



Building Capacity Around Supporting LGBTQ+ Students

Dustin Seemann


Director of Professional Learning and Student Services,
District 214

Katie Moran

School Counselor,
Stevenson High School



Workshop Destination...

1. Where to start???
 2. Encourage student voice
 3. Creating large scale programming
 4. Infusion full school buy-in
 5. Moving the state
- 

Pre-Test

- | | |
|---|--|
| <input type="checkbox"/> 1. Sexual Orientation | A The irrational fear or aversion to transgender people of those who are perceived to break or blur societal norms regarding gender identity or gender expression. |
| <input type="checkbox"/> 2. Lesbian | B The inner feelings of who we are attracted or oriented to sexually and emotionally. |
| <input type="checkbox"/> 3. Gender Identity | C Refers to an irrational fear of or aversion to homosexuality or lesbian, gay or bisexual people. |
| <input type="checkbox"/> 4. Gender Expression | D An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming. |
| <input type="checkbox"/> 5. Transgender | E An individual's physical characteristics, behaviors and presentation that are linked, traditionally, to either masculinity or femininity, such as: appearance, dress, mannerisms, speech patterns and social interactions. |
| <input type="checkbox"/> 6. Gay | F A sexual orientation and/or identity of a person who is female-identified and who is sexually and emotionally attracted to some other females. |
| <input type="checkbox"/> 7. Gender Non-Conforming | G A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some males and some females. |
| <input type="checkbox"/> 8. Androgynous | H Applies to attitudes, bias and discrimination in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is heterosexual or that male/female attractions and relationships are the norm and therefore superior. It is the belief that everyone is or should be straight. |
| <input type="checkbox"/> 9. Bisexual | I A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of the same sex. |
| <input type="checkbox"/> 10. Transphobia | J How we identify ourselves in terms of our gender. |
| <input type="checkbox"/> 11. Homophobia | K An identity of a person who has gender characteristics and/or behaviors that do not conform to traditional or societal gender expectations. |
| <input type="checkbox"/> 12. Heterosexism | L An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to heteronormative society. |
| <input type="checkbox"/> 13. Queer | M Having the characteristics or nature of both maleness and femaleness; neither specifically feminine nor masculine. |

Professional Development



School Climate for LGBTQ+ Students in IL



SCHOOL CLIMATE IN ILLINOIS



Findings from the GLSEN 2015 National School Climate Survey demonstrate that Illinois schools were not safe for most lesbian, gay, bisexual, transgender, and queer (LGBTQ) secondary school students. In addition, many LGBTQ students in Illinois did not have access to important school resources, such as having an inclusive curriculum, and were not protected by comprehensive anti-bullying/harassment school policies.

FACT: The majority of LGBTQ students in Illinois regularly heard anti-LGBT remarks (Fig. 1). Many also regularly heard school staff make homophobic remarks (17%) and negative remarks about someone's gender expression (31%).

FACT: Most LGBTQ students in Illinois had been victimized at school (Fig. 2). Of those, most never reported the incident to school staff (57%). Only 33% of those students who reported incidents said it resulted in effective staff intervention.

Figure 1. Hearing Anti-LGBT Remarks from Students in Illinois Schools

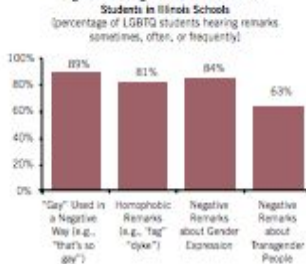
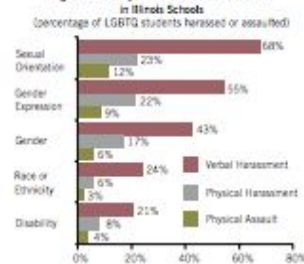


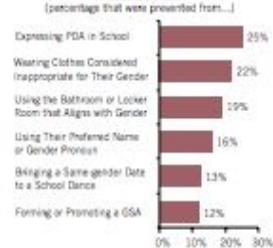
Figure 2. Identity-based Harassment & Assault in Illinois Schools



FACT: Many LGBTQ students in Illinois reported discriminatory policies or practices at their school (Fig. 3). Over half (57%) experienced at least one form of discrimination at school during the past year.

- About 1 in 4 LGBTQ students in Illinois were disciplined for public affection that does not result in similar action when it occurs between non-LGBTQ students (25%).
- In Illinois, about 1 in 5 LGBTQ students (19%), and over half of transgender students (55%), were unable to use the school restroom that aligned with their gender. Additionally, nearly 1 in 5 LGBTQ students (16%), and nearly half of transgender students (44%), were prevented from using their preferred name and gender pronouns in school.
- LGBTQ students experienced other forms of school discrimination (not in Fig. 3): being unable to wear LGBT-supportive apparel (12%), being unable to discuss LGBT issues in assignments (15%), being unable to include LGBT themes in extracurricular activities (e.g. school yearbook, Day of Silence) (14%), and being prevented or discouraged from playing school sports due to an LGBT identity (9%).

Figure 3. Discrimination Against LGBTQ Students in Illinois Schools



FACT: Many LGBTQ students in Illinois did not have access to in-school resources and supports (Fig. 4).

- Only 10% attended a school with a comprehensive anti-bullying/harassment policy that included specific protections based on sexual orientation and gender identity/expressions.
- Nearly all could identify at least one school staff member supportive of LGBTQ students, but only 2 in 3 (67%) could identify 5 or more supportive school staff.
- Only 1 in 4 (27%) were taught positive things about LGBTQ people in class.
- Only about 1 in 2 could access information about LGBTQ communities on school Internet.

Figure 4. Availability of LGBTQ-Related Resources & Supports in Illinois Schools



RECOMMENDATIONS

School-based supports such as comprehensive anti-bullying/harassment policies, school personnel who are supportive of LGBTQ students, Gay-Straight Alliances, and LGBT-inclusive curricular resources can positively affect school climate for LGBTQ students. Findings from the 2015 National School Climate Survey demonstrate that students attending schools with these resources and supports report more positive school experiences, including lower victimization and absenteeism and higher academic achievement.

Given the high percentages of LGBTQ students in Illinois who experience harassment at school and the limited access to key resources and supports that can have a positive effect on their school experiences, it is critical that Illinois school leaders, education policymakers, and other individuals who are obligated to provide safe learning environments for all students take the following steps:

- Implement comprehensive school anti-bullying/harassment policies;
- Support Gay-Straight Alliances;
- Provide professional development for school staff on LGBTQ student issues; and
- Increase student access to LGBT-inclusive curricular resources.

These actions can move us toward a future in which all students in Illinois will have the opportunity to learn and succeed in school, regardless of sexual orientation, gender identity, or gender expression.

To learn more about GLSEN and to get involved, visit glsen.org or contact glsen@glsen.org.

ABOUT THE RESEARCH: In 2015, GLSEN conducted the sixth National School Climate Survey (NSCS), a biennial survey of the experiences of LGBTQ youth in U.S. secondary schools. The national sample consisted of 10,528 LGBTQ students from all 50 states and the District of Columbia. A total of 360 respondents were attending schools in Illinois. The Illinois sample was majority White/European American (71%), 16% Hispanic/Latino, 7% Multiracial, 3% Asian/South Asian/Pacific Islander, 3% Black/African American, and 1% Arab/Middle Eastern. The gender composition was 32% cisgender male, 33% cisgender female, 14% transgender, 12% genderqueer, and 10% another gender (e.g., genderfluid). Most (92%) attended public schools. The school community makeup was 26% rural/small town, 51% suburban, and 23% urban. The results reported for Illinois have a margin of error of +/-5%.

For the full 2015 National School Climate Survey report or for any other GLSEN research, go to glsen.org/research. Follow @GLSENResearch on Twitter.

Suggested citation: GLSEN. (2017). School Climate in Illinois (State Snapshot). New York: GLSEN.

GLSEN is the leading national education organization focused on ensuring safe schools for all students.

© GLSEN 2017



SCHOOL CLIMATE QUESTIONNAIRE

This simple one-page questionnaire can be used to uncover differences in teacher and student perceptions, as an activity to open professional development programs related to school climate and safety, or as part of larger school-climate assessments that also include interviews, focus groups and other tools. It also can be adapted for use with parents.

Please indicate how strongly you agree or disagree with the following statements.

	AGREE STRONGLY			DISAGREE STRONGLY	
	1	2	3	4	5
a. Students in our school get along well.					
b. Students choose to interact primarily with people most like themselves.	1	2	3	4	5
c. Students in my school know how to report harassment or racial abuse to school officials.	1	2	3	4	5
d. Students in my school would feel comfortable reporting harassment or racial abuse to school officials.	1	2	3	4	5
e. Teachers in my school actively work to create a safe and welcoming environment for every student.	1	2	3	4	5
f. Every student in my school feels like he or she belongs here.					
g. My school creates opportunities for students to get to know each other.	1	2	3	4	5
h. At my school, teachers, administrators, staff, students and parents listen to one other.	1	2	3	4	5
i. I look forward to coming to this school in the morning.	1	2	3	4	5

In the last three months ...

1. I've seen biased vandalism or graffiti at school.	true	false
2. I've heard a student use a slur, epithet or other derogatory put-down.	true	false
3. I've heard a student tease or ridicule another student.	true	false
4. I've heard a teacher or other adult in the school make disparaging remarks about a particular group of students.	true	false
5. I've seen — and analyzed — our school's safety data and reports.	true	false
6. I've had a conversation with someone about our school's climate.	true	false

Adapted from *Responding to Hate at School* (<http://www.tolerance.org/ntas/index.jsp>), *Mix It Up* (<http://www.mixitup.org>) and the U.S. Department of Education's "Creating a Safe and Connected School Climate" (http://www.eisod.edu/safe_schools/Docs_PDFs/Creating%20Safe%20Schools.pdf).

TEACHING
TOLERANCE 

A project of the Southern Poverty Law Center
www.tolerance.org/jena

GAY-STRAIGHT ALLIANCE (GSA)

- Meet biweekly
- Student Leadership
- Organized large scale programs
- Participate in local and district activities
- Created a book club
- Reviewed "It Gets Better"



Support Group

Project 10 Midwest

*assists students dealing with sexual orientation and gender identity issues

-Meets weekly on a rotating basis

-Counselor/team referral

-Can come up to 5 times without signed parent permission slip



Large Scale Programming



Now What...

Center on Halsted Tour

March for Equality in Springfield

National Coming Out Day-Bulletin Board of LGBTQ celebs

Action Camp (GLSEN)

Illinois Safe School Summit

National Coming Out Day




Oct. 11



Perfect World...

California Curriculum shift...


- **Senate Bill 48 (January 1, 2012)**
 - The law made several additions to the *Education Code* sections dealing with the course of study, classroom instruction, and instructional materials. The bill added language to *Education Code* Section 51204.5, which prescribes the inclusion of the contributions of various groups in the history of California and the United States. This section already included men and women and numerous ethnic groups; the expanded language now includes (**additions bolded**):“...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican **Americans**, Asian **Americans**, Pacific Islanders, **European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities**, and members of other ethnic and **cultural groups**, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.”



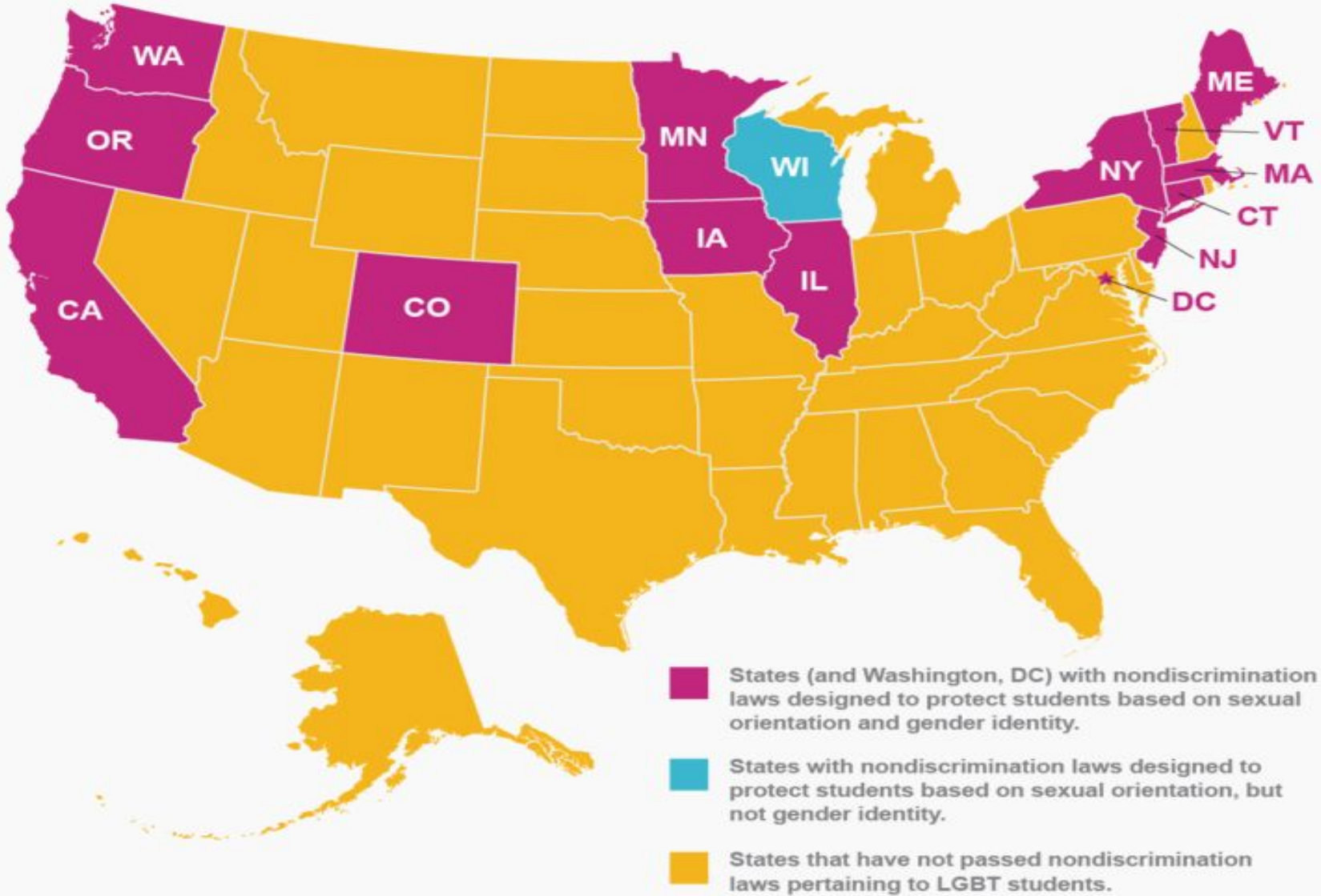
California is the first state to adopt the LGBT rights agenda formally into its public schools, as part of a new history and social studies curriculum that will reach children as young as the second grade.

“This is a big win for our students,” said California Superintendent of Public Instruction Tom Torlakson in a statement. “This document will improve the teaching and learning of history and social science. It will give our students access to the latest historical research and help them learn about the diversity of our state and the contributions of people and groups who may not have received the appropriate recognition in the past.”

LGBT content will be included in some elementary, middle and high school grades. In fourth grade, for example, students would learn about “the emergence of the nation’s first gay rights organizations in the 1950s,” the framework states, as well as struggles in California from the 1970s to the present day to affirm the right of gay people to teach and to get married.




NONDISCRIMINATION LAWS PROTECTING STUDENTS BY STATE






HUMAN RIGHTS

(775 ILCS 5/) Illinois Human Rights Act.

- Nothing in this Act shall be construed as requiring any employer, employment agency, or labor organization to give preferential treatment or special rights based on sexual orientation or to implement affirmative action policies or programs based on sexual orientation.
 - Freedom from Unlawful Discrimination. To secure for all individuals within Illinois the freedom from discrimination against any individual because of his or her race, color, religion, sex, national origin, ancestry, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, or unfavorable discharge from military service in connection with employment, real estate transactions, access to financial credit, and the availability of public accommodations.
- 



Illinois Prevent School Violence Act

- The *Illinois Prevent School Violence Act* prohibits bullying in schools and explicitly includes bullying on the basis of actual or perceived sexual orientation and gender-related identity or expression. The Act defines bullying as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student.
 - Gov. Pat Quinn on June 26, 2014 signed an important strengthening of anti-bullying law in Illinois, setting in place policies and procedures to protect all Illinois school children, including LGBT youth.
 - “Based on recommendations from the School Bullying Prevention Task Force, this legislation requires school districts, charter schools and non-sectarian private schools to strengthen their anti-bullying policies in order to provide a safe learning environment for all students. Schools must designate staff members to receive anonymous reports of bullying, make efforts to investigate reports within ten days, protect student privacy, prohibit retaliation and false accusations, establish the types of interventions used to address bullying and inform students and parents of bullying-related procedures.”
- 



Resources

Illinois Safe School Alliance

GLSEN

Trevor Project

Teaching Tolerance

ALGBTIC

IALGBTIC



Illinois Safe School Alliance

www.illinoissafeschools.org

**ILLINOIS
SAFE
SCHOOLS**



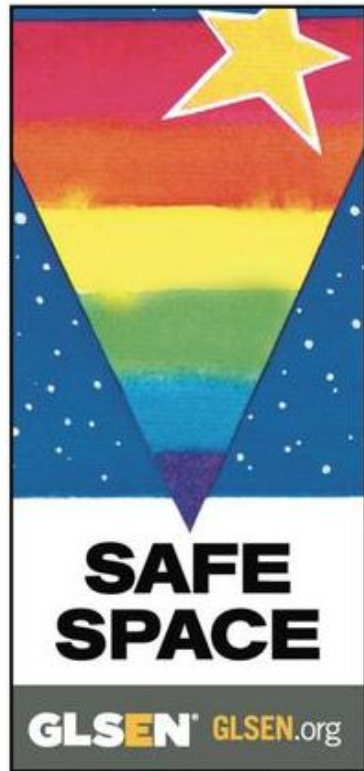
THE ALLIANCE

The mission of the Illinois Safe School Alliance (The Alliance) is to promote safety, support and a healthy development for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth, in Illinois schools and communities, through advocacy, education, youth organizing and research.

<http://cctfiles.cct.org/content/illinois-safe-schools-alliance>

GLSEN (Gay, Lesbian, and Straight Education Network)

www.glsen.org



The mission of the Illinois Safe School Alliance (The Alliance) is to promote safety, support and a healthy development for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth, in Illinois schools and communities, through advocacy, education, youth organizing and research.

<http://cctfiles.cct.org/content/illinois-safe-schools-alliance>




Trevor Project

www.thetrevorproject.org



Founded in 1998 by the creators of the Academy Award-winning short film TREVOR, the Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24.



Southern Poverty Law Center
Teaching Tolerance
www.tolerance.org



The Teaching Tolerance program focus is on social justice, civil rights, multiculturalism, and anti-bias education. Teaching tolerance program materials, sample curricula, and resources focus heavily on acceptance for homosexuality and endorsement of the Lesbian, Gay, Bisexual, Transgender (LGBT) community. Through lesson plan templates and teacher training programs arranged through local school districts, SPLC encourages teachers to address controversial issues related to gender and sexual orientation in the classroom with children starting in preschool and kindergarten. Examples of such resources are: teacher newsletters, lesson plans and toolkits, teacher training, and anti-bullying initiatives.

<http://frc.org/SPLCTeachingTolerance>



Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)

A division of American Counseling Association (ACA)

www.algbtic.org



Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling



- The mission of ALGBTIC includes the recognition of both individual and social contexts presenting the confluence of race, ethnicity, class, gender, sexual orientation, ability, age, spiritual or religious belief system, indigenous heritage in order to:
- to promote greater awareness and understanding of gay, lesbian, bisexual, transgender (LGBT) issues among members of the counseling profession and related helping occupations
 - to improve standards and delivery of counseling services provided to LGBT clients and communities
 - to identify conditions which create barriers to the human growth and development of LGBT clients and communities; and use counseling skills, programs, and efforts to preserve, protect, and promote such development
 - to develop, implement, and foster interest in counseling-related charitable, scientific, and educational programs designed to further the human growth and development of LGBT clients and communities
 - to secure equality of treatment, advancement, qualifications, and status of LGBT members of the counseling profession and related helping occupations
 - to publish a journal and other scientific, educational, and professional materials with the purpose of raising the standards of practice for all who work with LGBT clients and communities in the counseling profession and related helping occupations.

www.algbtic.org



Illinois Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (IALGBTIC)

A division of Illinois Counseling Association (ACA)

www.ialgbtic.org



The mission of the IALGBTIC is to enhance the quality of life in society for lesbian, gay, bisexual and transgender people by promoting greater awareness and understanding LGBT issues among members of the Illinois counseling profession and related helping occupations. IALGBTIC also promotes advancing the counseling profession and the practice of counseling to promote respect for human dignity, diversity, and social justice.

www.ialgbtic.org