



# Supporting Gender Expansive Students

Colorado Diversity Network  
Gabe Hernan and Katie Bradford

# About



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Denver Academy

# Colorado Diversity Network

The Colorado Diversity Network (CDN) is a collection of schools interested in creating a statewide network of collaboration for faculty and staff training around issues of equity, inclusion, and diversity to benefit all Association of Colorado Independent Schools (ACIS).

**Saturday, Oct. 20** Racial Identity with Dr. Sandra Chapman

**Saturday, Feb. 9** Diversity Job fair and Mini-Conference

**Thursday, Jan 31** ACIS Diversity Happy Hour @ Denver Academy

**Friday, April 5** The Culturally Responsive Educator with Dr. Dena Samuels

THE COLORADO DIVERSITY NETWORK PRESENTS

## Racial Identity Workshop

with Dr. Sandra Chapman

Saturday, October 20, 2018

9:00 a.m. - 2:00 p.m.

Graland Country Day School  
(55 Clermont St., Denver)

Participants will use racial identity models to make sense of their own development before discussing where students fall on this spectrum. After acknowledging the racial lens through which they see the world, participants will review racial identity theories, view films that highlight the systematic effects of racism, & discuss best practices that help students develop the positive & resilient racial self-concepts needed to counter bigotry, prejudice & benign neglect present in schools today.

Dr. Sandra 'Chap' Chapman is the Director of Equity & Community at LREI in New York. She has taught for 27 years in independent schools.



Sponsored by the COLORADO DIVERSITY NETWORK a consortium of ACIS schools dedicated to creating collaborative faculty & staff training around issues of equity, inclusion, & diversity.



Register by scanning the code above or going to:

<https://goo.gl/forms/JoJ4FNEM7aXBYzHF3>



# Today's Goals

## Language & frameworks of gender inclusivity

Understanding the ways in which people identify, coupled with knowledge of the respectful language to use when talking about and supporting differences

## Supporting school leaders/risk management

Equity & inclusivity work is messy; we are all a work in progress. Current legal landscape is in flux and challenging to navigate for independent schools.

## Practical strategies

How does this relate to our school's mission? What might this look like at our school? As a trustee, how do I talk about gender expansiveness?



# NAIS Suggested Community Norms

- Be fully present.
- Speak from the “I” perspective.
- Be self-responsible and self-challenging.
- Listen, listen, listen, and process.
- Lean into discomfort.
- Experiment with new behaviors in order to expand your range of response.
- Take risks, be raggedy, make some mistakes – then let go.
- Accept conflict and its resolution as a necessary catalyst for learning.
- Be comfortable with silence.
- Be crisp; say what’s core.
- Treat the candidness of others as a gift; honor confidentiality.
- Suspend judgment of yourself and of others.



# Poll

How familiar are you with the gender spectrum and gender expansiveness?

1 ----- 2 ----- 3

**Not at all familiar**  
This is mostly new to me

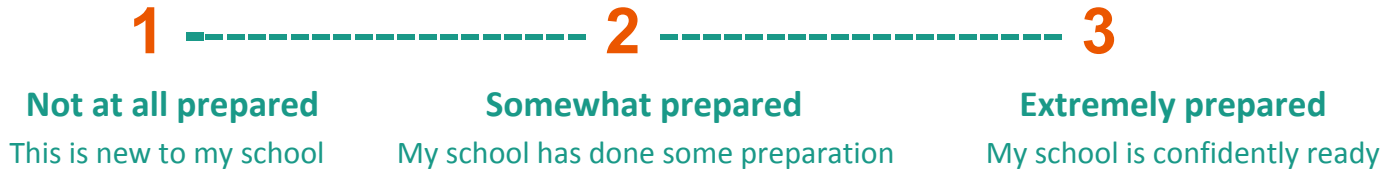
**Somewhat familiar**  
I understand it a little

**Extremely familiar**  
I can explain both with confidence



# Poll

How do you think your school is to support transgender and gender expansive students?





## Acronym

**L ↔ GBTQQQIP2SAA**



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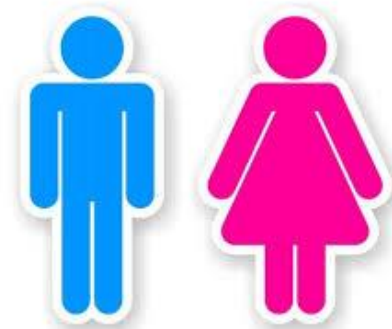
# Discussion

Binary Models/Acronyms/ "Old" Framework

v.

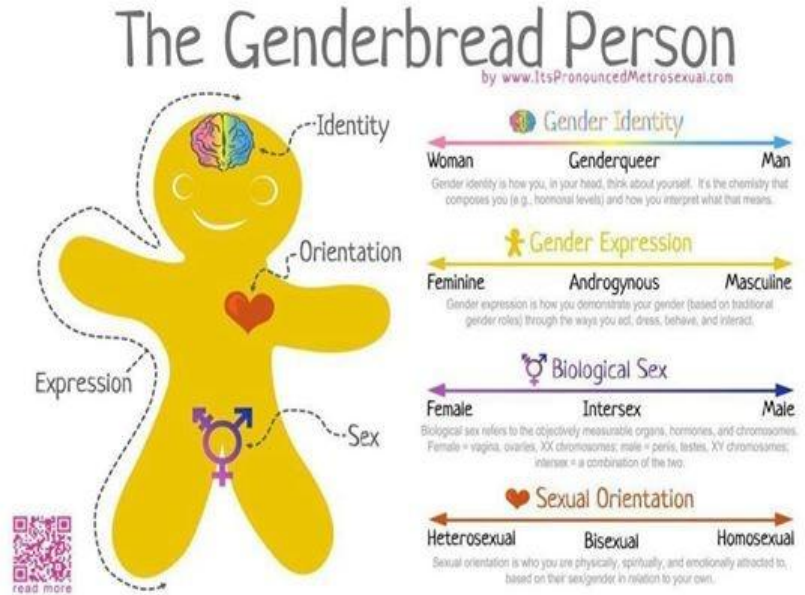
Spectrum-Based Models/Specra/ "New" Framework

Why is the acronym so complex?



# Genderbread

Transgender  
Gender Fluid  
Gender Expansive  
Genderqueer  
Non-binary  
Cisgender





# Definitions

**Transgender:** Person whose gender identity is different assigned birth gender.

**Gender Fluid:** Flexible gender identity

**Gender Expansive:** Umbrella term used for individuals that broaden their own culture's commonly held definitions of gender

**Genderqueer:** Person identifies with neither, both, or a combination of male and female genders.

**Non-Binary:** Person whose gender identity is neither Male nor Female

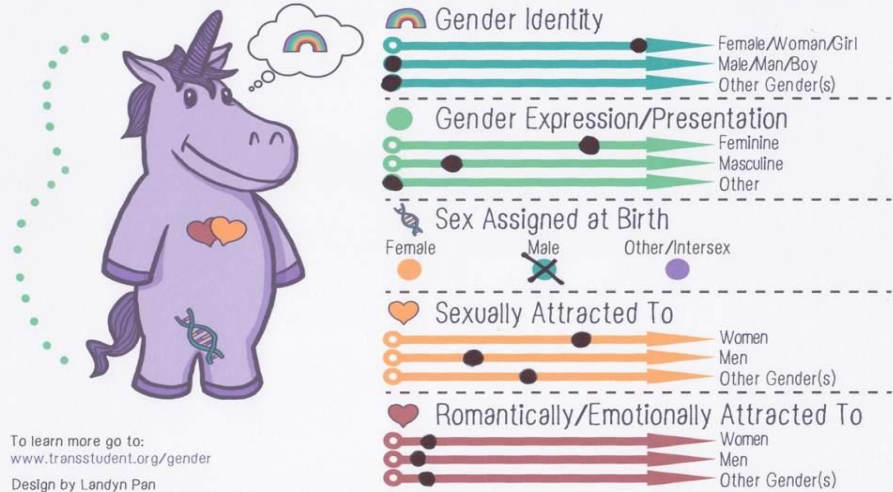
**Cisgender:** Person whose gender matches assigned birth gender.



# Unicorn

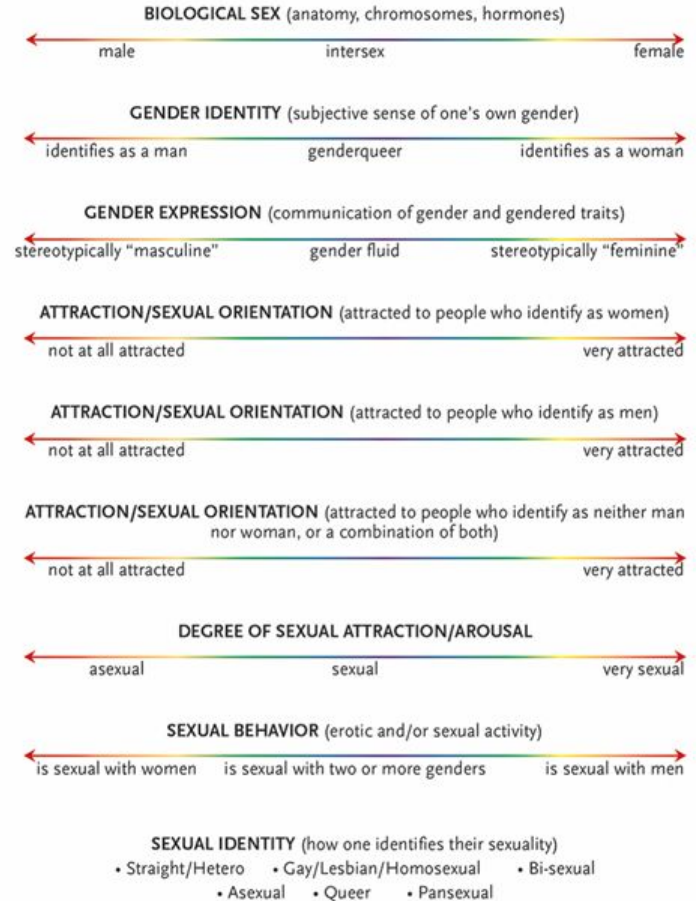
## The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Equality Resource



# The Gender Spectrum

## NEW DIAGRAM OF SEX, GENDER AND SEXUALITY®



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# What's in a name?



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## I Identify as.....

Mr. Mrs. Miss Ms. Mx.

He/Him

She/ Her

They/ Them

No Pronoun

Zie/ Zim/ Zir (Many variants)

Microaggression: Itself or He-she

# PRONOUN

Jack and Milly





## Dyad

Listening exercise  
1 minute per partner  
Speak freely  
Listen silently

## Demographics

When requesting or reporting gender information for students, parents, and families, what options does your school provide? Are they fully inclusive?





# School Communities

## Boulder Country Day

- No transgender, non-binary, or transitioning students currently identified
- No implemented pronoun use policy
- Ongoing faculty and staff training
- New gender-neutral dress code
- Binary bathroom policies, some access to individual bathrooms as needed
- Fall 2018 hired part-time Equity & Inclusivity coordinator
- Teachers encouraged to set self-chosen DEI “goals”
- Currently revising faculty dress code

## Denver Academy:

- Transgender, non-binary, and transitioning students are currently enrolled and alumni
- Implemented policy around pronoun use
- Ongoing faculty and staff training
- Bathroom policies in place,
- Supports transgender HS athletes
- Addressed transgender sleeping arrangements on overnights
- Provides “talking points” for teachers



# Current Laws, Policies and Guidelines

**Federal:** Title IX- Transgender was protected under the sexual discrimination act under Obama, however the Trump administration rescinded this protection, thereby moving the decision to the state level

**Colorado:** Per CADA, transgender individuals (students and employees) must be allowed access to public resources associated with their gender identity not with the gender assigned on their birth certificate. This includes public schools or private schools that receive federal funding, as well as “places of public accommodation”

**CHSSAA:** A transgender student-athlete's home school will perform a confidential evaluation to determine the gender assignment for the prospective student-athlete.

**NAIS:** “The NAIS Principles of Good Practice recommend schools consider legal obligations more of a floor than a ceiling to aspire to when it comes to ensuring that all community members are welcomed.”

**ACIS:** In 2016, added Standard A12 requesting “evidence of work in Equity & Inclusivity” including but not limited to gender identity



# ACIS Accreditation Standards

**Standard A2: NON-DISCRIMINATION:** There shall be no discrimination against any person that is in violation of Federal or State Law or regulations.

**Standard A12: DIVERSITY & INCLUSIVITY:** The school shall strive to have an equitable, just, and inclusive school community that embraces the value of diverse races, ethnic backgrounds, sexual orientations, gender identities, and religious beliefs. This commitment should be evident in the school's governance, administration, curriculum, program support, staffing, admissions, and other activities.



# NAIS Recommendations: Proactive Approach

*Professional Development:* Ongoing training for teachers, administration and community

*Policies:* Develop policies which are inclusive- Accreditation Standards

*Facilities:* Including bathrooms, locker rooms, and dorm rooms- retrofitting and future projects

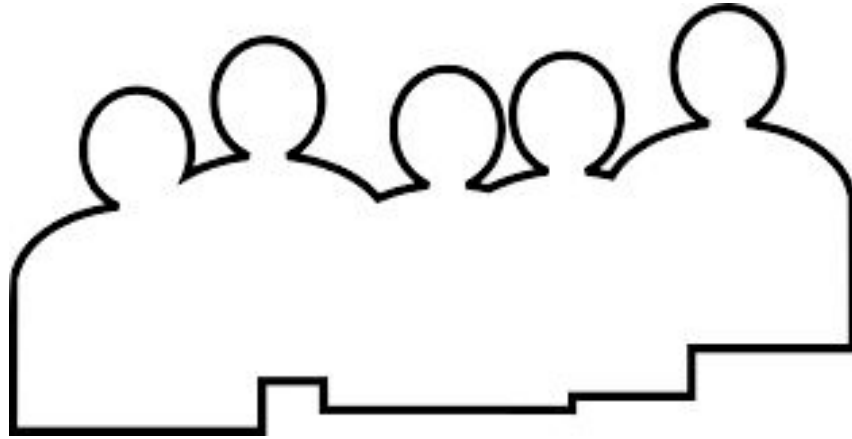
*Student Awareness:* School culture/ support/ a welcoming community

*Response Team:* Designated group that works with students' family to address issue that arise on a case by case basis

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# Discussion

Scenarios





## Scenario 1 (Off-Campus Field Trip)

A new student is planning to attend a field trip sponsored by the club he has joined this year. School counselors and administrators are aware that the student is a transgender male who transitioned in the years before he joined the school community as a sophomore. The student's transgender status is not known by any students in the school nor are the teachers, including the club sponsor, aware. How should the school address room placement for this student on the overnight trip where the group plans to spend two nights in a hotel? What communication between the board and head is necessary to ensure board support if the administrative decision is controversial?



## Scenario 2 (Sports Participation)

A transgender female, who has come out to her friends and staff members, has attended the girl's soccer tryouts and was selected to play on the varsity team. Several parents have expressed reservations about the student's participation on a girl's team, especially in terms of locker room usage. Additionally, the school has received an inquiry from a school in the league who questions the fairness of having a transgender female compete as part of the team. How should the administration respond to the concerns expressed by parents and leaders at other schools? What board involvement seems necessary and appropriate to ensure board support?



## Scenario 3 (All-Gender Restroom)

As a board member, you have been approached by a parent who disagrees with the school's creation of two all-gender restrooms. The parent has concerns about the safety of their child in the restroom and questions the need for such a facility in the first place. The parent would like the school to enforce a restroom policy dictated by a student's sex and not gender identity. How should you respond to the parent's concern? What additional communication with the head of school and/or board chair seems necessary to support their leadership in this situation?





## Discussion

What's your elevator speech?

### Talking points

When confronted with a donor or parent who challenges the inclusivity or accommodations provided for transgender youth, what can you say?



# Framing the conversation

- Kids and families aren't controversial
- Creating safe, inclusive, welcoming learning environments: Everyone is welcome at our school. *All* means all.
- Reflecting and affirming the diversity we have in our community.
- Affording all students opportunities to see themselves and their families positively reflected in the curriculum.
- Identity supersedes beliefs

Credit: *A Queer Endeavor*, 2018 (see resources)



# DA elevator speech

Denver Academy is welcoming to all students

Transgender students attend Denver Academy

Transgender refers to a person's gender identity

Transgender is different from sexual orientation

Transgender is different from cross dressing

Transgender is not a matter of choice

Like everyone, transgender people want to feel accepted, understood, and supported.



## Scenario 4 (Knowing What to Say)

You are crossing campus with a prospective first grader and her mother when a transgender HS student walks by. The first grader asks loudly “Is that a boy or a girl?” The mother is clearly uncomfortable and perhaps a bit perturbed that her child has to ask. The transgender student overhears and is very embarrassed. How do you respond?



# Thank you!

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## Resources: Further Reading

LESSON PLANS AND TEXTS FROM A *QUEER ENDEAVOR* AT CU <https://aqueerendeavor.org/for-educators/>

ACLU SCHOOLS IN TRANSITION GUIDE <https://www.aclu.org/report/schools-transition>

STEPS FOR SCHOOLS <https://www.cultofpedagogy.com/lgbtq-students/>

SAFE SPACES TOOLKIT <https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf>

MODEL POLICIES <https://www.glsen.org/article/model-laws-policies>

NAIS TRANSGENDER STUDENTS AND SCHOOL BATHROOMS <https://www.genderspectrum.org/bathroomfaq/>

NATIONAL CENTER FOR TRANSGENDER EQUITY <https://transequality.org/know-your-rights/schools>

TEACHING TOLERANCE <https://www.tolerance.org>

SCHOOLS IN TRANSITION

<https://www.genderspectrum.org/staging/wp-content/uploads/2015/08/Schools-in-Transition-2015.pdf>

GENDER SPECTRUM <https://www.genderspectrum.org/bathroomfaq/>

ADDITIONAL ALLY INFORMATION <http://www.transwhat.org/confused/>

GLAAD MEDIA REFERENCE GUIDE <https://www.glaad.org/reference/lgbtq>



# Resources: The Legal Stuff

## **ACLU KNOW YOUR RIGHTS**

<https://www.aclu.org/other/know-your-rights-guide-trans-and-gender-nonconforming-students?redirect=lgbt-rights/know-your-rights-guide-trans-and-gender-nonconforming-students>

**NAIS LEGAL ADVISORY** <https://www.nais.org/Articles/Documents/Member/TheTransgenderStudent-2014.pdf>

**NAIS LEGAL ADVISORY CHANGE** <https://www.nais.org/articles/pages/legal-advisory-transgender-students-changes-in/>

## **NAIS TRANSGENDER ISSUES SCHOOLS**

<https://www.nais.org/magazine/independent-school/summer-2016/addressing-transgender-issues-in-schools/>

## **NAIS GENDER VARIANT GUIDELINES**

<https://www.nais.org/magazine/independent-school/fall-2007/guidelines-for-schools-working-with-gender-variant/>

**CHSSAA:** <https://www2.chsaa.org/home/pdf/TRANSGENDERPROCEDUREPOLICY.pdf>

**Colorado DORA:** <https://www.colorado.gov/pacific/dora/advisory-equal-access-transgender-Colorado-law>