

[STAFF] TMCSEA Presentations From Last Year

katharine.buzzell@mcusd709.org Buzzell, Katharine

To: craig.smock@mcusd709.org Smock, Craig

Cc: lindsay.franklin@mcusd709.org Franklin, Lindsay, alyson.baker@mcusd709.org Alyson Baker, melissa.kerber-long@mcusd709.org Melissa Kerber-Long, madison.reiman@mcusd709.org Madison Reiman

Friday, September 15, 2023 at 10:16:05AM Central Daylight Time

Attached are 2 presentations we attended last year at TMCSEA from the Illinois Safe School Alliance. It was a great opportunity for us.

Here also is a link to the Illinois Safe School Alliance to request PDs: <https://www.ilsafeschools.org/professional-development-1>

Thank you very much for your time and your ear this morning.

Katie Buzzell, SSP, NCSP

She/Her

School Psychologist

Morton High School

Morton Academy



Attachments:

2.1.23_AM Tazewell Mason Counties SPED Association.pdf 19M

2.1.23_PM Tazewell Mason Counties SPED Association.pdf 5.6M

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Friday, September 15, 2023 at 3:57:38PM Central Daylight Time

Thanks for the information, and thank you for involving me in our discussion this morning.

I hope you all have a very restful weekend.

We all need it.

Craig

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Saturday, September 16, 2023 at 9:26:24 AM Central Daylight Time

Dr. Smock,
Thank you for taking the time to meet with us. We appreciate it.

Melissa

On Fri, Sep 15, 2023 at 3:57 PM Smock, Craig <craig.smock@mcusd709.org> wrote:
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Melissa Kerber-Long, SSP
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Morton District 709
Lincoln Elementary
Early Childhood Education
309-284-4086
melissa.kerber-long@mcusd709.org

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Monday, September 18, 2023 at 7:37:23AM Central Daylight Time

Thank you for expressing your concerns and for listening as well.

I know that you are all working hard for our kids and being pressed beyond your emotional capacity.

I hope you have a great week!

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Monday, September 18, 2023 at 8:14:18AM Central Daylight Time

Have a wonderful day everyone.

Melissa

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Public Health Institute of Metropolitan Chicago

About PHIMC

Public Health Institute of Metropolitan Chicago (PHIMC) advances health justice and strengthens public health through innovation and partnerships that align people, strategies, and resources.

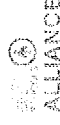
Creating Affirming Classrooms for all Students

Nat Duran, M.Ed

Pronouns: they/them

Safe Schools Consultant

Illinois Safe Schools Alliance



PHIMC



Public Health Institute of Metropolitan Chicago

Illinois Safe Schools Alliance

The mission of Illinois Safe Schools Alliance is to promote safety, support and healthy development for lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) youth, in Illinois schools and communities, through advocacy, education, youth organizing and research.



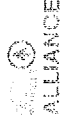
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Learning Objectives

- Gain familiarity of language and terminology used by LGBTQ+ youth
- Build an understanding of common needs, barriers, and protective factors for LGBTQ+ youth, particularly trans, nonbinary, and gender expansive youth
- Identify classroom strategies for creating more affirming learning environments
- Gain confidence in accessing existing tools and resources that can be used for curricular inclusion



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<https://bit.ly/TazewellMasonAM> - linked

- PDF of all slides w/live links
- Booklist
- Classroom strategies for teachers
- ISBE's Guidance for Supporting Trans, Nonbinary, and GNC Students
- Curriculum Considerations slides
- And more!!



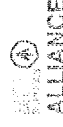
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"When someone with the authority of a teacher...describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing."

-Adrienne Rich



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Proud, Healthy, and Safe

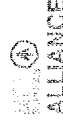


Personal Belief and Professional Responsibility

PERSONAL BELIEF	PROFESSIONAL RESPONSIBILITY
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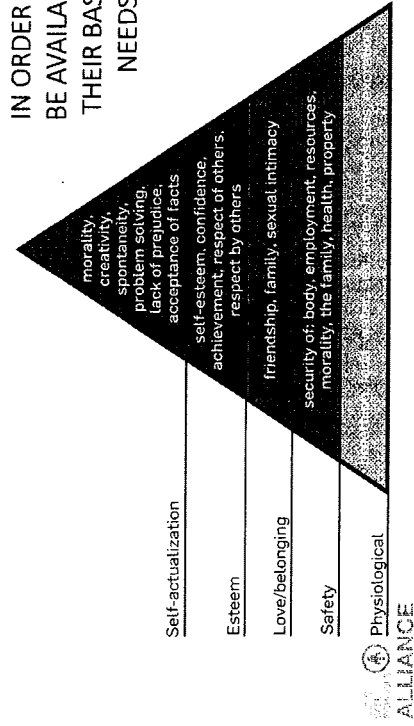


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Maslow's Hierarchy Of Needs



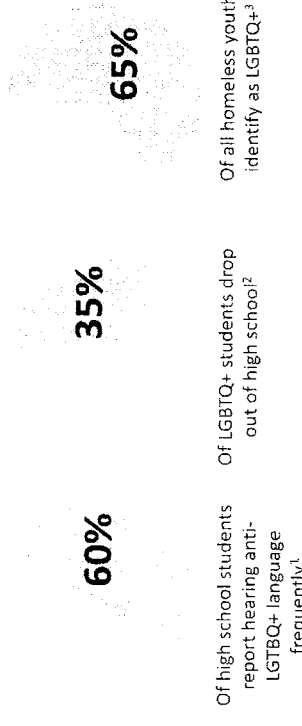
IN ORDER FOR A STUDENT TO BE AVAILABLE FOR LEARNING, THEIR BASIC PHYSIOLOGICAL NEEDS MUST BE MET.

Reflect and Share

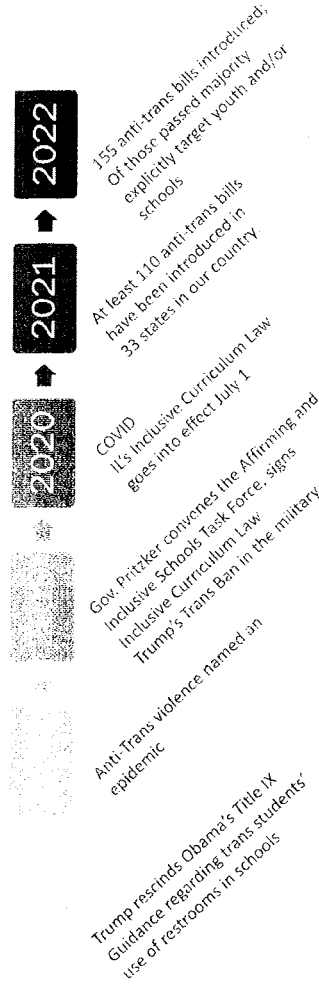
WHAT ARE YOUR IDENTITIES AND HOW DO THEY IMPACT THE CONVERSATION?

WHAT ARE YOUR OWN CONNECTIONS TO LGBTQ+ ISSUES AND IDENTITIES?

Why is this important?



Last 6 Years in Review



School Climate

Sexuality and Gender Identity Are Independent of One Another

Genders and Sexualities Alliances (GSAs) or similar clubs

According to GLSEN, schools are more affirming when students have access to:

Supportive school policies & procedures

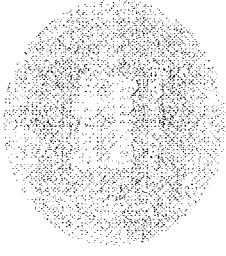
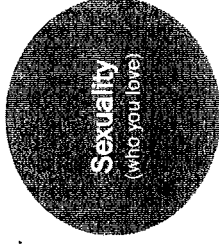
Trained and supportive school staff

Curricular resources that are inclusive of LGBTQ+ identities and topics



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Public Health and Mental Health Center

SEXUAL ORIENTATION is about who you are attracted to romantically, emotionally, spiritually, physically, and/or sexually.
GENDER IDENTITY is about how you understand your own gender.
GENDER EXPRESSION refers to how you outwardly express your own gender.

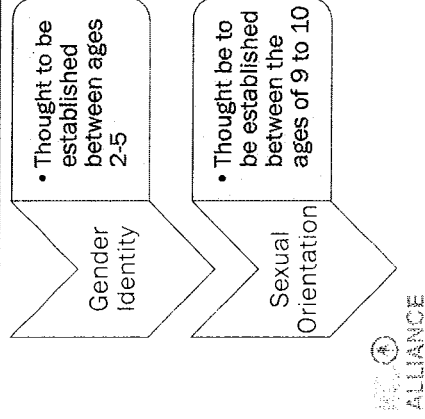


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Identity Formation



Average Coming Out Age in the US for LGB Youth

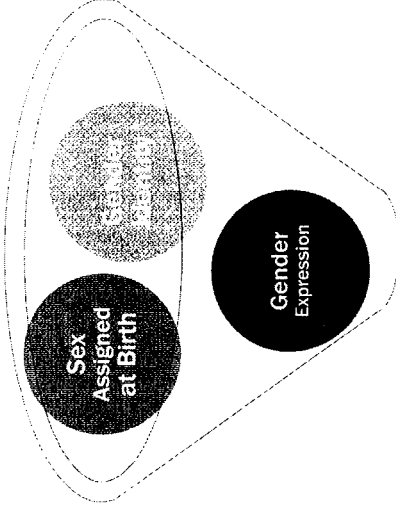
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PHAMC
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For most individuals, gender is about the interrelationship of three things:



Gender Identity
IS NOT determined
by genitals or sex
assigned at birth

Gender Identity

Transgender/Trans “is an umbrella term that may be used to describe people whose gender expression does not conform to cultural norms and/or whose gender identity is different from their sex assigned at birth. Transgender is a self-identity, and some gender nonconforming people do not identify with this term”.

(Trans Bodies, Trans Selves pg. 620)

Cisgender/Cis: is an umbrella term for people whose gender identity aligns with the sex they were assigned at birth and is a privileged identity.

Gender is less like this:



And more like this:



Gender Expansive: Refers to a wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system. (Sometimes referred to as Gender Nonconforming, Gender Creative, etc.)

Non-Binary: An umbrella term that reflects gender identities that don't fit within the “expected” binary of male and female. (Identities that might fall under this umbrella: Genderqueer, Gender Fluid, Agender, etc.)

Let's Practice

A freshman student, Jakob, was assigned male at birth wears eye liner, lip gloss, and "feminine tops" to school. His fifth period teacher consistently sends him out of class to wash his face and change his clothes because she feels he is "disrupting the educational environment." Jakob comes to you and tells you this is happening and asks you to help him figure out how to address the situation.

- How do you respond?
- How might you support Jakob?



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**YOU DO *NOT* NEED TO BE AN
EXPERT IN LGBTQ+ IDENTITIES**

TO BE A SUPPORTIVE ADULT TO

**A YOUNG PERSON HOLDING ONE OF
THESE IDENTITIES**

LGBTQ+ 101 Terminology

Intersecting Identities

SEX ASSIGNED AT BIRTH	GENDER IDENTITY	GENDER EXPRESSION	SEXUAL ORIENTATION
Female	Agender	Androgynous	Asexual
Male	Bigender	Butch	Bisexual
Intersex	Cisgender (cis)	Feminine	Gay
AFAB (Assigned Female At Birth)	Gender Fluid	Femme	Heterosexual
AMAB (Assigned Male At Birth)	Gender Nonconforming (GNC)	Fluid	Lesbian
DFAB/DMAB (Designated Female/Male At Birth)	Genderqueer	Masculine	Pansexual
	Man/Boy/Male		Queer
	Nonbinary		Questioning
	Questioning		
	Transgender (trans) Transfeminine		
	Trans masculine		
	Two Spirit		
	Woman/Girl/female		



PHAMC
PACIFIC HAWAIIAN MIDDLE SCHOOL



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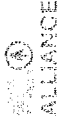
Some terms are culturally specific and are encompass both racial and/or ethnic identity AND sexual orientation and/or gender identity simultaneously.

- Latinx/Latine
- Two-Spirit
- Stud/AG
- Fa'afafine

THE GOLDEN RULE IS TO ALLOW
PEOPLE TO SELF IDENTIFY

AND

REFLECT THE LANGUAGE THEY USE
BACK TO THEM



Best Practice

As you are thinking through how to structure the school environment, keep in mind that the goal is for students to move through their school day in accordance with their gender identity.

**Every student deserves
a Safe Space**

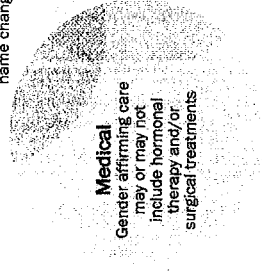


What is a Transition?

Legal
Changing gender marker
on legal documents like
driver's license, passport,
social security card, birth
certificate, and/or legal
name change

Medical
Gender affirming care
may or may not
include hormonal
therapy and/or
surgical treatments

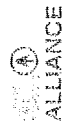
Social
Name and pronoun
use, accessing
facilities based on
gender identity



• Students can use restrooms and locker rooms that correspond with their gender identity

• The single user bathroom **may not** be given as the *only* option for transgender or gender nonconforming students

• *Any* student who has a need or desire for increased privacy, has the right to access a single-user restroom.



PRACTICAL APPLICATION

Let's Practice



When someone asks to use the bathroom, be sure to tell them where all the facilities are, including the gender inclusive bathroom!



As a general rule, it is ok to presume that someone is being intentional about what bathroom they are entering.



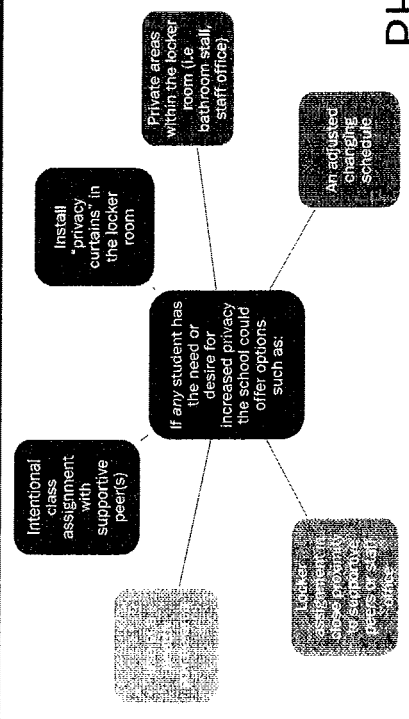
If you have concerns about someone entering a bathroom to cause harm to another person, then respond in a way that is about the harm, not about the person's identity

A tenth grade student has recently come out to a teacher as transgender. The student is transmasculine (was assigned female at birth and identifies as a boy). The teacher tells the student he has to use the nurse's bathroom at school. The student comes to you and through your conversation, you learn that he wants to use the boy's bathroom.

- What steps would you take to support the student?
- How would you support your colleague in their learning process?

IDEAS FOR LOCKER ROOM ACCOMMODATIONS

Let's Practice



A parent calls you and says they heard there is a transgender child in their child's class. They go on to say that their child's privacy is being threatened because they have to share a bathroom and locker room with a transgender person. They ask what is being done to ensure their child will not have to use the bathroom and locker room with a transgender person.

- How do you respond to this parent?
- What information do you share with them?

True or False?

Schools do not need a student to provide “proof” of a medical or legal transition in order to access aspects of a social transition at school.

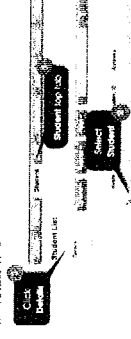
Make Support Accessible



Aspen | Student Support System

Aspen Student Support System (SSS) is a web-based system that allows students to manage their own support needs. It is designed to be a user-friendly, accessible platform for students to request and track their support needs. The system is designed to be a user-friendly, accessible platform for students to request and track their support needs. The system is designed to be a user-friendly, accessible platform for students to request and track their support needs.

1. Click on the Student Support System icon.
2. Click on the Details link.



3. Click on the Student Support System icon.
4. Click on the Details link.

5. Click on the Student Support System icon.
6. Click on the Details link.

7. Click on the Student Support System icon.
8. Click on the Details link.



Let's Practice

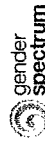
Mid-year, an eleventh grade student, along with their parents, have requested you use a name different than the child's legal name. When their teacher starts doing this in class, other students begin asking “Why are you using a different name?”

- How do you respond to this question?
- How can you support the teacher and the student in the classroom environment?

CONFIDENTIALITY

- The school has the responsibility to keep information about a student's transgender status, legal name, or biological sex assigned at birth confidential.
- Disclosing this information may violate privacy laws such as:
 - Federal Family Educational Rights and Privacy Act (FERPA)
 - The Illinois School Student Records Act (ISSRA)
 - The Mental Health and Developmental Disabilities Confidentiality Act

Gender Support Plans



Gender Support Plan

(This form is to be completed by the student, with input from the school counselor, and signed by the student, school counselor, and parent/guardian. It is a confidential document and should be kept in a secure location. It is not to be shared with other students or staff.)

Student Information:

Name: _____ Student ID: _____

Gender: _____ Assigned at Birth: _____

Preferred Name: _____ Preferred Pronouns: _____

Parent/Guardian Information:

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

PARENT/GUARDIAN INVOLVEMENT

I, the undersigned, have read and understand the Gender Support Plan for my child. I agree to support my child in following the plan and to keep the plan confidential.

PRIVACY, CONFIDENTIALITY AND DISCLOSURE

This plan is confidential and should not be shared with other students or staff. It is to be kept in a secure location and only shared with the school counselor and the student. It is not to be shared with other students or staff.

Signature of Student: _____

Signature of School Counselor: _____

Signature of Parent/Guardian: _____

Date: _____



Follow The Lead

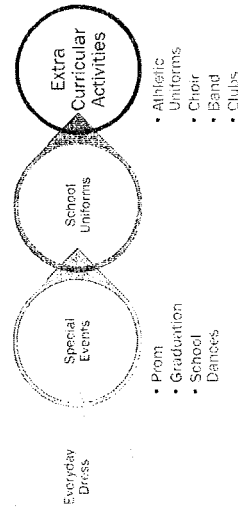
The Right To...

- Transgender and Gender Expansive students have the right to openly discuss their gender identity and expression
- Transgender and Gender Expansive young people also have the right to privacy around whether or not they would like to discuss or disclose information about their identity.



Dress Codes

Students can dress in a manner consistent with their gender identity or expression within the constraints of the dress code



- Students must be permitted to participate in recreational, physical education, sexual health education, clubs, school events, and non-competitive sports in accordance with their gender identity.
- Participation in competitive athletic activities and contact sports will be resolved in accordance with the Illinois High School Association rules.

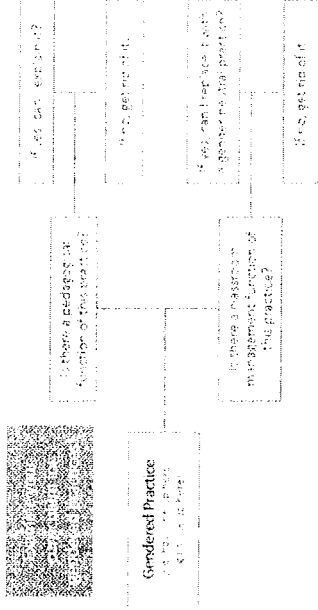


Physical Education, Sexual Health Education, Sports, Clubs, and School Events



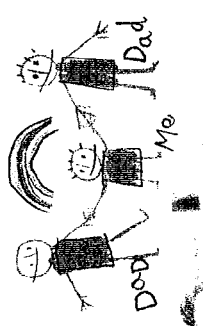
Gender-Affirming Curricular and Educational Practices

- Examine your curriculum for gendered practices.
- Meet your students where they are at.
- Respect privacy.
- Create a safe space.



Developmentally Appropriate Responses

- Answer the question that's being asked
 - "Why are those 2 men holding hands?"
 - "Probably because they like each other!"
- Focus on love and family structure
 - "Not all families look the same."
- Create a safe space.



Let's Practice

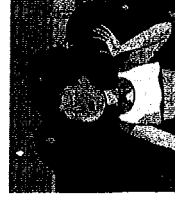
It is play time in your kindergarten classroom and you overhear a group of students arguing about their roles while playing make believe. Eva is telling the group that "only mommies and daddies can get married" and you notice that Nathan looks upset as Eva becomes more insistent on these roles for the group.

- How do you intervene in this moment?
- How can you support Nathan during this conversation? Eva?

Visual cues



Am you a boy or a girl?
I'm an experience

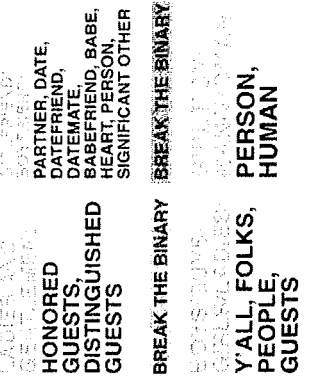


High School Recommended Readings



The Importance of Language

- Be intentional about the language you use.
- Engage your students in conversations around the evolution of identity-based language, especially when introducing primary source material.
- Be proactive with pronouns.
- Challenge yourself to be more aware of gendered language.



DO BREAK THE BINARY

人欲其出而不可出也

- Parents
- Siblings
- Grandparents
- Uncle/Auntie
- Niblings/Nibs
- Boo/Date/Partner
- Spouse
- Friend
- Everyone/You
- Mx.

人欲其出而不可出也

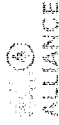
人欲其出而不可出也



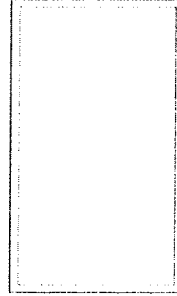
Let's Practice

After winter break, a student comes to you and tells you they are agender, and would like to start using the name Gray, and the pronouns they/them.

- What would be important questions to ask Gray?
- How would you plan for Gray's transition in the classroom? What would be important elements to consider?

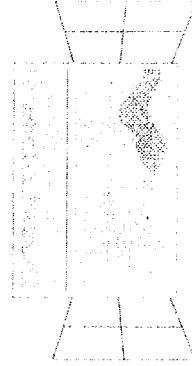


Framework: Curriculum as Mirrors and Windows



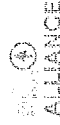
LGBTQ-INCLUSIVE CURRICULUM BENEFITS ALL STUDENTS BY:

- Exposing them to more inclusive and accurate accounts of history.
- Helping them have better understanding of LGBTQ people.
- Encouraging them to question stereotypes about LGBTQ people.
- Promoting acceptance



LGBTQ-INCLUSIVE CURRICULUM BENEFITS LGBTQ STUDENTS BY:

- Validating their existence and experiences
- Reinforcing their value and self-worth.
- Providing space for their voices.



GLSEN – Developing LGBTQ-Inclusive Classroom Resources

- Suggested LGBTQ-Inclusive Learning Opportunities

- Early Elementary: "Ready, Set, Respect!"
- Upper Elementary: Identity Flowers
- Middle School: Challenging Assumptions
- High School: Learning Empowerment and Self Identification



- This resource identifies many examples split up by subject area and grade

Learning for Justice – Classroom Resources

• 600+ learning plans based on:

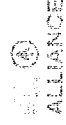
- Race & Ethnicity
- Religion
- Ability
- Class
- Immigration
- Gender & Sexual Identity
- Bullying & Bias
- Rights & Activism

• Many align with inquiry-based learning

• Can filter by grade



LEARNING FOR JUSTICE



This resource provides examples for different subjects – includes key approaches and example lesson plans



Addressing Questions and Pushback



"LGBTQ+ students with inclusive curriculum have better academic and mental health outcomes, and are less likely to miss school."



Source: GLSEN Developing LGBTQ-Inclusive Classroom Resources



Additional Resources

Foundational information on LGBTQ+ students

- [Strengthening Inclusion in Illinois: A Guide to the Alliance and Best Practices Support Tools for Governor JB Pritzker](#)
- [GLSEN, 2019 National School Climate Survey](#)

Best Practices for Affirming Learning Environments

- [Gender Spectrum Gender Inclusive School Toolkit](#)
- [Teaching Tolerance: Best Practices for Serving LGBTQ+ Youth](#)
- [Illinois State Board of Education: Remote Learning Resources](#)

Resources for an Inclusive Curriculum

- [GLSEN: Developing LGBTQ Inclusive Classroom Resources](#)
- [Stonewall Education for All: Creating an LGBTQ Inclusive Curriculum / Guide for Secondary Schools](#)
- [The Legacy Project Lesson Plans](#)
- ["It's Elementary" Film](#)
- [Fair Education Act Resources](#)



Quick Tips and Practice

You should not inform a parent/guardian of their child's LGBTQ+ identity without the student's consent

Affirm young people's resilience and creativity in navigating systemic barriers

Elements of a student's transition may be "site specific"

Show that you are a safe person to talk to by having your practice reflect your knowledge



FAMILY ACCEPTANCE PROJECT
Building healthy families for youth



Lambda Legal
Creating legal and social equality for all



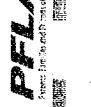
gender spectrum



GLSEN



PFLAG
Support for the LGBTQ+ community



AMERICAN CIVIL LIBERTIES UNION



Youth Services



Am & Robert H. Lurie Children's Hospital of Chicago



WELCOMING SCHOOLS



PHAMC



TSER
Trans Student Educational Resource



Youth Services



ALLIANCE



PHAMC

Thank you!

Please complete this quick evaluation:

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



Thank you!

www.ilsafeschools.org



Nat Duran
nat.duran@phimc.org



Public Health Institute of Metropolitan Chicago

References

¹ GLSEN National School Climate Survey (2017).

² GLSEN Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth

³ National Coalition for the Homeless (June 2017).

⁴ CDC. Sexual Identity, Sex of Sexual Contacts, and Health-Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services (2016).





Public Health Institute of Metropolitan Chicago

About PHIMC

Public Health Institute of Metropolitan Chicago (PHIMC) advances health justice and strengthens public health through innovation and partnerships that align people, strategies, and resources.

Deepening Our History in Today's Legal Landscape

Nat Duran, M.Ed

Pronouns: they/them

Safe Schools Consultant

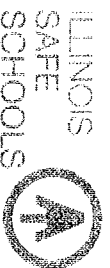
Illinois Safe Schools Alliance



Public Health Institute of Metropolitan Chicago

Illinois Safe Schools Alliance

The mission of Illinois Safe Schools Alliance is to promote safety, support, and healthy development for lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) youth, in Illinois schools and communities, through advocacy, education, youth organizing and research.



ALLIANCE



Learning Objectives

- Understand the legal landscape around transgender students' rights at the state and federal level.
- Learn about current legislation in Illinois that impacts LGBTQIA+ students.
- Discuss implemented Administrative Procedures from Illinois districts for transgender student support.

Learning Objectives

- Comprehend the history, specifics, importance, and impact of the Inclusive Curriculum Law
- Understand how affirming learning environments make inclusive curriculum more effective
- Analyze the frameworks and strategies for implementing inclusive curricula
- Gain confidence in accessing existing tools and resources that can be used in the classroom

<https://bit.ly/TazewellMasonPM> - linked

<https://bit.ly/TazewellMasonPM>

- PDF of all slides w/live links



Foundational information on LGBTQ+ students

- [Strengthening Inclusion in Illinois Schools: Report of the AG, finding and inclusive schools Task Force to Governor JB Pritzker](#)
- [GLSEN, 2019 National School Climate Survey](#)

Best Practices for Affirming Learning Environments

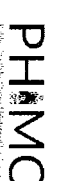
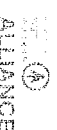
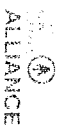
- [Gender Spectrum: Gender Inclusive Schools Framework](#)
- [Teaching Tolerance: Best Practices for Serving LGBTQ Students](#)
- [Illinois State Board of Education: Remote Learning Recommendations](#)

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- [The Legacy Project Lesson Plans](#)
- [“Us, Elementary” film](#)
- [Fair Education Act Resources](#)

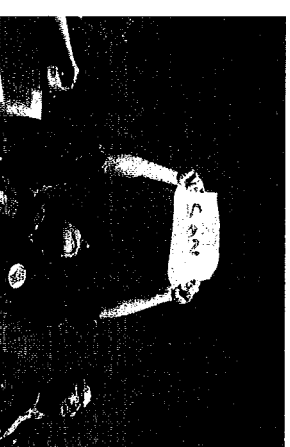
Additional Resources

- [Illinois State Board of Education Non-Regulatory Guidance on Supporting Transgender, Nonbinary, and Gender Nonconforming Students](#)
- [Illinois State Board of Education Sample Board Policies and Administrative Procedures](#)
- [Strengthening Inclusion in Illinois Schools Report of the Affirming and Inclusive Schools Task Force to Governor JB Pritzker](#)
- [Illinois Safe Schools Alliance Advocacy Request Form \(a collaboration with Equality Illinois\)](#)

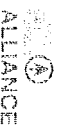
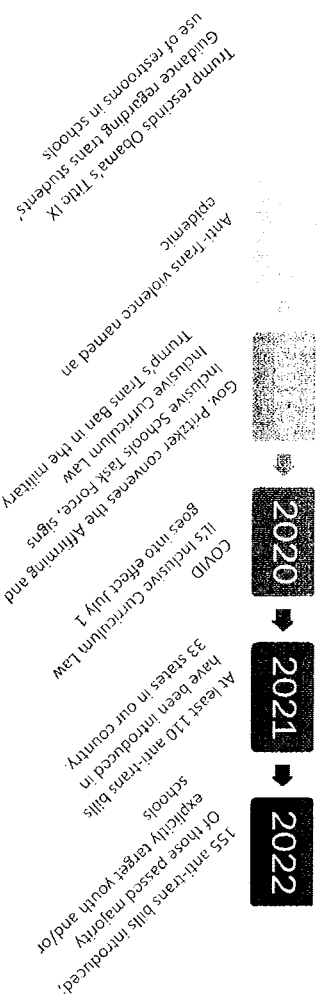


Anti-Transgender Legislation

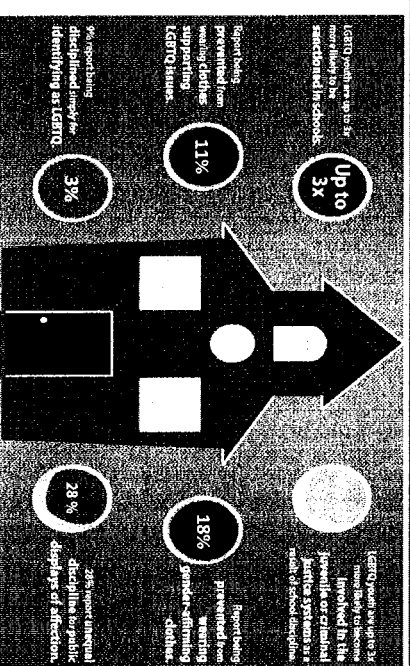
According to data from the Human Rights Campaign, one of the nation's largest LGBTQ advocacy groups, at least 120 bills have been introduced in the current 2023 legislative session that target the transgender community.



Last 6 Years in Review



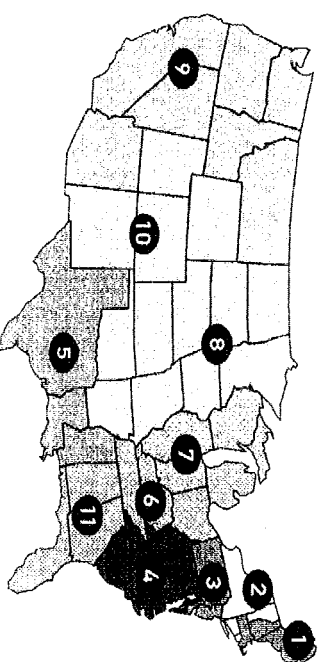
Disproportionate Disciplinary Measures



LGBTQ+ Students' Rights are Protected by:

Federal Protections

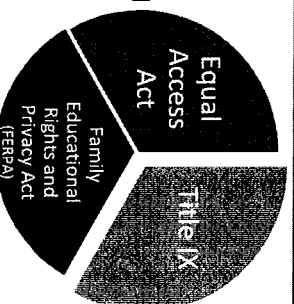
School	• Mission • Vision • Values • Learning Philosophy
District	• Equal Education Opportunities • Anti Discrimination • Bullying and Harassment
State	• Illinois Human Rights Act • Illinois Prevent School Violence Act • Conversion Therapy Ban • Title IX • Family Educational Rights Privacy Act (FERPA) • Equal Access Act
Federal	• PENDING: Equality Act



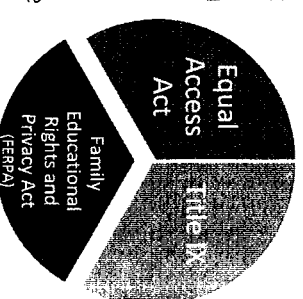
Equality Act – pending legislation

FERPA

- Primarily intended to amend the 1964 Civil Rights Act to explicitly protect those whose identities fall under the realm of sexual orientation and gender identity.
- If passed, the Equality Act, an anti-discrimination law, would provide protections for LGBTQIA+ people across all areas of life, including the education system.
- How this differs from previous legislation? It would differentiate these protections from falling under the umbrella of "sex" and expand protections.
- Passed the House on February 25th, 2021, and was referred to the Senate Judiciary Committee

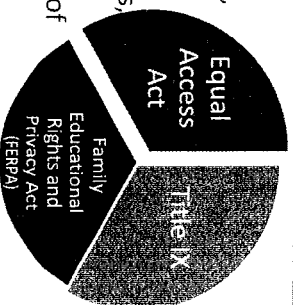


- Protects the privacy of personal information about students in educational records, and in most circumstances prohibits release of this information without consent.
- FERPA gives parents certain rights with respect to their children's educational records.
- These rights transfer to the student when they reach the age of 18 or attends a school beyond the high school level.



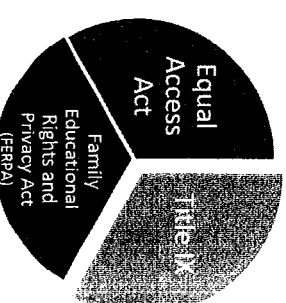
Equal Access Act

- Applies to public, secondary schools that receive federal funding and allow at least one student-led, non-curricular club that meets outside of class time.
- Requires all school-affiliated student organizations, such as a GSA's, to be treated equally.
- This means that schools cannot ban certain types of groups or single them out for worse treatment.



Title IX

- The Department of Education provides protection for all students, including transgender and gender non-conforming students under Title IX.



Bostock v. Clayton (2020)

After acknowledging his participation in a gay softball league at work, Gerald Bostock was terminated for "conduct unbecoming of [the county's] employees."

The Supreme Court found that "discrimination on the basis of homosexuality or transgender status requires an employer to intentionally treat employees differently because of their sex." (Title VII discrimination)



Biden's Application of Bostock

"In Bostock v. Clayton County, the Supreme Court held that Title VII's prohibition on discrimination "because of . . . sex" covers discrimination on the basis of gender identity and sexual orientation. Under Bostock's reasoning, laws that prohibit sex discrimination — including Title IX of the Education Amendments of 1972...prohibit discrimination on the basis of gender identity or sexual orientation, so long as the laws do not contain sufficient indications to the contrary."

Grimm v. Gloucester County School Board (2021)

DOE v. Township High School District 211

In 2017, Gavin Grimm sued his school board for excluding him from using the restroom that aligned with his gender identity. This discrimination was in violation of Title IX.

The case spanned four years – including a trip to the Supreme Court – back into the U.S. Court of Appeals for the Fourth Circuit for the state of Virginia where it ruled in favor of Gavin on August 26, 2020. The Supreme Court denied the school board a petition in 2021.



Opinion from Magistrate Judge Jeffery Gilbert

Whitaker v. Kenosha Unified School District No. 1.

OCT 18, 2016



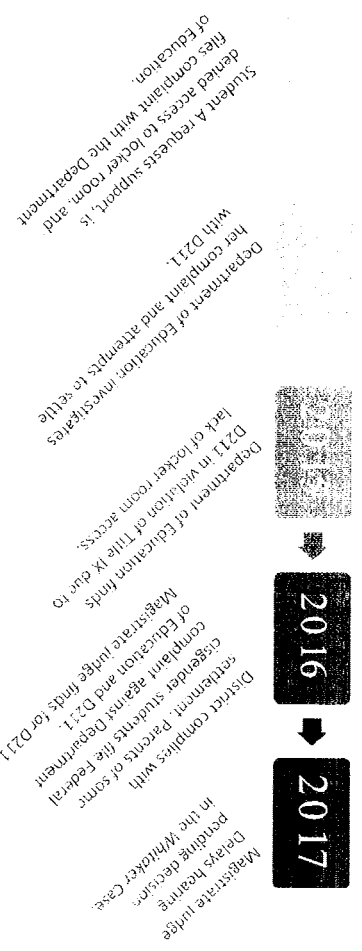
"High school students do not have a constitutional right not to share restrooms or locker rooms with transgender students whose sex assigned at birth is different than theirs"

"Sharing a restroom or locker room with a transgender student does not create a severe, pervasive, or objectively offensive hostile environment."

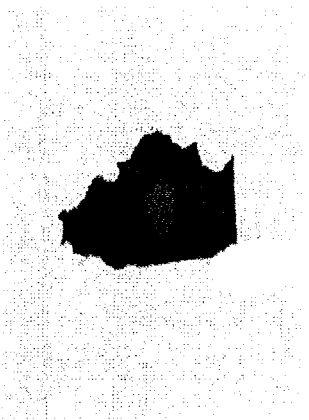
In a resounding legal victory for Wisconsin student Ash Whitaker, the Court of Appeals for the Seventh Circuit (which has jurisdiction over WI, IN, and IL) ruled that federal laws that prohibit discrimination on the basis of "sex" protect transgender students as well and require schools to allow transgender students to access the restrooms that correspond with their gender identity.



HELD: Both Title IX and the U.S. Constitution required gender-affirming restroom access for trans students.

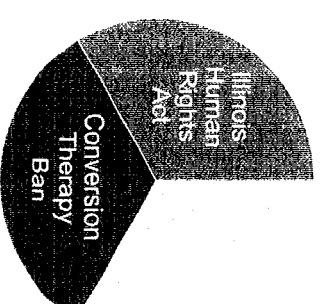


Illinois Protections



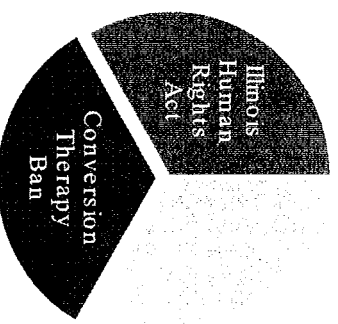
Prevent School Violence Act

- Seeks to prevent violence from occurring in school, by addressing root causes of violence
- States that bullying is prohibited in all school districts on the basis of actual or perceived gender identity, gender expression, and sexual orientation



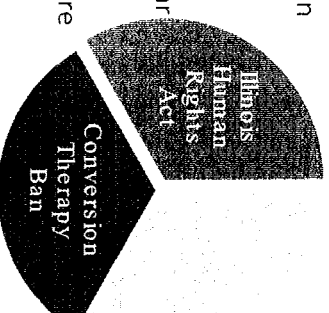
Conversion Ban Therapy

- Under no circumstances shall a mental health provider (including school psychologists and licensed school social workers) engage in sexual orientation change efforts with a person under the age of 18.
- Includes efforts to change behaviors or gender expressions



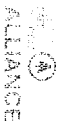
IL Human Rights Act

- Protects all Illinois students from discrimination, including discrimination based on sexual orientation, gender identity, and other classifications.
- States that schools cannot exclude students from school or extracurricular activities because of their sexual orientation or gender identity and schools cannot discipline students more harshly because of their sexual orientation or gender identity.



Maday v. District 211

Nova Maday fought for unrestricted locker room use since her sophomore year. In late November 2017, during her senior year, Maday filed a lawsuit against Township High School District 211, saying they violated the Illinois Human Rights Act by treating her differently from other female students by requiring her to dress behind privacy curtains in the locker room. The case was settled in 2020.

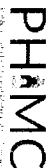


McCray v. Williamsville-Sherman CUSD #15

- CUSD #15 implemented an affirming District-wide administrative procedure as a part of the settlement reached with the Illinois Department of Human Rights.



Quote from student Alex McCray: "I am very pleased that we were able to come to an agreement, mostly because it's going to benefit other students like myself" says Alex. "By putting in this reasonable policy in place, all students will be protected, including future transgender students."

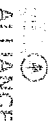


Illinois State Board of Education

District Protections

Student Demographics

STUDENT DEMOGRAPHICS					
DOB	Birthdate	Code	Value	Description	DOB Type
Gender		Gender	Male	Gender Male or Female - For male students, the description is "Male" and for female students, the description is "Female". However, for students identifying as transgender, clients may choose to enter the gender with which the student identifies, rather than the student's biological gender. The description for transgender students is "Transgender". Different must be careful to include the student's SID number on the record so that a duplicate ID number is not created for the student.	DOB Type
Birth Date		Birth Date	mm/dd/yyyy	Student's Date of Birth	DOB Type



Check your Districts' 7:10 Equal Educational Opportunity Policy to see if "Gender Identity," "Gender Expression," and/or "Sexual Orientation" are named as protected classes.



Berwyn South District 100

- Pre-K-8 District implemented a board supported Administrative Procedure for transgender student support in the 2015-2016 school year.
- In the 2016-2017 school year examined curriculum to ensure LGBTQIA+ identities were represented

Quote from school board member Deanna Durica:

"You know all kids are going to have a lot of challenges as they grow up, but I don't want our school district to be one of those challenges they had to overcome."



Harlem District 122

- Pre-K-12 District passed a board approved administrative procedure for transgender student support
- Was implemented in the 2016-2017 school year

Quote from Superintendent Julie Morris:

"As a leader of a public school system, we educate every single child. And that seems cliché, but it's very difficult to do when you're not honoring every child in front of you," Morris said.



Chicago Public Schools Revised Guidelines

"Guidelines Regarding the Support of Transgender and Gender Nonconforming Students"

- Implemented "Guidelines Regarding the Support of Transgender and Gender Nonconforming Individuals"
- Includes Staff, Parents, and Visitors



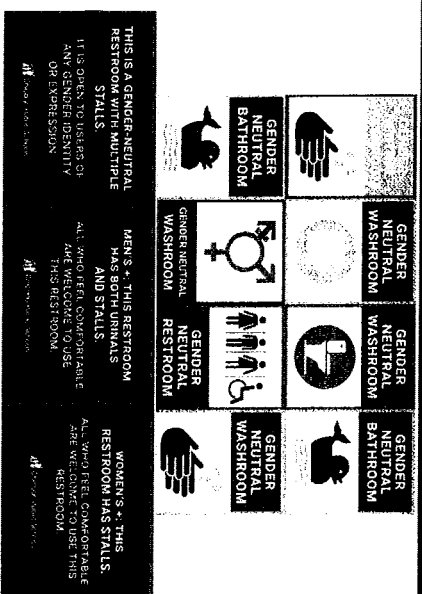
Chicago Public Schools Bathroom Policy (2021)

Twitter Video – Nov. 27th, 2021

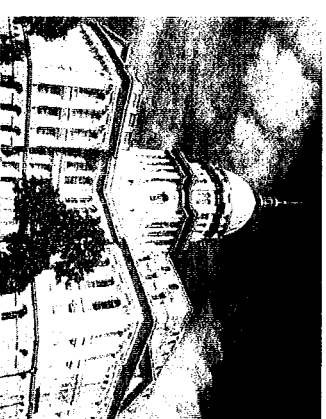
"In compliance with new federal guidelines, all CPS students and staff will have fair and equitable access to bathroom facilities that align with their gender identity. We will be providing all schools with updated signage that makes our bathrooms more inclusive. It will identify the fixtures available in each restroom, and make it clear that all restrooms are open for use by anyone who feels comfortable."



New CPS Bathroom Signage



Illinois Legislative Updates



Illinois Vital Records Act Updated - HB1785

SIGNED INTO LAW ON AUG 25, 2017

- Removes surgery standard to be consistent with Federal standards of "appropriate clinical treatment for gender transition."
- Allows for individuals to change the gender marker on Illinois birth certificates without proof of surgery, instead requiring a declaration from a licensed medical or mental health professional that the individual has undergone clinically appropriate treatment.
- Modernizes the language "sex change" to "change of sex designation."

Relevant Vital Records Act Updates

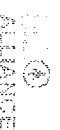
- Effective Jan. 1st, 2022, the State Registrar of Vital Records must establish a new certificate of birth when they receive a statement signed by a legal adult in which they attest to making the request *for the purpose of affirming their gender identity or intersex condition* of a minor and that the sex designation on the minor's certificate of birth should therefore be changed.

Why is a Birth Certificate Important?

Mental Health and Developmental Disabilities Act

Some common situations where a birth certificate is required:

- In **elementary or secondary schools** in Illinois must provide their child's birth certificate within 30 days to verify their child's identity
- Illinoisans applying for their **first passport** must show both a State ID or driver's license and their birth certificate
- Illinois residents applying for a **mortgage** from a large privately owned mortgage bank must show their birth certificate
- A person starting a **new job** may be asked to provide their birth certificate and other forms of identification.



SIGNED INTO LAW AUGUST 18, 2017

- Authorizes providers who are counseling minors without parental consent to use their judgment and experience to continue or discontinue counseling the minor without parental consent.
- Increases the number of sessions a provider who is counseling a minor, between the ages of 12 and 17, may provide without parental consent to eight 90-minutes sessions (rather than five 45-minutes sessions).

Public Act 102-0543: Reporting Student Gender Identity and Sexual Orientation

Public Act 102-0543: What It Means for School Districts

- Expands the demographic data collection and reporting requirements for the Illinois State Board of Education include age, sex, disability status, sexual orientation, gender identity, and primary or preferred language.
- ISBE will begin collecting the new demographic data elements in the Student Information System for school year 2022-23

- School districts must provide the opportunity for **all** students or their parents/guardians to disclose this information; however, students or their parents/guardians **do not** have to complete these fields.
- School districts must not disclose a student's gender identity or sexual orientation to others, including the student's parent(s)/guardian(s), unless legally required to do so or unless the student has authorized such disclosure.

- [Link to ISBE Guidance](#)



Name Change Modernization (HB 2542)

- Brings state's overly-restrictive name change law in line with the majority of other states and help transgender and gender-expansive individuals and survivors of human trafficking to live safer and more authentic lives by removing the **ten-year waiting period and the lifetime ban**.

What does all this mean?

Students have the *right to privacy* about their transgender or gender non-conforming identity

Students have the *right to be addressed by a name and pronoun that correspond with their gender identity*

Students have the *right to use the facilities (i.e. bathroom and locker room) that correspond with their gender identity*

STILL, NONE OF THESE RIGHTS ARE DEPENDENT ON LEGAL OR MEDICAL TRANSITIONS

PHAMC
Pursuing the Inclusive Curriculum Law

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Pursuing the Inclusive Curriculum Law

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Illinois Inclusive Curriculum Advisory Council

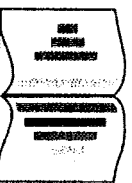
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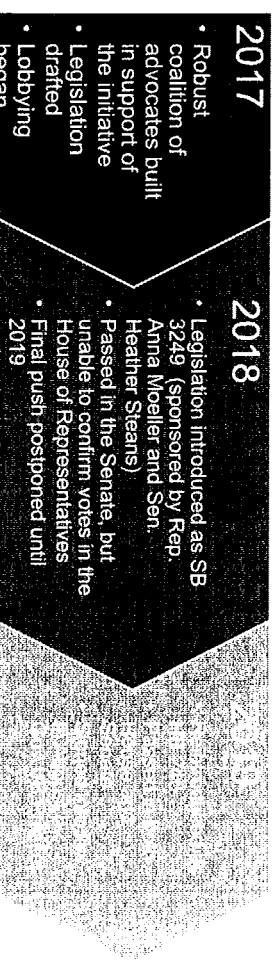
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Inclusive Curriculum Law Overview

- Took effect July 1, 2020.
- Mandates that all Illinois public schools include the contributions of LGBT people in the history of Illinois and the United States.
- The mandate applies to grades K-12, and instruction must be included by 8th grade.
- Requires that textbooks and any other instructional materials must not discriminate against any of the protected classes found under the Illinois Human Rights Act.

Inclusive Curriculum Law Overview

- School districts determine how content is taught.
- The law suggests content be taught in social sciences, but does not limit this content to social sciences.
- The law does not require the purchase of new textbooks.
- There are many free resources and tools available to support schools.

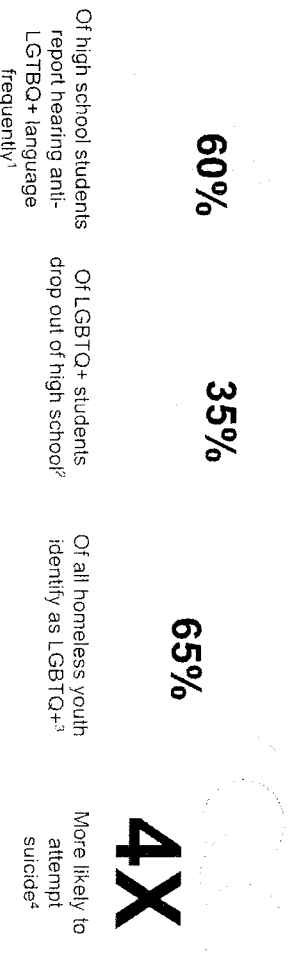
What This Means for Educators

- Educators have an opportunity to present material and supplements in a way that reflects the unique nature of their classroom, especially those of LGBTQ+ students.

You may be wondering:

- How can I integrate the content into existing curricula?
- What additional resources are available?

Why is this important?



School Climate

Impact of an Inclusive Curriculum

Gender and Sexuality Alliances (GSAs) or similar clubs

Inclusion of LGBTQ+ history in curriculum...

According to GLESEN, schools are more affirming when students have access to:

Supportive school policies

Trained and supportive school staff

Instills

Encourages

Promotes

Curricular resources that are inclusive of LGBTQ+ identities and topics



Approach to Affirming Learning Environments

Personal Belief and Professional Responsibility

- Examine your own personal beliefs and professional responsibility to your students.
- Understand the importance of language and be willing to learn essential terms.
- Assess classroom practices to ensure inclusion for all students and challenge gendered practices and norms.
- Spot and integrate opportunities for dialogue and learning.
- Integrate LGBTQ-inclusive content into curriculum.

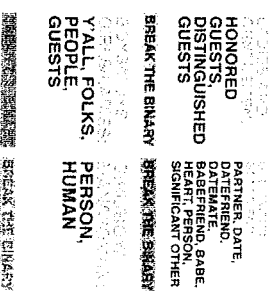


PERSONAL BELIEF		PROFESSIONAL RESPONSIBILITY	



The Importance of Language

- Be intentional about the language you use.
- Engage your students in conversations around the evolution of identity-based language, especially when introducing primary source material.
- Be proactive with pronouns.
- Challenge yourself to be more aware of gendered language.



Gender-Affirming Curricular and Educational Practices

- Provide ongoing training to all staff members.
- Create a non-punitive environment that focuses on prevention.
- Ensure accountability for inclusive practices.
- Provide easily accessible information and supports. Be clear about the complaint procedure.

Gender-Affirming Curricular and Educational Practices

- Examine your curriculum for gendered practices.
- Meet your students where they are at.
- Respect privacy.
- Create a safe space.

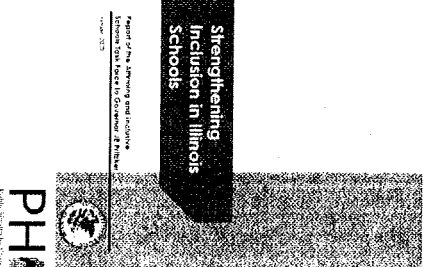


gendered practices

“Creating Affirming Learning Environments”

For a more in depth professional development session on these foundational frameworks and approaches, visit:

<https://www.ilsafeschools.org/professional-development-1>

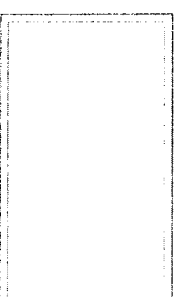


LGBTQ+ Inclusive Curriculum

"When someone with the authority of a teacher...describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing."

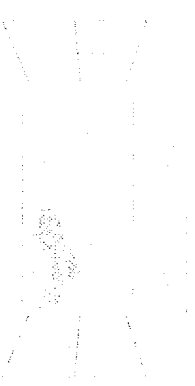
-Adrienne Rich

Framework: Curriculum as Mirrors and Windows



LGBTQ-INCLUSIVE CURRICULUM BENEFITS ALL STUDENTS BY:

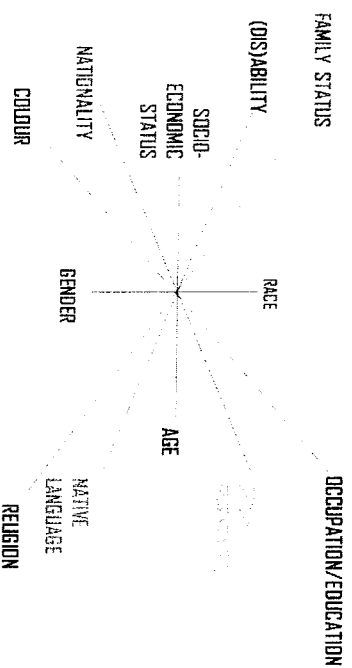
- Exposing them to more inclusive and accurate accounts of history.
- Helping them have better understanding of LGBTQ people.
- Encouraging them to question stereotypes about LGBTQ people.
- Promoting acceptance.



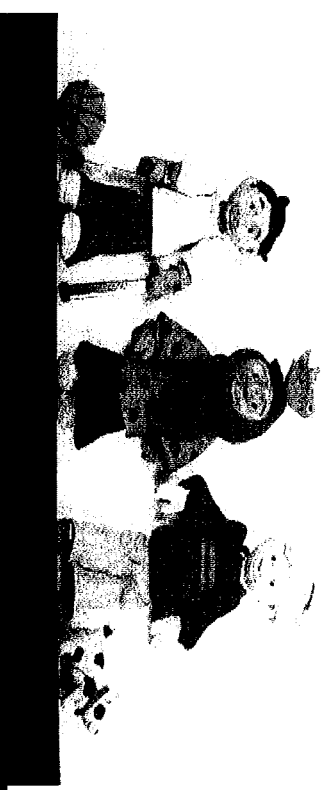
LGBTQ-INCLUSIVE CURRICULUM BENEFITS LGBTQ STUDENTS BY:

- Validating their existence and experiences.
- Reinforcing their value and self-worth.
- Providing space for their voices.

Framework: Intersectionality



Framework: Intersectionality



Framework: Inquiry-Based Learning

*"Tell me and I forget, show me and I remember,
involve me and I understand."*

—Benjamin Franklin



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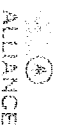
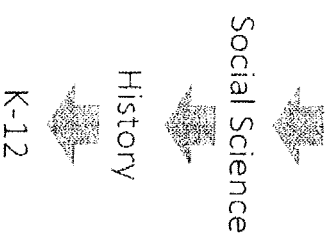
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Framework: Inquiry-Based Learning

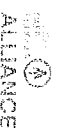
- **Developing Questions and Planning Inquiries**
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- **Evaluating Sources and Using Evidence**
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- **Communicating Conclusions and Taking Informed Action**
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Strategy: Alignment and Integration with Illinois Learning Standards

IL Learning Standards



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Strategy: Alignment and Integration with Illinois Learning Standards

How to Read the Standards

Grade	Standard	Standard Description	Standard Number
K	SS.CV.1.K	Identify the names and responsibilities of people in the community.	1
1	SS.CV.1.1	Explain how the people in the community help the community.	1
2	SS.CV.1.2	Explain how the people in the community help the community.	2

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Social Science Example: 4th Grade Alignment and Integration

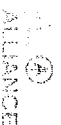
How to Talk About Jane Addams as an LGBT Figure

Historical Sources and Evidence

SS.H.2.4. Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

LGBT Integration

- How did Jane Addams and her life contribute to the founding and development of Illinois?
- Students can take a field trip to the Hull House.



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Addressing Questions and Pushback

Social Science Example: 9th – 12th Grade Alignment and Integration

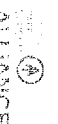
"Beginning these conversations in elementary school will help young people develop empathy for a diverse group of people, and to learn about identities that might relate to their families or even themselves. It is never too early for schools to set up a foundation of understanding and respect."

"Students of all ages must be given an opportunity to learn that the words 'gay,' 'lesbian,' and 'transgender' are adjectives that should be used with respect to describe people in their community, not words used in a negative way to hurt, insult, and degrade."

Source: GLSEN Developing LGBTQ-Inclusive Classroom Resources



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Grades 9 - 12: The evolution of modern LGBT communities and identities; twentieth-century persecution of sexual and gender minorities; and the growth of the LGBT civil rights movement.

Change, Continuity, and Context

SS.H.1.9-12 evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.2.9-12. Analyze change and continuity within and across historical eras.

SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change.

LGBT Integration

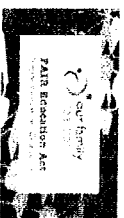
- What factors have led to the gradual acceptance of the LGBT community?
- How did the 20th century views differ from that of the 21st century? How did this manifest in certain laws or policies?
- What is the Kinsey Scale and what does it measure?

Examples

Historical Events

- HIV/AIDS activism in the 80's and 90's
- Fight for marriage equality
- Stonewall Riots (New York)
- Compton's Cafeteria Riot (San Francisco)
- Police raids at the Black Cat Tavern (Los Angeles)

Lesson Plan



Kinsey & Heteronormativity Changing Understandings of Human Sexuality

Author: Jessa Nostbaar

Strategy: James Banks Approach

Level 1: Contributions Approach

1. Activate prior experiences: Before today, have you ever heard of Rustin in your social studies class?
2. Read the biographical information and view the following website: http://rustin.org/page_id2
3. Group Discussion: What was his most significant accomplishment? How has Rustin's work contributed to your understanding of equality?
4. Extend knowledge: How do you think Rustin's discrimination as an African American was like his discrimination as a gay man? How do you think it was different?

Level 2: Additive Approach

1. Website investigation: Which of the following GLBT* industries contributed to the Civil Rights Movement?
2. View the interview for the film "Brother Rustin" at <http://www.itsa.org/2007/06/06/brother-rustin-interv/>
3. Determine how these contributors can be incorporated in an investigative research assignment within your discipline or content area.

Strategy: James Banks Approach



Image: Bayard Rustin

Strategy: James Banks Approach

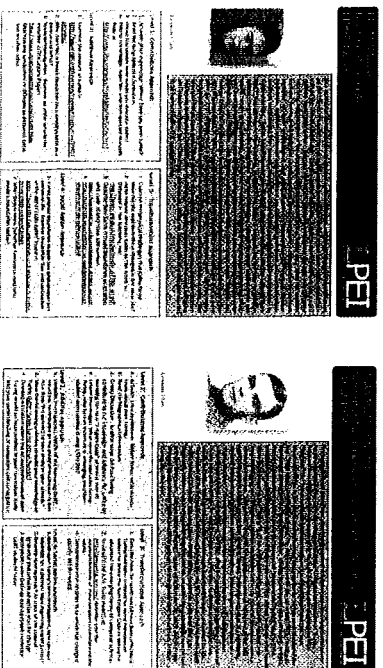
Level 3: Transformational Approach

1. Describe the significance of why Rustin was so effective in his work?
2. Reflect on why Rustin may not be as well known as other civil rights leaders of his era and/or how his homosexuality effected his life's journey. What impact did his repeated separation from his work have on the Civil Rights Movement?
3. Demonstrate your findings regarding these changes and develop your own vision statement through an oral presentation (using Animoto or other visual software).

Level 4: Social Action Approach

1. Extend your own personal understanding of "Rainbow Politics" and develop your action plan for change.
2. Based upon your own learning in school and investigation of Bayard Rustin's life, how would you demonstrate your own movement in society today?
3. Nominate a role model who has demonstrated ideals and values for change.

The Legacy Project's Lesson Plans



The Legacy Project's Lesson Plans

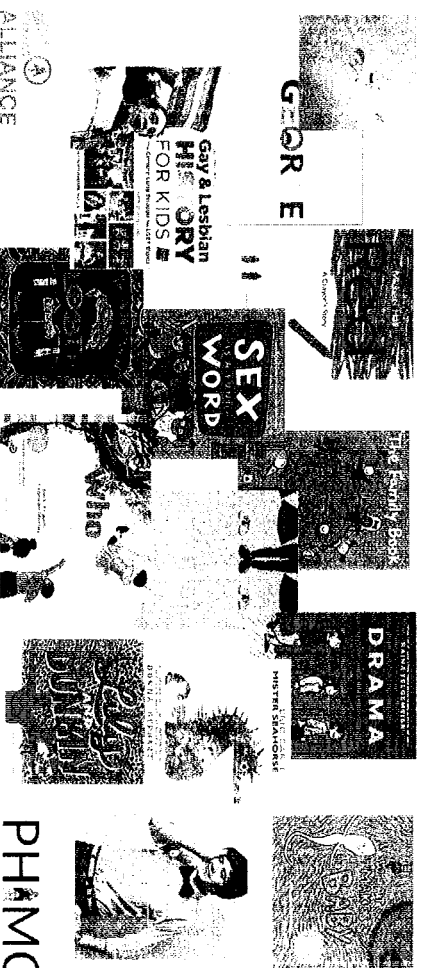
- 50 lesson plans are currently available in the database
- Lessons are prepared by a professional with either a Ph.D. in Library Science or Ed.D. in Education
- Located on a searchable website, free of charge
- Information is compiled into a matrix as a way to identify K-12 lesson plans that include:
 - Individual Illinois standard codes
 - Academic subject matter
 - Grade level in school
 - Related fields of contribution
 - General demographics

English: Key Approaches

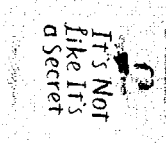
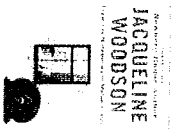
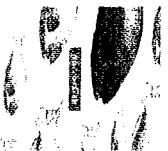
- Introduce students to LGBTQ+ authors and themes
- Compare depictions of LGBTQ+ characters and themes in different contexts
- Explore different representations of gender
- Set up speeches, discussions, and writing activities on LGBTQ+ topics
- Include LGBTQ+ topics in teaching on grammar and language

Source: Stonewall Education for All

Elementary and Middle School Recommended Readings

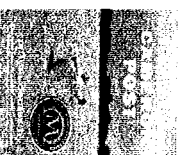
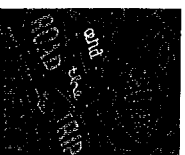
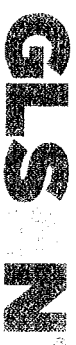


High School Recommended Readings



GLSEN – Developing LGBTQ-Inclusive Classroom Resources

- Suggested LGBTQ-Inclusive Learning Opportunities
 - Early Elementary: “Ready, Set, Respect!”
 - Upper Elementary: Identity Flowers
 - Middle School: Challenging Assumptions
 - High School: Learning Empowerment and Self Identification



- This resource identifies many examples split up by subject area and grade



Learning for Justice – Classroom Resources

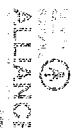
- 600+ learning plans based on:

- Race & Ethnicity
- Religion
- Ability
- Class
- Immigration
- Gender & Sexual Identity
- Bullying & Bias
- Rights & Activism



LEARNING FOR JUSTICE

- Many align with inquiry-based learning
- Can filter by grade



Teaching Tolerance

Learning Plan

Critical Thinking about Traditional Stories

How are the characters treated in the story? What are the choices and assumptions characters make? What does the text tell us about the lesson or message in the story?

Learning Plan

Gender and sexual identity

How do I get to know others and allow others to get to know all of me?
 What are the expectations and how do they flow into the rest of the story?
 What does it mean to be proud about myself and how can I express that in a new way?
 How can I be proud of who I am and where I stand?

GRADE LEVEL: K-2

Subject: Social Studies, ELA

Topic: Gender, Diversity, Culture, Gender & Sexual Identity, Bullying & Bias

Special Interest Domains: Learning

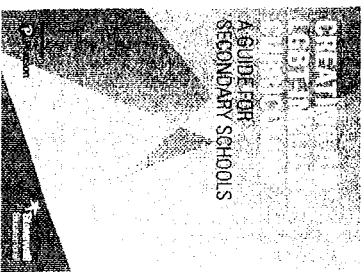
GRADE LEVEL: 3-5, 6-8

Subject: Reading & Language Arts, ELA

Topic: Gender & Sexual Identity, Gender & Sexual Identity, Bullying & Bias

Stonewall Education for All

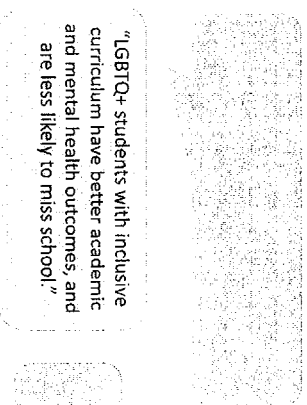
Addressing Questions and Pushback



This resource provides examples for different subjects – includes key approaches and example lesson plans



Source: GLSEN Developing LGBTQ-Inclusive Classroom Resources



Thank you!

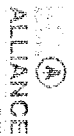
Additional Resources

Sign up for our newsletter to receive updates, tools, and resources on Inclusive Curriculum Law implementation:

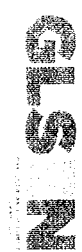
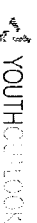
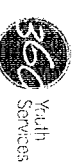
<https://www.ilsafeschools.org/inclusive-curriculum-updates>

Provide feedback and recommendations to improve this workshop:

<https://tinyurl.com/1CLPD2020>



Illinois Inclusive Curriculum Advisory Council



Ann & Robert H. Lurie Children's Hospital of Chicago
The Pediatric Family Division of Adolescent and Young Adult Medicine

Thank you!

Please complete this quick evaluation:

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



You may access additional resources here:

<https://www.ilsafeschools.org/>



References

¹ GLSEN National School Climate Survey (2017).

² GLSEN Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth

³ National Coalition for the Homeless (June 2017).

⁴ CDC. Sexual Identity, Sex of Sexual Contacts, and Health Risk Behaviors Among Students in Grades 9-12: Youth Risk Behavior Surveillance. Atlanta, GA: U.S. Department of Health and Human Services (2016).

⁵ Crenshaw, Kimberle. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989, Iss. 1, Article 8.

⁶ Illinois Social Science Learning Standards, Illinois State Board of Education (June 2017).



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Thank you!

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