



The LGBTQ-Inclusive Lessons & Resources Pilot Program

by
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Garden State Equality
Make It Better for Youth
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Garden State Equality

Established in 2004, Garden State Equality is the largest LGBTQ advocacy organization in New Jersey and one of the most successful statewide civil rights organizations for the LGBTQ community and in the nation. Garden State Equality's services include advocacy, policy work, and professional development. Their signature programs are Map & Expand, Pledge & Protect, and Teach & Affirm.

In collaboration with community partners, Garden State Equality led efforts to ensure nondiscrimination for transgender people and gender nonconforming people in the state of New Jersey. Garden State Equality passed the most comprehensive anti-bullying law in the country, ended sexual orientation and gender identity/expression change efforts in New Jersey (sometimes called conversion therapy), and brought marriage equality to New Jersey. Garden State Equality's work is informed by racial, economic, and disability justice concerns. They work to address safe environments for LGBTQ youth, improve health services for the LGBTQ community, and ensure respectful treatment of LGBTQ seniors.

Make It Better for Youth

Established in 2010, Make it Better for Youth, the Monmouth County Consortium for Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Youth is an organization of concerned and determined educators, community leaders, arts and cultural organizations, businesses and individuals who pool resources and ideas to improve education, outreach, and social opportunities for LGBTQ youth.

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ABOUT THE STUDY

On January 31, 2019, Governor Phil Murphy signed Assembly Bill 1335, commonly known as the LGBTQ-Inclusive Lessons & Resources Bill, into law. This made New Jersey the first state in the United States of America to require public schools to teach about the social, political, and economic contributions of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBTQ) individuals at the secondary level. California passed similar legislation in 2011, however, the Fair, Accurate, Inclusive, and Respectful Education (FAIR) Act required public schools in California to utilize LGBTQ-inclusive lessons and resources in history courses only. Assembly Bill 1335 required all secondary schools in the state of New Jersey to utilize LGBTQ-inclusive lessons and resources in all content areas starting in September 2020.

The LGBTQ-Inclusive Lessons & Resources Pilot Program study was conducted from January 2020—June 2020. The intent of the LGBTQ-Inclusive Lessons & Resources Pilot Program was to examine the application, experiences, and outcomes of the application of LGBTQ-inclusive lessons and resources. The LGBTQ-Inclusive Lessons & Resources Pilot Program included the development of LGBTQ-inclusive lessons across all content areas, professional development training for teachers and administrators, information sessions for community members, and data collection and analysis. 12 pilot schools utilized the LGBTQ-inclusive lessons and resources in grades 5/6, 8, 10, and 12. The 12 pilot schools were required to offer a minimum of 2 LGBTQ-inclusive lessons per content area for grades 5/6, 8, 10, 12 (see Figure 1.1).

Pilot schools had exclusive access to over 45 LGBTQ-inclusive lessons for all content areas. The lessons were developed by current public school teachers in the state of New Jersey and were available online for pilot school teachers and administrators only. Each pilot school was assigned an Instructional Coach for teachers and a Leadership Coach for administrators. The coaches utilized a training model which allowed for continuous collaboration between the pilot school teachers, administrators, and their coaches through email, teleconference, and phone calls. Pilot school administrators collaborated with an LGBTQ advocate from Garden State Equality in the development and application of 2 community meetings. The meetings were open to community members in which they were given the opportunity to learn accurate information about Assembly Bill 1335, LGBTQ lessons, and their school district's plan to implement LGBTQ lessons and resources.

LGBTQ-Inclusive Lessons & Resources pilot schools received 2 professional development sessions for staff members. The first professional development session was held on January 7, 2020 with all of the pilot schools and their teachers and administrators. The full-day training included LGBTQ specific information regarding terminology, LGBTQ youth mental health, intersectionality, the cycle of prejudice, Assembly Bill 1335, best practices to support LGBTQ individuals in schools, and the overall expectations of the LGBTQ-Inclusive Lessons & Resources Pilot Program. Pilot school teachers reviewed content specific LGBTQ lessons and resources

FIGURE 1.1

Type of School	Grade Level	Content Areas & Number of Sections	Total Impact
Middle School	5/6	6—Math classes 6—ELA classes 4— Social Studies 6—Health classes 4—Science classes 4—Visual & Performing Arts classes 3—World Language classes	1 Grade Level 7 Content Areas 29 Classes Minimum of 58 LGBTQ-Inclusive Lessons Taught
Middle School	8	4—Math classes 4—ELA classes 4— Social Studies 4—Health classes 2—Science classes 2—Visual & Performing Arts classes 2—World Language classes	1 Grade Level 7 Content Areas 22 Classes Minimum of 44 LGBTQ-Inclusive Lessons Taught
High School	10	11—Math classes 12—ELA classes 6— Social Studies 9—Health classes 9—Science classes 8—Visual & Performing Arts classes 6—World Language classes	1 Grade Level 7 Content Areas 61 Classes Minimum of 122 LGBTQ-Inclusive Lessons Taught
High School	12	8—Math classes 12—ELA classes 4— Social Studies 9—Health classes 6—Science classes 8—Visual & Performing Arts classes 6—World Language classes	1 Grade Level 7 Content Areas 53 Classes Minimum of 106 LGBTQ-Inclusive Lessons Taught

with their Instructional Coach. Pilot school administrators collaborated with their Leadership Coach regarding school law and best practices to support the LGBTQ lessons and cultivate safe and affirming school environments for LGBTQ students and staff members.

Pilot school administrators were administered a survey prior to the start of the pilot program and at the completion of the pilot program. Pilot school teachers were administered a survey prior to the start of the pilot program. Upon completion of the pilot program, teachers and administrators participated in focus groups in which they were given the opportunity to answer questions based on instruction, assessment, school climate, and the impact of LGBTQ-inclusive lessons and resources.

The LGBTQ-Inclusive Lessons & Resources Pilot Program is the only study to examine the impact of LGBTQ-inclusive lessons and resources on teachers, administrators, and the overall environment of public schools in the state of New Jersey. The results of the study were vital to understanding best practices regarding the application of LGBTQ-inclusive lessons and resources. The findings of the LGBTQ-Inclusive Lessons & Resources Pilot Program will continue to inform the work of developing safe and affirming schools for LGBTQ students and staff members as well as the impact on all students and educators.

In the survey and focus groups, we examined the experiences and perceptions of teachers and administrators with regard to indicators of readiness, teacher efficacy, and perceptions of school climate:

- Usage of current or pre-existing LGBTQ-inclusive lessons and resources;
- Perceptions of student, teacher, and administrative responses to LGBTQ-inclusive lessons and resources;
- Challenges regarding the implementation of LGBTQ-inclusive lessons and resources;
- Perceptions of the impact of LGBTQ-inclusive lessons and resources on the classroom and/or school environment;
- Viewpoints on the supports needed to effectively develop and implement LGBTQ-inclusive lessons and resources;
- Perceptions of the impact of administrative support on the implementation of LGBTQ-inclusive lessons and resources; and
- Perceptions of the impact of the instructional coach support on the implementation of LGBTQ-inclusive lessons and resources.

The findings of the LGBTQ-Inclusive Lessons & Resources Pilot Program demonstrated the degree to which teachers had access to LGBTQ supports:

- GSAs (Gay Straight Alliances or Gender and Sexuality Alliances) or similar extracurricular clubs that are focused on supporting LGBTQ individuals;

- LGBTQ-specific policies, such as transgender policies that were derived from the New Jersey Department of Education's Transgender Guidance;
- LGBTQ-inclusive practices in schools;
- Guidance and support from administrators;
- Collaboration with LGBTQ resources outside of the school;
- LGBTQ-specific programs that were offered in school;
- LGBTQ-inclusive professional development for staff members;
- Access to LGBTQ-specific resources in media centers and online; and
- Time to collaborate with colleagues regarding LGBTQ-inclusive lessons, resources, and instructional practices.

Further, we examined how the experiences of teachers and administrators differed within their schools and in comparison to other pilot schools.

METHODS

The LGBTQ-Inclusive Lessons & Resources Pilot Program study was conducted from January 2020–June 2020. To obtain a representative statewide sample of schools, we conducted outreach through statewide and local organizations that were rooted in education and LGBTQ advocacy. We advertised the application to become a pilot school through websites, email, and social media platforms such as Facebook, Instagram, LinkedIn, and Twitter. To ensure representation of a diverse cross section of socioeconomic status and geographical location, we made an intentional effort to notify schools and organizations that were based in all 21 counties in the State of New Jersey.

Over 70 public schools submitted an application to participate in the LGBTQ-Inclusive Lessons & Resources Pilot Program, 12 schools were chosen. The final sample consisted of 72 teachers and 25 administrators from 12 different public schools. 6 of the schools identified as suburban, 5 of the schools identified as urban, and 1 school identified as rural. In regard to socioeconomic status, 2 schools identified as high socioeconomic status, 6 schools identified as middle socioeconomic status, and 3 schools identified as a low socioeconomic status. 12 of the pilot schools were public schools, 1 pilot school was a charter school. The grade levels involved with the pilot program were grades 5, 6, 8, 10, and 12. Pilot schools were required to offer a minimum of 2 LGBTQ-inclusive lessons in each content area.

Pilot school administrators submitted answers to a pre-survey in January 2020 and a post-survey in June 2020. Pilot school administrators participated in an online focus group discussion with a researcher and all pilot school administrators in June 2020. Pilot school teachers submitted answers to a pre-survey in January 2020 and participated in an online focus group discussion with a researcher and colleagues from their school in June 2020.

SUMMARY OF FINDINGS

Teacher and Administrator Demographics

Pilot School Teachers

- 18 English/Language Arts (ELA) teachers.
- 12 Math teachers.
- 8 Health and Physical Education teachers.
- 6 Science teachers.
- 15 Social Studies teachers.
- 5 Visual and Performing Arts (VPA) teachers.
- 6 World Language teachers.
- 2 elective/non-specified teachers.
- The average number of years in the teaching profession for pilot teachers was 15 years.
- The average number of years in which the teacher taught in their current school was 11 years.
- 8 teachers (11%) identified as a member of the LGBTQ community.
- 2 pilot school teachers reported being “out” to all colleagues and students.
- 100% of teachers identified as cisgender.
- 47.7% of teachers reported that their school had 1 or more LGBTQ teachers who were “out” (a person who is open regarding their sexual orientation and/or gender identity).

Pilot School Administrators

- The average number of years in administration for pilot school administrators was 10.
- The average number of years in their current school for administrators was 6.
- 1 administrator identified as a member of the LGBTQ community. This administrator reported being out to colleagues, teachers, students, family members of students, and board of education members.
- 100% of administrators identified as cisgender.
- 20% of administrators reported that their school had 1 or more LGBTQ administrator(s) who are “out” (a person who is open regarding their sexual orientation and/or gender identity).

“You cannot opt out of the existence of a community.”

—Melissa McCooley, Ed.D., Superintendent of Schools,
Pinelands Regional School District, Pilot School Administrator

Teacher Efficacy

Teachers who possess a foundational knowledge of the social, political, and economic contributions of LGBTQ and understand how to connect this knowledge to lesson development and instruction can improve school experiences and academic success for LGBTQ students. Unfortunately, many teachers do not possess a basic understanding of LGBTQ topics.

Pilot School Teachers

- 76.6% of teachers reported confidence in their ability to use LGBTQ-inclusive terminology when discussing issues related to the LGBTQ community.
 - 18.3% of teachers reported that they **were not** confident in their ability to use LGBTQ-inclusive terminology when discussing issues related to the LGBTQ community.
- 78.3% of teachers reported that they were confident in their ability to connect LGBTQ topics in their content area.
 - 15% of teachers reported that they **were not** confident in their ability to connect LGBTQ topics in their content area.
- 76.6% of teachers reported that they were confident in their ability to guide classroom discussions on LGBTQ topics.
 - 16.7% of teachers reported that they **were not** confident in their ability to guide classroom discussions on LGBTQ topics.
- 60% of teachers reported that they were confident in their ability to assist other teachers in integrating LGBTQ topics in their lesson plans.
 - 26.6% of teachers reported that they **were not** confident in their ability to assist colleagues in integrating LGBTQ topics into their lesson plans.

In reference to the Novel A Separate Peace, a pilot school teacher shared the following:

“Discussions now are different than 20 years ago. [LGBTQ topics are] commonplace. The kids ask, ‘Is Gene gay?’ and I ask, ‘What are the pointers?’ and they point to the clear markers in the text. It’s a conversation. We’re talking about this as a thread in the tapestry that is the novel.”

School and Classroom Environment

The lack of communication and follow through regarding the expected behaviors and norms in relation to LGBTQ topics will result in the continued harassment and assault of LGBTQ students and staff members in schools. In addition, the lack of knowledge regarding the lived experiences of LGBTQ students and staff members in schools indicates a shortcoming regarding data collection that is specific to the LGBTQ community. The refusal, or inability, to have conversations regarding LGBTQ identities and lived experiences in schools can perpetuate a school environment in which teachers and administrators continue to struggle with the understanding of LGBTQ-specific cultural competencies and best practices regarding LGBTQ-inclusive school environments.

- 91.6% of teachers were confident in their ability to create an inclusive and affirming classroom environment for LGBTQ students.
- 96.6% of teachers reported that it is important to integrate LGBTQ-inclusive lessons and resources in their content area.
- 80% of administrators and 76.6% of teachers felt that their colleagues promoted inclusive attitudes and behaviors toward LGBTQ students.
 - 25% of administrators and 13% of teachers reported that staff members **do not hold each other accountable** for promoting the safety and well-being of LGBTQ students.
- 86.6% of teachers reported that they establish clearly defined norms and expected behaviors in their classroom, especially when discussing historically marginalized groups, social justice topics, and controversial topics.
 - 8.3% of teachers reported that they **do not enforce the norms and expected behaviors** regarding historically marginalized groups, social justice topics, and controversial topics.

LGBTQ Students

- 12% of administrators reported that their school did not provide a supportive environment for LGBTQ students.
- 16% of administrators reported that LGBTQ students are not safe and affirmed in their school.
- 16% of administrators and 18.9% of teachers reported that students are not respected for their differences in their school.

“I don’t think this is groundbreaking, this is a human rights issue. Even if you don’t agree with it due to your political or religious upbringing, we’re not trying to push an agenda. It’s about recognizing the rights of humans.”

—Pilot School Teacher

School and Classroom Environment

- 15.5% of teachers reported that they were not sure if LGBTQ students felt safe and affirmed in their school.
- 65% of teachers reported that their students felt comfortable asking them questions about LGBTQ topics.
 - 28.3% of teachers reported that they were **not sure** if their students felt comfortable asking questions about LGBTQ topics.
- 51.6% of teachers reported that when students were exploring their sexual orientation and/or gender identity, they felt comfortable discussing these topics with the teacher.
 - 36.6% of teachers reported that they were **not sure** if their students felt comfortable discussing their sexual orientation and/or gender identity with the teacher.
- 60% of teachers reported that their students felt comfortable being “out” (open with others regarding sexual orientation and/or gender identity) in their classroom.
 - 28.3% of teachers reported that they were **not sure** if their students felt comfortable being “out” in their classroom.

LGBTQ Staff Members

- 12% of administrators reported that school did not provide a safe and affirming environment for LGBTQ staff members.
- 28.1% of teachers reported that they did not know if their school provided a safe and affirming environment for LGBTQ staff members.
- 68% of administrators and 70% of teachers felt that staff members promoted inclusive attitudes and behaviors toward LGBTQ staff members.
 - 12% of administrators and 18.3% of teachers were **not sure** if staff members promoted inclusive attitudes and behaviors toward LGBTQ staff members.
- 16% of administrators and 52.6% of teachers reported that LGBTQ staff members who were “out” in school were supported by students.
 - 45% of teachers reported that they were **not sure** if LGBTQ staff members who were “out” in school were supported by students.
 - 84% of administrators reported that they were **not sure** if LGBTQ administrators who were “out” were supported by students.

School and Classroom Environment

- 20% of administrators and 57.9% of teachers reported that LGBTQ staff members who were “out” in school were supported by staff members.
 - 40.4% of teachers reported that they were **not sure** if LGBTQ staff members who were “out” in school were supported by staff members.
 - 80% of administrators reported that they were **not sure** if LGBTQ administrators who were “out” were supported by staff members.
- 49.1% of teachers reported that LGBTQ staff members who were “out” in school were supported by parents/guardians and community members.
 - 49.1% of teachers reported that they were **not sure** if LGBTQ staff members who were “out” in school were supported by parents/guardians and community members.

Anti-LGBTQ Remarks

- 68% of administrators and 29.3% of teachers reported hearing homophobic remarks from students (e.g. “faggot”, “dyke”, “that is so gay”) occasionally and/or often.
- 12% of administrators and 8.6% of teachers reported hearing homophobic remarks from staff members.
- 95% of teachers reported being confident in their ability to address disrespectful behavior or unacceptable comments while discussing LGBTQ topics in lessons.
 - 20% of administrators and 5.2% of teachers reported that adults **do not** intervene when homophobic remarks are made.
- 32% of administrators and 17.2% of teachers reported that **students** do not intervene when homophobic remarks are made.
- 52% of administrators and 29.3% of teachers reported that it was common for students to tease and insult one another about LGBTQ topics.
- 36% of administrators and 24.1% of teachers reported that students who were perceived as being a member of the LGBTQ community were teased and mistreated at their school.

Harassment and Assault

- 4% of administrators and 5.2% of teachers reported that it was common for **students** to be victims of physical assault due to their sexual orientation and/or gender identity (perceived or confirmed).

School and Classroom Environment

- 4% of administrators and 1.7% of teachers reported that it was common for **staff members** to be victims of physical assault due to their sexual orientation and/or gender identity (perceived or confirmed).
- 16% of administrators reported that it was common for staff members to be victims of cyberbullying due to their sexual orientation.

LGBTQ Structures and Supports

Teachers who are provided with adequate support in the form of LGBTQ-inclusive policies, professional development, instructional resources, and time, will have better instructional outcomes regarding LGBTQ-inclusive lessons. Schools that provide LGBTQ-specific community resources, clubs, and programs will increase the prevalence of positive school experiences and academic success for LGBTQ students and staff members. Unfortunately, many schools fail to provide these critical resources.

- 80% of administrators reported that their school district did have a transgender policy in place.
 - 47.5% of teachers reported that they were **not sure** if their school district had a transgender policy.
- 90% of teachers reported that they were prepared to adhere to existing board of education policies and school policies.
 - 38.3% of teachers reported that they were **unaware of or not sure** of existing board of education policies or building policies related to LGBTQ topics.
- 68% of administrators reported that they were aware of resources outside of the school district for supporting LGBTQ students.
 - 36.6% of teachers reported that they were unaware of LGBTQ resources outside of the school district.
- 33.9% of teachers and 36% of administrators reported that they were not provided with sufficient opportunities for professional development related to LGBTQ-inclusive lessons and resources.
 - 68% of administrators and 61.4% of teachers reported that they were **not** offered LGBTQ-specific professional development on a consistent basis.

LGBTQ Structures and Supports

- 37.3% of teachers and 40% of administrators reported that the school schedule did not allow adequate time for teacher training regarding LGBTQ-inclusive lessons and resources.
- 44.1% of teachers and 32% of administrators reported that they were not provided with an adequate amount of collaboration time regarding LGBTQ-inclusive lessons and resources.
- 72% of administrators reported that the instructional resources that were utilized in lessons were not inclusive of LGBTQ topics and/or individuals.
 - 80% of administrators reported that their school did not have adequate resources (e.g. books and access to online resources) available in their school to support the integration of LGBTQ topics in instruction.
- 44% of administrators reported that their school library did not offer students and staff members resources that pertain to LGBTQ-specific topics.
- 32% of administrators and 29.3% of teachers reported that students and staff members did not have access to LGBTQ-specific websites for educational purposes.
- 76% of administrators and 68.4% of teachers reported that their school did not celebrate the political, economic, and social contributions of LGBTQ people on a weekly basis.
- 40% of administrators reported that their school did not have a Gay Straight Alliance (GSA) club or an LGBTQ-specific club.
- 44% of administrators reported that their school did not offer LGBTQ-specific programs or events for students.
- 64% of administrators reported that their school did not offer LGBTQ-specific programs for families and community members.
- 24% of administrators and 10% of teachers reported that they use LGBTQ-inclusive forms (e.g. job applications, student registration, parent contact information, etc.).

“We were supposed to have professional development [from the school district]. Without it, it becomes difficult—that is the safe space we need to come together on language. Some [teachers] don’t feel they have the vocabulary to ask questions—that was an important piece that was missing.”

—Pilot School Teacher

Leadership

Administrators must develop and communicate a strategic plan for the implementation of LGBTQ lessons and resources. In addition, administrators must model the expected behavior and instructional practices that they expect to see in schools. Lastly, administrators must evaluate teacher’s lesson planning and instructional practices in a formal and informal capacity regarding LGBTQ inclusion. Unfortunately, many administrators fail to provide the planning, modeling, and evaluation that is necessary for the accurate and consistent application of LGBTQ lessons and resources.

- All pilot school teachers and administrators reported that engaging in effective implementation of LGBTQ-inclusive lessons and resources will improve social-emotional outcomes for LGBTQ students.
 - 20% of administrators reported that they were not confident in their ability to effectively respond to opposition to the integration of LGBTQ-inclusive lessons and resources **from teachers**.
 - 24% of administrators reported that they were not confident in their ability to effectively respond to opposition to the integration of LGBTQ-inclusive lessons and resources from **parents/guardians**.
 - 24% of administrators reported that they were not confident in their ability to effectively respond to opposition to the integration of LGBTQ-inclusive lessons and resources from **community members**.
- 40% of administrators reported that they were not confident in their ability to recognize signs of crisis or risk in LGBTQ students.
- 36% of administrators reported that they were aware of and share LGBTQ-inclusive resources with staff members.
- 20% of administrators reported that they were not confident in their ability to review instructional resources regarding LGBTQ inclusion and gender equity.
- 28% of administrators reported that they were not confident in their ability to review lesson plans and offer actionable feedback for teachers regarding LGBTQ-inclusive instruction.

“If we had more time and more collaboration with our department members, and more information from our administrators, that would be really helpful.”

—Pilot School Teacher

Leadership

- 88% of administrators reported that they involved teachers in the decision-making and problem-solving regarding the implementation of LGBTQ-inclusive lessons and resources.
 - 45.8% of teachers reported that they were **not** involved in the decision-making and problem-solving regarding LGBTQ-inclusive lessons and resources.
- 56% of administrators reported that administrators modeled the usage of LGBTQ-inclusive language.
- 68% of administrators reported that they modeled the implementation of LGBTQ-inclusive lessons and resources.
- 68% of administrators reported that they created and enforced LGBTQ-inclusive policies.

CONCLUSIONS AND RECOMMENDATIONS

It is clear that LGBTQ students and teachers in public schools in the state of New Jersey continue to learn and work in environments that are dangerous. The proper and consistent application of LGBTQ-inclusive lessons and resources is one of many approaches to remedy this issue. Unfortunately, many of the structures and supports that are necessary to implement LGBTQ lessons and resources effectively are not in place. Based on the findings, we recommend the following:

- Development of a diversity council to assist with developing and ensuring a safe and affirming environment for all students and staff members. The diversity council should be comprised of teachers, support staff members, students, administrators, and community members;
- The development of an action plan for effective implementation of LGBTQ-inclusive lessons and resources;
- Documentation of LGBTQ-inclusive instruction discussions during faculty meetings, department meetings, Professional Learning Community (PLC) meetings, and School Improvement Committee (SciP) meetings;
- Documentation of LGBTQ-inclusive goals on school-based Professional Development Plans (PDP) and teacher Professional Development Plans (PDP);
- Supportive clubs and programs that are specific to LGBTQ students, teachers, and allies;
- Consistent professional development for teachers regarding best practices for LGBTQ-inclusive lesson planning and instruction;
- Consistent professional development for all school staff members regarding a variety of LGBTQ topics;
- Consistent audit of materials in school media centers and classroom libraries regarding LGBTQ topics;
- Consistent audit of instructional materials regarding LGBTQ inclusion and continued review of prospective instructional materials regarding LGBTQ inclusion;
- Access to online resources regarding LGBTQ topics;
- Consistent audit of forms regarding LGBTQ-inclusive language (e.g. job applications, student registration, parent contact information, etc.).
- Bi-annual school climate surveys with LGBTQ-specific indicators;

- Consistent review of school policies and practices regarding LGBTQ topics;
- Documentation of LGBTQ-inclusive instruction and practices on teacher observation forms;
- Consistent conversations during pre-conference and post-conference discussions with teachers;
- Consistent review of school-based data regarding attendance, dropout rates, honors and advanced placement rosters, discipline, and harassment, intimidation, and bullying (HIB) in relation to students who are members of the LGBTQ community (confirmed or perceived).
- Review of all content area curricula to ensure LGBTQ inclusion;
- Access to an appropriate amount of gender-neutral restrooms in schools; and
- Visible LGBTQ-inclusive indicators in school buildings (e.g. posters, stickers, quotes, PRIDE flags, etc.).

The application of these measures will provide all students and staff members with a school environment that is safe, affirming, and conducive to academic and social-emotional development and success.