



## From A-Z: Schools and LGBT Issues: An Assessment Survey

For each item, choose the phrase that best completes the statement for your school. Write the corresponding number on the line to the left of each item. When scoring each survey item, bear in mind that the answers are meant to reflect a continuum, not absolutes. This means that you may see aspects of your school embodied in different responses to the same question, or your school may fit between two answers. Try to select the answer that, in each case, most closely corresponds to the point along the continuum at which you see your school. You may use half scores (1.5, 2.5, etc.) if this helps you to represent your school most accurately.

### \_\_\_\_\_ **A. The school's non-discrimination and anti-harassment policies**

1. Do not include sexual orientation or gender identity
2. Include sexual orientation, but with no reporting or disciplinary procedures in place
3. Include sexual orientation and gender identity, are visibly posted, and reporting/disciplinary procedures are in place
4. Include sexual orientation and gender identity, are visibly posted and discussed, and both reporting/disciplinary procedures and preventative education are in place

### \_\_\_\_\_ **B. A multicultural/diversity statement or policy**

1. Does not exist and, in any case, would not include sexual orientation or gender identity
2. Exists and may include sexual orientation, but school programming does not reflect this inclusion
3. Exists and includes sexual orientation and gender identity, with some inclusive programming taking place
4. Exists and includes sexual orientation and gender identity with regular inclusive programming in place

### \_\_\_\_\_ **C. Curricular inclusion of LGBT themes**

1. Is barred by a policy that prohibits positive inclusion of LGBT issues
2. Is unofficially considered inappropriate and does not occur
3. Is not disallowed, but permission from parents/supervisors may be required due to the "sensitive" or "controversial" nature of the subject
4. Is encouraged and mandated with no parent notification requirements

### \_\_\_\_\_ **D. The formation of gay-straight alliances (GSAs) and other LGBT-themed student clubs**

1. Is strongly discouraged
2. Is neither supported nor discouraged in any school statement or policy
3. Is unofficially accepted with no formal statement of support
4. Is formally supported in a statement that regards such clubs as a necessary component of an inclusive extracurricular atmosphere

### \_\_\_\_\_ **E. LGBT staff members**

1. Are not formally acknowledged and receive no formal protections or benefits
2. Are protected by an employment non-discrimination policy, but do not receive domestic partnership benefits
3. Are included in non-discrimination policies, receive domestic partnership benefits and can be open and honest to peers with few repercussions
4. Receive domestic partnership benefits, are included in outreach/hiring practices, and benefit from an official statement protecting and affirming their right to be open and honest to colleagues and students.

\_\_\_\_\_ **F. With regard to LGBT curricular inclusion, the adult community**

1. Is strongly opposed and believes that exposure to LGBT people/issues poses a danger to children
2. Conveys discomfort and may believe that inclusion of LGBT content can negatively “influence” students
3. Sees value in the concept and is willing to work toward greater inclusion, but has done little to date
4. Has prioritized inclusion as part of a larger commitment to social justice, and is willing to commit staff and classroom time to it

\_\_\_\_\_ **G. Books and curricular materials that include positive images of LGBT people**

1. Are deliberately kept from classrooms and libraries
2. Are not present in classrooms or libraries, though those with incidental references or sub-plots are neither banned nor encouraged
3. Can be found in classrooms and libraries in moderate quantity and variety
4. Are sought out, prominently displayed and made available to all staff and students

\_\_\_\_\_ **H. With regard to LGBT-themed books and resources, school librarians**

1. Do not solicit resources and offer no assistance to requests for related materials
2. May have some resources in reference sections, but limit access to materials
3. Make materials accessible and comfortably direct students/staff upon request
4. Prominently display materials, provide open and confidential access to students of all ages, and actively engage colleagues by referring appropriate materials to them

\_\_\_\_\_ **I. Within the curriculum, LGBT topics can be found**

1. Only in the areas of health and sexuality, where they are characterized as “sickness or sin.”
2. Only in the areas of health and sexuality, where mention is cursory, neutral and clinical.
3. In History and English as well as health and sexuality classes, where the message is one of respect and equal treatment for all people.
4. Integrated into all subject areas and across all grade levels as part of a consistent commitment to social justice issues, including race and gender

\_\_\_\_\_ **J. Efforts to include LGBT themes in school curricula**

1. Never occur and would be met with open hostility and opposition
2. Infrequently occur, are met with caution, and teachers are encouraged to stick to the standard curriculum
3. Are consistently undertaken by a small group of teachers, and received with tolerance by the larger staff, though they may not see how “it fits in”
4. Are expected and undertaken by the whole staff, who openly share materials/ideas

\_\_\_\_\_ **K. With regard to staff development and training, LGBT issues**

1. Are never discussed and are considered an inappropriate topic
2. May come up occasionally, with mixed reactions of support and hesitancy
3. Are incorporated periodically or in optional sessions, where staff members are generally receptive
4. Appear as a regular theme, are interwoven with explorations of race, class, gender, etc., and openly received by staff who integrate new learning into daily practice

\_\_\_\_\_ **L. By the time students graduate from the school**

1. They have had no positive curricular exposure to LGBT people, history or issues.
2. They have had sporadic and inconsistent curricular exposure to LGBT people, history or issues.
3. They have had considerable curricular exposure to LGBT topics and understand the importance of respecting all people regardless of sexual orientation/gender identity

4. They have a depth of understanding and appreciation for LGBT people and history, and feel a sense of responsibility to combat all forms of oppression in their communities, including anti-gay bias.

#### **M. Athletic teams and programs**

1. Are not safe spaces for LGBT students/staff to be open about their sexual orientation/gender identity; anti-gay epithets are frequently used by athletes and coaches alike.
2. Are not spaces where LGBT students/staff feel comfortable being open; anti-gay epithets are commonly used--adults will occasionally interrupt name-calling, but generally have a "boys will be boys" attitude.
3. Are generally safe spaces for LGBT students/staff, though few are open; anti-gay epithets are sometimes used--adults do not just interrupt name-calling, but educate students around the destructive effects of bias.
4. Are safe spaces in which LGBT students/staff are visible and where status of an individual or team is unrelated to gender or sexual orientation; anti-gay epithets are infrequently heard--adults follow with swift and decisive action, and fellow students rally supportively around their LGBT schoolmates.

#### **N. Gay-straight alliances and other LGBT themed clubs**

1. are strongly discouraged and non-existent.
2. are not "outlawed," but appear infrequently due to the discomfort staff and students feel sponsoring and attending them.
3. are accepted by the school community and are usually attended by a small, but core group of students/staff.
4. are considered as valid and valuable as any other club and are consistently attended by both LGBT and straight students/staff.

#### **O. School-wide assemblies/programming around multicultural/diversity themes**

1. tend to be superficial celebrations and are completely exclusive of LGBT people and issues.
2. focus on racial/ethnic heritage; LGBT themes are seen as irrelevant/inappropriate.
3. occasionally include LGBT themes, which are regarded as relevant and important.
4. consistently include LGBT themes in integrated ways that move beyond simple acknowledgments of events such as LGBT History and Pride months.

#### **P. With regard to sexual orientation/gender identity, health and guidance professionals**

1. offer no information or support, and are disapproving and/or ill equipped to respond to questions/problems that arise.
2. may have general information/literature (which may not be accessible), and respond to questions/problems with a mixture of compassion and discomfort.
3. have received related training, make information available, and offer compassionate and confidential support to students/families.
4. receive regular training, make information visible/accessible, provide ongoing educational programs, and offer competent and judgment-free support.

#### **Q. College and career counselors**

1. Consider LGBT issues irrelevant or inappropriate to their work and offer no related information to students.
2. Do not take into account the needs of LGBT students, but may seek related information/literature in response to individual requests.
3. Regularly include information about LGBT friendly workplaces/schools in resource materials, and can competently address the needs of LGBT students.
4. Regularly include LGBT information in resource materials and invite representatives in to conduct informational and networking sessions for LGBT youth.

\_\_\_\_\_ **R. School dances, proms and other social functions**

1. Reinforce traditional heterosexual coupling as the societal norm; non-traditional relationships amongst students, staff or other adult chaperones are invisible.
2. Reinforce heterosexual coupling; there is an awareness that LGBT people and relationships may exist, but they are whispered about and not visibly reflected.
3. Visibly include non-heterosexual relationships (though not every day or without a few raised eyebrows); students and staff accept the existence of same-sex couples.
4. visibly include same-sex couples, who are viewed as equal to others; students feel comfortable socializing with the full spectrum of groups/couples at such events.

\_\_\_\_\_ **S. Parent/family education around sexual orientation and gender identity**

1. is non-existent and there is no outreach to external agencies that provide information or support around these issues.
2. is limited to health related pamphlets and referrals to outside agencies when crises arise.
3. includes accessible literature and occasional programs/workshops delivered by staff who feel comfortable offering support and referrals.
4. is regularly provided by trained staff members as well as outside specialists; a staff member exists who is responsible for ensuring that LGBT issues are addressed through school programming.

\_\_\_\_\_ **T. The general attitude of adults in the school community toward LGBT people**

1. is one of hate or pity-- LGBT people are generally understood to be sick or deviant.
2. is one of discomfort-- LGBT people are perceived as unhappy and unhealthy.
3. is one of respect for the differences they embody and sympathy for the challenges that they face.
4. is one of acceptance and appreciation for the perspectives and contributions they make to society.

\_\_\_\_\_ **U. The general attitude of students in the school community toward LGBT people**

5. is one of hate or pity-- LGBT people are generally understood to be sick or deviant.
6. is one of discomfort-- LGBT people are perceived as unhappy and unhealthy.
7. is one of respect for the differences they embody and sympathy for the challenges that they face.
8. is one of acceptance and appreciation for the perspectives and contributions they make to society.

\_\_\_\_\_ **V. Within the school community, it is generally believed that LGBT people**

1. do not exist within the school community and that upholding "traditional moral standards" will protect students from the "undue influences of homosexuals."
2. may exist within the school community and that their presence is tolerable as long as they remain invisible and do not interfere with "traditional family values."
3. exist in the world and must therefore be proportionately reflected in the school community and treated with the same respect as all others.
4. are essential members of a diverse community who deserve an equal voice and presence within the school.

\_\_\_\_\_ **W. LGBT students and staff and LGBT-headed families are**

1. completely invisible, feel unsafe being open about their sexual orientation/gender identity, and have no support resources available to them within the school community.
2. virtually invisible and exist within a "don't ask, don't tell" environment in which they feel uncomfortable discussing their sexual orientation/gender identity.
3. moderately visible, feel safe being open, and have some support resources within the school community.
4. visible and fully integrated into school life, feel safe and affirmed, and have ample human and material resources within the school.

\_\_\_\_\_ **X. Heterosexist and anti-gay language and behavior by staff and/or students is**

1. rampant throughout the school both in and out of the classroom.
2. common in settings such as locker rooms, hallways, and the schoolyard, but generally understood to be unacceptable in the classroom or within earshot of adults.
3. sometimes heard in the hallways and schoolyard, but there are few instances of intentional harassment against LGBT or gender nonconforming students.
4. uncommon; respectful, inclusive language is consistently heard in classroom instruction and discussions.

\_\_\_\_\_ **Y. When anti-gay harassment occurs,**

1. Interventions by staff are inconsistent, there are few consequences for offenders, and victims may be told that nothing can be done or that *they* need to change.
2. staff will intervene to stop verbal and physical abuse, but handle anti-gay harassment like any other type of generic misconduct (as opposed to the serious treatment afforded sexual or racial harassment)
3. adults will intervene decisively to discipline/counsel offenders and provide support to the victims.
4. students rally around their LGBT peers and adults are quick to intervene with consequences, victim support, and proactive education to prevent future incidents.

\_\_\_\_\_ **Z. With regard to the larger LGBT community external to the school,**

1. There is no relationship on any level and LGBT organizations and service agencies are unwelcome to participate in school activities.
2. A general concern for traditional moral values prevents relationships, though meetings with local groups or agencies may occur when crises arise.
3. there is an openness to working with organizations and service providers toward staff trainings and practices that will result in a safer school climate for LGBT youth.
4. Ongoing relationships exist that bring support services, educational trainings, new staff/students, and cultural enrichment to the school community.

## Scoring Guide

### From A-Z: Schools and LGBT Issues: An Assessment Survey

Enter your scores from the Assessment Survey to determine where your school stands in each area.

ITEM	SCORE	SECTION SUBTOTAL	SECTION SCORING	SECTION DESCRIPTION
A		Policy:	5-7 = Hostile School 8-12 = Resistant School 13-17 = Open School 18-20 = Inclusive School	A. Nondiscrimination/anti-harassment policies B. Multicultural/diversity statements C. Curricular policy D. GSAs and LGBT themed student clubs E. Staffing policies
B				
C				
D				
E				
F		Curricular Programming:	7-10 = Hostile School 11-17 = Resistant School 18-24 = Open School 25-28 = Inclusive School	F. Attitude of adult community G. Inclusive books and curricular materials H. School librarian practices I. Curricular inclusion of LGBT themes J. Response to efforts to create inclusive curricula K. Staff development/training around LGBT issues L. Exposure to LGBT themes by graduation
G				
H				
I				
J				
K				
L				
M		Extracurricular Programming:	7-10 = Hostile School 11-17 = Resistant School 18-24 = Open School 25-28 = Inclusive School	M. Atmosphere in athletic programs N. GSAs and LGBT themed student clubs O. School-wide programming around diversity P. Health/guidance professional practices Q. College/career counselor practices R. Atmosphere at dances/proms and social functions S. Parent/family education
N				
O				
P				
Q				
R				
S				
T		Practice:	7-10 = Hostile School 11-17 = Resistant School 18-24 = Open School 25-28 = Inclusive School	T. General adult attitude toward LGBT people U. General student attitude toward LGBT people V. Beliefs about existence of LGBT people in school W. Visibility /comfort level of LGBT students/staff/families X. Heterosexist/anti-gay language Y. Response to anti-gay harassment
U				
V				
W				
X				
Y				
Z				
<b>TOTAL:</b>		Overall:	26-39 = Hostile School 40-65 = Resistant School 66-91 = Open School 92-104 = Inclusive School	