“When someone with the authority of a teacher, say, describes the world and you’re not in it, there’s a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”

—Adrienne Rich, American Poet

☐ There is a rainbow symbol(s) on my school building, website and/or in my classroom.

☐ My students have access to gender-neutral bathrooms.

☐ I include images of and refer to families led by same-sex couples in curriculum and in conversation.

☐ I include images of and refer to gender-expansive children and caregivers in curriculum and in conversation.

☐ I provide books that directly address—as well as simply include—LGBTQ families and gender-expansive children and caregivers.

☐ When addressing my class, I say “children” or “students” rather than “boys and girls.”

☐ My school’s permission slips and other documents have places for a guardian(s) to sign (not mother/father.)

☐ If I need to document a caregiver’s or child’s gender, I offer a space for them to write it (gender:_____ ) rather than a box to check ( □ boy/male or □ girl/female.)

☐ My school includes LGBTQ-awareness in staff trainings.

☐ Our school has a written position on LGBTQ inclusion. (See example below from Baker Demonstration School—Wilmette, IL.)

What else do you do? List here:

Developed by Katie Slivovsky, Exhibit Development Director & LGBTQ Access & Inclusion Chair, Chicago Children’s Museum. KatieS@ChicagoChildrensMuseum.org