



Creating Gender Inclusive School Environments

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CCS PSYCH & COUNSELORS
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Today's Goals

1. Build a shared vocabulary and foundation of knowledge to better understand gender identity and gender diversity
2. Reflect on one's own identities and practices as a school-based clinician
3. Explain the impact of exclusionary versus inclusive practices on LGBTQ+ youth
4. Name and understand the practices that cultivate gender inclusive educational environments
5. Implement queer and trans inclusive practices with students, their family members, and your colleagues

Today's Plan

MORNING

- Welcome & Introductions
- Calibrate Our Collective Knowledge
- Identity Work
- Why Inclusive Practices Matter in Schools

AFTERNOON

- Cultivating Inclusive Educational Environments
- Open The Floor / Q & A

Calibrating
Our Collective
Knowledge

LGBTQ+

LGBTQ+ an initialism that is used to represent all sexual orientation and gender identities that are minoritized and marginalized

Lesbian, **G**ay, **B**isexual, **T**ransgender, **Q**ueer or **Q**uestioning + **I**ntersex, **A**sexual, **A**gender, **N**onbinary, **T**wo Spirit & more



Photo: Getty Images

What is *gender*?

Gender Binary the idea that there are only two genders and that each individual must be either one or the other



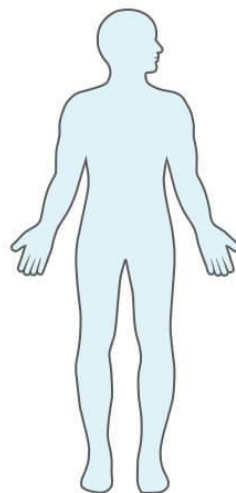
What is *gender*?

Gender is the complex interrelationship between three dimensions: body, identity, and social gender



What is *gender*?

Body Based on our body (or sex), we are assigned a gender at, or before, birth (this is often referred to as *sex assigned at birth*)



Gender is the complex interrelationship between three dimensions: body, identity, and social gender

What is *gender*?

Identity Gender identity is our *deep knowing* and *internal sense* of being a woman/girl, man/boy, both, neither or another gender

Gender identity is INVISIBLE to the eye



Gender is the complex interrelationship between three dimensions: body, identity, and social gender

What is *gender*?

Social how we present our gender in the world and how our gender is perceived by others

Gender expression the ways in which we communicate/express our gender outwardly through things such as clothing, hairstyles, mannerisms, etc.



Gender is the complex interrelationship between three dimensions: body, identity, and social gender

What does it mean to be transgender or nonbinary?

— — —

Transgender (trans) - someone whose gender identity is different from the gender they were assigned at birth.

Nonbinary - someone whose gender identity is not exclusively male or female, but rather both, neither, or an expansion of.

Gender nonconforming - a person who visibly defies society's understanding of what a man/boy or woman/girl should look like or act like.

Cisgender (cis) - someone whose gender identity is the same as the gender they were assigned at birth.



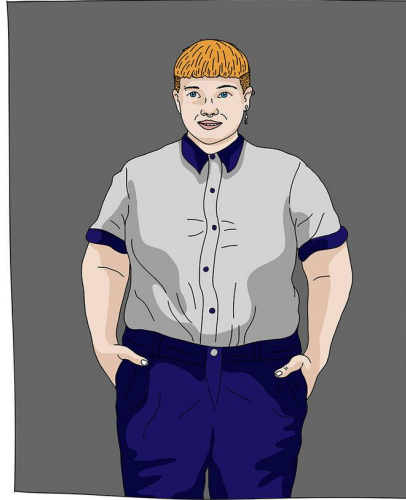
Photo: Alok Vaid-Menon by Eivind Hansen

Gender Euphoria

Gender Euphoria

— — —

Gender euphoria the joy or deep satisfaction a person experiences when there is congruence between their internal sense of gender and the way their gender is embodied, expressed, and/or perceived



Artwork: www.transhub.org.au

SMALL GROUP TIME

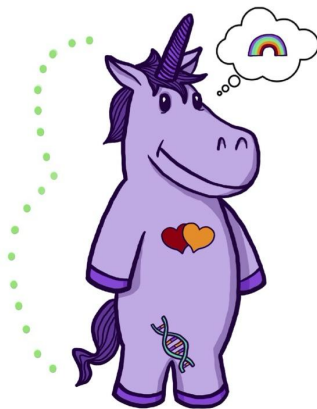
Reflections

- When do you experience gender euphoria?
- What did gender congruence feel like for you as a child, and now as an adult? How has congruence evolved for you over time?
- When do you feel most like yourself?

Inclusion begins with understanding our own lens

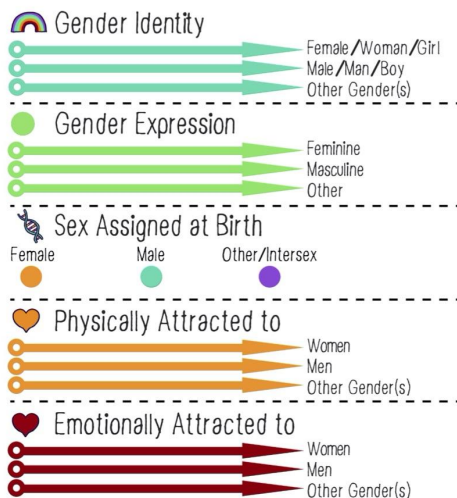
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore



Assumption Culture

The pervasive, implicit, and false messaging that you can tell things about other people by looking at them.



Cis Privilege

The advantages enjoyed by cisgender people simply because they are cis (and not trans).



Practice interrogating
assumption culture
until it becomes a
muscle memory.

Inclusion is widening,
not narrowing

Gender Affirming Experiences

— — — —
The experiences and actions that support and honor a person's gender

Transition the process of changing one's gender expression and/or physical characteristics to better align with one's gender identity



TRY OUT A FEW NEW NAMES WITH FRIENDS
AND SEE HOW IT MAKES YOU FEEL!

Artwork: www.transhub.org.au

Gender Dysphoria

— — — —
Gender dysphoria the intense and persistent discomfort and distress a person experiences with their gender assigned at birth

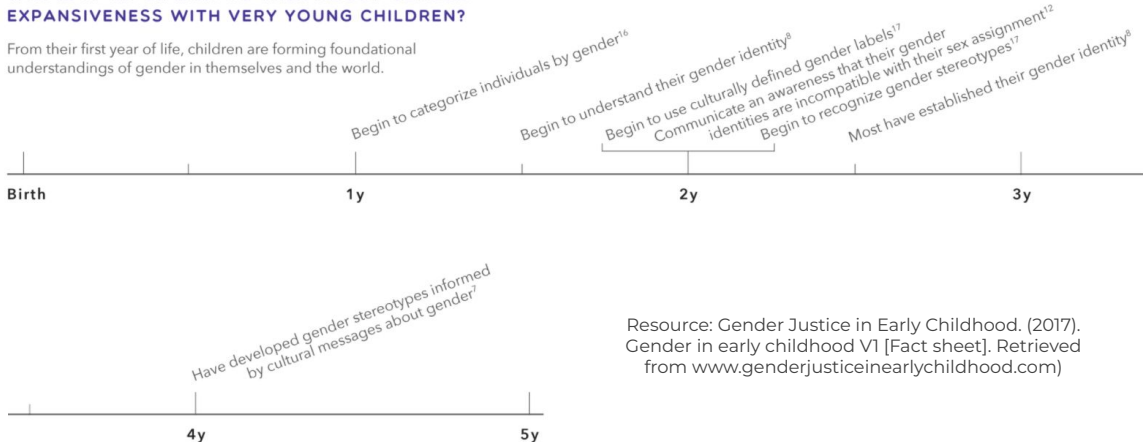


Why Inclusive Practices Matter in Schools

Gender Identity Development Timeline

WHY IS IT IMPORTANT TO TALK ABOUT GENDER EXPANSIVENESS WITH VERY YOUNG CHILDREN?

From their first year of life, children are forming foundational understandings of gender in themselves and the world.



Resource: Gender Justice in Early Childhood. (2017). Gender in early childhood V1 [Fact sheet]. Retrieved from www.genderjusticeinearlychildhood.com

Children are not too young to talk about or know their gender



LGBTQ young people who found their school to be LGBTQ-affirming reported lower rates of attempting suicide.

Knowledge is Progress





45%

of LGBTQ young people considered attempting suicide in the past year.

Knowledge is Progress



1 in 5

Nearly 1 in 5 transgender & nonbinary youth attempted suicide.

Knowledge is Progress



LGBTQ youth of color reported higher rates of attempting suicide than their white peers.

Knowledge is Progress

THE
TREVOR
PROJECT

1 in 3

Fewer than 1 in 3 transgender & nonbinary youth found their home to be gender-affirming.

Knowledge is Progress



LGBTQ youth who live in an accepting community **reported significantly lower rates of attempting suicide.**

Knowledge is Progress

THE
TREVOR
PROJECT

LGBTQ+ students feel safer and more supported with:



Comprehensive anti-bullying and anti-discrimination policies



Gender and Sexuality Alliances



Teachers and school staff who are supportive of LGBTQ students



An LGBTQ-inclusive curriculum

Source: 2019 National School Climate Survey
Learn more at glsen.org/nscc



Where does CCS stand?

CCS has comprehensive Anti-Bullying, Anti-Harassment, and Nondiscrimination Policies that include and protect LGBTQ+ students and staff

Specific policies related to transgender and gender variant* students:

- Names & pronouns should be respected regardless of legal name
- Legal name and sex assigned at birth only needs to be on the students official record. Their affirming name and pronouns can be on all other documents, so long as this does not out them or put them in danger.
- Bathrooms, locker rooms, and other gender-separated activities should be discussed and determined on a case-by-case basis (Current Ohio law: Students can use the bathroom that corresponds with their gender identity)

• More at

<http://go.boarddocs.com/oh/columbus/Board.nsf/goto?open&id=C4VEPR3B6BB2>

*CCS uses gender variant instead of gender nonconforming



Where does CCS stand?

“**Educational equity** means that each student has access to the resources, opportunities, and supports they need to develop to their full academic and social-emotional potential. Additionally, it involves ensuring that all employees feel valued and can maximize their full potential as professionals. In order to achieve educational equity, we must make the necessary system changes (policies, processes, and practices) to reduce and eliminate outcome predictability for any CCS student or employee based on any social identity factor, including but not limited to race, sex, gender identity/expression, socio-economic status, ability, and any intersections thereof.”

Source: <https://www.ccssoh.us/Page/11350>



- School psych, counselors, and social workers advocate for inclusive policies, programs and practices within educational environments (NASP 2010a; NASP 2010b; NASP 2011)
- The field of psychology promotes the individual's healthy development of personal identity, which includes the sexual orientation, gender expression, and gender identity of all individuals (APA 2002; APA 2012; Coleman et al. 2011; NASP 2010a; NASP 2011)
- THEREFORE, the American Psychological Association (APA) and the National Association of School Psychologists (NASP) affirm that
 - Same-sex sexual and romantic attractions, feelings, and behaviors are normal and positive variations of human sexuality regardless of sexual orientation identity
 - Diverse gender expressions, regardless of gender identity, and diverse gender identities, beyond a binary classification, are normal and positive variations of the human experience.

American Psychological Association & National Association of School Psychologists. (2015). *Resolution on gender and sexual orientation diversity in children and adolescents in schools*. Retrieved from <https://www.apa.org/about/policy/orientation-diversity>



A M E R I C A N
S C H O O L
C O U N S E L O R
A S S O C I A T I O N

“The School Counselor’s Role: The school counselor works with all students through the stages of identity development and understands this may be more difficult for LGBTQ+ youth. It is not the school counselor’s role to attempt to change a student’s sexual orientation, gender identity or gender expression. School counselors recognize the profound harm intrinsic to therapies alleging to change an individual’s sexual orientation or gender identity (Ryan et al., 2020) and advocate to protect LGBTQ+ students from this harm. School counselors provide support to LGBTQ+ students to promote academic achievement and social/emotional development. School counselors are committed to the affirmation of all youth regardless of sexual orientation, gender identity and gender expression and work to create safe and affirming schools.”

Source:

<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-LGBTQ-Youth>

SMALL GROUP TIME

Reflections

What is one thing that you are taking with you from the morning session of this workshop? Write it down!

Cultivating Inclusive Educational Environments

Visually Signal
Your Allyship

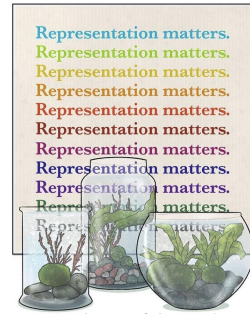
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Educational Environments



Artwork: Etsy - HouseplantResistance

Representation Matters

Cultivating Inclusive Educational Environments



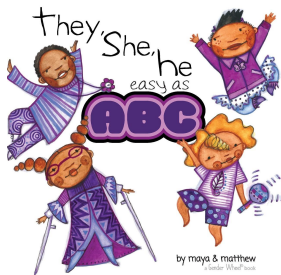
@HouseplantsOfTheResistance

Teaching Outside the Binary
www.teachingoutsidethebinary.com/lgbtq-book-recs

Gender Inclusive Classrooms
www.genderinclassrooms.com/books

Cultivating Inclusive Educational Environments

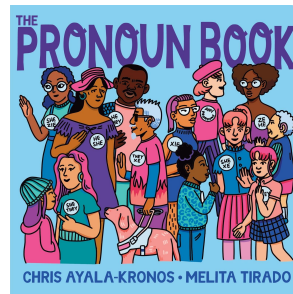
Representation Matters



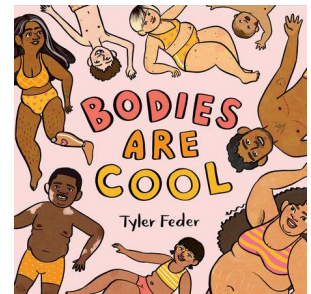
They, She, He, Easy as ABC
by Maya & Matthew



Peanut Goes for the Gold
by Jonathan Van Ness



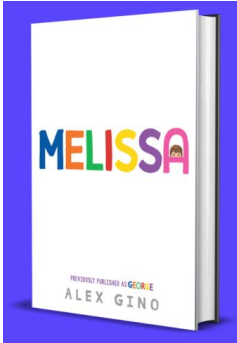
The Pronoun Book
by Chris Ayala-Kronos
& Melita Tirado



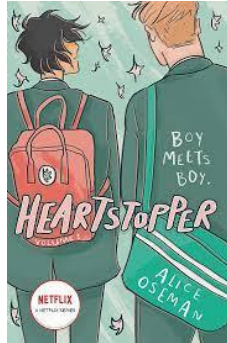
Bodies Are Cool
by Tyler Feder

Cultivating Inclusive Educational Environments

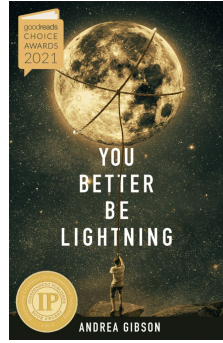
Representation Matters



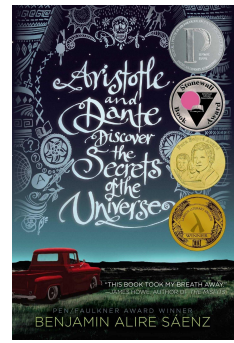
Melissa
by Alex Gino



Heartstopper
By Alice Oseman



You Better Be Lightning
by Andrea/Andrew Gibson



Aristotle and Dante Discover
the Secrets of the Universe
By Benjamin Alire Saenz

If there are examples of stereotypical girls and boys, and heterosexual couples and families, then there should also be representation of trans, nonbinary and gender nonconforming people, and LGBTQ+ families.



Photo: Aaron Philip by Bryan Whitley

Share Your Pronouns

Cultivating Inclusive Educational Environments



How & Where to Share Your Pronouns

- “Hi, I’m [Wes] and my pronouns are [he/him].”
- “Hey I’m [Wes], my words are [he/him].”
- “. . .those are the words you can use to refer to me—my name, [Wes], and my pronouns, [he/him/his].”
- Add them to your work badge
- Display them in your classroom/work space
- Put them in your email signature
- Save them on virtual platforms (e.g., Zoom, social media, websites, etc.)

When cis people share their pronouns...

- It signals to trans and nonbinary people that you know we exist, you value us, and it lets us know that we are welcome in your space
- It informs trans and nonbinary people that it's safe to share our pronouns with you, and that when we do, you'll use them
- Sharing helps others learn that you cannot look at someone and know their words
- It lifts the weight off of trans, nonbinary and gender nonconforming people so that we are not the only ones sharing, which reduces othering, and humanizes all experiences of gender



Image source: npr.org

Learn and Use People's Affirming Words



- Name you want me to call you in class: _____
- How do you pronounce your name? (Mx. Schwarz = Mix Sh-wars) _____
 - May I use this name **in front of other students**? YES NO
 - May I use this name when I **contact caregivers**? YES NO
 - May I use this name **with other teachers, including substitutes**? YES NO
 - If you answered NO to any of the above, which name should I use instead? _____
- Pronouns (ex: He/him/his, She/her/hers, They/them/theirs): _____
 - May I use these pronouns **in front of other students**? YES NO
 - May I use these pronouns when I **contact caregivers**? YES NO
 - May I use these pronouns **with other teachers, including substitutes**? YES NO
 - If you answered NO to any of the above, which pronouns should I use instead? _____
- Do you prefer to stand up while you work, stay in your seat, or a mix of both? _____
- How do you feel about the use of technology in class? (Check all that apply):
 - Laptops distract me from learning _____
 - I prefer using my laptop to take notes _____
 - I like to listen to music during independent work _____
 - I would like you to show me how to get the laptop to read text aloud _____
 - When watching videos, I like to have subtitles on _____
 - Other comments: _____
- What helps you learn best? _____
- What else would you like me to know about you? Use the back of the page if needed.

Cultivating Inclusive Educational Environments

Get To Know You Sheet at
www.teachingoutsidethebinary.com

Pronoun Usage Among LGBTQ+ Youth

75%

Use either he/him or she/her pronouns exclusively

25%

Use they/them exclusively, use a combination of he/him, she/her, or they/them, or use neopronouns such as ze/zir or fae/faer

The Trevor Project, 2020

Transgender and nonbinary youth who reported having their **pronouns respected** by all or most of the people in their lives attempted suicide at half the rate of those who did not have their pronouns respected.

The Trevor Project, 2020

Learn and Use People's Affirming Words

Cultivating Inclusive Educational Environments

She's outside with **her** friend. I'll go get **her**.

He's is outside with **his** friend. I'll go get **him**.

They're outside with **their** friend. I'll go get **them**.

Xe's outside with **xyr** friend. I'll go get **xem**.

Jude's outside with a friend. I'll go get **Jude**.

| Gender-Specific Language | Gender Inclusive Language |
|---|---|
| Mr and Mrs | What name do you go by with students? |
| Boys and girls | Friends, scholars, learners, children, mascot/community name |
| Preferred Pronouns | Pronouns; Words |
| Preferred Name | Name |
| He or she | They |
| Mom and Dad | Parent(s); Caregiver(s); Grownup(s) |
| Son or daughter | Child; Children |
| Brother or sister | Sibling(s) |
| Used to be a girl/boy; Born a girl/boy | Assigned female/male at birth |
| Boys/Girls line; Alternate boy/girl; Boys group/Girls group, etc. | Use other categorizations: colors, letters, animals, numbers, music, food, etc. |

What Do I Do When I Misgender Someone?

Cultivating Inclusive
Educational Environments

Mistakes Happen!

When you catch yourself misgendering someone: Correct yourself in the moment and move on

When someone corrects you: Say “thank you” and use the correct pronouns in the next thing you say (no big apology needed)

When you witness someone else misgendering someone: Respond by using the person’s affirming words and by reminding the person who used the wrong words, what the correct words are (please be mindful and make sure you are not outing someone in this process)

Concerned About Pushback? Navigating Critical Conversations

When Caregivers Pushback

Anchor yourself

- Everyone wants the best for their kid(s)
- Inclusive practices save lives
- You are not taking anyone's gender or family values away from them—you are making room for people of all gender identities, gender expressions, and all types up families to show up & be valued

Some tips

- Name and acknowledge your own learning process
- Model through your body language, voice, and words that there is nothing to fear in talking about gender identity, or families with two moms or two dads, with youth
- Be an active listener / Ask open ended questions
- Affirm their experience while standing on solid ground with your clear commitment to inclusive practices for *all* children and families

Navigating Critical Conversations Talking Points

- "Can I share with you what I just learned about LGBTQ affirming practices and their impact on mental health?"
- "Talking about gender and pronouns with kids feels new to me too."
- "I want you and your child to feel safe and welcome here, just as I want all children and families to feel safe and welcome at _____."
- "I do not want to and I will not change who your child is. It is my job as an educator to create a space that is free of discrimination, where all children can thrive and be celebrated for who they are."

What would you add?

After a Critical Conversation

Self care

Recenter

Remember your why

Carry on

This is why,

- You CAN'T control how they respond
- You CAN believe that they have the capacity to grow
- You ARE choosing to be a safe person for LGBTQ+ youth, community members, and colleagues
- You ARE choosing to teach cisgender and heterosexual youth and community members how to show up, value, and be there for LGBTQ+ people
- You ARE saving lives

SMALL GROUP TIME

Reflections

- Share a story about a time you had a vulnerable conversation about inclusive practices and/or scenarios you worry might arise as you implement more inclusive practices.
- What is your personal philosophy around LGBTQ-affirming practices? Does it differ from CCS / NASP / ASCA policies and procedures? If so, how will you bridge that gap?
- How would our communities change if there wasn't a default way to be? If it wasn't assumed or expected that every student and their family members are straight and cisgender? If boys and girls didn't learn that there are right and wrong ways to be their gender?

Finding Your People Helps Everyone

**Your Team
Shouldn't Just Be
LGBTQ+ Staff**



Gender Support Plans

The Planning

Gender Support Plan (GSP) - a detailed form to help create a shared understanding among school staff, parents and a student about the ways in which the student's authentic gender will be accounted for and supported at school. Ideal for establishing overall conditions of support at school.

Gender Communication Plan (GCP) - a detailed form to help support the necessary planning for a student to communicate a change in one or more aspects of their commonly assumed gender status with members of the school community. Ideal for specific instance(s) in which a young person wishes to share a shift in their gender status.

“

In preparing for battle, I have found that plans are useless but planning is indispensable.” Dwight D. Eisenhower



Gender Support Plan



— 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? _____

<https://genderspectrum.org/articles/using-the-gsp>

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

Other students? _____

Staff members? _____

Parents/caregiver(s)? _____

What are some ways that the student will respond to questions from any of the above (i.e., "Why is David using a new name?", "Why is David using the girl's bathroom now?"). _____

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 walk, _____

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? _____

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? _____

Gender Communication Plan



— Confidential —

Gender Communication Plan

This document supports the necessary planning for a student to communicate a change in one or more aspects of their commonly assumed gender status with members of the school community. Its purpose is to identify the specific nature of that communication, and to create the most favorable conditions accordingly. The plan identifies the various actions that will be taken by the student, school, family, or other support providers in the process.

| | |
|--|-----------------------------|
| School/District _____ | Today's Date _____ |
| Student's Preferred Name _____ | Legal Name _____ |
| Student's Gender _____ | Assigned Sex at Birth _____ |
| Date of Birth _____ | Student Grade Level _____ |
| Sibling(s)/Grade(s) _____ | _____ |
| Parent(s)/Guardian(s)/Caregiver(s) (relation to student) _____ | _____ |
| _____ | _____ |

What does the student wish to communicate about their gender (change in identity, expression, etc.)? _____

How urgent is the student's need? Is the child currently experiencing distress regarding their gender? _____

PARENT/GUARDIAN INVOLVEMENT

Are guardians aware of student's gender status? Yes/No Level of Support: (none) 1 2 3 4 5 6 7 8 9 10 (High)
If support is low, what considerations must be accounted for in implementing this plan? _____

INITIAL PLANNING MEETING

When will the initial planning meeting take place? _____ Where will it occur? _____

Who will be the members of the team supporting the student's communication?

Student _____

Parent(s) _____

School Staff _____

Other _____

COMMUNICATION DETAILS: WHAT IS THE STUDENT'S IDEAL SCENARIO?

What is the specific information that the student wishes to convey? (Be specific!) _____

What requests are being made of others (new name, pronouns, use of facilities, etc.)? _____

<https://genderspectrum.org/articles/using-the-gsp>

Imagine that this process goes **exactly** as the student wishes. What does it look/sound like? Describe how this information will be shared (i.e. a lesson about gender combined with announcement from teacher(s); an assembly where student will share information; a written communication; etc.). Be as specific as possible about what occurs.

With whom and when will this information be shared?

With peers in the student's class only _____ Date: _____

With peers in the student's grade level _____ Date: _____

With some/all students at school (specify) _____ Date: _____

Other (specify) _____

Who will lead the lesson(s)/activities framing the student's announcement? _____

What will the lesson(s)/activities be? _____

Will the student be present for the lesson/sharing of info about their gender? _____

If yes, what role, if any, does the student want to play in the process? _____

Will the parent(s)/caregiver(s) be present for the lesson/sharing of info? _____

If yes, what role, if any, will they play in the process? _____

Once the information is shared, what parameters/expectations will be set regarding approaching the student? _____

Other notes, considerations or questions _____

KEY DECISIONS PRIOR TO STUDENT'S COMMUNICATION

Training for School Staff

Will there be specific training about this student's gender with school staff? _____ When? _____

Who will be conducting the training? _____ What will be the content of the training? _____

Other Questions/Notes: _____

Evaluation Team Reports & Individualized Education Plans

ETRs & IEPs

Name & Pronouns Use the students affirming names and pronouns, except when caregivers do not know about or do not approve of their child's name and/or pronouns. But, how do we know what words to use for the student? Caregivers? Siblings?

Student Records Affirmed name should be used, regardless of legal name, on all paperwork and printed materials. Legal name is kept in a segregated, confidential file. If student's caregivers are not supportive or cannot know about their affirming name, there should be a private place within the student's records to indicate the name and pronouns that staff and peers should use for the student, aligning with the students wishes. "The legal name should be used only where specifically required. Districts and schools should determine which uses require the legal name, including whether it is required for specific testing or reporting purposes (GLSEN & NCTE, 2020)."

Privacy & Confidentiality Transgender and nonbinary students have a FERPA-protected right to privacy; this extends to students' gender identity, birth name, sex assigned at birth and medical history. This includes privacy rights from parents/caregivers.

Source:

<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Transgender-Gender-noncon>

SMALL GROUP TIME

Reflections

- Think about an LGBTQ+ student you care about. If you don't know an LGBTQ+ student, think about a student you love who needs you. Tell people in your group what kind of adults you want these students to have access to.
- What role do the support plans, eval reports, and IEPs play in keeping LGBTQ+ students feeling safe and secure?

Affinity Groups

Affinity Groups



Gender and Sexuality Alliance (GSA)

“At the middle and high school level, a GSA provides a safe and supportive place for LGBTQ+ students and allies to create community.”



Rainbow Club

“An elementary school version of a GSA. These clubs can address topics of family, identity, and respect. They can be a space for LGBTQ+ families, students and allies to connect and hold space for each other. Rainbow Clubs promote a safe, healthy school climate and an anti-bullying message.”



How To Start and Sustain a Rainbow Club K-5

[Click here to access free Rainbow Club slides](#)

Source: <https://www.genderinclassrooms.com/rainbow-club>

Questions to Consider When Starting an Affinity Group

- How can I share leadership with students?
- How can we co-create a community that cares for each other?
- Are the staff members leading the group ready to hold brave space?
Are they ready for nuance?
- How do we check in and hold ourselves accountable?

SMALL GROUP TIME

Reflections

Think of a time when you were in community with others and there was no need to guard yourself because there was a sense of collective understanding. You didn't need to code switch to be understood.

Talk about what that memory brings up for you.

Supporting Students Who
Let You In on Their
LGBTQ+ Identity

SMALL GROUP TIME

Scenario 1

It's your first day with a new student and you decide to start with a "get to know me" activity.

The activity consists of a worksheet where the student can draw a picture of their favorite movie, food, sport, etc. When the student is done, you notice that they left the box blank where they are supposed to draw a picture of themselves.

When you say something to the student, they ask, "Can I draw what my dream is?" You say, "yes" and the student draws their picture. When they're done they say, "Guess what my dream is."

The picture they drew looks, to you, like a stick figure of a girl and a boy. You say, "I see a girl and I see a boy." The student replies, "I'll add something else" and draws an arrow from the boy to the girl, writing their name above each person. In response, you say, "do you want to be a girl?" and the child says, "yes."

What do you do?

SMALL GROUP TIME

Scenario 2

A student told their teacher that they have a secret. They are using a new name with their dad that is commonly associated with a different gender than everyone knows them by. Their mom doesn't know yet, but the new name makes them really happy and they're thinking about using it at school.

What do you do?

Dream board



How to make your dream board

1. Open up PowerPoint or Google Slides
2. Using your own images and Google Search, place images on a slide that symbolizes what inclusion and belonging look like and feel like to you as an educator





Thank you!

Open The Floor / Q & A

hello@qinclusion.com

www.qinclusion.com

 [@wes_chernin](https://www.instagram.com/wes_chernin)

 [@finn.menzies](https://www.instagram.com/finn.menzies)



References & Resources

- American School Counselor Association - Support LGBTQ+ Students: <https://www.schoolcounselor.org/Publications-Research/Publications/Toolkits/LGBTQ-Students>
- American Psychological Association & National Association of School Psychologists. (2015). *Resolution on gender and sexual orientation diversity in children and adolescents in schools*. Retrieved from <https://www.apa.org/about/policy/orientation-diversity>
- Equality Ohio: EqualityOhio.org
- Gender Justice in Early Childhood: GenderJusticeInEarlyChildhood.com
- Gender Spectrum: GenderSpectrum.org
- Gender Support Plan: www.genderspectrum.org/articles/using-the-gsp
- GLSEN: GLSEN.org
- Rainbow Clubs: www.genderinclassrooms.com/rainbow-club
- Responding to Concerns: <https://genderspectrum.org/articles/responding-to-concerns-principles>
- Teaching Outside the Binary Get To Know You Sheet: <https://www.teachingoutsidethebinary.com/classroom-resources>
- The Gender Unicorn: TransStudent.org/Gender
- The School Counselor and LGBTQ+ Youth: <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-LGBTQ-Youth>

References & Resources

- The School Counselor and Transgender and Nonbinary Youth: <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Transgender-Gender-noncon>
- The Trevor Project Statistics: www.thetrevorproject.org/survey-2022/
- Trans Ohio: TransOhio.org
- Understanding Gender: www.genderspectrum.org/articles/understanding-gender
- Welcoming Schools: WelcomingSchools.org

Videos

- ASCA Members Webinars: <https://www.schoolcounselor.org/Publications-Research/Publications/Toolkits/LGBTQ-Students>
- Generations - a documentary: <https://youtu.be/-mRSTgoka1U>
- How to Use a Binder Safely: <https://youtu.be/CEflm8xhzBU>
- Kids Meet a Gender Nonconforming Person: <https://youtu.be/DZsBei4nCKU>
- Stories of Transgender Ohioans: <https://www.acluohio.org/en/stories-transgender-ohioans>
- TransHub Talks Gender Euphoria: <https://youtu.be/U5-cFw3LCE>

References & Resources

Books

- *A Quick & Easy Guide to They/Them Pronouns* by Archie Bongiovanni & Tristan Jimerson
- *Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Alire Saenz
- *Bodies Are Cool* by Tyler Feder
- *HeartStopper* by Alice Oseman
- *Melissa* by Alex Gino
- *Peanut Goes for The Gold* by Jonathan Van Ness
- *Pronoun Book* by Chris Ayala-Kronos & Melita Tirado
- *The Body Keeps the Score* by Bessel van der Kolk M.D.
- *They, She, He Easy as ABC* by Maya & Matthew
- *What Are Your Words?* By Katherine Locke
- *You Better Be Lightning* by Andrea/Andrew Gibson

Book Lists

- Gender Inclusive Classrooms: GenderInClassrooms.com/Books
- Teaching Outside the Binary: <https://www.teachingoutsidethebinary.com/lgbtq-book-recs>