

Creating Inclusive Schools for NYS LGBT Youth Webinar Guide

Welcome

NYS Center for School Health



Welcome to the New York State Center for School Health webinar series.

The Center is a contracted office of the New York State Education Department, and provides resources and support for implementing coordinated school health systems in New York State schools. Our webinars provide school health professionals, health educators and those that oversee health education in schools with current research and resources to assist you to care for and educate New York State’s children and youth.

Learning Goals

LEARNING GOALS

After this presentation you will be able to:

- Explain 2 challenges that LGBT youth face in school that can negatively impact their learning and health
- Provide an example of how you could communicate with students that identify as LGBT that would be supportive and respectful
- Identify 3 resources available from NYSCSH|NYSED to assist you in creating an inclusive climate for LGBT youth
- Apply the information in this presentation to examine practices currently in place in your school that could be reviewed to improve inclusiveness for all students

The learning goals for this webinar are listed on this screen.

It Takes a Village

IT TAKES A VILLAGE

Creating inclusive schools requires commitment from the entire school community



Hurtful language, physical and emotional harassment, and the threat of physical violence are a reality for many LGBT youth. This webinar will provide proactive steps to create inclusive spaces where all students are empowered to reach their full potential. We will share resources available on the Center’s website, including the updated 2016 New York State Department of Health-AIDS Institute Sexual Health Plan.

Inclusive Schools for LGBT Youth

INCLUSIVE SCHOOLS FOR LGBT YOUTH



Most lesbian, gay, bisexual, and transgender (LGBT) youth are happy and thrive during their adolescent years. They attend schools that create a safe and supportive learning environment for all students. Having caring and accepting parents are especially important. This helps all youth achieve good grades and maintain good mental and physical health. However, some LGBT youth are more likely than their heterosexual or cisgender peers to experience difficulties in their lives and school environments, such as violence and bullying. The New York State Education Department (NYSED) is committed to promoting inclusive, safe school environments for all students in our state so they can focus on learning and succeed in school and in life.

A Commitment to Safe and Supportive Schools

A COMMITMENT TO SAFE AND SUPPORTIVE SCHOOLS

"All students need a safe and supportive school setting to progress academically and developmentally.

The Education Department is committed to providing all students, including transgender and gender expansive students, with an environment free from discrimination and harassment.

We have a moral responsibility to foster civility in our schools, and to ensure that every student has equal access to educational programs and activities."

MaryEllen Elia
New York State Commissioner of Education



The New York State Education Department is committed to providing a safe, inclusive learning environment for all students.

GLSEN School Climate Survey



These comments are reflections of the data shared in the 2015 GLSEN School Climate Survey a national study that reports on the school experiences of LGBT youth in schools. The 2017 National School Climate Survey report will be released in fall 2018.

What Is an Inclusive Learning Environment?




What Is An Inclusive Learning Environment?

- Needs of students are addressed
- Educators continue to learn about their students
- All are open to change and growth
- Everyone feels validated and respected

An inclusive learning environment is one where the needs of students with a variety of backgrounds, learning styles, abilities, and identities are addressed. It is an environment where we continue to learn as educators about the students with whom we interact, where we are open to change and growth and where everyone feels validated and respected.

Asking the Right Questions



QUESTIONS ASKED BY SCHOOL STAFF

- What action can staff take to create inclusive environments?
- What terms do I need to know to help me communicate effectively about LGBT issues?
- What problems do LGBT youth experience?
- What resources are available for LGBT youth?
- What does LGBT mean?
- What resources are available for staff?

These are common questions asked by school staff.

What does LGBT mean?



The terms LGBT, represents different ways people identify. LGB labels represent sexual identities and the T represents a gender identity.

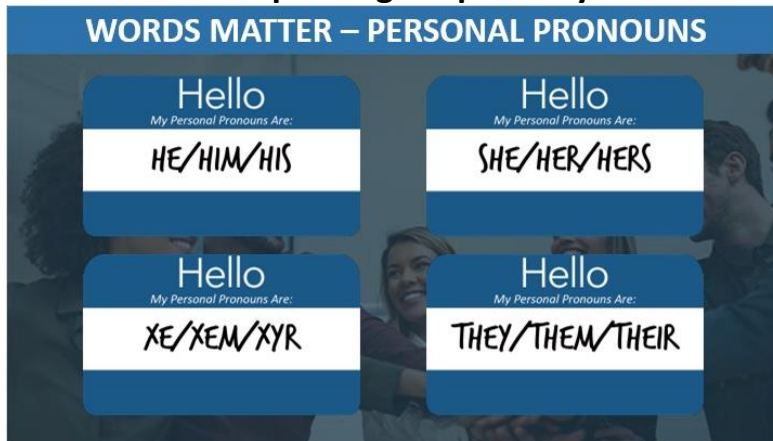
More About the “T”

MORE ABOUT THE “T”

- Transgender or “trans” describes a person whose sex assigned at birth does not correspond to their gender identity
- May be straight, gay, bisexual or have other sexual orientations

“Transgender” is an umbrella term which describes a person whose sex assigned at birth does not correspond with their gender identity. Some transgender people may take hormones while others may undergo surgery to change their bodies. Not all transgender people can or will take those steps. Those who identify as trans may be straight, gay, bisexual or have other sexual orientations.

Words Matter - Speaking Respectfully



The way people refer to us, address us and greet us is extremely personal. Using a person's chosen name and desired pronouns is a form of respect and basic courtesy. To clarify their gender identity, students may request that others refer to them with traditional pronouns like he, him, his or she, her, hers, or a number of hybrid options, such as ze, hir, hers, or use the plural pronoun "they" to refer to an individual. A person who identifies as a certain gender, whether or not that person has taken hormones or undergone surgery, should be referred to using the pronouns appropriate for their gender. If you are not certain which pronoun to use, ask the person, "What pronouns do you use?" In 2015, The Washington Post updated its style guide to include the singular "they" to describe people who "identify as neither male nor female." Both the Human Rights Project and GLADD websites offer many resources on how to speak respectfully to and about transgender people.

Respectful Choices



On the next few screens, drag the preferred term to the heart shaped area formed by the hands.



Feedback when correct:

That's right! Please use gay, lesbian, or when appropriate bisexual to describe people attracted to members of the same sex.



Feedback when correct:

That's right! As a rule, try to avoid labeling an activity, emotion, or relationship gay, lesbian, or bisexual unless you would call the same activity, emotion, or relationship "straight."



Feedback when correct:

That's right! Sexual orientation is the accurate description of an individual's enduring physical, romantic, and/or emotional attraction to members of the same and/ or opposite sex



Feedback when correct:

That's right! Equal rights are everyone's rights.

Start the Conversation






It can take time to get someone's pronouns right. Remember that respecting someone also means respecting their pronouns. Try your best. And, start the conversation by speaking from a place of respect.

One Person's Story






Rowan Collins, has been the Education Coordinator at the Out Alliance in Rochester, NY since 2015. An Albany native, he has been an active advocate for social justice since his youth. Rowan travels across the country to provide training. During a NYSCSH live seminar, Rowan shared his story with the audience.

A Closer Look at Gender

A CLOSER LOOK AT GENDER	
 Gender Identity	How you define your own gender in your head
 Gender Expression	The manner in which you represent or express gender (behavior, clothing, hairstyles, activities, voice)
 Biological Sex	The physical parts of your body that we think of as either male or female

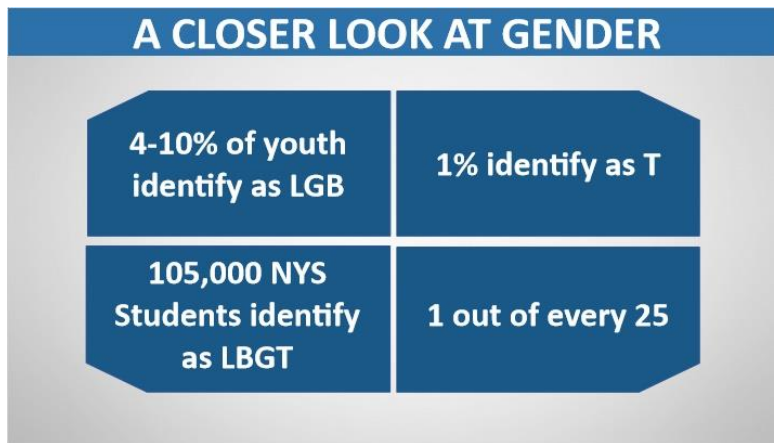
Gender can be complicated and is best understood when broken up into three parts: gender identity, gender expression and biological sex. Traditionally, we use the word “gender” to simply mean either “man” or “woman.” This is called the “gender binary,” meaning just two options. But in reality, people experience gender as far more complex than that. This is called “non-binary” gender. Expressing and exploring gender identity and roles is also a part of normal development of children and youth.

Sexual Orientation

SEXUAL ORIENTATION	
 Enduring emotional, romantic or sexual attraction towards men, women or both.	
 Important aspect of a young person’s identity.	
 Some youth may be unsure of their sexual orientation, while others have been clear since childhood.	

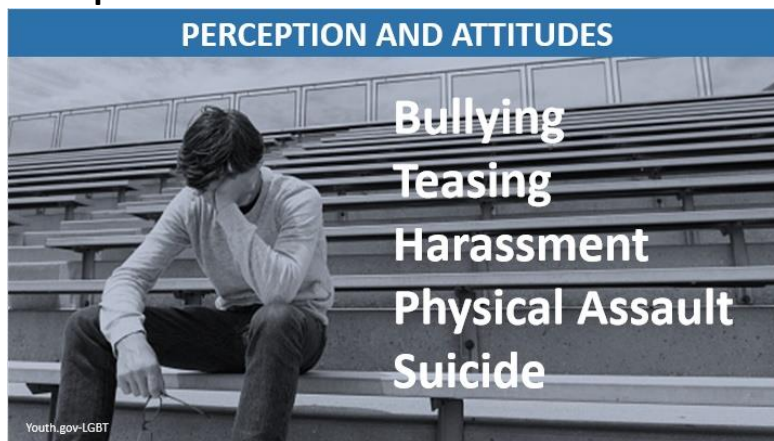
Sexual orientation is an enduring emotional, romantic, or sexual attraction that one feels toward men, women, or both. Although sexual orientation ranges along a continuum, it is generally discussed in terms of heterosexual attraction to the opposite sex, homosexual attraction to the same sex and bisexual, attraction to both sexes. Sexual orientation has not been conclusively found to be determined by any particular factor or factors, and the timing of the emergence, recognition, and expression of one’s sexual orientation varies among individuals. The process of understanding and expressing one’s sexual orientation and gender identity is unique to each individual. It is not a one-time event and personal, cultural, and social factors may influence how one expresses their sexual orientation.

A Closer Look at Gender



Nationally, approximately 4-10% of youth in schools identify as LGB, with approximately 1% of the youth identifying as Trans. That means New York State public school students are identifying themselves as LGB in our New York State schools.

Perception and Attitudes



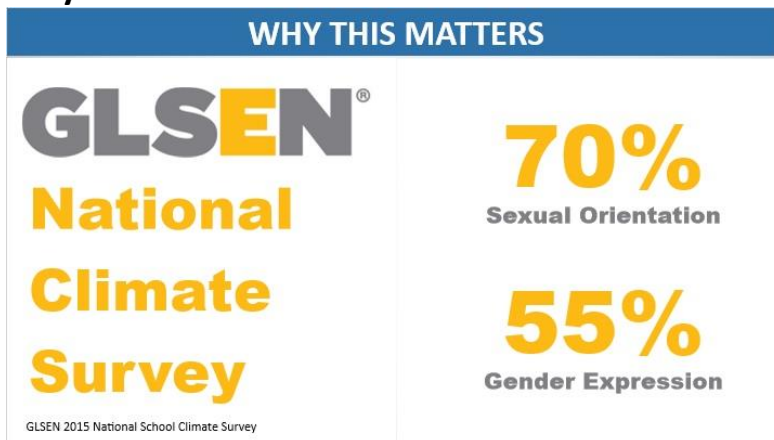
LGBT youth may experience various challenges because of how others respond to their sexual orientation or gender identity and expression. This is also true for youth who are questioning their sexual orientation or gender identity, or may be perceived as LGBT or gender variant by others. Those attitudes can place youth at increased risk for experiences with behaviors such as bullying, teasing, harassment, physical assault, and suicide-related behaviors.

Perception and Behavior



Studies show that students are most often bullied because of how they appear. The second most common reason for bullying is assumed or actual sexual orientation or gender identity.

Why This Matters



Data from the 2015 GLSEN National Climate Survey show that a vast majority of LGBT students experienced verbal harassment. With the harassment most often focused on personal characteristics of the targeted student. Most commonly, the subject of the verbal harassment was either sexual orientation or gender expression. School staff needs to understand their role in changing the conversation and making a positive change for LGBT students.

Implicit Bias



School staff can unwittingly contribute to the bullying of LGBT students through implicit bias. Implicit bias refers to our learned attitudes and stereotypes that can unconsciously affect our understanding, reactions and decisions.

We all have implicit bias. They are shaped by our experiences, what we have been told and through the media.

Recognizing implicit bias in oneself requires active work.

Examples of implicit bias in the school could include:

- Enforcing gender segregation
- Commenting to a student about bring a same sex date to a dance
- Criticizing a boy for wearing nail polish
- And, refusing to use a non-binary student's personal pronouns.

Impact on Learning and Health

VICTIMIZED, LGBT YOUTH ARE MORE LIKELY TO HAVE:

- Lower self-esteem
- Higher levels of depression & anxiety
- Higher absenteeism
- Lower post-secondary education aspirations
- Higher drop rates

Comments Based on GLSEN 2015 Climate Survey Data

Exposure to bullying can have negative effects on the education and health of any young person. According to data from CDC's Youth Risk Behavior Survey, between 11 and 30% of lesbian and gay students did not go to school at least one day during the 30 days before the survey because of safety concerns. These conditions can create a number of situations that can stand in the way of an LGBT youth's academic success.

CDC YRBS Data Provide Insights on the Risk Factors Facing Nation's LGB Youth

CDC YRBS DATA PROVIDES INSIGHTS ON THE RISK FACTORS FACING NATION'S LGB YOUTH

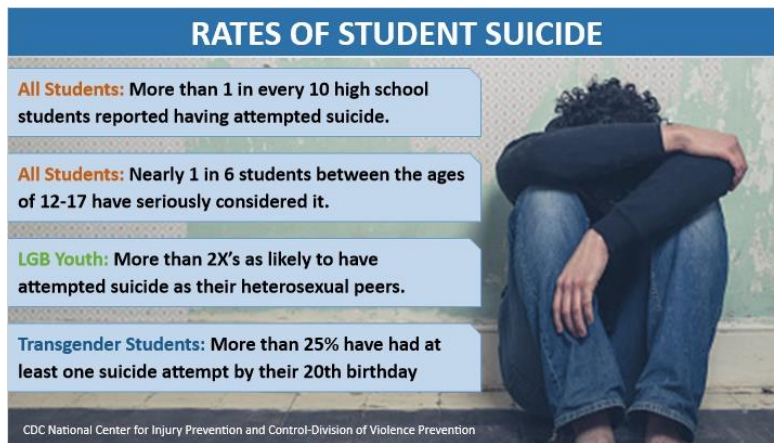


88% more
like to misuse
prescription opioids or
illicit drugs

64% more likely to
miss school due
to safety concerns

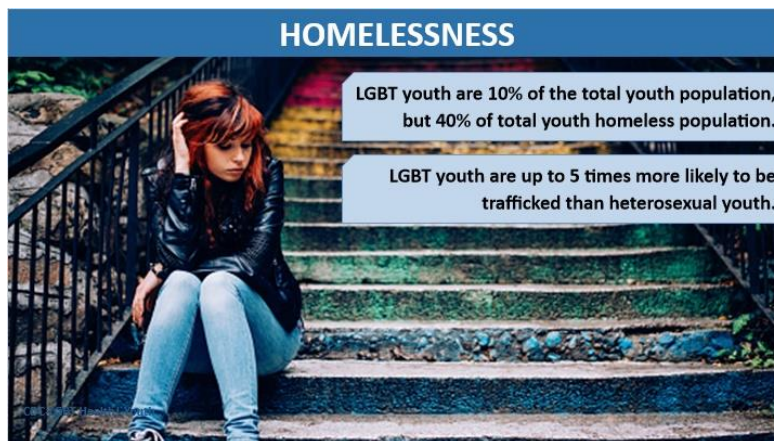
The CDC's, 2017 National Youth Risk Behavior Survey (YRBS) indicates that LGB students are at greater risk of misusing opioids and repeat absenteeism. The New York State Center for School Health administers the NYS YRBS on behalf of the NYSED and provides the aggregated data to the CDC.

Rates of Student Suicide



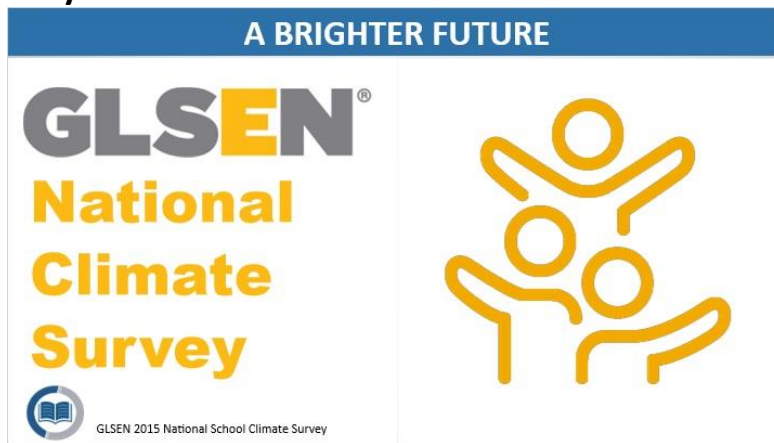
According to the CDC, among the total student population more than 1 in 10 students have attempted and 1 in 6 have seriously considered suicide. Segmenting out LGBT youth, the data reveals a troubling statistic. LGBT youths, in grades 7-12 were more than twice as likely to have attempted suicide as their heterosexual peers. While more research is needed to better understand the risks among transgender youth, one study found that approximately 25% of transgender youth reported suicide attempts.

Homelessness



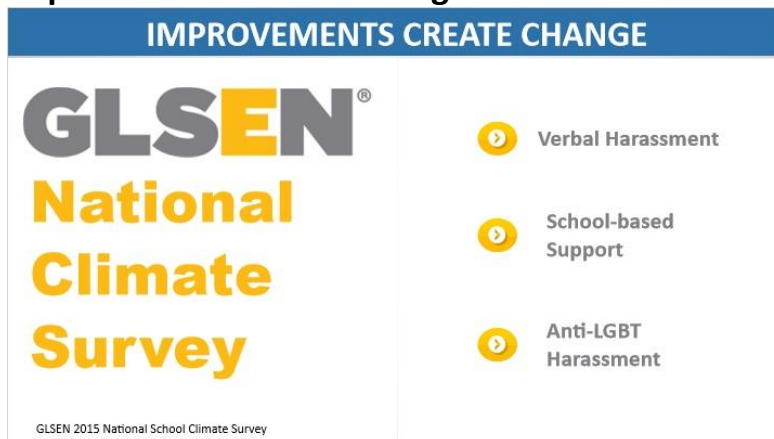
Gay, lesbian and bisexual youth are more likely to be rejected by their families, therefore, more likely to become homeless. While LGBT youth are 10% of the total youth population, they are 40% of total youth homeless population. Additionally, LGBT youth who experience strong rejection are up to 5 times more likely to be trafficked than heterosexual youth.

Why This Matters



LGBT students still face hostility at school, but studies show that considerable improvements are underway. GLSEN's biennial National School Climate Survey provides evidence of the positive effect of supportive clubs, supportive educators, anti-bullying programs and LGBT-inclusive curriculum.

Improvements Create Change



Review key findings from the GLSEN National Survey in the three infographics below.

Verbal Harassment



School-based Support

School-based supports improve school climates for LGBTQ students.

Supportive Student Clubs	Supportive Educators
Comprehensive Anti-bullying Policies	LGBT-inclusive Curriculum

LEARN MORE: glsen.org/nsos
GLSEN's 2015 National School Climate Survey

[Click to go back!](#)

GLSEN

Anti-LGBT Harassment

Anti-LGBTQ harassment and discrimination negatively affect educational outcomes and mental health.

GPA Education Aspirations Self-esteem

LEARN MORE: glsen.org/nsos
GLSEN's 2015 National School Climate Survey

[Click to go back!](#)

GLSEN

GSAs Help Reduce Victimization

GSAs HELP REDUCE VICTIMIZATION


- Less Likely to Hear Homophobic Remarks
- Less Likely to Be Fearful for Their Personal Safety
- Less Likely to Experience Homophobic Victimization

Comments Based on GLSEN 2015 Climate Survey Data

Gay Straight Alliance clubs are school-based organizations for lesbian, gay, bisexual, and transgender youth and their supporters. Gay-straight alliance clubs attempt to improve school climate for sexual and gender minority youth. High schools with a Gay-Straight Alliance or a Gender Sexuality Alliance see a decrease in the levels of LGBT victimization. Click on a findings box to the right to learn more.

36% less likely to be fearful for their personal safety.

GSA's HELP REDUCE VICTIMIZATION



**36%
Less Likely**


Click to Go Back

- Less Likely to Hear Homophobic Remarks
- Less Likely to Be Fearful for Their Personal Safety
- Less Likely to Experience Homophobic Victimization

This infographic features a background image of a young woman with her arm around another person, overlaid with a yellow tint. The text '36% Less Likely' is prominently displayed in white. A 'Click to Go Back' button is in the bottom left. Three blue boxes on the right list the benefits: 'Less Likely to Hear Homophobic Remarks', 'Less Likely to Be Fearful for Their Personal Safety', and 'Less Likely to Experience Homophobic Victimization'.

52% less likely to hear homophobic remarks.

GSA's HELP REDUCE VICTIMIZATION



**52%
Less Likely**


Click to Go Back

- Less Likely to Hear Homophobic Remarks
- Less Likely to Be Fearful for Their Personal Safety
- Less Likely to Experience Homophobic Victimization

This infographic features a background image of a young woman with her arm around another person, overlaid with an orange tint. The text '52% Less Likely' is prominently displayed in white. A 'Click to Go Back' button is in the bottom left. Three blue boxes on the right list the benefits: 'Less Likely to Hear Homophobic Remarks', 'Less Likely to Be Fearful for Their Personal Safety', and 'Less Likely to Experience Homophobic Victimization'.

30% less likely to experience homophobic victimization.

GSA's HELP REDUCE VICTIMIZATION



**30%
Less Likely**

Click to Go Back

- Less Likely to Hear Homophobic Remarks
- Less Likely to Be Fearful for Their Personal Safety
- Less Likely to Experience Homophobic Victimization

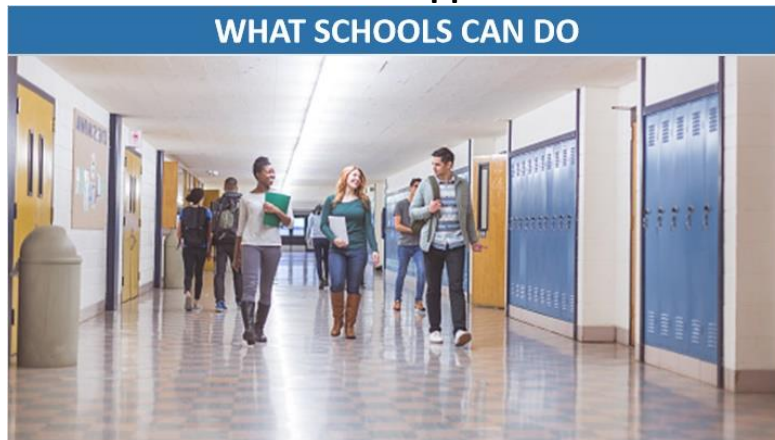
This infographic features a background image of a young woman with her arm around another person, overlaid with a green tint. The text '30% Less Likely' is prominently displayed in white. A 'Click to Go Back' button is in the bottom left. Three blue boxes on the right list the benefits: 'Less Likely to Hear Homophobic Remarks', 'Less Likely to Be Fearful for Their Personal Safety', and 'Less Likely to Experience Homophobic Victimization'.

GSA Networks



Gay-Straight Alliance (GSA) clubs can transform schools, making them safer and more welcoming for LGBT youth, youth with LGBT parents, and straight allies. The Gender and Sexualities Alliance Network helps GSA clubs become advocates to educate teachers and students and improve school climate. They teach GSA clubs how to work with the school administration to implement school policies that prevent harassment and violence. The Long Island Gay and Lesbian Youth is a New York State based GSA network that provides support and training in creating GSAs and inclusive school climates.

What Can Schools Do To Support



Schools can best create an environment of inclusion by making available the proper policies, education, and resources to students, staff, caregivers and the community as a whole. Several actions that can be taken to create an inclusive environment are appearing on your screen now.

What Can Schools Do To Support

WHAT SCHOOLS CAN DO

- ✓ Create inclusive policies that align with your code of conduct by adding sexual orientation and gender identity to bullying policies
- ✓ Train staff in bullying prevention and intervention
- ✓ Train staff in bullying prevention and intervention
- ✓ Establish organizations and clubs that expand school-based support for LGBT youth

Regulations and Resources



On the following screens you will find regulations and resources designed to support a safe and inclusive school environment for LGBT youth.

NYS Laws Which Protect Students

NYS LAWS WHICH PROTECT STUDENTS

NYSED

The Dignity Act Search Dignity Act

[The Dignity Act Home](#)

[Laws and Regulations](#)

[Resources](#)

[DASA Training](#)

[Contact Us](#)

NYSED / P-12 / OS1 / Dignity Act / The Dignity Act Home

The Dignity for All Students Act

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The Dignity Act was signed into law on

The Dignity for All Students Act (DASA) is designed to prevent bullying, harassment and discrimination. The NYSED Dignity Act and Student Support Services webpages contains valuable guidance documents, administrator guides and training resources which can assist schools in creating inclusive, safe environments for LGBT youth. Commissioner's Regulations were amended May 2018 to include but not be limited to required reporting of harassment, bullying, and/or discrimination which relates to denial of access to school facilities such as restrooms, use of names and pronouns, application of a dress code, specific grooming or appearance standards based on a person's actual or perceived sexual orientation, gender (which includes gender identity and/or expression), or sex.

Common Areas of Concern In School

COMMON AREAS OF CONCERN IN SCHOOL

- Names and Pronouns
- Privacy, Confidentiality and Student Records
- Gender-based Activities, Rules, and Policies
- Restrooms and Locker Rooms
- Physical Education and Sports
- Students Rights versus Parents Rights
- Positive School Climate –Involving Stakeholders
- Resources, Education and Training

<http://www.p12.nysed.gov/dignityact/>

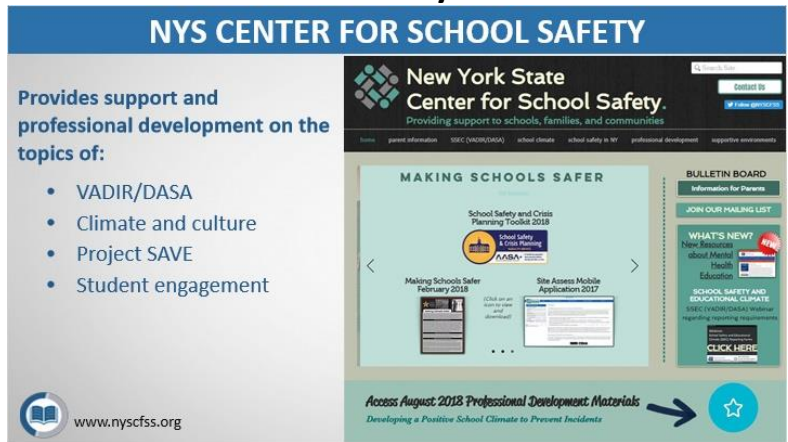
The topics on this page are addressed in the document available on the NYSED Dignity Act website.

NYC Department of Education



The NYC Department of Education has guidance regarding transgender students within the jurisdiction of NYC. While it does not apply statewide, it can be used as a reference as to what one New York State district has adopted to help schools promote the educational and social integration of transgender and gender nonconforming students. It also addresses creating a safe learning environment free from discrimination and harassment.

NYS Center for School Safety



Measurement Incorporated operates the New York State Center for School Safety in cooperation and collaboration with the NYSED Office of Student Support Services. The Center offers a statewide professional development and technical assistance center providing direct support to schools and districts in creating and maintaining safe and healthy learning environments for all New York State Students.

CDC LGBT Youth Resources

CDC LGBT YOUTH RESOURCES
Lesbian, Gay, Bisexual, and Transgender Health

LGBT Health
About LGBT Health
Gay and Bisexual Men
Lesbian and Bisexual Women
Transgender Persons
LGBT Youth
LGBT Youth Resources
LGBT Youth Programs-At-A-Glance
Resources
Health Services

NCHHSTP > LGBT Health > LGBT Youth

LGBT Youth Resources

Positive environments are important to help all youth thrive. However, the health needs of LGBT Youth can differ from their heterosexual peers. On this page, find resources from the CDC, other government agencies, and community organizations for LGBT Youth, their friends, educators, parents, and family members to support positive environments.

Gay-Straight Alliance Clubs
Reducing Bullying
Crisis Intervention

www.cdc.gov

The CDC LGBT Youth Resource Page includes resources on Gay-Straight Alliance Clubs, reducing bullying, and crisis intervention such as the Trevor Project on suicide prevention. The NYSCSH administers the CDC NYS Youth Risk Behavior Survey on behalf of the NYS Education Department and has a data reporting page dedicated to YRBS information results, including infographics for schools. Collecting this data helps those working with youth to better understand the health and safety risks among sexual minority youth and adjust prevention priorities accordingly.

“That’s So Gay”

“THAT'S SO GAY”

ThinkB4YouSpeak
Educator's Guide

Includes lessons, resources and tips for addressing anti-LGBT language

www.glsen.org

Homophobic remarks such as “that’s so gay” are the most commonly heard biased remarks in school. GLSEN’s research has found that such slurs may be unintentional since the phrases may be part of teens’ vernacular. In spite of this, most teens do not recognize that the casual use of such language often carries over into more overt harassment. This guide assists educators and others who work with teens talk about the negative consequences of homophobic language and anti-LGBT bias. It is free and available for download on the GLSEN’s website.

It's Up to You-Take the Next Step

TAKE THE NEXT STEP

**Creating LGBT Inclusive Schools
Take the Next Step Checklist**

Learning without action is simply information. Pick one action from the list below that you can complete in the next 2 months to make your learning count!

- 1. Learn more by going to one of the presentation webinars and downloading resources:
 - [NYC LGBT Youth Services](#)
 - [GLSEN](#)
 - [NYC Department of Health](#)
 - [NYC Department of Social Services](#)
 - [NYC Department of Education](#)
 - [GLSEN](#)
 - [NYC](#)
 - [NYC Department of Health](#)
 - [NYC Department of Social Services](#)
- 2. Update your district policy on SOGI, bullying, inclusive climate and review it, use the policy or school guidelines as a platform for education and promotion.
- 3. Share what you learned with your administrator (principal or superintendent), colleagues, your health and safety team and/or your local PTA and encourage them to contact the GLSEN to offer LGBT inclusivity training at your school.
- 4. Learn more about Leadership Training at the [GLSEN 2015](#) or bring this training to your school or additional districts and agencies across the state of New York and surrounding areas.
- 5. Consider ways to support the health needs of LGBT youth in ways that use inclusive language (gendered names and pronouns), supporting privacy and facilitating access to community based providers who have experience providing health services, including HIV/AIDS testing and counseling, to LGBT youth.
- 6. Encourage student-led and student-run school clubs that promote a safe, welcoming, and accepting school environment (e.g. gay-straight alliances, which are school clubs open to youth of all sexual orientations).
- 7. Use inclusive language verbally and on your forms (for example: "lover" rather than "boyfriend" or "girlfriend" and "partner" rather than "wife" or "husb").
- 8. Place LGBT informational literature in your office where students and parents can see and read them.
- 9. Bring events like "No Name Calling Week" and "Day of Silence" to your school.
- 10. Identify where LGBT youth can receive support from administrators, teachers, or other school staff.

Knowledge without action is futile. Creating Inclusive Schools requires action. To help you get started, the Center has created a menu of action steps to help you take the next step in learning more or implementing inclusive school environments for all New York State youth. The Take the Next Step Checklist is available on the NYSCSH website.

NYS Education Department Guidance Document Transgender and Gender Nonconforming Youth

**NYS EDUCATION DEPARTMENT GUIDANCE DOCUMENT
TRANSGENDER AND GENDER NONCONFORMING YOUTH**

**Guidance to School Districts for
Creating a Safe and Supportive School Environment
for Transgender and Gender Nonconforming Students
2015-2016**

Introduction

The New York State Education Department (NYSED) is committed to providing all students with an education free from discrimination and harassment. This document provides guidance to school districts on how to create a safe and supportive school environment for transgender and gender nonconforming students. The document is intended to assist school districts in fostering an educational environment that is safe and free from discrimination, harassment, and student privacy.

New York State Education Law § 201-a prohibits discrimination based on sex with respect to education. This document is intended to provide guidance to school districts on how to create a safe and supportive school environment for transgender and gender nonconforming students. The document is intended to assist school districts in fostering an educational environment that is safe and free from discrimination, harassment, and student privacy.

The NYSED of the Education Department of NYSED specifically prohibits discrimination on the basis of sex in educational programs and services. The United States Department of Education (DOE) has issued guidance regarding Title IX, which prohibits students against discrimination based on their gender identity or expression.


NY State Law Text:
 § 201-a. Discrimination prohibited. Every state and local government has a duty to provide equal educational opportunities to all students. No person shall be subjected to discrimination on the basis of sex in any educational program or service. The United States Department of Education (DOE) has issued guidance regarding Title IX, which prohibits students against discrimination based on their gender identity or expression.

In July 2015, the NYSED released the Guidance to School Districts for Creating a Safe and Supportive School Environment for Transgender and Gender Nonconforming Students. The document was designed to assist school districts in fostering an educational environment that is safe and free from discrimination, harassment, and student privacy. It was also intended to facilitate compliance with local, state and federal laws concerning bullying, harassment, discrimination, and student privacy.

NYSDOH LGBT Health Resources

NYSDOH LGBT HEALTH RESOURCES

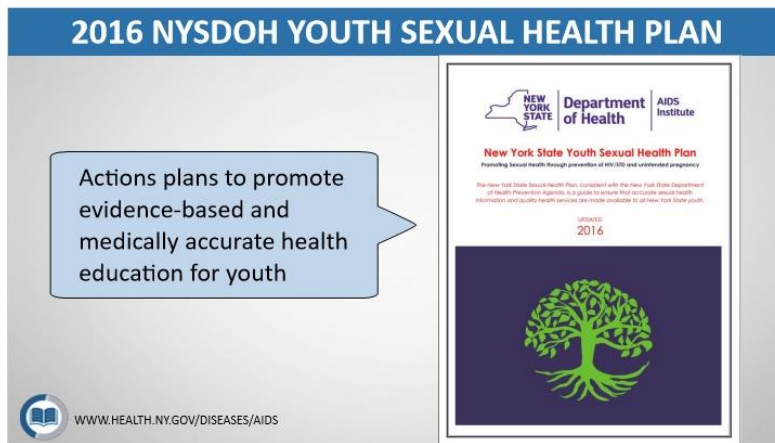
- The NYS State Health & Human Services Network
- CDC LGBT Health page
- National LGBT Health Education Center
- Gay, Lesbian and Straight Education Network (GLSEN)



www.health.ny.gov

One of the goals of the New York State Department of Health is to eliminate disparities in the availability and quality of health care services for New York's underserved populations. The NYSDOH AIDS Institute has resources including the Lesbian, Gay, Bisexual, and Transgender HIV Prevention Initiative, which supports behavior-based HIV prevention interventions and HIV-related support services. These services include; alcohol, substance use and mental health counseling. The NYSDOH Center for Community Health and the LGBT Health and Human Services Network, support improved access to health care and health outcomes for LGBT individuals across New York State. Resources include those listed on this screen and many others.

2016 NYSDOH Youth Sexual Health Plan



The 2016 New York State Youth Sexual Health Plan was created to ensure that accurate sexual health information and quality health services related to HIV, STD, and pregnancy prevention is provided to adolescents and young adults. These tools were designed to help young adults make positive, healthy, and informed choices regarding sexual health. It contains actions schools can take to promote evidence-based and medically accurate health education. Schools are strongly encouraged to identify their local level needs pertaining to sexual health education and use this plan as a helpful tool to assist and educate communities and youth in achieving the goal of ending the AIDs epidemic in New York State by the end of 2020.

Need Help?



Thank you for being part of the solution to building inclusive school environments.

Acknowledgement and Disclaimer

Information and resources provided do not constitute an endorsement of specific programs by the NYSED or the State, and none should be inferred. NYSED is not responsible for the content of individual organization materials or external website links provided as resources. Please note that the information in this presentation contains data related to LGB studies. Many studies provide data related to lesbian, gay, and bisexual youth but do not include transgender and questioning youth. If you have questions or feedback regarding this training, please contact the Center at nyscsh@monroe2boces.org or call (585) 617-2380.

