

# Creating Inclusive Spaces for LGBTQIA students



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## Glossary of Terms

**Sex** - The classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitals.

**Gender Identity** - One's internal, personal sense of being a man or a woman (or a boy or a girl). For transgender people, their birth-assigned sex and their own internal sense of gender identity do not match.

**Gender Expression** - External manifestation of one's gender identity, usually expressed through "masculine," "feminine" or gender-variant behavior, clothing, haircut, voice or body characteristics. Typically, transgender people seek to make their gender expression match their gender identity, rather than their birth-assigned sex.

**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. For example, a man who transitions from male to female and is attracted to other women would be identified as a lesbian or a gay woman.

**Transgender** (adjective)- an umbrella term for a variety of trans identities, including (but not limited to) transsexual, genderqueer, gender fluid and genderfluid. Transgender people have gender identities that cannot be fully described by their sex assigned at birth. **Transsexual** (noun/adjective)- similar to transgender but often referring specifically to people interested in or engaged in medicalized transition.

**Genderqueer** (adjective/noun)- describes a multitude of non-binary gender identities (not exclusively woman or man.)

**Gender-non conforming** (adjective)- an umbrella term that refers to people who do not adhere to the social norms and expectations attached to their (self-defined) gender (this can include both transgender and cisgender people).

**Cisgender/Cissexual** (adjective)- non-transgender people. Cisgender people have the privilege of their gender identity matching their assigned sex at birth. This terminology serves as an alternative to saying "transgender people and normal people."

**Trans woman** (noun)- a female person (who was assigned male at birth). Trans women are as varied in gender expression and sexual orientation as cisgender women. Not all trans women want to or are able to medically "transition." **Trans man** (noun)- a male person (who was assigned female at birth). Trans men are as varied in gender expression and sexual orientation as cisgender men. Not all trans men want to or are able to medically "transition."

**PGP- Preferred Gender Pronoun**; as in, "what's your PGP?" Gender neutral pronouns some trans people prefer gender-neutral pronouns. These pronouns can also be used to refer to people whose pronouns you do not yet know. Some examples include: the "they" (singular) pronoun, the "ze" pronoun, the "hir" pronoun (pronounced: "hear"), the "sie" pronoun (pronounced: "see".) For example: "I like his/her/hir/their new boots. He/She/Ze/Sie/They look(s) fancy." In addition, the following definitions are provided by the Gay and Lesbian Alliance Against Defamation, [www.glaad.org](http://www.glaad.org)

**Intersex** - Describing a person whose biological sex is ambiguous. There are many genetic, hormonal or anatomical variations that make a person's sex ambiguous (e.g., Klinefelter Syndrome). Parents and medical professionals usually assign intersex infants a sex and perform surgical operations to conform the infant's body to that assignment. This practice has become increasingly controversial as intersex adults speak out against the practice. The term intersex is not interchangeable with or a synonym for transgender.

**Two-Spirit** – Refers to Native American/Alaska Native lesbian, gay, bisexual, transgender individuals and is often considered to mean having both female and male spirits within one person. The term is also used to refer to culturally

prescribed spiritual and social roles within a community, however the term is not applicable to all tribes (Naswood & Mattee, 2010).

## **Problematic Terms**

**Hermaphrodite** (noun)- scientifically and politically inaccurate for all people as human being are rarely, equally half male and half female developed as the term implies.

**Transgender(s)** (noun)- grammatically incorrect, reduces transgender people to their trans-ness. He-she/shemale/shim/tranny - derogatory slurs. Dehumanizing and deeply connected to a sex industry that fetishizes and commodifies trans women.

**Trannyboy/T-girl** - diminutive and often fetishizing.

**FtM (female-to-male) or MtF (male-to-female)** - These terms imply an origin and a destination and place equal emphasis on both. They are still used somewhat widely. We recommend against using them, unless a trans person explicitly requests it.

**It** - dehumanizing. Never use this unless it's someone's preferred gender pronoun (PGP.)

**Sex change** - implies that there is a single magical surgery that can alter one's sex. We prefer "gender confirmation surgeries" or "sex reassignment surgeries."

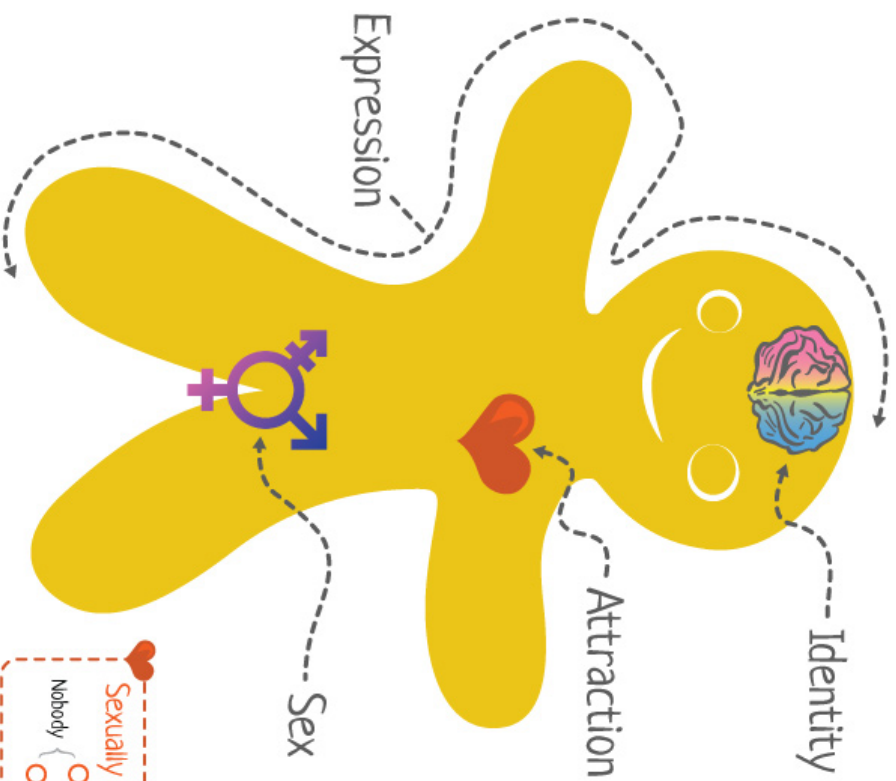
**"Becoming" male/female** - implies that trans peoples' identities are invalid prior to (or without) medical intervention

**A man/woman "trapped in the wrong body"** - does not accurately describe the way that many trans people feel about their bodies.

# The Genderbread Person v3.3

by *its pronounced* **MEIRQ** *sexual*.com

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.



**Gender Identity**

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread

4 (of infinite) possible plot and label combos

⊘ Indicates a lack of what's on the right.

⊘	Woman-ness	Woman
⊘	Man-ness	Man
⊘	Woman-ness	genderqueer
⊘	Man-ness	genderqueer

**Gender Expression**

The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

⊘	Feminine	Butch
⊘	Masculine	Gender neutral
⊘	Feminine	Butch
⊘	Masculine	Gender neutral

**Biological Sex**

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

⊘	Female-ness	Male	Female
⊘	Male-ness	Intersex	Trans Female
⊘	Female-ness	Male	Female
⊘	Male-ness	Intersex	Trans Female

**Sexually Attracted to**

Nobody

⊘

⊘

(Women/Females/Femininity)

⊘

⊘

(Men/Males/Masculinity)

**Romantically Attracted to**

Nobody

⊘

⊘

(Women/Females/Femininity)

⊘

⊘

(Men/Males/Masculinity)

For a bigger bite, read more at <http://bit.ly/genderbread>

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

# Transgender (Gender Non-Conforming) Discrimination Survey

[http://www.transequality.org/PDFs/NTDS\\_Report.pdf](http://www.transequality.org/PDFs/NTDS_Report.pdf)

This data was collected from the National Gay and Lesbian Task Force and the National Center for Transgender Equality from 6,450 **transgender** and **gender non-conforming** study participants. Data represents diverse people from all 50 states, the District of Columbia, Puerto Rico, Guam and the U.S. Virgin Islands.

## Findings:

- A staggering 41% of respondents reported attempting **suicide** compared to 1.6% of the general population;
- 61% reported ever being the victim of physical **assault** (61%) and 64% had been sexually assaulted;
- There is twice the rate of **unemployment** compared to the general population with rates for people of color up to four times the national unemployment rate;
- Widespread mistreatment at work: Ninety percent (90%) of those surveyed reported experiencing harassment, mistreatment or discrimination on the job;
- One-fifth (19%) reported experiencing **homelessness** at some point in their lives because they were transgender or gender non-conforming;
- Fifty-three percent (53%) of respondents reported being **verbally harassed** or disrespected in a place of public accommodation, including hotels, restaurants, buses, airports and government agencies;
- Of those who have transitioned gender, only one-fifth (21%) have been able to update all of their **IDs and records** with their new gender;
- **Health outcomes** for all categories of respondents show the appalling effects of social and economic marginalization, including much higher rates of HIV infection, smoking, drug and alcohol use and suicide attempts than the general population;
- One-fifth (22%) of respondents who have interacted with **police** reported **harassment** by police, with much higher rates reported by people of color;
- Forty-three percent (43%) maintained most of their **family bonds**, while 57% experienced significant family rejection;
- \*\*\*Those who expressed a **transgender identity or gender non-conformity while in grades K-12** reported alarming rates of harassment (78%), physical assault (35%) and sexual violence (12%); harassment was so severe that it led almost one-sixth (15%) to leave a school in K-12 settings or in higher education.

## LGBTQ Students Face Unfair School Discipline, Pushing Many Out of School

*Hostile School Climates as a Result of Bullying, Harassment and Discrimination Contribute to Pushing LGBTQ Youth Out of School, According to New GLSEN Report*

NEW YORK (June 29, 2016) – Lesbian, gay, bisexual, transgender and queer (LGBTQ) students face high rates of school discipline, including detention, suspension and expulsion from school, according to a report released today by GLSEN, the leading national education organization focused on ensuring safe and affirming schools for all students. Compared to non-LGBTQ students, LGBTQ students were much more likely to have experienced each kind of discipline, often due to the harassment and discrimination that LGBTQ students face in school.

The report, *Educational Exclusion: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth*, also found:

- **Two in five LGBTQ students reported receiving detention, in-school or out-of-school suspension and/or expulsion from school.** LGBTQ Black/African American, LGBTQ Hispanic/Latino, and LGBTQ Multiracial students; LGBTQ students experiencing homelessness; and LGBTQ students with disabilities experienced higher rates than others.
- **Compared to cisgender LGBQ students, transgender students were more likely to receive school discipline and over three times as likely to report that they might not complete high school.** Among LGBTQ students, the most common reason cited for not planning to graduate high school or being unsure if they would graduate was an unsupportive or hostile school environment.
- **Bullying, harassment and absenteeism may contribute to high rates of discipline.** Among LGBTQ students, higher levels of victimization were associated with higher rates of school discipline, potentially because bullying incidents put LGBTQ students in greater contact with school authorities. Lack of safety resulted in many LGBTQ students missing school, putting them at risk for disciplinary sanctions for truancy. Students who had missed school because of feeling unsafe or uncomfortable were more likely to have been disciplined at school than those who had not (54 percent vs. 34 percent).
- **Anti-LGBTQ discriminatory policies and practices may also contribute to high rates of discipline.** Over half (56 percent) of LGBTQ students experienced some form of anti-LGBTQ discrimination at school, and these students were more likely to have received school discipline than those who did not experience discrimination (48 percent vs. 32 percent). Almost one in ten students (9 percent) even reported being disciplined specifically because they were LGBTQ.
- **Victimization, absenteeism and discrimination may also increase LGBTQ students' risk of contact with the justice system.** LGBTQ students who reported high levels of victimization, absenteeism or discrimination were more likely to have been involved with the justice system as a result of school discipline. The likelihood of this involvement was five times higher for LGBTQ students experiencing homelessness than for those who lived with a parent or guardian. Transgender students and LGBTQ students with disabilities were also more likely to have been involved with the justice system due to school discipline.

"It is abundantly clear that LGBTQ students face disproportionately high levels of school discipline due to hostile school climates that ultimately deprive many of them, not only of their education, but also the success in life that education affords," said Dr. Joseph Kosciw, GLSEN's Chief Research & Strategy Officer. "Given the findings of *Educational Exclusion*, we must redouble our efforts to create supportive schools for LGBTQ students, particularly transgender and gender nonconforming students, students experiencing homelessness, students with disabilities and students of color."

In light of the report's findings, GLSEN put forth a number of recommendations to keep LGBTQ students in school and out of the juvenile and criminal justice systems. Some of these recommendations are:

- At the school, district, state and federal levels, laws and policies should specifically protect LGBTQ students from harassment and discrimination.
- Rather than zero-tolerance policies, schools should employ graduated approaches to discipline, ensuring that disciplined students still have access to learning opportunities.
- Teachers should employ culturally responsive teaching and incorporate positive representations of LGBTQ people and topics into their curriculum.
- If School Resource/Safety Officers are used in schools, they must be trained to appropriately respond to anti-LGBTQ bias and not discriminate against LGBTQ students.
- Alternative paths to high school completion, such as GED programs, alternative schools, and education in juvenile detention centers, should be available, safe and affirming for LGBTQ youth.
- All staff should intervene when bullying occurs, in ways that do not blame the victims of bullying incidents, and consider using restorative practices rather than only punitive discipline measures.

The full *Educational Exclusion* report can be found at [www.glsen.org/educationalexclusion](http://www.glsen.org/educationalexclusion).

## Hope and Solutions

**Solution #1: Gay-Straight Alliances Gay-Straight Alliances (GSAs) - and similar student clubs can provide safe, affirming spaces and critical support for LGBT students. GSAs also contribute to creating a more welcoming school environment.**

*\*\*\*Only half (54%) of all students state that they had a GSA in their school.*

- Students with a GSA in their school heard fewer homophobic remarks, such as “faggot” or “dyke,” and **fewer expressions** where “gay” was used in a negative way than students in schools without a GSA.
- Students with a GSA had a greater sense of connectedness to their school community than students without a GSA.

**Solution #2: Inclusive Curriculum - A curriculum that includes positive representations of LGBT people, history, and events (i.e., an inclusive curriculum) can promote respect for all and improve LGBT students’ school experiences.**

*\*\*\*Only a small percentage of students were taught positive representations about LGBT people, history, or events in their schools (12%).*

- Students in schools with an inclusive curriculum heard **fewer homophobic remarks**, including negative use of the word “gay,” the phrase “no homo,” and homophobic epithets (e.g., “fag” or “dyke”), and fewer negative comments about someone’s gender expression than those without an inclusive curriculum.
- Students in schools with an inclusive curriculum were more likely to report that their **classmates** were somewhat or very **accepting** of LGBT people than other students (75% vs. 40%).
- Students in schools with an inclusive curriculum had a **greater sense of connectedness** to their school community than other students.

**Solution #3: Supportive Educators - The presence of educators who are supportive of LGBT students can have a positive impact on the school experiences of these students, as well as their psychological well-being.**

*\*\*\*Although almost all students (97%) could identify at least one staff member supportive of LGBT students at their school, only 64% could identify six or more supportive school staff.*

- 29% of students had seen at least one safe space sticker or poster at their school
- 17% of students with many supportive staff had **missed school** in the past month compared to over half (47%) with no supportive staff.
- Students with a greater number of supportive staff also had **higher educational aspirations**—students with many supportive staff were about a third as likely to say they were not planning on attending college compared to students with no supportive educators (5% vs. 14%).

**Solution #4: Comprehensive Bullying/Harassment Policies and Laws - Policies and laws that explicitly address bias-based bullying and harassment can create safer learning environments for all students by reducing the prevalence of biased behaviors.**

**Comprehensive policies and laws—those that specifically enumerate personal characteristics including sexual orientation and gender identity/expression, among others—are most effective at combating anti-LGBT bullying and harassment.**

*\*\*\*Only 10% of students reported that they had a COMPREHENSIVE anti-bullying policy at their school.*

- More than half (51%) students in schools with comprehensive policies heard **homophobic remarks** (e.g., “faggot” or “dyke”) often or frequently, compared to almost three quarters of students in schools with generic, non-enumerated policies (74%) or no policy whatsoever (80%).

\*Results from the National School Climate Survey provide evidence that students who live in states with comprehensive anti-bullying/ harassment laws experience less victimization because of their sexual orientation or gender expression and are more likely to have supportive resources, including a comprehensive school policy. Yet, only 15 states plus the District of Columbia have comprehensive laws that include sexual orientation and gender identity.

## **Being an Ally**

When bullying, hostility, micro-aggressions, or homophobia/transphobia occur:

- Name the behavior
- Hold students accountable
- Make it a teachable moment:
  - What did you mean by that?
  - Did you mean that as a compliment?
  - How do you think this may make an LGBT person feel?
  - Role model and “claim it” personally!
- Support targeted students

### **Do's**

- listens – doesn't lead, let's student make their own choices
- are aware of biases
- respects confidentiality and the trust this person instills
- avoids assumptions and stereotypes
- is a resource
- seeks out knowledge
- speaks up if there is bias, harassment, or bullying
- has a sense of humor
- acknowledges how homophobia and transphobia have operated in their own life

### **DON'T's**

- assume pathology or make assumptions
- seem to have all the answers
- try to fix
- maintains boundaries
- make unrealistic promises
- pathologize
- judge



# Making an Inclusive School

- **Institutionally**

- AB 1266 School Success and Opportunity Act, 2013

- protects **Confidentiality**
    - Protected **legal name**
    - Allow preferred **name** change and PGPs
    - Roll, ID card, report card, diploma, gym clothes, etc.
    - **Facilities/bathrooms**
    - **Dress codes**

- Forms

- Comprehensive anti-bullying policy and implementation

- **Faculty**

- LGBTQ Point Person/Inclusive Committee

- Safe Space trainings

- An “Out” list

- Resources

- **Classroom**

- Examples, language,

- Preferred Gender Pronouns (roll)

- no sex segregation

- inclusive health education

- library resources

- **Peers**

- Gay-Straight-Alliance (GSA)

- Peer-peer trainings

- Social events

- activism and awareness

## Additional Resources:

### Nationally:

2015 GLSEN (Gay, Lesbian, Straight, Education Network) National School Climate Survey: <http://www.glsen.org/article/2015-national-school-climate-survey>

GLSEN California data: <http://www.glsen.org/content/california-snapshot-2013>

School to prison pipeline: <http://www.glsen.org/article/drop-out-push-out-school-prison-pipeline>

California School Boards Association Policy Brief on “Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students”:  
[https://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~media/CSBA/Files/GovernanceResources/PolicyNews\\_Briefs/Transgender/201402\\_PBNonDiscriminationGender.ashx](https://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/Transgender/201402_PBNonDiscriminationGender.ashx)

Link to Numerous additional GLSEN studies: <http://www.glsen.org/learn/research/national> (how transgender students are doing, LGBT students in sports and PE, principal’s perspective, etc.)

Sexual and gender minority suicide risk factors: <http://online.liebertpub.com/doi/10.1089/lgbt.2016.0031> (discusses exclusion in school)

The Centers for Disease Control (CDC) and Youth Risk Behavior Survey (YRBS) data on well-being of LGBT youth:  
[https://www.cdc.gov/mmwr/volumes/65/ss/ss6509a1.htm?s\\_cid=ss6509a1\\_w?s\\_cid=tw-zaza-1028](https://www.cdc.gov/mmwr/volumes/65/ss/ss6509a1.htm?s_cid=ss6509a1_w?s_cid=tw-zaza-1028)

[http://www.transequality.org/PDFs/NTDS\\_Report.pdf](http://www.transequality.org/PDFs/NTDS_Report.pdf): Federally by the National Gay and Lesbian Task Force – Transgender discrimination and inequality, “Injustice at Every Turn”

<http://www.transequality.org/sites/default/files/docs/USTS-Executive-Summary-FINAL.PDF> - provides a detailed look at the experiences of transgender people across a wide range of categories, such as education, employment, family life, health, housing, and interactions with the criminal justice system.

<http://www.campuspride.org/>

<http://www.glaad.org/>

<http://www.hrc.org/>

### Locally:

**Gender Health Center -**

<http://www.thegenderhealthcenter.org/>



**LGBT Community Center -** <http://saccenter.org/>



**PFLAG -** <http://www.pflagplacercounty.org/>

