







## Introduction






## School Champions: Investing in LGBTQ School Liaisons

At the middle and high school level, DCPS should explore designating LGBTQ school liaisons to implement components of the plan at the school level and maintain a consistent level of activity. This program would first be piloted in a limited number of secondary schools, with further implementation across all secondary schools later. Through an application process, LGBTQ school liaisons would be school staff who:

- Attend regular professional development that includes discussions of policy, health awareness, resources and upcoming events

- Disseminate educational information





of an action plan for their schools around use of the documentary with their staff as well as in their classrooms. Implementation of action plans will be followed up via smaller-group skill building sessions with principals at cluster meetings or meetings with instructional superintendents. DCPS will conduct regular follow ups with schools to ensure that action plans are being implemented, and offer continued and as-needed professional development for principals and technical assistance to schools implementing their action plan.

School-level professional development should begin as a training of trainers (TOT) model for DCPS central-office staff and school-based designees, including the LGBTQ School Liaisons. DCPS and the training participants will then provide professional development workshops to teachers and other school staff. The objectives of this training are to improve the competency of school-based staff to address bias-based bullying and harassment, to build capacity of staff to understand the components of a safe school, raise awareness of available resources, and to familiarize them with the training modules below.

DCPS should plan for ongoing professional development on routine basis to members of the school community, building school capacity in the following areas:

1. *Communicating about LGBTQ issues:* This training would address how to communicate with youth around bullying as well as having other difficult conversations with youth around LGBTQ issues. It would include solid directives for staff around appropriate language.
2. *Building Safe and Inclusive Schools:* This training would include incorporating LGBTQ-friendly and diverse materials and educational resources into the schools and libraries and how to use them to their greatest potential. It would also include such topics as how to support students

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5. *Accessing Community Resources:* This workshop would provide an overview of the resources available to LGBTQ youth and their families. School-based social workers would receive training on the resources available, how to refer, etc.
  6. *DCPS's LGBTQ Policies and Guidelines:* All school-based administrators and staff should be made aware of the anti-bullying and anti-discrimination policies adhered to by DCPS. Training of new administrators and new staff would incorporate the




Many schools lack information about resources available to LGBTQ youth and how to access them. Often schools simply do not have access to resources or literature around LGBTQ topics, or there is a lack of diverse reading and other materials available in schools that reflect sexual minority youth and families.

Improving access to LGBTQ-related resources and curricula, integrating LGBTQ topics into the school curricula, and including relevant materials in school libraries would all increase the capacity of schools to provide students with comprehensive information. This should include encouraging schools to order publications from the recommended LGBT resources, such as those of the American Library Association, as well as other resources recommended









DCPS would develop a guide for schools to include diverse families in library materials and school curricula, including posting images of those families around the school, statements to the school community, other signage around the school, etc.

As part of the evaluation component of this plan, DCPS families may be surveyed, particularly around gender stereotyping and inclusiveness in the schools.

Improving staff capacity around working with LGBTQ-headed families would be a part of the overall professional development plan.

DCPS should also offer parents a variety of supports to increase their skills and knowledge around issues affecting LGBTQ youth, including:

- Workshops and individual guidance on helping guide parents/guardians through the coming-out process, including referrals to support groups, school mental health supports or other community-based agencies.

- Integrating “communicating with youth about di t



## Steering Committee

Students from Ballou STAY High School, Columbia Heights Education Campus, Dunbar High School, and Wilson High School  
Parents from Brent Elementary School, Oyster-Adams Education Campus, and Ross Elementary School  
Administrators and school staff from Ballou STAY High School, Deal Middle School, Maury Elementary School, McKinley Technology High School, Oyster-Adams Bilingual School and Wilson High School  
American Psychological Association  
Mayor's Office of GLBT Affairs  
Sexual Minority Youth Assistance League  
The Trevor Project  
U.S. Department of Education  
DCPS Office of Human Capital, Office of Family and Public Engagement, Office of Special Education, Office of Teaching and Learning, Office of Transformational Management, and Office of Youth Engagement

## References

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