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Agenda

A. Introductions
  a. ACS/Outlet
  b. Agreements

B. Why we are here
  a. Allies/advocates
  b. The Need– stats

C. Sexual Orientation, Sex, and Gender (terms)

E. Tools and Best Practices

F. Professional development and continued learning

H. Questions and closing
Remembering back in the day....
5 tips for being an ally
SCHOOLS ARE **UNSAFE** AND **UNWELCOMING FOR THE MAJORITY OF LGBT STUDENTS.**

- **65%** heard homophobic remarks like “fag” or “dyke” frequently or often.
- **30%** missed at least one day of school in the past month because they felt unsafe or uncomfortable.
- **85%** were verbally harassed in the past year.

**LEARN MORE IN GLSEN’S LATEST NATIONAL SCHOOL CLIMATE SURVEY** at [GLSEN.ORG/NSCS](http://GLSEN.ORG/NSCS)
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

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Findings from the GLSEN 2015 National School Climate Survey demonstrate that California schools were not safe for most lesbian, gay, bisexual, transgender, and queer (LGBTQ) secondary school students. In addition, many LGBTQ students in California did not have access to important school resources, such as having an inclusive curriculum, and were not protected by comprehensive anti-bullying/harassment school policies.

**FACT:** The majority of LGBTQ students in California regularly heard anti-LGBT remarks (Fig. 1). Many also regularly heard school staff make homophobic remarks (17%) and negative remarks about someone’s gender expression (34%).

**FACT:** Most LGBTQ students in California had been victimized at school (Fig. 2). Of those, most never reported the incident to school staff (62%). Only 39% of those students who reported incidents said it resulted in effective staff intervention.

**Figure 1.** Hearing Anti-LGBT Remarks from Students in California Schools (percentage of LGBTQ students hearing remarks sometimes, often, or frequently)

- "Gay" Used in a Negative Way (e.g., "that's so gay") 87%
- Homophobic Remarks (e.g., "fag" or "dyke") 77%
- Negative Remarks about Gender Expression 84%
- Negative Remarks about Transgender People 62%

**Figure 2.** Identity-based Harassment & Assault in California Schools (percentage of LGBTQ students harassed or assaulted)

- Sexual Orientation: 11% 24% 63%
- Gender Expression: 8% 18% 52%
- Gender: 8% 19% 45%
- Race or Ethnicity: 4% 9% 34%
- Disability: 4% 7% 20%
Gender diverse students

- Almost nine in ten transgender youth victimized at school, one quarter physically assaulted because of how they express their genders. 


- 8 in 10 regularly heard other students make negative remarks about how someone expressed their gender, not acting “feminine” or “masculine” enough. 


- Almost 41% of respondents reported attempting suicide. 

  (NTDS, 2011)
Intersections

Queer youth of color experience multiple forms of discrimination and harassment.

“The degree to which LGBT students of color experienced various types of harassment and physical violence differed by group, yet all of these youth commonly reported experiencing victimization based on sexual orientation, gender expression, and race/ethnicity.”

What kind of negative consequences based on gender stereotyping effect non-LGBTQ children and youth?

- Homophobia, sexism, misogyny, misandry, transphobia – all cause pressure to act certain ways
- High risk taking in young men (binge-drinking, unsafe driving, unsafe sexual behavior, etc.)
- Loss of agency and confidence in young women (downplaying intelligence, focus on appearance, avoidance of sports or STEM courses/activities, etc.)
- Gender-based violence and assault (actual or perceived “non-normative" SOGI)
LGBTQ+ Youth and Sexual Assault

2015 CDC YRBS Report (students in grades 9-12)

Compared to their heterosexual peers, LGB students are significantly more likely to report:

- Being physically forced to have sex (18% LGB vs. 5% Heterosexual)
- Experience sexual dating violence (23% LGB vs. 9% Heterosexual)
- Experience physical dating violence (18% LGB vs. 8% Heterosexual)
Would you say that you are ... ?

- Bisexual identity was significantly higher than any other identity for all grades (6-12)
The lifetime prevalence of rape, physical violence and/or stalking by an intimate partner is extremely high in the lesbian, gay and bisexual community with lesbian women (43.8%), gay men (26%), bisexual women (61.1%), and bisexual men (37.3%) reporting experiencing this violence, compared to heterosexual women (35%) and heterosexual men (29%).

Nearly half of bisexual women (48.2%) and more than a quarter of heterosexual women (28.3%) were first raped between the ages of 11 and 17.

The 2015 U.S. Transgender Survey found that 47% of transgender people are sexually assaulted at some point in their lifetime.

The majority of respondents who were out or perceived as transgender while in school (K–12) experienced some form of mistreatment including sexually assaulted (13%).

Spectrums

Sexual Orientation

Heterosexual
- Bisexual, Pansexual, Queer, etc.
- Gay, Lesbian

Sex

Female
- Intersex or Disorders of Sex Development
- Male

cisgender

Sex

Woman
- Transgender, Trans*, Genderqueer, etc
- Man

Gender Expression

Feminine
- Anywhere in between, around, outside, inside, blurred, fun
- Masculine
There are no rules!
Humans are dynamic, complex, multifaceted, fluid beings.
The Trans* youth experience

- All individual – no one specific experience
- Social Transition – coming out, pronouns, names, gender expression (most elementary and some middle school students)
- Medical Transition – HRT, surgery, other procedures
- Legal – changes on legal documents
- Not all people will medically and/or legally transition
- Protected by CA and federal law – AB 1266 and others – students rights to privacy, use facilities, play sports, use name and pronouns that align with their asserted gender.
Laws protecting LGBTQ+ youth in schools

- Federal
- “Equal protection...” in US and state constitutions
- Title IX - courts are clear for all genders/expressions
- 1st amend – free speech and expression

- California – comprehensive
- AB 537 – 2000 (lgbtq)
- SB 71 – 2003
- SB777, AB394 – 2007 (strengthened above)
- SB 543 – 2010 MHSact
- SB 48 – 2011 – FAIR ed
- AB 1266 – 2013 - Trans

More info GSA Network
Inclusive Environments...

- Recognize that gender and sexuality affect everyone
- Interrupt heteronormative, cisnormative, binary notions of SOGI
- Normalize diversity in SOGI
- Question limited portrayals of SOGI
- Supports self-reflection (students, employees, community)
- Prioritizes empathy and respect

**Adapted from Gender Spectrum Framework**
Examples of what schools can do

- **GSA/QSA** (*GSA Network*)

- **Positive representations of LGBTQ people in curriculum** (*SB 48, FAIR Ed Act, 2012*)

- **Out and supportive staff on campus**

- **Comprehensive anti-bullying policies**

- **Clear Board Policies and Admin Regulations on working with SOGIE minority youth.** (*AB 1266, School Success and Opportunity Act, 2013*)
Examples for Teachers/staff

- Increase self comfort, decrease bias, continued learning (ally/advocate work) Handouts
- Use inclusive language (hetero/cisnormative language, forms, activities, 12 easy steps, etc.)
- Address remarks of discrimination against marginalized communities (race, ethnicity, class, sex, gender, sexuality, ability, etc.)
- Incorporate LGBTQ identity into curriculum (Find lesson plans at Teaching Tolerance, Answer, SEICUS, GLSEN, Advocates for Youth, Gender Spectrum, PAUSD Libguide)
- Visible depictions in classrooms (GLSEN, HRC, GLAAD)
- Support and advocate (School clubs, campaigns, activities, facility use, inclusive school climate, pronouns)
- Resources
Continued Learning and Resources

Gender Spectrum, GSA Network, GLSEN
HRC Welcoming Schools
Family Acceptance Project, Somos Familia, PFLAG, Trans Thrive
National Center for Transgender Equality
Center of Excellence for Transgender Health
WPATH

Ending Transgender Discrimination (NTDS)
Research and read blogs/articles/books by: Andy Mara, Janet Mock, Jamison Green, Julia Serano, Willy Wilkinson

Blog: Everydayfeminism (gender and LGBTQ), “I am a brown boi” article by B. Cole in Ebony, “What Being Transgender After 50 Looks Like” photo project on Fusion.net, “Transgender Kids Identify With Their Gender As Completely As Cisgender Kids” article on ThinkProgress.org
Thank you!!

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