Every Child in Focus
Leadership Series:
Supporting LGBTQ Students in Bullying Prevention
GoToWebinar
Tools to Help You Participate
Meet Our Speakers

Laura Bay
President
National PTA

Johanna Eager
Director,
Welcoming Schools
Human Rights Campaign
National Standards for Family-School Partnerships

Welcoming All Families

Communicating Effectively

Supporting Student Success

Sharing Power

Speaking Up for Every Child

Collaborating with Community
Negative attitudes toward lesbian, gay, bisexual and transgender (LGBT) students puts them at an increased risk for violence and bullying. Negative attitudes also impact a student’s ability to learn at school. Get the facts on the challenges facing LGBT students here.

61% of LGBT students were more likely than their non-LGBT peers to feel unsafe or uncomfortable as a result of their sexual orientation.

11-30% of gay and lesbian students and 12-25% of bisexual students missed at least one day of school because of safety concerns.

12-28% of LGBT students were threatened or injured on school property from 2001-2009, according to the Youth Risk Behavior Survey.

Why Support Groups in Schools Matter

Research shows that schools with LGBT support groups decrease the likelihood that these students will experience threats of violence, miss school or attempt suicide.

57% of students in schools with support groups are less likely to hear homophobic remarks in school vs. 75% who attend schools without support groups.

Students in schools with support groups are 2x more likely to say they have teachers at school who make supportive remarks about lesbian and gay people.

LGBT African American students are less likely to report having a support group in their school than other LGBT students of color.

LGBT students in the South and small or rural towns are least likely to have a support group.

National PTA Resolution on LGBTQ Individuals as a Protected Class

Guidance and Talking Points for PTA Leaders

This document provides information about National PTA’s resolution on the Recognition of Lesbian, Gay, Bisexual, Transgender and Queer/Questioning (LGBTQ) Individuals as a Protected Class, which was adopted by the voting delegates at the 2016 Annual National PTA Convention & Expo. PTA leaders are encouraged to use this document to inform and guide responses to membership, partner organizations and stakeholders concerning the resolution. If you have any questions regarding the resolution, please contact Elizabeth Rorick, deputy executive director of communications and government affairs for National PTA, at errick@pta.org. Please direct any media inquiries regarding the resolution to Heidi May Wilson, manager of media relations for National PTA, at hmay@pta.org.

PTA Resolutions and Advocacy

Resolutions are an important part of the advocacy work of PTA. They are adopted by voting delegates during National PTA’s annual convention and outline the opinion, will or intent of the association to address national problems, situations or concerns that affect children and youth. Resolutions provide direction for advocacy efforts of National PTA; the 54 Congresses of PTA; and regional, council and local PTAs. Resolutions empower PTA members, leaders and public policy and program teams to build partnerships, form coalitions, increase awareness, develop programs and advocate for federal, state and local policies.

Development of LGBTQ Resolution

National PTA and its constituent associations believe that every child deserves to go to school excited to learn in a safe and nurturing environment, without the fear of bullying, violence or discrimination. It has long been a top priority of PTA to make sure all children have a safe, supportive and positive environment in which to thrive and learn.

A collaborative group of volunteer PTA leaders developed the LGBTQ resolution and sought to ensure the language is representative of the mission, values and priorities of PTA. The collaborative working group consisted of National PTA’s vice president of advocacy; representatives from California State PTA, Florida PTA, Indiana PTA and Massachusetts PTA; and a representative from each of the following National PTA committees: Diversity, Inclusion and Outreach; Health and Safety; and Legislation. The resolution was shaped by volunteers and elected leadership representing 26 states across the country.

The resolution was reviewed and approved by the National PTA Resolutions Committee and then submitted to the National PTA Board of Directors for their consideration. The National PTA Board of Directors thoroughly reviewed and approved the resolution at its January 2016 meeting. The resolution was then considered and adopted by voting delegates at the 2016 Annual National PTA Convention & Expo in Orlando, Fla.
Supporting LGBTQ Students: Bullying Prevention

Johanna Eager, Director, Welcoming Schools
Welcoming Schools

A comprehensive program to improve elementary school climate with training, resources, and lessons for:

- Embracing Family Diversity
- Creating LGBTQ-Inclusive Schools
- Preventing Bias-Based Bullying
- Creating Gender-Expansive Schools
- Supporting Transgender and Non-Binary Students
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<tr>
<th>Professional Development</th>
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<tr>
<td>Welcoming Schools Overview</td>
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<tr>
<td>Law &amp; Policy</td>
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<td>LGBTQ Inclusive Framework</td>
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<tr>
<td>Understanding Gender</td>
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<td>Bias-based Bullying</td>
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<td>Embracing Family Diversity</td>
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<td>Supporting Transgender Students</td>
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<tr>
<td><strong>Lesbian</strong></td>
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<td><strong>Gay</strong></td>
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<td><strong>Bisexual</strong></td>
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<td><strong>Transgender/Trans</strong></td>
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<td><strong>Queer</strong></td>
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Gender Identity and Sexual Orientation

Gender identity and sexual orientation are different.

Gender Identity
Who you know yourself to be (how you feel)

Sexual Orientation
Who you are attracted to (your heart)
Data

Families are important to all children and greatly inform their identity development. Schools that reflect multiple family structures validate, respect and include all children. It is important to dispel stereotypes and prejudices by providing children with accurate information about diverse family structures.

Academic Achievement Factors

**Afraid to Go to School** (at least once in past 30 days)

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>White Male</td>
<td>2.9%</td>
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<tr>
<td>Heterosexual</td>
<td>4.6%</td>
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<tr>
<td>White Female</td>
<td>5.4%</td>
</tr>
<tr>
<td>All Students</td>
<td>5.6%</td>
</tr>
<tr>
<td>Black</td>
<td>6.8%</td>
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<tr>
<td>Hispanic</td>
<td>7.6%</td>
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<tr>
<td>Not Sure (sexual identity)</td>
<td>10.8%</td>
</tr>
<tr>
<td>LGB</td>
<td>12.5%</td>
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Source: Center for Disease Control analysis of Youth Risk Behavior Survey, August 2016
Bullying, Violence & Student Well-Being

Source: Center for Disease Control analysis of Youth Risk Behavior Survey, August 2016

Self-identified as: 89% Heterosexual; 9% Lesbian, Gay or Bisexual; 3% Not Sure
Bullying Defined

The U.S. Department of Education Office of Safe Schools:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

- Aggressive behavior
- Power imbalance
- Repeated over time

Welcoming Schools
The Importance of Addressing the “Bias” in Bias-Based Bullying

BIAS: A tendency to believe that some people are better than others that usually results in treating some people unfairly.

The most frequently reported bullying in elementary schools is gender related; specifically related to not fitting into gender norms.

Other common forms of bias-based bullying in elementary schools:
- Perceived Sexual Orientation
- Size and Weight
- Disability
- Socioeconomic Status
- Race, Ethnicity
- Religion
Bias-Based Bullying

Over 75% of students who are harassed are targeted based on race, gender, actual or perceived sexual orientation, national origin, religion or ability.
California Healthy Kids Survey, 2011-2013 Statewide Results

74.1% of students who identify as LGBTQ were bullied in the previous year.
National School Climate Survey, 2013

Peer victimization is less likely to occur in schools with bullying policies that are LGBTQ inclusive.
Hatzenbueehler and Keyes, 2012
How to Intervene When Bullying Occurs

1. Stop the bullying
2. Name the bullying behavior
3. Support the student who was bullied and remove them from the scene
4. Engage the bystanders
5. Address the student that was bullying
6. Follow up with student that was bullied
What Do You Say to “That’s So Gay?”

<table>
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<th>Stop It</th>
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<tr>
<td>Educate</td>
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<tr>
<td>Be Proactive</td>
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<tr>
<td>Don’t Ignore It</td>
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<tr>
<td>Don’t Excuse the Behavior</td>
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<tr>
<td>Don’t Try to Assess How Upset the Target is in the Moment</td>
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“The Teachable Moment”

1) There is no one “right” way to respond.
2) Remember that saying nothing actually says a lot.
3) Some comments are predictable – you can practice what you would like to say!
4) Think through your own “triggers”, fears, where or when you are comfortable and where or when you are not.
5) Be a model for creating a safe, inclusive school and community for all students and families.
Ways to Support LGBTQ Students

- Do not make assumptions about students' sexual orientation.
- Support GSA’s in your school.
- Address homophobic comments.
- Include LGBTQ content, history, and people in the curriculum.
- Provide LGBTQ training for all staff and families.
Ways to Support Transgender and Non-Binary Students

Use names and pronouns consistent with student’s gender identity.

Enforce dress codes the same for all students.

Provide access to restrooms, locker rooms, and facilities consistent with gender identity.

Protect privacy and confidentiality.

Remember that students may not have support at home.
Responding to Concerns About Being LGBTQ Inclusive

At school all students and all families are respected.

Always been the job of an educator to address disrespectful comments.

Always been the job of educators to ensure a safe and welcoming space for learning for all students and their families.

All school staff have a responsibility, regardless of their personal values, to address derogatory LGBTQ and gender-based comments.

At school, we expect students to be respectful of LGBTQ people and families as they would want their family respected.
How can my PTA support LGBTQ Students?

- Host a Family Night and/or speaker on LGBTQ topics.
- LGBTQ students need allies---be an ally!
- Talk to your own children about LGBTQ acceptance and bullying.
- Advocate for enumerated anti-bullying policies.
Thank You!

For more information:
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Johanna.eager@hrc.org
Questions
Pta.org/EveryChild
Leadership Series