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WELCOME

A Message to the Readers: Welcome Class!

We are a diverse team of high school students from across Minnesota focusing on researching and analyzing the impacts of gender inclusion policies in high schools. A gender inclusion policy is a policy that articulates a district's planned approach to accommodating the needs of transgender, gender-nonconforming, and non-binary students. It outlines the steps of an action plan to address and remove gender inequities within a school district. Our goal is to implement gender inclusion policies in school districts throughout Minnesota to ensure the safety, education, and social equity of transgender, gender non-conforming, and nonbinary students. We've conducted interviews, surveys, and collected other forms of student voice across MN school districts.

As transgender, gender non-conforming, non-binary, and allied student researchers leading this project, we know especially how gender inclusion impacts everyone. It impacts us. We are proud to be working on this gender inclusion project because it will help gender diverse students be able to thrive and focus on their education without feeling unsafe. We want our research to be an outlet to not only unmute gender-inclusive voices but to amplify them as well.

WELCOME

A Message to the Readers: Welcome Class!

Our work spans across districts 625 (Saint Paul Schools), 152 (Moorhead Schools), 196 (Rosemount-Apple Valley-Eagan Schools), and 11 (Anoka Hennepin Schools). We've pushed out survey and interview requests to students and staff with our central focus being towards transgender, gender non-conforming, and nonbinary students. We have organized through social media, making connections with high school GSAs and school administrations, and more in order to expand our initiative.

Through this zine, you'll uncover, learn, and navigate all things gender inclusion!

WELCOME

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Gender Inclusion Podcast!

In addition to this zine, other students in this project created a podcast!

Gender School; Smash the Cis-tem, an OutFront MN podcast, striving to spark conversations based on the data we've collected from students across Minnesota High Schools on gender inclusion. Throughout our series of episodes we'll show and portray the experiences and perspective of LGBTQ youth and attempt to educate people on issues pertaining to gender equality. This podcast will also be a safe place for people to just come and listen and will provide best ways to support trans, non-binary and gnc students in schools. We hope the Gender School podcast can be something trans, gnc, and enby students can resonate and feel validated with. Thanks for listening and enjoy Gender School Smash; the Cis-tem!

First episode Topic: How does policy affect schools and youth environments!

Second episode Topic: How teachers could be more gender inclusive in classrooms!

Third episode Topic: Wrapping up data, reflecting on student responses, a call to action, and an interview with the OutFront MN Zine team!



A NOTE TO READERS



Before we get started, we'd like to define some key words and phrases in context to this zine

Ally / Allies / Allyship - A person who supports equal civil rights, gender equality, and LGBTQ+ social movements, challenging homophobia, biphobia, transphobia, etc.

Curriculum - An outline of concepts and content to be taught

Deadname - To call a person by their birth or other form of name without their consent when they have changed their name as a part of their gender transition

Equality - Giving everyone the same resources

Equity - Distributing resources based on the needs of recipients

Gender Expression - A person's behavior, mannerisms, interests, and apperience in a cultural context

Gender Identity - Someone's personal sense of having a particular gender

Gender Neutral - Not referring to someone's sex assigned at birth but only to people in general, non-gendered language

Gender Non-Conforming - Gender expression by a person that does not match masculine or feminine gender norms

GSAs - Student-run organizations that unite LGBTQ+ and allied youth to build community and organize around issues impacting them

Inclusivity - Providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized

Inequity - Lack of fairness or justice

LGBTQ+ - Acronym for Lesbian, Gay, Bisexual, Transgender, Queer, and more identities Misgender - To refer to someone (especially a trans person) by using pronouns that do not correctly reflect their gender identity

Non-Binary - One term people use to describe genders that don't fall into male or female

Pronouns - A word that substitutes for a noun - examples: he/him, she/her, they/them Transgender, Trans - Someone who has a gender identity or expression that differs from their assigned sex at birth

DATA SUMMARY

Trans, gender-nonconforming, or gender non-binary student experience <u>Question:</u> How would you summarize your overall experience as a trans, gender-nonconforming, or gender non-binary student at your school? Select all that apply. (Please select N/A if you are not under the trans, gender-nonconforming, or nonbinary umbrellas)

Data: Across all students surveyed throughout the districts, 22% (8 out of 35) describe their overall experience as accepting and another 22% (8 out of 35) describe their overall experience as welcoming while 5% (2 out of 35) describe their overall experience as unsafe, 22% (8 out of 35) describe their overall experience as feeling shunned, and 25% (9 out of 35) describe their overall experience as unhappy. Conclusion: An overwhelming majority of the trans, gender-nonconforming, or gender non-binary high school students surveyed throughout, describe their overall experience as unsafe, feeling shunned, or unhappy. Based on this data, it can be concluded that school environments are not supportive enough for students to feel safe and accepted on a large scale.

General student safety data analysis

Question: On a scale of 1-5, 1 being the lowest and 5 being the highest, how safe do you feel in your school as a trans, gender-nonconforming, and nonbinary student? (Please select N/A if you are not under the trans, gender-nonconforming, or nonbinary umbrellas)

Data: Across all the transgender, non-binary, and gender non-conforming students surveyed throughout the districts, 28% (9 out of 32) of students rate safety as a 2, 46% (15 out of 32) of students rate safety as a 3, 15% (5 out of 32) of students rate safety as a 4, and 9% (3 out of 32) of students rate their safety as a 5. 73 cisgendered students selected N/A for this question. Conclusion: A majority of the transgender, non-binary, and gender non-conforming students surveyed throughout the districts, rate their safety as a 2 or 3. Based on this data, it can be concluded that safety is subpar at best and students are not completely comfortable in their social and learning environment.

DATA SUMMARY

Representation in School

<u>Question</u>: Are trans, gender-nonconforming, and non-binary people represented in your school?

<u>Data</u>: 208 answered to this survey question district-wide. 44 out of 208 students about 21%, said they did feel trans, gender-nonconforming, and non-binary people are represented at their school. 164 out of 204 students, about 78%, felt the opposite. Trans, gender-nonconforming students were NOT represented at their school. <u>Conclusion</u>: Obviously, the disparity is huge. 78% to 21%, it's safe to say that many students do not feel represented in their schools. This lack of representation is bound to have various negative effects including a heightened sense of isolation among your peers. In whatever form, preferably an inclusion policy, schools need to do a better job at showing their students they're not alone.

Increase in Level of Policy

Data: 91 students offered data on this prompt district—wide. Only about 10% all together said there was any change in policy or increase district wide. 0/7 the students said there was any change in policy at St. Paul. 3/19 students said there was change in Anoka Hennepin. 5/53 for 196. 1/12 for Moorhead. Conclusion: Out of the 91 students that we had data from, only 10% of them responding in the affirmative is a bit telling. Obviously schools need to take more positive changes to their policy, and the data shows it. But what also surprised me, was the school to have no students saying there was change to policy was the one school with a gender inclusion policy. Now this could be because they already have some policies set forth protecting their students, but I still don't think that's enough.

DATA SUMMARY

Gender Expression

Question: Are you comfortable expressing your gender identity in school? Data: Of the 86 students across our four districts who answered this question, 65 of them said that they do feel comfortable expressing their gender identity in school. An additional 17 of these students replied that they feel somewhat comfortable expressing their gender identity in school. Conclusion: This data shows that the majority of students feel somewhat comfortable to comfortable expressing their gender identity in schools, however a factor to consider is that the majority of the students who took our survey are cisgender.

Satisfaction with Gender Inclusion

Question: Gaps in student and teacher awareness of gender inclusivity Data: When asked to respond to the statement "I am satisfied with my school's gender inclusion efforts" the average response of teachers in each of the districts was that they agreed or somewhat agreed with the statement. When students were asked the same question, the average response was varied in our districts. In districts 11, 152, and 196 the average response was disagree. In district 625, the average response was somewhat agree. Conclusion: In all of our districts but district 625, teachers were more satisfied with gender inclusion than students were. This shows us that teachers in these districts may not be fully aware of issues around gender inclusion.

Within Minnesota public education, students face many different challenges and inequities such as gender inclusion issues. According to a Minnesota department of education study, gender diverse students are three times more likely to feel unsafe at school and four times more likely to be bullied at school.

Based on our data, an overwhelming majority of the trans, gender-nonconforming, or gender non-binary high school students surveyed throughout describe their overall experience as unsafe, feeling shunned, or unhappy. We can conclude that school environments are not supportive enough for students to feel safe and accepted on a large scale.

When asked, how would they would summarize their overall experience as a trans, gender-nonconforming, or gender non-binary student at their school:

22% (8 out of 35) describe their overall experience as accepting.

22% (8 out of 35) describe their overall experience as welcoming.

5% (2 out of 35) describe their overall experience as unsafe.

22% (8 out of 35) describe their overall experience as feeling shunned.

25% (9 out of 35) describe their overall experience as unhappy.



The topic of gender inclusion is one with many nuances and moving parts at play such as the presence of policy, safe spaces, and more. When analyzed by district, student satisfaction with the current level of gender inclusion at their school varies a ton.

In the Saint Paul Public Schools, out of the 9-12th students surveyed, 90% (9 out of 10) say they agree on some level with the statement that they're satisfied with their school's current gender inclusion efforts. These results reflect the presence of the district's comprehensive gender inclusion policy.

The other districts surveyed don't have gender inclusion policies and this was clear through student responses: In the Anoka-Hennepin schools, out of the 10-12th grade students surveyed, 83% (15 out of 18) say they disagree on some level with the statement that they're satisfied with their school's current gender inclusion efforts.

In the Rosemount-Eagan-Apple Valley schools, out of the 9-12th grade students surveyed, 76% (39 out of 51) say they disagree on some level with the statement that they're satisfied with their school's current gender inclusion efforts.

In an interview regarding gender inclusion policies, a freshman in this REAV district mentioned, "I think that's a very good idea! I think that's pretty basic stuff that we should have. I was a little bit surprised when you said that we didn't have one."



In the Moorehead schools, out of the 9-12th grade students surveyed, 75% (6 out of 8) say they disagree on some level with the statement that they're satisfied with their school's current gender inclusion efforts.

When analyzed further, overall satisfaction rates barely overlap with how comfortable students are expressing their gender identities. This shows that regardless of factors students to some extent can't control, they are finding other ways to be themselves and carve out a space for who they are.

In Saint Paul Public Schools, out of the 9-12th graders surveyed, 10/10 or 100% said they felt comfortable expressing their gender identity. This aligns with the districts previous positive satisfaction rate from students.

However, in the other districts, negative satisfaction rates didn't directly correlate to comfortable gender expression.

In Anoka Hennepin schools, out of the 9-12th graders surveyed, 15/18 or 83% said yes, they were comfortable expressing their gender identity, and 3/18 or 16% said somewhat. We can see that the majority of students are comfortable expressing their gender identity with 0% saying no, they aren't. The majority of students answered that their school is showing support for gender inclusivity.

However, in an interview, a senior in this district said, "...at Anoka High School it is very very hard to get to be yourself. even for a simple name preference you have to have meetings and fill out a ton of paperwork."



In Rosemount-Eagan-Apple Valley schools, out of the 9-12th graders surveyed 35/50 or 70% said yes, 13/50 or 26% said somewhat, 1, or 2% said no and 1 or 2% didn't answer the question. We can see that a majority of students said they felt comfortable expressing their gender identity at school with a follow up majority of somewhat. A majority of district 196 remarked that they felt their school has not shown its support for gender inclusivity.



In an interview, a senior in this district shared, "I feel like there's some effort being put in but there's definitely still a lot more that can be done. I feel like it just needs to be more enforced, it's just kind of laid back."

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In an interview, a senior in this district shared, "I feel like there's some effort being put in but there's definitely still a lot more that can be done. I feel like it just needs to be more enforced, it's just kind of laid back."



In Moorhead schools, out of the 9-12th graders surveyed, 5/8 or 62.5% said yes 2/8 or 25% said no and 1/8 or 12.5% said somewhat. The majority of students in District 152 answered that they were in fact comfortable expressing their gender identity. With a majority of folks (5/8) saying they were comfortable expressing their gender identity.

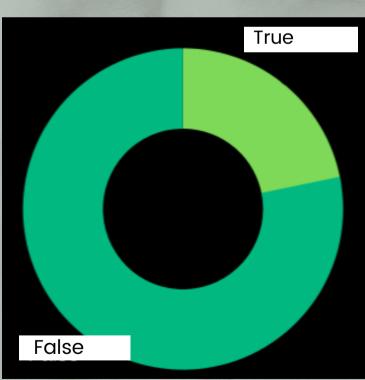
Though, in an interview, a freshman in this district shared, "People are not very educated on gender identity in my school. When I would try to educate people, or teachers would try to educate people, they would just dismiss it"



Yet, one thing the students at these districts have come to an overwhelming consensus on is the lack of safety and representation of trans, gender-nonconforming, and non-binary students at their schools.

When asked to rate on a scale of 1-5, 1 being the lowest and 5 being the highest, how safe they feel in their school as a trans, gender-nonconforming, and nonbinary student, student responses echoed an unfortunate reality:

Across all the transgender, non-binary, and gender non-conforming students surveyed throughout the districts, 28% (9 out of 32) of students rate safety as a 2, 46% (15 out of 32) of students rate safety as a 3, 15% (5 out of 32) of students rate safety as a 4, and 9% (3 out of 32) of students rate their safety as a 5. Based on this data, safety for these students is not where it should be. In order to flourish socially and educationally all students deserve to learn in a safe space.





Further, when students were asked to determine if the following statement was a true or false reflection, the data concluded shows that overall these districts need to better represent their student bodies. Statement: I feel that trans, non-binary, or gender non-conforming people are represented in my school. Across all students surveyed throughout the districts, 21% (22 out of 104) of students feel that the statement is true while 79% (82 out of 104) feel that it's false.

On almost all fronts, improvement is necessary in the realm of gender inclusion for these Minnesota high schools. Students have shared their school life and environments and we cannot ignore the data and anecdotes our eyes have witnessed.

Safe spaces, such as GSAs and other trusted adults are absolutely necessary to ensure the safety and positive experiences of transgender, gender non-conforming, and non-binary people in Minnesota high schools.



"It's very inclusive, it's a bigger group in the most recent years, it's very supportive and I have seen lots of people sort of talk through their problems; it's been really good, really positive"

Moorhead, 11th Grade Student Refering to GSA Club

How would you make your school and school environment more inclusive?

"I would make a nonbinary bathroom and create more opportunities for nonbinary students to feel welcomed"

Student, District 196

Grade 11



Is there a safe place at your school? How has this impacted you?

Yes, there is. It has shown me I'm not the only gender nonconforming person at my school, and helped me make new friends who share similar beliefs to me.

I've definitely been able to learn a lot about other people, new identities and I found a nice group of people to talk to about things that I never get to talk about and it's very nice.

Student
District 196
Grade 10
They/Them

Student
District 196
Grade 11
She/They

With 63% of folks in the Moorhead School
District saying they were comfortable expressing
their gender identity and 100% saying their
school has a safe space, it's likely that these safe
spaces contribute to the feeling of being able to
express yourself and your gender identity freely.

In the Saint Paul Public School District an overwhelming 100% of students say they feel comfortable expressing their gender identity and an overwhelming 90% say their school shows support for gender inclusivity and has a safe space.

District answered that their school shows support for gender inclusivity and 33% of students report that their school does not have safe spaces. 100% of students feel comfortable expressing their gender identity.

A majority of District 196 remarked that they felt their school has not shown it's support for gender inclusivity but did have safe spaces. The safe spaces present in District 196 are likely to give students a safe outlet to express themselves, as we can see with our 70% majority saying they feel comfortable expressing their identity.

Concluding Statement

Despite feelings about whether a school or district is or isn't doing enough for gender inclusivity it's clear that having safe spaces isn't enough to make a school completely gender inclusive.

SPORTS & FACILITIES

Facilities such as bathrooms and locker rooms are essential for transgender, gender non-conforming, and non-binary people. School districts need to take action to ensure the safety, comfortability, and positive experiences of their students.



There aren't any gender inclusive bathrooms at my school except in the nurse's office, so sometimes I'm forced to use the women's restroom and locker rooms for gym, which make me very uncomfortable.

Eagan, Grade 10, They/Them

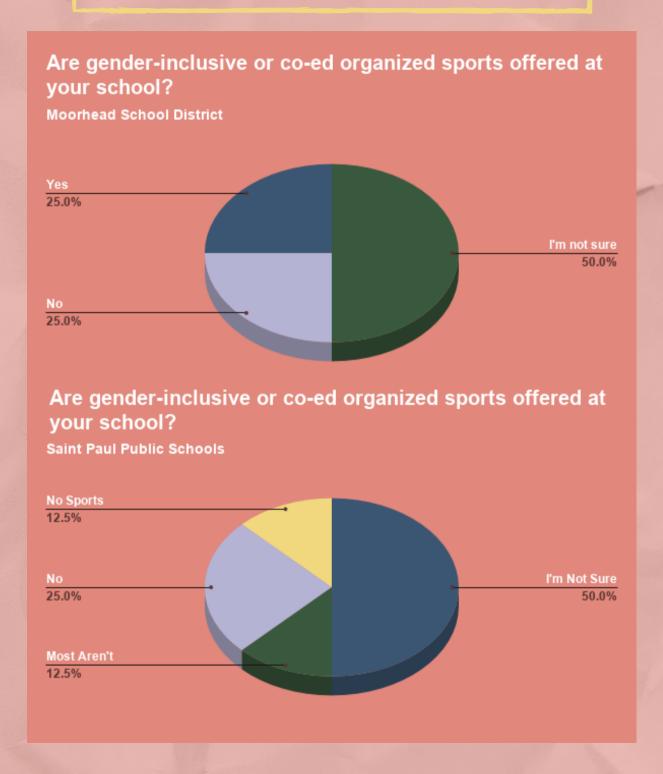
In the...

Moorhead School District, 50% Saint Paul Public School District, 40%

Anoka Hennepin School District, 15% Eagan School District, 23%

... of students surveyed were **unsure or unaware** of gender inclusive facilities such as bathrooms or locker rooms available to them.

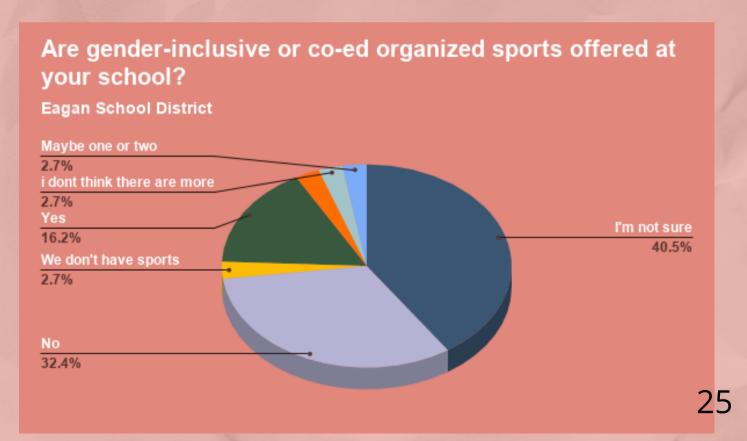
SPORTS & FACILITIES



Saint Paul Public School District **has** a gender inclusion policy, yet **nobody** seems to know about gender 24 inclusive sports available



A majority of students surveyed from Anoka Hennepin were not aware or were not sure about gender inclusive sports offered



In the survey portion of our data collection, we surveyed teachers and students in our four focus school districts. This allowed us to look at the differences in the data collected from both groups.

We found that teachers in **all four** surveyed districts, teachers reported using gender-inclusive language in the classroom to be at least **somewhat likely to very likely.**

Students reported being **somewhat unlikely to somewhat likely** to hear gender-inclusive language in the classroom.

My history teacher says "hey scholars" or pals or friends so I've definitely noticed more teachers are trying but I wouldn't say ALL of them but I definitely see more teachers are trying to be more inclusive

A student in District 196



Another question that overlapped between the student and teacher surveys was about **satisfaction** with their school's gender inclusion efforts.

The only district where the majority of both groups, students and teachers, reported being satisfied with their school's gender inclusion efforts was St Paul Public Schools (625), the only district in our research that has a gender inclusion policy.



student quotes about experiences with teachers



Teachers often ask for a boy to move a table in the classroom or for a girl to run an errand. I often feel that this is just ingrained misogyny that they may not realize they have. It can be upsetting that my teachers expect certain things depending on the genders or identities of their students.

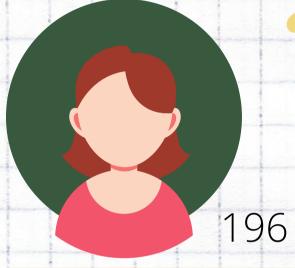
There was one teacher, I can not remember specifically who, but they asked for pronouns and only gave the options for she/her or he/him. I was like, what is the point of asking if you're not going to be inclusive to like they/them or whatever else people identify as.





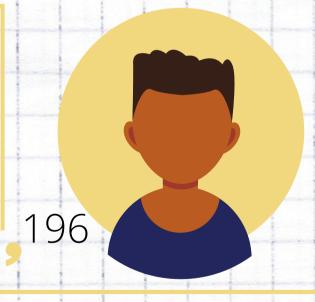
I have never been in a classroom where they ask you to say your pronouns, which I didn't realize was weird until I went on a field trip ... where we all talked about racial equality and gender equality. When we got there they were like, "Ok we're going to go around the room and introduce ourselves and use your pronouns." I was like ohhh? No one has ever asked me to do that

student quotes about experiences with teachers



They [teachers] would sometimes even purposefully misgender trans people

I know my English teacher and my history teacher, they've made specific efforts to be inclusive, but there's still a bit of a ways to go with using gender inclusive pronouns





One teacher I've had for a couple years now has always helped me be my best self, and has always accepted me for who I am. He helps me realize that at the end of the day it's not about what others think its about being true to yourself

Throughout all of our collection and sifting of data, one aspect of gender inclusion became increasingly clear. We need to listen and support students in order to create a change in gender inclusion. Prioritizing active empathy and action will build up a space open for criticism and suggestion that will make schools better for transgender, non binary, gender non-conforming, and all students.

We asked students across all districts what actions they felt like their school can take to improve gender-inclusivity. In order to grasp the initiative students think their schools need to prioritize in the face of change. Each short answer response was categorized into five different sections of change. Students advocated for...

- An increased level of gender inclusion in curriculum and staff development training
- An increase to the level of awareness and acknowledgement through conversation
- An increase in the amount of safe spaces and facilities
- An increase to the level of normalization of gender identification
- An increase in the level of policy

In District 625, out of the 9-12th grade students surveyed, an increased level of gender inclusion in curriculum and staff development training was advocated for 28% (2 out of 7) of the time.

An increase to the level of awareness and acknowledgement through conversation was advocated for 14% (1 out of 7) of the time.

An increase in the amount of safe spaces and facilities was advocated for 28% (2 out of 7) of the time.

An increase to the level of normalization of gender identification was advocated for 28% (2 out of 7) of the time.

An increase in the level of policy was advocated for 0% (0 out of 7) of the time.

SPPS students are generally asking for minimal change and this is reflective of the systems they have in place due to their existing gender inclusion policy. For instance, one junior in the district suggested, "More LGBTQ+ inclusive education. Talking about current events."



In District 11, out of the 10-12th grade students surveyed, an increased level of gender inclusion in curriculum and staff development training was advocated for 15% (3 out of 19) of the time.

An increase to the level of awareness and acknowledgement through conversation was advocated for 15% (3 out of 19) of the time.

An increase in the amount of safe spaces and facilities was advocated for 26% (5 out of 19) of the time.

An increase to the level of normalization of gender identification was advocated for 26% (5 out of 19) of the time.

An increase in the level of policy was advocated for 15% (3 out of 19) of the time.



Students in District 11 are asking for substantial change in almost all categories. One junior in particular acknowledges, "The school really needs to be inclusive towards non-binary and trans people, being male or female is accepted and normal, but anything outside that is not celebrated or supported really at all."

In District 196, out of the 9-12th grade students surveyed, an increased level of gender inclusion in curriculum and staff development training was advocated for 16% (9 out of 53) of the time.

An increase to the level of awareness and acknowledgement through conversation for 18% (10 out of 53) of the time.

An increase in the amount of safe spaces and facilities was advocated for 18.8% (10 out of 53) of the time.

An increase to the level of normalization of gender identification was advocated for 35% (19 out of 53) of the time.

An increase in the level of policy was advocated for 9.4% (5 out of 53) of the time.

District 196 lacks a gender inclusion policy and students' voices make this discrepancy obvious. Students are calling for ample change to occur on all levels, specifically, in regards to the normalization of gender identification.

A junior within the district says schools should, "Always ask for preferred pronouns, name at the beginning of trimesters. Make those pronouns and names available to the whole class (if the student is comfortable with that)."



In District 152, out of the 9-12th grade students surveyed, an increased level of gender inclusion in curriculum and staff development training was advocated for 33% (4 out of 12) of the time.

An increase to the level of awareness and acknowledgement through conversation was advocated for 16% (2 out of 12) of the time.

An increase in the amount of safe spaces and facilities was advocated for 16% (2 out of 12) of the time.

An increase to the level of normalization of gender identification was advocated for 25% (3 out of 12) of the time.

An increase in the level of policy was advocated for 8% (1 out of 12) of the time.

There is no gender inclusion policy within district 152, however, students are not asking for large amounts of improvement in the categories. While advocacy is on the lower side, it's still important to recognize student voices.

One senior said, "I think staff should be educated more on the concept of being transgender, gender non-comforting, and non-binary. I believe the majority of staff probably don't even know some of those identities exist. I cringe every time I hear phrases like "ladies and gentlemen," "boys and girls," and "men and women," especially when I know that there are students in the classroom that don't fit into the gender binary. I think it would be really helpful if staff asked the pronouns of every student upon meeting them. I would also like to incorporate more LGBTQ history and news into curriculum."



Within student voices, we wanted to also understand what has already been accomplished. Throughout their experiences as students we asked what gender inclusion improvements they've seen? In order to digest the full scope of past efforts, responses were categorized into:

- Implementation of gender-neutral facilities (locker rooms, bathrooms) and clubs (GSA's, LGBTQ+)
- Faculty members ask for pronouns and/or post their own. Make attempts not to deadname.
- Increase in levels of awareness (posters, classes, etc) and the use of LGBTQ themes in schools activities
- Putting menstruation products in bathrooms

In District 625, 5 out of the 5 students that took our survey reported an increase in gender-inclusive language. Especially on the basis of pronouns, they see improvement in teachers asking for them in the classroom.

1 out of the 5 students in District 625 noted that LQBTQ+ teachers, especially, made sure that the proper resources were made accessible to students.

Plus, their theatre performs plays with known LGBTQ+ playwrights and themes. I out of the 5 students acknowledges the presence of clubs and their respect for pronouns. Not as many students reporting on gender-inclusive facilities or products.

In District II, 7 out of 14 students that took the survey said the school had created gender-neutral bathrooms and has safe zones like clubs.

2 out of the 14 students said there were safe clubs at the school. I out of the 14 said teachers ask for pronouns.

1 out of the 14 said the school had advisory talks about issues regarding gender inclusion or other minority issues. One person said that teachers were more comfortable speaking about LGBTQ issues.

5 out of 14 students had nothing to say about their schools' efforts at inclusivity, either the school had made no move towards progress or they just didn't pay attention/notice.

In District 196, 14 out of the 39 responses said that the school had genderneutral bathrooms and safe spaces like clubs and organizations.

15 out of 39 student responses reflected that teachers or at least a few of them made efforts to ask for correct pronouns and not deadname. Many of the responses also wrote that it was easier to change out of your deadname in the school system and have your correct pronouns listed.

6 out of 39 students reported that teachers made an effort to promote gender inclusivity and LGBTQ rights in the classroom, as well as a few of them having posters up on their classroom that indicates their allyship.

2 **out of 29 responses** recorded more inclusion in sports and prom, King and Queen being replaced by court at the school.

In District 152, 2 out of the 5 students said there were plans for a gender-inclusive bathroom and workshops for safe zone workshops for the teachers.

1 out of the 5 students said there was an effort to use correct pronouns. 3 out of the 5 students said there were issues with their school's response to gender inclusion. Either progress was not being made, or the process was tedious. For example, if students wanted a name change they'd have to be out to their parents.

There has been a repeated narrative; most people were saying that most initiatives were taken on by relatively small clubs or school organizations and not the actual administration. Change needs to be made from the bottom up as well as top down to be impactful.

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CALL TO ACTION

Prioritize action. Start conversations. Spread the word. Now that you've consumed all of these data points, stories, and information take what you've learned and spread it like confetti with your networks, classes, families, friends, and more! Gender inclusion is such a pivotal piece in schools and we want YOU to help us achieve it.



On the next page, we invite you to write out some ideas you might have to start conversations around gender inclusion policies, and to take the next steps towards inclusion

CALL TO ACTION

Who are some people you could reach out to to start conversations around gender inclusion in your school?

What other action steps could you take to make your school more gender inclusive in general?

What excites you about organizing and creating change within your school system?

THANK YOU