



# Senior Leadership Series - Equity & Access Winter 2020


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**Lawrence Anderson (LA)**  
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# Identity & Self - It Matters





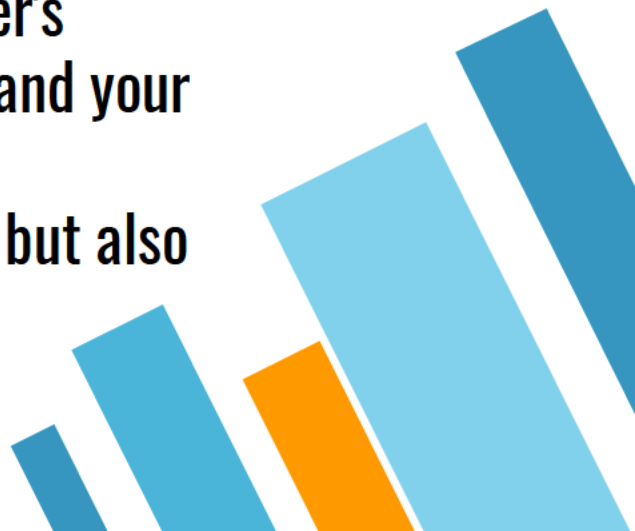
## Goals for the Day

- Understanding who ***you*** are as a ***person*** and how your ***identities*** show up in your ***position***.
  - How those ***identities*** impact the work you do and the relationships you build.
  - An increased level of awareness and understanding of **LGBTQ+ terminology** and the importance of inclusive practices and schools.
- 



# Ground Rules/Safe Space


## **The Vegas Rule: Learning leaves and the names/stories stay here.**

- Share the air with others.
  - Challenge yourself to be respectful of each other's feelings, perspectives, abilities, and identities (and your own).
  - Remember it's not just the intent that matters, but also the impact.
- 






# Ground Rules/Safe Space

- Be the expert of your experience, use "I" statements.
  - Leave space for processing and after-processing, both inside and outside of the space (aka take care of yourself).
  - Reserve the right to change your mind.
  - Accept/Expect non-closure.
  - Is there anything you'd like to add?
- 



# Welcome & Land Acknowledgement

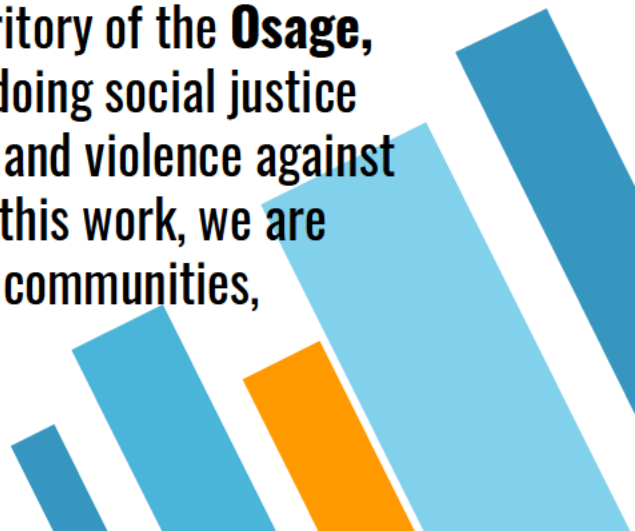
A **Land Acknowledgement** is a formal statement that recognizes and respects **Indigenous Peoples** as traditional stewards of this **land** and the enduring relationship that exists between **Indigenous Peoples** and their traditional territories.





# Welcome & Land Acknowledgement

As we begin our training, we want to acknowledge and honor the **Native and Indigenous Peoples** whose land we currently gather on. **Springfield Public Schools** is built on ancestral territory of the **Osage, Delaware and Kickapoo Nations and Peoples**. In doing social justice work, it is important we acknowledge the dark history and violence against **Native and Indigenous People** across the world. In this work, we are committed to promoting, supporting and affirming all communities, especially those that are marginalized.






# Laying the Groundwork

**Before learning about racism and acquiring the tools to fix it, you have to first better understand yourself and the privileges your identities hold.**

**This may be new to you or something you have learned before. It may trigger moments of affirmation or discomfort, but growth and learning are what will make you an ethical leader and stronger advocate for SPS students.**



# MATCHING GAME

1. Power
  2. Privilege
  3. Oppression
  4. Race
  5. Ethnicity
  6. Identity
  7. Gender
  8. Sexual Orientation
  9. Class
- a. A social identity used interchangeably with biological sex in a system that presumes if one has male characteristics, one is male, and if one has female characteristics, one is female.
  - b. The system of ordering a society in which people are divided into sets based on perceived social or economic status.
  - c. A system that maintains advantage and disadvantage based on social group memberships and operates, intentionally and unintentionally, on individual, institutional, and cultural levels.
  - d. One's natural preference in sexual and/or romantic partners.
  - e. A category that describes membership to a group based on real or presumed common ancestry, shared languages and/or religious beliefs, cultural heritage and group history.
  - f. The sense of self, providing sameness and continuity in personality over time; the condition of being oneself and not another.
  - g. Unearned access to resources only readily available to some people as a result of their advantaged social group membership.
  - h. A socio-historical category used to divide people into populations or groups based on physical appearance, such as skin color, eye color, hair color, etc.
  - i. The ability to decide who will access to resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.



# Group \_\_\_\_\_


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2. Privilege
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# Terminology: Match Game



# Terminology: Match Game

 Crowd URL

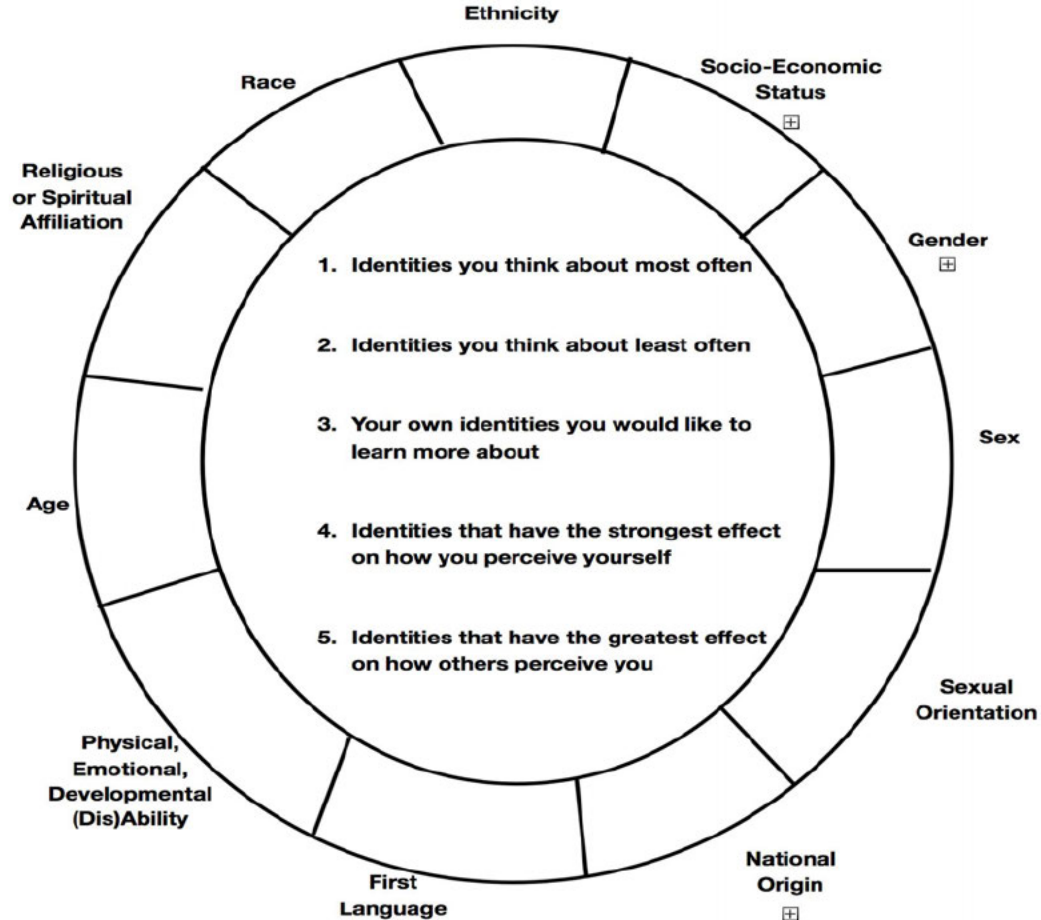
[crowd.live/KP8KC](https://crowd.live/KP8KC)

 Trivia Game Code

**KP8KC** 




# Social Identities

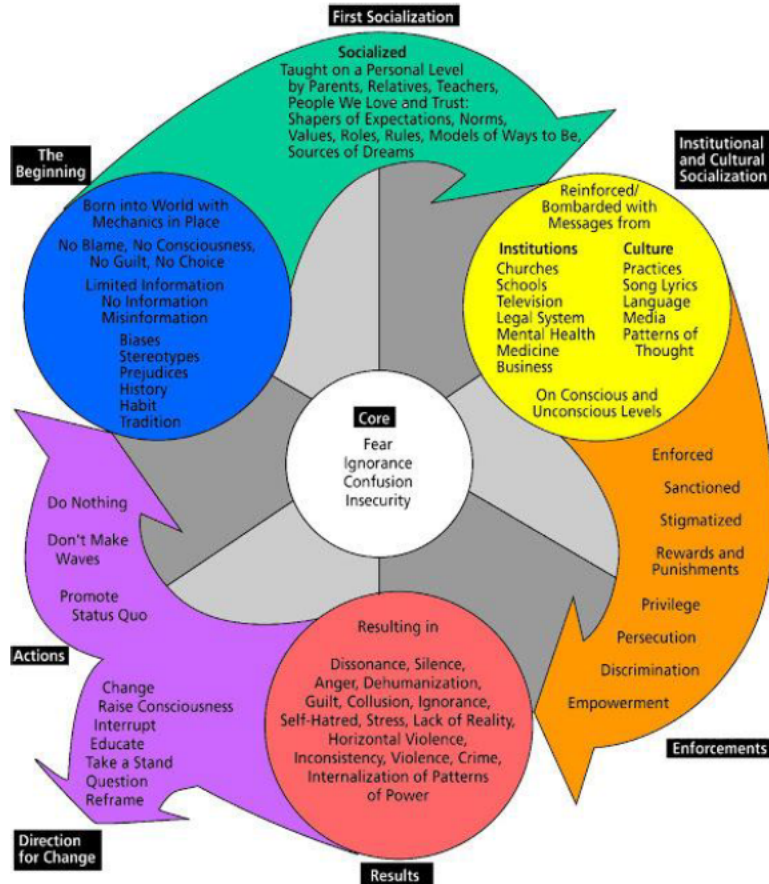




# Social Identities

- **Partner with someone not at your table you have not spoken to today.**
  - **Share your initial reaction to the activity.**
  - **Share two of the four questions with your partner.**
- 

# Cycles of Oppression





# Cycles of Oppression

**Take 3- 5 minutes to process at your tables and identify three groups of people today in our community that are experiencing some form of oppression (no more than one group can be related to race).**

**Each table will share what they discussed.**



# Privilege


Why does it make people so angry?





# Food for Thought

**“Becoming aware of privilege should not be viewed as a burden or source of guilt, but rather, an opportunity to learn and be responsible so that we may work toward a more just and inclusive world.”**





# LGBTQ Students & Staff:

**What All School  
Personnel Need to Know**  
...but maybe are afraid to ask





# Questioning Our Bias and Privilege

- Intro activity: pink handout
  - Share our thoughts & feelings
- 



## SUPPORT FOR OUR “COLLECTIVE WHY”

**NASSP (National Association of Secondary School Principals)**: highlights the important role that principals have on the safety and inclusion for LGBTQ students:

<http://blog.nassp.org/2018/09/13/nassp-and-hrc-lead-school-inclusion-efforts-for-lgbtq-students/>:

They also have a position on creating policy for transgender students:

<https://www.nassp.org/policy-advocacy-center/nassp-position-statements/transgender-students/>

**NAESP (National Association of Elementary School Principals)**: advocates for inclusive schools and the enumeration of sexual orientation, gender identity, and gender expression in anti-bullying policies:

[https://www.naesp.org/sites/default/files/resources/2/Middle\\_Matters/2009/MM2009v17n5a4.pdf](https://www.naesp.org/sites/default/files/resources/2/Middle_Matters/2009/MM2009v17n5a4.pdf)

**NEA (National Education Association)**: is committed to addressing the needs of LGBTQ+ students with inclusive policies: <http://www.nea.org/tools/30420.htm>

**ASCA (American School Counselor Association)**: has a position statement calling for all school counselors to support inclusive policies that protect LGBTQ+ students:

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_LGBTQ.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_LGBTQ.pdf)


**NASN (National Association of School Nurses)**: charges our nurses with supporting our LGBTQ+ students and supporting policies to protect them:

<https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-lgbtq>

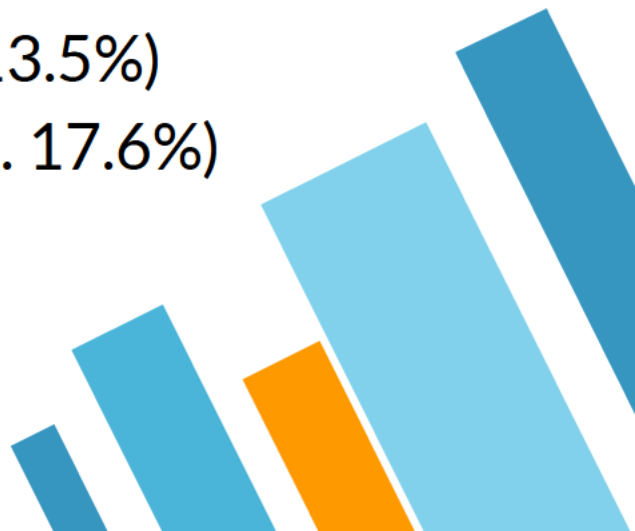
**NSBA (National School Board Association)**: enumerates discrimination against sexual orientation and gender in its beliefs and policies: <https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-lgbtq>

**AAP (American Academy of Pediatrics)**: “Being a member of this group of teenagers is not, in itself, a risk behavior and many sexual minority youth are quite resilient; sexual minority youth should not be considered abnormal. However, the presence of stigma from homophobia and heterosexism often leads to psychological distress, which may be accompanied by an increase in risk behaviors... With proper support and guidance, the majority of LGBTQ youth emerge as adults with sexual identities that are associated with little or no significant increase in risk behaviors compared with other youth. These resilient young adults lead happy, productive lives.”

<https://pediatrics.aappublications.org/content/132/1/198.full?sid=b aab3d90-dd2d-4618-8b7d-b3091d6eb732>




**Compared to gender- and heteronormative students, LGB students are more likely to be bullied or harassed based on:**

- ✘** sexual orientation (67% vs. 13.5%)
  - ✘** gender expression (59.7% vs. 17.6%)
  - ✘** gender (39.9% vs. 17%)
  - ✘** appearance/body size (68.4% vs. 50.3%)
- 



## Compared to gender- and heteronormative students, LGB students are more likely to:

- ✘ experience sexual harassment (43.6% vs. 26.4%)
  - ✘ have rumors/lies spread about them (67.2% vs. 52.7%)
  - ✘ be cyber-bullied (40.2% vs. 32.8%)
- 

# Compared to gender- and heteronormative students, LGB students are:

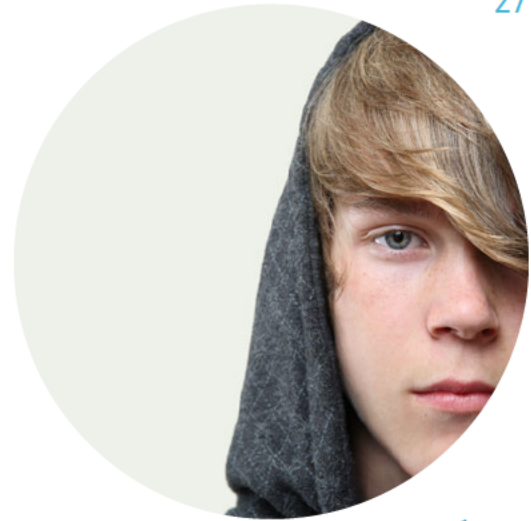
- ✘ more than twice as likely to have missed school in the past month because they felt unsafe or uncomfortable (36.6% vs. 14.7%)
- ✘ 3 times more likely to report that they do not plan to complete high school (2.7% vs. 0.8%) or to continue their education past high school (9.6% vs. 5.7%)
- ✘ less likely to participate in sports (40.2% vs. 19.2%)



# The Environment for Trans Youth



- ✘ 41% self-report previous suicide attempt(s)
- ✘ 57% report that family will not speak/spend time with them
- ✘ 50% report being harassed/bullied at school
- ✘ 60% report that a healthcare professional refused to treat them





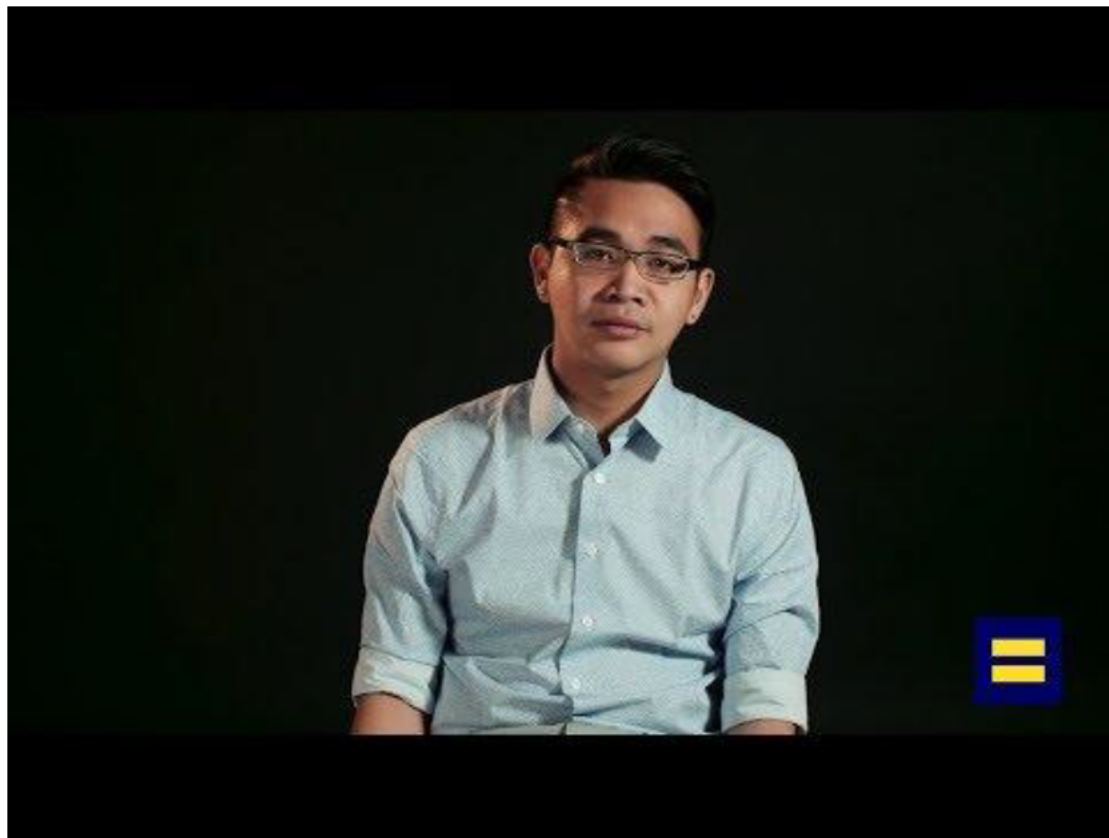
- ✘ 70% reported suffering physical or sexual violence at school
- ✘ 60% reported being disrespected or harassed by law enforcement
- ✘ 69% reported experiencing periods of homelessness


GLSEN National School Climate Survey, 2015





# Student Experiences





# Biological Sex Assigned at Birth

(genitals, chromosomes, hormones)

|male-----intersex-----female|






# Gender Identity

(psychological sense of self)

|man-----gender-fluid/non-binary-----woman|





# Gender Expression

(communication/outward expression of gender)

|masculine-----androgynous-----feminine|





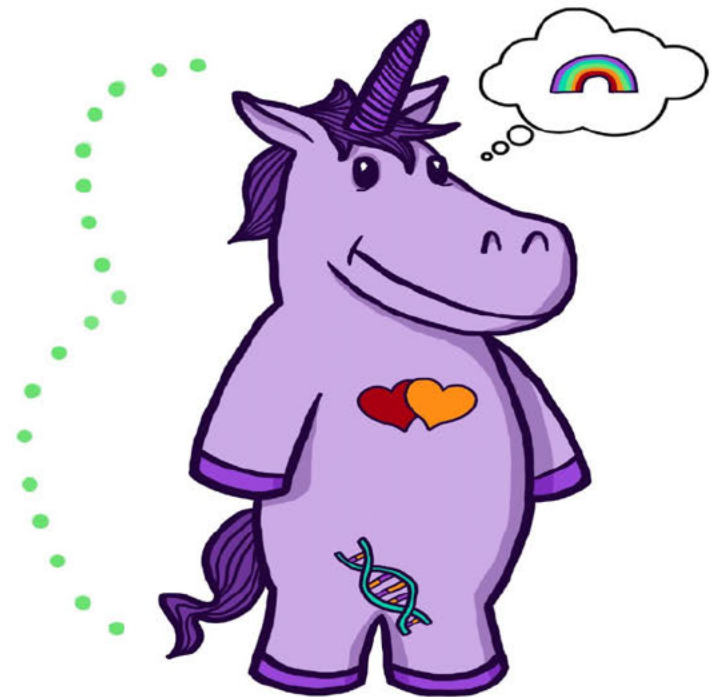
# Sexual Orientation

(romantic/erotic response)

|women-----bisexual/asexual/pansexual--- men|



# The Gender Unicorn



 Gender Identity


-  Female / Woman / Girl
-  Male / Man / Boy
-  Other Gender(s)




 Gender Expression

-  Feminine
-  Masculine
-  Other

 Sex Assigned at Birth

-  Female
-  Male
-  Other / Intersex

 Physically Attracted to

-  Women
-  Men
-  Other Gender(s)

 Emotionally Attracted to

-  Women
-  Men
-  Other Gender(s)

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

Design by Landyn Pan and Anna Moore

# Pronouns Matter





# Pronoun Activity

Share a story about a  
student without .....








# Talking the Talk

DEFINITIONS (white half sheet)










# Talking the Talk...



✘ Transgender:  
a person whose  
gender identity is  
not congruent with  
their sex assigned  
at birth



✘ Cisgender:  
when gender  
identity is  
congruent with  
sex assigned at  
birth



- 
- ✘ Transgender woman: trans person who identifies as a woman (MTF)
  - ✘ Transgender man: trans person who identifies as a man (FTM)
  - ✘ Transsexual: an older term for transgender, most of the community does not prefer this term (overly clinical, misleading, focuses on sex)
- 

- 
- ✘ Gender non-conforming: individuals whose gender expression is different from societal expectations related to gender
  - ✘ Transitioning: when a person begins to live as the gender with which they identify. Can include changing names, gender expression, medical interventions, legal concerns...
  - ✘ Drag queen: male who performs theatrically as a female
- 

- 
- × Queer: term used to describe LGBT people. Has been derogatory in the past; is now being reclaimed as an affirming term
  - × Non-binary: does not identify with “either/or” (gender identity/ gender expression/ sexuality)
  - × Intersex: term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite, which is now derogatory
- 

- 
- × **pansexual**: a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
  - × **PGP**: personal gender pronouns
  - × **Polyamorous**: refers to the practice of, desire to, or orientation towards having ethically, honest, and consensual non-monogamous relationships (i.e. relationships that may include multiple partners)
- 



# Ways to Offer Support

You can never go wrong by saying,

**“Tell me more about that...”**

**“It feels like you’re...”**


**“Thank you for sharing.”**



# Just One Accepting Adult Can Save an LGBTQ Young Person's Life

A [new report](#) from the Trevor Project shows that just one accepting adult can reduce the risk of a suicide attempt by 40 percent.

<https://www.thetrevorproject.org/2019/06/27/research-brief-accepting-adults-reduce-suicide-attempts-among-lgbtq-youth/>





# Display Symbols of Support in Offices and in the School

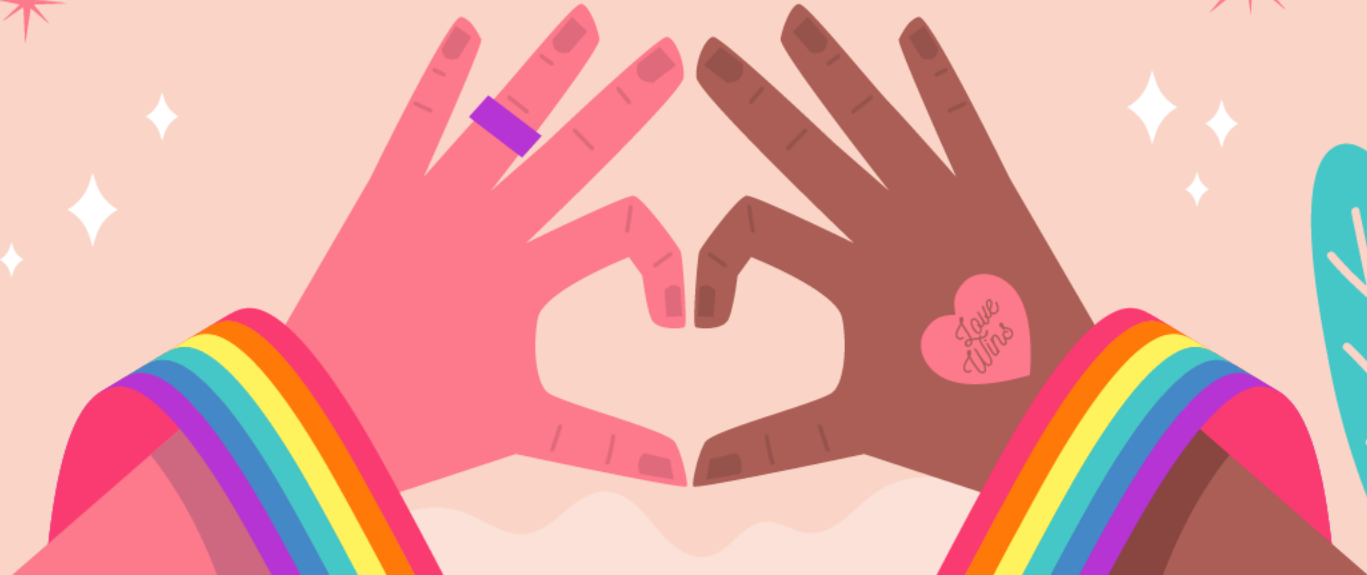




## **Promote LGBTQ-inclusive organizations like Gay-Straight Alliances/Gender-Sexuality Alliances (GSAs).**

The Equity Project, GLSEN, It Gets Better Project, Scouts for Equality, The Trevor Project, Gender Spectrum, National Youth Pride Services, [youthallies.com](http://youthallies.com), etc...

# LGBTQ+ 101



# Hello!

## I am your Equity Champion

As a reminder, my role is to:

- Provide site support for creating a safe, welcoming, and professional environment for all individuals regardless of race, sex, religion, gender identity or expression, sexual orientation, class, and age.
- Work with you to plan activities to acknowledge, increase awareness of, and celebrate diversity within Parkview.
- Provide training, resources, strategies, and site supports to grow capacity in addressing the needs of our increasingly diverse students and staff.



# Land Acknowledgement

As I begin our presentation, I want to acknowledge and honor the **Native and Indigenous Peoples** whose land we currently gather on. **Springfield Public Schools** is built on ancestral territory of the **Osage, Delaware and Kickapoo Nations and Peoples**. In doing social justice work, it is important we acknowledge the dark history and violence against **Native and Indigenous People** across the world. In this work, we are committed to promoting, supporting and affirming all communities, especially those that are marginalized. This is a formal statement that recognizes and respects Native and Indigenous Peoples as traditional stewards of this land and the enduring relationships between Native and Indigenous Peoples and their traditional territories.

# Learning Goals<sup>\*</sup>

- Increase your understanding of LGBTQ+ terminology
- Establish the importance of identities and pronouns
- Increase levels of overall cultural consciousness
- Develop skills to support our LGBTQ+ students





# Guiding Principles



- Stay engaged
- Lean into your discomfort
- Speak YOUR truth and from YOUR lived experiences
- Acknowledge YOUR privileges
- Seek to understand
- This is a **SAFE SPACE**

# Data



- A Gallup survey, released on February 24, 2021, found that 1 in 6 adults in Gen Z identify as LGBTQ+. This is approximately 6.5% of the total population in the US.
- These survey results are based on 15,000 conducted throughout 2020 of adults 18-23.
- The total population of all LGBTQ+ members of Gen Z is likely higher than 6.5% for two reasons:
  - Folks had to self-report their identity and likely under-reported
  - Folks under age 18 were not surveyed
- What the survey cannot answer is whether or not more Americans actually identify as LGBTQ+, or if more Americans, specifically younger people, are more willing to identify as LGBTQ+.

*\*data provided by Gallup and The Washington Post*



# Reflection

- Thinking about the data on the previous slide, take about 2 minutes to discuss the following with someone close to you:
  - Do these numbers surprise you? Why or why not?
  - Do you see these numbers reflected in your classes?

I'd like to hear from at least one person when we come back together.



# LGBTQ+ Terminology

- **LESBIAN:** A person who is female-identified and who is emotionally and/or physically attracted to some other females.
- **GAY:** A person who is emotionally and/or physically attracted to some members of the same gender. “Gay” often refers to a male-identified person who is emotionally and/or physically attracted to some other males.
- **BISEXUAL/BI:** The capacity of emotional, romantic, and or/physical attraction to more than one gender. A bisexual orientation speaks to the potential for, but not requirement of, involvement with more than one gender.
- **TRANSGENDER:** A person whose gender identity and/or expression are not aligned with the sex they were assigned at birth. “Transgender” is often used as an umbrella term encompassing a large number of identities related to gender nonconformity
- **QUEER:** An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to dominant societal norms. While it is used as a neutral, or even a positive term among many LGBTQ+ people today, historically “queer” was used as a derogatory slur



*\*definitions provided by Vanderbilt University*

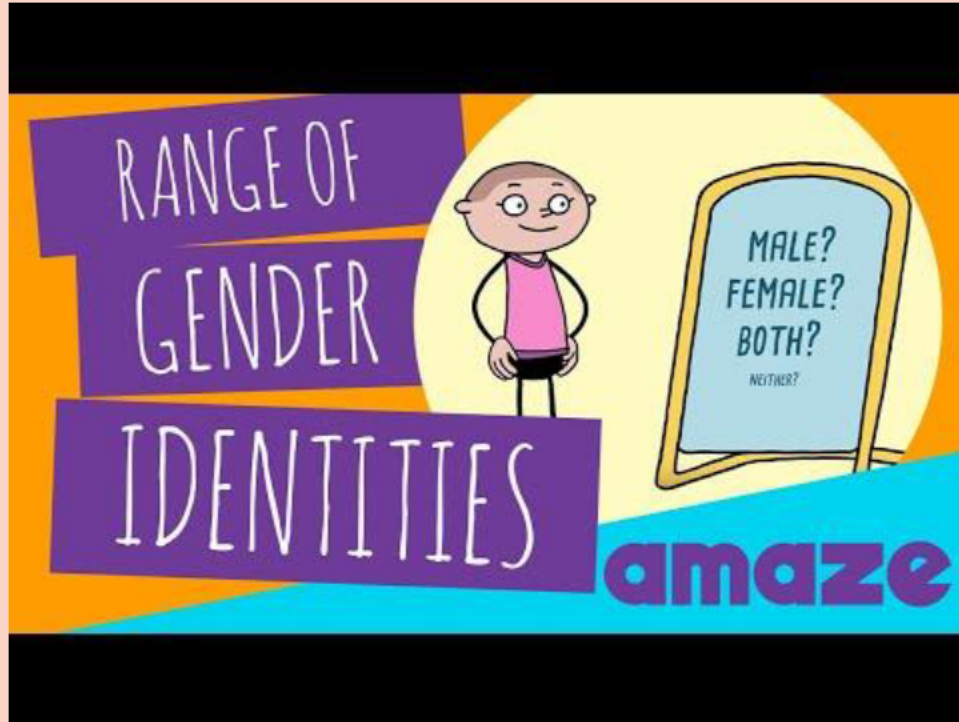
# LGBTQ+ Terminology

- **PANSEXUAL:** A person who experiences sexual, romantic, physical, and or spiritual attraction for members of all gender identities/expressions.
- **GENDER:** a set of cultural identities, expressions, and roles—codified as feminine or masculine—that are assigned to people, based on the interpretation of their bodies.
- **CIS-GENDER:** a person whose gender identity and/or gender expression are aligned with the gender they were assigned at birth.
- **GENDER NON-CONFORMING:** a person whose gender identity and/or gender expression do not align with the gender they were assigned at birth.
- **INTERSEX:** an umbrella term used to describe a variety of conditions in which a person is born with reproductive and/or sexual anatomy that does not seem to fit the medical definitions of male or female assigned at birth.
- **NON-BINARY:** used to describe folks whose gender cannot be defined within the margins of gender binary. This can be fluid.



*\*definitions provided by Vanderbilt University*

# Range of Gender Identities



# Range of Gender Identities ✨

Would anyone like to share their initial thoughts/reactions to the video?



# Pronouns

## Why are pronouns important?

- ◆ ◆ ● **PRONOUN:** takes the place of a noun in a sentence. Commonly used pronouns are he/she and his/hers.
- He and she are gendered pronouns, but not everyone uses gendered pronouns.
- Pronouns can be specifically important to folks who identify both inside and outside the gender binary.
- We're used to looking at someone and assuming that we know their pronouns, but making these assumptions can effect trans and non-binary people in a negative way.
- For some folks, pronouns are non-negotiable. Others use preferred pronouns. Others use more than one set of pronouns (such as someone who uses both she/her and they/them pronouns).
- **Using "they" is PERFECTLY GRAMMATICALLY CORRECT when referring to a single person. We use "they" to describe people all the time.**
- A good rule of thumb: if you don't know someone's pronouns, using "they" is safe. Even better is finding out what someone's pronouns are. This lets trans and non-binary folks know that you're a safe person.





**“If you care about someone, you’ll respect who they are. Part of respecting people is using the right pronoun.”**

*\*all information in previous two slides provided by Kat Blaque and GLSEN*



# Pronoun Chart

<b>SUBJECT</b>	<b>OBJECT</b>	<b>POSSESSIVE</b>	<b>POSSESSIVE PRONOUN</b>	<b>REFLEXIVE</b>
<b>HE</b>	<b>HIM</b>	<b>HIS</b>	<b>HIS</b>	<b>HIMSELF</b>
"He studied"	"I called him"	"His pencil"	"That is his"	"He trusts himself"
<b>SHE</b>	<b>HER</b>	<b>HER</b>	<b>HERS</b>	<b>HERSELF</b>
"She studied"	"I called her"	"Her pencil"	"That is hers"	"She trusts herself"
<b>THEY</b>	<b>THEM</b>	<b>THEIR</b>	<b>THEIRS</b>	<b>THEMSELVES</b>
"They studied"	"I called them"	"Their pencil"	"That is theirs"	"They trust themselves"



## Closing Question

Why are pronouns important to *you*?

Take a few minutes to discuss this question with someone near you.

Would anyone like to share what they discussed with their partner?



## How can we best support our students?

- Let students know your classroom is a safe space.
- Try not to use gender-specific terms in class.
  - Instead of “ladies and gentlemen,” try “folks, all, team,” etc.
- Find out what students’ pronouns are (and if those pronouns can be used in class/with guardians/in front of other teachers.
- Add your pronouns to your email signature.
- Engage with GSA/other LGBTQ+ affirming organizations.



Questions?



# Thanks!

- Feel free to email me with any questions or concerns at [ablankinship@spsmail.org](mailto:ablankinship@spsmail.org)
- Come by my room (233) anytime!

# Strategy



## Goal 1

Earth is where we live on

### Key Action 1

Jupiter is the biggest planet

Saturn is the ringed planet

### Key Action 2

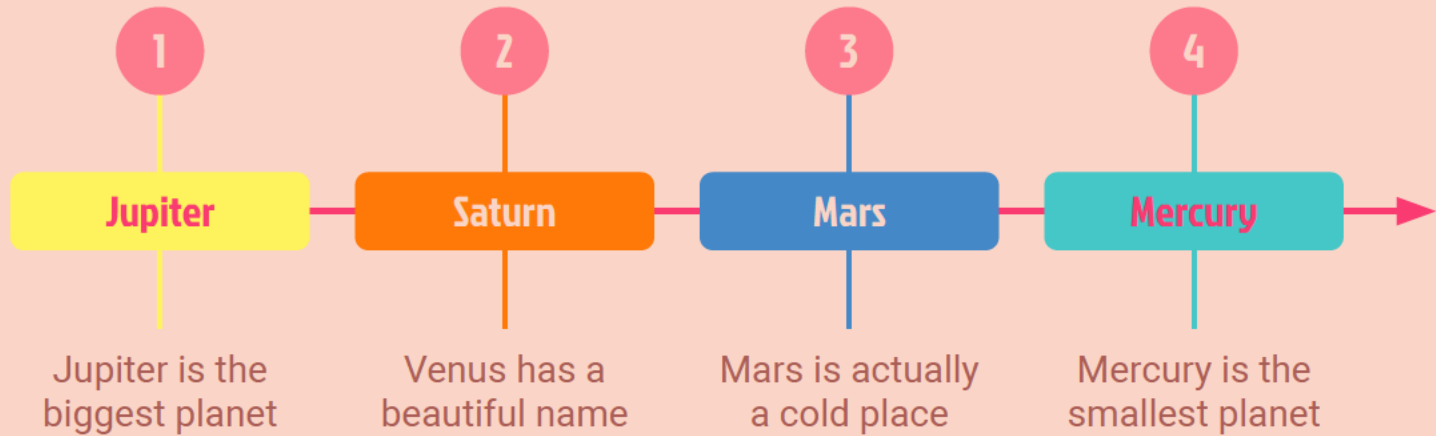
Mars is actually a cold place

Mercury is the smallest planet

# Key Action Items

	First Quarter	Second Quarter	Third Quarter
Key Action 1	Describe your items here	Describe your items here	Describe your items here
Key Action 2	Describe your items here	Describe your items here	Describe your items here

# Timeline



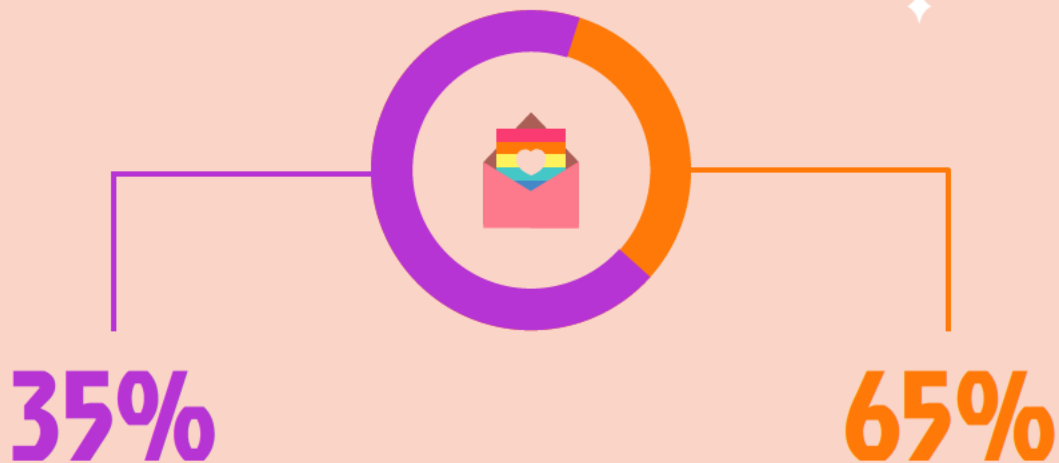


# \$22,000

This is the total budget  
for all the actions



## Budget Allocation



**35%**

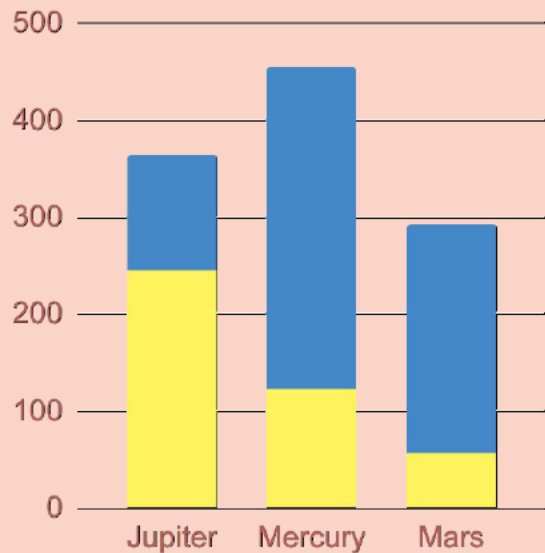
Despite being red, Mars is actually a cold place

**65%**

Venus is the second planet from the Sun

# KPI Overview

## Productivity

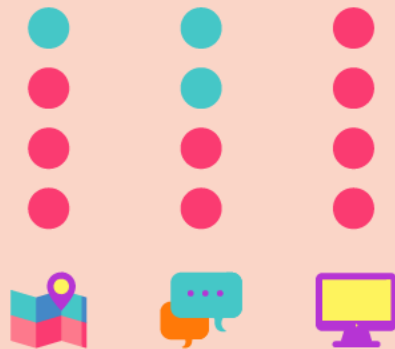


**50%**  
Mars is cold

**30%**  
Venus is hot

## Promotion

To modify the graph, click on it, change the data and replace it

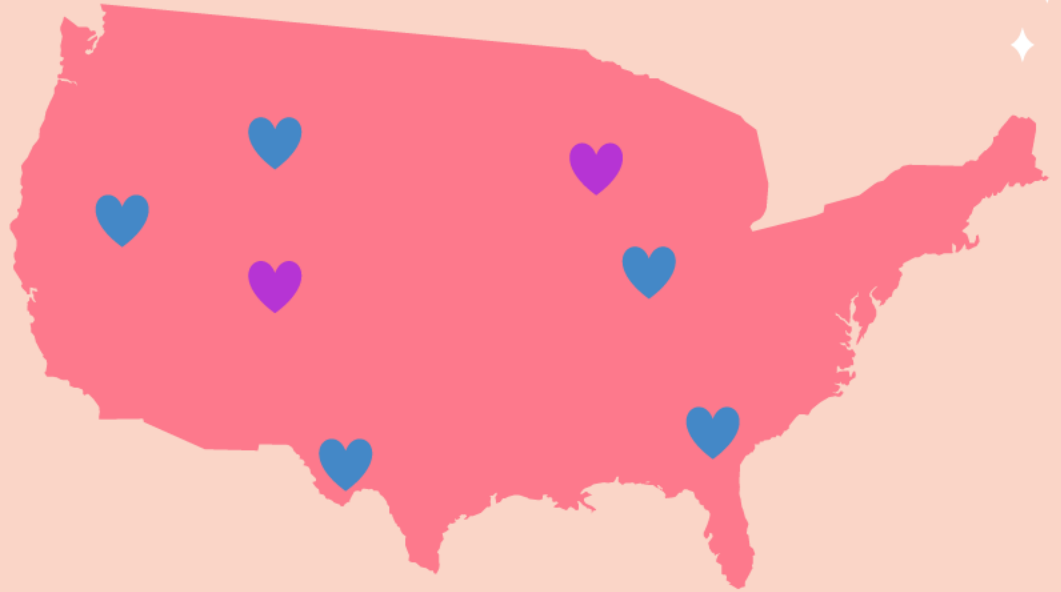


# Outreach

Despite being red,  
Mars is a cold place



Venus has quite a  
beautiful name



# Our Team



**John James**

Here you could give a brief description about this person

**Jenna Doe**

Here you could give a brief description about this person

# Follow Us

You can replace the image on these screen with your own work. Just delete these ones, add yours and center them properly



# Thanks!!

Do you have any questions?  
youremail@freepik.com  
+91 620 421 838  
yourcompany.com

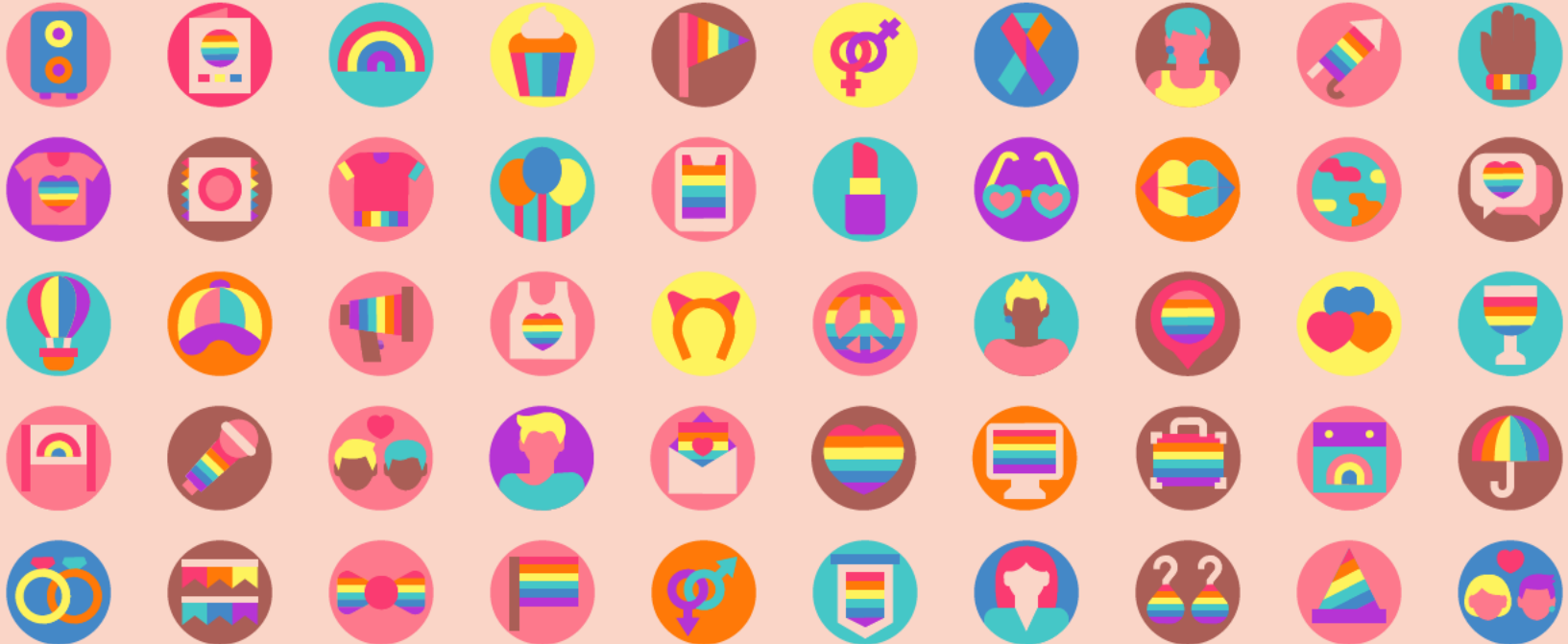


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**Please keep this slide for attribution**



# Alternative Icons



# Alternative Resources

Find more illustrations like these on [Stories by Freepik](#)





# Resources

Did you like the resources on this template?  
Get them for free at our other websites

## VECTORS:

- Girls holding pride day flag
- Pride day love concept
- Video conferencing concept for landing page
- Pride day labels collection
- Couples and families celebrating pride day

## ICONS:

- World Price Day Icon Pack

Find more illustrations like these on **Stories by Freepik**.

## ILLUSTRATIONS:

- People celebrating pride day
- People celebrating pride day
- People celebrating pride day
- Pride day concept

## PHOTOS:

- Hand holding homosexual female-female symbols
- Couple of hands of homosexual men with rainbow heart image