

RESOLUTION NO. 2023-32591

A RESOLUTION OF THE MAYOR AND CITY COMMISSION OF THE CITY OF MIAMI BEACH, FLORIDA, ACCEPTING THE RECOMMENDATION OF THE FINANCE AND ECONOMIC RESILIENCY COMMITTEE, MADE AT ITS MARCH 31, 2023 MEETING, AND ALLOCATING A GRANT IN THE TOTAL AMOUNT OF \$75,000 TO SAVE FOUNDATION, INC., A NOT-FOR-PROFIT CORPORATION OF THE STATE OF FLORIDA, FOR DEVELOPMENT AND IMPLEMENTATION OF A SOCIAL MEDIA CAMPAIGN FOR LGBTQ YOUTH IMPACTED BY THE "PARENTAL RIGHTS IN EDUCATION" BILL; FURTHER, AUTHORIZING THE CITY CLERK AND CITY MANAGER TO EXECUTE THE CITY'S STANDARD GRANT AGREEMENT WITH RESPECT TO THE FOREGOING; AND FURTHER, IN VIEW OF THE IMPORTANCE OF THIS ORGANIZATION AND THE PUBLIC PURPOSES SERVED BY THIS PROGRAMMING, DIRECTING THE CITY ADMINISTRATION TO PRIORITIZE AN ALLOCATION OF A \$25,000 GRANT TO SAVE FOUNDATION, INC., AS PART OF THE CITY'S ANNUAL BUDGET PROCESS FOR A SECOND AND THIRD YEAR.

WHEREAS, in 2022, the state of Florida enacted the "Parental Rights in Education" bill, aimed to prohibit school districts from encouraging classroom discussion about sexual orientation or gender identity; and

WHEREAS, specifically, the Bill bans "classroom instruction by school personnel or third parties on sexual orientation or gender identity" in kindergarten through third grade, and to prohibit such teaching "in a manner that is not age appropriate or developmentally appropriate for students," which could be interpreted to extend to all grade levels; and

WHEREAS, by prohibiting this type of discussion in the classroom, many people believe that the Florida Legislature silenced gay children, their teachers, and education advocates by banning the discussion of sexuality and gender identification topics in Florida schools; and

WHEREAS, many of LGBTQ students suffer teasing, bullying, harassment, violence and internalized oppression that can lead to academic consequences, risky behavior and even suicide; and

WHEREAS, LGBTQ youth face unique challenges and recent studies show that during 2021 alone, 42% of LGBTQ youth seriously considered attempting suicide in the past year; and

WHEREAS, the Trevor Project estimates that at least one LGBTQ youth between the ages of 13–24 attempts suicide every 45 seconds in the U.S.; and

WHEREAS, respectful, positive discussions on gender and sexuality helps LGBTQ youth feel safe, seen, valued, and respected, and decreases the educational, mental, and physical harms that they experience; and

WHEREAS, many people believe that the “Parental Rights in Education” bill sent a message to LGBTQ youth that their sexuality and identity are something that must be hidden, and prohibited, and severely restricted the activity of organizations in schools that provide companionship, emotional shelter and collegiality to teens in need of support; and

WHEREAS, with Florida schools and classrooms weaponized against the LGBTQ community and its youth, it is up to the parents and the surrounding community to encourage and normalize discussions regarding sexual orientation and gender identity; and

WHEREAS, the City of Miami Beach is a diverse and inclusive community and has demonstrated a long history of opposing discrimination based on sexual orientation and gender identity, among other categories; and

WHEREAS, the Mayor and City Commission wish to allocate a one-time grant in the total amount of \$75,000 to Save Foundation, Inc., a not-for-profit corporation of the State of Florida, and South Florida’s leading organization dedicated to protect LGBTQ community against discrimination, to be used for development and implementation of a social media campaign for LGBTQ youth impacted by the “Parental Rights in Education” bill, subject to SAVE submitting a report by November 1, 2023, documenting the objectives achieved with the grant funding and compliance with all other terms of City’s standard grant agreement; and

WHEREAS, the campaign, entitled “Miami Beach Cares” would be distributed through social media, digital banners, and the City trolley with the goal of getting interested persons to a website with information and resources for parents and youth who are dealing with issues related to sexual orientation and gender identity; and

WHEREAS, at the March 31, 2023 Finance and Economic Resiliency Committee meeting, the Committee unanimously supported providing a \$75,000 grant in the first year, with two additional \$25,000 grants for a second and third year.

NOW, THEREFORE, BE IT DULY RESOLVED BY THE MAYOR AND CITY COMMISSION OF THE CITY OF MIAMI BEACH, FLORIDA, that the Mayor and City Commission hereby allocate a grant in the total amount of \$75,000 to Save Foundation, Inc., a not-for-profit corporation of the State of Florida, for development and implementation of a social media campaign for LGBTQ youth impacted by the “Parental

Rights in Education" bill; further authorize the City Clerk and City Manager to execute the City's Standard Grant Agreement with respect to the foregoing; and further, in view of the importance of this organization and the public purposes served by this programming, direct the City Administration to prioritize an allocation of a \$25,000 grant to Save Foundation, Inc., as part of the City's annual budget process for a second and third year.

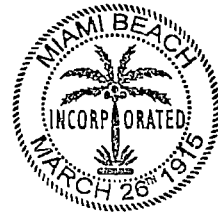
PASSED and **ADOPTED** this 28 day of April, 2023.

ATTEST:

Dan Gelber, Mayor

781 5/4/2023
Rafael E. Granado, City Clerk

(sponsored by Commissioner David Richardson)



APPROVED AS TO
FORM & LANGUAGE
& FOR EXECUTION

City Attorney

5-3-23
Date

MIAMI BEACH

COMMISSION MEMORANDUM

TO: Honorable Mayor and Members of the City Commission
FROM: Alina T. Hudak, City Manager
DATE: April 28, 2023

SUBJECT: A RESOLUTION OF THE MAYOR AND CITY COMMISSION OF THE CITY OF MIAMI BEACH, FLORIDA, ACCEPTING THE RECOMMENDATION OF THE FINANCE AND ECONOMIC RESILIENCY COMMITTEE, MADE AT ITS MARCH 31, 2023 MEETING, AND ALLOCATING A GRANT IN THE TOTAL AMOUNT OF \$75,000 TO SAVE FOUNDATION, INC., A NOT-FOR-PROFIT CORPORATION OF THE STATE OF FLORIDA, FOR DEVELOPMENT AND IMPLEMENTATION OF A SOCIAL MEDIA CAMPAIGN FOR LGBTQ YOUTH IMPACTED BY THE "PARENTAL RIGHTS IN EDUCATION" BILL, WIDELY KNOWN AS THE "DON'T SAY GAY" BILL; FURTHER, AUTHORIZING THE CITY CLERK AND CITY MANAGER TO EXECUTE THE CITY'S STANDARD GRANT AGREEMENT WITH RESPECT TO THE FOREGOING; AND FURTHER, IN VIEW OF THE IMPORTANCE OF THIS ORGANIZATION AND THE PUBLIC PURPOSES SERVED BY THIS PROGRAMMING, DIRECTING THE CITY ADMINISTRATION TO PRIORITIZE AN ALLOCATION OF A \$25,000 GRANT TO SAVE FOUNDATION, INC., AS PART OF THE CITY'S ANNUAL BUDGET PROCESS FOR A SECOND AND THIRD YEAR.

RECOMMENDATION

Approve the recommendation of the Finance and Economic Resiliency Committee made at its March 31, 2023 meeting.

BACKGROUND/HISTORY

At the February 22, 2023 Commission meeting, item C7H to provide a grant in the amount of \$75,000 to the Save Foundation, Inc., a non-for-profit corporation of the State of Florida, for the development and implementation of a social media campaign for LGBTQ youth impacted by the "parental rights in education" Bill, widely known as the "Don't Say Gay" Bill was referred to the Finance and Economic Resiliency Committee for discussion. At the March 31, 2023, Finance and Economic Resiliency Committee meeting the Resolution was approved unanimously and included two additional years of funding for \$25,000 per year.

SAVE Foundation is recognized as South Florida's longest serving organization dedicated to protecting people who are lesbian, gay, bisexual, transgender, and queer (LGBTQ) against discrimination.

Since 1993, SAVE has advocated for equal rights for persons of all sexual orientations and

gender identities. SAVE accomplishes this through grassroots action focused on:

- Community Outreach – changing hearts and minds by educating the people of South Florida about LGBTQ issues.
- Public Education - raising awareness about rights and protections for people of all sexual orientations and gender identities.
- Government Affairs - educating thought leaders and policies makers about the rights and protections for people of all sexual orientations and gender identities.

SAVE Foundation's mission is to promote, protect and defend equality for people in South Florida who are lesbian, gay, bisexual, transgender, and queer.

Through collective efforts, SAVE fought back against an onslaught of anti-LGBTQ policies including the "Don't Say Gay" Bill, censorship by School Boards, and the Florida Medical Board's ban on trans healthcare in 2022:

- 74 volunteer phonebank shifts.
- Protesting in Miami-Dade, Broward, Orlando, and Tallahassee.
- Lobbying key elected officials for their support.
- Providing buses for community members to attend rallies throughout the state.
- Making sure the community is heard by testifying during public comments.

SAVE continues to work to ensure cities in South Florida are welcoming and inclusive for the LGBTQ community through serving on the Miami Beach, City of Miami, and Miami-Dade LGBTQ Advisory Boards, and guide local leaders to improve local policies.

Funding

Funding for this initiative is not part of the FY 2023 budget.

There have been a number of priority initiatives identified by the Commission and staff that will have significant funding impacts. As the City develops the FY 2024 budget, the full fiscal impact of the recently approved collective bargaining agreements will also need to be absorbed.

ANALYSIS

In 2022, the state of Florida enacted the "Parental Rights in Education" bill, widely known as the "Don't Say Gay" bill aimed to prohibit school districts from encouraging classroom discussion about sexual orientation or gender identity. Specifically, the Bill bans "classroom instruction by school personnel or third parties on sexual orientation or gender identity" in kindergarten through third grade, and to prohibit such teaching "in a manner that is not age appropriate or developmentally appropriate for students," which could be interpreted to extend to all grade levels.

The City of Miami Beach is a diverse and inclusive community and has demonstrated a long history of opposing discrimination based on sexual orientation and gender identity, among other categories.

The SAVE Foundation has provided a scope of work which includes the planning and development of an ad campaign that will run from August 2023 through November 2023. The scope provided includes deliverables including an overall media strategy for launch and ongoing campaign, audience targeting strategies, and key performance indicators/benchmarks. The budget provided includes funding for website hosting (\$200), media/advertising (\$53,780) and project management (\$21,000). The campaign entitled Miami Beach Cares (www.miamibeachcares.lgbt) would be distributed through social media, digital banners, and the city trolley with the goal of getting interested persons to websites with information and resources for parents and youth who are dealing with issues related to sexual orientation and gender identity. The resources that will be included on the website will address topics of mental health and suicide prevention, faith and religion, homelessness and housing, youth programs available

through local organizations, bullying, and family acceptance to name a few. Local leaders will support the development of the resources that are best suited for Miami Beach.

SUPPORTING SURVEY DATA

49% of residents are satisfied or very satisfied with schools in Miami Beach

FINANCIAL INFORMATION

FY 2023: \$75,000

FY 2024: \$25,000

FY 2025: \$25,000

Since this initiative is not budgeted as part of the FY 2023, the Administration prepared a budget amendment for Commission for approval at the April 28, 2023 Commission meeting.

CONCLUSION

A grant in the amount of \$75,000 for the first year and \$25,000 for two additional years to Save Foundation, Inc., a not-for-profit corporation of the State of Florida, and South Florida's leading organization dedicated to protect LGBTQ community against discrimination, will be used for development and implementation of a social media campaign for LGBTQ youth impacted by the "Parental Rights in Education" bill, subject to SAVE submitting a report by November 1, 2023, documenting the objectives achieved with the grant funding and compliance with all other terms of City's standard grant agreement. Additional annual funding of up to \$25,000 may be considered during the annual budget process as well for up to two additional years.

The social media campaign will strive to encourage positive dialogue about and promote acceptance of LGBTQ identities as well as provide information on resources available to LGBTQ youth and their families.

Applicable Area

Not Applicable

Is this a "Residents Right to Know" item, pursuant to City Code Section 2-14?

No

Does this item utilize G.O. Bond Funds?

No

Strategic Connection

Prosperity - Be known for (K-12) educational excellence.

Legislative Tracking

Education and Performance Initiatives

Sponsor

Commissioner David Richardson

ATTACHMENTS:

Description

- ☐ Commission Memo
- ☐ Attachment 1

- ▣ Attachment 2
- ▣ SAVE Scope of Work
- ▣ Resolution

MIAMI BEACH

COMMISSION MEMORANDUM

TO: Honorable Mayor and Members of the City Commission
FROM: Rafael A. Paz, City Attorney
DATE: February 22, 2023

SUBJECT: A RESOLUTION OF THE MAYOR AND CITY COMMISSION OF THE CITY OF MIAMI BEACH, FLORIDA, APPROVE A GRANT IN THE AMOUNT OF \$75,000 TO SAVE FOUNDATION, INC., A NOT-FOR-PROFIT CORPORATION OF THE STATE OF FLORIDA, FOR DEVELOPMENT AND IMPLEMENTATION OF A SOCIAL MEDIA CAMPAIGN FOR LGBTQ YOUTH IMPACTED BY THE "PARENTAL RIGHTS IN EDUCATION" BILL, WIDELY KNOWN AS THE "DON'T SAY GAY" BILL.

ANALYSIS

Pursuant to the request of Commissioner David Richardson, the above-referenced Resolution is submitted for consideration by the Mayor and City Commission at the February 22, 2023 Commission meeting.

SUPPORTING SURVEY DATA

N/A

FINANCIAL INFORMATION

The fiscal impact of this measure is \$75,000.

Is this a "Residents Right to Know" item, pursuant to City Code Section 2-14?

No

Does this item utilize G.O. Bond Funds?

No

Legislative Tracking

Office of the City Attorney

Sponsor

Commissioner David Richardson

ATTACHMENTS:

Ms. Monica Colucci, Board Member

SUBJECT: DISTRICT COMPLIANCE WITH FLORIDA LAW

LINK TO STRATEGIC

PLAN: INFORMED, ENGAGED, & EMPOWERED STAKEHOLDERS

In September 2022, Miami-Dade County Public Schools (M-DCPS) responded to a Florida Department of Education's (FDOE) survey by providing a list of policies regarding student services. Subsequently, in a letter from FDOE dated November 18, 2022, it was indicated that a document entitled "Miami-Dade County Public Schools – 2020-2021 Guidelines for Promoting Safe and Inclusive Schools, Supporting Transgender and Gender Expansive Students" (guidelines) was not in compliance with current Florida law or State Board of Education rule.

While reliance to the referenced guidelines was discontinued by the District, the above referenced document was posted on the Academics and Transformation website during the 2020-2021 school year, during the 2021-2022 school year, the document was revised in August of 2021, and posted, and remained posted during the 2022-2023 school year, having recently been removed, as it was not in compliance with current Florida law or State Board of Education rule, which went into effect on July 1, 2022.

The posting of the document "Miami-Dade County Public Schools – 2020-2021 Guidelines for Promoting Safe and Inclusive Schools, Supporting Transgender and Gender Expansive Students", underscores the importance for establishing a process, with fidelity, in which manuals, guidelines, documents, or any other written guides, which are not embedded in Board policy, relating to academic programs, student support services, and curriculum, are vetted through a formal process to ensure that they comply with federal guidelines, state statutes, and School Board Policies, while ensuring that the Board is formally apprised of those items.

This agenda item seeks the Board's approval to direct the Superintendent to present a report at the February 8, 2023, Academics, Innovation, Evaluation and Technology Committee meeting, citing Board Policies, established policies, practices, and procedures, with respect to the development, review, approval, and posting of manuals, guidelines, documents, and any other written guides, that are not embedded in Board policy, relating to academic programs, student support services, and curriculum

This item does not appear on the published agenda. There exists good cause to vary from the published agenda as the matter addressed in the item emerged after the publication of the December 14, 2022, Board Meeting agenda.

**Good Cause
H-11**

This item has been reviewed and approved by the Office of the General Counsel as to form and legal sufficiency.

**ACTION PROPOSED BY
MS. MONICA COLUCCI:**

That The School Board of Miami-Dade County, Florida, direct the Superintendent to:

1. review existing Board policies, current established policies, practices, and procedures, with respect to the development, review, approval, and posting of manuals, guidelines, documents, and any other written guides, which are not embedded in Board policy, relating to academic programs, student support services, and curriculum, and
2. present a report at the February 8, 2023, Academics, Innovation, Evaluation and Technology Committee meeting describing current established policies and procedures, with respect to the development, review, approval, and posting of manuals, guidelines, documents, and any other written guides, which are not embedded in Board policy, and the formal method of which to inform Board members of said items, and
3. if necessary, initiate rulemaking to amend relevant School Board Policies to ensure that the Board is informed of any documents that are developed and published which are not embedded in Board Policy.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

2020-2021

GUIDELINES FOR PROMOTING SAFE AND INCLUSIVE SCHOOLS



Supporting Transgender and Gender Expansive Students
School Operations and Division of Student Services

Revised: 07/2020

MIAMI-DADE COUNTY PUBLIC SCHOOLS

GUIDELINES FOR PROMOTING SAFE AND INCLUSIVE SCHOOLS

The School Board of Miami-Dade County has adopted comprehensive anti-discrimination and anti-bullying policies that require all students be treated with respect regardless of their unique characteristics, including sexual orientation or gender identity.¹ Every student has the right to learn in a safe and accepting school environment and schools have a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and gender nonconforming students.

These guidelines are intended to promote a positive, proactive approach that upholds and protects the rights of transgender and gender nonconforming students; and best practices to ensure that transgender students and gender nonconforming students have equitable access to all aspects of school life (academic, extracurricular and social) in ways that preserve and protect their dignity.

This guide includes affirming the right of students to wear clothing, attend classes, choose restroom and locker rooms, and be addressed with names and pronouns that reflect the gender they identify with.

This document is intended to support schools in fulfilling our shared obligation to promote the dignity, respect and equity of transgender and gender nonconforming students.

DISTRICT POLICIES SUPPORTING LGBTQ YOUTH

School Board Policy - 1362, 3362, 5517 – Anti-Discrimination/Harassment- The Board will vigorously enforce its prohibition against discrimination/harassment based on sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation against an employee or student for engaging in a protected activity is prohibited.

School Board Policy - 5517.01 – Bullying and Harassment- Bullying, Harassment, Cyberbullying, and Discrimination (as referred to and defined herein) encompasses, but is not limited to, unwanted harm towards a student or employee based on or with regard to actual or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family

¹ See School Board Policies 5517, *Anti-Discrimination/Harassment (Students)* and 5517.01, *Bullying and Harassment*.

background. This policy prohibits bullying or harassment of any student by any Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside of the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District.

GUIDING PRINCIPLES

Even though the needs of transgender students vary tremendously based on a range of factors, a number of guiding principles informed this document. These principles include:

- Every student has the right to learn in a safe and accepting school environment. Supporting transgender students gives them the equal opportunity that schools are legally obligated to provide to all students.
- All adults must act as protective agents committed to the safety and well-being of the youth they serve, including those who are transgender or gender non-conforming, and should recognize that working as a team is in the best interest of individual students seeking support.
- No student should ever be asked, encouraged or required to affirm a gender identity or to express their gender in a manner that is not consistent with their self-identification or expression.
- Ongoing learning is a key element of this process. Educators and administrators need to engage in regular professional development and training to build a school climate that avoids gender stereotyping and affirms the gender of all children.²

² See GLSEN & Harris Interactive (2012). Playgrounds and Prejudice: Elementary Schools Climate in the United States, A Survey of Students and Teachers. New York: GLSEN (providing statistical data quantifying the effect to bullying on students who do not conform to gender stereotypes)

SHARED UNDERSTANDING - DEFINITIONS

There are often gaps in trust — grounded in past or current experiences between students, families and educational institutions. This document will also incorporate language, resources and suggestions for navigating these trust gaps and supporting the student's safety and well-being.

A number of terms are used in this document that may not be commonly known. A short list of definitions is included below to facilitate a shared understanding. It is not an all-inclusive list.

Gender: Complex relationship between physical traits and one's internal sense of self as male, female, or neither (gender identity) as well as one's gender expression (outward presentation and behaviors).

Sex assigned at birth: A person's biological sex is a combination of bodily characteristics, including chromosomes, hormones, internal and external genitalia, and secondary sex characteristics. At birth, infants are assigned a sex, usually male or female, based solely on the appearance of their external anatomy.

Gender expression: How a person expresses their gender through outward presentation and behavior. This includes, for example, a person's name, clothing, hair style, body language and mannerisms.

Gender identity: A person's deeply held internal sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth.

Gender expansive: refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.

LGBTQ: Acronym for Lesbian - Gay - Bisexual - Transgender - Queer/Questioning

Sexual orientation: A person's emotional, romantic, and/or sexual attraction to other people. Sexual orientation is not the same as gender identity. Who you love.

School Allies for Equity (SAFE) Network: provides school and district employees with the knowledge necessary to build comprehensive and inclusive programs of support for all students and parents including students who are LGBTQ. (Previously known as the Sexual Minority Network).

Transgender: Is a general term used to describe people whose gender identity differs from the sex they were assigned at birth.

Transition: The process through which transgender people begin to live as the gender with which they identify, rather than the one typically associated with their sex assigned at birth.

Non-Binary: People who do not feel like the word's "girl" or "boy" fits. They may feel like both or neither. They sometimes use pronouns such as they, them theirs.

Note: Using the terms "transgendered" or "transgressors" is offensive and should be avoided.

PUBLIC/PRIVATE TRANSITIONS

Whether a student makes a public or private transition, remember that the student is undergoing an incredibly personal experience; few youth want to be the center of attention, particularly for such a personal matter. Only the student can determine their gender identity. Outside confirmation from medical or mental health professionals, or documentation of legal changes, is not required.

The school should be prepared for genuinely innocent confusion or uncertainty that may come from members of the school community and set clear boundaries about what to say to the student or their family.

Schools must also be able to respond to negative reactions to a student's public gender transition. The larger community can subject these students and their families to ignorant intrusions and even outright hostility. But schools are uniquely positioned to serve as a buffer to protect students and their families.

Many negative reactions are a result of a lack of knowledge or familiarity with the idea of transgender people, particularly transgender youth. While a public transition might make others (including you) feel uncomfortable, that discomfort does not outweigh the student's need to be safe and supported.

To assist schools in responding to questions, negative reactions or concerns to a student's public gender transition, without speaking about the specific student, school staff may use the following talking points to respond:

- *"I know this is new territory for many of us. Sometimes change is challenging. Perhaps I can share some information with you about gender identity and transgender people?"*
- *"I can assure you that the safety, well-being and education of all students are our highest priorities."*
- *"Of course I can't talk about any individual student, just as I would never talk about your child."*
- *"Schools have always worked to support the needs of individual students in a variety of ways. Like we have always done, we are committed to supporting all of our students."*
- *"Imagine if this was another type of student need that other people weren't comfortable with, how would you respond?"*

GUIDANCE TO SUPPORT TRANSGENDER AND GENDER EXPANSIVE STUDENTS

Due to the increased risks facing transgender and gender expansive students, as well as the unique circumstances that may arise when working with these students and their families, additional guidance and recommendations are being provided to help ensure these students receive the same educational opportunities as their peers.

Districts make important decisions regarding policies and practices to promote student safety and support, with equal access to all programs, services, and facilities provided by school districts. All M-DCPS students must be treated equally and fairly, free from discrimination, harassment, and bullying based on their real or perceived sexual orientation, gender identity, and gender expression. This commitment to equal and fair treatment includes transgender and gender expansive students, and applies to all District operations, programs, and activities.

These recommendations facilitate district compliance with local, state, and federal laws, while furthering the goals of cultivating and sustaining caring, supportive, respectful, and affirming learning environments that provide for the education, safety, and welfare of all students. This section provides the most common and foundational support for transgender students in schools and provide practical steps to implement them; however, it does not anticipate every situation that might occur. The unique needs and concerns of each student should be addressed on a case-by-case basis with a student-centered approach that includes the ongoing engagement of the student, the parent/guardian, as appropriate, and school personnel with a legitimate educational interest per the Family Education Rights and Privacy Act (FERPA).

The overall goal is to ensure the safety, comfort, and healthy development of all students, including transgender and gender expansive students, maximizing inclusion and social integration while minimizing exclusion and stigmatization.

Names and Pronouns: School staff should address students by their chosen name and pronouns that correspond to their gender identity, regardless of whether there has been a legal name change. Upon request, the chosen name and gender should be included in the district's information management systems, in addition to the student's legal name. District-generated student email addresses should also reflect the student's chosen name, if first names are identifiable in such addresses. These changes inform all staff, including substitute teachers, of the name and pronoun to use when addressing the student, and help avoid inadvertent disclosures.

Student Records: When requested, schools should engage in reasonable and good faith efforts to change current unofficial student records (e.g., class and team rosters, yearbooks, school newspapers, and newsletters) with the chosen name and appropriate gender markers to promote consistency among teachers, substitute teachers, school administrators, and other school staff.³ While Florida law provides a process for people to seek a legal name change, there may be extenuating circumstances that make a legal name change desired, but unattainable. Parents/guardians, or students who are age 18 or older, also have the right to seek amendment

³ C. Foley, US Department of Education, ED Facts Partner Support Center, personal communication with C. Jones in CEPI, July 10, 2015.

to the school records (per FERPA) if their records are deemed “inaccurate, misleading, or in violation of the student’s privacy.”

Privacy and Confidentiality Regarding Disclosures: Transgender and gender expansive students have the right to decide when, with whom, and to what extent to share private information. When contacting the parent/guardian of a transgender or gender expansive student, school staff should use the student’s legal name and the pronoun corresponding to the student’s assigned sex at birth, unless the student or parent/guardian has specified otherwise.

Restrooms: Students should be allowed to use the restroom in accordance with their gender identity. Alternative and non-stigmatizing options, such as an all-gender or single user restroom (e.g., staff bathroom or nurse’s office), should be made available to students who request them, but not presented as the only option. Any student who has a need or desire for increased privacy, regardless of underlying reasons, has the right to access a single-user restroom.⁴

Locker Rooms or Changing Facilities: A student should not be required to use a locker room that is incongruent with their gender identity. Locker room usage should be determined on a case-by-case basis, using the guiding principles of safety and honoring the student’s gender identity and expression. Some options include: 1) a change in schedule; 2) use of a private area in the facility (e.g., nearby restroom stall with a door, or an area separated by a curtain, a physical education instructor’s office in the locker room); and 3) use of a nearby private area (e.g., restroom, nurse’s office). Any student who has a need or desire for increased privacy, regardless of the underlying reasons, may request the options listed above.

Physical Education Classes and Intramural Sports: Students should be allowed to participate in physical education classes and intramural sports in accordance with their gender identity.

Interscholastic Sports: Students should be allowed to participate in interscholastic sports in accordance with their gender identity. Eligibility of transgender students in Florida High School Athletic Association (FLHSAA)-sponsored post-season tournaments is governed by the FLHSAA, subject to state and federal civil rights laws.

Dress Code: Students should have the right to express their gender at school, within the parameters of the school’s dress code, without discrimination or harassment. The school’s dress code should be gender-neutral and not restrict a student’s clothing choices on the basis of gender. In the event that the dress code has differing expectations or practices based on gender, students should be permitted to dress in accordance with their gender identity.

⁴ In the event that the school does not have such a facility, every effort must be made to accommodate the student’s needs

Gender-Based Activities or Practices: Districts should evaluate all gender-based programs and practices and maintain only those that have a clear and sound educational purpose. Gender-based programs and practices can have the unintentional consequence of marginalizing, stigmatizing, and excluding transgender and gender expansive students. Moreover, in some circumstances, they may violate state and federal laws. When students are separated by gender in school activities, students should be allowed to participate in accordance with their gender identity. When considering overnight accommodations, situations should be assessed on a case-by-case basis, seeking solutions that are inclusive, respectful, and acceptable to the student and do not impose an additional expense or burden on the student.

Overnight Field Trips: A transgender student's comfort level with sleeping arrangements will largely dictate the manner in which related issues are addressed. If students are to be separated based on gender, then the transgender student should be allowed to room with peers that match their gender identity.

RESEARCH

Children typically begin expressing their gender identity between the ages of two and four years of age, around this age, transgender children often express their cross-gender identification to their family members and caregivers through behaviors like dressing in clothing and engaging in activities consistent with their gender identity. Even at that young age, transgender children are often insistent and persistent about their gender, differentiating their behavior from a phase or imaginative play.

Research indicates that LGBTQ students, nationally are targeted with physical violence and experience a hostile school environment more frequently than their non-LGBTQ peers.

According to a national report, 40 percent of transgender and nonbinary students were physically assaulted or threatened, (e.g., punched, kicked, or injured with a weapon) in their lifetime due to their gender expression.⁵

Overall, LGBTQ students who are bullied and harassed are more likely to experience depression and anxiety, feel excluded from the school community, and experience lower academic achievement and stunted educational aspirations.

Lesbian, gay, bisexual, and transgender (LGBT) students are over-represented in the unaccompanied homeless youth population, creating significant barriers to health, safety, and school success. Nationally, 38% of transgender and nonbinary students have experienced housing instability. More alarming is 28% of youth who experience housing instability reported a suicide attempt in the past year.⁵

The adverse health and educational consequences for transgender students are even greater than those for LGB students.

Not all LGBTQ students are equally affected by these risk factors. LGBTQ students with intersecting, marginalized identities (e.g., black transgender females, LGBTQ students with

⁵ The Trevor Hotline: [National Survey on LGBTQ Youth Mental Health 2020](#)

disabilities) are at greater risk of negative outcomes. Among those who seriously considered suicide, only half of Black LGBTQ youth received psychological or emotional counseling compared to 3 out of 5 LGBTQ youth overall.⁶ M-DCPS recognizes the role that power, privilege, discrimination, and oppression play in creating disparities that exist between LGBTQ students and their peers, and that only by addressing the underlying structural inequities will the existing disparities in academic achievement and health outcomes be eliminated.

M-DCPS is committed to reducing the impact of high-risk factors and providing equitable resources and access to quality educational opportunities to meet the needs of all students.

BEST PRACTICES

M-DCPS recognizes the need for all students to have a safe and supportive school environment to progress academically and developmentally, and believes school administrators, teachers, staff, families, and students all play an important role in creating and sustaining that environment. Students must be treated equally, fairly, and be protected from discrimination based on their real or perceived sexual orientation, gender identity, and/or gender expression. As such, the M-DCPS encourages schools to:

Enforce School Board policies protecting students from harassment, violence, and discrimination based on their real or perceived sexual orientation, gender identity, and/or gender expression (e.g., enumerated nondiscrimination, anti-bullying, and anti-harassment policies). Inclusive school policies and administrative guidelines regarding implementation provide clear guidance for school administrators, teachers, support staff, families, and students to ensure all members of the school community have similar, consistent expectations for what is considered appropriate conduct in school and at school-related activities.⁷

Provide professional development opportunities on issues affecting LGBTQ students to all staff. These opportunities should extend beyond teachers, administrators, and school mental health staff, to include anyone who interacts with students (e.g., coaches, bus drivers, cafeteria workers, custodians, and administrative support staff). M-DCPS conducts introductory and advanced workshops to help educators and other school personnel understand, assess, and improve school safety and climate for all students, including those who are LGBTQ. Districts should encourage and support staff attendance at these and other role-appropriate professional development opportunities.⁸

⁶ Trevor Research Brief: BLACK LGBTQ YOUTH MENTAL HEALTH

⁷ See Miami-Dade County Public Schools Model Anti-Bullying Policy 5517.01 as an example of an enumerated policy that includes sexual orientation, gender identity and gender expression. Retrieved from <http://www.dadeschools.net/schoolboard/rules/Chapt5/5d-1.101.pdf> Retrieved from http://studentservices.dadeschools.net/bullying/pdfs/MDCPS_bullying-harass_policy.pdf

⁸ The introductory workshop (A Silent Crisis: Creating Safe Schools for Sexual Minority Youth) and advanced workshop (Planning for Action: Next Steps in Creating Safe Schools for Sexual Minority Youth) are available at regional sites throughout the states.

Support the formation of extracurricular student-led clubs, such as Gay-Straight Alliances or Gender and Sexuality Alliances (GSAs) in middle and high schools. In accordance with the Equal Access Act and School Board Policy 5730, the GSA should be afforded the same rights and privileges as other student-led extracurricular clubs in all areas, such as appointment and compensation of advisors, publicity for events, and inclusion on school websites. These groups have been shown to improve school climate for all students, regardless of sexual orientation, gender identity, or gender expression, and serve as protective factors for all students, both members and non-members. They can provide different functions, including supporting potentially isolated and at-risk LGBTQ students and their allies, educating the larger school community, and advocating for a more inclusive school climate.

Provide appropriate and meaningful family engagement and support. Since parental acceptance and family support are key determinants of LGBTQ student health, student support teams, staff, and community partners should provide resources to help families and students locate information, affirming counseling, and support services. School mental health professionals (school counselors, school social workers, and school psychologists) play an important role in helping students evaluate their academic and family situations, support systems, and resources. School mental health professionals have the necessary training to conduct mental health and substance use assessments, as needed. Schools should provide a welcoming environment for diverse families, including those that are headed by LGBTQ parents/guardians, and are encouraged to educate all families in their community about M-DCPS policies and guidelines.

Encourage respect for the human and civil rights of all people, including those who are LGBTQ, across the curriculum. Research shows that inclusion of LGBTQ topics in curricula is correlated with students feeling safer in school, regardless of sexual orientation or gender identity. Schools are encouraged to have relevant and age appropriate content throughout the curriculum, in areas such as social studies, English language arts, creative arts, and health education, including sex education.⁹

Provide developmentally appropriate information about LGBTQ issues in school libraries and in student and faculty resource centers. School libraries should include a selection of high-interest LGBTQ books and media. Computer-filtering software should not inhibit age-appropriate access to medical and social information. Schools are encouraged to review the computer-filtering protocol to ensure that students and other school community members can access information related to LGBTQ youth, local and national resources, and LGBTQ health information.

Collect and review data to identify disparities that create barriers to a safe and successful learning experience for LGBTQ students. LGBTQ students are disproportionately at risk for experiencing bullying, truancy, violence, substance use, unaccompanied homelessness, discipline referrals, and involvement with the juvenile justice system. Districts are encouraged to analyze available attendance, suspension, expulsion, bullying, student risk behavior, and school climate data to promote practices that improve LGBTQ students' attendance and participation in school.

As indicated in the Student Services School Profile, schools must designate a SAFE Network Liaison, which is willing to work with students on issues related to sexual orientation, gender identity, and gender expression. The principal will identify a student

⁹ Note that changes in materials and methods that fall under the umbrella of sex education must go through the Materials Review Committee approval process.

services staff member to serve in the role of SAFE Liaison and attend quarterly trainings to receive specialized professional development focused on building expertise in program development and delivery of comprehensive services. Program elements include: the provision of individual, group, and family counseling services; community resource information; support groups and social networking opportunities; and providing or coordinating anti-bullying prevention and educational activities. These services are provided with the focus of increasing resiliency, self-esteem, and school/social/familial supports. Students report feeling safer at school when they know where to go for information or support regarding LGBTQ issues, or when they have a trusted school staff person available. This person may assume a leadership role in working with LGBTQ students and their families, educate the school community regarding these topics, serve as the point person for the building, work closely with the district Title IX Coordinator, and be a liaison to M-DCPS.

ADDITIONAL BEST PRACTICES:

- Provide professional development for faculty and staff with a focus on increasing resiliency and school/social/familial support to transgender students.
- Include topics in faculty and staff meetings or trainings on key terms related to gender identity and expression; the development of gender identity; experiences of transgender and gender nonconforming students; ways to support transgender students and how to improve school climate for transgender and gender nonconforming students.
- Engage in regular professional development and training to build a school climate that avoids gender stereotyping and affirms the gender of all children.
- Provide a safe space for the student to disclose their gender identity to the administration, counselor or unsupportive parents,
- Provide counseling services for the whole family, connect them to local resources or other parents of transgender or gender-expansive youth.
- Use a Student Gender Support Plan to systematically address various aspects of a transgender or gender expansive student's experiences at school. It is designed to ensure that the school, student and parents (when appropriate) are all on the same page and have shared expectations about how the specific, gender-based needs of the student will be met.

HELPFUL DOCUMENTS

School Allies for Equity (SAFE) Network

Gender Support Plan

(formerly known as the Sexual Minority Network)

1. Identify student's preferred name and pronoun.

Parent/Guardian Involvement-

2. Are guardians of this student aware and supportive of their child's gender transition?

Confidentiality, Privacy and Disclosure-

3. How public or private will the information about this student's gender be?

If student has asserted a degree of privacy, what are the expectations of the institution if that privacy is compromised? How will a teacher/staff member respond to questions about the student's gender from, other students, staff members, or parents/community?

Student Safety

4. Who will be the student's "go to adult on campus"?
5. If the person is not available who should the student go to?
6. What process will be in place for frequent monitoring of the student and/or their family?
7. What are the expectations in the event the student is feeling unsafe and how will student seek for assistance?

Names, Pronouns and Student Records

8. Name and pronouns to be used when referring to the student.
9. What adjustments can be made to protect the student's privacy?
10. Who will be the point person to ensure these adjustment are made and communicated as needed?
11. Who will handle instances when the incorrect name and pronouns are used?
12. How will the student's privacy be accounted for and maintained in the following situations or contexts:
 - During registration
 - Completing enrollment
 - With substitute teachers
 - Standardized tests

- School photos
- IEP/Other Services
- Student Cumulative File
- After-school programs
- Lunch lines
- Taking attendance
- Teacher gradebook
- Official school-home communication
- Unofficial school-home communication
- Outside district personnel providers
- Summons to the office
- Yearbook
- Student ID
- Distribution of texts/or other school supplies
- Assignment of an IT account
- PA announcement

13. If the student's guardians are not aware and supportive of the child's gender status, how will school-home communication be handled?

14. What are some other ways the school needs to anticipate information about this student's preferred name and gender marker potentially being comprised? How will these be handled?

Use of Facilities

15. Student will use the following restroom(s) on campus.

16. Student will change clothes in the following place.

17. If the student has concerns about facilities, who will be the contact person?

18. What are the expectations regarding use of facilities for any class trip?

19. What are the expectations regarding rooming for any overnight trip?

20. Are there any questions or concerns about the student's access to facilities?

Extracurricular Activities

21. Does the student participate in an after-school program?

22. What steps will be necessary for supporting the student there?

- 23. In what extracurricular program will the student be participating (sports, theatre, clubs, etc.)?
- 24. What steps will be taken to support the student there?

Other Considerations

- 25. Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for?
- 26. Does the student have any sibling(s) at school?
- 27. Are there lessons, units, content or other activities coming up this year to consider (growth and development, social justice units, name projects, dance instruction, Pride events, school dances, etc.)?
- 28. What training will the school engage in to build capacity for working with gender-expansive students?

Support Plan Review and Revision

- 29. How will this plan be monitored over time?
- 30. What will be the process should the student, family, or school wish to revise any aspect of this plan?
- 31. What are the specific follow-ups or action items emerging from this meeting and who is responsible for them?

These questions will help implement a comprehensive and supportive environment for transgender and gender non-conforming youth. This document should be used as a guide to help staff identify issues that need to be addressed. Should you need to document any part of this plan, please do so on a Student Case Management Student Services Form (FM-3673), this plan is not to be placed in a student's cumulative file, as these files are accessible to other individuals.

* Information above was extracted from Gender Spectrum's Gender Support Plan 2016.

*Additional Resources can be found by visiting the [SAFE Network Website](#).

* Questions regarding support should be directed to Gladys Duran, LCSW at durang@dadeschools.net or (305) 995-1778.

Revised: 07/2020

4/16/2023

Dear Esteemed Mayor and Commissioners of the City of Miami Beach,

I am reaching out to provide a summary of the campaign to support parents and families of LGBTQ youth.

The campaign entitled Miami Beach Cares (www.MiamiBeachCares.lgbt) would be distributed through social media, digital banners, and the city trolley with the goal of getting interested persons to a website with information and resources for parents and youth who are dealing with issues related to sexual orientation and gender identity.

The resources that will be included on the website will address topics of mental health and suicide prevention, faith and religion, homelessness and housing, youth programs available through local organizations, bullying, and family acceptance to name a few. We will convene community leaders of nonprofits to develop the resources that are best suited for Miami Beach residents.

With the absence of information in our schools, parents and youth are searching for resources to address their questions and concerns. We hope to offer guidance to families and youth who are in need of support. We believe that this initiative will serve our community well and continue to build on the City of Miami Beach's legacy as a beacon for the LGBTQ community.

Sincerely,

A handwritten signature in black ink, appearing to read "Orlando".

Orlando Gonzales
Executive Director

PROPOSED GRANT

- **Timing**

- Approximately one month of planning and creative development
- Three months of ad campaign run time (August-November)

SCOPE OF WORK

CREATIVE

Deliverable: We will bring to you two campaign ideas and present these ideas through a few hypothetical executions (digital banners, trolley, social media) so you can see how it comes to life. After two rounds of review, we would narrow down to one idea, for which we would produce and develop all of the assets mapped out in an approved media plan.

MEDIA PLANNING

Our media team works in lock step with our creative team to plan and develop an integrated campaign. As a part of this phase, we will provide you with our recommended media plan to achieve the campaign objectives.

Deliverables: In this phase, we will provide you with the following:

- Overall media strategy for launch and ongoing campaign. It will include audience targeting, flight schedule, channel recommendations and suggested spend levels.
- To be inclusive of those mediums we found most effective. But could include radio, print, digital, social, outdoor, influencer, etc.
- Analytics strategy with key performance indicators and benchmarks.

PROJECT MANAGEMENT

- Calls and meetings
- Communication with the City of Miami Beach to discuss reviews and approvals
- Campaign optimization and benchmark tracking
- Ongoing reporting
- Build website, purchase domain name, and set up web hosting
- Manage the online resources published on the website

CITY OF MIAMI BEACH TEAM INCLUDED

- Chief Education Officer
- Director of Communications
- LGBTQ Advisory Committee Members
- Youth Commission Members

BUDGET

Domain name (MiamiBeachCares.LGBT)	\$20
Website hosting	\$200
Media/advertising spend	\$53,780
Project administration and management, ad creative development, and media planning	\$21,000
TOTAL	\$75,000

ESTIMATED TIMELINE

Decision by the City of Miami Beach	April 28, 2023
Grant paperwork signed	May 31
Planning, creative development, reviews and approvals	June 1 – July 31
Campaign launch date	August 14
Campaign end date	November 14