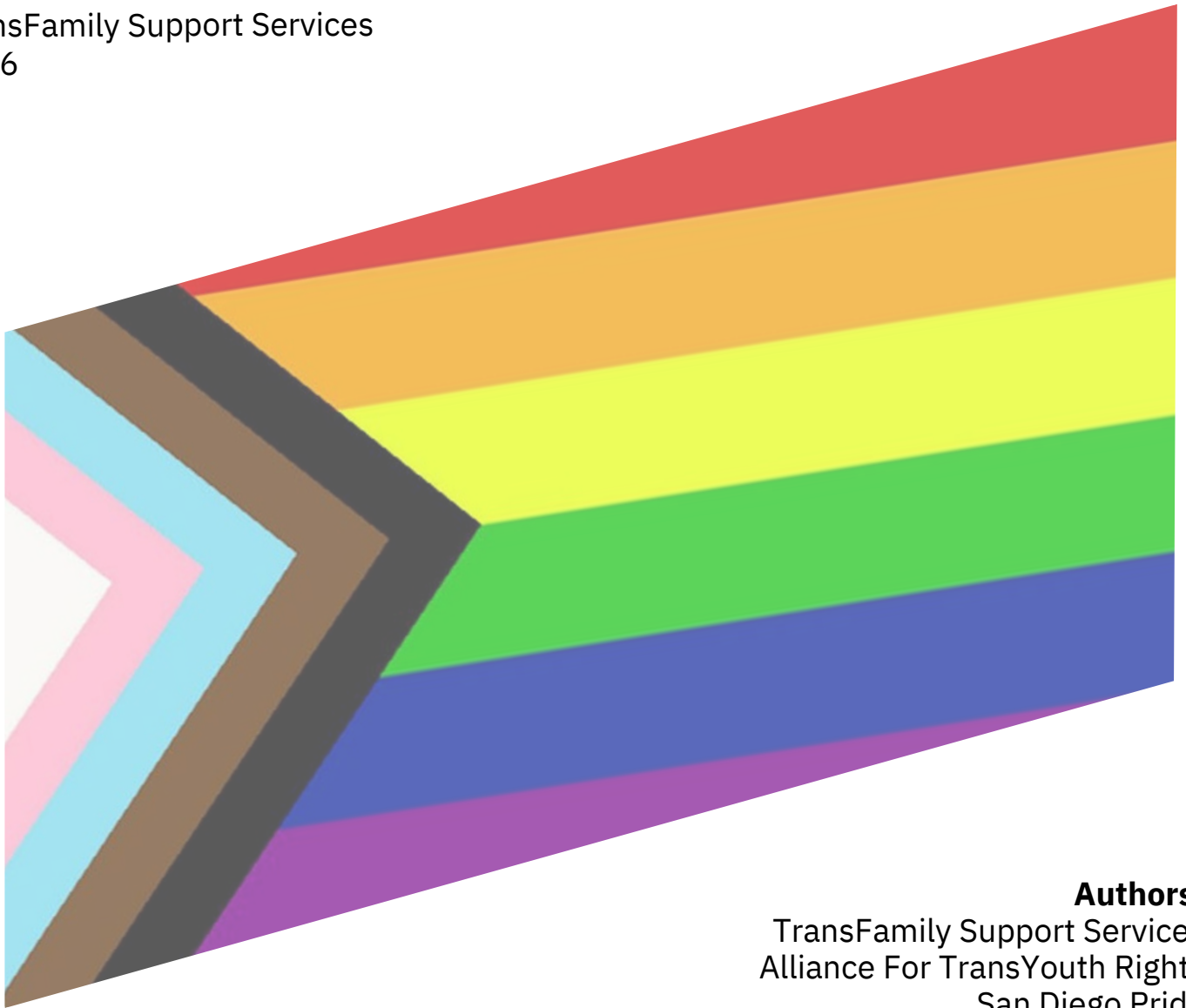


LGBTQ+ Youth Standards of Care

TransFamily Support Services
2026



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learn more

Executive Summary

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Appendix: Supporting LGBTQ+ Students Virtually **Directory: San Diego County-Based Organizations and Resources**

Acknowledgment of Earlier Writers and Collaborators

TransFamily Support Services would like to extend our heartfelt gratitude to the authors and partner organizations who made the first edition of the *Standards of Care*, published in May 2021, possible.

- **San Diego LGBT Community Leadership Council •**
- **TransFamily Support Services •**
- **San Diego Pride • The San Diego LGBT Community Center •**
- **North County LGBTQ Resource Center • GLISTEN San Diego •**
- **PFLAG San Diego County •**
- **Mental Health America of San Diego County •**
- **Our Safe Place – YMCA of San Diego County and South Bay Community Services •**

Each of these organizations played a vital role in bringing this resource to life. Change begins within our community, and as proud members of the LGBTQ+ community, we deeply appreciate how this document has supported advocacy for LGBTQ+ youth during such an important moment in time. Your dedication and positive contributions have strengthened the well-being, visibility, and empowerment of our young people.

As we present this new edition, we honor the foundation you helped build. The LGBTQ+ community is proud, present and thriving and our standards must continue to evolve to meet the moment. This 2026 updated edition incorporates new laws and research developed, reflecting our ongoing commitment to ensuring safety, affirmation and respect for all LGBTQ+ youth.

Empowering Youth Through Inclusion: The Educational Value of LGBTQ+ Inclusion

LGBTQ+ people have existed for as long as people have existed. Likewise, LGBTQ+ students of all ages have been part of school communities since schools first began. What is “new” in our culture is not the presence of LGBTQ+ youth, but the growing understanding and awareness that allows for increased visibility and inclusion of these students and their families in our schools and in society as a whole.

Of course, increased visibility can also bring resistance. Unfortunately, this resistance can result in harmful and sometimes even deadly experiences, such as bullying and exclusion. This guide is a collective effort to counter those harms with the positive power of education, equipping San Diego educators with tools to create safe, inclusive learning environments for LGBTQ+ students and ultimately, for all students.

Within these pages, you will find a solid foundation of information to help you establish a legally compliant, LGBTQ+ affirming school campus that prioritizes safety, diversity, and inclusion. This guide incorporates research from several leading organizations, so you may encounter a variety of terms (from LGBT to LGBTQIAA+). All are intended to include every student who identifies within the spectrum of gender and sexual diversity.

The 2026 edition of this guide introduces a set of Standards designed to support LGBTQ+ student safety and inclusion, covering everything from legal requirements to social-emotional well-being. Each Standard includes research-based explanations of its importance, along with practical steps and resources to support implementation.

Woven throughout this essential information is a message of hope, hope that increasing visibility and understanding of LGBTQ+ students will lead to safer, more inclusive schools and communities and to deeper learning and growth for everyone.

STANDARD 1

State Legislation & Required Training

Creating safe, affirming schools for LGBTQ+ students, especially transgender and gender-diverse youth requires more than good intentions. It requires informed, comprehensive, and ongoing training for all staff, educators, and administrators at every grade level.

California law strongly supports and in several cases mandates, this work,

WHY DOES THIS WORK?

When adults are trained and prepared, students are safer.

Comprehensive training helps school staff:

- Prevent bullying and harassment
- Respond appropriately to mental health crises
- Understand and comply with state law
- Support students' social, emotional, and psychological well-being
- Reduce district liability by ensuring lawful and appropriate responses

Transgender, nonbinary, and LGBTQ+ students thrive when the adults around them understand their rights, their needs, and their humanity.



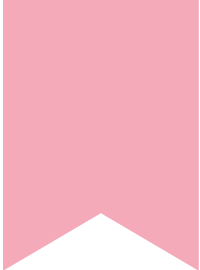
We recommend annual training for both students and staff.

Guidance from *Teaching for Justice* (Southern Poverty Law Center) outlines best practices for creating LGBTQ+-inclusive school climates. Age-Appropriate Annual Student Training.

Student education should include:

- The value of diversity, including gender diversity and nonconformity with gender norms
- Clear definitions of bullying and harassment
- The real impact of bullying on mental health and school safety
- How students can safely intervene or seek help
- How teachers are expected to respond
- Disciplinary consequences for bullying
- Clear reporting procedures

Students deserve to know that their school is a safe place to learn and that adults will act when harm occurs.



STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

REQUIRED DISTRICT PRACTICES

To ensure compliance and student safety, districts should:

1. Respond Promptly and Thoroughly

- Investigate all reports of bullying within established timelines.
- Document findings and actions taken.
- Communicate outcomes appropriately while maintaining student confidentiality.
- Ensure safety plans are in place for impacted students.

2. Protect Student Privacy

Student LGBTQ+ status, gender identity, or chosen name should not be disclosed to parents, guardians, staff, or peers without the student's consent, unless legally required or there is an immediate safety concern.

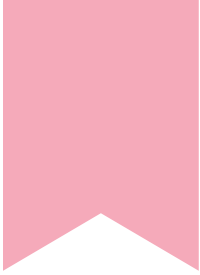
Important communication guidance:

Sensitive information should not be casually shared through unsecured email chains or broad staff distribution lists.

Districts should:

- Limit access to confidential student information
- Use secure systems when documentation is required
- Avoid including unnecessary identifying information in written communication
- Train staff on FERPA and privacy compliance

Unintentional “outing” through email or informal conversation can place students at risk and may expose districts to liability.



STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

REQUIRED DISTRICT PRACTICES

3. Use Restorative Practices When Appropriate

Restorative approaches can:

- Help students understand harm caused
- Repair relationships
- Build empathy
- Reduce repeat incidents

However, restorative processes should never replace appropriate disciplinary measures when safety is at risk. Accountability and restoration must work together.

4. Ensure Fair Discipline

When a student acts in self-defense, disciplinary responses must reflect the full context of the situation. Policies should distinguish between aggression and self-protection.

(See Standard 4: Reviewing and Revising Disciplinary Policies.)

STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

CONCERNS

Every student deserves to feel safe at school. Preventing and responding to bullying, especially when it targets LGBTQ+ students, including transgender and gender-diverse youth is both a legal obligation and a moral responsibility.

School districts must implement timely, thorough, and transparent processes for responding to bullying and safety concerns. Whenever appropriate, restorative practices should be used to repair harm, rebuild trust, and strengthen school community—while still ensuring accountability and student safety.

What New Research Shows

A 2024 research “*LGBTQ+ youth policy and mental health: Indirect effects through school experiences*” builds on these findings and helps explain why these disparities persist.

LGBTQ+ student outcomes are strongly shaped by school climate factors, including:

- Safety
- Bullying and victimization
- Access to supportive adults
- Studies show that inclusive policies and affirming school environments are directly associated with better mental health and academic outcomes.

Conversely, hostile or exclusionary environments are linked to:

- Increased absenteeism
- Lower academic performance
- Higher levels of stress, anxiety, and depression

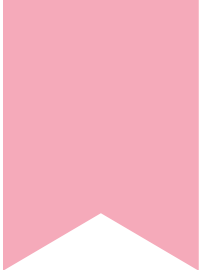
New research also highlights the role of state and district-level policies in shaping student experiences, reinforcing that disparities are structural—not individual.

What the Data Shows

Research from the Williams Institute at UCLA School of Law (2017), LGBTQ Youth in California’s Public Schools: Differences Across the State, found:

- LGBTQ+ youth report lower levels of school connectedness and fewer caring adult relationships than non-LGBTQ+ peers.
- LGBTQ+ students experience lower expectations from adults and less meaningful participation in school activities.
- LGBTQ+ youth in rural communities report more negative school environments than those in urban areas.
- LGBTQ+ youth are more likely to attend non-traditional schools, including continuation and alternative schools.
- LGBTQ+ youth report higher rates of verbal and physical harassment and feel less safe at school.
- LGBTQ+ students have higher rates of absenteeism and lower grades overall compared to non-LGBTQ+ students.

These disparities are not about student ability. They reflect differences in safety, support, and belonging.



STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

PROACTIVE PREVENTION STEPS

Creating a Safe and Supportive School Climate

Creating a safe school climate requires ongoing, coordinated action.

Build Strong Relationships

Ensure students have access to visible, affirming adults who communicate that LGBTQ+ students are valued members of the school community.

Establish and Enforce Inclusive Policies

Adopt nondiscrimination and anti-bullying policies that explicitly protect sexual orientation, gender identity, and gender expression. Establish clear procedures for reporting, investigating, documenting, and responding to incidents.

Support Student-Led Groups

Support Gender and Sexuality Alliances (GSAs) and other student-led groups that promote belonging and connection. When a public secondary school allows other noncurricular clubs, federal law generally requires equal access for a GSA.

See Standard 8: Access to Facilities, Programs, and Extracurricular Activities.

Conduct Climate Assessments

Regularly assess school climate to identify patterns of bias, harassment, exclusion, and unequal access to support. When resources are limited, districts may partner with community organizations or university researchers.

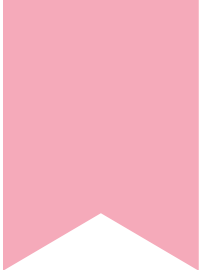
See Standard 9: Climate Survey.

Train All Staff

Provide regular staff training on:

- Sexual orientation, gender identity, and gender expression
- Bullying and harassment prevention
- Suicide prevention and crisis response
- Student privacy and confidentiality
- Procedures for reporting and responding to safety concerns

California Training Requirement: Under AB 5 and California Education Code §218.3, local educational agencies must provide and require at least one hour of LGBTQ+ cultural-competency training annually for teachers and other certificated employees serving students in grades 7–12 during the 2025–26 through 2029–30 school years. California’s free [PRISM Training](#) helps districts meet this requirement and prepares educators to recognize bias, respond to harassment, and support LGBTQ+ students. Although the state mandate applies specifically to teachers and other certificated employees serving grades 7–12, districts should extend relevant training to administrators, classified employees, substitutes, coaches, contractors, and other adults who interact with students. See Standard 1: State Legislation and Training.



STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

PROACTIVE PREVENTION STEPS

Creating a safe school climate requires ongoing action:

Build Strong Relationships

Students need visible, affirming adults. Foster meaningful connections and communicate clearly that LGBTQ+ students are valued members of the school community.

Establish Inclusive Policies

Ensure nondiscrimination and anti-bullying policies explicitly include sexual orientation, gender identity, and gender expression.

Support Student-Led Groups

Gender & Sexuality Alliances (GSAs) contribute to safer school climates. If a school allows non-curricular clubs, it must allow a GSA under federal law. Schools may not prohibit LGBTQ+ students from gathering in public spaces.

(See Standard 8: Access to Facilities, Programs, and Extracurricular Activities.)

Conduct Climate Assessments

Regularly assess school climate to identify patterns of bias or harassment. If funding is limited, partner with community organizations or university researchers.

(See Standard 9: Climate Survey.)

Train All Staff

Provide annual training on:

- Sexual orientation and gender diversity
- Harassment prevention
- Suicide prevention
- Crisis response
- Privacy protections

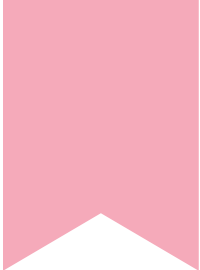
(See Standard 1: State Legislation and Training.)

Set Clear Standards for Respect

Ensure curriculum and health education policies reflect rights, respect, and responsibility for all students. (See Standard 6: Curriculum Inclusion.)

Partner with Community Organizations

Invite LGBTQ+-affirming service providers onto campus. Establish memoranda of understanding (MOUs) to clarify roles and services. Community presence increases visibility, support access, and student safety.



STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

The following California laws establish clear protections and responsibilities for school districts:

AB 537 – California Student Safety and Violence Prevention Act

Prohibits discrimination and harassment in public schools based on sexual orientation, gender identity, gender expression, and other protected characteristics.

SB 1441

Adds sexual orientation to protected classes across state-funded programs, including education.

AB 9 – Seth’s Law (Safe Place to Learn Act)

Strengthens anti-bullying protections by requiring districts to:
Update anti-bullying policies

- Train staff
- Establish clear investigation timelines
- Publicize complaint procedures

AB 1266 – Pupil Rights

Ensures students may participate in programs, activities, athletics, and facilities consistent with their gender identity, regardless of gender listed in school records.

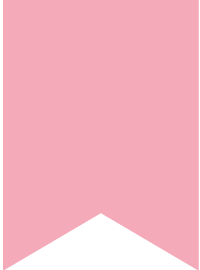
AB 827 – LGBTQ+ Resource Notification (Grades 7–12)

Requires districts to provide certificated staff with information about school and community resources available to support LGBTQ+ students.

AB 727 – Student ID Card Crisis Resources

Requires public and private schools serving grades 7–12 that issue student ID cards to include the 988 Suicide & Crisis Lifeline number.

- Beginning July 1, 2026, student ID cards must also include contact information for The Trevor Project’s 24/7 LGBTQ+ crisis hotline and text line.
- AB 727 also requires statewide resources for students and families impacted by harassment or bullying based on sexual orientation, gender identity, or gender expression to be maintained and updated by state education authorities.



STANDARD 2

Preventing and Responding to Bullying and Safety Concerns

SUGGESTED RESOURCES

- Advocates for Youth
 - Advocates for Youth
- California Courts – Laws Protecting LGBTQ+ Youth
 - Protections for LGBTQ+ Students: AB 1955
- California Safe Schools Coalition
 - <https://www.casafeschools.org/>
- GLISTEN
 - Glisten Homepage
- StopBullying.gov – California Anti-Bullying Laws
 - California Anti-Bullying Laws & Policies
- UCLA Williams Institute – LGBTQ Youth in California’s Public Schools
 - LGBTQ Youth in California’s Public Schools- Report
- LGBTQ+ youth policy and mental health: Indirect effects through school experiences

STANDARD 3

REPORTING HARASSMENT IN REAL TIME

Schools must establish clear, accessible systems that allow students and families to report bullying, harassment, or safety concerns as they occur. Districts should design, implement, and promote a real-time reporting system that allows concerns to be submitted electronically and through multiple communication channels.

Reporting systems should include options such as online forms, text, phone, or email and must be accessible to students, caregivers, and staff. Clear reporting pathways help ensure that concerns are addressed quickly and that students know where to turn for help.



WHY THIS MATTERS

California law affirms that all students have the right to a safe learning environment free from discrimination, harassment, intimidation, and bullying. Despite these protections, many LGBTQ+ students report that bullying incidents they experience or witness are not always addressed effectively by school staff. When bullying goes unreported or when reports are not acted upon, students may experience serious consequences, including increased anxiety, depression, school avoidance, decreased academic performance, and suicidal ideation. Accessible reporting systems help schools intervene earlier, respond more effectively, and build a culture of safety and accountability.



STANDARD 3

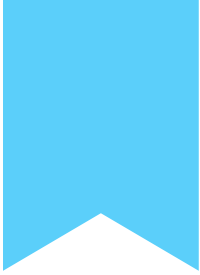
REPORTING HARASSMENT IN REAL TIME

SUGGESTED STEPS

Schools and districts should:

- Establish and widely communicate clear procedures for reporting bullying and harassment, including incidents based on perceived or actual sexual orientation, gender identity, or gender expression.
- Implement real-time reporting tools that allow students and families to safely report concerns.
- Train all staff to recognize and intervene in bullying and harassment incidents in accordance with California Education Code §§200 and 220 and Government Code §11135.
- Ensure that all complaints are investigated through the district's Uniform Complaint Procedures (UCP) when applicable.
- Clearly outline investigation timelines, documentation requirements, corrective actions, and appeal processes.
- Require school personnel to intervene when they witness bullying or harassment and to report incidents through appropriate channels.
- Communicate reporting options regularly so that students, caregivers, and staff know how to access them.

When appropriate and safe for those involved, restorative practices may be used to repair harm and rebuild relationships while maintaining accountability.



STANDARD 3

REPORTING HARASSMENT IN REAL TIME

AB 9 (Seth’s Law) requires California public schools to establish procedures that allow students and families to report bullying and harassment and requires schools to investigate and respond to those reports.

AB 1955 – SAFETY Act (2024) strengthens protections for LGBTQ+ students by prohibiting schools from adopting or enforcing policies that require staff to disclose a student’s sexual orientation, gender identity, or gender expression without the student’s consent, unless disclosure is otherwise required by law.

The law also protects educators from retaliation when they support a student’s right to privacy and requires the California Department of Education to provide updated guidance and resources to help schools maintain safe and affirming learning environments.

Together, these laws reinforce two critical responsibilities for schools:

- Responding promptly to reports of harassment or bullying
- Protecting student privacy and safety when those reports involve LGBTQ+ students

STANDARD 4

REVIEWING AND REVISING DISCIPLINARY POLICIES

Schools should regularly review disciplinary policies to ensure they are fair, equitable, and supportive of all students—including LGBTQ+ youth. Policies should be evaluated for unintended impacts that disproportionately affect LGBTQ+ students, particularly transgender youth and LGBTQ+ youth of color.

Examples of policies that may require review include gendered dress codes, discipline related to displays of affection, and disciplinary responses to conflicts involving bullying or harassment.



WHY THIS MATTERS

Research from The Human Rights Campaign
LGBTQ+ YOUTH SCHOOL DISCIPLINE EXPERIENCES AND THE SCHOOL TO PRISON PIPELIN (2023)

Key findings include:

- LGBTQ+ Youth Experience Disproportionate Discipline
 - LGBTQ+ youth are more likely to be suspended or expelled than the general student population.
 - About 1 in 10 (9.7%) report being suspended at some point in their lives.
- Discipline Is Often Biased or Discriminatory
 - Some students report being disciplined specifically because of their LGBTQ+ identity.
 - LGBTQ+ youth are more likely to be punished for:
 - Defending themselves from bullying
 - Gender expression (e.g., dress code violations)
 - Public displays of affection that are not punished in non-LGBTQ+ peers
- School Discipline Fuels the School-to-Prison Pipeline
 - Suspension significantly increases risk of justice system involvement:
 - One suspension, 128% higher likelihood of arrest
 - Students in high-suspension schools are:
 - 15–20% more likely to be incarcerated as adults
 - Discipline is not just a school issue, it has long-term life consequences.
- Zero-Tolerance Policies and School Policing Make Things Worse
 - Harsh discipline systems (zero-tolerance policies) increase:
 - Suspension and expulsion
 - Dropout rates
 - Poor academic outcomes
 - Presence of school police (SROs):
 - Leads to criminalization of typical student behavior
 - Disproportionately impacts marginalized students, including LGBTQ+ youth
- Discipline Is Linked to Mental Health and Academic Outcomes
 - Students who experience discipline also report:
 - High rates of anxiety (63%) and depression (55%)
 - Discipline is associated with:
 - Lower school engagement
 - Reduced sense of belonging
 - Negative academic outcomes

STANDARD 4

REVIEWING AND REVISING DISCIPLINARY POLICIES

RESTORATIVE JUSTICE PRACTICES & LGBTQ+ YOUTH

LGBTQ+ students are frequently targets of bullying and harassment. In response, schools often rely on punitive disciplinary measures such as suspension or expulsion. While accountability is important, overly punitive approaches can contribute to the school-to-prison pipeline and may not address the root causes of harmful behavior.

Restorative Justice Practices (RJP) offer an alternative approach that focuses on repairing harm, fostering accountability, and strengthening community relationships.

When used appropriately, restorative practices can help students understand the impact of their actions, develop empathy, and build the social-emotional skills needed to prevent future harm.

However, restorative approaches should only be used when certain conditions are met to ensure the process does not cause further harm.

CONDITIONS FOR RESTORATIVE PROCESSES

Before engaging in a restorative justice process, all of the following should be true:

- The person who experienced harm voluntarily consents to participate.
- The person who caused the harm takes responsibility for their actions.
- An experienced facilitator is available to guide the restorative process.
- A clear plan for accountability and follow-up is in place to ensure meaningful repair of harm.

If these conditions are not met, restorative practices may not be appropriate and alternative disciplinary responses should be considered.

Schools are encouraged to integrate restorative approaches within their disciplinary frameworks to promote accountability while also supporting learning, empathy, and community healing.

Addressing disciplinary inequities is also part of broader efforts to interrupt patterns that contribute to systemic disparities in school discipline, particularly for Black, Brown, and marginalized students.



STANDARD 4

REVIEWING AND REVISING DISCIPLINARY POLICIES

SUGGESTED STEPS

Schools and districts should:

- Review disciplinary policies to identify practices that may disproportionately affect LGBTQ+ students.
- Examine policies such as gendered dress codes, rules related to student expression, and discipline connected to displays of affection.
- Ensure disciplinary responses distinguish between aggression and self-defense in situations involving bullying or harassment.
- Integrate restorative justice practices where appropriate to promote accountability and community repair.
- Provide access to safe and affirming spaces on campus where LGBTQ+ students can seek support and advocacy.
- Establish clear procedures that allow students to appeal disciplinary actions they believe are unfair or discriminatory.

STANDARD 4

REVIEWING AND REVISING DISCIPLINARY POLICIES

SUGGESTED RESOURCES

- **ACLU** — *LGBTQ Students: Letters for When You're Fighting Discrimination*
 - *LGBTQ Students: Letters for When You're Fighting Discrimination*
- **GLISTEN**
 - Educational Exclusion Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth
 - LGBTQ Students Face Unfair School Discipline, Pushing Many Out of School
- **Human Rights Campaign – Welcoming Schools**
 - Welcoming Schools Resources
- **National Center on Safe Supportive Learning Environments —**
 - Addressing the Root Causes of Disparities in School Discipline An Educator's Action Planning Guide
- **Human Rights Campaign**
 - LGBTQ+ YOUTH SCHOOL DISCIPLINE EXPERIENCES AND THE SCHOOL-TO-PRISON PIPELINE

STANDARD 5

POLICY COMMUNICATION

Schools and districts should clearly communicate policies that protect and support LGBTQ+ students. One effective approach is the creation and regular distribution of a concise administrative circular, bulletin, or guidance document outlining relevant laws, policies, and procedures.

These materials should provide educators and staff with clear direction on how to support LGBTQ+ students, respond to bullying or harassment, and implement district policies consistently across school sites.



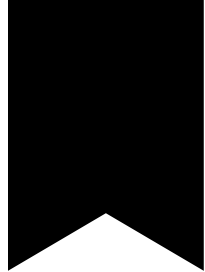
WHY THIS MATTERS

Clear communication helps ensure that staff understand their responsibilities and have the tools they need to respond appropriately when issues arise.

Districts that provide accessible administrative guidance on LGBTQ+ inclusion, student safety, and reporting procedures help create school environments where policies are implemented consistently and students feel supported.

Administrative bulletins also signal that LGBTQ+ inclusion and student safety are priorities within the school community.

Some districts, including San Diego Unified School District, have already developed district-wide administrative guidance related to LGBTQ+ student support. Schools should review and follow these policies while also considering whether additional site-specific guidance is needed to meet the needs of their communities.



STANDARD 5

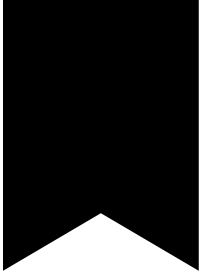
POLICY COMMUNICATION

SUGGESTED STEPS

Schools and districts should:

- Review national, state, county, and district policies and education codes related to LGBTQ+ inclusion and student protection.
- Examine existing school board policies or administrative bulletins to ensure they clearly address LGBTQ+ student rights and safety.
- If guidance does not already exist, work with district leadership to develop an administrative circular that outlines relevant laws, procedures, and resources.
- Ensure that guidance reflects the evolving needs and diverse experiences of LGBTQ+ students, including those who may face overlapping forms of discrimination.
- Consult with district legal counsel when drafting or revising policies to ensure compliance with current laws and education codes.
- Consider establishing an LGBTQ+ advisory group or identifying a staff lead to review and update policies regularly. (See Standard 11: Dedicated Staff.)

Ensure that anti-bullying and harassment policies explicitly include protections for sexual orientation, gender identity, and gender expression.



STANDARD 5

POLICY COMMUNICATION

SUGGESTED RESOURCES

- **San Diego Unified School District**
 - Student Information Change Form
 - Legal Name and Gender Change Form
 - Parent/Family/Community LGBTQIA+ Resources
- **Teaching for Justice**
 - BEST PRACTICES FOR SERVING LGBTQ STUDENTS

STANDARD 6

CURRICULUM INCLUSION

Schools should implement LGBTQ+-inclusive curriculum across grade levels and subject areas in alignment with local, state, and federal education standards, including California's FAIR Education Act (SB 48) and the California Healthy Youth Act.

Inclusive curriculum ensures that LGBTQ+ students see themselves reflected in their education and helps all students develop empathy, respect, and a broader understanding of diverse communities.



WHY THIS MATTERS

Inclusive Curriculum and the FAIR Education Act

GLISTEN 2021 National School Climate Survey: The Experiences of LGBTQ+ Youth in Our Nation's Schools identifies LGBTQ+-inclusive curriculum as a key school-based support, alongside supportive educators, student clubs such as GSAs, and inclusive policies.

- The survey found that LGBTQ+ students with access to inclusive curriculum:
- Experienced less anti-LGBTQ+ language and victimization.
- Were less likely to feel unsafe or miss school because of safety concerns.
- Reported greater school belonging, higher self-esteem, and lower levels of depression.
- Had higher GPAs and were more likely to pursue education after high school.
- Reported greater acceptance of LGBTQ+ people among their peers.
- Despite these benefits, many students still lacked access to positive LGBTQ+ representation in their classes. These findings demonstrate that inclusion is not separate from academic success—it supports student safety, well-being, engagement, and learning. Inclusive curriculum is most effective when combined with supportive educators, comprehensive policies, and student organizations such as GSAs. [Read the full GLISTEN 2021 National School Climate Survey.](#)
- In California, LGBTQ+ inclusion in history and social studies instruction is also a matter of state law. **The FAIR Education Act** requires instruction on the contributions of lesbian, gay, bisexual, and transgender Americans, people with disabilities, and other historically underrepresented groups. It also requires governing boards to adopt instructional materials that accurately portray these communities and prohibits materials containing discriminatory content. [California Education Code § 51204.5](#) and [§ 60040](#).
- Together, GLISTEN'S findings and the FAIR Education Act reinforce that inclusive curriculum is both an evidence-based strategy for improving school climate and a requirement within California public education.

Together, these create a comprehensive supportive environment.



STANDARD 6

CURRICULUM INCLUSION

CALIFORNIA HEALTHY YOUTH ACT

The **California Healthy Youth Act** establishes requirements for comprehensive sexual health education. The law is designed to ensure students receive accurate, inclusive, and developmentally appropriate information.

The Act has five primary purposes:

- Provide students with the knowledge and skills needed to protect their sexual and reproductive health.
- Support healthy attitudes regarding growth, development, body image, gender, sexual orientation, relationships, and family.
- Promote understanding of sexuality as a normal part of human development.
- Ensure students receive accurate, integrated, and unbiased instruction on sexual health and HIV prevention.
- Equip students with the knowledge and skills necessary to build healthy, respectful relationships.

Inclusive health education helps ensure that all students receive information that reflects their experiences and supports their well-being.

CURRICULUM REVIEW AND ASSESSMENT

Schools are encouraged to regularly review curriculum materials and classroom practices to ensure LGBTQ+ inclusion and representation.

A curriculum audit may evaluate whether the following topics are reflected in classroom learning:

- LGBTQ+ history, movements, and influential figures
- Representation of diverse families, including LGBTQ+ families
- Inclusive sexual and reproductive health education
- Literature written by LGBTQ+ authors or featuring LGBTQ+ characters
- Lessons addressing bullying prevention and respect for diversity

Curriculum inclusion should extend beyond textbooks and formal lessons to include broader aspects of school culture.

California's FAIR Education Act

Requires social-science instruction to include the roles and contributions of LGBTQ+ Americans and other historically underrepresented groups. Codified in part under Education Code §51204.5, the law also prohibits discriminatory instructional content and requires adopted materials to accurately represent California's diverse communities.



STANDARD 6

CURRICULUM INCLUSION

SUGGESTED STEPS

Schools and districts should:

- Conduct a K–12 curriculum audit to assess representation and inclusion of LGBTQ+ topics.
- Review educational materials and school practices, including:
 - Textbooks and lesson plans
 - Reading lists and library collections
 - Staff trainings and professional development
 - School events, celebrations, and commemorations
 - Field trips and extracurricular programming
 - Classroom displays and educational resources
- Document audit findings and share results with relevant stakeholders.
- Provide support to educators in areas where representation or resources are limited.
- Monitor progress and track improvements using measurable benchmarks. (See Standard 10: Benchmarks.)
- Encourage collaboration between students and staff to identify opportunities for inclusive learning.
- Support educators in recognizing and responding to teachable moments related to diversity and inclusion.
- Connect curriculum inclusion efforts with broader anti-bullying and school climate initiatives.
- Provide resources, encouragement, and recognition for educators who implement inclusive learning practices.

Schools may also partner with student groups such as Gender & Sexuality Alliances (GSAs) to help identify meaningful opportunities for education, awareness, and community engagement.



STANDARD 6

CURRICULUM INCLUSION

SUGGESTED STEPS

Examples of relevant educational and awareness events include:

- GLISTEN No Name-Calling Week (January)
- National Black HIV/AIDS Awareness Day (February 7)
- International Transgender Day of Visibility (March 31)
- GLISTEN Day of Silence
- International Day Against Homophobia, Transphobia, and Biphobia (May 17)
- Harvey Milk Day (May 22)
- LGBTQ+ Pride Month (June)
- Celebrate Bisexuality Day (September 23)
- Intersex Awareness Day (October 26)
- World AIDS Day (December 1)

These opportunities can support learning, visibility, and community dialogue when incorporated thoughtfully into school programming.



STANDARD 6

CURRICULUM INCLUSION

SUGGESTED RESOURCES

- **ACLU**
 - [California Healthy Youth Act resources](#)
 - [Advocacy Toolkit for Ensuring Your Local Schools Provide Comprehensive Sexual Health Education](#)
- **American Medical Student Association – Gender and Sexuality Curriculum Resources**
 - [Resources for Gender and Sexuality Curriculum](#)
- **California Department of Education**
 - [Social Content Review](#)
 - [Health Education Framework](#)
- **[California Healthy Youth Act—Education Code §§ 51930–51939](#)**
- **[Teaching LGBTQ History Instructional Resources for California Educators, Students, & Families](#)**
 - [About the Fair Act](#)
 - [LGBTQIA+ Inclusive Lesson Plans](#)
- **Gender Spectrum – Integrating Gender Diversity into Curriculum**
 - [Curriculum Resources](#)
- **GLISTEN**
 - [Inclusive Lesson Plans](#)
 - [Allyship Resources](#)
 - [The 2021 National School Climate Survey the Experiences of LGBTQ+ Youth in Our Nation's Schools](#)
- **History UnErased – LGBTQ+ History Lesson Plans**
 - [Intersections & Connections](#)
- **Stonewall**
 - [CREATING AN LGBTQ+ INCLUSIVE SECONDARY CURRICULUM](#)
- **Welcoming Schools – LGBTQ-Inclusive Elementary Lesson Plans**
 - [Why Say Gay? K-3 Lessons & Resources](#)
 - [What is Pride? 1st-3rd Grade](#)

STANDARD 7

NAME AND GENDER MARKER CHANGES

California law provides a process for parents and guardians to request corrections to a student's school records, including changes to the student's name, gender, or both. Under Education Code § 49070, legal documentation of a name or gender change is not required to submit such a request.

California's nondiscrimination protections also prohibit discrimination based on gender identity and gender expression.

Schools should build on these legal protections by establishing clear, accessible procedures for students and families to request that affirmed names, pronouns, and gender markers be reflected in class rosters and other nonlegal school systems. Updating these systems is an affirming best practice that helps prevent deadnaming, misgendering, and unnecessary disclosure of a student's private information.

California AB 711

WHY DOES THIS WORK?

Students may feel unsafe or exposed when they are required to repeatedly explain their identity to teachers, substitute teachers, or school staff. Being called the wrong name (sometimes called deadnaming) or pronouns (misgendering) during everyday school interactions—such as class roll call—can cause anxiety, embarrassment, or distress.

Allowing students to update their name and gender marker in school systems helps ensure that staff consistently use the correct name and pronouns.

This supports student well-being and helps foster a respectful learning environment, and shows all students that they are respected at school for who they are.





STANDARD 7

NAME AND GENDER MARKER CHANGES

PRIVACY PROTECTIONS

Student information related to gender identity, affirmed name, or pronouns **must be treated as confidential.**

Many professional organizations, including the California Teachers Association, California State PTA, and California School Employees Association, oppose the adoption or enforcement of school policies requiring staff to disclose a student's sexual orientation, gender identity, gender expression, or requested name or pronouns to others—including parents or guardians—without the student's consent, unless disclosure is otherwise required by law.

These protections help ensure that students can safely navigate school environments without fear of being involuntarily “outed.”

RECOMMENDED STEPS FOR SUPPORT

Schools and districts should:

- Establish a clear and accessible process for students to request updates to their name and gender marker in school records.
- Ensure that affirmed names and pronouns appear in internal systems used by teachers and staff, such as attendance rosters and learning platforms.
- Maintain confidential records and limit access to information related to a student's gender identity.
- Train staff to use affirmed names and pronouns consistently and respectfully.
- Ensure that student information systems (such as PowerSchool or Aeries) allow schools to record affirmed names without requiring a legal name change, and
 - Educate relevant staff that students are not required to obtain legal documentation in order to update their name or gender marker within school systems.
- Review district procedures to ensure they comply with current California laws protecting student privacy and gender identity.



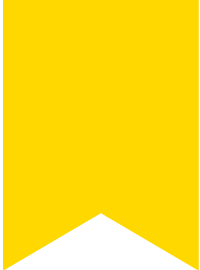
STANDARD 7

NAME AND GENDER MARKER CHANGES

SUGGESTED RESOURCES

- **American School Counselor Association**
 - Creating LGBT-inclusive school climate
- **California Department of Education**
 - Protections for LGBTQ+ Students: AB 1955
 - LGBTQ+ Student Privacy: Policy and Procedure
- **Human Rights Campaign**
 - Schools In Transition A Guide for Supporting Transgender Students in K-12 Schools
- **San Diego Unified School District —**
 - LGBTQIA+ Student Support
 - Student Information Change Form
- **California Laws**
 - AB 711 / Education Code § 49070
 - AB 1955 / Education Code § 220.5
 - FAIR Education Act / Education Code § 51204.5

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STANDARD 8

ACCESS TO FACILITIES, PROGRAMS, AND EXTRACURRICULAR ACTIVITIES

RECOMMENDED STEPS FOR SUPPORT

1. Facilities

Schools should ensure that students have access to facilities that align with their gender identity while also respecting a trans or gender diverse student's desire for privacy. Some ways that schools can offer facilities that are inclusive and safe for all students include:

- Access to restrooms and locker rooms consistent with a student's gender identity
- Availability of single-stall or private changing areas for students who request additional privacy
- Clear signage and communication about available gender-inclusive facilities

We do not recommend that schools assign a “transgender restroom” that isolates trans students, or require that trans students use a specific restroom option, but rather allow the student to request what feels most comfortable for them and is reasonable for that campus.

Providing privacy options benefits all students, not just transgender or nonbinary students.

2. Overnight Field Trips

School trips that involve overnight accommodations should be planned with inclusion and student safety in mind. We strongly encourage that schools work collaboratively with transgender and gender diverse students when planning sleeping arrangements, considering:

- Options for alternative arrangements to protect student privacy and dignity
- Expectations for respectful student conduct and how adults can ensure student behavior aligns with school values, including creating a plan for if trans students feel unsafe
- Identify private changing or shower options when communal facilities are used

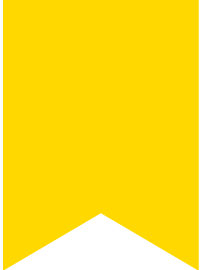
Thoughtful planning helps ensure that every student can safely participate in important educational and social experiences.

3. Athletics and Sports

California law allows students to participate in school programs and activities— including athletics— consistent with their gender identity. To create a safe environment for all students, we encourage schools to:

- Ensure that transgender students can participate in sports consistent with their gender identity
- Educate coaches on recognizing and responding to bullying or discrimination, and help coaches feel confident to build supportive relationships with their trans athletes
- Provide access to locker rooms consistent with a student's gender identity while also offering private changing options when requested

Inclusive athletic policies support student participation, teamwork, and belonging, and can be a major protective factor for a student's mental and physical health.



STANDARD 8

ACCESS TO FACILITIES, PROGRAMS, AND EXTRACURRICULAR ACTIVITIES

RECOMMENDED STEPS FOR SUPPORT

4. School Events and Traditions

School traditions— events such as dances, homecoming, or prom courts— should be open and welcoming to all students. For LGBTQ+ students, something like buying your date’s ticket for homecoming can become a stressful experience, rather than a joyful one. To help support LGBTQ+ youth, schools can:

- Allow students to attend dances and purchase tickets without gender-based restrictions
- Monitor nominations or participation in school events to prevent harassment or misuse that could target LGBTQ+ students
- Provide education and support to adults present to ensure student safety at events

Many students look forward to participating in these types of school traditions all year, having inclusive policies for students to rely on leaves a lasting impact on student sense of belonging.

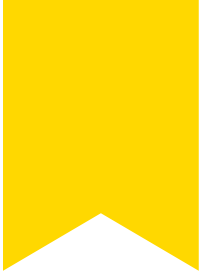
5. Student Clubs and Community Spaces

Student-led groups such as Gender & Sexuality Alliances (GSAs) or Rainbow Clubs play an important role in creating supportive school environments, not just for LGBTQ+ students, but for students who have LGBTQ+ parents, siblings, friends, and family.

Schools should:

- Support GSAs or similar clubs by assisting in finding advisors and safe meeting spaces
- Ensure LGBTQ+ student organizations receive the same support and recognition as other student clubs

These spaces allow students to build community, access resources, and advocate for safer school environments.



STANDARD 8

ACCESS TO FACILITIES, PROGRAMS, AND EXTRACURRICULAR ACTIVITIES

SUGGESTED RESOURCES

- **ACLU**

- [LGBTQ Students: Letters for When You're Fighting Discrimination](#)
- [Education Code §234.1](#)
- [Education Code §220](#)

- **GSA Network**

- [Start a GSA](#)
- [How to make Your gsa intersex friendly](#)
- [Creating inclusive GSAs](#)
- [GSA Leadership](#)
- [Education Code §220](#)
- [Education Code §48907](#)

- **Human Rights Campaign**

- [Schools In Transition A Guide for Supporting Transgender Students in K-12 Schools](#)
- [Education Code §221.5\(f\)](#)

- **San Diego Unified School District**

- [District statement on rights of transgender students](#)
- [Education Code §220](#)
- [Education Code §221.5\(f\)](#)
- [Education Code §220.5](#)

- **WestEd**

- [Understanding the Experiences of LGBTQ Students in California](#)
- [Education Code §§220 and 234.1](#)

- **AB 1266**

- [Requires students to be permitted to participate in gender-specific programs and activities—including athletics—and use facilities consistent with their gender identity, regardless of the gender listed in their records.](#)

- **SB 760**

- [School facilities, all-gender restrooms](#)

STANDARD 9

CLIMATE SURVEY

Schools should administer a standardized school climate survey annually to assess student experiences related to safety, belonging, bullying, and harassment—particularly for LGBTQ+ youth. Climate surveys provide valuable insight into how students perceive their school environment and help districts identify areas where additional support or policy improvements may be needed.

Regular assessment allows schools to measure progress over time and ensure that efforts to support LGBTQ+ students are effective and responsive to student needs.



WHY DOES THIS WORK?

Understanding the lived experiences of students is essential to creating safe and inclusive schools. Annual climate surveys help educators and administrators identify both strengths and areas of concern within their school communities, as well as gives students a safe opportunity to share their experiences with school and district staff.

Climate data can:

- Provide insight into students' perceptions of **safety** and **belonging**
- Identify **patterns of bullying**, harassment, or exclusion
- Measure the **impact of school programs** and interventions
- **Inform policy decisions** and **resource allocation**
- Support **continuous improvement** in school climate and student well-being

When schools listen to students and act on their feedback, they strengthen trust and create environments where all students can thrive.



STANDARD 9

CLIMATE SURVEY

RECOMMENDED STEPS FOR SUPPORT

Preparing to conduct a school climate survey:

- Ensure surveys are accessible and equitable for all students, including students with disabilities and multilingual families.
- Develop or adopt a school climate survey that includes questions related to safety, inclusion, and student support.
- Ensure the survey addresses topics such as:
 - Student safety and experiences with bullying or harassment
 - Inclusion of LGBTQ+ topics in curriculum
 - Representation of LGBTQ+ resources in libraries and classrooms
 - Access to gender-affirming facilities
 - Availability of Gender & Sexuality Alliances (GSAs) or similar student groups
 - Staff training and competency related to LGBTQ+ student support
- Engage LGBTQ+ students in the development and review of survey questions to ensure the survey reflects student experiences and concerns.
- Consider administering separate surveys for students, caregivers, staff, and district administrators to gain a more comprehensive understanding of school climate.

Collecting survey data:

- Collect and analyze survey data to identify trends, strengths, and areas for improvement.

Sharing data and next steps:

- Share results transparently with school leadership, staff, students, and community stakeholders.
- Use survey findings to guide program planning, policy updates, and targeted interventions.
- Monitor progress using measurable benchmarks. (See Standard 10: Benchmarks.)
- Review and refine the survey each year to track progress and improve data quality.

Schools may consult existing tools, such as the GLISTEN Local School Climate Survey, when designing their surveys.



STANDARD 9 CLIMATE SURVEY

SUGGESTED RESOURCES

- **ASCD**
 - The Challenge of Assessing School Climate
- ***Colorado Education Initiative**
 - MEASURING SCHOOL CLIMATE A TOOLKIT FOR DISTRICTS AND SCHOOLS
- **GLISTEN**
 - National School Climate Surveys
- **Safe Schools Coalition**
 - Free Help Surveying Your School
- **National Education Association**
 - Supporting LGBTQ+ Youth
- **National School Climate Center**
 - School Climate Measurement with the Comprehensive School Climate Inventory (CSCI)
- **Equality California**
 - District Report Cards

STANDARD 10

BENCHMARKS

Schools should use results from the annual climate survey (see Standard 9) to establish a baseline for measuring progress in school safety, inclusion, and support for LGBTQ+ students. From this baseline, districts can set clear goals and track improvements over time.

Benchmarks help schools measure the effectiveness of policies, programs, and interventions. They promote accountability and support continuous improvement in creating safe and inclusive learning environments.

It is especially important that LGBTQ+ students are involved in reviewing and interpreting climate survey data. Their perspectives can help identify meaningful priorities, highlight overlooked concerns, and guide the development of effective solutions.

WHY DOES THIS WORK?

Data alone does not create change. Schools must translate climate survey findings into measurable goals and actionable steps.

Establishing benchmarks allows schools to:

- Track progress in improving student safety and belonging
- Identify trends in bullying, harassment, or discrimination
- Measure the effectiveness of programs and interventions
- Allocate resources strategically
- Demonstrate accountability to students, families, and community partners

When schools regularly review progress and adjust strategies, they create stronger and more responsive support systems for students.





STANDARD 10 BENCHMARKS

KEY QUESTIONS TO GUIDE PLANNING

When reviewing climate survey results, schools may consider:

Identifying areas of concern

- Are there patterns or differences in responses among student groups?
- Which students report the greatest safety concerns?
- Are there disparities affecting students with multiple identities (for example, LGBTQ+ students of color or students with disabilities)?

Assessing school environment

- How do students and staff rate the following areas?
 - Safety (emotional safety, bullying prevention, emergency readiness)
 - Environment (mental health support, discipline practices, physical learning spaces)
 - Engagement (relationships with staff, cultural competence, student participation)

Planning for improvement

- Which areas require immediate attention?
- What policies or practices may need revision?
- What training or professional development is necessary for staff?
- Are additional resources, staffing, or partnerships required?
- How will progress be measured over time?

Schools should also determine:

- Clear timelines for addressing priority areas
- Staff or leadership responsible for implementing improvements
- Methods for communicating progress to stakeholders



STANDARD 10 BENCHMARKS

SUGGESTED RESOURCES

- **GLISTEN**
 - National School Climate Surveys
- California School Climate, Health, and Learning Surveys
- **U.S. Department of Education**
 - Data Interpretation Guide on Making School Climate Improvements
 - ED School Climate Surveys (EDSCLS)



STANDARD 11

DEDICATED STAFF

Schools and districts should designate at least one trained staff member responsible for coordinating support and advocacy for LGBTQ+ students. This role may be a full-time position—such as an LGBTQ+ student support or equity coordinator—or an existing staff member with dedicated responsibility for this work.

The staff member serving in this role should have training and experience related to LGBTQ+ inclusion, student safety, and educator support.



WHY DOES THIS WORK?

Creating safe and affirming schools requires consistent leadership and coordination. A dedicated staff member helps ensure that policies, training, and student support systems are implemented effectively and sustained over time.

This role may take different forms depending on district size and resources. Some schools may establish a dedicated student support or equity officer position, while others may designate a trained staff member to coordinate LGBTQ+ inclusion efforts across departments.

Regardless of structure, having a clearly identified point of contact helps ensure that students, families, and staff know where to turn for guidance and support.



STANDARD 11

DEDICATED STAFF

ROLES AND RESPONSIBILITIES

A dedicated LGBTQ+ support staff member may:

- Serve as a resource and advocate for LGBTQ+ students, helping address safety, well-being, and engagement concerns.
- Support the implementation of policies and practices that protect LGBTQ+ students and promote inclusive school environments.
- Provide guidance to staff on supporting students of diverse sexual orientations and gender identities.
- Assist students and families in navigating school processes such as name and gender marker updates.
- Coordinate staff training and professional development related to LGBTQ+ inclusion and student safety.
- Monitor school climate data and help guide improvement efforts.
- Collaborate with student groups, including Gender & Sexuality Alliances (GSAs), to strengthen student voice and engagement.
- Maintain up-to-date resources and information related to LGBTQ+ student support and education.

This role helps ensure that inclusion efforts are coordinated, consistent, and responsive to the needs of students.

SUGGESTED STEPS

Schools and districts should:

- Assess the feasibility of establishing a dedicated staff position responsible for LGBTQ+ student support and inclusion.
- Identify staff members who have the expertise, interest, and capacity to serve in this role if a new position cannot be created.
- Develop a clear job description outlining responsibilities related to student support, training, and policy implementation.
- Ensure that the designated staff member collaborates with relevant teams, including student support services, equity committees, and school leadership.
- Identify additional staff who can support implementation of LGBTQ+ inclusion efforts across the school community.



STANDARD 11

DEDICATED STAFF

SUGGESTED RESOURCES

- **American School Counselor Association**
 - [The School Counselor and LGBTQ+ Youth](#)
- **Association of International Educators (NAFSA)**
 - [Supporting LGBT International Students](#)
- **San Diego Unified School District**
 - [OUT for Safe Schools](#)
 - [LGBTQIA+ Support & Resources](#)
 - [Senior Management](#)

STANDARD 12

FILING A COMPLAINT

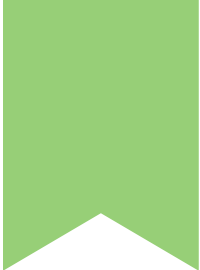
WHY DOES THIS WORK?

LGBTQ+ youth and their families must have clear information about how to report discrimination, harassment, intimidation, or bullying when it occurs. Every student has the right to learn in a safe and supportive environment.

California law—including Education Code §§200, 220, and 234–234.5 (AB 9 / Seth’s Law)—protects students from discrimination based on sexual orientation, gender identity, and gender expression. When concerns are not addressed appropriately at the school level, students and families have the right to file a formal complaint through the district’s Uniform Complaint Procedures (UCP).

Understanding this process helps ensure that incidents are investigated and that schools remain accountable for protecting student safety.





STANDARD 12

FILING A COMPLAINT

SUGGESTED STEPS FOR FILING A COMPLAINT

1. Determine if the issue qualifies for a complaint

A complaint may be filed if a student experiences discrimination, harassment, intimidation, or bullying based on sexual orientation, gender identity, or gender expression—or if the school fails to respond appropriately to a reported concern.

2. Obtain the district's complaint form

Most school districts publish their **Uniform Complaint Procedure (UCP)** forms and instructions on their website. Forms may also be requested from a school office or district administration office.

3. Prepare the complaint

The complaint should include:

- Your name and contact information
- A description of what occurred, including dates and locations
- The individuals involved, if known
- Any steps previously taken to report the incident
- The outcome or resolution being requested

4. Submit the complaint

Complaints are typically submitted to the district's **UCP Coordinator**, who may be located within departments such as Equity, Title IX, or Student Services. Complaints may usually be submitted in person, by email, or through the district's online reporting system.

5. Keep records

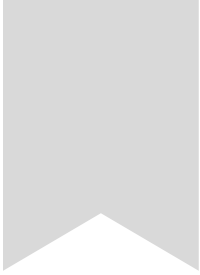
Keep copies of all submitted documents and record the date the complaint was filed.

6. Review the district's response

School districts are required to investigate complaints and provide a written decision within established timelines, typically within **60 days**.

7. Appeal if necessary

If the outcome is unsatisfactory, families may file an appeal with the **California Department of Education** within the timeframe provided in the district's decision letter.



APPENDIX

PREVENTING AND RESPONDING TO CYBERBULLYING OF LGBTQ+ STUDENTS

WHY THIS MATTERS?

Online harassment can have serious impacts on student safety and well-being. According to The Trevor Project's National Survey on LGBTQ Youth Mental Health, approximately 42% of LGBTQ+ youth report experiencing online bullying.

Cyberbullying targeting LGBTQ+ youth may include:

- Misgendering or deadnaming
- Outing someone without consent
- Harassment related to gender expression or sexual orientation
- Sharing private or identifying information online
- Derogatory or threatening messages

Because online communication can extend beyond school grounds and operate continuously, cyberbullying can be difficult for students to avoid and may intensify feelings of isolation or distress.

Students who experience cyberbullying are more likely to report increased anxiety, depression, school avoidance, and risk of self-harm.

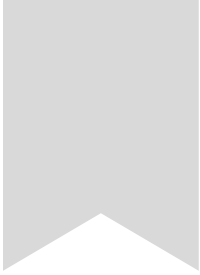
California law recognizes the seriousness of these harms. Education Code Article 5.5 (AB 9 / Seth's Law) requires schools to prevent and respond to bullying, including harassment based on gender identity and sexual orientation.

Additionally, California Penal Code §653.2 prohibits the use of electronic communication to harass, intimidate, or encourage harm toward another person, including sharing private identifying information online.

Schools should ensure that cyberbullying is addressed through:

- Clear reporting systems
- Timely investigation and intervention
- Staff training on digital harassment
- Support services for impacted students

Creating safer digital environments is an essential part of protecting LGBTQ+ youth.



APPENDIX

PREVENTING AND RESPONDING TO CYBERBULLYING OF LGBTQ+ STUDENTS

SUGGESTED RESOURCES

- **The Trevor Project**
 - [Online Safety for LGBTQ+ Young People](#)
- **Common Sense Education**
 - [Digital Citizenship Curriculum](#)
- **California Department of Education**
 - [Antibullying, Harassment: Policy, Procedure](#)

DIRECTORY OF SAN DIEGO COUNTY-BASED ORGANIZATIONS AND RESOURCES

THE FOLLOWING ORGANIZATIONS PROVIDE SUPPORT, EDUCATION, AND ADVOCACY FOR LGBTQ+ YOUTH AND FAMILIES IN SAN DIEGO COUNTY.

TransFamily Support Services

12463 Rancho Bernardo Rd. #218
San Diego, CA 92128
Phone: 858-304-0085
Email: info@transfamilysos.org
Website: www.transfamilysos.org

Alliance For TransYouth Rights

Email: info@tyrnow.org
Website: alliancefortransyouthrights.org

North County LGBTQ Resource Center

1919 Apple St.
Oceanside, CA 92054
Phone: 760-994-1690
Email: info@ncresourcecenter.org
Website: www.ncresourcecenter.org

San Diego LGBT Community Center

3909 Centre Street
San Diego, CA 92103
Phone: 619-692-2077
Website: www.thecentersd.org

San Diego Pride

3620 30th Street
San Diego, CA 92104
Phone: 619-333-6154
Email: info@sdpride.org
Website: www.sdpride.org

Our Safe Place

San Diego Youth Services, YMCA,
South Bay Community Services
2220 Broadway
San Diego, CA 92102
Phone: 619-525-9903
Website: sdyouthservices.org/services/our-safe-place

PFLAG San Diego County

Phone: 888-398-0006
Email: info@pflag.com
Website: www.pflag.com

Mental Health America of San Diego County

4069 30th Street
San Diego, CA 92104
Phone: 619-543-0412
Website: mhasd.org