

LGBTQ Education Presentation for Brave Space

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BRAVE SPACE



Brave Reach Out Aware Voice Empower Safe Patience Acceptance Care Everyone Support

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GROUND RULES

- This is a Safe Space- for staff
 - Learning Leaves
 - Names Stay
- **Ask** questions
 - This is meant to be an open learning environment
 - This is a Brave Space for you to learn, question, and comment
- Reserve the right to **change** your mind
 - It is ok to disagree with something you already said/thought



OBJECTIVES

This is about creating a Brave Space

- What does this mean?
- Why are we doing this? – District Strategic Goal 5.1
 - Improve a climate of belonging and self-worth and justice amongst students, families, employees and community
 - Inclusive, collaborative, and engaging learning community
 - Equitable practices, strategies, and materials



Why the Term Brave Space?

- **Term Safe Space**
- **Need to Expand Concept of Safe Space to inclusive additional student populations**
- **Students are reporting more stress and asking for more emotional support. (More and more youth are experiencing mental health challenge)**
Response to COVID, racial tensions, capitol riot, and unsettling times.



OBJECTIVES CONT

Explanation of Acronyms & Terminology

- Definitions
- Discussion of use
- Importance of accurate use
- Importance of understanding youth fluidity with terms

Why this is important

- Recognition of specific risks for LGBTQ youth
- To be comfortable with initial support for youth and provide knowledge, understanding, and care





FIRST IMPRESSIONS

- Answer each question to yourself
- Ask questions if needed
- Debrief after



FIRST IMPRESSIONS

- When is the first time you can remember learning that not all people identified as straight and that some identified as lesbian, gay, bisexual, or other queer identities?
- When is the first time you can remember learning that not all people identified as cisgender?
- How have your impressions/understanding of LGBTQ+ people changed or evolved throughout your life?



LGBTQIA+

- Lesbian
- Gay
- Bisexual
- Transgender*
- Queer/Questioning
- Intersex
- Asexual/Ally
- + Used by some
- Pansexual



SGM

- Sexual & Gender Minority
- Sexual Minority: Individuals who identify as gay, lesbian, or bisexual, or who are attracted to or have sexual contact with people of the same gender.
- Gender Minority: Individuals whose gender identity (man, women, other) or expressions (masculine, feminine, other) is different from their sex (male, female) assigned at birth.

<https://www.cdc.gov/healthyyouth/terminology/sexual-and-gender-identity-terms.htm>



SEXUAL ORIENTATION vs. GENDER

- Sexual Orientation
 - The type of sexual, romantic, physical, and/or spiritual attraction one feels for others
 - Often labeled based on the gender relationship between the person and the people they are attracted to
 - Heterosexual, homosexual, bisexual, pansexual, queer...
- Gender
 - Combination of Biological Sex, Gender Identity, and Gender Expression
 - Independent from each other
- Two separate identities

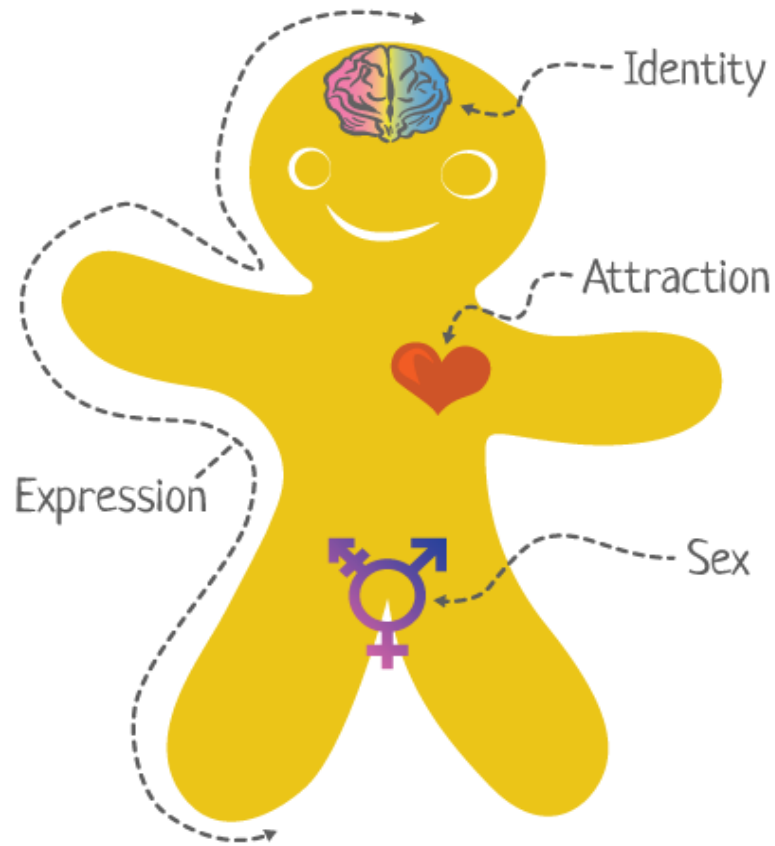


GENDER

- Biological Sex assigned at birth
 - Term used to refer to the characteristics that are used to classify an individual at birth as female, male, or intersex
- Gender Identity
 - The internal perception of one's gender, and how they label themselves
 - Common identity terms include man, woman, nonbinary, genderqueer, etc.
- Gender Expression
 - The external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors
 - Generally measured on scales of masculinity and femininity



The Genderbread Person v3.2 by its pronounced METROsexual.com



TERMINOLOGY

Transgender

A person who lives as a member of a gender other than their sex assigned at birth

Female to **Male** (FTM) / Male to **Female** (MTF)

Cisgender

A person whose gender identity and biological sex assigned at birth align

Gender Normative

A person whose gender presentation aligns with **society's gender-based expectations**

Gender Binary

The idea that there are only two genders – male/female or man/woman and that a person must be strictly gendered as either/or



TERMINOLOGY

- Gender Fluid
 - A gender identity best described as a dynamic mix of boy and girl
 - A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more of one
- Genderqueer or Non-Binary
 - A catch-all term for gender identities other than man and woman
- Outing
 - Involuntary or unwanted disclosure of another person's sexual orientation, gender identity, or intersex status



FEDERAL PROTECTIONS

2020 U.S. Supreme Court

- Issued a landmark 6-3 decision affirming that prohibition on sex discrimination extends to discrimination based on sexual orientation and gender identity.

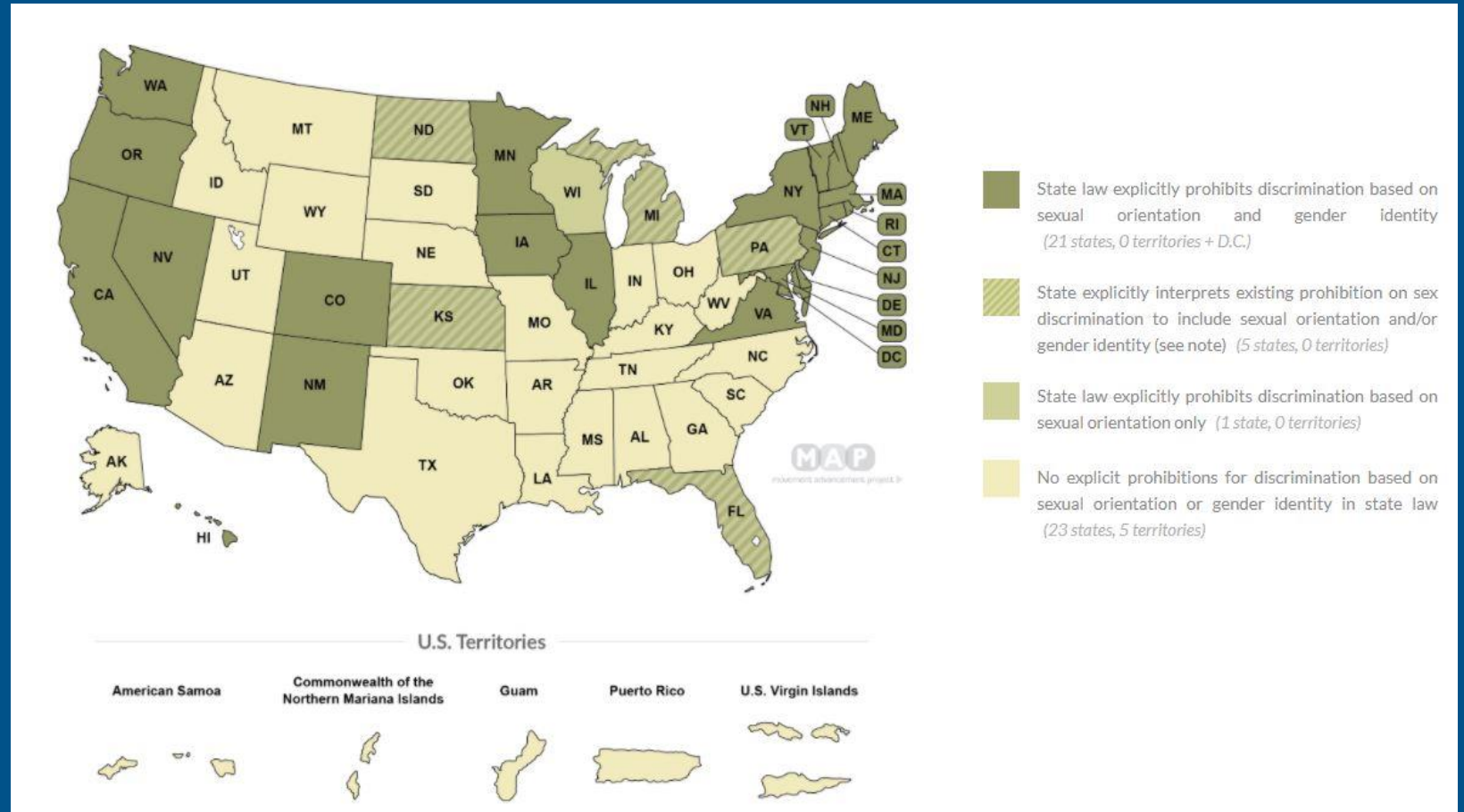
The opinion, authored by Justice Neil Gorsuch

- “Today, we must decide whether an employer can fire someone simply for being homosexual or transgender. The answer is clear. An employer who fires an individual for being homosexual or transgender fires that person for traits or actions it would not have questioned in members of a different sex. Sex plays a necessary and undisguisable role in the decision; exactly what **Title VII** forbids.”



STATE PROTECTIONS

- Sexual Orientation
- Gender/Sex
- Gender Identity
- Gender Expression



WCSD PROTECTION

- Administrative Regulation 5161
- Gender Identity and Gender Non-Conformity – Students
- This regulation covers many different items
- Please refer to the legal presentation by Neil Rombardo, legal counsel for WCSD
- Reach out directly to Neil, Sara Montalvo, or Andrea Schulewitch or the counseling and social work department for specific questions



PRONOUNS

- Why are these important?
 - Validating
 - Care about student
 - Being misgendered is painful
- What do I do?
 - Follow student's lead
 - Use preferred pronoun
 - Unsure? Use first name
 - Create brave space



School Climate

School personnel play a vital role in the support of students identifying as part of the LGBTQ community.

The Trevor Project and GLSEN provided stats and information for the next slides.



SCHOOL CLIMATE

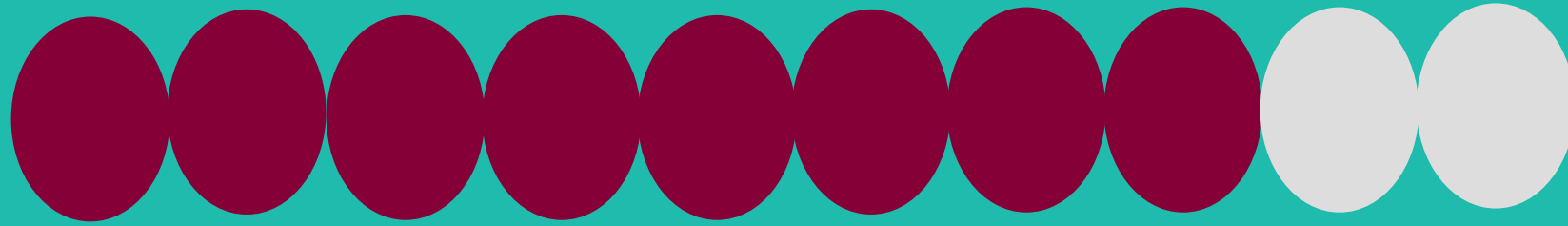
KEY FINDINGS

31.8%

missed at least one day of school in the past month because they felt unsafe or uncomfortable.

THE **TREVOR** PROJECT

SCHOOL CLIMATE



8 out of 10

students reported being verbally harassed
because of their sexual orientation

THE **TREVOR** PROJECT

LGBTQ Youth Specific Risk

- Gender Non-Conformity
- Distress Related to Coming Out
- Rejection when Coming Out
- Unique Developmental Stressors
- LGBTQ Related Victimization



HOW TO HELP



Respond to Keep Youth Safe

- Listen
- Accept the person's feelings
- Express genuine and authentic care
- Do not force a youth to out themselves
- Ensure you are a trusted individual
- Connect them to the appropriate resource



Respond to Keep Youth Safe

- Be willing to continue the conversation
- Continue to Educate yourself
- Educate yourself about what it means to be an Ally



RECOMMENDATIONS

Student Safety

- Implement comprehensive school bullying and harassment policies.
- Provide training for school staff to better respond to LGBTQ harassment in school.
- Intervene and connect when you witness anti-LGBTQ behavior or actions- Speak-Up



RECOMMENDATIONS

Student Support

- Support the creation and maintenance of Gay-Straight Alliances or similar clubs.
- Increase student access to LGBTQ-inclusive curricular resources.
- Include positive representations of LGBTQ role models or leaders in curriculum.
- Refer to school counselor, school social worker, or trained school personnel when appropriate.



RECOMMENDATIONS

- It is **NEVER** our place to tell a young person when, whether, where, or how to come out. Outing a student is a privacy issue.
- Remember the heightened need for confidentiality.
- Remember mandated reporting responsibilities.
- Use more inclusive language.



TREVOR'S VISION

A future where the possibilities, opportunities and dreams are the same for all youth, regardless of sexual orientation or gender identity.



THE **TREVOR** PROJECT



REMEMBER

ONE

Supportive adult in an environment can decrease an LGBTQ youth's risk for suicide by 40%



BEING AN ALLY

An ally promises to be...

- Consistently an ally
- Willing to ask questions, admit they are wrong, and keep learning
- An amplifier for the voices of LGBTQ people, but not speak on their behalf
- Conscious of my own privilege, prejudice, and dispositions
- Respect someone's gender identity
- Address the individual as they identify (name and pronouns)
- Respect individuals' privacy
- When an LGBTQIA+ person tells you of their personal life, they are trusting you with privileged information, to tell others without their approval of it is a betrayal of their trust



LOCAL RESOURCES



- Northern Nevada HOPES
<https://www.nnhopes.org/patients/services/lgbtq/>
 - Gender and Sexual Health Care clinic – 775-768-4673
- Our Center: local LGBTQ support center – 775-624-3720
- Transgender Allies Group - <http://www.transgenderalliesgroup.org/>
- Northern Nevada Pride - <https://northernnevadapride.org/about>
- PFLAG - <https://pflag.org/>
- Northern Nevada LGBTQ Leadership Alliance (NALA)

RESOURCES



- 1.866.4.U.TREVOR
- GLSEN - <https://www.glsen.org/>
- Welcoming Schools - <https://welcomingschools.org/>
- The Jason Foundation - <https://jasonfoundation.com/>

THANK YOU!

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