



LGBTQIA + EDUCATION & ADVOCACY

RESOURCE GUIDE FOR ELEMENTARY
SCHOOL EDUCATORS



LGBTQIA +
EDUCATION & ADVOCACY
INTEGRATED YOUTH SERVICES

thousands of voices. a single dream. unified.
YOUTH ADVOCACY
INTEGRATED YOUTH SERVICES

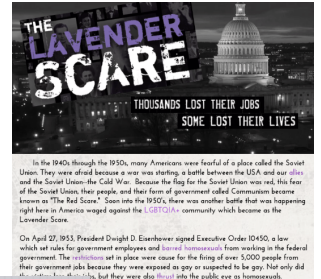
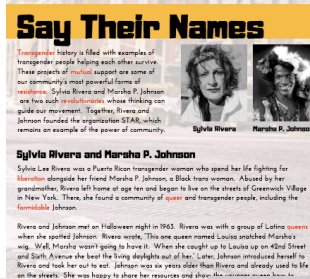
1	SDUSD'S YOUTH ADVOCACY RESOURCES
3	LGBTQIA+ EDUCATION & ADVOCACY PROGRAM
4	SDUSD NON DISCRIMINATION POLICY
5	FAQS FOR EDUCATORS
8	TEACHING GENDER: RESPONDING TO CONCERNS
10	BEST PRACTICES: SUPPORTING LGBTQIA+ STUDENTS & FAMILIES
12	CALIFORNIA LAWS PROTECTING LGBTQIA+ STUDENTS
14	FEDERAL LAWS PROTECTING LGBTQIA+ STUDENTS
15	LGBTQ STUDENT RIGHTS
17	TRANSGENDER , NON-BINARY, AND GNC STUDENT RIGHTS
18	AFFIRMING GENDER IN SCHOOLS
20	BEING AN ALLY TO LGBTQIA+ STUDENTS
21	THE IMPORTANCE OF GENDER PRONOUNS
22	NAME CHANGE CIRCULAR & FORM
29	LGBTQIA+ INCLUSIVE CHECKLIST
31	LGBTQIA+ TERMINOLOGY
34	ADDRESSING ANTI-LGBTQIA+ COMMENTS
36	REPORT BULLYING
37	LOCAL RESOURCES
39	STATE & NATIONAL RESOURCES
41	"OUT FOR SAFE SCHOOLS" POSTER
42	"BLOW THE WHISTLE" POSTER
43	LGBTQIA+ INCLUSIVE BOOKLIST

TABLE OF CONTENTS

PROGRAMS WITHIN SDUSD'S YOUTH ADVOCACY DEPARTMENT TO SUPPORT STUDENTS

CULTURALLY RESPONSIVE schools

EQUIPPING EDUCATORS TO ADDRESS DIVERSITY



The Culturally Responsive Schools Program offers an array of identity-based curriculum modules (grades 3-12) for educators as well as school-wide training and 1-1 support on the implementation of culturally responsive teaching practices. Contact Ebonee Weathers at eweathers@sandi.net for more information.

Identity-based Curriculum: <https://goo.gl/forms/HxxzVctBYzFVqh3F3>

Staff Training & Support: <https://goo.gl/forms/zqYcrryilKNITy4q1>



Our Student Voice and Agency program strives to amplify the very important voice of our youth to seek educational & social justice within our schools and communities. We support the empowerment of our youth through community partnerships and mentorship opportunities leading to more positive school and community climates where the voice of our students are not only heard but, valued. Contact Ciria Brewer at cbrewer@sandi.net for more information.

PROGRAMS WITHIN SDUSD'S YOUTH ADVOCACY DEPARTMENT TO SUPPORT STUDENTS

Bullying Prevention & Intervention

BUILDING A CULTURE OF UPSTANDERS

The Bullying Prevention & Intervention Program offers information, strategies, and curriculum which supports schools in shifting to a culture of care. in an effort to address a rise in physical, emotional, verbal , cyber bullying, students are supported in being upstanders and allies. Contact Mick Rabin at mrabin@sandi.net for more information.

Bullying Prevention Resources for Students, Educators, & Families: youthadvocacy.us/bullying-prevention



The LGBTQIA+ Education & Advocacy Program provides school site resources and district support to meet the needs of LGBTQIA+ students and their families. The program provides professional development opportunities; educator, student, and family resources; and inclusive curriculum. We are devoted to supporting school leaders through our monthly & annual leadership opportunities.

LGBTQIA+ Resources for Students, Educators, & Families: youthadvocacy.us/lgbtqia-education



Get in touch with some great resources for students, educators, and families at the Youth Advocacy website or by emailing us directly. Many of our programs offer staff-wide training, student support, and one to one coaching with teachers. Check us out at youthadvocacy.us or email at youthadvocacy@sandi.net.

EDUCATION & ADVOCACY

The LGBTQIA+ Education & Advocacy Program believes every student has the right to learn in a safe, affirming, and inclusive environment in order to thrive both academically and personally. LGBTQIA+ Education & Advocacy provides school site resources and district support to meet the needs of LGBTQIA+ students and their families. The program provides professional development opportunities; educator, student, and family resources; and inclusive curriculum.

We are devoted to supporting school leaders through our leadership opportunities and provides parent/family advocacy, support, and education as well as resources and engagement opportunities.

- ▶ Professional development opportunities for educators provides the necessary awareness, tools, and resources to best support LGBTQIA+ students and their families.
- ▶ A wide range of access to resources ensures ongoing support to best fit the needs of students, educators, and families.
- ▶ Access to inclusive curriculum modules ensures students see their lived experiences are reflected in classroom content and materials.
- ▶ Ongoing support of Genders & Sexualities Alliances (GSAs) enables these student-led clubs with the crucial resources needed to thrive as a campus organization.
- ▶ Opportunities for students to engage in San Diego's LGBTQIA+ community through access to Diversionary Theatre, Lambda Archives, and the San Diego History Center.
- ▶ Leadership building opportunities!
 - ▶ GSA Collaborative meets monthly and invites GSA members from across the district to gather and safely discuss their experiences at school and the specific needs of their school's GSA.
 - ▶ GSA Leadership Academies happen annually, one for middle school students and one for high school students. Students from across the district attend this day-long event filled with exciting workshops, guest speakers, and resources.



SDUSD NON-DISCRIMINATION POLICY

San Diego Unified School District is committed to equal opportunity for all individuals in education.

District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, genetic information, or immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.

Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal, state and/or collective bargaining agreements.

<https://www.sandiegounified.org/nondiscrimination-policy>



Inclusive and affirming curriculum is one way educators can promote safer and inclusive school environments that avoid bias and include positive representations of LGBTQIA+ people, history, and events. Inclusive curriculum increases student connectedness to the school community.

FAQS FOR EDUCATORS & ADMINISTRATORS

■ WHY IS LGBTQIA+ -INCLUSIVE CURRICULUM NECESSARY?

Homophobia, heterosexism, and transphobia are still very much present in many of our schools and communities. These biases manifest themselves many ways, from invisibility in the curriculum and school policies to active teasing, bullying, harassment, and physical violence against gender variant children, youth who identify as lesbian, gay, bisexual, transgender, queer/questioning, intersex, or asexual and families that include LGBTQIA+ parents or relatives. This bias hurts all children, both those directly affected and those who learn in an atmosphere of fear and tension, afraid to explore their own lives because of worry about disapproval and rejection. Students of all ages must be given an opportunity to learn that the words “gay,” “lesbian,” and “transgender” are adjectives that should be used with respect to describe people in their community, not words used in a negative way to hurt, insult, and degrade. Students need to be encouraged to reflect on their own actions and prejudice, learn from their peers who are different from them, and support allies who stand up to prejudice and hate. Creating inclusive curriculum and establishing accepting classroom and school climates improves the educational experience for all students, families and teachers.

■ ARE ELEMENTARY SCHOOL CHILDREN TOO YOUNG TO BE INTRODUCED TO THIS TOPIC?

Name-calling and using anti-gay and anti-trans slurs starts as early as kindergarten, first, and second grades. At a very young age, children have already been introduced to information about LGBTQIA+ people, which is often based on misinformation and negative stereotypes. When teachers are silent about LGBTQIA+ people, students learn from this omission that it is acceptable to use homophobic and transphobic put-downs. These slurs are hurtful and unacceptable and they affect the lives of people in every school and community. Teachers are not introducing a new topic, they are helping young students understand bias and prejudice and learn to use respectful language. Educators are creating inclusive school communities that prevent name-calling, teasing, and bullying and provide safe learning environments for all children.



FAQS FOR EDUCATORS & ADMINISTRATORS

■ DO PARENTS AND GUARDIANS NEED TO BE NOTIFIED IF LGBTQIA PEOPLE OR FAMILIES ARE DISCUSSED IN THE CLASSROOM?

SDUSD does not have a requirement for notifying parents and guardians for lessons about respect and diversity. In fact, SDUSD requires schools to be proactive in addressing bias and prejudice and ensuring students' safety. Although sexual health is a critical concern of all youth populations, sexual health curriculum falls under the purview of the Sexual Health Education Program (SHEP), a program that collaborates with the LGBTQIA+ Education and Advocacy Program. Sexual health topics are not covered in the curriculum produced by the LGBTQIA+ Education & Advocacy Program. Rather, the focus of LGBTQIA+-inclusive education is to create respectful and welcoming learning environments for all children by communicating that LGBTQIA+ people are part of our communities and that LGBTQIA+ discrimination is harmful to everyone. We strongly recommend involving parents and guardians as part of school-wide efforts to be more inclusive. As important members of the school community, families can help reinforce the concepts of respect at home, help answer questions, assist in classroom discussions, and be actively engaged in making the school and community safe for all children and their families.

■ CAN PARENTS GUARDIANS "OPT OUT" OF THEIR CHILDREN'S PARTICIPATION IN SCHOOL INSTRUCTION THAT INCLUDES LGBTQIA+ -INCLUSIVE LESSONS?

Programs that are designed to encourage respect and address bias are not included in SDUSD "opt out" policies. By not including all students in LGBTQIA+-inclusive lessons, schools run the risk of conveying a message that it is somehow acceptable to engage in hurtful and disrespectful behavior when it comes to LGBTQIA+ people. Students who miss or "opt-out" of lessons where families or identities are discussed must be prepared to do an alternative "make-up" assignment that covers the same content that they missed. Often times those students are among those who might benefit the most from being with their peers when community values around respect and understanding are addressed.

■ IS TALKING ABOUT LGBTQIA+ ISSUES THE SAME AS SEX EDUCATION?

Talking about LGBTQIA+ issues is a discussion about people and families present in our communities, a struggle for civil rights, and addressing bias-based bullying. None of these include talking about sex or human reproduction. With the rapid growth of LGBTQIA+-headed families and the increasing visibility of LGBTQIA+ issues in the media, children are learning about LGBTQIA+ people at an increasingly younger age. The stereotypes and misunderstandings that often develop can be prevented by incorporating LGBTQIA+ issues in the context of lessons about families, current events, literature, and civil rights.



FAQS FOR EDUCATORS & ADMINISTRATORS

■ HOW DOES LGBTQIA+ INCLUSIVE CURRICULUM COMPLY WITH ANTI-DISCRIMINATION LAWS AND STILL RESPECT THE RELIGIOUS AND CULTURAL DIVERSITY OF OUR STUDENTS AND THEIR FAMILIES?

LGBTQIA+-inclusive curricula encourages respect, cooperation, and understanding, values that all religions and cultures hold in common. In fact, by giving students a language to discuss these sensitive issues, families may find it easier to share their own beliefs about human commonalities and differences. LGBTQIA+-inclusive curricula attempts to ensure that the diversity of opinions in school communities do not create a negative climate of insults, violence, and exclusion. Part of that work is ensuring that children can be proud of who they are because they are embraced for their commonalities and differences alike rather than rejected or marginalized because of them.

■ HOW CAN EDUCATORS FIT THIS TOPIC INTO AN ALREADY FULL SCHEDULE?

Building a safe and welcoming environment that is conducive to learning should never be viewed as a burden or as superfluous to an academic focus, but rather as an added benefit. Lessons about LGBTQIA+ people and issues can be easily tied to academic standards in English language arts, mathematics, social studies, and life skills. There also are many ways to integrate LGBTQIA+ content into existing curricula. Furthermore, by PROACTIVELY helping students develop mutual respect and understanding for ALL, educators will find themselves spending less class time addressing behavior issues and more time teaching the required curriculum. The Department of Youth Advocacy and LGBTQIA+ Education & Advocacy Program together offer several professional development opportunities on how to enfold LGBTQIA+-inclusive curricula designed to create a space in which all students can learn, achieve their goals, and realize success. For more information, please contact us at youthadvocacy@sandi.net

■

WHAT IF LGBTQIA+ -INCLUSIVE CURRICULUM CAUSES DISAGREEMENT IN THE COMMUNITY?

It is important to be transparent and open about the intentions and content of the program to avoid accusations that it is part of a larger, hidden “agenda.” Involve the entire staff, everyone should be familiar with and/or trained on the content of LGBTQIA+-inclusive curricula, and understand the reasons for its importance. If a controversy does arise, it is important to communicate to families that this work is supported by the Board and the SDUSD Superintendent, and by state law and educational policies, including the SDUSD Nondiscrimination Policy. Schools have an obligation to ensure all their students are able to learn in a safe environment. Lastly, it is important to stand firm on your commitment to addressing the identities of all of your students and their families.

WHY SHOULD MY CHILD LEARN ABOUT GENDER AT SCHOOL?

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

ISN'T MY CHILD TOO YOUNG TO BE LEARNING ABOUT GENDER?

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

IF YOU ARE TALKING ABOUT GENDER, AREN'T YOU DISCUSSING REPRODUCTION AND SEXUALITY?

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

RESPONDING TO CONCERNS- SUPPORTING TRANSGENDER CHILDREN



WHY IS THE SCHOOL MAKING SUCH A BIG DEAL ABOUT THIS? HOW MANY OF THESE KIDS ARE THERE ANYWAY?

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

WHO IS PROTECTING MY CHILD?

- I can assure you that the safety of all of the students at this school remains my highest priority. If your child is feeling unsafe, we need to know about it. Can you tell me about specific situations or occurrences that have taken place in which your child's safety was at risk? Are there specific comments or behaviors of another person that are making your child feel unsafe?
- We expect all of our students to respect the privacy and physical boundaries of other students. If the specific behaviors of one student are making another student feel unsafe, that is an issue we take very seriously. Is someone behaving in a way that makes your child feel unsafe?
- Is it possible that you or your child are feeling uncomfortable rather than unsafe? I know for many people this topic is new and unfamiliar, which can lead to discomfort. We want your child to feel comfortable at school; if for any reason your student needs additional support, such as a private space to change or use the restroom, we will work with you and your child to provide these.

WHO DECIDES IF A STUDENT IS TRANSGENDER? WHAT IS TO PREVENT A BOY FROM COMING TO SCHOOL ONE DAY AND SIMPLY DECLARING THAT HE IS A GIRL AND CHANGING IN THE GIRL'S LOCKER ROOM?

- We have very specific processes for any students who require support related to their gender. Schools have always worked to support the needs of individual students in a variety of ways; gender is just one of them. This does not take place without a great deal of care and planning.
- Schools all over the country have been supporting transgender students in these ways for many years. This issue simply does not come up. Our established processes would easily catch any student pretending to be a different gender for whatever purpose they may have.
- A transgender student is very different from a young person who is claiming to be a different gender for some improper purpose. Transgender students are not trying to get away with something or making this up; why would they? Conversely, any student pretending to be transgender would be easily identified in the planning processes we have established.
- Our policy of treating transgender students consistent with their gender identity does not permit a student of the opposite sex to enter into the wrong facilities. These are two separate issues.

BEST PRACTICES FOR SUPPORTING LGBTQIA+ STUDENTS AND FAMILIES

1 Receive ON-GOING Professional Development training in LGBTQIA+ topics

2 Use inclusive language when discussing identities, families or relationships. Don't assume the genders of parents or students' relationship interests. When discussing families use terms parent or caregiver as alternatives, and be inclusive when discussing relationships. Always ask for personal gender pronouns.

3 Create clear school rules that include all identities. Post them in a space visible to all students. Teachers are encouraged to go over them with students so as to set a tone of inclusivity from the first day to the last day of school.

4 Interrupt all name-calling and the derogatory use of the word "gay." Keep in mind that silence is approval for use of the word "gay" to mean "stupid" or "silly", and when intervening in name-calling call out the behavior, explain to the student how it hurts people, and provide them an opportunity to reframe what they said.

Model and provide students with HOW to be an upstander by:

- Brainstorming interventions to help targeted classmates
- Evaluating these interventions under 2 criteria-effectiveness & risk
- Committing to 2-3 specific evaluated interventions that they can realistically employ when targets need it the most.
- Rehearsing these evaluated interventions with classmates

For more information about how to move from a culture of bystanders to a culture of upstanders, contact Mick Rabin at mrabin@sandi.net.

5 Implement LGBTQIA+ inclusive lessons. Read books with LGBTQIA+ characters, themes, families or highlight LGBTQIA+ historical events or figures. Inclusive lessons are an important mirror for students to see themselves reflected in the world.

GLSEN: "Ready, Set, Respect" is an excellent resource for elementary and middle school teachers, providing lessons and strategies teachers can implement today:

<https://www.glsen.org/readysetrepect>.

GLSEN: Resources for educators ready to take on LGBTQIA+ inclusive lessons!

<https://www.glsen.org/educate/resources/curriculum>

BEST PRACTICES FOR SUPPORTING LGBTQIA+ STUDENTS AND FAMILIES

6

Collaborate with your colleagues. Collaborate with other site staff to promote inclusiveness and safety, particularly for transgender, nonbinary, and gender nonconforming students. Create a school-site team to discuss a plan that best fits student's individual desires to navigate name/pronoun changes, use of restroom, locker-rooms, and access to sports teams.

7

Practice answering difficult questions. With a colleague practice how you might answer students' questions about family diversity or LGBTQIA+ people or parents' questions about why as a district we must support LGBTQIA+ students if we are truly practicing safety, inclusion, and equity for ALL students.

Try out these scenarios to help prepare for addressing difficult questions or events.

Scenarios: <https://goo.gl/YFw2wv>

8

Increase LGBTQIA+ visibility. Support creating a GSA (Genders and Sexualities Alliance) if one does not already exist at your school. Create a bulletin board with resources or hang posters that reflect the diversity of the school and your community.

GLSEN: Resources for students ready to start or enhance their GSAs! <https://www.glsen.org/gsa>

9

Ask for support! Contact LGBTQIA+ Education & Advocacy for assistance in creating a safe, affirming, and inclusive spaces and curriculum for all students and families.
youthadvocacy@sandi.net

10

Spend time throughout the year to assess your current practices and how you can make your school, policies, celebrations, and climate more LGBTQIA+ friendly.

Check out this awesome assessment tool by GLSEN:

<https://www.glsen.org/content/assessments-and-next-steps-worksheet>

CALIFORNIA LAWS PROTECTING LGBTQIA+ STUDENTS

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

AB 1266, SCHOOL SUCCESS AND OPPORTUNITY ACT 2013

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

AB 887, GENDER NONDISCRIMINATION ACT 2011

clarifies the law by explicitly adding gender identity to the list of protected classes. Previously, although the law did protect against discrimination on the basis of gender, it was clearly not stated in California Codes.

SB48, FAIR EDUCATION ACT 2012

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

AB 9, SETH'S LAW 2011

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

- Requires each school district to adopt a policy that prohibits discrimination, harassment, intimidation and bullying on the basis of: actual or perceived sexual orientation, gender, gender identity expression, race or ethnicity, nationality, religion, disability, or association with a person or group with one or more of these actual or perceived characteristics. Cal. Educ. Code. § 234.1 (2012)

- Requires that each school district non-discrimination policy describe the district's procedure for addressing discrimination and harassment complaints.

- Requires schools to include in their complaint procedures a written form for receiving and investigating discrimination and harassment complaints and to take immediate steps to intervene when it is safe to do so.

- Requires Department of Education to develop a model handout, which must be posted on the appropriate department websites, describing state anti-discrimination, harassment and bullying obligations. Id. at § 234.3.

- Requires the Superintendent to post, and annually update, a list of statewide resources, including community-based organizations that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation or bullying.

MENTAL HEALTH SERVICES FOR AT-RISK YOUTH 2010 AMENDED IN 2015

permits youth ages 12-17 to consent to mental health treatment without parental permission if the attending professional believes the youth is mature enough to make the decision or if the youth would present a danger of serious physical or mental harm to self and others without services. Previously, parental consent requirements for mental health services created a barrier to treatment that was especially harmful to LGBTQIA+ youth who may be put at risk of emotional or physical abuse by coming out to their parents prematurely or with support.

SB 572, HARVEY MILK DAY 2009

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

AB 394, SAFE PLACE TO LEARN ACT 2007

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

SB 71, COMPREHENSIVE SEX ED LAW 2003, 2017

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

AB 329, CALIFORNIA HEALTHY YOUTH ACT

which took effect in January 2016, requires school districts to provide students with integrated, comprehensive, accurate, and unbiased comprehensive sexual health and HIV prevention education at least once in middle school and once in high school. The law is intended to ensure that students develop the knowledge and skills necessary to 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It promotes understanding of sexuality as a normal part of human development.

CALIFORNIA EDUCATION CODE 200, 2000

states that it is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that in the definition of hate crimes (Penal Code, Section 422.55), equal rights and opportunities in the educational institutions in the state.

AB 537, CALIFORNIA STUDENT SAFETY AND VIOLENCE PREVENTIONS ACT 2000

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

FEDERAL LAWS PROTECTING LGBTQIA+ STUDENTS

1ST AMENDMENT TO THE U.S. CONSTITUTION

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

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

EQUAL PROTECTION CLAUSE OF THE 14TH AMENDMENT TO THE U.S. CONSTITUTION

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

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

TITLE IX OF THE EDUCATION AMENDMENTS

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

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

EQUAL ACCESS ACT

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

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

LGBTQ STUDENT RIGHTS



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

DO I HAVE A RIGHT TO BE OUT AT SCHOOL?

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

DO I HAVE THE RIGHT TO KEEP MY LGBTQ IDENTITY PRIVATE?

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

DO I HAVE THE RIGHT TO EXPRESS MYSELF AND SPEAK OUT ABOUT LGBTQ ISSUES?

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

CAN I START A GENDERS &-SEXUALITIES ALLIANCE GSA CLUB AT MY SCHOOL?

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

DO I HAVE THE RIGHT TO BE FREE FROM BULLYING AND HARASSMENT AT SCHOOL?

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

DO I HAVE THE RIGHT TO UNBIASED AND LGBTQ INCLUSIVE INSTRUCTION?

YES. Your school should teach LGBTQ inclusive history[ii] and sexual health education[iii], and should never allow bias in the classroom.[iv]

DO I HAVE THE RIGHT TO ASSERT MY GENDER IDENTITY AT SCHOOL?

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

LGBTQ STUDENT RIGHTS



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

DO I HAVE THE RIGHT TO BE ADDRESSED BY THE NAME AND PRONOUNS THAT CORRESPOND WITH MY GENDER IDENTITY?

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

DO I HAVE THE RIGHT TO KEEP MY LGBTQ IDENTITY PRIVATE?

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

DO I HAVE THE RIGHT TO DRESS IN A WAY THAT ALIGNS WITH MY GENDER IDENTITY?

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

DO I HAVE THE RIGHT TO PARTICIPATE IN SPORTS AND PE CLASSES THAT MATCH MY GENDER IDENTITY?

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

DO I HAVE THE RIGHT TO USE THE FACILITIES THAT MATCH MY GENDER IDENTITY?

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

[i] Ed. Code §200-220

[ii] Ed. Code §51204.5 and §60040

[iii] Ed. Code §51930- §51939

[iv] Ed. Code §51500 [v] Ed. Code §221.5(f))

[vi] Ed. Code §221.5(f))

TRANSGENDER, NONBINARY, AND GENDER NONCONFORMING STUDENT RIGHTS

STUDENT RIGHTS ARE NOT OPTIONAL

San Diego Unified School District is committed to creating and sustaining safe, supportive, and welcoming school sites, free from discrimination and harassment, for transgender, nonbinary, and gender nonconforming students in accordance with the California School Success and Opportunity Act (AB1266, January 2014).

STUDENT RIGHTS

TRANSGENDER, NONBINARY, AND GENDER NONCONFORMING STUDENTS

- have the right to use the facilities that match their gender identity
- have the right to participate in sports and PE classes that match their gender identity
- have the right to dress in a way that aligns with their gender identity
- have the right to be addressed by the name and pronouns that correspond with their gender identity
- have the right to assert their gender identity at school
- have the right to be free from bullying and harassment at school
- have the right to express and speak out about transgender & nonbinary issues
- have the right to keep their transgender/nonbinary identity private
- have a right to be out at school

AFFIRMING GENDER IN SCHOOLS- SOCIAL TRANSITIONING



Being a boy or a girl, for most children, is something that feels very natural. Most children's gender identity aligns with their sex assigned at birth. However, for some children the match between their sex assigned at birth and the gender identity that they feel inside is not so clear. Children, as young as two or three years of age, may consistently and persistently communicate that they are or wish to be a different gender, that they are in the wrong body, or that their outside (physical sex characteristics) does not match who they feel like they are on the inside (gender identity). There are also children who feel they are both male and female or feel they are neither and do not want to have to choose.

A GENDER SPECTRUM

When most people think of gender, they think of two distinct categories-male and female. More recently people are recognizing that gender is not a binary, but rather a continuum. For example, if you think about the adults that you know or see, you can probably think of some women who seem very feminine, some who seem more masculine in appearance, interests, or manners, and many who are somewhere in between. At the same time you can probably also think of men who fall along a range with some who seem very masculine, some who do not, and many in between. The same is true for children.

To assume that we can separate boys and girls into discrete categories goes against what we now know about gender identity development as children express themselves. There is an increasing amount of research showing that when children are not allowed to express their true selves, they become depressed, have a harder time focusing on learning, and in some cases will think about or complete suicide.

SOCIALLY TRANSITIONING

One of the first steps that all people-adults or children-take, if they feel that their internal sense of gender and their sex assigned at birth do not match, is to socially transition to living in a way that expresses their internal sense of who they are. This can also be called living in their affirmed gender. Some students may take this step to socially transition during elementary school. Some older elementary age students may also start to take hormone blockers to delay the changes that occur with puberty so that they can be older before making other decisions regarding gender transitioning

A WELCOMING SCHOOL FOR ALL STUDENTS

Creating schools that nurture academic achievement, provide physical and emotional safety and welcome all students are common goals. As educators, we can concentrate on creating environments that are gender expansive and fluid, where children can express a wide range of emotions, interests, and behaviors. A gender inclusive environment affirms all children and allows them to express their interests and find confidence in their strengths.

- Social transitioning goes more smoothly for a student when school personnel and parents/guardians work together and maintain regular communication and check-ins.
- Talk with other school administrators or counselors whose schools have already successfully worked with a student who has socially transitioned.
- Assess steps needed for your particular school and school district. What will help the student feel safe at school and help the transition go well in your school? Do you need some professional development or advice? Who do you need to speak with or communicate with? What policies or forms need to be reviewed? Make a plan for your school
- Develop common language on gender and socially transitioning that educators can use to respond to parents and colleagues.
- Identify key personnel responsible for answering the more difficult questions or concerns parents and families may have and who can serve as a resource to others.
- Be prepared to talk with the media, if the need arises. If there is a media liaison in your district, talk with them about how to respond, if the media contacts your school or district.
- Each student and each family have different concerns regarding privacy and confidentiality around social transitioning. Unless you know otherwise, ensure privacy and share information with school staff on a need-to-know basis. Legally, it should be handled as one would a medical issue under a student's right to privacy.
- Children are more resilient and able to cope when they feel that someone understands them and is on their side. Identify a safe person/or people on staff for a student to talk to at school. Often they have endured teasing and may not have felt safe to report it.

SOCIALLY TRANSITIONING

- Honor a student's **preferred pronoun*** and name. Discuss with parents/caregivers and the student what name to use on forms and which gender marker (M, F, not specified) to check off. Allow students and families the ability to use preferred names on lists that could be seen by other students or families such as class lists, grade postings, or seating charts.
- Ensure that students are welcome and safe to wear the clothes, hairstyle, and accessories that are congruent to their affirmed gender.
- Be thoughtful about class placement for a gender expansive student. Take into consideration the classroom teacher's experience and training. Think about peer connections for the student.
- Be clear about restroom accessibility. Discuss with the student and their family. If you think it is necessary, clarify the policy within your district. It will be an important question for the student (both emotionally and physically). Other people may raise this question as well. Be prepared to discuss it.
- Allow students to use the bathroom that corresponds to their gender identity. Have a restroom available for any student who desires privacy.
- Avoid situations that force children to make gendered choices, such as boys line up here and girls line up there. Divide students by last names, colors they're wearing, or parts of the room.

- Using "preferred" to qualify someone's gender pronouns suggests that they don't really belong to them — they are just preferred over their "true" pronouns. In reality, the gender pronouns a person shares are the only pronouns that are acceptable to use in reference to them.

The fix: Instead of asking someone's preferred pronouns, ask, "What gender pronouns do you use?" or "What are your correct pronouns?"

BE AN ALLY TO TRANS AND GENDER-NONCONFORMING STUDENTS

https://www.glsen.org/sites/default/files/be%20an%20ally_0.pdf
<https://www.glsen.org/article/pronouns-resource-educators>



Gender-based violence occurs when people are fearful or intolerant of gender diversity. The identities, experiences, and needs of transgender and gender-nonconforming people are often overlooked in schools. As an ally to trans and gender-nonconforming (TGNC) people you can do your part to make sure that all students, including TGNC students are safe and respected in school.

These ideas are still good to do even if you don't know any transgender or gender-nonconforming students at your school. Showing you have a supportive environment for all students is important, and makes the school safer!

ASK, DON'T ASSUME

Names aren't the only way we refer to people. **Preferred gender pronouns, or PGPs***, are pronouns that an individual personally identifies with. Asking PGPs is a way to respect each person's unique identity. They can include:

- She/her/hers
- He/him/his
- Zie/hir/hirs (pronounced "zee/heer/heers")
- They/them/theirs
- Or all or no pronouns

Start off each GSA meeting by asking each person to introduce themselves using their name and PGPs. Don't just ask people that you think might be TGNC: ask PGPs of everyone equally to be a true ally!

RESPECT ALL GENDER IDENTITIES & EXPRESSIONS

Allies to transgender and gender-nonconforming students recognize that there are infinite ways that gender can be expressed. Allies accept this diversity of gender expression and gender identity. Be careful not to tell people to act more masculine or feminine. Allow all people to express themselves freely!

TRANSGENDER people are people whose gender identity is not aligned with the gender they were assigned at birth and/or whose gender doesn't conform with traditional or societal gender norms.

GENDER NONCONFORMING people have gender characteristics that do not conform to traditional or societal gender norms.

CHALLENGE GENDER ASSUMPTIONS

Your school is filled with gender! Whether it's the types of sports offered, the colors of the bathrooms, even language on school posters, gender is everywhere! Begin to challenge how gender expectations are communicated in your school. Pay close attention to images, language and behaviors, which can all express gender expectations. Then talk with people in your GSA about how gender assumptions can affect students.

BUDDY UP

Transgender and gender-nonconforming students can be uncomfortable in gender-exclusive spaces, like locker rooms and bathrooms. Buddy up! Accompany your friends in spaces that may be unsafe.

BE SUPPORTIVE

To be a great ally you need to be informed. Learn more about transgender and gender-nonconforming people. Recognize that every person is different and has a unique experience, identity and needs. Ask people how they would like to be supported.

THE IMPORTANCE OF GENDER PRONOUNS

Gender pronouns are important because they're the smallest way to acknowledge someone's identity. Other than our name, pronouns are one of the main ways that people identify and call us. The practice of using your own pronouns when introducing yourself to another person or in a larger group helps demystify the notion that the use of gender pronouns is the sole responsibility of transgender or gender nonconforming youth and adults. Using pronouns creates safer and more inclusive spaces for people to be themselves knowing that other people are going to respect their identity.

When someone states their pronouns (he, she, they, etc.), they are asking for your respect. When you use the wrong pronouns this is called misgendering. When you choose not to use a person's correct pronouns, and instead opt for your own, you are not only invalidating someone's identity, but you are potentially also saying a series of harmful things you may or may not have intended, including:

- 1 I KNOW YOU BETTER THAN YOU KNOW YOURSELF.**
- 2 YOUR SAFETY IS NOT IMPORTANT TO ME.**
- 3 YOUR IDENTITY ISN'T REAL AND SHOULDN'T BE ACKNOWLEDGED.**
- 4 DISRESPECTING YOU MAKES ME FEEL MORE COMFORTABLE.**
- 5 I'M GOING TO IGNORE WHAT YOU'VE SAID BECAUSE YOUR IDENTITY IS AN INCONVENIENCE TO ME.**
- 6 MY OWN INTERESTS ARE MORE IMPORTANT THAN YOUR SAFETY, VALIDATION, AND DIGNITY.**
- 7 I AM NOT AN ALLY, A FRIEND, OR SOMEONE YOU CAN TRUST.**

While you may not intend to say any of these things, that doesn't change how it may impact the person on the receiving end. You may not understand someone's gender identity. It's more important to respect someone's gender identity than it is to understand it.

When a student/adult takes the brave step to come out to you, it is absolutely essential that you respect their journey, trust their lived experience, listen intently, and celebrate their identity, rather than replace their reality with your own assumptions.

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: October 12, 2018

To: All School Principals, All Counselors, Registrars, and Enrollment Clerks

Subject: **STUDENT INFORMATION NAME AND GENDER CHANGE REQUEST
FOR TRANSGENDER, NONBINARY, AND GENDER NONCONFORMING
STUDENTS**

**Department and/or
Persons Concerned** All Staff

Reference: Assembly Bill 1266, Administrative Procedure 0114, Administrative Regulation
5145.3

Action Requested: Review Form: Student Information Change Request for Transgender, Nonbinary, and
Gender Nonconforming Students

Brief Explanation:

Assembly Bill 1266 (AB 1266) and District Administrative Procedure 0114 provide that students have the right to be addressed by a name and the pronouns corresponding to their gender identity as expressed by the student and asserted at school. Please note AB 1266 does not have an age restriction.

The Department of Youth Advocacy and Integrated Technology Support Services have developed a process to allow sites to make changes in the Student Information System in accordance with the legislation. This circular does not anticipate every situation that might occur; rather, it offers approaches to a specific instance when the protection or safety of transgender, nonbinary, and gender nonconforming students may be compromised. Questions regarding the application of this process should be directed to youthadvocacy@sandi.net.

When a request is made to implement measures that accommodate the student's asserted gender identity via the Student Information Change Request Form it is required that principal or designee (i.e. teacher or counselor) work collaboratively with the student to address Option 1 name/pronoun and/or Option 2 name/gender change request. A conference with the student is required in order to both discuss and document how staff will support the requested changes. In both cases a completed copy of the Student Information Change Request form is sent to

youthadvocacy@sandi.net. Please contact youthadvocacy@sandi.net for necessary guidance and support.

Steps in the meeting process (conference) between staff member(s) and student:

1. Allow for the student to describe their needs for site support (i.e. affirmation of name and pronouns in the classroom and/or student requests access to facilities, P.E., sports teams).
2. Discuss level of privacy and confidentiality desired by the student (i.e. with parents/guardian, other students, teachers, and other staff).
 - a) Explain that a student's right to privacy includes keeping a student's actual or perceived gender identity and gender expression private. Notification to others is a student's personal decision, not a school-related responsibility. Refer to AP0114 Section 2a-d regarding Issues of Privacy.
 - b) With the consent of the student, set up a time to provide guidance for teacher, registrar, counselor, and other adults with a legitimate need to know about the changes being requested by the student (i.e. affirmation of name and pronouns in the classroom, requested access to facilities, P.E., sports teams).
 - c) Discuss use of accommodations that best meet the needs, safety, and privacy concerns of the student (i.e. access to facilities, P.E., sports teams).
 - d) When student is supported by parent/guardian, request parent/guardian presence for above discussion. In cases where a student's parents(s)/guardian(s) are not aware of their child's gender identity, it is critical to discuss the possible and unintentional "outing" of the student. For clarification please contact youthadvocacy@sandi.net.
3. Discuss student options in completing the Student Information Change Request Form (Option 1 and Option 2).

There are two options available for making changes to PowerSchool in order to change a student's preferred name/pronouns or name/gender.

Options Overview

Option 1 is recommended for students who do not currently have support for their gender identity from parental/guardian(s). If Option 1 will be used, then the school can make changes to the "First Name on teacher roster" field in PowerSchool and a copy of the Student Information Change Request Form is sent to youthadvocacy@sandi.net .

Option 2 is recommended for students who currently do have parental/guardian support. If Option 2 will be used, please contact youthadvocacy@sandi.net then a request will be sent to the IT Division from youthadvocacy@sandi.net to update the student's Legal Name/Gender and Preferred Name/Gender in PowerSchool. After the changes have been applied in PowerSchool, the Preferred Name and Gender will appear throughout PowerSchool. The Legal Name and Gender will only appear on State reports and student's Transcript.

Process for Option 1.

Option 1.: Entering the new name in the "First Name on teacher roster" field will change classroom rosters, and will ONLY populate in the following places within PowerSchool:

- PowerTeacher single day attendance page
- PowerTeacher multi-day (grid) attendance page
- PowerTeacher Independent Study attendance page
- Attendance Roster report (used for substitutes)

i. The following documents may also have the student's new name. Discuss these options with the student and who at your site will complete items a-d should the student want their name change reflected in the documents below.

- a. Student ID card
- b. Yearbook
- c. Diploma/Graduation Document
- d. JROTC Roster

ii. Once the form has been completed, the Power User is informed (i.e. Registrar/Enrollment Clerk/Site Tech, etc.) to enter the change in PowerSchool as indicated on the form for "First Name on teacher roster" field.

NOTE: Parental notification is NOT needed for this process to occur, however, when there is parental/guardian support, the parent/guardian should be involved in the discussions pertaining to name change process. If student does not have parent/guardian support (i.e. student has not disclosed gender identity to parent(s)/guardian(s). Schools should not update the gender in PowerSchool as it will print out on the enrollment form and other documents that parent or guardian can see. Staff informed of the changes should nonetheless use the student's correct pronouns if those have changed. This option must be completed annually or upon transferring between schools.

Process for Option 2.

Option 2.: Entering the new name in the “Preferred Name” field will change the name in PowerSchool including but not limited to report cards, mailings, diplomas, teacher rosters and any other system that may pull information from PowerSchool. It is highly recommended that this option be completed with the assistance of the LGBTQIA+ Education & Advocacy Program Manager. Please contact at youthadvocacy@sandi.net

i. Parent/Guardian makes request: When a parent/guardian requests to implement measures that accommodate the student’s asserted gender identity via the Student Information Change Request Form it is required that principal or designee (i.e. teacher, counselor, nurse) work collaboratively with the parent/guardian and student to address name and pronoun change request and follow steps 1-3 as outlined above to proceed with Student Information Change Request Form.

ii. Once the form has been completed, the staff member completing the form (i.e. principal, vice-principal, counselor) sends a copy of the form to youthadvocacy@sandi.net, then a request will be sent to the IT Division from youthadvocacy@sandi.net to update the student’s Legal Name/Gender and Preferred Name/Gender in PowerSchool.

NOTE: Whether a site is completing Option 1 and Option 2 of the Student Information Change Request Form, the form should remain in an administrative confidential file, until such time that the student changes their legal names.

NOTE: If the parent/guardian would like information about the process of legally changing their child’s name, refer parent/guardian to Sophia Arredondo at sarredondo@sandi.net for information and support.

Sophia Arredondo
Program Manager
LGBTQIA+ Education and Advocacy

APPROVED:



Cheryl Hibbeln
Executive Director
Office of Innovation and Integrated Youth Services

**Student Information
Change Request**
(SDUSD ONLY)

San Diego Unified School District
4100 Normal Street
San Diego, CA 92103 (619-725-7856)



☐ New Enrollment ☐ Change to existing enrollment

Permanent Student Information Record (i.e. birth certificate, passport)

Last Name	Suffix	First Name	Middle Name	Gender
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Male <input type="checkbox"/> Female
Date of Birth	SDUSD Student ID #			
<input type="text"/>	<input type="text"/>			

Are you requesting a name change with parent/guardian/caregiver support and do you give your consent to school personnel to disclose your name to your parent/guardian/caregiver?: ☐ Yes ☐ No

Please check and complete only one of the following options (Option 1 or Option 2):

Option 1

☐ **First Name on Teacher Roster:** Will only change your name for classroom rosters. You may select other possible document changes below. This option would be preferable if you do not have parent/guardian support.

NEW Student Information for Student Information System

First Name

Please check below any documents you would like to reflect your preferred name.

NOTE: The following options are completed at the school site by appropriate staff member. This may differ at each site.

Due to deadlines of certain documents your new name may not be reflected. Speak to a school staff for more details.

- ☐ Student ID card
- ☐ Yearbook
- ☐ Diploma/Graduation Document
- ☐ JROTC

Personal Pronouns (he/him, she/her, they/them): _____

Conference with student held on (date) _____ at _____ (time)

Conference attendees: _____

Would you like the information shared with your teachers or other staff: ☐ No ☐ Yes

(Please Specify): _____

Student Signature: _____ Date: _____

NOTE: Under this Option 1, schools **should not update the gender** in PowerSchool as it will print out on the enrollment form and other documents that parent or guardian can see. This option must be completed annually or upon transferring between schools.

*This box is reserved for the staff member who will enter the new information to PowerSchool.

Official use only		
School:	Entered by:	Date:
<input type="text"/>	<input type="text"/>	<input type="text"/>

Option 2.☐ **PREFERRED NAME FIELD:**

Selecting this option will change your name in PowerSchool including but not limited to report cards, mailings, diplomas, teacher rosters and any other system that may pull information from PowerSchool.

PLEASE NOTE: Your last name will NOT be changed.

NEW Student Information for Student Information System

First Name

Middle Name

Gender

☐ Male
☐ Female

Would you like the information shared with your teachers or other staff: ☐ No ☐ Yes

(Please Specify): _____

Personal Pronouns: _____

In person parent conference held on (date) _____ at _____ (time)

Conference attendees: _____

I understand that there can be short and long term impacts to changing the preferred name field of the student.

Legislation provides that "Students shall have the right to be addressed by a name and pronoun corresponding to their gender identity as expressed by the student and asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. This directive does not prohibit inadvertent slips or honest mistakes, but it does apply to an intentional and persistent refusal to respect a student's gender identity. The requested name shall be included in the district's electronic database in addition to the student's legal name, in order to inform teachers of the name and pronoun to use when addressing the student."

The birth certificate or hospital document with legal name and gender will be maintained in the cumulative folder, as required by state regulation. 5 Cal. Code Reg. 432(b)(1)(A), (D)(District must maintain permanent record with legal name and gender). The permanent record will be changed if there is a legal change of name or gender. In the case of an emergency, legal name and gender will be given to law enforcement and emergency medical personnel in addition to actual name and gender.

Please sign below:

Student Signature: _____ Date: _____

Parent/Guardian Signature (required): _____ Date: _____

If **Option 1** of the Student Information Change Request form is completed then the Power User enters the changes in the Student Information System as indicated per student in the "First Name on teacher roster" field only and send a scanned copy to Youth Advocacy: youthadvocacy@sandi.net. See circular for directions on where to keep original document.

If **Option 2** of the Student Information Change Request form is completed then route the entire form to Youth Advocacy, youthadvocacy@sandi.net. Do NOT make any changes at the school site. Making a copy for your site records is recommended. See circular for directions on where to keep original document. The person submitting the form will receive an email once changes are completed.

For more detailed information consult the Program Manager for LGBTQIA+ Education and Advocacy: youthadvocacy@sandi.net

To SDUSD employees reviewing this document: Student records may only be reviewed if necessary for the performance of job responsibilities. Confidential student information shall not be shared with any other persons unless authorized by the parent/guardian or student over 18. Violation of federal and state confidentiality laws and Board policy may be cause for discipline up to and including termination.

- The school roster shall use the name and gender provided by the student/family pursuant to Administrative Procedure 0114 that references (AB1266).
- The school principal will be informed of the legal name/gender. The principal shall consult with the parent/guardian/student to determine which other staff should be informed, if any.
- The family/student must notify the district if transcripts or other documents with legal name/gender are needed for college or financial aid applications, or any other reason.
- The birth certificate/hospital record shall be maintained in the student cumulative folder.

LGBTQIA+ INCLUSIVE CHECKLIST

Take time to assess if your school is aligned with these recommended LGBTQIA+ best practices. If you need support in implementing or enforcing any of these recommendations, please contact the LGBTQIA+ Education & Advocacy Program @ youthadvocacy@sandi.net.

POLICIES & PROCEDURES

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

SCHOOL ENVIRONMENT

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

CLASSROOM ENVIRONMENT

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

LGBTQIA+ INCLUSIVE CHECKLIST

SCHOOL EVENTS AND CELEBRATIONS

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

COURSE CONTENT

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

CO-CURRICULAR ACTIVITIES

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

FUTURE EFFORTS

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

LIST OF TERMS

For young people, the terminology is often about romantic notions, ideas of identity and self-discovery, rather than the political or sexual context words may evoke for adults. Using the chosen term, without judgment, can make all the difference in the world to a struggling youth.

ASEXUAL

The lack of a sexual attraction or desire for other people.

BISEXUAL

A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

CISGENDER

A term used to describe a person whose gender identity aligns with those typically associated with the sex assigned to them at birth.

CLOSETED

Describes an LGBTQIA+ person who has not disclosed their sexual orientation or gender identity.

COMING OUT

The process in which a person first acknowledges, accepts and appreciates his or her sexual orientation or gender identity and begins to share that with others.

GAY

A person who is emotionally, romantically or sexually attracted to members of the same gender.

GENDER BINARY

The social construction of gender in most societies where gender is a DICHOTOMY between man and woman. Gender expectations, roles, and functions for men and women are generally rigid and the presence of alternate gender constructions are usually denigrated or ignored. This limited system excludes and oppresses trans, nonbinary, intersex, and gender-nonconforming people.

GENDER EXPANSIVE

Gender-expansive Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system.

LIST OF TERMS

GENDER EXPRESSION

External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

GENDER IDENTITY

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

GENDER NON-CONFORMING

A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender, or whose gender expression does not fit neatly into a category.

GENDERQUEER

A term which refers to individuals or groups who “queer” or problematize the hegemonic notions of sex, gender and desire in a given society. Genderqueer people possess identities which fall outside of the widely accepted sexual binary (i.e. “men” and “women”). Genderqueer may also refer to people who identify as both transgender AND queer, i.e. individuals who challenge both gender and sexuality regimes and see gender identity and sexual orientation as overlapping and interconnected.

HOMOPHOBIA

The fear and hatred of or discomfort with people who are attracted to members of the same sex.

INTERSEX

The term given to people who are born with a mix of male and female characteristics. This can refer to hormones, chromosomes, internal reproductive organs, or genitals. Commonly called “hermaphrodites” which is an offensive connotation. 1 in every 150 people are intersex and may often not know it.

LESBIAN

A woman who is emotionally, romantically or sexually attracted to other women.

NON-BINARY

A catch-all category for gender identities that are not exclusively masculine or feminine—identities which are thus outside of the gender binary. i.e. genderqueer, bigender, agender, genderfluid, etc.

OUTING

Exposing someone's lesbian, gay, bisexual or transgender identity to others without their permission. Outing someone can have serious repercussions on employment, economic stability, personal safety or religious or family situations.

LIST OF TERMS

PANSEXUAL

A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions, not just people who fit into the standard gender binary (i.e. men and women).

QUEER

An umbrella term people often used to express fluid identities and orientations. Often used interchangeably with "LGBT." Depending on what generation, the term can be offensive to some and empowering to others.

QUESTIONING

A term used to describe people who are in the process of exploring their sexual orientation or gender identity.

SAME-GENDER LOVING

A term some prefer to use instead of lesbian, gay or bisexual to express attraction to and love of people of the same gender, often used within the African-American community.

SEXUAL ORIENTATION

An inherent or immutable enduring emotional, romantic or sexual attraction to other people.

TRANSGENDER

An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

TRANSPHOBIA

The fear and hatred of, or discomfort with, transgender people.

TWO-SPIRIT

A culturally distinct gender that describes Indigenous North Americans who fulfils one of many mixed gender roles found traditionally among many Native Americans and Canadian First Nations indigenous groups.

WHAT DO YOU SAY TO "THAT'S SO GAY" AND OTHER ANTI-LGBTQIA+ COMMENTS?

It doesn't matter if it is a first grader who might not know what the word "gay" means, a sixth grader trying to sound cool, or a tenth grader "teasing" a friend. All of these scenarios have the potential of creating an unsafe classroom or school environment and must be addressed. **So, what can caring adults do?**

STOP IT...

Keep it simple with quick responses:

- "Remember, we don't use put-downs in this class."
- "Do you know what 'gay' means?"
- "It's not OK at this school to use 'gay' disrespectfully to mean something is bad."
- "You may not have meant to be hurtful, but when you use the word 'gay' to mean something is bad or stupid, it is hurtful." Follow up with, "Do you know what is hurtful?"
- "Using the word 'homo' to tease someone is harassment and is unacceptable."
- "Even if you didn't mean to offend people who are gay, it is offensive to call this assignment gay; if you don't like something, then say you don't like it!"
- "It is never OK to say, 'you act like a girl (or like a boy) as a put-down.'"
- "Using the words 'queer,' 'dyke' or 'fag' to joke around is not OK. These are hurtful words and can impact anyone who overhears them."
- "It doesn't matter who said it. I don't ever want to hear that kind of language again. Is that clear?"

DON'T IGNORE IT...

- Harassment does not go away on its own.
- Ignoring mean name-calling and hurtful teasing allows it to continue and possibly get worse.
- If other students do not see action, they get the message there is nothing wrong with it.
- Not speaking up teaches the student targeted, as well as anyone within hearing range, that they will not be protected from harassment.
- Almost any response is better than ignoring the situation. You may not know exactly what to say, but you must stop the harassment.
- Taking action reaffirms limits. Interrupting name-calling and harassment isn't always easy. With experience you will become more comfortable in handling it. Practice with colleagues.
- You can always go back to the student and say or do something else if you feel they did not respond well.

WHY STOP ANTI-LGBT COMMENTS?

- Middle-school students called anti-gay names report increased anxiety, depression, personal distress and a lower sense of school belonging regardless of their sexual orientation."

-V.P. Potnat D.L.
Espelage, 2007

- Both students who are targeted and students who exhibit bullying behavior have lower academic achievement in school."

-J. Juvonen, Y. Wang, G.
Espinoza, 2011

- If name-calling or other discrimination happens at school and goes either unnoticed or is not discussed by adults, students infer that the behavior is widely accepted."

-F.E. Aboud, 2009

WHAT DO YOU SAY TO "THAT'S SO GAY" AND OTHER ANTI-LGBTQIA+ COMMENTS?

EDUCATE...

- If you have the time and opportunity to educate on the spot, do it. If you don't make time later.
- If you have been hearing the phrase "That's gay" or "no homo," take time during class to make sure that your students know what "gay" means and know why it is hurtful to use as a comment or put-down.
- Be clear that using the word "gay" in a negative way is disrespectful. Be clear that using the phrase "That's gay" is hurtful to other students who may have family members and friends who are LGBTQIA+.
- Be prepared to provide accurate information. For the youngest students, keep it simple-for example, "The word 'gay' describes a man and a man or a woman and a woman who love each other." As students get older, they may want more explanations and discussion.
- "In lessons on respect, prejudice or civil rights, include information about discrimination against LGBTQIA+ people and the LGBTQIA+ civil rights movement.

“A safe and welcoming school environment is essential for student success. **Educators are a critical component** in creating an environment that enables all students to thrive!”

-Lily Eskelsen Garcia, President, National Education Association

BE PROACTIVE...

- Develop an environment of respect and caring for all students in your school & classroom using inclusive language, books, and other material.
- Establish clear schoolwide and classroom policies against hurtful teasing and bullying. Ensure that all members of the school community understand what the policies are and why they are important.
- Be explicit that rules against hurtful name-calling include "That's gay!" "Homo!" "Fag!" "Tranny!" "Sissy!" and other LGBTQ put-downs.
- Develop the capacity of students and educators to be allies that stand up to students who are harassed.

www.sandiegounified.org/ReportBullying

Support makes everything possible.

- ▶ Report bullying
- ▶ Anonymous
- ▶ Online
- ▶ Safe



San Diego Unified
SCHOOL DISTRICT

LOCAL RESOURCES

STUDENT, PARENT, & EDUCATOR SUPPORT

OUR SAFE PLACE

A collaborative program with San Diego Youth Services, South Bay Community Services, and the YMCA of San Diego County, with each partner providing a drop-in center and mental health services for LGBTQIA+ youth up to age 21. There are four locations throughout San Diego County. For more information, please call (619) 525-9903.

SDYS CENTRAL DROP-IN CENTER

2220 Broadway
San Diego, CA 92102
Open 7 days a week

SBCS SOUTH DROP-IN CENTER

746 Ada Street Chula
Vista, CA 92911

YMCA NORTH INLAND DROP-IN CENTER

1050 N. Broadway
Escondido, CA 92026

YMCA NORTH COUNTY DROP-IN CENTER

215 Barnes Street
Oceanside, CA 92054

HILLCREST YOUTH CENTER

Offers programming for LGBTQIA+ youth and allies, ages 14-18, with special hours on Tuesdays for youth ages 10-13 1807 Robinson Ave, Suite 106 San Diego, CA 92103 For more information, contact the HYC coordinator at HYC@thecentersd.org or 619.692.2077 x122. You can also find details on group meetings, workshops, events and more on Facebook at www.facebook.com/HYCSD.

THE GENDER PHUILD COLLECTIVE

Support for Black /POC/LGBTQ+ community with a focus on transgender, GNC (gender nonconforming), and Enby (nonbinary) youth and adults. Contact: Angelle Maua angelle.maua@gmail.com (858) 255-0279

TRANSFORMING FAMILY

A San Diego based family support group which meets once a month and provides a supportive environment for families with gender diverse children and adolescents, and gives parents the chance to share their challenges, questions, and resources. Separate support groups offered for teens and playgroup for young children. Contact: pitri3@sbcglobal.net

TRANS FAMILY SUPPORT SERVICES

Guides transgender/nonbinary youth and their families through the gender transitioning process to help make it the most positive experience possible. Family coaching, assistance with healthcare and insurance issues, help navigating the legal system, and support at schools provided. Contact Kathie Moehlig www.transfamilyos.org

PFLAG SAN DIEGO

promotes the health and well-being of gay, lesbian, bisexual and transgender persons, their families and friends. Contact Terrie Vorono tvorono@pflag.com
<https://pflag.org/chapter/pflag-san-diego>

SD LGBT PRIDE

SD Pride hosts several LGBTQIA+ programs for young people.
<http://sdpride.org/youth/>

EDUCATOR AND STUDENT SUPPORTS

SDUSD LGBTQIA+ EDUCATION & ADVOCACY

provides school-site resources and district support to meet the needs of LGBTQIA+ students and their families. The program provides professional development opportunities; educator, student, and family resources; and inclusive curriculum. The program is devoted to supporting school leaders through our monthly & annual leadership opportunities.
<https://youthadvocacy.us/lgbtqia-education>

GLSEN

GLSEN San Diego: provides professional development opportunities for educators and GSA support for students
www.glsen.org/chapters/sandiegocounty

GLSEN: resources for educators ready to take on LGBTQIA+ inclusive lessons!
<https://www.glsen.org/educate/resources/curriculum>

GLSEN: "Ready, Set, Respect" is an excellent resource for elementary and middle school teachers, providing lessons and strategies teachers can implement today: <https://www.glsen.org/readysetrepect>

GLSEN: resources for students ready to start or enhance their GSAs! <https://www.glsen.org/gsa>

GSA NETWORK

resources for students ready to start or enhance their GSAs! <https://gsanetwork.org/>

TRANS STUDENTS EDUCATION RESOURCES

(TSER): <http://www.transstudent.org/>

INTERACT YOUTH

interACT Youth: a program of interACT Advocates where youth advocates work together to raise intersex awareness while developing leadership and advocacy skills.

<https://interactadvocates.org/wp-content/uploads/2018/07/BROCHURE-interACT-Teachers-final.pdf>

<https://interactadvocates.org/wp-content/uploads/2017/05/interACTYouthMarketingBrochure.pdf>

CRISIS HOTLINES

TREVOR PROJECT

1-866-488-7386 www.thetrevorproject.org

NATIONAL SUICIDE PREVENTION HOTLINE

1-800-273-8255 <https://suicidepreventionlifeline.org/>

SAN DIEGO YOUTH SERVICES

Youth Emergency Shelter
[www.sdyouthservices.org/site/PageServer?
pagename=Youth_Emergency_Shelter](http://www.sdyouthservices.org/site/PageServer?pagename=Youth_Emergency_Shelter)

STATE & NATIONAL RESOURCES

GLSEN

committed to creating safe and affirming schools for all, regardless of sexual orientation, gender identity, or gender expression since 1990. <https://www.glsen.org/>

GROUNDSPARK

creating visionary film and dynamic educational campaigns that move individuals and communities to take action for a more just world. "Straightlaced: How Gender's Got Us All Tied Up." This film is available by contacting youthadvocacy@sandi.net

NATIONAL CENTER FOR TRANSGENDER EQUALITY

The Nation's leading social justice advocacy organization winning life-saving change for transgender people. <https://transequality.org/sites/default/files/docs/kyr/KYR-school-June17.pdf>

NCTE SCHOOL ACTION CENTER

National Center for Transgender Equality's (NCTE) School Action Center: www.transequality.org/schoolaction
<https://transequality.org/sites/default/files/docs/kyr/KYR-school-June17.pdf>

GENDER SPECTRUM

helps create gender sensitive and affirming environments for all children teens genderspectrum.org

Schools in Transition: A Guide for Supporting Transgender Students in K-12
genderspectrum.org/staging/wp-content/uploads/2015/08/Schools-in-Transition-2015.pdf

CLAIM YOUR RIGHTS RESOURCES FROM PFLAG AND GLSEN

www.community.pflag.org/claimyourrights

NATIONAL EDUCATION ASSOCIATION GLEB CAUCUS

participates in the development of NEA policies, and activities, provides resources and fosters better communication among educators, students, and communities.

<http://www.nea-glbtc.org/>

HUMAN RIGHTS CAMPAIGN

works to improve the lives of LGBTQIA+ people worldwide by advocating for equal rights and benefits in the workplace, ensuring families are treated equally under the law, increasing public support around the globe.

<https://www.welcomingschools.org/resources/school-tips/transgender-youth-what/>

GLSEN TRANS MODEL POLICY 2016

https://www.glsen.org/sites/default/files/Model-School-District-Policy-on-Transgender-and-Gender-Nonconforming-Students-GLSEN_0.pdf

TRANSGENDER LAW CENTER

Largest national trans-led organization advocating self-determination for all people. TLC is grounded in legal expertise and committed to racial justice .

www.transgenderlawcenter.org

GENDER ODYSSEY

<http://www.genderodyssey.org/>

U.S. DEPARTMENT OF EDUCATION

Office for Civil Rights
www.ed.gov/ocr

Examples of Policies and Emerging Practices for Supporting Transgender Students:
www.2.ed.gov/about/offices/list/oese/oshs/emergingpractices.pdf

WHY WE WEAR THE BADGE

SAN DIEGO UNIFIED SCHOOL DISTRICT PARTICIPATES IN THE NATIONAL OUT FOR SAFE SCHOOLS CAMPAIGN, ALONG WITH NINE OTHER DISTRICTS ACROSS THE COUNTRY.



IF SOMEONE AT YOUR SCHOOL IS WEARING AN OUT BADGE, YOU CAN FEEL SAFE...

- > coming out to them
- > reporting bullying to them
- > talking to them
- > asking them for resources or info

1

Encourage school staff (including administrators, teachers, nurses, counselors, food service personnel, custodial staff, bus drivers, etc.) to publicly identify as supportive LGBTQIA+ allies.

2

Visual display of support lets students know who represents a “safe space” and that safe spaces are not limited to the classroom.

3

Staff who wish to participate can wear the badges, which displays their willingness to be an ally to LGBTQIA+ students

- > Someone who will interrupt harassment or correct homophobic/transphobic language
- > Someone aware of policies/rights that protect LGBTQIA+ students
- > Someone students can talk to and provide resources

4

Foster an inclusive community and create safe space and resources for LGBTQIA+ students, staff and parents, and for all students to celebrate all identities.

BLOW THE WHISTLE...

on bullying!



LGBTQ STUDENTS REPORTED AVOIDING SCHOOL BATHROOMS AND LOCKER ROOMS BECAUSE THEY FELT UNSAFE OR UNCOMFORTABLE IN THOSE SPACES.

- Over 4 in 10 students avoided gender-segregated spaces in school because they felt unsafe or uncomfortable (bathrooms: 42.7%; locker rooms: 40.6%).
- 11.3% of students were prevented or discouraged from participating in school sports because they were LGBTQ
- 98.5% all of LGBTQ students heard “gay” used in a negative way (e.g., “that’s so gay”) at school.

Data courtesy of GLSEN's National Climate Survey, 2017 glsen.org. Data does not include intersex & asexual students; however SDUSD's education and advocacy teams support all students' rights

- 1** All students have the right to be free from bullying in the locker room!
- 2** All students and staff are held accountable for racist, homophobic, transphobic, xenophobic, ableist, classist language expressed in the locker room and beyond.
- 3** Report bullying in the locker room and beyond!
- 4** Treat everyone with respect!

BOOKS FOR STUDENTS INCLUSIVE OF LGBT+ FAMILY MEMBERS AND CHARACTERS



ALL KINDS OF FAMILIES

All Families Are Special. Norma Simon. (2 – 3) Goes beyond other books in portraying different kinds of families and shows both what can be hard in a family, as well as what is good and special. Includes two-mom, blended, adoptive, and international families.

Dear Child. John Farrell. (Pre-K – K) Three families – a two-mom adoptive family, a single father and a mom and dad family expressing their wonder and joy of having a young child.

Families. Susan Kuklin. (4 – 5) With interviews and engaging color photos, this shows the diversity of families in America. Includes mixed-race, immigrant, two-dad, two-mom and single parent families and families for whom religion is a focal point.

The Family Book. Todd Parr. (Pre-K – K) All kinds of families are celebrated in a funny, silly and reassuring way. Includes adoptive families, stepfamilies, single-parent families, two-mom and two-dad families and families with a mom and a dad.

The Great Big Book of Families. Mary Hoffman. (Pre-K – 3) Features all kinds of families with 2-page spreads showcasing one aspect of home life - from houses and holidays, to schools and pets, to feelings and family trees.

One Family. George Shannon. (Pre-K – 2) While the text looks at numbers and the concept of “one” – one batch of cookies, one family, one world – the images portray a diverse range of people and families – multigenerational, interracial, gay.

PICTURE BOOKS WITH LGBT FAMILY MEMBERS OR CHARACTERS

The Adventures of Tulip, Birthday Wish Fairy. S. Bear Bergman. (Pre-K – 3) Follow Tulip as he helps out with the birthday wishes of all the nine-year-olds in North America. When Tulip receives a wish from a child known as David who wishes to live as Daniela, he seeks the wise counsel of the Wish Fairy Captain.

And Tango Makes Three. Justin Richardson & Peter Parnell. (1-3) Penguins Roy and Silo at New York’s Central Park Zoo, keep putting a rock in their nest and try to hatch it. The zookeeper gives them a real egg that needs care. The penguins take turns sitting on it until it hatches, and Tango is born.

Confessions of a Former Bully. Trudy Ludwig. (2 – 5) Told from the unusual point of view of someone who bullied rather than the target. Highlights bullying with words. Provides kids with real life tools they can use to identify and stop relational aggression. Mentions taunting for being perceived as gay.

The Different Dragon. Jennifer Bryan. (K – 1) Shows how the wonderful curiosity and care of a little boy, with some help from his two moms, can lead to magical places with a dragon who is tired of being tough.

Donovan's Big Day. Lesléa Newman. (Pre-K – 2) Captures the excitement of a young boy as he and his extended family prepare for the boy’s two moms’ wedding. A picture book about love, family, and marriage.

Heather Has Two Mommies, Lesléa Newman. (Pre-K – K). 25th Anniversary Edition. Heather's favorite number is two. She has two arms, two legs, and two pets. And she also has two mommies. As school begins, Heather sees that, "the most important thing about a family is that all the people in it love one another.

I am Jazz. Jessica Herthel and Jazz Jennings. (K – 5) From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. Based on the real-life experience of Jazz Jennings.

Jacob's New Dress. Sarah and Ian Hoffman. (Pre-K – 2) Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear "girl" clothes, but Jacob wants to wear a dress. Can he convince his parents to let him wear what he wants?

Keesha and Her Two Moms Go Swimming. Monica Bey-Clarke and Cheril N. Clarke. (K – 2) While having fun splashing with other friends, Keesha meets a little boy who has no friends and no toys, until Keesha does the right thing and makes a new friend.

The Purim Superhero. Elisabeth Kushner. (PreK – 2) Nate loves aliens and he really wants to wear an alien costume for Purim, but his friends are all dressing as superheroes and he wants to fit in. What will he do? With the help of his two dads he makes a surprising decision.

Stella Brings the Family. Miriam B. Schiffer. (Pre-K – 1) Stella's class is having a Mother's Day celebration, but what's a girl with two daddies to do? Fortunately, Stella finds a unique solution to her party problem in this sweet story about love, acceptance, and the true meaning of family.

A Tale of Two Daddies. Vanita Oelschlager. (Pre-K – 1) A young girl answers a friend's questions about what it is like to have two fathers. The boy asks straightforward questions. The story ends with simply, "Who is your dad when you're sad and need some love?" Both, of course.

Uncle Bobby's Wedding. Sarah S. Brannen. (Pre-K – 2) Everyone is happy but the young girl who fears losing her favorite uncle when he gets married until she sees she is really gaining a new uncle.

CHAPTER BOOKS WITH LGBT FAMILY MEMBERS OR CHARACTERS

After Tupac & D Foster. Jacqueline Woodson. (5 – 9) The day D Foster enters Neeka and her best friend's lives, the world opens up for them. Through her, the girls see another side of life. They share a passion for the rap music of Tupac Shakur. They also deal with discrimination directed at the gay brother of one of the girls.

Also Known as Elvis. James Howe. (4 – 7) Skeeze's got the leather jacket of a tough guy, but a heart of gold. While stuck at home for the summer taking care of his sisters and working five days a week to help out his mom, he navigates first crushes and tough choices about family and friends. Final book in The Misfits series.

Better Nate Than Ever. Tim Federle. (5 – 9) Nate plans a daring overnight escape to New York for an open casting call for E.T.: The Musical, knowing this could be the difference between smalltown blues and big-time stardom. In the sequel, Five, Six, Seven, Nate!, Nate finds out that Broadway rehearsals are nothing like he expects: full of intimidating child stars, cut-throat understudies, and a secret admirer!

Drama. Raina Telgemeier. (5 – 8) Graphic novel through drama – a play – and drama between characters explores middle school feelings with boyfriends and girlfriends, and boyfriends and boyfriends.

Gracefully Grayson. Ami Polonsky. (5 – 7) Grayson has been holding onto a secret for what seems like forever: "he" is a girl on the inside. Will new strength from an unexpected friendship and a caring teacher's wisdom be enough to help Grayson step into the spotlight she was born to inhabit?

Keeper. Kathi Appelt. (4 – 7) To ten-year-old Keeper, this moon is her chance to fix all that has gone wrong. When the riptide pulls at her boat, panic sets in, and the fairy tales that lured her out there go tumbling into the waves. Includes a tender romance between two boys years earlier. One turns out to be a merboy.

Luv Ya Bunches. Lauren Myracle. (4 – 6) A funny, honest depiction of the shifting alliances and rivalries between girls that shape school days. Written with a mix of instant messages, blog posts, and straight narrative. Four diverse 5th grade girls come together in friendship. One of the girls has two moms. First in a series of Flower Power books.

The Manny Files. Christian Burch. (3 – 6) Shy Keats Dalinger learns from his unconventional male "nanny" to be more self-confident and out-going while the "manny" becomes more and more a part of the family. Sequel: Hit the Road, Manny.

The Misadventures of the Family Fletcher. Dana Alison Levy. (3 – 5) From camping trips to scary tales told in the dark, from new schools to old friends, from imaginary cheetahs to very real skunks, the Fletchers' school yea is anything but boring. Meet the Fletchers: four boys, two dads, and one new neighbor who just might ruin everything.

The Misfits, James Howe. (6 – 9) Four best friends try to survive seventh grade in the face of all-too-frequent taunts based on their weight, height, intelligence and sexual orientation/gender expression. The characters, including an open and unapologetically gay boy, are not cast as victims, but as self-empowered agents of change who will stand as solid role models. The story of the four friends continues with Totally Joe, Addie on the Inside, and Also Known as Elvis.

The Mysterious Edge of the Heroic World. E. L. Konigsburg. (5 – 7) Two boys find themselves caught up in a story that links a young boy's life, an old man's reminiscence, and a painful secret dating back to Nazi Germany. Includes the victimization of artists and gays during the Holocaust.

No Castles Here. A.C.E. Bauer. (5 – 7) Augie knows how to get by – be invisible. Then, a book of fairy tales, participation in a school chorus, and a gay Big Brother combine to give 11-year-old Augie the confidence he needs to handle bullies and become an activist.

Playground: A Mostly True Story of a Former Bully. Curtis "50 Cent" Jackson, Laura Moser. (6 – 9)
A realistic look at bullying from the perspective of an urban young teen boy in middle school. Looks at the boys feelings as both a target and perpetrator of bullying. Also deals with divorce and gay parenting. Some explicit language.

The Popularity Papers: Research for the Social Improvement and General Betterment of Lydia Goldblatt and Julie Graham-Chang. Amy Ignatow. (4 – 6) Two fifth-grade best friends, Lydia and Julie, are determined to uncover the secrets of popularity by observing, recording, discussing, and replicating the behaviors of the "cool" girls. Julie has two dads. Seven books in the series. The second book in series looks at bullying.

Riding Freedom. Pam Muñoz Ryan. (4 – 6). A fictionalized account of the true story of Charley (Charlotte) Parkhurst who ran away from an orphanage, posed as a boy, moved to California, drove stagecoaches and continued to pass as a man her whole life.

The Trouble with Babies. Martha Freeman. (2 – 4) Holly has just moved to San Francisco. Her new friend Xavier, who lives with his two dads, has a crush on Annie, who is Jewish and Chinese. Xavier hopes to win Annie over by putting her "yucky" baby sister in his de-yuckification machine.

The Year of Billy Miller. Kevin Henkes. (1 – 2) Follow along as Billy learns to navigate 2nd grade with his stay-at-home dad, his busy working mom and his cute (but annoying) little sister. From the complications of a diorama to a poetry slam on family, Billy makes it through the year. A classmate has two moms

Allie's Basketball Dream. Barbara E. Barber (K - 1) Determined to play basketball, a girl shows her friends, father, and boys who told her she can't play, that girls can play basketball, too.

Amazing Grace. Mary Hoffman. (Pre-K - 1) Although classmates say that she cannot play Peter Pan in the school play because she's black and a girl, Grace discovers that she can do anything she sets her mind to.

The Bat Boy and His Violin. Gavin Curtis. (K - 2) Though Reginald likes nothing better than playing his violin, his father, as manager of one of the worst teams in the Negro Leagues, needs a bat boy. In an act of compromise, he performs his duties while filling the dugout with music that acts as inspiration.

Brothers of the Knight. Debbie Allen & Kadir Nelson (K - 1) A contemporary retelling of the "Twelve Dancing Princesses": a reverend in Harlem endeavors to discover why the shoes of his 12 sons are worn to pieces every morning.

Call Me Tree. Maya Christina Gonzalez. (PreK - 2) A lyrical story about belonging, connecting with nature, and becoming your fullest self. Inspires readers to dream and reach and to be as free and unique as trees. Tree's gender is purposely not named so that all can relate to the story and discussions can be had.

The Different Dragon. Jennifer Bryan. (Pre-K - 1) Shows how the wonderful curiosity and care of a little boy, with some help from his two moms, can lead to magical places with a dragon who is tired of being tough.

Don't Kiss the Frog: Princess Stories with Attitude. Fiona Waters. (Pre-K - 2) An anthology of stories that will make kids laugh as they encounter a bevy of sleepy, sporty, clumsy, brave, resourceful, and curious princesses.

Drum, Chavi, Drum! / ¡Toca, Chavi, toca! Mayra L. Dole (K - 1). Plucky Chavi is determined to play the drums on the school float during Miami's Calle Ocho parade. The only problem is that everyone is convinced that because she is a girl, she cannot possibly be good enough. Chavi knows differently.

Dumpy La Rue. Elizabeth Winthrop (Pre-K - 1) Piggy Dumpy La Rue wants to dance, but pigs are born for other things. But Dumpy takes no notice, and before long he has the whole barnyard crew happily hoofin'.

Grace for President. Kelly Dipucchio (K - 2) "Where are the girls?" When Grace's teacher reveals that the United States has never had a female president, Grace decides to be the first. Her popular opponent claims to be the "best man for the job" while Grace concentrates on being the best person.

I am Jazz. Jessica Herthel and Jazz Jennings. (K - 5) From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. Based on the real-life experience of Jazz Jennings.

It's OK to be Different. Todd Parr. (Pre-K - K) Delivers the important messages of acceptance, understanding, and confidence with Parr's bold, bright colors and silly scenes.

Interstellar Cinderella. Deborah Underwood. When the prince's ship has mechanical trouble, someone will have to zoom to the rescue!

Jacob's New Dress. Sarah and Ian Hoffman. (Pre-K – 2) Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear "girl" clothes, but Jacob wants to wear a dress. Can he convince his parents to let him wear what he wants?

JoJo's Flying Sidekick. Brian Pinkney (K – 1) Everyone gives JoJo advice on how to perform in order to earn her yellow belt in tae kwon do class, but in the end she figures it out for herself.

Kate and the Beanstalk. Mary Pope Osborne. (1 – 2) A girl climbs to the top of a giant beanstalk, where she uses her quick wits to outsmart a giant and make a fortune for herself and her mother.

The Knight and the Dragon. Tomie dePaola. (Pre-K – K) What happens when a sheepish knight and a not-so-fierce dragon fight for the very first time?

Little Kunoichi. The Ninja Girl. Sanae Ishida. (K – 2) A young ninja in training is frustrated. With perseverance, hard work, determination—and a special friend—she unleashes her power!

Looking Like Me. Walter Dean Myers. (K – 2) An African American boy celebrates all of who is, including a dancer, an artist and a writer. Colorful collage illustrations and catchy rhymes.

The Paper Bag Princess or La Princesa Vestida con una Bolsa de Papel. Robert Munsch (K – 2) Princess Elizabeth is slated to marry Prince Ronald when a dragon kidnaps Ronald. In resourceful and humorous fashion, Elizabeth finds the dragon, outsmarts him, and rescues Ronald. English and Spanish editions.

Pinky and Rex. James Howe. (1 – 2) The adventures of two best friends: a boy who loves the color pink and a girl who loves dinosaurs.

Rad American Women A-Z: Rebels, Trailblazers, and Visionaries who Shaped Our History . . . and Our Future! Kate Schatz. (1 – 6) Spanning several centuries, multiple professions, and 26 diverse individuals. There are artists and abolitionists, scientists and suffragettes, rock stars and rabble-rousers, and agents of change of all kinds.

Red: A Crayon's Story. Michael Hall. (PreK – 1) A blue crayon mistakenly labeled as "red" suffers an identity crisis. Almost everyone tries to "help" him be red until a friend offers a new perspective. He's blue! About finding the courage to be true to your inner self. This can be read on multiple levels.

The Seven Chinese Sisters. Kathy Tucker and Grace Lin. (Pre-K – 1) Once there were seven Chinese sisters. Each one had a special talent. When Seventh Sister is snatched by a dragon, her sisters race to save her.

The Sissy Duckling. Harvey Fierstein. (1 – 2) While other boy ducklings like to build forts, he loves to bake cakes. While they play baseball, he wants to put on the halftime show. Elmer is a great big sissy. When his father is wounded by a hunter's shot, Elmer proves that the biggest sissy can also be the greatest hero.

Story of Ferdinand / El Cuento de Ferdinando. Munro Leaf. (Pre-K – 1) A timeless classic first published in 1936. All the other bulls run and jump and butt their heads together, but Ferdinand would rather sit and smell the flowers. English and Spanish editions.

GENDER EXPANSIVE AND TRANSGENDER CHILDREN BOOKS FOR STUDENTS

10,000 Dresses. Marcus Ewert. (1 – 3) A modern fairy tale about becoming the person you feel you are inside. While Bailey dreams of beautiful dresses, no one wants to hear about it because he is a boy. Then an older girl comes along who is inspired by Bailey and they make beautiful dresses together.

The Adventures of Tulip, Birthday Wish Fairy. S. Bear Bergman. (Pre-K – 3) Follow Tulip as he helps out with the birthday wishes of all the nine-year-olds in North America. Tulip receives a wish from a child known as David who wishes to live as Daniela. He doesn't understand how to help, so he seeks the wise counsel of the Wish Fairy Captain.

The Boy in the Dress. David Williams. (5 – 7) Dennis's Dad is depressed since his Mom left and his brother is a bully. But at least he has soccer. Then he discovers he enjoys wearing a dress. Told with humor and respect.

George. Alex Gino. (3 – 6) When people look at George, they think they see a boy. But she knows she's not a boy. She knows she's a girl. George really wants to play Charlotte in Charlotte's Web. Will she be able to?

Gracefully Grayson. Ami Polonsky. (5 – 7) Grayson has been holding onto a secret for what seems like forever: "he" is a girl on the inside. Will new strength from an unexpected friendship and a caring teacher's wisdom be enough to help Grayson step into the spotlight she was born to inhabit?

I am Jazz. Jessica Herthel and Jazz Jennings. (K – 5) From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. Based on the real-life experience of Jazz Jennings.

Jacob's New Dress. Sarah and Ian Hoffman. (Pre-K – 2) Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear "girl" clothes, but Jacob wants to wear a dress. Can he convince his parents to let him wear what he wants? Speaks to the unique challenges faced by boys who don't identify with traditional gender roles.

My Princess Boy. Cheryl Kilodavis, Aladdin. (Pre-K – 1) Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy.

Red: A Crayon's Story. Michael Hall. (PreK – 1) A blue crayon mistakenly labeled as "red" suffers an identity crisis. Almost everyone tries to "help" him be red until a friend offers a new perspective. He's blue! About finding the courage to be true to your inner self. This can be read on multiple levels.

Riding Freedom. Pam Muñoz Ryan. (4 – 6) A fictionalized account of the true story of Charley (Charlotte) Parkhurst who ran away from an orphanage, lived as a boy, moved to California, and became a stagecoach driver.



TRANSGENDER CHILDREN BOOKS TO HELP ADULTS UNDERSTAND

Beyond Magenta: Transgender Teens Speak Out. Susan Kuklin. 2014. (Middle-school – Adult) Profiles six transgender or gender-neutral young adults with interviews and photos. Each discussion and disclosure, whether joyful or heartbreaking, is completely different from the other because of family dynamics, living situations, gender, and the transition these teens make in recognition of their true selves.

Gender Born, Gender Made: Raising Healthy Gender-Nonconforming Children. Diane Ehrensaft. 2011. A guidebook for the parents and therapists of children who do not identify with or behave according to their biological gender. Encourages caregivers to support gender-variant children as they explore their gender identities.

Raising My Rainbow: Adventures in Raising a Fabulous, Gender Creative Son. Lori Duron. 2014. A frank, heartfelt, and brutally funny account of her and her family's adventures of distress and happiness raising a gender-creative son. Whereas her older son, Chase, is a Lego-loving, sports-playing boy's boy, her younger son, C.J., would much rather twirl around in a pink sparkly tutu. Based on Duron's popular blog.

Redefining Realness: My Path to Womanhood, Identity, Love & So Much More. Janet Mock. 2014. A memoir by the People.com editor on being young, multicultural, economically challenged, and transgender in the U.S. At fifteen, she told her family and then her teachers and classmates that she wanted to be called Janet.

Supporting Transgender and Gender Creative Youth: Schools, Families, and Communities in Action. Elizabeth Meyer and Annie Pullen Sansfaçon (Editors) 2014. Specifically addresses issues and challenges in education, social work, medicine, and counseling as well as recommendations that are relevant for parents, families, practitioners, and educators alike.

Transgender 101: A Simple Guide to a Complex Issue. Nicholas M. Teich. 2012. (Middle-school – Adult) A readable and thorough primer on the history, terminology, types, politics, and medical and social realities of the transgender population. Written for students, professionals, friends, and family members.

The Transgender Child: A Handbook for Families and Professionals. Stephanie A. Brill and Rachel Pepper. 2008. A comprehensive guidebook on gender variance from birth through college. What will happen when your preschool son insists on wearing a dress to school? Is this ever just a phase? How can parents advocate for their children in elementary schools? What are the current laws? What do doctors and therapists recommend?

Transitions of the Heart: Stories of Love, Struggle and Acceptance by Mothers of Transgender and Gender Variant Children. Rachel Pepper (Editor) 2012. More than 30 mothers of diverse backgrounds and ages provides a window into what mothers of gender non-conforming children and adults really think and feel about their children and their own journey of change.

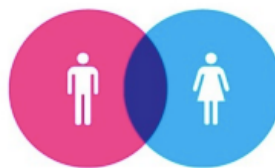
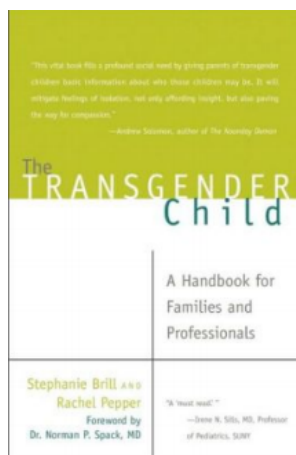
Raising My Rainbow

ADVENTURES IN RAISING A FABULOUS, GENDER CREATIVE SON

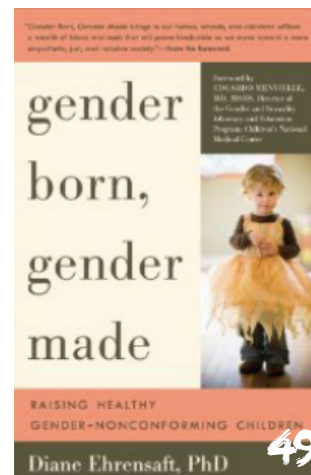


Lori Duron

Foreword by
NEIL PATRICK HARRIS and DAVID BURTKA



TRANS GENDER
101
A SIMPLE GUIDE TO A COMPLEX ISSUE
NICHOLAS M. TEICH
FOREWORD BY JAMISON GREEN



BOOKS TO ENGAGE STUDENTS IN DISCUSSIONS ON BIAS AND BULLYING

Crow Boy. Taro Yashima. (1 – 5) Chibi is an outcast at school because he is different. Day after day, Chibi is faced with feelings of isolation and rejection, but a kind teacher appreciates his unique talents and helps him gain acceptance.

Desmond and the Very Mean Word: A Story of Forgiveness. Desmond Tutu and Douglas Abrams. (K – 3) Based on a true story from Archbishop Desmond Tutu's childhood. As a child, when he took his new bicycle out for a ride through his neighborhood, his pride and joy turned to hurt and anger when a group of boys shouted a very mean word at him.

Each Kindness. Jacqueline Woodson. (1 – 3) Every time Maya tries to join Chloe and her friends, they reject her. Eventually she stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship.

The Hundred Dresses. Eleanor Estes. (2 – 5) Wanda tells classmates she has 100 dresses of all varieties in her closet at home. So why does she always wear the same old worn dress to school? The teasing that follows seems harmless, but it's not. Looks at the effects of being teased, the feelings of the tormentors and bystanders.

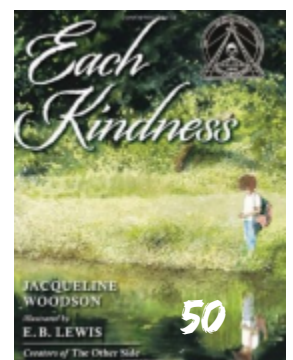
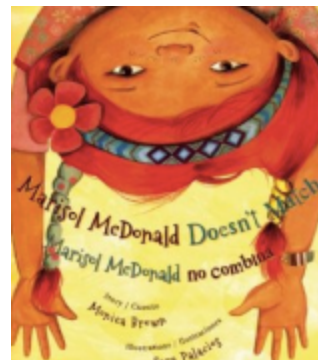
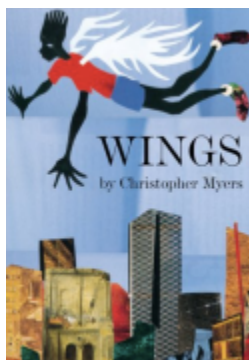
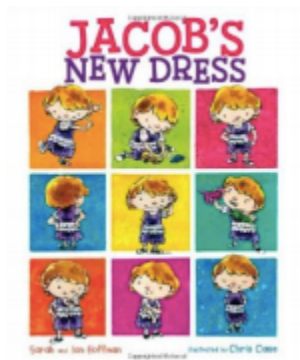
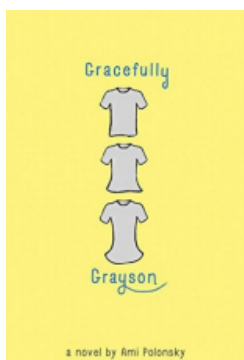
Jacob's New Dress. Sarah and Ian Hoffman. (Pre-K – 2) Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear "girl" clothes, but Jacob wants to wear a dress. Can he convince his parents to let him wear what he wants?

Marisol McDonald Doesn't Match / Marisol McDonald no combina. Monica Brown. (K – 2) Marisol, a multiracial girl, loves to be creative, eating peanut butter and jelly burritos, for example. But at times she is misunderstood and teased by peers. Bilingual. Muskrat Will Be Swimming. Cheryl Savageau. (2 – 4) A Native American girl's feelings are hurt when classmates make fun of the children who live at the lake, but then her grampa tells her a Seneca folktale that reminds her how much she appreciates her home and her place in the world.

My Name Is Bilal. Asma Mobin-Uddin & Barbara Kiwak. (3 – 5) A brother and sister are the only Muslim students at their school. When the sister is teased for wearing a headscarf, Bilal finds the courage to stand up for her.

The Sneetches and Other Stories. Dr. Seuss. (Pre-K – 3) The Sneetches are bamboozled by Sylvester McMonkey McBean, who teaches them that pointless prejudice can be costly.

Wings. Christopher Myers. (1 – 5) Take flight with Ikarus Jackson, the boy with wings who remains true to his dreams despite taunts. One girl realizes he must be lonely and resolves to stop the hurtful words.



BOOKS TO ENGAGE STUDENTS IN DISCUSSIONS ON BIAS AND BULLYING

Also Known as Elvis. James Howe. (4 – 7) Skeezie's got the leather jacket of a tough guy, but a heart of gold. While stuck at home for the summer helping out his mom, he navigates first crushes and tough choices about family and friends. Final book in The Misfits series.

Gracefully Grayson. Ami Polonsky. (5 – 7) Grayson has been holding onto a secret for what seems like forever: "he" is a girl on the inside. Will new strength from an unexpected friendship and a caring teacher's wisdom be enough to help Grayson step into the spotlight she was born to inhabit?

The Great Wall of Lucy Wu. Wendy Wan Long Shang. (3 – 6) A humorous and heartwarming story about split cultural identities, and the way life doesn't go as planned for sixth-grader Lucy Wu – especially when her great-aunt comes for an extended visit from China.

A Handful of Stars. Cynthia Lord. (3 – 6) This powerful middle-grade novel from the Newbery Honor author of RULES explores a friendship between a small-town girl and the daughter of migrant workers.

The Liberation of Gabriel King. K. L. Going. (4 – 5) In Georgia in 1976, Gabriel, a white boy, and Frita, an African American girl, overcome their fears of bullying and prejudice together as they enter 5th grade.

The Misfits. James Howe. (6 – 9) Four best friends try to survive seventh grade in the face of all-too-frequent taunts based on their weight, height, intelligence and sexual orientation/gender expression. The characters are not cast as victims, but as self-empowered agents of change who will stand as solid role models. The story of the four friends continues with Totally Joe, Addie on the Inside, and Also Known as Elvis.

Playground: A Mostly True Story of a Former Bully. Curtis "50 Cent" Jackson, Laura Moser. (6 – 9) Looks at bullying from the perspective of an urban young teen boy in middle school. Looks at the boy's feelings as both a target of bullying and as a perpetrator of bullying. Touches on divorce and gay parenting. Some explicit language.

The Popularity Papers: Book Two: The Long-Distance Dispatch Between Lydia Goldblatt and Julie Graham-Chang. Amy Ignatow. (4 – 6) Julie and Lydia are in different schools, each dealing with what it means to be popular and with bullying. Notebook/graphic format.

Wonder / La Lección de August. R.J. Palacio. (5 – 7) Auggie was born with a facial deformity that prevented him from going to a mainstream school until 5th grade. Told from multiple perspectives that highlight different struggles with empathy and acceptance. English and Spanish editions.

