



THE SCHOOL DISTRICT OF
PHILADELPHIA
OFFICE OF STRATEGIC PARTNERSHIPS

SUPPORTING

LGBTQIA+

STUDENTS

GUIDANCE FOR PARTNER PROGRAMS

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OVERVIEW & PURPOSE

Each year, the School District of Philadelphia's (SDP) [Office of Strategic Partnerships](#) asks principals about their school needs with respect to external resources and partnerships. The data from this year's needs assessment demonstrated that in many schools, LGBTQIA+ students are not being fully supported by existing partner programs, particularly after school.

Partner programs are often unique spaces where students feel more able to be themselves and explore their identities. Our goal with this document is to guide SDP partner organizations in ensuring their programs make LGBTQIA+ students feel seen, heard, and capable of success.

We gathered input from District high school students participating in [Gender and Sexuality Alliances](#) (GSAs) about what is most important for creating spaces where students feel safe, supported, and seen. Their insights are shared anonymously throughout this document.

While this document focuses on gender and sexuality, it is crucial to understand that students contain a wide variety of multifaceted identities. Learn more about intersectionality on our [website](#).

THANK YOU!

The **Office of Strategic Partnerships** would like to thank the following groups who made significant contributions to the first version of this document.

We are continuously inspired by your commitment to making our District an inclusive space for all students.

- ❖ District Students and Staff
- ❖ [Office of Diversity, Equity, and Inclusion](#)
- ❖ [Promoting Adolescent Student Health \(PASH\) Office](#)
- ❖ [Office of Student Rights and Responsibilities](#)
- ❖ [Students Run Philly Style](#)
- ❖ [Big Brothers Big Sisters Independence Region](#)

If you have feedback or questions on the materials shared, please reach out to us at partnerships@philasd.org. Please note that the majority of the content included in this guide has been sourced from various external resources. You will find links to these resources throughout the document as well as a comprehensive reference list at the end.

WHY INCLUSION MATTERS

Nationally

50.6%

of LGBTQIA+ students felt unsafe at school because of their sexual orientation

43.2%

of LGBTQIA+ students felt unsafe because of their gender expression¹

~60%

of 16 and 17-year-olds who were out or perceived as transgender in K-12 schools experienced at least one form of mistreatment²

Additionally, LGBTQIA+ students:

- reported **higher levels of peer victimization** (i.e. being bullied by peers) at school than other students.³
- are at much **higher risk of suicide** because of how they are stigmatized and mistreated.⁴

Statewide⁵

- In 2019, **lesbian, gay, and bisexual students** in PA were almost **twice as likely** as heterosexual students **to report being bullied** at school.
- On the 2019 GLSEN National School Climate Survey, a majority of PA students reported experiences with **verbal harassment at school based on sexual orientation or gender expression**.
- Bullying, harassment, and family rejection of LGBTQIA+ youth can cause them to miss or drop out of school, experience homelessness, or become unemployed or underemployed.

¹ Joseph Kosciw, Caitlin Clark, and Leesh Menard, "[The 2021 National School Climate Survey](#)" (GLSEN, 2022), 15.

² Sandy James, Jody Herman, Laura Durso, and Rodrigo Heng-Lehtinen, "[U.S. Trans Survey Early Insights](#)." National Center for Transgender Equality" (National Center for Transgender Equality, 2022), 22.

³ Joseph Kosciw, Caitlin Clark, and Leesh Menard, "[The 2021 National School Climate Survey](#)" (GLSEN, 2022), 23.

⁴ The Trevor Project, "[Facts About Suicide Among LGBTQ+ Young People](#)" (The Trevor Project, 2024), 4.

⁵ Mallory Christy, Luis Vasquez, and Kathryn O'Neill, "[The Impact of Stigma and Discrimination Against LGBT People in Pennsylvania](#)" (UCLA School of Law Williams Institute, 2021), 4.

In the School District of Philadelphia, as of 2023

23.6%

of students identify as gay, lesbian, bisexual, or some other way⁶

49.5%

of students who felt students are treated badly at school felt they were treated badly because of their sexual orientation⁷

64.7%

of gay, lesbian, or bisexual students said they felt sad or hopeless (compared to 39% of heterosexual students)⁸

“Speak up and make the change LGBTQ kids need. Without fostering the bare minimum of a safe and healthy environment for trans and queer students, they will never be able to thrive and feel comfortable in school. If you care, you need to make these changes for Philly’s kids.”

– SDP Student from High School GSA

LGBTQIA+ inclusion benefits everyone!⁹

- LGBTQIA+-inclusive curricula promote acceptance and respect and teach students about the many different types of families in our communities.
- Anti-LGBTQIA+ bias hurts all children, both those directly affected by oppression and hatred, and those who learn in an atmosphere of fear and tension, afraid to explore their own lives because of worry about disapproval and rejection.
- Inclusive curricula support a student’s ability to empathize, connect, and collaborate with a diverse group of peers, and encourage respect for all.

⁶ Office of Research and Evaluation, “[Youth Risk Behavior Survey \(YRBS\)](#)” (The School District of Philadelphia, 2024), 163.

⁷ Office of Research and Evaluation. “[Youth Risk Behavior Survey \(YRBS\)](#)” (The School District of Philadelphia, 2023), 49.

⁸ Office of Research and Evaluation, “[Youth Risk Behavior Survey \(YRBS\)](#)” (The School District of Philadelphia, 2024), 293.

⁹ GLSEN, “[Developing LGBTQ-Inclusive Classroom Resources](#)” (GLSEN, 2022), 4.

ACTIONABLE STRATEGIES FOR CREATING LGBTQIA+ AFFIRMING SPACES



Click [here](#) or double click the video above for more information on **Policy 252** and **Pronouns**.

Strategy 1: Create and Ensure Awareness of Supportive Policies

- **Create & consistently reinforce a values statement** welcoming and inclusive of LGBTQIA+ students and staff. Use [this resource](#) to develop one.
- **Do an annual assessment** of your organization's LGBTQIA+ policies and practices. See recommendations from Mentor IR [here](#).
- **Develop reporting mechanisms** for students and staff to report discrimination based on gender/sexual identity. There should be strong organizational guidance and policies in place to protect the rights of LGBTQIA+ students and staff.
- **Ensure staff awareness** of District, City, State, and Federal nondiscrimination policies.

- ◆ View SDP Board Policies [here](#). Specifically, we recommend staff familiarize themselves with [Policy 252](#) which protects trans & nonbinary students, and [this page](#) on the Student Rights and Responsibilities website. Organizations should also review [Policy 248: Harassment and Discrimination of Students](#) and [Policy 249: Bullying/Cyberbullying](#).
- ◆ Lambda Legal provides a [resource](#) highlighting protections for LGBTQIA+ Youth.

“You need to make sure policies are known, appropriate, and accessible when a student needs them. So many bad things can happen and nothing will change if a student isn’t told or brought aware of these policies.”

– SDP Student from High School GSA

Strategy 2: Respect Names & Pronouns

- **Understand pronouns.** Pronouns are used in place of a proper name. Some examples include “she/her,” “he/him,” or gender-inclusive pronouns, such as “they/them” or “ze/hir,” [pronounced: zee/heer]. See this [GLSEN Pronoun Guide](#) to learn more and [Minus18](#) to practice using different pronouns.
- **Share your name and pronouns:** Ask adults and staff to get in the habit of sharing their pronouns when they introduce themselves and then invite students to share, if they would like to.
- **Learn & use student names and pronouns:** Instead of assuming a person’s gender identity or pronouns, simply ask what pronouns they use. Identities are ever-evolving, and it’s important to welcome that growth at any time. At the beginning of the year, and periodically after, you may want to use a form [like this one by GLSEN](#) to allow students to self-identify and share names and pronouns. It could also be used to address safety issues or related concerns they may have.

“Stop saying ‘preferred name’ or ‘preferred pronouns’ – say name and pronouns. Preferred makes it sound fake, like there are multiple and even unserious. Ask ‘What’s your name? What are your pronouns or what pronouns do you use?’”

– SDP Student from High School GSA

“Just treat trans kids’ pronouns and names as you do for cisgender kids. Be casual, not coddling.”

– SDP Student from High School GSA

Strategy 3: Facilitate Inclusive Curriculum

- **Highlight Diverse Perspectives:** Expand students’ knowledge of LGBTQIA+ figures by exposing them to role models through literature, lessons, classroom guests, and field trips. Assess the diversity of texts you use with this [guide](#) by Learning for Justice.
- **Use Inclusive Language:** Use inclusive language when referring to students, families, or others outside of the classroom. For example, instead of “talk to your mom & dad tonight,” try “talk to your parents or guardians tonight.” This is more inclusive of children who may have two moms or two dads and benefits other students as well who may live in a single-parent family, lost a parent, or are raised by a relative.
- **Student Voice:** Encourage students to speak their truth. Structure discussions so that all students, whether introverted or coming from varying family experiences have an opportunity to share.
- **Support Student Learning:** Ensure you proactively talk to students about how to be supportive to LGBTQIA+ peers. Students who do not identify as LGBTQIA+ may be unfamiliar with and have questions about new terms. Try to level set and create a shared language so that students can engage from a place of knowledge and power. Here are a few [lesson plans](#) from Welcoming Schools, and [GLSEN’s Ready Set Respect Toolkit](#) includes practical tools to help ensure students feel safe and respected.

“Educate students when uncomfortable situations pop up.”

– SDP Student from High School GSA

“Integrate LGBTQIA+ lessons in [programs], call out any and all comments that may come across as bigoted of any magnitude.”

– SDP Student from High School GSA

Strategy 4: Maintain a Safe Space

- **Conduct a visual audit of your program space.** Examine what current visible materials exist. Do they represent individuals with diverse gender expressions? Are there portrayals of nontraditional families or families with LGBTQIA+ members?
- **Ensure there are gender-inclusive bathrooms available.** Identify the closest gender-inclusive bathroom to where your program takes place. Normalize that all students can use the gender-inclusive restroom, not just LGBTQIA+ students. When gender-inclusive bathrooms are not available, cover the “men’s” or “women’s” restroom plaques with signs such as “All-gender.”
- **Display LGBTQIA+ Affirming materials** such as a rainbow-themed organization logo that clearly shows the organization is a safe space, LGBTQ+ stickers, or posters. All Are Welcome Here offers a [free poster download](#).
- **Share positive representations of LGBTQIA+ folx** around the room such as quotes from LGBTQIA+ icons, stories about LGBTQIA+ communities, or materials from LGBTQIA+ serving organizations that offer resources for students.
- **Never let homophobic or transphobic language slide.** You can respond with “I don’t agree with that” or “Trans/homophobic talk is not okay with me.” Talk to students when they use language such as “That’s so gay.” You can ask “Why did you say that?” or “Do you know what that means?” These are important teachable moments we ask you to lean into.

- **Develop trusting relationships with students.** Students should always have an adult who they can come to and feel safe with. Trust that students know who they are and what they need, and show up for them.¹⁰
- **Mind how attitudes around LGBTQ+ topics can create a positive or negative example for students.** Going beyond the treatment of individual queer students, consider how students of all identities may take behavioral cues from the adults around them. Be mindful of how you talk about queer adult colleagues, LGBTQIA+ public figures, and even fictional characters. Students may see feelings about other LGBTQ+ individuals as a reflection of themselves.

“Everyone is different. Keep in mind that one trans guy may feel comfortable in the boys bathroom but a gay guy might not. Gender neutral restrooms are something everyone from the community can benefit from.”

“I felt safe when I saw a teacher have a little pride flag in their room. It’s a small act, but me and many students know that teachers are safe by that simple act.”

– SDP Student from High School GSA

Strategy 5: Challenge Gender Norms¹¹

- **Avoid Binary Terms:** Refer to a group of kids as students, scholars, class, friends, everybody. Avoid the binary language of “boys and girls” and “ladies and gentlemen.”
- **Don’t Separate Students by Gender:** This includes free time, bathroom breaks, and/or ceremonies, etc. When dividing students into groups or two lines, try using table groups or sides of the room. You can also be creative and group students by birth month, favorite color, etc. It’s also best practice to monitor choice activity time to ensure students are not segregating themselves by gender. Encourage all students to try different types of activities.

¹⁰ Ehrenhalt, Jey, [“Being There for Nonbinary Youth”](#) (Learning for Justice, 2016), 3-4.

¹¹ Teaching Tolerance, [“Best Practices for Serving LGBT Students”](#) (The Southern Poverty Law Center, 2018), 23-24.

- **Interrupt Stereotypes:** Be aware of the ways you may currently support gender stereotypes in your expectations of students and their work. For example, who in your class do you expect to be interested in art vs. science? Move toward changing these; do not ask for a group of “strong boys” to help carry furniture or “artistic girls” to decorate a bulletin board. Intervene when you hear students making gender-based assumptions like “girls aren’t good at math.” Name when you or someone else makes assumptions about someone based on actual/perceived gender.

“Stop letting people feed into stereotypes that discredit and invalidate trans people.”

– SDP Student from High School GSA

Strategy 6: Commit to Personal Growth

- **Educate yourself consistently on:**

- ◆ **LGBTQIA+ Vocab:** LGBTQIA+ terms are constantly evolving. You can keep up to date by referencing go-to resources such as [Lambda Legal Glossary of Terms](#) and [PFLAG’s National Glossary](#).

“I cannot emphasize how much of a difference it is to know ‘gender’ vs. ‘sex’ vs. ‘sexual preference.’”

– SDP Student from High School GSA

- ◆ **Childhood Development:** Ensure you and fellow staff understand how children are impacted by gender norms. Children have an understanding of gender at 18-24 months and an understanding of biological sex at ages 6-8. Age-appropriate discussion on gender/sexuality is distinctly different from talking about sex. [This resource](#) provides a breakdown of understanding gender from ages 18 months to 8 years old.

◆ **Marginalization:** Members of the LGBTQIA+ community have been historically and systematically marginalized. [This resource](#) from the Trevor Project documents important events and figures in LGBTQIA+ history.

→ **Support Local LGBTQIA+ Organizations.** Some examples include: PA Coalition for Trans Youth, the Attic Youth Center, Galaei, William Way LGBT Center, HiTops Princeton, Big Brother Big Sisters LGBTQIA+ Programming, GLSEN, and the Mazzoni Center.

“Not everyone is as open to queerness as they might seem and spaces have to go beyond the surface level.”

– SDP Student from High School GSA

FREQUENTLY ASKED QUESTIONS

1. What does LGBTQIA+ stand for?

This is an acronym for **L**esbian, **G**ay, **B**isexual, **T**ransgender, **Q**ueer/**Q**uestioning, **I**ntersex, **A**sexual, and the **+** represents anyone else who may use other language to describe their sexual orientation or gender identity.

2. What makes SDP students feel safe, seen, and included?

“Remembering things about their students, whether it be pronouns or favorite colors, it doesn’t matter. People noticing things about me makes me feel seen.”

“If you need to and forget, ask yourself for the student to remind you

of their pronouns after class in a private setting.”

“I want adults to know that in order to create a space where LGBTQIA+ students (and all students) feel seen and heard you have to make sure that they all feel included, make them feel welcome and safe, and make sure that no one gets outed.”

“Be human and treat us with the same respect we all deserve, no matter what body we were born with, who we love, or who we became. We are all equal and different and that makes us special, so appreciate and support it.”

– SDP Students from High School GSA’s

3. What if a student does not want to share their pronouns?¹²

That’s okay! Providing space for people to share their pronouns does not mean that everyone feels comfortable or needs to share their pronouns. Some people may choose not to share their pronouns for a variety of reasons, e.g. they are questioning or using different pronouns, they don’t use any pronouns, they don’t feel comfortable sharing them at that moment or in that space, or they fear bullying or harassment after sharing. In the case that someone has left pronouns off the nametag or chosen not to share their pronouns, refrain from using pronouns and **refer to the person by the name** on their nametag.

“Never let someone feel left out. Never let someone misgender or joke about someone else’s sexual preference, gender, or sex.”

¹² GLSEN. [“Pronoun Guide”](#) (GLSEN, n.d.), 13.

“We also need others to stand up for us. It’s tiring. Every day it is so exhausting and discouraging to have to correct someone on who I am... We need people who aren’t trans to stick up and speak up for us.”

– SDP Students from High School GSA’s

4. What do I do if I witness anti-LGBTQIA+ name-calling, misgendering, misnaming, bullying, or harassment?¹³

- a. **Interrupt:** Speak up against biased remarks, **every time, without exception.**
- b. **Question:** Ask simple questions to learn why the comment was made and how it can be addressed.
- c. **Educate:** Explain why a word or phrase is hurtful or offensive and encourage the speaker to choose a different language. Help students differentiate between intent and impact and understand why language can be harmful even if they do not mean it.
- d. **Support:** Support the student targeted without making assumptions about what the student is experiencing. Ask the student what they need or want.

Any partner staff member that receives a complaint, witnesses, suspects, or is notified that a student may have been subject to discrimination, harassment or bullying must immediately complete the [online Bullying, Harassment, and Discrimination Reporting form](#), report the incident to the building principal or designee, and properly make any mandatory police or child protective services reports required by law. Review the District’s [Student Rights and Responsibilities webpage](#) for additional information.

5. What do I do if I misgender a student?¹⁴

Misgendering is labeling someone as having a gender other than one they identify

¹³ Teaching Tolerance, “[Best Practices for Serving LGBTQ Students](#)” (The Southern Poverty Law Center, 2018), 17.

¹⁴ GLSEN. “[Pronoun Guide](#)” (GLSEN, n.d.), 13.

with. Anyone can be misgendered, but marginalized and vulnerable students who identify as transgender or nonbinary experience this on a regular basis. Because many associate their pronouns with their gender identity, using the wrong pronouns intentionally or unintentionally is a form of misgendering. If you accidentally use the wrong pronoun when identifying someone, apologize and immediately use the right pronoun. If someone corrects you, say thank you, use the correct pronoun, and move on. Don't bring extra attention or offer excuses.

Everyone makes mistakes, so take accountability and continue using the correct pronoun going forward. Don't unload your guilty feelings or expect forgiveness. Some individuals may have a strong reaction to the misuse of their pronouns and need space to recenter themselves.

"[Misgendered students] may act to be fine or that they are okay, but one slip up or stereotype goes a long way and leaves a scar. They will get over it eventually, but address it, and apologize."

– SDP Students from High School GSA's

6. How should I respond if a student comes out to me?¹⁵

When a student shares their gender identity or sexual orientation with you, your initial response is important. The student has likely spent time in advance thinking about whether or not to tell you, and when and how to tell you. Here are some tips:

- a. **Offer support** but do not assume a student needs any help. The student may be completely comfortable with their sexual orientation or gender identity and may not need any help. It may be that the student just wanted to tell someone, or just simply to tell you so you might know them better.
- b. **Appreciate the student's courage.** There is often a risk in telling someone something personal, especially sharing one's sexual orientation or gender identity. You might say something like, "Thank you for sharing that with me".
- c. **Listen, listen, listen.** One of the best ways to support a student is to hear them out and let the student know you are there to listen without interruption or judgment.

¹⁵ GLSEN, "[Safe Space Kit](#)" (GLSEN, n.d.), 14.

- d. **Assure and respect confidentiality.** The student may or may not be ready to tell others. Let the student know that the conversation is confidential, in alignment with Policy 252, and that you won't share the information with anyone else unless they specifically ask you to.
- e. **Ask questions,** if the student seems interested in talking more, ask questions that demonstrate understanding, acceptance, and compassion. Some suggestions are:
 - i. How can I help make our program an inclusive space for you?
 - ii. If they have shared their gender identity with you: what names and pronouns would you like for me to use?
 - iii. Do not pry or ask questions that you wouldn't ask someone who is straight and/or cisgender.

7. Should I disclose a student's name, pronouns, gender identity, or sexual orientation to their parent/guardian(s)?¹⁶

School should be a safe place for all students. Students may choose to use different names and pronouns and express their gender differently at school than at home. While requests for name changes on student records must be made to the Office of Student Rights and Responsibilities by students **or** parents, school staff are required to respect a child's request to be referred to by a different name and pronouns regardless of parent support.¹⁷

Staff are not allowed to share information about a student's name, pronouns, gender identity, or sexual orientation without the permission of the student, including with parents (Policy 252). [See here](#) to learn more about the District's policy protecting transgender and gender non-conforming students.

Students must consent to the adult telling anyone else in the building anything with regards to the student's name, pronouns, gender identity, or sexual orientation (the counselor, gym teacher, etc). This is for the student's protection and safety; the risk of rejection or ejection from their home may be high and outing someone before they're ready can be traumatic.

¹⁶ The School District of Philadelphia, "Policy 252 Reference Guide" (The School District of Philadelphia, n.d.), 1.

¹⁷ Office of Student Rights and Responsibilities, "[LGBTQIA+ Resources and Policies](#)" (The School District of Philadelphia, n.d.), 1.

8. What do I do if an unaccepting family, outside group, or the neighborhood community pushes back against inclusive practices?

Preparing to support LGBTQIA+ youth might begin with finding allied organizations in the community who actively support efforts to promote safety and celebrate diversity. Providing training for your staff provides the opportunity to connect your organization's values to actively creating an identity-safe climate.

If there is push back against a staff member, it might be because that person has chosen to engage subject matter the external group finds objectionable or because of the identity of the staff member. It is important that organizations stick up for their staff members and reaffirm their principles. Encourage all staff to inform their supervisor or administrator if they are harassed or made to feel unsafe.

If there is an organized backlash in response to inclusive practices, report and document any offensive attacks. Providing accurate information to staff and students will dispel misinformation, and make sure to support the target(s). Afterward, it is important to gather and debrief the incident, while taking time to work towards healing and recognition. Plan activities that will bring students, staff, and families together. Finally, recommit to a safe and kind environment for your organization. ¹⁸

9. Who can my organization connect with at the school level to learn more about LGBTQIA+ student needs?

Organizations can connect with school leadership to learn if a school has a GSA and/or a student equity association. These are student led clubs that are actively working towards LGBTQIA+ inclusion in their school community and can be a great resource. The best way to learn about school specific needs is to ask students directly!

10. How can I refer a student to an LGBTQIA+ specific resource?

Always ask if you may offer a resource or referral before doing so. Getting a student's consent before offering helps them be in control of their experience. Whether or not they use the resource doesn't matter; respect their decisions. People may have all sorts of reservations about different resources that are valid. Some folks prefer community care over care from providers. The Mazzoni Center, located in Philadelphia, has created a [guide](#) with nearly 150 LGBTQIA+ affirming resources for all kinds of needs that may be a good starting place.

¹⁸ Becki Cohn-Vargas, "[Teaching from the Bulls-eye](#)" (Learning for Justice, 2017), 7-9.

ORGANIZATIONAL SELF ASSESSMENT

How well is your program currently meeting the needs of LGBTQIA+ students?

Instructions: Read through the competencies for 1) Staff Skills and 2) Program Policy & Environment below and mark how your organization is doing with each one. **Afterward, consider where your organization needs to focus to create more LGBTQIA+ inclusive spaces and programming.** See the far right column for resources in areas where you may need improvement.

Yes/No	Competency	Relevant Resources
Staff Skills		
	Staff at my organization can articulate why LGBTQIA+ inclusion is important in all programming	<ul style="list-style-type: none"> ● SDP’s School Experience Survey: Click “give me a tour” for instructions on how to use the question explorer ● Advocates for Youth’s Trans-Affirming Schools Project Resource Guide ● GLSEN’s 2021 National School Climate Survey ● 2023 LGBTQ+ Youth Report ● See Why Inclusion Matters
	Staff at my organization are familiar with key terms related to LGBTQIA+ identities	<ul style="list-style-type: none"> ● Lambda Legal Glossary of Terms ● Advocates for Youth’s Trans-Affirming Schools Project Resource Guide ● PFLAG’s National Glossary. ● Trans Student Educational Resources Definitions
	Staff at my organization are familiar with city, state, and federal policies that impact LGBTQIA+ students	<ul style="list-style-type: none"> ● ACLU: Letters for When You are Fighting Discrimination ● Know Your Rights: Students and LGBTQIA+ Rights at School ● How the Law Protects LGBTQIA+ Youth ● Legal Guidance on Transgender Students’ Rights ● See Strategy 1: Create Supportive Policy
	Staff at my organization collect student pronouns and names during programming	<ul style="list-style-type: none"> ● Pronoun Guide ● Pronoun Form for Educators ● PMC Pronoun Activity ● See Strategy 2: Respect Names and Pronouns
	Staff at my organization are familiar with SDP Nondiscrimination Policies, the Code of Conduct, and SDP Board Policy 252	<ul style="list-style-type: none"> ● SDP School Board Policies ● Code of Conduct ● Policy 252 Reference Guide

		<ul style="list-style-type: none"> ● See Strategy 1: Create Supportive Policy
	Staff know how to report concerns of bullying/harassment	<ul style="list-style-type: none"> ● Online Bullying and Harassment Reporting Form
	Staff at my organization know how to interrupt and respond to anti-LGBTQIA+ language	<ul style="list-style-type: none"> ● Developing LGBTQIA+ Inclusive Curriculum (pg. 2) ● What do you say to 'that's so gay' ● ThinkB4YouSpeak Educators Guide ● Safe Space Kit (pg. 20) ● Advocates for Youth's Creating Safer Spaces Toolkit (3.10) ● See Frequently Asked Questions
	Staff at my organization know how to respond if a student comes out to them	<ul style="list-style-type: none"> ● Safe Space Kit (pg. 18) ● Coming Out: A Handbook for Young People ● What Not to Say to LGBT pupils if they come out ● Best Practices for Serving LGBTQ Students (pg. 33) ● See Frequently Asked Questions
	Staff at my organization have opportunities for continued learning around best practices for welcoming and including LGBTQIA+ students	<ul style="list-style-type: none"> ● Project Thrive Webinars - register for upcoming & watch past recorded webinars ● Collaborative Mentoring Webinar Series - LGBTQ Youth
Program Policy & Environment		
	My organization has a nondiscrimination policy that is inclusive of sexual orientation, gender identity, and gender expression	<ul style="list-style-type: none"> ● Model Laws and Policies ● Best Practices for Serving LGBTQ Students pg. 9 ● Advocates for Youth's Creating Safer Spaces Toolkit (3.10) ● See Strategy 1: Create Supportive Policy
	My organization has a values statement that uplifts the inclusion of LGBTQIA+ students, staff, and community members	<ul style="list-style-type: none"> ● GLSEN: How to Create School Values Statement ● Example: Students Run Philly ● Example: Girl Scouts ● See Strategy 1: Create Supportive Policy
	My organization's programming highlights diverse perspectives and role models	<ul style="list-style-type: none"> ● Celebrate Black OURstory ● LGBTQ+ History and Resources ● Ready, Set, Respect ● Reading Diversity ● LGBT History Gallery Walk ● Advocates for Youth's Trans-Affirming Schools Project Resource Guide ● See Strategy 3: Facilitate Inclusive Curriculum

	My organization displays LGBTQIA+ and safe space materials in the physical spaces programming occurs and in our offices.	<ul style="list-style-type: none"> ● Safe Space Kit ● Safe Space Poster ● Safe Space Stickers ● See Strategy 4: Maintain a Safe Space
	My organization avoids separating students by gender during activities and avoids gendered language	<ul style="list-style-type: none"> ● Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students (pg. 22) ● Best Practices for Serving LGBTQ Students (pg. 23) ● See Strategy 5: Challenge Gender Norms
	My organization creates space for students to express gender outside the binary	<ul style="list-style-type: none"> ● Safe Space Kit ● All the Feels Student Journal ● Advocates for Youth's Trans-Affirming Schools Project Resource Guide ● Advocates for Youth's Creating Safer Spaces Toolkit (3.10)

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