

GSAS AND EDUCATIONAL JUSTICE

TIME: 35 MIN

gsanetwork
WORKSHOP
GUIDE

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OBJECTIVES FOR THIS SECTION

Gain a better understanding of educational justice

Learn about LGBTQ youth pushout

Learn the ways in which students are pushed out

SECTIONS

- LGBTQ Pushout (0:10)
- ACTIVITY: Pathways to Pushout Shuffle (0:20)
- Conclusion: GSAs for Social Justice? (0:05)

MATERIALS NEEDED

- Student Identity Cards
- Internet access and a computer
- Long room/open space

SUMMARY: This section is meant to help students understand the importance of educational justice, and the ways in which LGBTQ students interact with schools.

LGBTQ Pushout (0:10)

TRAINER NOTE: Start workshop with an opening statement and then move into watching the Dignity in Schools Campaign's video "LGBTQ youth pushout"

TRAINER 1 OPENING STATEMENT: Welcome to the GSAs and Educational Justice workshop. This is part of a series of workshops to get us ready for our educational justice campaign. First, let's establish that GSA clubs are **social justice clubs**, ones that advocate and care for all queer youth in our schools and communities. As a social justice club, we must understand that queer youth are pushed out of classrooms and schools because of homophobic and transphobic policies, practices, and climates.

TRAINER 2: Just by being present on campus, GSA clubs work towards educational justice by providing a much-needed safe space for all queer youth.

TRAINER 1: But what is it called when students don't feel safe and don't want to be in school? Let's watch this video to find out.

Watch Video: <http://vimeo.com/75835516>

TRAINER 1 SAY: Now that we've watched this video let's talk about it.

TRAINER NOTE: Read questions and take about 2-3 responses for each.

POWERPOINT SLIDE

VIDEO QUESTIONS:

- In your own words what is school pushout?

- In what ways are LGBTQ youth pushed out?
- Does this relate to your experience or a friends experience in school?



TRAINER SAY: Now that we've seen this intro video on LGBTQ youth pushout, let's do a quick activity to show us exactly what we mean when we talk about LGBTQ youth pushout.

PATHWAYS TO PUSHOUT SHUFFLE ACTIVITY (0:20)

TRAINER INSTRUCTIONS:

1. Have each participant take a "Student Identities" card and line up at the back of the room.
2. Place a line or marker approximately 20 feet away from the back of the room.
3. Place a line or marker approximately 10 feet away from the first one.

TRAINER 2 SAY: This activity demonstrates the ways student identities are impacted by school climates, policies and conditions that push students out and lead to the school-to-prison pipeline. This activity focuses particularly on LGBT and gender non-conforming youth, but these conditions negatively impact most students and communities. The first line represents the point at which you might get pushed out of school, and the second line represents the point at which you might encounter the prison system. The activity is designed to show how certain groups of youth are statistically more likely to start off closer to being pushed out and to end up in the STPP.

TRAINER 1: Please look at and read your student identities card. If there is an identity that doesn't make sense, please ask so we can clarify it for you. For this activity you will respond to the statements read by the facilitator based on the identity on your card. This is a silent activity.

PUSHOUT STATEMENTS

DISCIPLINE:

- In terms of race and ethnicity, Blacks, Hispanics and Native Americans have the highest dropout rates, and black male dropouts experience a 60% probability of incarceration.
 - **Students of color take two steps forward**
- LGBTQ Youth are 1.4 times more likely to be expelled than straight youth. Black students are 3.5 times and Latino students are 1.5 times more likely to be expelled than white students
 - **LGBTQ, gender non-conforming (GNC) and/or youth of color take one step forward.**
- Students of color with disabilities are three times more likely to receive short-term suspensions than their white counterparts, and are more than four times as likely to end up in correctional facilities.
 - **Students of color with disabilities take two steps forward**
- Students with disabilities are suspended and expelled at twice the rate of their non-disabled peers.
 - **Students with disabilities take two steps forward**
- School discipline policies may OUT students when they report to the student's parents. 50% of LGBTQ youth face initial family rejection and 30% of LGBTQ youth are kicked out of their homes into foster care or onto the streets.
 - **LGBTQ youth take two steps forward**

PUSHOUT STATEMENTS (continued)

- Students in foster care are over three times as likely as their peers to be suspended or expelled. Studies show that between one- and two-thirds of foster care youth drop out or fail to graduate on time.
 - **LGBTQ and GNC students take one step forward**
- More and more school districts use police officers or “school resource officers” not trained for educational environments to patrol school campuses and discipline students.
 - **Students of color, LGBTQ and GNC students take a step forward**
- The majority of suspensions of students of color and LGBTQ students are for minor misbehavior, such as “disruptive behavior,” “insubordination,” or school fights, which can be interpreted in subjective and biased ways, even unintentionally.
 - **LGBTQ, GNC students and students of color take one step forward.**

SAFETY:

- Nearly two-thirds (61.1%) of students reported that they felt unsafe in school because of their sexual orientation, and more than a third (39.9%) felt unsafe because of their gender expression.
 - **LGBT and gender non-conforming (GNC) students take two steps forward**
- 84.6% of LGBT students reported being verbally harassed, 40.1% reported being physically harassed and 18.8% reported being physically assaulted at school in the past year because of their sexual orientation.
 - **LGBT students take two steps forward**
- 63.7% of LGBT students reported being verbally harassed, 27.2% reported being physically harassed and 12.5% reported being physically assaulted at school in the past year because of their gender expression.
 - **GNC students take one step forward**
- Of LGBT Students, 25% of Black and Latino students also reported race-based harassment, while 30% of Asian students also reported race-based harassment.
 - **Students of color take one step forward**
- Bullying leads to mental health impacts with LGBTQ youths' increased levels of victimization related to increased levels of depression, suicide, and anxiety and decreased levels of self-esteem.
 - **LGBTQ and GNC students take one step forward**
- Students who report bullying based on race and sexual orientation or gender expression are even more likely to report increased levels of depression and anxiety and decreased levels of self-esteem.
 - **LGBTQ and GNC students of color take one more step forward**

PUSHOUT STATEMENTS (continued)

ACADEMIC ACHIEVEMENT:

- In 2010, Just 2 percent of students with disabilities were enrolled in at least one Advanced Placement course.
 - **Students with disabilities take one step forward**
- More than 40% of California's dropouts are English learners and disabled students.
 - **Students with disabilities and ESL students take two steps forward**
- Stress and safety concerns for LGBTQQ and GNC students lead to lower academic achievement. The reported grade point average of students who were more frequently harassed because of their sexual orientation or gender expression was almost half a grade lower than that of students who were less frequently harassed
 - **LGBTQ and GNC students take one step forward**
- Some schools increase their test scores by pushing low-scoring students out. Low-scoring students are suspended on test days, transferred to other schools, enrolled in GED programs or just expelled.
 - **Students with disabilities, ESL, LGBTQ and GNC students take two steps forward**

CONCLUSION (0:05)

TRAINER 2: Thank you all for participating in that activity. Hopefully it helped give everyone a better understanding of school pushout and how it can affect LGBTQ youth and other youth as well.

TRAINER 1: Let's end the workshop with a few last questions.

TRAINER NOTE: take about 1-2 responses.

POWERPOINT SLIDE

DISCUSSION QUESTIONS:

- **How have you seen school pushout play out on campus?**
- **What does educational justice mean to you?**

TRAINER 1: Thank you all for participating.