

NOTE: This template is available free of charge to be for building gender inclusion in international schools. For questions or support with implementation, please contact: [Emily Meadows at emilymeadows@gmail.com](mailto:emilymeadows@gmail.com)

International School LGBTQ+ Inclusion Policy Template

RATIONALE

At our school, we believe and commit to....

This policy aligns with...

Mission & vision

Values

Strategic plan, goals

Child protection/safeguarding

Diversity, equity, inclusion

Non-discrimination policy

Athletic conference

United Nations Convention on the Rights of the Child

Best practices in the field of gender and sexual diversity inclusion in schools, with considerations for the international community

PRIVACY & CONFIDENTIALITY

We value the privacy of our community members. Employees and students of the school shall not disclose any information that may reveal a community member's confidential gender or sexual identity to others unless the community member has authorized such disclosure. This includes any interactions, whether on or off campus, and online.

All community members have the right to discuss and express their gender and sexual identities openly and to decide when, with whom, and how much to share private information. The fact that a person chooses to use a different name, to transition at school, or to disclose their gender or sexual identity to school community members does not authorize school employees or students to disclose that private information to anyone without the person's permission.

Our goal is to work collaboratively with parents and guardians in the best interest of the child. School counselors are available to provide support services for students wishing to discuss gender transition or disclosure.

SCHOOL RECORDS

All community members have the right to be addressed by a name and pronouns that correspond to their gender identity, regardless of whether a person has access to a legal name change or gender marker change on official documents. School community members are expected to use the pronoun and name with which an individual identifies.

When requested by the student and their parent/guardian, a student's name and gender marker will be updated in the student information system to reflect their gender identity. If a student has not disclosed their gender identity to a parent/guardian and, as a result the records system cannot be changed, their gender-affirming name shall be noted internally, along with their updated pronouns. The gender-affirming name and pronouns should be used by school community members according to a transgender person's wishes.

SCHOOL FACILITIES

With respect to all restrooms, locker rooms, or changing facilities, community members will have access to facilities that correspond to their gender identity. Transgender people may determine which facilities they feel safest and most comfortable using.

Any person who is uncomfortable using a shared facility, regardless of the reason, will, upon request, be provided with a safe, practical, and non-stigmatizing alternative.

TRAVEL, SPORTS, AND EXTRACURRICULAR ACTIVITIES

Students are permitted to participate in all physical education, athletics, and other extracurricular activities according to their gender identity. Participation is not conditional upon legal or medical documentation.

For overnight school trips, students will be allowed use of an overnight facility that corresponds with their gender identity. Transgender students will be consulted in the planning process, to address any potential concerns and needs for privacy. If applicable, a student's parent/guardian should also be consulted, unless there are privacy concerns in doing so.

If using home stays, students who have disclosed their LGBTQ+ status to their Athletics/Activities Director will be placed in homes that have volunteered to provide safer spaces for these students. A student's gender or sexual identity will not be disclosed to home stay providers without the student's consent.

Under no circumstances will a transgender student be denied the opportunity to participate in any overnight trips or other opportunities based on overnight accommodations. The school shall make all efforts to accommodate any student who desires greater privacy in overnight trips.

DRESS CODE

School staff must not enforce a school's dress code more strictly against any group of students, including transgender students. Where gendered dress codes are in place *(though this is not recommended)*, community members may dress according to the requirements for their gender identity.

CURRICULUM

All community members have the right to see themselves positively reflected at school. We commit to ongoing integration of developmentally appropriate themes and people to positively reflect gender and sexual diversity in our learning materials and curriculum, across all grade levels and subject areas.

ADULT COMMUNITY MEMBERS

Adult members of the school community (i.e. parents & guardians, visitors, and employees) also have the right to keep their gender and sexual identity private and confidential. All community members have the right to express their identity, to be addressed by a name and pronouns that

affirm their gender identity, to use facilities that correspond with their gender identity, and to dress in a way that affirms their gender identity.

TRAINING & PROFESSIONAL DEVELOPMENT

We are dedicated to ensuring all community members are prepared with the information necessary to create a safe, equitable, and welcoming learning environment. To foster this environment, all staff and educators will participate in annual professional development and training specific to the needs of students with diverse gender and sexual identities. Learning opportunities will also be provided to students and their parents/guardians.

GLOSSARY

Descriptions of terms used within this document are provided not for the purpose of imposing labels but, rather, to assist in understanding this policy. Community members may or may not use these terms to describe themselves or their experiences. Indeed, transgender students may use many different terms to describe their lives and experiences of gender. Terminology and language differ and evolve based on region, language, race or ethnicity, age, culture, and many other factors.

Gender Expression: Sometimes called ‘social gender’, it is how a person presents gender externally. Gender expression is continually shaped by and perceived according to cultural factors such as gender norms. A person’s gender expression may correspond with, or differ from, their gender identity.

Gender Identity: A person’s internal sense of self as masculine, feminine, a blend of both, neither, or something else. A person’s gender identity can correspond to, or differ from, the sex they were assigned at birth, and can change over time.

Nonbinary: An umbrella term for gender identities that are not exclusively masculine or feminine.

Sexual Identity: A person’s internal sexual and romantic attractions based on gender. Sometimes called sexual orientation. Some examples of sexual identities include bisexual, lesbian, gay, heterosexual, and queer. As with gender identity, sexual identity can change over time, and some may describe their experience as questioning.

Transgender: An umbrella term used broadly to describe someone whose gender identity does not strictly align with their sex assigned at birth, including nonbinary and agender people.

Transition: A term commonly used to refer to the steps a transgender person takes in order to find congruence between their gender identity and their social experience of gender. The term 'transition' can be misleading as it implies that the person's gender identity is changing but, more typically, it is others' understanding of the person's gender that is changing. What people see as a 'transition' is actually an alignment in one or more dimensions of the individual's gender as they seek congruence across those dimensions. Transition is a process that is different for everyone, is not always binary, and may or may not involve specific medical treatments or changes to official documents. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

Last updated: January 30, 2023

Adapted by Emily Meadows from: [Model Local Education Agency Policy on Transgender and Nonbinary Students](#) (GLSEN, 2020)

Supporting Resources:

Meadows, E. (2021). [Let kids play: A case for transgender athlete inclusion in international schools](#). *The EARCOS Triannual Journal, Winter 2021*, 28-30

Clark, C.M. & Kosciw, J.G. (2020). Engaged or excluded: LGBTQ youth's participation in school sports and their relationship to psychological well-being. *Psychology in the Schools, 1*, 1-20.

Hasenbush, A., Flores, A.R., & Herman, J.L. (2018). Gender identity nondiscrimination laws in public accommodations: A review of evidence regarding safety and privacy in public restrooms, locker rooms, and changing rooms. *Sexuality Research & Social Policy, 16*, 70-83.

Murchison, G.R., Agenor, M., Reisner, S.L., & Watson, R.J. (2019). School restroom and locker room restrictions and sexual assault risk among transgender youth. *Pediatrics, 143*(6).

Russell, S.T., Pollitt, A.M., Li, G., & Grossman, A.H. (2018). Chosen name use is linked to reduced depressive symptoms, suicidal ideation, and suicidal behavior among transgender youth. *Journal of Adolescent Health, 63*, 503-505.