

# QUEER ALL SCHOOL YEAR

**LAUSD'S QUEER AND  
TRANS-AFFIRMING  
SCHOOL CALENDAR**



Student Health & Human Services

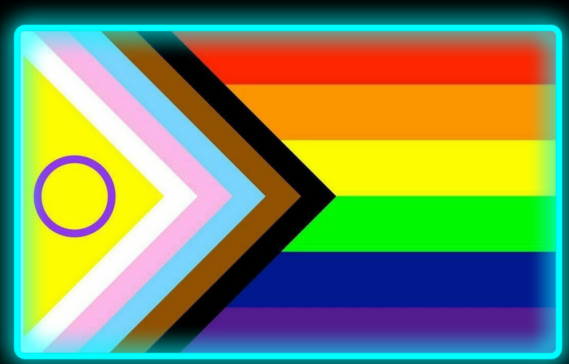
Human Relations, Diversity  
and Equity



@lausdhrde

Visit <https://achieve.lausd.net/human-relations> for more resources.  
Email [humanrelations@lausd.net](mailto:humanrelations@lausd.net) to request supplies, trainings, or consultation.





# LAUSD'S GOT PRIDE

## ALL YEAR LONG

AUGUST



Support students in starting a GSA or Rainbow Club

SEPTEMBER



Prep for next month's Solidarity Week and teach LGBT-inclusive curriculum all year

OCTOBER



LGBT History Month

Attend LA Unified's Standing with LGBTQ+ Students Conference October 11th-15th

NOVEMBER



Schedule a PD with Human Relations, Diversity & Equity

DECEMBER



Post LGBTQ-affirming signs in your office, classrooms, and around campus

JANUARY



Hold a Jazz and Friends Reading Event and read inclusive books in every grade

FEBRUARY



Participate in the Black Lives Matter in Schools Week of Action

MARCH



Review your school's practices to ensure everyone's name and gender pronouns are affirmed

APRIL



Hold a workshop for parents/caregivers about SOGIE\* and promote HRDE's support groups

\*Sexual orientation, gender identity & expression

MAY

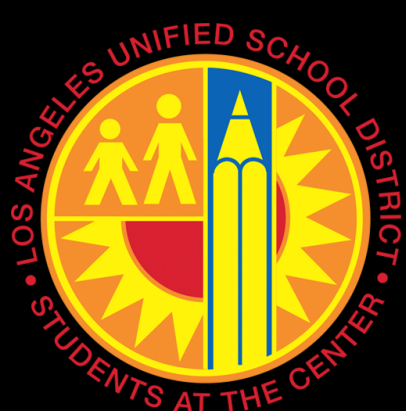


Address any gender or sexuality-based teasing, bullying, and conflict restoratively

JUNE



Celebrate Pride Month with literature, art, music, poster campaigns, or lunchtime events



Student Health & Human Services  
Human Relations, Diversity and Equity

@lausdhrde

Visit <https://achieve.lausd.net/human-relations> for more resources.  
Email [humanrelations@lausd.net](mailto:humanrelations@lausd.net) to request supplies, trainings, or consultation.



# Black Lives Matter in Schools

## Week of Action, February 1st-5th

### Elementary Resource:

1. Woke Read Aloud: They, She, He: Easy as ABC
2. Exploring Gender Stereotypes Through Role Plays
3. It Feels Good to be Yourself: A Book About Gender Identity

Wednesday:  
Trans-Affirming,  
Queer-Affirming,  
and  
Collective  
Value

### Secondary Resource:

1. Marsha "Pay No Mind" Johnson video and Centering Black LGBTQ Students/Youth Discussion Prompts
2. The First Queer American Hero: William Dorsey Swann
3. Transgender and Gender Non-Conforming Women of Color



### Further learning for educators/ caregivers:

1. Ready, Set, Respect!
2. Some Considerations When Working with LGBT Students of Color
3. Year of Purpose Reflection Question- Our Students' Whole Selves

### Action steps:

- Does your school have a GSA? If not, who could help you start one?
- Research the rights that LGBTQ+ students have in school. Come up with a plan to share this information with other youth in your community.
- Practice using affirming language, such as "spouse, parent, partner, sibling, student, child, folx, etc."







# **LAUSD HUMAN RELATIONS, DIVERSITY & EQUITY (HRDE) PRESENTS**

## **MIDDLE SCHOOL TRANS & GENDER NONBINARY GROUP**

**THURSDAYS 3:45 PM**  
**ZOOM ID: 810 2004 8298**  
**PASSWORD: 538354**



**FOR QUESTIONS EMAIL:**  
**TALIA.GUPPY@LAUSD.NET**  
**SUSANNA.L.ZOECKLER@LAUSD.NET**



# Standing with

# LGBTQ+

# Students, Staff, and Families:

## Best Practices for Affirming LAUSD's Queer Communities



**A Virtual Conference  
October 11-15, 2021**

**Click Here to Join the  
Main Lobby!**





# Program Table of Contents

<b>October 11<sup>th</sup></b>	<a href="#"><u>p. 3</u></a>
<b>Welcome</b>	<a href="#"><u>p. 4</u></a>
<b>Agenda</b>	<a href="#"><u>p. 8</u></a>
<b>Sessions At-A-Glance</b>	<a href="#"><u>p.9</u></a>
<b>Monday Agenda</b>	<a href="#"><u>p. 10</u></a>
<b>Tuesday Agenda</b>	<a href="#"><u>p. 19</u></a>
<b>Wednesday Agenda</b>	<a href="#"><u>p. 28</u></a>
<b>Thursday Agenda</b>	<a href="#"><u>p. 37</u></a>
<b>Friday Agenda</b>	<a href="#"><u>p. 45</u></a>
<b>Feedback</b>	<a href="#"><u>p. 53</u></a>
<b>Special Thanks</b>	<a href="#"><u>p. 54</u></a>





# October 11

October 11 commemorates two significant events  
**Indigenous Peoples' Day** and **National Coming Out Day**

**Indigenous Peoples' Day** recognizes the first people of this land and on whose land we stand. We acknowledge the Gabrielino/Tongva peoples as the traditional land caretakers of Tovaangar (the Los Angeles basin and So. Channel Islands). As a land grant institution, we pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders) and 'Eyoohiinkem (our relatives/relations) past, present and emerging.

**National Coming Out Day** was inspired by the 1987 March on Washington for Lesbian and Gay Rights. Humanity heals bias. Most people already know and respect someone in the LGBTQ+ community. We acknowledge our LGBTQ+ elders on whose shoulders we stand, as we beckon a new tomorrow for our LGBTQ+ students, colleagues and families.



# **We are here... Standing with Queer students, staff and families**

Nine years ago, Human Relations, Diversity and Equity introduced the OUT For Safe Schools campaign to support LGBTQ+ students, staff and families. Each year there has been a theme, such as art, literature, history and sport. Today, we are proud to present our 2021 virtual conference *Standing with Queer Students, Staff and Families*.

The purpose of this conference is to build the capacity of LAUSD staff to support the district's vision of cultivating affirming learning and working environments for LGBTQ+ students, staff and families. The week will consist daily large group sessions followed by a selection of 90-minute sessions that reflect the theme, *Standing with Queer Students, Staff and Families*.





## **Alison Towery, Chief Academic Officer, *Division of Instruction***

**Alison Yoshimoto-Towery** is Chief Academic Officer of Los Angeles Unified. She oversees birth to adult education, including specialized programs for English learners, Standard English learners, Gifted learners, academic counseling, guiding post-secondary success, advanced placement programs, linked learning and career technical education. Most important to Alison is leading from an equity lens and rethinking how “business as usual” is done to meet the needs of those students and communities historically underserved by public education.

Alison has served L.A. Unified for more than 28 years as a teacher, principal, director and top administrator, and represents the Los Angeles community on local, state and national working groups. She is a fierce advocate of high expectations for all students and believes it is up to educators to find a way to reach every child. She champions multi-tiered systems of support for the whole child and doing "whatever it takes" so students are ready to thrive in college, career, and life.





# **Pia V. Escudero, Executive Director**

## ***Student Health & Human Services***



**Pia Escudero** is a mental health leader and social work professional with 30+ years of experience in mental health and health programs. As Executive Director of Student Health and Human Services, she directs the services of 2000+ school mental health and health professionals including social workers, nurses, pediatricians, child psychiatrists, human relations and restorative practices experts, wellness programs and positive behavior intervention and supports. Her expertise includes the development, implementation, and evaluation of high-quality interventions that promote resiliency, healing, and lifelong health.

**SHHS** has been a critical partner in LAUSD's pioneering actions to address the social influencers of mental health and health during the COVID 19 and Community Reckoning of 2021. SHHS provides comprehensive virtual services, supports students and families with basic needs, and promotes student and family engagement, and mental health and health services. SHHS services support critical wellness, prevention, early intervention and treatment so students may attain academic and vocational success.







## **Megan Reilly, Interim Superintendent** ***Los Angeles Unified School District***

**Megan K. Reilly** assumed the role of Interim Superintendent on July 1, 2021. Ms. Reilly has worked in K-12 education for 14 years and in higher education for 17 years. Her first job after college was teaching English in Japan.

Ms. Reilly's career has been guided by a life-long passion for learning and the belief that a good education should not be a privilege, but an opportunity afforded to all. The daughter of a third-generation Irish-American and a Japanese immigrant, Ms. Reilly saw first-hand the opportunities an education provided her father after he earned his bachelor's degree thanks to the GI Bill.

Ms. Reilly rejoined Los Angeles Unified in 2019 after serving as the Chief Business Officer for the Santa Clara County Office of Education. She previously served as Chief Business Officer for Los Angeles Unified from 2007 to 2017. She was an integral member of the leadership team that helped the district navigate through and rebuild following the Great Recession.





# Agenda

## Monday - Friday

- 2:30 PM Opening Session
- 3 – 4:30 PM Individual Sessions





Monday, 10/11	Tuesday, 10/12	Wednesday, 10/13	Thursday, 10/14	Friday, 10/15
<a href="#">1A.</a> If Our Streets Could Talk: Reclaiming Community Cultural Wealth	<a href="#">2A.</a> The International Day of Transgender Visibility: A lesson plan for classroom teachers	<a href="#">3A.</a> GSA Clubs Organizing 4 Change	<a href="#">4A.</a> Faith Time	<a href="#">5A.</a> Supporting LGBTQ+ Youth on Campus
<a href="#">1B.</a> Welcoming Words & Safe Spaces: Supporting Students Who Are Both Neurodivergent & LGBTQIA+	<a href="#">2B.</a> LGBTQIA Student Rights (password required)	<a href="#">3B.</a> Creating Supportive Spaces For LGBTQ+ Youth in the Classroom and Beyond	<a href="#">4B.</a> What Your Queer Middle Schooler Wants You to Know	<a href="#">5B.</a> Breaking the Binary in Education
<a href="#">1C.</a> How to Use LGBTQIA+ Books as Windows, Mirrors, and Sliding Doors	<a href="#">2C.</a> Increasing Family Support to Build Healthy Futures for LGBTQ Students	<a href="#">3C.</a> LGBTQ-Inclusive Content and Pedagogy for Elementary and Middle School Classrooms	<a href="#">4C.</a> Twenty Years of Change: Examining School Climate and Supports for LGBTQ Students Over Two Decades	<a href="#">5C.</a> An Introduction to Building Safe Spaces for LGBTQ Youth
<a href="#">1D.</a> Exploring Core Values at the Intersections of Race and Gender	<a href="#">2D.</a> The Queer Mercado – a community approach towards amplifying and celebrating LGBTQ+ youth	<a href="#">3D.</a> Advocating Leaders for the LGBTQ+ Students and Community	<a href="#">4D.</a> Creating LGBTQ+ Inclusive Online and In-person Learning Environments for Students	<a href="#">5D.</a> Exploring the Intersection of Gender Diversity and Neurodiversity
<a href="#">1E.</a> REACH LA and the LGBTQ+ Community	<a href="#">2E.</a> An overview of the LGBTQ History of Los Angeles for Educators	<a href="#">3E.</a> Shower Them With Potentials: Resources for Trans/NB Students	<a href="#">4E.</a> We Need You Not Only See Us But Reach Out And Believe In Us: The Plight LGBTQ Youth of Color - <b>Cancelled</b>	<a href="#">5E.</a> Supporting Gender Diverse Students: Working with Parents
<a href="#">1F.</a> Working with System-Involved LGBTQ+ Children & Youth: Are You Prepared?	<a href="#">2F.</a> The Road to Custody for LGBTQ Youth	<a href="#">3F.</a> Messaging & Media Tools for Impactful Storytelling Workshop	<b>OVERVIEW OF THE WEEK.</b> <i>See daily sessions for descriptions and links</i>	









# Monday Opening Session, 2:30

## Keynote: Dr. Karina Walters

[Join Here](#)

Karina L. Walters is an enrolled member of the Choctaw Nation of Oklahoma and the co-director and principal investigator of the Indigenous Wellness Research Institute at the University of Washington.

Dr. Walters has more than 25 years of experience in social epidemiological research on the historical, social, and cultural determinants of health among urban and LGBT-Two Spirit American Indian and Alaska Natives populations.

Dr. Walters holds an MSW and Ph.D. from UCLA and attended Hollywood High School.





# Monday Sessions, 3-4:30 (full session descriptions to follow)

Session #	Session Title (click to see description)	Presenter	Room Link
<a href="#"><u>1A</u></a>	If Our Streets Could Talk: Reclaiming Community Cultural Wealth	Victor Marroquin Latino Equity Alliance	<a href="#"><u>Join Here</u></a>
<a href="#"><u>1B</u></a>	Welcoming Words & Safe Spaces: Supporting Students Who Are Both Neurodivergent & LGBTQIA+	Laurie Stephens & Sarah Bruce The Help Group	<a href="#"><u>Join Here</u></a>
<a href="#"><u>1C</u></a>	How to Use LGBTQIA+ Books as Windows, Mirrors, and Sliding Doors	Lisa Cheby & Blair Carroll LAUSD	<a href="#"><u>Join Here</u></a>
<a href="#"><u>1D</u></a>	Exploring Core Values at the Intersections of Race and Gender	Doni Tadesse & Eden Sarkisian Los Angeles LGBTQ Center, Rise Program	<a href="#"><u>Join Here</u></a>
<a href="#"><u>1E</u></a>	REACH LA and the LGBTQ+ Community	Xelestíal Moreno-Luz & Sommer Orane Sommerville REACH LA	<a href="#"><u>Join Here</u></a>
<a href="#"><u>1F</u></a>	Working with System-Involved LGBTQ+ Children & Youth: Are You Prepared?	Khush Cooper Khush Cooper and Associates	<a href="#"><u>Join Here</u></a>

Session 1A: Monday October 11, 3pm-4:30pm

[Join Here](#)

## **If Our Streets Could Talk: Reclaiming Community Cultural Wealth**

**Latino Equality Alliance**

*Victor Marroquin, Program Coordinator & Jasine Cumplido, Community Organizer*

This platica-based workshop will produce counter narratives against the master narrative of mainstream white cis-heteropatriarchy society that seeks to erase and oppress our lived experiences. Our narratives will illuminate the ways in which Queer and Trans People of Color and POC have always existed and resisted.





Session 1B: Monday October 11, 3pm-4:30pm

[Join Here](#)

## **Welcoming Words & Safe Spaces: Supporting Students Who Are Both Neurodivergent & LGBTQIA+**



### **The Help Group**

*Laurie Stephens, Ph.D., Psychologist & Sarah Bruce, Post-Doctoral Fellow, Psychologist*

Neurodivergent youth (those on the autism spectrum) are overrepresented among the LGBTQIA+ community. This presentation will discuss what is known about the intersectionality of ASD and LGBTQIA+ identity and offer practical ways to work with and provide a safe space for this unique population.



Session 1C: Monday October 11, 3pm-4:30pm

[Join Here](#)

## How To Use LGBTQIA+ Books As Windows, Mirrors and Sliding Doors

**LAUSD, Verdugo Hills Senior High School and Millikan Middle School**

*Lisa Cheby, Teacher Librarian, MLIS, NBCT & Blair Carroll, Teacher Librarian, MLIS, NBCT*



Presenters will discuss the importance of LGBTQIA+ literature in library collections and curriculum. Participants will learn how to effectively find titles in their own library, create collections with the Destiny Online Library Catalog and expand collections to be inclusive and representative of our student populations.





Session 1D: Monday October 11, 3pm-4:30pm

[Join Here](#)

## Exploring Core Values at the Intersections of Race & Gender

**Los Angeles LGBT Center, RISE Program**

*Doni Tadesse & Eden Sarkisian, Training and Development Instructors, Capacity Building Professionals*

This workshop will engage participants in an Exploring Core Personal Values' activity, which includes the concept of values as a means of communicating goals, aspirations, tradition, and culture. The intention is to apply these skills to better serve LGBTQ+ BIPOC in care.



Session 1E: Monday October 11, 3pm-4:30pm

[Join Here](#)

## REACH LA & the LGBTQ+ Community

### REACH LA

*Xelestiál Moreno-Luz, Bachelors in Media, Program Manager*

*Sommer Orane Sommerville, Community Health Specialist*



Learn about REACH LA's social, entrepreneurship, sexual health, and creative arts programming that are offered to LGBTQ+ people in Los Angeles.





Session 1F: Monday October 11, 3pm-4:30pm  
[Join Here](#)

## **Working with System-Involved LGBTQ+ Children & Youth: Are You Prepared?**



**Khush Cooper and Associates**

*Khush Cooper, CEO, MSW, Ph.D., Consultant, UCLA Professor*

Cultural responsiveness, cultural sensitivity and cultural humility are important goals for practice within a human service system which serves marginalized communities. “Cultural Preparedness” is an additional dimension that is helpful to consider when supporting systems to be more hospitable to their LGBTQ+ and gender expansive children and youth.







# Tuesday Opening Session, 2:30

## Cyd Ziegler, Outsports

[Join Here](#)

Cyd Zeigler is a lifelong athlete and sports journalist. He is a former sports editor for Genre Magazine, former associate editor for the New York Blade, and has written for Playboy, MSNBC, CNN, New York Press and Out Magazine. He has appeared on ESPN, Fox Sports Radio, CNN, and MSNBC as well as contributing to Sports Illustrated, Logo and The New York Times. Zeigler cofounded *Outsports*, an online magazine featuring LGBTQ athletes, the National Gay Flag Football League, and co-authored *The Outsports Revolution: Truth & Myth in the World of Gay Sports*.

Zeigler has assisted many queer athletes in coming out, most notably basketball player John Amaechi, football players Michael Sam, Alan Gendreau and Wade Davis, and transgender NCAA athlete Kye Allums. Zeigler has been inducted into the LGBTQ Journalists Hall of Fame by the National Lesbian and Gay Journalists Association.

Zeigler believes that courage is contagious and advocates for queer welcoming sports worldwide.



# Tuesday Sessions 3-4:30 (full session descriptions to follow)

Session #	Session Title (click to see description)	Presenter	Room Link
<a href="#">2A</a>	The International Day of Transgender Visibility: A lesson plan for classroom teachers and those who wish to see lessons happen.	Dana Menck LAUSD	<a href="#">Join Here</a>
<a href="#">2B</a>	LGBTQIA Student Rights	Julie Hall & Kelly Barnes LAUSD, Educational Equity Compliance & Office of General Counsel	<a href="#">Join Here</a> (LAUSD Employees Only)
<a href="#">2C</a>	Increasing Family Support to Build Healthy Futures for LGBTQ Students	Caitlin Ryan Family Acceptance Project	<a href="#">Join Here</a>
<a href="#">2D</a>	The Queer Mercado – a community approach towards amplifying and celebrating LGBTQ+ youth	Gaudencio Marquez The Queer Mercado	<a href="#">Join Here</a>
<a href="#">2E</a>	LGBTQ History of Los Angeles for Educators	Erik Adamian & Miguel Covarrubias ONE Archives & Cortines VAPA	<a href="#">Join Here</a>
<a href="#">2F</a>	The Road to Custody for LGBTQ Youth	Timothy Vallez LA County Probation	<a href="#">Join Here</a>



Session 2A: Tuesday October 12, 3pm-4:30pm  
[Join Here](#)



## **International Transgender Day of Visibility: A Lesson Plan for Classroom Teachers and Those Who Wish to See Lessons Happen**

**LAUSD, Washington Irving Math Magnet Middle School**

*Dana Menck, Master's of Educational Administration, Teacher*

History has a disturbing way of elevating certain voices while silencing others. Gender diversity has been a part of the human experience since day one. This workshop will offer a historical perspective and sample lesson to recognize Transgender Visibility Day, a day dedicated to celebrating the accomplishments of transgender and gender creative people while raising awareness of the work that still needs to be done to achieve trans justice.



Session 2B: Tuesday October 12, 3pm-4:30pm

[Join Here](#) (LAUSD Employees Only)

## LGBTQIA Rights\*

**LAUSD, Office of the General Counsel**

*Julie Hall, Director, Educational Equity Compliance Office & Kelly Barnes, Assistant General Counsel*

Participants will learn about relevant laws and District policies regarding LGBTQIA student rights. Participants will have the opportunity to apply this information to real-world scenarios.

**\*LAUSD Employees Only -  
Will be prompted to enter SSO upon joining meeting**





Session 2C: Tuesday October 12, 3pm-4:30pm

[Join Here](#)

## Increasing Family Support to Build Healthy Futures for LGBTQ Students

**Family Acceptance Project**

*Caitlin Ryan, Ph.D., ACSW, Director*

The Family Acceptance Project (FAP) developed the first evidence-based family support model to prevent risk and promote well-being for LGBTQ children and youth. This session will discuss FAP's approach to helping diverse families to support LGBTQ students, including resources and strategies to prevent risk and build healthy futures.



Session 2D: Tuesday October 12, 3pm-4:30pm

[Join Here](#)

## **The Queer Mercado: A Community Approach Towards Amplifying & Celebrating LGBTQ+ Youth**

**The Queer Mercado**

*Gaudencio Marquez, MSW, PPSC*

The Queer Mercado uplifts LGBTQ+ small businesses by highlighting the diversity of LGBTQ+ vendors and community members. This event creates a safe environment, specifically for LGBTQ+ youth, to see themselves represented and celebrated by a supportive and loving community.





Session 2E: Tuesday October 12, 3pm-4:30pm

[Join Here](#)

## LGBTQ History of Los Angeles for Educators

**ONE Archives & LAUSD**

*Erik Adamian, Director of Education & Miguel Covarrubias, Teacher, Cortines VAPA*

Learn about the LGBTQ history of Los Angeles featuring an overview of a lesson plan, demonstrated by a teacher practitioner, on the 1967 Black Cat Tavern Riots in Los Angeles, a critical point in the LGBTQ Civil Rights movement. Lesson plans and other resources will be shared.



Session 2F: Tuesday October 12, 3pm-4:30pm

[Join Here](#)

## The Road to Custody for LGBTQ Youth

### LA County

*Timothy Vallez, MSW, Deputy Probation Officer, Residential Treatment*

LGBTQ youth are overrepresented in the juvenile justice system. This workshop will correlate historical parallels to other marginalized groups and the LGBTQ youth population. Multiple intersections drive this issue, which highlights the importance of an interagency approach in addressing appropriate solutions. It will explore the various roles that judges, attorneys, schools, probation, children's protective services and community-based organization play in exacerbating the problem or collaborating to provide solutions.







# Wednesday Opening Session, 2:30

Wendy Heard, Young Adult Author  
[Join Here](#)



Wendy Heard is the author of two adult thrillers: *The Kill Club* and *Hunting Annabelle*, which Kirkus Reviews praised as “a diabolically plotted creep show from a writer to watch.” *She’s Too Pretty To Burn*, which Kirkus called “a wild and satisfying romp” in a starred review, marks her YA debut. She is a member of Sisters in Crime, International Thriller Writers, and Mystery Writers of America, and is a contributor at Crimereads.com and Writer’s Digest. Heard's main characters are often LGBTQ identified. She will speak about her experience as being part of the community and the importance of writing her characters in this way as well. Wendy lives in Los Angeles and previously worked for LAUSD.



# Wednesday Sessions 3-4:30 (full session descriptions to follow)

Session #	Session Title (click to see description)	Presenter	Room Link
<a href="#">3A</a>	GSA Clubs Organizing for Change	Tony Ortuno GSA Network	<a href="#">Join Here</a>
<a href="#">3B</a>	Creating Supportive Spaces For LGBTQ+ Youth in the Classroom and Beyond	Emily Grijalva & Mauro Bautista LAUSD, Mendez High School	<a href="#">Join Here</a>
<a href="#">3C</a>	LGBTQ-Inclusive Content and Pedagogy for Elementary and Middle School Classrooms	Susan Simpson LAUSD, Riverside Elementary	<a href="#">Join Here</a>
<a href="#">3D</a>	Advocating Leaders for the LGBTQ+ Students and Community	Trebor Jacquez & Soheil Mashoud LAUSD, JFK HS & Columbus MS	<a href="#">Join Here</a>
<a href="#">3E</a>	Shower Them With Potentials: Resources for Trans/NB Students	Finn Paul LAUSD	<a href="#">Join Here</a>
<a href="#">3F</a>	Messaging & Media Tools for Impactful Storytelling Workshop	DaShawn Usher GLAAD	<a href="#">Join Here</a>

Session 3A: Wednesday October 13, 3pm-4:30pm

[Join Here](#)

## GSA Clubs Organizing 4 Change



### **GSA Network**

*Tony Ortuno, Senior Statewide Organizer, Community Organizer*

Learn about the current state of the GSA (Genders & Sexualities Alliance) movement and strategies on how GSA clubs can be vehicles of change to improve school climate for all students, including LGBTQ+ youth of color.





Session 3B: Wednesday October 13, 3pm-4:30pm

[Join Here](#)

## Creating Supportive Spaces For LGBTQ+ Youth in the Classroom and Beyond

**LAUSD, Mendez High School**

*Emily Grijalva, M.Ed and MS in School Counseling, Restorative Practices and Community School Coordinator*  
*Mauro Bautista, M.Ed, Principal*

Learn about Mendez High School's journey to becoming more inclusive, gender-affirming, and supportive for LGBTQ+ youth. Principal Bautista, RP Coordinator, and Emily Grijalva, GSA Sponsor, will share their process and implementation model as they continue to grow and learn from their students and families. It takes a village. Their practices include the classroom, the school and their community.



Session 3C: Wednesday October 13, 3pm-4:30pm

[Join Here](#)

## Inclusive Content & Pedagogy for Elementary & Middle School Classrooms



**LAUSD, Riverside Elementary School**

*Susan Simpson, Doctor of Education in Educational Leadership, Teacher*

Attendees will learn about the FAIR Education Act of California and how our district supports LGBTQ-inclusive content and pedagogy that represents the intersectionality of identities in the classroom. Participants will leave with tools and links to resources for their own classroom praxis so that they may take action supporting students, including lists of recommended LGBTQ-themed texts and sample lesson ideas.



Session 3D: Wednesday October 13, 3pm-4:30pm

[Join Here](#)

## Advocating Leaders for the LGBTQ+ Students & Community

**LAUSD, John F. Kennedy High School & Columbus Middle School**

*Trebor Jacquez MA Assistant Principal, Education Technology, MA Administrator in Education Policy*

*Soheil Mashoud, Assistant Principal*

The Assistant Principals of JFK and Columbus MS will share how they empower LGBTQ+ students through teaching about educational rights and creating safe Restorative Circles. The presentation agenda will cover safety of LGBTQ+ students and staff in addition to best practices on campus.





Session 3E: Wednesday October 13, 3pm-4:30pm

[Join Here](#)

## **Shower Them With Potentials: Resources for Trans/NB Students**



**LAUSD**

Finn Paul, PPS Intern

An overview of local and online resources for gender expansive students and their families. Resources include free gender affirming clothing, informational VLOGS, Trans deaf activism, local social justice engagement, scholarships for summer camps, local medical resources, Muslim and Trans info flyers, API online support, legal information, and more.



Session 3F: Wednesday October 13, 3pm-4:30pm

[Join Here](#)

## Messaging & Media Tools for Impactful Storytelling



**GLAAD**

*DaShawn Usher, Associate Director, Communities of Color*

Learn the basics about media structure and how to tell stories in traditional, online, and social media platforms. Equipped with research and best practices, we will work with participants to reach and teach the movable middle about the LGBTQ community through compelling storytelling combined with the best and most up-to-date tools and know-how for general activism and media engagement.







# Thursday Opening Session, 2:30

## LAUSD Panel: Parent & Caregiver Meet-Up

[Join Here](#)

Holly Ramos, Jessica Craven, Michelle Salgado & Candelaria Medina

Human Relations, Diversity & Equity (HRDE) hosts a monthly group for parents and caregivers of LGBTQ+ youth. This panel will be moderated by HRDE Mental Health Practitioner, Talia Guppy, and will feature parents sharing a little about themselves, why they started coming to the support group and what they have gotten out of it.



# Thursday Sessions 3-4:30 (full session descriptions to follow)

Session #	Session Title (click to see description)	Presenter	Room Link
<a href="#">4A</a>	Faith Time	Jerrell Walls Christ Chapel of the Valley	<a href="#">Join Here</a>
<a href="#">4B</a>	What Your Queer Middle Schooler Wants You to Know	Ali Lauer LAUSD, Griffith MS	<a href="#">Join Here</a>
<a href="#">4C</a>	Twenty Years of Change: Examining School Climate and Supports for LGBTQ Students Over Two Decades	Joseph Kosciw & Adrian Zongrone GLSEN	<a href="#">Join Here</a>
<a href="#">4D</a>	Creating LGBTQ+ Inclusive Online and In-person Learning Environments for Students	Erik Adamian & Rick Oculito ONE Archives	<a href="#">Join Here</a>
<a href="#">4E</a>	We Need You Not Only See Us But Reach Out And Believe In Us: The Plight LGBTQ Youth of Color - <b>Cancelled</b>	Troy Xavier Leonard LAUSD	Join Here

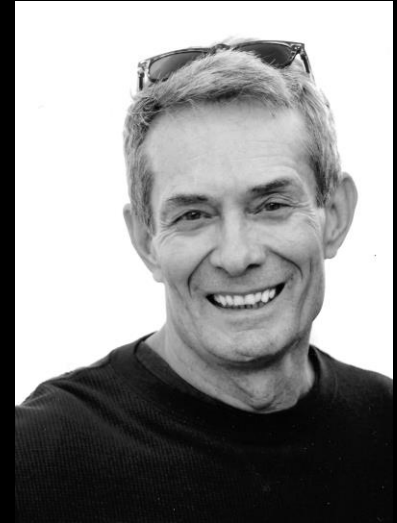
Session 4A: Thursday October 14, 3pm-4:30pm

[Join Here](#)

## Faith Time

**Christ Chapel of the Valley**

Jerrell Walls, Reverend



Religion is a powerful life force for many people. Attitudes toward LGBTQ+ are improving but some people continue to feel conflict between being true to their faith and being true to living authentically as an LGBTQ+ person. This workshop will equip practitioners with tools to give assurance to students of all faiths and respond to religious objections within the mandate of being religious neutral.





Session 4B: Thursday October 14, 3pm-4:30pm

[Join Here](#)



## What Your Queer Middle Schooler Wants You To Know

**LAUSD, Griffith Middle School Steam Magnet**

*Ali Lauer, Teacher Librarian and LAUSD Student Panelists Bella, Toby, Alexis, Nicole*

This panel of queer 7<sup>th</sup> graders will give you a window into their experiences - what it's like to be a queer middle schooler, what they wish school adults knew, and advice about how to be a better ally/advocate.



Session 4C: Thursday October 14, 3pm-4:30pm

[Join Here](#)

## **Twenty Years of Change: Examining School Climate and Supports for LGBTQ Students Over Two Decades**

**GLSEN**

*Joseph Kosciw, Ph.D., Research Director & Adrian Zongrone, MPH, Research Associate*

GLSEN has been measuring school climate for 20 years. This session will review changes in indicators of a hostile school climate, e.g., anti-LGBTQ remarks and victimization, as well as the availability of positive resources for LGBTQ students in their schools, e.g., supportive teachers, and positive curricular resources – nationally, in California and in Los Angeles specifically.



Session 4D: Thursday October 14, 3pm-4:30pm

[Join Here](#)

## Creating LGBTQ+ Inclusive Online & In-Person Learning Environments for Students

**ONE Archives**

*Erik Adamian, Director of Education & Rick Oculito, MSW, Education Director*

Join us for a presentation to learn about ways to show support for LGBTQ students and create an environment where all students feel they belong. The presentation will include resources and information on how to make online and in-person spaces LGBTQ inclusive and safe for students.





Session 4E: Thursday October 14, 3pm-4:30pm

## **We Need You Not Only To See Us But Reach Out & Believe In Us: The Plight of LGBTQ Youth of Color**

**LAUSD, Special Education Division**

*Troy Xavier Leonard, School Psychologist/Organizational Leader*

This workshop will discuss some of the unique dynamics facing LGBTQ youth of color, address misconceptions and beliefs that may contribute to educators failing to be alerted to and intervene with LGBTQ youth of color, and highlight the successes of LGBTQ youth of color.





# Friday Opening Session, 2:30

Gabriel Maldonado, TruEvolution

David Crowley, LAUSD Teacher

[Join Here](#)



Gabriel Maldonado is an alum of San Pedro High School and the founder and CEO of TruEvolution — a social justice and community health organization advancing the quality of life and human dignity of LGBTQ people based in Riverside, California. Gabriel promotes the priorities of grassroots organizations in health policy and strategy. Gabriel works closely with local high schools and university incubators, including the UCR Center for Social Innovation, mentoring emerging entrepreneurs committed to social impact.

David Crowley is a teacher at San Pedro High School, founder of the San Pedro High School Pride Club, and acting advisor for nearly 20 years. David also created the nation's first LGBTQ+ Pride classroom library which can be viewed [here](#).



# Friday Sessions 3-4:30 (full session descriptions to follow)

Session #	Session Title (click to see description)	Presenter	Room Link
<a href="#">5A</a>	Supporting LGBTQ+ Youth On Campus	Joel Gemino The Long Beach LGBTQ Center	<a href="#">Join Here</a>
<a href="#">5B</a>	Breaking the Binary in Education	Skye Tooley LAUSD, Saturn ES	<a href="#">Join Here</a>
<a href="#">5C</a>	An Introduction to Building Safe Spaces for LGBTQ Youth	Roy Quinto GLSEN	<a href="#">Join Here</a>
<a href="#">5D</a>	Exploring the Intersection of Gender Diversity and Neurodiversity	Jacklyn Clemens, Nita Beyla, Joshua Le, Paige Reinstein, & Tamara Nabulsi LAUSD & Chapman University	<a href="#">Join Here</a>
<a href="#">5E</a>	Supporting Gender Diverse Students: Working with Parents	Joel Baum & Carla Peña Gender Spectrum	<a href="#">Join Here</a>



Session 5A: Friday October 15, 3pm-4:30pm

[Join Here](#)

## Supporting LGBTQ+ Youth On Campus



**The Long Beach LGBTQ Center**

*Joel Gemino, Youth and Family Services Manager & Peter Baek, Family Service Coordinator*

In this workshop, we will go over core concepts surrounding identity and best practices for educators and school faculty to create safe and effective ways to work with LGBTQ students. Topics such as coming out, gender transition plans, and creating inclusive classroom culture will be addressed.



Session 5B: Friday October 15, 3pm-4:30pm

[Join Here](#)

## Breaking the Binary in Education

**LAUSD, Saturn Elementary School**

*Skye Tooley, M.Ed., Teacher*

In this presentation, we will begin the breakdown of the gender binary and how our language is binary due to the society around us. The presentation is meant to be a steppingstone or a start for educators to look at how they can shift their thinking, language, and approach to LGBTQ+ topics in the classroom.



Session 5C: Friday October 15, 3pm-4:30pm

[Join Here](#)

## Building Safe Spaces for LGBTQ Youth

**GLSEN**

*Roy Quinto, Chair*

Designed to help you create a safe space for LGBTQ youth in schools, this presentation will review GLSEN's Safe Space Kit. The kit provides concrete strategies that will help you support LGBTQ students, educate about anti-LGBTQ bias and advocate for changes in your school. The kit guides you through assessing your school's climate, policies and practices and also outlines strategies that you may use to advocate for change.



Session 5D: Friday October 15, 3pm-4:30pm

[Join Here](#)

## Exploring the Intersection of Gender Diversity and Neurodiversity

**LAUSD, Psychological Services**

*Jacklyn Clemens, MA, Ed.S, School Psychologist &*

**Chapman University, School Psychologist Graduate Students**

*Nita Beyla, Joshua Le, Paige Reinstein, & Tamara Nabulsi,*



Individuals on the autism spectrum are significantly more likely to identify as transgender or gender diverse. This presentation will explore the experiences of individuals with autism who also identify as trans or gender diverse. Ways to support this population will also be explored.





Session 5E: Friday October 15, 3pm-4:30pm

[Join Here](#)

## Supporting Gender Diverse Students: Working with Parents

### Gender Spectrum

*Joel Baum, MS, Senior Director for Professional Development*

*Carla Pena, Manager for Professional Development*

This session will focus on various approaches for working with caregivers struggling with their child's gender. The workshop will offer concrete approaches for addressing questions or concerns families may raise about their child's gender and the concerns they may have accordingly.



# Feedback

Your feedback will help us cultivate future conference opportunities and foster the development of district-wide efforts to support our LGBTQIA+ community.



# Special Thanks

Pia Escudero, LCSW  
*Executive Director*  
Student Health and Human Services

Michelle Alferes, Ed. D., MSW  
*Director*  
Student Health & Human Services

Judy Chiasson, PhD  
*Coordinator*  
Human Relations, Diversity and Equity

Janise Escobar, LCSW  
*HRDE Specialist*  
[Jae2517@lausd.net](mailto:Jae2517@lausd.net)

Human Relations, Diversity and Equity Team  
*Mental Health Practitioners:*

Samantha Gottell, LCSW  
[Samantha.gottell@lausd.net](mailto:Samantha.gottell@lausd.net)

Frances Marion, LCSW  
[Frances.marion@lausd.net](mailto:Frances.marion@lausd.net)

Susanna Zoeckler, LCSW  
[Susanna.l.zoeckler@lausd.net](mailto:Susanna.l.zoeckler@lausd.net)

Talia Guppy, LCSW  
[Talia.guppy@lausd.net](mailto:Talia.guppy@lausd.net)

Jules Gomez, LCSW  
[Julie.gomez@lausd.net](mailto:Julie.gomez@lausd.net)

Tina Southern, LCSW  
[Kristina.southern@lausd.net](mailto:Kristina.southern@lausd.net)

Cristina Vigil, LCSW  
[Cristina.vigil@lausd.net](mailto:Cristina.vigil@lausd.net)



# **The Presenters**

The contact information  
of the experts who made  
this conference possible



# Monday Presenters: Contact Information

Presenter	Email	Session Title	Session #
Victor Marroquin	<a href="mailto:outreach@latinoequalityalliance.com">outreach@latinoequalityalliance.com</a>	If Our Streets Could Talk: Reclaiming Community Cultural Wealth	<a href="#">1A</a>
Laurie Stephens & Sarah Bruce	<a href="mailto:lstephens@thehelpgroup.org">lstephens@thehelpgroup.org</a> & <a href="mailto:sabruce@thehelpgroup.org">sabruce@thehelpgroup.org</a>	REACH LA and the LGBTQ+ Community	<a href="#">1B</a>
Lisa Cheby & Blair Carroll	<a href="mailto:lec2937@lausd.net">lec2937@lausd.net</a> & <a href="mailto:bolenick@lausd.net">bolenick@lausd.net</a>	How to Use LGBTQIA+ Books as Windows, Mirrors, and Sliding Doors	<a href="#">1C</a>
Doni Tadesse & Eden Sarkisian	<a href="mailto:dtadesse@lgbtcenter.org">dtadesse@lgbtcenter.org</a> & <a href="mailto:esarkisian@lgbtcenter.org">esarkisian@lgbtcenter.org</a>	Exploring Core Values at the Intersections of Race and Gender	<a href="#">1D</a>
Xelestíal Moreno-Luz & Sommer Orane Sommerville	<a href="mailto:xelestial@reachla.org">xelestial@reachla.org</a> & <a href="mailto:sommer@reachla.org">sommer@reachla.org</a>	REACH LA and the LGBTQ+ Community	<a href="#">1E</a>
Khush Cooper	<a href="mailto:kcooper@khushcooperassociates.com">kcooper@khushcooperassociates.com</a>	Working with System-Involved LGBTQ+ Children & Youth: Are You Prepared?	<a href="#">1F</a>

# Tuesday Presenters: Contact Information

Presenter	Email	Session Title	Session #
Dana Menck	<a href="mailto:dsm3120@lausd.net">dsm3120@lausd.net</a>	The International Day of Transgender Visibility: A lesson plan for classroom teachers and those who wish to see lessons happen.	<a href="#">2A</a>
Julie Hall & Kelly Barnes	<a href="mailto:julie.hall@lausd.net">julie.hall@lausd.net</a> & <a href="mailto:kelly.barnes@lausd.net">kelly.barnes@lausd.net</a>	LGBTQIA Student Rights	<a href="#">2B</a>
Caitlin Ryan	<a href="mailto:fap@sfsu.edu">fap@sfsu.edu</a>	Increasing Family Support to Build Healthy Futures for LGBTQ Students	<a href="#">2C</a>
Gaudencio Marquez	<a href="mailto:gaumarquez@gmail.com">gaumarquez@gmail.com</a>	The Queer Mercado (TQM) – a community approach towards amplifying and celebrating LGBTQ+ youth	<a href="#">2D</a>
Erik Adamian & Miguel Covarrubias	<a href="mailto:eadamian@onearchives.org">eadamian@onearchives.org</a> & <a href="mailto:mac5894@lausd.net">mac5894@lausd.net</a>	An overview of the LGBTQ History of Los Angeles for Educators	<a href="#">2E</a>
Timothy Vallez	<a href="mailto:timothy.vallez@probation.lacounty.gov">timothy.vallez@probation.lacounty.gov</a>	The Road to Custody for LGBTQ Youth	<a href="#">2F</a>

# Wednesday Presenters: Contact Information

Presenter	Email	Session Title	Session #
Tony Ortuno	<a href="mailto:tortuno@gsanetwork.org">tortuno@gsanetwork.org</a>	We Need You Not Only See Us But Reach Out And Believe In Us: The Plight LGBTQ Youth of Color	<a href="#">3A</a>
Emily Grijalva & Mauro Bautista	<a href="mailto:epg4757@lausd.net">epg4757@lausd.net</a> & <a href="mailto:mxb2043@lausd.net">mxb2043@lausd.net</a>	Creating Supportive Spaces For LGBTQ+ Youth in the Classroom and Beyond	<a href="#">3B</a>
Susan Simpson	<a href="mailto:sls5868@lausd.net">sls5868@lausd.net</a>	LGBTQ-Inclusive Content and Pedagogy for Elementary and Middle School Classrooms	<a href="#">3C</a>
Trebor Jacquez & Soheil Mashoud	<a href="mailto:trebor.jacquez@lausd.net">trebor.jacquez@lausd.net</a> & <a href="mailto:sxm9752@lausd.net">sxm9752@lausd.net</a>	Advocating Leaders for the LGBTQ+ Students and Community	<a href="#">3D</a>
Finn Paul	<a href="mailto:cp-finn.paul@lausd.net">cp-finn.paul@lausd.net</a>	Shower Them With Potentials: Resources for Trans/NB Students	<a href="#">3E</a>

# Thursday Presenters: Contact Information

Presenter	Email	Session Title	Session #
Jerrell Walls	<a href="mailto:pastorjerrell@christchapel.com">pastorjerrell@christchapel.com</a>	Faith Time	<a href="#"><u>4A</u></a>
Ali Lauer	<a href="mailto:ADL8950@lausd.net">ADL8950@lausd.net</a>	What Your Queer Middle Schooler Wants You to Know	<a href="#"><u>4B</u></a>
Joseph Kosciw & Adrian Zongrone	<a href="mailto:joseph.kosciw@glSEN.org">joseph.kosciw@glSEN.org</a> & <a href="mailto:adrian.zongrone@glSEN.org">adrian.zongrone@glSEN.org</a>	Twenty Years of Change: Examining School Climate and Supports for LGBTQ Students Over Two Decades	<a href="#"><u>4C</u></a>
Erik Adamian & Rick Oculito	<a href="mailto:eadamian@onearchives.org">eadamian@onearchives.org</a> & <a href="mailto:rick@ourfamily.org">rick@ourfamily.org</a>	Creating LGBTQ+ Inclusive Online and In-person Learning Environments for Students	<a href="#"><u>4D</u></a>
Troy Xavier Leonard	<a href="mailto:LTFExecutivedirector@gmail.com">LTFExecutivedirector@gmail.com</a>	We Need You Not Only See Us But Reach Out And Believe In Us: The Plight LGBTQ Youth of Color	<a href="#"><u>4E</u></a>



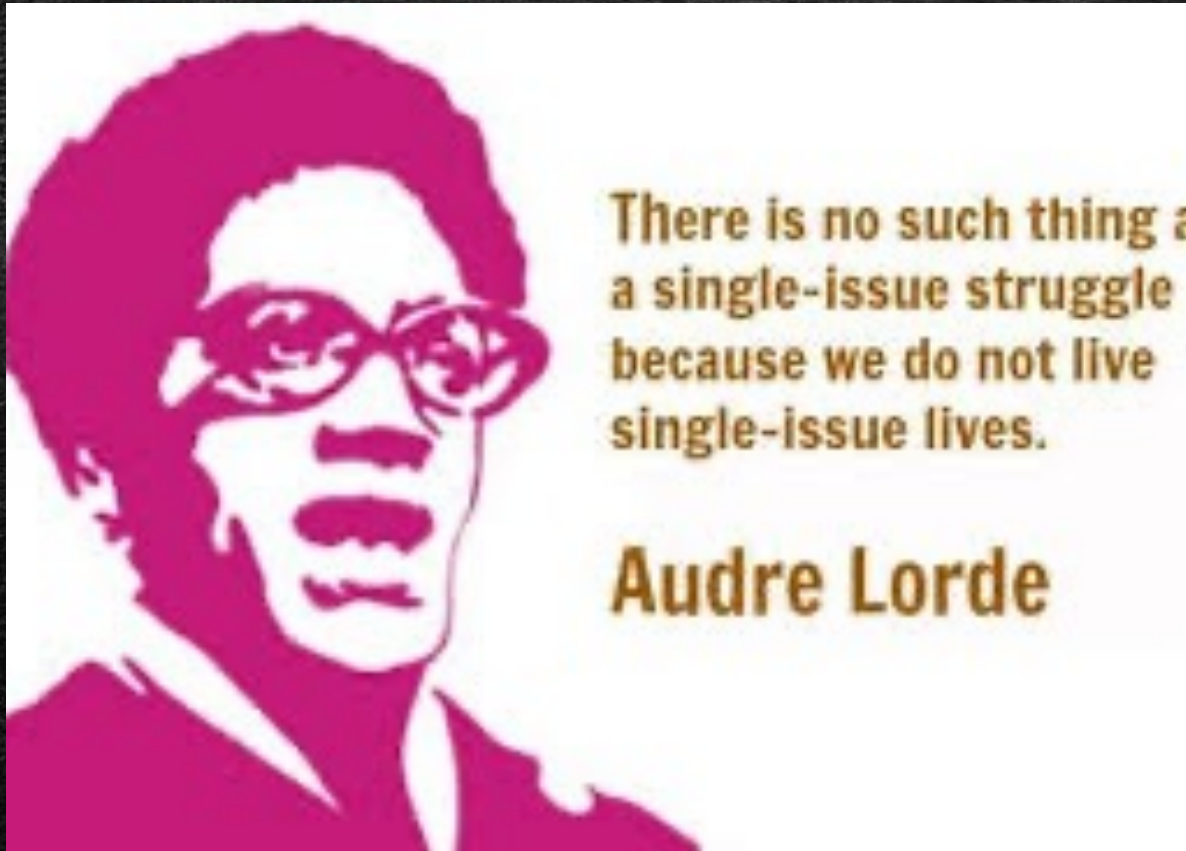
# Friday Presenters: Contact Information

Presenter	Email	Session Title	Session #
Joel Gemino	<a href="mailto:jgemino@centerlb.org">jgemino@centerlb.org</a>	Supporting LGBTQ+ Youth: A workshop for Parents and Caregivers	<a href="#">5A</a>
Skye Tooley	<a href="mailto:mxskyetooley@gmail.com">mxskyetooley@gmail.com</a>	Breaking the Binary in Education	<a href="#">5B</a>
Roy Quinto	<a href="mailto:roy.quinto@anderson.ucla.edu">roy.quinto@anderson.ucla.edu</a>	An Introduction to Building Safe Spaces for LGBTQ Youth	<a href="#">5C</a>
Jacklyn Clemens	<a href="mailto:jacklyn.clemens@lausd.net">jacklyn.clemens@lausd.net</a>	Exploring the Intersection of Gender Diversity and Neurodiversity	<a href="#">5D</a>
Joel Baum & Carla Peña	<a href="mailto:jbaum@genderspectrum.org">jbaum@genderspectrum.org</a> & <a href="mailto:cpena@genderspectrum.org">cpena@genderspectrum.org</a>	Supporting Gender Diverse Students: Working with Parents	<a href="#">5E</a>



THANK  
YOU

# Queering Culture & Race



**STUDENT  
HEALTH & HUMAN  
SERVICES**

**HUMAN RELATIONS,  
DIVERSITY & EQUITY**

**FALL 2020**



Thank you for choosing to continue to learn in order to support the students and staff you work with.

---



Thank You



# Goals

---

- Define key terms related to intersectional identities of sexual orientation, gender and race.
- Engage in learning about the history of the intersection between race, sexual orientation and gender.
- Discuss the varying experiences, challenges and joys related to this intersectionality.
- Explore what educators can do to support students.



# Defining Terms

---

- **BIPOC:** Black, Indigenous, People of Color
- **LGBTQ2S+:** Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning, Two-Spirit and others
- **SGD:** Sexual and Gender Diverse





# Chapter 1:

---

History



# BIPOC LGBTQ2S+ : Back in the Day!



- William Dorsey Swann AKA "the queen"
- 1880's became the first American activist to lead a queer resistance group
- First known person to dub himself the "queen of drag"



# BIPOC LGBTQ2S+ : Back in the Day!

- 1896 - Swann was the earliest recorded American to take legal and political steps to defend the queer community's right to gather without the threat of criminalization, suppression, or police violence, after serving 10 months for the charge of "keeping a disorderly house" (a brothel).

## A "Drag Party" Raided.

This morning John Smith, Jacob Byard, William Dorsey, who by the way, was the "Queen," Charles Myers, Jacob Lewis, John Lewis, Samuel Lewis, Samuel Jackson, James Waters, Laura Howard, James Taylor, Benjamin Moore and Lewis Jackson were charged in the Police Court with being suspicious characters.

Last night, attired in handsome silks and satins, each in complete feminine costume, they indulged in a "drag" in a quiet-looking house on the south side of F street, near Twelfth. The "party" was raided by Lieutenant Amiss and the officers of the First Precinct.

Nearly all of the "girls" succeeded in procuring bail, ex-Commissioner of Pensions Dudley becoming bond for William Dorsey, who is in his employ.



# History Repeats Itself

---



- The struggle experienced by William Downey Swann unfortunately continues today, and not just out in the community but in schools.



# BIPOC LGBTQI2S+ in Schools

---



2016 Data Analysis in New York of Black & Latino students

- LGBTQ youth of color were 1.5% more likely to report suspension than straight/cisgender youth
- BIPOC LGBTQ youth were almost twice as likely to as straight students of color to drop out or be pushed out of school
- Gender non-conforming girls had higher rates of suspension than gender conforming LGBT and straight female peers

Chmielewski, J. F., Belmonte, K. M., Fine, M., & Stoudt, B. G. (2016). Intersectional inquiries with LGBTQ and gender nonconforming youth of color: Participatory research on discipline disparities at the race/sexuality/gender nexus. In *Inequality in school discipline* (pp. 171-188). Palgrave Macmillan, New York.



# LGBTQI2S+ in LAUSD



Analysis of the 2018/19 School Experience Survey:

73% of students feel their schools are accepting of LGBTQ kids.

Minimal differences between the LGBTQ and straight students.

Acceptance is lowest in 8th grade but improves over time, especially among straight males.

Feelings of safety decline over time across all identity groups except lgbtq females who remain constant.



# Chapter 2:

---

Identity Formation & Human Development



# Identity Formation

---

- Human Development: stages across the life cycle
- Psychosocial Development: stages across the life cycle that forms our identities with those around us
- Psychosocial stages are influenced by our environment.
- Culture, race, religion, ethnicity, language, education, socio-economic status, political affiliations... all shape our identity.



# Who am I?

---

- Though children begin forming their identities in early childhood, their self-esteem is shaped by their experiences.
- Adults cannot *change* a child's identity, but they will shape how a child *feels* about themselves.
- In other words, do we teach pride or shame?





# Who am I?

---

- LGBTQ2S+ BIPOC people navigate two pathways of identity formation – their familial or inherited cultural/racial identity and their sexual orientation/gender identity
- "Intersectionality" refers to this important convergence.
- Family support is especially critical among BIPOC.
- BIPOC who experience family rejection have significant elevated risks for suicidality, depression, substance abuse, etc.





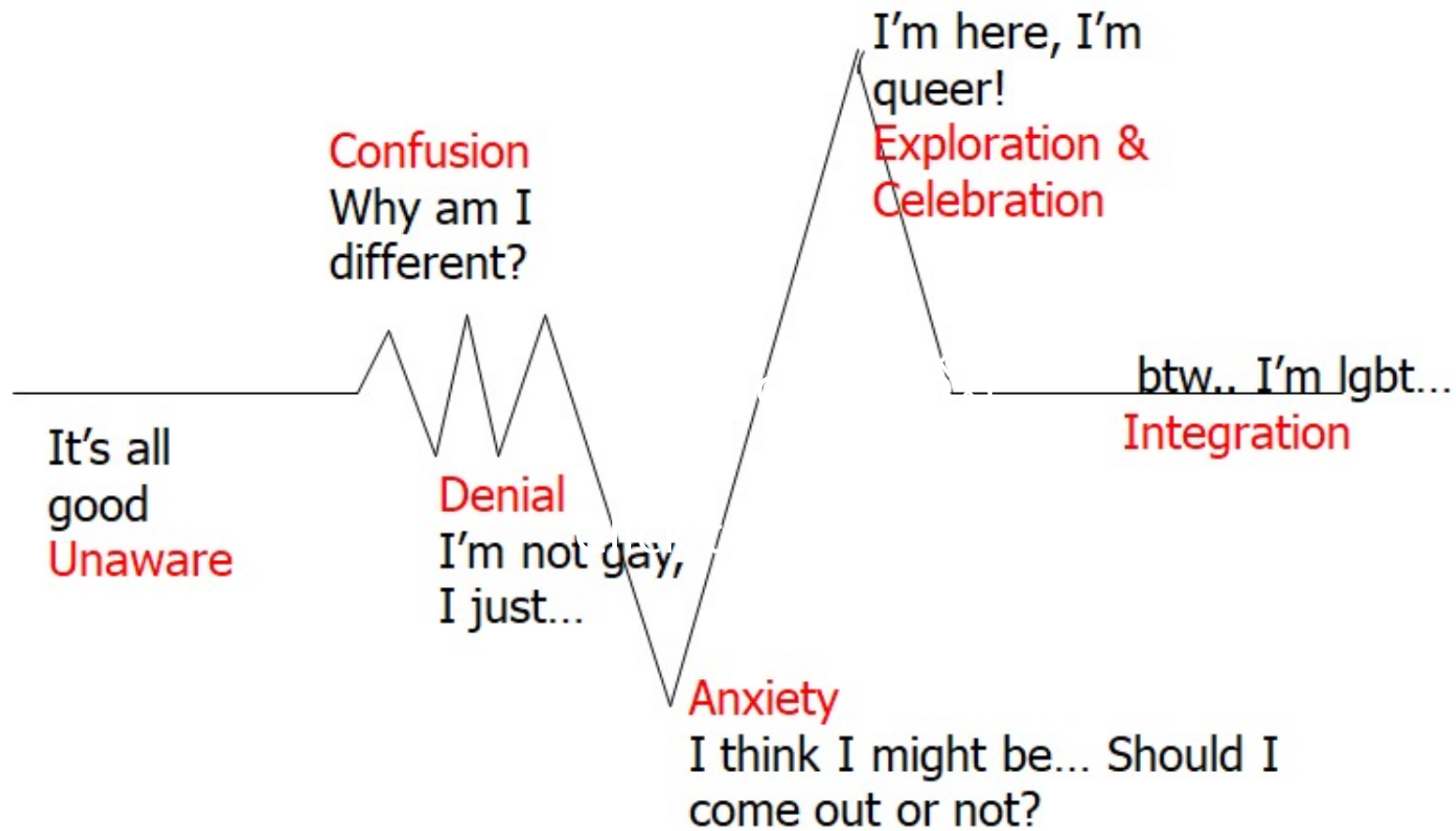
# Self-esteem and sexual gender diversity (SGD) across stages of coming out

---

- Internal and external factors can influence self-esteem across the coming out process.
- The most vulnerable period is the pre-identification stage when the person knows they're 'different' but has not told anyone. Unhealthy coping strategies can include substance abuse, promiscuity, and engaging in gay bashing.
- Coming out is a protective factor despite increasing vulnerability to bullying.
- The coming out process can be facile or challenging, quick or prolonged, depending on the individual and on their environment.



# Self-esteem across stages of SGC identity development model





# Who are you?

---



- Take a moment to think about how your own intersectionality.
  - What gender do you identify as?
  - What is your sexual orientation?
  - What are your other salient identities – race/ethnicity, gender, religion?
  - How important are these identities to you?



# Chapter 3:

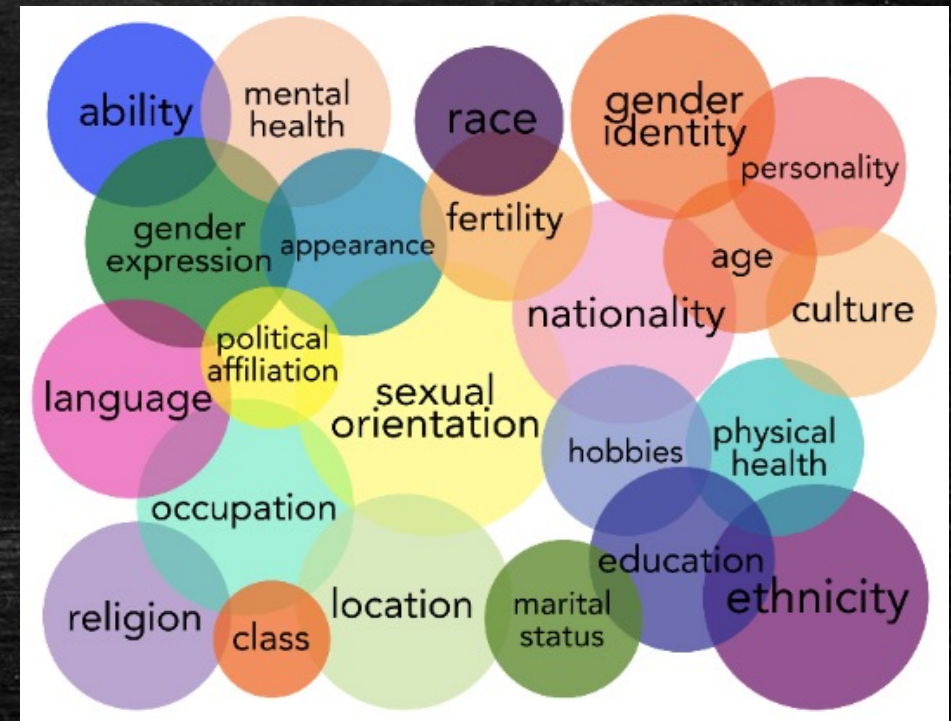
---

Intersectionality



# The Intersectionality of Identity

- Kimberlé Crenshaw, defines *intersectionality* as one's multiple identities.
- Identities are like traffic flowing at an intersection; one identity may flow in one direction while another identity is flowing in a different direction.
- *intersectionality* may include identities such as race, gender, sexual orientation, religion, and employee status.





# BIPOC & LGBTQ2S+ in LAUSD

---

Nearly 90% of LAUSD students identify as BIPOC

- 73.4% Latino
- 10% African American
- 8.8% White
- 3.9% Asian
- 2.2% Filipino



Slightly less than 80% of students on the 2018/19 identified as straight... meaning that 20% identify as LGBTQ or didn't want to say.



# Black LGBTQ2S+

---



- Black LGBTQ youth experience homophobia and transphobia from their familial communities and racism from the LGBTQ community.
- The Black community often holds rigid and traditional views of sexual orientation and gender expression.



# Black LGBTQ2S+

---

- Identifying as a gender or sexual minority in the Black community is often viewed as a **significant** departure from community and familial expectations.
- Family rejection and violence are especially high for trans-feminine Black youth.





- 
- Due to stigma within the community it's not uncommon for men of color to live a double-life and hide their sexual orientation.
  - The term 'same gender loving' or 'men who have sex with men' may be preferred over the term gay.





# Latino LGBTQ2S+

2010 study of family acceptance among Latino and white-non Latino LGBTQ youth

- White LGBTQ youth reported higher levels of family acceptance
- Latinos born in the US reported higher family acceptance than immigrants
- Strong religious affiliation predicts lower family acceptance
- Family rejection is a strong predictor of numerous risk factors





# Latino LGBTQ2S+

---



Characteristics such as immigration or occupation status, religious affiliation, and specific ethnicities factor largely into family acceptance of LGBT children.



# Chapter 4

---

Practical Application



*I have learned  
that people will  
forget what you  
said, people will  
forget what you  
did, but people  
will never forget  
how you made  
them feel.*





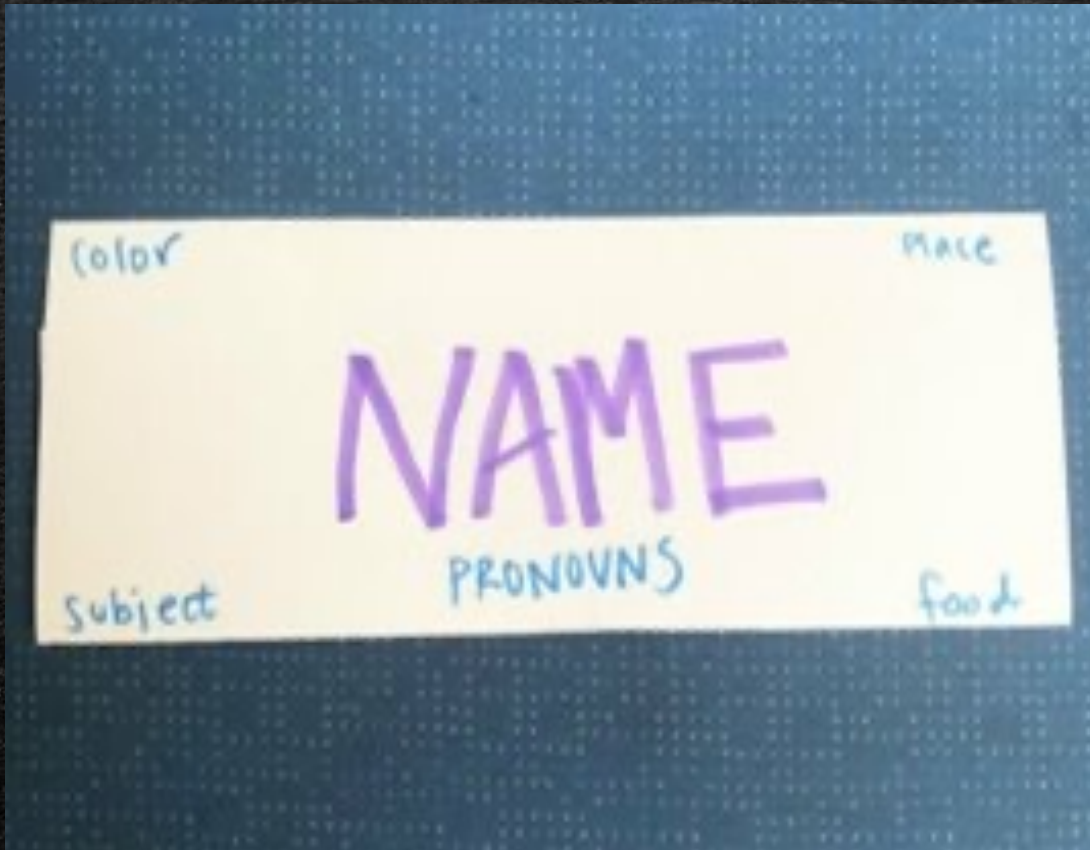
Students remember how we make them feel

---





# What can you do?



Provide an opportunity for every student to identify their preferred name and pronoun.

At the beginning of each new class invite students to share their preferred name or pronoun.



# What Can You Do?

---

- Build Community
- Prioritize activities that allow students to discover their commonalities and what makes them unique or special.
- Support and model listening, problem solving, developing friendships and working with people who are different than you.





# What Can You Do?

---



- Model acceptance and inclusion of all identities.
- Create and enforce rules for "put-downs" that students use .
- Remind students that SOGIE related "put-downs" are just as unacceptable as other "put-downs"
- Correct with kindness – your worst offender might be struggling with their own coming out. Be kind.



# What Can You Do?

- Sorting students by gender is stigmatizing AND violates Title IX. Try these fun alternatives:
  - Even/odd Birthdate
  - Preferences: cats/dogs, winter/summer, milk/juice
- Whenever you are splitting up students ask yourself:
  - *Will this configuration create a gendered or segregated space? And if so, brainstorm another configuration.*





# What Can You Do?

---



## Inclusive expressions to gain students' attention

- Use Non-gendered expressions include:
  - Calling all *readers*
  - Good morning *students*
  - Hey *athletes*, circle up.
  - I need the attention of all the *seniors*
- Avoid gendered expressions like:
  - Hey *guys*
  - Good morning *boys and girls*
  - Pay attention *ladies and gentlemen*



# What Can You Do?

---

- Teach about LGBTQ2S+ BIPOC in the classroom.
- Incorporate them in your lessons at all levels.
- Ensure that students see themselves in their learning.
- Inclusive classrooms promote mutual respect.
- Most importantly, shows your LGBTQ2S+ BIPOC students that you understand them and make all students relevant.
- Remember: they are listening, and they are watching.



# What will you do?

---



- What are 3 things that you can commit to do to provide a safe space for your LGBTQ2S+ BIPOC students?



# The Power of One Caring Adult

---



Source: YouTube - Josh Shipp



"Who am I, you ask?

I am made from  
all the people I've encountered  
and all the things I have  
experienced.

Inside, I hold the laughter of my  
friends,

the arguments with my parents,  
the chattering of young children,  
and the warmth from kind strangers.

Inside, there are stitchings from  
cracked hearts,  
bitter words from heated arguments,  
music that gets me through,  
and emotions I cannot convey.

I am made from  
all these people and moments.  
That is who I am."

- Ming D. Liu.



# LAUSD Resources

---



- Human Relations, Diversity, and Equity
  - <https://achieve.lausd.net/Page/13810#spn-content>
- Judy Chiasson, Ph.D.
  - [judy.chiasson@lausd.net](mailto:judy.chiasson@lausd.net): (213) 505-4744
- Janise Escobar, LCSW
  - [jae2517@lausd.net](mailto:jae2517@lausd.net)



# Works Cited

---

- <https://www.thenation.com/article/society/drag-queen-slave-ball/>
- Adams, B., Krier, S., Netto, J., Feliz, N., & Friedman, M. R. (2018). "All we had were the streets": Lessons learned from a recreation-based community health space for young Black MSM and trans women across the HIV prevention and care continuum. *AIDS Education and Prevention*, 30(4), 309–321.
- Alessi, E. J. (2013). Acknowledging the impact of social forces on sexual minority clients: Introduction to the special issue on clinical practice with LGBTQ populations. *Clinical Social Work Journal*, 41(3), 223–227.
- Arscott, J., Humphreys, J., Merwin, E., & Relf, M. (2019). "That guy is gay and Black. That's a red flag." How HIV stigma and racism affect perception of risk among young Black men who have sex with men. *AIDS and Behavior*, 24(1), 173–184. *Stigma and Health*, 3(1), 53–64.
- Bird, J. D. P., & Voisin, D. R. (2013). You're an open target to be abused": A qualitative study of stigma and HIV self-disclosure among Black men who have sex with men. *American Journal of Public Health*, 103(12), 2193–2199.
- Chmielewski, J. F., Belmonte, K. M., Fine, M., & Stoudt, B. G. (2016). Intersectional inquiries with LGBTQ and gender nonconforming youth of color: Participatory research on discipline disparities at the race/sexuality/gender nexus. In *Inequality in school discipline* (pp. 171–188). Palgrave Macmillan, New York.
- Garcia, J., Parker, C., Parker, R. G., Wilson, P. A., Philbin, M., & Hirsch, J. S. (2016). Psychosocial implications of homophobia and HIV stigma in social support networks: Insights for high-impact HIV prevention among black men who have sex with men. *Health Education & Behavior*, 43(2), 217–225.



# Works Cited

---

- Grooms, J. (2020). No Home and No Acceptance: Exploring the Intersectionality of Sexual/Gender Identities (LGBTQ) and Race in the Foster Care System. *The Review of Black Political Economy*, 0034644620911381.
- Jamal Hailey, Whitney Burton & Joyell Arscott (2020) We Are Family: Chosen and Created Families as a Protective Factor Against Racialized Trauma and Anti-LGBTQ Oppression Among African American Sexual and Gender Minority Youth, *Journal of GLBT Family Studies*, 16:2, 176-191,
- McLemore, K. A. (2018). A minority stress perspective on transgender individuals' experiences with misgendering.
- Puckett, J. A., Woodward, E. N., Mereish, E. H., & Pantalone, D. W. (2014). Parental Rejection Following Sexual Orientation Disclosure: Impact on Internalized Homophobia, Social Support, and Mental Health. *LGBT Health*, 2, 5.
- Ryan, C., Russell, S. T., Huebner, D., Diaz, R., & Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. *Journal of Child and Adolescent Psychiatric Nursing*, 23(4), 205-213.
- Wun, C. (2018). Angered: Black and non-Black girls of color at the intersections of violence and school discipline in the United States. *Race Ethnicity and Education*, 21(4), 423-437.



- We hope you found this training valuable. Please click this link to give us your feedback:
- [We'd appreciate your feedback.](#)








STUDENT HEALTH  
& HUMAN  
SERVICES

HUMAN  
RELATIONS,  
DIVERSITY &  
EQUITY

FALL 2020



# MENTAL HEALTH AMONG GENDER DIVERSE YOUTH

## TRANSGENDER YOUTH - MATT

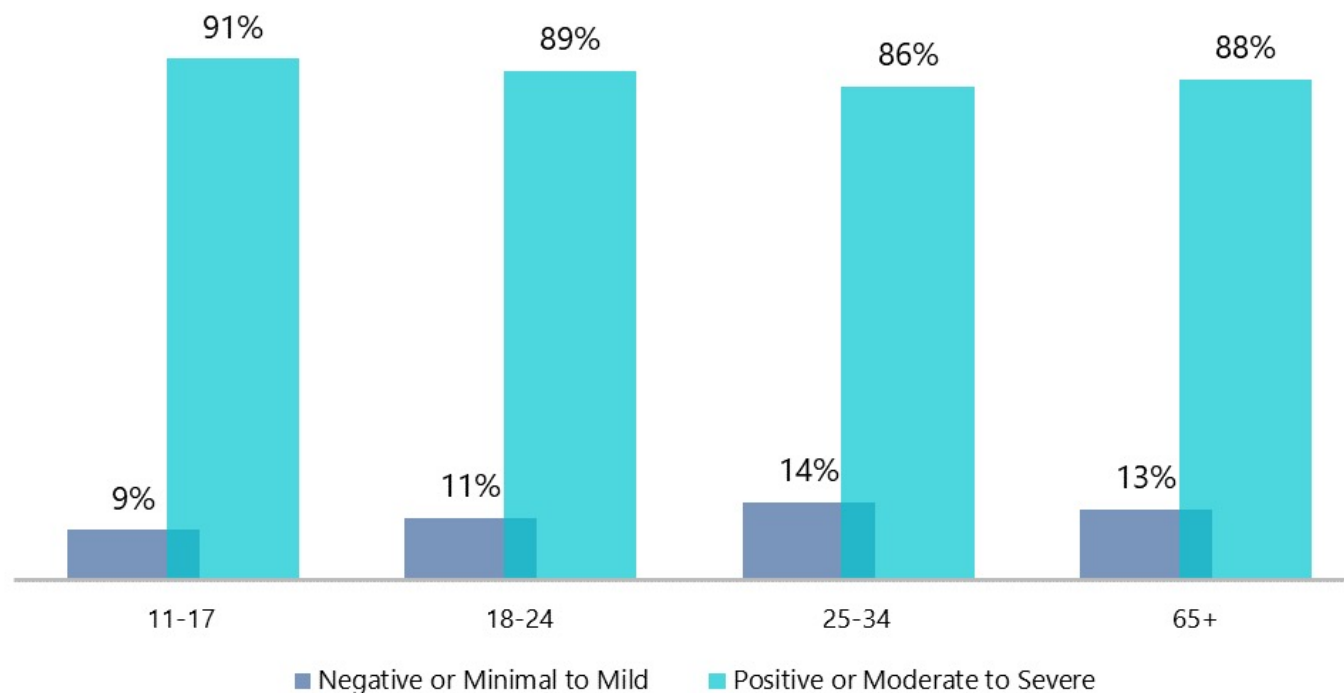




# MENTAL HEALTH: THE STATS

- 2017-2019 MHA Study: 300,000 LGBTQ individuals were screened
  - 89% of transgender individuals screened positive (moderate to severe) for a mental health condition
    - Psychosis (93%)
    - Bipolar (57%)
    - Alcohol or substance use (90%)
    - PTSD (91%)
    - Depression (95%)
    - Anxiety (90%)
- 11-17 year old transgender screeners were most at risk (91%)

## Transgender Screening Results by Age



# BULLYING

- BULLYING
  - ALMOST ALL HAVE BEEN VERBALLY HARASSED (CALLED NAMES/ THREATENED)
    - 61% DUE TO SEXUAL ORIENTATION
    - 74% DUE TO GENDER EXPRESSION
  - OVER HALF HAVE BEEN PHYSICALLY HARASSED (PUSHED OR SHOVED)
    - 29% DUE TO SEXUAL ORIENTATION
    - 33% DUE TO GENDER EXPRESSION
  - MORE THAN ONE QUARTER HAVE BEEN PHYSICALLY ASSAULTED (PUNCHED, KICKED, OR INJURED WITH A WEAPON)
    - 16% DUE TO SEXUAL ORIENTATION
    - 16% DUE TO GENDER EXPRESSION



# EATING DISORDERS



TREVOR

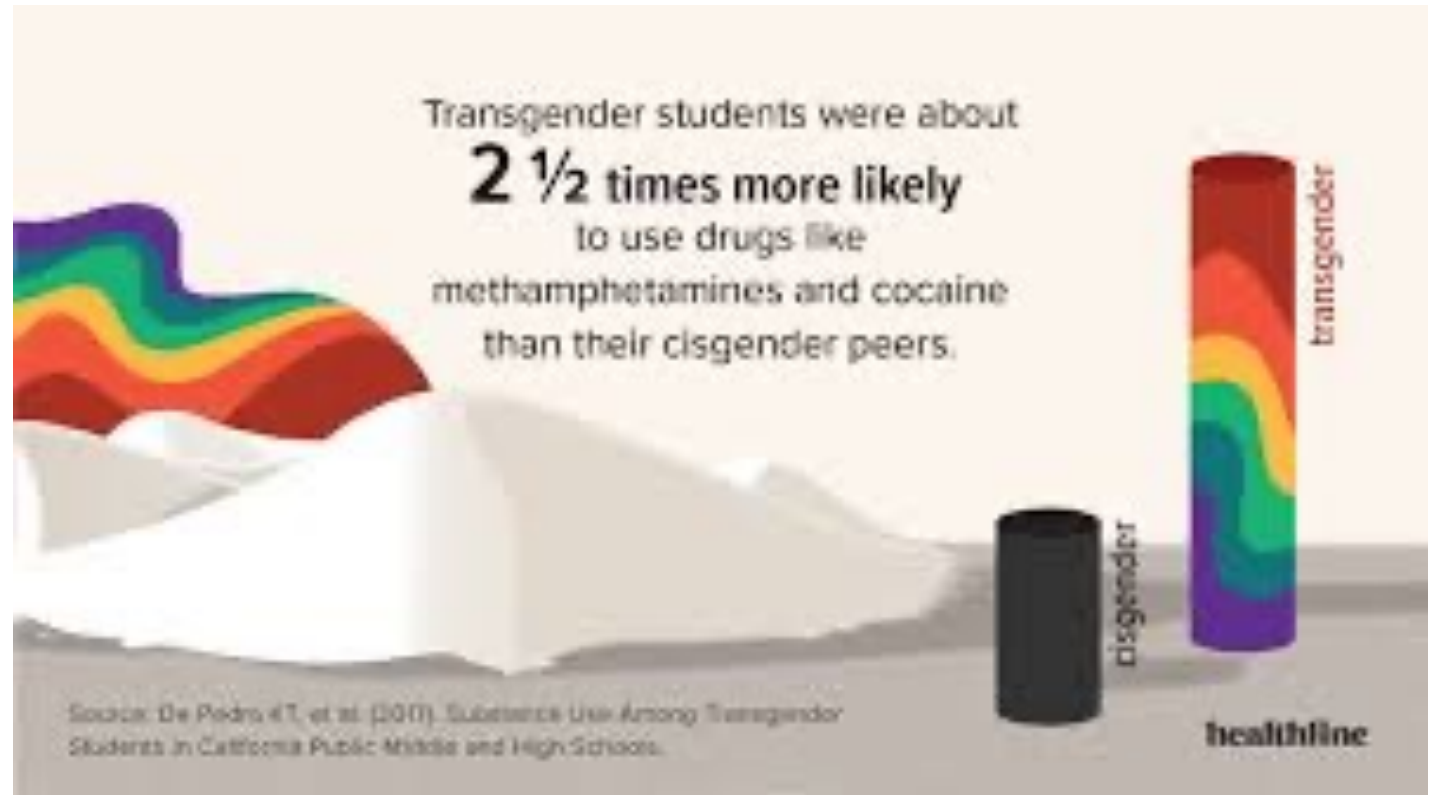
NEDA  
National Eating Disorders Association

- 2018 Trevor Project Survey (1,034 youth ages 13-24)
  - 71% of transgender youth have been diagnosed with eating disorders.
  - Prevalence was highest among gender non-conforming and transgender male youth



# SUBSTANCE ABUSE

- Youth Risk Behavior Survey 2017
  - Transgender students reported higher lifetime use of all substances except marijuana
  - Marijuana use was more prevalent among transgender students than among cisgender male students only





# FAMILY REJECTION

- Identifying as LGBTQ was associated with much higher rates of experiencing discrimination or stigma within the family (64% vs. 37%)
- youth who are more gender nonconforming are at increased risk for abuse by caregivers



ROBERTS AL, ROSARIO M, CORLISS HL, KOENEN KC, AUSTIN SB PEDIATRICS. 2012 MAR; 129(3):410-7

MORTON, M. H., SAMUELS, G. M., DWORSKY, A., & PATEL, S. (2018). MISSED OPPORTUNITIES: LGBTQ YOUTH HOMELESSNESS IN AMERICA. CHICAGO, IL: CHAPIN HALL AT THE UNIVERSITY OF CHICAGO.



---

## ON FAMILY ACCEPTANCE

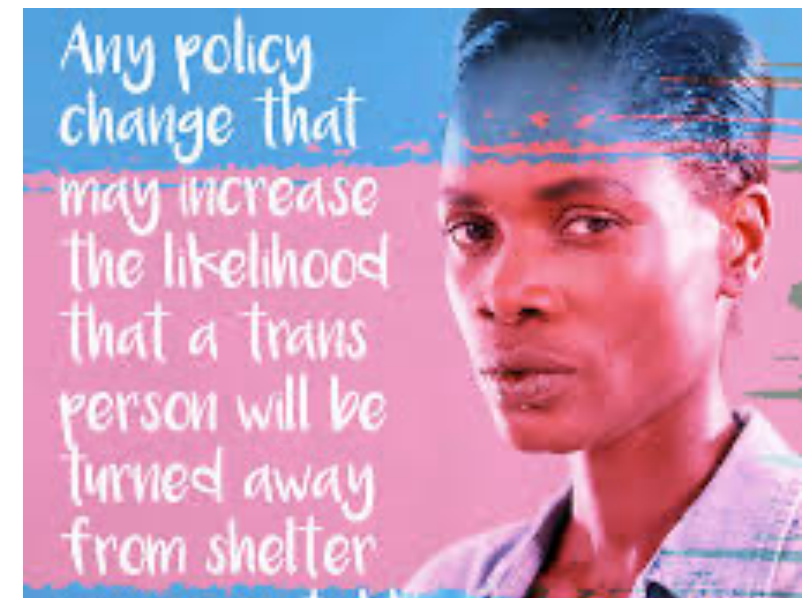


# HOMELESSNESS

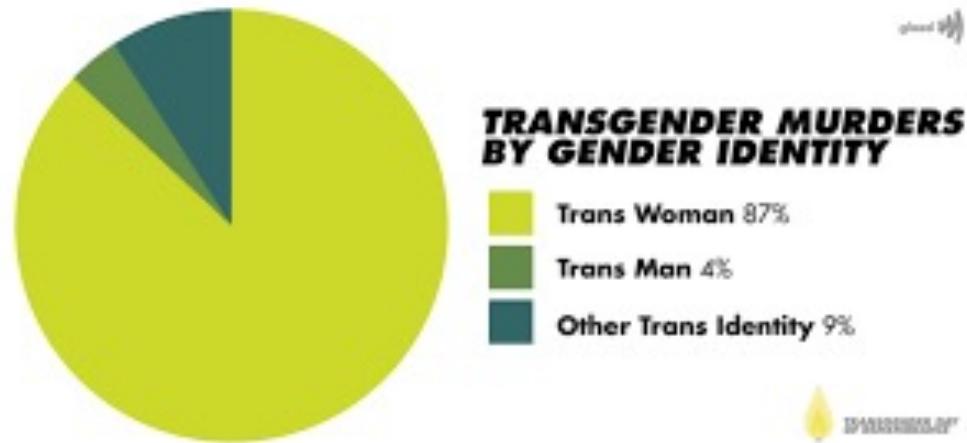
- 2018 National Alliance to End Homelessness Survey
  - Fifty percent (1,252) of all transgender people experiencing homelessness were found in California
  - 919 were in Los Angeles
  - 803 in Los Angeles were unsheltered
- Black youth who identified as LGBTQ—especially young men— had the highest rates of homelessness.

[HTTPS://ENDHOMELESSNESS.ORG/WP-CONTENT/UPLOADS/2019/06/GENDER-MINORITY-HOMELESSNESS-ARTICLE-REVISED-6-24-19-JJ-002.PDF](https://endhomelessness.org/wp-content/uploads/2019/06/GENDER-MINORITY-HOMELESSNESS-ARTICLE-REVISED-6-24-19-JJ-002.PDF)

MORTON, M. H., SAMUELS, G. M., DWORSKY, A., & PATEL, S. (2018). MISSED OPPORTUNITIES: LGBTQ YOUTH HOMELESSNESS IN AMERICA. CHICAGO, IL: CHAPIN HALL AT THE UNIVERSITY OF CHICAGO.



# VIOLENCE VICTIMIZATION



- 2018 FBI Data
  - 42% increase in crimes against transgender individuals from previous years
  - 28 transgender individuals were violently killed
- Violence victimization
  - Experience more than twice the national rate of violence, including violence in the home
  - Black transgender women are at even more risk
- Youth Risk Behavior Survey 2017
  - Prevalence of all experiences assessing violence victimization was higher among transgender students than among both cisgender males and cisgender females.
    - 24% forced to have sexual intercourse
    - 26% physical dating violence

ARNOLD H. GROSSMAN, JUNG YEON PARK & STEPHEN T. RUSSELL (2016). TRANSGENDER YOUTH AND SUICIDAL BEHAVIORS: APPLYING THE INTERPERSONAL PSYCHOLOGICAL THEORY OF SUICIDE, JOURNAL OF GAY & LESBIAN MENTAL HEALTH

JOHNS, M. M., LOWRY, R., ANDRZEJEWSKI, J., BARRIOS, L., DEMISSIE, Z., MCMANUS, T. . . . UNDERWOOD, M. (2019, JANUARY 25). TRANSGENDER IDENTITY AND EXPERIENCES OF VIOLENCE VICTIMIZATION, SUBSTANCE USE, SUICIDE RISK, AND SEXUAL RISK BEHAVIORS AMONG HIGH SCHOOL STUDENTS - 19 STATES AND LARGE URBAN SCHOOL DISTRICTS, 2017. MORBID AND MORTALITY WEEKLY REPORT, 68(3), 67-71.

[HTTPS://WWW.HRC.ORG/BLOG/HRC-RESPONDS-TO-NEW-FBI-REPORT-SHOWING-SPIKE-IN-REPORTED-HATE-CRIMES-TARGET](https://www.hrc.org/blog/hrc-responds-to-new-fbi-report-showing-spike-in-reported-hate-crimes-target)



# SUICIDAL IDEATION & BEHAVIORS

- 2017 meta-analysis of 35 studies of sexual minority youth between the ages of 12-20, including nearly 2.5 million youth responses analyzed.
  - Transgender youth displayed the highest risk of suicidal ideation and behaviors.
    - Specifically related to transgender identity
    - Experiences of parent verbal and physical abuse
    - Lower body esteem (particularly related to weight)
    - How others evaluate the youths' bodies

ARNOLD H. GROSSMAN AND ANTHONY R. D'AUGELLI (2007). TRANSGENDER YOUTH AND LIFE-THREATENING BEHAVIORS. SUICIDE AND LIFE-THREATENING BEHAVIOR: VOL. 37, NO. 5, PP. 527-537



# PROTECTIVE FACTORS

- Educational programs for parents
- Psychoeducational programs for youth about approaches to changing their bodies
- Intervention programs for transgender youth to cope with stress of living as transgender









A graphic featuring the transgender flag (blue, pink, and white horizontal stripes) as a background. The text "TRANS AND GENDER NON-CONFORMING SUPPORT SERVICES" is written in bold, black, uppercase letters across the center of the flag.

TRANS AND GENDER  
NON-CONFORMING  
SUPPORT SERVICES



# WHAT CAN YOU DO?



-  Ask each student what name they would like you to use... and use it
-  Ask each student what pronouns they would like you to use... and use them
-  Provide resources
-  Become an advisor for a GSA
-  Provide information about body changes and transitioning
-  Listen
-  Post trans supportive material openly
-  Address any bullying/ harassment immediately

---

## PAUSE & REFLECT

- What did you learn about transgender youth from this presentation?
- Will you change any of your interactions with students based on this presentation?
- If so, how?
- What grade do you teach?
- Is there anything in this presentation that you would like to know more about?
- How can we improve this presentation?





# COMMUNITY RESOURCES



- <https://lalgbtcenter.org/> Los Angeles LGBT Center provides counseling, support groups, health testing, homeless shelter for youth
- <https://www.centerlb.org/> LGBTQ Center Long Beach provides counseling, support groups, health testing
- [The American Psychological Association \(APA\)](#) provides countless educational and support resources on a range of LGBTQ topics
- [The Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling](#) delivers educational and support resources for LGBTQ individuals, as well as promoting competency on LGBTQ issues for counseling professionals
- [The Association of Gay and Lesbian Psychiatrists](#) offers numerous resources for LGBT individuals experiencing mental health conditions and psychiatric professionals with LGBT clients
- [The National Center for Transgender Equality](#) offers resources for transgender individuals, including information on the right to access health care
- [The Trevor Project](#) is a support network for LGBTQ youth providing crisis intervention and suicide prevention, including a 24-hour text line (Text “START” to 678678)
- [The LGBT National Help Center](#) offers confidential peer support connections for LGBT youth, adults and seniors including phone, text and online chat
- [The Gay and Lesbian Medical Association's Provider Directory](#) is a search tool that can locate a LGBTQ-inclusive health care provider

# HOTLINES, CHATS, ONLINE RESOURCES

- Trevor Project Hotline 1-866-488-7386
- Trevor Project Text: text "Start" to 678-678
- Trevor Project Space: [https://www.trevorspace.org/utm\\_source=trevor\\_website&utm\\_medium=web&utm\\_campaign=homepage\\_tabs](https://www.trevorspace.org/utm_source=trevor_website&utm_medium=web&utm_campaign=homepage_tabs)
- Trevor Project Chat: <https://www.thetrevorproject.org/get-help-now/>
- National Suicide Prevention Hotline: 1-800-273-8255





---

# LAUSD SUPPORTS AND RESOURCES

- LAUSD Mental Health  
Hotline: 213-241-3840
  - [mentalhealth@lausd.net](mailto:mentalhealth@lausd.net)
- Human Relations, Diversity, and Equity
  - [https://achieve.lausd.net/  
Page/13810#spn-content](https://achieve.lausd.net/Page/13810#spn-content)
- Judy Chiasson, Ph.D.
  - [judy.chiasson@lausd.net](mailto:judy.chiasson@lausd.net):  
(213) 505-4744
- Janise Escobar, LCSW
  - [jae2517@lausd.net](mailto:jae2517@lausd.net)



# WORKS CITED

- [HTTPS://WWW.MHANATIONAL.ORG/LGBTQ-MENTAL-HEALTH-INSIGHTS-MHA-SCREENING](https://www.mhanational.org/lgbtq-mental-health-insights-mha-screening)
- [HTTPS://WWW.NATIONALEATINGDISORDERS.ORG/SITES/DEFAULT/FILES/NEDAW18/NEDA%20-TREVOR%20PROJECT%202018%20SURVEY%20-%20FULL%20RESULTS.PDF](https://www.nationaleatingdisorders.org/sites/default/files/nedaw18/neda%20-trevor%20project%202018%20survey%20-%20full%20results.pdf)
- [HTTPS://ENDHOMELESSNESS.ORG/WP-CONTENT/UPLOADS/2019/06/GENDER-MINORITY-HOMELESSNESS-ARTICLE-REVISED-6-24-19-IJ-002.PDF](https://endhomelessness.org/wp-content/uploads/2019/06/gender-minority-homelessness-article-revised-6-24-19-ij-002.pdf)
- [HTTPS://WWW.HRC.ORG/BLOG/HRC-RESPONDS-TO-NEW-FBI-REPORT-SHOWING-SPIKE-IN-REPORTED-HATE-CRIMES-TARGET](https://www.hrc.org/blog/hrc-responds-to-new-fbi-report-showing-spike-in-reported-hate-crimes-target)
- ARNOLD H. GROSSMAN, JUNG YEON PARK & STEPHEN T. RUSSELL (2016): TRANSGENDER YOUTH AND SUICIDAL BEHAVIORS: APPLYING THE INTERPERSONAL PSYCHOLOGICAL THEORY OF SUICIDE, JOURNAL OF GAY & LESBIAN MENTAL HEALTH
- ARNOLD H. GROSSMAN AND ANTHONY R. D'AUGELLI (2007). TRANSGENDER YOUTH AND LIFE-THREATENING BEHAVIORS. SUICIDE AND LIFE-THREATENING BEHAVIOR: VOL. 37, NO. 5, PP. 527-537
- JOHNS, M. M., LOWRY, R., ANDRZEJEWSKI, J., BARRIOS, L., DEMISSIE, Z., MCMANUS, T., . . . UNDERWOOD, M. (2019, JANUARY 25). TRANSGENDER IDENTITY AND EXPERIENCES OF VIOLENCE VICTIMIZATION, SUBSTANCE USE, SUICIDE RISK, AND SEXUAL RISK BEHAVIORS AMONG HIGH SCHOOL STUDENTS - 19 STATES AND LARGE URBAN SCHOOL DISTRICTS, 2017. MORBID AND MORTALITY WEEKLY REPORT, 68(3), 67-71.
- MORTON, M. H., SAMUELS, G. M., DWORSKY, A., & PATEL, S. (2018). MISSED OPPORTUNITIES: LGBTQ YOUTH HOMELESSNESS IN AMERICA. CHICAGO, IL: CHAPIN HALL AT THE UNIVERSITY OF CHICAGO.
- ROBERTS AL, ROSARIO M, CORLISS HL, KOENEN KC, AUSTIN SB PEDIATRICS. 2012 MAR; 129(3):410-7



- We hope you found this training valuable. Please click this link to give us your feedback:
- [We'd appreciate your feedback.](#)



## Reflecting on Intersecting Social Privileges and Disadvantages

\*Adapted from “Identifying Traits of Social Privilege and Disadvantage” by the Pacific Southwest Mental Health Technology Transfer Center.

The goal of this activity is to increase self-awareness related to power, privilege, disadvantage, and marginalization. Access to resources (privilege) is, in part, based on our social group memberships.

When deciding how to place yourself in the matrix (privileged, border, or disadvantaged groups), think about where others would place you rather than how you feel about being a member of a group. We often don't feel privileged when we belong to a privileged group. At the same time many of us who belong to “disadvantaged” groups feel empowered and not disadvantaged at all.

Because this exercise helps us explore broader dynamics in our society, we ask you **not** to focus on your personal feelings related to memberships in these groups. Instead we ask you to think about how others may perceive you and place you into a group.

For example:

- If you were to go to apply for a job or food stamps, how would the interviewer perceive you?
- What would they guess about your age, race/ethnicity, gender, etc.?
- What group would they place you in?

This is important because granting and withholding of resources (privilege) within our society often depends on these perceptions regardless of how we feel.

Please note that the examples of social groups listed are not all inclusive. Only a few examples are provided for each social group. We cannot enter a room as ONE identity or as one part of ourselves. All of our identities work together simultaneously. Our world experience is based on the interplay of our identities within multiple dimensions of societal oppression i.e. [intersectionality](#).



<b>Social Identity Categories</b>	<b>Privileged Social Groups</b>	<b>Border Social ← Groups →</b>	<b>Disadvantaged Social Groups</b>	<b>“ism”</b>
Race	white people	Biracial/multiracial people with light skin	Black/people of African descent, Indigenous people, People of Color	Racism
Ethnicity	Anglo-Saxon, (Western) European American	Eastern Europeans, Middle Eastern “Caucasians”	Latinx & Hispanic, African American, Asian American, people who speak limited English	eurocentrism and xenophobia
Immigration Status	Citizens	Immigrants with visas, green cards, etc.	Undocumented Immigrants	ethnocentrism, xenophobia, oppression based on immigrant status
Sex	Males	Cis-passing trans and intersex people	Females	Sexism, misogyny, trans/homophobia
Gender	Gender-conforming men & women	Gender-queer/Ambiguous Males/Men and Females/Women	Transgender people	transgender oppression (genderism)
Sexual Orientation	Heterosexual people	Bisexual, pansexual, asexual people	Lesbians, Gay Men	Heterosexism, homophobia
<a href="#">Class</a> *	Managerial, owning/ruling class, rich	Upper middle-, middle-, and lower-middle class people	Poor, working poor, working class people	Classism, economic oppression, elitism
Ability and Disability	Temporarily Able-Bodied, Able-Minded People (Nondisabled)	People with Temporary Disabilities or “Invisible” Disabilities	People with Disabilities (physical, emotional, learning), often visibly identifiable	Ableism
Religion	Mainstream Christian g	Non-mainstream Christian groups	Jews, Muslims, Hindus, Atheists, Buddhists...	Religious oppression (including Islamophobia and anti-Semitism)
Age	Adults	Young Adults	Elders, Children, Young People	Ageism & adultism
Appearance	Within the mainstream standard of (white) beauty		Not within the mainstream standard of (white) beauty	lookism & sizeism, fatphobia, oppression based on appearance

Adapted from Barnes-Jewish Hospital, Center for Diversity and Cultural Competence and Center for Applied Research Solutions. \*[Resource](#) created by Catalyst Project for understanding class distinctions

<b>Social Identity Categories</b>	<b>Privileged Social Groups</b>	<b>Border Social ← Groups →</b>	<b>Disadvantaged Social Groups</b>
Race			
Ethnicity			
Immigration Status			
Sex			
Gender			
Sexual Orientation			
Class			
Ability/Disability			
Religion			
Age			
Appearance			

Adapted from Barnes-Jewish Hospital, Center for Diversity and Cultural Competence and Center for Applied Research Solutions.

\*[Resource](#) created by Catalyst Project for understanding class distinctions





LAUSD Human Relations, Diversity & Equity  
<https://achieve.lausd.net/human-relations>

**OUT for Safe Schools Presents**

# **SOGIE Handbook of Language & Vocabulary**

**August 2020**  
**Revised December 2020**

## General Guidelines

This handbook of terms for sexual orientation and gender identity and expression (SOGIE) is offered to help staff develop linguistic competencies to support Gender and Affectional Minority students, families, and staff.

Language has the power to build bridges or walls. Groups often develop their own vernacular that can be unfamiliar to others. Furthermore, language is fluid and contextual. Even within a community, terms may have cultural, generational, and geographic specificities. A word that is affirming for one may feel distancing for another.

The safest strategy is to simply ask. "I want to use terminology that is polite and respectful. I appreciate your guidance."

When writing about [gender identity](#), descriptors with modifiers (e.g., cisgender women, transgender women) are more specific than descriptors without modifiers (e.g., women) or general nongendered terms (e.g., people, individuals).

When writing about [sexual or affectional orientation](#), the names of people's orientations (e.g., lesbians, gay men, bisexual people, straight people) are more specific than broad group labels (e.g., gay).



## Common SOGIE Terms & Definitions

(Note: this is not an exclusive list)

**Advocate** 1. *noun* : a person who actively works to end intolerance, educate others, and support social equity. 2. *verb* : to actively support or plea in favor of a particular cause, the action of working to end intolerance or educate others.

**AFAB/AMAB** Acronym for assigned female at birth or assigned male at birth

**Affectional minority** (noun) a person whose affectional orientation differs from that of the majority of other members of the surrounding society and its corresponding culture. This term also indicates a sense of marginalization experienced by the person who is not heterosexual. Preferred over the term sexual minority.

**Affectional orientation** (noun) the direction in which one is predisposed to bond emotionally, physically, sexually, psychologically, and spiritually with others. This alternative term is meant to replace sexual orientation which can overemphasize sexuality in the bonding and relationship process.

**Affectional orientation variance** (noun) an affectional orientation that differs from that of the majority of other members of the surrounding society and its corresponding culture.

**Agender** *adj.* : a person with no (or very little) connection to the traditional system of gender, no personal alignment with the concepts of either man or woman, and/or someone who sees themselves as existing without gender. Sometimes called gender neutrois, gender neutral, or genderless.

**Ally** /"al-lie"/ - *noun* : a (typically straight and/or cisgender) person who supports and respects members of the LGBTQ community. We consider people to be active allies who take action on in support and respect.

**Androgyny** /"an-jrah-jun-ee"/ (*androgynous*) - 1 *noun* : a gender expression that has elements of both masculinity and femininity; 2 *adj.* : occasionally used in place of "intersex" to describe a person with both female and male anatomy, generally in the form "androgynous."

**androsexual / androphilic** *adj.* : being primarily sexually, romantically and/or emotionally attracted to men, males, and/or masculinity. See *gynesexual / gynephilic*

**asexual** Adj: asexual is a sexual orientation that exists on a spectrum. While most asexual people have little interest in having sex, they may experience romantic attraction. Others may not. Often called ACE for short.

**biological sex** *noun* : a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply "sex," "physical sex," "anatomical sex," or specifically as "sex assigned at birth."

**BIPOC** Adj.: an acronym used to refer to Black, Indigenous, People of Color.

**bisexual** **1** *noun & adj.* : a person who experiences attraction to some men and women. **2** *adj.* : a person who experiences attraction to some people of their gender and another gender. Bisexual attraction does not have to be equally split, or indicate a level of interest that is the same across the genders an individual may be attracted to. *See also pansexual.*

**butch** *noun & adj.* : a person who identifies themselves as masculine, whether it be physically, mentally, or emotionally. 'Butch' is sometimes used as a derogatory term for lesbians, but is also be claimed as an affirmative identity label.

**cisgender** /"siss-jendur"/ - *adj.* : a gender description for when someone's sex assigned at birth and gender identity correspond in the expected way (e.g., someone who was assigned male at birth, and identifies as a man). A simple way to think about it is if a person is not transgender, they are cisgender. The word cisgender can also be shortened to "cis."

**cisnormativity** *noun* : the assumption, in individuals and in institutions, that everyone is cisgender, and that cisgender identities are superior to trans\* identities and people. Leads to invisibility of non-cisgender identities.

**Cissexism** *noun* : behavior that grants preferential treatment to cisgender people, reinforces the idea that being cisgender is somehow better or more "right" than being transgender, and/or makes other genders invisible.

**Clocked** Typically used in the transgender community when a cisgender person recognizes that a person is transgender.

**coming out** **1** *noun* : the process by which one accepts and/or comes to identify one's own sexuality or gender identity (to "come out" to oneself). **2** *verb* : the process by which one shares one's sexuality or gender identity with others.



**cross-dresser** *noun* : a person who dresses as another gender ("cross-dresses") for any one of many reasons, including relaxation, fun, and sexual gratification (should not be confused with transgender).

**Deadname**: the name a transgender person was given at birth but no longer uses upon transitioning. Using someone's deadname is considered very disrespectful.

**down low** *adj.* : typically referring to men who identify as straight but who secretly have sex with men. Down low (or DL) originated in, and is most commonly used by, communities of color.

**drag king/queen** *noun* : someone who performs (hyper-) masculinity/femininity theatrically.

**Dyke** *noun* : referring to a masculine presenting lesbian. While often used derogatorily, it is also reclaimed affirmatively by some lesbians and gay women as a positive self-identity term.

**fag(got)** *noun* : derogatory term referring to a gay person, or someone perceived as queer. While often used derogatorily, it is also used reclaimed by some gay people (often gay men) as a positive in-group term.

**feminine-presenting; masculine-presenting** *adj.* : a way to describe someone who expresses gender in a more feminine/masculine way. Often confused with feminine-of-center/masculine-of-center, which generally include a focus on identity as well as expression.

**Femme** *noun & adj.* : someone who identifies themselves as feminine, whether it be physically, mentally or emotionally. Often used to refer to a feminine-presenting queer woman or people.

**fluid(ity)** *adj.* : generally with another term attached, like "gender fluid" or fluid sexuality, fluid(ity) describes an identity that may change or shift (e.g., man and woman, bi and straight).

**FtM / F2M; MtF / M2F** *abbr.* : female-to-male transgender person; male-to-female transgender person. Outdated term that is not recommended. *See transgender.*

**Gay 1** *adj.* : experiencing attraction solely (or primarily) to some members of the same gender. Can be used to refer to men who are attracted to other men and women who are attracted to women. **2** *adj.* : an umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who is not straight (*see LGBTQ and queer*)





**gender binary** *noun* : the idea that there are only two genders and that every person is one of those two.

**gender confirmation surgery** *noun* : surgical options that alter the presentation of a person's biological sex. Procedures may be referenced as "top" (chest) or "bottom" (genital) surgery. Not all transgender, non-binary or gender variant people desire or can afford surgical procedures.

**gender expression** *noun* : the external display of one's gender, through a combination of clothing, grooming, demeanor, social behavior, and other factors, generally made sense of on scales of masculinity and femininity. Also referred to as "gender presentation."

**genderfluid / gender fluid** **1** *adj.* : a gender identity label often used by people whose sense of self in relation to gender changes. The time frame might be over the course of many months, days, shorter, or longer, but the consistent experience is one of change. **2** *adj.* : a general descriptor for an individual's or society's ever-changing (i.e., "fluid") embodiment of gender, in the ways it affects us or we express it individually (e.g., someone might express gender fluidly), and/or in how it is socially constructed.

**gender identity** *noun* : one's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. Gender identity doesn't always align with biological sex or sex assigned at birth.

**gender non-conforming** **1** *adj.* : a gender descriptor that indicates a non-traditional gender expression or identity (e.g., "masculine woman"). **2** *adj.* : a gender identity label that indicates a person who identifies outside of the gender binary. Often abbreviated as "GNC." Considered outdated. See non-binary

**gender normative / gender straight** *adj.* : someone whose gender presentation, whether by nature or by choice, aligns with society's gender-based expectations.

**gender and sexual diverse (GSD)** *Adj.* : an inclusive umbrella term for persons outside the cisgender heterosexual binary. **Gender and affectional minority** is becoming a preferred alternate.

**Genderqueer** **1** *adj.* : a gender identity label often used by people who do not identify with the binary of man/woman. **2** *adj.* : an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid).



**gender variant** *adj.* : someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, genderqueer, cross-dresser). See gender non-conforming

**gynesexual / gynephilic** *adj.* : being primarily sexually, romantically and/or emotionally attracted to women, females, and/or femininity. See androsexual / androphilic

**hermaphrodite** *noun* : term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. The term is outdated and should not be used. *The preferred term is intersex.*

**Heteronormativity** *noun* : the assumption that everyone is heterosexual and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities: when learning a woman is married, asking her what her husband's name is. Heteronormativity conflates gendered social norms with sexuality.

**Heterosexism** *noun* : behavior that grants preferential treatment to heterosexual people, reinforces the idea that heterosexuality is better or more "right" than queerness, and/or makes other sexualities invisible.

**heterosexual / straight** *adj.* : experiencing attraction solely (or primarily) to some members of a different gender.

**homophobia / homophobic** *noun / adj.* : an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) toward LGB people. The term can also connote a fear, disgust, or dislike of being perceived as LGB. Internalized homophobia is shame about being LGB. *See also transphobia*

**homosexual** *adj. & noun* : a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is considered stigmatizing due to its history as a category of mental illness and is discouraged for common use (use gay or lesbian instead).

**Intersex** *adj.* : term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite, but these terms are outdated and derogatory.

**LGBTQIA2S+** Initialism that stands for lesbian, gay, bisexual transgender, queer/question, intersex, asexual/ally, two-spirit, and more

**Lesbian** *noun & adj.* : women who are primarily attracted romantically, erotically, and/or emotionally to other women.



**lipstick lesbian** *noun* : Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way. Is sometimes also used to refer to a lesbian who is assumed to be (or passes for) straight.

**Masc** *noun & adj.*: someone who identifies themselves as masculine, whether it be physically, mentally or emotionally. Often used to refer to a masculine-presenting queer person. also masculine of center or *MOC*

**Metrosexual** *adj.* : a man with a strong aesthetic sense who spends more time, energy, or money on his appearance and grooming than is considered gender normative.

**MSM / WSW** *abbr.* : men who have sex with men or women who have sex with women, to distinguish sexual behaviors from sexual identities: because a man is straight, it doesn't mean he's not having sex with men. Often used in the field of HIV/Aids education, prevention, and treatment.

**Mx.** / "mix" or "schwa" / - *noun* : an honorific (e.g. Mr., Ms., Mrs.) that is gender neutral. It is often the option of choice for folks who do not identify within the gender binary: Mx. Smith is a great teacher.

**Non-binary (NB or enby)** Non-binary gender identity is used to describe individuals who may experience a gender identity that is neither exclusively male or female or is in between or beyond both genders. Non-binary individuals may identify as gender fluid, agender (without gender), third gender, or something else entirely.

**Outing** *verb* : men who have sex with men or women who have sex with women, to distinguish sexual behaviors from sexual identities: because a man is straight, it doesn't mean he's not having sex with men. Often used in the field of HIV/Aids education, prevention, and treatment.

**Pansexual** *adj.* : a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions. Often shortened to "pan."

**Passing** **1** *adj. & verb* : trans\* people being accepted as, or able to "pass for," a member of their self-identified gender identity (regardless of sex assigned at birth) without being identified as trans\*. **2** *adj.* : an LGB/queer individual who is believed to be or perceived as straight.

**[preferred] gender pronoun (GP)** *abbr.* : preferred gender pronouns are used during introductions and signature lines to indicate the honorifics by which one wants to be identified. Many suggest removing the "preferred," because it indicates flexibility and/or





the power for the speaker to decide which pronouns to use for someone else. The terms "affirmed" or "lived" gender are favored.

**polyamory / polyamorous** *noun* : refers to the practice of, desire for, or orientation toward having ethical, honest, and consensual non-monogamous relationships (i.e. relationships that may include multiple partners). Often shortened to "poly."

**Queer 1** *adj.* : an umbrella term to describe individuals who don't identify as straight and/or cisgender. **2** *noun* : a slur used to refer to someone who isn't straight and/or cisgender. Due to its historical use as a derogatory term, and how it is still used as a slur in many communities, it is not embraced or used by all LGBTQ people. The term "queer" can be used interchangeably with LGBTQ (e.g., "queer people" instead of "LGBTQ people").

**Questioning** *verb, adj.* : an individual who or a time when someone is unsure about or exploring their own sexual orientation or gender identity.

**QPOC / QTPOC / QGNC** *abbr.* : initialisms that stand for queer people of color, queer and/or trans people of color (see also BIPOC); and queer gender non-conforming

**sexual orientation** *noun* : the type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, generally labeled based on the gender relationship between the person and the people they are attracted to. Often confused with sexual preference.

**sexual preference** *noun* : an ill-favored term that reduces the complexity of sexual orientation to sexual behavior. The term is considered offensive. Do not use.

**sex reassignment surgery (SRS)** *noun* : surgical procedures to alter the appearance of a person's biological sex. Procedures may be referred to as "top" (chest) or "bottom" (genital) surgery. Not all transgender people desire or can afford surgical interventions. *Gender confirmation surgery is the preferred term.*

**sexual orientation, gender identity/expression (SOGI or SOGIE)** A generic term that recognizes *all* sexual orientations and gender identities, including heterosexual and cisgender.

**Stealth** *adj.* : a trans person who is not "out" as trans, and is perceived/known by others as cisgender.

**Straight** *adj.* : a person primarily emotionally, physically, and/or sexually attracted to some people who are not their same sex/gender. Also known as heterosexual.



**Stud** *noun* : most commonly used to indicate a Black/African-American and/or Latina, masculine, lesbian/queer woman. Also known as 'butch' or 'aggressive'.

**They** *pronoun* : a gender-neutral pronoun that is grammatically correct in the singular and plural forms. E.g. My friend Jay is visiting. They love the Hollywood Bowl.

**third gender** *noun* : for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognize three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it, as a way to move beyond the gender binary.

**top surgery** *noun* : surgery for the construction of a male-typical chest or breast augmentation for a female-typical chest.

**trans\*** *adj.* : an umbrella term covering a range of identities that transgress socially-defined gender norms. Trans with an asterisk is often used in written form to reference the larger group nature of the term, and specifically including non-binary identities, as well as transgender men (transmen) and transgender women (transwomen).

**Transgender 1** *adj.* : a gender description for someone who has transitioned (or is transitioning) from living as one gender to another. **2** *adj.* : an umbrella term for anyone whose sex assigned at birth and gender identity do not correspond in the expected way (e.g., someone who was assigned male at birth, but does not identify as a man).

**transition / transitioning** *noun, verb* : referring to the process of a transgender/ non-binary/ gender variant person changing aspects of themselves (e.g., their appearance, name, pronouns, or making physical changes to their body) to be more congruent with the way in which they know themselves to be (as opposed to the gender they lived as pre-transitioning).

**transman; transwoman** *noun* : a man/woman who was not assigned that gender via sex at birth, and transitioned (socially, medically, and/or legally) to their gender identity, signified by the second part of the term (i.e., -man, -woman). Some trans people wish to simply be referred to as men or women; others prefer to keep the prefix "trans-" in their identity label. Always recognize individuals by their *affirmed* gender.

**transphobia** *noun* : the fear of, discrimination against, or hatred of trans\* people, the trans\* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society. **Transphobic** - *adj.* : a word used to describe an



individual who harbors some elements of this range of negative attitudes, thoughts, intents, towards trans\* people.

**Transsexual** *noun & adj.* a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex. The term is outdated and should not be used. *See transgender.*

**Transvestite** *noun* : a person who dresses as another gender ("cross-dresses") for any one of many reasons, including relaxation, fun, and sexual gratification (often called a "cross-dresser," and should not be confused with transgender). The term is outdated and should not be used. *See cross-dressing*

**two-spirit** *noun* : is an umbrella term traditionally within Native American communities to recognize individuals who possess qualities or fulfill roles of both feminine and masculine genders.

**ze / zir** / "zee", "zerr" or "zeer"/ - conjugated alternate pronouns that are gender neutral to replace the gendered pronouns of he/him/his and she/her/hers. See also "they" as a widely used gender-neutral pronoun.





## Sources

American Psychological Association, Bias-Free Language

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/>

GLAAD Reference Guide - <https://www.glaad.org/reference>

It's Pronounced Metrosexual - <https://www.itspronouncedmetrosexual.com/>

Affirmative with Counseling LGBTQI+ People, First Edition. Edited by Misty M. Ginicola, Cheri Smith, and Joel M. Filmore. © 2017 by the American Counseling Association.

## For LAUSD resources contact

Human Relations, Diversity & Equity.

<https://achieve.lausd.net/human-relations> OR [judy.chiasson@lausd.net](mailto:judy.chiasson@lausd.net)

[Educational Equity Compliance Office](#) or [EquityCompliance@lausd.net](mailto:EquityCompliance@lausd.net)