UNDERSTANDING

POLICY 252

Supporting Trans & Gender-Nonconforming Youth in Schools

A Resource Guide for MSW Interns

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CURATORS

CURATED IN APRIL 2019 BY:

ALEXANDRA KEEP
ALICE WANG
ILENE KALTER-LIEBERMAN
JENNA WILSON
SAMUELLE VOLTAIRE

PHILLY PRIDE FLAG

"PEOPLE JOKE THAT [ADDING BLACK AND BROWN STRIPES TO THE LGBTQ] FLAG IS GOING TO BE MY LEGACY, BUT IT WAS A SYMBOL TO MARK THE SUBSTANTIVE WORK THAT WE'RE DOING...WE'RE WORKING TO ACKNOWLEDGE, DISRUPT AND DISMANTLE THE SYSTEMS OF OPPRESSION [THAT FACE PHILADELPHIANS]."
— AMBER HIKES, EXECUTIVE DIRECTOR, PHILADELPHIA OFFICE OF LGBT AFFAIRS & SP2 ALUM

INTRODUCTION

We created this guide as a final project for our class, Social Work 713: Understanding Social Change: Issues of Race and Gender. We became aware of and interested in Policy 252 through our professor, Amy Hillier, and her work in supporting the creation of the policy.

In honoring the experiences of trans and gender-nonconforming youth in Philadelphia public schools and our limitations in seeking to support them, we feel it is essential to situate our positionality in this guide. We are a group of five Penn graduate students studying social work, and thus carry a significant amount of educational privilege. Most of us identify as cis-women and two of us identify as people of color. None of us have direct experience in the Philadelphia public schools as students or parents. We highlight these identities because we recognize that we do not belong to the community we seek to support.

Given our collective social location, we wanted to consider how best to engage with Policy 252 in a way that would be genuine to our experiences and still support trans youth and trans and gender-nonconforming youth of color, in particular. Thus, we approached this guide from the perspective of social work students, several of whom worked in schools as our field placement sites. We hope that this guide supports future school social work interns in supporting trans students navigate school settings and understanding Policy 252.

We aim for this guide to go beyond merely explaining the policy, to providing basic knowledge about trans and gender-nonconforming youth; offering advice and resources on best practices; suggesting potential next steps if rights are not respected or enforced; and noting possible community partners. As social workers, we acknowledge the ways in which all of these pieces may be helpful to social work interns working with trans students. We hope that this guide serves as a starting point in advocacy for trans youth in Philadelphia and for students in public schools. To the best of our knowledge, we have included the most current information in this guide; it is also hyperlinked so that the resources included can be accessed online. Please feel free to adapt and expand our work as needed.

Sincerely,

Alexandra Keep, Ilene Kalter-Lieberman, Samuelle Voltaire, Alice Wang, and Jenna Wilson

WHAT IS POLICY 252?

"Policy 252: Transgender and Gender Non-Conforming Students" was adopted June 16, 2016. The purpose of this policy is to ensure safety and equal treatment of all students regardless of their gender identity or expression. It falls under the authority of Title IX.

The scope of Policy 252 pertains to conduct and electronic technology and/or communication that occurs on school property, at school-sponsored functions, and on school computers, networks, forums, and mailing lists. The policy applies to the entire school community, including educators, students, staff, parents, and volunteers.

Policy 252 offers guidance in areas where there may be questions of Policy 252's application:

Names/Pronouns

Students should be addressed by their preferred name/pronoun, including on written records. No court-order or any "proof" or "evidence" of their gender identity/expression is needed.

Privacy/Confidentiality

Students have the right to keep their transgender identity private or decide how much private information they want to share. School personnel should not disclose information that could reveal the transgender or gender non-conforming identity of a student, including to their parents or other school personnel, without permission.

Gender-Segregated Activities

Use should be reduced as much as possible; otherwise, students should be included in the group that corresponds to their gender identity.

Gender-Neutral Language

Should be used as often as possible in written communication with families and students.

Restroom & Locker Room Access

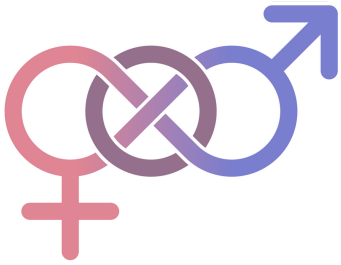
Students have access to the bathroom and/or locker room that corresponds with their gender identity. Any student can request to use a single stall restroom, no matter what the reason is. No student should be required to use such as restroom.

Physical Education & Intramural Sports
Participate in those that correspond to their gender identity.

Interscholastic Competitive Sports Teams
Resolved on a case-by-case basis.

Dress Codes
Students may dress consistent with their gender identity or expression; schools may not adopt a dress code that restricts students dress code on the basis of gender. In describing the dress code, gender neutral terms should be used rather than separate boy/girl uniforms.

Training Requirements
All district personnel should be trained regarding this policy.



Curriculum
Age-appropriate comprehensive health education curriculum, including physical, mental, emotional, and social health.

Discrimination/Harassment
Handled in the same manner as other discrimination or harassment complaints.

Questions or concerns are to be directed to the Office of Student Rights & Representatives.

Differences between application of Policy 252 at public, charter, and public charter schools:
The School District of Philadelphia (SDP) has a "Charter Schools Office" page on their website listing all of the charter schools in Philadelphia. The website is the same as the SDP's, therefore, the link about non-discrimination takes you to the same page as the public schools in the SDP. It appears that these charter schools must also follow Policy 252. Schools may have their own version of Policy 252 to protect transgender and gender non-conforming students. You should speak with your supervisor about your school's specific policy.

TERMS TO KNOW

It's important that we as MSW Interns/future clinicians working with LGBTQIA+, queer, trans and gender-nonconforming youth learn about the terms that they may use to describe themselves and their experiences. By doing our part, we remove the burden from the young people we work with from having to teach us.
*Please keep in mind that **1**) terminology is always changing, **2**) this is not an exhaustive list, and **3**) you should use the language that the young person(s) you work with use(s) to describe themselves.*

Terminology Source: Trans Student Educational Resources

- **Cisgender/cis:** term for someone who exclusively identifies as their sex assigned at birth. The term cisgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life. Cis is not a "fake" word and is not a slur. Note that cisgender does not have an "ed" at the end.
- **Transgender/Trans:** encompassing term of many gender identities of those who do not identify or exclusively identify with their sex assigned at birth. The term transgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life.
- **Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term has a complicated history as a reclaimed slur.
- **The Gender Binary:** A system of viewing gender as consisting solely of two, opposite categories, termed "male and female", in which no other possibilities for gender or anatomy are believed to exist. This system is oppressive to anyone who defies their sex assigned at birth, but particularly those who are gender-variant or do not fit neatly into one of the two standard categories.
- **Gender Dysphoria:** Anxiety and/or discomfort regarding one's sex assigned at birth.
- **Gender Fluid:** A changing or "fluid" gender identity.
- **Genderqueer:** An identity commonly used by people who do not identify or express their gender within the gender binary. Those who identify as genderqueer may identify as neither male nor female, may see themselves as outside of or in between the binary gender boxes, or may simply feel restricted by gender labels. Many genderqueer people are cisgender and identify with it as an aesthetic. Not everyone who identifies as genderqueer identifies as trans or nonbinary.
- **Heteronormative / Heteronormativity:** These terms refer to the assumption that heterosexuality is the norm, which plays out in interpersonal interactions and society and furthers the marginalization of queer people.

TERMS TO KNOW

- **Nonbinary (Also Non-Binary):** Preferred umbrella term for all genders other than female/male or woman/man, used as an adjective (e.g. Jesse is a nonbinary person). Not all nonbinary people identify as trans and not all trans people identify as nonbinary. Sometimes (and increasingly), nonbinary can be used to describe the aesthetic/presentation/expression of a cisgender or transgender person.
- **Gender Identity:** One's internal sense of being male, female, neither of these, both, or other gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their gender identity are not necessarily the same.
- **Sex Assigned At Birth:** The assignment and classification of people as male, female, intersex, or another sex assigned at birth often based on physical anatomy at birth and/or karyotyping.
- **Sexual Orientation:** A person's physical, romantic, emotional, aesthetic, and/or other form of attraction to others. In Western cultures, gender identity and sexual orientation are not the same. Trans people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc. just like anyone else. For example, a trans woman who is exclusively attracted to other women would often identify as lesbian.
- **Transition:** A person's process of developing and assuming a gender expression to match their gender identity. Transition can include: coming out to one's family, friends, and/or co-workers; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgery. It's best not to assume how one transitions as it is different for everyone.
- **Transsexual:** A deprecated term that is often considered pejorative similar to transgender in that it indicates a difference between one's gender identity and sex assigned at birth. Transsexual often – though not always – implicates hormonal/surgical transition from one binary gender (male or female) to the other. Unlike transgender/trans, transsexual is not an umbrella term, as many transgender people do not identify as transsexual. *When speaking/writing about trans people, please avoid the word transsexual unless asked to use it by a transsexual person*

Pro-Tip: Asking for pronouns is a first step towards fighting cisnormativity.

Tips for using pronouns and gender neutral language:
⁎Introduce your pronouns as a model
⁎Practice using gender neutral pronouns outside of the classroom.
⁎When addressing groups of people, use "folks" or "friends" or "y'all" instead "ladies" or "guys."

For more information on pronouns, check out GLSEN's Pronouns Guide: www.glsen.org/article/pronouns-resource-educators

Photo credit: LA Johnson/NPR

AFFIRMING COUNSELING WITH QUEER & TRANS YOUTH

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally (LGBQIQA) Individuals
An educational resource for counselors, specifically categorized by working with LGBQueer Questioning individuals, working as an ally, working with ally's and working with intersex individuals. "The aim of these competencies is to provide a framework for creating safe, supportive, and caring relationships with LGBQIQA individuals, groups, and communities that foster self- acceptance and personal, social, emotional, and relational development." and do so from a "Strength-based, Feminist, Multicultural, Social Justice perspective" (pp. 1-2)

Harper, A., Finnerty, P., Martinez, M., Brace, A., Crethar, H. C., Loos, B., ... & Travis, L. (2013). Association for lesbian, gay, bisexual, and transgender issues in counseling competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex, and ally individuals. Journal of LGBT Issues in Counseling.
https://www.tandfonline.com/doi/pdf/10.1080/15538605.2013.755444?needAccess=true

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)Competencies for Counseling Transgender Clients
IIn this article, competencies are grouped into categories according to the 2009 CACREP Standards Sections, which aim to help counselors work on a micro as well as macro level. "These competencies are based on a wellness, resilience, and strength-based approach for working with transgender clients...from a theoretical orientation of counseling that integrates multicultural, social justice and feminist approaches, which acknowledge the influence of privilege, power and oppression on clients' lives" (p.1)

Burnes, T. R., Singh, A. A., Harper, A. J., Harper, B., Maxon-Kann, W., Pickering, D. L., & Hosea, J. U. L. I. A. (2010). American Counseling Association: Competencies for counseling with transgender clients. Journal of LGBT Issues in Counseling, 4(3-4), 135-159.
https://www.counseling.org/docs/default-source/competencies/algbtic_competencies.pdf?sfvrsn=d8d3732f_12

AFFIRMING COUNSELING WITH QUEER & TRANS YOUTH

Implementing multicultural-social justice leadership strategies when advocating for the rights of lesbian, gay, bisexual, transgender, queer, and questioning persons (LGBTQQ)

This article recommends nine basic steps when working as an advocate for LGBTQQ persons. Additionally, this article introduces a resource, "LGBTQQ Youth 101" aimed at educating and training school counselors:
https://openjournals.bsu.edu/jsacp/article/view/333/315

Brubaker, M. D., Harper, A., & Singh, A. A. (2011). Implementing multicultural-social justice leadership strategies when advocating for the rights of lesbian, gay, bisexual, transgender, queer, and questioning persons. Journal for Social Action in Counseling & Psychology, 3(1), 44-58.
http://www.georgiasafeschoolscoalition.org/images/gssc_manual/lgbtqq_youth101_manual_gssc.pdf

School Counselor Sexual Minority Advocacy Competence Scale

This is a metric for assessing the competency of school counselors when working with sexual minorities. The questionnaire can be used to asses counselors or potential school counselors it also can be used to train counselors as to how to make use of best practices, action strategies, advocacy, and model school counseling.

Simons, J. D. (2017). School Counselor Sexual Minority Advocacy Competence Scale (SCSMACS) Development, Validity, and Reliability. Professional School Counseling, 21(1), https://journals.sagepub.com/doi/pdf/10.1177/2156759X18761900

Hetrick-Martin Institute: Best Practices in Working With LGBTQ Youth and Families

Brief overview of best practices when working with LGBTQ youth and their families namely providing affirming care, prioritizing safety, considerations (when, how and if) working with the families of youth would be helpful.
https://events.adelphi.edu/files/2014/10/LGBTQ-Youth-and-Families.pdf

WHAT CAN I DO IF A STUDENT'S RIGHTS UNDER 252 HAVE BEEN VIOLATED?

We recognize that some students might not be or feel safe utilizing the following processes as a result of their identities and experiences. We strongly encourage consideration and discussion with students about the particular risks and benefits of engaging in these processes for them.

As a general rule: follow the School District's other policies regarding harassment, discrimination and bullying.

The policy offers little guidance about what to do if a student's rights under Policy 252 have been violated and/or if the policy is not being followed or enforced. However, it does address failures to comply with the policy by stating the following two points:
(1) Complaints alleging harassment or discrimination on the basis of gender identity should be handled in the same manner as other discrimination or harassment complaints; and
(2) For other questions or concerns, students are directed to call the Office of Students Rights and Responsibilities.

Given the policy's guidance that complaints under 252 should be handled in the same manner as other complaints, students can do the following:

For complaints alleging harassment or discrimination where the offender is staff member:
Step 1: Try to address the complaint with the staff member involved.
Step 2: If no resolution, submit a written complaint to the principal.
Step 3: Principal will notify parents (potentially problematic here) and hold a hearing within 5 days.
Step 4: If the student is dissatisfied with the result (or complaint is against the principal), student may appeal to the District superintendent.
Step 5: Superintendent will hold a hearing within 5 days

Source: https://www.philasd.org/studentrights

WHAT CAN I DO IF A STUDENT'S RIGHTS UNDER 252 HAVE BEEN VIOLATED?

Policy 252 also specifies its intent to ensure compliance with the School District's anti-bullying policies. Therefore, **to report the witnessing or experiencing of an incidence of bullying, harassment or discrimination by other students, faculty or third parties**:

Step 1: Report the incident to principal, designee, other member of school staff, including teachers, guidance counselors, coaches and administrators.
Step 2: Students may also complete a bullying and harassment form, which can be found here: https://www.phillasd.org/bullying/programs-and-services/reporting-bullying-and-harassment/
Step 3: Staff members who receive a report shall immediately notify principal or designee.
Step 4: School must investigate complaints promptly and thoroughly, and corrective action must be taken if substantiated.
Step 5: If the behavior continues or the school does not take action, students or parents or guardians should report the incident to the district's hotline at 215-400-SAFE.

If a student is dissatisfied with the outcome of the school and/or district process, or if the student feels unsafe or uncomfortable utilizing the school and/or district process, a student may **consider pursuing legal action**. For possible legal advice, advocacy, information, and/ or representation, please refer to the legal resources listed under the Community Partners section.

COMMUNITY PARTNERS

Key:

Education - offers relevant education and/or trainings

Community - offers opportunities to connect

Legal Services - offers legal advice and support

Health Services - offers attuned healthcare

Support - offers attuned counseling services

Advocacy - offers activism in promoting equity

ALCU

The ACLU offers legal advice, support, and advocacy for issues around civil rights. The ACLU represented Gavin Grimm in the most high profile case involving a transgender student seeking to use the correct bathroom in school. After making its way through the lower courts, the Supreme Court agreed to hear the case, but it was sent back down once the Trump administration rescinded the DOE"s guidance on Title IX (G.G. v. Gloucester County School Board). After Grimm graduated, he filed an amended complaint in the Eastern District of PA, arguing that his rights under Title IX and the Equal Protection Clause of the 14th Amendment were violated and seeking a permanent injunction. The case is still pending.
https://www.aclupa.org

Attic Youth Center

The Attic Youth Center offers many supportive services specifically for LGBT youth, as well as training and advocacy with community partners. Folks affiliated with the Attic Youth Center spearheaded efforts to write Policy 252.
https://www.atticyouthcenter.org

Caucus of Working Educators

The Caucus of Working Educators is a group of school professionals under the umbrella of the Philadelphia Federation of Teachers union. They are a group of organizers and activists who share beliefs in democracy and justice. Within this group there is a group of Queer Educators & Students who meet every third Monday from 5:30-7 in the Penn LGBT Center.
http://www.workingeducators.org

COMMUNITY PARTNERS

Education Law Center

The Education Law Center works to ensure access to quality public education for all children. They identify gender identity as an area of coverage, although do not list any active cases on the matter. They publish many resources, including a gender discrimination know-your-rights fact sheet. They suggest calling as the best way to reach them.
https://www.elc-pa.org

Equality PA

Equality PA identifies themselves as the leading advocates for fairness and equity for LGBTQ folks. They have an Equality Pennsylvania Education Fund that supports LGBTQ students.There is limited online information.
https://www.facebook.com/equalitypa/

GLSEN

GLSEN promotes safety and community for LGBTQ youth in K-12 school environments. They support the development of affinity groups within the school setting and have a sub-group called GLSEN UP that advocates for statewide and national anti-discrimination legislation.
https://www.glsen.org

Lambda Legal

Lambda Legal is a national legal organization that advocates on behalf of LGBTQ+ individuals. In Pennsylvania, they successfully represented two transgender students who argued that their school's bathroom policy, which required them to use single sex bathrooms or those associated with their "biological sex," violated their rights under both Title IX and the Equal Protection Clause of the 14th Amendment (Evancho v. Pine-Richland School District). The Court granted the students a preliminary injunction and denied the school's motion to dismiss. As a result, the school and the students entered a consent agreement whereby all students would regain the right to use the bathrooms that conform to their chosen gender identities.
https://www.lambdalegal.org

COMMUNITY PARTNERS

Mazzoni Center ⚖️🏥❤️

The Mazzoni Center offers a variety of health and wellness services and education, including primary care, HIV/STI testing, gender affirming services, and a range of therapy. Additionally, they offer comprehensive legal support for low-income LGBTQ folks seeking advice and advocacy around discrimination concerns.
https://www.mazzonicenter.org

Parents United for Public Education 📚📣

This is a community organizing group composed of a group of parents primarily focused on budgetary concerns within the Philadelphia School District. However, they also offer avenues and supports in filing complaints should students not have their needs met in a Philly school.
https://parentsunitedphila.com

PLFAG 📚🫂📣

PFLAG is a national organization uniting LGBTQ folks with families, friends, and allies. They are committed to advancing equity through education and advocacy and through building community.
https://pflag.org/chapter/pflag-philadelphia

Philadelphia Student Union 📚📣

The Philadelphia Student Union is a student activist organization that runs city-wide campaigns to improve school policies and practices. There are currently no identity-based campaigns, but could be an important partner should efforts build.
http://phillystudentunion.org

Teacher Action Group 📚📣

The Teacher Action Group works towards strengthening the influence of teachers and school professionals on schools and relevant policies. A lot of the work focuses on racial justice in curricula but could be extended to include LBGTQ concerns. They are affiliated, but separate from the Caucus of Working Educators.
http://tagphilly.org

APPENDIX

ADDITIONAL RESOURCES

I *ADDITIONAL LGBTQIA+ TERMINOLOGY*

V *ONLINE RESOURCES FOR INDEPENDENT LEARNING*

Source: unkown

Terminology

Source: Trans Student Educational Resources

- **Agender:** An umbrella term encompassing many different genders of people who commonly do not have a gender and/or have a gender that they describe as neutral. Many agender people are trans. As a new and quickly-evolving term, it is best you ask how someone defines agender for themselves.
- **AFAB and AMAB:** Acronyms meaning "assigned female/male at birth" (also designated female/male at birth or female/male assigned at birth). No one, whether cis or trans, gets to choose what sex they're assigned at birth. This term is preferred to "biological male/female", "male/female bodied", "natal male/female", and "born male/female", which are defamatory and inaccurate.
- **Ally:** Someone who advocates and supports a community other than their own. Allies are not part of the communities they help. A person should not self-identify as an ally but show that they are one through action.
- **Aromantic:** The lack of romantic attraction, and one identifying with this orientation. This may be used as an umbrella term for other emotional attractions such as demiromantic.
- **Asexual:** The lack of a sexual attraction, and one identifying with this orientation. This may be used as an umbrella term for other emotional attractions such as demisexual.
- **Bigender:** Refers to those who identify as two genders. Can also identify as multigender (identifying as two or more genders). Do not confuse this term with Two-Spirit, which is specifically associated with Native American and First Nations cultures.
- **Binary:** Used as an adjective to describe the genders female/male or woman/man. Since the binary genders are the only ones recognized by general society as being legitimate, they enjoy an (unfairly) privileged status.
- **Bisexuality:** An umbrella term for people who experience sexual and/or emotional attraction to more than one gender (pansexual, fluid, omnisexual, queer, etc).
- **Boi:** A term used within the queer communities of color to refer to sexual orientation, gender, and/or aesthetic among people assigned female at birth. Boi often designates queer women who present with masculinity (although, this depends on location and usage). This term originated in women of color communities.
- **Bottom Surgery:** Genital surgeries such as vaginoplasty, phalloplasty, or metoidioplasty.
- **Butch:** An identity or presentation that leans towards masculinity. Butch can be an adjective (she's a butch woman), a verb (he went home to "butch up"), or a noun (they identify as a butch). Although commonly associated with masculine queer/lesbian women, it's used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one also identifies as a woman or not.
- **Cross-dressing (also crossdressing):** The act of dressing and presenting as a different gender. One who considers this an integral part of their identity may identify as a cross-dresser. "Transvestite" is often considered a pejorative term with the same meaning. Drag performers are cross-dressing performers who take on stylized, exaggerated gender presentations (although not all drag performers identify as cross-dressers). Cross-dressing and drag are forms of gender expression and are not necessarily tied to erotic activity, nor are they indicative of one's sexual orientation or gender identity. Do NOT use these terms to describe someone who has transitioned or intends to do so in the future.

- **Cissexism:** Systemic prejudice in the favor of cisgender people.
- **Drag:** Exaggerated, theatrical, and/or performative gender presentation. Although most commonly used to refer to cross-dressing performers (drag queens and drag kings), anyone of any gender can do any form of drag. Doing drag does not necessarily have anything to do with one's sex assigned at birth, gender identity, or sexual orientation.
- **Dyadic:** Not Intersex.
- **Equality:** A state in which everyone is equal. This ignores difference in identity/community and history. Read why we changed our name from "equality" to "educational."
- **Equity/Liberation/Justice:** A state in which all marginalized communities are free. This differs greatly from equality. Read TSER director's Eli Erlick's article on why equality hurts the transgender movement
- **Femme:** An identity or presentation that leans towards femininity. Femme can be an adjective (he's a femme boy), a verb (she feels better when she "femmes up"), or a noun (they're a femme). Although commonly associated with feminine lesbian/queer women, it's used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one also identifies as a woman or not.
- **Gender Affirming Surgery; Genital Reassignment/Reconstruction Surgery; Vaginoplasty; Phalloplasty; Metoidioplasty:** Refers to surgical alteration, and is only one part of some trans people's transition (see "Transition" above). Only the minority of transgender people choose to and can afford to have genital surgery. The following terms are inaccurate, offensive, or outdated: sex change operation, gender reassignment/realignment surgery (gender is not changed due to surgery), gender confirmation/confirming surgery (genitalia do not confirm gender), and sex reassignment/realignment surgery (as it insinuates a single surgery is required to transition along with sex being an ambiguous term).
- **Gender Identity Disorder / GID:** A controversial DSM-III and DSM-IV diagnosis given to transgender and other gender-nonconforming people. Because it labels people as "disordered," Gender Identity Disorder is often considered offensive. The diagnosis is frequently given to children who don't conform to expected gender norms in terms of dress, play or behavior. Such children are often subjected to intense psychotherapy, behavior modification and/or institutionalization. This term was replaced by the term "gender dysphoria" in the DSM-5.
- **Intersex:** Describing a person with a less common combination of hormones, chromosomes, and anatomy that are used to assign sex at birth. There are many examples such as Klinefelter Syndrome, Androgen Insensitivity Syndrome, and Congenital Adrenal Hyperplasia. Parents and medical professionals usually coercively assign intersex infants a sex and have, in the past, been medically permitted to perform surgical operations to conform the infant's genitalia 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 (although some intersex people do identify as transgender).

- **LGBTQQIAPP+:** A collection of identities short for lesbian, gay, bisexual, trans, queer, questioning, intersex, asexual, aromantic, pansexual, polysexual (sometimes abbreviated to LGBT or LGBTQ+). Sometimes this acronym is replaced with "queer." Note that "ally" is not included in this acronym.
- **Monosexual / Multisexual / Non-monosexual:** Umbrella terms for orientations directed towards one gender (monosexual) or multiple genders (multisexual/non-monosexual).
- **Packing:** Wearing a penile prosthesis.
- **Pansexual:** Capable of being attracted to many/any gender(s). Sometimes the term omnisexual is used in the same manner. "Pansexual" is being used more and more frequently as more people acknowledge that gender is not binary. Sometimes, the identity fails to recognize that one cannot know individuals with every existing gender identity.
- **Passing/blending/assimilating:** Being perceived by others as a particular identity/gender or cisgender regardless how the individual in question identifies, e.g. passing as straight, passing as a cis woman, passing as a youth. This term has become controversial as "passing" can imply that one is not genuinely what they are passing as.
- **Polysexual:** Capable of being attracted to multiple gender(s).
- **Stealth:** To not be openly transgender in all or almost all social situations.
- **T:** Short for testosterone.
- **Top Surgery:** Chest surgery such as double mastectomy, breast augmentation, or periareolar (keyhole) surgeries.
- **Trans:** Prefix or adjective used as an abbreviation of transgender, derived from the Latin word meaning "across from" or "on the other side of."
- **Trans*:** An outdated term popularized in the early 2010's that was used to signify an array of identities under the trans umbrella. However, it became problematized online due to improper usage.
- **Transmisogyny:** Originally coined by the author Julia Serano, this term designates the intersections of transphobia and misogyny and how they are often experienced as a form of oppression by trans women.
- **Transphobia:** Systemic violence against trans people, associated with attitudes such as fear, discomfort, distrust, or disdain. This word is used similarly to homophobia, xenophobia, misogyny, etc.
- **Trans Woman / Trans Man:** Trans woman generally describes someone assigned male at birth who identifies as a woman. This individual may or may not actively identify as trans. Many trans individuals prefer a space between trans and woman/man. Other do not. Often it is good just to use woman or man. Sometimes trans women identify as male-to-female (also MTF, M2F, or trans feminine) and sometimes trans men identify as female-to-male (also FTM, F2M, or trans masculine). Please ask before identifying someone. Use the term and pronouns preferred by the individual.
- **Two Spirit:** An umbrella term indexing various indigenous gender identities in North America.

Online Resources

Helpful Videos, Websites, and Podcasts

RESOURCES ON TRANS SPECIFIC & LGBTQIA+ TERMINOLOGY & EXPERIENCES:

Youtube Series:

The ABC's of LGBT by Ash Hardell:
https://tinyurl.com/abcs-lgbt

InQueery by them:
https://tinyurl.com/them-inqueery

Trans 101 by uppercaseCHASE1:
https://tinyurl.com/trans-101-series

Trans and Nonbinary Educational Videos by Riley J. Dennis:
https://tinyurl.com/trans-nonbinary-series

Individual Videos on YouTube:

QTPOC Talk with Southern Queer and Trans Youth of Color!:
https://tinyurl.com/youth-qtpoc

How Gender Impacts Everyday Life | Sister, Cister | them:
https://tinyurl.com/them-sister-cister

Web Pages and Websites:

advocatesforyouth.org

everyoneisgay.com/category/gender/

familyproject.sfsu.edu/publications

mykidisgay.com/category/defining-series/

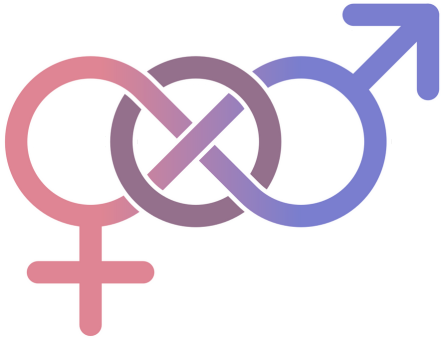
mykidisgay.com/supporting-non-binary-students/

mykidisgay.com/5-ways-you-can-support-trans-students-at-school/

mykidisgay.com/how-to-foster-safe-healthy-and-productive-dialogue-in-the-classroom/

Podcasts by LGBTQIA Folks:

- *Queery by Cameron Esposito*
- *Never Before by Janet Mock*
- *Gender Reveal by Molly Woodstock*
- *The Read by Kid Fury & Crissle*
- *Las Culturistas by Matt Rogers & Bowen Yang*
- *Marsha's Plate by Diamond Stylz, Mia Mix, and Zee*



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