Lessons from the Field

Supporting Transgender & Nonbinary Students in K-12 Schools

APRIL 13, 2022
3:00-4:15 PM ET
To access information and archived materials from previous Lessons from the Field webinars, go to:
https://safesupportivelearning.ed.gov/lessons-field-webinar-series
Logistics

Zoom Control Panel

Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location: https://safesupportivelearning.ed.gov/events/webinar/lessons-field-supporting-transgender-nonbinary-students-k-12-schools

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.
Registration Polling Question Results

WHAT BEST DESCRIBES YOUR ROLE? (N=3354)

- Student Support Personnel: 22.3%
- Other: 21.5%
- State and District Staff: 19.7%
- Educators/Teachers: 12.5%
- School Administrators: 11.0%
- Family & Community Engagement Specialists: 6.6%
- Education Stakeholders: 4.0%
- Parent/Family member: 2.4%
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<td>U.S. Department of Education Welcome: Christian Rhodes</td>
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<tr>
<td>Sam Ames</td>
<td>Director, Advocacy and Government Affairs, Trevor Project</td>
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<td>Amy Cannava</td>
<td>High School Psychologist, Arlington County Schools (VA)</td>
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<td>Rae Garrison</td>
<td>Principal, West Jordan Middle School (UT)</td>
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<td>Sam Long</td>
<td>High School Science Teacher, Denver South High School (CO)</td>
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<tr>
<td>Dr. Catherine Rasberry</td>
<td>Acting Chief, Research Application and Evaluation Branch, Division of Adolescent and School Health, CDC</td>
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<td>Rebekah</td>
<td>Student</td>
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<tr>
<td>Christian Rhodes</td>
<td>Senior Advisor, Office of the Secretary, U.S. Department of Education</td>
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<tr>
<td>Laura Ross</td>
<td>Middle School Counselor, Forks Middle School (GA)</td>
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<tr>
<td>Melanie Willingham-Jaggers</td>
<td>Executive Director, GLSEN</td>
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Bios for the speakers are archived at the following location:
https://safesupportivelearning.ed.gov/events/webinar/lessons-field-supporting-transgender-nonbinary-students-k-12-schools
Today’s Moderator

CHRISTIAN RHODES, SENIOR ADVISOR
OFFICE OF THE SECRETARY
U.S. DEPARTMENT OF EDUCATION
Creating Safe and Supportive Environments for Transgender and Nonbinary Youth

Catherine Rasberry, PhD (she, her, hers)
Division of Adolescent and School Health
April 13, 2022
Transgender Youth Need Safe and Supportive Schools

**Transgender Students in School**

Almost 2% of high school students identify as transgender.

**Transgender Students Face Health Risks**

- 27% feel unsafe at or going to or from school.
- 35% are bullied at school.
- 35% attempt suicide.

**Safe and Supportive Schools Can Help!**

- Create and enforce anti-bullying policies.
- Identify and train supportive school staff.

Data from 2017 Youth Risk Behavior Survey of U.S. high school students in 10 states and 9 large urban school districts (N=131,361 students) as published in Johns, et al. MMWR 2019 (DOI: CDC/YA21).

WWW.CDC.GOV
Fostering Inclusive School Environments

Chicago Public Schools

Created gender-affirming guidelines, resources, and professional development for all 40,000 staff to build safe and supportive environments for transgender, non-binary, and gender non-conforming students.
Affirming the Experiences of LGBTQ+ Youth

Seattle Public Schools

Increasing the inclusivity of schools by developing a book that highlights the stories of LGBTQ+ students, families, and staff, disseminating it throughout the district, and incorporating it into staff training, classroom education, and family engagement.
Albuquerque Public Schools

Through “The Pronouns Project,” students led districtwide change giving students the ability to use preferred names in school information systems. Students also championed a resolution to support transgender youth in the district.

“We believe that it is essential to normalize using pronouns and sharing current names in order to create a more affirming place for LGBTQ+ students, especially transgender students.”
- GSA Members
LGBTQ-Supportive School Policies and Practices Protect All Youth


Improved mental health outcomes for all youth

- depressive symptoms
- suicidal thoughts and behaviors
- suicide attempts, particularly among LGB students
For More Information

• Web: www.cdc.gov/healthyyouth
• Twitter: @CDC_DASH
• E-mail: nccddashinfo@cdc.gov
• Telephone: 1-800-CDC-INFO (1-800-232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.
Supporting Transgender & Nonbinary Students in K-12 Schools

Melanie Willingham-Jaggers (they/she)  
*Executive Director*  
April 13, 2022
Terminology

**GENDER IDENTITY**: A person’s deeply held knowledge of their own gender, which can include being a man, woman, nonbinary, or another gender. One’s gender identity may or may not align with society’s expectations of the sex an individual is assigned at birth.

**GENDER EXPRESSION**: Expression of gender, whether through hair styles, makeup, or personal fashion. Changes over the course of a person's lifetime.

**GENDER NONCONFORMING (GNC)**: A term used to describe people whose gender expression differs from social expectations, such as “feminine boys,” “masculine girls,” and people who are perceived as androgynous in some way.
Terminology

**TRANSGENDER (TRANS):** An adjective describing a person whose gender identity differs from the sex they were assigned at birth. A trans woman is a woman whose sex was assigned male when she was born. A trans man is a man whose sex was assigned female when he was born. Some transgender people are not male or female and use terms like “nonbinary” to describe their gender identity.

**NONBINARY:** A term used to refer to people whose gender identity is not exclusively male or female, including those who identify with a different gender, a combination of genders, or no gender.

**CISGENDER (CIS):** An adjective describing a person whose gender identity corresponds with the sex they were assigned at birth. For example, a cisgender woman was assigned female at birth and identifies as a woman.
Trans & Nonbinary Students: Demographic Snapshot

In GLSEN’s National School Climate Survey of LGBTQ+ secondary students, transgender students—including trans nonbinary students—comprised:

- 28% of all students surveyed
- 29% of Indigenous LGBTQ+ students
- 25% of Black LGBTQ+ students
- 23% of Latinx LGBTQ+ students
- 22% of Asian American of Pacific Islander LGBTQ+ students
Experiences with Victimization in K-12 Schools

Harassment or bullying based on gender identity
- **83%** of transgender secondary school students, including trans nonbinary students, and **69%** of all other nonbinary students

Discrimination at school
- **77%** of transgender secondary school students, including trans nonbinary students, and **69%** of all other nonbinary students

Source: GLSEN. (2020). National School Climate Survey.
GLSEN’s research has surfaced four supports that promote transgender and nonbinary student’s ability to thrive and reach their full potential:

- **Supportive School Clubs (GSAs)**
- **Supportive School Personnel**
- **Inclusive Curricular Resources**
- **Comprehensive policies that prohibit victimization**
Figure 2. Transgender and Nonbinary Students With Higher Levels of School Belonging by Presence of Supportive Resources

(Percentage reporting above average levels of school belonging)

Supportive School Clubs
- Has Resource: 48.8%
- Does Not Have Resource: 26.5%

Supportive School Personnel
- Has Resource: 53.1%
- Does Not Have Resource: 18.0%

Inclusive Curricular Resources
- Has Resource: 65.5%
- Does Not Have Resource: 34.7%

Comprehensive Anti-Bullying/Harassment Policies
- Has Resource: 57.2%
- Does Not Have Resource: 37.5%

Source: GLSEN. (2022). Improving School Climate for Transgender and Nonbinary Youth.
Figure 5. Transgender and Nonbinary Students Who Missed School Due to Feeling Unsafe by Presence of Supportive Resources
(Percentage reporting any missed days of school)

- Supportive School Clubs
  - Has Resource: 36.7%
  - Does Not Have Resource: 49.4%

- Supportive School Personnel
  - Has Resource: 26.2%
  - Does Not Have Resource: 45.9%

- Inclusive Curricular Resources
  - Has Resource: 31.3%
  - Does Not Have Resource: 44.0%

- Comprehensive Anti-Bullying/ Harassment Policies
  - Has Resource: 34.0%
  - Does Not Have Resource: 42.4%

Source: GLSEN. (2022). Improving School Climate for Transgender and Nonbinary Youth.
Resources

- **Improving School Climate for Transgender and Nonbinary Youth** (GLSEN Research Institute)
- **National School Climate Survey** (GLSEN Research Institute)
- **Model Local Education Agency Policy on Transgender and Nonbinary Students** (GLSEN with the National Center for Transgender Equality)
- **Nondiscrimination Protections and Inclusion of LGBTQ+ Students in K-12 Learning Communities: Recommendations for State Education Agencies** (GLSEN)

For more information about GLSEN’s recommendations for supporting transgender and nonbinary students in K-12 schools: policy@glsen.org
ROUND TABLE 1

RAE GARRISON
SAM LONG
REBEKAH
ROUND TABLE 2

SAM AMES
AMY CANNAVA
LAURA ROSS
Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION22


Thank you for attending the webinar, Expanding School-Health Center Partnerships, on March 30, 2023. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar’s topic?
   - Not at all knowledgeable
   - Somewhat Knowledgeable
   - Very Knowledgeable

2. Overall this webinar was a good use of my time.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree

3. This webinar improved my understanding of the covered topic.
   - Strongly Disagree
   - Somewhat Disagree
   - Somewhat Agree
   - Strongly Agree
Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/

Next Lessons from the Field Webinar: May 2022