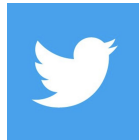


A Rainbow of Opportunity: Ensuring LGBTQ+ Students and Staff Thrive

SCPDF 9/20/19

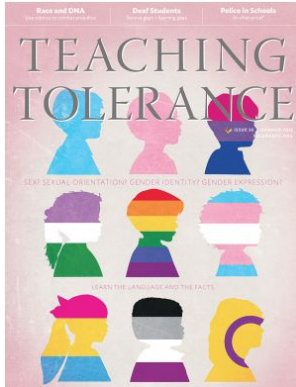
Julie A. Vitale, Ph.D.
Oceanside Unified School District



@osidesup



Acronyms and Labels



LGBTQIA+

SEX? SEXUAL ORIENTATION? GENDER IDENTITY? GENDER EXPRESSION?

KNOW THE DIFFERENCE

TOLERANCE.ORG



SEXUAL ORIENTATION
is our physical, emotional or
romantic attraction to others.



GENDER IDENTITY is a
deeply held sense of being male, female
or another gender. Gender identity is
not related to sexual orientation.



SEX is biological: internal and
external reproductive organs and
sex chromosomes.



GENDER EXPRESSION
is the way individuals show their
gender to the world. Gender
expression is not related to
sexual orientation.

SEX, SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION
are distinct concepts, but they combine uniquely in each person to make us who we
are. Understanding these terms—and how they do and do not intersect—can help
us better appreciate and respect the diverse spectrum of our identities.

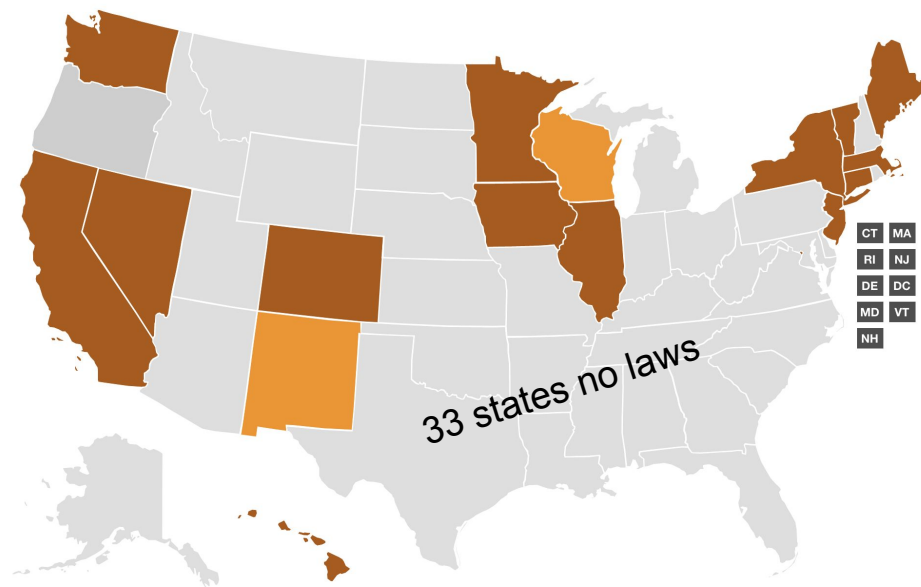


TEACHING
TOLERANCE

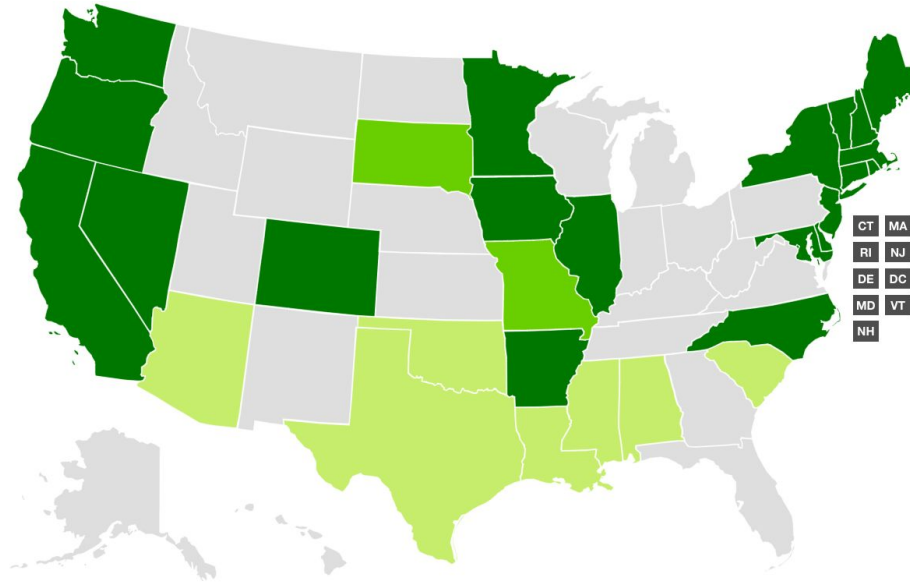
School non-discrimination laws and policies

15 states with law that addresses discrimination against students based on sexual orientation and gender identity

2- states with law that addresses discrimination against students based on sexual orientation only



School anti-bullying laws and policies



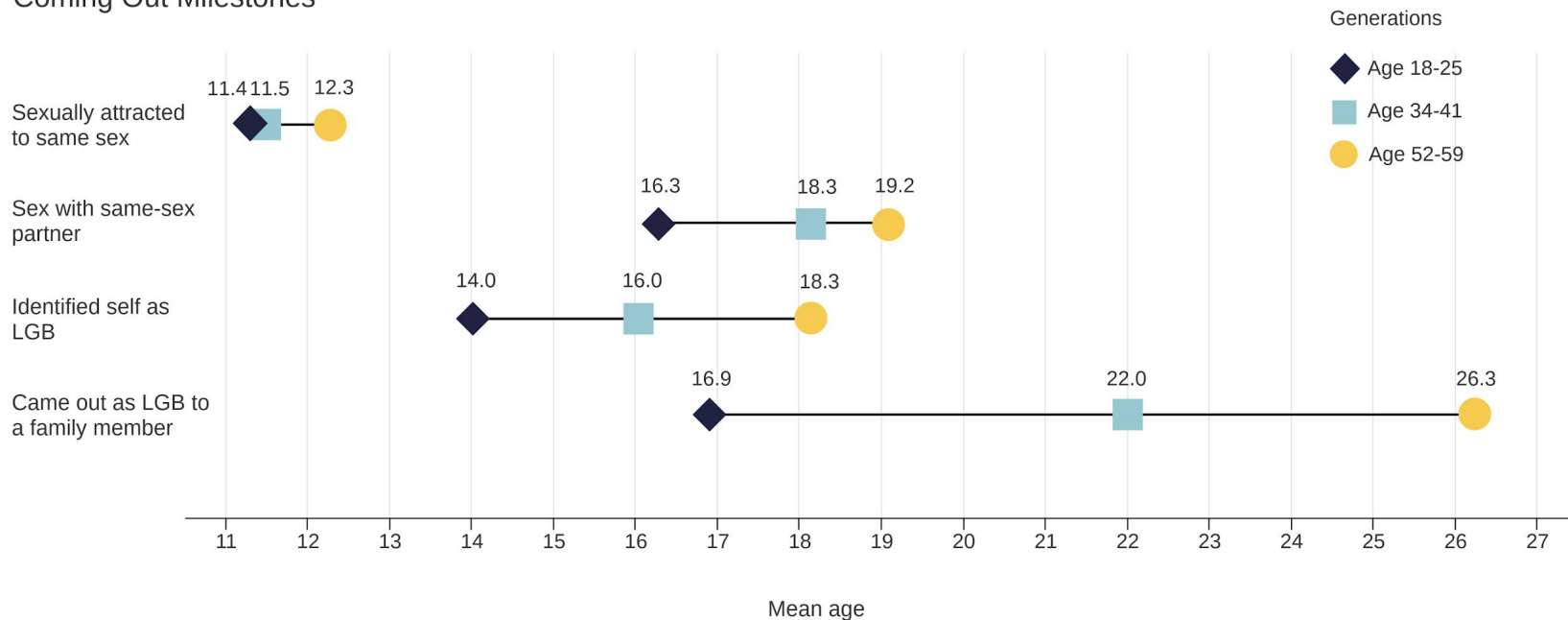
20 - states with laws that address harassment and/or bullying of students based on sexual orientation and gender identity

2 - states with anti-bullying laws that prevent school districts from specifically protecting LGBT students

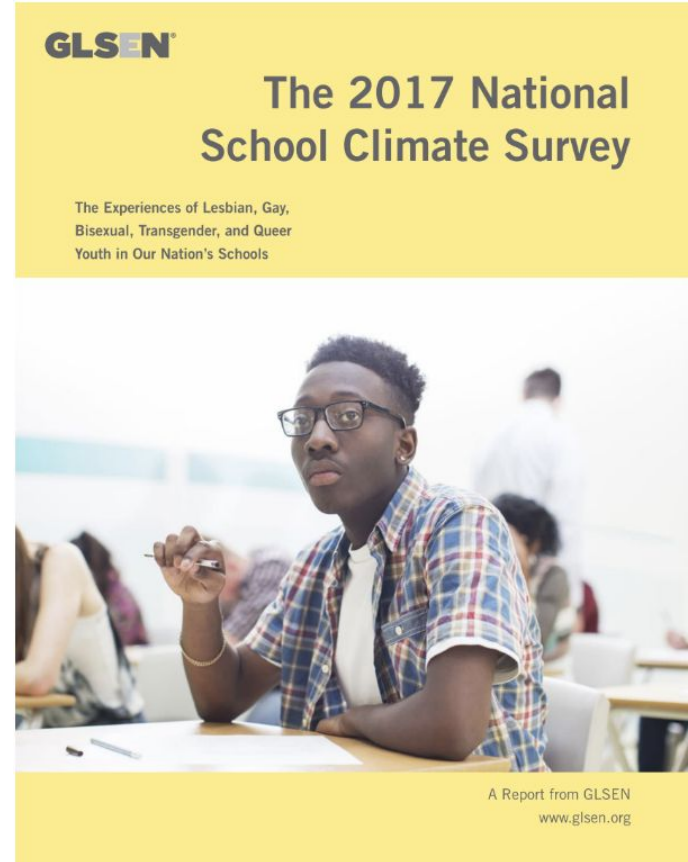
7 - states with laws that restrict the inclusion of LGBT topics in schools

Coming Out Milestones

Coming Out Milestones



Hostile school climates
negatively affect educational
success and general well-being



Schooling Experience of **LGBT** Youth

75% reported avoiding school functions because they felt unsafe or uncomfortable

35% missed at least one day of school in the past month because they felt unsafe or uncomfortable

98% heard “gay” used in a negative way

57% reported hearing homophobic remarks from their teachers or other school staff

70% experienced verbal harassment

29% experienced physical harassment

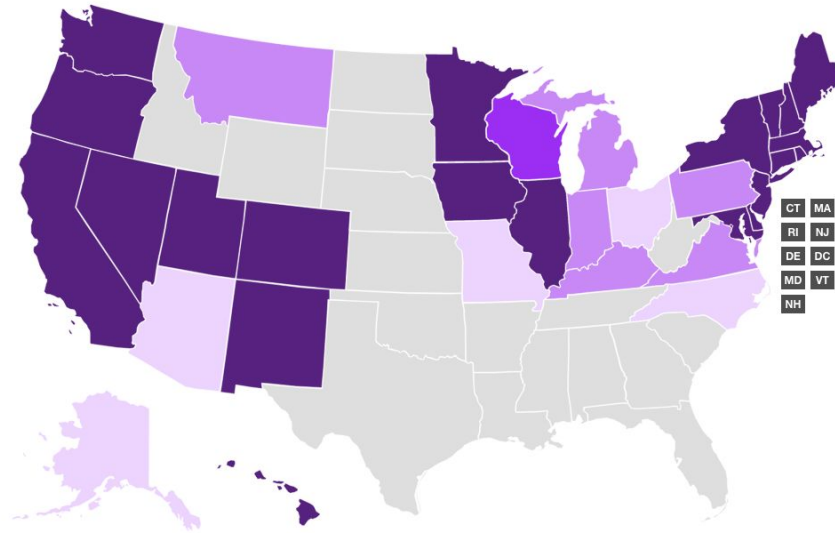
57% experienced sexual harassment

31% disciplined for public displays of affection

18% prohibited from discussing or writing about LGBTQ topics in school

12% prohibited from attending function with someone of same gender

Statewide employment laws and policies



21 states prohibit discrimination based on sexual orientation and gender identity

0 state prohibits discrimination based on sexual orientation only

8 states that prohibit discrimination against public employees based on sexual orientation and gender identity

4 states that prohibit discrimination against public employees based on sexual orientation only

WHY WE NEED
THE EQUALITY ACT



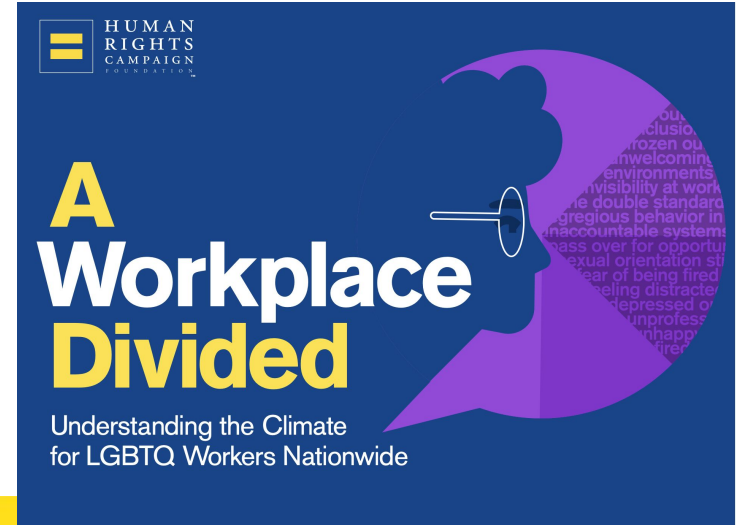
LGBT in the Workplace

Straight Privilege

9% of LGBT employees left a job because the environment was not accepting

26% stayed because the environment was accepting

46% of all LGBT workers nationwide hide who they are in the workplace (closeted)



National Public Opinion Trends

Marriage Equality

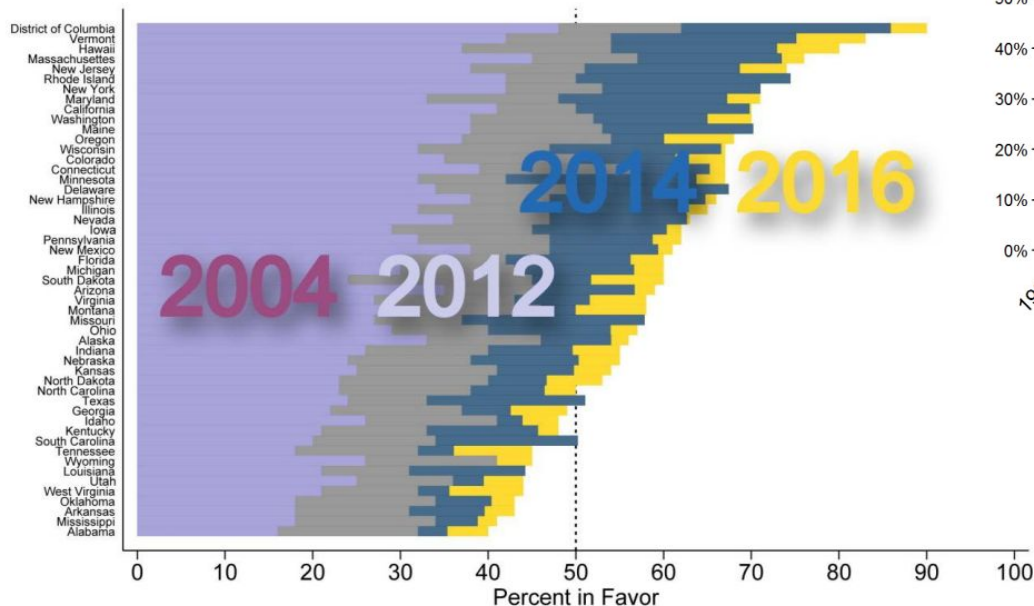
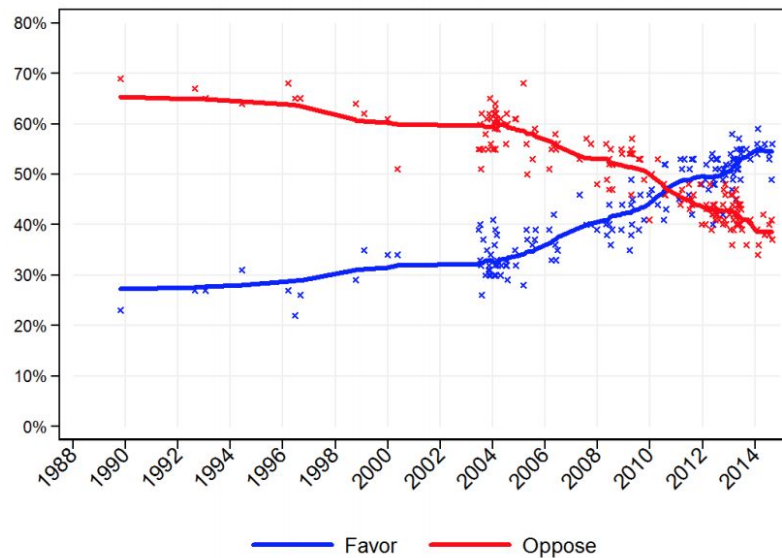


Figure 5: Marriage Equality National Trends in Public Opinion



Military and Adoption

Figure 9: Lesbians and Gay Men Serving Openly in the Military National Trends in Public Opinion

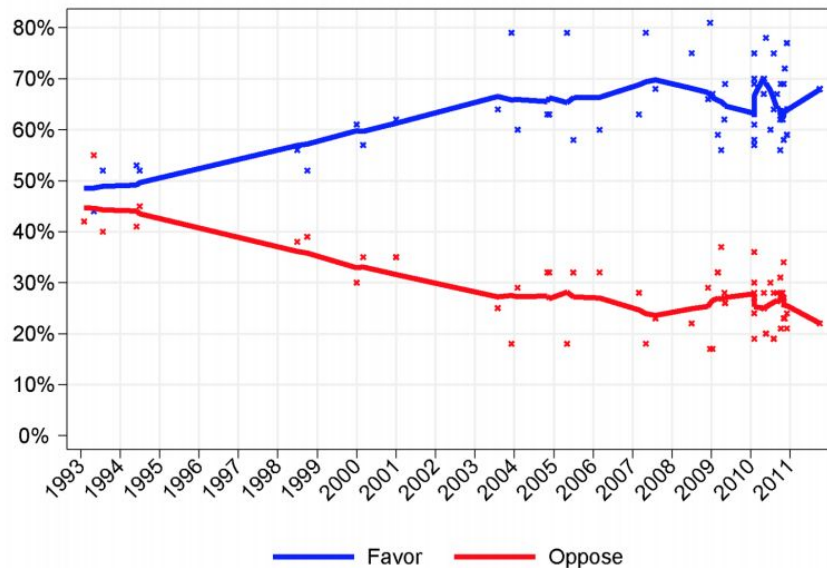
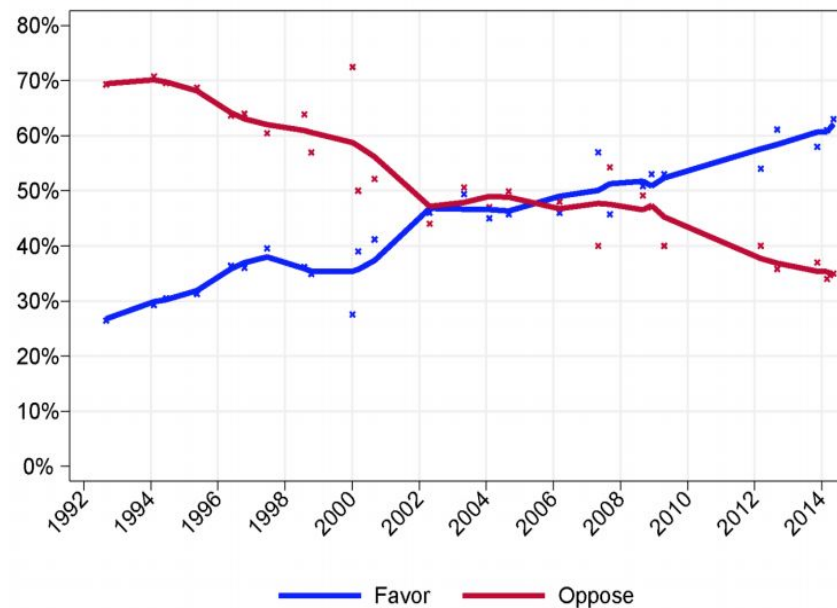


Figure 7: Adoption Rights for Same-Sex Couples National Trends in Public Opinion



Ya, **this** happened...

FRESNO

Fresno Unified School Board
President facing backlash from
LGBT community after
insensitive comments

**The Trump administration wants
being gay to be a fireable offense**

By **Taylor Dolven** Sep 26, 2017

Preaching hate in a blue state capital

A Sacramento church is part of a growing national anti-LGBTQ movement.

**Onslaught of anti-LGBT bills in 2017 has activists
'playing defense'**

Pence's support for conversion therapy not a
settled matter

but so did this...

California's students will soon learn more LGBT history in schools

Berkeley schools go beyond bathrooms to support gender non-conforming students

NEWS > CALIFORNIA NEWS

Capistrano Unified to allow LGBT clubs and other non-curricular groups at its middle schools

NBC OUT MAY 25 2017, 4:57 PM ET

Ben & Jerry's Bans 'Same-Flavor Scoops' in Australian Same-Sex Marriage Push

by ALEX JOHNSON

**CALIFORNIA NEWS:
ASSEMBLY BILL 493
REQUIRES PUBLIC
SCHOOL TEACHERS TO
ATTEND YEARLY LGBTQ
TRAINING**WATCH

So, what can you do?

- Policies
- Leadership & language
- Verbal and visual language
- Inclusive curriculum/professional development
- Inclusive diversity focus
- Challenge the status quo
- Enact law
- Support gay/straight alliances
- Inclusive library collections
- Healthy Kids Supplemental Survey
- Web filters

Policies

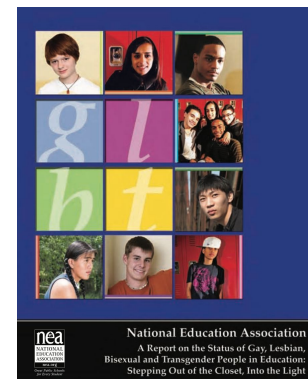
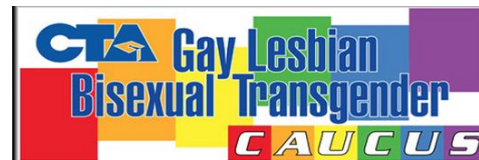
Culver City 4030 - Employees non-discrimination

The Governing Board is determined to provide district employees and job applicants a safe positive work environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employees or job applicants on the basis of the person's actual or perceived race, religious creed, color, ancestry, ethnic group identification, religion, age, marital or parental status, pregnancy, physical, or mental disability, medical condition, military and veteran status, genetic information, gender, gender identity, gender expression, sex or sexual orientation or association with a person or group with one or more of these actual or perceived characteristics.

Oceanside 5145.3 - Students non-discrimination

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Leadership and language



Verbal & Visual Language

LGBT is ok

Not listening or tolerating jokes

Not ignoring “that’s so gay”

Recognize Interrupt Repair



WHAT DO YOU SAY TO 'THAT'S SO GAY' & OTHER ANTI-LGBTQ* COMMENTS?

It doesn't matter if it is a first grader who might not know what the word "gay" means, a sixth grader trying to sound cool, or a tenth grader "teasing" a friend. All of these scenarios have the potential of creating an unsafe classroom or school environment and must be addressed. **So, what can caring adults do?**

STOP IT...

Keep it simple with quick responses:

- "Remember, we don't use put-downs in this class."
- "Do you know what 'gay' means?"
- "It's not OK at this school to use 'gay' disrespectfully to mean something is bad."
- "You may not have meant to be hurtful, but when you use the word 'gay' to mean something is bad or stupid, it is hurtful." Follow-up with, "Do you know why it is hurtful?"
- "Using the word 'homo' to tease someone is harassment and is unacceptable."
- "Even if you didn't mean to offend people who are gay, it is offensive to call this assignment gay (or queer); if you don't like something, then say you don't like it!"
- "It is never OK to say, 'you act like a girl (or look like a boy)' as a put-down."
- "Using the words 'queer', 'dyke' or 'fag' to joke around is not OK. These are hurtful words and can impact anyone who overhears them."
- "It doesn't matter who said it, I don't want to hear that kind of language again. Is that clear?"

DON'T IGNORE IT...

- Harassment does not go away on its own.
- Ignoring mean name-calling and hurtful teasing allows it to continue and possibly get worse.
- If other students do not see action, they get the message there is nothing wrong with it.
- Not speaking up teaches the student targeted, as well as anyone within hearing range, that they will not be protected from harassment.
- Almost any response is better than ignoring the situation. You may not know exactly what to say, but you must stop the harassment.
- Taking action reaffirms limits. Interrupting name-calling and harassment isn't always easy. With experience you will become more comfortable in handling it. Practice with colleagues.
- You can always go back to the student and say or do something else if you feel you did not respond well.

*LGBTQ: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning



WHY STOP ANTI-LGBTQ COMMENTS?

Middle-school students called anti-gay names report increased anxiety, depression, personal distress and a lower sense of school belonging regardless of their sexual orientation."

— V.P. Potrat and D.L. Espelage, 2007

Both students who are targeted and students who exhibit bullying behavior have lower academic achievement in school."

— J. Juvonen, Y. Wang and G. Espinoza, 2011

If name-calling or other discrimination happens at school and goes either unnoticed or is not discussed by adults, students infer that the behavior is widely accepted."

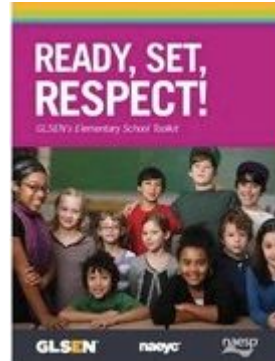
— F.E. Aboud, 2008



Inclusive Curriculum/Professional Development

GLSEN - Ready, set, respect

- GLSEN - Developing Inclusive Classrooms



Inclusive Diversity Focus

Gay Lesbian Straight Education Network
(GLSEN) - Safe Space Kit

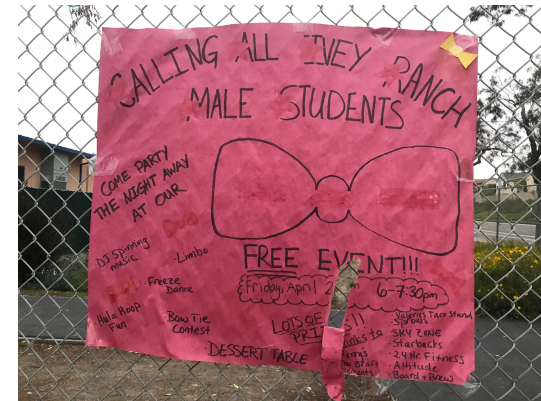
Human Rights Campaign (HRC) - Welcoming
Schools



Challenge the status quo

Oceanside Unified School District prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religious beliefs or customs, sexual orientation, parental, pregnancy, family or marital status, military status or association with a person or a group with one or more of these actual or perceived characteristics. OUSD requires that school personnel take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

- ❖ Have we held events that are exclusive such as mother/son, father/daughter dances or grandparent's day?
- ❖ Have we had students participate in mother's day, father's day, holidays and activities?
- ❖ Have we continued the practice of: how was your summer vacation, making cards/gifts for mother's/father's day?
- ❖ Have we suggested to employees that they keep their private lives to themselves?
- ❖ Have we ignored mandates on LGBT issues?
- ❖ Have we continued using forms that list mother/father?
- ❖ Have we allowed culturally destructive words go unnoticed?

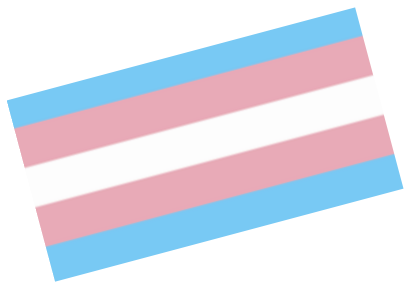


Can we do things differently?

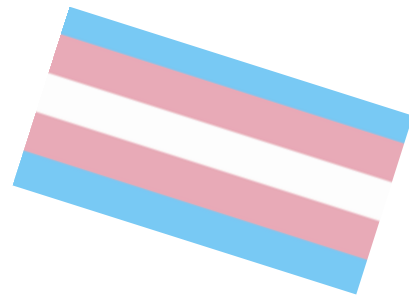
Enact Law

Addressing SB 48 of 2011 (CA)

The bill added language to *Education Code* Section 51204.5, which prescribes the inclusion of the contributions of various groups in the history of California and the United States. This section already included men and women and numerous ethnic groups; the expanded language now includes (additions bolded): “...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican **Americans**, Asian **Americans**, Pacific Islanders, **European Americans**, **lesbian, gay, bisexual, and transgender Americans**, **persons with disabilities**, and members of other ethnic and **cultural** groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”



Ryland's Story



Unit	Gr. 5 Cultural Proficiency Resources	
Unit 1 (Seeing Yourself)	Women	Girl Scouts Seek Statue of Women
Unit 1 (Merging Technology and Tradition)	Pacific Islanders	Native Hawaiians want Telescope off of Mountain
Unit 2 (Compromise & Action)	Men	Reagan Berlin Wall Speech or Politicians: Alexander Hamilton
Unit 2 (Making it Happen)	Mexican Americans/Latino & Latina Americans	Dolores Huerta
Unit 3 (Cultural Exchange)	Native Americans	Native American and Colonial Relations
Unit 3 (Into the Past)	European Americans	Myths About the Mayflower
Unit 4 (Taking Action & Considering Resources)	Immigrants	Asian and African Refugees in Chicago
Unit 4 (Discoveries or human beings as our most precious resources)	African Americans	African American Women Helping with Moon Mission
Unit 5 (New Perspectives)	Persons with Disabilities	Helen Keller
Unit 5 (Our Changing Earth)	Asian Americans	In 50 Years, Asians will be the Largest US Immigrant Group
Unit 6 (Making a Difference & Getting Along)	LGBT	Jason Collins
Unit 6 (Out in the World)	Understanding Diversity	What is Empathy?

Support forming of Gay Straight Alliance



Inclusive library collection

Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

TOP 15 BOOKS FOR A WELCOMING SCHOOL

Title Author	Grade Level	Description	Topics & Modules	Welcoming Schools Lesson Plan
 Amazing Grace Mary Hoffman	Pre-K - 1	Although classmates say that she cannot play Peter Pan in the school play because she's black and a girl, Grace discovers that she can do anything she sets her mind to.	Gender Stereotyping African-American	Discussing Gender Stereotyping with Children's Books
 And Tango Makes Three Justin Richardson & Peter Parnell	Pre-K - 2	Penguins Roy and Silo at New York's Central Park Zoo, keep putting a rock in their nest and trying to hatch it. The zookeeper gives them a real egg that gives them a real chick. The penguins take turns sitting on it until it hatches, and Tango is born.	Family Diversity, Animals, Two Dads, LGBTQ	And Tango Makes Three: Using Diverse Literature to Look at Story Structure
 Big Bob, Little Bob James Howe	Pre-K - 2	Despite the fact that they share a name, they are different. Big Bob likes trucks, throwing balls and being loud. Little Bob likes dolls, jingling bracelets and being quiet. Yet, they become friends. When a neighbor leaves Little Bob about dolls. Big Bob stops in with 'Boys can do whatever they want'.	Gender Stereotyping, Bullying, Acceptance, Being an Ally	Making Decisions: Using Children's Books to Look at Gender Stereotyping
 The Family Book Todd Parr	Pre-K - K	Different kinds of families are celebrated in a funny, silly and reassuring way. Includes adoptive families, step families, single parent families and two-dad families and families with a mom and a dad.	Family Diversity, Multicultural, LGBTQ, Acceptance	What is a Family?
 The Great Big Book of Families Mary Hoffman	Pre-K - 2	Features all kinds of families and their lives together. Each spread showcases one aspect of home life - from houses and holidays, to schools and pets, to feelings and family trees.	Family Diversity, Multicultural, LGBTQ, Acceptance	What is a Family?

GREAT BOOKS FEATURING DIVERSE AND INCLUSIVE FAMILIES

PICTURE BOOKS

Amber Was Brave, Essie Was Smart. Vera B. Williams. (1 - 4) Poems tell how two sisters help each other deal with life while their mother is working and their father is in jail. Friendships and support shine through.



And Tango Makes Three. Justin Richardson. (Pre-K - 2) The story of two famous dads — penguins Roy and Silo from New York's Central Park Zoo. The two take turns sitting on an egg until it hatches, and Tango is born.

Antonio's Card / La Tarjeta de Antonio. Rigoberto Gonzales.

(1 - 4) As Mother's Day approaches, Antonio must choose whether—or how—to express his connection and love for his mother and her partner, Leslie.



Auntie Yang's Great Soybean Picnic. Ginnie Lo. (Pre-K - 1) Author and illustrator (sisters) retell how their aunt, a Chinese immigrant to the Midwest, created a family tradition as a way to overcome homesickness for China.



Bird. Zetta Elliott. (3 - 5) A touching look at a young boy coping with real-life troubles from the impact of his older brother's drug addiction on his family and his beloved grandfather's death. With drawing and the help of his grandfather's friend, Bird finds his own special something and wings to fly.



A Chair for My Mother. Vera B. Williams. (K - 3) After a fire destroys their home, Rosa, her mother, and grandmother save until they can afford to buy a big, comfortable chair for all three is there. Also in Spanish.



A Different Pond. Bao Phi. (K - 1) Childhood memories of Vietnamese-American poet Phi offer a portrait of a pre-dawn father-son fishing trip, one of several ways the child's immigrant parents find ways to care for and feed their family.



Families, Families, Families! Suzanne and Max Lang. (Pre-K - 1) This book depicts silly animals in framed portraits, and offers a warm celebration of family love. Mothers, fathers, sisters, brothers — and even Great Aunt Sue — appear in dozens of combinations.



The Family Book. Todd Parr. (Pre-K - K) All kinds of families are celebrated in a funny, silly and reassuring way. Includes adoptive families, stepfamilies, single-parent families, two-mom and two-dad families and families with a mom and a dad.



Family Poems for Every Day of the Week: Poemas Familiares Para Cada Día de la Semana. Francisco X. Alarcon. (K - 2) A festive, celebratory collection of poems highlighting the daily life of children while honoring the experiences of the Alarcon's Latino family in the United States. Bilingual edition.



Welcoming Schools

A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION

GREAT LGBTQ-INCLUSIVE PICTURE & MIDDLE GRADE BOOKS



Families. Shelley Rotner and Sheila M. Kelly. (Pre-K - K) Big or small, similar or different, there are all kinds of families featured in the many photos. This inclusive look can help children see beyond their own experiences and begin to understand others.



Families. Susan Kuklin. (4 - 5) With interviews and engaging color photos, this shows the diversity of families in America. Includes mixed-race, immigrant, two-dad, two-mom and single parent families and families for whom religion is a focal point.



The Family Book. Todd Parr. (Pre-K - K) All kinds of families are celebrated in a funny, silly and reassuring way. Includes adoptive families, stepfamilies, single-parent families, two-mom and two-dad families and families with a mom and a dad. Depicted as portraits, framed and hung, these goofy creatures offer a warm celebration of family love.



The Great Big Book of Families. Mary Hoffman. (Pre-K - 3) Features all kinds of families with 2-page spreads showcasing one aspect of home life — from houses and holidays, to schools and pets, to feelings and family trees.



One Family. George Shannon. (Pre-K - 2) While the text looks at numbers and the concept of "one" — one batch of cookies, one family, one world — the images portray a diverse range of people and families — multigenerational, interracial, gay.



Over the River and Through the Woods. Linda Ashman. (Pre-K - 1) The classic song gets a fresh new twist! The fun far-flung, modern, and multicultural family



The Adventures of Tulip, Birthday Wish Fairy. S. Bear Bergman. (Pre-K - 3) Follow Tulip as he helps out with the birthday wishes of all the nine-year-olds in North America. When Tulip receives a wish from a child known as David who wishes to live as Daniela, he seeks the wise counsel of the Wish Fairy Captain.



And Tango Makes Three. Justin Richardson & Peter Parnell. (Pre-K - 2) Penguins Roy and Silo at New York's Central Park Zoo, keep putting a rock in their nest and try to hatch it. The zookeeper gives them a real egg that needs care. The penguins take turns sitting on it until it hatches, and Tango is born.



Tulip. Follow Tulip as he helps out with the birthday wishes of all the nine-year-olds in North America. When Tulip receives a wish from a child known as David who wishes to live as Daniela, he seeks the wise counsel of the Wish Fairy Captain.

Healthy Kids Survey



Gender & Sex-Based Harassment Module - 53 questions

\$100 per School District

CALIFORNIA healthy kids SURVEY

Gender & Sex-Based Harassment Module

My school is safe for ...

	Strongly Disagree	Disagree	Agree	Strongly Agree
W1. guys who are not as "masculine" as other guys.	A	B	C	D
W2. girls who are not as "feminine" as other girls.	A	B	C	D
W3. students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).	A	B	C	D
W4. students with LGBTQ parents.	A	B	C	D
W5. teachers and staff who are LGBTQ.	A	B	C	D
W6. straight allies (people who are supportive of LGBTQ people).	A	B	C	D

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

	0 times	1 time	2-3 times	4 or more times
W7. Because you are gay, lesbian, bisexual, or transgender or someone thought you were	A	B	C	D
W8. Because you aren't as "masculine" as other guys or because you aren't as feminine as other girls	A	B	C	D
W9. Because you have LGBTQ parents or family members or because someone thought they were	A	B	C	D
W10. Because you have LGBTQ friends or because someone thought they were	A	B	C	D

W11. Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?

- A) Yes
- B) No
- C) Don't know

W12. Do you talk about LGBTQ people or issues in your classes at school?

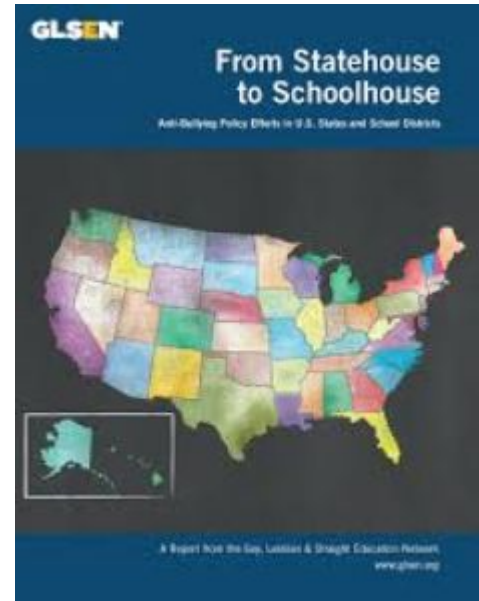
- A) Yes
- B) No
- C) Don't know

W13. If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

- A) Yes
- B) No
- C) Don't know

Web Filters

- Ensure filters allow access to resources...and more
 - Human Rights Campaign (hrc.org)
 - GSA Network (gsanetwork.org)
 - Gay Lesbian Straight Education Network (glsen.org)
 - Trevor Project (thetrevorproject.org)
 - Teaching Tolerance (tolerance.org)
 - It Gets Better (itgetsbetter.org)



Privilege

STRAIGHT

WHITE

Strategies for Building Cultural Competency



Personal Action Plan

Today...

1. Review Board Policies
- 2.
- 3.
- 4.

Tomorrow

1. Check Web Filters
- 2.
- 3.
- 4.