

RESEARCH, DEVELOPMENT, AND VALIDATION OF A SCHOOL LEADER'S
RESOURCE GUIDE FOR POSITIVE SUPPORTS FOR LESBIAN, GAY, BI-SEXUAL,
TRANSGENDER (LGBT) STUDENTS IN SCHOOLS

by

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B.S., Kansas University, 1994
M.S., Emporia State University, 2002

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

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College of Education

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2014

Abstract

Providing a safe environment for LGBT students can often prove to be a controversial and difficult task, depending on the community of which the school is a part. School leaders need guidance in order to successfully help all students who are bullied. The resource guide imbedded in this dissertation was developed with guiding principles such as key issues, legal responsibilities, obstacles, and existing programs. This guide is meant to provide school leaders with additional comprehensive resources to help them provide support needed specifically for LGBT students. Only through appropriate knowledge and resources can leaders then support these students who need to be protected under basic student rights.

Research, Development, and Validation of *Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders* was developed using the research and development (R & D) methodology by Gall, Borg, and Gall (2007). The seven steps in the R & D cycle included: (1) research analysis, needs assessment, and proof of concept; (2) product planning and design; (3) preliminary product development; (4) preliminary field testing; (5) product revision; (6) main field testing; and (7) the final product revision (Gall, Borg & Gall, 2007).

An analysis of the literature, needs assessment questionnaire, and proof of concept results provided information used to develop a prototype. Preliminary field testers using a rating scale and open-ended questions then evaluated the prototype. Revisions were made to the prototype based on their responses. A main field test was conducted with additional experts and final revisions were made based on feedback.

Major conclusions of this study included the following: (1) school leaders need more resources to understand how to provide support for LGBT students in schools; (2) this resource guide for school leaders should include legal information, case studies, and vocabulary used with LGBT students; (3) and the R & D process produced a resource guide school leaders can use to understand their rights and responsibilities concerning LGBT Students.

The resource guide's information includes: (1) key issues related to providing positive support for LGBT students; (2) legal responsibilities and liabilities related to providing protection for LGBT students; (3) obstacles preventing leaders from addressing the issues; and (4) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students.

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Dedication

This dissertation is dedicated to every LGBT person who has ever been bullied or harassed in school. There are many LGBT students with whom I have had the honor of working who helped bring to light the need for continuing my own education in this direction, so I could offer them the school experience they so richly deserve.

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Chapter 1 - Introduction

Public and private school students should not fear being lesbian, gay, bi-sexual or transgender in school. School leaders are responsible for keeping all students safe. This does not mean a few or some, but all. “Principals report that while nearly all (96%) of their schools have anti-bullying policies, less than half specifically mention sexual orientation (46%) or gender identity or expression (39%)” (Harris & GLSEN, 2005, p. 12). “Only 4% of principals report that their schools provide training for staff on LGBT issues” (GLSEN and Harris Interactive, 2008, p. 69). The Council of Chief State School Officers and the Interstate School Leaders Licensure Consortium (ISLLC), widely recognized for their high standards, stated in their *Standards for School Leaders* (2008), Standard #3, the school administrator should “promote the success of ALL students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment” (p. 14). The New York City chapter of Parents, Families, and Friends of Lesbians and Gays (PFLAG) states that on average, Lesbian, Gay, Bi-Sexual, Transgender (LGBT) youth proved to be in much more serious danger than their peers in the areas of academic performance, violence, substance abuse, homelessness, drop-out rate, and depression. LGBT youth also committed suicide at higher rates compared to their heterosexual peers (“Safe Schools Program PFLAGNYC,” n.d.). Leaders in education “often believe there are no lesbian, gay, bisexual or transgender students in their classrooms and as a result, often fail to take action to protect young people” (“PFLAG Education and Programs,” n.d.). However, approximately nine million people in the United States between the ages of 18-45 classified themselves as lesbian, gay, bi-sexual or transgender (Gates, 2011).

Gary Gates, a scholar at the Williams Institute, UCLA Law School, studied four national and two state-level population-based surveys in 2011. These surveys posed questions regarding LGBT populations. Gates' analysis of these surveys suggested that 3.5% of the adult population was LGBT (p. 6). If this statistic were used as a guideline for school populations, a district of 10,000 students would be home to at least 350 LGBT students.

What actions are leaders in education taking to ensure the safety of LGBT students? In cases of "typical", meaning non-LGBT, student abuse, educational leaders who are mandatory reporters may make a call to the Department for Children and Families (DCF). Additionally, when a student comes to school with dirty clothes, a counselor might be utilized to help the child obtain clean clothes and more carefully assess a student's situation outside of the school environment. Students who struggle academically would likely be provided a response to intervention (RTI) to provide academic support. A clear system to protect student welfare is in place when sexuality is not part of the equation. But what protocol do leaders in education follow when a student struggles because of bullying and feeling unsafe because they are gay, lesbian, bi-sexual, or transgender? Where should a leader begin?

In recent months, the media attention has risen to a number of reports regarding bullying of LGBT students who, as a result, committed suicide. When "LGBT school student suicides" is typed into an Internet search engine, multiple stories of gay teens ending their lives as a result of bullying are on display for the world to see. Consider the following examples, a very abbreviated list of the types of events that are sadly becoming all too commonplace:

- Brandon Elizares, self-proclaimed gay male, was just 16 years old when he committed suicide in November 2012 (Chavez, 2012, p.1).

- Kenneth Weishun, 14-year old freshman, in South Dakota, took his own life one week after coming out to friends that he was gay (St. Amand, 2012, p.1).

- Josh Pacheco, a 17-year-old junior at Linden High School in Fenton, Michigan committed suicide on November 26, 2012 after he was relentlessly bullied for being gay, according to his parents (Brydum, 2012, p.1).

- Billy Lucas, age 15, never identified himself as gay, but was tormented daily because other students thought he was. He hung himself in his grandmother's barn. His family filed a wrongful death suit against the school he attended (LGBTQ Nation, 2012, p.1).

Over the past decade, the Gay, Lesbian, Straight Education Network (GLSEN, 2013b) has performed extensive research regarding LGBT students in schools. GLSEN works with educators, policy makers, community leaders and students regarding the urgent need to address anti-LGBT behavior and bias in schools. GLSEN strives to protect students from bullying and harassment, to advance comprehensive safe schools laws and policies, to empower principals to make their schools safer, and to build the skills of educators to teach respect for all people. Every two years, GLSEN conducts a national school climate survey, with the most recent completed in 2011 (Marra, 2012). Feeling unsafe at school because of their sexual orientation and suffering verbal, physical and cyber bullying harassment was reported by 63% of students surveyed. (Kosciw, Greytak, Bartkiewicz, Boesen, & Palmer, 2011, p. 22). These behaviors only worsened when students reported that staff members rarely intervened. The 2011 study also reported 36.7% of students said nothing happened when they reported an incident so students often failed to report incidents as they believed there would be little or no school response based on the action taken with previous incidents (Kosciw et al., 2011, p. 34).

In the following chapters, information will be provided to help understand the key issues for leaders for positive support for LGBT students, legal responsibilities and liabilities related to the protection of LGBT students, obstacles preventing leaders from achieving the proper level of protection, and research-based practices currently being used. This resource guide is to aid those in leadership roles to create a strong framework for building accepting, caring, safe schools for the LGBT population. There are currently a number of ways for school leaders to ensure LGBT safety; however the scope of this resource guide will be much more comprehensive than what is currently in use. At the most basic level of this discourse, a strictly legal interpretation, LGBT students have a right to be safe at school, and all leaders are responsible for protecting them. A streamlined tool is needed to help schools protect students and also themselves from liability and litigation issues.

A Cry for Leadership

Leaders in education must understand the specific impact that bullying has on LGBT students and consequently its impact on their education. Students who participated in the GLSEN National Climate Survey (2011) were more likely to have reported problems with absenteeism. LGBT students described skipping classes, and sometimes, entire days, to avoid harassment. LGBT students reported lower academic achievement and lower educational aspirations. Poorer psychological well-being was also noted due to higher levels of victimization perceived at school (Kosciw, et al., 2011).

Regardless of one's religious, personal or political views, school leaders must consider LGBT students are factually and eradically a part of the general population and must help protect them at school. Leaders in education have a legal responsibility to protect all students, including LGBT students. "Many school officials know very little about how the law requires them to protect LGBT students" (ACLU, 2007, para. 1). "Public schools are required under federal law to remedy the abuse of lesbian and gay students" (ACLU, 2007, para. 2). LGBT students have a right to their constitutional privacy and freedom of speech according to the First Amendment (ACLU, 2007). LGBT student groups are also protected under the Equal Access Act (1984), which states that schools hosting non-curricular clubs must allow other non-curricular clubs and treat them the same. Above and beyond the applicable laws, the ACLU, as a leader in LGBT protection started the "Don't Filter Me" Campaign in 2011 to "prevent viewpoint-discriminator censorship of positive LGBT web content in public schools" (ACLU, 2012).

As a bottom line, educational leaders need the skills to be able to provide a safe environment for LGBT students. Support for LGBT students will only be effective through school leaders who understand how to provide a safe school setting for all students. The goal of this research was to develop a comprehensive resource guide to help all school leaders understand their critical roles in providing a safe school environment that specifically addresses LGBT students, and to provide research-based, field-tested strategies for implementation. The proposed resource guide could also be used to assist those in leadership and training positions in disseminating better quality, more relevant information regarding LGBT students for their staff members.

Statement of the Problem

Providing a safe environment for LGBT students can often prove to be a controversial and difficult task, depending on the community of which the school is a part. School leaders need guidance in order to successfully help all students who are bullied. The resource guide imbedded in this dissertation was developed with guiding principles such as key issues, legal responsibilities, obstacles, and existing programs. This guide is meant to provide school leaders with additional comprehensive resources to help them provide support needed specifically for LGBT students. Only through appropriate knowledge and resources can leaders then support these students who need to be protected under basic student rights.

It is beyond question that LGBT students can be found in every school. There are many ways leaders in education can help in both realms of physical and mental health, as indicated by the review of literature contained in this dissertation. Examples include how Peter DeWitt (2012) provided an admirable resource called “Dignity for All” that helps educators and administrators with schools’ culture in regards-to LGBT students. DeWitt, an openly gay administrator, promotes how the book would make an excellent resource for a book study discussion. His vision for schools is to at least try and change one thing to improve the culture for LGBT students. DeWitt also publishes a blog titled “Finding Common Ground” that shares information for leaders in education and working with LGBT students. Other additional resources are available, such as the Gay, Lesbian, Straight Education Network (GLSEN) website. This website provides extensive research regarding LGBT students, as well as a number of resources that could be implemented in schools. Likewise, the American Civil Liberties Union

(ACLU) also has an excellent website which gives a legal perspective for both student rights and legal responsibilities of educational leaders.

Although there is considerable information available on how to keep LBGT students safe, school leaders have very little in the way of a complete one-source roadmap to help guide efforts to ensure student safety. The resource guide contained in this dissertation is meant to fill that precise void by providing information for leaders specific to the needs of the individual school district and/or school site. Consequently, instead of painstakingly searching out selective information in different locations, this guide intends to provide comprehensive information that eliminates the need to look in several areas.

Purpose of the Study

The purpose of this dissertation was to research, develop, and validate a resource guide to enable school leaders to provide positive support for LGBT students. The resource guide was intended to provide leaders a way to move forward, ensuring the safety of LGBT students. School leaders need a comprehensive, “one-stop” guide to help them know: (1) key issues related to providing positive support for LGBT students; (2) legal responsibilities and liabilities related to providing protection for LGBT students; (3) obstacles preventing leaders from addressing the issues; and (4) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students.

Target Audience

The target audience for the resource guide is current leaders in PK-12 public or private education. These leaders are defined as principals at the school building level, directors or superintendents at the school district level, counselors, social workers, school board members, pre-service teachers, teachers, and other educational professionals interested in how to help support LGBT students in schools. This resource guide is for educational leaders who are expected to provide support for LGBT students but may be unclear where to begin or what specific actions to take in order to provide a safer environment, as required by law. However, one expert in the preliminary field test suggested this resource guide “would be a great document for anyone entering the profession.” (Teacher Leader, 2014).

Research Questions

In order to research, develop, and validate this resource guide, a series of questions were developed to direct the work. Research questions were developed using the researcher's personal experiences as a principal, and based on a review of literature related to LGBT issues, obstacles and practices. The researcher saw a need for multiple unaddressed issues.

What are the key issues related to providing positive support for LGBT students?

What are the legal responsibilities and liabilities related to providing protection for LGBT students?

What are the obstacles preventing school leaders from addressing the issues?

What are the existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students?

Methodology

This dissertation was organized using Gall, Borg, and Gall's (2007) research and development (R & D) methodology. This methodology was selected to help the researcher create a product to fill an educational need. Gay, Mills and Airasian (2009) defined research and development (R&D) as:

The process of researching consumer needs and then developing products to fulfill those needs. The purpose of R&D efforts in education is not to formulate or test theory but to develop effective products for use in schools. School personnel who are the consumers of R&D endeavors may for the first time really see the value of education research. (p. 18)

Significance of the Study

The literature review in Chapter 2 indicated the need for more support in schools for LGBT students. However, existing resources do not provide a specific, comprehensive, customizable resource for school leaders to help them provide what is needed for LGBT students' protection and ensure that each student has access to an equitable education. This current guide gives school leaders practical information for making changes and generating support with stakeholders and community members.

The resource guide should be helpful to many leaders in the field of P-12 education and beyond. These leaders should be able to effectively create change among a large group of staff members, with the correct use of the resource guide. These leaders might be administrators at the school building or school district level; they may be teachers in leadership roles or school counselors. The resource guide identifies what is needed for a safer environment for all students, specifically LGBT students. The resource guide could be used to help leaders develop a safer environment for LGBT students and also help shape policy and practices in a school or district. University level educators can use this guide to help prepare future P-12 administrators for their responsibilities in helping to keep LGBT students safe in schools. This resource guide is to ultimately help educational leaders bring about change in behaviors, beliefs and policy in a school and/or district regarding LGBT students.

Scope and Limitations

The purpose of this dissertation was to research, develop, and validate a comprehensive resource guide for school leaders to provide positive support for LGBT students in school. The study included (a) key issues related to providing positive support for LGBT students; (b) legal responsibilities and liabilities related to providing protection for LGBT students; (c) obstacles preventing leaders from addressing LGBT issues; (d) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for LGBT students; and (e) a summary as to why this resource guide is needed for educational leaders. This resource guide can also be used to influence behaviors, beliefs and policy in school communities. The study was limited to researching, developing, and validating of a resource guide for school leaders. The study was limited by legal restrictions related to cases on LGBT issues where silence may have been required as part of a legal agreement.

Organization of the Study

Organization for this dissertation was as follows: Chapter One included the introduction, statement of the problem, purpose of the study, target audience, research questions, significance of the study, organization of the study, scope and limitations, definition of terms, and a summary. Chapter Two contained a review of the literature as follows: (a) key issues related to school leaders providing positive support for LGBT students; (b) legal responsibilities and liabilities related to providing protection for LGBT students; (c) obstacles preventing leaders from addressing the issues; and (d) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students; Chapter Three described the research process and methodology used to research, develop, and validate a resource guide for educational leaders. Chapter Four contained the validated version of the resource guide entitled, *“Paving the Way for LGBT Students in Schools: A Road Map for Educational Leaders.”* Chapter Five provided a summary that included the questions used in the research and the results, as well as reflections, conclusions, suggested uses of the handbook, and recommendations for further study.

Summary

The purpose of this study was to research, develop, and validate a resource guide to help leaders provide positive support for LGBT students. As a leader in education, with years of experience as a building leader, this researcher knew there was a need to help protect these students. Educational leaders should strive to have a better understanding of how to work with LGBT students, because of the impact that bullying and misunderstanding can have on the quality of their educational experience.

Definitions of Terms

Because this is a new arena for professional learning in schools, many terms are colloquialisms, so these definitions serve as a guide and helpful resource for those unfamiliar with terminology related to LGBT. Based on the review of the literature in addition to current consumer articles and media, including television, movies, music, and internet, these terms are in the process of becoming adopted by popular culture, or have already become part of the LGBT community's popular lexicon, and therefore a priority for administrators to have knowledge of.

Ally	Someone who offers support and solidarity with the LGBTQPIA community (glsencincinnati.org, 2013).
Androgynous	From the Latin roots for male (andro) and female (gyne). An androgynous person may identify and appear as both male and female, or as neither male nor female, or as in between male and female. This person also may or may not exhibit the behaviors of the two traditional genders, thus making it difficult for others to place them into a specific gender category (GLSEN, 2001).
Bisexual	Capable of being physically, sexually and emotionally attracted to both men and women (PFLAG Charlotte, 2013).
Gay	A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of the same sex. Although gay can refer to both males and females, many prefer the term “lesbian” for females. Gay is sometimes used as an umbrella term to refer to all lesbians, gay and bisexual people, but some prefer the more inclusive term “LGBTQIQ” (Safe Space Allies Program, 2013).

Gender	A social construct based on a group of emotional, behavioral and cultural characteristics attached to a person’s assigned biological sex. The gender construct then classifies an individual as feminine, masculine, androgynous or other. Gender can be understood to have several components, including gender identity, gender expression and gender role (Safe Space Allies Program, 2013).
Gender Expression	An individual’s physical characteristics, behaviors and presentation that are linked, traditionally, to either masculinity or femininity, such as: appearance, dress, mannerisms, speech patterns and social interactions (Safe Space Allies Program, 2013).
Gender Identity	How we identify ourselves in terms of our gender. Identities may be: male, female, androgynous, transgender and others (Safe Space Allies Program, 2013).
Heterosexism	Assumption that everyone is heterosexual, or that being heterosexual is normal or better. Also, the system of benefits or privileges given to individuals who identify as heterosexual (PFLAGCharlotte, 2013).
Heterosexual	A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of another sex (specifically, a male who is attracted to some females or a female who is attracted to some males). Often referred to as “straight” (Safe Space Allies Program, 2013).
Homophobia	An irrational fear or aversion to homosexuality or lesbian, gay or bisexual people (Safe Space Allies Program, 2013).

Homosexual	An identity of a person who is sexually and emotionally attracted to some members of their own sex; originated in the medical and psychological professions. Currently, many prefer the term lesbian or gay (Safe Space Allies Program, 2013).
Intersex	A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male. (Safe Space Allies Program, 2013).
Lesbian	A sexual orientation and/or identity of a person who is female-identified and who is sexually and emotionally attracted to some other females (Safe Space Allies Program, 2013).
LGBTQIQ	An umbrella term referring collectively to people who identify as lesbian, gay, bisexual, transgender, questioning, intersex and/or queer. In the past "gay" was used as a general, overarching term, but currently the more inclusive terms LGBTQ and LGBTQIQ are regularly used and preferred by many LGBTQIQ people and allies (Safe Space Allies Program, 2013).
Outing	The public disclosure of the covert homosexuality of a prominent person especially by homosexual activists. ("Outing," n.d.)
Queer	An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to heteronormative society. While it is used as a neutral, or even a positive term among many LGBTQIQ people today, historically it has been used negatively and is still considered derogatory by many. Typically, the term is used by those who self-identify as such (Safe Space Allies Program, 2013).

Questioning	An identity of a person who is uncertain of their sexual orientation/identity and/ or their gender orientation/identity (Safe Space Allies Program, 2013).
Sexual Identity	What we call ourselves in terms of our sexuality. Such labels include “lesbian,” “gay,” “bisexual,” “queer,” “heterosexual,” “straight,” and many more (Safe Space Allies Program, 2013).
Sexual Orientation	To whom a person is romantically, erotically and/or physically attracted. Persons usually become aware of their sexual orientation around puberty (PFLAGCharlotte, 2013).
Transgender	An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming (Safe Space Allies Program, 2013).
Enumeration	When a law enumerates categories it usually identifies types of individuals or things that need to be protected. We generally refer to these individuals or things as groups or classes. Anti-Bullying and harassment bills are designed to address the needs of students who experience bullying and harassment in their schools. This is best achieved through a policy which both requires that all students are protected from bullying and harassment and also specifies categories of students who must be included by name (e.g., LGBT students) (<i>www.glsen.com</i> , 2010).
Title IX	Federal law passed in 1972 that requires gender equity for boys and girls in every educational program that receives federal funding (<i>titleix.info</i> , 2013.)

Don't Ask, Don't Tell (DADT)	Under the terms of the repeal of DADT in 2010, homosexuals serving in the military were not allowed to talk about their sexual orientation or engage in sexual activity, and commanding officers were not allowed to question service members about their sexual orientation (DADT, 2013).
Safe Schools Improvement Act (SSIA)	The Safe Schools Improvement Act would require all schools to create and enforce anti-bullying policies that would protect students against all bullying, including bullying on the basis of sexual orientation or gender identity or if a student has LGBT parents or friends (Family Equality Council, 2013).
Student Non-Discrimination Act (SNDA)	The Student Non-Discrimination Act is a federal bill that would prohibit bullying, harassment, and discrimination against students because of their sexual orientation or gender identity or because they have LGBT parents or friends (Family Equality Council, 2013).

Chapter 2 - Review of the Literature

Introduction

The literature review included the investigation of books, journals, climate surveys, national reports, policy briefs, and websites on the subject of LGBT students in schools. The review focused on four areas as identified by the researcher: (a) key issues related to school leaders providing positive support for LGBT students; (b) legal responsibilities and liabilities related to providing protection for LGBT students; (c) obstacles preventing leaders from addressing LGBT issues; and (d) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for LGBT students.

Key Issues Related to Providing Positive Support for LGBT Students

In a special editorial from a blog titled “Child-Psych Blog,” Dr. Nestor Lopez-Duran (2010) drew attention to actual stories of LGBT students and the bullying they endured in school. All of the following stories came directly from this editorial. Billy Lucas was being called “gay” by his classmates and hanged himself. Asher Brown, a 13-year old student who had just come out to his parents that he was gay, dealt with bullying in two different schools and eventually shot himself in the head. Seventeen-year old student, Eric Mohah, was called “homo, gay and fag” mercilessly. As a result, he ended his life by shooting himself. In this same Ohio school, three other teens being bullied ended their lives. All four teens had been bullied after they divulged they were gay (Lopez-Duran, 2010). Because of these and so many other similar stories, the question becomes, how could anyone oppose efforts to keep juveniles from being

harassed and bullied? These stories support the need for immediate intervention and positive support for LGBT students.

Stories that stir emotions such as these are not the only reasons to provide support for LGBT students in schools. Studies also support the need to provide a safe environment for LGBT students. One such study that supports the need to provide protection and support to LGBT students is the National School Climate Survey (2013). This study, conducted by the Gay, Lesbian and Straight Education Network (GLSEN), began in 2001 and is updated every two years. “GLSEN’s National School Climate Survey remains one of the few studies to focus on the school experiences of LGBT students nationally, and the only national study to focus on transgender student experiences” (Kosciw, Greytak, Bartkiewicz, Boesen, Palmer, 2011, p. 4). The study examined what LGBT students experience by looking at several factors that directly impacted LGBT students. Key findings from the 2011 School Climate Survey revealed several problems for LGBT students and brought attention to several factors impacting LGBT students. These included hostile school climates, higher absentee rates, lower academic achievement, and poor psychological well being. The National School Climate Survey 2011 was conducted in all 50 states and of the 8,584 students surveyed, 61% identified as gay or lesbian.

Hostile School Climates

As stated by the 2011 National School Climate survey, a hostile school climate is created when students hear biased and homophobic remarks; when students feel unsafe because of sexual orientation, gender expression or race/ethnicity; when student miss hours or days of school because they do not feel protected; when students are harassed and/or assaulted. (p. 15) LGBT students view school as unsafe for a variety of reasons. The National School Climate Survey 2011 focused on personal characteristics such as sexual orientation, gender, gender

expression, and actual or perceived sexual orientation. The survey results stated that, “71% of LGBT students felt unsafe at school in the past year because of at least one of those personal characteristics” (p. 20). Six out of ten LGBT students felt unsafe because of their sexual orientation and 4 out of 10 students felt unsafe because of their gender expression (Kosciw et al., 2011, p. 20). Students were also asked about particular locations in their school that felt more unsafe than other locations with locker rooms (39%) and bathrooms (38%) being the locations most avoided by LGBT students. Almost one third of students reported that they skipped going to physical education class to avoid issues in the locker-room. “Feeling unsafe or uncomfortable at school can negatively affect the ability of students to thrive and succeed academically, particularly if it results in avoiding classes or missing entire days of school” (Kosciw et al., 2011, p. 21).

Hostile school climates are not an issue of ‘kids just being kids.’ The 2011 National School Climate Survey described incidents creating hostile school climates. One description involved exposure of LGBT students to biased language. Kosciw (2011) discussed how keeping schools free of biased language could create a better climate. The study noted that homophobic remarks were prevalent in schools today and were one of the most common in comparison to sexist or racist remarks. Kosciw also found that, “71% of students reported hearing students make derogatory remarks, such as ‘dyke’ or ‘faggot’, often and frequently in school” (p. 14) and LGBT students viewed these comments as offensive. “85% of students heard gay used in a negative way” (Kosciw et al., p. 44). The use of the word ‘gay’ was used to mean that something or someone was stupid or unworthy and was often dismissed by school personnel because it was

not as openly cruel as a word like faggot. Using an expression like, 'that's so gay' was believed to be no big deal to non-LGBT students. However, 91% of LGBT students surveyed said this bothered them at some level (Kosciw et al., 2011, p. 14). A more recent phrase addressed in the study was 'no homo'. This phrase was tagged to the end of a statement letting the recipient know there is not a same sex attraction. For example, a male student might write to another male student, "I like your shirt - no homo" (p. 15). This type of expression was seen as harmless to many, but 84% of LGBT students reported in the study that it did bother them to some degree. (Kosciw et al., 2011, p.14) One student was quoted as saying, "People frequently call others 'fags' and 'homos'. Anything bad is 'so gay.' They say all of this in front of me, and it really starts to sting" (Kosciw et al., p.16).

Another example of negative remarks in schools included statements about gender expression. As a society, there are norms for what is considered to be appropriate for men and woman and how they express themselves. When someone expresses him or herself differently from the societal norm, he/she can experience "criticism, harassment and sometimes violence" (Kosciw et al., 2011, p. 16). Findings from the National Climate Survey in 2011 demonstrated that negative remarks about a person's gender expression were, indeed, a problem. Gender expression was defined by GLSEN as, "the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice, and emphasizing, deemphasizing, or changing their bodies' characteristics" (Siragusa, 2001, p. 3). The percentage of students reported hearing remarks regarding gender expression was 61%. For example, boys who liked to act in plays or sing in choirs were 'not masculine enough' and girls who wore

boyish clothes were 'not feminine enough'. Boys not being labeled 'not masculine enough' were more prevalent than girls not being 'feminine enough'.

Because there are negative remarks made in school, and those remarks play a role in a hostile school environment, staff members should be intervening. However, the 2011 National School Climate Survey showed that 36% of students made homophobic remarks when school personnel were present but were not as likely to use other biased remarks. Staff members were more likely to intervene if remarks were racist (54.7%) or sexist (33.5%) in nature. Furthermore, 56.9% of students reported their teachers used homophobic remarks. Unfortunately, with statistics like this, the prevailing message is that homophobic remarks are tolerated in schools more than any other remarks. Kosciw et al (2009) described the potential for creating a hostile climate:

These responses are particularly disturbing and underscore the considerably negative school climate many LGBT students experience. Victimization by teachers, especially when witnessed by other students, can cause additional harm by sending a message in the classroom or school community that harassment is acceptable. Harassment of students by teachers also serves as a reminder that safer school efforts must address all members of the school community and not just the student body. (p. 57)

Similarly, Kosciw et al. (2011) found that a student intervening when homophobic remarks were heard was even lower than staff intervention. Only 6.1% of students reported that other students would intervene when hearing homophobic remarks and 6.2% when hearing gender expression remarks. Student intervention was higher if the remarks were racist (18.5%) or sexist (16.3%) in nature (p. 18).

How principals responded to incidents was also important. There are a number of ways bullying or harassing incidents can be handled. According to the *Principal's Perspective 2008*, incidents can be dealt with by “direct conversations with victims, perpetrators, or their parents” (p. 35). Disciplinary action can also be taken, such as notes in files, detentions, or suspensions. Delegating to others, such as a counselor, is also something principals report using. In worst-case scenarios, a police report may be filed (GLSEN and Harris, 2008).

Words are not the only way hostile school climates have been created for students. LGBT students experienced different kinds of harassment at school. Harassment can be verbal, physical or electronic and can also involve property damage. The 2011 National School Climate Survey defined verbal harassment as “being called names or threatened” (p. 24). A large majority of LGBT students (81.9%) reported being verbally harassed due to their sexual orientation and a third of them said it was often or frequent. A large number of students (63.9%) were also verbally harassed for gender expression (p. 24). The survey also studied physical harassment and physical assault. The study defined physical harassment as being shoved or pushed and physical assault as being punched, kicked, or injured with a weapon (p. 25). Over one third of LGBT students were physically harassed due to sexual orientation and 27% due to gender expression (p. 46). The results for the physical assaults were less but still upsetting. LGBT students being physically assaulted for sexual orientation was 18% and 12.4% for gender expression (p. 46). Property damage was also part of a hostile school climate and has impacted LGBT students. According to the 2011 study, “almost half (47.7%) of LGBT students reported that their property had been stolen or purposefully damaged by other students at school in the

past year” (p. 26). LGBT students (55.2%) also reported being cyber-bullied due to their sexual orientation (p. 17).

The 2011 study reported that 60.4% of students never reported the incident to school staff. Less than half also said they never even reported it to their parent/guardian or other family members. Those who did report to a family member (51.9%) said they never reported the issue to the school (p.28). Incidents should be reported but are not for a variety of reasons. Reporting and incident can be difficult for students, especially if they feel nothing will be done.

Teachers don’t do anything about it. The PE teacher just told me to ‘man up’ and the other students will leave me alone. The English teacher just told me to stay away from them and the principal wouldn’t even talk to me. (Kosciw et al., 2011, p. 30)

The most common reason students did not report an incident was because they doubted an effective intervention would occur. Specifically, 37.9% of students said nothing would be done or reporting was not worth it because nothing had ever been done previously (Kosciw et al., 2011). Students (28.7%) also feared the situation would become worse if reported. They believed things may get worse for them, did not want to be seen as a snitch and also feared they would be outed.

People in my town actually think it’s funny when someone harasses and assaults people for being different. If you are different it’s seen as your fault for whatever happens to you.” -Transgender student, 9th grade, TX. as cited in Kosciw et al., 2011, p. 28.

Students stated their life would be hell or they would be jumped or beaten (Kosciw et al., 2011, p. 30). Students (15.5%) were also concerned with the reactions of the staff members.

They felt embarrassed or ashamed, thought teachers were homophobic at their school, and did not trust staff. “I once tried to talk to our principal about the homophobic language rampant in our schools but he said he couldn’t help because it would be too controversial” (Kosciw et al., 2011, p. 31). Educators and leaders in education should understand the impact harassment has on a student’s education. Research, such as *the 2001-2013 National School Climate Surveys* conducted by GLSEN and the previous research by the American Association of University Women’s *Hostile Hallways* reports (1993 and 2001), found a direct linkage between academic performance and experiences of harassment and an unsafe learning environment in school.

Absenteeism

“Students who are regularly harassed or assaulted in school may attempt to avoid these hurtful experiences by not attending school and, accordingly, may be more likely to miss school than students who do not experience such victimization” (Kosciw et al., 2011, p. 62). LGBT students (74%) stated school as being the number one place they hear negative messages about being LGBT (Human Rights Campaign, n.d.b). Absenteeism has shown to be a problem for LGBT students. Skipping a class at least once in the past month was reported by 31% of students and 32% missed the entire day in the past month because they felt unsafe or uncomfortable” (Kosciw et al., 2011, p. 43). If students experienced severe harassment related to their sexual orientation or gender identity, they were three times more likely to miss school (Kosciw et al., 2011, p. 64). School policies play a significant part in whether or not students feel safe enough to attend school. Hansen (as cited by Kosciw, 2004) stated that students were more apt to skip classes in schools that did not have policies in place to protect them. When students are not in school, they cannot be educated.

Academic Achievement

Another problem noted in the National Climate Survey 2011 proved that many LGBT students had lower educational aspirations and academic achievement. LGBT students who were more frequently harassed because of their sexual orientation or gender expression had grade point averages of 2.9. This GPA was lower than students who were less often harassed at 3.2 (Kosciw et al., 2011, p. 40). Not only were grade point averages lower, but also students who were harassed due to sexual orientation were less likely to attend post-secondary education. Fully “10.7% of students did not plan to go to college or to vocational or trade school, compared to 5.1%” (Kosciw et al, 2011, pg. 40).

Table 2.1 - Problems Currently Affecting Students

LGBT Students	Non-LGBT Students
They are worried about non-accepting families. (26%)	They are worried about classes/exams/college (25%)
They are worried about school bullying/problems (18%)	They are worried about their college career (14%)
They are worried about 'being out' (18%)	They are worried about finances related to college (11%)

(Human Rights Campaign, 2012, p. 7)

Poor Psychological Well Being

Academics were not the only area in which LGBT students were affected. They also showed signs of poorer psychological well-being. In 2012, The Human Rights Campaign (HRC) provided groundbreaking report titled, “Growing up LGBT in America” that included over

10,000 LGBT students between the ages of 13 and 17. This report was the largest report regarding challenges LGBT students faced every day. The report stated that LGBT students were “more likely to report not being happy in comparison to their non-LGBT peers” (p. 6). Kosciw (2011) research noted that non-LGBT students were not harassed as severely and/or as often and had higher self esteem compared to LGBT students. Consequently, LGBT students’ self esteem was found to be lower and they suffered more depression. There was also a direct correlation between victimization and depression; the higher the victimization, the higher the level of depression LGBT students experienced (Kosciw et al, 2011). “LGBT youth are more than twice as likely as non-LGBT youth to experiment with alcohol and drugs. Over half (52%) of LGBT youth say they have used alcohol and drugs while only 22% of non-LGBT youth say they have” (Human Rights Campaign, 2012, p.6). The Human Rights Campaign (2012) asked students what the biggest problem was they currently faced in their lives. The top three problems faced by LGBT vs. non-LGBT were vastly different. Non-LGBT students were much more concerned with college and their futures, whereas, non-LGBT students were worried about everything but school or their futures. LGBT students were more worried about non-accepting families, bullying at school and being ‘out’ (Human Rights Campaign, 2012, p. 7). See Table 2.1.

According to the Council of Chief State School Officers and the Interstate School Leaders Licensure Consortium (ISSLC), and drawing from their *Standards for School Leaders* (2008) Standard #3, the school administrator should “promote the success of ALL students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment” (p. 14). School leaders have a responsibility to keep students safe. Leaders have to be ready to deal with even the most politically charged issue in order to

keep students safe. Educational leaders cannot turn a blind eye to the LGBT data, but instead should find ways to effectively work with stakeholders to improve student safety.

Legal Responsibilities and Liabilities Related to Providing Protection for LGBT Students

Social Justice Issues Related to LGBT Students

Theoharis (2007) defined educational leadership for social justice as, “principals make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership practice and vision” (p.223). Issues related to LGBT are a social justice issue of this time. Civil rights for homosexuals have been topic of much debate in various federal legislations. One such legislation that was challenged for almost 20 years is the Defense of Marriage Act (DOMA, 1996). According to The Gay and Lesbian Alliance Against Defamation (GLAAD, 2012), DOMA was passed by Congress in 1996 and signed into law by President Clinton. On March 27, 2013, the Supreme Court heard a challenge by Edith Windsor regarding the hundreds of thousands of dollars in taxes she would not have had to pay had her partner been of the opposite sex (Dixon, 2013). This lawsuit raised a bigger question for the Supreme Court to decide whether gay couples were entitled to the same rights as married heterosexuals, thus making DOMA unconstitutional (Dixon, 2013). There were 1,138 benefits, rights and protections denied to same sex partners because of DOMA; these rights included, but were not limited to, social security, taxes, child rearing, retirement, and death and health coverage as stated by the Human Rights Campaign (2013a). On June 25, 2013, Section Three of DOMA was struck down by a 5-4 decision stating marriages between gay couples should be recognized by the federal government, regardless if the state recognizes same sex marriages as legal (Wolf & Heath,

2013). At the time of publication (Dixon, 2013), marriage was currently legal in seventeen states and Washington D.C. for same-sex partners. The fluidity and dynamic nature of developing legislation regarding gay rights' issues has made tracking the data of this evolving situation a challenge. "Twenty states and the District of Columbia provide legal relationship recognition for same-sex partners and their dependents" (Human Rights Campaign, 2013a). The importance of recognizing same sex marriages is to allow homosexuals fairness of the same federal laws connected to conventional marriages. It is important to note that DOMA only holds Section Three as unconstitutional. The Supreme Court has still not addressed other sections of DOMA; hence the Respect for Marriage Act (RMA) was introduced on June 26, 2013 (Human Rights Campaign, 2013b).

The Respect for Marriage Act repeals DOMA in its entirety and ensures that every married couple has the certainty that federal benefits and protections will flow from a marriage valid where it was performed, even if that couple moves or travels to another state. (Human Rights Campaign, 2013b)

Another important piece of legislation to note was the repeal of "Don't Ask, Don't Tell" (DADT, 2010). On July 22, 2011, President Obama signed legislation to repeal "Don't Ask, Don't Tell" and as of September 20, 2011, the policy ended for good (Sabochik, 2011). This was a big victory for the rights of those gay members of the armed services, currently serving their country. Those discharged under DADT could apply for re-entry and be awarded their lost time in service. People serving in the military were afforded a safe place to work and should have the expectation of being treated with respect regardless of sexual orientation. DADT stated

that, “Harassment or abuse based on sexual orientation is unacceptable and will be dealt with through command or inspector general channels” (DADT, 2010).

In the United States, there has been a trend that shows more support for gay marriages and gays in the military, but when it came to school curriculum, the issue was much more heated because it dealt with children. “Educators point to several recently publicized suicides by gay teenagers as evidence that anti-gay bullying needs to be addressed head-on, in part by integrating gay studies into the curriculum” (Shih, 2011, p. 2). One such bill, referred to as Leno’s Bill, after one of the first openly gay men elected to the California Senate, Mark Leno, would require “all of the state’s history textbooks to include figures and events in gay history and portray them in a positive light” (Shih, 2011, p.1). One pastor disagreed saying that Leno was out to “queer the schools” (Shih, 2011, p.2). In contrast, the San Francisco School District (SFSD) was considered to have one of the most gay-friendly curricula in the country. They have guidelines to help “teachers teach words like ‘gay’ and ‘heterosexual’ beginning in kindergarten” (Shih, 2011, p. 3). At Mission High School (SFSD) state gay pride is celebrated “exuberantly with school wide assemblies” (Shih, 2011, p. 3). Their school hosts a drag show and the principal is the star. This example shows the drastically different approaches being taken in regards to the LGBT student population across our country.

Legislation Affecting Students

The American Civil Liberties Union (ACLU) has been active in helping LGBT students with legal issues in school. In February 2011, the ACLU began the “Don’t Filter Me Campaign.” This campaign dealt with filtering software many schools use to help prevent pornographic websites. However, many of the sites that were blocked were websites supportive of LGBT

youth. The websites were not sexually explicit in any way (ACLU, 2012). The ACLU suggested that when the website was shown as blocked, it created a sense of LGBT students not being worthy. The final study for the “Don’t Filter Me Campaign” reported how positive the school districts were in regards to the letters sent by the campaign. However, one school district was not as agreeable (ACLU, 2012). Camdenton R-III School District in Missouri used filtering software with a category called sexuality. This categorizing grouped sexually explicit sites with positive LGBT sites making it difficult for students to access, or for the school to unblock, positive LGBT websites. Complaints from students went to the ACLU and consequently the district was asked to do the work needed to unblock the positive LGBT sites. The district refused and the ACLU filed a lawsuit on behalf of a student wanting access. *PFLAG v. Camdenton R-III* (ACLU, 2012) found the school district violated First Amendment rights because of discrimination in their filtering of websites. The district wanted to place blame on the filtering company they used, but ultimately, the school district had the responsibility to comply with Children’s Internet Protection Act (CIPA) and First Amendment protection (ACLU, 2012).

The ACLU was also incredibly helpful in making sure LGBT students know their rights. LGBT student rights are also important for leaders in education to understand because, according to the ACLU, many administrators do not understand they are required by federal law to protect and rectify any mistreatment of LGBT students (2007). There are several rights LGBT students have that are discussed in the “Know Your Rights” guide from 2007.

First, students and leaders in education should know that a school does not have the right to ‘out’ any student without the permission of the student. Even if a student is outwardly gay at school, the administrators do not have a right to disclose that information to the parents. Disclosing that a student is gay was found to be a violation of a student’s constitutional right to

privacy in 1997, after a young male in Pennsylvania was told by police officers they were going to tell his mother he was gay. He ended up committing suicide so he would not have to face rejection by his family. The mother sued and a federal appeals court held that his right to privacy was violated. This right to privacy applies to schools as well (ACLU, 2007). School personnel do not have a right to 'out' any student.

Second, students have a constitutional right to be open about their sexual orientation. They may wear shirts that support gays as long as the shirt is not obscene or disruptive. Over thirty years ago, *Tinker vs. Des Moines* ruled that students do not "shed their constitutional rights to freedoms of speech at the schoolhouse gate" (ACLU, 2007, para. 8). The school can only restrict student free speech if it is disruptive to the school day (ACLU, 2007).

Third, the 1984 federal Equal Access Act protects students. This law allowed students to form clubs in public high schools. The club may be curricular or non-curricular. (ACLU, 2007) Gay Straight Alliance (GSA) clubs are considered non-curricular. If a school allows even one non-curricular club, legally the school is not allowed to deny a GSA club (ACLU, 2011a).

Fourth, LGBT students are protected by the Equal Protection clause in the 14th Amendment. All citizens must be treated equally under this law, meaning schools cannot treat one group of students differently than another (ACLU, 2007). If a student wants to bring a same sex partner to a school dance, they are legally protected by the equal protection clause to do so. In 1980, a student in Rhode Island (*Aaron Fricke vs. Richard B. Lynch*) successfully sued the school district when he was told he could not take his same-sex date to the prom. Taking a same-sex date to the prom was ruled as freedom of expression by the court (ACLU, 2007).

Finally, several federal courts have ruled that schools must take action if an LGBT student is being harassed (ACLU, 2011a). Seth Walsh endured several years of harassment by

the age of 13. Beginning in fifth grade, Seth was verbally abused by students who referred to him as 'gay'. This abuse continued, and became more frequent and severe, with each passing year. Allegedly, a teacher even referred to Seth as 'fruity' in front of an entire classroom of students. His mother, Wendy, asked the school to intervene but those requests were ignored. On September 28, 2010, at the young age of 13, Seth died after nine days on life support after he was found hanging from a tree. He left a note expressing his love for family and friends, but anger at the school. An investigation into the death of Seth Walsh concluded in July 2011. It was found that the school district did not protect Seth. As a result, the district was required to implement policies, procedures, and trainings to learn how to better protect students that suffer harassment due to gender stereotypes (ACLUb, 2011). A school district cannot wait until a tragedy to implement protection for LGBT students.

A response by many states, in regard to bullying and harassment, has been to create anti-bullying legislation. As of 2013, every state, with the exception of Montana, has a law that addresses bullying (stopbullying.gov). GLSEN believes one of the most important things a school or district can do is to pass safe school policy and they use the term "Safe Schools Laws" to describe two kinds of laws that protect LGBT students (GLSEN, n.d.b, para.1). The first type of safe school law is a fully enumerated anti-bullying law and the second is a non-discrimination law (para 2 and 3). "A fully enumerated law specifically protects students on the basis of sexual orientation and gender identity" (GLSEN, n.d.b, para. 2). There are currently 15 states with fully enumerated laws (See Table 2.2). Although individual states have taken measures and provided bullying legislation, there is no federal law. Non-discrimination laws have protection based on sexual orientation but does not include gender identity (GLSEN, n.d.b, para. 3). There are currently 13 states with non-discrimination laws that protect students based on sexual orientation

and gender identity with the exception of Wisconsin, which has sexual orientation law only. (See Table 2.3) Sadly, there are also negative laws affecting LGBT students. There are ‘no homo laws’ which actually prohibit teachers from discussing LGBT issues in a positive light and some even require teachers to depict LGBT people in a negative way (GLSEN, n.d.b, para. 4). There are currently 8 states with ‘no homo laws’ at the state or local level. (See Table 2.4)

Table 2.2 - States with Fully Enumerated Anti-bullying Laws

Arkansas	California	Colorado	Connecticut	Illinois
Iowa	Maine	Maryland	New Jersey	New York
North Carolina	Oregon	Rhode Island	Vermont	Washington

(GLSEN, n.d.b)

Table 2.3 - States with Non-discrimination Laws

California	Colorado	Connecticut	Illinois	Iowa
Maine	Massachusetts	Minnesota	New Jersey	New York
Oregon	Vermont	Washington	Wisconsin (sexual orientation only)	

(GLSEN, n.d.b)

Table 2.4 – States with ‘No Homo’ Laws

Alabama	Arizona	Louisiana	Mississippi
Oklahoma	South Carolina	Texas	Utah

(GLSEN, n.d.b)

Two complimentary pieces of legislation being re-introduced in Congress at the time of this writing are the Safe Schools Improvement Act (SSIA) and the Student Non-Discrimination Act (SNDA). Both would provide federal support in regards to bullying and LGBT issues in school. The SSIA is more proactive and focuses on bullying prevention of all students but

includes sexual orientation or gender identity whereas the SNDA is a remedy to help prohibit discrimination of LGBT students (GLSEN, 2013).

The Safe School Improvement Act (2013) was intended to amend and strengthen the Elementary and Secondary Education Act (ESEA) and help prevent bullying and harassment of students in schools. SSIA has been introduced to the 108th - 112th Congress and has gained support each time (Safe Schools Improvement Act, 2013). On March 14, 2013, SSIA was reintroduced in the House of Representatives (Marra, 2013a). This followed a Senate version of the bill introduced on February 28, 2013 (Marra, 2013b). The goal of the Safe Schools Improvement Act helps educators effectively address the problems caused by bullying and harassment. SSIA contained three sections. The first section intended to help schools develop effective enumerated policy regarding harassment and bullying. Second, the act intended to help districts provide proactive professional development so that school personnel felt empowered to successfully address bullying and harassment issues. Third, they intended for districts to maintain data and report this data each year on the number of incidents involving bullying and harassment (Safe Schools Improvement Act, 2013). The SSIA enjoyed massive support (See Table 2.5) from the National Safe Schools Partnership. This coalition had support from over a hundred organizations, such as The Gay, Lesbian and Straight Education Network (GLSEN), The Human Rights Campaign (HRC) and the National Center for Lesbian Rights, American Association of School Administrators (AASA), National Association of Secondary School Principals (NASSP) and National Education Association (NEA) (Safe Schools Improvement Act, 2013). In February 2013 the bill was assigned to a committee.

Table 2.5 – Organizations that Support the Safe Schools Improvement Act

Accord Alliance	American Civil Liberties Union	Advocates for Youth	American Association of Colleges for Teacher Education
American Association of School Librarians	American Association of University of Women	American Counseling Association	American Library Association
American School Counselor Association	Amnesty International	Anti-Defamation League	Association for Supervision and Curriculum Development
Child Welfare League of America	Center for Anti-Oppressive Education	The Center for Peaceable Schools	Children’s Defense Fund
Coalition of Essential Schools	COLAGE	Educators for Social Responsibility	Family Equality Council
Gay and Lesbian Alliance Against Defamation	Gay, Lesbian and Straight Education Network	GroundSpark	Heartstrong
Human Rights Campaign	Lambda Legal Defense and Education Fund	The Mathew Shepard Foundation	National Association for the Education of Young Children
National Association of Elementary School Principals	National Association of Independent Schools	National Association for Multicultural Education	National Association of School Psychologists
National Association of Secondary School Principals	National Center for Lesbian Rights	The National Coalition of Anti-Violence Programs	National Gay and Lesbian Task Force
National Council for the Social Studies	National Council of Teachers of English	National Education Association	National Middle School Association
National MultiCultural Institute	National Respect for All Coalition	National School Boards Association	National Staff Development Council

(Kuhlmann, 2013)

The Student Non-Discrimination Act, 2011 (SNDA), was another federal legislative action pertaining to LGBT youth in schools. This bill was introduced in March 2011, but was never enacted (Student Non-Discrimination Act, S.555/H.R. 998. 2011). This act would have created a federal prohibition of discrimination against students for perceived or actual gender identity or sexual orientation. Currently, students are federally protected on the basis of race, religion, national origin, sex, disability and age but are not protected federally based on sexual orientation or gender identity. SNDA would have provided the same civil rights protections afforded to students of race and gender. Still, if schools do not respond adequately, students continue to have the right to sue to ensure compliance. Schools may also be at risk for losing federal funds (Student Non-Discrimination Act, S.555/H.R. 998. 2011). “The SNDA is modeled after Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-1688), which prohibits discrimination on the basis of sex and provides legal recourse to redress such discrimination” (Human Rights Campaign, 2013, para. 4).

Therefore and overall, effective support systems for LGBT (Gay, Lesbian, Bi-sexual, and Transgender) students are lacking, as stated by Poland (2010):

The issue of bullying is not a new problem within school systems, as great measures have been initiated by legislators and educators to protect students from physical violence within school buildings. However, the topic of homophobia-and more specifically the victimization of LGBT youth-has not received the same amount of attention. (para. 3)

Obstacles Preventing LGBT Support

There are indeed many obstacles that prevent school leaders from addressing the issues faced by LGBT students. One obstacle is the issue of time. In today's world of a standards based education, and that currently a total reform with the new common core standards, how do leaders provide adequate time for staff to gain professional development, that is of any quality, around the issue of LGBT bullying and harassment? Currently, bullying prevention and character education activities are in schools, but many do not specifically address LGBT issues. For example, Olweus Bullying Prevention Program is a:

comprehensive approach that includes school-wide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program's goals are to reduce and prevent bullying problems among schoolchildren and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy. (Olweus Bullying Prevention Program, 2014)

There is no doubt this is a quality program based on the research that has been done. However, this program does not specifically address LGBT, but instead focused on ALL students. These authors did note that LGBT students are at higher risk for bullying and they provided a school wide document that can be used with staff. The document is three pages total and has information about perceptions, impact of bullying, sexual orientation and how adults should respond. Although this information is helpful, it does not adequately provide

comprehensive information for working with LGBT students and truly providing a safe environment at school.

Also available to support schools is stopbullying.gov. This website is argued to provide a “one-stop access to U.S. Government information on bullying topics and information from various government agencies on what bullying is, what cyber bullying is, who is at risk and how you can prevent and respond to bullying.” (About Us, 2014) Without doubt, the website is a very useful resource. However, when viewing it from the perspective of providing a safe environment for LGBT students, there is very little information that would be considered one stop. LGBT students are distinguished as high-risk groups for bullying on this website. The authors provide a three-page file with some data, effects of bullying and what a school can do. A list of resources is also given via this website.

In order to see true, long-term change, there will have to be time given to professional development. One session/experience will not fix the issue, according to Greytak and Kosciw (2010). A few pages or paragraphs of information on where to find resources from various sites is a good start, but is simply not enough for LGBT students.

Making school a safe place for LGBT students is not easy and will require careful planning and time. ISSLC Standard #4 (CCSSO, 2008) stated that a leader should “promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources” (p. 14). This issue of directly addressing LGBT students’ needs is one that may cause a ripple effect in the school as the community perhaps may want to understand more clearly why the policy should specifically mention sexual orientation. Because the issue has religious values and political views associated

with it, there is potential for a very volatile situation if not handled appropriately and in collaboration with the community and families.

As the leaders of the school, school administrators play a particularly important role in the school experiences of LGBT youth. They may serve not only as caring adults to whom youth can turn, but they also set the tone of the school and determine specific policies and programs that may affect the school's climate, either positively or negatively. Approximately one in three students (29.3%) reported that their school administration (e.g. principal, vice-principal) was supportive of LGBT students, and a third (33.0%) said their administration was not supportive. (Kosciw et al., 2009, p. 81)

Teachers particularly need to be adequately prepared to deal with homophobic harassment in schools. In *Teasing to Torment* (2005), teachers were asked how comfortable they were dealing with certain comments made by students. They were asked specifically about negative comments that were religious, racist, homophobic, or sexist. Most of the teachers said they would be comfortable intervening with students if they heard any of these types of remarks. However, this report is in direct conflict with students and their perceptions. "No more than four in ten students report that teachers frequently intervene when they are present when such remarks are made" (Harris Interactive and GLSEN, 2005, p. 36). The most common reason that teachers say they did not intervene is because they do not know who actually made the remark. Other teachers reported that they did not intervene because they did not believe the remark was said to intentionally hurt anyone. "Some of the words and expression that they use are part of their everyday vocabulary. They mean nothing by it because that's the way most students talk" (Harris Interactive and GLSEN, 2005, p. 37). No matter the slang of the day, it is critical that

teachers not turn a blind eye, and instead remain vigilant and attentive to the actual intention behind the words being spoken.

Some good news on the issue is the majority of teachers in the *Teasing to Torment* study (2005) felt that they did “have an obligation to ensure a safe and supportive learning environment for gay, lesbian, bisexual and transgender students” (p. 91). Sadly, 9% of the teachers in this study completely disagreed with this obligation. Knowing how teachers feel means leaders in education still have a lot of work to do. Teachers support the idea of more training for staff; they just do not know how to create the environment. By taking the initiative to spend time educating staff, and subsequently by doing so, financially investing in the future of LGBT students, a district will show that equality for all students is a commitment about which they feel strongly.

ISLLC Standard #6 encourages leaders to ensure the success of ALL students “by understanding, responding to and influencing the large political, social, economic, legal and cultural context” (p. 14). Helping LGBT students to feel safer at school has a political, social, and possibly legal context because it is politically charged, which makes time and money seem like small obstacles in comparison. Opinions regarding the LGBT community will always be mixed. There is a religious piece embedded in the belief system around homosexuality, and this creates controversy. Gay-Straight Alliance (GSA) student clubs are on the rise in high schools and a few middle schools across the country, but they are certainly not always a welcomed entity.

The goal of a GSA is to provide a safe, supportive environment for lesbian, gay, bisexual, transgender, questioning (LGBTQ) and straight ally youth to meet and discuss sexual

orientation and gender identity issues, and to work to create a school environment free of discrimination, harassment, and intolerance. (GSA Network, para. 2)

In a city in Utah, which is largely conservative and Mormon, students in the GSA club were called 'Satanists' (Eckholm, 2011, p. 1). GSA groups for gay students have not been supported in the state of Utah with teachers, administrators, and even legislators trying for years to keep gay support groups out of the schools. The American Civil Liberties Union (ACLU) "threatened to sue districts that put up arbitrary hurdles" (Eckholm, 2011, p. 1). Many leaders, including Gayle Ruzicka, president of the Utah Eagle Forum, which is a conservative family group, advocated to keep gay support groups out of the schools. She believed the clubs were not appropriate in schools saying, "You can talk about providing support, but you're also creating a gay recruiting tool" (Eckholm, 2011, p.1). The true purpose of these groups is often not understood and much education needs to be done in these communities where the definition of a GSA is not clearly comprehended. There was a misconception that these clubs are in existence to recruit homosexuals and discuss forbidden topics. In reality, the GSA just wanted their club to be a place where "gay youths and their supporters can socialize, speak out against discrimination, and sponsor events like the Day of Silence in honor of bullied students" (Eckholm, 2011, p. 2). Regardless of the groups' intent, schools still continue to resist these groups by trying different tactics such as outlawing all clubs in schools, requiring approval of student officers and/or parents, or prohibiting activities that violate community morals. Ironically, schools are armed with the federal Equal Access Act. Congress passed this law in the 1980s, "mainly to protect

Bible study groups in schools.” This same act has become a “prime tool for protecting Gay-Straight Alliances from arbitrary hurdles” (Eckholm, 2011, p.3).

A lack of education about LGBT issues is also a huge obstacle. As school leaders look at how best to educate students and provide a strong, positive curricular piece, many parents are frustrated with any LGBT issue being a part of public school curriculum. In 2008, a lesbian student at Jesse Bethel High School in California accused the district of discrimination. She sued with the help of the ACLU and the district settled. Part of the settlement was “to show films and assign homework depicting same-sex families, beginning in elementary school” (Shih, 2011, p.1). This settlement angered many parents in the community as they felt they had a right to decide what was shown to their own children.

“Principals also report that while nearly all (96%) of their schools have anti-bullying policies, less than half specifically mention sexual orientation (46%) or gender identity or expression (39%)” (Harris & GLSEN, 2005, p. 12). In fact, the 2009 National School Climate survey says, “Only 15 states plus the District of Columbia have comprehensive laws that include sexual orientation, gender identity, and/or gender expression” (Kosciw et al., 2009, p. 19). The 2005 National School Climate Survey indicated that the most “effective policies are ones that include enumerated categories and explicitly state protection based on personal characteristics including sexual orientation and gender identity/expression” (p. 83). Leaders in education need to commit to ensuring a safe learning environment, and if a policy needs to address something specific to help protect all students, then district and school policies should be changed.

“The least common steps implemented to reduce bullying or harassment are clear consequences for school personnel who do not intervene when they witness bullying or harassment or student groups such as Gay-Straight alliance, diversity clubs or anti-violence groups” (GLSEN and Harris Interactive, 2008, p. 43). Many principals say they have bullying/harassment policies but little has been done to “specifically create a safe environment for lesbian, gay, bisexual or transgender students” (GLSEN and Harris Interactive, 2008, p. 64).

With policies being the most used effort for prevention, it is important to note what is specifically in those policies. “An examination of these policies reveals that there is a great range in what these policies include” (GLSEN and Harris Interactive, 2008, p. 47). Most of the policies in place have procedures for students to report any bullying incidents and consequences for violating bullying policy are also often listed. “According to the principals’ report, race/ethnicity (66%) and religion (55%) are specifically mentioned” in policies (GLSEN and Harris Interactive, 2008, p. 47). However, less than half report a policy having specifically identifying sexual orientation or gender identity. When a policy included these two aforementioned categories, it was considered an LGBT inclusive policy (GLSEN and Harris Interactive, 2008, p. 47). Specifically addressing LGBT students in a policy does make a difference. According to the study, *Teasing to Torment*, 2005, students who said their school has an inclusive LGBT policy, “describe their school as having a better atmosphere regarding bullying” (p. 56). Just because there was an inclusive policy did not mean it made the entire difference, but it was one component that could help improve the school’s climate and atmosphere for LGBT students. Students reported that when their school had an inclusive LGBT

policy, they were more likely to feel safer than those students who had policies that did not mention sexual orientation (Harris Interactive and GLSEN, pg. 9). The 2011 National School Climate Survey described why comprehensive policy is so important for LGBT students.

When a school has and enforces a comprehensive policy, especially one that also includes procedures for reporting incidents to school authorities, it can send a message that bullying, harassment, and assault are unacceptable and will not be tolerated. It can also send a message that student safety, including the safety of LGBT students, is taken seriously by school administrators. (p. 53)

Policies can play an important role, but how the policy is upheld is another piece of the puzzle. What happens when harassment takes place in a school? What does the student do? What do teachers and administrators do? According to *Teasing to Torment*, 2005, “The most common reason that students do not report harassment is that they consider it not important or serious” (p. 80). Students believe that things are not serious, or that it is a joke and no harm is meant. Therefore, when students observe harassment of LGBT students, making a report is not a high priority because to them, the perception is that it is not a big deal. Many students do not report the incidents because they prefer to handle it themselves. One in ten students reported that, “they believe that the staff is powerless to improve the situation” (p. 80). According to one student, when a report is made, “Nothing gets done. If anything, the teasing gets worse. It’s just not worth it” (p. 80). It is of extreme importance to note that LGBT students “are twice as likely as others to mention this as the reason for not reporting” (p. 57).

Ultimately, there are several things that need to be addressed for the future prevention of LGBT students' marginalization. First, teachers must be provided with professional development especially in understanding LGBT issues. "Only 4% of principals report that their schools provide training for staff on LGBT issues" (GLSEN and Harris Interactive, 2008, p. 69). Also needed are policies that clearly identify and protect LGBT students. Student actions, such as providing more tolerant clubs, such as Gay-Straight Alliance are also another way to help support these efforts. However, only "four in ten principals believe that allowing clubs would be helpful" (GLSEN and Harris Interactive, 2008, p. 71). Even fewer principals believed that by having LGBT people, history, and events incorporated into the curriculum would be helpful. It is interesting to note, "no single effort is viewed as considerably more helpful than others" (GLSEN and Harris Interactive, 2008, p. 84).

Programs for LGBT Support

Fortunately, a few programs do exist to help meet the challenges to support LGBT students. One such program is New York City Department of Education's "Respect for All Initiative". The goal of the program was to "ensure that every secondary school had at least one staff member who could support LGBT students" (Greytak & Kosciw, 2010, p. 1). "More than 9 in 10 educators (92%) said the training had caused them to do something differently in their educational practices" (Greytak & Kosciw, 2010, p. 9). The report actually evaluated the effectiveness of the training. This type of report had never been done before. The teachers were surveyed three different times before and after the training. They were also compared to teachers who had not completed the training. The focus of the training was to reduce anti-LGBT bias and behavior in school (Greytak & Kosciw, 2010). Many of the participants who were surveyed

believed it to be one of the best trainings they had ever had. They even encouraged others to become trained, including teachers, administrators, and anyone that worked with students. The study was quite promising. If New York City experienced this high level of success, perhaps this same success can be shared in other districts and states.

Another promising practice is the Safe Space Kit offered by GLSEN (2011). It is a very simple yet critical way to provide a safe place for LGBT students and is quite affordable. The kit costs only \$20 and provides resources for teachers. There is a 42-page guide that provides strategies on how to support LGBT students. The kit also supplies Safe Space Stickers to help LGBT students identify those educators who will support them and give them a safe place to talk. “LGBT students who can identify supportive educators are less likely to skip school out of fear for their safety, report higher grade point averages, and have greater educational aspirations” (*The GLSEN Lunchbox*, 2011). The GLSEN Lunchbox is a “comprehensive training program aimed at providing educators and community members with the background knowledge, skills and tools necessary to make schools safer and more affirming places for lesbian, gay, bisexual and transgender students” (*The GLSEN Lunchbox*, 2011). There are 45 exercises that are framed around particular audiences. Also included is a binder with handouts and resources, as well as video clips. The entire lunchbox is \$129.95, which is cost effective, and the return on this investment may be priceless.

In working with students, a school, or school district, could create a Gay-Straight-Alliance (GSA) club to support the efforts. The GSA club is open to any student regardless of their sexual orientation. GSA has a national charter, and it can be run in a public school. GSAs often “advocate for improved policies as part of the Safe Schools Act, educate students and staff about LGBT issues, and provide a safe place for LGBT students and their allies” (Kosciw &

Greytak, 2010). Less than a quarter of high school students nationally have a GSA in their school, and students in small towns, rural areas, and the South are least likely to have access to this type of support in school. (Kosciw & Greytak, 2010) Research conducted around GSA clubs in schools has found that schools with a GSA have helped send a message that biased language and harassment will not be tolerated. Also important to note is schools with a GSA club showed that students were less likely to miss school. GSA clubs may also help LGBT students know which staff members will offer the greatest support. This support can in turn have a positive effect on their academic achievement (Kosciw & Greytak, 2010). Students feel like they have a place to belong and a support system in place if needed. The evidence therefore suggests that schools should support the formation of a GSA club because it can help to provide a safer school climate. These clubs of tolerance can actually help with getting school policies changed to address sexual orientation. GSA can also provide trainings for administrators, staff, and others. When thinking about the safe schools initiative, GSA clubs can help promote a positive change. The change will hopefully be something that can endure for years to come (Kosciw & Greytak, 2010).

Summary

The literature review demonstrated evidence to support the need to provide a safe school environment for LGBT students. Hostile school climates affect LGBT students in schools every day. Leaders in education have a moral and legal obligation to provide safe school environments for all students. At the same time, the literature review demonstrated only a few such resources, and there is no evidence that a comprehensive guide resembling this present study exists. Consequently, school leaders can use the resource guide presented later in this study to help them in provide support for safer schools for LGBT students.

Chapter 3 - Research Methodology

Introduction

Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders, the school leader's guide imbedded in this present dissertation, was developed using the research and development (R & D) methodology as defined by Gall, Borg, and Gall (2007). The resulting resource guide was developed using the methodology presented here in Chapter 3 and is the product presented later in Chapter 4. Research objectives were to: (a) complete a comprehensive literature review examining the need for such a resource and to gain feedback from experts in the field to establish what is happening currently in schools and to further validate why there is a need for this type of guide; (b) decide what components of the guide were needed to help school leaders provide positive support for LGBT students; and (c) create a marketable resource guide for school leaders to help provide positive support for LGBT students.

The educational research and development (R & D) methodology used for this research was developed by Gall, Borg and Gall (2007). A specific process must be followed when developing R & D and the researcher followed this process. This chapter identified the seven steps of the development cycle and each step was followed carefully as described (See Figure 3.1).

Figure 3.1 - Adapted from Gall, Gall & Borg (2007) Research and Development (R&D) Process



Gall, Borg & Gall (2007) defined educational research and development (R & D) as “an industry-based development model in which the findings of research are used to design new products and procedures, which are then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards” (p. 569).

Creating a roadmap for school leaders to provide positive support for LGBT students required that the researcher follow the R & D process as developed by Gall, Borg & Gall (2007). Steps that were followed are outlined: (a) literature review; (b) needs assessment and proof of concept; (b) product planning and design; (c) preliminary product prototype; (d) preliminary field-test; (e) product revision; (f) main field test; (g) and the final product revision (Gall et al). Two additional steps are a part of this model when applied in a commercial or highly financed

corporate setting, but the researcher believed those steps were beyond the scope of the dissertation. Consequently, the steps of formative and summative evaluations were eliminated from this present study.

Step 1: Literature Review

The full literature review in Chapter 2 of this study formed the intellectual basis for the consumer literature version of the leader's guide (see Chapter 4 later). The literature review identified key issues leaders face in schools in regard to LGBT safety and why students feel unsafe at school based on hostile school environments. The review also covered the legal responsibilities and liabilities related to providing protection for LGBT students and obstacles preventing leaders from providing LGBT support. The review concluded with LGBT support programs currently being used.

Step 2: Needs Assessment and Proof of Concept

To further determine the need for this comprehensive resource guide, the researcher drew from the literature review and from her own experience and developed a table of contents (Appendix C) and guiding questions (Appendix D) for a panel of experts to review (see Table 3.1). The purpose of an expert panel was to provide further information for the needs assessment and to carry out the proof of concept stages required of this R&D process. Because the expert panel was asked to carry out both these measures, these two steps were combined into one expert event. Experts consequently provided a further form of external validity of the needs assessment and satisfied the proof of concept for this resource guide.

The criteria to be used by the expert panel for evaluating the leader's guide was developed by the researcher and is outlined in Table 3.2 along with reporting of their responses.

An Informed Consent form (Appendix B) was used for all participants in all stages. Selection of experts also served to partially establish a sampling design that estimated how the population would perceive the study. Miles and Huberman (cited in Creswell, 2007) defined sampling strategies in qualitative inquiry. These strategies included homogeneous, random purposeful and convenience sampling strategies. The researcher used a purposeful sampling strategy, as defined by Creswell (2007) as “selecting individuals and sites for study because they can purposefully inform an understanding of the research problem” (p. 125). The researcher decided the number of people and sites to be sampled, who was to be sampled and how the sampling was to be given. For the needs assessment/proof of concept, three to five educational leaders and/or practitioners (experts) were selected because they were currently serving at the district, city or state level and presently working with educational policy (i.e., Superintendent, Assistant Superintendent, Human Resources, Kansas Association of School Boards (KASB), Board of Education Members, District lawyers etc). For convenience and practicality, the sampling design was limited to the researcher’s home state.

Table 3.1 – Needs Assessment/Proof of Concept Experts

Expert	Title, Qualification, and State Classification
State Level Office A	Executive Officer for Association of School Boards. Works with school boards around the entire state. Previously served as superintendent in several school districts. Represents all state classifications in the state since the position serves the entire state.
Assistant Superintendent A	Assistant Superintendent for Human Resources for a 6A size school district in the state of Kansas. Works directly with policy for the district and local school board.
School Board Member A	Serves as a school board president for a 5A size school district in the state of Kansas. Makes decisions regarding policy, finances, and curriculum for the school district.
School Board Member B	Serves as a school board president for a 5A size school district in the state of Kansas. Makes decisions regarding policy, finances, and curriculum for the school district.

Table 3.2 – Needs Assessment/Proof of Concept Responses

Question	Expert	Class	Response	Researcher's Actions
<p>In your opinion, what do you see as issues concerning LGBT student safety in schools?</p>	<p>State Level Office A</p>	<p>n/a</p>	<p>Lack of understanding about the issues faced by these students.</p>	<p>Agreed. The response affirmed the need for such a resource guide.</p>
			<p>Lack of understanding of the "science" of gender and sexual preference.</p>	<p>Acknowledged. Not included because the researcher believed it was outside the purpose for the handbook.</p>
			<p>Pervasive societal attitudes that allow tacit, if not open discrimination.</p>	<p>Agreed. The response affirmed the need for such a resource guide.</p>
	<p>School Board Member A</p>	<p>5A</p>	<p>The biggest potential safety issue would probably relate to bullying by both students and staff. Bullying can take many forms, all of which can be damaging and hurtful.</p>	<p>Agreed. The response affirmed the need for such a resource guide.</p>
	<p>School Board Member B</p>	<p>6A</p>	<p>The Locker Rooms are probably scary and dangerous. I think the "straight" kids get scared too. Hallways are another place where (any kid) can be vulnerable to a quick attack - either verbal or physical</p>	<p>Agreed. The response affirmed the need for such a resource guide.</p>
			<p>People, in general, are just not educated enough</p>	<p>Agreed. The response affirmed the need for such a resource guide.</p>
			<p>LGBT kids should also be educated and encouraged to join in...be a part of something other than their own group...the more they integrate then the more others will not see them as "outcasts"</p>	<p>Acknowledged. "Outcasts" reveals a common stereotype associated with LGBT students.</p>

	Assistant Superintendent A	6A	No Comments.	Acknowledged
How great a need do you feel there is for a comprehensive resource guide for school leaders to help provide support for LGBT students in schools?	State Level Office A	n/a	I think it would be helpful.	Agreed. The response affirmed the need for such a resource guide.
	School Board Member A	5A	Extremely helpful. I would doubt that any school leaders are effectively prepared to help provide support.	Agreed. The response affirmed the need for such a resource guide.
	School Board Member B	6A	There is a great need. I would like to see counselors meet with a mix of students on a regular basis. They should be of different races, religions, sexual preference etc. This would be a controlled situation. The best scenario is to have the group work on a meaningful project together.	Acknowledged. Not included because the researcher believed that these specific projects were outside the purpose of the handbook.
	Assistant Superintendent A	6A	No Comments.	Acknowledged.
What do you believe are the greatest challenges school leaders face in regards LGBT student safety in schools?	State Level Official A	n/a	Helping the school community understand that these are not "choices" that people make.	Acknowledged. Not included because the researcher believed that "science" was outside the purpose for the handbook.
	School Board Member A	5A	How to support the emotional needs of the LGBT student.	Agreed. The response affirmed the need for such a resource guide.
			How to effectively communicate to other students and staff how to support LGBT students.	Agreed. The response affirmed the need for such a resource guide.
	School Board Member B	6A	The challenge is that often the discrimination and bullying happens outside of school walls - via Facebook, Twitter etc. Teachers and Administrators may not know the extent of bullying	Agreed. Aligned with challenges of discrimination and bullying mentioned in the review of literature, but not included because the

			because most of it happens without physical confrontation.	researcher believed that social media concerns are not within the purpose for the handbook.
			The one area that I see is the most vulnerable is the Locker Rooms. I feel like the school leaders aren't tuned in to kids as much as they should be. School Leaders need to be aware of every student and make sure they check in with everyone so the student doesn't feel isolated in any way.	Agreed.
	Assistant Superintendent A	6A	No comments	
In your eyes, what are the critical things school leaders should know about LGBT students in schools?	State Level Official A	n/a	The science of gender and sexual preference.	Acknowledged. Not included because the researcher believed that "science" was outside the purpose for the handbook.
			The high incidence of suicide and other mental health issues.	Agreed. Suicide issues and mental health discussed in chapters XX or pages XX.
	School Board Member A	5A	How to support their (LGBT) needs.	Agreed. The response affirmed the need for such a resource guide.
	School Board Member B	6A	There are many more kids who are LGBT but have not "come out" yet.	Agreed. The response affirmed the need for such a resource guide.
			Boys - especially athletes - are not very tolerant at all of a gay boy.	Acknowledged. Athletes not tolerant of "gay boys" reveals a common stereotype associated with LGBT students.
			There are some LGBT kids who are very comfortable	Agreed.

			with whom they are and want to express themselves so leaders need to be tolerant of different styles - unless it is inappropriate and sexual.	
			LGBT kids, typically, are highly creative so leaders need to give them options such as steer them toward Clubs or music or art so they can express themselves	Acknowledged. "Highly creative" reveals a stereotype that all LGBT students are interested in music and art.
	Assistant Superintendent A	6A	No comments.	
How important do you think it is it for school leaders to understand the need for support for LGBT students? (Scale of 1-5 with 5 being very important)	Stave Level Official A	n/a	5	Agreed. The response affirmed the need for such a resource guide.
	School Board Member A	5A	5	Agreed. The response affirmed the need for such a resource guide.
	School Board Member B	6A	4	Agreed. The response affirmed the need for such a resource guide.
	Assistant Superintendent A	6A	5	Agreed. The response affirmed the need for such a resource guide.
What do you see teachers doing concerning positive support for LGBT students?	State Level Official A	n/a	No Comments.	
	School Board Member A	5A	I have not personally seen any efforts.	Agreed. The response affirmed the need for such a resource guide.
	School Board Member B	6A	Teachers and Coaches need to be seen interacting with these kids and volunteer to be mentors.	Acknowledged.
			All kids need a judge free safety zone.	Agreed. The response affirmed the need for such a resource guide.

			Teachers and Coaches should have websites and phone numbers handy.	Acknowledged.
	Assistant Superintendent A	6A	No Comments.	Acknowledged.
How might the district benefit from having a comprehensive resource available for their school leaders?	State Level Official A	n/a	It could be used as an in-service guide for staff and parents.	Agreed.
	School Board Member A	5A	It is important that everyone be on the same page and supports our students through a comprehensive and coordinated process.	Agreed. The response affirmed the need for such a resource guide.
	School Board Member B	6A	The District will always benefit from its people being more educated. The District will be known for allowing all kids to flourish and not fall through the cracks. The District might also be recognized locally or Statewide for creating a program or value system that is progressive such as we were recognized nationally.	Acknowledged.
	Assistant Superintendent A	6A	I can see a lot of benefits of having a resource for school leaders, since this is an area that seems to have limited resources.	Agreed. The response affirmed the need for such a resource guide.
What sources are you familiar with which deal specifically with positive support for LGBT students in schools?	State Level Official A	n/a	No Comments.	Acknowledged.
	School Board Member A	5A	I am not aware of any.	Acknowledged.
	School Board Member B	6A	I am not aware of any.	Acknowledged.
	Assistant Superintendent A	6A	The only resource that I'm aware of is KASB (Kansas Association of School Boards) when we've had	Acknowledged.

			questions. Other than that, I'm not aware of any resources.	
What additional questions should I have asked concerning what school leaders should know in regards to LGBT students?	State Level Official A	n/a	No Comments.	Acknowledged.
	School Board Member A	5A	In addition to knowing how to support students, we also must know the legal rights of LGBT students. Some leaders, staff and students may try to improperly take advantage of LGBT students. It's important to know that there should be no distinction between a LGBT student and any other student in the district.	Agreed. Legal rights of LGBT students are addressed in Route 2 of the resource guide.
	School Board Member B	6A	No Comments.	Acknowledged.

Step 2 of this study provided strong evidence of the need for the leader’s guide and established face validity of the proposed content of the guide.

Step 3: Product Development

The subsequent design of the resource guide prototype was the result of information collected during the review of literature and other books, guides, and articles currently on the market on the topic of providing support for LGBT students in school, as well as, feedback from the needs assessment and proof of concept stages. The creation of the prototype for *Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders* began in Spring 2011 and continued through March 2014.

The purpose of the resource guide was to enable school leaders to provide positive support for LGBT students to better ensure the safety of LGBT students. This guide was conceptualized as a comprehensive, “one-stop” guide to help school leaders understand: (1) key

issues related to providing positive support for LGBT students; (2) legal responsibilities and liabilities related to providing protection for LGBT students; (3) obstacles preventing leaders from addressing the issues; and (4) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students.

At the end of each chapter in the resource guide, discussion questions were provided to reflect upon the learning and to assist in developing an action to help support LGBT students. The guide also provided a number of references at the end for the leader to refer to if further action was needed.

Step 3 of this study therefore allowed construction of the entire resource guide in preparation for preliminary field testing.

Step 4: Preliminary Field Test

The Preliminary Field Test (Appendixes E & F) consisted of sending the prototype out to a panel of experts. Again, the researcher used purposeful sampling strategy, as defined by Creswell (2007) as “selecting individuals and sites for study because they can purposefully inform an understanding of the research problem” (p. 125). The researcher decided the number of people and sites to be sampled, who was sampled and how the sampling was given. For this test, two to four educational leaders and/or practitioners in education in a large size Kansas school district (Class 5A or 6A) were sought; two to four educational leaders and/or practitioners in education in a medium size Kansas school district (Class 3A or 4A); two to four educational leaders and/or practitioners in education in a small size Kansas school district (Class 1A or 2A). The researcher used the Kansas State High School Athletics Association (KSHSAA) to define classifications. Educational leaders or practitioners in education were defined as holding a titled

formal leadership position capable of making an impact at the school building or school district level (i.e. superintendent, principal, assistant principal, counselor, school psychologist, team leader, coach, sponsor, department head, etc.) The researcher outlined the experts' qualifications in Table 3.3.

A total of 18 people were contacted to take part in the preliminary field test. They were contacted via email on January 6, 2014. Experts were selected and sent an informed consent form. (Appendix B) Preliminary Field Test Instructions also were created and sent to experts. (Appendix E & F) A reminder email was sent on January 12, 2014 and experts were given a due date of January 19, 2014 to participate in the preliminary test. On January 19, 2014, a total of nine leaders in education (50% response rate) had provided feedback and all classifications were represented.

The first four sections of the evaluation form were based on a rating scale. Each section was identified with a heading for specific feedback to help validate and improve the resource guide. These headings were; (1) Provided Support (2) Content (3) Practicality (4) Responsiveness. Responses were provided in Tables 3.4 – 3.7, once feedback was received from field experts. In evaluating the results of expert panel responses, the researcher chose to use simple frequency counts to qualitatively evaluate the appropriateness of the leader's guide. Responses from the preliminary field test were overwhelmingly 4s and 5s. In the end analysis, the expert panel was judged to have confirmed the need for the resource guide and affirms the topics and content within the guide.

The evaluation form also allowed for open-ended questions from the experts to help provide more insight. The questions provided were as follows; (1)What improvements should be made in the writing and format of the road map? (2) What recommendations do you have for

making the text more comprehensible? (3) What parts of the content do you believe would be most helpful to school leaders? (4) What parts of the content do you believe would be least helpful to school leaders?

Specific responses from the narrative feedback were organized into separate tables for each open-ended question as shown in Tables 3.8 – 3.14. The researcher noted and took specific actions based on experts’ observations. Four actions were identified: Agreed (the researcher agreed with the recommended change by the expert and a revision was made to the guide); Disagreed (the researcher did not agree with the recommended change and a reason was given for not making the change); Affirmed (the researcher was merited when the reader made a statement indicating that a similar resource was not available and/or a desire for the guide's presence in their school; and Acknowledged (the researcher acknowledged the comment but no revision was made to resource guide). Responses from the preliminary field test were used in revising the resource guide for the final field test.

Table 3.3 – Preliminary Field Test Experts

Expert Title	Class	Qualifications
Teacher Leader A	1A	Serves as a lead teacher.
Superintendent A	2A	Serves district as Superintendent. Works with BOE to make decisions affecting policy, finance and curriculum.
Superintendent B	3A	Serves district as Superintendent. Works with BOE to make decisions affecting policy, finance and curriculum.
Teacher Leader B	4A	Serves as a lead teacher. Former administrator.
Teacher Leader C	5A	Serves as department head. Teaches social studies. Coaches several activities.
Teacher Leader D	5A	Serves as lead teacher. Completed administrative license.
Superintendent C	5A	Serves district as Superintendent. Works with BOE to make decisions affecting policy, finance and curriculum.
Superintendent D	6A	Serves district as Superintendent. Works with BOE to make decisions affecting policy, finance and curriculum.
District Coordinator A	6A	Serves as special education coordinator for the district.

Table 3.4 – Preliminary Field Test Experts: Provided Support

Question	Title	Class	Responses
Does this road map provide tools needed for a school/district to provide a safe environment for LGBT students?	Superintendent C	5A	4 - Many tools are provided.
	Teacher Leader A	1A	4 - Many tools are provided.
	Superintendent B	3A	4 - Many tools are provided.
	Teacher Leader C	5A	4 - Many tools are provided.
	Teacher Leader D	5A	5 - All tools are provided
	Superintendent A	2A	4 - Many tools are provided.
	District Coordinator A	6A	2 - Some tools are provided.
	Superintendent D	6A	4 - Many tools are provided.
Does this road map provide facts needed for a school/district to provide a safe environment for LGBT students?	Teacher Leader B	4A	4 - Many tools are provided.
	Superintendent C	5A	4 - Many facts are provided.
	Teacher Leader A	1A	4 - Many facts are provided.
	Superintendent B	3A	5 - All of the facts are provided.
	Teacher Leader C	5A	4 - Many facts are provided.
	Teacher Leader D	5A	5 - All of the facts are provided.
	Superintendent A	2A	4 - Many facts are provided.
	District Coordinator A	6A	4 - Many facts are provided.
Does this road map provide methods to perform and manage this project so a school/district to provide a safe environment for LGBT students?	Superintendent D	6A	5 - All of the facts are provided.
	Teacher Leader B	4A	5 - All of the facts are provided.
	Superintendent C	5A	2 - Some methods are provided.
	Teacher Leader A	1A	4 - Many methods are provided.
	Superintendent B	3A	4 - Many methods are provided.
	Teacher Leader C	5A	4 - Many methods are provided.
	Teacher Leader D	5A	5 - All methods are provided.
	Superintendent A	2A	4 - Many methods are provided.
How would this road map affect most stakeholders in your community, district or school?	District Coordinator A	6A	2 - Some methods are provided.
	Superintendent D	6A	4 - Many methods are provided.
	Teacher Leader B	4A	4 - Many methods are provided.
	Superintendent C	5A	4 - Some stakeholders will champion for this road map.
	Teacher Leader A	1A	2 - 2 - Many stakeholders will be somewhat against it.
	Superintendent B	3A	4 - Some stakeholders will champion for this road map.
	Teacher Leader C	5A	4 - Some stakeholders will champion for this road map.
Teacher Leader D	5A	Unable to answer	
Superintendent A	2A	4 - Some stakeholders will champion for this road map.	
District Coordinator A	6A	5 - Many stakeholders will champion for this road map.	

	Superintendent D	6A	4 - Some stakeholders will champion for this road map.
	Teacher Leader B	4A	4 - Some stakeholders will champion for this road map.
Would this road map fit into the strategic plan of your school/district?	Superintendent C	5A	4 - This roadmap would fit with a strategic plan.
	Teacher Leader A	1A	5 - This roadmap will strengthen a strategic plan.
	Superintendent B	3A	4 - This roadmap would fit with a strategic plan.
	Teacher Leader C	5A	5 - This roadmap will strengthen a strategic plan.
	Teacher Leader D	5A	5 - This roadmap will strengthen a strategic plan.
	Superintendent A	2A	4 - This roadmap would fit with a strategic plan.
	District Coordinator A	6A	4 - This roadmap would fit with a strategic plan.
	Superintendent D	6A	5 - This roadmap will strengthen a strategic plan.
	Teacher Leader B	4A	5 - This roadmap will strengthen a strategic plan.
	Superintendent C	5A	5 - Content is highly relevant to the school/district.
	Teacher Leader A	1A	5 - Content is highly relevant to the school/district.
	Superintendent B	3A	5 - Content is highly relevant to the school/district.
	Teacher Leader C	5A	5 - Content is highly relevant to the school/district.

Table 3.5 – Preliminary Field Test Experts: Content

Question	Expert	Class	Response
Content of the roadmap is presented in a logical sequence.	Superintendent C	5A	4 - Content is presented in a logical sequence.
	Teacher Leader A	1A	5 - Content is presented in a highly logical sequence.
	Superintendent B	3A	5 - Content is presented in a highly logical sequence.
	Teacher Leader C	5A	5 - Content is presented in a highly logical sequence.
	Teacher Leader D	5A	5 - Content is presented in a highly logical sequence.
	Superintendent A	2A	4 - Content is presented in a logical sequence.
	District Coordinator A	6A	4 - Content is presented in a logical sequence.
	Superintendent D	6A	5 - Content is presented in a highly logical sequence.
	Teacher Leader B	4A	5 - Content is presented in a highly logical sequence.
Roadmap has appropriate grammar and vocabulary.	Superintendent C	5A	4 - Grammar & vocabulary is appropriate.
	Teacher Leader A	1A	5 - Grammar & vocabulary is excellent.
	Superintendent B	3A	5 - Grammar & vocabulary is excellent.
	Teacher Leader C	5A	4 - Grammar & vocabulary is appropriate.
	Teacher Leader D	5A	5 - Grammar & vocabulary is excellent.
	Superintendent A	2A	4 - Grammar & vocabulary is appropriate.
	District Coordinator A	6A	5 - Grammar & vocabulary is excellent.
	Superintendent D	6A	4 - Grammar & vocabulary is appropriate.
	Teacher Leader B	4A	5 - Grammar & vocabulary is excellent.
Roadmap is appealing to reader.	Superintendent C	5A	4 - Roadmap is appealing to reader.
	Teacher Leader A	1A	4 - Roadmap is appealing to reader.
	Superintendent B	3A	5 - Roadmap is highly appealing to reader.
	Teacher Leader C	5A	4 - Roadmap is appealing to reader.
	Teacher Leader D	5A	5 - Roadmap is highly appealing to reader.
	Superintendent A	2A	4 - Roadmap is appealing to reader.
	District Coordinator A	6A	5 - Roadmap is highly appealing to reader.
	Superintendent D	6A	5 - Roadmap is highly appealing to reader.
	Teacher Leader B	4A	4 - Roadmap is appealing to reader.
Roadmap content is based on current information.	Superintendent C	5A	4 - Content is based on current information.
	Teacher Leader A	1A	5 - Content is highly based on current information.
	Superintendent B	3A	5 - Content is highly based on current information.
	Teacher Leader C	5A	5 - Content is highly based on current information.

	Teacher Leader D	5A	4 - Content is based on current information.
	Superintendent A	2A	4 - Content is based on current information.
	District Coordinator A	6A	5 - Content is highly based on current information.
	Superintendent D	6A	5 - Content is highly based on current information.
	Teacher Leader B	4A	5 - Content is highly based on current information.

Roadmap content is relevant.	Superintendent C	5A	4 - Content is relevant to the school/district.
	Teacher Leader A	1A	5 - Content is highly relevant to the school/district.
	Superintendent B	3A	5 - Content is highly relevant to the school/district.
	Teacher Leader C	5A	5 - Content is highly relevant to the school/district.
	Teacher Leader D	5A	5 - Content is highly relevant to the school/district.
	Superintendent A	2A	4 - Content is relevant to the school/district.
	District Coordinator A	6A	5 - Content is highly relevant to the school/district.
	Superintendent D	6A	5 - Content is highly relevant to the school/district.
	Teacher Leader B	4A	5 - Content is highly relevant to the school/district.

Table 3.6 – Preliminary Field Test Experts: Practicality

Question	Expert	Class	Response
Practicality for school leaders.	Superintendent C	5A	4 - Practical for school leaders.
	Teacher Leader A	1A	5 - Highly practical for school leaders.
	Superintendent B	3A	5 - Highly practical for school leaders.
	Teacher Leader C	5A	5 - Highly practical for school leaders.
	Teacher Leader D	5A	5 - Highly practical for school leaders.
	Superintendent A	2A	2 - Somewhat practical for school leaders.
	District Coordinator A	6A	5 - Highly practical for school leaders.
	Superintendent D	6A	4 - Practical for school leaders.
	Teacher Leader B	4A	5 - Highly practical for school leaders.
Provides new information.	Superintendent C	5A	2 - Roadmap provides some new information.
	Teacher Leader A	1A	5 - Roadmap provides a lot of new information.
	Superintendent B	3A	5 - Roadmap provides a lot of new information.
	Teacher Leader C	5A	5 - Roadmap provides a lot of new information.
	Teacher Leader D	5A	5 - Roadmap provides a lot of new information.
	Superintendent A	2A	4 - Roadmap provides new information.
	District Coordinator A	6A	5 - Roadmap provides a lot of new information.
	Superintendent D	6A	5 - Roadmap provides a lot of new information.
	Teacher Leader B	4A	5 - Roadmap provides a lot of new information.

Table 3.7 – Preliminary Field Test Experts: Responsiveness

Question	Expert	Class	Response
Does this roadmap adequately provide resources to help leaders with LGBT students?	Superintendent C	5A	4 - Roadmap provides resources.
	Teacher Leader A	1A	5 - Roadmap provides many resources.
	Superintendent B	3A	5 - Roadmap provides many resources.
	Teacher Leader C	5A	5 - Roadmap provides many resources.
	Teacher Leader D	5A	5 - Roadmap provides many resources.
	Superintendent A	2A	4 - Roadmap provides resources.
	District Coordinator A	6A	4 - Roadmap provides resources.
	Superintendent D	6A	5 - Roadmap provides many resources.
Does this roadmap provide unique resources to help leaders with LGBT students?	Teacher Leader B	4A	5 - Roadmap provides many resources.
	Superintendent C	5A	2 - Roadmap provides some unique resources.
	Teacher Leader A	1A	4 - Roadmap provides unique resources.
	Superintendent B	3A	5 - Roadmap provides many unique resources.
	Teacher Leader C	5A	4 - Roadmap provides unique resources.
	Teacher Leader D	5A	5 - Roadmap provides many unique resources.
	Superintendent A	2A	4 - Roadmap provides unique resources.
	District Coordinator A	6A	2 - Roadmap provides some unique resources.
Superintendent D	6A	4 - Roadmap provides unique resources.	
Teacher Leader B	4A	5 - Roadmap provides many unique resources.	

Table 3.8 – Preliminary Field Test Results: What improvements should be made in the writing and format of the road map?

Question	Expert	Class	Response	Researcher's Actions
What improvements should be made in the writing and format of the road map?	K-8 Teacher Leader	1A	I liked the small units, the questions at the end of each section could be more direct/ detailed instead of general. I felt like it was a workbook and I had to refer back to the info and copy materials. First question usually asked for a list.. maybe provide the list and leave space for personal reaction or opinion of each, like how can each of these help/ support. Maybe include some	Agreed. The researcher provided a list at the end of each chapter to review the reading from the guide. The researcher also revised the questions that were asked at the end of each chapter.

			question that would make the reader think about how they personally could apply the information. (What I can change/ do)	
	Superintendent	2A	The roadmap discusses the problem, but could provide more help/direction on the difficulty of working with minor children who are "out" at school but not at home.	Disagreed. The researcher did not create the guide as a way to help minor children who are out at school but not at home. The guide looks at the safety of LGBT students from a much bigger perspective. However, it is noted in the guide what a student's legal right is. If a child is "out" at school, the school may not "out" the child to his or her family. This is based on previous legislation regarding a student that took his own life when this occurred.
	Superintendent	3A	I think it is very well written, and I really can't recommend any improvements.	Acknowledged.
	Teacher Leader	4A	Possible formatting improvements: -on page 18, put Route 1 Title on new page by itself as a title page -table 1 on page 26, may better fit with information provided in next section- place at end of p 28. -Attempt to get all of Table 5 on one page -p 55, place stop sign and discussion questions on single page w/o text -provide a new appendix with information/websites to find/purchase kits	Agreed. The researcher reviewed the suggestions made by the expert. The researcher believes this may have been a printing issue with the expert, but nonetheless, the suggestions were good. Before a final version was sent to main field testers, the titles were placed on pages by itself. Tables were reviews to make sure they were not a part of a page break and could be easily read. The researcher did not add a

			discussed in Route 4	new appendix because the information on where to buy kits etc. was provided.
	SS Teacher and Department Head	5A	I think this road map is great! There are so many great ideas, pieces of information, and sources. I only marked 4 on the first few questions because so much of this was new information so I don't even know what is out there. I am sure this is a wonderful collection of the most current information and ideas.	Acknowledged.
	Teacher Leader	5A	No comments provided	Acknowledged.
	Superintendent	6A	More facts and less persuasive narrative.	Acknowledged.
	District Coordinator	6A	No comments provided	Acknowledged.
	Superintendent	6A	Things are laid out in a logical and easy to read format. Seems there is some duplication from the introduction and the actual road map. I assume that it helps lay the groundwork for what is included.	Agreed. The researcher removed the entire last paragraph at the end of the preface, as it was a duplication of information already stated in the preface.

Table 3.9 – Preliminary Field Test Results: Recommendations for making text more comprehensible?

Question	Expert	Class	Response	Researcher's Actions
What recommendations do you have for making the text more comprehensible?	Superintendent C	5A	Sometimes had to read the material a second time to assure understanding. It seemed to approach data in a way that was "interesting" rather than "understandable"....	Acknowledged. The researcher's intent was for this to be both interesting and understandable. The resource guide is intended to meet two purposes- fulfill dissertation requirements and be a practical guide for practitioners.
	Teacher Leader A	1A	Obviously this is a very delicate subject. Many teachers, community members, staff will completely veto any discussion or interventions to protect this and see it as support. I liked how you broke it down into small units and it could be discussed repeatedly little bit by little bit, hopefully gaining acceptance. I found myself amazed that I was so unaware of the needs of these students. Very objective, keep it that way.	Acknowledged.
	Superintendent B	3A	Again, I thought it was well written, and very easy to comprehend.	Acknowledged.
	Teacher Leader C	5A	I am sending a document back with a few corrections.	Agreed. The researcher reviewed all comments made by expert and made the following changes to the resource guide. Punctuation was fixed on pages 5, 10, 26 and 49 of the guide. Expert noted a "confusing statement" on page 5. Researcher agreed and revised the

				statement. Spelling errors were corrected on pages 7, and 20. The expert suggested combining two sentences on page 9. The researcher made the change.
			Only thing that I really noticed was that there was a large variance in the use of percentage. One paragraph was spelled out and the next would be used in number form. I think it would be better if you just switched to number form in all of the paragraphs (since some of the percents include decimals).	Agreed. The researcher reviewed APA formatting and corrected the use of % vs. percent throughout the entire document.
	Teacher Leader D	5A	More specific to districts or geographic areas.	Disagreed. This guide is directed toward the state of KS since experts came from that state only. However, it could be used for differing districts and areas based on the need of the district and where they believe they are. This guide is applicable to different kinds of districts. The purpose was to focus on the state of Kansas and retrieve feedback from a target audience. The target audience members were 1-2 experts in each state classification, which covers rural to urban. The resource guide applies to all areas in the state. The laws discussed in the guide and research applies to rural and urban areas across the state. Ultimately, the guide

				could be used in other states.
	Superintendent A	2A	No comments provided	Acknowledged.
	District Coordinator A	6A	No comments provided	Acknowledged.
	Superintendent D	6A	Not having much of this data I am not sure I can give an intelligent response.	Acknowledged.
	Teacher Leader B	4A	Very clear. No recommendations.	Acknowledged.

Table 3.10 – Preliminary Field Test Results: Content most helpful to school leaders?

Question	Expert	Class	Response	Researcher's Actions
What parts of the content do you believe would be most helpful to school leaders?	Superintendent C	5A	For the purposes of this study, it seems that the manual could be presented without the prelude. Much of the introductory information was restated in the manual.	Disagreed. The researcher believes the preface was important in understanding the guide. However, the researcher reviewed the preface the last 4 paragraphs were completely re-written to make them more understandable. The researcher removed the entire last paragraph at the end of the preface, as it was a duplication of information already stated in the preface. The preface was intended to add credibility to the process to complete the guide.
	Teacher Leader A	1A	The last section. I found I couldn't wait to get to the information about how we can really help kids from being mistreated. I was very interested in the legal obligations of the school.	Acknowledged. The reviewer recognized the excitement regarding publication of this type of information. It is affirmed the purpose and need for this guide.
	Superintendent B	3A	For me, the data was both informative and the strategies were helpful.	Acknowledged.
	Teacher Leader C	5A	I think that there is some great information in this. I, specifically, thought that the first sections about the use of terms and attendance issues were huge. These are small things that can be changed and make a big difference. I would also guess that many don't know the legality of their role in the whole issue.	Acknowledged. These are important pieces of information for leaders in education to understand. The author's purpose for this guide was to educate those in leadership roles in a concise way.
	Teacher Leader	5A	The format is useful	Acknowledged.

	D		because it provides "stopping points" to help guide discussion. Numbering the "directions" is helpful because it's similar to a "plan of action"	
	Superintendent A	2A	Case studies are helpful.	Acknowledged.
	District Coordinator A	6A	Legislation and legal issues.	Acknowledged.
	Superintendent D	6A	I feel the information presented would be a great starting point for administrators. It is my feeling this is highly beneficial to school leaders in the current format.	Acknowledged.
	Teacher Leader B	4A	-Route 2: Direction 6 - Legislation Affecting Students -Route 4: Programs for LGBT Support	Acknowledged.

Table 3.11 – Preliminary Field Test Results: Content least helpful to school leaders?

Question	Expert	Class	Response	Researcher's Actions
What parts of the content do you believe would be least helpful to school leaders?	Superintendent C	5A	The research appeared to be more persuasive than fact.	Disagreed. The information in the resource guide was based on fact. The author used research and statistics from a variety of groups to establish the need for this guide. LGBT students need more than just what every student gets which may be why the expert believed it was more persuasive than fact.
	Teacher Leader A	1A	All the pre- information. I know you have to have it, but I just wanted to get to the meat of it. I guess I had to read all the pre stuff to make me decide that this was worth my time though, so...	Acknowledged.
	Superintendent B	3A	N/A	Acknowledged.
	Teacher Leader C	5A	I think the combo of statistics along with the legal obligation that teachers have, and probably don't realize, would be very powerful. I consider myself a very up to date teacher and there was a lot that I learned from this.	Acknowledged.
	Teacher Leader D	5A	No response provided	Acknowledged.
	Superintendent A	2A	The tone that the ACLU is correct is troubling to me.	Disagreed. The resource guide was not indicating that the ACLU was correct. The expert comment correlated directly with the mission and intent of Chapter 2. The ACLU was one of many sources utilized to

				provide the broadest range of resources and information to the educational leaders.
	District Coordinator A	6A	All was relevant.	Acknowledged.
	Superintendent D	6A	I feel it is all good information. Until actually used I can't give a specific response.	Acknowledged.
	Teacher Leader B	4A	Table 5	Disagreed. The researcher believed Table 5 was of value in understanding the number of associations in support of safe schools for LGBT students. Those associations are not just made up of LGBT groups, but also instead showed a wide range of supporters.

Table 3.12 – Preliminary Field Test Results: Strengths of the road map?

Question	Expert	Class	Response	Researcher’s Actions
What are the strengths of “Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?”	Superintendent C	5A	No comments made by expert.	Acknowledged.
	Teacher Leader A	1A	It can be done in short segments of time. You did an excellent job using cases, situations, and data to prove the need for this support in schools, without saying we have to support this life-style. It's just another kind of child we are teaching these days. I know Sp Ed had the same rejection at first, kids were teased, tormented and should be out of the mainstream. Now years later we are huge advocates of the least restrictive environment and what a child needs to succeed in life. It's a different population we are teaching and we better get with it and meet their needs. You meet one of these needs.	Agreed. The reviewer recognized the comparison to SPED students. The researcher added information regarding desegregation, SPED, and ELL in the section title “charting the course”. These groups have all taken time to become a part of education as a result of much opposition. The researcher also added a social justice definition in Direction 5 of the guide.
	Superintendent B	3A	I believe the insight into the struggles LGBT students encounter was very eye opening and troubling.	Acknowledged.
	Teacher Leader C	5A	I think that this would be a great document for anyone to read who will be entering the teaching profession. It gets to the problems quickly and addresses why these are issues.	Agreed. Those new to the teaching profession were added to those benefitting from the use of the resource guide in the preface.
	Teacher Leader D	5A	Research based ...providing specific incidents are very	Acknowledged.

			powerful.	
	Superintendent A	2A	This is a good review of history and quick read for administrators when confronted by an advocacy group.	Acknowledged.
	District Coordinator A	6A	Topic was well researched.	Acknowledged.
	Superintendent D	6A	<ol style="list-style-type: none"> 1. All information is in one document. 2. I am guessing this is much more information than most people have on this topic. 3. It allows us to reflect on our policies and procedures. 4. Creates a great starting point for conversations with others. 	Acknowledged.
	Teacher Leader B	4A	It is personal and eye opening. Even to a leader that has been exposed to a variety of issues regarding LGBT students, I was still surprised/saddened by the data. I was encouraged that there are now kits available to help educate staff.	Acknowledged.

Table 3.13 – Preliminary Field Test Results: Constraints of the road map?

Question	Expert	Class	Response	Researcher's Actions
What are the constraints of "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?"	Superintendent C	5A	I think the biggest restraint will be public opinion. Patrons want to prevent ANY student from bullying...but they are also uncomfortable suggesting non-traditional lifestyles such as this as positive much less acceptable.	Acknowledged.
	Teacher Leader A	1A	It touches the iceberg of a huge issue. You hit the high points and opened the door to much needed info and provided great resources for more research.	Acknowledged.
	Superintendent B	3A	I really didn't find any weaknesses. It was obvious that the researcher dedicated a lot of time and effort to the project.	Acknowledged.
	Teacher Leader C	5A	If there was one thing I think could really add to this, it would be more suggestions of how to fix the issues. Granted, there is no cookie cutter method to fix items, but the guide does an excellent job of outlining the problems and gives so much data, maybe something that discusses fixes or suggestions more.	Disagreed. The researcher believes what the expert said, in that there is no cookie cutter method. However, the guide does provide information and then a place to reflect on what a district or school could do as a result of their learning. The researcher believes the ownership of reflection will bring about change.
	Teacher Leader D	5A	No comments provided	Acknowledged.
	Superintendent A	2A	Societal restrictions given that the national average from the 2010 census is 3%. Forcing 97% to change is a big rock on a steep hill. (Washington	Acknowledged.

			DC 10%, Hawaii 5%)	
	District Coordinator A	6A	No comments provided	Acknowledged.
	Superintendent D	6A	As identified in the "Paving the way..." document time and people's values could be a hindrance although that is really not the constraint of the document but of those implementing.	Acknowledged.
	Teacher Leader B	4A	I am curious as to the response of BOE members/leaders on this road map. Have you considered mentioning something about addressing board members in a district and how to encourage their adoption of curriculum, training, and/or policies? A board may be a district leader's biggest constraint.	Agreed. Board of education members were added to the list of those who could benefit from this guide. The researcher agrees they could be the biggest constraint for a leader.

Table 3.14 – Preliminary Field Test Results: Preferred format

Question	Expert	Class	Response	Researcher's Actions
In what format would you most prefer to have a comprehensive resource guide available to you?	Superintendent	6A	Personal presentation - electronic media	Acknowledged. This feedback would be used for possible avenues for publishing purposes and will be considered.
	K-8 Teacher Leader	1A	Notebook Binder	
	Superintendent	3A	Digital/Website	
	SS Teacher and Department Head	5A	Notebook Binder	
	Teacher Leader	5A	Notebook Binder	
	Superintendent	2A	Digital/Website	
	District Coordinator	6A	Notebook Binder	
	Superintendent	6A	Digital/Website	
	Teacher Leader	4A	Book	

Table 3.15 – Preliminary Field Test Results: Specific comments about pages in the road map.

Question	Expert	Class	Response	Researcher’s Actions
Use this section to record specific comments about pages in the road map.	Superintendent C	5A	The document presents a case for better understanding of the issue, however, it is not enough.	Disagreed. The researcher believed the guide was ample based on overall feedback from experts. It is unclear whether or not the expert comment meant the actual guide did not contain adequate information or if the guide alone is not enough to make an impact for LGBT students in school. The resource guide was not developed to fix everything. It was created to identify key issues, legalities, obstacles and programs.
	Teacher Leader A	1A	Excellent job! I am so glad I had the chance to preview this. I was a bit confused at the beginning when you were talking about the roles and responsibilities of the school leader, gave specific situations. When I re-read it, it was fine. You almost have to pre-read the whole thing, then go back and rethink it again! Nice work!	Acknowledged.
	Superintendent B	3A	Page 49 Direction 9 Policy - This section I felt was effective in providing information on policy development. Page 34 Direction 6 Legislation Affecting Students - It was eye opening to realize that we	Acknowledged.

			<p>must consider that filtering software may create a discriminatory situation.</p> <p>Page 19 Direction 1 Hostile School Climate - This section made me realize how hard life is for these kids. I think it could be brutal in very large districts that have a difficult time keeping students supervised.</p>	
	Teacher Leader C	5A	<p>I am going to send a copy of this with some grammar, etc attached. For the tables, I think they need to stand out a little more. Maybe larger headings for these? I think it might just be my personal feel for tables in documents.</p>	<p>Agreed. The researcher reviewed all comments made by expert and made the following changes to the resource guide. Punctuation was fixed on pages 5, 10, 26 and 49 of the guide. Expert noted a “confusing statement” on page 5. Researcher agreed and revised the statement. Spelling errors were corrected on pages 7, and 20. The expert suggested combining two sentences on page 9. The researcher made the change. The table headings will remain the same for the purpose of the dissertation, as they are part of EDTR formatting. Table heading changes may be considered for publishing.</p>
	Teacher Leader D	5A	<p>Could be my printer however check on page 31, 40, 43 for spacing...</p> <p>Very well written and interesting. It is an issue that is more common than</p>	<p>Acknowledged. Spacing errors were reviewed but no errors found.</p>

			one believes.	
	Superintendent A	2A	No comments provided.	Acknowledged.
	District Coordinator A	6A	No comments provided.	Acknowledged.
	Superintendent D	6A	Have nothing specific. Well done!	Acknowledged.
	Teacher Leader B	4A	No comments provided.	Acknowledged.

Step 4 of this study therefore provided the preliminary field test results that enabled product revision of the leader’s resource guide to occur.

Step 5: Product Revision

Results from the Preliminary Field Test were used when revising the prototype. The researcher provided an overall summary of comments which are listed the the previous tables, with the following changes made:

1. Grammar, spelling and formatting issues throughout the entire guide. The researcher believed much of the formatting issues to be differences in the way the prototype was sent to experts. (Word, google doc, PDF) The researcher subsequently chose to send everything in PDF for the main field test to alleviate any formatting issues in the future.
2. Removed a paragraph in the preface as it was duplicated later in the guide.
3. ‘Preface’ was removed from the guide and renamed ‘Charting the Course’.
4. ‘Charting the course’ was divided into four sections titled: (a) A New Direction (b) The Road Already Traveled (c) Sitting at the Intersection (d) Stepping on the Gas Pedal to help the leader in education understand where the topic of LGBT students has been and where is needs to go.

5. Information regarding sub-groups that have been marginalized in history was added to 'Charting the Course'. This information included special education students, ELL students and African-American students.
6. Pre-service teachers and board of education members were added to the section regarding leaders who would benefit from this guide.

Step 5 of this study therefore resulted in a revised resource guide that was ready to send out for the Main Field Test.

Step 6: Main Field Test

The main field test (Appendix G & H) consisted of sending the revised prototype out to a different larger panel of experts. The researcher again used purposeful sampling strategy, defined by Creswell (2007) as "selecting individuals and sites for study because they can purposefully inform an understanding of the research problem" (p. 125). The researcher decided the number of people and sites to be sampled, who was sampled and how the sampling was constructed. For this test, as shown in Table 3.16 two to four educational leaders and/or practitioners in education in a large size Kansas school district (Class 5A or 6A) were sought; two to four educational leaders and/or practitioners in education in a medium size Kansas school district (Class 3A or 4A); two to four educational leaders and/or practitioners in education in a small size Kansas school district (Class 1A or 2A). The Kansas State High School Athletics Association (KSHSAA) defined classifications were used to determine the sample participants. Educational leaders or practitioners in education were defined as persons holding formal leadership titles having the opportunity to make an impact at the school building or school district level (i.e. superintendent, principal, assistant principal, counselor, school psychologist, team leader, coach, sponsor, department head, etc).

A total of 47 people were contacted to take part in the main field test. They were contacted via email on February 11, 2014. Experts were selected and sent an informed consent form. (Appendix B) Main field test instructions were created and sent to experts. (Appendix G & H) A reminder email was sent on February 21, 2014 and experts were given a due date of February 28, 2014 to participate in the main field test. On February 28, 2014 a total of seventeen leaders (36% response rate) had provided feedback and all classifications were represented.

The first four sections of the main field test evaluation form were based on a rating scale. Each section was identified with a heading for specific feedback to help validate and improve the resource guide. These headings were: (1) Provided Support (2) Content (3) Practicality (4) Responsiveness. Responses were provided in Tables 3.17 – 3.22, once feedback was received from field experts. The researcher chose to use simple frequency counts to observe expert feedback. Responses from the main field test were overwhelmingly 4s and 5s. This confirmed at the main field test level the need for the resource guide and affirmed the topics and content within the guide.

The evaluation form also allowed for open-ended questions from the experts to help provide more insight. The questions provided were as follows; (1)What improvements should be made in the writing and format of the road map? (2) What recommendations do you have for making the text more comprehensible? (3) What parts of the content do you believe would be most helpful to school leaders? (4) What parts of the content do you believe would be least helpful to school leaders?

Specific responses from the narrative feedback were organized into separate tables for each open-ended question (see Tables 3.23 – 3.28). The researcher noted and took specific actions as recorded in these tables. Four actions were identified: Agreed (the researcher agreed

with the recommended change by the expert and a revision was made to the guide); Disagreed (the researcher did not agree with the recommended change and a reason was given for not making the change); Affirmed (the researcher was merited when the reader made a statement indicating that a similar resource was not available and/or a desire for the guide's presence in their school; and Acknowledged (the researcher acknowledged the comment but no revision was made to resource guide).

Step 6 of this study therefore resulted in a main field test revision that readied the guide for the final product revision.

Table 3.16 – Main Field Test Experts

Expert Title	Class	Qualifications
Director A	6A	Director of Elementary Education.
Assistant Principal A	5A	Evaluates staff. Student discipline officer. Collaborates with parents, staff, students and school board. Facilitates professional development and the CTE program.
Director B	5A	Human Resource director for the district. Serves as expulsion hearing office for the district.
Superintendent E	2A	Also serves as elementary principal. Curriculum coordinator, testing coordinator and works directly with the Board of Education.
Assistant Superintendent B	4A	PreK-12 Curriculum Director. Coordinates all staff development. Professional learning communities. Hearing officer. Oversees Title Funding.
School Board Member C	5A	Board of education member.
Teacher Leader D	5A	Serves on building leadership team as the elective team leader and as NEA building representative.
Counselor A	1A	Serves as counselor for the entire district and is district test coordinator.
Director C	5A	Serves as SPED director for elementary.
Principal A	5A	Serves as principal for elementary school. Member of the professional development council for the district.
Associate Principal A	5A	Building level leadership dealing with professional development, teacher improvement, school climate, etc.
Superintendent F	2A	Oversees the functions of the district related to board policy, handbook reviews, budgeting, Title Coordinator, 504 Coordinator, supervision of building administration, and interaction between the board and the running of the district.
Principal B	3A	Building Principal PreK-2 Building.
Principal C	5A	Building level leader K-5 Elementary School. Member of professional development council.
Assistant Principal B	5A	In charge of scheduling and assessments within the building, while coordinating with the district. Handles student discipline for a single grade level within a 6-8 building.
Teacher Leader E	1A	Serves as PDC Chair, SIT Member/Building Leader and Math Curriculum Core Leader.
Assistant Superintendent C	5A	Associate Superintendent for Human Resources. Works with policy for the entire district.

Table 3.17 – Main Field Test Experts: Provided Support

Question	Title	Class	Responses
Does this road map provide tools needed for a school/district to provide a safe environment for LGBT students?	Director A	6A	4 - Many tools are provided.
	Assistant Principal A	5A	5 - All tools are provided
	Director B	5A	4 - Many tools are provided.
	Superintendent E	2A	4 - Many tools are provided.
	Assistant Superintendent B	4A	4 - Many tools are provided.
	School Board Member C	5A	2 - Some tools are provided.
	Teacher Leader D	5A	4 - Many tools are provided.
	Counselor A	1A	4 - Many tools are provided.
	Director C	5A	4 - Many tools are provided.
	Principal A	5A	4 - Many tools are provided.
	Associate Principal A	5A	4 - Many tools are provided.
	Superintendent F	2A	4 - Many tools are provided.
	Principal B	3A	5 - All tools are provided
	Principal C	5A	5 - All tools are provided
	Assistant Principal B	5A	4 - Many tools are provided.
Teacher Leader E	1A	5 - All tools are provided	
Assistant Superintendent C	5A	4 - Many tools are provided.	

Does this road map provide facts needed for a school/district to provide a safe environment for LGBT students?	Director A	6A	5 - All of the facts are provided.
	Assistant Principal A	5A	5 - All of the facts are provided.
	Director B	5A	4 - Many facts are provided.
	Superintendent E	2A	4 - Many facts are provided.
	Assistant Superintendent B	4A	4 - Many facts are provided.
	School Board Member C	5A	4 - Many facts are provided.
	Teacher Leader D	5A	5 - All of the facts are provided.
	Counselor A	1A	4 - Many facts are provided.
	Director C	5A	4 - Many facts are provided.
	Principal A	5A	5 - All of the facts are provided.
	Associate Principal A	5A	4 - Many facts are provided.
	Superintendent F	2A	4 - Many facts are provided.
	Principal	3A	5 - All of the facts are provided.
	Principal	5A	5 - All of the facts are provided.
	Assistant Principal B	5A	5 - All of the facts are provided.
Teacher Leader E	1A	4 - Many facts are provided.	
Assistant Superintendent C	5A	4 - Many facts are provided.	

Does this road map provide methods to perform and manage this project so a school/district to provide a safe environment for LGBT students?	Director A	6A	4 - Many methods are provided.
	Assistant Principal A	5A	4 - Many methods are provided.
	Director B	5A	4 - Many methods are provided.
	Superintendent E	2A	4 - Many methods are provided.
	Assistant Superintendent B	4A	2 - Some methods are provided.
	School Board Member C	5A	2 - Some methods are provided.
	Teacher Leader D	5A	4 - Many methods are provided.
	Counselor A	1A	4 - Many methods are provided.
	Director C	5A	4 - Many methods are provided.
	Principal A	5A	5 - All methods are provided.
	Associate Principal A	5A	4 - Many methods are provided.
	Superintendent F	2A	4 - Many methods are provided.
	Principal	3A	5 - All methods are provided.
	Principal	5A	5 - All methods are provided.
	Assistant Principal B	5A	4 - Many methods are provided.
Teacher Leader E	1A	5 - All methods are provided.	
Assistant Superintendent C	5A	4 - Many methods are provided.	

How would this road map affect most stakeholders in your community, district or school?	Director A	6A	4 - Some stakeholders will champion for this road map.
	Assistant Principal A	5A	4 - Some stakeholders will champion for this road map.
	Director B	5A	5 - Many stakeholders will champion for this road map.
	Superintendent E	2A	2 - 2 - Many stakeholders will be somewhat against it.
	Assistant Superintendent B	4A	4 - Some stakeholders will champion for this road map.
	School Board Member C	5A	4 - Some stakeholders will champion for this road map.
	Teacher Leader D	5A	4 - Some stakeholders will champion for this road map.
	Counselor A	1A	4 - Some stakeholders will champion for this road map.
	Director C	5A	4 - Some stakeholders will champion for this road map.
	Principal A	5A	5 - Many stakeholders will champion for this road map.
	Associate Principal A	5A	4 - Some stakeholders will champion for this road map.
	Superintendent F	2A	2 - 2 - Many stakeholders will be somewhat against it.

	Principal	3A	4 - Some stakeholders will champion for this road map.
	Principal	5A	4 - Some stakeholders will champion for this road map.
	Assistant Principal B	5A	5 - Many stakeholders will champion for this road map.
	Teacher Leader E	1A	2 - 2 - Many stakeholders will be somewhat against it.
	Assistant Superintendent C	5A	4 - Some stakeholders will champion for this road map.

Would this road map fit into the strategic plan of your school/district?	Director A	6A	Unable to answer
	Assistant Principal A	5A	5 - This roadmap will strengthen a strategic plan.
	Director B	5A	5 - This roadmap will strengthen a strategic plan.
	Superintendent E	2A	5 - This roadmap will strengthen a strategic plan.
	Assistant Superintendent B	4A	4 - This roadmap would fit with a strategic plan.
	School Board Member C	5A	4 - This roadmap would fit with a strategic plan.
	Teacher Leader D	5A	4 - This roadmap would fit with a strategic plan.
	Counselor A	1A	3 - No Opinion
	Director C	5A	5 - This roadmap will strengthen a strategic plan.
	Principal A	5A	5 - This roadmap will strengthen a strategic plan.
	Associate Principal A	5A	4 - This roadmap would fit with a strategic plan.
	Superintendent F	2A	3 - No Opinion
	Principal	3A	5 - This roadmap will strengthen a strategic plan.
	Principal	5A	5 - This roadmap will strengthen a strategic plan.
	Assistant Principal B	5A	4 - This roadmap would fit with a strategic plan.
	Teacher Leader E	1A	Unable to answer
Assistant Superintendent C	5A	2 - This roadmap would not fit with a strategic plan.	

Table 3.18 – Main Field Test Experts: Content

Question	Expert	Class	Response
Content of the roadmap is presented in a logical sequence.	Director A	6A	5 - Content is presented in a highly logical sequence.
	Assistant Principal A	5A	4 - Content is presented in a logical sequence.
	Director B	5A	5 - Content is presented in a highly logical sequence.
	Superintendent E	2A	5 - Content is presented in a highly logical sequence.
	Assistant Superintendent B	4A	4 - Content is presented in a logical sequence.
	School Board Member C	5A	5 - Content is presented in a highly logical sequence.
	Teacher Leader D	5A	5 - Content is presented in a highly logical sequence.
	Counselor A	1A	5 - Content is presented in a highly logical sequence.
	Director C	5A	2 - Content is somewhat presented in a logical sequence.
	Principal A	5A	5 - Content is presented in a highly logical sequence.
	Associate Principal A	5A	5 - Content is presented in a highly logical sequence.
	Superintendent F	2A	4 - Content is presented in a logical sequence.
	Principal	3A	5 - Content is presented in a highly logical sequence.
	Principal	5A	5 - Content is presented in a highly logical sequence.
	Assistant Principal B	5A	4 - Content is presented in a logical sequence.
	Teacher Leader E	1A	5 - Content is presented in a highly logical sequence.
Assistant Superintendent C	5A	4 - Content is presented in a logical sequence.	

Roadmap has appropriate grammar and vocabulary.	Director A	6A	5 - Grammar & vocabulary is excellent.
	Assistant Principal A	5A	5 - Grammar & vocabulary is excellent.
	Director B	5A	4 - Grammar & vocabulary is appropriate.
	Superintendent E	2A	5 - Grammar & vocabulary is excellent.
	Assistant Superintendent B	4A	2 - Grammar & vocabulary is somewhat weak.
	School Board Member C	5A	2 - Grammar & vocabulary is somewhat weak.
	Teacher Leader D	5A	5 - Grammar & vocabulary is excellent.
	Counselor A	1A	5 - Grammar & vocabulary is excellent.
	Director C	5A	4 - Grammar & vocabulary is appropriate.
	Principal A	5A	4 - Grammar & vocabulary is appropriate.
	Associate Principal A	5A	5 - Grammar & vocabulary is excellent.
	Superintendent F	2A	5 - Grammar & vocabulary is excellent.
	Principal	3A	5 - Grammar & vocabulary is excellent.

	Principal	5A	5 - Grammar & vocabulary is excellent.
	Assistant Principal B	5A	5 - Grammar & vocabulary is excellent.
	Teacher Leader E	1A	5 - Grammar & vocabulary is excellent.
	Assistant Superintendent C	5A	5 - Grammar & vocabulary is excellent.

Roadmap is appealing to reader.	Director A	6A	4 - Roadmap is appealing to reader.
	Assistant Principal A	5A	4 - Roadmap is appealing to reader.
	Director B	5A	5 - Roadmap is highly appealing to reader.
	Superintendent E	2A	4 - Roadmap is appealing to reader.
	Assistant Superintendent B	4A	2 - Roadmap is somewhat appealing to reader.
	School Board Member C	5A	5 - Roadmap is highly appealing to reader.
	Teacher Leader D	5A	4 - Roadmap is appealing to reader.
	Counselor A	1A	4 - Roadmap is appealing to reader.
	Director C	5A	5 - Roadmap is highly appealing to reader.
	Principal A	5A	5 - Roadmap is highly appealing to reader.
	Associate Principal A	5A	5 - Roadmap is highly appealing to reader.
	Superintendent F	2A	5 - Roadmap is highly appealing to reader.
	Principal	3A	5 - Roadmap is highly appealing to reader.
	Principal	5A	5 - Roadmap is highly appealing to reader.
	Assistant Principal B	5A	5 - Roadmap is highly appealing to reader.
	Teacher Leader E	1A	5 - Roadmap is highly appealing to reader.
Assistant Superintendent C	5A	2 - Roadmap is somewhat appealing to reader.	

Roadmap content is based on current information.	Director A	6A	5 - Content is highly based on current information.
	Assistant Principal A	5A	5 - Content is highly based on current information.
	Director B	5A	5 - Content is highly based on current information.
	Superintendent E	2A	4 - Content is based on current information.
	Assistant Superintendent B	4A	5 - Content is highly based on current information.
	School Board Member C	5A	5 - Content is highly based on current information.
	Teacher Leader D	5A	5 - Content is highly based on current information.
	Counselor A	1A	5 - Content is highly based on current information.
	Director C	5A	5 - Content is highly based on current information.
	Principal A	5A	5 - Content is highly based on current information.

	Associate Principal A	5A	4 - Content is based on current information.
	Superintendent F	2A	5 - Content is highly based on current information.
	Principal	3A	5 - Content is highly based on current information.
	Principal	5A	5 - Content is highly based on current information.
	Assistant Principal B	5A	5 - Content is highly based on current information.
	Teacher Leader E	1A	5 - Content is highly based on current information.
	Assistant Superintendent C	5A	5 - Content is highly based on current information.

Roadmap content is relevant.	Director A	6A	5 - Content is highly relevant to the school/district.
	Assistant Principal A	5A	5 - Content is highly relevant to the school/district.
	Director B	5A	5 - Content is highly relevant to the school/district.
	Superintendent E	2A	4 - Content is relevant to the school/district.
	Assistant Superintendent B	4A	5 - Content is highly relevant to the school/district.
	School Board Member C	5A	5 - Content is highly relevant to the school/district.
	Teacher Leader D	5A	5 - Content is highly relevant to the school/district.
	Counselor A	1A	4 - Content is relevant to the school/district.
	Director C	5A	5 - Content is highly relevant to the school/district.
	Principal A	5A	5 - Content is highly relevant to the school/district.
	Associate Principal A	5A	5 - Content is highly relevant to the school/district.
	Superintendent F	2A	4 - Content is relevant to the school/district.
	Principal	3A	5 - Content is highly relevant to the school/district.
	Principal	5A	5 - Content is highly relevant to the school/district.
	Assistant Principal B	5A	5 - Content is highly relevant to the school/district.
	Teacher Leader E	1A	4 - Content is relevant to the school/district.
	Assistant Superintendent C	5A	4 - Content is relevant to the school/district.

Table 3.19 – Main Field Test Experts: Practicality

Question	Expert	Class	Response
Practicality for school leaders.	Director A	6A	5 - Highly practical for school leaders.
	Assistant Principal A	5A	5 - Highly practical for school leaders.
	Director B	5A	5 - Highly practical for school leaders.
	Superintendent E	2A	4 - Practical for school leaders.
	Assistant Superintendent B	4A	2 - Somewhat practical for school leaders.
	School Board Member C	5A	2 - Somewhat practical for school leaders.
	Teacher Leader D	5A	4 - Practical for school leaders.
	Counselor A	1A	4 - Practical for school leaders.
	Director C	5A	4 - Practical for school leaders.
	Principal A	5A	5 - Highly practical for school leaders.
	Associate Principal A	5A	5 - Highly practical for school leaders.
	Superintendent F	2A	4 - Practical for school leaders.
	Principal	3A	5 - Highly practical for school leaders.
	Principal	5A	5 - Highly practical for school leaders.
	Assistant Principal B	5A	5 - Highly practical for school leaders.
	Teacher Leader E	1A	4 - Practical for school leaders.
Assistant Superintendent C	5A	4 - Practical for school leaders.	

Provides new information.	Director A	6A	5 - Roadmap provides a lot of new information.
	Assistant Principal A	5A	5 - Roadmap provides a lot of new information.
	Director B	5A	5 - Roadmap provides a lot of new information.
	Superintendent E	2A	5 - Roadmap provides a lot of new information.
	Assistant Superintendent B	4A	4 - Roadmap provides new information.
	School Board Member C	5A	5 - Roadmap provides a lot of new information.
	Teacher Leader D	5A	4 - Roadmap provides new information.
	Counselor A	1A	5 - Roadmap provides a lot of new information.
	Director C	5A	5 - Roadmap provides a lot of new information.
	Principal A	5A	5 - Roadmap provides a lot of new information.
	Associate Principal A	5A	5 - Roadmap provides a lot of new information.
	Superintendent F	2A	5 - Roadmap provides a lot of new information.
	Principal	3A	5 - Roadmap provides a lot of new information.

	Principal	5A	5 - Roadmap provides a lot of new information.
	Assistant Principal B	5A	5 - Roadmap provides a lot of new information.
	Teacher Leader E	1A	5 - Roadmap provides a lot of new information.
	Assistant Superintendent C	5A	5 - Roadmap provides a lot of new information.

Table 3.20 – Main Field Test Experts: Responsiveness

Question	Expert	Class	Response
Does this roadmap adequately provide resources to help leaders with LGBT students?	Director A	6A	5 - Roadmap provides many resources.
	Assistant Principal A	5A	5 - Roadmap provides many resources.
	Director B	5A	5 - Roadmap provides many resources.
	Superintendent E	2A	4 - Roadmap provides resources.
	Assistant Superintendent B	4A	4 - Roadmap provides resources.
	School Board Member C	5A	4 - Roadmap provides resources.
	Teacher Leader D	5A	4 - Roadmap provides resources.
	Counselor A	1A	5 - Roadmap provides many resources.
	Director C	5A	4 - Roadmap provides resources.
	Principal A	5A	5 - Roadmap provides many resources.
	Associate Principal A	5A	5 - Roadmap provides many resources.
	Superintendent F	2A	5 - Roadmap provides many resources.
	Principal	3A	5 - Roadmap provides many resources.
	Principal	5A	5 - Roadmap provides many resources.
	Assistant Principal B	5A	5 - Roadmap provides many resources.
	Teacher Leader E	1A	5 - Roadmap provides many resources.
Assistant Superintendent C	5A	4 - Roadmap provides resources.	

Does this roadmap provide unique resources to help leaders with LGBT students?	Director A	6A	5 - Roadmap provides many unique resources.
	Assistant Principal A	5A	5 - Roadmap provides many unique resources.
	Director B	5A	5 - Roadmap provides many unique resources.
	Superintendent E	2A	4 - Roadmap provides unique resources.
	Assistant Superintendent B	4A	2 - Roadmap provides some unique resources.
	School Board Member C	5A	4 - Roadmap provides unique resources.
	Teacher Leader D	5A	4 - Roadmap provides unique resources.
	Counselor A	1A	5 - Roadmap provides many unique resources.
	Director C	5A	4 - Roadmap provides unique resources.
	Principal A	5A	5 - Roadmap provides many unique resources.
	Associate Principal A	5A	5 - Roadmap provides many unique resources.
	Superintendent F	2A	4 - Roadmap provides unique resources.
	Principal	3A	5 - Roadmap provides many unique resources.
	Principal	5A	5 - Roadmap provides many unique resources.
	Assistant Principal B	5A	5 - Roadmap provides many unique resources.
	Teacher Leader E	1A	4 - Roadmap provides unique resources.
	Assistant Superintendent C	5A	3 - No Opinion

Table 3.21 – Main Field Test Experts: What improvements should be made in the writing and format of the road map?

Question	Expert	Class	Response	Researcher's Actions
What improvements should be made in the writing and format of the road map?	Director A	6A	Overall well done - love the research and flow - perhaps a pull out section with facts as a 'blackline master' to share with staff with bullets and highlights - more graphic organizers or questions to share with action planning	Agreed. The researcher added an action plan organizer in Appendix C. The researcher did not add a "quick facts" sheet because the researcher believes this might take away from reading the material presented in the chapters and it would create one more page and this expert was already struggling with length of guide.
	Assistant Principal A	5A	This guide will make a great resource for school district to ensure the success of all students.	Acknowledged.
	Director B	5A	I am working too hard to find needed improvement, so I take that to mean I see no need for improvements.	Acknowledged.
	Superintendent E	2A	No Comments	Acknowledged.
	Assistant Superintendent B	4A	I like the roadmap handbook and think it is necessary for schools to embrace this underserved population. However, I do not think the layout of the handbook will be something busy administrators will read. Perhaps at the end of each chapter, but a summary page. List the websites or resources one single page.	Disagreed. The researcher believes the guide to be easy to read based on other expert feedback. The list of websites is already listed on a single page. The researcher provided a discussion page at the end of each chapter for the leaders to process their own thinking as far as summarizing the information they learned.
	School Board Member C	5A	Continue to refine through proofing and editing.	Agreed. The researcher constantly proofed and edited the guide.
	Teacher Leader	5A	The format is good and	Acknowledged.

	D		writing is informative. There are many stats and it gets busy in spots. I am not sure how to clean up some of that so it reads quicker and cleanly.	
	Counselor A	1A	I work for a very small 1A school district in north central Kansas. We are many a large rural area so we have no students that we know that are LGBT. I have very little knowledge in this area so I would not suggest any improvements. I though the author seemed very knowledgeable about the topic.	Affirmed. Statistically, there is likely a small minority population in this district, whether or not they are out. The author appreciates the reviewer's opinion, and suggests that they file this away for future use, in case there is a future need.
	Director C	5A	PL 94-142 written in 1975 (Education of All Handicapped Children Act) is when free, appropriate, public education was made available for students with disabilities. May want to use that in lieu of the IDEA Reauthorization in 1990.	Agreed. The author made the change in the section titled, "The Road Already Traveled."
	Principal A	5A	No Comments	Acknowledged.
	Associate Principal A	5A	The guidebook was easy to read and the format is structured in a way that makes it easy to present.	Acknowledged.
	Superintendent F	2A	I do not have any suggestions for improvement in the writing of the road map. I would suggest an additional format for that has a much shorter introduction and moves more directly to the road map section if you plan to produce this for use by	Disagreed. For purposes of the dissertation, the researcher will leave the length of the format. However, the researcher will consider a modified version for publication.

			districts. I understand the requirements you needed for this project but time constraints by administrators would like a more direct and concise version.	
	Principal	3A	I cannot identify any improvements that need to be made to this guide. The road map seems to be all-inclusive and encompassing of the issues and needs surrounding LGBT students as well as the needs of school leaders for working with LGBT students.	Acknowledged.
	Principal	5A	The guide was easy to read and follow. The writing was clear and coherent.	Acknowledged.
	Assistant Principal B	5A	This is a very thorough document, job well done!	Acknowledged.
	Teacher Leader E	1A	This is the first time I as an educator have ever been approached to even think about these interventions in our school or any other. I have taught here 26 years and was a substitute for 11 years prior to that. When I was asked to read this and the content of it I was honestly shocked at the content and even the need for it in our schools. NOW I understand and I'm WOW'ED because we just don't think or talk about this here. OH, MY! We should!	Affirmed. The resource guide was written as a direct response and need to help leaders in education who may not have any idea there is a need or how to help.
	Assistant Superintendent	5A	For whatever reason, even though the topic was of	Acknowledged.

	C		<p>interest to this reader, the theme of a "roadmap" was distracting to me. Not sure why. Just didn't make the connection between to the topic (which is very serious and timely) and the theme or road signs and stop signs. It is a theme, I just thought there was a disconnect between the topic and the theme.</p> <p>The writing was good and enjoyable to read.</p>	
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Table 3.22 – Main Field Test Experts: Recommendations for making text more comprehensible?

Question	Expert	Class	Response	Researcher's Actions
<p>What recommendations do you have for making the text more comprehensible?</p>	Director A	6A	<p>I understand the need for the report to be part of your KSU project - but it's really long and needs to cut in half for boots-on-the-ground leaders to begin to have time to digest just the highlights - more graphics - like a magazine</p>	<p>Disagreed. The researcher believes the guide is actually already condensed based on the amount of information that is currently out. The researcher developed the guide to put the mass amounts of information into one place. The researcher believes the background was necessary in helping leaders understand the need for change.</p>
	Assistant Principal A	5A	<p>A cheat sheet at a glance that would introduce the critical components to educators without reviewing the entire guide. Would it be possible to have pictures of students that are in our schools across the country...? Just a thought.</p>	<p>Disagreed. The researcher did not create a cheat sheet as the information needs to be read in its entirety to understand the need for LGBT support. The pictures are a good idea but for purposes of the dissertation will not be used. They will be considered for publishing.</p>
	Director B	5A	<p>Again, I am pondering what would make it more comprehensible. I think of something and then remember it was covered in the resource guide.</p>	<p>Acknowledged.</p>
	Superintendent E	2A	<p>What about Kansas specific information? Have you been watching the bill that has been introduced and voted on 72-42 basically allowing people to discriminate against gay people based on religious reasons?</p>	<p>Agreed. The researcher added this information to Direction 5.</p>

	Assistant Superintendent B	4A	Text was comprehensible. Needs edited before publication.	Agreed. The researcher constantly proofed and edited the guide.
	School Board Member C	5A	The text is comprehensible.	Acknowledged.
	Teacher Leader D	5A	Breakup some of the stats and use some bold print or color-code things to make it more appealing.	Agreed. The researcher did not bold print or color code information for purposes of the dissertation but will consider for publishing.
	Counselor A	1A	I do not have any due to the reasons mentioned above.	Acknowledged.
	Director C	5A	It may be helpful to included brief introductions for each route prior to the directions. For instance, Route 1, Direction 1, Hostile School Climates, appears to the cause and the other directions appear to be the effects. Hostile School Climates could serve as an introduction with the others following as the effects.	Disagreed. The researcher kept the routes and directions as is.
			In Route 3, Obstacles, there is a direction titled Prevention. I appreciate the fact that Prevention tells leaders how to address those obstacles. Rather than being a separate direction, it may be helpful to split the information and add it to the end of each related obstacle.	Disagree. The researcher believes the prevention information is located in the appropriate place and should not be added to each obstacle.
	Principal A	5A	It was all easily comprehensible and laid out in a way that made sense.	Acknowledged.
	Associate Principal A	5A	I found it to be very informative and easily	Acknowledged.

			understood.	
	Superintendent F	2A	I think this is very comprehensive as presented.	Acknowledged.
	Principal	3A	This guide seems to be very easy to read, follow and understand. The "STOP" areas of the road map, which will cause readers to think and reflect, add to the comprehension of the reader.	Affirmed. The researcher wanted those reading the guide to be reflective.
	Principal	5A	None	Acknowledged.
	Assistant Principal B	5A	None	Acknowledged.
	Teacher Leader E	1A	I had no problems with the text. Very understandable for me.	Acknowledged.
	Assistant Superintendent C	5A	I thought the level of text complexity was well within the range of a school administrator. In some ways the tables helped, and maybe more tables or charts might help organize all the information.	Agreed. The researcher believes more tables and charts would help organize the information but will leave the information as is for purposes of the dissertation.

Table 3.23 – Main Field Test Results: Content most helpful to school leaders?

Question	Expert	Class	Response	Researcher's Actions
What parts of the content do you believe would be most helpful to school leaders?	Director A	6A	I like the stop and reflect pages as well as the whole theme. Creative touch!	Acknowledged.
	Assistant Principal A	5A	The resources are great! What if the links to the resources change in the future...?	Agreed. The researcher will have to make updates as resources change in the future.
	Director B	5A	The most helpful parts for this school leader was that the guide gave me words to use to address concerns I have had with this need. When there have been concerns raised about	Affirmed. The reasons listed by this expert are exactly the reason the researcher developed the guide.

			<p>doing more for LGBT students, I have been met with the "We cover that in our bullying policies" answer. Reading what the researcher wrote about "developing an enumerated policy" resonated with me. The self-reflection sections are quite helpful, also. I believe this resource is something I would like to use for professional development as soon as it is available from the researcher.</p>	
			<p>It is uncanny how timely, and how needed, this is in my district. This tool would help school leaders begin to know what to do to meet the needs of LGBT students and the staff who care about all students. When only 4% of principals report schools provide training for staff on LGBT issues, that shows this is need for just this type of resource.</p>	<p>Affirmed. The researcher believes the statistics in the guide are powerful in helping leaders to understand the need to help support LGBT students.</p>
	Superintendent E	2A	<p>Legislation-I didn't know about some of the acts and court cases. For example, the prom date case in Rhode Island really made me think about what I would do in this scenario.</p>	<p>Affirmed. The researcher provided court cases to help leaders understand legal rights of LGBT students regardless of their own personal beliefs.</p>
			<p>Curriculum ideas</p>	<p>Acknowledged.</p>
			<p>Survey information from teachers and students-This would definitely be interesting to dialogue with other administrators and teachers about.</p>	<p>Affirmed. The researcher believes this information would be a powerful discussion among staff in helping to provide support for LGBT students.</p>
	Assistant	4A	<p>I believe information</p>	<p>Disagreed. The researcher</p>

	Superintendent B		about on the law and what the implications of ignoring the law could bring. I think information showing how other districts have successfully embraced the LGBT community in their district would be helpful. Maybe even a list of schools (if they were willing) with contact information would be helpful.	does not believe adding what other districts are doing would be helpful. The guide itself is representative of what other districts are doing that help LGBT students feel safe at school. Schools that are embracing LGBT safety, are doing exactly what is written in the guide.
	School Board Member C	5A	It is hard to know which parts individuals will find most helpful. I really found the history and policy discussions most helpful. Others may find the tools to be best.	Affirmed. The researcher believes the guide has many different areas of interest for different types of leaders in education.
	Teacher Leader D	5A	Route 1 gives them the facts and route 3 the obstacles which both would be very helpful. Route 4 gives some ideas on how to help. Route 2 gives you all the legal aspects in very simple terms. I think it all hinges on the beliefs of the educator and how important they feel this can be.	Affirmed. The researcher also believes this guide hinges on the beliefs of educators. However, it does give informative information to those who have no understanding of what LGBT students face every day in schools.
	Counselor A	1A	I think knowing about the laws and case rulings would be helpful for my district. I was very surprised about all the ones the author wrote about. Not knowing could get a school district into some serious legal situation.	Affirmed. The researcher provided court cases to help leaders understand legal rights of LGBT students regardless of their own personal beliefs. There are legal ramifications to districts and schools if not providing a safe place for LGBT students.

	Director C	5A	Direction 6 really gives a solid legal basis for why leaders need to listen up and pay attention. I found this direction to be very powerful. I was wondering how it might feel to have this at the beginning of the guide.	Disagreed. The researcher believes the organization of the guide is presented in logical order. Starting off with the legal component may shut some people down without first understanding what LGBT experience in schools each day.
			Also, anytime a story or case study was mentioned in the guide, it really hit home the importance of this resource. If case studies could be expanded or more student stories could be shared, then it highlights the need for this guide.	Disagreed. The researcher did not add any more student stories due to the fact that the guide was already being described as too long.
			Appendix B is very helpful as it lists other resources for leaders to access. However, I believe I missed where the Appendix was referenced. I think that if it were referenced in a summary at the end of the guide, leaders would be very appreciative. I also would suggest adding brief descriptions of the resources leaders can find when they go to those websites.	Agreed. Appendix B was added at the end of the discussion page in Route 4.
	Principal A	5A	Giving the reason behind why it is important to have policies in place and then giving direction on what to do next. The questions on the "Stop Sign" pages will start meaningful discussions and decisions about the	Acknowledged.

			next steps to be taken.	
	Associate Principal A	5A	The read and discuss structure lends itself to be easily disseminated in educator groups.	Acknowledged.
	Superintendent F	2A	The actual road map section that provides the actual methods for dealing with the issue at hand.	Acknowledged.
	Principal	3A	I believe the content in and of itself will be most helpful to school leaders. Addressing issues LGBT students face such as bullying, missing school and social/emotional development, as well as, the issues that schools and leaders are faced when supporting LGBT students provides school leaders with a great deal of learning which will aide school leaders when working with LGBT students. Supporting LGBT students is a topic that is rarely (if at all) addressed or recognized as a need for professional development of school leaders. Providing school leaders with knowledge of and support for this population of students in a current need in our field.	Affirmed. The researcher agrees this is a topic that is rarely addressed, therefore the highlighted content by the expert is affirming to the work.
	Principal	5A	I believe the factual information presented provides a call to action. I think we sometimes think we know how students who are LGBT are feeling or that they are treated the same way as other students, when in fact seeing the numbers in	Affirmed. The researcher believes the data presented in the guide is helpful in gaining an understanding of what LGBT students face in schools every day.

			black and white makes an impact. I also think then having resources provided in the guide will help me at a building level know how to move forward and what resources are most effective vs. those who only provide 2-3 pages of information regarding LGBT needs.	
	Assistant Principal B	5A	This is a relatively unfamiliar topic, which hasn't been discussed much within our district. The information, resources, and tools can easily assist school leaders provide a safe environment for all students.	Acknowledged.
	Teacher Leader E	1A	ALL!!!	Acknowledged.
	Assistant Superintendent C	5A	I found the legislation related to LGBT, the research based programs, and the helpful resources to be most helpful.	Acknowledged.

Table 3.24 – Main Field Test Results: Content least helpful to school leaders?

Question	Expert	Class	Response	Researcher's Actions
What parts of the content do you believe would be least helpful to school leaders?	Director A	6A	Some of the background is already known by most of our teams - you don't have to preach to the choir	Acknowledged.
	Assistant Principal A	5A	No Comments	Acknowledged.
	Director B	5A	Least helpful. I can think of nothing.	Acknowledged.
	Superintendent E	2A	No Comments.	Acknowledged.
	Assistant Superintendent B	4A	I believe the information prior to ROUTE 1 is informative, but not necessarily helpful.	Disagreed. The researcher believes the preface is important in understanding the need for the guide. If the information is informative as the expert states, the researcher believes the information is then helpful.
	School Board Member C	5A	Unknown.	Acknowledged.
	Teacher Leader D	5A	I do not believe there is a least helpful part. It will all depend on how each educator approaches the information.	Acknowledged.
	Counselor A	1A	I thought most to all of the road map had helpful information.	Acknowledged.
	Director C	5A	I found all of the content to be very helpful. I like the questions at the end of each section. Would it be possible to include thinking sheets/worksheets to accompany the questions? Perhaps in a format that would allow users to develop their own "road maps" for implementation of the changes suggested in the manual.	Agreed. The researcher developed a graphic organizer to develop their own road map and it was added as Appendix C.

	Principal A	5A	It is all relevant and important.	Acknowledged.
	Associate Principal A	5A	Table 1 is the most informative. I'm not sure if the information in the other tables adds as much.	Disagreed. The researcher believes the tables provide necessary information in understanding the needs of LGBT students.
	Superintendent F	2A	I would say the first sections that provide the background information. I think in Kansas and many states in the "Bible Belt," administrators are probably very aware of the feelings students and community members have related to the LGBT issue. They may not be as aware of the problem associated with teachers and administrators.	Affirmed.
	Principal	3A	I cannot identify any content that would be less than helpful to school leaders. This topic is overlooked and this group is under served.	Affirmed. The researcher agrees this is an overlooked topic and the group is definitely underserved.
	Principal	5A	All areas of the guide were helpful in their own manner.	Acknowledged.
	Assistant Principal B	5A	No comment.	Acknowledged.
	Teacher Leader E	1A	No comment.	Acknowledged.
	Assistant Superintendent C	5A	I think most school administrators would not understand the social justice chapter, although I think it is very important to cover.	Acknowledged.

Table 3.25 – Main Field Test Results: Strengths of the road map?

Question	Expert	Class	Response	Researcher’s Actions
What are the strengths of “Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?”	Director A	6A	Comprehensive tool to serve as a foundation and springboard to effective planning	Affirmed. The researcher wanted this to be exactly as the expert described.
	Assistant Principal A	5A	The sequential steps and organization of the resource guide assists the reader to access the information all in one location.	Affirmed. The researcher wanted this to be exactly as the expert described.
	Director B	5A	I believe its greatest strengths are that it gives you necessary, ample background on the need in case you really do not understand.	Affirmed. The researcher wanted this to be exactly as the expert described.
			I appreciated how she acknowledged the volatility of this subject and the need to proceed appropriately with community and families. Also, appreciate how she pointed out the importance of having teachers create the environment.	Affirmed. The researcher knew this topic was volatile but knew the guide would be helpful in giving leaders tools with how to effectively work with community and families.
			It surprised me how much having this type of policy meant to LGBT students. Then I was a bit embarrassed that it surprised me. It makes great sense!	Affirmed.
			I see this succinct resource guide as a wonderful tool that is ready to use to get to work on this very important social justice issue. I have felt inept in knowing what to do to help our staff help LGBT students and create a more just environment in our	Affirmed. The researcher wanted those leaders in education to no longer feel inept! The safety of LGBT students is not an easy issue.

			schools.	
	Superintendent E	2A	It is well written and easy to understand.	Acknowledged.
	Assistant Superintendent B	4A	The information you have provided about students who have committed suicide is important. That is attention getting. The information about schools being sued is attention getting. Providing the resources, whether they are books or websites, is informational. But I would rather find that on one page in a summary snapshot.	Disagreed. The researcher did provide the resources in a one page summary in Appendix B.
	School Board Member C	5A	It is timely. Educators and policy makers will be looking for road maps, guides, and trusted sources of information on this topic. I'd go so far as to say, long over due.	Acknowledged. The researcher believes firmly this guide has been long over due as the expert stated.
	Teacher Leader D	5A	The easy format and quick read through. It is a good guide for someone that might not have a clue about LGBT students. It puts everything into perspective and makes you think of how to include these students in a safe environment.	Acknowledged.
	Counselor A	1A	I thought making educators of all levels aware of this was a huge strength. I truly had no idea how big this has become and that schools need to have a plan in place to make sure all students are safe and adjusted at school. We deal with bullying but tend to leave this	Affirmed. The researcher pulled experts from all levels because it is important for all levels to understand the need for LGBT safety in schools to create change. This expert makes a good point in saying they have not had an LGBT situation. The researcher believes they do, in fact, have

			component out. For my school district it isn't done on purpose, we, currently, have not had a situation involving a LGBT student.	LGBT students in their district, but may be hiding who they are from fear and lack of safety in the school.
	Director C	5A	Strengths of the Road Map include timely, relevant information and resources. The resource guide provides the why and the how for addressing the needs of LGBT students.	Acknowledged.
			Thank you for including me in this process. I truly believe that your resource guide will make a difference for LGBT students.	Acknowledged.
	Principal A	5A	It is easy to read, sequential, easy to comprehend and logical.	Acknowledged.
	Associate Principal A	5A	The structure (divided into sections with discussion guidance at the ends of each section) will make it easy to use in a read and discuss format. I could see teams of teachers going over a section of the guide on a weekly basis. The legal issues in Route 2 were very informative.	Acknowledged.
	Superintendent F	2A	The legal discussion and the tools provided for helping address the LGBT related issues.	Acknowledged.
	Principal	3A	The guide provides educational leaders with discussion and Action steps, which will cause school leaders to stop and think about their reading and learning.	Acknowledged.

	Principal	5A	The format of the guide flows effectively. As I was reading I would find myself asking questions that were addressed in the next section of the text. I think the layout makes the guide very usable for an all staff activity such as a book study before you would use some of the resources mentioned. I think the information would be extremely helpful for classroom teachers to understand the why and the need for these types of programs and changes in our system.	Affirmed. The researcher's vision was to provide the understanding to provide a safe place for LGBT students.
	Assistant Principal B	5A	Follows a very logical sequence to gain a well-rounded understanding of how to provide a safer environment.	Acknowledged.
	Teacher Leader E	1A	Bringing to sight the need for this direction in our school systems today. I never thought about it, but I understand why it would be important for every district to have something in place.	Affirmed. The researcher believed many leaders in education had never even thought about how to help an LGBT student. This guide helps bring importance to the topic.
	Assistant Superintendent C	5A	First off - The entire topic is very much needed! There are not a lot of resources or training for administrators on this topic. So kudos for taking this topic and shedding some light on it. Creating a resource kit of sorts is a great idea. I could see this on the shelf of many secondary school leaders	Affirmed. There isn't a lot of training for this topic. The guide can provide this.

			and counselors as they deal with certain students in their school.	
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Table 3.26 – Main Field Test Results: Constraints of the road map?

Question	Expert	Class	Response	Researcher's Actions
What are the constraints of "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?"	Director A	6A	Almost too much - needs to be narrowed and focused a bit	Disagreed. The researcher believes the guide is actually already condensed based on the amount of information that is currently out. The researcher developed the guide to put the mass amounts of information into one place. The researcher believes the background was necessary in helping leaders understand the need for change.
	Assistant Principal A	5A	The resource guide is a valuable tool, but how will the information be accessible to educators so they gain this valuable information? Will the information be given to educators via website or paper form?	Agreed. The researcher asked for feedback on the most valuable way the information could be disseminated. The feedback on format will be considered when published.
	Director B	5A	I found no constraints in the resource guide. This is an incredibly volatile, yet important, topic in my school district. We desperately need a resource guide such as this one.	Acknowledged.
	Superintendent E	2A	An administrator still has to deal with the unique philosophies of his/her community.	Acknowledged. The guide can help with those unique philosophies.
	Assistant Superintendent B	4A	N/A	Acknowledged.
	School Board Member C	5A	I wanted more tools, more details for principals, more information for teachers who do not have supportive administration	Acknowledged. One expert wanted less, and one expert wanted more. The researcher believes the guide provides just the

			but know they need info... of course there are multiple dissertations within this one possibility	right amount of information to provide positive support for LGBT students. Experts will have differing ideas of how much is too much or too little.
Teacher Leader D	5A		The constraints would be district buy in and getting people on board to support this type of program.	Acknowledged.
			If this were in a digital format, it would be nice to include some links to sites or videos to help explain or drive home the situations of these students.	Agreed. The researcher asked for feedback on the most valuable way the information could be disseminated. The feedback on format will be considered when published.
Counselor A	1A		I didn't feel that there were any.	Acknowledged.
Director C	5A		The only constraints I can think of are only a product of the limited research and resources that exist. While the Road Map provides suggestions, evidence-based practices are few and far between. This is not a negative of the Road Map as the reality is beyond the author's control.	Acknowledged.
Principal A	5A		The constraints are factors over which the author has no control, such as perceptions of school leaders resistant to this kind of thinking. The manner in which it is written is objective so will hopefully help influence that audience.	Affirmed. The researcher hope to influence those who do have certain perceptions already identified with LGBT students.
Associate Principal A	5A		I cannot think of any.	Acknowledged.
Superintendent	2A		I would think you had a	Acknowledged.

	F		limited number of survey data related to this issue since it does not seem to be one that has been addressed by very many researchers.	
	Principal B	3A	I believe the only constraints with the road map are the constraints each individual reader will bring with them when navigating the issues surrounding this topic; bias stemming from: religion, personal experience, lack of knowledge or understanding and personal beliefs regarding this group of students.	Acknowledged.
	Principal C	5A	I think the "what next" for me is thinking through how you create this type of change if you live in and/or work for BOE or central office leadership that would not be supportive of bringing in this type of change. Support systems for building level admin making the change in a resistant environment would be helpful...it's a big shift from where we've been and needs to happen.	Acknowledged.
	Assistant Principal B	5A	No Comment.	Acknowledged.
	Teacher Leader E	1A	Acceptance....we have never thought about this issue in these terms. I'm still feeling like WOW! Where have I been!	Affirm. The researcher wanted to reach those who have never considered this population.
	Assistant Superintendent	5A	Again, my only real constraint is just the	Acknowledged.

	C		distraction of the roadmap theme. But it does not take away from the content.	
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Table 3.27 – Main Field Test Results: Preferred format?

Question	Expert	Class	Response	Researcher's Actions
In what format would you most prefer to have a comprehensive resource guide available to you?	Director A	6A	Digital/Website	Acknowledged. This feedback would be used for possible avenues for publishing purposes and will be considered.
	Assistant Principal A	5A	Digital/Website	
	Director B	5A	Digital/Website	
	Superintendent E	2A	Digital/Website	
	Assistant Superintendent B	4A	Notebook Binder	
	School Board Member C	5A	Spiral bound workbook	
	Teacher Leader D	5A	Digital/Website	
	Counselor A	1A	Digital/Website	
	Director C	5A	Notebook Binder	
	Principal A	5A	Notebook Binder	
	Associate Principal A	5A	Notebook Binder	
	Superintendent F	2A	Digital/Website	
	Principal B	3A	Notebook Binder	
	Principal C	5A	Notebook Binder	
	Assistant Principal B	5A	Notebook Binder	
	Teacher Leader E	1A	Notebook Binder	
Assistant Superintendent C	5A	Notebook Binder		

Table 3.28 – Main Field Test Results: Specific comments about pages in the road map

Question	Expert	Class	Response	Researcher's Actions
Use this section to record specific comments about pages in the road map.	Director A	6A	NA	Acknowledged.
	Assistant Principal A	5A	Great job! I am excited for this guide!	Acknowledged.
	Director B	5A	I appreciate this resource guide. We need more than "generic anti-bullying policies. Sadly, some who are entrusted with anti-bullying policies are the ones bullying the LGBT students." Wow! (pg. 8)	Acknowledged.
			I found the "Stop" and discuss sections to be quite appropriate and helpful. I appreciated her questions of what will staff do and what will you "personally" do.	Acknowledged.
			The Respect for All Initiative (pg. 6) sounded like a great resource. And to "ensure every secondary school had a least 1 staff member who could support LGBT students" sounds like a very doable, necessary endeavor.	Acknowledged.
			I found the "definition of terms" to be quite thorough and helpful.	Acknowledged.
			Other statements that jumped out at me. . . * (Pg, 35) "Issues related to LGBT are a social justice issue of this time." * (Pg. 41) "Kansas does not have fully enumerated anti-bullying laws. . ." Found the table to be quite interesting.	Acknowledged.
			I appreciated how she focused on 1)develop an	Acknowledged.

			enumerated policy, 2)professional development to address issues, & 3)maintain the data. Makes great, practical sense!	
	Superintendent E	2A	The road sign theme was a good theme and carried out throughout the document. I like the discussion pages.	Acknowledged.
	Assistant Superintendent B	4A	Page 5: Don't use "the author" as it makes you too removed from the subject. Would it help us feel connected to the expert who wrote the guide if she used the term "I" instead of "author".	Agreed. The researcher used "author" for purposes of the dissertation but will consider the change for publication.
Page 5, 6: Formatting issue such as word correction and spacing.			Agreed. The researcher made the corrections.	
Page 11: The second sentence is the goal of this handbook but is tucked in here a few pages after the intro and hidden in the paragraph.			Agreed. The researcher copied the same sentence to the beginning of the guide on page 5.	
Page 13: I like that you have lead in with how we can have adapted and changed in education over time to serve these minority populations. I think teachers will be able to relate to this and hopefully make the natural transition to serve LGBT students.			Affirmed. The researcher added this information after a suggestion by an expert in preliminary field test. Helpful this expert recognized how this can help the work of the guide.	
Page 33: I do like how you have the chapters constructed, and I especially like the discussion elements at the end of the chapters.			Acknowledged.	
Page 39: This is the kind			Affirmed. The researcher	

			of training that administrators need in this area. I encourage you to take this information and create a 60-90 minute presentation to present at USA and/or KSDC conferences.	plans to present this information at conferences.
School Board Member C	5A		Page 22: First sentence about organization is confusing.	Agreed. The researcher re-worded the sentence.
			Page 43: The table numbers aren't matching up.	Agreed. The researcher made the correction.
Teacher Leader D	5A		On the STOP pages, you might leave more room for notes by educators. I actually wrote quite a bit of thoughts on some and had a hard time connecting to question due to space.	Agreed. The researcher added a place for notes on the STOP for discussion pages.
			Table on page 30 Just jazz it up with color and make the % important or bold.	Agreed. For purposes of the dissertation, the researcher did not make the change, but will make when guide is published.
			Table on page 43/44 is busy and provides so much info. Not sure how to present in a different manner. Just needs something. Possibly go landscape to provide more space.	Agreed. The researcher reduces the number of supports to fit the table on one page. The researcher believes the table is important in showing the amount of support but it did not need to use two pages.
			Need some graphics throughout just for a more visually pleasing guide. Such as on page 61 have visual of stickers or kit. Possibly an example of one of the exercises from the lunchbox if GLSEN would allow.	Agreed. For purposes of the dissertation the researcher did not add images or graphics due to copyright and time constraints. However, the researcher will use images when guide is published.
Counselor A	1A		page 23: "Feeling unsafe	Affirmed. The researcher

			<p>or uncomfortable at school can negatively affect the ability of students to thrive and succeed academically, particularly if it results in avoiding classes or missing entire days. of school"</p> <p>page 56: "Nothing gets done. If anything, the teasing gets worse. It's just not worth it. I personally think this is a sad comment. No student should have to feel this way especially at school.</p>	<p>also believes no student should feel this way at school, therefore the guide was developed to help alleviate this for any student.</p>
Director C	5A	<p>Check verb tenses for consistency - I noticed a few variations on pages 19 & 20 specifically.</p>	<p>Agreed. The researcher checked verb tenses throughout and made necessary edits.</p>	
		<p>Review the use of "this, these, and the" as sentence starters on page 20.</p>	<p>Acknowledged.</p>	
		<p>Page 4, She has been in out of hospitals...may want to put an "and" in between in and out.</p>	<p>Agreed. Researcher made the necessary change.</p>	
		<p>Page 14, Just as leaders need to provide for miniorities, special education....Change special education to student with disabilities.</p>	<p>Agreed. Researcher made the necessary change.</p>	
Principal A	5A	<p>Page 78: Change “staff training” to “professional learning”.</p>	<p>Agreed. The researcher made the suggested change to align with current wording regarding professional development.</p>	
		<p>Page 4: Spell out “18”. Add the word “consistently” in the 2nd sentence. Change the word “your” to “administrator”. Page 6: Change “decided</p>	<p>Agreed. The researcher made all the changes suggested.</p>	

			to “determined”. Page 11: Change “simple” to “basic.” Page 15: Change “place” to “environment”. Page 21: Clean up wording in last paragraph to make it more understandable.	
			Discussion pages: Change the word “can” to “will”.	Agreed. The researcher agreed this made more of an impact in creating change.
	Associate Principal A	5A	Page 9. The Department of Social & Rehabilitation Services (SRS) is now known as The Department for Children & Families (DCF).	Agreed. The researcher made the necessary change.
			Page 9. Will educators outside of KS know MTSS?	Agreed. RtI was used instead of MTSS as it is more nationally recognized.
			Page 78. There is no definition for "intersex". The other parts of the LGBTQIQ acronym are defined.	Agreed. The researcher added the definition.
	Superintendent F	2A	pg. 60 "Fortunately, programs do exist to help meet the challenges to support LGBT students." I am very glad to learn there are programs available to help with these issues and I like you have done a very good job making them available.	Acknowledged.
	Principal B	3A	No Comments	Acknowledged.
	Principal C	5A	No Comments	Acknowledged.
	Assistant Principal B	5A	No Comments	Acknowledged.
	Teacher Leader E	1A	No Comments	Acknowledged.
	Assistant Superintendent	5A	No Comments	Acknowledged.

	C			
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Step 7: Final Product Revision

Results from the Main Field Test were used in creating the final product. The researcher provided an overall summary of comments which are listed the the previous tables and the following changes were made:

1. A new appendix was created to allow for leaders to create an action plan.
2. Special education legal information was updated and a brief history added.
3. Kansas House Bill 2543 was added to the resource guide.
4. A notes section was added to the discussion pages at the end of each chapter.
5. Grammar, spelling and formatting issues throughout the entire guide were identified on specific pages based on expert review.
6. SRS was changed to Department for Children and Families (DCF).
7. Intersex was defined in the list of terms.

Step 7 therefore resulted in final revisions to the guide based on feedback from the experts in the main field test to create the final product (Chapter 4).

Role of the Researcher

The researcher brought experiences to this study as a result of working with students for eighteen years, with nine of those as a building level administrator and two years as a district level administrator. The researcher had numerous experiences with LGBT youth. These experiences with LGBT youth always left the researcher asking herself, what to do to help these students. The resulting resource guide will guide leaders in knowing what to do and will provide practical resources for school leaders seeking to provide a safe environment for LGBT students.

Ethical Considerations

This researcher carefully followed the guidelines set forth by the Institutional Review Board (IRB). Subjects were provided protection of privacy and confidentiality. All participants were given informed consent to participate in the research and names were protected. Any use of Google forms and documents were only accessible to the researcher through password protection.

Summary

The researcher followed the R & D process developed by Gall, Gall, and Borg (2007). Steps that were followed were: (a) literature review (b) proof of concept and needs assessment; (c) product planning and design; (d) preliminary product; (e) preliminary field testing; (f) product revision; (g) main field testing; (h) final product.

Chapter 4 - Validated Product

Paving the Way for LGBT Students in Schools: A Road Map for Educational Leaders

By Kristen L. Kuhlmann
2013

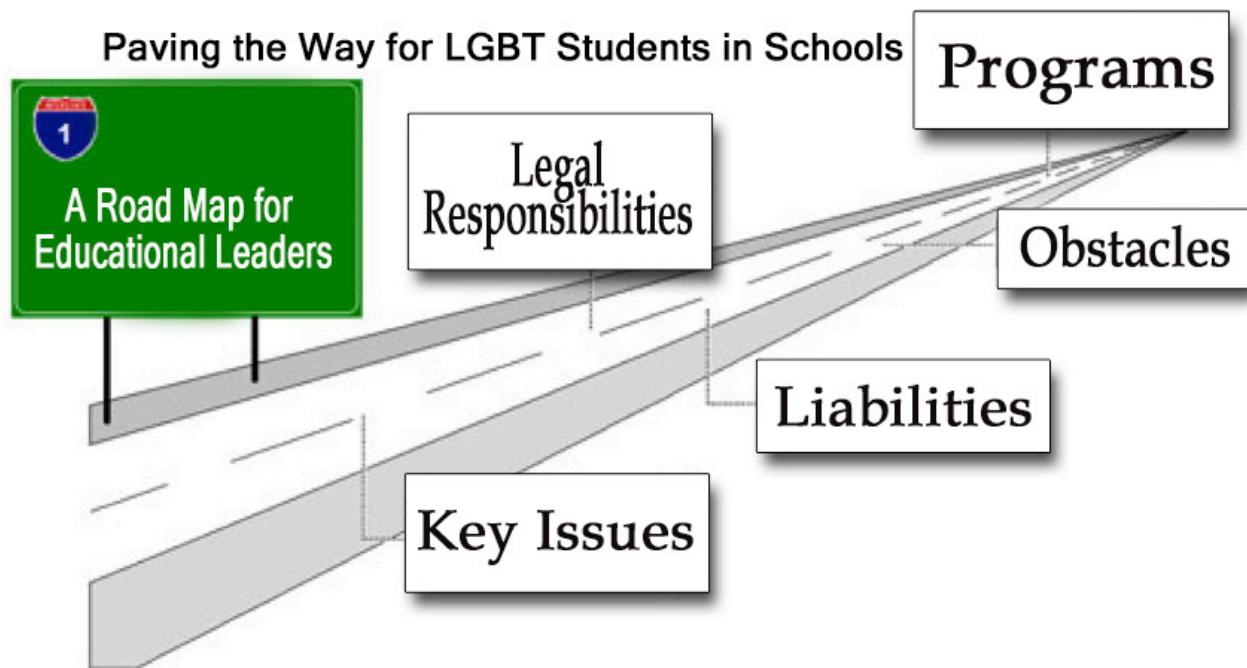


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Resource Guide: Charting the Course

The author brought experiences to the development of this resource guide as a result of working with students for eighteen years, with nine of those years as a building level administrator and two years as a district level administrator. Through her own experiences and those of other administrators, she learned that administrators today will likely face having to directly, consistently and fairly work with lesbian, gay, bi-sexual or transgender (LGBT) students in a variety of scenarios. There are students who are very open about being gay and many students (both male and female) who exhibit non-traditional gender behaviors. Perhaps a male student tells an administrator he is dressing as a girl at home. That student might feel that because he was gay, he would never amount to anything in his life. An administrator working with this student needs to be able to help him see his future in a different way and realize his potential in this world. A school administrator may encounter a transgender female who is very comfortable being labeled a boy and wearing boy clothes. She has been in and out of hospitals after several suicide attempts. School may be a very scary place for her and she never feels accepted. Again, what does a leader in education need to know to help this student? What about the effeminate males a leader might see in a school building? His best friend is a girl. His family is very religious. This student doesn't feel safe at home or at school. How can the leader help him to realize that school is a safe place? Or, is it? These students may struggle with teachers who are not educated about the continuum of gender roles. They may feel unsafe in classrooms and may even resort to getting into trouble just to exit the classroom. What does the leader need to understand about these students to help them feel safer at school? It is the hope of the author to provide a resource guide to help leaders know what to do that is practical, useful,

and comprehensive and will truly help them provide a safe, supportive school climate for LGBT students.

Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders was developed using the research and development (R & D) methodology as defined by Gall, Gall, and Borg (2007). This resource guide was the product for an R&D doctoral dissertation and is to aid those in leadership roles to create a strong framework for building accepting, caring, safe schools for the LGBT population. Research objectives were to: (a) complete a literature review and gain feedback from experts in the field to establish what is happening currently in schools and why there is a need for this type of guide; (b) decide what school leaders needed to provide positive support for LGBT students; and (c) create a resource guide for school leaders to help provide positive support for LGBT students.

Gall et al., (2007) defined educational research and development (R & D) as “an industry-based development model in which the findings of research are used to design new products and procedures, which are then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards” (p. 569).

Creating a roadmap for leaders to provide positive support for LGBT students required that the author follow the R & D process. Steps that were followed are outlined as: (a) literature review; (b) needs assessment and proof of concept; (b) product planning and design; (c) preliminary product; (d) preliminary field-testing; (e) product revision; (f) main field testing; (g) and the final product revision and dissemination (Gall, Gall & Borg, 2007).

The questions for all phases of the research were developed from the review of literature, the needs assessment and proof of concept stages, and the two field test results. The author used

purposeful sampling strategy, as defined by Creswell (2007) as “selecting individuals and sites for study because it can purposefully inform an understanding of the research problem” (p. 125). The author determined the number of people and sites to be sampled, who was sampled and how the sampling was given. Miles & Huberman (cited in Creswell, 2007) defined sampling strategies in qualitative inquiry. These strategies included homogeneous, random purposeful and convenience sampling strategies. Educational leaders and/or practitioners (experts) for the first stages that were selected were currently serving at the district, city or state level and presently working with educational policy (i.e., superintendent, assistant superintendent, human resources, Kansas Association of School Boards (KASB), board of education members, district lawyers, etc.)

Once a prototype of the resource guide was completed, two field tests consisted of sending versions of the resource guide to groups of experts, as defined by the author. These experts included: Educational leaders and/or practitioners in education in Kansas school districts across multiple size classifications defined by Kansas State High School Athletics Association (KSHSAA). Educational leaders or practitioners in education were defined as making an impact at the building level (i.e. principal, assistant principal, counselor, school psychologist, team leader, coach, sponsor, department head, etc.)

The first four sections of the evaluation form were based on an author-constructed rating scale. Each section was identified with a heading for specific feedback to help validate and improve the resource guide. These headings were: (1) Provided Support (2) Content (3) Practicality (4) Responsiveness. A table of the responses was provided once feedback was received from field testers. An overall summary of the experts' opinions was provided.

The evaluation form also allowed for open-ended questions from the experts to help provide more insight. The questions provided were as follows; (1) What improvements should be made in the writing and format of the road map? (2) What recommendations do you have for making the text more comprehensible? (3) What parts of the content do you believe would be most helpful to school leaders? (4) What parts of the content do you believe would be least helpful to school leaders?

Specific responses from the narrative feedback were organized into a table and the researcher noted and took specific actions. Responses from the field tests were used in revising the resource guide to its final version. This handbook represents that final product.

Resource Guide: A New Direction

Public and private school students should not fear being lesbian, gay, bi-sexual or transgender in school. School leaders are responsible for keeping all students safe. This does not mean a few, or some, but all. “Principals report that while nearly all (96%) of their schools have anti-bullying policies, less than half specifically mention sexual orientation (46%) or gender identity or expression (39%)” (Harris & GLSEN, 2005, p. 12). “Only 4% of principals report that their schools provide training for staff on LGBT issues” (GLSEN and Harris Interactive, 2008, p. 69). The Council of Chief State School Officers and the Interstate School Leaders Licensure Consortium (ISLLC), widely recognized for their high standards, stated in their *Standards for School Leaders* (2008), Standard #3, the school administrator should “promote the success of ALL students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment” (p. 14). The New York City chapter of Parents, Families, and Friends of Lesbians and Gays (PFLAG) states that on average, Lesbian, Gay, Bi-Sexual, Transgender (LGBT) youth proved to be in much more serious danger than their peers in the areas of academic performance, violence, substance abuse, homelessness, drop-out rate, and depression. LGBT youth also committed suicide at higher rates compared to their heterosexual peers (Safe Schools Program PFLAGNYC, n.d.). Leaders in education “often believe there are no lesbian, gay, bisexual or transgender students in their classrooms and as a result, often fail to take action to protect young people” (PFLAG Education and Programs, n.d.). Approximately nine million people in the United States between the ages of 18-45 classified themselves as lesbian, gay, bi-sexual or transgender (Gates, 2011). Gary Gates, a scholar at the Williams Institute, UCLA Law School, studied four national and two state level

population-based surveys in 2011. These surveys posed questions regarding LGBT populations. Gates' analysis of these surveys suggested that 3.5% of the adult population was LGBT (p. 6). If this statistic were used as a guideline for school populations, a district of 10,000 students would be home to at least 350 LGBT students.

What actions are leaders in education taking to ensure the safety of LGBT students? In cases of typical, meaning non-LGBT, student abuse, educational leaders who are mandatory reporters may make a call to The Department for Children and Families (DCF). Additionally, when a student comes to school with dirty clothes, a counselor might be utilized to help the child obtain clean clothes and more carefully assess a student's situation outside of the school environment. Students who struggle academically would likely be provided a response to intervention (RtI) to provide academic support. A clear system to protect student welfare is in place when sexuality is not part of the equation. But what protocol do leaders in education follow when a student struggles because of bullying and feeling unsafe because they are gay, lesbian, bi-sexual, or transgender? Where should a leader begin?

In recent months, the media attention has risen with a number of reports regarding bullying of LGBT students who, as a result, committed suicide. When "LGBT school student suicides" is typed into an Internet search engine, multiple stories of gay teens ending their lives, as a result of bullying are on display for the world to see. Consider the following examples, a very abbreviated list of the types of events that are sadly becoming all too commonplace:

- Brandon Elizares, self-proclaimed gay male, was just 16 years old when he committed suicide in November 2012 (Chavez, 2012, p.1).

- Kenneth Weishun, 14-year old freshman, in South Dakota, took his own life one week after coming out to friends that he was gay (St. Amand, 2012, p.1).

- Josh Pacheco, a 17-year-old junior at Linden High School in Fenton, Michigan committed suicide on November 26, 2012 after he was relentlessly bullied for being gay, according to his parents (Brydum, 2012, p.1).

- Billy Lucas, age 15, never identified himself as gay, but was tormented daily because other students thought he was. He hung himself in his grandmother's barn. His family filed a wrongful death suit against the school he attended (LGBTQ Nation, 2012, p.1).

Over the past decade, the Gay, Lesbian, Straight Education Network (GLSEN, 2013b) has performed extensive research regarding LGBT students in schools. GLSEN works with educators, policy makers, community leaders and students regarding the urgent need to address anti-LGBT behavior and bias in schools. GLSEN strives to protect students from bullying and harassment, to advance comprehensive safe schools laws and policies, to empower principals to make their schools safer, and to build the skills of educators to teach respect for all people. Every two years, GLSEN conducts a national school climate survey, with the most recent completed in 2011 (Marra, 2012). Feeling unsafe at school because of their sexual orientation and suffering verbal, physical and cyber bullying harassment was reported by 63% of students surveyed. (Kosciw, Greytak, Bartkiewicz, Boesen, & Palmer, 2011, p. 22). These behaviors only worsened when students reported that staff members rarely intervened. The 2011 study also reported 36.7% of students said nothing happened when they reported an incident so students often failed to report incidents as they believed there would be little or no school response based on the action taken with previous incidents (Kosciw et al., 2011, p. 34).

In the following chapters, information will be provided to help understand the key issues for leaders for positive support for LGBT students, legal responsibilities and liabilities related to the protection of LGBT students, obstacles preventing leaders from achieving the proper level of protection, and research-based practices currently being used. This resource guide is to aid those in leadership roles to create a strong framework for building accepting, caring, safe schools for the LGBT population. There are currently a number of ways for school leaders to ensure LGBT safety, however the scope of this resource guide will be much more comprehensive than what is currently in use. At the most basic level of this discourse, a strictly legal interpretation, LGBT students have a right to be safe at school, and all leaders are responsible for protecting them. A streamlined tool is needed to help schools protect students and also themselves from liability and litigation issues.

Leaders in education must understand the specific impact that bullying has on LGBT students and consequently its impact on their education. Students who participated in the GLSEN National Climate Survey (2011) were more likely to have reported problems with absenteeism. LGBT students described skipping classes, and sometimes, entire days, to avoid harassment and they reported lower academic achievement and educational aspirations. Poorer psychological well-being was also noted due to higher levels of victimization perceived at school (Kosciw, et al., 2011).

Regardless of one's religious, personal or political views, school leaders must consider LGBT students are a part of the general population and must help protect them at school. Leaders in education have a legal responsibility to protect all students, including LGBT students. "Many school officials know very little about how the law requires them to protect LGBT

students” (ACLU, 2007, para. 1). “Public schools are required under federal law to remedy the abuse of lesbian and gay students” (ACLU, 2007, para. 2). LGBT students have a right to their constitutional privacy and freedom of speech according to the First Amendment (ACLU, 2007). LGBT student groups are also protected under the Equal Access Act (1984), which states that schools hosting non-curricular clubs must allow all other non-curricular clubs and treat them the same. Above and beyond the applicable laws, the ACLU, as a leader in LGBT protection has started the “Don’t Filter Me” Campaign in 2011 to “prevent viewpoint-discriminator censorship of positive LGBT web content in public schools” (ACLU, 2012).

Resource Guide: The Road Already Traveled

Helping to provide support for sub-groups of students in public schools is not a new debate. One of the most significant court cases in public education occurred in 1954 when *Brown vs. Board of Education of Topeka, KS* ruled that “segregation of public education based on race deprived minority children of equal educational opportunities in violation of the Equal Protection Clause” (Russo, Harris III & Sandidge, 1994, p. 297). However, the courts simply handing down this ruling did not mean there was not opposition to the judges’ decision. Desegregation took significant time to be accepted into all United States schools. During the first ten years of *Brown*, Horowitz & Karst (as cited in Russo, Harris III & Sandidge, 1994) found that “21.4% of African American children in 7 of 11 southern states attended desegregated school” (p. 300). Therefore, one can conclude, that despite this landmark legal decree, less than one in four students in the south were being served properly as a result of *Brown*. Desegregation did not truly gain momentum until the Civil Rights Acts in 1964. Fourteen years after *Brown*, a new ruling brought about more change. *Green v. County School*

Board of New Kent County. This ruling stated that a school having a plan in place ending segregation was insufficient. Instead, the ruling ordered that action be taken to desegregate. (Russo, Harris III & Sandidge, 1994) There continued to be more desegregation cases brought before the courts in the 1980s and 1990s even though the *Brown* decision was delivered in 1954, over a generation prior. (Russo, Harris III & Sandidge, 1994)

As a result of *Brown*, parents of students with disabilities starting suing district for segregating their students and discriminating against them. The Education of All Handicapped Children Act also known as, PL 94-142, was written in 1975. Prior to 1975, these students were often treated differently in school, often put in classrooms that weren't considered desirable, such as basements or trailers. (Wright & Wright, 2007) This act stated that students with disabilities should given free, appropriate, public education and schools may be held accountable in providing services. Like *Brown*, this act didn't mean change happened immediately or there wasn't resistance. This sub-group of students has also struggled against opposition in public education. In 1990, PL 94-142 was renamed Individuals with Disabilities Act (IDEA) and the term 'handicapped' was changed to 'child with a disability'. (Karger & Hitchcok, 2003, p. 10) The reauthorization of the Individual with Disabilities Education Act (IDEA) of 1990 "mandated a free and appropriate education for all children with disabilities" (Mock & Kauffman, 2002, p. 207). Inclusion of special education students has improved but there is still debate over full inclusion in regards to cost and teacher preparation. (Mock & Kauffman, 2002) Between 1975 and 1994, there were improvements made for students with disabilities. For example, 12% of students attending public schools received special education services, 95% of students with disabilities were in regular school buildings, and almost 50% of students were educated in general education classrooms. (Karger & Hitchcok, 2003) However, Congress passed more

amendments to IDEA in 1997 because “despite progress, the promise of the law has not been fulfilled.” (H.R. Rep. No. 105-95, at 85 (1997) as cited in Karger & Hitchcock, 2003). The new amendments required that students have access to, be involved in and show progress in the general curriculum. (Karger & Hitchcock, 2003) The most recent reauthorization to IDEA came in 2004 and aligned with the Elementary and Secondary Education Act (ESEA) as amended by No Child Left Behind (NCLB). (Turnbull, 2005) IDEA continues to be a civil rights law to ensure equal opportunity for students with disabilities.

Finally, English as a Second Language (ESL) students also meet resistance in public education. Meyer, Madden & McGrath (as cited in Theoharis & O’Toole, 2011) note that 20% of all public school students’ first language was not English and that fact meant the appearance of hundreds of languages to public education. This had a significant impact on what quality of teaching and learning is occurring in the classrooms. Teachers were not feeling adequately prepared to educate these students. (Clair, 1995) Teachers believed that “good teaching is good teaching”, despite the varied backgrounds and needs of their students (Clair, 1995, p. 193). According to Clair (1995) this belief meant teachers needed to change their attitudes toward ESL students because ESL teachers would understand the specialized need for ESL development, the importance of ESL acquisition, and the complexity of educating ESL students in a mainstreamed classroom. Theoharis & O’Toole (2011) argue that, “students who are learning English have been marginalized with respect to access to curriculum” (p. 648). Theoharis (2007) believed that school leaders must be advocates for these students.

Just as leaders need to provide for minorities, students with disabilities, and English language learners, they also need to be able to provide a safe environment for LGBT students. Support for LGBT students will only be effective with school leaders who understand how to

provide a safe school setting for all students. The goal of the author was to develop a comprehensive guide to help said leaders understand their role in providing a safe school environment that specifically addresses LGBT students, and provide research-based, field-tested strategies for implementation. The proposed resource guide can also be used to assist those in leadership and training positions in disseminating better quality, more relevant information regarding LGBT students for their staff members.

Resource Guide: Sitting at the Intersection

Providing a safe environment for LGBT students can often prove to be a controversial and difficult task, depending on the community of which the school is a part. Leaders need guidance in order to successfully help all students who are bullied. This resource guide was developed with guiding principles such as key issues, legal responsibilities, obstacles, and existing programs. This guide will provide school leaders with resources to help them provide support needed specifically for LGBT students. Leaders can then support these students who need to be protected under basic student rights. These basic student rights, as seen in the review of literature, are not always sufficiently and consistently protected, and administrators and teachers must fulfill this obligation. This guide will serve to take the confusion and second-guessing out of implementing these changes and to make it possible to create LGBT-friendly schools in all communities.

LGBT students can be found in every school. There are many ways leaders in education can help in both the realms of physical and mental health, as indicated by the review of literature. Peter DeWitt (2012) provided an admirable resource called “Dignity for All” that helps educators and administrators to help with schools culture in regards to LGBT students. DeWitt is an openly gay administrator and believes the book would make an excellent resource for a book study discussion. His vision for schools is to at least try and change one thing to improve the culture for LGBT students. DeWitt also publishes a blog titled “Finding Common Ground” that shares information for leaders in education and working with LGBT students. Additional resources are available, such as the Gay, Lesbian, Straight Education Network (GLSEN) website. This website provides extensive research regarding LGBT students as well as a number of

resources that could be implemented in schools. The American Civil Liberties Union (ACLU) also has an excellent website which gives a legal perspective for both student rights and legal responsibilities of educational leaders. Although there is information available on how to keep LGBT students safe, school leaders have very little in the way of a complete roadmap to help guide efforts to ensure their safety. This resource guide provides information for leaders specific to the needs of the district and/or school. Instead of providing selective information in different locations, this guide provides comprehensive information eliminating the need to look in several places.

Educational leaders are expected to possess vast amounts of knowledge and often find information through multiple resources such as websites, books, blogs and articles. School leaders today also have a myriad of overwhelming expectations. They are responsible for instructional leadership, high stakes testing, curriculum development, creating a safe culture, evaluation of staff, managing building needs, communicating with stakeholders, providing professional development and, of course, dealing with unexpected events and issues. However, school leaders should never say they are too busy to understand what LGBT students need to feel safe in schools. Federal laws, such as Equal Access Act and the Equal Protection Clause, provide legal protection to LGBT students, and thus, schools leaders must take responsibility for their safety. Therefore, there is a need for school leaders to have stronger, specific resources and strategies for protecting LGBT students. School leaders need to know the key issues in providing positive support for LGBT students, legal responsibilities and liabilities related to protecting LGBT students, obstacles preventing leaders from achieving desired outcomes, and programs currently being used. The resources do exist, but they are not housed conveniently in one place, which makes this proposed resource guide much more expedient and efficient for

leaders in education to utilize in helping to provide a safe school environment for LGBT students.

Ultimately, there are many unspoken reasons as to why school leaders are not addressing LGBT issues in schools. School leaders may be afraid to address LGBT issues for fear of losing their jobs. They may not have an understanding of what LGBT students face every day in school, therefore not recognizing there is a problem in the first place. Perhaps the school leader has little experience with LGBT rights and issues, or his background, beliefs, or spirituality express a different, less accepting opinion of homosexuality, making him less comfortable addressing this topic.

DeWitt (2011) provided a very insightful blog with *Education Week*, titled “Finding Common Ground.” He addressed many of the ‘elephants in the room’ with regards to LGBT students. Administrators often turn a blind eye to the harassment of LGBT students, which only perpetuates the issue. DeWitt also explained when school staff makes statements such as, “why do gay people always have to talk about their sexuality,” they are allowing a “Don’t ask, Don’t Tell” (DADT) frame of mind within the school (DeWitt, 2011a). In DeWitt’s blog titled, “Pray the Gay Away”, he discussed a counseling center that promoted the belief that counseling can change gay persons’ sexual orientations. These beliefs and statements promote two things. “(1) LGBT students are not safe to come out and (2) tells anti-gay proponents that gay is a choice, which also has harmful effects on LGBT youth” (DeWitt, 2011b). In Utah, students in GSA clubs were referred to as satanists and gay recruiters (Eckholm, 2011, p.1). As DeWitt (2012) stated, adults just don’t want to hear about gay issues because it makes them uncomfortable because they see it as a lifestyle or a choice and they don’t agree with their choice (p. 40).

Resource Guide: Stepping on the Gas Pedal

The purpose of this resource guide is to enable school leaders to provide positive support for LGBT students. The resource guide is intended to provide leaders a way to move forward, ensuring the safety of LGBT students. School leaders need a comprehensive, one-stop guide to help them know: (1) key issues related to providing positive support for LGBT students; (2) legal responsibilities and liabilities related to providing protection for LGBT students; (3) obstacles preventing leaders from addressing the issues; (4) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students; and (5) a summary as to why this resource guide is needed for educational leaders.

The target audience for the resource guide is current leaders in PK-12 public or private education. These leaders are defined as principals at the building level, directors or superintendents at the district level, counselors, social workers, school board members, pre-service teachers, teacher and other educational professionals interested in how to help support LGBT students in schools. This resource guide is for educational leaders who are expected to provide support for LGBT students but may be unclear where to begin or what specific actions to take in order to provide a safer environment, as required by law. However, one expert in the preliminary field test suggested this resource guide “would be a great document for anyone entering the profession.” (Teacher Leader, 2014)

A series of questions were developed to direct the work for this guide. Questions were developed using the author’s personal experiences as a principal, and based on a review of literature related to LGBT issues, obstacles and practices. The author saw a need for multiple unaddressed issues.

What are the key issues related to providing positive support for LGBT students?

What are the legal responsibilities and liabilities related to providing protection for LGBT students?

What are the obstacles preventing leaders from addressing the issues?

What are the existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students?

Why is this resource guide needed for educational leaders?

Existing resources do not provide a specific, comprehensive, customizable resource for school leaders to help them provide what is needed for LGBT students' protection and ensure that each student has access to an equitable education. This guide gives school leaders practical information for making changes and generating support with stakeholders and community members. Leaders in education should be able to effectively create change among a large group of staff members, with the correct use of the resource guide. These leaders may be administrators at the building or district level; they may be teachers in leadership roles or school counselors. The resource guide identifies what is needed for a safer environment for all students, specifically LGBT students. The resource guide could be used to help leaders develop a safer environment for LGBT students and also help shape policy and practices in a school or district. University level educators can use this guide to help prepare future administrators and teachers for their responsibilities in helping to keep LGBT students safe in schools. This resource guide

is to ultimately help educational leaders bring about change in behaviors, beliefs and policy in a school and/or district regarding LGBT students.

This resource guide is organized around the theme, ‘paving the way’ and giving direction. Therefore each chapter is referred to as a ‘route’ and ‘directions’ are provided within each route. At the end of each route, there are stop signs, which allow those using the guide to stop, discuss and make a plan of action based on what was learned in the reading. Route 1 discusses the key issues related to providing positive supports for LGBT students. Directions 1-4 include hostile school climates, absenteeism, academic achievement, and psychological well-being. Route 2 examines the legal responsibilities and liabilities related to providing protection for LGBT students. Directions 5-6 cover social justice issues related to LGBT students and legislation affecting LGBT students. Route 3 explores the obstacles preventing LGBT support. Directions 7-10 include time and money, political, social and legal context, policy, and prevention. Route 4 reviews the research-based programs used for LGBT support. Directions 11-13 discuss the Respect for All Initiative, Safe Space Kit, and Gay-Straight Alliance Clubs.

Resource Guide: Route 1: Key Issues Related to Providing Positive Supports for LGBT Students



Direction 1: Hostile School Climates

As stated by the 2011 National School Climate survey, a hostile school climate is created when students hear biased and homophobic remarks; when students feel unsafe because of sexual orientation, gender expression or race/ethnicity; when students miss hours or days of school because they do not feel protected; when students are harassed and/or assaulted. LGBT students often view school as unsafe for a variety of reasons. The National School Climate Survey 2011 focused on personal characteristics such as sexual orientation, gender, gender expression, and actual or perceived sexual orientation. The survey results stated that, “71% of LGBT students felt unsafe at school in the past year because of at least one of those personal characteristics” (p. 20). Six out of ten LGBT students felt unsafe because of their sexual orientation and 4 out of 10 students felt unsafe because of their gender expression (Kosciw et al., 2011, p. 20). Students were also asked about particular locations in their school that felt more unsafe than other locations with locker rooms (39%) and bathrooms (38%) being the locations most avoided by LGBT students. Almost one third of students reported that they skipped going to PE class to avoid issues in the locker-room. “Feeling unsafe or uncomfortable at school can negatively affect the ability of students to thrive and succeed academically, particularly if it results in avoiding classes or missing entire days of school” (Kosciw et al., 2011, p. 21).

Hostile school climates are not an issue of ‘kids just being kids.’ The 2011 National School Climate Survey described incidents creating hostile school climates. One description involved exposure of LGBT students to biased language. Kosciw (2011) discussed how keeping schools free of biased language could create a better climate. The study noted that homophobic

remarks were prevalent in schools today and were one of the most common in comparison to sexist or racist remarks. Kosciw also found that, “71% of students reported hearing students make derogatory remarks, such as ‘dyke’ or ‘faggot’, often and frequently in school” (p. 14) and LGBT students viewed these comments as offensive with 85% of students hearing gay used in a negative way (p. 44). The use of the word ‘gay’ was used to mean that something or someone was stupid or unworthy and was often dismissed by school personnel because it was not as openly cruel as a word like faggot. Using an expression like, ‘that’s so gay’ was believed to be no big deal to non-LGBT students. However, 91% of LGBT students surveyed said this bothered them at some level (p. 14). A more recent phrase addressed in the study was ‘no homo’. This phrase was tagged to the end of a statement letting the recipient know there is not a same sex attraction. For example, a male student might write to another male student, ‘I like your shirt - no homo’ (p. 15). This type of expression was seen as harmless to many, but 84% of LGBT students reported in the study that it did bother them to some degree. One student was quoted as saying, “People frequently call others ‘fags’ and ‘homos’. Anything bad is ‘so gay.’ They say all of this in front of me, and it really starts to sting” (p.16).

Another example of negative remarks in schools included statements about gender expression. As a society, there are norms for what is considered to be appropriate for men and woman and how they express themselves. When someone expresses him or herself differently from the societal norm, he/she can experience “criticism, harassment and sometimes violence” (Kosciw et al., 2011, p. 16). Findings from the National Climate Survey in 2011 demonstrated that negative remarks about a person’s gender expression were, indeed, a problem. Gender

expression was defined by GLSEN as, “the ways in which people externally communicate their gender identity to others through behavior, clothing, hairstyle, voice, and emphasizing, deemphasizing, or changing their bodies’ characteristics” (Siragusa, 2001, p. 3). The percentage of students reported hearing remarks regarding gender expression was 61%. For example, boys who liked to act in plays or sing in choirs were ‘not masculine enough’ and girls who wore boyish clothes were ‘not feminine enough’. Boys not being labeled ‘not masculine enough’ were more prevalent than girls not being ‘feminine enough’.

Because there are negative remarks made in school, and those remarks play a role in a hostile school environment, staff members should be intervening. However, the 2011 National School Climate Survey showed that 36% of students made homophobic remarks when school personnel were present but were not as likely to use other biased remarks. Staff members were more likely to intervene if remarks were racist (54.7%) or sexist (33.5%) in nature. Furthermore, 56.9% of students reported their teachers used homophobic remarks. Unfortunately, with statistics like this, the prevailing message is that homophobic remarks are tolerated in schools more than any other remarks. Kosciw et al (2009) described the potential for creating a hostile climate:

These responses are particularly disturbing and underscore the considerably negative school climate many LGBT students experience. Victimization by teachers, especially when witnessed by other students, can cause additional harm by sending a message in the classroom or school community that harassment is acceptable. Harassment of students by teachers also serves as a reminder that safer school efforts must address all members of the school community and not just the student body. (p. 57)

Similarly, Kosciw et al. (2011) found that a student intervening when homophobic remarks were heard was even lower than staff intervention. Only 6.1% of student reported that other students would intervene when hearing homophobic remarks and 6.2% when hearing gender expression remarks. Student intervention was higher if the remarks were racist (18.5%) or sexist (16.3%) in nature.

How principals responded to incidents was also important. There are a number of ways bullying or harassing incidents can be handled. According to the *Principal's Perspective 2008*, incidents can be dealt with by “direct conversations with victims, perpetrators, or their parents” (p. 35). Disciplinary action can also be taken, such as notes in files, detentions, or suspensions. Delegating to others, such as a counselor, is also something principals report using. In worst-case scenarios, a police report may be filed (GLSEN and Harris, 2008).

Words are not the only way hostile school climates have been created for students. LGBT students experienced different kinds of harassment at school. Harassment can be verbal, physical or electronic and can also involve property damage. The 2011 National School Climate Survey defined verbal harassment as “being called names or threatened” (p. 24). A large majority of LGBT students (81.9%) reported being verbally harassed due to their sexual orientation and a third of them said it was often or frequent. A large number of students (63.9%) were also verbally harassed for gender expression (p. 24). The survey also studied physical harassment and physical assault. The study defined physical harassment as being shoved or pushed and physical assault as being punched, kicked, or injured with a weapon (p. 25). Over one third of LGBT students were physically harassed due to sexual orientation and 27% due to gender expression (p. 46). The results for the physical assaults were less but still upsetting.

LGBT students being physically assaulted for sexual orientation was 18% and 12.4% for gender expression (p. 46). Property damage was also part of a hostile school climate and has impacted LGBT students. According to the 2011 study, “almost half (47.7%) of LGBT students reported that their property had been stolen or purposefully damaged by other students at school in the past year” (p. 26). LGBT students (55.2%) also reported being cyber-bullied due to their sexual orientation (p. 17).

The 2011 study reported that 60.4% of students never reported the incident to school staff. Less than half also said they never even reported it to their parent/guardian or other family members. Those that did report to a family member (51.9%) said they never reported the issue to the school (p.28). Incidents should be reported but are not for a variety of reasons. Reporting an incident can be difficult for students, especially if they feel nothing will be done.

Teachers don't do anything about it. The PE teacher just told me to 'man up' and the other students will leave me alone. The English Teacher just told me to stay away from them and the principal wouldn't even talk to me. (Kosciw et al., 2011, p. 30)

The most common reason students did not report an incident was because they doubted an effective intervention would occur. Specifically, 37.9% of students said nothing would be done or reporting was not worth it because nothing had ever been done previously (Kosciw et al., 2011). Students (28.7%) also feared the situation would become worse if reported. They believed things may get worse for them, did not want to be seen as a snitch and also feared they would be outed.

People in my town actually think it's funny when someone harasses and assaults people for being different. If you are different it's seen as your fault for whatever happens to you. -Transgender student, 9th grade, Texas. as cited in Kosciw et al., 2011, p. 28.

Students stated their life would be hell or they would be jumped or beaten (Kosciw et al., 2011, p. 30). Students (15.5%) were also concerned with the reactions of the staff members. They felt embarrassed or ashamed, thought teachers were homophobic at their school, and did not trust staff. "I once tried to talk to our principal about the homophobic language rampant in our schools but he said he couldn't help because it would be too controversial" (Kosciw et al., 2011, p. 31). Educators and leaders in education should understand the impact harassment has on a student's education. Research, such as *the 2001-2013 National School Climate Surveys* conducted by GLSEN and the previous research by the American Association of University Women's *Hostile Hallways* reports (1993 and 2001), found a direct linkage between academic performance and experiences of harassment and an unsafe learning environment in school.

Direction 2: Absenteeism

“Students who are regularly harassed or assaulted in school may attempt to avoid these hurtful experiences by not attending school and, accordingly, may be more likely to miss school than students who do not experience such victimization” (Kosciw et al., 2011, p. 62). LGBT students (74%) stated school as being the number one place they hear negative messages about being LGBT (Human Rights Campaign, n.d.b). Absenteeism has shown to be a problem for LGBT students. Skipping a class at least once in the past month was reported by 31% of students and 32% missed the entire day in the past month because they felt unsafe or uncomfortable” (Kosciw et al., 2011, p. 43). If students experienced severe harassment related to their sexual orientation or gender identity, they were three times more likely to miss school (Kosciw et al., 2011, p. 64). School policies play a significant part in whether or not students feel safe enough to attend school. Hansen (as cited by Kosciw, 2004) stated that students were more apt to skip classes in schools that did not have policies in place to protect them. When students are not in school, they cannot be educated.

Direction 3: Academic Achievement

Another problem noted in the National Climate Survey 2011 proved that many LGBT students had lower educational aspirations and academic achievement. LGBT students who were more frequently harassed because of their sexual orientation or gender expression had grade point averages of 2.9. This GPA was lower than students who were less often harassed at 3.2 (Kosciw et al., 2011, p. 40). Not only were grade point averages lower, but also students that were harassed due to sexual orientation were less likely to attend post-secondary education. “10.7% of students did not plan to go to college or to vocational or trade school, compared to 5.1%” (p. 40).

Table 4.1 – Problems Currently Affecting Students

LGBT Students	Non-LGBT Students
They are worried about non-accepting families. (26%)	They are worried about classes/exams/college (25%)
They are worried about school bullying/problems (18%)	They are worried about their college career (14%)
They are worried about ‘being out’ (18%)	They are worried about finances related to college (11%)

(Human Rights Campaign, 2012, p. 7)

Direction 4: Psychological Well-Being

Academics were not the only area in which LGBT students were affected. They also showed signs of poorer psychological well-being. In 2012, The Human Rights Campaign (HRC) provided a groundbreaking report titled, "Growing up LGBT in America" that included over 10,000 LGBT students between the ages of 13 and 17. This report was the largest regarding challenges LGBT students faced every day. The report stated that LGBT students were "more likely to report not being happy in comparison to their non-LGBT peers" (p. 6). Kosciw (2011) research noted that non-LGBT students were not harassed as severely and/or as often and had higher self esteem compared to LGBT students. Consequently, LGBT students' self esteem was found to be lower and they suffered more depression. There was also a direct correlation between victimization and depression; the higher the victimization, the higher the level of depression LGBT students experienced. "LGBT youth are more than twice as likely as non-LGBT youth to experiment with alcohol and drugs. Over half (52%) of LGBT youth say they have used alcohol and drugs while only 22% of non-LGBT youth say they have" (Human Rights Campaign, 2012, p.6). The Human Rights Campaign (2012) asked students what the biggest problem was they currently faced in their lives. The top three problems faced by LGBT vs. non-LGBT were vastly different. Non-LGBT students were much more concerned with college and their future, whereas, non-LGBT students were worried about everything but school or their future. LGBT students were more worried about non-accepting families, bullying at school and being 'out' (Human Rights Campaign, 2012,). See Table 2.1.

According to the Council of Chief State School Officers and the Interstate School Leaders Licensure Consortium (ISSLC), and drawing from their *Standards for School Leaders* (2008) Standard #3, the school administrator should “promote the success of ALL students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment” (p. 14). School leaders have a responsibility to keep students safe. Leaders have to be ready to deal with even the most politically charged issue in order to keep students safe. Educational leaders cannot turn a blind eye to the LGBT data, but instead should find ways to effectively work with stakeholders to improve student safety.

Stop: Discussion and Action



1. The key issues related to providing positive supports for LGBT students are:
 - a. Hostile School Climates
 - b. Absenteeism
 - c. Academic Achievement
 - d. Psychological Well-Being
2. Discuss your personal reactions to each issue.
3. What information surprised you the most? Why?
4. What will your staff or district do as a result of this knowledge?
5. What will you personally do to apply this new learning?

NOTES:

*See Appendix C for future planning.

Resource Guide: Route 2: Legal Responsibilities and Liabilities
Related to
Providing Protection for LGBT Students



Direction 5 - Social Justice Issues Related to LGBT Students

Schools in the United States are not keeping up with the general population in regards to providing positive treatment of homosexuals. Legislation that does not affect students directly is making more strides in the protection of LGBT people. Theoharis (2007) defined educational leadership for social justice as, “principals make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership practice and vision” (p.223). Issues related to LGBT are a social justice issue of this time. Civil rights for homosexuals have been topics of debate in various federal legislations. One such legislative action that was challenged for almost 20 years was the Defense of Marriage Act (DOMA, 1996). According to The Gay & Lesbian Alliance Against Defamation (GLAAD, 2012), DOMA was passed by Congress in 1996 and signed into law by President Clinton. On March 27, 2013, the Supreme Court heard a challenge by Edith Windsor regarding the hundreds of thousands of dollars in taxes she would not have had to pay had her partner been of the opposite sex (Dixon, 2013). This lawsuit raised a bigger question for the Supreme Court to decide whether gay couples were entitled to the same rights as married heterosexuals, thus making DOMA unconstitutional (Dixon, 2013). There were 1,138 benefits, rights and protections denied to same sex partners because of DOMA. These rights included, but were not limited to, social security, taxes, child rearing, retirement, and death and health coverage as stated by the Human Rights Campaign (2013a). On June 25, 2013, section three of DOMA was struck down by a 5-4 decision stating marriages between gay couples should be recognized by the federal government, regardless if the state recognizes same sex as legal (Wolf & Heath, 2013). At the time of publication marriage is currently legal in seventeen states and

Washington D.C. for same-sex partners (Dixon, 2013). The fluidity and dynamic nature of developing legislation regarding gay rights' issues has made tracking the data of this evolving situation a challenge. "Twenty states and the District of Columbia provide legal relationship recognition for same-sex partners and their dependents" (Human Rights Campaign, 2013a). The importance of recognizing same-sex marriages is to allow homosexuals fairness of the same federal laws connected to conventional marriages. It is important to note that DOMA only holds section three as unconstitutional. The Supreme Court has still not addressed other sections of DOMA; hence the Respect for Marriage Act (RMA) was introduced on June 26, 2013 (Human Rights Campaign, 2013c).

The Respect for Marriage Act repeals DOMA in its entirety and ensures that every married couple has the certainty that federal benefits and protections will flow from a marriage valid where it was performed, even if that couple moves or travels to another state. (Human Rights Campaign, 2013c)

Another important piece of legislation to note was the repeal of "Don't Ask, Don't Tell" (DADT, 2010). On July 22, 2011, President Obama signed legislation to repeal "Don't Ask, Don't Tell" and as of September 20, 2011, the policy ended for good (Sabochik, 2011). This was a big victory for the rights of those gay members of the armed services, currently serving our country. Those that were discharged under DADT could apply for re-entry and be awarded their lost time in service. People serving in the military were afforded a safe place to work and should have the expectation of being treated with respect regardless of sexual orientation. DADT stated that, "Harassment or abuse based on sexual orientation is unacceptable and will be dealt with through command or inspector general channels" (DADT, 2010).

In the United States, there is a trend that shows more support for gay marriages and gays in the military, but when it came to school curriculum, the issue was much more heated because it dealt with children. “Educators point to several recently publicized suicides by gay teenagers as evidence that anti-gay bullying needs to be addressed head-on, in part by integrating gay studies into the curriculum” (Shih, 2011, p. 2). One such bill, referred to as Leno’s Bill, after one of the first openly gay men elected to the California Senate, Mark Leno, would require “all of the state’s history textbooks to include figures and events in gay history and portray them in a positive light” (Shih, 2011, p.1). One pastor disagreed saying that Leno was out to “queer the schools” (Shih, 2011, p.2). The San Francisco School District (SFSD) was considered to have one of the most gay-friendly curricula in the country. They have guidelines to help “teachers teach words like ‘gay’ and ‘heterosexual’ beginning in kindergarten” (Shih, 2011, p. 3). At Mission High School (SFSD) state gay pride is celebrated “exuberantly with school wide assemblies” (Shih, 2011, p. 3). Their school hosts a drag show and the principal is the star. This example shows the drastically different approaches being taken in regards to the LGBT student population across our country.

In Kansas, where the field-testing for this guide took place, there was a controversial house bill that passed with a 72-42 vote and gained national attention. Kansas House Bill 2453 gives “employers the right to refuse service based on their religious beliefs about marriage.” (Lowry, 2014) Supporters of this bill say it protects religious liberty while opponents say it discriminates against LGBT people. This kind of legislation could have implications for schools and perhaps students.

Direction 6 - Legislation Affecting Students

The American Civil Liberties Union (ACLU) has been active in helping LGBT students with legal issues in school. In February of 2011, the ACLU began the “Don’t Filter Me Campaign.” This campaign dealt with filtering software many schools use to help prevent pornographic websites. However, many of the sites that were blocked were websites supportive of LGBT youth. The websites were not sexually explicit in any way (ACLU, 2012). The ACLU suggested that when the website was shown as blocked, it created a sense of LGBT students not being worthy. The final study for the “Don’t Filter Me Campaign” reported how positive the school districts were in regards to the letters sent by the campaign. However, one school district was not as agreeable (ACLU, 2012). Camdenton R-III School District in Missouri used filtering software with a category called sexuality. This categorizing grouped sexually explicit sites with positive LGBT sites making it difficult for students to access, or for the school to unblock, positive LGBT websites. Complaints from students went to the ACLU and consequently the district was asked to do the work needed to unblock the positive LGBT sites. The district refused and the ACLU filed a lawsuit on behalf of a student wanting access. *PFLAG v. Camdenton R-III*, found the school district violated first amendment rights because of discrimination in their filtering of websites. The district wanted to place blame on the filtering company they used, but ultimately, the school district had the responsibility to comply with Children’s Internet Protection Act (CIPA) and First Amendment protection (ACLU, 2012).

ACLU was also incredibly helpful in making sure LGBT students knew their rights. LGBT student rights are also important for leaders in education to understand because, according to the ACLU, many administrators do not understand they are required by federal law to protect

and rectify any mistreatment of LGBT students (2007). There are several rights LGBT students have that are discussed in the “Know Your Rights” guide from 2007.

First, students and leaders in education should know that a school does not have the right to ‘out’ any student without the permission of the student. Even if a student is outwardly gay at school, the administrators do not have a right to disclose that information to the parents. Disclosing that a student is gay was found to be a violation of a student’s constitutional right to privacy in 1997, after a young male in Pennsylvania was told by police officers they were going to tell his mother he was gay. He ended up committing suicide so he would not have to face rejection by his family. The mother sued and a federal appeals court held that his right to privacy was violated. This right to privacy applies to schools as well (ACLU, 2007). School personnel do not have a right to ‘out’ any student.

Second, students have a constitutional right to be open about their sexual orientation. They may wear shirts that support gays as long as the shirt is not obscene or disruptive. Over thirty years ago, *Tinker vs. Des Moines* ruled that student’s do not “shed their constitutional rights to freedoms of speech at the schoolhouse gate” (ACLU, 2007, para. 8). The school can only restrict student free speech if it is disruptive to the school day (ACLU, 2007).

Third, the 1984 federal Equal Access Act protects students. This law allowed students to form clubs in public high schools. The club may be curricular or non-curricular (ACLU, 2007). Gay Straight Alliance (GSA) clubs are considered non-curricular. If a school allows even one non-curricular club, legally the school is not allowed to deny a GSA club (ACLU, 2011a).

Fourth, LGBT students are protected by the Equal Protection clause in the 14th Amendment. All citizens must be treated equally under this law, meaning schools cannot treat one group of students differently than another (ACLU, 2007). If a student wants to bring a same

sex partner to a school dance, they are legally protected by the equal protection clause to do so. In 1980, a student in Rhode Island (*Aaron Fricke vs. Richard B. Lynch*) successfully sued the school district when he was told he could not take his same-sex date to the prom. Taking a same-sex date to the prom was ruled as freedom of expression by the court (ACLU, 2007).

Finally, several federal courts have ruled that schools must take action if an LGBT student is being harassed (ACLU, 2011a). Seth Walsh endured several years of harassment by the age of 13. Beginning in fifth grade, Seth was verbally abused by students who referred to him as gay. This abuse continued, and became more frequent and severe, with each passing year. Allegedly, a teacher even referred to Seth as fruity in front of an entire classroom of students. His mother, Wendy, asked the school to intervene but those requests were ignored. On September 28, 2010, at the young age of 13, Seth died after nine days on life support after he was found hanging from a tree. He left a note expressing his love for family and friends but anger at the school. An investigation into the death of Seth Walsh concluded in July 2011. It was found that the school district did not protect Seth. As a result, the district was required to implement policies, procedures, and trainings to learn how to better protect students that suffer harassment due to gender stereotypes (ACLUb, 2011). A school district cannot wait until a tragedy to implement protection for LGBT students.

A response by many states, in regard to bullying and harassment, has been to create anti-bullying legislation. As of 2013, every state, with the exception of Montana, has a law that addresses bullying (stopbullying.gov). GLSEN believes one of the most important things a school or district can do is to pass safe school policy and they use the term “Safe Schools Laws” to describe two kinds of laws that protect LGBT students (GLSEN, n.d.b. para.1). The first type of safe school law is a fully enumerated anti-bullying law and the second is a non-discrimination

law (para 2 and 3). “A fully enumerated law specifically protects students on the basis of sexual orientation and gender identity” (GLSEN, n.d.b. para. 2). There are currently 15 states with fully enumerated laws (See Table 2.2). Although individual states have taken measures and provided bullying legislation, there is no federal law. Non-discrimination laws has protection based on sexual orientation but does not include gender identity (GLSEN, n.d.b, para. 3). There are currently thirteen states with non-discrimination laws that protect students based on sexual orientation and gender identity with the exception of Wisconsin, which has sexual orientation law only. (See Table 2.3) Sadly, there are also negative laws affecting LGBT students. There are ‘no homo laws’ which actually prohibit teachers from discussing LGBT issues in a positive light and some even require teachers to depict LGBT people in a negative way (GLSEN, n.d.b., para. 4). There are currently 8 states with ‘no homo laws’ at the state or local level. (See Table 4)

Table 4.1 – States with Fully Enumerated Anti-Bullying Laws

Arkansas	California	Colorado	Connecticut	Illinois
Iowa	Maine	Maryland	New Jersey	New York
North Carolina	Oregon	Rhode Island	Vermont	Washington

(GLSEN, n.d.b)

Table 4.2 – States with Non-Discrimination Laws

California	Colorado	Connecticut	Illinois	Iowa
Maine	Massachusetts	Minnesota	New Jersey	New York

Oregon	Vermont	Washington	Wisconsin (sexual orientation only)	
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(GLSEN, n.d.b)

Table 4.3 – States with ‘No Homo’ Laws

Alabama	Arizona	Louisiana	Mississippi
Oklahoma	South Carolina	Texas	Utah

(GLSEN, n.d.b)

Two complimentary pieces of legislation are being re-introduced in Congress are the Safe Schools Improvement Act (SSIA) and the Student Non-Discrimination Act (SNDA). Both would provide federal support in regards to bullying and LGBT issues in school. The SSIA is more proactive and focuses on bullying prevention of all students but includes sexual orientation or gender identity whereas the SNDA is a remedy to help prohibit discrimination of LGBT students (GLSEN, 2013).

The Safe School Improvement Act (2013) was intended to amend and strengthen the Elementary and Secondary Education Act (ESEA) and help prevent bullying and harassment of students in schools. SSIA has been introduced to the 108th - 112th Congress and has gained support each time (Safe Schools Improvement Act, 2013). On March 14, 2013, SSIA was reintroduced in the House (Marra, 2013a). This followed a Senate version of the bill introduced on February 28, 2013 (Marra, 2013b). The goal of the Safe Schools Improvement Act helps educators effectively address the problems caused by bullying and harassment. SSIA is divided into three sections. The first section is to help schools develop effective enumerated policy

regarding harassment and bullying. Second, the act was intended to help districts provide proactive professional development so that school personnel felt empowered to successfully address bullying and harassment issues. Third, the act calls for districts to maintain data and report this data each year on the number of incidents involving bullying and harassment (Safe Schools Improvement Act, 2013). The SSIA has massive support (See Table 2.5) from over a hundred organizations, such as The Gay, Lesbian and Straight Education Network (GLSEN), The Human Rights Campaign (HRC) and the National Center for Lesbian Rights, American Association of School Administrators (AASA), National Association of Secondary School Principals (NASSP) and National Education Association (NEA) (Safe Schools Improvement Act, 2013). In February, 2013 the bill was assigned to a committee.

Table 4.4 – Organizations that Support the Safe Schools Improvement Act

Accord Alliance	American Civil Liberties Union	Advocates for Youth	American Association of Colleges for Teacher Education
American Association of School Librarians	American Association of University of Women	American Counseling Association	American Library Association
American School Counselor Association	Amnesty International	Anti-Defamation League	Association for Supervision and Curriculum Development
Child Welfare League of America	Center for Anti-Oppressive Education	The Center for Peaceable Schools	Children’s Defense Fund
Coalition of Essential Schools	COLAGE	Educators for Social Responsibility	Family Equality Council
Gay and Lesbian Alliance Against Defamation	Gay, Lesbian and Straight Education Network	GroundSpark	Heartstrong
Human Rights Campaign	Lambda Legal Defense and Education Fund	The Mathew Shepard Foundation	National Association for the Education of Young Children
National Association of Elementary School Principals	National Association of Independent Schools	National Association for Multicultural Education	National Association of School Psychologists
National Association of Secondary School Principals	National Center for Lesbian Rights	The National Coalition of Anti-Violence Programs	National Gay and Lesbian Task Force
National Council for the Social Studies	National Council of Teachers of English	National Education Association	National Middle School Association
National MultiCultural Institute	National Respect for All Coalition	National School Boards Association	National Staff Development Council
Teaching Tolerance, Southern Poverty Law Center	Transgender Law and Policy Institute	True Colors	U.S. Department of Education Office for Civil Rights

(Kuhlmann, 2013)

The Student Non-Discrimination Act, 2011 (SNDA), is another example of federal legislation as it pertains to LGBT youth in schools. This bill was introduced in March, 2011, but was never enacted (Student Non-Discrimination Act, S.555/H.R. 998. 2011). This act would have created a federal prohibition of discrimination against students for perceived or actual gender identity or sexual orientation. Currently, students are federally protected on the basis of race, religion, national origin, sex, disability and age but are not protected federally based on sexual orientation or gender identity. SNDA would provide the same civil rights protection afforded to students of race and gender. If schools do not respond adequately, students have the right to sue to ensure compliance. Schools may also be at risk for losing federal funds (Student Non-Discrimination Act, S.555/H.R. 998. 2011). “The SNDA is modeled after Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681-1688), which prohibits discrimination on the basis of sex and provides legal recourse to redress such discrimination” (Human Rights Campaign, 2013, para. 4).

Effective support systems for LGBT (Gay, Lesbian, Bi-sexual, and Transgender) students are lacking, as stated by Poland (2010):

The issue of bullying is not a new problem within school systems, as great measures have been initiated by legislators and educators to protect students from physical violence within school buildings. However, the topic of homophobia-and more specifically the victimization of LGBT youth-has not received the same amount of attention (para. 3).

Stop: Discussion and Action



1. The legal responsibilities and liabilities related to providing protection for LGBT students are:
 - a. Social Justice (DOMA, DADT, Gay Marriage)
 - b. Legislation (ACLU, Tinker, Equal Access Act, 14th Amendment, Laws/Policy, SSIA, SNDA)
2. Discuss your personal reactions to legal protection for LGBT students?
3. What information surprised you the most? Why?
4. What will your staff or district do as a result of this knowledge?
5. What will you personally do to apply this new learning?

NOTES:

*See Appendix C for further planning.

Resource Guide: Route 3: Obstacles Preventing LGBT Support



Direction 7: Time and Money

There are indeed many obstacles that prevent school leaders from addressing the issues faced by LGBT students. One obstacle is the issue of time. In today's world of a standards based education, and that currently a total reform with the new common core standards, where do leaders provide time for staff to gain professional development, that is of any quality, around the issue of LGBT bullying and harassment? Currently, bullying prevention and character education programs are in schools, but many do not specifically address LGBT issues. For example, Olweus Bullying Prevention Program is a

“comprehensive approach that includes school wide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools (K-12). The program's goals are to reduce and prevent bullying problems among schoolchildren and to improve peer relations at school. The program has been found to reduce bullying among children, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy.”
(Olweus Bullying Prevention Program, 2014)

There is no doubt this is a quality program based on the research that has been done. However, this program does not specifically address LGBT, but instead focused on ALL students. These authors did note that LGBT students are at higher risk for bullying and they provided a school wide document that can be used with staff. The document is three pages in length and has information about perceptions, impact of bullying, sexual orientation and how adults should respond. Although this information is helpful, it does not adequately provide

comprehensive information for working with LGBT students and truly providing a safe environment at school.

Also available to support schools is stopbullying.gov. This website is to provide a “one-stop access to U.S. Government information on bullying topics and information from various government agencies on what bullying is, what cyber bullying is, who is at risk and how you can prevent and respond to bullying.” (About Us, 2014) The website is a very useful resource. However, when viewing it from the perspective of providing a safe environment for LGBT students, there is very little information that would be considered one stop. LGBT students are distinguished as high-risk groups for bullying on this website. The authors provide a three-page file with some data, effects of bullying, and what a school can do. A list of resources is also given via this website.

In order to see true, long-term change, there will have to be time given to professional development on this specific topic. One session/experience will not fix the issue, according to Greytak & Kosciw (2010). A few pages or paragraphs of information on where to find resources from various sites is a good start, but is simply not enough for LGBT students.

Making school a safe place for LGBT students is not easy and will require careful planning and time. ISSLC Standard #4 (CCSSO, 2008) stated that a leader should “promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources” (p. 14). This issue of directly addressing LGBT students’ needs is one that may cause a ripple effect in the school as the community perhaps may want to understand more clearly why the policy should specifically mention sexual orientation. Because the issue has religious values and political views associated

with it, there is potential for a very volatile situation if not handled appropriately and in collaboration with the community and families.

As the leaders of the school, school administrators play a particularly important role in the school experiences of LGBT youth. They may serve not only as caring adults to whom youth can turn, but they also set the tone of the school and determine specific policies and programs that may affect the school's climate, either positively or negatively. Approximately one in three students (29.3%) reported that their school administration (e.g. principal, vice-principal) was supportive of LGBT students, and a third (33.0%) said their administration was not supportive. (Kosciw et al., 2009, p. 81)

Teachers will need to be adequately prepared to deal with homophobic harassment in schools. In *Teasing to Torment* (2005), teachers were asked how comfortable they were dealing with certain comments made by students. They were asked specifically about negative comments that were religious, racist, homophobic, or sexist. Most of the teachers said they would be comfortable intervening with students if they heard any of these types of remarks. However, this report is in direct conflict with students and their perceptions. "No more than four in ten students report that teachers frequently intervene when they are present when such remarks are made" (Harris Interactive and GLSEN, 2005, p. 36). The most common reason that teachers say they did not intervene is because they do not know who actually made the remark. Other teachers reported that they did not intervene because they did not believe the remark was said to intentionally hurt anyone. "Some of the words and expression that they use are part of their everyday vocabulary. They mean nothing by it because that's the way most students talk" (Harris Interactive and GLSEN, 2005, p. 37). No matter the slang of the day, it is critical that

teachers not turn a blind eye, and instead remain vigilant and attentive to the actual intention behind the words being spoken.

Some good news on the issue is the majority of teachers in the *Teasing to Torment* study (2005) felt that they did “have an obligation to ensure a safe and supportive learning environment for gay, lesbian, bisexual and transgender students” (p. 91). Sadly, 9% of the teachers in this study completely disagreed with this obligation. Knowing how teachers feel means leaders in education still have a lot of work to do. Teachers support the idea of more training for staff, they just do not know how to create the environment. By taking the initiative to spend time educating staff, and subsequently by doing so, financially investing in the future of LGBT students, a district will show that equality for all students is a commitment about which they feel strongly.

Direction 8: Political, Social and Legal Context

ISLLC Standard #6 encourages leaders to ensure the success of ALL students “by understanding, responding to and influencing the large political, social, economic, legal and cultural context” (p. 14). Helping LGBT students to feel safer at school has a political, social, and possibly legal context because it is politically charged, which makes time and money seem like small obstacles in comparison. Opinions regarding the LGBT community will be mixed. There is a religious piece embedded in the belief system around homosexuality, and this creates controversy. Gay-Straight Alliance (GSA) student clubs are on the rise in high schools and a few middle schools across the country, but they are certainly not always a welcomed entity.

The goal of a GSA is to provide a safe, supportive environment for lesbian, gay, bisexual, transgender, questioning (LGBTQ) and straight ally youth to meet and discuss sexual orientation and gender identity issues, and to work to create a school environment free of discrimination, harassment, and intolerance (GSA Network, para. 2).

In a city in Utah, which is largely conservative and Mormon, students in the GSA club were called Satanists (Eckholm, 2011, p. 1). GSA groups for gay students have not been supported in the state of Utah with teachers, administrators, and even legislators trying for years to keep gay support groups out of the schools. Fortunately, the American Civil Liberties Union (ACLU) has “threatened to sue districts that put up arbitrary hurdles” (Eckholm, 2011, p. 1). Many leaders, including Gayle Ruzicka, president of the Utah Eagle Forum, which is a conservative family group, supported keeping gay support groups out of the schools. She believed the clubs were not appropriate in schools saying, “You can talk about providing support, but you’re also creating a

gay recruiting tool” (Eckholm, 2011, p.1). Unfortunately, the true purpose of these groups is often not understood and much education needs to be done in these communities where the definition of a GSA is not clearly comprehended. There was a misconception that these clubs are in existence to recruit homosexuals and discuss forbidden topics. In reality, the GSA just wanted their club to be a place where “gay youths and their supporters can socialize, speak out against discrimination, and sponsor events like the Day of Silence in honor of bullied students” (Eckholm, 2011, p. 2). Regardless of the groups’ intent, schools still continue to resist these groups by trying different tactics such as outlawing all clubs in schools, requiring approval of student officers and/or parents, or prohibiting activities that violate community morals. Ironically, schools are armed with the Equal Access Act (1984). Congress passed this law in the eighties, “mainly to protect Bible study groups in schools.” This same act has become a “prime tool for protecting Gay-Straight Alliances from arbitrary hurdles” (Eckholm, 2011, p.3).

A lack of education about LGBT issues will also be a huge obstacle. As school leaders look at how best to educate students and provide a strong, positive curricular piece, many parents will be frustrated with any LGBT issue being a part of public school curriculum. In 2008, a lesbian student at Jesse Bethel High School in California accused the district of discrimination. She sued with the help of the ACLU and the district settled. Part of the settlement was “to show films and assign homework depicting same-sex families, beginning in elementary school” (Shih, 2011, p.1). This settlement angered many parents in the community as they felt they had a right to decide what was shown to their own children.

Direction 9: Policy

“Principals also report that while nearly all (96%) of their schools have anti-bullying policies, less than half specifically mention sexual orientation (46%) or gender identity or expression (39%)” (Harris & GLSEN, 2005, p. 12). In fact, the 2009 National School Climate survey says, “Only 15 states plus the District of Columbia have comprehensive laws that include sexual orientation, gender identity, and/or gender expression” (Kosciw et al., 2009, p. 19). The 2005 National School Climate Survey indicated that the most “effective policies are ones that include enumerated categories and explicitly state protection based on personal characteristics including sexual orientation and gender identity/expression” (p. 83). Leaders in education need to commit to ensuring a safe learning environment, and if a policy needs to address something specific to help protect all students, then district and school policies should be changed.

“The least common steps implemented to reduce bullying or harassment are clear consequences for school personnel who do not intervene when they witness bullying or harassment or student groups such as Gay-Straight alliance, diversity clubs or anti-violence groups” (GLSEN and Harris Interactive, 2008, p. 43). Many principals will say they have bullying/harassment policies but little has been done to “specifically create a safe environment for lesbian, gay, bisexual or transgender students” (GLSEN and Harris Interactive, 2008, p. 64).

With policies being a possible effort for prevention, it is important to note what is specifically in those policies. “An examination of these policies reveals that there is a great range in what these policies include” (GLSEN and Harris Interactive, 2008, p. 47). Most of the policies in place have procedures for students to report any bullying incidents and consequences

for violating bullying policy also listed. “According to the principals’ report, race/ethnicity (66%) and religion (55%) are specifically mentioned” in policies (GLSEN and Harris Interactive, 2008, p. 47). However, less than half report a policy having specifically identifying sexual orientation or gender identity in their policy. When a policy included these two aforementioned categories, it was considered an LGBT inclusive policy (GLSEN and Harris Interactive, 2008, p. 47). Specifically addressing LGBT students in a policy does make a difference. According to the study, *Teasing to Torment*, 2005, students who said their school has an inclusive LGBT policy, “describe their school as having a better atmosphere regarding bullying” (p. 56). Just because there was an inclusive policy did not mean it made the entire difference, but it was one component that could help improve the school’s climate and atmosphere for LGBT students. Students reported that when their school had an inclusive LGBT policy, they were more likely to feel safer than those students who had policies that did not mention sexual orientation (Harris Interactive and GLSEN, p. 9). The 2011 National School Climate Survey described why comprehensive policy is so important for LGBT students.

When a school has and enforces a comprehensive policy, especially one that also includes procedures for reporting incidents to school authorities, it can send a message that bullying, harassment, and assault are unacceptable and will not be tolerated. It can also send a message that student safety, including the safety of LGBT students, is taken seriously by school administrators. (p. 53)

Policies can play an important role, but how the policy is upheld is another piece of the puzzle. What happens when harassment takes place in a school? What does the student do? What do teachers and administrators do? According to *Teasing to Torment*, 2005, “The most

common reason that students do not report harassment is that they consider it not important or serious” (p. 80). Students believe that things are not serious, or that it is a joke and no harm is meant. Therefore, when students observe harassment of LGBT students, making a report is not a high priority because to them, because the perception is that it is ‘not a big deal’. Many students do not report the incidents because they prefer to ‘handle it’ themselves. One in ten students reported that, “they believe that the staff is powerless to improve the situation” (p. 80). According to one student, when a report is made, “Nothing gets done. If anything, the teasing gets worse. It’s just not worth it” (p. 80). It is of extreme importance to note that LGBT students “are twice as likely as others to mention this as the reason for not reporting” (p. 57).

Direction 10: Prevention

Ultimately, there are several actions that need to be addressed for the future prevention of LGBT students' marginalization. First, teachers must be provided with professional development especially in understanding LGBT issues. "Only 4% of principals report that their schools provide training for staff on LGBT issues" (GLSEN and Harris Interactive, 2008, p. 69). Also needed are policies that clearly identify and protect LGBT students. Student actions, such as providing more tolerant clubs, such as Gay-Straight Alliance are also another way to help support these efforts. However, only "four in ten principals believe that allowing clubs would be helpful" (GLSEN and Harris Interactive, 2008, p. 71). Even fewer principals believed that by having LGBT people, history, and events incorporated into the curriculum would be helpful. It is interesting to note, "no single effort is viewed as considerably more helpful than others" (GLSEN and Harris Interactive, 2008, p. 84).

Stop: Discussion and Action



1. The obstacles preventing LGBT support are:
 - a. Time and Money
 - b. Political, Social & Legal Context
 - c. Policy
 - d. Prevention
2. Discuss your personal reactions to each obstacle.
3. What information surprised you the most? Why?
4. What will your staff or district do as a result of this knowledge?
5. What will you personally do to apply this new learning?

NOTES:

*See Appendix C for further planning.

Resource Guide: Route 4: Programs for LGBT Support



Direction 11: Respect for All Initiative

Fortunately, programs do exist to help meet the challenges to support LGBT students. One such program is New York City Department of Education's "Respect for All Initiative". The goal of the program was to "ensure that every secondary school had at least one staff member who could support LGBT students" (Greytak & Kosciw, 2010, p. 1). "More than 9 in 10 educators (92%) said the training had caused them to do something differently in their educational practices" (Greytak & Kosciw, 2010, p. 9). The report actually evaluated the effectiveness of the training. This type of report had never been done before. The teachers were surveyed three different times before and after the training. They were also compared to teachers who had not completed the training. The focus of the training was to reduce anti-LGBT bias and behavior in school (Greytak & Kosciw, 2010). Many of the participants who were surveyed believed it to be one of the best trainings they had ever had. They even encouraged others to become trained, including teachers, administrators, and anyone that worked with students. The study was quite promising. If New York City experienced this high level of success, perhaps this same success can be shared in other districts and states.

Direction 12: Safe Space Kit

Another promising practice is the Safe Space Kit offered by GLSEN (2011). It is a very simple yet critical way to provide a safe place for LGBT students and is quite affordable. The kit is only \$20.00 and provides resources for teachers. There is a 42-page guide that provides strategies on how to support LGBT students. The kit also supplies Safe Space Stickers to help LGBT students identify those educators who will support them and give them a safe place to talk. “LGBT students who can identify supportive educators are less likely to skip school out of fear for their safety, report higher grade point averages, and have greater educational aspirations” (*The GLSEN Lunchbox*, 2011). The GLSEN Lunchbox is a “comprehensive training program aimed at providing educators and community members with the background knowledge, skills and tools necessary to make schools safer and more affirming places for lesbian, gay, bisexual and transgender students” (*The GLSEN Lunchbox*, 2011). There are 45 exercises that are framed around particular audiences. Also included is a binder with handouts and resources, as well as video clips. The entire lunchbox is \$129.95, which is cost effective, and the return on this investment may be priceless.

Direction 13: Gay-Straight-Alliance Clubs

In working with students, a school, or school district, could create a Gay-Straight-Alliance (GSA) club to support the efforts. The GSA club is open to all students, regardless of their sexual orientation. They have a national charter and it can be run in a public school. GSAs often “advocate for improved policies as part of the Safe Schools Act, educate students and staff about LGBT issues, and provide a safe place for LGBT students and their allies” (Kosciw & Greytak, 2010). GSA clubs’ memberships are definitely on the rise. However, less than a quarter of high school students nationally have a GSA in their school, and students in small towns, rural areas, and the South are least likely to have access to this type of support in school (Kosciw & Greytak, 2010). Research conducted around GSA clubs in schools has found that schools with a GSA have helped send a message that biased language and harassment will not be tolerated. Also important to note is schools with a GSA club showed that students were less likely to miss school. GSA clubs may also help LGBT students know which staff members will offer the greatest support. This support can in turn have a positive effect on their academic achievement (Kosciw & Greytak, 2010). Students feel like they have a place to belong and a support system in place if needed. Schools should support the formation of a GSA club because it can help to provide a safer school climate. These clubs of tolerance can actually help with getting school policies changed to address sexual orientation. GSA can also provide trainings for administrators, staff, and others. When thinking about the safe schools initiative, GSA clubs can help promote a positive change. The change will hopefully be something that can endure for years to come (Kosciw & Greytak, 2010).

Stop: Discussion and Action



1. Some research-based programs that provide support to LGBT students are:
 - a. Respect for All Initiative
 - b. Safe Space Kit
 - c. Gay-Straight-Alliance Clubs
2. Discuss your personal reactions to each program.
3. What program seems most effective for your school or district? Why?
4. What will your staff or district do as a result of this knowledge?
5. What will you personally do to apply this new learning?

NOTES:

*See Appendix B for resources.
*See Appendix C for further planning.

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Resource Guide: Appendix A: Definition of Terms

Because this is a new arena for professional learning in schools, many terms are colloquialisms, so these definitions serve as a guide and helpful resource for those unfamiliar with terminology related to LGBT. Based on the review of the literature in addition to current non-scholarly articles and media, including television, movies, music, and internet, these terms are in the process of becoming adopted by popular culture, or have already become part of the LGBT community's popular lexicon, and therefore a priority for administrators to have knowledge of.

Ally	Someone who offers support and solidarity with the LGBTQPIA community (glsencincinnati.org, 2013).
Androgynous	From the Latin roots for male (andro) and female (gyne). An androgynous person may identify and appear as both male and female, or as neither male nor female, or as in between male and female. This person also may or may not exhibit the behaviors of the two traditional genders, thus making it difficult for others to place them into a specific gender category (GLSEN, 2001).
Bisexual	Capable of being physically, sexually and emotionally attracted to both men and women (PFLAG Charlotte, 2013).

Gay	A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of the same sex. Although gay can refer to both males and females, many prefer the term ‘lesbian’ for females. Gay is sometimes used as an umbrella term to refer to all lesbian, gay and bisexual people, but some prefer the more inclusive term ‘LGBTQIQ’ (Safe Space Allies Program, 2013).
Gender	A social construct based on a group of emotional, behavioral and cultural characteristics attached to a person’s assigned biological sex. The gender construct then classifies an individual as feminine, masculine, androgynous or other. Gender can be understood to have several components, including gender identity, gender expression and gender role (Safe Space Allies Program, 2013).
Gender Expression	An individual’s physical characteristics, behaviors and presentation that are linked, traditionally, to either masculinity or femininity, such as: appearance, dress, mannerisms, speech patterns and social interactions (Safe Space Allies Program, 2013).
Gender Identity	How we identify ourselves in terms of our gender. Identities may be: male, female, androgynous, transgender and others (Safe Space Allies Program, 2013).
Heterosexism	Assumption that everyone is heterosexual, or that being heterosexual is normal or better. Also, the system of benefits or privileges given to individuals who identify as heterosexual (PFLAGCharlotte, 2013).

Heterosexual	A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of another sex (specifically, a male who is attracted to some females or a female who is attracted to some males). Often referred to as ‘straight’ (Safe Space Allies Program, 2013).
Homophobia	An irrational fear or aversion to homosexuality or lesbian, gay or bisexual people (Safe Space Allies Program, 2013).
Homosexual	An identity of a person who is sexually and emotionally attracted to some members of their own sex; originated in the medical and psychological professions. Currently, many prefer the term lesbian or gay (Safe Space Allies Program, 2013).
Intersex	A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. (Safe Space Allies Program, 2013).
Lesbian	A sexual orientation and/or identity of a person who is female-identified and who is sexually and emotionally attracted to some other females (Safe Space Allies Program, 2013).
LGBTQIQ	An umbrella term referring collectively to people who identify as lesbian, gay, bisexual, transgender, questioning, intersex and/or queer. In the past ‘gay’ was used as a general, overarching term, but currently the more inclusive terms LGBTQ and LGBTQIQ are regularly used and preferred by many LGBTQIQ people and allies (Safe Space Allies Program, 2013).
Outing	The public disclosure of the covert homosexuality of a prominent person especially by homosexual activists. (‘Outing,’ n.d.)

Queer	An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to heteronormative society. While it is used as a neutral, or even a positive term among many LGBTQIQ people today, historically it has been used negatively and is still considered derogatory by many. Typically, the term is used by those who self-identify as such (Safe Space Allies Program, 2013).
Questioning	An identity of a person who is uncertain of their sexual orientation/identity and/ or their gender orientation/identity (Safe Space Allies Program, 2013).
Sexual Identity	What we call ourselves in terms of our sexuality. Such labels include ‘lesbian,’ ‘gay,’ ‘bisexual,’ ‘queer,’ ‘heterosexual,’ ‘straight,’ and many more (Safe Space Allies Program, 2013).
Sexual Orientation	To whom a person is romantically, erotically and/or physically attracted. Persons usually become aware of their sexual orientation around puberty (PFLAGCharlotte, 2013).
Transgender	An identity of a person whose gender identity is not aligned with their sex assigned at birth and/or whose gender expression is non-conforming (Safe Space Allies Program, 2013).

Enumeration	When a law enumerates categories it usually identifies types of individuals or things that need to be protected. We generally refer to these individuals or things as groups or classes. Anti-Bullying and harassment bills are designed to address the needs of students who experience bullying and harassment in their schools. This is best achieved through a policy which both requires that all students are protected from bullying and harassment and also specifies categories of students who must be included by name (e.g., LGBT students) (<i>www.glsen.com</i> , 2010).
Title IX	Federal law passed in 1972 that requires gender equity for boys and girls in every educational program that receives federal funding (<i>titleix.info</i> , 2013.)
Don't Ask, Don't Tell (DADT)	Under the terms of the repeal of DADT in 2010, homosexuals serving in the military were not allowed to talk about their sexual orientation or engage in sexual activity, and commanding officers were not allowed to question service members about their sexual orientation (DADT, 2013).
Safe Schools Improvement Act (SSIA)	The Safe Schools Improvement Act would require all schools to create and enforce anti-bullying policies that would protect students against all bullying, including bullying on the basis of sexual orientation or gender identity or if a student has LGBT parents or friends (Family Equality Council, 2013).
Student Non-Discrimination Act (SNDA)	The Student Non-Discrimination Act is a federal bill that would prohibit bullying, harassment, and discrimination against students because of their sexual orientation or gender identity or because they have LGBT parents or friends (Family Equality Council, 2013).

Resource Guide: Appendix B: List of Helpful Resources

American Civil Liberties Union (ACLU)

<https://www.aclu.org/lgbt-rights>

<https://www.aclu.org/lgbt-rights/lgbt-basic-rights-and-liberties>

Gay-Straight Alliance (GSA)

<http://www.gsanetwork.org/about-us>

GLSEN

www.glsen.org

<http://glsen.org/educate/resources>

Educator Guides

LGBT Inclusive Curriculum

Lesson Plans

<http://glsen.org/educate/professional-development>

Toolkits

Webinars

Workshops

NYC Department of Education – Respect for All

<http://schools.nyc.gov/RulesPolicies/RespectforAll/default.htm>

Peter DeWitt

Website: <http://www.petermdewitt.com/Home.html>

Book: Dignity for All: Safeguarding LGBT Students

Blog: Finding Common Ground:

http://blogs.edweek.org/edweek/finding_common_ground/?intc=thed

Resource Guide: Appendix C: GPS Your Destination

*This plan can be used for your classroom, building or district

Goal	Action Strategy	Strategy Champion	Outcome Expected	Timeline	Resources Needed	Cost

Chapter 5 - Conclusion

Introduction

Chapter 5 summarizes the research and development items used to create *Paving the Way for LGBT Students in Schools: A Road Map for Educational Leaders*. This chapter also discusses the questions used for research, results, reflections, conclusions, dissemination, and recommendations for future research.

Summary of Activities

The purpose of this dissertation was to research, develop, and validate a resource guide to enable school leaders to provide positive support for LGBT students. The resource guide was intended to provide leaders a way to move forward, ensuring the safety of LGBT students. School leaders need a comprehensive, ‘one-stop’ guide to help them know: (1) key issues related to providing positive support for LGBT students; (2) legal responsibilities and liabilities related to providing protection for LGBT students; (3) obstacles preventing leaders from addressing the issues; and (4) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students.

This dissertation was organized using Gall, Borg, and Gall’s (2007) research and development (R & D) methodology. This methodology was selected to help the researcher create a product to fill an educational need. Gay, Mills & Airasian (2009) defined research and development (R&D) as:

The process of researching consumer needs and then develop products to fulfill those needs. The purpose of R&D efforts in education is not to formulate or test theory but to develop effective products for use in schools. School personnel who are the consumers

of R&D endeavors may for the first time really see the value of education research. (p. 18)

An extensive review of literature began in Spring 2011 and continued until Spring 2013. The review of literature needs assessment, and proof of concept for the resource guide was completed in Fall 2013. The researcher identified the need by gathering information from experts as well as continuing additional review of literature through December 2013. During this time, the researcher developed a prototype of the resource guide. In January 2014, the researcher conducted a Preliminary Field Test of the prototype. The researcher decided the number of people and sites to be sampled, who was sampled, and how the sampling was given. For this test, two to four educational leaders and/or practitioners in education in a large size Kansas school district (Class 5A or 6A) were sought: two to four educational leaders and/or practitioners in education in a medium size Kansas school district (Class 3A or 4A): two to four educational leaders and/or practitioners in education in a small size Kansas school district (Class 1A or 2A). Kansas State High School Athletics Association (KSHSAA) defined classifications. Educational leaders or practitioners in education were defined as making an impact at the building or district level (i.e. superintendent, principal, assistant principal, counselor, school psychologist, team leader, coach, sponsor, department head, etc.) The researcher outlined the expert's qualifications in Table 3.3.

A total of 18 people were contacted to take part in the preliminary field test. They were contacted via email on January 6, 2014. Experts were selected and sent an informed consent form. (Appendix B) Preliminary Field Test Instructions were created and sent to experts.

(Appendix E & F) A reminder email was sent on January 12, 2014 and experts were given a due date of January 19, 2014 to participate in the preliminary test. On January 19, 2014, a total

of nine leaders in education had provided feedback and all classifications were represented. Revisions were made to the prototype based on expert feedback from the preliminary field test.

The main field test was conducted in February, 2014. For this test, two to four educational leaders and/or practitioners in education in a large size Kansas school district (Class 5A or 6A) were sought; two to four educational leaders and/or practitioners in education in a medium size Kansas school district (Class 3A or 4A); two to four educational leaders and/or practitioners in education in a small size Kansas school district (Class 1A or 2A). Kansas State High School Athletics Association (KSHSAA) defined classifications. Educational leaders or practitioners in education were defined as making an impact at the building or district level (i.e. superintendent, principal, assistant principal, counselor, school psychologist, team leader, coach, sponsor, department head, etc.) The researcher outlined the experts' qualifications in Table 3.16.

A total of 47 people were contacted to take part in the main field test. They were contacted via email on February 11, 2014. Experts were selected and sent an informed consent form. (Appendix B) Main field test instructions were created and sent to experts. (Appendix G & H) A reminder email was sent on February 21, 2014 and experts were given a due date of February 28, 2014 to participate in the main field test. On February 28, 2014 a total of 17 leaders in education had provided feedback and all classifications were represented.

Research Questions and Results

The purpose of this dissertation was to research, develop, and validate a resource guide to enable school leaders to provide positive support for LGBT students. The researcher developed the following questions:

* What are key issues related to providing positive support for LGBT students?

- * What are the legal responsibilities and liabilities related to providing protection for LGBT students?
- * What are the obstacles preventing leaders from addressing the issues
- * What are the existing programs being used to help school leaders meet the challenges of support in order to provide a quality of education for these students?

Reflections

The researcher believed this topic to be a necessary endeavor when she started the process in 2011. At the time, the researcher was a building level school administrator and worked with a number of LGBT students but felt helpless with what they needed and why. Since that time, the researcher has become an executive director in a school district and still believes in the need for this type of guide.

Conclusions

The purpose of this dissertation was to research, develop, and validate a resource guide to enable school leaders to provide positive support for LGBT students. The resource guide was intended to provide leaders a way to move forward, ensuring the safety of LGBT students. School leaders need a comprehensive, ‘one-stop’ guide to help them know: (1) key issues related to providing positive support for LGBT students; (2) legal responsibilities and liabilities related to providing protection for LGBT students; (3) obstacles preventing leaders from addressing the issues; and (4) existing research-based practices and field-tested model programs to help school leaders meet the challenges of support in order to provide a quality of education for these students.

Dissemination

A final resource guide may be disseminated in a number of ways.

1. The guide could be developed into an interactive website.
2. The guide could be developed into a notebook/binder.
3. The guide could be published as a book to be used for book studies in the field.
4. The researcher was encouraged to create a presentation to present at national, state and local level conferences for school administrators.

Recommendations for Future Research

The following are recommendations for future studies for providing positive support for LGBT students: Educational leaders are expected to possess vast amounts of knowledge and often find information through multiple resources such as websites, books, blogs and articles. School leaders today also have a myriad of overwhelming expectations. They are responsible for instructional leadership, high stakes testing, curriculum development, creating a safe culture, evaluation of staff, managing building needs, communicating with stakeholders, providing professional development and, of course, dealing with unexpected events and issues. However, school leaders should never say they are too busy to understand what LGBT students need to feel safe in schools. Federal laws, such as the Equal Access Act and the Equal Protection Clause provide legal protection to LGBT students, and thus, schools leaders must take responsibility for their safety.

Research questions could consist of the following: What is necessary for school leaders to feel comfortable providing professional learning for staff regarding LGBT students? What are the reasons school leaders do not embrace providing support specifically for LGBT students?

Another research recommendation could be to study ways to implement the use of this type of resource guide. What would be effective ways to get school leaders and staff to use it? What type of action plan would best fit implementing positive supports for LGBT students in schools?

If working with a publisher, future research could be done on product development. A future researcher could study how this type of product could be marketed and available to school leaders and in what type of format especially since the subject matter is every changing.

Summary

Public and private school students should not fear being lesbian, gay, bi-sexual or transgender in school. LGBT students are factually and eradicably a part of the general population and must help protect them at school. Leaders in education have a legal responsibility to protect all students, including LGBT students. This resource guide provides key issues for leaders for positive support for LGBT students, legal responsibilities and liabilities related to the protection of LGBT students, obstacles preventing leaders from achieving the proper level of protection, and research-based practices currently being used. This resource guide is to aid those in leadership roles to create a strong framework for building accepting, caring, safe schools for the LGBT population. Leaders in education must understand the specific impact that bullying has on LGBT students and consequently its impact on their education.

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Appendix A - Needs Assessment & Proof of Concept Letter

Dear Colleague,

My name is Kristen Kuhlmann and I currently work in the Emporia School District as the Executive Director for Secondary Education. I am also working toward earning my Doctorate from Kansas State University.

During my time as a principal, I worked with a number of students who identified themselves as lesbian, gay, bi-sexual or transgender (LGBT). I never felt as though I had the tools necessary to truly help them feel safe at school. When it came time to decide on a topic for my dissertation, I did not hesitate in deciding to research and develop a resource guide to provide positive supports for LGBT students.

Thank you very much for taking your time and answering a few questions that have been developed for the needs assessment and proof of concept stage of my work. You were selected because you are considered an expert in the educational field and currently serving at the district, city or state level presently working with educational policy. Your reactions and comments will help to provide essential feedback for developing and refining a preliminary prototype resource guide.

INSTRUCTIONS:

Review and sign the [Informed Consent Form - Link](#)

Review *Paving the Way for LGBT Students in Schools: A Roadmap for Educational Leaders* Table of Contents

Complete the [Needs Assessment Feedback Form Link](#)

Your feedback will be submitted to the researcher.

Your name will be kept confidential and will not be used in the literature review or resource guide.

I respectfully request that you return the all of the items by **October 12, 2013**. If you printed and made comments directly on the resource guide that you believe would be valuable to my work, please either scan those pages to me at kristen.kuhlmann@usd253.net or contact me via phone/email, and I will arrange for you to have a paid postage envelope.

I want to thank you again for participating in the field test portion of the research. Your time is appreciated.

Sincerely,

Kristen Kuhlmann

CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS:

Teresa Miller, tmiller@ksu.edu, 785 532 5609; Kristen Kuhlmann, kristen.kuhlmann@usd253.net, 316-305-4012

Appendix B - Informed Consent Form

The Informed Consent Form was created as a Google form. The feedback collected was only visible to the researcher via password protected Google spreadsheet. The form can be viewed using this link: [Informed Consent Form Link](#)

What is your name? Your name will never be used in any of the literature review or resource guide.

What is your current job title? Your title may be used in the literature review and/or proposed resource guide.

What is the size of your district? Please use the KSHSAA Classifications. (1A-6A).

My participation in this dissertation is purely voluntary. I understand that my refusal to participate will involve no penalty or loss of benefits to which I am otherwise entitled and that I may discontinue participation at any time without penalty of loss of benefits to which I am otherwise entitled.

Yes, I understand

No, I do not understand

I need further information

Research and development projects require feedback from professionals and the acknowledgment of those professionals in the support documents. I understand that I am considered a professional in the field and my contribution will be recognized in the finished dissertation.

Yes, I understand

No, I do not understand

I need further information

If I have questions about the rationale or method of the student, I understand that I may contact: Kristen Kuhlmann Unified School District #253 1700 W. 7th Emporia, KS. 66801 316-305-4012 Kristen.Kuhlmann@usd253.net OR Dr. Teresa Miller Kansas State University 318 Bluemont Manhattan, KS. 66506 785-532-5609 tmiller@k-state.edu

Yes, I understand

No, I do not understand

I need further information

If I have questions about the rights of subjects in this dissertation or about the manner in which the study is conducted, I may contact the Chairperson of the Committee on Research Involving Human Subjects, 1 Fairchild Hall, Kansas State University, Manhattan, KS 66506, at 785-532-3224.

Yes, I understand

No, I do not understand

I need further information

By typing my name in the following box I certify the above statements to be true and correct, to the best of my knowledge, and that this information can be used for the purpose research and development of a resource guide

Appendix C - Proposed Table of Contents

Introduction

Who Should Use this Resource Guide?

How Should You Use this Resource Guide?

Part 1

Impact hostile school environments have on LGBT students

Legal Issues

Rights of LGBT students protected by Federal Law

Safe Schools Improvement Act (SSIA)

Student Non-Discrimination Act (SNDA)

Don't Filter Me Campaign

Part 2

Developing the "Roadmap to LGBT Inclusion"

Executing staff training for the "Roadmap to LGBT Inclusion"

Appendix A - Definition of Terms

Appendix B - Relevant Court Cases

Appendix D - Needs Assessment Feedback Form

What is your name? Your name will never be used in the literature review or proposed resource guide.

What is your current job title? Your title may be used in the literature review and/or proposed resource guide.

What is the size of your district? Please use the KSHSAA Classifications. (1A-6A).

In your opinion, what do you see as issues concerning LGBT student safety in schools?

How great a need do you feel there is for a comprehensive resource guide for school leaders to help provide support for LGBT students in schools?

What do you believe are the greatest challenges school leaders face in regards to LGBT student safety in school?

In your eyes, what are the critical things school leaders should know about LGBT students in schools?

How important do you think it is for school leaders to understand the need for support for LGBT students? (Scale of 1-5)

What do you see teachers doing concerning positive support for LGBT students?

How might the district benefit from having a comprehensive resource available for their school leaders?

What sources are you familiar with which deal specifically with positive support for LGBT students in schools?

What additional questions should I have asked concerning what school leaders should know in regards to LGBT students?

Appendix E - Preliminary Field Test Instructions

The Preliminary Field Test Instructions were created in a Google form. The feedback collected was only visible to the researcher via password protected Google spreadsheet. The form can be viewed using this link: [*Preliminary Field Test Instructions*](#).

Thank you very much for taking your time and participating as a field test reviewer for, “Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders.” Your reactions, comments, criticism and opinions will help to provide essential feedback for refining and improving the resource guide and make it more valuable for leaders in education.

INSTRUCTIONS

Review and electronically sign the [*Informed Consent Form Link*](#)

Request a copy of “Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders” using this [*Request Form Link*](#)

Review “Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders” in its entirety.

Complete the [*Preliminary Test Evaluation Form Link*](#)

Your feedback will be submitted to the researcher.

Your name will be kept confidential and will not be used in the literature review or resource guide.

I respectfully request that you return the all of the items by **ENTER DATE**. If you printed and made comments directly on the resource guide that you believe would be valuable to my work, please either scan those pages to me or contact me, and I will arrange for you to have a paid postage envelope.

I want to thank you again for participating in the field test portion of the research. Your time is appreciated. If you have any questions or comments, please do not hesitate to call me at 316-305-4012.

Sincerely,

Kristen Kuhlmann

Appendix F - Preliminary Field Test Evaluation Form

The Preliminary Field Test Evaluation Form was created in a Google form. The feedback collected was only visible to the researcher via password protected Google spreadsheet. The form can be viewed using this link: [Preliminary Field Test Evaluation Form](#).

Evaluation form for: "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders."

CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS:

Teresa Miller, tmiller@ksu.edu, 785 532 5609;

Kristen Kuhlmann, kristen.kuhlmann@usd253.net, 316-305-4012

Provided Support

Does this road map provide tools needed for a school/district to provide a safe environment for LGBT students?

1 - No tools are provided. 2 - Some tools are provided. 3 - No Opinion 4 - Many tools are provided. 5 - All tools are provided. Unable to answer

Does this road map provide facts needed for a school/district to provide a safe environment for LGBT students?

1 - No facts are provided. 2 - Some facts are provided. 3 - No opinion 4 - Many facts are provided. 5 - All of the facts are provided. Unable to answer

Does this road map provide methods to perform and manage this project so a school/district to provide a safe environment for LGBT students?

1 - No methods are provided. 2 - Some methods are provided. 3 - No Opinion 4 - Many methods are provided. 5 - All methods are provided. Unable to answer

How would this road map affect most stakeholders in your community, district or school?

1 - All stakeholders will be against it.	2 - 2 - Many stakeholders will be somewhat against it.	3 - No Opinion	4 - Some stakeholders will champion for this road map.	5 - Many stakeholders will champion for this road map.	Unable to answer
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Would this road map fit into the strategic plan of your school/district?

1 - This roadmap would weaken a strategic plan.	2 - This roadmap would not fit with a strategic plan.	3 - No Opinion	4 - This roadmap would fit with a strategic plan.	5 - This roadmap will strengthen a strategic plan.	Unable to answer
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How would this road map affect most stakeholders in your community, district or school?

1 - Stakeholders will be against it.	2 - Stakeholders will be somewhat against it.	3 - No Opinion	4 - There are some stakeholders that will champion for this road map.	5 - There are many stakeholders that will champion for this road map.	Unable to answer
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Content

Content of the roadmap is presented in a logical sequence?

1 - Content is not presented in a logical sequence.	2 - Content is somewhat presented in a logical sequence.	3 - No Opinion	4 - Content is presented in a logical sequence.	5 - Content is presented in a highly logical sequence.	Unable to answer
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Roadmap has appropriate grammar and vocabulary?

1 - Grammar & vocabulary is weak.	2 - Grammar & vocabulary is somewhat weak.	3 - No Opinion	4 - Grammar & vocabulary is appropriate.	5 - Grammar & vocabulary is excellent.	Unable to answer
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Road map is appealing to reader?

1 - Roadmap is not appealing to reader.	2 - Roadmap is somewhat appealing to reader.	3 - No Opinion	4 - Roadmap is appealing to reader.	5 - Roadmap is highly appealing to reader.	Unable to answer
---	--	----------------	-------------------------------------	--	------------------

Roadmap content is based on current information?

1 - Content is not based on current information.	2 - Content is somewhat based on current information.	3 - No Opinion	4 - Content is based on current information.	5 - Content is highly based on current information.	Unable to answer
--	---	----------------	--	---	------------------

Roadmap content is relevant?

1 - Content is not relevant to the school/district.	2 - Content is somewhat relevant to the school/district.	3 - No Opinion	4 - Content is relevant to the school/district.	5 - Content is highly relevant to the school/district.	Unable to answer
---	--	----------------	---	--	------------------

Practicality

Practical for school leaders?

1 - Not practical for school leaders. 2 - Somewhat practical for school leaders. 3 - No Opinion 4 - Practical for school leaders. 5 - Highly practical for school leaders. Unable to answer

Provides new information?

1 - Roadmap provides no new information. 2 - Roadmap provides some new information. 3 - No Opinion 4 - Roadmap provides new information. 5 - Roadmap provides a lot of new information. Unable to answer

Does this roadmap adequately provide resources to help leaders with LGBT students?

1 - Roadmap provides no resources. 2 - Roadmap provides some resources. 3 - No Opinion 4 - Roadmap provides resources. 5 - Roadmap provides many resources. Unable to answer

Responsiveness/Innovativeness

Does this roadmap provide unique resources to help leaders with LGBT students?

1 - Roadmap provides no unique resources. 2 - Roadmap provides some unique resources. 3 - No Opinion 4 - Roadmap provides unique resources. 5 - Roadmap provides many unique resources. Unable to answer

What improvements should be made in the writing and format of the road map?

What recommendations do you have for making the text more comprehensible?

What parts of the content do you believe would be most helpful to school leaders?

What parts of the content do you believe would be least helpful to school leaders?

What are the strengths of "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?"

What are the constraints of "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?"

In what format would you most prefer to have a comprehensive resource guide available to you?

Book

Notebook Binder

Digital/Website

Other:

Use this section to record specific comments about pages in the road map.

Please be sure to include the page number with your comment.

Appendix G - Main Field Test Instructions

The Main Field Test Instructions were created in a Google form. The feedback collected was only visible to the researcher via password protected Google spreadsheet. The main field test instructions can be viewed using this link: [*Main Field Test Instructions*](#)

Thank you very much for taking your time and participating as a field test reviewer for, “Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders.” Your reactions, comments, criticism and opinions will help to provide essential feedback for refining and improving the resource guide and make it more valuable for leaders in education.

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I want to thank you again for participating in the field test portion of the research. Your time is appreciated. If you have any questions or comments, please do not hesitate to call me at 316-305-4012.

Sincerely,

Kristen Kuhlmann

Appendix H - Main Field Test Evaluation Form

The Main Field Test Evaluation Form was created in a Google form. The feedback collected was only visible to the researcher via password protected Google spreadsheet. The form can be viewed using this link: [Main Field Test Evaluation Form](#)

Evaluation form for: "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders."

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Teresa Miller, tmiller@ksu.edu, 785 532 5609;

Kristen Kuhlmann, kristen.kuhlmann@usd253.net, 316-305-4012

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--------------------------------------	---	----------------	---	---	------------------

Content

Content of the roadmap is presented in a logical sequence?

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Roadmap has appropriate grammar and vocabulary?

1 - Grammar & vocabulary is weak.	2 - Grammar & vocabulary is somewhat weak.	3 - No Opinion	4 - Grammar & vocabulary is appropriate.	5 - Grammar & vocabulary is excellent.	Unable to answer
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Roadmap content is relevant?

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What are the constraints of "Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders?"

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Book

Notebook Binder

Digital/Website

Other:

Use this section to record specific comments about pages in the road map.

Please be sure to include the page number with your comment.

Appendix I - Debriefing Letter

A debriefing letter was created in a Google form. The feedback collected was only visible to the researcher via password protected Google spreadsheet. The debriefing letter can be viewed using this link: [Debriefing Letter](#)

Thank you for your participation in this dissertation. Your time and feedback is greatly appreciated.

The purpose of the study was to research, develop and validate a school leader's resource guide for positive supports for lesbian, gay, bi-sexual, transgender students (LGBT) in public and private PK-12 schools.

You may decide that you do not want your feedback used in this research. If you would like your feedback removed from the study and permanently deleted please check the appropriate box.

- I do not want my feedback used in this research
- Thank you for allowing me to provide feedback. I am looking forward to seeing the final resource guide

Whether you agree or do not agree to have your data used for this dissertation, you will receive ***"Paving the way for LGBT Students in Schools: A Road Map for Educational Leaders"***, for your participation.

If you would like to receive a copy of the final report of this dissertation (or a summary of the findings) when it is completed, please check the appropriate box.

- Yes, I would like to receive a copy of the summary of findings
- No, I would not like to receive a copy of the summary of findings

Please submit your responses.

CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS:	Teresa Miller, tmiller@ksu.edu , 785 532 5609; Kristen Kuhlmann, kristen.kuhlmann@usd253.net , 316-305-4012
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