



CALIFORNIA CONFERENCE FOR EQUALITY AND JUSTICE

Identity Working Terms

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GENDER IDENTITY

Our innermost feelings of who we are as a woman, man, both, and/or neither.

Our Gender Identity can be the same or different than the Sex Assigned at Birth we are placed in.

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GENDER EXPRESSION

The ways we communicate to others our Gender Identity. This can include:

- the ways we act
- our clothing
- hairstyles
- makeup use
- our voice
- the ways we move
- our bodies
- and other forms of presentation

Our Gender Expression can be misread by others without changing what it means to us.

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SEX ASSIGNED AT BIRTH

The category that we are all placed in at birth by family members, medical professionals, and government officials and policies. This category is usually limited to:

- either female
- or male

The outward appearance of our genitals is usually all that is used to assign us a sex at birth.



SEXUAL ORIENTATION

Our innermost feelings of who we are (or are not) attracted to romantically and/or sexually. Our romantic and/or sexual attraction to others is usually, but not always, based on that person's Gender Identity and/or Gender Expression.

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Interrupting Bias: Calling Out vs. Calling In

Calling Out:

- When we need to let someone know that their words or actions are unacceptable and will not be tolerated
- When we need to interrupt in order to prevent further harm
- Will likely feel hard and uncomfortable, but necessary
- Allows us to hit the “pause” button and break the momentum

Wow. Nope. Ouch. I need to stop you right there.	That word/comment is really triggering and offensive. Be mindful and pick a different word.	I need to push back against that. I disagree. I don't see it that way.
Okay, I am having a strong reaction to that and I need to let you know why.	I don't find that funny. Tell me why that's funny to you.	I wonder if you've considered the impact of your words.
Hmmm.. maybe you want to think this one through a bit more and speak about it later.	I need you to know how your comment just landed on me.	That's not our culture here. Those aren't our values.
Is sex/gender/gender identity/gender expression/race/class/ethnicity/religion/ability/immigration status/ body type/ marital status/ age/ pregnancy relevant to your point? How?	It sounded like you just said _____. Is that really what you meant?	I feel obligated as your peer/colleague/co-worker /friend/supervisor to tell you that your comment wasn't okay.
It sounds like you're making some assumptions that we need to unpack a bit.	You may or may not realize this, but you're talking about me/my story/my identity markers.	I need to leave the room if the conversation is going to continue down this road.
Remember, it is a powerful thing for the target of oppression to hear these words from the mouth of an ally!		

Adapted from Oregon Center for Educational Equity: *What Did You Just Say? Responses to Racist Comments Collected from the Field*



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Calling In:

- When there is an opportunity to explore deeper, make meaning together, and find a mutual sense of understanding across difference
- When we are seeking to understand or learn more
- When we want to help imagine different perspectives, possibilities, or outcomes
- Provides for multiple perspectives and encourages paradigm shifts
- Focused on reflection, not reaction
- Is not just a suggestion with an uptick (Don't you think you should...?)

I'm curious. What was your intention when you said that?	How might the impact of your words/actions differ from your intent?	What sort of impact do you think your decision/comment/action might have?
How might someone else see this differently? Is it possible that someone might misinterpret your words/actions?	How might your own comfort level, assumptions, expectations, prior experiences be influencing your beliefs, decisions, process?	How is ___ different from ___? What is the connection between ___ and ___?
What criteria are you using to measure/assess etc?	How did you decide, determine, conclude...	What would have to change in order for ___?
What do you assume to be true about ___?	Why is this the best way to proceed? What other approaches have you considered?	What is making you the most fearful, nervous, uncomfortable or worried?
Why do you think that is the case? Why do you believe that to be true?	Why do you think others have/haven't moved in that direction?	How do you know it's working?
Why did the result or response cause a problem for you?	What would other stakeholders say/think/feel?	In your opinion, what is the best case scenario?
Think: How might we call out the behavior, while calling in the person?		

Adapted from the School Reform Initiative Pocket Guide to Probing Questions



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How to Start a Call-in Conversation

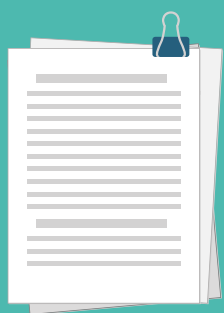
Call in Sentence	What it would sound like if I tried this on.
"I need to stop you there because something you just said is not accurate."	
"I'm having a reaction to that comment. Let's go back for a minute."	
"Do you think you would say that if someone from that group was with us in the room?"	
"There's some history behind that expression you just used that you might not know about."	
"In this class, we hold each other accountable. So we need to talk about why that joke isn't funny."	

[*Link to Source](#)

AFFIRMING STUDENT NAME/GENDER ON ELECTRONIC PLATFORMS

Gender affirmation is an interpersonal, interactive process whereby a person receives social recognition and support for their gender identity and expression. **All students** have the right to be referred to by their chosen name/pronouns, regardless of their legal or school records. A legal name change is NOT required for unofficial name changes.

STUDENT-INITIATED REQUESTS



Although only parents/guardians or students 18+ can request changes in the student information data bases, ***schools must* address** a student by their **affirmed name/gender** pronouns.

The **intentional and persistent refusal** to respect a student's gender identity is a violation of BUL-6224 Gender Identity and Students - Ensuring Equity and Nondiscrimination.

No parent/guardian permission or notification is required for student-initiated name changes.

Students can manually rename themselves in Zoom each time they log on. Consider allowing the student to enter the meeting room early to reflect their chosen name on Zoom before their classmates join.



Staff can create an affirming environment for gender-diverse students in other ways, such as by displaying their own pronouns on platforms where possible, and wearing an **OUT for Safe Schools badge** or **pronoun pin** available from Human Relations, Diversity & Equity.

STAFF who wish to change their name or gender markers, can contact Cristina Vigil (cristina.vigil@lausd.net) for assistance

PARENT-INITIATED REQUESTS

Parents/Guardians and Students 18+ can complete this Name and/or Gender Change Form and submit it to the school site. ***Schools will*** follow the procedures outlined in BUL 5703, Name and/or Gender of Pupils for Purposes of School Records and enter a student's gender/name change into MiSiS.



&



Changes made in MiSiS will automatically be reflected in Schoology the next business day.



To make a **permanent name change in Zoom**, the Name and/or Gender Change form (BUL 5703) must be signed by the parent/guardian or student 18+ and submitted to ITD.

Contact Cristina Vigil at cristina.vigil@lausd.net for assistance or if the changes are not made within 2 business weeks.

Visit Human Relations, Diversity & Equity for assistance & resources



humanrelations@lausd.net



Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

Gender Support Checklist for Transgender and Non-Binary Students

Student's Name

- ☐ What name will the student use?
- ☐ Is the student using a different name at home? What name is the student using with siblings or other family members?
- ☐ Is the student using this name in all school environments or only a few?

Pronouns

- ☐ Do we know the pronouns this student wants to use? (Some students may not use pronouns at all. You may also have students who use multiple pronouns.)
- ☐ Is the student using these pronouns at home? Is the student using these pronouns with siblings or other family members?
- ☐ Is the student using these pronouns in all school environments or only a few?

School Database

- ☐ Is the student's name being changed in the school database?
- ☐ What is the procedure for this in our district? Who is the school contact person? Who is the district contact person?
- ☐ Does the family know this is an option (if the student has affirming family members)?
- ☐ Is the student's gender marker being changed in the school database?
- ☐ What is the procedure for this in our district? Who is the school contact person? Who is the district contact person?
- ☐ Does the family know this is an option (if the student has affirming family members)?

Family Support

- ☐ Does this student have affirming family members?
- ☐ Is the student currently affirmed by some adults in their home life, but not all?
- ☐ Do appropriate staff know how to communicate with the family while protecting the student's well-being? Every situation is unique.
- ☐ Has the school connected the family to local resources such as a Transgender or Non-Binary Parent Support Group? (Do this only if this is safe for the student. Always ask the student about family dynamics.)

School Support

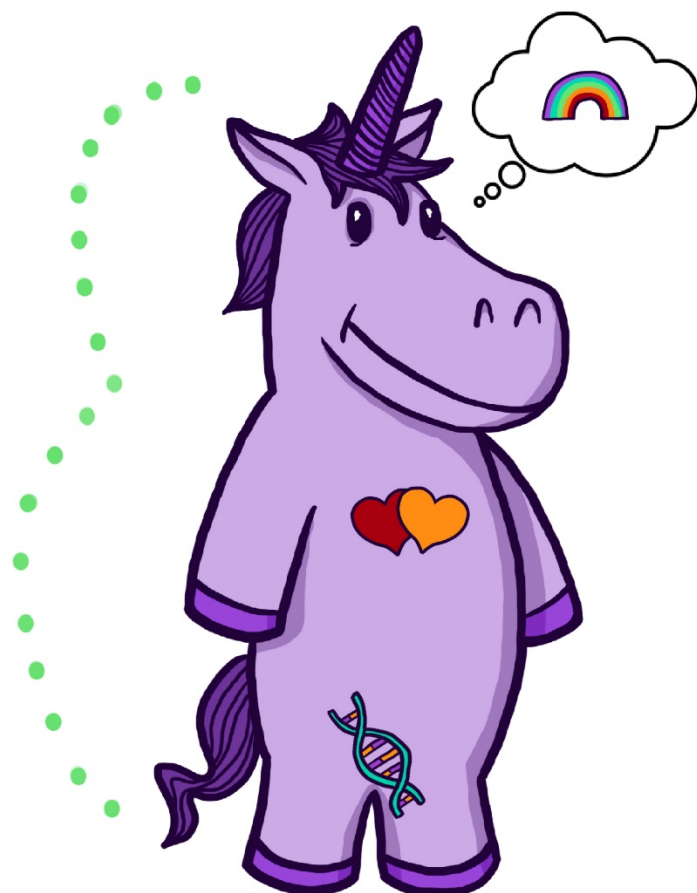
- ☐ Has the school designated one or two primary support people for the student who will check in with them at least once a week?
- ☐ Has there been professional development planned for the staff without violating the student's privacy?
- ☐ Are staff aware of policies and procedures to support transgender and non-binary students?
- ☐ Are staff aware of anti-bullying/harassment policies?
- ☐ Who would follow through and develop a plan if bullying or harassment occurred?

Gendered Facilities and Activities

- ☐ Which restroom(s) will the student use?
- ☐ Will the student need support around where to change clothes for physical education? What locker room will the student use?
- ☐ Will a staff member coordinate supports for field trips and/or overnight school trips?
- ☐ Will a staff member support the student in being fully included in gendered sports aligned with their gender identity?

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Identity

Female/Woman/Girl
Male/Man/Boy
Other Gender(s)

Gender Expression

Feminine
Masculine
Other



Sex Assigned at Birth

Female



Male



Other/Intersex



Physically Attracted to

Women
Men
Other Gender(s)



Emotionally Attracted to

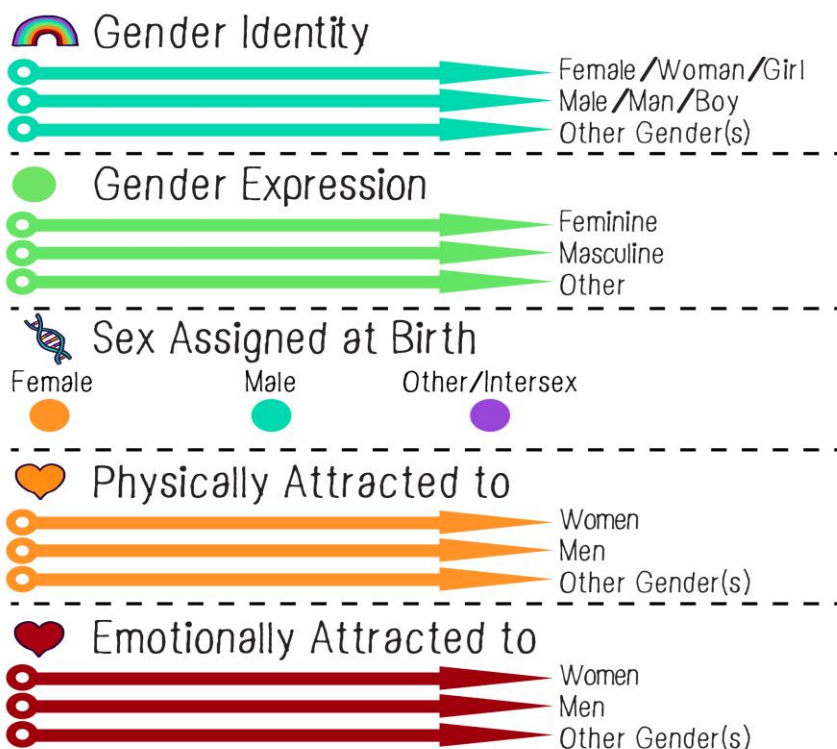
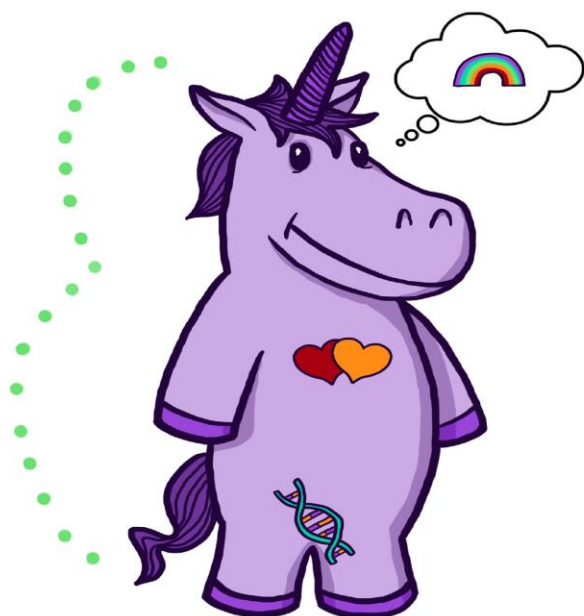
Women
Men
Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



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Gender Unicorn Definitions



Gender Identity: *How I identify.*

One's internal sense of being male, female, neither of these, both, or another gender(s). For transgender people, their own internal sense of gender identity and their sex assigned at birth are not the same.



Gender Expression/Presentation: *How I look and express myself.*

The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.



Sex Assigned at Birth: *The sex classification that I was assigned at birth.*

The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, and chromosomes. This is usually decided at birth or in utero, and is usually based on genitalia.



Sexually Attracted To: *Whom I am sexually attracted to.*

The group of people or genders to which a person can become sexually attracted to, if at all.



Romantically/Emotionally Attracted To: *Whom I am romantically/emotionally attracted to.*

The group of people or genders to which a person can become romantically, emotionally, or spiritually attracted to, if at all.

Examples of Genders: We included "other genders" to indicate the many genders that other people might identify as, express themselves as, and be attracted to. Examples of these genders include: Agender, Bigender, Genderfluid, Genderqueer, Transgender, Non-binary, Gender Non-Conforming and Two-Spirit.