Safe Schools Equality Index

Anti-Bullying Policies

Has the district adopted a policy prohibiting harassment, intimidation, and bullying against students that specifically enumerates protections based on sexual orientation, gender identity, and gender expression?

☐ YES
☐ NO

Non-Discrimination Policies

Has the district adopted a policy prohibiting harassment and discrimination against *students* that specifically enumerates protections based on sexual orientation, gender identity, and gender expression?

☐ YES
☐ NO

Next Steps

☐ Amplify the importance of ensuring the confidentiality of transgender and LGBQ students as guided by the Family Education Rights and Privacy Act (FERPA).

☐ Review all forms used in your school, including registration, attendance and class lists, to include options outside the gender binary for students and their families.

☐ Ensure students' affirmed names are used on anything that could be seen by other students or families, such as class lists, grade postings or seating charts.

☐ Implement procedures and guidelines that ensure the use of a student's affirmed name in all unofficial documents such as yearbook, printed lists, ID badges, photos, diplomas, etc. Check that individual schools follow these procedures.

☐ Verify that computer filtering systems allow staff and students to search for LGBTQ resources to augment learning and well-being.

☐ Add links to your district website's safe schools section about LGBTQ students facts, district best practices and resources.

Has the district adopted a policy prohibiting harassment and discrimination against *faculty and staff* that specifically enumerates protections based on sexual orientation, gender identity, and gender expression?

☐ YES
☐ NO

Next Steps

☐ Initiate a LGBTQ and allied faculty and staff affinity group for the purpose of ensuring district LGBTQ faculty, staff, and allies feel valued and are treated equitably.

LGBTQ Visibility

Does the district support schools celebrating empowering holidays for LGBTQ youth? Examples include but are not limited to LGBT History Month, The National Day of Silence, National Youth HIV/AIDS Awareness Day and The Transgender Day of Remembrance.

☐ YES
☐ NO

Next Steps

☐ Celebrate LGBTQ events or holidays such as but not limited to the "Day of Silence," in April and "LGBTQ History Month" in October through school assemblies or awareness events.

☐ Host and encourage events and celebrations that are inclusive of LGBTQ youth in the district and school buildings such as November's Transgender Day of Remembrance, April's Day of Silence and June's LGBTQ Pride Month.

☐ Create a resolution through a school board champion to honor October's LGBT History Month. Include speakers and facts in a short board presentation. Other options include recognizing LGBT History Month with supplemental activities, participating as a district in a Pride parade, and recognizing further LGBTQ holidays.

Does the district monitor and categorize reported incidents of bullying and harassment that are a result of actual or perceived sexual orientation, gender identity, or gender expression, while still maintaining a student's confidentiality?

☐ YES
☐ NO

Next Steps

☐ Ensure bullying complaint forms include a section on mistreatment pertaining to sexual orientation, gender identity and gender expression

Does the district annually collect data regarding student sexual orientation, gender expression, and gender identity (e.g. answering questions regarding sexual orientation, gender identity, or gender expression?

☐ YES
☐ NO

Gay-Straight Alliances

Does the district allow students to form a gay-straight alliance ("GSA") or other similar clubs or organizations, at both the middle and high school level?

☐ YES
☐ NO

Next Steps

☐ Ensure that your middle or high school has a GSA that is supported, active, and resourced. Be sure that this GSA is allowed to have club posters and events around school, without facing unfair rules, stipulation, or harassment. The naming of the club is up to the discretion of the youth, not the sponsor or administration.

EQUALITY FLORIDA

How many middle schools in your district have a GSA or other LGBTQ related club or organization?

- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%

How many high schools in your district have a GSA or other LGBTQ related club or organization?

- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%

Professional Development/District Climate

Has the district hired a LGBTQ Point Person at the district level or revised an existing position that ensures implementation of programs that promote safe, healthy, and inclusive schools for LGBTQ youth?

☐ YES
☐ NO

Next Steps

☐ Assign a LGBTQ Equity Liaison in your school to help educate staff and ensure updated knowledge about LGBTQ best practices. This person should receive specific training to aid them in their advocacy.

Does the district have a LGBTQ Critical Support and Procedures Guide that includes topics such as ensuring student confidentiality, how to address anti-LGBTQ language and how to create an inclusive environment, to help faculty and staff understand how to address various LGBTQ issues with consistency?

☐ YES
☐ NO

Next Steps

☐ Ensure school counselors, social workers, or other mental health professionals implement a support plan for transgender and gender non-binary students, including but not limited to affirming pronouns and name, substitute teacher notification, knowledge of gender affirmed unofficial documents such as student badges, etc. and equitable restroom, locker room and field trip procedures.

☐ Ensure educators feel supported by the administration and others in the school in their efforts to help create welcoming learning environments by addressing gender stereotyping, bias-based bullying and teaching to ensure gender literacy for all students.

☐ Connect with the district Homeless Liaison and Coordinator to offer cultural competency training and to ensure LGBTQ homeless youth have identity-sensitive intake procedures.

☐ Meet with SEL district and school building leadership to ensure best practices and trauma-informed LGBTQ care is incorporated in plans and procedures.

☐ Review district and school-based intake and registration forms to ensure inclusion of same sex parents.

☐ Verify that your district has an equitable dress code policy that is enforced fairly for all students regardless of gender, gender identity, gender expression, sexual orientation, religion, race, body size or body maturity.

☐ Embed LGBTQ tier one, two and three support, tools and best practices in yearly Department of Education (DOE) Mental Health Plans.

☐ Educate school nurses and health aides on LGBTQ sensitivity and cultural competence.

Does the district provide standalone professional development for employees focused on addressing unique needs of LGBTQ students, with the training rooted in best practices, cultural competency, intersectionality and inclusion of LGBTQ students, families, and staff?   ☐ YES   ☐ NO

YES	NO		YES	NO
☐	☐	**Administrators (Principals, Assistant Principals, District Staff Leadership)**		
☐	☐	**Teachers**		
☐	☐	**School Resource Officers (SROs)**		
☐	☐	**Front Office Staff**		
☐	☐	**Coaches**		
☐	☐	**Bus Drivers and Cafeteria Staff**		
☐	☐	**Counselors/Psychologists/Social Workers/Nurses**		

	YES	NO
Deans	☐	☐
Academic Coaches	☐	☐
Behavior Specialists	☐	☐
Nurses	☐	☐
Media Specialists	☐	☐
Athletic Directors	☐	☐

Next Steps

☐ Respect the confidentiality of all students, especially LGBTQ youth who may not be out at home or in the community.

Inclusive Curriculum/Materials

Has the district introduced an inclusive curriculum or literature that fairly represents diverse groups of individuals and families, including LGBTQ characters, authors, history, and/or stories?   ☐ YES   ☐ NO

Next Steps

☐ Integrate inclusive curriculum and literature in varied subject areas and, if a student identifies as transgender implement developmentally appropriate literature and conversations to ensure all students understand the importance of inclusiveness.

☐ Have your media specialist offer resources that include LGBTQ characters and literature that reflects the full student population, including LGBTQ students and families at elementary, middle and high school level.

☐ Provide role models. Show a wide range of achievements and emotions for all people that move beyond gender-role stereotypes. Read diverse biographies.

Does the health curriculum include discussions of LGBTQ relationships, identities, and families?   ☐ YES   ☐ NO

EQUALITY FLORIDA

Do all schools have access to "safe space" stickers and/or posters, for faculty members to place in their rooms or throughout the school? ☐ YES ☐ NO

Next Steps

☐ Staff may wear adornments that signify they are an ally, such as rainbow lanyards, pins, bracelets or necklaces, as well as a warm smile.

Have faculty members who post "safe space" stickers received training pertaining to inclusive classrooms for LGBTQ students? ☐ YES ☐ NO

Next Steps

☐ Ensure that LGBTQ students are included in protections from exclusion, mistreatment or bullying when presenting "class guidelines" at the year's beginning as well as periodically throughout the year.

☐ Make yourself a visible ally by displaying supportive materials such as safe space stickers, posters and LGBTQ related books/literature.

☐ Respond to Anti-LGBTQ behavior and language swiftly and peacefully.

☐ Group students in ways that do not rely on gender, such as table groups, letters in their names or colors of their clothes. Avoid situations that force children to make gendered choices, such as "boys line up here," and "girls line up there."

Do appropriate district personnel within the district connect LGBTQ youth to local and LGBTQ culturally competent mental health services, counseling, and support resources? ☐ YES ☐ NO

Next Steps

☐ Pair with LGBTQ youth advocacy organizations to offer transgender and LGBTQ cultural competency training to outside mental health providers who serve school district students.

☐ Ensure that organizations linked to district support and leadership are LGBTQ cultural competent and have received professional development training such as but not limited to PTAs, youth-focused community nonprofits and SEDNET providers.

Transgender Students

Has the district created a process for changing a transgender student's name and gender pronoun for purposes of "unofficial" school records (e.g., posted attendance sheets, student IDs, PA announcements, graduation announcements, yearbook photos, diplomas)? ☐ YES ☐ NO

Does the district having a "Transgender Support and Procedures Guide" that would include topics such as restroom access, pronoun usage, knowledge of official and unofficial documents and examining other gender-based rules and activities, to help faculty and staff understand how to address various transgender issues with consistency?

☐ YES
☐ NO

Next Steps

☐ Model verbal safety cues such as courteously asking pronouns and acknowledging that your classroom/office is a safe space for all.

Does the district require faculty and staff to refer to transgender students according to the students' affirmed names and pronouns?

☐ YES
☐ NO

Next Steps

☐ Use students' correct pronouns and affirmed name when verbally and on written unofficial forms.

☐ Ensure that students' correct pronouns and affirmed name are readily available to substitute teachers, either by using the affirmed name on the roster or by placing a note on the roster.

☐ Ensure district-wide student Information system has a drop down menu for trans students that include affirmed name. Be sure to ask the student if the student is out at home prior to including affirmed name.

Does the district have a dress code/appearance policy that is gender neutral, therefore allowing students to wear attire that corresponds with the students' gender identity or gender expression? Does this apply to events like school dances, graduation attire, school photos and other school events?

☐ YES
☐ NO

Does every school in the district allow transgender students to use the restrooms requested by the student and that corresponds to their gender identity. Accommodations are often created on a case-by-case basis.

☐ YES
☐ NO

Does every school in the district allow transgender students to use the locker room requested by the student and that corresponds to their gender identity. Accommodations are often created on a case-by-case basis.

☐ YES
☐ NO

Does every school in your district have at least one bathroom designated as gender-neutral that is located in an easily-accessible area (e.g. not located in the nurse's office or teacher's lounge)?

☐ YES
☐ NO

Non-Binary Students

Has the district created a process for working with meeting the needs of non-binary students in each of the categories above?

☐ YES
☐ NO

Next Steps

☐ Encourage students to connect with other students based on interests and activities that they enjoy rather than connecting with other students solely based on gendered activities.