



Meeting Notes

LGBTQ Steering Committee Meeting
February 23, 2011
5:30-7 p.m.
DCPS Central Office

Overview:

DCPS is developing a comprehensive plan for supporting the DCPS Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) community of students, staff and families. A newly formed LGBTQ Steering Committee of students, school administration and staff, parents and community experts will guide DCPS in the development and implementation of the plan. This was the second meeting of the LGBTQ Steering Committee.

Attendance:

	<p><i>Creating an Inclusive Work Environment:</i></p> <ul style="list-style-type: none"> • LGBT staff must feel safe, and to do that the school-based staff and administration need to be educated on creating a safe space. • Clear behavioral expectations are needed for everyone in the school, and they should be stressed at the administrative level. • Team-building events should be important at the schools to foster general open dialogue. <p><i>Welcoming all Families:</i></p> <ul style="list-style-type: none"> • At the school level, offer family workshops, support groups, get-togethers, etc. These should be planned in collaboration with staff and families from the school itself in order to make it relevant. • There should be a newsletter, blog etc. at every school, and they should include any educational or policy information. • Families should be included in school plans, including trainings. <p><i>Linking Schools and Communities:</i></p> <ul style="list-style-type: none"> • Staff must be trained on resources available, and resources should be included in all parent information tables, mailings, etc. They should also be made available online. • We have a lot of great resources in DC-including community collaboratives in most neighborhoods-and we need to use them.
Resource Review	<p>The committee reviewed available resources that may be useful for each of the subcommittees:</p> <p><i>Bullied:</i> <i>Bullied</i> is a documentary which chronicles the harassment experienced throughout secondary school by a gay student, and the actions he took to fight for his right to be safe at school. Accompanying the film is a viewer’s guide to using it to help teach tolerance in schools. This film is published by the Teaching Tolerance program at the Southern Poverty Law Center, and more information can be found here: http://www.tolerance.org/bullied.</p> <p>“Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual, and Transgender Children” is a publication of the Family Acceptance Project (FAP) at San Francisco State University, which studies the ways that reactions of families may affect the health and wellness of LGBT youth. It can be found at: http://familyproject.sfsu.edu/publications.</p> <p>“Families Matter: New Research Calls for a Revolution in Public Policy for LGBT Children and Youth” by The Center for American Progress is also a useful resource, explaining how the Family Acceptance Project research may be used to address public policy and programs.</p>

“Addressing the Urgent Needs of DC Area LGBTQ Youth” by the Sexual Minority Youth Assistance League (SMYAL). In January 2011, SMYAL released a community report on the needs of DC youth identifying as LGBTQ. Included are several recommendations for community stakeholders to ensure the health and safety of these youth. The report may be found here:

<http://smyal.org/admin/Editor/uploads/2011CommunityReportWebVersion.pdf>.

The Gay, Lesbian, and Straight Education Network (GLSEN) has a training of trainers (TOT) program for educators and community members on learning how to develop programs to make schools safer for LGBTQ youth. They also publish how-to guides for secondary students on implementing a Gay-Straight Alliance (GSA) in their school. These and other GLSEN resources and research may be found here:

<http://www.glsen.org/cgi-bin/iowa/all/what/index.html>. GLSEN also provides a Safe Space training and toolkit, found here: <http://safespace.glsen.org>.