



LGBTQ+

TRAINING SERIES



MODULE #1

TAKING A STAND

CREATING SAFER SCHOOLS
FOR LGBTQ+ STUDENTS

PARTICIPANT HANDBOOK

Copyright © 2021 by the National Education Association.

All rights reserved. No part of this publication may be reproduced in any form without the permission of the NEA Center for Racial & Social Justice, except by NEA affiliates or members. Address communications to the NEA Center for Racial & Social Justice at abrisson@nea.org for further information.

National Education Association

1201 16th Street, N.W. | Washington, D.C. 20036

<https://www.nea.org/professional-excellence/just-equitable-schools>

TABLE OF CONTENTS

Please click a section below to jump to that part of this Handbook.

WELCOME.....	1
KEY TERMS.....	2
ACTIVITIES.....	7
Activity #1 What is a Safe Space?	7
Activity #2 School Safety Barriers	8
Activity #3 Gender-Neutral Language	9
Checklist: Is Your Curriculum Inclusive?	10
Activity #4 Action Plans	11
Dig Deeper: Action Plans Continued	12
Racial Justice in Education: Action Plan	14
NATIONAL LGBTQ+ YOUTH SURVEY RESULTS.....	15
FREQUENTLY ASKED QUESTIONS.....	19
ADDITIONAL RESOURCES.....	23
ACKNOWLEDGMENTS.....	30

WELCOME

The LGBTQ+ Training Series is brought to you by the NEA's Center for Racial & Social Justice and Teacher Quality Department. The Center for Racial & Social Justice is committed to racial and social justice in public schools for all educators and students. We believe that racial and social justice is educational justice and that all students deserve a great public school.

This handbook is to be used with **Module #1 | Taking a Stand: Creating Safer Schools for LGBTQ+ Students** of the LGBTQ+ Training Series. The following activities and resources will help you learn about and develop action plans to create safer spaces for LGBTQ+ students.

For more information about the LGBTQ+ Training Series, or for additional support, please contact Anthony Brisson at the NEA Center for Racial & Social Justice at abrisson@nea.org.

KEY TERMS

Many of the following definitions are provided by the Human Rights Campaign, a non-profit committed to equity for the LGBTQ+ community, to describe current language related to sexual orientation, gender identity, and gender expression. This is a limited list. For additional terms related to the LGBTQ+ community, please visit <https://www.hrc.org/resources/glossary-of-terms>.

AGENDER:

Describes a person who does not have a gender.

ALLY:

A term used to describe someone who is actively supportive of LGBTQ+ people. It encompasses straight and cisgender allies and those within the LGBTQ+ community who support each other (e.g., a lesbian who is an ally to the bisexual community).

ANTI-BIAS, ANTI-RACIST (ABAR):

A teaching methodology focused on identity, diversity, justice, and action. ABAR pedagogy helps students develop a strong sense of self-worth, empathize with others, learn the impact of unfairness, and take action when they observe, or experience injustice.

BIPOC:

Black, Indigenous, and People of Color. The term is meant to unite all People of Color while acknowledging that Black and Indigenous people face different and often more severe forms of racial oppression and cultural erasure due to systemic White supremacy and colonialism. It is a noun, and since it includes the word “people,” it would be redundant to say “BIPOC people.” It is pronounced “buy-pock” as opposed to saying each letter individually.

BISEXUAL/BI:

A term that describes a person who is emotionally, romantically, or sexually attracted to people of more than one gender, sex, or gender identity.

CISGENDER:

A term that describes a person whose gender identity aligns with the sex assigned to them at birth.

ETHNICITY:

A grouping of people who share a common set of traditions, ancestry, language, history, society, culture, nation, religion, or social treatment that is different from other groups of people.

GAY:

A term that describes a person who is emotionally, romantically, or sexually attracted to some members of the same gender.

GENDER DYSPHORIA:

A term that describes the clinically significant distress a person experiences when their assigned birth gender does not match their gender identity. According to the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM), the term—which replaces Gender Identity Disorder—"is intended to better characterize the experiences of affected children, adolescents, and adults."

GENDER EXPRESSION:

The external appearance of one's gender identity, usually expressed through behavior, clothing, haircut, or voice, that may or may not conform to socially defined behaviors and characteristics typically associated with being either feminine or masculine.

GENDER IDENTITY:

An internal, deeply felt sense of being female, male, a blend of both, or neither. Refers to how individuals perceive themselves and what they call themselves. Can be the same as or different from their sex assigned at birth.

GENDER NON-CONFORMING:

A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender or whose gender expression does not fit neatly into a category.

LGBTQ+:

An acronym for “lesbian, gay, bisexual, transgender, and queer.” The “+” represents additional gender identities and sexual orientations that include intersex, agender, and asexual, among many others.

LATINX:

A person of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).

LESBIAN:

A woman who is emotionally, romantically, and/or sexually attracted to women. This includes cis, trans, and other people who are women.

NON-BINARY:

An adjective describing a person who does not identify exclusively as a woman or a man. They may identify as both, somewhere in between, or outside the categories of a woman and a man.

PRONOUNS:

The words used to refer to a person other than their name. Common pronouns are they/them, he/him, and she/her. Pronouns are sometimes called Personal Gender Pronouns, or PGPs. For those who use pronouns—and not all people do—they are not preferred, they are essential. For this reason, asking for a person’s “preferred pronouns” is considered offensive. Instead, simply ask, “What are your pronouns?”

QUEER:

A term people often use to express fluid identities and orientations. This term is often used interchangeably with “LGBTQ+.”

RACE:

The grouping of humans based on shared physical qualities and/or culture into categories generally viewed as distinct by society; this also comprises one’s racial identity. While often assumed to be a biological classification, racial categories do not have a scientific basis. However, the consequences of racial categorization are real, as the ideology of race has become embedded in our identities, institutions, and culture, and is used as a basis for discrimination and racial profiling. How one is racialized is a major determinant of one’s socioeconomic status and life opportunities.

RACISM:

(1) The belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race; (2) a system of advantages and disadvantages based on one’s physical and/or social qualities; and (3) having personal prejudice and bias against others based solely on their physical and/or social qualities. Racism is a historically rooted system of power hierarchies based on race. It is infused in our institutions, policies, and culture, and benefits white people, and hurts people of color.

SEXUAL ORIENTATION:

An inherent or immutable enduring emotional, romantic, or sexual attraction to other people.

SYSTEMIC RACISM:

The complex interaction of culture, policy, and institutions that holds in place inequitable outcomes and opportunities for individuals based on an individual's perceived race.

TRANSGENDER/TRANS:

An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation.

ACTIVITIES

ACTIVITY #1 | WHAT IS A SAFE SPACE?

Use your five senses to describe a SAFE space. What does it look, feel, sound, taste, and smell like?	Use your five senses to describe an UNSAFE space. What does it look, feel, sound, taste, and smell like?

How does it feel to be in a SAFE space? How does it affect your outlook, self-esteem, confidence, and desire to excel?	How does it feel to be in an UNSAFE space? How does it affect your outlook, self-esteem, confidence, and desire to excel?

ACTIVITY #2 | SCHOOL SAFETY BARRIERS

Several factors make schools unsafe, and they can be divided into three categories: External, Institutional, and Individual. Work with your team to identify factors in each category that contribute to a person's safety.

External factors are things that happen outside of the school setting.	Institutional factors are decisions and actions that affect the entire school building or district.	Individual factors are personal and psychological factors influencing individual behavior.
Part 1: Examples of Each Factor		
1. Community violence	1. Inadequate school policies	1. Prejudice & bias
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
Part 2		
Who tends to be harmed by the factors you have identified?		
How is their physical, emotional, and mental safety impacted?		
What, specifically, is causing harm?		

ACTIVITY #3 | GENDER-NEUTRAL LANGUAGE

Topics related to sexual orientation and gender come up in school more often than we may realize. Stereotypes about a student's gender and sexual orientation (or those of their caregivers and family members) often inform school policies, practices, and traditions. Reflect on the customs and norms within your learning community and answer the question below.

How do stereotypes about gender and sexual orientation show up in your school?

Gender Expectations	Sexual Orientation
◆ Boy-girl couples at dances	◆ Father-daughter dances
◆ Saying "Mr." or "Ms."	◆ Valentine's Day traditions (e.g., boys giving girls a flower)
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆
◆	◆

CHECKLIST: IS YOUR CURRICULUM INCLUSIVE?

Excerpts from *Empowering Educators: A Guidebook on Race & Racism* (<https://bit.ly/EEGuidebook>)

When reviewing curriculum, teaching materials, and other instructional resources, ask yourself these questions to ensure your content is inclusive and affirming to students of multiple social identities.

Questions about Who:

- ☐ Whose voices are being centered?
- ☐ Who will this make feel like an outsider?
- ☐ Who is missing from this story, and how can I include their perspective?

Questions about Messaging:

- ☐ Do these materials disrupt or reinforce stereotypes?
- ☐ Does this uphold and reinforce the dominant (White, Western) culture?
- ☐ What is the story of injustice?

Questions about Student Impact:

- ☐ Am I aware of any student trauma and how this student may react to certain topics?
- ☐ Is this going to empower all of my students?
- ☐ Am I encouraging my students to think critically?

ACTIVITY #4 | ACTION PLANS

Taking a stand and creating safer spaces for LGBTQ+ students happens with intentional action and sustained support. As we conclude today's training, reflect on what you've learned and answer the questions below.

What are your three biggest takeaways from today's training?

1	
2	
3	

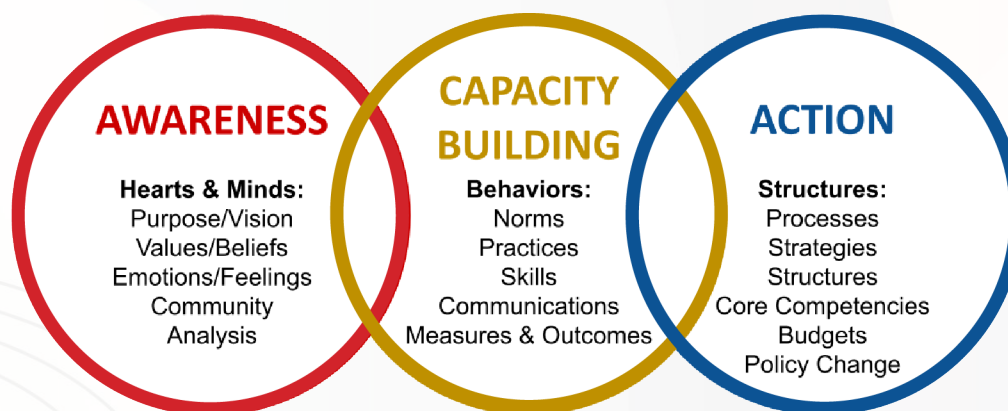
What three actions can you take in the next 10 days to take a stand for LGBTQ+ students in your learning community?

1	
2	
3	

DIG DEEPER: ACTION PLANS CONTINUED

Questions to Guide Individual, Class, and School-Wide Planning:

NEA's Racial Justice in Education Framework highlights three critical areas toward achieving racial equity in our schools:



Using the Framework's components as a guide, answer the questions below individually, with your grade-level team, or with your staff.

You can take action to ensure your learning community is inclusive, equitable, and affirming for LGBTQ+ students and educators. Use your responses and the action planning guide on page 14 to determine your next steps. To download NEA's Racial Justice in Education Framework, please visit: rebrand.ly/NEARacialJusticeFramework.

AWARENESS: _____

1. The term "intersectionality" describes how race, class, gender, and other individual characteristics "intersect" with one another and overlap to create compounding advantage or disadvantage. Think for a moment about your own intersecting identities. How do your identities play a role in your own experience? What advantages or disadvantages do you face because of your intersecting identities?

2. To what degree does institutional, cultural, and even individual racism contribute to unsafe spaces for BIPOC (Black, Indigenous, and People of Color) students in your learning environment?
3. Refer to your responses from Activity #1 and reflect on your school or learning community. What are some barriers to the emotional, mental, and physical safety of students at your school? What are some opportunities to ensure students feel safe in your learning environment? What can you directly and indirectly influence?
4. What makes BIPOC students feel emotionally, physically, and mentally safe in your classroom, school, or learning community? What steps can you take to learn their perspectives?
5. How are your interactions, language, and behavior promoting equity or inequity among all students?

CAPACITY BUILDING:

1. As educators, how are we developing our capacity to create safer spaces for BIPOC and LGBTQ+ students?
2. How are we promoting system-wide changes and supporting all educators and staff in adopting these changes?

ACTION:

1. What programs, policies, and initiatives are you and your leadership team implementing to ensure all students feel safe in your classrooms and schools?
2. How are you directly engaging BIPOC and LGBTQ+ students and educators in the creation of a safer learning community?
3. What can I do to further support BIPOC students who are also LGBTQ+?

RACIAL JUSTICE IN EDUCATION: ACTION PLAN

Directions: Develop your action plan by responding to the questions and statements below.

1. **State the Issue.** Write a clear, brief statement of what you want to address.
2. **Identify Integration.** How does this plan support district, association, and school goals?
3. **Describe the Current Reality.** What opportunities exist now? What challenges exist?
4. **Describe the Desired Reality.** What do you want to achieve?
5. **Determine Your Actions.** What steps will it take to get from the current to the desired reality?
6. **Identify the Indicators.** How will you measure change?
7. **Identify Resources Needed.** What human, physical, and financial resources are needed to carry out the action steps in #5?
8. **Analyze Objections—Part 1.** What key people can you count on for support? What key people would you like to have involved but aren't sure about?
9. **Analyze Objections—Part 2.** What objections might be raised to your plan?
10. **Develop a Basis for Support.** List reasons why people will support your plan.
11. **Develop a Sustaining Plan.** What action steps are necessary to sustainably promote and implement the plan?
12. **Create a Timeline.** Plot the starting and ending dates of your action plan in a timeline and incorporate critical dates and milestones for specific tasks.

Source:

NEA Racial Justice in Education Resource Guide. *The questions above were adapted from William A. Lofquist, The Technology of Prevention Workbook and printed with permission. Permission to photocopy is granted for noncommercial purposes if this credit is retained.*

NATIONAL LGBTQ+ YOUTH SURVEY RESULTS

The following data and statistics are taken from a variety of sources to provide additional insight about LGBTQ+ students and LGBTQ+ youth of color.



2019 National School Climate Survey Report

<https://www.glsen.org>

GLSEN (Gay, Lesbian & Straight Education), pronounced "glisten," is an education organization that works to end discrimination, harassment, and bullying based on sexual orientation, gender identity, and gender expression. GLSEN also works to advance LGBTQ+ inclusive policies and promotes LGBTQ+ cultural inclusion and awareness in K-12 educational settings. The GLSEN website has a wide variety of resources for educators and students.

Every two years, GLSEN leads a National School Climate Survey to learn about the challenges that face LGBTQ+ students and provides school-based resources to support them. Below are highlights from the most recent survey, administered in 2019. To see the full report, please visit:

<https://www.glsen.org/research/2019-national-school-climate-survey>



AS SOON AS I CAME OUT, I WAS ACTIVELY TORMENTED AND
BULLIED BY THE POPULAR BOYS AND SEXUALLY HARASSED
BY THEM AS WELL.



Many LGBTQ+ Students Experience Harrassment, Assault, and Discrimination at School:

- ➔ 91.8% of LGBTQ+ students heard negative remarks about gender expression.
- ➔ 58.3% of LGBTQ+ students were sexually harassed in the past year at school.
- ➔ 12% of transgender youth report being sexually assaulted in K-12 settings by peers or staff.
- ➔ Of the LGBTQ+ students who had experienced harassment or assault in the past school year, 56.6% never reported incidents of victimization to school staff.
- ➔ Most LGBTQ+ students (59.1%) reported personally experiencing LGBTQ+ related discriminatory policies or practices at school.
- ➔ Only 19.4% of LGBTQ+ students were taught positive representations of LGBTQ+ people, history, or events in their schools; 17.0% had been taught negative content about LGBTQ+ topics.
- ➔ Only 8.2% of students reported receiving LGBTQ+ inclusive sex education.
- ➔ Only 10.9% of LGBTQ+ students reported that their school or district had official policies or guidelines to support transgender or non-binary students.
- ➔ 32.7% of LGBTQ+ students missed at least one entire day of school in the past month because they felt unsafe or uncomfortable; 8.6% missed four or more days in the past month.
- ➔ Only 25% of LGBTQ+ youth have families who show support for them by getting involved in the larger LGBTQ+ and ally community.

“

I FEEL ... OUTNUMBERED, LOOKED DOWN UPON. I HAVE TO WORK TWICE AS HARD JUST TO BE AT PAR WITH A WHITE BOY WITH PRIVILEGE, NOT TO MENTION IT BEING WORSE BECAUSE OF THE FACT THAT I'M NOT STRAIGHT.

”

Intersectionality Creates Added Challenges for BIPOC Students:

- Many LGBTQ+ students of color experienced victimization based on both their race/ethnicity and their LGBTQ+ identities.
- Black LGBTQ+ students who attended majority Black schools were less likely to have GSAs than those in majority White schools, majority other/non-White race schools, and no majority race schools (41.9% vs. 53.8%, 57.5%, and 61.9% respectively).
- Black/African American students were more likely than Hispanic/Latinx, White, and Asian/South Asian/Pacific Islander students to experience out-of-school suspension or expulsion.
- Native American/American Indian/Alaska Native students were generally more likely than other racial/ethnic groups to experience anti-LGBTQ+ victimization and discrimination.
- LGBTQ+ youth of color reported hearing family express negativity about LGBTQ+ people more frequently than their White peers.

Supportive Schools and Educators Can Make Positive Difference:

- Most LGBTQ+ students (61.6%) said that their school had a Gender-Sexuality Alliance (GSA) or similar student club.
- Compared to LGBTQ+ students who did not have a GSA in their school, students who had a GSA in their school:
 - ☐ Were less likely to hear “gay” used in a negative way, “no homo,” and other homophobic remarks, such as “fag” or “dyke”
 - ☐ Were less likely to hear negative remarks about gender expression
 - ☐ Were less likely to hear negative remarks about transgender people
 - ☐ Were less likely to feel unsafe regarding their sexual orientation and gender expression
- Almost all LGBTQ+ students (97.7%) could identify at least one staff member supportive of LGBTQ+ students at their school.
- LGBTQ+ students who attended schools with an LGBTQ+ inclusive curriculum were much more likely to report that their classmates were somewhat or very accepting of LGBTQ+ people (66.9% vs. 37.9%).



2018 LGBTQ Youth Report

www.hrc.org

The Human Rights Campaign (HRC) is a national advocacy organization that provides education, supports litigation, and mobilizes its 3 million members to advance LGBTQ+ rights. The HRC envisions a world where every member of the LGBTQ+ family has the freedom to live without fear and with equality under the law. Their national LGBTQ Youth Report is published every two years.

<https://www.hrc.org/resources/2018-lgbtq-youth-report>

Home Life Affects Your Students:

- Only 24% of LGBTQ+ youth can “definitely” be themselves as an LGBTQ+ person at home.
- Only 25% of LGBTQ+ youth have families who show support for them by getting involved in the larger LGBTQ+ and ally community.
- 67% of LGBTQ+ youth hear their families make negative comments about LGBTQ+ people.
- 78% of youth not out to their parents as LGBTQ+ hear their families make negative comments about LGBTQ+ people.
- 48% of LGBTQ+ youth out to their parents say that their families make them feel bad for being LGBTQ+.
- Trans youth are over 2 times more likely to be taunted or mocked by family for their LGBTQ+ identity than cisgender LGBQ youth.
- LGBTQ+ youth of color report hearing family express negativity about LGBTQ+ people more frequently than their White peers.

FREQUENTLY ASKED QUESTIONS

Isn't "queer" a slur?

In the past, queer was used as an insult. Recently, it has been reclaimed by some LGBTQ+ people to be empowering and foster a sense of community. It doesn't necessarily mean a person is gay or that they identify as transgender. It denotes more the spectrum of attraction to others and gender that does not work within a binary system. It's used as a label by someone who wants to declare themselves as outside of mainstream, heteronormative society. Because it is a somewhat vague term that people use as part of their self-identity, it is considered very inclusive and intersectional.

The intersectional nature of the term is why it is frequently used in BIPOC communities. While the gay rights movement was truly intersectional, gay culture is typically portrayed as male, White, and middle class, and these are the people who most commonly heard "queer" as a pejorative. BIPOC individuals can then embrace the word as an act of rebellion and resistance to heteronormativity, misogyny, and White supremacy all at once.

Why do we need any of this? We don't have LGBTQ+ students.

Statistically speaking, you have LGBTQ+ students. Whether you consider estimates that 2% of people are transgender or that 15% of millennials say they are not purely heterosexual or cisgender, there is zero probability that you have no LGBTQ+ students in your school or school district. You might, however, have students who are afraid to be open about their LGBTQ+ identity because of hidden messages and, overt biases, or because there is a lack of LGBTQ+ inclusive policies or curriculum in the classroom.

What do I say if I hear someone say, “Schools have no business talking about LGBTQ+ topics because kids are way too young to be dealing with these issues?”

While there are many ways to respond to this type of comment, you can say that children come from all kinds of families, that many of our students have same-sex parents, or have an LGBTQ+ sibling or other family members, and that transgender children are being affirmed in socially transitioning even before puberty. All children must know that they and their families are valid, and that their classmates understand that we treat all people with respect.

Being LGBTQ+ is not an issue. It is an identity that children are exposed to every day via the media, not to mention on a personal level. If students have an unwelcoming home environment when it comes to LGBTQ+ identities, learning about the different life experiences of their classmates, their families, and teachers can help students become more understanding.

If I am hyperaware of being fair to those that I might have a bias towards, will it appear that I am favoring one student to compensate for this?

If someone claims that your treatment of any student is favored, you have to assure them that you discipline in a fair way to all. There is a principle in the grad course Discipline with Dignity that states, “Treat everyone fairly but not always the same.” The student who is bullied and has self-esteem issues might need more positive reinforcement.

What do I do if I don’t have all the data/research before having a conversation?

Data can certainly be helpful when asking for policy updates or to convince over-analytical personalities, but leading from the heart is just as important and influential. Every human being has felt different, isolated, unwelcome, afraid, rejected, or bullied at some point in their life. Tap into those emotions and appeal to others to support and affirm LGBTQ+ youth, because all children deserve to feel welcome, included, uplifted, safe, happy, and loved.

What are “No Promo Homo” laws?

“No Promo Homo” laws are state laws that prohibit LGBTQ+ people and topics from being discussed in health or sexual education classes. All states are not equal regarding their laws, and it’s important to know the laws in your state and your rights. As of January 2021, the following states still have “No Promo Homo” laws: Alabama, Louisiana, Mississippi, Oklahoma, South Carolina, and Texas.

In some states, the laws require teachers to frame LGBTQ+ topics negatively. While these laws are written to apply to health and sex education classes, they have been used against teachers who are LGBTQ+ or who introduced LGBTQ+ topics in their curriculum. These laws have also been used to limit activities like GSA (Gender-Sexuality Alliance) events or guest speakers who support LGBTQ+ students.

If you teach in a state with “No Promo Homo” laws, you can still effectively advocate for several anti-bullying laws that would protect LGBTQ+ students. You can also ask for affirming policies to be put into place. Be careful about classroom discussions, though.

Unfortunately, in some states, there have been cases where school administrators have tried to use the law against teachers.

For more information, please visit <https://www.glsen.org/activity/no-promo-homo-laws>.

Explain transitioning. How many steps are there? When is a transition complete?

Transitioning looks different for everyone. There is no one way, or right way, or wrong way to transition. Some transgender people like to say that transitioning is never complete. They are always shifting their gender presentation, and their comfort with their gender fluctuates over time and in different circumstances. In that way, cisgender people (those whose sex at birth and gender identity are aligned) can sometimes relate. Cisgender people also change their gender presentation or gender roles, or feel different levels of comfort with their gender at different points in their lives.

Transitioning is not always a linear process, and a person’s transition can move forward, backward, or pause for a time. There are several aspects to a person’s transition: social, legal, and medical. A social transition often comes first, especially for a child, because there is no need for medical intervention.

Even teens and adults might start presenting their gender differently or choose a new name. They may ask for different pronouns before taking any other steps. Some transgender adults decide to begin a medical transition before taking steps to transition socially. They feel the feminizing or masculinizing benefits of hormone replacement therapy could help others see them as their gender when they change their presentation and come out.

Some steps are dependent on others. A person must go through some portion of a medical transition in many states before they can update their identification documents or make other legal changes. These various steps could be paused because the person is adapting to their new situation, because of financial challenges, or because of a lack of support from loved ones or their employer. Others might pause or move backward in their transition as they realize that they don't fit within the binary and want to find their comfortable place. Some might move backward because of safety or challenges with housing, a family situation, or a different medical condition.

All transitions are valid. No one should be pushed to transition faster than they feel comfortable. And all pauses or steps back are valid and should be supported, whether they are by choice or extenuating circumstances. Transitioning is intensely personal and can cause a roller coaster of emotions, so a cisgender person should be supportive but not ask invasive questions.

What is the difference between male/female and man/woman?

Most of us were taught that there are two sexes (male and female) and that they align with two genders (man and woman). Both sex and gender are more complicated. While sex is often assigned at birth based on genitalia, the designation of male or female does not include people who are intersex. Intersex individuals have reproductive anatomy, genes, and/or hormones that do not fit the typical definitions of male and female.

Additionally, gender is a spectrum. A person may believe themselves to be a man, woman, neither, or somewhere in between. Non-binary is an umbrella term that describes individuals whose gender identities do not align with man or woman.

What is agender?

Agender describes someone who does not have a gender. Agender people can feel no connection to the concept of gender at all. They may feel genderless or gender neutral.

ADDITIONAL RESOURCES

NEA WEBSITES RESOURCES:

- ➔ [NEA and Racial Justice in Education](#) (Governance Documents)
- ➔ [NEA EdJustice: Supporting LGBTQ+ Youth](#)
- ➔ [Racial Justice in Education Resources](#) (tool kit)
- ➔ [Implicit Bias, Microaggressions, and Stereotypes Resources](#)
- ➔ [NEA's Certification Bank LGBTQ Micro-credentials](#)
- ➔ [NEA Blended Learning Courses](#)
- ➔ [TEA Racial Justice in Education Framework](#)
- ➔ [NEA Social Justice Trainings](#)
- ➔ [NEA LGBTQ+ Resource Page](#)
- ➔ [Freedom to Teach the Truth - NEA's Stance for Honesty in Education](#)
- ➔ [NEA Racial Justice in Education: Key Terms & Definitions](#)

NEA PROFESSIONAL DEVELOPMENT:

- ➔ [Center for Racial & Social Justice](#)
- ➔ [Teacher Quality Department](#)
- ➔ [EdJustice](#)
- ➔ [Professional Learning Resources](#)
- ➔ [Professional Excellence](#)

WEBSITES:

- ➔ [Project Implicit](#)
- ➔ [Welcoming Schools: Responding to Children's Questions on LGBTQ+ Topics](#)
- ➔ [GLSEN: Safe Space Kit: A Guide to Supporting LGBTQ Students in Your School](#)

- [Transgender Language Primer](#)
- [Learning for Justice: Safer Schools for Trans Students and Colleagues](#)
- [10 Best Sex-Ed Resources for Families](#)
- [Sex Education Collaborative](#)
- [Transgender Journalists: Media Style Guide](#)

REPORTS & STUDIES:

- [GLSEN: 2019 National School Climate Survey](#)
- [Model School and District Policies that Support, Protect, and Affirm LGBTQ+ Students \(Michigan\)](#)
- [GLSEN: Model School Anti-Bullying and Harassment Policy](#)
- [GLSEN: Model School District Policy on Transgender and Gender Nonbinary Students](#)
- [Expensive Reasons Why Safe Schools Laws and Policies Are in Your District's Best Interest](#)
- Sex Education and State Law Policies
 - ❑ [National Sex Education Standards](#)
 - ❑ [Sexuality Education Policies by State](#)
- [Learning for Justice: Teaching Tolerance Anti-bias Framework](#)
- [A Global Map of Gender-Diverse Cultures \(PBS\)](#)
- State-Specific LGBTQ+ Survey Data (for State-Level Advocacy)
 - ❑ [Human Rights Campaign: 2018 LGBTQ Youth Report](#)
 - ❑ [GLSEN: 2019 State Snapshots from the National School Climate Surveys](#)

MODEL POLICIES:

- Model Policy Resources for State Departments of Education and Local School Districts
 - ❑ [GLSEN: Model Laws and Policies](#)
 - ❑ [Gender Inclusive Schools: Policy Guidance for Transgender and Gender Diverse Students](#)
 - ❑ [Schools in Transition: A Guide for Supporting Transgender Students in K-12 Schools](#)

- ❑ [Sample Non-Discrimination Policy to Include Gender Identity and Sexual Orientation: Olathe Public Schools \(Kansas, 2019\)](#)
- Comprehensive district Policies for Transgender and Gender Non-conforming Students/Staff
 - ❑ California—[Los Angeles Unified School District](#)
 - ❑ Illinois—[Chicago Public Schools](#) (2016), [Harlem School District 122](#) (2020), [Berwyn South School District 100](#) (2015), [Evanston Township High School District 202](#) (2017), [Evanston District 65](#) (2020)
 - ❑ Canada—[Toronto District School Board](#)
- School Board Resolutions
 - ❑ [NEA Sample Board Resolution](#)
- Relevant State Education and Employment Laws that Affect LGBTQ+ Staff and Students
 - ❑ [“No Promo Homo” Laws \(Anti-LGBTQ\)](#)
 - ❑ [Colorado “Right to be Out” Rule](#)
 - ❑ [LGBTQ+ State by State Legal Protections for LGBTQ+ People from Lambda Legal](#)

BOOKS, ARTICLES & DOCUMENTS:

- [Empowering Educators: A Guidebook on Race Racism; An Introduction to Antiracist Pedagogy](#) by Julye M. Williams
- [This Book Is Anti-Racist](#) by Tiffany Jewell
- [Love After the End: An Anthology of Two-Spirit and Indigiqueer Speculative Fiction](#) edited by Joshua Whitehead
- [The Holistic Trans Body Poster](#)
- [The LGBTQ+ Inclusive Staffroom Poster](#)

➤ Intersex, Gender Testing, and the Olympics (Articles)

- ❑ [IOC Framework on Fairness, Inclusion and Non-Discrimination on the Basis of Gender Identity and Sex Variations](#)
- ❑ [The Humiliating Practice of Sex-Testing Female Athletes](#) (New York Times)
- ❑ [Sex Verification in Sports](#) (Wikipedia)

ORGANIZATIONS:

- GLSEN (glsen.org)
- Human Rights Campaign (hrc.org)
- Gender Spectrum (genderspectrum.org)
- National Black Justice Coalition (nbjc.org)
- Race Forward (raceforward.org)
- State Education Resource Center (SERC) (ctserc.org)
- Stonewall National Museum and Archives (stonewall-museum.org)
- The American Federation of Teachers (aft.org)
- The Respect for All Project (groundspark.org/respect-for-all-project)
- The Williams Institute at UCLA (williamsinstitute.law.ucla.edu)
- GSA (gsanetwork.org)
- The Transgender District (transgenderdistrictsf.com)
- Trans Journalists (transjournalists.org)

PODCASTS:

- **TransLash:** With anti-trans violence at all-time highs, award-winning journalist Imara Jones talks with trans people and allies about what matters most and how to create a more equitable world for all. translash.org/podcast
- **LGBTQ&A: *Some of the most interesting people in the world are queer.*** This podcast features weekly interviews with some of the world's most interesting LGBTQ+ people. It is produced in partnership with the Advocate Magazine and GLAAD, an organization at the forefront of LGBTQ+ representation in media. LGBTQpodcast.com

- ***Making Gay History*** explores the lives of trailblazers who made their mark on the LGBTQ+ civil rights movement. Based on the book with the same title, this podcast presents champions, witnesses, and heroes of American history. It is produced in partnership with GLSEN. makinggayhistory.com
- ***Gender Reveal*** is a podcast that explores the diversity of trans experiences through interviews with trans, non-binary, and two-spirit people. Created by educator Tuck Woodstock, this weekly show serves as a free educational tool for anyone seeking to learn more about gender. genderpodcast.com/
- ***Queer America*** is a podcast for high school and university teachers who want to integrate LGBTQ+ history into their standard curriculum. From Harlem to the Frontier West, this show explores the lives and stories of LGBTQ+ individuals we should have learned about long ago. learningforjustice.org/podcasts/queer-america

FILM & VIDEO:

- ***Moonlight*** is an Oscar-award-winning film that explores the life of Chiron as he grapples with his sexual identity amid his troubled relationship with his mother. Based in Miami, most of this coming-of-age story takes place in school and provides insight into his educational experience. a24films.com/films/moonlight
- ***Disclosure*** is an award-winning documentary film. It features candid interviews of leading trans creatives and thinkers sharing their perspectives and analyzes about Hollywood's impact on the trans community. disclosurethemovie.com/about
- ***Trans in Trumpland*** investigates the impact of anti-trans policies on the lives of four transgender Americans in remote parts of the US. With the country's increasing rates of transphobic violence, *Trans in Trumpland* shows the grim realities that trans Americans face. transintrumpland.com
- ***TransLash Episode 3: Family Matters*** In this episode, Imara Jones, trans activist and creator of TransLash Media, visits Albany, Georgia. She explores her family roots and unravels how blood, kinship, and chosen family ties are essential for trans survival. youtube.com/watch?v=3op1s6COsF8
- ***Transhood*** is an HBO documentary series that chronicles the lives of four young people (ages 4–15) and their families as they navigate growing up transgender in America's heartland. With personal stories, the film explores how gender expression is reshaping the lives of families and children. hbo.com/documentaries/transhood

- *The Singular Gender-Neutral Pronoun You Already Use* is a six-minute video highlighting the importance of gender pronouns. youtu.be/ws3vtWgJEX4

RECOMMENDED LGBTQ+ ACTIVISTS & EDUCATORS TO FOLLOW:

- **Alok** alokvmenon.com
- **Jeffrey Marsh** jeffreymarsh.com
- **Aria Sa'id** ariasaid.com
- **Katelyn Burns** [@transscribe](https://twitter.com/transscribe) (Twitter)
- **Kate Sosin** [@shoeleatherkate](https://twitter.com/shoeleatherkate) (Twitter)
- **Samantha Allen** [@SLAwrites](https://twitter.com/SLAwrites) (Twitter)
- **Tat Bellamy-Walker** [@bell_tati](https://twitter.com/bell_tati) (Twitter)
- **Imara Jones** [@imarajones](https://twitter.com/imarajones) (Twitter)
- **Marquise Vilsón** [@marquisevilson](https://www.instagram.com/marquisevilson) (Instagram)
- **Transgender Journalists Association** [@transja](https://twitter.com/transja) (Twitter)
- **Jammi Dodger** [@jammi.dodger](https://www.instagram.com/jammi.dodger) (Instagram)
- **Liz Kleinrock** [@teachandtransform](https://www.instagram.com/teachandtransform) (Instagram)
- **Ace Schwarz** [@teachingoutsidethebinary](https://www.instagram.com/teachingoutsidethebinary) (Instagram)
- **Skye Tooley** [@growingwithmxt](https://www.instagram.com/growingwithmxt) (Instagram)
- **Akiea Gross** [@wokekindergarten](https://www.instagram.com/wokekindergarten) (Instagram)

HELPFUL RESOURCES ON WHAT TO DO IF YOU ARE TRIGGERED:

- [Managing Your Triggers Toolkit](#)
- [Five Steps for Managing Your Emotional Triggers](#)
- [Four Steps to Dealing with Negative Triggers](#)
- [Emotional Triggers and What to Do About Them](#)

CRISIS SUPPORT RESOURCES:

- ➔ **The Trevor Project** (thetrevorproject.org)
- ➔ **National Suicide Prevention Hotline:** 800-273-8255 (suicidepreventionlifeline.org)
- ➔ **The Crisis Text Line:** Text HOME to 741741 (crisistextline.org)

VIDEOS SHOWN IN THIS TRAINING:

- ➔ **LGBTQ+ Students Thank Their Supportive Teachers** - rebrand.ly/M1Video-Thank
- ➔ **LGBTQ+ High School Students Share Their Experiences** - rebrand.ly/M1Video-Experiences
- ➔ **Kicked Out: LGBT Youth Experience Homelessness** - rebrand.ly/M1Video-KickedOut
- ➔ **What is LGBTQA+?** - rebrand.ly/M1Video-What

ACKNOWLEDGMENTS

This updated and expanded LGBTQ+ Training Series would not be possible without the expertise, time, and passion of the following NEA departments and individuals. Thank you for your commitment to social and racial justice and for helping NEA members learn more about LGBTQ+ topics. May we all be more supportive, effective, and successful educators because of your contributions.

Center for Racial & Social Justice

Teacher Quality Department

NEA LGBTQ+ Cadre Members

SOGI Committee (Sexual Orientation and Gender Identity)

A Special Thank You To:

Debi Jackson

TRANSGENDER RIGHTS ADVOCATE
SPEAKER | TRAINER

Many thanks to Debi Jackson (she/her), transgender-rights activist, speaker, and trainer for providing deep insight, expertise, and guidance in the creation of this LGBTQ+ Training Series.

**PROJECT
2043**

Learn. Grow. Act.

Many thanks to Julye M. Williams (she/her), founder of The Project 2043 Institute, for your expertise in integrating a racial equity lens across the LGBTQ+ Training Series and for developing these training materials.

TRANS LASH

Many thanks to Imara Jones (she/her), trans activist and creator and producer of TransLash Media, for your expert guidance, insight, and support in the creation of this LGBTQ+ Training Series.

For more information about the NEA's Center for Racial & Social Justice or additional trainings, please visit:

<https://www.nea.org/professional-excellence/just-equitable-schools>.

 NOTES

 NOTES