

## GLSEN Intentional Inclusion Training Series



### About GLSEN

GLSEN was founded by a group of teachers in 1990. We knew that educators play key roles in creating affirming learning environments for LGBTQ+ youth and were inspired to create a movement that creates safe, inclusive and affirming classrooms. We believe in activating supportive educators, centering and uplifting student-led movements and working to advance racial, gender and disability justice in K-12 education.

### Mission

GLSEN works to **ensure that LGBTQ students are able to learn and grow in a school environment free from bullying and harassment**. Together we can transform our nation's schools into the safe and affirming environment all youth deserve.

For more information about GLSEN, visit [www.glsen.org](http://www.glsen.org)

### Quotes from Previous *Intentional Inclusion PD Series* Participants

*"This has been one of the most meaningful PDs I have attended in a long time. I wish everyone in my district had to attend."*

– Educator in September 2022

*“This was AMAZING! I really see how the past two days laid the groundwork for today. The most useful today was independent work/planning time”*

– Educator in September 2022

## GLSEN Training Approach

The GLSEN Intentional Inclusion PD Series is **intersectionality forward** with an emphasis on advancing **racial, gender and disability justice**. Our training presents concepts, language, analysis, in sync with frameworks, tools and applications, in order to support training participants in bringing key ideas and practices into their daily work.

To create inclusive spaces for LGBTQ+ students. To that end, our training is centered around GLSEN research proven four core supports: Comprehensive Policies, Supportive Educators, Inclusive Curriculum, Student-Led Groups. The Intentional Inclusion training is designed to equip individuals across the education system to be supportive and successful in building safe and affirming learning environments and school communities for LGBTQ+ students.

## GLSEN Training Structure

<b>Module 1:</b> Shared Language & Analysis for LGBTQ+ Inclusion (2 hours)	<b>Module 2:</b> Eliminating Exclusion of LGBTQ+ People at School (2 hours)	<b>Module 3:</b> Proven Practices for LGBTQ+ Inclusion (2 hours)	<b>Module 4:</b> Embedding Equity: Action Planning for LGBTQ+ Inclusion (2 hours)
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GLSEN's training is a PD Series made up of four modules. Clients interested in GLSEN PD will be expected to book all four modules, as they are reliant on each other, and the series would be incomplete without all four. The modules can be delivered virtually or in-person, and combined on the same day or over multiple days. Clients usually spread out the modules over two, three, or four separate days.

## Eligible Federal Funding for LGBTQ+ Inclusive Professional Development

Many federal funding lines through the Every Student Succeeds Act (ESSA) can support training and professional development for educators and other staff, because training is an essential element of every other program area. Specifically, school districts can use **Title II-A** and **Title IV-A** funds for LGBTQ+ inclusive or LGBTQ+ focused professional development, including on topics such as cultural competence and responsiveness, implicit bias, gender inclusivity, and other inclusive teaching practices.<sup>1</sup>

<sup>1</sup> 7 ESEA §§ 2101 (c)(4)(B)(i), 2103 (b)(3)(B)(iv).

GLSEN's research and that of others show that educators find gender inclusivity trainings to be effective in better preparing them to support LGBTQ+ young people.<sup>2</sup> GLSEN has also found that school personnel, specifically those who are school counselors, social workers, or psychologists, want more training on supporting LGBTQ+ students.<sup>3</sup>

School districts can also use **Title II-A** and **Title IV-A** funding to support teacher and staff leadership through participating in LGBTQ+ equity and reform efforts at the local, state, or national levels. This might include, for example, covering expenses for attending a conference or other event, increased work flexibility, or increased compensation for teachers taking on leadership roles in family and community outreach, curriculum development, or participating in efforts to reform statewide or national teacher preparation programs or licensing and certification standards.<sup>4</sup>

Additionally, school districts can use **McKinney-Vento Title VII-B** funding for GLSEN professional development. GLSEN's professional development heightens understanding of LGBTQ+ youth experiencing homelessness and in the foster system, as well as their rights and specific educational needs, which is an authorized use according to guidance from the U.S. Department of Education.<sup>5</sup>

Federal COVID-19 relief funding, through the **Elementary and Secondary School Emergency Relief (ESSER) funding streams** can also be used for GLSEN professional development. The ESSER program requires school districts to fund evidence based practices that support students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income

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U.S. Department of Education, "Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading" (September 27, 2016), p. 19.

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>.

Note that SEAs can also fund this as technical assistance for LEA grant recipients for this purpose.

<sup>2</sup> Emily A. Greytak, Joseph G. Kosciw, and Madelyn J. Boesen, "Educating the Educator: Creating supportive school personnel through professional development," *Journal of School Violence* 12, no. 1 (2013): 80-97.

Mollie T. McQuillan and Jennifer Leininger, "Supporting gender-inclusive schools: educators' beliefs about gender diversity training and implementation plans," *Professional Development in Education* 47, no. 1 (2021): 156-176. (2020). DOI: 10.1080/19415257.2020.1744685.

<sup>3</sup> GLSEN, ASCA, ACSSW, and SSWAA, "Supporting safe and healthy schools for lesbian, gay, bisexual, transgender, and queer students."

<sup>4</sup> U.S. Department of Education, "Non-Regulatory Guidance for Title II, Part A."

U.S. Department of Education, "Non-Regulatory Guidance: Student Support and Academic Enrichment Grants" (October 21, 2016), p. 30.

<https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>.

<sup>5</sup> U.S. Department of Education, "Education for Homeless Children and Youths Program Non-Regulatory Guidance: Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act," (July 27, 2016 [updated March 2017]), p. 6 and 21.

<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716updated0317.pdf>.

families, youth of color, English learners, young people with disabilities, students experiencing homelessness, youth in foster care, and migratory students.<sup>6</sup>

The U.S. Department of Education acknowledged the disparate impact of the COVID-19 pandemic on LGBTQ+ young people in its COVID-19 related guidance and SEAs and LEAs have discretion to use COVID-19 relief funds in ways that **advance LGBTQ+ inclusive equity**.<sup>7</sup>

## GLSEN Intentional Inclusion Training Series: Modules Breakdown

### Module 1: Foundations: Shared Language and Analysis for Intersectional LGBTQ+ Inclusion

- **Key Takeaways**

- Language is constantly evolving - it's our responsibility as educators to listen to our students to understand their identities
- Everyone holds multiple identities. For each identity, you can be closer to the mainstream or the margins.
- Mainstream and margin dynamics help predict who is closer to the center of power, and who is likely to experience exclusion.

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<sup>6</sup> U.S. Department of Education. (May 2021). Frequently Asked Questions. (p. 10). ESSA amended the Elementary and Secondary Education Act (ESEA) Activities and programs authorized by the McKinney-Vento Homeless Assistance Act, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, and the Perkins CTE Act are also authorized uses of ESSER funds.

ARP ESSER defines "evidence-based" as having the meaning in section 8101(21) of the Elementary and Secondary Education Act as amended by ESSA.

<sup>7</sup> U.S. Department of Education. (2021). Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. Washington, DC.

<https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. (pp. 1, 27-30, 45-48).

U.S. Department of Education. (February 2021 (Updated April 2021). ED COVID-19 Handbook, Vol. 1: Strategies for Safely Reopening Elementary and Secondary Schools. Washington, DC.

<https://www2.ed.gov/documents/coronavirus/reopening.pdf>. (p. 1).

U.S. Department of Education. (April 2021). ED COVID-19 Handbook, Vol. 2: Roadmap to Reopening Safely and Meeting All Students' Needs. Washington, DC.

<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>. (pp. 9, 12, 14).

U.S. Department of Education. (August 2021). Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time. Washington, DC. Available at:

<https://www2.ed.gov/documents/coronavirus/lost-instructional-time.pdf>. (pp. 4, 11-12).

U.S. Department of Education. (October 13, 2021). Letter to Educators: Students at Risk for Self-Harm or Suicide.

<https://www2.ed.gov/about/offices/list/ocr/correspondence/stakeholders/educator-202110-students-suicide-risk.pdf>.

- Intentional inclusion creates conditions that bring everyone closer to the center, allowing for full and authentic participation, especially for students with multiple marginalized identities.
- **Practice and Application Opportunities:**
  - Discuss concepts such as gender identity, gender expression, and gender attribution to understand importance of gender inclusive language and practices
  - Evaluate own learning context with GLSEN's Inclusion Checklist to identify growth areas and priorities
  - Reflect on our own identities, make connections to the concepts of the mainstream, the margins, and intentional inclusion

## Module 2: Eliminating Exclusion of LGBTQ+ People at School

- **Key Takeaways**
  - Systems of oppression include racism, sexism, and ableism.
  - Systems of oppression function at multiple dimensions, including the internalized, interpersonal, institutional, and systemic.
  - To eliminate exclusion of LGBTQ+ students, especially LGBTQ+ students with multiple marginalized identities, inclusive solutions need to function at the individual, interpersonal, institutional, and systemic levels.
  - Eliminating the exclusion of LGBTQ+ people at school isn't just important for the safety and development of our community members: it's the law.
- **Practice and Application Opportunities:**
  - Compare and contrast interpersonal and institutional exclusion, and develop solutions to exclusionary scenarios at varying dimensions
  - Analyze and discuss legal cases protecting students' rights, including on the basis of gender identity, disability status, and race/ethnicity

## Module 3: Proven Practices for LGBTQ+ Inclusion

- **Key Takeaways**

- Part of building intentional inclusion at school is having direct conversations, with both young people and adults, about the need to eliminate the exclusion, and advance the inclusion, of LGBTQ+ people at school.
  - Affirming shared values/intentions and naming harmful or exclusionary practices or language are important elements to successful direct conversations about LGBTQ+ inclusion.
  - Decades of research on school climate demonstrates that four key school supports are instrumental for a school to be a supportive environment for LGBTQ+ students: supportive educators, comprehensive policies, inclusive curriculum, and student GSAs.
  - Every educator has the power to make their school more inclusive for LGBTQ+ youth.
- **Practice and Application Opportunities:**
    - Using GLSEN guidance and examples, develop and practice responses to inclusion-related conversations with young people and adults
    - Select deep dive area among GLSEN's Four Supports, review resources (including model policies, research, articles, and lesson plans) aligned to their learning context, and discuss these resources with peers

#### **Module 4: Embedding Equity: Action Planning for LGBTQ+ Inclusion**

- **Key Takeaways**
  - Intentional Inclusion requires commitment, practice, and resources
  - Everyone can meaningfully contribute to creating inclusive spaces for LGBTQ+ youth
- **Practice and Application Opportunities**
  - Using GLSEN's Inclusion Checkpoint Tool and the many resources shared over the course of the PD Series, participants action plan for advancing intersectional, intentional inclusion in their own learning contexts.
  - Participants receive feedback from peers and facilitators on their action plans.

**Contact:** [Training@glsen.org](mailto:Training@glsen.org)

**Submit a Training Request:** [www.glsen.org/professional-development](http://www.glsen.org/professional-development)