



Supporting LGBTQ+ Youth

**A Resource Guide for
Educators, Parents, Caregivers,
Youth and Communities**

Summer 2021



**Santa Clara County
Office of Education**

Supportive Partners



ABOUT THIS GUIDE

The purpose of this Guide is to assist Santa Clara County Public School Districts with their supports for lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) youth, and allies. It is our hope that the information provided will increase understanding of LGBTQ youth, their rights, while also providing guidance for creating inclusive schools.

The laws and policies for the LGBTQ community are constantly changing; we are aware the changes can lead to confusion and frustration. Should questions and/or challenges arise, do not hesitate to contact one of the resource's contacts for assistance.


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DISCLAIMER

The resources in this guide have been compiled by the SCCOE Safe and Healthy Schools in furtherance of one of its goals, providing supports for School Climate so that students, parents and school personnel's experience of a school life reflect inclusive norms, goals, and values. The names, organizations, and resources provided herein are supplied to aid individuals, but the SCCOE cannot endorse or guarantee these resources or services, their quality, or any respective necessary certifications.

Please note that any information connected to medical and mental health resources are supplied only as a convenience, and the SCCOE does not endorse any particular provider or guarantee the quality or nature of their services. Individuals should exercise due diligence in selecting a wellness provider, considering among other things, the following:

- Talk to trusted friends, family, or clergy about professionals they have used.
- Ask another health care provider for a recommendation.
- Ask your health insurance company for a provider list.
- Use a referral service from a national professional organization for therapists or doctors.
- Call a local or national medical society or mental health organization.
 - Prior to scheduling a first appointment, think about the things one would like to know about a potential new doctor and/or therapist (i.e. the provider's education, licensure, and years in practice; fees, lengths of sessions, insurance coverage, and office hours; the provider's treatment approach and philosophy; the provider's specialization by age group or particular disorder.)

 2021 SCCOE

Santa Clara County Office LGBTQ District Resource Guide



WELLNESS • RECOVERY • RESILIENCE

Provided as a service of:

The Q Corner, Behavioral Health Services Department, County of Santa Clara

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Santa Clara County Office of Education

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SCCOE LGBTQ WEBSITE



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THE SANTA CLARA COUNTY BOARD OF EDUCATION, the elected governing body of the Santa Clara County Office of Education, vehemently supports the safe and inclusive resources and policies for LGBTQ youth.

DR. MARY ANN DEWAN, COUNTY SUPERINTENDENT OF SCHOOLS for her collaborative, deliberative, and forward-thinking leadership that models the county's focused vision. Her unwavering support continuously works to ensure that the youth within Santa Clara County feel socially, emotionally and physically safe and supported. Always thinking about the whole child, Dr. Dewan understands the need for youth to express themselves freely, live as their truest selves, and thrive.

The SCCOE's EQUITY AND EDUCATIONAL PROGRESS DIVISION (EEPD), AND GARY WADDELL, Ed.D.

ASSOCIATE SUPERINTENDENT, for fostering ways in which leaders, adult and youth, can express their support for the pursuit of wellness.

THE Q CORNER, Santa Clara County's Behavioral Health Services Department peer-driven program for its dedication to supporting the LGBTQ+ community and their friends, families, and allies, in Santa Clara County. Their safe, welcoming, and affirming team is committed to making community services and resources available to everyone.

SANTA CLARA COUNTY OFFICE OF LGBTQ AFFAIRS, the first office of its kind in the nation, their office makes the protecting of the rights of LGBTQ persons a priority, gets decision makers to listen and act, and helps to coach and support our Community.

SANTA CLARA COUNTY COMMUNITY PARTNERS whose important work improves the quality of life in Santa Clara County and beyond.

SANTA CLARA COUNTY LGBTQ YOUTH AND FRIENDS who remain resilient, continue to fight and face the many disparities that affect their sexual health access, education and acceptance. And, to those who bravely share their experiences, despite often being excluded from decision making processes that define their socio-cultural and political environments which puts them at increased risk of becoming marginalized.

TABLE OF CONTENTS

Definitions	8
Statistics	19
The Law	60
Inclusive Campuses	69
Transgender Advocacy.....	100
Allyship.....	109
Frequently Asked Questions	119
Resources: Santa Clara County & Beyond	129



NOTES

DEFINITIONS



NOTES

THE LANGUAGE OF LGBTQ: VOCABULARY EVERYONE SHOULD KNOW

LGBTQ vocabulary and terminology within the LGBTQ community has evolved over the last decade. Changes made are to embrace changing outlooks toward, and within, the LGBTQ community, and can be confusing to those outside of the community. Confusion can lead to problems in language, and can occur when terminology is unclear, or when associated with negative stereotypes. Although there is no universal agreement, regarding terminology, challenges can occur when language is too vague, or the concepts are poorly defined.

As a supportive ally, understanding the vocabulary, and how to accurately use the language, makes a significant difference. LGBTQ youth who can self-identify, without challenge, using terminology most comfortable to them contributes to the reduction of bias and discrimination.

The information included in this section has been provided as a brief overview. There are many more vocabulary words than are possible to cover within this overview/information guide. However, the vocabulary provides an opportunity for persons to increase their breadth and depth of LGBTQ related vocabulary. Reading through the section isn't about reading/absorbing the definitions for every word, but to allow highlights of words that resonate, regarding an interest or for clarification. *Please note: Repeated definitions helps show overlap.*

This is not an all-inclusive vocabulary list.

KEY TERMINOLOGY

- 🌈 **Sex Assignment (n.)** — A label, male or female, assigned by a doctor to infants at birth based on a combination of biological characteristics including chromosomes, hormones, and reproductive organs; also referred to as birth sex or designated sex
- 🌈 **Gender Identity (n.)** — Relates to a person's internal experience of their gender; one's innermost sense of being male, female, or another gender, which may or may not align with the person's body or sex assignment
- 🌈 **Gender Expression (n.)** — Includes ways in which a person presents their gender to society; can include clothing, body language, hairstyles, interests, behaviors, and/or mannerisms. * One cannot assume another's gender identity simply by observing their gender expression
- 🌈 **Sexual Orientation (n.)** — Refers to a person's emotional, psychological, physical, and sexual attraction toward other people of the same, different or no gender at all
- 🌈 **Transgender (adj.)** — An umbrella term that can be used to describe people whose gender identity and/or expression is different from their sex assigned at birth
 - A person whose sex assigned at birth was female but who identifies as male is a transgender man (also known as a trans man, or female-to-male transgender person).
 - A person whose sex assigned at birth was male but who identifies as female is a transgender woman (also known as a trans woman, or a male-to-female transgender person).
 - Some people described by this definition don't consider themselves transgender; they may use other words or may identify simply as a man or woman.

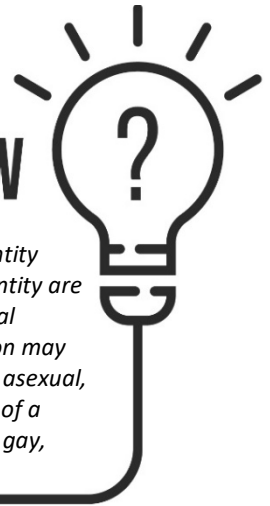


🌈 **Nonbinary (adj.)** — A term referring to aspects of a person's gender expression, gender identity, and interests that go beyond cultural binary prescriptions of behaviors and interests associated primarily with boys/men or girls/women. Other terms include genderqueer, agender, bigender and more

🌈 **Cisgender (adj.)** — A person whose gender identity is congruent with their sex assignment; the opposite of being a transgender person

🌈 **Transition (v.)** — The nuanced process of transitioning from one gender identity to another. Not ALL transgender and nonbinary (TNB) people follow the same path when it comes to “transitioning.” While nearly all TNB people undergo some form of social transition, not everyone will pursue legal transition and even fewer will pursue medical transition, for a variety of reasons

DID YOU KNOW



Sexual Orientation vs. Gender Identity
Sexual orientation and gender identity are two different constructs. The sexual orientation of a transgender person may be straight, gay, lesbian, bisexual, asexual, etc., just as the sexual orientation of a cisgender person may be straight, gay, lesbian, bisexual, asexual, etc..

- **Social Transition** — The social process is the disclosing to one's self and others that one is transgender and/or nonbinary
 - Social transition often includes name change, pronouns, or gender that is more congruent with one's gender identity and/or gender expression, and different from one's sex assignment, name, and assumed pronouns. This process also may include changing one's gender expression, which may or may not correspond to traditional gender roles.
- **Legal Transition** — The administrative process of legally changing one's name and gender on identity documents such as a passport, driver's license, birth certificate, and social security card to help secure gainful employment, housing, and obtain credit, accurate documentation reduces likelihood of questions regarding pre-transition history
- **Medical Transition** — The process of undergoing treatments including pubertal suppression, hormone therapy, surgical procedures, or receiving services like voice therapy and hair removal to align the body and secondary sex characteristics with one's gender identity

Related to Biological Sex:

🌈 **Biological Sex (n.)** — Pertains to an individual's sex, male or female, based on the appearance of their external genitalia, assumed sex chromosomes and hormones

🌈 **Intersex (adj.)** — A person born with any variation in sex characteristics including chromosomes, gonads, sex hormones, or genitals that, “do not fit the typical definitions for male or female bodies. (UN Office of the High Commissioner for Human Rights)

- The term Intersex is used, in lieu of hermaphrodite, which can be stigmatizing, outdated, and offensive.

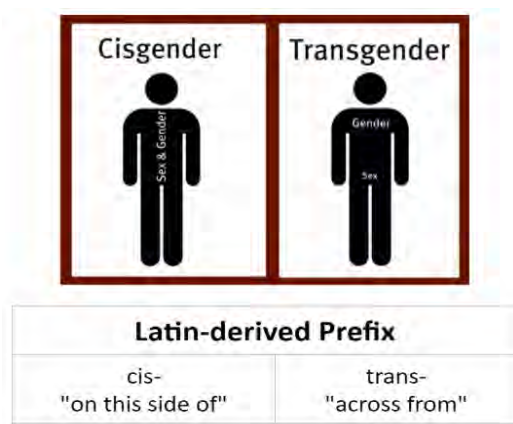
🌈 **Sex (n.)** — Often used interchangeably with “gender”; a label – male or female – assigned by a doctor to infants at birth based on a combination of biological characteristics including chromosomes, hormones, and reproductive organs; Also referred to as assigned sex, birth sex, or designated sex

Related to Gender Identity

- 🌈 **Gender Identity (n.)** — Relates to a person's internal view of their gender; one's innermost sense of being male, female, or another gender, which may or may not align with the person's body or assigned sex at birth
- 🌈 **Cisgender (adj.)** — A person whose gender identity is congruent with their biological sex; the opposite of being a transgender person
- 🌈 **Cisnormativity (n.)** — Social structures and practices which serve to elevate and enforce cisgender (non-transgender) people (also referred to as cissexism)
- 🌈 **Gender (n.)** — Often used interchangeably with "sex"; can refer specifically to the behavioral, cultural, psychological, or social expectations typically associated with one sex, not just biological characteristics. Each culture has standards about the way that people should behave based on their gender
 - **Gender Binary (n.)** — The cultural belief that human gender exists in only two distinct, opposite, and disconnected forms of masculine and feminine; also describes a society that divides people into male and female gender roles, gender identities, attributes and expectations.



- 🌈 **Gender Spectrum (n.)** — An alternative to the gender binary that sees gender as a spectrum, rather than as an either/or, masculine/feminine dichotomy.
 - **Gender spectrum** denotes gender as a continuum that includes male and female, but without establishing them as absolutes or polar opposites; also referred to as gender fluidity.
- 🌈 **Gender Expansive (adj.)** — Primarily used to describe children who do not identify with the sex they were assigned at birth; may also impact those who do, who are questioned or berated based on their dress, appearance, or interests.
 - Other terms with similar meanings include gender nonbinary, gender diverse, gender creative, gender independent, gender non-conforming and gender wonderful.
- 🌈 **Gender Neutral (adj.)** — A term that describes something (usually an occupation such as a Congressperson, firefighter, office manager, etc., a physical space, such as a bathroom, or an item such as clothing such as a unisex t-shirt or hat) that is not segregated by sex/gender.
- 🌈 **Genderqueer (adj.)** — A term used to describe people who do not identify with the gender binary terms that have traditionally described gender identity (e.g., male/female, man/woman) *[Also see gender nonconforming and nonbinary]*
- 🌈 **Nonbinary (adj.)** — Aspects of a person's gender expression, gender identity, and interests that go beyond cultural binary prescriptions of behaviors and interests associated primarily with boys/men or girls/women; Other terms include genderqueer, agender, bigender and more. None of these terms means the same thing, but all speak to an experience that is not simply male or female.
- 🌈 **Pronouns (n.)** — The ways that people refer to themselves and how they want to be referred to in terms of gender; also referred to as Positive Gender Pronouns or PGPs.
 - New usage of alternative pronouns includes They/Them/Their and Zie or Ze/Hir/Hirs.
 - **Preferred Gender Pronoun is now outdated.**



🌈 **Transgender (adj.)** — A term used to describe a person whose gender identity (internal sense of self) is incongruent with that person's biological sex (physical body) or assigned sex

🌈 **Transgender Communities (n.)** — Umbrella term to refer to the communities of people that includes all whose gender identity or gender expression do not match society's expectations (e.g. transsexual, transgender, genderqueer, gender non-conforming, gender nonbinary, gender diverse, nonbinary, gender creative, gender independent).

- 🌈 **Transition (n.)** — The nuanced process of transitioning from one gender identity to another. Not ALL transgender and nonbinary (TNB) people follow the same path when it comes to "transitioning"
 - While nearly all TNB people undergo some form of social transition, not everyone will pursue legal transition and even fewer will pursue medical transition, for a variety of reasons.
- 🌈 **Social Transition** — The social process of disclosing to one's self and others that one is transgender and/or nonbinary; often includes changing a name, pronoun, or gender that is more congruent with one's gender identity and/or gender expression, and different from one's birth sex, name, and assumed pronouns; may include changing one's gender expression, which may or may not correspond to traditional gender roles
- 🌈 **Legal Transition** — The administrative process of legally changing one's name and gender on identity documents such as a passport, driver's license, birth certificate, and social security card to help secure gainful employment, housing, and obtain credit
 - Accurate documentation reduces likelihood of questions regarding pre-transition history.
- 🌈 **Medical Transition** — The process of undergoing treatments including pubertal suppression, hormone therapy, and surgical procedures, or receiving services like voice therapy and hair removal to align the body and secondary sex characteristics with one's gender identity
- 🌈 **Transsexual (adj.)** — A term that is sometimes used to refer to a transgender person who has engaged in a medical transition from one sex/gender to another, so that the person's body and gender identity are more physically aligned
- 🌈 **Two-Spirit (adj.)** — An identity label used by indigenous North Americans to indicate that they embody both a masculine and feminine spirit; may also be used to include native peoples of diverse sexual orientations and has different nuanced meanings in different native sub-cultures.

Related to Gender Expression

- 🌈 **Gender Expression (adj.)** — Includes the ways in which a person presents one's gender to society - clothing, body language, hairstyles, interests, behavior, and/or mannerisms.
- 🌈 **Cross-Dressing (v.)** — The act of wearing clothing commonly associated with another gender within a particular society; cross-dressers do not typically seek to change their physical characteristics or manner of expression permanently or desire to live full-time as a gender different than their birth sex

- 🌈 **Gender Norms (n.)** — Culturally-based expectations of how people should act based on their sex or gender (e.g. men are masculine, women are feminine)
- 🌈 **Gender Roles (n.)** — Social and cultural beliefs about what is considered gender appropriate behavior and the ways that men and women are expected to act
- 🌈 **Nonbinary (v.)** — A term referring to aspects of a person's gender expression, gender identity, and interests that go beyond cultural binary prescriptions of behaviors and interests associated primarily with boys/men or girls/women; other terms include genderqueer, agender, bigender and more;
 - None of these terms means the same thing, but all speak to an experience that is not simply male or female.



Related to Sexual Orientation:

- 🌈 **Sexual Orientation (n.)** — Refers to a person's emotional, psychological, physical, and sexual attraction toward other people of the same or different gender
- 🌈 **Ally (n.)** — A person who takes a form of action against oppression of members of targeted groups (e.g. LGBT).
 - Allies acknowledge and oppose disadvantages of groups outside their own, seek to reduce their own complicity in oppression of these groups, and invest in strengthening their own knowledge and awareness of oppression.
- 🌈 **Asexual (adj.)** — Lacking sexual desire, attraction or interest; applied to individuals with seemingly no sexual drive
 - Individuals may or may not engage in purely emotional-based relationships; distinct from celibacy.
- 🌈 **Bisexual (adj.)** — A person's physical, emotional, sexual, or romantic attraction to persons of both genders
- 🌈 **Coming Out (v.)** — An ongoing, lifelong process toward self-acceptance that includes the potential for informing others of the individual's sexual orientation
- 🌈 **Demisexual (adj.)** — A person who does not experience sexual attraction unless they form a strong emotional connection with someone. The term demisexual comes from the orientation being "halfway between" sexual and asexual; similar to the term graysexual.
- 🌈 **Gay (adj.)** — The affirming way to refer to a person who is emotionally, romantically, and physically attracted to people of the same gender. It is most commonly used to describe men who are attracted to other men and it is a term preferred by many to "homosexual".
- 🌈 **Heterosexism (n.)** — Institutional policies and interpersonal actions that assume heterosexuality is normative and ignores other orientations; the belief that heterosexuality is superior to other orientations.
- 🌈 **Heterosexual (adj.)** — A person's physical, emotional, sexual, or romantic attraction to persons of the other gender (often referred to as straight).

- 🌈 **Homosexual (adj.)** — Clinically accurate term describing a person whose physical, emotional, sexual, and romantic attraction is to persons of the same gender; outdated and less positive.











- 🌈 **LGBT (adj.)** — A term used to categorize individuals who are lesbian, gay, bisexual or transgender; may also be stated with the first two terms switched in order (GLBT); other iterations also may include Questioning or Queer (LGBTQIA+) or Intersex (LGBTI) abbreviations.

- 🌈 **LGBTQIA+IA+ (adj.)** — An attempt at being more inclusive to identify the Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Allies, and Asexual people. The acronym continues to grow and will likely evolve over time.

- 🌈 **Lesbian (adj.)** — Applies only to a woman who is emotionally, romantically, and sexually attracted to other women; term is preferred by many for homosexual “female”
- 🌈 **Microaggressions (n.)** — Seemingly small offenses that marginalized people encounter in their everyday lives
- 🌈 **Omnisexual/Pansexual (adj.)** — A person’s physical, emotional, sexual, or romantic attraction to persons of many genders (beyond the traditional binary gender system of male and female)
- 🌈 **Polysexual (adj.)** — Polysexuality encompasses many, but not necessarily all, sexualities.
- 🌈 **Sapiosexual (adj.)** — A person who finds intelligence sexually attractive or arousing.
- 🌈 **Skoliosexual (adj.)** — A person who is sexually attracted to nonbinary identified individuals or those who do not identify as cisgender
- 🌈 **Outing (v.)** — Exposing or making public another person's concealed sexual identity or orientation, without that person's consent
- 🌈 **Queer (adj.)** — Used as an umbrella identity term encompassing lesbian, questioning people, gay men, bisexuals, non-labeling people, transgender folks and anyone else who does not strictly identify as heterosexual
- “Queer” originated as a derogatory word. Currently, “Queer” is being reclaimed by some as a statement of empowerment. Some people identify as “queer” to distance themselves from the rigid categorizations of “straight” and “gay.” Some community members reject the use of this term, due to its connotations of deviance and its tendency to gloss over and sometimes deny the differences between sub-groups.
- 🌈 **Questioning (adj.)** — A term used to describe a person, often an adolescent, who has questions about their sexual orientation or gender identity.

LGBTQ+ Symbols

			
2018 Rainbow Flag	Pink Triangle	LAMBDA*	Lesbian (L)
			
Gay (G)	Bisexual (B)	Transgender & Nonbinary (T)	Red Ribbon

Pride Flags



The Rainbow flag is the one (almost) everyone knows. Created by gay activist Gilbert Baker in the 1970s, he felt that queer people "needed something that was positive, that celebrated our love."



The 2017 rainbow flag redesign from **Philadelphia** was created as a symbol of inclusion for people of color within the LGBTQ communities.



The Progress Flag, designed in 2018 by Graphic designer Daniel Quasar, includes a five-colored chevron to the classic Rainbow Flag to place a greater emphasis on "inclusion and progression." The flag includes black and brown stripes to represent marginalized LGBTQ+ communities of color, along with the colors pink, light blue and white, which are used on the Transgender Pride Flag.



Lesbian



Bisexual



Transgender



Non-Binary



Genderqueer



Gender Fluid



Pansexual



Asexual



Intersex Flag

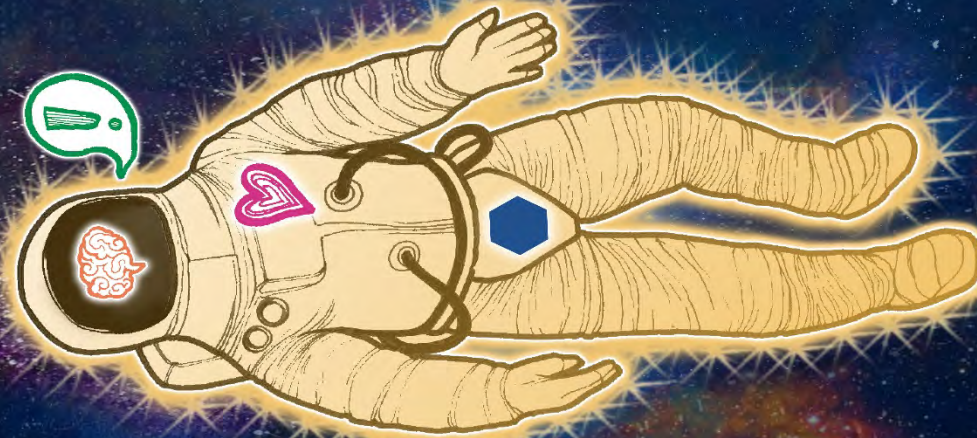


Aromantic Flag

THE SOGIE ASTRONAUT

*SOGIE STANDS FOR SEXUAL ORIENTATION, GENDER IDENTITY & EXPRESSION

GALAXY OF LIMITLESS POSSIBILITIES!



WE ASK BECAUSE WE CARE!

SEX ASSIGNED AT BIRTH

☐ FEMALE ☐ MALE ☐ INTERSEX/OTHER

GENDER IDENTITY



GENDER EXPRESSION



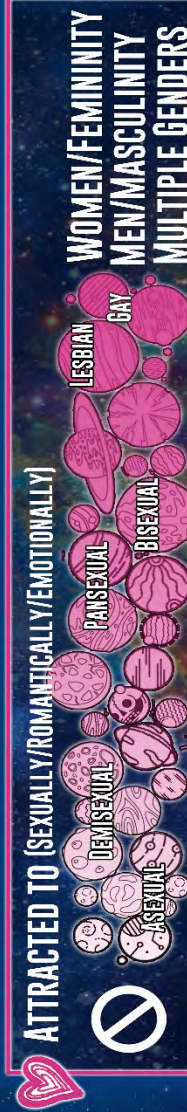
PRONOUNS

☐ SHE/HER/HERS ☐ HE/HIM/HIS ☐ THEY/THEY/THEIRS
☐ ZE/HIR/HIRS ☐ SOMETHING ELSE ☐ NO PRONOUNS, USE NAME

CISGENDER: IF YOUR SEX
ASSIGNED AT BIRTH ALIGNS WITH
YOUR GENDER IDENTITY

TRANSGENDER: IF YOUR GENDER
IDENTITY DOES NOT ALIGN WITH
YOUR SEX ASSIGNED AT BIRTH

ATTRACTED TO (SEXUALLY/ROMANTICALLY/EMOTIONALLY)





NOTES













STATISTICS

STATISTICS

Lesbian, Gay, Bisexual, Transgender, and Queer or Questioning (LGBTQ) persons are an integral part of our community. While a number of institutions and organizations are working to ensure welcoming and inclusive environments for LGBTQ people, stigmas and barriers continue to make it difficult to obtain accurate, clean data regarding the LGBTQ population.

Nonetheless, research shows that LGBTQ persons have higher rates of mental health challenges than the general population. LGBTQ people often struggle with depression, anxiety, trauma and self-acceptance, any or all as a result of facing ongoing discrimination. According to the [Trevor Project \(https://www.thetrevorproject.org/\)](https://www.thetrevorproject.org/), *each occurrence of LGBTQ victimization, like physical or verbal harassment and/or abuse, increases the possibility of self-harming behavior by an average of 2.5 times. Suicide is the second leading cause of death among young people ages 10 to 24 LGBTQ youth contemplate suicide three to four times the rate of their heterosexual peers, and are almost five times as likely to have attempted suicide compared to heterosexual youth.*

DATA: LGBTQ YOUTH IN SANTA CLARA COUNTY

-  LGBTQ young people are more likely to experience homelessness than LGBTQ adults. A 2019 survey of homeless people in Santa Clara County showed 30% of youth survey respondents identified as LGBTQ+, greater than the 10% of adult respondents who did so. 9% of youth respondents identified as transgender or gender non-conforming, compared with 1% of adults¹.
-  LGBTQ youth, and transgender youth, are more likely to attempt or commit suicide than their straight or cisgender peers. One study found LGBTQ middle- and high-school students in Santa Clara County were three times more likely to attempt suicide than their straight and cisgender peers.²
-  LGBTQ middle- and high-school students in Santa Clara County were one and a half times more likely to use drugs and alcohol than their straight and cisgender peers.³
-  Only 22% of LGBTQ middle- and high-school students reported positive family communication (meaning that the young person and their parents communicate positively, and young person is willing to seek parents' advice and counsel).⁴
-  Only 11% of LGBTQ middle- and high-school students felt valued by their community⁵
-  Only 55% of LGBTQ middle- and high-school students reported that their family provided high levels of love and support.⁶
-  Only 31% of LGBTQ middle- and high-school students felt safe at home, school, and in their neighborhood.⁷
-  Only 19% of LGBTQ middle- and high-school students people showed high self-esteem.⁸
-  Five out of the six unified school districts in Santa Clara County participated in Equality California's Safe and Supportive Schools survey. (Gilroy Unified is the only district that declined to participate.⁹
-  Of those districts, none had appropriate policies regarding name and gender changes for students. Only one provided teachers and staff with adequate cultural competency training related to working with LGBTQ youth.¹⁰

¹Santa Clara County Homeless Census and Survey: Comprehensive Report p. 49 (2019),

<https://www.sccgov.org/sites/osh/ContinuumofCare/ReportsandPublications/Documents/2015%20Santa%20Clara%20County%20Homeless%20Census%20and%20Survey/2019%20SCC%20Homeless%20Census%20and%20Survey%20Report.pdf>

² Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. vi (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

³ Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. vi (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

⁴ Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. 1-3 (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

⁵ Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. 1-3 (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

⁶ Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. 1-3 (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

⁷ Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. 1-3 (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

⁸ Helping Youth Thrive: A Profile of LGBTQ Youth in Santa Clara County, p. 1-4 (2017), https://www.ymcasv.org/sites/default/files/2019-07/SCC_LGBTQ_Report_2017.pdf.

⁹ Equality California, 2019 Safe and Supportive Schools Report Card, p. 62 (2019), http://safesupportiveschools.org/wp-content/uploads/2019/04/EQCA19_SSSR_Report_layout_v12.pdf.

¹⁰ Equality California, 2019 Safe and Supportive Schools Report Card, pp. 48-58 (2019), http://safesupportiveschools.org/wp-content/uploads/2019/04/EQCA19_SSSR_Report_layout_v12.pdf.

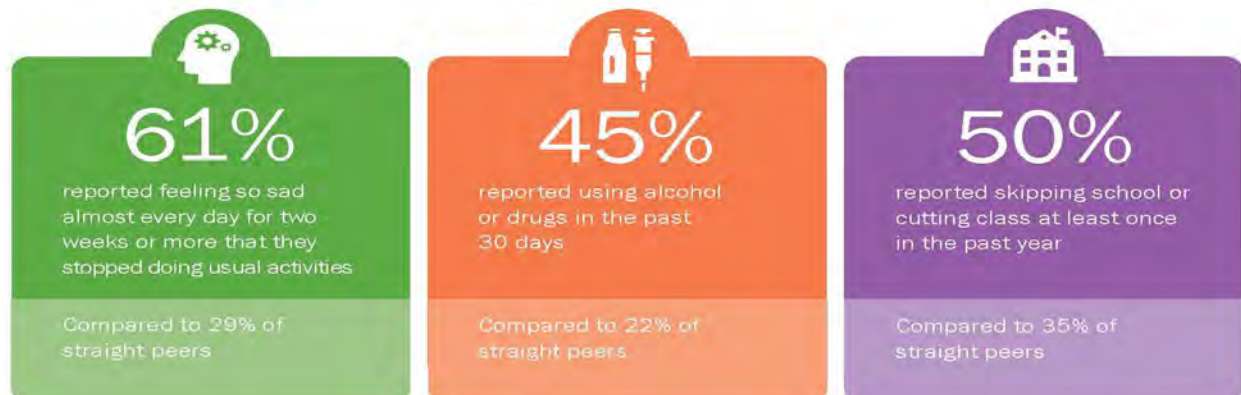
Lesbian, Gay and Bisexual Youth in California

Disparities among youth based on sexual orientation are startling. Lesbian, gay and bisexual (LGB) youth in California experience higher rates of poor emotional health, substance use and school absences compared with youth that identify as straight. Addressing these challenges in schools through policies and programs are critical to supporting the health and educational outcomes of all youth.

This issue brief highlights findings from the California Department of Education's California Healthy Kids Survey (CHKS) and California School Staff Survey (CSSS) for 2013-2015. Students in 7th, 9th and 11th grade and in non-traditional programs, and elementary, middle and high school staff were surveyed. Findings are available for most counties and school districts.



Access more findings at: kidsdata.org/YouthInSchools



Kidsdata is a program of the Lucile Packard Foundation for Children's Health. Kidsdata.org is a public resource with comprehensive data on children's health and well being in California. Data for the Youth in Schools series was provided by WestEd from the California Department of Education's California Healthy Kids Survey (CHKS) and California School Staff Survey (CSSS).



Policy and Program Implications

LGB students benefit when their school has adequate counseling and support services, addresses substance abuse and engages in collaborations with the community. In settings of positive school climate, all students, including LGB students, experience better emotional health, decreased substance use and fewer unexcused school absences. School staff recognize that more can be done to support students:

Less than one-third of school staff reported that their school

- has adequate counseling and support services
- has effective services for substance abuse and other problems
- engages in community collaboration

Special attention to funding, service delivery and integrated support can strengthen school climate:

- **Maximize funding streams**, such as California's Local Control Funding Formula, the Mental Health Services Act and Medicaid.
- **Provide enhanced health care services delivery**, including mental health services at schools and school-based health centers.
- **Integrate the system of support** so that youth, parents, school staff, local agencies and community organizations can work together to support LGB youth.

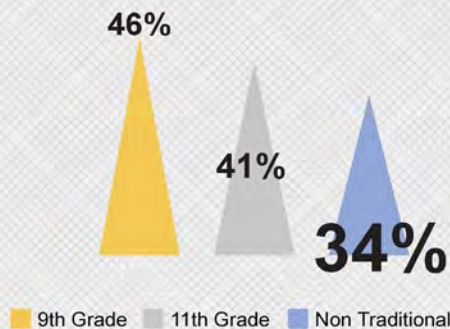
California Healthy Kids Survey State Level Data 2017-2018

The collected data, from the California Healthy Kids Survey (CHKS), provides student perceptions, responses and beliefs on school connectedness, resiliency, protective factors, and risk behaviors. This survey is a critical component of school and district improvement efforts to help guide the development of more effective health, prevention, and youth development programs.



School Connectedness

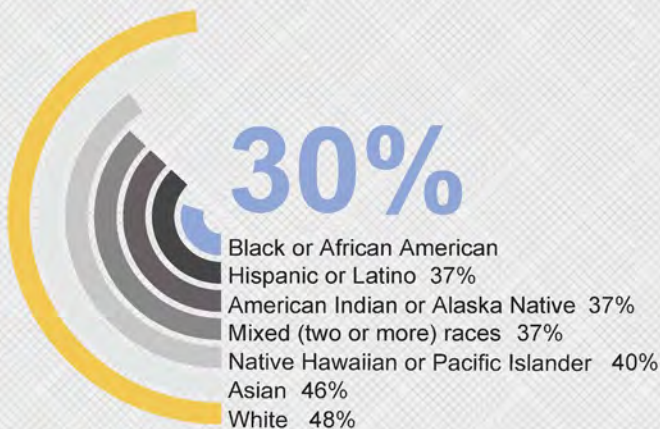
Reporting high level of school connectedness by grade



41%

of 11th grade students in our sample **scored high** on the School Connectedness scale.

Reporting high level of school connectedness - 11th Grade



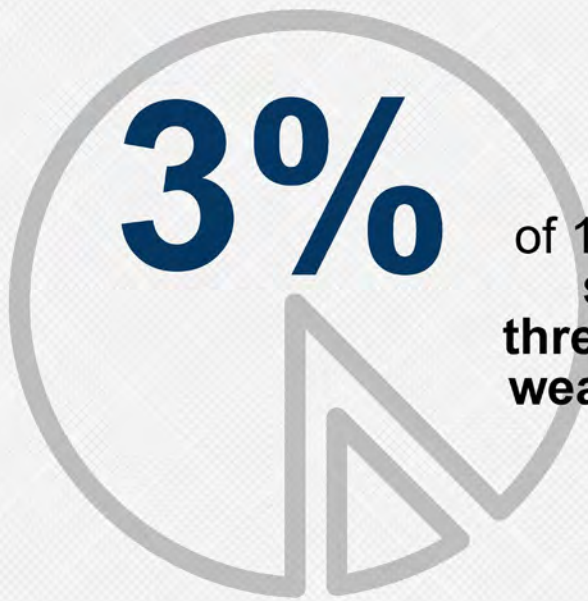
Reporting high level of school connectedness - LGBT

**Not
LGBT**

44%

LGBT

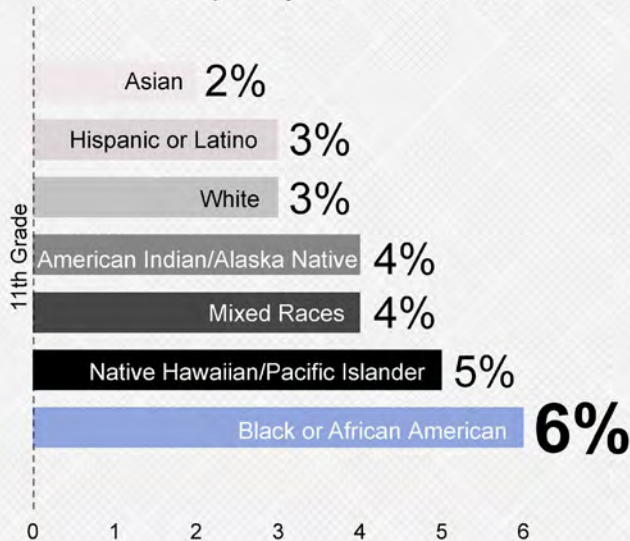
31%



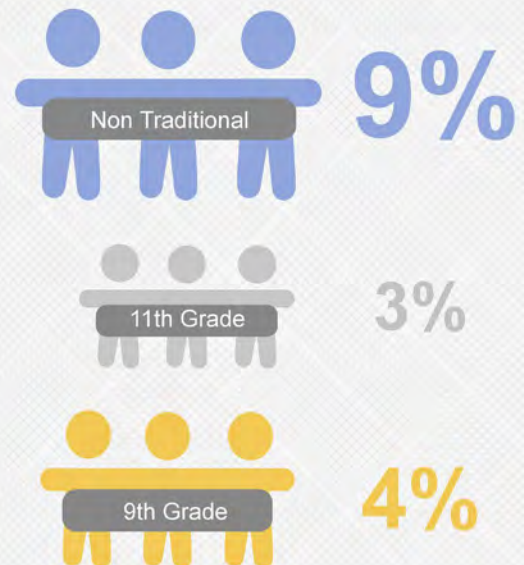
School Safety

of 11th grade students in our sample reported being **threatened or injured with a weapon** at school in the past year.

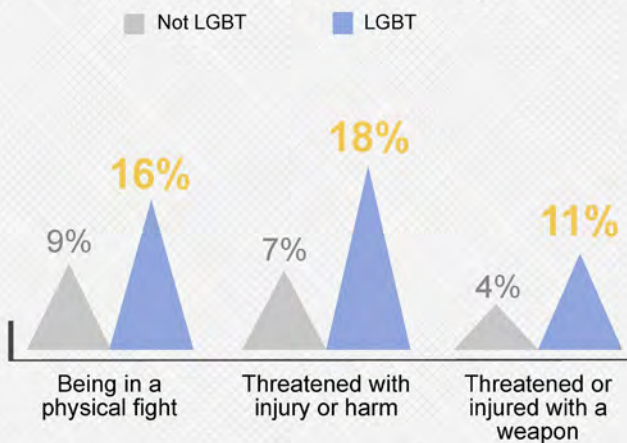
Threaten or injured with weapon at school in past year - 11th Grade



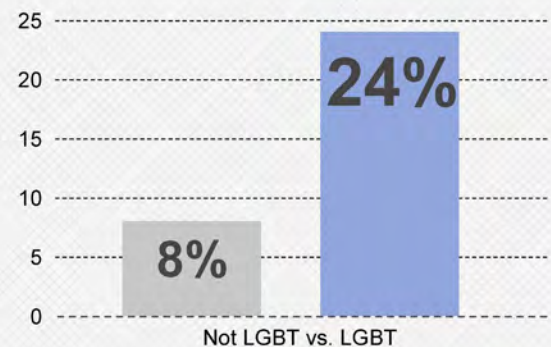
Threaten or injured with weapon at school in past year



On-campus threats in past year



Absent in last month due to emotional distress or perceived danger

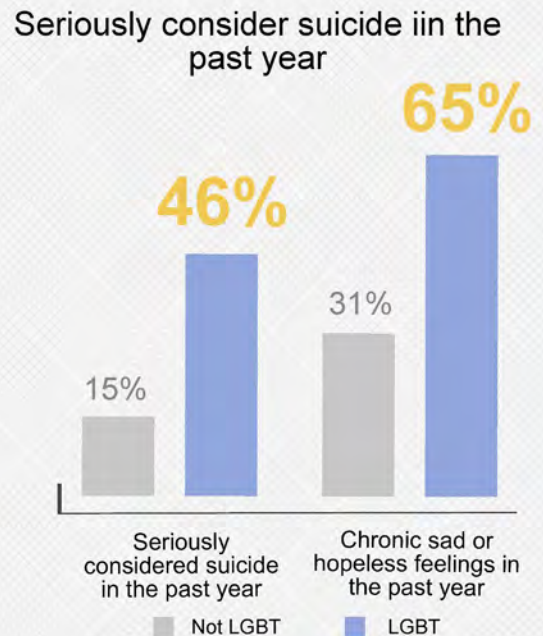
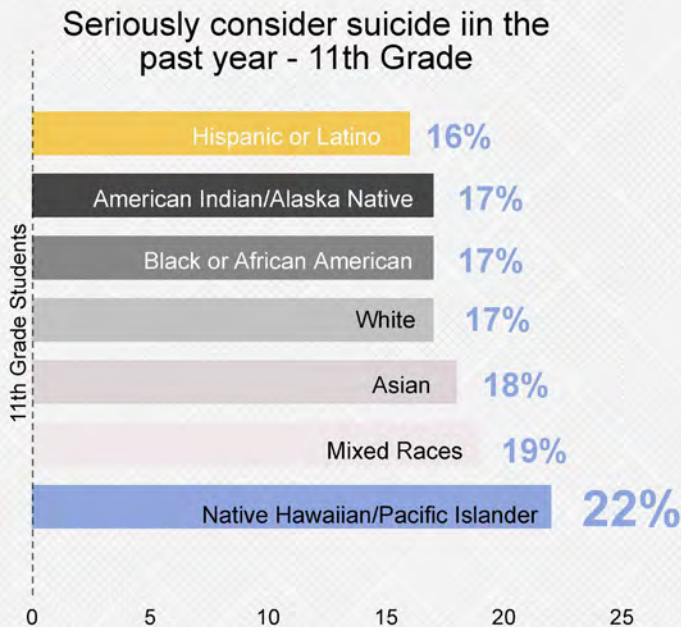


Mental Health

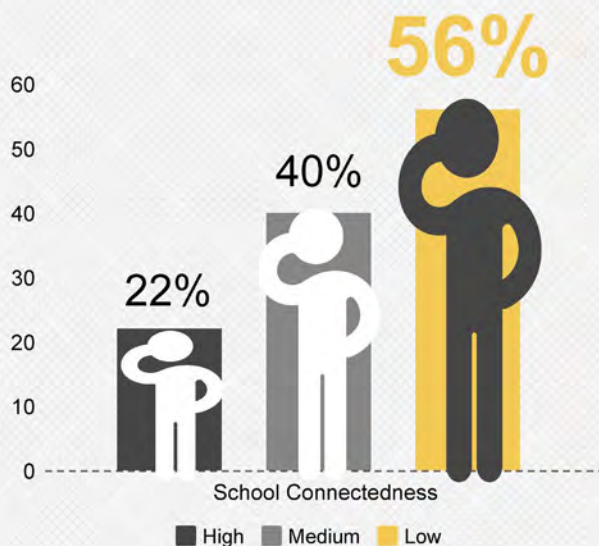


17%

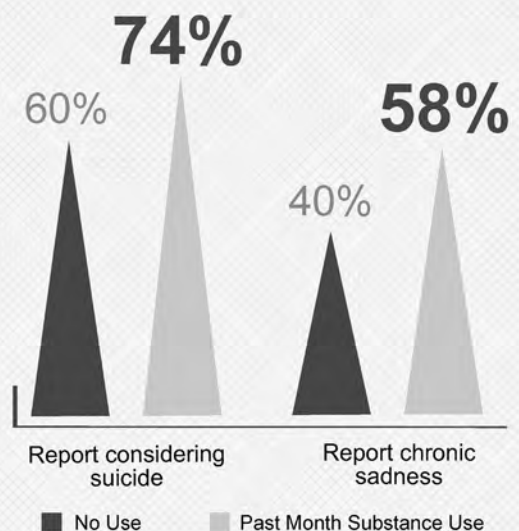
of 11th grade students in our sample reported **seriously considering suicide** in the past year.



Chronic sad or hopeless feelings in the past year



Depression & suicidal ideation among substance-using LGBT students



THE **TREVOR** PROJECT

NATIONAL

SURVEY

ON

LGBTQ

YOUTH

MENTAL

HEALTH

2021

TABLE OF CONTENTS

● Introduction	2
● Suicide & Mental Health	3
● Finding Support: Mental Healthcare	5
● Finding Support: Crisis Services	6
● COVID-19	7
● Supporting Transgender & Nonbinary Youth	10
● Food Insecurity	11
● Conversion Therapy	12
● Discrimination	13
● Affirming Spaces	14
● Finding Joy	15
● Research	16
● Methodology	17

INTRODUCTION

The past year has been incredibly difficult for so many, but we also know that lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) youth have faced unique challenges. The Trevor Project's 2021 National Survey on LGBTQ Youth Mental Health sheds light on many of these challenges by capturing the experiences of nearly 35,000 LGBTQ youth ages 13–24 across the United States.

Our third annual survey provides brand new data on the impacts of the COVID-19 pandemic, mental health care disparities, discrimination, food insecurity, conversion therapy, and suicide — in addition to the benefits of LGBTQ-affirming spaces and respecting the pronouns of transgender and nonbinary youth.

We are also proud that this sample is our most diverse yet, with 45% being LGBTQ youth of color and 38% being transgender or nonbinary.

Among some of the key findings of the survey:

- **42% of LGBTQ youth** seriously considered attempting suicide in the past year, including **more than half of transgender and nonbinary youth**.
- **12% of white youth** attempted suicide compared to **31% of Native/Indigenous youth**, **21% of Black youth**, **21% of multiracial youth**, **18% of Latinx youth**, and **12% of Asian/Pacific Islander youth**.
- **94% of LGBTQ youth** reported that recent politics negatively impacted their mental health.
- **More than 80% of LGBTQ youth** stated that COVID-19 made their living situation more stressful — and **only 1 in 3 LGBTQ youth** found their home to be LGBTQ-affirming.
- **70% of LGBTQ youth** stated that their mental health was “poor” most of the time or always during COVID-19.

- **48% of LGBTQ youth** reported they wanted counseling from a mental health professional but were unable to receive it in the past year.
- **30% of LGBTQ youth** experienced food insecurity in the past month, including half of all Native/Indigenous LGBTQ youth.
- **75% of LGBTQ youth** reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.
- **Half of all LGBTQ youth of color** reported discrimination based on their race/ethnicity in the past year, including **67% of Black LGBTQ youth** and **60% of Asian/Pacific Islander LGBTQ youth**.
- **13% of LGBTQ youth** reported being subjected to conversion therapy, with **83% reporting** it occurred when they were under age 18.
- **Transgender and nonbinary youth** who reported having **pronouns respected** by all of the people they lived with attempted suicide at half the rate of those who did not have their pronouns respected by anyone with whom they lived.
- **Transgender and nonbinary youth** who were able to change their name and/or gender marker on **legal documents**, such as driver's licenses and birth certificates, reported **lower rates** of attempting suicide.
- **LGBTQ youth who had access to spaces** that affirmed their sexual orientation and gender identity reported **lower rates** of attempting suicide.
- **An overwhelming majority of LGBTQ youth** said that social media has both positive (**96%**) and negative (**88%**) impacts on their mental health and well-being.

This data underscores many of the serious challenges experienced by LGBTQ youth over the last year and should serve as an urgent call to action. But it also speaks to the diversity and resiliency of LGBTQ youth and provides valuable insights into their everyday sources of strength and positivity.

We hope these findings will be used by fellow researchers, policymakers, and other youth-serving organizations to better support LGBTQ youth across the country and around the globe.

Over the next year, The Trevor Project will release new data from this national survey sample in the form of monthly research briefs and quarterly reports related to LGBTQ youth mental health and suicide prevention. Through our research, education, advocacy, and direct services, we strive to amplify the experiences of LGBTQ youth and to facilitate the implementation of comprehensive, intersectional policy solutions.

And as always, we will continue to do all we can to remind LGBTQ youth that they deserve love and support and the ability to live their lives without fear, discrimination, and violence. If you are an LGBTQ young person, please know that you are never alone and The Trevor Project is here to support you 24/7.



Amit Paley
CEO & Executive Director
The Trevor Project

SUICIDE & MENTAL HEALTH

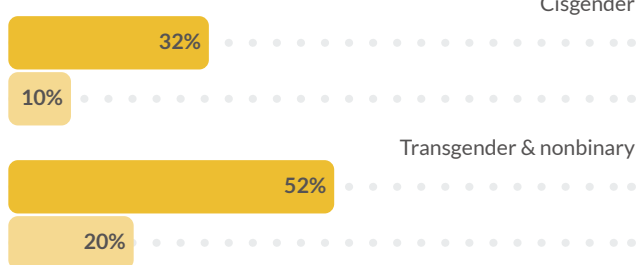
42% of LGBTQ youth seriously considered attempting suicide in the past year, including **more than half of transgender and nonbinary youth**.

12% of white youth attempted suicide compared to **31% of Native/Indigenous youth**, **21% of Black youth**, **21% of multiracial youth**, **18% of Latinx youth**, and **12% of Asian/Pacific Islander youth**.

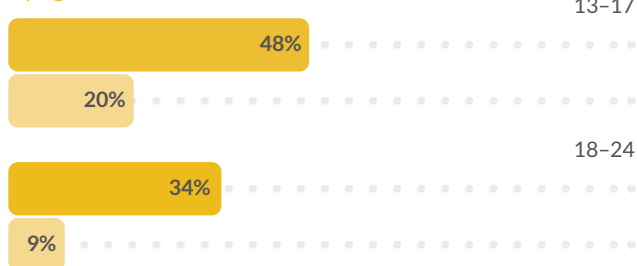
LGBTQ youth who:

● Considered suicide ● Attempted suicide

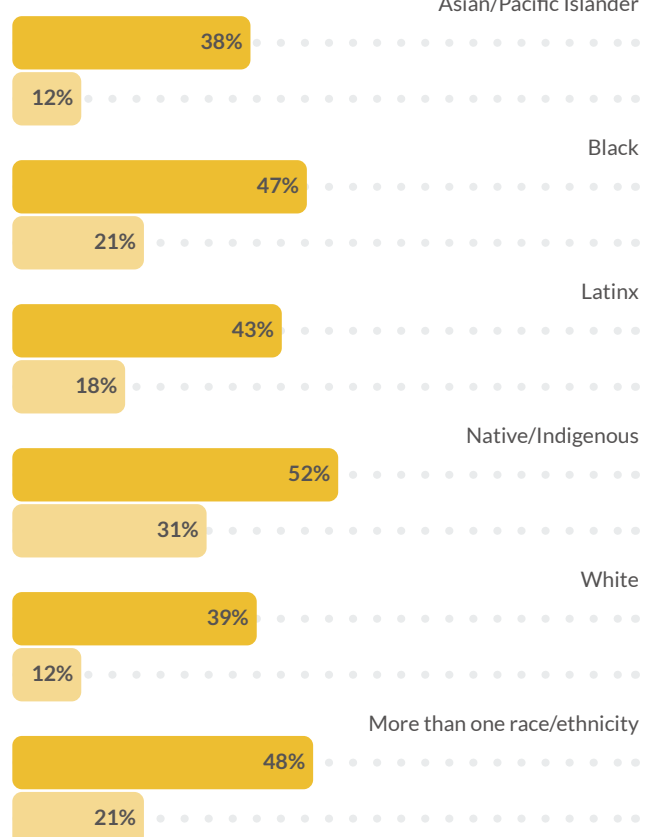
By gender identity



By age



By race/ethnicity



SUICIDE & MENTAL HEALTH

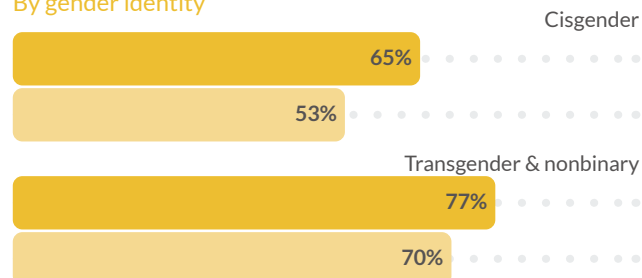
72% of LGBTQ youth reported symptoms of generalized anxiety disorder in the past two weeks, including **more than 3 in 4 transgender and nonbinary youth**.

62% of LGBTQ youth reported symptoms of major depressive disorder in the past two weeks, including **more than 2 in 3 of transgender and nonbinary youth**.

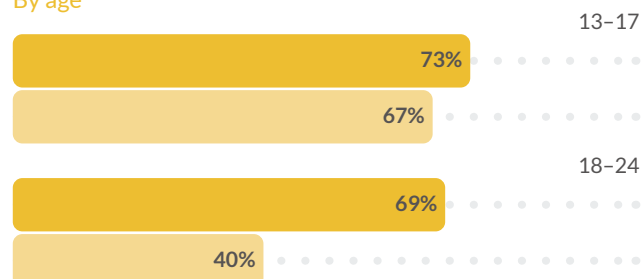
LGBTQ youth who experienced symptoms of:

● Generalized anxiety disorder ● Major depressive disorder

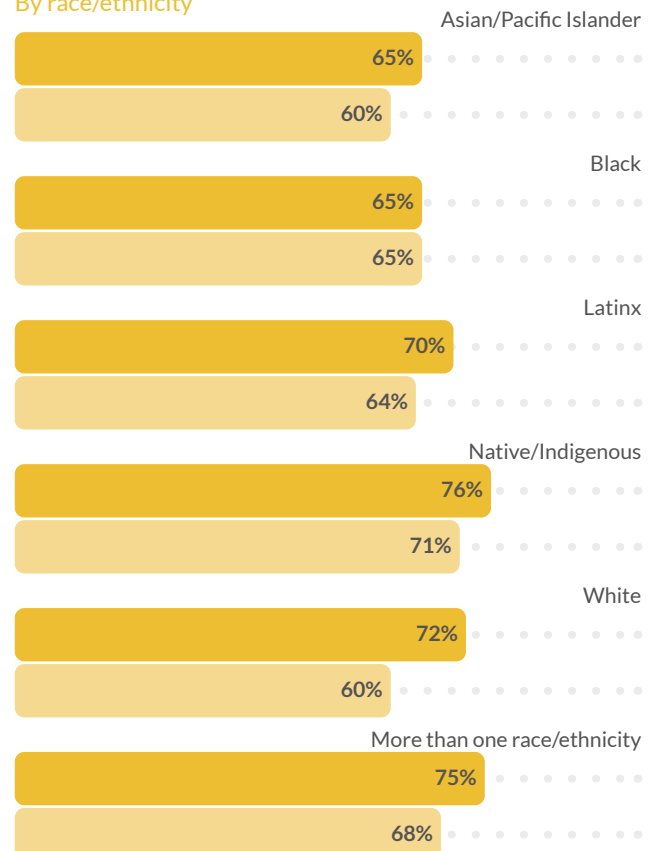
By gender identity



By age

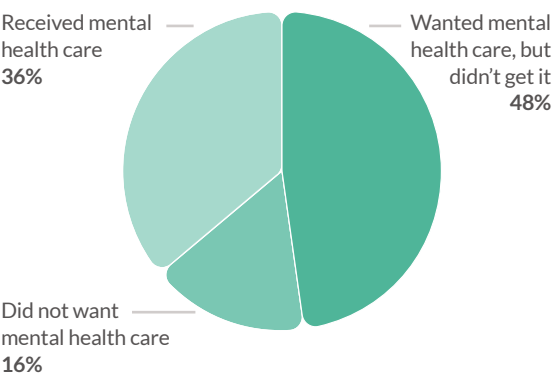


By race/ethnicity



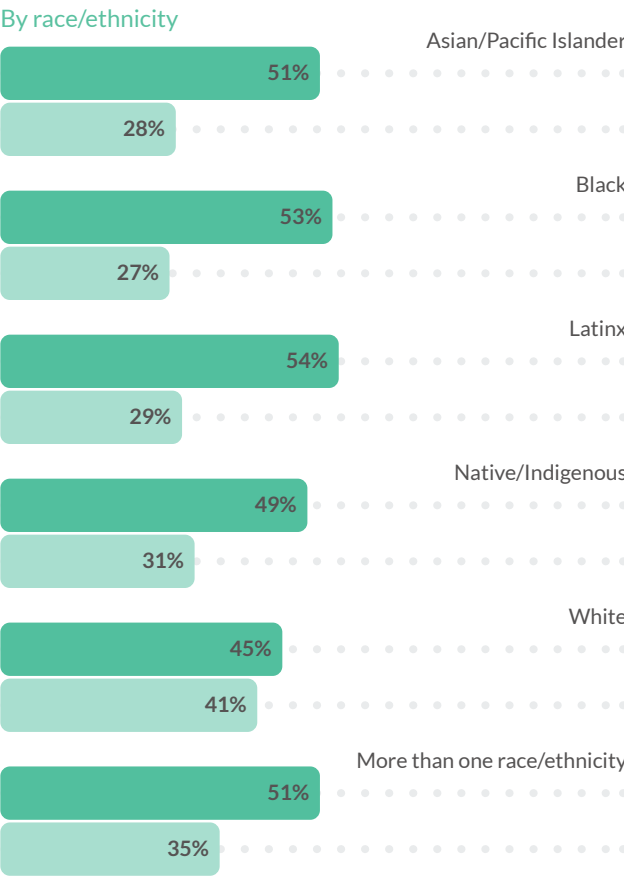
FINDING SUPPORT: MENTAL HEALTHCARE

In the past year, **nearly half of LGBTQ youth** have wanted counseling from a mental health professional, but did not receive it.



LGBTQ youth who wanted counseling from a mental health professional in the past year:

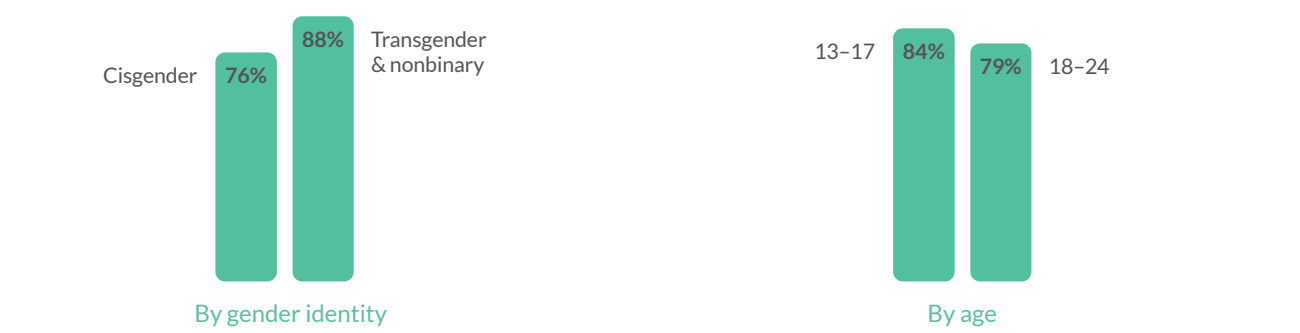
- Wanted mental health care, but didn't get it
- Received mental health care



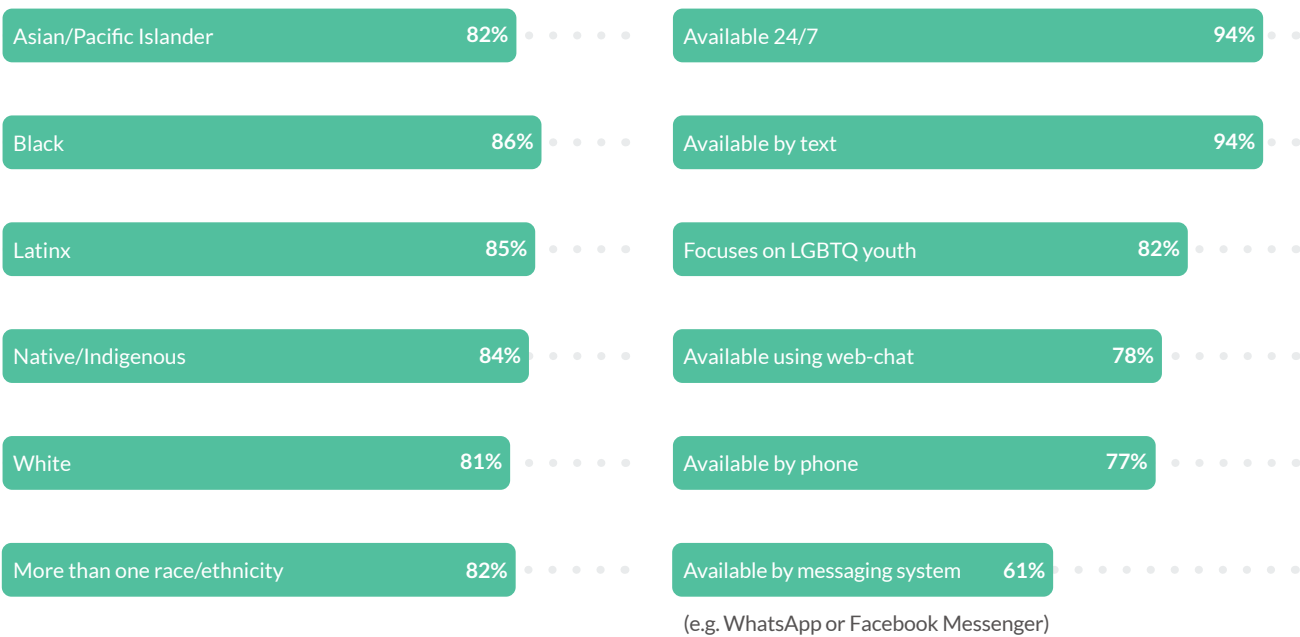
FINDING SUPPORT: CRISIS SERVICES

More than 80% of LGBTQ youth of all races/ethnicities said it was important that a crisis line include a focus on LGBTQ youth, should they need it.

LGBTQ youth who say a focus on LGBTQ youth would be important if they needed to use a crisis line:



By race/ethnicity

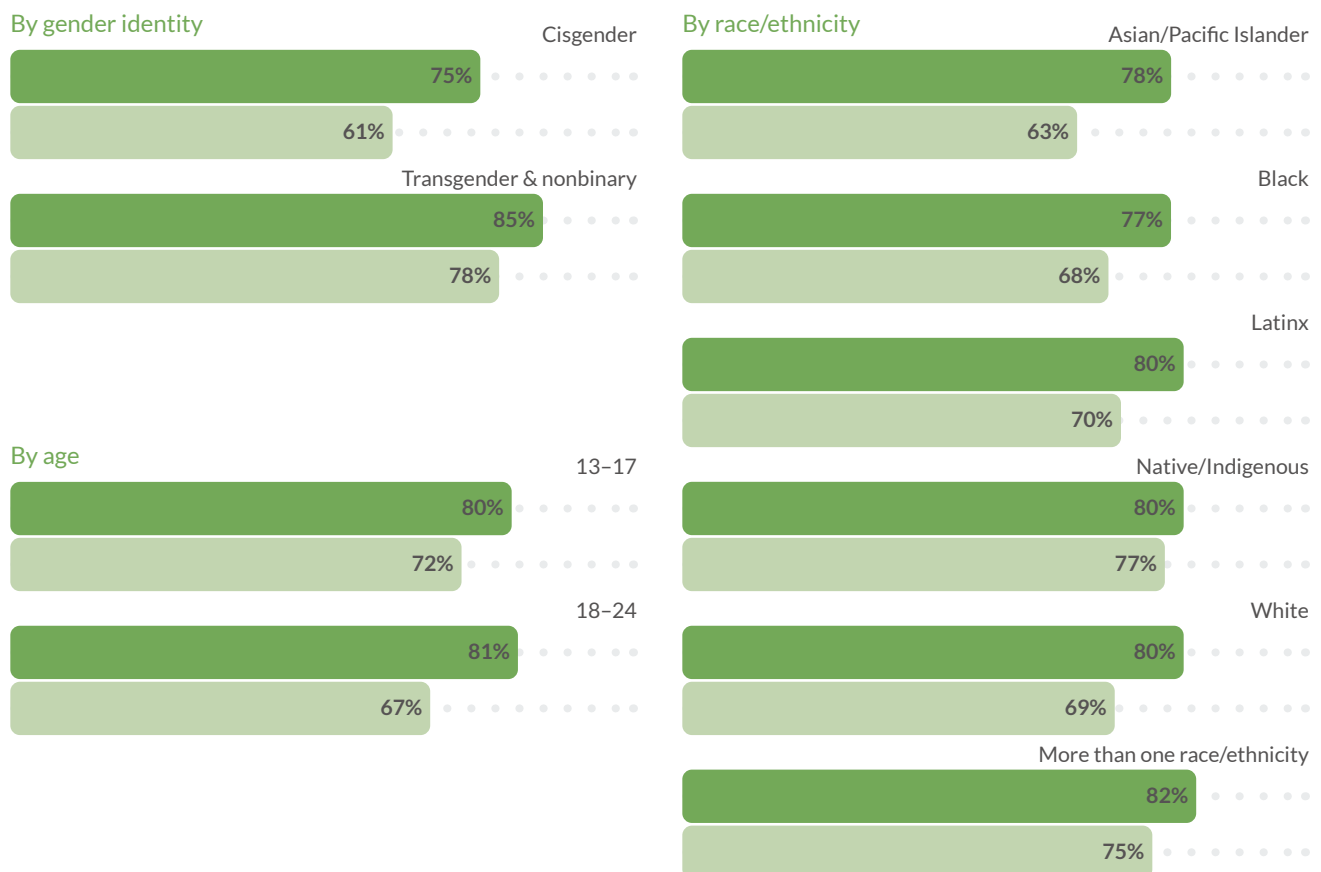


COVID-19

70% of LGBTQ youth stated that their mental health was “poor” most of the time or always during COVID-19.

LGBTQ youth who said:

- COVID-19 negatively impacted their mental health
- Their mental health was “poor” most of the time or always during COVID-19



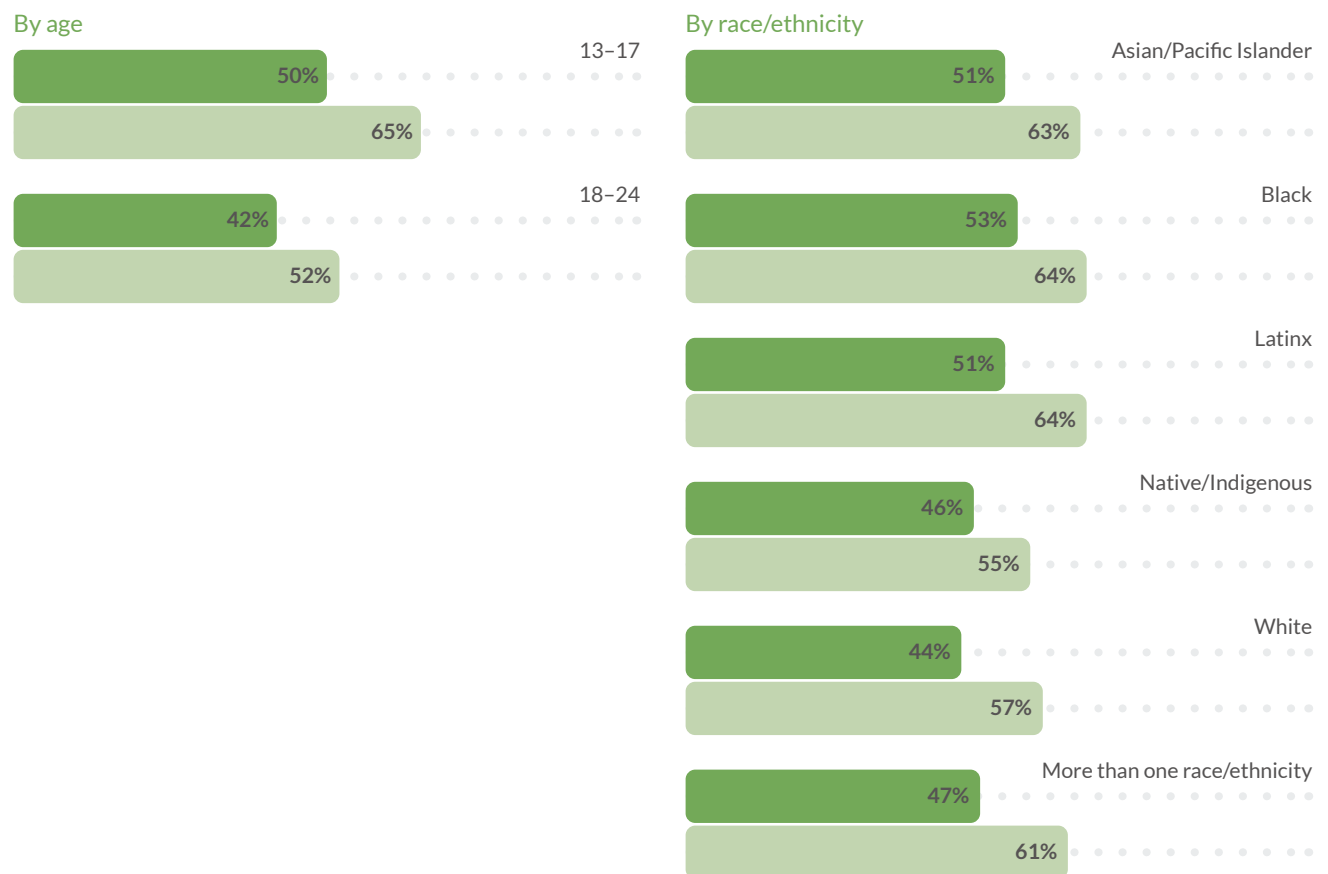
COVID-19

Nearly half of LGBTQ youth said that COVID-19 impacted their ability to express their sexual orientation.

Nearly 60% of transgender and nonbinary youth said that COVID-19 impacted their ability to express their gender identity.

LGBTQ youth who said COVID-19 impacted their ability to express their:

● Sexual orientation ● Gender identity



COVID-19

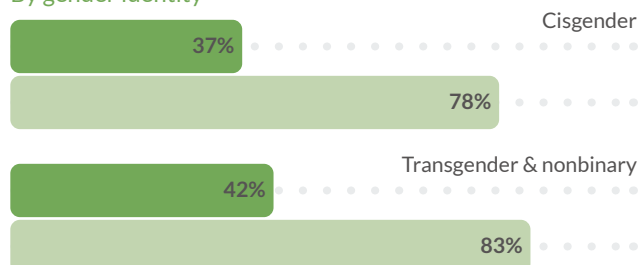
Nearly 40% of LGBTQ youth who had a job reported that they lost it during COVID-19.

More than 80% of LGBTQ youth stated that COVID-19 made their living situation more stressful.

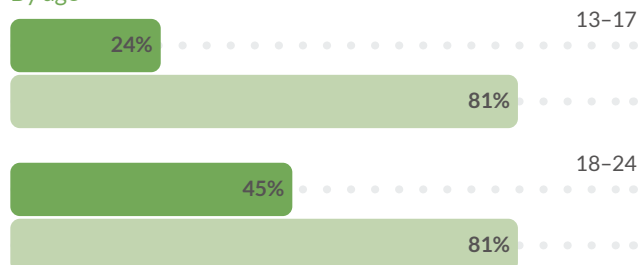
LGBTQ youth who, due to COVID-19:

● Lost a job (if they had one) ● Experienced a more stressful living situation

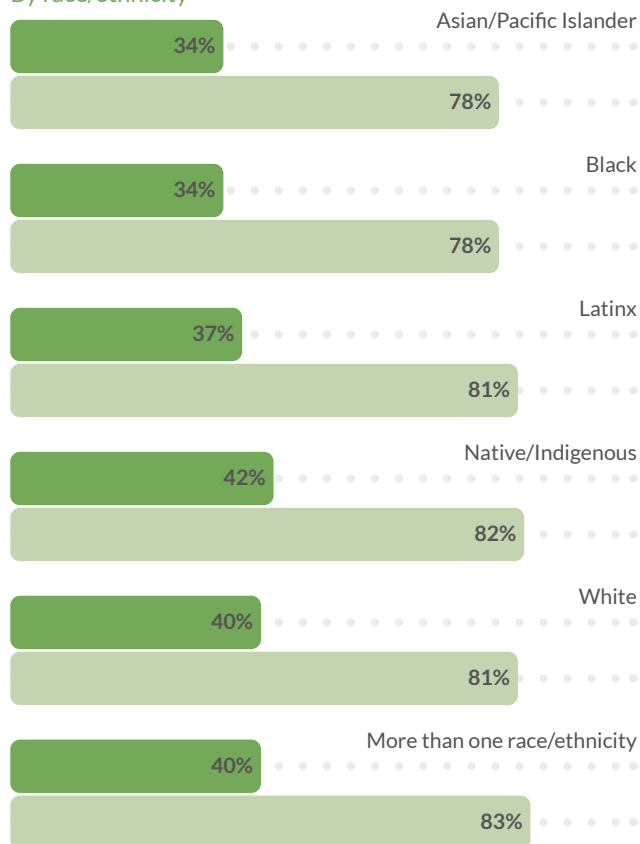
By gender identity



By age



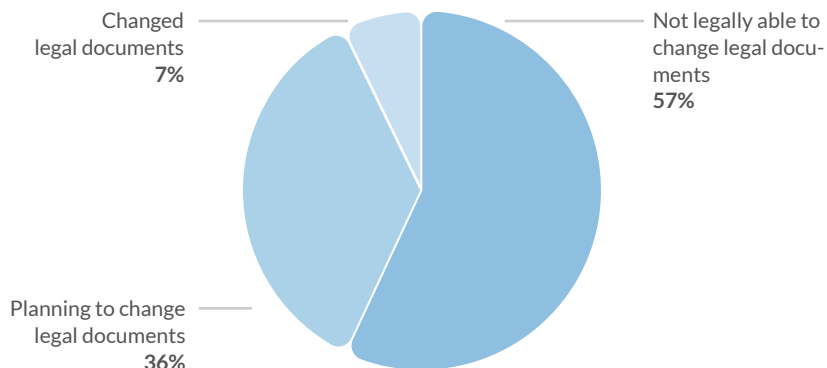
By race/ethnicity



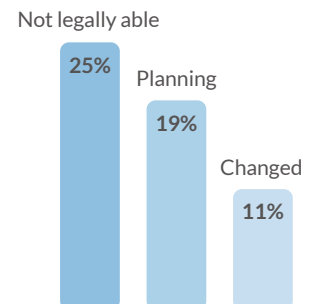
SUPPORTING TRANSGENDER & NONBINARY YOUTH

Affirming **transgender and nonbinary youth** by respecting their **pronouns** and allowing them to change **legal documents** is associated with lower rates of attempting suicide.

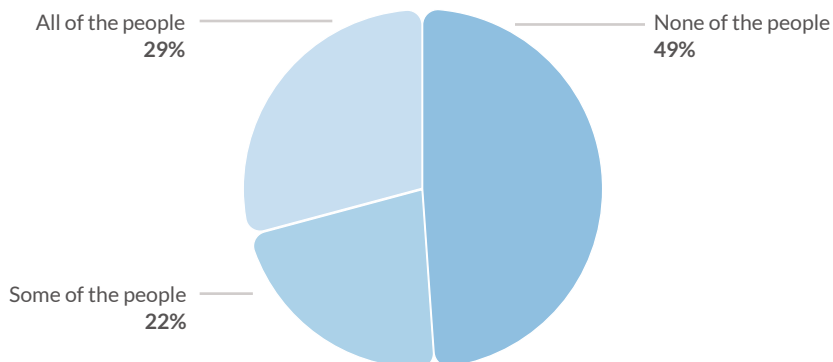
Transgender & nonbinary youth who wanted to change their legal documents, such as driver's licenses and birth certificates:



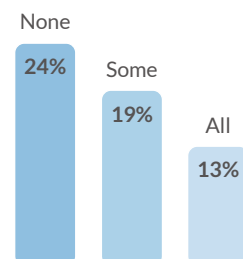
Transgender & nonbinary youth who attempted suicide in the past year, comparison across ability to change legal documents:



If you live with other people, how many of them respect your pronouns?



Transgender & nonbinary youth who attempted suicide in the past year, comparison across the number of people they live with who respected their pronouns:

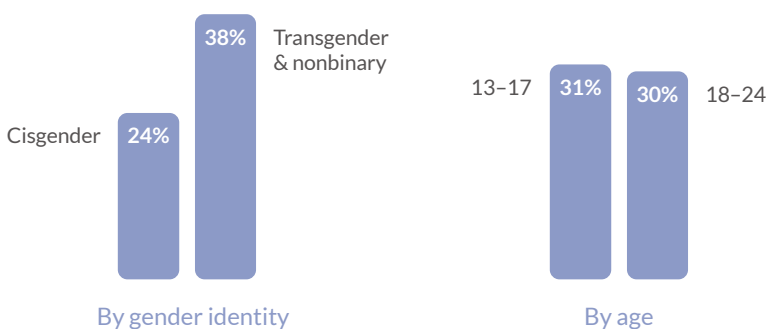


FOOD INSECURITY

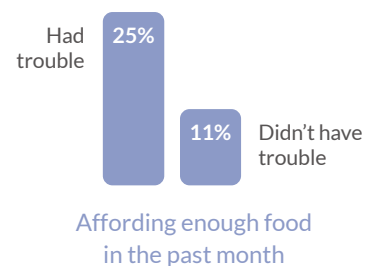
30% of LGBTQ youth experienced food insecurity in the past month, including **half of all Native/Indigenous LGBTQ youth**.

27% of LGBTQ youth said they worried that food at home would run out in the last month before they or their family had money to buy more.

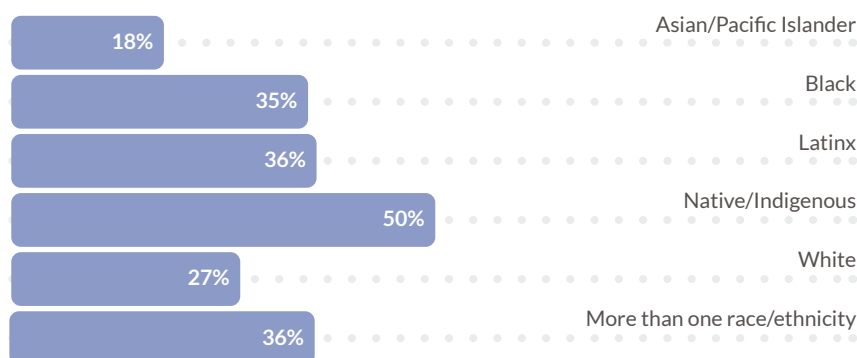
LGBTQ youth who had trouble affording enough food in the past month:



LGBTQ youth who attempted suicide in the past year, comparison across experiences of food insecurity:



By race/ethnicity

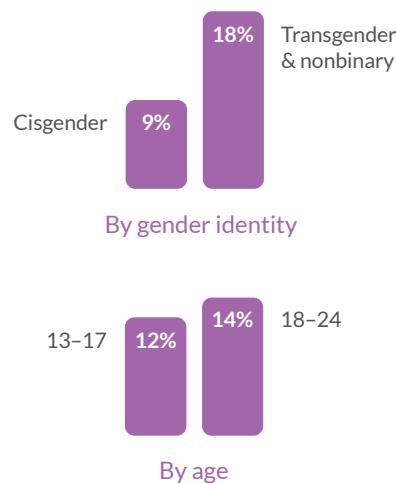


19% of LGBTQ youth said that in the last month, they were hungry but didn't eat because they or their family didn't have enough food.

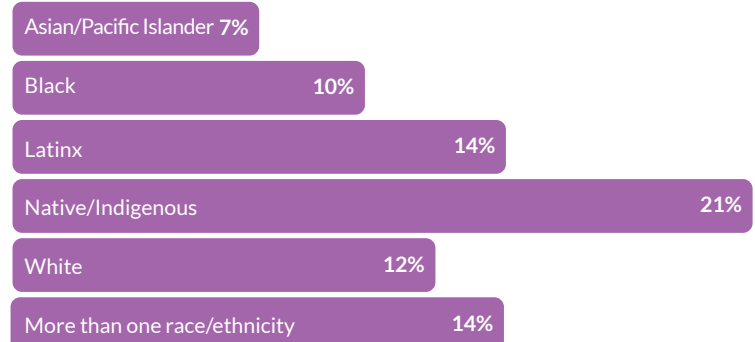
CONVERSION THERAPY

LGBTQ youth who were subjected to conversion therapy reported more than twice the rate of attempting suicide in the past year compared to those who were not.

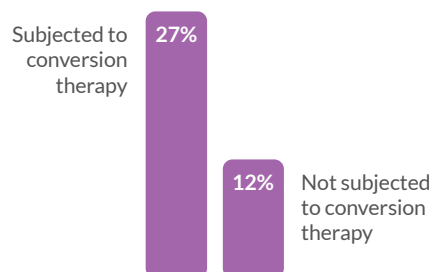
LGBTQ youth who reported being subjected to conversion therapy:



By race/ethnicity



LGBTQ youth who attempted suicide in the past year, comparison across those subjected to conversion therapy:



Transgender and nonbinary youth reported being subjected to conversion therapy at **twice the rate** of cisgender LGBTQ youth.

LGBTQ youth who reported being subjected to conversion therapy were an average of 15 years old at the time, with **83% of LGBTQ youth** reporting that it occurred when they were younger than 18.

DISCRIMINATION

75% of LGBTQ youth reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.

More than half of LGBTQ youth reporting that they had experienced discrimination based on their sexual orientation or gender identity in the past year.

LGBTQ youth who attempted suicide, comparison across those who have been discriminated against in the past year:



LGBTQ youth who attempted suicide in the past year, comparison across the number of types of discrimination experienced:

By number of types

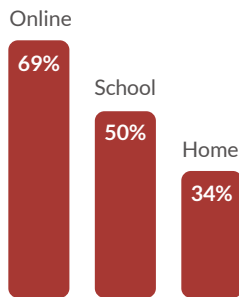


Half of LGBTQ youth of color reported discrimination based on their race/ethnicity in the past year, including **67% of Black LGBTQ youth** and **60% of Asian/Pacific Islander LGBTQ youth**.

AFFIRMING SPACES

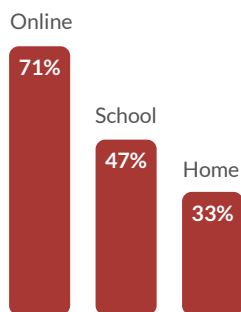
Only 1 in 3 LGBTQ youth found their home to be LGBTQ-affirming.

Where LGBTQ youth access LGBTQ-affirming spaces:



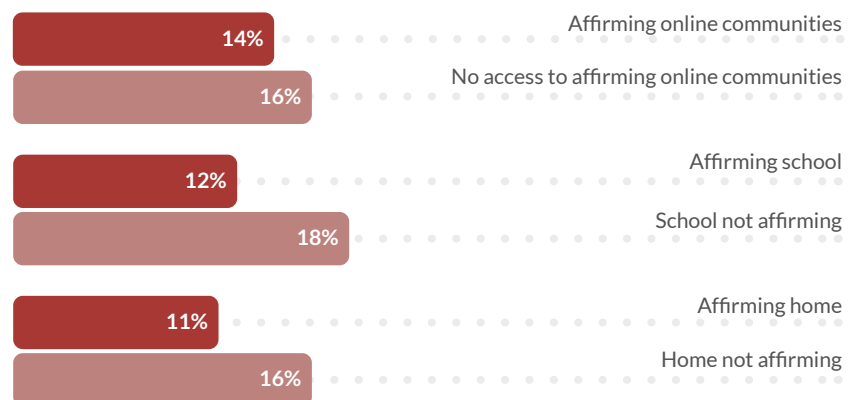
LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide than those who did not.

Where transgender and nonbinary youth access gender-affirming spaces:



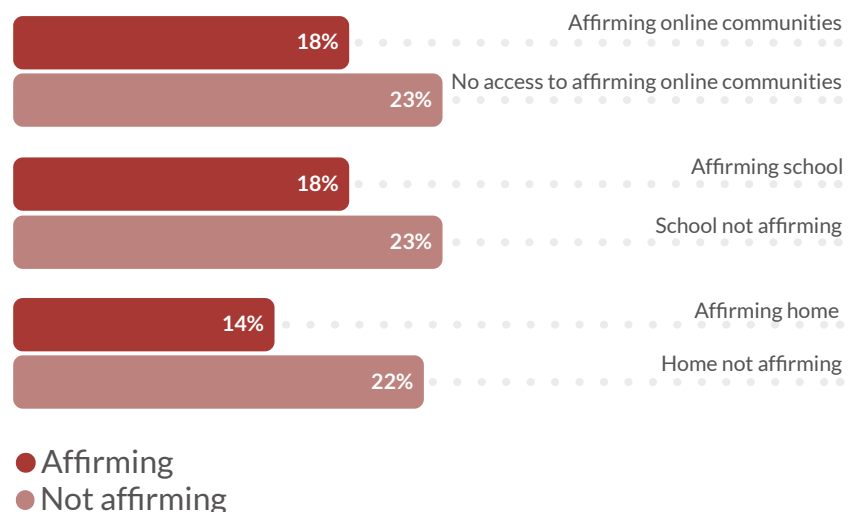
Most LGBTQ youth had access to online spaces that affirmed their sexual orientation and gender identity.

LGBTQ youth who attempted suicide in the past year, comparison across access to LGBTQ-affirming spaces:



Social media has both positive and negative impacts on LGBTQ youth. 96% of LGBTQ youth said social media positively impacted their well-being, and 88% of LGBTQ youth said it negatively impacted their well-being.

Transgender & nonbinary youth who attempted suicide in the past year, comparison across access to gender-affirming spaces:



FINDING JOY

Although LGBTQ youth described a number of challenges in their lives, they also listed hundreds of ways they find joy and strength, including:

Affirming parents • Anime • Chosen family
Educational opportunities • Faith & spirituality
Feeling seen • Finding community online
Having a pet • Having a supportive partner
Learning more about LGBTQ history
LGBTQ support at school • Moving away • Music
Others who identify in similar ways
Reading & writing • Representation in media
Seeing others take pride in being LGBTQ
Seeing rainbow flags & stickers in public
Supportive friends • Theater • Therapy
Unapologetic embracing of self • Video games
Watching LGBTQ people on TikTok & YouTube
Working out

RESEARCH

The mission of The Trevor Project's Research Department is to **produce and use innovative research** that brings new knowledge and clinical implications to the field of suicidology and LGBTQ youth mental health.

To address this mission we:

Advance Scientific Inquiry

Providing empirical data to better understand the lives of LGBTQ youth and suicidality including risk factors, protective factors, and outcomes.

- The Trevor Project will be a leading source of scientific information on the needs and strengths of LGBTQ youth
- The Trevor Project will collaborate with key national and international research teams and agencies to improve the lives of LGBTQ youth

Support The Trevor Project's Life-Saving Work

Using internal and external data and research findings to advance The Trevor Project's crisis services and peer support programs as well as advocacy and education initiatives.

- The Trevor Project's advocacy and training activities will be supported by data collected directly by The Trevor Project as well as evidence gathered from the broader research literature
- The Trevor Project will embody an evidence-informed culture in which all staff are supported and recognized in the use of research evidence

Inform Public Knowledge

Ensuring our research and evaluation findings are applicable and widely communicated to the broader public including LGBTQ youth-serving agencies and mental health organizations.

- The Trevor Project will serve as a national model on how to integrate the best research evidence into its practices, programs, and policies
- The Trevor Project will be a leading resource on terminology related to LGBTQ youth

Recommended Citation

The Trevor Project. (2021).
2021 National Survey on LGBTQ Youth Mental Health.
West Hollywood, California: The Trevor Project.

For additional information please contact:
Research@TheTrevorProject.org

METHODOLOGY

The content and methodology for The Trevor Project's 2021 National Survey on LGBTQ Youth Mental Health were approved by an independent Institutional Review Board.

A quantitative cross-sectional design was used to collect data through an online survey platform between October 12, 2020 and December 31, 2020. A sample of individuals ages 13–24 who resided in the United States was recruited via targeted ads on social media. No recruitment was conducted via The Trevor Project website or any of The Trevor Project's social media sites. Respondents were defined as being LGBTQ if they identified with a sexual orientation other than straight/heterosexual, a gender identity other than cisgender, or both. In order to ensure representativeness of the sample, targeted recruitment was conducted to ensure adequate sample sizes with respect to geography, gender identity, and race/ethnicity. Qualified respondents completed a secure online questionnaire that included a maximum of 142 questions. Questions on considering and attempting suicide in the past 12 months were taken from the Centers for Disease Control and Prevention's Youth Risk Behavior Survey to allow for comparisons to their nationally representative sample. Each question related to mental health and suicide was preceded by a message stating,

"If at any time you need to talk to someone about your mental health or thoughts of suicide, please call The Trevor Project at 1-866-488-7386."

Participation was voluntary and informed consent was obtained. No names or personal details were included to ensure anonymity. A total of 82,147 youth from unique IP addresses consented to complete the survey. Eligible youth included those between the ages of 13–24 who identified as LGBTQ and resided in the U.S.

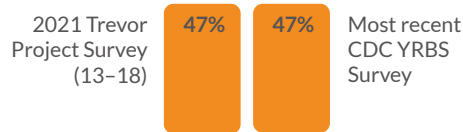
Additionally, in order to develop a sample that more closely approximated the race and ethnicity composition of the United States, quota limits were set for race/ethnicity categories. After providing demographic information — including their age, state, sex assigned at birth, gender identity, sexual orientation, and race/ethnicity — 2,158 youth were screened out based on ages outside of the sample range and residency outside of the United States. Additionally, 27,588 youth were screened out of the survey due to quotas for race/ethnicity already being met, resulting in an eligible sample of 54,559 respondents. A validity check was placed midway through the survey which asked participants to select "agree" from a five-point statement with answers ranging from "strongly disagree" to "strongly agree." Youth who did not select "agree" (n=804) or who did not reach the validity question in the mid-point of the survey (18,365) were removed from the analytic sample. More detailed screening of response consistency and quality resulted in the removal of an additional 631 respondents.

The final analytic sample consisted of 34,759 LGBTQ youth between the ages of 13–24 residing in the United States who provided valid and reliable responses to survey questions.

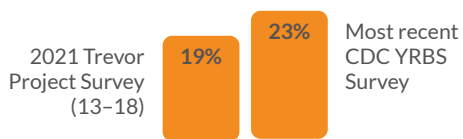
This report uses "transgender and nonbinary" as an umbrella term to encompass non-cisgender youth, which includes young people who identify as transgender and nonbinary as well as other labels outside of the cisgender binary, including genderqueer, agender, genderfluid, gender neutral, bigender, androgynous, and gender non-conforming, among others.

METHODOLOGY

Comparability to 2019 Youth Risk Behavior Survey by the Centers for Disease Control and Prevention (CDC):



Considering suicide



Attempting suicide

In order to better understand how our sample compares to a national probabilistic sample, we included questions regarding considering and attempting suicide that were identical to those used by the Centers for Disease Control and Prevention (CDC) in their Youth Risk Behavior Surveillance System (YRBS).

Analyses were conducted to compare rates of seriously considering suicide and attempting suicide in the past 12 months among youth ages 13–18 in our sample to the 2019 YRBS sample of lesbian, gay, and bisexual (LGB) high school students.

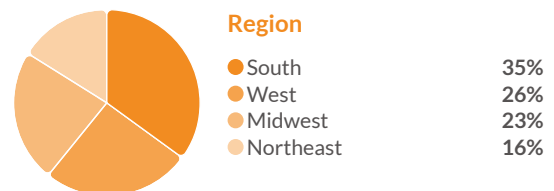
YRBS prevalence rates among LGB youth for seriously considering suicide (47%) were comparable to rates among the same age range in our sample (47%).

Additionally, 23% of LGB youth in the 2019 YRBS reported a suicide attempt in the past 12 months compared to 19% in our sample of youth ages 13–18.

Our analytical sample has representation from over 7,500 Latinx LGBTQ youth, over 3,700 Asian/Pacific Islander LGBTQ youth, over 3,400 Black LGBTQ youth, and over 1,700 Native/Indigenous LGBTQ youth who reported their race/ethnicity either exclusively or as part of a multiracial identity.



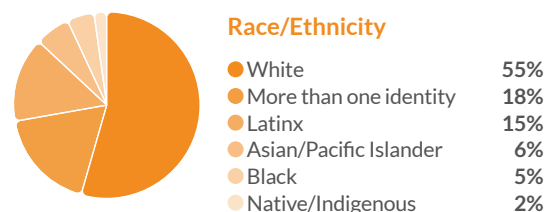
Sexual Orientation



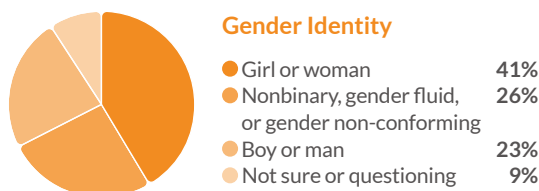
Region



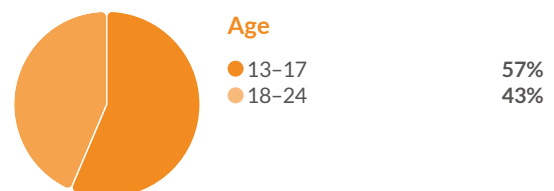
Asexual/Ace Spectrum



Race/Ethnicity



Gender Identity



Age



Transgender & Nonbinary Identity



Socioeconomic Status

The Trevor Project is the world's largest suicide prevention and crisis intervention organization for lesbian, gay, bisexual, transgender, queer & questioning young people.

Need Help? We are here for you 24/7

For over 20 years, we have worked to save young lives by providing support through our free and confidential crisis services programs, including TrevorLifeline, TrevorChat, and TrevorText. We also run TrevorSpace, the world's largest safe space social networking site for LGBTQ youth, and operate innovative advocacy, research, and education programs across the country.



Crisis services.

Direct suicide prevention and crisis intervention services to support LGBTQ youth 24/7 via phone, text, and chat



Peer support.

The world's largest safe space social networking community for LGBTQ youth

TheTrevorProject.org

 @TrevorProject
 @TheTrevorProject
 @TrevorProject



Research.

Evaluations and external research that support The Trevor Project in significantly improving its services while maintaining preeminence in scientific inquiry



Advocacy.

Advocacy at the federal, state, and local levels to fight for policies and laws that protect LGBTQ youth



Education and public awareness.

Programs, trainings, and content promoting awareness around issues and policies relevant to LGBTQ youth and the adults who support them

School Resources and Supports Can Make a Difference for **LGBTQ Youth of Color**

2 in 5

LGBTQ students of color experience **BOTH** anti-LGBTQ and racist harassment at school.



GSAs and ethnic/cultural clubs help LGBTQ students of color feel **more connected** to their school community.



When LGBTQ students of color have supportive educators, they have **higher self-esteem** and **lower levels of depression**.

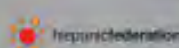
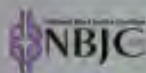


When LGBTQ students of color have supportive educators, they have **higher GPAs** and are **more likely to plan on going to college**.



LGBTQ students of color with an LGBTQ-inclusive curriculum feel **safer** and **more connected** to their school community.

GLSEN



UNIDOS US



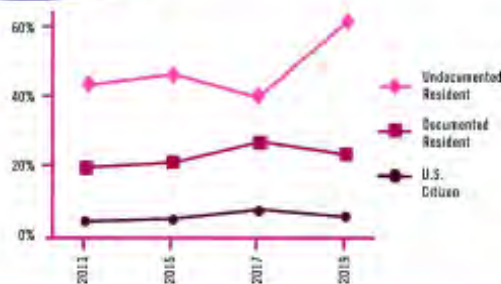
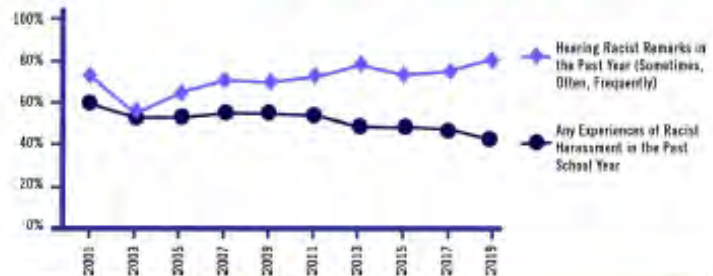
Erasure and Resilience:
The Experiences of LGBTQ Students of Color
Read more at glsen.org/youthofcolor



LGBTQ+ YOUTH OF COLOR COMMONLY FACE HOMOPHOBIA, TRANSPHOBIA, AND RACISM AT SCHOOL

LGBTQ+ students of color are encountering more racist remarks in schools, even as racial harassment declines.

ALL LGBTQ+ STUDENTS DESERVE SAFE SCHOOLS

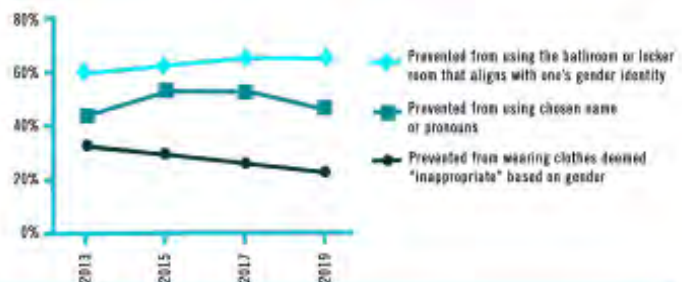


UNDOCUMENTED LGBTQ+ STUDENTS SHOULD FEEL SAFE AT SCHOOL

More undocumented LGBTQ+ students felt unsafe about their citizenship status in 2019 than in previous years.

TRANS AND NONBINARY STUDENTS DESERVE GENDER-AFFIRMING SCHOOL POLICIES

Schools across the country continue to prevent transgender students from accessing gender-affirming bathrooms & locker rooms at similar rates since 2013.



LEARN MORE ABOUT THE DIVERSE EXPERIENCES OF LGBTQ+ STUDENTS AND HOW TO SUPPORT THEM AT [GLSEN.ORG/NSCC](https://www.glsen.org/nscc)

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nscc](https://www.glsen.org/nscc)

GENDER AND SEXUALITY ALLIANCES MAKE SCHOOLS SAFER

**DID YOU
KNOW?**

62% of LGBTQ+ students said their school had a GSA in 2019



**GSAs HELP
LGBTQ+ STUDENTS
FEEL THEY BELONG**

**LGBTQ+
STUDENTS AT
SCHOOLS WITH
GSAs...**

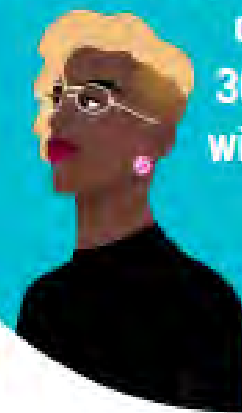
MISS FEWER DAYS of school

ARE MORE LIKELY TO PARTICIPATE
in community activism

HEAR FEWER homophobic and
transphobic remarks

See almost **TWICE AS MUCH**
INTERVENTION when homophobic
remarks happen

56%
of students who have a
GSA at their school have
LGBTQ-accepting peers
compared to
30% of those
without a GSA



**SUPPORT YOUR SCHOOL'S GSA
OR START ONE TODAY!
VISIT [GLSEN.ORG/GSA](https://www.glsen.org/gsa)**

Source: 2019 National School Climate Survey
Learn more at [glSEN.org/research](https://www.glsen.org/research)



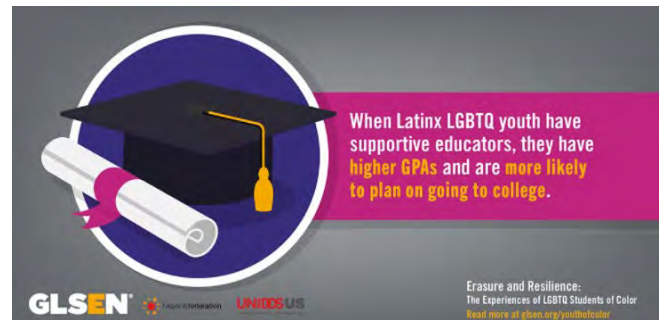
<https://www.glsen.org/research/aapi-lgbtq-students>



<https://www.glsen.org/research/aapi-lgbtq-students>



<https://www.glsen.org/research/native-and-indigenous-lgbtq-students>



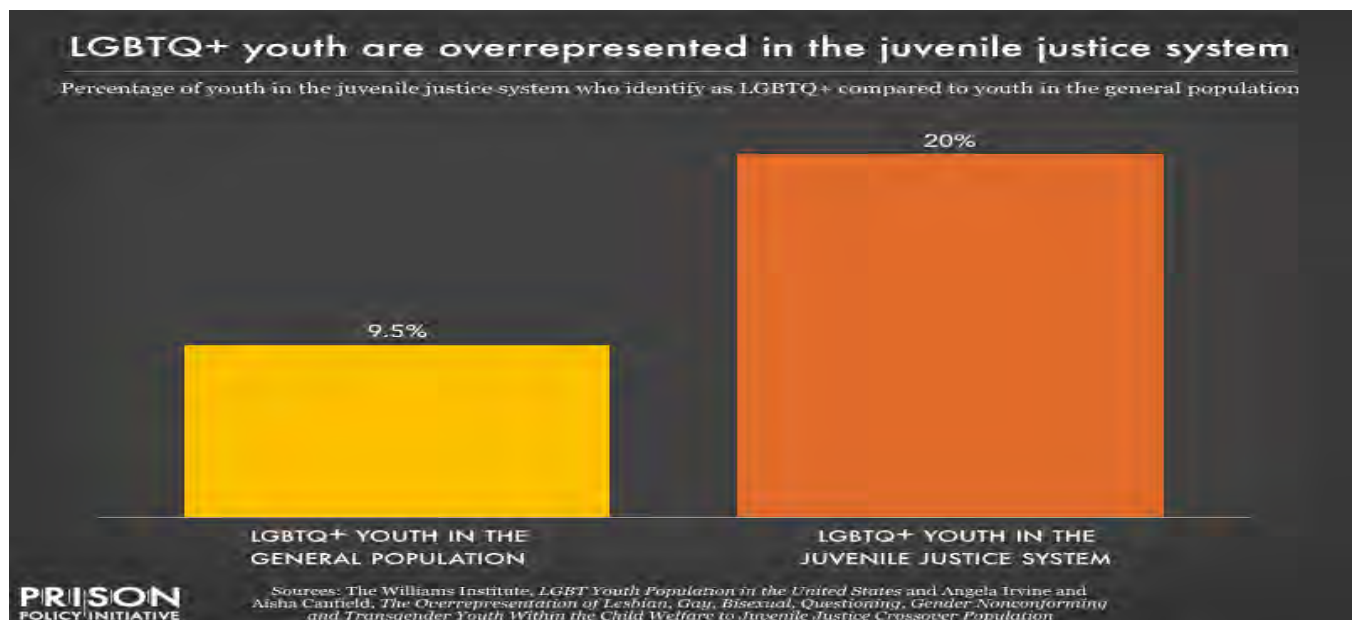
<https://www.glsen.org/research/latinx-lgbtq-students>



<https://www.glsen.org/research/black-lgbtq-students>



<https://www.glsen.org/research/native-and-indigenous-lgbtq-students>



[The Overrepresentation of LGBTQ and Gender Nonconforming Youth Within the Child Welfare to Juvenile Justice Crossover Population](https://www.prisonpolicy.org/research/lgbtq-youth-in-the-juvenile-justice-system/)

Understanding the Experiences of LGBTQ Students in California

A new analysis of California Healthy Kids Survey (CHKS) results from 2017–19 shows that lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) **secondary students are at higher risk** for bullying and victimization, chronic sadness, suicide ideation, and poor learning engagement and academic performance than their straight and non-transgender counterparts.

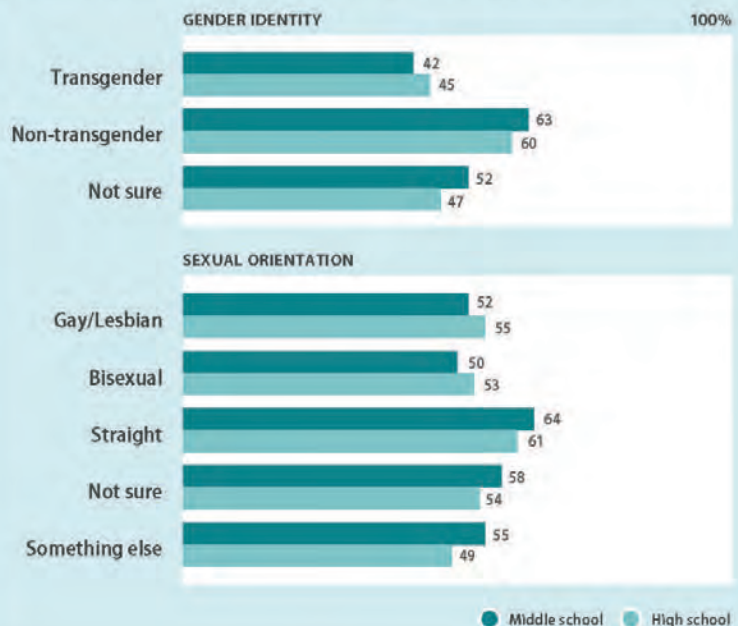
They also are **likely to receive substantially fewer social and developmental supports** from teachers and are **less likely to feel safe** at school.

Group differences are generally greater among middle school students than high school students.

CARING ADULT RELATIONSHIPS

LGBTQ students were **less likely** than students of other gender identities and sexual orientations to report that they have an adult at school who cares about them.

% who agreed that they had an adult at school who cares about them¹



Gender Identity

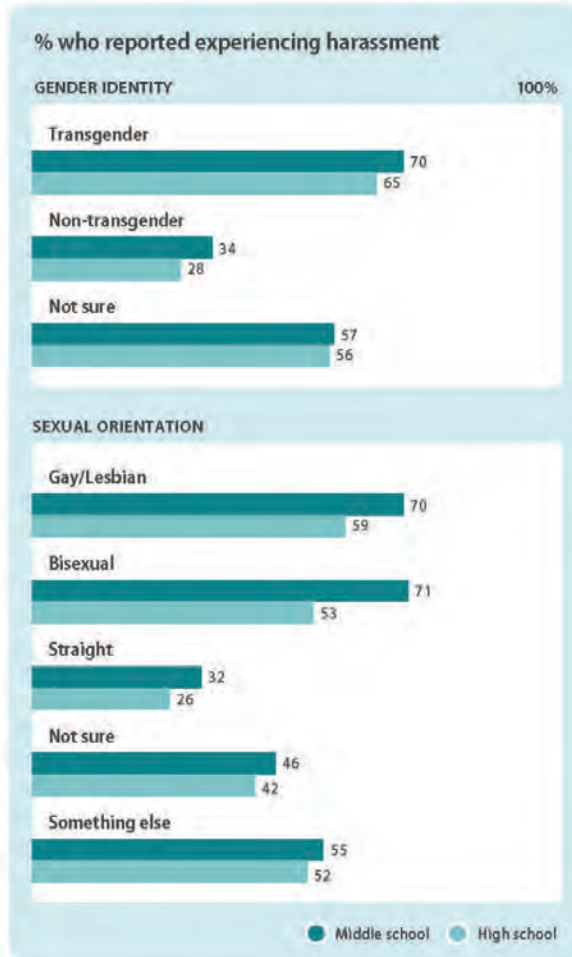
How an individual identifies in terms of their gender.²

Sexual Orientation

An individual's emotional, sexual, and/or relational attraction to others.³

HARASSMENT

LGBTQ students were **more than twice** as likely as non-transgender and straight peers to indicate they had experienced bullying or harassment.

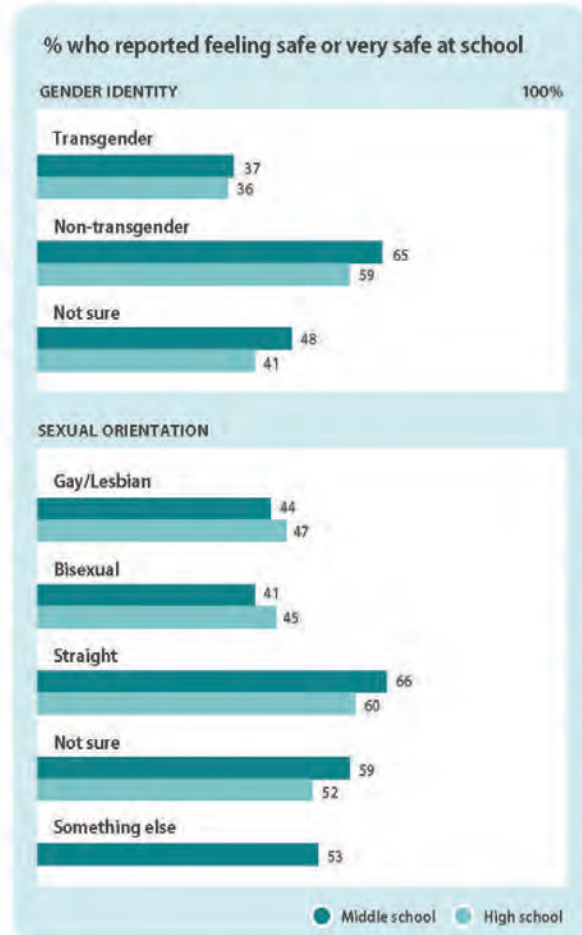


FEAR OF PHYSICAL VIOLENCE

Transgender students were **twice as likely** as non-transgender students to report being afraid of being beaten up.

SCHOOL SAFETY

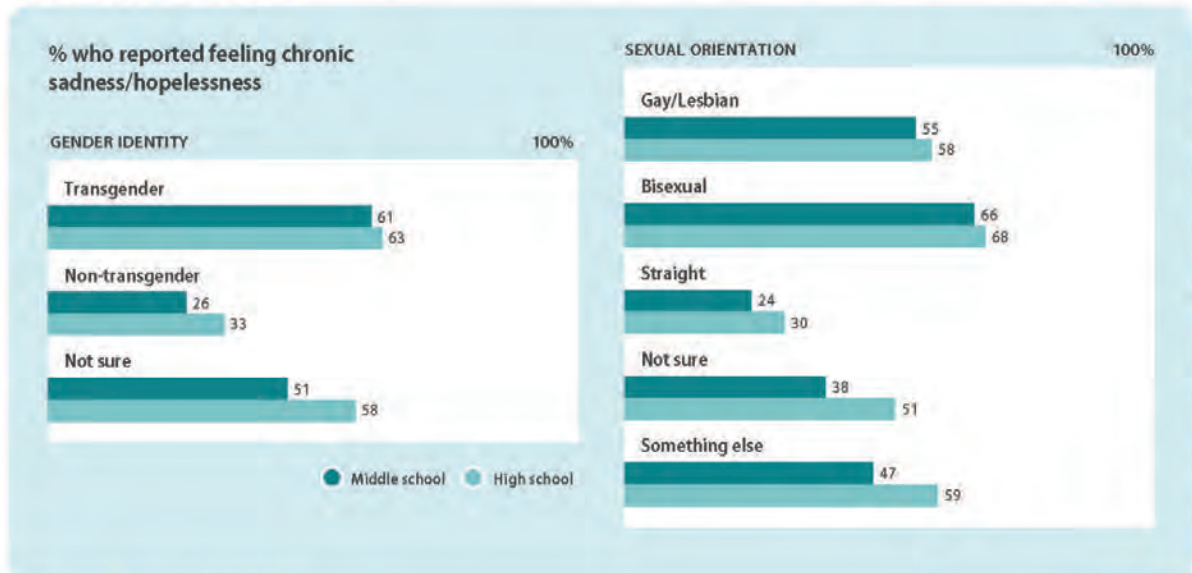
Fewer than **half** of LGBTQ students reported feeling safe at school.



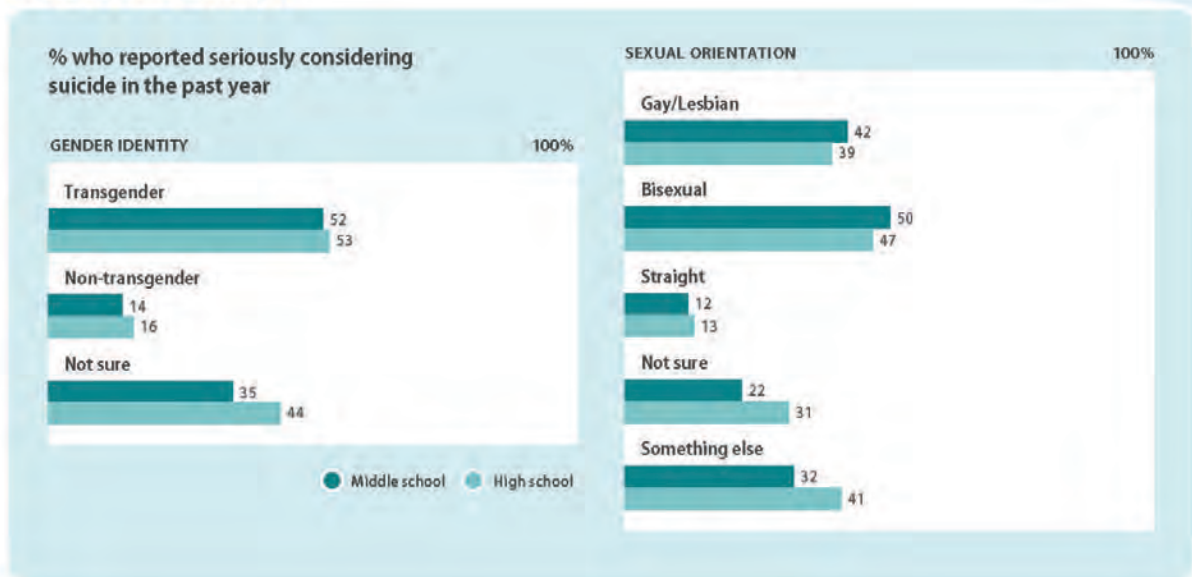
MENTAL HEALTH

Transgender and bisexual students were **most likely** to experience chronic sadness and to contemplate suicide, followed by gay/lesbian students.

CHRONIC SADNESS



SUICIDE IDEATION



WHAT CAN SCHOOL COMMUNITIES DO TO SUPPORT LGBTQ YOUTH?

Research shows that relationships with caring adults are key to young people's well-being.

Providing this support and creating an inclusive, affirming, and safe learning environment can help mitigate the challenges that LGBTQ youth face.

SPECIFIC STEPS THAT SCHOOL COMMUNITIES CAN TAKE

Ensure that the language you are using is inclusive of all people.

Adopt an inclusive curriculum (both passive and active).

Post visible Safe Space materials in classrooms and offices.

Create leadership opportunities for LGBTQ students.

Develop and enforce written policies to protect and support LGBTQ students.

Engage campus and district leadership by exploring how existing laws are being implemented and by sharing research and student survey data.

Become involved with local, regional, state, and national organizations by participating in conferences and leadership groups for youth.

Establish and/or support the funding of an on-campus Gay-Straight Alliance (GSA).

Wear a supportive button or a simple rainbow bracelet in support of LGBTQ youth.

Respond to anti-LGBTQ behavior immediately when it occurs or when you hear about it. Doing so will build students' sense of safety that you do not tolerate homophobia or transphobia.

WHO WAS SURVEYED?

California Healthy Kids Survey (CHKS)

Administered during 2017–19

2,749 secondary schools

Approximately 800,000 students

Middle school: Grade 7

High school: Grades 9 and 11

Results were disaggregated based on student responses to the following survey items:

- "Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?"

(Four response options: No, I am not transgender; Yes, I am transgender; I am not sure if I am transgender; Decline to respond)

- "Which of the following best describes you?" (Six response options: Straight; Gay/Lesbian; Bisexual; I am not sure yet; Something else; Decline to respond)

Data from students who selected "decline to respond" for either item were omitted from this analysis.

To find out how schools can support LGBTQ youth, visit:

- GenderSpectrum.org
- GLSEN.org
- GSANetwork.org
- TheTrevorProject.org
- TransStudent.org

This infographic is based on a study using data from the California Healthy Kids Survey, an assessment from the California Department of Education, developed by WestEd. The study was supported by The California Endowment.

Suggested citation: Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019). *Understanding the experiences of LGBTQ students in California*. WestEd.

1. Agreement was measured by computing the average percentage of students who agree or strongly agree across all the questions that measure this domain.
2. GLSEN. (2019). *Gender terminology: Discussion guide*.
3. Mental Health Services Act. (2014). *A practitioner's resource guide: Helping families to support their LGBT children*.

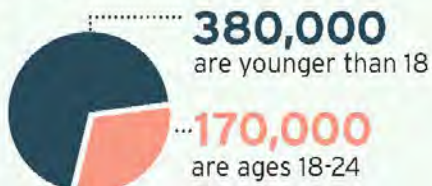
For more information about this study, please visit:
<https://www.wested.org/resources/lgbtq-students-in-california/>



NUMBER OF HOMELESS YOUNG PEOPLE

550,000
PER YEAR

* Homelessness lasting longer than one week



HOMELESS YOUTH & SEXUAL VIOLENCE

Young people who are homeless also are often sexually assaulted. You can help by listening to youth who have been harmed by homelessness and sexual violence. Your support can make a positive difference in their lives over time.

RUNAWAY YOUTH



1 IN 3 RUNAWAYS have been forced to perform a sexual act against their will



12.4 TO 13.9 YEARS OLD was the average age range of first leaving home

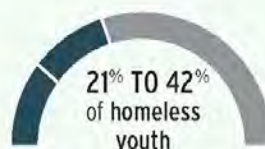
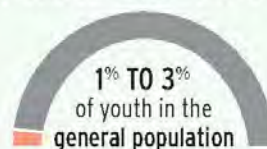


46% OF LGBTQ YOUTH run away because of family rejection of sexual orientation or gender identity



Rates of major depression, conduct disorder, and post-traumatic stress disorder are **3 TIMES HIGHER** among runaway youth

HOMELESS YOUTH



PERCENTAGE REPORTING SEXUAL ABUSE

1 IN 3 TEENS ON THE STREET

WILL BE **LURED INTO PROSTITUTION** WITHIN



48 HOURS OF LEAVING HOME

MORE THAN 1 IN 3 HOMELESS YOUTH ENGAGE IN SURVIVAL SEX. OF THEM:

- 82%** trade sex for money
- 48%** trade sex for food or a place to stay
- 22%** trade sex for drugs



LGBTQ YOUTH ARE 3X MORE LIKELY TO HAVE ENGAGED IN SURVIVAL SEX

32%

of homeless youth have attempted suicide



TRANSGENDER TEENS NEED SAFE & SUPPORTIVE SCHOOLS

TRANSGENDER STUDENTS IN SCHOOL

ALMOST **2%** OF
HIGH SCHOOL STUDENTS
IDENTIFY AS
TRANSGENDER



TRANSGENDER STUDENTS FACE HEALTH RISKS



27% FEEL
UNSAFE AT OR
GOING TO OR
FROM SCHOOL



35% ARE
BULLIED AT
SCHOOL



35% ATTEMPT
SUICIDE

SAFE AND SUPPORTIVE SCHOOLS CAN HELP!

- **CREATE AND ENFORCE ANTI-BULLYING POLICIES**
- **IDENTIFY AND TRAIN SUPPORTIVE SCHOOL STAFF**

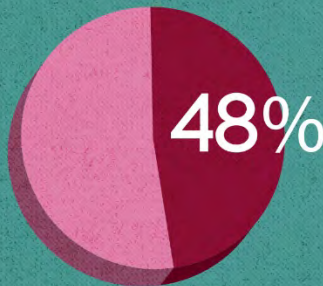


Data from 2017 Youth Risk Behavior Survey of U.S. high school students in 10 states and 6 large urban school districts (14,131,901 students) as published in Johns, et al. MMWR 2019 (61);CDCV21:1-10/2019

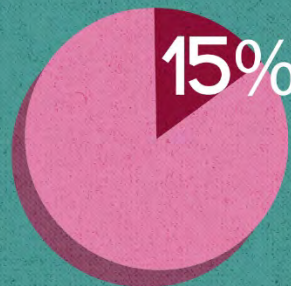
WWW.CDC.GOV

QUEER YOUTH OF COLOR

1 IN 3 LGBTQ PEOPLE IDENTIFY THEMSELVES AS PEOPLE OF COLOR.



OF LGBTQ STUDENTS OF COLOR EXPERIENCED VERBAL HARASSMENT BECAUSE OF BOTH THEIR SEXUAL ORIENTATION AND THEIR RACE OR ETHNICITY.

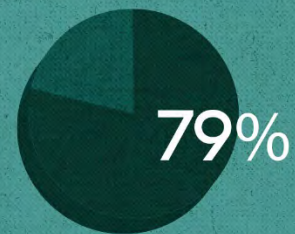


HAVE BEEN PHYSICALLY HARASSED OR ASSAULTED BASED ON BOTH OF THESE ASPECTS OF THEIR IDENTITY.

13%

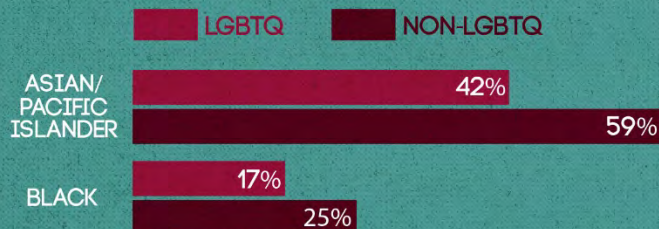
MORE LIKELY FOR BLACK LGBTQ YOUTH TO BE SENT TO DETENTION OR SUSPENDED, THAN NON-BLACK LGBTQ YOUTH

IN THEIR MIDDLE OR HIGH SCHOOL YEARS...



OF LGBTQ YOUTH OF COLOR REPORTED THAT THEY HAD INTERACTIONS WITH SECURITY OR LAW ENFORCEMENT, COMPARED TO 63% OF WHITE LGBTQ YOUTH.

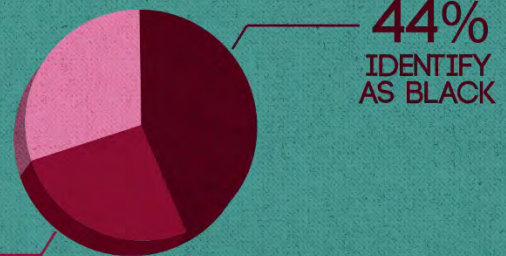
COLLEGE COMPLETION RATES



20-40% OF ALL HOMELESS YOUTH ARE LGBTQ

AMONG THEM...

26% IDENTIFY AS LATINO



FOR MORE INFORMATION, GO TO [TRANSSTUDENT.ORG/GRAPHICS](http://transstudent.org/graphics)



movement advancement project



INFOGRAPHIC BY LANDYN PAN

SOURCES: GALLUP.COM, GLSEN, LAMBDA LEGAL, THE WILLIAMS INSTITUTE, AND CENTER FOR AMERICAN PROGRESS

WHY TRANS PEOPLE NEED MORE VISIBILITY

With more visibility comes more understanding. These statistics can and will get better as trans people become more visible in our society.



80% of trans students feel unsafe at school because of their gender expression



of gender non-conforming students have experienced verbal harassment in the past year because of their gender expression, compared to 29% of their peers



of trans people reported physical abuse in a 2007 survey

The Gender, Violence, and Resource Access Survey found that



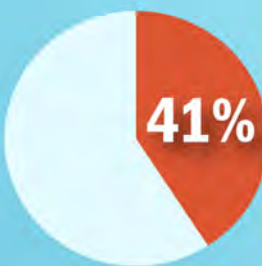
of trans people have been raped or assaulted by a romantic partner

Trans people of color are...

6X



more likely to experience physical violence when interacting with the police than white cisgender survivors of violence



of trans people have attempted suicide



1 in 5 transgender people have experienced homelessness at some point in their lives



1 in 8 have been evicted due to being transgender

t transstudent

f /transstudent

@transstudent

For more information,
go to transstudent.org/graphics

TSER
Trans Student Educational Resources

Infographic Design by Landyn Pan



Key Findings from a [report released by The Schott Foundation](#) in September 2019, included

- For every \$100 awarded by U.S. foundations to education, only 15 cents were devoted to funding for LGBTQ education and safe schools.
- More than 6 in 10 LGBTQ students experience discriminatory policies or practices at school.
- While LGBTQ youth make up 7-9 percent of youth nationwide, they account for 20 percent of all youth in juvenile justice facilities (and 85 percent of them are youth of color).

In addition, the report notes that there is an importance on strengthening GSAs and other vehicles for youth-led organizing

- GSAs [Gay Straight Alliances] are documented to have a positive effect on student outcomes and also play a key role in the pipeline of leadership development in LGBTQ communities. Other LGBTQ grassroots organizations driven and led by youth and young adults play similar essential roles in empowering young leaders and building movements.

<http://schottfoundation.org/infographic/lgbtq-students-need-help-and-philanthropy-needs-step-0>

HEALTH DISPARITIES AMONG SEXUAL MINORITY YOUTH

Sexual minority youth (SMY) are youth who identify as lesbian, gay, or bisexual (LGB), who are not sure of their sexual identity, or who have any same sex partners. CDC's 2017 Youth Risk Behavior Survey data show substantial health disparities that exist among an estimated 2.6 million sexual minority students, placing them at risk for negative health outcomes, including HIV infection and other sexually transmitted diseases (STDs).

Compared to their heterosexual peers, sexual minority students are more likely to have:

BEEN BULLIED AT SCHOOL



- 33% LGB students
- 24% unsure
- 16% heterosexual
- 36% have same sex
- 19% only opposite sex

BEEN FORCED TO HAVE SEX



- 22% LGB students
- 13% unsure
- 5% heterosexual
- 30% have same sex
- 10% only opposite sex

SERIOUSLY CONSIDERED SUICIDE



- 48% LGB students
- 32% unsure
- 13% heterosexual
- 45% have same sex
- 19% only opposite sex

USED ILLICIT DRUGS



- 23% LGB students
- 27% unsure
- 12% heterosexual
- 36% have same sex
- 19% only opposite sex

MISUSED PRESCRIPTION OPIOIDS



- 24% LGB students
- 18% unsure
- 13% heterosexual
- 35% have same sex
- 20% only opposite sex

FELT SAD OR HOPELESS



- 63% LGB students
- 46% unsure
- 28% heterosexual
- 64% have same sex
- 35% only opposite sex

Students who have sexual contact with both sexes are at higher risk than students with only same-sex sexual contact for multiple sexual risk behaviors.

<https://www.cdc.gov/healthyyouth/>

LGBTQ YOUTH AND SUICIDE:

ACCORDING TO THE CDC'S 2017 YRBS DATA, SUICIDE RISK IS INCREASING FOR LGBTQ YOUTH

23%

LGB students attempted suicide compared to 5.4% of heterosexual students



47.7%

LGB students seriously considered suicide compared to 13.3% of heterosexual students

RISK FACTORS

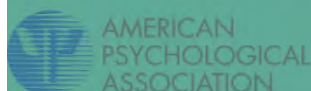
- BULLYING/ VICTIMIZATION
- STIGMA
- DISCRIMINATION
- LACK OF SOCIAL/ FAMILY SUPPORT
- STRESS ASSOCIATED WITH COMING OUT
- GENDER NON-CONFORMITY
- HISTORY OF MENTAL HEALTH CONDITIONS

63%

LGB students experienced persistent feelings of sadness or hopelessness compared to 27.5% of heterosexual students



HAAS ET AL., 2011; LIU + MUSTANSKI, 2012



<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

HOMELESS LGBTQ YOUTH

An estimated **320,000 to 400,000** LGBTQ youth face homelessness in the United States each year.

LGBTQ youth experience many hardships, but perhaps one of the biggest is homelessness.

40%

of homeless youth are LGBTQ.

42%

of homeless agencies do not address LGBTQ issues despite these elevated rates of homelessness.

14.4

The average age that lesbian and gay youth in New York become homeless.

13.5

The average age that transgender youth in New York become homeless.



of homeless LGBTQ youth have experienced family rejection.



have experienced family abuse.



Nearly 1 in 3 transgender people have been turned away from shelters.

\$53,665

The estimated cost to incarcerate a youth for one year.



\$5,887

The estimated cost to permanently move a homeless youth off the streets and prevent them from becoming incarcerated.



15%

of homeless shelters reported that helping homeless LGBTQ youth is "not central to their mission."



transstudent.tumblr.com



facebook.com/transstudent



twitter.com/transstudent

Take action at:
[transstudent.org/
homelessness](https://transstudent.org/homelessness)

TSER
Trans Student Educational Resources

Design by Landyn Pan



NOTES



THE LAW

THE LAWS PROTECTING LGBTQ YOUTH

There are laws and policies, at multiple levels, that protect LGBTQ youth from discrimination based on sexual orientation and gender identity/expression. And, a person does not need to be out to be protected under the Constitution from anti-LGBTQ discrimination. LGBTQ or not, discrimination based on perceived sexual orientation or gender identity violates an individual's constitutional rights.



LOS ANGELES LGBT CENTER

RISE

Laws & Policies Protecting LGBTQ Youth in California Public Schools



Non-Discrimination & Harassment

Students may not be harassed or discriminated based on actual or perceived sexual orientation, gender identity, or gender expression, or association with. Schools must have an inclusive, publicized anti-bullying policy and complaint process. School personnel who witness this are required to intervene when safe.

Title IX, Seth's Law, & Education Code Section 234.1(b)(1)

Expression & Privacy

Freedom of speech and expression, to be out, and to access LGBTQ websites apply on campus and to other school-sponsored programs. Students also have the right to privacy, including the right to keep information about their sexual orientation and/or gender identity private from other school staff/faculty, parents, and students, even if they are out.

1st & 14th Amendments, & Lawrence V. Texas 539 U.S. 558



Health Education & Care

Students 12 and older have the right to leave school without parental consent to access confidential medical services. Schools must excuse absences without notifying parent/guardians and must allow students to make up missed assignments. Sexual health education must be comprehensive and appropriate for students of all sexual orientations and genders.

California Healthy Youth Act (2016), Confidential Medical Release, CDE Code § 48205

Access for Transgender Students

Students can access sex-segregated school programs/activities, including athletic teams & competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the pupil's records. Includes, but not limited to: bathrooms, locker rooms, sports teams, & classes.

The School Success & Opportunity Act (2013), Cal. Civ. Code § 51(b)



**Contact Us For Questions, Referrals,
Technical Assistance, Trainings &
Coaching**

RISE@LALGBTCENTER.ORG

Title IX

Bans sex discrimination in schools and has been interpreted by courts and the US Justice and Education Departments to prohibit discrimination based on sexual orientation and against transgender and gender non-conforming students, including but not limited to: being treated according to the gender you identify with, being called by the name and pronouns consistent with your gender identity, and dress and present yourself in a way consistent with your gender identity.

Confidential Medical Release: Educ. Code § 48205; 87 Ops. Cal. Atty. Gen. 168, 172 (2004)

Education Code section 48205 requires school officials to excuse students from school to attend confidential medical appointments. Students 12 years and older have the right to leave school without parental consent to access confidential medical services including, but not limited to: HIV or STI testing, mental health or counseling services, drug or alcohol treatment/counseling, abortion care, obtaining birth control. Schools must excuse these absences without notifying parents/guardians and allow students to make up missed assignments.

Seth's Law – AB 9 (2012)

Strengthened existing state anti-bullying laws to help protect all California public school students. Seth's Law requires public schools in California to update their anti-bullying policies and programs, and it focuses on protecting students who are bullied based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability, and religion. Requires school districts to: Adopt a strong anti-bullying policy that specifically spells out prohibited bases for bullying, including sexual orientation and gender identity/gender expression; Adopt a specific process for receiving and investigating complaints of bullying, including a requirement that school personnel intervene if they witness bullying; Publicize the anti-bullying policy and complaint process, including posting the policy in all schools and offices; Post on the district website materials to support victims of bullying. Seth's Law specifically contains the following requirement: "If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so." (Education Code Section 234.1(b)(1))

The School Success & Opportunity Act – AB 1266 (2013)

Clarified existing state law to ensure that students can access sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the pupil's records. Includes but not limited to: bathrooms, locker rooms, sports teams, and classes.

The California Healthy Youth Act – AB 329 (2016)

The California Healthy Youth Act, which took effect in January 2016, requires school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school. The California Healthy Youth Act includes new language about adolescent relationship abuse and sex trafficking and reinforces a focus on healthy attitudes, healthy behaviors, and healthy relationships. It also strengthened previous requirements that instruction and materials be appropriate for students of all sexual orientations and genders and ensures that sexual health education does not promote outdated gender norms. The law also updated the existing HIV prevention education mandate to reflect the developments made in our understanding of and ability to treat and prevent HIV over the last 20 years.

Privacy: Lawrence v. Texas, 539 U.S. 558

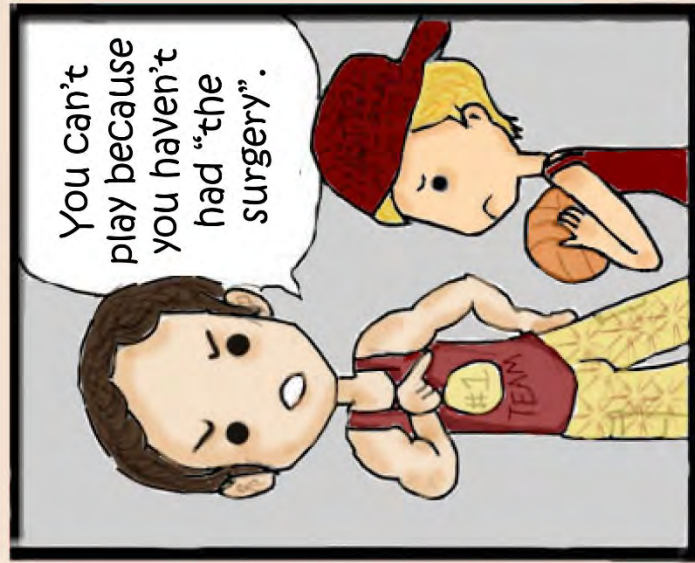
Extended constitutional right to privacy/autonomy, including being "outed". Students have a right to privacy, which includes the right to keep information about their sexual orientation and/or gender identity private from other school staff/faculty, parents, and students.



LOS ANGELES LGBT CENTER

RISE

Did you Know...



that all of these are **ILLEGAL?**

For more information go to transstudent.org

By Landyn Pan & Ethan Lopez

TSER
Trans Student Equality Resources
**IT GETS
BETTER
PROJECT**

Source: http://www.aclu.org/files/assets/transstudent_kyr_20120508.pdf

Federal

15th Amendment	Limits the right of public systems to censor a young person's speech or expression. Protects the right of a youth to be "out," display symbols of pride, and wear clothing consistent with their gender. The 15th Amendment also gives youth the right to be free of religious indoctrination.
14th Amendment-Due Process Protections (Right to Safety)	The right to "reasonably safe conditions of confinement" and "freedom from unreasonable bodily restraint." Youth have a right to physical and emotional safety, adequate food, shelter, clothing and appropriate medical care.
14th Amendment-Equal Protection	Requires public systems to protect LGBT youth to the same extent as other youth and respond to harassment. It also provides equal treatment in the provision of placements and services and equal access to programs.

California

Civil Rights Act of 2007-AB 14 Discrimination	LGBT Californians receive protections from discrimination in state-funded programs and activities.
FAIR Education Act - SB 48	<p>Signed into law on July 14, 2011, The FAIR Education Act*, went into effect on January 1, 2012. It revises California Education Code, to include the Fair, Accurate, Inclusive and Respectful references, in history and social studies curriculum, to contributions by people with disabilities and the LGBTQ community.</p> <p>As a result, California Education Code's Social Content statute requires that instructional materials:</p> <ul style="list-style-type: none"> • Portray accurately and equitably the cultural and racial diversity of American society • Demonstrate the contribution of minority groups and males and females to the development of California and the U.S. • Emphasize people in varied, positive, and contributing roles in order to influence students' school experiences constructively • Not contain inappropriate references to commercial brand names, products, and corporate or company logos <p>https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp</p>
Nondiscrimination in State Programs and Activities-SB 1441	LGBT Californians protected from discrimination in state-operated and funded services, activities and programs.

Juvenile Justice Safety and Protection Act-SB 518	Protects LGBT youth against discrimination and harassment in the state's juvenile justice facilities.
Omnibus Hate Crimes Act-SB 1234	Makes the state definition of a hate crime consistent throughout law to protect all Californians.
Sexual Orientation Change Efforts SB 1172	Prohibits mental health professionals from using "conversion therapy" to attempt to change a minor client's sexual orientation.
Providing Safe, Supportive Homes for LGBT Youth AB 1856	Requires foster care administrators, group home staff and foster parents to complete training on LGBT cultural competency, sensitivity and best practices with a goal of improving care and outcomes for LGBT youth in foster care.
California Foster Care Nondiscrimination Act-AB 458:	<p>All foster children in California have the right to fair and equal access to all available child welfare services, placements, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived sexual orientation or gender identity.</p> <p>All persons engaged in providing care and services to foster children shall have fair and equal access to all available programs, benefits, services, and licensing processes, and shall not be subjected to discrimination or harassment on the basis of their clients or their own, actual or perceived sexual orientation or gender identity.</p> <p>County child welfare departments, group home facilities, and foster family agencies have a legal responsibility to provide care, placement, and services to foster children, family members, foster parents, and service providers without discriminating on the basis of actual or perceived sexual orientation or gender identity.</p>
School Success and Opportunity Act (AB 1266):	Protects the rights of transgender and gender non-conforming students to participate in sex-segregated programs and activities that are aligned with their gender identity. This right includes participation on sports teams and in physical education classes. It also protects the rights of youth to use facilities (restrooms and locker rooms) in alignment with their gender identity.

California Student Safety and Violence Prevention Act - AB 537	<p>AB 537, the California Student Safety and Violence Prevention Act of 2000, changed California's Education Code by adding actual or perceived sexual orientation and gender identity to the existing nondiscrimination policy. State law says that "'gender' means sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." The nondiscrimination policy also prohibits harassment and discrimination on the basis of sex, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. AB 537 protects students and school employees against discrimination and harassment at all California public schools and any school receiving state funding except religious schools.</p>
Personal Rights-California Code 22 CCR 80072:	<p>Youth shall have personal rights that include being free to attend religious services or activities of their choice and have visits from the spiritual advisor of their choice. Attendance at religious services shall be on a completely voluntary basis.</p>
California's Equal Restroom Access (AB 1732): CA Law 1732	<p>AB 1732 requires all single-occupancy restrooms in businesses, government buildings and places of public accommodation to be available to everyone. Compliance with the bill is a matter of changing a sign on a restroom door.</p> <p>As of March 1, 2017, California's Equal Restroom Access Act (ERAA) requires some single-occupancy restrooms to have signs indicating they are gender-neutral.</p> <p>The ERAA applies to all single-occupancy restrooms in businesses, government buildings, and places of public accommodation. "Single-occupancy" is defined as a "toilet facility with no more than one water closet and one urinal with a locking mechanism controlled by the user."</p> <p>Santa Clara County Policy 3.62 - https://www.sccgov.org/sites/scc/gov/CountyPolicies/Board-Policy-3.62-Restroom-Access.pdf</p>
California offers non-binary driver's licenses, IDs	<p>Thanks to the Gender Recognition Act, SB 179, California has simplified the process for a third gender, non-binary option on state-issued IDs, driver's licenses, and birth certificates.</p>


Senate Bill 48 (Chapter 81 of the Statutes of 2011)

The bill added language to Education Code Section 51204.5, which prescribes the inclusion of the contributions of various groups in the history of California and the United States. This section already included men and women and numerous ethnic groups; the expanded language now includes (additions bolded):

“...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.” [FAQ SB48](#)

<https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp>

NOTES



INCLUSIVE CAMPUSES

INCLUSIVE CAMPUSES/ENVIRONMENTS

While adolescents who are deemed as "different" can be ostracized by peers, LGBTQ youth also sometimes feel excluded and isolated at school. Like most minority groups, LGBTQ youth encounter a number of challenges in school, including, but not limited to bullying, harassment and a lack of role models, representation and support. According to a recent [Human Rights Campaign](#) survey, LGBTQ students report having been verbally and physically harassed at school, twice the rate of non-LGBTQ youth. In response to such challenges, and in alignment with other restorative practices/initiatives, there has been an increased focus in recent years on increasing engagement and support for LGBTQ youth. Even so, with a lack of systemic data, interrelated educator resources, and an awareness or understanding of the complicated legal landscape, impediments still exist.

Inclusive environments look at straightforward ways to develop LGBTQ-inclusive classrooms and to be LGBTQ-inclusive across the curriculum. They can better answer questions from students and families related to LGBTQ topics, including, but not limited to serving as a conduit to resources. Such settings become familiar with sexual orientation and gender identity terminology.

Inclusive/Supportive Campuses for LGBTQ

It's important to understand prejudices within the laws and provide advocacy for the advancement of LGBTQ rights. Some of the most common areas where LGBTQ students experience discrimination include:

HARASSMENT

Title IX bans federally-funded schools from discriminating against LGBTQ people, but many states are enacting additional protections against harassment and bullying, particularly for LGBTQ youth.



PRIVACY

LGBTQ youth are provided the same constitutional right to privacy as all other citizens, and this means no one from school can disclose a student's sexual orientation or gender identity without their approval, even if they are a minor.



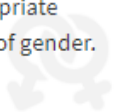
SPEECH

LGBTQ students enjoy the same freedom of speech granted to all American citizens. Only speech deemed hate speech or disruptive to a classroom is subject to censorship.



GENDER EXPRESSION

Discrimination based on gender identity is unlawful in all 50 states, giving students the right to express their gender identities via clothing and other means - provided they are appropriate any student, regardless of gender.



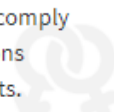
GAY-STRAIGHT ALLIANCES

The Equal Access Act stipulates that public schools with non-curricular clubs must also allow students to create a GSA club.



PROMS, HOMECOMING, AND SCHOOL EVENTS

The First Amendment protects LGBTQ students' right to express their gender identities and sexual preferences at all public school events, so long as they comply with rules and regulations applicable to all students.



Genders and Sexualities Alliance Network (GSA)

- Student-run organizations in which LGBTQ and allied students are brought together to build community. The school-based club organizes around issues impacting them in their respective schools and communities;
- They provide not only safe spaces for LGBTQ youth in middle schools and high schools, but are also an avenue for deep social change related to racial, gender, and educational justice beyond schools;
- GSA's presence in schools sends message that biased language and harassment will not be tolerated;
- GSA's may help LGBTQ+ students to identify supportive school staff; such access has been shown to have a positive impact on youth's academic achievement and experiences in school.

Out for Safe Schools



- “The National OUT for Safe Schools™ Campaign was created to encourage school staff (including administrators, teachers, bus drivers, etc.) to publicly identify as supportive LGBT allies on campus. Staff who wish to participate in the National OUT for Safe Schools® Campaign can wear the badges displaying their willingness to talk to students and parents about LGBTQ concerns. This lets students know that “safe spaces” aren’t limited to the classroom but extend to anywhere

there is an adult who is wearing this badge. This will spread the reach of the campaign to the areas where the most incidents of victimization occur: on the playground, during lunch time, and in school hallways.”

**** The SCCOE is an OUT for Safe Schools™ County. ****

- The Santa Clara County Office of Education is committed to creating a safe and inclusive school environment for all students, one free from harassment, intimidation, bullying, and discrimination on the basis of gender identity and sexual orientation. The SCCOE is devoted to addressing the needs and inequities that LGBTQ youth experience in school. It is for these reasons the organization has joined the national OUT for Safe Schools™ campaign.

OUT for Safe Schools™ launched in 2013 as part of the Los Angeles LGBT Center’s Project SPIN (Suicide Prevention Intervention Now) program. The initial campaign included a distribution of 30,000 badges to Los Angeles Unified School District (LAUSD) teachers and staff to indicate they can be approached if an LGBT youth needs help to feel safe at school. In 2015, OUT for Safe Schools™ expanded nationally to nine school districts nationwide, reaching more than 2.5 million students.



“Despite increased public acceptance of LGBT people in general, many school campuses remain toxic environments for LGBTQ students, contributing to higher rates of suicide, depression, homelessness and HIV infection,” said Los Angeles LGBT Center CEO Lorri L. Jean. “We approached the LAUSD about developing this program to create visible adult allies throughout the entire school system, helping LGBTQ youth feel safe and supported while helping to deter would-be bullies. Now, wherever students look, they’re sure to see adults who proudly identify themselves as LGBTQ allies for students.”

- District and/or schools interested can “come out” as visible allies for LGBTQ students, as partners in the national OUT for Safe Schools™ campaign. Participating staff will wear badges identifying them as allies in order to make school a safer, more welcoming place. Trainings are coordinated between District and/or schools and the SCCOE OUT for Safe Schools™ coordinator, Dr. Christina Arpante (christina_arpante@sccoe.org).
- For additional information, or to learn how a District and/or schools can join the SCCOE OUT for Safe Schools™ campaign, contact Dr. Christina Arpante at christina_arpante@sccoe.org.

Out



**Santa Clara County
Office of Education**

The Los Angeles LGBT Center's OUT for Safe Schools® program transforms school campuses into communities of support and safety for LGBTQ+ students. By implementing OUT for Safe Schools®, your school, district or educational agency is mobilizing allyship for LGBTQ+ students, helping them feel comfortable in and thrive at school.



Inclusive Classrooms

LGBTQ Inclusiveness can diminish the intimidating school environments many LGBTQ youths encounter.

- Inclusive **elementary school** curriculums help students develop empathy and respect differences.
- For **Secondary**, educators may focus more on sexual orientation and identity development, relationships, and the history and fight for LGBTQ rights. The Gay, Lesbian, & Straight Education Network (GLSEN) has a [list of resources](#) for school counselors and educators, with [appropriate lesson plans](#) for elementary, middle, and high school students.



When in school, model openness to the new ideas and questions youth and staff member bring into space (classroom, or other area on campus). Modeling such openness can broaden and deepen your own knowledge, and help others understand that knowledge is often produced through conversation and collaboration among dissimilar points of view.

Request, or lead the establishment of, ground rules for respectful interactions in the various learning spaces and areas of campus. What guidelines are outlined, taught, and reinforces for the contributing ideas and questions, and for responding respectfully to the ideas and questions of others? If a colleague or youth's conduct leads to the silencing or demeaning of others (intentionally or not), how can reminders be provided about the expectations? How is the colleague or youth reminded, individually about the potential effects of their conduct?

- Show respect for all questions and comments. Use verbal and non-verbal cues to encourage participation of, and to challenge your peers to think deeply and critically.
 - Encourage one another to "think out loud," to ask questions, and to actively consider perspectives that are different from their own.
 - Ask for help with learning about the academic and non-academic assistance and resources that are available.
 - Work with staff and youth groups on assistance provided, in and outside of class, that is equally available and accessible to everyone (e.g., if you share information with one or a few individuals, how is the information repeated to all?).
- * Remember silence is often read as endorsement. Therefore, it is important to take action to try to improve the environment for all.*

<https://teachingcenter.wustl.edu/>

Inclusive Curriculum Helps LGBTQ Youth

Good news! LGBTQ students who attend schools with curriculum, including sexual health, that is inclusive of LGBTQ people, history, and events have more accepting schools and better academic outcomes.

Unfortunately, few students are taught accurate information about LGBTQ people and topics.

From history to art to sexual health education, it's necessary for students' health and academic success that they see themselves, and each other, reflected in the curriculum.

Only 19.8% of LGBTQ students

were taught positive representations about LGBTQ people, history, or events in school.



18.4% had been taught negative content about LGBTQ topics.



Less than half (41%) of LGBTQ students could find information about LGBTQ-related issues in their school library.

About half of LGBTQ students

(49.2%) with internet access at school could access LGBTQ-related information online via school computers.



Only 6.7% of LGBTQ students received LGBTQ-inclusive sex education at school.

But it doesn't have to be this way.

Research shows that LGBTQ students in schools with an inclusive curriculum feel safer in school and have better mental health and academic outcomes.

Less likely to hear homophobic remarks (42.9% vs. 64.6%) **and negative remarks about transgender people** (29.9% vs. 46.3%)



Less likely to feel unsafe because of their sexual orientation (41.8% vs. 63.3%) **and gender expression** (34.6% vs. 47.0%)

Higher self-esteem and lower levels of depression



Were less likely to miss school (23.6% vs. 37.7%)

More likely to have higher GPAs (3.3 vs. 3.2 GPAs)

Together, we can make our schools safe and inclusive for LGBTQ youth. Here's how you can help:

Create an LGBTQ-inclusive curriculum
glsen.org/curriculum

Integrate LGBTQ history
glsen.org/lgbtqhistory

Train teachers on how to ensure their curriculum is LGBTQ inclusive
glsen.org/training



Data from the 2017 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual, Transgender, and Queer Youth in Our Nation's Schools.

Learn more at glsen.org/nsccs

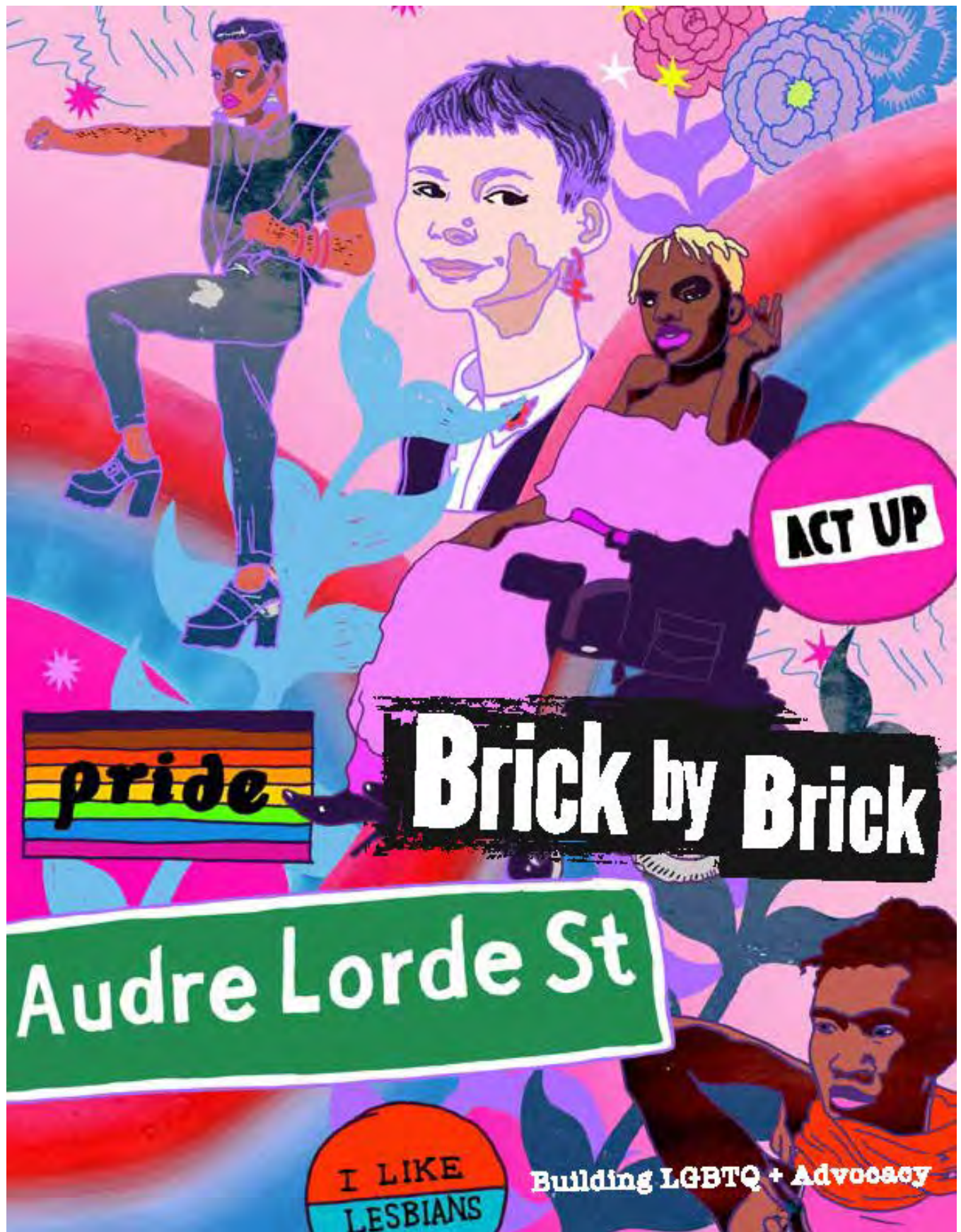
Back to School Guide for Educators from GLSEN
(<https://www.glsen.org/activity/back-school-guide-educators>)

LGBTQ Inclusive Classrooms

- create safe and welcoming learning spaces for all students.
- proactively work to prevent and address bias-based bullying.
- welcome all youth and their families.
- promote gender equity and support transgender and non-binary students.
- have LGBTQ-inclusive materials present.
- are aware of gender stereotypes.
- are aware of language used.
- use the correct names and pronouns.
- include LGBTQ people in the curriculum.
- recognize diverse family structures.
- put a stop to bullying.
- display “safe space” symbols.
- are supportive of students coming out.
- are respectful of LGBTQ students’ privacy.
- support LGBTQ student clubs, such as Genders & Sexualities Alliance Network (GSA).



[HRC's Welcoming Schools curriculum](#)



NWLC RESOURCE

[Brick by Brick: The LGBTQ Advocacy Curriculum](#)

Vetting LGBTQI Children's Books with Love

by Maya Gonzalez

I estimate that to stand in equitable reflection in the children's book industry, LGBTQI authors and artists need to produce approximately 380 books every year. In 2017 the CCBC began tracking the number of LGBTQ children's books, the numbers are sobering. Of the 136 books produced with LGBTQ content only 56 were written BY someone in the LGBTQ community. And with so few books that reflect us as well as even fewer written BY us, it can be challenging to be critical of the few that are produced. However, due to the nature of the industry and the sociocultural climate of the US it is vital that we educate ourselves to help bring authentic and appropriate LGBTQI children's books into our homes, libraries and classrooms.

This supports our families and especially our kids, and gloriously it supports LGBTQI children in public settings who may or may not have supportive families. The books you vet and share support not just our community, but are a way to extend our love and experience OUT to the children that we once were and support their families into greater LGBTQI love and awareness.

These are a series of guidelines for assessing LGBTQI children's books through a social justice/LGBTQI lens rooted in love and respect for our community. The basic frame and a series of questions are meant to help bring conscious and critical awareness to the books that feature LGBTQI characters and stories.

Basic Frame:

- » Visual/Nonverbal Story
- » Cultural Awareness: LGBTQI (Lesbian, Gay, Bisexual, Transgender Queer, Intersex), IPOC (Indigenous, People of Color), Disability communities
- » Suppressed History/Context
- » Lived experience, 'first voice' or 'own voice' contrasted with non-LGBTQI parent or professional voice (teacher, therapist, counselor)
- » Subtext and/or unconscious material/implicit bias

Intent:

- » Less about ratings and judgment and more about care and awareness
 - *even though a book may not hit all the marks, being able to acknowledge that with kids can be a powerful tool to help develop their own critical awareness and open up conversations*

Review Questions: (akin to researching 'fake news')

The questions (pgs. 3-4) are meant to draw our awareness and engage our thinking. They are not a checklist of rights and wrongs. They can support us in choosing books that resonate with us and our community, help guide our conversations with our kids, provide the chance to talk about how few books we have available and how and why some of them are limited in their perspectives.

I encourage parents to take the time to do a little research, critically look at the books our kids come into contact with and have the conversations... and when you find good books that lead to bigger conversations, get them into the classrooms and libraries and share your experience. Do not rely on blog and review recommendations. Many well intentioned bloggers/reviewers are also limited. We are at a time when we must develop our own awareness and be proactive in looking at what LGBTQI children's books are being created and what they're communicating to our kids, especially around gender and race. This is a time of waking up and taking action. Reflection is a powerful message of belonging that empowers our kids to find their way in the world.

Resources:

- » Statistics about how many more books each community needs to create each year to stand in equity:
 - <http://www.reflectionpress.com/childrens-books-radicalact/>
- » Interview about Maya's 3 traditional picture books within a personal queer frame:
 - https://www.huffingtonpost.com/2015/04/04/call-me-tree_n_6994138.html#
 - *Call Me Tree, I Know the River Loves Me, My Colors, My World* written and illustrated by Maya
- » School of the Free Mind Children's Book Course:
 - <http://www.schoolofthefreemind.com/courses/the-heart-of-it/>
- » Examples and support for bringing critical awareness to children's books:
 - <https://americanindiansinchildrensliterature.blogspot.com/>
 - <http://readingwhilewhite.blogspot.com/>

Books referenced in presentation (& some others):

- » Recommend for reflection:
 - Vivek Shraya, Rajni Perera: *The Boy in the Bindi*
 - Syrus Marcus Ware: *Love is in the Hair*
 - Beth Reichmuth, Nomy Lamm: *I'm Jay, Let's Play*
 - Catherine Hernandez, Marisa Firebaugh: *M is for Mustache*
 - S. Bear Bergman, Rachel Dougherty: *Is That for a Boy or a Girl?*
 - Gayle Pitman, Kristyna Litten: *This Day in June*
- » Recommend for parent perspective:
 - Laurin Mayeno, Robert Liu-Trujillo: *One of a Kind Like Me*
- » Recommend for Sex Ed:
 - Cory Silverberg, Fiona Smyth: *What Makes a Baby* and *Sex is a Funny Word*
- » Recommend for conversation and reflection:
 - Marcus Ewert, Rex Ray: *10,000 Dresses*
- » Do NOT recommend because of implicit bias and plagiarism:
 - Brook Pessin-Whedbee, Naomi Bardoff: *Who Are You? The Kid's Guide to Gender Identity*
 - Kelly Storck: *The Gender Identity Workbook for Kids*
- » **Maya's books through Reflection Press:**
 - *Gender Now Coloring Book*
 - *They, She, He, Me: Free to Be!*
 - *The Gender Wheel*
 - *When a Bully is President: Truth and Creativity for Oppressive Times*

Review Questions

Author

- » **Is this author/artist from the LGBTQI community?**
- » Are they Indigenous or a Person of Color?
- » What is their profession? Is it related to their authorship?
- » Are they a parent? educator? therapist or counselor? **What is their relationship to kids?**
- » Are they telling their story? If not where is this story coming from?
- » Are they claiming to be an expert? (especially relevant to LGBTQI nonfiction)

Art

- » The majority of what we teach is nonverbal
- » Do LGBTQI characters feel recognizable to you? How so?
- » Do you see yourself or folks you know reflected? Who is not reflected?
- » Are there different kinds of LGBTQI people shown or mostly similar kinds of people?
- » Are IPOC and disabled people shown? Different body sizes? Notice skin tones.
- » Who are what is shown the most? The least?
- » Do you like the art? What does it remind you of? Does it feel thoughtful and creative? What don't you like about the art? Does anything feel missing?

Gender

- » Are words like 'boy' or 'girl' used and how?
- » Are more than 2 genders shown?
- » How are different genders portrayed?
- » Note basic stereotypical representations: (just a quick few to get started)
 - *Girls: small, long hair, thin, 'pretty', decorated*
 - *Boys: larger, short hair, thin, 'cute' or 'handsome', plain*
- » What pronouns are used?
- » Are you reflected? People you know? Who is not reflected?
- » If you are someone not reflected, how does this sit with you? Can you imagine how you would feel if you were reflected? What if you were the main character?
- » What does this communicate to a child about the world around them?
 - ***NOTE:*** *To remedy the binary we must expand and play with pronouns constantly using any and all media available to us whether LGBTQI focused or not. Expanding the binary supports our community and helps dismantle layered systems that oppress us specifically.*

Storyline/Text

- » Feelings
 - *What is the overall emotional tone of the story?*
 - *Who has the most feelings? And what are they?*
 - *Who doesn't have a lot of feelings?*
- » Common Narratives to be Aware of
 - *Incessant inclusion of bullying-what does this communicate? Notice how many books are published and how many include bullying? With so few books published this becomes a dominant narrative: You will be bullied.*
 - *LGBTQI characters must be exceptional in some way to be valued. This includes but is not limited to the savior or hero position.*

- *LGBTQI characters must be convinced they're 'special' in order to cope and/or be seen as valuable by others, instead of being seen as normal and the reality that others are limited in their perspectives of inclusion. This is a form of othering.*
- *Boy wearing a dress is a dominant narrative for awhile. What does this communicate? What LGBTQI characters are absent? How does this reflect or not reflect the dominant culture and the fact that it is a patriarchy?*

» Text

- *The basics:*
 - What is the story about?
 - Are the characters fully realized and believable or stereotypical, one dimensional, predictable?
 - Did you learn anything?
 - Did you feel anything?
 - Were you entertained?
 - Was the author speaking to you as a part of our community? Or were they explaining our community to non-LGBTQI people?
 - What catches you attention? Both good and not so good.
 - What feels like it's missing?
- *Nonfiction:*
 - What do they define, share, tell?
 - What do they not define, share, tell?
 - Do they cite their resources or are their resources other resources?
 - Are they speaking from lived experience?
 - What is their position in the LGBTQI community?
 - Is their work plagiarized from LGBTQI authors? This is sadly so prevalent that we need to purposefully ask this question and be aware that many of the same resources are available in our own community. Support LGBTQI authors!

Overall message

- » What is the most basic message/s of the book? This is usually the intended message of the author.

Subtle message

- » What is the underlying or subtle message(s) of the book including both explicit and implicit content? Note what implicit bias may come from the author's position in our culture/society. (Rejoice and share if they deal with it in their text and/or imagery!)
- *Explicit: story or text, art, stated intent*
- *Implicit/subtle/sometimes unconscious: everything you've reviewed above taken into account within the context of our current culture/society, implicit or unconscious bias*
 - For example, prioritizing young, white males, even gay ones is more important than supporting other children in our current culture, especially when they're potentially socially at risk for not performing their appropriate gender assignment.
 - Other children matter less or do not matter.

Race/ethnicity, disability, LGBTQI—the whole picture

- » Are there multiple race and ethnic reflections in characters, communities and environments? How diverse? How recognizable from your own community and family?
- » Are disabled people reflected? If so, how?
- » Are multiple reflections of LGBTQI people present? Latinx Butch dykes? Professional African American Gays? Multiracial Trans Therapists? Masculine White Gay athletes?
- » Two Spirit- this is a specific identity tied to indigenous cultures of the US

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(compiled January 2021)



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- Hendrix, Harville & Helen Hunt. *Giving The Love That Heals/A Guide for Parents*.
- Holt, John. *Freedom and Beyond*.
- Hsu, Dr Tien-Sheng. *A Guide to Enlightened Parenting: A Psychiatrist's Spiritual and Practical Approach to Raising a Happy, Fulfilled Child*.



Levine, Peter A & Maggie Kline. *Trauma-Proofing Your Kids: A Parent's Guide for Instilling Confidence, Joy and Resilience*.

Liedloff, Jean. *The Continuum Concept: Allowing Human Nature to Work Successfully*.

Neill, A S. *Summerhill: A Radical Approach to Child Rearing*.
 Ruiz, Don Miguel. *The Four Agreements: A Toltec Wisdom Book*.
 Silverberg, Cory. *Sex is a Funny Word*.



US and European Queer/Trans Historical Context:

Booth, Mark. *The Secret History of the World*.
 Boswell, John. *Christianity, Social Tolerance and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*.
 Boswell, John. *Same-Sex Unions in Pre Modern Europe*.
 Bronski, Michael. *A Queer History of the United States: Revisioning History*.
 Evans, Arthur. *Witchcraft and the Gay Counterculture: A Radical View of Western Civilization and Some of the People It Has Tried to Destroy*.
 Manion, Jen. *Female Husbands: A Trans History*.
 Snorton, C Riley. *Black on Both Sides: A Racial History of Trans Identities*.
 Young, Michael B. *King James and the History of Homosexuality*.

ARTICLES, ESSAYS AND PAMPHLETS, WEBSITES:

Intersex Information:

Intersex Fact Sheet: <<https://www.unfe.org/wp-content/uploads/2017/05/UNFE-Intersex.pdf>>
Intersex Genitalia Illustrated and Explained: <<https://intersexroadshow.blogspot.com/2011/04/intersex-genitalia-illustrated-and.html>>
Intersex Society of North America: <<https://isna.org/>>
Intersex Initiative: <<http://www.intersexinitiative.org/>>

Education:

The Case for Starting Sex Education in Kindergarten: <<https://www.pbs.org/newshour/health/spring-fever>>
Who's In Control/The Unhappy Consequences of Being Child Centered: <<http://www.continuum-concept.org/reading/whosInControl.html>>
Sweden's Gender-Neutral Preschools Produce Kids Who Are More Likely to Succeed: <<https://qz.com/1006928/swedens-gender-neutral-preschools-produce-kids-who-are-more-likely-to-succeed/>>
Many Ways to Be a Girl, Only One Way to Be a Boy/The New Gender Rules: <<https://www.nytimes.com/2018/09/14/upshot/gender-stereotypes-survey-girls-boys.html>>

Pronouns:

Sweden Introduced a Gender-Neutral Pronoun. Psychologists Say It's Already Changing the Way People Think: <<https://www.businessinsider.com/sweden-has-non-gendered-pronoun-changing-the-way-people-think-2019-8>>
Why Sweden's Gender Neutral Pronoun Is a Model to Follow: <https://apolitical.co/en/solution_article/why-swedens-gender-neutral-pronoun-is-a-model-to-follow>
People Have Been Using They/Them as a Pronoun for Hundreds of Years: <<https://www.discovermagazine.com/mind/people-have-used-they-them-as-singular-pronouns-for-hundreds-of-years>>

Thinking Modalities:

Linear Thinking vs. Non-Linear Thinking: <https://ascensionglossary.com/index.php/Linear_vs._Non-Linear_Thinking>
Circular Mentality vs. Linear Mentality: <<https://sixthsunridaz.com/mexica-teachings/circular-mentality-vs-linear-mentality/>>





Transgender Information:

We Don't Need Brain Scans to Confirm that Trans People Are Actually Trans: <<https://www.them.us/story/brain-scans-transgender-identity>>

Trans People Are Not Mythical Creatures: <<https://booktoss.org/2018/09/24/trans-people-arent-mythical-creatures/>>

When You Use the Wrong Pronoun You've Crossed My Boundary, But You Could Never Misgender Me: <<https://hunterthelion.medium.com/you-could-never-misgender-me-d5e9687d8523>>

Cis-Supremacy: <<http://sjwiki.org/wiki/Cissexism>>

Bodies:

Eight Names for the Same Thing/ Penis, Phallus, Clitoris, Phallocitoris, Micropenis, Microphalus, Clitoromegaly and Pseudo-Penis: <<https://anunnakiray.com/2016/03/18/eight-names-for-the-same-thing-penis-phallus-clitoris-phallocitoris-micropenis-microphalus-clitoramegaly-and-pseudo-penis/>>

Nature:

Gender-Inclusive Biology: <<https://www.genderinclusivebiology.com/>>

Gender & Sexual Diversity Education Resources: Variations Found In Nature: <<https://library.fvvc.edu/GenderEducation/Variations>>

Africa:

The Splendor of Gender Non-Conformity In Africa/The Dogon of Mali: <https://medium.com/@janelane_62637/the-splendor-of-gender-non-conformity-in-africa-f894ff5706e1>

Spirituality:

Soul Sex: Queer and Androgynous Deities (Excerpt from Soul Sex: The Alchemy of Gender and Sexuality): <<http://www.drakeinnerprizes.com/Downloads/SS-Queer-AndrogynousDeities.pdf>>

Santeria and Vodou: <http://www.glbtqarchive.com/ssh/santeria_vodou_S.pdf>





ELEMENTARY			
TITLE	AUTHOR	ISBN	GRADE SPAN
<i>10,000 Dresses</i>	Marcus Ewert	ISBN-10: 1583228500 ISBN-13: 978-1583228500	1 – 3
<i>A Family is a Family is a Family</i>	Sara O'Leary		Pre-K – 2
<i>Annie's Plaid Shirt</i>	Stacy B. Davids	ISBN-10: 0692512454 ISBN-13: 978-0692512456	K-1
<i>Be Who You Are</i>	Jennifer Carr	ISBN-10: 1452087253 ISBN-13: 978-1452087252	Pre-K – 3
<i>Donovan's Big Day</i>	Leslea Newman		Pre-K – 3
<i>Except They Don't</i>	Laura Gehl		K – 3
<i>From the Stars in the Sky to the Fish in the Sea</i>	Kai Cheng Thom and Kai Yun Ching	ISBN-10: 155152709X ISBN-13: 978-1551527093	Pre-K – 1
<i>Gender Now Coloring Book: A Learning Adventure for Children and Adults</i>	Maya Gonzalez	ISBN-10: 0984379916 ISBN-13: 978-0984379910	
<i>George</i>	Alex Gino	ISBN-10: 0545812577 ISBN-13: 978-0545812573	3 – 6
<i>I am Jazz</i>	Jessica Herthel and Jazz Jennings	ISBN-10: 0803741073 ISBN-13: 978-0803741072	K – 5
<i>If You Believe in Mermaids...Don't Tell</i>	A. A. Phillips	ISBN-10: 9781598583595 ISBN-13: 978-1598583595	4 – 6
<i>Introducing Teddy: A gentle story about gender and friendship.</i>	Jess Walton	ISBN-10: 1681192101 ISBN-13: 978-1681192109	Pre-K – K
<i>Jacob's New Dress</i>	Sarah and Ian Hoffman	ISBN-10: 0807563730 ISBN-13: 978-0807563731	Pre-K – 2
<i>Julian is a Mermaid</i>	Jessica Love		Pre-K – 3
<i>Lizard Radio</i>	Pat Schmatz	ISBN-10: 0763676357 ISBN-13: 978-0763676353	5 and up
<i>Magnus Chase & the Gods of Asgard: The Hammer of Thor (Book 2)</i>	Rick Riordan	ISBN-10: 1423163389 ISBN-13: 978-1423163381	4 – 8
<i>My Princess Boy</i>	Cheryl Kilodavis, Aladdin	ISBN-10: 1442429887 ISBN-13: 978-1442429888	Pre-K – 1
<i>Meet Polkadot</i>	Talcott Broadhead	ISBN: 9780989883610	
<i>Morris Micklewhite and the Tangerine Dress</i>	Christine Baldacchino	ISBN-10: 9781554983476 ISBN-13: 978-1554983476	Pre-K – 2
<i>Pinky and Rex and the Bully</i>	James Howe	ISBN-10: 0689808348 ISBN-13: 978-0689808340	K – 3
<i>Princess Princess Ever After</i>	Katie O'Neill		4 – 6
<i>One of a Kind, Like Me / Unico Como Yo</i>	Laurin Mayeno	ISBN-10: 0985351411 ISBN-13: 978-0985351410	Pre-K – 1

DISCLAIMER: Inclusion on this list does not imply endorsement. This is a resource to provide access to LGBTQ literature in its diversity, for pre-K to 12 students. It has been compiled in order to engage interest and to provide critical thinking. The book selections may be considered to involve sensitive issues; the content of some of the titles may be more mature than younger students may have previously encountered. Not every book selected will suit every student and is by no means comprehensive.



<i>Our Rainbow</i>	Little Bee Books		Pre-K – K
<i>Red: A Crayon's Story</i>	Michael Hall	ISBN-10: 0062252070 ISBN-13: 978-0062252074	Pre-K – 3
<i>Pugdog</i>	Andrea U'Ren	ISBN-10: 0374361495 ISBN-13: 978-0374361495	Pre-K – 1
<i>The Adventures of Tulip, Birthday Wish Fairy</i>	S. Bear Bergman	ISBN-10: 0987976303 ISBN-13: 978-0987976307	Pre-K – 3
<i>The Boy & the Bindi</i>	Vivek Shraya	ISBN-10: 1551526689 ISBN-13: 978-1551526683	Pre-K – 2
<i>The Story of Ferdinand</i>	Munro Leaf	ISBN-10: 044845694X ISBN-13: 978-0448456942	Pre-K – K
<i>The Pants Project</i>	Cat Clarke	ISBN-10: 1492638099 ISBN-13: 978-1492638094	3 – 6
<i>Pink is for Boys</i>	Robb Pearlman		Pre-K – 2
<i>Sparkle Boy</i>	Leslea Newman		Pre-K – 2
<i>Sissy Duckling</i>	Harvey Fierstein	ISBN-10: 1416903135 ISBN-13: 978-1416903130	K – 3
<i>Stonewall. A Building. An Uprising. A Revolution</i>	Rob Sanders		Pre-K – 3
<i>The Boy and the Bindi</i>	Vivek Shraya		K – 3
<i>They She He Me: Free to Be!</i>	Maya and Matthew Smith-Gonzalez	ISBN-10: 1945289066 ISBN-13: 978-1945289064	Pre-K – 5
<i>Two Moms and Me</i>	Michael Joosten		Pre-K – 3
<i>What Makes a Baby</i>	Cory Silverberg	ISBN-10: 1609804856 ISBN-13: 978-1609804855	Pre-K – 2
<i>When You Look Out the Window: How Phyllis Lyon and Del Martin Built a Community</i>	Gayle E. Pitman		K – 3
<i>Who Are You?: The Kid's Guide to Gender Identity</i>	Brook Pessin-Whedbee	ISBN-10: 1785927280 ISBN-13: 978-1785927287	K – 2
* Brook Pessin-Whedbee is an Oakland resident, public school teacher, a member of the Gender Spectrum community and founder of the Gender Inclusive Schools Alliance in Berkeley. She was also a Mills Teacher Scholar.			

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Middle/High School		
TITLE	AUTHOR	ISBN
<i>All Out: The No-Longer-Secret Stories of Queer Teens throughout the Ages</i>	Saundra Mitchell	ISBN-10: 133 54 7045X ISBN-13: 978133 54 70454
<i>Aristotle and Dante Discover the Secrets of the Universe</i>	Benjamin Alire Sáenz	ISBN-10: 1442408928 ISBN-13: 9781442408920
<i>Being Jazz: My Life as a (Transgender) Teen</i>	Jazz Jennings	ISBN-10: 039955467X ISBN-13: 978-0399554674
<i>Beyond Magenta</i>	Susan Kuklin	ISBN-10: 0763673684 ISBN-13: 978-0763673680
<i>Black Panther: World of Wakanda by Roxanne</i>	by Ta-Nehisi Coates & Roxane Gay	ISBN-10: 130290650X ISBN-13: 978-1302906504
<i>Boy Meets Boy</i>	David Leviathan	ISBN-10: 0007191391 ISBN-13: 9780007191390
<i>Brooklyn, Burning</i>	Steve Brezenoff	ISBN-10: 1467716251 ISBN-13: 978-1467716253
<i>Drama</i> (Graphic Novel)	Raina Telgemeier	ISBN-10: 0545326990 ISBN-13: 978-0545326995
<i>Every Day</i>	David Levithan	ISBN-10: 0307931897 ISBN-13: 978-0307931894
<i>From the Notebooks of Melanin Sun</i>	Jacqueline Woodson	ISBN-10: 03992 52800 ISBN-13: 97803992 52808
<i>Gender Now Coloring Book: A Learning Adventure for Children and Adults</i>	Maya Gonzalez	
<i>Girl Mans Up By</i>	M-E Girard	ISBN-10: 0062404180 ISBN-13: 978-0062404183
<i>Gracefully Grayson</i>	Ami Polonsky	ISBN-10: 1484723651 ISBN-13: 978-1484723654
<i>I am Blue</i>	Marion Dane Bauer	ISBN-10: 0064405877 ISBN-13: 978-0064405874
<i>If I Was Your Girl</i>	Meredith Russo	ISBN-10: 1474923836 ISBN 13: 9781474923835
<i>It's Not Like It's a Secret</i>	Misa Sugiura	ISBN-10: 0062473417 ISBN-13: 9780062473417
<i>Juliet Takes a Breath</i>	Gabby Rivera	ISBN-10: 1626012 512 ISBN-13: 978-1626012 516
<i>Lies we Tell Ourselves</i>	Robin Talley	ISBN-10: 0373212046 ISBN-13: 978-0373212040

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<i>Lily and Duncan</i>	Donna Gephart	ISBN-10: 0553536745 ISBN-13: 978-0553536744
<i>Lost Boy</i>	Sassafras Lowrey	ISBN-10: 155152581X ISBN-13: 978-1551525815
<i>Lumber Janes Vol 1</i>	Noelle Stevenson & Grace Ellis	ISBN-10: 1608866874 ISBN-13: 9781608866878
<i>Luna</i>	Julie Anne Peters	ISBN-10: 0316011274 ISBN-13: 978-0316011273
<i>Not Your Sidekick</i>	C.B. Lee	ISBN-10: 1945053038 ISBN-13: 978-1945053030
<i>Saving Montgomery Sole</i>	Mariko Tamaki	ISBN-10: 1250104408 ISBN-13: 978-1250104403
<i>Simon vs. Home Sapiens Agenda</i>	Becky Albertalli	ISBN-10: 006234868X ISBN-13: 978-0062348685
<i>Swimming in the Monsoon Sea</i>	Shyam Selvadurai	ISBN-10: 0887767354 ISBN-13: 9780887767357
<i>Symptoms of Being Human</i>	Jeff Garvin	ISBN-10: 0062382861 ISBN-13: 9780062382863
<i>The 57 Bus</i> *About 2 high school students from Oakland, California	Dashka Slater	ISBN-10: 0374303231 ISBN-13: 978-0374303235
<i>Geography Club</i>	Brent Hartinger	ISBN-10: 9780060012236 ISBN-13: 978-0060012236
<i>Tash Hearts Tolstoy</i>	Kathryn Ormsbee	ISBN-10: 148148933X ISBN-13: 9781481489331
<i>The Misfits</i>	James Howe	ISBN-10: 0689839561 ISBN-13: 978-0689839566
<i>The Summer I Wasn't Me</i>	Jessica Verdi	ISBN-10: 9781402277887 ISBN-13: 978-1402277887
<i>When the Moon Was Ours: A Novel</i>	Anna-Marie McLemore	ISBN-10: 1250160103 ISBN-13: 9781250160102

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Avoiding Anti-LGBTQ Language

LGBTQ vocabulary and terminology within the LGBTQ community has evolved over the last decade. Changes made are to embrace changing outlooks toward, and within, the LGBTQ community, and can be confusing to those outside of the community. Nonetheless, understanding what the vocabulary is, and how to accurately use the language, does make a significant difference as a supportive ally. LGBTQ youth who are able to self-identify, and use terminology most comfortable to them, without challenge from others, impacts the reduction of bias and discrimination.

INTRODUCTION

The words we use to talk about lesbian, gay, bisexual and transgender (LGBT) people and issues can have a powerful impact on our conversations. The right words can help open people's hearts and minds, while other words can create distance or confusion.

Designed for new allies who often face a confusing array of terminology and descriptions, this short guide offers an overview of essential vocabulary to use and avoid. For messages and approaches that can be used to talk about various issues, see MAP's online collection of messaging guides and resources at www.lgbtmap.org/messaging-guides.

GAY, LESBIAN & BISEXUAL

✓ Terms to Use	Usage Examples	✗ Terms to Avoid	Explanation
<ul style="list-style-type: none"> • gay (adj.) • lesbian (n. or adj.) • bisexual, bi (adj.) 	<p>"gay people"</p> <p>"gay man/men"</p> <p>"lesbian couple"</p> <p>"bisexual people"</p> <p>"He is gay." / "She is a lesbian." / "He is bisexual."</p>	<ul style="list-style-type: none"> • "homosexual" • "gay" (n.) (as in, "He is a gay.") 	<p><i>Gay</i> is an adjective, not a noun; it is sometimes used as a shorthand term encompassing gay, lesbian and bisexual orientations (though not transgender people or gender identity). Also, while many lesbians may identify as gay, the term <i>lesbian(s)</i> is clearer when talking only about a woman or women.</p> <p>Opponents of LGBT equality often use words like "homosexual" to stigmatize gay people by reducing their lives to purely sexual terms.</p>
<ul style="list-style-type: none"> • being gay/lesbian/bisexual 	<p>"She talked about being gay/a lesbian/bisexual."</p> <p>"He discussed being bisexual."</p>	<ul style="list-style-type: none"> • "homosexuality" • "lesbianism" • "That's so gay." (a hurtful slur) 	<p>Talking about a person's "homosexuality" can, in some cases, reduce the life of that person to purely sexual terms. Talk about <i>being gay/lesbian/bisexual</i> instead. Also, the term "lesbianism" is considered pejorative, as is using "gay" as an insult or slur.</p>
<ul style="list-style-type: none"> • lesbian, gay, bisexual and transgender (on first usage) • gay and transgender (on repeated subsequent references, as needed for brevity, TV or radio ads, etc.) • LGBT (with LGBT and allied audiences; in longer written documents such as reports, after defining) 	<p>"people who are lesbian, gay, bisexual or transgender"</p> <p>"laws that protect gay and transgender people"</p> <p>"Only 29% of LGBT adults in the United States report they are thriving financially, compared to 39% of non-LGBT adults."</p>	<ul style="list-style-type: none"> • "LGBT" (with those who are not yet strong supporters) 	<p>Reference both sexual orientation <u>and</u> gender identity when talking about issues pertaining to the entire LGBT community. (See Transgender on the next page for more information.)</p> <p>The abbreviation <i>LGBT</i> is commonly used within the LGBT movement and is essential when talking with LGBT and strongly supportive audiences; however, it can confuse people who are unfamiliar with its meaning and alienate those who aren't yet strong supporters. When talking to mainstream media and audiences, try to use <i>lesbian, gay, bisexual and transgender</i> on first reference for clarity and inclusion—but if there is a need for brevity in repeated subsequent references, shorten to <i>gay and transgender</i> rather than "LGBT." Use <i>LGBT</i> in longer written documents such as reports after the abbreviation is defined.</p>
<ul style="list-style-type: none"> • sexual orientation • orientation 	<p>"a person's sexual orientation"</p> <p>"Sexual orientation can be a complex topic. A person's orientation is..."</p>	<ul style="list-style-type: none"> • "sexual preference" • "gay/lesbian/bisexual lifestyle" • "same-sex attractions" • "sexual identity" 	<p>The term "sexual preference" is used by opponents to suggest that being gay, lesbian or bisexual is a choice, and therefore can be changed or "cured." Similarly, the term "lifestyle" is used to stigmatize LGBT people and suggest that their lives should be viewed only through a sexual lens. Just as one would not talk about a "straight lifestyle," don't talk about a gay, lesbian or bisexual "lifestyle."</p>

from [Movement Advancement Project \(MAP\)](#)

TRANSGENDER

The term *transgender* refers to people whose gender identity (the sense of gender that every person knows inside) or gender expression is different from their sex at birth. At some point in their lives, transgender people decide they must live their lives as the gender they have always known themselves to be, and often transition to living as that gender. For more information on helping people understand what it means to be transgender, read *Talking About Transgender People & Restrooms* (see back cover).

✓ Terms to Use	Usage Examples	✗ Terms to Avoid	Explanation
<ul style="list-style-type: none"> • transgender (adj.) 	<p>"transgender person"</p> <p>"transgender man"</p> <p>"transgender woman"</p> <p>"transgender advocate"</p> <p>"protecting people who are transgender"</p> <p>"I'm a transgender man. I was born and raised as a girl, but inside I always knew I was male. Many years ago I transitioned from female to male, and now I live life as the man I've always known myself to be."</p>	<ul style="list-style-type: none"> • "transgendered" • "a transgender" (n.) • "transgenders" (n.) • "transvestite" • "tranny" 	<p><i>Transgender</i> is an adjective, not a noun. Be careful not to call someone "a transgender." Do not add an unnecessary "-ed" to the term ("transgendered"), which connotes a condition of some kind.</p> <p>Always use a transgender person's chosen name. Also, a person who identifies as a certain gender should be referred to using pronouns consistent with that gender. If it isn't possible to ask what pronoun a person would prefer, use the pronoun that is consistent with the person's appearance and gender expression.</p> <p>The term <i>trans</i>, often used within the LGBT community, may not be understood by unfamiliar audiences.</p> <p>While terms like <i>transgender man</i> and <i>transgender woman</i> are commonly used, they are not universally understood. Unfamiliar audiences often think, for example, that a transgender man is a man who identifies as a woman. Consider pairing these terms with a reference to a person's direction of transition (see Usage Example to the left).</p> <p>Not everyone who is transgender identifies that way. Because transgender men are men, and transgender women are women, some transgender people may simply identify as male or female, without modifiers.</p>
<ul style="list-style-type: none"> • gender identity • gender expression 	<p>"fair and equal treatment based on gender identity and expression."</p>	<ul style="list-style-type: none"> • "sexual identity" (the correct term is <i>gender identity</i>) 	<p>The terms <i>gender identity</i> (one's internal sense of gender) and <i>gender expression</i> (how a person outwardly expresses that gender) are not interchangeable. These terms can be unfamiliar and confusing to many people; referring to <i>transgender people</i> is often clearer.</p>
<ul style="list-style-type: none"> • transition 	<p>"A transgender woman grows up knowing she's a girl, even though she was born and raised as a boy. So later in life she transitions to live as a woman."</p>	<ul style="list-style-type: none"> • "sex change" • "sex-change operation" • "pre-operative" / "post-operative" 	<p><i>Transition</i> is the accurate term that does not fixate on a person's anatomy or on surgeries, which many transgender people do not or cannot undergo.</p> <p>It can also be helpful to clarify a person's direction of transition (for example, from female to male) when first referencing that a person is transgender.</p>
<ul style="list-style-type: none"> • people who are not transgender 	<p>"transgender people and non-transgender people alike"</p>	<ul style="list-style-type: none"> • "cisgender" (with those who are not yet strong supporters) 	<p>The term "cisgender" tends to confuse and alienate unfamiliar audiences. Use everyday language that is clear and relatable instead (see Usage Example).</p>
<ul style="list-style-type: none"> • someone who doesn't identify as either male or female 	<p>"Most people know from childhood that they're male or female. But some people don't fit into either gender, and don't identify as either male or female."</p>	<ul style="list-style-type: none"> • "nonbinary" / "gender-nonconforming" / "genderqueer" (with those who are not yet strong supporters) 	<p>Terms like "non-binary" and "gender non-conforming," while comfortable and familiar for many in the LGBT community, tend to confuse and alienate unfamiliar, conflicted audiences and are seen as insider-speak or talking over their heads. Instead, use everyday language that describes these concepts in more relatable, non-insider ways (see Usage Example).</p>

GENERAL TERMINOLOGY & APPROACHES: TALKING ABOUT LGBT ISSUES

Conversations about LGBT people and equality are most effective when we can talk in genuine, emotionally compelling ways that connect with the values of our audience. Showing people how they can support LGBT people and equality in a way that is consistent with their beliefs and values can help people work through any inner conflict they may feel. It also makes it more difficult to ignore or dismiss the discrimination and other harms that LGBT people face.

When talking about equality for LGBT people, use language that emphasizes our common values, beliefs, hopes and dreams—and which reminds people that LGBT people are everyday Americans who live everyday lives. For example:

"The America I believe in is a land of opportunity and freedom, where people who work hard and meet their responsibilities have the chance to get ahead. Updating our nondiscrimination law would help ensure that all people, including those who are lesbian, gay bisexual or transgender, have a fair opportunity to earn a living, meet their obligations, provide for themselves and their families, and build a better life."

✓ Terms to Use	Usage Examples	✗ Terms to Avoid	Explanation
<ul style="list-style-type: none"> • fair, equal treatment • treating people fairly and equally 	<p>"Everyone, including LGBT people, should be treated fairly and equally by the laws of our state."</p>	<ul style="list-style-type: none"> • "rights" • "civil rights" • "gay rights" / "LGBT rights" 	<p>Don't talk about "rights," "civil rights," or make direct comparisons between different kinds of discrimination, especially when it comes to discrimination based on race. Such comparisons can alienate many African Americans and others, creating unnecessary distance where there would otherwise be common ground.</p>
<ul style="list-style-type: none"> • discrimination • rejection • exclusion • unfairness 	<p>"Protecting people from discrimination is about treating others as we want to be treated. It's not for me to judge."</p>	<ul style="list-style-type: none"> • "hate" / "haters" / "hatred" • "bigot" / "bigots" / "bigotry" • "prejudice" 	<p>Don't descend into name-calling. Calling anti-LGBT opponents "bigoted" or "hateful" can alienate those who are honestly wrestling with the issues. Instead, use language that is measured and relatable to create empathy and a sense of how discrimination hurts LGBT people and their families.</p>
<ul style="list-style-type: none"> • anti-gay/anti-transgender/anti-LGBT activists • opponents 	<p>"the hurtful rhetoric of anti-gay activists"</p> <p>"those who oppose protecting LGBT people from discrimination"</p>	<ul style="list-style-type: none"> • "anti-gay religious extremists/ extremism" • "anti-gay Christian groups" 	<p>Many religious people and faith traditions support LGBT people. Avoid language that unfairly paints an entire religious tradition or denomination, or religion more broadly, as being anti-LGBT or extremist.</p>

[Movement Advancement Project \(MAP\)](#)

Names/Pronouns /Model Inclusivity

- People's pronouns and names are used frequently and in regular, every day communication, verbally and in writing. Pronouns are used (almost) without thinking. Names and pronouns are the two ways people call and refer to others; names and pronouns are personal and important. Names and pronouns are also key facets of one's identity.
- Referring to someone by the wrong name, or "misgendering," by using incorrect pronouns can feel disrespectful, harmful and can even become unsafe. **If a students' correct pronouns and names are known, use them in class. Do not rely on "official" or roster information.**
 - Asking "What is your *preferred* pronoun?" is problematic, as a person's pronouns are not "preferred"; they are the pronouns that should be used.
 - Modeling how to share pronouns is helpful and opens the door for others to follow suit. Sharing pronouns helps to disrupt normalization of making assumptions (which for others may be incorrect), as well as the privilege of assumption.
 - Sharing pronouns example: "My name is Camille; my pronouns are she/her/hers," Or, "My name is Jamil and I'm referred to by he/him pronouns."

Sharing your pronouns and use them when introducing yourself.

- Be careful not to make assumptions about someone's pronouns and name and at the same time, be sensitive to students who may not feel ready or comfortable to disclose this information. If you make a mistake in using the wrong name or pronoun, quickly self-correct and move on. Dwelling unnecessarily on it could inadvertently make the student feel more uncomfortable

Be open to students who may speak with you one on one, after class, about their name or pronoun. Listen without judgement, ask clarifying questions, and assure them you will correctly use their name or pronoun moving forward.

- Keep in mind, while students may share their pronouns and name with you, they may have not shared it with others (teachers, students, friends or family members). Do not share this information without express permission from the students themselves. If you're able, ask students whether their pronouns and name should be used in communication home to parents, with peers, etc., or not.

Gender Neutral Pronouns

Each individual chooses pronouns that accurately reflect their identity. The following chart is a quick reference guide to pronouns. Many others exist, but this chart should help you conjugate any type of pronoun.

Subjective	Objective	Possessive Adjective	Possessive Pronoun	Reflexive	Pronunciation
she	her	her	hers	herself	pronounced as it looks
he	him	his	his	himself	pronounced as it looks
ze	zim	zir	zirs	zirsself	pronounced as it looks
sie/zie	hir	hir	hirs	hirsself	zee, here, here, heres hereself
iez	zir	zir	zirs	zirsself	zee, zere, zere, zeres zereself
ey	em	eir	eirs	eirsself	a, m, ear, ears, earsself
per	per	pers	pers	persself	pronounced as it looks
they	them	their	theirs	themself	pronounced as it looks

Three sets of commonly used gender-neutral pronouns:

- they, them, their, theirs, themselves
- sie, hir, hir, hirs, hirsself
- zie, zir, zir, zirs, zirsself

Examples

- *Ze reminded zirsself to pick up zir umbrella before going outside.*
- How to ask about pronouns: "What pronouns do you use?"; "What pronouns would you like me to use?"
- Ways to make language more inclusive: "Hi, everyone!"; "How are all y'all doing?"
- In a group setting: "Hi, Everyone!"; "How is everyone doing?"
 - instead of "Hi guys!", "Hi ladies!", or "How are you guys doing?"
- "They are a first year"
 - instead of "they are a freshman"



The Gender Wheel® Curriculum

PRONOUN PROTOCOL

They

She

She & They

My name

He

Ze

The Pronoun Protocol is 12 agreements with the intention of creating a way of speaking that fundamentally includes everybody all the time and interrupts the cycle of gender stereotypes and assumptions. These agreements are designed to support adults in modeling gender-inclusive practices for kids.

Read more about these agreements: www.genderwheel.com/pronoun-protocol

REMOVE ASSUMPTIONS/
RECLAIM FLUIDITY

INCLUSIVE WAYS OF SPEAKING/
RESPECTING PRIVACY AND SAFETY

DOING THE WORK TO
CREATE SYSTEMIC CHANGE

1. As a foundation, always use gender-inclusive words like *people*, *person*, *kid*, *relative*, *sibling*, *parent*, etc.
2. See people as people first without gender assumptions.
3. Don't assume you know someone's pronoun based on their name or appearance.
4. Use the singular pronoun *they* as a default in public for people you don't know, instead of assuming *he* or *she*.
5. Use a person's name if you don't know their pronoun. If you must use a pronoun, you could use *they*.
6. Unless it is confirmed safe space, don't ask someone's gender or pronoun, it is theirs to tell or not when ready.
7. If someone shares their pronouns with you, use them.
8. Remember that people can have more than one pronoun and pronouns can also change.
9. There are more than two or even three pronouns. Learn about and practice *ze*, *xe*, using a *name*, and more.
10. If you slip into assumptions, apologize briefly if necessary, and simply return to the Pronoun Protocol.
11. Establish this as a standard to include everybody, whether or not there are non-binary people present.
12. Always use the Pronoun Protocol in public settings.



www.genderwheel.com

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The Gender Wheel® Curriculum

READING PROTOCOL

Ee



Ze

They

The Reading Protocol is 3 ways to create a gender-inclusive reading of any book. With this protocol you have a fundamental opportunity to provide trans & nonbinary reflection, dismantle the binary, and break down stereotypes & assumptions no matter what book you have.

Watch it in action: <http://www.genderwheel.com/playing-with-pronouns-in-books>

3 WAYS TO READ A BOOK INCLUSIVELY:

1. Read with the Pronoun Protocol
2. Reframe & Adapt with Playing with Pronouns
3. Reinterpret to Fully Disrupt Assumptions & the *Girl Boy Lie*

1. HOW TO READ with the Pronoun Protocol

The Pronoun Protocol serves as the default when making decisions about language. Always use singular *they* or the name of a character unless they explicitly state their pronoun. This means staying on top of necessary verb adjustments in a sentence.

Begin with simple books then you can expand your awareness to use all of these methods with older and more complicated books. Rote reading becomes a thing of the past. It is necessary to stay aware and keep your thinking fluid to stay consistent.

Creativity is key when you have multiple characters, but one pronoun.

- With a picture book or graphic novel it's easy to use physical gestures toward the imagery to identify which *they* the text may be referring to if unclear.
- With MG/YA books where there is no or limited imagery, the reader can use the character's name at the beginning of the sentence and *they* in the following section. And then do this for each character. Identify them by their name then use singular *they* in the rest of the sentence and those closely following if referring to that character. This sets up a pattern.
- There are other ways that will naturally come to you as you grow more confident and fluid.

2. HOW TO READ while Playing with Pronouns

This is about creating a new narrative that reframes gender roles in a story. Begin by making a list of all the characters in the book. Sometimes I write them down in pencil on the inside cover of the book or a bookmark. This helps keep the decisions that you and whoever you're reading to close at hand.

Then make a list of a multiple range of pronouns that are different than the ones the author uses. Now have a conversation with the kid or kids you're reading to. Together choose new pronouns for each of the characters. Write them next to the names of the characters on your list. This is your "cheat sheet" to remember who is using what pronoun.

This is a great opportunity to practice not only using singular *they*, but also *ze*, *tree*, *ee* and so on. It does take practice, but it deepens and expands the possibilities of any story to reflect QTI (Queer/Trans/Intersex) people and experience.

Is it fair to change the author's intent for a character? Authors are awesome, but often they forget to include everybody in their narratives. This is a way of extending the creative process for personal and/or educational purposes. Un-erasing the many people who are still not included in nearly ALL narratives is a valuable and powerful practice for kids to be involved in. Especially kids from communities that are often erased like QTI people. **It's also worth noting that comic books and movie remakes often take great liberties in "reinterpreting" characters, also going so far as to change genders at times to make stories more contemporary or inclusive.**

3. How to Read to Fully Disrupt the *Girl Boy Lie*

Both reading with the Pronoun Protocol and Playing with Pronouns are valuable and important ways to break down assumptions and stereotypes, but it's only half the job. The ultimate goal is complete acceptance and respect for everybody to freely be who they are. In order to do this, it's necessary to break down all the ways that the binary and judgment about gender roles plays out in our society.

To fully disrupt the foundations of the "*Girl Boy Lie*" and get to the root of your and anyone else's gender expectations and attachments to stereotypical gender roles, switch pronouns out. Use *she* for a *he* character, and *he* for a *she* character.

These are not unimaginable people. In fact, by simply doing this **you would reflect many real-life nonbinary, trans and intersex people.** Beloved characters from favorite classics can expand and create even deeper, more nuanced versions that can bring actual relevance and reflection to QTI kids.

IS THIS POSSIBLE IN REAL-LIFE PRACTICE AND DOES IT MAKE A DIFFERENCE?

We only teach what we personally know. This is based on how we have read and spoken with our 7yo from the beginning. It takes practice and commitment, but they have a fully inclusive spirit in word and action. It seems that it makes a difference.

POSSIBLE CHILD RESPONSES AND WHAT TO SAY:

If a kid says: "*that's a girl not a boy*" or vice versa, or "*that's not what the book says*"...

You can respond with:

"I'm changing the pronouns/words to include everybody, especially people who are often left out by old ideas about what it means to be 'boy' or 'girl.' There are lots more people in the world than just two. Let's practice including everybody and creating new stories together."

USEFUL RESOURCES FOR ALL

- **LGBTQ Youth Resources**, from the CDC
<https://www.cdc.gov/lgbthealth/youth-resources.htm>
- **LGBTQ Youth & Schools Resource Library**, from the ACLU
<https://www.aclu.org/library-lgbt-youth-schools-resources-and-links>
- **Responding to Concerns: Teaching About Gender**
<https://www.genderspectrum.org/commonquestions/>

Manuals and Guides

- **Implementing Lessons that Matter: The Impact of LGBTQ-Inclusive Curriculum on Student Safety, Well-Being, and Achievement (GSA Network)** - <https://gsanetwork.org/resources/implementing-lessons-that-matter/>
- **Developing LGBTQ-Inclusive Classroom Resources (GLSEN)** - <https://www.glsen.org/activity/inclusive-curriculum-guide>
- **GSA Network's Resource Packet** (updated annually and includes resources for starting a school GSA, suggested activities, terms, and more) <https://gsanetwork.org/resources/annual-resource/>
- **Make Your GSA Transgender & Gender Nonconforming Inclusive (GLSEN)** - <https://www.glsen.org/GSA/making-your-club-inclusive-transgender-and-gnc-students>
- For more tips on how to respond to anti-LGBTQ+ language and harassment, visit:
 - **Safe Space Kit: Guide to Being an Ally to LGBT Students (GLSEN)** - <https://www.glsen.org/safespace>
 - **Dealing with Hostility & Opposition (GSA Network)** - <https://gsanetwork.org/resources/dealing-with-hostility-opposition/>
 - **An Educator's Guide to Intervening in Anti-Gay (LGBTQ) Harassment (Safe Schools Coalition)** - http://www.safeschoolscoalition.org/guide_educator_interveneharass2005NAT.pdf
- **Human Rights Campaign Coming out Resource Guide**
<https://www.hrc.org/resources/resource-guide-to-coming-out>
 - **Coming out for African Americans**
<https://www.hrc.org/resources/resource-guide-to-coming-out-for-african-americans>
 - **Coming out for Hispanic families**
<https://www.hrc.org/resources/family-and-coming-out-issues-for-latinas-and-latinos>
- **LGBTQ and Gender Inclusive School Resources**, from HRC Foundation's Welcoming Schools
<http://www.welcomingschools.org/resources/school-tips/lgbtq-inclusive-schools-what/>
 - **Starter Kit**
https://hrc.org/welcoming-schools/documents/Welcoming_Schools_Starter_Kit.pdf
- **SAMHSA - A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children**

<https://store.samhsa.gov/system/files/pep14-lgbtkids.pdf>

- **Stonewall Inclusive Curriculum Guide**, provided by Stonewall Impact
<https://www.stonewall.org.uk/resources/stonewall-inclusive-curriculum-guide>
- **Supporting LGBTQIA Youth Resource List (for Educators)**: provided by Making Caring Common (MCC), a project of the Harvard Graduate School of Education, that helps educators, parents, and communities raise children who are caring, responsible to their communities, and committed to justice.
<https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list>
- **TT's NEW LGBTQ Best Practices Guide**, from Teaching Tolerance
<https://www.tolerance.org/magazine/fall-2018/tts-new-lgbtq-best-practices-guide>
- **The Principal's Guide to Building Culturally Responsive Schools**, provided by National Association of Elementary School Principals (NAESP)
https://www.naesp.org/sites/default/files/NAESP_Culturally_Responsive_Schools_Guide.pdf

School-Focused, National Organizations

- **Gay, Lesbian, Straight Education Network (GLSEN)** - A national organization for educators and students who want to create schools where differences are respected. They support Safe Space training, a Day of Silence event, Genders & Sexualities Alliance Network clubs, and other resources for educators.
<https://www.glsen.org>
- **Genders and Sexualities Alliance Network (GSA Network)** – A national next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities. <https://gsanetwork.org/>
- **Gender Spectrum** is a national organization that works to create gender sensitive and inclusive environments for all children and teens. Provides online groups and resources for youth, parents, families, educators, and more. <https://genderspectrum.org/>
- **2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve (Health Education Framework)**: <https://www.cde.ca.gov/ci/he/cf/>
- **Advocates for Youth – Fact Sheets**
<https://advocatesforyouth.org/resources-tools/>
- **Centers for Disease Control and Prevention - Parents' Influence on the Health of Lesbian, Gay, and Bisexual Teens**
https://www.cdc.gov/healthyyouth/protective/pdf/parents_influence_lgb.pdf
- **Centers for Disease Control and Prevention - Youth Online Source for Credible Health Information**
<https://www.cdc.gov/lgbthealth/youth-resources.htm#friends>
- **Classroom Tools**, resources from both UC Berkeley and from other institutions suggest a number of actions to take to make our classrooms as healthy and as safe an environment possible for all student learners. These resources also include a number of suggestions for engaging with particular diversity topics.

<https://mep.berkeley.edu/tools-education/classroom-tools>

- **The Health & Human Services, U.S. Dept. of Education, and the U. S. Dept. of Justice - Stop Bullying Gov**
<https://www.stopbullying.gov/>
- **Frameline – Youth in Motion** helps to create safer schools for LGBTQ+ youth and allies by providing free films and LGBTQ-inclusive curriculum to K-12 schools nationwide. <https://www.frameline.org/youth-in-motion>
- **It Gets Better Project** is a nonprofit organization with a mission to uplift, empower, and connect LGBTQ youth around the globe. What began as a wildly successful social media campaign developed by Dan Savage to provide hope and encouragement to LGBTQ young people has evolved into a major, multi-media platform that features thousands of messages of support to LGBTQ youth through “It Gets Better” videos, free education guides, and more. <https://itgetsbetter.org/>
- **Lambda Legal Defense Fund** - The organization's goal is to create equality for lesbians and gays. They have developed publications on LGBTQ students' rights. <https://www.lambdalegal.org/>
- **PFLAG** - The organization works to achieve equality for all in schools. <https://pflag.org/>
- **Teaching Tolerance** is a place for educators to find thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools. <https://www.tolerance.org/>
 - **Best Practices: Creating an LGBTQ-inclusive School Climate** is a guide for school leaders on teaching tolerance for LGBTQ students. <http://www.tolerance.org/lgbt-best-practices>
- **Trans Student Educational Resources (TSER)** – A national youth-led organization dedicated to transforming the educational environment for trans and gender nonconforming students through advocacy and empowerment. <https://transstudent.org/>



<https://www.queersiliconvalley.org>

NOTES

NOTES



TRANSGENDER ADVOCACY

5

THINGS YOU SHOULD KNOW ABOUT **TRANS** PEOPLE

1

NOT ALL TRANS PEOPLE IDENTIFY AS MALE OR FEMALE. TRANS PEOPLE HAVE ALL SORTS OF DIFFERENT IDENTITIES OUTSIDE THE GENDER BINARY.



2

TRANS FOLKS ACTUALLY HAVE MANY DIFFERENT SEXUAL ORIENTATIONS. GENDER IDENTITY AND SEXUAL ORIENTATION ARE SEPARATE SPECTRA. LEARN MORE AT: WWW.TRANSSTUDENT.ORG/GENDER



TRANS PEOPLE LED THE STONEWALL RIOTS. SYLVIA RIVERA AND MARSHA P. JOHNSON WERE TWO AMONG MANY TRANS WOMEN OF COLOR WHO WERE ON THE FRONT LINES.

3

4

NOT ALL TRANS PEOPLE WANT SURGERY AND EVEN FEWER GET SURGERY.



THE WORD TRANSGENDER WAS POPULARIZED BY ACTIVIST VIRGINIA PRINCE IN 1969. SHE FIRST PUBLISHED THE WORD IN THE DECEMBER 1969 ISSUE OF "TRANSVESTIA".

5

t transstudent

f /transstudent

@transstudent

DESIGN BY LANDYN PAN

FOR MORE INFORMATION,
GO TO TRANSSTUDENT.ORG/GRAPHICS

TSER
Trans Student Educational Resources

<https://www.transstudent.org>

STARTING CONVERSATIONS

AVOID ASSUMED USE OF GENDERED TITLES



USE THESE TITLES ONLY AFTER YOU HAVE CONFIRMED HOW SOMEONE WISHES TO BE ADDRESSED.

EMAIL CONVERSATION

TO OPEN AN EMAIL DIALOGUE, CONSIDER STARTING IT WITH...

WHEN WRITING AN EMAIL,

it is not required to use a gender-specific title (i.e., Mr., Ms., Miss., Mrs.), consider just using the person's first and last name. Along with gender-neutral pronouns, you can use Mx. as a gender-neutral title.



DEAR SHONDRA COOPER,
HELLO SHONDRA COOPER,

SAMPLE CONVERSATIONS THAT REMOVE GENDERED TITLES



Hi there, how are you today?

How can I help you today?
What would you like support with?



I would just like to confirm what name you go by. [...] Great, thanks so much for giving me that information. I will make a note with your account to ensure that other folks know that this is your name.



Is there anything else you would like to tell me to help us better meet your needs?

#TRANSINCLUSION

INFOGRAPHIC DESIGN BY:
LIGHTUP THE SKY.CA

HEAR STOP
it!
#NOBYSTANDERS

519
SPACE FOR CHANGE

GENDER-SPECIFIC & GENDER-NEUTRAL PRONOUNS

GENDER-SPECIFIC PRONOUNS

are the ways we refer to each other in the third person. People who are transitioning in some way **might choose to change their pronouns.**

SHE

HIS

HE

HERS

GENDER-NEUTRAL PRONOUNS

THEY
THEM
THEIR



I saw Lauren come to work today and **they** seemed really happy. I wonder if it has anything to do with **their** weekend. I hope I see **them** soon to hear all about it!

ZE [ZEE]
SIE [SEE]
ZIE [ZEE]
HIR [HEAR]



I saw Lauren come to work today and **ze** seemed really happy. I wonder if it has anything to do with **hir** weekend. I hope I see **hir** soon to hear all about it!

ASK



You cannot tell someone's name or pronoun just by looking at them.

RESPECT



If someone takes the time to let you know their name and pronoun, use and respect it. It's not up to you to decide someone else's identity.

PRACTICE



If you have difficulty using someone's pronoun and name, practice. Ask co-workers, peers, and friends to point out when you've made a mistake.

Hi everyone, my name is Lauren. My pronouns are she and her.

Start meetings with everyone introducing themselves and stating their pronoun.

ASK! If you find yourself unsure of someone's pronoun, be attentive to how others refer to this person. If you are still unclear or concerned that people might be using the incorrect pronoun, politely and **privately ask that person what pronoun they use.**

All name tags and name plates can also have a spot to show someone's pronouns.

HELLO
my name is

LAUREN

PRONOUNS: She & Her

#TRANSINCLUSION

INFOGRAPHIC DESIGN BY:
LIGHTUPTHESKY.CA

HEAR STOP
IT! IT!
#NOBYSTANDERS
inspired by CONNOR MASON

5119
SPACE FOR CHANGE

WASHROOMS AND CHANGE ROOMS

EVERYONE HAS THE RIGHT to go to the washroom without fear of violence or humiliation. Ontario's *Human Rights Code* protects people on the grounds of gender identity and gender expression, which means all people have the right to access washrooms, change rooms, or other gendered spaces based on their lived identity – how they choose to identify and present themselves to the world. Their birth-assigned sex has no necessary correlation to their lived identity.

IF YOU ARE A TRANS PERSON, YOU HAVE THE RIGHT TO USE THE WASHROOM THAT FITS YOUR LIVED IDENTITY.

UNIFORMS

ALLOW EMPLOYEES TO PICK THEIR OWN UNIFORMS.



CONSIDER NOT USING GENDERED UNIFORMS

Creating a standard uniform where people can choose what makes them feel most comfortable is a great way to support all staff.



PROVIDE ACCESS ✓

It is ideal to have at least one single-stall, gender-neutral washroom at your organization.

NO ASSUMPTIONS ✓

Never assume that a person who identifies as trans wants to use gender-neutral washrooms.

PROVIDE OPTIONS ✓

Point out all washroom location options. Let the person decide where they want to go.

IF SOMEONE HAS AN ISSUE with a person who identifies as trans using a particular washroom or change room, it is their responsibility to remove themselves from that situation. The **duty to accommodate** rests in providing the trans person access to the washroom or change room of their choice.



#TRANSINCLUSION

INFOGRAPHIC DESIGN BY:
LIGHTUP THE SKY.CA

HEAR STOP
IT! IT!
#NOBYSTANDERS
Project by: GEMMA DILLON

519
SPACE FOR CHANGE

Leading Organizations for Transgender Advocacy:

- National Center for Transgender Equality - transequality.org
- Transgender Law Center - transgenderlawcenter.org
- Trans Student Educational Resources (TSER) - <https://transstudent.org/>
- Trans Women of Color Collective - <https://www.twocc.us/>

Privacy, Confidentiality, Educational Records

- Transgender students have the right to keep their transgender status private, as supported by California's antidiscrimination laws, as well as federal and state laws. Disclosing that a student is transgender, without the student's permission, may violate California's antidiscrimination law. In addition, such disclosure may violate the student's right to privacy, as well as increase the student's exposure to harassment.

Public Records Act Requests

- "The Education Code requires that schools keep student records private. Private information such as transgender status or gender identity falls within this code requirement and should not be released. (Education Code Section 49060.)"
- "Family Educational and Privacy Rights (FERPA) - FERPA is federal law that protects the privacy of students' education records. FERPA provides that schools may only disclose information in school records with written permission from a student's parents or from the student after the student reaches the age of 18. (20 U.S.C. Section 1232g.)"
- "This includes any "information that . . . would allow a reasonable person in the school community ... to identify the student with reasonable certainty." (34 C.F.R. Section 99.3.)"
- "A transgender student's right to privacy does not restrict a student's right to openly discuss and express their gender identity or to decide when or with whom to share private information. A student does not waive his or her right to privacy by selectively sharing this information with others."
- "A school district is required to maintain a mandatory permanent student record which includes the legal name of the student and the student's gender. If and when a school district receives documentation that such legal name or gender has been changed, the district must update the student's official record accordingly."
- "If the school district has not received documentation supporting a legal name or gender change, the school should nonetheless update all unofficial school records (e.g. attendance sheets, school IDs, report cards) to reflect the student's name and gender marker that is consistent with the student's gender identity. This is critical in order to avoid unintentionally revealing the student's transgender status to others in violation of the student's privacy rights."

Restroom Usage/ Locker Rooms/Changing Facilities

In California, under state law, Transgender students have the right to use bathrooms and locker rooms that correspond with their gender identity, which may or may not align with their physical features.

[School Success and Opportunity Act - AB 1266](#): Introduced February 22, 2013, AB 1266 was approved by Governor Brown on August 12, 2013, and became a provision within California Education Code, Section 221.5(f), on January 1, 2014. <https://www.cde.ca.gov/re/di/eo/faqs.asp>


As noted by the [California Department of Education](#), AB 1266 /California Education Code, Section 221.5(f)

- “requires that pupils be permitted to participate in sex-segregated school programs, activities, and use facilities consistent with their gender identity, without respect to the gender listed in a pupil’s records.
 - “afford(s) all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. (Education Code Section 200.)”
 - “No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.)”
 - “A school may maintain separate restroom and locker room facilities for male and female students. However, students shall have access to the restroom and locker room that corresponds to their gender identity asserted at school. As an alternative, a “gender neutral” restroom or private changing area may be used by any student who desires increased privacy, regardless of the underlying reason. The use of such a “gender neutral” restroom or private changing area shall be a matter of choice for a student and no student shall be compelled to use such restroom or changing area.”
- “If there is a reason or request for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:
- Use of a private area in the public area of the locker room facility (i.e., a nearby restroom stall with a door, an area separated by a curtain, or a P.E. instructor’s office in the locker room).
 - A separate changing schedule (either utilizing the locker room before or after the other students).
 - Use of a nearby private area (i.e., a nearby restroom or a health office restroom).”






<https://www.cde.ca.gov><https://www.cde.ca.gov>

- It should be emphasized that any alternative arrangement should be provided in a way that keeps the student’s gender identity confidential.

The Santa Clara County Office of LGBTQ Affairs has copious resources for the community regarding All-Gender Restrooms. [Visit their website](#) for more information to assist.



County of Santa Clara
Office of Lesbian, Gay, Bisexual, Transgender, Queer Affairs



COUNTY OF SANTA CLARA
SCCGOV

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Does your business or agency have a single stall restroom available to the public?


You have an all-gender restroom!

Click to request your complimentary signs today!

ALL-GENDER
RESTROOM
TELLING THE DIFFERENCE




All-Gender Restroom Campaign




While state and local laws mandate single-use restrooms be labeled as all-gender, many businesses are still not aware and have not updated their restroom signs. Access to public restrooms is important for everyone and should be as hassle free and safe as possible. Unfortunately, for many transgender, nonbinary, and gender non-conforming people, finding a safe place to relieve themselves can be difficult. Avoiding restrooms can result in cases of urinary tract infections, kidney infections, or other kidney-related problems.

According to the US Transgender Survey, 2015:




Inclusive Restroom Access

According to the 2015 U.S. Transgender Survey, "1% were



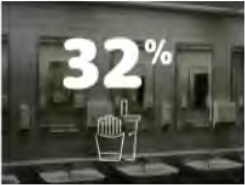
Inclusive Restroom Access

According to the 2015 U.S. Transgender Survey, "1% were



Inclusive Restroom Access

According to the 2015 U.S. Transgender Survey, "1 in 10



Inclusive Restroom Access

According to the 2015 U.S. Transgender Survey, "32% limited the

<https://www.sccgov.org/sites/lgbtq/Our-work/programs/Pages/All-Gender-Restroom-Signs.aspx>

NOTES



Allyship



Are you an Ally?

Check any of the following ways you can be an ally this year

- ☐ I will not make assumptions about people's sexual orientation or gender identity.
- ☐ I will publicly take a stand against homophobia, transphobia and anti-LGBT harassment and discrimination.
- ☐ I will speak out against the use of antigay slurs.
- ☐ I will be supportive of anyone who chooses to come out.
- ☐ I will attend LGBTQ events, for which I am available.
- ☐ I will educate myself about LGBTQ issues and the rights of LGBTQ students.
- ☐ I will wear or display LGBTQ-friendly buttons, stickers or posters.
- ☐ I will help form a GSA, or become a member of the GSA at my school.
- ☐ I will support friends in their decision to bring a same-sex date to the prom or other social events.
- ☐ If I witness anti-LGBT harassment or discrimination, I will report it in writing to the school principal.
- ☐ I will help advocate for my school to adopt and enforce a nondiscrimination policy that includes sexual orientation and gender identity.
- ☐ I will request books by LGBTQ authors and about LGBTQ people and issues for the school library.
- ☐ I will help advocate for my school to adopt and enforce a nondiscrimination policy that includes sexual orientation and gender identity.
- ☐ I will make sure school events include everyone. I will make my classroom a safe space where antigay I
- ☐ I will hold myself and others accountable for violating the school district's nondiscrimination policy or state laws.

If you've done any of these things, then you're already an ally — keep up the good work! If you haven't, now is a great time to start.

<https://www.lambdalegal.org/publications/out-safe-respected>

HOW TO BE AN LGBTQ+ ALLY

DOs

1. EDUCATE YOURSELF ON COMMON LGBTQ+ TERMINOLOGY AND ISSUES
2. ACKNOWLEDGE AND WORK ON YOUR OWN IMPLICIT BIASES; APOLOGIZE FOR MISTAKES
3. BE EMPATHETIC AND NON-JUDGMENTAL; THERE IS NO RIGHT OR WRONG WAY TO TRANSITION
4. RESPECT PEOPLE'S PRIVACY
5. CHALLENGE ANTI-LGBTQ+ REMARKS/JOKES
6. ENCOURAGE A WELCOMING ENVIRONMENT
7. PRONOUN USAGE:
RESPECT OTHER PEOPLE'S PRONOUNS (SHE, HE, THEY, ZE)
INTRODUCE YOURSELF WITH PRONOUNS
PUT YOUR PRONOUNS IN YOUR EMAIL

DON'Ts

1. DON'T ASSUME THAT IT IS NOT YOUR JOB OR RESPONSIBILITY; SOME OF YOUR PATIENTS AND COLLEAGUES WILL BE LGBTQ+
2. DON'T MAKE ASSUMPTIONS ABOUT SEXUAL ORIENTATION, BEHAVIOR, OR GENDER IDENTITY
3. DON'T ASK ABOUT GENITALS, SURGICAL STATUS, OR SEX LIFE UNLESS MEDICALLY INDICATED FOR RISK ASSESSMENT OR TREATMENT
4. DON'T DISCUSS SOMEONE'S SEXUAL BUSINESS WITHOUT THEIR PERMISSION
5. DON'T ASK "WHAT IS YOUR REAL NAME?" OR SAY "YOU LOOK SO REAL!"
6. DO NOT USE THESE OFFENSIVE TERMS TO REFER TO A PERSON:
"HOMOSEXUAL LIFESTYLE"
"HERMAPHRODITE"
"HE-SHE"
"TRANNNY"
"TRANSVESTITE"
"CROSS-DRESSER"
"IT"



How to Be an Ally to the LGBTQ+ Community

What do we mean by LGBTQ+?

LGBTQ+ is an umbrella term that includes lesbian, gay, bisexual, transgender, questioning, queer and Two-Spirit, as well as many other gender and sexual minorities. You don't have to fully understand all the terms, but as an ally, be respectful and open to learning. Get started by reviewing some common terms:

<http://www.hrc.org/resources/glossary-of-terms>

What is an ally?

Someone who is supportive of the LGBTQ+ community and advocates for equality and acceptance of all people. Anyone can be an ally, regardless of their sexual orientation or gender identity.

Why are allies important?

LGBTQ+ youth experience widespread harassment, bullying, and discrimination.

Lesbian, gay, and bisexual teens are **4x** more likely to attempt suicide as their straight peers.³

Questioning teens are **3x** more likely to attempt suicide as their straight peers.³

@#\$! **65%** of LGBT students heard homophobic remarks like "fag" or "dyke" frequently or often.¹

40% of teens who experience homelessness each year identify as LGBTQ.²



Everyone Can Be an Ally

For many LGBTQ+ teens, it takes courage to come out to family and friends, and they fear harassment, rejection, and isolation. Being an ally can make a difference. Allies are some of the most effective and powerful voices of the LGBTQ+ movement.

Whether you're just learning about LGBTQ+ issues and want to learn more, or you are a recognized advocate in your community, your actions and words as an ally are meaningful and important.

<http://www.straightforequality.org/allyspectrum>

3 WAYS You Can Be an Ally

1 Be mindful of language

Don't assume someone is straight • Use inclusive terms like "partner" or "they" instead of "him" or "her" when you first meet someone • These words don't imply gender or sexual orientation and can apply to any relationship.

2 Create safe spaces

Create safe and welcoming places for LGBTQ+ friends and peers. Join your community's Gay-Straight Alliance, or if your community lacks one, help create one. • Be inclusive and respectful to peers on and off the field. And speak up when people use offensive language around you. • Don't let your friends be bullied!

3 Listen and provide support

Be open minded and confront your own prejudices. • Avoid stereotyping people, and take the time to get to know people in the LGBTQ+ community. • Use social media to show support and participate in inclusion campaigns.

What's a
GSA

A Gay-Straight Alliance is a youth-run club that provides a safe place for youth to meet, support each other, and work to improve community climate for all youth



#gotyourback

Resources

The Straight Ally Spectrum <http://www.straightforequality.org/allyspectrum.html>

Gay & Lesbian Alliance Against Defamation <http://www.glaad.org/>

The Trevor Project <http://www.thetrevorproject.org/>

Gay, Lesbian, and Straight Education Network <http://www.glsen.org/>

Parents, Families, and Friends of Lesbians and Gays <https://www.pflag.org/>

The National LGBTQ Taskforce <http://www.thetaskforce.org/>

Human Rights Campaign <http://www.hrc.org/>

American Psychological Association LGBT Youth Resources <http://www.apa.org/pi/lgbt/programs/safe-supportive/lgbt/default.aspx>

Advocates for Youth <http://www.advocatesforyouth.org/lgbtq-issues-home>

It Gets Better Project <http://www.itgetsbetter.org/>

LGBTQ Youth Crisis and Suicide Intervention 866-488-7326

GLBT National Youth Talkline 800-246-7743



¹ Kosciw, J. G., Greytak, E. A., Palmer, N. A., & Boisen, M. J. (2014). The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools. New York: GLSEN. ² Durso, L.E., & Gates, G.J. (2012). Serving Our Youth: Findings from a National Survey of Service Providers Working with Lesbian, Gay, Bisexual, and Transgender Youth who are Homeless or At Risk of Becoming Homeless. Los Angeles: The Williams Institute with True Colors Fund and The Palette Fund. ³ CDC. (2011). Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services.)

Tips on Being an Ally

- Be a listener.
- Be open-minded.
- Be willing to talk.
- Be inclusive and invite LGBT friends to hang out with your friends and family.
- Don't assume that all your friends and co-workers are straight or cisgender. Someone close to you could be looking for support in their coming-out process. Not making assumptions will give them the space they need.
- Anti-LGBT comments and jokes are harmful. Let your friends, family and co-workers know that you find them offensive.
- Confront your own prejudices and bias, even if it is uncomfortable to do so.
- Defend your LGBT friends against discrimination.
- Believe that all people, regardless of gender identity and sexual orientation, should be treated with dignity and respect."

Dos and Don'ts of Being an Ally to LGBT Students

DO...

▼ **Listen.** One of the simplest yet most important ways to be an ally is to listen. Like all students, LGBT students need to feel comfortable expressing themselves. If a student comes to talk to you about being harassed, feeling excluded or just about their life in general, keep in mind that you may be the only person they feel safe speaking to. Be there to listen.

▼ **Respect confidentiality.** Effective allies will respect their students' confidentiality and privacy. Someone who is coming out may not want everyone to know. Assume that the person only told you and just wants you to know, unless they indicate otherwise. Informing others can create an unsafe environment for the student.

▼ **Be conscious of your biases.** Effective allies acknowledge how homophobia, transphobia and heterosexism may affect their efforts to be an ally to LGBT people. They continuously work to recognize and challenge their own biases.

▼ **Seek out knowledge.** Effective allies periodically brush up on LGBT-related language and current issues facing the LGBT community.

▼ **Be a resource.** An effective ally will also know when and how to refer students to outside help. The last section of this guide includes a list of LGBT-related resources and referral sources for LGBT youth.

DON'T...

▼ **Think you have all the answers.** Do not feel you must always have the answers. If you are faced with a problem you don't know how to solve, let the student know you will look into the subject to try and find an answer. Sometimes the best thing for you to do is to refer the student to an outside source that may be able to help them. The last section of this guide includes a list of LGBT-related resources and referral sources for LGBT youth.

▼ **Make unrealistic promises.** Be careful not to promise something you may not be able to deliver. This can damage the relationship you have with the student as an ally.

▼ **Make assumptions.** It is important to avoid making assumptions and perpetuating stereotypes. These can be extremely offensive and may turn a student away from you. It is also important to avoid assuming you know what the student needs. Be sure to listen to your student and ask how you can support them.

ASK YOURSELF



- ▼ Which of these strategies are you most likely to use in your school?
- ▼ Are there other strategies that you have used when intervening in anti-LGBT language, harassment and bullying in your school?

CalLEN-LORDE

PRESENTS...

WAYS TO BE A TRANS / NON-BINARY ALLY

YOU CAN'T TELL SOMEONE'S GENDER BY LOOKING AT THEM.

IF YOU DON'T KNOW SOMEONE'S PRONOUNS, ASK!

HEY! WHAT PRONOUNS DO YOU USE?



USE GENDER-NEUTRAL LANGUAGE, LIKE

"HEY EVERYONE!"
INSTEAD OF
"HEY GUYS!"



≡ EDUCATE YOURSELF ≡
DON'T RELY ON TGNB PEOPLE
TO DO IT FOR YOU



ADVOCATE FOR GENDER-NEUTRAL BATHROOMS AT YOUR BUSINESS OR SCHOOL



DON'T TOLERATE TRANSPHOBIC JOKES OR COMMENTS WHEN YOU HEAR THEM.

...IT WAS REALLY CRUDDY.



WOW, YEAH I HEAR YOU.

DON'T QUESTION THE EXPERIENCES OF OTHERS. ("DON'T BE SENSITIVE, SHE DIDN'T MEAN IT LIKE THAT..")

IF YOU KNOW SOMEONE WHO IS TRANS OR NON-BINARY,

BE UNDERSTANDING & SUPPORTIVE



For more information and resources, check out: callen-lorde.org/transhealth/

ART BY @KETCHWEHR

INTERVENE

- Intervene when an anti-LGBTQ comment or discriminatory, intimidating, and/or offensive behaviors are used

Intervening is as easy as 1, 2, 3

STOP it	Let the offender know that their words or behavior are unacceptable to you and must STOP .
NAME it	NAME the behavior that just occurred, such as words or gestures used to harm, harass, intimidate, disrespect, or illegally discriminate.
CLAIM it	CLAIM how their behavior makes you feel (such as disrespected, offended, hurt, or unsafe)



Now that I have learned how to be an effective ally to LGBTQ students, how can I do my part in making my school an accepting, safe and welcoming place?

- *Make a plan of action*

Create realistic goals and document them. Then, you can track whether you're making the change you want. Questions to consider when making a plan include:

- What can I do to support LGBTQ students?
- What can I do to educate students and school staff?
- What can I do to advocate for changes within the school?
- What further resources, information, or help do I need?

NOTES



FREQUENTLY ASKED QUESTIONS

FREQUENTLY ASKED QUESTIONS

WHAT DOES “COMING OUT” MEAN?

According to [GLSEN](#), “Coming out is a means to publicly declare one’s identity, whether to a person in private or a group of people. In our society most people are generally presumed to be heterosexual, so there is usually no need for a heterosexual person to make a statement to others that discloses their sexual orientation. Similarly, most people feel that their current gender is aligned with their sex assigned at birth, therefore never having a need to disclose one’s gender identity. However, a person who is LGBTQ must decide whether or not to reveal to others their sexual orientation or gender identity. To come out is to take a risk by sharing one’s identity, sometimes to one person in conversation, sometimes to a group or in a public setting. The actual act of coming out can be as simple as saying “I’m gay/lesbian/bisexual/transgender,” but it can be a difficult and emotional process for an LGBT student to go through, which is why it is so important for a student to have support. One positive aspect of coming out is not having to hide who you are anymore. However, there can be dangers that come with revealing yourself. A student who comes out may be open to more anti-LGBT name-calling, bullying and harassment, yet they may also feel more comfortable and freer to be themselves. One of the most important things you as an ally can do for an LGBT student is to be there for them in a safe, respectful and helpful way.”

WHAT DO I DO IF SOMEONE COMES OUT TO ME?

Ask questions that demonstrate understanding, acceptance and compassion. Some suggestions are:

- ✓ Have you been able to tell anyone else?
- ✓ Has this been a secret you have had to keep from others or have you told other people?
- ✓ Do you feel safe in school? Supported by the adults in your life?
- ✓ Do you need any help of any kind? Resources or someone to listen?
- ✓ Have I ever offended you unknowingly?

When a student comes out to you and tells you they are lesbian, gay, bisexual or transgender (LGBT) your initial response is important. The student has likely spent time in advance thinking about whether or not to tell you, and when and how to tell you. Here are some tips to help you support them.

- ✓ Offer support but don’t assume a student needs any help.
- ✓ Be a role model of acceptance.
- ✓ Appreciate the student’s courage.
- ✓ Listen, listen, listen.
- ✓ Assure and respect confidentiality.
- ✓ Remember that the student has not changed.
- ✓ Challenge traditional norms.

Language That Can Build Relationships

- ✓ “Thank you for trusting me with this information.”
- ✓ “How do you want me to refer to you in front of others?”
- ✓ “Would you like me to keep this between us?”
- ✓ “How has your experience been so far?”
- ✓ “Let me know how I can support you.”
- ✓ “Who else are you out to? Who else would you like to be out to?”
- ✓ “You’re really courageous for coming out”

Language That Can Damage Rapport

- ✓ **“Are you sure?”** is heterosexist and would never be asked to an individual who was attracted to the opposite sex, or an individual who is cisgender. Asking this question denotes that something is wrong or abnormal about one’s orientation or identity.
- ✓ **“Why are you that way?”** is irrelevant to the work we do, and it denotes that something is wrong or abnormal with an individual.
- ✓ **“I knew it”** or **“I could tell”** are statements that stem from stereotypical beliefs of what an LGBTQ+ people should look or act like. This statement can also be frightening to people who are not out to people they are close to.
- ✓ **“I don’t judge”** implies there is something to judge, that there is something wrong or abnormal about being LGBTQ+.
- ✓ **Saying “no you’re not”** or **“you can’t be”** is dismissive and it allows the caretaker to ignore an individual’s needs. It also implies there is something wrong or abnormal about being LGBTQ+.
- ✓ **“You don’t look gay”** is a statement that stems from stereotypical beliefs of what an LGBTQ+ people should look or act like. It is also dismissive.
- ✓ **“I don’t care”** is dismissive and can be harmful even if it is meant with the best intentions. It takes a lot to come out. Being met with an “I don’t care” dismisses the effort and courage involved. The phrase also implies that there is something wrong or abnormal about being LGBTQ+.
- ✓ **“You’re just trying to get attention”** is a dismissive statement that allows a parent or caretaker to ignore the LGBTQ+ person’s needs.

****What not to do/say****

- ⊗ “I knew it!”
- ⊗ “Are you sure?” “You’re just confused.” “It’s just a phase — it will pass.”
- ⊗ “You just haven’t found a good woman yet” said to a male or “a good man yet” said to a female.
- ⊗ “Shhh, don’t tell anyone.”
- ⊗ “You can’t be gay — you’ve had relationships with people of the opposite sex.”

SHOULD SCHOOL STAFF, AND OTHER PERSONS, BE CAREFUL OF DISCLOSING A STUDENT’S SEXUAL ORIENTATION OR GENDER IDENTITY TO OTHERS?

“Absolutely. School staff must at all times be cognizant of the highly sensitive nature of information regarding a student’s sexual orientation and gender identity. School staff must exercise the utmost discretion and professionalism and be respectful of student privacy in discussing these matters. In contrast to coming out, when a person chooses to disclose their sexual orientation or gender identity, “outing” occurs when someone else tells others that a particular individual is LGBT without that person’s permission. We often don’t know what someone’s beliefs are or reactions might be, and outing someone may have large repercussions for students. Although it may be hard to believe, there are students whose emotional and physical safety were jeopardized when school staff outed them to other students and even family members.” [GLSEN](#)

WHAT DO I SAY WHEN THEY SAY “THAT’S SO GAY?” RESPONDING TO UNINTENTIONAL ANTI-LGBTQ LANGUAGE?

“Almost all LGBT students regularly hear the word “gay” used in a negative way at school. Though many downplay the impact of expressions like, “That’s so gay” because they have become such a common part of the vernacular and are often not intended to inflict harm, most LGBT students say that hearing “gay” or “queer” used in a negative manner causes them to feel bothered or distressed. Especially because these expressions are so pervasive in our schools, it is critical that an ally treat this like all other types of anti-LGBT language and address it.

Not all students may understand why this language is offensive, so you may need to educate the students on why this is anti-LGBT language. For example, ask them why they would use “gay” to mean that something is bad or boring. Let them know that it is offensive and hurtful to LGBT people when they use “gay” to describe something as undesirable. When challenged on using this type of language, a common response from students and adults is that they did not mean “gay” to mean homosexual. They may say that it’s just an expression and they don’t mean any harm by it. The chart below suggests some strategies for dealing with these types of comments, including the benefits and challenges for each strategies.” [GLSEN](#)

POSSIBLE RESPONSES TO “THAT’S SO GAY”

(excerpted from GLSEN’s *ThinkB4YouSpeak Educator’s Guide*)

RESPONSES	BENEFITS	CHALLENGES
“What do you mean by that?”	Doesn’t dismiss it.	Students might not be forthcoming.
“How do you think a gay person might feel?”	Puts responsibility on the student to come up with the solution.	Student may not say anything.
“Do you say that as a compliment?”	Asking this rhetorical question in a non-accusatory tone may lighten things up enough for your students to shake their heads and admit, “No.”	Students may just laugh off your question, or reiterate that they’re “Just joking.”
“So the connotations are negative?” or “So maybe it’s not a good thing?”	Not accusatory. Could open up the floor for discussion.	There’s always the chance that students will still be reluctant to speak up.

[GLSEN](#)

Why Address Sexual Orientation/Gender Identity in Schools?

Questions or concerns will/may arise concerning the appropriateness of taking time to address issues of sexual orientation or gender identity in a school setting. The questions/statements below address some common inquiries specific to lesbian, gay, bisexual, transgender and questioning (LGBTQ) topics.

WHY ARE WE SPENDING TIME ON LGBTQ TOPICS? WHAT DOES IT HAVE TO DO WITH SCHOOL?

- One of the most common forms of verbal aggression at schools targets adults or students who are perceived as gay. The slurs can escalate to physical violence, thus, addressing, and educating about verbal aggression assists in creating building safer schools for all persons. Educating communities about the appropriate use of terms associated with LGBTQ persons and issues, teaches respect for the diversity of the larger community.

WE HAVE STUDENTS FROM A VARIETY OF CULTURES; THEY'RE ALL ARE NOT DISCUSSED AT OUR SCHOOL. HOW IS THAT INCLUSIVE?

- We value all students from all cultures within our school. National and local statistics as well as first-hand accounts tell us that LGBTQ youth are especially vulnerable to bullying and harassment in the school environment, which can result in increased exposure to challenges and a decrease in learning. By addressing bullying and/or harassment towards LGBTQ people we teach a value of respecting difference that can reduce the exposure to bullying and harassment of youth from a variety of cultural backgrounds and life experiences

NAME CALLING IS RARE AT OUR SCHOOL. AND, THERE ARE NO GAY STUDENTS AT OUR SCHOOL.

- This is not just about LGBTQ issues. Name calling still occurs, rare or often. It must be addressed to encourage respect for differences, and to prevent potential escalation. Moreover, while adults may not be aware of any LGBTQ students, it does not exclude their existence. School sites must be safe for all students as well as LGBTQ parents, caregivers, other family members and staff.

DISCUSSIONS OF LGBTQ ISSUES ARE NOT APPROPRIATE FOR YOUNG CHILDREN.

- Discussions cultivate respect and inclusive beliefs and practices among kids. Open discussions recognize that youth are identifying their gender as early as age four and starting to experience attraction between 11-15 years old. Youth are already processing these thoughts and kids whose experiences are not included in the conversation are left to figure it out alone. As educators, and responsible adults, it is our obligation to assist in the development of social consciousness, and help children understand our global interdependence. Such discussions are not about sex, but about respect for differences, and in turn, to make schools safe and communities safer for all.

OUR STUDENTS ARE JUST TOO YOUNG TO KNOW ABOUT THEIR SEXUALITY.

- Children become aware of their sexuality at different times. Giving students the opportunity to ask questions and seek answers helps to support them in their search to understand their own sexual orientation, and that of their families and friends.

PARENTS AND/OR OUR COMMUNITY AREN'T OPEN TO COMBATting LGBTQ TOPICS.

- All educational programs in schools should be conducted without regard to race, color, national origin, age, sex, disability, sexual orientation, and gender identity ([SCCOE Board Policy Access 5157 AR and 5157 BP](#)). The community, school or otherwise, has a right to know that LGBTQ issues are being

discussed in an attempt to create safe environments for staff and students. Parents/ caregivers should be encouraged to participate in the processes that address all verbal aggression/slurs, including those connected to LGBTQ persons. In addition, there is a misconception that discussing LGBTQ issues means topics are related to sex. Discussions around LGBTQ issues educate others about the LGBTQ history and communities today, to make school climates safe for all staff, students and families.

<https://go.boarddocs.com/ca/sccoe/Board.nsf/Public>

LGBTQ STUDENT RIGHTS



Do I have a right to be out at school?

YES. You have the right to be out about your identity and to be yourself at school.

Do I have the right to keep my LGBTQ identity private?

YES. School staff cannot out you to other students or other school staff without your permission, except under very limited circumstances. Schools should not out you to your parents or guardians, but be aware that schools have done this in the past.

Do I have the right to express myself and speak out about LGBTQ issues?

YES. This includes wearing LGBTQ-positive t-shirts, stickers and bracelets, accessing information about LGBTQ issues on school computers, and bringing same-sex dates to prom.

Can I start a Gay-Straight Alliance (GSA) club at my school?

YES. If your school has even one other extracurricular club, the school must allow you to start a GSA and cannot treat the GSA differently than any other club.

Do I have the right to be free from bullying and harassment at school?

YES. All students have the right to be treated equally and to be free from bullying, harassment and discrimination, regardless of sexual orientation, gender identity or gender expression.ⁱ

Do I have the right to unbiased and LGBTQ inclusive instruction?

YES. Your school should teach LGBTQ inclusive historyⁱⁱ and sexual health educationⁱⁱⁱ, and should never allow bias in the classroom.^{iv}

Do I have the right to assert my gender identity at school?

YES. Regardless of your gender presentation, you have the right to assert your gender identity at school. You do not need any medical diagnosis or treatment to have your identity recognized by your school. However, we recommend talking to and working with your school if possible, especially if you transition while in school.

Do I have the right to be addressed by the name and pronouns that correspond with my gender identity?

YES. This is true even if your name and gender are not legally changed. Your school should use your chosen name and pronouns on everything possible—your student ID, class attendance rosters, yearbook, and more. Your legal name should only appear on your official file.

Do I have the right to dress in a way that aligns with my gender identity?

YES. You have the right to wear clothing that expresses your gender identity. If your school has a policy that says what boys and girls may wear to school or for special events, then your school must allow you to wear the clothing that corresponds to your gender identity.

LGBTQ STUDENT RIGHTS



CONTINUED

Do I have the right to participate in sports and PE classes that match my gender identity?

YES. Your school must allow you to participate in sports and PE classes that align with your gender identity.^v

Do I have the right to use the facilities that match my gender identity?

YES. Your school must allow you to use restrooms and locker rooms that align with your gender identity.^{vi} If you desire more privacy and prefer to use a more private restroom or changing area, your school should accommodate that. But your school cannot force you to use a private restroom (such as in the nurse's office).



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ⁱ California Education Code §200-220

ⁱⁱ California Education Code §51204.5 and §60040

ⁱⁱⁱ California Education Code §51930- §51939

^{iv} California Education Code §51500

^v California Education Code §221.5(f)

^{vi} California Education Code §221.5(f)

NOTES



RESOURCES

SANTA CLARA COUNTY & BEYOND

FAMILY ACCEPTANCE PROJECT® POSTERS TO BUILD HEALTHY FUTURES FOR LGBTQ & GENDER DIVERSE CHILDREN & YOUTH

 <https://familyproject.sfsu.edu/>

The **Family Acceptance Project® (FAP)** has published new research-based posters to educate family members, providers, religious leaders, lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) youth and others about the critical role of family support for LGBTQ children and youth to prevent suicide and other serious health outcomes and to build healthy futures. This overview provides information about the posters and gives suggestions for how to use them.

The posters are designed to be used in all settings:

- To educate the public, families, caregivers, providers, religious leaders and LGBTQ young people – about the critical link between specific family rejecting and accepting behaviors with risk and well-being for LGBTQ children and youth, especially suicide.
- To serve as an education and intervention resource to help families to decrease rejection to prevent risk and to increase acceptance and support to promote well-being for LGBTQ children & youth.



Research-Based Education Resource – The posters share information from FAP's peer-reviewed studies and family support work with ethnically, racially and religiously diverse families and their LGBTQ children. FAP's research has identified *more than 100 specific accepting and rejecting behaviors* that parents, families and caregivers use to respond to LGBTQ and gender diverse youth. FAP researchers measured these behaviors to show how family rejecting behaviors contribute to serious health risks like suicidal behavior, depression, substance use, and sexually transmitted infections, including HIV. FAP's research also shows how family accepting behaviors help protect against risk and promote well-being. These new posters build on FAP's other evidence-based prevention and intervention resources including multilingual family education booklets and videos designated as Best Practice resources for suicide prevention for LGBTQ young people.

Different Versions – FAP has published 3 *versions* of the posters in English and Spanish. These include: 1) a general family acceptance version; 2) a family rejection version; and 3) a family acceptance version for use in conservative settings that does not include family behaviors related to dating that might prevent the posters from being used in some settings.

A key finding from FAP's research is that a little change makes a difference. So, parents and caregivers that are struggling can start by decreasing some of the rejecting behaviors they use to try to change, deny or minimize their child's sexual orientation, gender identity and gender expression to reduce their child's risk for suicide and other serious health concerns and to increase their child's self-esteem and hope for the future. Parents that are struggling can start to adopt some of the family accepting behaviors that FAP has identified and measured to show their LGBTQ children that they love them, they want to support them and to help decrease their health risks.

Evaluation – FAP is evaluating how the posters are used and their impact on youth, families and others who use them. When someone downloads the posters, FAP asks for an email address to send them a short online survey with a request to participate in an optional phone interview to share feedback and stories about how the posters impact children, youth and families.

Where to Get the Posters – Anyone can download camera-ready versions of the posters from FAP's website with printing information to print the posters locally, including this guidance that describes the posters and gives suggestions for using them.

Languages – The posters are currently available in English & Spanish. Other languages will be added as additional funds are raised.

Poster Sizes – FAP's basic poster size is 24" x 36" to be easily seen in a waiting room, hallway, clinical exam room, library or training space. Other print sizes include: 18" x 24," 11" x 17," and 8.5" x 11" to use as a handout, for families to hang on a refrigerator, for home use and at activities and events.

Using the Posters – The posters are meant to be used everywhere. This includes: Clinics; schools; family service agencies; primary care & behavioral health services; prevention programs; child abuse programs; suicide prevention services; early childhood programs; child welfare, juvenile justice, homeless, residential and other out-of-home programs; college counseling centers; community centers; recreation centers; libraries and congregations.

- **Schools** – school provider services (counselors, parent advocates, psychologists, nurses, social workers); school health clinics; back to school nights and health fairs on a parent table with LGBTQ resources; for use in hallways; locker rooms; to share in diversity clubs and GSAs
- **Clinical Services** – exam and treatment rooms; waiting rooms; for use in assessment, counseling and psychoeducation with LGBTQ young people and families; home visits; family therapy; to teach children and youth about what acceptance and rejection look and feel like; for use in assessment to identify family reactions and the impact these behaviors have on LGBTQ and gender diverse children and youth; in school-based services and college counseling centers
- **Personal & Home Use** – give them to youth and families to use at home; hang in family spaces to review and routinely assess family growth and change and talk about how these behaviors affect communication, connectedness and relationships; give to extended family members and cultural leaders
- **Congregations & Faith-Based Groups** – use in educational spaces and events; share with religious leaders, pastoral care providers and congregation members
- **Community Events** – use as handouts at events and conferences and share in public spaces
- **Training** – use in trainings for agency staff, families, caregivers and providers in all settings, including professional training and student trainees, in continuing education and with parent and youth advocates

Information & Follow Up – If you have received the poster from someone else, and want to participate in our evaluation to help us learn how the posters are used and the impact they have with LGBTQ and gender diverse children, youth and families – or for more information – please contact us at: fap@sfsu.edu

FAMILY ACCEPTANCE PROJECT®

The **Family Acceptance Project®** is a research, education, intervention and policy project at San Francisco State University that helps diverse families learn to support their LGBTQ and gender diverse children in the context of their families, cultures and faith communities. FAP was launched nearly 20 years ago to conduct the first comprehensive research on LGBTQ youth and families and to develop the first evidence-based family support model to be integrated into systems of care and across practice domains. This includes behavioral health, primary care, school-based services, out-of-home and residential care, youth and family services and pastoral care to reduce risk and to support positive development for LGBTQ children and youth.

FAP's family support model is being integrated into behavioral health, family preservation and foster care, faith-based mental health and other services. FAP's intervention framework is also being applied in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT).

FAP provides training on family-based care for LGBTQ children, youth and young adults and helps agencies to integrate FAP's intervention framework into their programs.

Carlin Ryan, PhD, ACSW
Director, Family Acceptance Project®
fap@sfsu.edu



<https://familyproject.sfsu.edu/>

Family Behaviors that Increase Your LGBTQ Child's Health & Well-Being

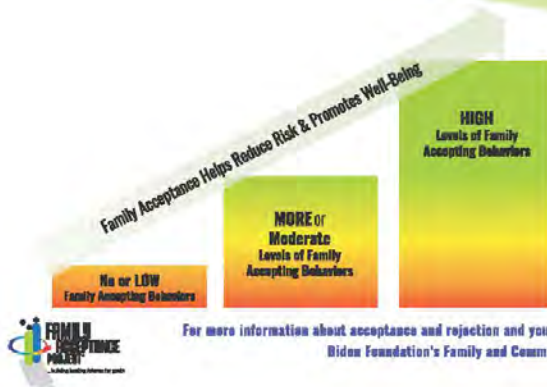
Research from the Family Acceptance Project[®] found more than 50 family accepting behaviors that help protect your lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) child against health risks like depression, suicide and illegal drug use and help to increase your LGBTQ child's self-esteem, health and well-being. A little change makes a difference in decreasing your child's isolation and risk and giving them hope that their family will be there for them.

Family support saves lives!

BEHAVIORS THAT HELP...

Tell your LGBTQ / gender diverse child that you love them	Support your child's gender expression	Talk with your child or foster child about their LGBTQ identity and listen respectfully – even when you feel uncomfortable or think that being gay or transgender is wrong	Require other family members to treat your child with respect	Show affection when your child tells you or when you learn that your child is LGBTQ
Ask your child if – and how – you can help them tell other people about their LGBTQ identity	Welcome your child's LGBTQ friends to your home	Bring your child to LGBTQ groups and events	Get accurate information to educate yourself about your child's sexual orientation, gender identity and expression	
Find a congregation that welcomes your LGBTQ / gender diverse child and family	Participate in family support groups and activities for families with LGBTQ and gender diverse children to get support for yourself and your family and guidance for supporting your LGBTQ child	Use your child's chosen name and the pronoun that matches their gender identity	Tell your LGBTQ / gender diverse child that you're proud of them	
Tell your LGBTQ / gender diverse child that you will be there for them – even if you don't fully understand	Connect your child with LGBTQ adult role models	Talk with your religious leaders to help your congregation become supportive of LGBTQ people	Stand up for your child when others mistreat them because of their LGBTQ identity or gender expression – at home, at school, in your congregation and in the community	Speak openly about your child's LGBTQ identity
Welcome your child's LGBTQ partner to family events and activities	Express enthusiasm for your child having an LGBTQ / gender diverse partner when they're ready to date			Believe that your child can be a happy LGBTQ adult – and tell them they will have a good life

The more of these behaviors that parents and families do, the better your LGBTQ child's health & well-being



- Better health
- Higher self-esteem
- Stronger social support
- Better family relationships
- Less likely to be depressed
- 3 times less likely to attempt suicide
- 3 times less likely to think about suicide
- Less likely to have substance abuse problems



For more information about acceptance and rejection and your LGBTQ child's risk & well-being - Family Acceptance Project[®]: <https://familyproject.stanford.edu>
 Biden Foundation's Family and Community Acceptance Campaign: <https://go.bidenfoundation.org/AsYouAre>

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Family Behaviors that Increase Your LGBTQ Child's Risk for Serious Health & Mental Health Problems

Research from the Family Acceptance Project® shows that more than 50 family rejecting behaviors contribute to serious health risks for lesbian, gay, bisexual, transgender and queer (LGBTQ) youth. These include depression, suicidal behavior, illegal drug use, HIV and sexually transmitted infections (STIs). Family rejection increases risk for homelessness and placement in foster care and juvenile justice facilities.

Most parents and families that engage in these behaviors do so out of care and concern – to help their LGBTQ / gender diverse child fit in, have a good life and to protect them from harm. Help families understand that these and other rejecting behaviors are harmful!

BEHAVIORS THAT HURT...

Prevent your child from having an LGBTQ friend	Don't talk about your child's LGBTQ identity	Blame your child when others mistreat them because of their LGBTQ identity / gender expression	Try to change your child's LGBTQ identity or gender expression	Exclude your LGBTQ child from family events & activities
Tell your LGBTQ child that you're ashamed of them	Pressure your child to be more (or less) masculine or feminine	Don't let your child participate in LGBTQ support groups or services	Let others speak badly about LGBTQ / gender diverse people in front of your child	
Tell your child that being LGBTQ is "just a phase"	Take your child to a therapist or religious leader to try to change their LGBTQ identity	Don't use the name or pronoun that matches your child's gender identity	Don't let your child talk about their LGBTQ identity	
Use religion to reject your child's sexual orientation, gender identity and expression	Hit, slap or physically hurt your child because they are LGBTQ / gender diverse	Tell your child that God will punish them because of their sexual orientation or gender identity	Don't let your child wear clothes or hairstyles that express their gender identity	
Tell your child to "tone down" how they look, dress or behave	Make your child pray or attend religious services to change or prevent their LGBTQ identity	Call your child negative names because they are LGBTQ / gender	Make your child leave home because they are LGBTQ	

The more of these behaviors that parents and families do, the higher your LGBTQ child's risk



For more information about acceptance and rejection and your LGBTQ child's risk & well-being - Family Acceptance Project®: <https://familyproject.sfsu.edu>
Biden Foundation's Family and Community Acceptance Campaign: <https://go.bidenfoundation.org/AsYouAre>

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**THE
LGBTQ
YOUTH
SPACE**

With support from the County of Santa Clara, Office of LGBTQ Affairs

Friendly Visiting Pen Pal Program



**Join us in developing mutually beneficial
relationships across the generations in the LGBTQ
Community.**

Click Below and Sign Up Now

<https://www.surveymonkey.com/r/QW8NCLZ>

or contact Thomas Kingery, tkingery@avenidas.org or

Frank Pena, FPena@fcservices.org, for more information.



Wellbeing & Suicide Prevention Resources for the LGBTQ+ Community

Get Services

The Q Corner

Offers peer services to support LGBTQ+ community members and allies to access resources, referrals, social and community building activities, mentoring, and training.

(408) 977-8800, TheQCorner@hhs.scgov.org

scbhsd.org/theqcorner

1075 E. Santa Clara Street, San Jose

Serves: All ages

LGBTQ Wellness

Supports the mental health of LGBTQ community members and allies by providing outreach, education and advocacy services.

(408) 841-4300

452 S. 1st Street, San Jose

lgbtqwell.org

Serves: Adults

The LGBTQ Youth Space

A community drop-in center and mental health program for LGBTQ+ and ally youth and young adults who live in Santa Clara County.

(408) 343-7940

452 S. 1st Street, San Jose

youthspace.org

Serves: Ages 13-25

Bill Wilson Center LGBTQ Connections

Provides a safe drop in space, support groups, and services to connect to housing, education, and mental health resources.

(408) 925-0233

693 S. 2nd Street, San Jose

billwilsoncenter.org/services/all/lgbtq-outreach.html

Serves: Ages 18-25

Outlet, Adolescent Counseling Services

Outlet empowers LGBTQ+ youth through support services, leadership training, community education and advocacy.

(650) 424-0852 x107

590 W. El Camino Real, Mountain View

acs-teens.org/what-we-do/outlet/

Serves: Ages 13-18

Billy DeFrank LGBTQ+ Community Center

Provides community, leadership, advocacy, services and support to the Silicon Valley's LGBTQ People and their Allies.

(408) 293-3040

938 The Alameda, San Jose

defrankcenter.org

Serves: Adults

Avenidas LGBTQ Seniors Initiative

New programs and services in the areas of Socialization and Health Education/ Cultural Competency through strategic partnerships with LGBTQ organizations.

(650) 289-5417, tkingery@avenidas.org

avenidas.org/programs/lgbtq-seniors-initiative/

Serves: Older adults

Social Services Agency: Department of Family and Children's Services

LGBTQ Social Worker who provides support, advocacy, education, and resources related to LGBTQ youth involved in the child welfare system.

(408) 501-6889, lgbtq@ssa.scgov.org

Serves: Students and families

Sexual and Gender Identities Clinic – The Gronowskl Center

Affordable and affirming psychological services for individuals who identify as LGBTQ as well as those questioning their sexual orientation or gender identity.

(650) 961-9300

5150 El Camino Real, Building C, Suite 15, Los Altos

palobalto.edu/gronowski-center/sexual-gender-identities-clinic

Serves: Youth and adults

Talk to Someone

Crisis Text Line

Crisis Text Line is free, 24/7 support for those in crisis. Text from anywhere in the US to access a trained Crisis Counselor

Text **LGBTQ** to **741741**

Serves: Youth & Adults

SAGE National LGBT Elder Hotline

The SAGE LGBT Elder Hotline is available 24 hours a day, 7 days a week, in English and Spanish, with translation in 180 languages.

(877) 360-LGBT (5428)

Serves: Older Adults



Wellbeing & Suicide Prevention Resources for the LGBTQ+ Community

The Trevor Project

The only accredited, nationwide, 24/7 crisis and suicide prevention helpline for LGBTQ youth.

TrevorLifeline: (866) 488-7386

TrevorText: Text **START** to 678-678

TrevorChat: thetrevorproject.org/get-help-now/

Chat forums: TrevorSpace.org

Serves: Youth under 25 and their friends and allies

Gender Affirming Resources

Trans Lifeline

Our peer support hotline is run by and for trans people. Volunteers may be available during off hours.

(877) 565-8860, 7 days a week, 7am-1am

Serves: Transgender Youth & Adults

VHC Downtown Gender Health Center

Offers medical care, medical referrals, mental-emotional support, and social work services for transgender, nonbinary, and gender expansive people of all ages.

(408) 977-4550

777 E. Santa Clara Street, San Jose

www.scvmc.org/genderhealth

Serves: All ages

Valley Homeless Healthcare Program – Gender Clinic

A safe space and walk-in clinic for transgender, nonbinary, and gender diverse people experience homelessness in Santa Clara County.

(408) 272-6050

2101 Alexian Drive, Suite D, San Jose

Serves: All ages

TransFamilies of Silicon Valley

A community of families with transgender and gender-creative children, offering an active online support group, monthly playgroups and peer-led support meetings for parents/caregivers with teens and young adults.

transfamiliesv@gmail.com

transfamiliesca.org

Serves: Families

Callen-Lorde Safer Binding and Tucking Brochures

Learn the do's and don'ts of binding and tucking in this helpful brochure series.

callen-lorde.org/transhealth

Serves: Transgender youth and adults

LGBTQ+ Friendly Shelter

Life Moves-New Haven Inn

A referral-only inclusive shelter in downtown San Jose with focused support for individuals who identify as LGBTQ+.

(650) 533-9299

lifemoves.org/directory/new-haven-inn/

Serves: Homeless Adults

Get More Information

LGBTQ Resources

Access a list of resources compiled by Santa Clara County's Behavioral Health Services.

scbhsd.org/lgbtq

Office of LGBTQ Affairs

Provides leadership and support for the well-being and longevity of LGBTQ communities in Santa Clara County through coordinated, integrated approaches.

scgov.org/lgbtq

LGBT National Help Center

Serving the LGBTQ+ community by providing free and confidential peer-support and local resources.

LGBTHotline.org

Santa Clara County Office of Education LGBTQ+ Resources

Resources and Information for LGBTQ+ students and their families, including the LGBTQ+ Information and Resource Guide and OUT for Safe Schools Campaign.

sccoe.org/safe-and-healthy/LGBTQ/Pages/default.aspx

National Resource Center on LGBT Aging

The country's first resource center providing training, technical assistance and educational resources to providers, LGBT organizations and LGBT older adults.

gbtagcenter.org

Family Acceptance Project (FAP)

The Family Acceptance Project teaches evidence-based approaches and strategies to increase family support for culturally diverse LGBTQ+ children and youth.

familyproject.sfsu.edu/

PFLAG

PFLAG provides support, information, and resources for LGBTQ+ people, their parents and families, and allies.

pflagсанjose.org



COUNTY OF SANTA CLARA
Behavioral Health Services
Supporting Wellness and Recovery

Santa Clara County

- **Billy DeFrank LGBTQ Community Center** strives to provide a diverse platform for our community to meet, learn, be challenged and grow. It offers many support groups, community events, and other helpful information about LGBTQ resources. defrankcenter.org
- **Bill Wilson Center: Runaway and Homeless Youth Shelter** offers short-term housing for runaway, homeless, and other troubled youth (ages 11-17). Individual, group, and family counseling is provided to restore family ties when possible, and to stabilize the lives of homeless youth to avoid victimization from street life. billwilsoncenter.org
 - **Drop-in Center** helps homeless at-risk youth, ages 12 – 22, by providing basic necessities such as food, clothing, and personal hygiene items. The program also provides more comprehensive services including counseling, living skills training, job readiness training, housing assistance, health education (including HIV prevention) and links to other services, such as access to legal services and health care. <http://www.billwilsoncenter.org/services/all/drop.html>
- **County of Santa Clara Behavioral Health Services** - “assists individuals affected by mental illness and serious emotional disturbance to achieve their hopes, dreams and quality of life goals”. <https://www.sccgov.org/sites/bhd/Pages/home.aspx>
- **County of Santa Clara Office of LGBTQ Affairs** opened in January 2016. The office” addresses the important concerns of the County's gay, lesbian, bisexual and transgender residents”. The Office provides training, resource development, community engagement and mobilization, measuring progress, and so much more. <https://www.sccgov.org/sites/lgbtq/Pages/lgbtq.aspx>
- **The Gender Health Center (GHC)** is a clinic specialized in caring for transgender, gender-non-binary and gender expansive people in the South Bay. They offer medical care, mental/emotional health care, social work support for practical needs, and opportunities for community connection. <https://www.scvmc.org/health-care-services/Gender-Health-Center/Pages/overview.aspx?fbclid=IwAR2oRrLpGnZM9kVM-bHx8j5MoCOZefhpk1v0T4kWY2rGVbbN4V8Hp0TpY>
- **LGBTQ Wellness** supports the mental health of LGBTQ community members and allies by providing outreach, education, and advocacy services. LGBTQ wellness serves diverse, multigenerational LGBTQ communities throughout Santa Clara County with a vision to build an affirmative culture. <http://www.fcservices.org/lgbtq-wellness/>
- **The LGBTQ Youth Space** supports LGBTQ youth, ally youth and young adults ages 13 to 25 who live in Santa Clara County. The LGBTQ Youth Space offers counseling services, social and leadership opportunities, community outreach and education and safe and welcoming drop-in center. youthspace.org
- **LifeMoves | New Haven Inn** is an inclusive shelter in downtown San Jose with focused support for individuals who identify as LGBTQ+. <https://lifemoves.org/new-haven-inn>
- **The Q Corner: LGBTQ Access & Linkage** is a Behavioral Health Services Department program that supports the LBGTQ+ Community with connection to resources, training, and community building through peer support services. TheQCorner@hhs.sccgov.org
- **Outlet** empowers lesbian, gay, bisexual, transgender, queer and questioning youth ages 10-25 living in the Peninsula and South Bay through support services, leadership training, community education and advocacy. <https://www.acs-teens.org/what-we-do/outlet/>

- **PFLAG San Jose** is the local chapter of Parents, Families, and Friends of Lesbian and Gays (PFLAG). pflagsanjose.org
- **Project MORE** strives to improve the quality of life of the lesbian, gay, bisexual, transgender, and questioning (LGBTQ) community by empowering inclusion within a compassionate and safe environment through cultural activities, outreach, education, and advocacy. <https://domoreproject.org/>
- **Santa Clara County Crisis Line:** 24-7 Line for Youth - (888) 247-7717: A free hotline for youth ages 7-24, providing supportive listening, crisis intervention, and information and referrals. Youth may call the line ANYTIME FOR ANY REASON.
- **Stand Up for Kids** works to empower homeless and at-risk youth toward lifelong personal growth, <https://www.standupforkids.org/>

National

- **CenterLink** builds sustainable LGBTQ community centers, this organization now has over 200 locations in 46 states and five countries. Aside from strengthening local LGBTQ communities, the organization also provides networking, technical assistance and training, and capacity building services. <https://www.lgbtcenters.org/>
- **Community United against Violence (CUAV)** works to build the power of LGBTQ (lesbian, gay, bisexual, transgender, queer, and questioning) communities to transform violence and oppression. We support the healing and leadership of those impacted by abuse and mobilize our broader communities to replace cycles of trauma with cycles of safety and liberation. As part of the larger social justice movement, CUAV works to create truly safe communities where everyone can thrive. cuav.org
24-hour Safety Line: (415) 333-HELP (4357)
- **Gay & Lesbian International Sport Association** brings together international sports federations, human rights organizations, associations representing sport teams, clubs from major regions, and other stakeholders to facilitate partnerships for building bridges between sports and the LGBTQ community. <http://www.glisa.org/>
- **Gay, Lesbian and Straight Education Network (GLSEN)** works to ensure every member of school communities feel respected, regardless of their sexual orientation. This is accomplished through educating teachers, students and the public about the common pressures faced by LGBTQ students and working to remove barriers to success. <https://www.glsen.org/>
- **Genders and Sexualities Alliance Network (GSA Network)** – A national next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities. <https://gsanetwork.org/>
- **Get Equal (GE)** focuses on equipping the LGBTQ community and their allies to fight against inequalities and to push for progressive change. <http://getequal.org/>
- **GLAAD** leads conversations about equality for the LGBTQ community and informing the media narrative, GLAAD works with news and entertainment media of all formats and communications and digital strategy outlets to ensure the public is provided with powerful stories about the LGBTQ community that advocates for greater equality. <http://www.glaad.org/>

- **Human Rights Campaign** fights for the civil rights of lesbian, gay, bisexual and transgender Americans. <http://www.hrc.org/>
- Popular media: ***It Gets Better*** campaign
 - In the fall of 2011, the media covered an unprecedented number of gay and lesbian youth suicides brought on by persistent bullying. Dan Savage and his partner, Terry Miller, responded by uploading a video on YouTube on September 21, 2011, that promised lesbian and gay youth life would be better for them in the future. **President Obama's It Gets Better Video** <http://www.whitehouse.gov/itgetsBetter>
- **Matthew Shepard Foundation** works to empower LGBTQ individuals to challenge and address discriminatory behavior in their schools, neighborhoods and homes. <http://www.matthewshepard.org/>
- **National Center for Transgender Equality** (NCTE) works to leverage political capital and change laws encouraging discriminatory behavior. NCTE has a particularly helpful “Know Your Rights” section of their website with information on housing, healthcare, employment, and more. <http://transequality.org/>
- **National Runaway Switchboard** gives help and hope to youth and their families by providing non-judgmental, confidential crisis intervention and local and national referrals through a 24-hour hotline. 1-800-RUNAWAY 1800runaway.org
- **PFLAG** works to unite the LGBTQ community with friends, families and allies. Currently, there are more than 350 chapters and over 200,000 members. <https://community.pflag.org/>
- **The Trevor Project** operates the only accredited, nationwide, around-the-clock crisis and suicide prevention helpline for LGBTQ youth. Phone line, chat and text access available.
 - Chat 7 days a week between 3pm - 10pm ET/12pm - 7pm PT
 - Trevor Lifeline: 866-488-7386; 24/7/365
 - Text "Trevor" to 1-202-304-1200; Monday-Friday between 3pm - 10pm EST/12pm - 7pm PTTheTrevorProject.org
- **Trans Student Educational Resources (TSER)** – A national youth-led organization dedicated to transforming the educational environment for trans and gender nonconforming students through advocacy and empowerment. <https://transstudent.org/>

Manuals and Guides

- [Advocates for Youth – Fact Sheets](https://advocatesforyouth.org/resources-tools/)
<https://advocatesforyouth.org/resources-tools/>
- [Coming out Resource Guide](https://issuu.com/humanrightscampaign/docs/comingout_resourceguide_042013)
https://issuu.com/humanrightscampaign/docs/comingout_resourceguide_042013
- [Coming out for African Americans](https://issuu.com/humanrightscampaign/docs/comingoutforaajune2014/1?e=1357809/10205790)
<https://issuu.com/humanrightscampaign/docs/comingoutforaajune2014/1?e=1357809/10205790>
- [Coming out for Hispanic families](http://www.hrc.org/files/assets/resources/GuiaParaSalirDelCloset_2013_final.pdf)
http://www.hrc.org/files/assets/resources/GuiaParaSalirDelCloset_2013_final.pdf
- [Parents' Influence on the Health of Lesbian, Gay, and Bisexual Teens](http://www.cdc.gov/healthyyouth/protective/pdf/parents_influence_lgb.pdf)
http://www.cdc.gov/healthyyouth/protective/pdf/parents_influence_lgb.pdf
- [Responding to Concerns: Teaching About Gender](http://studentservices.dadeschools.net/SMN/pdfs/Responding_to_Concerns_Teaching_About_Gender_030915.pdf)
http://studentservices.dadeschools.net/SMN/pdfs/Responding_to_Concerns_Teaching_About_Gender_030915.pdf

- SAMHSA - A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children
<http://store.samhsa.gov/shin/content/PEP14-LGBTKIDS/PEP14-LGBTKIDS.pdf>
- The Centers for Disease Control and Prevention -Youth Online Source for Credible Health Information
<http://www.cdc.gov/lgbthealth/youth-resources.htm#friends>
- The Health & Human Services, U.S. Dept. of Education, and the U. S. Dept. of Justice - Stop Bullying Gov
<http://www.stopbullying.gov/topics/lgbt/>

Important LGBTQ Dates

JANUARY

- GLSEN's No Name-Calling Week - dates vary

FEBRUARY

- 7th – National Black HIV/AIDS Awareness Day
- Varies – Aromantic Spectrum Awareness Week ([Website](#))

MARCH

- LGBT Health Awareness Week - dates vary
- 1st – Zero Discrimination Day
- 31st – International Transgender Day of Visibility ([Website](#))

APRIL

- 10th – National Youth HIV & AIDS Awareness Day
- 26th Lesbian Visibility Day
- 27th Day of Silence ([Website](#))

MAY

- Trans Athlete Awareness Week - dates vary
- 6th – International Family Equality Day (IFED) - *first Sunday of May* ([Website](#))
- 16th – Honor Our LGBT Elders Day
- 17th – International Day Against Homophobia, Transphobia, and Biphobia – IDAHOBIT - ([Website](#))
- 19th – Agender Pride Day
- 22nd – Harvey Milk Day
- 24th – Pansexual/Panromantic Visibility Day

JUNE

- Pride Month
- 12th – Pulse Remembrance Day
- 28th – Stonewall Riots Anniversary

JULY

- 14th International Non-Binary People's Day
- 16th International Drag Day

AUGUST

(none noted at this time)

SEPTEMBER

- 23rd – Celebrate Bisexuality Day (also known as Bisexual Pride Day, Bi Visibility Day, and Bisexual Pride)

OCTOBER

- LGBT History Month
- GLSEN Solidarity Week - dates vary
- Asexual Awareness Week - dates vary ([Website](#))
- 11th – National Coming Out Day (NCOD)
- 16th – Spirit Day
- 17th – International Pronoun Day
- 26th – Intersex Awareness Day

NOVEMBER

- 8th – Intersex Day of Remembrance
- 20th – Transgender Day of Remembrance ([Website](#))

DECEMBER

- 1st – World AIDS Day
- 8th – Pansexual/Panromantic Pride Day
- 10th – Human Rights Day

NOTES



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<https://my3app.org/>

Santa Clara County Suicide & Crisis Hotline
(855)278-4204

YWCA

24-hour sexual assault, domestic violence & human
trafficking support line
(800) 572-2782

24-7 Line for Youth

(888) 247-7717

www.billwilsoncenter.org/services/all/contact.html

Trans Lifeline

(877)565-8860

<https://www.translifeline.org>

The Trevor Project

(866)488-7386

TheTrevorProject.org

National Runaway Switchboard

1-800-RUNAWAY

1800runaway.org

**TELL US WHAT
YOU THINK**

<http://bit.ly/LGBTQGUIDE>

