- Offensively calling another student *gay* or *lesbian*
- Showing, giving, sending, offering, or leaving sexual pictures, photographs, illustrations, messages, letters, emails, or notes
- Writing sexual messages or graffiti about a student on school property (bathroom, walls, buses, locker rooms, etc.)



# And More Examples...

- Flashing or “mooning” another student
- Touching, grabbing, or pinching self or others in a sexual way
- Spying on others as they dress or undress or shower at school
- Intentionally brushing up against another in a sexual way
- Pulling off or pulling down another’s clothing
- Blocking another’s way or cornering another in a sexual way
- Forcing another to kiss him or her
- Forcing another to do something sexual other than kissing

# Identifying It

Scenario #1: Jane, a sixth grade girl, walked into her new class. Two boys whistled and one boy said under his breath (and while leering at Jane), “Wow. She looks old enough to be in junior high—check out the knockers.” Jane responded to the teacher’s concern by mumbling, “I’m fine, it’s no big deal.” Boys continued to make similar comments about her breasts, until after 2 weeks Jane’s mother asked to have her transferred to a different class.

**Is this sexual harassment? What should the teacher do?**



# DISCUSSION

- Is this sexual harassment?
  - *Is it sexual in nature?*
  - *Is the behavior unwelcome?*
  - *Does the behavior have the effect of denying or limiting the student's ability to participate in or benefit from a school's education program?*

# Identifying It, cont.

Scenario #2: A group of 20 third graders was playing kick ball during recess at the beginning of the school year. It was Joe's turn to kick. He kicked the first ball and started running to first base. Suddenly several boys in the infield were mocking the way he ran; one boy called out: "Hey, Joe-Ellen! You run like a girl!" Joe stuck his tongue out at the boys and continued to run.

**Is this sexual harassment? What should the teacher do?**





# DISCUSSION

- Is this sexual harassment?
  - *Is it sexual in nature?*
  - *Is the behavior unwelcome?*
  - *Does the behavior have the effect of denying or limiting the student's ability to participate in or benefit from a school's education program?*

# Identifying It, cont.

- **Scenario #3:** Throughout the football season, the players heckle another player with comments based on the player's sexual orientation. (e.g., "Gay students shouldn't be allowed to play football," and "This ain't the ballet.") As the season progresses, the team members take turns heckling the boy in the locker room, pulling down his pants "to check to see if he has man parts," and shoving their penises in the boy's face as other boys hold him down in the showers. The student drops out of football and sports altogether to avoid the locker room.

Is this sexual harassment?





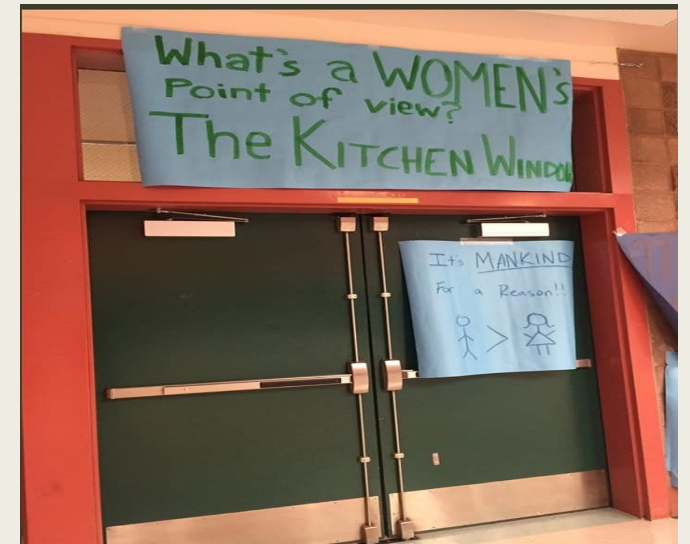
# DISCUSSION AND ANSWER

- Is this sexual harassment?
  - *Is it sexual in nature?*
  - *Is the behavior unwelcome?*
  - *Does the behavior have the effect of denying or limiting the student's ability to participate in or benefit from a school's education program?*

# Identifying It, cont.

Scenario #4: A local high school sponsors a “Men’s Week” and a “Women’s Week” throughout the school year. During Men’s Week, students hung banners and posters with statements like, “If you believe men are the superior gender, enter here” and “It’s mankind for a reason” and “What’s a women’s point of view? The kitchen window.”

Is this sexual harassment?





# DISCUSSION AND ANSWER

- Is this sexual harassment?
  - *Is it sexual in nature?*
  - *Is the behavior unwelcome?*
  - *Does the behavior have the effect of denying or limiting the student's ability to participate in or benefit from a school's education program?*

# WHAT DO YOU DO WHEN YOU SEE POSSIBLE SEXUAL HARASSEMENT?

- A. Ignore it
- B. Join in
- C. Tell the students to knock it off and continue with your day
- D. Follow District policies and procedures

# Schools' Obligations to Respond to Sexual Harassment

- I. Provide notice of nondiscrimination
  - A. *Identify a Title IX coordinator*
  - B. *Establish grievance procedures*
    - 1. Publish notice of grievance procedures
    - 2. Conduct impartial investigation of complaints
    - 3. Provide designated and prompt time frames
    - 4. Send notice of outcome to complainant
- II. Correct discriminatory effects
  - A. *Remedies*
    - 1. Individual (escorts, separation, counseling, medical, tutoring)
    - 2. School-wide (counseling, health, training, publicity)



# GENDER SENSITIVITY TRAINING

Part II





# Obligation to LGBTQ Students

**THE LEGAL OBLIGATION TO PROTECT STUDENTS FROM DISCRIMINATION AND HARASSMENT APPLIES TO STUDENTS WHO ARE BEING DISCRIMINATED OR HARASSED ON THE BASIS OF THEIR SEXUAL ORIENTATION, GENDER IDENTITY, OR GENDER NON-CONFORMITY**



# Legal History Re: Transgender Students in Schools

- ❖ No Utah law or court case with regard to accommodating transgender students.
- ❖ In September, 2015, a federal district court in Virginia upheld a school district's resolution that restrooms must be used according to a student's sex, not gender. G.C., a student born as female but who identified as male, had challenged the resolution as discriminatory under Title IX and the Equal Protection Clause
- ❖ On March 23, 2016, North Carolina passed a law, H.B. 2, requiring individuals to use only restrooms and changing facilities that correspond to the sex on their birth certificates when in government buildings (including schools)
- ❖ In April, 2016, the 4<sup>th</sup> Circuit overturned the district court's determination, holding that the school board's resolution was in fact discriminatory.
- ❖ On May 9, 2016, the Department of Justice sued North Carolina over H.B. 2, claiming it is discriminatory against transgender individuals in violation of Title VII and Title IX.

# Legal History, cont.

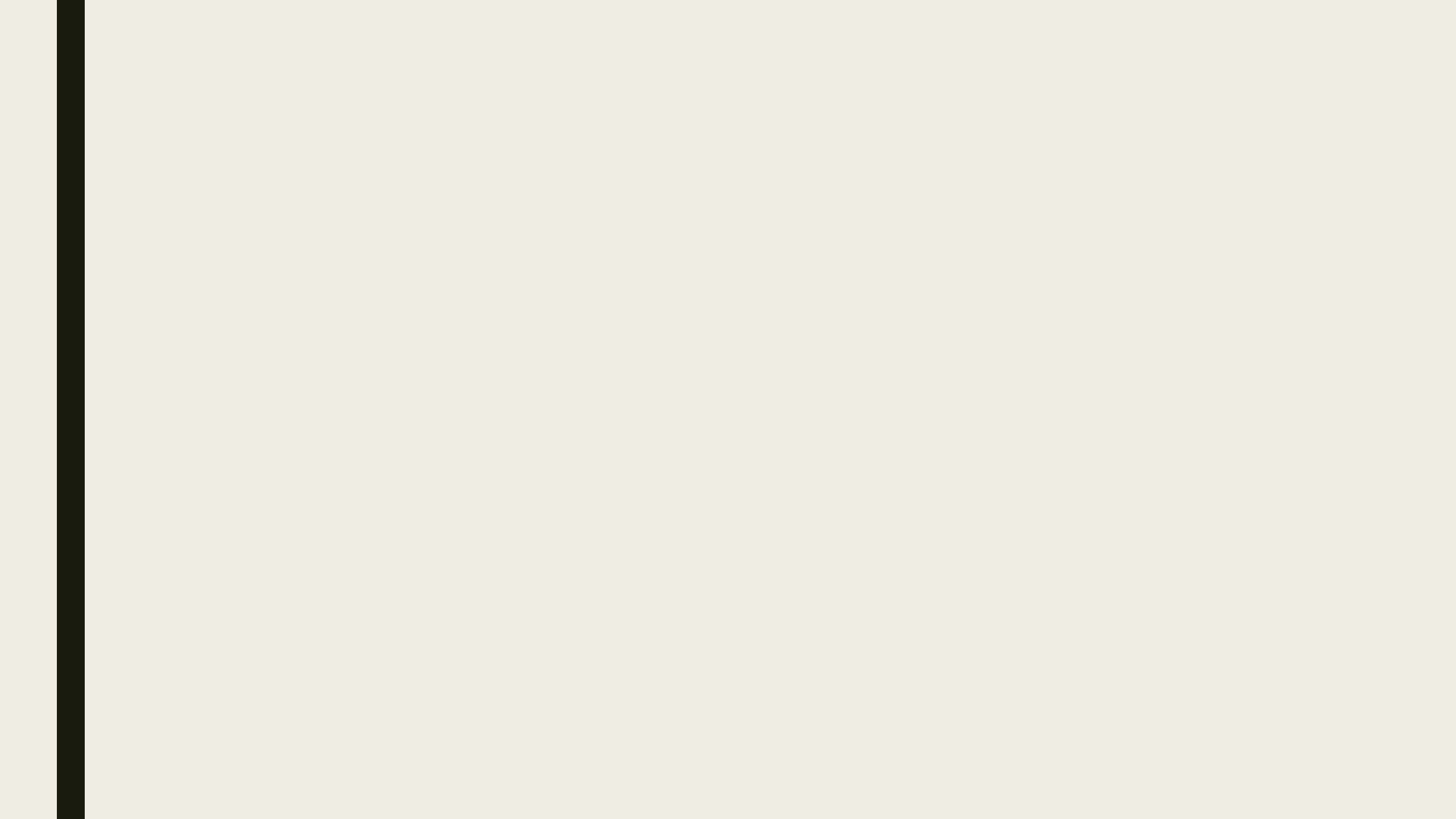
- ❖ On May 13, 2016, the Department of Education and the Department of Justice jointly issued a “Dear Colleague Letter” stating federal funds may be withheld if schools do not:
  - ❖ *Treat students consistent with their gender identity even if their education records of identification documents indicate a different sex, using pronouns and names consistent with a student’s gender identity*
  - ❖ *Allow transgender students to use restrooms and locker rooms and participate in athletics consistent with their gender identity*
  - ❖ *Protect transgender students’ privacy rights by maintaining school records with the student’s birth name or sex assigned at birth confidential*
- ❖ On May 25, 2016, 11 states, including Utah, filed a lawsuit challenging the “Dear Colleague Letter”, claiming the guidance “has no basis in law” and could cause “seismic changes in the operations of the nation’s school districts.” 10 more states filed suit on July 8, 2016
- ❖ On August 3, 2016, the Supreme Court issued a “stay” on the 4<sup>th</sup> Circuit’s grant of a preliminary injunction which would have allowed the student to use the boys’ bathroom in the Virginia case
- ❖ In February, 2017, Trump administration withdrew May 25 DCL
- ❖ TO DATE: 23 lawsuits have been filed around the country over transgender issues, namely use of restrooms

# In the meantime...

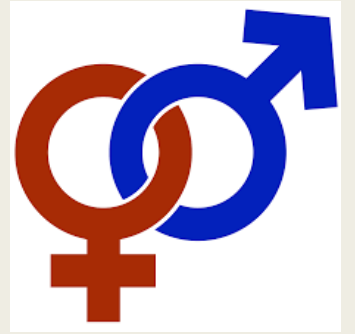
So, what are schools to do while the courts fight it out?



1. Educate ourselves
2. Be aware of the issues
3. Ensure a practice of non-discrimination across the board, for all students



# WHAT IS GENDER?



- Biological sex at birth: objectively measurable organs a child is born with. Also referred to “birth assigned gender” or “gender assigned at birth”
- Gender identity: how people think of themselves and which gender they feel they are. In other words, gender identity is an emotional, rather than a physical characteristic. It is generally believed that gender identity is formed by about the age of four (although an individual may not realize it until later) and it very rarely changes after that.
- Gender expression: how people demonstrate their gender to the outside world through things like dress, speech, and behavior. Gender expression may change depending on circumstances.
- \*NOTE: Sexual attraction is not a factor in determining gender identity or gender expression. Often, gender identity is defined long before a person is sexually attracted to anyone.

# Terminology

- Transgender person: a person whose gender identity does not match his/her biological sex at birth. Importantly, a person's status as transgender does not depend upon whether that person has undergone (or even intends to undergo) any medical treatment for gender reassignment, nor does it depend on who a person is sexually attracted to.
- Transgender female: a person whose assigned sex at birth is male but identifies and lives as a female. Also referred to as MTF, or male-to-female.
- Transgender male: a person whose assigned sex at birth is female but identifies and lives as a male. Female-to-male, or FTM
- Transition: the process a transgender individual goes through to live as their self-identified gender. Although it may include medical intervention, no such treatment is required for a person to transition.

# Terminology, cont.

## ■ Social transition

- *Use a different name*
- *Use of a different pronouns*
  - He, she, her
  - They, zey
- *Surface transformations of physical appearance (hair cut, earrings,--expression side)*
- *Use of bathrooms that suits the person's gender more accurately*

## ■ Medical transition (any combination)

- *Use of a medical interventions to block natal puberty*
- *Use of cross-sex hormones*
- *Gender Confirmation Surgery (vs. sex reassignment or sex change—not changing anything, just confirming)*
- *Use of a bathroom that suits the person's gender more accurately*



# Issue #1 Facing Transgender Students:

## → Names and Pronouns



- This is often the first step in transitioning from one gender to another. Consider asking the student if he/she would like to schedule a meeting with parents to discuss other issues that may arise and to ensure there is a plan in place to help the student feel safe.
- Transgender students, like all students, should be addressed in informal verbal and written communication by the preferred name and/or pronoun.
  - *If you require parental permission to call students something different than what is on the roll or not, you must apply the requirement to all students, even-handedly.*
- Policies that require “proof” or a formal evaluation or diagnosis of a student’s gender identity are looked down upon, however, some districts do ask for “more than a casual declaration of gender identity or expression.”

# Issue #2: School Records

- In Utah, official school records must include information found on the student's birth certificate. This includes name and gender.
- Under FERPA, a parent may request a school to amend a student's records, including the name on official records, but it is ultimately up to the school whether the request will be granted. If an amendment to a record is denied, parents have the right to insert a statement in the record setting forth his or her views.
- A court order changing the birth certificate is the only way a students' name and gender is changed on official school records.
- What constitutes an official school record?
  - *Classroom seating chart?* Probably not
  - *A roll?* (Probably not)
  - *Notes to parents about the student?* (Probably not)
  - *Student homework?* (Probably not)
  - *Transcripts?* (Probably)
  - *Yearbook?*



# Issue #3: School bathrooms/locker rooms

- No court in Utah has taken a position on this issue.
- Of the courts around the country that have addressed this issue, most have been settled out of court or voluntarily dismissed; many are pending, and a few have granted a preliminary injunction level. Only 1 denied a preliminary injunction for plaintiff.
- Many school provide a uni-sex bathroom to any student desiring to use the bathrooms.
- Accommodations should not be controlled by other students' or parents' comfort level regarding the accommodations. Advise parents that concerned about privacy
- .BEST PRACTICE: Review on a case by case basis and work with parents to ensure students do not feel discriminated against. Consider age of student, age of transition, physical nature of facilities, location/proximity of faculty or single sex bathrooms, and student's desire
- Long term solution? Closed stalls in all locker rooms and all bathrooms for use by any or all students.

# Issue #4: Student-on-Student Harassment/Bullying

- Schools have a legal duty to protect ALL STUDENTS from harassment by adults and other students. Supreme Court in *Davis v. Monroe* (1998) has stated that school officials may be liable if they are “deliberately indifferent” to student-on-student harassment that is persistent, pervasive, and severe.
- Licensed school employees have a professional responsibility under 277-515 both not to harass students and to protect students from harassment by other students.
- If you receive a complaint that other students are harassing/bullying a student based on his gender identity—even if you don’t believe it’s happening—document, investigate, document your investigation, follow-up with parents, and put a safety plan in place if necessary. Do NOT do NOTHING!

# Issue #5: Communication and Confidentiality

- **Soliciting information** about a student's sexual behavior, orientation, or attitudes is prohibited under Utah Code 53G-9-203(1)(c). Resist the urge to play therapist!
- Once information has been obtained—regardless of how— **respect the student's privacy rights**. For many students, being 'outed' is their biggest fear. A transgender female who has transitioned may not want anyone to know she was born male. Respect that desire!
- **Keep confidential** information about students discussed with administrators and with other faculty.\*
  - *\*Discussions about students with other faculty should only be on a needs-to-know basis.*
- **Official school records** that identify the student's legal name and gender as they appear on the birth certificate are considered "records" under **FERPA** and may not be shared with anyone outside of the exceptions under the law.
- **Telling parents?**

# Issue #6: Telling Parents...

- Utah Code 5GA-9-203(6)(b)(i) states, “If a school employee or agent believes that a situation exists which presents a serious threat to the well-being of a student, that employee or agent shall notify the student's parent or guardian without delay.”
- Knowledge of a student’s gender identity or sexual orientation alone does not likely constitute a serious threat. Unless the student is being bullied on the basis of his gender identity or sexual orientation, it is unlikely that you can establish a serious threat to a student’s well-being, even if you know the student’s parents and know that the student’s parents would not approve.
- The ACLU is very protective of a student’s right to privacy in his/her sexuality.

# Scenario #1:

John has been in your 7<sup>th</sup> grade class for an entire semester. He is a good student—does his homework and is never disruptive. Near the end of the semester, John approaches you and asks if he can talk to you. You are busy entering grades and without much thought, say, “Sure, what’s up?” John says, “I’m struggling with my gender identity. I’ve never felt like myself; I feel awkward as a boy; I think I should have been born a girl.” That gets your attention and you look up. He continues, “I haven’t really talked to anyone about this; my parents don’t know and I’m not sure how they’d take it if I told them. I’d appreciate it if you didn’t tell anyone.”

WHAT DO YOU DO???

# Do you:

- A. Tell John, “Wow, tell me more!”
- B. Keep it to yourself
- C. Call John’s parents right away
- D. Run next door to your colleague’s classroom and report to her but make her promise not to tell anyone
- E. Contact your administrator
- F. Tell John, “I respect your desire to keep this private but I think you might feel better talking about it to someone who is trained to have these conversations” and encourage him to talk to the school counselor.
- G. Other ideas?



# Scenario #2

Tina, a 16 year old girl in your class, raises her hand one day in the middle of class and says, “Mr./Ms. Teacher, I’d like you to start calling me Troy. And use “he” whenever you refer to me please.”

## Do you:

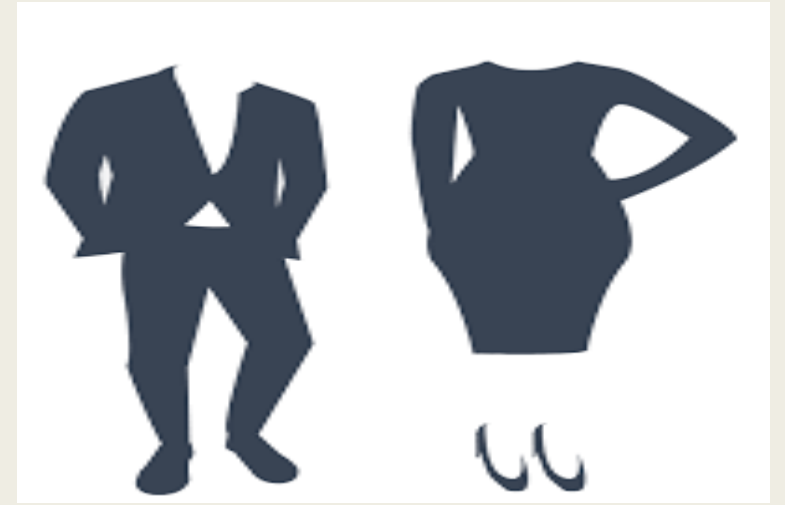
- A. Say, “That’s ridiculous. You’re a girl. We’ll call you Tina until you get a sex change.”
- B. Send Tina/Troy to the office to be disciplined for getting the class off topic?
- C. Say, “Sure. Everybody hear that? Tina is now to be called Troy.” And leave it at that.
- D. Get the class back on task and talk to Tina/Troy privately about talking to the school counselor so the staff can have a better understanding of Tina/Troy’s transition and so the counselor can communicate with parents about necessary accommodations for Tina/Troy.
- E. Other ideas?

# Parents' Involvement

- Because of the many issues that can arise when working with transgender students, parental involvement at the outset is key. Work with the parents to establish a plan for:
  - *What name to call the student,*
  - *What pronoun to use*
  - *Bathroom/locker room accommodations*
  - *Overnight field trips*
  - *Athletic team participation*
  - *Preventing bullying/harassment*

***FOR THIS REASON, HELP THE STUDENT UNDERSTAND THE VALUE OF INFORMING PARENTS. KEEP IN MIND, AGE MATTERS. A 17 YEAR OLD TRANS STUDENT MAY BE ABLE TO NAVIGATE THE WORLD OF TRANSITIONING BETTER THAN A 12 YEAR OLD WITHOUT PARENTAL INVOLVEMENT.***

# Issue #7: Dress Code



- Ensure your school dress code is gender neutral.
- If a transgender boy is wearing a dress and he is not doing anything to harm anyone else, even if it is causing disruption, address the disruption, not the dress.
- Graduation attire: if you have gender-specific graduation attire, consider getting rid of it or allowing transgender students to wear the attire of the gender they identify with.
- Extracurricular uniforms
- Recognize that some students do not identify with either gender, or consider themselves gender fluid—moving back and forth between male and female. For this reason, it is problematic to require any kind of “proof” that the student is transgender before allowing him/her to wear attire of the gender they identify with.

# Issue #8: Overnight Trips

- When it's an elementary school field trip, my advice is reconsider those. For so many reasons!
- Before drawing a firm line anywhere in the sand, work with parents!
- Other overnight trips where kids are rooming together, consider getting a separate room for the transgender student.
- Review on a case by case basis to ensure student does not feel discriminated against.



# Issue #9: Sports

A student shall be permitted to participate on a gender specific sports team that is consistent with the public gender identity of that student for all other purposes. In making a determination of eligibility, the UHSAA will first refer to the confirmation of the student and his or her local school regarding gender identification. The UHSAA will require that *member school districts and schools make a determination of a student's eligibility to participate in gender specific sports* team for a particular season based on the gender identification of that student (1) in current school records, and, (2) daily life activities in the school and community at the time that sports eligibility is determined.

# Factors School Can Rely on To Make an Eligibility Determination for Transgender Athletes

1. Documentation from individuals such as, but not limited to, parents /legal guardians appointed by a court of competent jurisdiction, friends and/or teachers, which affirm that the actions, attitudes, dress and manner demonstrate the student's consistent gender identification and expression;
2. A complete list of all the student's prescribed, non-prescribed or over the counter, treatments or medications;
3. Written verification from an appropriate health-care professional (doctor, psychiatrist, or psychologist) of the student's consistent gender identification and expression; and
4. Any other pertinent documentation or information which the student or parent(s)/legal guardian(s) appointed by a court of competent jurisdiction believe relevant and appropriate.

# STATS ON TRANS STUDENTS

- LGBTQ youth are 3 times more likely to experience harsh disciplinary treatment than their straight counterparts
- 47% LGBTQ had experienced suspension vs. non-LGBTQ (30%) (usually when these kids stand up for themselves)
- 40% of homeless youth are LGBTQ
- LGBTQ youth are 120% more likely to experience homelessness than their non-LGBTQ peers
- Only 27% of LGBTQ youth can “definitely” be themselves in school as an LGBTQ person (including sexual identity)
- 13% of LGBTQ youth report hearing positive messages about being LGBTQ in school
- Only 26% of LGBTQ youth report that they always feel safe in the classroom
- 40-50% for attempts when they are not supported or affirmed; when supported or affirmed, number drops to 4% (the average for population of non-transgender persons)

# Ways to Prevent Gender Discrimination In School and In the Classroom

- Educate staff and selves to understand the complexities of gender as well as specific methods to stop gender based harassment ,bullying and hurtful teasing
- Provide training for all school personnel—from teachers, aides, counselors to administrative staff, bus drivers, recess aides, and cafeteria workers
- Use inclusive phrases to address your class—students, children, or scholars
- Group students in ways that do not rely on gender—instead of “boys over here, girls over there.”—table groups, letters in their names, colors of their clothes
- Be a role model! Give example of how you or people you know like to do things outside of gender stereotypes. Model gender diversity in your own manner of expression



# Ways to Prevent Discrimination, cont.

- Ensure privacy for transgender students. Clarify who has access to records.
- Revisit your dress code to ensure it is not gender specific
- Assign an ally for students
- Consider reframing Men's/Women's Week
- Consider reframing Royalty
- Consider eliminating designated colors for boys'/girls' graduation robes
- Ensure there is good supervision of hallways, playgrounds, and cafeterias to increase a sense of safety
- Interrupt student comments based on gender stereotypes or identity-always. Make it a teachable moment.
- Stop hurtful teasing and bullying based on gender put-downs. Immediately!

# Discrimination Lawsuits Are Not Fun!

- They cost money
- They cost time
- They are anxiety inducing
- They drag on forever



# Also, Discriminating is Not Cool!

- All students have a right to feel safe and protected at school.
- It is our responsibility to ensure ALL students feel that way.



# QUESTIONS?

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