

“THERE OUGHTA BE A
LAW!”

Policy and Addressing the Needs of LGBTQ+
Students

Objectives

- List CDC expectations for safe and supportive environments(SSE) for LGBTQ+ students
- Plan to participate in a professional learning community of peers in WILY priority districts
- Articulate practice and policy approaches to SSE for LGBTQ+ students



General Housekeeping



- ❑ Chat box accessible via Q&A anytime
- ❑ Please use chat box now to tell us who is with us!
- ❑ We will pause for questions during the presentation
- ❑ Please mute your phone when not talking to reduce background noise (press *6 to mute and un-mute)
- ❑ Participate in discussions and provide feedback-we want to hear from you!
- ❑ Presentation is being recorded and will be available on the DPI website by 11/14/2014

CDC-WILY Priority for HIV

Establish school environments that:

- Have supportive caring relationships between adults and students
- Lack discrimination, intimidation, taunting, harassment and bullying



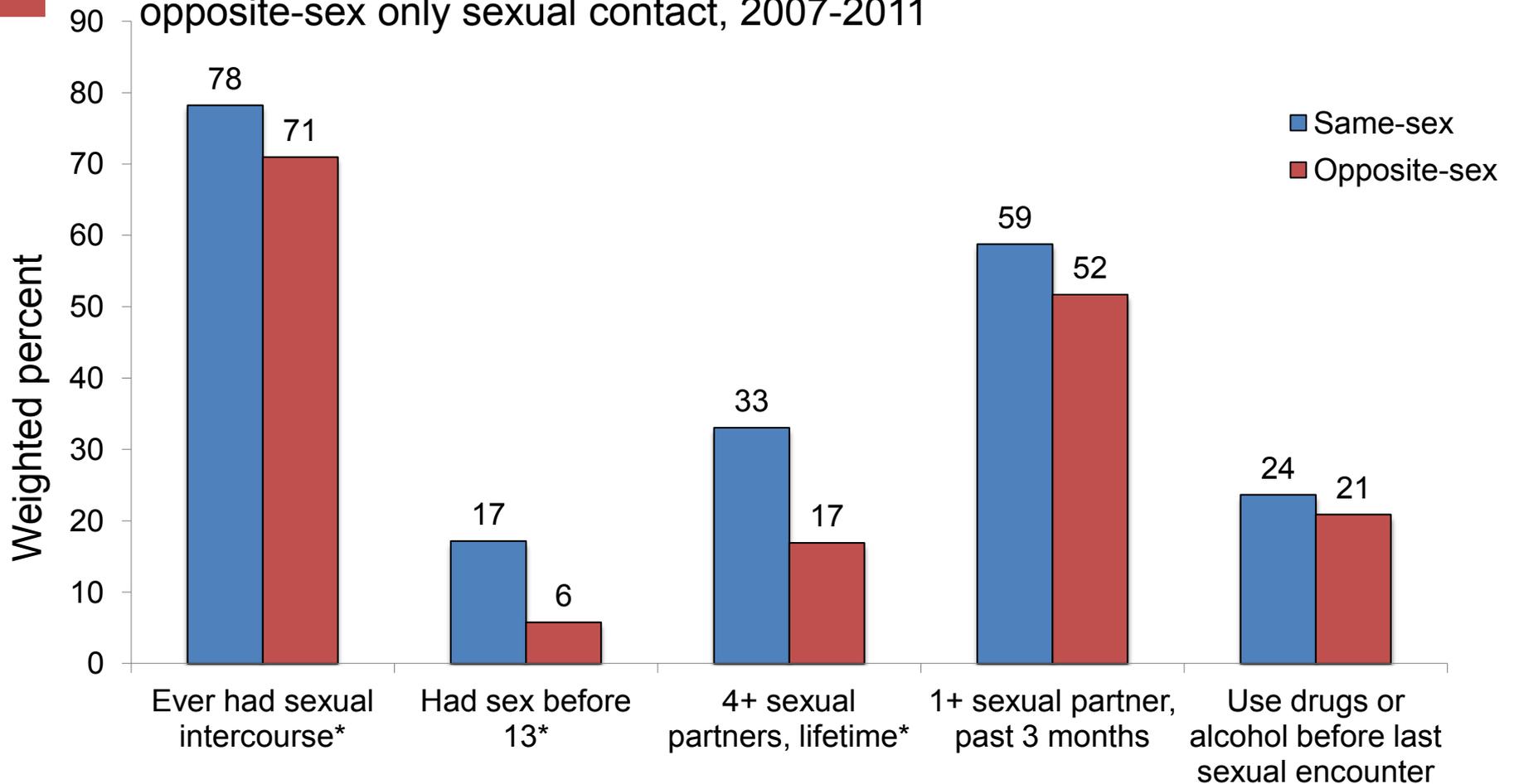
CDC-WILY Priority for HIV

- Supportive School Environments for LGBTQ+ Youth specifically....



Reproductive and Sexual Health

Figure 13. Sexual risk behaviors among students with same-sex vs. opposite-sex only sexual contact, 2007-2011



*Statistically significant difference between students with same-sex and opposite-sex only sexual contact

Source: Wisconsin YRBS

Statewide Statistics-LGBTQ+

10% of sexually-active students statewide report same-sex contact

8% of all students statewide identified as L,G,B or unsure in 2011

Same-sex youth were...

6 times as likely to attempt suicide with injury

5 times as likely to be in a fight and get injured

4 times as likely to be forced into sexual activity

3 times as likely to skip school because they feel unsafe

2 times as likely to be a daily smoker

$\frac{1}{2}$ as likely to feel they belong at school

5 Evidence Based Approaches

- Student clubs-GSA's
- Train staff
- Referrals to community partners and resources
- Inclusive curriculum
- Strong policies that are implemented



School Climate Policies



Assess Current Policy & Guidelines

- Bullying
- Pupil Non-Discrimination
- Discipline
- Human Growth and Development

Wellness
Improves
Learning for
Youth



Get a feeling for the climate at your school. Ask*:

- GSA student members and advisors
- Counselors
- Teachers
- Students
- Former students



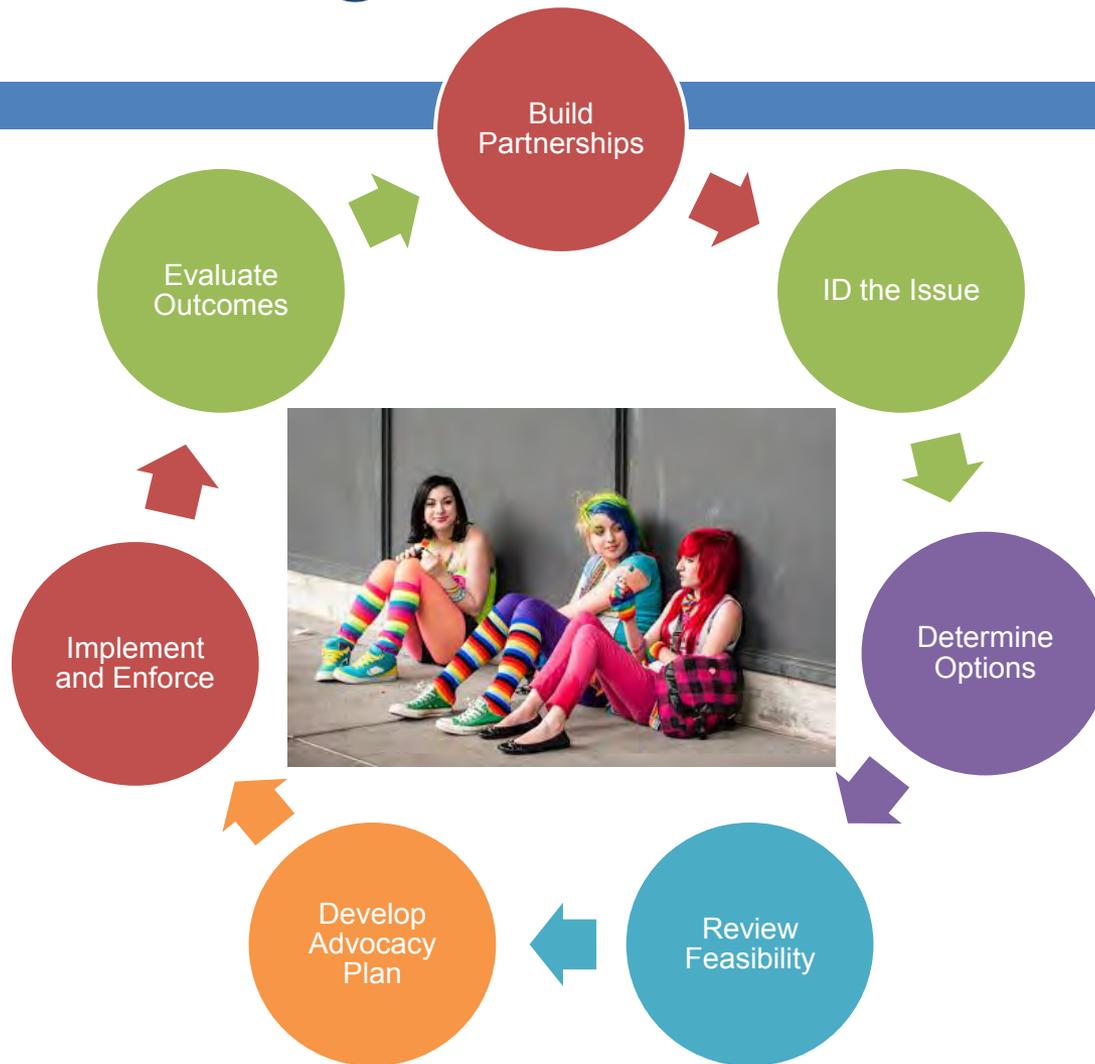
*Who else is already asking? Climate survey resources; SIP activity; Community Readiness Assessment

Protecting LGBTQ+ Youth



Policy Making is Like Making
Sausage....

Policy Change Framework



Policy Change-Prioritize

Build
Partnerships

Identify community, engage others

ID the
Issue

Data, how compelling, what will happen if this is not addressed-by when?

Determine
Options

What level of change is required?
State, local, school...federal

Review
Feasibility

Can it be done? Look at politics, programming, and social impact

Non-Discrimination Options for Your School to Help Students:

- 1) Use Existing Language (DPI)
 - ▣ Title IX
 - ▣ Anti-Bullying Policy
- 2) Enumeration
 - ▣ Strengthens and provides clarity
 - ▣ When students know a policy protects them, it has a positive impact

Both options require training and guidelines

The Policy Itself

- Enumeration adds specific protection
- Federal law prohibits discrimination with respect to religion, race, color, national origin, sex, age and handicap. State law prohibits discrimination also with respect to ancestry, color, physical, mental, emotional or learning disability, pregnancy, marital or parental status, sexual orientation, arrest or conviction record and military service. *In addition, the Board prohibits discrimination or harassment based on transgender status including gender expression, gender identity and gender non-conformity.* (Anti-Harassment/Non-Discrimination Policy in Oregon, WI)

Spectrum of Prevention as Policy Implementation Plan



Identify Why a Policy Change is Important

- To prevent LGBTQ+ based harassment and violence
- Protect the school and district from legal challenges or civil liability by creating clear expectations for teachers, students and community
- Leads to education and understanding about LGBTQ+ people and has a positive effect on the culture of the school community

Other Policy Areas: Sexually Active Adolescents

- Confidentiality-FERPA/HIPPA
- Age
- Doctor's care
- Access to family planning and mental health services
- Teen pregnancy/parenting



Professional Learning Community- WILY



1. Assess policies & climate
2. Research (examples attached)
3. Follow the *Policy Change Model* to identify any gaps or implementation needs
4. Determine a set of actions
5. Identify any TA needed
6. What are you learning?
7. Highlight examples on WILY Black Board

Bullying and LGBTQ+ Students

Case Study Example



Assessing Policy

Local YRBS data indicate LGBQ students do not feel safe at school. And they do not feel they have a supportive adult at school.

- ❑ Bullying policy aligns with DPI model policy (sexual orientation/gender identity)
- ❑ Pupil non-discrimination includes gender identity (purchased)
- ❑ Anti-bullying education included in middle school health curriculum

Assessing Climate

- There is an active GSA at the high school
- Students indicate that teachers rarely address gay slurs they hear
- There are areas in various school buildings that students and staff identify as 'hot spots' for bullying
- There is a vocal group of community members (some of them parents) that oppose any LGBTQ+ inclusive curriculum or policies

Determine the Options, e.g.,

- Guidelines for the implementation of the pupil non-discrimination
- Teacher training on addressing anti-gay and gender based harassment
- Teacher/administrator training on classifying anti-gay and gender based 'bullying' as harassment and following policy guidelines
- Identify, train and provide resources to designate staff as 'safe zones' for students

Policy Change-Advocate, Implement & Evaluate

Develop
Advocacy
Plan

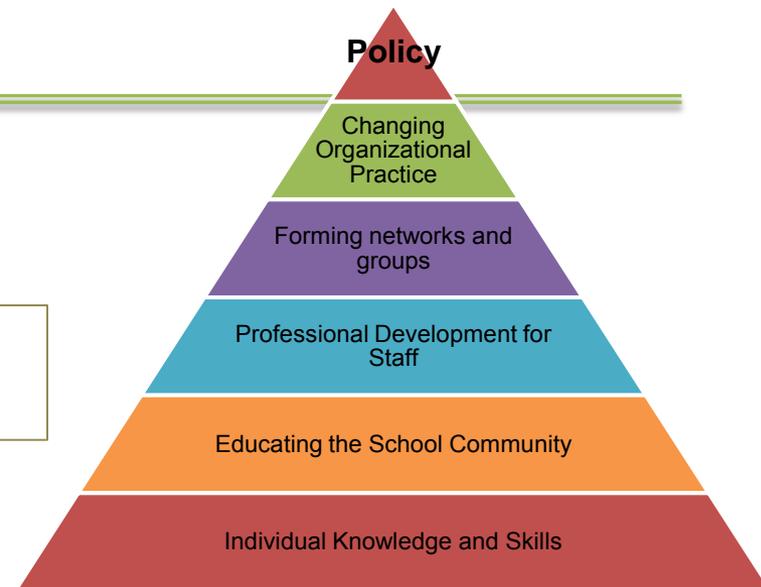
Educate and message
around change. Pass the
Policy!!

Implement
and
Enforce

Education, resources, address
obstacles

Evaluate
Outcomes

Level of implementation and
change? Did it work??



ID the
Issue

Evaluate the Impact

- Did the chosen action result in a change?
- How will we know? What will we measure?
- What level of change did we address?
- Are there next steps needed?



Next Steps-PLC

Wellness
Improves
Learning for
Youth



1. Read the enclosed articles
 2. Assess your district
 3. Identify actions
(could be in work plan already)
 4. Discuss with your grant manager to garner needed resources
- **December 11th-12th**
Building the Heart of Successful Schools in Wisconsin Dells
 - **January 13th** 2:00-3:00
 - **March 10th** 2:00-3:00
 - **June 17th-18th**
Summer Institute in Madison
 - Local TA TBD

Next Steps-PLC



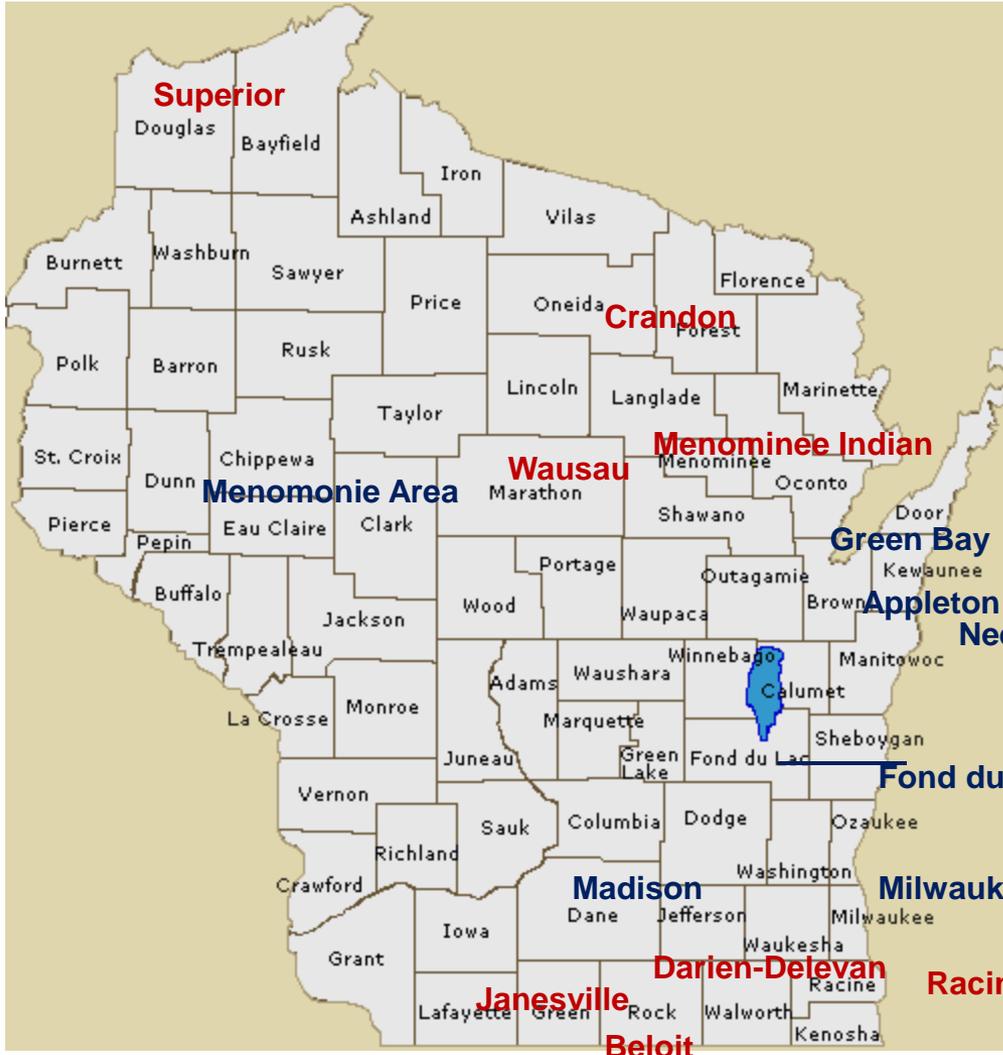
1. Share your assessment activities
2. Share your action step
3. What are you learning?
(Successes and Barriers)
4. What are you measuring?

January 13th
**Check in and
Reporting Out**

General Announcements

- Link to Program Evaluation Reporting System (PERS) survey will be sent to project lead.
- HGD Cadre
- 2015 Youth Risk Behavior Survey

Project Officers



Lori
Stern



Emily
Holder