



COMMUNITY
SERVICES
DIRECTORY FOR
LGBTQ YOUTH

2009 - 2010



LGBTQ ADVISORY COMMITTEE
SCHOOL DISTRICT OF PHILADELPHIA

Revised Edition – April 2010.

Cover Art (design and concept): Cristian Morales

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Introduction

This resource guide represents a yearlong collaboration among members of the School District of Philadelphia's Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Youth Advisory Board. The Board, convened by the District's Educational Equity Office is a partnership between the district, the Office of LGBT Affairs for the City of Philadelphia, and a number of service providers that are contracted by the district to support district schools' efforts to create safer, more inclusive, and more welcoming climates for LGBTQ youth and families.

With broader goals of safety and inclusion, the Advisory Board provides an extensive array of education, outreach, consultation, and social services not only to the school district, but also to the larger Philadelphia community. Check out the Advisory Board member agency listings – beginning on page 3 - to find out about specific services that are offered.

As you can see in the table of contents, this document is rich with various types of resources. No matter if you are a student, teacher, parent, provider, or other community member; you hopefully will find something that fits your needs. It was our attempt to list core groups of organizations that if not able to meet the specific needs of someone, would be able to refer them to an appropriate person or agency.

We expect that this will be a dynamic document, changing and growing each year in order to represent the area's best services available to LGBTQ youth and families. To ensure that this resource guide is as comprehensive, user-friendly, and useful as possible, we need your feedback. Throughout the school year, we'd love to hear about how you've used this guide and how you think we might improve it. Please use the survey monkey link found below.

http://www.surveymonkey.com/s.aspx?sm=MzqUoiizsHHPbxjt70ybXw_3d_3d

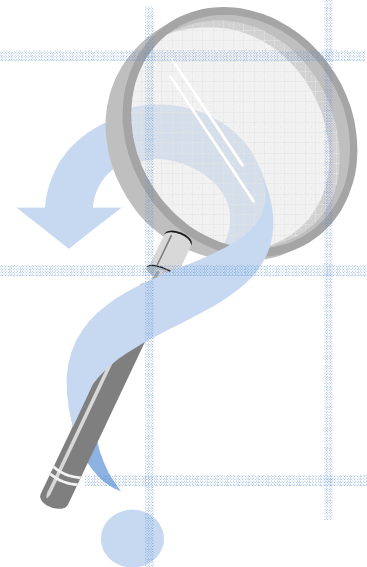
All the best for a safe and productive school year!

Sincerely,

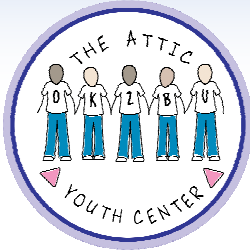
The LGBTQ Advisory Committee of the School District of Philadelphia

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LGBT Advisory Board Members



The Attic Youth Center

J. Mason

Education Specialist, The Bryson Institute

255 S 16th St., Philadelphia, PA 19102

215-545-4331 x104

mason@atticyouthcenter.org

www.atticyouthcenter.org and www.brysoninstitute.org



COLOURS Organization, Inc.

Robert K. Burns

Deputy Director

112 N. Broad St., 11th Fl., Philadelphia, PA 19102

215-496-0330

rburns@coloursorganization.org

www.coloursorganization.org



The Gay and Lesbian Latino AIDS Education Initiative (GALAEI)

Samantha Martinez

Youth Program Coordinator, Reaching Adolescents Via Education (RAVE)

1207 Chestnut St., 5th Fl., Philadelphia, PA 19107

215-851-1822

samim@galaei.org

www.galaei.org

LGBT Advisory Board Members (cont.)



Mazzoni Center's Ally Safe Schools Program

Allison Buehler

Education Manager

21 South 12th Street, 8th Fl., Philadelphia, PA 19107

215-563-0652 x 251

abuehler@mazzonicenter.org

www.mazzonicenter.org



Office of LGBT Affairs, City of Philadelphia

Gloria Casarez

Director

Mayor's Office of LGBT Affairs

City Hall – Room 225, Philadelphia, PA 19107

215-686-2194

gloria.casarez@phila.gov

www.facebook.com/gcasarez



Parents Family and Friends of Lesbians and Gays (PFLAG) Philadelphia

Myra Taksa

President

P.O. Box 157111, Philadelphia, PA 19103

215-572-1833

pflagphila@yahoo.com

www.pflagphila.org

LGBT Advisory Board Members (cont.)



School District of Philadelphia's Office of Educational Equity

Jill Snell

Director, Office of Educational Equity
School District of Philadelphia
440 North Broad Street, Philadelphia, PA 19130

215-400-5783

jisnell@philasd.org

www.philasd.org



School District of Philadelphia's Office of Health, Safety, and Physical Education

Judith Peters, MBA, HHS

HIV Prevention Education Program
School District of Philadelphia
440 North Broad Street, Suite 251, Philadelphia, PA 19130

215-400-6803

jrpeters@philasd.org

www.philasd.org



Youth Health Empowerment Project (Y-HEP)

Katie Dunphy

Program Director

112 North Broad Street, 9th Fl., Philadelphia, PA

215.564.6388 ext. 17

kdunphy@fight.org

www.y-hep.org

Philadelphia Agencies at a Glance

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ACLU								+		+									+		
AIDS Law Project																					
Attic Youth Center/Bryson Institute		+				+															
Children's Hospital of Philadelphia							+	+													
CHOICE																					
COLOURS Organization, Inc.		+					+	+													
Congreso de Latinos Unidos	+																				
Covenant House									+												
GALAEI								+													
Juvenile Law Center																					
Lutheran Settlement House	+								+												
Mazzoni Center																					
Mountain Meadow			+																		

Hotlines

GLBT National Hotline

Provides peer counseling information and local resources.

888-340-GLBT

www.glbtnationalhelpcenter.org

Philadelphia Domestic Violence Hotline

Crisis counseling, referrals, assistance in safety planning, and connection to shelter, legal, and other city resources.

866-SAFE-014

Philadelphia School District SAFE Hotline

24/7 hotline to report bullying, violence, harassment, threats, and truancy in the Philadelphia School District.

215-400-SAFE

Runaway Youth Program Hotline

24-hour information hotline and emergency service for homeless and runaway adolescents.

1526 Fairmount Avenue, Philadelphia, PA 19130

800-371-7233

www.ysiphila.org

Trevor Project

24/7 nationwide, around the clock crisis and suicide prevention helpline for LGBTQ youth.

866-4-U-TREVOR

www.thetrevorproject.org

Philadelphia LGBTQ Youth-Serving Agencies

The Attic Youth Center

Full time LGBTQ youth serving organization. Services include case management, counseling, support groups, drop in, life skills, HIV testing and counseling, after school programming, academic support, career readiness, and LGBTQ workshops.

255 South 16th Street, Philadelphia, PA 19102

215-545-4331

www.atticyouthcenter.org

COLOURS, Inc.

Programs for youth include Social Xchange, a group that meets from 6-8 PM each Tuesday for HIV prevention education and social activities; 40 Acres of Change is a support group for LGBTQ youth of color that meets each Thursday from 6-8 PM.

112 N Broad St., 11th Fl Philadelphia, PA 19102

215-496-0330

rburns@coloursorganization.org

www.coloursorganization.org

GALAEI

***Reaching Adolescents Via Education (RAVE)** addresses issues of self-esteem, HIV/AIDS, STDs, teen sexual relationships, conflict resolution, etc. through peer-based interactive workshops in schools and after school programs.*

***M-PACT** is a youth prevention case management program that works with high school aged young people – providing individualized behavioral counseling, goal setting, and risk reduction. M-PACT addresses sexual health issues and provides support on all levels where self-esteem is influenced. Supports young people who are having problems in school with a goal of addressing these challenges and supporting continued education. Offers access to drop-in health services on-site.*

***Transgender health** GALAEI provides HIV prevention and health education services for transgender, transsexual, gender-variant, and gender non-conforming people.*

1207 Chestnut St., 5th Fl Philadelphia, PA 19107

215-851-1822

samim@galaei.org

www.galaei.org

LGBTQ Youth-Serving Philadelphia Agencies (cont.)

Mazzoni Center

Provides comprehensive health and wellness services for youth and adults; services include primary medical care, mental health counseling, HIV testing and counseling, support groups, and health education and outreach

21 South 12th St., 8th Fl. Philadelphia, PA 19107

215-563-0652

abuehler@mazzonicenter.org

www.mazzonicenter.org

Youth Health Empowerment Project (Y-HEP)

Empowerment Center- *is a safe non-judgmental space where youth can access services, take showers, participate in activities like yoga, art, movies, take classes in dance and spoken-word, get food, tokens, clothes or just relax*

The Prevention Department - *Oversees the HIV prevention interventions provided for our participants programs include : Safety Counts, Comprehensive Risk Counseling Services*

Family Planning Clinic - *A comprehensive on-site medical clinic where youth can access free or low-cost health services. Confidential and client centered family planning services include: STD testing, birth control and emergency contraception, physical exams and referrals, pregnancy testing and options counseling, pelvic and breast exams, PAP smears, safer sex information & materials*

Trauma Therapy Program - *Offers youth the opportunity to participate in-group or individual psychotherapy with experienced, licensed therapists.*

Peer Education Academy- *A 6-8 week training for young self- identified community leaders looking to gain knowledge and skills around sexual and social health issues as well as advocacy.*

112 North Broad Street, 9th Floor, Philadelphia, PA 19102

215-564-6388

kdunphy@fight.org

www.y-hep.org

Regional LGBT Youth-Serving Agencies

HAVEN Youth Group

Open to GLBT youth, their Allies & those questioning (ages 14-20 yrs.), HAVEN's mission is to provide a safe, supportive environment, provide positive role models and peer support, & sponsor social and recreational activities. Weekly meetings occur on Wednesdays 7:00 - 9:00 p.m. at UUCLV. And HAVEN activities have included Movie nights, dances, participation in community events, such as the Lehigh Valley Pride Festival & Parade, hosting guest speakers, artists, & musicians, outdoor events such as hiking, trips to plays, films, or other cultural events.

424 Center Street, Bethlehem, PA, 18018

610-868-2153

havenyouthgroup@hotmail.com

www.uuclvpa.org/haven.html

HiTops First and Third

First & Third is HiTOPS' educational and social support group for GLBTQ youth and their allies; meets the first and third Saturdays of each month, from 2:30 – 4:30; offers a safe space for GLBTQ youth to meet, socialize, and learn; educational activities regarding healthy relationships, homophobia, sexuality, and STI/HIV prevention; adults and college student guest speakers who serve as role models and mentors for GLBTQ youth; training for GLBT youth who want to become effective speakers and group facilitators for HiTOPS educational programs in the community.

21 Wiggins Street, Princeton, NJ

609-683-5155 x217

corrine@hitops.org

Mainline Youth Alliance

Offers social, educational, and supportive activities in a confidential, respectful and safe environment; MYA meets every Friday all year long in Wayne, Pennsylvania; open to all youth ages 14-22; provides programs, activities, and special events; meetings are a mix of open discussions and presentations, where a casual atmosphere allows for talking, playing games, discussing issues and lots of food and fun.

106 West Lancaster Avenue, PO Box 442, Wayne, PA 19087

610-688-1861

info@myaonline.org

Regional LGBT Youth-Serving Agencies (cont.)

PRYSM

Provides LGBTQA youth with a safe, caring and respectful environment that will facilitate growth, educational awareness and leadership development; open to youth ages 14-20 and meets weekly in Media, Wednesdays from 6:30-8:30; meetings include community check-ins, educational presentations, open discussions, games, as well as planning of outreach and special events such as films, concerts, dances, participation in community events, such as Philly PRIDE, TransHealth Conference, etc.

PO Box 2581, Upper Darby, PA 19082

610-931-3393

www.prysm.vpweb.com

Rainbow Room of Bucks County

A safe, supportive and welcoming environment for LGBTQA youth ages 14 to 21; Weekly meetings, conducted by professional Planned Parenthood educators and youth peer educators, provide fun and relaxation while addressing health and social issues in a positive, empowering and interactive environment.

215-957-7981

rainbowroom@ppbucks.org.

www.plannedparenthood.org/ppbucks/rainbow-room-28411.htm

SPOT (Space to be Proud, Open, and Together)

Provides LGBTQA youth with an accepting and empowering environment; educational programs on topics like safer sex, marriage equality, coming out, and relationships; recreational activities such as film screenings, game night, fun with food; video game competitions; guest speakers; field trips; meetings held Thursday evenings from 6:30- 8:30 pm.

8 South Wayne St., West Chester, PA 19382

(610) 6921770 x108

thespot@ppsp.org

www.plannedparenthood.org/ppsp/spot-29386.htm

Education

Professional Development – for Staff

The Bryson Institute of the Attic Youth Center

Offers workshops for school, service agencies, and faith communities; workshops provide information and strategies to help support LGBTQ youth more effectively; contact J. Mason or Michelle Kline for information or to schedule a workshop.

255 S 16th Street, Philadelphia, PA 19102

215-545-4331 x 104

www.brysoninstitute.org

mason@atticyouthcenter.org or brysoninstitute@atticyouthcenter.org

Mazzoni Center's Ally Safe Schools Program

Offers workshops for staff of schools and out-of-school time programs; workshops focus on creating safer, more welcoming, and inclusive environments for LGBTQ youth; contact Allison Buehler for more information or to schedule a workshop; services offered free of charge.

21 South 12th St., 8th Floor, Philadelphia, PA 19107

215-563-0652 x251

www.mazzonicenter.org

abuehler@mazzonicenter.org

Mountain Meadow

Offers workshops for staff of schools and other organizations; workshops focus on addressing the needs of youth with LGBTQ parents or caregivers.

1315 Spruce Street, Philadelphia, PA 19107

215-772-1107

www.mountainmeadow.org

inquiries@mountainmeadow.org

Education Resources – for GSAs

Ally Safe Schools Program of Mazzoni Center

Provides resources, materials, support, technical assistance, and programming for Philadelphia area GSA advisors and members.

1201 Chestnut St. 3rd Fl., Philadelphia, PA 19107

215-563-0652 x251

www.mazzonicenter.org

abuehler@mazzonicenter.org

The following organizations operate nationally, or in different locations around the country. However, they all offer resources that might be of interest to Philadelphia-area GSAs.

GLSEN (Gay, Lesbian, Straight Education Network)

National organization provides resources, research, support, information, materials, for Gay-Straight Alliances and on LGBTQ youth in schools.

90 Broad Street, 2nd Fl., New York, NY 10004

212-727-0135

www.glsen.org

glsen@glsen.org

GSA Network

California-based organization, but offers free, downloadable resources and materials to all GSAs.

1550 Bryant St., Suite 800, San Francisco, CA 94103

415-552-4229

www.gsanetwork.org

info@gsanetwork.org

Education Resources – for GSAs (cont.)

GSA for Safe Schools

Wisconsin-based organization, but offers free, downloadable resources and materials to all GSAs.

301 S Bedford St #1, Madison, WI 53703

608-661-4141

www.gsaforsafeschools.org

National Day of Silence

GLSEN-sponsored event; website offers materials, resources, support, for groups planning events for the National Day of Silence, MLK Organizing Weekend, Ally Week, and TransAction Day.

212-727-0135

www.dayofsilence.org

info@dayofsilence.org

No Name-Calling Week Coalition

GLSEN-sponsored event; website offers materials, resources, support, for groups planning events for No Name-Calling Week.

212-727-0135

www.nonamecallingweek.org

info@dayofsilence.org

Safe Schools Coalition

Washington-based organization provides numerous resources and materials for GSAs throughout the country.

10501 Meridian Ave N, Seattle, WA 98133

www.safeschoolscoalition.org

cindyc@gsaforsafeschools

Education

Workshops – for Students & Groups

ACLU

Provides speakers for educational events, panels, conferences, and school programs; topics include free speech, immigrant rights, LGBT rights, student rights, police practices, religious liberties, reproductive freedom, civil liberties and security, and voting issues.

PO Box 40008, Philadelphia, PA 19106

215-592-1513 x 123

info@aclupa.org

www.aclupa.org/education/speakersbureau

Bryson Institute of the Attic Youth Center

Provides interactive and fun workshops for K-12 and college students focused on increasing awareness and understanding of LGBTQIA identities. Topics include basic definitions and terms, stereotypes, LGBTQ history, coming out, being an effective ally, and creating safe spaces in school. All workshops are age appropriate and are tailored to the needs of participants.

255 S 16th Street, Philadelphia, PA 19102

215-545-4331 x104

mason@atticyouthcenter.org or brysoninstitute@atticyouthcenter.org

www.brysoninstitute.org

CHOICE

Provides workshops to middle school and high school aged groups on topics including myths and facts of sexual health, reproductive anatomy, intimacy, birth control and abstinence, STDs/HIV, healthy relationships, communication, teen pregnancy, sex and society, puberty, and sexual harassment.

1233 Locust Street, Suite 301, Philadelphia, PA 19107

215-985-3355 ext. 109 or 158

info@choice-phila.org

www.choice-phila.org/education.htm

Education

Workshops – for Students & Groups (cont.)

Mazzoni Center Community Education

Provides a series of workshops focusing on sexual health; topics include healthy relationships, knowing your body, understanding reproduction and birth control, sexual and gender identity, STDs, HIV/AIDS; other topics available by request; contact Allison Buehler for more information.

21 South 12th Street, 8th Fl., Philadelphia, PA 19107

215-563-0652 x251

abuehler@mazzonicenter.org

www.mazzonicenter.org

RAVE - a program of GALAEI

Reaching Adolescents Via Education (RAVE) offers workshops that address issues of self-esteem, HIV/AIDS, STDs, teen sexual relationships, conflict resolution, etc., through peer-based interactive workshops in schools and after school programs; RAVE offers both single session and multi-session workshops (free of charge); contact Samantha Martinez for more information.

1207 Chestnut Street, 5th Fl., Philadelphia, PA 19107

215-851-1822

samim@galaei.org

www.galaei.org

Y-HEP

***Health and Empowerment thru ART (H. E. A R T)** - To create art-based programming and opportunities for young people that will encourage positive development, inspire creativity, combat social and sexual health issues and improve the quality of life among high risk marginalized communities. Please call for workshop descriptions.*

112 North Broad Street, 9th Floor, Philadelphia, PA 19102

215.564.6388

www.y-hep.org

Health Primary Medical Care

Children's Hospital of Philadelphia (CHOP)

Leading pediatric hospital and research facility in the world.

Emergency Department - services for people 18 and under.

34th Street and Civic Center Boulevard, Philadelphia, PA 19104

Adolescent Medical Clinic

LGBTQ competent primary and specialty care services through the Adolescent Care Center, including family planning. Confidential sexual health education and HIV/STD testing available M-F 9am-5pm. HIV specialty care for youth. All services are adolescent friendly.

3550 Market Street, 4th floor, Philadelphia, PA 19104

(215) 590-3537 for General Adolescent Medical Care

(215) 590-4943 for Adolescent HIV testing and education

www.chop.edu

Mazzoni Family and Community Medicine

LGBT family medicine and primary care practice, including a transgender health program. Provides compassionate primary and sexual health care to all

LGBTQI community members. Accepts insurance, also sees uninsured individuals on a sliding scale fee assessment. Transgender Health team includes medical clinicians, social worker, & case manager. Hormone assessments are completed using an informed consent model.

Adolescent Drop In Hours: *Wednesdays from 5-7pm, for youth ages 14-24; walk in doctor appointment, no insurance needed; free food, tokens and hygiene kits; HIV counseling and testing; risk reduction; for more information, contact Kate Gormley*

809 Locust St, Philadelphia, PA 19107

(215) 563-0658 x323

kgormley@mazzonicenter.org

www.mazzonicenter.org

St. Christopher's Hospital for Children

Adolescent HIV Program provides confidential, free, rapid HIV testing Mon-Fri 9a-5p (after hours available by appointment); HIV Specialty Care, Case Management, group and prevention services for all HIV positive youth, including GLTBQ experts.

E. Erie Ave. & N. Front St., Philadelphia, PA 19134

(215) 427-5000

[www.drexelmed.edu/Home/DrexelUniversityPhysicians/
/MedicalPractices/Pediatrics/ClinicalCareServices/
PediatricAdolescentHIVAIDSProgram.aspx](http://www.drexelmed.edu/Home/DrexelUniversityPhysicians/MedicalPractices/Pediatrics/ClinicalCareServices/PediatricAdolescentHIVAIDSProgram.aspx)

Health HIV/STD Screening

The Children's Hospital of Philadelphia Adolescent Initiative

Free, confidential HIV/STD testing; Health educators and testers are available M-F from 9 AM-4:30 PM; oral swab tests available (no needles, no blood drawn); walk-ins welcome; call to schedule an appointment; plan to spend 30-60 minutes with the health educator.

3550 Market Street, 4th Floor, Philadelphia, PA

(215) 590-4943

www.chop.edu/consumer/jsp/division/generic.jsp?id=78729

The Attic Youth Center

Free, confidential HIV testing; oral swab testing available (no blood drawn, no needles).

255 S 16th Street, Philadelphia, PA 19102

(215) 545-4331 (ask for Ingrid)

www.atticyouthcenter.org

The Collective's Mobile Testing Unit

The Collective is a CDC funded partnership effort of ASIAC, GALAEI, and Mazzoni Center and offers rapid HIV testing on a mobile testing unit / RV that has been converted into a testing lab; it is available to perform HIV testing and risk reduction counseling at locations and events across the city; regularly scheduled locations are as follows: Mondays from 12-3 PM at 56th and Market, the 2nd and 4th Tuesday of each month from 6-9 PM at 4555 Perchin St. in Roxborough, Thursdays from 10 Am-1 PM at 1360 Ridge Ave and from 3-7PM at 56th and Market; to schedule the MTU for a community event contact Tony Daniel at ext. 204.

215-563-0652

www.mazzonicenter.org/programs/hivtesting/service_view.php?service_id=76

GALAEI

Free, confidential and anonymous HIV testing available M-F 9 AM-5 PM; appointments available but not required; rapid HIV test provides results within 30 minutes; English and Spanish speaking counselors available.

1207 Chestnut Street, 5th Floor, Philadelphia, PA 19107

215-851-1822

www.galaei.org

Health HIV/STD Screening (cont.)

Mazzoni Center Counseling and Testing Department

Free confidential and anonymous rapid HIV testing; call for an appointment M-F.

21 S 12th Street, 12th Floor, Philadelphia, PA 19107

215-563-0658 x 265

www.mazzonicenter.org

SafeGuards

Free confidential and anonymous rapid HIV testing; call for an appointment M-F including late nights.

260 South Broad Street, Suite 1000, Philadelphia, PA 19102

215-985-6828 or email safethebetter@yahoo.com for an appointment through email

www.safeguards.org

Washington West Project

Free confidential rapid HIV testing and STD screening available M-F 9 AM-12 PM, 1 PM-5 PM, 6 PM-9 PM and Saturday from 1 PM- 5 PM; closed at 3 PM on Tuesdays; no appointment needed.

1201 Locust Street, Philadelphia, PA 19107

215-985-9206

www.mazzonicenter.org/programs/hivtesting/service_view.php?service_id=47

The following School District of Philadelphia high schools house Health Resource Centers, at which students can find out more information about STDs. The highlighted Health resource centers also offer free pregnancy and STD testing.

School	Healthcare Provider	HRC Coordinator	Phone
Benjamin Franklin H.S.	St. Christopher's Hospital for Children	Ashley Carter	215-299-4662 x0105
Central H.S.	Albert Einstein Medical Center	Mary Greenway	215-276-5262 x0100
Edison H.S.	St. Christopher's Hospital for Children	Tessy Infante	215-324-9599 x1541
Germantown HS	Albert Einstein Medical Center	Angela Towne	215-951-4004
Martin Luther King HS	Albert Einstein Medical Center	Zelphia Ellerson	215-276-5253
Northeast H.S.	Planned Parenthood of SE PA	Dawn Carter	215-728-5018
Overbrook H.S.	Planned Parenthood of SE PA	Kisha Gadsden	215-581-5507
Rhodes (YWLA) H.S.	St. Christopher's Hospital for Children	Jenny Brice	215-227-4402
Roxborough H.S.	Albert Einstein Medical Center	Tracey Smith-Diggs	215-487-4464
South Philadelphia H.S.	Urban Solutions	Charmin Caulley	215-952-6220
Strawberry Mansion HS	Planned Parenthood of Southeastern PA	Ruqayyah Qaiyim	215-684-5089
University City H.S.	Children's Hospital of Philadelphia	Ruth Lowe	215-387-7370
West Philadelphia H.S.	Children's Hospital of Philadelphia	Lindsey Krenzel	215-471-2902 x0150

Health Behavioral Health

The Counseling Center at The Attic Youth Center

Individual, couples, and family counseling for LGBTQ youth ages 14 to 23.

255 S 16th Street, Philadelphia, PA 19102

215-545-4331

www.atticyouthcenter.org

Open Door Counseling Program of Mazzoni Center

Individual, couples, and family therapy; therapy groups; expressive and creative therapies; psychiatric care and medication management; recovery services; resources and referrals to community-based adjunct services; most insurance accepted; sliding scale payment options are available; to schedule an appointment contact Cherie Older at extension 274, or Kate Gormley, Adolescent Care Coordinator at 215-563-0658.

1202 Chestnut St Philadelphia PA 19107

21 S 12th St 8th Fl. Philadelphia, PA 19107

215-563-0652

www.mazzonicenter.org/programs/counseling/index.php

Y-HEP (Youth Health Empowerment Program)

Offers youth the opportunity to participate in group or individual psychotherapy with experienced, licensed therapists; Y-HEP trauma therapists specialize in working with youth who have histories of childhood sexual, physical, or emotional abuse; youth who are in need of a higher level of care or are in need of medication treatment are referred to appropriate mental health agencies; for more information call Deb at ext. 13.

112 N. Broad Street JFK Building, 9th floor, Philadelphia, PA 19102

215-564-6388

www.y-hep.org

Housing

Covenant House Pennsylvania

Provides shelter and other support services to youth 21 and under including outreach, food, clothing, shower and laundry facilities as well as medical, counseling and referrals.

Crisis Center: 31-43 East Armat Street, Philadelphia, PA 19144

(215) 951-5411

(888) 829-1249

www.covenanthousepa.org

Youth Emergency Service

Assists runaway and homeless youth 12-18. Services include shelter, on-site medical care, street outreach, counseling and referrals, in-house academic program, annual conference addressing teen health and wellness, tutoring and enrichment opportunities, and recreational and cultural field trips.

1526 Fairmount Avenue, Philadelphia, PA 19130

24 hr hotline: (800) 371-7233

www.ysiphila.org

OTHER RESOURCES:

Bethel House

A 10 bed group home for LGBTQ youth through Lutheran Children and Family Services who are in DHS care. For more information, please contact: Mary McCann

Program Manager

Phone: (215) 747-7500 x228

Craig Peterson

Group Home Supervisor

(215) 271-1111

Family Support Philadelphia Area

Philadelphia Family Pride

Offers advocacy, education, and family-centered events for LGBTQ parents and their children

PO Box 235 Springhouse, PA 19477

215-844-3360

info@phillyfamilypride.org

www.phillyfamilypride.org

PFLAG Eastern PA

Serves Bucks, Lehigh, Northampton, Monroe, and Berks counties; provides support, education and advocacy with monthly meetings.

610-967-5219

www.eastern-pa-pflag.org

info@eastern-pa-pflag.org

PFLAG Philadelphia (Parents, Friends, and Families of Lesbians and Gays)

Philadelphia branch of PFLAG National, provides resources, monthly support meetings, speakers bureau, online discussion groups for families and friends of LGBTQ people.

PO Box 15711 Philadelphia, PA 19103

215-572-1833

www.pflagphila.org

pflagphila@yahoo.com

Family Support (cont.)

The following organizations operate nationally, or in different locations around the country. However, they all offer resources that might be of interest to the Philadelphia-area.

COLAGE (Children of Lesbians and Gays Everywhere)

National movement of children, youth, and adults with one or more LGBTQ parents; provides support for local chapters, resources, education, advocacy, leadership development.

1550 Bryant St., Suite 830, San Francisco, CA 94103

(415) 861-5473

www.colage.org

collage@colage.org

Family Equality Council

National coordinator between LGBTQ-headed families and the local groups that support them.

PO Box 206, Boston, MA 02133

(617) 502-8700

www.familyequality.org

info@familyequality.org

PFLAG National (Parents, Friends, and Families of Lesbians and Gays)

National organization provides support to regional PFLAG chapters, resources, education, advocacy for LGBTQ people, their families and friends

1726 M Street, NW

Suite 400

Washington, D.C. 20036

202-467-8180

www.pflag.org

info@pflag.org

Family and Partner Violence

Congreso de Latinos Unidos

Counseling and advocacy services for men, women, and children who experience domestic violence. Includes Individual and group counseling, access to legal services, provider education on domestic violence, and prevention education for youth focused on teen dating violence.

216 West Somerset Street, Philadelphia, PA 19133

Hotline: (866) SAFE-014

Office: (215) 763-8870

www.congreso.net

Lutheran Settlement House

Free quality counseling services for victims and survivors of domestic and dating abuse regardless of race, income, gender, identity or sexual orientation; includes in-person and over-the-phone crisis counseling, individual and group counseling, court accompaniment, and education and training; services available in Spanish and English.

1340 Frankford Avenue, Philadelphia, PA 19125

Hotline: (866) SAFE-014

Office: (215) 426-8610

www.lutheransettlement.org

Women Against Abuse (WAA)

Services for victims of domestic violence and their children; includes 24-hour emergency shelter, transitional housing, legal center, and education and training; services available in Spanish and English.

100 South Broad Street, Suite 1341, Philadelphia, PA

Hotline: (866) SAFE-014

Office: (215) 386-1280

www.womenagainstabuse.org

WOAR

Free services for people who have experienced sexual assault/abuse; includes counseling services, court and legal information, as well as education and community training.

One Penn Center

1617 John F Kennedy Blvd., Philadelphia, PA 19103

Hotline: (215) 985-3333

Office: (215) 985-3315

www.woar.org

Substance Use

REACH (Recovery Empowerment and Community Health)

Offers free support services to gay and bisexual men; provides opportunities to talk about any issues a client may be experiencing around drugs and alcohol; REACH staff will help clients identify issues and access services.

21 S 12th St 8th Fl. Philadelphia, PA 19107

215-563-0663 x245

reach@mazzonicenter.org; reach@actionaids.org; reach@familyplanning.org

Y-HEP

Y-HEP utilizes a harm reduction philosophy which enables us to develop and support young people in managing their lives through-out an addiction and /or through the addiction of a love-one.

112 N. Broad Street JFK Building, 9th floor, Philadelphia, PA 19102

215-564-6388

www.y-hep.org

Legal and Advocacy Services

AIDS Law Project

Offers free legal services for people living with HIV. Assistance with the following: AIDS discrimination, HIV Confidentiality, wills, living wills and power of attorney, social security benefits, housing, immigration, debt, and access to healthcare.

1211 Chestnut Street, Suite 600, Philadelphia, PA 19107

(215) 587-9377

www.aidslawpa.org

American Civil Liberties Union (ACLU-Pennsylvania)

Offers minors' and students' rights information, provides workshops for students, and legal services

PO Box 40008, Philadelphia, PA

877-PHL-ACLU

www.aclupa.org

Juvenile Law Center

Uses legal advocacy, publications, projects, public education, and training to ensure that the child welfare, Juvenile justice, and other public systems provide vulnerable children with the protection and services they need to become protective adults.

1315 Walnut Street, 4th floor, Philadelphia, PA 19107

800-875-8887

www.jlc.org

Mazzoni Center

Offers legal support to LGBTQ individuals and works to affect LGBT policy reform.

21 South 12th Street, Philadelphia, PA 19107

215-563-0652

www.mazzonicenter.org

RAYAP: Respect All Youth Advocacy Project

Child Advocates provides legal assistance and social service advocacy to abused and neglected children in Philadelphia County; works to ensure safety, health, education, family permanency and access to justice. RAYAP will provide LGBTQ youth with the assistance of an attorney dedicated to the legal representation of LGBTQ youth in the child welfare system in Philadelphia. This project can help youth obtain services and necessary legal advice, and navigate the child welfare system; contact Rebecca Mainor for more information

1900 Cherry Street Philadelphia, PA 19103

267-546-9227

rmainor@advokid.org

www.advokid.org

OTHER RESOURCES:

Lambda Legal

National organization pursuing high-impact litigation, public education and advocacy on behalf of equality and civil rights for LGBT people and people with HIV. Resources and materials for youth and schools are available online.

Phone: (212) 809-8585
www.lambdalegal.org

National Center for Lesbian Rights

Public interest law firm which litigates cases at the trial and appellate court levels; advocates for equitable public policies affecting the LGBT community; provides free legal assistance to LGBT people and their legal advocates; and conducts community education on LGBT legal issues.

Resources and materials for youth and schools, as well as for youth in out-of-home care, are available online.

Phone: (415) 392.6257
www.nclrights.org

Transgender Legal Defense & Education Network

Organization committed to ending discrimination based upon gender identity and expression and to achieving equality for transgender people through public education, test-case litigation, direct legal services, community organizing and public policy efforts.

Phone: 646.862.9396
www.transgenderlegal.org

Transgender Resources

GALAEI / M-PACT

HIV prevention and youth-focused health education services for transgender people. Youth-focused counseling and individualized case management services. Contact Sky Vasquez at svasquez@galaei.org

1207 Chestnut St. 5th Floor Philadelphia, PA 19107

215-851-1822

www.galaei.org

Mazzoni Family and Community Medicine

Transgender services include: primary care, hormone therapy and monitoring, supportive counseling and referrals as needed; transgender health team includes medical clinicians, social worker, and case manager; hormone assessments are completed using an informed consent model; contact Alison Wortman at awortman@mazzonicenter.org.

809 Locust St, Philadelphia, PA 19107

(215) 563-0658

www.mazzonicenter.org

Trans Health Information Project (TIP)

Comprehensive HIV prevention and health education project designed by and for transgender, and gender non-conforming people in Philadelphia; individual counseling and case management; trans-specific workshops on health and harm reduction techniques; connection to a range of external social services. Contact Rick Feely at rick.tip@gmail.com

21 S. 12th Street, 10th Floor, Philadelphia, PA 19107

www.tiptakesphilly.org

Young, Trans & United

YTU is a support group hosted by the Attic Youth Center every Thursday from 7 - 8:30. Discussion topics include: coming out, talking to friends and family, "passing," school and work issues, and current events. This group is open to trans, gender-questioning, and gender-non-conforming people ages 13 - 23. Become a fan on Facebook at "Young, Trans, & Unified."

255 S. 16th St Philadelphia, PA 19102

215-545-4331

www.atticyouthcenter.org

OTHER RESOURCES:

Philadelphia Trans Health Conference

Free, annual conference each spring that includes workshops for trans youth and families. www.trans-health.org

Transgender Legal Defense & Education Network

Organization committed to ending discrimination based upon gender identity and expression and to achieving equality for transgender people through public education, test-case litigation, direct legal services, community organizing and public policy efforts. Phone: 646.862.9396 www.transgenderlegal.org

Trans Proud

Online resource for materials, support groups, recommended reading, new articles, and personal narratives. www.transproud.com

TransYouth.com

Resource page for trans youth and their families and friends. Offers extensive links to resources about health care, school advocacy, ID documents, coming out issues, conferences, and online groups.

Trans Youth Family Allies

Offers mailing list and online support groups for trans youth, families, and providers; includes a suggested reading list and news articles of interest.

Job Readiness

Attic Youth Center

Supports youth in developing jobs skills through individual work and groups. Support includes but is not limited to resume building and internship placements. Can also assist youth in finding appropriate attire for job interviews.

255 South 16th Street, Philadelphia, PA 19102

(215) 545-4331

harlan@atticyouthcenter.org or tara@atticyouthcenter.org

www.atticyouthcenter.org

Faith/Spiritual

YES! Coalition

Interfaith collaboration of faith communities that welcome people of diverse sexual orientations and gender identities (LGBTQSG), their families, and friends. See website or call for Guide to Welcoming Congregations

c/o N. Krody, P.O. Box 24005, Philadelphia, PA 19139-0005

215-840-2858

www.yescoalitionphilly.org

OTHER RESOURCES:

Affirmation

Organization supporting the needs of LGBTQ Mormons.
www.affirmation.org

More Light Presbyterians

Network seeking full inclusion of LGBTQ Presbyterians.
www.mlp.org

National Union for Jewish LGBT Students

Resources and networks for LGBTQ Jews.
www.nujls.org

Rainbow Baptists

Online community of LGBTQ and allied Southern Baptists.
www.rainbowbaptists.org

Soulforce

Network of friends using nonviolence to seek justice for LGBTQ Christians.
www.soulforce.org

Twice Blessed

Archive of LGBTQ Jewish Media
www.onearchives.org/twiceblessed/index.html

Unitarian Universalist Office of LGBT Concerns

Group working for full inclusion and support of LGBTQ Unitarian Universalists
www.uua.org/obgltc

Whosoever

Online magazine for LGBTQ Christians.
www.whosoever.org

Online & Print Resources

ACLU's PA Student Rights Manual

Download or order a free copy of the ACLU of PA's comprehensive and user-friendly Student Rights Manual; focuses on the rights of public school students

www.aclupa.org/education/studentsrightsmanual/

The Advocate

National LGBTQ news magazine

www.advocate.com

Advocates for Youth

Website dedicated to providing sexual health resources and information; it's LGBTQ sections has resources for youth, parents, and professionals

www.advocatesforyouth.org

Ambiente Joven

Spanish-language website for LGBTQ youth; offers news, information, resources, discussion forums focusing on sexual health

www.ambientejoven.org

Asian and Pacific Islander Family Pride

Online community dedicated to end the isolation of Asian and Pacific islander families with LGBTQ members

www.apifamilypride.org

Behind the Mask

An online communication initiative around LGBTI rights and affairs in Africa; gives voice to African LGBTI communities and provides a platform for exchange and debate for LGBTI groups, activists, individuals and allies.

www.mask.org.za

Black Men's Leadership Council

Volunteer led non-profit established to meet the varied social, political, and health needs of Black gay men in Philadelphia

www.bgmlc.org

Online & Print Resources (cont.)

Curve Magazine

National lesbian news and culture magazine

www.curvemag.com

GLBT History Month

Site sponsored by Equality Forum highlighting significant LGBT figures and milestones throughout the month of October; educational and curricular resources available

www.glbthistorymonth.org

National Black Justice Coalition

Civil rights organization dedicated to empowering Black lesbian, gay, bisexual, and transgender people; their mission is to end racism and homophobia; focuses on advocacy and action around HIV/AIDS in Black LGBT communities, hate crimes motivated by LGBT bias, LGBT youth trends, influences and concerns, racism and homophobia, abuse of "Don't Ask Don't Tell", religion based homophobia

www.nbjcoalition.org

Oasis Magazine

Writing community for queer and questioning youth comprised of online diaries, essays, poetry and artwork

www.oasisjournals.com

OutProud

Website of the National Coalition for Gay, Lesbian, Bisexual & Transgender Youth; provides outreach and support to queer teens just coming to terms with their sexual orientation and to those contemplating coming out

www.outproud.org

QA (Queer Attitude)

Online community forum for LGBTQA youth from around the world

www.queerattitude.com

Online/Print Resources (cont.)

Philadelphia Gay News

Area's largest and oldest publication targeted to the LGBTQ community

www.epgn.com

Philly Gay Calendar

Provides news and information about upcoming and ongoing events in the Philadelphia's LGBTQ community

www.phillygaycalendar.com

Rainbow Rumpus

Online magazine for children with LGBTQ parents/caregivers; provides resources for young children, older youth, parents, educators, and allies

www.rainbowrumpus.org

Scarleteen

Sex positive sex education for youth

www.scarleteen.com

Two Lives Publishing

Publisher and distributor of children's books focusing on LGBTQ families

www.twolives.com

Youth Resource

A website by and for LGBTQ youth, focusing on healthy sexuality, current events, peer support, and public advocacy

www.youthresource.com

Recommended Books

Elementary School level:

And Tango Made Three

Justin Richardson, Peter Parnell, and

Henry Cole (Illustrator)

At New York City's Central Park Zoo, two male sitting penguins fall in love and start a family by taking turns sitting on an abandoned egg until it hatches.

Simon & Schuster Children's Publishing (2005)

Different Dragon

Jennifer Bryan and Danamarie Hosler (Illustrator)

Bedtime story about bedtime stories shows how the wonderful curiosity and care of a little boy, with some help from his willing moms, can lead to magical and unexpected places.

Two Lives Publishing (2006)

The Family Book

Todd Parr

There are so many different types of families, and THE FAMILY BOOK celebrates them all in a funny, silly, and reassuring way.

Little, Brown Young Readers (2003)

NOTE:

This listing is a sampling of books available for K-12 students and providers. Please check with the resources below for a further listing and to purchase.

Safe Schools Coalition

Offers a variety of resource listings by topic, type, and people who use them.
www.safeschoolscoalition.org

Giovanni's Room

Philadelphia LGBTQ bookstore.
345 South 12th Street,
Philadelphia, PA 19107
Phone: (215) 923-2960
www.giovanisroom.com

Two Lives Publishing

Publishes and distributes books for LGBTQ families.
www.twolives.com

Recommended Books (cont.)

Middle School level:

Am I Blue? Coming Out From the Silence

Marion Dane Bauer and Beck Underwood

Collection of 18 short stories by recognized children's and young adult authors explores the various meaning of gay and lesbian identity in the lives of teenagers.

HarperCollins (1995)

Letter in the Attic

Bonnie Shimko

A young girl's growing pains include falling for another girl.

Academy Chicago Publishers (2007)

High School level:

Beloved Daughter

Family members of queer Asian women

40-page booklet of letters from Chinese mothers, fathers, brothers, and sisters to their lesbian and bisexual daughters and sisters.

Mandarin Asian Pacific Islander Lesbian/Bisexual Network

Beyond the Binary

GSA Network, Transgender Law Center, and NCLR

Toolkit for Gender Identity Activism in Schools

Know Your Rights

American Civil Liberties Union of PA

Student Rights Manual for Public School Students in Pennsylvania

www.aclupa.org/studentsrightsmanual

Parents and Families

2007 GLSEN National School Climate Survey

Joseph G. Kosciw

Comprehensive report on the school experiences of LGBTQ youth.

www.glsen.org

Gay, Lesbian, and Transgender Issues in Education: Program, Policy, and Practice

James T. Sears

Presents LGBT youth issues through the words of the adolescents themselves, along with clear up-to-date essays about LGBT youth programs, policies, and practices around the world.

Routledge (2005)

My Child Is Gay: How Parents React When They Hear the News

Bryce McDougall

Parents' honest and revealing responses to the news that their child is gay.

Allen & Unwin (1998)

The Transgender Child: A Handbook for Families And Professionals

Stephanie Brill and Rachel Pepper

Guidebook explores the unique challenges that thousands of families face every day raising their children in every city and state.

Cleis Press (2009)

Recommended Viewing Documentaries

The following Documentaries and Made for TV Movies are recommended for the purpose of training staff.

After Stonewall

Documentary/Historical retrospective of the Gay Rights movement from the 1969 Stonewall riots to the present.

Ballot Measure 9

A revealing and spirited documentary, Ballot Measure 9 takes a frightening look at a persistent and growing lack of tolerance in America. Efforts are made by the conservative Oregon Citizens' Alliance to revoke "special rights" (a.k.a. equal rights) from homosexuals during the 1992 presidential election.

Before Stonewall

Before Stonewall is a documentary the evolution of gay culture in the U.S. from the early 1920s to the Stonewall riot of 1969. The film most prominently features the gay underground of the '20s and '30s, the rise of gay service in the military and workforce during WWII, the persecution of gays as "subversives" and "sexual perverts" in the state department by Senator McCarthy, the growth of the first grassroots political organizations for gay men and lesbians in the '50s, and of course, the civil rights movement.

Being Gay: Coming Out in the 21st Century

This program presents the accounts and stories of people who have recently taken the step of coming out. Interviewees and experts discuss the benefits of this important transition by examining the six stages of coming to terms with one's sexual identity.

The Believers

Documentary that follows the creation and development of the first transgender choir.

Beyond Beats and Rhymes

A riveting documentary that tackles issues of masculinity, sexism, violence and homophobia in today's hip-hop culture.

The Brandon Teena Story

Brandon Teena was born Teena Brandon, a young woman who desperately wanted to be a man. But Brandon lived in a small Midwestern town, where his sexual identity crisis wasn't tolerated, inciting two so-called friends to brutally murder him and two other innocents. This true story, which was the basis for the feature film Boys Don't Cry, is recounted in the award-winning (Best Documentary at both the Vancouver and Berlin film festivals) documentary.

Brother Outsider: The Life of Bayard Rustin

This feature-length portrait unfolds both chronologically and thematically, using interviews and traditional documentary techniques, as well as experimental approaches, to describe the life of an openly gay civil rights leader.

The Celluloid Closet

A comprehensive documentary of the history of gays and lesbians in cinema, from negative to positive reflections of gay characters and the troubles of actors and actresses.

Daddy & Papa

Daddy & Papa explores the growing phenomenon of gay fatherhood and its impact on American culture. Through the stories of four different families, Daddy & Papa delves into some of the particular challenges facing gay men who decide to become dads.

Recommended Viewing Documentaries (cont.)

The Edge of Each Other's Battles: The Vision of Audre Lorde

This video by Jennifer Abod is about poet Audre Lorde's broad social vision and the translation of that vision into an historic transnational conference, which used her work, while celebrating her life.

An Empty Bed

This documentary centers around a gay man in his sixties. He reminisces about his younger days, the roads not taken and the prospect of an empty bed as he enters the winter of his life.

Gay Pioneers

The story of the first organized annual "homosexual" civil rights demonstrations held in Philadelphia, New York and Washington, DC from 1965-69. When few would publicly identify themselves as gay, these brave pioneers challenged pervasive homophobia.

Gendernauts

Monika Treut explores the worlds of several female to male transgendered individuals. Treut introduces us to a startling range of characters — some of whom are well known in San Francisco's queer community — who share an affinity for remaking their bodies and their lives in ways that inevitably make them transgressors.

Gender Rebel

Captivating documentary that explores the lives of three biological females who reject the conventional concepts of gender and see themselves not as female or male, but something in between. The camera follows these individuals as they encounter challenges at every turn -- from the strain on their relationships to confrontations from communities intolerant of their way of life -- and find a way to cope with social alienation.

It's Elementary: Talking About Gay Issues in School

An exploration of what happens when experienced teachers talk to their students about lesbians and gay men. Students are asked to consider issues related to homosexuality at six elementary and middle schools. Presents footage of classroom activities and discussions with students exploring questions and issues presented to them by teachers and guest lecturers who come into their classes.

It's Still Elementary: Talking About Gay Issues in School

It's Still Elementary tells the fascinating history of why and how the 1996 film was made, the infamous response it provoked from the conservative right, and the questions it raises about the national safe schools movement today. Includes interviews with some of the original students and teachers from Its Elementary

Jim in Bold

Jim Wheeler was a young gay poet and artist, who was the victim of extreme homophobia while growing up in rural Pennsylvania. In 1997 Jimmy took his own life. Five years later, armed with a video camera and Jim's poetry, three members of Young Gay America embark on a cross-country road trip, interviewing gay and lesbian youth in the heartland of America.

Latino Beginnings

This documentary delves into this minority within a minority. Gay Latinos have to break through the added layer of religion and masculinity embedded in the Hispanic culture. Jesse, an openly gay college student; Marisol, a woman who's nervous about coming out to her mother; and Gustavo, a drag performer, all share their thoughts and experiences

Recommended Viewing Documentaries (cont.)

Off the Straight and Narrow: Lesbians, Gays, Bisexuals & Television

Off the Straight & Narrow casts a critical eye over the growth of gay images on TV. Leading media scholars provide the historical and cultural context for exploring the social implications of these new representations. Off the Straight & Narrow challenges viewers to consider the value and limits of available gay images: who is represented, what they get to say, and how people respond to them.

One Nation Under God

One Nation Under God is a bizarre and fascinating look into "curing" homosexuality - making gays straight. Mixing archival footage and interviews with people from both sides of the issue, it shows the absurd lengths that straight religious and medical people have gone in their efforts to change gays and lesbians.

Paragraph 175

Historian Klaus MÅuller interviews survivors of the Nazi persecution of homosexuals, many of whom were interred in concentration camps during World War II because of the German Penal Code of 1871, Paragraph 175, which states: An unnatural sex act committed between persons of the male sex or by humans with animals is punishable by imprisonment; the loss of civil rights may also be imposed.

Pink Triangles

Takes a look at the nature of discrimination against lesbians and gay men and challenges some of society's attitudes toward homosexuality. Also examines historical and contemporary patterns of racial, religious, political, and sexual persecution.

Ruthie & Connie: Every Room in the House

They're Jewish, they're grandmothers, and they're lesbians. But they're also so much more, as you'll find out in Deborah Dickson's powerful and intimate documentary.

Silverlake Life

This tough, harrowing 1993 documentary began as a video journal by film instructor Tom Joslin, who wanted to capture details and insights into the process of his own slow death from AIDS, as well as that of his partner, Mark Massi.

Stonewall

After a long history of police raids, extortion, and brutality, a gaggle of drag queens at the Stonewall Inn decide they have had enough and begin to riot when the police try to load them into a paddy wagon. Told by "La Miranda" (Hector), a regular customer at the Stonewall Inn, the film is a recounting of events that led up to that fateful day in 1969.

Straight-laced: How Gender's Got us all Tied Up

From girls confronting popular messages about culture and body image to boys who are sexually active just to prove they aren't gay, the students in Straightlaced illustrate the toll that deeply held stereotypes and rigid gender policing have on all of our lives.

That's a Family!

Designed for children in elementary school, this film shows the many different shapes that families take today. Children describe their own families and explain concepts like "birth mom", "mixed race", "gay and lesbian", and "stepdad."

TransGeneration

A dramatic and mesmerizing eight-part series, is a year-in-the-life look at four college students--Gabbie, Lucas, Raci, and T.S.--who are juggling the challenges of academia with their commitment to transition from their birth sex. Faced with life-altering choices--about how to deal with parents and society, whether or not to take hormone therapy and undergo sex re-assignment surgery--these four remarkable individuals deal with their deeply misunderstood identities in starkly unique ways.

Recommended Viewing Documentaries (cont.)

Trembling Before G-D

Built around intimately-told personal stories of Hasidic and Orthodox Jews who are gay or lesbian, the film portrays a group of people who face a profound dilemma - how to reconcile their passionate love of Judaism and the Divine with the drastic Biblical prohibitions that forbids homosexuality.

Tying the Knot

A look at the debate over same sex marriage in the USA. The reasons behind the debate are illustrated with real life couples that have run afoul of current laws despite varying levels of planning.

A Union in Wait

Susan Parker and Wendy Scott are members of Wake Forest Baptist Church. In 1997 the couple decided they wanted to have a union ceremony in Wake Forest University's Wait Chapel, but the university told them no. Susan Parker, Wendy Scott, their church, and many others joined together to fight the school's decision in what would become a controversy that divided a community in North Carolina and made national headlines.

Made for Television Movies

A Girl Like Me: The Gwen Araujo Story

The story documents the real life of Gwen Araujo, born Edward Araujo, Jr., a transgender teenager who was murdered after it was discovered by acquaintances that she had male genitalia.

Normal

Drama. A small-town Illinois man decides to undergo sexual reassignment surgery, much to the surprise of his wife and kids.

Prayers for Bobby

Emotional true story about a 1970s religious suburban housewife and mother who struggles to accept her young son Bobby being gay. What happens to Bobby is tragic and causes Mary to question her faith; ultimately this mom changes her views in ways that she never could have imagined.

Prom Queen

Comedy/Drama. An out-and-proud teenager attempts to bring his boyfriend to prom but is denied by the school board, sparking a national debate around the subject.

Serving in Silence: The Margarethe Cammermeyer Story

Facing discharge proceedings as a result of admitting her homosexuality, Army Col. Margarethe Cammermeyer risks everything to fight for her legal rights against the U.S. military's discriminatory policy. Based on a true story, this inspiring made-for-TV drama is a testament to those who suffered the same bigotry.

The Truth About Jane

Jane, a high school teenager, tries to deal with the discovery that she is a lesbian after developing an intense friendship with another girl. Jane's disapproving mother, Janice, struggles with this surprising revelation.

Recommended Viewing Rated PG-13

Camp

Camp Ovation is a performing arts summer camp where talented kids come to spread their wings. Among them are Vlad, a "bona fide straight boy"; Ellen, a megastar with huge insecurities; and Michael, who's struggling with his sexual identity. Their director, Bert Hanlon is a washed-up has-been ... but the kids have as much to teach him as he has to teach them.

Dirty Laundry

Talented, gay and African-American, Patrick is a rising journalist at a New York City magazine who suddenly must confront his Southern roots and a mother not yet comfortable with her son's choices and sexual identity. Patrick and his partner's perfectly cosmopolitan world is shattered when an unexpected knock at their door brings to the forefront the issue of lifestyle acceptance within the down-home community of his youth.

In & Out

Howard Brackett is a high school teacher in a small town in Indiana with everything going for him including an attractive fiancé named Emily. Everything changes in one night when a former high school student of his, now a famous actor living in Hollywood, makes an acceptance speech after receiving an Academy Award for his portrayal of a homosexual army soldier and 'outs' Howard Brackett as his inspiration for his role.

Kinky Boots

A drag queen comes to the rescue of a man who, after inheriting his father's shoe factory, needs to diversify his product if he wants to keep the business afloat.

Philadelphia

A high-powered attorney is fired from his job after he reveals his sexual orientation and HIV-status to his co-workers. He ends up hiring a small time, homophobic lawyer to help him sue his former employers.

RENT

Based off the hit-Broadway musical, the film adaptation follows a group of twenty-something's in New York's East Village, struggling to deal with life, rent and AIDS.

Saved!

Mary is a good Christian girl who goes to a good Christian high school where she has good Christian friends, mainly Hilary Faye and a perfect Christian boyfriend, Dean. Her life seems perfect, until the day that she finds out that Dean might be gay. After seeing a vision of Jesus in a pool, she does everything in her power to help him turn straight, including offering up her virginity. But none of it helps because Dean's caught and sent to a "degayification" center and Mary ends up pregnant.

To Wong Foo Thanks for Everything

After Vida Boheme and Noxeema Jackson win a major New York drag contest and a trip to Hollywood, they are persuaded to take the inexperienced drag princess Chi-Chi with them. They hire a beat-up old Cadillac and set off for Los Angeles, but their car breaks down in a small town in the middle of nowhere. With just their wits and an endless supply of garish costumes, they transform the town and everyone who lives there.

Scholarships for LGBTQIA Students

Region	Scholarship	Website	Available to
Philadelphia Area	House of Blahnik Scholarship Fund	www.houseofblahnik.org/programs	Youth of color who participate in the ballroom/house community
Philadelphia Area	Jonathan Lax Foundation Scholarship	www.breadrosesfund.org	Gay men
Philadelphia Area	Sally Tyre Scholarship	www.atticyouthcenter.org	Lesbians living in the greater Philadelphia area who are pursuing an undergraduate degree or certificate at accredited schools
Philadelphia Area	Tony Sparacino Memorial Scholarship	www.sapphirefund.org/scholarship	LGBTQ students and allies enrolled in degree program with an arts major (includes art history, visual arts, fashion design, music, media arts, theatre, dance, etc.)
National	COLAGE's Lee Dubin Memorial Scholarship Fund	www.colage.org/programs/academic	Youth who have one or more LGBTQ parent/guardian, and who demonstrated commitment and ability to positive community change
National	Gamme Mu Foundation Scholarship	www.gammamufoundation.org	Gay men under 35 who have finished high school or will finish high school by the end of the current school year
National	National Gay Pilots Association Education Fund Scholarships for Aviation Students	www.npga.org	LGBTQA youth who are pursuing a career in aviation
National	National lesbian and Gay Journalists Association's Leroy Aarons Scholarship	www.nljja.org/students/aarons.htm	LGBTQA youth who plan to pursue degrees in journalism and have demonstrated knowledge of issues facing LGBTQ communities
National	National Lesbian and Gay Journalists Association Kay Longcope Scholarship Award	www.nljja.org/students/longcope.htm	LGBTQ people of color planning to pursue a career in journalism
National	The Point Foundation	www.pointfoundation.org	LGBTQIA students demonstrating exceptional academic performance and proven leadership

Scholarships for LGBTQIA Students (cont.)

Region	Scholarship	Website	Available to
National	Transgender Scholarship and Education Legacy Fund	www.tself.org	Transgender students pursuing careers in the helping and caring professions, including social services, health care, law, religious instruction, education
National	ZAMI's Audre Lorde Scholarship Fund	www.zami.org/scholarship.htm	Out LGBT students who are making significant contributions to their communities
National	Queer Foundation Effective Writing and Scholarship program	www.queerfoundation.org	Queer high school seniors
National	PFLAG National GLBT Scholarship Program	www.community.pflag.org	LGBTQA high school seniors who have demonstrated an interest in service to LGBT communities
Western Pennsylvania Area	Lambda Foundation Scholarships	www.lambda-pgh.org/scholarships.html	Sophomore and junior college students attending college in the western PA/West VA area
Greater Lehigh Valley area	Pride GLV Rainbow Scholarship	www.prideglv.org	LGBTQA high school seniors who live in the greater Lehigh Valley area
New York, New Jersey, Connecticut	LIVE OUT LOUD Scholarship	www.liveoutloud.info	LGBTQ high school seniors, or LGBTQ youth who have graduated and deferred their education for one year
Penn State University	Bruce Miller and Dean LaVigne Trustee Scholarship	www.sa.psu.edu/lgbt	LGBTQA students enrolled or planning to enroll at any of the PSU campuses, who have demonstrated financial need, and who have an interest in contributing to the LGBT community at PSU
Penn State University	Barry Marshal Undergraduate Scholarship	www.sa.psu.edu/lgbt/b_m_scholarship.shtml	LGBTQA students enrolled or planning to enroll at any of the PSU campuses, who have demonstrated financial need, and who have an interest in contributing to the LGBT community at PSU (preference to students from NY state)
University of Pennsylvania	Leslie Townsend fund	http://ai.eecs.umich.edu/people/conway/TSSuccesses/LeslieTownsendFund.pdf	Students at Penn who are making a gender transition during their time at school

School Policies Overview

School District of Philadelphia Policies Ensuring Safe and Equitable Climates for LGBTQ Youth

The School District of Philadelphia has a number of policies that mandate safe, inclusive, and equitable school experiences for LGBTQ students. We've included some of those policies, information and definitions from the Code of Conduct, and a copy of the formal grievance reporting form in the following sections.

- **From the Student Code of Conduct – Anti-Discrimination and Anti-Harassment Policy, and Grievance and Complaint Policy – see page 48 for full detail**

This section offers definitions of harassment and discrimination. Note that sexual orientation (perceived and known) and gender identity (perceived and known) are included in the anti-harassment and anti-discrimination policies.

This section also takes you through the process of how to report policy violations. We recommend, whether you use the formal or informal reporting procedure, that you **document everything**. Try to make a written record of any incident, noting the dates, times, locations, names of people involved, and names of people who witnessed the incident. If you give this documentation to anyone, make a note of when and with whom you shared it, and **keep a copy** for yourself.

- **Policy 102 – Multiracial-Multicultural Gender Education Policy – see page 50 for full detail**

This policy addresses the need for schools to “foster knowledge about and respect for” people of all identities, including sexual orientations (perceived or known) and gender identities (perceived or known).

This is about protecting people from discrimination, but is also about

- making sure that students of *all* identities have equal access to educational opportunities,
- incorporating information about *all* identities and cultures into the curricula
- ensuring that *all* staff receive appropriate training
- working with *all* students to combat bias
- welcoming *all* families
- making *all* school staff responsible for these goals

- **Policy 123 – Adolescent Sexuality Policy – see page 54 for full detail**

This policy on adolescent sexuality reaffirms the district's commitment to *comprehensive* and inclusive sexuality education. It also specifically notes that gay and lesbian youth are assured “equitable and positive school experiences.”

School Policies Overview (cont.)

- **Policy 220 – Student Expression Policy – see page 56 for full detail**

This policy on student expression doesn't mention LGBTQ youth specifically. However, it will be of interest to students and advisors in Gay-Straight Alliance groups who wish to promote their meetings, and also to students who like to wear any LGBTQ pride symbols on buttons, book bags, jewelry, etc. There have been situations in which some students have been asked by school authorities to remove rainbow/pride buttons or other adornments. Students *are permitted* to wear these, or any other symbols and messages, so long as they don't interfere with educational programs, contain vulgar language, threats, or encourage unlawful activity.

- **Policy 238 – Prevention of Sexual Harassment of Students Policy – see page 59 for full detail**

This sexual harassment prevention policy specifically includes harassment based on gender, and prohibits unwelcome comments about a person's sexuality. Pay particular attention to the complaint reporting procedure. If you read the section of this policy that discusses how to file complaints, note that once the investigation is completed, *the student who made the complaint should be notified of the outcome.*

- **Bullying Policy – see page 64 for full detail**

This policy defines bullying by three criteria – aggressive behavior or intentional harm doing, carried out over time, and occurring within an interpersonal relationship where there is an imbalance of power. The policy refers to direct or indirect action and is inclusive of physical, verbal, and non-verbal in nature. Actions are considered bullying if the action interferes with a student's education, creates a threatening environment, and/or if there is substantial disruption of the orderly operation of the school.

- **Student Grievance Report Form – see page 67 for full detail**

A copy of the form can also be found on the last page of the Code of Conduct. Use this reporting form for any violations of Policy 102. Students can report harassment by other students *and* by school staff on this form. Students can *also* report harassment and discrimination on the Safe Hotline, to their school administrator, or to *any other* district representative. If you use and submit this form, *keep a copy* for yourself, and make a note of *when* you submitted it and *to whom* you submitted it. The principal has to conduct an investigation within 48 hours of receiving the complaint.

From Student Code of Conduct

Anti-Discrimination & Anti-Harassment Policy

The District maintains a firm policy prohibiting all forms of discrimination and harassment. This section of the Code is only meant to provide a brief summary of the complete policy. A complete policy can be found at www.phila.k12.pa.us.

Students have a right to learn in an environment free from harassment and discrimination. Harassment is defined as a demand for a sexual favor or any conduct which harasses, threatens, intimidates or otherwise creates a hostile school environment because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, Disability, socioeconomic status and/or political beliefs.

Discrimination is defined as treating an individual differently because of someone's gender, age, race, color, sexual orientation (known or perceived), gender identity expression (known or perceived), national origin, religion, Disability, socioeconomic status and/or political beliefs. This list of bases is not all inclusive.

If a student feels as though he or she is a victim of discrimination or harassment, he or she shall report such conduct as described below in Section 6.2. Upon such complaint, the District shall investigate the complaint thoroughly and completely. To the extent possible and allowed by law, the District will maintain confidentiality within the confines of the investigation or the alleged prohibited behavior. All parties will be treated with dignity and the District will not retaliate against anyone making a report.

Nothing contained in this policy prevents a student from contacting the police if the matter involves an alleged criminal offense.

If a student has any question regarding the Anti-Harassment Policy, he or she should contact his or her principal or the Regional Superintendent.

Grievance/Complaint Policy

Informal Complaint Procedure

- a. If a student believes that he or she has been harassed or discriminated against or has knowledge that another has been harassed or discriminated the student should contact his or her principal to report the conduct.

- b. Should the principal be the person accused of the harassment or discrimination or should the student feel that the principal is in some way responsible for the harassment or discrimination, the student should report the conduct to the Regional Superintendent at the Regional Office.

Formal Grievance Policy

The District has a grievance procedure for students to report harassment, discrimination or Bullying committed by another Member of the School Community. The back page of the Code contains a form intended for use by students who believe they have been harassed, discriminated against, or bullied by another Member of the School Community. In addition to this procedure, students are reminded to report incidents by calling the Bully Hotline or their Principal or any other representative of the District.

From Student Code of Conduct (cont.)

The following is a copy of the procedure:

- a. The complainant reports to the Principal or the Principal's designee or other SDP representative and receives the Grievance Report.
- b. The complainant completes the Grievance Report Form. If the complainant needs or requests language assistance to complete the form, the school or office receiving the form must make the proper arrangements for interpretation and translation services.
- c. A signed copy of the form is given to the complainant by the School District employee to whom the grievance was reported
- d. A copy is given to the Principal.
- e. The Principal will conduct an investigation **within 48 hours** and take appropriate action.
- f. Principal ensures that a Serious Incident Report is filed, and attaches the Grievance Report Form to the school's copy of the EH-31 Incident Follow-Up Report.
- g. The Principal must provide a copy of the Grievance Report Form and the EH-31 to the District's Title IX Coordinator.
- h. If the allegation is against the Principal, the Regional Superintendent or designee will conduct an investigation **within 48 hours** and take appropriate action.

MULTIRACIAL-MULTICULTURAL-GENDER EDUCATION

Section 102 Issued By: Accountability, Assessment and Intervention
School Reform Commission Report:
Date Adopted: August 18, 2004

Policy Statement:

The policy of the School District is to **foster knowledge about and respect for those of all races, ethnic groups, social classes, genders, religions, disabilities, sexual orientations (perceived or known) and gender identities (perceived or known).**

Policy Explanation:

I. Multiracial-Multicultural-Gender Education

A. Its purpose is to ensure equity and justice for all members of the school community, and society as a whole, and to give those members the skills and knowledge they need to understand and overcome individual biases and institutional barriers to full equality.

B. Federal and state laws prohibit harassment and/or discrimination and as a result the School District is obligated to investigate and take appropriate action when this policy is violated.

II. Philosophy

A. The School District of Philadelphia envisions a society that will ensure respect for all cultures, dignity for all communities and justice for all people.

B. The School District of Philadelphia expresses its commitment to achieving this goal by recognizing that Multiracial-Multicultural-Gender Education is indispensable in attaining this objective.

C. To move us toward this goal, the School District is committed to:

1. Pursue academic excellence for all children.
2. Assist students to develop the necessary social and linguistic skills needed to communicate effectively in a multilingual, global society.
3. Teach students to respect their own cultural heritages and to appreciate other peoples from their neighborhood, city, state, nation and the world.
4. Enable students to develop a deep multicultural understanding that reflects sensitivity toward all.
5. Foster opportunities for students, staff, parents, and other community members to engage in cooperative decision-making and problem solving and to develop a deep multicultural understanding that reflects sensitivity to the diversity present in a multicultural society.

Policy 102 (cont.)

6. Empower students to recognize and work to overcome injustices caused by bias and historical exclusion and to become active citizens and leaders in the quest for a just society.

D. In seeking to ensure educational equity and justice for all, Multiracial-Multicultural-Gender Education will be infused throughout all aspects of the educational process and will:

1. Integrate multiple perspectives in all curricular areas.
2. Utilize the variety of skills and knowledge that students and adults from diverse backgrounds bring to teaching and learning.
3. Incorporate learning activities to foster knowledge of, acceptance of, and respect for the diverse cultures and histories that make up the fabric of our school communities.
4. Foster among children the development of interpersonal and intergroup skills that will prepare them to live harmoniously in a multiethnic/multicultural/multilingual society.
5. Facilitate the practices necessary to assist all children to become effective and successful learners regardless of race, ethnicity, social class, gender, religion, disability, sexual orientation (perceived or known) and gender identity or identities (perceived or known).
6. Ensure that staff throughout the District receive appropriate, ongoing opportunities for training and staff development in multicultural understanding.
7. Ensure that the commitment to Multiracial-Multicultural-Gender Education is reflected in the diversity of all levels of staffing in the School District of Philadelphia.
8. Respect and value parental and community input and participation in the educational process.
9. Extend training in Multiracial-Multicultural-Gender Education to parents and community members that reflects multiracial-multicultural-gender equity.
10. Implicit in this statement is the requirement that each staff member accept responsibility for the accomplishment of these goals.

III. Grievance Process

In furtherance of these goals, the School District of Philadelphia has created a grievance process for a student who believes he/she has been harassed or discriminated against or been denied the rights guaranteed by this policy. A. The grievances will be monitored by a School District Title IX Coordinator who will assure that complaints are investigated and resolved.* The grievance form can be found in the Code of Student Conduct.

POLICY PROCEDURE:

I. Implementation

A. Academic excellence and equity represent, in part, an institutional commitment to enable the school community, including faculty, staff, and students, to reach its fullest human and intellectual potential and the achievement of these goals and objectives requires the School District to:

Policy 102 (cont.)

1. Make an institutional commitment to teach to all children in every school, a curriculum informed by the principles of gender-equity, multiracial and multicultural knowledge and perspectives, including but not limited to the history and experiences of women, racial and ethnic minorities, and various religious denominations as well as individuals who are lesbian, gay, bisexual or transgender and disabled people.
2. Seek equitable allotments for this activity from the District's resources for the ongoing development of appropriate curriculum, instruction, and assessment, as well as the ongoing evaluation of administrative policies, procedures, and performance standards.
3. Enhance and develop all school-based educational activities/programs/experiences including but not limited to curricula, instructional materials, after-school programs, community partnerships, professional staff development, support services, discipline/school climate, library acquisitions, as well as assessment, testing and evaluation instruments to reflect the School District of Philadelphia's commitment to a school environment that reflects multiracial-multicultural-gender equity.
4. These activities are subject to staff evaluation, assessment, and reporting on an annual basis to the School Reform Commission.

II. Investigation

A. When a grievance is reported to any School District employee, that person shall turn it over to the Principal or Site Supervisor unless he/she is the subject of the complaint, in which case it shall be referred to the Regional Superintendent.

B. The Principal shall be responsible for investigating the grievance and recommending action, unless he/she is the subject of the complaint, in which case the Regional Superintendent shall be responsible.

C. The investigation shall be completed within ten (10) calendar days, and the investigator shall determine if a violation of this policy has occurred and report that decision along with the evidence supporting it, to the School District Title IX Coordinator and Chief Executive Officer, or if the complaint involves the CEO, directly to the School Reform Commission for appropriate action.

III. School District Action

A. The School District shall take disciplinary or remedial action as appropriate in order to assure that further harassment does not occur.

B. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, Pennsylvania law, federal law and School District policies.

C. The School District will monitor the grievance process internally and assess compliance with this policy.

Policy 102 (cont.)

IV. References:

- A. School District of Philadelphia Policy 101, Philosophy, Mission and Goals, Section 4.2, December 1990
Commonwealth of Pennsylvania Statement of Principles Regarding Educational Equity 1993
- B. Improving America's Schools Act of 1993
- C. Regulations of the State Board of Education, Chapter 5: Curriculum 1993
- D. Commonwealth of Pennsylvania Annex A, Title 22, Education Part XIV, Chapter 235, Code of Professional Practice and Conduct for Educators 1992 E. Title IX of the Education Amendments of 1972

ADOLESCENT SEXUALITY

Date Adopted: June 24, 1991

Date Revised: October 28, 1991

I. Purpose

1. The Board of Education reaffirms its policy to provide comprehensive human growth and development instruction to all public school students. In accordance with School District policy and state law, such instruction should be part of the public school program and should be shared by the public schools, home, and community. The primary purposes of such instruction are to promote more wholesome family and interpersonal relationships; to help young people understand their sexuality at all levels of development; and, to develop healthy habits and moral values regarding human sexuality.
2. The Board recognizes that the expression of human sexual behavior can be the source of many of life's most meaningful experiences as well as its most painful problems; and, the Board of Education firmly asserts that abstinence from sexual activity during adolescence promotes good health and a healthy lifestyle.
3. The Board of Education firmly believes that successful pursuit of the mission of promoting a healthy lifestyle for all adolescents depends upon the cooperation of a broad spectrum of the Philadelphia community, including schools, families, religious institutions, health care providers, social service agencies, businesses, government, and media.

II. Authority

Pursuant to its authority under the Educational Supplement to the Home Rule Charter, the Board adopts the following policy objectives in order to promote a healthy lifestyle for all children.

1. To enable and encourage students to abstain from sexual intercourse until ready to enter marriage or another mutually monogamous relationship.
2. To reduce high risk sexual behavior leading to teen pregnancy, sexually transmitted diseases and HIV infection.
3. To assure a safe, equitable and positive school experience for lesbian and gay students.
4. To assure that all programs and activities take into consideration the broad spectrum of ethnic and cultural diversities, as well as mental and physical disabilities.

III. Delegation of Responsibility

1. The Superintendent shall direct the development and acquisition of curricula which comprehensively promote healthy behavior and which shall be taught in all grade levels, pre-kindergarten through grade twelve. Such curricula shall focus on behavioral outcomes and will also utilize more innovative and effective methods to convey the message that abstinence is the most effective way of preventing pregnancy, sexually transmitted diseases and HIV infection; a voluntary parental education component, designed to enhance the frequency and effectiveness of parents' communication with their children; and, a mechanism for monitoring the efficacy of the curricula.

Policy 123 (cont.)

2. All school staff share in responsibility for understanding and promoting healthy adolescent behavior; therefore, the Administration will develop and maintain a comprehensive plan for staff education on adolescent health.
3. The Superintendent is empowered to develop additional partnerships with health care providers that expand and maximize access to in-school comprehensive health care for all children, which will have a positive and lasting effect on the lives of the children of Philadelphia.
4. The Board believes that the effectiveness of the curricula to promote healthy lifestyles and to prevent pregnancy, sexually transmitted diseases and HIV infection is enhanced for sexually active students by facilitating their access to condoms outside of school. Toward that end the Board supports the School District's involvement in city-wide efforts to maximize access to condoms.
5. The Board of Education directs the Superintendent to immediately initiate the design of a pilot, educationally-based program, permitting the in-school availability of condoms and the counseling of students in the use of same, utilizing established non-School District health care and social service providers, in partnership with participating schools. Such programs shall commence not later than the Fall of 1991.
6. The phased-in pilot program of condom availability in schools shall apply only to students in grades nine through twelve. Moreover, every policy builds on already existing policy; and Policy #103 requires "equal opportunity for all students.
7. A component of the phased-in pilot program shall be specifically for the education of parents, designed to enhance the frequency and effectiveness of parents' communication with their children about sexuality.

IV. Recognition of Parental Authority

Parents or guardians of students in schools taking part in the phased-in pilot program shall have the absolute right to veto their child's or children's participation in the program.

V. Evaluation and Research

1. The Board of Education, directs the Superintendent to develop program evaluation criteria that will be used to evaluate the efficacy of all programs initiated under this policy, as well as their impact on adolescent sexual behavior.
2. The Administration will monitor the phased-in pilot program and such other programs so initiated; and, it shall apply those program evaluation criteria developed to evaluate program efficacy.
3. The Superintendent shall report to the Board of Education on such evaluations at such times as requested by the Board; and, prior to implementation of the program evaluation criteria, the Administration shall fully apprise the Board of the structure and objectives of same.

References:

Board of Education: Policy #120, Rev. 12/17/90, Educational Supplement to The Home Rule Charter

Board of Education: Policy #103, Rev. 12/17/90

STUDENT EXPRESSION

Date Adopted: April 27, 1981

Date Revised: December 17, 1990

I. Purpose

The Board respects of the right of students to express themselves in word or symbol and to distribute materials as a part of that expression, but recognizes that the exercise of that right must be limited by the need to maintain an orderly school environment and to protect the rights of all members of the school community.

II. Authority

1. The Superintendent shall have the responsibility of developing procedures to protect the right of students to free expression provided that such expression does not interfere with the educational program, threaten immediate harm to the welfare of school or community, encourage unlawful activity or take away another individual's lawful rights.
2. The guidelines expressed in Section 3 shall be printed and distributed to all students and discussion of these guidelines by students and faculty provided by the principal.

III. Guidelines

1. Students have the responsibility of obeying laws governing character attack.
2. Students may use publications, flyers, announcements, group meetings, buttons, arm bands and any other means of common communication, provided the use of school communications facilities shall be the responsibility of those in charge of the facilities.
3. Identification of the individual student or at least one responsible person in a student group is required on posted or distributed materials.
4. The principal or his/her representative may name the time and place of distribution of materials so that the activity shall not interfere with the operation of the school.
5. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.
6. Sufficient bulletin board space shall be provided for the use of students and student organizations including space for notices of out-of-school activities or matters of general interest to students. School authorities may limit the use of certain bulletin boards to school announcements. Notices or other communications shall be officially dated before posting such material and removed after an announced, reasonable time.

Policy 220 (cont.)

7. In regard to school newspapers and publications, students have a right to report the news and comment in accordance with the provisions of this policy. School officials shall supervise student newspapers published with school equipment. They shall remove obscene or other objectionable material and edit other material that would interfere with school activities. They may not remove or limit material because it is critical of the school or its administration.
8. Students who are not members of the newspaper staff shall have the opportunity to submit material for publication. Criteria for submission of materials by non-staff members shall be developed and distributed to all students.
9. Student editors shall submit all written and photographic copy to the faculty advisor for examination. Where no editor is involved, the author shall submit the material to the advisor.
10. Should the advisor believe the material violates this policy, the copy shall be submitted to the principal.
11. If the principal agrees that the copy is in violation of this policy, the principal shall send the copy together with the reasons for the objection, to the General Counsel and to the Associate Superintendent for School Operations. At the same time, the principal must inform the student editor of the objections. If the principal decides to prevent publication, he/she must advise the student editor within 48 hours of receipt of the copy.
12. The editor may fill the space intended for the rejected copy with the statement. "The article which was to have appeared in this space was removed according to the provisions of Publications Review of the Student Handbook."
13. The student editor shall be given an opportunity to present his/her views or offer to make changes to eliminate the objections to the principal and to the General Counsel.
14. The Associate Superintendent for School Operations shall make recommendations to the Superintendent who shall decide the question of publication within 10 school days.
15. In regard to the distribution of printed materials or the circulation of petitions, students shall be free to distribute handbills, flyers, and other printed material and to collect signatures on petitions concerning either school or out-of-school issues, whether such materials are produced within or outside the school. This distribution is subject to the review process noted in this policy.
16. The following general limits may be applied: to prevent interference with a school program, the time of such activities shall be limited to periods before school begins, during lunch time, and after dismissal.
17. The place of such activities shall permit the normal flow of traffic within the school and at outside doors.
18. The manner of conducting such activity shall be limited to prevent loud noise or to prevent the use of force in obtaining signatures on petitions. The danger of littering is not a reason for limiting the right of students to distribute printed material. All printed material and petitions must bear the name of the sponsoring school organization and the name of a responsible person of such organization.

Policy 220 (cont.)

19. In the matter of petitions presented by students to the school authorities, the students shall have the right to have their petitions considered and to receive an official reply.
20. In regard to the wearing of buttons, badges or arm bands bearing slogans or sayings shall be permitted as another form of expression subject to the conditions of this policy. Open meetings in classrooms, assemblies, and extra-curricular organizations are appropriate settings for the oral exchange of ideas. Guidelines for the use of such forums should be developed by the administration, faculty, and student government and made available to students and staff. Guidelines shall prevent: violation of attendance regulations, obscenity, inflammatory language, inciting students to riot, endangering health or safety of members of the school community, or disrupting the educational process .
21. Where a student fails to follow this policy and the material distributed contains obscene, defamatory offensive language, or results in interference with the educational program, suspension, transfer or expulsion may result.
22. The school must make certain that these guidelines are applied on an equal basis and in a manner to ensure maximum freedom of expression to students. The school shall avoid any action placing limits on ideas prior to their expression. Any student or student group considering itself deprived of freedom of expression under these guidelines shall have the right to enter a grievance to determine whether such limits are justified under these rules.

References:

Pennsylvania Code 22, Section 12.9(c)(d)(e)(3)

POLICY FOR PREVENTING SEXUAL HARASSMENT OF STUDENTS

DEFINITION

This is to reaffirm the policy of the School District of Philadelphia (District) that sexual harassment of a student is prohibited. Sexual harassment, or harassment because of one's gender has been defined by the Equal Employment Opportunity Commission (EEOC), as well as by federal, state and local laws, and for the purpose of this Policy, District has adopted this definition. This policy covers student on student as well as employee on student sexual harassment.

Sexual advances, request for sexual favors, or other verbal or physical acts of a sexual nature constitute sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of a student's success in school,
- (2) submission to or rejection of such conduct by a student is used as the basis for school decisions affecting such student, or
- (3) such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive school environment.

Recent court cases have recognized acts of harassment directed at a person because of gender to be sexual harassment, despite the intent behind the act. The District adopts this interpretation as part of its policy. Sexual harassment is a violation of federal and state laws and may expose not only the District, but individuals to significant liability under the law.

Any student who feels he or she is being subjected to sexually harassing behavior of any kind is encouraged to object to the behavior and report the behavior to his/her principal or other appropriate officials as indicated in the "Procedures for Processing Sexual Harassment Complaints" and Board Policy 103 which is incorporated herein. It is a violation of this policy to retaliate or engage in any form of reprisal because a student has raised a concern, filed a complaint of, or been a witness to sexual harassment. Any principal who receives a sexual harassment complaint or who has reason to believe sexual harassment is occurring shall refer to the procedures for processing sexual harassment complaints.

It shall also be the policy of the District that the basic rights of all concerned must be respected at all times.

PROHIBITED CONDUCT

The following are examples of acts which violate the District's Sexual Harassment Policy. These *examples* are not to be construed as an all inclusive list of prohibited acts under the policy:

Policy 238 (cont.)

A. Physical assaults of a sexual nature, such as:

- (1) rape, sexual battery, molestation or attempts to commit those offenses, or committing an act with intent to cause fear in another of immediate bodily harm or death; and
- (2) intentional physical **contact** which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking a student's body, or touching of the clothing covering the immediate area of the complainant's intimate **body** parts.

B. Unwelcome sexual advances, propositions or other sexual comments such as:

- (1) sexually-oriented gestures, sounds, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any student;
- (2) preferential treatment or promise of preferential treatment for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity for compensation or reward; and
- (3) subjecting, or threatening to subject, a student to unwelcome sexual attention or conduct or intentionally making success in school more difficult because of the student's gender.

C. Display of publications anywhere within the District's control such as:

- (1) Displaying pictures, posters, cartoons, calendars, graffiti, objects, promotional materials, reading materials, music or other materials that are sexually suggestive, sexually demeaning, or pornographic.

Exceptions will be considered in situations where nudity or sexually explicit language is necessary to convey a message important to public health and/or safety **or pedagogically appropriate**.

Subject to the foregoing exceptions, visual material will be presumed to be sexually suggestive if it depicts a person of either sex who is nude or seminude and/or who is posed for the obvious purpose of displaying or drawing attention to private portions of his or her body.

- (2) displaying or publicizing, in the classroom environment, materials that are sexually revealing, sexually suggestive, sexually demeaning or pornographic;
- (3) displaying signs or other materials purporting to segregate a student by gender in any area of the school (other than rest rooms and similar semi-private lockers/changing rooms); or
- (4) possession of such material in a manner that it is reasonably foreseeable that they might be seen by others.

Policy 238 (cont.)

D. Sexual Favoritism. Impact on other students:

The granting or withholding of school opportunities and benefits including, but not limited to, assignments, discipline, and evaluation constitutes sexual harassment when it is based on sexual favoritism, and is prohibited.

E. Other Forms of Prohibited Sexual Harassment:

Other conduct that has the purpose or effect of unreasonably interfering with a student's work performance or learning conditions on the basis of gender may also constitute sexual harassment, and therefore, is prohibited. Examples of conduct which, when based upon gender, constitutes prohibited sexual harassment include:

- (1) Assigning disagreeable or unsafe duties; or not making comparable assignments that would tend to disadvantage a student's development;
- (2) withholding information, materials, equipment or supplies which are necessary for the efficient performance of an assignment;
- (3) unreasonably failing to cooperate or assist students with school-related matters;
- (4) interfering with a student's efforts to satisfactorily complete an assignment;
- (5) maintaining unequal standards of performance;
- (6) ostracizing students, or otherwise making it known to students that they are not welcome because of their gender; or
- (7) referring to students by sexually denigrating or insulting names because of their gender.

F. Retaliation for sexual harassment complaints. Examples of retaliation may include:

- (1) Arbitrary discipline, **threats**, unwarranted change of assignments, providing inaccurate information, or failing to cooperate or discuss school-related matters with any student because that student has complained about, been a witness to or resisted harassment, discrimination or retaliation; and
- (2) intentionally pressuring, falsely denying, lying about, or covering up or attempting to cover up conduct such as that described in any item above.

PROCEDURES FOR MAKING COMPLAINTS

The District is committed to resolving these complaints as quickly and efficiently as possible. If you believe that you have been sexually harassed, or have knowledge that others have been sexually harassed, you are encouraged to contact your principal.

Should the principal be the person accused of the sexual harassment or should the complainant feel that the principal is in some way responsible for the sexual harassment, the complainant may bring his/her concerns directly to the attention of the cluster leader who will follow the procedures outlined below.

The student may seek either an informal or formal resolution of **his/her** complaint:

Policy 238 (cont.)

A. INFORMAL

The student or his/her parent may request a principal to intervene by notifying the alleged offender that the specific offensive behavior(s) will not be tolerated. In such case the principal must discuss the matter with the alleged offender, and, if warranted require that he/she participate in non-disciplinary counseling. The principal shall document actions taken in writing. Copies will also be forwarded to the Office of Deputy Superintendent and the Law Department of the School District of Philadelphia.

The accused, if he/she is an employee, shall have the right of representation during his/her interview with the principal as required by the collective bargaining agreement. The accused, if he/she is a student shall have the right to have his or her parent present during the interview.

B. FORMAL

An individual who believes that he/she has been sexually harassed or parent who believes that his/her child has been sexually harassed can file a complaint requesting an investigation into the allegation. Formal complaints shall be taken in writing and signed by the complainant. A thorough and complete investigation shall be conducted by the principal.

To the extent possible and allowed by law, confidentiality shall be maintained within the confines of the investigation of the alleged prohibited behavior. All parties will be treated with dignity and due process.

PROCEDURES FOR INVESTIGATING AND RESOLVING COMPLAINTS

A. EQUAL EMPLOYMENT OPPORTUNITY OFFICER

The principal or administrator in charge of each school shall be the EEO Officer capable of conducting a thorough and complete investigation. The principal shall seek advice and assistance from the Cluster Leader if the principal believes that he/she lacks the capacity to conduct a thorough and complete investigation of the alleged misconduct.

If the principal or administrator in charge of the school is the alleged harasser or is alleged to have been responsible for the harassment, the Cluster Leader will conduct the investigation.

B. CONDUCTING INVESTIGATIONS

Any principal receiving a complaint of sexual harassment shall take the details of the complaint in writing and have the complainant sign it. Copies of this document will be forwarded to the Law Department of the School District of Philadelphia. All complaints of sexual harassment against a District employee or student shall be received, investigated and disposed of in accordance with the procedures set forth in this Policy, and complainants shall be notified of the final disposition/action taken. In addition, complaints against employees shall also follow the procedures of §111.5 of the School Operations Manual.

If the complaint involves sexual assault, rape or conduct of a criminal nature, the Philadelphia Police Department shall be contacted and a report of the incident made. If there is any question of whether the conduct complained of constituted criminal activity, the Law Department of the School District of Philadelphia should be contacted and consulted.

The principal shall attempt to secure statements from all participants in, and witnesses to the alleged incident. The accused, if he/she is an employee, shall have the right of representation during his/her interview as required by the collective bargaining agreement. The accused if he/she is a student shall have the right to have his/her parent present.

Policy 238 (cont.)

All investigations shall be completed by the assigned investigator within ten (10) days from the filing date of the complaint. Extenuating circumstances for not being able to comply with the deadline must be approved by the Law Department. The extension must be a specified period of time not exceeding ten (10) days, and must be communicated to the complainant.

If the charge is substantiated, the principal shall determine the appropriate level of discipline ***consistent with the School District's strong policy against sexual harassment***. Such discipline as is deemed appropriate will be initiated in accordance with School District disciplinary procedures and applicable collective bargaining agreements. Documents regarding substantiated charges of sexual harassment shall be placed in the accused employee's personnel file. Documents regarding unsubstantiated charges shall not be placed in personnel files, but shall be maintained by the Law Department of the School District of Philadelphia in a confidential EEO file established expressly for retaining complaints of sexual harassment against students.

C. TRAINING

It is the responsibility of the District to insure that all supervisors receive the appropriate training to enforce this Policy.

CONCLUSION

Nothing in this Policy shall be construed as violating existing labor contracts.

If any section of this procedure is declared ***invalid***, the remaining sections shall remain valid and unaffected.

Bullying Policy

Bullying

Date Adopted: December 17, 2008

Resolved, that the School Reform Commission hereby adopts the attached primary Policy on Bullying and its prevention/intervention in order to ensure compliance with HB 1067 (PA), amending "Article XIII-A Safe Schools" in the Pennsylvania School Code of 1949, that requires each school entity to adopt a policy relating to bullying.

The School Reform Commission (SRC) is committed to providing a safe, positive learning environment for district students. The SRC recognizes the negative impact that bullying has on student health, welfare, and safety and on the learning environment at school. The SRC recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. The SRC prohibits bullying by district students and personnel.

DEFINITION:

Bullying is characterized by the following three (3) criteria:

- It is aggressive behavior or intentional harm doing.
- It is carried out repeatedly over time.
- It occurs within an interpersonal relationship where there is an imbalance of power (e.g. one person is physically larger, stronger, mentally quicker or socially more powerful).

Bullying, as defined in this policy, refers to direct or indirect action, which may include but is not limited to:

- *Physical*: hitting, kicking, pushing, shoving, getting another person to hurt someone;
- *Verbal*: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumor; or
- *Non-Verbal*: threatening, obscene gestures, isolation, exclusion, stalking, cyber-bullying (bullying that occurs by use of electronic or communication devices through means of email, instant messaging, text messages, blogs, photo and video sharing, chat rooms, bash boards, or websites)

Bullying is the intentionally harmful (electronic, written, verbal, non-verbal, psychological or physical) act or series of acts that is directed at another person, in and/or outside of a school setting or using school property and is severe, persistent, or pervasive and has the effect of doing the following:

1. Substantial interference with a student's education
2. Creation of a threatening environment
3. Substantial disruption of the orderly operation of the school

Bullying Policy (cont.)

School setting means in the school, on school grounds, in school vehicles, at a designated school bus stop or at any activity sponsored, supervised or sanctioned by the school. **School property** means the school computer or telephone.

AUTHORITY:

The SRC prohibits all forms of bullying.

The SRC encourages students who have been bullied or witnesses bullying to immediately report such incidents to the building administrator or manager of non-instructional support services. If there is no response, the target of such acts is encouraged to report the incident to the regional office and the district's bullying hotline (215-400-SAFE).

The SRC directs that complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying

DELEGATION OF RESPONSIBILITY:

Each adult and student shall be responsible to respect the rights of others and to ensure an atmosphere that is conducive to learning and free from bullying.

The Superintendent (or designee) shall develop administrative regulations to implement this policy.

The Superintendent (or designee) shall ensure that this policy and administrative regulations are reviewed annually with staff, students, and parents.

The Superintendent (or designee), in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the SRC.

District administration shall annually provide the following information with the Safe School Report:

1. SRC's Bullying Policy
2. Report of bullying incidents
3. Information on the development and implementation of any and all research-based bullying prevention and intervention programs.

GUIDELINE:

The Student Code of Conduct, which shall contain this policy, shall be disseminated annually to students.

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district web site.

This policy will be reviewed with every district student within 90 days after the adoption by the SRC, and annually on the first day of school thereafter.

Bullying Policy (cont.)

EDUCATION:

The district shall implement research-based bullying prevention and intervention programs. Such programs shall provide training for district staff for effectively responding to, intervening in and reporting incidents of bullying.

All district bullying prevention and intervention efforts shall be aligned with the framework of the research-based Blueprint Olweus Bullying Prevention Program and shall be approved by the district's Bullying Prevention Coordinator in the Office of School Climate and Safety.

CONSEQUENCES FOR VIOLATION:

Upon receipt of a complaint of bullying, the principal or manager of non-instructional support services shall meet with the student(s) who is bullied and student(s) who bullies separately, starting with the student(s) who is bullied, and investigate the reported allegations.

If the allegations are confirmed, the principal or manager of non-instructional support services shall do the following:

1. Inform the student who bullies the results of the investigation
2. Review the definition of bullying and the district's policy on bullying
3. Give the consequences for the behavior relative to the number of offenses and the severity of the behavior.
4. Notify the parents of the student(s) who bullies, including the actions of the student and the consequences.

A student who violates this policy shall be subject to the following disciplinary procedure:

- **First Offense:** Documented warning and parent notification
- **Second Offense:** Parent conference, loss of school privileges, exclusion from school-sponsored activities, detention, or counseling within the school
- **Third Offense:** Suspension or transfer to another classroom, school building or school bus

Depending on the severity of the incident, cases of bullying may immediately warrant the disciplinary actions of a third offense and may result in expulsion and/or referral to law enforcement officials.

School Dist. of Philadelphia Grievance Reporting Form

SCHOOL DISTRICT OF PHILADELPHIA Student Grievance Report Form

The School District of Philadelphia maintains a firm policy prohibiting all forms of discrimination and harassment (see Policy 102). All persons are to be treated with respect and dignity. This form is intended for use by students who believe they have been harassed or discriminated against by another student or School District employee. Students may also report incidents on the Bully Hotline, to their Principal or any other representative of the School District.

Complainant _____ Date of Birth _____
School _____ Grade _____ Room/Advisory _____
Home Address _____ Home Phone _____

Date(s) and Time(s) of Alleged Incident(s) _____
Name(s) of person(s) who discriminated against or harassed you _____
List or describe any witnesses that were present _____

Where did the incident(s) occur? _____

Describe the incident(s) as clearly as possible, including such things as any verbal statements (i.e., threats, demands, etc.); what, if any, physical contact was involved; what force, if any, was used; what you did to avoid the situation, etc. (Attach additional pages if necessary.)

This complaint is filed based on my honest belief that _____ has/have discriminated against and/or harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Complainant Signature _____ Date _____

Received by _____ Date _____
School District of Philadelphia Representative & Position

I, the Complainant, have received a completed copy of this form from the School District.

Complainant's Signature _____ Date _____

Note to Administrators: A Serious Incident Report must be completed. Attach this Grievance Report Form to the school's copy of the EH-31 Incident Follow-Up Report

Creating Safe Spaces

Creating Safe Spaces for LGBTQ Youth in Schools: Strategies for School Staff and Administrators

- Know the policies that speak directly to LGBT youth issues. An overview of LGBT inclusive policies of the School District can be found on pages 46-47 of this guide
- Review the Student Code of Conduct with students; *teach students how* to use it as a resource
- Create an anti-harassment or equal opportunity policy that *specifically* addresses sexual orientation and gender identity (The School District already has such a policy - Policy 102 – a copy of which can be found on page 50)
- Review and discuss that policy with students
- Make your expectations of students' behavior perfectly clear
- Have rules and policies posted
- Have visual cues that demonstrate the values you wish to promote
- Have visual cues that shows that your classroom or office is a safe space for LGBTQ youth and families
- Have group meetings, check-ins, or other activities that foster a sense of community
- Connect the notions of physical and emotional safety for students
- Apply policies and rules consistently in ALL areas
- Have an in-house grievance reporting procedure
- Monitor transitions and transition areas
- Develop relationships with students' families
- Address any harassment, name-calling, or bullying *immediately* whenever it happens
- Model the behavior that you expect of your students

Suggested Verbal Responses to Harassment

A RESPONSE TO ANTI-LGBT HARASSMENT SHOULD EMPHASIZE:

LGBTQ people are a part of your school and community

LGBTQ people are important because everyone is important here.

Everyone deserves to feel safe and welcome here.

AN EFFECTIVE RESPONSE TO HARASSMENT SHOULD:

- **Stop the behavior (immediately)**
"That is not appropriate"
- **Name the behavior (refer back to policies)**
"That is bullying"
- **Inform the offender (what you want them to do)**
"From now on, do not use that language"
- **Educate the offender (why their behavior was unacceptable)**
"That language is hurtful and offensive"
- **If necessary, apply applicable consequences**
"That is grounds for detention / a call home to your family"

AN EXAMPLE OF AN EFFECTIVE RESPONSE TO ANTI-LGBT HARASSMENT:

"You need to stop that immediately. That's harassment, and it's not allowed in school. That word is insulting. LGBTQ people are very much a part of our school and community, and when you use words like that, you're making our school feel unsafe and unwelcome. It's important to me that everyone feels safe, welcome, and respected here. I don't want to hear that again."

Frequently Asked Questions School Climate Issues

Something just happened at my school – What should I do?

- *The best way to manage a climate in the school is with a clear and quick response. An example of a response to anti-LGBT harassment can be found on page 69.*
- *You should also review the Student Grievance Report Form on page 67. This form is intended to be used by students who believe they have been harassed or discriminated against by another student or School District employee. Make the Bully Hotline number available to students – 215-400-SAFE (7233)*
- *Follow proper reporting procedures and notify your principal. Policy 102, beginning on page 50, also protects teachers and staff. Additionally, the District recently adopted a Bullying Policy, a copy of which can be found on page 64. Be sure to document all instances that happen in your school and include detailed information (date, time, people involved, etc.). Should you need to refer to this information later, it will be important to have all instances clearly documented.*

What are some of the factors that affect school climate for LGBTQ students?

Some of the biggest issues affecting school climate for LGBTQ youth are bullying, harassment, name-calling, and the pervasive use of homophobic language (even when it's not directed at anyone in particular, or when it's not directed at an LGBTQ student). A recent national study indicates that 74% of students heard homophobic remarks frequently or often in school, that 86% of LGBT students reported being verbally harassed about their sexual orientation, and that 67% of LGBT students reported being harassed about their gender expression (check out www.glsen.org for more data on school climate for LGBTQ youth).

But these aren't the only factors that have an impact on school climate for LGBTQ youth. A welcoming and inclusive school climate is more than simply one in which students don't get harassed. Think, for instance about whether there are any supportive staff members at school (identifiable allies to LGBTQ youth), and whether there are any resources available that are tailored to LGBTQ students and families. Is there an active Gay-Straight Alliance at your school, and does the curriculum acknowledge the contributions of LGBTQ groups and individuals or of LGBTQ-headed families? Are books and other materials in the media center that address LGBTQ themes and concerns? How about all of those school forms and documents? Do they use gender-neutral language? Do LGBTQ students and staff feel safe and secure being out at school? In working to create safer, more inclusive school climates for LGBTQ youth and families, there are many factors to consider, and many steps that schools can take.

What is homophobic bullying/harassment/name-calling?

Homophobic bullying is when a young person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt, or humiliate him or her. Homophobic bullying can also be more indirect: homophobic language, and jokes around the school can create a climate of homophobia which indirectly excludes, threatens, hurts, or humiliates young people. It can also be directed towards people who seem not to conform to traditionally male or female gender roles.

Frequently Asked Questions School Climate Issues (cont.)

Can the expression *That's so gay* have an impact on school climate?

Yes it can, whether the intention behind it is homophobic or not. The phrase *that's so gay* and the word *gay* are common in a lot of youth settings. *Gay* in this sense is used to mean something that is rubbish, inferior, pathetic – exactly what some people think of others who identify as *gay*.

*This phrase can be used without malice but it can still have a negative impact on LGBT young people who hear it used in this way, and it can still establish an implicit connection between the words *gay* and *bad* amongst younger students. Acknowledging that this language has homophobic consequences regardless of intention, and challenging and exploring its use with students, can limit the damage which it can do.*

*Make clear to students that the expression is insulting, not because it's bad to be *gay*, but because it equates *gayness* with inferiority or wrongness. If students have a hard time seeing the potential impact of their words, ask them to imagine that instead of the word *gay*, it was common for young people to use any other identity label to mean *bad* or *pathetic*. What would they think if it was a word that had to do with someone's religion, or culture, or gender, or home neighborhood, or level of ability? We need to reinforce the idea that sexual orientation and gender are essential, normal parts of everyone's identities, and that everyone's identities deserve to be treated respectfully.*

What about the expression *No homo*?

*This expression can also have a damaging effect on school climate. It's often used by young men, before they do or say something complimentary to another man, as a caveat reassuring everyone involved that they are harboring no romantic feelings. Some men find it difficult to express affection toward another man because they're afraid of being perceived as *gay*. However, human beings need affection, closeness, intimacy, support, and society with others. So this expression is like a loophole that some men have found in order to be able to express admiration for one another, but the implication is still that there is something undesirable about being *gay*. Additionally, the word *homo* is, in and of itself, a derogatory word. In addressing the use of this, or similar expressions, let students know that they should continue to feel free to compliment one another, but that they need to find a way to do it that is not insulting to any group of people.*

Does homophobia only affect youth who identify as LGBT?

Quite simply, no. Where homophobia is allowed to flourish, everyone is affected, no matter where they identify on the spectrums of gender and sexual orientation. Youth affected by homophobia can include:

- LGBT young people
- young people who are perceived to be LGBT
- young people with LGBT family and friends
- young people who are seen as different and do not conform to traditional gender roles
- young people who identify as straight allies
- any young person who feels compelled to restrict relationships with family members or friends who identify as LGBT
- any young person who feels forced to restrict their own behavior, relationships, aspirations, or expressions for fear that they might be perceived as LGBT
- any young person who feels pressured by peers to commit homophobic acts or use homophobic language

Frequently Asked Questions School Climate Issues (cont.)

Efforts to create school climates that are inclusive and welcoming to LGBTQ youth and families benefit all school community members. All of our young people deserve the opportunity to develop the skills they'll need to live and work in an increasingly diverse and inclusive world.

Any effort to create school climates that are inclusive and welcoming to LGBTQ youth and families will benefit all school community members. All of our young people deserve the opportunity to develop the skills they'll need to live and work in an increasingly diverse and inclusive world.

What can staff members do when they hear students use homophobic language?

Challenging homophobic language and homophobic bullying is the responsibility of everyone who wants to be part of a school community in which all young people are supported and included. Furthermore, it's the legal responsibility of every adult who works in a school to ensure to do everything they reasonably can to ensure a safe and equitable climate for all students. All school employees must follow the guidelines outlined in Policy 102, and in the District's harassment and bullying policies.

*Read over the policies starting on page 46, **and then** look at page 69 in this guide for some basic language that staff members can use to respond to homophobic language in schools. Additionally, a glossary of terms can be found beginning on page 77 of this guide. It's important to remember that any sort of name-calling, harassment, bullying, or use of offensive language needs to be dealt with right away, as soon as it happens, and every time it happens. It might feel like a Sisyphean task; it might be frustrating; it will be repetitious and might not have an immediate, visible impact on the student that you're talking to. This brief statement isn't likely to change anyone's mind about LGBTQ people, but using it will make a difference. It will make a difference to the student or students who'd been targeted. It will make a difference to the other students in the area who saw the incident and now know that you'll stand up for them, too. It will make a difference when, eventually, all of the students know what your boundaries are, what you're not willing to tolerate, and what they cannot get away with when you're around.*

It helps, of course, when it's not just one or two staff members who take steps to combat homophobic language and behavior. Changing school climate requires a critical mass of staff members to be on the same page, but it has been done and it can be done, with persistence and a commitment to providing safe schools for all students and community members.

Why should I challenge homophobic behavior amongst my colleagues?

It can be very difficult to challenge peers who use language or tell jokes that you find offensive—potentially even more difficult than challenging young people who do the same. Challenging this behavior can lead to the one person who speaks out feeling vulnerable, exposed and concerned about being targeted themselves.

However, if homophobic language and jokes are acceptable in the staffroom or anywhere else in the school, then it will be impossible to challenge young people who display the same kind of behavior. It doesn't always seem like it, but students look to the adults in a building for cues on what behavior is acceptable, and they're very adept at recognizing and challenging any perceived hypocrisy. So if staff members are expressing negative sentiments about LGBT people, families, or identities, it will be that much harder to expect students not to do the same. Furthermore, the acceptance of homophobia anywhere in the school will undermine all of other equality, diversity and anti-discrimination work that the school is trying to carry out. Again, it might not always seem like it to school staff members, but students are actually paying attention.

Frequently Asked Questions School Climate Issues (cont.)

Don't students have a right to free speech? If a student has negative views on LGBT people, can he or she express those views in school?

Students in Pennsylvania public schools do have the right to free speech, but there are some limits. The PA Code and the Supreme Court say that students are allowed to express themselves in ways that don't "substantially and materially interfere with school activities," "involve substantial disorder or invasion of the rights of others," "threaten immediate harm to the welfare of the school or community," "encourage unlawful activity," or "contain profanity or vulgarity." There is usually a pretty clear difference between a thoughtful expression of opinion about sexual orientation and gender identity, and speech or behavior that threatens, harasses, or disrupts. In a social studies class discussion on marriage rights, for example, it's perfectly acceptable for a student to say that they are uncomfortable with same-gender marriage. It is not acceptable if comments include personal attacks, offensive language, threats, or the like. Students' free speech is limited as soon as it infringes on another student's right to learn in a safe environment.

Wouldn't students be less likely to get harassed about sexual orientation and gender identity if they didn't talk openly about their sexual orientation and gender identity?

When we talk about bullying and harassment, we often have a tendency to frame our responses in terms of the target's traits or characteristics (e.g. what was it about this particular student that caused him or her to be victimized?), when what we really need to be doing is dealing with the bully's behavior. Some students are picked on based on the way that they look, or the way that they talk. Some students have to deal with harassment about their families or about where they live. We'd never tell those students, "Well, if you just lived in a better house, you wouldn't be harassed so much." Or, "You know, there's nothing wrong with having a speech disorder, but if you don't want people to say anything about it, maybe you shouldn't speak so much."

Imagine a person going to school or work every day knowing that, for their own safety or because they've been told to, they had to keep an important part of their identity hidden from others. Sexual orientation and gender identity are essential parts of who we are—as essential as our culture, our religion, our race, our personal and family history, and so on. It's difficult to imagine going to work or school and being told to keep any of those things secret.

Hiding a significant part of your identity can be a difficult and painful experience. It limits a person's ability to form close relationships, and can cause a great deal of anxiety. Hiding means having to constantly monitor what you say and how you act, constantly having to edit yourself and prepare for the possibility of being "discovered." Coming out, then, is often an act of breaking free from those constraints and limitations, reaching out connecting with other people. People come out at their own pace, on their own timetables, when they feel ready. Rather than asking LGBT students to choose between the anxiety of remaining hidden and the threat of being harassed, schools need to focus more on creating environments in which harassment is not tolerated on any basis by anybody.

Frequently Asked Questions School Climate Issues (cont.)

What can be done if LGBT students are accused of harassment?

Any reports of harassment or bullying need to be dealt with according to the district's protocols, regardless of the identities of the targets or the perpetrators.

Are there other factors, besides harassment and bullying that impact school climate for LGBTQ youth?

Absolutely. Often, the biggest and most obvious step in creating a positive school climate for LGBTQ youth is to tackle the bullying and harassment issues (and a lot of the issues that stem from those—like truancy. But that's not all we can do. If you want to make your school more inclusive to people of all sexual and gender identities, consider looking at some of the following:

- *Have staff had training, or are they knowledgeable about the needs of LGBTQ youth and families?*
- *Do LGBTQ staff members feel comfortable and safe being out at school?*
- *Do school forms and paperwork use gender-neutral language?*
- *Does the school make appropriate accommodations for transgender students (e.g. preferred name on Student ID, gender neutral facilities)?*
- *Does the school always enforce the district's inclusion policies?*
- *Does the health curriculum promote a positive view of various sexual orientations and gender identities, and include various identities in discussions of sex education?*
- *Do other curricular materials include positive references to the contributions and/or struggles of LGBT individuals throughout history?*
- *Are there staff members that are visible as allies to LGBTQ youth?*
- *Do available resources (in the library, counselor's office, health center) reflect the needs and concerns of LGBTQ youth and families?*
- *Does the school have an active Gay-Straight Alliance?*
- *Does the school include the LGBTQ community in its celebrations of diversity?*

Frequently Asked Questions School Climate Issues (cont.)

Talking to Students & Families about Sexual Orientation & Gender Identity

Are staff members allowed to talk to students about sexual orientation and gender identity?

Absolutely. Policy 102 mandates that school employees "foster knowledge about and respect for" people of all identities, including sexual orientations and gender identity. There's no way to foster knowledge and respect without talking about sexual orientation and gender identity. This inclusion applies to "curricula, instructional materials, after-school programs, community partnerships, professional staff development, support services, discipline/school climate, library acquisitions, as well as assessment, testing and evaluation instruments to reflect the School District of Philadelphia's commitment to a school environment that reflects multiracial-multicultural-gender equity."

What are some age appropriate ways to talk about sexual orientation to younger students?

Sometimes people assume that in order to talk about sexual orientation, they need to talk about sex, but this isn't the case. Sexual orientation isn't just about sex; it's also about love, and family, and companionship, and identity. These are concepts that students of all ages can understand. Young children know that people fall in love, that adults often live with, marry, and/or raise children with the people they fall in love with. It's not such a stretch, then, to acknowledge that men can fall in love with men, and that women can fall in love with women. Children are also quite capable of understanding that families come in all kinds of shapes and sizes. There are children being raised by grandparents or extended family members, there are foster families and adoptive families, there are step-families, single-parent families, and two-parent families. Again, it's not such a leap to ask them to understand that there are families with two moms or two dads.

What do I do if a young person comes out as LGBT to me?

Every instance of this is likely to be different but there are a few key points to remember:

- *offer open and non-judgmental responses*
- *ensure that you don't panic – in the majority of cases young people will simply want someone to tell*
- *be honest about what you do and do not know – if there are questions that you can't answer then promise to get back to the young person with the answer later*
- *remember that you could be the first person ever to be told about this and having a young person confide in you is a huge privilege*
- *reinforce the idea that being LGBT is completely normal and nothing to be ashamed of*
- *reassure them of confidentiality and that you do not need to share information with anyone else unless you believe that they are at risk of harm*
- *be ready to provide relevant and up-to-date information and resources*

Exploring the young person's disclosure with open-ended questions can help them open up and also allow you to find out what they need from you.

Frequently Asked Questions School Climate Issues (cont.)

What if I have religious or personal objections having to do with LGBTQ people?

Religious beliefs can be powerful influence on the ways in which we choose to conduct ourselves and on the ways in which we interact with other people. District employees and students come from a variety of religious backgrounds and practices, and it is not the intention of the district, or of this document, to tell people which of their beliefs are valid. Everyone is entitled to their own beliefs. District employees, however, also have a legal responsibility to support all of their students equally, and to treat all of their students with respect, which means being attentive to the needs of students of all sexual orientations and gender identities. It is never appropriate for a student's personal safety or access to education to be dependent upon that student agreeing with a staff member's religious beliefs.

It's important to note that there is often an assumption that most faith traditions are intrinsically anti-LGBT, which is far from true. In every of the major world religions, there are inclusive, affirming, and welcoming congregations, denominations, and communities. See page 32 for more information.

If a student comes out to me, or if I suspect a student might be LGBTQ, do I have a responsibility to tell his or her parent or a school counselor?

School staff members are mandatory reporters in a few situations: when abuse is suspected, or when the student or another person is endangered. Identifying as LGBTQ fulfills neither of these requirements. Likewise, simply identifying as LGBTQ presents no reason, in and of itself, for a student to be referred to the counselor.

All students should be aware of the boundaries of a staff member's confidentiality. If a student comes out to you, please keep in mind that he or she might not be out to other staff member or students, and be mindful of their expectations of privacy. Also remember that we never really know what a student's home life is like; it might actually jeopardize a student's safety or security to be "outed" to his or her family. It's also not up to school staff members to encourage students to come out (or to not come out) to their families or friends. The best thing a staff person can do is listen, be open, and non-judgmental.

Glossary of Terms

Terms Related to Sexual Orientation, Gender Identity, & Community

The definitions offered here can be useful for navigating and understanding sexual orientation and gender identity.

Please remember, however, *not* to impose any of these words as labels upon GLBTQ youth. Ask youth how they self-identify and/or about language that makes them feel safe. If they choose to avoid self-identifying terms, honor their decision. Everyone has the right to be whatever they perceive themselves to be, and to be safe.

In other words, while some of these expressions can be useful in developing an understanding of the diversity of the GLBTQ community, they are for the individual to use in *self-identification* and not for others to use as *labels*.

Affirm

To acknowledge or assert as fact; here, to assert one's own sexual orientation or gender identity strongly and publicly *or* to openly acknowledge and publicly assert the rights and dignity of GLBTQ people

Ally

A person or organization that actively aligns themselves with a particular community, though he or she is not necessarily a member of that community; here, one who openly supports and affirms the rights and dignity of GLBTQ people

Androgyny

Exhibiting the identity and/or appearance of both male and female, as neither male nor female, or as between male and female; exhibiting behaviors of either or both traditional genders; a descriptive term that many in the GLBTQ community find offensive; see also *third gender* and also *Two-Spirit*

Bi-phobia

Fear or intolerance toward bisexuality, either from straight people or institutions or from within the gay and lesbian community

Bias

Prejudice, usually favoring one group or state over another; here, favoring one sexual orientation and/or the gender identity over any other

Biological sex

The biological state of having: 1) female or male genitalia (vulva, labia, clitoris, and vagina for females; penis and testicles for males); 2) female or male chromosomes (XX for females; XY for males); and 3) female or male hormones (estrogen and progesterone for females; testosterone for males); perhaps one in 2,000 babies is born with the biological characteristics of both sexes or of neither sex entirely (see *intersex*); see also *gender* and *gender identity* which are different than biological sex

Bisexuality

Feeling romantic, emotional, and sexual attraction to both males and females; a normal sexual orientation of no known cause; see also *heterosexuality* and *homosexuality*

Glossary (cont.)

Butch

Slang term for individuals who exhibit characteristics or behaviors traditionally considered as masculine; sometimes derogatory; also sometimes used by lesbian women or gay men to self-identify with varying notions of gender

Classism

The lack of access to resources based on education and/or wealth. Classism is when wealth determines your worth as a human being, and what opportunities are provided such as education, healthcare housing and employment. **Example:** Property tax helps to pay for schools in a given community. If a community produces expensive houses then neighborhood schools are likely to have resources, adequate teaching tools and textbooks and computers. However if a school in a poor neighborhood yields fewer dollars from property tax, then it might reflect in the schools resources or lack thereof.

Closeted

The intentional concealment of an individual's own sexual orientation or gender identity, often due to fear of discrimination and/or violence; see also *in the closet*

Coming out

From 'coming out of the closet,' the process of becoming aware of and open about one's sexual orientation or gender identity

Cross dressers

Preferred term for people who usually self-identify with their biological sex and gender but who sometimes wear the clothing, jewelry, etc., of the opposite gender to fulfill emotional needs

Discrimination

The unjust or prejudicial treatment of an individual or groups of people; here unfair treatment on the grounds of sexual orientation or gender identity

Drag queen/drag king

Someone who dresses and acts like the opposite gender for entertainment purposes; usually does not self-identify as transgender

Dyke

A derogatory word for a lesbian and/or for any woman who projects the role, appearance, attitudes, and/or behaviors that a culture traditionally assigns to males; also reclaimed by some to identify with varying notions of gender

Equality

The state of being equal in regard to status, rights, opportunities, and treatment

Faggot

A derogatory word for a gay male and/or for any man who projects the role, appearance, attitudes, and/or behaviors that a culture traditionally assigns to females; also reclaimed by some men to identify with varying notions of gender

Fairness

Quality of being fair-minded, impartial, and just

Glossary (cont.)

Female-to-Male (FTM)

A person born or assigned at birth as biologically female, who identifies as a male and who takes the sex, gender, and identity of a male through dress, mannerisms, behavior, hormone therapy, and/or surgery

Feminine

A term used to describe the socially constructed and culturally specific gender behaviors expected of females; see also *masculine*

Gay

Men who feel romantic, emotional, and sexual attraction to other men; a term used to proclaim self-acceptance and self-affirmation

Gender

Social and cultural expression of sex; **not** *biological sex*

Gender conformity

Acting within the culturally expected gender role for people of one's biological sex

Gender expression

The ways in which an individual communicates gender identity to others through behavior, clothing, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics; *not* an indication of sexual orientation; behaviors and traits used publicly to express gender identity—as masculine or feminine or something else; also called *gender presentation*

Gender identity

An individual's innermost sense of self as male or female, as lying somewhere between these two genders, or as lying somewhere outside gender lines altogether

Gender neutral

Anything (such as clothing, styles, activities, or spaces) that a society or culture considers appropriate for anyone, irrespective of gender; anything that carries with it no particular gender associations

Gender presentation

The ways in which an individual communicates one's own gender identity to others, through behavior, clothing, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics; not an indication of *sexual orientation*; behaviors and traits used publicly to express one's gender—as masculine or feminine or something else; also called *gender expression*

Gender role

Culturally or socially determined sets of attitudes and behaviors that are expected of an individual based on her/his biological sex

GLBTQ

standard acronym for gay, lesbian, bisexual, transgender, and questioning people; variations exist, such as including an I for *intersex* and a second Q for queer

Hatred

Intense dislike or ill will, sometimes unconscious, often irrational, and occasionally expressed through violence; a self-destructive and corrosive emotion

Glossary (cont.)

Heterosexism

The assumption that everyone is heterosexual (or should be) and that heterosexuality is the only 'normal,' right, and moral way to be and that, therefore, anyone of a different sexual orientation is 'abnormal,' wrong, and immoral

Heterosexuality

Feeling romantic, emotional, and sexual attraction to the opposite sex; a normal sexual orientation of no known cause; see also *straight*, *bisexuality* and *homosexuality*

Homophobia

Fear or intolerance of GLBT people, a feeling that is not limited to particular cultures or to straight people

Homosexuality

Feeling romantic, emotional, and sexual attraction to members of the same sex; a normal sexual orientation of no known cause; see also *bisexuality* and *heterosexuality* as well as *gay* and *lesbian*

Identity

What, how and who one perceives oneself to be; a multi-faceted self-concept that evolves throughout life

In the closet

The intentional concealment of an individual's own gender identity or sexual orientation, usually due to fear of discrimination and/or violence; can cause isolation and psychological pain; see also *closeted*

Intersex

Having some degree of ambiguity in regard to primary sex characteristics (genitalia) or being born with predominantly male or female genitalia that medical professionals deem to be physiologically 'incorrect,' usually addressed through medically unnecessary surgery during infancy; a condition that may apply to about one in 2,000 infants; sometimes offensively called 'hermaphroditic'

Intervention

Action to change a situation for the better; a deliberate, organized effort to improve the circumstances of one or more individuals by altering the environment, policies, and/or circumstances facing or affecting those individuals

Isolation

The state of being or feeling alone and apart from, or unable to connect with others; a cause of deep emotional distress for any person

Justice

Fair, equal, and reasonable treatment without regard to a person's color, sex, gender, age, health, wealth or poverty, background, race/ethnicity, condition, sexual orientation, or gender identity; fair and equal treatment under the law and in all societal interactions

Lesbian

A woman who feels romantically, emotionally, and sexually attracted to other women; a descriptive and socially acceptable label that homosexual women often prefer because it offers an identity separate from that of homosexual men; a term originating from Lesbos, an Aegean island and the home of the Greek poet Sappho, a woman who loved women

Glossary (cont.)

LGBTQ

standard acronym for lesbian, gay, bisexual, transgender, and questioning people; variations exist, such as including an I for *intersex* and a second Q for queer

Lifestyle

The way individuals live their lives, such as an urban or a rural lifestyle, an artistic lifestyle, an entrepreneurial lifestyle, a hedonistic lifestyle; **not** appropriately used to denote sexual orientation (just as there is no heterosexual lifestyle, there is no homosexual or gay lifestyle either); the phrase 'homosexual lifestyle' is often used by anti-gay groups to imply that sexual orientation is a matter of choice rather than of identity

Male-to-Female (MTF)

A person born or assigned at birth as biologically male, who self-identifies as female and who takes the sex, gender, and identity of a female through dress, mannerisms, behaviors, hormone therapy, and/or surgery

Masculine

A term used to describe the socially constructed and culturally specific gender behaviors expected of males; see also *feminine*

Men who have sex with men (MSM)

A term used to denote men who engage in sexual behavior with other men; includes men who self-identify as heterosexual as well as those who self-identify as gay and bisexual (please note that in online politics, MSM is an acronym for mainstream media)

Oppression

Prolonged cruel or unjust treatment, sometimes unconscious, sometimes covert; constant state of denying to others fair and equal treatment and fair and equal opportunities

Out

Openly acknowledging one's sexual orientation or gender identity; may be partial (that is, out to some people and in the closet to others)

Outed

When someone else accidentally or deliberately discloses another's sexual orientation or gender identity, usually without permission

Pansexual

A term of choice for people who do not self-identify as bisexual, finding themselves attracted to people across a spectrum of genders

Perception

The way in which we understand things to be. Perception is influenced by many different factors. Three factors that are most obvious influences of our perceptions are the ones that have daily impacts on our lives via media, family, and institutions such as religion and school and places that provide an educational experience.

Power

Having the ability to do something or to act in a particular way; here, the freedom and ability to acknowledge openly one's sexual orientation or gender identity without fear of oppression, discrimination, injustice, violence, or abuse

Glossary (cont.)

Prejudice

Bias; an attitude that favors one person or group over another; here, favoring: one sexual orientation and/or gender identity over any other; an attitude that usually leads to discrimination

Pride

National, citywide, and neighborhood local events and programs, usually during the month of June (see Stonewall) in celebration of the ongoing fight for equality for GLBTQ people

Privilege

Special rights, advantages, or immunity granted to, or assumed by, certain groups and considered by them as their right; for example in the United States, privilege accrues mostly to whites, to heterosexual people, and most of all, to white, heterosexual males.

Queer

Formerly an exclusively derogatory term for all GLBT people; now proudly used by some as an umbrella term for the entire GLBTQ community; also used by those who see their own gender identity, sexual identity, and/or sexual orientation as not fitting the widely recognized pattern of straight, gay or lesbian, bisexual, transgender, or questioning

Questioning

Being unsure of one's sexual orientation and/or gender identity; feeling uncomfortable with or unwilling or unable to self-categorize within traditional labels such as gay, straight, male, female, etc.

Racism

The experience of prejudice and discrimination by an individual, group, or institution based on race or ethnicity. Racism is not just about judgment; it's more about power and control. It is the perceptions about a given race that change the way a person with the racist beliefs treat, employ, and communicates. Everyone deserves the right to be treated equally, based on his or her individual personality, and racism does not allow this to occur.

Respect

A feeling of regard for the rights, dignity, feelings, wishes, and abilities of others

Safe space

A place where anyone can relax and be fully self-expressed, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, age, or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others

Safety

Freedom from the fear or threat of harm (physical, emotional, or mental) and from danger, risk, or injury

Same gender loving

A term created by the African American GLBTQ community and used by some people of color who see 'gay' and 'lesbian' as terms of the white gay and lesbian community

Glossary (cont.)

Sex (biological sex)

A classification based on reproductive physiology and identified in four main ways, including: 1) primary sex characteristics (vulva, labia, clitoris, and vagina for females; penis and scrotum for males); 2) genetic sex or chromosomes (XX for females; XY for males); 3) gonads (ovaries for females; testes for males); and 4) secondary sex characteristics (see above); a continuum with most individuals concentrated near the ends

Sexism

Discrimination and unfairness based on biological sex or gender and usually perpetrated against females

Sexual minority

An umbrella term for people whose sexuality is expressed in less common ways; may include people who self-identify as gay, lesbian, bisexual, transgender, queer, Two-Spirit, third gender, and so on

Sexual orientation

A *feeling* of attraction to others, based on biological sex and gender expression, over which individuals have no choice and different from sexual *behavior*; romantic, sexual, and emotional attraction to others, categorized by the sex of the person to whom one is attracted—such as: heterosexual (attracted to the opposite sex); homosexual (attracted to the same sex); or bisexual (attracted to individuals irrespective of their sex)

Sexual prejudice

Discrimination and unfairness based on biological sex, gender, sexual orientation, or gender identity; see also *sexism*

Sexual reassignment surgery

Surgical procedures that modify one's primary and/or secondary sex characteristics; also might be referred to as *gender affirmation surgery*; formerly called a "sex change operation," a phrase now considered by many to be offensive

Social justice

Equal treatment and equality of social and economic opportunity, irrespective of one's sexual orientation, gender identity/expression, race/ethnicity, biological sex, national origin, age, or health status; a concept that, "Each person possesses an inviolability, founded on justice, that even the welfare of society as a whole cannot override. For this reason, justice denies that the loss of freedom for some is made right by a greater good shared by others." (John Rawls)

Stereotypes

A *set of assumptions based on little or no information*. Stereotypes are a part of how we gather information about people, places and things. Incorrect and/or even incomplete information could impact how a person interacts with you and how you may interact with another person.

Straight

Slang term for a person with heterosexual orientation

Trannie

Slang for transgender people; considered offensive by most

Glossary (cont.)

Transgender

An umbrella term for all who feel that they are outside the boundaries of biological sex and culturally determined gender expression; may include transsexuals, cross dressers, Two-Spirit people, drag performers, etc, and people who do not identify with their biological sex

Transition

The period when one is intentionally changing from living as one sex or gender to a different conception of sex or gender; a multi-step, complicated process that may or may not include sexual reassignment surgery and/or hormonal supplements to alter one's body

Transman

Term for a female-to-male transsexual person

Transphobia

Unreasonable hatred and suspicion or fear of anyone whose gender identity and gender expression does not conform to society's expectations for one of her/his biological sex

Transsexual

An individual who does not self-identify with his/her biological sex; one who identifies physically, psychologically, and emotionally as of a different sex from that one was born or assigned at birth; may choose to alter the body to reconcile gender identity and biological sex or physical appearance; may consider one's self as non-operative (meaning does not intend to change the primary sex characteristics); pre-operative (meaning takes hormones to change the body's appearance and may or may not eventually have sexual reassignment surgery); and post-operative (meaning has had sexual reassignment surgery)

Transvestite

Former term, now considered offensive by many, for people who usually self-identify with their biological sex and gender but who sometimes wear the clothing, jewelry, etc., of the opposite gender to fulfill emotional needs; the preferred term is *cross dresser*

Transwoman

Term for a male-to-female transsexual person

Two-Spirit

A term whose definition varies across Native American cultures, but which generally means a person born with one biological sex and fulfilling at least some of the gender roles assigned to both sexes; often considered part male and part female or wholly male and wholly female; often revered as natural peace makers as well as healers and shamans

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The LGBTQ Advisory Committee thanks YOU for helping to create a safe environment for ALL our students!

