

Gender Inclusiveness Assessment

Review the *Framework for Gender Inclusive Schools*. Then use the following scale to help you get started with assessing the level of gender inclusiveness on your campus and in your classroom(s). For each item, there is a reference to one or more entry points for creating a Gender Inclusive School. Below the different items, make any notes or references to help understand why you answered as you did.

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree DK = Don't Know NA = Not applicable

| FOCUS AREA/ENTRY POINT | 1 | 2 | 3 | 4 | DK | NA |
|--|---|---|---|---|----|----|
| School district/board has created/posted safety policies that explicitly name gender identity and gender expression as protected classes [Institutional] | | | | | | |
| School district/board has guidelines, administrative regulations or other directives for working with/supporting gender-expansive students [Institutional] | | | | | | |
| School or district's Student Information System allows for students to use a gender marker/name different from that on their birth certificate [Institutional] | | | | | | |
| School has articulated its commitment to gender inclusiveness to staff, families and students (via handbooks, policies, newsletters, etc.) [Institutional] | | | | | | |
| School has forms or other ways that allow for a parent to note if their child is gender-expansive or transgender [Institutional] | | | | | | |
| School has designated one or more individuals who are responsible for questions or concerns about gender inclusiveness [Institutional] | | | | | | |
| School provides at least one private, all gender restroom that is accessible to students during passing periods [Institutional] | | | | | | |
| School dress code is gender neutral and supportive of students dressing in a manner consistent with their own sense of gender [Institutional] | | | | | | |
| Our classrooms have posters or pictures of individuals and cultures that present non-binary or non-traditional images of gender [Institutional] | | | | | | |
| Classrooms have posters, signs, door hangers or other visuals recognizing gender diversity [Institutional] | | | | | | |

| FOCUS AREA/ENTRY POINT | 1 | 2 | 3 | 4 | DK | NA |
|--|---|---|---|---|----|----|
| Our school has a Gender and Sexuality Alliance (GSA) or other group that includes a focus on the affirmation of gender diversity among all students, including transgender or other gender-expansive students [Institutional] | | | | | | |
| School has participated in <u>staff training</u> explicitly focused on gender expression and gender identity, and gender inclusive practices [Institutional & Internal] | | | | | | |
| School has conducted <u>parent training</u> explicitly focused on gender expression and gender identity [Institutional, Internal] | | | | | | |
| Our school has conducted <u>student training</u> explicitly focused on gender expression and gender identity [Institutional, Instructional] | | | | | | |
| Our school honors the requests of students to be referred to by the name and/or gender pronoun they wish to use [Institutional, Interpersonal] | | | | | | |
| Our school has and makes available resources for students and families about gender diversity [Institutional, Interpersonal] | | | | | | |
| Our school does not conduct activities that are segregated by gender [Institutional, Instructional] | | | | | | |
| Our classroom activities do not segregate students by gender [Instructional] | | | | | | |
| We have met as teachers and discussed and planned ways for integrating lessons about gender diversity into our existing curricula [Instructional] | | | | | | |
| I can point to specific assignments in my classroom designed to examine gender expression and identity [Instructional] | | | | | | |
| We have utilized our social-emotional curriculum as a way of introducing acceptance around gender diversity to our students [Interpersonal, Instructional] | | | | | | |
| Students have raised questions and engaged in discussions about gender diversity in my classroom [Instructional] | | | | | | |

| FOCUS AREA/ENTRY POINT | 1 | 2 | 3 | 4 | DK | NA |
|--|---|---|---|---|----|----|
| I have had guest speakers that present or speak about gender diversity [Instructional] | | | | | | |
| I consciously use particular terms and phrases designed to present a non-binary model of gender [Interpersonal, Instructional] | | | | | | |
| I have shown videos or other images to students that present a non-binary model of gender [Interpersonal, Instructional] | | | | | | |
| I can identify specific instances where I have interrupted a behavior that I considered to be insensitive to gender diversity issues [Interpersonal] | | | | | | |
| I am aware of and comfortable sharing resources with families who express the need to better understand their child's gender [Interpersonal] | | | | | | |
| I am comfortable articulating to parents/caregivers reasons for including lessons and activities about gender inclusiveness in my classroom [Internal, Interpersonal] | | | | | | |
| I feel comfortable discussing the complexity of gender as it relates to my students and my work [Internal, Interpersonal] | | | | | | |
| I feel that I have done my own internal work exploring gender, both my own as well as others' [Internal] | | | | | | |
| At our school it is safe for students to express gender in ways that are not consistent with stereotypically male or female expectations | | | | | | |
| At our school it is safe for transgender and other gender-expansive students to be themselves | | | | | | |
| Are there any other aspects of your school that speak to the presence of Gender Inclusive practices? | | | | | | |

Are there any patterns that you observe in your assessment? _____

Did any of the entry points emerge as particularly present? Not present? _____

How consistent are your answers with your colleagues'? _____

Based on what you see in the assessment, where do you think your school needs to focus in its work to create more gender inclusive conditions?

Based on what you see in the assessment, where do you think you need to focus in your own work to create a gender inclusive school/classroom?

Anything else you wish to consider as you assess your school's and your own gender inclusiveness? _____

