

Twin Rivers Unified School District

LGBTQIA+

Support Guide

To inspire each student to
extraordinary achievement
every day



<u>Mission</u>	<u>Vision</u>
To Inspire Every Student to extraordinary achievement every day.	An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.
<u>Core Beliefs</u>	
<ul style="list-style-type: none"> • All students will graduate college, career and civic-minded ready. • All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning. • Student engagement is critical to student success. • Partnerships with all stakeholders are vital to student success • TRUSD will be fiscally sound and maximize resources for student success. • TRUSD will honor diversity and create equity across the district. • TRUSD will identify, recruit, retain and develop the best employees. 	

Overview:

Twin Rivers Unified School District has created this handbook to serve as a resource and guide for students, families, and staff to support individuals who are members of our school community and who identify as members of the LGBTQIA+ community. Our goal is to ensure that resources and information are readily available as we work to ensure our campuses provide a safe and inclusive environment for students to learn. Twin Rivers Unified School District has clear board policies and area regulations in place to promote safe and welcoming environments, free of discrimination. The TRUSD Board Policies and Area Regulations listed below also provide references for federal and state laws, as well as case law. Board policies and area regulations are updated regularly to ensure compliance with all state and federal laws. Some of these board policies are outlined in this handbook for your review. All board policies can be found on the TRUSD website.

AR/BP 5022 Student and Family Privacy Rights

AR/BP 5125 Student Records

BP 5127 Graduation Ceremonies and Activities

AR/BP 5131.2 Bullying

Ar/BP 5132 Dress and Grooming

AR/BP 5137 Positive School Culture

AR/BP 5145.3 Non-Discrimination/Harassment

AR/BP 5145.41 Gender Identity and Access

AR/BP 5145.7 Sexual Harassment

AR 5145,71 Title IX Sexual Harassment

AR 5145.9 Hate-Motivated Behavior

AR/BP 4119.11 and 4119.12 Nondiscrimination in Employment

4119.12 Title IX Sexual Harassment

LGBTQIA+ Definitions

In an effort to grow knowledge and awareness it is important to become familiar with relevant terminology. Because of this a list of terms is provided here for your reference. It is important to note that terms and definitions may change frequently. TRUSD will work to update terms and definitions annually.

Ally	A member of the majority group who works to end oppression by recognizing their own privilege and supporting or advocating for the oppressed population (e.g., a straight cisgender person who supports and stands up for the equity of LGBTQIA+)
Androgynous	A gender expression or identity is usually characterized by ambiguity or a combination of traditional masculinity and femininity in dress, appearance, or behavior.
Asexual	A term generally used for people who experience limited or no sexual attraction, but may experience other forms of attraction (e.g., romantic or emotional). Asexual people may also identify as bisexual, gay, lesbian, pansexual, queer, heterosexual and others. Asexual people represent the "A" in the longer LGBTQIA+ acronym.
Assigned Sex	A label a person is given at birth, often based on a health professional's interpretation of a newborn's physical or chromosomal characteristics. Common examples might include "male," "female," or "intersex." This is typically the sex reflected on one's original birth certificate. The term is often used in place of "biological sex."
Bisexual	A person who is romantically and/or physically attracted to two (or more) genders; often used to describe people attracted to genders like theirs and other genders.
Cisgender	Or Cis for short, refers to a person whose gender identity aligns with their sex assigned at birth
Cis-assumed	Sometimes called "passing," this term describes a transgender person who is assumed to be cisgender by strangers and/or associates.
Gay	Someone who can be transgender, cisgender, nonbinary that is romantically and/or physically attracted to someone of the same gender. Although "gay" can refer to any gender, an alternative word for a person who identifies as a woman is "lesbian."

Gender	A social construct consisting of various cultural identities, expressions, and roles used to classify a person as man, woman, or other identities. Gender is fundamentally different from sex assigned at birth.
Gender Binary	The notion that only two genders exist, each solidly fixed, biologically based and attached to various expectations for behavior, appearance and feelings. The gender system, while predominant in most cultures, is not the only model of gender that exists; more nuanced, non-binary understandings of gender have existed throughout history and across cultures.
Gender-Expansive	Conveys a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. A person who has gender characteristics and/or behaviors that do not conform to traditional or societal gender expectations. [aka Gender Nonconforming (GNC), or Gender Fluid].
Gender Identity	Refers to a person's internal, deeply felt sense of being nonbinary, male, female, both, neither, or other. Everyone has a gender identity. This identity may or may not align with the sex assigned at birth.
Genderqueer	Blurring the lines around gender identity and sexual orientation, genderqueer individuals typically reject notions of static categories of gender and embrace a fluidity of gender identity and often, though not always, sexual orientation.
Gender Role	The social expectations of how a person should act, think, and/or feel based upon one's sex assigned at birth. This definition includes traditional and stereotypical roles, characteristics, mannerisms and behaviors associated with societal norms of what is male and what is female. These expectations are often cultural, and vary greatly by nationality, region, religion, etc. (e.g., "Boys like blue and girls like pink.")
Gender Expression	The multiple ways in which a person may choose to communicate gender to oneself and/or others. (e.g., appearance, dress, mannerisms, speech patterns and social interactions.)
Heterosexual	A person who is emotionally and/or physically attracted to some members of another gender (specifically, a man who is attracted to some women or a woman who is attracted to some men). "Straight" is an informal synonym. Some shy away from the use of "straight" as it denotes normalcy/correctness or default of orientation.
Homosexual	The sexual orientation of a person who is romantically, emotionally, and/or sexually attracted to members of their own gender. This is a somewhat outdated term originating in the medical and psychological communities. The word is commonly replaced with LGBTQ+, queer, lesbian, or gay.

Intersex	An intersex person has reproductive or physical anatomy that doesn't correspond to the typical expectations of "male" or "female" physical development. There are specific medical terms for intersex variations and each intersex person is different. This is the "I" that is sometimes included in the broader umbrella acronym "LGBTQIA+". In the past the term "hermaphrodite" was used, but this word is widely considered antiquated and sometimes offensive today.
Lesbian	Someone, who can be transgender or cisgender, who generally considers them self a woman or who is attracted to other women.
LGBTQIA+	A frequently used acronym that stands for Lesbian, Gay, Bisexual, Transgender, and Questioning (or Queer). The acronym sometimes includes "I" for intersex, "A" for asexual, "P" for pansexual, and other letters. A "+" is sometimes placed at the end of the acronym to signal that there are additional letters/identities that fall under a similar umbrella.
Nonbinary	A term used to describe people whose gender identity is not exclusively male or female; including those who identify as a gender other than male or female, as more than one gender, or as no gender. (Not to be confused with "non-binary", which means, "not part of the gender binary").
"out" or "Out of the Closet"	A term used to refer to a person whose LGBTQ+ status is, to some degree, public. Note: It is not always the LGBTQ+ person who makes this information public. Sometimes it is made public without the LGBTQ+ person's knowledge and/or consent. This is called "outing" someone. The act of "outing" an individual can create an at-risk situation.
Pansexual	A person who is romantically and/or physically attracted to others regardless of gender, that is, across the spectrum of gender. The "P" in "LGBTQIAP+" stands for pansexual.
Pronoun	Words used to replace a person's name when speaking about them. Examples include: she/her/hers, he/him/his, ze/hir/hirs, they/them/theirs, and others. Some people use neo-pronouns. Some people do not use pronouns at all. It is customary to use the pronouns a person has requested. In some instances, purposefully and repeatedly mis-gendering a person can be in violation of their privacy rights. For more information, refer to GLSEN's Educator Resource on Pronouns at www.glsen.org/trans .
Queer	An umbrella term used to describe a romantic and/or sexual orientation, gender identity, or gender expression that does not conform to dominant societal norms. While "queer" is used as a neutral or even a positive term among many LGBTQ+ people today, some consider it derogatory as historically it had been used negatively.

Questioning	A person who is in the process of understanding and exploring their sexual orientation, gender identity, and/or gender expression.
Transgender	A term describing people whose gender identity is different than the sex they were assigned at birth or by society.
Transition- Social Transition	The process by which a transgender person begins to share a new gender expression or gender identity with others. This could mean beginning to wear different types of clothing, asking to be called by a different name or pronoun (or no pronoun), or aligning behaviors and expression with one's authentic gender identity.
Two Spirit	Two-spirit refers to a person who identifies as having both a masculine and a feminine spirit, and is used by some Indigenous people to describe their sexual, gender and/or spiritual identity.

Staff Professional Development and Trainings

All TRUSD employees are required to review board policies, this includes non-discrimination policies. All school site counselors are trained in effective support for LGBTQIA students. Professional development is provided during summer academies and during the school year for certificated and classified staff to collaborate best practices and identify most effective supports. Throughout the year training is held and staff can sign up to participate in these equity-based professional development opportunities. Recent training and professional development sessions are listed below

2022-2023 Trainings

- K-12 school counselors received **LGBTQ 101** training, which consisted of an overview of LGBTQ+ terminology, the faces of LGBTQ+ youth, the use of pronouns, and utilizing affirming language to support LGBTQ+ youth.
- K-8 counselor received **Safe Space** training. This training focused on establishing safe spaces for LGBTQ+ youth. This training was an interactive exercise in which participants pulled from their own current experiences of safe spaces in order to better understand how they can improve upon affirming practices that afford opportunities to discuss the sustainability of support district and schoolwide.
- 7-12 counselors received **The Trans Experience** training, which presents the transgender experience, looking at some of the specific issues that our transgender youth face and how educational partners can best support trans youth in school and provide positive affirming practices to help support them and their parents in and out of school. This training encouraged participants to envision themselves as change agents in their own school settings counselors walk away with strategies to create a **culture of care** to assure that TR schools are safe and inclusive for all.
- During the summer, sessions specifically designed to build awareness and support for LGBTQIA+ students were offered as part of the Equity Professional Development Academy.

- Physical Education teachers were trained in Title IX and create safe spaces in physical education classrooms and locker rooms for all students.

2023-2024 Trainings will be posted on the district’s Equity, Diversity, and Inclusion Department website.

Proactive Approaches

Schools in Twin Rivers work diligently to create safe and inclusive environments. Events throughout the year are offered to create an environment of respect and care for all students on school campuses and at school related events. We partner with local community agencies to ensure students feel comfortable and safe in order to promote the best possible learning environment. School sites are encouraged to establish clear school-wide and classroom policies against name-calling and hurtful teasing. Being proactive in establishing positive school climates where all students are respected and valued is key to Twin Rivers Mission and Vision.

Safe Spaces and GSA CLUBS

TRUSD supports the implementation of GSA clubs at school sites. These clubs must meet all the requirements of other clubs as outlined in ASB club charters. GSA clubs can bolster a positive school climate and provide a space for students to connect, receive resources and explore topics that are meaningful and relevant for them. Not all GSA members identify as gay, lesbian, bisexual, transgender and/or questioning; members can be “straight” allies. For information on how to start or support a GSA club at your school site please see your school’s Activities Director or visit the school’s website.

School	Advisor	Contact
Foothill High School	Samantha Fratis and Harmony Chillas	Samantha.fratis@trusd.net Harmony.chillas@trusd.net
Grant High School	Megan Kahn	Megan.kahn@trusd.net
Highlands High School	Gabriel Loggins	Gabriel.loggins@trusd.net
Rio Linda High School	TBD	TBD
CCAA Secondary	Des Hansen	Des.hansen@trusd.net
Smythe 7-8	Lorie Turner	Lorie.turner@trusd.net
Martin Luther King Technology Academy	TBD	TBD
Foothill Ranch	Kari Lyons	Kari.lyons@trusd.net

Curriculum:

All curriculum meets compliance with the Fair Act and the California Healthy Youth Act known as CHYA. In addition, during the 2021-2022 school year the district onboarded Newsela curriculum that focuses on common topics of interest and need for LGBTQIA+ populations. This resource provides teachers and staff with ready to use curriculum designed specifically for diverse student populations and ready to use.

Students in 7th-12th grade receive specified health units once during middle school and once in High School. The district has adopted a health curriculum that covers topics of identity, sexual orientation, and being an ally. More information for this curriculum can be viewed on the district's Curriculum and Instruction webpage.

PROMS / DANCES

All students, no matter of gender identity, gender expression, or sexual orientation, must follow school policies and other requirements for attendance. Students wishing to bring guests must comply with school policies related to guest permits. However, Federal court cases have held that schools may not adopt policies or actions excluding same-sex couples from proms and dances as it violates rights to free expression. Schools may create, publish and distribute general dress standards for prom or other dances, such as the requirement of formal attire. However, schools may not impose dress requirements that are specific of gender.

DRESS CODE

The TRUSD Dress Code uses gender neutral language that allows for student expression while supporting the health and safety of the campus. Some students may choose to wear gender-nonconforming attire to school, to school related events, to graduation ceremonies or awards ceremonies, or in yearbook photographs. Schools are permitted to have a dress code, but it must be enforced equally among all students, irrespective of sexual orientation, gender expression, or gender identity.

While districts can put restrictions on clothing that may be deemed to be significantly disruptive, clothing cannot be qualified as "significantly" disruptive simply because it is worn based on gender identification. For clothes to meet this standard of disruption, the disruption must be based on significant and objectively provable reasons. The overarching theme in the creation of a safe environment for LGBTQIA+ students is equal protection. The Twin Rivers Dress Code outlined in the Student Parent Handbook supports district board policy 5132.

Twin Rivers USD | BP 5132 Students

The Board of Trustees believes that appropriate dress and grooming contribute to productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate in. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender

expression or with their religious or cultural observance. In addition, the dress code shall not discriminate

against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks,

and twists. (Education Code [212.1](#)) The dress code shall not be enforced in a manner that shows bias against

or discriminates against any particular viewpoint, gender identity, sexual orientation, race, ethnicity, household income, body type or size. Students will not be prohibited from dressing in a manner consistent

with their gender identity or gender expression or in observance of religious or cultural observances. Accommodation for a student with a disability or medical condition may be implemented.

Dress Code Standards:

Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and appropriate shoes.

- Clothing must cover undergarments.
- Clothing must not be see-through.
- Clothing must cover the chest and torso and must cover buttocks while standing and sitting.
- Clothing must be safe and appropriate for all scheduled classroom activities, including physical education, science labs, shop classes, and other activities where unique hazards or specialized attire or safety gear is required.
- Hats, caps, and other head coverings shall not be worn indoors except as an expression of religious beliefs or as needed for a health condition.
- Hats and sunglasses may be worn while outside in the sun for an extended period for protection from the sun.
- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- Clothing containing images, symbols, or wording that is homophobic, obscene, religious or racially discriminatory or that promotes gender-biased discrimination or defamation are not permitted in a school environment or in the participation of the academic program.
- Clothing that denotes or represents gang affiliation will be prohibited. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

NAMES AND PRONOUNS

TRUSD values and supports students’ unique and individual identities. The appropriate use of names and pronouns with transgender and non-binary students is important in creating a safe and supportive environment in the school community. Students have the right to utilize the pronoun/s they would like to be addressed by. School personnel should use the student’s affirmed name and pronoun appropriate to a student’s gender identity, regardless of the student’s sex assigned at birth or legal name. When an independent request is made for a staff member to use a specific pronoun to address the student or name other than their assigned name, the staff member should honor that request. It is recommended that when this request is made that the staff member encourage the student to meet with the school counselor or other trained trusted adult who can best support the student by creating a gender support plan. The following chart provides a quick reference guide to pronouns. This is not an exhaustive list but includes some of the more common pronouns.

She, Her, Hers, Herself	He, Him, His, Himself	They, Them, Their, Theirs, Themselves	Xe, Xem, Xyr, Xyrs, Xemself	Sie/Zie, Hir, Hir, Hirs, Hirsself
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Ze, Zim, Zir, Zirs, Zirself	lez, Zir, Zir, Zirs, Zirself	E/Ey, Em, Eir, Eirs, Eirself	Per, Per, Pers, Perself	(f) ae, (f)ear, (F)ears, (F)earself
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Gender Support Plans

In order to ensure holistic student support and create a campus of trust and respect, school staff will respect and work collaboratively with students and their families on an individual basis to ensure their individualized needs are met. In order to ensure clear communication in regard to student requests, a gender support plan can be provided. While parents/guardians are encouraged to participate in the creation of a gender support plan with the student and school site staff, their participation is not required and may not be feasible based on student request.

A gender support plan is a confidential plan that can be created by a school counselor or other trained trusted adult on campus. This plan allows the student to outline how they wish to be identified, and how they can be supported on campus. The plan also allows the student to identify whose information is shared with them. When creating the plan, students have an opportunity to make their preferences known. The student is able to outline who should have access to the information provided in this plan. The plan covers items that will help school staff provide support to students in navigating various aspects of the school community such as restroom usage, physical education or athletics, locker rooms, field trips, and other pertinent information. A gender support plan is confidential and should NOT be placed in a student educational record or in the Student Information System (SIS). Students wishing to have a gender support plan created can contact their school counselor.

RESTROOMS

In compliance with AB 1732 all single use restrooms are identified with gender neutral signage. Nonbinary, transgender, and gender-expansive students may utilize restrooms that corresponds to their gender identity, even when the restroom is a gender segregated restroom. When meeting with counselors or other trained trusted adult(s) to create a gender support plan, students and/or their parent(s) or guardian(s) should discuss the available options on campus. The restroom identified for use should be outlined in the gender support plan. Each situation is reviewed on an individualized basis to promote safety and care of the student and to ensure that specific concerns or questions are addressed. When a student is not comfortable using a gender segregated restroom, students may request to utilize a single stall restroom identified as gender neutral if that option is available. However, a single-user bathroom may not be given as the only option.

LOCKER ROOMS AND CHANGING FACILITIES

Similar to restroom usage, transgender, non-binary, and gender-expansive students should also have access to the locker room that corresponds to their gender identity. The district recognizes that facilitates may look different at each school site and therefore students should connect with their counselor to identify what facilitates are available and which facilitates best meets the student's needs. Some students may request a private space to change due to privacy concerns. The counselor or the trained trusted adult working with the student can support in providing accessible options that are available. Options that may be explored could include use of a private area in a locker room such as a restroom with an enclosed stall or an area separated by a curtain. Having a separate changing schedule

could also be utilized when a separate private area is not available or use of an alternative space outside of the locker room area. Requests should be addressed on an individualized basis through communication and collaboration between the student and/or their parent or guardian, identified school staff, and school administration.

Athletics

Elementary PE and Athletics programs are co-ed. Students participate in whole group activities not separated by birth assigned gender. Sports offered at the elementary level are based on grade level or age of the student. For more information on elementary sports programs please visit the district's Special Project website at <https://www.twinriversusd.org/StudentsFamilies/Special-Projects/index.html>.

TRUSD Junior High School students are able to participate in intramural sports. Students may choose to participate on a school intramural team of the gender they identify as. Students can complete the Intramural Team Selection Request Form and provide that form to their school's Activities Director. It is important for students to submit these requests prior to the season of sport beginning, as students may not participate in two seasons of completion for the same sport within the same school year.

High Schools in TRUSD participate in California Interscholastic Sports (CIF). Twin Rivers High Schools participate in the Sac-Joaquin Section. CIF has an outlined process for students to be able to participate in sports based on the gender they identify with. These bylaws outline procedures for students who wish to participate in a CIF sport that corresponds to their gender identity. For more information regarding these procedures students may contact site administrators, their coach, the school's Athletic Director, or their school Counselor. For additional information on CIF gender identity and inclusion policies please visit their website at <https://www.cifsjs.org/landing/index>.

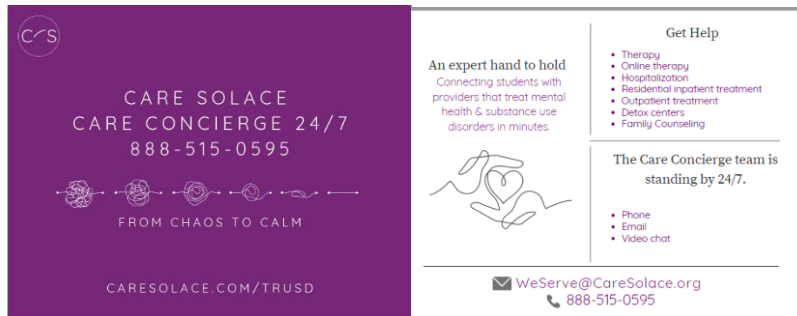
DAY AND OVERNIGHT FIELD TRIPS (Anchor Trips):

Throughout the year, Twin Rivers offers a variety of Anchor Trips. Some of these experiences are day trips where students get to have educational experiences at local venues. When students are in 6th grade, they have an opportunity to participate in an overnight camp. These opportunities serve as great learning experiences for students to be academically and socially engaged. It is important that nonbinary, transgender and gender expansive students can participate in these opportunities. However, for transgender, nonbinary, and gender expansive students, these trips can pose additional challenges that may require some pre-planning. In order to ensure all students can participate in these trips in a safe and supportive environment. Some of the considerations to be planned for in advance may include room assignments, identifying information to be shared with chaperones, and shower or restroom accommodations. Schools in Twin Rivers will work to honor student requests whenever possible. Planning in advance with a counselor or other trained trusted adult on campus to complete a gender support plan can help in facilitating this conversation and to ensure student's requests are honored, and privacy is protected. When possible and with the permission of the student, this planning should be done in conjunction with parents or guardians. Based on the accommodation available, school staff will work with students and/or their parents and guardians to discuss the specifics of the location and options as this may vary based on the educational experience being offered.

District, Local Community, and National Resources

Care Solace:

Care Solace is a company that seeks to ensure communities can access reliable, ethical and high-quality mental health care services – no matter the circumstances. Care Solace supports in linking students and their families to counseling that matches their specific need. A referral can be initiated by school staff or by the student and/or their family independently.



The graphic is a purple rectangular box divided into two main sections. The left section is a darker purple and contains the Care Solace logo (CS in a circle), the text 'CARE SOLACE CARE CONCIERGE 24/7 888-515-0595', a decorative line of icons, the phrase 'FROM CHAOS TO CALM', and the website 'CARESOLACE.COM/TRUSD'. The right section is white with a thin border and contains the text 'An expert hand to hold Connecting students with providers that treat mental health & substance use disorders in minutes.' next to a line-art illustration of a hand holding a heart. Below this is a 'Get Help' list: 'Therapy', 'Online therapy', 'Hospitalization', 'Residential inpatient treatment', 'Outpatient treatment', 'Detox centers', and 'Family Counseling'. Further down, it says 'The Care Concierge team is standing by 24/7.' with a list: 'Phone', 'Email', and 'Video chat'. At the bottom right of the white section is an email icon and 'WeServe@CareSolace.org' and a phone icon and '888-515-0595'.

Teen Hotline:

The mission of the Teen Line is to provide support, resources, and hope to young people through a hotline of professionally trained teen counselors, and outreach programs that destigmatize and normalize mental health. <https://www.teenline.org/>

Need Help? Teen Line is here. | [CALL 800-852-8336](tel:800-852-8336) Nationwide (6 PM - 10 PM PST) | [TEXT TEEN to 839863](sms:839863) (6 PM - 9 PM PST) | [EMAIL US](#)

Glsen:

GLSEN works to ensure that LGBTQ students can learn and grow in a school environment free from bullying and harassment. Glsen provides inclusive curriculum, professional development, and support to students. <https://www.glsen.org/>

The Trevor Project:

The Trevor Project is a nonprofit organization founded in 1998. The focus of the organization is on suicide prevention among lesbian, gay, bisexual, transgender, queer, and questioning individuals. They provide a toll-free telephone line that connects callers to confidential services by trained counselors. The Trevor Project seeks to provide crisis intervention and suicide prevention for LGBTQIA+ youth. They also provide guidance, resources and support to parents, educators and allies to promote safe and inclusive environments for all youth. <https://www.thetrevorproject.org/explore/>

LGBTQ Talkline:

The LGBTQ talkline provides free and confidential peer support for LGBTQ and questioning community. They also provide families with support. To learn more please visit their website at <https://www.lgbthotline.org/talkline.html>

Campus Pride

The Sacramento LGBT Community Center

The Sacramento LGBT works to create a region where LGBTQ people thrive. We support the health and wellness of the most marginalized, advocate for equality and justice, and work to build a culturally rich LGBTQ community.

- **Youth Drop In Center** This unique haven serves as a drop-in center seven days a week offering youth a safe place to hang out, share with LGBT and ally youth peers, play video games, watch TV, have snacks, do homework and interact with mentors in a living-room environment with a computer lab, WiFi, cell charging stations, video games, and a television. For homeless youth, the Center also has shower and laundry facilities, toiletries, and snacks to help these marginalized youth begin to feel human again. Drop-in Center: Sunday – Saturday 12-6 p.m. 7 days a week for ages 13-24 E-mail Jesse | ☎ (916) 442-0185, ext. 110.
- **Support Groups** Support groups are age-based and offer free workshops, computer lab, Wi-Fi, referrals, outlets for phone chargers, food, TV, video games, showers, survival supplies, emergency and transitional housing, laundry facilities, free legal services, free counseling, and case management. They also welcome LGBTQ and questioning youth to gather for facilitated discussions, guest speakers, activities, game nights, and outside events. These groups cultivate positive mental health techniques that enable self-help, social networking, healthy activities, and positive messages about gender, sexual orientation, self-worth, and personal dignity. Our current schedule is as follows: Monday Q-Ability Group (1st Monday): 6-7:30 p.m. Wednesday Youth Group: Ages 13-17, 6-7:30 p.m. Youth QPOC (Queer Youth of Color) Group: Ages 13-23 Thursday 20-Somethings Youth Group: Ages 20-29, 8-9 p.m. Friday Youth Group: Ages 18-23, 6-7:30 p.m.

The Gender Health Center

At Gender Health Center, we strive to provide excellent counseling/therapy services to anyone who expresses the need as well as anyone who self identifies or is perceived to be gender variant. Our services embrace the psychological well-being and self-fulfillment of individuals coming out and/or beginning or in the transition process in a safe, supportive and welcoming environment. We are a not-for-profit agency so our fees are on a sliding scale to help make our services as easily accessible and available to everyone. We also offer resources and referrals to other LGBT friendly organizations.

- **Support Groups** This social group is for LGBT youth and allies ages 14 to 23. It is a place to come and hang out with other like-minded young people. Discussion topics range from advocacy in schools to video games. Come organize social events for LGBT youth such as game nights, dancing, strategic planning, or just to hang out... whatever you like! This is YOUR group. Feel free to bring snacks or drinks to share. Dates: Every Monday Time: 6:00pm - 7:30pm Location: Gender Health Center, 2020 29th Street, room 103, Sacramento, CA 95817; (916) 455- 2391 Cost: FREE

PFLAG Sacramento (Parents, Families and Friends of Lesbians and Gays)

Founded in 1982, the Sacramento Chapter of PFLAG (Parents, Families and Friends of Lesbians and Gays) promotes the health and well-being of gay, lesbian, bisexual, transgender and intersex persons, their families and friends through:

- Support, to cope with an adverse society;
- Education, to enlighten an ill-informed public; and
- Advocacy, to end discrimination and to secure civil rights.

PFLAG provides an opportunity for dialogue about sexual orientation and gender identity and acts to create a society that is healthy and respectful of human diversity. Sacramento meetings are held on the third Tuesday of each month, 7 - 9 p.m. at Saint Mark's United Methodist Church, 2391 Saint Mark's Way, 2nd floor. in the

Education Building. This church is located at the corner of Saint Mark's Way and Lusk Drive, near Country Club Plaza. Free parking available. Phone Number: (916) 978-0410 Website: www.pflagsacramento.org Meetings. The Sacramento PFLAG/Trans Families Sacramento support group meets the third Tuesday of each month from 7:30 - 9:30 P.M. at Saint Mark's United Methodist Church, 2391 Saint Mark's Way, Sacramento CA 95864 on the second floor of the Education Building.

Student Requests for Changes in the Student Information Systems (SIS)

Legal name or gender changes:

Students or parent(s)/ guardian(s) with legal custody of a child may make a request that their child be addressed by the student's chosen name and gender pronoun that corresponds to the student's gender identity. It is important to note that a court order does not require a student to call by their chosen name or gender pronoun. In some cases, schools may be presented with documentation that a student has legally changed their name or gender. Upon receipt of these documents, the school must make appropriate changes to the student information system (Aeries) and ensure that all educational records are updated to reflect these changes. Parents of children who are under 18 who wish to formally change their child's legal name in all demographic systems will need to submit the request to the school site Registrar. In addition, one of the following documents will need to be provided prior to changes being made.

- ✓ A court order with the new legal name or gender change
- ✓ A birth certificate with the new legal name

Student Records Changes Not requiring Legal Documentation

It is important to remember that existing law as outlined in the district's board policies prohibit school staff from "outing" a student, including to their parents/guardians. When requests are made, school personnel should privately ask a transgender, nonbinary or gender expansive student how they want to be addressed in communications to the home or at conferences with the student's parent(s)/ guardian(s). When a student makes a request for a name or gender change in the student information system, it is important that school staff with whom the request is being made direct the student to the appropriate person who can best assist the student and create a support plan to ensure student requests are identified and met. When a student independently makes a request to change their name or gender, a school counselor or other trained trusted adult should work closely with the student to determine the degree to which, if any, the parent(s)/guardians will be involved in the process. Students requesting name and or gender changes in the student information system (SIS) should be made aware that if a parent has Aeries Parent Portal or Parent Square that the new name and gender may appear on the app when changes are made in the SIS. Creation of gender support plans helps to empower students and provide guidance to ensure decisions are being made with full understanding. There are non-academic items to consider for the affirmed name to be provided should a student choose to do so. These items can include, but are not limited to, school yearbooks, teacher rosters, google classrooms, student IDs, diplomas, certificates, and awards or event programs.

If a student or parent/guardian requests the affirmed name be utilized in non-legal documents, appropriate school staff shall enter the affirmed name into the District's SIS (Aeries) in the appropriate field. This will allow the affirmed name to be visible to school staff who have access to the student's demographic, profile, attendance and other information screens on aeries. This is not a legal name change, but rather a "preferred" name to allow the student's affirmed name to be visible in Aeries. Current law does not place a minimum age on when a student can independently place a request without the consent of a parent/guardian. Only legal documents, such as Transcripts, require a legal name change. It is critical that the staff assisting the student inform a student who is making an independent request without parent knowledge that when their preferred name is added to the student information system that the parent/guardians may view these changes. Parent(s)/Guardians(s) may request copies of information found in the SIS as these are educational records that parents have access to request at any time. It is important that a gender support plan is completed and shared with appropriate staff with knowledge and permission of the student to ensure phone calls home refer to the student with their legal name, rather than their "preferred name" in order to prevent the student from being "outed." The names identified in the SIS are part of educational records and therefore fall under FERPA. Because parents and/or legal guardians hold educational rights, they have access to this information until the student turns 18.

