HCPSS

LGBTQIA+ Middle School Toolkit

GSA/SAGA Clubs and Affinity Groups

Developed by LGBTQ+ Advisory Group

August 2022

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Introduction

Welcome! Thank you for taking this first important step in improving the lives of our **LGBTQ+** (*Lesbian, Gay, Bisexual, Transgender, Queer, two-spirit, nonbinary, intersex, asexual, as well as those whose identities do not fall within cisgender or heteronormative contraints or preconceptions*) students, staff, and families. This toolkit is designed to provide you with a foundation as you begin (or continue) LGBTQ+ advocacy work at your middle school. This toolkit is a companion document to the HCPSS document, Affirming and Supporting LGBTQIA+ Students and Staff – Creating a Gender Inclusive Environment in Schools. This toolkit includes a variety of resources that will help guide you as you support middle school aged LGBTQ+ students and their families. Basic information, terminology, frequently asked questions (FAQ's), dates, appropriate language, ways to engage your GSAs and Affinity groups, how to be an ally, and dates of importance are all included in this toolkit that you can use as a reference throughout the school year.

What is **LGBTQIA+**? It is an acronym that lesbian, gay, bisexual, transgender, queer, asexual and other people use to describe aspects of their identity and signal community membership.

Why is it important for students to have access to GSA's (*Gender and Sexuality Alliance*) **and Affinity groups** (*a group of people linked by their common interests*)**?**

While schools strive to be safe spaces for all students, this isn't always the case, nor is it the perception of our most vulnerable students. In order to break barriers, stereotypes, and perceptions, it is essential to bring not only visibility, but also connectivity and security to students and their families who do not fit within traditional gender and sexuality norms. GSA's and Affinity groups provide a safe space for students to exist and come as they wish to be seen and receive support without judgment or generalization about their appearance, orientation, or identity. These groups can provide safe haven, identify trusted adults in the building, and give kids a space to share their experiences with each other and a trusted adult or adults. As with most young folx, LGBTQ+ students are learning about and exploring their own identities and coming to terms with how they fit in their home, school, and work communities. Students should see themselves represented in their communities. Having a GSA or Affinity group that provides representation, visibility, and advocacy can change a school culture to make LGBTQ+ students and families feel welcome and supported.

Affirming Adults

According to research conducted by The Trevor Project, LGBTQ youth who reported having at least *one* affirming and accepting adult were 40% *less* likely to have a suicide attempt. Having an

affirming adult who is visible and accessible to LGBTQ+ students can save lives (The Trevor Project 1).

Ways to be Affirming

- Ask students to share their pronouns (if comfortable) and chosen name and offer up yours.
    - Take note of the pronouns students use and actually use them.
    - Before talking to other students, educators, and parents, check with students about using their pronouns and chosen name.
- Actively reflect on ***your*** behavior and attitude.
    - How did I welcome my class today? Did I correct students who used incorrect pronouns or a name for another student? Did I correct myself and am I open to being corrected?
- Allow students to direct their own timeline.
    - It is imperative to be inclusive of allies in GSA and Affinity group activities not only for the support, but also many students may present as an ally instead of coming out.
    - Give students the opportunity to make a choice when disclosing their chosen name and pronouns.
    - A student may choose to come out to some, but not all. NEVER disclose personal information a student has shared with you to other students or even other educators.
    - Always ask permission before referring to students by their chosen name and pronouns to other students, educators, parents, or in other spaces outside of the classroom or GSA/Affinity group.
- Always accept how students tell you they identify (if they choose to share with you).
- Call out bullying and slurs ***every*** time you see/hear it.
- Display your allyship and rainbows proudly.
    - The rainbow flag is a very clear representation of the queer community, and by displaying it in your office, classroom, and safe spaces, students will know that you are an ally and an affirming adult.

The needs of LGBTQ+ students and their communities are ever changing. As needs change, this Toolkit will be updated and expanded to address and meet the needs of our students. Thank you for taking the time to read this tool kit and put these suggestions into practice. If you have questions, concerns, suggestions, or updates, please contact us at pride@hcpss.org

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Middle School GSA's

GSAs (Gender and Sexuality Alliance) and SAGA (Sexuality and Gender Alliance) Clubs are a way for LGBTQ+ students to feel affirmed, safe, and connected. Allies and those who do not have or need a label for their sexual orientation or gender identity are also welcome in a GSA or SAGA. Club meetings can occur during flex time or before or after school hours. The time can be used to get to know each other, have fun, share resources, and even take on advocacy work and community action projects.

GSA/SAGA Guidelines

Do I have to call my club GSA? What does that even mean?

GSA used to stand for Gay-Straight Alliance. More recently, some schools have adopted a more inclusive wording for the acronym so that it could also stand for Gender and Sexuality Alliance. You do NOT need to call your club "GSA" it is just a widely used and understood term for rainbow clubs. Talk to your students about what they would like to call this club and update your club's name accordingly.

GSA's can serve multiple purposes. The GSA Network considers GSA's to take on social, support and activist roles. Consider with your group, the purposes you might want to take on. Please note, the purpose for club can change, depending on current events, political and social climate, and the needs of the students and school community.. For additional information on starting a GSA, here is a resource you can use.

Role of GSA Advisor

The GSA advisor is a member of the school community who is willing to be an advocate for LGBTQIA+ students. If the staff member also identifies as a part of this community that adds an additional layer of support. Some functions of the advisor can be to: establish norms, create the mission statement, brainstorm activities for the group, lead or facilitate the group's meetings, communicate with parents and administration, coordinate with student services (particularly related to anti-bullying), research resources, manage the group's logistics (planning, scheduling, advertising, etc.), and help build a sense of belonging amongst the group. Remember, the GSA should be student run. The teacher offers a safe space for meetings and conversations, and helps students decide on the activities.

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Advertising

This sample flyer can be used throughout your school to generate interest and communicate about the group. Work with your club to think about ways to market and advertise when and where the club meets, and the purpose(s) of the club.
Some ideas for advertising:

- Morning/afternoon announcements
- Announcements through your email/canvas inbox
- Student Resource Page (ask you media specialist or school counselors for help)
- School newsletter
- Have a table at school events
- Plan events with other clubs
- Host a bring a friend on your meeting day
- Social Media
    - have a strategy for social media use
    - Be mindful of photographing and posting photos of students
        - Check for no photo icon in Synergy
        - Always ASK the students before posting or sharing

If your school uses permission slips for clubs, here is a sample permission slip that you can edit.

During the Meetings

Determine a GSA Mission, name, and community agreements/norms. It is recommended that an agreement about confidentiality is included. if the meeting will be virtual then additional virtual confidentiality issues must be discussed and agreed upon.

Sample Agenda (Those advisors trained in Circles will see a similarity):

1. Establish or reaffirm community agreements/norms
2. Establish or reaffirm vision/mission statement
3. Ice Breaker Activity
4. Check in-Reintroduce each other including pronouns (if desired)
5. Sample Activities
    - Share a video/song/article to generate discussion. Preview before sharing and rating should be PG or lower.
    - Possible weeks/days to celebrate/recognize
    - 11 Things Your GSA Can Do!
    - Plan a feeder event; connect with those rising middle schoolers and connect with your feeder high schools
    - Create a GSA Bulletin Board

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- Design pronoun and pride buttons
- Create awareness/educational posters
- Meet with school administrators to share ideas/concerns/challenges faced at school to keep lines of communication open

6. Discuss future plans
7. Check Out (ie. “How are you leaving this space today?”)

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Middle School Terms and Language

Utilizing and teaching sensitive vocabulary requires a level of comfort from the educator, and a level of trust from the students. It is crucial that these terms are placed into a context that allows students to utilize them appropriately and respectfully.

In the event that a word, term, topic, or question is raised that is uncomfortable, inappropriate, or uncertain, use the guidelines below. If you have a question, you can always reach out to the Rainbow Representative at your school or send an email to pride@hcpss.org.

If you want to say, "I can't answer that!" Instead, consider the following...

In the event that terms are brought up that are not appropriate for the setting, it is important that educators not dismiss the student completely. All questions should be addressed. If a question cannot be answered because it is inappropriate for the setting, direct students to a source who could answer the question. For example, an educator could say, "What a great question! That's not something that we can talk about in school; but, let's review who we can go to with those kinds of questions. You can ask a trusted adult at home or a healthcare provider for more information, or you can use a reputable website like teenshealth.org or teenhealthmatters.org to find information about that."

If you want to say, "I don't know that!" Instead, consider the following...

Students may use or ask about terms that are not known to the educator. Allow time for processing and resource-gathering when necessary. Do not feel pressured to "know everything" or to be able to immediately explain everything at a developmentally-appropriate level. It is preferable to explain to the student that you need some time to process and research about the topic than to provide a response that could be incorrect or harmful. For example, an educator could say, "Wow! What a great point! I hadn't thought about that before. I want to make sure that I have the best possible answer for that, so I'm going to ask you to hold onto that for now and know that I will come back to it in the future. In the event that you cannot wait to hear about this from me, you can ask a trusted adult at home or a healthcare provider for more information, or you can use a reputable website like teenshealth.org or teenhealthmatters.org to find information about that." If an educator needs advice on how to answer something in developmentally-appropriate or setting-appropriate language, they can reach out to the Rainbow Representative at their school or email pride@hcpss.org.

It is also important to avoid use of slang terms as much as possible to ensure clarity of communication and appropriate use of language. If a student uses a slang term that is unfamiliar, it can be helpful to have the student explain what they mean in another way. This should be done

respectfully, such as by saying, “I’m not sure that the word/term you used means the same thing to everyone in this space. To make sure that we’re all on the same page, could you clarify what that word means? Could you explain that to us using different or other words so that we can all understand?”

If you want to say, “That’s not what that means!” Instead, consider the following...

Language is constantly evolving; this is especially true of language that relates to identity. As such, a definition or term may become rapidly outdated or confusing based on prevailing cultural norms. In the event that a term or definition is uncomfortable for or inapplicable to a student, the individual’s identity should be respected. A person should never be told that the way they define their identity or self is incorrect. In the event that a term or definition is no longer appropriate or accurate, please email pride@hcpss.org. If students disagree about a term, an educator could say, “Isn’t it amazing how words can mean different things to different people? Because this can lead to confusion and potentially harming a relationship with someone, we will allow people to define their own identities as they see fit. We can discuss this further as long as the discussion is respectful.”

If you want to say, “I don’t believe in that or agree with that!” Instead, consider the following...

Families, cultures, and environments vary in their level of support and inclusion. As a community, the overarching goal is always to celebrate diversity and foster an inclusive environment for all. A person should never be told that the way they feel or what they believe is incorrect. If there is disagreement, an educator could say, “When we talk about being an ally and respecting others, we are talking about ensuring that every person feels safe and welcome in our lives and ensuring that we are providing a non-judgmental space for everyone. This includes all kinds of differences, such as race, ethnicity, gender, sexual orientation, family, ability, religion, culture... every kind of difference. All of these differences should be celebrated and welcomed, and we should make sure that we are all being respectful of others' identities.”

If you want to say, “I don’t get it.” Instead, consider the following...

Vocabulary learning builds upon a person’s prior knowledge and understanding. As such, it may be necessary to use a lower-level definition of a term if there is confusion about the grade-band definition. For example, if a student does not understand a middle school definition of a term that is also defined at the elementary level, an educator should use a lower-level definition to facilitate understanding. A student can also be referred to another source of valid and reliable information, such as a trusted adult at home or a healthcare provider for more information, or a reputable website like Kids Health.

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LGBTQIA+ Middle School Definitions

Term	Definition
ally	Someone who stands with, helps, or advocates for individuals and groups other than their own
asexual	A person who does not have sexual feelings toward other people
biological sex/ sex assigned at birth/ sex	A person's combination of chromosomes, hormones, external genitalia, and internal reproductive organs; typically determined at birth
bisexual	A person who is romantically and physically attracted to members of both or all genders
bullying	Saying, writing, or doing things that make someone feel upset, sad, or angry
cisgender	A term for a person whose biological sex is the same as their gender identity
coming out	The process of privately or publicly acknowledging and/or accepting a person's own sexual orientation or gender identity
conform	To fit in with a group or a group's expectations
gay/ homosexual	A person who is romantically and/or physically attracted to people of the same gender as their own
gender binary	A system of viewing gender as being only two categories - male and female - in which no other possibilities for gender are believed to exist
gender dysphoria	Feelings of sadness, frustration, or distress that result from someone's sex assigned at birth and someone's gender identity not "matching"
gender expansive/ gender independent/ gender creative/ gender diverse	People who celebrate that there are many ways to be the gender that they are (a girl, boy, both, or neither)
gender expression	The external signs of one's gender identity, usually expressed through behavior, clothing, haircut, voice, or body characteristics
gender identity	A person's internal sense of their own gender
gender non-conforming/ gender fluid	A term for a person who does not express their gender within stereotypical or expected gender norms
gender norms	The ways people are often expected to act, dress, and look based on their perceived gender and/or sex

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gender roles	Behaviors learned by a person as appropriate to their gender, determined by cultural norms
harassment	Making someone feel bad or uncomfortable and continuing even after they have been asked to stop
heteronormativity	The belief that heterosexuality is the normal or default sexual orientation
homophobia	Prejudice (fear, discomfort, intolerance, or hatred) against individuals who are or are percieved to be gay, lesbian, bisexual, pansexual, or queer
identity	The qualities, characteristics, or beliefs that make a person who they are. The sense a person has of themself, who they are, and what they think is important. Identities may shift, change, and grow throughout someone's life.
intersex	A general term that encompasses people who are born with chromosomes, hormones, genitalia and/or other sex characteristics that are not exclusively male or female
lesbian	A woman who is romantically and/or physically attracted to other women
LGBTQ+	All-inclusive acronym for lesbian, gay, bisexual, transgender, questioning/queer, and other identities
non-binary/ nonbinary	A term for a person who does not fit into the "box" of boy or girl, but may fit in both, neither, or float between the two *Note that nonbinary may be abbreviated as enby. NB/nb usually refers to Non-Black.
pansexual	A person who is emotionally, romantically and/or physically attracted to people based on their characteristics and traits and not based on their gender and/or sex
pronouns	Words like "he," "she," or "they" that a person uses to refer to someone in addition to using their names
queer	All-inclusive umbrella term to describe a wide range of identities
questioning	A person who may be exploring their sexual orientation and/or gender identity
sexual orientation	An attraction to someone else that may involve romantic feelings and/or the desire to be emotionally, physically, or sexually close
sexuality	A person's thoughts, feelings, and behaviors that are influenced by gender and attraction
stereotype	A too simple and/or unfair belief or idea that groups of people have particular characteristics or that all people in a group are the same
straight/ heterosexual	People who are romantically and/or physically attracted to people of a different gender than their own

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teasing	Making fun of someone or putting them down in some way
transgender	An umbrella term that describes people whose gender identity and/or gender expression differs from the sex they were assigned at birth
transphobia	Prejudice (fear, discomfort, intolerance, or hatred) against individuals who are or are perceived to be transgender
transition	A process in which a person changes their gender expression to more accurately reflect their gender identity
two-spirit	An umbrella term used by Native, Indigenous, and/or First Nations people whose gender identity encompasses both male and female energies; often recognized as a third gender

Middle School Resources

10 Steps to Starting a GSA

GSA-Network's Advisor Handbook (2020)

Kids Health

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Rainbow Representatives and Club Sponsors

This list includes contact information for the Rainbow Representative and GSA/SAGA/Affinity Group sponsor at each school.

School Rainbow Representatives (links to HCPSS LGBTQIA+ website)

Elementary School Rainbow Club/Affinity Group Information

School Name	Sponsor Name	Club Name	Meeting Frequency
Talbott Springs ES	Lauren Sansone & Brian McMahon	Eagles United	Weekly, depends on availability and grade level

Middle School Rainbow Club Information

School Name	Sponsor Name	Club Name	Meeting Frequency
Bonnie Branch MS	Hannah Verlich, Debbie Germroth, and Amy Kelley	SAGA	Twice per month, Tues
Clarksville MS	Debbi Holihan	Rainbow Pride Safe Space	Once per month, last Tues before school
Dunloggin MS	Cara Wetmiller	SAGA	Twice per month, during lunch
Elkridge Landing MS	Jada Williams	Safe Space Club	Weekly, Thurs after school
Ellicott Mills MS	Elizabeth Campbell Vidreiro & David Rosenstein	Skittles Club	Twice per month, Mon morning and Fri afternoon
Folly Quarter MS	Sasha Knight	Proud Allies	1-2 times per month, Weds during Flex Time
Glenwood MS	Kelly Storr	Cobra Pride	Bi-weekly, Tues after school

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Hammond MS	Kortni Corbett	HMS GSA	Contact for info
Harpers Choice MS	Melissa Rogers and Madisyn Aman	Rainbow Alliance Club (RAC)	Weekly, Weds after school
Homewood Center	Sandy Fishbein	Rainbow Youth	Twice per month
Mayfield Woods MS	Laura Kooyman	Bulldog Pride Alliance (BPA)	Weekly, Thurs after school
Patapsco MS	Morgan Kempthorn, Nancy Herold	Safe Space Club	Once per month, Weds during club day
Patuxent Valley MS	Kayla Hughes	Lavender Leadership	Weekly, Weds after school
Wilde Lake MS	Sarah Lynn Nibber	WLMS GSA	Once per month on half days

High School Rainbow Club Information

School Name	Sponsor Name	Club Name	Meeting Frequency
Atholton HS	Carolyn Pilcher	PRISM-GSA (Pride, Resilience, Inclusiveness, Support, Mindfulness)	Weekly, Mon after school
Centennial HS	Suzi Gerb	Centennial SAGA (Sexuality and Gender Alliance)	Weekly, Weds after school
Glenelg HS	John Ballentine	Sexuality and Gender Acceptance Club (SAGA)	Weekly, Tues after school
Hammond HS	Amy Holly, Theresa Reisman, Marguerite Hart @hahs_saga on Insta	Sexuality and Gender Alliance Club (SAGA)	Weekly, Weds during Flex Time
Homewood Center	Sandy Fishbein	Rainbow Youth	Twice per month
Howard HS	David Sleichter	Gay Straight Alliance (GSA)	Weekly, Weds after school
Long Reach HS	Alex Borleis &	Gender Sexuality	Bi-weekly, Weds after

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	Sara Skinner	Alliance (GSA)	school
Marriotts Ridge HS	Jason Beall	Sexuality and Gender Alliance	Bi-weekly, Fri after school
Mt. Hebron HS	Denise Kelehan & Allison Downey	Sexuality and Gender Alliance (SAGA)	Weekly, Weds during Flex Time
Oakland Mills HS		Gender Sexuality Alliance (GSA)	Weekly, Tues after school
Reservoir HS	Suzanne Hughes	Gender and Sexuality Alliance	Weekly, Thurs after school
River Hill HS	Leslie Topus & Richard McCready	Gay Straight Alliance (GSA)	Weekly, Thurs after school
Wilde Lake HS	Brittany Franckowiak & Katie Palmateer	Gay/Straight Alliance	Weekly, Weds after school

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Feeder School Chart

School feeders for the 2022-2023 school year.
For a specific address/area, check the HCPSS School Attendance Areas site.

Dates of Importance

Important Dates that can be recognized from month to month with suggestions for things to read on the announcements, activities, etc.

Day of Silence with GLSEN (usually in April) April 22, 2022
https://www.glsen.org/day-of-silence

Stonewall Anniversary (June 28-July 3, 1969)
https://www.history.com/topics/gay-rights/the-stonewall-riots

Pride Month (entire month of June)
https://www.census.gov/newsroom/stories/lgbt-pride-month.html

Solidarity Week with GLSEN (mid-late fall)
https://www.glsen.org/programs/solidarity-week

Suicide Prevention Month (September)
https://suicidepreventionlifeline.org/promote-national-suicide-prevention-month/

National Coming Out Day (October 11)
https://www.hrc.org/resources/national-coming-out-day

International Pronouns Day (3rd Wednesday of October each year)
https://pronounsday.org/

Transgender Awareness Week (November 13-November 19 each year)
https://www.glaad.org/transweek

Transgender Day of Remembrance (November 20th of each year)
https://www.glaad.org/tdor

No Name Calling Week (third week of January each year)
https://www.glsen.org/no-name-calling-week

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General Resources

Learning for Justice (formerly Teaching Tolerance) is a place for educators to find thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools.

Pronouns Matter provides foundational knowledge about using and sharing pronouns and why they are important.

Trans Student Educational Resources is a resource created and maintained by trans students "dedicated to transforming the educational environment for trans and non-gender conforming students."

HCPSS Partners (with an LGBTQ+ Focus)

CARY (Community Allies of Rainbow Youth) works with allies within schools to advocate for a safe and affirming learning environment for LGBTQ+ youth, raise awareness of LGBTQ+ issues, increase understanding of youth experiences across the LGBTQ+ community, and provide resources and support for all LGBTQ+ allies. Contact: CARYmembership@gmail.com

PFLAG(Parents and Friends of Lesbians and Gays) Howard County is the local branch of the national organization works to achieve equality for all in schools. Their mission is to support parents and caregivers of lesbian, gay, bisexual, transgender and queer children. We welcome all people – gay, straight, bisexual, transgender and queer – as well as their families and friends. Together, we support each other, educate the broader community and advocate for equality. Contact: howard.jumel@pflaghoco.org

Unmatched Athlete is a Maryland-based non-profit that encourages youth who identify as LGBTQ+ and allies ages 5-18 to participate in sports and fitness. We encourage our youth to explore their athletic creativity and become well-versed student athletes that excel beyond their time in school. Our hope is that every youth that participates in our organization becomes an instrumental member of the LGBTQ+ community and beyond. Contact: info@unmatchedathlete.org

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Charitable Organizations

Local organizations:

Baltimore Safe Haven provides opportunities for a higher quality of life for transgender people in Baltimore City living in survival mode.

CARY (Community Allies of Rainbow Youth) works with allies within schools to advocate for a safe and affirming learning environment for LGBTQ+ youth, raise awareness of LGBTQ+ issues, increase understanding of youth experiences across the LGBTQ+ community, and provide resources and support for all LGBTQ+ allies.

Free State Justice is Maryland's statewide advocacy non-profit that seeks to improve the lives of lesbian, gay, bisexual, transgender, and queer ("LGBTQ") Marylanders.

Trans Maryland is a multi-racial, multi-gender, trans-led community power building organization dedicated to Maryland's trans community.

PFLAG(Parents and Friends of Lesbians and Gays) Howard County is the local branch of the national organization works to achieve equality for all in schools. Their mission is to support parents and caregivers of lesbian, gay, bisexual, transgender and queer children. We welcome all people – gay, straight, bisexual, transgender and queer – as well as their families and friends. Together, we support each other, educate the broader community and advocate for equality.

SMYAL (Supporting and Mentoring Youth Advocates and Leaders) is located in Washington DC and provides youth programs, leadership, resources, and housing for LGBTQ+ youth.

Unmatched Athlete is a Maryland-based non-profit that encourages youth who identify as LGBTQ+ and allies ages 5-18 to participate in sports and fitness. We encourage our youth to explore their athletic creativity and become well-versed student athletes that excel beyond their time in school. Our hope is that every youth that participates in our organization becomes an instrumental member of the LGBTQ+ community and beyond.

National Organizations:

Amnesty International is a global movement of more than 10 million people in over a150 countries and territories who campaign to end abuse of human rights.

The Attic Youth Center creates opportunities for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) youth to develop into healthy, independent, civic-minded adults within a

safe and supportive community, and promotes the acceptance of LGBTQ youth in society. The Attic is proud to be Philadelphia's only independent LGBTQ youth center.

Gay and Lesbian Alliance Against Defamation (GLAAD) rewrites the script for LGBTQ acceptance. As a dynamic media force, GLAAD tackles tough issues to shape the narrative and provoke dialogue that leads to cultural change. GLAAD protects all that has been accomplished and creates a world where everyone can live the life they love.

GLSEN is a national organization for educators and students who want to create schools where differences are respected. They support Safe Space training, a Day of Silence event, GSA clubs, and other resources for educators.

It Gets Better Projectis a nonprofit organization with a mission to uplift, empower, and connect lesbian, gay, bisexual, transgender, and queer youth around the globe.

Lambda Legal is a 501(c)(3) nonprofit, is a national organization committed to achieving full recognition of the civil rights of lesbians, gay men, bisexuals, transgender people and everyone living with HIV through impact litigation, education and public policy work.

Matthew Shepard Foundation amplifies the story of Matthew Shepard to inspire individuals, organizations and communities to embrace the dignity and equality of all people.

National LGBT and Health Education Center provides educational programs, resources, and consultation to health care organizations with the goal of optimizing quality, cost-effective health care for lesbian, gay, bisexual, transgender, queer, intersex, asexual, and all sexaul and gender minority (LGBTQIA+) people.

National Youth Advocacy Coalition dissolved in 2011

SERVICES & ADVOCACY FOR GAY LESBIAN BISEXUAL & TRANSGENDER ELDERS INC. (SAGE)

is a national advocacy and services organization that’s been looking out for LGBT elders since 1978. We build welcoming communities and keep our issues in the national conversation to ensure a fulfilling future for all LGBT people.

Stonewall Community Foundation is a public foundation that funds over 200 nonprofits a year, in more than 30 issue areas. It also houses five scholarship programs, including the largest in the country created to support LGBTQ refugees and asylum seekers.

StopBullying.gov is a federal government website managed by the U.S. Department of Health and Human Services.

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Trans Lifeline provides trans peer support for our community that's been divested from police since day one. They're run by and for trans people.

Trans Youth Equality Foundation provides education, advocacy and support for transgender and gender non-conforming children and youth and their families. Our mission is to share information about the unique needs of this community, partnering with families, educators and service providers to help foster a healthy, caring, and safe environment for all transgender children.

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25.

The Tyler Clementi Foundation was founded by the Clementi family to prevent bullying through inclusion and the assertion of dignity and acceptance as a way to honor the memory of Tyler: a son, a brother, and a friend.

Youth Resource is a youth-led grant making, community organizing and leadership development non-profit organization that helps youth address our most critical community and institutional challenges on our own terms. As mandated by our by-laws, YAR is governed by a majority youth Board of Directors currently comprised of 20 youth and young adults.

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