



LGBTQIA

Education and Advocacy

Ph. 619-725-5597

Fx. 619-725-5599

sarredondo@sandi.net

Sophia Arredondo, Program Manager

LGBTQIA Education and Advocacy

Sophia Arredondo: Program Manager

sarredondo@sandi.net

Mick Rabin: Project Resource Teacher

mrabin@sandi.net

LGBTQIA Education and Advocacy is a program under the Office of Youth Advocacy and completely integrated within San Diego Unified School District. The program collaborates with other district programs and stakeholders to make schools safer and more affirming for all students including gay, lesbian, bisexual, transgender, queer/questioning, intersex, and asexual students.

LOCAL Resources

San Diego LGBT Center: (619) 692-2077

- **Project TRANS:** A.T. Furuya atfuruya@thecentersd.org
Connor Maddocks cmaddocks@thecentersd.org
- **Hillcrest Youth Center:** Courtney Ware cware@thecentersd.org
- **Family Services :** Megan Jackson mjackson@thecentersd.org
- **Latino Services:** Ricardo Gallego rgallego@thecentersd.org

San Diego LGBT Pride: info@sdpride.org

Transforming Family: Monica Nunez-Cham monica@transformingfamily.org

Trans Family Support Services: Kathie Moehlig www.transfamilysos.org

PFLAG San Diego: www.pflag.com

GLSEN San Diego: www.glsen/chapters/sandiegocounty

Trevor Project: www.thetrevorproject.org

San Diego Youth Services (Youth Emergency Shelter):

http://www.sdyouthservices.org/site/PageServer?pagename=Youth_Emergency_Shelter



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LGBTQIA+

EDUCATION & ADVOCACY

LGBTQIA Advocacy is a completely integrated program within SDUSD. The program collaborates with other district programs and stakeholders to make schools safer and more affirming for all lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual students.

OUR GOAL:

To provide school site resources and district support to meet the needs of lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual youth and families.

To provide opportunities for students to develop and publicly demonstrate voice and agency.

To provide parent/family advocacy, support, and education as well as resources and engagement opportunities.

SUPPORT SERVICES:

- ▶ Curriculum development, training, and implementation
- ▶ Student engagement and leadership opportunities
- ▶ Community engagement and collaboration
- ▶ Professional developments

SOPHIA ARREDONDO
PROGRAM MANAGER
(619) 725-5597
[SARREDONDO@SANDI.NET](mailto:sarredondo@sandi.net)



LGBTQIA+
EDUCATION & ADVOCACY

MICK RABIN
PROJECT RESOURCE TEACHER
(619) 725-7221
MRABIN@SANDI.NET



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LGBTQIA Inclusive checklist

Policies and Procedures

- Fairly enforced non-discrimination and anti-bullying/harassment policies that explicitly protect LGBTQ+ students
- School forms and applications that are inclusive of all identities and family structures
- A gender-neutral dress code, including for yearbook photos
- Available and designated gender-inclusive bathroom(s) and changing areas

School Environment

- School Office has a visible sign of support such as a safe space sticker or poster and/or staff is wearing the OUT badge showing support for LGBTQIA students/families.
- Diverse LGBTQIA friendly posters/pictures of families and historical figures in the classroom.
- Work to ensure educators who are creating inclusive and supportive learning environments feel supported by the administration and others in the school.
- Ensure good supervision of hallways, cafeterias, school grounds, bathrooms, locker rooms.
- Establish and support the GSA (Gender & Sexuality Alliance) or similar diversity clubs on your campus.
- Know and follow state and federal laws supporting LGBTQIA youth and their families.

Classroom Environment

- Explicitly and consistently foster a community of respect, support, and collaboration in your classroom?
- Develop, with your students, classroom agreements/expectations regarding respect, kindness and inclusivity?
- Showing a visible sign of support such as a safe space sticker or OUT badge showing support of LGBTQIA students and families
- Include reflections of LGBTQIA experiences in curricula?
- Put up diversity / LGBTQIA friendly posters/pictures of families and historical figures and signs.
- Interrupt biased language and bullying?
- Model inclusive language for students, for staff, and for parents? i.e. "Good morning students." instead of "Good morning girls and boys."
- Use inclusive language that doesn't assume everyone is heterosexual and/or cisgender and allows for diverse family environments.



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- Know of or have resources on LGBTQIA topics and gender available.
- Be aware of LGBTQIA youth resources in the community?

School Events and Celebrations

- School dances and proms that are safe for and inclusive of LGBTQIA students
- Proms, homecoming, and athletic events that allow for gender-neutral alternatives to “King” and “Queen”
- Valentine’s Day celebrations inclusive of LGBTQIA and non-coupled students
- Observations of Mother’s Day and Father’s Day that affirm all family structures

Course Content

- Health and sexuality education that is inclusive of all sexual orientations and gender identities
- Curriculum that regularly includes information about LGBTQIA people, history, and events
- Library resources and displays that are inclusive of LGBTQIA people, history, and issues

Co-curricular Activities

- Athletic teams and events that are safe for and inclusive of LGBTQIA students
- GSAs and other student club(s) that combat name-calling, bullying, and harassment
- School publications that cover LGBTQIA people and issues

Future Efforts

- Form a committee or staff or staff and parents/caregivers to oversee an assessment of your school climate and practices.
- Arrange workshops/presentations/professional development organize family education events.
- Hold an evening event for parents/caregivers to help people understand the importance and complexity of LGBTQIA identities. Share with families how to talk about this topic in ways that are affirming, inclusive, and age appropriate.



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LGBTQ STUDENT RIGHTS



<https://www.myschoolmyrights.com/lgbtq-student-rights/>

Do I have a right to be out at school?

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

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

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

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

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

Can I start a Genders & Sexualities 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]



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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.

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).

^[i] Ed. Code §200-220

^[ii] Ed. Code §51204.5 and §60040

^[iii] Ed. Code §51930- §51939

^[iv] Ed. Code §51500

^[v] Ed. Code §221.5(f)

^[vi] Ed. Code §221.5(f)



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CALIFORNIA LAWS Protecting LGBTQIA STUDENTS

Students have legal rights in schools. Students have the right to be protected from harassment and discrimination under state and federal laws. Knowing and understanding these legal rights can help students create a safer environment in their schools. Below is a list of the California laws that are in place that protect all students, including LGBTQ.

AB 1266, School Success and Opportunity Act (2013) provides guidance to schools so they can make sure that all students have the opportunity to do well in school and graduate. It amends the California Education Code and allows students to compete in sports teams and use facilities, including restrooms, based on their gender identity, regardless of whether they are listed as a male or female in official student records. It eliminates all sex-segregated school programs and facilities.

AB 887, Gender Nondiscrimination Act (2011) clarifies the law by explicitly adding gender identity to the list of protected classes. Previously, although the law did protect against discrimination on the basis of gender, it was clearly not stated in California Codes.

SB48, FAIR Education Act (2012) requires that California K-12 schools provide Fair, Accurate, Inclusive and Respectful representations of people with disabilities and people who are lesbian, gay, bisexual or transgender in history and social studies curriculum. The California Education Code has been updated over time to make sure that the role and contributions of members of underrepresented racial, ethnic and cultural groups to the economic, political, and social development of California and the United States are included in history and social studies lessons.

AB 9, Seth's Law (2011) tightens anti-bullying policies in California schools by ensuring that all schools have clear and consistent policies and by establishing timelines for investigating claims of bullying. It requires school personnel to intervene whenever they see instances of bullying create a respectful and safe environment for all students. San Diego Unified's Policy A-3550 addresses bullying, harassment or intimidation.

SB 543, Mental Health Services for At-Risk Youth (2010; amended in 2015) permits youth ages 12-17 to consent to mental health treatment without parental permission if the attending professional believes the youth is mature enough to make the decision or if the youth would present a danger of serious



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physical or mental harm to self and others without services. Previously, parental consent requirements for mental health services created a barrier to treatment that was especially harmful to LGBT youth who may be put at risk of emotional or physical abuse by coming out to their parents prematurely or with support.

SB 572, Harvey Milk Day (2009) requires the Governor to annually proclaim May 22 as Harvey Milk Day, a day of special recognition in California, and encourages public schools and educational institutions to conduct suitable commemorative exercises on that date.

AB 394, Safe Place to Learn Act (2007), requires the California Department of Education to regularly monitor districts' complaint process and procedures and whether or not school districts have adopted, posted and publicized district anti-discrimination policies that include the same protected categories as the Education Code, including sexual orientation and gender identity. It also requires CDE to make available to school districts information about curricula, training and other resources schools can use to prevent harassment and discrimination.

SB 71, Comprehensive Sex Ed Law (2003) requires sexual health education to be more inclusive of healthy attitudes regarding gender, sexual orientation, marriage, family and body image. Requires materials and instruction to be medically accurate, age appropriate, objective and not based on religious doctrine. Requires that school districts adopt an "opt out" policy in regards to sexual health education instead of an "opt in" policy.

California Education Code 200 (2000) states that it is the policy of the State of California to afford 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 in the definition of hate crimes (Penal Code, Section 422.55), equal rights and opportunities in the educational institutions in the state.

AB 537, California Student Safety and Violence Preventions Act (2000) amends the California Ed Code specifically prohibiting discrimination against and harassment of students and staff in schools on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability. This law added the provision that all students and staff in public schools have the same right to a safe learning environment regardless of the sexual orientation or gender identity.



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FEDERAL LAWS Protecting LGBTQIA STUDENTS

1st Amendment to the U.S. Constitution

What it says: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble...”

What it means: The Supreme Court has said that students in public schools maintain their 1st Amendment rights to free speech, which means they have a right to be “out”, to voice their opinion about LGBT issues, and to organize peaceful protests (such as Day of Silence). They also have a right to take a same-sex date to the prom and dress and express themselves in a way that best matches their gender identity.

Key Court Case: *Tinker vs. Des Moines*.

Equal Protection Clause of the 14th Amendment to the U.S. Constitution

What it says: “No state shall...deny to any person within its jurisdiction the equal protection of the laws.”

What it means: This guarantees equal protection under the law to **all** citizens, and it applies to public schools. All students have a federal, constitutional right to equal protection, which means that schools have a duty to protect LGBTQ students from harassment on an equal basis with all other students.

Key Court Case: *Nabozny vs. Podlesny*. Jamie Nabozny’s Ashland, WI school was found to have not done its duty in keeping him safe from anti-gay bullying and harassment.



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Title IX of the Education Amendments

What it says: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...”

What it means: This legislation covers all educational activities, with the exception of sex-specific groups (eg. sororities, the Boy Scouts). It prohibits sex-based discrimination and gender-based harassment, including harassment on the basis of a student’s failure to conform to stereotyped notions of masculinity and femininity.

In 2010, the Obama administration sent a letter to 15,000 school districts, clarifying that Title IX forbids gender-based harassment and has since issued another letter on May 16, 2016 with increased guidance

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf>

Equal Access Act

What it says: “It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.”

What it means: If your school allows any extra-curricular activities to form, it has to allow for the formation of a GSA. Additionally, your school may not impose special rules or restrictions on the GSA that are not imposed on other clubs.



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LIST of TERMS

Asexual	The lack of a sexual attraction or desire for other people.
Bisexual	A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.
Cisgender	A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.
Closeted	Describes an LGBT person who has not disclosed their sexual orientation or gender identity.
Coming out	The process in which a person first acknowledges, accepts and appreciates his or her sexual orientation or gender identity and begins to share that with others.
Gay	A person who is emotionally, romantically or sexually attracted to members of the same gender.
Gender Binary	The social construction of gender in most societies where gender is a DICHOTOMY between man and woman. Gender expectations, roles, and functions for men and women are generally rigid and the presence of alternate gender constructions are usually denigrated or ignored. This limited system excludes and oppresses trans, nonbinary, intersex, and gender-nonconforming people.
Gender-expansive	Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.
Gender expression	External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.



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Gender identity	One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
Gender non-conforming	A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.
Genderqueer	A term which refers to individuals or groups who “queer” or problematize the hegemonic notions of sex, gender and desire in a given society. Genderqueer people possess identities which fall outside of the widely accepted sexual binary (i.e. "men" and "women"). Genderqueer may also refer to people who identify as both transgender AND queer, i.e. individuals who challenge both gender and sexuality regimes and see gender identity and sexual orientation as overlapping and interconnected.
Homophobia	The fear and hatred of or discomfort with people who are attracted to members of the same sex.
Intersex	The term given to people who are born with a mix of male and female characteristics. This can refer to hormones, chromosomes, internal reproductive organs, or genitals. Commonly called “hermaphrodites” which is an offensive connotation. 1 in every 150 people are intersex and may often not know it.
Lesbian	A woman who is emotionally, romantically or sexually attracted to other women.
Non-binary	A catch-all category for gender identities that are not exclusively masculine or feminine—identities which are thus outside of the gender binary. i.e. genderqueer, bigender, agender, genderfluid, etc.
Outing	Exposing someone's lesbian, gay, bisexual or transgender identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.



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Pansexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions, not just people who fit into the standard gender binary (i.e. men and women).
Queer	An umbrella term people often used to express fluid identities and orientations. Often used interchangeably with "LGBT." Depending on what generation, the term can be offensive to some and empowering to others.
Questioning	A term used to describe people who are in the process of exploring their sexual orientation or gender identity.
Same-gender loving	A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender, often used within the African-American community.
Sexual orientation	An inherent or immutable enduring emotional, romantic or sexual attraction to other people.
Transgender	An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.
Transphobia	The fear and hatred of, or discomfort with, transgender people.
Two-Spirit	A culturally distinct gender that describes Indigenous North Americans who fulfill one of many mixed gender roles found traditionally among many Native Americans and Canadian First Nations indigenous groups.



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Pronoun Guide

Why a pronoun guide?

Some people feel like the most common gender pronouns (she/her, he/him) don't represent their gender identities or expressions because of how they are typically attributed to binary conceptions of sex (male/female) and gender (man/woman). Transgender, genderqueer, and other gender non-conforming people sometimes opt to use other pronouns that better fit their gender identity and expression. Gender-neutral pronouns (for example, they/them, ze/hir, ey/em) provide more opportunities for people with non-binary identities to define themselves.

(Note: You may hear people refer to pronouns as "preferred pronouns." This is no longer ideal language because it implies that a trans person's pronouns are optional or up for debate. Instead, simply say "pronouns.")

How do I know which pronouns to use?

You can't know which pronouns someone uses or what gender they identify as just by looking at them. If you're unsure of what pronouns someone uses, you can simply ask, "What pronouns do you use?"

You can also just refer to the person by their name. For example, "I've invited Morgan to the meeting because Morgan has expertise in marketing."

Note that some people may be okay with more than one type of pronoun. For example, you may hear someone say "my pronouns are she/her/hers or they/them/theirs."

In some cases, transgender and gender non-conforming people may use different pronouns in different spaces depending on their comfort and safety. If you hear someone introduce themselves differently in different spaces, follow their lead or ask them where you should use which set of pronouns.

Why is it important to get someone's pronouns right?

Using someone's correct pronoun is one important way to show that you respect their identity. For some trans people, being referred to by the wrong pronoun can be invalidating, hurtful, and humiliating. Furthermore, using the wrong pronoun for someone can be dangerous if it results in outing them to others who don't know their gender status.

Learning how to use new types of pronouns or learning to use a different set of pronouns for someone you already know can take some getting used to, but it is important that you make the effort.

How should I correct myself and others when we use the wrong pronouns?

Be sure to apologize and correct yourself if you mispronoun someone. This can be a simple, "Sorry, I meant she," and then moving on with the conversation. If you notice a peer mispronoun someone, you can offer a brief correction: "Remember, Sam goes by 'he' and 'him.'"

If you realize after the fact, apologize to the person in private and let them know you'll make every effort to get their pronouns right in future. It is important that the conversation does not become centered on your feelings after making a mistake (such as difficulty or confusion you feel), but instead on validating the gender identity of the person you are apologizing to. A simple, "I realized I used the wrong pronoun for you earlier. I'm sorry about that; I'll do better in future" will suffice.

Adapted from the LGBT Campus Center's Gender Pronouns Guide at the University of Wisconsin-Madison (https://lgbt.wisc.edu/documents/LGBTCC-Gender_pronoun_guide.pdf)



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	Nominative (subject)	Objective (object)	Possessive determiner	Possessive pronoun	Reflexive
He / Him	<i>He</i> laughed	I called <i>him</i>	<i>His</i> eyes gleam	That is <i>his</i>	He likes <i>himself</i>
She / Her	<i>She</i> laughed	I called <i>her</i>	<i>Her</i> eyes gleam	That is <i>hers</i>	She likes <i>herself</i>
They / Them	<i>They</i> laughed	I called <i>them</i>	<i>Their</i> eyes gleam	That is <i>theirs</i>	They like <i>themselves</i>
Spivak	<i>Ey</i> laughed	I called <i>em</i>	<i>Eir</i> eyes gleam	That is <i>eirs</i>	<i>Ey</i> likes <i>emself</i>
Ze (zie) /Hir	<i>Ze</i> laughed	I called <i>hir</i>	<i>Hir</i> eyes gleam	That is <i>hirs</i>	<i>Ze</i> likes <i>hirsself</i>

Adapted from the LGBT Campus Center's Gender Pronouns Guide at the University of Wisconsin-Madison
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Responding to Concerns: Supporting Transgender Students

Why is the school making such a big deal about this? How many of these kids are there anyway?

- Of course I can't talk about any individual students, just as I would never talk about your child. Personal information about our students, including their gender identity is private. But is there something we can do to help you or your child better understand gender-related issues?
- Many people don't realize that gender-based discrimination is illegal under Title IX, and that gender is a protected class in many states and cities (just like race, religion or disability). Unfortunately, these protections are necessary because transgender and other gender-expansive students frequently face a great deal of discrimination from other students, staff and community members.
- Organizations such as the PTA, the NEA, the California School Board Association and many other associations for administrators, counselors, and other educational professionals have written clear guidelines about the need to make sure that transgender and other gender-expansive students are safe at school.
- I know this is new territory for many of us. Sometimes change is really challenging. Perhaps I can share some information with you about this issue?

Who is protecting my child?

- What are the specific behaviors of another person that are making your child feel unsafe?
- I can assure you that the safety of all of the students at this school remains my highest priority. If your child is feeling unsafe, we need to know about it. Can you tell me about specific situations or occurrences that have taken place in which your child's safety was at risk?
- Our expectation for all of our students is that they respect the privacy and physical boundaries of other students. If the behaviors of one student are making another student feel unsafe, that is an issue we take very seriously. Is something or someone behaving in a way that makes your child feel unsafe?
- How can we help your child to feel more comfortable? If for any reason your student needs additional support, such as a private space to change or use the restroom, we will work with you and your child to provide these.

So who decides if a student is transgender? What is to prevent a boy from coming to school one day and simply declaring that he is a girl and changing in the girl's locker room?

- Schools have always worked to support the needs of individual students in a variety of ways. For any student who requires support related to gender, the school works very deliberately to provide the necessary services. This does not take place without a great deal of care and planning.
- Schools all over the country are supporting transgender students in these ways and this issue simply does not come up.
- A transgender student is very different from a young person who is claiming to be a different gender for some improper purpose. Transgender students are not trying to get away with something or make this up; why would they? Conversely, any student pretending to be transgender would be easily identified in the planning processes we have established.
- Our policy of treating transgender students consistent with their gender identity does not permit a student of the opposite sex to enter into the wrong facilities.



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Responding to Concerns: Teaching about Gender

Why should my child learn about gender at school?

- School is a place where children are taught to respect one another and to learn to work together regardless of their differences. Learning about gender diversity is part of that work. Creating a more tolerant, inclusive, and accepting school environment teaches all children to recognize and resist stereotypes. We teach children to stand up for others, to resist bullying, and to work together.
- We also know that many children whose gender is seen as different than what is expected of them can face very difficult circumstances. Too often teasing, bullying, and violence are common experiences for a gender-expansive child. A growing number of school districts and states (14 as of 2014) specifically prohibit bullying and harassment of students based on gender expression or identity. Furthermore, various federal, state and municipal laws protect students from discrimination because of their gender. Proactive education and training to help students understand gender diversity more fully helps school districts meet those legal obligations while working to create a safer, more supportive learning environment for all students.

Isn't my child too young to be learning about gender?

- Children are already learning about it. Messages about gender are everywhere, and children receive very clear messages about the "rules" for boys and girls, as well as the consequences for violating them. By learning about the diversity of gender, children have an opportunity to explore a greater range of interests, ideas, and activities. For all children, the pressure of "doing gender correctly," is greatly reduced, creating more space for them to discover new talents and interests.
- Whether in or out of school, children will encounter other children exhibiting wide ranges of gender expression. This is normal and, with a little reflection, we can all recognize it as something we encountered during our own childhoods. Tomboys or shy, sensitive boys are commonly recognized examples of children who buck societal expectations of gender expression. These children, and all children, deserve a safe, supportive learning environment in which they can thrive and empower themselves.

If you are talking about gender, aren't you discussing reproduction and sexuality?

- The simple answer is "no." When we discuss gender, we talk about what people like to wear, the activities they engage in, and how they feel about themselves. This is not sexuality. Sexuality involves physical intimacy and attraction. Gender is about self-identity. Gender identity is a person's internal sense of where they fit on the gender spectrum. This includes all kids, "typically" gendered or not.
- If responding to questions that arise about physical sex, the discussion uses phrases such as "private parts," and even if anatomical terms come up, nothing specific to human reproduction or sexuality is taught. For the most part, children are simply not raising these questions. While as adults, we struggle to separate the ideas of gender and sexuality (primarily because many were taught that they are one and the same), children have an ability to grasp the complexity of gender diversity because sexuality does not factor in to complicate their understanding.



LGBTQIA

Education and Advocacy

Ph. 619-725-5597

Fx. 619-725-5599

sarredondo@sandi.net

Sophia Arredondo, Program Manager

BEST PRACTICES

Creating Safe Space for LGBTQIA Students and Families

1. Receive **ON-GOING Professional Development training** in LGBTQIA topics
2. **Use inclusive language when discussing identities, families or relationships.** Don't assume the genders of parents or students' relationship interests. When discussing families use terms *parent* or *caregiver* as alternatives, and be inclusive when discussing relationships. Always ask for personal gender pronouns.
3. **Create clear school rules that include all identities.** Post them in a space visible to all students. Teachers are encouraged to go over them with students so as to set a tone of inclusivity from the first day to the last day of school.
4. **Interrupt all name-calling and the derogatory use of the word "gay."** Keep in mind that silence is approval for use of the word "gay" to mean "stupid" or "silly", and when intervening in name-calling call out the behavior, explain to the student how it hurts people, and provide them an opportunity to reframe what they said.
5. **Implement LGBTQIA inclusive lessons.** Read books with LGBTQIA characters, themes, families or highlight LGBTQIA historical events or figures. Inclusive lessons are an important mirror for students to see themselves reflected in the world.
7. **Collaborate with your colleagues.** Creating safe and supportive environments is collective work. Collaborate with other site staff to promote inclusiveness and safety, particularly for transgender and gender non-conforming students. *Create a school-site team to discuss a plan that best fits student's individual desires to navigate name/pronoun changes, use of restroom, locker-rooms, and access to sports teams.*
8. **Practice answering difficult questions.** With a colleague practice how you might answer students' questions about family diversity or LGBTQIA people.
9. **Increase LGBTQIA visibility.** Support creating a **GSA** (Genders and Sexualities Alliance) if one does not already exist at your school. Create a bulletin board with resources or hang posters that reflect the diversity of the school and your community.
10. **Celebrate LGBTQIA Pride!** June is LGBTQ Pride month. Contact the Office of Youth Advocacy to spark discussion about pride, identity and diversity.
11. **Ask for help!** Contact Office of Youth Advocacy for assistance in creating a safe space for all students and families.



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WHAT DO YOU SAY TO 'THAT'S SO GAY'...



STOP IT:

- Keep it simple with quick responses. You could say:
 - "Remember, we don't use put-downs in this class."
 - "It's not OK to say 'That's so gay.'"
 - "It's not OK to use that phrase."
 - "What did you mean by that?"
 - "Do you know what 'gay' means?"
 - "You may not have meant to be hurtful, but when you use the word 'gay' to mean something is bad or stupid, it is hurtful."
 - "Do you know why it is hurtful?"
- If you have the time and opportunity to educate on the spot, do it. If you don't, make time later.

EDUCATE:

- If you have been hearing the phrase "That's so gay" used to mean that something is bad or stupid, take the time during a class meeting or group time to make sure that your students know what "gay" means and know why it is hurtful to use it as an insult.
- Be clear with students that when they use the word "gay" in a negative way they are being disrespectful. Also be clear that using the phrase "That's so gay" is hurtful to other students who may have parents, siblings, aunts, uncles, neighbors, friends or other family members who are gay.
- In lessons on respect, stereotypes or prejudice include information about discrimination against lesbian, gay, bisexual and transgender people.

BE PROACTIVE:

- Develop an environment of respect and caring for all students in your class and school.
- Establish clear schoolwide and classroom policies against name-calling and hurtful teasing.
- If you have been hearing the phrase "That's so gay" in the school, be explicit that rules against name-calling include that phrase and other anti-gay put-downs.

Why Stop Anti-Gay Comments...

In a nationwide survey, children feared anti-gay harassment more than any other kind of name-calling.

-Joseph A. Drake, James H. Price & Susan K. Telljohann, "The Nature and Extent of Bullying at School," *Journal of School Health*, May 2003 (pp. 173-180)

Middle-school students who were called anti-gay names reported increased anxiety, depression, personal distress and a lower sense of school belonging.

-V. Paul Poteat and Dorothy L. Espelage of the University of Illinois at Urbana-Champaign and published in *The Journal of Early Adolescence* (May 2007; Vol. 27, No. 2; pp.175 -191)

Students who experience acceptance at school and at home are more highly motivated, and engaged in learning and committed to school.

- K. F. Osterman (2000). Students' need for belonging in the school community. *Review of Educational Research* 70(3), (pp. 323-367)

www.welcomingschools.org



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Fx. 619-725-5599

sarredondo@sandi.net

Sophia Arredondo, Program Manager

Come Join

PARENTS OF LGBTQ YOUTH SUPPORT GROUP

EVERY 1ST AND 3RD TUESDAY

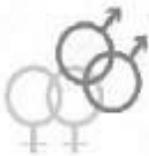
**5:15PM-6:30PM
BEGINNING APRIL 19**

This group is designed to provide support to parents of LGBTQ youth. Parents will have a safe space to find community and a place to discuss how to support their LGBTQ youth.

HOSTED BY FAMILIES @ THE CENTER

THE SAN DIEGO LGBT COMMUNITY CENTER
3909 CENTRE STREET | SAN DIEGO | CA, 92103

QUESTIONS? CONTACT US AT FAMILIES@THECENTERSD.ORG OR
619.692.2077 X 212





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Fx. 619-725-5599

sarredondo@sandi.net

Sophia Arredondo, Program Manager



Who

LGBTQ+ Youth & Allies ages 10 - 18

What

A youth-only, drop-in safe space

When

Mon, Wed, Thurs, & Fri - ages 14 - 18 only

Tues - ages 10 - 13 only

Where

1807 Robinson Ave. #106

San Diego, CA 92103

LGBTQ+
RELATED
WORKSHOPS

SUPPORT GROUPS

RECREATIONAL
ACTIVITIES

COMPUTER
ACCESS

HOMEWORK HELP

HEALTH AND HIV
PREVENTION
EDUCATION

SOCIAL EVENTS

•
Check out the HYC
page on our website
for youth center hours,
group descriptions &
calendar of events:

www.thecentersd.org

•
For more info about
parent support groups
and resources:

hyc@thecentersd.org

[\(619\) 497-2920](tel:6194972920)



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sarredondo@sandi.net

Sophia Arredondo, Program Manager

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YOU MATTER.

BEHAVIORAL HEALTH SERVICES AT THE CENTER

- Individual, couples, family & group counseling
- Substance abuse & recovery counseling
- Court approved relationship violence counseling
- Transgender counseling
- Youth services
- Insurance is accepted

**For more information or to schedule an appointment
please call 619.692.2077 x208.**

There is hope. There is help.



**The San Diego
LGBT Community Center**
3909 Centre St.
San Diego, CA
thecentersd.org

For more information on Behavioral Health Services

visit our website at www.thecentersd.org/programs/behavioral-health-services.

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