

## District and School Transgender and Gender Diverse Readiness Assessment Form\*

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### Purpose of this assessment

- To review systemic strengths and areas of need pertaining to including and supporting transgender and gender diverse students.

### Instructions

- This assessment should be conducted district-wide / building-wide at least biannually: once at the beginning of the school year and once after any areas of need have been addressed.
- Use the data to determine areas of strength and areas to strengthen in your District / Building in terms of including, supporting, and providing equitable services to transgender and gender-diverse students.
- This form should not be completed in isolation but as part of a cross-disciplinary team (either at the District or Building level)
- This form can be used, not only as a protocol for tabletop discussions, but also as a building walkthrough protocol. Carry it with you to facilitate real-time note-taking during your assessment process.
- Given the various sections in this Assessment, your teams at each level should consider including the following staff (note that these titles and positions may carry different names in your system – adjust accordingly):
  - District:** Assistant Superintendent (or equivalent position), Director of Teaching and Learning (or equivalent position), Director of Special Education/Special Services, Director/Coordinator of Research and Assessment, Director/Coordinator of Federal Programs (e.g., Title I), Activities Director, Equity Director/Coordinator, EL Coordinator, Community Education Director, Human Resources Director, District Legal Counsel.
  - Building:** Administrator, school-based mental health professionals, teachers with cross-grade-level representation, transportation representatives, clerical staff, kitchen staff, paraprofessionals, club leaders, coaches, and other support staff (e.g., EL teachers, cultural advocates, community liaisons, etc.).

### Materials Needed

- |                                      |                                          |
|--------------------------------------|------------------------------------------|
| <input type="checkbox"/> Clipboard   | <input type="checkbox"/> Assessment Form |
| <input type="checkbox"/> Pen         | <input type="checkbox"/> Blank Paper     |
| <input type="checkbox"/> Highlighter | <input type="checkbox"/> Others?         |

### Assessment Areas within a School

- First check Yes, No, or N/A for each assessment area.
- Second, for any areas that apply to your district or school, prioritize whether the concern needs to be addressed immediately, soon, or in the future. Check each box if your school meets that specific criterion. If a box is not checked, more than likely this area needs to be addressed within your district's/school's plan.
- Evaluate the assessment data with your district/building-level team to improve your building's level of readiness and capacity to include, support, and be responsive to the unique needs of transgender and gender diverse persons.

\*The format and some sections and language contained in this measure were adapted from a school crisis prevention and planning form developed by Dr. Melissa Reeves (2011) and as contained in the *PREPARE 1 School Crisis Prevention and Intervention curriculum* (2<sup>nd</sup> ed.) published by the National Association of School Psychologists, Bethesda, Maryland.

## Policies, Communication, and Messaging

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b>District</b>						
1) The district’s non-discrimination and anti-harassment policies:						
(A) Explicitly delineates gender, gender identity, gender expression, and sexual orientation as <i>protected classes of people</i> .						
(B) Explicitly delineates gender, gender identity, gender expression, and sexual orientation as <i>particular identity categories needing protection in this regard</i> .						
(C) Are communicated with all stakeholders (i.e., students, families, faculty, staff, substitutes, and administration) and there is common understanding that protected classes include gender, gender identity, gender expression, and sexual orientation						
2) All legal and official paperwork (e.g., official school records, special education documents, etc.) have multiple gender options available for persons to check.						
3) Student (ages 18+) and family/legal guardian requests to have school records amended to reflect accurately a student’s gender identity according to FERPA stipulations are honored.						
4) Professional development regarding FERPA and legal updates relevant to protecting the rights of LGBTQ persons are provided to district and building-level administrators on a regular basis.						
5) The district has policies in place pertaining to accommodating the unique needs of persons whom identify as transgender or gender diverse for all school functions (e.g., field trips; mode of dress for choir/band/ orchestra based on gender; sporting events etc.).						
6) District-level publications and correspondence with families, faculty, staff, and the larger community are sensitive and responsive to gender diversity (i.e., refrain from using “Ladies and Gentlemen” or “Moms and Dads” salutations or related language).						
7) Other:						
<b>School</b>						
1) The school’s rules/handbook includes district anti-harassment and anti-bullying policies, and explicitly delineates protected classes, including gender, gender identity, gender expression, and sexual orientation.						
2) The <b>school</b> complies with the district’s non-discrimination, anti-harassment, and anti-bullying policies, <i>particularly as they relate to the protection of persons from diverse gender identity, gender expression, and sexual orientation backgrounds</i> .						

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
3) A family and a student’s request for privacy (e.g., not revealing a student’s gender assignment versus gender identity) is honored.						
4) Communication and professional development regarding FERPA and a family or individual’s right to privacy regarding gender identity, and gender expression are provided to faculty, staff, and administration on a regular basis.						
5) Faculty members, staff members, substitutes, and administrators honor a student’s appellation (i.e., affirmed name) regardless of what is on a student’s record or how a student entered the district/school name-wise.						
6) Faculty members, staff members, substitutes, and administrators honor a student’s affirmed pronouns regardless of what is on a student’s record or how a student entered the district/school gender-wise.						
7) Transgender and gender diverse students are allowed to express themselves and to dress in accordance with their affirmed identity, not their gender assignment.						
8) The school (A) as policies in place pertaining to how to accommodate the unique needs of persons whom identify as transgender or gender diverse for all school functions (e.g., field trips; mode of dress for choir/band/orchestra based on gender; etc.). (B) These policies are communicated with all stakeholders (i.e., students, families, faculty, staff, substitutes, administration, and chaperones).						
9) Memos, notes home, and other forms of correspondence with families, faculty, and staff are sensitive and responsive to gender diversity (i.e., refrain from using “Ladies and Gentlemen” or “Moms and Dads” salutations or related language).						
10) The yearbook, diploma, and other documents reflect a student’s expressed name, gender, and pronouns regardless of what may appear in official records.						
11) All school publications (e.g., newspaper; social media; website) demonstrate sensitivity and responsiveness to gender diversity.						
12) Reporting mechanisms are in place for persons wishing to report instances of sexism, transphobia, and/or homophobia.						
13) Other:						

**Additional comments**

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## Conduct

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b>District</b>						
1. District-wide student behavior/code of conduct policies – including bullying and harassment policies – explicitly identify “actual or perceived” “gender identity or expression” under the groups/classes protected by the policy						
2. The code of conduct includes expectations pertaining to the inclusion, treatment, and support of transgender and gender diverse persons.						
3. There is a <i>Student’s Rights and Responsibilities</i> handbook (or equivalent) that outlines a conduct code and other pertinent policies, potential consequences for conduct and/or policy infringements, and methods for reporting infringements						
4. There is an <i>Employee’s Rights and Responsibilities</i> handbook (or equivalent) that outlines the conduct code, other pertinent policies, potential consequences for conduct and/or policy infringements, and methods for reporting infringements						
5. Anti-bullying and nondiscrimination policies and reviewed and revised frequently.						
6. District guidelines for volunteers outline the district’s regulations regarding harassment and bullying and how to report any incidents thereof.						
7. Other:						
<b>School</b>						
1. There is a <i>Student’s Rights and Responsibilities</i> handbook that outlines a conduct code and other pertinent policies, potential consequences for conduct and/or policy infringements, and methods for reporting infringements						
2. The school has a conduct code that is understood by and communicated to all students, families, faculty, staff, and administrators.						
3. The school’s code of conduct explicitly identifies “actual or perceived” “gender identity or expression” under protected groups/classes						
4. Students sign a statement each school year to affirm they are familiar with the conduct code and that they are willing to comply with it.						

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
5. The school's code of conduct is reviewed and revised each year.						
6. Positive behavior support initiatives are addressed within the code of conduct.						
7. Bullying prevention initiatives are addressed within the code of conduct.						
8. There is a dress code that is consistently enforced.						
9. The dress code allows students to dress according to their affirmed gender identity and gender expression within the specified limits of the dress code.						
10. Students, families, faculty, staff, substitutes, and administrators can report negative activities within the school anonymously electronically, in writing, or face-to-face.						
11. Other:						

**Additional comments**

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**Behavioral Interventions**

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b>District</b>						
1. The District supports the cost of maintaining a system for behavioral data collection and storage						
2. The District financially supports collaboration with community mental health agencies or co-located mental health service providers						
3. The District has endorsed procedures for threat assessments and crisis response procedures.						
4. A District leadership team reviews district-wide discipline data for the purpose of making staffing, training, and support decisions for buildings.						

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
5. The District financially supports through training and collaboration time the maintenance of school-based crisis response teams.						
Other:						
<b>School</b>						
1. School-wide student behavioral referral data are reviewed at least monthly and shared with others.						
2. The data from reviewing behavioral referrals are used to determine <i>universal</i> behavioral interventions.						
3. Behavioral data are used to determine if specific students require <i>targeted</i> and <i>intensive</i> behavioral intervention.						
4. A bullying prevention program is implemented with fidelity in the school.						
5. A plan is in place for how to address instances of cyberbullying as they arise.						
6. Social networking sites are monitored to screen for cyberbullying.						
7. Mental health services are available to students in the school.						
8. A suicide prevention program is implemented with fidelity in the school.						
9. A threat assessment process is implemented with fidelity in the school.						
10. There is a crisis-response team in the school that provide guidance on responding to crises at various levels, maintaining student confidentiality as appropriate, and preventing a trauma response in the broader population						
11. Other:						

**Additional comments**

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## Health and Wellness

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b><i>District</i></b>						
The District supports training of their nurses and health care staff regarding the unique health and wellness needs of transgender and gender diverse students						
The District prioritizes and financially supports professional development for school-based mental health staff members (i.e., school psychologists, school counselors, school social workers) regarding responding to the unique needs of transgender and gender diverse students.						
Health, mental health, and wellness education offered through the District is reflective of, sensitive and responsive to matters of gender diversity.						
District crisis prevention, preparedness, and response plans take into account the unique needs of gender diverse persons.						
Other:						
<b><i>School</i></b>						
The school nurse or other medical personnel has had training regarding, and is responsive to, the unique health and wellness needs of transgender and gender diverse students.						
The school nurse or other medical personnel accommodates the unique medical needs (e.g., dispensing of medications) of transgender and gender diverse students.						
The school-based mental health staff members (i.e., school psychologists, school counselors, school social workers) have had training regarding, and are responsive to, the unique needs of transgender and gender diverse students. This training has not been at their personal expense.						
Health, mental health, and wellness education offered through the school is reflective of, sensitive and responsive to matters of gender diversity.						
The school works with local community-based mental health and social service agencies when						

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
making student referrals for outside assistance.						
A list of outside mental health agencies providing a range of counseling services, including those unique to transgender and gender diverse persons, and is updated at least biannually.						
A list of building-based resources for providing education and /or support is compiled and updated bi-annually (e.g., individuals who identify as gender diverse, family members of gender diverse individuals, safe zones in the building, etc.)						
Resources, including print, electronic, and web-based resources, are readily available to parents, families, and caregivers requesting such information.						
Resources targeting diverse populations (e.g., communities of color) and dealing with gender diversity have been compiled and are available for sharing/distribution.						
School crisis prevention, preparedness, and intervention efforts take into account the unique needs of gender diverse persons.						
Other:						
Other:						

**Additional comments**

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## Curriculum, Instruction, and Educational Materials

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b>District</b>						
The curriculum implemented in the district is gender sensitive, responsive, and reflective of gender diversity.						
The curriculum review process for all subject areas ensures that all reviewers attend to the gender sensitivity, responsiveness, and reflectiveness of gender diversity in curricular materials.						
The textbooks, supplemental books, and other curricular materials provided by the District are gender sensitive, responsive, and reflective of gender diversity.						
The District representatives for cross-institutional collaborations attend to issues of gender diversity in the courses and materials offered by those partner institutions (e.g., college in the schools courses; Advanced Placement courses; on-line offerings; etc.)						
District recruitment and training of substitutes, paraprofessionals, transportation staff, and student teachers, focuses on responsiveness to gender diversity.						
Courses and sessions offered through Community Education have descriptions that are gender sensitive, responsive, and inclusive.						
<b>School</b>						
The textbooks, supplemental books, and other curricular materials provided by the individual school building are gender sensitive, responsive, and reflective of gender diversity.						
Students participate in physical education activities that are segregated by sex or gender in accordance with their <i>affirmed</i> identity.						
Students are allowed to participate in educative sessions focused on gender and sexuality that correspond to their affirmed gender identities.						
Courses or educative sessions focused on matters of health, gender, and sexuality are sensitive and responsive to gender, gender identity, gender expression, and sexual						

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
orientation.						
The delivery of instruction by faculty members is gender sensitive, responsive, and reflective of gender diversity.						
Course descriptions, wherever they appear, are gender sensitive, responsive, and inclusive.						
Artwork and posters throughout the building reflect gender diversity.						
Students have access to books and electronic resources in the library that reflect gender diversity.						
Students have access to books and electronic resources in the classroom and in the library that focus specifically on transgender and gender diverse topics.						
Other:						
Other:						

**Additional comments**

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## Special Services and Equity Matters

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b><i>District</i></b>						
District cultural liaisons representing non-LGBTQ+ cultural groups have received training regarding gender identity, gender expression, and sexual orientation.						
Interpreters employed by the district have received training regarding gender identity, gender expression, and sexual orientation.						
The district has access to an LGBTQ+ cultural liaison (beyond cultural liaisons trained in LGBTQ issues)						
LGBTQ+ cultural liaisons have knowledge regarding unique aspects of gender identity and gender expression associated with various multicultural and ethnic groups.						
All legal and official paperwork (e.g., official school records, special education documents, etc.) have multiple gender options available for persons to check.						
Other:						
<b><i>School</i></b>						
Pre-referral, problem-solving, student assistance, and child study procedures are sensitive and responsive to the unique circumstances and needs of transgender and gender diverse persons.						
Pre-referral, problem-solving, student assistance, and child study team members have received training regarding how to be sensitive and responsive to the unique circumstances and needs of transgender and gender diverse persons whose cases are addressed through these various teams.						
Protocols that are scored and interpreted according to gender-based norms are scored using combined gender norms, when available, or in accordance with a student's affirmed gender identity (not their gender assignment), even if the affirmed identity is not aligned with official school records.						
504 planning and IEP development take into account the unique needs of transgender and gender diverse students.						

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
Accommodations on 504 Plans and IEPs do not mistakenly attribute accommodations related to gender identity with accommodations related to disability (i.e., 504s and IEPs address disabilities, not gender identity issues)						
Transition and post-secondary planning efforts take into account the unique issues and needs of transgender and gender diverse students.						
School counselors and other persons assisting in post-secondary planning with students and families are aware of and consult the Campus Pride website ( <a href="http://www.campuspride.org">www.campuspride.org</a> ) guiding students toward LGBTQ+ friendly campuses and other post-secondary institutions.						
Special education and related services are delivered in a manner sensitive and responsive to gender, in general, and with the unique needs of transgender and gender diverse students in mind, in particular.						
Other:						
Other:						

**Additional comments**

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## Facilities (Restrooms, Locker Rooms, Common Areas, Gym, Auditoria, Hallways)

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b><i>District</i></b>						
District facilities plans account for the need for gender diverse and/or “all gender” restrooms in every school building. If these are not in place, the facilities budget contains items to address this.						
District spaces (i.e., non-school spaces) are monitored regularly during non-school hours						
There is a process in place for schools to request support with making facilities gender inclusive. Furthermore, this process is simple to access and efficient at ensuring equal access for transgender and gender diverse students.						
<b><i>School</i></b>						
Students are permitted to use the restroom with other students without an adult being present inside or immediately outside the bathroom.						
Students and faculty have separate restrooms (BTW: They <b>should</b> have different restrooms!)						
Students have access to companion care/gender non-specific facilities as an option.						
Students may use the restroom, locker room, and other facilities traditionally segregated by sex/gender that coincide with their affirmed gender, not what’s necessarily reflected in their official records.						
Students can access optional facilities without having to “out” themselves as transgender.						
Faculty, staff, and substitutes have access to companion care/gender non-specific restrooms and other facilities as an option.						
Members of the public coming to the school have access to companion care/gender non-specific restrooms and other facilities, if needed.						
Adults supervise the common areas, the cafeteria, the gym, and any and all auditoria throughout the day and/or during special events. Adult:Student ratio _____.						
School faculty, staff, and administration monitor all hallways before school starts.						
School faculty, staff, and administration						

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
monitor all hallways during passing periods.						
School faculty, staff, and administration monitor all hallways immediately after school.						
Other:						
Other:						

**Additional comments**

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### Gender-Safe Spaces

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
<b><i>District</i></b>						
The District supports Safe Zone training by allocating time for it during district-wide training days/sessions						
District funds are available for purchasing Safe-Zone stickers for teachers/staff and other indicators of gender-safe spaces						
Other:						
<b><i>School</i></b>						
GSA's (Gay-Straight Alliances or Gender-Sexuality Alliances) are allowed to form per district policy and in accordance with the Equal Access Act (1984).						
The school has a functioning GSA.						
A faculty member or staff member is assigned as an advisor to the GSA and actively oversees the group.						
Staff receive training in what it means to be a "Safe Zone" and what responsibilities accompany the display of a "safe zone" sticker						
Safe Zone/Safe Space stickers are readily apparent in the school.						
Faculty members, staff members, administrators, and substitutes have received training regarding the meaning and significance						

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
of Safe Zone/Safe Space stickers and they have information as to what to do should a student, colleague, or a student’s family approach them regarding gender identity and sexual orientation matters.						
The offices of the school nurse, school psychologist, school counselor, and/or school social worker are designated Safe Zones/Safe Spaces.						
Ally training is available and provided to students, faculty, staff, administrators, substitutes, families, and members of the public on a regular basis (e.g., once a year).						
Other:						
Other:						

**Additional comments**

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## Athletics and Extracurricular Activities

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
<b><i>District</i></b>						
The District has developed a policy based on guidance from the state governing body overseeing high school athletic activities and in-line with Title IX directives, allowing students to participate on sports teams according to their affirmed gender identity.						
The District has developed policies regarding sports-personship condemning and/or prohibiting sexism, transphobia, and homophobia at all level of sports, including recruiting, training, playing, and cheering on athletes.						
The District has communicated the aforementioned policies with all stakeholders, including students, families, faculty, staff, administrators, coaches, athletic personnel, and attendees at sporting events.						
The District athletic director, coaches, and all other athletic personnel (e.g., referees, umpires) have received training regarding sensitivity and responsiveness to the unique needs and safety of gender diverse athletes.						
The District develops and supports a curriculum and instructional materials that address sports-personship and sexism, transphobia, and homophobia is provided to all athletes on an ongoing basis (e.g., at the outset of each season for every sport offered in the district).						
Other:						
<b><i>School</i></b>						
The school has developed a policy based on guidance from the state governing body overseeing high school athletic activities and in-line with Title IX directives, allowing students to participate on sports teams according to their affirmed gender identity.						
The school has developed policies regarding sports-personship condemning and/or prohibiting sexism, transphobia, and homophobia at all level of sports, including recruiting, training, playing, and cheering on						

Assessment Area	Area to be Addressed...					
	Yes	No	N/A	Immediately	Soon	in the Future
athletes.						
The school has communicated the aforementioned policies with all stakeholders, including students, families, faculty, staff, administrators, coaches, athletic personnel, and attendees at sporting events.						
The school athletic director, coaches, and all other athletic personnel (e.g., referees, umpires) have received training regarding sensitivity and responsiveness to the unique needs and safety of gender diverse athletes.						
Training regarding good sports-personship and sexism, transphobia, and homophobia is provided to all athletes on an ongoing basis (e.g., at the outset of each season for every sport offered in the district).						
Intramural sports accommodate students based on their affirmed gender.						
Students are allowed to participate in extracurricular clubs and activities based on their affirmed gender identity.						
The School's policies pertaining to field trips and other extracurricular activities (e.g., sleeping arrangements, assignment of roommates) to accommodate the unique needs of gender diverse students are enforced.						
Plays, musicals, and other productions performed at school are gender sensitive, responsive, and reflective of gender diversity.						
Students are allowed to wear uniforms or costumes consistent with their affirmed gender identity.						
Students are allowed to attend dances and other school activities regardless of gender identity, gender expression, and sexual orientation and with an age-appropriate companion in accordance with their affirmed sexual orientation.						
Chaperones are informed of and receive training as to the district/school policies pertaining to the inclusion and support of transgender, gender diverse, and sexually-diverse persons.						
Reporting mechanisms are in place for persons wishing to report instances of sexism, transphobia, or homophobia in sports and/or extracurricular activities.						

Assessment Area	Yes	No	N/A	Area to be Addressed...		
				Immediately	Soon	in the Future
Other:						
Other:						

**Additional comments**

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**Overall Assessment of District/Building Readiness and Responsiveness**

Given your findings throughout the assessment process, rate your overall perception of the school building’s readiness and responsiveness to accommodate transgender and gender diverse students, faculty, staff, administration, and guests.

1	2	3	4	5
Not at all ready and/or responsive		So-so		Very ready and responsive

**Recommendations and Overall Comments**

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