Making Schools Safe: Assessing Options for Schools

	School Level I: Hostile Area	School Level II: Tolerant Area	School Level III: Affirming Area
Systems			
• Assess the risk	X	X	X
• Know the law, state professional standards, professional Guidelines (ASCA)	X	X	X
• Stop the incident that you see in your area. Make the place safe---even if it is just one's class room; enforce the rules, not overlooking the "fag" comments because of personal risk	X	X	X
• Educate those who want to learn; using teacher mailboxes for example	X	X	X
• Know union support/policies	X	X	X
• Protections used (school values, handbook), but not necessarily applied at deepest levels; perhaps no board/trustee support; varying community approval		X	X
• Insurance benefits given to LGBTQ; formal acceptance		X	X
• True support from Board/Trustee/Founders/ Academic Administration			X

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Constituencies			
• Parents-Bridges	X	X	X
• Leadership: lukewarm to proactive	X	X	X
• Start chapter of GLSEN/GSA	X	X	X
• Student interaction: get a reputation as a good, fair teacher; care; be an excellent educator	X	X	X
• Students (gay coming out; straight student supportive)	X	X	X
• Straight allies	X	X	X
• Gay teachers out (pictures on desks, partners chaperoning field trips and prom)		X	X
• Teacher training on LGBT issues		X	X
• Goal-not to force, but to educate; give space as would to other minorities; be public with support		X	X
• Make sure new faculty, students and parents know what they are getting in to			X
• Put in handbook/ promotional material			X

Creativity	School Level I: Hostile Area	School Level II: Tolerant Area	School Level III: Affirming Area
• Use literature/ subject area	X	X	X
• Be willing to be open; say what is not allowed (in name calling)	X	X	X
• Do not assume heterosexuality in class (in examples, in discussing the prom, etc)	X	X	X
• Use the media and current events	X	X	X
• Get national publications distributed (NAIS, GLSEN, NEA, ACLU, APA, HRC, PFLAG, ASCA)	X	X	X
• Emphasize the school's philosophy or mission statement		X	X
• Annual Climate Surveys		X	X
• Traditional seminars on LGBTQ issues		X	X
• Hire qualified LGBTQ faculty		X	X
• Use of both LGBT and straight members as leaders spearheading the change initiative		X	X
• Implement school promotional campaign		X	X
• Field experiences/trips, educating outside the confines of our building (ex. Laramie Project)		X	X
• Emphasize meaningful community service work		X	X
• Teach internet knowledge and ethics as we looked at hate on the Internet		X	X
• Respond to hate incidents/events as they occur		X	X
• Increase library holdings		X	X
• Use regular morning meetings (community gathering times) to speak to issues		X	X
• Begin implementing curriculum modifications--- history courses / literature selections		X	X
• Creation of a diversity class (that included LGBTQ issues) for all 10th graders		X	X
• Hiring people into visible leadership (classroom or administrative)			X
• Truly making it a non-issue			X
• Visibility brings the biggest change			X
• Seeking ways of communicating with other school; effecting the community			X
• Support for others---speaking to other administrators, teachers, and schools			X

School Level I: Hostile Area   Typical types of events: some ability to teach tolerance, stopping the "fag" comments; passing along professional material to faculty and admin; being challenged by the faculty, Board members/community; having students called in; parent and admin involvement

School Level II: Tolerant Area   Typical types of events: Being out, curriculum modifications, being allowed to speak on the issue; hate incidents with some support; possible hidden discrimination/intolerance; intermittent harrassment

School Level III: Core/Affirming Area   Typical types of events: Having tolerance/diversity issues brought up naturally as a non-issue in the interview process at the highest level; contractual encouragement to promote diversity in the school; hiring out queer administrators/teachers; encouragement for presenting seminars, public support in school documents.