

LGBTQ INCLUSIVE SCHOOL ASSESSMENT

Understanding to what degree your school is inclusive of LGBTQ students, families, and issues is key to ensuring that your school is safe and affirming for all students. To begin this process, review each item below and indicate where you feel your school falls with respect to the following school practices and policies.

- Beginning:** Initial stages of change; Very little to no implementation; Limited or vague understanding of the issues.
- Exploring:** Early stages of understanding of student needs (evidence-based) and benefits of change. Beginning stages of implementation and change that include, but not limited to student needs assessment, staff training, and identifying useful LGBTQ-focused organizations and resources.
- Developing:** Intermediate stages of strategic planning for on site training, facilities overhaul and transformation, policy and procedures implementation, inclusive registration and gender-affirming student information system.
- Excelling:** Well developed, comprehensive, and consistent implementation and enforcement of policies and procedures that foster inclusion and affirmation of students’ academic and personal needs and priorities as determined by students.

YOUR SCHOOL’S POLICIES & PROCEDURES	Beginning	Exploring	Developing	Excelling
Fairly and consistently enforced non-discrimination and anti-bullying/harassment policies that explicitly protect LGB students				
Fairly and consistently enforced non-discrimination and anti-bullying/harassment policies that explicitly protects trans, nonbinary, and gender nonconforming students				
Fairly and consistently enforced non-discrimination and antibullying/harassment policies that serve as alternatives to “ZeroTolerance” policies				
Policies distributed/posted in all languages used by families with students at the school				
Policies for supporting LGBTQ students who come out				
Policies for supporting trans, nonbinary, or gender nonconforming students who come out				

Gender-neutral and/or private bathrooms and changing areas				
Training and support for all school staff on intervening in bias-based LGBTQ bullying				
Procedure for students to change names and gender markers on forms				
Training and support for all school staff on students privacy rights				
School forms and applications that are inclusive of all identities and family structures (e.g. forms that ask for “parent/guardian” signature instead of “mother” or “father”)				
Inclusive athletic teams for transgender and nonbinary students to choose the sports team that most aligns with their identity				
YOUR SCHOOL’S COURSE CONTENT	Beginning	Exploring	Developing	Excelling
Curriculum that regularly includes information about LGBTQ people, including LGBTQ people of color, history and events				
Culturally relevant and responsive LGBTQ-integrated curriculum that reflects all students throughout the school year (not just special days or months)				
Library resources and displays that are inclusive of different types of families, LGBTQ people, diverse gender roles, history, and issues				
Health lessons that are inclusive of all sexual orientations and gender identities				
YOUR SCHOOL’S EVENTS & CELEBRATIONS	Beginning	Exploring	Developing	Excelling
Observations of events that don’t adhere to the mother/father binary (i.e.Fruit w/Family)				
Valentine’s Day celebrations inclusive of LGBTQ people				

Respect for cultural and religious holidays of various groups within the school, and acknowledgement of LGBTQ people within those groups				
All gender segregated clothing such as graduation gowns be monochromatic or allows for any student to choose whichever colors they prefer and not be differentiated by gender				
Allow for transgender and nonbinary students to use their chosen name instead of their name assigned at birth on diplomas, graduation ceremonies, yearbook, etc.				
Safe and inclusive dances, homecomings, proms: students are encouraged to bring a date of their choosing regardless of gender identity. Remove gender markers from prom committees and allow for gender-neutral alternatives to “King” and “Queen”, students encouraged to wear gender affirming attire				
YOUR SCHOOL’S CO-CURRICULAR ACTIVITIES	Beginning	Exploring	Developing	Excelling
Field trips (especially overnight) are inclusive of students of all gender identities				
PTA meetings and events that are inclusive of LGBTQ families				
School publications and events that cover LGBTQ topics				
Permission to organize a Gender and Sexuality Alliance club or LGBTQ clubs on campus				
Athletic teams and events are safe and inclusive of LGBTQ students				
YOUR CLASSROOM	Beginning	Exploring	Developing	Excelling
Behaviors and practices that make school staff visible allies to LGBTQ students				
Lessons on community, family and respect that are inclusive of LGBTQ people				

Opportunities for students to explore bias and prejudice in their school and community				
Curriculum that regularly includes information about LGBTQ people/LGBTQ people of color, history and events				
Zero-Indifference or restorative justice approach to addressing bullying/name-calling and harassment				
Restorative justice approach to discipline				
Classroom management techniques that do not use gender to divide students (“boys in this line and girls in that line”)				
Efforts to examine your own bias and how it impacts your work				
Decorations, books, materials and media that reflect a wide range of diversity, including LGBTQ people				
Student-created agreements for the classroom that include how students should treat each other				

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**.

