

## Examples of Adopted GLSEN Recommended State Policies

The [GLSEN State Report Card](#) details GLSEN's recommendations for state policies that advance or restrict access to—or implementation of—GLSEN's Four Supports in K-12 schools. A state can improve its grade by adopting GLSEN recommended policies (✓) and/or removing restrictive policies (! or ✗).

This resource provides examples of policies that receive a ✓ on the [GLSEN State Report Card](#), however it is not a comprehensive list of all adopted recommended state policies. Please review the [GLSEN State Report Card Appendix](#) to learn more about how GLSEN codes policies.

Comprehensive Policies to address Harassment and Discrimination
<p><u>Law prohibits sexual orientation and gender identity discrimination in schools:</u></p> <ul style="list-style-type: none"> <li>● Connecticut law prohibits sexual orientation and gender identity discrimination in schools: <a href="#">CT HB6599 (2011)</a> <ul style="list-style-type: none"> <li>○ The same year, Connecticut enacted a law prohibiting anti-LGBTQI+ bullying (see below).</li> </ul> </li> <li>● Hawaii law prohibits sexual orientation and gender identity discrimination in schools: <a href="#">HI HB1489 (2018)</a></li> <li>● Michigan law prohibits both discrimination and bullying based on sexual orientation and gender identity: <a href="#">MI SB4 (2023)</a></li> </ul>
<p><u>Law prohibits bullying based on sexual orientation and gender identity:</u></p> <ul style="list-style-type: none"> <li>● Connecticut law prohibits bullying based on sexual orientation and gender identity: <a href="#">CT SB1138 (2011)</a> <ul style="list-style-type: none"> <li>○ The same year, Connecticut enacted a law prohibiting anti-LGBTQI+ discrimination (see above).</li> </ul> </li> <li>● New Mexico law prohibits bullying based on sexual orientation and gender identity: <a href="#">NM SB288 (2019)</a></li> <li>● Michigan law prohibits both bullying and discrimination based on sexual orientation and gender identity: <a href="#">MI SB4 (2023)</a></li> </ul>
<p><u>Law or regulation affirms equal opportunity and access for trans students:</u></p> <ul style="list-style-type: none"> <li>● California law affirms a right to participate in all separate gender educational programming in alignment with gender identity: <a href="#">CA AB1266 (2013)</a></li> <li>● New Jersey law expressly affirms equal opportunity and access for trans students by directing its Chief State School Officer to develop guidelines clarifying the right of trans students to be addressed by a chosen name and pronouns, access separate-gender school facilities in alignment with gender identity, and participate in all separate gender educational programming in alignment with gender identity: <a href="#">NJ SB3067 (2017)</a></li> <li>● Washington law requires school districts to adopt policies that, at minimum, include all elements of the Washington State School Directors' Association (WSSDA) model transgender student policy developed in collaboration with its state education agency. The WSSDA model policy affirms the use of a transgender student's chosen name/pronouns, access to separate gender school facilities in alignment with gender identity, and right to play school sports in alignment with gender identity: <a href="#">WA SB5689 (2019)</a> <ul style="list-style-type: none"> <li>○ If a future WSSDA model policy removed or restricted equal opportunity and access, this law would not receive a ✓.*</li> </ul> </li> <li>● Massachusetts regulation sets a standard for transgender students to participate in all school sports in alignment with gender identity and requires school boards to adopt policies addressing equal access and opportunity for protected classes: <a href="#">MA 603 CMR 26.00 (2012)</a> <ul style="list-style-type: none"> <li>○ Note that state interscholastic athletic policies do not apply by default to all school sports, such as intramural sports and team sports as part of P.E.</li> </ul> </li> </ul> <p>* <i>Flaws in implementing regulations can impact the scoring of a positive legislative policy. For example, Nevada regulation <a href="#">NAC 388.880 Sec. 3(3)</a> implementing <a href="#">NV SB225 (2017)</a> makes the use of a transgender students' chosen name and pronouns contingent on prior parental approval in all instances thereby increasing the risk</i></p>

*of forcibly outing a student to a parent, including in cases where student safety may be adversely impacted. GLSEN codes such policies as “partially restrictive” ( ! ). The presence of any restrictive policy prevents a state from receiving an A.*

Interscholastic athletics policies affirm equal opportunity for trans students:

- California law expressly affirms a right to participate in all separate gender educational programming in alignment with gender identity and specifically enumerates athletic teams: [CA AB1266 \(2013\)](#)
- The Rhode Island Interscholastic League, which regulates state interscholastic sports, affirms equal opportunity for transgender students to participate in interscholastic athletics consistent with their gender identity: [RIIL Art. 3\(3\)\(B\)](#)
- The Maine Principles' Association, which regulates state interscholastic sports, affirms equal opportunity for transgender students to participate in interscholastic athletics consistent with their gender identity: [MPA Gender Identity Participation Policy](#)

## Inclusive Learning

LGBTQI+ inclusive core curricular standards\*:

- Nevada law sets a standard for including the history and contributions of LGBTQI+ people; Black, Indigenous, people of color (BIPOC), people with disabilities, and other communities that experience marginalization in the sciences, arts, and humanities: [AB261 \(2021\)](#)
- Illinois law sets a standard for history education to include the roles and contributions of LGBTQI+ Americans and Illinoisians: [IL HB246 \(2019\)](#)
- In Massachusetts and Washington, DC the state education agency adopted an LGBTQI+ inclusive K-12 social studies standard: [MA History & Social Science Curriculum Framework](#); [DC OSSE K-12 Social Studies Standards \(2023\)](#)

*\*See also examples of LGBTQI+ inclusive instructional materials standards.*

LGBTQI+ inclusive sex education standard:

- California law makes sets a standard for students to be taught sex education and for all sex education to be LGBTQI+ inclusive: [CA AB329 \(2015\)](#)
- Maryland regulation requires that family life and human sexuality instruction represent all students regardless of ability, sexual orientation, gender identity, and gender expression: [COMAR 13A.04.18.01 \(2019\)](#)
- Oregon regulation sets a standard for LGBTQI+ inclusive sex education (see definitions for “gender identity” and “gender sensitive”): [OAR 581-022-2050 \(2007\)](#)

LGBTQI+ inclusive instructional materials standard:

- One Oregon law set a standard for LGBTQI+ inclusive curriculum and instructional materials and supports strong implementation through the provision of training: [OR HB2023 \(2019\)](#)
- One Washington law set a standard for LGBTQI+ inclusive curriculum and instructional materials by directing the Washington State School Directors' Association (WSSDA) to create a model policy and procedure regarding course design, selection, and adoption of instructional materials and stipulating that curricula and selected instructional materials include the histories, contributions, and perspectives of historically marginalized underrepresented groups, including LGBTQI+ people; school boards most adopt or revise policies that conforms to the model policy: [WA SB5462 \(2024\)](#)

Policies proactively protecting against discriminatory book bans/removals:

- New Jersey law affirms the right of students to check out “diverse and inclusive” school library materials, defined to include protected classes enumerated in a state nondiscrimination law, and prohibits school boards from removing books based on the origin, background, or views of the authors or based on an individual finding the content offensive: [NJ A3446 \(2024\)](#)
- Vermont law prohibits the removal of school library materials based on the race, nationality, gender identity, sexual orientation, political views, or religious views of the author, the protagonist, or other characters: [VT S220 \(2024\)](#)

### Supportive School Staff

#### Educator prep standards address LGBTQI+ inclusion:

- Washington law sets a standard for both LGBTQI+ inclusive ed prep and in-service school staff training: [WA SB5044 \(2021\)](#)
- Illinois regulation sets a standard for LGBTQI+ inclusive ed prep: [23 IL Adm.C. 24.130 \(2010; expiring 2026\)](#)
  - Illinois has approved a standard that will replace this one in July 2026; because that standard is not LGBTQI+ inclusive, Illinois will no longer receive a  at that time unless it adopts a new LGBTQI+ inclusive ed prep policy.

#### School staff training requirements address LGBTQI+ inclusion:

- Washington law sets a standard for both LGBTQI+ in-service training and ed prep standard: [WA SB5044 \(2021\)](#)
- Nevada law directed the state education agency to develop a regulation that prescribes training on the needs of persons with diverse gender identities or expressions; the adopted regulation sets a standard for an annual school staff training: [NV SB225 \(2017\)](#); [NAC 388.880 Sec. 3\(2\)a](#)

### GSA (LGBTQI+ Inclusive Student-Led Clubs) and LGBTQI+ Youth Leadership

#### Policies proactively supporting GSAs and other LGBTQI+ inclusive student-led clubs:

- Delaware has appropriated funding to support a GSA Summit since 2019: [DE SB325 §329 \(2024\)](#)
- California law directs the state education agency to develop resources to support LGBTQI+ youth and specifies that supports include peer support or affinity clubs: [CA AB493 \(2019\)](#)
- A joint initiative of the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Commission on LGBTQ Youth (see below) provides visibility and supports for GSAs: [MA GSA Leadership Council](#)

#### Policies where LGBTQI+ youth inform education policies and programs:

- Massachusetts law established a permanent Commission on LGBTQ Youth, which must include at least one student: [MA H.5000 §4 \(2006\)](#) (see also: [MA GSA Leadership Council](#))
- California law establishes an advisory task force\*, including LGBTQI+ youth, to identify the needs of LGBTQ pupils: [CA SB857 \(2023\)](#)
- Washington has an LGBTQ Youth Advisory Council that was established pursuant to the authority granted under law establishing the Washington State LGBTQ Commission: [WA LGBTQ Youth Advisory Council](#); [WA SB5356 \(2019\)](#)

\* Advisory task forces and other groups that include LGBTQI+ youth, but are disbanded upon completion of a prescribed task, will no longer receive a  after being disbanded.