Learning outcomes:

- Build an awareness and cultural competency for LGBTQ students
- Discuss current and emerging best-practices that create safety and inclusion for LGBTQ students
- Identify resources that help to promote safety and inclusion for LGBTQ students

A few questions for participants...

Do professional associations for educators support creating safe & inclusive schools for LGBTQ students?

How about federal law?

How about your school or district?
Question for Participants…
Which of following professional associations support creating safe and inclusive environments specifically for LGBTQ students?

A: [ ]

B: [ ]

C: [ ]

ALL OF THE ABOVE!

Human Rights Campaign Foundation

“Remind your staff, students, parents and community members of the need to support the rights of all students— including transgender students—and that diminishing those rights runs contrary to the values of the school. A student’s gender identity or expression is one such right, which should be respected—regardless of whether the student has begun the medical process of gender transition.”

NASSP Position Statement

www.nassp.org/policy-advocacy-center/nassp-position-statements/transgender-students/

Human Rights Campaign Foundation

“That National PTA seek and support legislation that specifically recognizes LGBTQ as a protected group and addresses discrimination based upon sexual orientation, gender identity and gender expression.”

Resolution & Guidance

www.pta.org/advocacy/content.cfm?ItemNumber=4783

National PTA

everychild.everyvoice.

Ethical Standards

“All students have the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: sexual orientation, gender identity and gender expression.”

Position Statements

- The School Counselor & LGBTQ Youth
- The School Counselor & Trans/Gender-Nonconforming Youth

www.schoolcounselor.org/school-counselors-members/publications/position-statements
When a school provides sex-segregated activities and facilities, transgender students must be allowed to participate in such activities and access such facilities consistent with their gender identity.

Despite the Trump administration rescinding the Title IX transgender guidance, the law remains the same; students are still entitled to the legal protections guaranteed by Title IX.
Questions for Participants:

If you support and affirm LGBTQ students, how do you ensure 100% of your student population know this to be true?

Do you collect, analyze and monitor school climate data that allow you to compare the experiences of minority student populations, including LGBTQ identified students?

www.localsurvey.glsen.org/index.cfm

Current Data

Results from HRC and UConn's 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

ONLY

22% of LGBTQ youth are out to their parents/guardians

48% of LGBTQ youth out to their parents say that their families make them feel bad for being LGBTQ

www.HRC.IM/YouthReport

Results from HRC and UConn's 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

"I'm not out to my parents for safety reasons. If they found out I was gay, they would kick me out or force me into conversion therapy."

"If my parents found out I'm gay, they would disown me and kick me out."

www.HRC.IM/YouthReport
Results from HRC and UConn’s 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

ONLY

26%
of LGBTQ youth have always feel safe in their school classrooms

ONLY

5%
say all of their teachers and school’s staff are supportive of LGBTQ people

www.HRC.IM/YouthReport

Results from HRC and UConn’s 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

Only

6%
of LGBTQ youth are out to all of their educators

“I would like to talk about socially transitioning of school, but I have no clue what the school’s policy for this is.”

www.HRC.IM/YouthReport

Results from HRC and UConn’s 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

73%
of LGBTQ youth have experienced verbal threats because of their actual or perceived LGBTQ identity

“At school, I have been bullied and called slurs by other students. When I asked the principal to help my situation, he laughed at me and told me I was overreacting. I’ve also had teachers look me in the eyes and tell me they do not support same-sex marriage and transgender people.”

www.HRC.IM/YouthReport

Results from HRC and UConn’s 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

Only

27%
of LGBTQ students are comfortable talking to their school counselor about questions related to their LGBTQ identity

“Because of the way many LGBTQ+ people are treated, many of us suffer from a range of mental illnesses, myself included.”

My fear keeps me from seeing a counselor about things like anxiety and depression...”

www.HRC.IM/YouthReport
What does ASCA say about restroom and locker room access for trans and non-binary students?

"Students should be allowed to use the restroom in accordance with their gender identity. Alternative and nonstigmatizing options, such as an all-gender or single-user restroom (e.g., staff bathroom or nurse’s office), should be made available to students who request them but not presented as the only option."

"Students should not be required to use a locker room that is incongruent with their gender identity. Locker-room usage should be determined using the guiding principles of safety and honoring the student’s gender identity and expression."

The School Counselor and Transgender/Gender-nonconforming Youth (Adopted 2016)
Results from HRC and UConn's 2018 YOUTH REPORT of more than 12,000 LGBTQ teens revealed that...

"Being black already makes life hard. Adding being gay on top on that is extremely difficult."

"My town is very tiny, racist and homophobic. I don’t trust anyone to talk about LGBTQ issues."

www.HRC.IM/YouthReport

Question for Participants: Based on the data we’ve reviewed, how are the following impacted?

- Attendance?
- Academic Achievement?
- Graduation Rate?
- Overall Well-Being?

Understanding INTERSECTIONALITY...

- Transgender Female
- Muslim
- Recent Immigrant
- Disability
- Limited English
- Foster Care

Transphobia, sexism, ableism, racism, xenophobia & other forms of bigotry

How do we fully support her?
How do we address these multiple forms of oppression?
We must use an intersectional framework!
Question for Participants: Who benefits from a school culture that is safe & inclusive for LGBTQ students?

EVERYONE!

More and more companies are receiving a 100% score on HRC’s Corporate Equality Index.

www.HRC.org/CEI

Campus Pride: Database of LGBTQ-friendly College Campuses

For students who wish to pursue postsecondary education, counselors can dialogue with a student about institutions that are a good fit based on several factors, including on how safe and inclusive they are for LGBTQ students. Some even have trans-inclusive healthcare, gender neutral housing and all gender restrooms.

CampusPrideIndex.org

Gender Neutral Housing

The Human Rights Campaign has an online tool to locate college campuses with gender-neutral housing.

hrc.org/resources/gender-neutral-housing

College Student Campus Health Plans

A growing number of college campuses provide trans-inclusive healthcare for students. The Human Rights Campaign has an online list of these campuses.

hrc.org/resources/transgender-inclusive-benefits-colleges-universities
Sexual orientation refers to an enduring pattern of emotional, romantic and sexual attractions. Sexual orientation also refers to a person’s sense of identity based on those attractions, related behaviors, and membership in a community of others who share those attractions.

Research over several decades has demonstrated that sexual orientation ranges along a continuum, from exclusive attraction to the other sex to exclusive attraction to the same sex.

**What is Sexual Orientation?**

- Gay
- Bisexual
- Straight
- Asexual
- Other

**Gender Identity:** One’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One’s gender identity can be the same or different from their sex assigned at birth.

**Gender Expression:** External appearance of one’s gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
Examples of Gender-Neutral Pronouns

Many transgender individuals will adopt the gender pronouns associated with their gender identity, but a growing number of trans and non-binary individuals are using gender-neutral pronouns.

<table>
<thead>
<tr>
<th>Type</th>
<th>Pronouns</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Neutral</td>
<td>They, them, theirs</td>
<td>This is our new student, Skyler. They recently moved here from Nevada. This backpack cubby is theirs. Please welcome them to our classroom.</td>
</tr>
</tbody>
</table>
"I don’t really talk about my identity with a counselor because I don’t know if they are accepting of LGBTQ people. None of my counselors make it obvious if they are accepting or not." — LGBTQ teen

counseling.org/docs/default-source/resources-for-counselors/lgbtq-support-sign/hrc.pdf

coming soon!

HRC, ASCA and NACAC will soon release:

✓ LGBTQ Youth Report for School Counselors
✓ Poster for your office to show support and affirmation for LGBTQ individuals

https://www.glsen.org/article/supporting-safe-and-healthy-schools-lgbtq-students
What is PFLAG?
Parents, families, friends, & allies united with people who are LGBTQ

PFLAG is a National Non-Profit Organization with over 200,000 members and over 500 chapters around the U.S.

Offers monthly support groups for families of LGBTQ youth Go to www.pflag.org to find the PFLAG chapter nearest you.

What is The Trevor Project?
The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to LGBTQ young people ages 13-24.

- Trevor Lifeline
- Trevor Text
- Trevor Chat
- Trevor Space

Steps you can take…
- Advocate for annual staff training on supporting LGBTQ students
- Advocate for enumerated anti-bullying and non-discrimination policies that explicitly include protections based on sexual orientation, gender identity and gender expression
- Be a vocal and visible ally for LGBTQ inclusion
- Post an LGBTQ safe space poster in your office
- Encourage and support GSA or other LGBTQ-inclusive clubs
- Use and intersectional approach when addressing safety and inclusion of any student
- Implement LGBTQ-inclusive curricula, including LGBTQ-inclusive sex education
- Use PBIS or restorative justice-type practices to curb bias-based bullying or behaviors
- Update forms, student & staff handbooks, etc., to be LGBTQ-inclusive
  - Ex: Male:__Female:__Non-Binary:__Other:__
  - Ex: What are your pronouns?_________
  - Ex: Parent one:_________Parent two:_________
THANK YOU

Dr. Vincent Pompei
Director, Youth Well-Being Program
Vincent.Pompei@hrc.org

Human Rights Campaign Foundation
Save the Date!
The Human Rights Campaign Foundation and our co-presenting conference partners are excited to present Time to Thrive, the 7th Annual National Conference promoting safety, inclusion and well-being for LGBTQ youth... everywhere!

Washington, D.C.
February 14-16, 2020
Renaissance Washington DC Downtown

Professional Development Opportunity

Previous conference speakers and special guests

Facts You Should Know About LGBTQ Youth
HRC Foundation and University of Connecticut's 2017 landmark research shows us some of the most pressing issues facing our youth today.

Of LGBTQ youth always feel safe in their classrooms

26%

Only

27%

Of LGBTQ youth are comfortable talking to their school counselor about questions related to their LGBTQ identity

Only

73%

Of LGBTQ youth have experienced verbal threats because of their actual or perceived sexual orientation or gender identity

Only

10%

Of LGBTQ youth often hear their family express pride in their LGBTQ identities

We are making progress on the road to legal equality, yet young LGBTQ people in America still face dramatically heightened rates of discrimination in school, at home and within their community. The impact of family rejection, bullying and the messages they hear about being LGBTQ weigh heavily on our youth. By engaging a broad audience of youth-serving professionals, including K-12 educators, parents and families, mental health providers, pediatricians, religious leaders, recreational athletic coaches and youth development staff (Boys and Girls Club, YMCAs, scout leaders, etc.), we can create spaces in which LGBTQ youth are affirmed, supported and have the ability to thrive.

Time to THRIVE provides a comprehensive professional development opportunity for youth-serving professionals to build awareness and cultural competency, learn current and emerging best practices and gather resources from leading experts and national organizations in the field. The conference is strongly committed to an intersectional approach in all conversations, workshops and keynotes.

Registration Open Now www.timetothrive.org

Co-presented by:

Presenting Sponsor:
Do You Need Support?

ASK ME!

I proudly affirm LGBTQ students, staff and families.
American Counseling Association  
**Tip-sheet on creating affirming spaces for LGBTQ youth**

According to the Human Rights Campaign’s (HRC) 2018 LGBTQ Youth Report, only 5% of LGBTQ students say that all of their school staff are supportive of LGBTQ people. Additionally, only 27% feel comfortable talking to a school counselor about issues related to their LGBTQ identity. School is a place where students are obligated to attend and yet LGBTQ students are not finding adequate support and affirmation from educators. LGBTQ students often hesitate talking to adults about their identity due to fear of rejection, a lack of understanding, or that educators will disclose their sexual orientation or gender identity to parents or guardians.

“I don’t really talk about my identity with a counselor because I don’t know if they are accepting of LGBTQ people. None of my counselors make it obvious if they are accepting or not.” — LGBTQ teen

School counselors should assess how LGBTQ students find trusting and affirming adults on campus. If students are unable to confirm, without a doubt, that an educator is an ally, they may be less likely to seek needed support. **The backside of this resource is a poster intended to display in the school counselor’s office to show support for LGBTQ students, staff and families.** Visuals like these help LGBTQ students identify trusting adults to turn to and improve feelings of safety and connectedness.

“Talking to anyone about my identity makes me nervous right now, in case my family finds out.” — LGBTQ teen

**Confidentiality** is crucial for many LGBTQ young people. Given the level of rejection that LGBTQ youth experience at home, sharing a student’s sexual orientation or gender identity with parents or guardians could expose them to abuse, rejection and even homelessness. Absent an explicit legal obligation or written permission from the student, school counselors should never disclose a student’s LGBTQ identity to parents, families or other school staff.

Schools must invest in creating a school climate that openly and vocally values and celebrates all forms of diversity, including LGBTQ identities, while directly addressing anti-LGBTQ bias and stigma. Districts that follow this practice have seen improvements in safety and connectedness thus improving attendance, academic achievement, and graduation rates. School counselors play an essential role in shaping school culture and have an ethical obligation to advocate for safe and welcoming learning environments for all students. By modeling affirming behavior, school counselors can begin the process of systemic change and become leaders within their school community.

To help create an affirming campus for LGBTQ students, school counselors are encouraged to support the following best practices:

- Campaign for mandated professional development for all staff on supporting LGBTQ students
- Display a poster or visible sign of support for LGBTQ students in your office
- Advocate for and promote enumerated anti-bullying and non-discrimination policies that explicitly list protections based on sexual orientation, gender identity, and gender expression
- Encourage LGBTQ-inclusive curricula
- Support the creation of LGBTQ inclusive clubs at middle and high schools, such as a Gay and Straight Alliance or Gender and Sexuality Alliance (GSA)
- Use Positive Behavior Interventions and Supports (PBIS) or restorative justice-type practices to curb bullying behaviors
- Attend HRC’s annual Time to THRIVE conference co-presented by the American Counseling Association and the National Education Association held over Presidents’ Day Weekend each February

To learn more, we encourage school counselors to download and review HRC’s 2018 LGBTQ Youth Report at HRC.IM/YouthReport and other helpful resources at HRC.org/youth.

Written by:  
Vincent “Vinnie” Pompei, Ed.D.  
Director, Youth Well-Being Project  
Human Rights Campaign Foundation
The School Counselor and LGBTQ Youth

American School Counselor Association (ASCA) Position
School counselors promote equal opportunity and respect for all individuals regardless of sexual orientation, gender identity or gender expression. School counselors recognize the school experience can be significantly more difficult for students with marginalized identities. School counselors work to eliminate barriers impeding LGBTQ student development and achievement.

The Rationale
Despite widespread efforts, lesbian, gay, bisexual, transgender and questioning (LGBTQ) students continue to face challenges that threaten their academic and social/emotional development in schools. Students report feeling unsafe in school due to their sexual orientation, perceived orientation, gender identity or gender expression and report experiencing homophobic remarks, harassment and bullying (GLSEN, 2012). LGBTQ individuals often face multiple risk factors that may place them at greater risk for suicidal behavior (CDC, 2011). School counselors realize these issues affect healthy student development and psychological well-being.

The School Counselor’s Role
The school counselor works with all students through the stages of identity development and understands this may be more difficult for LGBTQ youth. It is not the school counselor’s role to attempt to change a student’s sexual orientation or gender identity. School counselors recognize the profound harm intrinsic to therapies alleging to change an individual’s sexual orientation or gender identity (SAMHSA, 2015) and advocate to protect LGBTQ students from this harm. School counselors provide support to LGBTQ students to promote academic achievement and social/emotional development. School counselors are committed to the affirmation of all youth regardless of sexual orientation, gender identity and gender expression and work to create safe and affirming schools. School counselors:
• counsel students with feelings about their sexual orientation and gender identity as well as students’ feelings about the identity of others in an accepting and nonjudgmental manner
• advocate for equitable educational and extracurricular opportunities for all students regardless of sexual orientation, gender identity or gender expression
• advocate for gender-nonconforming students in regard to access of building facilities (e.g., ensuring a safe environment for restroom use and changing) and gender presentation (e.g., wearing a dress or pants for an orchestra or vocal performance)
• promote policies that effectively reduce the use of offensive language, harassment and bullying and improves climate
• address absenteeism, lowered educational aspirations and academic achievement and low psychological well-being as a result of victimization and feeling unsafe at school (GLSEN, 2012)
• provide a safe space for LGBTQ students and allies such as Gay and Straight Alliance Clubs
• promote sensitivity and acceptance of diversity among all students and staff to include LGBTQ students and diverse family systems
• advocate for the rights of families to access and participate in their student’s education and school activities without discrimination (GLSEN, 2009)
• support an inclusive curriculum at all grade levels
• model language that is inclusive of sexual orientation and gender identity
• advocate for adoption of school policies addressing discrimination and promoting violence-prevention programs to create a safe and supportive school environment (Robinson & Espelage, 2012)
• support students in addressing possible discrimination by staff members
• encourage staff training on inclusive practices, creating an affirming school environment, accurate information and risk factors for LGBTQ students (Russell et al. 2010)
• know the impact of family acceptance on student well-being and ability to thrive (Ryan, 2014)
• support families whose children are coming out by helping them navigate these important developmental milestones in ways that protect LGBTQ students from harm and help families stay together (Ryan, 2014)
• identify LGBTQ community resources for students and families and assess the quality and inclusiveness of these resources before referring to such resources

Summary
School counselors promote affirmation, respect and equal opportunity for all individuals regardless of sexual orientation, gender identity or gender expression. School counselors promote awareness of and education on issues related to LGBTQ students and encourage a safe and affirming school environment. School counselors work to eliminate barriers impeding student development and achievement and are committed to the academic, career and social/emotional development of all students.

References

Resources
The School Counselor and Transgender/Gender-nonconforming Youth
(Adopted 2016)

American School Counselor Association (ASCA) Position
School counselors recognize all students have the right to be treated equally and fairly with dignity and respect as unique individuals, free from discrimination, harassment and bullying based on their real or perceived gender identity and gender expression. School counselors work to safeguard the well-being of transgender and gender-nonconforming youth.

The Rationale
School counselors are committed to the academic, career and social/emotional development of all students. Transgender and gender-nonconforming students and their families face increased risks as well as unique circumstances that often require additional guidance and recommendations to help ensure these students receive the same educational opportunities as their peers (Gretyak, Ksciw, & Diaz, 2009). According to Gretyak et al. (2009), 26 percent of transgender students were physically assaulted, (e.g., punched, kicked or injured with a weapon) in school in the past year because of their gender expression. Gretyak et al. (2009) noted that the adverse health and educational consequences for transgender and gender-nonconforming students are even greater than those for lesbian, gay and bisexual students. School counselors recognize the overall goal is to ensure the safety, comfort and healthy development of all students, maximizing inclusion and social integration while minimizing exclusion and stigmatization.

The School Counselor’s Role
School counselors recognize that the responsibility for determining a student’s gender identity rests with the student rather than outside confirmation from medical practitioners, mental health professionals or documentation of legal changes. School counselors collaborate with other school personnel to address district operations, programs, policies and activities that may put the well-being of transgender and gender-nonconforming youth at risk. Although the guidelines within this statement provide important suggestions, they cannot anticipate every situation that might occur.

Each student’s unique situation should be addressed on a case-by-case basis, using a student-centered approach that includes ongoing student and parent/guardian engagement (as appropriate) and school personnel with a legitimate educational interest per the Family Education Rights and Privacy Act (FERPA). Title IX guidance and legal briefs issued by the Office of Civil Rights (OCR) have defined fair and equal treatment for transgender and gender-nonconforming students in relation to rights in areas such as student names and pronouns, student records, privacy, rest rooms, student safety and dress codes (OCR, 2014). School counselors promote the use of best practices to inform their support of transgender and gender-nonconforming students such as the following recommendations offered by MSBE (2016):

- **Names and Pronouns.** School staff should address students by their chosen name and pronouns that correspond to their gender identity, regardless of whether there has been a legal name change.
- **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. School districts should comply if transgender students ask the district to amend their secondary educational records, including diplomas and transcripts after graduation, to ensure those requesting records (e.g., college admissions offices or potential employers) will only see the name and gender marker corresponding to the student’s gender identity (Lambda Legal, 2014).
- **Privacy and Confidentiality Regarding Disclosures.** Transgender and gender-nonconforming students have the right to decide when, with whom and to what extent to share private information. When contacting the parent/guardian of a transgender or gender-nonconforming student, school staff should use the student’s legal name and the pronoun corresponding to the student’s assigned sex at birth, unless the student or parent/guardian has specified otherwise.
• **Restrooms.** Students should be allowed to use the restroom in accordance with their gender identity. Alternative and nonstigmatizing options, such as an allgender or single-user restroom (e.g., staff bathroom or nurse’s office), should be made available to students who request them but not presented as the only option. Any student who has a need or desire for increased privacy, regardless of underlying reasons, has the right to access a single-user restroom.

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

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

• **Interscholastic Sports.** Students should be allowed to participate in interscholastic sports in accordance with their gender identity, subject to state and federal civil rights laws.

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

• **Gender-Based Activities or Practices.** Districts should evaluate all gender-based programs and practices and maintain only those that have a clear and sound educational purpose. When students are separated by gender in school activities, students should be allowed to participate in accordance with their gender identity. When considering overnight accommodations, solutions should be sought that are inclusive, respectful and acceptable to the student and, to the extent possible, do not impose an additional expense or burden on the student.

**Summary**

School counselors promote affirmation, respect and equal opportunity for all individuals regardless of gender identity or gender expression. School counselors encourage a safe and affirming school environment and promote awareness of and education on issues related to transgender and gender-nonconforming students.

**References**


