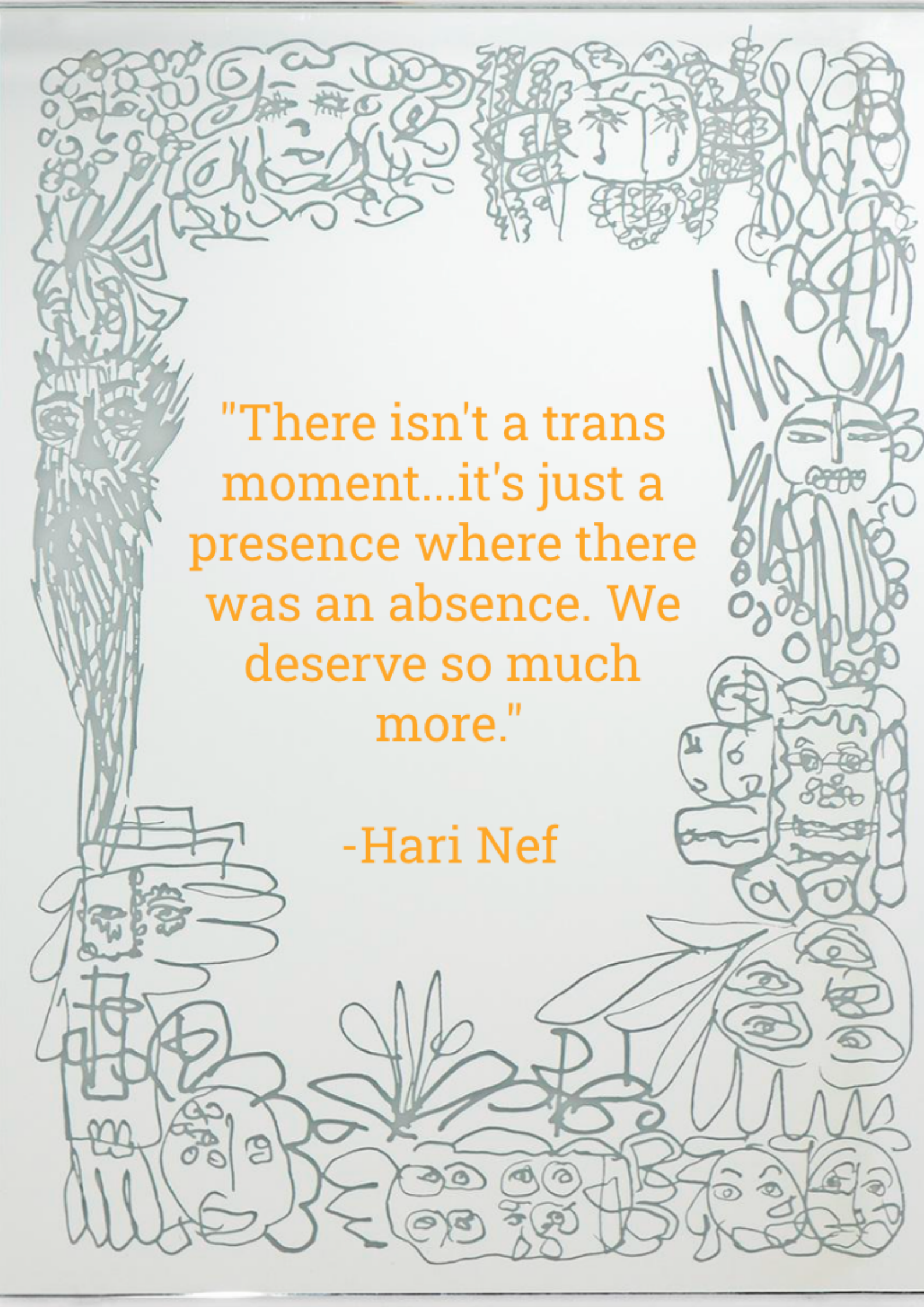


Trans & non- binary students at Phillips Academy

**a handbook for HANDBOOK,
inspired by HANDBOOK**



"There isn't a trans
moment...it's just a
presence where there
was an absence. We
deserve so much
more."

-Hari Nef

Trans and Non-Binary Students at
Phillips Academy

HANDBOOK Proposal
via
Activist Change Framework
Renee Silva
2022



Problem of Practice

Target Population:

Trans and non-binary students

Location:

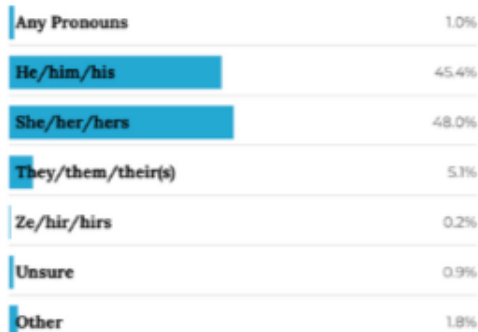
Boarding Schools,
specifically at Phillips
Academy in Andover, MA

State of the Academy 2022

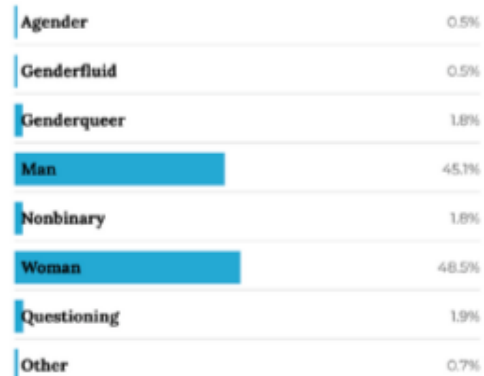
(student survey @ Phillips Academy)

WHAT ARE YOUR PREFERRED GENDER PRONOUNS?

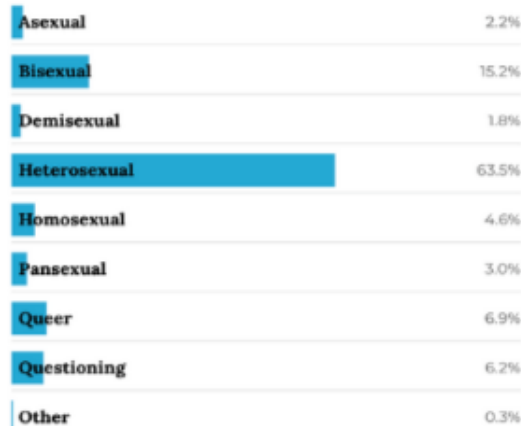
Editor's note: Respondents were able to select multiple responses.



WHAT IS YOUR GENDER IDENTITY?



WHAT IS YOUR SEXUAL ORIENTATION?



*From 956 participants equaling 80% of student body.

*Sexual orientation included as context for Queer community at Phillips Academy

A Suspected Issue

This small population on campus (>3% of students) needs more visibility, justice, and inclusion, beyond siloed experiences within the BRACE center and gender-inclusive housing. This means more safe spaces across disciplines- ie. athletics, dorm locations on campus, bathrooms, and positive relationships with faculty and other students.

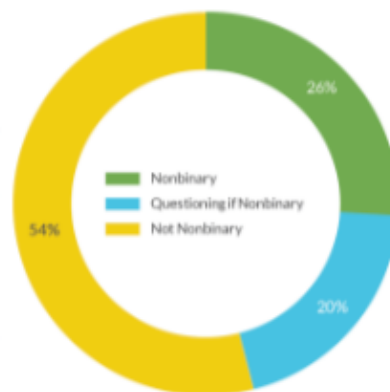
National Data

The Trevor Project's 2021 survey of 35,000 LGBTQ youth ages 13-24 found that one in four LGBTQ respondents identified as nonbinary, regardless of whether they also identified as transgender.

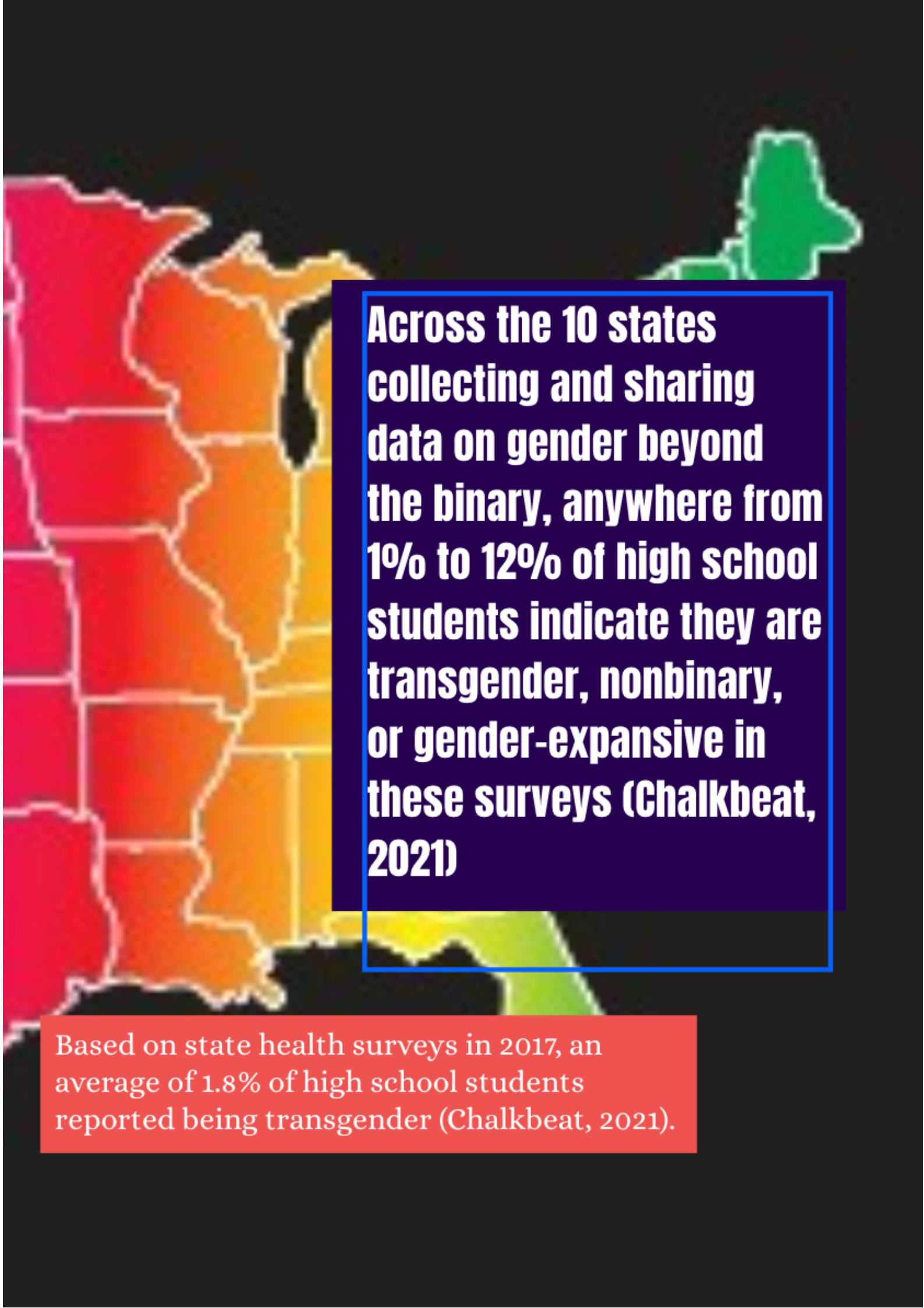
Results

One in four LGBTQ youth (26%) in our sample identified as nonbinary. An additional 20% reported that they are not sure or are questioning if they are nonbinary. While nonbinary identities have often been grouped under the umbrella term of "transgender," our data show that only 50% of youth who identified as nonbinary also identified as transgender; an additional 20% were not sure or questioning if they were transgender.

Within the nonbinary umbrella, most youth used the term "nonbinary" to describe their gender identity (72%). Other commonly used gender identity labels within the nonbinary umbrella included queer (29%), gender non-conforming (27%), genderfluid (24%), genderqueer (23%), androgynous (23%), agender (15%), demigirl (10%), demiboy (8%), genderflux (4%), and bigender (4%). Broken down by the sex assigned by medical professionals at birth, 17% of survey respondents who were assigned male at birth identified as nonbinary and 28% of respondents who were



www.TheTrevorProject.org



**Across the 10 states
collecting and sharing
data on gender beyond
the binary, anywhere from
1% to 12% of high school
students indicate they are
transgender, nonbinary,
or gender-expansive in
these surveys (Chalkbeat,
2021)**

Based on state health surveys in 2017, an average of 1.8% of high school students reported being transgender (Chalkbeat, 2021).

Why does this matter

GLSEN Massachusetts School Climate Report 2019

Figure 1. Hearing Anti-LGBTQ Remarks from Students in Massachusetts Schools
(percentage of LGBTQ students hearing remarks regularly)

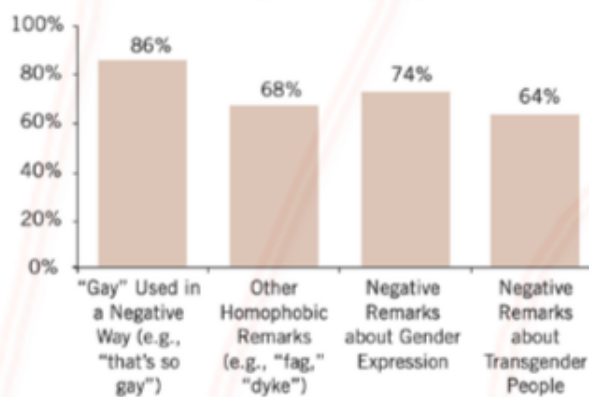


Figure 2. Anti-LGBTQ Harassment & Assault in Massachusetts Schools
(percentage of LGBTQ students harassed or assaulted in the past year based on...)

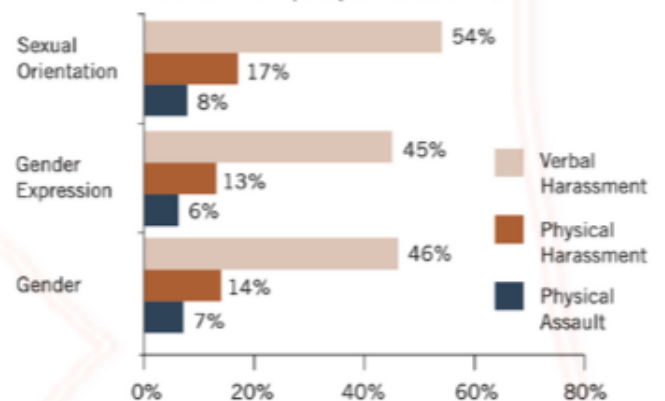
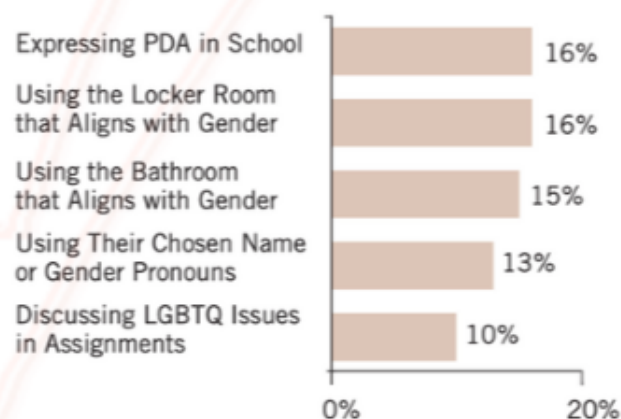


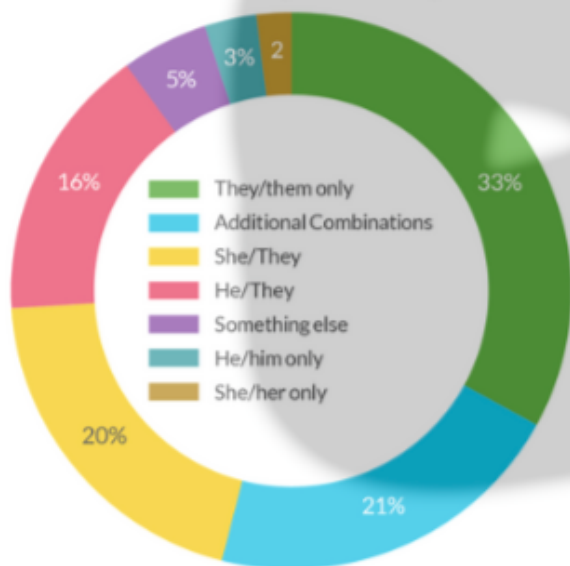
Figure 3. Anti-LGBTQ Discrimination Most Commonly Reported in Massachusetts Schools
(percentage of LGBTQ students that were prevented from...)



What's at stake

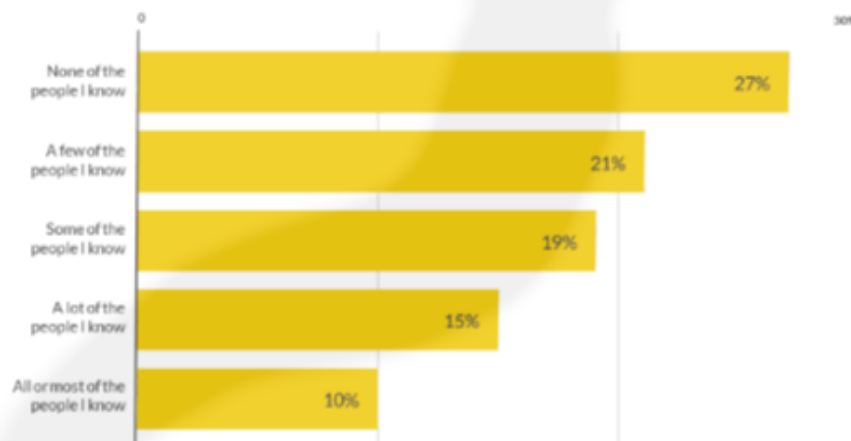
Trevor National Report, 2021

Pronouns Used by Nonbinary Youth



Nonbinary youth who reported that “no one” respected their pronouns had more than 2.5x the rate of attempting suicide compared to those who reported that “all or most of the people” they know respected their pronouns.

Nonbinary youth who attempted suicide in the past year, comparison across the number of people who respected their pronouns:



There is a need for school-wide conversations and education on how to support trans and non-binary students, for both faculty and students, as well as space to elevate student voices.

**In February 2021,
the Art Department held a professional development
with educator Anthea Black, co-producer of HANDBOOK,
a student created publication for the community at
California College of Art.**

**HANDBOOK:
Supporting
Queer and Trans
Students in
Art and Design
Education**

Edited by

Anthea Black and Shamina Chherawala

The HANDBOOK served as go-to for faculty on all things queer and trans. From addressing pronouns, queering the curriculum, to discrimination and first day checklists, the handmade publication elevated and harnessed student voice as a tool for norming expectations and culture around trans identities at school.

In sharing it with us, it is Anthea and their student's intention that we will be inspired to create a HANDBOOK in our community.

And yes, we are inspired...



HANDBOOK at Phillips Academy

In collaboration with the BRACE Center for Gender Studies on campus, the Art Department proposes to create our own version of HANDBOOK. The scope of this work could include, but is not limited to, the following:

- a DIY book/zine initiative run by students, advised by adults
- Educational tools for faculty + students on understanding the queer / trans experience on the topics of pronouns, athletics, housing, bathrooms, discrimination, intersectionality, and so on.
- Also content on celebrating queer/trans culture via icons, history, Pride events, student artwork and writing.
- Other opportunities include hosting release events around the publication, collaborating with the Dean of Faculty office to print copies for New Faculty Orientation, discussion sessions during Advising periods, and pairing up with other student clubs such as SGA, Lavender, IFFO, and other CAMD spaces.

GOALS

- Trans/non-binary students' voices be heard by entire campus.
- Trans/non-binary students' voices are the ones advocating and directly outlining the campus culture they seek.
- Build connection between trans/non-binary population with larger queer population on campus (~30%).
- De-center queer conversations / content from cis, white, ableist to be inclusive across race, gender, and abilities.
- Educate faculty beyond the > 5% that currently identify as queer.

IMPACT

- Make PA a place queer, non-binary, and transgender students aspire to come to.
- Create an inclusive, empowering and campus-wide space for this group of students that are underserved by our current systems and pedagogies.
- Ensure safety and responsiveness to our trans and non-binary students that allows them to access the community and education we proudly identify by.
- Build a community of queer and trans accomplices that celebrates non-confirming gender identities.
- Strengthen alliances between intersecting identities via authentic collaboration and representation.

Approach

- Outreach to students in BRACE, GSA, IFFO, Lavender, CAMD, as well as through circulation of posters and word of mouth.
- Once a committed group is established, discussions around the interview questions will guide the work.
- The discussions will guide our goals and approach to creating a HANDBOOK. Tasks and roles will be delegated by students.
- Bi-monthly meetings organized by faculty will keep the work flow moving.
- Calls for art, writing, and other input will be facilitated by students and documented in the design.
- The goal will be to publish what we hope to be the first periodical of a PA HANDBOOK for Queer, Non-binary, and Trans students.

Interview Questions

- How do you think about gender?
- How do you think about gender on campus?
- What has been your experience here at PA? In what ways have you felt included? In what ways have you felt excluded?
- What do you want your peers to know?
- What do you want your teachers to know?
- How can you be better supported by the community?
- What's been the impact of having gender inclusive housing?
- What parts of your identity do you want to share/celebrate with the community?

Resources & Special Thanks

Cover Art

Vaginal Davis Misty Copeland, 2018, glycerin, hydrogen peroxide, coconut oil, perfume... on found paper

Inside Cover Art

Vaginal Davis, Marge and Gower Champion, 2018 etched mirror, edition of 20

Research

Phillips Academy State of the Academy 2022

Trevor Project Research Brief: Diversity of Non-binary Youth

GLSEN 2019 State Snapshot: Climate for LGBTQ in MASS

Chalkbeat National Data

Anthea Black & California College of Art

Zine Artwork

Electric Zine Maker

Special Thanks

Professor Noelle Roop, Tufts University

Room 2 Consultation Group

Emma Staffaroni