

# THE POWER OF ONE: MEETING THE NEEDS OF LGBTQ+ STUDENTS

Best Practices for School Psychologists

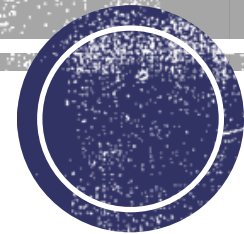
Presented by :

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Amy Cannava, Ed.S., NCSP

Texas Association of School Psychologists (TASP)

Friday, November 5th, 2021



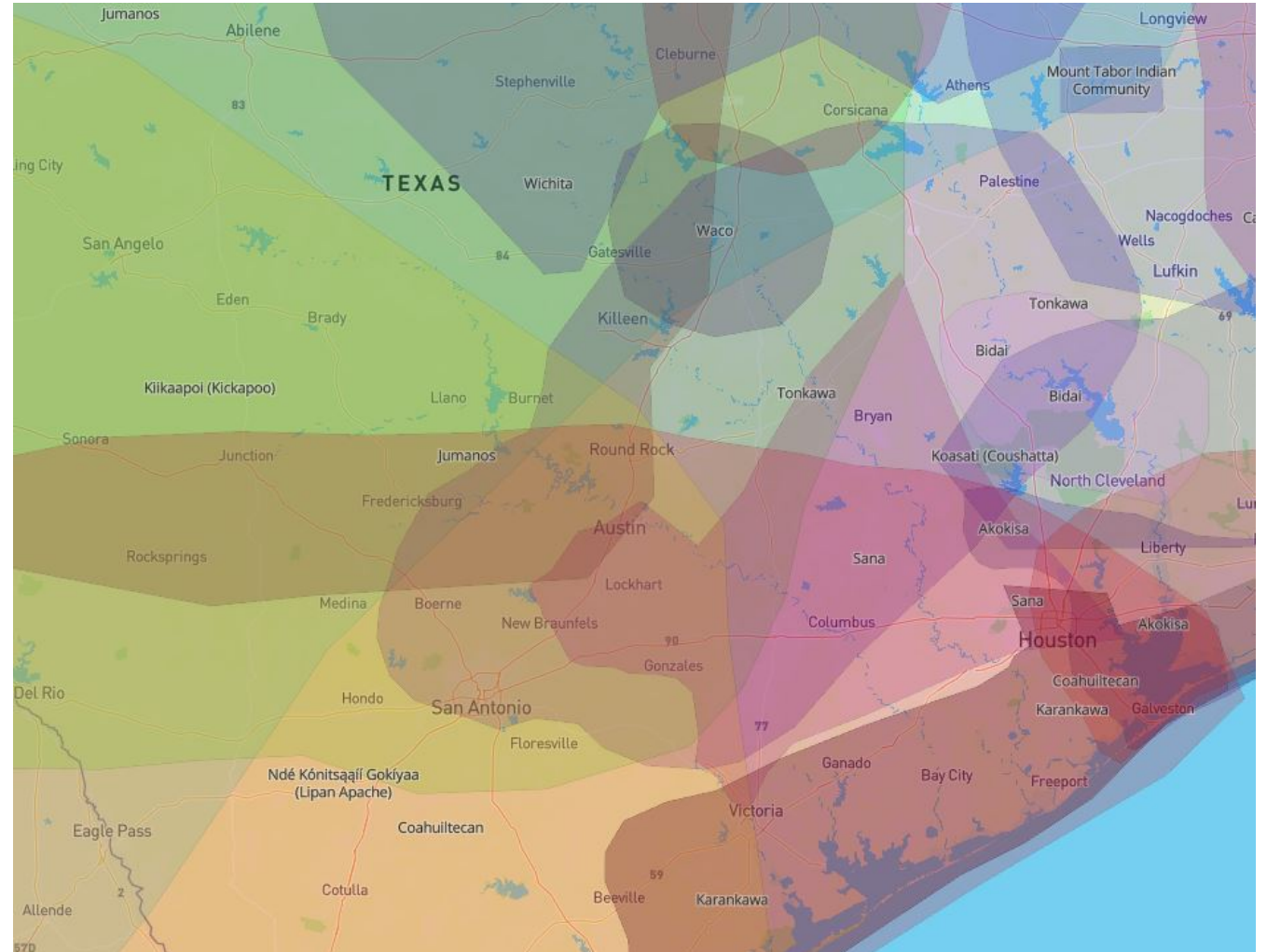
# LAND ACKNOWLEDGEMENT

Local nations:

- Sana
- Coahuiltecan
- Lipan Apache
- Tonkawa
- Jumanos

Source:

<https://native-land.ca>



# EXPECTATIONS FOR TODAY

## Learning Objectives:

- (1) This session will help participants to identify risk factors facing LGBTQ+ youth and how these impact mental health and school performance.
- (2) This session will empower participants to develop and utilize skills resources to address inclusivity, supportive practices, and the mental health needs of LGBTQ+ youth.
- (3) This session will help participants identify and promote best practices in meeting the needs of LGBTQ+ students.





# POLL #1:

Did you have any training during your graduate preparation specifically related to LGBTQ+ youth?

POLL



# POLL #2:

Have you attended or participated in any professional development specifically related to LGBTQ+ youth?



# WHY IS THIS PRESENTATION SO IMPORTANT?

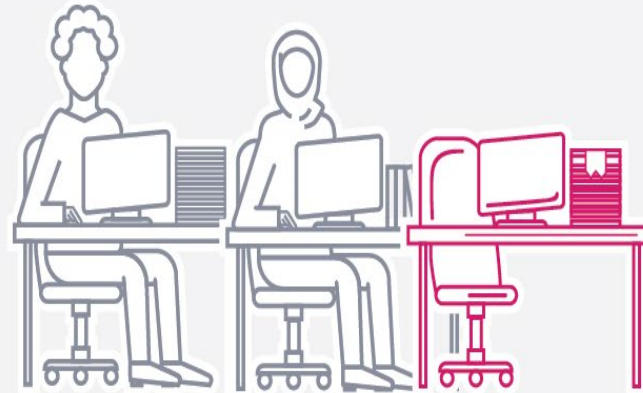
**76%** of school mental health professionals received **little to no preparation** on working with **LGBTQ youth**.



**GLSEN**<sup>®</sup>

Source: GLSEN, ACSSW, ASCA, & SSWAA (2019). *Supporting Safe & Health Schools for LGBTQ Students: A National Survey of School Counselors, Social Workers, and Psychologists*

**37%** of school mental health professionals had **never received any formal training on LGBTQ student issues** during their career.



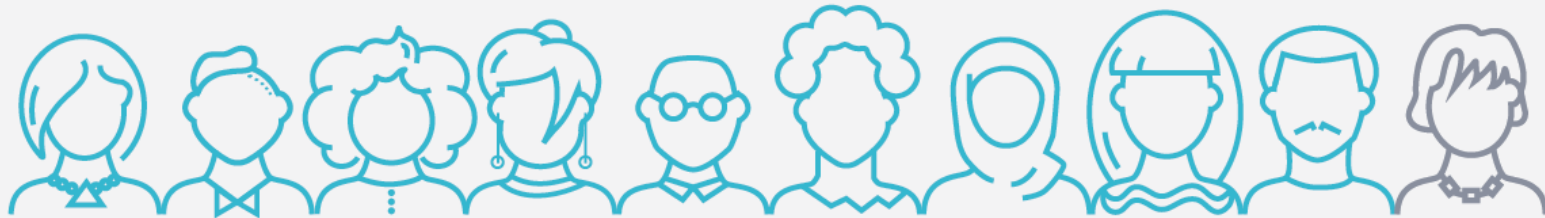
**GLSEN**<sup>®</sup>

Source: GLSEN, ACSSW, ASCA, & SSWAA (2019). *Supporting Safe & Health Schools for LGBTQ Students: A National Survey of School Counselors, Social Workers, and Psychologists*



# BUT THIS IS WHY YOU'RE HERE!

**87%** of school counselors, psychologists, and social workers believe it is their responsibility to provide supportive counseling to LGBTQ students, yet most receive little to no related training.



**GLSEN**<sup>®</sup>

Source: GLSEN, ACSSW, ASCA, & SSWAA (2019). *Supporting Safe & Health Schools for LGBTQ Students: A National Survey of School Counselors, Social Workers, and Psychologists*



# GROUP AGREEMENTS:

- Wherever you are at is okay
- No one knows everything but together we know a lot
- Make room for discomfort
- Take responsibility for your own learning
- Delay distractions

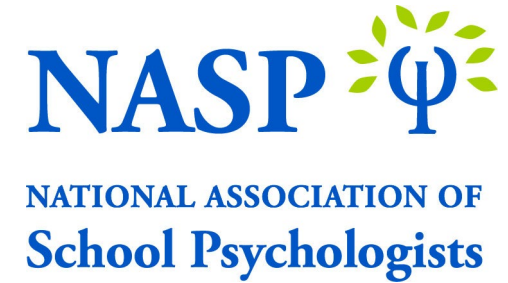
## **Some things to reflect on:**

- Our own experience, identities, privileges, and biases shape our perceptions and actions
- Take note of resistance
- Be conscious of intent vs. impact: no matter your intent, you're responsible for the impact





# ETHICAL STANDARDS FOR SCHOOL PSYCHOLOGISTS



- School psychologists **are aware of their own values, attitudes, and beliefs and how these impact upon their work** with clients, families, school administration, staff, and the community.
- School psychologists' professional decisions, recommendations, and activities are guided by evidence-based best practices.
- **NASP supports that all youth have equal opportunities to participate in and benefit from educational and mental health services within schools** regardless of sexual orientation, gender identity, or gender expression.
- NASP believes that school psychologists are ethically obligated to ensure that **all students have an equal opportunity for the development and expression of their personal identity in a school climate** that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse.



# NASP ETHICS PRINCIPLES PROTECTING LGBTQ YOUTH RIGHTS

## Standard I.2.6

- School psychologists respect the right of privacy of students, parents, and colleagues.

## Standard II.1.2

- Practitioners are obligated to pursue knowledge and understanding of the **diverse cultural, linguistic, and experiential backgrounds** of students, families, and other clients.

## Principle I.3

- Promote fairness and justice.



# Position Statement

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## Safe and Supportive Schools for LGBTQ+ Youth\*

The National Association of School Psychologists (NASP) believes school psychologists are ethically obligated to ensure all youth with diverse sexual orientations, gender identities, and/or gender expressions, are able to develop and express their personal identities in a school climate that is safe, accepting, and respectful of all persons and free from discrimination, harassment, violence, and abuse. Specifically, NASP's ethical guidelines require school psychologists to promote fairness and justice, help to cultivate safe and welcoming school climates, and work to identify and reform both social and system-level patterns of injustice (NASP, 2010, pp. 11–12). NASP further asserts all youth are entitled to equal opportunities to participate in and benefit from affirming and supportive educational and mental health services within schools. As such, any efforts to change one's sexual orientation or gender identity are unethical, are illegal in some states, and have the potential to do irreparable damage to youth development (Just the Facts Coalition, 2008). The acronym *LGBTQ+* is intended to be inclusive of students of diverse sexual orientations, gender identities, and/or gender expressions,\* and the term *youth* is inclusive of all children, adolescents, and young adults.

Unfortunately, LGBTQ+ youth experience significantly high rates of harassment, bullying, and discrimination while at school, which can lead them to feel unsafe at school, and can contribute to a host of negative academic and social–emotional outcomes including school dropout and suicide (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016; Robinson & Espelage, 2011). LGBTQ+ youth can best reach their full potential when they are accepted, respected, supported and valued as members of the school community. To achieve this goal, education and advocacy must be focused on both promoting positive social–emotional and academic development for all youth and, simultaneously, on eliminating discrimination, harassment, and sexuality and gender-based biases.



NATIONAL ASSOCIATION OF  
School Psychologists

# Position Statement

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## Safe Schools for Transgender and Gender Diverse Students

NASP acknowledges that neither having a transgender identity nor being perceived as gender diverse is a disorder, and that efforts to change a person's gender identity are ineffective, harmful, and discriminatory. NASP works to ensure that settings in which school psychologists work are safe and welcoming and provide equal opportunity to all persons regardless of actual or perceived characteristics, including gender, gender identity, gender expression, sexual orientation, and any other personal identity or distinguishing characteristics (NASP, 2010). A glossary of terms may be found at the end of the statement.

# POSITION STATEMENT: BEST PRACTICES IN MEETING THE NEEDS OF LGBTQ+ YOUTH

(adopted by the MASP Board of Directors March 19th, 2020)

The vision of the Michigan Association of School Psychologists (MASP) is simple: **all Michigan students will achieve to their fullest potential.**

To fulfill this goal, schools and educators must address the needs of students whose identities (declared or perceived) put them at risk for marginalization, harassment, and/or discrimination.

Specifically, MASP is endorsing the use of best practices in meeting the needs of one of the most vulnerable groups, Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ+) youth; this group is inclusive of all students who identify as lesbian, gay, bisexual, transgender, and/or questioning, and/or who express diverse sexual orientations, gender identities, and/or gender expression.





# HOW MANY STUDENTS?

In an average Texas classroom:



Based on nationally -  
collected data from the  
**2019 YRBS**, over **11%** of  
public high school students  
identify as **LGB**

•**2.5%** of students identify as  
lesbian or gay

•**8.7%** of students identify as  
bisexual



# POLL #3:

How you rate your school's climate for LGBTQ+ youth?

POLL





## SCHOOL CLIMATE FOR LGBTQ STUDENTS IN TEXAS

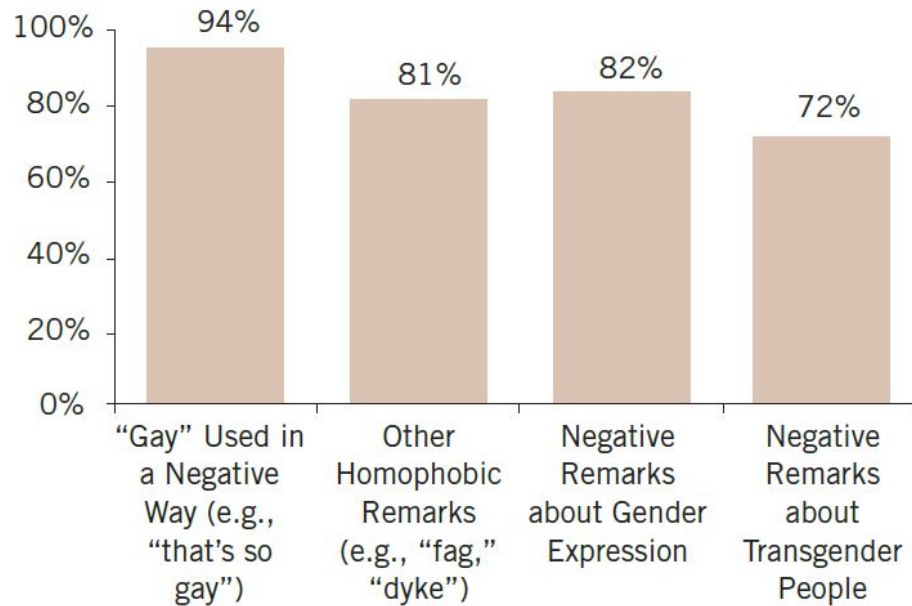
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Findings from the GLSEN 2019 National School Climate Survey demonstrate that Texas schools were not safe for most lesbian, gay, bisexual, transgender, and queer (LGBTQ) secondary school students. In addition, many LGBTQ students in Texas did not have access to important school resources, such as an LGBTQ-inclusive curriculum, and were not protected by supportive and inclusive school policies.



# WHAT'S IT LIKE TO BE LGBTQ IN TEXAS SCHOOLS?

Figure 1. Hearing Anti-LGBTQ Remarks  
from Students in Texas Schools  
(percentage of LGBTQ students  
hearing remarks regularly)



**FACT:** The vast majority of LGBTQ students in Texas regularly (sometimes, often, or frequently) heard anti-LGBTQ remarks

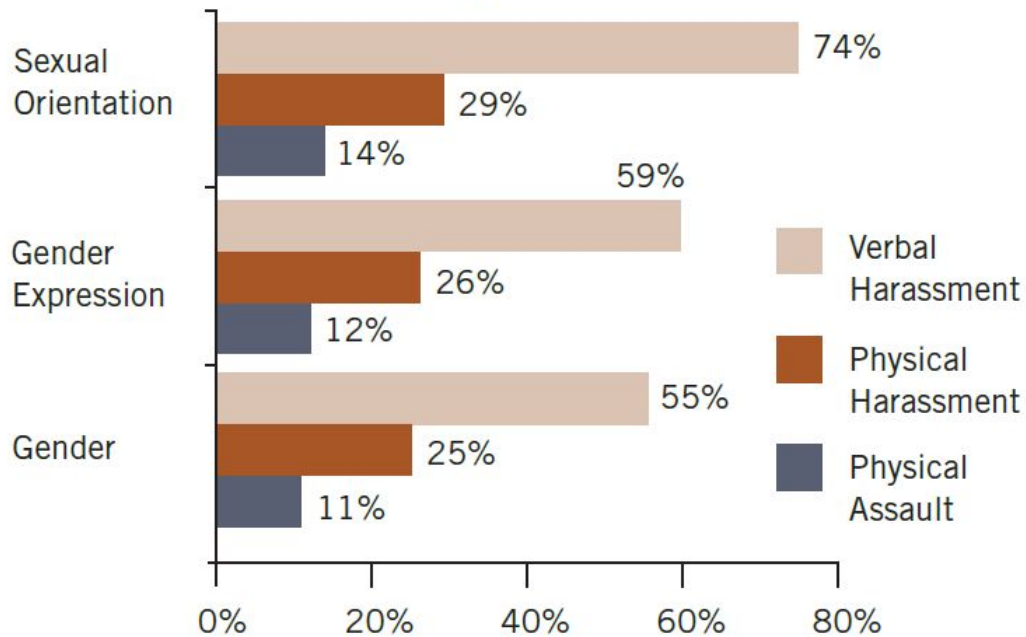
- Many also regularly heard school staff make homophobic remarks (22%) and negative remarks about someone's gender expression (40%).



# WHAT'S IT LIKE TO BE LGBTQ IN TEXAS SCHOOLS?

Figure 2. Anti-LGBTQ Harassment & Assault in Texas Schools

(percentage of LGBTQ students harassed or assaulted in the past year based on...)



- **FACT: Most LGBTQ students in Texas experienced anti-LGBTQ victimization at school**
- They also experienced victimization at school based on disability (40%), race/ethnicity (30%), and religion (26%).
- Over half never reported the incident to school staff (59%). Only 25% of LGBTQ students who reported incidents said it resulted in effective staff intervention

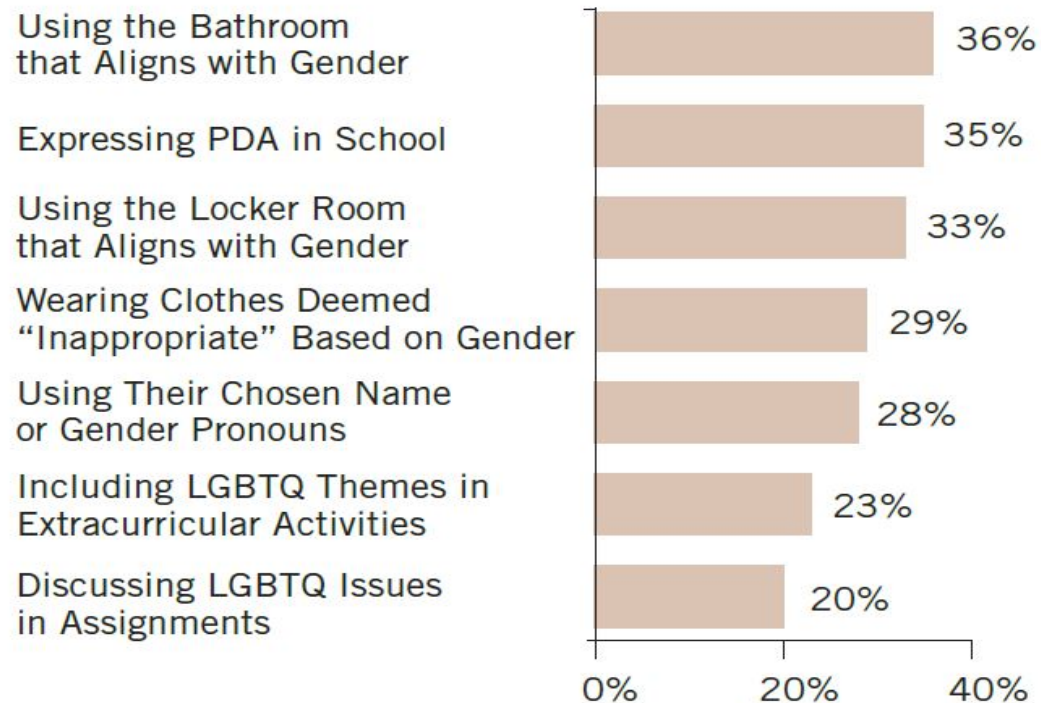




# WHAT'S IT LIKE TO BE LGBTQ IN TEXAS SCHOOLS?

**Figure 3. Anti-LGBTQ Discrimination Most Commonly  
Reported in Texas Schools**

(percentage of LGBTQ students that were prevented from...)



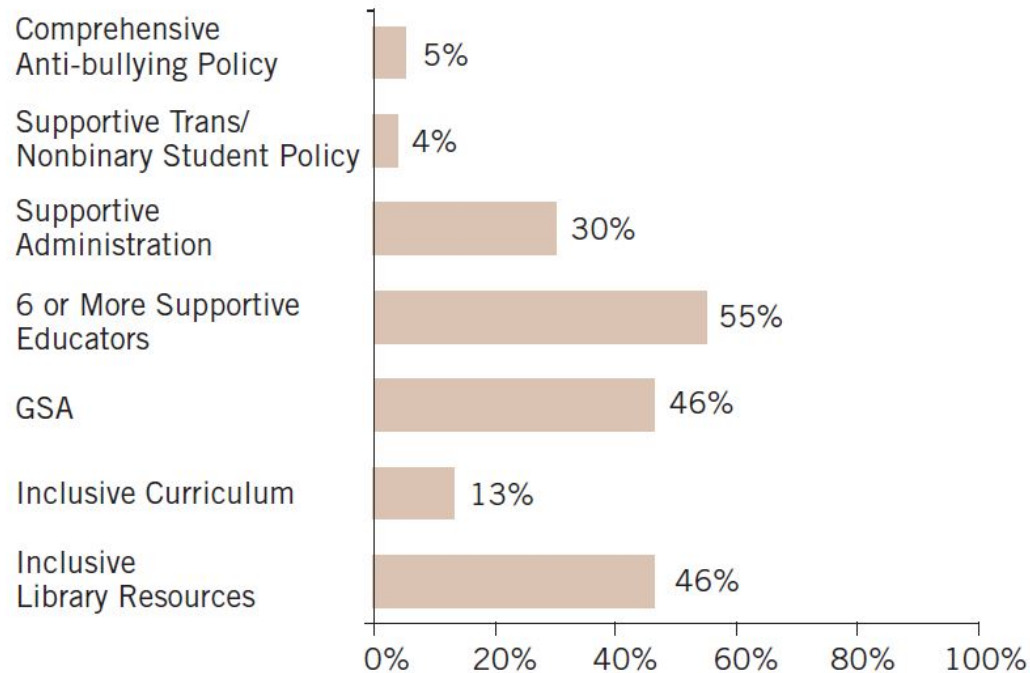
**FACT: Many LGBTQ students in Texas reported discriminatory policies or practices at their school**

- Over two-thirds (70%) experienced at least one form of anti-LGBTQ discrimination at school during the past.



# WHAT'S IT LIKE TO BE LGBTQ IN TEXAS SCHOOLS?

Figure 4. Availability of LGBTQ-Related Resources & Supports in Texas Schools




**FACT: Many LGBTQ students in Texas did not have access to in-school resources and supports.**

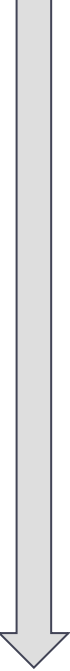
- Only 5% attended a school with a comprehensive anti-bullying/harassment policy that included specific protections based on sexual orientation and gender identity/expression. Only 4% had a policy or official guidelines to support transgender and nonbinary students.
- The vast majority of LGBTQ students (96%) could identify at least one school staff member supportive of LGBTQ students, but only 55% could identify 6 or more supportive school staff.
- Less than half (46%) had access to a GSA or similar student club which provides a safe and affirming space and promotes a more welcoming school climate for LGBTQ students.



# RISK FACTORS AND IMPACT



INCREASED RISK FOR:	DECREASED:
Abuse and neglect	Grades
Homelessness and Running Away	On-Time Graduation
Intimate Partner/Dating Violence	College/Post -Secondary Attainment
Substance Use/Abuse	Parental support/acceptance
Self-Harm/Suicidal Ideation	Religious organization acceptance
Disproportionate Discipline and Incarceration	Access to Medical/Mental Health Assistance
Social Services/Foster Home Involvement	Attendance



# Implications of COVID -19 for LGBTQ Youth Mental Health and Suicide Prevention

## CONSEQUENCES OF PHYSICAL DISTANCING

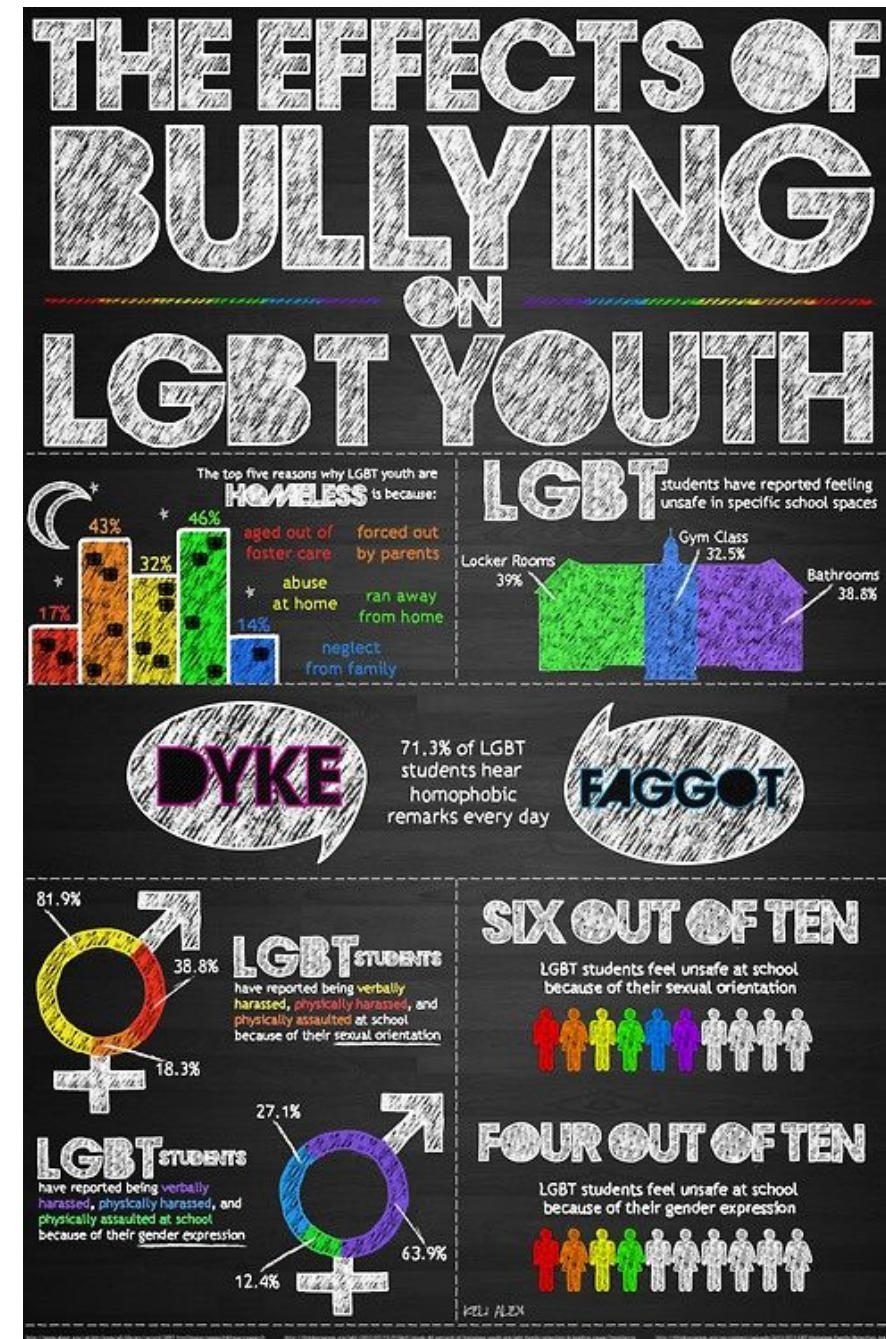
- Decrease in Positive Social Interactions: an unintended consequence of physical distancing is potential loss of the social connections that protect LGBTQ youth from suicidality. Social connections have been found to buffer stress, reduce depression, and improve well-being.
- LGBTQ youth may lose access to positive connections, including extracurricular activities, as a result of school closings.
- Increase in Negative Social Interactions: for LGBTQ youth, physical distancing may have additional unintended negative consequences related to being confined to an environment that may be unsupportive or abusive.



# PARTNER UP!

In your breakout room, share with your partner:

- What is your initial response to the data?
- How might this information be useful to you in your professional role?





# FAMILY ACCEPTANCE & REJECTION

## Some Family Behaviors that Increase Your LGBT Child's Risk for Health and Mental Health Problems

### BEHAVIORS TO AVOID

- Hitting, slapping or physically hurting your child because of their LGBT identity
- Verbal harassment or name-calling because of your child's LGBT identity
- Excluding LGBT youth from family events and family activities
- Blocking access to LGBT friends, events, and resources
- Blaming your child when they are discriminated against because of their LGBT identity
- Pressuring your child to be more (or less) masculine or feminine
- Telling your child that God will punish them because they are gay
- Telling your child that you are ashamed of them or that how they look or act will shame the family
- Making your child keep their LGBT identity a secret in the family and not letting them talk about their identity with others

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## Some Family Behaviors that Reduce Your LGBT Child's Risk for Health and Mental Health Problems & Help Promote Their Well-Being

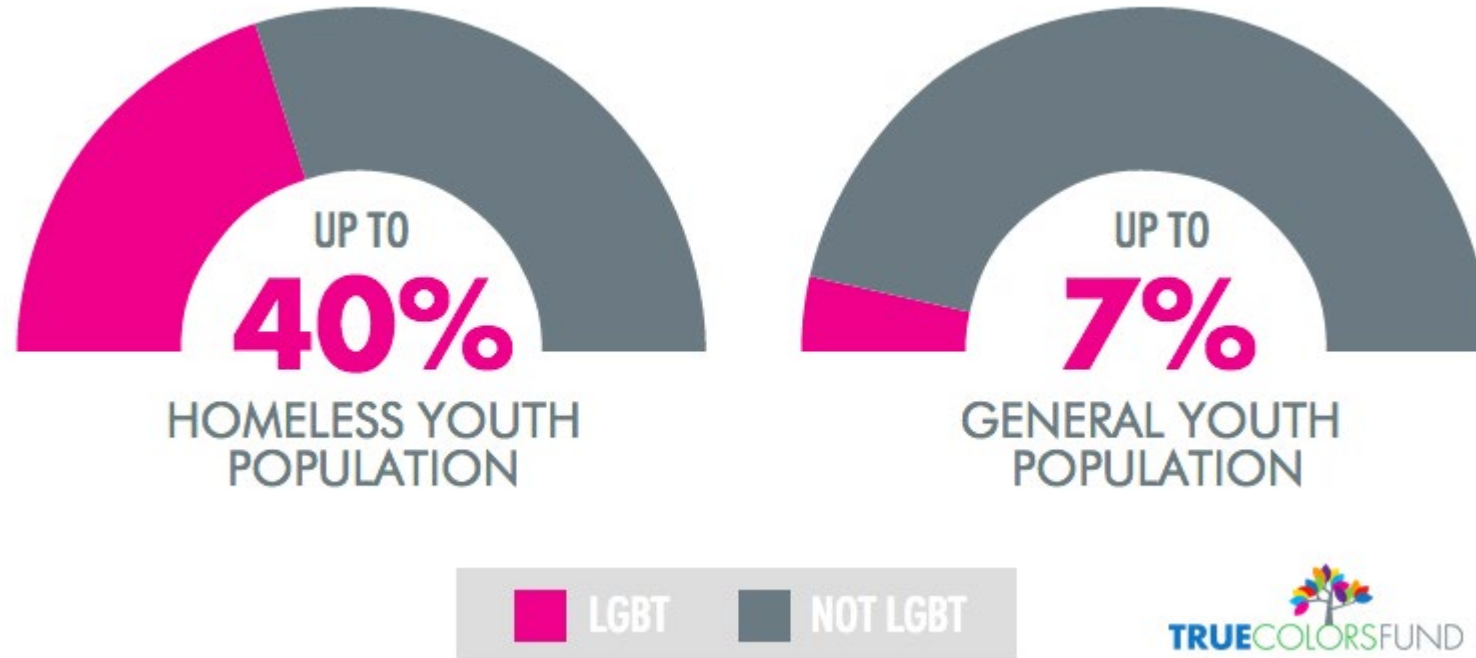
### BEHAVIORS THAT HELP

- Talk with your child or foster child about their LGBT identity.
- Express affection when your child tells you or when you learn that your child is LGBT.
- Support your child's LGBT identity even though you may feel uncomfortable.
- Advocate for your child when he or she is mistreated because of their LGBT identity.
- Require that other family members respect your LGBT child.
- Bring your child to LGBT organizations or events.
- Connect your child with an LGBT adult role model to show them options for the future.
- Work to make your congregation supportive of LGBT members, or find a supportive faith community that welcomes your family and LGBT child.
- Welcome your child's LGBT friends & partner to your home and to family events and activities.
- Support your child's gender expression.
- Believe your child can have a happy future as an LGBT adult.

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# LGBTQ YOUTH & HOMELESSNESS



**68% of respondents indicated family rejection was a major contributing factor to their homelessness.**

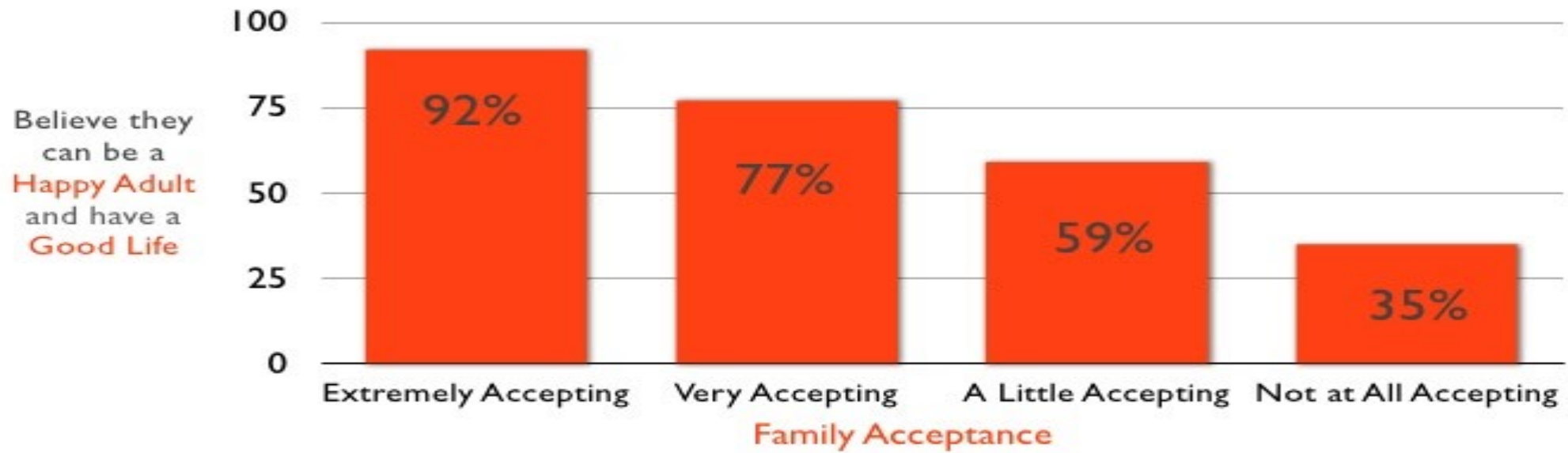


# FAMILY ACCEPTANCE

## LGBT Youth & Family Acceptance

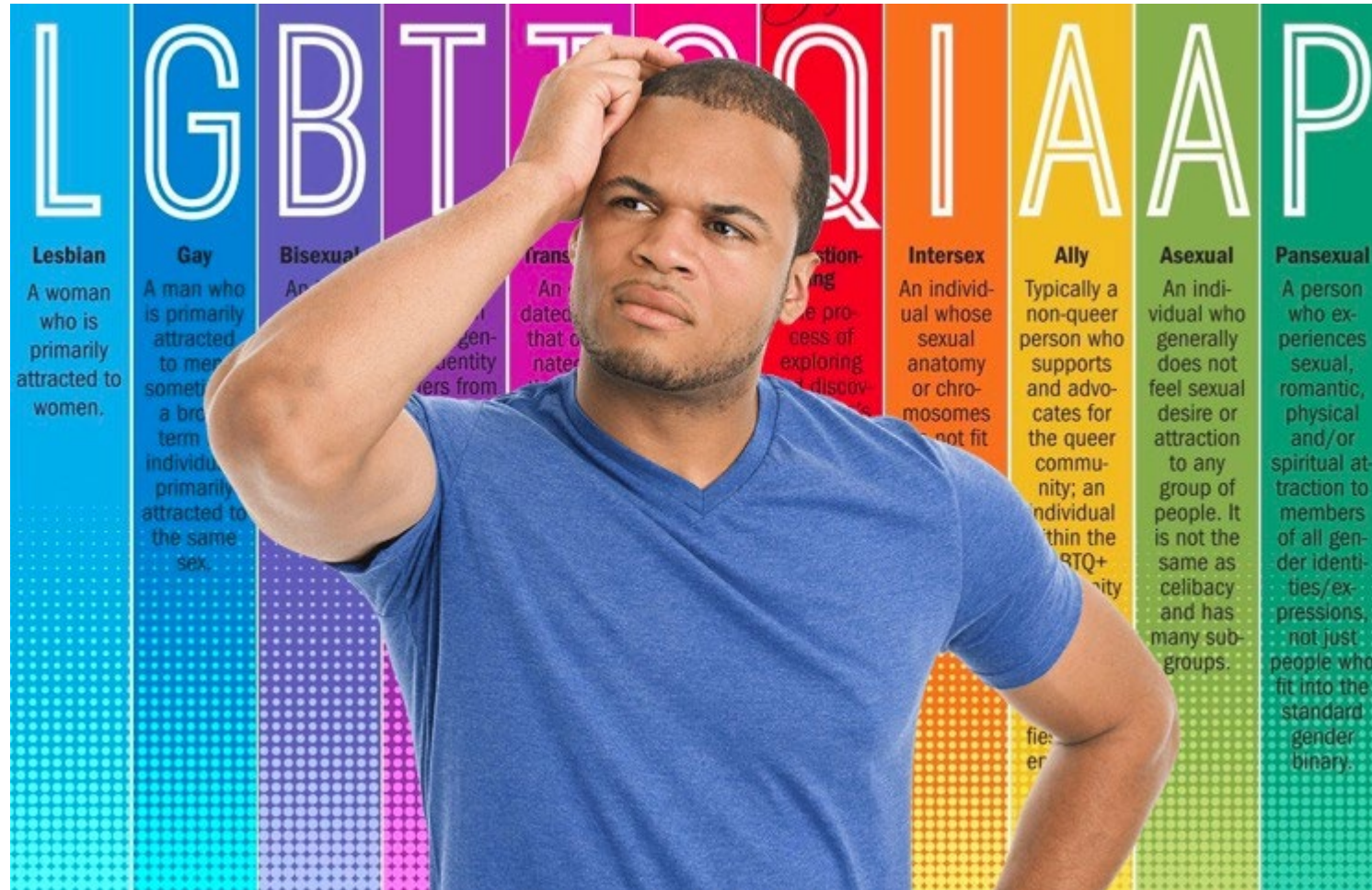
Caitlin Ryan, Family Acceptance Project, 2009

“When gay and transgender youth were accepted by their families, they were much more likely to believe they would have a good life and would be a happy, productive adult.”





# DEFINITIONS AND TERMINOLOGY



# LGBTQIA+ 101

**Lesbian:** a person identifying as female who is physically and/or romantically attracted to another person identifying as female

**Gay:** a person identifying as male who is physically and/or romantically attracted to another person identifying as male

**Bisexual:** a person who is attracted to more than one gender  
*(Pansexual = a person attracted to all genders/regardless of gender)*

**Transgender:** a person whose gender is different than that assigned at birth

**Questioning:** a person who is exploring their gender/sexuality

**Intersex:** a person who has physical external and/or internal characteristic of both sexes

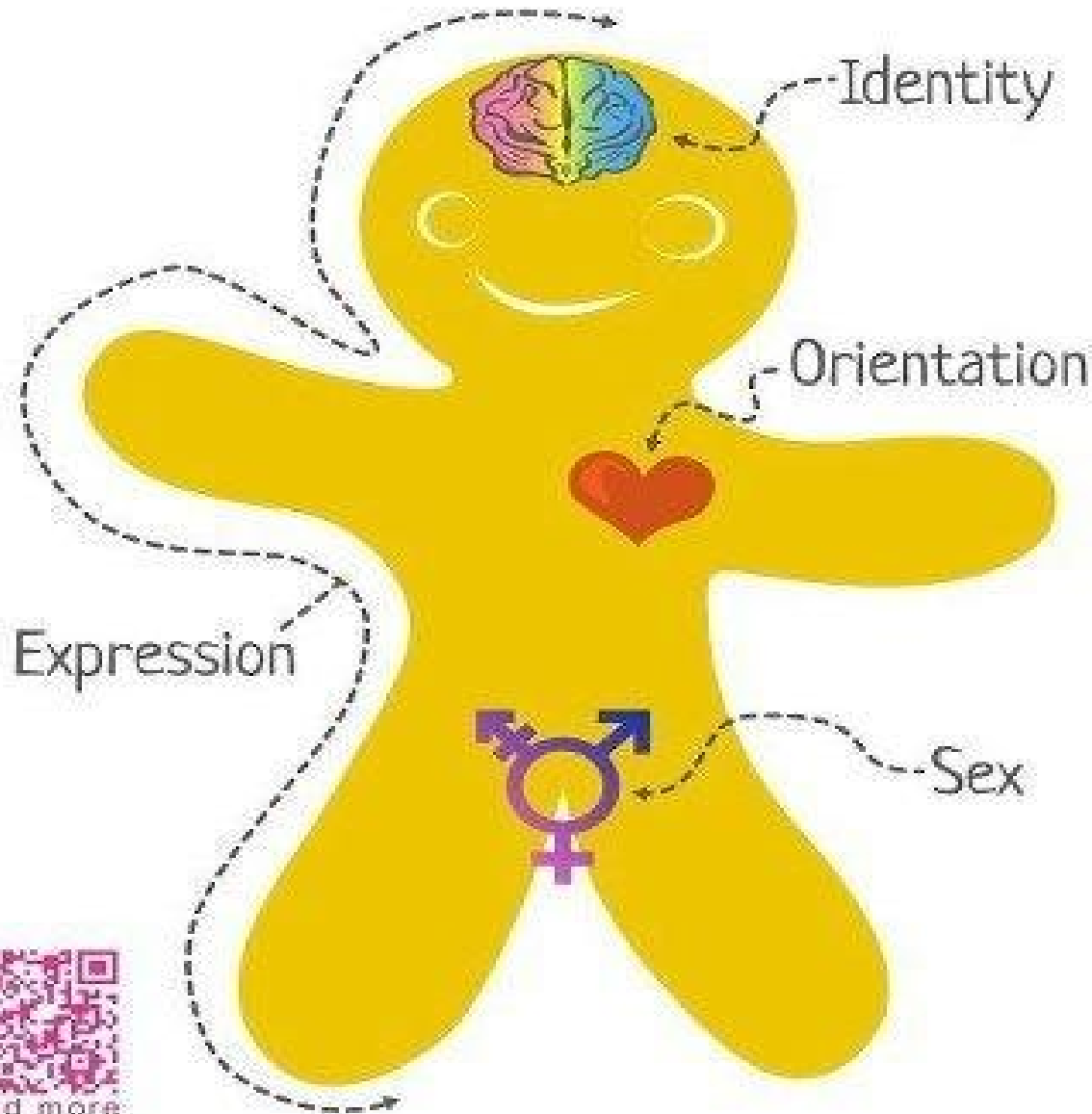
**Asexual:** a person who has reduced/no interest in physical affection/sex





# The Genderbread Person

by [www.ItsPronouncedMetrosexual.com](http://www.ItsPronouncedMetrosexual.com)



## Gender Identity

Woman

Genderqueer

Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.



## Gender Expression

Feminine

Androgynous

Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.



## Sex Assigned at Birth

Female

Intersex

Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



## Sexual Orientation

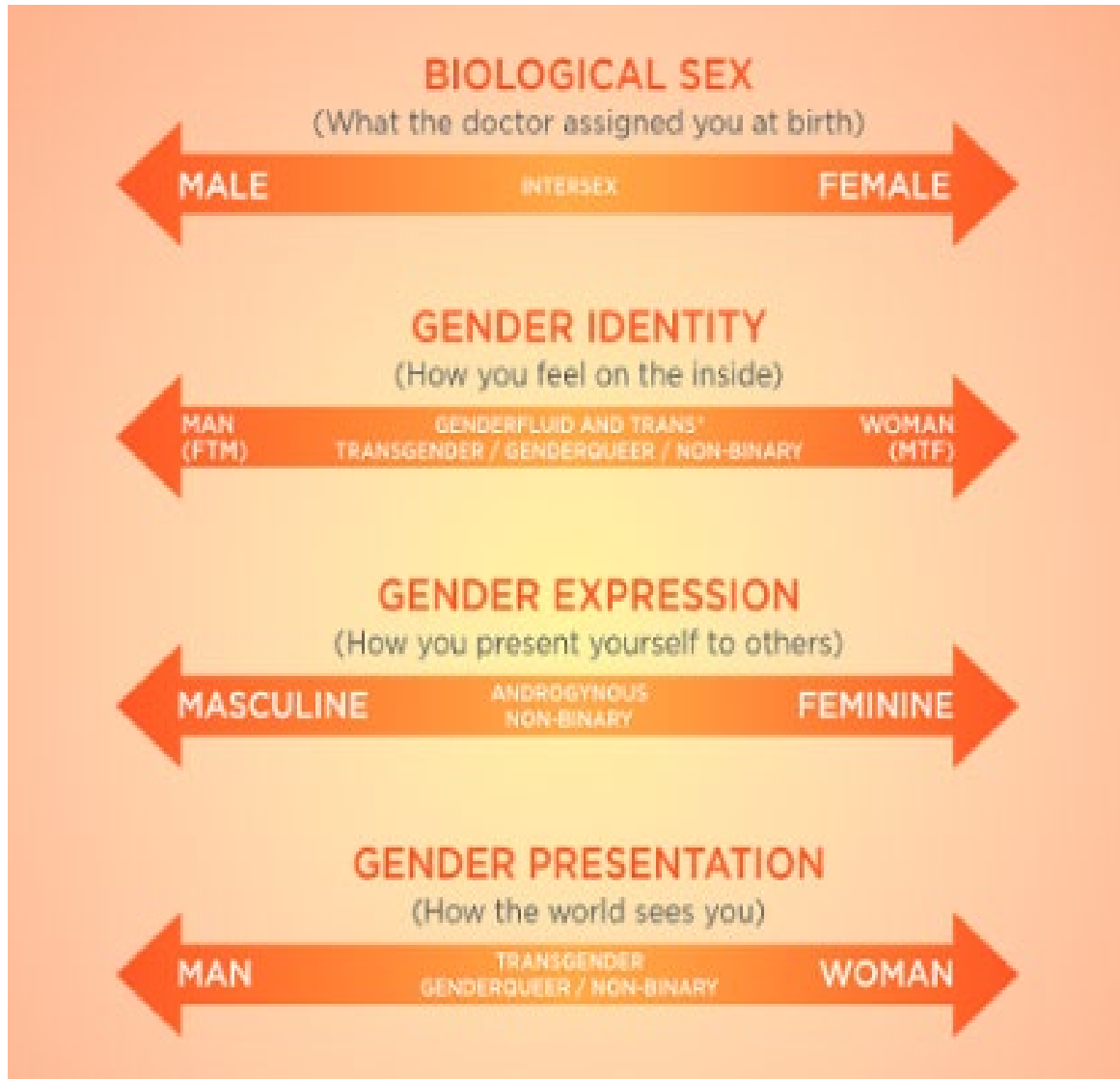
Heterosexual

Bisexual

Homosexual

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.

# GENDER IDENTITY



- Gender is defined and evaluated all around us.
- Students who are gender non-conforming are those whose gender expression (or outside appearance) doesn't follow traditional gender roles.
- Gender is not binary; it is fluid.





## **GENDER ATTRIBUTION**

HOW YOUR GENDER IS PERCEIVED BY OTHERS



## **SEX ASSIGNED AT BIRTH**

WHAT THE MEDICAL COMMUNITY LABELS YOU



## **GENDER IDENTITY**

HOW YOU IDENTIFY (SEE YOURSELF)



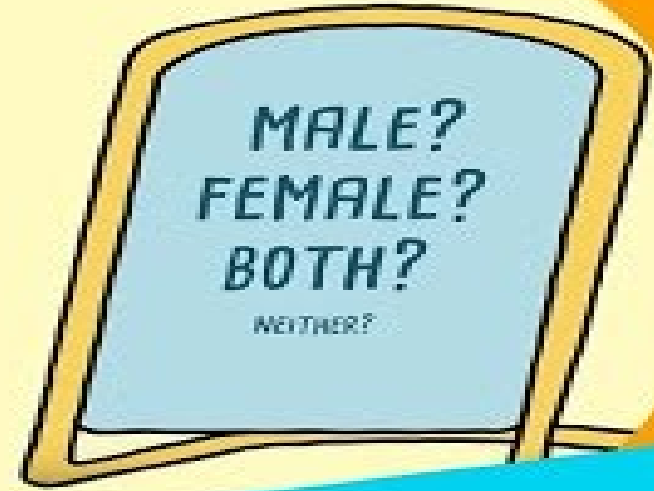
## **GENDER EXPRESSION**

HOW YOU WANT TO DISPLAY YOUR GENDER



RANGE OF  
GENDER

IDENTITIES



amaze

<https://youtu.be/i83VQlaDIQw>



# WHAT TO EXPECT: TYPICAL DEVELOPMENT

- In general, kids have a sense of their **gender identity** between the ages of 3-5 years.
- In general, kids have a sense of their **sexual orientation** between the ages of 10-12 years.





# SEXUAL ORIENTATION

## Sexual Orientation

**Attraction** – who and how much you feel attracted to someone

**Self-identification** – how one labels him/her/their self

**Fantasy** – what is your fantasy when it comes to sexual orientation and how it affects your life

**Behavior** – how you act (in public/private)



# KEY CONCEPTS

## Differentiate between Gender, Sex Assigned at Birth, and Sexual Orientation

- Gender Identity: who I know myself to be (woman, man, trans\*, etc.)
- Gender Expression: the way we represent our gender to others (name, pronouns, clothes, hair, activities, voice, mannerisms, etc.)
- Sex Assigned at Birth: what the doctor/midwife says when a baby is born (chromosomes, hormones, internal/external genitalia, etc.)
- Sexual Orientation: who you love/are attracted to



# LAWS & POLICIES



# “NO PROMO HOMO” LAWS

- number of states explicitly prohibit the positive portrayal of homosexuality in schools through specific education laws, often referred to as “no promo homo” laws because they mandate “no promotion of homosexuality.”<sup>3</sup> Among these laws, some simply stipulate a restriction of any representation of homosexuality, and some actively stipulate a restriction on positive representations, meaning that one could teach about homosexuality but only in a negative manner.
- In cases where the law prevents any representation of homosexuality, LGBTQ students may feel invisible as they are prevented from learning information about themselves and their communities in school. In cases where the law prevents positive portrayals of homosexuality and/or promotes negative portrayals, LGBTQ students may receive negative messages about themselves, leaving them feeling stigmatized and alienated. In addition, other students may not have the opportunity to learn accurate information about LGBTQ people, history, or events that could potentially prevent prejudices, increase acceptance, and lead to a decrease in biased incidents in school.

# RELEVANT TEXAS LAW

The materials in the education programs intended for persons younger than 18 years of age must:

(1) emphasize sexual abstinence before marriage and fidelity in marriage as the expected standard . . . and

(2) state that homosexual conduct is not an acceptable lifestyle and is a criminal offense under Section 21.06, Penal Code.” [Tex. Health & Safety Code § 85.007](#).

“Course materials and instruction relating to sexual education or sexually transmitted diseases should include: emphasis, provided in a factual manner and from a public health perspective, that homosexuality is not a lifestyle acceptable to the general public and that homosexual conduct is a criminal offense under Section 21.06, Penal Code.” [Tex. Health & Safety Code § 163.002](#).



# IMPACT OF “NO PROMO HOMO” LAWS

**Finding: LGBTQ youth attending school in states with “no promo homo” laws face a more hostile school climate than other LGBTQ students.**

- Although previous research has demonstrated that, in general, LGBTQ students face hostile environments at school, we find this to be particularly true in states with “no promo homo” laws. Specifically, LGBTQ students in “no promo homo” states are:
- Less likely to find peers that are accepting of LGBTQ people compared to LGBTQ students in other states (39.4% vs. 51.1%);
- More likely to hear homophobic remarks, e.g., 75.9% of students who attended schools in states with a “no promo homo” law heard the word “gay” used in a negative way “sometimes,” “often,” or “frequently” compared to 65.9% of students in other states; and
- More likely to face harassment and assault at school based on their sexual orientation and gender expression (see Figure 3), e.g., 35.1% of students who attended schools in states with a “no promo homo” law experienced higher levels of harassment or assault compared to 26.0% of students in other states .

# MAP: Movement Advancement Project

## Quick Facts About Texas

Percent of Adults (18+) Who are LGBTQ <b>4.1%</b> <i>Gallup/Williams 2019</i>	Total LGBTQ Population (13+) <b>1,053,000</b> <i>Williams 2020</i>	Percent of Workforce That is LGBTQ <b>5%</b> <i>Census 2018; Williams 2020</i>	Total LGBTQ Workers <b>647,000</b> <i>Williams 2020</i>	Percent of LGBTQ Adults (25+) Raising Children <b>29%</b> <i>Gallup/Williams 2019</i>
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## Texas' LGBTQ Policy Tally



# MAP: Movement Advancement Project

LGBTQ Youth Laws and Policies	Sexual Orientation		Gender Identity	
	Law Exists?	Tally	Law Exists?	Tally
Nondiscrimination Laws and Policies Covering LGBTQ Students	✘	0/1	✘	0/1
Anti-Bullying Laws and Policies Covering LGBTQ Students	✘	0/1	✘	0/1
<b>Negative Law: "Don't Say Gay" Law Barring or Explicitly Restricting Educators From Discussing LGBTQ People or Issues in Schools</b>	<b>NEGATIVE LAW</b>	<b>-1/-1</b>	<b>NEGATIVE LAW</b>	<b>-1/-1</b>
<b>Negative Law: State Law Requires Parental Notification of LGBTQ-Inclusive Curricula and Allows Parents to Opt Children Out</b>	No Negative Law	0/-1	No Negative Law	0/-1
<b>Negative Law: Laws Banning Local Schools and Districts from Passing LGBTQ Nondiscrimination and/or Anti-Bullying Policies</b>	No Negative Law	0/-1	No Negative Law	0/-1
<b>Negative Law: State Law Prevents Transgender Students from Participating in Sports Consistent With Their Gender Identity</b>	—	—	No Negative Law	0/-1
Conversion Therapy Ban Covering LGBTQ Youth	✘	0/1	✘	0/1
Protections for LGBTQ Youth in the Child Welfare System	✘	0/1	✘	0/1
<b>Subtotal</b>		<b>-1/4</b>		<b>-1/4</b>
<b>LGBTQ Youth Laws Total</b>	<b>-2/8</b>			

# TEXAS STATEBOARD OF EDUCATION POLICIES

## **Safe, Supportive, and Positive School Climate (Texas Education Code Section 38.351 and School Climate)**

- The Texas Education Code (TEC) and the research on educational environments emphasize the importance of creating a positive, safe, and supportive school climate.
- **The TEC provides a definition of school climate for LEAs:**
- "School Climate" means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the school district, parents of those students, and personnel employed by the district."



# TEXAS STATEBOARD OF EDUCATION POLICIES

There are three domains in the Safe and Supportive Learning School Climate Survey. It measures all of the critical elements of a positive, safe, and supportive school climate that meets the definition in the Texas Education Code; including tools for measuring the experience of faculty/staff, parents, and students.

Three Domains:

National Center on Safe Supportive Learning Environments



## Engagement

- Relationships
- Respect for Diversity
- School Participation

## Safety

- Emotional Safety
- Physical Safety
- Substance Abuse

## Environment

- Physical
- Academic
- Wellness
- Disciplinary





# FEDERAL LAWS & LEGISLATION PROTECTING LGBTQ YOUTH RIGHTS

- Title IX
- The Equal Access Act
- The Family Educational Rights and Privacy Act
- The 1st Amendment of the U.S. Constitution  
(Freedom of Speech)
- 14th Amendment of the U.S. Constitution  
(Equal Protection)



# POLL #4:

Have you read or are you aware of your school district's policies relevant to LGBTQ+ students (i.e., bullying, harassment, and/or discrimination?)

POLL



# IMPACT OF INCLUSIVE POLICIES

- Policies and programs that focus on sexual orientation and gender identity make a difference to reduce bullying.
- In schools judged as least safe by teachers, reports of bullying are lower when principals reported more policies to address and support sexual orientation and gender identity.
- General bullying prevention policies were not associated with lower bullying.
- Focus on inclusive policies shift our focus to addressing bullying as a school climate issue rather than an issue for an individual student.
- By focusing on individual students we risk “blaming the victims” or trying to “fix” them or their problems, rather than focusing efforts on policies and practices that will create positive overall school climates.



# IMPACT OF INCLUSIVE POLICIES

Inclusive anti-bullying policies have a positive effect on school climate. LGBT students in these districts report:

- ★ Greater feelings of safety
- ★ Lower rates of victimization based on their sexual orientation
- ★ More effective response from staff over bullying incidents
- ★ A greater sense of belonging in their schools



# BEST PRACTICE FOR SCHOOLS:

SOURCE: 2019 GLSEN NATIONAL SCHOOL CLIMATE SURVEY

## RECOMMENDATIONS:

School-based supports such as supportive and inclusive school policies, school personnel who are supportive of LGBTQ students, GSAs, and LGBTQ-inclusive curricular resources can positively affect school climate for LGBTQ students. Findings from the 2019 National School Climate Survey demonstrate that students attending schools with these resources and supports report more positive school experiences, including lower victimization and absenteeism and higher academic achievement.

Given the high percentages of LGBTQ students in Texas who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that Texas school leaders, education policymakers, and other individuals who are obligated to provide safe learning environments for all students take the following steps:

- Implement supportive and inclusive school policies, such as comprehensive anti-bullying/harassment and supportive transgender and nonbinary student policies;
  - Support GSAs;
  - Provide professional development for school staff on LGBTQ student issues; and
  - Increase student access to LGBTQ-inclusive curricular resources.
- These actions can move us toward a future in which all students in Texas will have the





# BEST PRACTICE FOR SCHOOLS:

SOURCE: MICHIGAN STATE BOARD OF EDUCATION'S *STATEMENT AND GUIDANCE ON SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS FOR LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUESTIONING (LGBTQ) STUDENTS*

- In September 2017, the Michigan State Board of Education adopted these “Best Practice” guidelines after a review of model policies from the across the country
- The writing team consulted with national experts and researchers to develop this guidance document
- Focus groups with stakeholder groups (such as educators, parents, administrators, school board members, attorneys, and students) were utilized to provide feedback
- These recommendations are in keeping with GLSEN recommendations based on the 2019 National School Climate Survey



# BEST PRACTICE FOR SCHOOLS:

SOURCE: MICHIGAN STATE BOARD OF EDUCATION'S *STATEMENT AND GUIDANCE ON SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS FOR LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUESTIONING (LGBTQ) STUDENTS*

- recognizes the need for all students to have a safe and supportive school environment to progress academically and developmentally, and believes school administrators, teachers, staff, families, and students all play an important role in creating and sustaining that environment.
- Despite widespread efforts, lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students continue to face challenges that threaten their health, safety, and learning opportunities in schools.



# STATE BOARD OF EDUCATION LGBTQ GUIDANCE—OVERALL RECOMMENDATIONS

1. Adopt, implement and enforce inclusive policies
2. Provide professional development opportunities
3. Provide family engagement and support
4. Encourage respect throughout educational culture
5. Collect and review data
6. Designate building -level staff
7. Provide information in school libraries
8. Support formation of GSAs (Gay-Straight Alliances/Gender and Sexuality Alliances)



# POLL #5:

Have you read or are you aware of your school district's policies relevant to LGBTQ+ students (i.e., bullying, harassment, and/or discrimination?)

POLL



# RECOMMENDATION #1

Adopt, implement, and enforce policies protecting students from harassment, violence, and discrimination for any reason including based on their real or perceived sexual orientation, gender identity, and/or gender expression (e.g., enumerated nondiscrimination, anti-bullying, and anti-harassment policies).

- Inclusive school policies and administrative guidelines regarding implementation provide clear guidance for school administrators, teachers, support staff, families, and students to ensure all members of the school community have similar, consistent expectations for what is considered appropriate conduct in school and at school-related activities.
- Those same protections should also be afforded to LGBT staff to provide a diverse workforce and role models who are supported.





# GLSEN RESOURCES

- Model District Anti -Bullying and Harassment Policy

<http://www.glsen.org/sites/default/files/GLSEN%20model%20district%20policy.pdf>

This document presents our Model District Anti -Bullying and Harassment Policy and presents some key points and alternatives to consider. The commentary below will help you tailor the model language to the specific needs of your school district. While this document provides a useful model, it is still necessary to carefully consider the legislative background of your state, the local political environment, the fiscal impact of any proposal, and any existing laws with which this policy might interact.

- Model District Policy on Transgender and Gender Nonconforming Students

[http://www.glsen.org/sites/default/files/GLSEN%20Trans%20Model%20Policy%202016\\_0.pdf](http://www.glsen.org/sites/default/files/GLSEN%20Trans%20Model%20Policy%202016_0.pdf)

This document presents our Model District Policy on Transgender and Gender Nonconforming Students, which outlines best practices for schools to ensure that all students are safe, included and respected in school, regardless of their gender identity or expression —including transgender and gender nonconforming students. The model presents some policy objectives, key points and alternatives to consider.



# RECOMMENDATION #2

Provide professional development opportunities on issues affecting LGBTQ students to district staff and board members.

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



# EXAMPLES OF RELEVANT PROFESSIONAL DEVELOPMENT:

- “mailbox” inservices (i.e., sharing of handouts and/or other information)
- presentations at staff/faculty meetings
- work to ensure the inclusion of this topic in mandated local professional development activities
- attend presentations at NASP’s Annual Convention as well as state school psychology association conference
- Welcoming Schools



# RECOMMENDATION #3

In accordance with the Equal Access Act, support the formation of extracurricular student-led clubs, such as Gay-Straight Alliances or Gender and Sexuality Alliances (GSAs) in middle and high schools.

- The GSA should be afforded the same rights and privileges as other student-led extracurricular clubs in all areas, such as appointment of advisors, publicity for events, and inclusion on school websites.
- These groups have been shown to improve school climate for all students, regardless of sexual orientation, gender identity, or gender expression, and are protective for all students, both members and non-members.
- They can serve different functions, including supporting potentially isolated and at-risk LGBTQ students and their allies, educating the larger school community, and advocating for a more inclusive school climate.

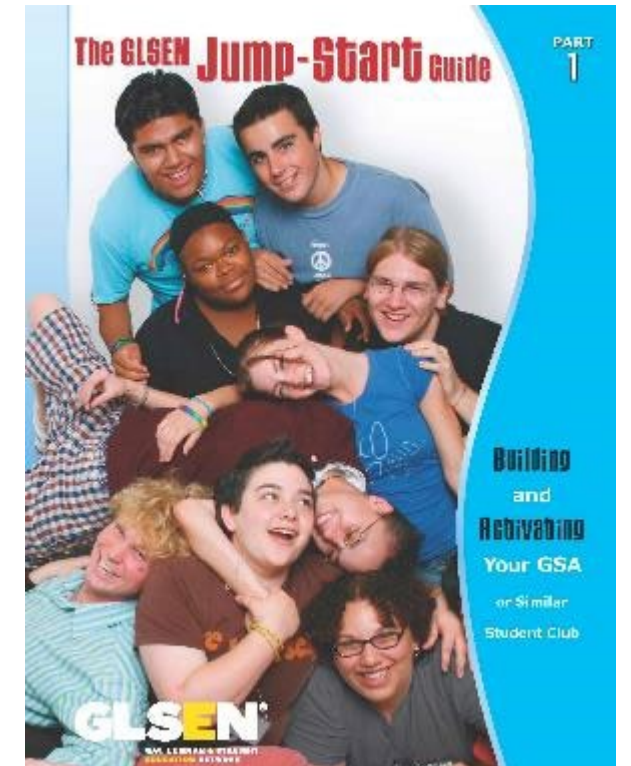


# RESOURCES FOR GAY STRAIGHT ALLIANCES

## *GLSEN Jump Start Guide*

This resource is for new and already -established Gay-Straight Alliances (GSAs) or similar clubs. Learn how to establish or re -establish your group, identify your mission and goals, and assess your school's climate.

See more at: <http://www.glsen.org/jumpstart>





# RECOMMENDATION #4

Provide appropriate and meaningful family engagement and support.

- Parental and family support are key determinants of LGBTQ student health; therefore, student support teams, staff, and community partners should provide resources to help families and students locate information, affirming counseling, and support services.
- School mental health professionals (school counselors, school social workers, and school psychologists) play an important role in helping students evaluate their academic and family situations, support systems, and resources, and have the necessary training to conduct mental health and substance use assessments, as needed.
- Schools should provide a welcoming environment for diverse families, including those that are headed by LGBTQ parents, and are encouraged to educate all families in their community about this SBE Statement and Guidance.



# FAMILY ACCEPTANCE PROJECT

The Family Acceptance Project™ is a research, intervention, education and policy initiative that works to prevent health and mental health risks for lesbian, gay, bisexual and transgender (LGBT) children and youth, including suicide, homelessness and HIV – in the context of their families, cultures and faith communities. We use a research-based, culturally grounded approach to help ethnically, socially and religiously diverse families to support their LGBT children.

<http://familyproject.sfsu.edu/overview>



**Supportive Families,  
Healthy Children**

Helping Families with Lesbian, Gay,  
Bisexual & Transgender Children



# Family Behaviors that Increase Your LGBTQ Child's Health & Well-Being

Research from the Family Acceptance Project<sup>®</sup> found more than 50 family accepting behaviors that help protect your lesbian, gay, bisexual, transgender and queer-identified (LGBTQ) child against health risks like depression, suicide and illegal drug use and help to increase your LGBTQ child's self-esteem, health and well-being. A little change makes a difference in decreasing your child's isolation and risk and giving them hope that their family will be there for them.

Family support saves lives!

## BEHAVIORS THAT HELP...

Tell your LGBTQ / gender diverse child that you love them	Support your child's gender expression	Talk with your child or foster child about their LGBTQ identity and listen respectfully – even when you feel uncomfortable or think that being gay or transgender is wrong	Require other family members to treat your child with respect	Show affection when your child tells you or when you learn that your child is LGBTQ
Ask your child if – and how - you can help them tell other people about their LGBTQ identity	Welcome your child's LGBTQ friends to your home	Use your child's chosen name and the pronoun that matches their gender identity	Bring your child to LGBTQ groups and events	Get accurate information to educate yourself about your child's sexual orientation, gender identity and expression
Find a congregation that welcomes your LGBTQ / gender diverse child and family	Participate in family support groups and activities for families with LGBTQ and gender diverse children to get support for yourself and your family and guidance for supporting your LGBTQ child	Talk with your religious leaders to help your congregation become supportive of LGBTQ people	Tell your LGBTQ / gender diverse child that you're proud of them	Speak openly about your child's LGBTQ identity
Tell your LGBTQ / gender diverse child that you will be there for them – even if you don't fully understand	Connect your child with LGBTQ adult role models	Express enthusiasm for your child having an LGBTQ / gender diverse partner when they're ready to date	Stand up for your child when others mistreat them because of their LGBTQ identity or gender expression – at home, at school, in your congregation and in the community	Believe that your child can be a happy LGBTQ adult – and tell them they will have a good life
Welcome your child's LGBTQ partner to family events and activities				

*The more of these behaviors that parents and families do, the better your LGBTQ child's health & well-being*



- Better health
- Higher self-esteem
- Stronger social support
- Better family relationships
- Less likely to be depressed
- 3 times less likely to attempt suicide
- 3 times less likely to think about suicide
- Less likely to have substance abuse problems





# Family Behaviors that Increase Your LGBTQ Child's Risk for Serious Health & Mental Health Problems

Research from the Family Acceptance Project<sup>®</sup> shows that more than 50 family rejecting behaviors contribute to serious health risks for lesbian, gay, bisexual, transgender and queer (LGBTQ) youth. These include depression, suicidal behavior, illegal drug use, HIV and sexually transmitted infections (STIs). Family rejection increases risk for homelessness and placement in foster care and juvenile justice facilities.

Most parents and families that engage in these behaviors do so out of care and concern — to help their LGBTQ / gender diverse child fit in, have a good life and to protect them from harm. Help families understand that these and other rejecting behaviors are harmful.

## BEHAVIORS THAT HURT...

Prevent your child from having an LGBTQ friend	Don't talk about your child's LGBTQ identity	Blame your child when others mistreat them because of their LGBTQ identity / gender expression	Try to change your child's LGBTQ identity or gender expression	Exclude your LGBTQ child from family events & activities
Tell your LGBTQ child that you're ashamed of them	Pressure your child to be more (or less) masculine or feminine	Don't use the name or pronoun that matches your child's gender identity	Don't let your child participate in LGBTQ support groups or services	Let others speak badly about LGBTQ / gender diverse people in front of your child
Tell your child that being LGBTQ is "just a phase"	Take your child to a therapist or religious leader to try to change their LGBTQ identity	Hit, slap or physically hurt your child because they are LGBTQ / gender diverse	Don't let your child talk about their LGBTQ identity	Don't let your child wear clothes or hairstyles that express their gender identity
Use religion to reject your child's sexual orientation, gender identity and expression	Make your child pray or attend religious services to change or prevent their LGBTQ identity	Call your child negative names because they are LGBTQ / gender	Tell your child that God will punish them because of their sexual orientation or gender identity	Make your child leave home because they are LGBTQ

The more of these behaviors that parents and families do, the higher your LGBTQ child's risk



For more information about acceptance and rejection and your LGBTQ child's risk & well-being - Family Acceptance Project<sup>®</sup>: <https://familyproject.sfsu.edu>  
Biden Foundation's Family and Community Acceptance Campaign: <https://go.bidenfoundation.org/AsYouAre>

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# RECOMMENDATION #5

Encourage respect for the human and civil rights of all people, including those who are LGBTQ.

- Incorporating LGBTQ topics throughout the educational culture of the school fosters an inclusive and safer environment for all students, regardless of sexual orientation or gender identity.

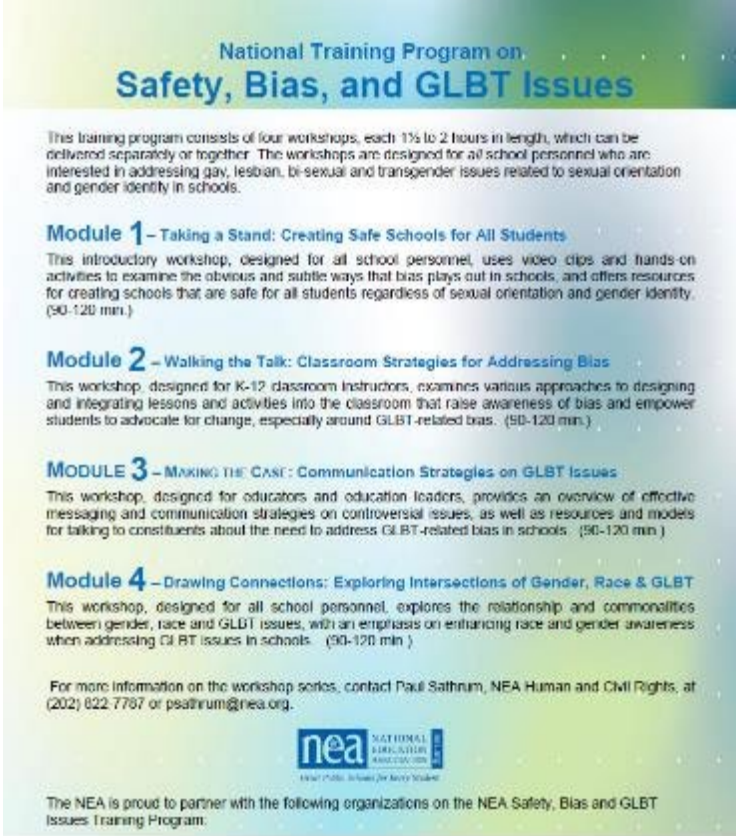




# NEA'S "WALKING THE TALK: CLASSROOM STRATEGIES FOR ADDRESSING LGBTQ BIAS"

- Part of NEA's "National Training Program on Safety, Bias, and GLBT Issues"
- Focuses on ways to infuse LGBTQ content throughout the curriculum through lessons that raise questions about bias

<http://www.nea-glbtc.org/training.html>



**National Training Program on Safety, Bias, and GLBT Issues**

This training program consists of four workshops, each 1½ to 2 hours in length, which can be delivered separately or together. The workshops are designed for all school personnel who are interested in addressing gay, lesbian, bi-sexual and transgender issues related to sexual orientation and gender identity in schools.

**Module 1 – Taking a Stand: Creating Safe Schools for All Students**  
This introductory workshop, designed for all school personnel, uses video clips and hands-on activities to examine the obvious and subtle ways that bias plays out in schools, and offers resources for creating schools that are safe for all students regardless of sexual orientation and gender identity. (90-120 min.)

**Module 2 – Walking the Talk: Classroom Strategies for Addressing Bias**  
This workshop, designed for K-12 classroom instructors, examines various approaches to designing and integrating lessons and activities into the classroom that raise awareness of bias and empower students to advocate for change, especially around GLBT-related bias. (90-120 min.)





**MODULE 3 – MAKING THE CASE: Communication Strategies on GLBT Issues**  
This workshop, designed for educators and education leaders, provides an overview of effective messaging and communication strategies on controversial issues, as well as resources and models for talking to constituents about the need to address GLBT-related bias in schools. (90-120 min.)

**Module 4 – Drawing Connections: Exploring Intersections of Gender, Race & GLBT**  
This workshop, designed for all school personnel, explores the relationship and commonalities between gender, race and GLBT issues, with an emphasis on enhancing race and gender awareness when addressing GLBT issues in schools. (90-120 min.)

For more information on the workshop series, contact Paul Sathrum, NEA Human and Civil Rights, at (202) 822-7767 or psathrum@nea.org.

**nea** NATIONAL EDUCATION ASSOCIATION  
1912 Public Square, New York, NY 10003

The NEA is proud to partner with the following organizations on the NEA Safety, Bias and GLBT Issues Training Program:

Rev. 03/2018



# RECOMMENDATION #6

Provide developmentally -appropriate information about LGBTQ issues in school libraries and in student and faculty resource centers.

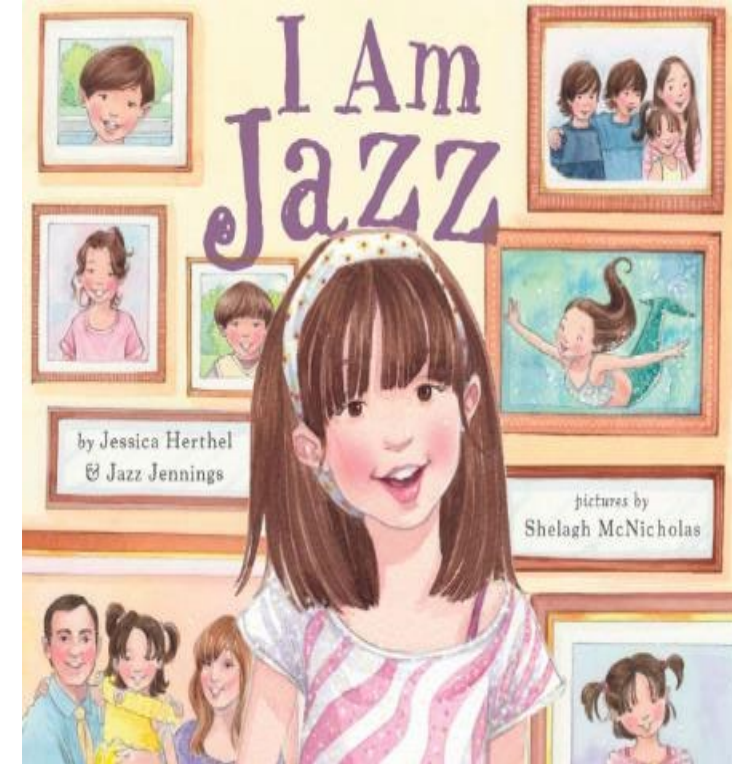
- School libraries are encouraged to include a selection of LGBTQ books and media. Selection of library materials should be guided by local policies and procedures.
- Schools are encouraged to review the computer -filtering protocol to ensure that students and other school community members can access age -appropriate information related to LGBTQ youth, local and national resources, and LGBTQ health information.



# ADDING TO YOUR SCHOOL'S MEDIA COLLECTION

Example: adding developmentally appropriate materials to your school's media collection

- Anti-Defamation League's "*Books Matter: LGBTQ People and Homophobia/Heterosexism*"
- The lack of lesbian, gay, bisexual, transgender and queer (LGBTQ) people in children's books and the curriculum as well as the bias, stereotyping, discrimination and violence faced by LGBTQ people is important to address with young people in school.



# RECOMMENDATION #7

Collect and review data to identify disparities that create barriers to a safe and successful learning experience for LGBTQ students.

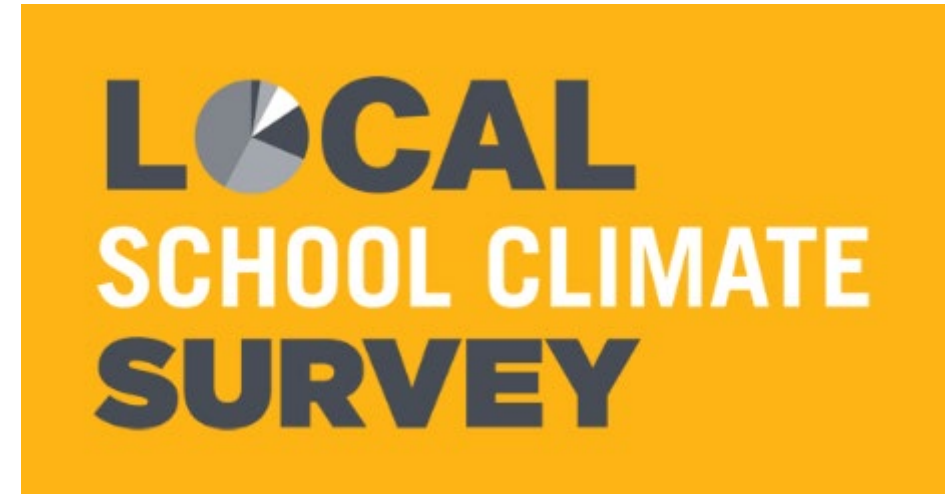
- LGBTQ students are disproportionately at risk for experiencing bullying, truancy, violence, substance use, unaccompanied homelessness, discipline treatment, and involvement with the juvenile justice system.
- Districts are encouraged to analyze available attendance, suspension, expulsion, bullying, student risk behavior, and school climate data to promote practices that improve LGBTQ students' attendance and participation in school.
- The United States Office for Civil Rights (OCR) requires every public school in the nation to report data on key education and civil rights issues, including incidents of bullying based on sexual orientation and sex (which can include gender - or gender identity -based bullying).



# GLSEN LOCAL SCHOOL CLIMATE SURVEY

- The Local School Climate Survey is meant to be used at the local level for school, district and local communities.
- This survey is not intended to be used at the state, regional or national level.

<http://localsurvey.glsen.org/>





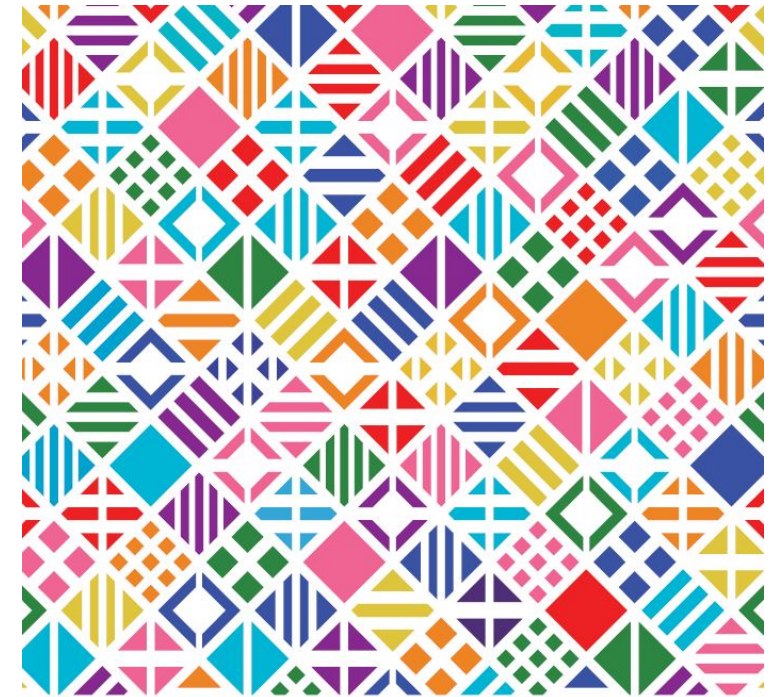
# LGBTQ Inclusivity in Schools: A Self-Assessment Tool

The Center for Disease Control has released a new self-assessment tool for LGBTQ+ Inclusivity in Schools. It's a great measure to determine if you and your school are meeting the full needs of your LGBTQ+ students.

The tool is:

- An optional self-assessment and planning tool for school staff interested in better supporting LGBTQ students
- A way to quickly assess level of LGBTQ inclusivity across different components of school environment and staff practices
- An educational resource designed to aid in on-going inclusivity-related professional development and skills building for school staff
- A focused, reasonable, and user-friendly approach to identify potential strategies to increase LGBTQ inclusivity in schools
- A collection of curated resources and tools to help schools enhance LGBTQ inclusive

<https://hrc.us18.list-manage.com/track/click?u=114795e2a1100f939cd440d9d&id=01f78dc6a9&e=7ec32dfa1f>



**LGBTQ Inclusivity in Schools:**  
A Self-Assessment Tool



# MAKING CONNECTIONS: THE IMPACT OF SCHOOL CLIMATE ON STUDENTS

## HOSTILE SCHOOL CLIMATES NEGATIVELY AFFECT LGBT STUDENTS' EDUCATIONAL SUCCESS AND WELL-BEING

Experiencing higher levels of victimization and discrimination leads to **worse outcomes** for LGBT students:

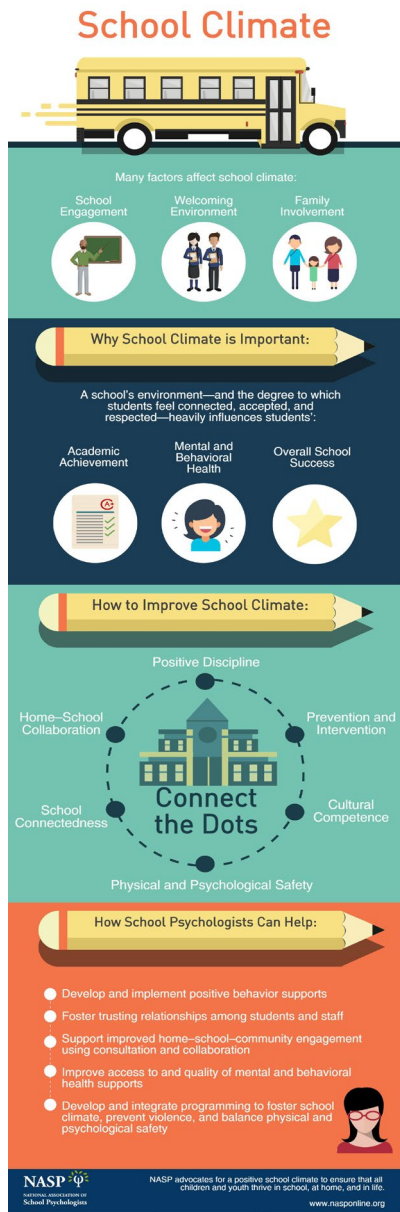


LEARN MORE IN GLSEN'S LATEST  
NATIONAL SCHOOL CLIMATE SURVEY AT [GLSEN.ORG/NSCC](https://www.glsen.org/nscc) **GLSEN**

Utilize survey results in this context to explicitly connect the impact of school climate on students in many ways:

- school performance (GPA, attendance)
- mental health (self-esteem, suicide risk)
- long-term outcomes (less likely to pursue higher education)





# NASP SCHOOL CLIMATE INFOGRAPHIC

This infographic explains the factors affecting school climate, why it is so important, how to improve it, and how to become involved with this initiative as a school psychologist .

## Why School Climate is Important:

- A school’s environment – and the degree to which students feel connected, accepted, and respected – heavily influences students’:
  - Academic achievement
  - Mental and behavioral health
  - Overall school success

<https://www.nasponline.org/Documents/Research%20and%20Policy/ESSA/School%20Climate%20Infographic.jpeg>



# RECOMMENDATION #8

Designate a building-level staff member who is conversant in issues related to sexual orientation, gender identity, and gender expression.

- Students report feeling safer at school when they know where to go for information or support regarding LGBTQ issues, or when they have a trusted teacher or school staff person available.
- This person may assume a leadership role in working with LGBTQ students and their families, educate the school community regarding these topics, serve as the point person for the building, work closely with the district Title IX Coordinator, and be a liaison to MDE.





# BE THAT “EXPERT” AND ROLE MODEL!

- LGBTQ youth may often not have a “go-to” person at school or role models in their lives
- Assume a leadership role at school around LGBTQ issues by providing information to colleagues and families



# GUIDANCE TO SUPPORT TRANSGENDER AND GENDER NONCONFORMING (GNC) STUDENTS

*It is the position of the SBE that students should be treated equally and fairly, free from discrimination, harassment, and bullying based on their real or perceived sexual orientation, gender identity, and gender expression.* This commitment to equal and fair treatment includes transgender and GNC students, and applies to all district operations, programs, and activities





# LEGAL FOUNDATION FOR GUIDANCE RECOMMENDATIONS

These recommendations facilitate district compliance with local, state, and federal laws, while furthering the goals of cultivating and sustaining caring, supportive, respectful, and affirming learning environments that provide for the education, safety, and welfare of all students.

## **Title IX (n.):**

The federal law that **prohibits sex discrimination in education** and protects against gender-based discrimination – including harassment and bullying of LGBTQ students – at all K-12 schools that receive federal funds.



# IMPACT OF THE BIDEN ADMINISTRATION'S EXECUTIVE ORDER ON TREATMENT OF TRANSGENDER STUDENTS

The Biden administration's Executive Order 13988, "[Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation](#)," expands prohibited forms of sex discrimination under Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964 to include discrimination on the basis of gender identity and sexual orientation.

**EO 13988**  
Preventing and Combating Discrimination on  
the Basis of Gender Identity or Sexual  
Orientation

Signed January 20th, 2021



# STATE BOARD OF EDUCATION LGBTQ GUIDANCE—TRANSGENDER & GENDER NONCONFORMING STUDENT RECOMMENDATIONS

1. Student Identity
2. Names and pronouns
3. Student records
4. Privacy & Confidentiality Regarding Disclosures
5. Gender-Segregated Activities & Facilities
  - Restrooms
  - Locker Rooms or Changing Facilities
  - Physical Education Classes & Intramural Sports
  - Interscholastic Sports
  - Gender-Based Activities or Practices
6. Dress code



# STUDENT IDENTITY

Gender identity is a characteristic that is established at a young age. It is a core part of a person's identity. When a student's gender identity is respected by schools and supported by parents, the student is more likely to learn and thrive.



# NAMES AND PRONOUNS

When requested by the parent/guardian and/or student, school staff should engage in reasonable and good faith efforts to address students by their chosen name and pronouns that correspond to their gender identity, regardless of whether there has been a legal name change.





# GENDER PRONOUNS

RESPECTING PEOPLE'S SELF-IDENTIFICATION MEANS USING THE GENDER PRONOUN THAT THEY MOST IDENTIFY WITH. HOW DO YOU KNOW WHAT SOMEONE PREFERS? ASK THEM (POLITELY)!

<b>HE</b>	he laughs	i called him	his eyes	that is his	he likes himself
<b>SHE</b>	she laughs	i called her	her eyes	that is hers	she likes herself

THERE ARE MORE THAN TWO. HAVE YOU HEARD OF THESE?

<b>ZE</b>	ze laughs	i called hir	hir eyes	that is hirs	ze likes hirsself
<b>SINGULAR THEY</b>	they laugh	i called them	their eyes	that is theirs	they like themself
<b>ZIE</b>	zie laughs	i called zir	zir eyes	that is zirs	zie likes zirsself
<b>XE</b>	xe laughs	i called xem	xyr eyes	that is xyrs	xe likes xemself

# The simple power of pronouns!

Usage of chosen name resulted in a **29% decrease in suicidal ideation** and a **56% decrease in suicidal behavior**\*

\*Research Brief: Gender-Affirming Care for Youth



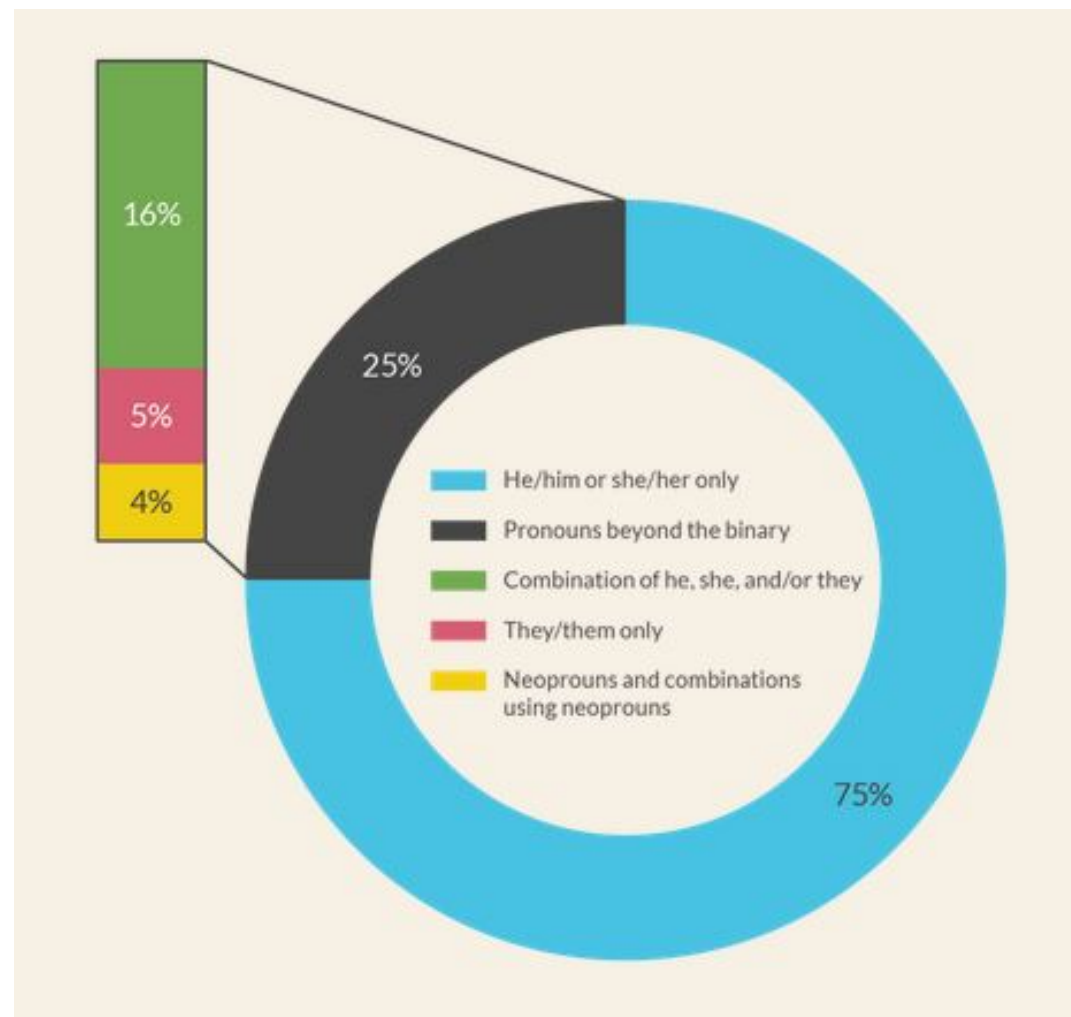


# Pronouns Usage Among LGBTQ Youth

**1 in 4 LGBTQ youth use pronouns or pronoun combinations that fall outside of the binary construction of gender.** Although 75% of youth use either he/him or she/her exclusively, 25% of LGBTQ youth use they/them exclusively, a combination of he/him, she/her, or they/them, or neopronouns such as ze/zir or fae/faer.

**Nearly two-thirds of LGBTQ youth who use pronouns outside of the binary opt to use combinations of he/him, she/her, and they/them.** This included pronoun usage such as “she and they” or “he and they,” as well as using “she, he, and they” to express the nuances of their gender.

**Some LGBTQ youth do use pronouns beyond those already familiar to most people.** While 4% of LGBTQ youth reported the use of pronouns such as “ze/zir,” “xe/xim,” and “fae/faer,” or combinations of these terms with other pronouns, 96% of LGBTQ youth in our sample used pronouns that are familiar to most people by using either a combination of he/him, she/her, or they/them or one of these pronoun sets exclusively.



# Model Inclusive Pronoun Use

- Gender's fluidity is expressed in the many pronouns students use across the gender spectrum. Allied educators understand the necessity of asking their students what pronouns they use — and respecting their decisions.
- A study published in the *Journal of Adolescent Health* found that when the guardians, teachers and peers around them use their chosen names, trans youth experience a lower risk for depression and suicidal ideation.
- Affirming LGBTQ youth's gender by using pronouns that align with their gender identity has been shown to improve mental health outcomes. Specifically, [\*The Trevor Project's 2020 National Survey on LGBTQ Youth Mental Health\*](#) found that TGNB youth who reported having their pronouns respected by all or most of the people in the lives attempted suicide at half the rate of those who did not have their pronouns respected (The Trevor Project, 2020).



# You can affirm transgender and nonbinary students by taking these steps:

- **Use the singular “they.”** Make space within language for nonbinary genders that do not fit the strictures of “he” and “she.” Adopting use of the singular “they” disrupts the binary and affirms the fluidity of gender and the legitimacy of all gender identities.
- **Decentralize cisgender identity by stating your own pronouns.** Explicitly share your pronouns with name tags, in an email signature or on a pin. This normalizes the process rather than making it a big deal. Students will notice and take your lead.
- **Conduct pronoun check -ins.** Collective pronoun check -ins help students learn peers’ pronouns without forcing nonbinary students to come out repeatedly. You may say, “To make sure we’re referring to each other accurately, let’s go around so everyone can share their name and pronoun.” This process can help transgender and nonbinary students feel seen, not singled out.
- **Begin the year with a student survey that asks students about pronoun use in different situations.** This helps value students’ identities while also protecting their privacy. To ensure their own safety, students may use one pronoun with friends and teachers and another with family members. Ask something like: *What are your pronouns? Are there situations where you would want me to use different pronouns?*



Practice responding to instances of *misgendering* (referring to a student by the wrong pronoun). Try out these simple suggestions. Students will take note and are likely to follow your thoughtful example.

**If you misgender a student:**

- **Apologize briefly** , correct yourself and move on. Note your error without calling attention to it.
- **Do not over -apologize.** This co-opts a moment that *should* be about the student, and recenters it around your own guilt.

**If you overhear a coworker or student misgender someone:**

- **Correct in the moment.**  
*“The other day I saw Jess and he was saying...”*  
*“Oh right. They were saying?”*
- **Model the correct pronoun afterwards.**  
*“Yes, I remember Jess saying that. They were just telling me...”*
- **Address it directly.**  
*“Yes, I definitely remember that. And Jess uses they/them pronouns. Just wanted to let you know.”*



# STUDENT RECORDS

When requested, schools should engage in reasonable and good faith efforts to change current unofficial student records (e.g., class and team rosters, yearbooks, school newspapers, and newsletters) with the chosen name and appropriate gender markers to promote consistency among teachers, substitute teachers, school administrators, and other staff.





# PRIVACY AND CONFIDENTIALITY REGARDING DISCLOSURES

- A student's transgender status, birth name, and sex assigned at birth are confidential information and considered personally identifiable information (PII) under FERPA.
- When students have not come out to their parent(s), a disclosure to parent(s) should be carefully considered on a case -by-case basis. School districts should consider the health, safety, and well-being of the student, as well as the responsibility to keep parents informed.



# GENDER-SEGREGATED ACTIVITIES AND FACILITIES

Title IX permits a school to provide gender -segregated restrooms, locker rooms, athletic teams, and classes, as long as they are comparable.



- Every student needs to be safe in the restroom. For a variety of reasons, a student may have concerns about privacy or comfort when using a restroom with other students. Any student who has a need or desire for increased privacy, regardless of underlying reasons, has the right to access a single-user restroom.

# RESTROOMS



Valuable Resource from Gender Spectrum:  
*"Transgender Students and School Bathrooms:  
Frequently Asked Questions"*

<https://genderspectrum.org/articles/bathroom-faq>



# LOCKER ROOMS AND CHANGING FACILITIES

Every student needs to be safe in locker rooms and changing facilities. For a variety of reasons, a student may have concerns about privacy or comfort when using these facilities with other students. spaces.





# PHYSICAL EDUCATION CLASSES AND INTRAMURAL SPORTS

Students should be allowed to participate in physical education classes and intramural sports in accordance with their gender identity.





# PLANNING FOR ACTION



# WHAT YOU CAN DO

## Ideas to consider:

- Putting up a safe zone sticker.
- Assisting students with transition planning
- Helping students finding LGBTQ medical providers and helping them navigate/advocate when they don't receive appropriate services
- Addressing "That's so gay" the next time I hear it.
- Using names and pronouns requested by students.
- Talking to my colleagues about this workshop.
- Working to ensure my school/ organization's non-discrimination policy is inclusive.
- Start a GSA.
- A great first action step is to schedule a follow up meeting where you can discuss your action plan further!

## Pitfalls to avoid:

- Taking on too much in too little time.
- Doing one small thing and then stopping.
- Not identifying or understanding my spheres of influence.
- Not utilizing my spheres of influence effectively.
- Not anticipating challenges and feeling like giving up when faced by them.
- Feeling like I have to change the world right now.
- Feeling like I can never change anything, so why bother.





<https://youtu.be/xS5FMErj0SE>



# RESOURCE: GENDER SPECTRUM

- Gender Spectrum's mission is to create a gender-inclusive world for all children and youth. To accomplish this, they help families, organizations, and institutions increase understandings of gender and consider the implications that evolving views have for each of us.
- They provide an array of services to help youth, families, organizations and institutions understand and address concepts of Gender identity and Gender expression, including how societal, cultural, organizational and community definitions of gender can be detrimental to any young person that does not fit neatly into these categories.



<https://www.genderspectrum.org/>



# RESOURCE: GENDER SPECTRUM

## Gender Support Plan



- The purpose of this document is to create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school.
- Co-constructed by a team of individuals committed to the student's success at school
- Broken into specific sections that comprise the student's day -to-day life at school

- Confidential -  
Gender Support Plan

The purpose of this document is to create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan. Please note that there is a separate document to plan for a student formally communicating information about a change in their gender status at school.

School/District _____	Today's Date _____
Name Student Uses _____	Name on Birth Certificate _____
Student's Gender Identity _____	Assigned Sex at Birth _____ Student Grade Level _____
Date of Birth _____	State(s)/Grade(s) _____ / _____ / _____
Parent(s), Guardian(s), or Caregiver(s) (relation to student): _____ _____ _____	
Meeting participants: _____	

**PARENT/GUARDIAN INVOLVEMENT**

Please see section 4 of school's student status? See Also: List of Exempted Districts: S T O A B G T R B W M I A M M

[https://www.dropbox.com/s/77o8wjy nji8psdn/Student\\_Gender\\_Support\\_Plan.pdf?dl=0](https://www.dropbox.com/s/77o8wjy nji8psdn/Student_Gender_Support_Plan.pdf?dl=0)





# RESOURCE: GENDER SPECTRUM

## Gender Communication Plan

- This document supports the necessary planning for a student to communicate a change in one or more aspects of their commonly assumed gender status with members of the school community.
- Its purpose is to identify the specific nature of that communication, and to create the most favorable conditions accordingly.
- The plan identifies the various actions that will be taken by the student, school, family, or other support providers in the process.



– Confidential –

### Gender Communication Plan

This document supports the necessary planning for a student to communicate a change in one or more aspects of their commonly assumed gender status with members of the school community. Its purpose is to identify the specific nature of that communication, and to create the most favorable conditions accordingly. The plan identifies the various actions that will be taken by the student, school, family, or other support providers in the process.

School/District _____	Today's Date _____
Student's Preferred Name _____	Legal Name _____
Student's Gender _____	Assigned Sex at Birth _____ Student Grade Level _____
Date of Birth _____	Sibling(s)/Grade(s) _____ / _____ / _____
Parent(s)/Guardian(s)/Caregiver(s) /relation to student	
_____ / _____	_____ / _____
_____ / _____	_____ / _____

What does the student wish to communicate about their gender (change in identity, expression, etc.)?  
\_\_\_\_\_

[https://www.dropbox.com/s/9vzvtckhcyr t8q/Student\\_Gender\\_Communication\\_Plan.pdf?dl=0](https://www.dropbox.com/s/9vzvtckhcyr t8q/Student_Gender_Communication_Plan.pdf?dl=0)



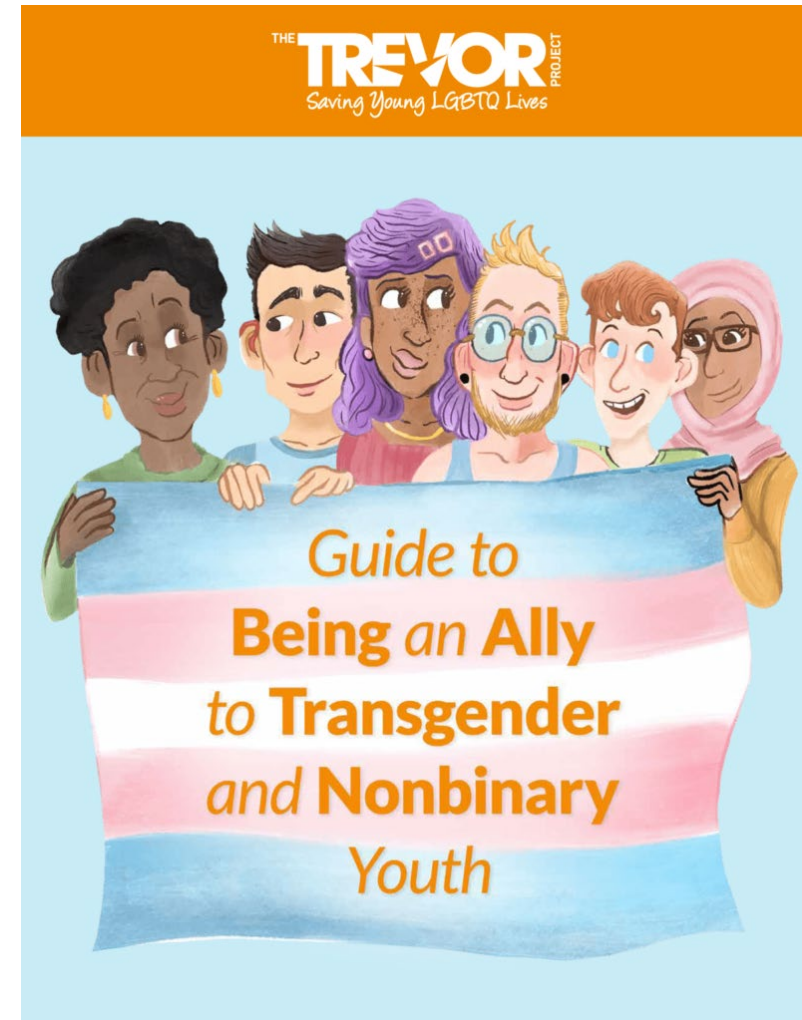
# RESOURCE: TREVOR PROJECT

## [A Guide to Being an Ally to Transgender and Nonbinary Youth](#)

The *Guide to Being an Ally to Transgender and Nonbinary Youth* is an introductory educational resource that covers a wide range of topics and best practices on how to support transgender and nonbinary people.

The guide includes:

- The difference between sex and gender
- Basics of gender—identity, expression, and perception
- Forms of address that show respect (names, pronouns, honorifics)
- Helpful tips to increase understanding
- Common mistakes and what to do if you've made one




# NEW RESOURCE FROM GLSEN


*Supporting Safe and Healthy Schools for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)*

*Students* provides insight into the work of school-based mental health professionals – counselors, psychologists, and social workers – to support LGBTQ youth, as well as barriers they face to supporting them.


<https://www.glsen.org/article/supporting-safe-and-healthy-schools-lgbtq-students>




Supporting Safe and Healthy Schools for Lesbian, Gay, Bisexual, Transgender, and Queer Students:  
A National Survey of School Counselors, Social Workers, and Psychologists




In Partnership With



American Council for  
School Social Work  
Promoting the Leadership Partnership  
with the community... expanding the dialogue.



School Social Work  
Association of America



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION



# FINAL THOUGHTS

- Offer support but don't assume a student needs help
- Be a role model of acceptance (i.e., use inclusive language)
- Appreciate the student's courage
- Listen!
- Assure and respect confidentiality
- Ask questions that demonstrate understanding, acceptance, and compassion
- Remember the student has not changed
- Challenge traditional norms
- Be prepared to give referrals (for mental health and community/social support)

- GLSEN, 2009

Without you, an LGBTQ+ youth may have no one.



# ULTIMATELY, A GOOD PLACE TO START IS:

Asking LGBTQ+ youth: *“What do you need/want to feel supported and affirmed; and how can I help make this happen?”*

1. Listen to LGBTQ+ youths' response
2. Identify concrete steps you can take
3. Take action!
4. Check in with youth to see if your actions are being perceived as helpful.







# THE POWER OF ONE

## Just One Accepting Adult Can Save an LGBTQ Young Person's Life

- LGBTQ youth are far more likely to attempt suicide than their straight peers —but acceptance can go a long way toward addressing that crisis.
- A 2019 report from the Trevor Project shows that just one accepting adult can reduce the risk of a suicide attempt by 40 percent.
- This support is greatly needed. An additional report from the Trevor Project shows that more than 1.8 million LGBTQ young people (ages 13 to 24) contemplate a suicide attempt each year in the United States.
- The survey was conducted with over 25,000 LGBTQ young people in this age range as part of the Trevor Project's 2019 National Survey on LGBTQ Youth Mental Health.
- These findings are significant. Previous studies focused on the impact of accepting parents toward their LGBTQ children. However, the data shows that any supportive adult can have a beneficial impact on this demographic.



# UNANSWERED QUESTIONS



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