

Instructional Continuity Learning Considerations and Support for LGBTQIA+ Students



The purpose of this document is to provide distance learning guidance for LGBTQIA+ students' instructional access and is aligned to the [SDCOE Instructional Continuity Learning Plan Template](#) and the [Equity Resource Summary](#)

Communication

Consider pre-pandemic factors

- How did the school or district offer support understanding that the school/district may not know all the members of their LGBTQIA+ student and family populations?
- What was the level of engagement for LGBTQIA+ families in the class/site/district community?
- What efforts have been made prior to the pandemic to solicit the voice of LGBTQIA+ students and families?
- Are there individuals, groups, or processes in place to facilitate communication with LGBTQIA+ families?

Conduct a quick communication audit

- Has anyone reached out to LGBTQIA+ students and families, specifically? If so, who?
- Is there a record (ex. log, entry into SIS, etc.)?
- What privacy and protective factors have been implemented in digital communication with LGBTQIA+ students?
- Were they successful in making contact?
- What percentage of the LGBTQIA+ population of the class/site/district was reached?
- What was stated? What was asked?
- What data (anecdotal, quantitative, or qualitative) was collected during the class?
- Was it recorded? If so, how?
- What were the overarching themes and needs shared?
- How has student confidentiality been maintained in collecting and recording anecdotal data?

If active communication has not taken place:

- Determine what information would be most valuable to collect AND share with LGBTQIA+ community members
- Create questions to be asked and statements to be shared with LGBTQIA+ students and families
- Design a process for communication to families
- Allocate staff to complete the task
- Ensure staff has the necessary tools to complete the tasks (access to phone, phone list, etc)
- Provide a template to record data from the call (anecdotal, quantitative, or qualitative)
- Create a process to analyze the collected data and use it to inform actions
- Ensure data is kept confidential unless otherwise indicated by students. Consider keeping confidential data such as sexual orientation and gender identity in a place other than the student's

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	cumulative file.
Social Emotional Supports	Teachers can be tremendous allies both in their role as educators and also as affirming adults in the lives of children. Creating an environment (physical and virtual) where everyone feels safe and valued is a first step to helping every student feel their presence is important and needed, regardless of gender identity and sexual orientation. Consider pre-pandemic factors: • How did the school or district offer support understanding that the school/district may not know all the members of their LGBTQIA+ student and family populations? • What social emotional supports were in place for LGBTQIA+ students prior to the pandemic? • How were students informed, offered, and enrolled into those supports taking into consideration that school/district staff are not aware of all the members of the LGBTQIA+ community? • Who offered those supports? Consider the current reality: • How have these supports been translated into the current system of services being offered to students? • Are the staff members who provided support to LGBTQIA+ students and families prepared and available to continue to provide services through other means as we socially distance? • If no support were in place, what resources and staff are available to provide support now? Safety and Confidentiality • All students have a right to privacy. This includes keeping a student's actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. • Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share. • District and school personnel may encounter situations where students have not publicly disclosed their gender identity; therefore, school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression. • When communicating with a student's parent, legal guardian, or educational rights holder ("parent"), school personnel should be aware that the student may not have disclosed their gender identity to their parents. When school personnel find it important to discuss a student's gender identity or expression with parents (if, for example,

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the student is being bullied based on their gender identity or expression), school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

immediate physical/safety needs

(Point of contact for physical/mental health care: Bix Marino-Kibbee (they/them) @ Rady Children's Gender Affirming Care Center)
HMarinoKibbee@rchsd.org

What are the physical safety needs of LGBTQIA+ students?

- Consider assessing student needs daily/weekly through distance learning.
- Does engaging in distance learning pose a risk to you of being outed to your family, guardian(s), or caregiver(s)?
- Does engaging in distance learning pose a risk to you of being outed to your peers, teachers, or administrators?
- Determine what risks exist at home for LGBTQIA+ students and ensure resources and supports are provided.
- Ensure students have access to health care providers
 - Physical health needs with primary health care physician for services such as HRT
 - Mental health care services
- Ensure students have the option to change or update their preferred name and/or gender in the student information system.
 - Preferred student name should be displayed in all learning platforms (Google Classroom, Zoom, etc.)
 - [SDUSD Memo](#)
 - [SDUSD Digital form](#)
- LGBTQIA+ students experience [commercial sexual exploitation](#) at a higher rate than other youth. [Provide resources](#) to staff, families, and students who may be experiencing CSEC (see [reporting protocol](#)). [SDCOE](#) provides LEAs training opportunities, resources, technical assistance and consultation.

Resources

[Implications of COVID-19 for LGBTQ Youth Mental Health and Suicide Prevention](#)

[COVID-19 Action & Resource Center \(includes resources for LGBTQIA+ youth experiencing homelessness, mental health support, and more\)](#)

[COVID-19 LGBTQ Community Resources & Support \(not student specific\)](#)

[The Trevor Project: TrevorLifeline, TrevorText, TrevorChat \(crisis support\)](#)

[LGBT National Help Center](#)

[TransFamily Support Services](#)

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Gender Phluid Collective (Supporting LGBTQIA POC) Organizations Supporting LGBTQ Youth (NASP) Trauma Informed Educational Practices (Webinar) SEL Resources for Educators In Response to COVID-19: A Checklist To Support LGBTQ Students During Distance Learning Supporting LGBTQ Students During the Coronavirus Quarantine: A Tip Sheet for School Counselors Supporting LGBTQ Students During the Coronavirus Pandemic: A Tip Sheet for School Social Workers SDCOE Mental Health and Wellness Resources		
Key Components	Sub-Components	Resources to Support Actions
Expanding the Equity Lens	Expanding inclusive curriculum	FAIR Act Curricula(SDUSD) Understanding LGBTQ+ Identities-A Toolkit for Educators FAQ: Senate Bill 48 (Fair, Accurate, Inclusive, and Respectful (FAIR) Act information) EXPLORING EQUITY ISSUES: Helping Educators to Support LGBTQ Students GLSEN Educator Resources California Education Code Sections 200-220 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.
	Expanding Educational Equity Consciousness	The Lives & Livelihoods of many in the LGBTQ Community are at Risk Amidst Covid-19 Crisis Supporting LGBT Students During Social Distancing

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		Envisioning Structural Solutions for Structural Black, Latinx and LGBTQ+ Student Oppression(s) (Webinar) Disrupting the patterns of inequity- What does it mean to disrupt inequity in education? (Webinar) Equity Framework 2020-21: Equity by Design National Equity Project (NEP) Featured Resources (link to resources) National Equity Project Webinars (link - free registration required) LGBTQ Student Rights, ACLU of Southern California Know Your Rights, National Center for Transgender Equality
	Culturally Responsive/Equitable Instruction	Include identity-based content and extra curricular supports that are reflective of the LGBTQIA+ community and their unique experiences. • Online learning content should be consistent with SB-48 (FAIR Education Act) and include the positive contributions of the LGBTQIA+ community. • Booklist of titles that explore broad themes of diversity, representation, and inclusion (including but not limited to LGBTQIA people). Developmentally appropriate titles for TK-12. Includes links to videos of LGBTQIA (and other) affirming read alouds. • Provide access to a range of extra curricular support for students ○ Gender identity discussion groups ○ REMIND (regular weekly text notices) for GSA & LGBTQIA students with resources, events, and updates. ○ Pride Power Hour 3-5 pm each Tues./Fri. Contact Jen to inquire ○ Our Safe Place IG ○ Hillcrest Youth Center IG ○ South Bay Youth Center IG

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		Increasing Equity in Online Learning (webinar - Adult Ed) National Equity Project: Rebel Leadership and COVID-19 (link to resources)
Content Delivery	Core Content Materials	FAIR Education Act: LGBTQ-Inclusive Lessons and Activities Berkeley History and Social Science Project: LGBTQ History ONE Archives Foundation: LGBTQ Lesson Plans Teaching LGBTQ History (lessons and resources) Gender Spectrum History Un erased Welcoming Schools Identity Based Curriculum Module: LGBTQIA+ History The Stonewall Riots Lavender Scare Bayard Rustin Don't Ask, Don't Tell
	Teacher Created Materials	LGBTQ History Month Lesson Plans and Resources
Digital Devices and Internet/WiFi Access	District, personal, community	Consider pre-pandemic factors: • How did the school or district offer support understanding that the school/district may not know all the members of their LGBTQIA+ student and family populations? • What percentage of your LGBTQIA+ students have access to a wifi-enabled device that can easily be used for virtual learning that is NOT a cell phone? How do you know? • How did you provide access to technology in support of their learning prior to the pandemic? • What percentage of your LGBTQIA+ students have wifi access where they reside? How do you know? • How did you provide access to wifi/internet

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		in support of their learning prior to the pandemic? Consider the current reality: • Does the LEA provide access to wifi and devices for students who do not have them where they reside? • How are students and families notified that the LEA will provide students with wifi access and devices? Email? Phone call? Text message? Mailers? Are multiple methods used? • How do students and families gain access to the devices? Pick-up? Delivery? By appointment? Multiple methods? • What are the implications for the methods used? • Examine the barriers and plan ways to overcome them. • What is the policy regarding lost or stolen devices? • What are the implications of those policies? Consider what's next: • How will students be supported with issues related to devices? WiFi/internet access? • How will they access that support? • How will they be notified that tech support is available? • Email? Phone call? Text message? Mailers? Are multiple methods used? • What are the implications of using the identified methods? LGBTQIA+ students experience homelessness and housing insecurity at a higher rate than other youth. • Ensure that LGBTQIA+ youth have access to devices and connectivity despite their housing situation • Community partners are providing free and reduced price services at this time YMCA of San Diego County TAY Services • They are committed to supporting transition age youth (TAY) who face barriers to success in adulthood, including homelessness, abuse, and more, helping them lead healthy, successful lives. Entering adulthood is a critical developmental period that can be further complicated when a young person lacks a
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		supportive network and faces a multitude of barriers. They offer innovative, effective programming in a safe and welcoming space. • If there are students experiencing homelessness and in need of educational support in your school, please refer them to your McKinney-Vento- Homeless School District Liaison for assistance.
Non-tech Options	Hard copies	If technology is not an option: • How do we give instructional access to students for whom the use of technology is not an option? • Will paper and pencil packets be made available? • How is work provided? • How do we provide feedback to the student on their work? • How do we provide necessary materials (ex. Text books, paper, pencils, etc.) to students and families? • How do we provide instructional support? SDCOE Graphics Production can assist with production.
Community Partners		San Diego LGBT Community Center Hillcrest Youth Center • In order to develop into successful and fully participating citizens, our youth need a safe, welcoming and affirming space where they can be themselves and access the resources they need. The Hillcrest Youth Center (HYC) is the first drop-in and recreational center in San Diego County dedicated to the needs LGBTQ and non-binary youth, as well as youth living with HIV. South Bay Youth Center • The San Diego LGBT Community Center's South Bay Youth Center (SBYC) in Chula Vista will be offering a drop-in and recreational center for LGBTQ and non-binary youth, youth living with HIV, and their families and allies. Sunburst Youth Housing • The Center's Youth Housing Project provides safe and supportive housing for

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		San Diego's homeless youth, including LGBT and HIV-positive youth. San Diego Pride - Creating a safe environment for our LGBTQ youth to thrive is part of the ever-critical work of our movement, and San Diego Pride hosts several LGBTQ+ programs for young people. Join the youth coalition and receive updates about Pride's LGBTQ youth programs in San Diego County. Our Safe Place - Is a program funded by the County of San Diego Health and Human Services Agency which provides mental health services and drop-in centers for LGBTQ youth up to age 21 and their families at South Bay Community Services, San Diego Youth Services, and YMCA of San Diego County. All the locations are offering virtual support such as individual group and other fun activities. Gender Phluid Collective - Resources and support for our Black/PoC LGBTQIA+ Communities. North County LGBTQ Resource Center - Resources and support for the LGBTQ community and allies in the north county. Project Youth - Program supporting north county LGBTQ-identified youth. LGBTQIA Resources @ SDCL - San Diego County Library (SDCL) believes in celebrating the variety of cultures and communities that build social capital in our region. Public libraries were built upon a foundation of democracy and intellectual freedom, and SDCL celebrates the vibrancy of San Diego's LGBTQIA community.
Best Practices For supporting LGBTQIA+ students	Follow best practices for inclusivity and affirmation of student identities	- Create safe and inclusive spaces by referring to students by their preferred name and pronouns. - If school personnel are unsure how a

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		student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians. For communications with a student's parent/legal guardian, educational rights holders, school personnel should refer to this policy's prior section on "Privacy and Confidentiality." • Discuss and include information in instruction about how the current pandemic is impacting various communities, including LGBTQIA+ people.
	Address issues of bullying, discrimination, and harassment immediately	• Respond to instances of bullying, discrimination, and/or harassment immediately and publicly. When correction is made publicly, all students have an opportunity to learn and grow and the targeted students see you as an ally and an upstander. • District/school policies for bullying & harassment should be extended to online platforms.
	Engage all school staff in ongoing training & professional learning	San Diego Unified School District's LGBTQIA+ Education & Advocacy Program offers training to support staff in building capacity • Scenarios • 101-Overview • 102- Curriculum that leverages text to promote accurate and respectful representation • 103-Trans, Nonbinary, GNC LGBTQIA+ County Collaborative Trainings for GSA Advisors, educators, and administrators Ally Action -- Bullying prevention/intervention "snapshot" staff trainings and parent presentations that support students when they need it the most (including but not limited to LGBTQIA support). GLSEN's Education Webinars • GLSEN shares real-life stories, relevant data, and effective practices around LGBTQ inclusion in schools. Their

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		resources will help you create a safe and affirming learning environment for all of your students. • GLSEN's research webinars provide in-depth information about LGBTQ issues in our nation's K-12 schools. Gender Spectrum's School-Based Professional Development Welcoming Schools
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