

# ***EVSC Transgender Guidance***



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# Definitions

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## Sex

Biological condition of maleness and femaleness (or intersex) as ascribed at birth: (XX & XY).

## Gender/Gender Identity

- The learned psychological, social and cultural aspect of a person that describes expected and sanctioned male and female behavior as a result of socialization, based on gender assigned at birth.
- Gender identity also includes those who define gender in less traditionally binary ways (i.e., Transgender, Gender Fluid, Gender Non-Conforming, Nonbinary). **These identities represent Gender Diversity.**

## Sexual Orientation

- The sex of the person to whom a person is physically attracted.
- A person's sexual identity in relation to the sex to which they are attracted; the fact of being heterosexual, gay, lesbian, or bisexual (regardless of gender identity).
- *Even though 'T' is included when talking about sexual orientation (LGBTQ), being transgender is not a sexual orientation, nor does it determine someone's sexual orientation.*

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## Risk Factors and Vulnerability for LGBTQ+ Youth

- **28%** will drop out of high school
- **85%** experience verbal harassment
- **25%** experience physical harassment and assault
- **65%** never report it
- **98%** hear “gay” used in a negative way at school, from both peers and staff
- **61%** of LGBTQ kids and **82%** of transgender kids feel unsafe at school
- **1 in 4** who come out to their parents are kicked out
- **20-40%** of homeless youth in urban areas are LGBTQ+ kids

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## Suicide and Self-Harm Statistics in LGBTQ+ Youth

- **2x** as likely to complete suicide than heterosexual youth
- and **5x** more likely to attempt it
- **4 to 6x** more likely to overdose, poison themselves, or commit acts of self-harm
- **8x** more likely to attempt suicide when families are not supportive

***Key studies have shown that LGBTQ youth in supportive homes have similar risk ratios as their heterosexual peers***

## Dynamics and Challenges

### Educators

- May have personal values/feelings to navigate or be fearful of the larger community's response.
- May have concerns about their ability to support transgender students.
- May have concerns about the safety of both trans students and the overall student population.
- May have concerns about understanding the LGBTQ+ vocabulary.

### Families

- May have concerns about their ability to support their transgender student.
- May be unfamiliar with what their transgender child's needs are/will be at home/school.
- May have concerns about how their child will be treated at school.
- May have personal values/feelings to navigate or be fearful of families and/or the larger community's response.

### Students

- May be struggling to define themselves apart from the labels of adults/peers.
- May have fear of rejection from peers, adults, parent/guardian.
- May have fear of being bullied.
- May not understand what all of the terminology is and how it impacts daily life. ("What does this mean in my life?")

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**Sequence of Events**  
***All student information***  
***always confidential***

**Administration Responsibilities**

-Administration should ensure student support are provided with fidelity by all staff.

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**Athletic Director / Extra-Curricular Staff Responsibilities**

-AD and Administrators ensure all coaches have been properly informed of the process.

- Referrals
- Supports

# Sequence of Events

## *All student information always confidential*

### **Staff Support/Expectations**

- Staff acknowledges student request for preferred name change.
- Staff states: “thank you for trusting me with this important information.”
- Staff tells students there is a process to follow and your counselor will talk with you about next steps.
- Staff wait for guidance from counselor/sw/admin

### **Counselor/SW**

- Counselor/sw/admin meets with student to discuss preferred name change request and creates gender support plan.
- When a gender support plan is completed, the counselor/sw/admin will notify teacher of supports needed.
- Family may request an RDS preferred name change which will be communicated through counselor/sw/admin.

# **EVSC Gender Support Plans**



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## **EVSC Gender Support Plans**

### **Parent/Caregiver Supported - EVSC Gender Support Plan**

#### **Student Only - EVSC Gender Support Plan**

- Information will be communicated to provide staff all the supportive measures to include safety, respect and inclusivity for the student
- Will ensure confidentiality

## Supportive Measures with Parental Approval

- Gender Support Plan
- RDS Name Changes (“Legal Name Tab”)
- Email Changes
- Other Software Platforms/Third Party Programs
- Pronoun Use
- Name change on school certificates, programs and diploma

## Finally, Some Do's & Don'ts:

### DO:

- Only ask questions that are relevant to the situation, not just to appease general curiosity.
- Focus on the needs of the student and help where we can.
- Apologize if you make a mistake and move on.
- Allow kids to experience their journey.

### DONT:

- Allow your personal views/beliefs to interfere with the safety or needs of gender diverse individuals.
- Make assumptions.
- Say a student is an "X" who wants to be a "Y". Trans students see themselves as who they are, not as one gender who wants to be another.
- 'Out' or socially isolate students

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# Resources

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*The resources below do not belong to the Evansville Vanderburgh School Corporation.*

- Human Rights Campaign: <https://www.hrc.org/>
- Welcoming Schools (Part of HRC):  
<http://www.welcomingschools.org/resources/>
- The Trevor Project: <https://www.thetrevorproject.org/>
- PFLAG: <https://pflag.org/>
- GLSEN: <https://www.glsen.org/>
- Brill, S., & Pepper, R. (2022). *The Transgender Child: Revised & Updated Edition: A Handbook for Parents and Professionals Supporting Transgender and Nonbinary Children*, Cleis Press.