

LGBTQ Inclusivity in Schools: A Self-Assessment Tool



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention



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Overview

Schools play a critical role in supporting the health and academic development of all youth, including the success of lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth. Creating and sustaining inclusive school environments, policies, programs, and practices that include LGBTQ youth is one strategy for improving the health and academic success of all youth. Inclusive in this context refers to the presence of clear policies or practices that address the needs of LGBTQ students who might otherwise be excluded or marginalized due to factors such as sexual orientation and gender identity/expression. *Please note that this document includes many resources from non-governmental organizations focused on improving school inclusivity, and the ideas and opinions expressed within them do not represent the official opinion of the Centers for Disease Control and Prevention (CDC).*

Purpose

To assist schools and districts in addressing the health and academic needs of LGBTQ students, this self-assessment tool was created to help school and district staff understand current policies, programs, and practices that may contribute to safe, inclusive environments where all youth can be successful. Within the context of this inclusivity self-assessment tool, school and district staff may include:

- School board leaders
- District/central office administrators
- School principals
- Instructional leaders/coaches
- Teachers
- Support staff/aides
- Health services staff (e.g., nurses, physicians, school-based health center staff)
- Resource officers
- Staff at community organizations working in partnership with a school district or school (e.g., not-for-profit organizations, faith-based institutions)

School and district staff who are interested in facilitating a more inclusive environment for LGBTQ students can use this tool to assess individual-level knowledge, attitudes, and behaviors that foster inclusivity, in addition to determining strengths and weaknesses in current school-level inclusive policies, programs, and practices. This tool includes a rating scale across a set of response options to capture individual responses. After completing the self-assessment, responses will be used to identify and provide resources and recommended action steps to improve inclusivity. This tool includes a variety of curated resources to help school and districts staff strengthen and maintain safe, inclusive environments that support LGBTQ students. Additionally, the assessment tool includes a glossary of terms which appear throughout this tool that can be referenced to support use.



Overview

This self-assessment tool was developed by the Centers for Disease Control and Prevention (CDC) and NORC at University of Chicago, an objective non-partisan research institution, in partnership with LGBTQ health experts, school health experts, and non-governmental health and education agencies.

To maximize the utility of the self-assessment tool in identifying inclusivity-related policies, programs, and practices, and to enhance future work to support LGBTQ youth in schools, it is important to understand key considerations before beginning use of this tool (see Table 1).

Key Considerations for Using the LGBTQ Inclusivity Self-Assessment

What this tool is:

- An optional self-assessment and planning tool for school staff interested in better supporting LGBTQ students
- A way to quickly assess level of LGBTQ inclusivity across different components of school environment and staff practices
- An educational resource designed to aid in on-going inclusivity-related professional development and skills building for school staff
- A focused, reasonable, and user-friendly approach to identify potential strategies to increase LGBTQ inclusivity in schools
- A collection of curated resources and tools to help schools enhance LGBTQ inclusive policies, programs, and practices

What this tool is not:

- A required research or evaluation tool
- A required tool for auditing or punishing school staff
- A long, rigid, labor intensive process
- A “one-and-done” tool for measuring inclusivity or a tool for people to get a “high” score on and assume they have no more work to do

How To Use This Tool

The LGBTQ Inclusivity Self-Assessment Tool contains five sections:

- Section 1: Assessment for All Users
- Section 2: Assessment for Administrators
- Section 3: Assessment for Educators
- Section 4: Assessment for School Health Services Staff
- Section 5: Glossary of Terms

This tool is intended to be self-administered in a private space. Section 1 is designed for all users as a universal assessment, including a range of common inclusivity-related practices (e.g., personal beliefs, attitudes, and biases). Everyone should find the content in Section 1 relevant to at least some of what you do or some situations you find yourselves in. After you complete Section 1, select and complete the additional section that applies most to you and your specific role. Sections 2 through 4 are designed to be completed by users in accordance with their specific role in schools (e.g. administrator, educator, or health services staff). Only complete the sections that are relevant to you—you do not need to complete all the sections. The role-specific sections of this tool include inclusivity-related indicators relevant to policies, programs, and practices that can support LGBTQ students.

Special Note for Users

As you work through the self-assessment, consider that this assessment is intended to be subjective, not objective, so try to be honest with yourself.

The end-goal is to help you better serve your students. The more honest you are, the more answers you will get to help you plan ways to improve. Keep in mind that your scores will not be reported to anyone, but instead will provide you with some insight into areas for self-improvement. As a self-assessment process, it is important to understand that data are not meant to be reported to outside agencies for purposes of comparison and you do not have to share your scores or answers. You can complete the self-assessment on your own time and use your responses to identify areas where you may be able to make improvements in your efforts to be more supportive and inclusive of LGBTQ students

To complete each section, select A, B, or C for each assessment area to indicate how frequently you do this or how much the statement applies to you. When you have finished with your self-assessment, simply add up the number of As, Bs, and Cs you recorded and use that number on the LGBTQ inclusivity continuum (see Figure 1) to determine which category you fall into. Also feel free to look at the resources for other areas in case that would be helpful to you.



Figure 1. LGBTQ Inclusivity Continuum



CONTINUUM CATEGORIES

- **Mostly Cs is for "Commit to Changes" - (Minimally Inclusive)** – You are not yet well prepared to provide inclusive and supportive environments for LGBTQ students. Commit to making changes, and you will move up the continuum in no time!
- **Mostly Bs is for "Beginning to Break Through" - (Moderately Inclusive)** – You are working on the building blocks of inclusivity, doing some things that encourage supportive and LGBTQ inclusive environments, but you still have room to grow. Work on broadening your horizons further, address your barriers, and expand your efforts further towards being an ally.
- **Mostly As is for "Awesome Ally" - (Highly Inclusive)** – You are doing great work. You do a lot to support LGBTQ students and work toward an inclusive environment. Keep up your good efforts, while also recognizing there is always more you can do. Like all good allies, you will want to continue exploring and learning and share your knowledge with others.

Once you have completed your self-assessment sections, review the tips and resources provided within the continuum. While you will want to focus most on those tips and resources under your own continuum category (e.g., B "Beginning to Break Through"), keep in mind that the resources included may be helpful regardless of your competency level and you may find that there are specific content areas where you could benefit from additional resources. All the tips and resources are designed to build on each other, help move you along a continuum of inclusivity, and encourage continual growth and action toward safe, inclusive school environments, policies, programs, and practices that support LGBTQ students.

Now Let's Get Started!

Section 1: Assessment for All Users (10 Items)

1.1 Beliefs, assumptions, & biases

| Assessment Areas | Response Options/Rating: A, B, or C |
|---|---|
| 1.1a—I recognize that gender, gender identity, and sexual orientation can be complex, are unique to an individual, and can be experienced on a continuum. | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally OR not at all to me. |
| 1.1b—I am aware of how my own and others' attitudes toward LGBTQ students can impact our interactions. | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally OR not at all to me. |
| 1.1c—I cannot assume a student's gender, gender identity, or sexual orientation. | A—I do not presume to know a student's gender, gender identity, or sexual orientation. B—I can sometimes determine a student's gender, gender identity, or sexual orientation. C—I can always determine a student's gender, gender identity, or sexual orientation. |

1.2 Using terminology & language

| Assessment Areas | Response Options/Rating: A, B, or C |
|---|--|
| 1.2a—I use neutral terms (e.g., “partner” instead of “boyfriend” or “girlfriend”) to describe students’ romantic relationships instead of making assumptions. | A—I do this frequently. B—I do this occasionally. C—I do this rarely or never. |
| 1.2b—I use inclusive terminology (e.g., using individuals’ chosen names/pronouns, not assuming genders of individuals’ friends, family members, or romantic partners) in conversations with students, peers, and community members. | A—I do this frequently. B—I do this occasionally. C—I do this rarely or never. |
| 1.2c—I use students’ chosen name(s) in all school environments, including abbreviations and pronouns [e.g., Jim vs. James; Natalie (she, her) vs Nathan (he, him)]. | A—I use students’ chosen name(s) and pronoun(s) and encourage my colleagues to use students’ chosen name(s) and pronoun(s). B—I use students’ chosen name(s) or pronoun(s). C—I only use students’ legal name(s) and pronoun(s). |

1.3 Advocacy: Using your voice to educate or support others

| Assessment Areas | Response Options/Rating: A, B, or C |
|--|--|
| 1.3a—I correct those around me if I hear them using incorrect, outdated, derogatory, or harmful language or terminology (see Section 5: Glossary of Terms for updated language). | A—I do this frequently. B—I do this occasionally. C—I do this rarely or never. |
| 1.3b—I advocate for LGBTQ inclusive and affirming materials in all school and classroom environments. | A—I do this frequently. B—I do this occasionally. C—I do this rarely or never. |
| 1.3c—If I see or hear harmful situations or comments (e.g., bullying, harassment, or physical /emotional violence), I intervene whenever possible. | A—I do this frequently. B—I do this occasionally. C—I do this rarely or never. |
| 1.3d—I participate in my schools' Gay Straight Alliance/Genders and Sexualities Alliance (GSA) | A—I participate as an Advisor or Leader of my schools' GSA. B—I speak out about the importance of my schools' GSA and encourage my colleagues to do the same. C—I do not participate in student support groups, such as GSA OR our school does not have a GSA. |

Section 1: All Users Scoring

Total number of As:

Total number of Bs:

Total number of Cs:

Mostly "As"

If you scored mostly As, consider yourself an **Awesome Ally!** It sounds like much of what you are doing is already supportive of LGBTQ students and you are already making efforts to be highly inclusive. Keep up the good work, share your knowledge with those around you, and check out the resources below to help you continue your efforts to provide an inclusive environment for LGBTQ students.

Mostly "Bs"

If you scored mostly Bs, you can consider yourself **Moderately Inclusive.** You're beginning to break through and could do more but are also actively working on the building blocks of inclusivity. Some of what you're doing is already encouraging supportive and LGBTQ inclusive environments, but you still have room to grow. Consider the resources below for increasing your range of knowledge and information, addressing your barriers, and expanding your efforts further towards being an ally.

Mostly "Cs"

If you scored mostly Cs, make time to **Commit to Changes.** You are not currently as well prepared as you could be to provide inclusive and supportive environments for LGBTQ students. The resources below can provide you with basic information that can help you in your efforts to become more LGBTQ inclusive and commit to making changes.

Figure 2. Tips and Resources for All Users^a



Resources – Mostly Cs

Fenway Health: [Trans terminology](#)^b

- Provides definitions of common LGBTQ terms

[Genderbread Person](#)^b

- A tool for breaking the big concept of gender down into bite-sized, digestible pieces

GLAAD: [Transgender section of their website](#)^b

- Answers FAQs regarding transgender identity and provides tips on being an ally to transgender people

Human Right's Campaign's (HRC): [Resources for an LGBTQ and Gender Inclusive School](#)^b

- Provides best practices and assessment tools to promote LGBTQ student safety and inclusion

PFLAG: [Guide to Being a Trans Ally](#)^b

- Defines terminology and describes strategies for being an ally to transgender people.

Trans Student Educational Resources: [Definitions](#)^b, [Gender Unicorn](#)^b

- Provides definitions of common LGBTQ terms

Resources – Mostly Bs

Centers for Disease Control and Prevention: Gay and Bisexual Men's Health, [Stigma and Discrimination](#) page

- Provides policies and practices for schools to affirm LGBTQ students and mitigate the risks of bullying and harassment

GLSEN: [Issue Brief Gay-Straight Alliances: Creating Safer Schools for LGBT Students and their Allies](#)^b

- Describes how GSA engagement can positively impact school climate

Harvard University: [Implicit Bias Test \(IAT\)](#)^b

- Helps assess attitudes and beliefs that people may be unwilling or unable to report

Resources – Mostly As

GLAAD Media Reference Guide: [Glossary of Terms and Terms to Avoid](#)^b

- Defines common LGBTQ terms for people working in the media

GSA Network: [Resource Packet](#)^b

- Describes three GSA models and offers tips and recommendations for starting a GSA in school

The Hatcher Group: [Tips for Writing about Transgender and Gender Non-Conforming People](#)^b

- Describes best practices for writing inclusively about LGBTQ issues

^aLGBTQ etc. acronyms vary in this tools' resource sections because we are using the language used by each resource's developers.

^bThis resource was developed by an external non-governmental organization and its contents do not represent the official opinion of the CDC.



Section 2: Assessment for Administrators (15 items)

Special Note for Section 2 Users

As you complete this section of this tool, there are a few things to keep in mind. Here, policy is defined as a set of rules or guidelines adopted by an education organization. Policies and practices may be formal (e.g., requirements about what food or beverages can be sold or served during school, immunizations required for school attendance, and graduation course requirements) requiring adoption by policymaking bodies; or informal (e.g., school principal or superintendent deciding to implement new school dress code guidelines or enact a rule). Either way, the way policies and practices are enforced and practiced varies depending on federal, state/district, or individual school-level contexts.

Answer the following items to the best of your ability, based on your current knowledge of federal, state/district, or school-level policies, programs, and practices related to student health. If your school district or building does not have a formal or informal policy, don't worry! Select Option C for that indicator and move on.

2.1 School health policies

| Assessment Areas | Response Options/Rating: A, B, or C |
|--|---|
| 2.1a—I enforce our non-discrimination, harassment, and bullying policies for all students, including LGBTQ students. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally.</p> |
| 2.1b—The anti-bullying and non-discrimination policies explicitly include protection for LGBTQ students. | <p>A—The policies include explicit protections for LGBTQ students.</p> <p>B—The policies do not explicitly protect LGBTQ students.</p> <p>C—The policies may discriminate against LGBTQ students OR we do not have an anti-bullying and non-discrimination policy.</p> |
| 2.1c—I ensure event (e.g., prom, pep rallies) policy(s) allows the inclusion of same-gender and gender non-conforming couples. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally or not at all to me OR our school does not have a policy.</p> |
| 2.1d—The policy(s) in place allows students to use the bathroom/locker room which aligns to their chosen gender. | <p>A—Our policy(s) allows students to use any bathroom/locker rooms that aligns to their chosen gender.</p> <p>B—Our policy(s) designates certain bathroom/locker rooms which students can use according to their chosen gender.</p> <p>C—Our policy(s) does not allow students to use bathroom/locker rooms aligned to their chosen gender OR our school does not have a policy.</p> |

2.1 School health policies (cont.)

| Assessment Areas | Response Options/Rating: A, B, or C |
|--|---|
| 2.1e—The policy(s) in place accommodates students who want their paperwork to present their chosen name and pronouns, rather than their legal name. | <p>A—Our policy(s) allows students to use chosen name(s) and pronouns(s) on formal document(s).</p> <p>B—Our policy(s) allows students to use chosen name(s) and pronouns(s) only on informal, non-official document(s).</p> <p>C—Our policy(s) does not allow students to use chosen name(s) and pronouns(s) on any document(s), formal or informal OR our school does not have a policy.</p> |
| 2.1f—The dress code and uniform requirement policy(s) are gender-neutral. | <p>A—There is no dress code or uniform requirement policy(s) in place.</p> <p>B—Our dress code or uniform requirement policy(s) is gender-neutral.</p> <p>C—Our dress code and uniform requirement policy(s) describes gender-specific requirements.</p> |
| 2.1g—Physical education and athletics programs have written policies that allow co-educational team (i.e., mixed genders) offerings and participation. | <p>A—All physical education and sports athletics programs allow co-ed team participation.</p> <p>B—The physical education and sports athletics programs have no standard policy which allows co-ed team participation.</p> <p>C—The physical education and sports athletics programs do not allow co-ed team participation.</p> |
| 2.1h—The technology policies allow student access to age-appropriate LGBTQ content and information (e.g., LGBTQ-specific media, public health and education organizations, and entertainment sites). | <p>A—The technology-related policies allow open access to age-appropriate LGBTQ-specific online materials, resources, sites, and information.</p> <p>B—The technology-related policies allow limited access to age-appropriate LGBTQ-specific online materials, resources, sites, and information.</p> <p>C—The technology-related policies block access to age-appropriate LGBTQ-specific online materials, resources, sites, and information.</p> |

2.2 Programs & practices

| Assessment Areas | Response Options/Rating: A, B, or C |
|---|--|
| 2.2a—I work to create a culture of accountability among my staff by providing leadership, resources, and training for identifying safe spaces within the school. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally OR not at all to me.</p> |
| 2.2b—I elicit feedback from students or school staff about the implementation of policies intended to create safe and supportive environments for LGBTQ students. | <p>A—I do this frequently.</p> <p>B—I do this occasionally.</p> <p>C—I do this rarely or never.</p> |
| 2.2c—I work with staff in my school to identify and mark safe spaces (e.g., classrooms, counselors’ offices, designated student organizations) where LGBTQ students can get nonjudgmental support from staff. | <p>A—I work with school staff to ensure that safe spaces are not just a label, but that policies, practices, and programs support staff behavior to ensure LGBTQ inclusivity as well.</p> <p>B—I work with school staff to identify safe spaces within the school environment.</p> <p>C—I do not do this.</p> |
| 2.2d—Our district allows teachers to develop LGBTQ inclusive curricula or adapt curricula and materials to be more LGBTQ inclusive. | <p>A—The district provides resources (e.g., time, money, instructional coaching) to help teachers make appropriate changes, or adaptations, to curricula and supplemental materials to enhance inclusivity.</p> <p>B—The district allows teachers to make appropriate changes, or adaptations, to curricula and supplemental materials to enhance inclusivity, but no supports are provided.</p> <p>C—The district does not allow teachers to make appropriate changes, or adaptations, to curriculum and supplemental materials to enhance inclusivity.</p> |
| 2.2e—Our district maintains an advisory group (e.g., School Health Advisory Council) that regularly monitors and provides recommendations for creating safe and supportive environments for LGBTQ students. | <p>A—The district’s advisory group (e.g., School Health Advisory Council) monitors and provides recommendations on LGBTQ-related issues protectively.</p> <p>B—The district’s advisory group (e.g., School Health Advisory Council) addresses LGBTQ-related issues only as they emerge.</p> <p>C—The district’s advisory group (e.g., School Health Advisory Council) does not regularly monitor or act on LGBTQ-related issues.</p> |
| 2.2f—I support my staff attending trainings focused on creating safe and supportive environments for LGBTQ students. | <p>A—I provide funds for my staff to attend annual trainings and professional development focused on creating safe and supportive environments for LGBTQ students.</p> <p>B—I encourage, but do not provide funds for, school staff to annual attend trainings and professional development focused on creating safe and supportive environments for LGBTQ students.</p> <p>C—I do not offer or encourage funded annual trainings and professional development for my staff focused on creating safe and supportive environments for LGBTQ students, OR these trainings are prohibited by law or policy in my area.</p> |



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2.3 School administrator professional development

Assessment Areas

2.3a—I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.

Response Options/Rating: A, B, or C

A—**Annually**, I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.

B—**Every few years**, I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.

C—I **never** attend training and professional development focused on creating safe and supportive environments for LGBTQ students.

2.3 School administrator professional development

Total number of As:

Total number of Bs:

Total number of Cs:

Figure 3. Tips and Resources for Administrators^a



Resources – Mostly Cs

American Psychological Association: [Supporting Transgender and Gender Diverse Students in Schools](#)^b

- Gives recommendations for school administrators on gender inclusivity

CDC/NORC at University of Chicago/Fenway Institute: [Supporting LGBTQ Youth in Schools Webinar](#)

- Gives recommendations for school staff on LGBTQ inclusivity

Gender Spectrum: [Education Section](#) and comprehensive guide, [The Gender Inclusive School](#)^b

- Explains the importance of gender inclusivity in schools and provides policy recommendations that are affirming of transgender and gender diverse students

Human Rights Campaign: [What Welcoming Schools Offer](#)^b

- Provides recommendations for school policies that affirm LGBTQ students and their families

Resources – Mostly Bs

Centers for Disease Control and Prevention: [LGBT Youth Resources: Resources for Educators and School Administrators](#)

- Compiles a variety of resources regarding LGBTQ inclusivity in schools

Human Rights Watch: [Discrimination Against LGBT Youth in US Schools](#)^b

- Describes the forms of discrimination that LGBTQ students face in schools

Resources – Mostly As

Gender Inclusive School: [Gender Inclusive Policy Builder](#)^b

- Offers a state-by-state guide of gender inclusive policies for schools

Gender Spectrum: [Principles of Gender-Inclusive Puberty and Health Education](#)^b

- Provides an overview of gender-inclusive puberty and health education for schools

^aLGBTQ etc. acronyms vary in this tools' resource sections because we are using the language used by each resource's developers.

^bThis resource was developed by an external non-governmental organization and its contents do not represent the official opinion of the CDC.





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Section 3: Assessment for Educators (13 Items)

3.1 Learning environments

| Assessment Areas | Response Options/Rating: A, B, or C |
|---|---|
| 3.1a—I use a behavioral management plan (e.g., establishing classroom routines and procedures, increasing individualized student support) that uses inclusive practices to support LGBTQ students. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally OR not at all to me.</p> |
| 3.1b—I do not allow bullying, harassment, or stigmatizing language and behaviors, from either students or other adults, in my classroom or learning space. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally OR not at all to me.</p> |
| 3.1c—My classroom or learning space includes visual labels (e.g., rainbow flags, pink triangles, unisex bathroom signs) marking it as a safe space for LGBTQ students. | <p>A—I have visual labels in my classroom that represent a broad range of gender identities and sexual orientations among students.</p> <p>B—I don't have any visible labels in my classroom that represent diverse gender identities and sexual orientations among students.</p> <p>C—I have visual labels in my classroom focused primarily on heterosexual relationships and cisgender (i.e., not transgender) students.</p> |
| 3.1d—My classroom or learning space includes inclusive group norms/rules and behavioral expectations (e.g., stigmatizing remarks based on gender identity or sexual orientation are not tolerated). | <p>A—My classroom or learning space includes inclusive norms/rules and behavioral expectations my students help co-create.</p> <p>B—My classroom or learning space includes inclusive norms/rules and behavioral expectations created solely by the teacher.</p> <p>C—My classroom or learning space does not include inclusive norms/rules and behavioral expectations.</p> |



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3.2 Curriculum & instruction

Assessment Area

3.2a—I ensure content and supporting materials are LGBTQ inclusive (e.g., ensure LGBTQ people, history, events, and resources are presented).

Response Options/Rating: A, B, or C

- A—I ensure content and supporting materials are LGBTQ inclusive (e.g., ensure LGBTQ people, history, events, and resources are presented).
- B—I do not know if my curriculum and supporting materials are LGBTQ inclusive.
- C—I use curriculum and supporting materials that depict LGBTQ people negatively, **OR** LGBTQ inclusive content is prohibited by law or policy in my area.

3.3 Teacher professional development

Assessment Area

3.3a—I work to improve my knowledge and skills by attending training and professional development focused on LGBTQ **inclusive teaching practices**.

Response Options/Rating: A, B, or C

- A—This statement applies to me a great deal.
- B—This statement applies moderately to me.
- C—This statement applies minimally **OR** not at all to me.

3.3b—I attend training and professional development focused on **creating safe and supportive environments** for LGBTQ students.

- A—**Annually**, I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.
- B—**Every few years**, I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.
- C—**I never** attend training and professional development focused on creating safe and supportive environments for LGBTQ students.

3.4 If you teach sexual health education, consider the following

| Assessment Area | Response Options/Rating: A, B, or C |
|--|---|
| 3.4a—During sexual health education lessons, I present information on the range of gender identities and sexual orientations which make up the diversity of friend and romantic relationships. | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally/not at all to me OR this content is prohibited by law or policy in my area. |
| 3.4b—During sexual health education, I include a variety of ways for students to submit questions or topics for discussion (e.g., anonymous question box or online forums). | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally/not at all to me. |
| 3.4c—During sexual health education lessons, I present information on all types of sex, not centering on penis/vagina penetrative sex. | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally/not at all to me OR this content is prohibited by law or policy in my area. |
| 3.4d—During sexual health education lessons, I present HIV/sexually transmitted infection (STI) and unintended pregnancy prevention information which meets the needs of LGBTQ students. | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally OR not at all to me. |
| 3.4e—During sexual health education lessons, I describe anatomy and physiology separate from gender (e.g., “a body with a penis,” “a body with a vagina”). | A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally/not at all to me, OR this approach is prohibited by law or policy in my area. |

Section 3: Assessment for Educators Scoring

Total number of As:

Total number of Bs:

Total number of Cs:

Figure 3. Tips and Resources for Educators^a



Resources – Mostly Cs

Colorado Public Radio: [Making Classrooms More LGBTQ Inclusive](#)^b

- Provides best practices and lessons learned from a gender inclusivity initiative in Boulder, CO

National Public Radio: [5 Ways to Make Classrooms More Inclusive](#)^b

- Offers recommendations based on the abovementioned gender inclusivity initiative in Boulder, CO

Scholastic Teaching: [Create Inclusive, Affirming Schools for LGBTStudents](#)^b

- Recommends LGBTQ-inclusive practices for elementary, middle, and high schools

Resources – Mostly Bs

Future of Sex Education (FoSE) [Website](#)^b

- Offers guidance for LGBTQ-inclusive sexual health curriculum and teacher preparation standards

Human Rights Campaign: [Three Ways to Respect Non-Binary Students in the Classroom](#)^b

- Offers guidance for non-binary inclusivity practices

Teaching Tolerance: [Speak Up at School Guide for Teachers](#)^b

- Offers strategies for teachers to address prejudice and bias in the classroom

Resources – Mostly As

Community for Accredited Schools Online: [Teachers as LGBTQ Allies](#)^b

- Provides strategies and other tips for teachers to be an ally to LGBTQ student

Gender Spectrum: [Principles of Gender-Inclusive Puberty and Health Education](#)^b

- Provides an overview of gender-inclusive puberty and health education for schools

GLSEN: [LGBT-Inclusive Curriculum](#)^b

- Provides guidance and lesson plans for educators looking to provide more inclusive instruction

^aLGBTQ etc. acronyms vary in this tools' resource sections because we are using the language used by each resource's developers.

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Section 4: Assessment for School Health Services Staff (13 Items)

4.1 Health service environments

| Assessment Areas | Response Options/Rating: A, B, or C |
|---|---|
| 4.1a—Our school nurse’s office/health clinic is a place that all students feel as comfortable as possible, regardless of gender, gender identity, or sexual orientation. | <p>A—This statement applies to our office/clinic a great deal.</p> <p>B—This statement applies moderately to our office/clinic.</p> <p>C—This statement applies minimally OR not at all to our office/clinic.</p> |
| 4.1b—Our school nurse’s office/health clinic includes visual labels (e.g., posting visible rainbow flags, pink triangles, unisex bathroom signs, or other LGBTQ-friendly symbols) marking it as a welcoming and inclusive environment for LGBTQ students. | <p>A—We have visual labels in the nurses’ office/health clinic that represent a broad range of gender identities and sexual orientations among students.</p> <p>B—We don’t have any visible labels in the nurses’ office/health clinic that represent diverse gender identities and sexual orientations among students.</p> <p>C—We have visual labels in the nurses’ office/health clinic focused primarily on heterosexual relationships and cisgender identities, OR LGBTQ friendly symbols are prohibited by law or policy in my area.</p> |
| 4.1c—Our school nurse’s office/health clinic uses inclusive intake forms (e.g., uses the ‘two-step’ method that asks for both gender identity and sex at birth, including write-in options). | <p>A—Our intake forms ask for both gender identity and birth sex, including write-in options.</p> <p>B—Our intakes forms include a male, female, and other/transgender option that students select.</p> <p>C—Our intake forms only have male and female options for students to select.</p> |
| 4.1d—Our school nurse’s office/health clinic provides health information and services to all students regardless of gender identity or sexual orientation. | <p>A—Our office/clinic does this frequently.</p> <p>B—Our office/clinic does this occasionally.</p> <p>C—Our office/clinic does this rarely or never.</p> |
| 4.1e—Our school nurse’s office/health clinic uses students’ chosen name and pronoun(s) in the school nurses’ office/health clinic and waiting areas. | <p>A—Our office/clinic does this frequently.</p> <p>B—Our office/clinic does this occasionally.</p> <p>C—Our office/clinic does this rarely or never.</p> |
| 4.1f—Our school nurse’s office/health clinic includes LGBTQ-specific health pamphlets, brochures, and posters in all waiting areas. | <p>A—Our school nurse’s office/health clinic include specific LGBTQ-related health pamphlets, brochures, and posters.</p> <p>B—Our school nurse’s office/health clinic has general adolescent health pamphlets, brochures, and posters that may or may not have inclusive, affirming content and messages for LGBTQ students.</p> <p>C—Our school nurse’s office/health clinic has general adolescent health pamphlets, brochures, and posters that may include negative messages about LGBTQ identities.</p> |

4.2 Provision of health services

| Assessment Areas | Response Options/Rating: A, B, or C |
|--|--|
| 4.2a—When/if I deliver sexual health information and services, I present information on all types of sex, not centering on penis/vagina penetrative sex. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally/not at all to me, OR provision of these services is prohibited by law or policy in my area.</p> |
| 4.2b—When/if I deliver sexual health information and services, I present HIV/STI and unintended pregnancy prevention information that meets the needs of LGBTQ students. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally/not at all to me, OR provision of these services is prohibited by law or policy in my area.</p> |
| 4.2c—When/if I deliver sexual health information and services, I describe anatomy and physiology separate from gender (e.g., “a body with a penis,” “a body with a vagina”). | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally/not at all to me, OR provision of these services is prohibited by law or policy in my area.</p> |

4.3 Connecting youth to resources: In the school and the community

| Assessment Areas | Response Options/Rating: A, B, or C |
|--|--|
| 4.3a—I work to ensure access to providers not on school property who have experience in providing social and psychological services to LGBTQ students. | <p>A—I do this frequently.</p> <p>B—I do this occasionally.</p> <p>C—I do this rarely or never.</p> |
| 4.3b—If, for any reason, I am unable to provide needed/wanted health services (e.g., HIV/STI testing, counseling, and reproductive healthcare), I make referrals for evidence-based care to healthcare professionals knowledgeable about the healthcare needs of LGBTQ students. | <p>A—I am confident the healthcare professionals I refer students to use evidence-based and LGBTQ-friendly services.</p> <p>B—I assume the healthcare professionals I refer students to use evidence-based and LGBTQ-friendly services.</p> <p>C—I don’t know if the healthcare professionals I refer students to use evidence-based and LGBTQ-friendly services, OR provision of these services is prohibited by law or policy in my area.</p> |



This Photo is a part of *The Gender Spectrum Collection* by Zackary Drucker

4.4 Health services staff professional development

| Assessment Areas | Response Options/Rating: A, B, or C |
|--|---|
| 4.4a—I work to improve my knowledge and skills by attending training and professional development focused on providing LGBTQ inclusive health care services. | <p>A—This statement applies to me a great deal.</p> <p>B—This statement applies moderately to me.</p> <p>C—This statement applies minimally OR not at all to me.</p> |
| 4.4b—I attend training and professional development focused on creating safe and supportive school environments for LGBTQ students. | <p>A—Annually, I attend annual training and professional development focused on creating safe and supportive environments for LGBTQ students.</p> <p>B—Every few years, I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.</p> <p>C—I never attend training and professional development focused on creating safe and supportive environments for LGBTQ students.</p> |

Section 4: Assessment for school health services staff scoring

Total number of As:

Total number of Bs:

Total number of Cs:

Figure 5. Tips and Resources for School Health Service Staff^a



Resources – Mostly Cs

Adolescent Health Initiative: [Starter Guides^b](#) and [Spark Trainings^b](#)

- Free, ready-to-use mini-toolkits that offer concrete, actionable steps to improve adolescent care.

National Association of School Nurses Position Statement: [LGBTQ Students: The Role of the School Nurse^b](#)

- Defines common LGBTQ terms and describes the role school nurses can have in creating an affirming school environment for LGBTQ student

National Association of School Nurses Position Statement: [Health Education in Schools^b](#)

- Describes the role school nurses can have in supporting sexual health education in schools

Society for Adolescent Health and Medicine: [Position Statement^b](#)

- Describes the challenges LGBTQ youth face in seeking affirming healthcare and the role providers can have in supporting LGBTQ patients

Resources – Mostly Bs

American Medical Association: [Creating LGBTQ Friendly Practice^b](#)

- Offers tips and best practices for LGBTQ-inclusive medical practice

CDC/NORC at University of Chicago/ Fenway Institute, [Supporting Sexual and Gender Minority Youth: A Focus on STI and HIV Prevention](#)

- Provides guidance and best practices for affirming LGBTQ young people in healthcare settings

Centers for Disease Control and Prevention: [Project Connect](#)

- Offers guidance and learned for increasing youth access to sexual healthcare services

National LGBT Health Education Center [on-demand videos and access to webinar recordings^b](#), some of which are youth-focused:

- Describes some of the unique health concerns for LGBTQ youth

Resources – Mostly As

American Academy of Pediatrics/ Centers for Disease Control and Prevention: Caring for Adolescent Patients videos, specifically [Sexual History^b](#) and [LGBTQ youth^b](#)

- Provides guidance for taking a sexual history and describes the distinct healthcare needs of LGBTQ young people

Centers for Disease Control and Prevention: [Guide to Taking a Sexual History](#)

- Describes an approach to discussing sexual health issues with youth patients

Center of Excellence for Transgender Health: [Creating a Safe and Welcoming Clinic Environment^b](#)

- Details two-step method for collecting gender identity data in clinic settings

Healthy Teen Network: [Keep it Simple: A Lesson in Linking Teens to Sexual Health Care^b](#)

- Makes recommendations for LGBTQ-inclusive sexual healthcare for youth ages 15-19

Office of Adolescent Health: [Referrals and Linkages to Youth-Friendly Health Care Services^b](#)

- Provides guidance for implementing a youth-friendly referral system

^aLGBTQ etc. acronyms vary in this tools' resource sections because we are using the language used by each resource's developers.

^bThis resource was developed by an external non-governmental organization and its contents do not represent the official opinion of the CDC.



SECTION 5: GLOSSARY OF TERMS

Ally: an individual who stands up for the rights of LGBTQ students and works to create change for safe schools.

Behavioral management plan: classroom guidelines that educators may use to define and promote acceptable student behavior as well as to redress unacceptable behavior.

Cisgender/Cis: describes individuals whose current gender identity is the same as the sex they were assigned at birth.

Cisnormative/Cisnormativity: the assumption that a person's gender identity matches their assigned sex at birth.

Gay Straight Alliance or Genders Sexualities Alliance (GSA): a student-led organization, typically in middle and high school, that seeks to create safe and affirming spaces for LGBTQ students as well as to promote ally-ship among cisgender and straight peers.

Gender: the cultural roles, behaviors, activities, and attributes expected of people based on their sex.

Gender identity: a person's inner sense of being a boy/man/male, girl/woman/female, another gender, or no gender. It is how one self-identifies as a result of a combination of inherent and extrinsic or environmental factors. Gender identity is not the same as sexual orientation.

Heteronormative/heteronormativity: a historically- and culturally-defined system of values and practices that elevate heterosexuality as the normal and preferred sexual orientation.

Implicit bias: or implicit stereotype, is the unconscious attribution of particular qualities to a member of a certain social group.

Inclusive terminology: language that is respectful and affirming of people and the identities they hold.

Inclusivity: the practice of elevating people and communities who, for cultural and historical reasons, may have been excluded or marginalized by dominant groups.

Intersectionality: a theoretical framework that describes how an individual's social and political identities (e.g., race, gender identity, class, sexual orientation) combine to shape experiences of discrimination or disadvantage.

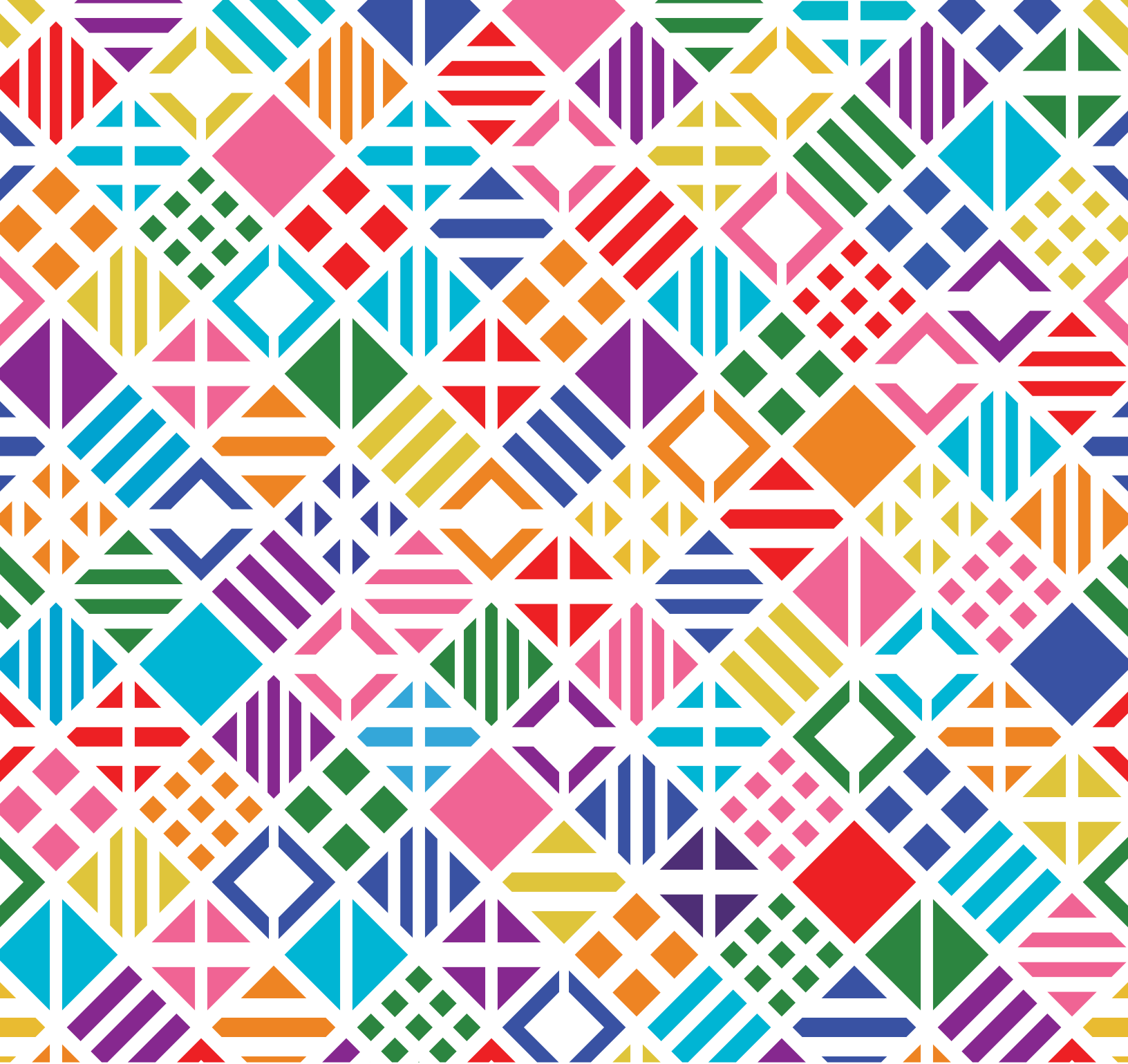
LGBTQ-friendly: practices, policies, and spaces designed to affirm and promote safety for people who identify as LGBTQ.

Non-binary: describes a person whose gender identity does not conform to the idea that there are only two genders (boy/man/male, girl/woman/female), nor that a person must strictly fit into one category or the other.

SECTION 5: GLOSSARY OF TERMS

Sexual orientation: a person's sexual and emotional attraction to people and the behavior and/or social affiliation that may result from this attraction (lesbian, gay, bisexual, etc.). Sexual orientation is not the same as gender identity or sexual behavior.

Transgender/Trans: describes individuals whose current gender identity differs from the sex they were assigned at birth. Also, an umbrella term to include gender identities outside of male and female.



For more information please contact:

Centers for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 3029

Telephone: 1-800-CDC-INFO (232-4636)

TTY: 1-888-232-6348

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