

**Activity: Critical Reflection Model
of...**

**Case Study: Rhinelander School
District**

OCR Case No. 05-22-1029

What? (describe in detail the facts and events)

Questions to Consider:

What happened?

Where and when?

What issue is being addressed (or what population is being served)?

What events or "critical incidents" occurred?

What were the results of the case?

What was of notice?

So What? (discuss and record an analysis of the case)

What are some of the most pressing needs/issues in the school
community relating to this case?

How does this case inform us on addressing those needs?

What is the least and most impact you can imagine from this case?

Who Cares? (discuss and record the implications of this case to our
school district, our campus, our daily encounters with students)

What seems to be the root causes of the issue/problem addressed?

What kinds of activities are currently taking place in the school community
related to the issue/problem addressed?

What contributes to the success of our work with the population identified in
this case?

What hinders success?

What learning occurred for you in this experience?

How can you apply this learning?

What would you like to learn more about related to this project or issue?

To further refine your results please

select the following criteria below.

State Clear All



- Alabama (7)
- Alaska (6)
- Arizona (21)
- Arkansas (8)
- California (111)

Show more

Type of Institution Clear All

- Elementary and Secondary (554)
- Post Secondary (388)
- Other types of institutions (7)
- Vocational Rehabilitation (1)

Statute Clear All

- Sex Discrimination (950)
- Race and National Origin Discrimination (163)
- Disability Discrimination (195)
- Age Discrimination (59)
- Boy Scouts Discrimination (21)

Type of Discrimination Clear All



- Academic Adjustments (12)
- Accessibility (7)
- Admissions (3)
- Admissions and Recruitment (1)
- Athletics (243)

Show more

Resolved Date (CY) Clear All



Sex Discrimination X

Displaying 950 results

ARCADIA UNIVERSITY (PA) (03222076)	10/31/2023
Letter Agreement	
ARCADIA UNIVERSITY (PA) (03222075)	10/31/2023
Letter Agreement	
MORGAN HILL UNIFIED (CA) (09221295)	10/19/2023
Letter Agreement	
TAFT COLLEGE (CA) (09212010)	10/19/2023
Letter Agreement	
NEW LONDON BOARD OF EDUCATION (MA) (01205001)	10/17/2023
Letter Agreement	
ALPINE SCHOOL DISTRICT (UT) (08205001)	09/21/2023
Letter Agreement	
NASH COUNT	
Letter	

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, gender identity or gender expression. School counselors recognize the profound harm intrinsic to therapies alleging to change an individual's sexual orientation or gender identity (Ryan et al., 2020) 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 questions 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 (ASCA, 2019)
- Understand the intersections of students' sexual, gender and racial identities and the additional victimization experienced by LGBTQ+ students of color (Kosciw et al., 2020) and the need for cultural competence when working with them and their families (Craig et al., 2018)
- Promote policies that effectively reduce the use of offensive language, harassment and bullying and improve school climate
- Address absenteeism, lowered educational aspirations and academic achievement, and low psychological well-being as a result of victimization and feeling unsafe at school (Kosciw et al., 2020)
- Provide a safe space for LGBTQ+ students and allies such as Genders and Sexualities 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, 2021)
- Support an inclusive curriculum at all grade levels (Simons et al., 2018)
- 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 (Gower et al., 2017)
- Support students in addressing possible discrimination by staff members (ASCA, 2019)
- Engage in training on supporting LGBTQ+ students and advocating for their rights in schools (Beck & Wilkoff, 2020; Gonzalez, 2017; Kull et al., 2017; Simons et al., 2017)
- Encourage staff training on inclusive practices, an affirming school environment, accurate information and risk factors for LGBTQ+ students (Dragowski et al., 2016)
- Know the impact of family acceptance on student well-being and ability to thrive (Craig et al., 2018; Roe, 2017; Ryan et al., 2020)
- 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 et al., 2020)
- Identify LGBTQ+ community resources for students and families and assess the quality and inclusiveness of these resources before referring to such resources