



# **LGBTQ+ Back-To-Basics**

*Why You Should and How Your Can  
Welcome LGBTQ+ Students*

Proudly presented by OSSE and facilitated by  
Diana Bruce, Advocate for Thriving Students



## Hello, I'm Diana.

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Diana Bruce (she/her) is a nationally recognized leader who works at the intersection of health and education equity. She advises schools and youth-serving organizations on COVID-19, transgender accommodations, bias reduction, sex education and school-based health care, and brings her clients 25+ years experience and expertise in the field. Proud parent of two young adults who graduated from DCPS and a DC public charter school.

# Group Agreements

Be present.

Provide grace and space to yourself and others.

Practice active listening.

Ensure full confidentiality.

Ask, that is how we all learn.



# Knowledge Check

Please complete the Knowledge Check via QR code or the link in the chat.

Knowledge Check and Session Evaluation are required to receive certificate of completion for this session.



# Learning Objectives

**After the training, participants will be able to:**

- Explain the definitions of LGBTQ+ and describe the Gender Unicorn.
- Summarize data demonstrating the need to welcome and include LGBTQ+ students in teaching practices, the classroom and the school community.
- Identify policies that support the rights of LGBTQ+ students and staff.
- Implement model practices for welcoming and including LGBTQ+ students at school.

# Agenda

- Knowledge Check (Pre-Test)
- Why language matters
- What the data tells us
- What rights do students have
- Best practices for school policy and student support
- Session Evaluation (Post-Test)

# Make Sure Get Your Question Answered

- Big questions or small, please ask them
- Put them in the chat, come off mute and ask, or send a private message
- We don't know what you want to know until you tell us

# Think about ...

Did you have a teacher or school staff member who supported you when you are in school? How did they support you, and how did their support make you feel?

If you did not have such a teacher, what kind of support could have helped you?





# LGBTQ+ Basics

*Let's Get on the Same Page*

# Why Language Matters

- Why do we need to know terminology?
  - To recognize the diversity and fluidity of sexual orientations and gender identities that are in my classroom and school
  - To show respect and recognition for our students as human beings
  - To support my community - students, parents and fellow staff

# Definitions to Know

## Sexual Orientation

**Lesbian:** Refers to a woman who is emotionally, romantically and/or physically attracted to other women. People who are lesbians need not have had any sexual experience: Attraction and self-identification determines orientation, not the gender or sexual orientation of one's partner.

**Gay:** A term used to describe people who are emotionally, romantically and/or physically attracted to people of the same gender (e.g., gay man, gay people).

**Bisexual:** Commonly referred to as bi or bi+. According to bi+ educator and advocate Robyn Ochs, the term refers to a person who acknowledges in themselves the potential to be attracted--romantically, emotionally and/or sexually--to people of more than one gender, not necessarily at the same time, in the same way, or to the same degree.

**Heterosexual:** Refers to a person who is sexually attracted to a person of a different gender or sex. Also referred to as straight. [www.pflag.org/glossary/](http://www.pflag.org/glossary/)

# Definitions to Know (continued)

## Gender Identity

**Transgender:** Often shortened to trans, from the Latin prefix for “on a different side as.” A term describing a person’s gender identity that does not necessarily match their assigned sex at birth.

**Cisgender/ Cis:** (pronounced sis-gender): A term used to refer to an individual whose gender identity aligns with the sex assigned to them at birth. The prefix cis- comes from the Latin word for “on the same side as.”

[pflag.org/glossary/](https://pflag.org/glossary/)

# Definitions to Know (continued)

## What about the Q?

**Questioning:** Describes those who are in a process of discovery and exploration about their sexual orientation, gender identity, gender expression, or a combination thereof.

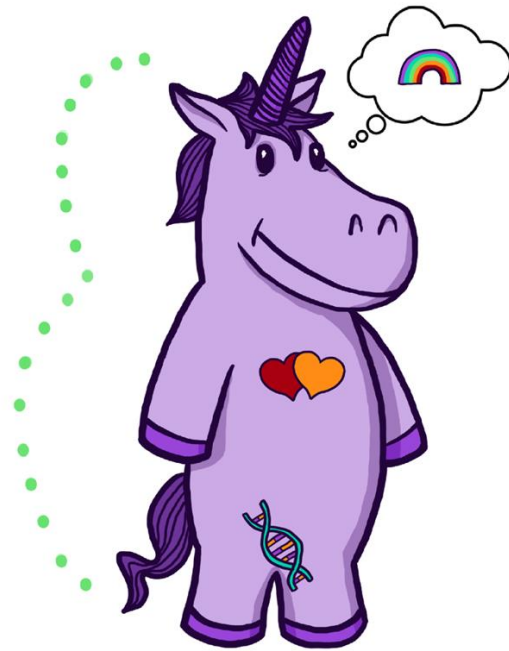
**Queer:** A term used by some LGBTQ+ people to describe themselves and/or their community. Reclaimed from its earlier negative use--and valued by some for its defiance--the term is also considered by some to be inclusive of the entire community and by others who find it to be an appropriate term to describe their more fluid identities.

[pflag.org/glossary/](https://pflag.org/glossary/)

# Putting it all Together

## The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pøn and Anna Moore

[Transstudent.org](http://Transstudent.org)

# When do you Know Your Gender Identity?

- By age 2, children are conscious of physical difference between different sexes.
- By age 3, children can label themselves by gender.
- By age 4, children have a stable sense of their gender identity.

[www.downloads.aap.org/AAP/PDF/BF\\_HealthySexualityGenderIdentity\\_Tipsheet.pdf](http://www.downloads.aap.org/AAP/PDF/BF_HealthySexualityGenderIdentity_Tipsheet.pdf)

# When Do you Know Your Sexual Orientation?

- As early as age 9-10, young people can know their sexual orientation.
- Age 12 is average age for knowing.
- At this age, they might not identify the feelings as “sexual,” but they can have strong feelings/preferences.

<https://www.pewresearch.org/social-trends/2013/06/13/chapter-3-the-coming-out-experience/>



# Think About ...

No need to answer in the chat but think to yourself.

- When did you know your gender?
- When did you know your sexual orientation?
- Did it shift over the years? Was it pretty settled by the first time you knew?
- If a student's gender identity or sexual orientation was different than most of the class, how could you create welcome and belonging for them?

[www.pewresearch.org/social-trends/2013/06/13/chapter-3-the-coming-out-experience/](http://www.pewresearch.org/social-trends/2013/06/13/chapter-3-the-coming-out-experience/)



# The Data

*What the Data Are Telling Us, and What We Can Do*

# What the DC Data Tell Us

- Roughly 25 percent of DC high school students identify as LGBTQ
- 2 percent of DC middle and high school students identify as transgender.
- These students are more likely to experience sexual violence, physical violence, engage in binge drinking, use illegal substance and miss school due to feeling unsafe.

In DC, middle and high school students are asked questions about themselves and their health risk behaviors every two years through the Youth Risk Behavior Survey (YRBS).

[www.osse.dc.gov/node/1635216](http://www.osse.dc.gov/node/1635216)

# What Does the YRBS Say About LGBTQ+ Students?

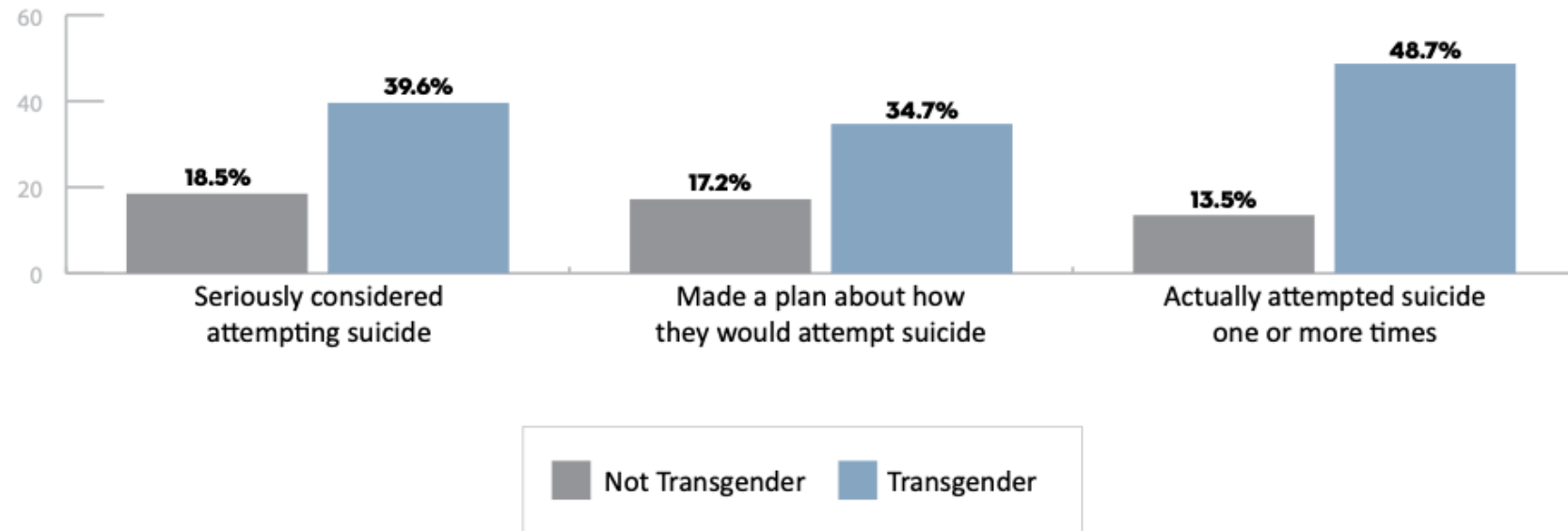
Health Risk Behavior	Heterosexual		Gay, Lesbian, or Bisexual		Other/Questioning*	
	% 95% CI†	N	% 95% CI	N	% 95% CI	N
QN26: Percentage of students who seriously considered attempting suicide (during the 12 months before the survey)	11.9 (11.2-12.7)	7,703	36.4 (34.1-38.7)	1,767	35.4 (32.7-38.3)	1,195
QN27: Percentage of students who made a plan about how they would attempt suicide (during the 12 months before the survey)	10.1 (9.4-10.8)	7,661	29.7 (27.6-32.0)	1,751	31.9 (29.3-34.7)	1,188
QN28: Percentage of students who actually attempted suicide (one or more times during the 12 months before the survey)	8.1 (7.4-8.8)	6,317	22.6 (20.5-24.9)	1,527	18.9 (16.5-21.4)	1,075
QN29: Percentage of students who had a suicide attempt that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)	2.3 (1.9-2.7)	6,295	6.6 (5.4-8.1)	1,526	3.9 (2.9-5.3)	1,075

[www.osse.dc.gov/node/1635216](http://www.osse.dc.gov/node/1635216)



# What Does the YRBS Say About Transgender Students?

## High school suicidality, by gender identity



[osse.dc.gov/publication/2019-yrbs-report](https://osse.dc.gov/publication/2019-yrbs-report)

# Think About ...

What stood out to you in the data shared?

# But There's Hope

- When schools implement LGBTQ+ inclusive policies and practices, ALL students experience:
  - Less emotional distress
  - Less violence and harassment
  - Less suicidal thoughts and behaviors

[www.cdc.gov/healthyyouth/safe-supportive-environments/LGBTQ-policies-practices.htm](https://www.cdc.gov/healthyyouth/safe-supportive-environments/LGBTQ-policies-practices.htm)

# Schools Can Have a Positive Impact

- Transgender teens able to use their chosen names at school, work, home and with friends:
  - 71 percent decrease in severe depression symptoms
  - 34 percent decrease in reported suicide ideation
  - 65 percent decrease in suicidal attempt

[wwwnews.utexas.edu/2018/03/30/name-use-matters-for-transgender-youths-mental-health/](http://wwwnews.utexas.edu/2018/03/30/name-use-matters-for-transgender-youths-mental-health/)

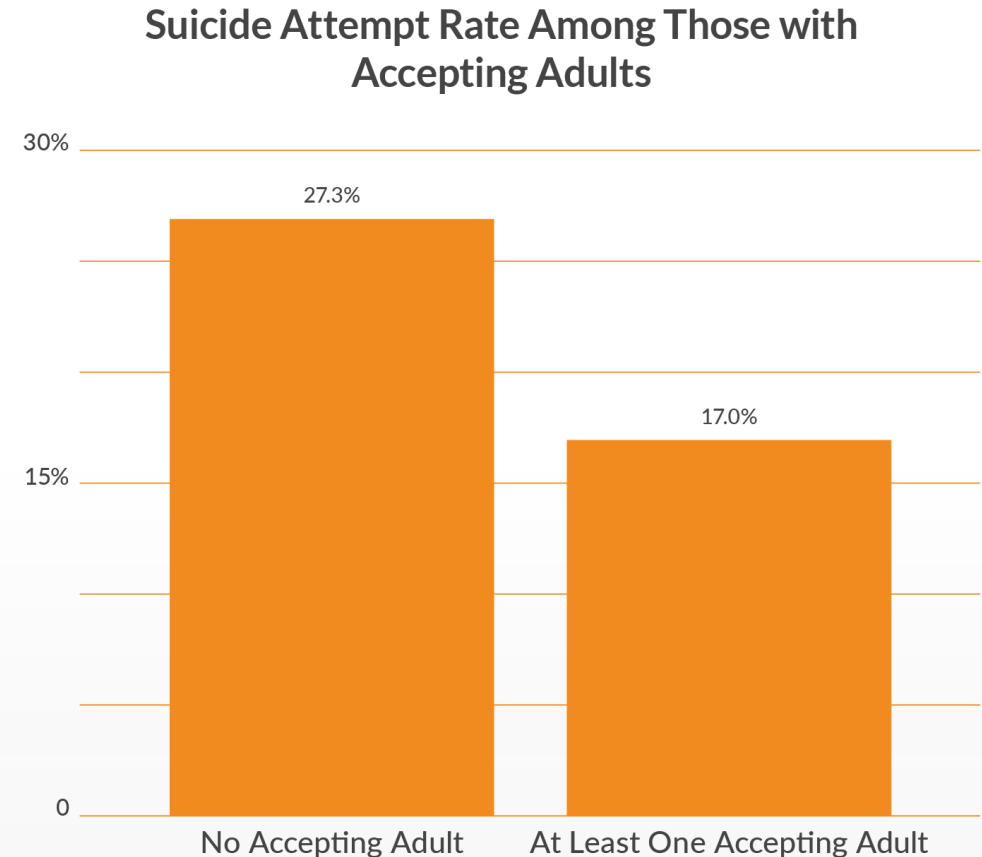


# What Role Can You Play?

- LGBTQ+ students are a vulnerable group at a much higher risk for severe health outcomes as compared to their heterosexual peers.
- Educators have the power to change this narrative!
  - Affirming, welcoming, accepting and supportive environments *significantly* reduce the rates of severe mental health outcomes for these students.

# Educators Are Key

- Accepting adults can significantly reduce the risk of suicide for LGBTQ+ youth.
- These adults can be parents, teachers, coaches, administrators, counselors, etc.



[www.thetrevorproject.org/research-briefs/accepting-adults-reduce-suicide-attempts-among-lgbtq-youth/](http://www.thetrevorproject.org/research-briefs/accepting-adults-reduce-suicide-attempts-among-lgbtq-youth/)

# Be a Trusted Adult

- A “trusted adult” is someone who students' view as a reliable and caring source of support.
- Trusted adults can make all the difference.

[www.sandyhookpromise.org/our-programs/say-something/being-a-trusted-adult-in-school/](http://www.sandyhookpromise.org/our-programs/say-something/being-a-trusted-adult-in-school/)

# Think About ...

Are you a trusted adult?

How would a student know they can talk to you?



# Policies and Legal Statutes

*Student and Staff Rights*

# Where Are Our Federal Rights Found?

- Federal Laws and Cases
  - Family Education Rights and Privacy Act (FERPA)
  - Title IX
  - Bostock vs Clayton

# Where Are Our Local Rights Found?

- DC Laws and Policies
  - DC Human Rights Act
  - DC Youth Bullying Prevention Act
  - DC State Athletic Association policies
  - School-specific nondiscrimination, bullying prevention and sexual harassment policies

# What Are Our Rights?

- In DC, we have a right to our sexual orientation, gender identity and gender express, free from:
  - Discrimination;
  - Bullying; and
  - Harassment



# Think About ...


If you thought your rights were violated at school, who could you talk to?






# Best Practices

*How Can I Use This Tomorrow?*

# Best Practices for School



**LGBTQ+ students feel safer and more supported with:**

-  **Comprehensive anti-bullying and anti-discrimination policies**
-  **Gender and Sexuality Alliances**
-  **Teachers and school staff who are supportive of LGBTQ students**
-  **An LGBTQ-inclusive curriculum**

Source: 2019 National School Climate Survey  
Learn more at [glsen.org/nscc](https://glsen.org/nscc)

[www.glsen.org/activity/2019-national-school-climate-survey-infographics/](https://www.glsen.org/activity/2019-national-school-climate-survey-infographics/)

# Proven Practices: Inclusive Policies

- Inclusive policies should address:
  - Names and Pronouns
  - Bathrooms and Locker Rooms
  - Gender-Based Activities
  - Dress Codes
  - Clubs
  - Privacy and Confidentiality
  - Bullying and Harassment Prevention

# Proven Practices: Supportive Teachers

- Prepare educators by:
  - Professional development
  - Resource sharing
  - Points of contact to ask questions
  - Clear policies

# Best Practices: Inclusive Spaces

- Inclusive spaces can include:
  - Gender and Sexuality Alliances (GSAs) are student clubs that
    - Create community for LGBTQ+ and ally students,
    - Support student advocacy for inclusion on campus
  - Posted visuals that illustrate acceptance and allyship

# Proven Practices: Inclusive Curriculum

- Inclusive Curriculum
  - Creates opportunities to identify gender stereotyping and limits in popular culture.
  - Teaches students how to be an ally and support each other.
  - Immediately interrupts hostile attitudes or references toward others if you observe them.

# Teaching Strategies

- Include inclusive texts, from a variety of authors and sources
- Use inclusive language
  - Example: “scholars” instead of “boys/girls”
- Avoid arbitrary gender segregation
  - In class (Health/PE)
  - During lunch
  - While lining up



# Where LGBTQ+ Inclusivity Appears in DC Education Standards

- DC Menstrual Health Education Standards – NEW
- DC Social Studies Education Standards – NEW
- DC Health Education Standards

# Think About ...

In what way could you or your school implement an inclusive policy, support your own learning, facilitate an inclusive space or increase inclusivity in your curriculum?

# In Closing

- LGBTQ+ students are 25 percent+ of your students
- LGBTQ+ students do better academically when their identities are supported at school
- DC schools must prevent discrimination, bullying and harassment of LGBTQ+ students
- Educators have the power to improve the academic experience for LGBTQ+ students

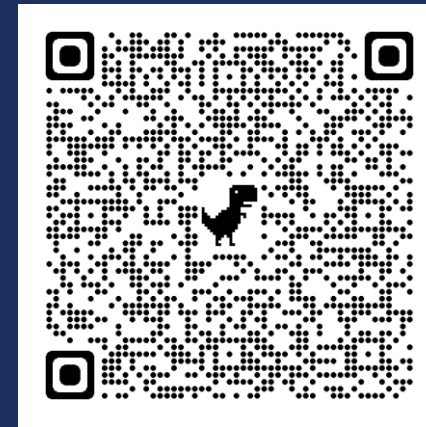


Questions?

# Join us for the upcoming trainings in this series:



**Sept. 13 at 3:30 p.m.**



**Sept. 19, 20 and 21  
at 3:30 p.m.**

# Session Evaluation

Please complete the Session Evaluation via QR code or the link in the chat.

Knowledge Check and Session Evaluation are required to receive certificate of completion for this session.

See you next session!





Thank you!

## FIND US

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