HCPSS

# LGBTQIA+ High School Toolkit

GSA/SAGA Clubs and Affinity Groups

Developed by LGBTQ+ Advisory Group

August 2022

Last Updated 8.26.2022

📖 Back to Table of Contents

# 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 high 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 high 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

📖 Back to Table of Contents

# Table of Contents

Introduction

High School GSA's

High School Terms and Language

High School Resources

Rainbow Representatives and Club Sponsors

Feeder School Chart

Dates of Importance

General Resources

HCPSS Partners (with an LGBTQ+ Focus)

Charitable Organizations

Works Consulted

📖 Back to Table of Contents

# High 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.

📖 Back to Table of Contents

**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

**When to Meet**

Schools holding clubs during flex time during the school day, may have more of a positive student response. In this case, the Rainbow Club Sponsor could advertise the club through morning announcements, posters, and word of mouth. Holding club meetings during the school day makes the group more accessible to students who might not otherwise be able to attend. Before and after school options also work. The Club Sponsor and student members can decide on the frequency and times for the meetings. (once a week, once a month, 30 minutes, 60 minutes, etc.) and can also alternate the times depending on student need.

**Gender and Sexuality Alliance Club Guidelines**

It is important to establish guidelines so that students know what is expected of them both in and out of the club. Allow students to share what they wish to get out of the group/club meetings and consider creating a list of expectations for the meetings including confidentiality and its limitations. These will help ensure that meetings are respectful and a safe space for everyone. For example, students may not be “out” to classmates and teachers outside of the club. Students and club sponsors should be aware of and respect confidentiality of all participants. At the start of each meeting, remind participants of the expectations they helped create to ensure a safe and welcoming space.

📖 Back to Table of Contents

**Gender and Sexuality Alliance Club Activities**

Since high school students are fairly independent and resourceful, encourage students to step into a leadership role for leading the meetings and directing club-related activities. Club meeting activities can include but are not limited to socializing, crafting, support, advocacy, and activism.

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.

Activity ideas contributed by current club sponsors include: paint night, making rainbow fleece hats, creating a video slideshow of “I wish my teacher knew...”, create and handout pronoun stickers to hand out on National Pronoun Day, watching LGBTQ+ friendly TV shows/movies and discuss, Pride Kahoot, create masks with the pride flag of choice, clothing swap, making rainbow buttons/pins for the club, previous student speaker, rainbow loom bracelets, check-ins to talk about their week, play games, tie dye shirts, creating bulletin boards, and many more.

For more activity ideas, check out the Resources section of this Toolkit or contact a fellow club sponsor.

**Student Leadership**

Potential student leadership roles for the club may include a treasurer, secretary, vice president, and president. Identify what is important to your chapter; make sure you have someone to share communication, track finances, promote events, and help keep things on track. As the year progresses, consider how the club can prepare future leaders for the following school year.

**Fundraising**

Consider having students raise money for a cause - to benefit the club, or a charitable organization. You will need to work with your school team to coordinate any fundraiser. Ensure you promote the fundraiser early to ensure events are successful. One popular fundraiser was selling rainbow colored lollipops. An approved vendor for this activity is justfundraising.com. Please note that before conducting any fundraiser, you must first speak with your Athletics and Activities Manager (AAM) for fundraiser approval, then work with your school bookkeeper to set up an account and to place your order for the lollipops. Since you have to pay for the lollipops in advance, be cautious with the quantity you purchase before you have an idea of the popularity in sales.

📖 Back to Table of Contents

**Feeder Schools/Incoming Students**

It is important for incoming students to know that this club exists. Consider how you wish to share that information with students. Connect with your feeder middle school to determine how you wish to do this. While face to face visits during move up day are a wonderful way for students to experience a school's culture first hand, virtual visits are also just as effective and may be preferred. Think about providing virtual options for new students to "sign up" for your GSA club. (Sample Interest Google Form) You may also wish to consider hosting a joint event with middle school feeder schools as well as your high school to increase participation and visibility for your club. Please see the Feeder School Flow-Chart to determine which middle schools feed into your high school.

**Move Up Day**

Find out when your Move Up Day is scheduled and reach out to the SAGA/GSA Club sponsors for your feeder schools. Advertise in print and digitally about your club and consider planning a face-to-face and/or virtual visit for students to learn more about when your club meets and what types of activities you do during the year.

**What's Next?**

In the next sections, you will find appropriate language and terminology to use when speaking with high school students, as well as electronic and book resources that you can use to support conversations as well as share with students who are looking to learn and read more about various topics connected to the LGBTQ+ community. If you wish to organize an event or hold a simultaneous club meeting with another school, be sure to check out the list of current Rainbow Representatives and club sponsors to make contact and coordinate your efforts.

📖 Back to Table of Contents

## High 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, or question is raised that is uncomfortable, inappropriate, or uncertain, use the below guidelines. 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 high school definition of a term that is also defined at the middle or 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 Teens Health.

📖 Back to Table of Contents

**LGBTQIA+ High School Terms and Definitions**

| Term | Definition |
|---|---|
| ally | Someone who stands with, helps, or advocates for individuals and groups other than their own |
| agender | A person who does not identify with any gender |
| asexual | A person who does not experience sexual attraction, but may experience other forms of attraction (ex: intellectual, emotional) |
| biological sex/ sex assigned at birth | 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 acknowledging and accepting, privately and/or publicly, one's 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 socially constructed system of viewing gender as consisting solely of two categories—male and female—in which no other possibilities for gender are believed to exist |
| gender dysphoria | Psychological distress that results from one's sex assigned at birth and one'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, neither, or something else) |
| gender expression | The external signs of one's gender identity, usually expressed through behavior, clothing, haircut, voice or body characteristics |
| gender expansive | A term for people who do not conform to gender stereotypes and expand on the ideas of gender identity and expression |
| gender identity | A person's internal sense of their own gender |

📖 Back to Table of Contents

| | |
|---|---|
| gender non-conforming/ gender fluid | A term for a person who does not behave or express their gender within the stereotypical or expected norms of gender |
| gender norms | The ways people are often expected to act, dress, and look based on their perceived gender and/or sex |
| gender roles | A behavior learned by a person as appropriate to their gender, determined by the prevailing 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<br><br>*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 processing or 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 |

📖 Back to Table of Contents

| | |
|---|---|
| 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 members of the opposite gender |
| 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 |

# High School Resources

**Getting Started/Activities**

10 Steps to Starting a GSA

GSA-Network's Advisor Handbook (2020)

Teen Health Matters

**Mental and Emotional Health Resources**

The Trevor Project
24-hour crisis hotline 1-866-488-7386 or text 'START' to 678-678

HopeWorks Howard County
24-hour helpline 410-997-2272

Grassroots Crisis Intervention
24-hour crisis hotline 410-531-6677

📖 Back to Table of Contents

# 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 | Shannon Townsend & Shayna Fastovsky | 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 |

📖 Back to Table of Contents

| | | | |
|---|---|---|---|
| | | | school |
| 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 | Danielle DuPuis, Amy Holly, Theresa Reisman, Marguerite Hart<br>@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 | Weekly, Weds after |

📖 Back to Table of Contents

| | | | |
|---|---|---|---|
| | | (GSA) | school |
| Long Reach HS | Alex Borleis & Sara Skinner | Gender Sexuality Alliance (GSA) | Bi-weekly, Weds after 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 |

📖 Back to Table of Contents

## 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

📖 Back to Table of Contents

## 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

📖 Back to Table of Contents

# 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.

📖 Back to Table of Contents

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.

📖 Back to Table of Contents

# Works Consulted

"Classroom Resources." *Learning for Justice*, Southern Poverty Law Center, 2022, www.learningforjustice.org/classroom-resources/. Accessed 26 Aug. 2022.

Kar, Debayani, and Juniperangelica Cordova. *GSA Advisor Handbook*. 2nd ed., 2020. *GSA Network*, gsanetwork.org/wp-content/uploads/2018/09/Advisor-Handbook-2020.pdf. Accessed 18 June 2022.

Koehler, Elizabeth M. *LGBTQ-Themed Literature in School Libraries: Counteracting the Homophobia Epidemic*. 2011. University of North Carolina at Chapel Hill, MS thesis. *Carolina Digital Repository*, cdr.lib.unc.edu/concern/file_sets/wp988p77f?locale=en. Accessed 18 June 2022.

Poirier, J. M., et al. *A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth, and Families.* 2104. *American Institutes for Research*, www.air.org/sites/default/files/A_Guide_for_Understanding_Supporting_and_Affirming_LGBTQI2-S_Children_Youth_and_Families.pdf. Accessed 18 June 2022.

*Safe Space Kit: Guide to Being an Ally to LGBT Students*. Washington, GLSEN Publishers, 2016. https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf. Accessed 18 June 2022.

*The Trevor Project Research Brief: Accepting Adults Reduce Suicide Attempts among LGBTQ Youth*. June 2019. *The Trevor Project*, www.thetrevorproject.org/wp-content/uploads/2021/08/Trevor-Project-Accepting-Adult-Research-Brief_June-2019.pdf. Accessed 18 June 2022.

"Welcoming Schools Back to School Kit." *Welcoming Schools*, Human Rights Campaign Foundation, hrc-prod-requests.s3-us-west-2.amazonaws.com/FINAL-Welcoming-Schools-Back-to-School-Kit-2022-23-8.8.22.pdf. Accessed 26 Aug. 2022.

"What Is a GSA Club?" *GSA Network*, 2022, gsanetwork.org/what-is-a-gsa/. Accessed 18 June 2022.