Personal and School Assessment GLSEN®

Understanding to what degree your school is inclusive of LGBT students, families and issues is key to ensuring that your school is safe and affirming for all students. To begin this process, review each item below and indicate where you feel you and your school fall with respect to the following school practices and policies.

After completion, decide which areas of your school need the most work and collaborate with other educators and administrators to implement realistic changes within the school.

Beginning: Initial stages of change; Very little to no implementation; Limited or vague understanding of the issues.
Exploring: Beginning stages of implementation and change; Early stages of understanding student needs and benefits of change.
Developing: Intermediate stages of implementation and change; Moderate understanding of student needs and benefits of change.
Mastering: Well developed and comprehensive implementation; Thorough and complex understanding of needs and benefits of change

YOUR SCHOOL'S POLICIES & PROCEDURES	BEGINNING	EXPLORING	DEVELOPING	MASTERING
Fairly and consistently enforced non-discrimination and anti-bullying/harassment policies that explicitly protect LGBT students				
Fairly and consistently enforced non-discrimination and anti-bullying/harassment policies that serve as alternatives to "Zero-Tolerance" policies				
Policies distributed/posted in all languages used by families with students at the school				
A gender-neutral dress code				
Gender-neutral and/or private bathrooms and changing areas				
Training and support for all educators on intervening in bias-based bullying				
School forms and applications that are inclusive of all identities and family structures (e.g. forms that ask for "parent/guardian" signature instead of "mother" or "father")				
YOUR SCHOOL'S COURSE CONTENT	BEGINNING	EXPLORING	DEVELOPING	MASTERING
Curriculum that regularly includes information about LGBT people, including LGBT people of color, history and events				
Curriculum that teaches students to recognize and address bias and discrimination of all kinds				
Culturally relevant and responsive curriculum that reflects all students throughout the school year (not just special days or months)				
Library resources and displays that are inclusive of LGBT people, history and issues				
Health and sexuality education that is inclusive of all sexual orientations and gender identities				

YOUR SCHOOL'S EVENTS & CELEBRATIONS	BEGINNING	EXPLORING	DEVELOPING	MASTERING
Proms, homecoming and athletic events that allow for gender-neutral alternatives to "King" and "Queen"				
School dances and proms that are safe for and inclusive of LGBT students (e.g. students are welcome to bring same gender dates)				
Observations of Mother's Day and Father's Day that affirm all family structures				
Valentine's Day celebrations inclusive of LGBT and non-coupled students				
Respect for cultural and religious holidays of various groups within the school				
YOUR SCHOOL'S CO-CURRICULAR ACTIVITIES	BEGINNING	EXPLORING	DEVELOPING	MASTERING
Athletic teams and events that are safe for, and inclusive of, LGBT students				
GSA's and other student clubs that combat name-calling, bullying and harassment				
Student clubs and leadership activities whose members represent the diversity within the school				
School publications that cover LGBT topics				
YOUR CLASSROOM	BEGINNING	EXPLORING	DEVELOPING	MASTERING
Behaviors and practices that make you a visible ally to LGBT students				
Curriculum that regularly includes information about LGBT people/LGBT people of color, history and events				
Zero-Indifference approach to addressing bullying/name-calling				
Opportunities for students to explore bias and prejudice in their school and community				
Efforts to examine your own bias and how it impacts your work				
Decorations, materials and media that reflect the diversity of the school				
Student-created rules for the classroom that include how students should treat each other				

Next Steps Worksheet

GLSEN®

SCHOOL-WIDE STEPS

All students deserve a safe and affirming school environment. Addressing anti-LGBT bias, understanding the complex nature of students' identities and promoting their health and well-being helps us achieve this goal.

In general, I would rate my school's efforts to meet the needs of all students, regardless of sexual orientation and gender identity and gender expression, as:

- **BEGINNING:** Initial stages of change. Very little to no implementation. Limited or vague understanding of the issues.
- **EXPLORING:** Beginning stages of implementation and change. Early stages of understanding student needs and benefits of change.
- **DEVELOPING:** Intermediate stages of implementation and change. Moderate understanding of student needs and benefits of change.
- **MASTERING:** Well developed and comprehensive implementation. Thorough and complex understanding of needs and benefits of change

In order to create more safe and affirming school environment, my school should take the following actions:

ACTION	PERSON(S) RESPONSIBLE	I AM WILLING AND ABLE TO HELP:
1.		**YES** or **NO**
2.		**YES** or **NO**
3.		**YES** or **NO**
4.		**YES** or **NO**
5.		**YES** or **NO**

PERSONAL STEPS

"Each time a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, these ripples build a current that can sweep down the mightiest walls of oppression and resistance." ― Robert F. Kennedy

In general, I would rate my personal efforts to meet the needs of all students, regardless of sexual orientation and gender identity and gender expression, as:

- **BEGINNING:** Initial stages of change. Very little to no implementation. Limited or vague understanding of the issues.
- **EXPLORING:** Beginning stages of implementation and change. Early stages of understanding student needs and benefits of change.
- **DEVELOPING:** Intermediate stages of implementation and change. Moderate understanding of student needs and benefits of change.
- **MASTERING:** Well developed and comprehensive implementation. Thorough and complex understanding of needs and benefits of change

In order to create more safe and affirming school environment, I commit to taking the following actions:

ACTION	PRIORITY LEVEL	I NEED THIS TO SUPPORT MY EFFORTS:	TIMING - I WILL START WORKING ON THIS:
1.	↑ ↓		
2.	↑ ↓		
3.	↑ ↓		
4.	↑ ↓		