

LGBTQ INCLUSIVE: ACTION PLANNING

SCHOOL-WIDE STEPS

All students deserve a safe, affirming, and inclusive school environment. Addressing anti-LGBTQ bias, understanding the complex nature of students' identities and promoting their health and well-being helps us achieve this goal.

In general, I would rate my school's efforts to meet the needs of all students, regardless of sexual orientation and gender identity and gender expression, as:

- Beginning:** Initial stages of change. Very little to no implementation. Limited or vague understanding of the issues.
- Exploring:** Beginning stages of implementation and change. Early stages of understanding student needs and benefits of change.
- Developing:** Intermediate stages of implementation and change. Moderate understanding of student needs and benefits of change.
- Excelling:** Well developed and comprehensive implementation. Thorough and complex understanding of needs and benefits of change.

In order to create a safer and more affirming school environment, I recommend that my school take the following actions:

Action	Person Responsible	I am willing and able to help:
1.		<input type="checkbox"/> Yes <input type="checkbox"/> No
2.		<input type="checkbox"/> Yes <input type="checkbox"/> No
3.		<input type="checkbox"/> Yes <input type="checkbox"/> No
4.		<input type="checkbox"/> Yes <input type="checkbox"/> No
5.		<input type="checkbox"/> Yes <input type="checkbox"/> No

PERSONAL STEPS

In general, I would rate my school’s efforts to meet the needs of all students, regardless of sexual orientation and gender identity and gender expression, as:

- Beginning:** Initial stages of change. Very little to no implementation. Limited or vague understanding of the issues.
- Exploring:** Beginning stages of implementation and change. Early stages of understanding student needs and benefits of change.
- Developing:** Intermediate stages of implementation and change. Moderate understanding of student needs and benefits of change.
- Excelling:** Well developed and comprehensive implementation. Thorough and complex understanding of needs and benefits of change.

Action	Person Responsible	Timing
1.		<input type="checkbox"/> Immediately <input type="checkbox"/> This year <input type="checkbox"/> Next year
2.		<input type="checkbox"/> Immediately <input type="checkbox"/> This year <input type="checkbox"/> Next year
3.		<input type="checkbox"/> Immediately <input type="checkbox"/> This year <input type="checkbox"/> Next year
4.		<input type="checkbox"/> Immediately <input type="checkbox"/> This year <input type="checkbox"/> Next year
5.		<input type="checkbox"/> Immediately <input type="checkbox"/> This year <input type="checkbox"/> Next year

DID YOU PARTICIPATE IN THIS ACTIVITY? TELL US HOW IT WENT AND WHAT COULD HAVE BEEN BETTER! EMAIL US AT **STUDENTS@GLSEN.ORG** OR **EDUCATORS@GLSEN.ORG**.