U.S. Department of Education Toolkit:

Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students

U.S. Department of Education Toolkit
for Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students

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U.S. Department of Education
Supporting LGBTQI+ Youth and Families in School

The U.S. Department of Education (Department) is committed to helping schools and districts provide welcoming, safe, and supportive educational environments for all students, including students who are lesbian, gay, bisexual, transgender, queer, or intersex (LGBTQI+), and students with LGBTQI+ parents and family members. Recent data from the Centers for Disease Control and Prevention (CDC) show that LGBTQ+ and transgender youth experience more bullying and violence, and as a result of stigmatization and discrimination, are more likely to experience depression and other mental health challenges than their peers.

This resource includes examples of policies and practices that schools and districts can consider developing to support LGBTQI+ students and families. It also highlights Federal resources that schools, students, and parents may find helpful in working to ensure that all students are free to learn in an educational environment without harassment or other discrimination.

There are many ways for schools to provide safe and supportive environments and equal access to educational opportunities for all students, including LGBTQI+ students. Here are some examples that schools can consider developing in partnership with students and families:

- Using **welcoming and inclusive language** in school and district mission statements and other similar communications that express a commitment to providing a safe, supportive, and nondiscriminatory educational environment for all students, including LGBTQI+ students.

- Facilitating **opportunities for students to find support from peers, teachers, and staff,** such as student-led organizations, and **identifying supportive spaces** on campus. *For example, teachers and administrators can help students establish a Gender and Sexuality Alliance (GSA) to help build a more inclusive school environment.*
    - ***Did you know?*** According to the CDC, when schools implement supportive policies and practices for LGBTQI+ youth, all students experience less emotional distress, less violence and harassment, and fewer suicidal thoughts and behaviors.

- Providing **professional development opportunities for educators** on ensuring equitable and supportive treatment of historically underserved students, including LGBTQI+ youth. *For example, school districts can offer trainings for teachers on how to meet all families where they are, engage parents in learning, and address family needs – including those of LGBTQI+ students and students with LGBTQI+ parents and family members.*
    - ***Did you know?*** According to the CDC, conducting professional development with school staff is a best practice for improving the health, safety, and school connectedness for LGBTQI+ youth. The CDC provides free Professional Development Learning Modules for Creating Safe Schools for LGBTQ+ Youth. Youth.gov, which is organized by the Department of Health and Human Services,

also has a page of key terms and concepts related to sexual orientation and gender identity/expression that may be a helpful resource for schools, and the Department of Education's Office for Civil Rights (OCR) has a specialized resource for students, families, and educators on Supporting Intersex Students.

- Protecting LGBTQI+ students from **book bans** that create a hostile environment in violation of Federal civil rights laws.
    - ***Did you know?*** Book bans may violate Federal civil rights laws, depending on the facts and circumstances. OCR can investigate whether students have experienced a hostile environment at school based on sex, race or disability. OCR has a webpage with Resources for LGBTQI+ Students, which includes a wide range of legal and other resources and information about how to file a complaint with OCR for students who believe they may have experienced discrimination, including harassment, at school.

- Adopting **school policies** that clearly affirm students' right to be free from harassment and other discrimination based on sexual orientation or gender identity in all aspects of school.
    - ***Did you know?*** Harassment can be a form of discrimination. As noted above, OCR has a webpage with Resources for LGBTQI+ Students, which includes a wide range of legal and other resources and information about how to file a complaint with OCR for students who believe they may have experienced discrimination, including harassment, at school.

- Adopting school policies, training, and activities to **reduce and prevent bullying**, including bullying of LGBTQI+ students. Bullying can derail students from participating fully at school and in school-related activities, and policies that specifically address bullying against LGBTQI+ students can make those protections clear to all members of the school community.
    - ***Did you know?*** You can find information, including resources and suggestions for preventing and addressing bullying of LGBTQI+ youth and all youth, at StopBullying.gov.

- Making clear that LGBTQI+ students must not be subjected to discriminatory discipline.
    - ***Did you know?*** Evidence shows that LGBTQI+ students face higher rates of school discipline than students who are not LGBTQI+, often related to their gender expression – and especially for LGBTQI+ youth of color. OCR currently offers resources that address discrimination in the use of discipline based on race and on disability, both of which provide useful information for LGBTQI+ students who experience discipline based on those characteristics.

- Expanding **mental health resources** that meet the needs of LGBTQI+ students. As discussed above, CDC research shows that LGBTQI+ youth are more likely to experience depression and other mental health challenges than their peers, often associated with their experience of higher levels of stigmatization and discrimination.
    - ***Did you know?*** The Department provides funds to public schools that can be used to support mental health care for LGBTQI+ and other students. See below for more information.

- Making clear that **school activities for families**, such as teacher conferences, family picnics, or other events are welcoming for all types of families, including students with LGBTQI+ parents or guardians.

- ***Did you know?*** Updating school policies and forms to use gender-neutral terms (*e.g.*, referring to "parent or guardian" and "siblings" rather than "mother and father" or "brothers and sisters") can ensure that LGBTQI+ parents can fully participate in their children's education and can help all types of families feel welcome.

- Designating at least **one staff member** who is knowledgeable about issues related to sexual orientation and gender identity who school community members can approach to discuss their challenges, experiences, or questions.

- Adopting **policies that recognize and respect all students** and implementing policies to **safeguard student privacy**. The Department's Student Privacy Policy Office has a Know Your Rights resource on the Family Educational Rights and Privacy Act (FERPA)'s protection for student health records.

- Adopting **policies or model plans to guide school staff on how to support students and communicate with families**, such as developmentally appropriate protocols to support students and a checklist of issues to discuss with a student and their family.
  - ***Did you know?*** Some schools and districts develop gender support plans to promote a supportive environment for transgender students.

What funding does the Department provide to support schools in creating welcoming, safe and supportive educational environments for all students, including LGBTQI+ students?

The Department's website includes detailed information about the grants it offers. Here is some information about Department grants that can be used to support student mental health, efforts to reduce bullying and harassment, and students experiencing homelessness:

> Funds under the **Bipartisan Safer Communities Act (BSCA) Stronger Connections Program, Elementary and Secondary School Emergency Relief (ESSER) Programs,** and **Governor's Emergency Education Relief (GEER) Programs** may be used for staffing and other support to improve access to high-quality mental health care and support equitable access to welcoming environments that are inclusive with regard to race, ethnicity, culture, language, disability, and for students who identify as LGBTQI+. For more information, please see the Department's BSCA Stronger Connections FAQs (Question C-8, p. 21) and the Department's FAQS on Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs (p. 54).
>
> **Student Support and Academic Enrichment** funds under Title IV, Part A of the Elementary and Secondary School Act, as amended by the Every Student Succeeds Act, may be used to reduce incidences of bullying and harassment against all students, including bullying and harassment based on a student's (or their associate's) actual or perceived race, color, national origin, sex (including gender identity), disability, sexual orientation, religion, or any other distinguishing characteristics that may be identified by the state or local education agency. For more information, please see the Department's Non-Regulatory Guidance on Student Support and Academic Grants (p. 30). Title IV, Part A funds may also be used for the purposes in the paragraph above relating to the promotion of mental health and inclusive learning environments.

Funds under the **McKinney-Vento Homeless Assistance Act** support children and youth experiencing homelessness. This population includes a disproportionate number of students who are LGBTQI+, people of color, English learners, and living with disabilities. The Department has made a major investment in supports for children and youth experiencing homelessness through the American Rescue Plan and is developing additional technical assistance on use of this funding for youth experiencing homelessness who identify as LGTBQI+. For more information, please see the Department's Non-Regulatory Guidance on Education for Children and Homeless Youth's Program (p. 6).

What are some other Federal resources for schools and school districts to support the freedom to learn for all students?

The Department and other Federal agencies have compiled many resources to support students, parents, schools, and school districts, including these:

Department of Education

- Best Practices Clearinghouse compiles best practices focused on improving school safety and transforming school climate and mental health services.
- The National Center for Safe Supportive Learning Environments, funded by the Department's Office of Safe and Supportive Schools, offers information and technical assistance on improving school climate and conditions for learning.
- The Department-funded regional Equity Assistance Centers can provide technical assistance and training, upon request, to schools and districts in equity matters related to serving LGBTQI+ students by request.

Resources from other Federal agencies

- StopBullying.gov includes information and resources on creating a safe environment for students, including for LGBTQI+ youth.

- Youth.gov offers extensive resources on many topics, including key terms and concepts, behavioral health, child welfare, families, homelessness and housing, juvenile justice, schools, and more.

- The Centers for Disease Control and Prevention (CDC) provides extensive resources, research, training information and more for schools and for parents on supporting LGBTQI+ youth.

- The Department of Health and Human Services (HHS) features resources on LGBTQI+ health and well-being, including for youth.

- The HHS Indian Health Service features information on Two-Spirit people and for families and friends of LGBTQI+ and Two-Spirit youth.

The Department will update this list above as new resources become available.

To request this publication in an alternate format, please contact the Department at 202-260-0818 or alternateformatcenter@ed.gov. If you have difficulty understanding English and need interpretation or

translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339), email Ed.Language.Assistance@ed.gov, or write to U.S. Department of Education, Information Resource Center, 400 Maryland Ave., SW, Washington, DC 20202.

Please note: This resource does not have the force or effect of law, is not meant to bind the public, and does not constitute legal advice. In addition, this resource contains links to materials created and maintained by other public or private organizations that are provided for the user's convenience. The inclusion of these materials is not intended to endorse any views expressed or products or services offered, and the opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

June 21, 2023

U.S. Department of Education Q&A Resource on Student-Led Groups to Support LGBTQI+ Students and Allies

The U.S. Department of Education (Department) recognizes that student-led groups can be an important part of creating safe, inclusive, and supportive educational environments for lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) students and students with LGBTQI+ parents, friends, or family members. The Department offers this resource to provide information about the rights students have to form and participate in Gender and Sexuality Alliances (GSAs) and other similar groups.

What is a GSA?

As used in this resource, the term GSA refers to a student group that provides a supportive environment for LGBTQI+ students, students who have LGBTQI+ parents, friends, or family members, and other students who care about or are interested in LGBTQI+ issues. Students have been forming and participating in GSAs (also known as Gay-Straight Alliances) since the late 1980s. For more information, please visit the Centers for Disease Control and Prevention's (CDC) Division of Adolescent and Student Health webpage on GSAs.

What are the benefits to students of a GSA?

Like many student groups, GSAs provide students with an opportunity to make friends, learn, and feel supported and connected at school. Students may also be interested in forming a GSA to help foster a positive school climate and educate the school community on topics of importance. Research from the CDC shows that GSAs positively affect a school's environment, creating a safer and supportive space for all students, reducing bullying, and creating a greater sense of connectedness among LGBTQI+ students. For additional information, please visit the CDC's webpage on policies and practices for LGBTQ-inclusive schools.

Are public schools required to allow students to establish a GSA?

A public secondary school that allows at least one noncurricular student group to meet on its premises during noninstructional time (e.g., at lunch, before or after school) must allow students to have a fair opportunity to conduct group activities, such as forming a GSA or other similar groups. This requirement is found in the Equal Access Act, 20 U.S.C. § 4071, which was signed into law in 1984 and applies to schools that receive Federal funds, which includes the vast majority of public schools. The Act provides that membership in the student group must be voluntary.

Here's what the Equal Access Act means for GSAs:

- The Equal Access Act provides that if a school allows at least one noncurriculum related student group to meet, it may not "deny equal access or fair opportunity to, or discriminate against," any other student group based on the "religious, political, philosophical, or other content of the speech at [the group's] meetings." 20 U.S.C. § 4071(a). **This means that if a public secondary school allows other student-led groups or clubs to operate, the school may not deny a GSA equal access or a fair opportunity to operate based on the fact that the GSA addresses issues of interest to LGBTQI+ students.**

The Supreme Court has Interpreted "noncurriculum related student group" to mean "any student group that does not *directly* relate to the body of courses offered by the school." *See Board of Education of Westside Community School v. Mergens*, 496 U.S. 226, 239–40 (1990). If a GSA is not duplicating the content of a school course and if participation in a GSA is not required and does not earn academic credit, it will typically be protected by the Equal Access Act as a "noncurriculum related student group."

  - Noncurriculum related student groups may have a teacher or other school employee as an advisor or sponsor. The Equal Access Act says that "[t]he assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting." 20 U.S.C. § 4072(2). This means that a GSA may have a teacher or school staff member as an advisor or sponsor.

- Numerous courts have applied the Equal Access Act to require school districts to recognize GSAs and provide GSAs with the same opportunities to use school resources and receive school recognition as other groups, such as posting group-related information, using school supplies, making announcements, and being included in the yearbook. Some examples of cases include *Straights & Gays for Equality v. Osseo Area Schools- District No. 279*, 540 F.3d 911 (8th Cir. 2008); *Boyd County High School Gay Straight Alliance v. Board of Education of Boyd County*, 258 F. Supp. 2d 667 (E.D. Ky. 2003); and *Colin v. Orange Unified School District*, 83 F. Supp. 2d 1135 (C.D. Cal. 2000). **This means that if a public secondary school allows student groups to use school resources and other school support, a GSA must be provided equal access to the same types of resources and support.**

- School officials are permitted under the Equal Access Act to have rules for student groups that maintain order and discipline on school premises, protect the well-being of students and faculty, and assure that attendance of students at meetings is voluntary. Courts have made clear that those rules must be applied to all student groups and school officials cannot censor groups because they express unpopular viewpoints. *See, e.g.*, *Gonzalez v. School Board of Okeechobee County*, 571 F. Supp. 2d 1257, 1267 (S.D. Fla. 2008); *Colin v. Orange Unified School District*, 83 F. Supp. 2d 1135, 1147-49 (C.D. Cal. 2000). **This means schools cannot impose a different set of student-conduct rules for GSAs than for other clubs.**

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Please note: This resource contains information about the Equal Access Act, and that Act is legally binding on those schools to which it applies, but the resource itself does not have the force or effect of law, is not meant to bind the public, and does not constitute legal advice. In addition, this resource contains links to materials created and maintained by other public or private organizations that are provided for the user's convenience. The inclusion of these materials is not intended to endorse any views expressed or products or services offered, and the opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

LGBTQ-Supportive School Policies and Practices
Help All Students Thrive

Adolescents are experiencing a mental health crisis.

The adolescent mental health crisis began before the COVID-19 pandemic. The pandemic affected all students, but it did not affect all students equally. Poor mental health is reported far more often by LGBTQ youth.

In 2021

2 out of every 5 students experienced emotional distress

LGBQ students were **5X more likely** to attempt suicide during the pandemic

Source: Adolescent Behaviors and Experiences Survey, 2021

All young people do better in LGBTQ-inclusive schools.

- Schools can be part of the solution by creating inclusive environments.
- LGBTQ-supportive school policies and practices also benefit heterosexual students. They may experience even greater health benefits than LGTBQ students do.
- The reverse is also true: Policies and practices that negatively affect the health of LGBTQ students also harm heterosexual students.
- The more LGBTQ-supportive policies and practices a school implements, the better the student health outcomes.

When schools implement LGBTQ-supportive policies and practices, all students experience:

- ↓ Less emotional distress
- ↓ Less violence and harassment
- ↓ Less suicidal thoughts and behaviors

Source: LGBT Health, 2022

Photos and models are used for illustrative purposes only.

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

> "When we improve the safety and supportiveness of school environments for LGBTQ students, all students benefit.
>
> Protecting our most vulnerable youth means that school is better for everyone."

- Dr. Kathleen Ethier

Director, CDC's Division of Adolescent and School Health

Learn more about *What Works in Schools*

www.cdc.gov/healthyyouth

@CDC_DASH

CDC identifies practices that work to promote adolescent health.

CDC's ***What Works in Schools*** program is a school-based approach to protecting and promoting adolescent health. It combines **safe and supportive school environments** with **quality health education** and **referrals to health services.** After implementing the program, schools have fewer students experiencing violence, drug use, risky sex behaviors, and poor mental health.

LGBTQ-supportive policies and practices positively affect a school's environment, making a safer and more supportive space for all students. They include:

- **Gender and Sexuality Alliances**
- **Safe spaces for LGBTQ students**
- **Professional development for staff on inclusivity**
- **Anti-harassment policies**

Sources

Jones SE, Ethier KA, Hertz M, et al. Mental health, suicidality, and connectedness among high school students during the covid-19 pandemic—Adolescent Behaviors and Experiences Survey, United States, January–June 2021. *MMWR Suppl.* 2022;71(Suppl-3):16–21. doi: http://dx.doi.org/10.15585/mmwr.su7103a3

Kaczkowski W, Li J, Cooper AC, Robin L. Examining the relationship between LGBTQ-supportive school health policies and practices and psychosocial health outcomes of lesbian, gay, bisexual, and heterosexual students. *LGBT Health.* 2022;9(1):43-53. doi:10.1089/lgbt.2021.0133

June 2022

U.S. Department of Justice

Community Relations Service (CRS)

CRS serves as "America's Peacemaker" by facilitating understanding and improving communication in communities facing conflict, and developing communities' ability to independently prevent and resolve future conflicts.

What We Do

Facilitation

Convening parties in dialogue to identify issues and develop solutions

Convene meetings between parties to open lines of communication, identify common concerns, and increase collaboration.

Consultation

Technical assistance, best practices, models, and evidence-based resources

Help educate and identify resources for communities by providing: technical assistance, best practices, advice, insight, and referrals that improve communities' ability to address underlying issues.

Training

Knowledge and skills-based programs

Provide a wide variety of training programs that increase understanding and improve collaboration to resolve disputes and prevent future conflict.

Mediation

Structured process to reach agreement

Serve as neutral third-party mediators who facilitate problem solving discussions and the development of documented agreements between parties in conflict.

Peace is a *journey* of a thousand miles and it must be taken one step at a time. ▸ LYNDON B. JOHNSON

We Work With

- Civil rights groups
- Community groups
- Schools
- Federal, state, and local government
- Law enforcement
- Faith-based groups
- Tribal groups
- Private and public organizations

to resolve community conflicts and tensions and prevent and respond to alleged hate crimes committed on the basis of:

- Race
- Color
- National origin
- Gender
- Gender identity
- Sexual orientation
- Religion
- Disability

> We have no hope of solving our problems without harnessing the **diversity**, the **energy**, and the **creativity** of *all our people.*
>
> ROGER WILKINS, FORMER CRS DIRECTOR
> CIVIL RIGHTS LEADER

Where We Work

CRS Headquarters
Washington, DC

CRS Regional Offices

New England
Boston, MA

Northeast
New York, NY

Mid-Atlantic
Philadelphia, PA

Southeast
Atlanta, GA

Midwest
Chicago, IL

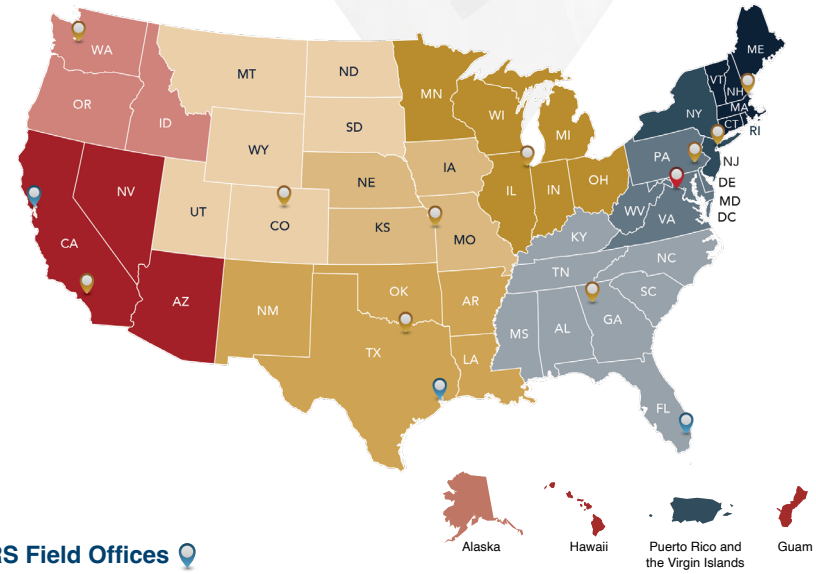
Southwest
Dallas, TX

Central
Kansas City, MO

Rocky Mountain
Denver, CO

Western
Los Angeles, CA

Northwest
Seattle, WA



CRS Field Offices
Miami, FL
Houston, TX
San Francisco, CA

Find us, connect with us

www.justice.gov/crs

@DOJ_CRS
facebook.com/DOJCRS/
askcrs@usdoj.gov
202.305.2935

CRS was established by Title X of the Civil Rights Act of 1964. Its mandate was expanded in 2009 through the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act.

HATE CRIME THREAT GUIDE

U.S. Department of Justice
Federal Bureau of Investigation
Civil Rights Unit

Hate crime threats come in many forms, and as such, each response will be unique. In each response, law enforcement should be notified, and every attempt to preserve evidence should be made. The below general tips can be helpful to follow when confronted with a hate crime threat.

A True Threat is a serious communication of an intent to commit an act of unlawful violence against a particular individual or group of individuals.

A true threat is not protected by the First Amendment and can be a prosecutable offense as a hate crime.

Physical Threat

A physical threat is an in-person true threat which is deemed to place the recipient or others in imminent danger. A totality of the circumstances standard suggests that there is no single deciding factor in a physical threat assessment. One must consider all the facts and context, and conclude from the whole picture whether there is a possible imminent threat. When confronted with an imminent physical threat of harm, you have three options:

⇒ Run.

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Help others escape, if possible.
- Do not attempt to move the wounded.

⇒ Hide.

- Hide in an area out of the threat's view.
- Lock door or block entry to your hiding place.
- Silence your cell phone (including vibrate mode) and remain silent.

⇒ Fight.

- Fight as a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the threat.
- Act with as much physical aggression as possible.
- Improvise weapons or throw items at the threat.
- Commit to your actions… your life depends on it.

⇒ Once the imminent threat has subsided, call 911.

Verbal Threat

A verbal threat is an in-person true threat that is deemed to not place the recipient in immediate danger.

⇒ If the perpetrator leaves, note which direction they went.

⇒ Immediately notify law enforcement by calling 911.

⇒ Write down the threat exactly as it was communicated.

⇒ Note the description of the person who made the threat:

- Name (if known)
- Gender
- Body size (height/weight)
- Distinguishing features
- Race
- Type/Color of clothing
- Hair & eye color
- Voice (loud, deep, accent, etc)

Phoned Threat

A phoned true threat is one received telephonically. The recipient of the threat should attempt to obtain as much information on the caller and the threat as possible, unless the threat is deemed to put the recipient or others in harm.

⇒ Remain calm & do not hang up. Attempt to solicit information to determine if the threat is specific, realistic, and poses an immediate danger to the safety of others.

⇒ If possible, signal other staff members to listen & immediately notify law enforcement by calling 911.

⇒ If the phone has a display, copy the number and/or letters on the window display.

⇒ Write down the exact wording of the threat.

⇒ Keep the caller on for as long as possible and attempt to gather as much information as possible

⇒ Record, if possible.

⇒ Be available for interviews with law enforcement upon response.

Electronic Threat

An electronic threat is a true threat received over the internet, such as through e-mail or social media. It is important to recognize that forensic examination can often reveal valuable information that is initially unseen. It is important that the communication is treated as evidence.

⇒ DO NOT delete the electronic threat. Forensic examination may uncover additional details.

⇒ Leave the message open on the computer.

⇒ Immediately notify law enforcement by calling 911.

⇒ Print, photograph, or copy the message and subject line, note the date and time.

⇒ If knowledgeable, take efforts to preserve all electronic evidence.

Written or Visual Threat

A written or visual true threat is one that is received in a written or graphic manner, such as handwritten notes or graffiti.

⇒ Handle the document/item as little as possible. DO NOT DISCARD THE ITEM, REGARDLESS OF HOW OFFENSIVE. This item is evidence and may pose additional clues for law enforcement.

⇒ Immediately notify law enforcement by calling 911.

⇒ Rewrite the threat exactly **as is** on another sheet of paper and note the following:

- Date/time/location document was found.
- Any situations or conditions surrounding the discovery/delivery.
- Full names of anyone who saw the threat.

⇒ Secure the original threat; **DO NOT** alter the item in any way.

⇒ If small/removable, place in a bag or envelope. Try not to touch the item directly with your hands.

⇒ If large/stationary, secure the location and insure the threat is not damaged or altered.

Once safe, the threat recipient should contact the local FBI office and ask to submit a hate crime complaint to the Civil Rights squad.

Not all complaints to local law enforcement are passed along to the FBI.

HATE CRIME THREAT GUIDE

U.S. Department of Justice
Federal Bureau of Investigation
Civil Rights Unit

What to expect if you are the victim of a hate crime:

⇒ If the FBI concludes that a federal hate crime may have been committed, one or more FBI Special Agents will conduct an investigation. As part of the investigation, the Special Agents will gather evidence, which may include an interview with you and other victims.

⇒ You may also be asked to recap your experience before a federal grand jury.

⇒ A thorough investigation will be completed. The investigation may take a long time to finish, and you will not be updated or "briefed" on day-to-day case developments. Every effort will be made to tell you about major events in an investigation, such as an arrest or indictment. The FBI is committed to providing such information to you before it is released to the public, when possible. However, the FBI must always be careful not to reveal sensitive information that could hurt the investigation or increase danger to law enforcement.

⇒ In addition to an FBI Special Agent, each case with an identified victim will have an FBI Victim Specialist assigned. A Victim Specialist is a highly trained professional who can assist you with support, information and resources. A Victim Specialist will contact you to explain your rights and services available, and will serve as the point of contact between you and the FBI.

FBI Field Office Telephone Numbers:

Albany	(518) 465-7551		Indianapolis	(317) 595-4000		Oklahoma City	(405) 290-7770
Albuquerque	(505) 889-1300		Jackson	(601) 948-5000		Omaha	(402) 493-8688
Anchorage	(907) 276-4441		Jacksonville	(904) 248-7000		Philadelphia	(215) 418-4000
Atlanta	(770) 216-3000		Kansas City	(816) 512-8200		Phoenix	(623) 466-1999
Baltimore	(410) 265-8080		Knoxville	(865) 544-0751		Pittsburgh	(412) 432-4000
Birmingham	(205) 326-6166		Las Vegas	(702) 385-1281		Portland	(503) 224-4181
Boston	(857) 386-2000		Little Rock	(501) 221-9100		Richmond	(804) 261-1044
Buffalo	(716) 856-7800		Los Angeles	(310) 477-6565		Sacramento	(916) 746-7000
Charlotte	(704) 672-6100		Louisville	(502) 263-6000		Salt Lake City	(801) 579-1400
Chicago	(312) 421-6700		Memphis	(901) 747-4300		San Antonio	(210) 225-6741
Cincinnati	(513) 421-4310		Miami	(754) 703-2000		San Diego	(858) 320-1800
Cleveland	(216) 522-1400		Milwaukee	(414) 276-4684		San Francisco	(415) 553-7400
Columbia	(803) 551-4200		Minneapolis	(763) 569-8000		San Juan	(787) 754-6000
Dallas	(972) 559-5000		Mobile	(251) 438-3674		Seattle	(206) 622-0460
Denver	(303) 629-7171		New Haven	(203) 777-6311		Springfield	(217) 522-9675
Detroit	(313) 965-2323		New Orleans	(504) 816-3000		St. Louis	(314) 589-2500
El Paso	(915) 832-5000		New York City	(212) 384-1000		Tampa	(813) 253-1000
Honolulu	(808) 566-4300		Newark	(973) 792-3000		Washington DC	(202) 278-2000
Houston	(713) 693-5000		Norfolk	(757) 455-0100			

Field office telephone numbers as of 02/2018. The most current field office telephone numbers can be found at https://www.fbi.gov.