

# Curriculum Council DEI-CR-SE

## Resources:

Overview of the **NYSED Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive (TGE) Students (2023)**

Presented by:

April Francis-Taylor,

ESBOCES

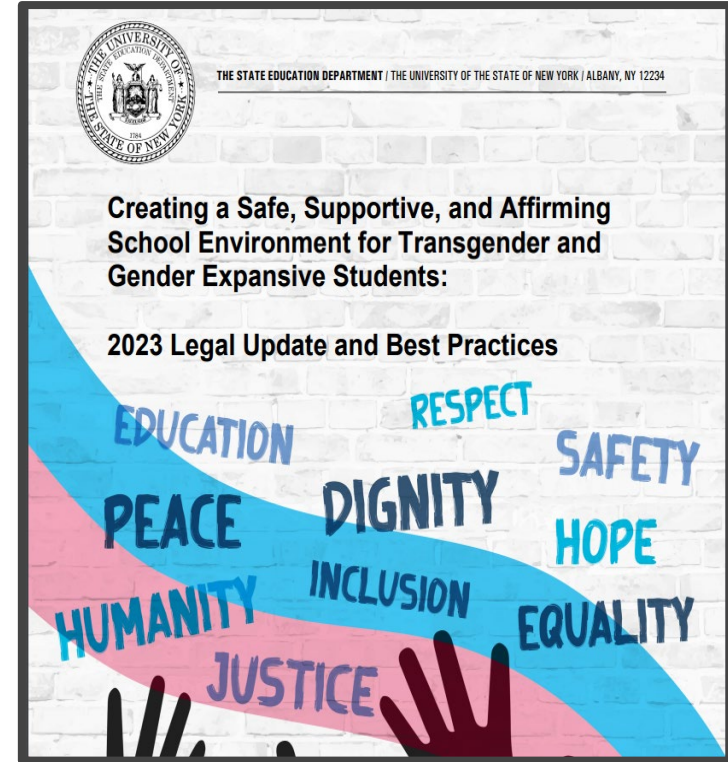
Director of DEI



# NYSED Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive (TGE) Students (2023)

Impacts to districts can include:

- As you update policies and practices review use of language (i.e. pronouns, etc.)
- Development of student gender identity policies if there are none
- Development of “Gender Support Plans” w/counseling service personnel
- DASA Coordinator Training updated
- DASA Training for all staff to be updated



56%

OF LGBTQ STUDENTS SURVEYED  
REPORTED  
HARASSMENT  
BASED ON THEIR  
GENDER  
EXPRESSION.

In a 2019 national survey, most LGBTQ students in New York reported having had experienced anti-LGBTQ victimization at school. 56% of students surveyed reported harassment based on their gender expression and more than half of the LGBTQ students surveyed reported having had experienced at least one form of anti-LGBTQ discrimination at school during the prior school year.<sup>43</sup> These high rates of bullying, whether based on the actions of peers, teachers and administrators, or an overall hostile school climate, correspond to adverse health and educational consequences for TGE students.<sup>44</sup> A large body of research provides evidence that the ongoing stigma, stress, and systemic discrimination—which is being experienced by the majority of LGBTQ students in schools—undermines their sense of safety and has lifelong detrimental psychological, social, medical, and epigenetic effects.<sup>45,46</sup>

Studies have shown that LGBTQ youth experience much higher rates of depression, anxiety, alcohol and drug use, and lower self-esteem as compared to their non-LGBTQ peers.<sup>47,48</sup> In addition, LGBTQ students who experienced victimization due to their sexual orientation and gender expression achieved lower grade point averages than students who were less often harassed, were nearly three times as likely to have missed school in the past month, and reported a decreased sense of school belonging.<sup>49</sup>

The mental health disparities evidenced in the data are explained by the Minority Stress Model, which suggests that LGBTQ youth are not inherently prone to negative health outcomes but are placed at higher risk because of LGBTQ-based victimization. The internalization of these experiences and anti-LGBTQ messages can produce and exacerbate negative mental health outcomes. LGBTQ youth who hold additional marginalized identities based on race, ethnicity, and/or ability face further victimization that compounds discrimination based upon their sexual orientation or gender identity.<sup>50</sup>

#### Adverse Consequences for TGE Students who Experience Harassment, Assault, and/or Unjust Treatment at School

- Adverse Educational Consequences
  - Lower GPAs
  - Increased truancy
  - Increased likelihood of dropping out
  - Decreased likelihood of attending post-secondary education
- Adverse Social Consequences
  - Avoiding school functions
  - Feeling unwelcome and disconnected from others
  - Lower self-esteem
  - Increased risk of contact with the juvenile justice system
- Adverse Health Consequences
  - Higher rates of anxiety
  - Higher rates of depression
  - Higher rates of alcohol and drug use

12

A LOT OF TEACHERS DON'T  
SHUT DOWN NEGATIVE OR  
TRANSPHOBIC CONVERSATIONS.

SOME TEACHERS ENABLE THE  
TRANSPHOBIA.

TEACHERS DON'T SAY MUCH OF  
ANYTHING WHEN "LITTLE"  
MICROAGGRESSIONS HAPPEN.

TAKING A NEUTRAL GROUND IS  
NOT INHERENTLY A GOOD THING.

NYS Student

1. Individually: Read the bottom of pg. 11 to 13 (6-8 mins.)
2. Then at your tables discuss:
  - i. What stands out to you?
  - ii. In your role, how can you support others in understanding this information?



If school personnel suspect child abuse or maltreatment of the student at home, they should report it to the State Central Registry at 1-800-635-1522.

According to a recent Human Rights Campaign report, 64% of TGE students surveyed reported their families made them feel wrong for their gender identity.<sup>63</sup> Due to parent/guardian rejection, TGE youth reported higher rates of homelessness and housing instability. According to the Trevor Project 38% transgender females, 39% transgender males, and 35% nonbinary youth reported homelessness or housing instability.

*EXAMPLE: A student with the legal name Kevin comes out as a transgender girl and asks teachers to call her Kimi and use she/her pronouns. She is not out to her parents and requests that teachers and administration continue to use her legal name with her parents for the time being. The teachers call her Kimi and use she/her pronouns at school. When calling home for any reason, teachers use the name Kevin and he/him pronouns. Kimi writes "KD" on her papers to avoid her parents seeing her affirmed name.*

At a planning meeting, whether the parents/guardians attend or not, the school will want to:

- discuss the school's role in supporting the student's transition;
- make resources available to the student to address questions or concerns;
- discuss, as appropriate, the timing of the transition, planning responses to questions from school staff and students, changing the student's information in school records, and any other relevant matters;
- put in place measures for supporting the student and creating a safe environment;
- update student education records with the student's affirmed name and appropriate gender marker, and not circulate records with the student's legal name to ensure consistency among teachers, school administrators, substitute teachers, and other staff (For more information see educational records.); and
- discuss with the student how the student should be referred to, e.g., appropriate pronoun use, in written communication to the student's parent/guardian. Schools will want to adopt a flexible approach, given that transgender students may not feel comfortable or safe being their authentic selves in all contexts.

A Gender Support Plan is a document that can help schools systematically address various aspects of a transgender or gender expansive student's experiences at school. It can also be used to help schools create a shared understanding among students, school staff, and parents/guardians about the ways in which the student's authentic gender will be recognized and supported at school. Students should be included in the creation of these plans, even in cases where their parents/guardians/family are supportive.

#### **Tips for When a Student Comes Out to You**

Teachers, school counselors, coaches, or other adults who are known allies will often be the first person within a school community to whom a student will come out. When a student comes out as TGE, it is recommended that the trusted individual and the student have a conversation concerning the student's needs, concerns, goals, and safety. The first questions to ask a student who has come out are, "What do you need from me?" and "How can I help you?" Each student will have different reasons for coming out to each individual.

#### *EXAMPLES:*

- *José comes out as genderfluid to his math teacher because he trusts her, and just wants her to know.*



# GENDER SUPPORT PLANS

# ESBOCES Upcoming Workshops

## 6. LILIE Online: Supporting and Empowering the LGBTQ+ Student: Using SEL to Create Community

Program: Model Schools

Dates: 1/1/2024 to 1/28/2024

## 4. Transgender, Gender Non-Conforming, and Non Binary (TGNCNB) Experiences (T201) Presented by LGBT Network

Program: Professional Development Program

Audience: K-12 Educators, Administrators, Support Staff

Dates: 12/14/2023

This educational and interactive training will improve understanding of the unique experiences of people who identify as transgender, gender non-conforming, and/or non-binary (TGNCNB). We will discuss some of the various ways in which TGNCNB people may or may not transition and how to support each person's individual journey. Topics covered will include knowledge of the social and health needs of

## 9. Creating a Safe, Supportive, and Affirming School Environment for LGBTQ+ Youth: Unpacking NYSED's Legal Guidance

Program: DEI (Diversity, Equity, Inclusivity)

Audience: Teachers, Administrators, Teaching Assistants, Support Staff,

Dates: 1/10/2024

*How do we ensure our LGBTQ-IA students and families feel welcomed and affirmed in our school environment?*

The NYSED Culturally Responsive-Sustaining (CR-S) education framework is intended to help education stakeholders create safe, supportive, and affirming spaces for our LGBTQ-IA students.

*This workshop will focus on Principle #1 of the CR-S education framework "Creating a Welcoming and Affirming Environment" and it will highlight*



# ESBOCES OFFICE OF DEI

*EST. 2020*



April Francis-Taylor (she/her)  
*Director of DEI*  
*ESBOCES Office of DEI*



Amanda Chansingh (she/her)  
*Admin. Coordinator of DEI Services*  
*ESBOCES Office of DEI*

## CONTACT

[ESBOCESDEI@ESBOCES.ORG](mailto:ESBOCESDEI@ESBOCES.ORG)

