



Investigation into the Needs of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Youth

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**A Report by the Human Rights Commission
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**Part I:
How This Hearing Came About**

The public hearing and this report resulted from the growing visibility of lesbian, gay, bisexual, transgender, queer and questioning (LGBTQQ) youth in San Francisco. In 1995, the Lesbian Gay Bisexual Transgender Advisory Committee (LGBTAC) of the San Francisco Human Rights Commission created a Youth Task Force (YTF) to investigate the needs of LGBTQQ youth.

This report is a compilation of material, testimony, and information submitted by LGBTQQ youth, other community members, community organizations, school officials, and representatives of City agencies and departments. This report is built upon the words and ideas of all those who testified at the hearing, submitted written materials, and offered commentary on the content of the findings and recommendations. Every attempt has been made to accurately reflect the information submitted.

In order to be as inclusive as possible, the organizers of this public hearing and report agreed to use the terms Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQQ) to describe the identity of sexual and gender "minority" individuals. It is recognized and respected that some people may feel alienated by one or more of these terms, and that some individuals may object to the use of labels to describe their identities. In some portions of the summary of public testimony, the terms chosen by a speaker are used instead of using only the "LGBTQQ" term, in order to preserve the content of the speaker's testimony.

LGBTQQ people face fear and hatred from other individuals, in institutions, and in the

community, based on their sexual and gender identities. Rather than just describing this as "homophobia", the organizers of this public hearing and report have chosen to refer to these oppressions as homophobia, biphobia, heterosexism, and transphobia.

A sincere effort has been made to use the appropriate gender pronouns to refer to speakers and other participants. If a person has explicitly stated that they prefer a certain gender pronoun, or none at all, this is reflected in the record. In cases where this is not explicitly stated, there may be mistakes based on gender assumptions. We apologize for these mistakes. We encourage readers to inform us of any pronoun changes for subsequent printings of the report. In some cases, the pronoun "she" is used as the universal pronoun to challenge the sexist English-language tradition of using masculine pronouns as universal.

After discussions with many young people and youth service providers and agencies throughout the City, the organizers of the public hearing defined "youth" as persons 25 years old and younger. Because some LGBTQQ people may not question their sexual and gender identity until adolescence or later, LGBTQQ people may not encounter some of the issues that face youth until their early twenties. Keeping this in mind, the organizers nonetheless wanted to ensure that the hearing would be "youth- focused"; hence, efforts were made to ensure that youth under 18 and youth under 21 were not alienated or excluded by the inclusion of young people up to 25.

The Human Rights Commission and the City's Youth Commission gave this project priority by holding a public hearing on September 26, 1996 and provided the overall vision to ensure proper balance and representation. The

Youth Commissioners participating and present at the hearing were Jesse Costello-Good (Co-Chair), Kent Khounsombath (Co-Chair), Maritza Marshall, and Sarah Spoon. The Human Rights Commissioners participating and present at the hearing were Martha Knutzen (Chairperson), Marivic Bamba, Youn-Cha Shin Chey, Agar Jaicks, German Martinez, Comer Marshall, Antonio Salazar-Hobson, Ghada Saliba-Malouf, Rhonda Rochon, and Melecio Santos.

Staff members of the Human Rights Commission's Lesbian Gay Bisexual Transgender and HIV Unit — Coordinator Larry Brinkin and Representatives Brian Cheu and Cynthia Goldstein— performed and coordinated the tasks required of putting together the public hearing. Mr. Cheu coordinated YTF and LGBTAC members who participated in formulating, advertising, and coordinating the public hearing; identifying, contacting, meeting with and notifying individuals, organizations, City officials, agencies, the School District, and the media; collecting and evaluating information and testimony; and reviewing and commenting on successive drafts of this report and the findings and recommendations. Ms. Goldstein coordinated volunteer participation in the directing and holding of the public hearing. Mr. Brinkin provided staff management oversight to the hearing and this report. Director Marivic Bamba, former Director Ed Lee, and former Interim Director Frank Anderson provided valuable leadership and support to the hearing and the report. Interns Yong Lee and Lisa Noshay-Petro also assisted with many aspects of the hearing.

Community members of the Youth Task Force involved with planning the hearing included Doug Au, Meredith Broome, Ken Bukowski, Jesse Costello-Good, Deja Dior, Dori Ehrlich, Gordon Elkins, Karen Golinski, Dean Goodwin, Robin Haaland, Dennis Isner, Crystal Jang, Kent Khounsombath, Justin Louie, Mark Rhoades, Mara Rosen, Hasan Shafiquillah, Oren

Slozberg, Lynn Sykes, Mitch Thompson, Vitaly, Chris Young, and Scott Ziehm.

LGBTAC members of the Youth Task Force involved with planning the hearing were Rachel Bernstein, Ahimsa Bodhrán, William Bland, Quang H. Dang, Edd Dundas, Agar Jaicks, Eddie Kaufman, Howard Kwong, Martha Knutzen, Shadow Morton, Gloria Soliz, Rachel Timoner, and Kiki Whitlock.

Special acknowledgment is due to committee members Eddie Kaufman and Rachel Bernstein for their hard work and diligence throughout the process: drafting goals and objectives, preliminary policy recommendations, and convening more than one person's share of subcommittee meetings; and to LGBTAC member Rachel Timoner and intern Lisa Noshay-Petro for planning the youth speakers' trainings.

Special thanks also to the Hastings law students whose hard work ensured the timely drafting and editing of the findings and recommendations: Robin Haaland, Chris Hwang, Mara Rosen, Hasan Shafiquillah, Vitaly; to Mae Chu (court reporter); and to Denise Debrunner (Graphic Designer, City Reproduction).

Other people who have been instrumental to making the public hearing and this report possible are Ed Capshaw of Noah's Bagels; Citywatch staff Jennifer Schuler and Michael Freeman; Food donors; David German from City Reproduction; Beth Murray, Managing Director to the War Memorial; Matt Onek, Youth Commission Director; and John Taylor, Clerk for the Board of Supervisors.

Special acknowledgment is due to present and former members of the LGBTAC whose commitment and participation in the public hearing were integral to its success: Virginia Benavidez, Rachel Bernstein, William Bland, Ahimsa Bodhrán, Robert Bray, Vince

Crisostomo, Quang Dang, Lani Ka'ahumanu, Eddie Kaufman, Howard Kwong, Yolanda Lewis, Rosa Lizarde, Randy Miller, Adele Morrison, Shadow Morton, Laura Perez, Terry Person, Wally Sherwood, Rachel Timoner, and Kiki Whitlock.

Particular recognition goes to all the young people who testified at the hearing, those that chose to remain anonymous, and those who could not attend because of personal circumstances.

Part II: LGBTQQ Youth —Self-Discovery, Defining Themselves and Speaking Out

It is necessary to teach by living and speaking those truths which we believe and know beyond understanding. Because in this way alone we can survive, by taking part in a process of life that is creative and continuing, that is growth / Audre Lorde, The Transformation of Silence into Language and Action 1977

Audre Lorde spoke these words 20 years ago. That's enough time for an entire generation of transgender bisexual lesbian gay queer and questioning youth to be born, to grow, to articulate the contours of their existence, to create and find identities, and for some of these young lives, to end.

What is the story of these lives? How do they fit together? Where is the record of events that chronicle them?

Any attempt to write the history of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ) youth will be incomplete. The good work of a group of LGBTQQ youth activists might make it into the pages of a local newspaper, but where can we read about a

13-year old who decides one morning to try on a sibling's suit and tie rather than a skirt and blouse? The history of LGBTQQ youth cannot be captured in a textbook or a documentary, but rather it is spun by daily acts of self-discovery and resistance. The challenge then is to identify and eradicate the obstacles that confront LGBTQQ youth as they struggle to determine who they are and come into their own.

Self-discovery is an important step in the continued survival and growth of LGBTQQ youth. Even before a young person may start to question her sexual and/or gender identity, she is bombarded by messages of heterosexism, transphobia, biphobia, and homophobia. These messages are imbedded within families, schools, peers, movies, music, television, books, newspapers, public figures, and churches. Learning to feel ashamed, isolated, and fearful can prevent a young LGBTQQ person from discovering who she is and may lead to depression, suicide, substance abuse, and low confidence. LGBTQQ youth need to feel safe, feel supported, and to know they are not alone.

For many LGBTQQ youth, self-discovery is a journey that begins with simple survival—a commodity taken for granted by many of us who have more comfortable living situations. LGBTQQ youth have been thrown out of their homes, made fun of and beaten up in schools, and subjected to cruel psychiatric abuse because of their sexual and gender identities. A homeless LGBTQQ youth needs to worry about where she will spend the night, when she will eat again, and whether she will need to sell her body for survival.

Even in "lesbian and gay sensitive" spaces, a young person who is bisexual or transgender may be told that they are confused, going through a phase, or that they don't belong. That young person may end up feeling even more isolated than before, or they might

try to fit themselves into an acceptable lesbian or gay label, thereby also foregoing self-discovery.

On top of all this, some LGBTQQ youth have to face many other biases that compound with the ones mentioned above. Youth of color face racism within the LGBTQQ community and may feel like they have to choose between their racial/ethnic identity and their sexual/gender identity. Young women continue to fight against sexism. LGBTQQ youth who do not speak English face a near vacuum of language-appropriate resources and services. Young people with disabilities may find that existing resources are inaccessible. LGBTQQ youth from families with low socioeconomic status may find it hard to engage in activities and events that require money.

Nonetheless, many LGBTQQ youth have not only overcome the many obstacles to self-discovery, but once coming into their own, they have realized that they are not alone—so they search out others like themselves. LGBTQQ youth have succeeded in reaching out to others like them and in helping one another through the hard times.

On September 26, 1996, at this historic public hearing, LGBTQQ youth came together to speak out about enduring the hard times, coming out to themselves and others, fighting to survive, transforming their families of origin and families of choice, and trying to create communities where they are taken seriously and can grow. The words of these youth and the unspoken, undocumented acts of countless others like them testify to the continued efforts of LGBTQQ youth to articulate their existence and create their lives.

Three years ago, transgender activists spoke out for the City to investigate the discrimination that they face. Their powerful words echo the demands articulated by

LGBTQQ youth today to:

[We] call for an end to excessive pain and suffering, to restore lost dignity, to demand the basic respect accorded to every human being in a civilized society. We are calling for an end to hatred, to abuse, to disrespect. We are calling for the right to define ourselves to say for ourselves who we are. And we are calling for the end of persecution, be it based on fear, ignorance, or bigotry. We are asking to be recognized because we exist. We are reclaiming our past, and we intend to have a future / Jamison Green, Investigation into Discrimination Against Transgendered People, 1994

Summary

From May 1995 through 1996, the Youth Task Force (YTF) of the San Francisco Human Rights Commission's Lesbian Gay Bisexual Transgender Advisory Committee (LGBTAC) met monthly to define its focus, develop a working relationship between LGBTAC members and community members, and begin work on specific issues facing LGBTQQ youth. The YTF chose four major substantive areas: Legal Issues, Mental Health, Places to Hang Out, and the San Francisco Unified School District. In addition, the YTF investigated a youth curfew proposal and worked in collaboration with the Lavender Youth Recreation and Information Center (LYRIC) to produce a resource guide, "OUT In the City" (See Appendix L).

Past and present LGBTAC members involved with the Youth Task Force during this period included William Bland, Vince Crisostomo, Quang H. Dang, Timothy Höring, Eddie Kaufman, Jeanette Lazam, Shadow Morton, Gloria Soliz, Rachel Timoner, and Kiki Whitlock.

Community members participating during this period included Christopher A., Rick Aguirre, Chandra Andrews, Doug Au, Ellis Avery, Francisco Barragan, Michael Baxter, Meredith Broome, Ken Bukowski, Tamara Ching, Lulu Chou, Cheryl Deaner, B.J. Douglas, Gordon Elkins, Maria Fadli, Lori Guidos, Crystal Jang, Jennifer, Brad Jensen, Ruth Hughes, Karen Jones-Mason, Marjon Kashani, Kent Khounsombath, Howard Kwong, Diane Manning, Anne Mattis, Shannon Minter, Camille Moran, Laura Murphy, Hung Nguyen, Kelly O'Neill, Nancy Presson, Sandra Ruiz, Roderick Santonil, Brian Sharber, Oren Slozberg, Zevonda Sutton, Noel Talens, Mitch Thompson, Christopher Yang, and Scott Ziehm.

The Human Rights Commission staff member assigned to work with the Youth Task Force was Brian Cheu, and staff members Larry

Brinkin and Cynthia Goldstein, and interns Larry Boylan, Robert Greeley, and Dennis Hanna also participated during this period.

In 1996, having seen the breadth and depth of issues facing LGBTQQ youth, the YTF agreed to recommend that the Human Rights Commission convene a public hearing for queer youth, inspired by the 1994 Public Hearing, "Investigation into Discrimination Against Transgendered People." In July 1996, the Human Rights Commission approved a recommendation by the YTF and the LGBTAC to hold a hearing on September 26, 1996. Shortly thereafter, the Youth Commission agreed to co-sponsor the public hearing.

The public hearing, held September 26, 1996 from 4:30 p.m. to 10:00 p.m. in the Board of Supervisors Chambers, was attended by Youth Commissioners Jesse Costello-Good (Co-Chair), Kent Khounsombath (Co-chair), Maritza Marshall, and Sarah Spoon, and Human Rights Commissioners Martha Knutzen (Chairperson), Maravic Bamba, Youn-Cha Shin Chey, Agair Jaicks, German Martinez, Comer Marshall, Antonio Salazar-Hobson, Ghada Saliba-Malouf, Rhonda Rochon, and Melicio Santos; Interim HRC Director Frank Anderson; Dean Goodwin and Jonnie Robinson representing the Office of Mayor Willie Brown; Supervisor Tom Ammiano, Supervisor Susan Leal, Supervisor Michael Yaki, and Crystal Weston representing Supervisor Leslie Katz.

The hearing was the first ever public hearing on LGBTQQ youth in San Francisco. It may have been one of the first times in the country that young LGBTQQ people have testified on their own behalf in such a public government-sponsored forum. The purpose of the hearing was to hear testimony from LGBTQQ youth under 25 and to assess the availability and effectiveness of services for

LGBTQQ youth in schools; family, housing, and shelters; health services; youth services; and the juvenile justice system.

The public hearing was organized into eight sections:

1. Introduction and Overview— in which the City officials were recognized and the attendees welcomed and acknowledged. Commissioner Knutzen (chair) welcomed everyone to the historic hearing. All the Human Rights and Youth Commissioners introduced themselves.

Commissioner Knutzen noted that the Mayor's office is holding a Youth Summit on October 5 and 6, 1996 to establish the needs of and set the policy for all youth in San Francisco. She thanked Commissioner Saliba-Malouf for serving on the steering committee of the Youth Summit and agreeing to take the testimony and recommendations from this public hearing to the Summit.

Commissioner Knutzen thanked all the people who participated in the organization of the hearing and the staff of the Lesbian, Gay, Bisexual, Transgender, and HIV Unit of the Human Rights Commission—Larry Brinkin, Cynthia Goldstein, and Brian Cheu. She especially thanked Mr. Cheu for his hard work through months of committee and subcommittee meetings resulting in tonight's testimony. Commissioner Knutzen also thanked Vice-Chair Commissioner Jaicks and Jonnie Robinson, special assistant to the Mayor.

Commissioner Knutzen dedicated the hearings to the memory of young people who did not make it out of their childhood because of the abuse they received due to their sexual orientation or gender identity.

Commissioner Costello-Good, Secretary of the Youth Commission and co-chair of

this hearing, gave introductory remarks regarding the history of gay rights activism in San Francisco over the past 20 years which has failed to recognize the achievements and struggles of queer youth. He pointed out that current hot topics in gay rights like marriage, the military, and job discrimination are primarily geared to adults over 18. Queer youth do not jump into existence at age 18. Queer youth face harassment, discrimination in schools, have a three times higher suicide rate, get kicked out of their homes for being honest, and the older gay community can't serve gay youth without being labeled child molesters. Commissioner Costello-Good called for discussion about ways to change San Francisco to better serve LGBTQQ youth.

Commissioner Khounsombath, Treasurer of the Youth Commission and co-chair of this hearing, thanked everyone who made it to the hearing, and gave a special thanks to Supervisors Ammiano and Yaki for showing their support to gay youth. He described the hearing as an opportunity for San Francisco youth to say what they have to say—about their lives, their struggles, coming out, and issues pertaining to culture, race, background, class, and gender.

Commissioner Khounsombath dedicated the hearing to his good friend Adam who is 14 years old and in the hospital from trying to commit suicide last week. He also gave tribute to all those who could not be at the hearing because they are literally no longer here—the road being too hard and the pressures of society too much for them to bear alone.

Supervisors Yaki and Ammiano were introduced and addressed the hearing. Legislative Aide Weston spoke on behalf of Supervisor Katz. Bill Ambrunn was introduced as representing Supervisor Leal, who later came to attend the hearing.

2. Youth Speaking for Themselves— in which 24 self-identified LGBTQ youth ages 13-25 testified about their experiences as young people coming out or living as LGBTQ youth. Some of the speakers spoke positively about resources and services they used to overcome the harsh discrimination and harassment they have faced in schools, housing programs, health services, youth services, and the juvenile justice system. Many speakers expressed the great levels of need that LGBTQ youth have. Some speakers were hopeless that anything could ever improve because their situations were so difficult. Some speakers offered concrete recommendations for improving existing conditions for LGBTQ youth.

3. Youth and the Schools—in which 10 speakers testified about existing and needed services for students in the San Francisco Unified School District. Testimony came from school officials, teachers, parents, and community members.

4. Family, Housing, and Shelter— in which 8 speakers testified about services available and needed for LGBTQ youth who are homeless. Testimony came from representatives of the Department of Human Services, the Alternative Family Project, the Larkin Street Center, Hospital House Youth Program, Street Survival Project, Bobbie's Love and Care Rainbow Group Home, and community members.

5. Youth and Health— in which 8 speakers testified about health services available and needed for LGBTQ youth. Testimony came from representatives of the Department of Public Health, National Center for Lesbian Rights, Center for Special Problems, the Chances for Youth Collaborative, Living Well Project, Walden House, Bay Positives, the WEDGE Program, and an individual therapist.

6. Youth Services— in which 8 speak-

ers testified about youth services available and needed for LGBTQ youth. Testimony came from representatives of the Mayor's Office for Children, Youth, and their Families, the Department of Recreation and Parks, the Queer Youth Job Training Collaborative, LYRIC, Visitacion Valley Beacon Center, the San Francisco YMCA, the Asian AIDS Project, and LYFE.

7. The Juvenile Justice System— in which 5 speakers testified about services available and needed for LGBTQ youth in the juvenile justice system. Testimony came from representatives of the police department, Juvenile Probation, Juvenile Hall, and Special Programs for Youth,

8. Public Comment— in which 4 speakers testified about the needs of homeless youth on the streets, transgender youth, and young adults in recovery from substance abuse. In the body of this report, these speakers' testimonies have been summarized into the subject area to which they are related.

Based upon evidence so gathered, the Commission announced 96 Findings and 116 Recommendations on December 12, 1996. Continued input and feedback from community members, committee members, and Commissioners resulted in recommended amendments for approval and adoption by the Commission on June 12, 1997. The final 97 Findings and 116 Recommendations can be found in Chapter 4 of this report.

Chapter 1 . . .

Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQQ) Youth Speaking for Themselves

Youth Speaking for Themselves

Gina [REDACTED] . . .

Ms. [REDACTED] is a 13-year old lesbian who attends eighth grade at a small Catholic elementary school in San Francisco. Ms. De Vries reports that students are underserved in both public and private schools and that gay, lesbian, bisexual, transgender and questioning youths are physically and emotionally abused by their peers.

Ms. [REDACTED] recommends that class discussions include queer youth issues. Teachers should be sensitive and supportive to the needs of queer youth. Schools, government, and the community must respond to the needs of queer youth.

Wilson [REDACTED] . . .

Mr. [REDACTED] is a facilitator for the young men's group at LYRIC (Lavender Youth Recreation and Information Center) and a volunteer for the Golden Gate Youth Services LYFE program. Mr. [REDACTED] stated that he is proud to live in San Francisco because of the way it includes its diverse members into a family. However, the City has failed to meet the needs of queer youth. Medical care remains inaccessible to many queer youth, especially those that belong to lower income groups, the unemployed, and those that have been cut off from their families.

Mental health services, including counseling and medication are also needed to help queer youth deal with emotional hurdles they might face. The City should also launch a campaign to let young people know these services are available.

Chandra [REDACTED] . . .

Ms. [REDACTED] is the assistant director of the outreach program at Street Survival Project, a project for the Center for Young Women's Development. Ms. [REDACTED] was forced to move out of her home when she was 16 years old, one year after coming out to her family and friends. In order to get an apartment contract, Ms. [REDACTED] had to get a job and get legally emancipated.

Ms. [REDACTED] stresses the importance for young people to have options so they can take care of themselves if they are kicked out of their homes for coming out.

David [REDACTED] . . .

Mr. [REDACTED] calls for an end to silence and ignorance; challenging the community to replace homophobia and intolerance with education. He calls on youth service programs to strengthen the self-esteem and self-worth of queer youth.

Adriana [REDACTED] . . .

Ms. [REDACTED] is a lesbian who has been involved with the juvenile justice system. When she has been locked up in Juvenile Hall, she has experienced discrimination by other people locked up and by staff. She states that she was never given a roommate because she is a lesbian. Special showering arrangements were made to prevent her from showering with the other girls.

Ms. [REDACTED] doesn't believe that things are going to change. The juvenile system doesn't care about youth in general, let alone queer youth. She feels hopeless about the whole thing.

Vitaly . . .

Vitaly is 24 years old and identifies both as a queer youth and as a queer adult. He has

witnessed discrimination and abuse against lesbian, gay, bisexual, transgender, and questioning youth in schools, shelters, Youth Guidance Center, and in their own homes. In order for any plan of action to survive in the long run, there needs to be systemic change in people's attitudes.

Mark [REDACTED] . . .

Mr. [REDACTED] is the president of the Gay/Lesbian Club at City College and the only openly gay student on the Council of City College. Mr. [REDACTED] would like to see more lesbian and gay scholarships, and more money allocated for gay and lesbian activities, counselors, and teachers.

Alexander D. [REDACTED] . . .

Mr. [REDACTED] is 14 years old, identifies as a queer youth, and attends International Studies Academy. Mr. [REDACTED] reports he has been continuously teased and harassed since coming out about his sexual identity. He has also experienced problems at home, particularly when his family uses the Bible to condemn him for being gay. He suffered a major depression due to the responses of his family and spent four weeks in a hospital where he made more understanding friends.

Mr. [REDACTED] hopes that people can accept one another whether they are gay, straight, bi, trans, or whatever, because he is proud of who he is and thinks everyone should be.

Hillary Brown . . .

Hillary [REDACTED] 21 years old, is a transgender male to female lesbian. She came out to her parents when she was 6 years old and to her friends when she was 19 years old. Many of her friends do not accept her, so she spends a lot of time at home. The only places she goes to are LYRIC and the Brothers Network.

Brett [REDACTED] . . .

Brett [REDACTED] is an HIV-positive young adult in recovery. The needs of young adults are special and distinct from those of adolescents and adults. Young adults often lack the education, vocation, and independent life skills that adults have because they have lost time in the swirling maelstrom of drug use.

Mr. [REDACTED] recommends, on behalf of various young adults from several local recovery and independent living programs, the building of a single young adult recovery program with three phases: (1) a 90-day program for recovery; (2) a 90-day program of vocational and educational rehabilitation; and (3) a six-month program of assisted living and housing support.

Mr. [REDACTED] suggests that Baker Places, Walden House Inc., Larkin Street Youth Center, and BAY Positives work together to support a young adult recovery program. The house should be run by a steering committee and staffed by young adults who are themselves in recovery, since young adults seeking a substance abuse recovery program may better relate to them.

Chris [REDACTED] . . .

Chris [REDACTED] is 16 years old and attends Lowell High School. Mr. [REDACTED] reports that his health teacher demonstrated ignorance when teaching about homosexuality, making him feel bashed rather than educated. He thinks the schools need to improve education so he doesn't have to be scared of being bashed or called derogatory terms in the hallway.

Mr. [REDACTED] has been to different organizations in San Francisco for queer youth. He has been involved with LYRIC and AQU²⁵A (Asian Queers Under 25 Altogether). Other than these two organizations, many in the City are run from the perspective of some larger organizations, often

focusing on HIV, and are not really just for youth in the community.

Mona [REDACTED] . . .

Mona [REDACTED] is an openly queer senior at George Washington High School in the Richmond District. She considers herself very lucky. Her school has a gay/straight alliance, a peer resource center with a queer awareness team, and teachers that are openly gay and make themselves available and visible to students.

Ms. [REDACTED] is also a volunteer at LYRIC and has an internship at Drama Divas. She considers herself lucky to have a "protective queer bubble" that allows her to feel confident. She knows that not everybody has the resources and opportunities she does, but she feels they should. Her positive experiences shouldn't be just because she has been lucky—others should be as fortunate, and the first step is more resources in the schools.

Ahimsa Timoteo [REDACTED] . . .

Ahimsa Timoteo [REDACTED] identifies as a 22 year old Spanish, Arab-African, German Jew and Irish Catholic. He testified as a rape survivor.

He has encountered many barriers in accessing services. There is a silence on the subject of rape in the LGBTQQ community, due to institutionalized oppression and shame. Bisexual people often have difficulty receiving services from the queer community, especially if they are in an opposite gender relationship.

He stated there is a problem with being a young man accessing services because men are automatically considered perpetrators, and there is a tremendous focus on heterosexual non-transgender white women within domestic violence agencies.

There are also issues around ageism and colorism.

Yvette [REDACTED] . . .

Yvette [REDACTED] is 24 years old and works at the Tenderloin AIDS Resource Center. She grew up thinking she was a girl, but people pointed out to her that she was a boy and should act like one. She was mentally and physically abused by her stepmother because of how she acted and felt.

Ms. [REDACTED] moved out on her own when she was 18, and started coming out with her feminine feelings. She was told that she was a gay man. She went along with this because there seemed to be no other choice, but she was dissatisfied.

It was during this time that she started using drugs and prostitution, learning at first that this was the life of a transgender girl. It wasn't until she met a transgender woman who was doing outreach work that she got off the streets, went into counseling, and started doing outreach work of her own to support herself.

Transgender youth need acceptance, jobs, and safe, nonjudgmental places to go for support groups, one-on-one counseling, housing, and medical care.

Hakeem [REDACTED] . . .

Mr. [REDACTED] testified about his journey from Zimbabwe to San Francisco. His journey as a young queer man led him to volunteering at Q Action, the young men's program at the Stop AIDS Project. He was drawn to this group because of their focus on young men of color and because it provides an opportunity for him and his peers to discuss safe sex and reinforce their safe sex practices.

Mr. [REDACTED] presented some statistics regarding HIV in San Francisco:

Forty-two percent of gay and bisexual men in San Francisco are estimated to be HIV positive.

The City Health Department estimates that 41 percent of Caucasian gay/bi men, 55 percent of African-American gay/bi men, 43 percent of Latino gay/bi men, 35 percent of Asian Pacific Islander gay/bi men, and 50 percent of Native American gay/bi men are infected with HIV in the City.

A recent Health Department study found the virus in more than 12 percent of youth 17 to 22 years old.

The Health Department estimates that a thousand people will be infected with HIV in 1996. Of those, 650 will be gay/bi men. And of those 650 infections, more than half will be gay/bi men under the age of 26. Thirty-three percent of men under 23 report having unprotected anal sex within a year.

Mr. [REDACTED] testified that work at Q Action and Stop AIDS Project has helped to decrease these statistics. Queer youth of color face many issues with coming out, self-esteem, drug use, and alcohol use. From organizations like Q Action, Mr. [REDACTED] has gained a feeling of power that youth can change their community, foster a community, and work to save their community.

Joseph [REDACTED] . . .

Joseph [REDACTED] is a youth of 19 years with HIV. He testified that he is afraid of talking to people who control his life. He has lived in a substandard hotel through a Larkin Street program for nine months. The fire alarm in his room doesn't work. There is no bathroom. All youth, especially queer youth of color, need rights, role models, and choices.

Gretchen [REDACTED] . . .

Gretchen [REDACTED] is 25 years old and identifies as transgender. Gretchen testified about personal experiences, volunteer experiences with career and youth agencies in San Francisco, and offered specific recommendations for the City to make San Francisco a safer and happier place for queer youth.

Gretchen uses men's restrooms and women's restrooms. Gretchen has been stared at, laughed at, and yelled at in women's bathrooms.

Gretchen has also been shown the door many times at job interviews. Despite the privileges of being white, middle class, and having a resume that says Stanford University, job offers have been slow because of Gretchen's gender identity and appearance.

As a volunteer listener on the LYRIC Youth Talk Line (which offers services to gay, lesbian, bisexual, transgender and questioning callers 23 and under), Gretchen has answered around 200 to 250 calls, about 35-40 percent of which have been about gender issues. Callers talk about feeling isolation, lack of support from family, lack of support from the school system, and lack of support from the community. Unemployment and homelessness were also brought up often.

As a volunteer speaker on the CUAV (Community United Against Violence) Speakers Bureau, Gretchen has spoken to roughly 15-20 classes in the School District. Gretchen was told not to bring up the words bisexual or transgender in the classrooms because the issues would confuse students.

Gretchen also found on one occasion that the gay/lesbian liaison at one school could barely say the word homosexual. These people need to be educated so they are knowledgeable on bisexuality and transgender issues, not just gay and lesbian ones. Further, Gretchen feels that a "sensitive" straight person is not an adequate substitute for having a queer person for students to talk to.

Gretchen urges youth agencies to pay attention to the issues pertinent to transgender youth.

Doug [REDACTED] . . .

Doug [REDACTED] runs the AQU^{25A} program, which is an Asian-Pacific Islander queer and questioning youth group.

Mr. [REDACTED] feels that the community needs to reach out to a lot of other communities for people who are not in programs or schools and cannot come out because of their social/economic backgrounds and/or because of language barriers.

Mr. [REDACTED] states that more money is needed for programs, especially effective programs that empower youth and that give them an opportunity to stand up and speak.

Delphine [REDACTED] . . .

Delphine is a bi dyke and pre-op transsexual woman. She testified that there are hundreds of other young transsexual women like her in the city. She is economically marginalized and has no choice but to work in the sex industry and live in the worst kind of poverty.

The job and housing markets have not made room for transgender people. Because there are no affirmative action programs for transgender people, she is forced to stay in the closet, pre-transition, and keep working dead-end jobs or in the sex industry or be tokenized as an out transgender.

Living as a woman for two and a half years, she has experienced, like other transgender people, harassment, assault, and refusal of treatment from law enforcement, health care, and other City or City-funded agencies that are supposed to help San Franciscans.

Jaron [REDACTED] . . .

Jaron is 25 years old and identifies as transgender, not identifying specifically as male. Employment issues are extremely important, not just for gay and lesbian youth, but especially for those who dress themselves in non-traditional gender presentations, including trans youth and transsexual youth.

Jaron brought up the issue of legalizing sex work. When trans women have to work hard to support themselves, they are harassed and arrested by police. The fines for first offenses are at least three hundred dollars, which just forces people into more hours on the street.

Many trans youth and adults are without health care, and many lesbian and transgender women do not have checkups or seek doctors because they don't know of any who are sensitive to their bodies.

Amy [REDACTED] . . .

Amy [REDACTED] testified about her experiences with depression in junior high and high school, coming out in college where she found some support networks, and her struggle with homophobic Fundamentalist and born-again Christian family members.

Ms. [REDACTED] states that there needs to be more than just an informal network of people. When someone is kicked out of their home, they need a place to go. There has to be support, counseling, scholarships, and grants for people to finish their education. There has to be awareness that people are okay, and that you can have faith and be queer too.

Erick [REDACTED] . . .

Erick [REDACTED] is a 19 year old native of San Francisco. Mr. [REDACTED] wants the Commission and other officials in the City to listen to the stories of the young people in this hearing. These young people will be the next generation of San Francisco, and the City depends on them.

More needs to be done to help gay youth. Mr. [REDACTED] feels that if it weren't for LYRIC and his supportive, loving family, he would have ended up another statistic.

Queer youth need more places to go and have a voice in the City.

Tulani . . .

Tulani spoke about her own experiences as a gay young black woman. She noticed that the Mayor was not at the hearing.

Tulani does not believe there is any queer community. The Castro is not representative of all the differences of queer people. More services are needed for people of color and lesbians.

Kika [REDACTED] . . .

Kika is 18 years old and bisexual. Kika testified about the pain and depression that some LGBTQ youth go through.

Chapter 2 . . .

Introduction to the Public Hearing

Introduction to the Public Hearing

This Chapter describes the Commission's authority and motivation for conducting the public hearing.

Operating Authority

The Human Rights Commission held this public hearing and prepared this report under the jurisdiction of Chapter 12A of the San Francisco Administrative Code, which reads, in part:

"The Commission shall have the power and duty to:

(a) Study, investigate, mediate and hold public hearings on community-wide problems arising in this City and County which may result in inter-group tensions or discrimination."

Objectives

The objectives of this public hearing were:

- A. To learn about the experiences of LGBTQ youth.
- B. To assess the availability and effectiveness of services and resources for LGBTQ youth in the school district; in families, housing programs, and shelter programs; in health services; in youth services; and in the juvenile justice system.
- C. To prepare findings that would document the results of the public hearing.
- D. To propose appropriate recommendations to better serve LGBTQ youth and to address their needs and issues.
- E. To assist in the implementation of the recommendations proposed.

An Overview of the Hearing

Upon recommendation by the Lesbian Gay Bisexual Transgender Advisory Committee (LGBTAC), the Human Rights Commission determined that a public hearing was necessary to investigate the needs of lesbian, gay, bisexual, transgender, queer, and questioning youth in San Francisco, and that a report of the hearing with findings and recommendations would be issued. The Youth Commission accepted the Human Rights Commission's invitation to co-sponsor the hearing. The Human Rights Commission directed staff and the LGBTAC to perform logistics for the hearing.

The Commission's Youth Task Force (a sub-group of the LGBTAC and interested community members) held a series of planning meetings to decide the main areas of interest and need for which testimony should be solicited. It was agreed upon that LGBTQ youth should be prioritized by speaking first at the hearing. The testimony of these LGBTQ youth is summarized in Chapter 1, "LGBT Youth Speaking For Themselves" of this report.

After LGBTQ youth had the first opportunity to speak at the hearing, testimony would be divided into five main focus areas: (1) Youth and the Schools; (2) Family, Housing, and Shelter; (3) Youth and Health; (4) Youth Services; and (5) Juvenile Justice. Many of the needs of an individual LGBTQ young person would overlap among the five areas. Both adults and youth, LGBTQ and non-LGBT, were scheduled to speak during these sections. These focus areas were meant to help organize the needs and issues of LGBTQ youth, as discovered during preliminary research and surveys of LGBTQ youth in San Francisco.

The Commission sent letters to the following individuals and organizations to invite

them to speak at the hearing, send a representative, and/or suggest other potential speakers:

The Honorable Abby Abinanti (San Francisco Superior Court), Alfonso Acampora (Walden House), Les Anderson (San Francisco Boys and Girls Club), Dusty Araujo (Lesbian and Gay Parents Association), Robert Atkins (Bobbie's Love & Care), Doug Au (AQU25A-Living Well Project);

Carol Badran (WEDGE Program), Michael Baxter (Special Programs for Youth), Meredith Broome (Pro-Active Youth), the Honorable Willie L. Brown, Jr. (Mayor, City and County of San Francisco), Ken Bukowski (LYRIC);

Donna Camali (Lyon-Martin Women's Health Services), Susan Castillo (Cole Street Youth Clinic), Gary Clarke (YMCA), Jesse Costello-Goode (San Francisco Youth Commission), Brian Cross (Tenderloin AIDS Resource Center);

Gordon Elkins (LYFE); Edgar Flowers Jr. (Probation Department);

Ellen Gavin (Brava! for Women in the Arts), Kevin Gogin (Support Services for Sexual Minority Youth, SFUSD), Yolanda Gonzalez (Diamond Youth Shelter), Julie Graham, Judy Griffin (Youth Guidance Center);

Dr. Sandra Hernandez (SF Health Department), Antigone Hodgins (Bay Area Young Positives), Ruth Hughes (Center for Special Programs);

Ede Imeri (PFLAG); Nancy Kahn (SF PTA/SFUSD), Kate Kendell (National Center for Lesbian Rights); Fred Lau (SF Police Department);

Diane Manning (Larkin Street Youth Center), Salvador Menjivar (Guerrero House), Jeff

Mori (Mayor's Office of Children, Youth and Families);

Tony Noble (Hospitality House); Henry Ocampo (Chances for Youth/Living Well Project), Lester Olmstead-Rose (CUAV), Kelly O'Neill (Street Survival Project), Sheila Ortiz;

Robert Perez (Stop AIDS Project), Grant Peterson (BANGLE), the Hon. Steve Phillips (SF Board of Education), Joel Robinson (SF Recreation and Parks), Waldemar Rojas (SFUSD), Sandra Ruiz (Proyecto ContraSIDA Por Vida),

Janet Shalwitz (Health Initiatives for Youth), Michael Wald (Department of Human Services), Greg Walker (Brothers Network), David Weiner (Visitacion Valley Community Center Beacon), Kiki Whitlock (Club Metamorphosis/Asian AIDS Project).

Publicity for the hearing consisted of a press release (See Appendix B) sent to the Commission's media list, and a flyer (See Appendix A) sent to the LGBTAC mailing list, the Youth Task Force, and other community locations where LGBTQ youth might have access.

Staff prepared press packets and information packets for all press that came to the public hearing.

The public hearing was held in the Board of Supervisors' Chambers in San Francisco's Interim City Hall from 4:30 to 10:00 p.m. on Thursday, September 26, 1996. The testimony of the public hearing came from LGBTQ youth, school officials, community members, service providers, and agency and department officials. Speakers were given two minutes to make their presentations. Questions by Commissioners were allowed after each presentation. On September 26, sixty-seven (67) scheduled speakers and three (3)

additional speakers spoke. Written testimony was submitted by twenty-six (26) individuals.

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Chapter 3 . . .

Public Testimony

Chapter 3

Public Testimony - ORAL
Youth and the Schools

Steve Phillips
President, San Francisco Board of Education

Mr. Phillips provided a summary of some of the current efforts of the school district to be pro-active, friendly, and open and supportive to lesbian, gay, and bisexual youth. Particularly, he cited the leadership of Tom Ammiano when he was on the school board, of putting into place counseling programs and opening up the District to community speakers from organizations such as CUAV (Community United Against Violence).

The naming of the Harvey Milk school is another sign of progress.

Mr. Phillips stated that the issues of lesbian, gay, and bisexual youth are an important priority for the community. This is an issue of morality, not just political correctness or policy. Our society needs to define itself to be inclusive and supportive of all people.

To this end, coalitions need to be built to change institutions. The steps that have been taken have not come without opposition. There is still insecurity and apprehension, so we need to start reiterating these positions within ourselves.

In response to a question from Commissioner Salazar-Hobson, Mr. Phillips stated that the opposition faced in doing this work requires changing the attitudes of people. In that respect, it is important to work together to educate the public to reduce fear and reaction, and with talk radio and newspaper that are attacking the School Board's efforts.

In response to a question from Commissioner Jaicks, Mr. Phillips agreed that implementation is a major problem. Mr. Phillips stated that staff and professional development is the key to overcoming uneven implementation and enforcement from school to school. The School District has started using films in elementary schools as a staff development piece. The goal is to create a critical mass of people who are supportive and can educate others who have not been trained.

Dr. Joyce Fetro
Supervisor of School Health Programs
Speaking on behalf of Superintendent William Rojas

Dr. Fetro was proud in saying that the San Francisco Unified School District is a leader in providing support services for gay, lesbian, bisexual, and transgender youth.

The District's six-year program is the first comprehensive program in the country committed to recognizing and supporting the unique needs of LGBTQ youth and supporting young people living in gay and lesbian families.

Gay and lesbian, bisexual, and transgender youths are at high risk for low self-esteem, substance abuse, suicide, and other health risks. They often feel excluded in the classroom and in school communities.

The District's program is a comprehensive approach which begins with developmentally appropriate lessons within a District-adopted health education curriculum, addressing family diversity, name-calling, homophobia, and sexual harassment.

In every middle and high school, there is a designated staff person to serve as a safe adult for young people questioning their sexual identity. Licensed counselors are also available to all youth and families.

In some high schools, support groups offer students an opportunity to discuss issues, concerns, and fears.

In response to a question from Commissioner Chey, Dr. Fetro agreed that there is a strong need to provide resources for limited English proficient youths. They have started getting materials translated into Spanish and Cantonese, and will start working with the few bilingual counselors in the District.

Dr. Fetro agreed with Commissioner Chey that there is a shortage of services in many languages. Koreans, for example, do not speak Chinese, so Chinese-speaking counselors will not help them out. She agreed to work with Commissioner Chey to seek help from community-based organizations.

In response to a question from Commissioner Saliba-Malouf, Dr. Fetro explained that after-school hours professional development is not mandated, but there are district-wide professional development days where all staff is on-site. Thus, on seven days during the school year, there is a forum to meet with all staff. Dr. Fetro did not mention how much of that time has been devoted to LGBTQ youth issues.

Dr. Fetro was not able to respond to Commissioner Saliba-Malouf's follow-up question about the percentage of teachers that participate in these programs. The current focus is on teachers delivering health education curriculum.

In response to a comment and question from Commissioner Martinez, Dr. Fetro agreed that the youth at this hearing had delivered powerful messages, and any way that the District can use the youth to work with youths in the schools will enhance their program. There was no response regarding how the youth can become a part of implementing reforms to policies that are not working.

In response to comments and questions from Commissioner Salazar-Hobson, Dr. Fetro addressed questions of funding, the delay in getting around to translating materials, and the disparity in services among schools in the District. The District has budgeted 1.2 FTE (full-time equivalent) positions where the primary focus is related to LGBTQ issues. Safe adults in schools are paid a stipend, but the money is never adequate. It has been difficult to move forward with these programs when the District has lost a lot of funding from a variety of sources.

Dr. Fetro agrees that the District has not been able to meet the language diversity needs of students. The District needs to start working with the community, because internal staff are too far extended to be able to translate materials.

Regarding the disparity among schools in the District, Dr. Fetro states that the new focus will be on school administrators. Any good program requires the support of the administrators to survive.

Youth Commissioner Khounsombath, co-chair of the Hearing, requested that Dr. Fetro relay back to Superintendent Rojas that 1.2 FTE is completely inadequate to address the needs of LGBTQ students in the entire San Francisco Unified School District.

Larry Alegre
Bay Area Network of Gay and Lesbian Educators (BANGLE)
Gay and Lesbian Educators (GLUE)

Mr. Alegre has been a teacher for 12 years and recently came out at Cesar Chavez Elementary School where he is an administrator. Mr. Alegre states that attitudes are formed

in elementary school, and that is where the program needs to start.

There must be more aggressive curriculum training for teachers at all levels, especially elementary school. There must be mandated sensitivity training for teachers, administrators, and parents. There must be more gay and lesbian resource people for the District.

Kevin Gogin
Director, Support Services for Sexual Minority Youth of the SFUSD
Crystal Jang
Assistant Director, Support Services for Sexual Minority Youth of the SFUSD

Mr. Gogin provided a summary of the current efforts of Support Services For Sexual Minority Youth, a program that has become a national and international model.

There is currently a designated "gay/lesbian sensitive adult" position identified at each of the 22 middle schools and 20 high schools. These adults receive ongoing training, deliver all health-related services for LGBTQ students, implement the District's anti-slur policy, assure that District-approved curriculum is being taught, post signs and posters that are printed in 5 languages, and are available to self-identified queer youth and their families.

Last year, all middle school principals received training. This year all 76 elementary school principals will receive an in-service.

Mr. Gogin indicated that the following Tuesday, over 250 teachers, administrators and counselors would attend a three-hour in-service which includes a screening of the film, "It's Elementary," and talking about gay issues in the schools.

Mr. Gogin testified that there is bad news also. On a daily basis, Support Services and the School District are on the defensive from right wing political officials and groups who wish to deny basic rights to queer youth.

Students still feel unsafe on school sites. Stereotypes and discrimination still exist and are expressed publicly.

In response to a question from Commissioner Jaicks, Mr. Gogin stated there was no clear answer about how to deal with teachers that don't carry out the programs. They have gone to site administrators, and/or confronted the teacher directly, but that's all they can do. The only instrument the Support Services office has is mandated training. Mr. Gogin stated that he could not respond as to whether the District has a policy towards the teacher that doesn't carry out instruction; Mr. Gogin deferred to somebody from the Union or an administrator to answer the question.

In response to a question from Commissioner Salazar-Hobson, Ms. Jang provided a wish list for what needs to be done. She wants a mandated policy that all administrators, including the Board of Education, must be trained. All principals, vice principals, counselors, and teachers in the district must be trained.

Ms. Jang asked for more staff, especially translators. She has worked with friends, teachers, and community organizations to ask for the favor of translations, but that should be instituted within the system.

Mr. Gogin stated that there is a need for visuals that respect and show the diversity of lesbian, gay, bisexual, and transgender people and families.

Tom Henning
Teacher, Thurgood Marshal Academic High School
Mentor, Board Member, LYFE program

Mr. Henning testified that the two main obstacles to progress in the District are parents who are ignorant or scared about homosexuality, and a school district that is unwilling to educate them while resisting their prejudices. The District should not allow homophobic parents to intimidate school administrators and teachers. Until this is dealt with, sensitivity trainings, in-services, and added resources will be of little use.

Mr. Henning offers two recommendations: (1) As part of their annual evaluation, school administrators, schools themselves, school sites, administrators, and teachers should be evaluated on their open and active support of gay, lesbian, bisexual, and transgender students and staff; (2) Parents of middle and high school students should be regularly taught about the facts of homosexuality.

Meyla Rewin,
Health Resource Specialist at SFUSD

Ms. Rewin testified that safety and comfort are necessities for students in schools. She hears a lot of students calling each other "fag", "dyke", or "fairy" in the halls. Many teachers do not enforce the anti-slur policy that exists in the District. Teacher awareness and education is a priority in this area.

The Healthy Schools teams at the middle school level, which include a health liaison, positive alternatives coordinator, and the gay/lesbian sensitive adult, provide a mechanism for working together in school-wide activities, events, and performances.

Ede [REDACTED]
PFLAG (Parents and Families of Lesbians and Gays) Parent

Ms. [REDACTED] is the mother of a gay teenager. Ms. [REDACTED] recounted her experience with the school district when her son attempted suicide four years ago. The Dean of Students at the school suggested that her son should transfer to another school. Gay/lesbian sensitive adults in the schools are not enough. The whole administration has to be informed. Ms. [REDACTED] son was mugged twice in the same school that an earlier speaker at this hearing had testified she felt safe in.

Ms. Imeri stated that sensitivity trainings must be mandated.

In response to a question from Commissioner Salazar-Hobson, Ms. [REDACTED] stated that each teacher signs a contract to educate students and keep the schools safe. That imposes on teachers an obligation that extends to her gay child, as well as to her five straight children.

Sheila [REDACTED]
PFLAG Parent

Ms. [REDACTED] is the mother of three children educated in the San Francisco public schools and has worked in the schools 15 years as a paraprofessional or a volunteer. Ms. [REDACTED] testified that her daughter came out as a lesbian in her sophomore year of high school. She received a lot of positive support and encouragement from family, friends, and

school, and responded with openness, honesty, and hard work. Ms. [REDACTED] wishes this was the experience of all students that come out.

The drop-out rate and suicide rate of lesbian, gay, bisexual, and transgender youth is significantly higher than other youth. Programs to enhance counseling, art, music, and sports can help youth express themselves and feel a part of school. Awareness and sensitivity to difference must be an element of all school staff training.

Camomile de Quelquechose
Lesbian and Gay Parents Association

Mr. de Quelquechose is the father of a five-year-old daughter who just started kindergarten at Buena Vista East Elementary School. He expressed anger from listening to testimony of so many young people whose lives have been nearly ruined from homophobia.

Kids are taught homophobia. They are taught homophobia when one kid calls another a faggot and teachers do nothing. They are taught it when no one in the classroom says anything, especially anything positive, about gay, lesbian, bisexual, and transgender people. They are taught homophobia when the history of famous people who are lesbian or gay omits any mention that they are gay or lesbian.

Mr. de Quelquechose is sick of the debate about whether the word "lesbian" or "gay" can be said in schools. There should be no debate about whether his daughter can talk about her family.

When other parents say there should be permission slips before a discussion on lesbian, gay, bisexual, transgender issues, that is telling students that being lesbian, gay, bisexual, or transgender, is a horrible thing.

The Lesbian and Gay Parents Association has been doing workshops in elementary schools for two years. They've produced a video and have an effective training. But they get no official support for their work. Even though they have a cooperative relationship with the Office of Support Services, there is no official District program to include these parents. They are frustrated by having to outreach to principals, often being rebuffed, when it should be the principals outreaching to them, as parents.

Mr. de Quelquechose submitted a video and transcript into written testimony.

In response to a question from Commissioner Jaicks, Mr. de Quelquechose stated that children also learn homophobia in churches, homes, movies, television, and books. It is universal.

Marcus D'Maria Arana
Speakers Bureau Coordinator, Community United Against Violence

Mr. Arana explained that CUAV is an organization that goes into schools to talk about heterosexism and to demystify homosexuality. He read responses that students have given from these presentations. The responses indicated that for many students, the presentations showed them that LGBTQQ people are human beings. Some of the responses are also hateful, but that simply shows how important it is to continue this work to fight heterosexism.

Mr. Arana testified about his work counseling suicidal youths. More than one-third of all youth suicides are queer and questioning youth. Over the past two weeks, Mr. Arana has counseled two youths who tried to hurt themselves. These two youths did not have a

problem with being queer. It was how they were being treated by people around them.

Mr. Arana posed a series of questions that he wants answered: When will transgender people be allowed to speak in the schools from their own experiences? Why was a CUAV presentation stopped by the principal at Burton school last semester? Why are they not speaking to sixth and seventh graders even though they are approved for grades 6-12? Why aren't all middle and high school health science teachers using CUAV? Why was CUAV only in 14 schools last year when there are 41 middle and high schools in the phone book? Why can't the School District make the jobs at the Office for Support Services for Sexual Minority Youth full-time positions?

Public Testimony - WRITTEN

Youth and the Schools

Larry Alegre **Bay Area Network Gay/Lesbian Educators** **Gay/Lesbian United Educators** **Teacher/ 12 years/SFUSD/ Cesar Chavez Elementary School**

Mr. Alegre submitted an outline of his recommendations:

- (1) More aggressive mandated curriculum training for teachers of all levels (especially elementary schools) with continued follow-up sessions.
- (2) More aggressive continued mandated sensitivity training for teachers/ administrators/ parents with continued follow-up sessions.
- (3) At least 5 resource teachers in the School District specifically focusing on gay/ lesbian/bisexual/ transsexual/ transgender issues; these resource teachers should have personal contact with all teachers.

Del Anderson **Chancellor, City College of San Francisco**

Chancellor Anderson wrote a letter to express her support for the public hearing. She writes that this forum is long overdue. City College prides itself on being an institution of higher learning that welcomes all segments of our diverse community. The College established the first Gay/Lesbian Studies department in the country; the Bi/Gala student club is one of the most active on campus; and they have made a commitment to provide academically relevant and necessary student support services to serve the needs of LGBTQQ youth.

Marcus de Maria Arana **Community United Against Violence**

Mr. Arana submitted the text of his speech (see previous section). Appended to the speech is a summary of student evaluations of CUAV speakers in District classrooms.

From January 1 to June 30 1996, CUAV made presentations about heterosexism and demystifying homosexuality to 63 high school and middle school classes:

- On comfort level: 623 students felt very comfortable, 979 comfortable, 97 uncomfortable, 61 very uncomfortable.
- On changing feeling: 659 yes, 1047 no.
- Whether the presentation was helpful: 1540 yes, 124 no
- On overall speaker quality: 850 very good, 767 good, 144 fair, 11 poor, 10 very poor.

During this period, CUAV presentations were made in 16 different schools: Balboa (5 classes), Burbank (7), Burton (4), Downtown (2), Galileo (9), Giannini (1), Lick (4), Lincoln (14), Mann (7), Marshall (4), McAteer (2), Mission (7), Presidio (4), Wallenberg (4), Washington (9), and Woodside (2).

**Camomile de Quelquechose
Lesbian and Gay Parents Association**

Mr. de Quelquechose submitted the LGPA brochure, "Overcoming Homophobia in the Elementary Classroom," and the transcript and video of, "Both My Mom's Names are Judy" into evidence.

Gina De Vries

Ms. DeVries submitted the text of her speech (see Youth Speaking for Themselves).

Dr. Joyce V. Fetro

On behalf of Dr. Waldemar Rojas, Superintendent of Schools for the SFUSD

Dr. Fetro submitted the text of her speech (see previous section).

Kevin Gogin

Director, Support Services for Sexual Minority Youth of the SFUSD

Mr. Gogin submitted the text of his speech (see previous section).

Ede

Parents and Friends of Lesbians and Gays (PFLAG)

Ms. submitted the text of her speech (see previous section).

Crystal Jang

Assistant Director, Support Services for Sexual Minority Youth of the SFUSD

Ms. Jang submitted a wish list for the office of Support Services for Sexual Minority Youth:

Youth:

- (1) Funding for visuals and posters reflecting the diversity of our gay, lesbian, bisexual, transgender (GLBT) youth of color.
- (2) Funding for books in different languages addressing GLBT issues; and reflecting GLBT youth of color.
- (3) Funding for peer counselors reflecting the diversity of GLBT youth.
- (4) Funding for translation services for all our materials.
- (5) Mandated trainings for all administrators, counselors, teachers, and staff.
- (6) GLBT youth hearings in different communities with language translation.

Sheila

Parents and Friends of Lesbians and Gays (PFLAG)

Ms. submitted the text of her speech (see previous section).

Meyla Rewin

Health Resource Teacher, SFUSD

Ms. Ruwin submitted the text of her speech (see previous section).

Public Testimony - ORAL
Family, Housing, and Shelter

Thomas Rutherford

San Francisco Department of Human Services

Mr. Rutherford is the child welfare supervisor of a long-term placement team unit at the San Francisco Department of Human Services. Mr. Rutherford testified about what the Department of Human Services is doing to deal with the population of lesbian, gay, bisexual, transgender, and questioning youth.

The Department has formed a specialized teen unit to deal with the issues teens face when they prepare for emancipation from the foster care system. One part of the specialized teen unit is devoted to dealing with the homeless teen population.

Mr. Rutherford testified that some of the homeless youth report that they are homeless because they are lesbian, gay, bisexual, transgender, and/or questioning their sexual identity. Homeless youth are ripe for exploitation.

Mr. Rutherford stated that the Department is committed to serving all children and youth. They are recruiting gay and/or gay-sensitive foster parents. They are working in collaboration with the Homeless Youth Network and other community agencies that outreach to children and youth in crisis.

Flexibility and collaboration will be needed in all systems in order to serve LGBTQ youth.

In response to a question from Commissioner Jaicks, Mr. Rutherford agreed that LGBTQ youth were probably not all treated equally by religious providers that have contracts with the City.

Evelyn Poates

Department of Human Services

Ms. Poates started working with lesbian, gay, bisexual, and transgender youth in 1979 at Huckleberry House. Many homeless youth suffer serious depression, major self-esteem problems, other mental health issues, substance abuse problems, including serious addiction at times, and health problems of many sorts.

Many homeless youth have life-threatening illnesses. They are at high risk for suicide. Many need a lot of support to succeed in mainstream placement and traditional school settings.

One important service that has been in place since 1990 is the recruitment of gay sensitive and lesbian, gay, bisexual foster homes to provide placement services to these young people. Through these relationships, many LGBTQ youth have received positive support and role models that have helped them get through school and work.

Cheryl Deaner

Director, Alternative Family Project

Ms. Deaner described the work of the Alternative Family Project, a non-profit service agency for families with lesbian, gay, bisexual, and transgender members. The Project provides individual, couple, and family counseling for queer youth. Queer youth need support in their

psychological well-being, not just physical health and shelter needs.

A good counselor who listens to a young person can help them cross the bridge to the adult world that is often made difficult by the chronic stress of disapproval and condemnation that a young person may face because of their sexual or gender orientation.

Diane Manning **Larkin Street Youth Center**

The Larkin Street Youth Center, a program that works with homeless and run-away youth, offers a continuum of services to youth ages 12 to 23. Services include emergency shelter, outreach, and collaboration with the Department of Public Health to provide medical care.

Ms. Manning testified about the risks that the young people she works with face. Many of the youths left their homes because of sexual or physical abuse. These youths become further isolated out on the streets. In addition, they become targets for discrimination and hate crimes.

The Center is involved in collaborations to provide young people with opportunities. Youth need to be supported in the schools. In Ms. Manning's opinion, the School District is doing good work, but is understaffed. The same is true of programs like LYRIC. There should be more proactive programs for youth.

Reverend Jim Mitulski

Reverend Mitulski is a pastor of a gay and lesbian church. Reverend Mitulski testified that religion is one of the greatest menaces that lesbian and gay youth face.

Many of the young people who come to his church have been taught from childhood to hate themselves. Young people who come out are kicked out of their homes and their churches. This happens across the country and in churches in San Francisco.

Reverend Mitulski has spoken to parents of adolescents with HIV who have asked him why they must choose between their church and their children, when they agonize over whether or not they can be present for their children who are ill or in the dying process.

Reverend Mitulski urges the Commission to keep in mind the needs not only of students in public schools but also students in church schools, and to help ensure they have access to safe places.

Tony Noble **Hospitality House Youth Program**

Mr. Noble is the Health and Support Services Coordinator of Hospitality House Youth Program, which works with homeless and run-away youths in San Francisco. He is a former run-away gay teenager here in San Francisco.

Many of the youth that Mr. Noble works with are LGBTQ youth. Many of their needs are the same as any homeless youth: outreach services, nutritional food, emergency shelter, sheltered and transitional housing that lead to stable independent housing, job training and placement, continuing education, including GED preparation, substance abuse treatment; counseling and other mental health services, including suicide prevention, HIV prevention education, including access to health clinics. For queer youth, these services need to be provided in a way that is sensitive to them and also is proactive and aggressive in

promoting a trusting and accepting environment for one's queerness and homelessness.

Mr. Noble provided several suggestions about how to be more proactive in creating an accepting environment for LGBTQ youth:

Staff should be trained about the psycho-social needs of queer youth and how to effectively deliver services.

Public spaces, like waiting rooms and treatment offices, should have magazines and posters with queer imagery and queer material.

Agencies and organizations should incorporate queer issues, subjects, and concerns into all programming curriculum and treatments. Mr. Noble provided examples to show that if queer issues can be integrated into curriculum rather than just as a special subject, then LGBTQ youth who have not yet self-identified as LGBTQ can feel safer and heterosexual youth can be educated also.

Advertising for queer-specific groups, agencies, and information hot-lines should be advertised all over waiting rooms, in brochures, and in listings. Many queer youth will not directly ask for referrals, but they will write down information they see or hear for themselves.

Kelly O'Neill **Street Survival Project**

Ms. O'Neill is the director of Street Survival Project, an employment and training program for young women who are living on their own. Ms. O'Neill testified about the negative impact that homelessness has on employment and schooling. If a young person doesn't have a place to live, it's difficult to get to work on time.

There is a lack of options for queer youth. Group homes don't work for everyone. It's illegal to find your own place to live if you're under 18 and not legally emancipated. A young person needs a job to become emancipated, but it's hard for someone to work unless she has a place to live. Many landlords will not rent to a young person regardless of her legal emancipation.

Another problem is that many young people are hired to become the providers of social services while also being the consumers. This can compromise both their professionalism as providers and their ability to continue to receive services.

Ms. O'Neill offered a few suggestions: (1) Rental assistance for young people, especially young people who are not HIV positive. In Ms. O'Neill's opinion, there are more services available for people who are HIV positive; (2) More jobs that pay living wages for people who are supporting themselves and where people can learn skills; and (3) Group homes that are tenant-run by young people.

Angela Osirio **Bobbie's Love and Care Rainbow Group Home**

Ms. Osirio is a representative of Bobbie's Love and Care Rainbow Group Home, which is a nonprofit organization that is one of the first gay, lesbian, transgender group homes in northern California. Bobbie's Rainbow is a six-day facility that serves young people under 18, providing daily structure, counseling, and weekly therapy.

Tamara Ching
Public Comment

Tamara Ching is a 47-year old transsexual who testified about the lives of queer transgender children who are lost to the streets of San Francisco. Transgender youth have been thrown out or beat out of their homes, ridiculed out of their education, and fired from their jobs.

Ms. Ching testified about the transgender youth who turn to drugs to ease the pain of working the streets for survival. She testified about teenagers who have AIDS who die in the Tenderloin or in a hotel, rather than in a gay or straight hospice.

Ms. Ching urges the Commission to listen to what the youth have said at this public hearing. She cautioned against listening too much to the testimony given at this hearing by youth service providers and City agencies, suggesting that many of them were simply giving their resumés and biographies or doing infomercials about their agencies.

Ms. Ching stated that she will follow what happens after this hearing so she can tell her kids on the street what has taken place and what will be done. If anyone is interested in knowing more about the kids who are on the streets, Ms. Ching offered invitations to come down to the Tenderloin with her.

Brett [REDACTED]
Public Comment

Mr. [REDACTED] submitted a written proposal recommending a three-year recovery program for young adults. Mr. [REDACTED] is 23-years old and has been clean and sober for 90 days.

Mr. [REDACTED] stated that there are young adults dying out on the streets from drug overdoses, and this is murder. These gay and lesbian young adults are afraid to come into a recovery program full of straight adults. Gay and lesbian young adults need to be recognized; he is working hard to get this program together, but he shouldn't have to—this is something the City and State should make available.

Larry [REDACTED]
Public Comment

Mr. [REDACTED] testified that he is seeing friends die on the streets. Even if programs are out there, they are not advertised well to get to everybody. Young people need to know that there are people out there who care.

Public Testimony - WRITTEN
Family, Housing, and Shelter

Bobbie Atkins
C.E.O., Bobbie's Love and Care Rainbow House

Bobbie Atkins sent the Commission a letter describing the work of Bobbie's Love and Care Rainbow House, which was established in November 1995 as Northern California's first group home for gay, lesbian, transgender, and questioning youth.

The House is looking for more social gathering places for safe interaction within the community as well as school, and more role models, mentors, tutors, and support groups. They are also looking for a more positive attitude from their community to help them reach and help LGBTQ youth.

Cheryl Deaner
Project Coordinator, Alternative Family Project

Ms. Deaner provides written testimony about the services for LGBTQ youth provided by the Alternative Family Project, a family service agency for families with LGBT members, including queer youth. AFT provides family counseling and events for LGBT people of all ages.

Ms. Deaner describes the conflict that queer youth may experience in their families and communities because of their sexual or gender orientation. This stress often leads LGBTQ youth to leave home before they have the emotional and practical support to do so. Ms. Deaner explains that a good counselor can enable youth to defend themselves against present conditions, such as poor housing, poverty, racism, ageism, and homophobia; past abuse, including damage to the youth's self image and esteem; and conflicts with the family.

The Alternative Family Project hopes that attention is paid to the psychological well-being as well as the physical well-being of youth facing problems of inadequate housing and shelter.

Thomas Rutherford,
Child Welfare Supervisor, Long Term Placement Teen Unit
San Francisco Department of Human Services

Mr. Rutherford submitted the text of his speech (see previous section).

Brett [REDACTED]

Mr. Van submitted a written recommendation proposing a 3-year intensive program helping HIV-positive people 18-25 years old in substance abuse recovery and independent living.

The 3-year program is divided into 4 phases: (1) 90-day live-in treatment program for substance abuse and HIV/AIDS issues; (2) a 90-day program for the same clients, taking place in the same space, providing vocational and educational rehabilitation; (3) a six-month assisted living program offering counseling and housing support with a focus on re-entry into

independent living; and (4) a two-year after-care and social support program.

Mr. [redacted] recommends the Commission to draft recommendations supporting such a program, and offer the opportunity for Walden House, Baker Places, Larkin Street Youth Center, and BAY Positives to agree to a memorandum of understanding to allow a steering committee to staff and run such a house.

Public Testimony - ORAL Youth and Health

Dana Van Gorder

San Francisco Department of Public Health

Mr. Van Gorder is the Lesbian and Gay Health Services Coordinator at the SFDPH. Mr. Van Gorder circulated two documents: (1) A description of a variety of issues that are related to prevention issues, particularly for gay and bisexual men in San Francisco, inclusive of youth, but that Mr. Van Gorder believes has broad applicability to the community; and (2) A listing of Public Health contractual services for sexual minority youth.

In terms of contractual services, DPH is expending approximately \$3 million on community-based agencies, many of them related to HIV prevention.

Mr. Van Gorder explained that a health and mental health service plan in San Francisco needs to continue to empower youth and people of color around a broad constellation of issues: self-esteem, pride, isolation, socio-economics, beauty standards, the speed epidemic, and the inability to envision a future. The sense of empowerment and identity that a person can have about their age, sexuality, and racial identity is extremely important.

Mr. Van Gorder also testified to the importance of finding ways for sexual minority youth and older sexual minority people to learn from one another, experience one another, and respect one another.

Kiki Whitlock

(for Shannon Minter, National Center for Lesbian Rights)

Ms. Whitlock is the transgender program coordinator for the Asian AIDS Project. She is a postoperative transsexual male to female. When she came out at 16 years old to her mother, her mother wanted to take her to a shrink for psychological problems.

Many transgender youth and other lesbian, gay, and bisexual people are slapped with the Diagnostic Statistic Manual label, "Gender Identity Disorder," if they show signs of being too feminine if they are males, or too masculine if they are females. At an early stage, young people may be thrown into mental institutions.

Ms. Whitlock wants people to know that these practices are still happening and that they need to be stopped. There need to be more services for transgender youth and other questioning youth, as well as services for the larger lesbian, gay, bisexual, and transgender community.

Ruth Hughes

Center for Special Problems

Ms. Hughes provided a historic perspective of where sexual minority services came from in San Francisco in the 1970s to the present. She states that the most important priority is to support the training of people to unlearn homophobia.

Julie Graham

Ms. Graham is a therapist who works with young people, including those with HIV. She was one of the co-founders of BAY Positives, which is an organization to empower young people living with HIV to serve themselves.

Ms. Graham clarified that mental health services for youth should not just be aimed at the young persons. Mental health services should play a critical role in the lives of parents, teachers, administrators, and people in churches.

Because heterosexism is the root to so many of the problems heard today in testimony, fighting these problems requires educating anyone who works with a child, and challenging the assumptions they are making about the child.

Renee Smith Walden House

Ms. Smith is the coordinator of adolescent mental health services at Walden House, which is a residential treatment facility that serves dual diagnosis (substance abuse and psychiatric problems) teenagers ages 13 to 17. Of the 60 youth served at any given time at the two facilities in the City, between 10 to 20 percent self-identify as queer or questioning.

Ms. Smith posed a hypothetical example to illustrate the number of people that a young person interacts with when they go through the system; from family to juvenile hall, residential program, and foster care, a young person will encounter many people, who should be sensitized to gay/lesbian issues.

In response to a question from Commissioner Salazar-Hobson regarding the value of segregated recovery programs for gay youth, Ms. Smith stated that she didn't think it was needed across the board, but in some instances, especially with young men, it might provide greater safety.

Larry ██████ BAY Positives

Mr. ██████ is a member and volunteer at BAY Positives, speaking on behalf of the executive director of BAY Positives. Mr. ██████ has been diagnosed with AIDS for one year, and has been living with HIV since he was 14.

Young adults with HIV and AIDS need more places they can feel comfortable and safe, as well as a place where they can go to talk and relate with other young adults about similar issues.

BAY Positives has provided Mr. ██████ with case management, one-on-one counseling, emotional support, and recreational opportunities, as well as support groups.

Mr. ██████ feels that there are not services out there for young adults. There is a lot of prevention work, but not a lot of support for young adults when they are diagnosed with HIV or AIDS. Too many young adults feel lost and alone. There must be opportunities for young adults to help each other survive and live with HIV and AIDS.

Henry Ocampo Living Well Project

Mr. Ocampo is the Youth Prevention Leader at the Living Well Project. Mr. Ocampo testified about the Chances for Youth Program, which is the first collaborative of its kind between four agencies that deal with HIV prevention for queer and questioning youth of color, 25 and under. The four participating agencies are Brothers Network, Living Well Project, Larkin Street Youth Center, and Proyecto ContraSIDA Por Vida.

This collaboration started last year and has already accomplished much. The col-

laborative has created a community for youth of color, and communities for specific youth of color, such as the API community, the African-American community, and the Latino community.

There are peer-run, peer-led programs, where all of the programs are led by youth-of-color. The programs include young people who are multi-gendered, bisexual men and women, transgender, gay, and lesbian.

Mr. Ocampo listed the needs of the program:

Primary support is needed from management and sponsoring agencies to integrate youth programs into agencies.

Youth providers need technical assistance for youth providers in terms of contract management, evaluations, and servicing youth under 18.

Youth of color need a community space.

More funding is needed in the following areas: basic food, shelter, and clothing; female specific programs; transgender programs; collaborative projects for youth of color; and for queer youth of color living with HIV.

Shivaun Nestor WEDGE Program

Ms. Nestor testified about the WEDGE Program, a health department project that provides HIV prevention education to youth ages 12 to 18. The program believes that disempowerment and lack of self-esteem are at the root of the rapid spread of HIV among youth of all sexual orientations and gender identities.

Schools are still not safe places for sexual minority youth. Mandated and expanded trainings for administrators and teachers, particularly in disciplines outside the sciences and health are needed.

Youth also need community-based support. All youth service providers need training to assist them in dealing with their own homophobia and to sensitize them to the needs of queer youth. Such training should be required of all youth-serving and family-parent programs that receive City funding.

Public Testimony - WRITTEN Youth and Health

Julie Graham, MFCC

Ms. Graham submitted the full text of the presentation she had planned to deliver at the hearing. (See Previous Section). In her written testimony, Ms. Graham provides some background information to support her oral testimony that heterosexism is the root of the problems that face LGBTQ youth. Any attempt to help LGBTQ youth should be aimed at battling heterosexism, and should target all the people involved in oppressing youth, not just on the young person themselves.

Shannon Minter National Center for Lesbian Rights

Mr. Minter submitted an information sheet, "Diagnosis and Treatment of Gender Identity Disorder in Children." This information sheet provides a representative overview of the published clinical literature on the diagnosis and treatment of Gender Identity Disorder (GID) in children and summarizes and comments on the controversy over current clinical approaches to gender variant children.

Although the majority of adults diagnosed with GID are self-identified transsexuals who usually must seek out and receive a diagnosis of GID in order to obtain hormones and/or sex reassignment surgeries, the legal and practical control of parents or other adults create different implications for the diagnosis in children and youth. Typically, treatment of GID in children and youth is designed to eliminate or minimize cross-gender behavior and/or identification, with the short term goal of alleviating social ostracism and the long term goals of preventing adulthood transsexualism or homosexuality.

Mr. Minter also submitted a memo suggesting two findings and two recommendations that recognize the absence of public health services (including hormone therapy) for transgender youth and the fact that the diagnosis of GID is often necessary to provide hormone therapy and other medical services to self-identified transgendered and transsexual youth, while nonetheless advocating against the use of GID diagnosis to change or manipulate a youth person's actual or perceived homosexuality, bisexuality, transsexualism, or transgenderism.

Daphne Scholinski

Ms. Scholinski submitted an article, "After-Wards" detailing her experiences as a survivor of psychiatric abuse in mental institutions. At the age of 14, Ms. Scholinski was labeled a 'mental case' and confined to a psychiatric institution in Chicago, Illinois. Her primary diagnosis was 'gender identity disorder' because she was deemed to not be "a normal female." From then until her 18th birthday, she experienced solitary confinement, heavy medication, physical restraint, and witnessed abuses like shock treatment against other patients.

Ms. Scholinski also submitted a press release about the upcoming publication of her memoirs, "The Last Time I Wore a Dress," which details her "unjust incarceration in a mental hospital for what her psychiatrist called 'failure to identify as a sexual female.'"

Ms. Scholinski also submitted an article by Richard Green, M.D., J.D., "Gender Identity Disorder in Children."

Claire Leigh Skiffington Services Coordinator - Revenue Maximization Department of Public Health

Ms. Skiffington submitted a letter stating that reality-based public health is based on compensation from third-party (and beyond) support. In other words, GID is not a compensated treatment diagnosis, henceforth, clinicians/providers usually revert to other more critical diagnoses such as Dissociative Identity Disorder, Bipolar Disorder/Recent-Severe, Acute Distress Disorder, and Identity Problem. She believes that it is "unproven and too strong" to say that health providers in San Francisco pathologize transgender youth.

Christine R. Tayleur

Ms. Tayleur submitted a letter to state that the December 12, 1996 Findings and Recommendations of the Commission "regarding Gender Identity Disorder in Adolescence are fraudulent." They are not substantiated by testimony contained in the transcripts. She argues that the city and county mental health department have provided information clarifying that they do not pay for institutionalization under GID, and therefore, the HRC has no jurisdiction.

Dana Van Gorder Department of Public Health

Mr. Van Gorder submitted a document, "Addressing the Emotional Well-Being of San Francisco' Gay and Bisexual Men," and a chart of DPH Contractual Services totaling \$2,943,074 for Sexually Questioning Youth, Fiscal Year 1996-97.

Public Testimony - ORAL
Youth Services

Winna Davis

Senior Grants Manager, Mayor's Office for Children, Youth, and Families

Ms. Davis provided a summary of programs and services for LGBTQ youth that are funded by MOCYF.

MOCYF provides funding to LYRIC, the Lavender Youth Recreation and Information Center. MOCYF funding goes to the LYRIC Youth Talkline and the Afterschool Program.

The Afterschool Program is a drop-in center for participants from all neighborhoods in the City. The economic, housing status, ethnic, and racial composition of these participants is quite diverse. MOCYF's funding provides for LYRIC to serve about 150 youths between the ages of 12 to 17 every month.

The Youth Talkline is a peer support phone line for LGBTQ youth. An estimated 3600 callers age 18 and under contact the line each year. The Talkline connects callers to a supportive community of peers. During off hours, there is a 24-hour recording that provides information about events and services available to LGBTQ youth.

MOCYF also funds the Queer Youth Job Training Collaborative, which provides job training and career development skills to LGBTQ youth ages 17 and younger. This program serves about 235 youths in San Francisco.

In response to a question from Youth Commissioner Khounsombath, Ms. Davis did not know whether MOCYF allocates funding commensurate to the percentage of queer youth in the City. Ms. Davis stated that MOCYF is currently putting together an MIS system which can provide the sort of demographic information, statistics, and percentages that Commissioner Khounsombath requested.

In response to a question from Commissioner Salazar-Hobson, Ms. Davis was unaware of whether LGBTQ youth had transportation problems or whether a voucher system was ever in place.

Mitchell Thompson

Assistant Recreation Director, San Francisco Department of Recreation and Parks

Mr. Thompson testified regarding what Recreation and Parks currently offers for LGBTQ youth, what needs to change, and what he would personally like.

Currently, Recreation and Parks offers a site designated as a safe space for LGBTQ youth, located at Eureka Valley Recreation Center, at 100 Collingwood Street in the Castro. There is a part-time assistant recreation director at that site that provides up to 20 hours a week of programming for lesbian, gay, bisexual, and transgender youth. This position also serves as the Recreation and Parks liaison to LYRIC. Programming includes sports, art classes, games, and a safe space to hang out. Programs take place in the afternoon and evenings. On Friday nights, a safe space is offered until 10:00 p.m. Saturday programs have also started.

Mr. Thompson testified that Recreation and Parks needs full-time programming designated to LGBTQ youth. There needs to be a full-time recreation director sympa-

thetic to the needs, issues, and concerns of LGBTQ youth.

Currently, no sensitivity training is offered on LGBTQ youth in the Department. Mr. Thompson states that recreation staff directors and administrators all need this training. These people are in contact with hundreds of young people a week.

Recreation and Parks also needs outreach and interdepartmental cooperation with the County Office of Education, the Department of Social Services, and other youth programs.

Recreation and Parks needs to offer more safe sites. Throughout the City, programs, events, and information should be available to LGBTQ youth. Funding should be designated specifically for LGBTQ youth.

Mr. Thompson would like to see a full-time administrative level director of LGBTQ youth programming for Recreation and Parks to insure quality programming at designated safe sites, to plan and implement departmental sensitivity training, and to promote outreach and ensure information accessibility to employees and youth participants.

Mr. Thompson would also like to see a summer camp for LGBTQ youth.

Mr. Thompson would like more of a department-wide focus on social issues for youth at risk, including issues relating to homelessness, poor self-esteem, drug abuse, and health.

Mr. Thompson wants to be allowed to use the word "queer" in relation to the Recreation and Parks department, when it is used in a manner that respects and acknowledges the queer youth community.

Meredith Broome

Program Director, Queer Youth Job Training Collaborative

Ms. Broome testified about the work of the Collaborative. The Collaborative is five agencies: LYRIC, BAY Positives, the Brothers Network, Community United Against Violence, and the Center for Young Women's Development Street Survival Project. The San Francisco Unified School District and the San Francisco libraries are also a part of the collaborative.

The goal of the Collaborative is to give job training and employment to queer youth. It's important for youth to have a safe place to learn essential employment skills. It's hard to come to work if you're depressed or suicidal. It's hard to concentrate on learning new skills if you didn't have a place to sleep the night before.

Many of the young people that come to the Collaborative are unstably housed. They are homeless or at risk of becoming homeless. Being employed at a living wage is one of the most important things possible for these young people. The program pays at higher than minimum wage so that the youths involved have a better chance of making it.

The Collaborative also recognizes that unstably housed youths are facing more than just a housing problem. Thus, they work to help address the mental health, food, and transportation needs of these young people.

Ken Bukowski

Executive Director, LYRIC: Lavender Youth Recreation and Information Center

Mr. Bukowski provided a summary of how LYRIC has grown over the past eight years into a program that provides an after-school drop-in program five days a week, recreational

activities, support groups, videos, and lots of other activities for youths under 18; a youth talkline that received 12,000 calls last year; an information line; a young men's HIV prevention program; a young women's program, that provides health programming and health workshops for young women; a job training program; a leadership training program; and an academic tutoring program.

Mr. Bukowski stated that despite all these programs, it is still not enough. LYRIC is just one of the few places that LGBTQ youth in the City and in the entire Bay Area can go to be safe.

Mr. Bukowski reports that seventy percent of the youth who come to LYRIC are youth of color. Queer youth come from every social and economic group in the City, and one agency can't serve them all.

Mr. Bukowski recommended some changes that need to be made:

Programming offered by LYRIC needs to be supported and expanded.

New programming is needed to meet other needs, like housing, mental health services, counseling programs, basic food, and shelter.

Straight-identified service providers need to be pushed to be safe places for queer youth also, so queer youth don't only have to depend on queer youth service providers.

Mr. Bukowski finished his comments by talking about the upcoming Youth Summit. If Mayor Brown wants to make San Francisco a youth-friendly city, Mr. Bukowski hopes that with the support of the Human Rights Commission, the Youth Commission, and the Board of Supervisors, that San Francisco will also be a queer-youth friendly city.

In response to a question from Commissioner Salazar-Hobson, Mr. Bukowski stated that even though LGBTQ youth have been amazingly resourceful in getting themselves to LYRIC, it would be great if queer youth could get free Fast Passes.

David Weiner

Director, Visitacion Valley Community Beacon

Mr. Weiner is the director of the Visitacion Valley Community Beacon, a community center located within a school that offers a collaborative approach to youth development.

Mr. Weiner summarized the services currently offered at the Community Beacon, including an after-school program, recreation program, family resource center, outreach, and collaborations with the various City departments, universities, and youth service agencies. Mr. Weiner did not mention how LGBTQ youth are included in these services.

Mr. Weiner testified that the Beacon has become a Healthy Start operational site, in partnership with Visitacion Valley Middle School. Healthy Start funding, along with matching MOCYF funds, have given them the opportunity to emphasize health, wellness, and social support for children, school staff, and the community. According to Mr. Weiner, the Beacon is developing relationships with the Health Department and the School District that will bring comprehensive and sustainable health and mental health services to Visitacion Valley.

Mr. Weiner stated that these health programs are often their first link to gay and lesbian youth. The "school site" person is available to provide service to students at the Beacon site. The health program provides counseling and information through school nurses. According to Mr. Weiner, on-site mental health services "provides a safe space for gay and lesbian youth to work out the sometimes critical issues related to their status."

Mr. Weiner stated that the Beacon is committed to serving all youth in Visitacion Valley, and hopes to be "supportive, attractive, and useful to all elements" of the community.

Jade [REDACTED]

Club Metamorphosis, Asian AIDS Project

Jade [REDACTED] is a part of Club Metamorphosis, the transgender support group at the Asian AIDS Project. Ms. [REDACTED] testified about the sadness, conflict, and anger she felt growing up.

Ms. [REDACTED] considers herself one of the lucky ones, because she found Club Metamorphosis, a nurturing and loving environment. It was there that she started to grow and love through the support of her transgender community.

She no longer asks why she is the way she is. As a youth, she feels she has a right to be loved and cared for; she wants fulfillment for all her brothers and sisters in the community.

Ms. [REDACTED] thinks support groups are helpful because family and society may not be accepting. Support groups also allow transgender youth to share information to the benefit of each other. Ms. [REDACTED] cited AQU²⁵A as a model safe space for transgender and queer youth. They made her feel welcomed there.

Ms. [REDACTED] wants to see more peer leaders and role models, and more health educators. There is only one health educator at Asian AIDS Project, and there are a lot of transgender people out there.

Ms. [REDACTED] recommended more supportive and sensitive medical care to help transgender youth become more of who they feel like inside. The more comfortable transgender youth feel, the more they can contribute to the growth of San Francisco.

Ms. [REDACTED] wants people to recognize that transgender people are hard-working, caring and loving people, and that they are a diverse community.

Ms. [REDACTED] appreciates the presence of the Youth Commission and the Human Rights Commission at this hearing and thinks it would be helpful for the City's leadership to recognize transgender youth. Ms. [REDACTED] is upset that the Mayor was not present at the hearing.

Peter Russell

YMCA of San Francisco

Dr. Russell is the coordinator of the Gay and Lesbian Teen Intervention Program of the YMCA of San Francisco. The GALTIP program provides individual, couple, group, and family counseling; programming and outreach to schools; and training to youth service providers to create more accepting environments for LGBTQ youth.

Dr. Russell also provides training consultation to San Mateo County Schools to create educational environments that are safer for LGBTQ youth. Schools remain dangerous environments for queer and questioning youth who experience blatant discrimination, social isolation, daily harassment, physical threats, and assault. Dr. Russell testified that many victims of gay bashing remain silent to avoid stigma.

Dr. Russell stated that anti-homophobia in schools is essential to creating healthy learning environments for young people to stop learning the values of hatred, bigotry, and discrimination.

Dr. Russell summarized some of what needs to happen in the schools: faculty, staff, and students must intervene when others are harassed; school conditions should allow faculty and staff to come out without negative consequences; gay/straight alliances in the schools should be created and maintained; the confidentiality of students who confide in

teachers, staff, and administrators should be respected; teachers, administrators, and staff should be trained to better understand the needs of gay and lesbian students; diversity and sexual orientation should be addressed openly and sensitively in the health education curriculums; and school libraries must maintain accurate and up-to-date information about sexuality.

In response to a question from Commissioner Khounsombath, Dr. Russell stated that even though this program is from the San Francisco YMCA, services are geared toward San Mateo County. Dr. Russell explains that this is because of the number of services already available in San Francisco.

Jose Garcia
LYFE Program

Jose Garcia was a peer educator with the LYFE program when it was federally funded at the Lyon-Martin Women's Health Services. The program is no longer funded, after a five-year grant. Currently a community advisory board has taken the program and is trying to bring it back.

Mr. Garcia testified that the greatest need right now is funding in order to implement the great ideas that are out there.

Mr. Garcia described the basic need for the mentoring program. With all the current problems facing queer youth, including the use of speed, drugs, aging, and AIDS, an intergenerational program can help bridge the gap between older and younger queers, thus providing young people with different avenues for resolution when they don't feel like they can talk to their young friends.

Mr. Garcia pointed out that many queer youth do not live with their parents and do not have adult role models in their lives. Because it can be hard for young people to meet older gay people, it's especially valuable that LYFE offers a safe atmosphere for young people to meet older people who can help them in the struggle to live decently and productively in society.

Michael Spencer
Public Comment

Mr. Spencer thanked the Commission for the hearing and urged the Commission to take to heart what had been said by every young person.

Public Testimony - WRITTEN
Youth Services

Peter C. Russell, Ph.D.
Coordinator, San Francisco Peninsula and Stonestown YMCA's
Gay and Lesbian Teen Intervention Program (GALTIP)

Dr. Russell submitted the text of his speech (See Previous Section).

Mitchell Thompson
Assistant Recreation Director, Eureka Valley Recreation Center
San Francisco Recreation and Parks Department

Mr. Thompson submitted the text of his speech (See Previous Section).

Public Testimony - ORAL Juvenile Justice System

Sergeant Michael Jefferies **San Francisco Police Department**

Sgt. Jefferies summarized the general youth programs run by the Program Section of the San Francisco Police Department. The programs, not necessarily specific to LGBTQ youth, include recreation, outdoor activity, cultural activity, mentoring programs, and tutorial programs. This program serves 27,000 youth in San Francisco, working closely with the school district and with community-based organizations. No information was given regarding LGBTQ youth participating in these programs.

Sgt. Jefferies is also a member of the Youth and Education Committee of the Human Rights Commission. He stated that the Committee is currently taking a look at violence in the public school system by collecting data from City and community agencies to identify some of the major issues relating to violence.

Sgt. Jefferies submitted into written testimony several articles and handouts, including a handbook entitled, "Respect," created by youth and police of the city of Seattle, WA. Sgt. Jefferies stated that he thought it might be a good guide for addressing some of the issues raised in this hearing.

In response to a question raised by Commissioner Jaicks following Melinda Mills' testimony, Sgt. Jefferies agreed to make sure sensitivity trainings are being conducted for the police. In his 25 years of service, Sgt. Jefferies has seen these trainings already, and currently there is an officer who does these sensitivity trainings through in-services.

Melinda Mills **Juvenile Probation**

Ms. Mills testified that as a matter of statistics, LGBTQ youth account for only 0.04 percent of youth under 18 who are arrested in the City and County of San Francisco and thus brought through Juvenile Probation. Ms. Mills recognized that there may be many LGBTQ youth who do not want to identify as LGBTQ in the juvenile justice system.

Ms. Mills stated that self-identified LGBTQ youth that go through the system are often there for crimes of need, such as stealing or prostitution for staying alive.

Ms. Mills commended the City and County for services they are currently providing, but sees the need for more services.

Ms. Mills recommends that the Department work with CUAV to provide counseling and educational services to young people who are involved in hate crimes against LGBTQ people.

In response to a question from Commissioner Jaicks, Ms. Mills agreed to recommend sensitivity training for all juvenile probation staff.

Judy Griffin **Director, San Francisco Juvenile Hall**

Ms. Griffin stated that she would submit written testimony because of the lateness of

the hour. She noted that Juvenile Hall sees less than half of the youth that are referred through the Juvenile Justice Department. For the few youth who self-identify as LGBTQ, Juvenile Hall relies on the staff from Michael Baxter's Special Programs for Youth to provide them assistance.

In response to questions from Commissioner Rochon, Ms. Griffin clarified that each young person in juvenile hall is kept in a separate room by themselves. Thus, it is unclear to her why a previous speaker [Adriana ██████ Youth Speaking for Themselves] complained about being singled out by placement in a single room. Ms. Griffin added that under some circumstances, such as gang orientation, special arrangements are made for youth who are in danger of harm from others.

Michael Baxter **Assistant Director, Special Programs for Youth**

Michael Baxter is the assistant director of Special Programs for Youth (SPY), which is the largest youth program funded by the Department of Public Health and provides all of the health services to youth who are incarcerated.

Very few self-identified LGBTQ youth come forth in the institutional setting of the Juvenile Justice system. According to Mr. Baxter, this should prompt us to question the role of institutional homophobia.

Mr. Baxter testified that he has seen progress in the treatment of queer youth in detention. Currently, there are a number of out and proud lesbian and gay professionals employed by SPY. These professionals can be positive role models for youth and can also be educators for youth and staff who continue to demonstrate homophobic attitudes.

Twelve years ago when Mr. Baxter started working with the Department, there was a policy that all male youths who self-identified as gay were immediately housed on the maximum security unit. That policy is no longer in effect. The current policy is to mainstream LGBTQ youth. Only if mainstreaming is not going to be in their best interests will a youth be put in maximum security. Mr. Baxter states that when this policy needs to be pursued, the small number of youths who are put in these units receive special, positive attention.

SPY has made concerted efforts to outreach to LGBTQ youth in detention. Every youth that comes into the institution gets a packet of information about SPY's services. The packet includes information about how to access out LGBTQ staff and LGBTQ referrals for when they leave the institution.

Mr. Baxter offers three basic recommendations: (1) all staff at the Youth Guidance Center should receive an annual mandatory sensitivity training; (2) all youth in detention should receive regular education by CUAV and other community agencies; and (3) all youth committed to YGC for hate crimes should receive special intervention with SPY and other community agencies.

Maria Cora **Special Programs for Youth**

Maria Cora is a health educator at SPY who has provided health education services to young women in detention at YGC for seven years. Ms. Cora reiterated the recommendations and information provided by Michael Baxter.

Additionally, Ms. Cora acknowledged the courage of young women in detention who come out as lesbians and bisexuals, given the societal heterosexism and the added isolation and vulnerability of being a detainee.

Public Testimony - WRITTEN Juvenile Justice System

Michael Baxter, MSW

Assistant Director, Special Programs for Youth, SPDPH

Mr. Baxter submitted the text of his speech (See Previous Section).

Judith Griffin

Director, San Francisco Juvenile Hall

Ms. Griffin submitted the text of her speech (See Previous Section).

Sergeant Michael Jefferies

Youth Program Coordinator, Police Department

Sgt. Jefferies submitted several documents to support his oral testimony: summary information about the Department's Juvenile Division; a General Order regarding the Department's Juvenile Policies and Procedures; a General Order regarding the Department's Psychological Evaluation of Juveniles; a summary of Department Youth Programs; a report on Youth-Police Relations prepared in October 1995; and Respect, a handbook created by the youth and police of the City of Seattle.

Findings and Recommendations

Findings

The Human Rights Commission, having conducted a public hearing on September 26, 1996 on Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Youth, and having considered verbal and written testimony, hereby finds:

1. LGBTQ youth often face severe isolation, harassment and discrimination.
2. A crisis still exists in San Francisco and in every city where society continues to discriminate against LGBTQ people of all ages, and transphobia, biphobia, homophobia, and heterosexism is rampant and can affect any and every young person regardless of their sexual orientation or gender identity.
3. The ability of participating LGBTQ youth to help plan this public hearing and testify before the Commission is a testament to their own courage. For many LGBTQ youth, discrimination, stigmatization, and oppression continue to silence them from participating in events such as this hearing.

Youth and Schools

4. LGBTQ students who receive adequate resources, services, and support at school from teachers, administrators, staff, and student alliances report that they gain confidence, pride, and self-esteem. Unfortunately, the majority of LGBTQ students report that they receive inadequate or no services, support, and/or resources from public and private schools.
5. Nationally 45% of gay males and 20% of lesbians experience verbal or physical assault in high school. Studies have failed to provide statistics regarding verbal and physical assault against bisexual and transgender youth. 28% of lesbian, gay and bisexual youth who experience verbal or physical assault based on their sexual orientation are forced to drop out of high school because of the harassment they experience.
6. Lesbian, gay, and bisexual youth are two to three times more likely to attempt suicide than heterosexual youth because of societal oppression and discrimination. Studies have failed to provide statistics regarding transgender youth suicide. There have already been a number of suicide attempts in the San Francisco Unified School District during the current 1996-97 school year.
7. In 1990 the San Francisco Unified School District ("District") created the Office of Support Services for Gay, Lesbian, and Bisexual Youth (renamed the Office of Support Services for Sexual Minority Youth) within the School Health Department. This program has been a national model for serving the pressing needs of sexual minority students.
8. The Office of Support Services has created a curriculum to encompass education issues,

counseling concerns, healthy sexuality development, substance abuse prevention, violence reduction, personal and social skills development, and HIV education; the Office has also implemented curriculum training, sensitivity workshops, and designated a gay/lesbian sensitive adult in every high school and middle school in the District.

9. The Office of Support Services is currently staffed at 1.2 FTE to meet the diverse and comprehensive needs of all LGBTQ youth in all high schools and middle schools in the District. This current level of staffing does not meet the overwhelming needs of LGBTQ youth in schools.
10. There is one designated "lesbian and gay" sensitive adult at each school site in the District. These adults are resources for students who are coming out or want to discuss LGBTQ issues. However, a student in the District interacts with numerous teachers, staff, and administrators every day at school. All students, including LGBTQ students, have the right to feel safe with each and every teacher, staff person, and administrator with whom they interact during the course of the day, not just the one designated "sensitive" adult.
11. A teacher's obligation to teach students includes the responsibility to make classrooms and schools a safe place for all students, including LGBTQ students, to be able to learn.
12. Currently, there is no LGBTQ resource person for the 76 elementary schools in the District. The dangerous doctrines of homophobia, biphobia, transphobia, and heterosexism are taught to children from a young age through a pervasive litany of social outlets, which sometimes include media, schools, family, churches, and peers. Education which addresses these hateful doctrines and aims to change institutions and attitudes needs to occur at an early stage.
13. Violence is a pervasive problem in the schools for all students. LGBTQ students continue to feel unsafe at school, as do children of LGBTQ parents. These students are often afraid to even check out books that deal with LGBTQ issues from the school library. Targets of violence also include "feminine" boys and "masculine" girls who may or may not be LGBTQ.
14. Parents and families that are LGBTQ report that their children continue to face harassment in the schools. Reports of harassment have included ridicule, verbal attacks, threats of violence, and physical assaults.
15. The demand for support services for LGBTQ youth has increased as the Office of Support Services has done more outreach within the schools. These demands have been for more staff and basic educational materials.
16. The school district's anti-slur policy is not enforced consistently. Teachers and administrators who fail to discipline or curtail verbal assault and harassment based on sexual orientation or gender identity enable offending students to create a hostile environment for all students, especially students who are, or are perceived to be, LGBTQ. When a student

calls another student a "faggot" or a "dyke," and a teacher doesn't do anything about it, they are effectively instructing all students that homophobia is an acceptable social value.

17. There is a perceived lack of sensitivity on the part of some administrators, faculty, staff, and students regarding LGBTQ youth issues.
18. Homophobic, biphobic, and transphobic members of the community continue to oppose valuable school efforts to educate students about LGBTQ issues. This has resulted in a dramatic reduction of requests for presentations by groups such as Community United Against Violence, a community-based agency which provides school-approved classroom presentations and speakers on lesbian and gay issues. Of the 41 high schools and middle schools in the District, only 14 schools had these kinds of presentations during the 1995-96 school year.
19. Approved curriculum for presentations in schools does not yet include information about transgender lives and issues. This contributes to the invisibility of transgender people in society. Further, the needs of students who identify as transgender or who may be questioning their gender identity are effectively excluded from these lessons.
20. School-related activities, such as social events, social organizations, school dances, that are heterosexist, homophobic, biphobic, and/or transphobic, can alienate LGBTQ students from participating and being a part of the school community.
21. Some administrators have discouraged the presentation of District-approved displays regarding LGBTQ youth and their issues.
22. LGBTQ adults in the school system who come out regarding their sexual orientation and/or gender identity can become a valuable source of support for LGBTQ students. Many LGBTQ faculty, staff, and administrators are not able to come out because they are afraid of losing their jobs, being harassed, or being subjected to administrative penalties.
23. Services and materials regarding LGBTQ issues exist only in English. This excludes LGBTQ students who do not speak English or who are more comfortable speaking about personal issues in another language.
24. The availability of sensitive counselors and the training for counselors is insufficient to meet the overwhelming needs of LGBTQ students. Overall, the ratio of counselors to students in the District is unacceptably low.
25. Many students in the District have not been exposed to family diversity lessons in the classroom, even though they have been approved for the curriculum. Family diversity includes, but is not limited to, gay parents, lesbian parents, bisexual parents, transgender parents, adoptive parents, one-parent families, extended kinship relationships, cooperative child raising, and families with disabled members.
26. LGBTQ students and parents report that it is often difficult to report incidences of ha-

harassment or assault based on sexual orientation or gender identity. Students and families are not given a clear grievance procedure. One parent who went to the Dean of a school was told that her gay son, who was being harassed and assaulted, should consider transferring to a different school.

27. LGBTQ youth and children of LGBTQ families can be stigmatized when the schools require a permission slip to discuss LGBTQ issues or when LGBTQ issues are disproportionately discussed only in health classes. Requiring a permission slip sends a message to all students and families that LGBTQ issues are embarrassing or abnormal.
28. The SFUSD expressed its desire to reaffirm and strengthen its commitment to LGBTQ students. Subsequent to the hearing, the School Board passed a resolution, "Meeting the Needs of Lesbian, Gay, Bisexual, and Transgender Students" on October 22, 1996.
29. The Parents Teachers Association were invited but did not attend the Hearing. The PTA stated that they did not have anyone with expertise on the matter and could not add to the discussion. The Commission is disappointed and troubled by the dangerous neglect of addressing the needs of LGBTQ youth demonstrated by the PTA.
30. Many LGBTQ youth attend City College, and other colleges, universities, licensing and certification programs in the City. These students also need support and services to ensure safe environments for learning.

Family, Housing, and Shelter

31. A disproportionate number of homeless youth are LGBTQ. Any attempts to address the needs of homeless LGBTQ youth must examine the specific issues of LGBTQ youth as well as the general issue of homelessness as a social problem.
32. A major cause of homelessness and "runaway" LGBTQ youth is the inability of the family to deal with the young person's sexual orientation or gender identity. In the home this can take the form of harassment, emotional abuse, physical abuse, sexual assault, rejection, or kicking the young person out of the home. Programs that lack a component to deal with the family virtually ignore one of the main root causes of homelessness.
33. LGBTQ youth reported that their parents rejected them due to their sexual orientation and/or gender identity. Physical and verbal abuse by parents is a common response.
34. Although youth almost always have some conflict with the families they were raised by, for LGBTQ youth these conflicts are often overshadowed by the chronic stress of disapproval and discrimination because of their sexual orientation or gender identity.
35. This added layer of chronic stress may result in youth leaving home before they have the emotional and practical support to do so. Without a supportive introduction to the realities

of adult living, LGBTQ youth are at high risk for being extremely vulnerable as they make their way into the adult world.

36. Religion and spirituality can play both positive and negative effects in the lives of young people. When religion plays a negative role in the lives of LGBTQ youth, it can contribute to feelings of alienation from the family and community of LGBTQ youth.
37. LGBTQ youth who are homeless are in particular need because services and programs in schools and youth service agencies do not directly address their needs.
38. LGBTQ youth of color and LGBTQ youth with children of their own are often overlooked and underserved by family, housing, and shelter programs
39. Many homeless LGBTQ youth live in the Polk Street area, North of Market; however, homeless LGBTQ youth also live in other parts of the City.
40. Many LGBTQ youth face rental discrimination. Even when an LGBTQ young person has gone through the process of legal emancipation, they encounter difficulty from landlords who do not want to rent to someone under 18. This is in addition to the hardship that young people have in amassing the reserve finances necessary for move-in costs, such as first and last months rent, security deposit, and cleaning deposit.
41. Transgender youth particularly face heavy employment discrimination because of the way employers react to their gender identity and/or appearance.
42. The employment needs of young women are often overlooked. When sexism is compounded with homophobia, biphobia, and transphobia, young women who are LGBTQ are at high risk for discrimination.
43. Insufficient job training and independent living opportunities exist in the City for LGBTQ youth, leading many LGBTQ youth to prostitution or drugs.
44. Police impose a \$300.00 fine for a first time prostitution pickup. For a young person who cannot find a job, the only recourse to paying the fine is additional sex work or going to jail.
45. LGBTQ youth are sometimes housed in substandard hotel or motel rooms that have not been inspected by the City's code enforcement mechanisms (the Department of Public Health and the Bureau of Building Inspections). This poses health and safety violations of the rights of LGBTQ youth.
46. The Department of Human Services operates a specialized teen unit that works with homeless youth, including LGBTQ youth, and the Homeless Youth Network. Other collaborations exist between Larkin Street Youth Services and the Department of Public Health/ Special Programs for Youth and the School District. These programs still cannot meet the needs of this growing population of homeless youth.

47. Many LGBTQ youth use non-LGBTQ specific housing and shelter programs. These spaces are not safe for LGBTQ youth without LGBTQ information integrated into the images, materials, and curriculum of all programs, regardless of whether the program is specifically designed for LGBTQ youth.
48. Housing and shelter for young adults (18-25) are important since many LGBTQ youth ages 18-25 may not feel comfortable going to adult shelters, and they are no longer eligible to receive services from Department of Social Services as youth.
49. There are currently no shelters designated specifically for LGBTQ youth aged 18-25 who are homeless in San Francisco. There is only one privately owned group home, established in 1995, that serves LGBTQ youth aged 13-18. This group home can only accommodate 6 youth.
50. The housing and shelter needs of LGBTQ youth are linked to other needs, such as outreach, nutrition, shelter (emergency, transition, stable independent), job training/placement, continuing education/GED preparation, substance abuse treatment, suicide prevention, HIV prevention, and access to health clinics.
51. There are insufficient numbers of LGBTQ foster homes available for homeless LGBTQ adolescents. There is also a need non-LGBTQ foster families that are safe and supportive for LGBTQ youth.

Health and Mental Health

52. An erroneous message often sent to LGBTQ youth is that there is something wrong with them that needs to be fixed or cured. The social problems that need to be dealt with are transphobia, biphobia, homophobia, and heterosexism, not the sexual orientation or gender identity of the young person.
53. LGBTQ youth in stressful living situations can benefit from having a counselor or therapist they can trust. A good counselor enables a young person to defend himself or herself against abuse that stems from present conditions and past abuse. Present conditions may include poor housing, poverty, racism, ageism, transphobia, biphobia, and homophobia. Past abuse includes damage to the young person's self image and esteem from growing up LGBTQ as well as the often-serious and unresolved conflicts they have with their families.
54. LGBTQ youth who are isolated and alienated are denied opportunities to socialize with one another and other youth in supportive and empowering ways. LGBTQ youth who are given the opportunity to interact with one another through support groups, rap groups, and other community involvement programs have a stronger sense of well being and improved mental health.
55. LGBTQ youth are up to three times more likely to attempt suicide than heterosexual youth. Up to 30% of completed youth suicides annually are committed by LGBTQ youth.

56. In California, AIDS is the #1 cause of death among young men aged 15-24, with disparate impact on gay and bisexual males. There are no statistics available on the effects of HIV/AIDS on transgender youth.
57. The needs of transgender youth at risk for HIV are often overlooked by funders and service providers in their allocation of resources.
58. Gay and bisexual men have thus far been the primary prevention target audience in the City's funded HIV prevention outreach to LGBTQ youth. HIV and AIDS also affects women, including lesbians and bisexual women, and transgender people.
59. The needs of young women at risk for HIV are often overlooked by funders and service providers in their allocation of resources.
60. Many transgender youth find it difficult to find health care providers who are sensitive to their needs. Often, these transgender youth will forego routine checkups because of the lack of sensitive health care providers.
61. Many young women and youth of color find it difficult to find health care providers who are sensitive to their needs. Often, these young women will forego routine checkups because of the lack of sensitive health care providers.
62. Current barriers that LGBTQ youth face when they try to access counseling and health care are prohibitive costs, insensitive providers, inadequate/insufficient facilities and services, and the stigmas attached to being LGBTQ.
63. Since homosexuality was removed from the Diagnostic and Statistical Manual as a pathology, mental health professionals have turned to Gender Identity Disorder to pathologize and, in some cases, institutionalize LGBTQ youth. This is exacerbated by the ease with which parents and legal guardians can voluntarily commit their children to mental institutions and abusive outpatient treatments.
64. The vast majority of self-identified transgendered and transsexual youth have no access to supportive counseling or to safe, medically supervised hormone therapy and other transition-related medical services. This is due to the absence of any public health services for transsexual youth, lack of knowledge and/or transphobic attitudes on the part of many health care providers, and lack of support from parents or legal guardians. For some transgendered and transsexual youth, access to hormone therapy is literally life-saving. When these youth are denied access to safe, medically supervised hormone therapy and other medical services, they may be driven to suicide or other self-destructive behaviors, including resort to unregulated street hormones.
65. LGBTQ youth need to have adult role models that convey positive messages about LGBTQ people. Adults who are role models or mentors for LGBTQ youth should not have to encounter legal problems that arise out of erroneous stereotypes about homosexu-

ality and pedophilia.

66. The use of alcohol, tobacco, and other legal and illegal drugs is a reality that many LGBTQ youth face. Often, LGBTQ youth are not receiving the education and support needed to cope with issues of prevention, dependency, abuse, and addiction.
67. Substance abuse and residential programs in the city do not adequately meet the needs of LGBTQ youth.

Youth Services

68. LGBTQ youth have unique needs in addition to many of the same needs of all other youth. These overwhelming and diverse needs cannot be met with just a handful of agencies.
69. LGBTQ youth live or are homeless in every neighborhood in San Francisco, not just the Castro or the Tenderloin. LGBTQ youth also access services that are not LGBTQ-specific. Therefore, youth service agencies and programs that are located outside the Castro and the Tenderloin, or that are not specifically designated for LGBTQ youth still need to address the needs of LGBTQ youth.
70. Many LGBTQ youth who are under 18 years old have not come out about their sexual orientation or gender identity for a host of reasons. In order to provide a safe and affirming environment for these young people, agencies and programs must address the needs and promote the well being of young people of all sexualities and gender identities.
71. Transgender youth experience significant employment discrimination when they apply and interview for jobs due to their gender identity and/or appearance. If they are able to find a job, many transgender youth continue to be harassed and treated with contempt by employers, supervisors, and coworkers.
72. In addition to homophobia, biphobia, transphobia, sexism, and racism, some LGBTQ youth also face economic, language, accessibility for disabled persons, and family barriers when trying to access youth service programs.
73. San Francisco has youth service agencies and programs that provide LGBTQ youth much needed support and services. LGBTQ youth need more places to stay, counseling, support, recreation, and opportunities to meet and relate with one another.
74. LGBTQ youth have been resourceful in getting to service providers, but transportation costs and isolation in particular neighborhoods create gaps in the actual provision of services to some youth.
75. Services for young adults (18-25) are important since many LGBTQ youth aged 18-25 may not feel comfortable going to adult service agencies and are also excluded from youth programs.

76. Current programs for LGBTQ youth of color that are collaborative, peer-run, and multi-gender are models for further youth programming.
77. The Mayor's Office for Children, Youth, and Families currently funds five agencies and two collaboratives. But LGBTQ youth have diverse needs that cannot be met with just a handful of agencies or programs.
78. The Mayor's Office for Children, Youth, and Families did not have statistics regarding whether LGBTQ-specific allocations are proportional to the population of LGBTQ youth in San Francisco.
79. When society and family have not been accepting, some LGBTQ youth have found support, love, and opportunities to grow through programs which provide them safe and supportive opportunities to meet with one another.
80. LGBTQ youth need safe spaces for recreation and social activity throughout the city. The mission of the Department of Recreation and Parks is to provide sports, art, games, and safe spaces to hang out in the afternoon, evenings, and weekends. Recreation and Parks has designated the Eureka Valley Community Center as the "lesbian and gay" safe space in San Francisco.
81. Recreation and Parks currently funds one 0.5 FTE position for "lesbian and gay" programming. There is no mandatory LGBTQ sensitivity training for Recreation and Parks staff and volunteers. There is no summer camp program for LGBTQ-identified youth.
82. Recreation and Parks has had a policy against using the word "queer," even if LGBTQ youth decide to use it in an affirming sense.
83. Issues of youth employment are linked to issues of education, low-income economic status, immigration, homelessness, health and mental health, food, and transportation.
84. The Beacons Center in Visitacion Valley is funded to provide a host of afterschool enrichment programs and recreation. Beacons also operates a family resource center, conducts outreach in 5 languages, and collaborates with the Police Department, San Francisco State University, City College, the YMCA, the Red Cross, and Recreation and Parks to provide substance abuse counseling, in-home tutors, ESL classes, homelessness prevention, and cultural activities.
85. There are currently no active or proactive programs for LGBTQ youth at the Beacons Center in Visitacion Valley. The Beacons Center only treats "lesbian and gay" youth through the health and mental health components of its Healthy Start program.
86. YMCA of San Francisco does not operate a program for LGBTQ youth in San Francisco. YMCA-SF does operate a Gay and Lesbian Teen Intervention program that offers counseling, schools outreach, and youth services outreach to youth in San Mateo County.

87. Mentoring and intergenerational programs for LGBTQQ youth can promote support and confidence. Out, LGBTQQ adults can be positive role models that play a critical role in the lives of LGBTQQ youth.
88. The LGBTQQ communities currently provide insufficient services for LGBTQQ youth.

Juvenile Justice

89. Statistics indicate that a low number of youth identify themselves as LGBTQQ in the juvenile justice system and in Juvenile Hall. This is because the Juvenile Justice system and Juvenile Hall are not safe places for LGBTQQ youth to come out. Out LGBTQQ youth often experience harassment from other youth and staff.
90. The San Francisco Police Department has a youth program that involves recreation, cultural activity, mentoring programs, and tutorial programs for youth throughout the City. In 1995, the program served 27,000 youth in San Francisco. Information is unavailable regarding the number of LGBTQQ youth involved in the program. Many young people have negative perceptions of the police stemming from interactions where officers demonstrate ageism, racism, and discrimination based on language ability.
91. The Police Department recently named an officer to be the Department's gay and lesbian community liaison.
92. Many of the LGBTQQ youth who enter the juvenile justice system do so by committing crimes of need, such as stealing or prostitution for survival.
93. Many youth who enter the juvenile justice system for hate-related crimes have committed offenses against LGBTQQ people.
94. LGBTQQ youth who have gone through Juvenile Hall report discriminatory treatment by staff and homophobia, biphobia, and transphobia from other youth in the system. Staff concedes that sometimes special arrangements, for example with separate showering, are made to protect the youth from danger. Protective policy decisions can nonetheless have stigmatizing effects that need to be weighed.
95. Juvenile Hall's general policy is to mainstream LGBTQQ youth with other youth, unless an issue arises which requires special assignment to a small, separate unit for the best interests of the young person.
96. Incoming Juvenile Hall youth are given a packet which includes information on LGBTQQ staff people who are "out" and accessible in the system, as well as information about LGBTQQ programs outside the system that they can go to when they leave.
97. LGBTQQ youth who are also immigrants or with limited or no English ability face multiple barriers to services.

Recommendations

In response to the issues and needs of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Youth found upon consideration of verbal and written testimony of the September 26, 1996 public hearing the Human Rights Commission, hereby recommends:

Youth and Schools

1. Mandate that a plan be constructed to provide sensitivity trainings for all elementary, middle, and high school faculty, staff, and administrators in the San Francisco Unified School District.
2. Work with private schools in order to protect the rights of enrolled LGBTQQ student.
3. Conduct on-going, on-site training of administrators and faculty, especially LGBTQQ-sensitive designated adults, on the active and proactive management of LGBTQQ issues, free of transphobia, biphobia, and homophobia.
4. Include, as applicable, into administrator and teacher annual performance reviews the following:
 - a. Appropriate and consistent enforcement of the District's anti-slur policy;
 - b. Effective implementation of LGBTQQ-inclusive curriculum;
 - c. Implementation of all district policies that protect against discrimination on the basis of gender identity and or sexual orientation for students, faculty, staff, and administrators; and
 - d. Fulfillment of obligation to make the classroom and school building a safe place for LGBTQQ youth to learn.
5. Increase the accountability and responsibility of each school to insure that LGBTQQ youth and children of LGBTQQ families are safe to learn in that school by including their concerns in every Safe School plan.
6. Provide a safe environment so that students, staff, teachers, and administrators can come out without fear of reprisal or harassment.
7. Require total enforcement of the District anti-slur policy, including the addition of gender identity and sexual orientation as a category on incident report forms.
8. Add gender identity as a protected category in all non-discrimination policies and procedures applying to all students in the District.
9. Designate incidents of harassment, assaults, and slurs based on gender identity and sexual orientation as sexual harassment and bias crimes.
10. Make it easy for students to fill out slur violation forms and mandate a census by every District school to compile information on policy violations that will be sent to the Youth

Commission. Teachers should be held accountable for not enforcing the slur policy in their classrooms.

11. Clarify and broadly disseminate grievance procedures for handling sexual harassment and bias crimes based on sexual orientation and/or gender identity. Procedures should be clear, in youth-friendly language, translated into different languages, and posted around every school site. The procedure must clearly designate the appropriate persons for students to call for a response to their complaint or grievance.
12. Implement a system for tracking hate-related verbal and physical violence against LGBTQQ students in the schools, including an annual summary of incidents of slurs, harassment, and assaults made upon the basis of sexual orientation and gender identity.
13. Distribute information for victims and perpetrators to students, teachers, and families that makes clear the consequences of hate-related verbal and physical violence against LGBTQQ youth.
14. Continue efforts to educate and counsel perpetrators of hate crimes and violators of the anti-slur policy; include greater outreach by on-site teachers and administrators, and usage of materials combating homophobia, biphobia, and transphobia in all of its manifestations in the schools.
15. Strengthen and improve information and dissemination of school grievance procedures for LGBTQQ students who have suffered harassment, discrimination, and/or slurs based on their sexual orientation and/or gender identity.
16. Increase funding to address LGBTQQ youth needs to ensure the District:
 - a. Establishes a minimum level of staffing for permanent and ongoing support services for LGBTQQ youth, regardless of grant funding;
 - b. Proactively makes available and displays books, posters and visuals for LGBTQQ youth, including LGBTQQ youth of color, and books in different languages addressing LGBTQQ issues;
 - c. Expands the services of the Office of Support Services for Sexual Minority Youth to meet the diverse and comprehensive needs of all LGBTQQ students;
 - d. Prioritizes and allocates a LGBTQQ resource person for elementary schools in the District;
 - e. Ensures that peer counselor programs reflect the diversity of LGBTQQ students, including bisexual and transgender representation; and
 - f. Expands its capacity to translate materials for LGBTQQ youth into other languages.
17. Continue supporting programs for students who have come out or are trying to come out by supporting LGBTQQ student groups and/or LGBT/Straight alliances on each campus; develop opportunities for LGBTQQ youth to meet other LGBTQQ youth in safe and affirming environments.

18. Develop effective methods for students, parents, counselors, teachers, and administrators to address LGBTQQ youth issues and concerns, both informally and through the school administration.
19. Ensure that information regarding access to the designated LGBTQQ- "sensitive" teacher is distributed and posted for students in a safe way so that students can seek and receive information without fear of harassment. These designated "sensitive" teachers should be safe for transgender, bisexual, and questioning students, not just lesbian and gay students.

Information should also be posted to safely notify students of off-site resources for support and counseling (such as Support Services for Sexual Minority Youth). Students may prefer this alternative if there is actual or perceived stigma attached to talking to the designated "sensitive" teacher within the school.
20. Continue to offer training and support to LGBTQQ teachers, administrators, and counselors, and other staff who want to be additional resources to LGBTQQ students.
21. Mandate that LGBTQQ-positive information be displayed at every campus in such a way that won't be turned down.
22. Expand and improve curriculum to address the experiences of LGBTQQ youth. Teachers should present positive images of LGBTQQ people in the classroom and discuss alternative family configurations.
23. Encourage the development of curriculum, programs, and presentations regarding bisexual and transgender lives and issues.
24. Integrate LGBTQQ issues across disciplines including, but not limited to, social studies, language arts, science, and health.
25. Ensure that all school-related activities, such as social events, social organizations, school dances, are free of heterosexism, transphobia, biphobia, and homophobia.
26. Take advantage of National Coming Out Day and Pride Week to celebrate the accomplishments of LGBTQQ people, honor LGBTQQ history, and recommit to protecting and respecting the rights and lives of LGBTQQ people living today.
27. Designate at least one professional development day per year for dealing with LGBTQQ curriculum and issues.
28. Encourage working with the Parents Teachers Association to address LGBTQQ issues. For example, develop workshops which would enable the PTA to designate at least one meeting per year to address LGBTQQ issues, such as information and discussion of safety in the schools, and the anti-slur, nondiscrimination, and harassment policies and procedures.

29. Encourage the PTA to develop policies that support LGBTQQ students and families and implement sensitivity trainings for officers.
30. Expand outreach to the parent and family community, including parents and siblings of LGBTQQ students, LGBTQQ parents of students, and other parents.
31. Disseminate educational information to parents of students in the District regarding issues of LGBTQQ youth. This could either be a part of the newsletter sent to parents or via direct mail.
32. Continue, and expand where necessary, to provide academic, vocational, and counseling assistance to at-risk LGBTQQ students.
33. Continue to promote student health by addressing suicide prevention, substance abuse prevention, and safer sex education.
34. Expand collaborations with programs that provide LGBTQQ speakers to make presentations regarding LGBTQQ issues at District schools. The District can provide a list of all classrooms to speakers bureau programs so they may pro-actively contact classroom teachers to schedule District-approved presentations.

Establish a goal to get LGBTQQ speakers into every high school and middle school in the school district, such that every student has an opportunity to attend. Once there is a resource person for LGBTQQ issues at the elementary levels, age-appropriate LGBTQQ speakers should make presentations in District elementary schools.

35. Support school functions, such as family picnics and get-togethers, that celebrate and support LGBTQQ students and families.

Family, Housing, and Shelter

36. Implement sensitivity trainings of LGBTQQ issues for all housing and shelter personnel receiving funds from the City. Expand City funding to hire and train LGBTQQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

37. Implement protocols and procedures that ensure all youth housing and shelter programs will be safe and affirming environments for staff and youth who are LGBTQQ.

These protocols and procedures should include, but not be limited to:

- a. A statement of non-discrimination, including sexual orientation and gender identity as protected classes;
 - b. Assurances of safety for LGBTQQ individuals;
 - c. A department plan to deal with staff and youth that are beginning to realize that they are LGBTQQ; and
 - d. A checklist of how to actively and proactively integrate LGBTQQ issues into housing and shelter program materials. For example, LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting rooms.
38. Increase City programs to meet the housing needs (including emergency, shelter, and transitional housing programs) of LGBTQQ youth. Create and adapt programs that are sensitive and address the specific housing needs of LGBTQQ youth aged 18-21, who currently must access adult services.
 39. Encourage and strengthen programs that allow LGBTQQ Youth to be placed in foster care, housed, or adopted by LGBTQQ or other LGBTQQ-sensitive adults.
 40. Develop housing programs and services that address the needs of women, particularly lesbian, bisexual, transgender women, and women of color.
 41. Ensure that all youth housing and shelter programs will be a safe environment for transgender youth. In addition to statements of non-discrimination based on gender identity, there should be distinct rooms to house transgender youth, assurances of safety for individuals that are transgender and/or gender questioning, and a plan to deal with staff and youth that are beginning to realize they are transgender and/or gender questioning.
 42. Develop City programs that provide emergency housing services to youth. Services should include emergency housing money for youth, housing referrals, housing assistance programs, and housing services and money for youth seeking emancipation.
 43. Convene a task force to determine the need and feasibility of group homes in the City for LGBTQQ youth. Youth must be an integral part of this task force which ultimately can help develop city-funded group homes and housing programs for LGBTQQ youth. The task force would also be comprised of community members, non-profit agencies, and housing programs.
 44. Mandate the Department of Human Services to ensure that group homes are sensitive to the needs of LGBTQQ youth.
 45. Develop City-funded services that focus on dynamics within the family to address the needs of homeless LGBTQQ youth.
 46. Provide sensitivity trainings on the issues of LGBTQQ youth to organizations that provide

family dispute resolution services.

47. Prohibit rental discrimination against minors who have been legally emancipated.
48. Recognize the special needs of homeless LGBTQQ youth through routine inspection of housing (both permanent and temporary) where homeless youth are placed; creating a special division for homeless LGBTQQ youth issues within the health department; and increasing the focus on hotels where homeless youth may be placed.
49. Support the efforts of the Department of Human Services to recruit LGBTQQ and LGBTQQ-sensitive foster and adoptive homes for adolescents.
50. Convene a task force to determine the need and feasibility of establishing a service to address the unique needs of LGBTQQ adolescents, including foster care placement.
51. Support the establishment of a network of support groups for LGBTQQ youth, including foster placements.
52. Support collaborations with other Bay Area counties regarding LGBTQQ youth issues so that similar programs and supportive services are implemented and available in all Bay Area counties.
53. Encourage and support collaborations between Department of Human Services' Specialized Teen Unit, the Homeless Youth Network, and other agencies providing services to LGBTQQ youth and/or homeless youth.
54. Investigate and ensure that City funding for LGBTQQ youth that are homeless is commensurate to the percentage need of LGBTQQ youth to the general youth population.
55. Recognize that fining youth for prostitution may simply drive the young person to do more sex work to pay the fine. Investigate alternative methods of dealing with young prostitutes, including community service, job training, and placement.
56. Recognize that homophobia, biphobia, and transphobia can be forms of emotional abuse inflicted on children and youth. This recognition can be used by Child Protective Services in working with a family where a LGBTQQ child is abused by a homophobic, biphobic, or transphobic parent.
57. Encourage agencies to respect and protect the privacy of LGBTQQ youth. LGBTQQ youth should have physical privacy as well as the right to decide not to discuss their sexuality and/or gender identity.
58. Ensure that the needs of LGBTQQ youth of color and youth with children of their own are addressed by housing and shelter programs.

59. Support and encourage the positive aspects of religion and spirituality in affirmation and respecting of human lives. Discourage the use of homophobia, biphobia, transphobia, and heterosexism by religious and spiritual service providers that will have a negative effect on LGBTQQ youth and families.

Health and Mental Health

60. Implement sensitivity trainings of LGBTQQ issues for all City-funded health care providers, including hospitals, clinics, therapists and schools. Expand City funding to hire and train LGBTQQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

61. Implement protocols and procedures that ensure that all health/mental health programs for youth will be safe and affirming environments for staff and youth who are LGBTQQ.

These protocols and procedures should include, but not be limited to:

- a. Statements of nondiscrimination, including sexual orientation and gender identity as protected classes;
 - b. Assurances of safety for LGBTQQ individuals;
 - c. A plan to deal with staff and youth beginning to realize they are LGBTQQ;
 - d. A checklist of how to actively and proactively integrate LGBTQQ issues into program materials. For example: LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting areas.
62. Increase the accessibility of counseling, medication, and medical care for LGBTQQ youth.
 63. Broadly advertise programs that are currently available. Place brochures and posters targeting the health/mental health needs of LGBTQQ youth in waiting rooms, schools, and community boards in all youth service provider offices and community areas.
 64. Support efforts to focus on and address the specific health/mental health needs of transgender youth, LGBTQQ youth of color, and lesbians and bisexual young women.
 65. Increase funding for programs that serve and support HIV-positive youth.
 66. Expand HIV prevention efforts to reach all LGBTQQ youth, not just gay men. Support prevention efforts that also provide services to LGBTQQ youth who are HIV negative.

67. Sex education should be open and respectful regarding sexual interactions among LGBTQQ persons.
68. Mandate education about the health and mental health issues of transgendered and transsexual youth for all health and mental health care providers receiving City funds. This should include education about the misuse of Gender Identity Disorder and other diagnoses to force unwanted and damaging psychiatric treatment on LGBTQQ youth, as well as education about the specific health care needs of self-identified transgendered and transsexual youth, including access to safe, medically supervised hormone therapy. Mental health and health care providers should limit the diagnosis of GID to self-identified transgendered and transsexual adults and transgendered and transsexual youth who are unable to receive hormone therapy and/or sex-reassignment surgeries without the diagnosis.
69. Fund public health services for transgendered and transsexual youth, including access to safe, medically supervised hormone therapy for self-identified transgendered and transsexual youth. Spend no City funds, directly or indirectly, on mental health treatments or programs which use GID or any other diagnoses to administer involuntary or unwanted counseling, psychiatric medication, behavior modification, or other mental health treatments designed to change or manipulate a youth's actual or perceived homosexuality, bisexuality, transsexualism, or transgenderism.
70. Address the high incidence of attempted and completed suicides among LGBTQQ youth and youth affected by HIV. Develop support and suicide prevention programs specifically addressing the emotional risk of these youth. Strengthen suicide prevention programs to address the needs of at-risk LGBTQQ youth.
71. Convene a task force to assess the need and feasibility of a recovery program for LGBTQQ youth, including a sub-program targeting HIV-positive 18-25 year olds. The program would include but not be limited to a recovery program, vocational and educational rehabilitation, and assisted living and housing. The task force steering committee should be staffed by queer youth and should work with existing programs, such as Walden House, Larkin Street Youth Center, and Bay Positives.
72. Support and create peer programs that encourage the development of role models and community for LGBTQQ youth.
73. Encourage the Department of Public Health to proactively implement a media campaign to raise the visibility of healthy LGBTQQ youth, especially HIV-positive youth, youth of color, young women, and transgender youth.
74. Encourage all religious institutions to examine their effect on LGBTQQ youth, especially negative effects, silence, or apathy towards LGBTQQ youth.
75. Encourage all religious institutions to see LGBTQQ youth as having many aspects of their lives related to their sexual orientation or gender identities, and to cease concentrating on

LGBTQQ youth's sexual practices.

76. Encourage religious institutions to celebrate LGBTQQ lives, and to publish literature against discrimination and violence towards LGBTQQ youth.
77. Encourage prevention and treatment efforts that address drug, alcohol, tobacco, and other substance use and abuse
78. Ensure services for victims of rape and sexual abuse are safe and affirming places for survivors who are LGBTQQ.

Youth Services

79. Implement sensitivity trainings of LGBTQQ issues for all agency staff and youth clients of youth services programs funded by the City. Expand City funding to hire and train LGBTQQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

80. Create personnel and agency policies and procedures that develop a Plan of Action to ensure that all youth service agencies (especially non-LGBTQQ-identified) will be safe and affirming places for LGBTQQ staff and youth.

The Plan should include, but not be limited to:

- a. Statements of non-discrimination, including sexual orientation and gender identity as protected classes;
- b. Assurances of safety for LGBTQQ individuals;
- c. An agency plan to deal with staff and youth that are beginning to realize that they are LGBTQQ; and
- d. A checklist of how to include LGBTQQ issues and visibility to agency materials. For example, LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting rooms.

81. Develop a grievance procedure for LGBTQQ youth to be able to complain against any City agency that is intolerant or condoned action that led to violence. The Human Rights Commission can be identified as the agency to contact to make complaints or to get information. Information gathered by the Commission can be used as a record for contract compliance. Proof of non-discrimination should be a condition of funding.
82. Require that City-funded youth services, housing, juvenile justice, and relevant programs

demonstrate positive attitudes and proactive services for LGBTQ youth. This demonstration should be part of any assessment for new or continued funding.

83. Require that every youth agency's need assessment include the issues and needs of LGBTQ Youth. Every department should complete an audit of LGBTQ youth needs.
84. Investigate and ensure that City funding (including Mayor's Office for Children, Youth, and Families) for LGBTQ youth agencies and programs is at least commensurate with the percentage of LGBTQ youth to the general youth population, while recognizing that LGBTQ youth may have higher needs than some non-LGBTQ youth populations.
85. Develop a needs assessment for LGBTQ youth through MOCYF that includes, but is not limited to, the following areas: mental health/health services, accessibility of services, academic needs, job training programs, and recreation/social services.
86. Establish a committee to develop and conduct a city-wide LGBTQ youth service plan based on the results of the needs assessment. Members of this committee should include youth, community based organizations, City agencies, City officials, and community members.
87. Evaluate the implementation and quality of services and policies for LGBTQ youth through regular assessments of appropriate and relevant agencies (which may include ones that are adult or non-LGBTQ specific) receiving City funding.
88. Ensure youth and services providers access to resources, including the City-funded Resource Guide, and other needed materials.
89. Require all Department of Recreation and Parks sites to become safe spaces for LGBTQ youth throughout the city, not just at the Eureka Valley Recreation Center. Mandate LGBTQ sensitivity trainings for all Parks and Recreation staff. Increase Parks and Recreation staffing to at least a 1.0 FTE administrative level LGBTQ resource person. Ensure that summer camp programs are safe spaces for LGBTQ youth, designating one such camp for LGBTQ-identified youth.
90. Change the "lesbian and gay" programs and site names of Recreation and Parks and the YMCA to include "bisexual" and "transgender."
91. Implement protocols and procedures that ensure that all Beacons Centers are safe spaces for LGBTQ youth and that these centers proactively address the needs of LGBTQ youth. Expand the collaborative efforts of the Beacons Centers to include agencies that serve LGBTQ youth.
92. LGBTQ youth programs should not arise solely out of health or mental health interventions.
93. Integrate LGBTQ services, resources, and issues into the training and referrals for the

City's proposed Youthline. Adult and youth staff of the Youthline should include openly LGBTQ people.

94. Investigate and prohibit employment, housing, and public accommodation discrimination targeted specifically at transgender youth due to their gender identity and/or appearance.
95. Support youth service programs which recognize and try to overcome, economic, language, and family barriers that LGBTQ youth may face.
96. Support the continued and additional funding of programs for LGBTQ youth of color that are collaborative, peer-run, and multigender.
97. Support initiatives to create safe spaces for LGBTQ youth throughout the city to meet and relate with one another.
98. Promote programs that connect youth with their history, culture, and community through positive, structured relationships with LGBTQ adults and elders. Recognize the critical role that adults play in the lives of LGBTQ youth by supporting and funding mentoring and intergenerational programs.
99. Support programs that promote youth employment within the context of other social issues such as homelessness, health/mental health, food, and transportation.
100. Provide free transportation passes to youth to facilitate access to services throughout the city.
101. Change definition of sexual orientation in the Administrative Code to: actual or perceived homosexuality, bisexuality, or heterosexuality.
102. Encourage the LGBTQ communities to create and expand programs, services, and spaces for LGBTQ youth, including employment, education, and recreational programs.

Juvenile Justice

103. Implement sensitivity trainings of LGBTQ issues for all Juvenile Justice personnel, including police officers of every rank, non-profit personnel, and Probation Officers dealing with youth. Expand City funding to hire and train LGBTQ youth who will be central to the development and implementation of these trainings. Recruit a committee, also including LGBTQ youth, that will oversee the development of these trainings.

Trainings should include, but not be limited to: issues of homophobia and biphobia (the fear or hatred of LGBTQ people, and the manifestations of this fear and hatred), heterosexism (the belief that heterosexuality is superior to homosexuality and bisexuality, and the manifestations of this belief), and transphobia (the fear and hatred of people who are transgender).

104. Implement protocols and procedures that ensure that the Juvenile Justice system will be a safe and affirming environment for staff and youth who are LGBTQQ.

These protocols and procedures should include, but not be limited to:

- a. A statement of non-discrimination, including sexual orientation and gender identity as protected classes;
 - b. Assurances of safety for LGBTQQ individuals;
 - c. A department plan to deal with staff and youth that are beginning to realize that they are LGBTQQ;
 - d. A checklist of how to integrating LGBTQQ issues into department materials. For example, LGBTQQ-sensitive questions on intake forms and LGBTQQ posters and periodicals in waiting rooms;
 - e. Assign designated safe person for LGBTQQ youth going through the system.
105. Youth Guidance Center policies that treat LGBTQQ youth differently from other youth should be evaluated. YGC should maintain policies that serve valid safety purposes. Stigmatizing and isolating policies that serve no valid safety purpose should be eliminated.
106. Ensure safe and affirming environments for LGBTQQ youth placed out-of-home (e.g., group homes, residential programs, foster and adoptive homes). Develop a screening process for foster and adoptive parents to ensure they will be safe and affirming with LGBTQQ youth.
107. Establish a committee to develop and conduct a needs assessment of LGBTQQ youth within the Juvenile Justice System. Members of this committee should include youth, community based organizations, the Youth Guidance Center, the Probation Department, City officials, community members, and representatives of the Youth Commission, Delinquency Prevention Commission, and Juvenile Justice Commission. The assessment should include, but not be limited to, the following areas: the difficulties of LGBTQQ Youth in the juvenile system, the needs of LGBTQQ Youth, existing and needed mental/health services, and accessibility of services.
108. Develop and implement ongoing education programs for youth inmates. These programs should address such areas as respecting diversity, developing tolerance, homophobia, biphobia, heterosexism, and transphobia.
109. Develop a city-funded counseling and education program for all individuals convicted of hate violence. All youth convicted of hate crimes, particularly those convicted of physical attacks on LGBTQQ individuals should be required to participate in this program as a prerequisite for release. Due to the low rate of conviction of hate crimes, counseling should also be a pre-condition of release for reduced sentencing or plea bargaining if the original charge is hate-related.
110. Ensure that LGBTQQ Youth escaping abusive and or non-accepting households are classified

within the juvenile justice system as abuse survivors. Currently, they are charged with the status offending crime of running away and labeled "juvenile delinquent."

111. Implement protocols and procedures to ensure that the Youth Guidance Center will be a safe environment for transgender youth. These protocols and procedures should include statements of non-discrimination, assurances of safety for individuals that are transgender and/or gender questioning, a department plan to deal with staff and youth who are beginning to realize they are transgender and/or gender questioning, and assigning an adult who will be safe and affirming to LGBTQQ youth.
112. Create mentoring/outreach/tutorial programs for LGBTQQ youth designed for delinquency prevention. Allocate police officers, YGC personnel, or those with hands-on experience in the Juvenile Justice system that are "out" or sensitive to the needs of LGBTQQ Youth to implement and staff the program.
113. Hold "know your rights" trainings to provide LGBTQQ youth information about their individual rights in the Juvenile Justice system. Trainers should be law students, teachers, attorneys, or peers that have significant knowledge of and experience with the particular problems LGBTQQ youth face in the Juvenile Justice system.
114. Develop a grievance procedure that enables LGBTQQ youth to complain and know they have the right to complain, if they are the victims of LGBTQQ-related mistreatment within the Juvenile Justice system. Complaints filed against an agency can be used as negative criteria for renewal of the contract or project.
115. Expand the name of the Police Department's lesbian and gay community liaison to include "bisexual and transgender."
116. Hire openly LGBTQQ staff at the Youth Guidance Center.

92. Develop a comprehensive training program for all staff members. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
93. Develop a comprehensive training program for all students. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
94. Develop a comprehensive training program for all parents. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
95. Develop a comprehensive training program for all community members. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
96. Develop a comprehensive training program for all stakeholders. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
97. Develop a comprehensive training program for all partners. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
98. Develop a comprehensive training program for all allies. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
99. Develop a comprehensive training program for all supporters. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.
100. Develop a comprehensive training program for all advocates. This program should include such items as recognizing diversity, developing tolerance, and respect for all people.

Chapter 5 . . .

Implementation

Implementation

On December 12, 1996, the Human Rights Commission unanimously adopted its findings and recommendations based on the information gathered at this public hearing. On June 12, 1997, the Commission unanimously approved amendments and adopted the final 97 Findings and 116 Recommendations (see Chapter 4).

Arising out of this hearing and these findings and recommendations, both the San Francisco Unified School District and the San Francisco Board of Supervisors have considered resolutions to implement recommendations to better meet the needs of LGBTQ Youth in San Francisco.

On October 22, 1996, the Board of Education adopted the resolution, "MEETING THE NEEDS OF LESBIAN, GAY, BISEXUAL AND TRANSGENDER STUDENTS" (See Appendix). The Board is currently reviewing the implementation plan for this resolution.

One of the purposes of this report is to assist in the continued implementation of the recommendations proposed. To this end, the Human Rights Commission, during the course of regularly scheduled meetings, will periodically review the status of the City's progress towards full implementation of the Commission's recommendations.

Furthermore, Supervisor Tom Ammiano intends to introduce, with other members of the Board of Supervisors co-sponsoring, a resolution to create a task force, staffed by a consultant, to oversee the implementation process of the Human Rights Commission's recommendations.

Appendices

- A. Public Hearing Flyer
- B. News Release announcing Public Hearing
- C. Statements of LGBTQ Youth
- D. Fact Sheet on LGBTQ Youth
- E. Public Hearing Agenda
- F. San Francisco Bay Guardian Article
- G. San Francisco Frontiers Article
- H. Bay Area Reporter Article
- I. San Francisco Examiner Article
- J. San Francisco Chronicle Article
- K. Board of Education Resolution