

# ***Rethinking Inclusion: Embedding LGBTQ+ Affirming & Inclusive Approaches Into Your Practice***

***Facilitated by Amanda Cruz & Katie Pettersen***

## **Glossary**

**Bisexual:** A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some males and some females. Can simply be shortened to “bi.”

**Cisgender:** An identity of a person whose gender identity is aligned with their sex assigned at birth.

**Gay:** A sexual orientation and/or identity of a person who is sexually and emotionally attracted to some members of the same sex and/or gender.

**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.

**Gender Identity:** How we identify ourselves in terms of our gender.

**Gender Non-Binary:** An identity of a person who has gender characteristics and/or behaviors that do not conform to traditional or societal gender expectations.

**Heterosexism:** Applies to attitudes, bias and discrimination in favor of heterosexual sexuality and relationships. It includes the presumption that everyone is heterosexual or that male/female attractions and relationships are the norm and therefore superior. It is the belief that everyone is or should be straight.

**Intersex:** term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite, but that term is now outdated and derogatory.

**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.

**Pansexual:** Refers to a person whose emotional, romantic, and/or physical attraction is to people inclusive of all genders and biological sexes. People who are pansexual need not have had any sexual experience; it is the attraction and self-identification that determines the orientation.

**Queer:** An umbrella term used to describe a sexual orientation, gender identity or gender expression that does not conform to heteronormative society.

**Sex Assigned At Birth:** A phrase used to intentionally recognize a person’s assigned sex; this is recommended over phrases such as “she was born a boy.”

**Sexual Orientation:** The inner feelings of who we are attracted or oriented to sexually and emotionally.

**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.

**Transphobia:** The irrational fear or aversion to transgender people of those who are perceived to break or blur societal norms regarding gender identity or gender expression.

**Reflection:** *What terms are you already familiar with? What terms are new for you? Are there any terms that are defined differently from what you previously thought?*

*This is not a comprehensive glossary. For more terms or expanded definitions, check out [Safe Zone Project](#)*



# Privilege For Sale

## Getting Started

### Activity:

In the table below are a list of privileges that you may or may not be familiar with. For the purposes of this activity, these privileges have been removed from everyone in the training and in order to obtain them, you must **buy** them back.

Each privilege costs \$100.

**First:** Find a group of 3 or 4 people around you

**Second:** Use the budget given to your group and collectively identify privileges to “buy back”.

*After, we will come back together and debrief.*

### CISGENDER PRIVILEGE LIST

1. I can use public restrooms without fear of verbal abuse, physical intimidation, or arrest.
2. I can easily access professional titles (Mr, Ms, or Mrs) at my school without question or error from students, families, colleagues, or administration.
3. I can use public facilities such as gym locker rooms and store changing rooms without stares, fear, or anxiety.
4. I can interact with strangers who don't assume they can ask what your genitals look like & how you have sex.
5. I do not have to base my validity as a man/woman/human on how much surgery you've had or how well you “pass” as non-transgender.
6. I have the ability to walk through the world and generally blend-in, not being constantly stared or gawked at, whispered about, pointed at, or laughed at because of my gender expression.
7. Strangers call me by the name I provide and don't ask what your “real name” is and then assume that they have a right to call me by that name.
8. I can reasonably assume that my ability to acquire a job, rent an apartment, or secure a loan will not be denied on the basis of my gender identity/expression.
9. I can flirt, engage in courtship, or form a relationship and not fear that my biological status may be cause for rejection or attack, nor will it cause your partner to question their sexual orientation.
10. If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment, or that all of my medical issues will be seen as a result of my gender.
11. I am not required to undergo an extensive psychological evaluation in order to receive basic medical care.
12. I can easily find role models and mentors to emulate who share my identity.
13. I can see Hollywood accurately depict people of my gender in films and television, and does not solely make my identity the focus of a dramatic storyline, or the punchline for a joke.
14. I can assume that everyone I encounter will understand my identity, and not think you're confused, misled, or hell-bound when you reveal it to them.
15. I can purchase clothes that match my gender identity without being refused service/mockled by staff or questioned on my genitals.
16. No stranger checking my identification or driver's license will ever insult or glare at me because my name or sex does not match the sex they believed me to be based on my gender expression.
17. I can reasonably assume that I will not be denied services at a hospital, bank, or other institution because the staff does not believe the gender marker on my ID card matches my gender identity.
18. I have gender as an option on a form.
19. I am able to tick a box on a form without someone disagreeing, and telling me not to lie. Yes, this happens.
20. I do not fear interactions with police officers due to my gender identity.
21. I can go to places with friends on a whim knowing there will be bathrooms there I can use.
22. I don't have to convince my parents of my true gender and/or have to earn your parents' and siblings' love and respect all over again.
23. I don't have to remind my extended family over and over to use proper gender pronouns
24. I don't have to deal with old photographs that did not reflect who I truly am.



## HETEROSEXUAL PRIVILEGE LIST

25. I can receive public recognition & support for an intimate relationship (*Congratulations on your engagement*).
26. I can express affection in most social situations, without expecting hostile or violent reactions from others.
27. I can live with my partner and do so openly.
28. I can express pain when a relationship ends from death or separation and will receive support from others.
29. I receive social acceptance by neighbors, colleagues, and good friends.
30. I learn about romance and relationships from fiction movies and television that reflects relationships I desire
31. I have role models of my gender and sexual orientation.
32. I have positive and accurate media images of people with whom I can identify.
33. I can attend overnight trips at my school with ease, without scrutiny from students, families or school staff
34. I can expect to be around others of my sexuality most of the time. I do not worry about being the only one of my sexuality in a class, on a job, or in a social situation.
35. I can talk openly about my relationship, vacations, and family planning me and my lover/partner are doing.
36. I can easily find a neighborhood in which residents will accept how I have constituted my household.
37. I can raise, adopt, and teach children without people believing that I will molest them or force them into my sexuality.
38. I can work in a traditionally male or female dominated job and not feel as though I am a representative of my sexuality.
39. I am not asked "how does sex work for you?" or other too-personal questions by strangers.
40. I can act, dress, or talk as I choose without it being a reflection on people of my sexuality.
41. I have the ability to teach about lesbians, gay men, and bisexuals without being seen as having a bias because of my sexuality or forcing a "homosexual agenda" on students.
42. I can go wherever I wish and know that I will not be harassed, beaten, or killed because of my sexuality.
43. I do not worry about being mistreated by the police or victimized by the criminal justice system because of my sexuality.
44. I know that my basic civil rights will not be denied or outlawed because some people disapprove of my sexuality.
45. I can expect that my children will be given texts in school that support my kind of family unit and they will not be taught that my sexuality is a "perversion."
46. I can belong to the religious denomination of my choice and know that my sexuality will not be denounced by its religious leaders.
47. I am not asked by my child's school to only send one parent to "back to school" night as to not upset the other parents by having two same-sex partners in the class together.
48. I can play a professional sport and not worry that my athletic ability will be overshadowed by my sexuality and the fact that I share a locker room with the same gender.
49. I do not have to "come out" (explain to a person after person that you're straight, again and again).
50. I know that people aren't going to mutter about my sexuality if you come out to them.
51. I know that being open with my sexuality isn't going to change how people view me.
52. I do not have people think my sexuality is a mental health issue.
53. I do not need to think about if my kid's friends' parents will flip out when they pick their kid up from a play date and are greeted by same-sex parents.
54. I do not have to worry that people won't let their children play with my children because of your sexuality.
55. I do not have to worry about where I can move alone or with my spouse and have equal job opportunities abroad.
56. I can move abroad with my children without sudden changes of my legal status, possibly even having the chance of losing my children this way.
57. I have immediate access to my loved one(s) in case of accident or emergency.

*Inspired by: the work of Sam Killerman*

### Reflections:

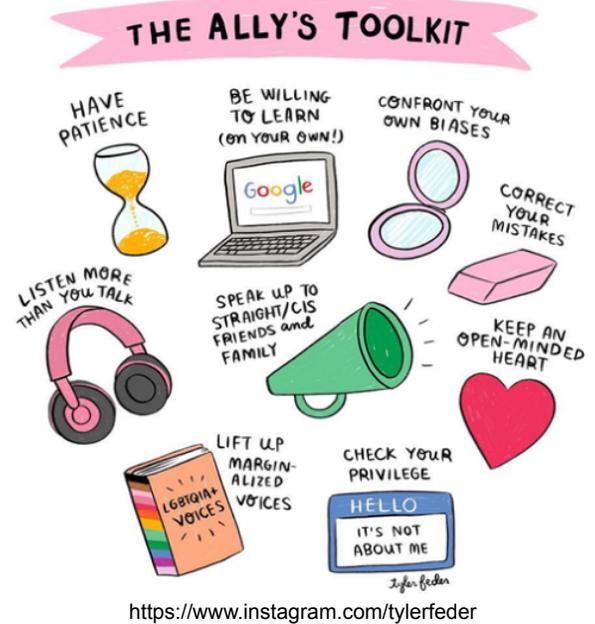


# Cultivating Allyship

Use the space below to capture your notes, quotes, thoughts, and reflections about each of the terms throughout the presentation

## Ally

Notes:



A

L

L

Y

## Advocate

Notes:



## Accomplice

Notes:

## How will you show up?



Your Protesting



Your Money



Your Network



Your Advocacy



Your Job



Your Time



Your Vote



Interrupting Violence



Your Self-Education



Your Children



Your Art



Your Home

### **Optional sentence starters to support your thinking...**

*I am working as an advocate to spend my time organizing...*

*I am serving as an ally by donating money to...*

*I want to start building my accomplice skills at my job by...*

*Some people within my network that I can talk to about this are...*



## Empowering My Organization & Staff

### Using A Readiness Assessment

*Data gathering tool to identify areas of strength and areas to strengthen in your organization*

Who can you leverage to help you complete the assessment? \_\_\_\_\_

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What is a feasible date in which your team can review the results? \_\_\_\_\_

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**Resource to review later:** [School Readiness Assessment](#)

### Creating Organization-Wide Policies

*Policies that give people equitable opportunities, access, or support to optimal and inclusive environments*

Within your organization, who can you ask to learn more about your current policies and potential spark a conversation about drafting a new one? \_\_\_\_\_

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Who could you leverage to review the drafted policy? \_\_\_\_\_

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What steps can be taken to make the policy well known? \_\_\_\_\_

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**Resource to review later:** [GLSEN Model District Policy](#)

### Honor LGBTQ+ History & Pride Throughout the Year

*An opportunity or forum for individuals with similar backgrounds and experiences to connect through solidarity-building and affirming dialogue, activities, and collective exploration.*

Which month long or day long events will you research to learn more about, before proposing to honor organization-wide? \_\_\_\_\_

In what ways would you honor LGBTQ History or Pride?

- |   |                        |
|---|------------------------|
| A. In our internal or external newsletter | C. On a bulletin board |
| B. On our social media                    | D. In a staff memo     |

**Resource to review later:** [LGBT History Month](#) | [TDOR.co](#)



## Empowering My Students & Families

### Creating A Gender & Sexuality Alliance

*Youth Group that provides students a forum to dialogue and learn about sexual orientation, gender identity, leadership and advocacy in the service of creating a more inclusive campus*

Who could lead it? \_\_\_\_\_

\_\_\_\_\_

How would you get the word out? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where would you meet? \_\_\_\_\_

How frequently would you meet? \_\_\_\_\_

**Resource to review later:** [GSA Network](#)

### Using the Gender Spectrum Resources to support Gender Diverse Students

*Create a plan that outlines a shared understanding about the ways in which a student's gender will be accounted for and supported at school.*

Who could draft these plans in support of students at your site? \_\_\_\_\_

\_\_\_\_\_

How would staff or students know to identify or refer others to that person?

\_\_\_\_\_

\_\_\_\_\_

Where would the drafted support plans be reviewed, shared and stored?

\_\_\_\_\_

\_\_\_\_\_

**Resource to review later:** [Gender Support Plan](#)



## Action Planning

Summarize your plans from pages 6-7 here

| Empowering My Organization & Staff |                          |                          |
|------------------------------------|--------------------------|--------------------------|
| My Action Steps                    | My Resources to leverage | My Colleagues to lean on |
| <input type="checkbox"/>           | 1.                       | 1.                       |
| <input type="checkbox"/>           | 2.                       | 2.                       |
| <input type="checkbox"/>           | 3.                       | 3.                       |

| Empowering My Students & Families |                          |                          |
|-----------------------------------|--------------------------|--------------------------|
| My Action Steps                   | My Resources to leverage | My Colleagues to lean on |
| <input type="checkbox"/>          | 1.                       | 1.                       |
| <input type="checkbox"/>          | 2.                       | 2.                       |
| <input type="checkbox"/>          | 3.                       | 3.                       |

**Access Slides, Handouts, & Resources at:  
RethinkingInclusion.org**



## Roundtable Networking

*A question I have for the group is....*

*A resource I need is...*

*Something I can share that may benefit others is...*

### Prompt/Topic

Checkmark:  I have a great resource/experience to share    Box or Circle:  I have a challenge / would like support

**Describe a *Success, Struggle, Area of tension, Routine that's worked, and/or Challenge you've faced or overcome* when it comes to...**

- Introducing / using gender pronouns
- Expanding use of gender-neutral or inclusive language
- Representation of LGBTQ+ identities within the curriculum
- Responding to homophobia or transphobia from people
- Responding to homophobia or transphobia from systems/policies
- Responding to concerns from parents/families
- Advocating for this work within my district
- Celebrating LGBTQ+ events, including pride month, LGBTQ+ history month, solidarity week, no name-calling week, or day of silence
- Responding to a student coming out to me
- Supporting a student in transition
- 
- 
- 



*Roundtable Discussion Notes*



*Resources to follow up on*

|  |
|--|
|  |
|--|

*People who can support me*

| <i>Name / Pronouns</i> | <i>Title / Organization</i> | <i>Email Address / Social Media</i> |
|------------------------|-----------------------------|-------------------------------------|
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |
|                        |                             |                                     |



**– Confidential –**  
**Gender Support Plan**

The purpose of this document is to create shared understandings of how the student’s authentic gender will be accounted for and supported at school. School staff, caregivers (if appropriate) and the student should work together to develop the document. Ideally, each will spend time completing the sections and then come together to review them and confirm shared agreements. Use the action planning section at the end of the document to track items requiring any follow-up. Please note that there is a separate document to plan for a student formally communicating a change in their gender status at school.

|  |                              |
|--|------------------------------|
| School/District _____  | Today’s Date _____           |
| Name Student Uses: _____                                     | Pronouns Student Uses: _____ |
| Name on Birth Certificate: _____                             | Sex Assigned at Birth _____  |
| Date of Birth _____  | Student’s Grade Level _____  |
| Sibling(s)/Grade(s) _____ / _____ / _____                    |                              |
| Parent(s), Guardian(s), or Caregiver(s) /relation to student |                              |
| _____ / _____  |                              |
| _____ / _____  |                              |
| Meeting participants: _____                                  |                              |

**PARENT/GUARDIAN INVOLVEMENT**

Guardian(s) aware of student’s gender status? Yes/No Support Level: (none) 0 1 2 3 4 5 6 7 8 9 10 (High)

If support level is low what considerations must be accounted for in implementing this plan? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PRIVACY: CONFIDENTIALITY AND DISCLOSURE**

How public or private will information about this student’s gender be (check all that apply)?

District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)

Specify the adult staff members:

Site level leadership/administration will know (Principal, head of school, counselor, etc.)

Specify the adult staff members:

Teachers and/or other school staff will know

Specify the adult staff members:

Student will not be openly “out,” but some students are aware of the student’s gender

Specify the students:

Student is open with others (adults and peers) about gender

Other – describe: \_\_\_\_\_

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised, or is believed to have been compromised? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? \_\_\_\_\_

\_\_\_\_\_

Staff members? \_\_\_\_\_

\_\_\_\_\_

Parents/community? \_\_\_\_\_

\_\_\_\_\_

### STUDENT SAFETY

Who will be the student's "go to adults" on campus? \_\_\_\_\_

If these people aren't available, what should student do? \_\_\_\_\_

What, if any, will be the process for periodically checking in with the student and/or family? \_\_\_\_\_

What are expectations in the event the student is feeling unsafe and how will student signal their need for help:

During class \_\_\_\_\_

On the yard \_\_\_\_\_

In the halls \_\_\_\_\_

Other \_\_\_\_\_

What should the student's parents do if they are concerned about how others are treating their child at school?

Other safety concerns/questions: \_\_\_\_\_

\_\_\_\_\_

### PRIVACY: NAMES, PRONOUNS AND STUDENT RECORDS

Name to be used when referring to the student \_\_\_\_\_ Pronouns \_\_\_\_\_

Name/gender marker as listed on the student's identity documents \_\_\_\_\_

Name/gender marker entered into the Student Information System \_\_\_\_\_

If needed, is there a process/form for changing the student's name/gender marker in the SIS? \_\_\_\_\_

How is it accessed/used? \_\_\_\_\_

\_\_\_\_\_

Name/gender marker entered into the student's Health Record \_\_\_\_\_

If needed, is there a process/form for changing the student's name/gender marker in the Health Record? \_\_\_\_\_

If not, how will confidentiality be kept? \_\_\_\_\_

\_\_\_\_\_

Who will be the point person at school for ensuring these adjustments to the student's records are made and communicated as needed?

\_\_\_\_\_

If the student's name cannot be modified in the above systems, how will the student's privacy be accounted for and maintained in the following situations or contexts:

Reporting data to the state/other entities \_\_\_\_\_

During registration \_\_\_\_\_

Completing enrollment \_\_\_\_\_

Student cumulative file \_\_\_\_\_

IEPs/Other Services \_\_\_\_\_

Seating charts/Taking attendance \_\_\_\_\_

With substitute teachers \_\_\_\_\_

Teacher grade book(s) \_\_\_\_\_

Standardized tests \_\_\_\_\_

School photos \_\_\_\_\_

Student ID/library cards \_\_\_\_\_

Lunch lines/Free Lunch Card \_\_\_\_\_

Yearbook \_\_\_\_\_

Assignment of IT accounts/email address \_\_\_\_\_

Distribution of texts or other school supplies \_\_\_\_\_

After-school programs \_\_\_\_\_

Official school-home communication \_\_\_\_\_

Unofficial school-home communication (PTA/other) \_\_\_\_\_

Outside district personnel or providers \_\_\_\_\_

Summons to office \_\_\_\_\_

PA announcements \_\_\_\_\_

Posted lists \_\_\_\_\_

How will instances be handled in which the incorrect name or pronoun are used by staff members? \_\_\_\_\_

By students? \_\_\_\_\_

If the student's guardians are not aware and/or supportive of the student's gender status, how will school-home communications be handled, including when individual staff members need to contact guardians?

What are some other ways the school needs to anticipate the student's privacy being compromised? How will these be handled?

### USE OF FACILITIES

Student will use the following bathroom(s) on campus \_\_\_\_\_

Student will change clothes in the following place(s) \_\_\_\_\_

If student/parent have questions/concerns about facilities, who should they contact? \_\_\_\_\_

What are the expectations regarding the use of facilities for any class trips? \_\_\_\_\_

What are the expectations regarding rooming for any overnight trips? \_\_\_\_\_

Are there any questions or concerns about the student's access to facilities? \_\_\_\_\_

**EXTRA CURRICULAR ACTIVITIES**

In what extra-curricular programs or activities will the student be participating (sports, theater, clubs, etc.)?

What steps will be necessary for supporting the student in these spaces? \_\_\_\_\_

Does the student participate in an after-school program? \_\_\_\_\_

What steps will be necessary for supporting the student in these spaces? \_\_\_\_\_

Are there any other questions or concerns about extra-curricular activities? \_\_\_\_\_

**OTHER CONSIDERATIONS**

Does the student have any sibling(s) at school? \_\_\_\_\_ Factors to be considered regarding sibling's needs?

Does the school have a dress code? \_\_\_\_\_ How will this be handled? \_\_\_\_\_

Are there lessons, content, traditions or other activities coming up this year to consider (growth and development, swim unit, social justice units, name projects, dance instruction, Pride events, school dances, etc.)? \_\_\_\_\_

Are there any specific social dynamics with other students, families or staff members that need to be discussed or accounted for? \_\_\_\_\_

Does the student use school- or district-provided transportation services? If so, how will the student's gender be accounted for? \_\_\_\_\_

