The background of the slide is a vibrant, multi-colored rainbow gradient. A large white rectangular box is centered on the slide, containing the main title. The text is in a bold, black, sans-serif font.

# Working with LGBTQ Students

A smaller white rectangular box is positioned below the main title, containing the names of the authors. The text is in a grey, sans-serif font.

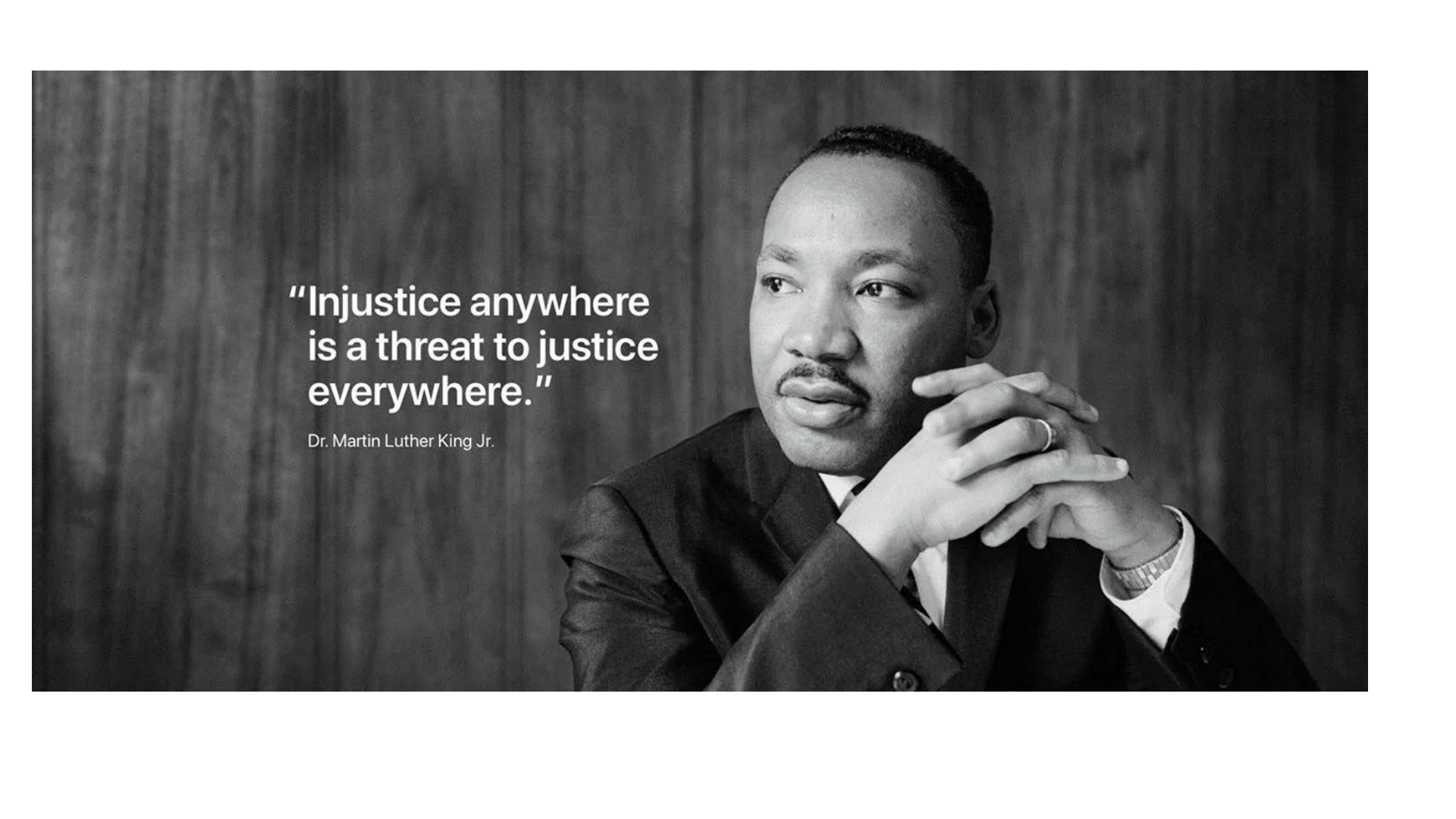
Christina Freund and Katelyn Spindler

As public school staff support our district's mission to “ **to inspire, challenge**, and empower all students with the knowledge and skills required to reach their full potential, to contribute to future generations, and to become involved members of a global community”, we can sometimes be unsure or afraid to teach our curriculum, to be equitable and to do what is best for all of our students.

## [District Equity Statement](#)

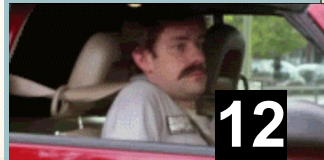
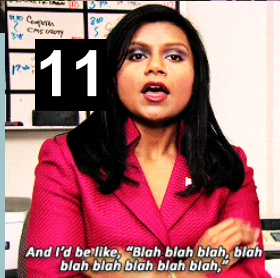
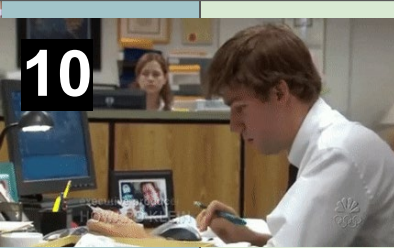
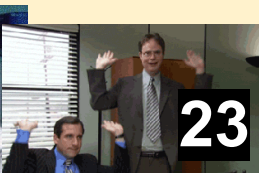
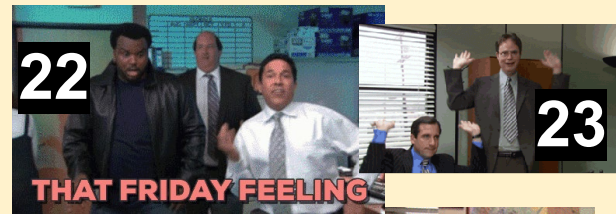
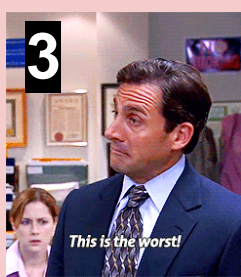
<https://www.postbulletin.com/news/local/headline-1>



A black and white portrait of Dr. Martin Luther King Jr. He is shown from the chest up, wearing a dark suit jacket, a white shirt, and a dark tie. His hands are clasped together in front of him, resting on his chin. He is looking slightly to the left of the camera with a thoughtful expression. The background is a dark, vertically-grained wood paneling. On the left side of the image, there is a quote in white text.

**"Injustice anywhere  
is a threat to justice  
everywhere."**

Dr. Martin Luther King Jr.



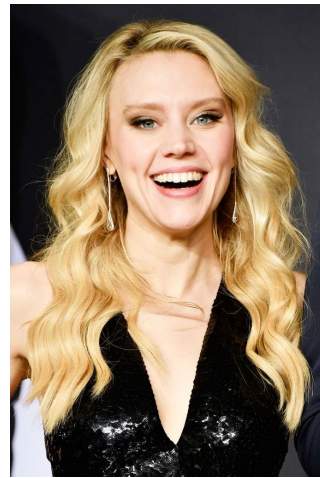


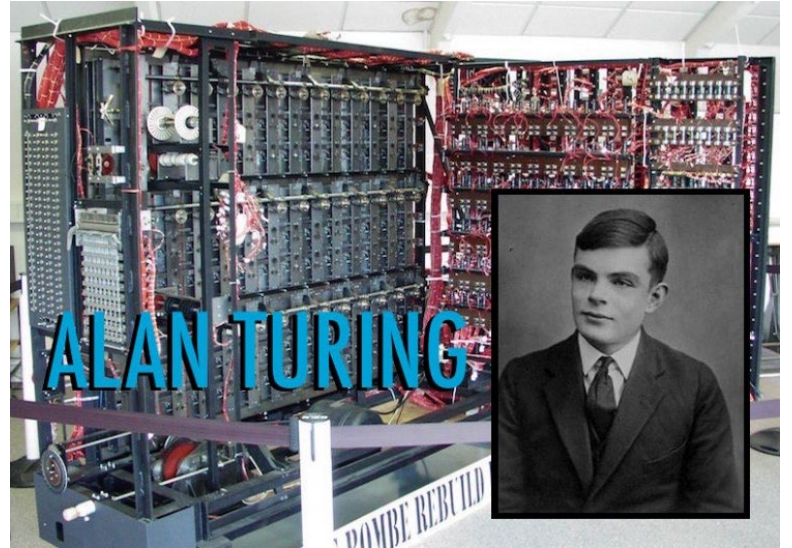


# *Today's Goals*

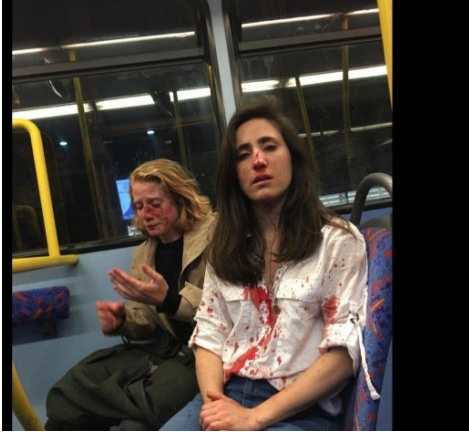
1. Address how to handle phobic comments and behaviors in your classroom and building
2. Assess the degree to which your existing classroom, curricula and lessons are inclusive - brainstorm ways to be more inclusive/supportive
3. Gather resources for supporting LGBTQ+ persons











**Melania Ps**  
Follow · June 5 · 🌐

English & Español, against CHAUVINIST, MISOGYNISTIC AND HOMOPHOBIC VIOLENCE / En contra del MACHISMO, MISOGINIA Y HOMOFOBIA.

--

Last Wednesday, I had a date with Chris. We got on the Night Bus, heading for her place in Camden Town, climbed upstairs and took the front seats. We must have kissed or something because these guys came after us. I don't remember if they were already there or if they got... See More

👍👎🗨️ 21K      7.7K Comments  
13K Shares

👍 Like    💬 Comment    ➦ Share

View previous comments      6 of 4,454

**Do Fly I Love You Girls** ❤️ homofobic is everywhere... Unfortunately 😞

Like · Reply · 5m



Matthew Shepard 1998



# Type in the chat



Why did you choose this PD session?

What are you hoping to learn to support your LGBTQ+ students and families?





# Terms



What is LGBT?

Or LGBTQ?

LGBTQIA?

LGBTQ+?

QUEER?

Ally?

## Know the Letters

L	esbian
G	ay
B	isexual
T	ransgender
Q	uestioning

**Cisgender** - identify as gender assigned at birth

**Q** can also represent QUEER, a term that is sometimes representative of, or inclusive of any LGBTQ+ identity





# So What IS Sexuality? Gender Identity? Gender Expression?

Terms seem overlapping or confusing

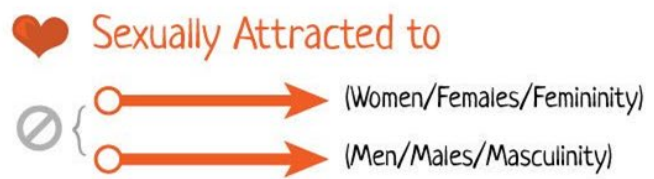
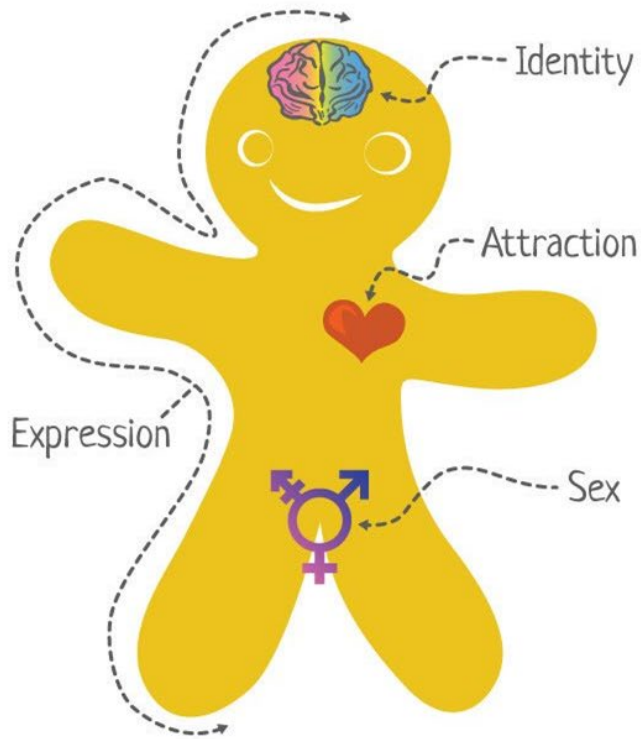
Easiest way to remember is to differentiate between sexuality and gender identity

- Sexuality relates to WHO a person is attracted to
- Gender identity is HOW a person views themselves - this does not have to be in sync with their biological sex!

\*\*Gender expression is how a person dresses, acts, styles their hair, etc. to express themselves and their gender



# The Genderbread Person v3.3 by its pronounced METROsexual.com





Are there any terms that you have questions about?





## The Numbers

Connecting LGBTQ+ statistics to your daily work life  
District CI blog, student engagement Heather Lyke (date?)

### **If you see 150 students in a day . . .**

- Anywhere from 7-27 of your students identify as LGBTQ+, by percentages, **few** middle school and high school students are **out**
- Anywhere from 15-55 of your students' parents/guardians identify as LGBTQ+

### **If you work in a building with 100 staff it's likely that . . .**

- at least 5 of them identify as LGBTQ+
- 35+ of your coworkers have close family or friends who are LGBTQ+

# LGBTQ+ youth face extra challenges at school

SCHOOLS ARE **UNSAFE** AND UNWELCOMING FOR THE MAJORITY OF LGBT STUDENTS.



65%

heard homophobic remarks like "fag" or "dyke" frequently or often

Heard homophobic remarks frequently or often



30%

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

Missed at least one day of school



85%

were verbally harassed in the past year

Verbally harassed at school in the past year

**HOSTILE** SCHOOL CLIMATES NEGATIVELY AFFECT LGBT STUDENTS' EDUCATIONAL SUCCESS AND WELL-BEING

Experiencing higher levels of victimization and discrimination leads to **worse outcomes** for LGBT students:



LOWER GPA



LESS LIKELY TO PLAN TO GO TO COLLEGE



LOWER SELF ESTEEM



# LGBT and Mental Health



- As compared to people that identify as straight, LGBT individuals are 3 times more likely to experience a mental health condition. (stress, stigma)
- LGBT youth are 4 times more likely to attempt suicide, experience suicidal thoughts, and engage in self-harm, as compared to youths that are straight.
- 38-65% of transgender individuals experience suicidal ideation.
- High school students who identify as lesbian, gay, or bisexual are almost **five times as likely to attempt suicide compared to their heterosexual peers**





Did your teacher education or previous professional development prepare you for working with LGBTQ+ students and families

1. Yes
2. A little
3. Not at all



Failing to support and protect all our students can result in professional and legal consequences, however . . .

While earning a degree/credential only 12% of educators learn about state and federal laws that protect LGBTQ students.

@raisingmyrainbow

CLR philosophy and training does include LGBTQ+ in its culture rings



# Teacher responsibility and student rights



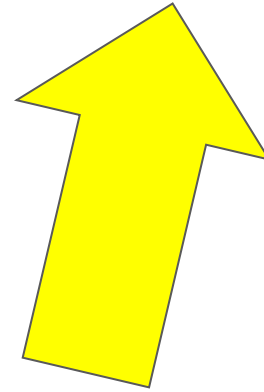
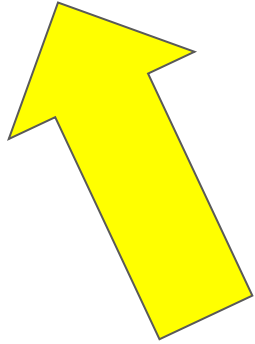
## Federal protections for LGBTQ+

- The U.S. Constitution guarantees all people, including LGBTQ people, “equal protection of the laws” under the **14<sup>th</sup> Amendment to the U.S. Constitution**
- **Title IX of the Education Amendments**
- **Equal Access Act**

Currently there are additional proposed amendments and legislation such as the Safe Schools Improvement Act, Equality Act and the Student Non-Discrimination Act that very specifically cite student protections.



The [U.S. Department of Education](#) has also made it clear that Title IX prohibits harassment based on gender, including any unwelcome conduct based on a student's actual or perceived sex, **gender identity**, or **gender expression**.



Remember that 100 years ago it was absolute scandal and provoked citizen outrage for women to wear pants!

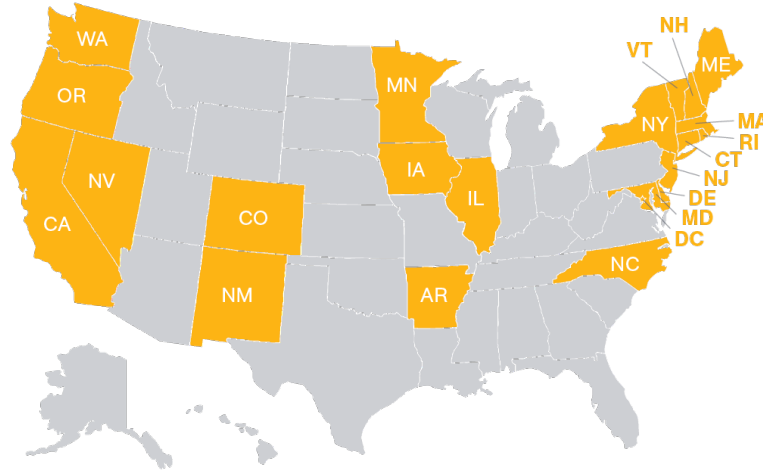
[gender identity terms](#)



# Teacher responsibility and student rights

- State protections for LGBTQ+
  - **State Antidiscrimination Laws and Anti Bullying Laws**
  - LGBTQ students are protected against discrimination by the MN Human Rights Act, Minn. Statutes 2015 363A.03 Subd. 44. **Sexual orientation.**

## ENUMERATED ANTI-BULLYING LAWS BY STATE



- States (and Washington, DC) with enumerated anti-bullying laws designed to protect students based on sexual orientation and gender identity.
- States without enumerated anti-bullying laws





## District level policies



From employee handbook, pg. 8

“Bullying is defined as student-to-student behavior that is intimidating, threatening, abusive, or harming conduct that is objectively offensive, and is repeated or forms a pattern and an actual or perceived imbalance of power or the conduct materially and substantially interferes with a student’s educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges. Cyber bullying is also considered bullying. In order for the district to have jurisdiction to investigate and take action, the bullying must take place at or have a connection to school. **No staff member shall permit, condone, or tolerate bullying,** nor retaliate against anyone who makes a report of bullying. Knowingly making a false report of bullying is prohibited. Any staff member with knowledge of bullying should report it to a building administrator within 24 hours. Please see School Board Policy 514 for additional information on bullying.”

From ISD 535 student handbook

“Discrimination School Board Policy 102 states that the policy of **RPS is to ensure an equal educational opportunity is provided for all students.** To that end, RPS prohibits students from engaging in acts of discrimination on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, **sexual orientation,** or age. Policy 102 is referenced on page 26.”



# legal guidance on transgender students' rights - NEA

Determining a student's gender identity. Institutions should **accept a student's assertion of the student's gender identity and not require any particular substantiating evidence.** If there is a credible basis for believing that a student's gender identity is being asserted for an improper purpose, students should be provided with a written explanation of the basis for such beliefs, and the student and, where appropriate, the students' parents or guardians, should be provided the opportunity to address such beliefs of bad faith. Given that challenges to a student's asserted gender identity can be used to stigmatize and ostracize students, care should be taken to ensure that any such challenge to a student's assertion is credible before a student is asked to respond to the accusation.

Preferred names and pronouns. Students should be addressed by their preferred names and pronouns without being required to obtain a court-ordered name or gender change or to change their official records. **A school's intentional and persistent refusal to respect a student's gender identity should be considered discriminatory.**





# *Why Does It Matter?*

If you do not act on harassment or discrimination, **YOU** are perpetuating those behaviors and that environment.

Teachers, School Boards and School Districts have been sued for failing to protect LGBTQ students.

Teachers and Administrators have been dismissed for failing to protect students.

The Supreme Court rulings in complaints refer to Title IX and the Civil Rights Act to find culpability of individuals, schools and districts asking if entities;

1. Knew about the harassment or discrimination
2. Had the power to take corrective action, and
3. Did so little about the misconduct that the response amounted to “deliberate indifference.”

# Students' Stories



# *Discuss!*

What resonates with you?

What did you already know/experience?

Were there any surprises?





Homophobic comments, slurs, bullying or a school climate that fails to address harassment and discrimination hurts

***EVERYONE***



**81% of students who are  
for being LGBTQ+ are act  
straight!**





How often do you hear homophobic/transphobic comments or slurs from students in your classroom/building?

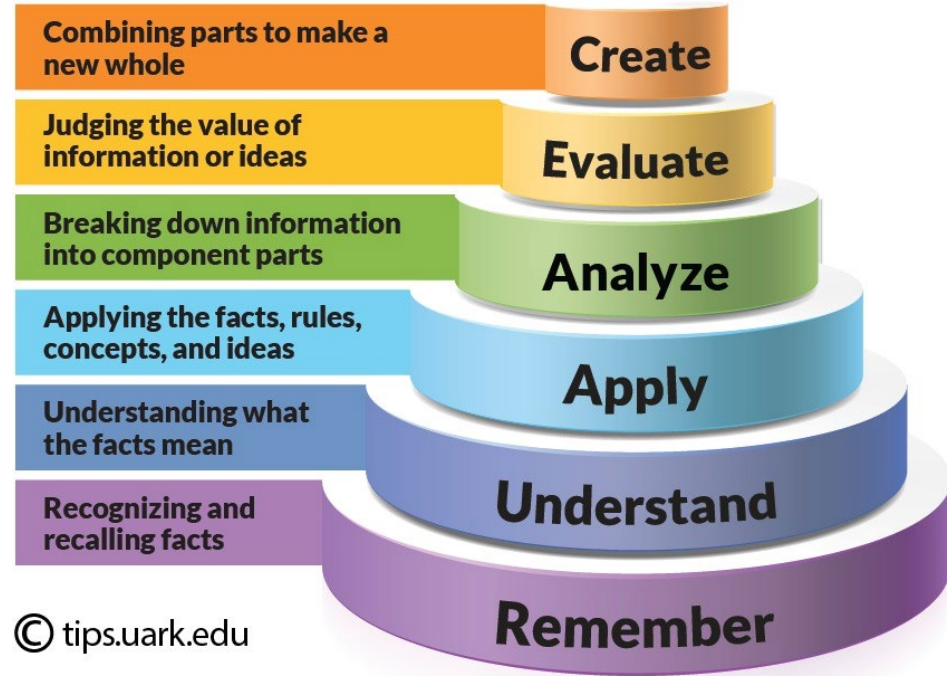
1. Every day
2. Once a week
3. Once a month
4. Less than that or never



# Maslow before you Bloom



Maslow's hierarchy of needs



© tips.uark.edu

ADDRESSING HOW TO HANDLE PHOBIC COMMENTS  
AND BEHAVIORS IN YOUR CLASSROOM AND BUILDING







# What Can You Do?



If you hear a student in your class or in the hall use a homophobic/anti-LGBTQ slur, correct them in no uncertain terms. Never let it pass or put aside for later!

This goes beyond saying “I don’t allow that kind of language in my classroom” or “we don’t use language like that” because they have received no education on why that word is offensive and shouldn’t be used - offensive words used out of ignorance are more likely to be used again.



# Example

**STOP HOMOPHOBIA**

A student uses the word “gay” to describe an activity he/she doesn’t like or a friend acting weirdly/inappropriately

- Correct them first by saying that “gay” isn’t a word that should be used as an insult.
  - Students typically respond by saying they were “just joking”
- DO NOT BRUSH THIS OFF! Further educate your student by saying that even if someone is joking, using “gay” as an insult, means that you think being gay is bad, or an insult, and it is not!



# Educate!

Sometimes students will continue to argue their point; “I know he’s not gay, but he was acting dumb”. This is your chance to point out in that usage, gay=dumb. When you use the word gay to describe an activity/person you think is “dumb”, you are

1. Saying that you believe all gay people are dumb
2. Insulting the activity or person by calling them dumb - how can you use different words?

“You’re making me uncomfortable” or “I don’t like this activity”



# Discuss with the Class

Have the conversation at normal speaking volume to educate the whole class:

- Not “calling them out” (not yelling in anger!)
- Class discussion mode - not “private and hidden”
- Peer pressure to continue to act appropriately - whole class helping to use positive language

It also ensures that other students know you are serious about stopping the usage of offensive words in your classroom





# Confidentiality Reminder

If a student comes out to you, either about their sexuality, gender identity, or preferred name/pronouns, a few things to ask

1. “Is this name/pronoun for class use, or just for me?”
2. “Do your parents/guardians use this name/pronouns?”
3. “Do you mind if I share this with other teachers, or would you prefer I keep this between us?”

These questions all help to establish and build trust, but also make it easier for you to work with this student without “outing” them to others unintentionally



# Confidentiality Reminder



**Gender and sexuality are NOT behaviors.**

Someone's gender identity, gender expression, or sexual orientation are not behaviors you to "report" to other staff or parents. If you have behavior concerns, or concerns about a students' mental health, do address those to guidance and parents (i.e. student is often late to class, student isn't doing school work, student is depressed, anxious, etc.).

When contacting parents of a trans student make sure to use the student's name and pronouns(gender) as it is displayed in Skyward unless:

1. the student has expressed to you that it is okay to use their preferred name and pronoun with their parents or guardians **OR**
2. the parent is using the student's preferred pronoun and name in communication with you

# INCLUSIVE CLASSROOMS, CURRICULA AND BUILDINGS



# Inclusive classrooms

- Is the sign on your door representative of what is really happening in your classroom?
- Be a good role model/ally. When you hear hateful language say something to confront that person. They may not change, but other students will hear you, see you, and feel your support.
- Show support with flags, stickers, posters of role model LGBTQ+ persons related to your interests or your content. Students notice!
- Pronouns please! When you introduce yourself include your preferred pronouns.
- Do not separate or group students by gender or sex!
- Use gender neutral language whenever you can- practice the use of “they” and “person”.

**SAFE  
ZONE**



## New America - Think Tank/ Education Lobby based in DC

“Lesbian, gay, bisexual, transgender and queer students fare worse in school than their non-LGBTQ peers. One major reason for this discrepancy is the **severe lack of representation and validation, both in the classroom and in the curriculum.** Despite a growing movement toward culturally-responsive teaching and an increase in the number of inclusive student-facing materials, there are still very few opportunities for educators to learn how to better support and engage LGBTQ students.”





How much do you consider LGBTQ students in your teaching?





## Think to yourself...

What practices do you use that are inclusive to LGBTQ?

What areas could you improve to be more inclusive?





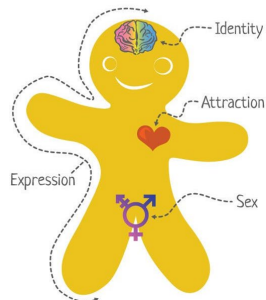


# Culturally and Linguistically Responsive Classrooms

Hidden minority

Cultural bias

The Genderbread Person v3.3 by its pronounced ~~NEER~~sexual



**Gender Identity**  
Woman-ness  
Man-ness

**Gender Expression**  
Feminine  
Masculine

**Biological Sex**  
Female-ness  
Male-ness

**Sexually Attracted to**  
Women/Females/Femininity  
Men/Males/Masculinity

**Romantically Attracted to**  
Women/Females/Femininity  
Men/Males/Masculinity

## Rings of Culture

Age Culture

**Gender Culture**

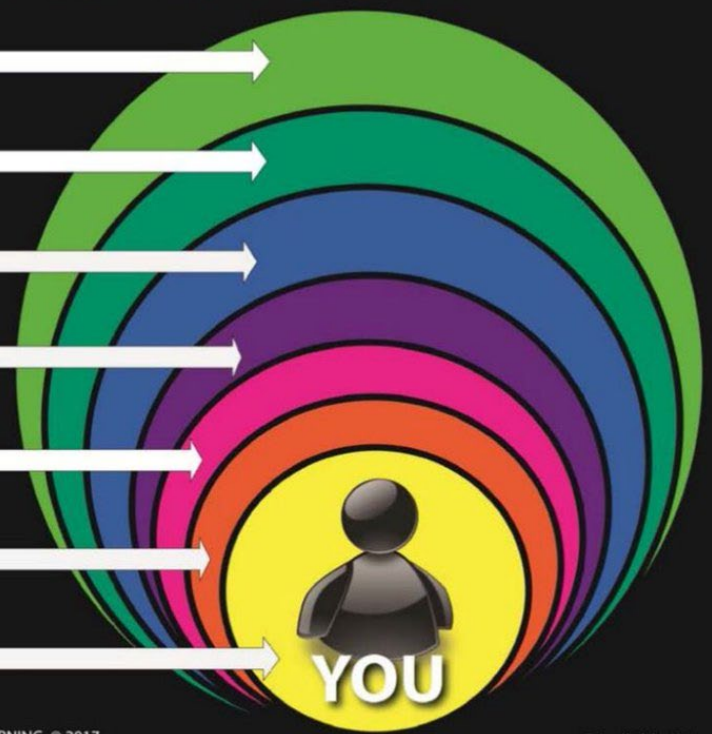
Religious Culture

Socioeconomic Culture

National Culture

**Orientation Culture**

Ethnic Culture



YOU



# Inclusive lessons Examples

Art

World languages

# Art For Social Justice Assignment

Students are directed to choose a “big issue” topic they feel strongly about

They view artworks/public statements and answer questions to make them dig deeper:

1. What is the “big topic”?
2. What is the artist/activist trying to say?
3. How does this artwork *help* people?
4. What questions do you still have?



# Artist Discussions

I also encourage students to research other artists who have created artworks or performances about their chosen issue

For example, Frida Kahlo, Keith Haring, Leonardo da Vinci, Michelangelo are a few famous artists who happened to also be part of the LGBTQ community

I have also shown music videos, played songs, or showed signs created by others in the LGBTQ community



# Examples



Some are related  
to LGBTQ

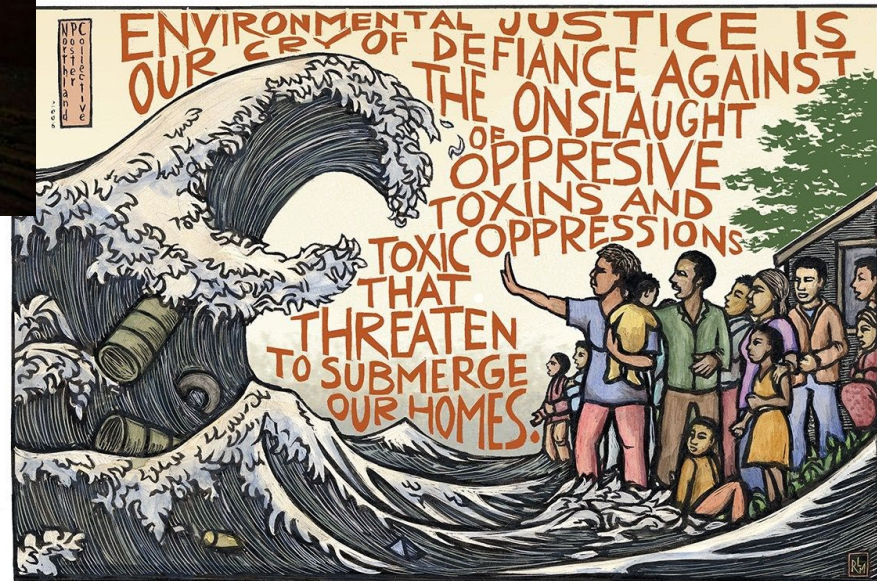




# More Examples



Some are related to the “hot button” issues of politics





# “I’m Gay” - Eugene (Try Guys)

Great example of a “coming out” video that allows for students to experience how art can communicate more effectively than words

No dialogue, lyrics, etc.

How does the artist still show his voice? Can we still understand his story? His struggles?



# Students are Given the Freedom to Explore...

Most lessons, given the proper introduction that uses inclusive language, or (in this case) obvious support, lets students know:

1. You care about LGBT rights, both in your teaching and in the classroom setting
2. They are allowed to research, write about, and create things that are truly important to them. By using a specific LGBTQ example, my students know that it isn't an "uncomfortable topic" to discuss in class, and they hear the proper way to discuss it - not in hushed, embarrassed tones, and not in a phobic way

And your subject matter itself doesn't have to necessarily relate to LGBTQ - as long as students know it is an option to explore, they will feel more accepted



# And Boy Do They Deliver!

2 examples of student artworks relating to LGBTQ rights created in the past. Students are also encouraged to share their work with classmates, although I do not require it. This also brings more positive attention to the LGBTQ community and creates that same feeling of safety and acceptance





# Expanding into Other Areas

Every content area has an opportunity to be more inclusive

One of my previous AVID lessons: “Lifelines” - students include at least one major event (mostly personal) for every year they’ve been alive on a timeline

Mine included:

- My sister, Tess, coming out to our family in 2011
- A photo of Tess and Britt on their wedding day
- A photo of Tess and Britt with their sons (my nephews)



Every single student acted appropriately because I helped to normalize something they’ve been taught is “weird” or “taboo” to discuss

I also made it a point to show that not all lesbians look like the “butch” stereotype or only wear pantsuits



# World language opportunities

- People vocab is inclusive-pronouns
- Family vocab- teach the word “partner”!
- Include graphics and images of diverse families that include same sex, transpersons, etc.
- Utilize LGBTQ+ person quotes and pictures
- Culture- authentic connections with historic persons, artists, authors, actors, singers, etc



# FAMILIAS MEXICANAS

La conformación familiar en el país es muy variada, ya que además de los hogares tradicionales de mamá, papá e hijos, existen **otros** como las de **parejas del mismo sexo, o padres solteros**. Aquí presentamos las principales clasificaciones



Hombres  
en **77%**  
de los casos



Mujeres  
en **23%**  
de los casos

Actualmente existen en México  
**30.2 millones**  
de familias

Los **JEFES DE LA CASA** son:



Fuente:  
Secretaría de Desarrollo Social (Sedesol), Consejo Nacional de Población (Conapo), Instituto Nacional de Estadística y Geografía (INEGI), Instituto de Investigaciones Sociales de la UNAM, El Colegio de México (Colmex)



Investigación  
y Redacción:  
Mónica I. Fuentes  
Pacheco

Diseño y  
Arte Digital:  
Juan Hernández  
López

Del total de hogares en el país:



**70.9%**  
Son nucleares  
(Padres e hijo(s))  
**De éstas**



**26.6%**  
Son ampliadas  
(Nuclear + otros  
parientes)



**1.5%**  
Son compuestas  
(Nuclear o ampliado  
+ personas sin parentesco)



**15.4%**  
Son familias  
**monoparentales**  
(de un solo padre)



Las mujeres  
dirigen el **84%**



Los hombres  
dirigen el **16%**

## FAMILIAS GAY EN EL PAÍS

lo que se traduce en



**250 mil**  
Son nucleares  
(Padres e hijo(s))



**0.90%** del total  
de hogares en el país



De éstas

**172 mil** tienen hijos  
Las más comunes son las  
parejas de mujeres\*

\* no hay cifras exactas

[reading for understanding](#)  
[family infographic works sheet](#)

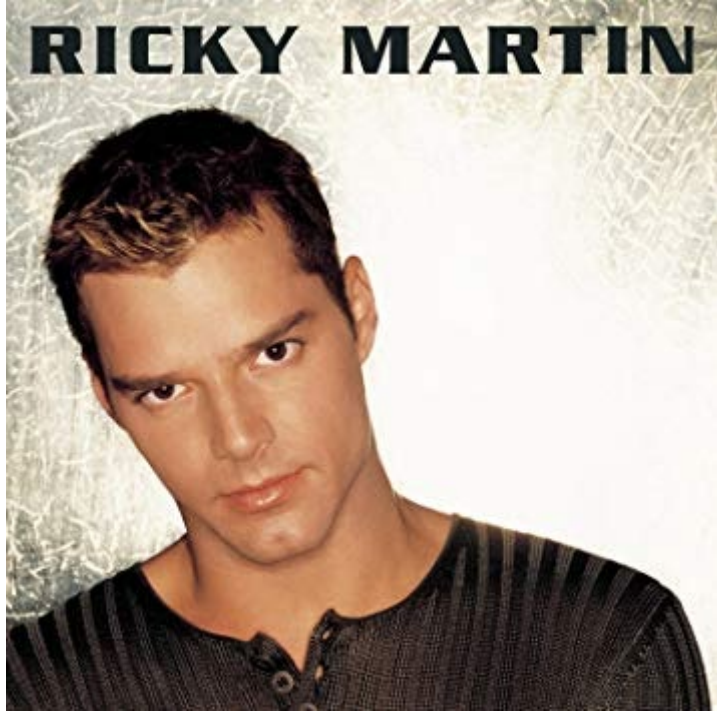














Copa de la vida  
Livin' la vida loca











## La familia

la abuela- *grandmother*

la bisabuela- *great-grandmother*

la madre- *mother*

la mama- *mom*

la esposa- *wife*

**el/la pareja- *partner***

**el novio- *boyfriend***

la hija- *daughter*

la hermana- *sister*

la tía- *aunt*

la prima- *cousin (female)*

la sobrina- *niece*

la nieta- *granddaughter*

la cuñada- *sister-in-law*

la madrastra- *step-mother*

la hermanastra- *step-sister*

el abuelo- *grandfather*

el bisabuelo- *great-grandfather*

el padre- *father*

el papa- *dad*

el esposo- *husband*

los parientes- *relatives*

**la novia- *girlfriend***

el hijo- *son*

el hermano- *brother*

el tío- *uncle*

el primo- *cousin*

el sobrino- *nephew*

el nieto- *grandson*

el cuñado- *brother-in-law*

el padrastro- *step-father*

el hermanastro- *step-brother*



# More Ideas

Explore historical events through a queer-friendly lens - analyze how big events affected LGBTQ members.

Include famous LGBTQ figures when assigning projects related to researching historical figures (past or present) or introducing exciting topics (Leonardo da Vinci, Robbie Rogers, Harvey Milk, Frida Kahlo, Ellen Degeneres, Alan Turing, Michelangelo, Jason Collins, Sally Ride, Oscar Wilde, Megan Rapinoe, Ezra Miller)

-This could also include people who have a personal connection to LGBTQ - could be family, support/charity, etc. (Dwyane Wade)

Highlight the contributions of LGBTQ individuals in your content area.

Create displays and/or lesson plans during LGBTQ History Month.





# Be An Ally/Advocate/Activist

Please ask administrators, curriculum people, coaches for support. As teachers we have a lot to do already, being responsible for finding resources and curriculum that is inclusive is a big job and should come from our district leadership, too.

We also cannot be expecting LGBTQ+ staff to take the lead, be experts or be responsible to educate others. In any civil rights effort it takes allies, it takes all of us. WE all should be working towards inclusive, equitable and affirming classrooms for ALL of our students.



# TEACHER AND ADVOCATE RESOURCES

# Other Resources

[LGBTQ Nation](#) - LGBTQ news from many different sites

[responding to anti LGBTQ comments](#) a list of possible responses

[resources for teachers from GLSEN](#)

[teacher resource list from PBS](#)

[the Trevor Project with resource lists](#)

[Welcoming Schools from Human Rights Campaign](#)

[inclusive lesson plans](#)

[Harvard- teacher education, resources for LGBTQ](#)

[Outfront MN](#)

[Our Google Drive folder](#) - filled with handouts, printouts, activities, etc.

