



Supporting Transgender and Gender Expansive Students

ISCA Conference
November 7, 2022

Session Objectives

- Learn the important terminology related to transgender and gender expansive students.
- Discuss the risk and protective factors for transgender and gender expansive students.
- Discuss ways to use ASCA guiding documents to support advocacy and ally work.
- Identify areas in your school or district that can better support transgender and gender expansive students.

Who Am I?

School
~~GUIDANCE~~
COUNSELOR

www.schoolcounselor.org



How Do I Get the Most Out of Today?



If you want to know – ask !

Reserve the right to change your mind

R E S P E C T





Definitions

- **Biological Sex (sex assigned at birth):** The sex (male, female, or intersex) that a doctor or midwife uses to describe a child at birth based on 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 than 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

www.hrc.org/resources/glossary-of-terms

More Definitions

Cisgender: Some who exclusively identifies as their sex assigned at birth. The term cisgender is not indicative of gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life.

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, bisexual, 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.

www.hrc.org/resources/glossary-of-terms

<https://transstudent.org/about/definitions/>

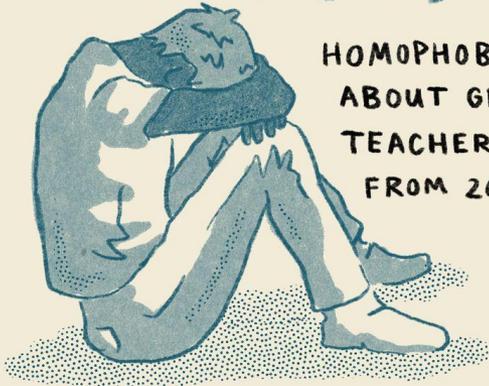
EXPERIENCES OF LGBTQ+ STUDENTS



GLSEN'S NATIONAL SCHOOL CLIMATE SURVEY

— SAYS —

SCHOOLS ARE HOSTILE PLACES FOR LGBTQ+ STUDENTS



HOMOPHOBIC + NEGATIVE REMARKS ABOUT GENDER EXPRESSION FROM TEACHERS + STAFF INCREASED FROM 2019 TO 2021



52% OF LGBTQ+ STUDENTS WHO CONSIDERED DROPPING OUT REPORTED HOSTILE SCHOOL CLIMATE AS THEIR REASON



72% OF LGBTQ+ STUDENTS REPORTED NO LGBTQ+ TOPICS IN ANY CLASSES



GLSEN[®]

Anti-LGBTQ Discrimination means:

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

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



Suicide and Mental Health

- 42% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and nonbinary youth.
- 72% of LGBTQ youth reported symptoms of generalized anxiety disorder in the past two weeks, including more than 3 in 4 transgender and nonbinary youth.
- 62% of LGBTQ youth reported symptoms of major depressive disorder in the past two weeks, including more than 2 in 3 transgender and nonbinary youth.

In the past year, nearly half of LGBTQ youth have wanted counseling from a mental health professional, but did not receive it.

Your Turn

Trey is a 15-year-old student at your school. He student was assigned female at birth, but has transitioned and identifies as male. He has full support from parents and they've asked for him to be identified by affirmed name and pronouns. Trey's name has not been changed in the student information system, so Trina appears on the class roster. Trey comes to you and lets you know that one of his teachers refuses to call him Trey and consistently call him Trina and uses the pronouns she/her. Trey has come to you and is extremely distressed by this situation and asks for your help in navigating the next steps. What is your role/responsibility?



The School Counselor and Transgender/Gender Nonbinary Youth (2022)

- ensure the safety, comfort and healthy development of all students, maximizing inclusion and social integration while minimizing exclusion and stigmatization
- collaborate with other school personnel to address district operations, programs, policies and activities that may put the well-being of transgender and nonbinary youth at risk
- promote affirmation, respect and equal opportunity for all individuals regardless of gender identity or gender expression

Laws That Protect LGBTQ Students

Title IX is a federal law banning sex discrimination in schools. Courts have made it clear that that includes discrimination against someone because they are transgender or don't meet gender stereotypes or expectations. Title IX applies to all schools (including both K–12 schools and colleges) that get federal money, including nearly all public schools.

State laws and school district policies in many places also protect transgender students from discrimination. You can find information about some of these laws or policies on NCTE's School Action Center. Hundreds of school districts around the country also have policies that ban discrimination based on gender identity or expression or sexual orientation.

<https://transequality.org/know-your-rights/schools>

Laws that Protect LGBTQ Students

The Equal Access Act requires all student organizations, such as a Gay-Straight Alliance or Pride Alliance, to be treated equally. This means that schools cannot ban certain types of groups or single them out for worse treatment.

The Family Educational Rights and Privacy Act (FERPA) protects personal information about students in school records, and in most cases it makes it illegal for schools to share that information with others without permission from a student or (if the student is a minor) their parents. This includes information about their transgender status or medical history.

The First Amendment of the U.S. Constitution protects students' freedom speech and freedom of expression. That includes the right to dress according to your gender identity, talk about being transgender openly, and express your gender in other ways.

<https://transequality.org/know-your-rights/schools>

- Name: _____
- Name you want me to call you in class: _____
- Pronouns (ex: He/him/his, She/her/hers, They/them/theirs): _____
 - May I use these pronouns in front of the class? YES NO
 - May I use these pronouns when I contact home? YES NO
 - May I use these pronouns in front of other teachers? YES NO
 - Would you like to follow up with me (in a private conversation) about your pronouns? YES NO
- Tell me three things about yourself. This could be interesting facts, hobbies, or just things you want me to know about you. Use the back of the paper if needed.

Gender Spectrum



**– Confidential –
Gender Support Plan**

The purpose of this document is to create shared understandings of how the student's authentic gender will be accounted for and supported at school. School staff, caregivers (if appropriate) and the student should work together to develop the document. Ideally, each will spend time completing the sections and then come together to review them and confirm shared agreements. Use the action planning section at the end of the document to track items requiring any follow-up. Please note that there is a separate document to plan for a student formally communicating a change in their gender status at school.

School/District _____	Today's Date _____
Name Student Uses: _____	Pronouns Student Uses: _____
Name on Birth Certificate: _____	Sex Assigned at Birth _____
Date of Birth _____	Student's Grade Level _____
Sibling(s)/Grade(s) _____ / _____ / _____	
Parent(s), Guardian(s), or Caregiver(s) /relation to student _____ / _____ / _____	
Meeting participants: _____	

PARENT/GUARDIAN INVOLVEMENT

Guardian(s) aware of student's gender status? Yes/No Support Level: (none) 0 1 2 3 4 5 6 7 8 9 10 (High)
If support level is low what considerations must be accounted for in implementing this plan? _____

PRIVACY: CONFIDENTIALITY AND DISCLOSURE

How public or private will information about this student's gender be (check all that apply)?

- District staff will be aware (Superintendent, Student Support Services, District Psychologist, etc.)
Specify the adult staff members: _____
- Site level leadership/administration will know (Principal, head of school, counselor, etc.)
Specify the adult staff members: _____
- Teachers and/or other school staff will know
Specify the adult staff members: _____
- Student will not be openly "out," but some students are aware of the student's gender
Specify the students: _____
- Student is open with others (adults and peers) about gender
- Other – describe: _____

If the student has asserted a degree of privacy, what steps will be taken if that privacy is compromised, or is believed to have been compromised? _____

Advocacy Strategies

- I use affirmative language?
 - Saying “adults in your home” vs. “mom and dad”
 - Using “students” vs. “boy & girls”
- I have a symbol of LGBTQ pride displayed
 - Rainbow, trans flag, pink triangle
- Continuously engage in PD on LGBTQ student issues
- Provide students with resources
 - GLSEN, Trevor Project



Advocacy Strategies

- Work with PE teachers/coaches specifically
 - [GLSEN Changing the Game](#)
- Advocate for school policies that specifically mention sexual orientation, gender identity, and gender expression
- Develop clear policies around bathrooms and locker room use
- Provide PD to staff and other stakeholders on ways to create an inclusive environment
 - Professional development on topics related to LGBTQ students is on the largest predictors of active advocacy on their behalf
- Advocate for inclusive books in the library – [from elementary to high school](#)

My challenge to you...



- Honestly assess where you are right now
- Seek knowledge
 - Spend time learning with one of the resources presented today
- Spend some time daily thinking about:
 - How will you SHOW you are an ally/advocate
 - How will you SHIFT your mindset?
 - What action will you engage in that will positively SHAPE the environment for LGBTQ+ youth and other marginalized youth?
- Make a goal for yourself for next quarter/the rest of this school year. How can you continue to expand on that?

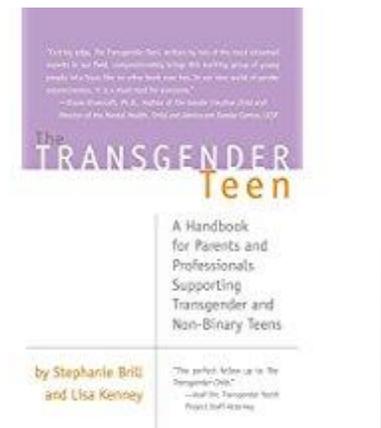
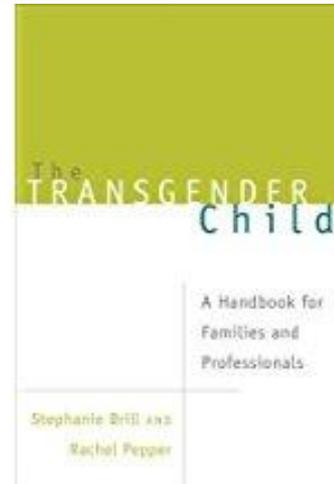
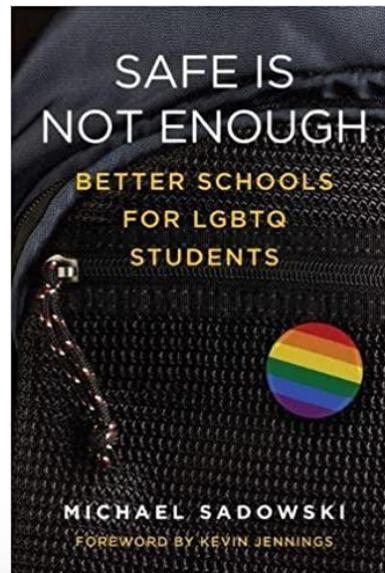
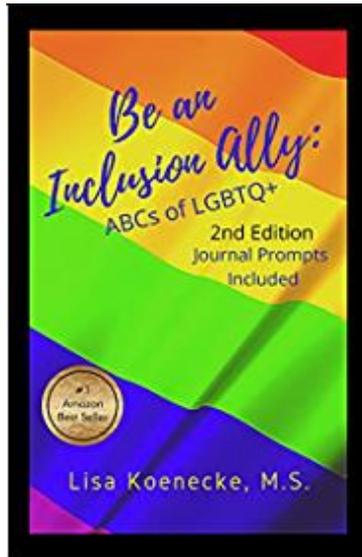
RESOURCES



More Resources



More Resources







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