

Supporting Your Students Who Are Transgender & Gender Expansive

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After attending this session, you should be able to:



- define transgender, gender expansive, and other important terms related to sexuality and gender identity.
- differentiate between sex and gender, and sexual orientation and gender identity.
- identify legal resources that protect students who are transgender and gender expansive, and you as an educator.
- identify areas in your school or district that can better support students who are transgender and gender expansive.

You know the drill:

Ask questions

- This needs to be a safe space to do so!
- We all have a differing amount of knowledge on this topic so any question is a great question.

Check your biases

- We ALL have biases about something, so keeping an open mind to new topics is important.
- Harvard University's Project Implicit - Implicit Association Tests

www.implicit.harvard.edu/implicit/takeatest.html



Bottom line:

We need to support all of our students,
and they need to feel safe and respected at school.

Definitions

Transgender

An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, people who are transgender may identify as straight, gay, lesbian, bisexual, etc.

Gender Expansive

A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Their gender expression does not conform to the social expectations or norms or stereotypical expectations for a person of that sex assigned at birth. Individuals who are gender expansive may identify as male, female, some combination of both, or neither.

Definitions

Sex Assigned at Birth

The sex, male, female, or intersex, that a doctor or midwife uses to describe a child at birth based on their external anatomy.

Gender Identity

One's innermost concept of self as male, female, a blend of both, or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth. Everyone has a gender identity. Only individuals can determine their own gender identity.

Gender Expression

External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics, or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Sexual Orientation

An inherent or immutable enduring emotional, romantic, or sexual attraction to other people. Note: an individual's sexual orientation is independent of their gender identity.

THE SPECTRUM

Our sexuality and gender identity aren't set in stone. In fact, people's identities can be fluid. THE SPECTRUM can help you visualize how you feel at any given time. Mark how you identify today on each line, but don't feel limited - it's ok to mark something different tomorrow!

BIOLOGICAL SEX

(What the doctor assigned you at birth)



GENDER IDENTITY

(How you feel on the inside)



GENDER EXPRESSION

(How you present yourself to others)



GENDER PRESENTATION

(How the world sees you)



SEXUAL ORIENTATION

(Who you like)



The Trevor Project

www.thetrevorproject.org



The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning youth.

TheTrevorProject.org



Definitions

Birth (or Legal) Name

The name you were given at birth that was recorded on your birth certificate.

Deadnaming

Deadnaming is the use of the birth or other former name of a person who is transgender or gender expansive, without the person's consent. Deadnaming may be accidental; however, it may also be used to intentionally dismiss, deny or reject a person's gender identity.

Affirmed Name

The name you have chosen.

Misgendering

Referring to (someone, especially a person who is transgender) using a word, especially a pronoun or form of address, that does not correctly reflect the gender with which they identify.

https://en.wikipedia.org/wiki/Deadnaming#cite_note-JSP-1
www.lexico.com/en/definition/misgender

Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

| Subjective | Objective | Possessive | Reflexive | Example |
|------------|-----------|------------|---------------------|--|
| She | Her | Hers | Herself | She is speaking. I listened to her. The backpack is hers. |
| He | Him | His | Himself | He is speaking. I listened to him. The backpack is his. |
| They | Them | Theirs | Themselves | They are speaking. I listened to them. The backpack is theirs. |
| Ze | Hir/Zir | Hirs/Zirs | Hirself/ Zirself | Ze is speaking. I listened to hir. The backpack is zirs. |

Trans Student
Educational
Resources

www.transstudent.org

 transstudent.tumblr.com
 facebook.com/transstudent
 twitter.com/transstudent

Design by Landyn Pan

For more information,
go to transstudent.org/graphics


 Trans Student Educational Resources


 AMERICAN
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2019 Word of the Year



Merriam-Webster ✓

@MerriamWebster



The nonbinary pronoun 'they' has been added to the dictionary.



merriam-webster.com

Definition of THEY

those ones : those people, animals, or things; —used to refer to people in a general way or to a group of people who are ...

11:28 AM · Sep 17, 2019 · Twitter Web Client

19.8K Retweets **4,529** Quote Tweets **49.4K** Likes



2016 - Mx. Joins the Mix



Merriam-Webster ✓
@MerriamWebster



'Mx.' is a gender-neutral honorific for those who don't wish to be identified by gender. It's now in the Unabridged.

~~Mr.~~ ~~Ms.~~

merriam-webster.com
A Gender-Neutral Honorific
Mx: Words We're Watching

7:53 PM · Jun 12, 2016 · Twitter Web Client

3,929 Retweets 171 Quote Tweets 4,396 Likes



Gender Grammar

| Problem | Correction | Reason |
|---|--|---|
| “transgendered” (adjective) | transgender | Only adjectives that are derived from nouns and/or verbs (unlike transgender) end in “ed.” |
| “intersexed” | intersex | Only adjectives that are derived from nouns and/or verbs (unlike intersex) end in “ed.” |
| “transgendered” (verb) | transition | Only verbs can have “ed” added onto the end of the word to become a participle. Transgender is an adjective, not a verb. One does not “transgender,” they transition. |
| “a transgender,” “transgenders” | a transgender person, transgender people | Transgender is not a noun. “Jake is a transgender” is not only grammatically incorrect, but can be offensive. |
| “sex change,” “sex reassignment surgery,” “gender reassignment surgery” | gender affirming surgery, genital reconstruction surgery, genital reassignment surgery | Surgery does not change one’s sex or gender, only genitalia. |

 transstudent
 /transstudent
 @transstudent

Design by Landyn Pan

For more information,
go to transstudent.org/graphics



Trans Student
Educational
Resources

www.transstudent.org



How You Can Show Your Support:

Our students want you to:

- Ask what pronouns they use.
- Use their affirmed name.
- Ask questions if you are unsure. Never assume.
- Correct your colleagues and your students if they deadname or misgender students.
- Immediately respond to derogatory language and conversations when you hear them.
- Educate yourself on how to be an ally and be an informed educator (links at the end).
- Read the Safe Space handbook and put a Safe Space sticker on your office door.
- Display a rainbow sticker or decal somewhere visible if you are not in your office a lot (laptop, water bottle, phone case, etc).
- Announce GSTA announcements.
- Ensure names and pronouns in Infinite Campus, Powerschool, etc are correct.
- Put your pronouns in your email signature and after your Zoom display name.
- Use the rainbow virtual background from GLSEN during your Zooms and Google Meets.
- Advocate for a specific policy in your district if you don't already have one.



Making Change

Gender-based policies and practices may have the effect of marginalizing, stigmatizing, stereotyping, and excluding students, whether or not they are transgender or gender expansive.

Students are entitled to participate in all school activities in accordance with the gender identity consistently asserted at school.

Schools should review gender-based practices and work to eliminate those that do not serve a clear pedagogical purpose.

School policies should cover:

Inclusive curriculum (mirror & window)

Privacy and confidentiality

Records

Names and pronouns

Bathrooms

Sports teams

Overnight trips

Dress codes

Substitutes



Legal Backing:

• Federal: Title IX

- U.S. Department of Education Confirms Title IX Protects Students from Discrimination Based on Sexual Orientation and Gender Identity
 - Federal Register Notice of Interpretation: Enforcement of Title IX of the Education Amendments of 1972 with Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of Bostock v. Clayton County
 - US Department of Education's Resources for LGBTQI+ Students
- Executive Order on Guaranteeing an Educational Environment Free from Discrimination on the Basis of Sex, Including Sexual Orientation or Gender Identity
- Executive Order on Preventing and Combating Discrimination on the Basis of Gender Identity or Sexual Orientation

- www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity
- www2.ed.gov/about/offices/list/ocr/docs/202106-titleix-noi.pdf
- www.whitehouse.gov/briefing-room/presidential-actions/2021/03/08/executive-order-on-guaranteeing-an-educational-environment-free-from-discrimination-on-the-basis-of-sex-including-sexual-orientation-or-gender-identity/
- www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-preventing-and-combating-discrimination-on-basis-of-gender-identity-or-sexual-orientation/
- www2.ed.gov/about/offices/list/ocr/lgbt.html



Legal Backing:

- **State:**
 - Know your State's laws
 - Contact your local LGBTQ+ organizations
- GLAD - Legal Advocates and Defenders
- Lambda Legal - Making the Case for Equality

Hitting the point home:

We need to provide the same quality of education to all students whether they fulfill binary societal roles or not.

We are a gender binary system so we need to adapt.

We know better so now we need to do better.



Sam Killerman

www.itspronouncedmetrosexual.com

Transgender Day of Visibility

- March 31
- “Trans Day of Visibility is an annual awareness day celebrated around the world. The day is dedicated to celebrating the accomplishments of transgender and gender nonconforming people while raising awareness of the work that still needs to be done to achieve trans justice.”

Transgender Day of Remembrance

- November 20
- Honors the memory of the transgender people whose lives were lost in acts of anti-transgender violence.

www.glsen.org/activity/transgender-day-visibility
www.glaad.org/tdor



ASCA Says...

“School counselors recognize all students have the right to be treated equally and fairly with dignity and respect as unique individuals, free from discrimination, harassment and bullying based on their real or perceived gender identity and gender expression. School counselors work to safeguard the well-being of transgender and gender-nonconforming youth.” - *The School Counselor and Transgender/Gender-nonconforming Youth Position Statement*

The Trevor Project's National Survey on LGBTQ Youth Mental Health 2021

- Third annual survey
- Nearly 35,000 LGBTQ youth ages 13–24 across the United States
- Their most diverse sample yet, with 45% being LGBTQ youth of color and 38% being transgender or nonbinary

www.thetrevorproject.org/survey-2021/?section=Introduction



The Trevor Project's National Survey on LGBTQ Youth Mental Health 2021

- **75% of LGBTQ youth** reported that they had experienced discrimination based on their sexual orientation or gender identity at least once in their lifetime.
- **Half of all LGBTQ youth of color** reported discrimination based on their race/ethnicity in the past year, including **67% of Black LGBTQ youth and 60% of Asian/Pacific Islander LGBTQ youth**.
- **13% of LGBTQ youth** reported being subjected to conversion therapy, with **83% reporting** it occurred when they were under age 18.
- **Transgender and nonbinary youth** who reported having **pronouns respected** by all of the people they lived with attempted suicide at half the rate of those who did not have their pronouns respected by anyone with whom they lived.
- **Transgender and nonbinary youth** who were able to change their name and/or gender marker on **legal documents**, such as driver's licenses and birth certificates, reported **lower rates** of attempting suicide.
- **LGBTQ youth who had access to spaces** that affirmed their sexual orientation and gender identity reported **lower rates** of attempting suicide.
- **An overwhelming majority of LGBTQ youth** said that social media has both positive (**96%**) and negative (**88%**) impacts on their mental health and well-being.

- **42% of LGBTQ youth** seriously considered attempting suicide in the past year, including **more than half of transgender and nonbinary youth**.
- **12% of white youth** attempted suicide compared to **31% of Native/Indigenous youth, 21% of Black youth, 21% of multiracial youth, 18% of Latinx youth, and 12% of Asian/Pacific Islander youth**.
- **94% of LGBTQ youth** reported that recent politics negatively impacted their mental health.
- **More than 80% of LGBTQ youth** stated that COVID-19 made their living situation more stressful – and **only 1 in 3 LGBTQ youth** found their home to be LGBTQ-affirming.
- **70% of LGBTQ youth** stated that their mental health was "poor" most of the time or always during COVID-19.
- **48% of LGBTQ youth** reported they wanted counseling from a mental health professional but were unable to receive it in the past year.
- **30% of LGBTQ youth** experienced food insecurity in the past month, including half of all Native/Indigenous LGBTQ youth.

The Trevor Project

www.thetrevorproject.org/survey-2021/?section=Introduction



GLSEN School Climate Survey

“The National School Climate Survey is our flagship report on the experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation’s schools. Our report includes information on LGBTQ middle and high school students’ experiences with discrimination, biased language, and availability and utility of supportive school resources. We also use this data to create research briefs on school climate in states across the U.S., as well as Puerto Rico.

GLSEN’s Local School Climate Survey is a free online survey tool for students, educators and other advocates to use to collect data on students’ experiences in their local school communities. Results from your survey can be used to advocate for safer and more inclusive programs and policies in your local schools and communities.”

www.glsen.org/school-climate-survey



GLSEN[®]



84%
**of trans students
felt unsafe
at school
because of
their gender**

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nscc](https://www.glsen.org/nscc)



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GLSEN[®]

**LGBTQ+ students
feel safer and
more supported
with:**



**Comprehensive anti-bullying and
anti-discrimination policies**



Gender and Sexuality Alliances



**Teachers and school staff who are
supportive of LGBTQ students**



An LGBTQ-inclusive curriculum

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nscc](https://www.glsen.org/nscc)



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2in5

**LGBTQ+ students
of color
were bullied
or harassed
based on race
or ethnicity**

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nscs](https://www.glsen.org/nscs)



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86%
**of LGBTQ+
students
were harassed
or assaulted
at school**

Source: 2019 National School Climate Survey
Learn more at [glsen.org/nscs](https://www.glsen.org/nscs)



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Anti-LGBTQ Discrimination means:

- more missed school
- lower GPAs
- lower self-esteem

Source: 2019 National School Climate Survey
Learn more at glsen.org/nscs

GLSEN[®]

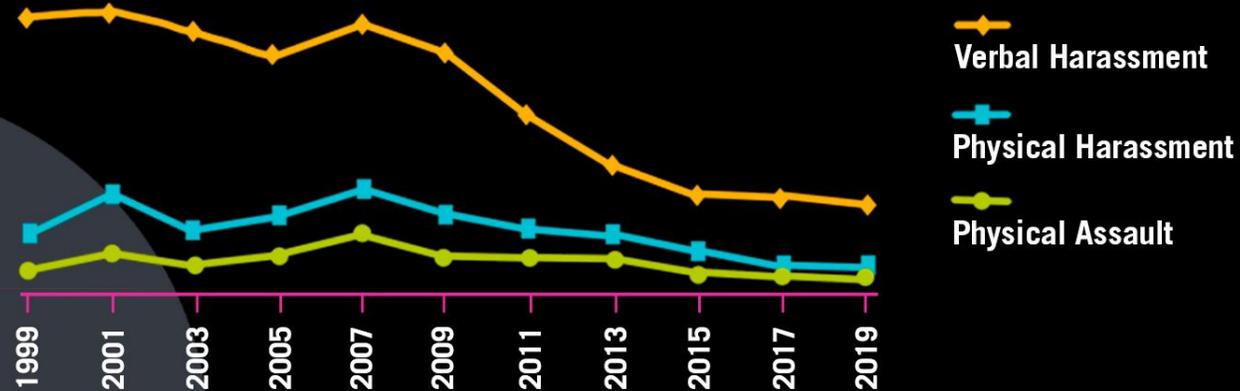


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20 years of research shows that dedicated support for LGBTQ+ students works.

GLSEN[®]

Victimization based on sexual orientation has decreased over time



Source: 2019 National School Climate Survey
Learn more at [glSEN.org/nscs](https://www.glsen.org/nscs)

Frequently Asked Questions

How do little kids know they are transgender or gender expansive?

The answer is astonishingly simple: they just know. Just as you knew when you were little if you were a boy or a girl or something else, so do they. They may not know what the term “transgender” means, but they know who they are. This isn’t a new thing, kids ARE recognizing it early because of increased awareness. Check out the two videos in the resources section at the end of this presentation of a young child and his family - he is a great example of how young children express their gender identity. The first video is from 2015 so the statistics are old, but the story is a typical example of what young kiddos say and how they act when their sex and gender don’t match.

Isn't this just a stage or a phase?

Transitions can often be a journey. The process is different for everyone, and no one's journey is ever the same. Some children (or adults) transition quickly, while others come out, and due to lack of support, bullying or being ostracized, abuse, or familial threats and ultimatums, they 'go back'. There is no one size fits all process, and all children on this journey need our support.

What do we do when a 6' 3" boy wants to play on the girls basketball team?

Students will participate on the team they identify with. If your school/district has a State governing organization that oversees sports, you/your admin will have to work with that organization as well. Hopefully that organization already has a policy in place to support athletes that are transgender and gender expansive, but if they don't, it's another opportunity for you to advocate and make change! The concept of "insistent/consistent/persistent" will prevent someone from "just doing this to gain an athletic advantage".

**What about traditional graduation gowns?
Boys in one color and girls in the other color
is tradition that dates back many decades!**

As I hope you understand now, the concept of “traditional” really doesn’t apply in these situations. Gown color should not be gender-based, period. Traditional school colors may still be used, but selection of said colors and lines and seating arrangements should not be gender-based. We do not want to put students in a position where they have to pick from one color or another (or one gender or another), because as we have seen, not all of our students identify as either male or female. Maintaining tradition can be a noble pursuit, but sometimes traditions, even well meaning ones, are maintained at the expense and harm of others.

What do we do if a student who is not transgender complains about being uncomfortable with students who are transgender and gender expansive?

We continue to educate our students, as we always have. We report all forms of bullying and harassment to our administrators. Sexual orientation and gender, including gender identity and expression, are protected categories under Title IX, and these students exist in our schools. Just like we don't allow students to discriminate against other students because of their race, religion, disability, etc, we don't allow them to discriminate against students who are transgender and gender expansive. Other students need to coexist with them, period.

Can little Johnny claim he's a girl just to go hang out in the girls bathroom?

No. No he cannot. Just...no.

We know:

The presence of openly supportive school staff contributes to students' better attendance, greater academic achievement, high educational aspirations, and great sense of belonging to their school community.

Further Reading

GLSEN Model Policy - www.glsen.org/activity/model-local-education-agency-policy-on-transgender-nonbinary-students

Queer Kid Stuff - www.queerkidstuff.com

Welcoming Schools - www.welcomingschools.org

Gender Spectrum - www.genderspectrum.org

Learning for Justice’s “Best Practices for Serving LGBTQ Students” - www.learningforjustice.org/magazine/publications/best-practices-for-serving-lgbtq-students

Human Rights Campaign’s “Schools In Transition: A Guide for Supporting Transgender Students in K-12 School” - www.hrc.org/resources/schools-in-transition-a-guide-for-supporting-transgender-students-in-k-12-s

ADL’s Beyond the Binary: Discussing Transgender and Gender Non-Conforming Identity in K-12 Schools - www.adl.org/education/resources/tools-and-strategies/beyond-the-binary-discussing-transgender-and-gender-non

The Trevor Project’s Guide to Being an Ally to Transgender and Nonbinary Youth - www.thetrevorproject.org/resources/trevor-support-center/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth

Ally Week Guide for Educators - www.glsen.org/activity/ally-week-guide-educators

Educator Resources - www.glsen.org/resources/educator-resources

Life As A 5-Year-Old Transgender Child | NBC Nightly News - www.youtube.com/watch?v=kVmau1cM5TU

Transgender 9-Year-Old Advocates For Other Children Like Him | NBC Nightly News - www.youtube.com/watch?v=mvTncHeKrcg

