CREATING SAFE SCHOOLS
FOR ALL STUDENTS
LGBTQ+ Critical Resource Guide
For Staff
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HCPS: Creating Safe Schools for ALL students: LGBTQ+ Critical Resource Guide for Staff
February 2019

Dear Hillsborough County Public School Administrators, Teachers and Staff:

I would like to take this opportunity to thank you for your hard work and dedication in preparing our students for life by providing them with an excellent education in a learning environment that is safe, secure, and free from bullying, harassment, and discrimination.

Thank you to our administrators, staff, parents, and students who have worked collaboratively to prepare and revise this “Creating Safe Schools for ALL Students” LGBTQ+ Critical Resource Guide. The purpose of this guide is to bring awareness to the needs of all students and review procedures and protocols that are aligned to our school board policies.

We care about each and every student, and we aim to show it by providing our best efforts as teachers, administrators, mentors, and advocates to our entire student population. Our sole purpose is to support our students as they become the productive citizen we know they can be.

I am excited about what is to come and look forward to another successful year as “We Climb Together” in achieving our goals. Thank you.

Sincerely,

Jeff Eakins
Superintendent
PURPOSE OF THE GUIDE:

The purpose of this guide is to bring awareness to the needs of LGBTQ+ students. This guide is intended for district, school administration, teachers, and staff and offers a quick review of useful information, procedures and protocols that are aligned to our school board policies. This guide does not include all district/school board policies and procedures related to bullying, harassment, and discrimination. This guide is best used as part of an LGBTQ+ staff training or Principals’ meeting. For more information regarding school board policies, please visit: https://www.sdhc.k12.fl.us/policymanual/

Below are some pertinent compelling facts and statistics related to the needs of our LGBTQ+ students Nationwide, in Florida and Hillsborough County Public Schools (HCPS):

COMPELLING FACTS:

- 64% of LGBT youth nationwide reported they are “out” to their classmates
- 75% of LGBT youth nationwide reported that most of their peers did not have a problem with their identity as LGTB
- 92% of LGBT youth nationwide, reported they hear negative messages about LGBT mostly in school, the Internet and their peers
- 63% of Florida middle school students reported hearing verbal slurs (anti-gay) on a daily or weekly basis
- 19% of Transgender students in Florida reported facing severe mistreatment and left their K-12 schools
- 9% of 12th graders in HCPS reported having sexual contact with same or both sexes
- 29% of HCPS LGB students reported seriously considering attempting suicide
- 19% of HCPS LGB students reported being electronically bullied on school property
- 58.1% of HCPS LGB students reported drinking at least 1 drink of alcohol on at least 1 day in a 30-day period
- 15.9% of HCPS LGB students reported being forced to do sexual things they did not want to do

Sources: Hillsborough County Public School YRBS; Florida YRBS; Human Rights Campaign Survey
HCPS: Creating Safe Schools for ALL Students LGBTQ+ Resource Guide

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I. LGBTQ+ Critical Resource Guide

A. Glossary

**Ally:** Someone who does not identify as LGBTQ+ but who is supportive of LGBTQ+ individuals and the community, either personally or as an advocate.

**Androgynous:** Having both female and male characteristics—neither distinguishably masculine nor feminine, as in dress, appearance, or behavior.

**Cisgender:** A gender identity consistent with a person’s biological sex.

**Dead naming/Misgendering:** Referring to an individual with names, pronouns, or other gender terms, that is not preferred by the individual, whether intentional or unintentional.

**Gender:** A person’s “biological sex”, which is an anatomical term, “gender” specifies the biological, behavioral, and cultural prescribed characteristics men and women are traditionally expected to embody. “Gender: A person’s internal sense of self as male, female, both or neither gender identity. Gender is also one’s outward presentation and behaviors (gender expression).”

**Gender Expression:** The manner in which a person chooses to communicate their gender identity to others through external means such as clothing and/or mannerisms. This communication may be conscious or subconscious and may or may not reflect their gender identity or sexual orientation.

**Gender Identity:** Refers to a person’s internal, deeply felt sense of being male or female, boy or girl, or other (for example, a blending of the two). Everyone has a gender identity, even if it does not always correspond with the person’s biological sex.

**Gender-Nonconforming/Gender Variant:** (Gender Nonbinary/Gender Diverse) A person who has gender characteristics and/or behaviors that do not conform to traditional or societal gender expectations; for example, “girly” boys and “masculine” girls; and those perceived as androgynous. Non-binary/Gender Non-conforming: A term used by some individuals who identify as a gender that is neither male or entirely female.

**Gender Role:** The social expectations of how a person should act, think, and/or feel based upon one’s biological sex. This definition includes traditional and stereotypical roles, characteristics, mannerisms and behaviors associated with societal norms of what is male and what is female. These expectations are often stereotypical, such as “boys like blue and girls like pink.”

**Intersectionality:** The interconnected nature or social categorizations (as race, socioeconomic level, gender, religion, disability, etc.) as creating overlapping systems of discrimination/disadvantage.

**LGBTQ+** A frequently used acronym that stands for Lesbian, Gay, Bisexual, Transgender, and Questioning (or Queer). This plus includes many other identities of the community such as gender nonbinary/gender diverse without making the acronym excessively long.

**Outing:** The act of revealing a person’s LGBTQ+ status to others, including parents without permission. Under no circumstances should someone out someone without their permission.

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Sex: Classification of people as male or female at birth. Based typically on appearance of their external anatomy.

Transgender: An umbrella term for people whose gender identity and/or expression is different from the sex they were assigned at birth. Note that being transgender does not imply any specific sexual orientation. Transgender people may identify as straight, gay, lesbian, bisexual, etc.

B. Pronouns

All students should be addressed by the name and gender pronoun (he/him, she/her, they/them) corresponding to the student’s consistently asserted gender identity and should be used at all times, unless otherwise requested by the student. All relevant teachers and administrators and staff should be informed of a transgender/gender non-conforming (gender nonbinary) student’s preferred name and gender pronoun. The student’s preferred name and gender pronoun does not need to correspond to the student’s birth certificate and other official records.

C. Restrooms

Students who want to use the bathroom in accordance with their consistently asserted gender identity will be provided the available accommodation that best meets the needs and privacy concerns of all involved. Each school shall have at least one UNIVERSAL bathroom that shall be for the use of any student with access protocols determined by on-site school leaders. School leaders, in coordination with the Deputy Superintendent, Operations, will develop and share best practices to ensure a safe and accommodating learning environment for all students. Those leaders will ensure protections for those using the universal bathroom. The bathroom must have a door and a lock and its existence must be clearly communicated to all students. At least one staff member must have a spare key or other access to universal bathrooms.

D. Locker Rooms

Students who want to use the locker room facilities in accordance with their consistently asserted gender identity will be provided the available accommodation that best meets the needs and privacy concerns of all involved. In reference to addressing privacy concerns, and based on availability, such accommodations could include, but are not limited to, use of a private area in the locker room (i.e., a bathroom stall with a door), a slightly modified schedule, or a separate changing schedule. School leaders, in coordination with the Deputy Superintendent, Operations will develop and share best practices to ensure a safe and accommodating learning environment for all students. These accommodations may also apply to LGB and non-binary students. An on-site coach should ensure there is no harassment of student. Adult supervision should be available to ensure no harassment.

E. Extracurricular Activities

Students have the right to equitable access to activities and programs in their schools. Students shall not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of the students’ gender identity. A student may choose to compete or run for any gender specific title or office (such as Homecoming Queen) in the category of the student’s
consistently asserted gender identity. As long as it’s not a legal/oﬄcial document, a student’s preferred name should be used (such as, the SGA ballot, graduation ceremony, etc.). Formal legal/oﬄcial documents may only be changed after receipt of a court order.

F. Dress Code

All students should be permitted to wear clothing or makeup in accordance with the student’s consistently asserted gender identity or preferred expression, but must still comply with the established dress code.

G. Coming Out

Administrators, teachers and staff should show respect and understanding to students who are open about their sexual orientation or gender identity. Students have the right to control who in their family knows about their LGBTQ+ status. School administrators, teachers and staff should not disclose or disseminate information to parents/guardians about their children’s identity without their consent. It is the staff’s responsibility to ensure student’s privacy and safety.

In the seminal case, Tinker v. Des Moines, the U.S. Supreme Court ruled that students don’t “shed their constitutional rights to freedom of speech at the schoolhouse gate.” The only time a school can restrict an individual student’s free speech is when it causes signiﬁcant disruption in the classroom. (Tinker v. Des Moines Indep. Cnty. Sch. Dist., 393 U.S. 503, 506 (1969)). For example, a student disruptively standing up and yelling, “I’m gay!” in the middle of class would not be protected speech. On the other hand, a student talking with a friend at school about being gay between classes or at lunch is permitted.

1. Talking to Students:

   In our society most people are presumed to be heterosexual. There is no need for a heterosexual person to make a statement to others that discloses his or her sexual orientation. Similarly, most people feel their gender is aligned with their biological sex. They typically have no need to disclose their gender identity.

   However, LGBTQ+ people have the right to decide when, and how to reveal to others their sexual orientation or gender identity (or even the fact that they are questioning their orientation or identity). This is often a delicate and emotional process.
It is an unfortunate reality—LGBTQ+ youth commonly experience parental rejection because of their sexual orientation or gender identity. Indeed, studies have shown approximately one-third of LGBTQ+ youth are victims of physical violence by a family member after the teen "comes out" or their sexual orientation is disclosed. A 2006 Child Welfare League of America study found a high proportion of LGBTQ+ youth in state-run foster care facilities leave home or are banished from their homes as a result of conflict related to their sexual orientation or gender identity.\(^1\) Even more recently, data generated by The Family Acceptance Project in 2009 indicates gay and transgender teens rejected by their parents and caregivers are:

- More than eight times more likely to have attempted suicide
- Nearly six times as likely to report high levels of depression
- More than three times as likely to use illegal drugs
- More than three times as likely to be at high risk for HIV and other STDs\(^2\)

The degree to which teachers and administrators need to be sensitive about this issue, cannot be overstated.

If a Student Comes Out to You:
- Offer support
- Be a role model of acceptance
- Appreciate the student's courage
- Listen, listen, listen
- Assure and respect confidentiality
- Demonstrate understanding, acceptance and compassion
- Be prepared to give a referral for resources and/or for emotional support
- Remember the student has not changed.\(^3\)

What Not to Say:
- "I knew it"
- "Are you sure? Are you confused?"
- "This is just a phase"
- "You just haven't found the right woman/man"
- "Shhh, don't tell anyone"
- "You're too young to know"
- "You should come out to everyone and be honest"
- "You can't be gay; you've had relationships with people of the opposite sex."

\(^2\) http://familyproject.sfsu.edu/files/FAP_English%20Booklet_pst.pdf
\(^3\) Please note: These guidelines similarly apply to a teacher or staff member who "comes out" to a principal, administrator, or peer. Hillsborough County Public Schools anti-discrimination policies are clear that adults also have the right to be treated equally, regardless of actual or perceived LGBTQ status. Being a safe school means that all members of the school community—teachers and staff included—feel protected against bias and harassment.

In short, it is a compliment when a student trusts you enough to come out to you. It is up to you to prove yourself worthy of that trust. Barring extenuating circumstances in which you fear for the student's safety, value confidentiality above all else.

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2. Talking Parents/Guardians:

As stated above, federal courts have repeatedly held the Constitution prohibits government officials from disclosing information about a person’s gay, lesbian or bisexual orientation, except under limited circumstances. The expression of sexual orientation is an innately personal choice [Sterling v. Borough of Minersville, 232 F.3d. 190, 196 n.4 (3d Cir. 2000); C.N. v. Wolf, 410 F. Supp. 2d 894, 903 (C.D. Cal. 2005)]. Therefore, just as teachers and school administrators cannot discourage a student from being “out” at school, they also cannot encourage (or even force) a student to be “out” at home. It is up to the student, and the student alone, to decide where and when to be open about his or her LGBTQ+ status.

Occasionally, a parent may contact teachers, guidance counselors, or administrators to ask if their child has confided in them about his/her sexual orientation, or if it is suspected their child may be gay. With the very limited exception involving the imminent fear of physical harm, it is never appropriate to divulge the sexual orientation of a student to a parent.

If a teacher, guidance counselor, or administrator is asked these questions, an appropriate response to the parent may be:

“Based on policy and federal guidelines, I cannot divulge whether your child and I have had any such confidential conversations, as even students are legally afforded rights of privacy. If you suspect your child may be gay, I suggest that you speak directly to your child. Furthermore, I recommend that you contact your local PFLAG (Parents, Families and Friends of Lesbians and Gays) chapter. You don’t have to be certain of your child’s sexual orientation to ask questions or attend a meeting.”

IMPORTANT: It is imperative that these guidelines regarding confidentiality be kept clearly in mind when communicating with parents or guardians about bullying or other misconduct. To the extent that administrators must relay the exact wording of an altercation due to reporting requirements, care should be used to neutralize potentially incriminating language that was used. For example, if a student suspected to be gay is called a “faggot” by an aggressor, the parent might be told, “Mrs. Smith, your son was involved in an altercation today as the result of being bullied by another student who called him a ‘faggot.’ Unfortunately, this term is frequently used by students as a generalized put-down.” Failure to practice discretion regarding language could place a student in a hostile, dangerous, or even life-threatening, environment. Please contact the Office of Diversity before contacting parents or guardians if you have any questions or concerns about this issue.

*NOTE: The derogatory words and expressions in this section are only used to illustrate the negative impact they have on LGBTQ+ students.
H. Anti-LGBTQ+ Language

Statistics tell us that anti-LGBTQ slurs and bias toward gender expansive youth abound in our schools, regardless of whether the target of the slur is actually LGBTQ or T, or just perceived to be LGBTQ or T. Here are some guidelines for intervening in anti-LGBTQ+ language (i.e., “tranny,” “dyke,” “faggot,” “no homo,” etc.), the most common of which is the intended insult, “That’s so gay!” (Hillsborough County Youth Risk Behavior Survey LGB).

Stop It – Keep it simple with quick responses. You could say:
- “We don’t use gay as a put-down in this class.”
- “It’s not OK to say that’s so gay.”
- “It’s not OK to use that phrase.”
- “What did you mean by that?”
- “You may not have meant to be hurtful, but when you use the word gay to mean something is bad or stupid, it is hurtful.”
- “Do you know why that comment is hurtful?”

If you have the time and opportunity to educate on the spot, do it. If you don’t, be sure to make time later.

*NOTE: The derogatory words and expressions in this section are only used to illustrate the negative impact they have on LGBTQ+ students.*

Educate - Whether explained at the moment of the incident or shortly after, be absolutely clear with students that when they use the word “gay” as an insult they are being disrespectful. Calling something or someone “gay” is hurtful no only to the target (who may or may not be gay), but also to others who may have parents, neighbors, friends or other family members who are gay.

Be Proactive - Create an environment of respect and caring for all students in your class and school. Establish clear school-wide and classroom policies against name-calling and hurtful teasing. If you have been hearing the phrase, “That’s so gay!” at school, be explicit that rules against name-calling include this phrase and other anti-gay put-downs.

Don’t Ignore It - Ignoring name-calling and hurtful teasing allows it to continue and possibly get worse. If other students do not see action, they get the message there is nothing wrong with it. Harassment does not go away on its own.

Don’t Be Afraid of Making the Situation Worse - Almost any response is better than ignoring the situation. You may not know exactly what to say. However, you must stop the harassment. Taking action reaffirms limits. Interrupting name-calling is not always easy. Experience will help you to become more comfortable handling future situations. In addition, you can always go back to the student and say or do something else if you feel you did not respond effectively.

Don’t Excuse the Behavior - Saying, “Josh doesn’t really know what it means,” or “Sarah was only joking,” excuses hurtful behavior.

Don’t Try to Judge How Upset the Target Is - We have no way of knowing how a student is really feeling. Often, targets are embarrassed and pretend they were not offended or hurt.
“Michael didn’t seem upset by Laura’s remark” trivializes the child’s feelings. It tells the harasser it is OK to make hurtful comments. It teaches both the child targeted and also anyone within hearing range they will not be protected from harassment.

Don’t Worry About the Tables Being Turned - If you are worried a student will respond to your correction by saying something like, “What do you care... are YOU gay?” prepare a response in advance. An example of your response may be, “My own personal life is completely irrelevant here; bullying is forbidden at this school” or “Actually, I am – which has absolutely nothing to do with the fact that your comment is inappropriate.” Note: Use your professional judgment and be in touch with what you personally are comfortable disclosing to your students.

I. Gay-Straight Alliances (GSAs)

“As a transgender student in the beginning of my transition, it was so relieving to have a GSA. Being surrounded by others who understood my situation and the struggles I was going through, I knew I could be out, open, and respected. The GSA gave me a place to get the resources and comfort I needed during this difficult time in my life.”

Andrew Klumb, 2016 Hillsborough County Graduate

Gay-Straight Alliances (GSAs), also known as Gender and Sexuality Alliances, are student clubs, just like the Drama Club or Key Club, allowing students with a common interest to get together and have events or discussions about that interest. GSAs are made up of students of any sexual orientation; in fact, many GSA members are straight-identifying youth. GSAs can be support groups, or educational or civic clubs dedicated to making the school and community a safer space for all individuals.

Under the Federal Equal Access Act (20 U.S.C. §§ 4071-74), a public school permitting any non-curricular club (meaning, a club that does not directly relate to a class taught at school) must also allow students to form a GSA. In addition, according to the Equal Access Act, the school must treat the GSA the same as it does any other non-curricular club in terms of access to facilities, resources, and opportunities to advertise.

The 2007, 2009, 2011, 2013, and 2015 National School Climate Surveys conducted by GLSEN found that students who had a GSA at their school reported hearing fewer homophobic remarks. The students surveyed experienced less harassment and assault because of their orientation and gender expression. In addition, they were more likely to report incidents of harassment and assault, and were less likely to feel unsafe because of their orientation or gender expression. This was true regardless of whether the respondent actually joined the GSA club.

Parents may have questions about a GSA. Answer parents’ questions as honestly as possible, but be exceedingly careful not to accidentally “out” a student. * Remember a student could be out at school, but NOT out at home. Furthermore, students have a legal right to privacy and confidentiality when it comes to their sexual orientation. Remind parents the club is a gay and
straight alliance. Therefore, a student is not making any statement about his or her orientation or identity simply by participating in the club.

For additional information about how to start, or supervise a GSA, contact the Office of Diversity, 813-273-7125.

* Note: Not all GSA members identify as gay, lesbian, bisexual, transgender and questioning; many members are often "straight" allies.

J. Guidelines for an Inclusive Classroom

Hillsborough County School Board Policy #2260 "... will not discriminate nor tolerate harassment in its educational programs or activities ...

Thus Hillsborough County Public Schools promote a safe and inclusive environment for all. There are ways that we may promote an inclusive school and classroom environment for students such as:

- Literature written by LGBTQ authors
- History including LGBTQ public figures
- Discussions of families including same-sex parents and relevant topics encompassing the diversity of LGB and T young people
- Recognition of national LGBTQ events, such as the Day of Silence and LGBT History Month

NOTE: All curriculum materials must be age and developmentally appropriate and follow the HCPS' curriculum guidelines.
II. Talking Points on Diversity and the Transition of Transgender Individuals

- Hillsborough County Public Schools, being the 8th largest school district in our nation, draws from a diverse pool of individuals from all over the world. We are proud to recognize that students and adults from varying backgrounds, cultures and identities are working and being educated within our system.

- Our District values include the tenets that all students will learn when their individual needs are met, that the diversity of our community is valuable and embraced, and the assurance of equitable education and resources.

- We also know that there are many unique opportunities for our District to demonstrate respect and affirmation to our diverse staff, families and students. Within our tapestry of diversity and varying identities we know there are transgender persons in our school communities.

- There are national statutes that require all persons in public school systems to be treated fairly and equitably, with no person discriminated against. This is addressed as part of the 14th amendment to the US Constitution and Title IX, Education Amendments of 1972. Further, non-discrimination and inclusivity is valued and expressed through several Hillsborough County Public Schools policies, Non-Discrimination Policy 2260, Anti-Harassment Policy 5517, as well as Anti-Bullying Policy 5517.01. Each policy includes the protected categories of gender identity and gender expression. Transgender people represent these protected categories of unique individuals.

- Our School District has a number of LGBTQ+ individuals both students and staff. Some have made their transition public, others have not, but we continue to address their needs in a thoughtful manner, with respect to individual and family preferences.

- We recognize that having a teacher who is LGBTQ+ may be something not encountered before by students and/or their parents; however, the experience, as we are learning from examples across the country, is not harmful to the healthy development of children. We see it as an opportunity to learn and grow as people living in an increasingly diverse world.

- While we will not be engaging students in conversations about gender transition during class time, having developmentally appropriate conversations about gender with your child may be something you wish to do at home. As always our guidance and counseling staff is here to help should you need information on how to start such a conversation.

- The American Psychological Association provides basic information and clear answers to questions about transgender individuals. Go to [http://kidshealth.org/parent/positive/talk/transgender](http://kidshealth.org/parent/positive/talk/transgender)
III. Teaching-Talking Points about Transgender/Gender Non-Conforming (Gender Nonbinary) Individuals

- Our school district has a number of transgender individuals. Transgender persons know their gender identity to be an internalized, deeply felt sense of one’s core being as different from that assigned sex at birth. For example, a transgender male would know that his core identity and internal self is male, however was born in a female body; a transgender female know her core sense of self is female, yet was born in a male body. In other words, a person’s/child’s gender (sense of self as a male or a female) is different from the assigned sex at birth.

- Bullying, mistreatment or harassment toward students who are transgender is pervasive in schools across the United States. For example: Seventy-five per cent of transgender students feel unsafe at school and those who are able to persevere have significantly lower GPAs. Transgender youth were more likely to miss school out of concern for their safety and were less likely to plan on continuing their education. Fifty-nine per cent have been denied access to restrooms consistent with their preferred gender identity, and nine out of ten transgender students report being verbally harassed due to their gender expression. More than half have been physically assaulted. It is concerning that 42 percent of transgender individuals have attempted suicide.

- The expression of transgender identity, or any other form of gender-expansive behavior, is a healthy, appropriate and typical aspect of human development. We know that when students are harassed or bullied based on their gender, or others’ perceptions of it, learning often takes a backseat.

- Children typically begin expressing their gender identity between the ages of two and four years old. Around this age, transgender children often express their cross-gender identification to their family members or caregivers. Also, not all youth who identify as transgender begin the process at an early age; for some, gender identity is a slower, more nuanced process for a variety of personal, social, development and societal reasons. The consequences of not affirming a student’s gender identity can be severe, and it can interfere with their ability to develop and maintain healthy interpersonal relationships, focus in class and be able to learn. The longer a transgender student is not preferred, the more significant the negative consequences can become.

- We know that there is a social system that constructs gender according to two discreet and opposite categories—male and female. Yet, this gender binary is being challenged by our students whose innate sense of core identity is different from their assigned sex at birth. It is also being challenged by students who are gender nonconforming and not fitting neatly into the gender binary of male and female.

- Gender identity is the personal, deeply felt sense of being male, female, both or neither. Everyone has a gender identity. Those that identify as transgender signify three clear factors: These individuals are 1) insistent, 2) consistent and 3) persistent about the internal, core understanding that their gender identity does not match/align with their sex that was assigned at birth.
• One step of transition that transgender people go through is social transition, meaning that the person begins living as the gender they identify with, and commonly begin to switch name and pronouns. They will be referred to by the pronoun that aligns with the core gender identity. Transgender etiquette includes the importance of not “misgendering” a person which means ensuring that the person’s preferred name and preferred gender pronoun is used correctly. Transitioning means different things to different transgender individuals and can look different based on many factors such as a person’s age, if they are out, etc. If unsure, it is appropriate to ask. In order to assure respect, affirmation, safety, and the ability to excel academically, Hillsborough County Public Schools will ensure, through our policies, procedures and practices that transgender individuals are treated with respect as their preferred gender identity at all times.

• The American Psychological Association provides basic information and clear answers to questions about transgender individuals. Go to http://kidshealth.org/parent/positive/talk/transgender
IV. Phone Script: “Universal” Bathrooms

Our goal is to ensure we provide a safe learning environment for all students.

We have created universal single use bathrooms for any student who does not want to use the communal bathroom.

Each school shall have at least one UNIVERSAL bathroom that shall be for the use of any student with access protocols determined by on-site school leaders.

We will also have a bathroom or several bathrooms on campus that will be designated as Universal bathrooms that any student can use.

Our principals and assistant principals have gone through training, which is guided by federal and state law as well as district policy that prohibits discrimination based in part on gender identity.

The procedures will look a little different at each school because the campus layout may be slightly different. Every school will have a point of contact for these procedures.
V. Q & A: Media/Stakeholder Questions and Answers

The below questions and answers are what you may expect from media and/or family members/parents. You are encouraged to contact the Public Information Officer, Tanya Arja (272-4602), or Chief Community Relations Officer, Grayson Kamm (272-4046), if you are contacted by the media.

**When will this training happen?** Over the summer, for administrators at every schools. They will then take the information back to their staff.

**What does the training cover?** The training covers the district’s policies regarding discrimination and bullying. It also includes sensitivity instruction on how administrators and teachers should understand LGBTQ+ students and accommodate their needs. It covers how operations may have to be adjusted in some areas. And it covers how they can best ensure an inclusive learning environment for all children.

**What are you doing specifically about bathrooms?** Each school shall have at least one UNIVERSAL bathroom that shall be for the use of any student with access protocols determined by on-site school leaders.

**How do you ensure student safety?** Safety is a top priority and we work with our students and staff every day to ensure their safety. Any student misusing the Universal bathroom will face appropriate discipline determined on a case-by-case basis.

**What kind of discipline can a student face?** It will be determined on a case-by-case basis, just like any other issue at a school.

**What if parents don’t agree with it?** We will have a point of contact at each school related to these procedures. Parents and students can talk to that person to get more details.

**Why is HCPS doing this?** Every student has the right to learn in a safe school environment. The laws of the nation and the state ensure that students are provided a discrimination free environment in which to learn. The district’s own policies state that sexual preference and sexual identity cannot be used to discriminate against a student.

**What about locker rooms?** Accommodations that best meet the needs and privacy concerns of all students will be made in accordance with protocols set by on-site school leaders. Accommodations may include but are not limited to: private area in locker room, slightly modified schedule, separate changing schedule, nearby private restroom area, etc.

**What about athletics?** FHSAA has a policy pertaining to eligibility so you need to refer to their policy. We will follow the guidance of FHSAA.

**What about School Dances (Prom, Homecoming, etc.)?** A student may choose to run for a title or office in the category of the student’s consistently asserted identity. A student may also choose their formal attire as long as it follows dress code (for example, girls may be permitted to wear a tuxedo, boys may be permitted to wear makeup, etc.).

**How many Transgender students do you have in HCPS?** We don’t know because we don’t ask them to identify themselves. That is a student’s right not to self-identity.

HCPS: Creating Safe Schools for ALL students: LGBTQ+ Critical Resource Guide for Staff
Will there be more changes in HCPS? We are establishing the facilities to allow on-site leaders to make accommodations for all students—an important first step. Continuing to set conditions for a safe learning environment for all will require an ongoing dialogue between students, teachers, on-site leaders, and district leadership.

What funding is at risk? If procedures are not in place, we run the risk of a complaint of discrimination that could put Title IX funds in jeopardy. Additionally, a complaint filed by the Office of Civil Rights (OCR) could result in mandates that could cost the district a significant amount of money. Other districts across the nation have lost these complaints and have lost significant amounts of funding.
VI. Gender Support to Students Guide

Our district is committed to honoring the rights of transgender students. Our own nondiscrimination and bullying policy statement (Policy 5517 and 5517.01) includes gender identity and sexual orientation in the list of categories for which discrimination and harassment are prohibited.

The following checklist serves as the initial intake for a student who self-identifies as transgender or gender nonbinary. This checklist provides guidance to administrators and others in setting up an action plan for ways to which a student’s authentic gender will be accounted for and supported at school. School staff, caregivers if the child is out and safe at home and the student should work together to complete the plan.
### Parent/Guardian Involvement

**Does the student or has the student:**
- Have a parent/guardian who is aware and supportive of the student’s gender transition?
- Discussed how communication will take place with parent/guardian when using student’s name and gender?
- Have siblings at the school?

### Confidentiality, Privacy, Disclosure

**Does the student or has the student:**
- Agreed to disclose her/his transgender identity?
- With whom? (Parent/guardian, school site level leadership, support staff, direct contact teachers, teachers and staff, coaches, some students, all students, other).

### Student Safety

**Does the student or has the student:**
- Have a “trusted adult” on campus?
- Have a person to go to if the “trusted adult” is not available?
- Have a support group on campus (e.g. Gay-Straight Student Alliance, Counseling Support Group, etc.)?
- Have a process for periodically checking in with an adult?
- Have a code word, or phrase, to discretely alert a nearby adult of an unsafe situation?
- Spoken with you about the bathroom(s) she/he/they will use on campus?
- Know who to go to if there are questions or concerns about bathroom(s)?
- Spoken with you about activities or programs such as, after school, theater, sports, clubs, etc.?
- Know the steps for gaining support if needed?
- Spoken with you about if the student is out at school, out with particular students only, or out with parent(s)/guardian(s)?
- Spoken with you about which roommates are being requested for field trips, if any?

### Names, Pronouns, Student Records

**Does the student or has the student:**
- Asked for preferred name to be used when addressing the student?
- Asked for preferred gender pronoun be used when addressing the student?
- Verbally agreed to allow her/his “Preferred Student First Name”. Note: Please inform the student that parent(s)/guardian have the right under The Family Educational Rights and Privacy Act (FERPA) to review education records, including information stored on electronic databases.
- Have a “trusted adult” who will ensure these adjustments are made and communicated as needed?

### Unofficial Documents and situation where preferred name is used

<table>
<thead>
<tr>
<th>Substitute teacher’s roster*</th>
<th>Student ID and library cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>School photos</td>
<td>Posted lists Newspapers and newsletters</td>
</tr>
<tr>
<td>Lunch line</td>
<td>Calling student to office</td>
</tr>
<tr>
<td>Taking attendance</td>
<td>PA announcements</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>Announcements at assemblies</td>
</tr>
<tr>
<td>Awards</td>
<td>Student held positions/ballots</td>
</tr>
<tr>
<td>Graduation announcement</td>
<td>Student must be made aware that some information may</td>
</tr>
<tr>
<td></td>
<td>be made public, i.e. PA announcements (graduation</td>
</tr>
<tr>
<td></td>
<td>ceremonies, yearbook)</td>
</tr>
</tbody>
</table>

*the substitute must be made aware via sub plans or sub roster that the preferred name and pronoun must be used.

Information from this plan was adapted from “Schools in transition: A Guide for Supporting Transgender Students in K-12 Schools” by Gender Spectrum.

HCPS: Creating Safe Schools for ALL students: LGBTQ+ Critical Resource Guide for Staff
VII. ADVANCING EQUITY: Protecting the Civil Rights of our Students
Policies: Hillsborough County Schools

2260 - Nondiscrimination and Access to Equal Educational Opportunity
Any form of discrimination or harassment can be devastating to an individual's academic progress, social
relationship and/or personal sense of self-worth. Therefore, the School Board will not discriminate nor tolerate
harassment in its educational programs or activities for any reasons, including on the basis of race, color,
religion, sex, age (except as authorized by law), national or ethnic origin, political beliefs, marital status,
handicapping condition, sexual orientation, gender identity, or social and family background (collectively
protected characteristics). Additionally, it will not discriminate in its employment policies, harassment and
bullying policies, and practices...

5517.01 - Bullying and Harassment
..."Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or
psychological distress on one or more students or employees. It is defined as any unwanted and repeated
written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult
or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational
environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school
performance or participation; and may involve:

A. teasing;
B. threats;
C. intimidation;
D. stalking;
E. cyberstalking;
F. physical violence;
G. theft;
H. sexual, religious, or racial harassment;
I. public or private humiliation;
J. destruction of property; and
K. social exclusion...

..."Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software,
or written, verbal or physical conduct directed against a student or school employee that:
A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her
property;
B. has the effect of substantially interfering with a student's educational performance, opportunities, or
benefits; or
C. has the effect of substantially disrupting the orderly operation of a school...

HCPS: Creating Safe Schools for ALL students: LGBTQ+ Critical Resource Guide for Staff
1362 - Anti-Harassment
... The Board will vigorously enforce its prohibition against harassment based on sex, race, color, ethnicity, national origin, religion, disability, marital status, genetic information, sexual orientation, gender identity or any other legally prohibited basis, and encourages those within the District community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of unlawful harassment and, in those cases where legally prohibited harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action...

3310 - Freedom of Speech Outside of the Workplace
The Board acknowledges the right of district employees, as citizens in a democratic society, to speak out on issues of public concern. When those issues are related to the District, however, the instructional staff member's expression must be balanced against the interests of this District. The following procedures are adopted by the Board to help clarify and, therefore, avoid situations in which the instructional staff member's expression could conflict with the District's interests. In such situations, she/he should

... E. refrain from making derogatory comments or expressions regarding another's color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, military status, sexual orientation, gender identity, genetic information, or social and family background

4310 - Freedom of Speech Outside of the Workplace
The Board acknowledges the right of district employees, as citizens in a democratic society, to speak out on issues of public concern. When those issues are related to the District, however, the support staff member's expression must be balanced against the interests of the District. The following procedures are adopted by the Board to help clarify and, therefore, avoid situations in which the support staff member's expression could conflict with the District's interests. In such situations, she/he should

... E. refrain from making derogatory comments or expressions regarding another's race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, military status, sexual orientation, gender identity, genetic information, or social and family background.
VIII. Title IX, ADVANCING EQUITY: PROTECTING THE CIVIL RIGHTS OF OUR STUDENTS

TITLE VI: DISCRIMINATION BASED ON RACE, COLOR, OR NATIONAL ORIGIN
- Ensuring Access to Equal Educational Opportunity
- Combating Discriminatory Discipline
- Ensuring Equal Opportunities for English Learners
- Protecting the Equal Rights of All Students to Attend Public School Regardless of Immigration or Citizenship Status
- Preventing Discriminatory Assignment to Special Education Services
- Combating Bullying and Harassment on the Basis of Race, Color, and National Origin
- Supporting Schools, Districts, and Colleges that Voluntarily Pursue Racial Diversity

TITLE IX: DISCRIMINATION BASED ON SEX
- Sexual Harassment: Eradicating Sexual Violence
- Sexual Harassment: Combating Bullying and Harassment on the Basis of Sex
- Preventing Discrimination Based on Pregnancy or Parental Status
- Ensuring Equal Access to Athletic Opportunities and Benefits
- Employment Discrimination

SECTION 504 AND ADA TITLE II: DISCRIMINATION BASED ON DISABILITY
- Combating Disparities in School Discipline and Curbing Restraint and Seclusion in Public Elementary and Secondary Schools
- Ensuring a Free Appropriate Public Education (FAPE)
- Ensuring Equal Access to Comparable Educational Opportunities
- Providing Necessary Academic Adjustments for Postsecondary Students
- Safeguarding Accessibility to Appropriate Technology
- Ensuring Accessibility of Programs, Services, and Facilities
- Combating Bullying and Harassment on the Basis of Disability

Eliminating Retaliation for Exercising Civil Rights.

HCPS: Creating Safe Schools for ALL students: LGBTQ+ Critical Resource Guide for Staff
IX. RESOURCES

1. Diversity Information Folder on IDEAS desktop
2. Additional resources may be found on the Office of Diversity website under “Resources”
   - [www.sdhc.k12.fl.us](http://www.sdhc.k12.fl.us) > Departments > Office of Diversity > Resources
4. [http://adl.org](http://adl.org)
5. [http://inclusiveschools.org](http://inclusiveschools.org)
6. [http://teachintolerance.org](http://teachintolerance.org)
7. [http://glsen.org](http://glsen.org)
8. [http://glsen.org/chapters/tampabay](http://glsen.org/chapters/tampabay)
10. [http://welcomingschools.org](http://welcomingschools.org)
11. [http://metrotampabay.org](http://metrotampabay.org)
12. Please see your Principal, Guidance Counselor, or School Psychologist for available resources found in their Diversity Information Folder on their IDEAS desktop
14. Training materials and resource guide adapted from Broward Public Schools Diversity, Prevention, and Intervention Department

For more information or if you have questions regarding this guide please contact:
Dr. Minerva Spanner-Morrow, Chief Diversity Officer 813-273-7125
Dr. Pansy Houghton, Title IX Compliance Officer, 813-272-4098
Jeff Gibson, District Counsel, 813-273-4357
### LGBTQ-INCLUSIVE LANGUAGE DOs and DON'Ts

<table>
<thead>
<tr>
<th>AVOID SAYING...</th>
<th>SAY INSTEAD...</th>
<th>WHY?</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Hermaphrodite&quot;</td>
<td>&quot;Intersex&quot;</td>
<td>Hermaphrodite is a stigmatizing, inaccurate word with a negative medical history.</td>
<td>&quot;What are the best practices for the medical care of intersex infants?&quot;</td>
</tr>
<tr>
<td>&quot;Homosexual&quot;</td>
<td>&quot;Gay&quot;</td>
<td>&quot;Homosexual&quot; often connotes a medical diagnosis, or a discomfort with gay/lesbian people.</td>
<td>&quot;We want to do a better job of being inclusive of our gay employees.&quot;</td>
</tr>
<tr>
<td>&quot;Born female&quot; or &quot;Born male&quot;</td>
<td>&quot;Assigned female/male at birth&quot;</td>
<td>&quot;Assigned&quot; language accurately depicts the situation of what happens at birth</td>
<td>&quot;Max was assigned female at birth, then he transitioned in high school.&quot;</td>
</tr>
<tr>
<td>&quot;Female-bodied&quot; or &quot;Male-bodied&quot;</td>
<td>&quot;bodied&quot;</td>
<td>&quot;bodied&quot; language is often interpreted as as pressure to medically transition, or invalidation of one's gender identity</td>
<td></td>
</tr>
<tr>
<td>&quot;A gay&quot; or &quot;a transgender&quot;</td>
<td>&quot;A gay/transgender person&quot;</td>
<td>Gay and transgender are adjectives that describe a person/group</td>
<td>&quot;We had a transgender athlete in our league this year.&quot;</td>
</tr>
<tr>
<td>&quot;Transgender people and normal people&quot;</td>
<td>&quot;Transgender people and cisgender people&quot;</td>
<td>Saying &quot;normal&quot; implies &quot;abnormal,&quot; which is a stigmatizing way to refer to a person.</td>
<td>&quot;This group is open to both transgender and cisgender people.&quot;</td>
</tr>
<tr>
<td>&quot;Both genders&quot; or &quot;Opposite sexes&quot;</td>
<td>&quot;All genders&quot;</td>
<td>&quot;Both&quot; implies there are only two; &quot;Opposite&quot; reinforces antagonism amongst genders</td>
<td>&quot;Video games aren't just a boy thing – kids of all genders play them.&quot;</td>
</tr>
<tr>
<td>&quot;Ladies and gentlemen&quot;</td>
<td>&quot;Everyone,&quot; &quot;Folks,&quot; &quot;Honored guests,&quot; etc.</td>
<td>Moving away from binary language is more inclusive of people of all genders</td>
<td>&quot;Good morning everyone, next stop Picadilly Station.&quot;</td>
</tr>
<tr>
<td>&quot;Mailman,&quot; &quot;fireman,&quot; &quot;policeman,&quot; etc.</td>
<td>&quot;Mail clerk,&quot; &quot;Firefighter,&quot; &quot;Police officer,&quot; etc.</td>
<td>People of all genders do these jobs</td>
<td>&quot;I actually saw a firefighter rescue a cat from a tree.&quot;</td>
</tr>
<tr>
<td>&quot;It&quot; when referring to someone (e.g., when pronouns are unknown)</td>
<td>&quot;They&quot;</td>
<td>&quot;It&quot; is for referring to things, not people.</td>
<td>&quot;You know, I am not sure how they identify.&quot;</td>
</tr>
</tbody>
</table>

www.TheSafeZoneProject.com
Hillsborough County Schools Keep Open-Door Policy for Gay-Straight Alliances

December 13, 2006

FOR IMMEDIATE RELEASE
CONTACT: media@aclu.org

ACLU of Florida Welcomes Defeat of Proposal Aimed at Removing Gay-Straight Alliances

TAMPA, FL - Students, parents and community leaders today commended the Hillsborough County School Board for rejecting a proposal to turn away students from extracurricular activities if they do not have a permission slip.

The defeated proposal was the result of a yearlong effort by a small but vocal group who hoped to remove Gay Straight Alliances (GSAs) from Hillsborough's schools.

"These students are bringing a message of tolerance and openness; that discrimination and harassment of LGBT students, or any others, will not be tolerated," said Zeina Salam, a staff attorney with the American Civil Liberties Union of Florida's LGBT Advocacy Project, who worked to defeat the passage of the recent recommendation by the task force.

"Students have fundamental constitutional rights just like everyone else. Requiring students to get signed permission slips in order to participate in school sponsored clubs is counter-productive to fostering an open learning environment - we are thrilled that this was voted down."

Legally, the school board would have had to apply the permission slip requirement to all clubs, putting the very existence of every club at risk. The unnecessary policy would have created a mountain of paperwork requiring already stretched-to-the-limit school employees to spend even more time administering non-educational programs.

"Thanks to the hard work and cooperation of dedicated people, especially students, the School Board understood that adult supervised, school-based groups often provide a valuable social network if not a lifeline to students," said Nadine Smith, Executive Director of Equality Florida. "In rejecting the proposal, the board made clear that students should not be penalized for a lack of involvement on the part of parents."

GSAs provide a safe space for lesbian, gay, bisexual and transgender (LGBT students and their straight friends to promote respect and tolerance while addressing anti-LGBT bullying and harassment in schools. Having a GSA reduces absenteeism and helps
students feel safer in school, perform better and have a greater sense of belonging at their school. According to Gay, Lesbian and Straight Education Network’s (GLSEN) 2005 National School Climate Survey, which documented the experiences of LGBT students in school:

- LGBT students whose school had a GSA were less likely to miss school because they felt unsafe compared to other students. About a third of students whose school has no GSA missed at least one day of school in the past month (32.0 percent) compared to a quarter of students whose school had a GSA (25.5 percent).
- LGBT students whose school had a GSA reported higher levels of school belonging than students whose school did not (2.78 vs. 2.67 on a scale of 1 to 4 with 4 being strongest sense of belonging).

More than a dozen community members spoke on behalf of students, including representatives of the ACLU of Florida’s LGBT Advocacy Project, Equality Florida and GLSEN.

"The school board did the right thing by rejecting this proposal as it currently stands," said Michael Freinle, former president of Brandon High GSA and Co-Chair of GLSEN Tampa. "Board members recognized that completing a five-second form is not a substitute for parental involvement. Parents need to talk to their students."

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Source URL: https://www.aclu.org/press-releases/hillsborough-county-schools-keep-open-door-policy-gay-straight-alliances

Links
[2] mailto:media@aclu.org
Creating an Inclusive Classroom: Suggestions, Tips and Tricks

Suggestions

1. Learn the facts
2. Learn the Language
3. Train and educate people around you
4. Disrupt anti-LGBTQ+ behavior or remarks immediately
5. Integrate LGBTQ+ topics into curriculum
6. Set policy and/or advocate
7. Be public about your support
What can you do?

1. Sponsor a Genders and Sexualities Alliance (GSA) at your school
2. Celebrate LGBTQ+ History Month (October)
3. Participate in “Day of Silence” (2nd Friday of April)
4. Ally Week (September)
5. Take advantage of your local resources

Local Resources

1. METRO TAMPA BAY
   METRO HEALTH
   https://www.metrotampabay.org
2. GLESEN TAMPA BAY
   GAY LESBIAN STRAIGHT EDUCATION NETWORK
   https://www.glsen.org
3. WATERMARK MAGAZINE
   http://www.watermarkonline.com
Further Readings and Resources

Gay Lesbian Straight Education Network
www.glsen.org

Human Rights Campaign
www.hrc.org

Southern Poverty Law Center www.splcenter.org

Safezone Project
www.thesafezoneproject.com

American Association School Librarians
www.ala.org

Genders and Sexualities Alliance
www.gsanetwork.org

gsanetwork
Vocabulary Extravaganza

Advocate - (noun) (1) a person who actively works to end intolerance, educate others, and support social equity for a marginalized group. (verb) (2) to actively support/plea in favor of a particular cause, the action of working to end intolerance, educate others, etc.

Ally - (noun) a (typically straight- or cis-identified) person who supports, and respects for members of the LGBTQ community. While the word doesn’t necessitate action, we consider people to be active allies who take action upon this support and respect, this also indicates to others that you are an ally.

Androgynous - (adj; pronounced “an-jrah-jun-ee”) (1) a gender expression that has elements of both masculinity and femininity; (2) occasionally used in place of “intersex” to describe a person with both female and male anatomy

Androsexual/Androphilic - (adj) attraction to men, males, and/or masculinity

Aromantic - (adj) is a person who experiences little or no romantic attraction to others and/or a lack of interest in forming romantic relationships.

Asexual - (adj) having a lack of (or low level of) sexual attraction to others and/or a lack of interest or desire for sex or sexual partners. Asexuality exists on a spectrum from people who experience no sexual attraction or have any desire for sex to those who experience low levels and only after significant amounts of time, many of these different places on the spectrum have their own identity labels. Another term used within the asexual community is “ace,” meaning someone who is asexual.

Bigender - (adj) a person who fluctuates between traditionally “woman” and “man” gender-based behavior and identities, identifying with both genders (and sometimes a third gender)

Bicurious - (adj) a curiosity about having attraction to people of the same gender/sex (similar to questioning)

Biological Sex - (noun) a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply “sex,” “physical sex,” “anatomical sex,” or specifically as “sex assigned [or designated] at birth.”

Biphobia - (noun) a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have/express towards bisexual individuals. Biphobia can come from and be seen within the queer community as well as straight society. Biphobic - (adj) a word used to describe an individual who harbors some elements of this range of negative attitudes towards bisexual people

Bisexual - (adj) a person emotionally, physically, and/or sexually attracted to male/men and females/women. Other individuals may use this to indicate an attraction to individuals who identify outside of the gender binary as well and may use bisexual as a way to indicate an interest in more than one gender
or sex (i.e. men and genderqueer people). This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to.

**Butch** - (noun & adj) a person who identifies themselves as masculine, whether it be physically, mentally or emotionally. ‘Butch’ is sometimes used as a derogatory term for lesbians, but is also be claimed as an affirmative identity label.

**Cisgender** - (adj; pronounced “siss-jendur”) a person whose gender identity and biological sex assigned at birth align (e.g., man and male-assigned). A simple way to think about it is if a person is not trans*, they are cisgender.

**Cisnormativity** - (noun) the assumption, in individuals or in institutions, that everyone is cisgender, and that cisgender identities are superior to trans* identities or people. Leads to invisibility of non-cisgender identities.

**Closeted** - (adj) an individual who is not open to themselves or others about their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one’s safety, peer or family rejection or disapproval and/or loss of housing, job, etc. Also known as being “in the closet.” When someone chooses to break this silence they “come out” of the closet. (See coming out)

**Coming Out** - (1) the process by which one accepts and/or comes to identify one’s own sexuality or gender identity (to “come out” to oneself). (2) The process by which one shares one’s sexuality or gender identity with others (to “come out” to friends, etc.).

**Constellation** - (noun) the arrangement or structure of a polyamorous relationship.

**Cross-dresser** - (noun) someone who wears clothes of another gender/sex.

**Demisexual** - (noun) an individual who does not experience sexual attraction unless they have formed a strong emotional connection with another individual. Often within a romantic relationship.

**Drag King** - (noun) someone who performs masculinity theatrically.

**Drag Queen** - (noun) someone who performs femininity theatrically.

**Dyke** - (noun) a term referring to a masculine presenting lesbian. While often used derogatorily, it can is adopted affirmatively by many lesbians (and not necessarily masculine ones) as a positive self-identity term.

**Emotional/Spiritual Attraction** - (noun) an affinity for someone that evokes the want to engage in emotional intimate behavior (e.g., sharing, confiding, trusting, interdepending), experienced in varying degrees (from little-to-non, to intense). Often conflated with romantic attraction and sexual attraction.

**Fag(got)** - (noun) derogatory term referring to a gay person, or someone perceived as queer. Occasionally used as an self-identifying affirming term by some gay men, at times in the shortened form ‘fag’.

**Feminine Presenting; Masculine Presenting** - (adj) a way to describe someone who expresses gender in a more feminine or masculine way, for example in their hair style, demeanor, clothing choice, or style. Not to
be confused with Feminine of Center and Masculine of Center, which often includes a focus on identity as well as expression.

**Feminine of Center; Masculine of Center** - (adj) a word that indicates a range of terms of gender identity and gender presentation for folks who present, understand themselves, relate to others in a more feminine/masculine way. Feminine of center individuals may also identify as femme, submissive, transfeminine, or more; masculine of center individuals may also often identity as butch, stud, aggressive, boi, transmasculine, or more.

**Femme** - (noun & adj) someone who identifies themselves as feminine, whether it be physically, mentally or emotionally. Often used to refer to a feminine-presenting queer woman.

**Fluid(ity)** - (adj) generally with another term attached, like gender-fluid or fluid-sexuality, fluid(ity) describes an identity that may change or shift over time between or within the mix of the options available (e.g., man and woman, bi and straight)

**FtM / F2M; MtF / M2F** - (adj) abbreviation for female-to-male transgender or transsexual person; abbreviation for male-to-female transgender or transsexual person.

**Gay** - (adj) (1) a term used to describe individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to males/men-identified ppl who are attracted to males/men-identified ppl, but can be applied to females/women-identified ppl as well. (2) An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

**Gender Binary** - (noun) the idea that there are only two genders - male/female or man/woman and that a person must be strictly gendered as either/or.

**Gender Expression** - (noun) the external display of one's gender, through a combination of dress, demeanor, social behavior, and other factors, generally measured on scales of masculinity and femininity. Also referred to as “gender presentation.”

**Gender Fluid** - (adj) gender fluid is a gender identity best described as a dynamic mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days.

**Gender Identity** - (noun) the internal perception of an one's gender, and how they label themselves, based on how much they align or don’t align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more.

**Gender Non-Conforming (GNC)** - (adj) someone whose gender presentation, whether by nature or by choice, does not align in a predicted fashion with gender-based expectations.

**Gender Normative / Gender Straight** - (adj) someone whose gender presentation, whether by nature or by choice, aligns with society's gender-based expectations.
Genderqueer - (adj) a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities (e.g., agender, bigender, genderfluid). Genderqueer people may think of themselves as one or more of the following, and they may define these terms differently:

- may combine aspects man and woman and other identities (bigender, pangender);
- not having a gender or identifying with a gender (genderless, agender);
- moving between genders (genderfluid);
- third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation.

Gender Variant- (adj) someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, gender-queer, cross-dresser, etc.).

Gynosexual/Gynephilic - (adj; pronounced “guh-nuh-seks-shu-uhl”) attracted to woman, females, and/or femininity

Heteronormativity - (noun) the assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to all other sexualities. Leads to invisibility and stigmatizing of other sexualities. Often included in this concept is a level of gender normativity and gender roles, the assumption that individuals should identify as men and women, and be masculine men and feminine women, and finally that men and women are a complimentary pair.

Heterosexism - (noun) behavior that grants preferential treatment to heterosexual people, reinforces the idea that heterosexuality is somehow better or more “right” than queerness, or makes other sexualities invisible

Heterosexual - (adj) a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. Also known as straight.

Homophobia - (noun) an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ. The term is extended to bisexual and transgender people as well; however, the terms biphobia and transphobia are used to emphasize the specific biases against individuals of bisexual and transgender communities.

Homosexual - (adj) a [medical] term used to describe a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is considered stigmatizing due to its history as a category of mental illness, and is discouraged for common use (use gay or lesbian instead).

Intersex - (noun) someone whose combination of chromosomes, gonads, hormones, internal sex organs, and genitals differs from the two expected patterns of male or female. In the medical care of infants the initialism DSD (“Differing/Disorders of Sex Development”). Formerly known as hermaphrodite (or hermaphroditic), but these terms are now considered outdated and derogatory.

Lesbian - (noun) a term used to describe women attracted romantically, erotically, and/or emotionally to other women.
LGBTQ / GSM / DSG / + - (noun) initialisms used as shorthand or umbrella terms for all folks who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. LGBTQ is Lesbian Gay Bisexual Transgender and Queer (sometimes people at a + at the end in an effort to be more inclusive); GSM is Gender and Sexual Minorities; DSG is Diverse Genders and Sexualities. Other popular options include the initialism GLBT and the acronym QUILTBAG (Queer [or Questioning] Undecided Intersex Lesbian Trans* Bisexual Asexual [or Allied] and Gay [or Genderqueer]).

Lipstick Lesbian - (noun) Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way. Is sometimes also used to refer to a lesbian who is assumed to be (or passes for) straight.

Metrosexual - (noun & adj) a man with a strong aesthetic sense who spends more time, energy, or money on his appearance and grooming than is considered gender normative.

Masculine of Center - (adj) a word that indicates a range personal understanding both in terms of gender identity and gender presentation of lesbian/queer women who present, understand themselves, relate to others in a more masculine way. These individuals may also often identity as butch, stud, aggressive, boi, trans-masculine among other identities.

MSM / WSW - (noun) initialisms for “men who have sex with men” and “women who have sex with women,” to distinguish sexual behaviors from sexual identities (e.g., because a man is straight, it doesn’t mean he’s not having sex with men). Often used in the field of HIV/AIDS education, prevention, and treatment.

Mx. - (typically pronounced mix) is an title (e.g. Mr., Ms., etc.) that is gender neutral. It is often the option of choice for folks who do not identify within the cisgender binary.

Outing - (verb) involuntary or unwanted disclosure of another person’s sexual orientation, gender identity, or intersex status.

Pansexual - (adj) a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions

Passing - (verb) (1) a term for trans* people being accepted as, or able to “pass for,” a member of their self-identified gender/sex identity (regardless of birth sex). (2) An LGB/queer individual who can be believed to be or perceived as straight.

Polyamory/Polyamorous- (noun/adj) refers to the practice of, desire to, or orientation towards having ethically, honest, consensually non-monogamous relationships (i.e. relationships that may include multiple partners). This may include open relationships, polyfidelity (which involves more than two people being in romantic and/or sexual relationships which is not open to additional partners), amongst many other set ups. Some poly(amicorous) people have a “primary” relationship or relationship(s) and then “secondary” relationship(s) which may indicate different allocations of resources, time, or priority.

Questioning - (verb ; adjective) - exploring one’s own sexual orientation or gender identity; or an individual who is exploring their own sexual orientation and gender identity.
Queue - (adj) used as an umbrella term to describe individuals who don’t identify as straight. Also used to describe people who have non-normative gender identity or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term queer can often be use interchangeably with LGBTQ.

Romantic Attraction - (noun) an affinity for someone that evokes the want to engage in relational intimate behavior (e.g., flirting, dating, marriage), experienced in varying degrees (from little-to-non, to intense). Often conflated with sexual attraction or emotional/spiritual attraction.

Same Gender Loving / SGL - (adj) a term sometimes used by members of the African-American / Black community to express an alternative sexual orientation without relying on terms and symbols of European descent.

Sexual Attraction - (noun) an affinity for someone that evokes the want to engage in physical intimate behavior (e.g., kissing, touching, intercourse), experienced in varying degrees (from little-to-non, to intense). Often conflated with romantic attraction or emotional/spiritual attraction.

Sexual Orientation - (noun) the type of sexual, romantic, emotional/spiritual attraction one feels for others, often labeled based on the gender relationship between the person and the people they are attracted to (often mistakenly referred to as sexual preference).

Sexual Preference - (1) the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. (2) Generally when this term is used, it is being mistakenly interchanged with “sexual orientation,” creating an illusion that one has a choice (or “preference”) in who they are attracted to.

Sex Reassignment Surgery / SRS - A term used by some medical professionals to refer to a group of surgical options that alter a person’s biological sex. “Gender confirmation surgery” is considered by many to be a more affirming term. In most cases, one or multiple surgeries are required to achieve legal recognition of gender variance. Some refer to different surgical procedures as “top” surgery and “bottom” surgery to discuss what type of surgery they are having without having to be more explicit.

Skoliosexual - (adj) attracted to genderqueer and transsexual people and expressions (people who don’t identify as cisgender).

Stud - (noun) an term most commonly used to indicate a Black/African-American and/or Latina masculine lesbian/queer woman. Also known as ‘butch’ or ‘aggressive’.

Third Gender - (noun) a term for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognise three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it, as a way to move beyond the gender binary.

Top Surgery - (noun) this term refers to surgery for the construction of a male-type chest or breast augmentation for a female-type chest.

Trans*/Transgender - (adj) (1) An umbrella term covering a range of identities that transgress socially defined gender norms. Trans with an * is often used to indicate that you are referring to the larger group...
nature of the term. (2) A person who lives as a member of a gender other than that expected based on sex assigned at birth.

Transition(ing) - (noun & verb) this term is primarily used to refer to the process a trans* person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression.

Transman; Transwoman - (noun) An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth. (sometimes referred to as transgy) (2) Identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth.

Transphobia - (noun) the fear of, discrimination against, or hatred of trans* people, the trans* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society.

Transsexual - (noun & adj) a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex.

Transvestite - (noun) a person who dresses as the binary opposite gender expression ("cross-dresses") for any one of many reasons, including relaxation, fun, and sexual gratification (often called a "cross-dresser," and should not be confused with transsexual)

Two-Spirit - (noun) is an umbrella term traditionally used by Native American people to recognize individuals who possess qualities or fulfill roles of both genders.

Ze / Hir - alternate pronouns that are gender neutral and preferred by some trans* people. Pronounced /zee/ and /here/ they replace “he” and “she” and “his” and “hers” respectively. Alternatively some people who are not comfortable/do not embrace he/she use the plural pronoun “they/their” as a gender neutral singular pronoun.
The Genderbread Person

Gender Identity
- Female
- Male

Gender Expression
- Femininity
- Masculinity

Anatomical Sex
- Female
- Male

Sex Assigned At Birth
- Female
- Intersex
- Male

Sexually Attracted to...
- Women/a/o Feminine
- Men/a/o Masculine

Romantically Attracted to...
- Women/a/o Feminine
- Men/a/o Masculine

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