

**HOMOPARENTAL FAMILIES,
TRANSPARENTAL FAMILIES,
HOMOPHOBIA AND TRANSPHOBIA**

INSTITUTIONAL CLIMATE SURVEY



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2020 Edition



CFLGBT+



HOMOPARENTAL FAMILIES, TRANSPARENTAL FAMILIES, HOMOPHOBIA AND TRANSPHOBIA: INSTITUTIONAL CLIMATE SURVEY

Before taking a specific course of action, a school's current attitudes, practices and progress must first be evaluated. The following survey can help you to assess where your school stands in the fight against homophobia and transphobia and the inclusion of homoparental and transparental families.

After evaluating your school's degree of openness, you can consult the "Best Practices" module for future initiatives and strategies. The survey can then be used on a regular basis to track your school's progress.

POLICIES AND THE ROLE OF THE ADMINISTRATION

- 1 **The school has anti-discrimination and anti-harassment policies that contain specific statements that prohibit homophobic, transphobic and racist insults and harassment.**
- Yes No Don't know
- 2 **The institution's administration and policies clearly support homoparental and transparental families, making school personnel feel at ease when discussing the subject.**
- Strongly agree Somewhat agree Disagree Don't know
- 3 **The school's code of conduct makes it clear that any homophobic, transphobic or racist words, actions or violence will not be tolerated.**
- Yes No Don't know

SENSITIZATION OF PERSONNEL

- 4 **Employees are relatively open and receptive to staff training on LGBT+ families, homophobia, transphobia, cissexism and heterosexism.**
- Strongly agree Somewhat agree Disagree Don't know
- 5 **All staff members, including support personnel, have an adequate understanding of the issues related to homophobia, transphobia and homophobic/transphobic insults, and know that these insults can impact children from LGBT+ families, as well as all other children.**
- Strongly agree Somewhat agree Disagree Don't know
- 6 **Information on LGBT+ families, homophobia, transphobia, heterosexism and cissexism is readily available at school. This information allows personnel to increase their knowledge.**
- Yes No Don't know

EDUCATIONAL MATERIAL

7

Posters and other resources in classrooms and around the school reflect family diversity and are inclusive of LGBT+ families.

- Strongly agree Somewhat agree Disagree Don't know

8

Material is displayed in such a way that LGBT+ parents can see it and feel welcome in the school.

- Strongly agree Somewhat agree Disagree Don't know

9

Books and educational material that include positive images of LGBT+ people and LGBT+ families: (CHECK ALL THAT APPLY)

- Are found in classrooms and the library in sufficient quantity and are varied.
 Are present, are clearly displayed and available to all students and employees.
 Are not available.
 Are in the library, but access is limited.

INCLUSIVE LANGUAGE

10

All educators in the school know how to use the words 'gay', 'lesbian', 'bisexual' and 'trans' appropriately, and can recognize and respond to homophobic insults.

- Strongly agree Somewhat agree Disagree Don't know

11

At school, children do not use words like 'gay,' 'fag,' 'homo,' 'dyke,' 'lesbian,' etc. as insults.

- Strongly agree Somewhat agree Disagree Don't know

12

Administrators and personnel use terms like 'spouse,' 'parent,' and 'guardian' rather than 'husband,' 'wife,' 'mother' and 'father.'

- Strongly agree Somewhat agree Disagree Don't know

CLASSROOM ACTIVITIES AND ACTIONS

13

In the school community, when it comes to being inclusive towards LGBT+ families in the curriculum, adults: (CHECK ALL THAT APPLY)

- Are strongly opposed and believe that it is dangerous to expose children to LGBT+ people and issues.
- Are not comfortable with it and think that including LGBT+ content could have a negative impact on students.
- Understand the importance of addressing the topic, are ready to work towards a more inclusive environment, but haven't taken much action yet.
- Have made inclusion a priority as part of a larger movement towards social justice, and are ready for personnel to take part and devote class time to the subject.

14

In our school, it is understood that children from LGBT+ families have the right to see their families reflected in the curriculum.

- Strongly agree Somewhat agree Disagree Don't know

15

Teachers use different occasions (such as Valentine's Day, Mother's Day and Father's Day) to compare and contrast different types of families.

- Strongly agree Somewhat agree Disagree Don't know

CHILDREN'S ROLE

16

Students assume a certain responsibility towards homophobia, transphobia and homophobic/transphobic bullying, and are encouraged to step in when problems arise.

- Strongly agree Somewhat agree Disagree Don't know

17

Children use the words 'gay', 'lesbian', 'bisexual' and 'trans' appropriately and not as insults.

- Strongly agree Somewhat agree Disagree Don't know

CHILDREN'S ROLE (CONTINUED)

18

The general attitude of our students towards LGBT+ families is that: (CHECK ALL THAT APPLY)

- They don't know anything about LGBT+ families, but they feel that anything associated with the words 'gay', 'lesbian', 'bisexual' and 'trans' is negative.
- Due to a lack of understanding, they are embarrassed.
- They are respectful of LGBT+ families and feel compassionate about the challenges they face.
- They accept and appreciate different types of families.

PARENTAL INVOLVEMENT

19

LGBT+ parents are invited to attend meetings with their partners and are welcomed into the school.

- Strongly agree
- Somewhat agree
- Disagree
- Don't know

20

Parents from different types of families and from different cultural or ethnic origins are invited to participate in school activities in order to better represent the diversity of the school community.

- Strongly agree
- Somewhat agree
- Disagree
- Don't know

21

LGBT+ families are:

- Completely invisible in the school community.
- Somewhat visible.
- Visible and fully integrated into school life, feel safe and can disclose their sexual orientation.

NOTES/COMMENTS: _____

