

**Los Angeles Unified School District  
Educational Equity Compliance Office**

**AGENDA**

**LGBT ANTI-BIAS TRAINING**

(Presentation to Administrators, Deans, Counselors,  
PSA Counselor, School Nurse/Psychologist)

**GOALS:**

To effect a safe and respectful school learning environment free from discrimination/harassment in which all students can learn and grow without being forced to deny their sexual orientation or gender identity

**Specific Objectives/Outcomes:**

Participants will be advised of and prepared to apply law and policies specific to LGBT (Lesbian, Gay, Bisexual, Transgender) students to ensure educational equity and access for these students

Participants will be provided with information and strategies to provide appropriate, effective responses (interceding on behalf of, reporting, and providing follow-up) with regard to complaints involving LGBT issues

- I. INTRODUCTION (2 minutes)  
"Pre-Test" Questions on AB537
- II. STUDENT TESTIMONIAL (13 minutes)
- III. LAW AND POLICY (20 minutes)
- IV. EDUCATIONAL RESOURCES (15 minutes)
- V. SCENARIOS (25 minutes)
- VI. REVIEW "PRE-TEST" ANSWERS (10 minutes)
- VII. EVALUATION (5 minutes)

**Materials:**

- AB537 Quiz
- Law and Policy Handout
- Scenarios
- Resource Grids (staff and students)
- "How to Handle Harassment in 3 Minutes or Less"
- Evaluation of LGBT Anti-Bias Training

**"PRE-TEST" QUESTIONS ON AB537**

(All are true/false)

1. It is legal in California for a school to prohibit same-sex couples from attending the prom together.
2. If an openly gay student is being harassed by other students, the student should be offered a transfer to another school.
3. Teachers must obtain parental permission slips before engaging in 'diversity education' programs that include issues of sexual orientation.
4. Under California law, public schools are required to protect gay, lesbian, and bisexual students from discrimination and harassment by teachers and other students.
5. During a discussion of current issues in social studies class, a student says "according to my religion, homosexuality is sinful." This is verbal harassment and the student should be disciplined.
6. California law requires public schools to protect students who do not conform to gender stereotypes ("sissy" boys or "tomboyish" girls) from harassment by other students.
7. Curriculum materials and resources for diversity education and preventing bullying and harassment can be found on the California Department of Education website.
8. Secondary school students have a legal right to form a "Gay-Straight Alliance" school club, if their school allows other student clubs.
9. A teacher has a legal right to tell her/his class that she/he disapproves of the homosexual lifestyle.
10. A student's birth certificate and school records state that he is a boy, but the student wants to be called by a feminine nickname and dress like a girl. Legally, the school must call the student by his legal name and require him to wear boys' clothing.
11. Schools are legally required to inform students about how to make a discrimination or harassment complaint.
12. The best approach to name-calling in the classroom is to ignore it.
13. If someone is "transgender" or "trans" their identity or behavior falls outside of stereotypical gender norms.

**LAW & POLICY**  
**SAFETY AND FAIRNESS FOR LGBT STUDENTS**

**California Student Safety and Violence Prevention Act of 2000 (AB537)**

This state law makes it illegal for public schools to discriminate against students and education employees on the basis of real or perceived sexual orientation or gender identity, or to allow the school environment to become so hostile for students who are, or are perceived to be, lesbian, gay, bisexual or transgender (LGBT), that they are, in effect denied equal access to an education:

**It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes . . . [this includes actual or perceived sexual orientation and gender], equal rights and opportunities in the educational institutions of the state. California Education Code §200.**

The regulations implementing this law state that:

**[No] person . . . shall be subjected to discrimination, or any form of illegal bias, including harassment. No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability. Title 5, California Code of Regulations, §4900(a).**

The regulations define "gender" very broadly:

**"Gender" means a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth. Title 5, California Code of Regulations §4910(k).**

See the Department of Education website for more information and resource materials, at <http://www.cde.ca.gov/spbranch/safety>.

**California Constitution**

Provides for a right of privacy for all persons, including children (Article 1, Section 1). This right includes the right to keep sexual orientation private. Therefore, without the student's consent, school staff do not have the right to disclose the student's sexual orientation to others. In addition, federal and state laws (20 U.S.C. section 1232g; California Education Code section 49073 *et seq.*) protect the confidentiality of student records. School staff may not disclose information from student records to unauthorized persons.

Provides for a safe school environment for all students and staff (Article 1, Section 28). To meet this requirement, school staff must ensure that any incidence of violence, harassment, or discrimination that threatens the safety of students or staff is addressed appropriately.

## **Federal Law—Title IX**

“No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

## **Equal Access Act**

This federal law requires that, if a public secondary school provides a meeting place during non-instructional time for any voluntary, student-initiated and student-led group that is not directly related to the curriculum, then it must provide the same meeting facilities and equal privileges to all non-curriculum related groups:

**It shall be unlawful for any public secondary school . . . to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting . . . on the basis of the religious, political, philosophical or other content of the speech at such meetings. 20 U.S. Code §4071(a)**

Secondary schools include both middle schools and high schools. This law protects students' rights to form Gay-Straight Alliances (GSAs) and similar groups, if the school allows other non-curricular student groups.

## **1st Amendment: Freedom of Speech and Freedom of Association**

This federal constitutional amendment protects students' rights of free speech, though these rights are somewhat limited in the school setting. Students have the right to be 'out' at school, speak about LGBT issues, wear symbols of pride such as triangles and rainbow flags, dress according to their gender identity, etc., so long as their speech and other expression are not disruptive.

## **Hate Crime Laws**

Bulletin No. BP-5 Subject: Procedures for Reporting Hate – motivated Incidents or Hate Crimes.

Hate crimes and hate incidents must be investigated and a hate-motivated incident/hate crime report must be submitted to the local district offices.

A hate crime is a criminal act or attempted criminal act against a person, property or institution which manifests evidence of hostility toward the victim because of her or his actual or perceived race, religion, disability, gender, nationality or sexual orientation.

A hate incident is an act or attempted act that is not a crime, but that expresses hostility against a person or property or institution because of the victim's actual or perceived race, religion, disability, gender, nationality or sexual orientation. Examples of hate incidents would include distribution of leaflets containing bigoted comments or slurs; or use of bigoted insults, taunts, jokes or caricatures.

## **LAUSD**

LAUSD has an “Affidavit for Change of Name of Minor” form that allows for changes to LAUSD records (not other records, and this does not substitute for a legal name change proceeding). One

drawback—this affidavit must be signed by the parent/guardian. However, any person may request to be called by a name/nickname, which can be added into SIS as such.

These state and federal laws require schools to:

- Avoid discriminating against students on the basis of sexual orientation and gender,
- Affirmatively protect students from bias-motivated harassment and violence by other students,
- Have an effective complaint policy, and to
- Inform students about how to make a complaint of discrimination or harassment.

For more information about complaint policies within LAUSD, please see:

- Bulletin No. L-4 (Title IX Policy/Grievance Procedure), dated August 15, 2001
- Bulletin No. L-5 (Sexual Harassment Policy – Students) dated August 15, 2001
- Bulletin No. DP-1 (District Policy and Procedures for Data Collection and Reporting of Hate-Motivated Incidents/Hate-Crimes), dated November 23, 1998
- Memorandum No. BP-9 (Uniform Complaint Procedures), dated October 14, 2002
- Title IX and Nondiscrimination – Students Know Your Rights brochure, dated June 2002
- Sexual Harassment – Students Know Your Rights brochure, dated June 2002

## SCENARIOS MIDDLE SCHOOLS

### "LISA"

An 8th grade student, Lisa, is having trouble in school. Her IQ test scores are very high, and she got very good grades until this year. Lisa has very short hair, always wears jeans and T-shirts, and is big for her age and very athletic. She talks a lot in class and is very loud and assertive. Other kids sometimes call her names like "butch" and "lezzie." When they do, she says, "Yes, I like girls; what about it?" She has been sent to the counselor's office twice this year for fighting; both times, she beat up a boy who was calling her names.

One day Lisa goes to see you. She tells you that she's lonely and has no real friends, and she has felt really sad and depressed lately, like she doesn't even want to live anymore. The counselor who spoke with her before had suggested that other kids might like her better if she were quieter and acted more like the other girls. You ask her what she thinks about that, and Lisa says she doesn't think that will work because everyone at the school already knows her the way she is. Lisa asks you if you think it would be a good idea for her to transfer to another middle school where she would kind of have a second chance to make new friends—to have a "fresh" start.

What would you say to Lisa?

### "LUIS' PAINTING"

Luis, a 6th grade student, loves art projects and creative writing. He is small for his age, wears glasses, and doesn't like sports. In the hallways and on the playground, you have heard other kids teasing Luis, and calling him "sissy," "fag," and "mariposa." Luis usually hides or runs away when they do this.

One day in class, Luis shows a painting of a flower garden to some other kids, and they say, "That's SO gay!" Luis starts to cry in class. The teacher refers Luis to you.

What do you do now?

### "GSA?"

You are a middle school teacher. Some kids in your school want to form a Gay-Straight Alliance (GSA), but they are having a hard time. The posters they put up to recruit students to an organizing meeting keep getting torn down. None of the teachers they've asked so far will agree to be the club's advisor, and the school rules say that all student clubs need a faculty advisor. One teacher told the kids that the problem is the name of the club, and suggested they call it "The Diversity Club" instead.

The students come to you for advice. What do you say?

**LESBIAN, GAY, BISEXUAL, TRANSGENDER, and QUESTIONING SUPPORT SERVICES  
FOR  
STUDENTS**

Prepared by Gail Rolif, Project 10 Adviser, LAUSD  
Tel. 213.633-7826

CATEGORY	AGENCY	PHONE/WEB SITES
<p><b>Parents/Families</b> Support for family members of LGBT persons</p>	<p>1. <b>Parents and Friends of Lesbians and Gays (PFLAG)*</b> -Hold family support meetings at various locations throughout Los Angeles County--bilingual services available 2. <b>Children of Lesbians and Gays Everywhere (C.O.L.G.E.)</b> -Support for children who have gay parents</p>	<p>1. 310.472.8952 www.pflagla.org 2. 415.861.5437 www.colage.org</p>
<p><b>Health/Mental Health</b> HIV/STD testing and counseling, crisis intervention, referrals, counseling, suicide prevention, and transgender support services</p>	<p>1. <b>Teen Line*</b>--anonymous -Youth listening line and referrals for all issues 2. <b>Suicide Prevention Hotline</b>--anonymous 3. <b>Trevor Hotline</b> -Only LGBT youth suicide hotline in US--anonymous 4. <b>Pedro Zamora Youth HIV Clinic*</b>--anonymous -HIV/AIDS testing and counseling for youth, bilingual services</p>	<p>1. 310.855.HOPE 2. 877.727.4747 3. 866.4.U.TREVOR www.TheTrevorProject.org 4. 323.993.7459 www.laglc.org</p>
<p><b>Gay-Straight Alliances (GSAs)</b> Noncurricular clubs that advocate for LGBT issues</p>	<p>1. <b>Gay-Straight Alliance Network*</b> -Assist students in setting up a GSA, provide trainings for students 2. <b>Gay Lesbian Straight Education Network</b> -Helpful information for GSAs and students' rights</p>	<p>1. 323.662.3160 www.gsanetwork.org 2. 323.460.4573 www.glsen.org</p>

\*Available for speaker presentations

Rev. 7/28/04

# LESBIAN, GAY, BISEXUAL, TRANSGENDER STUDENT SUPPORT SERVICES FOR SCHOOL STAFF

Prepared by Gail Roff, Project 10 Adviser, LAUSD  
Tel. 213.633.7826 E-mail <gail.roff@lausd.net>

Category	District	Community	Phone/Web Sites
<b>Parents/Families</b> Support for family members of LGBT persons		<b>1. Parents and Friends of Lesbians and Gays (PFLAG)*</b> -Hold family support meetings at various locations throughout Los Angeles County <b>2. Children of Lesbians and Gays Everywhere (C.O.L.A.G.E.)</b> -Support for children w/LGBT parents <b>3. LGBT Family Alliance</b> -Activities like family day in the park for families	<b>1. 310.472.8952</b> <a href="http://www.pflagla.org">www.pflagla.org</a> <b>www.API-PFLAG</b> <b>2. 415.861.5437</b> <a href="http://www.colage.org">www.colage.org</a> <b>3. 323.860.7397</b> <a href="http://www.laglc.org">www.laglc.org</a>
<b>Health/Mental Health</b> HIV/STD testing and counseling, crisis intervention, referrals, counseling, suicide prevention, and transgender support services	<b>1. Suicide Prevention *</b> -Crisis intervention and referral. <b>2. School Mental Health</b>	<b>3. Teen Line*</b> -Suicide Youth Panel, LGBT Youth panel, Youth listening line and referrals, Teen Line Yellow Pages <b>4. Suicide Prevention Hotline</b> <b>5. Trevor Hotline</b> -Only LGBT youth suicide hotline in US <b>6. Pedro Zamora Youth HIV Clinic*</b> -HIV/AIDS testing and counseling for youth	<b>1. 818.705.7326</b> <b>2. Check School Directory for area</b> <b>3. 310.855.HOPE</b> <b>4. 877.727.4747</b> <b>5. 866.4.U.TREVOR</b> <b>www.TheTrevorProject.org</b> <b>6. 323.993.7459</b> <a href="http://www.laglc.org">www.laglc.org</a>
<b>Legal</b> Advice, investigation of hate-crimes and hate-motivated incidents, and information on the complaint process	<b>1. Educational Equity Compliance*</b> -Will walk you through complaint process. Investigates complaints. -Provide information and trainings. <b>2. Office of the General Counsel *</b> -Attorneys for each local district provide assistance to schools/teachers <b>3. School Police</b> -Will investigate and assist with hate crime and hate-motivated incident reporting.		<b>1. 213.241.7682</b> <b>www.lausd.k12.ca.us/lausd/offices.eec</b> <b>2. 213.241.7600</b> <b>3. 213.625.6631</b> <a href="http://www.lasped.com">www.lasped.com</a>
<b>Gay-Straight Alliances (GSAs)</b> Noncurricular clubs that advocate for LGBT issues	<b>1. Project 10</b>	<b>4. American Civil Liberties Union (ACLU)*</b> -LGBT civil rights attorney, will advise, provide trainings <b>5. Lambda Legal Defense and Education Fund</b> -Specialize in LGBT issues, provide assistance/information <b>2. Gay-Straight Alliance Network*</b> -Assist students in setting up a GSA, provide trainings <b>3. Gay Lesbian Straight Education Network (GLSEN)</b> -Helpful information for GSAs, check Web site	<b>4. 213.977.9500</b> <b>www.aclu-sc.org</b> <b>5. 213.382.7600</b> <a href="http://www.lambdalegal.org">www.lambdalegal.org</a> <b>1. 213.633.7826</b> <b>2. 323.662.3160</b> <a href="http://www.gsanetwork.org">www.gsanetwork.org</a> <b>3. 323.460.4573</b> <a href="http://www.glse.net">www.glse.net</a>

**Educational Resources**  
Classroom presentations, staff trainings, curriculum, research, bibliographies

1. **Project 10\***  
-Will conduct trainings and recommend resources
2. **District-Generated Lessons/ Posters**  
-Diversity Packet for High Schools, Elementary and Secondary Lessons/ Posters
3. **HIV/AIDS Prevention Project**  
-Provides HIV/AIDS curriculum, training, resources, speaker programs, and referrals
4. **Central High School**  
-Can place students who are performing poorly into alternative programs

1. 213.633.7826 [www.project10.org](http://www.project10.org)
2. **District Warehouse**  
562.654.9009  
**District Catalog of Supplies & Equipment**  
(See "Educational Equality")
3. 213.633.7832  
[www.laused.k12.ca.us/HIV\\_prev\\_proj/](http://www.laused.k12.ca.us/HIV_prev_proj/)
4. 213.763.2828

5. **Anti-Daflamation League\***  
-Will conduct anti-bias and hate crime trainings for administrators, teachers, students, and parents. Provide legal services for discrimination complaints
6. **Fringe Benefits Alliance, K-12\***  
-Presentations and "Theatre for Social Justice" workshops wherein students collaborate to create plays addressing diversity and tolerance. Coochie Shots for Elementary students ~~tolerance-promoting vignettes and curricula~~
7. **Gay Lesbian Straight Education Network (GLSEN)**  
-Videos, curriculum materials, national conference—excellent Web site.
8. **Teen Line LGBT Youth Panel\***  
-Will speak to teachers, students, parents, community
9. **Gays and Lesbians Initiating Dialogue for Equality (G.L.I.D.E.) Speakers Bureau\***  
-Adult panel that dispels stereotypes related to LGBT people
10. **PFLAG Speakers Bureau\***  
-Adult panel that shares personal experiences as family members of LGBT people
11. **California State Department of Education**  
-Information safe schools, laws and policies, download free teaching materials
12. **Free Spirit Publishing Co.**  
-Publications for issues related to anti-bullying, LGBT, service learning, conflict mediation, communication skills
13. **Women's Educational Media**  
-Producers of "That's a Family," "It's Elementary," "Let's Get Real" (Respect For All Project)

5. 310.446-8000 [www.adl.org](http://www.adl.org)  
toll free 1-800-446-ANTI
6. 323.953.9036
7. 323.460.4573 [www.glsen.org](http://www.glsen.org)
8. 310.423.3401 ext. 1
9. 310.358.5165
10. 310.472.8952 [www.pflag.org](http://www.pflag.org)
11. [www.cde.ca.gov/sbranch/safety](http://www.cde.ca.gov/sbranch/safety)
12. 800.736.7323 [www.freespirit.com](http://www.freespirit.com)
13. 415.647-4616 [www.womenia.org](http://www.womenia.org)

\*Available for speaker presentations

Rev. 07/28/04

## How to Handle Harassment in the Hallways in 3 Minutes!

### 1. Stop the Harassment

- Interrupt the comment/halt the physical harassment.
- Do not pull students aside for confidentiality unless absolutely necessary.
- Make sure all the students in the area hear your comments.

It is important that all students, whether onlookers, potential victims, or potential harassers, get the message that students are safe and protected in this school.

### 2. Identify the Harassment

- Label the form of harassment: "That was a harassing comment/put-down based upon race" (religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc.).
- Do not imply that the victim is a member of that identifiable group.

A major goal is to take the "spotlight" off the victim and the harasser and turn the focus to the behavior. Students should realize what was said, regardless of what was meant (e.g., kidding).

"We don't do put-downs at this school" specifically includes those listening, as well as the school community in general.

### 3. Broaden the Response

- Do not personalize your response at this stage: "We at this school do not harass people." "Our community does not appreciate hateful/thoughtless behavior."
- Re-identify the offensive behavior: "This name-calling can also be hurtful to others who overhear it."

Even if they were "only kidding," harassers must realize the possible ramifications of their actions.

Now turn the "spotlight" on the harasser specifically, asking for accountability.

### 4. Ask for Change in Future Behavior

- Personalize the response: "Chris, please pause and think before you act."
- Check in with the victim at this time: "If this continues, please tell me and I will take further action. We want everyone to be safe at this school."

Again, be sure not to treat the victim like a helpless victim or a member of any target group. Rather, plainly give him/her this responsibility on behalf of others.

Grades 9-12: Heterosexual refers to a person who is attracted to members of the opposite sex.

Homophobia: Homophobia is a term that is often used generally to describe a strong negative bias toward LGBT people, but the term isn't inclusive in its origins and strict meaning, so you may want to use anti-LGBT bias.

Homosexual: Homosexual is the clinical synonym for gay.

Avoid using this term; it is archaic and distancing. Though sometimes used to describe behavior, the term *same-sex* is preferable. When referring to people, the use of the term homosexual is considered derogatory.

Intersexed: Intersexed is an adjective that describes a person who is born with genitals or chromosomes that are not clearly male or female. The archaic term is *hermaphrodite*.

Lesbian: Lesbian is a term for gay woman.

LGBT: LGBT is the string of letters that stands for lesbian, gay, bisexual and transgender. Some people use LGBTQ, to include youth who are questioning their sexual orientation or gender identity and haven't settled on a label. You might see even more letters on occasion: roll with it and ask what they stand for.

Lifestyle: Lifestyle is an inaccurate term sometimes used to describe the lives of LGBT people. There is no gay lifestyle, just as there is no straight or heterosexual lifestyle.

Outing: To *out* someone is to publicly reveal the sexual orientation of someone who has chosen not to share it.

Queer: Queer is an umbrella term used to describe LGBT people; it has been reclaimed by some LGBT people from its derogatory use by others and is used to express pride in being LGBT.

Questioning: A person who is *questioning* is uncertain of his/her sexual orientation or gender identity.

Sexual Orientation: Sexual orientation is the term that describes whether a person is attracted to members of the opposite sex (heterosexual), to members of the same sex (gay or lesbian), or to members of both sexes (bisexual).

Sexual Preference: Avoid using this term; it implies a casual choice, which is rarely the case. Sexual orientation is the correct term.

Transgender: Transgender is an umbrella term used to describe people whose gender identity, gender characteristics, or gender expressions cross traditionally accepted gender roles, and includes transsexuals, transvestites, intersex people, and other gender nonconformists.

Adapted by the L.A. Gay & Lesbian Center's Safe Haven Project from the *AB537 Make It Real* Manual, the Anti-Defamation League, and the Safe Schools Resource Guide.

1241