

Creating inclusive and safe spaces for students and educators: The power of standing up



Webinar
March 24, 2022

Welcome! We will begin shortly.

If you can see the slide and hear the music, you are all set.

All attendees are muted upon entry.
Please use the chat feature for comments and questions during the webinar.

Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

The power of standing up



Paul Fleming

Senior Vice
President

Standards, States,
& Equity



Participants will ...

- Understand the value and importance of creating and sustaining inclusive and safe spaces for LGBTQ students and educators
- Learn about specific strategies at school, system, and policy levels that promote inclusive and safe spaces for all
- Share questions and feedback within a community of learners

National landscape for LGBTQ students

Percentage of students who felt unsafe at school due to harassment and bullying because of their



67.2%	LGBTQ high school students	sexual orientation
80.7%	LGBTQ middle school students	
56.4%	LGBTQ high school students	gender expression
64.6%	LGBTQ middle school students	
40%	LGBTQ students of color	sexual orientation and race/ethnicity

[20 Years of Data Shows What Works for LGBTQ Students](#)

The power of creating inclusive and safe spaces for students and educators

- Students are most likely to reach their full educational potential in positive learning environments that are safe, secure, welcoming, and where they feel a sense of belonging
- An affirming school climate leads to improved behavioral, academic, and mental health outcomes for all students
- Schools promoting LGBTQ-inclusive and affirming learning environments have fewer student absences and greater improvements in academic achievement across grade levels

[Respect for All: Policy Recommendations to Support LGBTQ Students](#), GLSEN, 2019.

Six ways in which schools and systems can cultivate an inclusive and safe learning environment

1. Set and reinforce a vision and mission statement that is welcoming and inclusive of LGBTQ students and educators
2. Assess, strengthen, and monitor school climate on a consistent and ongoing basis
3. Ensure that anti-bullying and harassment policies spell out and specifically include protections for LGBTQ students and staff
4. Ensure that discipline policies rely on positive and restorative approaches and do not disproportionately target LGBTQ youth, students of color, English Language Learners, (ELL), or students with disabilities
5. Ensure that professional learning and resources include a focus on creating inclusive learning environments in which all students feel safe
6. Create and sustain Gender-Sexuality Alliances (GSAs) in secondary schools

[Respect for All: Policy Recommendations to Support LGBTQ Students](#), GLSEN, 2019.

What strategy or resource do you recommend to create **inclusive and safe spaces** for LGBTQ students?

Panel discussion



Nadine Smith

Co-founder &
Executive Director
Equality Florida
St. Petersburg, FL



Tracey McClain

Lifetime Wellness &
Physical Education
Teacher
Hume-Fogg Academic
Magnet High School,
Metro Nashville Public
Schools
Nashville, TN



**E. Michele
Shannon-Mingo**

National Designer &
Facilitator
The Leadership
Academy
Long Island City, NY



Marissa Rathbone

Director of Strategic
Advocacy
Washington State
School Directors'
Association
Olympia, WA



WATCH:
EQUALITY FLORIDA'S NEW TV AD
SLAMS 'DON'T SAY GAY' BILL

The Worst Anti-LGBTQ Attacks Since The Days of Anita Bryant
[DONATE To Help Stop The DeSantis Censorship & Surveillance State Agenda](#)

HUME-FOGG ACADEMIC MAGNET HIGH SCHOOL METRO-NASHVILLE PUBLIC SCHOOLS NASHVILLE, TN

TRACEY MCCLAIN, LIFETIME WELLNESS TEACHER, HEAD VARSITY BASKETBALL
COACH AND GENDER SEXUALITY ALLIANCE SPONSOR

HUME-FOGG OVERVIEW/DEMOGRAPHICS

- First public school in Nashville TN. Hume-Fogg Academic is an academic liberal arts magnet school located in downtown Nashville on Broadway.
- The Hume school was established in 1855 serving K–12; in 1875 Fogg High was established for the high school students of Nashville.
- In 1912 the two schools combined to form Hume-Fogg High School, initially designed as a classical education school, then became a vocational and technology school.
- In the early 80s it became an academic magnet school to help with desegregation, pulling in academically advanced students from the county.

HUME-FOGG OVERVIEW AND DEMOGRAPHICS

- Is a Blue-Ribbon school of around 900
- 30+ languages are spoken by students
- 20+ AP classes offered
- Ranked nationally in US News and World Report and Newsweek
- 9 National Merit Finalists in 2021–22
- 60% White
- 20% African American/Black
- 11.25% Asian
- 8.56% Hispanic/Latinx
- 2 Native American/indigenous students
- 7% Economically disadvantaged

GENDER SEXUALITY ALLIANCE(GSA)

- HFA's GSA was established in 1999 by Social Studies Teacher, Paul Fleming.
- GLSEN works to ensure that LGBTQ students are able to learn and grow in a school environment free from bullying and harassment, can transform our nation's schools into the safe and affirming environment all youth deserve, it is the driving force behind GSA clubs.
- GSAs were initially called Gay Straight Alliances; however, several years ago most GSA clubs and GLSEN changed the name to Gender Sexuality Alliance so the clubs would be more inclusive to the entire LGBTQIA+ community.
- HFA GSA provides a supportive environment for students and helps to educate the entire school community on issues related to our LGBTQIA+ community.

BENEFITS OF GSA AND IDEAS FOR CLUBS

- All students are welcome regardless of sexual orientation, gender, gender identity, ethnicity, race, religion or lack of religion.
- Provides a safe space for all students.
- Can act as an education forum to reduce bullying and misinformation concerning the community. Allows for allies to be involved and show support for classmates.
- Metro-Nashville Public Schools has a campaign “MNPS for All.” Provided posters for teachers and schools to show support for the community, money came from a CDC grant based on YRBS data.
- Offers GSA Leadership Summit for students.
- “Lunch-and-learns” for all stakeholders of the community. The purpose is to educate.
- Panel of out students talking to peers and teachers about experiences.
- Gender-affirming clothes drive to allow trans students to obtain clothing.
- Get entire school system involved. Have system develop non-discriminatory policy.
- Have local lawyers/activists come to discuss harmful legislation.
- Get students involved in calls and letter writing to legislators.

Dr. E. Michele Shannon-Mingo



Baruch COLLEGE CU NY

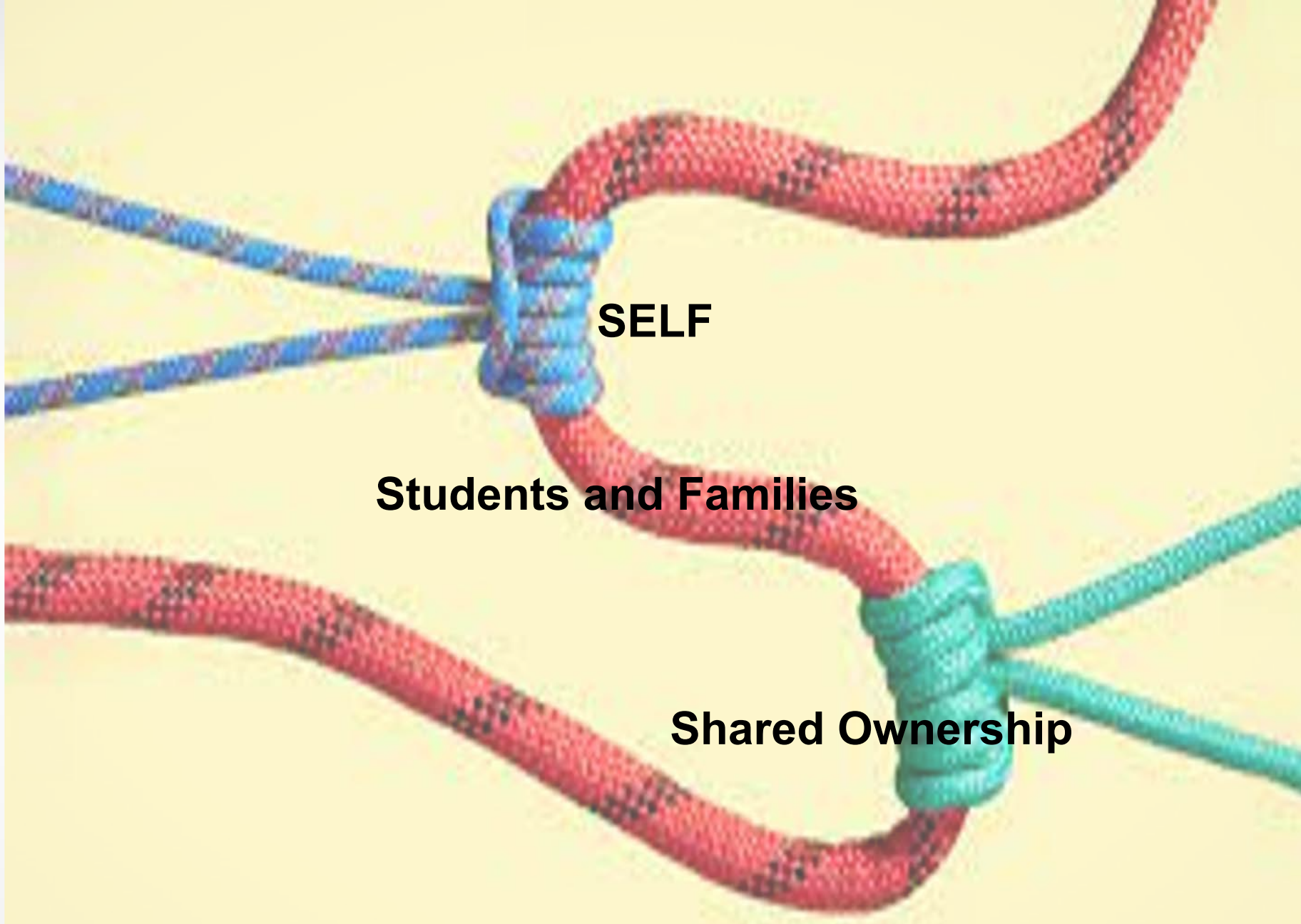


THE LEADERSHIP ACADEMY

CULTURALLY RESPONSIVE LEADER

A culturally responsive leader recognizes the impact of institutionalized racism on their own lives and the lives of the students and families they work with and embraces their role in mitigating, disrupting, and dismantling systemic oppression.





SELF

Students and Families

Shared Ownership

CULTURALLY RESPONSIVE LEADERSHIP FRAMEWORK

Our Culturally Responsive Leadership Actions Framework is a set of leadership behaviors, which research and our experience in the field has shown support creating more culturally responsive learning environments for every student. The framework includes actions for aspiring principals, school leaders, principal supervisors, and superintendents.



“It is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”

CRP Leadership Actions: Areas 1–4

AREA 1: EQUITY AND ACCESS Culturally responsive learning environments are built by, with, and for students.

AREA 2: MISSION, VISION, AND CORE VALUES Culturally responsive learning environments have a shared school mission, vision, and core values for culturally responsive teaching and learning that support all students in accessing and achieving rigorous college- and career-ready academic standards.

AREA 3: INSTRUCTION Culturally responsive learning environments have support systems, structures, and routines that prioritize and focus the alignment and coherence of culturally responsive curriculum, high-quality instructional materials, instructional practice, and assessment to support all students in accessing and achieving rigorous college- and career-ready academic standards.

AREA 4: ADULT LEARNING AND DEVELOPMENT Culturally responsive learning environments provide evidence-based professional learning and coaching as well as goals-based evaluation to teachers and school staff to ensure equity of opportunities and outcomes for all students.

CRP Leadership Actions: Areas 5–8

AREA 5: OPERATIONS AND RESOURCES Culturally responsive learning environments manage school operations and resources to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students.

AREA 6: PERSONAL LEARNING AND DEVELOPMENT Culturally responsive learning environments have staff who take the personal responsibility to develop and nurture the skills and dispositions needed to be antiracist leaders to support students and families.

AREA 7: STRATEGIC CHANGE AND CONTINUOUS IMPROVEMENT Culturally responsive learning environments use multiple sources of data to identify successes and challenges in working toward the school's mission and vision and engage staff, students, and families in strategic planning and continuous improvement activities designed to mitigate those challenges.

AREA 8: COMMUNITY CARE AND ENGAGEMENT Culturally responsive learning environments have an inclusive and caring school culture that facilitates a sense of belonging among staff and students and creates a true partnership with families and communities.

**Let's Keep in
Touch!**

Dr. E. Michele Shannon-Mingo

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@Shannon0Michele

Washington K–12 Systems to Support LGBTQ+ Youth

- Student Voice
- Learning Standards
- Student Data and District Self-Assessments
- Laws and Policy

Marissa Rathbone

Director of Strategic Advocacy, Washington State School Directors' Association

Authentic Student Engagement

- Inclusive, safe, supported spaces
 - Pizza Klatch
- Ongoing and representative opportunities
 - Book-related decisions in schools
 - WSSDA Student Representative Network
 - School board student representative policy

Comprehensive Learning Standards

- Developed by certified educators
- Age appropriate and medically accurate
- K–12 Health and Physical Education
 - *“Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation.” (HS)*
- Course design and instructional materials

Data-Driven District Planning

- System Assessment
 - School Health Index (CDC)
 - School Health Assessment and Performance Evaluation (SHAPE)
- Student Assessment
 - Youth Risk Behavior Surveillance System (CDC)
 - Healthy Youth Survey (Washington State)

State Law and Board Policy

- RCW 49.60.030 – Freedom from discrimination – Declaration of civil rights
- Prohibiting Discrimination in Washington Public Schools
 - Instructional Materials
 - Reviewing Instructional Materials for Bias
- School board policy
 - Gender Inclusive Schools
 - Social and Emotional Climate

Discussion and Questions



Let us hear from you

**Please fill out our
post-webinar
survey**

<https://www.surveymonkey.com/r/KMQFBZB>

Mark your calendars

**Thursday,
April 7
3 pm ET**

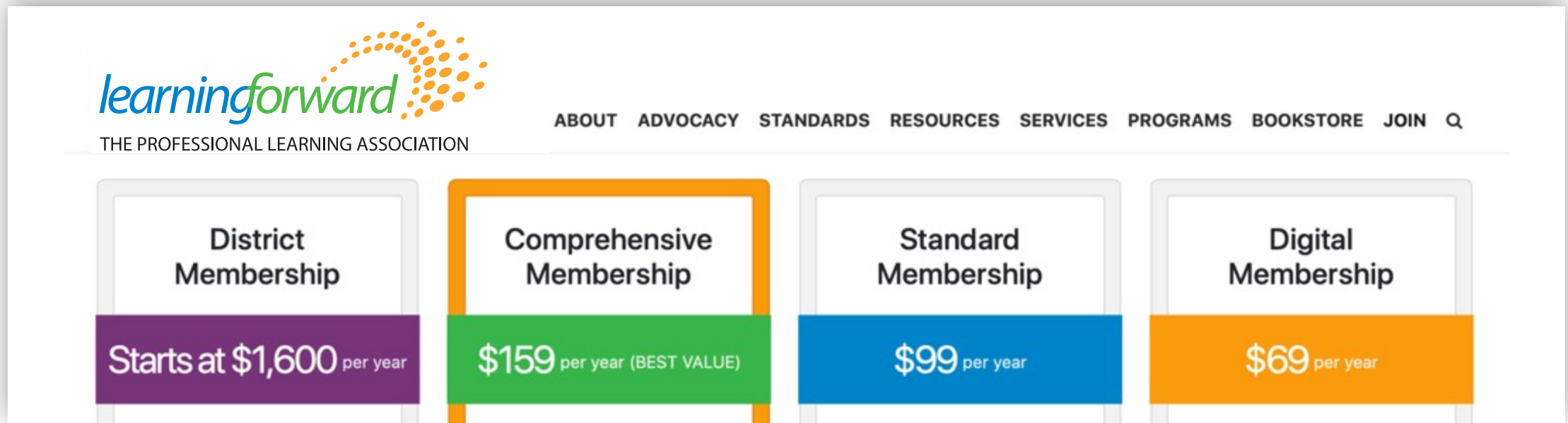
**Coaches inspiring
change during
difficult times**

**Thursday,
May 5
3 pm ET**

**Educator
self-care**

Learning Forward memberships

- Get \$10 off any new Learning Forward membership
 - Use coupon code **LFWebinars**
 - **Visit** <http://learningforward.org/membership>
- * Code valid for new members only



The screenshot shows the Learning Forward website's membership page. At the top left is the Learning Forward logo, which consists of the text "learningforward" in a blue and green font, followed by a graphic of orange dots forming a curved shape. Below the logo is the text "THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with the following items: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon (Q).

Below the navigation menu are four membership options, each in a separate box with a colored price tag at the bottom:

Membership Type	Price per year
District Membership	Starts at \$1,600 per year
Comprehensive Membership	\$159 per year (BEST VALUE)
Standard Membership	\$99 per year
Digital Membership	\$69 per year

Thank you!

