

Creating a Safe, Supportive,

Additional Information and Frequently Asked Questions

Q: Why provide the update this year?

A: The update reflects changes to state and

Transgender and gender expansive students can, and should request support from their schools, and school districts. They can become empowered and get involved as change agents for the betterment of school environments for all students.

Q: Who was involved in developing the update?

A:

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Schools have successfully offered alternative accommodations, such as a single “all gender” restroom or private changing space. These spaces may be made available to students who request them but should never be forced upon students or presented as the only option.

and administrators work hard to make their classrooms welcoming places where every student feels recognized and included, quite often TGE students continue to face hostility and physical violence while at school.

Studies have shown that LGBTQ youth experience much higher rates of depression, anxiety, alcohol and drug use, and lower self-esteem as compared to their non-LGBTQ peers. In addition, LGBTQ students who experienced victimization due to their sexual orientation and gender expression achieved lower grade point averages than their peers, were nearly three times as likely to have missed school in the past month and reported a decreased sense of school belonging.

The New York State Education Department (NYSED) is committed to providing all public-school

case basis. Any arrangements should be provided in a non-stigmatizing manner that protects student privacy and is not marginalizing or disruptive for the student.

Q: Should schools include discussions/lessons that address gender identity?

A: NYSED's [Culturally Responsive-Sustaining Education Framework](#) (CR-S) helps educators create student-

support. If a student has formally requested to transition at school, the school administrator, or another trusted adult, preferably trained in supporting LGBTQ and Gender Expansive students, can meet with the student and determine the steps the student is comfortable taking. This includes asking with whom the student is

and their parents/guardians. These agencies also provide educational resources for school staff. The most important consideration in these situations is the health and safety of the student.

Currently neither federal nor State law provides a clear rule for school districts to follow as to whether a school should change a minor student's permanent educational records upon request by the TGE student. Public schools should, therefore, consult with their legal counsel regarding their obligations and what policy the school district should adopt as to whether parental consent is necessary to change the limited records deemed to be permanent records (e.g., student transcripts).