Santa Clara County Office of Education

LGBTQ
lesbian gay bisexual transgender queer

Where everyone means everyone.

Information & Resource Guide

2019-2020

Supportive Partners

COUNTY OF SANTA CLARA
Behavioral Health Services

BAYMEC
Community Foundation

THE COUNTY OF SANTA CLARA
Office of
LGBTQ AFFAIRS

PBIS Technical
Assistance
Center

THE
LGBTQ
YOUTH
SPACE

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.

All materials appearing in this guide are in the public domain and may be reproduced or copied without permission from the Santa Clara County Office of Education (SCCOE). The publication may not be reproduced or distributed for a fee without the specific, written authorization of the SCCOE. Citation of the source is appreciated.

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.)

ACKNOWLEDGEMENTS

This guide has been made possible because of the support of wonderful, partnering organizations and individuals. We wish to thank the countless supporters who helped make this Resource Guide a reality, including, but not limited to:

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 PROFESSIONAL LEARNING AND INSTRUCTIONAL SUPPORT DIVISION (PLISD), AND ASSISTANT SUPERINTENDENT EDITH MOURTOS for fostering ways in which leaders, adult and youth, can express their support for the pursuit of wellness.

THE SAFE & HEALTHY SCHOOLS DEPARTMENT, AND ITS DIRECTOR, JENNIFER DEL BONO, who brings fervency and purpose to the work while nurturing meaningful partnerships committed to healthy and equitable outcomes for all students.

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 THEIR ALLIES 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

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 are able to 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.

This is not an all-inclusive vocabulary list.

Definitions

Gay and Lesbian:	Unlike the word "homosexual", which is more clinical, gay and lesbian are the preferred mainstream terms to refer to same-sex attraction. Gay can be used as an umbrella term. Language preferences are unique to each individual and it is recommended that you defer to one's self-described language rather than prescribe language. **Lesbian** – A woman who is attracted to other women. **Gay** – A person who is primarily attracted to members of the same sex. The term can be used to refer to people of any sex.
Ally:	A non-LGBTQ individual who believes in and stands up for the rights of LGBTQ people. Whether LGBTQ or not, anyone can be an ally.
Asexual (or "ace"):	A person who experiences little to no sexual attraction.
Bisexual:	A person who experiences attraction to two or more genders. The term is often shortened to "bi"
Cisgender:	A person whose gender identity is aligned with the sex they were assigned at birth.
Gender Fluid:	A term used by people whose identity shifts or fluctuates. Sometimes these individuals may identify or express themselves as more masculine on some days, and more feminine on others.
Gender-Neutral:	Describes something or someone that is not gendered. It can refer to language (such as pronouns and titles), spaces (such as bathrooms), and/or identities (such as gender fluid or genderqueer).
Gender Nonconforming (Or G.N.C.)	Expressing gender and/or having gender characteristics that do not conform to the expectations of society and culture.
Genderqueer:	An umbrella term that refers to a person whose gender identity is outside the strict male/female binary. They may exhibit either traditionally masculine and feminine qualities, or neither.

Intersex:	A term that describes a person born with a variation in sex characteristics, including chromosomes, gonads, sex hormones, or genitals that do not fit the typical definitions for male or female bodies.
Nonbinary (N.B. or enby):	A person who identifies as neither a man, nor a woman, and sees themselves outside the gender binary.
Queer:	A self-identification, sometimes used as an umbrella term, which indicates not fitting cultural norms around sexual orientation and/or gender identity/expression. Some people view the term queer as more fluid and inclusive than traditional categories. May be considered derogatory by some in the LGBTQ community.
Questioning:	The process of exploring and discovering one's gender identity, gender expression, and/or sexual orientation
Stereotype	A generalization, usually negative, about persons based on some characteristic. The generalization is then attributed to everyone who may fit into the group.
Transgender:	An umbrella term for people who do not identify with the gender they were assigned to at birth. *Transgendered* – Not a word, yet is often used as one. *Trans** or *Trans+* – Two umbrella terms for non-cisgender identities.

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."

COLOR REPRESENTATIONS →

LIFE
HEALING
SUNLIGHT
NATURE
HARMONY
SPIRIT

2017 rainbow flag redesign from Philadelphia last year, the flag was created as a symbol of inclusion for people of color within the LGBTQ communities

COLOR REPRESENTATIONS →

DIVERSITY
INCLUSIVITY
LIFE
HEALING
SUNLIGHT
NATURE
HARMONY
SPIRIT

Lesbian

Bisexual

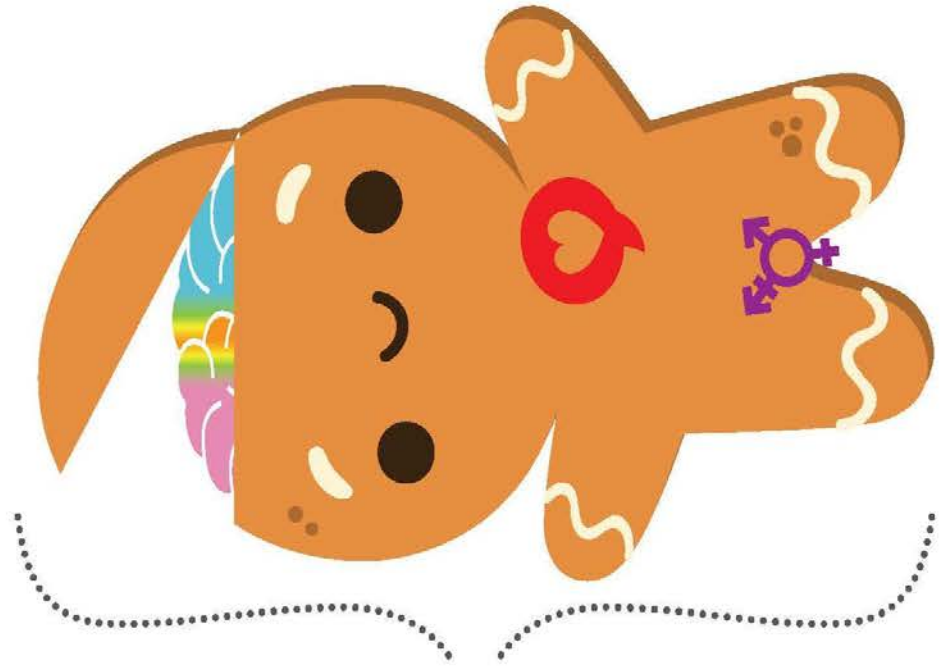Transgender

Non-Binary

Genderqueer

Gender Fluid

Pansexual

ASexual

The Genderbread Person

GENDER IDENTITY

WOMAN/GIRL — NON-BINARY — MAN/BOY

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (ex. hormonal levels) and how you interpret what that means.

SEXUAL ORIENTATION

STRAIGHT — BISEXUAL — GAY OR LESBIAN

Sexual orientation is who you are physically, spiritually, and emotionally attracted to.

GENDER EXPRESSION

FEMININE — GENDER NONCONFORMING — MASCULINE

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

ASSIGNED SEX AT BIRTH

FEMALE — INTERSEX — MALE

Assigned sex refers to the objectively measurable organs, hormones, and chromosomes.

EXPRESSION

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/), *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.*

The data for LGBTQ youth in California is just as startling, as they "experience higher rates of poor emotional health, substance use and school absences compared with youth that identify as straight." (kidsdata.org/YouthInSchools)

kidsdata.org
A Program of Lucile Packard Foundation for Children's Health

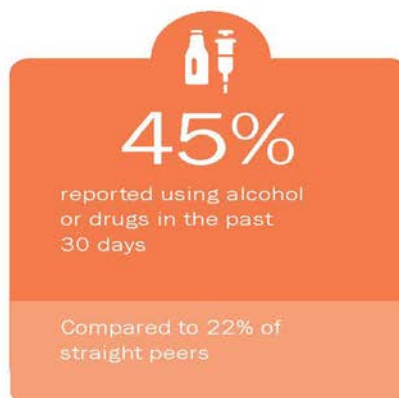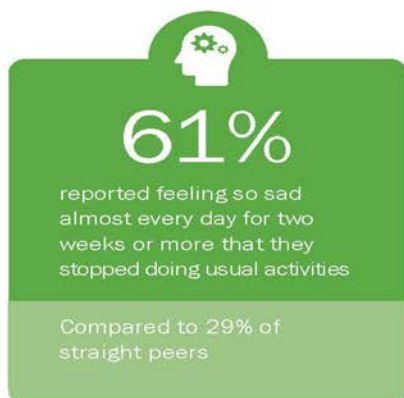Kidsdata Issue Brief | December 2018

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

61% reported feeling so sad almost every day for two weeks or more that they stopped doing usual activities

Compared to 29% of straight peers

45% reported using alcohol or drugs in the past 30 days

Compared to 22% of straight peers

50% reported skipping school or cutting class at least once in the past year

Compared to 35% of straight peers

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).

EMOTIONAL HEALTH

Feelings of depression are associated with bullying and, in the most troubling cases, may lead to suicide ideation and suicide.

64% reported being bullied in the past year. Compared to 33% of straight peers

49% seriously considered attempting suicide in the past year. Compared to 16% of straight peers

ALCOHOL & DRUG USE

Rates of alcohol and drug use among LGB students are at least double those of straight peers.

ALCOHOL
35%
17%
LGB   Straight

E-CIGARETTE
24%
10%
LGB   Straight

MARIJUANA
28%
11%
LGB   Straight

SKIPPING SCHOOL

Skipping school is associated with poor emotional health and at-risk behavior. It negatively impacts health and educational outcomes.

9% reported skipping school at least once a week during the past year. Compared to 4% of straight peers

41% reported skipping school up to once a month. Compared to 31% of straight peers

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.
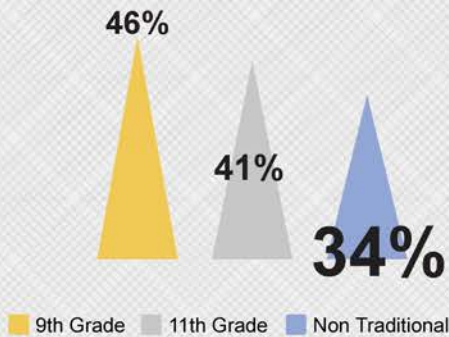
California Healthy Kids Survey State Level Data
2017-2018

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.
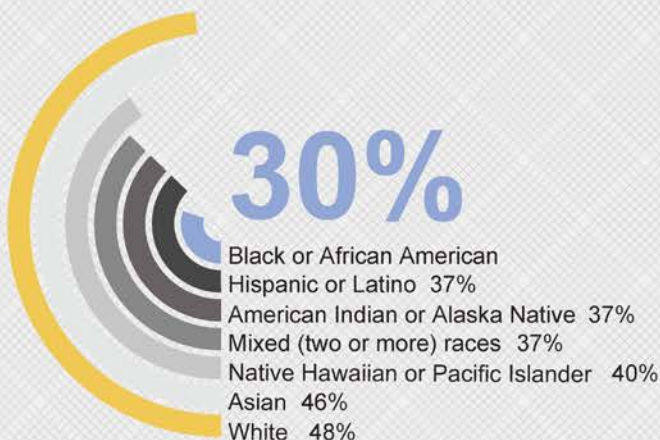
9th, 11th, and Non-Traditional* Students = 375,813 Respondents

Our Sample

*NT includes continuation, community day, and other alternative school types.

School Connectedness

Reporting high level of school connectedness by grade

46%
41%
34%

■ 9th Grade ■ 11th Grade ■ Non Traditional

41%

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

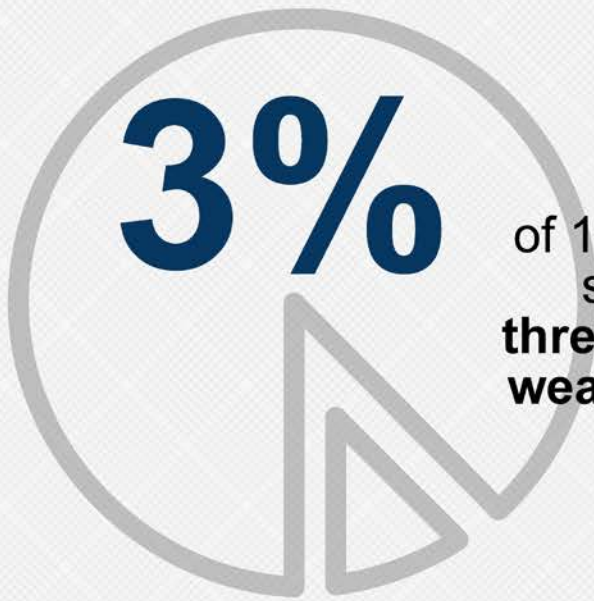Reporting high level of school connectedness - 11th Grade

30%

Black or African American
Hispanic or Latino 37%
American Indian or Alaska Native 37%
Mixed (two or more) races 37%
Native Hawaiian or Pacific Islander 40%
Asian 46%
White 48%

Reporting high level of school connectedness - LGBT
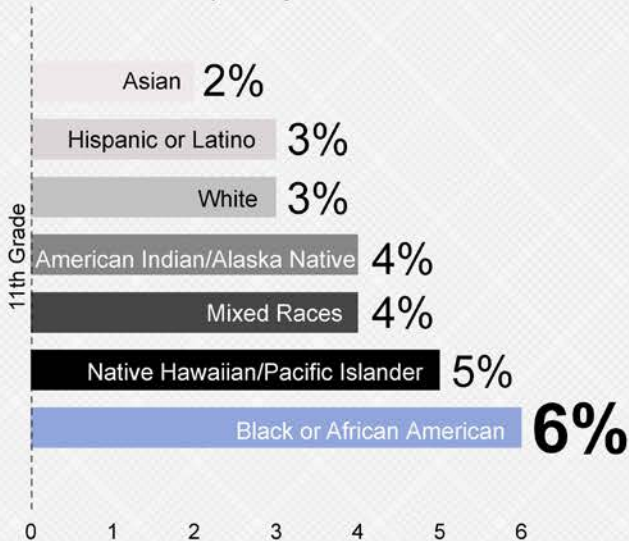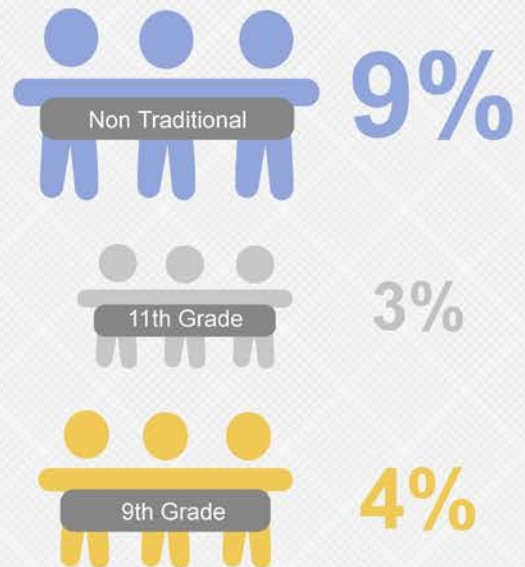
Not LGBT 44%

LGBT 31%

3%

School Safety

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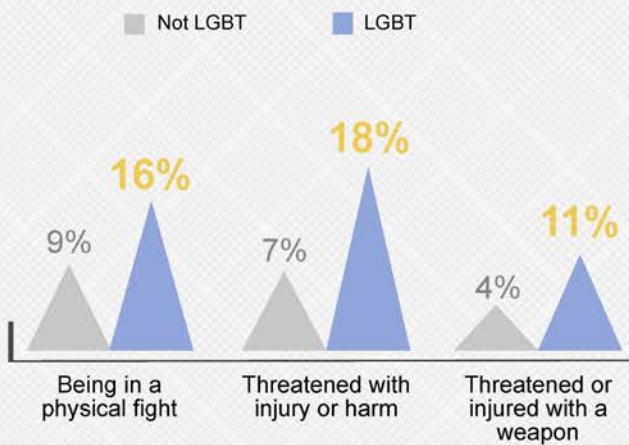
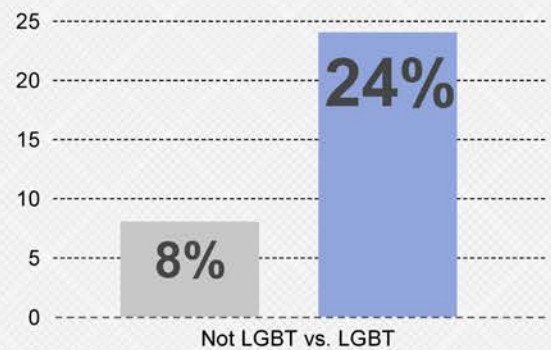### Threaten or injured with weapon at school in past year - 11th Grade

Race	Percentage
Asian	2%
Hispanic or Latino	3%
White	3%
American Indian/Alaska Native	4%
Mixed Races	4%
Native Hawaiian/Pacific Islander	5%
Black or African American	6%

11th Grade

0 1 2 3 4 5 6

Threaten or injured with weapon at school in past year

Non Traditional — **9%**

11th Grade — **3%**

9th Grade — **4%**

On-campus threats in past year

Not LGBT   LGBT

Being in a physical fight: 9% / 16%

Threatened with injury or harm: 7% / 18%

Threatened or injured with a weapon: 4% / 11%

Absent in last month due to emotional distress or perceived danger

25
20
15
10
5
0
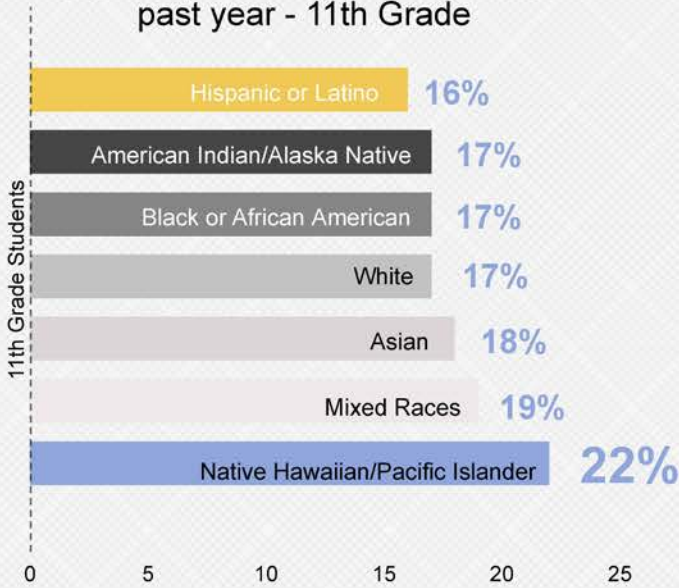
8%   **24%**

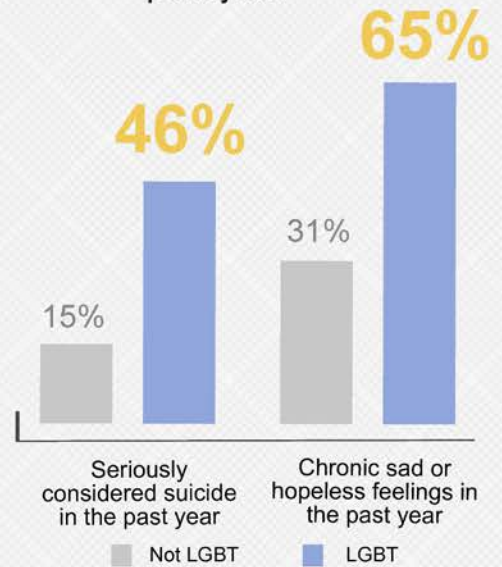Not LGBT vs. LGBT

Mental Health

17%

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

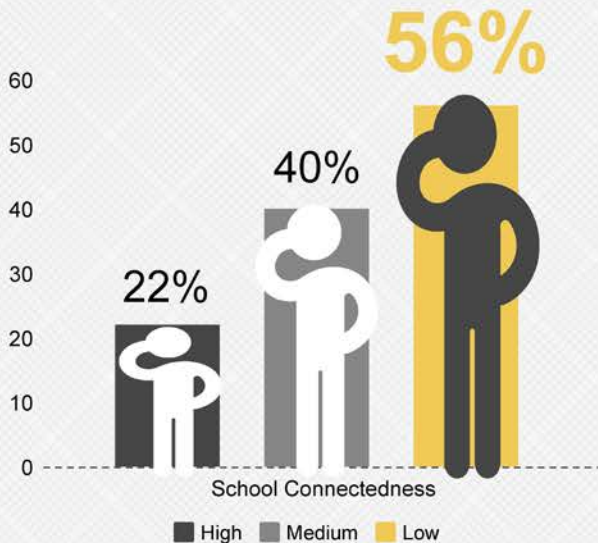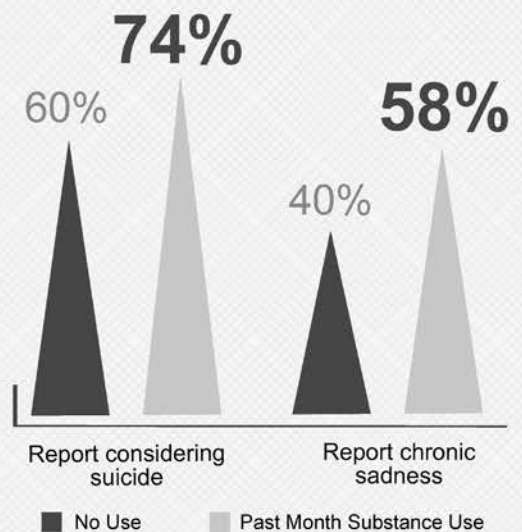### Seriously consider suicide iin the past year - 11th Grade

Race/Ethnicity	Percentage
Hispanic or Latino	16%
American Indian/Alaska Native	17%
Black or African American	17%
White	17%
Asian	18%
Mixed Races	19%
Native Hawaiian/Pacific Islander	22%

11th Grade Students

0   5   10   15   20   25

Seriously consider suicide iin the past year

- 46%
- 65%
- 31%
- 15%

Seriously considered suicide in the past year
- Not LGBT: 15%
- LGBT: 46%

Chronic sad or hopeless feelings in the past year
- Not LGBT: 31%
- LGBT: 65%

■ Not LGBT   ■ LGBT

Chronic sad or hopeless feelings in the past year

School Connectedness
- High: 22%
- Medium: 40%
- Low: 56%

60 50 40 30 20 10 0

■ High   ■ Medium   ■ Low

Depression & suicidal ideation among subtance-using LGBT students

Report considering suicide
- No Use: 60%
- Past Month Substance Use: 74%

Report chronic sadness
- No Use: 40%
- Past Month Substance Use: 58%

■ No Use   ■ Past Month Substance Use

Transgender and gender nonconforming students in schools with **supportive and inclusive policies** face less discrimination and are more engaged in school. They are:

Less likely to be required to use the wrong bathrooms (23.5% vs. 51.9%)

Less likely to be prevented from using their preferred name or pronouns (22.5% vs. 47.5%)

Less likely to miss school (54.7% vs. 67.0%)

2017 National School Climate Survey. **Learn more at glsen.org/nscs**

GLSEN®

LGBTQ students in schools with an **LGBTQ-inclusive curriculum** *are* **less likely to feel unsafe at school** *because of their sexual orientation* (41.8% vs. 63.3%) *and gender expression* (34.6% vs. 47.0%)

GLSEN®

2017 National School Climate Survey **Learn more at glsen.org/nscs**

Only

1/4

of LGBTQ youth always feel safe in their classrooms

Less than

15%

of LGBTQ youth are comfortable talking to a school counselor about their LGBTQ identity

Less than

1/2

of LGBTQ youth have access to a support group of their peers

Less than

10%

of LGBTQ youth often hear their family express pride about their LGBTQ identity

TIME TO THRIVE

92% of LGBT youth say they hear negative messages about being LGBT. The top sources are school, the Internet and their peers.

HUMAN RIGHTS CAMPAIGN®

www.hrc.org/youth

#LGBTYOUTH

9 in 10 LGBT youth say they are out to their close friends and 64% say they are out to their classmates.

21%

OF LGBT YOUTH SAY **BULLYING IS THEIR BIGGEST** PROBLEM AT SCHOOL

LGBTQ Student Leaders are Changing Their World, and are Better Off for it

LGBTQ students are leaders in social and political organizing, including leading GSA clubs in thousands of schools across the country.

80.2% of LGBTQ students have advocated for social or political change in the past year, such as:

Expressing political or social views on social media (67.9%)

Participating in GLSEN's Day of Silence, Ally Week, or No Name-Calling Week (32.0%)

Participating in an event involving politics (36.3%)

Contacting politicians or government officials about an issue (19.2%)

91.0% of LGBTQ students involved in a GSA advocated for social or political issues, compared to just 74.7% of LGBTQ youth not involved in a GSA.

More than half (53.3%) of LGBTQ students have a GSA at their school.

Of LGBTQ students with a GSA, most (63.7%) participate, and 22.2% are club leaders.

GSAs and other leadership opportunities for LGBTQ youth help ensure LGBTQ students are included and visible throughout school life, while also fostering youth development and improving school climate.

Research shows that LGBTQ students in schools with a GSA face less harassment and have better mental health and academic outcomes, including:

Almost twice as likely to describe their classmates were accepting (54.7% vs. 28.3%)

Less likely to feel unsafe in school (51.7% vs. 67.3%)

Less likely to miss school because of safety concerns (28.7% vs. 41.8%)

Higher self-esteem and lower levels of depression

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

Support student-led GSAs
glsen.org/gsa

Champion student-led school programming
glsen.org/daysofaction
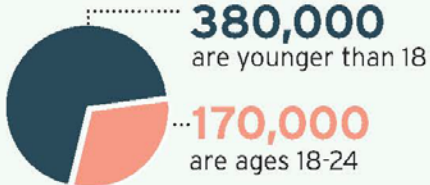
Be an ally to LGBTQ youth
glsen.org/ally

GLSEN®

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/nscs

NUMBER OF HOMELESS* YOUNG PEOPLE

550,000
PER YEAR

* Homelessness lasting longer than one week

380,000
are younger than 18

170,000
are ages 18-24

1 IN 5
identify as **LGBTQ**

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

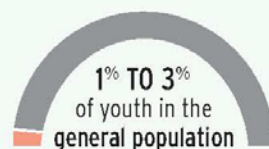**12.4 TO 13.9 YEARS OLD** was the average age range of first leaving home

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

1% TO 3% of youth in the **general population**

21% TO 42% of 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

NSVRC
national sexual violence resource center

TRANSGENDER TEENS NEED SAFE & SUPPORTIVE SCHOOLS

Centers for Disease Control and Prevention
MMWR

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

NO BULLY ZONE

Data from 2017 Youth Risk Behavior Survey of U.S. high school students in 10 states and 9 large urban school districts (N=131,901 students) as published in Johns, et al. MMWR 2019 (bit.ly/CDCVA21)

WWW.CDC.GOV

Transgender and gender nonconforming (trans/GNC) youth are experiencing **extremely hostile climates in US schools.**

83.7% of transgender & 69.9% of gender nonconforming students were bullied/harassed at school because of gender.

Over 4 in 10

trans/GNC students face gender-related discrimination at school, including:

2017 National School Climate Survey
Learn more at glsen.org/nscs

GLSEN®

42.1% of trans/GNC students have been prevented from using their preferred name or pronoun.

46.5% of trans/GNC students have been required to use the incorrect bathroom.
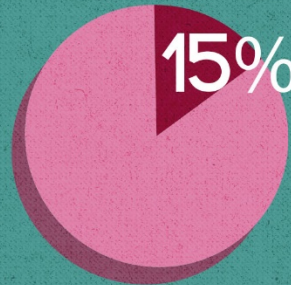
QUEER YOUTH OF COLOR

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

48% OF LGBTQ STUDENTS OF COLOR EXPERIENCED VERBAL HARASSMENT BECAUSE OF BOTH THEIR SEXUAL ORIENTATION AND THEIR RACE OR ETHNICITY.
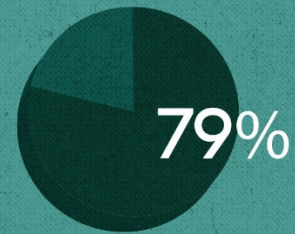
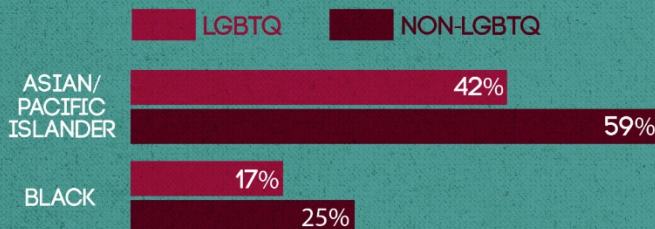**15%** HAVE BEEN PHYSICALLY HARASSED OR ASSAULTED BASED ON BOTH OF THESE ASPECTS OF THEIR IDENTITY.

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...

79% OF LGBTQ YOUTH OF COLOR REPORTED THAT THEY HAD INTERACTIONS WITH SECURITY OR LAW ENFORCEMENT, COMPARED TO 63% OF WHITE LGBTQ YOUTH.
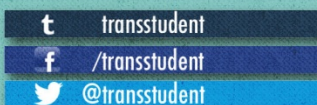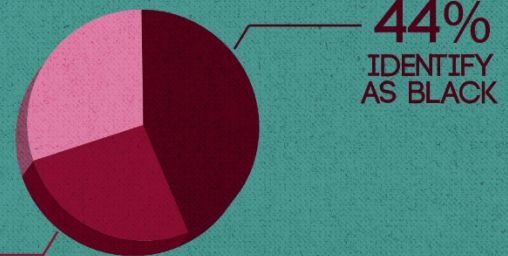
COLLEGE COMPLETION RATES

	LGBTQ	NON-LGBTQ
ASIAN/PACIFIC ISLANDER	42%	59%
BLACK	17%	25%

20-40% OF ALL HOMELESS YOUTH ARE LGBTQ

AMONG THEM...

44% IDENTIFY AS BLACK

26% IDENTIFY AS LATINO

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

58.7% of gender non-conforming students have experienced verbal harassment in the past year because of their gender expression, compared to 29% of their peers

49% of trans people reported physical abuse in a 2007 survey

The Gender, Violence, and Resource Access Survey found that
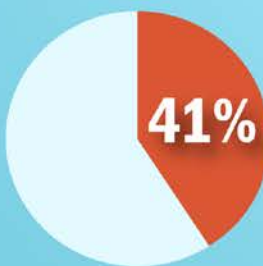
50% of trans people have been raped or assaulted by a romantic partner

Trans people of color are...

6X more likely to experience physical violence when interacting with the police than white cisgender survivors of violence

41% 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

Risk Factors

- Bullying/ Victimization
- Stigma
- Discrimination
- Lack of social/ family support
- Stress associated with coming out
- Gender non-conformity
- History of mental health conditions

47.7%

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

Haas et al., 2011; Liu & Mustanski, 2012

63%

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

AMERICAN PSYCHOLOGICAL ASSOCIATION

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.
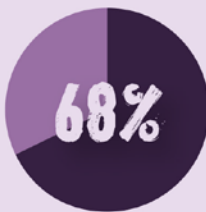
40% of homeless youth are LGBTQ.

42% of homeless agencies do not address LGBTQ issues despite these elevated rates of homelessness.
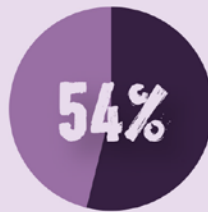
14.4 The average age that lesbian and gay youth in New York become homeless.

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

68% of homeless LGBTQ youth have experienced family rejection.

54% 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."

t transstudent.tumblr.com

f facebook.com/transstudent

y twitter.com/transstudent

Take action at: transstudent.org/ homelessness

TSER
Trans Student Educational Resources

Design by Landyn Pan

THE LAW

THE LAWS PROTECTING LGBTQ YOUTH

There are laws and policies, at multiple levels, that protect LBGTQ 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...

You can't dress like that because your gender on our school record says otherwise.

I don't care if you have a court order, I won't change your name in our records.

You can't play because you haven't had "the surgery".

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	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 **F**air, **A**ccurate, **I**nclusive and **R**espectful references, in history and social studies curriculum, to contributions by people with disabilities and the LGBTQ community. As a result, **California Education Code's Social Content statute** requires that instructional materials: • 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
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:	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. 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. 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.
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	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.
Personal Rights-California Code 22 CCR 80072:	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.

California's Equal Restroom Access (AB 1732): CA Law 1732	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. 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. 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." Santa Clara County Policy 3.62
California offers non-binary driver's licenses, IDs	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.
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

Hyperlinks included in this section:

- The FAIR Education Act: https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp
- California Education Code's Social Content statute: https://www.cde.ca.gov/ci/cr/cf/lc.asp
- CA Law 1732: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1732
- Santa Clara County Policy 3.62: https://www.sccgov.org/sites/scc/gov/CountyPolicies/Board-Policy-3.62-Restroom-Access.pdf
- Senate Bill 48 FAQ - https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp

INCLUSIVE CAMPUSES

INCLUSIVE CAMPUSES/ENVIRONMENTS

While adolescents who are deemed as "different" can be ostracize 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, included, 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 are able to better answer questions from students and families related to LGBTQ topics, including, but not limited to serving as a conduit to resources. And, such settings become familiar with sexual orientation and gender identity terminology.

Inclusive/Supportive Campuses for LBGTQ

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.
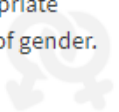
SPEECH

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.

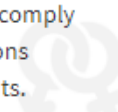## GAY-STRAIGHT ALLIANCES

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.

Gay Straight Alliances (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."

- Launching in Spring 2020, a district all-call will be publicized to encourage educators, administrators, and other school district employees to "come out" as visible allies for LGBTQ students as part of 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. Training dates for District designees will be listed on the [SCCOE LGBTQ website](#), as well as communicated through various other mediums. Once trained, Districts can plan, implement, and support their launch.

- ***Interested districts should contact the [Safe & Healthy Schools Department for more information](#), and/or to learn how to become an Out District.*** For additional information, or to learn how your district can join the SCCOE OUT for Safe Schools™ campaign, contact Dr. Christina Arpante at [christina_arpante@sccoe.org](#).

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.

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 GSAs.

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

GLSEN®

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/nscs

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

HRC's Welcoming Schools curriculum

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

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

LGBTQ LITERATURE
FOR STUDENTS

Middle/High School		
TITLE	**AUTHOR**	**IBSN**
All Out: The No-Longer-Secret Stories of Queer Teens throughout the Ages	Saundra Mitchell	ISBN-10: 133547045X ISBN-13: 9781335470454
Aristotle and Dante Discover the Secrets of the Universe	Benjamin Alire Sáenz	ISBN-10: 1442408928 ISBN-13: 9781442408920
Being Jazz: My Life as a (Transgender) Teen	Jazz Jennings	ISBN-10: 039955467X ISBN-13: 978-0399554674
Beyond Magenta	Susan Kuklin	ISBN-10: 0763673684 ISBN-13: 978-0763673680
Black Panther: World of Wakanda by Roxanne	by Ta-Nehisi Coates & Roxane Gay	ISBN-10: 130290650X ISBN-13: 978-1302906504
Boy Meets Boy	David Leviathan	ISBN-10: 0007191391 ISBN-13: 9780007191390
Brooklyn, Burning	Steve Brezenoff	ISBN-10: 1467716251 ISBN-13: 978-1467716253
Drama (Graphic Novel)	Raina Telgemeier	ISBN-10: 0545326990 ISBN-13: 978-0545326995
Every Day	David Levithan	ISBN-10: 0307931897 ISBN-13: 978-0307931894
From the Notebooks of Melanin Sun	Jacqueline Woodson	ISBN-10: 0399252800 ISBN-13: 9780399252808
Gender Now Coloring Book: A Learning Adventure for Children and Adults	Maya Gonzalez	
Girl Mans Up By	M-E Girard	ISBN-10: 0062404180 ISBN-13: 978-0062404183
Gracefully Grayson	Ami Polonsky	ISBN-10: 1484723651 ISBN-13: 978-1484723654
I am Blue	Marion Dane Bauer	ISBN-10: 0064405877 ISBN-13: 978-0064405874
If I Was Your Girl	Meredith Russo	ISBN-10: 1474923836 ISBN 13: 9781474923835
It's Not Like It's a Secret	Misa Sugiura	ISBN-10: 0062473417 ISBN-13: 9780062473417
Juliet Takes a Breath	Gabby Rivera	ISBN-10: 1626012512 ISBN-13: 978-1626012516
Lies we Tell Ourselves	Robin Talley	ISBN-10: 0373212046 ISBN-13: 978-0373212040

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.

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

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
• gay (adj.) • lesbian (n. or adj.) • bisexual, bi (adj.)	"gay people" "gay man/men" "lesbian couple" "bisexual people" "He is gay." / "She is a lesbian." / "He is bisexual."	• "homosexual" • "gay" (n.) (as in, "He is a gay.")	*Gay* 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 *lesbian(s)* is clearer when talking only about a woman or women. Opponents of LGBT equality often use words like "homosexual" to stigmatize gay people by reducing their lives to purely sexual terms.
• being gay/lesbian/bisexual	"She talked about being gay/a lesbian/bisexual." "He discussed being bisexual."	• "homosexuality" • "lesbianism" • "That's so gay." (a hurtful slur)	Talking about a person's "homosexuality" can, in some cases, reduce the life of that person to purely sexual terms. Talk about *being gay/lesbian/bisexual* instead. Also, the term "lesbianism" is considered pejorative, as is using "gay" as an insult or slur.
• 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)	"people who are lesbian, gay, bisexual or transgender" "laws that protect gay and transgender people" "Only 29% of LGBT adults in the United States report they are thriving financially, compared to 39% of non-LGBT adults."	• "LGBT" (with those who are not yet strong supporters)	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.) The abbreviation *LGBT* 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 *lesbian, gay, bisexual and transgender* on first reference for clarity and inclusion—but if there is a need for brevity in repeated subsequent references, shorten to *gay and transgender* rather than "LGBT." Use *LGBT* in longer written documents such as reports after the abbreviation is defined.
• sexual orientation • orientation	"a person's sexual orientation" "Sexual orientation can be a complex topic. A person's orientation is..."	• "sexual preference" • "gay/lesbian/bisexual lifestyle" • "same-sex attractions" • "sexual identity"	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."

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
· transgender (adj.)	"transgender person" "transgender man" "transgender woman" "transgender advocate" "protecting people who are transgender" "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."	· "transgendered" · "a transgender" (n.) · "transgenders" (n.) · "transvestite" · "tranny"	*Transgender* 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. 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. The term *trans*, often used within the LGBT community, may not be understood by unfamiliar audiences. While terms like *transgender man* and *transgender woman* 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). 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.
· gender identity · gender expression	"fair and equal treatment based on gender identity and expression."	· "sexual identity" (the correct term is *gender identity*)	The terms *gender identity* (one's internal sense of gender) and *gender expression* (how a person outwardly expresses that gender) are not interchangeable. These terms can be unfamiliar and confusing to many people; referring to *transgender people* is often clearer.
· transition	"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."	· "sex change" · "sex-change operation" · "pre-operative" / "post-operative"	*Transition* 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. 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.
· people who are not transgender	"transgender people and non-transgender people alike"	· "cisgender" (with those who are not yet strong supporters)	The term "cisgender" tends to confuse and alienate unfamiliar audiences. Use everyday language that is clear and relatable instead (see Usage Example).
· someone who doesn't identify as either male or female	"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."	· "nonbinary" / "gender-nonconforming" / "genderqueer" (with those who are not yet strong supporters)	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).

Movement Advancement Project *(MAP)*

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
· fair, equal treatment · treating people fairly and equally	"Everyone, including LGBT people, should be treated fairly and equally by the laws of our state."	· "rights" · "civil rights" · "gay rights" / "LGBT rights"	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.
· discrimination · rejection · exclusion · unfairness	"Protecting people from discrimination is about treating others as we want to be treated. It's not for me to judge."	· "hate" / "haters" / "hatred" · "bigot" / "bigots" / "bigotry" · "prejudice"	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.
· anti-gay/anti-transgender/anti-LGBT activists · opponents	"the hurtful rhetoric of anti-gay activists" "those who oppose protecting LGBT people from discrimination"	· "anti-gay religious extremists/ extremism" · "anti-gay Christian groups"	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.

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	zirself	pronounced as it looks
sie/zie	hir	hir	hirs	hirself	zee, here, here, heres hereself
iez	zir	zir	zirs	zirself	zee, zere, zere, zeres zereself
ey	em	eir	eirs	eirself	a, m, ear, ears, earself
per	per	pers	pers	perssself	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, themself
- sie, hir, hir, hirs, hirself
- zie, zir, zir, zirs, zirself

Examples

- *Ze reminded zirself 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"

Resource Links

- **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/

- **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

- **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/

- 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

- **GLSEN** (Gay, Lesbian, Straight Education Network) - 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, Gay Straight Alliance clubs, and other resources for educators. https://www.glsen.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** (Parents and Friends of Lesbians and Gays) - 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.

_____

Hyperlinks in this section:

- Human Rights Campaign - https://www.hrc.org/
- SCCOE LGBTQ website - http://bit.ly/LGBTQSCCOE
- Safe & Healthy Schools Department - https://www.sccoe.org/safe-and-healthy/Pages/default.aspx
- Out for Safe Schools Interest form - http://bit.ly/4SafeSchools
- GLSEN resources - https://www.glsen.org/resources/educator-resources
- GLSEN lesson plans - https://www.glsen.org/search?search_api_fulltext=lesson%20plans&f%5B0%5D=type%3A92
- HRC's Welcoming Schools curriculum - http://www.welcomingschools.org
- Movement Advancement Project (MAP) - https://www.lgbtmap.org/
- Teaching Tolerance Best Practices: Creating an LGBTQ-inclusive School Climate - http://www.tolerance.org/lgbt-best-practices

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

3 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.

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

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

t transstudent
f /transstudent
y @transstudent

FOR MORE INFORMATION, GO TO TRANSSTUDENT.ORG/GRAPHICS

TSER
Trans Student Educational Resources

DESIGN BY LANDYN PAN

https://www.transstudent.org

Leading Organizations for Transgender Advocacy:

- National Center for Transgender Equality
- Transgender Law Center
- Trans Student Educational Resources (TSER)
- Trans Women of Color Collective

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.

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)."

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

Hyperlinks in this section

- National Center for Transgender Equality – transequality.org
- Transgender Law Center - transgenderlawcenter.org
- Trans Student Educational Resources (TSER) - transstudent.org
- Trans Women of Color Collective - twocc.us
- California Department of Education - https://www.cde.ca.govhttps://www.cde.ca.gov
- School Success and Opportunity Act (AB 1266) - https://www.cde.ca.gov/re/di/eo/faqs.asp

ALLIES & FRIENDS

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 l
- ☐ 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 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

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 LBGTQ+ 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

RTI INTERNATIONAL

1 Kosciw, J. G., Greytak, E. A., Palmer, N. A., & Boesen, 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."

- 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)

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?

GLSEN

WHAT NOW?

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

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 free 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.

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

MY SCHOOL MY RIGHTS KNOW YOUR 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 history[ii] and sexual health education[iii], 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

MY SCHOOL MY RIGHTS KNOW YOUR 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).

MY SCHOOL MY RIGHTS KNOW YOUR RIGHTS

ACLU
AMERICAN CIVIL LIBERTIES UNION of CALIFORNIA

Published September 2015 by the ACLU of California
WWW.MYSCHOOLMYRIGHTS.COM

---

[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)

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 he lp 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.

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

https://familyproject.sfsu.edu/

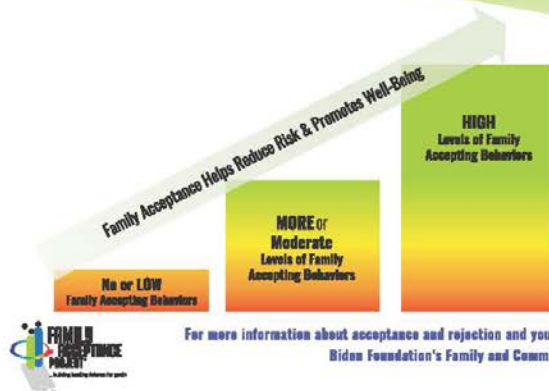# Family Behaviors that Increase Your LGBTQ Child's Health & Well-Being

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		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	Connect your child with LGBTQ adult role models	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

Family Acceptance Helps Reduce Risk & Promotes Well-Being

No or LOW Family Accepting Behaviors
MORE or Moderate Levels of Family Accepting Behaviors
HIGH Levels of Family Accepting Behaviors

- 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

AS YOU ARE
A Family and Community Acceptance Campaign
BIDENFOUNDATION.ORG

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

6 x Depression
5.5 x Suicidal thoughts
8 x Suicide attempts
3 x Illegal drug use
3 x HIV/STD risk

3 x Depression
2 x Suicidal thoughts
2 x Suicide attempts
1.5 x Illegal drug use

HIGH Levels of Family Rejecting Behaviors

MORE or Moderate Levels of Family Rejecting Behaviors

No or LOW Family Rejecting Behaviors

FAMILY ACCEPTANCE PROJECT
— building healthy futures for youth

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

© 2019, Caitlin Ryan, PhD

AS YOU ARE
A Family and Community Acceptance Campaign
BIDENFOUNDATION.ORG

Suicide Prevention Resources for the LGBTQ+ Community

Get Services

Gaylesta, The Psychotherapist Association for Gender and Sexual Diversity

Referral service for providers with a range of training and experience specializing in the LGBT community.

gaylesta.org
Serves: All

Outlet, Adolescent Counseling Services

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

(650) 424-0852 x105
590 W. El Camino Real
Mountain View
projectoutlet.org
Serves: Ages 13-18

LGBTQ Youth Space

Youth Space is 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

Billy DeFrank Lesbian & Gay 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

Bill Wilson Center's LGBTQ Outreach Program

Our program works directly with youth to connect them to housing, education, and mental health resources within Bill Wilson Center.

(408) 925-0233
693 S. 2nd Street
San Jose
billwilsoncenter.org/services/all/lgbtq-outreach.html
Serves: Youth

LGBTQ Wellness

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

(408) 343-7944
452 S. 1st Street
San Jose
Lgbtqwell.org
Serves: Adults

Get More Information

LGBTQ Resources

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

sccbhsd.org/lgbtq
Serves: Youth & Adults

It Gets Better

The It Gets Better Project is a campaign that shares stories to show young LGBT people the happiness and potential their lives can reach.

itgetsbetter.org
Serves: Teens

LGBT National Help Center

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

LGBThotline.org
Serves: Youth & Adults

National Resource Center on LGBT Aging

The National Resource Center on LGBT Aging is the country's first and only technical assistance resource center aimed at improving the quality of services and supports offered to lesbian, gay, bisexual and/or transgender older adults.

lgbtagingcenter.org
Serves: Older Adults

Parents, Families, and Friends of Lesbian and Gays (PFLAG)

The local chapter of PFLAG provides support groups, resources, scholarships, and houses a speaker's bureau.

pflagsanjose.org
Serves: Youth & Adults

COUNTY OF SANTA CLARA
Behavioral Health Services

Suicide Prevention Resources for the LGBTQ+ Community

Family Acceptance Project (FAP)

The Family Acceptance Project (FAP) helps diverse families support their LGBTQ children to prevent serious health risks.

familyproject.sfsu.edu/publications
Serves: Parents

Office of LGBTQ Affairs

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

sccgov.org/lgbtq
Serves: LGBTQ Community & Service Providers

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

LGBT National Senior Hotline

Peer-counseling, information and local resources for senior callers.

1 (888) 234-7243
Monday-Friday 1pm to 9pm, Saturday 9am to 2pm
Serves: Older Adults

The Trevor Project

The only accredited, nationwide, around-the-clock crisis and suicide prevention helpline for LGBTQ youth.

Hotline: 1 (866) 488-7386
Monday-Friday, 12pm-7pm
Text Line: Text TREVOR to 1 (202) 304-1200
Chat Line: TheTrevorProject.org
Chat 7 days a week, 12pm-7pm

Trevor Space

Online chat forums for LGBTQ young people.

Trevorspace.org
Serves: Ages 13-24

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/santa-clara-county
Serves: Homeless Adults

Trans-Specific Resources

Trans Lifeline

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

1 (877) 565-8860
7 days a week, 7am-1am
Serves: Transgender Youth & Adults

they2ze

This interactive mobile app includes an extensive database of community-vetted health and life resources, best practices, and connections to ensure that all trans-spectrum youth have access to inclusive services and care.

Download on iTunes and Google Play
Serves: Transgender Youth

VHC Downtown Gender Health Center

This health center specializes in the care of transgender, non-binary and gender-diverse individuals.

(408) 977-4411
777 E. Santa Clara Street
San Jose
Serves: Transgender Ages 15+

VHHP Gender Clinic

A safe space for trans and gender expansive people experiencing homelessness in Santa Clara County.

(408) 272-6050
2101 Alexian Drive, Suite D
San Jose

Trans Family Support Group of Santa Clara County

We're a group of parents with teens and young adults who are transgender or gender fluid. We help other parents and family members gain the support and education needed in a safe, loving and respectful environment.

(408) 505-7791
santaclaratransfam@gmail.com
2nd Saturday of the month, 3-5 pm
santaclaratransfamilysupport.net
Serves: Parents

Callen-Lorde Safer Binding and Tucking Brochures

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

callen-lorde.org/transhealth

COUNTY OF SANTA CLARA
Behavioral Health Services

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-_bHx8j5MoCOnZefhpk1v0T4kWY2rGVbbN4V8Hp0TpY

- **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 13-18 living in the Peninsula and South Bay through support services, leadership training, community education and advocacy. projectoutlet.org

- **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 LGBTQQ (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/

- **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 PT TheTrevorProject.org

Manuals and Guides

- Advocates for Youth – Fact Sheets
  https://advocatesforyouth.org/resources-tools/
- Coming out Resource Guide
  https://issuu.com/humanrightscampaign/docs/comingout_resourceguide_042013
- Coming out for African Americans
  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
- Parents' Influence on the Health of Lesbian, Gay, and Bisexual Teens
  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
- 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
FEBRUARY ▪ 7th – National Black HIV/AIDS Awareness Day ▪ Varies – Aromantic Spectrum Awareness Week ([Website](#))
MARCH ▪ 1st - Zero Discrimination Day ▪ 31st – International Transgender Day of Visibility ([Website](#))
APRIL • 26th Lesbian Visibility Day • 27th Day of Silence ([Website](#))
MAY ▪ 6th – International Family Equality Day (IFED) - *first Sunday of May* **([Website](#))** ▪ 17th – International Day Against Homophobia ([Website](#)) ▪ 22nd – Harvey Milk Day ▪ 24th – Pansexual/Panromantic Visibility Day
JUNE ▪ Pride Month ▪ 28th – Stonewall Riots Anniversary
July • 14th International Non-Binary People's Day • 16th International Drag Day
SEPTEMBER ▪ 23rd – Celebrate Bisexuality Day (also known as Bisexual Pride Day, Bi Visibility Day, and Bisexual Pride)
OCTOBER ▪ LGBT History Month ▪ Varies – Asexual Awareness Week ([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/Panromanic Pride Day ▪ 10th – Human Rights Day

References

REFERENCES

- https://www.sccgov.org/sites/phd/hi/hd/reports/-/Pages/health-assessments-home.aspxhttps://www.sccgov.org/sites/phd/hi/hd/reports/-/Pages/health-assessments-home.aspx

- http://www.sccgov.org/sites/mhd/Services/RCare/Documents/Housing/%2713%20Homeless%20Census%20and%20Survey%20Santa%20Clara%206%2028%2013%20FINAL.pdf

- http://www.glsen.org/sites/default/files/2011%20National%20School%20Climate%20Survey%20Full%20Report.pdf

- http://www.equityproject.org/pdfs/hidden_injustice.pdf

- http://www.cdc.gov/mmwr/pdf/ss/ss60e0606.pdf

- http://www.sccgov.org/sites/sccphd/en-us/Partners/Data/Documents/LGBTQ%20Report%202012/LGBTQ_report_web.pdf

- http://www.sccgov.org/sites/sccphd/en-us/Partners/Data/Documents/LGBTQ%20Report%202012/LGBTQ_report_web.pdf

- https://www.kidsdata.org/topic/213/youthsuicide-rate/table#jump=children-faring&fmt=2311&loc=59&tf=93&sortColumnId=0&sortType=asc

- https://www.thetrevorproject.org/trvr_press/national-estimate-of-lgbtq-youth-seriously- considering-suicide/

- CDC. (2016). 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.James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016).

- The Report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality.

- Family Acceptance Project™. (2009). Family rejection as a predictor of negative health outcomes in white and Latino lesbian, gay, and bisexual young adults. Pediatrics. 123(1), 346-52.

- CDC. (2016). 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.

- IMPACT. (2010). Mental health disorders, psychological distress, and suicidality in a diverse sample of lesbian, gay, bisexual, and transgender youths. American Journal of Public Health. 100(12), 2426-32.

-

- https://lalgbtcenter.org/out-for-safe-schools

- *The* Human Rights Campaign: *2018 LGBTQ Youth Report*

- https://www.apa.org/pi/lgbt/resources/language

- https://www.aclunc.org/our-work/know-your-rights/lgbtq-students

- https://www.glaad.org/reference/offensive

- https://www.sccgov.org/sites/scc/gov/CountyPolicies/Board-Policy-3.62-Restroom-Access.pdf

- https://www.sccgov.org/sites/scc/gov/CountyPolicies/Design-Standard-for-All-Inclusive-Restrooms.pdf

- https://www.compliancesigns.com/media/resource-bulletins/CRB-CA-Title-24.pdf

- https://www.glsen.org/sites/default/files/Gay-Stright%20Alliances.pdf

- https://lalgbtcenter.org/out-for-safe-schools/about-out-for-safe-schools

- https://www.genderinclusiveschools.org/student-records-privacy

- https://www.cde.ca.gov/re/di/eo/faqs.asp

- https://www.glaad.org/resources/ally/2

Created By:

Dr. Christina Arpante

Contributing Editors/Reviewers

Santa Clara County Office of Education
Natalie Andrade
Dr. Christina Arpante
Rhonda Beasley
Alexandria Coronel
Alison Medeiros
Natali Mendoza-Perez
James White

BAYMEC
Dr. Ken Yeager

Office of LGBTQ Affairs
Robyn Bryers
Maribel Martinez

County of Santa Clara
Behavioral Health Services Department
Alicia Anderson
Emmett Marsh

Youth Space
Erika Cisneros
Adrienne Keel

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

SCCOE LGBTQ WEBSITE