



Harassment, LGBTQ+ Student Support, and Bullying



Sexual Orientation and Gender Identity



- ❑ Sexual Orientation and Gender Identity are protected classes per SLPS Policy and City of St. Louis Ordinance
- ❑ SLPS Non-discrimination Policy:
 - ❑ Policy # 2471, Notice of Non-Discrimination
- ❑ The St. Louis Public School District does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, veteran or national guard status, or any other factor prohibited by law in admission or access to, or treatment or employment in its programs and/or activities
- ❑ City of St. Louis Ordinance:
 - ❑ St. Louis City Ordinance No. 67119
 - ❑ Prohibits discrimination on the basis of sexual orientation/gender identity
 - ❑ Last year, Supreme Court decided that sexual orientation and gender identity are protected classes pursuant to Title VII

Sexual Orientation and Gender Identity



- ❑ Failing to recognize transgender students by his or her identified gender is a violation of the District's sexual harassment policy, Board Policy 4843
- ❑ "The Board of Education is committed to maintaining a work environment for employees and students that is free from all forms of discrimination, including sexual harassment. In addition, it is the published policy of the Board of Education that no employee and/or student in the St. Louis City Public School District shall, on the basis of sex or as a result of sexual harassment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity."



SLPS Policy: Examples of Discriminatory Conduct

- ❑ Examples of discriminatory conduct:
 - ❑ Intentionally mis-gendering individuals (i.e. purposely calling individuals by name/gender/title pronouns that are not the name/gender/title pronouns provided by the person)
 - ❑ Use of facilities: transgender individuals should always be allowed to use the bathroom of their identified gender
 - ❑ Privacy: do not disclose a transgender student's status beyond the administrative support team



The Acronym

- ❑ L - Lesbian
- ❑ G - Gay
- ❑ B - Bisexual
- ❑ T - Transgender
- ❑ Q - Queer
- ❑ I - Intersex
- ❑ A - Asexual
- [Defining LGBTQ](#)

Terms to Know



- ❑ Biological Sex: a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex.
- ❑ Gender Identity: the internal perception of one's gender, and how they label themselves, based on how much they align or don't align with what they understand their options for gender to be.
- ❑ Cisgender: a person whose gender identity and biological sex assigned at birth align
- ❑ Trans: an inclusive term for anyone whose gender identity does not match their sex assigned at birth
- ❑ Transsexual: can mean someone transitioning from one sex to another using surgery or medical treatments; not in common usage
- ❑ Transgender: term for someone who identifies as a different gender than what was assigned on their birth certificate
- ❑ Non-binary: Non-binary or genderqueer is an umbrella term for gender identities that are not solely male or female—identities that are outside the gender binary.



LGBTQ Student Support: Why It Matters: Impact on Education

- ❑ High rates of absenteeism
- ❑ Dropout
- ❑ Adverse health consequences
- ❑ Academic underachievement among LGBTQ youth
- ❑ When left unchecked, such discrimination can lead to dangerous situations for young people

Why It Matters: Suicide Statistics



- ❑ Suicide is the SECOND leading cause of death for ages 10-24
- ❑ Approximately 4,600 lives are lost each year
- ❑ 81% of the deaths were males and 19% were females
- ❑ LGBTQ youth seriously contemplate suicide at almost three times the rate of heterosexual youth.
- ❑ LGBTQ youth are almost five times as likely to have attempted suicide compared to heterosexual youth.
- ❑ Of all the suicide attempts made by youth, LGBTQ youth suicide attempts were almost five times as likely to require medical treatment than those of heterosexual youth.
- ❑ A study published in the Journal of Adolescent Health demonstrates the power of affirming transgender youth's identities: For each additional context (i.e., at home, school, work, or with friends) in which a transgender youth's chosen name is used, their risk of suicidal behavior is reduced by more than half.
- ❑ Another study, published in the journal Pediatrics, finds that transgender youth who have fully socially transitioned to their identified gender, and have been supported in doing so, do not have elevated depressive symptoms compared to the broader population.
- ❑ In an era in which overall youth suicide rates have significantly increased over the last decade, it is critical to take steps to reduce risk for suicide.



Top Concerns of LGBTQ+ Students

- ❑ Bullying and harassment
- ❑ Inclusive, non-discrimination policies
- ❑ Dress codes
- ❑ Bringing dates to school functions
- ❑ Inclusive clubs (i.e. GSAs)
- ❑ Gender segregation
- ❑ Access to restroom of choice, and/or gender-inclusive or single-stall restrooms



Talking Points for Community

- ❑ SLPS prohibits discrimination on the basis of sexual orientation or gender identity and have the obligation to provide a non-discriminatory environment for all students
- ❑ Privacy laws (FERPA/HIPAA) prevent the District from disclosing or discussing an individual student's education records or information without parental permission
- ❑ Parents of non-transgender students have the right to request additional privacy for their children's use of facilities (no right to request alternative facilities for transgendered students)



Creating a Non-Discriminatory Environment for Transgender Students

- ❑ Notification of transition
 - ❑ The form will vary depending on the age and circumstance of the student
 - ❑ Parent involvement is an important consideration
- ❑ Name and pronoun use
 - ❑ If a student comes out to you as transgender, ask for name and pronouns
 - ❑ Encourage the student to speak to an administrator to devise a plan to inform necessary parties of pronouns and names; offer to coordinate and participate
- ❑ Bathroom and locker room use – transgender students are always allowed to use the bathroom of their identified gender
 - ❑ These decisions should only be made in the context of the administrative support team
 - ❑ If student is not comfortable using identified gender bathroom, we need that documented
- ❑ SIS issues



Practicing Pronouns

- ❑ Sometimes people feel traditional gender pronouns she/her, he/him do not fit their specific gender identity
- ❑ Some non-binary individuals prefer to use “they/them” pronouns and the title “Mx.” rather than “Ms.” “Mrs.” or “Mr.”
- ❑ The only way to know is to ask directly
 - ❑ What pronouns do you use?
 - ❑ How would you like me to refer to you?
 - ❑ How would you like to be addressed?
 - ❑ My name is [Name] and my pronouns are [your pronouns]. What are yours?

Practicing Pronouns



- ❑ Pronouns can change often!
 - ❑ At some point you will probably have a student or colleague that will change their pronouns or title (Ms. Smith -> Mrs. Jones; Mr. -> Dr.)
 - ❑ It may take you a moment to switch to that name, but it is important to respect that change.
 - ❑ Similarly, pronouns can change as students explore the gender spectrum.
- ❑ It's important to frequently integrate pronouns into meetings or classes
- ❑ If you greet people with their titles in emails, make sure you do so for all, with their correct titles and pronouns
- ❑ What if I mess up?
 - ❑ Correct yourself quickly to model respect of pronouns
 - ❑ "Thank you!" when you're corrected
- ❑ Should I correct others?
 - ❑ Some won't want attention drawn to their pronouns but others will appreciate it – make appropriate decisions based on the circumstances and based on the wishes of the person
 - ❑ When you are in a one-on-one conversation and the person mis-genders when referencing another person in conversation: correct them!

Support Students that are LGBTQ+



- ❑ Possible responses when someone comes out to you:
 - ❑ “I’m so happy that you came to me!”
 - ❑ Be a role model of acceptance and appreciate the student’s courage. “I am so proud of you for being your authentic self.”
 - ❑ Listen!
 - ❑ Offer support, but don’t assume they need help. Ask questions about home.
 - ❑ Assure and respect confidentiality.
 - ❑ Watch out for your own bias.
- ❑ Don’t say:
 - ❑ I knew it!
 - ❑ It’s just a phase.
 - ❑ Don’t tell anyone.
 - ❑ You just haven’t found the right _____.

How to be an Ally



- ❑ Use active listening, not active defending
- ❑ Emphasize respect and safety
- ❑ Work with inclusive clubs like GSAs
- ❑ Remove gender segregation from your space
- ❑ Use an LGBTQ-inclusive curriculum and examples
- ❑ Treat youth as the experts in their own lives
- ❑ Further your understanding and stay current
- ❑ Recognize that your personal beliefs do not exempt you from these legal obligations
- ❑ Address all forms of bullying and harassment
 - ❑ Address anti-LGTBQ+ name-calling, bullying or harassment immediately.
 - ❑ Name the behavior.
 - ❑ Use the teachable moment.
 - ❑ Support the targeted student.
 - ❑ Hold students accountable.



It's not ok to say "That's So Gay."

- ❑ Respond in any of these ways...
 - ❑ What do you mean by that?
 - ❑ How do you think a gay person might take that?
 - ❑ Do you say that as a compliment?
 - ❑ So, are you saying that's a bad thing?

It's not OK to say "That's So Gay"

- ❑ Next steps for bullying issues
 - ❑ You need to report this to the building principal or their designee.
 - ❑ That person needs to take the appropriate steps outlined in the Student Code of Conduct.
 - ❑ At all times we want it to be a restorative practice because children need to be given the opportunity to learn.