



GIRLS INC.

NATIONAL POSITION STATEMENT ON GENDER IDENTITY

girls inc. Inspiring all girls to be strong, smart, and bold

I. INTRODUCTION

Girls Inc. is proud to provide girls across the U.S. and Canada with a welcoming, inclusive environment where they can feel safe and comfortable expressing themselves freely. The Girls Inc. Gender Identity Committee¹ researched policies and related materials to provide guidance to our affiliates regarding the enrollment and participation of transgender or gender nonconforming individuals in Girls Inc. programming. This includes both individuals newly applying to participate in Girls Inc. programming, as well as existing enrolled individuals whose gender identity might shift over the course of their enrollment.

The mission of Girls Inc. is to inspire all girls to be strong, smart, and bold. We recognize that girls still face significant challenges in our society, and we meet these challenges by helping girls explore and celebrate their strengths, their voices, who they are today, and who they will become. Girls Inc. equips girls to navigate gender, economic, and social barriers and grow up healthy, educated, and independent. Girls build confidence and embrace positive decision-making to take charge of their health and wellbeing, and achieve academic, personal, and career goals.

II. BACKGROUND

There is a strong foundation for inclusiveness in the history and stated values of Girls Inc.

Notably, the Girls Inc. “Girls’ Bill of Rights” states:

“Girls have the right to be themselves and to resist gender stereotypes”

and

“Girls have the right to express themselves with originality and enthusiasm.”

The Organizational Values of Girls Inc. have been defined as follows:

- Respect the dignity of each human being;
- Recognize and support the strength in every girl;
- Appreciate, embrace, and advance diversity;
- Drive for results anchored in accountability; and
- Operate collaboratively.

While this statement focuses on how we treat girls, the principles and considerations of our gender identity policy apply to staff, volunteers, and Board members. Girls Inc. personnel policies specifically prohibit discrimination on the basis of race, color, national origin, citizenship, religion, pregnancy, sex, sexual orientation, gender identity, age, disability, genetic information, military status, and political belief.

¹ The members of the Gender Identity Committee included (1) from the Girls Inc. National Staff: Pat Driscoll, Chief Operating Officer; Lara Kaufmann, Director of Public Policy; Sandi Skwor-Gatlin, Assistant Director of Learning Central; and Dr. Damary Bonilla-Rodriguez, Latina Initiative Project Manager; and (2) from Girls Inc. Affiliates: Deb Ansourlian, Executive Director of Girls Inc. of Lynn; Kim Brown, President & CEO of Girls Inc. of Santa Fe; Wendy Calimag, Senior Director of Community Programs for Girls Inc. of Alameda County; and Sonya Ulibarri, President & CEO of Girls Inc. of Metro Denver.

Additionally, the Girls Inc. Advocacy Statements, which were adopted by a vote of the whole organization and are available in their entirety on the policy page of Affiliate Central, also support a strong position of inclusion.

First, the “Gender Equity” section of the Advocacy Statements says:

Today, gender equity is still not a reality; and Girls Inc. responds through both programs and advocacy for girls of every background and description. We affirm our support for equal rights and commit our resources to the active promotion of gender equity... It is our conviction that gender equity will only be achieved when both girls and boys have the opportunity, the resources, and the freedom to become the people they want to be. In the pursuit of this goal, it is incumbent on us as a society to create a spirit of inclusive empowerment... Girls Inc. is committed to building a culture of unity and hope, one in which each child is recognized and valued.

The section on “Diversity and Inclusion” further states:

Girls Inc. is committed to diversity in principle and practice. We work to make our organization welcoming and accessible to all girls. Our commitment is founded in our communal sense of justice and our belief that the world and our organization are enriched by the diversity of our cultures and experiences. We strive toward a world of understanding and mutual support.

Working with girls and young women, we also endeavor to eliminate sexism, racism, homophobia, and other forms of discrimination. We celebrate the similarities and differences among girls and embrace girls of every background and ability... We are committed to building an organization and a society that recognize diversity and celebrates all girls.

And finally, the section on “Sexuality” states:

Girls have a right to positive, supportive environments and linkages to community resources for dealing with issues of sexual orientation and gender identity.

III. POSITION STATEMENT

Girls Inc. is committed to providing the comprehensive Girls Inc. Experience to girls - including those who identify as girls regardless of their assigned sex at birth, and those who are exploring their gender identity or expression during their time at Girls Inc. It is the national position of Girls Inc. that our member organizations should not discriminate or exclude girls from our programming based on their gender identity or gender expression.

This position maintains our commitment to gender equality and justice and responds to modern advances in our understanding of gender identity and expression by welcoming cisgender girls and young women, transgender girls and young women, and nonbinary individuals who experience gender-based oppression.

Scope: This position applies to new Girls Inc. enrollees as well as youth already enrolled in our programs. Girls Inc. affiliates should handle on a case-by-case basis when a young person enrolled as a girl begins to express a male gender identity, keeping the above values and principles in mind. Such youth should not be forced out of Girls Inc. programs but should be supported in determining at what point it may no longer be appropriate for them to participate in programs for girls.

Language: Girls Inc. staff should respect a young person's wishes to be called by a certain name and/or gender pronoun. For any questions about language, please see the definitions section below.

Youth who identify as LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer) or who are exploring their sexual orientation and/or gender identity need to know that Girls Inc. is a safe space where they can be themselves and not worry about experiencing hurtful treatment from others.

IV. DEFINITIONS

At Girls Inc., we know that language matters. Youth who identify as LGBTQ+ or who are exploring sexual orientation and/or gender identity issues need to know that Girls Inc. is a safe space where they can be themselves and not worry about experiencing hurtful treatment from others. Using respectful language surrounding gender and sexuality facilitates girls coming forward with questions or concerns. This includes referring to a girl using the name or gender pronoun with which they are most comfortable.

This glossary was created to help ensure that we are consistent across the Girls Inc. network with respect to the language we use, and that we all talk about gender and sexuality in a respectful manner. While this list of terms is not exhaustive and the definitions may not be perfect, we believe they are a good starting point. By choosing respectful language, we can make conversations about gender and sexuality easier and more comfortable for everyone and avoid alienating some of the girls we aim to serve and empower.

ASEXUAL

A sexual orientation generally characterized by not feeling sexual attraction or a desire for partners sexually. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity. Some asexual people do have sex. There are many diverse ways of being asexual.

CISGENDER

A term used to describe a person whose gender identity or gender expression aligns with those typically associated with the sex assigned to them at birth.

DIVERSITY

Diversity is the differences among people based on race, religion, ethnicity, language, gender, sexual orientation, age, physical or mental ability, socioeconomic status or other characteristics.

GENDER EXPECTATIONS/ROLES

Socially constructed characteristics of women and men – such as the norms, roles and relationships that exist between them. Gender expectations vary between cultures and can change over time.

GENDER EXPRESSION

Refers to the ways in which people present gender to others through behavior, clothing, haircut, voice, and other forms of presentation. Alternatively, people may assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation or gender identity.

GENDER IDENTITY

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. For some, their gender identity is different from their assigned sex.

GENDER NON-CONFORMING

A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender assigned at birth, or whose gender expression does not fit neatly into a category.

GIRL

A girl is a young person who identifies as a girl regardless of her assigned sex at birth, or who is exploring gender identity or expression.

INCLUSION

Engaging the uniqueness of the talents, beliefs, backgrounds, capabilities, and ways of living of individuals and groups when joined in a common endeavor.

INTERSEX

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

LGBTQ+

An acronym for lesbian, gay, bisexual, transgender, queer. The "+" at the end of LGBTQ is an acknowledgement of those individuals who do not fall under these categories but identify their gender and sexuality in a way that differs from the heterosexual and cisgender majority, such as intersex or asexual individuals.

MICROAGGRESSIONS

Commonplace daily verbal, behavioral, or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative thoughts and insults about one's marginalized identity/identities.

NONBINARY

A catch-all category for gender identities that are not exclusively masculine or feminine.

PERSONAL/GENDER PRONOUNS

In addition to the traditional pronouns (he/him, she/her, they), some people prefer to use gender-neutral pronouns, such as ne, ve, ze/zie and xe. If you don't know a youth's preferred personal pronoun, it's always best to ask. [Increasingly, youth are requesting that "they" be used as their personal, singular gender-neutral pronoun.]

QUEER

(1) An umbrella term sometimes used by LGBTQ+ people to refer to the entire LGBTQ+ community; and (2) An alternative that some people use to "queer" the idea of the labels and categories such as lesbian, gay, bisexual, transgender, etc. Similar to the concept of "genderqueer." Note: the word "queer" is an in-group term, and a word that can be considered offensive to some people, depending on their generation, geographic location, and relationship with the word.

QUESTIONING

The process of exploring one's own gender identity, gender expression, and/or sexual orientation.

SEX ASSIGNMENT AT BIRTH (GENDER ASSIGNMENT AT BIRTH)

The determination made about a newborn's sex at the time of birth; usually made by a doctor or other professional upon examination of the infant's genitalia.

SEXUAL ORIENTATION

Describes an individual's enduring physical, romantic and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. Transgender people may be straight, lesbian, gay, or bisexual. The term "sexual identity" is also gaining common usage in place of the term "sexual orientation."

SEXUAL PREFERENCE

An outdated term to describe enduring emotional, romantic or sexual attraction to other people. This term has largely been replaced with the terms "sexual orientation" or "sexual identity" since it has become accepted and supported by the scientific community that sexual attraction is not a choice or a "preference" but rather an immutable trait.

TRANSGENDER

A term for people whose gender identity is different from cultural expectations based on their assigned sex at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

"IN TRANSITION" OR "GENDER TRANSITION"

The process by which people strive to align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions. The exact steps involved in transition vary from person to person. Avoid the phrase "sex change," as it implies that one's sex must match their gender identity.

V. FREQUENTLY ASKED QUESTIONS

WHO IS A GIRL?

A girl is a young person who identifies as a girl regardless of her assigned sex at birth, or who is exploring gender identity or expression.

ARE YOUTH OLD ENOUGH TO KNOW THEIR GENDER IDENTITY?

Yes. Many trans adults say they identified as trans from a very young age but were not comfortable sharing it publicly. Because there is greater awareness these days about gender identity, more and more youth feel empowered to express their identity at younger ages.

WHAT IF SOMEONE ASSIGNED FEMALE AT BIRTH TRANSITIONS TO A BOY WHILE IN A GIRLS INC. PROGRAM? CAN HE STILL PARTICIPATE IN THE PROGRAM?

Each youth who is transitioning their gender does so in their own unique way. If a participant confides in you that they are transitioning to a boy, it means that you have provided a high level of safety and support for the youth to share that information. Excluding them from the program while they are not ready to socially transition may exclude youth from an important source of emotional support needed to make a successful transition.

WHAT IF SOMEONE IN GIRLS INC. STARTS TO IDENTIFY AS A BOY AND DOES NOT WANT TO BE IN THE PROGRAM ANY MORE BUT HIS PARENT WANTS HIM TO CONTINUE?

Some desire immediate social transitioning, which may be a speed far too fast for parents and family members who are still adjusting to their child's reality. For young people in particular under the age of 18, the response from parents and family members can be critical. In this case it might be important that both the young person and family members are given access to resources and support.

WHAT IF SOMEONE ASSIGNED MALE AT BIRTH IDENTIFIES AS A GIRL AND LOOKS LIKE A "TRADITIONAL BOY"? SHOULD WE ENROLL HER IN THE PROGRAM?

Remember a youth who is transitioning their gender does so in their own unique way. Someone transitioning to a girl may be ready to make a social transition but not in their outward appearance. We should treat them like any other gender nonconforming youth in the program.

WHAT IF A CHILD IDENTIFYING AS A GIRL WANTS TO BE IN GIRLS INC. BUT HER PARENT DOES NOT ACCEPT HER GENDER IDENTITY AND DOES NOT WANT HER TO BE IN THE PROGRAM?

Ultimately, it is up to the parent to enroll their child in the program regardless of whether the child is transgender or cisgender. In this case it might be helpful for the young person and family members to be given access to resources and support.

WHAT IF WE THINK A BOY IS IDENTIFYING AS A GIRL JUST TO BE IN THE PROGRAM?

Identifying as transgender brings with it challenges and often discrimination. It is not something people choose to do to be part of programs. Like in many other areas of their life, some students may be exploring their gender expression and the labels they use to describe themselves. Such exploration is a normal part of adolescent development.

WILL ALL TRANSGENDER YOUTH EVENTUALLY TAKE HORMONES AND HAVE SEX REASSIGNMENT SURGERY?

Some transgender people take hormones and/or have surgery. However, for a number of reasons, many transgender people do not take either of these steps. Some feel comfortable with their bodies the way they are. For others, hormones and surgery are inaccessible because they may be too expensive and/or require parental permission.

VI. AVOIDING HURTFUL LANGUAGE

It is important to be sensitive to others and avoid using hurtful words. The words we use have an impact on other people and can cause harm. Out of a genuine sense of caring and compassion, and not simply because we want to be “politically correct,” we should seek to understand others and communicate with respect.

Being “politically correct” is externally driven, behaving in a way that will gain approval from others. However, being “inclusive” is internally driven, treating the other person with sensitivity and respect. Using inclusive language is a mindset and an attitude that is motivated by a sincere desire to show respect for others.

HURTFUL: “homosexual” (as a n. or adj.)

PREFERRED: “gay” (adj.); “gay man” or “lesbian” (n.)

Please use “lesbian” or “gay man” to describe people attracted to members of the same sex. Because of the clinical history of the word “homosexual,” it has been adopted by anti-gay extremists to suggest that lesbians and gay men are somehow diseased or psychologically/emotionally disordered—notions discredited by both the American Psychological Association and the American Psychiatric Association in the 1970s. Please avoid using “homosexual” except in direct quotes. Please also avoid using “homosexual” as a style variation simply to avoid repeated use of the word “gay.”

HURTFUL: “homosexual relations/relationship,” “homosexual couple,” “homosexual sex,” etc.

PREFERRED: “relationship” (or “sexual relationship”), “couple” (or, if necessary, “gay couple”), “sex,” etc.

Identifying a same-sex couple as “a homosexual couple,” characterizing their relationship as “a homosexual relationship,” or identifying their intimacy as “homosexual sex” is offensive and should be avoided. These constructions are frequently used to denigrate gay and lesbian people, couples and relationships. As a rule, try to avoid labeling an activity, emotion or relationship “gay” or “lesbian” unless you would call the same activity, emotion or relationship “straight” if engaged in by someone of another sexual orientation.

HURTFUL: “sexual preference”

PREFERRED: “sexual orientation” or “sexual identity”

The phrase “sexual preference” is generally used to suggest that being lesbian or gay is a choice and therefore “curable.” The term “sexual orientation” is the accurate description of an individual’s enduring physical, romantic, and/or emotional attraction to members of the same and/or opposite sex and is inclusive of lesbians, gay men, bisexuals and heterosexual men and women.

HURTFUL: “gay lifestyle” or “homosexual lifestyle”

PREFERRED: “lesbian” or “gay”

There is no single lesbian or gay lifestyle. Lesbians and gay men are diverse in the ways they lead their lives. The phrase “gay lifestyle” is used to denigrate lesbians and gay men, suggesting that their sexual orientation is a choice and therefore “curable.”

HURTFUL: “admitted homosexual” or “avowed homosexual”

PREFERRED: “openly lesbian” or “openly gay”

Dated term used to describe those who are openly lesbian or gay or who have recently come out of the closet. The words “admitted” or “avowed” suggest that being a lesbian or gay man is somehow shameful or inherently secretive. Avoid the use of the word “homosexual” in either case.

HURTFUL: “gay agenda” or “homosexual agenda”

PREFERRED: “lesbian and gay civil rights movement” or “LGBTQ rights”

The LGBTQ+ community is as diverse in political beliefs as other communities. A commitment to equal rights is one LGBTQ+ members share with civil rights advocates who are not necessarily lesbian or gay. “Lesbian and gay movement” accurately describes the historical effort to achieve understanding and equal treatment for gays and lesbians. Notions of a “homosexual agenda” are rhetorical inventions to portray as sinister the lesbian and gay civil rights movement.

HURTFUL: “special rights”

PREFERRED: “equal rights” or “equal protection”

Anti-gay extremists frequently characterize civil rights and equal protection of the law for lesbian, gay, bisexual and transgender Americans as “special rights” in an attempt to energize opposition to anti-discrimination and equal opportunity laws.

HURTFUL: “tranny” or “transsexual”

PREFERRED: “Transgender person,” “transgender man,” “transgender woman”

Tranny is used as a dehumanizing slur to describe transgender individuals and is oftentimes the last word someone hears before they are brutally attacked. Similar to the anti-gay F-word, the term “tranny” is commonly used to humiliate and degrade transgender individuals. Many people prefer to not use the term ‘transsexual’ because it sounds overly clinical, relating to having surgery to change one’s genitalia.

V. RESOURCES

Girls Inc. is committed to diversity and inclusion and to ensuring that we provide girls with a safe and supportive environment. As with all aspects of diversity and inclusion, it is key to that our entire network is educated and has resources to support their girls.

FIRST STEPS TO BEING A GIRLS INC. LGBTQ+ ALLY:

- Ask questions, but also educate yourself.
- Listen to youth. Take them seriously.
- Use correct names and pronouns. If you don't know, ask.
- Stand up and defend LGBTQ+ youth. Remember to interrupt bullying and harassment if you see it and stop all derogatory comments.
- Use non-assumptive neutral language.
- Advocate for inclusive and non-discriminatory policies and practices.
- Display LGBTQ+ materials and resources.
- Recognize and own your privilege. You can't be an effective ally if you don't acknowledge your privilege and how it works. That also means being comfortable with the fact that you can use your privilege for the benefit of others. Understand that having privilege doesn't mean you didn't work hard, doesn't mean you don't struggle through things, and it isn't an accusation; privilege means there are certain things you don't have to confront because of an identity you were born with.
- Remember there are no perfect allies! Recognize that even if you mean well in what you do or say, you may make mistakes. Just apologize when you do.

Transgender issues and cultural competency

Among several issues, gender identity and sexual orientation are marginalized in some ethnic, racial, and religious cultures. Beliefs passed down through generations related to gender roles and relationships do not easily change, such as the traditional belief in heterosexual couples as the only acceptable family unit; this is particularly true of the Latino community. While we respect parents' rights to teach their girls at home, we want to ensure that we support girls from all backgrounds as they make decisions about their gender identity and/or sexual orientation.

Resources for supporting Latino transgender youth:

- Source: League of United Latin American Citizens
Latino Transgender Discrimination Prevention
http://lulac.org/programs/latino_transgender_discrimination_prevention/
- Source: Latina Magazine
Coming Out As a Transgender To Your Latino Family: Tips from a Trans Latina Counselor
<http://www.latina.com/lifestyle/our-issues/coming-out-transgender-your-latino-family-tips-trans-latina-counselor>
- Source: Human Rights Campaign
Coming Out Issues for Latinas and Latinos
<http://www.hrc.org/resources/coming-out-issues-for-latinas-and-latinos>

Supporting African American LGBTQ youth

- Source: Human Rights Campaign
Being African American & LGBTQ: An Introduction (links to more resources)
<http://www.hrc.org/resources/being-african-american-lgbtq-an-introduction>

ONLINE RESOURCES**Juvenile Justice & Systems-Involved**

- New Practice Guide: LGBT Youth in the Juvenile Justice System
<http://www.aecf.orgwww.aecf.org/blog/new-practice-guide-lgbt-youth-in-the-juvenile-justice-system/>
- Power in Partnerships (School Pushout/School to Prison Pipeline)
http://b.3cdn.net/advancement/85066c4a18d249e72b_r23m68j37.pdf
- Dignity in Schools Resources & Fact Sheets (School Pushout/School to Prison Pipeline)
<http://www.dignityinschools.org/content/dignity-schools-campaign-fact-sheets>
- Safe & Respected: Policies, Best Practice, and Guidance for Serving Transgender and Gender Non-Conforming Children & Youth Involved in the Child Welfare, Detention, and Juvenile Justice Systems
http://www.nyc.gov/html/acs/downloads/pdf/lgbtq/FINAL_06_23_2014_WEB.pdf
- The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System
http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf
- National Recommended Best Practices for Serving LGBT Homeless Youth
<http://www.nclrights.org/wp-content/uploads/2013/07/national-recommended-best-practices-for-lgbt-homeless-yo.pdf>

Mental & Medical Health

- American Psychological Association's Best Practices for Mental Health Facilities Working With LGBT Clients
<http://www.apa.org/pi/lgbt/resources/promoting-good-practices.aspx>
- Guidelines of Care For Lesbian, Gay, Bisexual, and Transgender (LGBT) Patients
http://www.gлма.org/_data/n_0001/resources/live/Welcoming%20Environment.pdf

Allyship

- 12 words you need to ban from your vocabulary to be a better ally
http://mashable.com/2015/06/04/ally-vocabulary-banned-words/#1_lmZmDgcsqf
- 5 Ways to Avoid Common Ally Pitfalls by Learning From Your Mistakes
<http://everydayfeminism.com/2016/02/learn-about-allyship-mistakes/>
- 10 Common Things Well-Intentioned Allies Do That Are Actually Counterproductive
<http://everydayfeminism.com/2015/10/counterproductive-allyship/>
- Allyship by the Anti-Oppression Network
<https://theantioppressionnetwork.wordpress.com/allyship/>

Schools & School Policy (including transgender student policies)

- Communications & Organizing Toolkit for LGBT-Inclusive Schools
<http://groundspark.org/wp-content/uploads/School-Communications-and-Organizing-Toolkit.pdf>
- GLAAD back to school bullying
<http://www.glaad.org/blog/back-school-resources-lgbt-students-their-parents-and-teachers>
- GLSEN Model District Policy on Transgender and Gender Nonconforming Students
http://www.glsen.org/sites/default/files/Trans_ModelPolicy_2013.pdf
- Schools in Transition: A Guide for Supporting Transgender Students in K-12 (by ACLU, Gender Spectrum, HRC, NCLR, NEA)
<https://www.genderspectrum.org/studenttransitions/>
- Injustice At Every Turn
http://www.thetaskforce.org/downloads/reports/reports/ntds_full.pdf

Educational Campaigns

- Think B4 You Speak Campaign - GLSEN (anti-slur/anti-defamation)
<http://www.glsen.org/article/thinkb4youspeak-guide-educators-grades-6-12>
- LGBT Inclusive Curriculum for Educators - GLSEN
<http://www.glsen.org/educate/resources/creating-lgbt-inclusive-lessons>
- Changing the Game - The GLSEN Sports Project
<http://sports.glsen.org/>
- Our Gender Revolution Campaign (violence prevention, activism)
<http://www.idvsa.org/national-teen-dating-violence-awareness-prevention-month/>

Guidance on Talking About LGBT Individuals

- GLAAD Media Reference Guide
http://www.glaad.org/sites/default/files/GLAAD%20MRG_9th.pdf

Immigrant/Undocuqueer

- Living in Dual Shadows: LGBT Undocumented Immigrants
<https://www.americanprogress.org/issues/immigration/report/2013/03/08/55674/living-in-dual-shadows/>
- United We Dream - Queer Undocumented Immigrant Project (QUIP) (National Organization)
<http://unitedwedream.org/about/projects/quip/>
- New Mexico DREAM Team
https://www.facebook.com/UNMDreamTeam/info/?tab=page_info

Two-Spirit/Indigenous Resources

- Two Spirit: The Story of a Movement Unfolds
<http://www.nativepeoples.com/Native-Peoples/May-June-2014/Two-Spirit-The-Story-of-a-Movement-Unfolds/>
- Two Spirits (PBS film & resources)
<http://twospirits.org/additional-resources/>
- Two Spirit Resource Center
<http://nativeout.com/twospirit-rc/>

Disability Advocacy

- Disability and Access Toolkit
http://www.showingupforracialjustice.org/disability_access_toolkit
- Making Your Events More Accessible Is Not That Hard
<http://infotrope.net/2014/11/17/making-your-events-more-accessible-is-not-that-hard/>
- 10 Ways To Avoid Everyday Ableism
<http://everydayfeminism.com/2013/10/avoid-everyday-ableism/>
- 4 Ways To Be An Ally To People With Invisible Disabilities
<http://everydayfeminism.com/2014/09/ally-people-invisible-disabilities/>
- Making Space Accessible Is An Act Of Love For Our Communities
<https://creatingcollectiveaccess.wordpress.com/making-space-accessible-is-an-act-of-love-for-our-communities/>
- 3 Steps To Organizing A Scent Free Space
<http://dualpowerproductions.com/2011/03/26/organizing-a-fragrance-free-event/>

girls inc.

Inspiring all girls
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smart, and bold

 facebook.com/girlsinc

 twitter.com/girls_inc

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