

# Understanding and Meeting the Needs of LGBTQ Students and Families: LGBTQ....More than letters



Psychological Services  
Professional Development  
December 15, 2016

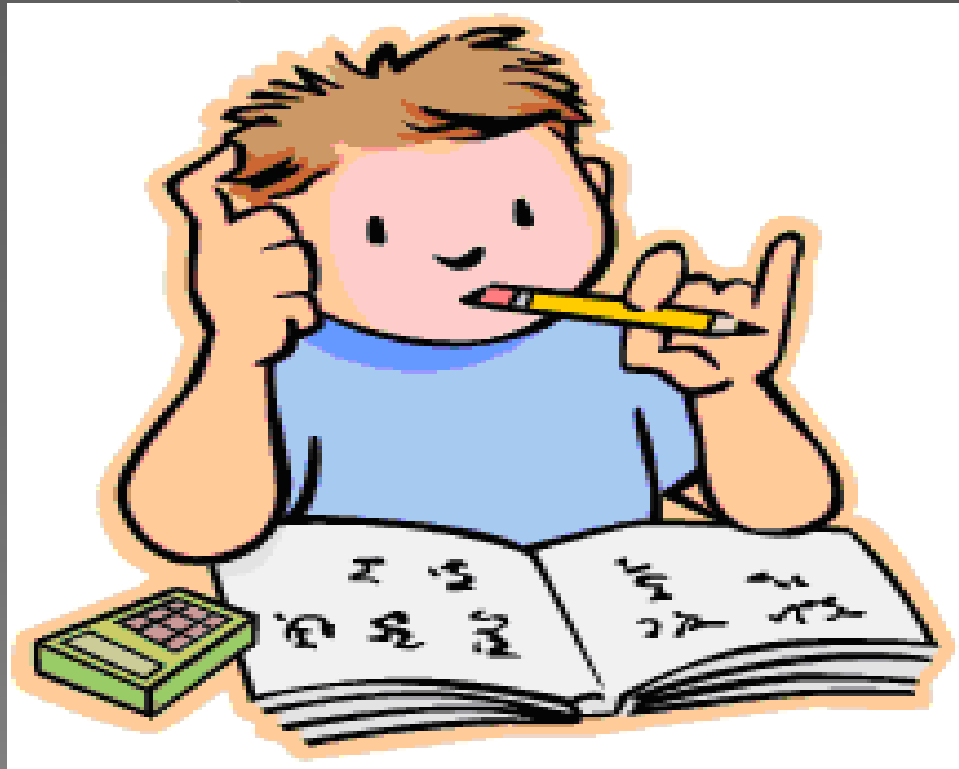
# Learning Objectives



- **Training participants will:**

- > Gain an understanding of the historical perspective of LGBTQ issues
- > Become familiar with LGBTQ terms and statistics
- > Gain knowledge of federal, state, and district laws and policies that protect LGBTQ students
- > Gain knowledge of and apply best practices in counseling and assessing LGBTQ students
- > Collaborate with school staff and families to support LGBTQ students
- > Gain knowledge of community resources in order to access support for LGBTQ students and their families

# Pre-test



# Historical Perspective

- To better understand the experience of LGBTQ students, it is important to understand that the LGBTQ population has historically been marginalized in many societies.
- However, there have been significant shifts in our cultural attitudes with regards to protecting and supporting the civil rights of the LGBTQ population.

# Historical Perspective

- ◉ The next few slides contain a detailed account of significant events in LGBTQ history.
- ◉ Research shows that LGBTQ students have better outcomes when they have information about the LGBTQ movement.

# Historical Perspective

- ◉ Homosexuality and bisexuality, we now know from modern research, is ubiquitous throughout the world. It exists in all cultures, and has at all times in history. **A relic of our evolutionary history, homosexuality and bisexuality is very commonly practiced in nearly every culture, whether tolerated or not. The only difference is the openness with which it is practiced (Bidstrup, 2001).**

## MODERN DAY

### December 10, 1924

- ◉ **Society for Human Rights** is founded by Henry Gerber in Chicago. The society is the **first gay rights organization as well as the oldest documented in America**. After receiving a charter from the state of Illinois, the society publishes the first American publication for homosexuals, *Friendship and Freedom*. Soon after its founding, the society disbands due to political pressure.

### December 15, 1950 (66 years ago today)

- ◉ Senate report titled "**Employment of Homosexuals and Other Sex Perverts in Government**" is distributed to members of Congress after the federal government had covertly investigated employees' sexual orientation at the beginning of the Cold War. The report states since homosexuality is a **mental illness**, homosexuals "constitute security risks" to the nation. In the years preceding, more than 4,380 gay men and women had been discharged from the military and around 500 fired from their jobs with the government. The purging became known as the "lavender scare."

# Historical Perspective

## April, 1952

- The **American Psychiatric Association lists homosexuality as a sociopathic personality disturbance** in its **first** publication of the *Diagnostic and Statistical Manual of Mental Disorders*.
- Immediately following the manual's release, many professionals in medicine, mental health and social sciences criticize the categorization due to lack of empirical and scientific data.

## April 27, 1953

- President Dwight Eisenhower signs Executive Order 10450, **banning** homosexuals from working for the federal government or any of its private contractors. The Order lists homosexuals as security risks, along with alcoholics and neurotics.

## January 13, 1958

- In the landmark case *One, Inc. v. Olesen*, the United States Supreme Court rules **in favor** of the First Amendment rights of the lesbian, gay, bisexual and transgender (LGBT) magazine "One: The Homosexual Magazine." The suit was filed after the U.S. Postal Service and FBI declared the magazine obscene material, and it **marks the first time the United States Supreme Court rules in favor of homosexuals**.

# Historical Perspective: 1960's



## January 1, 1962

- Illinois repeals its sodomy laws, becoming the first U.S. state to decriminalize homosexuality.

## August, 1966

- After transgender customers become raucous in a San Francisco cafeteria, management calls police. When a police officer manhandles one of the patrons, she throws coffee in his face and a riot ensues, eventually spilling out onto the street, destroying police and public property.
- Following the riot, **activists established the National Transsexual Counseling Unit, the first peer-run support and advocacy organization in the world.**



## June 28, 1969

- Patrons of the **Stonewall Inn in Greenwich Village riot** when police officers attempt to raid the popular gay bar. Since its establishment in 1967, the bar had been frequently raided by police officers trying to clean up the neighborhood of "sexual deviants."
- Gay youth clash with police officers, leading to a three-day riot during which thousands of protestors receive only minimal local news coverage. Nonetheless, the event is credited **with reigniting the fire behind America's modern LGBT rights movement.**





# Historical Perspective: 1970's



## December 15, 1973

- The board of the **American Psychiatric Association** votes to remove homosexuality from its list of mental illnesses.

## January, 1974

- Kathy Kozachenko becomes the **first openly gay American elected to public office** when she wins a seat on the Ann Arbor, Michigan City Council.

## June 7, 1977

- Singer and conservative Southern Baptist **Anita Bryant** leads a successful campaign with the **"Save Our Children" Crusade** to repeal a gay rights ordinance in Dade County, Florida.
- Bryant faces severe backlash from gay rights supporters across the U.S.
- The gay rights ordinance will not be reinstated in Dade County until December 1, 1998, more than 20 years later.

## November 8, 1977

- **Harvey Milk** wins a seat on the San Francisco Board of Supervisors and is responsible for **introducing a gay rights ordinance protecting gays and lesbians from being fired from their jobs.**
- Milk also leads a **successful campaign against Proposition 6, an initiative forbidding homosexual teachers.**
- A year later, on November 27, 1978, former city supervisor Dan White assassinates Milk.



Rioters in San Francisco



## May 21, 1979

- Dan White is convicted of voluntary manslaughter and is sentenced to seven years in prison.
- Outraged by what they believed to be a lenient sentence, more than 5,000 protesters ransack San Francisco's City Hall, doing hundreds of thousands of dollars worth of property damage in the surrounding area.
- The following night, approximately 10,000 people gather on San Francisco's Castro and Market streets for a peaceful demonstration to commemorate what would have been Milk's 49th birthday.



Anita Bryant  
Save Our Children campaign  
Miami, FL. 1977



As a mother, I know that  
homosexuals cannot biologically  
reproduce children; therefore, they  
must recruit our children.

— Anita Bryant —

AZ QUOTES

Paid Political Advertisement

# **"PROTECT OUR CHILDREN"**



**PRESERVE PARENTS' RIGHTS TO PROTECT THEIR  
CHILDREN FROM TEACHERS WHO ARE IMMORAL  
AND WHO PROMOTE A PERVERTED LIFE STYLE**

## **VOTE "YES" ON 6**

Former Police Chief, Ed Davis: "THERE IS NO QUESTION  
THAT HOMOSEXUALS POSE A THREAT TO CHILDREN"

*Ad paid for by Fundamental Baptist Church, David Martin, Pastor*



# Historical Perspective: 1980's

## 1980-

- ◉ **DSM III** –Homosexuality removed as a diagnosis .
- ◉ Gender Identity Disorder (GID) first appeared. GID was listed under psychosocial disorder and defined to be an incongruence between assigned sex and gender identity. GID was considered a disorder even though no other psychopathology may be present in the individual.
- ◉ **DSM III Revised-** (1987)-Transsexualism was listed under the heading of Gender Identity Disorder

## July 8, 1980

- ◉ The Democratic Rules Committee states that it will not discriminate against homosexuals.
- ◉ At their National Convention on August 11-14, the **Democrats become the first major political party to endorse a homosexual rights platform.**

## July 3, 1981

- ◉ The *New York Times* prints the first story of a **rare pneumonia and skin cancer found in 41 gay men** in New York and California. The CDC initially refers to the disease as GRID, Gay Related Immune Deficiency Disorder.
- ◉ When the symptoms are found outside the gay community, Bruce Voeller, biologist and founder of the National Gay Task Force, successfully lobbies to change the name of the disease to AIDS.

## March 2, 1982

- ◉ **Wisconsin becomes the first U.S. state to outlaw discrimination on the basis of sexual orientation.**



## October 11, 1987

- ◉ **AIDS Memorial Quilt**
- ◉ Hundreds of thousands of activists take part in the National March on Washington to demand that President Ronald Reagan address the AIDS crisis.
- ◉ Although AIDS had been reported first in 1981, it is not until the end of his presidency that Reagan speaks publicly about the epidemic.

## May - June, 1988

- ◉ The CDC mails a brochure, *Understanding AIDS*, to every household in the U.S. Approximately 107 million brochures are mailed.

## December 1, 1988

- ◉ The World Health Organization organizes the first World AIDS Day to raise awareness of the spreading pandemic.



# Historical Perspective: 1990's

## August 18, 1990

- President George Bush signs the **Ryan White Care Act**, a federally funded program for people living with AIDS.
- Ryan White, an Indiana teenager, contracted AIDS in 1984 through a tainted hemophilia treatment. After being barred from attending school because of his HIV-positive status, Ryan White becomes a well-known activist for AIDS research and anti-discrimination.

## 1991

- Created by the New York-based Visual AIDS, the red ribbon is adopted as a symbol of awareness and compassion for those living with HIV/AIDS.

## December 21, 1993

- The Department of Defense issues a directive prohibiting the U.S. Military from barring applicants from service based on their sexual orientation. "Applicants... shall not be asked or required to reveal whether they are homosexual," states the new policy, which still forbids applicants from engaging in homosexual acts or making a statement that he or she is homosexual. **This policy is known as "Don't Ask, Don't Tell."**

## 1994

- LGBTQ month (October) is founded in the United States.**

## May 20, 1996

- In the case of *Romer v. Evans*, the United States Supreme Court decides that Colorado's 2nd amendment, denying gays and lesbians protections against discrimination, is unconstitutional, calling them "special rights."

## September 21, 1996

- President Clinton signs the Defense of Marriage Act into law. The law defines marriage as a legal union between one man and one woman and that no state is required to recognize a same-sex marriage from out of state.

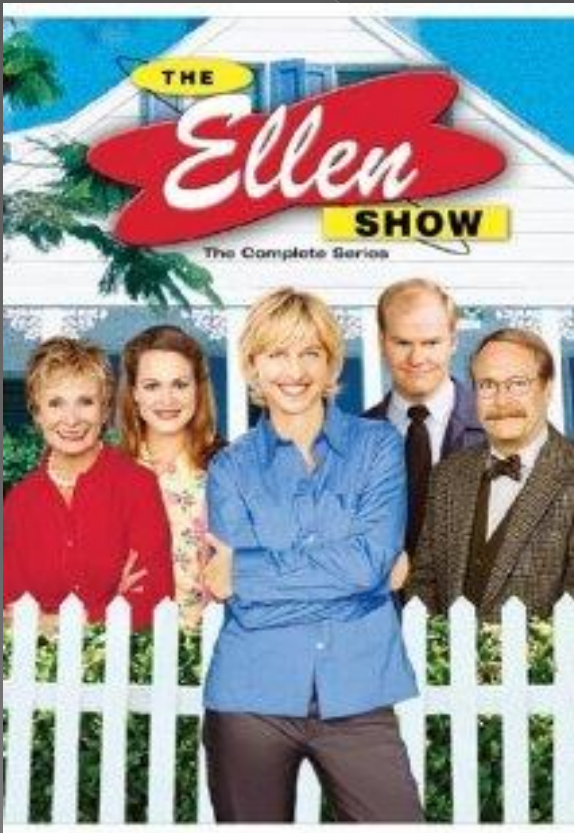
## April 1, 1998

- Coretta Scott King**, widow of civil rights leader Martin Luther King, Jr., calls on the civil rights community to join the struggle against homophobia.
- She receives criticism from members of the black civil rights movement for comparing civil rights to gay rights.**



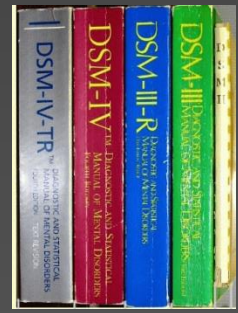


# Historical Perspective: 1990's (continued)



- The series is notable for being one of the first with a main character to come out as gay, which DeGeneres' character did in the 1997 episode "[The Puppy Episode](#)".

# Historical Perspective: 2000's



## 2000

- ◉ DSM IV –Gender Identity Disorder now under the heading of “ Sexual and Gender Identity Disorder”.
- ◉ Transsexualism was removed from the *DSM IV* altogether.

## April 26, 2000

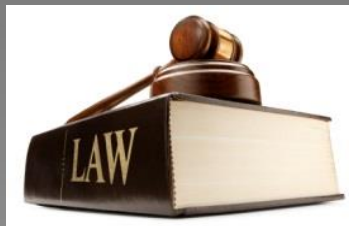
- ◉ **Vermont becomes the first state in the U.S. to legalize civil unions and registered partnerships between same-sex couples.**

## May 18, 2004

- ◉ **Massachusetts becomes the first state to legalize gay marriage.**
- ◉ The court finds the prohibition of gay marriage unconstitutional because it denies dignity and equality of all individuals.
- ◉ In the following six years, New Hampshire, Vermont, Connecticut, Iowa and Washington D.C. will follow suit.

## August 9, 2007

- ◉ Sponsored by the Human Rights Campaign, the Logo cable channel hosts the first American presidential forum focusing specifically on LGBT issues, inviting each presidential candidate.



# Historical Perspective: 2000's (continued)



## November 4, 2008

- **California voters approve Proposition 8, making same-sex marriage in California illegal.**
- The passing of the ballot garners national attention from gay-rights supporters across the U.S.
- Prop 8 inspires the **NOH8** campaign, a photo project that uses celebrities to promote marriage equality.

## June 17, 2009

- President Obama signs a Presidential Memorandum allowing same-sex partners of federal employees to receive certain benefits.
- The memorandum does not cover full health coverage.

## October 28, 2009

- The **Matthew Shepard Act** is passed by Congress and signed into law by President Obama on October 28th.
- The measure expands the 1969 U.S. Federal Hate Crime Law to include crimes motivated by a victim's actual or perceived gender, sexual orientation, gender identity or disability.
  - Matthew Shepard was tortured and murdered near Laramie, Wyoming on October 7, 1998 because of his sexual orientation.



# Historical Perspective: 2000's (continued)



## December 18, 2010

- President Obama signs the DADT Repeal Act
- The U.S. Senate votes 65-31 to **repeal "Don't Ask, Don't Tell" policy**, allowing gays and lesbians to serve openly in the U.S. Military.

## February 23, 2011

- President Obama states his administration will no longer defend the Defense of Marriage Act, which bans the recognition of same-sex marriage.

## February 7, 2012

- **The Ninth Circuit Court of Appeals in California rules 2–1 that Proposition 8, the 2008 referendum that banned same-sex marriage in state, is unconstitutional because it violates the Equal Protection Clause of the 14th Amendment.**
- In the ruling, the court says, the law "operates with no apparent purpose but to impose on gays and lesbians, through the public law, a majority's private disapproval of them and their relationships."

## November 6, 2012

- Tammy Baldwin, a seven-term Democratic congresswoman from Wisconsin, prevails over former governor Tommy Thompson in the race for U.S. Senate and becomes the first openly gay politician elected to the Senate.

# Historical Perspective: 2000's (continued)



## February 27, 2013

- In a policy shift for party members, several Republicans back a legal brief asking the Supreme Court to rule that same-sex marriage is a constitutional right. More than 100 Republicans are listed on the brief.



## April 29, 2013

- Jason Collins of the NBA's Washington Wizards announces in an essay in *Sports Illustrated* that he is gay. "I'm a 34-year-old N.B.A. center. I'm black and I'm gay," he writes. "I've reached that enviable state in life in which I can do pretty much what I want. And what I want is to continue to play basketball. I still love the game, and I still have something to offer. My coaches and teammates recognize that. At the same time, I want to be genuine and authentic and truthful." **Collins is the first active athlete in the NBA, NFL, NHL, or MLB to make the announcement.**



## November 19, 2013

- A federal judge strikes down Montana's ban that same-sex marriage is unconstitutional.

## November 20, 2013

- The U.S. Supreme Court denies a request to block same-sex marriage in South Carolina. The ruling means South Carolina becomes the 35th U.S. state where same-sex marriage is legal.

# Historical Perspective: 2000's (continued)



## June 26 2015

- The U.S. Supreme Court ruled, 5–4, in *Obergefell v. Hodges* that same-sex couples have the fundamental right to marry and that states cannot say that marriage is reserved for heterosexual couples. "Under the Constitution, same-sex couples seek in marriage the same legal treatment as opposite-sex couples, and it would disparage their choices and diminish their personhood to deny them this right," Justice Anthony Kennedy wrote in the majority opinion.

## July 27, 2015

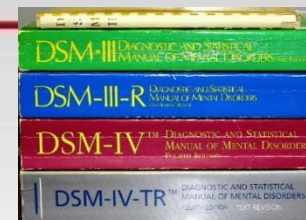
- The Boy Scouts of America (BSA) ended its ban on gay adult leaders. The new policy was approved by the BSA National Executive Board by a 45-12 vote. The new policy did still allow church-sponsored Scout groups to ban gay adults for religious reasons.

## May 13, 2016

- President Obama weighed in on the "toilet wars"—legislation being hashed out in some states about which bathrooms transgender people have the right to use—with the guidelines: students may use bathrooms according to their self-identified gender.



# History of Gender Dx in the DSM

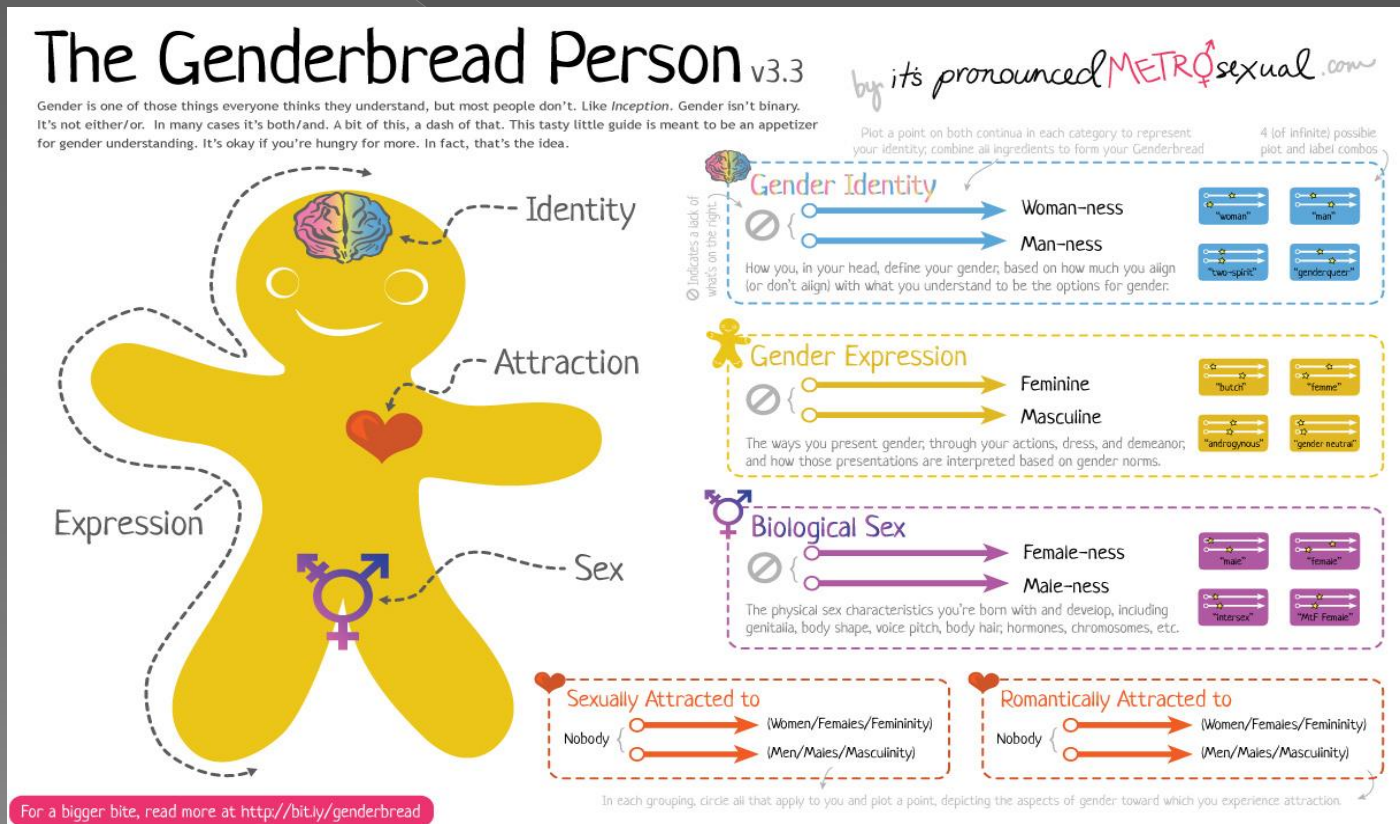


- DSM-I (1952) none
- DSM-II (1968) Sexual Deviations: Transvestitism
- DSM-III (1980) Psychosexual Disorders: Transsexualism
- Gender identity disorder of childhood
- DSM-III-R (1987) Disorders usually first evident in infancy, childhood or adolescence: Transsexualism, GID of childhood, GIDAANT
- DSM-IV (1994) Sexual and gender identity disorders: GIDAA, GIDC, Transvestic Fetishism
- DSM-IV-TR (2000) same
- DSM-5 (2013) Gender dysphoria: GDAA, GDC; Sexual Disorders: Transvestic Disorders

--Drescher, Cohen-Kettenis, Winter (2012)

# LGBTQ Terminology

Transgender Student Education Resource (2016)





# LGBTQ Terminology

(\*refer to BUL-6224.0)



*The following definitions are not meant to label, but are intended as functional descriptors:*

**LGBTQ:** An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning\*.”

\*Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.



# LGBTQ Terminology (continued)

- ◉ **Sex:** The biological condition or quality of being female or male. 
- ◉ **Gender:** A person's actual or perceived sex. 
- ◉ **Gender Identity:** A person's identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. *Gender identity is determined by the individual.*
- ◉ **Gender Expression:** A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
  - > *Non-stereotypic gender presentation may be described as: gender nonconforming, gender queer, or gender fluid.*

# LGBTQ Terminology

## *(continued)*

- **Gender Nonconforming:** Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth.
  - A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act.
  - Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender.
- ◉ **Transgender:** A person whose gender identity differs from their gender assigned at birth.
  - > Gender expression consistently varies from stereotypical expectations and norms.
  - > Transgender person desires to live persistently by a gender that differs from that which was assigned at birth.





# LGBTQ Terminology

## *(continued)*

- **Transition:** Unique process for each transgender person as they go from living / identifying as one gender to living / identifying as another.
  - Gender transition can occur at any age
  - Begins internally then expands to external expression
  - May include social, medical and/or a legal transition
- **Sexual Orientation:** A person's emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.

# LGBTQ Terminology

## *(continued)*

- **Romantically/Emotionally Attracted To:**
  - Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.

# Additional Terminology (continued)

- ◎ **Cisgender:** Alignment between gender assigned at birth and gender expression.
  - > In 2015, the word *cisgender* was added to the *Oxford English Dictionary* defined as “denoting or relating to a person whose self-identity conforms with the gender that corresponds to their biological sex; not transgender.”
  - > It is built on the Latin-derived prefix *cis*, meaning “on this side of” and is the opposite of the Latin-derived prefix *trans*, which means “on the other side of.”
  - > Cisgendered individuals may not think about the alignment of biology and gender identity because they have the privilege of majority status.
  - > Cisgender is an important word because it names the dominant experience rather than simply seeing it as the default norm (NASP, 2016).

# Additional Terminology (continued)

## ● **Gender Dysphoria (DSM V) –**

- > A marked incongruence between one's experienced/expressed gender and assigned gender, of at least 6 months.
- > The condition is associated with clinically significant distress or impairment in social, school, or other important areas of functioning.
- > Formerly Gender Identity Disorder in the DSM-IV.

# Additional Terminology (continued)



## **Gender binary:**

- ⦿ A social system that requires that everyone be raised as a boy or girl (dependent on what sex you are assigned at birth), which in turn forms the basis for how you are educated, what jobs you can do (or are expected to do), how you are expected to behave, what you are expected to wear, what your gender and gender presentation should be, and who you should be attracted to/love/marry, etc.

# The Whittington Family: Ryland's Story

- [https://www.youtube.com/watch?v=5\\_CB7bzIF64](https://www.youtube.com/watch?v=5_CB7bzIF64)



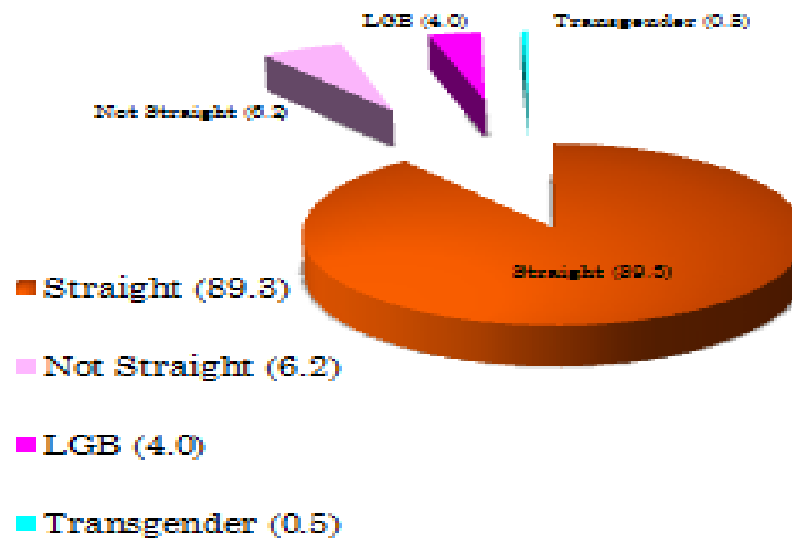
# Which students are LGBTQ?





# LGBTQ Statistics

## How many are there?



- 10.7% of LAUSD high school students identify as *NOT* heterosexual.
- But only 4% identify as gay, lesbian, or bisexual
- 0.5% identify as transgender
- 16% have LGBT family members





# School Issues

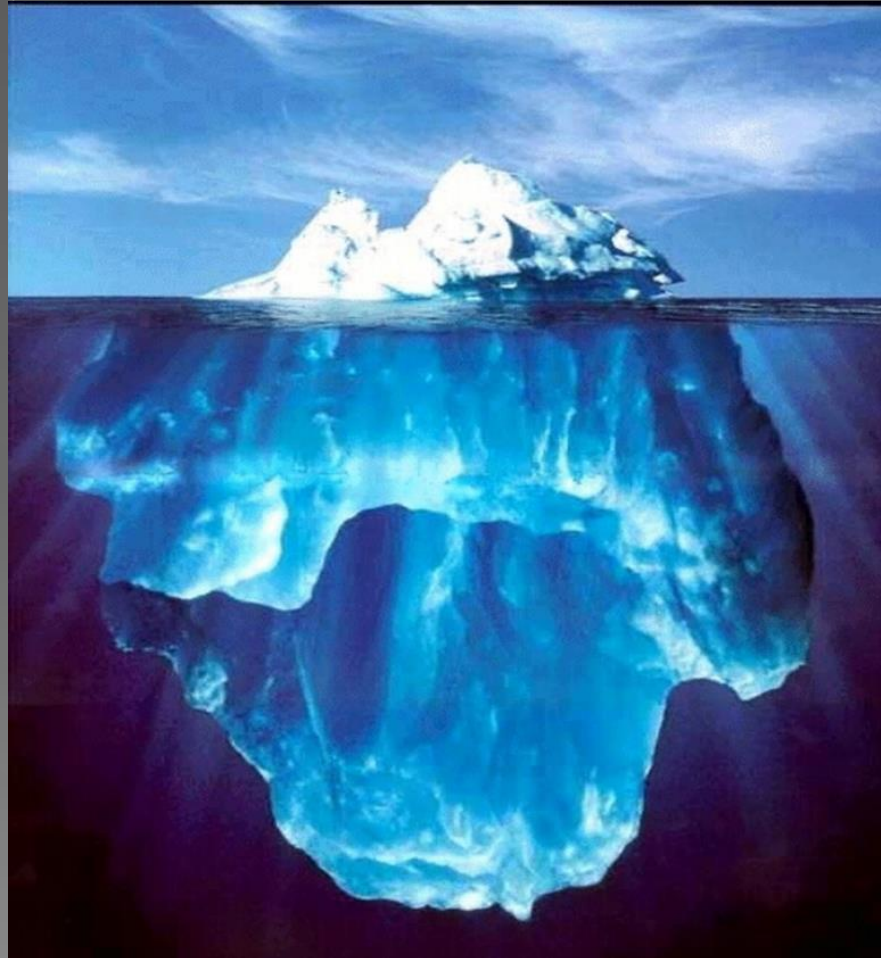
(Savage, 2016)

## Discriminatory School Policies & Practices

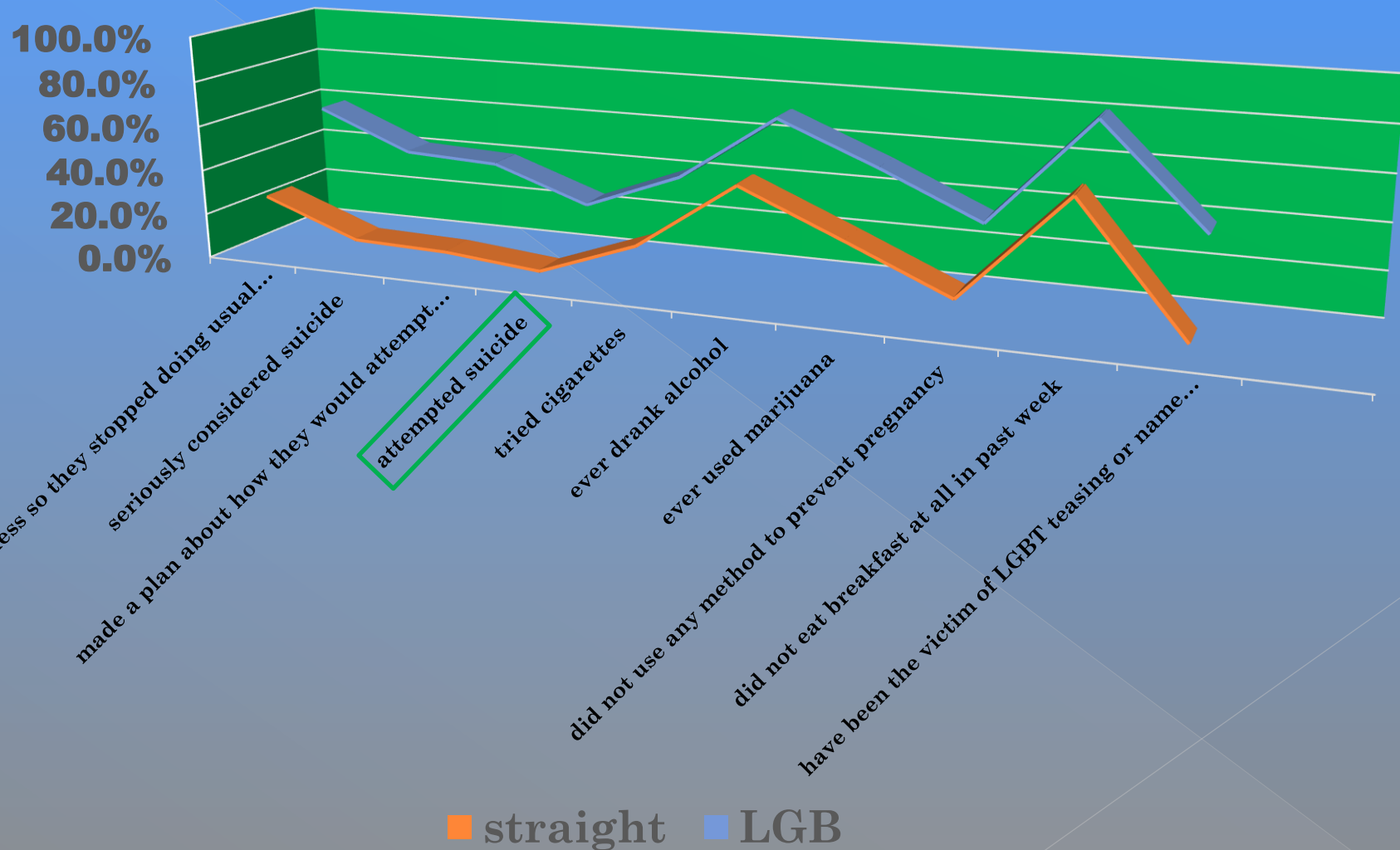
- -56% report experience anti-LGBT policies & practices
- -28% report being disciplined for public display of affection (PDA)
- -18% prevented from attending a dance or function
- -18% restricted from promoting Gay Straight Alliance (GSA)
- -42% prevented from using declared name
- -59% required to use restrooms and/or locker rooms based on Gay Alliance (GA)
- -32% prevented from wearing clothes considered inappropriate based on GA

GLSEN 2013 National Climate Survey

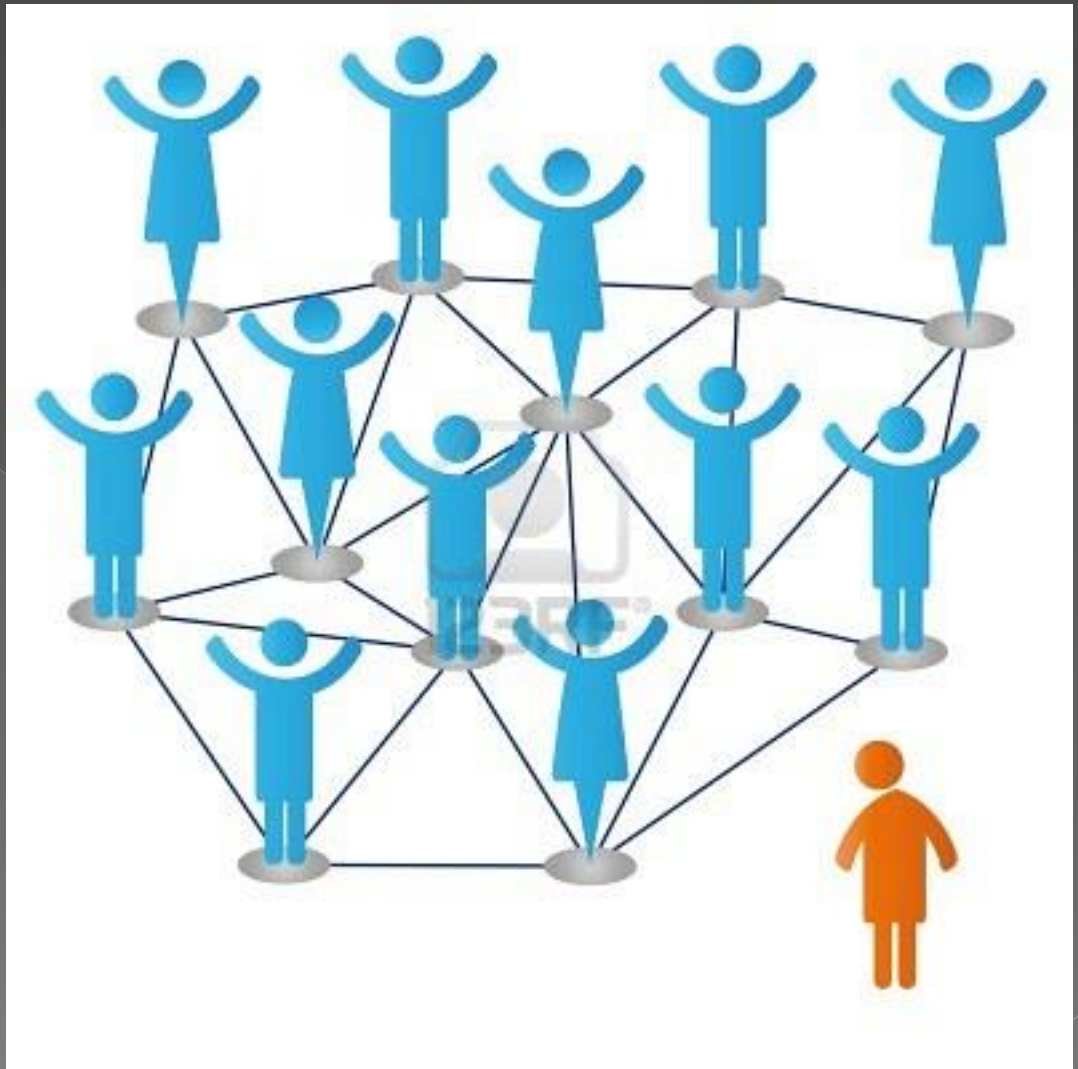
# Just the Tip of the Iceberg



LGB Statistics -  
LAUSD 2015  
Youth Risk Behavior Survey by the CDC



LGBT youth have heightened risk rates and lower resiliency due to family, community, and peer rejection.



# Cost of family rejection



Suicidality (8.4 x)  
Depression (5.9 x)  
Drug use (3.4 x)  
Unsafe sex (3.4 x)

Child Abuse (4x)  
Molestation  
Homelessness  
School Drop Out  
Pregnancy (2 x)

Caitlin Ryan, 2008

# Unexpected Consequences

- Teenage lesbians are *twice* as likely to become pregnant and are *four* times as likely to have multiple pregnancies.



# Know the Law

- ◉ We have a legal and moral obligation to protect our students.
- ◉ Knowing the laws and policies established to protect the LGBTQ population will help us to be better advocates.



# Federal Laws



- ◉ **Equal Protection Clause (1868)**

- > Part of the 14<sup>th</sup> Amendment-all people are equal under the law.

- ◉ **Title VI: Civil Rights Act of 1964**

- > Protection from discrimination on the basis of race, color, national origin.

- ◉ **Title IX: Education Amendment of 1972**

- > No person . . . 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."
- > U.S. Department of Education Office of Civil Rights considers gender identity and gender expression as protected classes under Title IX.

- ◉ **ADA/Section 504**

- > Protects students with disabilities (physical and mental).
- > Gender identity is not a disability in-and-of itself.
- > If the disability centers on the mental health issues associated with gender identity and impacts education, a 504 plan may be appropriate.

- ◉ **FERPA (Family Educational Rights and Privacy Act)**

- > Students (age 18+) and parents/guardians can request the school change the name and gender marker on one's records if they are incorrect, misleading, or violate one's privacy.

- ◉ **Equal Access Act (1984)**

- > Equal access to extracurricular activities –religious and secular –in public schools.



## CA State Law

### AB1266 Student Success and Opportunity Act of 2014

- This bill requires that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.



# 8 LAWS TO KNOW

## Protecting LGBTQ Youth in California

**AB 537 (2000):**  
**California Student Safety and Violence Prevention Act**  
Prohibits discrimination/harassment on basis of sexual orientation and gender identity.

**AB 458 (2004):**  
**California Foster Care Non-Discrimination Act**  
No discrimination/harassment on basis of sexual orientation and gender identity for LGBTQ foster youth and their caretakers.

**SB 48 (2011):**  
**The Fair, Accurate, Inclusive and Respectful (FAIR) Education Act**  
Schools to integrate facts about history of people with disabilities and LGBT people into social studies lessons and textbooks.

**AB 1856 (2012):**  
**California Foster Youth LGBT Cultural Competency Act**  
Requires caretaker training on best practices for cultural competency with LGBT youth in out-of-home care.

**SB 1172 (2012):**  
**Sexual Orientation Change Efforts**  
Prohibits a licensed mental health provider from sexual orientation change efforts with LGBT youth under 18.

**AB 1266 (2014):**  
**Student Success and Opportunity Act**  
Requires schools to allow participation in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity.

**AB 329 (2015):**  
**CA Healthy Youth Act**  
Requires sex education curricula to be inclusive of sexual health issues relative to LGBT students.

**SB 731 (2015):**  
**Supporting Transgender Foster Youth**  
Foster youth have the right to be placed according to their gender identity, regardless of the sex listed in their court or child welfare records.

### RESOURCES

**Equality California**  
[eqca.org](http://eqca.org)

**Lambda Legal**  
[lambdalegal.org](http://lambdalegal.org)

**Latino Equality Alliance**  
[latinoequalityalliance.com](http://latinoequalityalliance.com)

**Movement Advancement Project**  
[lgbtmap.org](http://lgbtmap.org)

**National Center for Lesbian Rights**  
[nclrights.org](http://nclrights.org)

**Transgender Law Center**  
[transgenderlawcenter.org](http://transgenderlawcenter.org)

**The Williams Institute**  
[williamsinstitute.law.ucla.edu](http://williamsinstitute.law.ucla.edu)

**LA County LGBT Child Abuse Prevention Council**  
[preventlgbtchildabuse.org](http://preventlgbtchildabuse.org)

# CA State Law

## AB 1732



- AB 1732 adds section 118600 to the Health and Safety Code, effective **March 1, 2017**.
  - > Section 118600 mandates that all single-user toilet facilities in any business establishment, place of public accommodation, or state or local government agency, including public educational entities, be identified as an all-gender toilet facility.
  - > **A single-user toilet facility means a toilet facility with no more than one water closet and one urinal with a locking mechanism controlled by the user.**
  - > AB 1732 requires signage to comply with the California Building Standards Code, found at Title 24 of the California Code of Regulations. Inspectors, building officials, or other local officials responsible for code enforcement are authorized to inspect for compliance with these provisions.



# LAUSD Policy

Board Resolution Reaffirms Commitment to Respectful Treatment of All Persons

The Los Angeles Unified School District reaffirms its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief.



*Unanimously passed by the Board of  
Education,  
October 10, 1988*



# LAUSD Bulletins and Memos

- BUL-5212.2 Bullying and Hazing Policy (Student to Student and Student to Adult)
- MEM-5466 Calendar of Commemorative Dates and Observances
- BUL-6231.0 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support
- BUL-5890.0 Fair, Accurate, Inclusive and Respectful (FAIR) Education Act
- BUL-6285.0 Guidelines for Sexual Orientation and Gender Identity Inclusive Education
- BUL-2047.1 Hate-Motivated Incidents and Crimes – Response and Reporting
- BUL-5703.2 Names and/or Gender of Pupils for Purposes of School Records
- BUL-3349.0 Sexual Harassment Policy (Student to Student, Adult to Student, and Student to Adult)
- BUL-2549.1 Student Dress Codes/Uniforms
- BUL-5479.1 Teaching About Religions
- BUL-6224.0 Transgender Students-Ensuring Equity and Nondiscrimination
- BUL-2521.1 Title IX Policy/Complaint Procedures
- BUL-5798.0 Workplace Violence, Bullying and Threats

# LAUSD School Psychologist's Informational Guide 2016-2017

## ***Professional Relationships and Responsibilities (page 2)***

- School psychologists respect each student with whom they are working and deal justly and impartially with each, regardless of physical, mental, emotional, political, economic, social, racial, cultural, gender and sexual orientation or religious characteristics.

## ***Professional Practice (page 3)***

- School psychologists strive to maintain the highest standard of service by an objective collecting of appropriate data and information necessary to effectively work with students. In conducting a psycho-educational evaluation and counseling and/or consultation service, due consideration is given to individual integrity and individual differences. School psychologists recognize differences in age, gender, native language, disability, socioeconomic, and ethnic backgrounds and strive to select and use appropriate procedures, techniques, and strategies relevant to such differences.

# NASP Position Statement (supported by CASP)

## **Safe Schools for Transgender and Gender Diverse Students (2014)**

- NASP supports efforts to ensure that schools are safe and inclusive learning environments for all students, family members, and school staff, including those who are transgender or gender diverse. NASP respects a person's right to express gender identity, and the right to modify gender expression when necessary for individual well-being. In addition, NASP supports all students' right to explore and question their gender identity....NASP acknowledges that having a transgender identity or being perceived as gender diverse are not disorders, and that efforts to change a person's gender identity are ineffective, harmful, and discriminatory. NASP works to ensure that settings in which school psychologists work are safe and welcoming and provide equal opportunity to all persons regardless of actual or perceived characteristics, including gender, gender identity, gender expression, sexual orientation, and any other personal identity or distinguishing characteristics."

## **Lesbian, Gay, Bisexual, Transgender, and Questioning Youth (2011)**

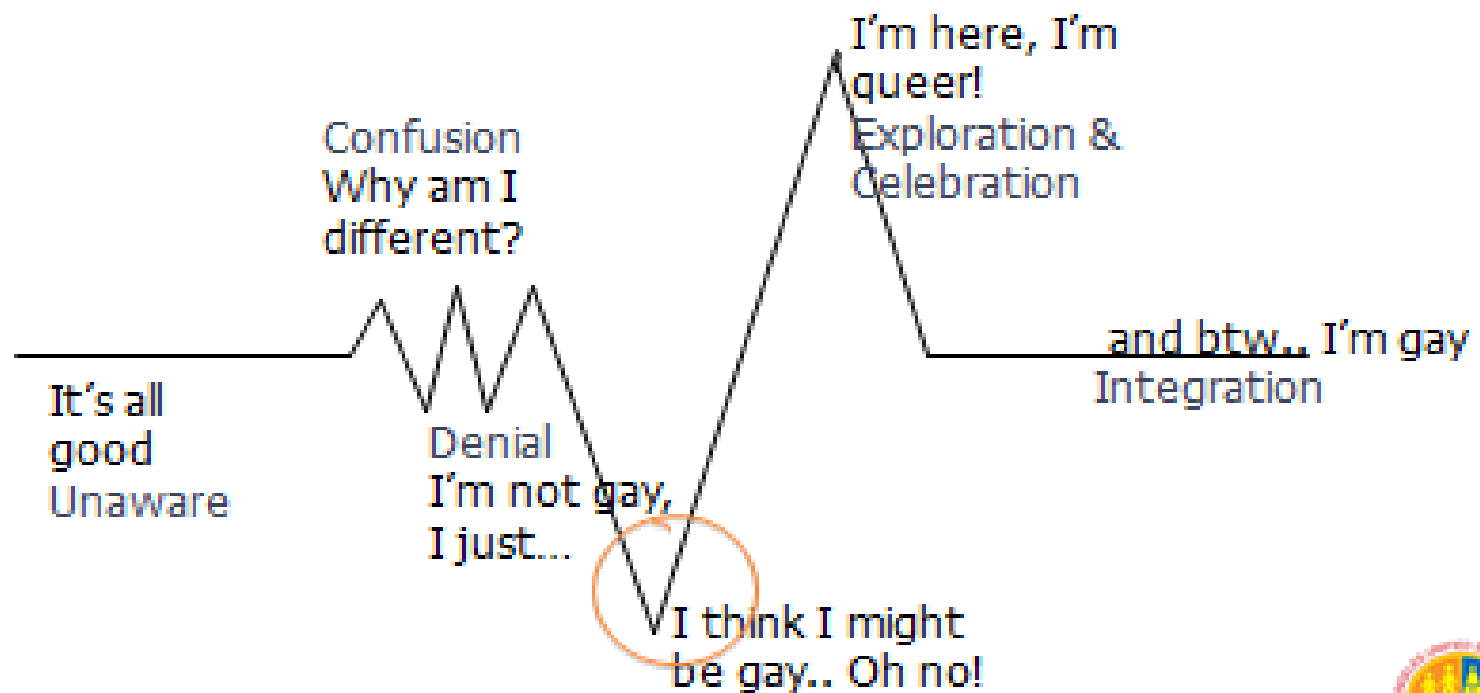
- "NASP believes that school psychologists are ethically obligated to ensure that all students have an equal opportunity for the development and expression of their personal identity in a school climate that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse. To achieve this goal, education and advocacy must be used to reduce discrimination and harassment against LGBTQ youth by students and staff and promote positive social-emotional and educational development."



# Case Scenarios from School Sites

- Primary
- Secondary

# IDENTITY DEVELOPMENT MODEL



## Best Practices in Counseling Students with LGBTQ

- Although counseling research is limited as it specifically pertains to LGBTQ students, there are some best practices and specific counseling techniques, cognitive behavioral therapy and resiliency approaches that can be used by school psychologists to help LGBTQ students successfully navigate through school and in their community.
- As school psychologists, our primary focus is to help the LGBTQ student feel safe physically and psychologically.
- Counseling sessions should focus on alleviating some of the psycho-social stressors LGBTQ students face at school.
- The need for confidentiality in the therapeutic relationship is a special consideration in the assessment of LGBTQ (Adelson, 2012).

# Best Practices in Counseling LGBTQ Students (continued)

- School psychologists must be aware of the increased risk of suicide/self-harm for LGBTQ students, and become knowledgeable about warning signs and resources available (both school and community based) to help when issues of suicide and self-harm arise.
- It is important to keep in mind that often it is not the gender dysphoria itself which is the cause of the negative mental health issues, but the social stigma and reactions of others that lead to the distress.

## Best Practices in Counseling LGBTQ Students (continued)

- Carroll & Gilroy (2002) advocate for mental health professionals to provide space for their clients to explore their gender identity and assist with this exploration through the use of biographies, novels and films, to familiarize themselves and their clients with the cultural experiences of transgender individuals, and the teach clients about important historical and sociopolitical events in the transgender movement.

# Best Practices in Counseling LGBTQ Students (continued)

- > Hakeem (2012) suggests certain aims that therapists should keep in mind when working with transgender clients. This includes:
  - Help clients to acquire a greater sense of satisfaction and stability in their chosen gender.
  - Therapists should adopt an open and accepting attitude, while making sure to differentiate between sex and gender.
  - Therapists and client should develop a shared vision of the goal of the counseling sessions.
- > Hunt (2013) surveyed 74 transgendered individuals regarding their experiences in therapy:
  - **The respondents said most important factor in counseling was the quality of the relationship with the therapist.**
  - The clients wanted to be accepted, listened to, and understood.
  - When gender identity was explored in counseling, only one third of the participants said that they felt that their therapist understood gender identity issues.
  - More than half of the participants reported that their therapist wanted to explore issues related to gender identity, whether or not that was the reason why they were seeking therapy.
  - Other participants reported that their therapist ignored the issues of gender identity.

# Implications for School Psychologists

- Many individuals with gender dysphoria become socially isolated, whether by choice or through ostracism, which can contribute to low self-esteem and may lead to school aversion or even dropping out.
- Gender roles are more rigid for males and therefore peer rejection and bullying are more common for boys.



# Implications for School Psychologists

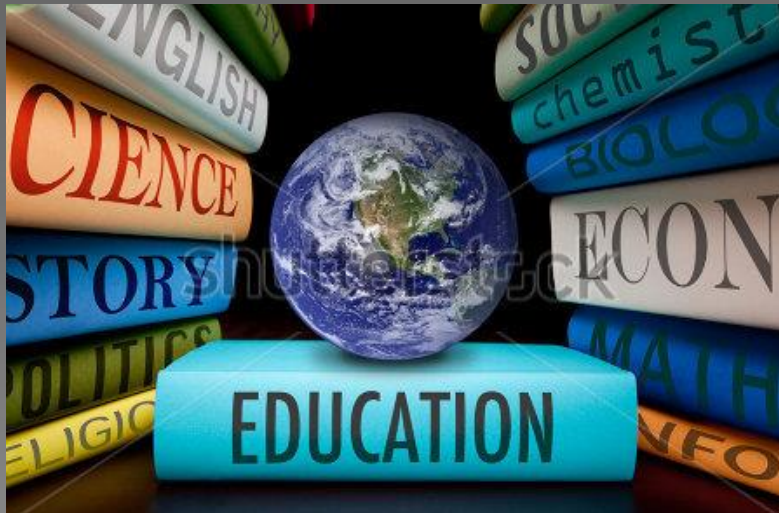
- Children with gender dysphoria may manifest coexisting separation anxiety disorder, generalized anxiety disorder and symptoms of depression.
- Adolescents are particularly at risk for depression and suicidal ideation and suicide attempts.

# What helps?

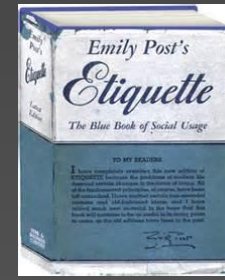


# 5 Protective Factors

1. Gay Straight Alliance (GSA)
2. Inclusive curriculum
3. Visible supportive adults
4. Social networks
5. Comprehensive policies



# Gender Etiquette



Please do...

- Recognize students by how they present
- Use their name/gender of identity
- **If unsure, ask**
- Practice emotional correctness

Please don't ....

- Assume
- What is your *real* name?
- Are you a *real* girl?
- Have you had surgery?
- Transgendered



# Sexual Orientation Etiquette

*Please do...*

- ◉ Say “Gay, lesbian, bisexual”
- ◉ Respect their partners
- ◉ Recognize same-sex parents

*Please don't ....*

- ◉ Say “Homosexual”
- ◉ Say “Life style”
- ◉ Assume everyone is straight
- ◉ Ask “Who's you're real mom/dad?”
- ◉ Suggest they can be “cured”
- ◉ Suggest that bisexual are indecisive



# How to be Supportive

- ◉ **Psychological safety** (adapted from Reeves & Brock, 2011; & NASP, 2016)
  - > Schools: *Promote tolerance and acceptance within the school system*
    - School climate (respect, acceptance, valuing versus tolerance)
      - Schoolwide Programs:
        - Implement anti-bullying programs within the school setting
    - School connectedness
    - Mental health
  - > Individual
    - Honoring the individual
      - Name and pronouns
      - Dress and other forms of gender expression
      - Privacy

# How to be Supportive

## ● Psychological safety (continued)

### > Counseling

- *Student*
  - Educate and support (resiliency – internal and external) but not dictate medical care or treatments, for LGBTQ students
  - Connect LGBTQ youth and their families with community resources
  - Provide counseling to LGBTQ students
  - Connect LGBTQ students and families with mental health and medical professionals
- *Families (Adapted from Ryan, 2009)*
  - Encourage parents to talk with their child about his/her LGBT identity
  - Express affection when the parent learns that their child is LGB and/or T
  - Advocate for child when he/she is mistreated because of his/her LGBT identity
  - Bring their child to LGBT events
  - Connect their child with an LGB and/or T adult role model
  - Welcome their child's LGB and/or T friends and partners into their home
  - Believe that their LGB and/or T child can have a happy future



# How to be Supportive

## ◉ Psychological safety (continued)

- Ongoing support
  - Medical treatment may include hormone therapy which may impact a student's behavior.
  - Provide on-going support for students and families as they go through treatment.
  - Provide psycho-educational assessments for students who are exhibiting emotional, behavioral and academic problems.

# How to be Supportive

## ○ **Education:**

- > *Provide in-service trainings*
  - Administration, faculty, and staff
  - Students
  - Families
  - Records
- > *Educate and support, but not dictate medical care or treatments, for LGBTQ students*
- > *Personal reflection and professional development*
- > *Post information about Gender Dysphoria for teachers, students and parents*
- > *Policy development*
  - Non-discrimination policies
  - Anti-harassment policies
  - Other school policies (e.g., field trips; restroom/locker room use; athletic teams)
- > *Advocacy*
  - Acceptance
  - Gender non-specific spaces and safe zones (e.g., GSAs)

# How to be Supportive

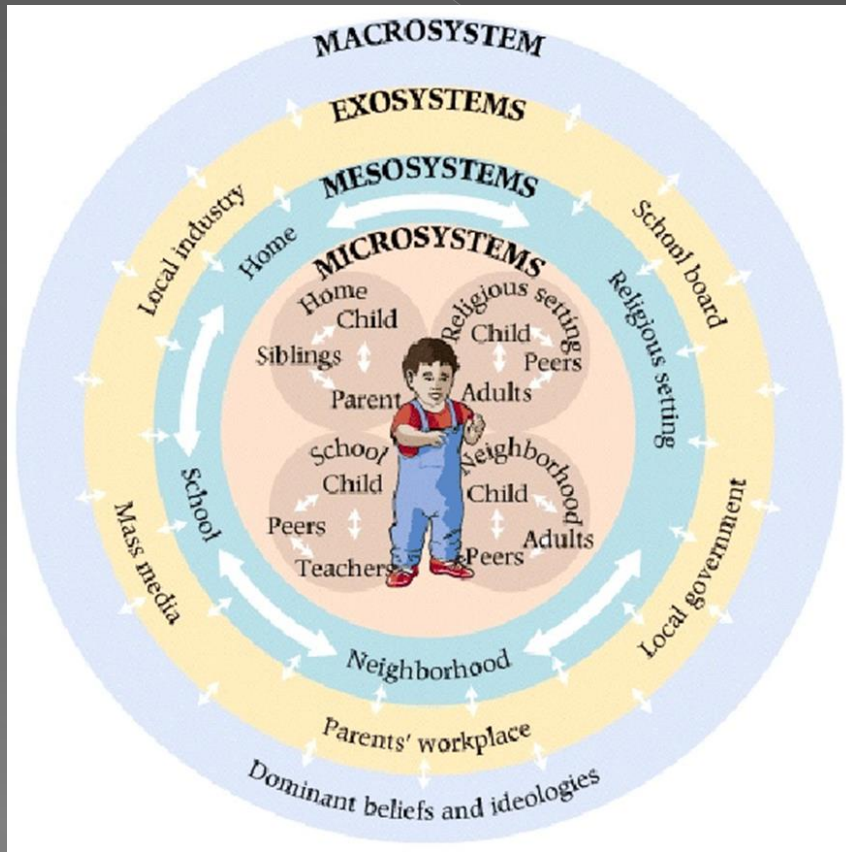
## ● Curriculum and Instruction

- > Inclusion of gender diverse persons in curriculum.
- > Teaching to and through the cultural/identity lenses of students.

## ● Partnerships

- > Aligning values with practice.
- > Implementing best practices and programs that encourage pro-social behaviors.
- > Visibility of adult allies (stigma reduction)
- > Resources

# How to be Supportive



## ● Collaboration

- > Home
- > School
- > Community agencies

## Best Practice in Assessment of LGBTQ Students (NASP, 2016)

- ◉ Be aware of environmental stressors at home and school which may be impacting educational performance.
- ◉ This issue relates primarily to emotional/social rating scales and personality instruments.
- ◉ When possible, use combined sex norms. If this is not possible, the assessor should consider the gender of rearing, age of child, duration of transgender identity, and the issues that may influence the relevance of the norms selected.
- ◉ If there are gender-specific norms, use the student's preferred gender, although consideration should be given to whether the norms reflect the student's cumulative life experiences.
- ◉ There should be individualized case-to-case decisions as to which norms to use: for example, whether to use preferred gender norms for a student who hasn't been able to live as his or her preferred gender, as opposed to a student who transitioned successfully at a very young age.
- ◉ In cases where the decision is difficult as to which norms should be used, consider with parental support, obtaining supervision from a more experienced colleague and document that supervision and decision.

# Best Practice in Assessment of LGBTQ Students (NASP, 2016)

(continued)

- Special education eligibility is based on identified disability and specialized instructional needs.
- The priority should be on identifying the students' needs and providing adequate services rather than a special education label, but the reality remains that in some school districts, a student will not receive the protections and/or services they require without an Individualized Education Program.
- A transgender or gender nonconforming identity in itself is not a disabling condition.
- However, it is certainly possible for a student with a transgender identity to have a disability as defined within the Individuals with Disabilities Education Improvement Act.

# Best Practice in assessment of LGBTQ students (NASP, 2016)

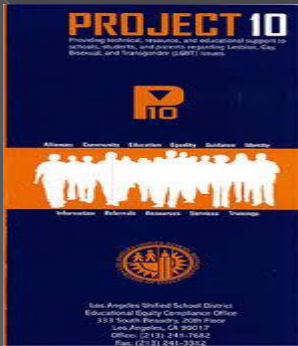
(continued)

- Practitioners are required to review a student's mental health status or presenting difficulties within the context of developmental history which might explain, but should not exclude a child, from necessitating special education services in order to access the curriculum. It is known that emotional distress can be caused by environmental circumstances.
- It should be noted, however, that public schools should not be charged with nor expected to provide a child's *only* services, as coordination between schools and community mental health and medical services lead to the best possible outcomes for youth.



# Vignette: Jules

- ◉ Referred to you by an administrator for fighting in the boys' bathroom at school. Jules presents with notable fresh cuts found on the student's arms.
- ◉ Background Information:
  - > 7<sup>th</sup> grade female with a crew cut, baggy clothing
  - > Lives with step-father and biological mother
  - > History of emotional abuse
  - > Has very few friends and is consistently being teased
  - > Identified gifted in elementary school
  - > Grades have been declining since 6<sup>th</sup> grade




## LAUSD: PROJECT 10 and FRIENDS OF PROJECT 10, INC

- **Project 10** is a Los Angeles Unified School District program that provides education and support services for lesbian, gay, bisexual, transgendered, questioning (LGBTQ) students, and other sexual minority youth. Founded in 1984 at Fairfax High School by teacher and counselor Dr. Virginia Uribe, Project 10 has at its core the establishment of confidential, voluntary support groups led by IMPACT-trained facilitators on the high school level. The support groups provide a "safe zone" for discussions of "coming out" issues, school harassment, family relationships, health concerns, and self-empowerment. Over the years, Project 10 has expanded to include designated staff members in middle schools and in continuation schools. Additionally, the Project 10 Teacher-Adviser assists district personnel to implement policies that directly affect the LGBTQ student population.
- Other duties include increasing knowledge of HIV/AIDS, STDs, teenage pregnancy prevention, substance abuse, and asthma among the staff, student, parent, and community populations. Support services are also provided to Elementary and Secondary Program Advisers and to school district staff concerning the needs of at-risk and high-risk youth.
- **Friends of Project 10, Inc.**, is the nonprofit arm of the Project 10 program through which we are able to support projects and events that are not funded by the Los Angeles Unified School District. They include the LGBTQ Prom, annual conference on the Models of Pride, Youth Lobby Day, Models of Excellence Scholarship Program, and the Make It Real Project. These events are provided at minimal or no cost to the students and are subsidized by private donations.

# Resources: LAUSD Human Relations, Diversity, and Equity Website

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**Los Angeles Unified School District**  
All Youth Achieving

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## Human Relations, Diversity and Equity

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[Bullying](#)
[Diversity](#)
[Conflict Resolution / Intergroup Conflict Crisis](#)
[LAUSD Human Relations Commission](#)
[LAUSD Bulletin / Memos](#)

**Mission Statement**

The Office of Human Relations, Diversity & Equity is committed to fostering a safe and respectful District, school and community culture where the seeds of peace and justice are sown so that all students and staff can lead safe, purposeful and academically fruitful lives. The Office provides support services for local districts and schools. We build collaborative relationships and proactively reduce intra and intergroup bias and violence through educational and social-emotional strategies. We assist in crisis recovery and community restoration. We provide consultation and comprehensive trainings on a variety of human relations topics.

**About Our Office**

Administrator: Earl R. Perkins  
Assistant Superintendent: 333 S. Beaudry Ave, Los Angeles, CA 90017  
Phone: 213-241-5337  
Fax: 213-241-5337  
E-mail: [earl.perkins@lausd.net](mailto:earl.perkins@lausd.net)

Judy Chiasson, PhD, Program Coordinator  
(213) 241-5626, [judy.chiasson@lausd.net](mailto:judy.chiasson@lausd.net)  
Holly Pribe-Diaz, MSW, Intervention Coordinator  
(213) 241-5636, [holly.pribe-diaz@lausd.net](mailto:holly.pribe-diaz@lausd.net)

**TOGETHER WE STAND UP AGAINST BULLYING!**

[Anti-Bullying Brochure - English](#)  
[Anti-Bullying Brochure - Spanish](#)  
[Anti-Bullying Brochure - Chinese](#)  
[Anti-Bullying Brochure - Armenian](#)  
[Anti-Bullying Brochure - Korean](#)

[Engaging Students in Peaceful Dialogues about Conflict and Bias](#)  
The packet of resources has materials for elementary and secondary schools to engage their students in meaningful dialogues.  
Commemorative Events, MAY 2013

**Quick Links**

[http://www.pbis.org/school/bully\\_prevention.aspx](http://www.pbis.org/school/bully_prevention.aspx) School-Wide Positive Behavior Support Resources to prevent Bullying

<http://www.stopbullying.gov> Bullying resources for students/children and parents

<http://lahumanrelations.org/> Los Angeles County Commission on Human Relations

<http://preventsuicide.lacoe.edu/> Los Angeles County Office of Education, Los Angeles County Mental Health and LAUSD Youth Suicide Prevention Resources

<http://www.adl.org> The Anti-Defamation League (ADL) fights anti-Semitism and all forms of bigotry in the U.S. and abroad through information, education, legislation, and advocacy.

<http://www.tolerance.org/?source=redirect&url=teachingtolerance> Teaching Tolerance classroom activities and resources for schools

[http://www.museumoftolerance.com/site/c.tml6KfNVLH/b.4866091/k.A488/Youth\\_Programs.htm](http://www.museumoftolerance.com/site/c.tml6KfNVLH/b.4866091/k.A488/Youth_Programs.htm) Educational youth programs to address bullying, bias and other social justice issues

[http://www.cartoonnetwork.com/tv\\_shows/promotion/landing\\_page/stopbullying/index.html](http://www.cartoonnetwork.com/tv_shows/promotion/landing_page/stopbullying/index.html) Bullying resources for students/youth and parents

<http://www.pacerteensagainstbullying.org/> Teens against bullying

<http://www.onguardonline.gov/> Cyber Safety: Net Cetera - Chatting with kids about being online toolkit

<http://www.ikeepsafe.org/> Resources and activities for children/youth and parents about internet safety

<http://www.netsmart4kids.org/indexFL.htm> Resources and activities for children and parents internet safety

<http://www.thetrevorproject.org/> Bullying and suicide prevention resources

<http://www.glsen.org/cgi-bin/iowa/all/home/index.html> Resources for bullying prevention and

# Resources: LAUSD LGBTQ Website

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Home

About LAUSD

Resources

Employment

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## LGBTQ

Home	<a href="#">Understanding School Safety for Transgender Students</a> Safe Schools Coalition Research Brief
Positive School/Work Climates	<a href="#">Gender Non-conformity and School Safety: Documenting the problem and steps schools can take</a> Safe Schools Coalition Research Brief
Bullying	<a href="#">School Safety for Middle School Students</a> Safe Schools Coalition Research Brief
Diversity	<a href="#">Understanding School Safety and the Intersections of Race, Ethnicity, and Sexual Orientation</a> Safe Schools Research Brief
Conflict Resolution / Intergroup Conflict	<a href="#">Understanding Differences Between Schools in Overall LGBT School Safety</a> Safe Schools Coalition Research Brief
Crisis	<a href="#">Multiple Forms of Bias Related Harassment at School</a> Safe Schools Coalition Research Brief
LAUSD Human Relations Commission	<a href="#">School Safety and Academic Achievement</a> Safe Schools Coalition Research Brief
LAUSD Bulletins / Memos	<a href="#">School Safety and Students with LGBT Parents</a>
	<a href="#">The Economic Costs of Bullying at School</a> Safe Schools Coalition Research Brief
	<a href="#">LGBT Issues in the Curriculum Promotes School Safety</a>
	<a href="#">LGBT Student Safety: Steps Schools Can Take</a> Safe Schools Coalition Research Brief
	<a href="#">Harassment Based on Sexual Orientation and its Consequences</a>
	<a href="#">National District Policies and Trainings</a> Safe Schools Coalition Research Brief
	<a href="#">Homosexuality_The NY Times</a>
	<a href="#">Lesson Plan: LGBT_Culture Wars, Gr 6-12</a>
	<a href="#">Lesson Plan: Aesthetics of Activism: AIDS Awareness</a>
	<a href="#">Lesson Plan: Family Life, Gr 6-12</a>
	<a href="#">Teaching and Learning about gay history and issues</a>
	<a href="#">Lesson Plan: Unheard Voices: Stories of LGBT History ADL</a>

# Sample Resources:

## Lesson Plan: When did it happen: An LGBT History Lesson, Gr 4-12



### When Did It Happen An LGBT History Lesson

**Age/Grade Level:** Grades 4-12

**Time:** 35 – 60 Minutes

**Materials:** LGBT history cards, LGBT history answer key, construction paper, pencils, markers.

**Overview:** This activity is designed as a fun and interactive way to raise students' awareness of LGBT people and the contributions they made in the history of the United States. Students will learn about key events in the LGBT civil rights movement. Students will have an opportunity to create signs regarding these events to spread awareness throughout the school.

**Objectives:**

- Increase students' awareness of LGBT people and their civil rights struggle.
- Students will learn about events in LGBT history.

**Procedure:**

**Part 1 – Introduction/Discussion (5 – 10 Minutes)**

**Goal:** Students will be introduced to the activity and begin discussing LGBT people and history.

**Activity:** Begin by telling students that this activity covers some major events and people in LGBT history in the United States. Let them know that this is an interactive lesson and they will be working with each other.

- Ask students to tell the class what they already know about LGBT history.
- Ask the class why they think they know so little about LGBT history?
- Ask the class why they think they haven't been educated about this group of people?
- Let the class know that only 10% of students are taught positive LGBT-related themes in class.
- Ask them what they know about current LGBT issues.

**Part 2 – Form a Line (10 – 15 Minutes)**

**Goal:** Students will work together to find the answers to the LGBT history cards.

**Activity:** Give each student a card with an LGBT historical event on it. Tell students to walk around the room discussing their LGBT event with other students. Let the students know they need to work as a group, to decide when these events happen. Tell students to form a line from the earliest event to the most recent. Designate one side of the room as the earliest, and the other side as the most recent.



# Sample of Material from LAUSD LGBTQ Website:



## THE L.A. GAY & LESBIAN CENTER'S FAMILY SERVICES PROGRAM Lending Library Catalog

### Picture Books

#### **LGBT Families:**

**123: A Family Counting Book** (2000) Written by Bobbie Combs

Have fun with kids, moms, dads and pets in this delightful book that celebrates alternative families as it teaches young children to count from one to twenty.

**ABC: A Family Alphabet Book** (2001) Written by Bobbie Combs

It's gay and lesbian family fun from A to Z in this alphabet book that shows kids and their parents laughing, playing and enjoying family life.

**All Families Are Different** (2000) Written by Sol Gordon

Is there such a thing as a "normal" family? Is one family better than another? Of course the answer to these questions is no, but children are often led to believe otherwise. This book places importance on children knowing that they are loved by their family members, whomever they may be, while the illustrations show a variety of family situations to promote awareness and acceptance.

**All Families Are Special** (2003) Written by Norma Simon & Teresa Flavin

A classroom of children, upon learning that their teacher is going to be a grandma, share their stories of their families. The book is very inclusive of the diversity of family structures, including a "two mom" household.

**All Kinds of Families** (1987) Written by Norma Simon

This exploration of family love features and celebrates all sorts of families. Central to this book is the love that keeps families of all shapes, sizes and circumstances together.

**And Tango Makes Three** (2005) Written by Peter Farnell & Justin Richardson

This tale is based on a true story about a charming penguin family living in New York City's Central Park Zoo. There are *all* kinds of animal families in the zoo and this heartwarming story of Tango and his dad reminds us of that.

**Buster's Sugartime** (2005) Written by Marc Brown

Great for beginning readers to tackle alone or for reading aloud to younger kids, this book follows Buster on his trip to Vermont. He learns all about mud season and maple syrup, goes shopping at a country store, helps to build a bonfire, and has a blast staying with his friends and their two moms.

**The Duke Who Outlawed Jellybeans** (2004) Written by Johnny Valentine

This story is one of five original and enchanting gay and lesbian family fairy tales that make up this collection, beautifully illustrated with paintings and drawings.

# Sample Resource: LAUSD Individualized Transgender Student Success Plan

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INDIVIDUALIZED TRANSGENDER STUDENT SUCCESS PLAN

School \_\_\_\_\_ Date: \_\_\_\_\_

Student's Affirmed Name \_\_\_\_\_ Affirmed Gender: \_\_\_\_\_

Student's Legal Name \_\_\_\_\_ Gender Assigned at Birth: \_\_\_\_\_

Siblings at the School \_\_\_\_\_

Positive school engagement is our number one priority! Keeping students engaged requires the comprehensive and collaborative effort of all stakeholders. The following success plan has been discussed and developed for (student's name) on (date) \_\_\_\_\_. This plan does NOT replace an IEP, 504, or a Behavior Support Plan.

**Administration responsibilities and strategies:**

1. I will continue to communicate and enforce the guidelines set forth by federal, state and district guidelines for transgender youth.
2. I will establish an affirming school environment.
3. I will follow-up with concerns expressed by the student, family or staff.
4. I will be neutral and gather the facts from all involved parties.
5. I will share confidential information about XXXXX only on a strict "need-to-know" basis.
6. I will monitor to determine that this plan is implemented.
7. I will \_\_\_\_\_

**Teacher responsibilities and strategies:**

1. I will continue to communicate and enforce the guidelines set forth by federal, state and district guidelines for transgender youth.
2. I will establish an affirming school environment.
3. I will follow-up with concerns expressed by the student, family or staff.
4. I will incorporate respect based on sexual orientation or gender identity into my classroom protocols.
5. I will share confidential information about XXXXX only on a strict "need-to-know" basis.
6. I will work collaboratively with the administration, counselors, other involved teachers, staff and parents.
7. I will monitor to determine that this plan is implemented.
8. I will \_\_\_\_\_

**Counselor support:**

1. I will be available to support and encourage XXXXX should they feel distressed or anxious at school.

**Accommodations and Modifications**

1. The student information system reflects XXXXX's name and gender of identity.
2. XXXXX's school ID has been changed to reflect their affirmed name and gender.
3. XXXXX will have access to all sex-segregated facilities by their gender of identity.
4. If the student attended this school prior to transitioning, we have a plan on how to handle disclosure.

**Privacy:**  
A transgender student's name and sex assigned at birth are considered confidential. This information shall be shared with select staff strictly on a need-to-know basis. As a measure of confidentiality, the school staff will neither confirm nor deny this information except in the case of a strict "need-to-know." However, if the student transitioned while actively enrolled, the school must develop strategies on how to support the student's transition.

LAUSD, Office of Human Relations, Diversity and Equity <http://www.humanrelations.lausd.net> November, 2016

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INDIVIDUALIZED TRANSGENDER STUDENT SUCCESS PLAN

**Student responsibilities and strategies:**

1. I will assume good intentions.
2. I will have positive interactions with others.
3. I know how to respond if someone asks about my identity.
4. If I am feeling anxious or worried, I will speak with the following school personnel: \_\_\_\_\_ or \_\_\_\_\_, If they are not available, I will write my concerns and deliver to them at a later time.

**Parent responsibilities and strategies:**

1. I will assume good intentions.
2. I will listen objectively and gather factual information.
3. I will promote a positive resolution to any conflict.
4. I will work collaboratively with the school staff.
5. I will encourage my child to have positive interactions with others.
6. I will not confront children or families regarding areas of dispute.
7. My child and I have a plan about disclosure.
8. I know how to respond if someone asks about my child's gender.

By signing you have agreed to follow the plan to support the success of all parties.  
This plan will be in effect for the next 30 days, unless indicated otherwise by the school staff.  
We will revisit this plan on \_\_\_\_\_ (date) at \_\_\_\_\_ (time).  
Additional notes: \_\_\_\_\_

**(Please print and sign your name optional)**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

School staff: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

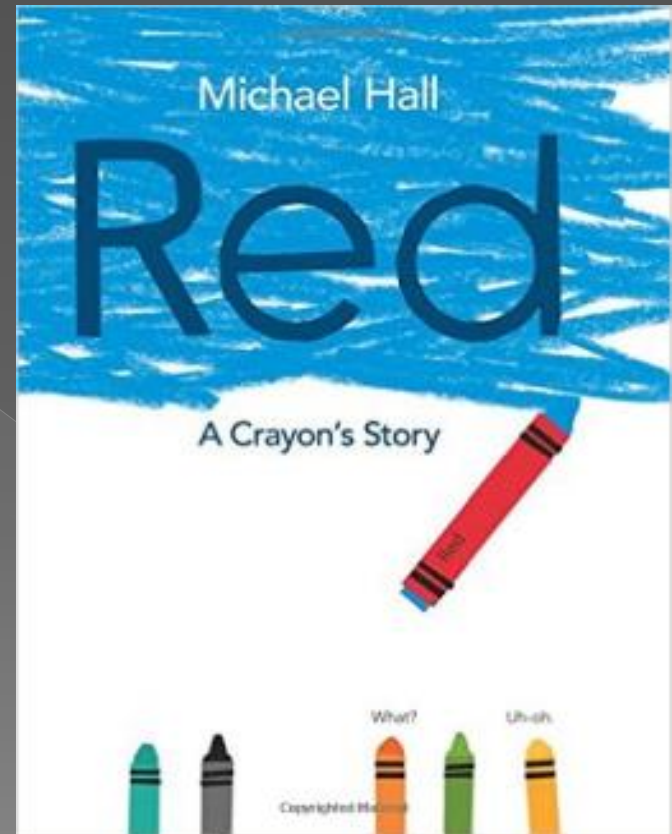
Other: \_\_\_\_\_ Date: \_\_\_\_\_

LAUSD, Office of Human Relations, Diversity and Equity <http://www.humanrelations.lausd.net> November, 2016



# Sample Material

- ◉ A blue crayon mistakenly labeled as 'red' suffers an identity crisis
- ◉ *Red: A Crayon's Story*, by Michael Hall, is about being true to your inner self and following your own path despite obstacles that may come your way.



# Additional Resources & Materials

- ◉ [National Association of School Psychologists\(NASP\)](#)
- ◉ <http://preventlgbtchildabuse.org/>
- ◉ [Gay, Lesbian and Straight Education Network\(GLSEN\)](#)
- ◉ [Transparenthood\(Blog\)](#)
- ◉ [TransActiveGender Center](#)
- ◉ [Welcoming Schools](#)
- ◉ [Gay, Lesbian, Bisexual, and Transgender Community Center](#)
- ◉ [TransYouth Family Allies](#)
- ◉ [APA Div. 44 \(Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues\)](#)
- ◉ Gender Spectrum: <https://www.genderspectrum.org/staging/wp-content/uploads/2015/08/Schools-in-Transition-2015.pdf>

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